

*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

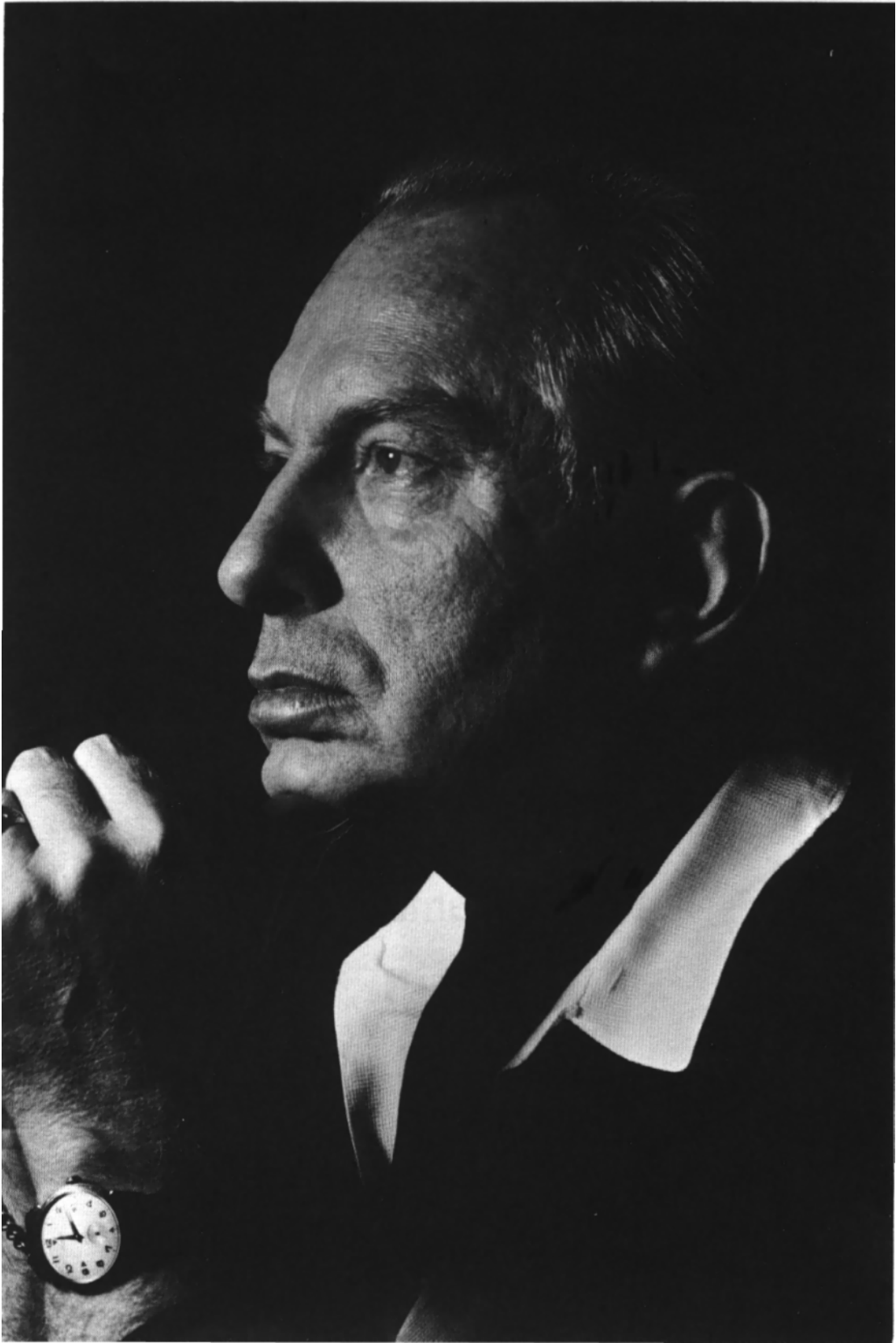
**Volume**  
**I**  
**1950-1953**

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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
"The work was free.  
Keep it so. "*

**L. RON HUBBARD**



**L. RON HUBBARD**  
*Founder of Dianetics and Scientology*

## EDITORS' NOTE

"A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings."

—L. Ron Hubbard

The first eight volumes of the *Technical Bulletins of Dianetics and Scientology* contain, exclusively, issues written by L. Ron Hubbard, thus providing a chronological time track of the development of Dianetics and Scientology. Volume IX, The Auditing Series, and Volume X, The Case Supervisor Series, contain Board Technical Bulletins that are part of the series. They are LRH data even though compiled or written by another.

So that the time track of the subject may be studied in its entirety, all HCO Bs have been included, excluding only those upper level materials which will be found on courses to which they apply. If an issue has been revised, replaced, or cancelled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The points at which Ron gave tape recorded lectures have been indicated as they occurred. Where they were given as part of an event or course, information is given on that event or course on the page in the chronological volumes which corresponds to the date. The symbol "\*\*\*" preceding a tape title means that copies are available from both Publications Organizations. A tape preceded by "\*" means that it will soon be available. No asterisk (\*) means that neither Publications Organization nor Flag has a master copy of that lecture. If you have, or know anyone who has, copies of *these* tapes, please contact the Flag Audio Chief, P.O. Box 23751, Tampa, Florida, 33623, U.S.A. The number in the tape title is a code for the date; example: 5505C07—55 = year, 1955; 05 = month, May; C = copy; 07 = day, 7th; 7 May 1955. The abbreviation tells what group the tape is a part of. For an explanation of the abbreviations see Volume X, page 539.

At the back of this volume is a Subject Index covering only the material in this volume. Use the index to locate the LRH source material in context, don't just get data from the index. This index has been combined with indexes from other volumes to form the Cumulative Index which is in Volume X, starting on page 287.



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# Introduction

There is adequate and long background to Dianetics and Scientology. For fifty thousand years Man has been faced with the enigma of himself and his fellows. And Man has been victimized by impulses and brutal instincts which have caused him to erect in self-protection, prisons and legal codes and complex social systems. Man has not felt safe from Man. And indeed, the conduct of men down the ages has not much justified belief or faith. Wars, murder and arson, treachery and betrayal, cynicism and destruction have marred his progress until history itself has become a long montage of battles, murders and running blood.

Confronted with this aspect in himself and his fellows, Man has long searched for an answer to the riddle of his own behavior and for ways to remedy that behavior. Long before Diogenes, Man was searching for such answers to his questions. In Babylon, Chaldea, India and even into distant and primitive times those men who could think found concern in the antisocial and unreasonable conduct of their fellows. Throughout all these ages, little by little, bits of the answer were forthcoming.

No flashing and spectacular result in modern times can gainsay the brilliance of achievement of the early searchers in the field of the human mind, for these, out of the morass of superstition and taboo, sorted out the first phenomena vital to the solution of the problem.

Man's search for the answer to his own riddle was quickened during the last century by two things: the first was the energy and curiosity of Sigmund Freud and the second was the mathematics of James Clerk Maxwell who gave to us the fundamentals of energy.

To talk of the faults of Freud, as do those who practice psychoanalysis today, is ungenerous. This great pioneer, against the violent objections of medical doctors and the psychiatrists of his day, ventured to put forth the theory that memory was connected with present time behavior and that by talk alone a patient could be made well. Whatever the repute of the libido theory, whatever the disillusionment of this great man himself—for he admitted defeat before he died—his work and method of address were a valuable step toward an eventual solution.

The probable reason why this solution did not earlier appear has to do with the knowledge we have gained in this century about the physical universe and its structure. The mind was a problem which had to be solved from a knowledge both of humanity and of nuclear physics and modern mathematics. The final solution was simple. The route to it required the physical universe knowledge given to us by searchers in the physical sciences and mathematics.

The story of how Scientology and Dianetics came about will demonstrate this. It will illustrate the background knowledge which was apparently necessary to carry forth to conclusion work which was initiated by Freud and the countless generations behind him.

In the Twenties I was fortunate enough to know Commander Thompson of the Medical Corps of the United States Navy. He was a colorful man, poised, polished,

greatly traveled, curious in half a hundred sciences. The United States Navy, having heard much of the work of Freud in Vienna, sent an officer, Commander Thompson, to study under Freud and bring back to the Navy any benefit from psychoanalysis. When I knew Thompson he was but lately returned from long study with the master. And Thompson was not too impatient and not too bored to communicate something of Freud's teachings to a boy. As a dashing and brilliant figure, Thompson was enough to incite enthusiasm in any youngster and I fear I imposed greatly on his patience and his time.

But a career in the humanities was not on schedule for me. My father, a naval officer, decreed that I would study engineering and mathematics and so I found myself obediently studying the physical sciences at George Washington University in Washington, D.C. A course called "Atomic and Molecular Phenomena" had been instituted there. Today we call it Nuclear Physics. I was fortunate enough to be an early student of that subject in what I believe was the first course in nuclear physics formally taught in the United States.

While at the university I adventured upon certain researches which were off curriculum. I wanted to find the smallest particle or unit of energy Man could contact. And, recalling Thompson's teachings, decided to investigate the energy of the human mind.

Considerable travel and examination of the cultures of Man, considerable study in philosophy, occasional encouragement from such men as Will Durant brought me by 1938 into possession of the basic formulas of human behavior. They were rough, those early conclusions. They were crude. And they lacked a technique of application.

The basic nature of Man is not bad. It is good. One should realize that as a possibility. The basic nature of Man itself is not at fault. But the basic primitive adventures of Man were violent and savage and, as Freud supposed, it is that imposed brutality which Man must hold in check.

Living with the beasts of the jungle, caught at every hand by death and terror, early Man could not but develop brutal reactions. Murder and war were the commonplace. Man had not learned to control his environment and so he had to combat it. Every walk forth from his cave might mean death or battle. Every mischance might bring about catastrophe. Man had no choice to be anything but brutal and savage.

Then came civilization. Then came law and order and the right to eat without being killed. Then came the partial control of the surroundings sufficient to call Man's state civilized.

But Man could not wholly escape his heritage. Here today, when Man supposedly can reason, murder, arson and war stalk his shaded streets and homes.

Man, in an apparent civilization, is haunted by instincts he cannot understand. He has prisons where he puts men such as one cages wild beasts. He has institutions which house millions upon millions of men who are insane and can no longer reason. And Man gazes with collective horror upon the prospect of being obliterated by a weapon so sweeping and terrible that all of civilization may perish in the click of a button—the atomic bomb.

Man is grasping wildly today for some method of restraining the brutality of his fellows or even himself.



And he is motivated in that brutality by all the crimes of his yesterdays.

Man is subjugated and made afraid, he is made brutal and wicked by basic instincts. In order to be civilized Man must repress those instincts. The moment he represses them he becomes sick. Thus the solution is impossible. *Unless* Man can reach inside himself and eradicate in some manner the things which make him kill and steal and make war.

Can instincts be eradicated from the mind? They certainly can be and with less trouble than anyone ever suspected.

And is Man healthy and better with them gone? He is so much better, so much more reliable, so much healthier, so much happier that one immediately finds in him new hope for Mankind.

What is the basic nature of Man? Man is basically good. But between him and that goodness lies a savage and twisted past, inherited from all the centuries of his being, the instincts which he had to wear as a primitive, as a savage. They are still there, on full record, there in a world which now must be civilized if Man is not to perish from the earth.

The basic impulse of Man is to help his fellows. He is not a monomaniacal fiend, intent only upon his own gain. But the instincts, fears and rages he represses make him seem so. He wants to help his fellows. He wants Man to live. He wants the world to survive. But because he has been taught in the brutal school of tooth and claw that life can be treacherous, he seeks unreasonable and treacherous means of achieving his ends.

Take away the savage antisocial impulses of Man, of any man or woman or child, and he is FREE, free to act, to be happy, to gain and to be without fear of what he might do if he let himself loose.

Take away these unwanted brutalities and Man's intelligence rises or even doubles. Take away these impulses and Man's health of being evidently improves beyond past knowledge.

In 1938 I codified certain axioms and phenomena into what I called "Scientology". Scientology is the science of knowledge or the codification of epistemology. Dianetics was evolved from these.

Over two hundred axioms comprise Scientology and embrace Dianetics. Over two hundred new phenomena concerning the human mind have been discovered and cataloged as to their relative importance.

In 1948 I wrote a thesis on an elementary technique of application and submitted it to the medical and psychiatric professions for their use or consideration. The data was not utilized. In 1950, I issued a popular book on the subject called *Dianetics. The Modern Science of Mental Health*. The book, much to the astonishment of myself and everyone else, became a best seller immediately and still sells regularly. Other books followed.

The address of Dianetics and Scientology is not to the ill, the insane or the criminal. It is effective in these fields. But its intention is toward the improvement of the able. Men who already can accomplish things can accomplish more. The problems

of the society depend upon clear-thinking and sane men. Processing can bring about that state according to long experience.

Processing has now become relatively simple. The auditor first must understand the basic axioms of the subject and their meaning in processing. He must have a good grasp of his essential tools. He can gain this understanding in a few weeks if he is quick and intelligent. He must then be able to handle the techniques of application. These are effective and swift.

When one starts to handle primitive instincts in a human being, that human being sometimes has the sensation of having lived before. We know the instincts from distant times are there and we know where they are filed and we know how to change the record. It is relatively simple to call up in any human being the basic and underlying records which have haunted Man for generations. No matter how solidly he is repressing them, the instincts are there. When they are in sight and deintensified, he is able to relax, to be free, and to be effective.

The simplicity of the present techniques seems to belie the arduousness of their discovery. But they contain all the thousands of years of Man's search for what makes Man hate Man.

Dianetics and Scientology are no more than reason joining research in the humanities and research in the fields of energy and the physical sciences. Once this knowledge was joined, the answers were readily available.

Perhaps now it may be possible, in an overwrought world, to do something about the criminals, the insane, about war and the antisocial hatred Man feels for Man. Can we do something for the savage in civilized garb before he ruins this world and all Man? That is a question which the future must answer. I cannot do more than the work I have done and to publish and make available what has been done.

Every facility which I have and every knowledge which we have gained is at your disposal. It is at your disposal to improve you, to make crime a thing of yesterday, to banish war forever. But it is up to you.

A handwritten signature in black ink, appearing to read 'L. Ron Hubbard', with a large, sweeping flourish above the name.

6 February 1952  
Wichita, Kansas

# **DIANETICS: The Original Thesis**

**by  
L. Ron Hubbard**

**Published 1948**

Dianetics: The Original Thesis is a scholarly treatise, written by L. Ron Hubbard in early 1948, to present the basic causes of human behavior and the resolution of mental aberration and psychosomatic illness to the medical and psychiatric societies. Over three years of testing actual Dianetic techniques went into the final manuscript. It was originally issued in carbon copy form and was copied and recopied by doctors and others throughout the United States and passed from hand to hand. Called "Abnormal Dianetics" at that time, it elicited many letters from medical and psychiatric readers, but due to their skepticism or shortsightedness, few gave sufficient attention to it. Noting this, Ron turned his attention to reaching the public directly by writing *Dianetics: The Evolution of a Science* and *Dianetics: The Modern Science of Mental Health*.

The manuscript had been read by some at the Hubbard Dianetic Foundation and there was a popular demand for the text to be made available to all. So, to meet this demand, the first hardcover edition of *The Original Thesis* was published in Wichita, Kansas, in December 1951. Later, in April 1954, the entire text of this book appeared in the *Journal of Scientology*, Issue 28-G, under the title *Scientology: A New Science*.

The current edition has the terms changed to modern usage; for instance, the word *engram* instead of *impediment*, and *auditor* instead of *operator*.

Opening this book, you will find chapters on the Primary Axioms, the Dynamics, Engrams, the Tone Scale, the Auditor's Code and the famous "Laws" of Returning. At the end are three Case Histories.

As a record of L. Ron Hubbard's researches it is a fascinating account, but, more importantly, in this text Ron makes his original and perhaps most basic statement of those timeless truths which dispel Man's ignorance.

160 pages, hardcover with dust jacket, glossary. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

# Terra Incognita: The Mind

L. Ron Hubbard

Probably the strangest place an explorer can go is inside. The earth's frontiers are being rapidly gobbled up by the fleet flight of planes, the stars are not yet reached. But there still exists a dark unknown which, if a strange horizon for an adventurer, is nevertheless capable of producing some adventures scarcely rivaled by Livingston.

During the course of three minor expeditions before the war the realization came about that one of the most dangerous risks in the field of exploration is not located in the vicinity of the geographical goal, but is hard by from the first moment of planning until the last of disbanding—the unbalanced member of the party.

After some years of war it became even more of a conviction that there are some things more dangerous than the Kamikaze, just as they had been more dangerous than malaria.

For a mathematician and navigator to become involved in the complexities of the mental frontiers is not particularly strange; to produce something like results from his explorations into the further realms of the unknown definitely is.

There is no reason here to become expansive on the subject of Dianetics. The backbone of the science can be found where it belongs, in the textbook and in professional publications on the mind and body.

But in that Dianetics was evolved because of observations in exploration for the purpose of bettering exploration results and safeguarding the success of expeditions, it would be strange, indeed, to make no mention of it in its proper generative field.

Based on heuristic principles and specifically on the postulate that the mission of life is survival and that the survival is in several lines rather than merely one, Dianetics contains several basic axioms which seem to approximate natural laws. But regardless of what it approximates, it works. Man surviving as himself, as his progeny, as his group or race, is still surviving equally well. The mechanisms of his body and his society are evidently intended to follow this axiom since, by following it in a scientific manner, several other discoveries came about. That Dianetics is of interest to medicine—in that it apparently conquers and cures all psychosomatic ills and that it is of interest to institutions where it has a salutary effect upon the insane—is beyond the province of its original intention.

What was wanted was a therapy which could be applied by expedition commanders or doctors which would work easily and in all cases to restore rationale to party members unduly affected by hardship and, more important, which would provide a yardstick in the selection of personnel which would obviate potential mental and physical failure. That goal was gained and when gained was found to be relatively simple.

It was discovered that the human mind has not been too well credited for its actual ability. Rather than a weak and capricious organ, it was found to be inherently capable of amazing strength and stamina and that one of its primary purposes was to be right and always right. The normal mind can be restored to the optimum mind rather easily, but that is again beside the point.

The focus of infection of mental and psychosomatic ills was discovered in a hidden but relatively accessible place. During moments when the conscious mind (Dianetically, the analytical mind) is suspended in operation—by injury, anaesthesia, illness such as delirium—there is a more fundamental level still in operation, still recording. Anything said to a man when he is unconscious from pain or shock is registered in

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its entirety. It then operates, on the return of consciousness, as a posthypnotic suggestion, with the additional menace of holding in the body the pain of the incident. The content of the moment or period of unconsciousness is called, Dianetically, a *comanome* (Gr.—unconscious law). The words contained in the *comanome* are like commands, hidden but powerful when restimulated by an analogous situation in later life. The pain in the *comanome* becomes the psychosomatic illness. Any perceptic in the *comanome* is capable of reviving some of the strength of that *comanome* when it is observed in the environment. The *comanome so* planted in the mind has its content of perceptics—smell, sound, sight, tactile, organic sensations. It has them in a precise order. The *comanome* can be played off like a drama when awake life perceptics restimulate it. Which is to say that for every perceptic in the *comanome* there are a variety of equivalents in awake environment. A man becomes weary, sees one or more of the perceptics in his surroundings and becomes subject to the *comanome* within him.

For example, a man falls into a crevasse and is knocked out. His companions haul him forth. One is angry and comments over the unconscious man that he was always a clumsy fool and that the party would be better off without him. Another member defends the unconscious man, saying he is a good fellow. The unconscious man received a blow on the head in his fall and his arm was slightly injured in the recovery.

After regaining consciousness the injured man has no “memory” of the incident, which is to say, he cannot recall it consciously. The incident may lie dormant and never become active. But, for our example, the man who criticized him one day says, at the moment when the formerly injured man is weary, that somebody is a clumsy fool. Unreasonably, the formerly injured man will become intensely antagonistic. He will also feel an unreasonable friendship for the man who spoke up for him. Now the *comanome* is “keyed in” or has become a part of the subject’s “behavior pattern.” The next time the injured man is on ice, the sight of it makes his head ache and his arm hurt in dwindling ratio to how tired he gets. Further, he may pick up a chronic headache or arthritis in his arm, the injuries being continually restimulated by such things as the smell of his parka, the presence of the other members, etc., etc.

That is a *comanome* at work. How far it is capable of reducing a man’s efficiency is a matter of many an explorer’s log. A case of malaria can be restimulated. A man has malaria in a certain environment. Now having had it he becomes far more susceptible to malaria *psychosomatically* in that same environment and with those people who tended him. He can become a serious drag on the party, for each new slight touch restimulates the old one and what should have been a mild case is a highly painful one, being the first case of malaria plus all the subsequent cases. Malaria is a bug. As a bug it can be handled. As a *comanome* it will defy cure, for there is no Atabrine for *comanomes* short of their removal.

Almost all serious *comanomes* occur early in life—amazingly early. The early ones form a basic structure to which it is very simple to append later *comanomes*. *Comanomes* can wait from childhood to be “keyed in” and active at 25, 50, 70 years of age.

The *comanome*, a period of unconsciousness which contained physical pain and apparent antagonism to the survival of the individual, has been isolated as the sole source of mental aberration. A certain part of the mind seems to be devoted to their reception and retention. In Dianetics, this part of the mind is called the *reactive mind*. From this source, without otherwise disclosing themselves, the *comanomes* act upon the body and cause the body to act in society in certain patterns. The *reactive mind* is alert during periods when the analytical mind—or conscious mind—is reduced in awareness.

It is a matter of clinical proof that the persistency, ambition, drive, will power and personal force are in no degree dependent upon these *comanomes*. The *comanome* can only inhibit the natural drives. The value of this unconscious experience is valuable in an animal. It is a distinct liability to Man who has outgrown his animal environment. The reactive mind, so long as it limits its activity to withdrawing, instinctively, a hand from a hot stove, is doing good service. With a vocabulary in it, it becomes deadly to the organism. Those familiar with General Semantics will understand how the reactive

mind computes when it is stated that it “computes” in identities. The word “horse” in the reactive mind may mean a headache, a broken leg, and a scream. Such a *comanome*, one containing these things, would be computed that a broken leg equals a scream, a scream a broken leg, a horse equals a scream, etc., etc. If the *comanome* contained fright, then all these things are fright. The value of such a mental computation is entirely negative, inhibits the perfect calculations of which the analytical mind is capable and reduces the ability of the individual to be rational about, as noted, horses. *Comanomes* also contain complimentary material which can bring about a manic state and which, again, is of slight use in computations.

The technique of Dianetics deletes from the reactive mind all *comanomes*. They were hidden beneath layers of unconsciousness and unknown to the conscious mind before therapy. They were inhibitive to good impulses and productive of bad ones. After they are deleted by therapy the conscious mind gains certain attributes it did not possess before, the individual is capable of greater efforts, his actual personality is greatly heightened and his ability to survive is enormously enhanced.

*Comanomes* are contagious. A man has one he dramatizes as a rage pattern, and everyone has many. He dramatizes it while another individual is partly unconscious. The *comanome* has now been implanted in the second individual.

Deletion of all *comanomes* is practicable. The technique is relatively simple. There is little space here to give more than a most cursory glance at it but an expedition commander can use it without any great knowledge of medicine and no other knowledge of psychiatry, which was the original goal at the beginning of research eleven years ago.

Therapy does not depend upon hypnosis. A state has been found which is much more desirable. Hypnosis is amnesia trance for the purpose of planting suggestions. The problem of hypnosis is to put the patient to sleep. The purpose of the Dianetic reverie is to wake the patient up. Narcosynthesis and other drug therapies have some slight use in Dianetics. But the primary technique consists of stimulants. The best stimulant is Benzedrine. In its absence an overdose of coffee will do.

The patient is made to lie down and shut his eyes. The operator begins to count. He suggests the patient relax. At length the patient's eyelids will flutter. (Medicine drumming will also accomplish this without producing a harmful amnesia hypnotic state.) He is permitted to relax further. Then the operator tells him that his “motor strip” (his sensory perceptions) is returning to a time of unconsciousness, the time being specifically named. With coaxing the patient will begin to feel the injury and sense himself in the location and time of the accident. He is then asked to recount all that happened, word for word, feeling by feeling. He is asked to do this several times, each time being “placed back” at the beginning of the incident. The period of unconsciousness he experienced then should begin to lighten and he can at length recount everything which went on when he was unconscious. It is necessary that he feel and see everything in the period of unconsciousness each time he recounts the incident. Nothing is said about his being able to remember and no hypnoanalysis technique is used. He merely recounts it until he cannot longer feel any pain in it, until he is entirely cheerful about it. Then he is brought to present time by just that command and told to again recount the incident. He may have to do this twice or three times in present time for the somatic pains will again have returned. The treatment is repeated two days later. All feeling of injury from it and all aberrative factors in the incident will vanish.

This technique is outlined here for use on a patient who is not “cleared” of *comanomes* prior to this new accident. A Dianetic clearing from the first unconsciousness of a lifetime to the present time places a man in a situation which is almost injury and aberration proof.

The emergency aspect of this technique is valuable. Clinical tests have shown that when shock is Dianetically removed immediately after an injury, the rate of healing is enormously accelerated, so much so that burns have healed in a few hours. Malaria and various fevers, when their peak effects are Dianetically removed, improve with great speed.

Incidents of hardship and deprivation can be markedly lightened in the recovery period by removing their psychic shock.

It is quite remarkable that the various manifestations and “cures” of native witchcraft and shamanism can be uniformly duplicated and bettered by a modern science like Dianetics. A *comanome* can bring about a mental hallucination (with a simple command like, “You can only listen to me!”) which gives a demon aspect. The individual containing such a *comanome* would be considered by a shaman to have within him a demon, for the demon is the only sonic memory the individual would have.

While Dianetics does not consider the brain as an electronic computing machine except for purposes of analogy, it is nevertheless a member of that class of sciences to which belong General Semantics and Cybernetics and, as a matter of fact, forms a bridge between the two. There can be as many *comanomic* commands as there can be words in a language and as many *comanomic* injuries as there can be illnesses and accidents. Therefore, it is no surprise that circuits can be set up in the brain which approximate any school of witchcraft, shamanism and religion known to Man. The Banks Islander sitting around talking to his deceased relatives and getting answers would be found, on examination, to have a fine array of *comanomes* and a very active reactive mind.

The selection of personnel who will not be subject to sullen or hostile behavior and who will not become ill under various climatic conditions depends in a large measure on the perceptions of the individual. If an individual can recall things he has heard by simply hearing them again (audio imagery), if he can recall things he has seen simply by seeing them again, in color, in his mind (visio imagery), if he can imagine in terms of color-visio and tone-audio (imagine in terms of color motion pictures with sound) and if he can recall his father and mother as of early childhood, the chances are very good that he will prove to be a very stable man. Additionally, he should prove to be, within the limits of his intelligence and physical being,, an able man. Unfortunately, such persons are quite rare.

If a man has definite anger patterns, worries about things and has unthinking prejudices, he may prove difficult, for these are the outward manifestations of a large reactive mind.

Taking a man back into a geographical area where he has many times been may be profitable from an experience standpoint, but a record of accidents and misadventures in that area would be a definite point of consideration. While it would not mean entirely that a man was a bad risk, there is a double factor involved. He might have had his accidents because he contained a variety of *comanomes* which commanded that he have accidents (the accident prone is the extreme case) and having had accidents in the area he probably gained several *comanomes* there which would reduce his efficiency in that area.

A man whose service in point of experience would be invaluable to an expedition might be, in point of potential aberration, a risk to that expedition. There is a remedy for such a valuable man: he can be cleared of his *comanomes*, in which case his past record of accidents and failures becomes entirely invalid as a criteria for future conduct.

Dianetics has been variously tested and has been found to work uniformly and predictably in all cases. There are many more aspects to it than have been elucidated here, but it is possible to use just these facts to obtain excellent results. In a true, complete erasure of past moments of unconsciousness, the *comanome* disappears utterly. In the above case it will probably only alleviate, return slightly in three days and then reduce to a null level of reaction and stay that way, no longer affecting the patient.

The science has the virtue that it can be worked by any intelligent man after only a few weeks of study. That is, for the entire art of clearing a case. An intelligent man could learn all he needed to know about alleviation of a case in a few hours of reading.

The original goal was to provide expedition commanders and doctors with a therapy tool which would increase the efficiency of personnel and reduce incidence of personnel failure. Dianetics, after eleven years of research and testing, bit off a trifle

more than it had bargained for. There had been no intention to go holistic and solve the ills of mankind. That it began to cure psychosomatic illnesses such as arthritis, migraine, ulcers, coronary, asthma, frostbite, bursitis, allergies, etc., etc., that it did quick things about mental derangement on the institutional level and began to replace that strange barbarism, the prefrontal lobotomy, was entirely outside the initial scheme of research. That it would now sail off on a new course to chase down the cause of cancer and cure it was not on the chart.

If it does these things, as it appears to be doing, it is in the medical and psychiatric province. No such intentions existed when the Terra Incognita of the mind was explored for its answers. It was intended as a tool for the expedition commander and doctor who are faced with choosing personnel and maintaining that personnel in good health. It is hoped that to these it will be of good value. If it is not, then despite acclaim, it will in some measure have failed.



# DIANETICS: The Evolution of a Science

by  
L. Ron Hubbard

Published May 1950

**Dianetics: The Evolution of a Science**, written by L. Ron Hubbard as a book-length feature for the May issue (June issue in England) of *Astounding Science Fiction*, is the fast-moving story of how Ron brought Dianetics into existence.

Presenting the mind as a problem analogous to computing machinery, Ron then resolves the most fundamental problems of research and, in a racy, breathless style, goes flat out to resolve basic human difficulties.

It is written with brilliance and enthusiasm and is actually in itself a breakdown of how problems should be solved. It is exciting reading, and the reader will be struck by the fact that techniques which appeared at the end of 1951 (such as emphasis on self-determinism) are very solidly covered in this book, which was written in January 1950.

It was first published in *Astounding Science Fiction* because, strangely enough, this magazine was read by practically every engineer and university professor in America, and was the one journal which uniformly reached all American universities. Many of its writers were engineers of note.

First appearing on the newsstands in late April it received a startlingly immediate and wide response from scientists, engineers and the general public, and triggered an avalanche of orders for and interest in *Dianetics: The Modern Science of Mental Health*.

*Dianetics: The Evolution of a Science* was published in the United States in a soft-cover book edition in September 1955 with several terms changed to current usage.' For example, the term *engram* was substituted for *norn* ( Norse: a hidden witch which guides Man's fate all unknown to him). The first British book edition appeared some weeks later under the title *Scientology: The Evolution of a Science*, and retained the original terms.

112 pages. Now available, in hardcover with modern dust jacket, from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

Also available in Danish, Dutch, German and Swedish.

# **Dianetics: The Modern Science of Mental Health**

**by  
L. Ron Hubbard**

**Published 9 May 1950**

**Dianetics: The Modern Science of Mental Health** is today the best book extant on the anatomy of the human mind. There is no such thing as a good Dianetic or Scientology auditor who does not thoroughly understand the contents of this book.

This book was written by L. Ron Hubbard at Bay Head, New Jersey, in early 1950, based on the technology in use that January. Since 1947 every effort had been made to put the data of Dianetics into the hands of the medical profession. *Dianetics: The Original Thesis* had been “written for and distributed to the major organizations who control healing in the United States. Yet each had shrugged off any responsibility in the matter. The direction to go, then, was not down simply because those ‘in charge of healing’ could not find value in Dianetics. The direction to go was out and up. Dianetics was broadly released to the general public.”— LRH, “The Road Up,” *Journal of Scientology*, Issue 26-G.

One of the largest psychiatric textbook houses offered to publish a popular text, but the editor demanded an immediate manuscript or none at all. The editor got the manuscript—180,000 words written in three weeks. The book was published in New York on 9 May 1950 and instantly climbed to the top of the best-seller lists across the country and stayed there for many months. And after 25 years it still continues to feature on best-seller lists.

This book, which has sold well *over a* million hardback copies, is destined to a niche in history, for no book has been quite as controversial or has aroused such paeans of praise or such snarling wrath within weeks of its publication. *Dianetics: The Modern Science of Mental Health* introduced a new note in scientific writing which was commented upon by the chair of literature of a leading university as being healthy and refreshing when that university officially acclaimed the release of the book as a piece of modern English.

Variouly referred to as “The Handbook,” “Book One” and “Dianetics,” this text covers the entire theory and use of Dianetics. Many of the fundamentals later developed in Scientology are here in their embryonic stage.

448 pages, one illustration, hardcover with dust jacket or soft-cover, glossary, index, available also in a specially bound Collector’s Edition. Translations published in German, French, Danish and Swedish, with Spanish and Dutch editions in preparation. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

The aims of the Hubbard Dianetic Research Foundation are rooted in a new science of the mind, Dianetics. As described in the book *Dianetics*, the sole source of human aberration has been discovered, and techniques evolved for its invariable relief. Such a discovery will quickly affect every individual and every activity of human beings in all parts of the world. The aims of the Foundation, therefore, are:

1. To maintain the integrity of Dianetics.
2. To resolve concerns of the individual.
3. To stabilize and advance our society.
4. To stabilize the concerns of nations, and render a recourse to war unnecessary.

The speed with which Dianetics must accomplish its research program and expand on a worldwide scale, in order to achieve these purposes in time to prevent catastrophe, can easily be seen.

L. RON HUBBARD

## FIRST PROFESSIONAL COURSE LECTURES

Elizabeth, New Jersey

20 June—4 August 1950

“... in Elizabeth, New Jersey, at the end of May in 1950, Parker Morgan, besieged by requests of people who wanted to take a closer look at Dianetics, invented a status whereby that person could hang around the office and watch what was going on in the Foundation as an intimate observer for one month for \$500. There were ten in the first professional course. After a few days I took pity on these ten, since although they were interested they were getting very little know-how, and began to give them a daily lecture, and so started the first professional course in Dianetics and Scientology. “

—L. Ron Hubbard—PAB 74

Some of the lectures given by L. Ron Hubbard in June, July and early August at Elizabeth, New Jersey, are:

5006C20	LECTURE	Valences, Analytical Mind
5006C21	LECTURE	Engrams
5007C01	LECTURE	Address of Auditor to Pc
5007C08	LECTURE	How to Become an Auditor in One Easy Lesson
5007C10	LECTURE	Psychosomatics
5007C11	LECTURE	Standard Procedure
5007C12	LECTURE	Review of Standard Procedure
5007C13	LECTURE	Checking Data—Straightwire—Dramatizations
5007C14	LECTURE	Conception—Sperm Sequence
5007C15	LECTURE	Erasures
5007C19	LECTURE	Actuality—Parts of an Engram: functions and inter workings of the analytical, reactive and somatic minds (second lecture of night course, Wed.)
5007C21	LECTURE	Somatic Strip, File Clerk, and Getting a Case Started (Friday)
5007C24	LECTURE	Diagnosis Data: using the dramatization as a key to understanding and unlocking the preclear's engram bank (Monday)
5008C02	LECTURE	Standard Procedure: The Importance of Getting Engrams. Techniques on finding and erasing them (with a discussion of drugs and hypnosis under techniques) (Wednesday)
5008C04	LECTURE	Affinity, Reality, Communication: what they are, how they relate to one another, how they apply to auditing and life, how they can be aberrative (Friday)

*Official Publication of*  
The Hubbard Dianetic Research Foundation, Inc.  
Elizabeth, New Jersey

## **Standard Procedure**

**L. Ron Hubbard**

Standard procedure has been revised to simplify auditing (for accessible cases—not psychotics). The revision became possible when valences were examined and were found in themselves to exert considerable influence on sonic and general perceptic recalls. When a person is in another's valence he cannot, of course, perceive fully his own perceptics.

### **STEP ONE: Starting the Case**

A case is started on straight line memory to recover data about incidents which may contain grief, as in deaths, or about engrams of physical pain, as in accidents, illnesses or operations. Actual and hearsay evidence may be recovered which the auditor can use in working the case. A written record of such possible engrams should be kept at hand while auditing. Remembered hearsay information, particularly from relatives, should be granted less validity than the recall of the patient and should never be permitted to invalidate the data of the patient.

### **STEP TWO: Opening the Case and Running Engrams**

#### **A. Opening the Case**

1. Reverie is the same thing as being wide awake with one's eyes closed. It is not a special state of being. None at the Foundation now count. The preclear is simply told to close his eyes, the canceller is installed and the preclear is in reverie. Wide awake he could move to any incident he can reach in reverie. Persons who do not go anywhere when told are invariably stuck somewhere on the track although they appear to be in present time. After telling a person to close his eyes, see if he moves on track.

2. Run pleasure incidents in this fashion: Send preclear back to yesterday when he may have been doing something pleasant. Run the incident just like an engram, over and over, each time coaxing him to pick up more content in the incident until at last he is re-experiencing it with several perceptics. Succeeding or failing, return the preclear then to an even earlier moment of pleasure. Treat this as an engram, running him through it over and over, picking up all available perceptics, coaxing him to see and hear, to feel clothes, or a chair or water if you have sent him swimming. Work pleasure moments for five or ten hours if having difficulty with case. This gives him the knack of returning, gives him a greater sense of reality (very important) and tunes up his sonic and visio. It also helps him to get into his own valence. Pick up moments of triumph for him when he was proud to be himself and see if these can be run.

If he cannot contact pleasure moments, don't be concerned. He may contact instead the moment which makes it impossible for him to contact pleasure; if he contacts thus an unpleasant incident make him run it immediately as a real engram. Coax him as well, if possible, into his own valence.

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Whether his perceptics do or do not turn on with this, proceed to try for painful emotion (grief).

3. Grief engrams (called painful emotion engrams in the Handbook\*) result from losses of position, allies, or things. A grief engram is run like any other engram. Pick it up at the first moment of the awareness of loss, when the person first knew of the death, etc. and run it with all perceptics over and over until the grief is discharged. Be sure to ask what the preclear is thinking also, and to run the words of the articulate thoughts, if any, with all the perceptics, the same way as the other people's words. If grief does not discharge in tears and if the incident does not de-intensify after several runs, there is an emotional shut-off or the person is out of his own valence. Do not assume there are no tears present if logic indicates that there should have been. Getting grief off a case is very important and all the grief which can be reached should be discharged as rapidly and as thoroughly as possible. Pin all grief down to its source and run it like any other engram. Getting grief discharge or not getting it, go to the successive step of testing the file clerk.

4. The file clerk and somatic strip should be in good working order. The file clerk should furnish flash answers and engrams as requested. The somatic strip should go instantly to engrams as ordered. One cooperates with the file clerk. He commands the somatic strip. Optimum working of these should be demonstrated by the file clerk's giving up the next engram required to resolve the case and the somatic strip's going to the first part of that engram. It is done by educating the preclear into the definition and existence of the file clerk and somatic strip. Demon circuits should not be confused with the file clerk. The file clerk is positive and always right. But a "file clerk" who hands out answers on playing cards or teletype tapes, or who gives bouncers when a holder is desired, is actually a demon circuit obstructing the file clerk, and the demon circuit should be cleared away (See Step Three).

The auditor says to the preclear, "The file clerk will now give us the engram necessary to resolve this case. The somatic strip will go to the beginning of this engram. When I count from one to five and snap my fingers the first words of this engram will flash into your mind. One, two, three, four, five (Snap)." If an engram is presented, the auditor may not know it until the first words in it are several times repeated by the preclear. This settles the preclear into the incident which then can be run with due attention to bouncers, holders, etc.

Don't expect the preclear to wander into the incident by himself or "hear" the first words himself. He needs to be brought into it with requests to the file clerk and orders to the somatic strip. The first words come up usually as a flash answer. The file clerk and somatic strip should work perfectly. If they do not the patient is stuck on the track (even if it appears he is in present time), he is out of his own valence or he has demon circuits interposed between his file clerk and "I."

Detect a preclear being stuck with an age flash. Ask him his age and snap your fingers in this fashion, "How old are you? (Snap)." His answer may be his present-time age and yet he is stuck on the track, for he may have built in a response to answer such a question. Ask him again, "How old are you? (Snap)." He may still give his present-time age and yet be stuck. Say then, "Give me a number!" He may give you another number than his age number if he is stuck. The last number will be the age at which he is stuck. Ask him then, "Days, weeks, months or years?" Get a flash on one of these. This is the year or day or week or month post-conception (or post-birth) in which he is stuck. If he doesn't give you a clue as to where he is stuck with this method, ask for yes-no flash answers as follows: "Hospital? (Snap)." "Doctor? (Snap)." "Mother? (Snap)." Getting yes or no to a series of such questions will identify the people present and the geographic area of the engram. Then put him on straight memory and ask him about this incident. In such a way the engram in which he is stuck is coaxed into view. It is then de-intensified, which is to say, run as an engram

[\* *Dianetics: The Modern Science of Mental Health* by L. Ron Hubbard.]

until it is incapable of holding the preclear. If the holding engram will not reduce there is another similar to it earlier which can be reached and reduced. USING REPEATER TECHNIQUE AT RANDOM ON SUCH A CASE ONLY GETS IT STUCK IN MORE ENGRAMS. REPEATER TECHNIQUE MUST BE USED SPARINGLY AND ONLY WHEN THE PRECLEAR IS RETURNED TO AN ENGRAM. IT IS A SECONDARY TECHNIQUE AND SHOULD NEVER BE USED TO OPEN A CASE OR REMEDY A STUCK CASE. REPEATER IS USED ON A BOUNCER FROM CLUES GOTTEN FROM THE FILE CLERK. IT IS USED ON DEMON CIRCUITS ONLY WHEN ONE HAS DATA ABOUT THE COMMAND. (SEE STEP THREE BELOW.) If the file clerk and somatic strip do not work after all this, go to STEP THREE.

5. It sometimes happens in a case which is stuck on the track, full of demons and out of valence, that basic area engrams can be reached and reduced. The moment yawns can be gotten off a case or an engram can be erased in the basic area, the remaining engrams in that case de-intensify slightly. Since unconsciousness is common to all engrams, as soon as it starts to lift: (a) the patient begins to improve and (b) the command power of engrams drops and (c) engrams can be entered more safely when one is looking for demon circuits and valence shifts. If you are unable to contact basic area engrams, review your technique as to how to go about it, try several times, reduce a few late life engrams or locks, try basic area again. If you still fail to contact, go to STEP THREE. Do not just keep using repeater technique. Never use repeater for such general purposes.

## **B. Running Engrams**

1. One should not expect the preclear to simply wander into the basic area. He must be sent. The somatic strip has to be ordered to go there. The engrams around conception and conception itself are the earliest part of basic area. The first missed menstrual period is the latest part of basic area. THIS AREA IS THE MOST VITAL IN THE CASE AND EVERY EFFORT SHOULD BE MADE TO REACH AND REDUCE OR ERASE ENGRAMS IN IT. One can often obtain conception quickly and easily by placing the preclear in a late life moment of sexual pleasure or courtship, settling him in that moment (telling him he does not have to tell about it but must only tell the auditor that he is there: it is run silently and without details), and then, when he is in good contact with the incident, sending him, by command, immediately to his own conception. Conception\* is run off as the sperm and then as the ovum with all details it contains. Moments a little earlier as the sperm or ovum have been found engramic, and when conception has pain and will not erase after many, many runs, look earlier. Conception does not always have pain, and if not it should be run a few times to be sure and thereafter neglected. Yawn-off in the conception sequences (sperm and then ovum) takes unconsciousness off the whole case to some slight degree. If engrams in the basic area are erased or reduced, keep right on erasing or reducing more as long as they will present themselves. If they stop presenting themselves, try for grief in the post-birth life and if discharged there, return to basic area and keep reducing or erasing. Command the patient into his own valence in the basic area when he has run the intensity out- of the valences there. If you get him into his own valence (as himself rather than mama or papa or ally) in the basic area you will probably turn on his sonic. Most cases that cannot get into the basic area are held out because of bouncers or deniers in conception or elsewhere in the basic area. "It's too early to tell yet" (doctor's comment on pregnancy of mother) commonly denies engrams in the basic area. Some cases fail to get reductions in the basic area because the auditor has not cultivated "dialogue sense" in that he has not realized that when the patient runs out the conversation of one valence (such as mama) she may be talking to somebody else whose conversation (and therefore valence) is also present. The auditor must call

\* The subjective reality of conception cannot be questioned. The objective reality, the validity of the experience, has not been thoroughly checked, as have prenatal engrams in general.

for the dialogue of all persons present in the engram and try to figure out for himself what the other people might be saying, feeding these lines to the preclear who may be at a loss.

2. When the auditor gets an erasure early he should keep asking the file clerk for the earliest moment of pain or discomfort which can now be reached and proceed up the case until he has all engrams erased. Sometimes when he gets later painful emotion off a case he can go back and find early engrams which were previously bypassed. If none of these things, go to STEP THREE.

3. A case may be running smoothly and suddenly bog down. The Auditor's Code may have been broken: somebody may have pulled the break of all breaks of the code by invalidating the data of the preclear. Auditing may have been so inept that the file clerk has given up and refuses to forward more data in view of the fact that the data he did forward was mishandled (not reduced fully or reduced in some weird fashion such as letting the preclear free-associate on it or just give the concept of the engram without running out all perceptics in it). Great care must be taken to rehabilitate the preclear, running out the Auditor's Code breach like an engram and running out anything it locked upon. The current environment of the preclear, if it contains persons eager to invalidate the data of the preclear or harm him by damning his actions continually, may be so bad that a change for the term required to obtain a release may well be in order. The auditor must re-establish the file clerk's faith in him by working on unimportant data. After a few sessions wherein the file clerk learns that it is now safe to furnish the auditor with data, the file clerk will begin to give out useful engrams again.

However, a case may bog down because painful emotion has come to view. Grief is then discharged and the erasure continued thereafter from the basic area upwards. If the case is still bogged after this, go to STEP THREE and simply open the case again with all the steps just as though it had never been touched. The computations may have changed. New data will be in view.

### **STEP THREE: Removing Demon Circuit and Valence Commands**

1. Demon circuits are discussed in the Handbook. A demon is installed by commands addressed to "You" in engrams. "You've got to get a grip on yourself" sets up a demon when it is in an engram. "You've got to tell the truth" would still be a demon if appearing in an engram. "You" addresses, within the mind, "I" in such a case. Demons are set up most commonly when they contain thinking or talking commands. Demons which dictate that one control himself are bad offenders because it places a pseudo-auditor within the mind which, distinct from "I," controls the individual. Dub in is caused by "control yourself" types of circuits. A patient who can run alone is most likely to have dub-in. The "control yourself" demon is interposed between "I" and the file clerk. "You've got to lie to them" or "You can't tell anything about it" mask the file clerk very badly. The file clerk is still there. In working technique the file clerk is *always* obedient. But a demon can mask that obedience. The lie factory installed by "You can't tell the truth" takes up a part of the analyzer and dictates to "I," demon or no demon. But in bad dub-in, the preclear is not under the auditor's control. -He is under demon control. The auditor gets bouncers when he asks for holders; strange mechanisms such as pictures of hands with signs in them relay what is purported to be "file clerk" information; in short, a nightmare source of information comes up when the file clerk is asked questions.

The source of demons is, of course, the engram. Merely running out the engram runs out the circuit. The task is to find a clue as to the wording of the command, which is to say the engram causing the case to work poorly, to dub in, etc., etc. Using random repeater technique will only snarl the engram bank so that several days have to be allowed to pass to permit the case to resettle. Using repeater technique toward a *known* engram and using, for repeater, the words of that engram, will reach the first



time that engram appears in the bank. One discovers the words, then repeats them to get in contact with an engram. When that is contacted, test it to see if it will reduce. If it will not, there is an earlier engram like it. Try to reach that merely by telling the patient to go earlier, meanwhile repeating the phrase which makes up the circuit. Eventually, going on down from engram to engram, one will be discovered which will release. Run *all* of it. Never neglect to follow all the way until one is discovered which will release. Otherwise the case is restimulated unduly. It's a general law that an auditor **MUST REDUCE EVERY ENGRAM HE CONTACTS OR THE BASIC ENGRAM ON THAT CHAIN BEFORE STOPPING A SESSION.**

Straight line memory is the tool which discovers circuits and valences. The general rule is that anything which the preclear thinks derogatorily or sub-optimum about himself was told to him by somebody or is contained in an engram, *without exception*. He thinks he should control himself. He has been told to do so. Make him recall who used to tell that to him or somebody else in his presence. Find out who was "self-controlled" around him when he was a child. This works for any aberrated thinking a preclear does. In fact, quantities of locks can be knocked out of a case by straight line memory of the dramatizations of the people around the preclear's childhood or even later life. This technique is a fast therapy technique which can be employed to make a patient comfortable. An hour of it is worth, when you know the rules and become an expert in it, hundreds of hours of any older process. The aberrated parents, relatives or associates of the preclear were aberrees. When an aberrer dramatizes an engram once he can be counted upon to have dramatized it dozens of times. By contagion this engram has gotten into the preclear's bank, where it remains as engrams or as locks.

In straight line memory we can make the patient remember the locks. He will first recall a generality about them. Then he can be made to discover (still in present time, not in reverie) a *specific* instance when this happens. When he connects he generally laughs a trifle with relief. ANY worry he has can be found in a dramatization of the people around his early life *in the exact words* he uses to describe his worry. Trace back who would have said those words. Find a lock where they were said. They will de-intensify as locks just because they have been remembered. Further, the chronic psychosomatic illness he has is usually a counterfeit of an illness suffered by an ally. If he wears glasses, find out who wore glasses in his family. If he has gastric upset, find out who had gastric upset and who complained about it. This locates for the auditor the valence in which the preclear has settled. Now find out who used to tell him that he was like the person in whose valence he now exists. This will be a lock on something. But get it in full recall on straight line memory. This has a tendency to take him out of the valence he is in and get him into his own valence where he can reach his perceptics.

An engram in the prenatal area might be found to contain the statement, "You're just like your father," etc. Other valence shifters consist of such phrases as "You're no different than anybody else" (puts him in everyone's valence), "I'm beside myself," "I'll have to pretend I'm somebody else," "If that had been you, you would have been killed" (synthetic valence creator). The valence shifters and the demon circuits exist, then, not only as engrams in the early bank but also as locks. Get the preclear to recall a lock by clever questioning.

2. When a lock has been contacted, place the preclear in reverie and get him into the lock, using one or more of its specific phrases as repeater or merely sending him there. Then run the whole dramatization just as though it were an engram. Actually it is a lock, but one thereby finds out the commands which shift valence or create demon circuits. "You're using too much imagination," "You have to think about this and I'll tell you what to think," "Don't you dare tell anybody," "You're wrong, you're always wrong," "That isn't true. You don't know what you are talking about," are common circuits which block the auditor. The control-yourself species of command such as "Control your emotions," "Get hold of yourself," "You must control yourself," etc., etc. lets the preclear run by himself; when they exist in force, the question of

“altitude” (auditor has to be powerful enough to control his preclear and get him to cooperate) becomes acute. Any time a preclear demands an auditor with more “altitude control” circuits are present.

The preclear may object to having control circuits reduced on the grounds that controlling oneself is necessary. “I” controls self expertly and naturally and the preclear is out of control within himself only when control circuits, demons, exist in him. The auditor must delete all circuits which interfere with “I” in “I’s” effort to control the organism. Once he has the content of the lock, he can use repeater with its phrases to contact an engram early in the bank, preferably prenatal. Then try to reduce that phrase in the engram. If the auditor cannot reduce it he must find it where it appears earlier. And so on down until he can get one which will release. This takes careful and painstaking work. Care must be taken to reach straight for the exact engrams desired as revealed by an examination of dramatizations as locks.

It is also possible to examine the dramatizations of the preclear himself and, by finding times when his own engrams have been restimulated so that he acted them out, find the engram itself. By putting him in the instant he was dramatizing he can sometimes be made, by recounting the dramatization word for word, to go then instantly to the time the engram itself was laid down.

3. Reduce the *earliest* engrams containing these commands, after they have been located by careful computation and judicious use of repeater technique.

4. When demon circuits or valence shifters have been contacted and reduced, try for grief and sorrow in the case. Keep trying for basic area engrams. If grief and basic engrams are still out of sight, keep repeating STEP THREE until you have made the case into one which will run easily.

5. Run the case. REDUCE EVERY ENGRAM YOU CONTACT AND WHEN THE ENGRAM WILL NOT REDUCE TRY TO GET THE EARLIER ONE LIKE IT WHICH KEEPS IT FROM REDUCING AND REDUCE THAT. FOLLOW THIS PROCEDURE. NEVER LEAVE A CHAIN OF ENGRAMS IN RESTIMULATION. DISCOVER THE BASIC OF THAT CHAIN AND REDUCE IT.

NOTE: This procedure should not be applied until the auditor is familiar with *Dianetics: The Modern Science of Mental Health*.

# STANDARD PROCEDURE CHART

(For Accessible Cases)

[This Chart was prepared by a professional course student, from his lecture notes. It is included in this publication because it was widely distributed, printed together with the preceding article by L. Ron Hubbard, and was used during lectures in the Fall of 1950.]

## STEP ONE: Starting the Case

(after this, go to STEP TWO)

In starting the case, the following information should be obtained:

1. Name, age, height, weight, foreign language, etc.
2. If hypnotized, psychoanalyzed, shock therapy, etc.
3. Psychosis, neurosis, dramatizations, psychosomatic illnesses, etc.
4. Operations, illnesses, accidents, electric shocks, nitrous oxide.
5. Loss of allies: parents, grandparents, spouse, children, relatives, etc.

## STEP TWO: Opening the Case and Running Engrams

(if case won't open, or bogs down,

### A. Opening the Case

go on to STEP THREE)

1. Put preclear in reverie, check perceptics and see if moving on track.
2. Run pleasure incidents to tune up perceptics, strengthen sense of reality, and get preclear in own valence.
3. Try for painful emotion discharges.
4. If file clerk and somatic strip indicate a stuck case, try *all* prescribed methods to free on track; failing, go to Step Three.
5. Try for basic area engrams; failing, go to Step Three.

### B. Running Engrams

1. Direct the somatic strip, work with the file clerk, reduce all engrams (or their basics) contacted; compute at all times, detect and de-intensify all deniers, bouncers, callbacks, holders, groupers, etc.
2. Start in basic area and proceed to present time, erasing all engrams on the way; keep at it until you have a release or a clear.
3. If case bogs down, check for poor auditing and detrimental environment and remedy their effect. If case is still bogged down, go to Step Three.

## STEP THREE: Removing Demon Circuit and Valence Commands

(after this, go back to STEP TWO)

1. Put preclear on straight line memory and look for demon circuit and valence commands in memories of parents, possible allies, etc.
2. Put preclear in reverie and run the dramatizations and other locks necessary to establish the exact demon circuit or valence command.
3. After careful computation use repeater technique to reach and reduce the earliest engrams containing this command.
4. Try for painful emotion discharges on moments of grief, loss, etc.
5. Return to Step Two.

# LOS ANGELES FOUNDATION LECTURES

Los Angeles, California

10 August—8 September 1950

On Thursday evening, 10 August 1950, L. Ron Hubbard made his first public appearance in Los Angeles, California, where he spoke to a jammed house of over 6,000 enthusiastic people.

The following Monday professional level courses started under his personal direction at the Los Angeles Department of the Hubbard Dianetic Research Foundation.

## COURSE I

This is professional level training to qualify an individual to be certified as a professional auditor. It is expected that the trainee will devote four weeks full time to the study of Dianetics, including: lecture period, observation period, with a Professional Auditor, co-auditing, being audited. Duration: 4 weeks. Date: August 14. Fee: \$500.

## COURSE II

A series of five days or evenings for teams of two who plan to audit each other. There is one series each week. The course includes instruction in team auditing, case opening, observation and coaching by a Professional Auditor. Duration: 1 week. Date: 7 p.m., August 14. Fee: \$250 (for 2). Hours to be announced for: August 21, 28, Sept. 5.

## COURSE III

Case opening for a team. This is a session conducted by a Professional Auditor who audits each member of a team under the observation of his co-auditor. Instruction is given. Date: September 1. Fee: \$25 per hour.

During August and September 1950, L. Ron Hubbard gave the following lectures in Los Angeles:

5008C10	LECTURE	Shrine Auditorium, Los Angeles
5008C15	LECTURE	Anatomy of the Engram
5008C15	LECTURE	Analytical Mind (Tuesday)
5008C16	LECTURE	Affinity, Reality, Communication: how breaks affect adversely, how cleaning up breaks effect increased ability, how ARC can be used in auditing.
5008C17	LECTURE	Straightwire
5008C18	LECTURE	Demonstration and Talk on Denyers, Bouncers, Holders (Friday)
5008C18	LECTURE	Engrams-Two Parts of the Mind (could be same tape as above)
5008C21	LECTURE	SOP Step I; Pc Inventory: finding and making use of psychiatric treatment and its drawbacks, hypnosis, dramatizations, valences, allies; using the Inventory to establish affinity with pc (Monday)

** 5008C22A	LECTURE	SOP Step 2; Opening the case—Engrams and Parts of the Mind: anaten, prenatal bank, grief engrams, SOP, demonstration of getting a case moving on the track (Tuesday)
** 5008C22B	LECTURE	Demo of getting a case moving on the track (cont.)
5008C23	LECTURE	Engrams and Parts of the Mind: boil-offs, file clerk, mind's filing systems, the somatic strip (Wednesday)
** 5008C24A	LECTURE	Engrams and Parts of the Mind: action phrases, walking engrams backwards, shape of engrams, migraines, importance of pleasure moments in therapy (Thursday)
** 5008C24B	LECTURE	SOP Step 2; Running Engrams and Step 3, Demon Circuits and Valence Commands
** 5008C25	LECTURE	Step 3—Holders, Bouncers, Denyers, Taking inventory, Psychotics ( Friday)
5008C25	LECTURE	Mechanical Arrangement of Engrams
5008C28	LECTURE	Engrams and Types of Cases (psychotic to clear) ( Monday)
5008C29	LECTURE	Educational Dianetics (Tuesday)
** 5008C30	LECTURE	Preventive Dianetics (Wednesday)
5008C30	LECTURE	Preventive Dianetics (cont.) (Wednesday)
5008C30	LECTURE	Educational Dianetics
5008C31	LECTURE	Engrams and Parts of the Mind
* 5008C31	LECTURE	Medical Dianetics (Thursday)
5009C01	LECTURE	Child Dianetics (Friday)
5009C01	LECTURE	Drugs: Effects in Auditing
5009C04	LECTURE	Advertising Dianetics—Propaganda—Pushbuttons( Monday)
5009C05	LECTURE	Political Dianetics (Tuesday)
5009C06	LECTURE	Aesthetics (Wednesday)
** 5009C07	LECTURE	Language Adjustment—Definitions of words in a language (Thursday)
5009C08	LECTURE	The Complete Auditor (relations to other fields and to the public) (Friday)

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Elizabeth, New Jersey

## How to Release a Chronic Somatic

**L. Ron Hubbard**

A chronic somatic (any "illness" generated by an engram or engrams) can be addressed and released by using one or more of the methods listed below:

1. By straight memory, blowing out locks.
2. By straight memory and reverie, blowing out locks and lock engrams.
3. By bringing the whole case to a release, specifically including the chronic somatic.
4. By clearing.

### 1. STRAIGHT MEMORY

The technique of straight memory case scouting, wherein valences and demon circuits of various types are found, is also a releasing technique. In a percentage of cases (which is no lower than 20% and no higher than 50%) the straight memory technique, when cleverly used, will remove locks and release illnesses without the preclear ever having been placed in reverie.

This is done by discovering any similarity between the illnesses of some valence and the chronic somatic of the preclear and then, still by straight memory, discovering the command or commands which placed the preclear in that valence or by discovering specific moments when the illness was keyed in and, still by straight memory, keying them out.

The straight memory technique has limitations. It works at the lock level and if overdone will restimulate the engram itself and key it back in again. When it does work it will work within three or four sessions of fifteen minutes to half an hour. A straight memory key-out has the aspect of a miracle to most observers, particularly when they do not understand the basic working law underlying straight memory technique:

A HUMAN BEING WHO DEMONSTRATES CONCERN OF AN ABERRATED MAGNITUDE ABOUT ANYTHING HAS BEEN TOLD TO HAVE THAT CONCERN, USUALLY IN THE SPECIFIC WORDS HE USES TO DESCRIBE IT, OR HAS BEEN TOLD TO BE THE PERSON WHO HAS THAT CONCERN AND WHOSE SOMATICS HE BEARS.

### 2. STRAIGHT MEMORY AND REVERIE

If a chronic somatic does not release by straight memory, another stage of the case should be entered—reverie directed toward the location of moments which account for his chronic somatic or account, less directly, for his being in another valence than his own. If the chronic somatic is severe the necessity level is usually high and the file clerk can be counted on for immediate assistance in releasing it.

In some conditions, such as asthma, the engram containing the chronic somatic is quite ordinarily on the surface and is susceptible to reduction. A very long list of such conditions have been released permanently (as to their specific cause) by running out specific engrams and lock engrams: spontaneous abortion, tooth decay, eye

inflammation; and others have been released with considerable ease when they could be released with this technique.

Birth is occasionally found “floating free” of earlier incidents. The same situation may obtain with almost any other engram. But as one returns into the prenatal area earlier and earlier there is less and less chance of an independent reduction. From around eight months back to two months, engrams received are peculiarly liable—according to incomplete studies—to lock on earlier material. After the eighth month, however, it seems to be the case that engrams are more and more likely to reduce independently of earlier reductions, and many cases have been observed where engrams received after the eighth month have erased with unconsciousness coming off fully.

Whereas laws probably exist which would determine this, and manifestations not so far observed can be suspected to exist, which on being observed would assist the auditor, no data on this is at hand. It is only known that many engrams, particularly when located after the eighth month, reduce or erase without the auditor first having contacted the basic area. Engrams in the basic area, of course, always erase or reduce, which is the definition of “basic area”.

By locating and reducing or erasing such engrams as birth or early accidents or illnesses, the auditor often frees the preclear of chronic somatics.

Sympathy will be found to predominate as the emotional aspect of engrams carrying such chronic somatics.

### **3. COMPLETE RELEASE**

When the chronic somatic has not been eradicated by the first two methods above, one carries the preclear on through to a full release.

A release is effected chiefly by removing from the case all grief engrams. As much work in the basic area and other areas of the case is done as may be required to facilitate the release of grief. When the main grief charges are removed from a case, the chronic somatics will often be found to have been released as well, even when they are not specifically contacted in engrams.

This may be a special type of case. It is only known that when a release via grief discharge can be effected readily, chronic somatics vanish.

If a release of grief is effected and yet chronic somatics still hold, the basic area is contacted and the unconsciousness is thinned on the case. After that the specific engrams which hold the chronic somatics are contacted and reduced. The reason unconsciousness is removed from the case in the basic area is that such removal thins the tenacity of all other engrams in the case.

When striking for a specific chronic somatic, the auditor will do well not to predetermine without evidence the source of that somatic and the type of command which caused it. The information will be found in the case and he will save time by working it in an orderly fashion.

Actually, these first three methods are used in succession, over and over, while the preclear is coming up to a release. During any one of such successive steps the chronic somatic may resolve.

### **4. CLEARING**

The final step, if the engram bank is too tightly interwoven and crossed so that all simpler measures have failed to release a chronic somatic, is simply to progress forward toward clear. At the point of clear, of course, all chronic somatics will be found to have vanished, and a point roughly halfway toward clear should see the preclear without any chronic somatics or troublesome aberrations, whether the causative engrams have been contacted or not.

As the case progresses toward clear, more and more attention units are available in the analyzer and the importance of engrams becomes less and less. Thus it is possible for a person to feel he is in excellent health even when half the engram bank remains, since the engrams are balanced by released analytical power and can no longer severely affect him, his tone having risen above their aberrative force.

NOTE: There is much research to be done in formulating methods of predicting how long a case will require processing. There is much more work to be done to discover *precisely* why some locks and lock engrams release and some don't.

## OAKLAND LECTURE SERIES

Oakland, California

23—29 September 1950

On Saturday evening, 23 September 1950, L. Ron Hubbard gave a public lecture to over 2,000 people at the Oakland Municipal Auditorium, Oakland, California.

This was followed by a course covering four evenings on Tuesday 26th, Wednesday 27th, Thursday 28th and Friday 29th of September, at the Oakland Municipal Theater. A lecture and demonstration was given each night. Part of the material presented during this lecture series is included in the book *Notes on the Lectures of L. Ron Hubbard*.

** 5009C23	OAK PL5-1	General Dianetics—Part 1 (Introduction to Dianetics) Historical background, analytical and reactive mind, engrams, tone scale, time track
** 5009C23	OAK PL5-2	General Dianetics—Part 2: What Dianetics Can Do
5009C26	OAK PL5-3	The Auditor's Code—Standard Procedure
5009C26	OA K P L5-4	Demonstration
5009C27	OAK PL5-5	Different Types of Cases and Methods
5009C27	OAK PL5-6	Demonstration
** 5009C28	OAK PL5-7	Stalled Cases and How to Resolve with Standard Procedure
** 5009C28	OAK PL5-8	Demonstration (Coitus Engram)
** 5009C29	OAK PLS-9	Guk and FreeWheeling
** 5009C29	OAK PLS-10	Demonstration (Running a Secondary)



# The Analytical Mind

L. Ron Hubbard

*By this time, many a dianetic preclear is becoming convinced that most of his life he has been running strictly on engrams. By no means; the analytical mind is very definitely in there pitching And these are the ways of its workings:*

In studying the present text and releases of Dianetics one is liable to the error of believing that Dianetics concerns itself mainly with the reactive mind, that collection of “unconsciousnesses” which bedevil and plague mankind.

The mind, however, is important only to the degree that it can observe, pose, resolve and execute problems. In that the reactive mind is no more capable of actually resolving a problem of magnitude than a prefrontal lobotomy is capable of restoring sanity, it can be seen that the analytical mind is the truly important entity.

Dianetic processing relieves the human being of all mental aberration and psychosomatic illness.\* This accomplishment was made possible by the discovery of the actual identity of the “unconscious” mind and the development of techniques to unburden it. But Dianetics also includes in its sweep the other minds of the human being, the analytical and the somatic. Actually the analytical mind is so important to the intelligent being and the somatic mind so important to the athlete that dianetic processing can be said to consist of deintensifying the reactive mind so that the analytical and somatic minds can be free to function properly.

Once one has been “cleared” by dianetic processes—which is to say, once his aberrations and psychosomatic illnesses are vanquished—he operates exclusively on his analytical mind and somatic mind. Therefore a study and knowledge of these is vital if one is to achieve maximal efficiency after he has attained optimum potential. Further, the matter is of intense importance to the dianetic preclear because he is prone, wandering through the idiocies of his reactive mind during sessions of therapy, to believe that he has had only his reactive mind in operation all his life—there is so very much contained in it.

To bring about an understanding of the analytical mind and to dispel illusions about the “force” of the reactive mind, a division of Dianetics called “Analytical Dianetics” is delineated herein.

Analytical Dianetics covers all activity of the analytical mind in determining behavior, solving problems and directing the body through the somatic mind. Included in Analytical Dianetics is a subsience, “Educational Dianetics” in which the processes of learning are covered, academic and nonacademic. But here we treat only the character and performance of the analytical mind itself.

The first fact of interest about the analytical mind is that it is a very solid and practical citizen and is yet capable of the most fantastic imaginative flights. It is a highly variable article in that it can play any part, can act the buffoon or the sage, can treat any subject, from the buying of all-day suckers to the creation of the world, with aplomb. In truth it is insufferably cocky in its abilities and performances and, what is more surprising, it has every reason to be. A cleared analytical mind treats only with data it can weigh or wishes to weigh or evaluate. It runs so closely to the Doctrine of the True Datum in all its actions that, in a society where self-effacing is the mode, it must install a self-effacing mechanism. But it would *know* that the mechanism was of its own creation and could shuck it off at will. In a cultural pattern, as in the Southern States, which holds a woman should be beautiful but not brilliant, the analytical mind

\* See *Dianetics: The Evolution of a Science* or *Dianetics: The Modern Science of Mental Health, A Handbook of Dianetic Therapy*.

[This article first appeared in *Astounding Science Fiction* magazine, Vol. XLVI, No. 2, October, 1950.] Copyright(©) 1950 by L. Ron Hubbard. All Rights Reserved.

can install a mechanism of apparent stupidity to be fashionable and then, having installed it, can go right on being brilliantly stupid without for a moment believing it is stupid.

Chameleonesque to an extreme, the analytical mind, behind every mechanism it creates for itself, is yet entirely true to itself. It knows when it is imagining and can fly to high heights of imagination and then convince itself, for the necessary illusion, that the high flight is true. But it doesn't then treat that flight, in its basic computations, as a true flight.

The analytical mind, for instance, can do a much finer job of putting on an insane show than can the reactive mind. The analytical mind can install in itself, and kick out when no longer needed, enough weirdities to convince any psychiatrist of its utter madness. And puckishly it may, on a whim, do so. But not once during that show would the analytical mind be other than utterly and superbly sane.

In short, the analytical mind can set up, within itself, on its own demand, "demon circuits" and "demon computers" which will then give forth any variety of fantasy, wildness or farce.

But there is a vast difference between the analytical mind setting up fantastic and "irrational" circuits and the reactive mind commanding those circuits to be set up. For, short of dianetic therapy, the reactive mind is set, and the circuit is permanent and "unalterable." When the reactive mind shoves forth an *engram* commanding an insane action, that series of commands is obeyed implicitly, for if the body does not obey them, then pain is inflicted by the reactive mind.

This should clarify the role of the analytical mind. It is the action direction and thought center and the *only* action and thought center. *It contains as an inherent necessity to thought every mechanism of insanity, aberration and psychosomatic illness.*

This fact, not understood, brought about an alarming misconception in past superstitions about the mind. It is believed that because a mind was *capable* of acting insane or producing illness that it *was* the mind which produced insanity and illness.

There is a wild and wide difference between capability and cause. And if you suppose for a moment that this difference is not important, witness the fact that considerably in excess of ten thousand luckless human beings have had their brains torn to bits by psychiatrists who, against the advices of the better colleagues, practice such idiocies as the prefrontal lobotomy, transorbital leukotomy, topectomy and other neat quick methods of killing the mentality and spirit. And witness the fact that hundreds and hundreds of thousands of Americans alone have been victimized by electroshock, insulin shock and other substitutes for the clubs and whips of old Bedlam merely because a capability was misconstrued to be a causative.

For instance, an automobile is capable of killing a dozen people in a matter of seconds, by hurtling at high speed into a group waiting at a street corner. Now the automobile is a finely built mechanism, highly responsive, capable of smooth, swift action—a mechanism of immense value to the entire civilization. We can, of course, prevent killing people at street corners by smashing automobile engines with dynamite, by cutting them up with oxyacetylene torches, or welding them solid with electric arcs. Unquestionably the automobile is the unit *capable* of killing the waiting pedestrians—but the *cause* of the catastrophe is the moron directing the action of the fine, responsive mechanism.

Destroying the capability of the machine will, of course, prevent the moron from displaying his lethal activities; he, alone, has no such capabilities. But it will also prevent that machine from ever being of any further use to society, and a lethally inclined moron is certainly of no use to anyone, including himself.

To make the analogue dianetically more accurate, our automobile should be in the control of the murderous moron because his highly intelligent, competent brother has been knocked unconscious, giving the moron a chance to seize control.

Because the separation between automobile and driver is self-evident, there is less tendency—although the tendency still exists—to blame automobiles for the ensuing

destruction. But because there is no visible, easily seen separation between the incredibly capable analytical mind, and the moron driver of the engram bank, it has appeared that the analytical mind was at fault.

The automobile is big, easily accessible, and can quickly and easily be put out of action. Eliminating the capability is easy. The fault lies in the moron driver—but they're much harder to deal with. The result has been a tendency to take the quick, easy path; when a psychotic individual does not respond easily and satisfactorily to the psychiatrist's efforts, there is a tendency to attack the capability for action, because it has not been recognized that the moron driver—the engram bank—was the cause.

Those psychiatrists who have insisted on prefrontal lobotomies, and the rest of that class of neurosurgical operations, have never claimed that these operations cured insanity. Fortunately, the top psychiatrists of the nation have strongly resisted, and strongly questioned the propriety of using those techniques; even before Dianetics was available, the best and most thoughtful men in the field were strongly opposed to neurosurgery of the mind-destroying order.

The psychiatrists who did perform prefrontal lobotomies defended the operation primarily on the basis that it "makes the patient more tractable." That it, in other words, leaves the insanity intact, but removes the capability of the individual to such an extent that he can no longer annoy the attendants so much. In our automobile analogy, it doesn't take the murderous moron out from behind the wheel, but it renders the automobile incapable of operation.

The unfortunate individual on whom such surgery is practiced, of course, remains as insane as ever: his mind is still tortured by the delusions, the demon circuits, the terrible hates and overwhelming fears that originally made him psychotic. But where, before, he retained sufficient analytical mind power to at least attempt to fight against those horrors, his defensive mechanism has been destroyed. Now the sum total of the agonies and terrors of all his years are free to overwhelm him. In such state, quite naturally, he is indeed tractable. Where before the operation the violent psychotic was at least trying to fight back against that inner world of engrams, he is now incapable of resistance; he has succumbed to them completely and become satisfyingly tractable.

Attacking the capability of resistance, the capability of action, which lies solely in the analytical mind, does not in any way attack the cause. There is a special nerve group in the body which has the function of body temperature control. One can imagine a nerve-cutting operation which would make it possible to cut this control mechanism out of circuit. If a patient showing a high fever during a malaria attack were so operated on, no doubt his fever would abate quickly. The capability of producing high body temperature has been removed; the cause of the fever—the malarial parasites—are now free to multiply without the hindrance of that mechanism of resistance.

It is overwhelmingly important to distinguish sharply between the mechanism of action and the mechanism of causation. The analytical mind, and only the analytical mind, is capable of bringing about action. Since it is an immensely capable and complex mechanism, it is fairly large, and quite accessible; so far as is now known, it appears to have its organic seat in the prefrontal lobes. The structure of the analytical mind, and of the reactive mind, remains unknown at this moment. This much is known: slicing up the prefrontal lobes does not in any way weaken the engram bank or the reactive mind; it simply eliminates the analytical mind's power of resistance.

Hence it is of vital importance to understand the character and role of the analytical mind. Between the time this is written and the time it is published, approximately one hundred and ten thousand American men and women, fathers, mothers, children, veterans who gave all they had to our society, will be permanently damaged, made permanently insane or killed by those methods which seek to crush insanity by ripping to pieces the only portion of the mind which is capable of rationality.

The reasons these methods continue can be listed as follows:

1. The character and function of the analytical mind have not been understood.
2. No method of any kind before Dianetics was other than experimental.

3. Few believed the problem of the human mind could be solved.

4. To do other than administer such treatment was malpractice.

The last is the joker which victimizes the psychiatrist. When a doctor departs from past methods he is potentially guilty of malpractice. A method is admissible in practice mainly because it has been used, not because it has worked. In such a way the first doctors who used penicillin were technically guilty of malpractice and had penicillin failed to work and harmed the patient, these doctors could have been disfranchised as practitioners by both the State and their professional society. All this neurosurgery and shock, without ever having done good, was not malpractice because it came to the United States, one is told, with Authoritative recognition. Once here and practiced it becomes standard practice. A departure from it is now malpractice and would be “malpractice” if such methods cured every patient to which they were applied.

Psychiatry, by attaching itself to the medical profession, became liable to the codes of the medical profession. In *medicine* these codes have been found useful and necessary and are based on custom, the only creator of law. In psychiatry there was, actually, *no* method which was custom-created. Freud was so thoroughly shunned by neurologists of his day and medicine ever since, that only his great literary skill brought his work as far as it has come. Freudianism was not extremely dangerous and had some points on the right track. But technically, Freudian procedures were for years malpractice in neurology.

All these practices came about from an error on the part of investigators of the mind. Because the computer was forced to use data thrust upon it from an unseen source, the psychotherapist thought he saw that the computer itself was in error. His thoughtless solution, then, was to blame the computer.

For the analytical mind and, during “unconsciousness,” the somatic are the *only* minds which can manifest the mandates of the reactive mind. The reactive mind cannot manifest those commands. It can slam them against the underside of the analytical mind while it is “awake” and pervert the ability of the analytical mind. If there were no analytical mind, *no* manifestation would take place. Thus, prefrontals change the effect of insanity. Thus, electric shocks *et al*, by damaging the analytical mind, inhibit the display of the aberration. For the aberration can only be displayed *via* the computer and its switchboards.

Now there has been another misconception regarding the analytical mind. It has been believed that it was a composite of insanities. Indeed, the personality itself has been maligned by being called a compound of neuroses, compulsions and repressions erected upon an animalistic base. Very accurate and thoroughly checked dianetic observation proves that the personality is an inherent factor in all its strong aspects and that individualism is built into the genes as certainly as fingerprints.

This personality is muted and its individualism weakened by commands emanating from the reactive mind and forced upon the analytical mind.

The very thought mechanisms of the analytical mind are the only things which make the manifestation possible.

Thus we have “demon circuits”—like bypass and filter circuits added to a radio— which the analytical mind, operating free of the reactive mind, builds up or takes down at will. These are *never* aberrative when so constructed by the analytical mind. They are vital to the action of thought itself. The playwright sits back and “hears” and “sees” his various characters moving through the action of the play. He is computing them. But to do so and make them vivid, he sets up a series of “demon circuits,” one for each actor. So long as he is writing, his computers—imagination computer—furnish the dialogue and action and plot which moves these characters about on the stage of the “mind’s eye.” A cleared playwright or one who has full sonic and visio imagination, actually sees and hears his characters acting and talking in a most natural way *inside his analytical mind*. Writing the play is a highly natural action.

A caveman, studying out the best way to kill a saber-toothed tiger, “wrote” himself a play. He imagined the tiger, he imagined himself, he imagined the scenery. Out of imagination—building up the accuracy with past experience and data received

from other hunters—he went through the entire action. In doing so he was also calling in his somatic mind and giving it instructions without any effort on his part. Then he went and killed the tiger. If he had no very good imagination, the tiger killed him. No problem of life of any magnitude can be worked out without these mechanisms of imagination.

But let us suppose that our playwright has engrams, reactive mind commands, which tell him all women are evil. He could, on purely analytical basis, dub in this datum if his plot seemed to need it. But if he has an engram about it his playwrighting is sorely limited because he can only plot in terms of the engram whenever his plot skirts that portion of the play. Thus *all* his women are evil and all his men think women are evil. And he has lost facility and variety. For without this engram, he has a choice about it. With it he has no choice. And in just that fashion he is limited in his plotting.

One novelist who was given dianetic processing had long since failed and was working in a menial position, miserably unhappy. He had had only one plot. That plot hadn't fitted the public concepts too well in the first place. And that plot was contained verbatim in his reactive mind. When the analytical mind tried to think of a plot it could only rework this old one. Further, its intelligence and imagination were inhibited by the engram. So he wrote tremulously and with considerable effort. When the engram was lifted—a complete story by Ouida called “Under Two Flags” read to the mother when she was recovering from an injury which had also injured the child—this novelist stopped being fixated on stories of such an artificial character, his people came to life on his pages and he was not merely rehabilitated, he was able to become what he inherently was, an excellent novelist. Now he could write, if he liked, stories patterned on “Under Two Flags,” or yams of the “Confession” type, or tales so modernistic even he couldn't understand them. His analytical mind now had full, not reactively limited, scope.

*But* the analytical mind had been the thing which wrote even those stories like “Under Two Flags” when he was aberrated. The ability was completely and entirely within *only* his analytical mind.

The caveman trying to imagine the plot for his killing a saber-toothed tiger might have been possessed of an engram to the effect that tigers always and only jumped to the right. He could have observed on scores of occasions that tigers also jumped to the left but, if the engram had been very strong, he would have gone right on “believing” that tigers jumped only to the right. So his plot about killing the tiger would have contained an untrue datum. And the moment he put it into action he might have been victimized or killed because of that stet datum.

*But* the analytical mind was the thing which did all the imagining about the tiger, which built up the whole attack and which put the plot into action.

In other words whatever is dictated by an engram only inhibits analytical action. *And whatever a person can do in an aberrated state he can do far better when he has no further aberrations.*

Now let us take an insane person whose insanity consists of the fact that he says everything which is said to him like an echo and who does every physical action he sees the person he is watching do.

His engrams tell him that he has to do this. They do not make it possible for him to do it. They only command.

The engrams are impinging against that ability of an analytical mind to mimic.

A bulk of the learning done in a lifetime is through mimicry. A three-months-old baby will lie in its crib and do an excellent job of mimicking the mouth actions of the mother. The mother may be trying to make the baby say a word. The baby moves its facial muscles, coos between tries, gurgles, crows, tries to get control of those vocal cords. But it mimics the facial action of the mother. That baby is learning.

A parent may believe that a child learns to use a napkin, knife and fork merely because he is told that if he doesn't use them properly he will be spanked. By test, this inhibits the natural learning, putting an artificial command under the natural ability to

mimic. The common result of this is to cause the child to revolt. If the child is permitted to observe, without coaching or coaxing, adults eating with knives and forks and using napkins, the child, unless badly aberrated, will, by test, struggle and fumble to mimic. And it will come up at last with manners. *Better* manners than those forced upon it, providing the parents themselves know how to use table silver and napkins properly. When the child, like those trained in the pre-dianetic school of only-being- a child -is-important-don't-inhibit-the-little-thing-for-the-whole-family-revolves-aroundit-you-little-fool, has lost any urge to be a grown-up, he avoids mimicry of grown-ups and mimics children. But he mimics.

An enormous amount of knowledge goes straight into the analytical mind through mimicry. A little girl, for instance, who is raised with a dog is liable to mimic the dog and, like a recent case, get down on all fours and scratch the door to be let in.

Men mimic selectively when they are unaberrated, unselectively when they are aberrated. In the case of the insane person who echoes vocally and muscularly any person before him, the mimic mechanisms of *the analytical mind* have been impinged on so heavily by engrams that unselectivity is the rule in the extreme. But the analytical mind is being forced from under to use its mechanisms. And the mechanisms are those of the analytical mind. Take out the engrams causing it—something like: “You have to do everything and say everything you see and hear”—and the mimic mechanisms of the analytical mind correct instantly and rational mimicry results.

As in the case of the playwright and caveman, the “demon circuits” which talk and act on the stage or growl and prowl in the jungle are both natural mechanisms of the analytical mind. The reactive mind, however, by engrams, can force “demon circuits” into action so that the analyzer has no control over them. Then you get a case with voices mysteriously talking to him or a case which “thinks” in words instead of conclusions. All audible or subaudible “stream of consciousness,” whereby something in the head is articulating thought, is caused by reactive mind engrams. But it remains that the only reason the engram can bring such a circuit into play is because the analytical mind natively contains circuits which can come into play. You can wreck these circuits with shock or surgery as a baby can ruin a radio by taking a hammer to its works, but the circuit belongs to the analytical mind and is only forced into aberrative action by an engram which, no matter the wreckage, is still very much there but has no mind to act upon.

The analytical mind has many other powers. It can control the various fluid flows and growths of the body, apparently, since any clear can do startling things with his heartbeat, breathing, endocrine balance and other things if he wishes to take the trouble. The reactive mind pushes an engram against the analytical mind and forcefully throws the mechanisms out of action and also, in most cases, out of the control area of the analytical mind—and here we have psychosomatic illness, chronic overaction or underaction of glands, secretions and other fluids and overgrowth or undergrowth of the body itself. The hebephrenic schizophrenic is noted for the smallness of his adrenals. He is psychotic and he is psychotic because he has engrams. Give him the fluid or hormone he is not adequately manufacturing and you may or may not get some reaction in his body—for the engrams may inhibit the fluid from being used even when it is injected. Deintensify the engrams and you observe the adrenals grow to normal size, if the person is young enough, or the body use injected fluid given to correct the imbalance if the person is well past middle age. Tear up the analytical mind of this hebephrenic schizophrenic with electroshock or, even more criminal, rip him up with brain surgery and thus reduce his analytical mind and three things may happen: 1. not enough analyzer may be left to do anything about his adrenals, so they remain the same and he remains insane; 2. not enough analyzer may be left to control the gland growth and so the glands grow without restraint; or 3. the analyzer responsible for the control may not be touched and the patient may have little change in his condition.

Actually, the analytical mind has many parts and many abilities. It contains the individualism, the personality, the ambition, the persistence in life, the vigor of action,

the observing and computing and imagining abilities, and, not the least, “I” itself. Other abilities and functional actions are also seated in the analytical mind, many more than can be accurately known at this writing, for ESP in particular is evidenced largely and is disturbed by anything which inhibits the analytical mind, a matter now under research in Dianetics.

There are many methods the analytical mind has to protect itself even against the reactive mind. Possibly in another hundred thousand years, given that his personal and cultural aberrations had not destroyed Man entirely, the analytical mind would have more fully evolved protective mechanisms. The trend it has been taking, however, has not been toward the self-clearing of the reactive mind. This is probably a problem somewhat like the newly commissioned ship commander who, though victimized by an unruly crew, yet, by naval orders, cannot rid himself of their mutinous presence. His recourse is toward self-protection in the interest of greater ability to command and safeguard his ship. It may be that in studying his crew he finds a method of making the recalcitrants null and void without hurting the manning of his ship. Evolutionarily, the analytical mind is going in the direction of self-protection and higher authority. The second method, voiding the power of the mutineers without hurting the crew, is the sudden interjection of Dianetics which deintensifies engrams without hurting the ship but, on the contrary, increasing the ability of the ship as a whole by getting all the crew to work with enthusiasm and cheerfulness toward the goal the captain appoints.

The basic, unaberrated analytical mind—and every person apparently has such a stratum of rationality—has in all cases so far processed by the testing group of Dianetics, two hundred seventy-nine, demonstrated a remarkable co-operation. “The mind knows how the mind works.” There have been cases so thoroughly swamped that this co-operative flicker was barely discernible and could be put to rout by engrams, but even these, as soon as some of the reactive burden was deintensified, began to manifest greater and greater co-operation in processing.

The analytical mind, then, can be said to be in agreement with dianetic processes and, indeed, dianetic processes were evolved by paralleling analytical mind action. The reactive mind is directly opposed to Dianetics. Whatever impedes the auditor in putting a patient through therapy has impeded the patient’s own analytical mind. The equation that the analytical minds of the auditor and preclear have greater power than the reactive mind of the preclear is the principal thing that makes therapy possible. The analytical mind of any patient is striving mightily against any burden in the reactive bank even when the reactive bank is so in evidence—as in a psychotic—that it composes all the patient’s thoughts and actions and even makes him initially resist therapy. A person is aberrated because his own analytical mind, alone, cannot cope, save in artificially or naturally raised necessity, with his reactive burden.

Engrams and the reactive mind derange and aberrate the ability and body of the patient only *through* the abilities of the analytical mind. The reactive mind can only push and shove against the analytical mind to make action possible.

The analytical mind “remembers” by returning some of its attention units to past moments either on a fast network conceptually or upon the central time track itself. The reactive mind, armed with pain, shoves into those networks and makes some of this returning impossible. Thereby the analytical mind is said to “have forgotten” but the truth is, the data is right there but blocked. The reactive mind makes it difficult to remember something, for actual pain would be felt by the body if that thing were remembered. In dianetic processes this matter is cared for and the analytical mind can get by and deintensify these moments of pain which are the whips of the reactive mind.

The cells, as staunch conservatives, idiotically believe, it seems, that anything which was painful will always be dangerous, and they inhibit not only a repetition of the action in the exterior world of now but they inhibit a re-experiencing of a painful action in the interior world of then. Actually the analytical mind, by accurate computation and recall and with far, far more accuracy, contains a mechanism which inhibits repeating an action once painful. It computes even faster than the reactive

mind reacts, once the analytical mind has concluded, for instance, that putting a hand on the stove gets the hand burned. It is as if Man has evolved a highly competent captain in the analytical mind but the crew, uneducated and silly, still will not trust him, even though he is fantastically trustworthy and *far* more able to prevent disaster and gather benefits for the crew than the crew could.

Anything the crew, as we might consider the cells, think should be enforced is enforced only through the computers and switchboards of the analytical mind. Thus came about the entire misconception that the personality was built up of neuroses.

It could be said with accuracy that the personality is the analytical mind individualities, and physical characteristics. And it could be said that neuroses could not manifest without an analytical mind to subvert. And it could be said that the personality plus the neuroses of a human being make up his manifested personality. And it could be said that no neurosis could manifest without usurping the circuits and abilities of the analytical mind and cutting down its power. And it could further be stated that a neurosis is without any characteristics or power unless it has an analytical mind upon which to impinge itself.

Clearing away the aberrations intensifies all the strong points of the analytical mind and deintensifies all the weak points of the aberrated personality and such clearing intensifies the individuality and the personality.

One of the prime operating mechanisms of the analytical mind is that it attacks resistance to the greatest good of the greatest number involved in any problem. It may be very clever in its attacks for it also preserves the organism, progeny, the group and Mankind of which, remember, the organism is a part and which would be weakened by the loss of the organism itself. Give the analytical mind a target it cannot subdue by reason and it begins to direct attack in other ways. It works, in other words, against obstacles. When there are no obstacles it amuses and enjoys itself by inventing obstacles. But its activity is metered by the problems it observes or poses to itself and is regulated by rationality—not stimulus-response which is the characteristic of the reactive mind.

It uses five methods of handling problems—it attacks them, avoids them, falls back from them, succumbs to them or neglects them. The problem is often of great magnitude and may not be subdued. But the analytical mind—not the reactive mind—has a gauge of necessity level. It builds up force against a problem usually above and beyond the force necessary to overcome the problem. Because it is a perfect computer, modified only by the validity of or lack of data, the analytical mind, in a cleared state, can work up an enormously high necessity level. It does not do this on a stimulus-response basis either for it can rig up an artificial necessity level against a real problem, can generate an actual necessity level against an imaginary problem or can generate an artificial necessity level against an imaginary problem, artificial and actual here being used to identify pretended resurgence or uncomputed resurgence.

In the aberrated mind this necessity level can also be raised artificially or actually. But it is always the necessity level of the analytical mind. When an engram is restimulated on a stimulus-response basis, the necessity mechanism of the analytical mind can be usurped to make the organism prone to the most outrageously impossible actions, actions like maniacal murder or carrying pianos single-handed from a burning building while the baby is still inside. Evolution has been working on separating this necessity level mechanism from the reactive mind control evidently. For artificial and actual necessity levels can be raised *against* the reactive bank itself and can actually make an engram back up or a whole set of engrams which, by stimulus-response, should be in restimulation, drop completely out of sight.

A writer, for example, who had been nearly insane for two years and who had a reactive mind full of engrams against writing, was suddenly confronted with an illness of his wife's which required two thousand dollars worth of treatments immediately. Promptly, he kicked up his necessity level and turned out one hundred thousand words of short stories and novelettes in twenty days which brought him twenty-five hundred dollars and which were pronounced as some of the best work he had ever done. His wife became well and he resumed his miserable state of inactivity. As neither he nor anyone else knew, at that time, much about the mechanism of necessity level, his



eventual recompense was revilement from all quarters because he was now “understood” to be “lazy” and had demonstrated what he could do if he “just faced reality.”

An engram can take over this necessity level mechanism, just as engrams of various sorts can impinge upon any mechanism of the analytical mind. The most sorrowful examples of this sort can be found amongst the world conquerors in which our rather puerile histories specialize. Wading in blood and piling up “enemy” skulls these social liabilities are generally driven by engrams which dictate that they *must* conquer.

Now it happens that their necessity level mechanisms and their abilities to compute and especially to act must be very, very high, far above the average. And something else has entered the equation here.

All people have, in degrees varying not only from person to person but from dynamic to dynamic within the individual, their four dynamics of self; sex—the act and care of progeny; group—whether special or civil, city or nation or race; and Mankind. each is a persistency toward survival in the particular catalogue of the dynamic itself. Thus one can have an enormous force to perpetuate himself as an individual, another can have an enormous force individually to create and raise children. All unaberrated persons have, in some degree of force, according to dianetic findings, each of these four dynamics.

When an individual has engrams—and all do unless they are cleared—these engrams usurp or force against not only such things as imaginative circuits and mimicry but also against the dynamics. As a muddy creek might enter an otherwise clear stream, the engrams may color and choke a dynamic. If that dynamic is powerful and if the engram impinging on it is powerful, the result can be remarkably destructive.

The world conqueror evidently operates with a perverted dynamic. Dynamic Four, Mankind, consists of a thrust toward the greatest good for Mankind. Mankind must win, according to this dynamic, and actions must be taken to further and better and generally advance the survival chances of Mankind. An engram which dictates strongly, for instance, that everybody but Tugaboo Islanders have crazy conceptions might cause a Tugaboo Islander to try to force Tugaboo Island taboos down the throats of everyone in order to save Mankind. But the world conqueror, with an engram overworking, choking and distorting his Mankind dynamic, may have such a strong group dynamic that his actions take no account of the slaughter he effects. He not only must force taboos upon the rest of the world, he can only “save” his group by the most extraordinary means.

The distortion worked upon the Mankind dynamic need not, however, result in world conquering. Any dynamic may be so impinged and unsettled by engrams that some very weird aspects occur. It is very common to find, in an insane asylum, a patient who claims to have a secret which will save all Mankind. This has been considered very bad, pre-dianetically. The same psychiatrist who would hammer a psychotic into believing everything that had happened to him was imaginary—and psychiatry has long been listening and calling “imaginary” actual prenatal engrams just because “Authorities,” with no data and clumsy research, had *said* such things were imaginary, all the while holding forth about “memories of the womb”—would and does pound hard against any patient who says he wants to “save Mankind.” It is a peculiarity that this is a particularly condemning point, that anybody wants to do anything but be a sheep and very tractably and “well-adjustedly” eat grass.

The patient who is fond of being “God” has an engram impinged solidly against the self dynamic. The one who conducts himself abnormally in matters of sex or children has an engram impinged against the second dynamic. Any of these dynamics and any of their portions can be stopped or colored by engrams. *But not one can be speeded up by an engram or rendered more forceful.* The engram takes the native analytical ability and by entangling it causes aberrated manifestations of the dynamics. Three dynamics cannot be channeled into one channel by an engram and then become three times as strong as a fixed idea.

If anyone has a strong self dynamic perverted by an engram which says “I am God,” then manifests and acts strongly in his imaginary role as “God,” he will, when that engram is cleared, demonstrate about two or three times the personal force on the

self dynamic. Only he won't be "God," he will become a powerhouse in some group as himself. If, when insane, he was thoroughly and violently certain that he could save Mankind, when the engram causing that is cleared, he may very rationally but with great force actually set about doing something to further Mankind.

So long as the strange belief was held that a man was only a stimulus-response animal and that his entire being was only a collection of aberrations, that his personality was only a matter of distortions of reality, no individuality or desire was safe from question or condemnation. This was a sort of slave psychology which, accidentally or otherwise, sought to block personal individuality and initiative. Under that philosophy one could be condemned, when he said he wanted to do something to further his name beyond his physical death, as an "egomaniac," whatever that is. When one had confidence in the ability of a group to sweep all before it, he could be called monomaniac. When he enjoyed sex, he could be called a satyr. And when he wanted to do something for Mankind he could be labeled a "paranoid," whatever *that is*. Because he could thus be assailed and pounded by these nonsensical and precisely indefinable terms, and because engrams could here and there distort these natural desires and make them unnatural, the society was pounded down, man by man, into a herd. Then one could talk of masses. One could defeat individualism. And anyone who desires such a defeat is espousing an action so thoroughly destructive that he must be, and can be shown to be, thoroughly aberrated. For Man is rich only in ratio to the number of individuals whose initiative and individuality will create a better future. Wars can take place only when this sheep neurosis can be brought about, for lions don't stampede when some aberree shouts "Kill all the Russians," for lions aren't likely to be afraid. But sheep will stampede. And then they will depend upon their individuals to save them. War can only happen where self-determinism is outlawed and the sheep psychology of "adjustment" rules the land.

One who insists upon the tenet that the personality consists only of neuroses, compulsions and repressions is not only rather silly, but is extremely dangerous to those around him. In the first place he has an engram which tells him he will die or something if he "gets rid of it" and so, by reactive computation, reactively "desires" to be aberrated. Or he has a sympathy engram which inclines him toward the "glories of "hypochondria." He may also be subject to that prime sheep-psychology mechanism which favors "adjustment" only because people with wills of their own and force of personality are strong. A man, weak because of his engrams, seeks to keep others weak out of some idiotic hope that thus he will better survive.

The equation, however, does not work that way. The weak are strong only when they are protected by the strong. Only the aberrated weakling believes that a strong man is a cruel one. Only the weak are cruel. Only the afraid are vicious. All experience bears this out. Only the whining theorist who claims that personality is aberration would blind himself to the evidence on every hand that trouble, distress and disaster stem from the aberrated weakling. Take a square look around you and trace back trouble wherever it existed to somebody's irrational fear of some imagined threat.

When personality can be pronounced to be the result of aberration and when individualists can then be silenced and driven into the herd, Man is looking down the barrel of the last gun he will hear.

The analytical mind functions best out at the last possible notch of self-determinism. The unaberrated individual is not only strong but he is also motivated by a uniformly present desire to accomplish the greatest amount of construction for the smallest amount of destruction. Self-determined, he is free to evaluate the situation for himself. Exteriorly determined by his own or social aberrations, he is inclined away from solutions which will be creative of the greatest good; further his own thinking is less acute.

That the analytical mind can be usurped in its abilities by engrams and reduced mechanically in its power by those engrams definitely does not mean that the analytical mind and the ability of Man depends upon neurosis.

As a final proof of such matters, there is the behavior of the so-called "manic." He seems very strong along one line. He is out to supersell, for instance, anything.

Nervous, driving, energetic, he attacks problems of selling with an attitude which amounts to violence. He cannot keep it up continuously for he becomes depressed. Then, in the general case, his cycle runs from high enthusiasm to deep depression and back to high enthusiasm again. The society is full of such people who pass for, and indeed are, normal to this period. The surface evidence here appears that he is suffering from a neurosis which makes him a supersalesman.

But the periods of high action grow shorter. The periods of depression grow longer. Some call it old age. Some call it getting "burned out." Some say he needs more recreation. One day his clock, so to speak, runs very thoroughly down.

What happened to this man? What caused it? All cases to hand of this, a numerous number, show it to have been caused by an engram in which he was "fixed." The engram said he was a wonderful salesman, but it contained physical pain. As he went on living he was "dramatizing" or acting out being a supersalesman. But sometimes he didn't sell. Every time he didn't, physical pain forced him to try. But he kept failing because his health was deteriorating. And then one day he didn't resurge. He just felt the pain. And he wasn't a supersalesman any more.

Deintensifying that engram in every such case brought about an immediate rebalancing. If the engram had actually made him a supersalesman then he was competent, analytically, to *be* a supersalesman. And he became a better supersalesman than before!

A sadder case, and an even more unusual one, is where the engram says that a man must be, for instance, a great officer of the army. But the analytical ability was not great enough to make him such. Actually, his analytical ability fitted him to be a very good mason. And so we have the standard sour, rankled misfit who is said to have "ambitions much greater than his ability." That diagnosis is as false as a lot of other past preconceptions. He had "engrams greater than his ability along the line dictated by the engrams." Clear away those engrams and a resurgence of analytical power and ability becomes evident, his basic purpose manifests itself and his mind somehow works his past experience into an asset to carry out his basic purpose and, in such a case, we would have a mason amongst masons. And he would not be "adjusted" to being a mason or "resigned" to being a mason, he would be a happy and enthusiastic mason who could adjust to the business of masonry.

- And in a reverse case, one man cleared by Dianetics had a manic engram dictating that he should be the strongest bricklayer in the world whereas all his analytical ability summed into a high competence in the field of music. Additionally he had engrams which said he was a clumsy and terrible musician. Cleared, he stopped being a bad and unhappy bricklayer and became a cheerful trumpet player in a name band.

In all such cases, where the analytical mind has any basic dynamic worth mentioning it has been found that one way or another the victim of a manic which sent him in one direction while his basic purpose inclined him in another has been able to gather up, along the way of life, considerable data in the field of his basic purpose. The shift has not been arduous and has never been found to swing into a field where the person had gathered no data.

The analytical mind is strong and should never be undervalued. It is not only strong in the sense that it is incredibly resistant to aberration, but also in the sense that it can rise above and conquer engrams even without therapy. Of course it cannot remain forever above those engrams, for new engrams may at last force it to succumb. But a person undergoing dianetic processing with an eye to greater ability should never be taken in with the statement that all he has ever done or said has been because of engrams. Fully eighty percent of his thinking and his actions were clear analytical decisions. When he begins to find out how many engrams he had and how powerful they were he should not, during the course of therapy, resign himself to a belief that he was never competent to overcome them, for he very definitely was.

The power of the individual and Man is the power of the analytical mind, a tough, rational organism, difficult to aberrate, capable of overcoming aberrations and, when cleared especially, forceful and personable far, far beyond any pre-dianetic knowledge.

Even aberrated or uneducated, Man's analytical mind has almost completed the conquest of Earth.

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## **Dianetics and Religion**

**L. Ron Hubbard**

Those engaged in dianetic processes are often interested in the effect of Dianetics upon religion. They generally desire to know whether dianetic processing will influence faith or atheism.

Dianetics is a science; as such, it has no opinion about religion, for sciences are based on natural laws, not on opinions.

Self-determinism is always to some degree circumscribed by the environment of the individuate and the forces he faces. An individual without faith in something is lost and goalless. Faith is a necessary part of man. If that faith is given to a religion it can be observed that once given, it is steadfast and predictable.

When any disordered mind grasps the fundamentals of a thing, one cannot predict the way that mind will use the information. Zealotism has many times made religion odious to a people and zealotism is definitely undesirable to a religious group since it too often masks sadism and paranoia. Churches have long been troubled with this problem. It is not a problem of faith. An orderly faith alone can promote religion. Zealotism is a problem in aberration; it is generally caused by a manic engram and, quite unlike faith, is as likely to flash back against religion as it is to carry it forward. The action is unpredictable and the zealot alters his faith easily.

On the other hand atheism, which religion has found highly obstructive, has for its origin, according to our case histories, engrams. No "atheist" to date has remained an atheist after the engrams causing his objections have been removed. The atheist is activated by engrams as thoroughly as the zealot.

There are several cases on record of atheism having been altered to tolerance by dianetic processes and one case which joined a church after a release was effected. There are two cases of zealotism having abated to a sincere faith.

Insanity has long constituted a considerable threat to religion. Religious terminology, when permitted to creep into the engram bank, particularly as blasphemy, causes various disturbances in the psyche, and the various religions have, throughout the duration of man as a rational being, been posed a difficult problem which can now be resolved. Dianetics not only pronounces but executes sentence upon insanity. It makes man sane.

What the world of man decrees about religion or what religion decrees about the world of man is well outside the regulation of Dianetics even though it is well within the province of dianetic studies of the activities of man.

## THE INTENSIVE PROCESSING PROCEDURE

November 1, 1950

The standard method of handling cases at the central Foundation and in all departments is intensive processing.

Intensive processing has its own identity, independent of any chemical assist. The chemical assist may be used for case openings or for intensive processing. What has been termed "free wheeling" exists independent of intensive processing. Both the chemical assist and free wheeling may be combined with intensive processing.

The basic definition of intensive processing may be stated thus: a large number of hours of auditing given in a small number of consecutive days to the end of opening a case and advancing it as far as possible within this limited time. Charge is made for the entire process, not by the hour.

As of this writing, the standard intensive processing consists of thirty-six hours of auditing delivered in six consecutive days beginning on Monday and ending on Saturday at the rate of six hours per day. It is usual to deliver this processing with chemical assist and, except in cases with heavy circuitry, with free wheeling.

### INTENSIVE PROCESSING

A normal scheduling would be one auditor to a preclear. For departmental organization, one auditor can be estimated for every four intensive processings given in a month, as he can handle one per week. For room scheduling, making an economy of space, two preclears can be assigned to one room in the same day, one beginning his processing at 8:00 a.m. and stopping at 2:00 p.m., the other beginning at 2:30 p.m. and stopping at 8:30 p.m., with no time allowed for meals or other breaks, these being taken at the end of the processing schedule, 2:00 p.m. and 8:30 p.m.

The entire intensive processing is actually a package which begins and ends with psychometry. The purpose of this psychometry is to demonstrate to the preclear that intelligence and personality have advanced. This at once obviates any argument that nothing has happened when it has, accumulates to the Foundation case histories and, importantly, sends sets of psychometry into the country where they will be displayed to the advantage of Dianetics. It is not assumed that any vast advance will be made in every case. The best possible auditing is done for the time allowed of 36 hours and the results are what they are; most of them will be found to be very remarkable in the difference between before and after psychometries.

Any guarantee of anything with regard to intensive processing when it is being sold is a gross error. If the preclear is guaranteed an open case or a release, he then throws all the burden of work upon the auditor and does little himself. Further, he will inevitably seek further processing on the excuse that he has not received all he should. Therefore, in selling intensive processing, one should only demonstrate the fact that most cases advance markedly but in proportion to the amount of cooperation of the preclear. This secures the cooperation of the preclear and obviates attempts by the preclear to gain more than his share of auditing by complaining that he has not achieved the guaranteed goal. Given his psychometry, shown the changes which have taken place at the end of the processing, the preclear is usually very satisfied, for the advance in his mental state is usually great. Not given psychometry he might not know this. In cases where chronic somatics are released, however, there is no argument and this is normal to intensive processing that such somatics are reduced and psychosomatic conditions are to a large extent eliminated.

Because they are easily given, are quite valid and have good display purposes, the psychometry currently in use is the California Test for Mental Maturity and the Johnson Temperament Analysis Profile. Both are tests of the California Test Bureau. To these may be added any other test which can, like these, be given to a group and graded rapidly by a psychometrist. Rorschach, TAT, etc., etc. may be very well in psychiatry and psychology but actually these have a very low order of validity, are far from precise, and regardless of the high opinion in which they are held by psychiatry and psychology depend far too much on the "sensitivity of the operator" which we want as little as possible in Dianetics. The tests we need must be of a highly precise nature, depending on opinion of an operator not one bit. Our tests must be administerable to a small group simultaneously, must be graded swiftly, must contain a high degree of arithmetical estimation, and must present to a layman the facts and figures he expects of a science. For ourselves, in our own research and validation of new techniques, these tests are adequate and even desirable. If better tests than the California Test for Mental Maturity and the Johnson Temperament Analysis Profile and the old time-honored Army Alpha can be discovered for our purposes they will be used.

A complete schedule for an intensive process is as follows:

SUNDAY: (Afternoon) Medical examination, brief but thorough, full psychometry (CTMM, JTAP, Alpha) administered by a licensed psychometrist.

MONDAY: Six hours of intensive auditing.

TUESDAY: Same.

WEDNESDAY: Same.

THURSDAY: Same.

FRIDAY: Same.

SATURDAY: LAST TWO HOURS STRAIGHT WIRE TO SETTLE AUDITING LOCKS. PAST PLEASURE MOMENTS TO STABILIZE CASE. FUTURE PLEASURE MOMENTS.

SUNDAY: (Morning) Medical examination. Full after-psychometry, using other forms of tests.

(Afternoon) Tests, evaluated and plotted on two graphs (original and duplicate and both signed by psychometrist) presented to preclear and instruction given him as to how to read them.

Despite statements of those who have made no investigation of auditing under glutamic acid, the chemical assist is highly desirable as an adjunct to processing. It has the virtue of softening up engrams and of proofing the case against restimulation by permitting engrams in the middle of a chain to occasionally reduce. Further, it sometimes permits whole chains to roll up. Additionally, it often gets anaten off a case which is proving difficult.

The formula for the chemical assist at this time is simply glutamic acid and vitamin B1. B1 is given preclears as a matter of course, and it can hardly be considered as a part of the chemical assist. Hence the essential ingredient is glutamic acid. No difference between dextrorotatory and levorotatory glutamic acid has been observed so far as the case itself is considered. Mixed levo- and dextrorotatory is a common form of glutamic acid and should probably be used. The dosage of glutamic acid is 2 grams every half hour for two doses at the beginning of each daily session and then one 2 gram dose every succeeding four hours until the next session including night dosages. It will be discovered that when inadequate B1 is given with glutamic acid that glutamic acid will become ineffective after the first day or two. Hence the glutamic acid works best when backed by 10 mg of B1 with each 2 gram dose of glutamic acid. Higher dosages of glutamic acid are sometimes used on very reluctant cases.

Benzedrine often helps a case run. Benzedrine can be administered at the rate of 5 mg per day given at the beginning of each six hour session with the first dose of B1. If administration of Benzedrine is begun, however, it must be maintained throughout the whole of the intensive process. Skipping a day, it has been noted conditionally, sometimes inhibits the release of anaten. Which is to say that when Benzedrine is administered on Monday, on Tuesday, when none is administered, the case appears to be a little more difficult to run in that engrams do not as readily release and, if Benzedrine is still omitted, Wednesday may discover the engrams to be much more resistive. While this is based on a short series, there is enough evidence to warrant this caution. This is particularly true when glutamic acid is being given the preclear.

Cases can be run on intensive processing without chemical assist or with chemical assist, at which time the processing may be called "intensive guk processing," guk being the slang term for any chemical assist in Dianetics.

Intensive processing may also be assisted by what is called "free wheeling." Between sessions the somatic strip and the file clerk are put to work running out somatics, grief, terror, or anaten. It is very simple to do this but it should never be done on cases which have heavy control circuits, since free wheeling tends to lead such cases into automatic control with attendant snarl-ups.

To place a case on free wheeling, at the *end* of a session on which standard processing is used, the auditor installs a new canceller and then says, "The file clerk will furnish us with somatics. The somatic strip will continue to sweep such somatics until they are erased." The preclear is left with this command until the beginning of the next session, when his auditor brings the preclear wholly into present time before beginning the session as follows: "The somatic strip will come to present time. The file clerk will give us present time. Cancelled." Then the auditor, beginning Standard Procedure, installs a new canceller, puts the preclear in reverie and continues wholly in Standard Procedure.

Free wheeling has not been tested extensively on anything but somatics. Using it to roll out grief, terror, anaten or chains is highly experimental. Used on somatics in preclears who do not usually run their own engrams out of reverie, it has proven markedly helpful in that it occasionally runs out a somatic from under an engram, leaving all perceptics except pain. A 36-hour-long birth, after the preclear had freewheeled several days, has been found to be reducible in 15 minutes. Free wheeling is not likely to "run anyone to clear" even if continued many months and is a very small assist to Standard Procedure sessions. The real processing is done under Standard Procedure. Free wheeling now and then helps out.

The essence of free wheeling is this: The "I" will remain in present time, contacting no perceptics save as it exteriorly observes that the body occasionally hurts here and there: the file clerk and somatic strip will knock out somatics without attention from the "I." The "I," while a person is on free wheeling, should not be called upon to contact any portion of any engram. If free wheeling stops between sessions, with the file clerk and somatic strip inactive, the preclear should be left alone until the next session of Standard Procedure.

Free wheeling produces some remarkable effects. Pains turn off and on in most cases with remarkable profusion. If niacin in 100 mg doses per day is given the preclear he will run out sunburns, sometimes quite strongly. The preclear should be told what to expect so that he does not become alarmed. A preclear stuck on the track will not free-wheel. A preclear who is out of valence will get very light somatics but these may grow stronger as days pass and he drifts slightly more into his own valence.

The chemical assist and free wheeling should not be overlooked in getting good, fast results with intensive processing. The ordinary course of such processing should find the preclear being given Standard Procedure auditing under a chemical assist, with free wheeling between sessions.

Chemical assist should be prescribed for the preclear by the medical director of the department before the assist is given to the preclear. Adequate literature supports these and even higher doses of glutamic acid.

During intensive processing the preclear should not starve himself. A diet of coffee and sandwiches might slow his processing. He should eat a high protein diet during the whole course of intensive processing. Chemical assist is possibly not as effective when the preclear does not eat well, the glutamic acid being absorbed as nutrition.

At those times when a preclear undergoing intensive processing does not improve, it is policy either to sell or give him additional processing but this should *never* be stated to the preclear before the intensive run is entered upon for it drops his necessity level. The necessity level must be kept high during the course.

L. RON HUBBARD

LRH :-jh  
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*[Important Note re Free Wheeling: On June 28, 1951, in a lecture, "The Completed Auditor," to the First Annual Conference of Hubbard Dianetic Auditors, LRH gave a *Final Report on Free Wheeling*. In this lecture he said that free wheeling does *not* benefit cases, and does not reduce engrams.]*



## **GROUP DIANETICS**

1 November 1950

Group Dianetics is almost an accomplished fact. Worked on for the past three weeks, it has taken very sharp form. It is integrated from earlier work, but the new facts demonstrate that cleared individuals are not necessarily the immediate necessity of the cleared group. The group and the individual, as to engrams and processing, are different things. This is good news, since it means that we may have a chance against the anarchistic social orders of the world which, ungoverned as a group of nations and over governed as states, seem fatally inclined to get into another war.

L. RON HUBBARD

[The above is an excerpt from a paper entitled "Plans and Projects".]

## **LRH TAPE LECTURES**

2—15 November 1950

5011C02	LECTURE	Standard Procedure Tools—Accessibility—Starting Case
5011C04	LECTURE	Affinity, Communication and Reality
5011C08	LECTURE	Child Dianetics
5011C09	LECTURE	Group Dianetics
5011C10	LECTURE	Handling Psychotics
5011 C 11	LECTURE	Educational Dianetics
5011C15	DEMO	Demonstration Research

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## The Processing of Children

L. Ron Hubbard

It is possible to process a child at any age level beyond the point when he learns to speak. No extensive processing should be undertaken until the child is at least five, and full dianetic processing is not encouraged, except in very unusual circumstances, until the child is at least eight years of age. Much good can be accomplished before eight by straight line memory technique, but reverie should not be attempted before that age. In the period from eight to twelve years the child may be processed by any of the techniques outlined here. One should not force the child into the prenatal area until after he is twelve years old. Sometimes a child will willingly return to the basic area and if this happens naturally, engrams can be reduced or erased. If a return to the basic area is made by the child, it is to be accepted and treated as a matter of course, but the auditor should not in any way force him to do so.

In all except severe cases, a child may be successfully processed by a parent. In all cases, however, it is more difficult for a parent than an outside auditor, since the parent, by dint of being a parent, is a restimulator for the child. Even the tone of a parent's voice, without similarity of word content, will sometimes act as a restimulator. Nevertheless, with some intelligence and objectivity on the part of the parent, it can be done. It should be set up as a well defined program occurring in a slightly different form than any other household happening. It should be a new, different, exciting game in which the rules are slightly different from those of other forms of play. Even if the processing is done by an auditor from outside the household, the parents still form an essential part of the child's environment, and must be educated into acceptance of the facts of Dianetics.

There are three major steps in the processing of children:

1. Prevent restimulation.
2. Break locks.
3. De-intensify painful emotion.

*The parent should attempt to avoid the language which is in the child's reactive bank.* The emotions accompanying this language should also be avoided, as well as any known duplication of situations which are likely to have been recorded by the child's reactive mind. If the parent cannot recall the incidents in which engrams might have been created, or if he cannot remember the language used at that time, he can soon determine by the child's reactions what sets of words and what kinds of emotion are in the child's reactive bank. He should then be very careful to avoid this language, especially when situations exist which might be engramic. Any aberration in a child is evidence that a key-in has occurred, and the situations in which the aberrations are most apparent will have similar perceptics to the perceptics which were present when the engram was laid in.

For example, one set of parents tried desperately to keep their child from wetting the bed by continually telling him to go to bed and not to drink any water before he went. In spite of this "education" the child continued to wet the bed. Dianetic evaluation of this situation showed immediately that something in the immediate situation

around the child was stimulating an engramic command which caused the bed wetting. In this case, as in many others, the action taken in all good faith by dianetically untrained parents was not preventing the aberration, but rather was keeping it chronically keyed in. These parents found that commands which meant reactively that if you are told not to drink water you must urinate in the bed were contained in the birth engram. The actual engram content was:

“The water is going to come.”

“It’ll break and go in the bed.”

“Just lie there and let it go.”

The engram was keyed out by removing the restimulators. When the parents stopped telling the child not to drink water before he went to bed, the bed wetting tapered off and then stopped entirely.

*Locks can be contacted and blown through straight line memory techniques.* The parent can be of great help in this part of the process because he knows pretty well when he has created a lock, especially in an emotional blow-up of any kind. By remembering the standard pattern of his dramatizations during emotional crises, he can help the child or the child’s auditor to find the locks which will best help the child to overcome his difficulties. Whenever anaten\* is present in the child, and it is present when any engram is being restimulated, a lock can be created. The resulting aberration will depend on the emotion and pain of the lock as well as of the original engram. This fact, plus the nature of the aberration, can be used to determine which locks should be investigated first.

In a child, returning is a simple and natural mechanism, and the technique of blowing locks is to use a combination of memory and recall. Ask the child, for instance, if his mother ever bawled him out. If so, try to get him to remember a specific incident. At this point many children will close their eyes and return to the event. If the child can remember the exact words his mother used, and the words of any other people in the incident, allow him to run through it as often as it interests him. Most locks will blow with a single recounting, and will cease to have any aberrative effect on the child.

*Grief can be contacted in a child as easily as in an adult.* The chief point of difference is that the grief will be on moments which seem not very important to an adult. A child will have a definite sense of loss when, for instance, his mother did not allow him to sail his boat on a rainy day. The discharge over this type of grief engram will be small when compared to the grief occasioned by the leaving of a favorite nurse, or the loss of a pet, but any moment of grief which can be discharged will improve the health and well-being of the child.

## THE ACCESSIBILITY OF CHILDREN

The auditor who wishes to deal successfully with children must have, above all, the ability to establish affinity with the child. This is a problem of interesting the child in the incidents which have caused his difficulty. A child’s attention is badly scattered. He has not yet learned to focus his attention well, and it is the part of the auditor to pick up his attention and channel it back against the locks and grief engrams.

A child has a great natural sense of dignity. Do not talk down to a child. Treat him with as much dignity as you can. You will find that the child has weird misconceptions about many everyday things around him. Trace these misconceptions to their source and you will usually find an adult who has not taken the trouble to give this child the right data. *Never talk over a child’s head to his parents.* It is better to talk over the heads of the parents to the child. Always work on a partnership basis with the child.

One little boy was almost completely inaccessible at the beginning of processing. He was very noncommittal about anything connected with his past life and completely

\* “Anaten” is coined from “analyzer attenuation” to describe the gradual and variable nature of analyzer shutdown while avoiding the classical implications of the word “unconscious.”

silent in regard to his parents. Knowing that this behavior was not natural to a child, his auditor asked suddenly, "Which one of your parents told you they'd lick you if you told about their quarrels?" The little boy looked startled, and then burst into tears. Subsequent investigation proved that both parents had threatened him if he told anything about their fights. The auditor who deals with children needs to understand that there may be artificial barriers to the building of affinity with the child. In many cases the child can best be processed by dealing with the parents.

### STEPS IN ADDITION TO PROCESSING

Quite often the processing of a child inevitably involves more than working with the child alone. Much of the aberration found in a child will have come from a lack of dianetic knowledge on the part of the parents and steps other than putting the child on a couch and removing locks and running grief engrams need to be taken in the interests of preventing restimulation.

There are three ways of treating a person dianetically, and all of these ways are sometimes necessary in the processing of a child.

1. Standard processing procedures.
2. Dianetic education.
3. Shifting environment.

The case of the little boy who had been warned not to talk about his parents' quarrels will serve to illustrate the type of action sometimes required in addition to regular processing procedures. The measures taken in this instance were rather extreme, but were necessary for the child's health. Blowing of the locks on this case revealed that violent quarrels occurred as a regular feature in the household, particularly during mealtimes. It was not uncommon for dishes to be utilized as weapons, and for the child to be caught in the line of fire. The child was continually being restimulated at mealtime and was not being fed properly. During the course of processing he had not only blown locks and grief over these and other incidents, but had begun to pick up weight.

When the time came for him to return home, his auditor made the suggestion that the child should be allowed to eat his meals in the kitchen. Both parents immediately became very upset about what their boy had told concerning their quarrels, and the situation seemed to indicate that the parents were not going to be at all cooperative in keeping the child from further restimulation. Since the parents in this particular instance could not be reached with ordinary educational techniques, the auditor merely informed them that if the child ate his meals away from the family he would gain weight, and that if he did not gain weight the proper authorities to prevent cruelty to children would be contacted. The child gained weight.

### DIANETIC EDUCATION OF PARENTS

The auditor who deals with children needs to evaluate the child's environment from a dianetic viewpoint. In many cases it will be the parents who need processing, not the child. In any case it is important that the parent understand what key-ins are, and how to avoid them. One of the important points to remember in this connection is that the "usual" childhood illnesses quite often occur *three days after* some emotional upset in the home. In processing the child, make sure to explore the area before any illness he may have had for the key-in which helped to bring it on. The first sickness of the child will help you locate the first key-in. If enough of these are found in the child, the parents will be convinced of the necessity of preventing further key-ins. If the child's processing does not provide enough evidence to persuade the parents of the importance of key-ins on the health of the child, it is a part of the processing of the child to demonstrate on one of the parents that such key-ins do take place, and that they affect health and happiness.

A small amount of education for the parents in the principles of Child Dianetics will sometimes accomplish more than the same number of hours spent in processing

the child. Perhaps the single most important point in such education is to make clear to the parents the importance of giving goals to a child, and that the most important goal is that of growing up to be an adult. A child should have responsibility and independence commensurate with his status as a child. He should have things which are wholly his, and about which he decides everything. But under no circumstances should he be possessed automatically of as much right as an adult in the sphere of the home. To give him this is to remove the main goal of his life: growing up. The child, cared for without question and trained toward nothing, loses his prime incentive in life when the adults around him do not enjoy themselves as adults, take pleasure in their rights as adults, and insist on their rights as adults. When a child is kept dependent and shielded and recompensed for being a child, his incentive for being otherwise is much reduced, with a consequent deterioration of ability and a serious reduction in the quantity of knowledge he will acquire since he does not see any real reason to acquire it.

If a child is not robbed of his main goal, growing up, he can quite often salvage himself. But the child's idea of the adult world depends on the adults around him. If the child looks at mama and sees that she is really a sort of nursemaid for him, and that he can make her do most anything he wants her to do, and that she is always moaning and complaining about having so much work to do, about her health, about a lot of things, he is certain to conclude that he doesn't want to grow up to be like mama. If he looks at papa and sees that papa works all day at the office, comes home at night and sits in a chair doing nothing for the rest of the night, and "plays" by pushing a little white ball around on the lawn, the child may well decide that he doesn't want to be like papa, either. The child is making a pretty good analysis of the situation if he decides that he'd rather stay a child anyhow!

Education of the parent includes, of course, the basic ideas of Preventive Dianetics. Don't talk around a sick or injured child. As soon as anaten begins to depart after a minor accident, act to make the child comfortable, but do not talk for many minutes. Don't leave the child in a restimulative atmosphere. Don't take a child up from the middle of a nice sleep and tell her repeatedly to "sit there in that chair and listen to what a terrible thing it is to be married to a man," as one mother did. Try to keep the child away from highly charged dramatizations of any kind. Care for the child efficiently, but quietly. Do not establish yourself as an indispensable ally.

### EDUCATION OF THE CHILD

If an auditor finds at the beginning of processing that the child he is working with is in need of constructive things to do (and this will be customary rather than unusual) it is sometimes a good thing to set up a definite program of acquiring skills for the child. These should be primarily bodily skills. This program can be used as a means of shifting his environment slightly away from most of the restimulation he is getting. Let the child pick his own program. Help him in setting it up, but if it is specifically designed to be *his* program do not in any way insist on its being carried out.

The child needs very little education in Dianetics, or in the dianetic viewpoint toward children. These things are natural for him. He will quickly come to look on his processing as an interesting game if the auditor builds the situation up in this way.

### SEMANTIC RE-ORIENTATION

In one respect the auditor can perform a very important function in the education of the child. A child is almost always confused about the world around him because of the labels which have been placed on objects by adults who do not understand the serious nature of incorrectly labelling an object for a child. Consider the case of a child who has had no previous data concerning death who is read a poem about little tin soldiers and angels with golden hair. If this is his *first* understanding of the word "death" it must be very puzzling to observe the adult reaction to death. The impression made by this first misconception about the meaning of death must somehow be obliterated before any accurate communication on the subject can be made to the

child. The divergence between this first conception of death and all future conceptions forms a troubled area in the filing system of the analyzer which will tie up some of the available attention of the child until the tension is resolved. The technique for accomplishing this is simply to treat the original incorrect labelling as a lock incident and to lift the tension from it by close present-time contact with it.

Sometimes a lack of semantic orientation will cause problems which have such far-reaching implications that the resolving of the semantic problem in the mind of the child will produce results which appear to be miraculous. One little girl was failing in arithmetic. She was very bright in other subjects and no reason suggested itself for her failure to be able to do her work in this one subject. She was given a few problems, but became hopelessly bogged down trying to work them.

Auditor: If an airplane is travelling at 10,000 feet at 2:00 P.M. and at 5,000 feet at 3:00 P.M., how far would a man have to fall to reach the ground at 3:00 P.M.?

Little Girl: Gee! I dunno. Well, if it's ten thousand and then it's five thousand. Honest. I can't tell you. It's really a problem.

Auditor: Is it just that problems bother you?

Little Girl: I guess so.

Auditor: Does anyone around here ever talk about problems?

Little Girl: Well, maybe mommy might talk about having lots of problems.

Auditor: Has anyone ever called you a problem?

Little Girl: Well . . . no. I don't think so.

Auditor: Who might call you a problem?

Little Girl: Well, maybe mommy. Oh! You mean *that* kind of a problem!

The word had assumed its right meaning, and the little girl soon started getting good marks in arithmetic.

#### SHIFTING ENVIRONMENT

An auditor may discover information which will make changes in the environment of the child necessary for the child's health. Usually it is possible to obtain the cooperation of the parents in making these changes. There is a great deal of natural affinity between parent and child, and the parent is usually genuinely interested in the welfare of the child. If it can be demonstrated to the parent that his child's health will be adversely affected if he visits his aunt and uncle every summer, this parent will usually discontinue the visit.

Most of the changes necessary in a child's environment will be along the line of removing him from the restimulative effect of allies. The insidious way in which allies can completely undermine the health and sanity of a child without even being aware of what they are doing is hard to imagine unless you have examined it for yourself.

In one instance an auditor visited a girl in a hospital. When he arrived he found that the grandmother had arrived previously, and that the girl had developed a fever. A little questioning established the fact that grandmother and the fever had arrived together. Straight line memory contacted an illness at nine years of age during which grandmother had re-established herself as an ally and insisted that she would be around any time the little girl was sick. When this lock was blown, the fever went down immediately and vanished completely in a few hours.

In this respect it is interesting to note that *any person who countermands the authority of a parent also undermines the independence of the child*. The child's reality consists largely of his relationship to his parents. Any factor which comes between him and his parents is not good for the growth of the child. Any relative or other person who interrupts the communication between a child and his parents, no matter how well meaning his efforts, and especially if he attempts to set himself up as another, less

stem parent, is harming the health and sanity of the child. An auditor should use every possible means to have such a person removed from the immediate environment of the child.

## SPECIAL PROBLEMS

The child is not capable of sustained concentration and should not be extended in this regard. Even in working pleasure moments the auditor should be careful not to attempt to keep the child concentrated on one activity any longer than the child can accomplish without tiring. When it is at all possible it is better to work every day with a child, since the working period with a child is shorter. The length of time a child may be able to work at one sitting may be very short, in some cases not more than fifteen minutes to a half hour, but if the child is unable to concentrate his attention for longer than this period, it will do no good at all to attempt to keep him at it longer. In this respect it might be well to note that although working time must necessarily be cut shorter, the amount of good that can be accomplished in a child by these shorter sessions sometimes seems miraculous to persons who have not tried using dianetic techniques with children.

One problem which exists with children more than with adults is that sometimes one or both of the parents will be actively against Dianetics. If this has extended to the point of using dianetic terminology in a disparaging way the task may be made even more difficult. The answer to this problem is, of course, affinity and communication between the auditor and the child. It is good in a case of this kind to emphasize even more the "playing a game" approach, and to avoid use of dianetic terminology until affinity is well established.

Another special problem with children is that the child will sometimes not willingly enter a lock incident which appears light to an adult. One way of getting around this is to ask the child to imagine a television or a movie screen and to picture an incident similar to the lock on this screen. Quite often the actual lock will appear on the screen. One word of warning about this technique (which also may be used with adults on badly occluded locks). *Never tell the child that any part of any situation is imaginary or a delusion.*

Children, even more than adults, lose their grasp on reality when their data is invalidated. If Junior's picture-screen image of mama has green hair, do not point out to him that mama's hair is really red. Simply run the lock through and proceed with processing. Eventually the data will begin to straighten out in Junior's mind and he will volunteer the information that mama's hair is really not green, but red, and that he knew it all along.

## DIVIDENDS

Nothing in Dianetics provides more thrill than to see a child regain his grasp on reality. Once communication between an auditor and a child has been definitely established, the results of processing in a child are immediately apparent. A child grasps Dianetics easily, and it is not at all uncommon to see him beginning to use the new memory games on mama and papa and on playmates. Unless there is a very bad prenatal bank which has already been keyed in, a child's perceptics are usually in good shape. It is a pleasure to watch them regain their own data and re-establish its validity.

Children become particularly adept at running out minor pain incidents immediately after they occur. Since the latest bump or fall may be contacted and the pain lessened or relieved completely by the child itself, several auditors have taught their children the technique of taking care of minor bruises.

Considering the high adaptability of children it was not at all surprising when one professional auditor found his little girl out in the backyard, with a look of grim determination on her face, running out the licking papa had just administered!

## ORGANIZATIONAL MEMORANDUM

November 16, 1950

FROM: L. Ron Hubbard  
TO: DIANETICS  
SUBJECT: **AN ADDITION TO STANDARD PROCEDURE**

1. The first addition to Standard Procedure since its issuance in July of this year is generally promulgated herewith:

**EVERY SESSION OF DIANETIC PROCESSING MUST BE ENDED BY RUNNING ONE OR MORE PLEASURE MOMENTS BEFORE RETURNING THE PRECLEAR TO PRESENT TIME, RETURNING HIM TO PRESENT TIME, AND THEN USING STRAIGHT WIRE ON THE SESSION OF PROCESSING JUST COMPLETED UNTIL IT IS IN FULL ANALYTICAL RECALL.**

2. In cases where this has been consistently overlooked, some hours may be devoted with profit to running pleasure moments, thus recovering attention units lost in actual processing. Further, in such cases, the auditor, using Straight Wire, must start on the first Dianetic session the pc ever had and work forward.

3. Using Straight Wire on processing sessions has three ends: to knock out the locks occasioned by the processing itself, to more firmly fix the pc in present time between sessions, and to break into the pattern of returning in lieu of remembering and rehabilitate the pattern of remembering.

L. RON HUBBARD

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# INSTRUCTION PROTOCOL

*OFFICIAL*

L. Ron Hubbard

FOR STAFF ONLY—NOT FOR STUDENT OR GENERAL ISSUE

November 20, 1950

(This is the first instruction protocol issued over my signature. Any earlier material circulated was for the purpose of gaining data in order to prepare this protocol. LRH)

Any school of mental healing in the past has been victimized by that irrationality known as psychosis. Dianetics, no matter if it has the answer to psychosis, is yet victimized by its existence in the society.

Psychotics, people with histories of known breaks, of suicide attempts, of homicidal tendencies, can yet be expected to apply for instruction in Dianetics.

An adequate screen has been set up to inhibit the entrance of such persons into training. A Minnesota Multiphasic, at least, must be given to all applicants for certification course training. This very far from guarantees insurance against enrolling a psychotic. Psychometry is not accurate and varies from over-optimism to over pessimism about psychotics. Therefore, all psychometry must be tempered by common sense. Also, it must be modified by what we know Dianetics can readily do for people.

A psychotic discovered by screening should either be routed into processing (if the case is mild and non-suicidal) or rejected. At such time as the Foundations possess adequate and lawful housing facilities for the retention of psychotics, those who might have been turned away may be routed to the unit which has such facilities in its charge. Efforts are being made, and others should be made, to procure such sanitarium facilities wherein psychotics may be Dianetically processed.

Once enrolled, the applicant, any applicant, should be regarded to some degree as a possible error in screening. A definite program of allowance for possible screening errors must consistently be adhered to.

Experience has demonstrated that psychotics may be enrolled and successfully released and trained. The strain on the school staffs, however, has been great; and the cost of enrolling a psychotic definitely exceeds the amount he has paid for his course. In Los Angeles, in August, about thirty percent of those enrolled, it has been estimated, were incipient psychotics. Turmoil was occasioned by this, training expense was raised well above training income in each case. This does not argue, however, that the enrolling and training of psychotics is without danger.

As an additional safeguard, the following observations should be taken into account. Wherever any trouble has been had with a student in training, One of the following factors has been present.

1. The student was run while tired or when lacking in proper food.
2. The auditing the student received was bad, extremely bad.
3. The student had in his environ, while in training, an individual who definitely and demonstrably sought the mental failure of the student.

4. Too many auditors worked on the student.
5. Dianetics, in the hands of some student, was crossed with an older therapy.

Directors of Training and Team Captains should do all possible to obviate the occurrence in training of any of the above five factors.

All training programs should have as their end the turning out of certifiable students. This means that the student's own case must be running well and that he must have absorbed maximal Dianetic information and acquired maximal skill. Obviating the above five factors pays the additional dividend of proofing the school against bogged-down cases, by which is meant those cases, not psychotic, which cease to run well. The above five factors not only threaten the psychotic, but are responsible in bogged-down cases. A bogged-down case does not find himself able to absorb information or acquire skill and certainly cannot be said to be running well.

To militate against the above five factors, to prevent any untoward incident should any psychotic slip through screening unobserved and to prevent bogged-down cases, the following program is the official school program.

The student is enrolled on a four-week course basis. At the end of this course, if certifiable by all criteria, the student is granted a *limited* certificate, printed in black and white, on which the words LIMITED, EXPIRES SIX MONTHS FROM DATE, is printed boldly. In order to gain an unlimited certificate, then, the student must, after graduation, release two persons, one of a mental condition and the other of a serious chronic somatic, and must furnish to the Foundation incontrovertible evidence from a medical doctor and psychometrist that this has been accomplished. When the Foundation receives such information and such incontrovertible evidence, the Foundation then forwards an unlimited certificate to the student. The student need not again appear at the Foundation. But on being given his limited certificate, he is also given a written paper stating exactly what he has to do to get his permanent certificate. The research division will furnish the protocol for this—as to what is acceptable evidence—and this protocol is based on what the research division can use as a major proof case.

The student, however, is given an alternative. He knows that it will be expensive for him to get examinations of patients and psychometry on them. He may submit as one of his cases his own intensive run of a Foundation patient or applicant, the Foundation doing the medical examination and the psychometry for him. The charge to the student is on the basis of one week's additional experience and instruction for \$75.00. This is cheaper than a case would cost him. He can actually stay for two weeks and get both his cases from Foundation applicants and patients at a cost of \$75.00 for the additional (second) week. The advantage to him is additional tips and instruction as he runs his first independent case or cases, that the Foundation handles all examinations and that his permanent certification is thus speeded up. The Foundation advantage is that it has a better chance to observe prospective employees.

By this means and others, the school then arranges for every applicant, within reason, to have a thirty-six hour run during his first week by a student auditor in his fourth or fifth week. This is no part of the guarantee. It is simply done. Directors of Training can then assign one fairly reliable auditor to one incoming case and so obviate some of the above five factors.

The protocol of training for a student is then as follows:

1. Entered after screening by psychometry and interview.
2. For the first week—a thirty-six hour intensive run and general indoctrination.

3. For the second week—training in theory.
4. For the third week—training in practice, strongly supervised by team captain, given adequate examples of auditing.
5. For the fourth week—additional training in practice; or, if good enough, given a new enrollee for a thirty-six hour intensive. (Does not count for permanent certification.)
6. For the fifth week, if enrolled—a thirty-six hour intensive on a chronic aberration case or any case.
7. For the sixth week, if enrolled—a thirty-six hour intensive on a chronic somatic case or any case.

The student's own case may be more or less neglected after his first week of intensive running immediately after enrollment. If the case requires further processing before limited certification can be given, the student can make his own arrangements. He is there to be trained, basically, not to be processed. Special arrangements for processing to the end of being certified can be made by the Registrar.

This protocol has been developed after consultation with the Foundation Registrar at Elizabeth, the Director of Training at Elizabeth and upon observations made during the past five months. If followed closely, it should adequately proof the schools against having psychotic breaks occur in them and against cases bogging down. Further, it should heighten the percentile of students certified.

L. RON HUBBARD

LRH:jwm.ddb.jh

## STANDARD PROCEDURE LECTURES

Elizabeth, New Jersey

20 November—1 December 1950

L. Ron Hubbard left Elizabeth, New Jersey, for the West Coast on Saturday, November 18th, where he spent some time preparing a new book. When a preclear finishes reading this book, Ron said, "he won't be a *book* auditor. He will be an *auditor!*"

—*The Dianamic*  
20 November 1950

Not only did Ron start writing the book (see *Science of Survival*), but he immediately gave ten lectures to the Professional Auditor's Course students at the Hubbard Dianetic Research Foundation in Los Angeles, California, starting Monday, November 20th and ending on Friday, December 1st. Notes on most of these lectures are included in the book *Notes on the Lectures of L. Ron Hubbard*.

5011C20	STP-1	Thought, Life and the Material Universe
** 5011C21	STP-2A	Spectrum of Logic—Tone Scale (also called Emotion, Parts 1 to 4) The mind as a computer, the use of infinity valued logic, emotion, the ARC triangle, and what is humor
** 5011C21	STP-2B	Spectrum of Logic—The Tone Scale (cont.)
** 5011C22	STP-3A	Auditor's Code and Beginnings of Standard Procedure
** 5011C22	STP-3B	Standard Procedure (cont.)—Accessibility—ARC
** 5011C24	STP-4A	Case Entrance—Accessibility
** 5011C24	STP-4B	Case Entrance (cont.)—Points of Entrance—Non-Verbal Factors
** 5011C25	STP-5A	ARC and the Four Dynamics—Accessibility Chart
** 5011C25	STP-5B	ARC and the Four Dynamics (cont.)—Circuitry
** 5011 C27	STP-6A	Standard Procedure—Chronic Somatics—Stuck on the Track
** 5011C27	STP-6B	Straight Memory—Affinity, Reality & Communication—Tone Scales
** 5011C28	STP-7A	Valences and Demon Circuits (morning lecture)
5011C28	STP-7B	Title unknown (probable continuation of Valences and Demon Circuits)
** 5011C29	STP-8A	Circuits, Valences, Accessibility, ARC
** 5011C29	STP-8B	Straight Memory Techniques
** 5011C30A	STP-9	Rudimentary Data on Groups
5011C30	STP-9B	Questions & Answers (notes on this exist)
5012C01	STP-10	Group Dianetics

*Official Publication of*  
The Hubbard Dianetic Research Foundation, Inc.  
Elizabeth, New Jersey

## Handling the Psychotic

L. Ron Hubbard

Man's chief weapon in the struggle for survival has been the analytical mind. It is his ability to act rationally that has brought man to his present position of dominance over the other forms of life on this planet. The story of the rise of civilization is the story of man's increasing rationality in the governing of his life. Despite the tremendous job of breaking away from the encystment of old habit patterns, and despite the insidious nature of the contagion of aberration, most of the areas of man's activity are at least partly rational. Only in one area has man made very little progress. *Man has not learned to be rational about irrationality.*

### THE USUAL REACTION TO PSYCHOSIS

When confronted with the complete irrationality of psychosis, the first reaction is generally one of fear and terror. The average person, observing a psychotic for the first time, will feel a sweep of terror through him that is somehow connected with his own ability to survive. This is the most incomprehensible of all types of conduct. This psychotic has thrown away the thing which differentiates him from the lower animals. He seems, because of this one reason, less than human. Yet obviously, from his appearance, he is a part of the human race. But, if the human race should evolve in this direction it would no longer be human. After only a short contact with a psychotic, the average person begins to feel that he is not dealing with a human being, but with a thing that is not an animal, but most certainly not human, either.

The built-in reactive mind reaction to psychosis is not only that the psychotic has forfeited his own personality, but that he has forfeited his right to be a human being. Immediately after this sub-monitor-level computation is made, the attitude of the normal person toward a psychotic becomes punitive.

In a thousand years the phrases have changed somewhat, but the intent is still the same. "Kill him! Do away with him!" has changed to, "Take him away! Lock him up!"

"The devil is in him! Tie him to the whipping post!" has become a bit quieter: "He's not himself. Give him shock treatment."

"He'll kill us all! Throw him in the dungeon!" is now much more polite: "He may injure himself. He should be given a complete rest."

The slight change in attitude reflected by these changes in the language is all to the good, and should be heartily commended. Nevertheless the old feelings of terror have only a thin veneer of politeness over them, and the result as far as the psychotic is concerned is not much better. He is still shunted aside, put out of sight, thought of not as a person, but as something that is not quite human, and not quite an animal.

The confusion of personality with the reasoning faculty is very much in evidence in the reaction of an average family to a psychotic break. For a day or so, the family will continue to regard the person who has had a psychotic break as a human being. Then, bit by bit, they begin to excuse his irrationality on the basis that he is "not himself". By this time, fear begins and irrationality sets in. The family will begin to avoid the use of the person's name in their conversation. "What'll we do with him? We

can't let him run around loose. He's liable to hurt someone. We'll have to get rid of him. He won't know the difference anyway, the way he is now."

Gradually the emphasis shifts from taking care of a real person to taking care that others are not hurt by something which is not a real person. The family is generally very glad to shift the responsibility for solving this vexing problem into the hands of a professional person who is trained to handle the situation.

### THE ATTITUDE OF THE PROFESSIONAL

Unfortunately, this shift is not always accompanied by a shift in attitude toward the psychotic. The professional bends his efforts toward making the psychotic an acceptable member of society, *not toward helping him to regain his rationality*. All too often, the highest goal of the professional person who deals with a psychotic is what is called a *remission*. This means that the psychotic can be handled by ordinary people, that he will not cause trouble, and so can be released from confinement. It means that the psychotic will not harm society. It says absolutely nothing about the psychotic himself.

The professional is not immune from the wish to *do something to* the psychotic. He, too, has changed his terminology in the past thousand years, and has refined his techniques. No longer does he house his patient in a dark, stone dungeon. Now he pads the cell! No longer does he publicly flog the miscreant, he privately and discreetly induces an artificial convulsion by running an electric current through his brain. No longer does he burn his patients' eyes out with a red hot poker, or cut off his tongue. He has recognized that the tongue is not responsible for what the psychotic says, nor the eyes for what he sees, so he turns to the brain which controls these members. Now he cuts, and digs, and slices at the brain itself with the most antiseptic of weapons, and in a small percentage of cases, produces a remission.

One successful prefrontal lobotomy was performed on a man who was most unhappy because he could hear voices. After the operation, he could still hear voices, but he was no longer unhappy about it. Before the operation, he was still fighting to be a sane and happy person. Afterwards, there was no fight left in him, and very little rationality. The doctors who performed the operation were very happy with the results.

Most medical men have a sincere interest in helping those who come to them for help. They are not to be censured for their inability to resist the behavior patterns which permeate society. At the same time, now that the real basis for irrationality has been discovered, they certainly should not be encouraged in a pattern of conduct which is so damaging to others.

### PRESENT OUTLOOK

Dianetics cannot, at this moment, offer a completed program for the processing of all psychotics, no matter how badly they have been handled. Our work with persons who have had electric shock seems to indicate that most of the damage done to the nervous system by shock can be repaired by the body after dianetic processing. At any rate, a number of electric shocks have been run out as engrams, and the results in restoring sanity to the preclears who have been processed in this way are definitely encouraging. Some work has also been done with persons who have a part of their brain missing, and these persons also respond to dianetic processing, but, of course, the destruction of brain tissue introduces a wild variable, and results are also wildly variable.

Psychotics who have not been treated with shock of any type, or with surgery, may be successfully processed using the techniques outlined in *Dianetics: The Modern Science of Mental Health* as amplified by the material presented in *The Dianetic Auditor's Bulletin*. Data on the processing of psychotics is growing, and a new synthesis of these data will probably yield fresh techniques for the processing of psychotics, particularly in regard to accessibility. Such a synthesis will be made within

the next few months, and a full report will be made at that time. In the meantime, much can be accomplished through the use of standard procedure processing and the hints which are given in this article. Immediately, however, three things can be accomplished:

1. Persons who understand that a psychotic is merely a person who does not have enough attention in present time to be able to act rationally, can stop being irrational about psychosis.
2. These people can help to keep others from being irrational about a psychotic.
3. There need be no despair about psychosis. Something *can* be done.

### THE CLASSIFICATION OF PSYCHOTICS

A better definition of the dividing line between psychosis and neurosis is needed. The difference appears to be in whether "I", the awareness of awareness, has been completely taken over by an engram, a series of engrams, or a demon circuit. A neurotic person has not given up the strain of keeping some of his attention in present time, and will not do so until forced by chronic, constant restimulation to do so. When this happens, the neurotic suddenly becomes psychotic: a psychotic break has occurred.

As a neurotic person enters the section of the dwindling spiral of restimulation in which he is in danger of becoming psychotic, his hold on the reality around him becomes more and more frantic. He will cling desperately to the avenues of communication open to him. The attention which is still available for present time use will try in every possible way to stay in present time against the pull of the restimulated engram. But this very narrowing of the possibility of awareness in itself constitutes a lessening of the chance to remain stabilized, and bit by bit, the attention becomes more caught up in the engram or series of engrams which is in such violent restimulation. The last stage of the struggle is almost visible in the face of the person undergoing it. Then, suddenly, the last bit of attention is caught by the reactive mind and forced out of present time. The form of the psychosis depends entirely on the type of engram or circuit which is in restimulation.

In general, there are three types of psychotics: Computational, dramatizing, and the psychotic with missing parts.

A computational psychotic is sometimes able to act more like a normal person than a severe neurotic. Such a person has been caught up completely by a demon circuit, and all of the communication to this person and from him is filtered through this circuit. If the circuit is not of a type that restricts too much the activity of the mind, such a person may well be able to conduct a fairly normal kind of life. Since a demon circuit is able to make elementary computations, this person will be able to act with a slow, stumbling sort of rationality in areas which do not contradict the engramic commands which set up the circuitry. Since the current norm requires only a small area of rationality, such persons are sometimes able to pass as normal. If, as is more generally the case, the circuitry is of a type that affects most of the activity in which a person engages, the answers which are possible to the person may be so restricted that it becomes obvious that there is no real communication with his environment. Such a person will be institutionalized, but will be considered a "good" patient by the authorities at the institution: slow, dull-witted, perhaps capricious, but rarely violent.

The dramatizing psychotic is almost always recognized as a psychotic. Such a person is caught either in one engram or in a series of engrams. He will play through a literal recording of the engram on any occasion. He will switch from valence to valence during the playback of these recordings with amazing rapidity. He will pick up new valences from the people around, and will, in general, occupy any valence other than his own. His reaction to the command phrases of the engrams is literal and he is solely dedicated to carrying out these commands. The bewildering variety of the classes of psychotics is simply due to the language which is used while engrams are being formed.

The dramatizing psychotic has formed, prior to Dianetics, the most incomprehensible and the most irrational of all the classes of behavior. They form the bulk of

those who are considered insane, and are generally thought to be hopeless unless they respond to shock therapy of one kind or another. A knowledge of engrams and the action of engrams is all that is necessary to enable a person of normal intelligence to understand the actions of a dramatizing psychotic. These actions are overt engrams—engrams face-to-face.

The psychotic who has part of his brain missing is not difficult to spot. He is not so much a case of irrationality, as of simply an inability to be rational. Something is missing from this person and it can be felt much more easily than it can be described. They may or may not dramatize, but if they do, it will not follow the same set kind of pattern which is followed by the dramatizing psychotic. Mostly, they simply are not able to control themselves in some fashion or another.

These persons can be helped by dianetic processing, but a complete job of rehabilitation would be manifestly impossible for them.

It is a remarkable fact that a great deal of the nervous system can be destroyed by disease or injury or surgery without making the person completely beyond help. Unless the portion of the brain regulating bodily functions has been seriously damaged you can normally do something.

If a person is dramatizing in any way, he is dramatizing out of an engram. If the engram is there, and there is any way at all of communicating with the psychotic, you can do something about reaching the engram and relieving the tension on it.

### PROBLEMS PECULIAR TO PSYCHOTICS

There are many problems in working with a psychotic which an auditor will not encounter in processing the average case. The difficulty of finding proper working conditions, for instance, is much greater when dealing with a psychotic than with an average case. Psychotics are apt to make more noise and to demonstrate much more violently than the average case, and the problems of securing a proper place for processing are thus increased. In addition, psychotics frequently must be cared for constantly, and the securing of these services in an institution which will also grant free access to the auditor is sometimes a difficult problem. Nevertheless, something can be done.

*One preclear was recently released from a state institution, even though the auditor only worked during visiting hours, releasing grief and blowing locks.*

Another peculiarity in working with psychotics is that an auditor cannot expect to be able to do full processing every minute of the time he spends with a psychotic. Sometimes it is necessary to spend several hours in attempted processing in order to accomplish ten minutes of actual processing. Fortunately, the ten minutes thus accomplished will have effect in the psychotic far beyond ten minutes of processing in the average person. A psychotic has so little attention available that even when a small amount is released, the effect is sometimes astonishing.

The problems of working with electric shock and insulin shock are likely to be encountered when dealing with a psychotic. This may be true even though all the information you get from the psychotic or from his relatives and friends indicates that he has never been in an institution and has never had shock of any kind. Unfortunately, there is still a tendency in the society to hide a psychotic away from the public, and to make a dark secret out of the fact that someone in a family has been a psychotic. The fact that almost all psychosis is not hereditary does not seem to alter the feeling that psychosis is something which should make all persons connected with a psychotic ashamed for him. This hiding away of information which is very much needed by anyone who attempts to deal with a psychotic is, of course, foolish and inconsistent, but it can be expected.

If your preclear is psychotic, always expect to find shock of some kind in his bank, no matter what information you are given about him. The running out of electric shock and insulin shock is quite difficult and should not be attempted except by an experienced auditor. The techniques used for this will appear in a future *Bulletin* article.



Psychotics are often subjected to hypnosis and, if so, may be stuck in these hypnotic incidents. Hypnosis, like shock, must be run before prior events are contacted.

One more problem which is more usual in psychotics is the problem of tampering by outsiders. The psychotic must be cared for by others until he can take care of himself, and these persons are, for some time to come, likely to be curious about dianetic techniques. Your preclear may be called on the carpet and grilled at some length over what was done in your sessions. He may have his data constantly invalidated. Some hospital authorities will add locks and engrams as fast as an auditor can pull them out, sometimes with the best of intentions.

One auditor arrived at a hospital to treat a psychotic only to find that the potential preclear had died before he had ever seen her. A careful and searching investigation revealed that the hospital authorities had tried to have this elderly woman in the best possible condition for the auditor, and had given her an electric shock to prepare her for processing! The woman's spine had been fractured.

Until dianetic processing has become the standard method of dealing with psychotics, such tragedies are likely to continue. Let us hope that such completely muddled thinking as brought about this tragedy will not go on for much longer. Widespread knowledge of Dianetics should quickly bring about needed reforms in the treatment of psychotics.

### FAMILY RELATIONSHIPS

If the human world were built along rational lines, an auditor could expect to obtain his best support and counsel from the family of a psychotic. There are rare occasions when one or more members of a family can be relied upon to act rationally about irrationality, but in general, families are peculiarly unable to act sanely about the psychotic. The reason for this is quite obvious when you consider the probable content of the engram banks of the people who make up a family.

Most families have a great many engrams and a great many standard dramatizations in common. In other words, the same irrational patterns which occur in your preclear will also occur, in most instances, in the members of his family. Do not expect rational action from the psychotic's family. Usually, the best they will be able to do is to take another valence of the same engram. If the preclear is a paranoid, they will only be able to go over and over the other side of some dramatization: "You don't have to worry. They're not after you. Why, nobody'd hurt you. Can't you see there's nobody wants to hurt you." This, of course, was originally sound advice to somebody, but reasoning with irrationality is like catching elephants with a popcorn popper: It would be a pleasant way of doing things, but it won't work.

It's like a problem in semantics. Reason and irrationality are on different levels of abstraction. One cannot be brought to bear on the other until it is transferred to the same level of abstraction. Once you do that, the problem disappears. Either you have irrationality battling it out with irrationality, or you have rationality. Dianetic processing is a means of transferring irrational patterns to the rational level of abstraction.

The sincerely felt attempts by a psychotic's family to reason with his aberration normally drive him farther into the pattern of his irrationality. Playing through the other side of the engram in which he is held will only result in his being caught more firmly by the engram.

Even in the unusual case of a person in a family who is unaberrated enough to act rationally about a psychotic in his own family, there is still a problem of restimulation to be considered. The voice tones, mannerisms, methods of expression, emotional reactions of any member of a family will be found in the reactive bank of any other member of that family. This definitely does not preclude auditing by a member of the family, but it does mean that processing by a member of the same family is especially difficult for an uncleared auditor, and that the factor of unnecessary restimulation in the preclear must be taken into consideration.

It is one of the problems of working with psychotics, that the people who are most genuinely interested in the condition of the preclear are least able to help directly

in the process. Nevertheless, it can be done. A member of a psychotic's family can successfully process the psychotic, and can achieve remarkable results. It has been done. It is being done.

## ACCESSIBILITY

The major problem in processing a psychotic is accessibility. There is, at present, no established procedure for accomplishing this. It has been a recognized problem for many years, and a number of techniques have been devised, but this is one area in which the auditor must rely on his own improvisations. One factor works in favor of the auditor. He knows the anatomy of the engram, and knowing this, is able to understand many types of behavior that are utterly incomprehensible to persons who do not have this knowledge.

In addition, the degree of accessibility required for dianetic processing is much smaller than that of many other ways of dealing with a psychotic. An auditor who has once gained the attention of a psychotic for ten minutes should be able to accomplish enough in that ten minutes to make the problem of accessibility much simpler from then on. One of the most gratifying things about dealing with a psychotic is the rapidity with which he responds to processing. Even if the amount of attention released to a psychotic seems incredibly small (one yawn, a few tears) the resulting stabilization of his behavior in present time may be astonishing.

There are many tricks in gaining accessibility, but one principle underlies all of them. Get into communication with basic personality through affinity.

The simple assumption by an auditor that the psychotic is not some strange, non-human form of life, but is a reasonable human being who is operating from a frame of reference somewhere in his past life rather than in present time will do a very great deal toward establishing this affinity. Until an auditor has had sufficient experience in Dianetics to understand this thoroughly, it is not recommended that he attempt work on a psychotic.

The approach which Homer Lane used on occasion, remarking to some homicidal maniac, "I understand you can help me!" may be found useful.

Sometimes simply taking a long walk with a psychotic, giving him exercise until he is very tired, will help you in gaining the few minutes of communication you must have with him.

It is of utmost importance that an auditor should have full confidence that something can be done for the psychotic. This point again underscores the importance of a genuine, firsthand acquaintance with the way engrams aberrate. Once the simple, mechanical point is grasped emotionally as well as intellectually that **ALL ABERRATION IS DUE TO ENGRAMS** it follows irrefutably that something can be done with any person who can be induced to recount his engram to a person who is in communication with him. A dianetic auditor, understanding why the psychotic acts the way he does and says the things he does, is in a position to be in communication with the psychotic. A person whose sole attempt is to try to force present-time reality on a person who is caught in a past-time event, is in no such position.

A point of note in the gaining of accessibility is that intelligence varies greatly during the day, or during a week, or during a month. This is well recognized already, and it will be possible to check this cycle with an intelligent nurse or doctor. One psychotic, for instance, was kept in a wet pack in the mornings, but in the afternoons displayed much more intelligence. This was, of course, a response to an engramic command, and once the command was lifted the wet pack in the morning was discontinued. Pick your preclear up at the highest point of his rationality and work with him at those times.

There are four types of treatment which will *not* help and should be avoided at all costs.

1. Never be a taskmaster. A psychotic is like a child in that you must deal very gently with the good reactions you get from him. He cannot be forced, and will react badly to any suggestion that processing will be forced on him. Most psychotics have

had too much forced on them already. They will yield to gentle persuasion backed with genuine affinity.

2. Never, never, never punish. Nobody was ever cured of anything by swearing or beating. Nor was anyone ever cured by the more modern method of hosing down. Surely there has been enough of this in the history of mankind. Dianetics is a tool which can be used to make punishment unnecessary.

3. Do not attempt to appeal directly to the rationalizing portion of a psychotic's mind. "Now, George, you know that what you are saying just couldn't be true!" is in direct opposition to what George *knows* to be true. The words and the situations he is describing are more real to him than present time. They *are* true, but merely displaced in time. Explaining phobias never alleviated them. Reliving the incident which caused the phobia a sufficient number of times and with a sufficient part of the attention focused on the event will automatically "explain" the phobia to the individual who had it, to such an extent that any further explanation by any other individual, no matter how learned, is not only superfluous, but laughable.

4. Do not use hypnotics or depressants or attempt to work with a person under their influence. Dianetics wakes people up. It does not put them to sleep. Engrams may be contacted when a person is under the influence of a depressant, but they will not reduce or erase without the greatest difficulty.

If an auditor can secure the cooperation of a medical doctor it may be found useful to use stimulants. Follow the doctor's advice about what stimulants to try and about dosages. In the absence of a physician, strong black coffee is sometimes of assistance in waking up the analyzer enough to establish communication.

When a psychotic has reached the point where he does not talk at all, or does not hear when spoken to, other measures may have to be taken to attract attention. A strong, steady light, a flashing light, a steady monotonous noise have been found useful. Again, these are matters which require individual initiative on the part of an auditor, and, whenever possible, should be left for a Hubbard Dianetic Auditor who has had experience with other, milder types of psychosis.

## PROCESSING TECHNIQUES

Psychotics run very much like an ordinary case with all the stops out. Once in reverie, there is a marked difference in the way a psychotic runs, but the difference is one of degree rather than of kind. A psychotic will frequently have every engram in the bank open and yelling for reduction. The difficulty is frequently not one of scarcity of material, but control of the huge amounts of material which present themselves. This is also true of the person who is near a psychotic break.

Once Basic Personality has been contacted, an auditor can count on a high necessity-level drive for getting rid of engrams from a psychotic. Sometimes there will be very bad tangles in the time track, but these can be handled through the ordinary techniques of running out groupers and misdirectors. In addition, the effects of the treatment of psychotics often thoroughly mix up the person in the chronological filing of the events of his life. This is always true of electric shock and insulin shock. Psychoanalysis sometimes seems to loosen up the entire bank, and a person who has been exposed to long series of psychoanalytical treatment is often an incipient psychotic who will try to run everything in the reactive bank at the same time.

Most psychotics have a tendency toward rather violent reliving. With an ordinary person it is sometimes an effort to teach the habit of allowing enough attention to go back into past events to contact the event fully enough for erasure. This problem is reversed with a psychotic. It is frequently an effort to keep enough attention in present time to cause an erasure. This should be evident from the description given of the nature of psychosis. One thing is in favor of the auditor on this score. When any attention, no matter how small, is released from its eternal circling through one engram in a psychotic, that attention is eagerly grabbed up by "I", the awareness of awareness, and immediately goes to work to stabilize the person in present time.

A psychotic who has reached the stage where present-time communication is

impossible, but who is still trying to communicate some past event does not offer a serious problem in establishing communication. One technique used is based on the principle of "button pushing". Simply listen to this muttering of disconnected words and phrases long enough to catch one of the recurring patterns. Those words are your button. Push the button over and over again by repeating the words to the psychotic. This will probably draw his attention to you. In time he may get angry, cry a little, and then shrug as though those words had no more significance for him. They don't for the moment. They have lost part of their charge, and what they have lost has gone into the analytical mind, and will from that moment work for you rather than against you.

One psychotic was started on the road to recovery when an auditor discovered her talking about how no one loved her, and discovered that she had often been left alone as a child. "Poor Mary, all alone. No one loves you," brought a flood of tears and the beginning of a new life to one near-hopeless psychotic.

### WORKING NEAR THE BREAK

Most auditors will be faced with the problem of working with a person who has never been classed as a psychotic, but who is very near a psychotic break. This is a ticklish situation, and should be entered only in a circumstance where the utmost care can be exercised. The working rules which are outlined below, apply equally well to a psychotic and to a near-psychotic. To work with either class of persons late at night is to ask for trouble. It is much better to place a near-psychotic in an unstimulative environment, and to give him plenty of rest and food before beginning processing. It is not the time to work when he has started down the dwindling spiral. After his necessity level has reacted and he is trying to fight his way back up is the perfect time for processing.

One aspect of changing the environment of a person near a psychotic break needs special emphasis. Not only is a person near a break usually tired and improperly fed, he usually has too many people making too many demands on him. His communication lines are strained. Do not place an additional strain on his attention by giving him one more person to try to fit into the switchboard. Take him away from too many people.

### GENERAL WORKING RULES

The following working rules apply to all processing, but especially to processing psychotics or near-psychotics.

1. Do not work when you are too tired. It is better not to audit when you are below a tone three.
2. Do not work when your preclear is too tired. This is especially dangerous in a near-psychotic.
3. Do not change auditors when it is at all possible to avoid the change.
4. Do not mix any other form of treatment with Dianetics. This is especially dangerous in an institutionalized psychotic. One preclear who had neared the point of release from a hospital was thrown into a temporary spin when one of the doctors used the probing, "you're responsible" type of questioning all too common in mental institutions.
5. Keep your courage no matter how violent your preclear is. If he picks up a chair and starts to hit you over the head, simply say in an even voice, "Go back to the beginning of that, please!" Most of the time he will do so. Remember that your preclear is acting sanely within the framework of the engram he is caught in. Of course you must defend yourself, but do so with your wits and you will accomplish something by it.
6. Remember that there is only one good way out of an engram, and that is through it.
7. Get Basic Personality on your side and work with it. You will like Basic Personality, and it will like you. No human being is basically not likable. Build affinity with your preclear.

8. Never give up. Something can be done.

9. Work with a physician whenever possible. Nothing in Dianetics is at variance with the best medical thought, and Dianetics has no quarrel with the medical profession. Enlist the aid of a doctor whenever possible, always specifying that no technique other than Dianetics is to be used on the preclear. Normally, a doctor will be actually very interested in what you are doing, even though he may scoff officially. When you obtain results, he may become openly interested.

10. Do not work with severely neurotic or psychotic persons until you have had some experience with more normal preclears. Under no circumstances try a *part* of Dianetics on a psychotic or near-psychotic person. Unless you understand the simple, basic principle that engrams cause aberration, you should not process anybody, and especially psychotic or near-psychotic persons.

11. DO NOT ATTEMPT TO WORK A PSYCHOTIC WHO IS UNDER SEDATION. A psychotic has very little attention in present time even under the best of circumstances. He must be caught at his best moments, when he is most awake, in order to bring the attention loosened up by processing back into present time. Sedation will destroy the opportunity for this. Even persons who have most of their attention in present time do not work well under sedation (some sedatives make processing completely impossible), and this is even more true for the psychotic than for the normal or above-normal person.

### STRAIGHT LINE MEMORY

The beginning of processing in a psychotic will be almost exclusively in straight line memory. It is unwise to attempt to do anything at all with prenatal engrams until after the psychotic has already become stable. This is not a rule which must be followed in every case, but it should be followed unless the prenatals are forced on the auditor by the file clerk.

The problem with a psychotic is one of getting enough attention units stabilized in present time so that he can begin real processing. The psychotic with attention units permanently in present time is no longer a psychotic, but a neurotic, and he will be able to live like a normal person while continuing his processing.

To work a psychotic through prenatal engrams would be merely to cause him to be stuck in more places on the time track than he had been before. All work must be directed toward getting attention into present time, and there will be more than enough attention tied up in locks to bring any psychotic back up to the current norm.

Occasionally a psychotic will go immediately to a grief incident, and this, of course, should be followed up and encouraged. More often, the auditor will have to work for some time getting small amounts of attention off irritated areas by straight line memory before the psychotic can stabilize enough for more than minor grief engrams. In almost all cases a grief engram is the only type of engram which should be attempted while a person is still psychotic.

In the psychotic as well as in other persons, the greatest amount of release of attention will normally come from the removal of grief, and after one major grief discharge, a psychotic may stabilize out of that classification. This has already happened in one case.

There are nineteen million persons in the United States who have been institutionalized for one reason or another. Dianetics offers a hope to these and to millions of others who have nearly reached the point of breaking under the dwindling spiral of aberration which has already set in, in this civilization. To ignore Dianetics without giving it an honest trial, to overlook any possibility it may contain for halting the downward spiral at this critical point in man's history, is like a drowning man refusing to climb into a lifeboat when nothing else is in sight which offers the slightest hope of saving him.

## LRH TAPE LECTURES

Los Angeles, California

7—19 December 1950

501 2C07	LECTURE	A C R
* 5012C19	LECTURE	Chain Scanning

## LRH TAPE LECTURES

(specific dates unknown)

C	LECTURE	Effort—Axioms—Thought—Emotion
C	LECTURE	Electropsychometer
C	LECTURE	Group Auditor's Course
C	LECTURE	How To Handle a Pc
03C22	LECTURE	Impulses of a Thetan (first morning lecture)
C	LECTURE	Science Fiction
** 50	C A	LECTURE Emergency Measures (when unfamiliar with the case) —Talk to Students [4 minutes]
** 50	C B	LECTURE Push Buttons [10 minutes]
50	C	LECTURE Emotion—ARC—The Tone Scale
50	C	DEMO The Use of Q&A
50	C	LECTURE Group Process for HAS Associate Groups
50	C	DEMO Insulin Shock Demo
50	C	LECTURE Outline of Dianetic Standard Procedure
50	C	LECTURE Prenatal Engrams
50	C	LECTURE Standard Procedure Steps
50	C	LECTURE Tone Scale Emotion
50	C	LECTURE The Triangle Puzzle

[While every attempt has been made to verify the correct date and title of lectures, we have been unable to identify the dates the above lectures were given. If you know correct dates for any of the above, please write to "The Editors" at the address given on page iv, giving full particulars.]

## **CERTIFICATION BOARD DUTIES AND RESPONSIBILITIES**

Effective for first class or processes  
concluding after January 1, 1951

The Certification Board of a certified auditors' school has as its chief responsibility the certifying of students of the school. As such it is one of the most responsible and trustworthy posts of the Foundation and can be manned only by the most trustworthy personnel.

The Board is headed by the Chief Examiner. He is the only full-time member of the Board. He may request, to aid him in check-running and examining students, auditors from the Processing Units or from the Clearing centers but he must not overstrain either organization. He is *not* to use, for check-runs, instructing auditors from the school. It is expected that the Chief Examiner deliver, himself, examinations to the students. And it is not expected that he certify anyone unless he himself has interviewed the person.

The Board has a dual purpose. First, it has in its charge the certification of students and second, it has in its charge the awards given to instructing auditors and to auditors in the Processing Units.

### **FOR 4-WEEK STUDENTS**

The student is expected to receive an oral and a written examination and a check on his auditing skill as measured by his actual performance in the 4th week on his intensive assigned preclear. Should the student pass these successfully, the Certification Board awards him a temporary certification as a Dianetic Auditor. This certificate is lettered exactly like the final certificate but it has no engraving on the border and it has printed diagonally across it in outlined letters, TEMPORARY CERTIFICATE EXPIRES \_\_\_\_\_ (date to be written in, date to be six months from the date of issue). The temporary certificate is conditional upon the temporary auditor's delivering to the Board of Certification, by mail or otherwise, completely satisfactory evidence as to his having released a mental aberration or a psychosomatic illness of some magnitude. This evidence must be in the nature of validation material and its protocol is severe. For the mental aberration case, psychometry must be given to the temporary auditor's preclear before and after, and the psychometry must be of a kind as to bear the most rigid examination. For the psychosomatic illness before and after medical examinations must be made with complete laboratory tests and X-rays where indicated. Such evidence must be signed by a doctor. The evidence, further, must be in compact form and yet must give the Dianetic history of the case.

The Board of Certification gives to each temporary auditor a printed or mimeographed form explaining exactly what is wanted by the Board before it awards permanent certification. The Board makes it known to the temporary auditor that the Foundation will furnish him with both preclears and testing service should he wish to remain at the Foundation and complete his work for permanent certification there, a charge being made to the certified auditor for such service.

### **FOR 6-WEEK STUDENTS**

The standard certifying course of the Foundation schools is six weeks in duration. During this period the student will have processed three (3) persons, all of them on an intensive basis. Certification of such students can be based on observation of them in actual auditing sessions, on the psychometry of their preclears and upon oral and written examinations. The straight check-run becomes unnecessary if the Chief Examiner observes them while they are actually auditing.

Permanent certification is awarded by the Chief Examiner. The certificate is handed out at the conclusion of training, if awarded.

In accordance with the organizational memorandum about awards, the Board of Certification informs the administrator concerning the number of students who have been certified each week and the name of their instructor. Further, the Board of Certification reviews the psychometry of all persons processed by the Processing Unit and sends a statement to the administrator concerning those who, in the period between the before and the after psychometry, increased in their total intelligence factors 25 points, as registered by the California Test for Mental Maturity or a corresponding rise in a similar test and the name of the auditor who did the processing. This list of certifications of temporary auditors shall each week contain the names of all the students in the class with those temporarily certified designated and shall be in such form as to be conspicuously posted by the administrator. The processing list shall likewise contain the names or reference numbers of all those processed and those who attained the rise in total factors and the name or names of the auditors processing them, so that it can be posted. The Board of Certification is held responsible if the posting does not take place. In special cases of processing, where a processee is processed for more than one week, the Board adjudicates the award of five dollars for each temporary certification and ten dollars for each 25 point gain processee.

As it can be seen, considerable trust is placed in the Chief Examiner, for the post is susceptible of favoritism. Failure of trust in this post could do the Foundation and Dianetics enormous harm. The Chief Examiner is enjoined to report all persuasions of breach of trust immediately to the office of the president.

Additional duties of the Board of Certification may be given to it from time to time.

Such an additional duty is the assistance called for from it by the memorandum on staff grading wherein the Board is a court of appeal for under and over grading by the administrator.

Another additional duty, consequent to the intimacy of the Board with the quality of the instruction shall consist of keeping the Director of Training informed as to the weak points of his instructors as represented by the examinations. The Board may also advise new methods of instruction to the Director of Training. The Board may also devise and advise the office of the president of such new methods of training.

The Board exists to raise and to maintain at a high level the standards of certified auditors. This is its central purpose. It may recall to it already certified auditors for examination and may recommend suspensions of their certificates but only after the matter has gone through the Board of Ethics and Standards.

Precision in keeping appointments is an essence of the operation of the Board. It should never fail to have appointments fairly kept. And whenever it refuses certification to a student it must always make a precise appointment for re-examination of that student at some future date, advising that student of exactly why he was not certified but advising him in such a way as to retain good public relations for the Foundation.

The Board of Certification may have appear before it auditors who have not attended the school but who have learned auditing in the field and who wish to be certified. Such examinations shall not be turned down. A charge of \$35 shall be made of the non-school auditor to cover costs of his examination and certification. The examination given to the non-school auditor shall be the same in every way as that given to the school auditor. The non-school auditor shall be awarded a temporary certification and shall have the same requirements made of him as are made of the school auditor.



# Notes on the Lectures of L. Ron Hubbard

Published  
January 1951

**Notes on the Lectures** of L. Ron Hubbard contains some of the earliest and best material on ARC, Spectrum of Logic and the Tone Scale.

It was compiled and edited by the staff of the Hubbard Dianetic Research Foundation of Los Angeles, California from two lecture series given by LRH in the Fall of 1950 when Dianetics was fast developing, and each new day brought announcements of basic and fundamental breakthroughs in the early research and developments of Dianetics. Being basic and fundamental, these early developments are still with us today.

The importance of this book is indicated by its being included as one of the earliest books to be translated into other languages as part of the minimum materials of a Scientology Organization in a non-English speaking country.

Further data on the Oakland Lecture Series and the Standard Procedure Lecture Series, from which this book was compiled, will be found on pages 26 and 54 respectively.

160 pages, 9 illustrations, hardcover with dust jacket, glossary. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen y, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

# Dianometry

## Your Ability and State of Mind

L. Ron Hubbard

*Presenting a little different approach to the problem of a man's worth to Man. Consider two intelligent, extremely able men, for instance—Adolf Hitler and Thomas A. Edison. Both brilliant, both highly successful. . . but there's more to a man than intelligence and drive!*

Dianometry is that branch of Dianetics which measures thought capacity, computational ability and the rationality of the human mind. By its axioms and tests can be established the intelligence, the persistency, the ability, the aberrations and existing or potential insanity of an individual.

Dianometry is "thought measurement," derived from the Greek for thought and, unscholarly enough, the Latin for mensuration. It has the virtue, as a word, of being swiftly understood. It has the virtue, as a part of Dianetics, of answering such questions as the following:

1. Are you "sane"?
2. What is your native and inherent ability?
3. How long will it take to restore your native ability by dianetic processes?
4. What will be your status when cleared?

By archaic definition, sanity was the ability to tell "right" from "wrong." In the absence of precision definitions of what was "right" and what was "wrong," many Homo sapiens have been imprisoned or executed for crimes which were "virtues" in one society and "criminalities" in another. The confused "definitions" in law were exceeded only by those classifications which existed for "insanity" in the field of medicine. Over fifty widely variant codes of classification exist for the definition of various "insanities"; each one is simply a description;\* for not knowing the source, and with scant knowledge of the nature of mental function, those working in the field of insanities were, like those engaged in law, involved in continual controversy.

Insanity can be of two kinds: acute and chronic. An acute insanity we can think of as one which flares into existence for a few moments or a few days and then subsides, leaving a relatively normal person. A chronic insanity is one which, having appeared, does not subside but holds the individual in an abnormal state. Each has the same genesis, the engrams, and each is decidedly harmful to the individual himself and to society.

The acute insanity is most commonly seen in a rage or a tantrum. It is no less an insanity because it subsides. An engram has been momentarily restimulated so that the individual is temporarily bereft of his analytical mind. When so bereft of analytical power he may do numerous things, as dictated by the engram in restimulation. He may even murder or commit mayhem which, afterwards, will cause him to be punished by society.

The chronic insanity is an acute insanity with the time factor lengthily extended. Most chronic insanities are, of course, complications of several engrams. The more

\* ". . . the work of the psychiatrist was taken up mainly with describing and classifying symptoms. This procedure has been strongly criticized by some students on the ground that it leads nowhere and encourages a false pretense of understanding where there is none. Giving a name to something does not increase our understanding of it." Introduction to *The Psychology of Abnormal People*, John J. B. Morgan, Ph.D., a standard pre-dianetic textbook.

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often these insanities are restimulated, the more chronic they become unless they are more or less “permanent” (pre-Dianetics).

Here we have a spectrum at work. Measured by time of restimulation and degree of harmfulness to the individual himself or society we have gradations from intense and perpetual restimulation of engrams, through occasional restimulation—normal—through the dianetic release and to the dianetic clear, the optimum level of rationality. The clear is not subject to “restimulation” because he has no engrams which can be activated.

Degrees of sanity are possible. The term is very loose, however, and is not susceptible to the exact formulation desirable in an exact science. Sanity is too highly relative even for scientific use. For instance, a sailor who, in battle, functions well, obeys orders and kills members of the armed forces of the enemy is sane in battle. He may, however, be so insane ashore that he earns countless courts-martial, creates enormous trouble and may even have to be incarcerated to protect himself and his society. Another sailor may be so eminently sane ashore that he is rated up to petty officer, is given responsibilities, is depended upon by his superiors utterly and is generally looked upon as a model for all recruits. In battle this sailor may take one look at the Kamikaze, desert the gun which might have saved his ship, dive into a magazine full of explosives and be found, some hours later, when people are trying to get the vessel under way again, smoking chain-fashion and lighting his matches on lead azide fuses. The second sailor is sane ashore and insane in action. It depends, when one deals with aberrated persons, what kind of sanity one requires and what kind of insanity will not be detrimental to the job. In a navy which is meant to fight battles, the first sailor is infinitely more valuable than the second, swivel chair bureaucrats to the contrary, but it is the courage, not the aberrations of the first which made him of worth.

Unless one has some idea of mental function, the problem of sanity is a tangle of unpredictable factors. A person who is aberrated may be restimulated into acute insanity in the very environment in which he is ordinarily sane. Viewpoint and changes in the environment itself shift. When one knows mental function, the degree of sanity of a person can be established. In any case, sanity, where one deals with any normally aberrated person, is a relative term. There is a dianometric definition about this:

*Sanity is the degree of rationality of an individual.*

Rationality is defined as follows:

*Rationality is the computational accuracy of the individual modified by aberration, education and viewpoint.*

Complete rationality could then be defined:

*Optimum rationality for the individual depends upon his lack of aberration and his accurate resolution of problems for which he has sufficient data.*

By computation is meant his ability to resolve problems.

The resolution of all problems is a study in rightness and wrongness. Dianetically speaking, there are no attainable absolutes. The formidable Absolutism of metaphysics—which the grammarians with their absolute definitions for “accuracy” or “true” attempt to compel us to use—is a scientific outcast of some duration. The entire problem of getting right answers and wrong answers is a problem of degrees of rightness and wrongness.

Old Aristotle reputedly held out for two-valued logic—at least that is the way he is interpreted. However, the world received quite an advance when Aristotle resolved and formulated some of the problems of logic. Before Aristotle there was one-valued logic, the will of the gods. Man acted because he was forced to act. Aristotle, a wild-eyed radical, came along and insisted Man had a right to be right or wrong according to the dictates of circumstance. Man had a choice. If Aristotle went off into that mathematician’s land of Never-Never, the syllogism which, in abstracts, seeks to evaluate concrete entities and proves only what it assumes, he still advanced ideas about thinking. Lately Man has considered logic to have three values—right, maybe, and wrong. None of these systems of logic begin to encompass what the fabulous

computational ability of the mind encompasses minute by minute. Logic could best be explained in terms of an infinity of values. From the theoretical but unobtainable ABSOLUTE WRONG, solutions can be graded through a theoretical midpoint of neither right nor wrong to a theoretical but unobtainable ABSOLUTE RIGHT. (See graph.)

**The Evolution of Logic  
From Ancient to Modern Times**

Ancient	Aboriginal Logic Exists As The Logic of 2/3 World's	One Valued Logic No Decision. All Action Based on "The Will of Fate"
	Population Today as "Fatalism."	No Right—No Wrong
Dark Ages	Two Valued Logic	Wrong
	Absolute Right or Wrong	Right
Present	Three Valued Logic	Wrong
		Maybe
	In General Use 1949	Right

The mind computes on the yea-nay principle. It resolves numbers of simultaneous equations by running each one, evidently, on at least three computers at once. It runs as many as a thousand factors at once. And it does it, apparently, upon the simple formula  $A > B = A, B > A = B$ . Thus if eating an apple is less right than not eating an apple, the decision is to not eat the apple. If not eating an apple is less right than eating an apple, the decision is to eat the apple. There is no ABSOLUTE RIGHT or ABSOLUTE WRONG about eating an apple. On the sole consideration that a worm *might* be in the apple, a two-valued, right, wrong equation breaks down. Around one simple act the mind may run fifty or a hundred computations or may draw upon a past computation's conclusion which, however, was once run. Acts or solutions are either more right than wrong—in which case they are right. Or more wrong than right—in which case they are wrong. Right and wrong greater-than less-than computations are run off on hundreds or thousands of variables by the mind to make up one solution.

Life is a complex affair. Computation has to be close to as complex as life or survival would long ago have ceased for Man, that high organism who depends for progress and weapons upon his mind. Thus his mental processes are constant evaluations of data in relation to their importance to the immediate solution, and constant evaluations of these conclusions to formulate decisions. Thus his computer is in constant action, thus he is continually involved in re-evaluation of both old data and old conclusions in the light of new data and new conclusions. The principle of *how* he thinks is simple. It is only that he handles so very, very many computations at once that makes the principle seem complex.

Now the only reason we take account of logic here is to orient the problem of rationality and how one goes about determining whether or not a man is rational.

An *ultimate* wrongness for the organism would be *death*, not only for the organism itself but for all involved in its dynamics. An *ultimate* rightness for the organism would be survival to a reasonable term for himself, his children, his group and Mankind. An ABSOLUTE WRONGNESS would be the extinction of the Universe and all energy and the source of energy—the infinity of complete death. An ABSOLUTE RIGHTNESS would be the immortality of the individual himself, his children, his group, Mankind and the Universe and all energy—the infinity of complete survival. *Ultimates*, in this sense, are attainable and there are various ultimates of greater or lesser importance. Any ultimate would contain some destruction or some construction.

Viewed in this way, the problems of logic compute easily and well. A scientific truth would be something which was workably and invariably right for the body of knowledge in which it lay.

One of the reasons very right, slightly right, very wrong, slightly wrong, very true, rather true are used here instead of circumlocutions with new words—such as, for very right, “containing more right factors”—is that the scientist who, after all, fairly well runs this present world, has long since cleaved from metaphysics. Hegel, great man though he was, and Kant, with their metaphysical ABSOLUTE went so far as to deny Piazzi’s discovery of the eighth planet, inhibited the acceptance of Ohm’s law, proved Newton “wrong” and generally did things which, if they were necessary to maintain the Great God Absolute, nevertheless hindered scientific progress. “Truth beyond the realm of human experience” sounds well and is an authentic route for some things, but it doesn’t make washing machines run or raise better chickens or send any rockets to Mars: in short, Absolute Truth is a foreign substance in this highly integrated scientific society. Grammar lags back with the metaphysician’s Absolute Truth. The modern scientist is prone to apologize because his data is *workable*, rather than true. If the data is uniformly workable, it most certainly is *true*. Grammar, in trying to hold with metaphysics, impedes, as did metaphysics, science. So there are things very right, very true, very real, very accurate and very variably relative in general. Until a bright mind discovers a way to obtain and use data which cannot be sensed, measured or experienced, grammar had better regulate itself to the driving force of the society, science.

So here we have the formidable article, logic. It is computed, not dreamed and intuitively plucked from some ether. If a man, a group, a race or Mankind does its thinking on a sufficiently rational plane, it survives. And survival, that dynamic thrust through time toward some unannounced goal, is pleasure. Creative and constructive effort is pleasure. Some pleasure destroys more than it creates and so it is “immoral” (and by future prejudice becomes irrationally immoral, traveling as a social aberration; superstition is a parallel channel with immorality, no other proof of harm than prejudice). Some pleasure creates more than it destroys and that is “moral” or *good* pleasure. If a man, a group or a race or Mankind does its thinking on a sufficiently irrational plane—out of lack of data, warped viewpoint or simply aberration—the survival is lessened; more is destroyed than is created. That is pain. That is the route toward death. That is *evil*.

Logic is not good or bad in itself, it is the name of a computation procedure, the procedure of the analytical mind or collective analytical minds in their efforts to attain solutions to problems.

The process of logic consists of:

1. Finding out what one is trying to solve.
2. Formulating the question for solution.
3. Obtaining or recalling the data for the question and solution.
4. Evaluating the data to be used in the solution.
5. Comparing data with data, new conclusions with old conclusions.
6. Evolving a new answer or confirming an old one or deciding there is no immediate answer. All answers in terms of relative rightness or wrongness.
7. Action or conclusion.

As outlined above—and on the graph—in one problem, the arrow of decision swings back and forth, back and forth until, by greater-than and lesser-than computations, it finally comes to rest with an answer. Here is a problem: “Shall I pull trigger of shotgun?”

Formulation question: What will happen if I pull the trigger?

Formulation of questions for solution: Is it right or wrong to pull trigger?

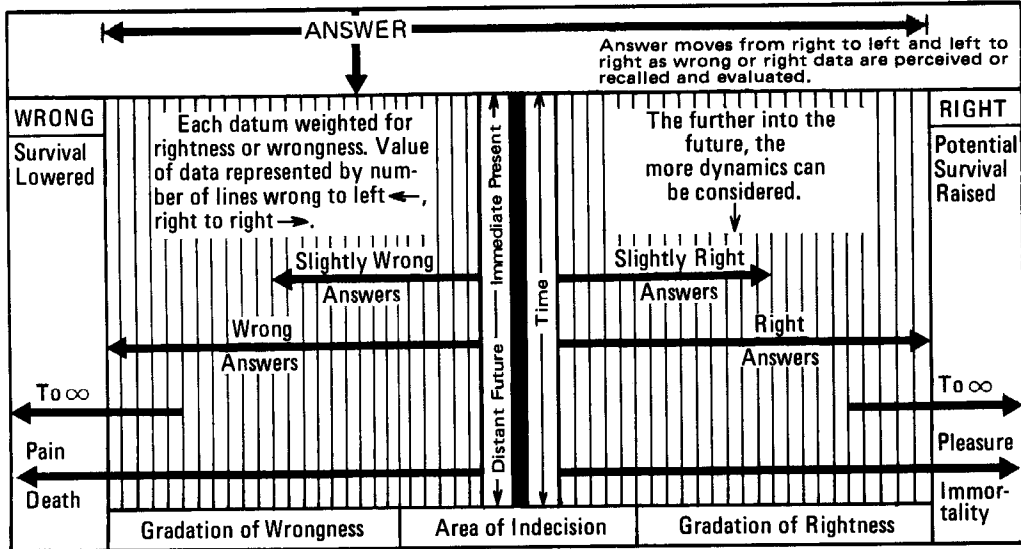
Obtaining data: Gun is cocked. I am in closed room. I am in a hurry to get to dinner.

Leaving gun cocked weakens spring. It will take over a minute to open breech.

Evaluating data: Gun is cocked—arrow moves far right. I am in closed room and guns go off sometimes—arrow moves far left, but is restrained by already having moved

# Graph of Logic

(Simplified for illustration)



far right. I am in a hurry to get to dinner, been duck hunting all day and I'm starved. (Arrow moves to right but restrained again, two evaluations having been computed.) Leaving gun cocked weakens spring and this is a good gun—arrow moves a little farther to right. Breech in poor shape.

New data: Footfalls in room overhead, calling attention to existence of other persons in house. (Arrow moves left.)

New data: Got to clean gun anyway after supper. Can inspect its chambers then when I've got time to look. (Arrow moves to left.)

Answer point of arrow is well to the left.

Solution: Lay gun on bed, cocked. Action: Goes out door.

New data: Little boy laughing down hall.

Evaluation of data: Boy very inquisitive. No lock on door.

New formulation of problem: Is it right or wrong to leave gun unsecured?

New data: Wife's voice urgent from dining room. Stomach growling. Meat frying.

Evaluation of data: Wife's voice—small motion of arrow to right. Stomach growling—another motion to right. Boy in danger—surge of arrow far, far to left.

Action: Returns, wrestles with faulty gun breech—whole new set of right-wrong series. Finds breech was empty. Puts cartridges on top shelf, moves chair away from shelf where boy can't easily get it, hangs shotgun out of reach on wall. Goes to dinner.

This is a simplified solution. Actually each datum was evaluated for the problem by a separate computer! There were many other data and conclusions and computers used in the computation. And it was all completed in a few seconds and the action fully accomplished in two minutes. The solution was based on a datum which made the problem, as formulated, so wrong that additional precautions were taken.

Thought goes on a network of such computations. Almost none of the computations are examined by "I" no matter how stylish it has been to ponder and vocalize and stew with datum after datum. (This adage that slow thought is good thought stems, most likely, from the propaganda of some fellow who wanted an excuse because he could never think fast. The mind works solutions in milliseconds and then aberrations snarl and alter transmission so that hours and days are required to get the solution from some part of the computer to "I".)

The mind can compute in any terms, *real* or *abstract*. In dealing constantly with data which can be sensed, measured and experienced—*real* data—the mind is

fundamentally acquainted with the nonexistence of Absolute Precision. It handles problems about the bigness of big bicycles and the warmness of a drink and the prettiness of beauty and the quantity of companionship in a dog with swift and relatively accurate evaluations. It measures time, distance and space and energy interrelationships as handily as it weighs the thoughts, ethics and potentialities of other minds and all these things are qualitative and quantitative measurements and evaluations which are and cannot be otherwise than approximations. The mind only requires, like the scientist, a workable accuracy. The plus or minus margins of error in finite analysis must be kept within bounds of usefulness. Precision, then, can be defined as the maximal accuracy required for the problem's solution and demands a minimal margin of error which will not make the solution unworkable. No instrument of Man, including his mind, no matter how cunningly or delicately constructed, can measure time, space, thought or energy with Absolute Precision. There exists in any sensing, measuring or experiencing minute errors. And even if these errors are so tiny that Absolute Precision apparently exists, the errors are nevertheless present. Absolute Precision might occur by accident in the evaluation of an electric current, a temperature or the weight of a flake of gold but no instrument exists fine enough to detect that the Absolute Precision had existed, thus it could not be repeated. Understand that such errors can be so minute—and generally are—that they exceed the requirements of the problem in which the evaluation is needed, but this does not make them any the less errors.

There is the story of the navigators. A ship had, amongst other officers, an assistant navigator, a senior watch officer and a navigator. The admiral came into the chartroom and desired to know the ship's position. The assistant navigator was present; he was very young, fresh from school and lacking in any experience. He eagerly plotted the dead reckoning, sharpened his pencil exceeding fine and made a tiny point on the chart. "Admiral," he said, "we are right *there!*" At this moment the senior watch officer, a grizzled lieutenant, came in and had the question put to him by the admiral for confirmation. The senior watch officer figured for a moment, running up the dead reckoning, and then drew a small circle on the chart. "We're right about there, sir," he said. The navigator, hearing the admiral was in the chartroom, came in and in his turn was asked for the position. The navigator had been to sea for a long time, he had navigated many ships. He glanced at the course changes in the quartermaster's notebook, looked at the chart and then, slapping his huge hand down upon it said, "If I'm not mistaken, admiral, we're some place around there!"

The margin of error allowable for a problem can be very wide or very small. It has its self-limiting factors. In navigation, the young assistant above might have been expected to take a sextant sight and then go below to calculate down to the last foot his ship's position. That would be unnecessary accuracy. First, the position of the ship is not needed in terms of feet when off soundings but is "accurate" with a margin of error of a mile or two. Second, the sight cannot be more accurate than the error in the sextant and the chronometer. Any sight so taken can be calculated with a precision much greater than it can be shot. If the required accuracy of position is a mile or two, if the sextant sight is accurate within a quarter of a mile, there is no use calculating it down to feet. To do so would be to introduce a new error, the error of the Delusion of Accuracy and *that* can be the most dangerous error of all. One has to know, reliably, the margin of error. If it is falsified by an enthusiasm to make data look good, the data may lead to serious mistakes. The most serious observer error which can be made is to enter in a Delusion of Accuracy for those who depend on the data are thus led astray and they cannot know in which direction or how much the data was wrong and are not informed that it was falsified.

The Bureau of Standards, for instance, gives methods of measuring power at radio frequency *and* the error of each method, announcing it to be two, three or five percent in certain ranges as the case may be. This is reasonable accuracy; greater precision may sometimes be desirable but is not generally used.

In the *real* Universe, then, the entities of time, space, distance, energy and thought cannot be computed with Absolute Accuracy. All data is evaluated with the

precision necessary or attainable. Good data is usefully accurate data. Even when the margin of error is so tiny that no known instrument can measure it, it still exists.

In *abstract* terms only can evaluation be Absolutely Precise. If, in the *real* Universe, Absolute Precision is unobtainable, Absolute Precision can be assumed and is a useful analogic tool for computation. The mind computes in various ways and one of those ways is to set up analogues. Arithmetic is such an analogue. The schoolboy writes  $2 + 2 = 4$  and is satisfied that this is a *real* evaluation. It is not. It is an *abstract* evaluation. Absolute Precision has been assumed where none exists. This does not invalidate the equation by any means. The mind uses and needs such equations in its computations. To say that two apples plus two apples *equals* four apples is of great help to the shopper and the grocer. They accept the *equals* because they do not need any accuracy greater than two apples plus two apples equals four apples. But both the shopper and the grocer would admit, if the problem were presented to them, that two Winesaps plus two Delicious did not equal four wormy crab apples by any means. The shopper on the receiving end of this equation would object and, getting no redress, would take his trade elsewhere. Two apples plus two apples *are* the same four apples and in this alone is there an approximation between the *real* and the *abstract*. Nothing *equals* anything with Absolute Precision. Two Winesaps, ever so carefully measured and weighed could be shown to be similar to each other even if they “looked” exactly alike. No two Winesaps in the world are *exactly* alike save by an accident which, again, would not be a detectable Absolute Precision, since nothing weighs that fine or measures that close.

As an abstraction, arithmetic is useful. The mind uses many abstractions. The retired colonel, telling of his battle, grabs some walnuts, some napkin rings and the sugar tongs and says, “Now here was the Seventh Foot”—lining up the walnuts—”and *here*”—picking *up* and laying down the napkin rings—”was the enemy artillery. And here”—putting down the tongs with a clang—”was I, mounted on my charger. Now ....” He has done a mathematical analogue of the problem of the battle and he is saved much reidentification, as he tells his tale, for his listeners know that walnuts “equal” the Seventh Foot, napkin rings “equal” the enemy artillery, and sugar tongs “equal” the colonel and his horse. Einstein working out new equations of relationship amongst time, space, and energy forms and manifestations may be telling more truth than the colonel and is serving a higher usefulness by far, but the colonel and Einstein are both dealing in analogue computation. Users of the data of either the colonel or Einstein must allow for a reasonable margin of error when *real* entities are substituted for the *abstractions* in the equations.

It would be far better, of course, in mathematics, if the word “equivalent” or “represents” was substituted for “equals” in all mathematical equations. The actual function of mathematics would then be preserved. The word “equation” should be changed in meaning—for it means “act of making equal”—or should be exchanged for “abstraction” if mathematics are to be better understood. For the mind, by establishing the abstractions which we call mathematics, sought only to improve its ability to handle *real* entities. The abstractions are nothing in themselves but assistants in mental process. A skilled mathematician has, in mathematics, a part of a servo system in which his own mind is the chief agent. He evaluates by abstractions real entities of the real Universe. Then, by processes exterior to the mind—scratch pad or electronic computer—he computes with abstractions alone until he achieves a solution. This solution he then “translates” back into the terms of the real Universe.

So far have mathematics strayed from their intended purpose, from time to time, that they seem to possess entity value of their own. Some esoteric mathematicians have in the past so far departed from the fundamental purpose of mathematics that they have, like priests around an idol, sought to deify their servo systems, declaring them to be beyond all human experience. And so they can be!

In metaphysics, Absolute Truth, Absolute Mensuration, and Absolute Thought became a sort of mathematics by which some men tried to locate data beyond the realm of human experience. In German Transcendentalism, Absolute Truth was



considered to surpass all human experience. This is quite valid since it is very definitely the case. This was a mathematics, an effort to reach, by abstractions, a higher set of data. It became abhorrent to the scientist because metaphysicians seemed to use this mathematics as a height from which they could assail and snub human experience with impunity; by using wide and obscure terms and being rather grand about it all, the metaphysician so snarled the wits of his attackers that these have not taken metaphysics for what it is, a species of mathematics. The metaphysicians themselves would hotly deny this, as would the mathematician, that he uses daily some of the fruits of metaphysics. There is a battle there; meanwhile evaluations both in abstract and real terms go on, not only in the giant electronic brain in some university but in the grocery store. The mind simplifies its problems by posing abstractions to represent them, retranslates the answers back into real terms and so computes the solutions of existence. It computes in various ways, is a computer in itself; it invented numerous mathematics to assist in computations and today it builds gigantic computers to relieve it of some of its burdens.

These two processes of computation, the comparison of real data with real data and the approximating of real data by using abstract symbols, combine into a multitude of manifestations of thought processes. By such combinations of computation the individual mind derives the highest attainable correctness possible for it in its answers. It allows its admissible margins of error and places the solutions into action or a file for future use.

The basic principle of operation is relatively simple. Two things, however, are not simple—the power of the mind to evaluate data and resolve problems and the structure of the mind which permits such magnificent computation.

If one does not believe the mind capable of handling large numbers of very variable variables and achieving swift solutions, let him plot out all the mental computations—as contained in the seven steps above—for one mile of automobile driving on a crowded highway: and in addition to the computations will be the execution of the solutions. One cannot dismiss all this as “training pattern” for if a training pattern were all that was required to drive a car, then any automatic pilot could navigate any stretch of complex and crowded roadway; but automatic pilots cannot be made at this time which would perform the feat which any “moron” considers ordinary.

The structure which two billion years of biological engineering evolved can be understood, with Dianetics, in its functional aspects. No adequate technology exists today to explain the structural blueprint of the mind. Knowledge of structure can be expected to develop in any field only after a knowledge of function and purpose is acquired. But structure or no structure it remains that the mind operates with a precision which is fabulous, well above that of the machines it builds.

Thus the processes of rationality. Good reasoning is good computation. The better the computation, the better rationality; for rationality, after all, is a synonym for right answers.

There are, however, as delineated in the broad field of Dianetics, ways of reducing the computational accuracy of the whole mind. All these ways sum into the one generality of bad evaluation of data—disregarding, of course, the organic reductions which delete parts of mental equipment, occasioned by pathology or accidents or psychiatric surgery. Looking at the logic graph, it is easily seen that erroneous evaluations of data interfere seriously with rationality for they give improper weightings to factors used in mental equations. If the analytical mind cannot properly re-evaluate or check the evaluation or establish the weight of the data it uses, then its answers are liable to considerable error. This error is not limited to computation alone but extends into the execution of solutions. Errors in time and difference can be extended to include all the errors possible. And as time is only poorly evaluated when its differences are improperly established, then all error can be lumped into the major error of difference. When an abstraction is mistaken for a reality, as in the case of metaphysics, many errors are then possible in the computation. The belief that two plus two equals four is a *reality* and is always the case can lead to some astonishing

misapprehensions. Reversely, a belief that a reality is an abstraction can also produce errors.

Aside from mathematics, considering those to be precision abstractions, the mind handles problems in terms of loose symbolisms. Amongst the most indefinite symbolisms are dreams.

The dream has an entirely valid place and purpose in computations. It recombines data into new entities and is an important part of imagination.

Imagination is vital to computation for it recombines for the purposes of creation, construction and prediction. Creative imagination can be such a complex computation and can be accomplished on such thin data by a good mind that it can assume an aspect of divine inspiration. Just because one can understand the functional process of imagination does not mean that one can thereby detract from its value, for it is the highest echelon of computation.

The errors to which the mind is liable are not computational. They can be listed under the headings of observational, educational and aberrational.

Observational errors come about when the individual believes he perceives something which he does not perceive. A meter can be subject, for instance, to an undetected error and can be read and the reading used in a computation with the result of a wrong answer. Or such a thing as a letter one finds in his wife's dresser may indicate a conclusion, such as infidelity, which is not justified. Misobservation introduces error into the computation. And one of the major sources of misobservation comes under the heading of a Delusion of Accuracy.

Educational errors can be cultural aberrations. But the major source of educational error is *lack* of data. Lack of data, for instance, added to false data, makes it possible for the citizens of one nation to believe that the citizens of another are dangerous and that a war must be fought. Lack of data is a primary source of error in all mental computations. It is not true that *quantity* of data is the most vital requirement for an accurate computation; many researchers operate on this false assumption and swiftly swamp themselves by the sheer weight of imponderables. *Quality* of data, its weight in relationship to associated data, is a much more important thing. Ability to *evaluate* is much more important in any formal or informal educational process than ability to memorize; for an unaberrated mind memorizes at a glance and the memory cannot be trained; what passes in current formal education for memorizing of facts is a poorly directed operation of reassociating facts with new things. Education has been made into a contest of recall in contemporary schools. The data is forced into the student with a value welded to it. It is worth little thereafter to a computer which *must* be able to re-evaluate data for any and all problems. Education is mistakenly identified with schools in most minds, this datum having been forced upon these minds along with much other stet-valued bric-a-brac. Actually, education begins long before speech and ends only with death; the bulk of the data used by any mind is derived from its own observations of the environment. The computer uses freely only that data which it itself has observed and aligned with its purposes. Without purpose and alignment but with stet-value, formally "taught" data is a large percentage worthless.

Aberration, as covered in Individual Dianetics, is data which is unknown to the analytical mind and its standard banks and which has too much weight.

False data, lack of data and misevaluated data cause the errors of computation.

In dianometry we are establishing, for purposes of therapy, the errors of computation to which the mind is liable and weighting the worth of the mind when freed from errors.

There are various classes of minds. First, minds can be classified from the standpoint of false data and lack of data and misevaluated data. And second and most important, from the standpoint of inherent worth.

There are many types of minds. All operate on the same principles but all are not equal in their power and worth.

In Dianetics we consider the *worth* of the individual to himself, to his group, to Mankind and posterity. With dianometry we are seeking to measure that worth.

For these equations of worth, we use *ability to think*, *power to execute* and the *vectors of purpose*.

*Ability to think* is more than intelligence. Intelligence would be the complexity of the mind in computation, its agility in the matter of perceiving, posing and resolving problems.

The *ability to think* includes intelligence *and* the training, experience and data stored in the mind. The ability to think is not a structural potential of the mechanism but the actual capability of the experienced and stored mind.

THE ABILITY TO THINK IS THE CAPABILITY OF THE MIND TO PERCEIVE, POSE AND RESOLVE SPECIFIC AND GENERAL PROBLEMS.

But the fact that a mind *can* resolve problems is no reason to suppose that it *will*. One is confronted continually in life with individuals who obviously possess relatively little ability to think but who accomplish far more than those who are patently their intellectual and educational superiors. This introduces into the equations the dynamics. These are the dynamics of Dianetics, of course, four in number, stemming from the central dynamic of survival.

THE DYNAMICS ESTABLISH THE PERSISTENCY AND VIGOR OF THE MIND AND ORGANISM.

Measurement of the dynamics is difficult and can be done at this time only on an arbitrary basis. Experiments have been outlined to be conducted to establish and identify Life Force which is, of course, the principal dynamic itself. The dynamics are widely variable because of aberrations which obstruct them. In the dianetic clear, the dynamics are free of mental obstruction and are found to be much stronger. Mental and physical exhaustion tests on aligned—freely chosen—purpose establish the value of each of the four dynamics. The summed value gives a relative figure for any individual.

The *power* of the individual is his ability to initiate the resolution of problems and execute the solutions. No matter the complexity of the mind, its experience or the data with which it is stored, unless it is prompted by power, it resolves little and, again, unless prompted by power, it executes little. Application of physical energy in such a routine matter as ditch digging would, of course, be accounted for as the physical side of power. The potential of delivering a sharp blow or enduring long punishment are both accounted for under power. A “brilliant” mind may occupy itself doodling unless it is prompted by power to align its purposes and perceive, pose and resolve problems. A “genius” may perceive, pose and resolve problems by the carload lot and yet lack the extra power to execute the solutions. A mind with a low *ability to think* may have enormous power in initiating the resolution of problems and enormous power left over with which to execute those solutions and so may rule the world. A mind with enormous power to initiate, a high *ability to think* and enormous power to execute solutions might well shake the ages.

The *potential value* of the individual is derived from his ability to think and his power in the following fashion where PV equals *potential value*, A equals *ability to think* and D equals *power*:

$$PV = ADX$$

The potential value of an individual would be in four lines. First would be his potential value to himself, second would be his potential value to his children both as to their creation and their future and thus to future generations, third would be his potential value to groups ranging from a club to a race and nation, and fourth would be his potential value to Mankind. Therefore the above equation would have to be executed for each one of the four dynamics of self, sex, group and Mankind. The sum of the four equations would give his total potential value.

The worth of the individual would, however, be found to be different than his potential value and could be determined by means of vectors. His *worth* would be his net. His alignment of purpose with the optimum purpose would not necessarily be perfect. In the case of a dianetic clear it would be near the optimum purpose, but

dianometry does not have as its first duty the measurement of clears but of aberrated individuals.

A single example will serve to illustrate this. In France a counterfeiter was so skilled that he engraved old postage stamps so nearly approximating the genuine stamps that experts could not differentiate between the two. This activity required strong power to initiate, good ability to resolve problems and strong power to execute. He did his work well and had the additional power and ability to so dispose of his product that he could not be indicted by law. Thus his potential value to himself and group and Mankind must have been high. But aberration rotated his vector of application out of line. His purpose was so misaligned with the purpose of the group and Mankind that he not only canceled his potential value but posed a mild threat to self, group and Mankind. As a childless bachelor his second dynamic was a zero. With high potential value his worth was negative in some units.

In the case of Genghis Khan, potential value was very great. His ability to think and power to initiate and execute were very high. On the first dynamic his actual worth was exceptional. On his second dynamic his potential value was extremely high but the worth was shortened by the precarious heritage he left his many children. On his third dynamic his worth was enormous for he unified not only his personal race unit but consolidated into it other units which had been at mutual war on the steppes. On the fourth dynamic, Mankind, his worth was so far negative that it not only wiped out all gains in the first three dynamics but made the total worth of the man more negative than any other for centuries around him. Into the equation which was Genghis Khan might have been added artistic or beneficial knowledge for the world had they been present and these might even have overweighted the equation back into positive worth, but Genghis Khan initiated and contributed no such thing.

In the case of hypothetical B. G., the engineer, we would take the PV equation somewhat in this fashion. He has had a formal education, has received his degree, has worked in routine company jobs for fifteen years. In this time he has become married and has three children who are happy and will be given the highest formal education available. B. G. has medium power to initiate and execute and medium ability to think. However he has aberrations to the effect that he must do precisely what he is told and no more. His worth on the first dynamic is a short positive. His worth on the second dynamic, because of his children, is a long positive. His worth on the third dynamic for his company is a medium positive, for his state a short positive since he takes little interest in it. His worth on the fourth dynamic is a very short positive. His worth is a medium positive. The relief of his aberration and general clearing not only frees his set-valued education to permit him to engage upon projects requiring newer evaluations but also raises his power to initiate thought and execute solutions. His value to himself lengthens to a long positive, his value to his children lengthens, his value to his company lengthens to a long positive and to his state a medium positive, his value to Mankind, because he is no longer a cog but may initiate new ideas in engineering, lengthens to a medium positive. The worth is now a long positive.

All worths are, of course, in terms of potential survival, the dynamic principle of existence.

These equations are not, however, in solely “cold, calculating” terms. For survival is no hard-headed, “cold, calculating” proposition. It is found that when the dynamics are freed, the amount of “free feeling” available for the enjoyment of life is enormously increased. The advance toward survival is pleasure, the reduction toward death is pain. Happiness can be defined as the overcoming of not unknowable obstacles toward a known goal or the contemplation—for a brief space—of attained or envisioned goals. As covered in Dianetics, pleasure is “immoral” only when it is also overweightedly injurious: all moral codes find their origin in the denouncement of some activity because, no matter how pleasurable it may seem, it is destructive; moral codes tend to become aberrations in a culture and, as aberrations, may well outlive their practical use, remaining as prejudice, not as reason—hence the arguments about morality. Hence, survival activity is creative and constructive. All creation and construction, however, by the laws of the cycles of change, is accompanied by some destruction. So long as Man’s

equation of creation and destruction progresses in favor of survival along all four dynamics, Man can continue to win. Thus worth can be established by the attainment of pleasure which is the reward of better than average survival.

A painter can have a worth greater than B.G.'s if he is a good painter, for he adds the stuff to life which may make life more beautiful, thus more pleasurable.

A politico filling the press with the rush of heated air, a declared power in the land, a possessor of wealth and influence, when graphed in terms of worth on the four dynamics, might be so aberrative to his children, so dangerous to personal freedom for all his cant of freedoms, so unskilled in foreign policy despite his pronouncements which sound so brave, and so dangerous to Mankind by his posing war for it that for all huzzahs he might fall far, far, far short on the vector of worth and be of much less value than some poor and unskilled dancer, much, much less value than even aberrated B. G. and certainly far less value than the painter.

Here we deal with relative values. The mind is capable of handling them without their being graded into abstractions such as mathematical numbers, for the grading of worth in mathematical terms would be to introduce a Delusion of Accuracy error.

Any person must be measured in relationship to his environment, his associates, his society and with a consideration of his age and physical status. The mind hourly accomplishes much more staggering approximations than this and comes forth with highly workable answers. A graph similar to that of the logic with its movable arrow will resolve the problem visually as a servomechanism to the mind.

Now it happens that there are three types of minds. We assign all minds into these three types for handy approximation and by so assigning minds to these types we advance our understanding, which is all the reason needful for the creation of these classes.

In days of yore it was customary to classify aberrations into enormous lists. In dianetic therapy, however, we are concerned with only three major manifestations. These three manifestations are possible in any of the three types above.

The three cases Dianetics considers as separate classes for therapy are the cases which have sonic recall, the cases which do not have sonic recall and the cases that have "dub-in"—imaginary—recall. These cases are listed in their order of seriousness in therapy and the seriousness is considered only in time required. The sonic recall will take less time than the non-sonic, the non-sonic will take less time than the dub-in. But there are other difficulties encountered by a mind trying to think. There is lack of visio recall, there is "dub-in" visio. There are the shut-offs of emotion and pain and the "dub-in" of emotion. (There is no pain "dub-in.") The aberrative pattern of the individual is not much considered in therapy and can be anything from psychotic to "normal" without enormously changing the time in process of a preclear—patient.

Now any of these conditions can be present in any of the three types of mind listed below. Each one has some value as an inhibition to optimum thought processes. They are the mechanical aberrations which we consider. They influence an individual's position in the types below.

The worth equations above also influence the position of the individual in these types for when these equations are worked out one can see approximately how badly blocked each dynamic is.

The influence of mechanical aberration and the worth equations on the position of the individual in the below types is very great, as will be discussed.

The three types of mind are as follows:

CLASS C. That mind which is *aware*. It neither adjusts to nor attempts to adjust its environment.

CLASS B. That mind which is aware it thinks. It adjusts to its environment.

CLASS A. That mind which is aware it thinks and how it thinks. It adjusts to its environment and adjusts the environment to it.

It will readily be seen that these classes provide a graded scale which can include, each one, a large number of mental manifestations. The test of each upward grade is in terms of greater survival potential along all four dynamics. First we have those who,

through lack of worth, have slight chance of personal survival, small chance of survival through progeny, some chance of survival in a group out of tolerance or charity and as scant chance as Mankind. Next we have those with survival chances in the dynamics from short to medium but who provide the hewers of wood and the drawers of water and as a *class* have value. At length, by increasing gradations of survival potential, we have the Class A individuals whose inherent PV would place them, as it rose, higher and higher until one came to the few whose topflight creative powers affected the whole environment and the future of Mankind. The Class A minds are invaluable as *individuals* for the progress of the society depends upon them as they function as greater and greater self-determined organisms; their freedom is essential to the survival of all. The argument between whether a state should be organized on a corn-and-games welfare basis or on a free enterprise basis is resolved by the consideration that Class B cannot exist without Class A and that Class A cannot exist under the restrictions codified to fit only Class B.

These three types are not types of inherent minds only. They are also used to classify in terms of mechanical aberration and worth. We cannot advance an arbitrary classification unless it has application and has some approximation of reality.

In terms of aberration, which can be tested by the various occlusions or lack of them as listed above, minds can be seen to shift, when aberrated, down the scale toward or into Class C.

While these tests are rule of thumb, they give some index of the aberrative content of the mind and thus some idea of how high it may be expected to rise and where it belongs on the scale. When these occlusions are considered *with* the worth, which also gives an aberrative index, an approximation of the *proper* classification may be obtained.

If we take an apparent Class B, which is the largest class in numerousness of the three, a man who has a routine job sorting laundry, and examine him, we may discover the following:

He has sonic “dub-in” which, we will say, indicates that he carries serious emotional charges and a heavily aberrated mind in general. He has occluded visio recall. He has an emotional shut-off. These would indicate that he at least belonged higher in his class and should be directing those engaged in routine tasks.

Now we will investigate his dynamics. We find that he believes himself to be very ugly and detestable to people. He is inhibited sexually and abuses his one child. He is churlish to the people with whom he associates at work and he belongs to no organization of any kind. He says he hopes the H-bomb will finish off the human race.

The result of this investigation is that we have here a potential Class A, probably very low scale, but certainly Class A. For when we look at the dynamic vectors to place an aberrated individual into a mind class, we consider how much must be *holding down* the dynamics and how far they will spring free when the aberrations are removed by Dianetics.

In terms of modern society, this man is, of course, something of a liability for he has aberrations and by contagion he is “infecting” associates as well as a member of the next generation.

Now let us take a “feeble-minded” child, an apparent Class C. She is very dull and listless. She is compliant. She never becomes angry or excited. She has learned speech but she talks little. She never brings anyone a present. She has no bad dreams. She can dress herself with some help.

On investigation of her recalls and shut-offs, there are found to be none.

The apparent Class C is evidently a Class C.

Let us take another Class C, a young man. He is sullen. He occasionally sings boisterously and then laughs foolishly. He has a woman to whom he brings presents and around whom he seems worried. He can be calmed by reassuring words when he glowers.

On investigation of his recalls he is found to have no sonic, no visio, a pain shut-off and a violent antipathy toward taking a look at anything in his past.

The apparent Class C is an actual Class B.

Unless some vital portion of the nervous system can be shown to be unmistakably missing and unless his condition has continued so long that his body has passed a recovery point for any physical disturbance—and he would have to be old for that—he could be salvaged.

Let us take now a “normal” schoolboy. He is an apparent Class B. According to his teachers he wastes most of his time, gets bad grades, knows the lesson if effort has been made to attract his attention, to it, spends most of his time at recess fighting and always getting licked. If he keeps on this way it is certain that he will fail in school.

On investigation we find he has sonic and visio recall but a pain shut-off.

Despite the fact that he has recalls except for pain, here is a Class A mind. Cleared dianetically he would probably change and improve the whole class.

Take his classmate, the boy with the always-clean shirt, the never-deranged tie, the perfect grades, the most quietly pleasant and orderly boy in the whole school, the model student.

We examine this boy's recalls. He has sonic recall, visio recall, pain recall, emotional recall, tactile recall, kinesthetic recall, olfactory recall, organic sensation recall, with no psychosomatic disorder. Preserve this boy well. He will become the backbone of some routine office. He will be the darling of the welfare state. His total worth to humanity is nothing to get excited about.

The latter boy is an apparent Class B. He is also an actual Class B.

The point here is not that abuse and aberrations make for an increase in ability for that is not the case. *Experience* and *hard knocks* will vastly add to one's educational store but these are not aberrations. The former boy was a Class B *because* of an aberrational pattern, the latter boy was a Class B in the absence of a strong aberrational pattern.

The total question here is *change*. The Class B can be forced to or willingly will adjust to his environment. The Class A does some adjusting but he *changes* the environment.

The conqueror who changes the environment by exterminating a race is no less a Class A mind. Education and aberration dictate the wrong vectors. The conqueror cleared would *still* change the environment but he would orient his vectors along the dynamics.

It is an astonishing fact that the criminally inclined, while they are in some part actual Class Bs, contain, as a group, a large number of Class As. A society dams up their aberrated and destructive channels of effort by putting them behind bars. In the light of Dianetics this is an appalling waste of manpower. The insane asylums, on the other hand, provide no such percentage of Class As. An individual whose dynamics are so weak as to collapse on him to the point of actual personal incompetence in the teeth of any aberrative cargo is usually a Class B who has dropped into Class C. While this is a generality, it is a valid statement based on the scientific evidence that a truly strong Class A mind can usually batter through *any* cargo of aberrations.

The brain *may* have to learn to function in a more complex fashion because it has received engrams which occlude some of its engrams. It may then function more complexly *despite* those engrams. When those engrams are processed out by therapy, the PV of the mind on all four dynamics soars. Ten thousand cases carefully tabulated may resolve the precise relationship between initial aberration and eventual brilliance if one exists. It is known definitely that the aberrations only *inhibit* mental function and that the man who prides himself on his neurotic condition on the grounds that it proves him “sensitive” falls into the error only because of a “desire” to justify his disability.

The fallacy of the belief that neurosis is responsible for ability is easily indicated by pointing out the paradox of the theory. The theory attempts to tell us that one is more rational when one is less rational, that one is more able to think the less one is able to think. And in terms of fantastic imaginings, the very aberrated do not dream, they have only nightmares. One ex-painter of wildly imaginative pictures, when cleared, not only regained the ability to paint which had ebbed away but could paint

even more wildly imaginative things than before. Imagination is a form of computation, the highest form. Spoil computation with aberrations and one spoils as well an active imagination. A hard life may teach a man he has to be a top dog, but that's *experience*. His engrams only teach him to go mad or lie down.

The tests which dianometry applies so that Dianetics may be begun include the following:

RECALLS: <i>Easy Case</i>	<i>Difficult Case</i>	<i>Very Difficult Case</i>
20 hrs each item	50 hrs each item	100 hrs each item
sonic	non-sonic	sonic "dub-in"
visio	non-visio	visio "dub-in"
pain	pain shut-off	
emotion	emotional shut-off	emotional "dub-in"
good memory	poor memory	no memory
demon circuit	2 demon circuits	more demon circuits
no chronic psychosomatic ill	mild psychosomatic ills	severe and chronic psychosomatic ills
good humored	angry	apathetic
medium dynamic	high dynamic	low dynamic
	named after family member	named after parent
loves parents interestedly	dislikes one parent	dislikes both parents and is propitiative to them. Prenatal area in foreign tongue
high ability to think	medium ability to think	low ability to think

You will notice that each list has a figure at its head. Anyone can select out of this list his mental abilities and disabilities and add them up and he will get some idea how long it will take him, working with some friend, to become cleared dianetically. This is, of course, an approximation for one cannot tell how skilled the new auditor will be or how much content the individual actually has in his engram bank.

To test for the above, sit down, shut your eyes and go *back* to any recent period in time. Listen for the things that were being said then. If you hear them but your friend says that wasn't what was said, that's "dub-in." Look at a book. Then half an hour later sit down, shut your eyes and "look" at the book by going back to the time you saw it. If you see it and it's right, that's visio. If you don't see it at all, that's non-visio. If you see something that wasn't on the page, that's "dub-in." Pinch yourself. A few minutes later, sit down, shut your eyes and go back to "feel" the pinch. If you can't feel it, it's pain shut-off.

If one *is always* apathetic, that's apathetic. If one *is always* angry, that's angry. If one is usually good-humored, that's good-humored.

The demon circuit is any circuit that vocalizes your thoughts for you. That's not natural. It's an installed mechanism from engrams and it slows up thought. Sometimes people have two or more demon circuits, which is to say, they have "voices" which advise them: they talk to themselves inside their heads and answer themselves. Sometimes they have demon circuits that talk out loud at them. Demon circuits mean in any case, a rather high degree of aberration.

To compute your dynamics evaluate on the basis you have desired to change or benefit one dynamic's field or another. If you want to change yourself, that's a fairly long One; if you get angry about sex or children, that may mean an average Two; if you are promiscuous, that is a badly blocked but a highly active Two. If you want to run clubs or change clubs or abolish clubs, that's a high Three. If you think it's dumb worrying about atom bombs, Dynamic Four is not only blocked; it probably is infinitely short in the first place.



To get your inherent mind Class, re-examine your dynamics as listed. Then see how docile you are, or how rambunctious. Then look at the job you are filling or mean to fill. If your estimate of dynamics said you were a low dynamic, if you are docile and if you are content to be a servomechanism and work without initiative, that's a Class B, apparent and actual. See some of the examples to compute a Class A and the level of

Cleared, unless one has been operated upon and had part of his brain removed or burned out by a psychiatrist or accident, the various recalls and all data ever recorded will return to you in their entirety.

In Dianetics it is possible to recover the full force of the inherent dynamics in the mind and all computational ability. Thus, if you start for clear, keep a log of your dianometry. It is a system of approximations, just as the mind evaluates and computes on approximations. But, used by a human mind, it will make sense.

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## Group Dianetics

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Group Dianetics is a theory explaining the observed behavior of people as groups, with corollary deductions on methods of improving that behavior in terms of the dynamics. It is not a method of processing a number of individuals at the same time, but deals with the interrelationship of those individuals as a group.

In postulating Group Dianetics it was found that there are actually seven dynamics. First, self. Second, sex and future. Third, group. Fourth, man and mankind.

Fifth, life. Life, no matter where it is found, in dogs, cats, in giraffes, in a blade of grass. Life has a great deal more affinity for living objects than it has for inanimate objects.

The Sixth Dynamic is MEST, the Physical Universe of Matter-Energy-Space-Time. The wind, snow, rain, blue skies, all of these things are MEST. One of the first things that folds up in the aberree seems to be his attraction for MEST. The real world, as you might call it in a very qualified sense, becomes less pleasant to him.

When one was a child and got up in the morning, there was dew on the rosebushes, the wind was so fresh, and all the world looked so good! Everything was so blue, and so red, and so green! There was a definite reaching out and affinity with the world. Then gradually, as the years passed, this affinity began to be blunted by collisions with MEST, and MEST became less and less one's friend; one gets to be 25 years old, married, gets up in the morning; there's dew on the rosebushes but it's just something that gets one's shirt wet!

Seventh. Theta. This is the dynamic towards the preservation of the body of energy sometimes called God . . . call it anything you want to, there is that something which man has always striven toward. He has a certain faith that he becomes imbued with and which makes it possible for him to do things that he never would have dreamed of doing before. To a boy whose life is all wrapped up in electronics and who is sitting on the edge of a cyclotron, God may well be a cyclotron. To an author, God might be a book, and to a mechanic God might seem to be a very fine racing car. But these would be rather short-sighted views for each individual.

With this array of dynamics the problem, rather than becoming more complex because we have entered some new factors into it, simplifies. Since much of the early emphasis in Dianetics has been placed on processing the individual, we may have overlooked the fact that one of the main goals is processing the group.

No amount of rules or directives can create a group. A group consists of perpetuating and perpetuated ideas formulated into a central mores and ethic, in other words, a culture. This culture has an identity of its own. It could be compared in its highest essence to a segment of pure Theta. It becomes modified by the MEST which it has under attack whenever a turbulence area comes into being as a result of an unreasoning attack by a group upon the MEST which it is seeking to control. The group is as effective as the reasonableness of its ideas and the height of its ethic, plus its dynamic in attacking and controlling MEST.

The maintenance of rationale in the body of group ideas is paramount in importance and the group becomes aberrated and needful of clearing each time the rationale of the body of ideas is penetrated or deranged by an irrationality.

The problem here is the problem of the introduction of arbitraries. Each time an arbitrary rule is entered into the group ideas and rationale, the group tone deteriorates. The group tone depends upon the agreement (reality) amongst the members of the group, on the ideas and ideals and rationale of the group, upon the intercommunication of members of the group one with another, and upon an understanding by the members of the group of the rationale and problems of the group. An emergency situation as faced by the group may occasionally make it impossible for some member of the group to communicate all the reasons of his actions to the rest of the group. At such moments the group is called upon to supplant communication and understanding with an instantaneous compliance. The group instinctively does this only when it has faith in and belief in the rationale and ideals of the member who is demanding the instantaneous action. As soon as instantaneous action has ceased, however, all such rules and orders should be clarified and explained and discussed by the entire group for their understanding and their further communication.

Here then is the cycle of a group receiving an engram: the group ideas and rationale in handling or attacking MEST receive a shock from the MEST which it is attacking, making an emergency situation exist. There is a turbulent area created between the ideals and rationale of the group and the MEST. The emergency status of the situation has to do with the compressed time—something obviously is happening so swiftly that a full use of communication is not possible and must be supplanted by arbitrary rules or commands. As soon as the emergency is over, it can be seen that an engram has been implanted in the group.

The clearing of this engram consists of an examination by the whole group of the arbitraries, which is to say the orders and commands which were issued without explanation and which demanded instantaneous action on the part of other individuals in the group. The person issuing these orders, or persons issuing them, should demonstrate how the situation existed and the why and wherefore of these orders. In this way the engram is cleared out of the group. Rational discussion of this situation and communication of the situation restores the ideals and ethics of the group.

It can be seen, then, that there are two types of group action. One is the action on deliberation which is taken upon the advice and with the understanding of the majority of the members of the group. This agreement upon action safeguards the group from precipitous or impulsive action on any one particular target. Furthermore, it fixes the responsibility for the action where it belongs—on the group itself. The other type of action in which the group engages is only engaged upon during moments of emergency. The group normally prepares itself (and this applies to any group) for these moments of emergency by carefully selecting from amongst its membership persons on whose judgment and intelligence and ability to execute it can depend. It is selecting persons into whose hands may be placed the entire rationale, ideals and ethics of the group during such a moment of emergency. The second kind, then, of action a group can take is the action commanded by an individual selected to give such commands during moments of emergency. Both types of action are necessary to the operation of the group as a group.

These tenets which are delineated here actually constitute a discovery about groups comparable to the discovery of the engrams in individuals. Each time instantaneous action is demanded of the group by situations and each time commands are given by the selected individual or individuals for those moments of emergency, an engram can be said to have been implanted in the group. These instantaneous orders and commands are indicators of an engram. The engram actually took place during a moment of shock when the ideals, ethics, rationale and general thought and energy of the group collided forcefully with MEST. As in an engram in an individual, the MEST entering into the ideals and ethics of the group and the ideals and the ethics of the group entering into the MEST is a point of turbulence wherein physical force is mixed with Theta. Groups customarily answer such emergency situations by instantaneous orders and commands which are given without consideration by the whole group but which are accepted by the whole group as necessary for the emergency.

The running of such a moment of turbulence is done simply by exposing all facets of it to the general view of all the individuals who compose the group. Time itself suppresses the turbulent area—that is, lack of time in which events can be explained. There is actual pain here since the ideals and ethics of the group itself have been infiltrated by MEST. Should such moments of emergency remain unexplained, they are not analytically understood by other members of the group and so lie in the ideals and ethics of the group as engrams.

Processing the group should be the special trust and charge of selected members of the group itself. The processing is done by the examination of emergency situations and the complete detail of them by this selection of the group. Such examination and publication and discussion of these moments of emergency should not be colored in any slightest degree by any thought of protecting the public idea concerning the ethics of this particular group. Information cannot be masked, either from individuals of the group or to other groups examining this group, save as that information may apply to the emergency status of the situation which may still be existing, as in the case of disposition of troops by a general during a time of combat.

The people selected by the group to be auditors to the group, or an auditor to the group, discover the existence of engrams by the existence of arbitrary commands. They then proceed to discover the basic-basic on the chain of engrams and, after due examination not only of the arbitrary orders but of the entire status of the turmoil, publish for the discussion and information of all the members of the group everything which can be discovered about the situation with all evidences which can be collected. This is not done with a view to introducing punitive action; it is done with a view to acquainting the group members with the situations as they existed. It takes, you might say, a bunched-up time track—bunched up by a moment of emergency or a moment of fancied emergency—and straightens it out, arranging all the data upon it. This effort at processing will be utterly defeated should the auditor of the group pay any attention whatsoever to the consideration the public or other groups may have for the group, to the reputation of any individual involved in the moment of emergency, or to any idea that members of the group itself may be grossly upset by the discovery of certain facts about its members.

The characteristic point of this turmoil or turbulence, the engram of the group, is that it contains suppressed or out-of-sight information. If at any moment the auditor to the group suppresses information or colors it in any way, some of that engram is going to remain, and actually a situation is entered here where the engram is left in a state of restimulation where it can do more damage than it could have done had it never been run.

The auditors of the group must be individuals fully schooled in the ideals, rationale and ethic of the group, whose integrities are not questioned by the group. The whole keynote of the group auditor is honesty and truth—uncolored, unvarnished and unsuppressed data. In this way a good auditing job can be done. The auditor to the group is discovering what has been done to the group and is running it. There is no need of going over and over one of these engrams beyond exposing the information thoroughly and competently to the view of all and permitting all members of the group to discuss that information as they wish. The group itself may then decide upon certain actions but so long as the group itself is doing the deciding, not an individual or just a few individuals in the group, no engram is created.

Punitive action, with the knowledge and consent of the whole group and dictated by that whole group, cannot be said to create engrams so long as that punitive action does not fall outside the rationale, ideals and ethics of the group itself. In other words, punitive action undertaken by all the individuals of a group and understood by all the individuals of a group does not create an engram. Action of a punitive character taken by one individual in the group without the understanding or consent of other members of the group will create a lock or an engram.

The toughness and resilience of the ideals, ethic and rationale of a group—that is to say, the group itself—is enormous and should not be underestimated in any degree. Any group can embark on the most arduous enterprises which would seem fraught

with all possibilities of creating moments of pain; but so long as it is understood that whenever an emergency status occurs and a selected member of the group issues arbitrary orders to take care of emergency situations, and that this issuance of orders must be scouted down in an effort to find the engram and the engram run, the group can then under no circumstances suffer any enduring harm save only whatever harm may have been done in the actual conflict itself, and this harm would not be to ideals and ethics but would be to individuals and MEST in the group.

A group is composed of Theta and MEST. It has an analytical mind and a reactive mind. The Theta in the group consists of the ideals, rationale and ethic of the group. The MEST of the group consists, not of the minds, but of the bodies of the individuals of the group and the property and space and time owned by the group. The analytical mind consists of the adjudicated, fully comprehensive opinion of all the members of the group and their efforts and actions to activate and run this group. The reactive mind of the group could be considered to lie in the actions of those individuals set up for emergency status during emergency status, which is to say, the reactive mind is composed of the composite engrams of the group.

The group will grow and prosper only insofar as it lacks engrams. It should not fear engrams; it should only fear the fact that the engrams may not be processed and run.

The principle of the introduction of an arbitrary should be thoroughly understood by a group. Because of an emergency or because of some past engram, there may exist within or around the group sources of continual arbitrary orders. An arbitrary is an order or command introduced into the group in an effort to lay aside certain harm which may befall the group or in an effort to get through a period of emergency and foreshortened time for a certain action. Subsequent arbitraries issued by any member of a group not during periods of emergency can be considered to be locks or dramatizations of the engrams of the group. Each time an arbitrary is introduced it has the effect of reducing the rationale and tone of the group as a whole and will lead to the necessity of introducing two or three more arbitraries, each one of which in turn will lead to the necessity for several more arbitraries, each one of which in turn will lead to the necessity for several more arbitraries until there is an entire network of arbitraries which have sought to correct some central evil. After a short time a complexity in the situation makes it very difficult to discover the central point of departure. Any arbitrary order not only can be considered to be a lock or a dramatization on a group engram, but IS a lock or a dramatization on a group engram. To make this more clear, any continuing stream of arbitraries are dramatizations of an engram in the group and the lock is that turbulence created by the arbitrary's issuance. In other words, the engram dramatizes by causing an individual to issue an arbitrary, and the issuance of this arbitrary then creates a lock on top of the original engram. Of course, such issuance's supercharge this engram.

A true group is one which has ideals, ethics, rationale and a dynamic to carry forth its ideals and rationale on the ethics standard it has selected. Just as the analytical mind safeguards its individual cells in the body, so does a group safeguard the individuals within its membership. The individuals of the group support it just as the cells work to support the body and the analytical mind. The group analytical mind is the composite of analytical thought of the members of the group which it has developed into a culture. Individual aberrations of the members of the group do not composite into the aberrations of the group itself. In other words, it is not necessary to clear all members of the group to have a cleared group. The group, however, can be affected by the individual aberrations of members within it. The optimum group could then be obtained only when all individuals in it are cleared and the group itself is cleared, but a group could act as a very excellent release and could be entirely effective and could be nearly clear even though every individual in it were aberrated.

The first right of any true group is to survive. The goal of the group is to conquer and use MEST and to make MEST work against MEST.

All groups must have goals. Only the deterioration of the goals of the group or the reaching of all the goals of the group can bring about the decline of the group or the

individuals within it. It is therefore incumbent upon any group to have a postulated set of goals which are continuing goals; to have a major goal which cannot be reached all in a breath but also to have minor goals which go in progression toward major goals which go in progression towards super-major goals.

The group has the perfect right to demand the help, life or, in a continuing sense, the energy and devotion of any member of the group. Any member of the group has the right to demand the most and highest level of the ideals, rationale and ethics of the group and to demand that these be maintained. A true group owes to its individual members their livelihood and a chance for their future generations. The members must not deny to the group its right to expand and perpetuate itself but must contribute fully and wholly to these.

An individual has the right to contribute to the group and the group has the right to expect every individual to contribute to it to his maximum ability and energy. The individual has the right to expect to be contributed to from the group and for the group to safeguard him insofar as is possible in the maintenance of the group and the reaching by the group of its goals.

A group will deteriorate in exact ratio to the number of engrams and locks it receives and will revive in ratio to the number of engrams and locks which are picked up out of it.

There has never before in the history of the world been an opportunity for groups, since they did not know these things, to rehabilitate themselves and free themselves from the continuing concatenation of arbitraries. Thus, every group, once initiated, could thereafter experience only a dwindling spiral. Following these tenets, there is no reason why the tone of the group cannot continuously rise or, whenever it is depressed, to be brought back up on the tone scale again. It has been stated by past writers that the group's highest point was the moment when it was formed, since then its ideals, ethic and rationale were intact. One can readily see that this has in the past been the case, but he can see also that the ideals, rationale and ethic of the group may be improved. Thus its tone scale can now go up from this point of formation. Further, emergency status's can be reached and met, individuals can take command of various functions of the group for these emergency status's, and the engrams of the group can thereafter be sorted out and resolved—run, in other words.

The ability of the group to conquer MEST is measurable by the amount of analytical thought there is in the group, by the ideals, rationale, ethic and dynamics of the group. These are Theta functions. They are analytical mind functions. A group set up on these principles and with this clearing process of groups in action would present the same aspect in comparison to other groups of men as a clear to a psychotic, since nearly all groups in the world today are severely psychotic.

On the postulate that a primary mission of Theta is the conquest of MEST, we see immediately that the individual must have this in each of his four dynamics. On the first dynamic, the individual has as a primary purpose the conquest of MEST as an individual. He is conquering MEST for himself as an individual. Theta, having this purpose and having aligned itself harmonically with MEST, then conquers more MEST. It is readily seen that with this as a purpose, and the fact of MEST beginning to overcome the individual rather than Theta overcoming MEST, a dwindling spiral is rapidly entered and at length Theta is driven out of the organism and we have death. There is a tremendous resistance, then, on the part of the individual toward being conquered by MEST, or being considered MEST, or used as MEST, since this obviously is death or a small portion of death, which is to say the conquest of the individual tends toward the death of the individual. In order to succeed, then, the individual must feel that he is conquering MEST or that he potentially can conquer MEST. When he is convinced otherwise, he has entered into the dwindling spiral with MEST conquering him. That much Theta has been driven from him.

On the second dynamic, the individual is conquering future MEST wherein Theta is assured a line of conquest into the future. It requires for this both the sex act and children. If one is to assure the future conquest of MEST, then it is necessary to insure that one's children can conquer MEST.

On the third dynamic, the individual feels that he is assisting in the conquest of MEST. A very quick survey of this will demonstrate adequately that no individual by himself, unassisted by any other life form, could possibly conquer MEST. The arrangement of life is such that a graduated conquest is necessary—first, the lichen and moss, then other cellular life, then cells forming into organisms, and so on, make a

chain of conquest into now which permits the individual man to conquer MEST. Here is the evolutionary chain. It is not proceeding along MEST time but is in *now* and is going forward in *now* continually. Instead of evolution we have a graduated scale of Theta conquering MEST in *now*. Up to the point of an analytical level, the arranged scheme is to make an analytical level possible for the greater conquest of MEST. There is a graduated scale of conquest in *now* by which the individual man is able by being assisted by the lower forms of Theta plus MEST, or life, to conquer a much greater sphere. Here we see a workable plan of action as evolved by Theta interacting with MEST. Thus, one can see that the individual cannot, without considerable assistance on the part of other life forms and without the assistance of other individuals of his own species, conquer MEST. Hence on this level the conquest of MEST is a group action.

On the fourth dynamic, it is seen that so long as mankind itself as a species engages in the conquest of MEST it can be mutually assistive. As one observes the interflow of ideas from group to group amongst mankind he sees readily that every group of mankind is at some time or another assisted by another group of mankind. Hence there is an overall conquest of MEST by mankind.

On the fifth dynamic one sees that Life is engaged in a conquest of MEST and that the individual cannot succeed in a conquest of MEST unless he observes his portion of the conquest as an assist to all Life's conquest of MEST and the conquest of all Life to his own conquest. This is true of the group and of mankind as a whole, also of the future.

On the sixth dynamic, a conquest of MEST finds as one of its factors the necessity to have MEST. Therefore a conservation of MEST itself is to some degree necessary in the conquest of MEST.

On the seventh dynamic, one finds Theta necessary in the conquest of MEST. Man, without Theta and without an observance of the requirements and necessities of Theta—in other words without an observance of the natural laws of Theta and the preservation of those natural laws—could not much succeed along any of the dynamics. It is not only possible but probable that there is a whole array of perceptics similar to man's perceptics to MEST back to Theta itself. Thus man could be supposed to have a line of perceptics back to Theta as we already know he has perceptics to MEST. In this wise one could consider that first there is Theta, then there is Life itself, and then there is MEST; man standing in the center between Theta and MEST as Life must of course have an observance of MEST. Man has been observing the natural laws of MEST. Now he is discovering some of the natural laws of Theta. Thus, he is a channel of conquest. It could even be supposed or named that that Theta which is in him is what has been called the human soul and that this on death withdraws, since there is probably a conservation of Theta as well as of MEST.

One can see then that here we have an interaction between Theta and MEST. MEST has a natural kickback against Theta—an involvement and a confusion with Theta—since MEST itself, however its natural laws may be, is chaos. Thus MEST can blindly and grumblingly drive the Theta out of Life; MEST then adding in a physical force to the business of living can gain, as an engram, entirely too much force within the individual and so can disturb the natural laws of MEST by substituting for them the natural laws of Theta which are based primarily upon reasonability.

We can see, through this, that whenever an individual begins to misalign himself with other dynamics, he is influenced by too much MEST which, entangled as in engrams, is mistaken by him to be Theta when it is actually the force of MEST. Hence the individual will seek to rule himself by force or handle himself by force rather than by reason. Additionally, he will seek to own and conquer his children rather than set them up as points of conquest for the future. In the group he will seek, if he is very aberrated, to consider the group itself as MEST and conquer the group, which of

course is intensely resisted by the individuals of the group since conquest of them drives them toward the dwindling spiral to death. Likewise, mankind's efforts can be disrupted whenever an individual amongst mankind is so thoroughly influenced by MEST and so enturmoiled by MEST that he considers mankind as MEST, or any group of mankind as MEST, and so conquers some portion of that group. Additionally, the conquest of MEST, as in the fifth dynamic, is primary purpose but it is also possible that MEST itself can be so entered into the individual or the group or mankind that MEST does not conquer MEST but merely produces more chaos. The conquest of MEST must be in harmony with the laws of MEST itself and can only be done with due observance to the laws of MEST. Thus MEST cannot be thrown into a more chaotic state and man expect to conquer that more chaotic state since he has rendered that more chaotic and less conquerable.

The proof of all these things is relatively simple since a simple observation of man at work, an observation of where he has failed and where he succeeds, serves to give us many examples of the relative truth of these postulates.

The use of these postulates gives man a much greater ethic, rationale and ideal. It postulates the ideal political body and postulates a future conquest of MEST far greater than has ever before been contemplated.

The individual, the child, the group, mankind and life must, each one, consider itself capable of doing what it does in the conquest of MEST. There is a parallel between the consideration and the actuality. It is within this sphere, as noted in this sentence, that we find the deepest meaning of reality. The consideration must agree with the natural laws not only of Theta but of MEST and therein we have the greatest rationale.

Authoritarianism in such a wise can be seen immediately to fail and a cooperative endeavor can be seen immediately to be susceptible to complete triumph. It is believed we have here the tools of greater greatness than man has ever before achieved.

#### **LRH TAPE LECTURES**

9-18 January 1951

5101C09	LECTURE	An Essay on Management
** 5101C18	LECTURE	Accessibility
** 5101C18	LECTURE	Accessibility (Cont.) - Hurdy Gurdy Straightwire & Haywire



## DIAGNOSIS AND REPAIR OF GROUPS

January 1951

Group repair is actually a study of the tone scale and mental equipment of the leader of a group.

A group is no more ethical than its system of ethics. Ethics are a direct measure of a position on the tone scale. A system for measuring the ethic of any individual or group could be devised from tests measuring the communication, affinity and reality factors of the individual. Likewise a system of measuring the ethic of a group could be devised from a study of its communication, affinity and reality factors.

Theta is as pure as it has truth in it. The amount of Theta in a pure state in an individual or group measures the life potential and energy of the group. We study, in Theta, not only reason and ideals, but also the dynamic—the energy and longevity—of survival. Thus when we say “amount of Theta” we could also say “amount of reason” and “abundance of energy expended toward survival.”

Ethics are distinct from morals. Ethics are the factors of survival as they reasonably and currently apply to the problem. Honesty, derivably, is the highest level of survival. Potential of survival can also be measured, in other words, in terms of the amount of truth discovered and applied to given problems and situations. Morals have only to do with habits and customs and are to a large degree reactive, not reasonable.

On the tone scale it can be seen that survival potential drops lower and lower as communication, affinity and reality drop lower and lower. Death is no affinity, no communication, no reality and no survival. As one spots a group or an individual on the tone scale he can spot exact and precise reactions of ARC for that individual. Around two, as for communications, the individual will censor communications. Around two he has overt hostility for his affinity. Around two he has challenge, interruption for his agreement. Lower, around 1.5, he deals with perversion of communications, hatred for his affinity and utter disagreement for his agreement (reality). Around 1.0 he has cut-off for communications, covert hostility for his affinity and contradiction for his agreement.

As an individual is upon the tone scale so will he inevitably handle ARC. As a group exists on a tone scale, so will it inevitably handle ARC.

Below 2.0, whatever his expressed intentions, the individual works as enTheta and enMEST and as the tone sinks to 1.0 will actually kill himself and other individuals or groups. He talks of death and emergencies. He advises powerful remedies for “potential death” situations. And although he may seem to work hard to “remedy” the situations he postulates, he will yet produce only reduced survival or death for himself, his associates or his group. He may seem to be working with the highest effectiveness, he may believe he is doing his very best and yet the end product of his endeavor will be reduced survival or death.

Napoleon used to choose his generals on the basis of all their qualifications and one final factor, “Is he *lucky*?” We are possibly looking at the anatomy of luck when we look at an individual’s position on the tone scale. Theta will attract MEST to it. And what do we mean by luck except an x factor by which an individual or group obtains MEST with minimal effort. An investigation, not yet made, might demonstrate that even in gambling a man’s luckiness could be forecast by his psychometry. As the accident prone collects accidents, so does the 2.0 and below individual collect bad luck. Those things with which he associates break or become involved as to ownership.

His friends seem to melt away. “Life goes against him.” A group, situated below 2.0 on the tone scale, has vast trouble with its possessions and property. It seems to alienate other groups. It is not lucky or prosperous. Actually, in both cases, the suicide spiral has been entered and the actions of the life cycle tend to require that the individual or the group commit suicide. EnTheta, once in action, contagates its turbulence into other Theta and organized MEST and when enough can be generated death can take place and another cycle can be begun, a new individual, a new group.

The death of an individual or the death of an enterprise or nation follows this spiral toward suicide. The way stations are the points of action on the ARC survival tone scale. Look at the points of action for affinity on the tone scale, or for reality or for communication, and you can see how much inclined toward death for the individual or the group will be the actions of that individual or group.

Reversing the viewpoint, by spotting the position of the individual on the tone scale or by spotting the position of the group by what he or it does with ARC, one can see the survival potential of the group in terms of energy and longevity.

Thus, we could see, for instance, that an administrator favored secrecy in his dealings, that he practiced cruelty on individuals of a group but masked the cruelty under “necessity,” that he altered or suppressed every plan submitted to him—one could spot him on the tone scale at about 1.1. One could see immediately that the organization would be inclined toward death and that it would fail. Actually, the very measures he may so convincingly postulate to answer up to “emergencies” will bring failure and disaster.

The effect upon a group of any individual of that group depends upon the altitude the individual holds with the group. A person holding a command post with a group may have as much or more weight on the group than the combined members of the group unless a system is devised which gives more stature to the individual members themselves.

A group, then, alert to bring about the highest level of survival for the group, to conquer for it the maximum amount of MEST, should be alert to the position on the tone scale of the leaders of that group. The group itself can deduce the position of a leader on the tone scale by the way he handles ARC.

The highest quality leader who would bring the most to the group would handle ARC in a nearly pure state. He would work toward open and clean communication lines. He would attempt to effect the greatest affinity amongst the group and with the group. He would act only with the highest level of agreement with the group. And he would pay the strictest attention to the ethics of the group.

As we have both terror and fear at the same point on the tone scale, we can see that there is a difference of intensity for any point on that scale. This is like the question of pitch and volume in music. The point on the scale would compare to pitch. The volume of the note would compare to the amount of Theta energy or enTheta energy present at that point. Thus, a group must also be alert for the energy of an administrator—in other words, his dynamic potential in terms of volume. A group could have a very high Theta leader who was high in tone scale point only but who had no volume of energy to offer. Searching for energy volume a group may often mistake MEST force for Theta power in a man. True a man who can become very energetically high Theta can, during moments of turbulence, become large volume enTheta, but his volume will only direct at enTheta, not Theta. There is another characteristic of personality, like “quality” in music, which has to do with the caliber or workability of the reasoning of the leader. High Theta and high volume of energy and high quality of reason combine into excellent leadership.

That group which values its survival as a group at all would do well to learn group-necessity-value and how to express it. The group can bring all pressure toward any leader or sub-leader to effect the highest ARC possible. Then each member of the group can perform his duties in the most efficient and prideful manner possible. And each group member should act to maintain high ARC in the internal organization. This can raise group tone to a point where group tone raises individual tone and the climbing survival level complements itself interactively. A volume of energy at a high tone level, once attained, operates with a kind of velocity. Given so much impetus it thereafter maintains itself and begins to gather more volume and higher tone as an automatic action. Like the ram jet which, at the speed of sound has attained almost perpetual motion and constant speed, so can a group, by artificially attaining necessity level, begin an automatic, self-supporting rise in the group volume and tone. This point is very high but is worth striving for since an individual in such a group soars up the tone scale as a direct result.

L. RON HUBBARD

## THE CREDO OF A TRUE GROUP MEMBER

January 1951

1. The successful participant of a group is that participant who closely approximates in his own activities the ideal, ethic and rationale of the overall group.
2. The responsibility of the individual for the group as a whole should not be less than the responsibility of the group for the individual.
3. The group member has, as part of his responsibility, the smooth operation of the entire group.
4. A group member must exert and insist upon his rights and prerogatives as a group member and insist upon the rights and prerogatives of the group as a group and let not these rights be diminished in any way or degree for any excuse or claimed expeditiousness.
5. The member of a true group must exert and practice his right to contribute to the group. And he must insist upon the right of the group to contribute to him. He should recognize that a myriad of group failures will result when either of these contributions is denied as a right. (A welfare state being that state in which the member is not permitted to contribute to the state but must take contribution from the state.)
6. Enturbulence of the affairs of the group by sudden shifts of plans unjustified by circumstances, breakdown of recognized channels or cessation of useful operations in a group must be refused and blocked by the member of a group. He should take care not to enturbulate a manager and thus lower ARC.
7. Failure in planning or failure to recognize goals must be corrected by the group member for the group by calling the matter to conference or acting upon his own initiative.
8. A group member must coordinate his initiative with the goals and rationale of the entire group and with other individual members, well publishing his activities and intentions so that all conflicts may be brought forth in advance.
9. A group member must insist upon his right to have initiative.
10. A group member must study and understand and work with the goals, rationale and executions of the group.
11. A group member must work toward becoming as expert as possible in his specialized technology and skill in the group and must assist other individuals of the group to an understanding of that technology and skill and its place in the organizational necessities of the group.
12. A group member should have a working knowledge of all technologies and skills in the group in order to understand them and their place in the organizational necessities of the group.
13. On the group member depends the height of the ARC of the group. He must insist upon high level communication lines and clarity in affinity and reality and know the consequence of not having such conditions. **AND HE MUST WORK CONTINUALLY AND ACTIVELY TO MAINTAIN HIGH ARC IN THE ORGANIZATION.**

14. A group member has the right of pride in his tasks and a right of judgment and handling in those tasks.

15. A group member must recognize that he is himself a manager of some section of the group and/or its tasks and that he himself must have both the knowledge and right of management in that sphere for which he is responsible.

16. The group member should not permit laws to be passed which limit or proscribe the activities of all the members of the group because of the failure of some of the members of the group.

17. The group member should insist on flexible planning and unerring execution of plans.

18. The performance of duty at optimum by every member of the group should be understood by the group member to be the best safeguard of his own and the group survival. It is the pertinent business of any member of the group that optimum performance be achieved by any other member of the group whether chain of command or similarity of activity sphere warrants such supervision or not.

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## THE CREDO OF A GOOD AND SKILLED MANAGER

January 1951

To be effective and successful a manager must:

1. Understand as fully as possible the goals and aims of the group he manages. He must be able to see and embrace the *ideal* attainment of the goal as envisioned by a goal maker. He must be able to tolerate and better the *practical* attainments and advances of which his group and its members may be capable. He must strive to narrow, always, the ever existing gulf between the *ideal* and the *practical*.

2. He must realize that a primary mission is the full and honest interpretation by himself of the ideal and ethic and their goals and aims to his subordinates and the group itself. He must lead creatively and persuasively toward these goals his subordinates, the group itself and the individuals of the group.

3. He must embrace the organization and act solely for the entire organization and never form or favor cliques. His judgment of individuals of the group should be solely in the light of their worth to the entire group.

4. He must never falter in sacrificing individuals to the good of the group both in planning and execution and in his justice.

5. He must protect all established communication lines and complement them where necessary.

6. He must protect all affinity in his charge and have himself an affinity for the group itself.

7. He must attain always to the highest creative reality.

8. His planning must accomplish, in the light of goals and aims, the activity of the entire group. He must never let organizations grow and sprawl but, learning by pilots, must keep organizational planning fresh and flexible.

9. He must recognize in himself the rationale of the group and receive and evaluate the data out of which he makes his solutions with the highest attention to the truth of that data.

10. He must constitute himself on the orders of service to the group.

11. He must permit himself to be served well as to his individual requirements, practicing an economy of his own efforts and enjoying certain comforts to the wealth of keeping high his rationale.

12. He should require of his subordinates that they relay into their own spheres of management the whole and entire of his true feelings and the reasons for his decisions as clearly as they can be relayed and expanded and interpreted only for the greater understanding of the individuals governed by those subordinates.

13. He must never permit himself to pervert or mask any portion of the ideal and ethic on which the group operates nor must he permit the ideal and ethic to grow old and outmoded and unworkable. He must never permit his planning to be perverted or censored by subordinates. He must never permit the ideal and ethic of the group's individual members to deteriorate, using always reason to interrupt such a deterioration.

14. He must have faith in the goals, faith in himself and faith in the group.

15. He must lead by demonstrating always creative and constructive sub-goals.  
He must not drive by threat and fear.

16. He must realize that every individual in the group is engaged in some degree in the managing of other men, life and MEST and that a liberty of management within this code should be allowed to every such sub-manager.

Thus conducting himself a manager can win empire for his group, whatever that empire may be.

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## **The Theory of Affinity, Reality and Communication**

*From Lectures By*  
**L. Ron Hubbard**

These three words: Affinity, Reality and Communication, do not seem on the surface to have much to do with each other. A little thought will discover that your Affinity with another person will have something to do with your ability to Communicate with him, but how these two are related to Reality is not so easily seen. As a matter of fact, these three words have an extremely close and interesting relationship.

### AFFINITY

The term "affinity" as it is used in Dianetics is fairly close in meaning to the word *like*. However, affinity is a two-way proposition. Not only do *you like* something, but you feel that it likes you. Affinity is also very much like the word *love* when *love is* used in its universal sense. It includes both *love* and *like* and is broader than both. It includes all feelings of good will and kinship.

Man would not be man without affinity. Every animal has affinity to some degree but man is capable of feeling an especially large amount. Long before he organized into cities, he had organized into tribes and clans. Before the tribes and clans there were undoubtedly packs. Man's instinctive need for affinity with his fellow human beings has long been recognized and his domestication of other animals shows that this affinity extends also to other species. One could have guessed that the race which first developed affinity to its highest degree would become the dominant race on any planet and this has been borne out. Although the kind of affinity enjoyed by the insect world can be shown to be an entirely different type of affinity (since it is not based on the individual remaining an individual and having affinity for another individual), nevertheless, this pseudo-affinity has made the insect world a dangerous rival for planet supremacy. The dangers of broken affinity have long been recognized by students of the human mind.

A child is full of affinity. Not only does he have affinity for his father, mother, brothers and sisters and his playmates, but for his dogs, his cats and stray dogs that happen to come around. But affinity goes even beyond this. You can have a feeling of affinity for objects: "I love the way the grain stands out in that wood." There is a feeling of oneness with the earth, blue skies, rain, mill ponds, cartwheels and bullfrogs which is affinity.

Affinity is never identification, nor does it go quite so far as empathy. You remain very much yourself when you have affinity for something but you also feel the essence of the thing for which you have affinity. You remain yourself and, yet, you draw closer to the object for which you have affinity. It is not a binding quality. There are no strings attached when affinity is given. To the receiver it carries no duties and no responsibilities. It is pure, easy and natural and flows out from you as easily as sunlight flows from the sun.



Affinity begets affinity. A person who is filled with the quality will automatically find people anywhere near him also beginning to be filled with affinity. It is a calming, warming, heartening influence on all who are capable of receiving and giving it.

## COMMUNICATION

“For all who are capable of receiving and giving it” indicates quite clearly that the use of affinity (and affinity ceases to exist unless it is used) is dependent on the ability to communicate.

Communication has been equally important in the development of the race. A man’s impact on the world has been directly proportionate to his development of a means of communication. Communication in its broadest sense, of course, includes all the ways in which a person or thing becomes aware of or becomes aware to, another person or thing. Man’s unusual ability to communicate in a number of different ways is largely responsible for the growth of his intelligence and the growth of his civilization.

In the main, however, communication in man divides itself into two large groups. Language forms such an important part of the communication lines between people that it deserves a special consideration and a classification all its own. All other forms of communication are in another class. Perhaps in the future, other forms of communication will be developed which are superior to spoken or written language per se, but until these tools have developed a great deal more objective accuracy than they are at present capable of obtaining, language will remain the chief tool of communication.

Music is a very fine means of communication which can bypass the use of words completely. Music, however, is limited in its communication to broad implications rather than to exact facts. Of course if you speak of emotional states as fact, then music could be considered an exact form of communication; but an entire symphony might be built around the idea of trying to communicate the fact that a typewriter was moved from a chair to a desk. This is admittedly not efficient communication at this level of abstraction. On the other hand, music can successfully describe, in one small turn of one phrase, an emotional state which might fill two volumes with large and mellifluous psychological speech.

Before the development of language, man communicated quite readily and successfully by means of signs, gestures, imitation and pure identity of perceptive imagery. Perhaps in the future, methods of transmitting states of being will become sufficiently advanced so that the objective considerations of matter, energy, space and time (MEST in Dianetics) may be also transmitted in the same way that emotional states are now transmitted by music.

At the moment, however, language remains our most useful tool of communication. It is notable that the great men of history have almost unanimously been particularly adept at communication. A very large percentage of these men have used language as their primary means of communication, but some have used music, and some have used the other less exact methods of transmitting affinity and of having force with other men. Quite recently, the development of mathematics has placed an extremely flexible and useful language in the hands of a few people. The work of the late Count Korzybski has pointed out with great distinctness the advantages which the language of mathematics has given to scientists of the physical universe. Rationality, *in their special field*, is very high among physicists and chemists who do a great deal of their thinking in terms of the rational language of mathematics.

Starting with affinity with each other and working by means of communication with each other, mankind has gradually changed and tamed the world in which he lived. Order is slowly being evolved out of disorder and, once the hurdle of irrationality is crossed, man will reach out for other worlds. With affinity and through communication, man is remaking the world.

## REALITY

Most people are unaware of how much man really does make his own world. It is surprising how much reality is dependent on an agreement between individuals that an object or an idea exists.

Take the case of a person who has been hypnotized and has been told that there is a chair in the center of the room. This, in effect, is an agreement entered into between the hypnotist and the person who is hypnotized that there *is* a chair in the center of the room. The person who is hypnotized is temporarily cut off from the rest of mankind and finds that his only communication and his only affinity, for the duration of the hypnosis, is with a hypnotic operator. So that when this person goes into the center of the room, he can feel the chair, sit on the chair, stumble over the chair, or even bum the chair up with a match. For him, the chair in the center of the room really exists. To the hypnotic operator who is still in communication and agreement with the rest of mankind, or at least a portion of it, the spectacle of someone who believes a chair to be in the middle of the room when obviously no chair is there may be very ludicrous. Yet it may be possible that the chairs which to everyone else in the room seem to be sitting around the walls may be there only because everyone else agrees that they are there.

A group of men who were isolated on a South Pacific island during the last war developed a curious (and, at times, hilarious) pastime which involved a little, brown, imaginary dog. The company commander, in particular, was always bumping into this dog, sitting down on this dog, or in some other way giving some private an opportunity to say, "Oh, please sir, don't hurt the mascot!" This game suddenly came to an abrupt halt. *Someone had actually seen the dog and everybody got scared!*

This little, brown dog probably had only a very, very tiny amount of reality. There is a strong conviction in the mind of humanity that you cannot produce little, brown dogs by agreeing that they exist. For this reason, the men in this company were probably right in judging the men who saw the dog as almost psychotic, rather than believing that the dog actually existed. In other words, there was not, in this case, a truly genuine agreement that the dog existed. Nevertheless, it could not be proved completely that the dog did *not* exist. One man became convinced of this for one moment, and the sense of reality of the entire group was jolted because one of its members suddenly agreed internally on a reality which the other members of the group had helped to create but did not, basically, agree upon. For one moment this man had a different reality, and the others in the group felt responsible.

But what are psychotic people except those who have a different reality from the agreed-upon reality? It would be interesting to observe what would happen if a large number of psychotics with similar psychoses were allowed to create a little world of their own. If they could remain completely isolated from the rest of humanity for a considerable length of time, it is not inconceivable that they would begin to agree in some respects on their reality and would actually create a different system of reality from the one which has been developed by the rest of mankind.

For an individual, reality can only consist of his interpretation of the sensory perceptions he receives. The comparative unreliability of this data is clearly shown by the varying reports always received in the description of, say, an automobile accident. People who have studied this phenomenon report that there is an amazing degree of difference in the description given of the same scene by different observers. In other words, the reality of this situation differed in details for each of the observers. As a matter of fact, there is a wide area of agreement, extremely wide, the common agreement of mankind. This is the earth. We are men. The automobiles are automobiles. They are propelled by the explosion of certain chemicals. The air is the air. The sun is in the sky. (Common agreement now has it around 93 million miles away. Whether it was really that far away before people found that it was true, is open to question.) There is usually an agreement that a wreck happened. Beyond this basic area of agreement there are differing interpretations of reality.

But take any one of the points just mentioned and carry your inquiry into this point deep enough and you will find a point at which agreement ceases.

"The air is the air." All mankind agrees.

"Air is composed only of certain chemical agents."

"Not so," says the Australian bushman, "air is one single thing, earth is another single thing."

“No! There is also the spirit of life in the air,” says the member of an oriental religion.

When the point of disagreement is reached, reality is weaker. Press the point of the composition of air and its effect on the human being and the large group disagreements will break into smaller and smaller groups. Reality becomes more and more tenuous. Eventually disagreement will be discovered among *individuals* and at that point, reality is almost nonexistent.

There may be somewhere, some ultimate sort of reality which would exist without communication and affinity among men. Whether this ultimate reality would exist for any one man is highly debatable. It is certain, however, that this ultimate sort of reality, at the present moment at least, is unknowable to man as he is so constituted. Functionally, then, it could be said that reality consists of a common area of agreement which has been communicated by the persons in whom there is affinity. This is a long way from saying that reality exists in your mind and that you have complete control of whatever reality exists. The amount of reality which mankind has built up for itself is truly amazing. The amount of reality which exists for other species must be considerably less. Among them, there is a considerable degree of difference between the amount of reality possessed by individuals.

Consider the nuclear physicists. For several hundred years now, the basic notions of the atom have been gaining in reality to larger and larger numbers of people. The notions which only one or two of the Greeks had in the time of the Golden Age of Greece were held by millions and millions of people by 1945. Hundreds of thousands of people had much more exact ideas of what an atom was and how it behaved than would have been possible for any man prior to 1800. To these hundreds of thousands of people, the atom contained more reality, it was more real to them, than to the other millions who had only a vague idea that atoms were the basic building blocks of the universe. Tens of thousands of people were aware of the possibility of turning the atomic structure into energy. For these tens of thousands, the atom was even more real. Indeed, they were not too surprised when energy was actually released from an atom. The performance of that job was done primarily by a few hundred people to whom the atom was very real indeed.

There are still many millions of people all over the world who would argue bitterly that nothing which they could not see, touch, feel, taste or smell could possibly exist. This in spite of the otherwise agreed-upon reality that, by manipulating certain changes which could not be seen, touched, felt, tasted or smelled, certain men caused reactions which could definitely be seen, heard and felt if they were not too close to be killed by the violence of the perceptic situation.

It is obvious that for different classes of people in the world today, the atom has different degrees of reality. For centuries the philosophers and scientists of mankind have been attempting to go back of this obvious fact and find the ultimate sort of reality which may be causing whatever varying reactions people had to the universe around them. This attempt to track down ultimates is a wild logjam which can waste and has wasted more hours of thought and effort than any other snag which has ever caught the human mind. For all practical purposes, reality consists of your perception of it and your perception of reality consists, to a large extent, of what you can communicate with other people. Your communication with other people depends to a large extent, on your affinity for them. Your affinity for people is determined largely by your understanding of the person and your agreement with him about reality. The three-way interrelationship between affinity, reality and communication not only underlies all that is done in Dianetics but explains many things about life, itself. In Dianetics, the abbreviation ARC (pronounced A—R—C rather than *arc*) is one of the most useful terms yet devised.

#### ARC DOWN

Since each of these three aspects of existence is dependent on the other two, anything which affects one of these will also similarly affect the others. It is very

difficult to suffer a reversal of affinity without also suffering a blockage of communication and a consequent deterioration of reality.

Consider a lovers' quarrel: One of the pair offers affinity in a certain way to the other. This affinity is either reversed or not acknowledged. The first lover feels insulted and begins to break off communication. The second lover, not understanding this break-off, also feels insulted and makes the break in communication even wider. The area of agreement between the two inevitably diminishes and the reality of their relationship begins to go down. Since they no longer agree on reality, there is less possibility of affinity between them and the downward spiral goes on. The only way of reversing the spiral is through raising of the necessity level of the individual, by the intervention of some outside agency which will force them to agree or communicate, or by dianetic processing. Unless one of these things happens, eventually all of the reality of the relationship which had grown up between this pair of lovers would vanish and both of the people would be damaged in their total reality, their total ability to communicate, their total capacity for affinity.

This downward spiral can be started not only at the point of affinity, but at any other point on the triangle. Many a soldier in the last war can testify that the breaks of communication between himself and his family occasioned by his enforced absence caused a definite diminishing of affinity with people for whom affinity lines had been very strong. This break of communication lines was the frequent cause for a serious diminishing of reality for the soldier and only sharply raised necessity level kept the situation from spiraling downward rapidly.

A denial of reality is one of the quickest ways to cause a person to become insane. Imagine your own feelings if you were to walk into your office in the morning and find that your desk was removed only to have your secretary, your boss, a receptionist, the president of the company and finally a psychiatrist inform you quite bluntly that the desk was actually there. This is a denial of reality in a way that should not seem to affect you personally but only two possible conclusions would be open to you: either you are crazy or they are crazy. There would be alternatives in between, such as "They are playing a trick on me," but this would probably be called paranoia and the result would be the same. One of the first reactions you might have to a situation of this type would be that you were quite angry at the people who kept insisting your desk was there. If they continued to resist it was there and you decided it was hopeless to convince them otherwise, you might become quite apathetic. You would undoubtedly break off communication with these people and the vicious spiral would have been started again.

## ARC UP

Fortunately the spiral works both ways. Anything which will raise the level of affinity will also increase the ability to communicate and add to the perception of reality.

Falling in love is a good example of the raising of the ability to communicate and of a heightened sense of reality occasioned by a sudden increase in affinity. If it has happened to you, you will remember the wonderful smell of the air, the feeling of affection for the good solid ground, the way in which the stars seemed to shine brighter and the sudden new ability in expressing yourself.

If you have ever been alone, and in a dwindling spiral, only to have the telephone ring and the voice of a friend come across, you will have experienced the halting of a downward spiral through a lift in communication. This is particularly true if the friend happens to be a person with whom you converse easily and who seems to understand the communication which you try to give him. After such an experience, you are probably aware of a great deal more interest in the things around you (reality) and the increase of the feelings of affinity within you.

A troopship was slowly approaching the Golden Gate Bridge filled with troops who had been overseas for several months. As the ship slowly approached the bridge, all on board grew very quiet until at last no one was talking at all. Suddenly, as though

by prearranged signal, just as the prow of the ship cleared the bridge, the men in the front of the ship broke into a tremendous cheer which carried on down the length of the ship as she went under the bridge. Suddenly everyone was talking to everyone excitedly. Men who scarcely knew each other were pounding each other on the back as though they were brothers. America regained some of its reality for these men and communication and affinity suddenly went up. Fast!

Unfortunately, the spontaneous incidents which cause affinity, reality and communication to increase are not as common as the incidents which break affinity, reality and communication. In the case of a large break of affinity, dianetic processing is the surest and most efficient means of halting the downward spiral.

## PROCESSING AND ARC

Returning to a moment when an ARC break occurred will bring back to a preclear the full effect of this break and will allow him to compute the effect which this break has had upon him. Once the analytical mind grasps the fact that this break has acted as a survival depressant and the incident has been recounted a sufficient number of times, it loses its force and the lock will have no further effect on the individual. The finding and reducing of ARC breaks is even more important to persons who are badly occluded or who are near a psychotic break than it is for the average individual. The reducing of the locks occasioned by ARC breaks is the quickest possible way to raise the tone level of a preclear and thus to procure the energy by which further processing may be made more efficient and fruitful.

The techniques for running locks which have already been outlined in the Handbook\* and in previous issues of the *Bulletin* are quite sufficient for the reducing of ARC locks. However, there has come into being a fairly extensive technology which concerns itself primarily with the quick reduction of ARC locks. These techniques will be fully outlined in the forthcoming publication: *Dianetics: The Science of Survival; Simplified, Faster Techniques of Dianetic Processing*. Articles concerned with these techniques will appear from time to time in *The Dianetic Auditor's Bulletin*.

[\* *Dianetics: The Modern Science of Mental Health* by L. Ron Hubbard.]

## RADIO BROADCASTS

7—15 February 1951

Beginning in December 1950, L. Ron Hubbard gave a series of fifteen-minute lectures over 126 radio stations. On the West Coast of America they were broadcast daily, Monday through Friday, at 10:15 a.m.

These lectures were recorded on phonograph discs and were distributed to radio stations by Progressive Broadcasting Co.

Seven of the lectures given in February 1951 are listed below:

5102C07 R/BRCST	Group Dianetics—how to straighten out a group— the group and the individual
5102C08 R/BRCST	Dianetics—its ability to handle community's, individual's and nation's problems
5102C09 R/BRCST	Valence—Straight Memory
5102C12 R/BRCST	Valence—Grief and Valence
5102C13 R/BRCST	Husbands and Wives (etc.) Auditing Each Other
5102C14 R/BRCST	Communication Breaks: Seeing, Hearing, Speaking, Etc.
5102C15 R/BRCST	Tone Scale of Individuals and Nations

Official Publication of  
The Hubbard Dianetic Research Foundation, Inc.  
Elizabeth, New Jersey

## The Problem of Sedation

*From a Lecture By*  
**L. Ron Hubbard**

The first and most important thing which can be said about processing a person who is under sedation is: DON'T.

At first glance that seems to be an easy rule to follow, even though the reason for following it might not be so evident. Actually, however, a constant awareness of the possibility that your preclear might be taking light dosages of a sedative or a hypnotic is necessary if you wish to avoid the ill effects which might occur as a result of processing under sedation.

Processing should never be attempted until you have thoroughly checked with your preclear on the question of what drugs, if any, he has taken during the past week. The inquiry should not be general and routine. Many persons have become so accustomed to their daily dosage of sleeping pills or pain-killers that they do not consider their little pills as drugs.

Indeed, the prevalence of drugs in our present society is amazing to a person who has not become concerned with the problem. Luminal, nembutal, phenobarbital, et al are often treated as though they were a panacea for all ills. Too often the attitude has been: "Well, if I can't find the cause of the pain, at least I'll deaden it." In the case of a mental ill, the sentence would have to read: "Well, if he can't be made rational, at least he can be made quiet." Unfortunately, it is not recognized that a person whose pain has been deadened by a sedative, has *himself* been deadened by the same drug, and is much nearer the ultimate pain of death. It should have been obvious, but apparently has not been so, that the quietest people in the world are dead.

Aside from checking verbally with your preclear or with people who have been associated with him, the easiest method of obtaining evidence of the use of drugs is by watching the action of your preclear's eyes. Any unusual dilation or contraction of the pupil is an indication that drugs may be in the preclear's system, and a thorough investigation should be made before any processing is begun.

The suggestion that you need to investigate further into the possibility of drugs even though your preclear gives a negative answer to direct questioning is meant not only to guard against the general tendency to falsify the facts about sedatives or hypnotics, but to point out that drugs are sometimes not considered drugs, and that in some cases the preclear will be taking a sedative or a hypnotic without realizing he is doing so. This is, of course, especially applicable when dealing with a person who has recently been institutionalized. Indeed, in dealing with such a person, or with one who is still under treatment, you will often find that he has been given so much sedative that only a little more would bring him to the point of trance which is used in narcosynthesis.

It has generally been forgotten that the trance state used in narcosynthesis can be induced by simply adding to some of the drugs commonly used in sedation. The trance of narcosynthesis and the drugged state of sedation are not two different conditions, but merely two points on a spectrum. The administration of any sedative or hypnotic starts a person into this spectrum and breaks to some extent his communication with

his environment. This trance, whether light or heavy, is a step away from the ultimate goal of alleviating the cause of the disorder. Not only does it render a person temporarily inaccessible for processing, but because anaten is present it also creates a secondary engram of varying intensity, depending on the amount of sedation given. This type of engram, created (as it often is) in the midst of the turmoil and confusion usually associated with conditions of such a nature that sedatives have to be given, can be very aberrative.

### WHEN TO BEGIN PROCESSING

For most sedatives or hypnotics, in average dosages, a three-day waiting period will be enough to bring the preclear back close enough to his current best state of awareness to begin processing. This is not true for all drugs. Demerol, for instance, seems to have some effect on processing for almost a month after the last dose is taken, if there has been a strong addiction to it.

If your preclear has been taking a sedative or a hypnotic, find out from his physician how long *any* effect from the drug would be noticeable, add two days to his answer, and then give your preclear a short run. If you contact material easily, but this material does not reduce or erase, wait a couple of days longer. When the reduction of engrams or locks seems to be normal for your preclear, begin processing. *Be sure to run as locks all sessions where reduction did not occur.*

### WHAT MAY HAPPEN—AN ANALOGY

The whole field of research in the effect of chemicals on processing has scarcely been scratched. It is a field that has enormous possibilities, and is one of the main roads that will lead eventually to a physiological understanding of what has been observed in Dianetics. At the moment, however, our knowledge of this field is strictly limited, and it is possible to say only that the mind seems to work in a certain way. The analogy which best explains the observed action of sedatives and hypnotics is an electronic one.

Sedation seems to have the temporary effect of allowing the individual memories of a person to differentiate from each other. The analytical mind possesses some way of distinguishing between past events, and between abstractions made from these events—roses are red, a horse is a certain kind of animal, a church is a certain kind of building. Some type of insulation is present which keeps the charges containing the impulses which cause these ideas separated in the brain. Sedation seems to strengthen, temporarily, this insulation between the memories of different events in the mind.

A reactive mind is, of course, all the memories soldered together. If Mr. Jones thinks of a horse he will connect this horse with other horses, other events, other facts in his mind. If the horse memories are soldered into engrams which are connected with other engrams which have church memories in them, a horse will equal a church for Mr. Jones. If Jones is an average person he will, when not anaten, merely have a vague feeling that somehow horses seem to belong with churches—old country church with horses hitched outside, etc. If he is near-psychotic, or if this chain of engrams is in violent restimulation, there will be a compulsion to think of horses and churches as being equal to each other, and he will resent any implication that this is not true. If poor Jones is psychotic, he might insist on stabling his horse in the church.

The action here is that the charge contained in the engrams was so great that the insulation which would normally exist between the ideas and the words “horse” and “church” has been blown through and burned out. What is an engram but a series of perceptics, shorted out and interconnected completely, soldered in by pain?

So we administer some drug or some herb which restores the effectiveness of the insulation in Mr. Jones’ mind. All of a sudden the memories will stand apart a trifle and you then have a .person who is able to differentiate (slightly) between a horse and a church. So far, this sounds like a good thing, but let’s follow it further.

Now, since Mr. Jones is under the influence of the drug which acts as an insulator stiffener, he gives the appearance of some amount of rationality. We can talk to him and he will agree, rationally, that roses are red. He responds very well to this. He can think about it. He's in good condition. But let the effect of this drug wear off for any reason.

A horse is a church as roses are red. A horse with red roses is a church. A rose church equals a red horse. A rose horse means a church is red, or read. A horse rose up in the church and read. Mr. Jones will swear to it. The engrams say so.

The same identifications are made *plus* all the factors encountered under sedation. Everything is undifferentiated again. And a new engram has been added to Mr. Jones' repertoire. And this is a permanent addition. The engram will not key out again until properly processed.

Ordinarily, if you restimulate an engram which refuses to reduce or erase, it will not stay in restimulation more than three to eight days. A late life engram may stay in pretty stiff restimulation for three to eight days, but at the end of this time it will key out again.

If you put a person under sedation, because you have added a drug factor to the whole thing, it does not key out in from three to eight days. It just goes on and on. Your preclear has another permanent, soldered-in computation in his mind.

## CONCLUSION

A great deal of work needs to be done to determine the exact effect of chemicals on processing. Enough has been discovered, however, to warrant a reiteration of the warnings about sedation in the Handbook.\*

As for processing a person who is under sedation, one word pretty well sums up the advice which can be garnered from the research already done in this field: DON'T.

[\* *Dianetics: The Modern Science of Mental Health* by L. Ron Hubbard.]

## WICHITA LECTURES

Wichita, Kansas  
9 April—21 May 1951

In the Spring of 1951, the Hubbard Dianetic Research Foundation moved from Elizabeth, New Jersey, to Wichita, Kansas. Wichita, being near to the geographical center of the United States, was an excellent location for the new National Headquarters of Dianetics. From here, the Foundation could more easily centralize and consolidate all the activities of Dianetics as well as offer a more comprehensive and better integrated program of courses, processing and publications.

On the evening of 21 May 1951, L. Ron Hubbard spoke for an hour and forty-five minutes to an audience which filled the lecture hall at the Wichita Foundation. This was his first major lecture in several months, as he had been engaged in completing *Science of Survival*, and he presented technological improvements and expansions and clarifications of theory. A recording of this lecture was made available to all groups and individuals in Dianetics.

- \* 5104CO9A    LECTURE    Time
- \* 5104CO9B    LECTURE    Motion
- \* 5105C21    LECTURE    Introduction to *Science of Survival*



*Official Publication of*  
The Hubbard Dianetic Foundation, Inc.  
Wichita, Kansas

## Lock Scanning

*From Lectures By*  
**L. Ron Hubbard**

During the work of developing the theories and techniques of Dianetics, many techniques were used which later had to be discarded. Some of them, such as the use of hypnotism, were found not to be useful at all, except in highly unusual instances. Instead, as the techniques progressed, some of the earlier experiments had to be run out as engrams and locks and this was the case with all attempts at working with hypnotism. As new data accumulated during the years, new techniques would be built and then discarded.

One of the techniques used about 1948 was finally discarded before the publication of *DIANETICS: The Modern Science of Mental Health*. After a phrase was erased in the basic area, the preclear would be asked to move rapidly forward to present time, contacting all incidents containing this phrase. This particular technique, utilizing a function of the mind we now call *scanning*, was discarded with extreme reluctance because, used in this way, it was very effective. It did not, however, do a complete, clean job and the reduction achieved in this manner did not seem to be permanent. In some instances it produced restimulation which had to be repaired by slower methods. It was not altogether safe. In the search for a technique that would be both effective and safe, this particular line had to be dropped.

Since the publication of the Handbook, however, several people have come across the phenomenon of scanning and have experimented with this technique with approximately the same results which were achieved back in 1948. Scanning through basic area engrams and the locks which lie on top of these engrams is one of the fastest ways yet devised of destimulating a case. Unfortunately, scanning in the prenatal area does not produce a clean erasure. It leaves bits of engrams lying around, and because it does not erase cleanly the engrams scanned from a case may be restimulated. The scanning of basic area engrams can be very dangerous, and should be avoided at all costs.

### THE MECHANISM OF SCANNING

The process of scanning is somewhere between remembering and returning. It can be done either with eyes open or eyes closed, although better results are usually achieved with closing the eyes. It is accomplished by a narrowing of the selector mechanism of the mind to a class of data but not to the point of a specific incident which contains specific data. Remembering, of course, covers the wide range of all events connected in any way to the thing which you are remembering. Returning always ties the attention down to one particular incident and the perceptics of this incident are recorded chronologically. Scanning is halfway between the two. Things are not remembered in generalities as in memory, nor chronologically within a single event as in return, but rather by a class of events with the particular section of the event in which the required data appears being foremost in the mind. In scanning, events appear in order of their occurrence but only those parts of the events which are catalogued together by virtue of similar perceptics or similar meaning. The rest of the incident lies dormant and any charge it contains is not dissipated. Only the part of each event which applies to the subject comes into the analytical mind during scanning.

While this explanation of scanning may appear to be rather complicated, the actual process is a simple one to induce and can be achieved quite easily by any person who is at all familiar with the principles of Dianetics. The technique, however, could not be used so long as it contained the elements of mischance which I had noted upon my first contact with the phenomenon. Despite the obvious usefulness which would result if it could be rid of the element of danger for the preclear, it had to be discarded because in the hands of an inexperienced auditor scanning in the prenatal area can be extremely dangerous.

Recent work, however, has shown that if the division between locks and engrams is carefully observed, the scanning phenomenon can be used to achieve a reasonable amount of destimulation in a short space of time with no real danger of restimulation. With the single, strong admonition that **THE AUDITOR IS NOT TO ALLOW THE PRECLEAR TO ENTER INTO ANY MOMENTS WHICH CONTAIN PHYSICAL PAIN**, it was found that scanning could be employed on almost any number of subjects with very good results in the well-being of the preclear and in the progress of his case.

### THE TECHNIQUE

The technique begins with explaining to the preclear that it is possible to contact events one after the other in rapid succession when they have some common subject matter or some common perceptic. Explain that this process usually begins with the first time or at least an early time and comes quickly up to present time. Then issue the one admonition that the preclear is not to enter any moments which contain physical pain and is to report to the auditor any time he appears to be contacting an incident which contains a particularly large amount of tension. Then, as a trial, ask the preclear to remember the first time he ever tasted watermelon (or some similar pleasant occurrence).

Do not let your preclear return too well to this first incident, especially if he returns easily and with full perceptics. A good memory of the event with the beginnings of a few direct perceptics is the desirable amount of contact. When a nice balance between memory and return has been achieved, ask your preclear to scan rapidly all incidents when he tasted watermelon. In all except very badly occluded cases, the preclear will respond readily and easily to this trial run. Then go back to the beginning of this chain of incidents and run through again, experimenting with the different possible speeds of scanning.

### SCANNING SPEEDS

There are four main scanning speeds which are, of course, on a spectrum with gradations in between and much flexibility.

The first and slowest speed is *vocal rate*. At this speed a long chain of incidents will take a considerable length of time to run through since you ask the preclear to contact any phrases which are charged (or are aberrative) and to go over these phrases, speaking them as he contacts them. This is, in reality, a very quick and effective way of clearing out locks. At this rate, some of the locks contacted may be quite heavy and must be noted by the auditor and returned to and cleaned out before the end of the session. Sometimes the preclear will seem to want to remain in a particular lock until it has been blown. This may be due to a particularly heavy charge on the incident, or it may be the action of a holder. Holders are particularly important in scanning and an auditor should be on the alert for them and should utilize his opportunities to find and reduce them. In any case, the auditor would be wise to follow the preclear's desires, if he wishes to pay special attention to an incident or a particular phrase in an incident.

Some chains take as long as thirty-five to forty-five minutes to scan at vocal rate but some may go in as little as two or three minutes.

The second rate of speed is *non-vocal*, which is slightly faster. At this rate, the preclear's contact with each incident is sufficient to allow him to receive an impression of all the aberrative phrases used in each incident but he does not take the required

amount of time to speak each phrase as he contacts it. The principle feature of non-vocal rate is that the actual words of each incident are contacted by the analytical mind but may come into the analytical mind at a speed too great to be vocalized. The non-vocal running time for a chain of locks may be from about one-third to two-thirds the time for the same chain run at vocal rate.

At non-vocal rate, there appear tremendous differences in the actual job of auditing. The auditor simply sits patiently observing any play of expression in the preclear and watching for any indication that the preclear might be stopped at some point or other, might be contacting an emotional moment which needs to be explored, or might be reacting to an action phrase which needs to be reduced. In the main, however, the job of the auditor is to sit and watch while the preclear runs through the chain of locks and then to direct the preclear back to the beginning of the chain to go over it again. This is also true for the faster rates of scanning. For this reason it is almost always a good practice to have at least one scanning at vocal rate.

The third rate of scanning is *accelerated*. Accelerated rate is approximately five times the speed of vocal rate. Contact with events at accelerated rate allows enough time in each event to identify the event as to content or meaning and that's about all. It is almost as though the mind skimmed over all events in a certain classification, took one quick look and pushed the event back into the files again.

The fourth rate of speed appears mysterious to an auditor or an observer. Only the preclear really knows whether anything is happening at *maximum* rate of scanning. If the preclear's visio is good, he may get a flicker of many still pictures that merge and blend into each other and change so rapidly that they can hardly be identified. If he has good kinesthetic recall, he may simply make a few convulsive movements and then have run completely through the chain of locks at maximum rate. Maximum rate simply means as fast as you can go.

These rates of scanning are, of course, suggestions only, but most people seem to react well when the spectrum of scanning rates is divided up in this manner for them.

## BASIC USE OF LOCK SCANNING

After your preclear has become somewhat adept at scanning, using either pleasure moments or light lock material for practice, you can begin the serious business of deintensifying any chains of locks which are interfering with processing or are aberrative to the preclear. It is fortunate that this development came along at about the same time as the newer developments in the running of individual ARC breaks and the hurdy-gurdy\* system. Together with these developments, lock scanning can produce quick results in cases which heretofore needed to have a great deal of hard work before results would show. They at least partly solve the problems of accessibility.

Scanning out the locks from a person's bank individual by individual, or dynamic by dynamic, or subject by subject, is one of the quickest ways of obtaining a genuinely easy case. Only after a person's reactive bank has been deintensified to the point where he can remain in his own valence and where he has picked up many of his perceptics, can he be run to best advantage in the basic area. In the overall picture of clearing, it is a saving of time to have your preclear high in tone and in valence before running engrams. This statement, like all general rules, is subject to specific deviation and there are some cases which simply cannot be handled in this way, but this does seem to be a general rule and, if there is any trouble at all with accessibility, it is always a good rule to follow. Lock scanning is one of the techniques for raising your preclear's tone and destimulating his engram bank.

## SCANNING A CHAIN OF LOCKS

The usual way to approach a chain of locks is to ask your preclear to settle well into the first lock on the chain. The first time through it is generally a good practice to

[\* See *Science of Survival*, Book 2, Chapter 7, "Straight Memory," pages 77-80.]

go through at maximum rate. This will allow the auditor to gather some idea of the type of chain he is attempting to run and its length, since a little practice with any preclear will show the relationship between maximum and other rates of scanning and the auditor will then be in a position to judge how long the chain is going to take to deintensify. In addition to this, the preclear has a chance to warm up the material that is in the chain and the locks will come out cleanly and swiftly when proceeding to vocal-rate scanning. In some preclears, two or three times through at maximum rate is a good practice; in others, one. Some preclears, indeed, object to running a chain through at maximum rate until it has been pretty well deintensified by scanning at vocal or non-vocal rate. This is, of course, an individual matter and the preclear is right in whatever way he wishes to approach the subject of scanning. Usually, however, the best thing to do is to start off with at least one scan-through at maximum.

Next it is best to go through one time at vocal rate, asking for all aberrative phrases in the chain. This may be your slowest scan through the chain but it is also the scanning which produces the most deintensification. It is at this time that the auditor takes careful note of locks which need to be treated individually.

After the vocal-rate scanning, it is generally a good practice to proceed to non-vocal for one or two runs, perhaps asking for vocalization of any phrase which seems to have particular charge. At this point, if the chain has not been very heavy, it is not a bad practice to go back to maximum-rate scanning for three or four times, and if the scanning time at maximum rate has reduced to a matter of one or two seconds, the chain can, to all intents and purposes, be considered destimulated.

If the chain has been aberrative or highly charged, it is better to go through several times at accelerated rate before proceeding to maximum and checking to see how long a maximum rate run will take.

Your first run at maximum may take several minutes. If you proceed to run a light chain of locks purely at maximum rate and time the running of the chain, you will discover that the time for scanning goes up slightly and then goes down swiftly until finally a maximum-rate scanning of a long chain of events is practically instantaneous. A typical chain timed in this fashion might take one minute for the first running, one-and-a-half for the second, one-and-three-quarters for the third, and one-and-one quarter, one-half, twenty seconds, five seconds, two seconds for succeeding runs.

## REDUCTION OF LOCK CHAINS

A chain of locks can be thought of as a single engram. When thought of in this fashion it becomes apparent that the signs of reduction of an engram would also be the signs for the reduction of a chain of locks. The main thing to note is the reduction of tension within the preclear as he goes through this material. Quite often lock scanning will produce a reduction in the familiar terms of yawns, tears, lessening of somatics, etc. In addition to the signs of reduction, it is also possible to measure the reduction of a chain by the length of time in which it takes to scan. This, of course, should not be considered completely unassailable proof that the chain has been reduced, since the preclear may be simply lightening the contact which he has with the chain on each successive trip through; but, coupled with other signs of deintensification, the lessening of running time is a clue that the chain has been reduced. As in many engrams, the second, third or fourth runs through a chain of locks will reveal additional material, sometimes additional locks. Indeed, at the end of running through a particularly aberrative chain, a preclear may have made available for his analytical thinking five or ten times the number of incidents of this type that were accessible before the run. One of the most important by-products of lock scanning is that it is tremendously effective in recovering a vast amount of usable experience for the analytical mind.

## THREE SPECIAL CHAINS

In auditing a case which has already been processed for some time, the first chain which should be contacted and scanned thoroughly (on several occasions to make sure

that it is reduced well), is the chain of locks caused by previous sessions of auditing. This is a highly effective way of erasing any mistakes which a novice auditor has made in the past, and will recover any attention units lost at odd points during processing. Frequently an auditor will discover that the preclear, while in reverie, has misunderstood a comment of the auditor, and because of his close contact with the engram has been unable to evaluate properly what the auditor has been saying. This misunderstanding may have caused serious breaks in affinity, reality or communication, and scanning through all the auditing which a preclear has received is one of the quickest ways of picking up tone and of heightening the sense of well-being for any preclear.

Of especial interest to persons who have done a great deal of auditing themselves is the fact that their auditing usually forms a second chain of locks which can be scanned out in the manner described. Indeed, a steady job of auditing is quite restimulative and the technique of lock scanning is recommended most highly to a person who has done much auditing. If lock scanning on processing or auditing is done by a team of co-auditors, it is sometimes wise *not* to slow down the rate of scanning slower than the non-vocal rate since additional locks might be put on if the aberrative phrases were vocalized. This is only true in cases where there has been considerable tension about auditing or about being audited on the part of one of the members. If there is heavy charge on such incidents, however, some of this charge can be released by scanning at non-vocal, accelerated and maximum rates. After the situation has been brought up slightly in tone perhaps it will be possible to go back and release charge from individual incidents or from the chain at vocal rate.

In connection with this point let me issue a word of warning to all preclears: No auditor worth his salt as an auditor will be pleased if you do not repeat the aberrative phrases which have occurred during processing exactly as they seem to occur to you. To hint that such phrases exist or to compute as though they existed without actually blowing them as locks is ten times harder for the auditor than if you simply go right into the material and let the phrases come out as they were recorded in your reactive mind. The lock scanning mechanisms, for the first time, give a legitimate way of protecting your auditor from the full force of these locks, but even this cannot be used to dodge the issue. Once the scanning has improved the situation to the point where the auditor and preclear have resumed good processing relationships, it is important to go back and blow any specific incidents which still contain charge as single locks by standard procedure.

One other chain is of particular importance in Dianetics and will be found in most cases to contain a large amount of charge. This is the chain of invalidation of Dianetics. It can be divided up into smaller chains; such as, invalidation of Dianetics by bad publicity, invalidation of Dianetics by opposed authorities, invalidation of Dianetics by opposed relatives, invalidation of specific instances by interested parties and invalidation of Dianetics by too much fanaticism.

After having scanned these major chains of locks, it's sometimes a very good practice to ask for anything about Dianetics which still contains a charge and run out the incidents which are presented as a chain of locks.

#### ADDITIONAL USES OF LOCK SCANNING

Lock scanning can perform the usual duties of a canceller much more efficiently than any canceller ever devised. For most persons, it is more effective to go back and scan through a session of auditing than it is to use a canceller. The material which is removed from the reactive bank of an individual is, of course, highly aberrative to him. As such, the repetition of this material in present time almost invariably constitutes a light lock. For this reason, every Dianetic session should be scanned and the effect of the session reduced upon the person. This is especially true of people who have not yet started erasing material.

When a preclear may have been hypnotized in the past it is a good practice to use both a canceller and the scanning technique. Lock scanning has an obvious use for the more skilled auditor in correcting the mistakes of a poor auditor. No matter how poor

the auditing has been, a scanning of the auditing which the preclear has received will restore the original condition of acceptance of Dianetics and will allow the auditor to have a fresh start.

Of particular interest to some people is the use of lock scanning in chronological scanning through each day. This usually requires only a half hour or so even for people who are under considerable pressure and the result in the improvement of general well-being is immediately evident. Many previous students of the human mind have noted the therapeutic effect of a recheck of a day's activities before retiring. Lock scanning is the most efficient means yet devised for accomplishing this end.

### CONCLUSION

Lock scanning does not replace standard procedure. It is only an adjunct to it. It can be used as one of the steps prior to the running of engrams or it can be interspersed with the running of engrams. If auditor and preclear adhere strictly to the rule that no events containing physical pain will be entered, lock scanning is not dangerous. Innumerable combinations of lock scanning, hurdy-gurdy, straight line memory and the running of engrams are possible and the auditor who understands all of these is capable of varying his attack to meet the individual situation of his preclear. Lock scanning is a valuable addition to the tools of Dianetics.

### LRH TAPE LECTURES

Wichita, Kansas  
June 1951

5106C	LECTURE	Validation Processing
** 5106C04	LECTURE	All Possible Aberration—1
** 5106C04	LECTURE	All Possible Aberration—2

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## Preventive Dianetics

*Edited from a lecture on 30 August 1950 given by*

**L. Ron Hubbard**

Preventive Dianetics is a subject which probably, in the long run, is even more important than the general subject of processing. It is fixing people up so they don't *have* to be processed. And the way to fix them up is to catch them at conception and keep them engramless from there on out.

The entire program could hardly be put into effect overnight, but there are intermediate steps which can be taken. That is to say, we have a means of determining what steps we should take in order to cause the minimal number of accidents in the society, the minimal number of deaths because of engrams, and the minimal number of sicknesses because of engrams.

It is a very simple formula. Around a woman who is injured, who has been jolted, shocked, or who has just received news causing her great grief, say nothing! Around *any* person who has been injured or who is anaten, say nothing, not even "Sh-h-h!"

The second stage is to prevent the key-in of already acquired engrams by keeping things very calm; by not quarreling, for instance, in the vicinity of a child. If no disasters are striking in the vicinity of a child, he may have a large bank full of engrams and never for a moment suffer the consequences of any one of them. This is an almost impossible goal, but it is one which should be sought.

In addition, one should give consideration to the pulling of attention units up to present time on a necessity level. An artificial necessity level can be created by placing someone athletically in danger of his life; by, for instance, dropping him off a yardarm, 75 feet down into the sea. A person whose whole life flashes before him when he is drowning is coming up to present time. Hardly anyone is not better off for having been almost drowned, provided the drowning itself does not become an engram. Without you lay down these specifications, it immediately becomes impossible.

We are so used to an aberrated society where everyone in it has engrams, that we look at the reactivation and restimulation of engrams as the normal, average procedure. It has become a part of our educational strata that if you do so and so to a person, you get such and such results. Actually, such a generality is impossible. You will find out, in dealing with aberrees, that if you do such and so to "A" and do the same such and so to "B," you are going to get two widely different reactions. But having read the novelists on the subject, and having been indoctrinated with the educational pattern, we erroneously agree that humanity reacts in a certain way. It doesn't happen to be true.

We are educated into the belief that when someone comes in and says, "Your mother is dead," the person replies, "Boo-hoo-hoo. I loved my mother very much," and thereafter goes into a sharp decline. One could feel very sad about mother being dead and yet, if he had no basic engram, after the funeral be in excellent shape. The painful emotion engram depends upon the physical pain engram for its action; it cannot take form if there is no basic engram on which it could append.

Consider a person who has no engrams. He could have a childhood wherein practically every day contained a parental quarrel and every teacher he had in school disliked him heartily, but these things would have no lasting effect on him. He would

get some odd educational data about the world, but he would calculate how to get around it, and he would probably be a rather likeable person.

The general breakages of affinity, for instance, would be almost impossible if there were no basic engrams. The breaking down of a person's sense of reality would not happen. If an engramless person were told rather consistently by somebody, "Well, you're wrong, you know; you're not right. You just don't *know* about these things," he would give a reasonable response instead of breaking affinity and communication and reducing his reality. If he were a child receiving such communication from a parent, the end product of this would be that he would have the idea that his parent was not quite bright. Furthermore, the number of illnesses would decrease markedly.

The prevention of the engram, all by itself, would give us a brand-new society. If everybody agreed to keep his mouth shut around a person who has been injured, who is ill or has any analytical attenuation, within a matter of 35 to 40 years there would be an entirely different society. If society, by some means or other, even without knowing a thing about Dianetics, its techniques of application, would just agree that it was worse than killing a man (without knowing what it was doing to him) to say anything around a person who was unconscious, or to quarrel with or otherwise disturb a woman who was pregnant, within the course of a generation there would be a marked change for the better in the whole society.

It's an odd thing that by accident somebody didn't uncover this one. Man's history demonstrates that he has stumbled onto all manner of mechanisms by accident. It's interesting that he never set upon this as being immoral. Well, he never knew it was immoral. Things that are immoral are things which injure, actually, visibly; and the engram is an invisible thing. So he didn't know about this, and it was never considered immoral.

But we are being too hard on Man because, actually, what has Man done now? He has all of a sudden uncovered it. Don't overlook that point. Now it will probably enter into the moral structure here in the next few years. Beat your grandmother, rob banks, do anything, but for God's sake keep your mouth shut around an unconscious person.

A young girl was in the hospital for an appendectomy. (One wonders why? Her mother died of cancer of the intestines—the girl was in her mother's valence, and a situation containing grief was immediately followed by the necessity for an appendectomy.) After the operation she was running a fever, and a Dianetic auditor, a friend of the family, dropped in to visit her.

"How old are you?" he asked the girl.

"I'm nine," she answered, although her present-time age was obviously in the teens.

Her grandmother, who had attended her during the time she had had mumps, was there in the hospital, just as she had been in those past days of sickness when she had said, "Well, now, honey—I'm going away, but I'll be right back to talk to you."

So the auditor asked the girl questions about the time she had mumps. She suddenly recognized the similarity of her present illness to the feeling she had had during mumps, and came up to present time. The doctors who had been treating her with penicillin returned to administer another shot—but she had no fever; she was in excellent condition. There were some very puzzled people there for a while.

What had happened? Here was the cure: an age flash. Age flash—straight-line memory as to what occurred at that age, and then up to present time. Down went the fever to normal almost instantly.

The indoctrination of people into silence in the presence of sickness is very, very difficult, until suddenly they experience something, such as the nurse who attended this girl during her appendectomy.

While the girl was under ether, one of the nurses had walked into the operating room and started to babble about the next patient scheduled for an appendectomy. The girl's father, present at the operation because he himself is a doctor, and knowing his Dianetics, motioned angrily for silence. The nurse reluctantly broke off conversation.

Later, he walked beside his daughter as she was wheeled from the operating room, and at this point the same nurse again approached, insistent upon getting her message off as soon as possible. The girl was not yet out from under the anaesthetic when the nurse remarked:



“She can’t hear anything. She’s unconscious!”

The father glowered at the nurse and barely restrained himself from striking her.

The nurse only stared stupidly at him, probably making mental calculations as to the father’s degree of balminess.

The girl came out from under ether while the nurse was busily buzzing around her room. The father was there still. The nurse, perhaps thinking to squelch the old man once and for all, spoke to the father:

“What were you talking about? You know that people who are unconscious can’t remember anything like that.”

The girl looked over and smiled at the nurse. “Were you talking about somebody talking?” she asked.

The nurse, smugly sneering, said, “Yes, I was. Now, do you remember anything about what happened back there in the operating room?”

The now thoroughly conscious girl replied, “Oh, yes. I remember what you said. You were telling the doctor something about the person who would be operated on after me.”

The nurse, looking very ill, walked out.

There are several general conditions of anaten, and thousands of situations wherein anaten is present—a person, for instance, who is just recovering from an operation is in a very perilous state. Apparently conscious, apparently able to speak, but at best, usually, in amnesia trance, he will come up into a light trance; and here is pain, and everything else.

To give you an example of this, there was a lady in a hospital who had delivered a child. She was hemorrhaging rather badly, and she continued to hemorrhage for several days—lightly, and then heavily again, and lightly. And people were getting concerned about her life, because one can’t keep this up forever.

I gave her a few quick questions on this order: “Whom did you see immediately after delivery?”

“Nobody,” she answered.

“When did this bleeding start?”

“About two hours after delivery.”

“Whom did you see immediately after the bleeding started?”

“Nobody . . . nobody . . . oh, yes! The nurse came in and said . . . said something, I’m not sure what. And then she said, all of a sudden, ‘I’ll roll you down, now. Now just lie there, quietly.’ “

I dipped back on the line, ran that thing out, brought her up to present time, took her out of that tail end of the incident, and the hemorrhaging stopped. It looked like straight magic to the MDs who didn’t know Dianetics.

Here was an instance of a nurse placing a human being in danger of losing her life. It is not a light thing; it is deadly serious. All the post operational complications could have been prevented completely. Just those little words—“I’ll roll you down, now. Now just lie there quietly”—left unspoken would have made all the difference.

## INDUSTRIAL ACCIDENT PREVENTION

Preventive Dianetics enters the field of industry very solidly. Let us take a person who has worked for several years in the same area in, say, a steel plant. Naturally, every time he has been injured in that area, or every time he has been slightly anaten or restimulated in that area, he has received all the environmental perceptics. There is the roar of the furnaces, the odor around there, the feel of the floor and so on.

One day he hits his head and somebody says to him, “Come over here.”

The possibility of keying something in at that moment is great, but we key it in with the additional bundle of all the environment where this person works.

Next, some weeks later he burns his hand; somebody says something to him—could be anything—and the environment is once more keyed in.

Finally, one day he comes to work not feeling so well. He has an engram in restimulation, and the restimulation of the environment, of course, is very responsible

here. He throws the wrong lever and two men die—two men leading different lives, who have no connection with him whatsoever but just happened to work in the same place. It doesn't take a very big mistake in a steel plant to kill someone.

An engram in restimulation in one chap caused him to practically cut his hand off. The engram, which said something to the effect that he had to cut his hand and said which hand, too, went into restimulation, and during a period of about three days he managed to do things with that hand which injured it three times. The last accident occurred when he endeavored to raise a stuck window with a broken pane and succeeded in carrying out the command of the engram. That is just an example of what an engram will dictate and a person unknowingly follow.

A doctor known to the Foundation suffered a dislocation of his shoulder. "I would feel so much better if I could get it out" was the engram at the bottom of that pile, as was found in a subsequent auditing session.

Have you any idea how much horsepower it takes to actually disjoint and disrupt a shoulder? It took him three years, but he finally found a way. Of course, he didn't know he was obeying an engram, but all of a sudden it came to him during processing. "That's why I had to get my shoulder out," he said, suddenly. "It was said at birth . . . 'If I can just get this shoulder out, he will be all right.' "

The "accident" in which he succeeded in satisfying the engram happened in this manner: He was in a hospital one day and happened to note that one of the X-ray machines had developed a short circuit, and that this machine stood within a few inches of a cold-water pipe. He playfully touched the X-ray machine and the pipe, lightly so as not to make too good an electrical contact. He seemed to be one of these inexplicable people who enjoy the feel of electricity.

Three days later, as he stood near the same machine talking casually to another member of the staff, he leaned on the X-ray machine and grabbed the water pipe with the other hand. He yelled for somebody to pull him off, but he had a very firm grip on the pipe. They pulled his shoulder out of joint during the rescue.

In the whole field of Preventive Dianetics nothing is more shocking than watching the curve of accident rates. In one industry they go up by two or three, and then fall off and none will occur for a while. You get the old railroad superstition: "There's been a wreck? There'll be two more." And there will be! It says so. There's the superstition which runs through the field, and a couple of guys will take it upon themselves to have the responsibility of getting those two other wrecks. And this is the reactivation of engrams, whether it is on an alarm reaction level, or whether it's on a mechanical restimulation level, or anything else.

It doesn't take many hours of research into accident reports to discover a very strange fellow, the "accident-prone." He walks around trying to find an accident, and when he fails to find one, he has one all by himself. He is the man who keeps hospitals, morgues, and cemeteries in business, although the unfortunate part of it all is that he causes so many injuries and deaths to others before he himself is finally removed.

Some of the data assigned to accident-prones, although not thoroughly checked, seems to demonstrate that there is a sort of telepathic thing about accidents, just as there is a sort of telepathic thing about mass hysteria. It would seem that an engram is the best broadcaster in the field of telepathy. All the evidence I have of telepathy announces that this was an engram which was broadcasting. The reactive mind and the animal body, you might say, long since developed an alarm system for the herd; and having developed this alarm system for the herd in that bracket, it now functions best in that bracket.

We are in the same spot, where alarm reaction telepathy is concerned, as with the mathematician's two-dimensional worm: he's busily crawling along on a two-dimensional plane, and one day he bumps into a post. He crawls on and says, "Nope! That would have to .... There's just no post there, that's all. There couldn't be!" He comes by another day, and he shoulders it again. He's aware of the existence of something, but of course he would be unable to think in the third dimension. We know there is something there—we keep nudging this post.

Did you ever walk into a room where people had been quarreling? Now you'd think, perhaps, rationally, that it might be just because you don't like to see these

people, but there's an actual sort of impact involved in it. I don't know what it is unless it is this form of alarm telepathy.

Sometimes two people who are strangers become involved in an argument. The first person will say, "Yeah, go soak your head!" and the second will come through with the other half of the engram, the other valence: "So's your old man!"

We have a tone scale operating, and we could draw a spectrum of affinity on it, starting at the top with love, cohesiveness, and going down through fear and terror to where affinity was a reverse charge and became grief. Toward the bottom of the scale, where we had a herd, for instance, which would have to be alerted toward some danger, we would get a fear shock reaction which would broadcast and cohere the herd into flight.

I am just telling you about this alarm reaction telepathy here in passing. It is not a necessary postulate to any part of Preventive Dianetics.

## ON THE NATION'S HIGHWAYS

Preventive Dianetics is the heart and soul of accident prevention on the highways. It is an old, old saw with traffic departments that ten percent of the drivers cause ninety percent of the accidents. I'll go further and say that one hundred percent of the accidents are caused by engramic restimulation. If it's a mechanical failure, it means somebody failed in design; his ability must have been inhibited a bit for him to have failed so signally in design based upon principles in which he was so thoroughly educated. Or a mechanic might have had a headache that morning when he was fixing the steering apparatus, and so didn't quite seize down the bolts. Or the highway department might have been just a little bit careless about all this: a couple of engrams on the subject "Well, it doesn't matter anyway," maybe, on the part of some workman, and the sign that should have been there isn't there.

Have you ever noticed that in the vicinity of an accident, other accidents happen? Some foolish traffic department someplace started the practice of putting up crosses wherever a highway death had occurred. All of a sudden, the crosses would just pile right up there in that one spot, one after the other. They did away with the crosses, quick. The cross was a suggestion that there was death. Anybody coming by with one of these things to trigger said, "Yep! Here's my chance." Another cross.

That's one level. If you'll notice too, the observance of a sudden accident will cause other people in the vicinity of the accident to make mistakes immediately afterwards.

Joe Jones is driving down the road. He has an engram which makes him get exorbitantly drunk. And the same engram says, "I can't see straight," and "You don't know what you're doing." By some perceptic or group of perceptics this engram goes into restimulation, and screech! Across the road, into another car. Three or four people die in that other car—three or four people who had nothing whatever to do with Joe Jones' engram.

We are being, actually, as thoroughly brutalized and calloused on this subject of automotive accidents as were the Romans looking at the arena. We get in every year practically as many deaths as there were in our own army in World War I. And these aren't light accidents. They are destructive to lives and property.

People say, "We have to make the highways better." If you had people driving those highways who weren't emotionally disturbed in the direction of accident-prone, you could hang the highways at a 45-degree angle and no one would fall off them.

The ambitious young engineer who wants to make a good name for himself and build big cloverleaf's because they look so pretty, wants to see a great big highway project. He wants to see the state legislature hang on to the taxpayer these billions and billions and billions of dollars of highway improvement, and one of his chief arguments is "We are going to prevent accidents." But do they? No! We check over and find out how many accidents are now on this superhighway, and we find out there are more.

A small change in the licensing of automobile drivers would do away with about 99% of highway deaths and accidents. A very small change. It would merely be an arbitrary selecting out of those people who had had accidents. When a driver has had

an accident in which somebody was injured to a point of having to be hospitalized, revoke his license, and make it one hundred years in jail for anyone driving a car with his license pulled. After that the highway death toll would become negligible, because people who have accident-prone engrams would have been selected out. Highway accidents would then just about cease to happen.

### THE PREGNANT WOMAN

A particularly important phase of Preventive Dianetics is encountered when dealing with the pregnant woman. People ask, "Should you audit a pregnant woman?" The question cannot be answered "Yes" or "No" unqualifiedly. If the woman's aberrations are causing her to do and be things which are injurious to the child to the point of costing its life, yes, audit. But if she can get by till after the child is born, leave it alone; you can give her a little bit of straight-wire without hitting grief discharges.

If the woman is encountering severe nervousness, morning sickness or debility, the auditor may find it necessary to process her, as she may give the child a very bad birth, or the child might be in danger of its life due to an abortion attempt. The auditor has to weigh these things, judge them and bring to bear a lot of thought on the particular situation. If the morning sickness is relatively minimal and she can suffer through without a great deal of injury to the child, he had best stick to Preventive Dianetics. He must realize that any engram he might run—particularly a grief engram—may transplant.

If you have ever seen a preclear undergoing processing roll up in a ball suddenly, or leap convulsively on the couch, you will understand that the intra-abdominal pressure is increased. When that pressure is increased, even mildly, we get a transmission to the unborn child. We particularly get a transmission in a grief engram. When mama cries convulsively, sobs in grief, that grief charge will transplant, and it will have the very interesting data in it, "Let's go over it again. Let's go back to the beginning. When I count from one to five, the phrase will flash into your mind. Come up to present time." These are very uncomfortable commands to have in an engram; it means that when a person gets to some part of the engram, he will have a tendency to go over it again.

Twenty years from now some poor professional auditor running this child, then a young man, will say, "Let's return now to the moment when—"

The fellow will say, "Owww!"

And the auditor will say, "What's wrong? Return now to the moment when—"

Preclear: "Owww !"

Then the auditor will say, "Who died?"

Preclear: "Nobody. Nobody died."

The auditor will check through carefully, find that no relatives are missing; they're all present, and yet there's a death there—somebody's dead. Somebody is dead all right—in one of mama's engrams. Maybe her great-grandfather, which puts the incident back three generations from the bewildered preclear. He couldn't possibly have known this great-grandfather, and yet he has an engram about his death.

If many of these grief engrams are run on a woman who is pregnant, she will give birth to a child who will give every evidence of having had a great deal of sorrow in his life.

A horrible thing takes place sometimes. If you ever run across a young girl who is pregnant and who is unmarried, check up on this one. Is she wearing something, lacing herself in such a way that her pregnancy will not become obvious to others? If she is, that poor child she is carrying is receiving a continuous engram for every moment it is laced in too tightly.

Cases of moral turpitude should never be handled in the fashion employed by society. The system is utterly wrong. No matter how wrong the act may seem, there is *no* reason to ruin the health of a girl and the sanity of a future child just to be moral. As many doctors have gotten into trouble by saying, a good contraceptive is more efficacious in these matters, and a knowledge of contraception is far better than an ignorance of sex. Some of the most serious cases to come to the auditor's attention will be people who have been born of a woman who conceived them out of wedlock.

## MORALS AND ETHICS

Preventive Dianetics definitely enters the field of morals. Morals come about to reform harmful practices. Everything that is now immoral was at some time or other harmful to the race. A moral code is set up and goes forward in the society by contagion, even beyond its useful life span.

For instance, a lot of our present-day morals came into existence because venereal disease moved in on the society. Nobody could do anything about venereal disease, so they shifted the moral code so that it would take care of some portion of the venereal problem. Now we have penicillin and sulfathiazole, but the moral problem comes up against our wiping out venereal disease. Morals are initially practical considerations; but they have practically nothing to do with spirit. I've never been able to find morals aiding and abetting spirit. It's not that we want an immoral society. We want a *rational* moral society, and rational morality at this time demands, for instance, that venereal disease be brought into the open quickly as a disease, and that it be treated, because it can be stamped out of all the societies in the world now that we've got the weapons to do it.

That is where a moral, going forward by contagion, becomes in itself a social aberration. And, actually, the main part of your social aberrations that are carried forward now are old fragments of morals which we have even forgotten as a race. It would be difficult to trace their inception. First they were practical considerations, used for very definite purposes. Then they came forward, and broke up as their use was outmoded; but they came forward as a set code to become, then, an aberration, because now they are not rational any more. And what is an aberration? It is an irrationality.

Morals are fine. However, morals are not understood by this society today. Dianetics hopes to make them a little better understood, because it's a vital problem.

You look up "ethics" in the dictionary (this really stands a philosopher's hair on end) and you find it means "moral sense"; then you look up "morals" and you find it's "ethics." But morals are not ethics at all! Ethics have to do with a code of agreement amongst people that they will conduct themselves in a fashion which will attain to the optimum solution of their problems.

Morals, on the other hand, are things which were introduced into the society to resolve harmful practices which could not be explained or treated in a rational manner. So you had to create an artificial sort of a law which went forward, which would not be an optimum solution, but would block this and block that in an effort to keep something from happening. In other words, the morals were jackleg solutions all the way along the line. Didn't know what caused it, couldn't stop it in any other way, let's prevent it, let's invent a moral: that's actually the history of moral codes.

In this society today, if a moral code injures the life of an individual and does not enhance the life of any other individual, that morality is destructive and should be struck from the culture of the society. It's an unfortunate thing that several of those kicking around today hinder the society without aiding it. They get to be a rather involved problem, usually running into a severe financial burden, since an agency must be hired to enforce them. Blue Laws are legislated. Vice squads are recruited. There has even been an Organization for the Suppression of Vice Squads.

A certain vice squad had an ulterior vested interest in the morality of a community in which it operated, to the extent that it waged blackmail from information it gathered during enforcement of Blue Laws. The "vice" squadders waxed rich from their racket, until the organization for its suppression was formed.

Morality is more than questionable when it takes a high school girl, sends her to a doctor's office for an abortion, wrecks her glandular structure by so doing, and impedes her dynamics. It is more than suspect when it gives that same girl a deep sense of guilt, along with an engram which, kicking around and festering in any reactive mind, will undoubtedly trigger the majority of the other engrams in the bank. If we as people say this is necessary, the dwindling spiral of aberration has descended further than we might have guessed.

The auditor will often run across a case where a girl has been handled in this fashion. Usually, it is the high school girl who has gotten "into trouble." She becomes a juvenile delinquent and a label is put on her so that she becomes a moral liability to society. Her parents sometimes ship her out of town to have an abortion. Sometimes a judge on the bench will declare that a "legal" abortion be performed on the girl, "in the interests of justice."

On the other hand, if she has the child, the secrecy, the grief and the talking during the lowered anaten of the girl all add to a very nasty engram bank for that child.

As the auditor works back through one of these engram banks he will find himself wishing to God somebody had shot that judge or hanged those parents or throttled those gossipy old ladies, because he just has to wade and wade through the grief and secrecy, guilt and shame—all of these in the prenatal area of the so-called "illegitimate" person who is completely guiltless; his sole guilt being the fact that he was the biological reaction which occurred to his mother at the beginning of his own life span.

Thus enters the adoption problem. It sometimes happens that a preclear does not know he was adopted until it becomes evident that the dramatizations of his foster parents are not found in his prenatal bank. If a child is without his original parents, one of two things must have happened: the parents have been killed sometime after birth, too early for the person to remember, or it is what is called a moral turpitude or poverty case. There is something wrong in that person's life, to cause his adoption after his birth. Upon this factor exist the racketeers who trade in children.

There is a vicious adoption market going on in which a thousand dollars buys a child. This has something to do with law-breaking, etc. But consider what the purchaser is getting—a rough prenatal engram bank. This history of adopted children is not as good as it might be; but even so, the child has been done an enormous favor. The dramatizations which are in the prenatal bank aren't duplicated in the postnatal bank, leaving the words for the most part unrestimulated. Occasionally, however, the person has had enough material keyed in at the time of his adoption to make his case pretty difficult.

This calls for Child Dianetics in a hurry. In other words, the sins of the little high school girl so self-righteously condemned fall upon the head of an innocent child and then become inflicted upon well-meaning foster parents who had nothing to do with the original situation at all. In this way the very crooked course and hidden path of contagion runs through the society.

It is impossible to draw a line and say, "Don't adopt children." That would be no less than silly, because people want children and they will go right on adopting them. But when making a choice, look over the mother's record. Under what circumstances was this child conceived? Were the mother's parents very stem parents? Was the mother driven from home with the precious bundle in her hands? Or under her belt? These are considerations, very definite considerations.

## FAMILY LIFE

Towards the prevention of the high divorce rate, Preventive Dianetics enters the field of marriage. The divorce rate today is at an all-time high, but many, many of these marital mishaps can be prevented.

People all too often choose their reactive-mind partners. That is to say, Gertrude actually marries Uncle Bill, only Uncle Bill's name happens to be George, and the only similarity with Uncle Bill is maybe the way George wears his hat, or the tone of his voice when he laughs. Uncle Bill was Gertrude's staunch champion all through her youth, so she, of course, marries Uncle Bill, only his name's George. Very confusing!

And then she finds that—because restimulation makes her take on the valence she was occupying as a little girl—she does the things which please Uncle Bill; only these don't please George. Up to the time of her marriage she was a strong, self-reliant woman—now she is a weak little simperer who has to be protected. She expects certain things from Uncle Bill. He took care of her a lot; took her swimming, was very nice to her and at one time when she was sick, he brought her all her meals in bed.

She initiates this “in bed” trick on George, only George doesn’t understand anything about Uncle Bill. He merely gets resentful toward a wife who insists on eating her breakfast in bed. His ally was a nurse by the name of Alice, and he thinks Gertrude is Alice.

So between Gertrude’s thinking George is Uncle Bill, and George’s thinking Gertrude is Alice, we find these people aren’t married to each other at all, but to a couple of allies. It is evident that such confusion of personalities will result in an occasional divorce.

Two reactive-mind partners restimulate each other enormously, but society demands that they remain together. Two people who should never be in sight of each other live together, restimulate each other, driving each other’s health and efficiency down in a dwindling spiral. And at the same time they may have a terrific compulsion to stay together! The engrams say, “I love you. I just don’t dare leave you. I’d die if we were separated.” And this husband, in whose coffee she would just love to put arsenic, has to sit there every morning at breakfast, across the table from her, because his engrams say, “I love her. I have just got to love her!”

How would Dianetic processing prevent divorce? The science of mental health cannot guarantee to resolve the old morals of society. Marriage is apparently a constrained and maybe just a tiny bit artificial institution of society. There is no evidence as to why it should be a truly natural institution, but we apply a natural law to it.

In the processing of a married couple you may be treating two people who are naturally antipathetic. Releasing them through processing may bring one of them up to a point where he suddenly decides, “Well, I don’t have to stay with this woman,” and then promptly leaves. Because of this, someone someday may throw an uncomfortable harpoon into Dianetics by saying that it breaks up marriages.

Dianetics, properly and unselfishly used, does not break up marriages. It brings together partners whose marriage is really on the rocks but who genuinely wish to remain together. The trick is to get each partner past the danger point, that crucial point where either would be raised sufficiently on the tone scale to decide that enough of marriage is enough. Beyond this point, it is smoother sailing.

It might be very productive of results to approach judges and lawyers before tackling couples. An attorney who is also a good auditor would, although his fees might come rather high, be able to sit at his desk and, by means of straight-line memory, salvage about half of the marriages headed for the rocks. He would be sitting in the driver’s seat. People coming to him for advice would ask, “What are the community property laws?”

“How old are you?” he would snap back. Age flash! It would solve quite a number of tangles.

A Dianetically wise person could avoid much of the possibility of marital misnavigation. Suppose a man is seeking a mate, or is courting. He should find out whether his prospective bride likes her papa. Be wary of a woman who dotes too much on papa.

The woman, picking a man, would look with a calculating eye on the man’s association with his mother. If he loves his mother dearly, really devotedly, and does exactly what mama says and when she says it, let him alone! He is a bad risk. Likewise, if he hates his mother viciously, take the nearest exit.

A well-rounded, rational relationship with parents indicates the best risk in a marriage partner. Note by close association how aberrated the parents are. Is there, or was there, any great amount of trouble with allies? Did they fight over grandma near this person, etc.? Realize that your prospective mate is potentially in the valence of one of the parents, and probably has the majority of the engrams of both. Look the family over carefully. Don’t just take the social look; take the Dianetics look! That’s a dirty, unromantic trick, you might say, but it is the *safest* rule to go by.

Preventive Dianetics has as its basis the prevention of acquisition of an engram; secondarily, when an engram has been received in spite of all due care and caution, the prevention of restimulation of the engram. When these two basics are successfully introduced into and generally practiced by society at large, a deeply gratifying decline in the number of social aberrations will take place. The dwindling spiral will not only be stopped, but will be turned upward into new heights.

# SCIENCE OF SURVIVAL Prediction of Human Behavior

by  
L. Ron Hubbard

Published June 1951

**Science of Survival**, originally subtitled *Simplified, Faster Dianetic Techniques*, was written by L. Ron Hubbard in January—April 1951, and the first copies of the limited manuscript edition were presented at the First Annual Conference of Hubbard Dianetic Auditors in Wichita, Kansas, June 25-28, 1951. (See following page.) This edition of 1,250 copies was a facsimile of the original typed manuscript. The first typeset, hardcover edition came out in August 1951.

Although its original subtitle stresses faster techniques, this text is actually noteworthy for being the broadest available work on the Tone Scale and on Affinity-Reality-Communication. Book One of this work is especially important to the student desiring an overall knowledge of Dianetics, and particularly to someone interested in homo sapiens. Here is the first appearance of the Theta-MEST theory and various speculations regarding it. The Tone Scale and behavior predictions and Affinity-Reality-Communication remain unchanged as basic theory until this day.

This book is built around the Hubbard Chart of Human Evaluation and Dianetic Processing. As L. Ron Hubbard said in February 1951, "The chart helps you to determine what kind of preclear you have, and what kind of processing to use on that preclear. It's a sort of two-minute psychometry."

Book One covers the columns of the Chart of Human Evaluation, and the data found here is still today indispensable to any person in any area of human relations whose success depends on proper understanding and accurate appraisal of human personality. The first five chapters of Book Two comprise a clear, brief statement of the basic elements of Dianetic auditing as of early 1951, including a description of how to apply Standard Procedure. The balance of Book Two covers the Dianetic Processing columns of the Chart, column by column.

Six Supplements to *Science of Survival* were printed during 1951-52, containing articles written by various Dianeticists. All articles contributed by L. Ron Hubbard are included in these volumes.

558 pages, 7 illustrations, hardcover with dust jacket, glossary, index, accompanied by the Hubbard Chart of Human Evaluation and Dianetic Processing. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.



**FIRST ANNUAL CONFERENCE OF  
HUBBARD DIANETIC AUDITORS LECTURES**

Wichita, Kansas  
25—30 June 1951

The First Annual Conference of Hubbard Dianetic Auditors was held by the Hubbard Dianetic Foundation at Wichita, Kansas, June 25 through June 30, 1951. One hundred and twelve HDAs, representing every section of the United States and Canada, met for the dual purpose of attending a special course of instruction on new techniques and to form an International Association of Hubbard Dianetic Auditors. Each member attending received a copy of the special student edition of *SCIENCE OF SURVIVAL: Simplified, Faster, Dianetic Techniques*, as well as a copy of the Hubbard Chart of Human Evaluation. L. Ron Hubbard lectured to the conferees every afternoon, Monday through Thursday, June 25-28.

Thursday evening, June 28th, the conferees attended a banquet given by the Foundation staff. The first limited edition copies of *Science of Survival* were presented at the banquet to those who had ordered the manuscript edition.

At the business section of the conference on Friday, June 29th, the Association of Hubbard Dianetic Auditors, International was formed.

On Saturday, June 30th, L. Ron Hubbard gave a final lecture with a question-and-answer period, after which the conference was officially declared to be concluded.

5106C25	LECTURE	Introduction to Conference and New Book (3 reels)
** 5106C25	LECTURE	Techniques—Tone Scale (Parts 1, 2, 3, 4, 6)
5106C25	LECTURE	Theta-Mest (Survive and Succumb)
** 5106C26	HEV-1	Chart of Human Evaluation
** 5106C27A	VP-1	Validation Processing—Intro to Self-Auditing—Guk
** 5106C27B	VP-2	Chronic Somatics
** 5106C27C	VP-3	Demonstration (Validation Processing)
** 5106C28	CAC	The Completed Auditor, Part I—Auditing Techniques—The Dynamics—Interior and Exterior—Standard Procedure—Auditing—Lock Scanning—ARC Straightwire
** 5106C28	CAC	The Completed Auditor, Part 11—Intro, Extroversion—Past Deaths and Lives—Conclusion of Conference
* 5106C29	HDA-1	HDA Conference No. 1
5106C30	HDA	MEST, Theta, ARC—Part I
5106C30	HDA	Final Lecture at Conference (Questions & Answers)

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## Education and the Auditor

**L. Ron Hubbard**

The first thing that an auditor has to find out for himself and then recognize is that he is dealing with precision tools. It isn't up to someone else to force this piece of information on him. The whole subject of auditing, as far as the auditor is concerned, is good or bad in direct ratio to his knowledge of his tools. It is up to an auditor to find out how precise these tools are. He should, before he starts to discuss, criticize or attempt to improve on a technique, find out for himself whether or not the mechanics of this technique are in existence, and whether or not this technique adequately handles the mechanics.

He should make up his mind about each one of the three principal kinds of entheta: the lock, the secondary and the engram. Do locks exist? Do secondaries exist? Do engrams exist? There are two ways to answer this to his own satisfaction: find them in a preclear or find them in himself. These are fundamentals, and every auditor should undertake to discover them himself, thus raising Dianetics above an authoritarian category. It is not sufficient that an instructor stand before you and declare the existence of an engram. Each and every one of you must determine for yourselves whether or not the instructor's statements are true.

In the field of medicine some instructors declare that multiple sclerosis is the decay of nerve fibers, and that it is incurable, and that people who contract the "disease" die in a relatively short period of time. It must be answered in just this way on the examination paper, or the student will find himself with less than a passing grade. This is not instruction—this is obstruction.

In the first place, no one in medical school knows anything about multiple sclerosis, and in the second place it is curable, and in the third place it is not fatal. A good instructor would expect his students to question such a statement, and to find for themselves what can be done about multiple sclerosis.

There are two ways men ordinarily accept things, neither of them very good. One is to accept a statement because Authority says it is true and must be accepted, and the other is by preponderance of agreement amongst other people.

Preponderance of agreement is all too often the general public test for sanity or insanity. Suppose someone were to walk into a crowded room and suddenly point to the ceiling, saying, "Oh, Look! There's a huge, twelve-foot spider on the ceiling!" Everyone would look up, but no one else would see the spider. Finally someone would tell him so. "Oh, yes there is," he would declare and become very angry when he found that no one would agree with him. If he continued to declare his belief in the existence of the spider he would very soon find himself institutionalized. The basic definition of sanity in this somewhat nebulously learned society is whether or not a person agrees with everyone else. It is a very sloppy manner of accepting evidence, but all too often it is the primary measuring stick.

And then the Rule of Authority: "Does Dr. J. Doe agree with your proposition? No? Then, of course, it cannot be true. Dr. Doe is an eminent authority in the field." A man by the name of Galen at one time dominated the field of medicine. Another man by the name of Harvey upset Galen's cozy position with a new theory of blood

circulation. Galen had been agreeing with the people of his day concerning the “tides” of the blood. They knew nothing about heart action. They accepted everything they had been taught and did little observing of their own.

Harvey worked at the Royal Medical Academy, and found by animal vivisection the actual function of the heart. He had good sense enough to keep his findings absolutely quiet for a while. Leonardo da Vinci had somehow discovered or postulated the same thing, but he was a “crazy artist” and no one would believe an artist. Harvey was a member of the audience of a play by Shakespeare in which the playwright made the same observation, but again the feeling that artists never contribute anything to society blocked anyone but Harvey from considering the statement as anything more than fiction.

Finally Harvey made his announcement. Immediately dead cats, rotten fruit and pieces of wine jugs were hurled in his direction. He raised quite a commotion in medical and social circles, until finally, in desperation, one doctor made the historical statement, “I would rather err with Galen than be right with Harvey!” That is one method of accepting a fact—quietly determine the preponderance of opinion in favor of it, and then accept or reject it on that basis.

Man would have made an advance of exactly zero if this had been the only method of testing evidence. But every so often during man’s progress there have been rebels who were not satisfied with preponderance of opinion, and who tested a fact for themselves, observing and accepting the data of their observation, and then testing again.

Possibly the first man who made a flint axe looked over a piece of flint and decided that the irregular stone could be chipped a certain way. When he found that flint would chip easily he must have rushed to his tribe and enthusiastically tried to teach his fellow tribesmen how to make axes in the shape they desired instead of spending months searching for accidental pieces of stone of just the right shape. The chances are he was stoned out of camp. Indulging in a further flight of fancy, it is not difficult to imagine that he finally managed to convince another fellow that his technique worked, and that the two of them tied down a third with a piece of vine and forced him to watch them chip a flint axe from a rough stone. Finally, after convincing fifteen or twenty tribesmen by forceful demonstration, the followers of the new technique declared war on the rest of the tribe and, winning, forced the tribe to agree by decree.

Man has never known very much about that with which his mind is chiefly filled: data. What is data? What is the evaluation of data? For instance, if you have been in Dianetics very long the chances are that someone has glibly told you that he knew from psychoanalysis that if one could remember childhood experiences one could be relieved of certain psychosomatic pains. His conclusion from this tiny scrap of information was that Dianetics is not new.

In 1884 when Breuer first presented this tiny fact to Freud, he was unable to convince the eminent Doctor, but he managed to convince Freud in the next ten years. Then Freud convinced his literary agents. Medicine then fought Freud to a standstill, but eventually psychoanalysis emerged from the imbroglio.

All these years in which psychoanalysis has taught its tenets to each generation of doctors the authoritarian method was used, as can be verified by reading a few of the books on the subject. Within them is found, interminably, “Freud said ....” The truly important thing is not that “Freud said” a thing, but “Is the data valuable? If it is valuable, how valuable is it?” You might say that a datum is as valuable as it has been evaluated. A datum can be proved in ratio to whether it can be evaluated by other data, and its magnitude is established by how many other data it clarifies. Thus, the biggest datum possible would be one which would clarify and identify all knowledge known to man in the material universe.

Unfortunately, however, there is no such thing as a prime datum. There must be not one datum, but two data, since a datum is of no use unless it can be evaluated. Furthermore, there must be a datum of similar magnitude with which to evaluate any given datum. You cannot evaluate a mountain by comparing it to a grain of sand.

Man has always evaluated data to a certain point, and then said, "From here on is God." Strangely enough, with the passing of time and the acquisition of new data with which to evaluate, the line of demarcation between material knowledge and God was pushed further and further back, and today is being pushed even further back. Actually, in order to conceive God, man had to have a datum of comparable magnitude—and thus the "Devil."

Data is your data only so long as you have evaluated it. It is your data by authority or it is your data. If it is your data by authority somebody has forced it upon you, and at best it is little more than a light aberration. Of course, if you asked a question of a man whom you thought knew his business and he gave you his answer, that datum was not forced upon you. But if you went away from him believing from then on that such a datum existed without taking the trouble to investigate the answer for yourself—without comparing it to the known universe—you were falling short of completing the cycle of learning.

Mechanically, the major thing wrong with the mind is, of course, the turbulence of the physical pain engram, but the overburden of information in this society is enforced education that the individual has never been permitted to test. Literally, when you are told not to take anyone's word as an absolute datum you are being asked to break a habit pattern forced upon you when you were a child. Your instructor in Dianetics could have told you what he found to be true and invited you to test it for yourself, but unless you *have tested it* you very likely do not have the fundamentals of Dianetics in mind well enough to be comfortable in the use of any or all of the techniques available to you. This is why theory is so heavily stressed in Dianetics. The instructor can tell you what he has found to be true and what others have found to be true, but at no time should he ask you to accept it—please allow a plea otherwise. Test it for yourself and convince yourself whether or not it exists as truth. And if you find that it does exist, you will be comfortable thereafter; otherwise, unrecognized even by yourself, you are likely to find down at the bottom of your information and education an unresolved question which will itself undermine your ability to assimilate or practice anything in the line of a technique. Your mind will not be as facile on the subject as it should be. It is not through courtesy that you are being asked to check your data—you are being asked to become much better auditors by resolving your basic and fundamental concepts.

Any quarrel you may have with theory is something that only you can resolve. Is the theory correct, or isn't it correct? Only you can answer that; it cannot be answered for you. You can be told what other auditors have achieved in the way of results, and what other auditors have observed, but you cannot become truly educated until you have achieved the results for yourself. The moment a man opens his mouth and asks, "Where is validation?" you can be sure you are looking at a stupid ass! That man is saying, bluntly and abruptly, "I cannot think for myself. I have to have Authority." Where could he possibly look for validation except into himself, the physical universe, and into his own subjective and objective reality?

Unfortunately, Dianetics is surrounded by a world that calls itself a world of science, but it is a world that is in actuality a world of Authority. True, that which is science today is far, far in advance of the Hindu concept of the world wherein a hemisphere rested on the backs of seven elephants which stood on seven pillars, that stood on the back of a mud turtle, below which was mud into infinity.

The reason engineering and physics have reached out so far in advance of any other science is the fact that they pose problems which punish man so violently if he doesn't look carefully into the physical universe. An engineer is faced with the problem of drilling a tunnel through a mountain for a railroad. Tracks are laid up to the mountain on either side. If he judges space wrongly the two tunnel entrances would fail to meet on the same level in the center. It would be so evident to one and all concerned that the engineer made a mistake that he takes great care not to make such a mistake. He observes the physical universe, not only to the extent that the tunnel must meet to a fraction of an inch, but to the extent that if he were to misjudge wrongly the character of the rock through which he drills, the tunnel would cave in—an

incident which would be considered a very unlucky and unfortunate occurrence to railroading.

Biology comes much closer to being a science than others because, in the field of biology, if someone makes too big a mistake about a “bug” the immediate result can be dramatic and terrifying. Suppose a biologist is charged with the responsibility of injecting plankton into a water reservoir. Plankton are microscopic “germs” that are very useful to man. But, if through some mistake the biologist injects typhoid germs into the water supply—there would be an immediate and dramatic result.

Suppose a biologist is presented with the task of producing a culture of yeast which would, when placed in white bread dough, stain the bread brown. This man is up against the necessity of creating a yeast which not only behaves as yeast, but makes a dye as well. He has to deal with the practical aspect of the problem, because after he announces his success there is the “yeast test”: is the bread edible? And the brown bread test: is the bread brown? Anyone could easily make the test, and everyone would know very quickly whether or not the biologist had succeeded or failed.

Politics is called a science. The punishment for a mistake in the “science” of politics is so tremendous that this whole culture is on the verge of being wiped out! There are natural laws about politics. They could be worked out if someone were to actually apply a scientific basis to political research.

For instance, it is a foregone conclusion that if all communications lines are cut between the United States and Russia, Russia and the United States are going to understand each other less and less. Then by demonstrating to everyone how the American way of life and the Russian way of life are different, and by demonstrating it day after day, year after year, there is no alternative but a break of affinity. By stating flatly that Russia and the United States are not in agreement on any slightest political theory or conduct of man or nations, the job is practically complete. Both nations will go into anger tone and suddenly there is war.

Russia is very, very low on the tone scale. She is a totalitarian slave state and about as safe to have in the family of nations as a mad dog at a cocktail party. We as a nation could be very, very clever—we could try to put Russia back together again. We are a nation possessed of the greatest communications networks on the face of the earth, with an undreamed of manufacturing potential. We have within our borders the best advertising men in the world. But instead of selling Europe an idea we give machine guns, planes and tanks for use in case Russia breaks out. The more threats imposed against a country in Russia’s tone level the more dangerous that country will become. When people are asked what they would do about this grave question, they shrug and say something to the effect that “the politicians know best.” They hedge and rationalize by saying that after all, there is the American way of life, and it must be protected.

What is the American way of life? This is a question that will stop almost any American. What is the American way of life that is different from the human way of life? We have tried to gather together economic freedom for the individual, freedom of the press, and individual freedom, and define them as a strictly American way of life—why hasn’t it been called the Human Way of Life?

We are faced with an Asia which is awakening. Japan, having been induced to become a modern industrial nation, branched out into Asia with her ideas of freedom for the individual. She sold other backward nations on the idea that Japan would free them from the yoke of the white man, even though she realized that she was committing suicide by so doing. To quote from some political propaganda distributed in these countries by Japan, “You will cry for us when we are gone. But we have freed you. Don’t ever forget it, and don’t forget us.” Japan’s missionaries knew that Japan would go under when it came to a contest between her country and the Western World, but the seed she sowed is far from dead.

We, in the persons of Perry and others who sailed their ships into Asia, gave Asia the spark of freedom. Japan accepted the teaching and committed national suicide by attempting imperial expansion, involving us in a very long and terrible war. We cannot but wonder and sometimes become confused, nor can we blame the Asiatics for a tiny

bit of confusion now and then concerning the intentions of the Western World, when we try to fathom the actual nature of our political foreign policy. Do we, or do we not, desire Democratic principles and the “American” way of life for the Asiatic peoples?

Consider the U.S. support of China’s totalitarian regime headed by Chiang Kaishek. While we weakly spoke of freeing the Chinese from the yoke of imperialism we poured huge sums of money and war material into the hands of a government which practiced the very principles we spoke against! When this government finally fell there was no one ready to teach the Chinese the human way of life. If we had only sent out a few missionaries with a desire for these people’s freedom in their hearts saying, “Now if you would like to have radios, and automobiles, and safety razors, this is how you go about it . . . ,” things might have been different today. We had no one there, and even if we had, our support of the fallen government would have been ample proof to the people that we did not have their interests at heart. But somebody was there. Somebody was there with a propaganda aimed directly into the desires of the people who want just a tiny taste of freedom. Russian agents were there. “You are all comrades,” they shouted over loudspeakers and in public markets. “The way to freedom and equality is to shoot all the landlords and divide the land so that each of you has an equal share.” So Russia is first with the most, and we complain because she takes over!

In the field of humanities Science has been thoroughly adrift. Unquestioned authoritarian principles have been followed. Any person who accepts knowledge without questioning it and evaluating it for himself is demonstrating himself to be in apathy toward that sphere of knowledge. It demonstrates that the people in the United States today must be in a low state of apathy with regard to politics in order to accept without question everything that happens.

When a man tries to erect the plans of a lifetime or a profession on data which he himself has never evaluated he cannot possibly succeed. Fundamentals are very, very important, but first of all one must learn how to think in order to be absolutely sure of a fundamental. Thinking is not particularly hard to learn; it consists merely of comparing a particular datum with the physical universe as it is known and observed.

How, for instance, would you find out for your own satisfaction that there exists such a thing as a “lock”? Find a preclear who is also interested in verifying such existence and run down a lock chain, or have someone take you down a lock chain. Your instructor in Dianetics has done this a sufficient number of times, and has seen it done to others a sufficient number of times, to satisfy himself that a lock exists. But just because it exists for him, and he informs you of his knowledge does not mean that it exists for you. Unless you have made up your mind through comparison of the information with the known universe you will not be able to handle locks properly. When there is an authoritarian basis for your education you are not truly educated.

Authoritarianism is little more than a form of hypnotism. Learning is forced under threat of some form of punishment. A student is stuffed with data which has not been individually evaluated just as a taxidermist would stuff a snake. Such a student will be well informed and well educated according to present-day standards, but unfortunately he will not be very successful in his chosen profession.

Indecision underlies an authoritarian statement. Do not allow your dianetic education to lie on the quicksand of indecision.

Your instructor and the author of this article declare that an engram exists. Unless you have looked into the matter for yourself—unless you have actually run a preclear into an engram—the realization (1) that there is a time track, and (2) that physical pain can be stored and can be recovered, (3) that all the perceptics are registered during these moments of unconsciousness, will not be yours. Your knowledge concerning the engram depends exclusively upon what you have observed about that engram.

There have been volumes of articles written about techniques of running engrams. There are several possible techniques in existence which succeed in running them. There is one which seems to have worked out better than all the others. Make up your mind whether or not it works out for you.

First of all, find out to your own satisfaction whether or not there is an engram in existence. Then determine whether or not the technique in question will discover the

engram for you, and whether or not the technique really runs the engram. Having made certain that there is an engram, ask yourself what kind of technique you would evolve if you decided to do something about this object, the engram. How would you go about it? *Unless you have asked yourself this question and tried to come to a definite conclusion about it you will never come into agreement on the technique of running engrams!* You will be performing an authoritarian rote. You can learn how to run an engram by rote, but unless you decide from your own observation that there is an engram to be run you will be simply performing some ritual in which a mistake is very easy to make.

What is a secondary? That a secondary seems to depend for its force upon engrams underlying it is something that is still open to question. Every time a secondary is run there seems to be an engram sitting under it, but this does not mean that a secondary could not exist independently. It does mean that you can find engrams underlying secondaries. What is a secondary? How does it have to be run out? Why can't it be run out, if such is the case? These are questions you should ask yourself.

What are locks? How are they received, and how does the auditor run them out? What is the technique of straight line memory and how does it apply to locks? Why does straight line memory seem to be a validating technique? Why, when the preclear has a high sense of reality on something which he remembers, does his overall reality seem to increase with such running? What is lock scanning? *Why* perform lock scanning as a technique? What does lock scanning do? You can -and should find the answers to these questions to your own satisfaction, and you could not be classified as a good auditor unless you have done so.

An auditor who does not understand straight line memory has no business lock scanning a preclear, since he could hardly know what the anatomy of a lock chain is. It cannot be done well by rote. About the worst thing that could happen to a preclear is to drop into something and then feel that the auditor is thinking, "Now let's see—it was page 62 . . . or was it 63? . . . and the question was . . ." while the preclear lies there, suffering, and thinking, "Do something! Say something!" An auditor who is auditing by rote will make mistakes like that because he does not have the basic fundamentals as a part of his background of training.

A truly good auditor doesn't have to think twice. He knows "instinctively" that the auditing session itself should be run through either by straight wire or lock scanning. When the basic fundamentals are securely the auditor's own there is no need for him to be told this must be done.

You are asked to examine the subject of Dianetics on a critical basis—a very critical basis. It is not to be examined with the attitude that when you were in school you learned that such and such was true, and since you learned that first, the first learning takes precedence. A prime example of this is the literary critic who says, after reviewing a book, that the book is not a novel because it is not a cross-section of life. He learned in some seminar or other that a novel *had* to be a cross-section of life. His professor in literature gave him a passing grade because he answered the question "correctly" on his examination paper, and therefore a book is not a novel unless it is a cross-section of life. There is yet to appear a good definition for aesthetics and art, and yet they parrot a definition for a specific form of art!

Do not make the mistake of criticizing something on the basis of whether or not it concurs with the opinions of someone else. The point which is pertinent is whether or not it concurs with your opinion. Does it agree with what you think?

Nearly everyone has done some manner of observing of the material universe, and there is surely no one in Dianetics who has not done some small amount of observation of organisms. No one has seen all there is to see about an organism, but there is certainly no dearth of organisms available for further study. There is no valid reason for accepting the opinion of Professor Blotz of the Blitz University who said in 1933 that schizophrenics were schizophrenics, and that made them schizophrenics for all time.

If you are interested in the manifestation of insanity there is any and every form of insanity that you could hope to see in a lifetime in almost any part of the world.

Study the peculiarities of the people around you and wonder what they would be like if their little peculiarities were magnified a hundred fold. You may find that by listing all the observable peculiarities you would have a complete list of all the insanities in the world. This list might well be far more accurate than that which was advanced by Kraepelin and used in the United States today. If sanity is rationality, and insanity is irrationality, and you postulated how irrational people would be if certain of their obsessions were magnified a hundred fold, you might well have in your possession a far more accurate and complete list of insanities and their manifestations than is currently in existence.

If you will take the time and effort, then, of making a complete examination of your subject, introspectively and by observation, you will find that you have suddenly become an excellent auditor. The hard way is to sit down and memorize a third of a million words contained in *Science of Survival*—the method all too many educational systems employ in this age.

Examine some of the current theories in vogue, one of which is the belief that sex is the prime motivation of life. After you have thought about it for a while and compared it to the known universe you may find that someone has left out a factor or two from their calculations. Consider the theory that pain is the prime motivation of the human being. Ask yourself whether an organism keeps pain or whether he associates things with pain. You may suddenly find that you have extrapolated an engram. You might arrive at the engram independently, and in doing so come up with some brand-new workable concepts.

And then, having found the engram you begin to wonder how you can go about getting rid of it. You hit upon a theory that by stretching time from the 1/5 of a second it took to bum a preclear's finger to a full minute, the event can be assimilated analytically, and suddenly you have discovered something for yourself. And in so doing you might well discover a lot more. What you have been doing in Dianetics—the techniques, the theories and postulates—are highly workable, but they are not highly workable because the author says so!

Let a plea be entered that you review basic Dianetics all over again. Review with the purpose in mind of arriving at your own conclusions as to whether the tenets you have assimilated are correct and workable. Compare what you have learned with the known universe. Seek for the reasons behind a manifestation, and postulate the manner and in which direction the manifestation will likely proceed. Do not allow the Authority of any one person or school of thought to create a foregone conclusion within your sphere of knowledge. Only with these principles of education in mind can you become a truly educated individual.

# # #

## ABERRATIONS AND GENIUS

Eccentric genius is a problem in communication. The urge to create and the urge to communicate are simply the dynamics at work.

Violinist A plays brilliantly. He is a great violinist because a heavy thrust of dynamic lies behind his ability to play. He communicates powerfully to other men. Aberrated, A's ability to play and his ability to express generally is great and this includes ability to express his aberrations.

Genius then *appears* to be more eccentric because it better expresses eccentricity residual. The eccentricity is not a drive in itself.

LRH



## TEACHING

[ca. 1951]

If one wishes a subject to be taught with maximal effectiveness, he should

1. Present it in its most interesting form.
  - (a) Demonstrate its general use in life.
  - (b) Demonstrate its specific use to the student in life.
2. Present it in its simplest form (but not necessarily its most elementary).
  - (a) Gauge its terms to the understanding of the student.
  - (b) Use terms of greater complexity only as understanding progresses.
3. Teach it with minimal altitude (prestige).
  - (a) Do not assume importance merely because of a knowledge of the subject.
  - (b) Do not diminish the stature of the student or his own prestige because he does not know the subject.
  - (c) Stress that importance resides only in individual skill in *using* the subject and, as to the instructor, assume prestige only by the *ability* to use it and by no artificial caste system.
4. Present each step of the subject in its most fundamental form with minimal material derived therefrom by the instructor.
  - (a) Insist only upon definite knowledge of axioms and theories.
  - (b) Coax into action the student's mind to *derive* and *establish* all data which can be derived or established from the axioms or theories.
  - (c) *Apply* the derivations as *action* insofar as the class facilities permit, coordinating data with reality.
5. Stress the values of data.
  - (a) Inculcate the individual necessity to evaluate axioms and theories in relative importance to each other and to question the validity of every axiom or theory.
  - (b) Stress the necessity of individual evaluation of every datum in its relationship to other data.
6. Form patterns of computation in the individual with regard only to their usefulness.
7. Teach *where* data can be found or *how* it can be derived, not the recording of data.
8. Be prepared, as an instructor, to learn from the students.
9. Treat subjects as variables of expanding use which may be altered at individual will. Teach the stability of knowledge as resident only in the student's ability to apply knowledge or alter what he knows for new application.
10. Stress the right of the individual to select only what he desires to know, to use any knowledge as he wishes, that he himself owns what he has learned.

L. RON HUBBARD

## WICHITA MONDAY LECTURES

Wichita, Kansas  
9 July—6 August 1951

L. Ron Hubbard gave the following Monday lectures to Foundation students at Wichita, Kansas, in July and August 1951:

* 5107C09	VMP-1	Validation Processing
* 5107C09	VMP-2	MEST Processing
* 5107C09	VMP-3	Addenda—MEST Processing
* 5107C16	VMP-4	Some Educational Material
* 5107C16B	VMP-5	More on MEST Processing
5107C16	LECTURE	Validation Technique, Parts 1-5
5107C16	LECTURE	Advice to the Auditor
* 5107C23A	LECTURE	Time Track
* 5107C23	LECTURE	Basic Processing
* 5107C30A	LECTURE	Basic Reason, Part I
* 5107C30B	LECTURE	Basic Reason, Part II
* 5108C06A	LECTURE	Survival Processing, Part I
* 5108C06B	LECTURE	Survival Processing, Part II

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## **An Essay on Management**

**L. Ron Hubbard**

A knowledge of Group Dianetics should include a knowledge of management, its problems and optimum performances. In Group Dianetics, the best organization can be seen to be one wherein all individual members of the group are versed in all the problems and skills in the group, specializing in their own contributions but cognizant of the other specialties which go to make up group life.

It is an old and possibly true tenet of business—at least where business has been successful—that management is a specialty. Certainly it is true that ruling, as Group Dianetics concerns itself with government, is a specialized art and craft not less technical than the running of complex machinery, and certainly, until Dianetics, more complex.

With our present technology about groups, it is possible to accomplish with certainty many things which before came out of guesses when they emerged at all. Management in the past has been as uncodified in its techniques as psychiatry, and management, without reservation, has almost always been a complete failure. Men were prone to measure the excellence of management in how many dollars a company accumulated or how much territory a country acquired. These are, at best, crude rules of thumb. Until there was another and better measure, they had to serve. To understand that these are not good measures of the excellence of management one has only to review the history of farms, companies and nations to discover that few have had any long duration and almost all of them have had considerable trouble. Management has failed if only because the “art” of managing as practiced in the past required too much hard labor on the part of the manager.

Until one has considered the definitions of wealth and expanded territory and has taken a proper view on what these things really comprise, one is not likely to be able to appreciate very much about management, its problems or its goals. Hershey, a brilliant manager with a brilliant managing staff, yet failed dismally as a manager because he neglected the primary wealth of his company—his people and their own pride and independence. His reign of a company ceased with his people—well-paid engineers and laborers, well housed, well clothed—shooting at him with remarkably live ammunition. The brilliant management of Germany which came within an inch of restoring to her all her conquests of former years yet laid Germany in ruins.

Before one can judge management one has to consider the goals of an enterprise and discover how nearly a certain management of a certain enterprise was able to attain those goals. And if the goal of the company is said to have been wealth, then one had better have an understanding of wealth itself, and if the goal is said to have been territory, then one had better consider what, exactly, is the ownership of territory.

Goals and their proper definition are important because they are inherent in the definition of management itself. Management could be said to be the planning of means to attain goals and their assignation for execution to staff and the proper coordination of activities within the group to attain maximal efficiency with minimal effort to attain determined goals.

Management itself does not ordinarily include the discovery and delineation of the goals of a group. Management concerns itself with the accomplishment of goals

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otherwise determined. In large companies the goals of the group are normally set forth by boards of directors. When this is done, the goals are assigned the nebulous word "policy." In governments goals, when they are assigned at all, generally stem from less formal sources.

Nations are so large that until they embark upon conquests they usually have few national goals which embrace all the group. The government personnel itself has the goal of protecting itself and exerting itself in management, and the remainder of the group bumbles along on small sub-goals. When a goal embracing a whole nation is advanced and defined the nation itself coalesces as a group and flashes forward to the attainment of advances. It is an uncommon occurrence at best that a nation has a goal large enough to embrace the entire group: thus governments are normally very poor, being management with only the purpose of managing. Asia Minor, given a goal by Muhammet, exploded into Europe. Europe, given a goal by certain religious men to the effect that the city of the Cross had better be attained, exploded into Asia Minor. Russia, selling five-year plans and world conquest plans and minority freedom plans, can have a conquest over any other nation without any large group goals. A good goal can be attained by poor management. The best management in the world never attained group support *in toto* in the absence of a goal or in the embracing of a poor one. Thus Russia could be very badly managed and succeed better than an excellently managed but goalless United States (for self-protection is not a goal, it's a defense). Marx is more newly dead than Paine. The goal is less decayed.

Companies obtain, usually, their "policy" from an owner or owners who wish to have personal profit and power. Thus a sort of goal is postulated. Nations obtain their goals from such highly remarkable sources as a jail bird with a dream of a conquered enemy or a messiah with cross in hand and Valhalla in the offing. National goals are not the result of the thinking of presidents or the arguments of assemblies. Goals for companies or governments are usually a dream, dreamed first by one man, then embraced by a few and finally held up as the guidion of the many. Management puts such a goal into effect, provides the ways and means, the coordination and the execution of acts leading toward that goal. Muhammet sat alongside the caravan routes until he had a goal formulated and then his followers managed Muhammetanism into a conquest of a large part of civilization. Jefferson, coding the material of Paine and others, dreamed a goal which became our United States. An inventor dreams of a new toy, and management, on the goal of spreading that toy and making money, manages. Christ gave a goal to men. St. Paul managed that goal into a group goal. In greater or lesser echelons of groups, whether it is a Marine company assigned the goal of taking Hill X428 by the planner of the campaign, or Alexander dreaming of world conquest and a Macedonian Army managing it into actuality, or Standard Oil girdling the world because Rockefeller wanted to get rich, the goal is dreamed by a planning individual or echelon and managed into being by a group. The dreamer, the planner, is seldom an actual member of the group. Usually he is martyred to a cause, overrun and overreached. Often he lives to bask in glory. But he is seldom active management itself. When he becomes management, he ceases to formulate steps to be taken as lesser goals to greater goals and the group loses sight of its goal and falters. It is not a question of whether the dreamer is or is not a good manager. He may be a brilliant manager and he may be an utter flop. But the moment he starts managing, the group loses a figurehead and a guidon and gains a manager. The dreamer of dreams and the user of flogs on lazy backs cannot be encompassed in the same man, for the dream, to be effective, must be revered and the judge and the task master can only be respected. Part of a goal is its glamor and part of any dream is the man who dreamed it. Democracy probably failed when Jefferson took office as president, not because Jefferson was a bad president but because Jefferson, engrossed with management, ceased his appointed task of polishing up the goals.

According to an expert on history, no group ever attains a higher level of ideal or ethic than at the moment it is first organized. This observation should be limited, to be true, to those groups wherein management has been assigned to the dreamer of the dream. For in those cases where the dream was ably supported, the tone of the group

remained high and the group continued to be brilliantly effective as in the case of Alexander whose generals did all the generaling and Alexander, a brilliant individual cavalryman, set examples and pointed out empires.

But whether a group has an Alexander or a wild-eyed poet or an inventor doing its goal setting for it, the group cannot be an actual or even an effective group without such goals for its achievement and without management brilliant enough to achieve those goals.

Having examined the source of such goals, one should also examine the character of goals in general. There are probably as many goals as there are men to dream them, probably more. Goals can be divided into two categories, roughly. The first would be survival goals and the second would be non-survival goals. Actually most goals are a combination of both for goals are occasionally set forth solely for their appeal value, not for their actual value. One sees that the goal of a nation which directs it to conquer all other nations ends up, after occasional spurts of prosperity, in racial disaster. Such a goal is not dissimilar to the money goal of most "successful" industrialists or boards. One might call such goals acquisitive goals entailing, almost exclusively, the ownership of the MEST accumulated through hard work by others. Technically one could call these EnMEST goals, for conquest of nations brings about the ownership of MEST which, by conquest, has been enturbulated into EnMEST and which will make EnMEST of the conqueror's own land eventually. Rapacious money gathering gains EnMEST, not MEST, and makes EnMEST of the rightful money of the acquirer. Such goals, since they tend toward death, are then non-survival goals. Survival goals are good and successful in ratio to the amount of actual Theta contained in them, which is to say, the ability of the goals to answer up favorably on a maximum number of dynamics. A survival goal then is actually only an optimum solution to existing problems, plus Theta enough in the dreamer to reach well beyond the casual solution. A group best catalyzes on Theta goals, not only to a higher pitch but to a more lasting pitch than a group catalyzed by EnMEST goals as in a war. It can be postulated that Theta goals could bring about a much higher level of enthusiasm and vigor than the most grandly brass-banded war ever adventured upon.

Another postulate is that a goal is as desirable as it contains truth or true advantage along the dynamics.

A group, then, can be seen to have three spheres of interest and action. The first is the postulation of goals. The second is management. The third is the group itself, the executors of the plans, procurers of the means and enjoyers of the victories.

These three factors or divisions must be satisfied to have a successful group or, actually, a true group. The divisions are not particularly sharp. The desires and thoughts of the body of the group influence and catalyze and are actually part of the goal finder. Management has to have the support of the group and the provision of the group to proceed at all and thus must have the agreement of the group for the best and most economical execution of orders. Management must have the confidence of the planning echelon or the planning echelon is liable to include the reform of management as part of the dream. The goal finder must be accepted and trusted by management or management will begin to look around for a new goal finder and, being management, not a goal finder, may take up with some highly specious ideas which management might then seek to make a sub-echelon to itself (the thing which causes most nations to cave in and most companies to collapse).

There are three divisions of action, then, which are interactive and interdependent. ARC amongst these three must be very high. A group which is hated by its management (often the case in the military) often gets wiped out; a whole system may be destroyed (as in American industry) when management and the group decide to become two camps. The death of the goal finder is not destructive to a group but even sometimes aids it, but only so long as the dream itself lives and is kept living. A management, for instance, which would interpose (for the "good" of the group) between the goal finder and the group is leveling death at the group by perverting and interpreting the character of the goal. Management cannot concern itself with the overall goal or plan; it can only execute and expedite the plans of accomplishing the

goal and relegate its own planning to ways and means planning, not goal planning. The traffic between the group and the goal finder should be direct and clean of all “interpretations” unless management wishes to destroy the group (in which case it should, by all means, undertake an interruption of communication between the goal finder and the group). The place of the goal finder is in the market place with the group or off somewhere sitting down thinking up a new idea. The place of management is in the halls and palaces, arsenals and timekeepers’ cages, behind the judges’ bench and in the dispatcher’s tower. Management leads the charge after the goal finder has assigned the cause of the campaign.

Management is subservient to goals but goal finding is not in command of management. So long as a management realizes this it will continue in a healthy state as a management and the group, modified by natural factors such as food, clothing and general abundance, will remain in excellent condition. When management fails to realize this, the goal finder, even when he is merely an individual who enjoys the making of vast fortunes, shifts the management. When the goal finder is actually high Theta and management forgets the quality of ideas (or doesn’t ever quite realize their potency) then, again and more so, management will be tumbled around, for a Theta goal finder has behind him a group and in a moment can become much more group than management and easily empties out the halls and palaces. A management that discredits its goal finder or perverts the communication of goals of course dies itself but, in dying, may also kill a group.

Management often takes the goal finder into its confidence and requests the solution to various problems. Management should understand that when it does such a thing it is not taking conference with more management, for the advice it will receive on technical problems, no matter how brilliant, is usually delivered with asperity, for the goal finder has no sight of tenuous lines of supply, quivering bank balances, raging labor leaders, leases and contracts unsigned or perilously inadequate. The goal finder sees goals; management sees obstacles to goals and ways of overcoming them. The first requisite of a goal finder is to see goals which are attainable only by the most violent arduous and which are yet sparkling and alluring enough to lead forward and onward his own interest (in the case of an EnMEST goal finder) or (if he is a Theta goal finder) his entire group. Management pants between the pressure of the group to attain the goal and the clarion call of the goal finder to go forward.

Yet there are specific means by which management can lighten the burdens for itself, recover and retain its own breath and be highly successful as management, which means that the group, by that management, must be highly successful if *its goals are kept bright*.

Let us concern ourselves only with true groups. The true group could be defined as one which has (a) a Theta goal, (b) an active and skilled management working only in the service of the group to accomplish the Theta goal and (c) participant members who fully contribute to the group and its goals and who are contributed to by the group; and which has high ARC between goal and management, management and group, group and goal. Here we have no management problems beyond those natural problems of laying the secondary but more complex plans of accomplishing the goals, pointing out and laying the plans for the avoidance of obstacles en route to that goal or those goals and coordinating the execution of such secondary, but most vitally important, plans. Management, having the agreement of the participants, is immediately relieved, by the participants, of some of the planning and, that plague of management, the tying of loose and overlooked ends. Further, management is not burdened with the actual location or cultivation of food, clothing and shelter for the group as in a welfare state, but is only concerned with coordinating group location or cultivation along secondary plans laid by management for the location and cultivation. Management is enriched by the advice of those most intimately concerned with the problems of participation and is apprised instantly of unworkabilities it may postulate. On the goal side it is relieved of the problem management has never solved, the postulation and theorizing of the primary goals of the group. Further, management does not have the nerve-racking task of smoothing out enturbulations and confusions which are the bane of every semi-group.

Now let us consider what might be meant by a true group as opposed to a pseudo-group. A true group falls away from being a true group in the gradient that ARC breaks exist between goals and management, management and group, and group and goals. In the case of a high Theta goal finder and a group in agreement with those goals, a bond between group and goal finder is so copper bound, cast iron strong, whether the goal finder is alive or dead as a person, that a management out of ARC with either the goal finder or the group will perish and be replaced swiftly. But in the interim while that management still exists, the group is not a true group and is not attaining its objectives as it should. This would be the first grade down from a true group toward a pseudo-group. The condition might obtain for some time if management were not quite a true management and not flagrantly out of ARC. The duration that such a management would last would be inversely proportional to the completeness of the ARC break. A severe perversion or break of ARC would bring about immediate management demise. A continuing slight one might find the management tolerated for a longer time. The break with the group, while the goal finder lives, can be of greater severity than with the goal finder without causing management to collapse or be shifted. Break of ARC with a goal finder finds management under the immediate bombardment of a group catalyzed, as a small sub-goal, into the overthrow of management. For this reason most managements prefer a good, safely dead goal finder whose ideals and rationale are solidly held by the group, and most groups prefer live goal finders because so long as the goal finder lives (in the case of a true group), the group has a solid champion, for a Theta goal finder is mainly interested in the group and its individuals and his goals and has very little thought of management beyond its efficiency in accomplishing goals with minimal turmoil and maximal speed.

The next step down from the true group toward a pseudo-group is that point reached where the goals exist as codes after the death or cessation of activity as a goal finder of the goal finder. Management, always ready to assume emergencies exist, being hard-driven men even in the best group, breaks ARC to some slight degree with the codified goals in the name of expediency. Being interested in current problems and seeing the next hill rather than the next planet, management innocently begins a series of such breaks or perversions and begins to use various means to sell these to the group. The group may resist ordinarily but in a moment of real danger may deliver to management the right to alter or suspend some of the code. If management does not restore the break with or perversion of the code, the true group has slipped well on its road to a pseudo-group.

The next major point on the decline is that point where management is management for the sake of managing for its own good, not according to the demised goal finder's codes of goals, but preserving only some tawdry shadow of these such as "patriotism," "your king," "the American way," "every peasant his own landlord," etc., etc., etc.

The next step down is the complete break and reversal of ARC from group to management, at which moment arrive the revolution, the labor strikes and other matters.

If management succeeds the overthrown management without the simultaneous appearance of a new goal finder, the old regime, despite the blood let, is only replaced by the new one, for management, despite critics, is normally sincere in its effort to manage and strong management, unless a good Theta goal finder springs up and carries through the revolution or strike, is faced with a continuing and continual emergency which demands the most fantastic skill and address on the part of managers and, oddly enough but predictably, the strongest possible control of the group.

We are examining here, if you have not noticed, the tone scale of governments or companies or groups in general from the high Theta of a near cooperative state, down through the Theta of a democratic republic, down through "emergency management," down through totalitarianism, down through tyranny and down, if not resurged by a new goal finder somewhere on the route, into the apathy of a dying organization or nation.

A true group will conquer the most MEST. Not even given proportionate resources with another group, it will conquer other groups which are not quite true groups. Brilliance and skill tend naturally to rally to the standards of a true group as well as resources. As a sort of inevitable consequence, MEST will move under a true group. The amount of MEST a true group will eventually conquer—but not necessarily OWN—is directly in proportion to the amount of Theta that group displays—Theta being many things including solutions along the dynamics toward survival. To display Theta the group must definitely tend toward a true group.

A truly successful management is a management in a true group. It is definitely in the interest of management to have as nearly true a group as it can possibly achieve. Indeed, management can actually go looking, for a group's completion, for a goal finder, or send the group looking for a goal finder and then, the goal finder proving himself by catalyzing the group's thoughts and ambitions, raise the goal finder's sphere of action as high as possible and abide thereby without further attempting to modulate or control the goals made (for management is necessarily a trifle conservative, is always liable to authoritarianism and is apt to be somewhat jealous of its power). Probably the most stupid thing a management can do is refuse to let a group become a true group. The group, if at all alive as individuals, will seek (the third dynamic being what it is) to become a group in the true sense. A group will always have around it a goal finder. Management in Industrial America and in Russia tries to outlaw, fight and condemn goal finders. This places the group in the command, not of management, but of a would-be martyr, a John L. Lewis, a Petrillo, a Townsend,\* and management promptly has to go authoritarian and start killing sections of the third dynamic, which course leads to death, not only of the management but to the business or the nation.

Likewise a group should be tremendously aware of the dullness or the real danger of putting a goal finder into management or insisting that the goal finder manage. Hitler had a battle. He probably had a lot of other battles he could have written about if one and all had recognized what goal finder there was in him and supported his goal finding. Instead, current management threw him into jail and sorted itself out as a target for national wrath (for don't think the people weren't behind Hitler, regardless of what the Nazis try to tell our military government). Down went the Republic, up went Hitler as management. Down went Germany in a bath of blood. At best he was a bad goal finder because he dealt with EnMEST, and very little Theta. But he was a hideously bad manager, for by becoming one he could no longer be a good goal finder but, made irascible by the confusions of management, went mad dog.

Being rather low on the tone scale initially, most managements would be very chary of creative imagination level goal finding unless they knew the mechanics of the matter. And these demonstrate that it is unsafe to be without a goal finder, unsafe to suppress goal finders, unsafe not to keep trying for a true group continually and to fight very shy of letting anything drift toward the pseudo-group level. Management should stay in close tune with the group participants and give them as much to say about managing and ways and means as possible, and should avoid assuming the burden of caring for the group, and should assume and keep the role as servants of the group, at the actual command of that group.

Management and enterprises are most highly successful when they attain most energetically toward true group status.

There are certain definite and precise laws by which management can raise the level of its own efficiency and the level of production and activity of a group.

Save when it is necessary to establish a surprise element in an attack or to secure a portion of the group from attack, suppression of OPERATIONAL DATA is permissible to management. Suppression of any other than operational data can disrupt a group and blow management over. Any management which operates as a censorship or a propaganda medium will inevitably destroy itself and injure the group. A management must not pervert affinity, communication or reality and must not interrupt it. A

[\*John Llewellyn Lewis, 1880—1959; U.S. labor leader. James Caesar Petrillo, born 1892; U.S. labor leader; president of the American Federation of Musicians 1940—58. Francis E. Townsend, 1867—1960; American reformer who in 1934 proposed pensions for persons over sixty.]



management fails in ratio to the amount of perversion or severance of ARC it engages upon and its plans and the goals of the group are wrong in the exact ratio it finds itself “forced” to engage upon ARC perversion or severance of ARC in terms of propaganda or internal relations.

A management can instantly improve the tone of any organization and thus its efficiency by hooking up and keeping wide open all communication lines between all departments and amongst all persons of the group and communication lines between the goal finder and the group. Fail to establish and keep in open and flowing condition one communication channel and the organization will fail to just that extent.

Communication lines are severed in this fashion: (a) by permitting so much EnTheta to flow on them that the group will close them or avoid them; (b) by perverting the communication and so invalidating the line that afterwards none will pay attention to the line; (c) by glutting the line with too much volume of traffic (too much material, too little meaning); and (d) by chopping the line through carelessness or malice or to gain authority (the principal reason why lines get tampered with).

He who holds the power of an organization is that person who holds its communication lines and who is a crossroad of the communications. Therefore, in a true group, communications and communication lines should be and are sacred. They have been considered so instinctively since the oldest ages of man. Messengers, heralds and riders have been the object of the greatest care even between combatants on EnMEST missions. Priesthoods hold their power through posing or being communication relay points between gods and men. And even most governments consider cults sacred. Communication lines are sacred and who would interrupt or pervert a communication line within a group is entitled to group death—exile. And that usually happens as a natural course of events. Communication lines are sacred and must not be used as channels of viciousness and EnTheta. They must not be twisted or perverted. They must not be glutted with many words and little meaning. They must not be severed. They must be established wherever a communication line seems to want to exist or is needed.

Any management of anything can raise tone and efficiency by establishing and maintaining zealously, as a sacred trust, communication lines through all the group and from outside the group into the group and from in the group outside the group.

The most vital lines of a group are not operational lines, although this may appear so to management. They are the Theta lines between any Theta and the group and the goal finder and the group. Management that tampers with these lines in any way will destroy itself. These actually have tension and explosion in them. It is as inevitable as nightfall that these lines will explode, when tampered with, at the exact point of the tampering. This is a natural law of communication lines.

A line is as dangerous to tamper with as it has truth in its channel. It is safe and even preserving of a line to cut it when it contains EnTheta. For example when a true line is cut, it charges a little power into the cutter and he has authority for a moment thereby. But it is only the authority of the cut line. If the line is thus made to perish, the cutter loses his authority. If there is much truth in that line, it does not give authority to the cutter, it explodes him.

A group has the right to exile anyone it discovers to be guilty of tampering with any communication line.

A management which will pervert an affinity or sever one may gain a momentary power, but the laws here are the same as those relating to communication, and an affinity tampered with will lower the tone of a group.

A management which will pervert or suppress a reality, no matter how “reasonable” the act seems, is acting in the direction of the destruction of a group. It is not what management thinks the group or the goal finder should know, it is what is true. A primary function of management is the discovery and publication, in the briefest form which will admit the whole force of the data, the reality of all existing circumstances, situations and personnel. A management which will hide data, even in the hope of sparing someone’s feelings, is operating toward a decline of the group.

A true group must have a management which deals in affinity, reality and communication, and any group is totally within its rights, when a full and reasonable

examination discloses management in fault of perverting or cutting ARC, of slaughtering, exiling or suspending that management. ARC is sacred.

Management should be cognizant of the differences existing in power. Management undeniably must have power but a management which confuses authority with power is acting, no matter its "sincerity" or "earnestness" or even conscious belief that it is doing what is right and well, in the direction of decay of organizational efficiency. Power which is held and used by rationale alone is almost imperishable. That power deteriorates and becomes ineffective in exact ratio to the amount of pain or punishment drive it must use to accomplish its end. The Theta of management becomes EnTheta in a dwindling spiral once this course is entered upon. For example, the punishment of criminals creates more criminals. The use of punishment drive on the insane creates more insane. Punishment drive against inefficiency creates more inefficiency and no management wisdom or power under the sun can reverse or interrupt this working law. Every management of past ages has been an enturbulated group rule seeking to rule an enturbulated group. Management has only succeeded when punishment drive was suspended or when Theta moved in over the scene from a goal finder and by sheer Theta power, disenturbulated the group.

The need of management is for power to advance secondary and vital plans and coordinate their execution by the group. The only power that ever works is derived from reason and the ability to reason. MEST surrenders only to reason when it is to become organized MEST. Punishment drive creates EnMEST where MEST was sought. It is the boasted desire of every management to acquire MEST for the group. By employing punishment drive on the group or on MEST a management can acquire only EnTheta control of EnMEST and that is death. Management, if enough free Theta exists in the group or if the goal is sufficiently Theta, gets away with punishment drive and can confuse the punishment drive it is applying with the existing Theta in the group and can delude itself into thinking that accomplishment occurs because of punishment drive, not because of existing Theta. Thus enthused about punishment drive, management then applies more of it with the result that the existing Theta is enturbulated. Sooner or later the group perishes or (fortunate group) saves itself with a revolt which carries a Theta goal. (Example: British Navy, bad conditions of discipline before first quarter of nineteenth century; mutiny of whole Navy for humanitarian handling of men; result, a more efficient Navy than Britain had ever had before.)

Power, and very real forceful power it is, can be sustained only when it deals with Theta goals and is derived from Theta principles. Authoritarian power, held by breaking or perverting ARC, enforced by punishment drive, brings to management certain destruction and brings to the group reduced efficiency or death. One, in considering these things, is not dealing in airy philosophic impracticalities but in facts so hard and solid they can be worn and eaten and used as roofs. We are dealing here with the basic stuff of management and group survival. It is to be commented upon that management has succeeded despite its use of punishment drive and because of existing Theta goals whether management knew it or not. This sums up not particularly to the discredit of managements of the past but to the highly resistant character of Theta goals. Management, failing to understand the true force of its power and the source of that power, seeing only that if it cut and perverted ARC it had power of a sort, has been the yoke around the neck of Mankind in most instances, not the proud thing management thinks it is or could be, keeping the wheels turning. Where wheels turned in the past it was usually because of highly vital Theta goals and despite management. Management, being a needful cog in the scheme of things, has been kept around by a hopeful Mankind on the off chance that it someday might be of complete use. A punishment drive management is the spoke in the wheel of an action being conducted by a goal finder and a group, not the grease for the wheel which management sincerely believes itself to be. A goal finder-group combination action is only enturbulated because of the lack of a good management or, much worse, the existence of a punishment drive management. Man would run better entirely unmanaged than in the hands of an authoritarian management, for the end of such a management is group death. A group would run better Theta managed with real Theta power than a group entirely unmanaged.

Management derives power most swiftly by acting as interpreter between a goal finder and a group. The power of the management is effective in ratio to the cleanness with which it relays between the goal finder and the group on ARC. Management loses real power in the ratio that it perverts or cuts lines between the goal finder and the group. When the goal finder exists only as a printed code, management can continue to prosper and can continue to serve only in the ratio that it keeps that code cleanly interpreted between archives and group. Management deteriorates and grows unprosperous in the ratio that it perverts or cuts the lines from code to group.

There is an intriguing factor involved, however: ARC lines. When they are slightly interrupted they deliver power to the individual that interrupts them. True, it is authoritarian power—death power. But a very faint tampering with a line gives authority to the tamperer since he is obscuring to some slight degree a section of Theta. His group is trying to see the Theta and reach it and if they can do so only through the tamperer and if they are convinced that the tamperer or tampering is necessary (which it NEVER is), then the group tolerates the tamperer in the hope of seeing more Theta. Mistaking this regard for him as something he is receiving personally, the tamperer cannot resist, if he is a narrow and stupid man, tampering a little more with the ARC line. He can live and is tolerated only so long as the Theta he is partially masking is not entirely obscured. But he, by that first tampering, starts on the dwindling spiral. Eventually he is so “reactive” (and he would have to be pretty much reactive mind to start such an operation) that he obscures the Theta or discredits it. At that moment he dies. He has put so much tension on the line that it explodes. If it is not a very Theta ARC in the first place, he is relatively safe for a longer period. The pomp and glory he assumes are not his. He makes them EnMEST and EnTheta and eventually corrupts them utterly and corrupts himself and all around him dies as management.

There is also a pretense of having a Theta goal without having one which intrigues management. Lacking the actual article the management postulates merely the fact that such an article exists and that management is the sole purveyor of this Theta goal. Usually such a management makes excuses for the goal not being in sight or existing by claiming that “it is too complicated for ignorant minds to grasp” or “it is too sacred to be defiled by the hands of the mob.” Management dresses itself in all the trappings of a Theta relay station, but as there is no Theta goal in the first place to give to the group, punishment drive has to be entered upon instantly. Hellfire has to be promised to those who won’t believe a Theta goal exists just over management’s shoulder. A flog has to be used to convince the group that the cause is just. However, a group is capable of generating some Theta on its own. There are always some minor goal finders around. Unfortunately these serve to buoy up a masking management by actually putting some Theta into circulation. Management can then keep on masking an empty altar. But as the altar is empty such a management is always afraid, instinctively. It starts to speak of rabble, the mob, the horrors of individual say in group actions. It speaks of anarchy and uses wild propaganda to stampede and enturbulate its group. The life goes, to some degree, down in every individual in that group and stays up only because of the minor goal finders in the group. Management, seeing here a rival or a threat of discovery that it exists not for the goal but for itself, starts in punishment driving the minor Theta makers, calling them revolutionaries whenever they advance a goal or idea and having them torn down from any tiny eminence to which their meager supply of Theta has lifted them. When the last of these goal finders is dead, the group is dead, management is dead and desolation reigns. This has been the cycle of management amongst men since first Man became civilized, save in those times and places where a real goal finder existed and where management actually began by being a part of a nearly true group. (See the history of Greece, the history of Egypt, the history of Rome, trace the course of Greek tyrannies. See also the history of various companies, and one readily sorts out those which began because of a goal finder and those which pretended a goal existed but had no goal finder for the group but only made goals for individuals—management itself. Three life insurance companies began because of real goal finders and they are the leading companies of America despite subsequent perversions of the goal and its subordination to individual profit.)

Now it so happens that a culture which has within it many examples of punishment drive masked management will begin to develop a spurious technology of management based upon mimicry of these masked punishment drive managements. The technology is most ably put forward for that period in Machiavelli's *Prince*. Almost any text on "military science" is a technology of masked management. However, such texts exist and are useful because they furnish a short-term method of assembling a unit to follow a cause whenever one appears. The technology of how a company evolves or a battery spots is not the technology of management but the technology of a coordinated group. Everywhere one looks in such a text on actual battle skill one finds that cooperation and understanding are the essence and that ARC is stressed amongst the group itself at every period and paragraph. But alas, the technology of the military management itself is so far from useful or factual that wars get won only because most armies have the same management system and that one wins which makes less errors than another and which has a better "cause."

For example, the communist main group in Russia is not a true group. Probably the United States is much closer to (but very far from) a true group. Thus the nation of Russia vs. the nation of the U.S., in a battle of culture would lose miserably. But an army of communists, working for a management which only recently lost its goal finders, Marx and Lenin, can have a "cause" couched in modern terms. All armies are considerably EnTheta and take only EnMEST. But a Russian army has a "cause" superior to a U.S. Army. Neither army has a true group cause, but the U.S. "cause" has not been restated in convincing modern terms. A second-rate and obsolete "cause" is as dangerous to have around an army as an obsolete weapon. The U.S. army "cause" does not include a conquest of MEST clause but contains only protection of status quo clauses. Once the U.S. drove hard on Theta goals. Because her people and culture are not much decayed and her technology is high, a U.S. with a "cause," as before, could easily outreach any Russian culture. And a U.S. army with such a "cause" would crush a vastly superior Russian force. Armies, understand, are short-term groups intimately concerned with the conquest of MEST which, no matter if they made EnMEST of it, is still a MEST goal until conquered. Thus armies can be thrown into action with far less reason than a culture, and, not so closely, ARC within the unit itself can be catalyzed. An army, then, builds its technology on fantastically high ARC on the private-corporal level and is governed by a fantastically low ARC on the management level. Because ARC is high in the bulk of the group and is commanded to be high (management of armies would reverse such a thing if they knew what they were effecting, one fears) by a low ARC management. Optimum in armies is that high ARC on the private-corporal level and management by a government which has high Theta goals and is itself high ARC. When this is attained armies explode out of Asia Minor and overrun Europe.

With such bad examples in a culture, management can develop an entirely false technology. Managers have to be geniuses to work with such technologies and ordinarily work themselves into a swift demise, as witness the presidents of the U.S. who can be seen, if you compare the pictures of the same president after just two years of being president, to deteriorate swiftly. The group one way or another will try to knock apart an authoritarian management or a management even slightly authoritarian. The management thinks this is all because of bad planning, tries to plan better, and thinks all can be righted by just a little more emergency punishment drive. The group revolts more. Management punishment drives more. And finally something has to explode. It is a lucky nation which blows into a Theta goal revolt early in this cycle. The government of the United States is overworked and inefficient as management because all the principles of its original goal finders are not applied and those that are applied are slightly perverted. And the same thing obtains with Russian management. (Example: read the works of Paine and the works of Jefferson in their original form and read also the letters and personal opinions of these men: you will find more Theta in those writings which has been overlooked than the whole U.S. government is using from those same goal finders. Read Marx and Lenin and look at the tremendous quantity of Theta untapped in those works.)

Bad management, then, like any aberration, goes by contagion. Because of a native existence of Theta goals even as to common survival and a country wealthy in brilliant people and natural resources, management can become a sort of priesthood because success reigns and management has never been loath to take credit for a group's production. But statistics will tell you swiftly that the great god "modern business management" is in continual trouble, is expensive, is uneconomical and that, by the duration of large fortunes and businesses, on the average such management as has been purporting to be management is almost a complete failure and is murdering outright the majority of enterprises of this country. The rise of unionism is not an index of the viciousness and willfulness of man but is, as it rises and wars against production, an index of the failure of management as it has been practiced as a technology. Unionism is not wrong. It is simply an unnecessary arbitrary existing because of the existing arbitrary of management operating on an authoritarian level, masking the absence of Theta goal finders and seeking to enforce that lack with punishment drive.

America fought for Independence from absentee management in 1776 and won. With the advent of Alexander Hamilton's banking system (a medal please for Burr\*, traitor though he may have been) that part of Independence related to economics did a marked and remarkable slump back into the Dark Ages of fascism—or, Tyranny, as they called it in those days. Senator Bone, USS, once remarked to me, "I have fought since 1905 to place public utilities in the hands of the people. But I believe that, by giving them at last to the government, I have exchanged a fairly unreasonable for a very unreasonable master. It seems to me that when this country got rid of slavery in the Civil War we changed an outright form of slavery for a far more insidious brand—the tyranny of modern management." Fascism exists in America as almost the sole *modus operandi* of big business. And fascism or authoritarianism almost always murders itself swiftly since it is EnTheta and enturbulates the existing Theta. This is best exemplified by the management-labor upsets which have been increasing in volume since the early 1900's.

Economic tyranny alone could make possible the far less than ideal group ideology of communism. Where fascistic business management exists there socialism and communism can grow. State ownership of everything including the human soul and a communal ideology conducted with false propaganda by a rather fascistic group in Moscow are equally undesirable. The world is in tumult today because of three schools of management: fascism reserves the right to fire at will and devil take the men of production; socialism outlaws private property and builds up staggering bureaucracies about as efficient as Rube Goldberg's machinery; communism buffoons around with one-time high ethic tenets, building an empire on deceptions. None of the three are worthy of attention should a workable science of management come into being.

Such a science of management should obtain optimum performance potentialities and optimum living conditions for the group and its members. Such a science is postulated in Group Dianetics. It is not an ideology. It is an effort toward rational operation of groups. Its pilot project has worked. Other pilot projects will follow. In Group Dianetics, should its results continue to bear out its tenets, one is looking at the general form of the government of the world. That government will not extend, as administrator, out from the Dianetic Foundation. But the Foundation will probably train the personnel that governments send to it and will probably be the advisor to all governments. No empty dreams—we have in Group Dianetics a much better mousetrap.

However, if the Foundation is ever to accomplish a post as trainer of government personnel, a tutor to the world of all management, the Foundation had better become, of itself, the best example of Group Dianetics in existence.

In accordance with an ambition to put its house in order, it is suggested that any organization so desiring put into practice the following tenets:

1. Consider well its ideal and ethics. This is the province of goal finding.

[\*Aaron Burr (1756—1836), American political leader; mortally wounded Alexander Hamilton in a duel in 1804; was charged with treason in 1807, and later acquitted. ]

2. Consider well its rationale. This is the province of management, its planning and coordination.
3. Consider well its execution. This is the province of staff and individual members of the group.
4. Establish a general, flexible plan of government—adopting a constitution, selecting its officers with full agreement, adhering to its establishment and establishers.
5. Ever lean toward creative and constructive goals and execute its ventures creatively and constructively as opposed to “saving things,” “arbitrary emergencies,” and destructive planning and action.
6. Choose for its posts of trust high Theta personnel who plan creatively and constructively in expanding terms rather than “emergency” terms. Keep out of office the death-talkers who pervert or selectively censor communications or cut lines to gain power, who postulate opportunistic but dire realities and who, perverting affinity, have no love for Man.
7. Hook up an abundance of communication lines to fill their various needs, keep the communications terse, keep the communications wholly honest and drop no curtains between the organization and the public about anything.
8. Incline in the direction of creating affinity from group to group and group to management. Create and maintain high affinity with the rest of the world.
9. Create a high and ethical reality of a better world and then make it come into being. Make the organization a model of that better world.
10. Persevere in the continual raising of group tone. Persevere toward the goal of the highest individual tone. It is theoretically true that a high enough group tone level almost nullifies the necessity of individual clearing and that high individual tone creates a high group tone.
11. Self-generate the organization into a model of efficiency in all its departments and with high pride in his performance on the part of every individual member of the group.
12. Operate on the principle that the failure, in any department, of one individual or sub-group, by contagion, threatens the survival of all.
13. Understand thoroughly the principle that the amount of Theta in the group materially determines the longevity, greatness and general survival of that group and its members and that the amount of EnTheta in the group determines its proximity to death, and thus have done with the casualnesses and insincerities existing in a lowtoned outer society.

[Following the above article in the original DAB Vol. 2, No. 2, were reprints of “The Credo of a True Group Member” and “The Credo of a Good and Skilled Manager”. These are included in this volume at their original date of writing on pages 94 and 96 respectively.]

## **HOW TO PICK UP OCCLUDED DATA**

Straightwire innocent (non-painful) moments.

Problem: The preclear cannot remember a bad moment he had with someone.

Action: Straightwire or scan good moments with this person until the bad moment shows up.

Problem (in detail): The preclear cannot remember a bad telephone conversation with a certain person.

Action: Straightwire or scan any and all telephones, then telephones ringing, then phone conversations with anyone, then any conversation with the person in question. Then contact the bad telephone conversation.

If it is still occluded, repeat the process.

LRH

## THE "26" PERCEPTICS

*from DAB Vol. 2, No. 2*

Many months ago in one of his lectures, L. Ron Hubbard made the statement that there were not just 5 or 6 or even ten perceptics, but twenty-six of them, all of which should be available for recall. Since that lecture there has been a considerable volume of correspondence and verbal requests for a list of the twenty-six.

During the first annual conference of HDAs a list of perceptics was started and hung on the bulletin board where others could add a few perceptics of their own. Mr. Hubbard boiled the list down, combined duplications, and laughingly said, "Of course there are more than twenty-six."

Following is the list as it stands today, although there are undoubtedly many more items which can be added. No attempt has been made to place them in any particular order of importance.

1. Time
2. Sight
3. Color
4. Depth
5. Relative Sizes  
(external)
6. Sound
7. Pitch
8. Tone
9. Volume
10. Rhythm
11. Smell  
(4 subdivisions)
12. Touch  
(4 subdivisions)
13. Personal Emotion
14. Endocrine States
15. Awareness of awareness
16. Personal Size
17. Organic Sensation  
(including hunger)
18. Heartbeat
19. Blood Circulation
20. Cellular and Bacterial Position
21. Gravitic  
(self and other weights)
22. Motion of Self
23. Motion  
(exterior)
24. Body Position
25. Joint Position
26. Internal Temperature
27. External Temperature
28. Balance
29. Muscular Tension
30. Saline Content of Self
31. Fields (magnetic)
32. Time Track Motion
33. Physical Energy  
(personal weariness, etc.)
34. Self Determinism (relative)  
(on each dynamic)
35. Moisture (self)
36. Sound Direction
37. Emotional State of other organs
38. Personal Position on the  
Tone Scale
39. Affinity (self and others)
40. Communication (self and others)
41. Reality (self and others)
42. Emotional State of Groups
43. Compass Direction
44. Level of Consciousness
45. Pain
46. Perception of Conclusions  
(past-present)
47. Perception of Computing  
(past-present)
48. Perception of Imagination  
(past-present)
49. Perception of Having Perceived

[ This list was updated and issued as HCO B 10 March 1970, *List of Perceptics-Dianetics Bulletin*, Volume VII, page 25.]

# SELF ANALYSIS

by  
L. Ron Hubbard

Published August 1951

**Self Analysis**, written by L. Ron Hubbard in July—August 1951 and published at Wichita, Kansas, is a simple self-help volume, designed for use for a few minutes each day by any reasonably stable person who can read and understand English. Also, through the use of these Straight Wire processes, an occluded person who could not run engrams or who had great difficulty in running engrams could often turn on his sonic and/or visio, at which point he could then graduate to Standard Procedure as delineated in *Science of Survival*.

In a Progress Report in early August 1951, the Wichita Foundation wrote to the field Dianeticists: "The fact appears to be that Ron, through the pages of this book, is auditing the preclear with a new kind of Straight Wire that lies on the concept level below language. As you read this book and put its process to work, you will find that it contains a great deal of power, particularly in occluded cases."

This book was modified by L. Ron Hubbard in 1953 for creative processing and called *Self Analysis in Dianetics* in Britain and *Self Analysis in Scientology* in America. These changes are discussed later in this volume on page 286. The original version is, however, the one used currently.

The first section is devoted to the key points of Dianetic theory, followed by the Hubbard Chart of Human Evaluation which one can use to find his position on the Tone Scale. The central part of *Self Analysis* is the lists of processing questions that are entitled: General Incidents, Time Orientation, Orientation of Senses, Standard Processing, Assists to Remembering, Forgetter Section, Survival Factors, Imagination, Valences, Interruptions, Invalidation and The Elements. At the end are special lists that are to be used in case of discomfort while doing the processes.

Today the *Self Analysis* Recall Lists form a key part of the Drug Rundown and are part of the ARC Straightwire Grade, though in these uses they are applied by an auditor in a standard session rather than by the preclear alone.

192 pages, hardcover with dust jacket, contains the Hubbard Chart of Human Evaluation. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.



## HUMAN EVALUATION COURSE LECTURES

Wichita, Kansas  
13—17 August 1951

“During the week of August 13 L. Ron Hubbard gave a series of five lectures, launching the Special Course in Human Evaluation, as another important branch of Dianetics. Among those attending were representatives of the major industries in Wichita.

“Personnel directors, teachers, ministers and in fact any individual whose work is the direct hiring or supervision of others is certain to be vitally interested in this course. Through the knowledge gained about the predictability of human aberration an employer is saved expense and possible danger to his organization by individuals who are dangerously low on the tone scale.

“Salesmen, too, benefit immeasurably from the knowledge of the tone scale and its applications. He approaches his prospect by matching that person’s tone level, thereby gaining immediate agreement and an almost inevitable sale.”

—*Dianetic Auditor’s Bulletin*, Volume 2, No. 2

** 5108C13A	HEV-2	The Value of the Chart of Human Evaluation and Its Application
** 5108C13B	HEV-3	The Dynamics of Existence—Derivation and Uses of the Chart of Human Evaluation
** 51 08C1 4A	HEV-4	Life Force Endowment, Personality and Tone Scale Reaction to the Universe
** 5108C14B	HEV-5	Behavior and Punishment—Evolution on Theta and GE Lines
** 5108C15A	HEV-6	Tone Scale, Part I—How to Talk About the Tone Scale to the Non-Dianeticist
** 5108C15B	HEV-7	Tone Scale, Part 11—Chronic Position on the Tone Scale
** 5108C16A	HEV-8	Motion and Emotion and Its Relationship to Man and the Tone Scale
** 5108C16B	HEV-9	Motion and Emotion (cont.)—Physiology
** 5108C17A	HEV-10	Motion and Emotion (cont.)—Physiological Aspects
** 5108C17B	HEV-11	Review of Motion and Emotion—ARC Triangle

## LRH LECTURES

20 August—20 September 1951

5108C20	LECTURE	Motion
* 5108C27	LECTURE	Motion and Emotion—Line Charge, Parts 1-5
* 5108C28A	LECTURE	Psychotics
* 5108C28B	LECTURE	Analytical Mind
* 5109C04A	PLS-12	Time and Motion (Geriatrics)
* 5109C04B		Illusion
* 5109C10	PLS-13	Arithmetic
* 5109C10	PLS-13	Mimicry
5109C10	PLS-14	The Cellular Postulate
* 5109C17A	LECTURE	Black Dianetics
* 5109C17B	LECTURE	The Cellular Postulate
5109C20	LECTURE	Introduction to Survival
5109C20	LECTURE	Effort Processing
51 .. C ..	LECTURE	Resolution of Effort and Counter-Effort (possibly same tape as 5203C08 HCL-11 or 5211C01)

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Wichita, Kansas

## Basic Reason - Basic Principles

*From a Lecture by*  
**L. Ron Hubbard**

By their very nature basic principles, every time they are examined, tend to become more basic. Critical exploration uncovers simple underlying fundamentals. Yet, in spite of this fact, the tendency of the greater number of people is to complicate a subject in relaying it. Rarely does one try to advance knowledge by making it simple. The usual fate of a new postulate is building it up into a complicated hokus-pokus that would stagger the original creator of the postulate!

Original thinkers of the stature of Newton presented their ideas very simply. Newton stated that there are three laws of motion: Inertia, interaction and acceleration. In relaying these laws some struggling scientists feel that if everybody understands it as well as they, their prestige is thereby lowered. So they strike learned attitudes before students: "Of course, there may possibly be some of you who can understand this—or part of it .... During the next four years there may be a *possibility* that I can instill *some* of the pattern into your minds, but of course you can't be expected to grasp it...." It's the same urge that navigators have for declaring navigation too difficult for the average person. Or a typical college text on elementary physics that starts out with "... the kinesthetic aspects and persistence of masses . . ." and goes on and on for pages and pages with words that stun the reader. Suddenly it is realized that the presentation is of the simple law of inertia—the tendency of a body to remain in motion if it is in motion or to remain still if it is still; a whole chapter to make that law complicated! Many individuals are upset, evidently, by going "backwards" in a subject toward simplicity, and insist on going "forwards" toward incomprehensible complexity and confusion.

This reaching back for earlier simplicities is the direction that any seeker after truth must take. Reaching a simpler fundamental, he takes the props out from under the thousands of complex, unworkable formulations which previously existed. The moment earlier simplicity is reached, complex data falls apart and becomes simple.

### DIANETICS A NEW SIMPLICITY

When a person has been taught scholastically by authoritarian teaching methods a mass of facts forced down the student's throat on threat of failing—he finds himself confused when a new fundamental appears because he has to re-evaluate everything he knows about the subject. This may be characteristic of that group of people who complain that Dianetics is over-simplified. They are in reality complaining that a new fundamental has been discovered which makes it necessary to re-evaluate and jettison some thousands of ideas which before would not work properly. It took years for those individuals to accumulate, memorize and study the ideas, and, just as it is difficult to coax persons to give up some of their MEST, so it is very trying to be asked to give up some of their facts and ideas. Robbing a man of money is no more difficult than robbing a man of such a collection of ideas and facts. A complicated unworkable mass of doctrine has made the student feel important. He has not tried to resolve

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problems with his new-found knowledge, but has assumed that he knows all that is necessary to be known about the subject. A new simplicity is an attack upon this self-assuredness. He will resist. Thus it is that progress in the field of thought or of physics or chemistry is met, usually, not with acclaim, but with suspicion. What is acceptable to men is something within their frame of reference fitting a majority of their facts. Something which puts new facts into the field and removes old facts is usually combatted.

Dianetics is basically epistemology, the study of knowledge. Man's behavior is based on knowledge, or lack of it. The very act of trying to study without knowing what knowledge is is nonsense. We study the human mind because the mind is a computer for knowledge. A clarity of vision, an ability to absorb, recall and compute with data is absolutely necessary before the individual can adequately handle knowledge. Without these abilities, he is powerless against his environment. In order to assure this ability to use knowledge in the race of man, the computers of individual men must be brought up to a high level of efficiency. The aberrated mind is a problem of Dianetics because it is an imperfect computer. How can men learn what knowledge is when they are violating the basic principles of data?

### SURVIVAL DEPENDENT UPON REASON

The goal of Dianetics is to spread some knowledge through the societies of men so that, improbable as it may seem, the species might survive and might even evolve into something better. So long as individuals have imperfect computers which cannot even recover the data most arduously impressed into them, the normal course of human events will, unfortunately, continue. The address of Dianetics to aberration is for the purpose of achieving reason in the individual. Any process which helps an individual to reason and work and live better is a valid process.

The dianetic auditor should evaluate for himself what he is trying to do with his preclear. He should evaluate all theory in this light. Dianetics is not tender and fragile; it does not have to be approached with the awe and reverence which is demanded in some fields. In Dianetics all theory and technique should be submitted to this test: Does it make people more reasonable?

### EDUCATIONAL APPROACHES

Education can lie along two lines: The first is to give the student data. The second is to teach the student to reason with the data he has. Much modern education hardly recognizes the second method—developing the ability to reason in the student. When we ask why a man needs reason, we find that reason is the ability to extrapolate new data from the existing data. Knowing “all there is to know” about a subject is not enough. The individual must have the ability to know, as the necessity arises, the things that are *not* known by extrapolating them from data. There is a difference between memorizing and rationalizing. Knowledge is more than data; it is also the ability to draw conclusions.

The confusion between reason and memory has entered into Dianetics. People think that if they could just recall everything they had ever read they would be reasonable. They think that they must have perceptics to be reasonable. But many a wide-open case in which the individual has the ability to recall practically everything that has happened to him is extremely unreasonable in behavior. Memory is not reason; it is a different order in the field of epistemology.

### SELF-DETERMINISM AND REASON

Reason, the ability to extrapolate, is hand-in-glove with self-determinism. As soon as an individual feels that he has a right to reason, to extrapolate on data, he will do so. As his right to reason is inhibited, his self-determinism is inhibited in direct ratio. As self-determinism is inhibited, not only does he feel that he has no right to move where

he wishes or do what he wishes, but he feels that he cannot use the data he observes. The rehabilitation of a person's self-determinism is the rehabilitation of his ability to reason. They are almost the same thing. His ability to move and act at his own command approximates his ability to reason at his own will on his own data. Processing is not getting data out of the preclear; it is not assembling his life for him as a complete, consecutive play—it is increasing his self-determinism and his right to reason. A man whose self-determinism has been three-quarters rehabilitated may still have arthritis which hurts, but the auditor has done a good job. But if the arthritis is gone and self-determinism is diminished, the auditor has done a bad job.

## TYPES OF PROCESSING CASES

There are two ways that an individual can be dominated. First, he can be made to do things with his physical environment or prevented from doing things with it. Second, he can be left alone, ignored. One becomes the occluded case, the other the wide-open case low on the tone scale.

The wide-open case has been invalidated during his lifetime until he feels worthless as an individual. He has been ignored and has been unable to get the attention he needs. One such case, at 0.2 on the tone scale, had been more or less deserted as a child. She was put into the sickroom and seldom attended except to be fed. Nobody played with her or read to her. Lack of strength or power to improve her position brought a complete invalidation as a person. She was not interfered with, just neglected. As an adult her perceptics were excellent, but ARC and reasoning were shattered.

The occluded case has had self-determinism interrupted by being manhandled with regard to MEST. He is told to get up, to go to bed, to pick something up, to put something down, to come in the house, to go outside. He is given shoes but is told exactly when to wear them and where not to put them and when he must polish them and how he must not scuff them. He is told that his clothes are his but that he has to take care of them and not get them dirty. When he receives any MEST, he is controlled in how to use it. He himself is controlled as MEST. He begins to handle his thoughts as he handles MEST; they begin to be moved off the time track and shunted here and there into occluded areas. His ARC may be quite good, but all his data is gone. He has a hard time in school because the educational system is based on the memorization of facts, and he had been forced to forget and remember so much that his command of data is poor. However, he has been forced to learn to reason at the same time, mainly by having to be shifty-footed! Any time he has entered the vicinity of older people, he has had to have an explanation for something he has or has not done. Not having much data to fall back on, and always having the necessity to come up with an answer, he has learned to extrapolate conclusions from the data in present time. He has learned to reason on an emergency basis.

Hence the occluded case extrapolates well on practically no data. He has confidence in his ability to fill in the blanks by reasoning things out. On the other hand, the wide-open case extrapolates hardly any at all, even though it has nearly all the data it has ever contacted. This case more or less worries about the correctness of data, and corrects the words of others because any departure from the known data is very uncomfortable for him. MEST is unreal to this case; he is careless and destructive of it. The occluded case, on the other hand, will acquire MEST.

These are the two main types of cases for processing. Sometimes one encounters a mixed type, but rarely. Sometimes one encounters an open case that is temporarily occluded, but never an occluded case that is temporarily open.

## PROCESSING APPROACHES

Which of these cases is easier to rehabilitate? What responses can be expected in processing? The occluded case will show more benefit in terms of reasoning ability than the wide-open case. Processing recovers data for him. The more data he gets the

more actively he starts reasoning. However, this is not true of the wide-open case. Here the auditor must realize that he is trying to rehabilitate the preclear's reality as against the occluded case in which he is trying to draw data and perceptics into view. Perceptics then are no index of the ease with which the auditor can restore reason to the preclear.

It is an unfortunate thing in this society that women as recently as fifty years ago were considered chattel, MEST. There seem to be more wide-open cases among women than men for this reason. Society and the family expect something by routine in the culture of men. They don't expect as much of women. This is completely unfair. Many women have a whole lifetime of invalidation. They are given a 1.1 education; they are dominated so much that their only recourse is often covert hostility. The fact that they do not uniformly act at this level is a sign of their ability to rise above their education.

The little boy of the family who may be far more delicate than the daughter gets no sympathy when he is beaten up by the kid next door. He is told to take care of himself. All the hero tales he reads, from King Arthur to Hopalong Cassidy, tell him to be a 1.5. So we have the battle of the sexes: 1.5 against 1.1 ! Their education on the average postulates that this condition will exist. An auditor, in processing an inharmonious married couple, can predict with usual accuracy that this 1.5—1.1 conflict is taking place.

Some girls, on the other hand, are raised well and are found high on the tone scale; others are mauled around as thoroughly as the boys, and the result is the occluded case in women.

A test of perceptics should tell; the auditor whether the preclear is stronger on memory or on reason. He will then know whether to start on ARC processing or on MEST locks. Since a completely reasonable individual should be able to recall everything in his life and reason on it to the fullest extent, in the aberrated person who can recall everything, the auditor must rehabilitate the right to reason on that data in order to have a whole being. In the individual who is occluded, the auditor makes efforts to help bring data into view.

## FUNCTION OF THE MIND

The consolidation of data and the resolving of problems relating to the survival of an organism, group or species is functionally simple, so simple it has been overlooked. So long as people failed to compartment function from structure, the confusion between the two prevented either from being satisfactorily identified.

The mind could be called the command post of an organism. Gradually, through the ages, it evolved greater and greater structural complexities in order to accomplish a functional simplicity which itself never changed. This evolution of the mind has increased the number of ways the mind could do this thing it was trying to do.

There is no reason to doubt that plankton thinks. Its thinking is not obvious because the organism cannot easily be observed to react to changes in the environment. In 1937 over a period of six weeks, certain experiments were made to demonstrate the thought processes of monocellular organisms. The subjects for the experiment were some slightly mobile bacteria in a drop of water. When cigarette smoke was applied to the drop of water, the bacteria were observed to retreat. This was repeated a few times, then steam was substituted for the smoke. The same reaction was observed. When the steam was first used, before any smoke had been applied, the bacteria did not respond to it in any way. This is obviously a process of learning—at a microscopic level.

These experiments seemed clearly to support the postulate that the basic unit of life was a cell and that as the cell behaved, so the most complex life organism behaved. That which is the purpose of a monocyte is also the purpose of the largest and most complex organism that exists. This functional definition of thought, with no regard to size or structure, was maintained and bore fruit. The monocyte is trying to survive and procreate. It must, therefore, approach and stay in the vicinity of pleasure and it must avoid pain. The two vectors of approaching pleasure and avoiding pain combine into one vector which is the survival not only of one cell but of the whole line of monocytes

through many generations. This is no different than the function of any other organism, no matter how large. The apparent differences are only those of complexity of the same function. A big organism has evolved so many ways to be mobile and so many ways to perceive and can combine them so much more intricately that it is easy to overlook that the purpose of the monocoell and the larger organisms is the same. The growing complexity of life organisms has been a development of better and better ways of approaching pleasure and avoiding pain in order to survive. This is a fundamental concept. It is a very simple concept.

### ATTITUDES TO ENVIRONMENT

It is unfortunate that many schools of thought propagate the theory that the purpose of life is to adapt and that the person who does not is maladaptive. The purpose of life is not to adapt. An individual or a society which could get such an idea would be confessing that he or it was defeated by the environment and was propitiating the environment in the vain hope of not being killed for a little while anyway. Adjustment to the environment! If man had begun with the idea of adjusting to the environment he would have had to adjust to sabre-toothed tigers and mastodons; and that adjustment would have been even more unpleasant and fatal than adjusting to one's environment today. There wouldn't be any men around any more!

If adaption is the goal of life, what more beautiful life form is there than the plankton and the algae? They are very well adapted. There is nothing wrong with them. There is no reason for them to have gone on in any direction except as monocoells. They floated on the surface of the sea and nothing menaced them. The plankton live on minerals and sunlight. They convert eighty-six percent of the sunlight which strikes them into energy for their own use. This is very, very efficient—ten times as efficient as the operation of the human organism. The efficiency of the plankton is so high, according to the work of a great biologist, that food could be produced by photosynthesis to support one hundred persons for every one which is supported now in the world. An acre of algae, raised in a vat, will produce somewhere between two hundred and five hundred tons of food per year. It can be pitchforked out of the vat straight into the mouths of cattle. This is really an ideal life form. It is completely adapted to its environment.

But life does not seem to know that it is supposed to adapt to the environment: it keeps trying to adapt the environment to itself. Whenever an individual stops trying to adapt the environment to himself, he is on the road to an early grave.

The handiest and quickest way to estimate the tone of a preclear is by his relationship with his environment: Is he adapting it or adapting to it? If he is still trying to adjust his environment to himself, he will come up the tone scale easily. If not, he will try in every way possible to succumb, despite the efforts of the auditor. A person who is merely trying to adjust to his environment is dying. Any species which thoroughly adjusts to its environment dies.

A monocoellular animalcule cannot adjust the environment to itself very well. A monocoell is not very mobile; it cannot swallow up a continent or get to the moon or the planets—which same might some day be necessary for survival. It becomes, therefore, very dissatisfied with being a monocoell and works its way up to being a sponge. As a sponge it discovers that it is still held down by MEST and cannot control MEST to any degree so it becomes an invertebrate; then it goes up and lies on the beach and becomes a quadruped and then a bird and so on. All this in the interest of controlling MEST.

### THEORY OF NATURAL SELECTION

One must see this continual necessity of the organism to be in advance of the environment before one can appreciate the value of reason. The organism cannot discover how the environment is going to evolve test species to see if they survive. This is Darwin's *natural selection*. But it is only a small part of the process of evolution.

There are too many data about the development of various species that just do not fit into natural selection. In order to put forth the theory of natural selection, all the data which points to direction and planning in evolution has to be hidden and disregarded. It has long been known to paleontologists that the horn of the rhinoceros cannot be accounted for by natural selection. There are many things in evolution which evolved slowly and smoothly for no apparent reason unless it is admitted that planning and experimentation was going on as a part of the life process. All of life is a process of thought. There is every reason to think that theta, at least, is capable of planning. Man is on the highest level of reason known, but every life organism is using reason. The idea that "man thinks but all the rest of the universe just happened" is absurd.

The effort to explain life in terms of organisms adjusting to their environment leads to hopeless confusion. But when it is assumed that the organism is adjusting the environment to it, everything falls into place with great ease. In order to survive an organism must be theta, not MEST. It must be a causative agent. The individual who can change his environment can reason. If he cannot reason, he cannot change his environment. The wide-open case low on the tone scale will only be able to change the environment by destroying it, but he is still trying to change the environment. One way or another the organism will go on changing the environment until death.

### CONTROLLED REASON

The better a man can reason the better he can improve his survival potentialities in his own environment. This may seem a rather obvious point to stress, but actually there is a philosophy which teaches, "Ignorance is strength, war is peace, freedom is slavery." Knowledge, learning, the ability to think and reason are not dangerous; quite the contrary. But how does one go about controlling a piece of MEST which is resisting, which is hitting back? One tries to destroy the means the MEST has of hitting back. And what do men hit back at men with? Reason. In order to control human beings as MEST one has to convince them that they have no need to use reason, that they only have to adjust to their environment. There doesn't seem to be any way to convince a human being of this through reason, so it is done with the use of MEST force. Whenever an individual is found to be thinking, he is cured of this "bad" habit by the application of a greater or lesser amount of MEST force.

The essential difference between a piece of MEST and a successful organism is the ability to reason, the ability to keep the environment under control. A successful organism cannot be owned, it has to be worked with. Whenever one tries to own a successful organism, the organism tries to gain control of the owner. The effort to own, control and motivate an organism as though it were MEST must be attended by a cancellation of that organism's ability to reason, because the reason of that organism has as its sole aim survival through the control of its environment. Most marital trouble comes from the effort of one of the partners to own, control and motivate the other. The partner who is being so dominated then retaliates with the use of nullification and covert hostility.

### PROCESSING AS DOMINATION

Any processing which is done on an authoritarian basis is an effort to control and dominate the preclear. It may succeed in turning off chronic somatics, but it will inevitably lower the ability of the preclear to reason. Even good co-auditing contains some lowering of the self-determinism of the preclear. For this reason, the co-auditing team must be kept clear as a group at all times in order to minimize this reduction of self-determinism. ARC must be maintained at a very high level.

### SELF-DETERMINISM EXPLAINED

The word *self-determinism* itself is misleading. The individual is not just determining himself. If he is to survive he must determine *everything* in his environment as

much as possible. *Pan-determinism* is what theta is seeking. Theta evidently feels that it owns the whole physical universe. Human beings spend their lives acquiring and controlling MEST. For minimal output of energy they want maximal action and control of MEST. Why do people buy big, flashy inefficient automobiles? They have in these automobiles thousands of pounds of active metal—roaring monsters of MEST that respond to the touch of a little finger. They will work thousands of hours and go without all sorts of pleasures in order to acquire one of these expensive-to-operate toys. If they were really properly adjusted to their environment, they would walk!

Maximal control of MEST for minimal output of energy is the output-input formula of theta. When theta undertakes to control too much MEST all at one time the MEST kicks back, and the theta for a short time will have to adjust to the environment. But this is a sign of failure. Very soon theta will be back on the offensive.

In processing, the auditor regains for the preclear his freedom of choice in the physical universe. This freedom of choice allows him to reason.

## REACTION OF LIFE TO PAIN PERCEPTICS

Let us consider a fictitious monocell and call it the “mono-percept”. It has just one perceptic. It can perceive light. It has to have light to live and it will die in darkness. This is fictitious as you know, because there is always more than one perceptic in an organism. If this cell has any ability to move at all, it will go in the direction of light and it will go away from darkness. Sight in this organism means: *light equals survival, darkness equals non-survival*. The basic unit of life lives on light. Moths and animals and even man all seem to have a turn-toward-the-light mechanism.

Let us consider, secondly, an organism of one cell which has only the perceptic of smell. With this sense of smell, the organism would be able to detect, let us say, food and poisonous substances.

Let us consider, thirdly, an organism which has only the perception of sound. If this organism lives in the sea, there would be two general classifications of sound. In one quarter would be surf, waves, tumult, noise, danger, non-survival—jagged sound waves. In another quarter would be quiet. Somewhere in the course of evolution, organisms developed an impulse to go toward a smooth sound, but in general organisms go away from noise. Jagged sounds mean surf, rocks, reefs, anger, tumult, storm, avalanche, boulders. Throughout evolution noise has meant death.

In the field of tactile the smooth, the silky, the velvet has a definite attraction for the organism. The rough causes a repulsion.

Each of these perceptics helps the organism to move toward survival and away from pain. The ordinary pain is a force impulse which drives the organism away from danger. The experiencing of pain is necessary to tell the organism when to avoid non-survival. The experiencing of pleasure is necessary to tell the organism when to seek survival. When all these perceptics are combined in one organism, as they normally are, the organism meets problems which must be reasoned out. For example, the organism may encounter a situation in which darkness (non-survival) and the smell of good food (survival) lie in the same direction. This is a conflict. Darkness means “no.” Good food means “yes.” Now these two answers must be compared to a third factor: Is the organism so hungry that it will die if it does not eat? If not, the organism can go further in search of food. This is the weight factor of basic reason. There is a yea-nay decision on every datum, according to the weight that datum has. When the data are so equally weighed that no decision is possible, the organism becomes anxious and uncomfortable until a new datum is found which throws the balance one way or another. Each perceptic which comes to the organism, whether light, sound, smell or temperature, has weight on either the yes side or the no side. This is all added up very quickly, and the reaction appears almost immediately in movement toward survival or away from non-survival. This process is reason. No matter how complex the reasoning becomes, it is still this same process. The greatest problems of the world, on an international level, still resolve on the basis of “How light is it? How dark is it? How loud is the noise? How good does the food smell? How long have I gone without food?”



How cold is the water?" The answers to these questions come up in terms of action: yes or no, approach or retreat.

### OPERATION OF THE MIND

There is a system of algebra called Boolean algebra used for setting up telephone switchboards. It is organized on the basis that to every question there can be a yes or a no answer. The operation of the mind can be demonstrated to be very much like Boolean algebra. If one asks every question that he must ask of the universe so that it can be answered with a yes or a no, he gets answers rapidly because this seems to be the basic operation of the mind. The most complicated problems can be worked out with Boolean algebra; pages and pages are required, but it can be done. The mind, however, has no problem about lack of space and equipment. Every computation in the mind is probably being run three or four times simultaneously. Nature is very lavish. A man building a machine tries to get the most function for the smallest amount of construction. Nature, on the other hand, if the job requires one piece of equipment will use five or five hundred or, in some cases, millions.

### INTERRUPTION OF SELF-DETERMINISM

What is the efficient way then of destroying the ability of an organism to reason? It is to prevent these yes or no answers from being arrived at. It is to prohibit an individual from reaching his own conclusions from his own data. It is to inhibit him from acting upon his own data and to cause him to act upon data which is forced upon him. This is the most fundamental level of aberration: "If the food smells good, go away from it!" This is directly against the survival intention of the organism. This must be enforced with pain. When the organism attempts to run a series of computations on its own data, if this arbitrary datum is introduced, confusion and indecision result. When an organism is in this confused condition, another organism, or piece of theta, can take control of and direct this organism for its own ends. The less self-determined the organism is, the more it becomes MEST, and the more it can be controlled by other organisms in its vicinity. The less theta is clear, smooth and reasonable in this organism, the more easily it can be possessed by clear, smooth theta.

In training a dog, a man extends his own theta over the dog, and the dog becomes merely an extension of the man. The dog accepts his subordinate and dependent position, his dog's life. A cat or a human being will not accept such a position. A cat is an independent hunter and must make his own decisions. If a child is trained in such a way that much of his self-determinism is interrupted, he will not be a successful human being. He will not even be acceptable to the people who were so careful to train him into this apathy. Human beings cannot be trained successfully like dogs, no matter how many parents and other authoritarians there are in the world who think they can be or should be. A human being who is trained in an authoritarian manner will either die or retaliate. The trainer will have either a case of complete apathy to deal with or an angry rebel or, worse yet, a covertly hostile rebel. Human beings have to be reached with reason.

To aberrate an organism it is only necessary, then, to interrupt the reasoning process of this organism and force an arbitrary conclusion on the organism. This organism is then owned and must be moved and motivated by its owner if it is to survive. If it is not so moved and motivated, once its ability to reason is interrupted, it will not survive. A parent who trains his child this way is training his child *not to survive*.

In society every organism sees the whole world, including other organisms, as MEST. Organism A tries to control organism B. Organism B resents this and tries, in turn, to control organism A. Back and forth the conflict rages. This is the tumult which is called modern living.

### IMAGINATIVE QUALITY OF MIND

Eventually in the development of thinking organisms, a point is reached where the organism begins to record the conclusions it makes for use at a later time. The mind

becomes very clever. It does not have to reason out every problem each time one is met. The mind merely calls up the conclusion which was previously reached about this particular problem. The organism begins then to take care of the future by imagining what is going to happen so as to be ready for it. The organism tries to foresee, through imagination, all the possible problems that will be met and to reach conclusions about all these imaginary problems so that split-second action can take place when the actual problem is met. This is imagination in its simplest form. As it develops, it becomes more and more creative until finally it becomes the imagination of the greatest artist and thinker. But imagination is, basically, postulating future problems in order to solve them now, and organisms do not long survive without this ability.

### INTERRUPTED MOTOR ACTION

Whenever the motor impulses of an organism are not directly connected to these yea-nay decisions on perceptic data, whenever the conclusion of another organism is substituted for these, aberration results. Reactions become slower. The individual thinks of walking but doesn't walk. He misuses the MEST around him. This is the entire scope of aberration: interruption between perception and motor impulse. Perception can be interrupted in various ways, but the most effective way is by interruption of the individual's use of MEST: matter, energy, space and time. If he is prevented from going where he wants to go and doing what he wants to do, touching what he wants to touch and seeing what he wants to see, and if he is forced to go where he does not want to go and do what he does not want to do, to touch what he does not want to touch and to see what he does not want to see, he will become confused and he will be controllable.

An individual loses his ability to handle and control MEST in direct ratio to the amount of interruption there is between perception and motor impulse. An individual who wrecks an automobile does so because he fails to make a decision on the perceptics which he has. He is receiving enough perceptics to make it possible for him to avoid the crash, but he does not make any motor action on these perceptics. Almost every accident requires such a state of confusion in the drivers of both machines. If there were perfect perception and motor action on either side, both would escape.

In processing preclears, an auditor discovers much about such circumstances. The auditor who runs an automobile accident out of a preclear will find, when the time factor has been stretched out, that a state of paralysis and inaction took place in the preclear just before the accident. One preclear in processing was discovered to have an inevitable impulse when he saw an accident approaching to continue and make it the most destructive accident possible. All this would take place in a split second, entirely unknown to the individual. Arbitrary data was being entered in from somewhere between the perception and the motor action of this individual. That is aberration.

So the survival of man depends basically upon his ability to reason. Man must be able to use his knowledge in order to survive; his best weapon is knowledge. Any new discovery or simplification is valid and useful directly in ratio to its enlargement of the individual's ability to reason with the knowledge he has. This rehabilitates the person's self-determinism. If Dianetics and the auditor save the preclear's self-determinism, they save all. They are giving the individual back to himself.

*From*  
The Hubbard Dianetic Foundation, Inc.  
Wichita, Kansas

## **All Possible Aberrations**

*From a Lecture by*  
**L. Ron Hubbard**

The Central Dynamic of the individual is the urge toward survival. As the urge is influenced by outside forces it either becomes suppressed or alloyed with the purposes of other persons who are forcing their wills upon it, thus becoming, to some degree, enturbulated.

A large vertical arrow serves to represent this Central Dynamic. As the dynamic is cut back or entered upon by suppressing influences such as the lack of the necessities of life—food, clothing and shelter—the arrow becomes more and more bent and warped until it is headed toward succumb, in the opposite direction. This is the direction of death. When the arrow points toward death it does so in the same ratio that the dynamic is enturbulated, and when it points toward survival it does so in the ratio that the dynamic is clean and clear. When pointing toward survival it reaches up into the high ranges of the Tone Scale.

Suppose we inspect this dynamic through a “magnifying glass. “ We find that the arrow is in reality composed of eight arrows, that the Central Dynamic is subdivided into eight parts; that is, SURVIVAL may be considered in terms of (1) Self, (2) Sex and Future Generations, (3) Groups, (4) Man as a Species, (5) Life (in any of its many forms), (6) MEST, the Physical Universe, (7) Theta (thought), and (8) The Creator.

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The First Dynamic is man's urge for survival for himself as an individual organism. Past philosophies were worked out on the basis that each man was a separate entity and that everything was done by him out of motives of selfishness, and that this First Dynamic was the only dynamic. Arranging everything in terms of receiving an individual reward for helping groups, mankind and life is a clumsy and unnecessary procedure.

The Second Dynamic is man's urge toward survival as a future generation. Through sex he creates other individuals, expressing through children the urge to survive. Past therapies and philosophies dealt exclusively with the Second Dynamic, attributing every motive man had solely to sex. These philosophies and therapies decayed with the passage of time. Because they attributed all evil to sex and declared sex to be evil, their proponents did not procreate and so are not with us any more.

Then Marx propounded a theory that the only important thing is the group. Entire nations operate on this one dynamic alone. They do a thorough job of working out everything in terms of the Third Dynamic, but it leads to a rather unbalanced situation, wherein the individual has no importance and the family is absorbed by the state. Mankind is scheduled for annexation by the state. Life and MEST belong to the state, spirituality is denied by the state, and the Supreme Being is replaced by the state.

Currently there is in California a philosophy which teaches that everything is attributable to man as a species, the Fourth Dynamic. It advocates that nations, groups and sub-groups should not exist as such—only man should exist. It stresses that the only urge man has to survive is as a species.

Man's urge to survive as Life and to cause all life to survive may be considered the Fifth Dynamic. He may erect bird havens, raise Pekinese dogs, or go to extraordinary lengths such as a certain cult in India which lives by the idea that the Fifth Dynamic is the only one. The members of this cult would never step on a cockroach because they believe the cockroach is Life, and that Life should never be subdivided into anything smaller.

The Sixth Dynamic embraces the urge to survive for the physical universe, or MEST. The "Cartoon Capitalist" falls into the category of a group believing that the most important thing in the universe is MEST. "Can I see it? Can I feel it? Can it be measured? Well, then it exists." He holds that man exists solely by virtue of mud having one day become animated. Such a materialist is often found in the scientific laboratory. He uses Boyle's Law, and can make tractors and atomic bombs and can even control the atomic bombs so precisely that when he pushes a button they go BANG! but somehow he has never learned how to control the thumb that pushes the button. The mud-to-man theory has been applicable solely to mud. The idea that structure controls function has failed to predict or control any function.

The postulate that function controls structure brings us to the Seventh Dynamic. This is the urge of the individual to survive as thought, or theta. Some day man may be able to start a flow of theta from one point to another, but even now it works well as a theory. Through use of the theta postulate human beings can be rather rapidly de-aberrated. Theta plus MEST equals life. Theta energy, whether from a divine Creator or from a battery somewhere in the sky, is not physical universe energy.

For a long time people have been talking about and fighting for and dying because of the Eighth Dynamic. Every Sunday morning people go to church to express their belief that the universe was created. Two or three thousand years ago the Greeks were talking about the Prime Mover, Unmoved. Every time the problem of the origin of the physical universe comes up we have to postulate a Creator or else have no answer to give.

These eight dynamics are all part of the Main Dynamic. The same thing can happen to each one of the divisions that can happen to the Main Dynamic. Just as the Main Dynamic can be hit, interfered with and suppressed until it changes polarity and goes toward Succumb, so may any one of the eight divisions be enturbulated and have less survival value. The eight dynamics are usually selectively aberrated. One's Second Dynamic can be pretty well out and his Fourth Dynamic practically nonexistent (but the rest of them functioning all right) and he'll get by. He could even have half of the First, Second and Third and all of the Fourth gone, and still pass for normal.

An individual has the urge to survive along each one of these lines. Life suppresses one after the other, and a changed pattern of overall survival appears. For example, suppose someone suddenly becomes afraid to own anything: he has had the Sixth Dynamic selectively suppressed. Another person believes that there is no divine Creator, and that life is just an accident: he is selectively blocked on the Eighth Dynamic.

Any of the dynamics may be suppressed in two ways. The first is the suppression which says “No!” A person who has been told since he was a child that he was worth nothing, that he was no good and that he would never be able to do anything is likely to have little or no First Dynamic. The First Dynamic changes polarity and starts pointing toward death. This person is capable of committing suicide, unless he is very strong on the Third Dynamic and can live for the group. He may, however, needlessly sacrifice his life for the group. This represents a suppression of the dynamic—the survival urge of the First Dynamic is not sublimated over into the Third; the Third is only more visible because the First has been suppressed toward death.

The second way of suppressing a dynamic is by enforcement: “You’ve got to be a good girl! You have to amount to something! We expect you to be a credit to your family!” After a few years of such commanding the girl who has been forced to be a great credit to her family is unable to do anything. She has been interfered with. Mama has entered her own dynamics into the dynamics of the child, with the resultant blunting of the child’s dynamics. If any dynamic is inhibited, it enturbulates, and if it is enforced, it enturbulates. Either way, it is pushed toward death.

The principle of self-determinism, to be workable, dictates that a dynamic should neither be suppressed nor too thoroughly enforced. On a spectrum from *shut off completely* to *center* to *maximum enforcement*, self-determinism would be found at the center. The individual who is surviving best is exercising all possible rational self-determinism in an environment which allows a maximum of self-determinism. In Europe, for instance, there is much talk of liberty, but the environment has been for so long so suppressive on both the First and Third Dynamics that the European’s idea of liberty is not nearly so expansive and all-inclusive as is ours. Self-determinism is a relative state of being—the more rational an individual is, the more self-determinism he will be able to exert and the more he must be allowed to exert within the limits of his environment. Of course, the more rational he is, the easier he will be to get along with and the better he will handle MEST. An individual whose dynamic has not been enturbulated is in full agreement and affinity with the world, and is in good communication with the MEST universe (sight, sound, smell, touch, etc.).

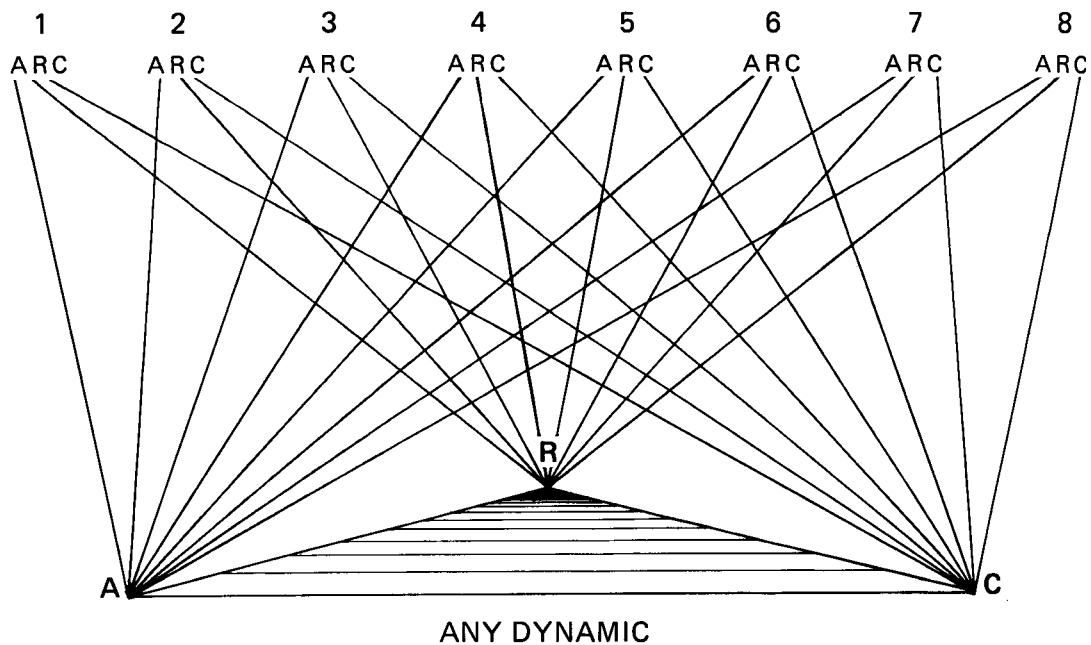
Anything that aberrates the individual’s urge toward survival will aberrate his self-determinism. This is the basic form of aberration. But how many manifestations does the basic aberration have? To answer this it is necessary to examine the component parts of theta: affinity, communication and reality. Theta must remain in affinity with, communicate with, and have agreement with other theta in its vicinity. All three together make for understanding. Computation, understanding, thought and education all depend on affinity, reality and communication.

A graphic representation of aberration would be particularly valuable if it could be seen to contain all possible aberrations. To provide this representation a chart, based on the eight dynamics, is drawn with an A-R-C triangle below, floating at some point on the tone scale, and the eight dynamics with their A-R-C relationships listed above. Lines connect the lower triangle with the dynamics above, representing suppressions of the lower triangle down the tone scale.

By use of this chart, and by following the line of reasoning suggested by the statement that *both “inhibition” and “enforcement” suppress a dynamic on the tone scale*, the auditor can predict any possible aberration that a preclear might have. Any seven of the dynamics may suppress or enforce the remaining one in an individual. The technique which has evolved from the use of the chart is called Dynamic Straight Wire.

\*

\* This is the next advance over Hurdy-Gurdy Straight Wire, which is outlined in *SCIENCE OF SURVIVAL: Simplified, Faster, Dianetic Techniques*.



## Dynamic Straight Wire

Consider the suppression of the Second Dynamic by the Third Dynamic: what does the group think about sex? The first group which might come to mind is the family. The family's affinity on the Second Dynamic, when measured by the basic aberration that plagues society at the present time, is very low. Sex is not quite nice and certainly not to be considered as a communicable subject. Agreement within the family concerning attitude toward sex is rare indeed. What is it for? What is it like? When is it proper? Without agreement there can be little basis for reality.

If an individual has been or is a member of a church group which is selectively "thumbs down" on sex, he has been suppressed on the Second Dynamic by the Third. The auditor is interested in finding how a group affected this individual's Second Dynamic. He seeks to find incidents which enforced the dynamic, and incidents which inhibited it. "What did your family think about children?" It is not always necessary that an attack be made against an individual for aberration to manifest—the statements and attitudes of the persons around the preclear might easily have upset him, even though they were not directly aimed at him.

If the preclear has served a term in the army the auditor will have a broad field for exploration of aberration along the Second Dynamic. "What did the army think about sex?" This one is always productive of results. "Did you ever go on a three-day pass and find an 'off limits' sign in the choicest section of the city?" There are few occupied cities which do not contain a rash of "off limits" signs. "Did you ever attend an army lecture about venereal disease?" Of course he did, and if the usual genteel and genteel service communications on venereal disease were given, the preclear will have many locks on the subject.

One case was opened by working with the Second Dynamic as it related to the group in this way: A young man had been raised in a very self-righteous family, and attended church from earliest childhood. As he grew older a very likeable preacher became the man he most wanted to emulate, and one of this preacher's pet sermons was to call hellfire and damnation down upon the head of anyone who would think or talk about sex. When the young man went into the army he began to hear and see as a common occurrence those very things which his preacher had called down. The general attitude on sex in the army was so radically different from what he had been used to that the difference between the inhibition of one group and the enforcement of the other made him almost psychotic. The auditor used straight wire on both the enforcements and inhibitions on sex, and rapidly raised the young man's reality and general tone.

Sometimes a girl tells her auditor how nice her dear little pussycats are, but that men and women are awfully nasty. She says that if men and women were only as nice and considerate as her little pets everything would be all right. Somebody in this girl's vicinity has been talking about how bad people are, and demanding her agreement on the subject. Straight wire in search of such locks will soon relegate her pussycat to its rightful place in her life.

What of the suppressing effect of the First Dynamic on the Second? If an individual has been told that he doesn't love anybody and can't love anybody, he will have a hard time with his affinity for his children. If he has been told that he has to be right all the time and that he has to make other people do the right thing, his agreement with his children will come chronically down to 1.5 on the tone scale. He will dominate the children, or try to. If he has been told that he must talk, his children will have a hard time attracting his attention to their ideas. In considering the things in general that the preclear thinks about children and sex, the auditor is considering the suppressing effect of the entheta of the Second Dynamic on the theta of the Second Dynamic. He can in this way determine that the Second Dynamic is suppressing the Second Dynamic. With this in mind, the auditor immediately sees a set of questions to ask.

Suppression of the Second by the Fourth Dynamic is found in the teaching of sections of biology about man, what man is and what sex is in relation to man. Anthropological studies and the disagreements about children and sex in the societies studied may cause enturbulation.

As to the suppression of the Second by the Fifth Dynamic, a preclear from the farm has the subject of animal husbandry. One little girl had been standing unnoticed while her father was talking to a neighbor about breeding a prize cow. He was describing the procedure in great detail, when suddenly mama discovered that the little girl was there, listening. Mama violently scolded papa and sent the girl to bed. The girl was taken completely by surprise and utterly bewildered. Why should she be scolded and suddenly sent to bed and mama and papa have a fight? She worried over this for a long time, eventually becoming thoroughly frightened of animals. It was a relatively simple matter for the auditor to get considerable grief off the case concerning this one incident alone.

Suppression by the Sixth Dynamic is usually heavy because it is caused by MEST, producing engrams of physical pain, the basic cause of aberration. An engram is a break between Dynamic Seven and Dynamic Six, or theta hitting MEST too hard. Or it is a separation of Seven and Six, causing grief due to loss.

How does MEST influence the Second Dynamic? Many wealthy individuals have a prodigious amount of MEST under their control. The pretty girls who tag along with them advertise that MEST has an effect on the Second Dynamic. One of these individuals takes his beautiful admirers for rides in his automobile and has a wonderful time, but one day the automobile is stolen. There will be grief from this break between Six and Two. Or perhaps the same fellow wants children, but has lost his property and home. He feels that he can't support children without MEST, causing a break on the Second Dynamic. Physical injury affecting the Second Dynamic also comes in this category.

Communication comes in for a share of the breaks on Dynamic Two. One just doesn't talk about religion and sex in the same breath, for instance. Actually, in this society, communication about sex is inhibited in relation to every dynamic. Anyone who does not talk naturally and easily about sex has been inhibited, even if only by the general social aberrations on the subject. The use of Dynamic Straight Wire on the times a person has been cautioned not to speak of sex will uncover many suppressions of communication.

There are suppressions of the First Dynamic by the Third; for example the fellow who is self-conscious, who won't join a group because he feels uncomfortable in a group. This also works the other way, by suppressing his normal Third Dynamic by his First. Find out what this type of preclear has been told about groups. It might be that he had to form a group before he could even look at a woman. "You have to be married before you can go around with a woman," is a common example of the Third blocking the First.

The Third Dynamic may be blocked by the Third because other baseball teams beat the preclear's baseball team. Each time his ball team is defeated when he is a member of the team his Third Dynamic is enturbulated.

On the Fourth Dynamic, there are races in the world today which consider themselves suppressed by man. Somebody who had something to gain has convinced these groups that they are minorities, and as a consequence their ideas about the Fourth Dynamic are aberrating the Fourth.

An auditor processed a young Jewish boy by straight wire just on the basis of locks on the Third, Fourth and Fifth Dynamics. He came up the tone scale very markedly after running a few locks and secondaries from childhood in which somebody said, "I can lick you—you're a Jew, and Jews can't fight, and you don't belong to this club anyhow." His mother had taught him that he must get along with the rest of the human race, and that he must learn to be nice to people, and yet they delighted in kicking him around.

The Dynamic Straight Wire chart indicates every possible type of aberration that a human being can have. Each Dynamic can selectively aberrate every other Dynamic. Select each Dynamic in turn and place it at the bottom of the chart, and question the affinity, communication, and reality of each of the Dynamics in relation to the one at the bottom.

What would an auditor do about a preclear who is aberrated on the Eighth Dynamic? He would place Dynamic Eight at the bottom of the chart and find out how each of the dynamics has acted to influence the Eighth. To begin with, he inquires as to the affinity enforcement between One and Eight, the reality enforcement, and the communication enforcement; and then the affinity inhibition, reality inhibition, and the communication inhibition.

An auditor asks: "What is God going to do to you?" Answers appear such as, "God's going to take my soul."

Mama has said to him, "You know, dear, an angel will come to you in your sleep."

"He will?" the child answers. "Well. . . I don't know if I want to see an angel. What's this angel liable to do?"

"Oh, nothing, dear. All angels are good, except the ones that give you bad dreams."

"But I thought you said angels were good."

"Well, most angels are good, but some of them are bad," mama continues. "You know that angels exist."

"But Tommy says there aren't any angels, and Grandpa Dooley says there aren't any."

It is little wonder that there is considerable confusion between Dynamics Eight and One.

By using Dynamic Straight Wire a case may be unburdened of irrationalities and miscomputations which are aberrative, and be put into shape to run secondaries and engrams. It is a system for predicting all possible aberrations caused by the suppression of the Dynamics. Any Dynamic is capable of suppressing any other Dynamic. Many auditors have been restricting themselves to the effect of the First Dynamic aberrations on the First Dynamic, or the effect of the Third Dynamic aberrations on the First Dynamic, but these are only a small fraction of the aberrations which the preclear can have. All of the Dynamics in all of their combinations of aberration should be considered. Find entheta wherever it is and convert it to theta. What papa and mama have said around baby is very important, but it is very very far from being the only thing in the case. The preclear has gone to school, has belonged to the Boy Scouts or been in the army; he has belonged to a church and he has suffered through a summer camp. And often he has been hammered by some cynical atheistic fellow who tried to convince him that his religious beliefs are all wrong. All these things are discovered when using Dynamic Straight Wire. By using Dynamic Straight Wire an auditor can question a preclear on a much broader, more thorough basis than before.



*From*  
The Hubbard Dianetic Foundation, Inc.  
Wichita, Kansas

## Validation Processing

L. Ron Hubbard

Past history of Dianetics has found too many auditors too often addressing the enttheta or frozen theta on a case. Processing which should have been directed solidly toward the invalidation of aberrative experiences many times primarily validated them. As a matter of course the auditor neglected the analytical moments during the processing because he felt they were not important, that they would continue to exist. True, but by validating engrams and secondaries constantly the preclear sometimes becomes so introverted on the subject of engrams that he tries to run himself; he thinks about this phrase and that phrase, this enturbulating experience and that enturbulating experience until he is thoroughly restimulated. This is especially true of the low-tone case. Attacking enttheta with too much enttheta simply enturbulates, and nothing positive happens.

Theta has a peculiar characteristic of trying to attack enturbulated theta and disenturbulate it. The individual best survives when pleasurable experiences and prosurvival entities are brought into view. Hence tone rises, for preclears and cases move along more rapidly as theta moments are validated.

Let's suppose that for a while, without paying any attention to engrams and secondaries, the auditor addresses only the theta side of a lock chain. Can this make the preclear more reasonable and rational on a subject about which he is severely reactive? Could this validate his analytical mind?

As we know, an engram accumulates locks and secondaries which form in chains in the reactive mind. Before the engram was received the organism was potentially analytical on the subject of the content of the engram, and remained so even then until the engram was keyed in. Finally, however, after the addition of lock after lock piled on top of the secondary, the engram gained a greater force on behavior than the organism could reason around. Reason then became relatively impossible on the subject. How can we go about restoring reason on the subject contained in the engram without removing these locks and without running the engram?

Suppose the preclear has a certain chain of locks on the subject of women: one girl left without saying good-bye, another stabbed him in the back, and another ran off with his best friend, while another told him to his face that he didn't amount to anything. These locks all charge up the chain of engrams at the bottom which say bluntly: "Women are no good." Perhaps this preclear is very occluded, or the time available is simply not enough to enable running all the engrams on the subject, or the preclear is very low toned. How could he be made analytical on the subject of women?

The key lies on the same lock chain. Validate the analytical side of the ledger and neglect the reactive side. Run the subject of women as a chain of analytical moments and keep away from the reactive material.

"Do you remember anyone who gave you cookies?"

"Oh, yes. There was an old lady in our block that gave me cookies." (Aha, here is a woman who is some good!)

"Do you remember a teacher that you liked?"

"Yes, I remember a teacher who was pretty nice."

“Do you remember a girl you went with who was lots of fun?”

“Yes, there was one. I don’t remember her name now and I don’t know what she looked like, but I’m sure there was one.”

Then go back over the same material again, picking up the old lady who lived down the block, the nice teacher and the times he had fun with the girl he liked, and contact these moments.

As the preclear is calmly restrained from attacking the entheta, he may begin to experience a somatic. The more pleasure or analytical moments he hits, the worse the somatic may become. It is demanding attention. The somatic is actually at least one of the engrams on the track having to do with “Women are no good.” The auditor finds it difficult to resist the temptation of dropping down the track and running it. The auditor, too, is theta trying to attack entheta, but he must restrain himself. He must continue to run only the analytical moments on the subject, and suddenly the somatic will turn off again. There have not been a sufficient number of cases observed to date to see the permanency of the release, whether the somatic stays off permanently or merely goes out of restimulation. In the course of processing, however, the preclear becomes analytical on that chain, so there is some stability connected with this type of processing.

Some preclears go through two or three locks all right with validation technique, but suddenly dive into a reactive incident. The analytical mind, when asked to be analytical about a subject, begins to discharge the reactive mind. Keeping the preclear out of entheta on the chain may be illustrated by the conversation which occurred while running one case on validation:

“Oh, yes, I remember the nice old lady, and I remember my teacher. Gee, that first grade teacher—I certainly hated her . . . oh, she was terrible.”

“Did you like your second grade teacher?”

“Oh, she was all right. I didn’t have too bad a time.”

“Did you ever go on a picnic with one of your teachers?”

“Sure, we went to a picnic, and we had lots of fun; but do you know, that darned eighth grade teacher was there and she was such an old cross-eye ....”

“Now, what did you have to eat at the picnic?”

It isn’t easy to keep the preclear from dropping off into entheta; but what must be done is to validate the analytical mind. That thing which is validated grows stronger. Did you ever talk to a demon circuit while processing? If so, you know that after a short time the demon gets stronger.

Sometimes a chronic aberration is turned off by rote. Suppose this chronic aberration or somatic is “wearing of glasses”:

“How many lock chains are there connected with eyes?”

“Five.”

“Can you give me the names of these chains?”

“Yes.”

“Give me the name of the first chain.”

The preclear gives the name of each chain in turn. The auditor then starts with the first chain named and asks the preclear to scan vocally the analytical moments on that chain, unless the preclear is too far down the scale. If he is unable to scan, use Straight Wire or Repetitive Straight Wire. (Repetitive Straight Wire is done simply by remembering incident after incident on a chain, one at a time, and then doing the same thing again and again in the same order.) After he has run the first chain as long as he can on the analytical side of the ledger until he drops off into entheta, the auditor asks for the second chain. Although the chains are usually given out in the sequence that they should be run, the auditor might ask, instead of for the second chain, for the next chain necessary to resolve the chronic somatic.

Validation naturally makes vital use of present time also. The alert auditor will arrange plenty of present-time theta moments, particularly with the low-tone preclear; if not too many theta moments seem available in the past, these present-time moments can be reviewed. Environment for processing can be made pleasurable by perhaps a walk, coffee, sessions in the park. Also the auditor can draw out the preclear to feel he

is making a contribution to the auditor as a person, even in meager ways, as asking advice about purchasing a toy for his child or even taking the preclear along on the shopping tour. Giving good present day is valid processing!

Validation technique seems to be of definite value as a tool for the auditor. It takes skill and ingenuity to use as does any tool, but you will enjoy its use.

### LRH TAPE LECTURES

24 September—1 October 1951

** 5109C24A	OCTSER-OA	Effort Processing—Description of effort and life energy as it pertains to effort processing
** 5109C24B	OCTSER-OB	Effort Processing (cont.)—Behavior bands on tone scale explained and motion tolerance
** 5110C01	OCTSER-OC	Self-Determinism—Effort Processing
** 5110C01	OCTSER-OC	Self-Determinism—Effort Processing (cont.)

### OCTOBER MIDWEST CONFERENCE LECTURES

Wichita, Kansas

8—12 October 1951

“October 8th, 1951, found the Foundation (Wichita, Kansas) host to a number of interested Dianeticists coming together from sections of the country to gather information on latest developments in Dianetics. Fifty-one persons were in attendance.

“Passed out to the attendees was a little paper-bound book called *Dianetics: Axioms*. This book was written as a text to the October Midwest Conference and consists of a limited and curtailed list of the logics and axioms of Dianetics. It was typed personally by Ron on mimeograph stencils and run off for the conferees.

“Central attention was focused on the Hubbard lectures, presented at 8:00 p.m. from Monday until Friday evenings. Mainly they presented a scholarly study of the axioms underlying the science of human behavior, and lifted up a newly developed technique for Dianetic processing: Self-determined Effort Processing.

“Mornings were devoted to staff-conducted discussions on recent developments. The conference personnel formed co-auditing teams in the afternoons in order to most effectively master the approved methods and to experiment with these techniques on their own somatics and aberrations .”

—*Dianetic Auditor's Bulletin*, Volume 2, No. 4

** 5110C08	OCTSER-1A	Axioms and Effort Processing—Demo of Effort Processing
** 5110C08	OCTSER-1B	Axioms and Effort Processing (cont.)
** 5110C09	OCTSER-2A	Dianetic Axioms, 1-14
** 5110C09	OCTSER-2B	Effort Processing—Statics and Motions—Difference between belief with and without understanding
** 5110C10A	OCTSER-3A	Dianetic Axioms, 14-32
** 5110C10B	OCTSER-3B	Theory of Epicenters—1
** 5110C11A	OCTSER-4A	Dianetic Axioms, 33-51
** 5110C11B	OCTSER-4B	Theory of Epicenters—2—Self-Determinism
** 5110C12A	OCTSER-5A	Dianetic Axioms—Randomity and Motion, Part I
** 5110C12B	OCTSER-5B	Dianetic Axioms concluded—What to look for in an effort engram

# CHILD DIANETICS

## Dianetic Processing for Children

Introduction by  
L. Ron Hubbard

Published October 1951

**Child Dianetics** was compiled from the research and lecture materials of L. Ron Hubbard by the staff of the Hubbard Dianetic Foundation of Los Angeles, California, in January 1951 (before Science of *Survival*) and published at Wichita, Kansas. L. Ron Hubbard wrote the Introduction in August 1951 about the same time as the book was actually typeset. There he tells about this book:

*“Child Dianetics is being published to fill a need.*

*“It is staff collected and staff written except for this introduction and that, necessarily, takes quite a while. Dianetics meanwhile has advanced considerably. The ‘Theta-MEST’ theory, Validation Processing, MEST Processing and other developments can spot considerable additional light on Child Dianetics. This book is published because of demand, not because it is up to date.”*

In his introduction, Ron tells adults about raising children: “The main problem with children is not so much how to process them to sanity as it is to live with them. The adult is the problem in child raising, not the child.”

After a chapter on the Basic Dianetics Principles comes a chapter centering on “contagion of aberration.” The Standard Dianetic Technique of the time is described and illustrated with many examples. The complete text of several sessions is reprinted so one can get reality on just how they were actually run.

At the end there is a look to the future of Child Dianetics and an excellent summary of Preventative Dianetics, Educational Dianetics, Dianetic First Aid, Dianetic Processing and Things to Remember.

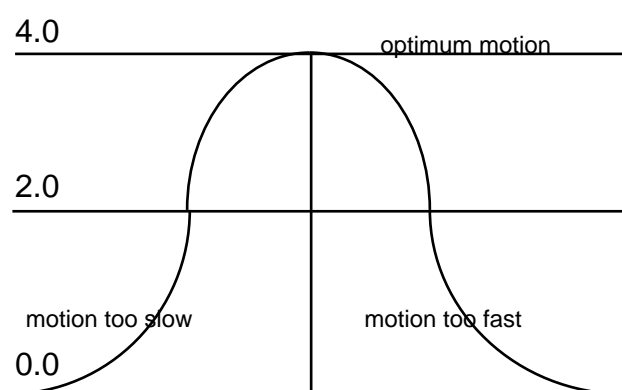
192 pages, hardcover with dust jacket, glossary. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

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Wichita, Kansas

## Self-Determined Effort Processing

L. Ron Hubbard

The basic dynamic principle of existence is: *SURVIVE!* Underlying this dynamic and essential to it is *MOTION*, for survival is accomplished by a continuance of motion at a given optimum rate. To be at its best, an organism must sustain an optimum motion. When motion is either too fast or too slow, an organism becomes static, which is tantamount to death. There is a tone scale of motion, from static on the too-slow side to static on the too-rapid side with optimum motion between.



Motion has, as a component part, effort or energy applied in a given direction. The compelling or inhibiting of effort compels or inhibits respectively the organism's optimum rate of motion. To rehabilitate the individual, then, one must process out of existence any over- or under-motion or times when application of effort caused enturbulation.

The individual organism is engaged in a contest between itself, other organisms, and MEST. An organism seeks to maintain a motion pro-survival to itself and its symbiotes. To maintain this motion it must overcome the environment effort inhibiting or compelling its effort, termed counter-effort.

An example of this principle might be considered to be the act of driving an automobile. A driver, with an intentional line of direction, is suddenly caused to stop his forward motion because of a stop light. Although this does not usually bother him to any great extent, it does cause a slight lock since it is inhibited motion. To add to the confusion, a car speeding up from the rear bumps the stopped car, compelling a motion which was unintentional. At this point there is a slight *randomity*\* of effort on the part of the first driver. Any additional incident involves the driver in a contest to maintain motion of a survival tempo in a direction of optimum survival.

\*Randomity is the misalignment, through the internal or external efforts by other forms of life or the material universe, of the efforts of an organism.

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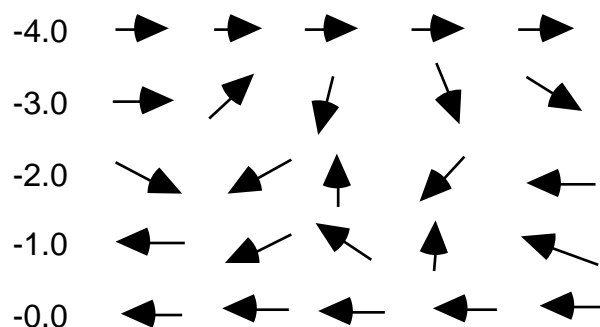
## RATIONALITY DEFINED

The magnitude of the survival threat modulates the amount of effort demanded by a rational mind. Aberration is a failure to add algebraically the amount of effort necessary to the optimum solution of the problem. Such a failure can be caused either by a lack of data available to the individual involved or by his having met problems unsuccessfully in the past. In either case the individual unwittingly determined nonsurvival courses as to that effort by his own self-determinism at the time he accepted the counter-effort. Thus even the mechanism of restimulation is the individual's own self-determinism lifting the engram into present time.

In any engram the point of lowest awareness of effort is the deepest point of anaten. Here is the effort unsuccessfully applied in all directions so that there is no resolution of effort. Anyone who suffers from such randomness to any great extent comes to the point where he is no longer able to add up magnitude of efforts. He cannot be a rational being. Rationality is ability to recognize and meet the magnitude of effort (counter-effort) being applied to the individual.

## NATURE OF MIND

The mind can be considered to be, basically, an aligned quantity which is pliable and amenable. It is directional, aligning the efforts of the organism or things of which the organism is a part. Gradually its original aligned vectors toward survival become turned around and are pointed toward succumb. This is illustrated in the following tone scale.



Physiologically the individual mind is capable of being impinged upon by inhibitive or compulsive efforts of others. In view of this we have postulated randomness. A race, a group or even a family without an agreed goal has randomness. Efforts to survive are being applied in many directions and some of them impinge on individual minds to deprive those individuals, if they allow it, of a portion of their self-determinism.

Every time a person's effort is compelled or impeded, he receives some degree of anaten. His energy is flowing in a certain direction; counter-effort throws the energy flow back upon itself. Because the central control unit has not received contrary directions, it continues the line of the original flow against the reversed vectors. Naturally the end result of the effort is blunted, confused. Continuing this flow of random vectors will carry enturbulation to the point of unconsciousness. Anyone applying enough effort toward survival can cause unconsciousness; he is trying to overcome more than he has ability to overcome. This may be exemplified by a person trying to lift a car until he becomes unconscious. He underestimates the magnitude of effort necessary for performance of the task. An unsolved problem is an effort which has not been overcome and thereby causes randomness of effort encysted in time. Anaten is the physiological manifestation of this randomness of effort.

## ACCEPTANCE OF COUNTER-EFFORT

What is this process of giving up self-determinism? Observe an individual who is gradually succumbing to counter-effort control and you will see it is a matter of his central control unit being transplanted. Consider this person's "I" when it is in complete control and with full self-determinism as a motorman. The motorman has to be constantly alert as to where he is, what he is doing, what he has to oppose and what he has to overcome in order to keep aligned vector energy. Then watch this motorman participate in a boxing stance. Standing upright with arms extended, the body is hit. "I" goes unconscious as randomness overpowers, and "I" releases the control buttons. The last moment "I" was in control, the body was in an upright position; the next moment when "I" endeavors to regain control, all the levers have been changed. The body is flat on its back. It has been moved in time and space. "I" now tries to hook up with the motor control buttons again when none of them are the same. He grabs here and there, finally clutching onto some old control post that monitored the organism at another time in a point of consciousness. A counter-effort now controls the organism to some extent; a valence presides. This can be only of a harmful nature to the organism since harm was the sole purpose of that command post when it was previously in control.

## PERCEPTION POSTS

New centers are constantly being formed for commanding an organism, but the same is not true of recording centers. Perceptics are always recorded at the central point. Hence it follows that as "I" is constantly forced to move farther and farther from the center, the individual loses his perceptics. In some situations, however, "I" is overcome to the extent that the "valence I" reaches completely over the entire surface of the mind until its central point coincides with "I" at its central point. This produces the wide-open case with all perceptics available. This assumed "I" looks valid; it is right there, all fingers on the buttons, yet not monitoring. It has no ability to reason or to handle the organism.

## PROCESSING EFFORTS

Dianetic processing endeavors to strip the organism of its inhibitive or compulsive factors with emphasis on the self-determined efforts of the preclear. Moments when the preclear decided for himself upon non-survival courses are recovered and reevaluated, and "I" is gradually brought closer to its rightful position at the central command post.

In self-determined effort processing, the auditor's first step in the usual case is to assist the preclear to discover his effort along a survival course such as eating or going somewhere. He may attempt to recover for the preclear the actual physical conscious effort toward some MEST object, such as the act of lifting something in present time. When the preclear has re-experienced the sensation of his own physical effort, the auditor can then ask for the mental effort which ordered the action. By working carefully and patiently, he can at length encourage the preclear into actually re-experiencing the thought impulse and the motor control impulses on the sides of the head. Here is the central switchboard area which essentially is jammed up by counter-effort. The effort of the preclear to act against these counter-efforts may turn on tingling or painful sensations in the temples and sides of the preclear's head and down the spine.

The auditor can ask for and the preclear will usually experience the sensations of mental effort to engage on non-survival courses. (It is interesting to note that the engaging upon survival courses does not basically entail effort. The engaging upon nonsurvival courses, however, does, since obviously it was physical force which thrust the preclear onto these non-survival courses.) One asks then not for the times when the preclear underwent stress and agonies concerning survival courses. One wants, instead, the stress and agony of having to assume non-survival courses, and the decisions to make those efforts.

The purpose of effort processing is to remove beliefs, statics, too much or too little motion. Consequently the auditor wants to help the preclear to find his efforts to halt energy and matter, to start and stop motion, to resist, accept, change the physical universe. Together they want to find times when the preclear has held on to data (causing randomness) and run effort out of those beliefs and decisions. The auditor can ask for such basic efforts as the effort to engage in non-survival activity, the effort to do wrong, the effort to refuse to eat, his effort not to have affinity for himself, his effort not to communicate with himself. They can run out physical efforts to obey and should scan effort of all enforcements or inhibitions of ARC. Questions can range along any of the dynamics, but it is best to clean up the first dynamic first. Intersperse effort processing with some validation-MEST processing.

General questions on effort may throw the preclear into an engram along the chain being straight-wired for effort. It is probably wise also to return to engrams previously contacted and re-run them with effort processing. Once the self-determined effort is gone from an engram, the rest of the force is nothing and evidently the engram no longer has power to restimulate.

### PROCESSING ENGRAMS

Engrams are run with Standard Procedure but with emphasis on effort instead of perceptics.

In any engram there is counter-effort and there is the preclear's effort against the counter-effort. The exertion of force against the individual organism is not the same as the organism's force exerted against the environment. Should the preclear concentrate on the effort that opposed him, the counter-effort, he goes out of valence. To avoid this, the auditor uses such leading questions as "What *is your* effort in regard to the opposition?" "What *is your* effort to resist the counter-effort?" In this manner the external effort source can be invalidated and the "I's" opposition validated and experienced. For example, let us look at the basic area. There it is easy to get the womb's effort—that is, the pressure of the womb on the individual. Strive instead for the preclear's opposition to or expansion against that pressure of the womb, or his acceptance of it. With the sperm, do not go after the obstruction of progress but for the sperm's effort against that progress; and reduce efforts to the point where he is an unopposed sperm.

Self-determined effort processing is essentially for cases which can be gotten into communication with the auditor. In low-tone cases simple ARC validation-MEST processing is used in order to orient the individual in present time.

### SELF-DETERMINISM VALIDATED

Effort processing, then, lifts up for emphasis the fact that only one's self determinism is important, and that the efforts and the counter-efforts against it are the aberrating factors. Rediscovering times for the preclear when he gave up his self determinism, and erasing the efforts involved in these postulates and incidents is giving back that individual's happiness and assisting him to move again in a survival direction.



## WICHITA FOUNDATION AUDITOR'S COURSE LECTURES

Wichita, Kansas  
15—26 October 1951

L. Ron Hubbard gave the following lectures to the Hubbard Dianetic Auditor Course students at the Foundation in Wichita, Kansas, in October, 1951:

** 5110C1 5A	FAC-1A	Postulate Processing, Part 1—ARC Effort Processing
** 5110C15B	FAC-2	Postulate Processing, Part 2—ARC Postulate Processing (effort processing, postulate processing, and postulate processing's relationship to self-determinism, epicenters and the tone scale)
** 5110C22A	LECTURE	The Human Mind Versus the Electronic Computer
** 5110C22B	LECTURE	The Human Mind Versus the Electronic Computer (cont.)
** 5110C23A	FAC-3	Three Methods of Processing
* 5110C23B	FAC-3	Three Methods of Processing (cont.)—On the 8th Dynamic
** 5110C24A	FAC-4	Foundation Auditors Lecture, Part 1—Overall Processing: Conclusion Processing and Effort Processing
** 5110C24B	FAC-5	Foundation Auditors Lecture, Part 2—The Dynamics, Self-Determinism and S.C.S.
** 5110C25A	FAC-6A&B	Chronic Somatics and the Service Facsimile
** 5110C26A	FAC-7	Evolution of Man According to the Facsimile, Part 1
** 5110C26B	FAC-8	Evolution of Man According to the Facsimile, Part 2
5110C26	FAC	Evolution of Man, Part 3

### LRH TAPE LECTURE

Wichita, Kansas  
29 October 1951

* 5110C29A	LECTURE	The Theta Facsimile, Part 1
* 5110C29B	LECTURE	The Theta Facsimile, Part 2

# ADVANCED PROCEDURE AND AXIOMS

by  
L. Ron Hubbard

**Published November 1951**

**Advanced Procedure and Axioms** by L. Ron Hubbard, published in late November 1951 at Wichita, Kansas, presents a more responsible look at aberration: "Each and every aberration of the human mind and the human body has an initial postulate to be so aberrated. Engrams are effective only when the individual himself determines that they will be effective." (LRH) Self-determinism is the key to the processing described in this book.

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This book is a simple book, for it supplies the auditor with a step-by-step technique to produce a "fifteen," as a Clear was called at that time. "Fifteen" meant that he had finished the fifteen acts of *Advanced Procedure and Axioms*.

". . . It was written as a companion book to *Handbook for Preclears*, and the 15 acts of *Advanced Procedure and Axioms* are paralleled by the 15 self-processing acts of the *Handbook for Preclears*." —*Journal of Scientology*, 11-G

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## **An Essay on Authoritarianism**

**L. Ron Hubbard**

January, 1951

Considering authoritarianism in the light of the basic tenets of Dianetics one rapidly discovers that one is dealing, in Group Dianetics, with the manifestation of group engrams. The parallel, in Individual Dianetics, would be the command power, in terms of pain and word content, of an engram.

The tenets of Individual Dianetics show us that thought and force-theta and MEST-become enturbulated in the person and manifest themselves as irrationality. The reactive mind is only the composite of all moments in a lifetime when thought and MEST were entangled chaotically. Out of this chaos thought, when conquered and driven by MEST, commands the individual without recourse to his reason as represented by his analytical mind. MEST force, impinging on the analytical mind, cuts off reasoning power and ability.

Reason could be said to be the orderly handling of MEST by theta. This postulates that the entirety of reason depends upon a harmony of conquest of MEST. Theta could be said to be complete reason; MEST could be said to be complete force.

As we notice in aberrated individuals, the more MEST they have enturbulated with theta, the less rational they are, and the less life and vitality they have. As the individual is processed, his reason rises in direct proportion to the amount of theta which is rescued from his engrams. And while our observations and conclusions of theta and MEST are far from complete—and may not be complete until theta itself is isolated as theta—empirical observation of the subject seems to make it evident that individuals, as far as their reason or unreason is concerned, might be plotted on a gradient scale between theta as pure reason and MEST as entire unreason. The amount of MEST enturbulated in the individual might be said to measure his position on such a scale:

Decreasing Rationality -----> Force Increasing

Wholly Theta . . . . . Wholly MEST

Clear	Theta greater than MEST	MEST greater than Theta	Psychotic
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The conquest of MEST by theta seems to depend upon the theta's increased understanding of the laws of MEST and then an orderly use of the laws of MEST against MEST itself. By the discovery of some new natural law of MEST more MEST can be conquered. The conquest of theta by MEST seems to require the entrance of chaotic MEST into theta and the consequent driving out of theta by Force. The complete conquest of a body by MEST is death, wherein all the theta has been made to withdraw consequent to continued enturbulation. Rebirth and growth of new organisms has been the theta answer to this problem until Dianetics, when theta, in one lifetime, can be rescued from MEST enturbulation by direct processing. Exactly how

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far theta can go in doing this has not been entirely determined, nor how it affects geriatrics. But it is easily observed, even in a partial release, that theta, rescued from the enturbulence, is far more able to conquer MEST.

Postulates are as good as they predict new data which, when looked for, is found to exist. on a Group Dianetic level, the release of theta from enturbulation compares to the release of or reduction of an engram. Release of theta from MEST, then, restores reason and removes Force from the situation. A group engram seems to be any area from which Force is emanating without reason, but such Force, not being obeyed, will administer physical pain. Hiring and firing threats, physical punishment as in some military organizations, jailing (reduction of the space and time controlled by the individual) are all MEST actions. The engram, unless obeyed, inflicts physical pain on the individual; it cannot be reasoned with and it lowers the self-determinism of the individual. The last sentence applies at once to an individual's engrams or to a group's engrams.

Apparently there is a law to the effect that theta and MEST, to survive, must interact. And that enturbulated theta and MEST war to drive out the theta on one hand and restore the MEST to chaotic action on the other. The theta gets free to come back for a harmonious conquest of MEST. The MEST gets free to continue its own combinations and recombinations, apparently, to a chaotic state of being MEST or, possibly, to attack or resist theta more ably. The latter postulated action of MEST seems to predict the more data, for MEST apparently attacks theta when enturbulated with it and surrenders to the reasonable organization of theta only after the most brilliant effort on the part of theta. But it seems that if theta is to attack MEST at all, then the attack begins by creating a turbulence, withdrawing from the turbulence with now some understanding of the MEST, and attacking again. All interactions of theta and MEST seem to begin with a turbulence which is then resolved by theta's withdrawing and assaulting again with a reasonable attack. MEST apparently wins, as in killing a person. But theta, by having organized a biological line, has a new carrier for the new attack. It is very curious, but if past lives are true data, theta would seem to have worked out a level in theta for a new attack as well as in life ( $\lambda$ ). Thus we get genetic lines. And, if there is any truth in past lives, we would have theta lines, just as individuated theta or the human soul.

This postulates that all theta is actually in *now* save as it has been swept away in the time stream. But there is something curious about time and it would seem that time is native to both MEST and theta and appears halted when viewed by one from the other. Theta might look active to timeless MEST, MEST might look active to timeless theta. One is standing still compared to the other. Thus evolution might be viewed as a now existing thing for theta where lower forms sweep out into greater complexity, all in now, until, with Man, analytical theta, or pure theta, can at last begin to manifest with a reasonable conquest of MEST. Hence theta is uniting with MEST as enturbulation until it can extricate itself, with knowledge from and of MEST, to re-attack MEST, not through rebirth but in frontal onslaught. Possibly Man begins here his evolution into his highest level of reasonableness or his theta self. However this may be, for these are here but random postulates, we have highly valid examples of the similarity between the group engram and the individual engram.

MEST enturbulated in a group's theta is highly dangerous to that theta. MEST, in a group, could be likened to material possessions, and money (which can be a theta or a MEST thing depending on its use for the giving of charity or the purchase of power). The group which owns and fights mainly for the group control of matter, energy, space and time as *owned* things possessed by force, defended by force and the ownership perpetuated as long as possible by force, does not *own*. Here MEST would be seeking the ownership of MEST which is for theta a species of death. The group which harmoniously conquers MEST by reason will continue to have the use of that MEST.

As an example, Christianity owned the minds of men for two thousand years, while the saber of Genghis Khan cowed men and territory for less than eighty years. Christianity failed only when MEST, entering in, caused Christian to fight Christian and won again only when its basic ethic and ideal were restored. When all sides in World War I were conquering in the name of God so much MEST entered in that the

hot flame of Christianity died down so low that in many countries a new idea, Communism, completely supplanted it despite the fact that Communism is probably much less theta than early Christianity.

A harmonious control of MEST makes a control by force unnecessary. Just as the theta in a body must have harmonious (non-enturbulated) control of that body, so must those things which a group uses be possessed by harmonious control. The only trouble Dianetics really can have is from any group which holds by Force the things which Dianetics, by theta, flows over.

Example: Psychotics and prisoners which are the MEST of psychiatrists and the police. Dianetics, being much purer theta than psychiatrists or the police, will inevitably win, and without any slightest use of force.

The theta of a group would be its ideas, ideals, rationale and ethic. This is an actual force. If one does not think a group has its own theta, independent of but existing via its individual members, consider exactly how far a society would go without its culture—each individual would, without that culture, be reduced to his bare hands and complete non-communication of ideas. The culture is an accumulated soul which flows over and through a number of individuals and persists after the death of those individuals via other individuals or even other groups. A complete enturbulation with MEST means the death of a group—which is to say, a society without its culture ceases to exist. The culture is theta.

We have discussed *enturbulated MEST* and *enturbulated theta*. These are the components of any engram of the individual or the society. We had better assign to these special names: *enMEST* and *entheta*, combining their parts with the change of action in those parts. EnMEST could be considered MEST with a somehow reversed polarity. It is fighting to get free from theta. Entheta could be considered to be theta with a reversed polarity which is fighting to get free from MEST. As soon as polarity is reversed by the enturbulation, possibly by something not unlike the heat of fusion caused by the pain of irrational collision, the entrapped enMEST seeks to fight away from anything which even closely resembles entheta and so *attacks* all theta. The entrapped entheta, seeking to fight away from anything like enMEST, will fight or repel all MEST.

Entheta and enMEST will combine and stay combined until MEST separates them, as by death, and theta separates them as with Dianetics.

MEST, it would seem on some examination, has a natural attraction to theta. Theta has a natural attraction to MEST. They combine harmoniously as witnessed by life (lambda). Show MEST and some theta will move over it. Show theta and some MEST will move under it. The action is almost automatic.

However, evidently, show entheta some MEST and the MEST will repel. Show enMEST some theta and the theta will repel. The only times when these, possibly, will not repel, is when there is a chance for the MEST to recover pure MEST from it (a postulate for which we have no momentary example) or when the theta has a chance to recover some theta, which we see happening daily in Dianetics.

When an estate is to be given into the trust of someone, the donor looks about for an idealistic, reasonable, honest man. When an idealistic man, such as an artist, looks about for a place to be, he turns from the embattled city and seeks a quiet countryside.

Note, however, that when pure MEST collides with pure theta there is usually a turbulence. Note further that a turbulence is evidently necessary for the theta to learn enough about the MEST with which it became enturbulated to back off and conquer a new area of MEST.

Example: Enterprises of any age generally begin with ideas and ideals being thrown over MEST. A turbulence occurs, even if a slight one, and from it the theta learns enough of MEST to conquer it smoothly. One has to learn that a cliff will cave in before he can buttress it against stopping a stream.

The goal might seem to be maximal unison of theta with MEST, with the creation of minimal enMEST and entheta.

Dianetics, as a group, is trying to attack a thing which normally repels both theta and MEST—entheta and enMEST. This can be done in the ratio that entheta is returned

into theta so more theta can attack more entheta and enMEST. Thus a clearing service. Theta can attack entheta and enMEST only when the theta is very high. And MEST is necessary to accomplish it (buildings and money). The highest theta is the highest reason which means the highest ideal, rationale and ethic. If the ideal falters the theta is also faltering and so the attack is unsuccessful. Hence the Auditor's Code. If enMEST is strong in the group either as individuals or as actual perversion of ethic, then the group falters and fails to succeed. In Dianetics, the group must have, by these mechanics, an enormously high ideal, a high ability to think and a strong group ethic in order to succeed.

It has been remarked that the ideals of any group are never higher than at the moment of their initial formation. This was before one knew anything about clearing groups. MEST can be controlled by a group, even a Dianetics group, so long as the control is not of enturbulated MEST, property in question, perverted mores of people, unreasonable prices, war with psychiatry, etc. etc. EnMEST comes about from a turbulent collision of theta and MEST.

Now we suppose that an effort to conquer enMEST with theta will succeed only when the group engaged in the conquest has continually restored to it its theta which was caught up in the collision. In this way the group can go on controlling more and more MEST and control it permanently. But if the turbulences remain uncleared, the theta of the Group will dwindle. Its ideal will fall low; its rationale will decrease.

Any group starting up in an established culture finds itself at once confronted with already existing enMEST both in the individuals (as engrams) and in the culture itself (as in group engrams). In fact, in an aberrated culture most of the MEST present is being attacked by entheta and enMEST, and most of the theta present is being attacked by enMEST. Such a group must be particularly careful to avoid patent enMEST in its acquisitions and obvious entheta in its dealings unless it recognizes the enMEST and entheta character of many of the things in its environ and drives against the enMEST to release it and the entheta to release it. In this way it can be certain to acquire more theta and more MEST in a harmonious control.

For example, the unclear title to a property must be swiftly cleared if the group wants to use it or the property must be abandoned. Land, no matter how small or how large, which is held by entheta is, of course, enMESTed; and enMESTed land, when theta seeks to control it, will make theta into entheta (lower the ideals and rationale of the group).

A new group has little choice but to handle enMEST and entheta or to associate with it. It has only two possible courses of action as a group if it wishes to survive. It must attack both enMEST and entheta, turn them as soon as possible into MEST and theta, or it must avoid enMEST and entheta and retreat from an action field and, monk-like, simply preserve the theta it has. Thus a dianetic group can either attack enMEST or entheta with punitive reason and keep itself carefully cleared meanwhile or it can find some true MEST, such as a valley or a desert, and become wholly self-supportive even unto issuing its own script, raising its own food and surviving serenely without spreading. Thus any new idea becomes a complete revolution, willy-nilly, unable to stop short of conquering a country or the planet by knocking out entheta regimes and knocking out land titles and entheta such as an atom bomb, or the idea becomes a cult wherein the "world" is abandoned for the sake of harmony.

The question of creation and destruction, for such a group, is answered by the equation of the optimum solution of dianetic theory. Entheta and enMEST are, however, reversed vectors. They must be separated and converted into theta and MEST or they must be nullified. No creation can be accomplished without some destruction. The equation of how much destruction and how much creation is answered by survival in how much time. As the time shortens, the amount of destruction necessary to the solution rises in proportion to the amount of creation which must be done or the amount of destruction which must be nullified in order to make creation possible. Any destruction tends to place in the group theta some entheta. The group, if it keeps itself cleared (keeps its end in view and its authoritarianism to a minimum), can deal with some destruction. That destruction must be held to a minimum for the solution of the

problem and the enMEST and entheta must be swept out of the group as swiftly as possible.

Alexander, for instance, began with a high ethic and rationale in his troops but the destruction accomplished burdened the theta with enMEST in the form of loot (enturbulated MEST) and lessened the ethic and rationale by introducing entheta. Alexander made his troops destroy their baggage several times. But this authoritarian action—a force action against force actions—further enturbulated the theta and MEST present. Alexander was forced to turn back short of his goal because his troops had lost their impetus and were to a large degree now operating under entheta reactions. Further he sought to conquer Man, not MEST.

Combat, as such, then, can be seen to have its uses and indeed, is often necessary according to an investigation of history. It is not the combat or the violence or the destruction which is important, it is the amount of entheta and enMEST which remains in the group, unseparated and unconverted, which destroys the group. But combat, once its immediate goal is attained—and that goal must be one of reason, not *owning*, or else it is not a theta goal—must be repaired by clearing out the theta and MEST of entheta and enMEST. An attack upon a community which is ruled by entheta and which is an enMEST community should first be attempted by reason and should succeed with ARC—which is to say, the action of theta. If, however, the community is an immediate threat to group and the time, for various reasons, is too short, or if the community is so solidly entheta and enMEST that it itself will not only not yield but prevents other communities from being cleared, the group has no choice but to attack with the most expeditious means available which, by minimal creation of enMEST (damage to property) and entheta (hate, etc.), keeps the task of clearing that community to the absolute minimum. The group, upon conquest, must then not attempt to *own* that community. It must give the community back to itself as soon as the entheta and enMEST are banished from it. Such service is worth the wages of the group but these must be contributed wages, not commanded ones. And in the line of combat, the group is, of course, forced to use the most effective and least destructive weapons it has if it is to use weapons at all. And its plan must be, for its attack, the most reasonable possible plan.

Now as this applies to the group action against the community, so it would seem to apply to the auditor's action against the entheta and enMEST of and around his preclear. And so it does. If a man's wife is invalidating him and hammering him into insanity faster than the auditor can free entheta and restore sanity, then the auditor must, to the necessary degree, interfere with the self-determinism of the wife or the family (group) of the preclear to either remove the preclear from the environ or nullify the wife or remove her from the environ. For the auditor must not be confused to the point where he mistakes entheta and enMEST action as self-determinism. It is not. Likewise the group has a problem when entheta and enMEST are present in an individual or a section of that group. The group can either convert the entheta and enMEST of the individual into theta and MEST or it can remove the individual from the group if that individual's presence is continually destructive to a point where he is making the group more psychotic than it can be cleared. However, there is a third consideration in this problem.

EnMEST and entheta are effective on a group in the ratio that they are given altitude by a group. Hence, the aberrations of the leader of a group may be reflected all through the group. The aberrations of a least member of the group will have no effect at all upon the group.

This stems from the axiom that the effect of an individual on a group rises in proportion to his altitude in the group. A man with a great deal of theta and a small amount of entheta and with a solid concept of the ideals, rationale and ethic of the group naturally rises to his own position in the group. If the group is a true group, which is to say, if its ideals, rationale and ethic are held solidly by all and if self-determinism exists in the group individual to individual and if the group goals are in fair view, then all the individuals of the group will more or less fall or rise into their natural positions in the group under their laws regulating such things.

But all groups and all life seem to have begun with impact and collision. Authoritarian (arbitrary) actions are necessary to begin groups. If the group remains rational or is cleared, the authoritarian action is undone in the natural evolution of the group. Otherwise its ideals and rationale and ethic will suffer and the group will dwindle.

Examining these various postulates and examples one begins to have some concept of authoritarianism. An action which is unreasonable, produces nothing creative and remains unexplained and is backed by threatened force, such as deprivation of some or much MEST, is the ultimate in authoritarian actions. As these factors drop away, the action is less authoritarian. Thus authoritarianism is a graded scale, not an absolute.

Arbitrary, without good reason, backed by force threat. Uncreative, unexplained.	—	Entheta, dealing with enMEST.
Arbitrary, good reason, backed by force. Unexplained.	—	Brief time duration available. Entheta but theta present.
Arbitrary, good reason, backed by force. Explained.	—	More time available. More theta, less entheta.

Good reason (suppressor to group — Theta order. existing). Explained.

This is a crude scale. The actual scale is more complicated. But this serves to point out that enMEST and entheta are active in a group when authoritarianism is present.

What does enMEST do when it seeks to drive out theta, its primary mission or, at least, action? This is evidently the simple problem of how one knocks out theta. One, when he knocks out theta, has only to sever communication, affinity and reality, or reverse their polarity into enforced communication, hate and lies and one drops the theta potential of the individual or the group. One drops his theta potential if one works on an individual by severing his ARC internally—by creating engrams in him or by charging up his engrams. One breaks the ARC of a group by stepping across its communication lines and either severing them or distorting them (reversing their polarity).

EnMEST and entheta will assault the theta and MEST of a group by breaking or reversing the triangle of ARC or by taking the space, universe energy, matter and time away from the group or by damaging or perverting them.

The authoritarianist seems definitely to be driven mainly by enMEST and entheta even when some theta and MEST are present in him. The highest level of authoritarianist is one who is almost but not quite insane and who yet can attach himself to ideals, rationale and ethic convincingly. He may convince even himself but he can be easily singled out in any group, for he has a tendency to *own* as MEST certain individuals and, depressing them, yet dangles MEST before them enough to form a clique. The authoritarianist is always *for* a clique, not for the whole group. Further, the authoritarianist can be spotted by the number of orders he issues which have small reason behind them, are backed by force or threatened force, and which he will not explain. He can be further located by the suppression he places on self-determinism of the various members of the group and on the self-determinism of the group itself as a group. Further, for the ideals and rationale of the group he supplants his own entheta.

The authoritarianist often would rather take enMEST than MEST, thus, in possessing something, makes an enMEST thing out of it. There are neuroses, for instance, wherein a man would rather have stolen money than earned money. The authoritarianist will cloud any MEST with bad titles or disputes.

Acting in subordinate roles, the authoritarianist is recognizable for his action on communication lines. He cuts them, often out of a plea for censorship as a need for security. Security is only necessary in negotiations concerning enMEST, and while even theta dealing with enMEST must sometimes drop a curtain of security in an action, the authoritarianist's enMEST demands that all curtains be dropped. Reason, so caged,



inevitably perishes and the entheta wins and the enMEST wins by driving out theta and MEST.

A theta man, acting in too short a space of time, may issue authority and orders without explanation. But he clarifies them and abolishes them as soon as the emergency is passed. An enMEST man issues orders and authority without emergencies and then hides any cause he might have had and exposes others.

In subordinate roles the enMEST man, in severing the ARC of theta, will halt any and all communications he can which are actually ARC communications. He will let pass all reversed polarity communications. Or he will reverse the polarity of communications he is supposed to pass along. He apparently believes that he must protect himself and his friends with whatever theta he has in him whereas he actually destroys them and the basic intent was simply to destroy.

The enMEST man, the authoritarianist, accumulates Force greedily and all things which mean Force. He prefers them to be enMEST items and entheta Force.

Authoritarianism—or authority—exists in ratio to the amount a curtain is lowered across ARC lines. An authoritarianist responds to this law by bringing authority to himself by lowering curtains across these lines. Authoritarianism also exists in ratio to the amount of theta which can be given a reversed polarity. Thus the authoritarianist perverts affinity by pretended affection, or by “examples” of how much hate there is that either enforces him or he is “holding back”. He perverts reality by altering situations into greater desperateness than they contain or by reversing a desperate situation into something he declares to be calm or of no importance. He additionally perverts reality by interjecting data about disagreements where no disagreement exists. This is how authority is accumulated and held. But it is a perilous holding since it creates, by contagion, more enMEST and entheta and ordinarily ends in the death of the authoritarianist or other destruction to him.

Through these factors one can read the glimmering of an axiom that truth and theta are close to the same thing and that affinity, reality and communication are solid in direct ratio to the amount of truth in them.

The theta man, regardless of his past, will use truth to the full extent that he sees it and feels it. He will drop a curtain between himself and his target or the group and his target or change polarity of ARC only when he is attacking enMEST or entheta and will raise that curtain as swiftly as possible when the target is attained. Further, he uses such a device so sparingly that only the greatest emergency will cause him to employ it. In handling personnel he will never exaggerate or diminish his reasons for his treatment of them or his feelings toward them.

We live in a society here in America where the ARC is very curtailed or perverted, for the whole group ethic rationale and ideal burns very low. Our salvation lies in the fact that there is abundant free theta in the majority of people and that authoritarianism has become so solid in some quarters that their nullification springs into view enormous theta reserves.

We must ably understand what authoritarianism is, first so that it cannot be effective in our midst and second so that we can attack it, for it is a source of MEST and theta once we free them.

Obedience and effectiveness are not, however, to be thrown out just because authoritarianism might exist. During emergency the clearest group must act spontaneously and under exactly timed orders. One should, in times of lull, make very certain, however, that orders proceed from theta men, not enMEST men, so that when an emergency arrives one can be certain that, by exact obedience, the group may be forwarded toward its goals. And one should make certain afterwards that every order given had behind it true reason and that the reason was true.

In conclusion it should be pointed out that all things good evolve from reason. Reason, for our purposes, includes not only the thinking but the doing.

We have an interesting summation of this in the definition:

POTENTIAL VALUE EQUALS INTELLIGENCE TIMES DYNAMIC TO A POWER  
(PV equals IDX)

The potential value of any group member must be weighed in terms of his actual potential value to himself and to the group and to Mankind. He will, if he is examined, demonstrate both intellectual value and dynamic value potentially. His ability to think brightly and to execute his assigns well may be potentially high. And then one must examine worth to himself and worth to the group or Mankind.

This paper contains some actions which are symptomatic of the authoritarianist. They may all be summed by the fact that the authoritarianist does what enMEST and entheta will do since he is mainly these—he will interrupt or pervert affinity, communication and reality and he will make enMEST of MEST. By establishing, through past record, how much he may have interrupted or perverted ARC and what he has done to actual MEST one has a measure of his current state. His potential value, then, may be, by observed performance, to himself or to the group, negative worth.

The worth of the individual to the group or himself or Mankind is something different than his potential value.

In Dianetics we can, when we have time and theta to spare, bring the authoritarianist up to a level where his potential value can be executed in terms of real worth, which is to say, knock out his authoritarianism by processing. But if we attempt this we must be extremely careful not to permit this individual to occupy any position where he can, by altitude, injure the group in any way. For although his actions may appear, in the ordinary course of affairs, highly reasonable, lag computation will destroy some MEST and theta in the group.

Because his authoritarianism is, of course, due to engrams, the authoritarianist is ordinarily an intensely aberrated person.

This is important: Authoritarianism can be discovered readily in psychometry. As a matter of fact a complete battery of psychometry was developed in the war which singles out the fascist and the authoritarian communist.

But this is also important: Education and example and reverence for the group ethic, ideal and rationale may nullify the potential authoritarianist's danger to the group and he may, thus educated, be used. And when it is a potent part of the group rationale how one can identify the authoritarianist, authoritarianism, sprung into view, may cease as a practice of the individual in question. One should not fear or use these tenets to escape obeying group orders. He should use these few partially developed data, hurriedly given to you here, to keep the group strong, bold and free.

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## **A Brief History of Psychotherapy**

**L. Ron Hubbard**

Efforts to remedy physical and mental disorders and improve the minds and bodies of men have been attempted, evidently, since the earliest days of homo sapiens.

In the barbaric societies which yet exist in the world one sees what must have been the earlier methods still in use. The Australian bushman has his witch doctor whose chief tool is a magic healing crystal. One finds chants and drums in the Goldi region. One still finds a technique in China of "letting out devils" by a puncture. With drums, chants, yoga, rattles, herbs, prayers and electric shock, Man has fought a continuous battle with mental aberration and psychosomatic illness since the very dawn of Man.

In that Man's best weapon was his mind, he has worked ceaselessly to improve that weapon. He has continuously observed that an individual was as healthy and active and successful as he had a healthy body and a quick mind.

The searches of India go back into the ages before written history and demonstrate that India itself has long since sunk into an apathy on the subject, regardless of the data accumulated, for her goal is to abandon life as the only means of obtaining serenity.

Many, many ages after India's highest efforts, we find the early Greek absorbed in the problem, and his speculations formed until only yesterday the main bulk of knowledge used in the Western World on the subject of the mind. The Greek had an actual therapy which, though inefficacious, was yet pursued as more than nothing. This therapy had two divisions. The first consisted of shock treatments through the use of hellebore. The second consisted of what we now call "dream therapy" or "narcosynthesis" or "drug hypnosis." These techniques were poor enough so that the Roman resorted only to his household gods or to the deity of fever, Febris, for his remedies. But the early Greek treatment and the Asclepiadean practices in general are found in modern sanitariums. The additional experimentation of "psychosurgery," a technique closely approximated by the ancient Inca in Ecuador, has proven a complete failure and is seldom used by reputable mental practitioners, and then only as an experiment.

Convulsive shock from two thousand years ago, demon exorcism, gourd rattles, prayers and chants received their first rival—memory catharsis as developed by a Dr. Breuer—in Europe in the first half of the nineteenth century. Sigmund Freud later worked with Breuer and developed the libido theory, which became the background of psychoanalysis. Freud's development in 1894 was largely intuitive and he himself concluded it to be unworkable in 1920. Notwithstanding, Freud, repudiated even today by his own followers, was closer to truth than any other worker in the field in any age, as can be demonstrated.

After William James, in the last of the nineteenth century, a consistent but somewhat disorganized effort was made to apply the scientific methodologies to the human mind and much data was amassed in psychology; but the data was not well aligned, was mainly speculative, and so gave rise to countless schools of practice and investigation which remained in sufficient conflict to largely nullify an incursion by psychology into the society.

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The general practice of “mental healing” had deteriorated by the first third of the twentieth century from a ratio of around fifty human beings for every shaman or witch doctor in a barbaric society to one “mental practitioner” in the modern world to many hundreds of individuals. The percentage of alleviation of mental distress, however, continued about the same—an estimated twenty-two percent of the cases treated receiving temporary relief, but with the liability that the incidence of suicide amongst patients being treated markedly advanced.

This drop in the ratio of practitioners per populace is remarkable since the incidence of insanity in the society is evidently far higher than in barbaric societies. This might be construed to indicate that “mental healing” had lost considerable ground.

However, despite an inability to remedy, the psychologist and medical doctor tabulated considerable data about mental and physical illness. It was discovered, for instance, that some seventy-one percent of all Man’s ills apparently resulted from mental stress; and it was supposed, but was not proven since the methods of treatment were not known, that these would relieve if one could solve the problem of the mind itself.

The data amassed by the mental practitioner and psychologist became useful in the investigations of this science. Many of their phenomena were improperly observed but such was the wide and diligent latitude of their researches that they demonstrated many spheres in which the answer did not lie, a necessary survey for any investigation.

Some two hundred new phenomena about the human mind have been established firmly in the mental treatment area of this new science. Many phenomena discovered earlier by the psychologist and mental practitioner have been confirmed or re-evaluated.

Under quiet test for over a year in the hands of leading psychologists and mental practitioners, the application of this science has been found to resolve cases with considerable ease so that in at least one state all state government treatment of the insane is shortly to be placed under practitioners such as psychiatrists and psychologists who are skilled in this new science.

### LRH TAPE LECTURES

Wichita, Kansas

4 November—21 December 1951

5111C04	LECTURE	AC&R
* 5111C12A	LECTURE	Basic Postulates
* 5111C12B	LECTURE	Prime Thought
* 5111C26A	LECTURE	An Analysis of Memory, Parts 1 & 2
* 5111C26B	LECTURE	An Analysis of Memory, Parts 3 & 4
* 5112C03A	LECTURE	Discussion of Advanced Procedure, Part 2
* 5112C03B	LECTURE	Advanced Procedures and Cause & Effect
* 5112C10	PLS-7	Dead Man’s Goals (E-Meter use in Dianetics)
* 5112C10	PLS-8	Resolution of Cases
* 5112C17A	LECTURE	Regret and Seriousness—Counter-Efforts
* 5112C18	LECTURE	Counter-Effort, Counter-Emotion, Counter-Thought
* 5112C21A	LECTURE	Regret and Seriousness, Part 1
* 5112C21B	LECTURE	Regret and Seriousness, Part 2
* 5112C21C	LECTURE	On Handbook for Preclears—Service Fac 1

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## **Postulate Processing**

**L. Ron Hubbard**

The success of any organism in any environment is determinable by the measure of the degree the organism can change to control a new environment. When a higher organism accepts the obvious fact that its mind is practically the sole means for environmental control it must, to deem itself successful, possess an ability to change its mind, for as environment changes, thoughts must change. Unless that organism is constantly moving, erasing old conclusions and postulating fitting new ones, it becomes static and moves towards succumb.

An individual can thus become a product of his own statics, regardless of their point of origin; he makes a conclusion and is subject to it as long as he holds onto it as a belief. Non-optimum randomness is established when his data, beliefs and decisions are not in constant review and re-evaluation. The main point of tension in any engram or theta facsimile is the moment the individual made a postulate, drew a conclusion from his existing data, or made an agreement between himself and another entity at the height of pain. His self-determinism is tied up at that point.

### AREAS OF STATIC THINKING

The auditor's objective when applying Postulate Processing is to raise his preclear from the state of compartmented static into a state of motion. It cannot be achieved simply by giving new postulates to replace the old. A first essential is to process the old conclusions and beliefs. Merely to make a new conclusion which violates an undetected static in one's past sets up non-optimum randomness; confusion exists between the new and the old. Actually, earlier postulates are to the individual the valid postulates, and will cancel succeeding ones to a great extent. Until the basic postulate is processed out, a later one is unalterable, and a new one laid on the same subject as the basic cannot but be invalid.

A baby lies in his crib and is unhappy about something the mother has done. "I'll get even with her," he postulates. "I'll not drink my milk. I'll be sick." Twenty years and many postulates later his wife asks, "Now dear, don't you think it's time you had a glass of milk?"

"No!" he answers. "Milk makes me sick! I have an allergy to milk."

And so he has; it began with that basic postulate back in the crib.

### GENERAL AREAS OF POSTULATION

Every individual has made literally thousands of postulates in all areas of life. Of basic importance are those concerning decisions to survive, to know, to understand, to experience, to communicate, to agree to love, to want all emotions, to want all perceptics and desires. There are as well the opposing decisions not to survive, not to know, not to understand, not to communicate, not to agree, and not to want emotions. Decisions concerning any of these areas may be statics for which the individual has become effect.

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A central aspect of any case is the desire to experience; life has to experience in order to maintain itself in motion. Security and position are statics. When an individual's desire to experience fades away he begins to seek a static, a never-changing vista of what he believes to be security. He feels that once he has attained "security" he will then be better able to "experience," and yet he cannot attain his security goal without experiencing. He faces a paradox. He puts forth valiant efforts to climb to a "secure" position in life, unaware that he is climbing towards a static. To arrive is equivalent to death even though it means five million dollars in the bank, eight yachts and a fleet of Packard motor cars. From his "secure" perch he will not be able to experience life as he had imagined it, but instead will be spending his time defending and maintaining his hard-won position.

Some who strive for years toward such a goal reach it only to discover that the best way to experience life is with empty pockets. Experience is motion; reality. Security and position are illusions, achieved only by going through static cycles. Some men will shadow-box throughout the best years of their lives for the "security" of a dull, monotonous job. Not infrequently someone (who is truly experiencing, in all probability) invents a machine that does the job better, and suddenly the "security" vanishes. Self-confidence is self-determinism. It is one's belief in one's ability to determine his own causes. There is but one security and that is the security of self confidence.

The auditor's objective in the use of Postulate Processing is to give the preclear back to himself. The times in the past when any individual has desired others to create his security for him are abdications of his own post-of-command. The preclear has postulated away his self-determinism by deciding not to have himself. He will rise on the tone scale in direct ratio to the degree to which he assumes responsibility for his own problems.

#### Postulate Tone Scale

Above 4.0	An I-they-I series.
4.0	I am.
3.5	I am and they need me.
3.0	I'm working with them.
2.5	I'm even with them and I don't like it.
2.0	I'll be to spite them.
1.5	I'll be if I destroy them.
1.1	I'd be if I could get around them.
0.5	I'm not because they won't let me.
0.0	I'm not.

Processing moves a preclear up the tone scale from all the "I'm not's" to the "I am's," restoring basic self-determinism. At the bottom of the tone scale the organism is existing under another control center than the "I," accepting a postulate that it is MEST.

At 0.5 the organism is accepting the role under which it is MEST for another control center, and is not rebellious at the situation.

At 1.1 the organism is making some resurgence and effort to regain control.

At 1.5 the individual begins to make an obvious fight against the control center or environment.

When a person is at a point when "I" has control about one-half the time, he may be considered to be at about 2.0 on the postulate tone scale. At this point he argues with himself and with his environment.

At 2.5 the individual begins to feel he can stay in the game and pitch even though he is but a tiny cog in the great machine. His attitude, if expressed in his own words, might be, "I don't like it but here I am."

Not until one has reached 3.5 can he be assured of his own control.

At 4.0 the individual has full direction of his own command center. The person in

this bracket is almost entirely extroverted, and the body acts almost as an automatic response mechanism towards the environment.

Above 4.0 the auto-control center is far ahead of the environment, and not at all introverted. It is in this range that one would expect to find creative work rather than a more expert handling of the environment.

Any time anyone conceives that he has failed in any way he advances a conclusion as to the explanation of his failure, picking up a theta facsimile and presenting it as an excuse for failure; "Why, I thought the gun wasn't loaded," to quote an all too common excuse for failure. Another often heard is, "I had the right of way!"

The auditor assists the preclear to release these theta facsimile excuses to which he has been holding, not by handing the preclear's "sins" out to him, but helping him to recognize that he himself made the decision which resulted in an engram.

## PROCEDURE

Simple questioning is sometimes the best method of going about the business of giving the individual back to himself. It helps him see the situation and come to understand that he is aberrated by his own choice. A computation such as this must not be forced. Rather, the preclear slowly comes to see the truth as he contacts his own decisions to be aberrated, giving a man a new respect for himself. The auditor, for example, asks, "When did you first make up your mind that you were going to be sick?"

"*I never* made up my mind to be sick. Nonsense!" the preclear usually answers, astounded that anyone might think he had wished his illness upon himself.

"Well, when might you have done so? Is there someone around whom you are sick more often than with other people?"

"Yes, my wife. When I go home I seem to get sick. That's funny; I never realized that before. I wonder why that is."

"Did you ever decide actually, analytically, to be sick around her?"

"No! But yes, yes—we did have a quarrel one day and—I remember now—I told her I had a headache and that I didn't want to fight with her any more."

"Is there any other time in your life that you decided to be ill?"

"No, I don't think so. No."

"What about your school days?"

"School? Well, that's different. As a matter of fact, yes. I remember—I can hardly place it, but there was a time in college I said I was sick so I couldn't take the final exam. In fact, I went around for two or three weeks showing everyone how sick I was. Sort of an out-of-valence feeling."

"How about grammar school?"

"There was the time when I told the coach I couldn't go out for gym because I had sick spells. I get a good memory on that one. It always worked!"

As the preclear proceeds he thinks to himself, "Am I doing this to myself after all? Why should I treat myself this way? Ridiculous! Incredible!" Suddenly he may recall some other data:

"My first day at kindergarten I was very sick. They had to take me home. I had decided I wasn't going to stay there because I didn't like the teacher. I really *did* get sick in kindergarten!"

He will, if expertly questioned, turn up many more times when he concluded it was better to be ill than otherwise.

In working with the very common aberration of glasses, the auditor may ask the preclear to remember a time when he did not want to see, to remember a time when he decided he could not see. He may offer some version of the following:

"My eyes have been bad ever since I was fifteen, but I never decided not to see. As a matter of fact, I was just never able to see.

"I do remember in prep school, though, I complained that the lights were hurting my eyes because I didn't want to sit in the study hall. The headmaster asked what was wrong and I told him, 'My eyes are bad.' They had me fitted with glasses. . . I had forgotten all this until just now."

There will be many postulates on the communication of seeing. Processing one or two postulates on one subject is not ordinarily enough to cause the aberration to relinquish its hold on the individual. There are dozens of them, and getting the earliest is essential.

There is a lie factor in the mind on the recovery of data which sometimes causes a delay of a day or two for asked-for data to appear, particularly in the case of the deep-agreement postulates. Times when the preclear as a child was beaten down into apathy until he had to agree created blind spots on the time track. Such postulates made on an obedience basis lock in data rather securely for a while. The auditor, by simply unburdening the preclear's decisions to obey, his decisions that other people knew best, can often open up great sections of the preclear's life.

Processing an individual's postulates is done mostly by Straight Wire. Whether or not the preclear has his full quota of perceptics is of little importance. Behind most postulates, however, is an enormous amount of effort and emotion which may have to be run before the postulate can be contacted; or on occasion the effort may be run simultaneously with the postulates. Often, merely contacting the postulate collapses the emotion and effort tied into it.

If a postulate does not de-sensitize on first recall, Repetitive Straight Wire is used. Help the preclear to recall a decision again and again, or try to get an earlier one on the same subject. If he does not experience relief, there is an even earlier key-in on the track. Later postulates are lying as a sort of burden on the earlier ones.

Sometimes postulates can be located by flash answers if not by Straight Wire, although only in a case reluctant to offer data would this be necessary. Ask: "What postulate do we need to resolve the case?" "What's the age?" "In the house?" "Hospital?" "Where are you?" The preclear may soon recall the incident, as did a preclear when he offered this memory data:

"My parents used to take me to my grandparents' home, and I hated to go—I was miserable in the house. I couldn't move or go anywhere." The auditor in this case went after the postulate concerning the first decision involving the desire to remain away from the grandparents.

As long as a preclear rationalizes as to why he failed, as long as he presents all sorts of reasons why he has to have a particular postulate, or as long as he blames somebody else for it, the central computation has not yet been reached. Work on emotional locks with Effort and Straight Wire. By feeding a person's postulates back to him he will come to see that he is in command of himself.

When a preclear comments about a situation look for the postulates causing him to make such comments. If he says he never did like other people, the auditor might reply, "When did you decide not to like other people?"

"I didn't decide at all," replied one particular preclear to this question. "I feel like this just because people are the way they are."

"When did you first decide they were the way they are?"

"Maybe I did decide at one time. I don't know when it was, unless it was in the army. And that was because I hated the cook."

"Do you recall when you made up your mind that you hated the cook?"

"I didn't like the cook because my mother . . . but that's silly."

"When did you first decide not to like your mother?" the auditor asked.

"I never decided that!"

"When did you decide that you had to honor your father and mother?"

"That was when I went to church. It's one of the Ten Commandments."

Thus it was found that the preclear was agreeing to obey and disliking it since he was three years old.

## SCANNING A-R-C

Standing behind each enforcement or inhibition of A-R-C is a postulate concerning future action. Help the preclear to scan every time he decided to feel affinity for a person—the *instant* of decision—because the static lies at that point. Contact the times



the preclear agreed with anybody against his will. Exhaust the times he decided to go into communication with anybody by word of mouth, by writing, etc. Scan all the decisions on reality. And then, having finished scanning each leg of the triangle once, re-scan it. Applying Postulate Processing to A-R-C alone will knock out many somatics accepted from another person by the preclear. In order to make a systematic session, scan the A-R-C, inhibited and enforced, on each dynamic, using Postulate Processing.

## BASIC GOALS

A basic purpose postulate lies at the beginning of every life. Each preclear should locate and re-experience this basic postulate. Straight-wire of the individual's goals and fears will often uncover this particular postulate and will materially assist the preclear to re-define his goals. Briefly, an outline for procedure could be summarized thus:

<i>Future goals</i>	<i>Future fears</i>
<i>Present factors</i>	<i>Present fears</i>
<i>Past goals (specific in time)</i>	<i>Past fears (specific in time)</i>
<i>Past conclusions</i>	<i>Past conclusions</i>

Straight-wire the preclear over these six areas, beginning with future goals. What are his main goals which concern his activities in the future? Sometimes he may say he cannot resolve a goal, and such being the case, ask what things he might be afraid of in the future (such as losing his job). Whether a future goal or future fear is found, trace out the present factors which make such possible or probable, and then ask what he is now doing in order to bring such goals into fruition, or to remove the fears from his horizon. It might be well to consider what factors if any are present in present time that are making such a goal possible.

Next, seek the past goals, specific in time. The question might be asked: "What are some past goals that compare with the future goals?" The points where the preclear concluded (in the past) that he could not have such goals are rather stickily fixed conclusions. Straight-wire these fears. Find what he has to be afraid of "right now." Is there anything of which he is afraid in present time? Is the boss unkind? When did he conclude the boss was unkind?

Nearly any preclear will find goals in the past which were in conflict. Locate these goals and the times of decision concerning them. Straight-wire on conclusions inhibiting his attaining of any goals, seeking always for the *instant* the decisions were made.

If there is but little response the first time, go over the six areas again, working the preclear's goals on all of the eight dynamics, but cleaning up the First Dynamic before going to the next. In this manner the preclear is assisted to regain his self-determinism, placing him in a positive approach to the future by removing fears and redefining his early goals.

## DEEP AND LIGHT PROCESSING

There are now two kinds of processing in which we are involved: Light processing and deep processing. Light processing deals with postulates and effects and can be done either on an individual or co-auditing basis. Deep processing calls into use Effort and Advanced Procedure; and with it an auditor is mandatory. Postulate Processing combined with Effort and Advanced Procedure helps the preclear to pick up very early postulates, incident by incident.

Whatever the method, deep or light, by which postulates are reviewed, the individual eventually comes to the realization that he is the effect of his own postulates. He postulates a conclusion; he moves forward in time and becomes affected by that conclusion. An individual who can remember all the postulates and decisions he ever made is a well person.

“that won’t do you any good, it won’t do you a bit of good.” When papa isn’t looking, he tries to light that firecracker anyway. If he fails, all the way down the scale he goes into apathy: “I don’t want to light that firecracker. I don’t like firecrackers.”

Then a simple example of theta endeavoring to occupy space: A fellow wants to open the back of his car but the key will not move in the lock. He goes down the tone scale, eventually kicks the car. He is furious with anybody in it too (including his wife when she offers, “But, dear, if you will just operate it smoothly; Junior and I have no trouble.”) He may even get a crowbar and—when the car isn’t looking—try to apply it. That failing, he goes down further in tone about the whole thing, and, although he will not manifest grief (because men in this society don’t cry), he will walk away and say, “I didn’t want to get in the back of that car anyway.” As a matter of fact, he did. All his clothes are in there. Theta has failed in its survival attempt to conquer MEST.

#### THETA’S TENDENCY TO OWN OR BE OWNED

There is an additional theory underlying MEST processing. Theta has a tendency not only to extend itself but also to be extended over; that is, it is able to manifest itself as theta over the organisms around it or not able to manifest itself as theta over the organisms and MEST around it. An individual then is either self-determined, which is to say, theta controlled in his own right (in which case he is healthy and sane), or is controlled by organisms and MEST in his environment to the point where he himself is MEST. The individual, in other words, could be said to own or be owned. (When one starts owning MEST, the MEST starts owning him. Did you ever have to mow a lawn?) Ability to own and control and fulfill the various efforts of theta indicates self-determinism.

#### INTERPERSONAL RELATIONS

Ordinarily persons below 2.0 regard the organisms in their vicinity as MEST and this initiates the battle of the weak and the strong. Here is the general at 1.5 who treats Private Jones as MEST: “Stand at attention! Sit down! Stand up! Salute! About face! To the rear march! To the rear march! To the rear march!!” MEST! In other words, the attempt to dominate by nullification is to treat individuals as though they were MEST. And at some point on the tone scale individuals react to this domination as MEST. Above 2.0 a person tries to understand people, what they are thinking, what they are talking about, to reason with them in spite of the difficulty in trying to maintain a level of agreement with those below the 2.0 band.

Human relations are often worked out in this society on a 2.0 basis; worked out almost exclusively on a MEST basis with little attention to theta. It is a matter of who dominates whom. Not too long ago women were regarded as MEST, chattel. Racial prejudice is another fresh patch of blood on the nation’s history. In husband-wife relationships often one or the other considers the companion MEST; one is made to function as a physical universe entity and ARC is lost. Children too fall into the category of MEST, except for a few rare cases raised in high-tone environment. “My child,” is often the parent’s fond manner of alluding to his offspring. But that isn’t “my child.” That is Bobby—a person in his own right. Socialism sounds logical but seems never to attain its principles in practice because, low on the tone scale, it becomes a fine mechanism for the few to take everything away from the many. So we have the concept of interpersonal relations on a MEST basis, which is not at all a solid basis for survival. No one succeeds in owning another organism. It cannot be done.

Parents rarely give children a chance. To get angry with a child that is angry is rather unfair. The parent is a giant who, compared with the child, is about twelve feet high. The child acts in a “Little David” fashion in order to impress the giant and to hold his own against it, but the huge monster slaps back at him, saying, “Get mad at me, will you?” The child’s will is quickly suppressed.

Perhaps a child will say, “I want to go swimming, daddy.”

The parent answers, “No, you can’t go swimming today.”

“But Jimmy Jones goes swimming all the time.”

*From*  
The Hubbard Dianetic Foundation, Inc.  
Wichita, Kansas

## **MEST Processing**

**L. Ron Hubbard**

The fundamental axiom underlying MEST processing concerns itself with theta or life force impinging upon the physical universe and attempting the conquest of that universe. In its conquest it attempts to create, conserve, maintain, acquire, destroy, change, occupy, group and disperse matter, energy, space and time—or MEST. The basic purpose of theta is survival and one of its methods toward survival is this conquest.

### THE CYCLE OF CONQUEST

Survival is promoted by the proximity of MEST favorable to survival and by the absence of MEST inhibitive to survival. Theta is engaged upon a cycle of conquest of MEST which begins with an initial uniting, is followed by growth, which is followed by death so that the theta can separate from the MEST with its knowledge about MEST and return for a re-conquest and another cycle. Death could, then, be considered a necessary part of the activity of theta. Death occurs to the organism, but not to the theta and not to the MEST, although alteration takes place in mobility and form. The organism, then, avoids death by avoiding contra-survival matters, energies, spaces and times and by acquiring matters, energies, spaces and times which promote survival. Succumbing to death is a gradient scale as outlined above and as displayed on the tone scale. The loss of a small amount of pro-survival MEST, then, inhibits survival by just that much. The acquisition of contra-survival MEST or collision with it inhibits survival and promotes death by just that much.

Theta comes into harmonious conquest of MEST and remains there as long as it can maintain its own self-determinism in regard to what it is doing with MEST. When any particular unit of theta is forced by MEST or any other theta unit in its creation, conservation, maintenance, destruction, acquisition, occupation and dispersal of MEST, it is disturbed in its conquest; when it is inhibited by some other theta unit, some life organism or MEST itself from creating, conserving, maintaining, acquiring, destroying, altering, occupying, grouping and dispersing MEST, it is failing in its mission. When it is being forced to do what it would naturally do, when it is being inhibited from doing what it would naturally do, it is driven down the tone scale and finally to separation.

Observe human beings around you, particularly children, and you will see them going through this cycle. A child comes in and asks for a nickel. He can't have the nickel. He asks again for a nickel, this time rather antagonistically. He can't have the nickel. So he gets angry, has a tantrum, beats his heels on the floor. He still can't have the nickel. He becomes covert about wanting it, goes into grief, apathy, withdrawal. In other words, he goes through the whole cycle of the tone scale about one nickel. This is theta trying to acquire a piece of MEST.

Or consider theta in an attempt to destroy MEST as a part of its conquest: A little boy wants to blow up a tin can with a firecracker. Papa says no. So the boy says, "I am going to blow up this tin can with a firecracker." "No." Tantrum. "Be still," says papa;

“I said you can’t go swimming.”

The child drops rapidly down the tone scale into grief, and from there into apathy. Finally he says, “I didn’t want to go swimming anyway.”

After this cycle of events has happened a number of times, he no longer goes through the anger band, but drops instantly into apathy, becoming an automatic reaction pattern. Eventually when the subject of swimming is brought up he merely says that he doesn’t like to go swimming, giving as an excuse that the water hurts his ears or eyes. Unless a child is growing up in a 3.0 or higher environ, he will encounter this negation reaction pattern.

Individuals in the 3.0 band operate by using data and by exchanging ideas; and children understand and use data as well as their parents.

Parents are likely to wonder what should be done about allowing a child to run around tearing up his room and breaking things. The answer, of course, is contained in the question: What is the child doing in a room containing expensive MEST? Such a room is certainly not a match for his limited data. See that he has a room in which there are toys that are *his*; and if he breaks the toys, remember that they are his to break or care for as he chooses.

### ATTACKING SELF

As an individual follows the dwindling spiral downward in regard to MEST, he attacks smaller and smaller spheres of activity or MEST. If he fails on a large sphere, he attacks a smaller one, and failing that then attacks yet a smaller sphere until finally there is but the last sphere available for attack: His own body. Psychosomatic illnesses then become chronic and the individual slides downward toward death. Thus we see that when the theta of the individual is unable to extend itself over the organisms and MEST in the environ, it begins to attack the organism itself, for it seems to be inimical to theta to be owned or to be considered MEST. The attack on the organism of self is an attack on the only MEST available to the theta of the organism, and, more importantly, seems to be an effort on the part of that theta to remove the organism from the living so as to begin a new cycle with another organism where it may have a better chance to survive at optimum.

### SYMBOLOLOGY OF LANGUAGE

Words are symbols for MEST action. They take on meaning as they are related to actual physical events. The definition of language is in terms of the physical universe and all communication of ideas is accomplished in terms of MEST communication. Language, then, becomes simply a symbol for MEST reality or MEST imaginary objects offered as reality.

Language itself is not so aberrative as has been previously validated; the aberrative factor is the MEST action underlying it. True enough, language has some aberrative elements (as is evidenced in the sentence, “He *rowed* the horse”), and the reactive mind has a glorious time with it. But these words are only symbols of reality. In the warning, “The tiger is biting you,” the danger is not the words, but the fact of the tiger’s biting you—not the language but the MEST action involved. Symbols, compared to the actual MEST actions, are unimportant in MEST processing.

A child of ten months gets into the sewing box. Mother can say, “Get out,” but what she says is not important. It is what she does. She forcefully drags him out of the sewing box. The baby has learned the meaning of a bit of language; hereafter “get out” means being pulled out of the sewing box. Later baby observes papa being pushed away while mamma says, “Leave baby alone and get out.” And baby suddenly gets the idea of leaving. How does he get this idea when the words are nothing but vibrations in air? They are not painful. True, but they tie up with something that was painful, that had reality—MEST action: Being pulled out of a sewing box. Baby goes on growing up, seeing, smelling, tasting, hearing, feeling, and somehow or other all the combinations of physical contacts with the material universe add up eventually into language. He learns by observing or experiencing with regard to matter, energy, space and time. Later on

the actions become translated into symbols but the actions themselves are basic on MEST chains.

Underneath all the action phrases which give most trouble in processing—phrases which hold the preclear on the track, which misdirect him, which deny him information, which cause information to be forced upon him, which up-bounce and downbounce him and group his time—are MEST observations. Meanings for these phrases are learned, after the prenatal bank has been filled with engrams, by the preclear's observation of MEST. The action phrase is only a phrase, so many syllables in the air, so many marks on a piece of paper. The MEST action is actual and real, having to do with motions. Each and every action phrase has its MEST counterpart. Recovering a chain of MEST action locks is more important than recovering a chain of action-phrase locks. Furthermore, every circuit in the case, however it is stated, has its MEST counterpart.

A person has the feeling of going through space when he moves on the time track. He thinks in terms of going up, down, sidewise; in reality, he is only moving through time. He has come to think in terms of motion when he is actually going through time because all the words that have been used to describe this are actually in terms of MEST motion: Matter, energy, space and time. To go up means to go up, so he is on the time track and hits a phrase "go up," and he moves into present time. Stupid reactive mind! It isn't the words "go up" that make him go up; it is the translation of the phrase reinterpreted by all the times he observed *going up* or was forced to *go up* physically. The swiftest method of causing the preclear to recover from obedience to action phrases is to clear him on MEST action locks, not on chains of phrases.

#### AIMS OF MEST PROCESSING

MEST processing deals with this root of aberration and physical condition by calling for physical manifestation rather than words. In the past the symbology of language was too often over-stressed to the neglect of the force behind those words. MEST processing reaches into that strata underlying language and processes the individual in the physical universe. It processes his communication lines directed toward matter, energy, space and time. With it words are used somewhat as dreams are used in psychoanalysis, to demonstrate where the actual lock lies.

#### PROCEDURE

Several approaches can be used in MEST processing procedure. We might begin by asking for a time when the preclear had an object taken away from him; we are interested in the actual departure of the object, not in the words which accompany the departure. Or we may find times when he drew his hand away from objects. One simple act like this may have collected hundreds of locks when the preclear drew his hand away from an object. A phrase describing the drawing away of the hand is not nearly so important and is not even considered to be a part of this chain.

We might ask the preclear, "Is there an action phrase in restimulation?"

Yes.

"Could you give me the phrase?"

"Get up."

"All right. Do you remember a time when anyone made you get up?"

"Yeah, my mother used to say that all the time."

The auditor doesn't want the phrase; it is just a shadow. What he wants to dig out is the time mother pulled the preclear out of bed. Or when brother booted him out. That is the lock desired. Mother could have boosted him out while saying, "Abracadabra. Baby needs a new pair of shoes." It makes no difference what she said. You want his actual actions of having had to get up.

Aberration on getting up could proceed either from being inhibited from getting up or sitting down, or on being enforced in either. The auditor and preclear seek for these. They search for the times the preclear watched somebody get up; the times he had

to get up every morning at six; the times mother took him by the feet, threw cold water in his face and got him downstairs, got some breakfast into him and got him off to school. Trace down such a “getting up” chain to the basic MEST action on the chain.

When a preclear is responding to too many holders, find the times he was held and made to stay in one place. More important, find when he was stopped. Who used to stop him? Who forced him into motion? What put him in motion? The objective is to find what the words stand for.

When the preclear has remembered an incident called for by the question asked, the auditor may request another such incident and yet another and another as called for by the one question. In other words, each question can designate a chain of locks to be scanned, a subject for Repetitive Straight Wire. For example, the auditor asks, “Can you remember a time when you were forced to stay in one place?”

“Yes.”

“Is there an earlier time when you were forced to stay in one place?”

“Yes.”

“Now, can you recall an earlier time,” and so on to the earliest incident on the chain.

The auditor should take particular care that he does not send the preclear into major engrams or secondaries. If he does so, he must be prepared to run out the incident as an engram or as a secondary, but only if the preclear’s position on the tone scale warrants it.

### PRO-SURVIVAL/CONTRA-SURVIVAL PROCESSING

It will be noted that MEST processing can be divided into two portions. One is devoted to pro-survival objects or actions; the other to contra-survival objects. The difference between the pro-survival object and the contra-survival object is as follows: Harmony exists for the individual when a pro-survival object is near at hand and when the contra-survival object is absent. A point of indecision is reached by the individual, which is to say anxiety, when either a pro-survival object or a contra-survival object is at an uncomfortable distance from him. The tone scale for this purpose on the pro-survival object is, broadly: 4.0 when the pro-survival object is in comfortable proximity; and on down the tone scale to 0.0 as the pro-survival object, energy, space or time recedes and finally disappears. In the matter of the contra-survival object: 4.0 represents the absence of the contra-survival object, energy, space or time; and so on down the tone scale to the point of 0.0 when the object engulfs by proximity. The whole gamut of emotion is run in either case.

The validation technique, then, can be used in MEST processing by straight-wiring times when pro-survival objects, energies, spaces and times are in harmonious proximity, at least, not threatening to depart from the preclear, and when contra-survival objects, energies, spaces and times are entirely absent or, if in view at all, have no bearing on the preclear.

It might be noted that the period before the known approach of a pro-survival object, energy, space or time may contain more theta than the actual arrival, since this is anticipation toward a goal, and that the period immediately after the recession or departure of a contra-survival object, energy, space or time may contain theta. The achievement of bringing pro-survival objects, energy, space or time into proximity and the achievement of banishing contra-survival objects, energies, spaces and times are apt to be high analytical moments containing considerable free theta which is just idle after a long period of hard computation.

It should be mentioned again that the preclear must be impressed with the fact that he is being asked for MEST activity and not the word symbols describing activity. One of the ways to demonstrate this to the preclear is to ask him for actual departures and arrivals rather than the stated news that a departure or arrival has taken place.

It should be particularly noted by the auditor who is doing MEST processing that he is most in danger of getting grief into restimulation when a pro-survival object, energy, space or time has departed from the preclear and when a contra-survival object, energy, space or time has approached too closely to be rejected.

Similarly, he will find the anxiety of fear or terror manifesting itself when a pro-survival object is on the verge of becoming absent or when a contra-survival object has come almost, but not quite, to the point where it cannot be rejected. The auditor will find lying, deceit and covert hostility where a pro-survival object, energy, space or time appears to be on the verge of departing but has not decisively departed and when a contra-survival object, energy, space or time has demonstrated its force but still may be rejected. The auditor will find hate, anger and destruction manifesting themselves when a pro-survival object, energy, space or time is not actually departing but is not easily recalled and has already receded and where a contra-survival object, energy, space or time is not yet imminent enough to elicit fear but may still be destroyed. The auditor will find antagonism exerted by the preclear toward pro-survival objects when they are still in close proximity but are not quite under the control of the individual and toward contra-survival objects when they appear to be a threat but not yet a fixed threat to the individual. Boredom will be manifested when pro-survival objects, energies, spaces or times have become too distant to be in harmony but not distant enough to threaten actual departure and when contra-survival objects are in sight but pose no real threat to the individual. Happiness and cheerfulness will be found to manifest when the pro-survival object is in comfortable proximity or commingled with the individual and when the contra-survival objects, energies, spaces and times are either absent or very distant.

### PROCESSING MEMORY RECALLS

It is one of the primary axioms of MEST processing that what the individual will do with MEST he will do with his own thoughts and ideas. Thus, if he has been forced to leave alone a great deal of MEST, he will leave alone a great many of his thoughts or perceptions or recalls. If he is forced to accept MEST, he is compelled to remember, and obsessive behavior will result. In other words, to improve the memory of this preclear, it is necessary to bring into view all the MEST, or much of it, which he has been forced to leave alone and to de-intensify the MEST which has been forced upon him. Forgetting and remembering are the basic abstract phrases of thought, so far as can be established at this time, for here the names of things as things and spaces as spaces grow into the complexity of the handling or rejecting of these objects and spaces.

Further, the same object, energy, space or time can be both pro-survival and contra-survival. A knife can be pro-survival when working for the individual and contra-survival when working against him. This engenders an indecision in the preclear which is highly destructive of his ability to reason and make decisions and is a specialized source of anxiety. Mother, for instance, may be and generally is a source of considerable pain and restimulation and in this guise is contra-survival. However, the natural love of a child for a parent and the meaning the parent has in terms of food, clothing, shelter and care make this object a pro-survival one. Hence, there is an indecisiveness and a lack of resolution on the subject of mother. The same may be true of father or the grandparents. Evidently the reason allies disappear from memory can be found in the axiom that an individual approximates with his thoughts and memories his handling of MEST and the handling by MEST of him. The departed ally is fulfilling the basic definition of "forget" and departs in the thoughts as well. The mind can set aside and refuse to consider an item which contains too much indecision, with resulting occlusion. Here is the case of the mind compartmenting itself, recognizing that to stay sane it must lay aside insane subjects. Irrationality and indecision are, more or less, synonymous.

MEST processing, then, is of basic importance because it underlies thought and all symbols and communication representing thought. It dives into the vital area of theta conquering MEST, attempting to rehabilitate the individual's control and ownership of the organism and MEST in his environ. By releasing charge on MEST action, it establishes self-determinism in direct ratio to increased ability to handle MEST. Thus processing an individual in the physical universe and his communication lines directed toward matter, energy, space and time can raise him to a level where theta can continue successfully in its mission of creating, conserving, maintaining, acquiring, destroying, changing, occupying, grouping and dispersing MEST.

# HANDBOOK FOR PRECLEARS

by L. Ron Hubbard

**Published  
December 1951**

**Handbook for Preclears** by L. Ron Hubbard was the main theme of the Second Annual Conference of Hubbard Dianetic Auditors at which it was introduced (see following page).

This book contains a list of the Logics and Axioms, several essays on the ideal state of Man, and the Hubbard Chart of Attitudes. This chart is a chart of attitudes towards life, and might be called a "button chart" for it contains the major difficulties people have. It complements the Hubbard Chart of Human Evaluation but was specially prepared for this volume and type of processing. The book contains a large amount of data and is a backbone book to the subject whether one is simply studying or applying.

Intended as a companion piece to *Advanced Procedure and Axioms*, its 15 self-processing acts parallel the 15 acts of the latter. It was designed for use by the preclear as self-help, or as a workbook used by the preclear working with an auditor, or as a workbook used wholly by an auditor on a preclear.

192 pages, 2 illustrations, glossary, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.



**SECOND ANNUAL CONFERENCE OF  
HUBBARD DIANETIC AUDITORS LECTURES**

Wichita, Kansas  
27—30 December 1951

“Dianetic enthusiasm again mounted high in Foundation Halls with the arrival of the Second Annual Conference on December 27-30, 1951. Lectures, refresher courses, intensives to facilitate handling new processing approaches, renewing ‘auld lang syne’ were various objectives of attending members.

“Lectures, demonstrations and seminars evolved around L. Ron Hubbard’s latest book, *Handbook for Preclears*, introduced at this meeting, and *Advanced Procedure and Axioms*. His lectures presented mainly effort, emotion and thought processing, cause and effect and life continuum. They were delivered in the Crystal Room of the Shirkmere Hotel. Tapes of the lectures are available.”

—*Dianetic Auditor’s Bulletin, Volume 2, No. 6*

5112C27A	DCL-1A	The Handbook for Preclears
** 5112C27B	DCL-1B	Definition of terms, Scientology and Milestone 1 defined
** 5112C28A	DCL-2A	Chart of Attitudes
** 5112C28B	DCL-2B	Chart of Attitudes, Part 2—Life Continuum Theory
** 5112C29A	DCL-3A	The Goal of Processing (The Ideal State of Man), Part I
** 5112C29B	DCL-3B	The Goal of Processing (The Ideal State of Man), Part 11
* 5112C29	LECTURE	Resolution of the Life Continuum Problem
** 5112C29C	DCL-4A	Cause and Effect and Remarks on Second Dynamic
** 5112C29D	DCL-4B	Use of Handbook for Preclears and Self Analysis
** 5112C30A	DCL-5A	Effort Processing—Notes on Children’s Illnesses
** 5112C30B	DCL-5B	Effort Processing—Yes, No, Maybe Remarks

Ron’s Home, Wichita  
31 December 1951

On the Monday following the December Conference a group of Dianeticists met at Ron’s home for an informal discussion on auditing techniques. Having just attended his five lectures covering the latest theories, everyone was eager to have Ron demonstrate his skill in their practical use.

For a transcription of part of this discussion and demonstration, see the article “An Afternoon with Ron” on page 196.

5112C31	LECTURE	Counter-Efforts
5112C31	LECTURE	Discussion at Ron’s Home
* 5112C31	LECTURE	Discussion at Ron’s Home (cont.)

*Official Publication of*  
The Hubbard Dianetic Foundation, Inc.  
Wichita, Kansas

## **An Afternoon with Ron**

*On the Monday following the December Conference lectures a group of Foundation Affiliates and a few others met at Ron's home for an informal discussion on auditing techniques. Having just attended his five lectures covering the latest theories, everyone was eager to have Mr. Hubbard demonstrate his skill in their practical use.*

*After about a half-hour of discussion one member of the group asked a question concerning the chronic somatic of wearing glasses, about how quickly physical adjustment is encountered following processing, and to what degree. We pick up the conversation of the group at this point and proceed, presenting everyone's comments verbatim. Mr. Hubbard's remarks are italicized.*

*"If you have hit the real cause of having to wear glasses dead center, the change is instantaneous. If you are merely unburdening the problems of the preclear, his eyesight will get better gradually, up to a point. At that point any further improvement is dependent upon hitting the central computations on glasses. This obtains by running regret, blame, sympathy, etc."*

"I would like to remark on a funny thing that happened to me once. A year ago I wore two pairs of glasses, one for everyday and one for reading. This got to be quite routine, and one day I changed glasses to read something someone handed me. I read the paper through and suddenly realized that I had actually put on the day-glasses to do the reading. I immediately put them back on, tried to read the paper again and couldn't."

*"Tell me this: Who's dead?"*

"In my family there was only my father who had glasses. He's dead, yes."

*"How did you cause his death?"*

"I wouldn't say I caused his death—I contributed to his death . . . that is, in a way."

*"Well, how didn't you cause his death?"*

"I didn't contribute to his death ...."

*"Either way?"*

"Maybe I might have contributed in one way ...."

*"How?"*

"He didn't like me. When I was crying around the house he used to get disturbed. It's a long story."

*"How old were you?"*

"They adopted me. My parents were disappointed because I wasn't a girl. And he didn't want me around. I disturbed him and the more disturbance I caused ...."

*"Do you remember thinking this just after his death?"*

"Ah . . . I did think so."

*"Who said so?"*

"I forget now."

*"Did anybody tell you?"*

"I wouldn't think so. Because he died when I was away from home."

*"Would there have been any possible way for you to have kept him alive?"*

"I thought of that."

*"How could you have kept him alive?"*

[\* The Second Annual Conference of Hubbard Dianetic Auditors, held in Wichita Kansas, Thursday through Sunday, December 27-30, 1951.]

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“Ah . . . by financial support.”  
 “*You didn’t give it to him?*”  
 “No.”  
 “*Do you remember regretting this?*”  
 “Yes.”  
 “*You contributed then. . . ?*”  
 “In a sense. That is a computation.”  
 “*Do you remember an early period in your life when you wanted to contribute?*”  
 “I do, but rather vaguely, when I was a boy of six. He made me work to contribute.”  
 “*Were you forced to contribute?*”  
 “Yes.”  
 “*Did you want to contribute?*”  
 “No.”  
 “*Did you want to before that?*”  
 “I’m sorry, I didn’t hear ....”  
 “*Did you want to contribute before you were six? Do you remember anything about that?*”  
 “I don’t understand.”  
 “*Were you made to do something that earlier you wanted to do ?* “  
 “Well ... “  
 “*Do you remember where you were when you regretted the contribution of financial support?*”  
 “Yes, very distinctly. I was eight-and-a-half years of age, and I earned some money; he took the money away and bought me a pair of shoes, one of the first pairs of shoes I had. I was glad to have the shoes, but I didn’t think it was justified to take my money away.”  
 “*Do you have a visio on that?*”  
 “Yes!”  
 “*The one visio that seems important to you—just get a feeling of regret on it.* “  
 “I see the shoes. They were nice shoes, and the name on them was Salamander.”  
 “*Just run a little regret off that now.* “  
 “I wasn’t emotional about it.”  
 “*Can you run the feeling of blame concerning the shoes?*”  
 (Silence)  
 “*Let’s run a little more regret.* “  
 “The feeling of regret is a sensation of my own problems. A family problem. Regret I can feel.”  
 “*What’s another visio you’ve got there, other than the feeling about shoes?*”  
 “Other than the shoes?”  
 “Yes. “  
 “Oh ... I stole something, and father beat me pretty badly ....”  
 “*Do you have a feeling of regret on that?*”  
 “Yes.”  
 “*Do you have a feeling of blame on it?*”  
 “Yes, because my mother was punished for it too. He shouldn’t have done that.” (Strong emotion very much in evidence—then forced laughter.) “I don’t want to put on an exhibition here.”  
 “*But you asked me to audit you.* “  
 “Oh, I appreciate that, too. All right.”  
 “*Feel the emotion of regret on that incident.* “ (Deep sigh) “*Did you succeed or fail in your effort to help your mother?*”  
 “Neither. I would say I didn’t succeed, and I didn’t fail.”  
 “*Do you get the feeling of being thwarted in your effort to help her?*”  
 “I don’t quite ....” “*Do you get the feeling of being thwarted in your effort to help?*”

“Sorry, I don’t understand this word.”

“*What’s the effort to hold you in place when you try to get up to help her?*”

“The effort is hate; in other words, the inability of the position I’m in. He puts his knees on me, hits me and he pushes my face in the dirt.”

“*How do your eyes feel at that moment?*”

“They feel closed and red, and I scream. I am crying, and they hurt.”

“*Do you get your effort to repel those blows?*”

“Yes, I do.”

“*All right. Feel the effort again; your effort to get out of the dust.* “

“I rise up but he holds me down too tight. I scream and then my mother comes, and with her help I am able to push myself up and get away.”

“*What emotion are you feeling at that moment?*”

“Emotion of relief in a sense, like escaping an enclosure.”

“*Can you scan straight through this incident from the first moment that he challenges you, right straight on to the end of it?*”

“Yes.”

“*All right. Do so.* “

“Shall I vocalize it?”

“*No, just scan it through.* “ (Deep sigh, muscular movements of shoulders, shudders.)

“I’m through it.”

“*All right. Let’s pick it up from the first moment he touches you there and get your feelings of repulsion and disgust and effort to help, etc.* “

(Long silence)

“*Can you get a visio there of your mother in the house?*”

“Yes.”

“*Fine. Any regret on that? Run the emotion of regret as you watch.* “

“I have had a lot of emotion on it. A lot of grief.”

“*Have you run the grief out already?*”

“Yes.”

“*All right. Can you get the feeling of trying to stop mother’s feeling of grief?*”

“Stop her crying?”

“Yes. “

“I did tell her not to cry. I went over to her and said, ‘Mamma, don’t cry,’ and I cried too.”

“*Do you get a feeling of not really being able to help her there?*” “Yes, a feeling of helplessness.”

“*All right. Can you run that on the incident?*”

“Yes. It’s a mutual helplessness.” (Speaks very softly, throat constricted, tears flowing freely.)

“*Who are you blaming in that incident?*”

“Myself.”

“*How did you cause this?*”

“I stole, she got punished. He beat us.”

“*Now can you find just before that your effort to stop him, to push him away?*”

“No.”

“*What effort did you make to get up and stop him?*”

“I tried with my hands, of course.” (Long interval of silence, pc’s shoulders heaving, deep emotion in evidence.) “I felt much stronger. I push myself loose and I get away and he calls curses after me.”

“*Get your effort along that line.* “

(Sigh) “All right.” (Voice apathetic, although not deep apathy.) “*Now how far are you carrying it through?*”

“Through to the point where he left.”

“*Let’s pick it up at the first moment you are apprehended about the theft, and scan the emotion on it straight on through to the end.* “

(Silence for a few moments, then sighs) “I feel a tenseness on my spine . . . tenseness ....”

“Scan the emotion. “  
 (Deep sigh, immediately) “I’m through now.”  
 “Through to the end of it?”  
 “Uh huh.”  
 “Okay. Let’s pick it up at the beginning again, and scan the emotion straight on through, with all its variations. “  
 “I remember now that I was out of valence—I saw myself.” (Long silence, then deep sigh) “All right.”  
 “Let’s contact the beginning now. I think you’ll find a little more variation of emotion in there this time than you’ve been running. All right, again. “  
 (Immediate deep sigh, silence, voluble crying for a few moments, short stretch of coughing, many tears) “All right.”  
 “Let’s contact it at the beginning again. There’s probably even a little more variation in the emotion, in there, through the incident. Let’s scan it again. “  
 (Grief less in evidence, blows nose, sighs deeply, finally speaks with throat choked with grief.) “Most emotion is on my mother. I have my mother’s strong emotion.” (Deep sobs, changing to sighs) “That’s the end now.”  
 “All right. Let’s scan through from the beginning to the end of it again. There’s still a little more emotion there. Let’s contact it. Straight through to the end. This time contact your thought t stream. “  
 “Another incident comes up with a similar situation ....”  
 “Just roll this one. “  
 “He hits me . . . I’d like to kill him. I want to bite him, kick him; I did scratch him.” (Few moments of deep sighing, heavy breathing.) “I felt his hate.”  
 “Tell me when you reach the end of it. “  
 “Yes, I’m at the end.”  
 “All right. Let’s contact the first moment of it and get your thoughts, or statements. You don’t need to verbalize these as you swing through, still running the emotion. “  
 “Pain down in here ....” (Indicates stomach, solar plexus. Emotion not so deep as formerly. Light sighing.) “There’s a lot of fear here.”  
 “See if you can contact it. “  
 “My arm in this position presses into me.” (Indicates arm folded beneath his body. Very deep, shuddering sigh.) “All right.”  
 “Okay. Did you get any of your thoughts?”  
 “Yes”  
 “Contact the beginning of it and scan through it, and pay particular attention to your thoughts. What are the fears there?”  
 “Fear he might kill me.”  
 “Yes, continue.” (Deep sigh, says “All right,” as breath expires.)  
 “Let’s contact the first moment of it again. You’ll probably find earlier thoughts than you .... “  
 “Yes, I have many thoughts on it.”  
 “All right, contact those and go right on through the incident again. There may be a little more emotion that you can contact again. “  
 (Sighs, quiet, little display of grief.) “Uh huh.”  
 “All right. Let’s scan it again. “ (Blows nose. Emotion light, little display, sighs.) “All right.”  
 “Okay. Let’s contact it once more through the line. “ (Few silent moments, short sigh.) “All right.”  
 “Let’s contact it once more. “ (Few-moment silence, again short sigh.) “All right.”  
 “Once again. “ (Very short time, few seconds, indicates finished with incident.)  
 “All right, once more. “  
 “I don’t have any more emotion on it.”

“What particular thought in there is related to your eyes?”  
 “A burning sensation.”  
 “Yes, but what is your thought related to that burning sensation ? “  
 “It hurts.”  
 “Did you comment to yourself in the incident?”  
 “Uh huh. Because the tears bum.”  
 “Let’s sweep past that thought. “  
 “I had to be taken to a doctor. He used to give me eye drops. My mother took me to him.”  
 “Was he sympathetic?”  
 “Yes.”  
 “All right, once more. Let’s run past that postulate you made about your eyes in the incident. “  
 “The ground is dirt, loose dirt—there was no floor—and he pushes my head down and the dirt gets in my eyes.” (Short silence follows.)  
 “All right. “  
 “Then I rub it—it hurts.”  
 “Do you get your emotion there as that’s occurring? “  
 “Yes.”  
 “Let’s run your emotion on through. “  
 (Short period of silence, deep sigh.) “I’m through it.”  
 “Let’s run it again. “  
 (Sobs again, blows nose. Indicates by gesture at end of incident.)  
 “Let’s run it again. “  
 (Pc laughs heartily.) “Do you want to know why I laugh?”  
 “Why ? “  
 “From what you said about eyes I started to think right away of my eyes and it brought me up to this point, present time, to when we started. I’m laughing about how I didn’t ask for it.” (Laughs again, then quiets down, silence, speaks again.) “It’s light now.”  
 “Let’s run through that part about eyes again. “  
 (Coughs, shows some emotion.) “What I said about eyes comes through again. A half-dozen incidents about eyes come through—when I went to a doctor, and he said I was short-sighted and must wear glasses, and I didn’t want to wear glasses. I bought glasses and then didn’t wear them. And then later a friend said, ‘You’re crazy! You ought to wear glasses—you’ll ruin your eyes!’ He somewhat persuaded me against my better judgment, and from then on I have had to wear glasses. He told me to wear them all the time, and I wear them all the time. All of this came up.”  
 “Let’s scan through the emotion on that whole incident again. “  
 “You mean the first incident?”  
 “On that incident we have been running. Scan the emotion straight through. “  
 (Sigh of boredom.)  
 “All right, let’s run it again and see if there is a little more emotion there somewhere that we have not yet contacted. “  
 “There is a heaviness. (Short silence) I’m very much in present time. As long as it’s purely a demonstration, how would it be if you would finish the session?”  
 “How about scanning it one more time?”  
 “I have a feeling of resisting.”  
 “Who are you resisting?”  
 “I am resisting myself, of course. And for a reason.”  
 “Who are you blaming in that incident?”  
 “A... that’s....”  
 “Let’s talk about that incident. Run the emotion of blame straight through that incident. “  
 (Sighs) “Of course, I blame my father for everything.”  
 “Let’s run the emotion of blame again, straight through that incident. “  
 (Shifts uncomfortably.)

“*Something more show up?*”

“It shifted, from the pressure in my spinal cord to—in here, on this side.”  
(Indicates shoulder.)

“*Let’s run the emotion of blame straight through that incident again.*” (Short silence, deep sigh.)

“Okay.”

“*Let’s try it once more, this time get the postulates—your thoughts of blame, as you go through it.*”

“There’s a whole chain of it (expresses exasperation) in relation to the question; fear, regret and all other sorts of associations.”

“*Let’s get the blame off just that one incident now, just that one. Roll it straight through.*”

“All right.” (Long period of silence.) “In all fairness, I’m resisting, and I feel that I am resisting.”

“*Now; just let me ask you this question: Who are you blaming there?*”

“I’m blaming my father.”

“*All right. Has any of this blame slopped over into present time?*”

“Yes.”

“*Are you blaming your auditor a little bit because he is keeping you going on this?*”

“No.”

“*Who are you blaming in present time on this same emotion?*”

“I wouldn’t call it blame. I’d rather call it an awareness of having my analytical awareness in the incident here; I somehow keep on a given level and not let go completely, because if I let go completely I will cry a lot.”

“*Get your postulate in that incident that you’re ‘sure not going to show him.’*”

“I never wanted to show him I would cry.” (Hearty laughter.) “I didn’t want to show him that he wins.” (More laughter.) “That’s right.”

“*What do you want to do with this incident now?*”

“I would like to have it run again. I’m an auditor myself.”

“*Do you think there is very much grief left on it?*”

“No, but still I feel it a little bit.”

“*Sweep past the portion of it where you feel it in there.*” (Laughter, deep sigh.)

“*Find it?*”

“Uh huh.”

“*What postulate is it?*”

“It’s actually, in a sense, a visio of a channel of grief related to similar incidents.”

“*Another incident there?*”

“Yes, a whole ....”

“*Is there a tie-in in that incident when you think that this is going to keep on going, or it’s always this way, or a feeling of despair about it?*” “No.” “*Is there a feeling there that this is like many other times?*”

“Yes.”

“*All right. Let’s run that feeling in this incident.*” (Silence, deep sigh.)

“I’m through it.”

“*Got it?*”

“Yes.”

“*Let’s sweep through that a couple more times.*”

“As much as I try on this particular incident, they pop up. I try not to, but ....”

“*What’s the atmosphere of present time?*”

“Awareness.”

“*Awareness of what? What is the counter-emotion of present time?*”

“To resist.”

“*The counter-emotion of present time.*”

“The people in the room are having a counter-emotion.”

“*Do you feel that?*”

“Yes.”  
 “All right. Let’s feel it in your shoulders. “  
 “It has a little pressure, an effected pressure.”  
 “Let’s feel it in your back. “  
 “Yes ....”  
 “Let’s feel it in your knees. “  
 “They’re getting cold.” (Laughter.)  
 “Let’s feel it in your chest. “  
 (No response.)  
 “Is this atmosphere here friendly; unfriendly? How would you classify it?”  
 “A little too friendly.”  
 “Can you feel that?”  
 “Yes, I feel sympathy, sort of.” (Laughter.)  
 “How does it feel?”  
 “I don’t like it.”  
 “How does it feel to your eyes?”  
 “My eyes are a little watery.”  
 “How does this atmosphere feel to your eyes?”  
 “I wouldn’t say I have a specific feeling.”  
 “How does it feel to your nose?”  
 “My nose feels clear; I had a cold.”  
 “How does the chair feel under you?”  
 “Okay.”  
 “Feel the chair under you ? “  
 “Uh huh.”  
 “All right. What’s the atmosphere of the room, now? How does it feel to your eyes, or to your eyelids as they are closed ?”  
 “A feeling that everybody’s eyes are directed towards me.”  
 “How does it feel to your shoulders?”  
 “Not bad.”  
 “Your elbows?”  
 “There’s a little—I don’t know what to attribute it to—a little tenseness, a little rigidity, I would say.”  
 “Is that tenseness in the room here?”  
 “No.”  
 “How does the room here feel to you?”  
 “I feel a little ... a little ... embarrassed ....” (Laughter.)  
 “All right. Let’s call that the end of the demonstration.”  
 “Thank you very much.” (Opens eyes, sits up, reaches for glasses, puts them on, takes them off and wipes them, puts them on again.)  
 “Do you mind if I discuss with the group what we were doing and the reasons for it?”  
 “Not at all! In fact, if any questions are in the mind of anyone present, I’d be very happy to answer them ....”  
 (Hubbard now speaks to entire group. No indication will be made as to the identity of the individual asking any particular question. Hubbard’s remarks continue to be italicized.)  
 “You notice that the computation came up immediately when we scanned a little regret and blame. Did you see how it works?”  
 “Next step was to try to find out something about a life-continuum in operation. This indicates the presence of personnel. Then we sought for a little regret on the individual concerned, worked with that for a moment, and suddenly the preclear dropped right into an incident, obviously the ‘stuck incident. Instead of running the effort out of this incident we began by running the emotions therein, one right after another. After working like this for a short time—for demonstration purposes not as long as I would have run it in a regular session—one knew immediately the postulates were beginning to fall out of the emotion. The postulates having begun to show up, we began to



run them. Running the postulates brought the preclear into a little closer contact with the incident, and suddenly some more emotion showed up. So we ran emotion and more postulates appeared. Suddenly we are confronted with all sorts of material, indicating with certainty that there must be an 'endure' in action. 'Endure' gives the feeling that an incident will go on for a long, long time. The continued unwillingness to express emotion definitely demonstrated a postulate suppressing that emotion.

"Remember old-time Repeater Technique! In those days when the preclear said, 'Well, I feel too hot,' the auditor fired back, 'Well, run "too hot." 'You've all worked Repeater that way. We have a Repeater Technique in Postulate Processing which is not a harmful technique. There is a postulate present in every incident describing what the individual believes is wrong. If he says, 'I can't show emotion,' there's a postulate that suppresses emotion. If he says he feels too tall, there's a postulate there that makes him feel too tall. This, however, can be overdone when used as a method of processing. Don't wish off on your preclear a flock of postulates that he doesn't know are there.

"Running the incident will eventually cause that postulate to come up, and it's much better just to let it come up than to force it. But if your preclear is having a rough time of it and you decide that you'd like to remove a particularly bothersome postulate, just ask if there is such a postulate there. He will either observe that he is to some degree dramatizing and will look for it hurriedly, or he will not recognize that he is dramatizing. If you find that it is necessary to feed postulates on a suggestive basis, it is because the incident is soggy with emotion. This, then, is your monitor: How much emotion is present?

"Any of the central computation incidents will furnish almost unbearable pressure, as you will readily agree. It would be difficult not to emote on such an incident. There were two choices of procedure if that incident had hung up in any way—recall that he constantly mentioned alternate incidents—we could have run those variations or we could have picked up all the sympathy from the doctor. Sympathy affords a slight value to the continued wearing of glasses; and from this deduction we might have gone out on this track wherein the sympathy given by various doctors would be run.

"It would have been possible to complete the running of the entire incident without any discussion whatsoever of life-continuum, by running the emotional curve. When a preclear is asked to run the emotional curve, he will almost invariably present several incidents of various kinds, and eventually hand you the central computation. The running of the emotional curve will take the preclear quickly to the central computation.

"This particular incident, the beating, was preceded by the overt act, which, failing, became sympathy. The overt act in which he tried to protect his mother was picked up, but there is a more precise and central incident available in which he will be found to be protecting his mother, or trying to protect her and failing. Against whom was the earliest overt incident directed?"

"Mamma!"

"That's right. The preclear did something against mamma at a very early age, and now has to defend mamma. He weakened a portion of the interdependency of life by the overt act against mamma, and therefore takes it upon himself to assume the responsibility to defend that portion from then on. The grief and sympathy is a product of the earliest overt act against mamma. Doctors, sympathizing with the preclear's eyes, restimulated his feeling toward his mother. Each time they gave him sympathy they turned on the original overt act and depressed him down the tone scale. Sympathy re-echoes the original overt act against some portion of the dynamics.

"The effort the preclear made to defend mamma tipped us off immediately that mamma had been offended against, overtly and with full self-determinism. He didn't necessarily crave the sympathy from the doctors, but he accepted it, keeping the overt incident keyed in.

"This, then, is the viciousness of sympathy: because one 'sins against one of the dynamics, ever afterward, through the key-in of sympathy, one is forced to defend that dynamic against all enemies, real or fancied. "

"What kind of an act could one commit which would be against all mankind?"

*“I don’t know, off hand. What kind of an act do you think it would be?”*

*“I suppose, to separate oneself from mankind.”*

*“Yes, how would one do this?”*

*“Since I’m not computing out of my own case, I can’t answer.”*

*“All right. The preclear will tell you. You as the auditor don’t even have to know. You have only to start running regret, blame and sympathy and the preclear will hand you the central computation. If he’s so sympathetic he has to protect all mankind, he’s offended against every one of the dynamics. “*

*“How would one offend against all dynamics?”*

*“One of the ways would be to offend against one’s own form and shape. An individual who may make himself weak or ridiculous somehow or other computes that he caused a man harm and therefore has made all men appear weak or ridiculous. Each person is a representative, an ambassador of a race, and when one makes a confounded fool out of oneself, he, to some degree, offends against the entire race. “*

*“It could go from dynamic one to eight to four, couldn’t it?”*

*“Any number of combinations. Everyone has his own idea of what this combination is. The auditor has the ‘fortune telling cards,’ which invariably furnish him with the correct computation.*

*“Let’s run over the steps again: There is basically an overt act against one dynamic, followed by a later effort which fails and is, of course, followed by sympathy. Then there is a later effort to defend that dynamic against any offender, which is essentially defending the world against oneself. Look for a time when failure occurred on that defense. Therein will be the computation. There will be several of these on each case. “*

*“This might be a very profitable cycle to run just by itself.”*

*“It is. “*

*“With this method of computation in mind, what makes an atheist?”*

*“For an atheist God does not exist, or he unreasonably hates God. “*

*“Why should one hate God?”*

*“You have the formula. First there is an overt act. There is offense against something and sympathy for it thereafter; that’s the first step. Later the atheist is simply defending against other offenders this entity which he once offended. Ask, ‘Who is this person sympathetic toward? What is this person sympathetic toward? How did God offend against this entity?’ Go early enough and you will discover that the preclear thought God offended this person. Processing with these steps solidly in mind, incidents can be disconnected, and you get the computation on the case. “*

*“I have a question. When you locate the original incident in which the preclear commits the overt act, how do you work with it?”*

*“With the emotional curve. Run the offense as another incident. At first the person will not care too greatly about it; then suddenly he will put forth an effort to force something through. His tone will degenerate into anger, then go on down the tone scale, because the person fails the moment the other dynamic fails. In the incident his anger only hurt the other dynamic. What he had wanted to accomplish by his overt act was action, and what he succeeded in accomplishing was inaction. So he has a failure on his hands and goes into sympathy. “*

*“You just use the scanning technique, then, to get off the grief. Is that correct?”*

*“Yes, that’s correct. Don’t bother to verbalize—it takes too much time. Notice how fast our preclear was rolling through the stuff today. How long would that take under the old standard line of running? True, he still has grief on that particular line, but not necessarily on the one incident. We could unburden it now by continuing to run similar incidents, picking up sympathy and regret, or by trying to find the overt act against mamma. It wouldn’t take long to blow it.*

*“Somebody recently said to me, ‘I can spend hours just running one grief charge. ‘ If you spend hours running a grief charge, this grief is not prepared to blow. There’s just too much of it. You can scan through it for thought; thought is relatively instantaneous. “*

*“Ron, for the benefit of the group, while I was being run, I had a concept of a tube, a round tube. Grief seemed to be coming from a whole line of incidents through*

that one tube, or incident. I felt I could cry for all the incidents just in this one alone.”

*“That’s correct; there is only one emotional curve. “*

*“It tends to drain off where you tap it then.”*

*“That’s right. Let’s work out some computations using this auditing technique. A fellow is very protective of his little brother; he hates his grandmother. All right, what happened ?”*

*“Grandmother made him come in for meals at a certain hour.”*

*“What’s the whole picture, the whole curve?”*

*“Well, he hated little brother at first, then he sympathized with him.”*

*“He hated him and then what did he do?”*

*“He hurt him.”*

*“And then what did he feel?”*

*“Regret, sympathy, remorse, shame.”*

*“Go ahead. “*

*“Somebody tried to hurt little brother and he tried to protect little brother. This effort failed.”*

*“Who was the person who tried to hurt little brother?”*

*“Grandmother.”*

*“That’s right. Who’s the villain of the piece?”*

*“He is.”*

*“Who has he elected to be the villain?”*

*“Grandmother.”*

*“All right. Now try this one: A girl feels very sympathetic toward animals and hates men. “*

*“It has something to do with men in her life.”*

*“Men in her life?”*

*“She has harmed an animal, then identified that animal with all animals.”*

*“Forget what she has identified; what has she done?”*

*“She felt sympathetic for the animal.”*

*“She doesn’t identify it: she’ll only feel sympathetic toward one kind of animal in each incident.”*

*“She is trying to protect the animal from some man.”*

*“The girl loves animals; she hates men. She thinks animals are too darling, and people are cruel to them. All right, what’s happened?”*

*“Well, first she has harmed an animal, then felt sympathy and tried to protect the animal, failed, then she ...”*

*“Right! You see, it’s a specific drama that is played over and over. “*

*“Mr. Hubbard, I would like to know how hate comes off a case. By pounding, beating the cot, etc.?”*

*“Not necessarily. Sometimes it does become rather violent. It isn’t necessary to get the preclear to articulate every phrase; the phrases aren’t important. “*

*“Ron, you emphasized here that phrases are not important. I have found in many cases that a phrase leads into grief.”*

*“You’re forcing a person into a secondary. There is no doubt that this phenomenon exists. But do you recall when I said that you want to get this preclear up the tone scale past the counter-effort band? The fastest way to speed him to the top is the best way. Validating language as aberrative will slow his time en route.*

*“There seems to be some relation between emotion, the ability of the person to handle counter-efforts and the type of phenomena evidenced. Hanging onto ‘maybes’ slows progress also, and should be watched. Theoretically, you should be able to make a preclear a fortified man between the time he leaves home in the morning and returns at night. Environmental restimulation in home or work is relatively ineffective now.*

*“But shall we cover these factors once more? The auditor finds the individual is sympathetic towards some portion of the dynamics and is antagonistic toward another portion. There is a sympathy line and an antagonistic line. Some persons pick out an antagonist for a sympathy line; thus sympathy and antagonism can come to be intermingled. The auditor knows immediately that the individual has sometime offended*

*the thing towards which he is sympathetic. This sympathy could have wavered; it could have gone back to further antagonism and back again to sympathy. In other words, the preclear swings on this curve. The feeling could be, 'I hate you, poor thing, ' alternating between hating and sympathizing. The individual continues to dramatize the original curve on this subject.*

*"If the preclear says, 'I love my brother, but I hate him, ' the auditor asks, 'What did you do to him?' 'I took his car.... ' You run down the original incident to where he hit his brother over the head with a flatiron. His brother felt very cold afterwards, and suddenly he realized he had offended against life. Then he felt sympathy for his brother. Four hours later the brother revived, discovered the head injury, got a baseball bat and banged his torturer over the head. The preclear could wear the somatic of being hit over the head with a bat as the cause and reason for the hatred of the brother. He wears it as a badge that he has been offended against.*

*"At the bottom of a case is overt sympathy. Later the individual defends this entity against an antagonist. He either has to defend against the new antagonist or be the antagonist. So one has to hate, and the reason one hates is an effort to reject being something one does not care to be.*

*(Turns attention to the preclear.) "How do your eyes feel? Did they change any?"*

*"I have been paying attention to you, not my eyes."*

*"How about your eyes right now?"*

*"I feel my glasses need cleaning. I seem to see every speck of dust on the glass where it made no difference before."*

*"Here is an item which all of you might want to tuck into your notebooks: The absence of visio is the assignment of a tremendous amount of CA USE to another individual. A dub-in is a picture of somebody telling a story, and that somebody is occluded. A dub-in case has been surrounded by persons who constantly evaluated situations FOR the individual. His next step after occlusion is pictures. "*

*"I would like to ask about a preclear who has been psychoanalyzed. He runs symbolic garbage for hours on the second dynamic with very little fact."*

*"He is paying a penalty, as many of these cases are—self-punishment. Scan the analysis and run sympathy on doctors. "*

*"This rather explains the work of a chiropractor, doesn't it? He keys out the nerve block and interrupts the action of the facsimile. When the individual becomes restimulated because of the original overt act, it keys in again. So he goes back to the doctor for another unblocking."*

*"Check. A chiropractor brings a person up to present time but doesn't necessarily help him there. The use of tactile communication sometimes produces very marked results. The danger is that tactile can readily place the preclear in a hypnotic trance. "*

*"But tactile is touch. How does tactile cause trance?"*

*"Communication is defined as the use of those sense channels with which the individual contacts the physical universe. Any enforced communication will cause hypnosis. That is what hypnotism is: an enforced communication channel. "*

*"But touching a catatonic will sometimes cause his first moves toward ...."*

*"Certainly, because he goes into communication with you. But constant, monotonous stroking fixates attention units to that sense channel. Your desire is to accomplish an unfixed present-time attention, so should you use tactile, use it with randomness and not with a static stroke. Rather than stroking a man's back over and over, reach up every so often and hit him on the side of the head. "*

*(Nearing the end of the discussion, the group again directs interest to the preclear of the day.)*

*"Will you be audited when you get home?"*

*"Yes"*

*"And will you have a copy of this tape?"*

*"Yes."*

*"Make certain your auditor listens to it before running you. You are only three or four hours from taking your glasses off for keeps."*

## WICHITA FOUNDATION LECTURES

Wichita, Kansas

1 January—8 February 1952

L. Ron Hubbard gave the following lectures to students at the Wichita Foundation in January—February, 1952.

* 5201C01	LECTURE	A Service Facsimile
* 5201C07A	LECTURE	Survival
* 5201C07B	LECTURE	Question and Answer Period
5201C11	LECTURE	The Service Facsimile
* 5201C14	LECTURE	The Emotional Curve
5201C14A	LECTURE	Some Aspects of Dianetics on Society: the time element required for body to repair after Dianetics
5201C14B	LECTURE	Some Aspects of Dianetics on Society (cont.)
5201C21	LECTURE	The Anatomy of the "Overt Act"
5201C21	LECTURE	The Anatomy of the "Overt Act" (cont.)
5201C28	LECTURE	The Anatomy of "Service Facsimile"
* 5201C29	HDFL	Anatomy of Service Facsimiles (evening lecture)
5202C02	LECTURE	Psychogalvanometer, Mysticism Groups
* 5202C08	LECTURE	Summary of Service Fac Chain

See page 315 for further data on the technical developments of this time.

## LRH TAPE LECTURE

Arcadia Theatre, Wichita

6 February 1952

On 6 February 1952 L. Ron Hubbard addressed the general public, including many members of the faculty and student bodies of the Wichita and Friends Universities, at the Arcadia Theatre in Wichita, Kansas. He announced "what may be the successful accomplishment of the knowledge and skills necessary to alter the basic nature of Man" and "that the savage and criminal instincts of Man can be eradicated, permitting him to attain at last a civilized culture in its true sense."

5202C06	LECTURE	Dianetics, The Modern Miracle
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*Official Publication of*  
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## Cause and Effect

*From a Lecture by*  
**L. Ron Hubbard**

Each individual is representative of *cause* on all eight dynamics. Whether there is a common source of all life, with man a mere representative of that common cause, with all its characteristics, or whether an individual appears from an independent source is beside the point. Each individual is the potential of causation in any field of action anywhere—self, children, groups, mankind, the physical universe, all life and even the static *self*. *Man is cause*. When he is unable to be *cause* on any dynamic, he has failed.

Cause and effect necessarily inter-operate as a person experiences life. In order to live a man must have motion; hence he is forced to be *effect* at times as well as *cause*. For a certain length of time he can be *cause* only, without action, but cause without action is above 20.0 on the tone scale and is potential cause. A man can potentially pick up an ash tray. He postulated, "At this moment I am the cause of movement of this ash tray." Then he moves it; but he had to come down the tone scale into an optimum range of being in order to move the object.

When one decides to eat one becomes *cause*; the moment one eats he then becomes *effect*. A person *is cause*, then, before he becomes *effect*; becoming *effect*, it is not difficult to continue so until he becomes *cause* again. A young man may suddenly decide that he is tired of his daily routine, quit his job, buy a motorcycle and ride to Puget Sound. He became *cause* again, for a while perhaps, by deserting everything which was making him an *effect*. But to a large degree he deserted himself on the First Dynamic by so doing, almost as if he were dead. He began a new existence, and a new self. In such a manner does an individual become a chain of *effects*. When he achieves the utmost in effect, the individual is dead. Full effect is MEST—a dead body. Life, then, is an interplay of cause and effect.

Cause always precedes effect. The Prime Cause or thought of each individual was "To be," the decision to move from a state of not-beingness to a state of beingness; it was moving from Faith, the potentially causative life static, into active existence. Once undertaken, the decision "To be" enters into the sphere of motion or activity in life and continues thereon with consistency. The only thing that can happen after "To be" is modification. Upon the first decision, "I am now going to be," an individual starts handling motion; and as long as he handles motion, he *is*. And even when motion is handling him, he still is!

Each human being began with the Prime Postulate "To be" as he emerged from *cause* into the state of being. All decisions thereafter are but modifications of "To be" or "Not to be." As long as an individual answers positively, as long as he makes clean-cut decisions "To be" or clean-cut decisions "Not to be" on any subject, he remains sane regardless of external threats. But between the two confusion results. "No" is a state of not-beingness; "Yes" a state of beingness. The in-between state is "Maybe" and leads to insanity.

Adults usually force children into "Maybe" roles sooner or later. Innately, a child "knows" his prime postulate "To be" or "To cause." Meeting force and opposition, he enters a 'Maybe' existence, no longer quite the self-determined individual he started out to be.

## ELECTIVE RANDOMITY

Oddly enough, at the time the individual made the original decision “To be,” he was in a state of “Knowing.” He knew everything there was to know. He knew, yet pretended he did not know, since that is the way to achieve action and progress. Such pretense provides the individual with counter-effort to overcome. Simply postulating that there is something outside himself which he does not control, of which he is not *cause*, produces motion. Thus, man, to experience, chooses randomness.

Man creates artificial mechanisms for developing such randomness. Government is divided into two opposed groups, the Democrats and the Republicans, for such a useful pretense. A university sets the “pinks” against the “yellows” so the school can fight itself and get action.

Knowledge is as a circle: At one point everything is known; at an adjacent point nothing is known. Illustrating this somewhat, the Egyptians had a meaningful character that is still carried forward on tarot cards. This person is pictured as proceeding down a road, blindfolded, with an alligator snapping at his heels. He knows everything, but uses none of his knowledge. There is a difference in having Faith and applying Faith, in having Knowledge and using Knowledge. With *knowing* there is potential action; hence people scatter throughout the world, learning, pretending all manner of things in a battle for existence.

Man is innately trying to maintain himself as *cause* on eight dynamics and trying not to be *effect* on any, because the state of not-beingness is the state of being affected by an exterior cause, and the state of beingness is the state of *cause*. Even at 1.1 an individual is still *cause*; he is less cause than he is effect but he is still trying. At 1.5 an individual is more overtly *cause*, demonstrating by destruction—it is easy to “cause” destruction but it takes great skill to construct. The highest point of the one scale is “*I am-I know.*” The lowest point is “*I am not—I do not know.*” As an individual descends the tone scale he does not cease to be *cause* until he is dead; then, evidently, he becomes the *cause* of a new self.

## DESIRE FOR EFFECT

A person must want to be aberrated before he becomes aberrated. One has to have the desire to be *effect* in the areas where he is aberrated or on the subject of his aberration before he can suffer entheia to enter on that channel.

Freud was nearly right in his libido theory. An individual usually wants to be the most *effect* along the Second Dynamic. Along the Second Dynamic it is often the case that an individual does not desire to be *cause*—children are troublesome to raise, difficult to bear, and are usually frowned upon by society if born out of wedlock. On the subject of love people usually want to be *effect*; failing in this they easily accept negative effects.

Similarly, one may choose to sit in a theater and be affected, or desire to experience through art and music. When one fails in some way or other in experiencing the wanted effect, he becomes the effect of effect, rather than the cause of effect. He desires to receive sensations from life and fails to bring his desire into fruition.

## INTERACTION OF MIND AND BODY

There is an interplay on the cause and effect level between the human mind and the human body. The human mind is *cause* and the human body is *effect*, especially noticeable with mystics who make the body an effect through negation. Bodily activity is associated with ability to be *cause*. During the bombing of London there were few, if any, individuals who went psychotic. The body during times of stress such as the bombing of London is so busy *affecting*, being cause of rescue and reconstruction, so busy keeping the body alive, that the mind stays sane. Action, in other words, is causative.

## GROUP RELATIONSHIPS

In the fields of theta and MEST there are certain causes which are looked upon as natural laws or parts of a system. Operating within a group consistently following within these laws, the individual survives well; but trying to operate within a group which is unobservant of these laws, the individual is made an *effect*.

During the war, one man-of-war was used as a laboratory for learning how groups of men operate under stress, and whether the old naval code of the flog and brig are necessary for handling men. When one hundred and ten men were challenged with the idea that they could survive the war if each and every one of them took full responsibility for the ship, one hundred ten men arose to the challenge. Order came upon the ship. Seamen Second Class whipped their deck into perfect cleanliness to enable them to point out grease spots in the engine room. A court of justice was organized on the men's own volition, and no further justice was needed from the captain. They invented and imposed regulations resulting in satisfactory discipline. Basic to such unqualified success was the theory that every individual is *cause* on all dynamics, and when he is no longer able to be *cause*, he fails. Individuals work better together when each one knows he is *cause* and is permitted to operate as such. They cease bickering and work out a smooth operation when each functions as "I am." They forget the interplay of wishing onto one another the less tasteful tasks which are necessary in any well-running organization.

Through the pattern of social training human beings have been taught that in order to get compliance and cooperation from another individual that individual must be threatened with starvation, loss of security, cuts in pay and other scarcities. But individuation gives power. When one is worrying about his own power, he is a sick man. When he tries to rule for the sake of ruling, he is afraid to be *cause*. He so distrusts others around him that he cannot feel safe unless he has complete control over them. Exemplary of these were Hitler, Napoleon and Alexander the Great.

These points are all very pertinent to dianetic processing.

Those undergoing processing have been raised in an atmosphere dominated by one individual around whom others were an *effect*. The auditor must discover whether his preclear is still trying to be *cause*, or if he has resigned himself to being *effect*.

## RESPONSIBILITY FOR ONE'S MEMORIES

A chief impediment against progress stems from a refusal by an individual to take full responsibility for his theta facsimiles. He tries to think away an unpleasant memory, blames it, plays volley ball with it, so to speak. For every ache and pain there is a memory for which a person will not take responsibility. Electing something outside his sphere of control as *cause* for that memory, he loses its control. Thousands of persons wear glasses because of a theta facsimile for which they refuse to take responsibility; other thousands suffer daily with headaches. And each facsimile becomes more painful or more troublesome as long as the individual allows it to control.

When one individual assigns *cause* to another entity, he delivers power to that entity. This assignment may be called blame, the arbitrary election of *cause*. Blaming something else makes that something else *cause*; and as that cause takes on power, the individual in the same act loses control and becomes *effect*. Assigning an enemy as *cause*, then, is a most efficacious method of making him powerful and self weak. When one ceases to handle a theta facsimile, it begins to handle him. When one settles down to using one's own memory and assuming responsibility for it, its ability to harm disappears. Processing is slanted toward reconditioning the ability of the individual himself to handle his own memory package.

Perhaps the most obvious symptom of the preclear who is low on the tone scale is failure to take responsibility. Not only is he anxious to avoid responsibility, but he assigns cause to various things by blaming others as well as his environment. Efforts towards social approval may lead him to place blame for his failings on others. Bill Jones desires to be "in the groove," in complete ARC with everybody and everything



in his environment. Everyone approves of Bill, but even so, he develops psychosomatic illnesses. He is trying so desperately to be approved by everyone that there is really no Bill left. He resigns all his independence and in short, himself. Life is restored for Bill by giving him back responsibility for his memories.

A person who constantly reiterates, "It's my fault; I am to blame," is sidestepping cause as much as is the individual who places blame on other sources. His pattern of thinking moves similar to this: "I'm sorry that I caused it; I'm sorry that I am *cause*; I'm sorry I'm alive; I regret being an active causative force." When he regrets being *cause*, he is making a declaration that he is not *cause*. Postulating that he is not *cause*, he must then find something to blame. This is the mechanism of rationalization. Any and all rationalization becomes assignment of cause.

A man is late for work: Full of regret, he walks into the office, blaming others— "The car broke down. The motor wouldn't start. My wife didn't get me up in time, anyway." Or he may blame self: "It's all my fault. I never get around in time for anything. I can't seem to do anything right." Either way, he is failing to be *cause*. Contrast the difference in the person willing to accept full responsibility for his tardiness. Entering the office buoyantly and seeing questioning eyes, some such comment as "Well, I'm late" suffices; and he plunges into work without negating to the bottom of the tone scale. This man controls environment and his own theta facsimiles.

### PROCESSING CAUSE AND EFFECT

Just as a preclear must be processed up to self-determinism, so must he be processed into full responsibility for everything that goes on in the universe. Somewhere en route he may be expected to come into a static state on a high level where he elects to be *cause* of everything. From there he comes down into action. A little journey up through static and down again, and the individual will go out and elect randomness in order to stay in motion.

The auditor should try to rehabilitate an individual to be *cause* on all dynamics. One approach is to scan the times he was willing or unwilling to be *cause*: What has the preclear been willing to cause? Did he carry it out? Who or what made him fail? When did he want to be cause and become effect? What in his past did he cause that he did not desire to cause? Scan this willingness and unwillingness to be cause on all the dynamics. Make a list of all the things he ever desired to be but which somebody else postulated he could not be. Guilt, grief and sympathy will appear.

Then scan willing and unwilling with effect: When was the person willing to be effect? Just before the point at which an individual was willing to be effect, there is usually a failure on the part of that person. Question the preclear: "Of what are you unwilling to be the effect? What kind of effect are you unwilling to be? What kind of effect are you willing to be?"

Postulates lie at the root of *cause* and *effect*. Of primary importance is the individual's desire to be affected by life. At some time he decided to be affected by his environment since he was not getting fun out of being *cause*. He wanted life to push him around awhile. He got his wish; life affected him. Those postulates should be found.

There were times, too, when each individual knew full well that he was posing pretenses in order to achieve action. Pick up these postulates while processing and the preclear rises in tone. Especially pick up the moment when he no longer considered them to be pretenses. At that point life became serious.

### SERIOUSNESS

Nearly everyone has had to convince somebody that they were valuable to the group.

Many individuals who were having fun in their activities have had to convince somebody else that they were valuable to the group. The group has long felt that people making a contribution should be solemn-faced, arduous and hard-working.

When someone accuses, “That isn’t really serious business. You should buckle down to your schoolbooks,” a child has to invent excuses as, “Oh, I am doing this to learn all about machinery,” even though he may only have been taking to pieces an old alarm clock. There is an occasional husband who is forced to convince his wife each evening that he put in a slavish day at work, when actually he enjoys the stories, the jokes on the foreman and the daily routine. Later he wonders why the work becomes so serious and such a drudgery. When one pretends about this business of living, he has to match up to his pretense.

When life becomes serious, a man becomes less *cause* and greater *effect*. If life gets really serious, his value drops to practically zero. Driving a car can become such serious business that one can wreck the car. Running a business can become so serious as to make it fail. There is a direct connection between insanity and seriousness:

Right	Wrong
Cause .....	Effect
Not Serious	Serious

What is the emotion of thinking something is serious? Scan it. Scan all the seriousness off the case. It is only when an individual progresses in life to a point where much seriousness is attached to things that he begins to have a hard time. The ancient Italian really knew what he was about when he considered that the only psychotherapy was laughter.

#### WHAT IS HIDDEN?

What is the preclear trying to hide from others? Hiding things makes for occlusion, often to the extent that the preclear hides them from himself. Occasionally the auditor will find the preclear who has developed an unenviable talent for remembering things that are not so, and has no talent at all for remembering things that are fact. If one starts lying about something it is necessary to keep those lies in mind. It’s death to forget what was told as a lie. One must concentrate so hard on what needs remembering that he often forgets the truth; this makes the wide-open case. Hiding can easily reach the point of substitution. It can grow to the place that the individual will not permit himself to have the right facsimile, but gets one either similar or one opposite to that one which should be in evidence. He desires pleasure, he gets pain. He wants laughter, he finds tears. Discover what the preclear is trying to hide from others and his decisions to hide it. What did he unwillingly cause that he is trying to hide?

Hiding a thing produces power. Because a thing is hidden and cannot be faced, it looks dangerous. Anything in a society that is surrounded by taboos, that is forbidden, will become aberrated in that society. It is thus possible to develop an entire therapy by addressing only one-half of the Second Dynamic.

#### CONSISTENT ACTION

Times of consistent and inconsistent action need review. When were the times when of the preclear’s own free will he decided an action and was forced to carry it out? Every time he changed his mind but was held to his original intent nevertheless, he became less able to handle his own postulates. When were the times when he was forced to become a person of his word?

A boy says, upon being presented with a new bicycle, that he will put it away every night. It’s a happy idea, all his own, to keep the bicycle from getting rusty. By the second week and a few mud puddles later he forgets all about the happy idea. Papa reminds him: “But you said .... You want to keep your word, don’t you? You want to grow up to be a good business man ....” The scene ends with a sound spanking and the boy putting away his bicycle every night because he said he would. Agreement with environment forces consistency.

## SYMPATHY

Sympathy on a case can bog it down considerably. Times when one gave or received sympathy need to be run until the preclear arrives at a point where he regains a power of choice in giving sympathy. Running out sympathy, the preclear can arrive at a point where the human race cannot affect him strongly, or where he can choose the effect.

Sympathy is responsible for many “epidemics.” Josie has a cold. “Poor Josie. She feels so bad.” The sympathizer’s throat begins to hurt, too. “Oh, dear! I’m coming down with it too.” He looked at Josie, sympathized with her, and elected to blame what she was blaming; then became effect of that same cause. Reading the newspapers, one says to himself, “Isn’t it terrible, how terrible it all is,” assigning cause here and there; and after finally discarding the paper feels terrible too.

## TRUST—DISTRUST

A person with little recall may be having difficulty with the trust—distrust “button.” He is not trusting himself. He began life trusting people; then the teacher plays a “harmless” trick, or his parents didn’t come through with their bargain to supply him with a Hopalong Cassidy gun belt. He began to distrust along Dynamic Four. Mistrusting along one dynamic, he tends to become suspicious of all others. Processing should include much time spent scanning the trust—distrust chain.

## BLAME AND REGRET

On a broad scale, go over all the dynamics with the preclear for blame and regret. What are the times he accepted blame or blamed others? What does he blame? Who does he blame? Scan regret throughout the entire life-span of the individual. These two buttons are of extreme importance and should be given optimum time and attention.

## FULL RESPONSIBILITY

It is evident that the goal of full responsibility is not attained by simply making new postulates. It is attained by discovering and reducing the preclear’s assignments of cause, by acceptance of his own facsimiles and finding when he pulled them into use, by scanning mis-emotion as regret, blame, and sympathy.

Does the preclear now accept the responsibility for having been *cause* along each part of every dynamic? He may recognize that he has never been *cause* of a group, but always an effect. He might realize that he had never begun a conversation, suggested a game or served as chairman. One very common computation here is, “Oh, I couldn’t do that! I’d be blamed for anything that went wrong.” Anything for which the individual feels any mis-emotion—antagonism, anger, fear, grief, apathy—is something for which he has not accepted responsibility; and there is mis-emotion only when an individual refuses to accept responsibility in that sphere of action. He can control anything for which he has accepted the full responsibility. He is unable to control that for which he has not accepted responsibility.

To be *cause* takes courage. A man has to be able to take all the consequences up to death. To be willing to be the cause means to be willing to be fully responsible for what people say. Is the preclear willing to be fully responsible for what people say of him or to him? Is he willing to take responsibility for war between the United States and a foreign power?

Understanding the laws of cause and effect gives an auditor a much broader perspective over the field of auditing. There is a point between *cause* and *effect* where one can produce maximum action; one can go far up the tone scale and come down again to motion. It’s fun as long as one remembers that it is pretense in order to get action. Only when one has an optimum consideration of *cause and effect* can one enter into the pretense called the business of living and experience it joyfully.

*From*  
The Hubbard Dianetic Foundation, Inc.  
Wichita, Kansas

## Effort Processing

L. Ron Hubbard

Life energy, the moment it becomes impinged upon the physical universe, concerns itself with physical universe motion. This may be a trifle difficult to understand at first but it becomes obvious when one examines the nuclear physicist's formulae of composition of the physical universe.

Motion is the one thing common to everything in the physical universe. Matter is composed of atoms and molecules. Even in something as solid-appearing as a table, these atoms and molecules are in continually changing position; a molecule which might this year be at one corner of a desk may be next year at another corner of that same desk.

Additionally, and more importantly, atoms and molecules, those infinitesimal bits of matter, are evidently themselves composed wholly of motion. They have a center and around this center swing particles of energy much in the same way that the planets swing around the sun, but on a much smaller scale. And these minute particles, the center and the bits which swing around it, are themselves, evidently, nothing more than motion.

The *modus operandi* of survival is motion. Too much or too little motion brings about that state of organism motionlessness called death.

Thus, life energy, engaged in a conquest of the physical universe, is engaged upon a conquest of motion. Thus, the most important phase of thought and action is *effort*. Effort is force with direction, motion with purpose.

The organism is concerned with self-generated effort and the counter-efforts it receives from the physical environment. An individual initiates the effort to go forward; he receives the counter-effort of air pressure, the force of gravity, even his own clothing.

There is a law concerning effort and organisms. Life energy effects its conquest of the physical universe by taking the efforts of the physical universe and turning them back against the physical universe. Life learns by impinging upon the physical universe the laws of the physical universe and then uses those laws to conquer the physical universe. One sees this done in engineering continually. And any organism, with much greater simplicity, can be found to be utilizing the energy of food to produce more motion for itself. The basic food, as used by the algae, a tiny cell creature, is sunlight and minerals. That is all an algae "eats." A higher form of life lives on algae. And higher forms live on lower forms. But all the way at the top of this scale, food is basically sunlight and minerals.

The trick of taking the force of a tennis ball as it comes at you, and, by rolling your racket, returning it, is not unlike life's trick of using the motion of the physical universe to conquer the motion of the physical universe. There are many basic laws concerning this in the science of Dianetics.

Most important to an individual is the fact that effort he himself conceives to be necessary is the most important effort to him. This is *self-determinism*. One determines how much effort he is going to apply or withhold to accomplish certain thoughts and actions and then seeks to apply that effort. All thought is concerned with the estimate

of effort. When one makes a right calculation, its rightness is determined by whether or not the desired action was accomplished.

Self-determinism is all important in the organism. An organism is as successful as it is right. That is to say, it is as successful as it or its group is self-determined. Trouble enters when the environment begins to determine one's actions without recourse to thought. One begins to be a puppet dancing on the strings of the environment.

Counter-effort to one's self-determinism is simply the efforts which override one's decisions. One puts forth an effort. It meets counter-effort. If that counter-effort is sudden and strong enough, its impulse backs all the way into the awareness seat of the organism and unconsciousness ensues; here counter-effort has won and self-determinism is momentarily wiped out. However, the impression of that counter-effort remains.

Reduced to its lowest level, all pain is a randomness of molecules and atoms in the human organism caused by counter-efforts. Self determines the alignment of an effort, whether to move or remain at rest, and a severe counter-effort throws the atoms and molecules into mis-alignment. This is extreme randomness; this is pain.

The trouble with pain is that it remains as a facsimile of the effort-counter-effort moment. All the pain one has ever received is still on file and can be re-experienced.

When counter-efforts get into present time, they become what people have called "psychosomatic illnesses." These are simply past situations where pain was present, brought out of their right position in time and into present time where they do not belong.

Nothing is easier to prove than this part of Dianetics. Counter-efforts remain latent and can come into present time.

This list, used long enough, may exhaust some old pain you have. Your present attention is not only on the environment, it is upon an old pain or on dozens of old pains you didn't even "know" you were experiencing. You may be unaware of that wasted attention until your attention is taken to some other part of the body. This list simply takes your attention to some other portion of your body. You may feel groggy or you may feel a real pain when you practice this list. You will notice that when your attention goes to the part that hurts, the pain shuts off. You may also notice that the old pain tends to wear itself out when you re-experience it several times.

Direct your attention to the parts of the body named, each one in its turn. Concentrate on the *aliveness* of the part named. Feel as though you were wholly alive only in that part. If any pain turns on in some other part of your body, ignore it and go on with this list.

Feel the aliveness of:

- |                           |                            |
|---------------------------|----------------------------|
| 1. Your right hand.       | 15. Your right ear.        |
| 2. Your left hand.        | 16. Your right cheek.      |
| 3. The back of your head. | 17. Your forehead.         |
| 4. Your right foot.       | 18. Your left ear.         |
| 5. Your left foot.        | 19. Your left cheek.       |
| 6. Your right knee.       | 20. Your right shoulder.   |
| 7. Your stomach.          | 21. Your left shoulder.    |
| 8. Your left knee.        | 22. The back of your neck. |
| 9. Your back.             | 23. Your brain.            |
| 10. Your tongue.          | 24. Your right side.       |
| 11. Your loins.           | 25. Your left side.        |
| 12. Your right leg.       | 26. All your fingers.      |
| 13. Your right arm.       | 27. Your nose.             |
| 14. Your left leg.        | 28. Your chin.             |

Do not concern yourself with any pain or grogginess which turns on. Just keep doing the list. If you continue this practice, you might rid yourself of some serious psychosomatic illness.

This list, by the way, is a wonderful game for processing children. They will usually play it with you and thus you can turn off their coughs and sneezes, aches and pains in a large number of cases.

## PROCESSING OF AUDITORS

by

L. Ron Hubbard

(From *The California Association of Dianetic Auditors Journal* [THE CADA JOURNAL],  
February, 1952, Vol. 1, No. 2)

The processing of the auditor requires that the sessions he has given preclears be run and that his general address and consideration in Dianetics be processed.

An auditor's case presents a problem somewhat different from the usual preclear. Before the service facsimile is attempted, before any other item is addressed in an auditor's case, his own efforts, emotions, and thoughts related to processing must be run. They should be run thoroughly. They should be run no matter what the auditor drops into from them. In short, they should be run. The auditor, by auditing others, has set up a computing circuit on cases, including his own, and it is about as easy to run as any other computing circuit. An auditor cannot be successfully audited until his own auditing of others is run.

The following efforts must be located and run for every run the auditor has given another:

1. Physical effort to make preclear move on track.
2. Effort to give preclear perceptics.
3. Effort to make preclear emote (tears, terror, etc.).
4. Effort to wait and wait and wait.
5. Effort to make preclear remember.
6. Effort to make preclear understand.
7. Effort to speed up preclear in work.
8. Effort to look and sound confident.
9. Effort to shut off exterior sounds from preclear.
10. Effort not to run own case while running preclear.
11. Effort to keep going despite restimulation.
12. Effort to give preclear strength to go through session.
13. Effort to make people believe in Dianetics and one's ability in it.

The following emotions must be run for each and every session:

1. Emotion not to appear baffled.
2. Emotional curve of failures.

3. Emotional curves of every session.
4. Emotional curve of strain.
5. Counter-emotion of environment threatening preclear (in auditing room).
6. Counter-emotion of preclear's pain, terror, grief, anger, apathy.
7. Counter-emotion of preclear's insults to auditor.
8. Counter-emotion of preclear's compliments to auditor.
9. All sympathy for preclear.
10. All feeling auditor is to blame for preclear's state.
11. Emotion to make people believe in Dianetics and one's ability in it.

The following thoughts (postulates) must be run:

1. Dianetics in general.
2. About individual preclears.
3. About own case.
4. Regret and envy on easy-running preclears.
5. Computations on cases which were wrong.
6. Thought to make people believe in Dianetics and one's ability in it.

## HUBBARD COLLEGE LECTURES

Wichita, Kansas  
18—25 February 1952

On 12 February 1952 L. Ron Hubbard founded the Hubbard College in Wichita Kansas. During February he delivered the following lectures to professional auditing course students:

* 5202C18A	LECTURE	Code of Honor
* 5202C18B	LECTURE	Care of the Body (and the cycle of birth, growth, decay and death)
** 5202C25A	HPC-1	Review of Progress of Dianetics and Dianetics Business
** 5202C25B	HPC-2 HPC-3 HPC-4	Summary of Aberrative Incidents (before time begins, fac 1, helper, 300-400 base, motivator for violence, basic to overt acts, world closed in incidents, how early track eases up, overt act incidents—resume of how these incidents run)

## SUMMARY COURSE LECTURES

Wichita, Kansas  
3 March—April 1952

During March 1952 L. Ron Hubbard gave the following lectures to professional course students at the Hubbard College. Transcripts of these lectures were rewritten as the first twenty-seven of the fifty *Professional Course Books*; the tapes and booklet were then sold to individual Dianeticists and Dianetic Groups as the "Summary Course."

** 5203C03	HCL-1	Introduction to Scientology: Milestone One
** 5203C03	HCL-2	Introduction to Scientology: Outline of Therapy
** 5203C03	HCL-2A	Demonstration by Ron of E-Meter, Running Entities
** 5203C04A	HCL-3	Axioms and How They Apply to Auditing
** 5203C04B	HCL-4	Thought, Emotion and Effort, and the Tone Scale
** 5203C04C	HCL-Spec	Description of Facsimile One
** 5203C05A	HCL-5	Thought and Preclears
** 5203C05B	HCL-6	Emotion
** 5203C05C	HCL-6A	Question and Answer Period
** 5203C05D	HCL-6 Spec	Demonstration of Auditing
** 5203C06	HCL-7	Effort and Counter-Effort
** 5203C06	HCL-8	Attack on the Preclear
** 5203C07A	HCL-9	How To Handle Facsimiles
* * 5203C07	HCL-10	Indoctrination of the Preclear
** 5203C08	HCL-11	Resolution of Effort and Counter-Effort, Overt Acts
** 5203C08A	HCL-12	Indoctrination in Use of E-Meter, Parts 1 & 2
** 5203C08	HCL-12A	Indoctrination in Use of E-Meter, Part 3
** 5203C09A	HCL-13	Thought, Emotion and Effort, and Counter-Effort
** 5203C09B	HCL-14	Demonstration: Effort, Counter-Effort (Straightwire)



** 5203C10	HCL-15	Training Auditors: The Anatomy of Facsimile One
5203C10	HCL-16	The Anatomy of Facsimile One (Cont. Demo)
** 5203CIOC	HCL-17	Three Demonstrations—Running Effort and Counter-Effort
** 5203C10	HCL-18	Entities (Demo cont.)
** 5203C10A	HCL-19	History of Man Series 1: Organization of Data— Series 11: Main Theta Line & Sub-Theta Line  (description of the philosophies and religions as routes to understanding)
** 5203C10B	HCL-20	History of Man Series III: The Theta and Genetic Lines of Earth—Series IV: Principal Incidents of the Theta Line
** 5203C	HCL-21	Anatomy of the Theta Body
** 5203C	HCL-22	How To Audit a Theta Line
** 5203C	HCL-23	Theta Bodies
5203C	HCL-24	Demonstration: Electropsychometric Scouting
5203C	HCL-24A	Theta Bodies
** 5203C	HCL-25	An Analysis of Memory and Human Aberration and Psychosomatic Illness, Part I
** 5203C	HCL-26	An Analysis of Memory, Part 11
** 5203C	HCL-27	How To Search for Incidents on the Track—I
** 5203C	HCL-27A	How To Search for Incidents on the Track—11
** 5204C	HCL-Spec	Electropsychometric Scouting—Battle of the Universes (MSH audits Ron)

## LRH TAPE LECTURES

Phoenix, Arizona  
15 April—6 May 1952

On 30 March 1952 L. Ron Hubbard announced the opening of his office in Phoenix Arizona, where he immediately set about producing four new books (*Electropsychometric Auditing*, *Symbological Processing*, *Individual Track Map* and *What to Audit*), new editions of older books, and the Summary Course (27 booklets and taped lectures). He continued to audit, to do research, and to lecture, and moved the Hubbard College from Wichita to Phoenix in May.

*5204C15A	LECTURE	Phoenix Talk about Wichita and Purcell
* 5204C15B	LECTURE	Theta Body Lecture
* 5204C15C	LECTURE	Demo and Brief Explanation (whole track and bodies in pawn)
* 5204C16A	LECTURE	Anatomy of Theta Body
* 5204C16B	LECTURE	"Theta-Psychometer": Theta Body Demo (last on series)
* 5204C20	LECTURE	The Goals and Purposes of Theta and MEST
5205C06	LECTURE	Anatomy of Thought

## TECHNIQUE 80 LECTURES

Phoenix, Arizona  
19 May—21 May 1952

Transcripts of L. Ron Hubbard's Technique 80 lectures were rewritten as *Professional Course Books 28 through 31*. Also at this time, he was working on the book *Technique 88* which, expanded, became *Scientology 8-80*.

* 5205C19	T80-1A	ARC Triangle in Relation to Infinity, Beingness Along the Dynamics
* 5205C19	T80-1B	Definition of Technique 80, Emotional Wavelengths
* 5205C19	T80-1C	Tone and Ability
* 5205C19	T80-1D	Wavelength and Tone Scale
* 5205C20	T80-2A	Decision: Maybes, Time, Postulates, Cause and Effect in Relation to Dynamics
5205C20	T80-2B	Early Methods of Dealing with People, Entities
* 5205C21	T80-3A	Therapy Section of 80: Clearing Up Overt Acts, Dependencies
* 5205C21	T80-3B	Therapy Section of 80 (cont.)

# **Electropsychometric Auditing**

## **OPERATOR'S MANUAL**

**L. Ron Hubbard**

### **FOREWORD**

Although the principal emphasis of this text is on the use of the ELECTROPSYCHOMETER, an instrument especially developed for use in Dianetics, the Modern Science of Mental Health, the data contained herein is equally applicable to any "lie detector" as used by police and in psychology laboratories.

The measurement of thought with a meter is not new; the understanding and accuracy of measurement is new.

Einstein is reported to have said that all an observer should be permitted to do is to read a meter and report the message of the meter. This is true enough. But the observer of a human mind can read it with a meter only if the meter is an accurate and constant meter, and only if he knows what questions to ask. The constancy of the meter and the questions to ask are the subjects of this operator's manual. E-Metering is a science and an art.

### **HISTORICAL DATA**

It has been known to a variety of beings for a very long time that thought and electrical manifestations were closely associated.

This knowledge is to the sorrow of many. One can say with truth that this bit of information, the connection between thought and electrical impulses, is the most thoroughly overworked datum known.

In recent Earth times, less than two centuries ago, the relationship between physical activity and structure and electricity was "revealed." The first experiments were upon frogs and it was demonstrated that when a frog, even a dead frog, is shot with a current of electricity, his legs jerk. The "discovery" of galvanic action had a value which was not quite discernible to the scientific eye. But, one might say, with the jerk of a frog, the electronic era of the mind bowed into view on Earth.

The datum opened—or one might more truthfully say, re-opened—the doors of knowledge. Along this track of knowledge have lain and will lie more abuses and benefits to beings than in any other single area of information.

If electricity could make a frog's legs jerk, it naturally followed that it would make psychotics sane. Thus psychotics are electric-shocked wholesale, and although it rarely if ever makes any of them sane, it certainly makes them jerk, which in itself is an interesting manifestation—necessarily so since it has engaged the greatest "authorities" of "mental healing" for many scores of years. There is an excellent method of treating psychotics with electrical fields but it makes them well and does not make them jerk and so has not been surveyed.

Some half century ago, the police became electrified by the discovery that electrical impulses would betray guilt and, being quite fascinated with guilt detection in any form, slowly put the datum into use in the form of the "lie detector."

It has always been a popular sin to look into the mind of Man and see what he really thought. This public tacit consent, grown out of a public guilty conscience, no doubt, has considerably impeded the acceptance of "lie detectors" by juries. However,

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very few modern police forces are without this interesting instrument for reading the criminal mind.

The title and operation of the police "lie detector" are misnomers. In the first place they do not detect lies and in the second place the police have known too little about the human mind to know that their instrument was actually accurate to an amazing perfection.

These instruments should be called "emotion detectors." And they do not have "vagaries" or errors and, used with a knowledge of the human mind and its actual history, they demonstrate an accuracy which borders on the incredible.

The standard police "lie detector" consists of three units. The first is a bloodpressure meter, the second is a respiration recorder, the third is a galvanometer.

The principle of the instrument is stated to be as follows: "An individual goes under emotional stress when he knows he is telling a lie. The lie causes a change in his heart rate, respiration and sweat. By measuring the rate of change of these, it becomes possible to establish whether or not the criminal is lying." This explanation is very roundabout and why one talks about lying at all is a wonder. For the police officer is looking for a crime. The criminal under examination knows the police officer is looking for the crime and that if the police officer discovers it, the criminal will be punished. Thus *discovery*, fear of, is a considerable factor. But the actual emotion involved in the incident where the crime was committed is almost ninety percent of the charge which the police officer discovers with his recording.

A proof of this, that the charge recorded by a "lie detector" is the emotion residual in the actual moment of the commission of the crime, was worked out and put into action by myself in 1947. On before and after "lie detector" tests on the same crime, it was first shown that the criminal, according to the machine and very correctly, was guilty of a certain crime. The incident of the crime itself was then addressed by Dianetic processing and the entire charge of emotion removed from the incident. After tests then showed no machine reaction although the criminal was just as guilty and just as surely faced punishment if apprehended in that guilt by the machine. In the after tests the criminal lied. He stated that he had not committed the crime. The "lie detector" agreed with him.

The "lie detector," then, is registering the emotion contained in past incidents or present time situations which depend on the charge in the past incidents. This applies to emotion. It also applies to effort and to physical pain. And it applies to thoughts when the thoughts overlie emotion or effort.

This is very simple. A man robs a bank. As he is going through the actions of robbery he is under heavy stress of apprehension, fear, anxiety and concern in general. This makes a memory, a "facsimile" which contains this stress and anxiety. When this man is put on a "lie detector," any question which tends to throw the actual incident of the robbery into restimulation will cause a change to take place in his mind which influences his physical being.

The blood-pressure device is an ordinary blood pressure measurer. Effort or emotional stress causes the heart to beat more rapidly. This makes a memory of the heart beating rapidly. When the memory is touched by questioning, the heart action again approximates the way it was in the actual incident and so there is a change in the strength and in the rapidity of the heart action. This records on the machine.

The device measuring respiration records both the depth and rapidity of the breathing. When questioning touches upon an incident where effort or emotion affected the breathing, this same manifestation will occur again on the recorder.

The third measuring device of physical-mental change has been misunderstood. It has been thought that a galvanometer measured the sweat exuded and thereby increased electrical conductivity of the hands. This does not hold up under examination. The galvanometer measures, actually, the density of the body. Under various stresses the body is more or less dense and the density alters swiftly. Density naturally influences the ability of the body to conduct electricity. Thus, the galvanometer portion of a "lie detector" measures density-resistance of the body. A glance at a man

showing anger will show you his increase in physical tension. He is giving more resistance to his environment; when a trickle of electricity is going through him he is capable of changing its flow by changing his density.

Of the three separate parts of the usual "lie detector" two are impossibly complex and uncomfortable from the standpoint of the therapist.

Anyone keeping a standard blood-pressure meter on his arm for an hour will feel the discomfort very intensely; further, the instrument breaks down the capillaries and is physically destructive.

The respiration device tells much, but any auditor, simply by watching the preclear's chest, can devine as much as the respiration device. The psychotic breathes flutteringly and sporadically, with a pattern of long pauses followed by rapid breathing. Long sighing, very deep, means grief. Yawns mean a release of an incident. Snores mean that the preclear is asleep.

Of the three possible devices, then, one to measure heartbeat, another to measure breathing, a third to measure density, the first two are impossible to the therapist, being uncomfortable and not very sensitive.

A device measuring density, then, must be the only useful method in current electronics which would permit one to use the datum that there is a relationship between thought and electricity.

When I first attempted to use this density factor, however, no instruments of any kind existed which were adequate to the task. A Bell engineer whom I had asked for data on it, casually informed me that one sure method of measuring body density with a trickle of electricity would be to hook electrodes into the neurones of the brain. I explained that this was impractical as it necessitated first removing the skull and at least in my field it was desirable to have patients live. He shrugged and told me that it was still the only method.

The ordinary psychogalvanometer, the instrument used on police "lie detectors" and others for single use are of very little value, for they are insufficiently sensitive and are too slow. Further, a low-toned case cannot be gotten on the machine and a hightoned case is also out of reach.

In the early days I used to audit preclears by keeping my fingers on the pulse in their wrists and was crudely and unsatisfactorily able to detect when my questions were leading to a heavily charged incident. But I could tell almost as much from their hand positions and tensions. And no instrument had been manufactured which could assist.

During a series of lectures in 1950 in California, I mentioned this state of affairs and an HDA, widely known for his inventions in the motion picture industry, heard the statement, went home and built the first electropsychometer, the only instrument of its kind and the only instrument capable of measuring the rapid shifts in density of a body under the influence of thought and measuring them well enough to give an auditor a deep and marvelous insight into the mind of his preclear.

This instrument is not just an aid to Dianetics. It gives Man his first keen look into the heads and hearts of his fellows.

The nimble needle of the electropsychometer can detect with accuracy things which would have been otherwise hidden from Man forever.

The invention of the electropsychometer, like so many important things in this cynical and dull age on Earth, is not cited by our generation as very important. Yet in a future time historians may well spend pages and pictures upon it.

For if the truth be known, the electropsychometer utterly dwarfs the invention of the microscope, for Leeuwenhoek found the way only to find bacteria; the electropsychometer provides the way for Man to find his freedom and to rise, perhaps, to social and constructive levels of which Man has never dreamed, and to avoid perils in that route which Man, in going, would have found more deadly than any bacteria ever evolved or invented.

There may be those who underestimate this achievement; but they also underestimate themselves.

## THEORY OF OPERATION

The first thing one should know to understand and operate an E-Meter (as Electropsychometers are called by auditors), is the concept of a “facsimile.”

In Dianetics it is conceived that a memory is a combination of motionlessness, its base material, and motion, the material of which the material universe is built.

This motionlessness is a “static,” a “material” which has neither wavelength, space nor time. This static is capable of holding the impression of motion, wavelength, space and time.

The entire physical universe is composed of motion. From atoms to mountains, one has only vibrations which, having a pattern in space and time, behave to form gases, fluids and solids. One could say that the physical universe itself was a series of motions, yet in motion, held on a background of motionlessness.

Consider a lake. Here the smooth surface mirrors, apparently in three dimensions, the trees and hills, flying birds, even the face of the spectator. Consider the surface the “theta” or thought, the picture in it the motion. Here is a good example of a “facsimile.”

A human being acts or perceives action in the physical universe. This action is more or less permanently engraved on his “theta.” He has made and stored a FACSIMILE of the physical universe.

Throughout his lifetimes, an individual is perceiving and “storing” facsimiles. Anything he has ever seen or felt or heard or done is stored somewhere and somehow in his “mind.”

A facsimile has a double action. It receives and it impresses. Anything which has been perceived and made into a facsimile can be activated and impressed again on the physical universe. One receives motion, one activates a facsimile and impresses motion on his environment. His body is part of his environment. He has perceived what has happened to and what he has done with and to his body. Every action is stored as a facsimile. Now, to accomplish action again he is able to take these stored facsimiles and use them to produce similar circumstances, actions and conditions.

Those thoughts which contain considerable thought, emotion or effort, including pain, can be called into action once more. When these facsimiles come into action again, they have the power of creating their identical circumstances on the body.

Further, any “heavy” facsimile (one containing considerable thought, emotion, effort—or pain) can be called into action on the body by another person. Suggest to a person how tired he looks and a “tiredness facsimile” will come into action and he will FEEL TIRED. An old memory of being tired activates at the suggestion of the other person and then an individual feels the primary characteristic of the facsimile—tiredness.

A facsimile contains a recording of each perception of which the body is capable, and these number well over half a hundred. Everything and anything which can be formed of motion is included, as an impression, in a facsimile. Weight, light, sound waves, heat, electrical fields and impulses, pressure, the quality of surfaces, all these and many more have their exact duplicates in memory. And when a memory containing any one of them is brought into “restimulation,” which is to say, recalled into present time, that factor of the facsimile is capable of re-impressing itself upon the physical universe. Memory, you might say, holds physical universe factors in trust and places them again into action on command.

A facsimile has, as its primary parts (made out of the motion of the physical universe), thought, emotion and effort. The pattern of the attention units in the facsimile determines the emotion in part, wavelength determines it.

Pain is an attention unit pattern of intense confusion. When a facsimile contains pain, the facsimile is “heavier,” which is to say, contains more compact motion, than other facsimiles. Similarly, a facsimile containing heavy emotion is “heavier” than other facsimiles. A facsimile which contains heavier effort is again more dense than other facsimiles.

Thus, the difference amongst facsimiles. One is dense and confused, another is light and containing even, flowing waves. Another is scarcely discernible, so fluffy is the perception it maintains.

Now you should understand a very important thing about facsimiles. Facsimiles themselves have no weight or wavelength, space or time. They have “pictures,” if in full color and motion and depth, of motion in space and time. A facsimile has no “size.” It has no geographical point of storage. It isn’t in a bin or a file or on a shelf or in a cell or connected to some neurone. This fact is adequately demonstrated by very exacting tests.

However, a facsimile has this ability: it can cause a reaction in the material universe by imposing itself again upon the physical universe.

If you want to test this, now or later when you will be working with your E-Meter, place the electrodes in the hands of a person. Then pinch that person. You will see the needle of the E-Meter duck. Now tell the person to go back to the moment you pinched him and “feel the pinch again.” He will do so and you will see that the needle ducks just as it did when you first pinched him. In other words, you made a facsimile containing pain when you pinched him. Now you command the facsimile to come back. You see it read again on the meter just as it did when you pinched him. If you make him go through the pinch several times you will find the needle action grows less and less. This, in essence, is a primary principle in Dianetics: that facsimiles exist. It is a prime factor in Dianetic processing that facsimiles can be reduced in intensity.

The entire test of any theory is its workability. And you will find that this theory works, and works so well that it should be called a law. For people become physically and mentally better by using the laws of Dianetics, and there is no other theory or law known on Earth which makes them better.

A facsimile is a “picture” of motion. When the picture comes again into play, it produces motion. When it is not in play, it is not producing motion.

The relative thought, emotion and effort of a facsimile, then, produces, when the facsimile is called into present time, relative thought, emotion and effort on the body and even in the environment.

Some action or motion happens to a person. Whether he is asleep or awake (as your E-Meter will prove for you if you ask what happened during sleep or any unconsciousness) that action or motion will be recorded as a facsimile. During the moment of the recording, the body is tense or limp, emotionally charged or careless, under physical strain or without such strain. When the facsimile is recalled into presence, by being attracted by some similar circumstance in the environment, it imposes again upon the body, the same conditions as when it was received—or if only lightly called, a shadow of those conditions.

The E-Meter works on a very easily understood principle. It measures the relative density of the body. The relative density is changed as the facsimiles change. The E-Meter then registers shifts in thought. And it registers in particular shifts in thought relating closely to the questions asked by the E-Meter operator. The operator asks, the facsimiles shift under his asking. The E-Meter measures the shift. Thus the mind is read.

## **MECHANICS OF OPERATION**

If you understand the workings of a facsimile, it is very easy to understand the workings of an E-Meter and to audit with it. If you are a wizard in the field of electronics, if you have a Phi Bete in mechanics and a magna cum laude in meters and yet do not understand facsimiles, forget about results for you won’t get them. But if you are an utter dub on electronics, meters and physics and yet understand facsimiles, an E-Meter will work for you in a beautiful and awesome style.

So if HE is an expert in wires and solder and you are not, if HE knows all about ohms and you only know about omens, but if YOU know your facsimile theory and

HE doesn't, don't be awed. You will be able to make an E-Meter play Strauss while he can only make it play "where's the blasted part" on the repair bench.

In short, and I cannot say it enough or with loud enough capitals, the art of using an E-Meter does not depend in the very least upon a knowledge of electronics. It depends upon a knowledge of facsimiles.

The designer knew all you had to know about electronics in order to make the E-Meter work. If you have enough mechanical knowledge to turn on a dial switch or adjust a needle, you have all the mechanical skill needed to run this instrument.

Once he knows the theory of what is happening and knows what the facsimiles are doing, or are capable of doing, he can become an artist with an E-Meter; his preclears will get well rapidly, his auditing time per case reduces to as much as an hour where he needed fifty or a hundred before—but actually there is no time comparison, for without the meter he cannot get comparable results. One has to be a meter auditor to produce optimum results. An intensive run delivered without the pc holding the electrodes is actually a theft of the pc's money, no matter whether you think that is a sales talk or not.

The E-Meter is a sensitive but sturdy instrument. You cannot do very much to harm one.

The principle on which it works is very simple. Electricity comes into the machine from the wall plug. It is cut down in intensity by the circuits and resistances in the machine. A very small trickle of this electricity is permitted to run from one electrode (the can the pc holds) down through the wire, into the meter itself, out through the terminal and up the other wire to the second electrode (the other can), through the pc's body and so into the first electrode.

In other words there is a very faint current of electricity, barely discernible by the most sensitive preclears, running through the body of the preclear during the entire time that he is holding the cans.

This current of electricity is a very constant flow of a very minute amount. This is the secret and the superiority of the machine. Any old fashioned galvanometer might work except that it varies wildly every time somebody turns on a light or retunes a radio or pets a cat. A hundred thousand dollar electroencephalograph also puts a current through the body that is faint enough to register the effects of different thoughts. But the patient has to be in a wire cage to cut out electrical fields which come from car generators or the nearby trolley line or the doorbell. And the current has to be graduated through fancy transformers, specially cooled and balanced. And this hundred thousand dollar wonder isn't as much use to an auditor as his fingers on the preclear's pulse.

The E-Meter floats one current in another current and stabilizes the flow so that the meter reads minute changes of thought, and it reacts to outside fields only when they are very heavy and sudden, and, such fields being rare, keeps an even needle reading.

The E-Meter's trickle of constant electricity records on the dial of the instrument the relative density of the preclear's body. **DON'T MAKE THE ERROR OF THINKING THAT THE E-METER GOES THROUGH FACSIMILES.** It goes only through the body.

The preclear, under the questioning of the auditor, pulls into present time, usually without much conscious awareness of it, old facsimiles. These, on a sub-awareness level, modulate or change the density of the preclear's body.

The thought of the auditor translates into pc thoughts. These re-echo in the thought, emotion and effort of the preclear. The facsimiles of the preclear move into play. That is between the auditor and the pc.

The electricity measures density. This changes as the pc's facsimiles change the density of the pc's body.

Stress makes the pc's body more tense. This tenseness makes the body more resistive to electricity. This change in resistance shows up in a needle reaction. The facsimiles usually can shift very rapidly while the questioning is in progress. Therefore the density of the pc's body shifts rapidly. Thus the needle reads rapidly, following the changes very closely.



Any time a situation containing stress, whether it is the stress of emotion or pain or effort, comes into play under questioning, a reaction on the meter can be read.

One is interested in METER CHANGE. He is not interested even in which way the needle surges, but the usual charge shifts the needle to the left as you face the machine. Fear, being a dispersal of attention units, sometimes reads as an upsurge, but this is of no importance. The upsurge usually means a difference from unpleasant subjects shifting to pleasant ones. Or it denotes a pleasant experience, pleasure facsimiles being lighter than stress facsimiles.

All that you read from an E-Meter, then, is change. The amount of change tells you the amount of stress. Stress alone is aberrative (heavy emotion or pain or effort or thought). What the auditor wants to find is stress. The E-Meter tells him with accuracy where the stress is located.

An E-Meter detects a lie only because lies are emotionally full of stress. The lie is told, a stress facsimile moves in, the machine registers. That it detects a lie is very secondary in importance, mostly because it does not detect a lie but the stress of telling a lie. In the course of auditing, the E-Meter is never read for lies, but only for stress. A surge does not mean the pc is lying. It means he has stress connected with the question. And stress is what the auditor is trying to find. For stress is the thing which makes the pc ill and aberrated.

Further, when a THOUGHT is a stress, that thought gains its density from an underlying, usually earlier heavy emotion facsimile. And the heavy emotion facsimile gains its force from an earlier effort facsimile which contains pain. Thus, basically, the auditor, when he finds a thought dropping the needle, can expect to find an earlier incident where emotion is dropping the needle. And if he looks even earlier he will find that he has a physical effort facsimile, very heavy, probably containing pain.

The auditor is looking for the needle to swing enough to tell him that he has called up a heavy facsimile to the pc whether the pc is aware of it or not. When he sees it swing he then knows that he has detected a facsimile connected to his questioning. That's all he needs.

## **HOW TO READ THE NEEDLE**

If you can turn on an electric light, you can set the dials of the E-Meter. The setting of the dials is too easy to be greatly discussed. The art and skill all lies in the interpretation of the meter needle.

The instrument is turned on simply by swinging the tone handle clockwise. It heats up in a few seconds. If you have left the electrodes touching each other (the cans), the needle will swing violently to the left and stick and this is bad for the instrument; so it is better to give the cans into the pc's hands and then turn the instrument on.

Turn the "sensitivity knob" so that it points straight up. Pull the range expander over to minus position (all the way counterclockwise). Now turn the handle until you get the needle reading in the black area of the dial. If the needle persists in remaining all the way over to the left, put the range expander so that it points straight up. Then work the tone handle (the big handle at the upper left) back counterclockwise until the needle is in the black area. If the needle is still over at the left solidly, put the range expander all the way over to plus and then work the tone handle. You can get a little more high range by putting the sensitivity knob all the way over clockwise.

The reason the sensitivity knob is carried straight up is that this gets an averagely good reading and good needle action, and by making this a standard position, you can get used to judging the needle swings. So don't ever carry it in any other position except in two cases: one, when you cannot get the pc "on the bottom of the machine, at which time you back off sensitivity until he will register; the other, when you are trying to get a pc back on the machine when he has gone off the top.

Otherwise, standardize. CARRY THE RED SENSITIVITY KNOB VERTICAL AT ALL TIMES SO THAT YOUR INSTRUMENT NEEDLE ALWAYS ACTS WITH THE SAME DEGREE OF ACTION. This lets YOU adjust to judging the charge on a facsimile relative to other facsimiles.

Always use the range expander in three positions only: all the way minus, straight up at neutral, or all the way plus. Don't vary the needle with the range expander or adjust the needle with the range expander. This again is in the interest of letting you get used to standardized readings.

Vary the needle, handle the machine, pull the needle back into the black all with the tone handle. Doing so, you learn to read constants. Vary only one thing. Then you can tell whether your pcs are coming up session by session or going down or what.

Now none of this is much in the interest of setting up the E-Meter to use. That is simple. It is in the interest of reading the needle. Are your pcs high or low toned? Are they getting higher in tone or dropping?

You can set the instrument constantly the same or be sloppy. If you are constant in your setting, the term **BIG CHARGE** always means "big charge" to you, small charge is what you call "small charge." By carrying the sensitivity knob in various ways, the same charge can be made to look big or small. Thus today you read **BIG CHARGE** with the machine set to magnify charge, and tomorrow you read **SMALL CHARGE** on the same incident. The charge didn't change, your settings did. So keep the settings constant as above and then the machine will be easy for you to interpret once you have begun to read it.

Carry the needle in the black area of the dial. You don't care where the needle sets. All you want to know is how the needle reacts and how much it reacts. Giving it the black area as a usual place gives it lots of room in which to drop to the left if you hit a heavy facsimile. If the needle is permitted to ride too far left as a usual position, a half a dial drop in charge will not be observed, for the needle runs into the left side of the meter and you don't know how much further it would have fallen.

Setting the needle with the tone handle also has a trick to it. If you, as an auditor, want to lose as much as possible, you may fall into the habit of asking a question and, before the needle can react as an answer, setting the tone handle. This is a very clever trick and keeps the auditor from winning. Just ask the question, set the tone handle, and the needle, being in motion, won't tell you a thing.

Always set the needle, then ask the question, let the needle behave as it will, and after that, if necessary, reset it again. Err on the side of not resetting it enough, rather than on the side of always resetting it. The reason for this is that the preclear often has sudden thoughts which make the needle react strongly and into which the auditor should inquire immediately with a "What did you think about just then?" This often gives unexpected clues.

The whole point of the instrument is to get the needle to react, to note how much it reacts and to note the characteristic of the reaction. Thus we want the instrument with a constant set (the knobs as mentioned earlier). And we want as little interference as possible with the needle readings.

With 1952 techniques, you will discover that any incident which drops the needle less than a quarter of a dial isn't worth auditing. The only exception to this is the "stuck needle" which is the most interesting of all.

Thus we are no longer interested in little eighth-of an-inch bobs except as they may lead in as clues to heavy drops. So it is not necessary to watch this needle with a magnifying glass.

When the incident has any importance, the auditor will find the drop as noticeable as dropping the baby on concrete.

The drop of the needle is customarily to the right. A sudden lift to

the left (as in figure 2) denotes a cheerful moment, usually, or enthusiasm. It once in a great while means fear, but the auditor, noting this, can easily tell the difference between the way the needle lifts for fear and the way it lifts for enthusiasm. Fear usually drops to the right.

There are five characteristic actions of the needle which are of interest to the auditor.

Above these is reaction itself. The auditor knows that needle action means facsimile change. A drop always means a heavier facsimile. It takes a very heavy facsimile to make a heavy drop.

The auditor should also know that the E-Meter action is NEVER in error. He should have full confidence in what the instrument tells him. If there is a drop, there is a facsimile which should be audited, either blown as a lock or addressed as itself.

The ONLY time the E-Meter registers on dub-in is when the pc is giving the auditor some tale of a MOTIVATOR (something that happened to the pc) in an effort to JUSTIFY an OVERT ACT. Once in every thousand facsimile reactions, a very upset pc will start giving a THIS LIFETIME account of a false incident. The E-Meter will register madly upon it. But it is very improbable AND it will not reduce when audited but keeps on registering the same after a few passes through the incident. The E-Meter is not lying. It is registering for an earlier life motivator and it is honestly registering a charge that is present. BUT the charge is on something the pc did to somebody else, even though he says it happened to him. In other words, the pc, not the E-Meter, is Lying. The pc may think he is telling the truth, he may believe fervently that this horrible thing happened to him. The E-Meter swings radically on the dial. The incident will not reduce. AUDITOR ACTION: take the substance of this incident and make the pc tell when he did it to somebody else. The incident will reduce and the action will subside on the meter. But, remember now, this is not ordinary or routine. It is rare. And it is resolved by the E-Meter. And the only criticism of the E-Meter here is that it persisted in saying there was charge here and in appearing to verify the pc's tale. Very far from all motivators act this way. This instance is given as the single frailty in interpretation known. Otherwise, verbatim, the instrument answers up with accuracy on motivators and overt acts and tells correctly which is which. Only when the instrument reaction will not subside after some recounting by the pc should the auditor suspect that the motivator is actually an overt act with the pc "begging" to be let have it happen to him instead. Even so there is always a motivator to match the needle swing in an earlier life, so the E-Meter was really only in error about WHEN.

The five reactions of the needle are as follows:

The first is the *single drop*. It is a slow downward sweep (to the right) which may go from a quarter of an inch to a whole dial. This means simply that a heavy facsimile has been brought into view.

The second is the *stuck needle*. The needle becomes motionless, is sluggish when it does move. This means that the pc is stuck on the track, usually in an apathy incident. It is a very important manifestation. The pc is taken out of it by light auditing with TECHNIQUE 80.

The third is the "*theta bop*." This is a narrow, nervous "hunt" of the needle. It goes from one end to the other of an arc perhaps a quarter to half an inch wide, giving a tiny jerk at each extremity. This means that theta is there still or thinks it is there. Auditing an incident which does this produces a remarkable rise in tone, and actually is the only incident manifestation which produces marked tone rise. So the auditor looks for the "theta bop" and audits it by preference over any other incident.

The fourth is the *wide, gradual upswing*. This is manifested by the needle proceeding gradually uptone to the left and means a gradual tone rise and denotes improvement. The auditor keeps on working, ignoring this save as an indication that he

is doing all right. As soon as he gets into a new, heavily charged area, he is going to get a cessation of this manifestation.

The fifth needle action is the *sudden jump to the left*. This jump means a release of charge. It is not too common.

Knowing these characteristics of the needle, the auditor can get excellent results.

## E-METERING THE PRECLEAR

After an auditor has been using an E-Meter for a while, he can take one look at the preclear, set the machine and, putting the cans in the pc's hands, find he has set the instrument correctly.

Certain things assist him in this. If the pc invalidates the instrument, says, "Oh, one of them things. I hear as how they ain't regular," the auditor knows he is dealing with a case he will have to use a dredge on to find bottom. For this character sees in the E-Meter something which is going to "find him out," something he cannot cheat and lie around, something which will locate and bring sunlight into the dark caverns of his loathsome and horrendous guilt. In this E-Meter he sees a tattletale which will expose his extracurricular activities on the second dynamic, his masturbation at the age of one and the real reason dogs hate him, why he shoots ducks and committed grand larceny in college and makes improper proposals in the little boys' room. He doesn't spell it "E-Meter," he spells it "Enemy." And when put on the instrument he will usually register almost "off the bottom"; that is to say, the range expander will be over at minus, the tone handle so low the light flickers and the sensitivity knob so shut down that when asked about the time he murdered his mother, the auditor has to have a magnifying glass to see if the needle moved.

This case has to be detected with skill, of which good eyesight is the better part. This is an apathy case. Handle him on light 80 or he'll spin.

This case will also tell people afterwards that he "controlled the machine," a thing one cannot do except by getting tense or relaxing and giving the cans a squeeze.

As a tip, to get a better read on him, get some huge, massive copper wire as the leads to the terminals and make these leads as short as possible. Then maybe he'll read on the machine.

The usual normal case runs on the instrument set of vertical sensitivity knob, range expander all the way to minus, tone handle between 2 and 2.5.

A fairly live, quite dependable individual will register at neutral on the range expander knob and about 2.5 on the tone handle.

A very high-toned person will ride with the sensitivity knob vertical, the range expander all the way at plus, the tone handle well to the left (above) 2.5.

If somebody goes off the top of the instrument (and they will if their auditor is worth anything and knows 80 and 88), don't invalidate him to get him back on. Replace the white lead wires to the electrodes with fifty feet of single strand insulated wire for each lead, preferably thin wire. He'll come back on again. Or put a resistor ahead of either electrode terminal. Or connect the two electrodes together with ten or twenty feet of light iron wire. In other words, put resistance into the circuit.

For low-toned cases which have difficulty in getting on the machine, decrease resistance in the leads. For high-toned cases which fly off the top, increase resistance in the leads.

A man is as sane as he is undense. So there was something to the old folk saying about people being dense.

Some preclears mistake the cans for semaphore signals and wave them around. Some confuse them with cymbals and knock them together. Some are quite agitated about it all and jerk. Some have the idea they are holding nose scratchers or back scratchers.

For those who bang the cans, put a rubber mitt over one can. That lets them bang away without shorting out your readings.

For the nervous ones, learn to read through their jerks, for the jerks and squeezes make one kind of reading, facsimiles another.

And there is the pc who proudly shows you that he can make the needle react by putting fifty pounds of grip on the cans and shows you thusly that the instrument "ain't reliable nohow." He overlooks the fact that his changing grip reacts very slowly and distinctively on the needle and can't be confused.

Then there is the preclear who thinks he is playing an ocarina and keeps lifting his fingers, making sudden, violent surges on the needle.

In all these, none are as bad as the pc who, just as you ask the incriminating question, coyly has to have a cigarette or gets a nose itch.

They do not know that these manifestations are each of them as good as watching the needle. For these are all dodges and they mean the pc *is in* an incident which is heavily charged. Light 80 will bring them up to a few less jerks.

In handling psychotics, don't give them sedation and then put them on an E-Meter, for it only stirs them up and they get worse. Most of them cooperate after a fashion.

All these people can usually be persuaded into a recognition and remedy of their error.

It does not actually matter much whether the pc sees the needle as you work or not. Often, because you ask many questions which tend to contradict him, you will find his tone and general alertness will stay up if he does watch the needle with you. But if he does, don't let him start charging off, altering his answers until he gets a needle reaction. You ask the questions. Get his answer and ask another. Stop his tendency to go into an argument with the instrument.

And remember this about the mind: It files first by time. Therefore, your best approach is by asking WHEN. And ask until you get a reaction on your numbers of years. And then, by small reaction adjust to bigger reaction. Ask GREATER THAN? LESS THAN? your query. If it bobs left, it's NO. If it drops right, it's YES.

Ask if it was tens of years ago, hundreds, thousands, millions, billions, trillions. Ask until you get a drop, even a slight one. And then go above and below that number until you get a really good-sized drop. That's how long ago that facsimile was recorded. For facsimiles have sharp date lines in them even when all else is foggy.

And use the newspaperman's questions: WHEN? WHERE? WHO? WHAT? HOW? and WHY?

This E-Meter will find lost articles for anybody simply by dividing up the area of the loss and going over each area with a question and then narrowing it down until you get a drop. It will spell words of towns, names, by dividing up the alphabet and asking. It sees all, knows all. It is never wrong.

And now you're on your own.

# Individual Track Map

L. Ron Hubbard

These charts give in brief form the three principal tracks in which the auditor is interested.

The auditor is invited to fill in these incident "boxes" so that he will know, at all times, what he has next to audit, what has been and what has not been reduced, where motivators lie and where overt acts are to be found. For this purpose some sample "boxes" have been drawn throughout the charts. The auditor should draw others. The numbers in the boxes refer to what should be written on the line after the number. Here is a sample "box":

1	E-Meter Before		1	V
2	E-Meter After		2	U
3	Overt Act No.		3	8,560,000
4	Date Contacted	—	4	Aug. 1
5	Date Completed	—	5	Aug. 5

The first line refers to the E-Meter *action* before auditing. This means HOW the E-Meter acted, not what the reading of the meter was. There are five ways a needle acts, as described in "Electropsychometric Auditing." For the purpose of the above box, these symbols are recommended for needle action:

V—violent, steep drops, half a dial or more.

M—medium drops, quarter of a dial.

L—light, barely perceptible drops.

S—stuck, fixed needle, very rigid.

U—upsurges (to left), a rising needle.

T—theta "bop," a hunting, jerky needle; a very desirable reading, meaning incident MUST be audited.

C—clear, or reduced.

This map is made for the use of TECHNIQUE 80 and TECHNIQUE 88. The essence of "80" is that no incident of any kind makes itself obnoxious unless the pc has used it against one of the dynamics. When it happened to the pc, it was the MOTIVATOR. When he "dramatized" it or tried to use it, it became an OVERT. When he used a motion (incident) too many times as an OVERT, he came to have a DED (short for DESERVED ACTION); with a DED he came to think of himself as being fair game for anything or anyone because now he deserved to have something happen to him. The auditor then must find the OVERT for every MOTIVATOR, a DED for every chain of OVERTS.

Thus the "box" is made out for any incident. If made out for an OVERT which has been found, add a note to give the number of the motivator.

Some incidents, being very standard, have names. All other incidents are numbered. The number of any incident is the number of years ago that it occurred.

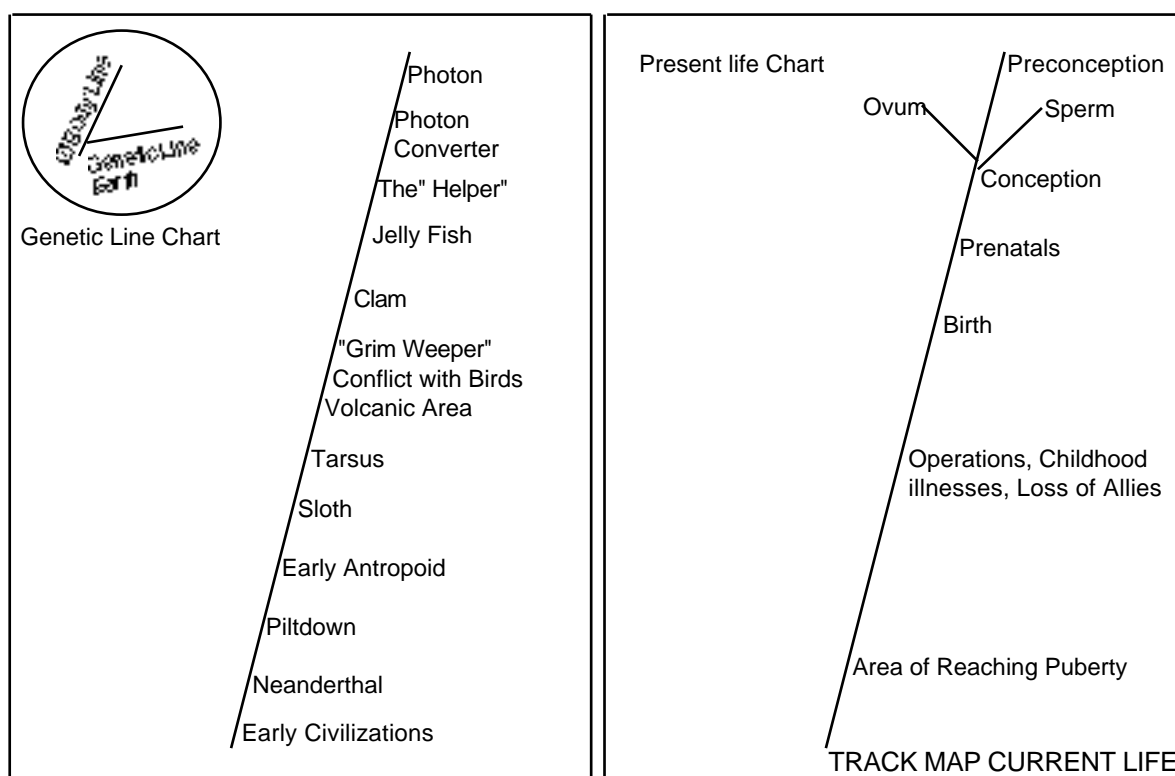
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Thus the first incident on the track has the largest number. This may seem paradoxical, but it is by far the easiest method of tabulation and is easiest to mark down on the chart. It will lead to a simple accumulation of much data. THE NUMBER OF ANY INCIDENT IS THE NUMBER OF YEARS AGO WHICH CAUSES A RESPONSE ON AN E-METER. This may be, as the charts indicate, hundreds of thousands or trillions. (You may not *believe* in incidents prior to this life, but if you want well pcs, you'd better audit them; large numbers of tests show that it is impossible to get recovery swiftly by addressing current life only.)

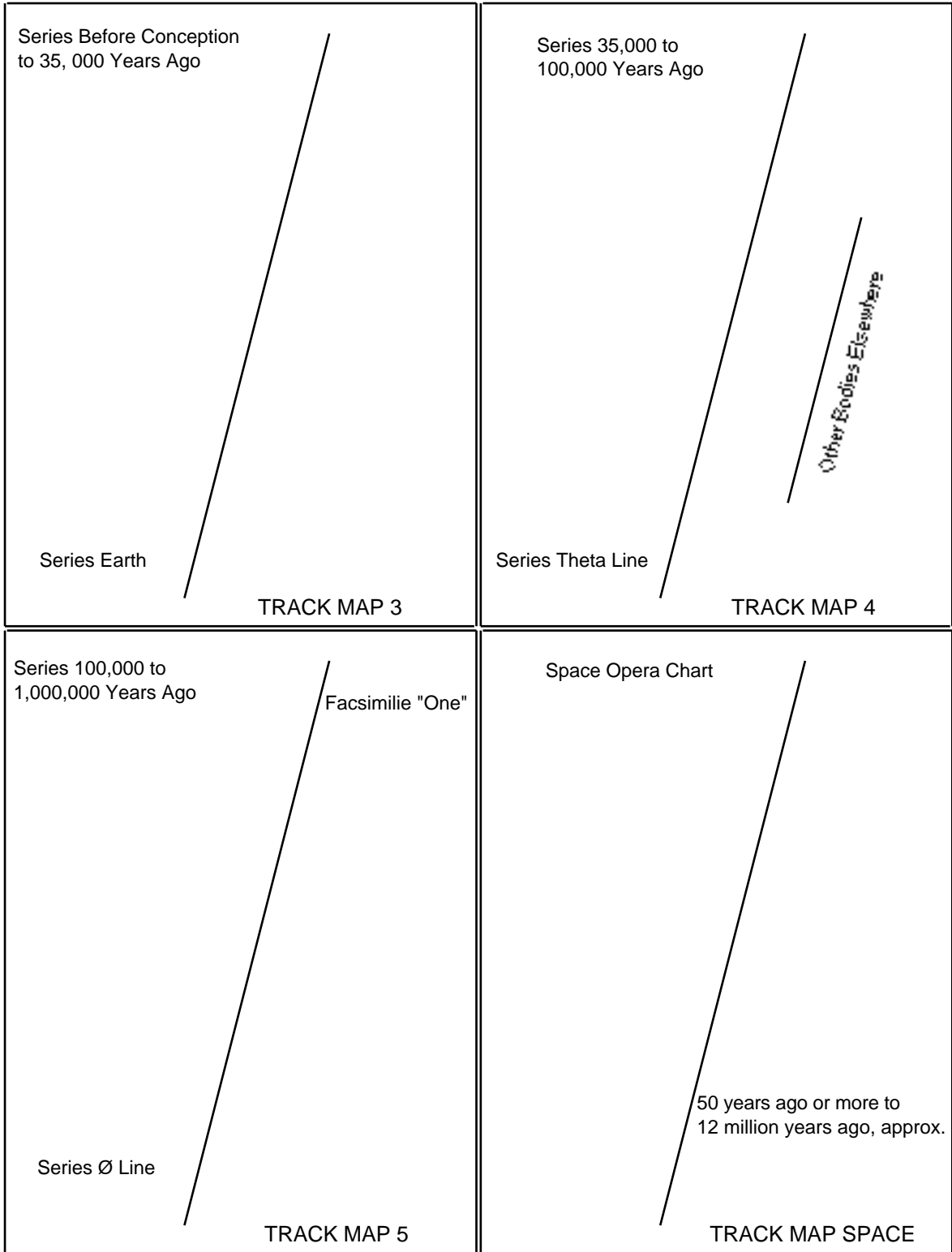
Don't be afraid to mark up this chart. Don't be afraid to discover new areas in it. If a chart isn't long enough for the area you are working, if you find the space too limited, paste in another sheet for that area. The numbering system permits this.

This is a chart of TERRA INCOGNITA for the most part. No explorer ever had a present of so much little known or unknown territory as the human time track. You and a pc and an E-Meter can do very great work by filling it in.

The companion works of this Track Map are *What to Audit*, "Electropsychometric Auditing," and *Scientology* 8-80. Leading to these are the Lecture Summary booklets of the Professional Course.

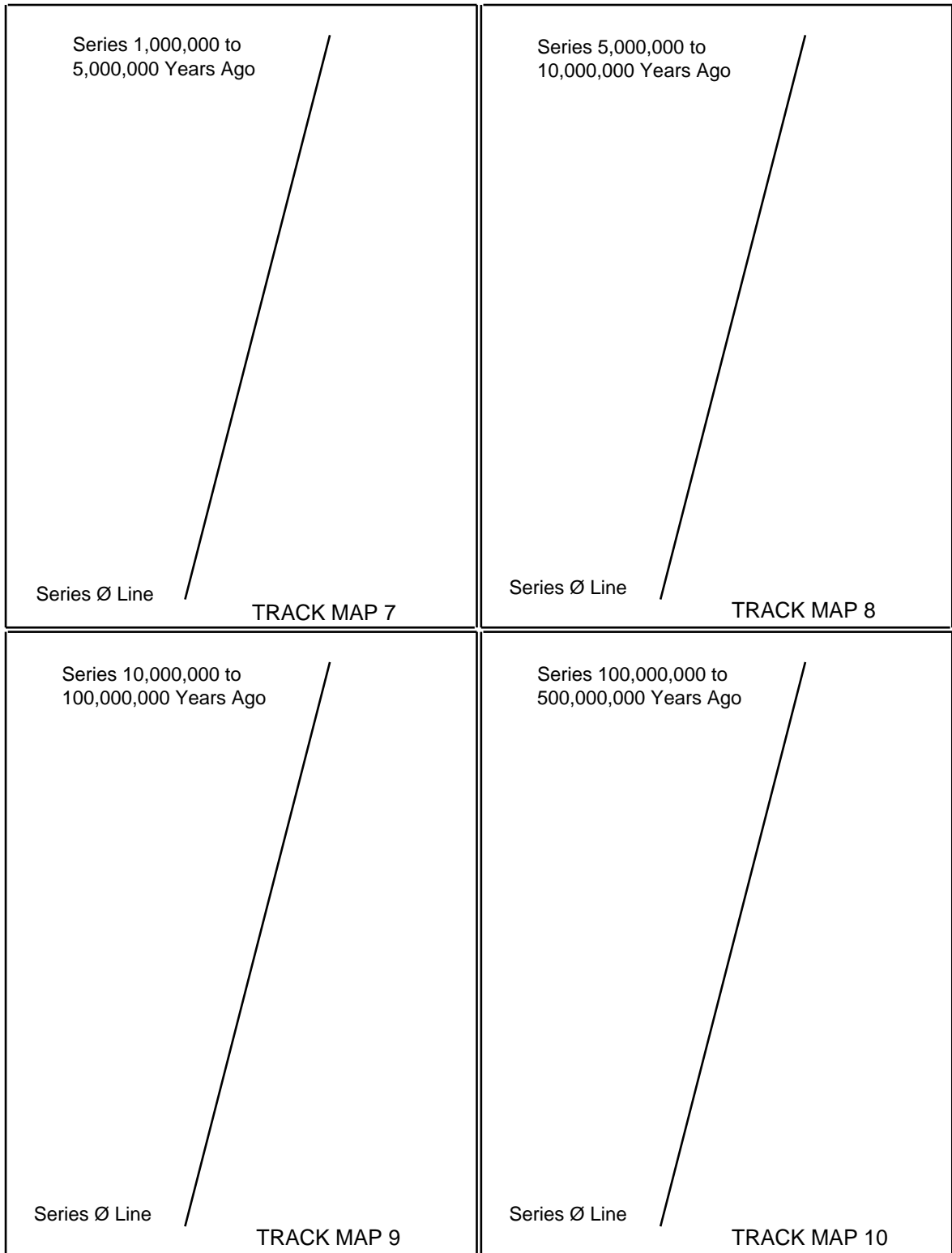


[Each of these track maps was originally on a page (8.5" x 14") by itself. As the original booklet is generally unavailable, they have been reprinted here in reduced size so that the student studying related material can see what the *Individual Track Map* was. They are not intended for use in this reduced size.]

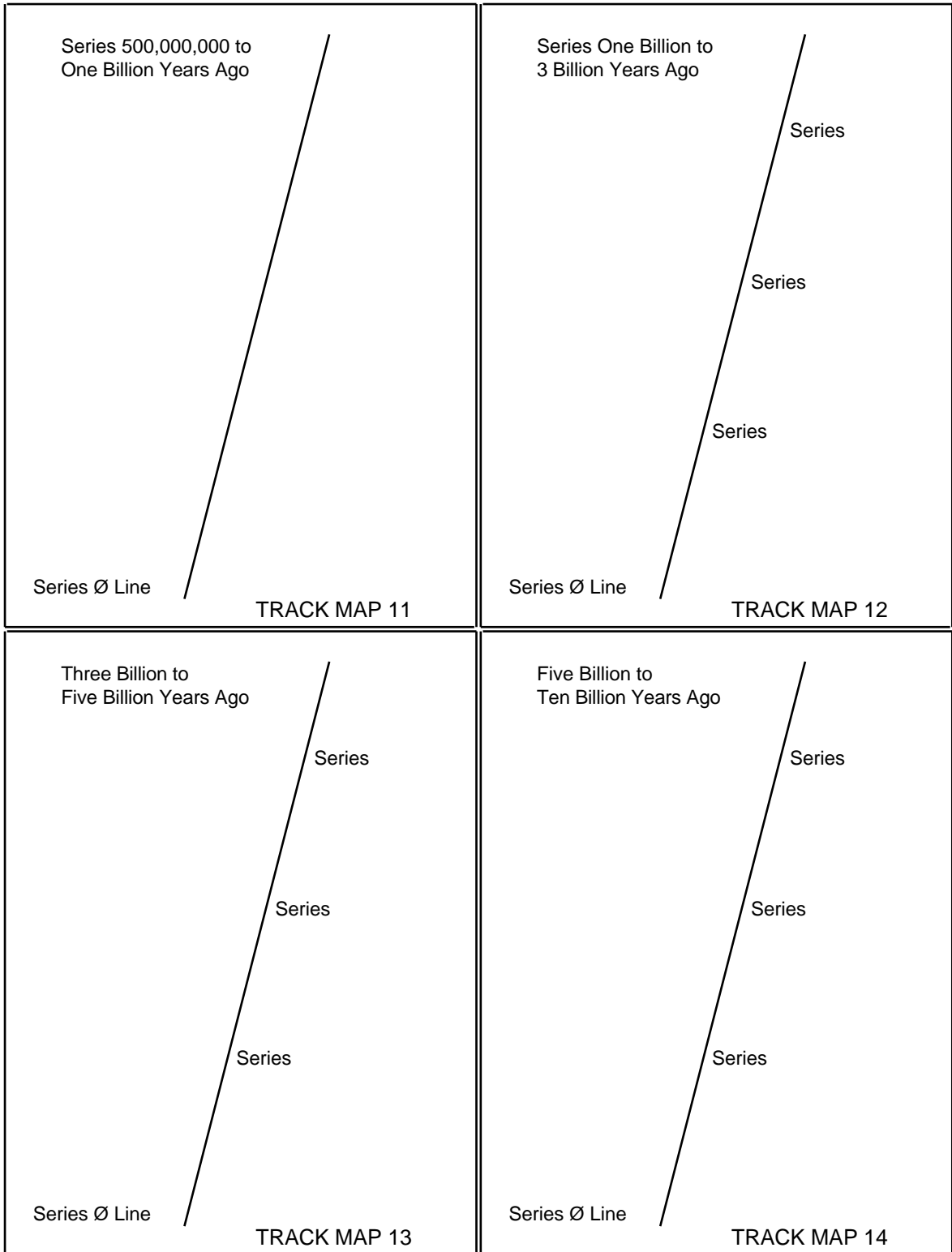


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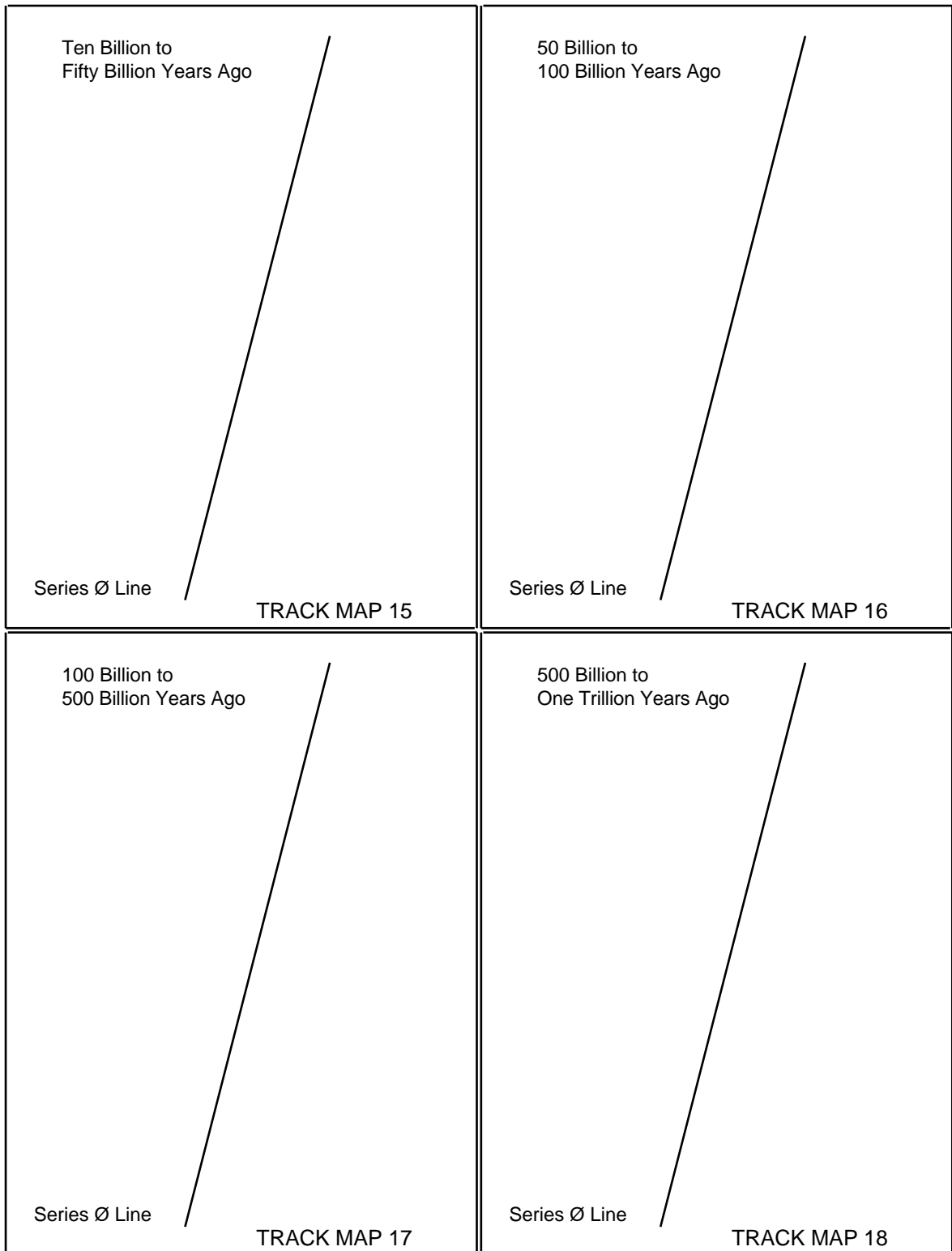




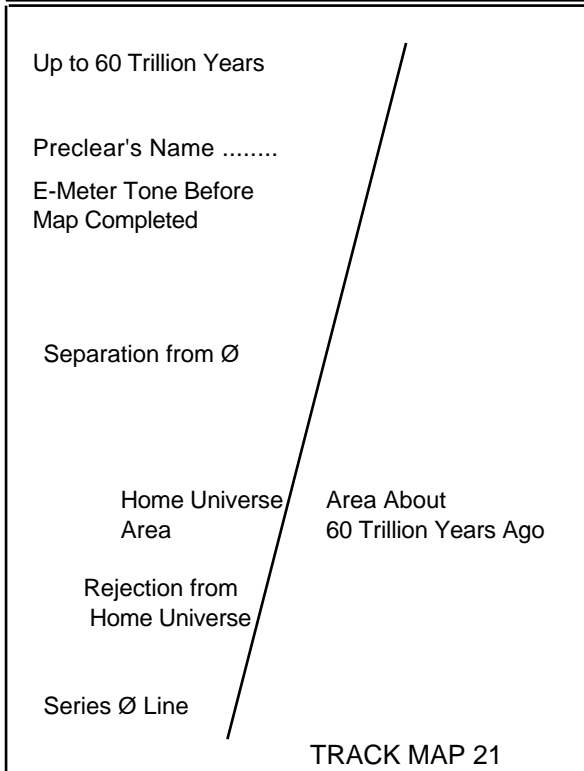
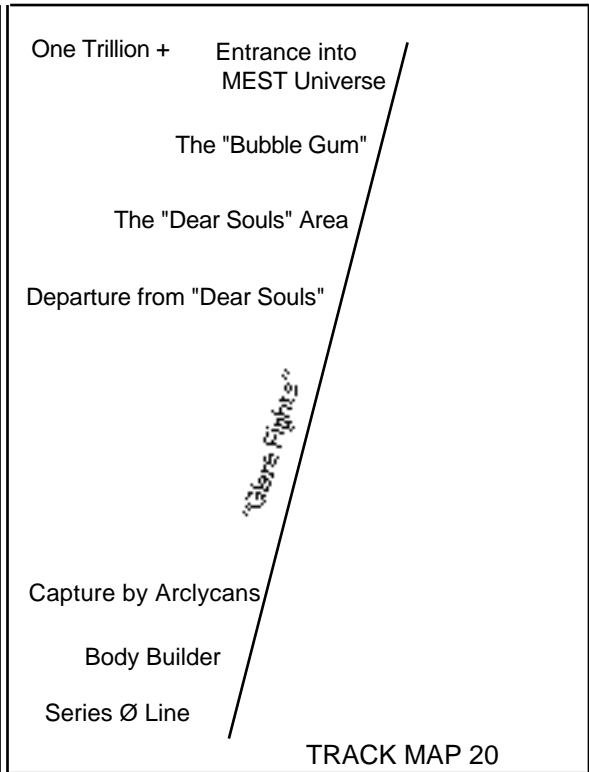
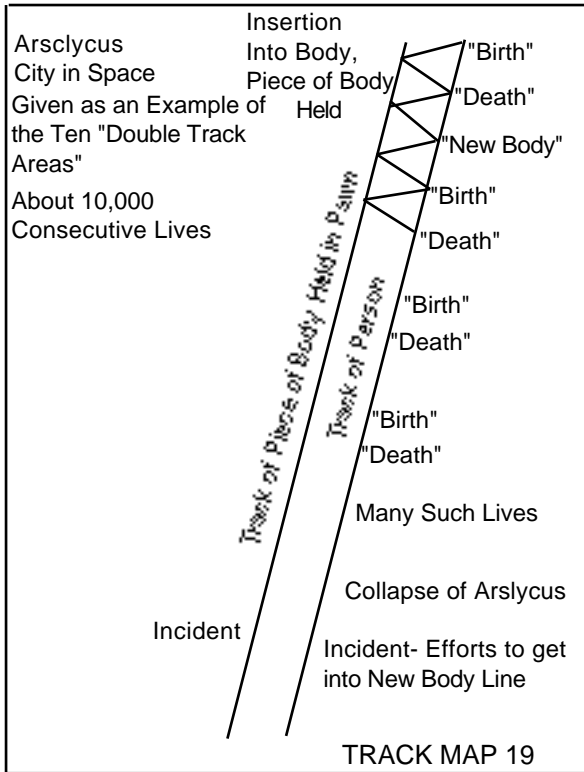
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# A Key to the Unconscious Symbological Processing

L. Ron Hubbard

THE WORK IN THIS VOLUME\* IS DERIVED  
FROM THE BASIC AXIOMS OF DIANETICS

## FOREWORD

While this book\* is primarily designed for counseling, it may be employed by less skilled operators in the alleviation of either anxiety or psychosomatic illness.

So long as study is given to the text and the question pages are used without departure, only benefit may accrue.

Symbols have often been used hopefully in an effort to unlock the unconscious mind and derive some answer to its terrible power over Man. The use of symbols is not new. Their employment with these evaluation techniques is new for here they are solidly backed by an understanding of what the unconscious may be expected to contain.

The symbol is not the thing. The symbol is a code form of the thing. Here we use symbols to discover reality, here there is no effort to codify symbols for the sake of codifying symbols. Attempts to standardize symbols have often been made. It had not occurred to past workers that symbols were not standard, but varied wildly from individual to individual.

Here the individual is permitted to evaluate for himself what certain symbols may mean to him and he is further pressed into seeking the reality of these symbols he has himself envisioned with these aids.

It is hoped that this volume will answer the many requests to produce a simple, workable method of counseling which would yet not interrupt the self-determinism of the individual or increase his dependence upon the counselor.

The Editor—1952

## A BRIEF SUMMARY OF HOW TO USE THIS BOOK

The goal in using this volume is the rehabilitation of the individual ability to differentiate in general.

The process is based upon the axiom that identification is irrational and differentiation is rational.

It is further based upon the axiom that the psychotic is wholly concerned with the past and the problems of the past, the neurotic is concerned somewhat with the past and then only with the present, and the very sane is concerned only slightly with the past, somewhat with the present and energetically with the future.

The volume is used three ways by the same person:

1. It is used first without writing in it.
2. It is used second by finishing the symbols with colored crayon.
3. It is used third by labeling the separate parts of the symbols drawn.

The person being processed goes through the book first without making any marks in it. Page by page he views the unfinished symbols and decides what to make of them. The counselor then requires him, each time he has decided on a symbol, to tell what person or object or thing in the real universe, or what circumstance or state of

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[\* References to "this volume" or "this book" refer only to this immediate text (pages 239-263) which was originally published as a mimeographed, staple-bound, 8 1/2" x 11 " booklet. ]

being, the symbol represents. The person being processed then is required to recall an incident involving this person or object or state of being.

The volume is then turned upside down and the processee goes through it again, first completing the symbol, then finding a real person or object it represents, then discovering an incident involving the person or object. This incident is then identified with every precision so that the exact moment and circumstances are in view. And for each, the counselor demands another involving something this object or person, or similar object or person, did TO the processee. And each time the incident, or incidents similar to it or containing some of the elements of it, is recalled the processee is required to describe it and its elements until it is completely real to him. And if the incident seems of great seriousness to the processee, all similar incidents are recalled until the matter seems no longer important.

Now, working a section or five pages at a sitting, the processee finishes the symbols with colored crayons. And the symbols are then reduced to real incidents. And the color is identified for what it is to the processee, for it may mean much to him. But now the counselor wants to know what the processee did to the person or object and wants to know the action or emotion or thought which was overt or covert toward this object or person.

In other words, when the processee has completed a section, the counselor goes over it with him thoroughly, reducing each symbol into an actuality and then requiring the processee to discover what he did that was vicious and destructive to this actuality.

The questioning of the counselor is as follows:

"What do these marks mean to you in terms of symbols?"

"What does the symbol you have just named mean to you?"

"Who or what does the symbol represent in the real world?"

"Whom did you know in the past who was like that?" (Or "Who used such an object?")

"What did this person (or object) do to you?"

"Recall an exact incident when it happened."

"Where were you standing when it happened?" (And other questions which put the processee into the actual scene.)

If there were several times, "Recall the time most real to you."

"What is the earliest incident of this kind you can remember?"

Orient the processee in the incident. Have him glance through all such incidents until he is again in present time. (The less talking he does about what he THINKS about it, the better.)

Glance over this entire chain of incidents time after time until they no longer interest the processee.

WHEN THE SYMBOLS HAVE BEEN DRAWN follow the same process but this time alter it so that the processee addresses only incidents which the PROCESSEE has done to the object or person the symbol represents.

IN SCANNING THROUGH CHAINS AVOID ACTUAL PHYSICAL PAIN. IF IT IS HIT ANYWAY, RUN IT UNTIL IT IS DESENSITIZED. Get in particular when the processee administered this pain to another.

NEVER FORCE A PROCESSEE BACK INTO AN INCIDENT.

ALWAYS SCAN A CHAIN UNTIL IT HAS A HIGH SENSE OF REALITY TO HIM.

## CHAPTER ONE

The general purpose of this volume is to increase the ability of an individual to differentiate amongst persons and objects and times to the end that his orientation in the environment is enhanced.

The process which is here set forth permits a wide range of self-evaluation and brings about a condition of increased self-confidence.

The counselor's skill is here expressed in his ability to widen the usages of the actual incidents which are recovered to view by the processee, as well as the skill he may employ in coaxing the processee to find actuality in the symbols he creates or finds.

The process has a very wide latitude, depending mainly upon how much the counselor may understand of the background technology of these processes, for the volume may be used merely as outlined on the earlier pages, or it may be used with an understanding of its texts, or it may be employed by a wide comprehension of the subject of Dianetics, in which many techniques exist which, by this method of discovering incidents by symbols, can alleviate the type of incident discovered.

The goal of the book is to bring into full view the latent and sometimes violent conflicts and turmoils which lie out of sight in what was once referred to as the "unconscious" mind. More bluntly, the use of this book brings to light those things for which the processee will not take the responsibility and for which he was unwilling to have been CAUSE.

In many individuals the symbol alone can be faced, but once that is faced, the person or object of the incident can be faced, and then, at last, the incident itself may be confronted and, by Lock Scanning or Repetitive Straight Wire, may be deintensified.

Skill in the use of Lock Scanning and Repetitive Straight Wire is very desirable. More deeply, skill in deintensifying heavily charged incidents is desirable. More deeply yet, the counselor may acquaint himself with the techniques of eradicating facsimiles entirely. For this volume's use may bring to view—and with forethought will always bring to view—basic reasons why light and conscious level incidents have been aberrative.

We examine in symbols, not the source of difficulty, but the key to a source of difficulty.

And we carefully permit the processee the fullest possible freedom of evaluation and self-determinism as this volume is worked, a thing many counselors, eager to help, sharply ready with advice and evaluation, may discover difficult, much to the detriment of the processee.

This volume permits the individual to find that he can help himself, easily the most valuable step which can be taken toward a high level of sanity.

## CHAPTER TWO

The employment of this volume by the counselor should follow a set procedure, for if he is processing several individuals he may thereby keep an accurate accounting of the progress of each.

Each book is made up in such a way as to permit the instruction pages to be torn out. As a general rule, the processee should not be given the instruction pages, and it is not necessary to explain to him what is required save as he approaches each separate phase of the processing.

The volume, then, should have its instruction pages removed. Then it should be labeled with the name of the processee. A data page for this purpose is provided in the back of the instruction section and this, remaining in the book, keeps check on the progress of the processee.

These two things done, the counselor then gives the processee the remainder of the volume and lets him handle it and glance through it. The counselor does not need

to indoctrinate the individual in any way and does not need to explain any of the processes to him. He will find that processees, even children, even psychotics, fall readily into the game of WHAT DO YOU SEE IN THIS?

The general steps covered in the earlier section and more expansively in this section are then entered upon successively.

An important part of application is the attitude of the processing counselor. The entire effect of the book can be destroyed if the counselor is challenging, sarcastic or if he seems to want to "get something on" the processee. Additionally, an attitude of constant evaluation, such as "The reason you saw this was ...," will enervate the processee and bring him into apathy, for here the counselor is usurping the processee's right to evaluate. Further, the counselor should not become involved in arguments with the processee. If the processee says that this is a fire engine in a beauty shop, it is a fire engine in a beauty shop. The counselor should beware evaluating for the processee for an excellent reason: This process is aimed toward restoring the ability of the processee to evaluate. And there is yet another reason: The counselor unwittingly may begin to force his own aberrations at the processee in an effort to process out of him what should be processed out of the counselor.

Quiet, interested insistence that the processee see something and that he must then recall a real incident and must then process that incident will produce results which, while seldom dramatically painful to the processee, will be found to be very beneficial to him.

In general this is a slow process, which is to say that no sudden results are obtained, but in a certain percentage of cases results so sudden and startling as to reverse an entire personality will occur. The counselor should be expecting the former and only gratified at the latter.

### CHAPTER THREE

THE GENERAL CAUSES OF MENTAL ABERRATION are simple in fundamental and complex only in development.

There are very few factors which mechanically underlie sanity, neurosis and psychosis alike. These are contained in the two hundred and nine axioms and logics of Dianetics.

AXIOM 25— THE BASIC PURPOSE OF REASON IS THE CALCULATION OR ESTIMATION OF EFFORT.

AXIOM 29— THE BASIC ERRORS OF REASON ARE FAILURE TO DIFFERENTIATE AMONGST MATTER, ENERGY, SPACE OR TIME.

AXIOM 30— RIGHTNESS IS THE PROPER CALCULATION OF EFFORT.

AXIOM 31— WRONGNESS IS ALWAYS MISCALCULATION OF EFFORT.

AXIOM 68— THE SINGLE ARBITRARY IN ANY ORGANISM IS TIME.

AXIOM 123—ALL EFFORT CONCERNED WITH PHYSICAL PAIN IS CONCERNED WITH LOSS.

From these axioms numerous therapeutic processes can be derived easily. A study and understanding of these principles permits the counselor to foresee the effects of various incidents on the mental state of the processee and so to be able to stress what should be processed in the case.

One uses one's computational powers, memory and past calculations and decisions to estimate past, present and future efforts. As an example of this, consider the simple act of opening a door and you will discover that it is necessary in the



present to estimate the future action of putting your hand upon the knob of the door and exerting force. Now, if one in the past has been consistently unable to open doors, he will take great care and possibly some time in estimating this effort and perhaps even approach the simple problem with some anxiety. If one has often opened doors and has consistently experienced something anti-survival when he did so, he will again be involved in the estimation of effort and he will take the data of the past, calculate in the present to know what to do with the future. He will calculate the effort of other things or persons in order to overcome them, resist them or give way to them.

Even imagination is involved in the estimation of effort, and one who imagines or daydreams consistently about being lazy is estimating how nice it would be not to have to experience or deliver effort.

When one has been balked and rendered indecisive about efforts—particularly that (indecisive) over a long period of time—he becomes at first wild in his estimations, then resentful, then afraid, and finally apathetic. His thinking is of the same quality as his success or lack of success in the estimation of past efforts.

Let us view the effort of a child to obtain a nickel. At first he merely asks for it. Not getting it, he begins to think up reasons why he should have it. Not getting it, he may become angry. And when each estimation, when put into action, fails, he at length says he does not want the nickel; he sinks into apathy about nickels eventually.

Now let us examine the reverse situation where the child does NOT want something. He is being made to take a nap. At first he playfully resists, then he resists in earnest. Then he becomes angry. And, as persistence in making him take a nap (counter-effort to him) continues, he finally cries. This unavailing, he sinks into apathy and takes his nap.

There is a scale of emotional tones which the counselor should know, for he can find anyone he processes fixed rather solidly somewhere up or down this scale. The tone scale could be called a scale of "Relative Success in Estimating Efforts." And it could be called the "Scale of Potential Survival."

This scale has an actual series of precisely measured wavelengths, but an arbitrary numerical value is given to each level.

4.0	HAPPINESS	FEW COMPUTATIONS CONFLICTING	USES EFFORT WELL
3.0	CONSERVATISM	MANY KNOWN CONFLICTS	USES EFFORT CAUTIOUSLY
2.5	BOREDOM	CONFLICTS KNOWN BUT OPPOSED	USES EFFORT POORLY
2.0	ANTAGONISM	CONFLICTS CONSIDERED DANGEROUS	STRIKES BACK
1.5	ANGER	UNKNOWN CONFLICTS BALANCED	HOLDS AND DESTROYS
1.1	COVERT HOSTILITY	MANY UNKNOWNNS	USES EFFORT COVERTLY
1.0	FEAR	SHARPLY FIXED ON UNKNOWN ATTENTION UNFIXED	USES EFFORT TO WITHDRAW
.75	GRIEF	HOLDS UNKNOWN PAINS	HAS GIVEN UP
.5	APATHY	DOESN'T KNOW OR CARE	EFFORT USES HIM

There are many aspects in this tone scale and many predictions of behavior are possible from it. The counselor would do well to become thoroughly acquainted with it in order to achieve superior results.

The processee will usually be found in one of the above classifications. From 2.0 up, to generalize, he can be considered relatively sane. From 2.0 down he can be found to be relatively insane.

Just as this is a scale of emotion, so it is a scale of computational confusion. At 2.0, the processee is in an antagonistic mood toward everything. And from there down his mood varies only to the degree that he has been unable to make his environment behave. From 2.0 down there is almost no real control of the environment and stimulus-response and close association the only method of "thinking." At 2.0 there are many "maybes" in the processee's life, most of which do not exist on a conscious level but have been submerged or denied to conscious thought. From there down the number of maybes and the depth they are buried increase markedly, until at apathy all is confusion and nothing is conscious.

The counselor is chiefly concerned with MAYBE.

A maybe comes about in a very simple fashion. A person receives motion which is antipathetic to his survival. Then, at some future date, he uses this motion and offends against another sphere of existence. As soon as he does this he is regretful and takes decision not to use this motion again. But this is unfortunate because he DID have the motion and he SHOULD have been free to use it, but he COULDN'T use it and still protect his survival along his various interest lines in life. Whether he merely started to use it and stopped (an overt thought) or simply expressed it emotionally (an overt emotion) or struck out with effort in trying to use it and then regretted it, the result was much the same. He has "decided" not to use this motion. But he has it and this seems to indicate that he can use it. But he can't use it and still remain social. This is a MAYBE.

When we find that a symbol leads to somebody who has done something to the processee, then, we find the processee holding on to a motion received from that person or a person like that person. And we can assume immediately that this motion is such that it cannot be used by the processee.

From 2.0 down we find the processee increasingly protective of the "horrible things which have been done to him" and increasingly unwilling, actually, to give up the hold such incidents have on him. FOR THESE INCIDENTS, THESE MOTIONS TO WHICH HE IS HOLDING SO TENACIOUSLY, ARE HIS JUSTIFICATION FOR HAVING USED THEM OR TRIED TO USE THEM LATER.

If a processee continually complains that he has been abused by some person, BE SURE THAT THAT PERSON HAS BEEN ATTACKED OR ABUSED BY THE PROCESSEE AND THAT THIS LATER OVERT SITUATION IS THE IMPORTANT CLUE TO THE CASE.

Aberration, then, stems from receiving actions or abuses from life which one cannot then use back against life and still remain social.

Aberration, then, is resolved by discovering first what the processee states has been done TO him and then, later, relentlessly tracking down the overt thoughts and emotions and efforts which the processee has done to those of whose actions he complains.

By making the processee go over and over first the act that happened to him and then the act that he did of a similar kind later, one after the other, the incidents become resolved, for they are taken out of the MAYBE classification. Processing, then, is a simple problem of resolving motions. And processing by symbols makes it possible to discover the real motions in the case.

## CHAPTER FOUR

DIFFERENTIATION and IDENTIFICATION are two ends of a scale which could be called from Sanity to Insanity.

So long as an individual can "tell the difference" between one person and another, one object and another, he is sane. As soon as he begins to confuse his wife with his mother, or his coat with his father's coat, he is on the road toward insanity.

The identification of one person for another is very common. That does not mean that the fact should be accepted as a desirable one or that the average is necessarily sane. Any processee has many confusions and it is the task of the counselor to resolve these confusions.

Because all motion contains time, time could be said to be the one arbitrary. This would include space as an arbitrary since time cannot exist independent of space.

The processee will be found to be confused mainly about time. It is therefore very necessary to cause him to recognize with accuracy and clarity the TIME AN INCIDENT TOOK PLACE. And because space is interdependent with time, the location of the incident should be brought to view.

Location in time and space promotes a feeling of reality. Reality is thus enhanced by precisely locating incidents in time and space.

It may happen that the processee cannot recall anything that seems real to him. This is a dangerous condition. The break between neurosis and psychosis is easily established by the ability of the individual to recall things which are real to him. Therefore it is vital that the counselor establish for his own satisfaction, on each and every incident, whether or not it is real and accepted by the processee.

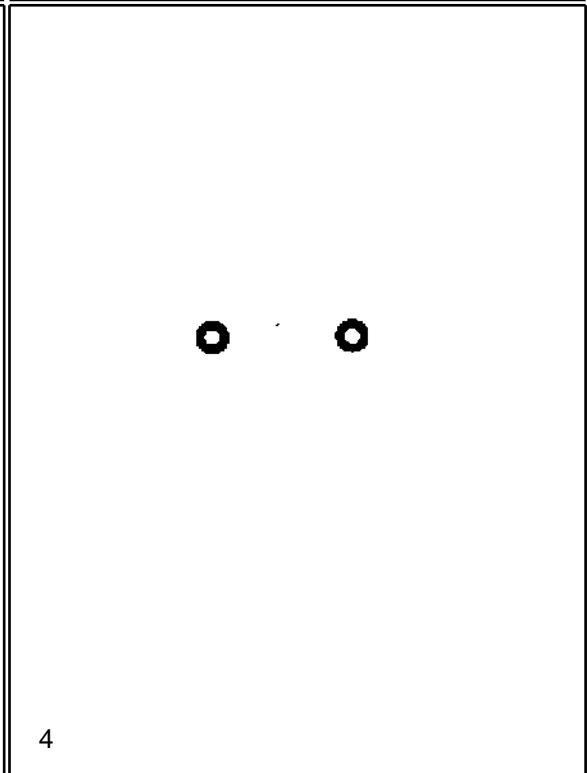
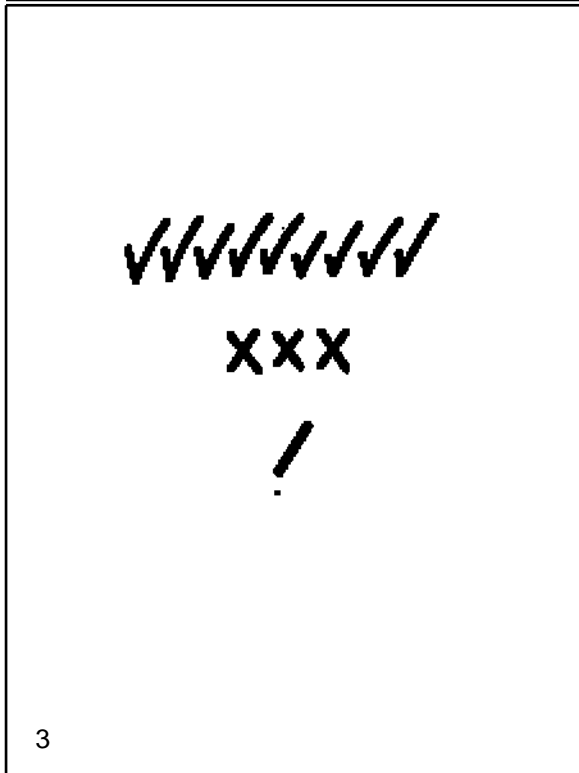
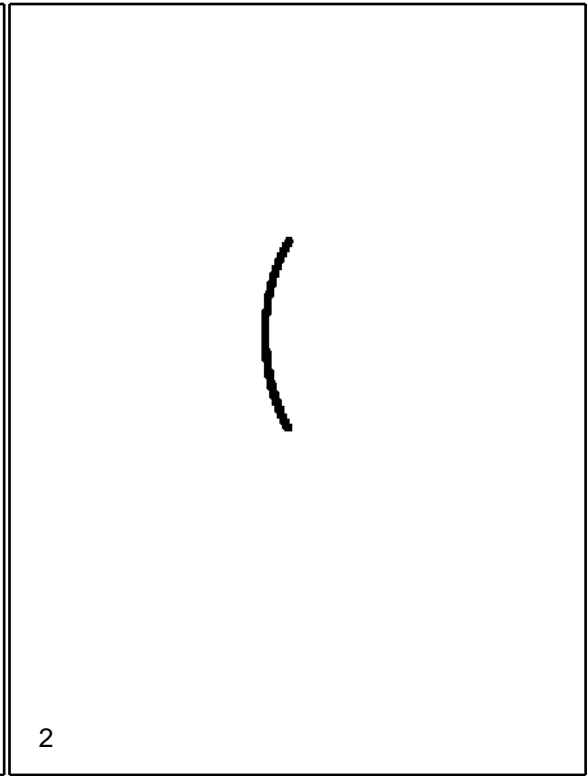
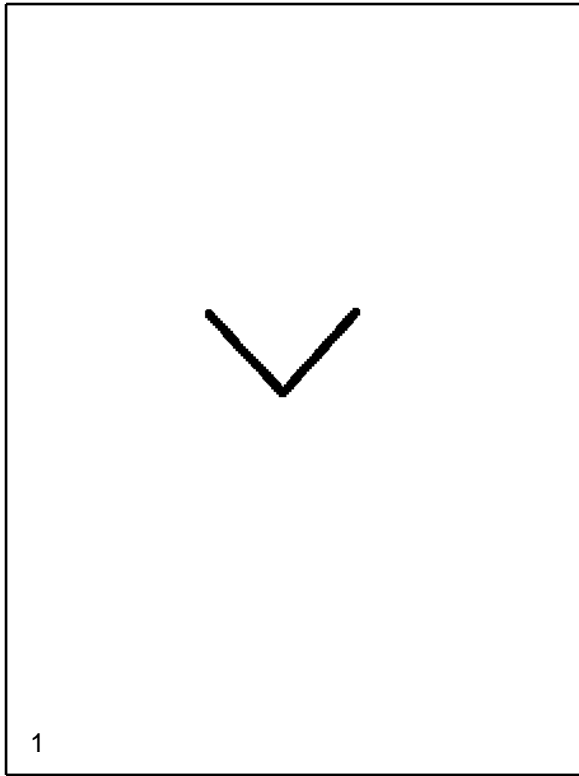
The consigning of an incident to time and space greatly promotes the ability to differentiate.

When a processee "identifies" badly, it might be said that all his memories were so highly charged that they drew magnetically together and formed a short circuit so that everything seems to be everything else. This state is best processed by orientations, getting anything at all into a proper time and space. Symbols markedly assist in bringing forth those things which must be made to be real for the processee, for he will only envision symbols when he is withdrawn from the actuality and he will only give those symbols which lead to an actuality.

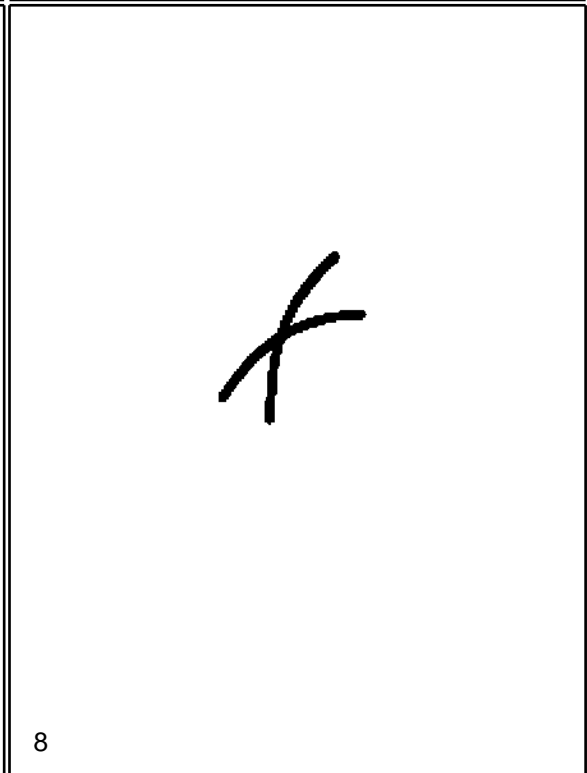
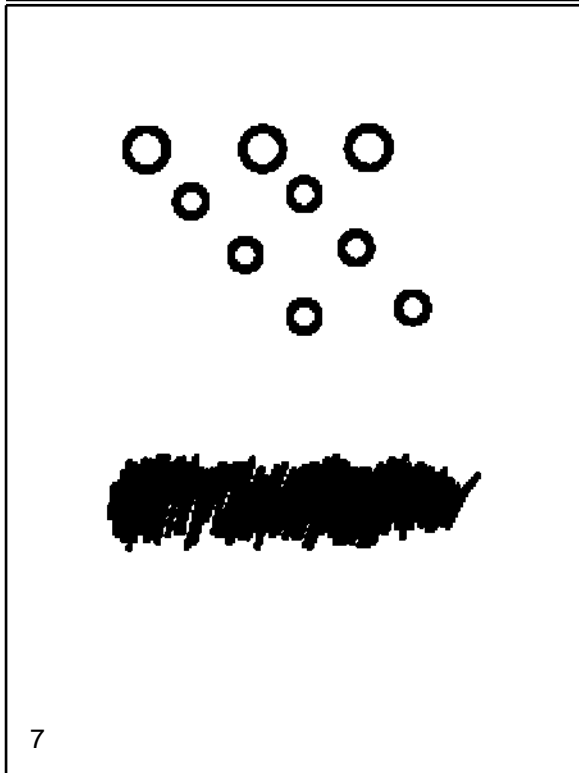
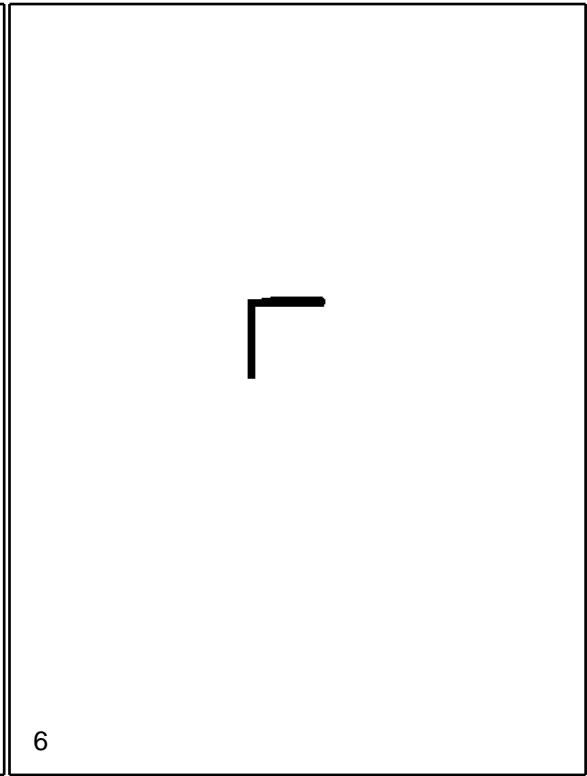
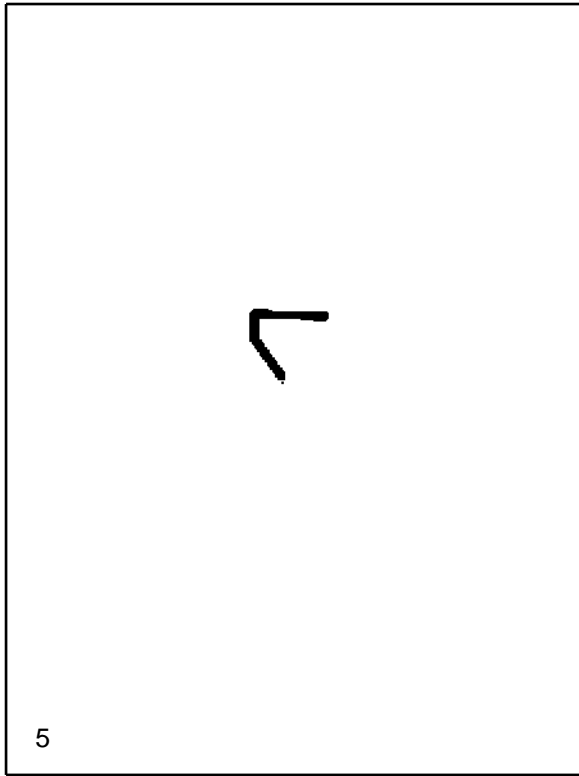
The counselor must work continuously to separate in the mind of the processee those things which, one for another, he has identified.

[When the original booklet was used with a preclear, the above text pages were removed and only the following pages were given to him.]

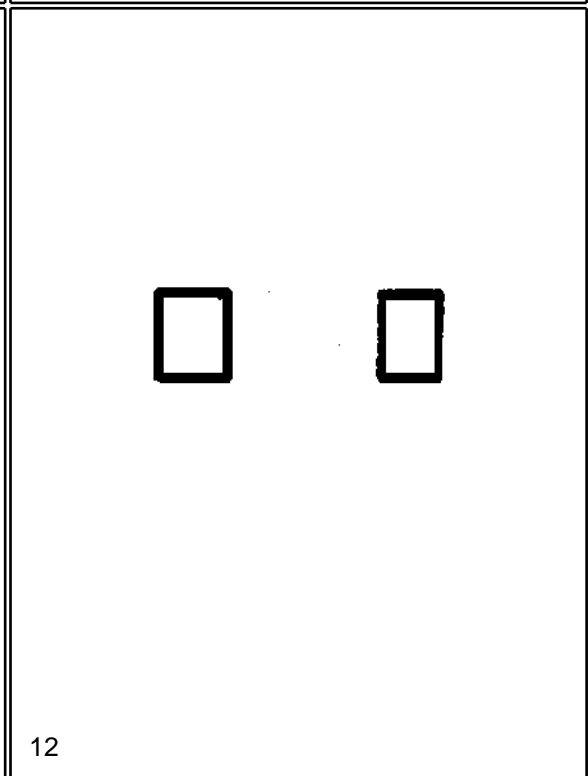
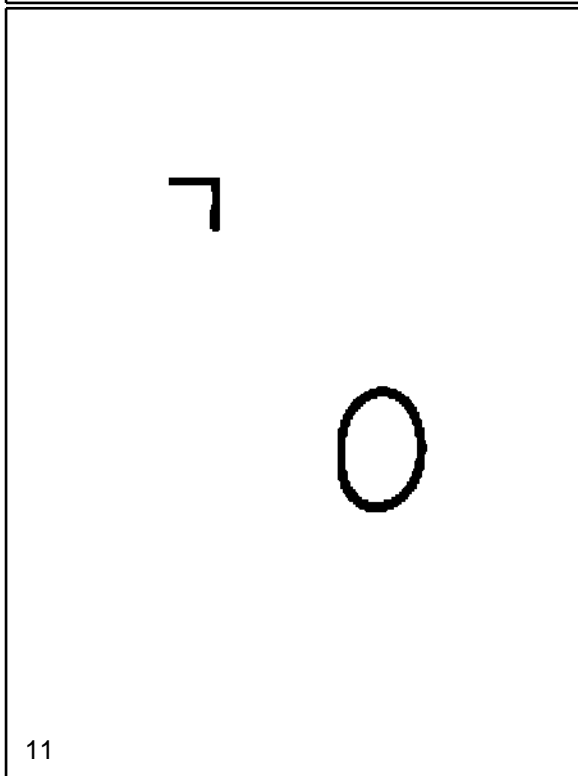
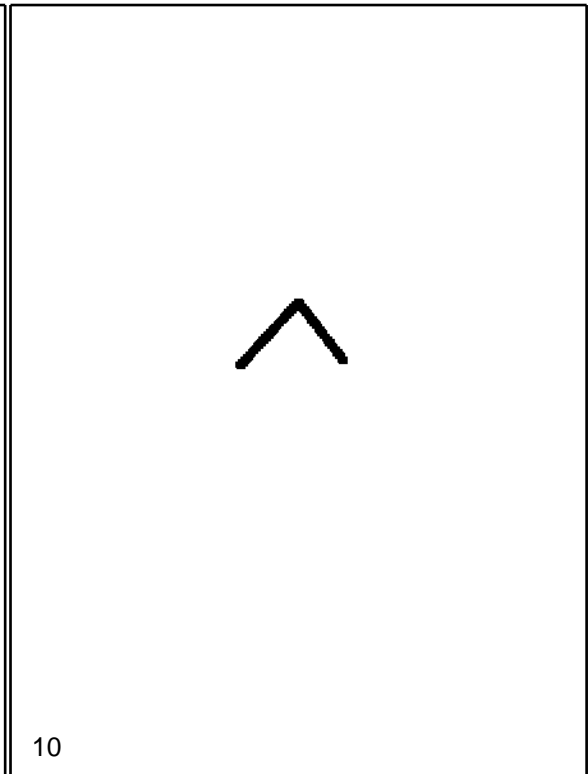
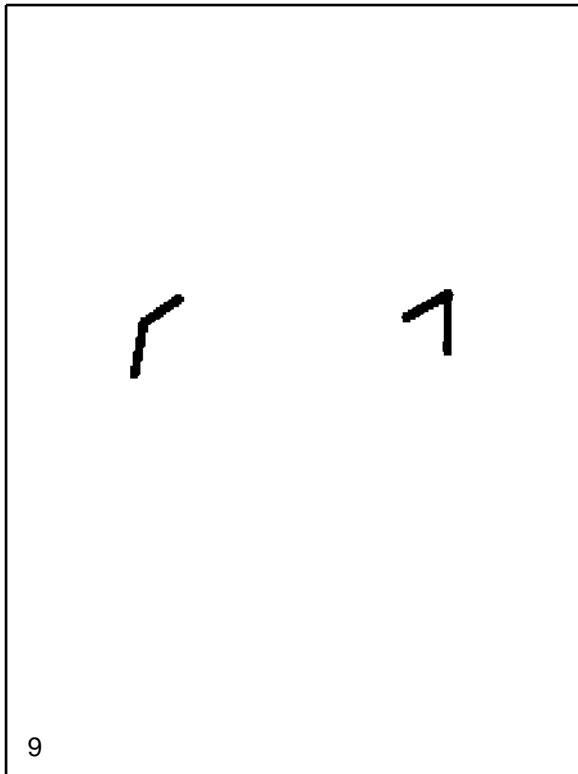




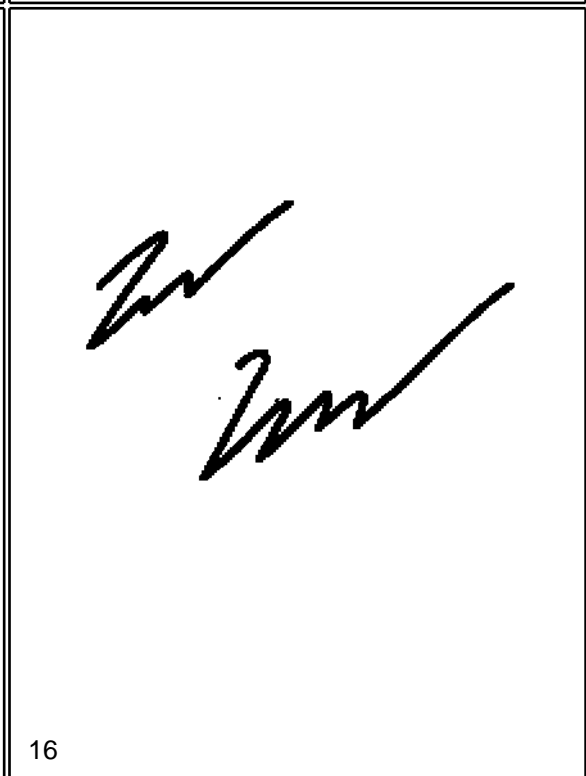
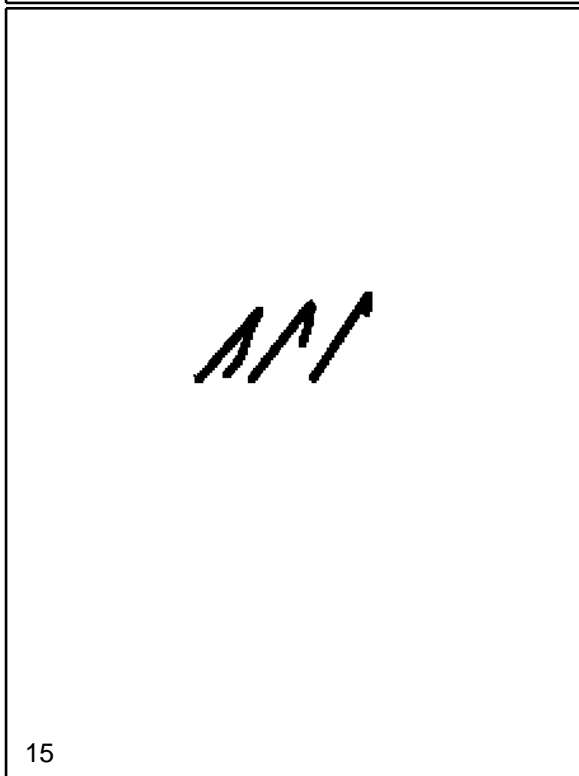
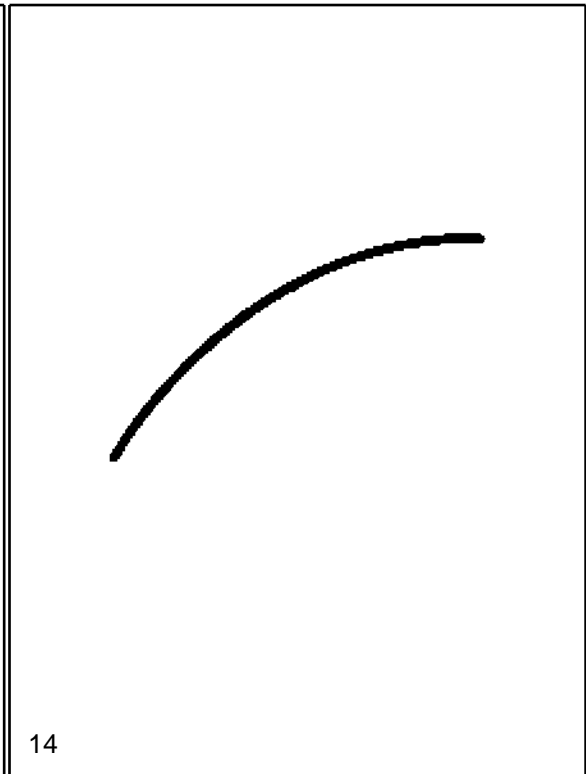
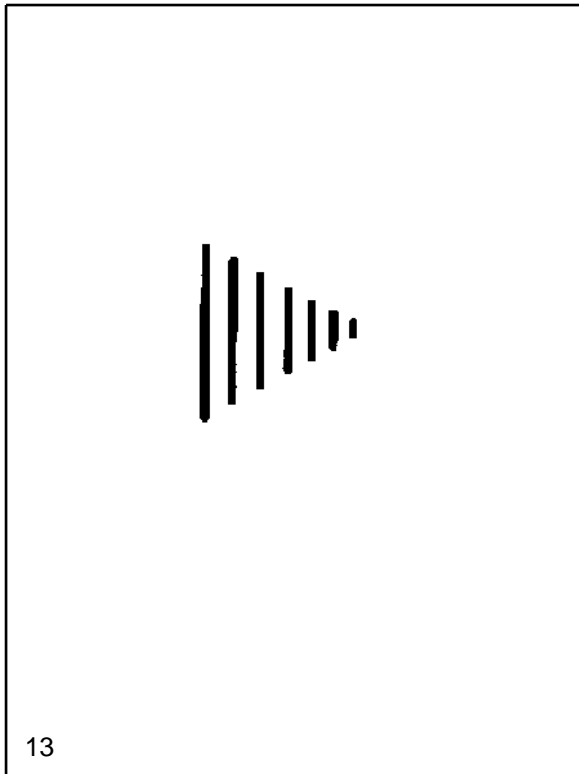
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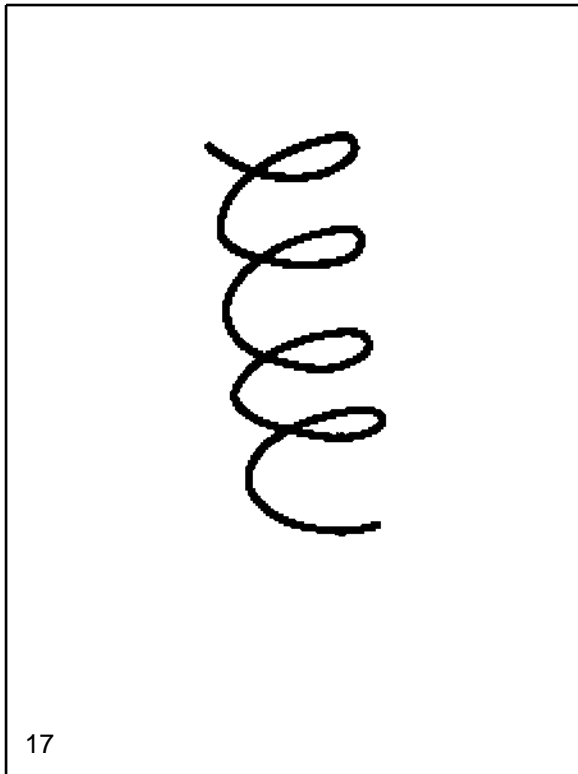


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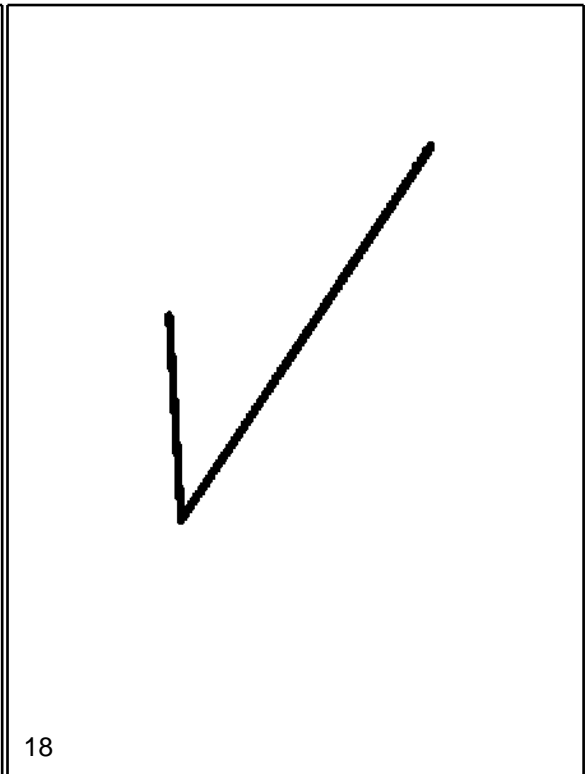


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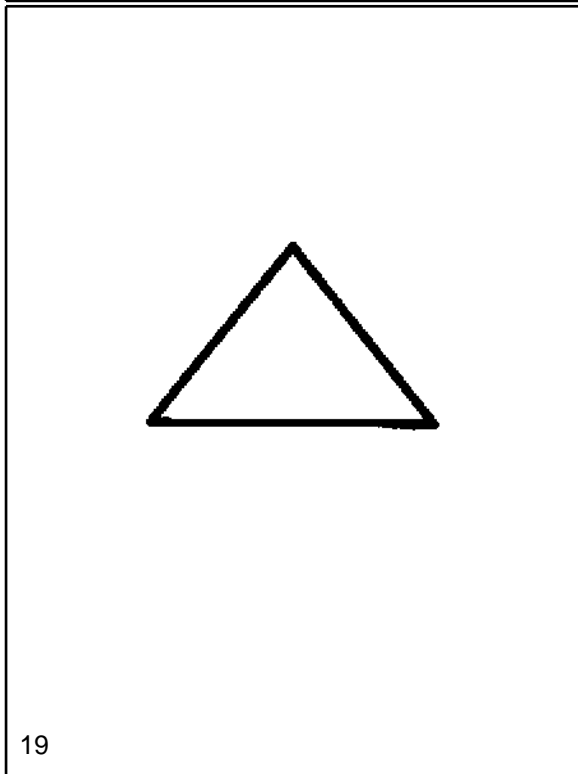




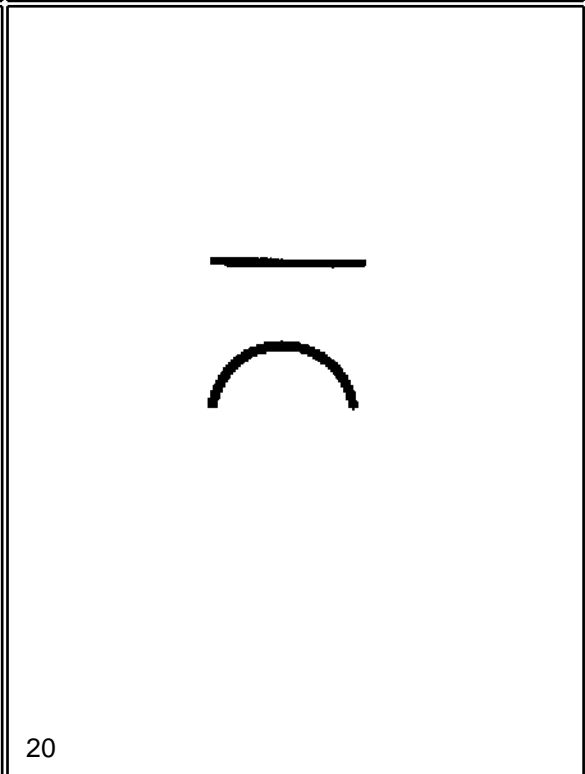
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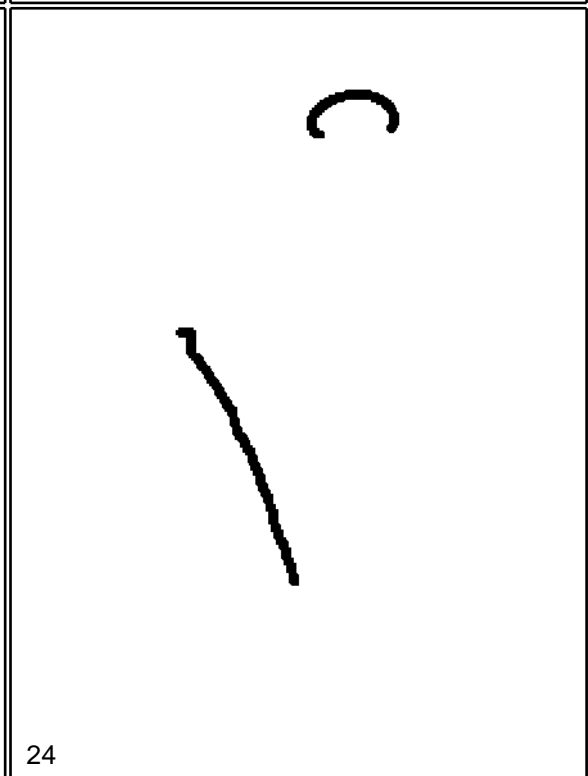
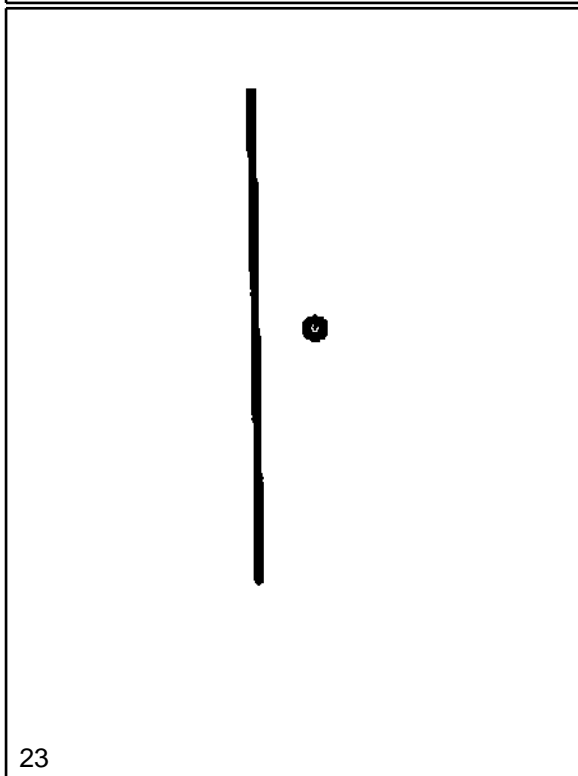
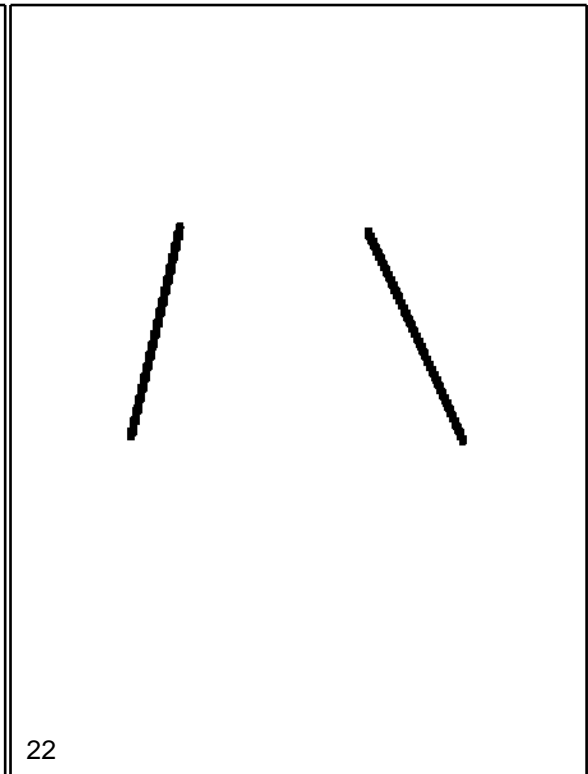
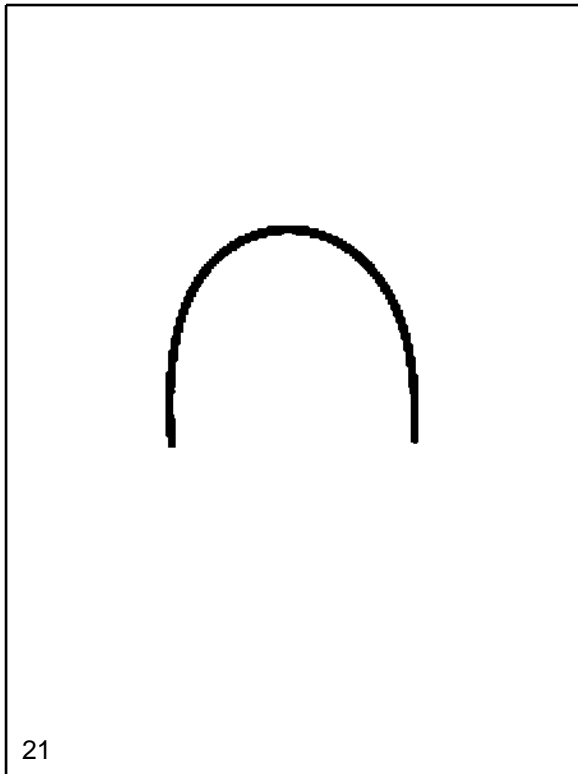


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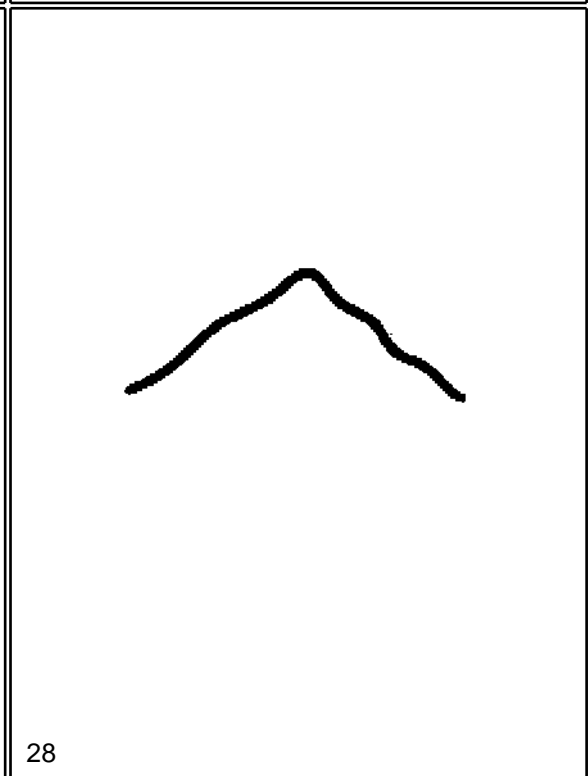
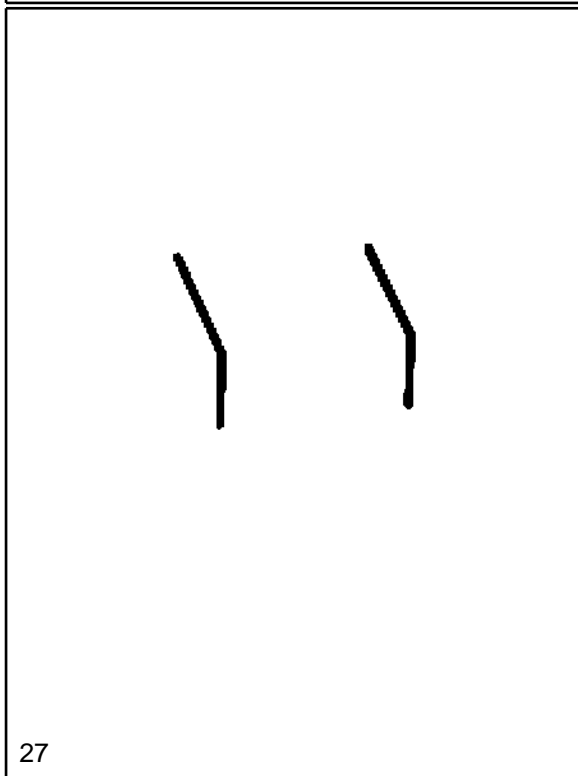
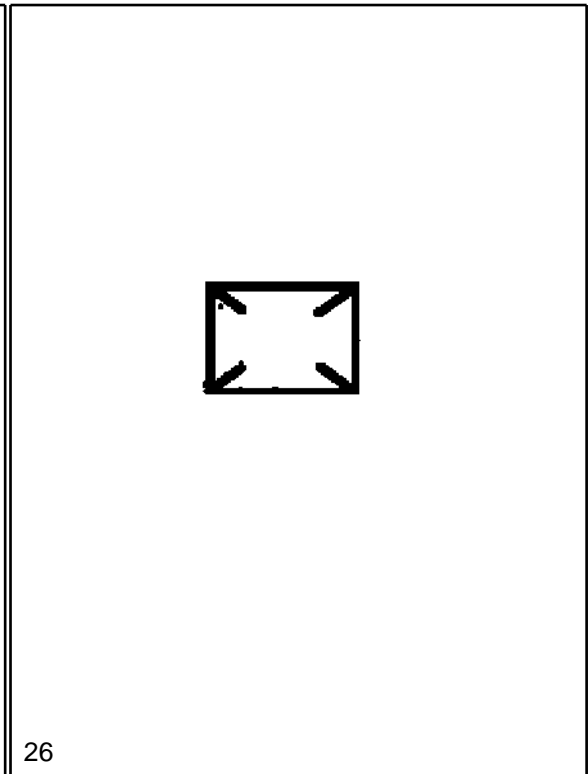
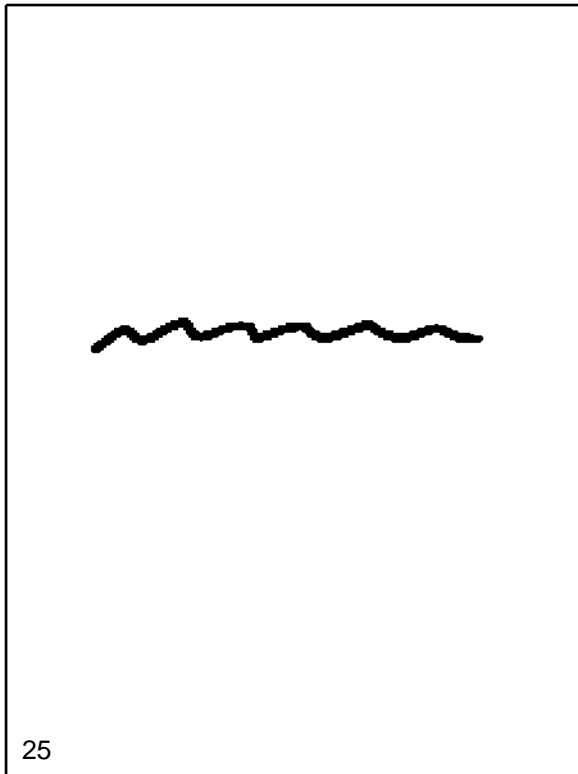


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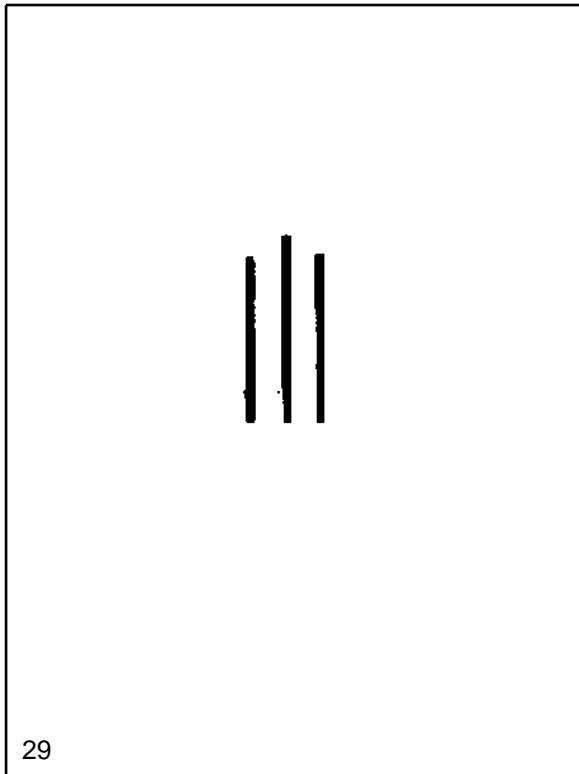
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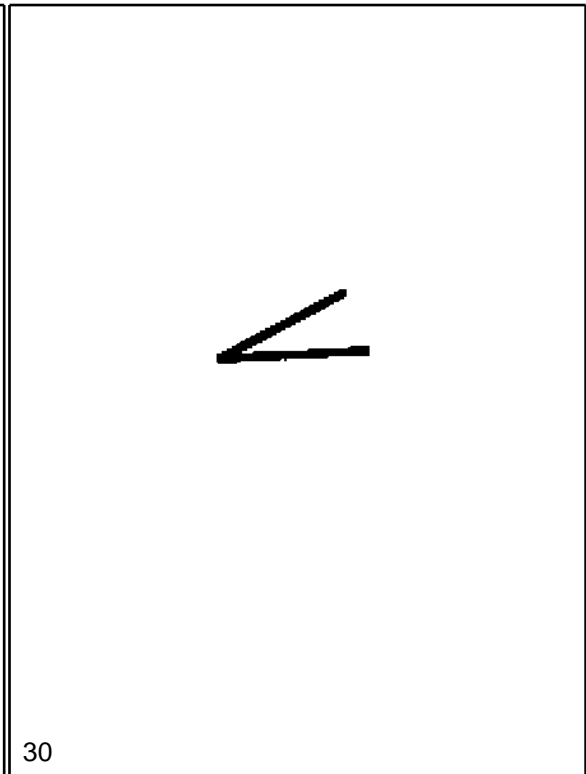
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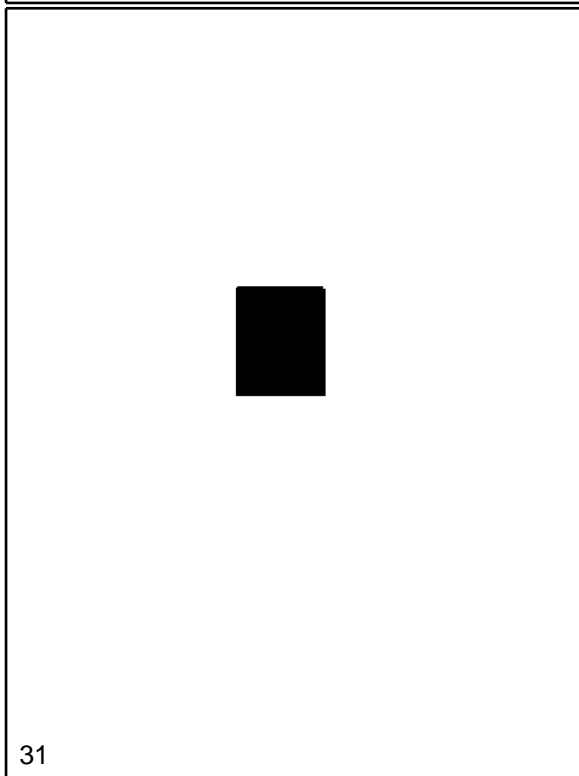
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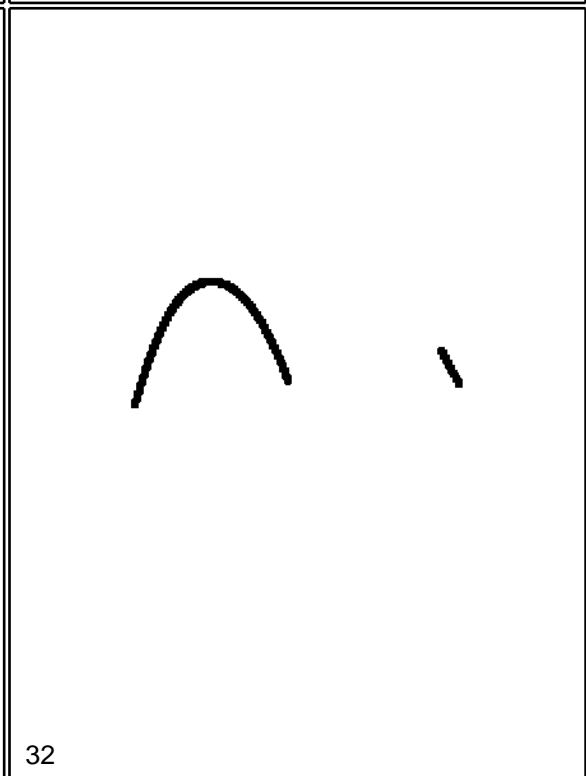
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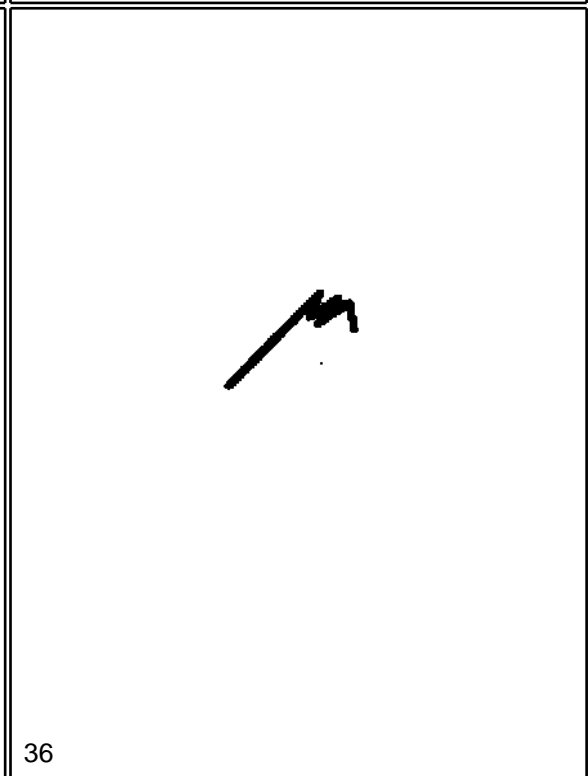
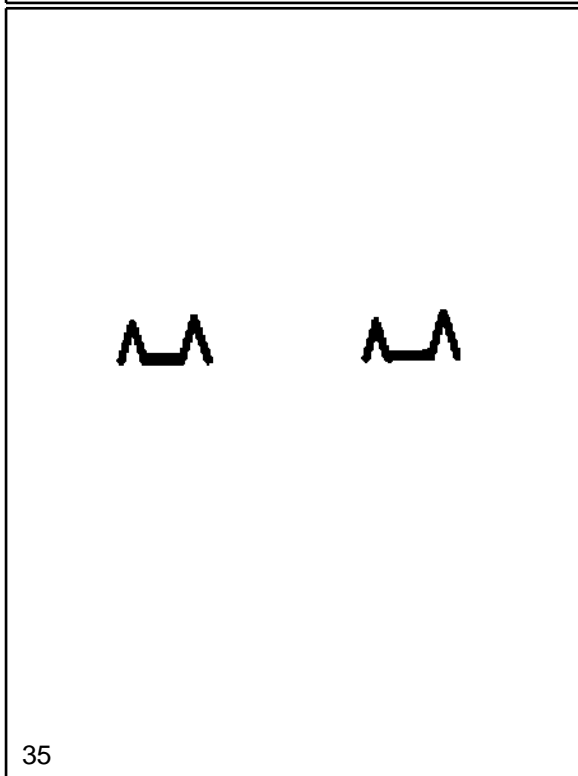
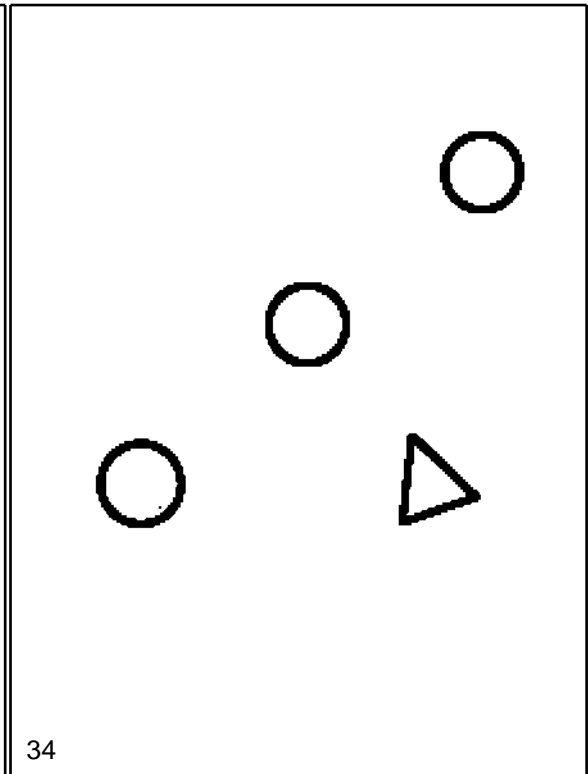
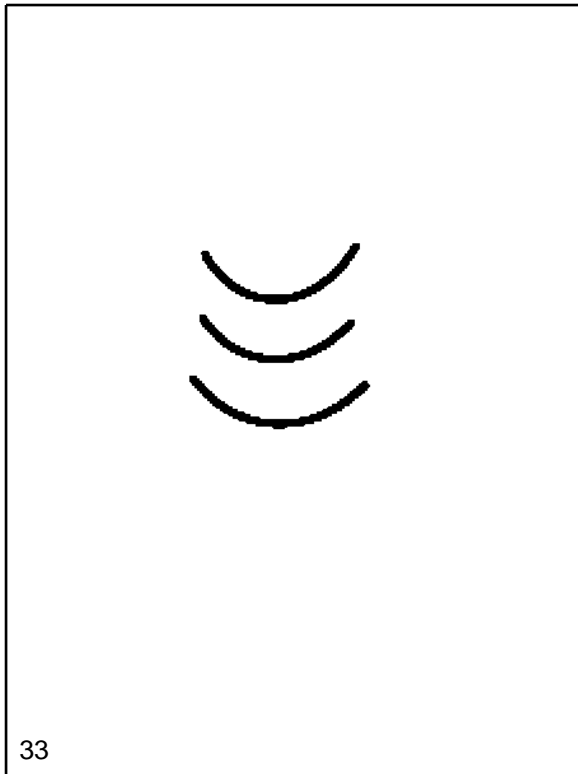


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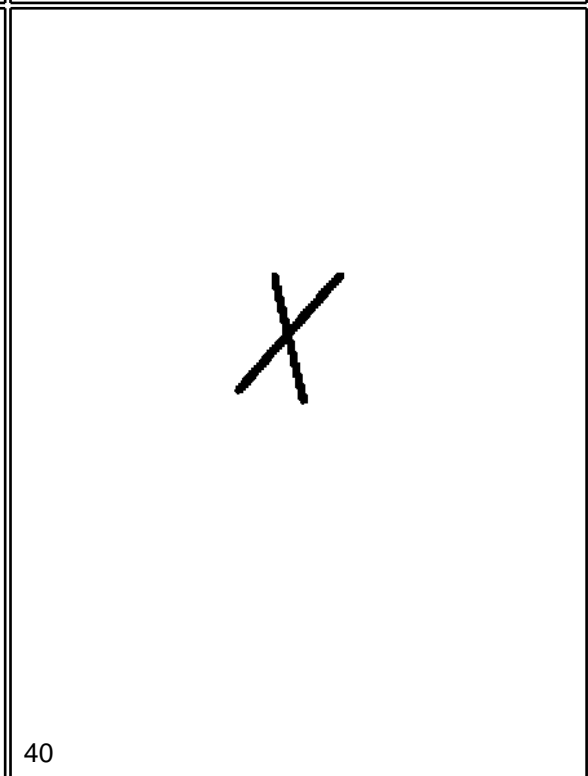
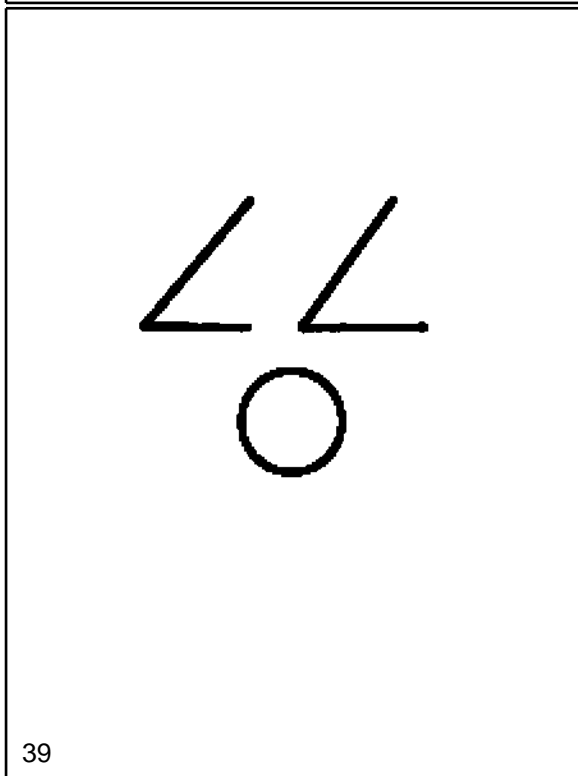
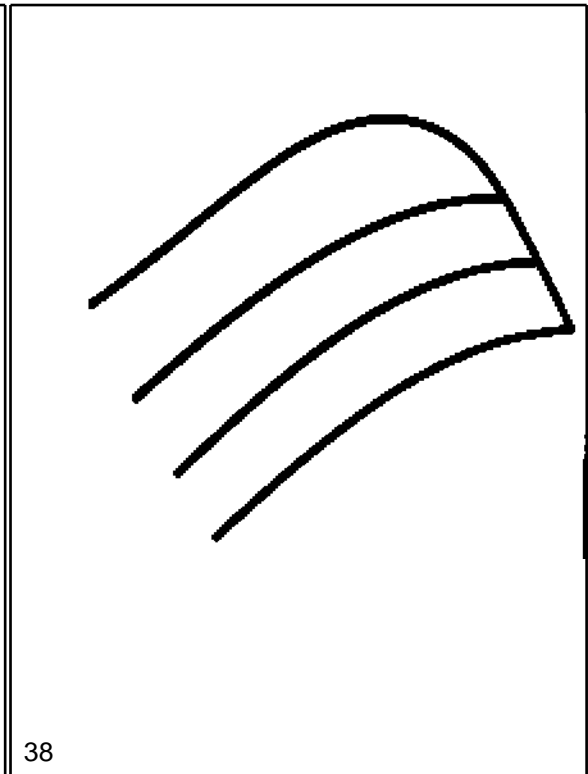
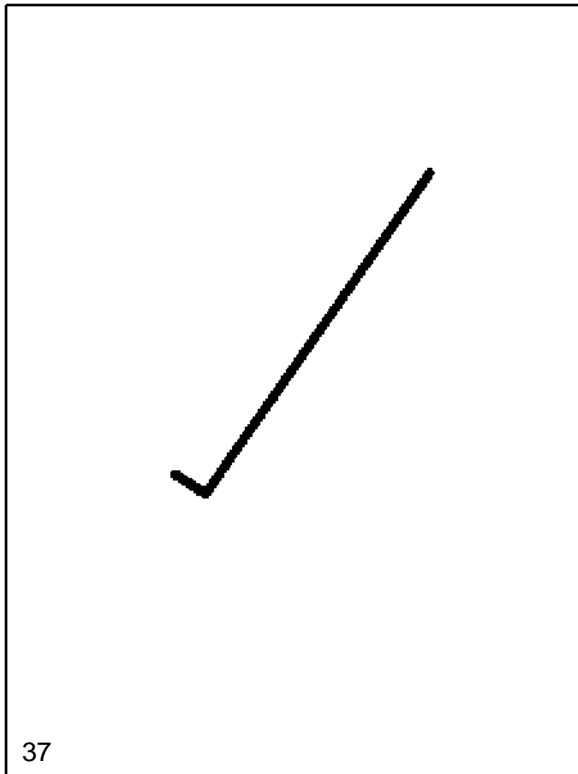


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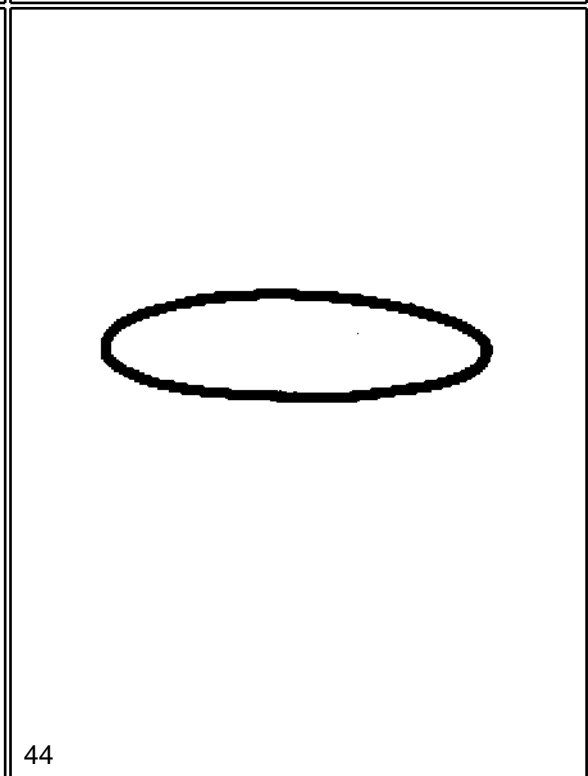
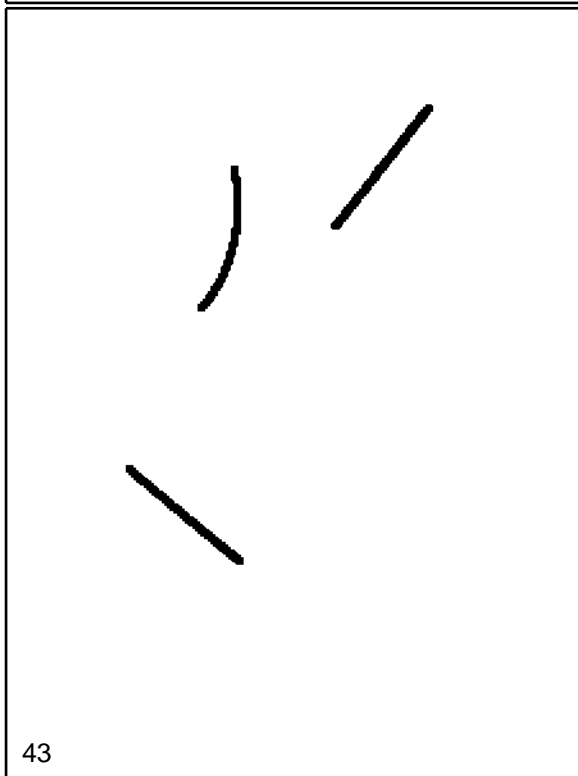
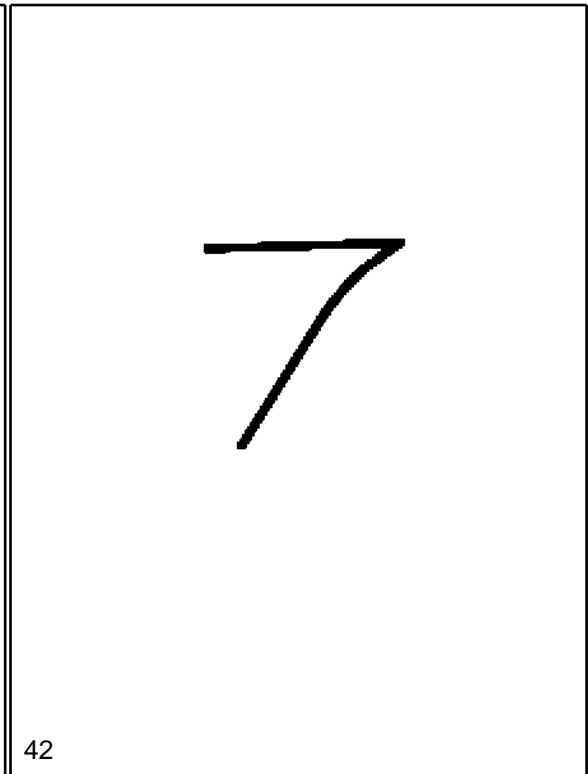
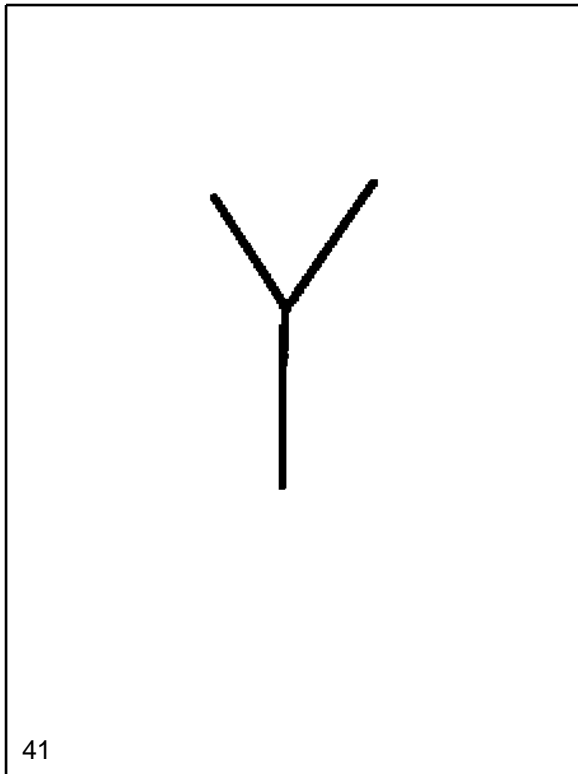
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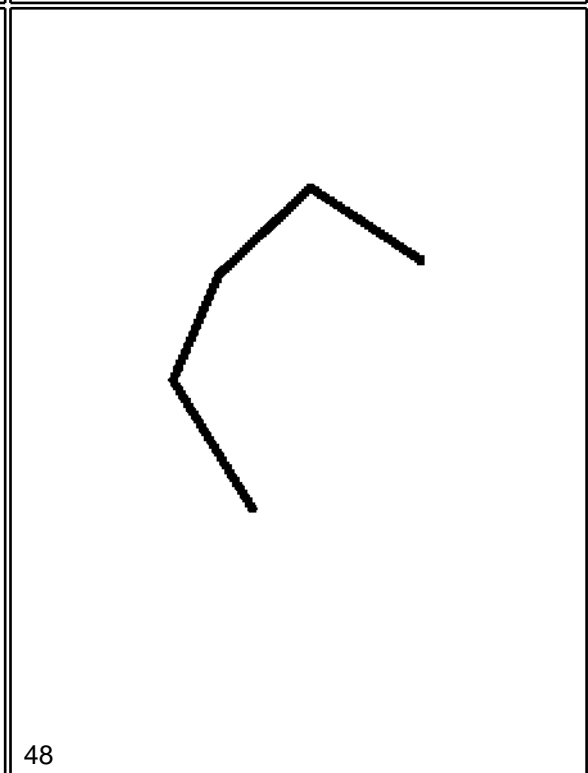
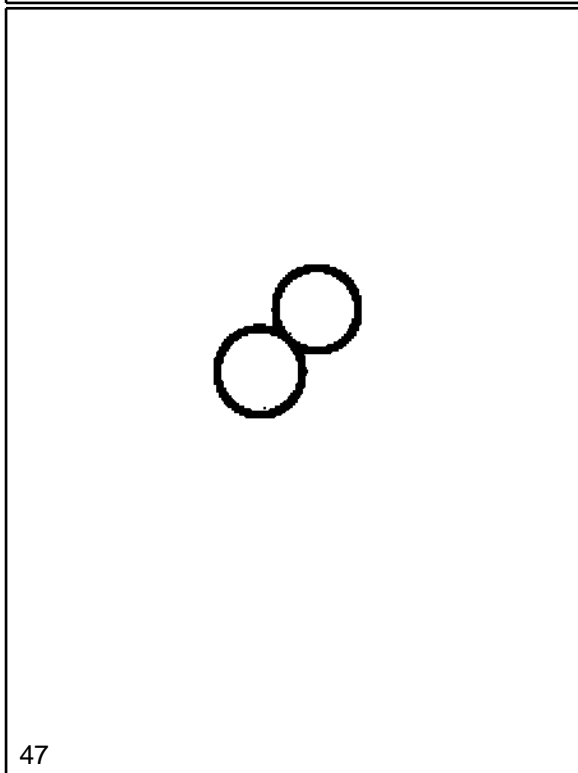
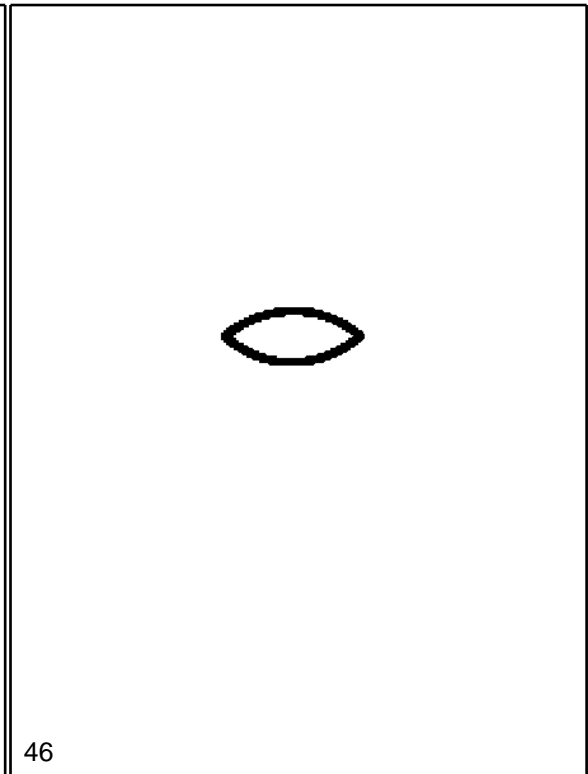
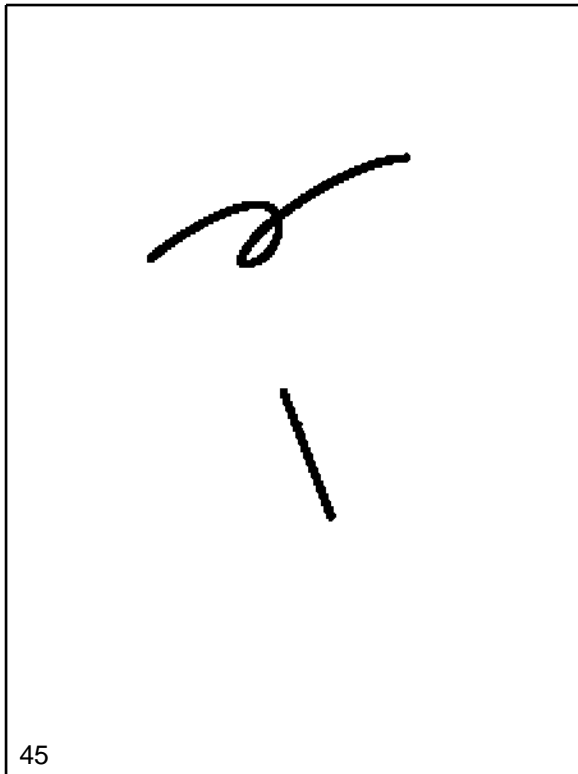
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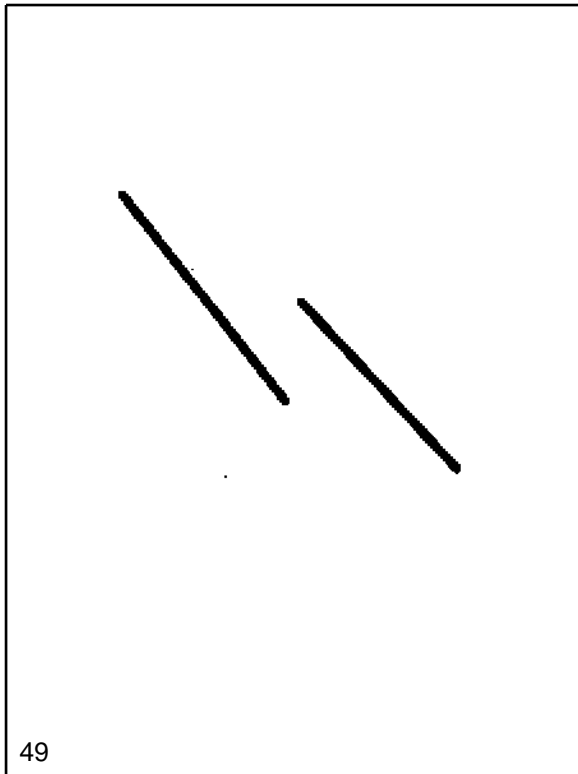


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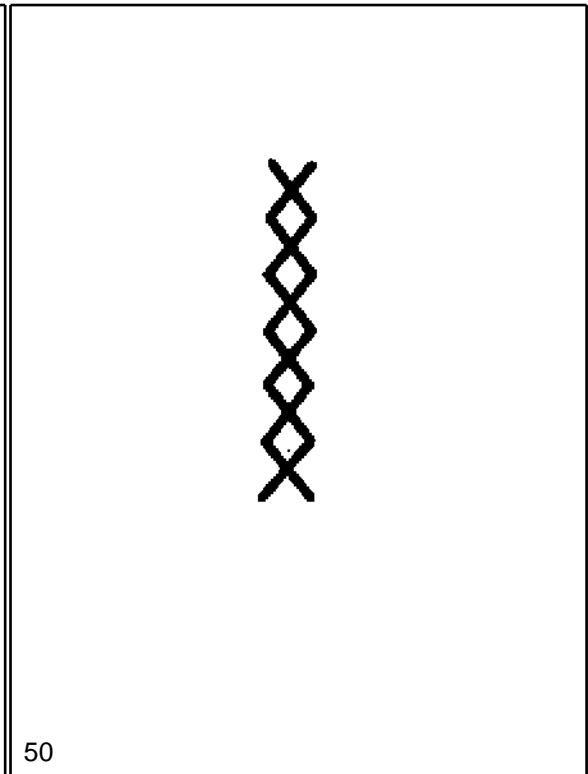


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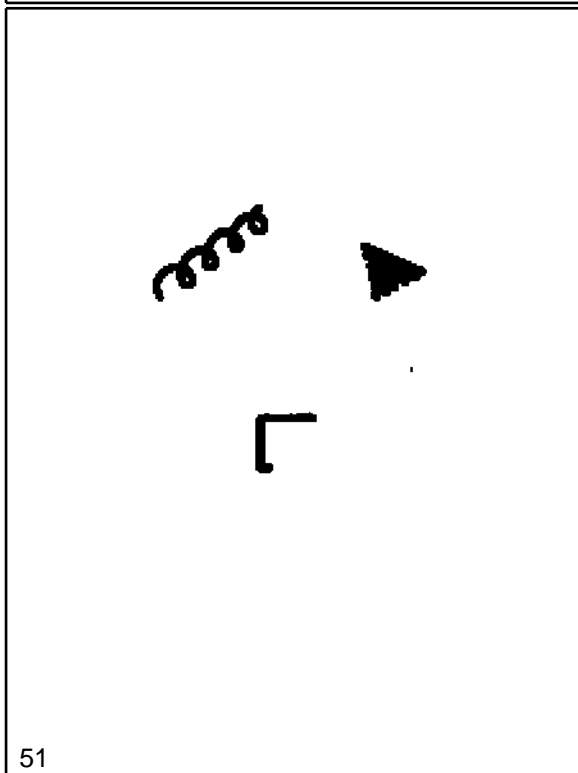




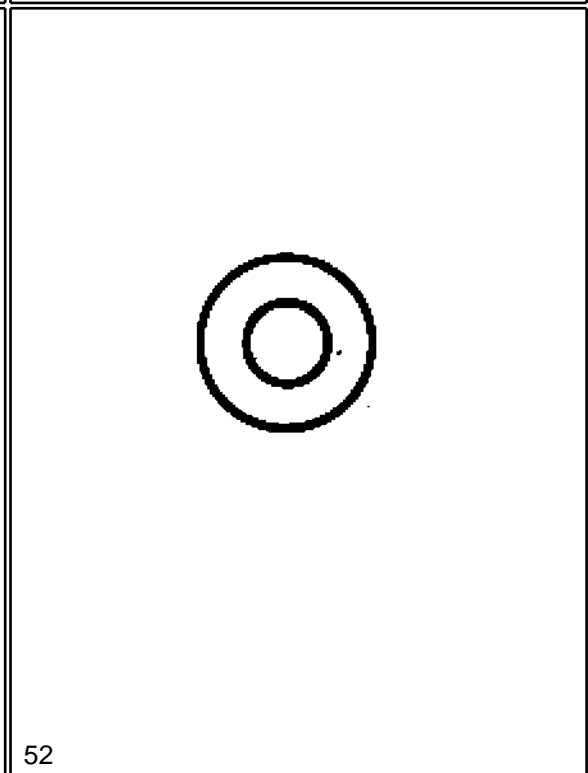
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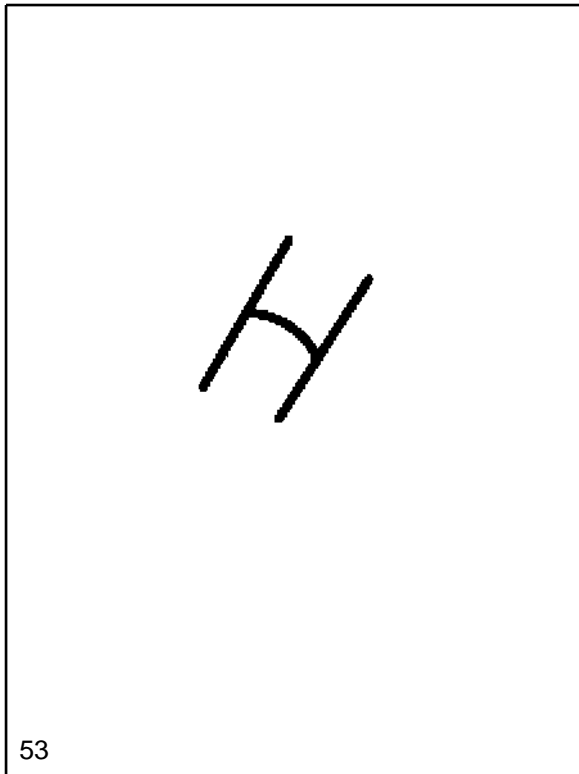


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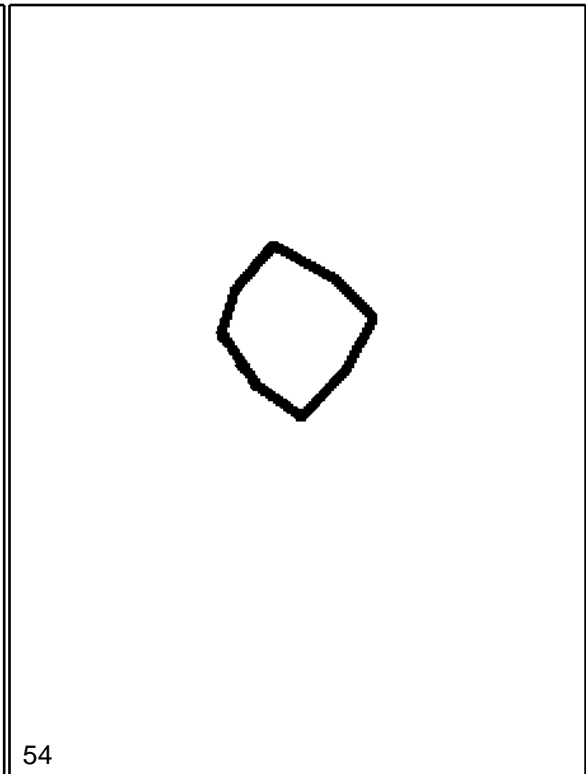


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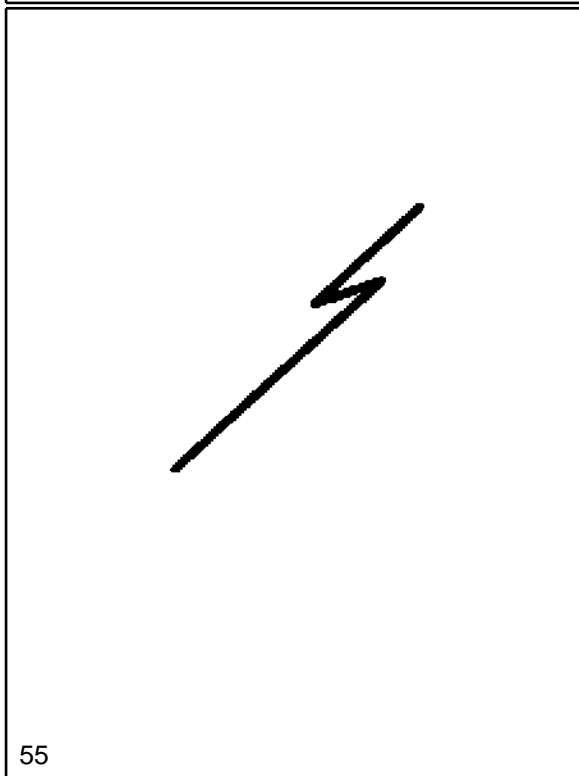
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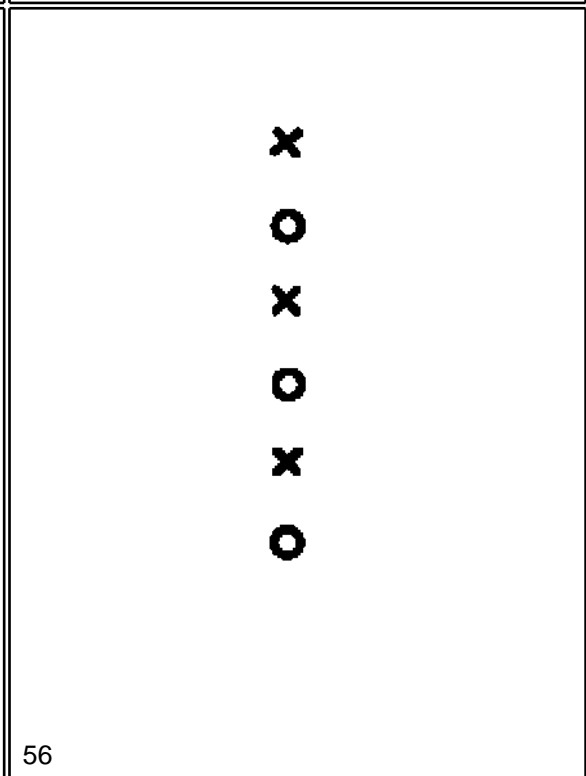
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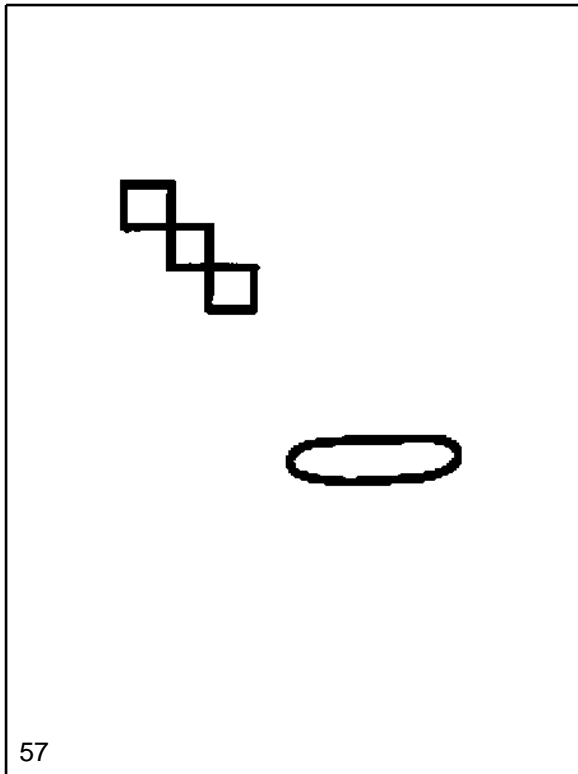


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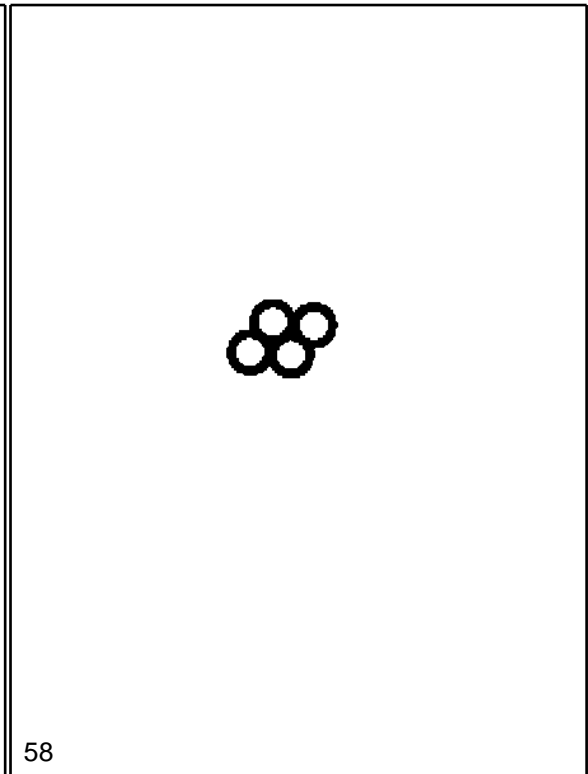


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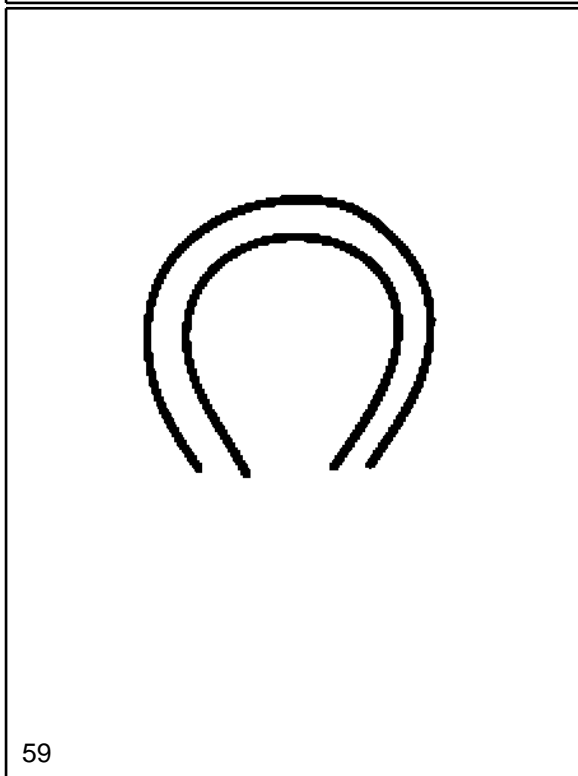
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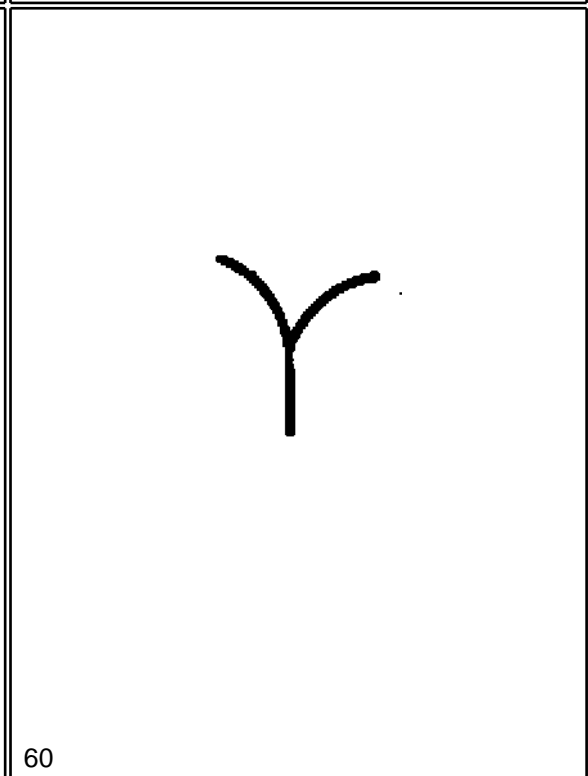
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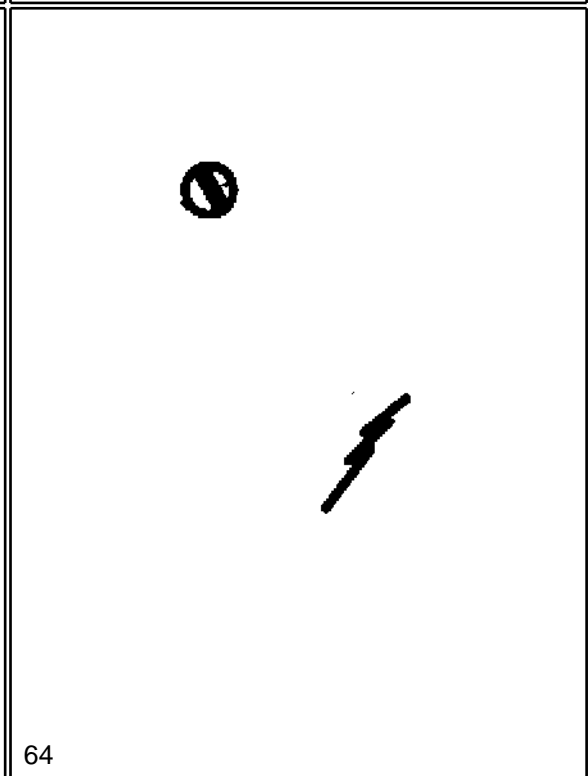
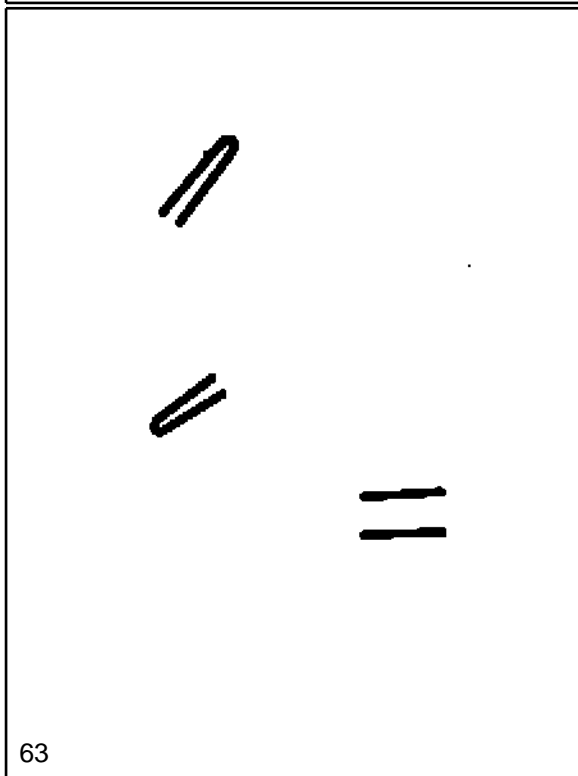
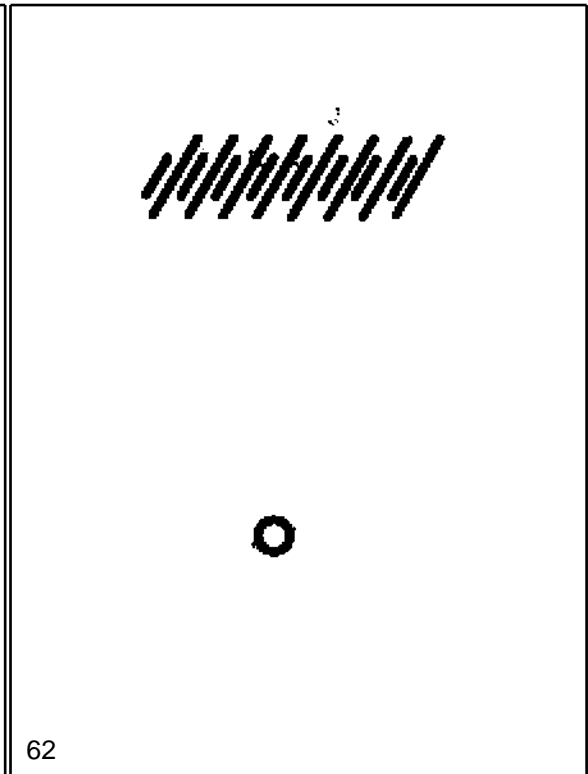
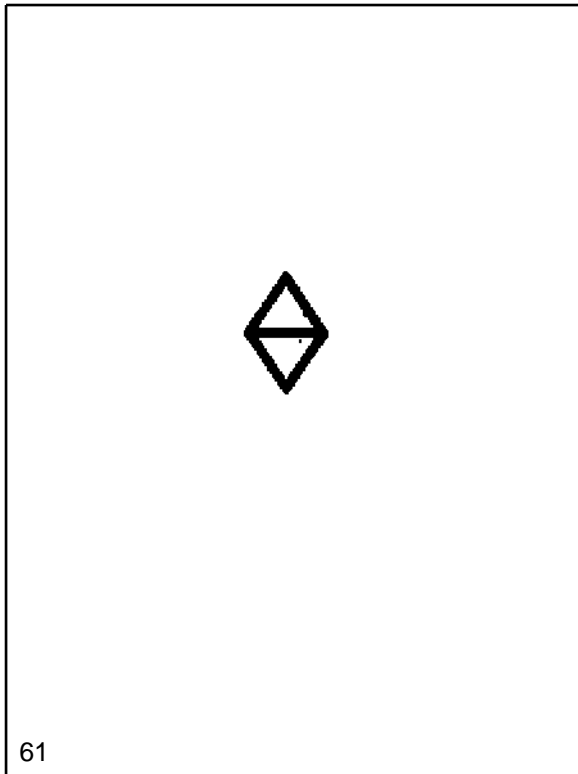


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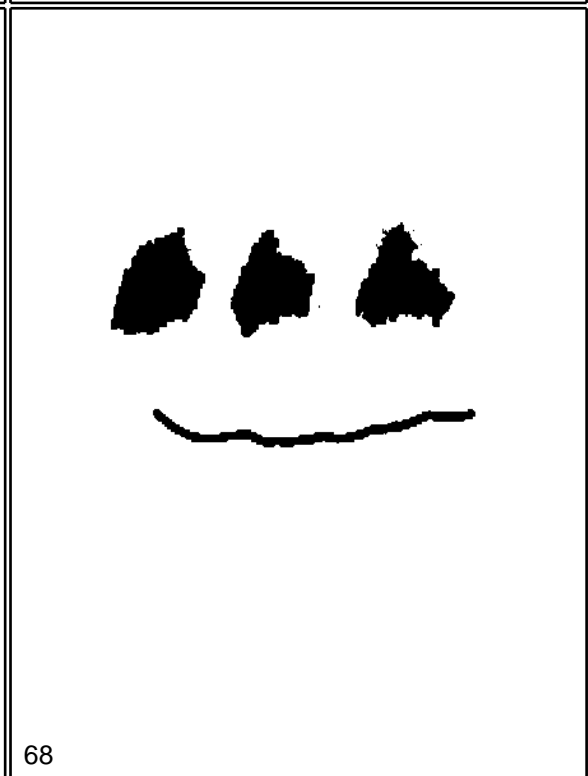
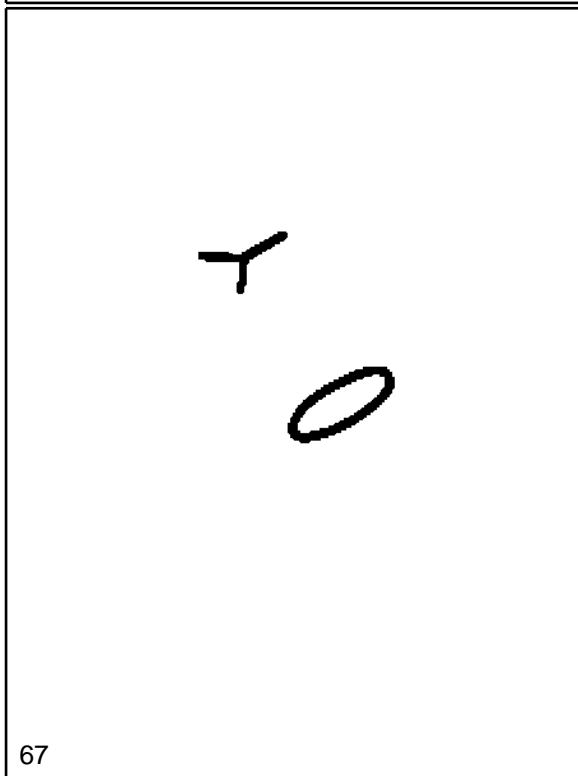
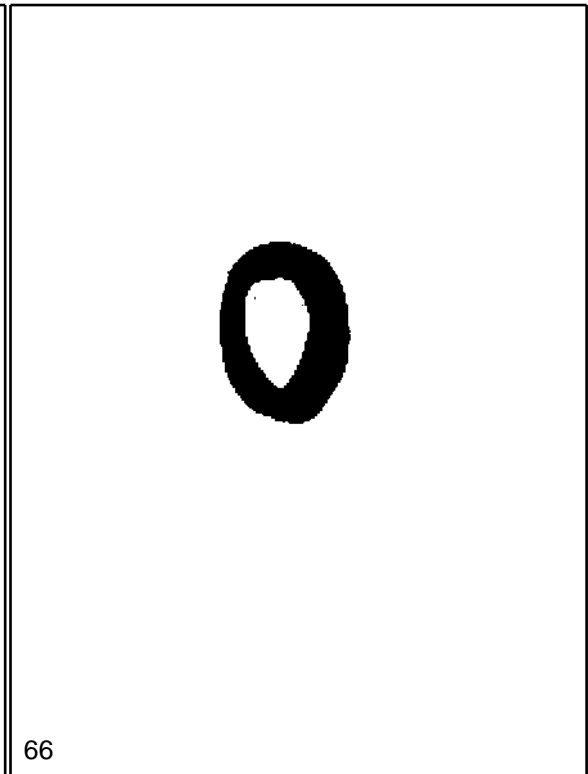
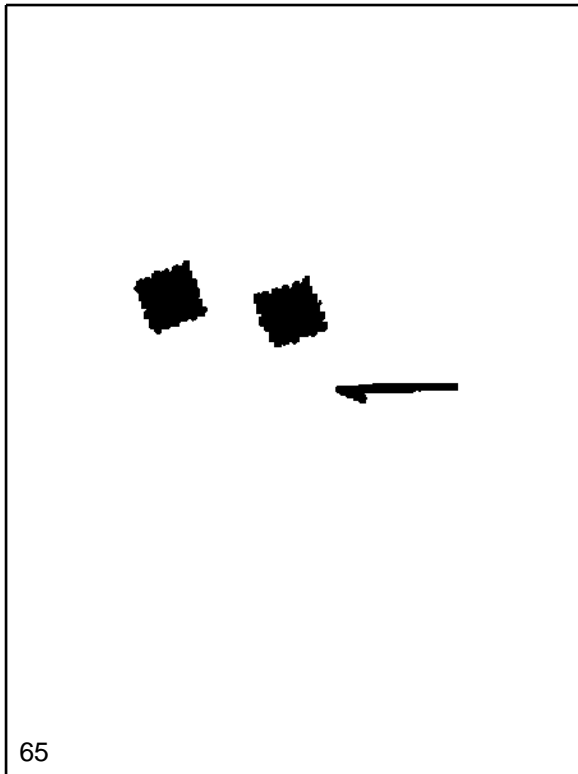


60

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## SUMMER SESSION—TECHNIQUE 88 LECTURES

Phoenix, Arizona  
23 June - 28 June 1952

“Nearly a hundred auditors attended the Summer Session in Phoenix, Arizona, June 23 to June 28 .... Those attending the session were given 22 hours of lecture by L. Ron Hubbard on the developments of Scientology in the field of processing. The subject of the lectures was ‘Techniques 80 and 88.’

“Three of the volumes which were on the waiting list of publications—the *Individual Track Map*, *Electropsychometric Auditing*, and *Symbolological Processing*—arrived in time to be issued to those attending.”

—*Journal of Scientology* 1-G, August, 1952

52 ....C	T88	Technique 88: MEST, Counter-Emotion, Parts I & 11 (possibly included in T88 list below)
52 ....C	T88	Technique 88: Thought, Emotion, Effort (possibly included in T88 list below)
52 ....C	T88	Technique 88: Prediction Speed, Overts, Motivators, Deds ( Lecture 3, Parts 1, 11 & 111 ) (possibly included in T88 list below)
52 ....C	T88	Technique 88: Group Auditing, Tone Scale, SOP 8-C (Lecture 4) (possibly included in T88 list below)
** 5206C23A	T88-1A	Technique 88: Course Outline, Disentangling Body from the Thetan, Wide Open and Occluded Case, What Are Entities, Thetan/Body, Anatomy of Maybe, The Time Scale, Decision To Be
** 5206C23B	T88-1B	Technique 88: Matter, Solid Thought, Home Universe, Theory of Origin of MEST, Erasing Law on Time Scale, Incidents, Space and Time, Restimulation, Forgetting, Emotional Curve, Identity, Auditing
** 5206C23C	T88-1C	Technique 88: Mechanics of Aberration, Tone Scale and Maybe, Axioms, Effort, Nowness and Thenness, Axioms of Knowingness, Pervasion, Q & A
** 5206C24A	T88-2A	Technique 88: Motion and Maybes, Attention Unit Flows, Flares, Hypnosis, Control, Shock
** 5206C24B	T88-2B	Technique 88: Tone Scale of Attention Unit Behavior, Formation of Ridges, Around Hollow Spots, Attention Unit Running, Motionless Areas, Apathy Incident
** 5206C24C	T88-2C	Technique 88: Concept Running, Deds, Aloneness, Obsession and Motion
** 5206C24D	T88-3A	Validation and Invalidation
** 5206C24E	T88-3B	Overt Acts, Motivators and Deds
** 5206C24F	T88-3C	Overt Acts, Motivators, Deds (cont.)
** 5206C25A	T88-4A	Invalidation, Simplicity of Data, Counter-Effort, Aberrated Thought, Overt Acts, Motivators, Deds
** 5206C25B	T88-4B	Technique 88 and the Whole Track
** 5206C25C	T88-4C	Technique 88 and the Whole Track (cont.)
** 5206C26A	T88-5A	The Anatomy of Dramatization, the Actions of Energy
** 5206C26B	T88-5B	Acquisition of Bodies
** 5206C26C	T88-5C	Theta and Genetic Lines

** 5206C27A	T88-6A	Confusion, Action of Track as Result of Energy Behavior
** 5206C27B	T88-6B	Symbological Processing
** 5206C28	T88-7A	Individualism
* 5206C28A	T88-7 B	Q & A Period

### **TECHNIQUE 88 SUPPLEMENTARY LECTURES**

Phoenix, Arizona  
8 July—4 September 1952

In July, August and September 1952, L. Ron Hubbard gave the following additional lectures on Technique 88 to students at Hubbard College in Phoenix, while completing the books *What to Audit* and *Technique 88*:

5207C08	T88 Supp-1A	Standard Process of 88, Black and White, Part A
5207C08	T88 Supp-1B	Standard Process of 88, Black and White, Part B
** 5207C08	T88 Supp-1C	Standard Process of 88, Black and White, Part C
** 5207C08	T88 Supp-1D	Standard Process of 88, Black and White, Part D
** 5207C24A	T88 Supp-2A	Behavior of Energy as It Applies to Thought Flows
** 5207C24B	T88 Supp-2B	E-Meter Behavior Versus Flow Lines and Patterns
** 5208C07A	T88 Supp-3A	Straightwire 88
** 5208C07B	T88 Supp-3B	Standard Process of 88
* 5208C07C	T88 Supp-3C	A Straightwire Process
* 5208C07D	T88 Supp-3D	A Straightwire Process
* 5208C28	LECTURE	Talk for Associates about Fellowships, etc. [20 min.]
* 5209C04A	T88 Supp	Where We Are At
* 5209C04B	T88 Supp	Creation and Use of Energy (remedy for over or under abundance)

# A HISTORY OF MAN

by

L. Ron Hubbard

**Published July 1952**

**A History of Man**, originally titled *What to Audit*, is dedicated to Mary Sue Hubbard who helped Ron do the research at Wichita in late 1951, and at Phoenix in 1952. It was, at the time, the most complete existing account of the whole track, covering the present life, the genetic line, the theta body line, and large specialized sections of the whole track. Electropsychometric Auditing (see page 221) and Individual Track Map (see page 232) were companion pieces to this book and were meant to be used in conjunction with it.

*A History of Man* is the culmination of the Technique 80 and Technique 88 lectures given by L. Ron Hubbard in early Summer 1952.

Technique 88 is the process of locating the thetan, the "1" of the individual, and the auditing of the thetan. Technique 88 depends upon a knowledge of Technique 80 which is a mechanical process applicable to any thought or thought mechanism.

A later edition made a few revisions and added in references to Scientology 8-8008, and in some cases substituted "8-8008" for "Technique 88."

84 pages, one diagram, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.



## A STEP BY STEP BREAKDOWN OF 88

L. Ron Hubbard

### SUGGESTED ROUTINE:

Symbological Processing on current life until pc is well in present time.

Return pc to incidents where the thetan can be located as outside and in good control of the body and run such incidents to orient pc.

In absence of an outside thetan, audit pc through failures to control self. Use an E-Meter to locate youngest entity (newest bank in the body) and audit its effort to control body. Then audit any transfer you can find. Then audit blanketings until pc finds thetan is without a body.

Where thetan is outside, where he belongs, audit pc in current life through any and all DEDs and DEDEXs and degrades.

Audit all present life transfers of the thetan, all switch and control transfers that can be found.

Run off all incidents in present life where thetan and body create boil-off. (Don't be surprised at thetan visios. You're auditing theta not MEST perception.) Inscan and outscan thetan through present life. This makes MEST Clear.

With E-Meter locate first implant about having facsimiles in thetan. Audit it.

Locate first borrowings. Audit them.

Locate first blanketings. Audit them.

Locate DEDs and DEDEXs of thetan and audit them.

Locate each and every transfer on track. Audit them

The thetan concentrates on the body. He is usually about arm's length from the body, concentrating on the body. When he is not concentrating on the body there is a disturbance in the area and the thetan is being distracted to another body or object. These distractions are important to audit.

Don't ask your pc to get any other visio on the scene than the visio of the body the thetan is manipulating. This is the usual thetan position and only interest.

Don't be dissuaded that the pc is not the thetan. That he thinks he is not is the aberration.

The most fixative emotions are resentment, antagonism and anger. These tend to fix the thetan on the body. They confirm a transfer as permanent.

The thetan's aberration toward the body is to want things to seem real to the thetan via the body. Actually the thetan should feel at least a little remote and detached as though he weren't quite present. This detachment will increase as auditing continues to the great benefit of the intelligence and ability.

The pc gets better the better the thetan gets and that's all the better the pc can get.

[The above text is taken from *What to Audit*. See previous page.]

# THE JOURNAL OF SCIENTOLOGY

Issue I-G [1952, ca. mid-August]

*Published by*  
The Hubbard Association of Scientologists, Inc.  
Phoenix, Arizona

## What is Scientology?

**L. Ron Hubbard**

“Scientology” is a new word which names a new science. It is formed from the Latin word *scio*, which means *know*, or *distinguish*, being related to the word *scindo*, which means *cleave*. (Thus, the idea of differentiation is strongly implied.) It is formed from the Greek word *logos*, which means *the word*, or *outward form by which the inward thought is expressed and made known*; also, *the inward thought or reason itself*. Thus, *Scientology* means *knowing about knowing*, or *science of knowledge*.

A science is not merely a collection of facts, neatly arranged. An essential of a science is that observations give rise to theories which, in turn, predict new observations. When the new observations are made, they, in turn, give rise to better theories, which predict further observations.

A science grows. Its most important growth is not in numbers of facts but in the clarity and prediction-value of its theories. Many fields which call themselves sciences substitute fact-collecting for theorizing, others substitute theorizing for observation. Without both, there is no science.

The “exact” sciences contradict each other daily. This is not because their observations are wrong, but because they cling to old theories that conflict instead of finding the newer, simpler theories.

Scientology has introduced new simplicities of theory into the field of human thought and has brought the study of human thought up to a level at which it begins to embrace all thought and all life, not only of man, but of all organisms.

Scientology is not a therapy for the sick, although from Scientology such a therapy may be derived.

Thought is the subject matter of Scientology. It is considered as a kind of “energy”-which is NOT PART of the physical universe. It controls energy, but it has no wavelength. It uses matter, but it has no mass. It is found in space, but it has no position. It records time, but it is not subject to time. The Greek word (and letter  $\theta$ ) *Theta* is used as a symbol for thought as an “energy.”

-Reprinted from the Introductory Lecture to the Professional Course.

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# THE JOURNAL OF SCIENTOLOGY

Issue I-G [1952, ca. mid-August]

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## Electronics Gives Life to Freud's Theory

ASSOCIATIVE PROCESS QUICKLY BREAKS CASE WITH USE OF E-METER

**L. Ron Hubbard**

Years after free association as developed by Sigmund Freud had been abandoned as a therapy, the development in electronics has revised, at least in part, the techniques of the Viennese master.

In the days when none could expect a great deal from psychotherapy, Sigmund Freud introduced the advance of free association. In this technique, the patient was permitted to discourse freely and wandringly until the doctor could gain a clue as to the source of his trouble. The doctor sought to obtain his data by evolving, from the clues given, that in which the patient was seeking to escape, or what he was repressing. This was the famous system of mental catharsis as developed by Freud and Breuer in the years prior to 1894.

There were many difficulties with the technique of free association but the main one was the lack of positive evidence for the doctor on what the patient was avoiding, or repressing.

Years later, the technique is made workable for the first time by the development of an electronic instrument, the electropsychometer. While this instrument was developed primarily for the needs of Scientology, its inventor has furthered its use by developing, as well, what he calls "Technique 100," or "Associative Processing." The technique is so called since it imposes and even guarantees absolute honesty on the part of the patient and provides the doctor with adequate and useful clues.

It is said by those who have employed this process that they cannot see how analysis could possibly be conducted without the use of the electropsychometer. Now that associative processing has been developed, its importance in the field of psychotherapy cannot be slighted or even overestimated.

For the auditor or doctor who has minimum time to spend with his preclear, or patient, an E-Meter and a knowledge of Technique 100 can bring about an amazing shortening of the number of hours of processing necessary. With the aid of an E-Meter and the technique of associative processing, it has been estimated that the usual two-year psychoanalysis probably could be cut to three or four months. In the field of Scientology, it is said that an hour of associative processing is worth more than fifteen or twenty hours of straight memory questioning.

With reference to psychosis, or severe neurosis, the technique can be considered to be, and is considered to be, indispensable for both the auditor and the psychoanalyst. In this state it is especially difficult to pick from the babblings of a patient the clue for the material which, if brought to light, may relieve his stress.

Despite its importance, associative processing requires very little technical background or information. It can be utilized by one who has had no more than the most elementary instruction on a psychometer—such as how it is turned on, how the electrodes are connected, and how to keep the needle balanced in the middle of the meter.

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The patient is given the electrodes to hold. If he is particularly disturbed, they are strapped to his hands with adhesive tape, and a mitten is placed over one of the hands holding the electrodes so that banging them together will not disturb the needle reading.

The patient is permitted to talk freely, discussing anything he cares to discuss. The practitioner simply watches the needle on the E-Meter. The discussion of the patient will shortly cause him to approach the subject which must be relieved. As he begins to approach his clue, the needle of the E-Meter will take a sudden and sharp drop.

Before permitting the patient to discourse, the practitioner makes a pact with him, if possible, that at any time the practitioner says "Now!" the patient immediately will tell him what he was thinking about at the moment the word "now" was uttered. The pact includes, if possible, an agreement with the patient that one hundred percent honesty would be employed—thus Mathison's use of Technique 100, by which he meant one hundred percent honesty.

The moment the needle drops, the practitioner says "Now." The patient then tells him what he was thinking about while he was speaking. It generally will be something connected with his speech, and therefore is easy to detect if he is not telling the truth. Further, if he is not telling the truth, the needle will dive again, under the stress of the patient's repressing the information should the practitioner ask him, "Are you telling me the truth?" and the patient tells him "Yes." Otherwise the needle will drop in response to the charge of the data upon which the patient has touched.

The practitioner then requires the patient to give him a fuller amplification of the data which caused the needle to drop. The practitioner, still watching the needle, observes that on much of this data the needle does not react, but when it again drops suddenly, the practitioner repeats the word "Now," and once more the patient tells him of what he was thinking, below the strata of his speech.

By this route, considerable depth can be plumbed. The patient will unburden rapidly much of his repressed hatreds and conflicts.

The patient is made all the more ready to do so by the fact he knows the practitioner is watching the needle. This causes the patient to speak with much greater honesty than he otherwise would observe, for he conceives his mind to be "read" by the practitioner.

A practitioner should know the following manifestations:

(1) A sharp drop of the needle for emphasis to the right as you face the dial denotes the existence of a heavily stressed subject. It detects, for the practitioner, the existence and whereabouts of an emotional strain, which, if talked about, may release.

(2) A steadily rising needle, which is one that keeps drifting to the left as you face the dial, denotes an avoidance of a subject which, if probed, will bring about the reaction of fear. This shows, in most instances, an effort on the part of the patient to escape. The rise may be continuous and carry on for some time. The rise is halted by asking the patient what he would like to get away from, and why; whom he would like to get away from; what situation he finds unbearable in the past. When this is touched upon by the patient, the needle will stop rising and give a short sharp drop.

(3) An idle needle, one which is drifting slightly to the right and slightly to the left very easily and gently, denotes a comfortable status of mind on the part of the patient, and tells the practitioner that he is nowhere near any subject that distresses him, or, if it follows an emotional outburst, tells him that the outburst itself is spent, and that the subject now can be abandoned for the moment.

(4) A sticky, or rigid needle is one which does not change, but if it does, changes very slightly and with a jerk. This sticky needle can be interpreted, for the purposes of associative processing, as an effort on the part of the patient to hold back information, or even use physical effort to suppress information. The practitioner should ask the patient if he is attempting to keep the machine from reading (which the patient cannot) or if he is actively and consciously repressing some information. If this fails to resolve the "sticky" needle, simply ask the patient to get a whole concept of waiting

for somebody, or somebody waiting for him, or ask him to get a concept of somebody standing still, or the patient holding somebody still, and the needle may free. The patient should be reminded occasionally of the compact with the practitioner as to the 100 percent honesty, as most patients have many things which they are determined, very knowingly, to suppress and not bring to light.

With this technique of associative processing, the hidden data which the practitioner, if he is to advance the case, must bring to the surface can be detected and released. No other effective method of doing this is known at this time.

# THE JOURNAL OF SCIENTOLOGY

Issue I-G [1952, ca. mid-August]

*Published by*  
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## The Handling of Arthritis

L. Ron Hubbard

The disability commonly called arthritis is actually a chronic somatic of the depository type.

Calcium or other minerals become deposited in the joint structures or on the bones of the body, and there, impeding circulation and often causing swelling, occasion considerable pain.

Joint limitation of motion is often marked, and quite commonly progresses to a point where the individual must use crutches or a wheel chair. The arthritic may have any joint or area of his bone structure so impeded that the ailment may be manifested by claw hands, or hunched back, or stiffened knees.

Characteristic of the disability is a certain immobility of the body and muscles. This stillness is strongly contrasted to the spastic's twitching motions.

The sufferer from arthritis generally is subject to endocrine failure. The thyroid is deteriorated, the estrogen or androgen glands are relatively inactive. The glands which monitor the calcium in the body and its solution in the bloodstream are evidently particularly inactive.

Calcium in solution in the blood becomes deposited in areas having restricted, or sluggish, flow. In Scientology, it can be demonstrated that a restriction of circulation is present in those areas which have suffered previous injury. The injury, although perhaps forgotten, or suppressed, nevertheless can become active, thus placing a mental block over the area to become affected and inhibiting normal mental communication and physical functioning with and in that area.

The damage to joints in any arthritic can be demonstrated easily by testing the individual on an E-Meter where it will be discovered that the area affected indeed has been injured.

Arthritis, then, is structurally a deposit of calcium, or other mineral, in an area which has been restricted by an old injury. The injury is held in suspension and in place in the area by restimulation of the environment which contains some of the factors present when that area was injured. It is a condition of such an injury, in order to be in suspension sufficiently to cause arthritis, that the sufferer himself must have administered a like injury to another person.

The processing of the chronic arthritic may be pleasant or difficult. This depends upon where the individual may be found on the tone scale.

Arthritis occurs at three places on the tone scale. The first is .375, an area of extreme apathy where motionlessness in general makes it easy for deposits to occur. The second is its harmonic, .75, the area of grief, where the suppression of losses of allies or possessions causes a rigidity, a belated effort to hold that which already has departed. The third is the next harmonic, 1.5. This is the band of anger.

The .375 often is easy to process, but the apathetic state of the individual occasionally denies the auditor cooperation, even though it appears to be present. The .75 is best relieved by a discharge of grief, where this can be obtained; but grief in a chronic .75 is quite often occluded. The processing of the 1.5 is best effected by

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running anger, both the anger of others toward the preclear and the preclear's anger toward others.

All three levels of arthritis can be affected interestingly by running sympathy for persons who are in a motionless position, such as the ill, and by running sympathy of others for the preclear when he has lain in a motionless position, as in illness. The next most important thing to run is waiting, or enduring, both on the part of the preclear, or others, and when they have waited, or endured for him, or on his account. These incidents by themselves have commonly produced an alleviation of arthritis.

The complete and entire reduction of arthritis, so as to inhibit its return at any time in the future, depends on the running of electronic incidents by Technique 80, in particular its famous black and white process.

There are many things which can be done for the arthritic, many processes which can be used. It is impossible in this short space to give one of the many case histories of arthritis, under process, or to give all the techniques, or complications of cases concerning it.

Of all the ills of man which can be successfully processed by Scientology, arthritis ranks near the top. In skilled hands, this ailment, though misunderstood and dreaded in the past, already has begun to become history. Twenty-five hours of Scientology by an auditor who fairly understands how to process arthritis can be said to produce an invariable alleviation of the condition. Some cases, even severe ones, have responded in as little as two hours of processing, according to reports from auditors in the field.

## PROFESSIONAL COURSE BOOKLETS

by L. Ron Hubbard

The Professional Course Booklets, also known as the *50 Course Booklets*, were compiled and rewritten from transcripts of lectures given by L. Ron Hubbard during the Spring and Summer of 1952.

The first 27 booklets parallel the 27 lectures of the Hubbard College Lecture Series given in Wichita in March 1952 (see page 218). Booklets 28 to 31 are taken from the Technique 80 Lectures of Phoenix, May 1952 (see page 220). The remaining 19 booklets are based on the Technique 88 Lectures of June 1952 (see page 264). Tapes of these lectures were supplemented by the booklets and together they formed the Professional Course.

These "50 Course Books" carried forward all the basic technology of Dianetics and Scientology, with particular emphasis on the material developed between January and December, 1952. They contained an enormous amount of material fundamental to an understanding of the mind, with many illustrations. They could be said to have comprised a study course in themselves, but were at the same time part and parcel of the Professional Course.

Although they are out of print and generally unavailable today, the data they contained can be obtained directly from the LRH tape lectures mentioned, obtainable from Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark.



# THE JOURNAL OF SCIENTOLOGY

Issue 2-G [ 1952, ca. early September]

*Published by*  
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Phoenix, Arizona

## The Running of Concepts

L. Ron Hubbard

The running of concepts is a new development in processing which replaces, to a large degree except in psychotic cases, what formerly was called Straight Wire.

Individuals commonly are able to obtain a concept much more easily than they can obtain a specific memory. Furthermore, when they run a concept, it is run out of an incident in which they are fixed, rather than out of the locks, where it does little good.

Concept Running is the term given to this portion of Technique 80, and Concept Running alone is used for the light process running of Technique 80.

The dictionary definition of concept is "an abstract general notion or conception." One has the concept, for instance, that another is tired, or that people are bored, or that he himself feels sorry for himself. Thought and emotion both are embraced in concepts.

Concepts are run on any and all dynamics.

Motivators, overt acts, DEDs, and DEDEXes (see *What to Audit*) all are run lightly on the conceptual level.

Heavy processing of effort and attention units is done as before with effort, counter-effort, attention units, and counter units.

The Hubbard Chart of Attitudes is one of the swiftest methods of Concept Running. Across the top of this chart we have concepts of a more or less ideal nature, such as I KNOW, I AM, CAUSE, CHANGE, WIN, etc. At the bottom end of the scale on this chart we have the reverse of these concepts, such as I KNOW NOT, I AM NOT, EFFECT, NO CHANGE, LOSE, etc. (The complete chart may be found in *The Handbook for Preclears*.)

In the first, the auditor merely requires the preclear to "get the concept of not being." In the running of changing concepts, the auditor requires the preclear to get first the concept "I know not," and then "scan" this up to the concept "I know." In other words, in the process known as changing concepts, one runs bottom scale up to top scale concepts. This can produce some very fast rises in tone and can take an individual out of incidents in which he is fixed.

Additional Concept Running is done on the emotional scale of the Chart of Attitudes, which goes from apathy, cowardice and fear, up to exhilaration. One can run these as single concepts, which is to say, one emotion, or as a changing concept, from a base emotion to a higher emotion. In the latter case, one actually is running a reverse emotional curve.

Concept Running also includes specific thoughts. It does not include phrases and the auditor must be careful not to let the preclear repeat phrases, since these will repeat him into unconscious periods of engrams. Let the preclear simply get the concept contained in a phrase, and feel this concept rather than express it.

One also can combine a thought concept with an emotional concept. He can ask a preclear to get a concept of not liking dogs and, as he gets the concept, to actually feel

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that he dislikes dogs. Quite commonly the incident occasioning this dislike will come into view.

In the running of concepts, it must not be omitted that a preclear is quite often too low on the tone scale to remember things that are absolutely real to him, times when he was in good communication, etc. Further, the running of concepts actually can blunt his reality if he is permitted to go into incidents which are too heavy with these concepts, a thing an auditor finds difficult to prevent and about which he should not particularly worry beyond this remedy: After every period of Concept Running, the auditor should cause the preclear to remember specific incidents on the time track which seem absolutely real to him, and in which he was in good communication, where he felt affinity, or affinity was felt for him, or good communication was being given to him, and where he was able to give reality to someone.

Conditions and positions and states also may be run as concepts: the condition of being poor, of being happy, the position of something being near, far, high, or low—either socially, professionally, or actually—and the state of something being still, somebody standing, somebody lying down, something being in fast motion. The concepts in these cases can be combined with the concept of the desire to stop somebody from moving, or to start somebody who is not moving into motion.

The key concepts on any case are those to be found on the Chart of Attitudes. One can amplify this chart by putting the words “Try to” or “Trying to” in front of these conditions. Such as, the concept of trying to know, the concept of trying to get somebody else to know, the concept of trying to be, the concept of trying not to be, the concept of trying to get somebody else to be cause, etc.

All Concept Running is productive of considerable result, but, as in any type of processing, it must be remembered the preclear can get only a limited number of concepts as overt acts before he has to get concepts as motivators. He has to get a number of concepts as motivators before he can get them as overt acts. Thus, be sure to run Concept Running along all of the dynamics. For example, here is a routine that can be followed:

1. Get the preclear to get concepts about himself.
2. Get him to get concepts about other persons. Get him to get concepts of trying to do something, or to be something about himself, trying to do or be something with or about others.
3. Concepts of others feeling emotion toward him.
4. Concepts of himself feeling emotion toward others.
5. Concepts of a state of beingness, such as tiredness on the part of others, as in making somebody feel tired, or in tiredness on the part of self.

A chart of all possible aberrations would demonstrate that concepts can be fitted into an inner play of dynamics, so that the first dynamic feeling tiredness then could be rotated into the remaining dynamics feeling tiredness. Or one could take a group feeling tiredness on the part of individuals.

There is a validation type of Concept Running whereby one merely runs happy or corroborative states and data, top tone scale material. This can be run quite successfully, and often results in keying out low-level engrams.

In running attention units and counter units, one quite occasionally finds it advisable to ask the preclear to get a concept. The preclear is never asked to get a phrase. Because of newer and more efficacious techniques, phrases have not been run for almost a year.

Concept Running will be found quite as effective as Straight Wire, which it replaces.

**SCIENTOLOGY 88**  
by  
**L. Ron Hubbard**  
**Published September 1952**

**Scientology 88** was a unique limited edition, hand-written by L. Ron Hubbard on special lithographic plates, printed in blue and bound in hard white covers lettered in gold. It was a special memorial edition, prepared especially for those people who had contributed to the Hubbard Association of Scientologists when offices first opened in Phoenix, in gratitude for the aid they had given.

Also known as "Technique 88," the text of *Scientology 88* was expanded into *Scientology 8-80*, as the first ten chapters.

"In these simple techniques it may be difficult to discover the depth of data which is Scientology, just as it was difficult in the complicated techniques of Dianetics to discover a simple therapy.

"Dianetics was a productive field, a valuable step, but it was experimental in application. Scientology is no experiment. Twenty-two years of research are behind it—three years of widespread application are behind it.

"Scientology is essentially 'knowing how to know.' It produces a state of mind wherein it becomes possible to know *Why* you are here, *How* to attain your goals.

"I am very proud to give you these techniques. I have spent some eighty thousand hours in intensive investigation over the last many years to bring about Scientology."

L. Ron Hubbard

Although out of print today, the technology from *Scientology 88* can be found in *Scientology 8-80* (see page 288).

An auditing formulae to  
make a Theta clear.

① Read questions to PC from  
Handbook for Preclear until auditor  
has confidence.

② Run Beauty - high current  
life until all occlusions gone.

③ Run by Black and White any  
electronic incident which shows  
up while doing ②. Alternate  
such incident with current life  
until current life clears.

④ Run all blanketings.

⑤ Run most distant body  
preclear can contact, Run out,

⑥ Run closer and closer bodies  
until preclear is clear.

[ The above is the last chapter of Scientology 88 (see preceding page). When Scientology 8-80 was printed, incorporating the data from Scientology 88, the rundowns had changed so this was not included. It is reproduced here so the student can follow the evolution.]

## TECHNIQUE 88 SUPPLEMENTARY LECTURES

London, England  
21—24 September 1952

In mid-September, 1952, L. Ron Hubbard flew to London, England, where he immediately began to train auditors, work on *Scientology & 8008*, revise *Self Analysis* for the *Self Analysis in Dianetics* edition, establish an organization and launch research projects—in short, to boom Scientology in Great Britain.

His first series of lectures to London Professional Course students were as follows:

** 5209C21A	T88 Supp	Basics of Scientology and Dianetics, Lecture 1, Part I
** 5209C21 B	T88 Supp	Basics of Scientology—Nature of Flows (elasticity of flows), Lecture 1, Part II
* 5209C21C	T88 Supp	Basics of Scientology—Stuck Flows, Part III
** 5209C22A	T88 Supp	Scientology—Tone Scale Characteristics, Lecture 2, Part I
** 5209C22B	T88 Supp	Scientology—Flows, Tone Scale, Lecture 2, Part II
** 5209C23A	T88 Supp	The Resolution of the Second Dynamic—Case Level V, Lecture 3, Part I
** 5209C23B	T88 Supp	Blanketing—Exteriorization, Lecture 3, Part II
** 5209C24A	T88 Supp	Scientology—The Three Types of Energy Flows, Lecture 4, Part I
** 5209C24B	T88 Supp	Activity of the Auditor (in theta clearing), Lecture 4, Part II

# THE JOURNAL OF SCIENTOLOGY

Issues 3-G, 4-G & 5-G [ 1952, ca. late Sept., early Oct. & late Oct. ]

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## **Danger: Black Dianetics!**

**L. Ron Hubbard**

Death, insanity, aberration, or merely a slavish obedience can be efficiently effected by the use of Black Dianetics. Further, adequate laws do not exist at this time to bar the use of these techniques. The law provides that only the individual so wronged can make complaint or swear out a warrant for offenders using these techniques.

A person on whom Black Dianetics has been employed seldom retains the sanity or will to make a complaint, or does not know he has been victimized. In addition, persons claiming such offenses against their persons are commonly catalogued by doctors as suffering from delusion. Thus the employer of Black Dianetics can escape unpunished under existing legal procedures.

One invites, by the release of such powerful and insidious methods, the censure of those who seek to hold society together. But a little thought will tell one that these techniques are better released and known to many than hidden and known to but a few.

A shabby, inefficient, and fifth-rate shadow of these techniques has been employed by Russia and other governments. The cases of Mindzenty, Vogeler, and Oatis reflect a faint forerunner of such methods. Even the United States government, honorable above most governments, has sought better ways to "influence" human beings.

Hypnotism is a rather old and untrustworthy method of influencing or enslaving others. However, hypnotism is very unreliable even when it can be effected upon an individual. The mechanisms of hypnotism, quite incidentally and of no great importance, are circumscribed in Black Dianetics.

One could not release this furiously violent poison unless one first had the antidote. Processing, even that contained in *Self Analysis*, can undo Black Dianetics unless, of course, the victim has been driven into suicide or past the point of no return—a feat which is not difficult, but a condition which is not desirable where the operator seeks real advantage.

Several people are dead because of Black Dianetics. Hundreds of thousands are dead because of the atom bomb. Thousands may die because of Black Dianetics.

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Millions may die because of nuclear physics. But also because of nuclear physics man may reach the stars. And because of Scientology we may some day win a world without insanity, without criminals, and without war.

Efforts to influence and prevail over the minds of individuals, groups, and nations have been exerted since the dawn of time. These efforts have utilized every known means of psychic and physical phenomena.

One of the earlier broad efforts consisted in the field of astronomy where, in Chaldea, Babylon, and other early civilizations, priests procured power by predicting solar and stellar activity such as eclipses and comets. By first stating the phenomena would occur, the priests would be held to be in league with the gods by a populace which beheld the spectacular occurrences. The courses of men and nations could thus be swayed by a body of men with recourse to phenomena known to them and yet unknown to the vulgar.

Another effort of swaying minds occurred in Persia and Syria between the 11th and 13th centuries A.D. A sect known as the Assassins utilized the popular belief in Muhammetan Paradise to rule, viciously and powerfully, a large segment of the known world. This sect enforced its will upon the rulers and influential men of its time by assassination, and, indeed, that is the derivation of that word. The leaders of this sect would ply religious young men with hashish and then transport them to a marvelous garden which contained all the sensual delights recounted in the Koran, even to the forty black-eyed houris. The young men, believing themselves in Paradise itself, would be told that they could not remain there unless they obeyed the slightest wish of the sect and that they could not return unless they were actually dead. The young men, so bedazzled, were then returned to the “world of the living” and were used to slay important persons, for what mattered it that the assassin was killed, since he would, at worst, return to “Paradise.” Thus any ruler or influential man in the world, once threatened by this sect, would obey its mandates as to tribute or the passing of new laws.

In India, down through the millennia, various methods of influencing human thought have been practiced with greater or lesser success. One of these wandered into the western world and became known as “hypnotism.” The variability of its success was such and the extravagant and unfounded claims made for it were so out of the ordinary that even today there are many people who do not believe it exists.

The basic technique of hypnotism consists of one individual, the hypnotist, relaxing or coaxing into quiescence another individual called the “subject.” The operator then makes certain suggestions to the subject and the subject may, during the session or after it is dictated, obey. Hypnotic subjects are in the minority and skilled hypnotists are few and so this method of influencing minds has had limited scope.

Further, the hypnotist claims curative powers in hypnotism and a careful examination of the field demonstrates that hypnotism is far more harmful to a mind than beneficial. Thus hypnotism, a curious phenomena, is not greatly employed. But it has, nevertheless, been employed to the harm of individuals and the “betterment” of operators.

It is claimed by hypnotism’s zealots—and it has them in plenty—that a hypnotized subject will not perform immoral or dangerous acts. Experiment demonstrates a limited truth in this but it also demonstrates that a hypnotic subject can be influenced against his best interests. The charlatanism in this field is very great.

Other methods of influencing and swaying minds are all about us. They range from the cold brutality of threatened death to the extensive practice of advertising. Each depends upon some natural phenomenon or phenomena, whether known or unknown.

## The Loophole in Guarded Rights

Whenever phenomena become known to a small number of unscrupulous men, these, by secrecy, can employ it to the enslavement of many. This, in a thimble, is the history of the race.

It was inevitable that once natural law concerning thought became known, it would be utilized by individuals to enslave, reduce, or even to murder others.

Invalidation of Dianetics is now, fortunately, rendered impossible by the vigorous program of proof and testing to which it has been subjected. However, an invalidation of Dianetics as a process by which aberration can be relieved, works in the direction of permitting Black Dianetics to be employed without censure upon luckless human beings who may not even know that it has been so employed.

The processes of Black Dianetics can be remedied by what might be called White Dianetics, in most cases. If any group desired to use the phenomena discovered in Dianetics to enslave an individual, a group, or a nation, its first step would be to place White Dianetics out of bounds, to illegalize its practice, and to condemn the tenets contained in it. To debar the general public practice of White Dianetics is to make possible a general unpublic practice of Black Dianetics.

At the present writing, there is one certain method of disenfranchising a human being. In 1215 A.D. by the Magna Carta and in 1791 by the Bill of Rights in America, certain liberties of person and property were delineated and given to certain nations.

In the absence of any known natural law relating to sanity beyond the legal definition that it is the "ability to tell right from wrong" without saying what right and wrong are, clauses relating to sanity were, perforce, omitted from such documents. Thus a wide loophole was left in civil and criminal structure. For whatever a sane man's rights may be said to be, it is only necessary to declare him insane and his rights vanish. He has no right to property. He has no right to trial. He has no right to be confronted by his accusers. All processes of law are suspended the moment an individual is declared to be insane. Indeed, on this whisper, even his friends may desert him. He must have an appointed guardian for all his affairs to whom he cannot object. He can be spirited away into a public jail without other than a complaint that he is not sane. There he is examined by men whose pretense it was to be able to distinguish sanity from insanity and who, themselves, are suspect of being insane in most part. An individual so accused can be incarcerated without any other legal process and can be given "treatments" which will leave him a hopeless imbecile for the remainder of his life. Or he may simply be killed by attendants.

Electric shock, "psychosurgery," other types of shock "treatment" are at this writing accepted treatment of the "insane." Adequate documents exist to demonstrate that these "treatments" never cure anything, that they often break a man's spine or leave him even unable to control simple body functions.

All this waits for the individual the moment he is pronounced "insane." He is disenfranchised, his property is forfeited, he passes into hands which have the power of life and death over him.



Thus we see that even the Magna Carta and the Bill of Rights are worthless in the hands and under the manipulation of the unscrupulous.

In order to have a true bill of rights a citizen would have to be given rights to his sanity and to his life. These are two rights which cannot now be guaranteed. Until they are guaranteed, the Constitution, to many, is a mockery.

In one insane asylum, at the behest of a government, a man that government considers dangerous is held as "insane."

After Pearl Harbor in 1941 any naval captain who dared cry "Treason!" when he saw how high administrative orders brought about a debacle was shipped, quickly and without any recourse to friends or courts, to insane asylums.

Thus it is possible, even now, in this "enlightened age" for a group of men to function much as did the assassins, even without Black Dianetics. By using the public fear of the insane, a fear born from the unknowns of insanity, anyone can be discredited and imprisoned.

By using Black Dianetics, insanity itself can be brought about with considerable ease.

In these turbulent times, with an A-bomb hanging over every city, civil law is more and more withdrawn from the citizen, censorship is more and more strict. Disaster breeds secret control and enslavement. In event of a national disaster such as that envisioned in an atomic war, it is not necessarily true that civilization may be destroyed, regardless of what the president says but it is true that disaster may assume a magnitude sufficient for any small group to seize control of the remaining populace, a control very close to complete slavery.

In order to resolve insanity, it was necessary to release the natural laws discovered in Dianetics. When they were released it became possible to create insanity at will. And even more insidiously, complete control of a human being can be effected without insanity being demonstrated by him.

The release of these laws and the whole of Black Dianetics is necessary if a long range program of prevention is to be effected. So long as Black Dianetics remains the property of the very few, a very great many more will suffer eventually than those few who will die because of the publication of this material.

Thus, the first basic principle of Black Dianetics: *So long as a natural phenomenon remains the knowledge of a few and is denied to the many it can be utilized to control the many.*

The first law of Dianetics which you should know is as follows: *The human organism receives and records all perceptions while under duress and in a reduced state of consciousness.*

Should you wish to know complete derivations of this law and its proofs, you are invited to study the science itself. Here is contained only sufficient material to delineate Black Dianetics in full.

## Records of Mind Are Permanent

Man, for all his years, took the observation for the fact that when a human being was no longer able to control its own operations and functions and so long as it, again in control, could not recall what had occurred, that the material was not recorded. This was wholly unwarranted as an assumption.

Let us examine, first, pain. Pain, technically, is caused by an effort counter to the effort of the individual as a whole.

The individual is a colonial aggregation of cells. Each cell is seeking to live. Each cell and the whole organism is basically motivated by a desire to survive.

The entire physical structure is composed of atoms and molecules, organic and inorganic. While the individual is alive and conscious, these atoms and molecules are in a state of optimum or near-optimum tension and alignment.

On the receipt of a counter-effort such as that of a blow or, internally, as in the case of drugs, shock or bacteria, the optimum or near-optimum tension and alignment of these atoms and molecules, as contained in the nerves, muscles, bones, and tissues of the body, are disarranged. The result is a slackening or speeding of the motions of the physical body in such a way as to cause misalignment and maltension of the atoms and molecules.

This is pain. Counter-efforts to survival cause this effect to take place. The technical name of this effect is *randomity*. The directions of motion of the various portions of the body are disarranged into random vectors or patterns. Pain results in loss, invariably, the loss of cells or the loss of general alignment.

When pain departs, it is still on record. The record of that pain can be called again into existence.

If you wish to make a very simple test, simply go back to the last time you hurt yourself. Get as full perceptions as you can of the object which hurt you and the surrounding environment. Seek to contact the painful object again. Unless you are badly occluded, you should be able to feel that pain once more. If you yourself cannot make this test because you are occluded, ask your friends to try it. Sooner or later you will find someone who can recall pain.

Another test: Pinch yourself and then go back to the moment you did it and feel the pinch again. Even if you are occluded you should be able to do this.

In short, pain is stored on record. But that is not all that is stored. The whole area of any randomness is stored in full. The atoms and molecules rearrange themselves, when pain is recontacted, into the pattern they had when that pain was received. Hence the pain can come back. But also the effort and all of its perceptions can come back when either the pain or the general randomness come back.

The misalignment caused by a blow, shock, drugs, or bacteria causes an inability of the control center of the mind to function. Thus, the control center of the mind can go unconscious, can be overwhelmed by this misalignment.

After consciousness is regained, whenever the control center of the mind tries to recall what happened, it can recall only the randomness. It is trying to recall a time when it could not recall and thus draws a blank.

Man thought that if he could not recall a thing, then it didn't record. This is like the little child who hides his eyes and then thinks you can't see him just because he can't see you.

With every area of randomness thus created by injury or illness or shock or drugs, there is stored as well the counter-effort to the body. The effort impinged upon the

body by the blow or the other misaligning factor also was stored. This is physical force. When it comes back upon the body, it comes back as physical force. It can distort features or the body by being in constant “restimulation.”

Restimulation is occasioned by some part of the early recording being approximated in the environment in the present. This calls up the old area of randomness. The body, confused, registers the old counter-effort.

Nearly everyone has these counter-efforts of the past being, some of them, exerted against him in the present. His sub-level awareness is tied up in resisting old counter-efforts—blows, sicknesses, drugs—which once affected him and drove him into unconsciousness.

The moment an individual wholly concentrates his attention elsewhere these old areas may exert their force again.

Feel the aliveness or full sense of being of each one of the following. Feel wholly alive only in the member of your body named:

- |                          |                          |
|--------------------------|--------------------------|
| 1. The right foot.       | 7. The back of the neck. |
| 2. The left foot.        | 8. The nose.             |
| 3. The right cheek.      | 9. The right hand.       |
| 4. The left cheek.       | 10. The tongue.          |
| 5. The toes.             | 11. The left-hand.       |
| 6. The back of the head. | 12. The stomach.         |

If you have gone over these members, investing carefully, aliveness only in each, you probably will have received various aches and pains in areas where your concentration was not fixed or at least experienced grogginess. Try it several times.

Processing cleans up these old areas with resultant rise in health and sanity.

Black Dianetics uses this mechanism to implant new compulsion.

# SELF ANALYSIS IN DIANETICS

by

L. Ron Hubbard

Published October 1952

In the Fall of 1952 L. Ron Hubbard revised *Self Analysis* for use in Creative Processing by rewriting the Processing Section text and the introductory texts of each list and changing the commands to get the preclear to mock up the items. This new book, **Self Analysis in Dianetics**, a companion to *Scientology 8-8008*, was published in October 1952 in England. The same text was then published in April 1953 in the United States with the title changed to *Self Analysis in Scientology*.

It was this book that was used in certain British schools in early 1953 with resultant increases in IQ and reading ability and decreases in absences (see pages 319-328 and 332).

In order to teach the use of *Self Analysis in Dianetics* with groups, L. Ron Hubbard delivered six hours of lectures which were taped and made into the London Group Auditor's Course (see page 306).

The original *Self Analysis* is the one now in use and it has replaced this Creative Processing Version which is now out of print.

**STANDARD OPERATING PROCEDURE  
FOR THETA CLEARING LECTURES**

London, England  
October 1952

The material in these lectures given by L. Ron Hubbard to the professional course in London in October, 1952, parallels *Scientology* 8-80, as well as the article "Procedures for Theta Clearing" in *Journal of Scientology* 6-G, page 289.

This is Standard Operating Procedure 1. Copies of these tapes were flown to Phoenix and Philadelphia in the United States and incorporated into the professional auditors' course with Techniques 80 and 88.

5210C	SOP-1	Title unknown
5210C	SOP-2	Title unknown
5210C	SOP-3	Title unknown
** 5210C	SOP-4A	"Summary of Technique 8-80", Thetans, G.E. Line
** 5210C	SOP-4B	Present Time Use of Energy Manifestations
** 5210C	SOP-5A	Theory of Flows—Counter-Elasticity
** 5210C	SOP-5B	Flows
** 5210C	SOP-5C	Basics of Scientology—Black and White Processing, Discharging Flows
** 5210C	SOP-6A	Basic Summary on SOP of Technique 8-80
** 5210C	SOP-6B	Phenomena of the Thetan
** 5210C	SOP-7A	Service Facsimile Chain (Section E, Act 5. SOP, Scn 8-80 Making a Theta Clear)
** 5210C30A	SOP-8A	The Role of Earth (incidents from the fourth and fifth invader forces—their brief role on earth as a prison)
** 5210C30B	SOP-8B	Illusion Processing and Therapy

**LRH TAPE LECTURE**

1 November 1952

5211C01	LECTURE	Resolution of Effort and Counter-Effort
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# SCIENTOLOGY 8-80

by

L. Ron Hubbard

Published

November 1952

**Scientology 8-80**, much expanded from *Technique 88*, is the long-awaited "How to Audit" which was to be the companion of *What to Audit* (later titled *A History of Man*). This work was delayed, according to L. Ron Hubbard, because of testing of the "Black and White" technique (a process included in *Technique 88*). This technique is a considerable extension beyond the data given in the Summer Session course (Phoenix, June 23-28, 1952), but has that course as its basic.

Working on the basis that the individuality and the actual substance of the person is an electronic field, L. Ron Hubbard spent considerable time investigating all the manifestations of energy and its behavior. These manifestations are few in number, and are readily identified. Once their manifestation on the life field is understood, the running of the basic incidents of the case becomes quite simple.

This book is an excellent rendition on the subject of the thetan and electronics. It also contributes something to the field of electricity

and nuclear physics by pointing out some omissions in fundamental electricity which, when remedied, make electricity more usable. It pokes a hole in the theory of alternating currents and then fills it. A contribution to basic science possibly comparable to some of Faraday's work, it should be in the know-how of those broadly interested in Dianetics and Scientology. It contains the entire technology of Black and White processing, the manifestations of energy (flows, dispersals and ridges), the tone scale for the thetan and other data. It is an extremely valuable text. The technology itself is essential to the education of an auditor.

112 pages, 10 drawings, hardcover with dust jacket, glossary. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

# THE JOURNAL OF SCIENTOLOGY

Issue 6-G  
[1952, ca. early November]

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## Procedures for Theta Clearing

L. Ron Hubbard

This is Standard Operating Procedure for Theta Clearing. This IS THE ROAD. It applies to all cases of whatever kind. It does not change or vary from case to case.

This process is done in steps. The auditor with EVERY preclear makes no other judgment than to begin with Step I and, failing to accomplish that immediately, to go to Step II; if he fails to accomplish this immediately he goes to Step III and so on. When he is able to accomplish a step he labels the case as that step number, i.e., a III. He then begins working with that step. After a few hours of work he again starts at the top with the pc with Step I and progresses on through. Eventually the pc becomes a Step I.

**Step I: POSITIVE EXTERIORIZING.** Ask the preclear to step a foot back of his head. If he does, make him go back further, then up, then down, practicing placement in space and time. Then one asks him to see if there are any items in the body he would like to repair and proceeds to let pc repair them according to pc's own ideas as to how he should do it. Then educate the pc by making him create and destroy his own illusions into finally getting a certainty of illusion and from this a certainty of perceiving the real universe with all perceptions. (Note: The most real universe is, of course, one's own illusory universe and should be completely rehabilitated before one attempts to perceive or handle or worry about the MEST universe. Rehabilitated, sonic, visio, etc., of the MEST universe are clear and very certain. Clear perception in early stages is not a test of being outside. The only test is whether the pc KNOWS he is outside.) Failing the first line of this step, go to Step II.

**Step II: NEGATIVE EXTERIORIZING.** Ask the preclear NOT to be a foot back of his head. (See sub-zero tone scale where all commands reverse.) Give him commands in the negative which will be obeyed in the positive sense. Then orient him in space and time (the thetan can be out of time badly) and thereafter treat him as a Step I case. Failing this step, go to Step 111.

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**Step III: BY ORIENTATION.** Ask the preclear, still inside, to locate the inside of his forehead. Ask him to put a pressor beam against it and push himself out the back of his head. Supplement this by asking him to reach out through the back of his head and grab the wall with a pulling beam and pull himself out. Ask him to steady himself outside and then, by means of beams, to raise and lower himself while outside and to move to various parts of the room while still outside. By orientation as a thetan, placing himself as a thetan in time and space, he becomes sure of his whereabouts. Have him find and cast off old lines which have their terminals fixed to radiators and water taps so the energy will drain out of him. The III ordinarily has enough lines to cause him to snap back in the head when he releases beams. Failing this go to Step IV.

**Step IV: RIDGE RUNNING.** Ask the preclear to give himself a command to walk. Let him locate the white flow line which results inside his head. When this line goes dark, have him locate the tiny inside skull ridge that stopped it. Have him run the flow from this barrier (these barriers are tiny ridges, each having a thought with it such as “Can’t walk” or “Too bored to walk”) back toward the spot where he told himself to walk. It will run white for a moment, then go black. Have him give himself the command to walk again and “watch” this flow line. It may run through two or three tiny barriers and then stop. Again have him run the “objection” to walking. Have him watch this “objection” flow until it goes black. Then have him give himself the command to walk again and so on and so on. He will wind up at some outside point. Now have him give himself the command “Listen” and have him run this and its back flows on “black and white” until he is exterior on the subject of listen. Then use the command “Talk” similarly. Then the command “Nod,” then the command “Move.” Give “Look” last for it may “blind” his perception of black and white. He may each time get out to a distance in another quarter. If he can do all this start with Step I again. Failing this step, failing to “see” black and white energy manifestations, go to Step V. (See *What to Audit*.)

**Step V: DED-DEDEX RUNNING.** Audit the preclear on DEDs and DEDEXes with particular attention to blanketings. Audit him also very heavily on “Creative Processing” (*Self Analysis*, British Edition). Then go through steps again. If pc is immediately perceived to have little or no reality on ANY incident, go to Step VI.

**Step VI: A-R-C STRAIGHT WIRE.** Drill, by direct questioning, on locks until pc can remember something really “real” to him, something which he “really loved,” something with which he was in communication. Then drill him on creating illusions until he is certain he has created one which really isn’t real, which he is certain HE put the emotion and perceptions into. (See *Self Analysis*, British Edition, with attention to “End of Session Processing.”) Then go through steps again. Failing Step VI after a quick test, go to Step VII.

**Step VII: PRESENT TIME BODY ORIENTATION.** Have preclear locate a part of his body and recognize it as such. Have him locate furniture, fixtures, auditor in room. Have him locate the town and country he is in. Get him to find something in present time which is really real to him, with which he can communicate. Work on this until he can do this. Then go to Step VI. Then go to Step I.

The Bibliography for SOP Theta Clearing is as follows: *Dianetics: The Modern Science of Mental Health*, *Science of Survival*, *Self Analysis* (British Edition as revised Fall, 1952), *What to Audit*, *Professional Course Books*, *Scientology*: 8-80.

[Also in this issue of the *Journal* was a list of terms and definitions used extensively in the theta clearing techniques. This same collection of terms, with some revisions and modifications, can be found as the Glossary of *Scientology* 8-8008.]



## LRH TAPE LECTURES

London, England  
6—16 November 1952

** 5211C06A	LS-1	Methods of Research, the Thetan as an Energy Unit, Part I
** 5211C06	LS	Methods of Research, the Thetan, Part 11
** 5211C06B	LS-2	Creating Different Space and Time—Responsibility —Code of Honor, Part I
5211C06	LS	Creating Different Space and Time—Responsibility —Code of Honor, Part 11
** 5211C07	LS-3	Have as Homo Sapiens and as Thetans, Clearing by Communication “Have”, Part I
** 5211C07	LS	Have as Homo Sapiens and as Thetans, Part 11
** 5211C14D	LS-4A	Be, Have, Do (time, space, energy, in relation to do), Part I
** 5211C14E	LS-4B	Be, Have, Do (cont.), Part 11
5211C16	LS	MEST-Self-MEST Universe in Connection with Creative Processing

## LOGICS AND AXIOMS LECTURES

London, England  
10—12 November 1952

** 5211C10A	L&A-1&2	Introduction—The Q List and Beginning of Logics
** 5211C10B	L&A-3&4	Logics 1-7
** 5211C12A	L&A-5&6	Precision Knowledge—Necessity to Know Terminology and Law
** 5211C12B	L&A-7&8	Logics 7-9 and 10-23

## LONDON PROFESSIONAL COURSE LECTURES (Standard Operating Procedure, Issue 2)

London, England  
10—21 November 1952

** 5211C10	LPC-1	Introduction to the Course—Definitions of Dianetics and Scientology, other philosophies
** 5211C12C	LPC-2	8-8008 Continued, Time and Space
** 5211C14	LPC-3	Time, Create, Destroy, Have
** 5211C14B	LPC-4&5	Standard Operating Procedure, Issue 2, Steps 7, 6 & 5
** 5211C14C	LPC-6&7	SOP Issue 2, Step 5 (cont.) and Creative Processing Assessment
5211C17	LPC-8	A R C
5211C17	LPC-8A	A R C (cont.)
** 5211C17A	LPC-9	ARC, Motion, Emotion, Tone Scale, Flows, Ridges, Part I
** 5211C17A	LPC-9	ARC, Motion, Emotion, Tone Scale, Flows, Ridges, Part 11

* 5211C17B	LPC-10	Creative Processing—the basic anatomy of creative processing, MEST universe, MEST, self universe, hypnotism, Part I
* 5211C17B	LPC-10	Creative Processing, Part 11
* 5211C17C	LPC-11	Ridges
** 5211C17C	LPC-11	Ridges, Self-Determinism-Tone Scales
** 5211C19A	LPC-12	Attention, Part I
* 5211C19B	LPC-13	Attention, Part 11
* 5211C19C	LPC-14	The Control of the Individual by an Unknown (Sound)
* 5211C19C	LPC-14A	What is Cause?
* 5211C19D	LPC-15	Responsibility
* 5211C19D	LPC-15	Responsibility (cont.), Tone Scale of Responsibility
* 5211C20A	LPC- 16	Creative Processing, Lecture 1, Validation of M EST, Have and Agree
* 5211C20B	LPC-17	Creative Processing, Lecture 2, Validation of MEST, Have and Agree (cont.)
* 5211C20C	LPC-18	Creative Processing Directed Toward Breaking Pc's Agreement with Natural Laws of the MEST Universe, Lecture 3
** 5211C20	LPC-18A	Creative Processing (cont.)
* 5211C20D	LPC-19	Creative Processing (cont.), Lecture 4
* 5211C20	LPC-19A	Creative Processing Directed Toward . . . (cont.)
* 5211C21	LPC-20	Assessment of Pc—The Dynamics: Be, Have, Do
5211C21	LPC-21	Creative Processing—How Different Levels of the Tone Scale React in Regard to Handling Illusions
5211C21	LPC-21A	Structure and Function as Regards Mechanisms of Processing—Clearing by Comm. “Have”

# THE JOURNAL OF SCIENTOLOGY

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## Sanity Needs Creation-Destruction Balance

SPACE, TIME AND ENERGY HAVE THEIR PARALLELS  
IN START, STOP AND CHANGE

**L. Ron Hubbard**

Self-determinism seeks as its goal the attainment of the goal of theta itself.

Theta has the capability of locating matter and energy in time and space, and of creating time and space.

Any action requires space and time, for space and time are necessary to motion.

Motion can be defined as change of location in space, and any change of location requires time.

Thus we have an interacting triangle, one corner of which could be labelled space, another corner time, and the third energy. Matter is not included in the triangle because matter is apparently cohesion and adhesion of energy.

The cycle of a universe could be said to be the cycle of creation, growth, conservation, decay, and destruction. This is the cycle of an entire universe or any part of that universe; it is also the cycle of life forms.

This would compare to the three actions of energy, which are Start, Change and Stop. Where creation is Start, growth is enforced Change, conservation and decay are inhibited Change, and destruction is Stop.

The two extremes of the cycle—creation and destruction or, in the terms of motion, Start and Stop—are interdependent and are consecutive.

There could be no creation without destruction; as one must eradicate the tenement before building the apartment house, so, in the material universe, must destruction and creation be intermingled. A good action could be said to be one which accomplished the maximal construction with minimal destruction; a bad action could be said to be one which accomplished minimal construction with maximal destruction.

That which is started and cannot be stopped and that which is stopped without being permitted to run a course are alike actions bordering upon the psychotic. Unreasonableness itself is defined by persistence in one or the other of these courses of starting something which cannot be stopped (as in the case of an A-bomb) or of stopping something before it has reached a beneficial stage.

Unlimited creation without any destruction would be insane; unlimited destruction without any creation would be similarly insane.

In actuality, insanity can be grouped and classified, detected and remedied by a study of creation and destruction.

If one discovers in an individual where he will not use force, or cannot tolerate force, he will find where that individual will also refuse to be responsible. The definition of responsibility is entirely within this boundary.

An assessment of a case can be done by use of the accompanying graph. We see here *creation* with a line pointing straight downward and find there the word *insane*;

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under this, we list the dynamics. Wherever along any of these dynamics the individual cannot conceive himself to be able to create, on that level he will be found aberrated to the degree that he does not believe himself able to create. This might be thought to introduce an imponderable but such is not the case, for the individual is most aberrated on the first dynamic and, rightly or wrongly, conceives that he could not create himself. This goes to the extent, in homo sapiens, of believing that one cannot create a body and, rightly or wrongly, one is then most aberrated on the subject of his body.

Potentially, because of the character of theta itself, an individual in an absolute and possibly unattainable state, should be able to create a universe. Certainly it is true that every man is his own universe and possesses within himself all the capabilities of a universe.

To the extreme right of the graph, we have the word *destruction* and a line pointing downwards toward *insane*, and beneath this, the list of the dynamics. That individual who can only destroy along any of these dynamics and cannot or will not create could be said to be aberrated on that dynamic. He is aberrated to the degree that he would destroy that dynamic.

Looking again at the column of *creation*, one finds the individual aberrated anywhere along the dynamics in that column where the individual will only create and will not destroy.

In the *destruction* column, one finds the individual aberrated on any dynamic in that column where he will not destroy.

Use of this graph and these principles enables the auditor to assess hitherto hidden compulsions and obsessions on the part of the preclear.

This is an auditing graph. If one looks at it in another way than auditing, he finds laid out what has been occasionally posed as a philosophy of existence. Friedrich Nietzsche, in his book *Thus Spake Zarathustra*, presents as a desirable code of conduct unlimited willingness to destroy. In order to survive in any universe, conduct must be regulated by a sense of ethics. Ethics are possible on a reasonable level only when the individual is high on the tone scale. In the absence of such height, ethics are supplanted by morals which can be defined as an arbitrary code of conduct not necessarily related to reason. Should one attempt to regulate his conduct on the basis of unlimited creation or destruction, he would find it necessary to act without judgment to put his philosophy into effect. It is noteworthy that the late Nazi regime can serve as a clinical test of the workability of a scheme of things wherein unlimited creation and destruction are held as an ideal.

# THE JOURNAL OF SCIENTOLOGY

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## The Components of Experience

L. Ron Hubbard

The physicist long has been on a carousel with regard to the component parts of the material universe.

He has had to define time in terms of space and energy, space in terms of time and energy, and energy in terms of time and space, and matter as a combination of all three. When three factors exist at such an altitude in a science, there can be no further clarification unless the material can be related to experience of an equal magnitude.

The current definition in Scientology has this liability: if self-determination is the location of matter and energy in time and space, and the creation, change and destruction of time and space, then there is no comparable data by which to evaluate this level. The physicist has found the interrelationship of time, space and energy to be invaluable and has, indeed, produced a civilization from this interrelationship just as, with our definition of self-determinism, it is possible to deaberrate an individual and increase his potentialities in a way never before suspected possible, and with a speed which exceeds all past estimates, even in the science of Scientology.

Because we are now working from a higher understanding than time, space and energy, it is possible to compare these to experience in such a way as to broaden their use and modify their force or increase it. Control of time, space and energy now comes well within our capabilities.

Space, time and energy in experience become Be, Have and Do, the component parts of experience itself.

Space could be said to be BE. One can be in space without change and without time; one can also be, without action.

The essence of time is apparently possession. When possession ceases, the record of time ceases. Without possession, change cannot be observed; in the presence of possession change can be observed. Thus it is deduced that time and possession are interdependent.

The past could be subdivided into Had, Should Have Had, Didn't Have, and Got, Should Have Gotten, Didn't Get, and Gave, Should Have Given, Didn't Give.

The present could be subdivided into Have, Should Have, Does Not Have, and Giving, Should Be Giving, Not Giving, and Receiving, Should Be Receiving, Not Receiving.

The future is subdivisible into Will Have, Should Have, Will Not Have, and Getting, Will Be Getting, Will Not Be Getting, and Will Receive, Will Not Receive.

In each of the above—past, present and future—the word would apply for any individual or any part of the dynamics to all the other dynamics.

The way one knows there was a past is by knowing the conditions of the past. The most revelatory of these is the facsimile which was taken in the past. However, without any possession in the present stemming forward from the past, the past becomes unimportant; or, because possession ceased, the past is obliterated. The single matter of the body of a past life not being in the present life invalidates the existence

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of the past life to the individual who then does not—or does not care to—remember it. Yet the facsimile can be, nevertheless, effective upon him.

Energy, whether in the field of thought, emotion, or effort, can be summed into DO. It requires beingness and havingness in order to achieve doingness. Here we have the static of space acting against the kinetic of possession to produce action in the field of thought, emotion, or effort, the various categories of doingness.

Should one care to test this as a process on a preclear, he will find that the missing portions of the preclear's past have to do with loss of something. Loss itself is the single aberrative factor in living. It long has been known in this science that the release of a grief charge was an important single improvement in the preclear. Grief is entirely and only concerned with loss or threatened loss. Pain itself can be defined in terms of loss, for pain is the threat which tells one that loss of mobility or a portion of the body or the environment is imminent. Man has pain so thoroughly identified with loss that in some languages the words are synonymous.

Loss is always identified with HAVE, for if one doesn't have, one cannot lose.

The Hindu sought to depart into his Nirvana by refusing to have anything to do with Having. He sought thus to promote himself into Being. He saw that so long as he retained a grasp on a body in any degree he was Having, and thus was pressed into Being.

Having and Being often are identified to the degree that many people attempt exclusively to Be only by Having. The capitalist judges his own beingness solely by the degree of possession, not even vaguely by the degree of action he is able to execute.

Possessions absorb and enforce time; only without possessions would one be able to regulate time at will. This is a singular attribute of the cleared theta clear, and to him possession of MEST is extremely unimportant.

One can make up for a lack of Having by Doing, and by Doing accomplishes Having and thus regulates time.

Having enhances either Being or Doing, as is sometimes severely recognized by one who would like to take a vacation or a trip to foreign lands.

Doing can enhance either Being or Having; a balanced Doing slants in both directions, but if one Does without Having, his Being increases, as is well known by anyone who insists on doing favors without recompense and without gain.

There is an optimum speed of Doing. If one travels less than that speed, he has little Being and Having; if one travels greater than that speed, he has to abandon both Being and Having. This is applicable especially to the MEST universe. The case of a race driver is in point. He must assume a contempt for Being and Having in order to achieve the speeds he does.

When change is too rapid both Beingness and Havingness suffer. When change is too slow both Beingness and Havingness suffer. For Change is essentially the redirection of energy.

In the assessment of a preclear, one can easily trace, by use of the triangle, Be, Have and Do; and by placing this over a second triangle with space at the point of Be, time at the point of Have, and energy at the point of Do, find where the preclear is overbalanced and why the preclear cannot handle time or why he is trying to occupy too much space without being able to fill it, or why his life is complicated with too much havingness and has reduced his beingness to nought.

In the MEST universe as well as in a constructed universe, these three factors should be balanced for orderly progress.

# SCIENTOLOGY 8 - 8008

by

L. Ron Hubbard

Published

December 1952

**Scientology 8-8008** was written by L. Ron Hubbard in England in October—November 1952. He had the first copy with him when he flew to the United States and presented it at the opening of the Philadelphia Doctorate Course on December first.

It was used as the professional course textbook. It is written as a self-contained unit and is an exciting book to read, having a style that is staccato and crisp. It conveys the maximum amount of information in the minimum space.

As originally written it contained Standard Operating Procedure, Issue 3, and the entire professional course as given in Phoenix, Philadelphia and London followed this text, the 62 lecture hours of that course being organized as an expansion of the book and technique. Issue 4, went by rapidly one weekend early in the Philadelphia Doctorate Course, and Issue 5 was used for the balance of the course. The last issue of Standard Operating Procedure was number eight (SOP-8), which was broadly communicated in May 1953. Then came Short 8, SOP-8A, SOP-8L (life), SOP-8C (clinical), SOP-8D (delivery of heavy cases), SOP-80 (operating thetan).

Later editions of this book have successively added more material to the original text including: The Factors (April 1953), SOP-8 (May 1953), Certainty Processing (June 1953), Six Levels of Processing—Issue 5 (11 November 1955) and Games Processing ( 14 February 1956) . All of these will be found in these volumes.

160 pages, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

## PHILADELPHIA DOCTORATE COURSE LECTURES

Philadelphia, Pennsylvania

1—18 December 1952

L. Ron Hubbard gave the Philadelphia Doctorate Course to a class of 38 auditors in Philadelphia, Pennsylvania, from Monday, 1 December, through Friday, 19 December 1952. As reported in the *Journal of Scientology* 9-G, "A total of 62 lectures were delivered to these candidates by Mr. Hubbard, each lecture an hour in duration. The material covered included a wide analysis of human behavior, the handling and control of homo sapiens, the highest level of atomic and molecular phenomena, a complete coverage of Standard Operating Procedure, Issue Five, and a full expansion of the new professional course textbook, *Scientology 8-8008*.

"Some 70 charts were drawn by LRH in the course of his lectures and are being made directly into a book which will be used by students studying this course in the future. Students are also having prepared for use a class work booklet which summarizes all old processes, in which they must be expert. A text on Creative Processing, which is for professional application to preclears, is also under preparation.

"The lectures were recorded fully on plastic tape by a professional sound engineer using high fidelity equipment, the first high fidelity tapes ever made of Mr. Hubbard's lectures.

"These tapes, the book of charts which illustrate the tapes, the class work booklets, the advanced text *Scientology 8-8008*, and the Creative Processing text, comprise the complete equipment of the doctorate course."

The tapes and the book of charts are available today, as is the book *Scientology 8-8008*, to which additional material on Creative Processing was added.

** 5212C01A	PDC-1	Scientology: How To Understand and Study I t
** 5212C01B	PDC-2	E-Meter: Description, Demonstration
** 5212C01C	PDC-3	Creative Processing, Demo of E-Meter Auditing
** 5212C02A	PDC-4	Locks, Secondaries, Engrams, How To Handle
** 5212C02B	PDC-5	Gradient Scales of Handling Space, Energy and Objects
** 5212C02C	PDC-6	The "Q": Highest Level of Knowledge, Axioms, Energy Phenomena of Thought and Facsimiles, Differentiation
** 5212C02D	PDC-7	A Thetan Creates (MEST) by Postulates—Q2
** 5212C03A	PDC-8	The Track of Thetan/G.E., Space/Time
** 5212C03B	PDC-9	Anatomy of Processing—Energy Phenomena/Sensation
** 5212C03C	PDC-10	Specific Parts of Self-Determinism, Spacation
** 5212C04A	PDC-11	Spacation: Energy Particlesand Time
** 5212C04B	PDC-12	Spacation: Locating, Space, Time
** 5212C04C	PDC-13	Spacation: Anchor Points, Origin
** 5212C04D	PDC-14	The Logics: Methods of Thinking
** 5212C04E	PDC-15	The Logics: Infinity-valued Logic
** 5212C05A	PDC-16	Cycles of Action
** 5212C05B	PDC-17	The Tone Scale: Moving the Pc up the Scale
** 5212C05C	PDC-18	Conditionsof Space/Time/Energy
** 5212C06A	PDC-19	Axiomsand Logics—Further Data
** 5212C06B	PDC-20	Formative State of Scientology: Definition of Logic
** 5212C08A	PDC-21	ARC/Cycles: Theory and Automaticity
** 5212C08B	PDC-22	More on Automaticity
** 5212C08C	PDC-23	ARC, Force, Be/Do/Have



** 5212C09A	PDC-24	What's Wrong With This Universe: A Working Package for Auditor
** 5212C09B	PDC-25	Flows: Reverse Vector of Physical Universe
** 5212C09C	PDC-26	Flows: Characteristics of
** 5212C09D	PDC-27	Flows: The Part Force Bears in Clearing
** 5212C09E	PDC-28	Flows: The Part Space Bears in Clearing
5212C09	LECTURE	Plus and Minus (could be same tape as 4 above)
** 5212C10A	PDC-29	Flows: Pattern of Interaction
** 5212C10B	PDC-30	Flows: Rate of Change, Relative Size, Anchor Points
** 5212C10C	PDC-31	Flows: Basic Agreement and Prove it!
** 5212C10D	PDC-32	Flows: Dispersals and Ridges
** 5212C10E	PDC-33	Anatomy of the Genetic Entity
** 5212C11	LECTURE	Single Data and Its Evaluation
** 5212C11A	PDC-34	8-8008: Understanding the Phenomena
** 5212C11B	PDC-35	The D.E.I. Scale
** 5212C11C	PDC-36	Structure/Function: Selective Variations of
** 5212C11D	PDC-37	Chart of Attitudes: Rising Scale Processing
** 5212C11E	PDC-38	Rising Scale Processing
** 5212C12A	PDC-39	Game Processing
** 5212C12B	PDC-40	Games/Goals
** 5212C12C	PDC-41	SOP Issue 3: Postulate, Creative Process
** 5212C13A	PDC-42	Standard Operating Procedure (SOP)
** 5212C13B	PDC-43	On Auditing—How to Succeed/Fail, Assess
** 5212C13C	PDC-44	SOP: Assessment (cont.)
** 5212C13D	PDC-45	Development of Scientology: Characteristics of Living Science
** 5212C13E	PDC-46	Goal: Rehabilitation of Thetan, Case Step 1
** 5212C15A	PDC-47	SOP Issue 5
** 5212C15B	PDC-48	SOP Spacation
** 5212C15C	PDC-49	SOP Spacation (cont.)
** 5212C16A	PDC-50	SOP Spacation Step 3, Flow Processing
** 5212C16B	PDC-51	SOP Issue 5
** 5212C16C	PDC-52	Memory (Not Human Memory)
** 5212C16D	PDC-53	Memory and Automaticity
** 5212C17A	PDC-54	Summary to Date: Handling Step 1 and Demo
** 5212C17B	PDC-55	Demonstration on Step One (cont.)
** 5212C17C	PDC-56	Discussion of Demo: Above Agreement With Flows
** 5212C17D	PDC-57	Continued Demonstration Step 4
** 5212C18A	PDC-58	About the "P res" Tone Level: Psychometry
** 5212C18B	PDC-59	Chart of Havingness
** 5212C18C	PDC-60	How To Talk About Scientology
** 5212C18D	PDC-61	How To Talk to Friends About Scientology
** 5212C18E	PDC-62	Your Own Case: To You the Student

### LRH TAPE LECTURES

1952 (specific dates unknown)

52 .. C ..	LON LECT	Activity of an Auditor
52 .. C ..	LECTURE	Attention Units, Tone Scale of
52 .. C ..	LECTURE	Confusion—Mest Bodies
52 .. C ..	LECTURE	Entities

# THE JOURNAL OF SCIENTOLOGY

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## **New Data Doesn't Invalidate Early, Proven Techniques**

**L. Ron Hubbard**

J of S EDITOR'S NOTE—Auditors and preclears too often complain that Scientology is invalidating itself; that today's techniques are making those of yesterday obsolete. L. Ron Hubbard, in a recent lecture, said definitely that you audit the preclear, not the technique; that the first book still will do exactly what it said it would do, and new developments have only one purpose: to give auditors newer and better tools with which to work.

Because we feel that this lecture is of extreme importance, it has been edited somewhat, and is being reprinted serially in *Scientology*. This is the first chapter.

In the opinion of many people, this science changes—rapidly, radically, sporadically and unpredictably. When someone tells you this, you know he does not know his Scientology.

In *DIANETICS: The Modern Science of Mental Health*, in a chapter called “The Cell and the Organism,” there is a statement (though not in these words) that the structure of the human body is a series of efforts and counter-efforts. In the chapter on emotion, there is a discussion on unburdening the misemotion by which the body is controlled. There is a statement that emotion is a theta thing, which we can use though we do not fully understand it.

This consistency of theory from the time of the first book to now is easily observed. There is one major error along the line, of which I know: the theory of valence. One glaring error out of all the hundreds of theoretical building blocks of this science is not a bad record.

Valence, as we used it, was wrong. We do not want anyone getting into valence. We want him to get out of valence. Why? Because if he is thoroughly inside his body, the thetan has almost ceased to exist, and the Genetic Entity is in control of the organism to a large degree.

Nowadays we are using Technique 80. That was not in the first book. But does Technique 80 invalidate what was in the book? No! In the first book we got around what we now do in Technique 80 by finding the basic on the chain. You can bypass the whole of Technique 80 if you can find the basic on the chain. But that is a long and tiresome search, and now Technique 80 makes it unnecessary. Instead of running down chains of this and chains of that, looking for the first counter-effort on the line, Technique 80 just picks up any effort and counter-effort anywhere on the line and takes it from there. Still, finding the basic on the chain was a workable technique, though it required much greater art and many more hours than Technique 80.

Technique 80 says that we can use any effort or counter-effort anywhere we find it and unravel the track from that point. What has the preclear done with this countereffort, and what has this counter-effort done to him?

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The motivator and the overt, the DED and the DEDEX: that is Technique 80.

This is considerably easier than looking through all tangle and confusion of incidents for the basic on the chain, but that does not mean that the auditor should never have heard of basic-basic. Because one fine day he may find a preclear who can go back to the first moment of pain or unconsciousness in the life and run it out—and blow the rest of the track clean.

The processing in the first book was designed for the wide-open case. In a tougher case, you had to know how to shoot demon circuits, as they were called. We don't shoot demon circuits much any more, but now and then you may get a preclear who is being told what to do and think by a voice inside his head, and if you know what it is to shoot a demon circuit you can just turn it off at will and go on to the next problem.

There was a lot of art involved in processing in those days. Some demons had to be attacked by running imaginary incidents. The more difficult the case, the more art was required.

We have been replacing art with technology, until now the case which was a great challenge in 1950 is only the standard routine, but that does not mean that the firstbook case no longer exists. There are still cases which have to be processed by 1950 methods before they can be processed by 1952 methods.

The first-book case is stuck in a prenatal engram. He is spouting the words of the incident. The auditor ignores concepts, attention units, effort, emotion, thought, and so on. He just gets the preclear to tell him what is happening. The incident runs and reduces. Pretty soon the preclear begins to laugh and line-charges all the way up to present time—or scans the locks, as we would say it now. A great improvement has been made in the case, because the auditor knew enough to use the appropriate methods—first-book auditing for a first-book case.

Book One addressed the psychotic. But every time we turn around, we find that our sights have gone up. In 1950 we were trying to take a case and process him up to the point where he would no longer rub his mashed potatoes into his hair. Now we are trying to recover the full identity and knowingness of the being and causality of the immortal, imperishable self, forevermore.

It is quite a different goal.

## PART II

### **Thetan, to Be “Sane,” Must Learn How He’s Been Caring for Body**

One thing which was not covered by the first book on Dianetics, because we did not know the answer to it, was the difference between the wide-open and the occluded case. We observed a difference which we could not explain.

Now we know that the occluded case, instead of becoming wide-open with processing, wakes up as a thetan and begins to run on the whole track, while the wideopen case, before beginning to run on the whole track, shuts down and becomes an occluded thetan. The wide-open case is wide open because it is running not as a thetan but as a Genetic Entity. When you have processed this case for a while, on the genetic line, in prenatals, in late life, in whatever has to be run, then it will stop running as a Genetic Entity and begin running as a thetan. Then, instead of having a MEST body under its own somatic direction, you have a thetan, in terrible condition, with a MEST body inserted into the middle of him.

The upgrade is from a quite sane MEST body to a quite insane thetan. But here is the catch: the thetan can handle his own affairs and get along in the world. He is not considered insane by the society—only by us. He has enough horsepower to override

his aberrations—or to use them to the disadvantage of everyone else. He may be crazy, but he also may conquer the world. Our problem is to unaberrate him so that he can conquer the world with reason instead of with force.

One of the things that this thetan has to find out, before he can be sane, is that he has been wasting a lot of his strength in “taking care of” his MEST body. And how has he been “taking care of it”?

You may get a pretty big line charge from this thetan when he finally realizes that he has been “helping” his MEST body by crushing it in a vise of energy. The preclear has headaches. Something feels like a tight band around his head. He has been trying to help this MEST body by throwing tractor waves over it, by feeding it engrams to run so that it will be better off, and he has this MEST body as if he had a long wire around it, choking it. He says, “Boy, I’m going to do a wonderful job for this body and get it well!” He chokes it some more.

At no moment does he realize that he is out there with all that horsepower and that this MEST body does not have the insulation to stand it. He is feeding in tremendous electrical impulses. He strikes this body with lightning every few hours—just to keep it in good condition—and he wonders why he has a blank feeling in his prefrontal lobes.

Then, suddenly, in processing, he realizes the horrible truth. He is complaining about this terrible somatic across his eyes and in his jaws, and then he says, “—Oh, my God! I’m doing it!” He suddenly discovers that he can tighten up or slack off this somatic at will, and he is very embarrassed about the whole thing. “I’ve been doing it to me!” He has been using this tractor wave for so long that he has forgotten how to control it.

Or you will find a thetan who is obsessed by the image of some individual. He just can’t get this individual out of his mind. And then he will discover that he has a tractor wave around this individual and is holding this individual in one place and not letting him get away. The facsimile bothers him and the individual obsesses him because of his own efforts to keep the individual close to him. He is putting out a tremendous effort to hold on to facsimiles of certain wavelengths, similar to his own, and at the same time he is complaining that he can’t get rid of these facsimiles.

In the first book we had: What has been done to the preclear? That was pretty low on the Responsibility Scale. Now we have: What has the preclear done to himself? That is much higher on the scale. Unfortunately, if the preclear is pretty low on the scale, he may have to run what was done to him before he can run what he has been doing.

In December of 1951, some individuals heard the first half of a lecture which said, “All you have to do is be self-determined!” So they went off to be “self-determined.” But they didn’t hear the second half of the lecture which said, “But you have to run engrams first.” Some of those individuals are now sitting around in apathy, anger, boredom, or hydrophobia, growling, “Well, that’s your reality ! “ They just went up the pole a little ahead of the technique.

I have no doubt that there will be a technique for doing this—possibly next year, possibly tomorrow morning, possibly ten thousand years from now. But right now we have to process preclears at the level where we find them.

### PART III

## **Preclears Must Be Audited According to Their Condition**

A preclear must be processed according to the condition he is in.

If he is near the top of the Genetic Entity scale—if he is about as high as he can go as a Genetic Entity, but the thetan is asleep or in terrible condition—you will be able to

process him by the first book. This process will appeal to him. And the funny part of it is that this is the process which will work on him.

Your goal is to unsnarl this case and get him up to the point where he can perceive energy manifestations. You are not trying to clean up every engram on the genetic line. You are only trying to get him unburdened enough so that his thetan can take over.

Of course, you can use Technique 80—but do you have to? Perhaps this case can go back to the first moment of pain or unconsciousness in his life and blow out a whole chain of material in practically no time. He will come up the tone scale.

As you bring him up, he will get premonitions of danger. He will sense death in the afternoon. He will want to stop processing. And why? Because the Genetic Entity is about to come under the control of the thetan. The Genetic Entity feels pretty fine, but the thetan is a wreck. Naturally the preclear wants to stay as he is.

Now, while this case is running as a Genetic Entity, he will have somatics. You had better process them out. You may find that this person cannot take much more than first-book processing. With it you can make him feel a lot better. This does not mean that you should forget what you have learned since reading the first book—it means only that you should not forget what you learned when you read the first book. On some cases you can use it: on some cases it is all you can use.

For the occluded case you will need another level of processing. *Science of Survival* and the later 1951 techniques, particularly effort processing, are what he will accept. If you can get him into effort, he will be overjoyed. He will run efforts and counter-efforts with great enthusiasm.

But then, using the E-Meter, you will notice that he is showing signs of dropping into whole-track material. You may try to nudge him in that direction. You may say, “It sounds as though you are outside your body, running it from a distance.”

Oh, no—he’s not going to have anything to do with that. He’s right where he wants to be—stuck in a body. And he’ll run efforts and somatics, and sometimes secondaries. If you try to get him out of his body, he will refuse.

Then, there is the individual who is always outside his body, watching it, walking around it. In early processing we tried to get these individuals into their bodies. We told them to get into valence.

These preclears got upset about being told to get into their bodies. They didn’t like that kind of processing. All this time they have been walking around a body saying, “I wonder why I am tied to this post.” All the auditor has to do is say, “Yes, you are tied to this post, but now we are going to get you untied and off of it.” That is processing which this individual will gobble up. Black-and-white, ridge running, and the late techniques will be just what this individual wants.

The point in all this is: **GETTING IN ADVANCE OF THE IMMEDIATE GOAL OF YOUR PRECLEAR SWAMPS HIM.** The preclear must be processed at his own level. That is why the auditor must know both the old methods and the new methods.

In processing, you should not overlook the things we learned in 1949 and 1950, and you should not overlook the things we will learn in 1953 and 1954. Don’t believe that we have to accept just what we have now. Don’t believe that “this is it.” What we have today is no more IT than the first book was IT. New techniques do not make the old ones unusable. They make them better and more understandable and **MORE** usable, on the cases for which they are designed.

If you know your old materials and your new materials, you are going to solve more cases. You will not take a preclear who is exteriorized and try to sell him on getting into his body. He doesn’t want a body. You will not take the Genetic-Entity preclear and try to get him out of his body before he is even a healthy Genetic Entity.

What we are doing with the new techniques is not throwing out the old techniques but making them more applicable to processing. Before *Science of Survival*, we had very little in the way of a map of human behavior. When we got that map, we found that first-book processing fitted into a certain slot and made sense there. Very little has been added to that chart in *Science of Survival*, but something has been added to its applicability. The behavior of motion on the tone scale has made that chart more usable.

If you know about motion, you can use the chart better. But knowing about motion is not a substitute for knowing the columns of behavior and manifestation. It is a refinement.

Scientology is being refined and improved, but it is still Scientology.

#### PART IV

## Preclears Should Be Processed; Education Isn't Auditor's Task

Don't educate your preclear: process him.

In the early days, before 1950, I processed many people by what later became Dianetics. Most of the people I processed don't know to this day that they have been processed by Dianetics. If two of my clients had even got together, one of them would have said, "Isn't it wonderful! Zoroastrianism has been known about all these years!" And the other would say, "Where did you hear about that?" "Down at First and Asafetida Streets," (which is where I was practicing). "Oh, really?" the other would say, "Well, I know a fellow down there, too—it must be a different fellow, though—he talks about electronics all the time."

In other words, a preclear would come in and say, "I hurt," or "I'm unhappy," and I would just use anything on him that worked. Pretty soon he would say, "What is this you are using?" and I would have to tell him something. But what could I tell him?

Did you ever go down to the library and pick out a book that had been read by many people? You look through it and you find the lines that are marked. The people who read this book didn't read it to learn a single, cockeyed thing. All they were looking for was something that would agree with them. They would comb through the book, page after page, and finally they would underline "God is good."

Do you re-educate people like this? No. The preclear says, "This stuff you are doing is Chinese acupuncture, isn't it?" You say, "Sure, sure. Let's go over that again, now."

Another says, "You know, I learned all about this by reading Sneeze's *The Breeding of Cats*. After I read that, I figured out all these techniques myself." You say, "Well, well! You discovered my source. That's wonderful! Now, how about running that again?"

You don't try to educate your preclear. He says, "Well, well. This is related to the work of Gutsbaum, isn't it?" You happen to know that Gutsbaum was a chemist who did some work on dyes and had nothing to do with teaching elephants to speak German—which is what he is talking about—but you say, "Sure, that's right. And then what did your mother say?"

If you pound him in the head and correct his data, you may send him down the tone scale further in one instant than you could bring him up by 20 hours' processing.

Inside of every preclear there is a tiny little spark which says, "I have yet a core, an idea, which is my own. I am nearly gone, wiped out, but I still have this."

Perhaps the preclear has the idea that the sun is really the source of all life. As a child he got this idea, and it seemed right to him. So, it's right to him! Don't extinguish this idea in the hope that you will improve something else, because you won't.

He says, "I did some studying on the Egyptian Sun God, Ra, in the University." He didn't do any studying in the University. He did it when he was six years old. He says, "I have thought about it quite a bit." Do you look him squarely in the eye and say, "That is old, superstitious malarkey. That is a lot of bunk!"? No, you don't.

Who knows? Perhaps this preclear's highest aesthetic concept is the sun. Perhaps his secret joy is the idea that the sun will bum people to a crisp if they stand in it too long. Perhaps he thinks it is God smiting them. Perhaps he merely likes to stand in it

himself. You, as the auditor, must not overlook the fact that you are dealing with a human being.

To agree with the preclear endlessly, to spend all of your time agreeing with his aberrations, is destructive to him and destructive to you. But you have processes to use on him, and you have to agree with him to the point where you can get the processes to work.

When the processes work and his self-determinism increases, he will make up his mind about the Sun God, Ra—without any mention of the subject from you. You are trying to increase his self-determinism. If, at the beginning, all you can find of his self-determinism is the Sun God, Ra—then, agree with it.

Trying to re-educate a preclear while you process him is no good. He will find out for himself, as he comes up the tone scale. You can give him a new idea now and then, if he wants one. But don't try to *change his* ideas. They may be all there is left of him.

You are working with basic laws, powerful laws. If you have to educate your preclear to make these laws work on him, you haven't got your subject down worth a nickel.

## PART V

### **Auditor First Should Know Tools Before He Goes in for Artistic**

The auditor is both a technician and an artist.

We still have art in processing, but thank God we don't need as much as we used to. The more and better technique an auditor has at his command, the less he has to be an artist. But some auditors persist in being very "artistic" about some little corner of this science while ignoring the rest. A real artist is not above using his technique. A real artist has many techniques to use.

Compare, for example, Rembrandt and the dilettante. The dilettante does not know how to paint, so most of his energy goes into selecting the "right" brush or the "apt" line or the "perfect" pigment. Rembrandt does know how to paint. He picks up the first brush that comes to hand, touches it to the palette and—wham! A color. Rembrandt can be an artist, because he has a lot of technique with which to be an artist. The dilettante has no technique, and so he only plays the role of the artist.

There is a standard way to run an engram. There is a standard way to diagnose a case. There is a standard technique to use for every level of the tone scale.

On the wide-open case, you can run Responsibility. Times when he took responsibility. Times when he shifted responsibility to others.

On a case in which you cannot find the first engram, you can use Technique 80: motivators, overts, DEDs, DEDEXes.

*Dianetics, Science of Survival, Self Analysis, Advanced Procedure and Axioms, Handbook for Preclears, Technique 88*—each *is* applicable to a case at a certain level. There is not one of them that does not apply somewhere. The wide-open case will need first-book procedure until he gets out of the incident he is stuck in. Then he will need rehabilitation in A-R-C, agreeing and disagreeing with affinity, reality, and communication flows between him and the environment. The occluded case will need later techniques.

These are the tools of the trade. They are graduated against the level of the case. They are just as solid and usable as the tools in a plumber's box.

When you start to audit, know these tools. After you know them, you can be as artistic as you want about using them, because then you will have the techniques to be artistic with, and you won't have to use a gallon of art to every eye-dropper of technique.

## LRH TAPE LECTURES

London, England  
12—14 January 1953

After completing the Philadelphia Doctorate Course, L. Ron Hubbard returned to London, England, to spend Christmas with his family and to continue several research projects he had in progress there.

- |            |         |  |
|------------|---------|--|
| * 5301C12A | LECTURE | Agree and Disagree                         |
| * 5301C12C | LECTURE | Anchor Points—Driving Them In and Out      |
| * 5301C14  | LECTURE | Group Processing and Individual Processing |

## PHILADELPHIA DOCTORATE COURSE SUPPLEMENTARY LECTURES

London, England  
14—23 January 1953

L. Ron Hubbard gave the following lectures in London, which are supplementary to his Philadelphia Doctorate Course lectures (see page 298). They cover Standard Operating Procedure, Issue 5.

- |            |           |   |
|------------|-----------|---|
| * 5301C14A | PDC Sup-1 | SOP 5 Long Form Step 1: Quality of Mock-ups at Different Levels of the Tone Scale |
| * 5301C14B | PDC Sup-2 | Processing of Step 1: Cyclic Aspect of Scientology Research                       |
| * 5301C16A | PDC Sup-3 | SOP Long Form Step 11: Stage Fright, Commanding People                            |
| * 5301C16B | PDC Sup-4 | Demonstration   |
| * 5301C19A | PDC Sup-5 | SOP Long Form Step 111: Differentiation on Theta Clearing                         |
| * 5301C19B | PDC Sup-6 | SOP Long Form Step 111 (cont.): Spacation   |
| * 5301C21A | PDC Sup-7 | SOP Long Form Step IV: Gita, Space, Case Conditions                               |
| * 5301C21B | PDC Sup-8 | SOP 5 Long Form Step IV (cont.)   |
| * 5301C23A | PDC Sup   | SOP 5 Long Form Step V  |
| * 5301C23B | PDC Sup   | SOP 5 Long Form Step VI   |
| * 5301C23  | PDC Sup   | Concluding Long Form of Step V—Admiration Processing                              |

## LONDON GROUP AUDITOR'S COURSE LECTURES

London, England  
March/April 1953

"The Group Auditor's Course of six hours fits people to apply *Self Analysis in Dianetics* to adults and children. It is being given away, run every Saturday afternoon complete, by the HAS London. Teachers and others regularly attend it. New faces continually show up (about eight or ten new ones every Saturday). Many of the new ones enroll for the day or night courses. The people attending it are getting wonderful results in schools and elsewhere. It has just been taken into a training school of the Royal Navy. Those who attend three Saturdays get a small certificate as a Group Auditor for which they are not charged. That is, they hear these tapes three times."

- |            |       |  |
|------------|-------|--|
| * 53 ..... | LGC-1 | Educational System, How to Group Process |
|------------|-------|--|



* 53 .....	C	LGC-2	History of the Organization, Self Analysis
** 53 .....	C	LGC-3	Mechanics of the Mind, Source of Data, Group Auditing and the Tone Scale
* 53 .....	C	LGC-4	Gradient Scales, Admiration Particle
* 53 .....	C	LGC-5	Creative Processing
* 53 .....	C	LGC-6	Mock-ups, Certainty, Group Processing

### LRH TAPE LECTURES

March 1953

5303C..	GR/PROC	Group Processing
5303C ..	LECTURE	Notes on 18 Hours

### LONDON SPRING LECTURES

London, England

23 March—24 April 1953

L. Ron Hubbard gave the following series of lectures on SOP-5 to London students in March and April 1953:

* 5303C23A	SPRL-1	Review of Dianetics, Scientology and Para-Dianetics/ Scientology
* 5303C23B	SPRL-2	What's Wrong With the Pc
* 5303C24A	SPRL-3	SOP Issue 5: Steps 1 to 7
* 5303C24B	SPRL-4	SOP Issue 5: (cont.)
* 5303C25A	SPRL-5	The Elements With Stress on How To Run Matched Terminals
* 5303C25B	SPRL-6	The Elements With Stress on How To Run Matched Terminals (cont.)
** 5303C26A	SPRL-7	How and When To Audit
** 5303C26B	SPRL-8	Present Time
* 5303C27A	SPRL-9	SOP Utility
* 5303C27 B	SPRL- 10	SOP Util ity (cont. )
* 5303C27C	SPRL-11	Beingness, Agreement, Hidden Influence, Processes
* 5303C27D	SPRL-12	Types of Processes (cont)
* 5304C07A	SPRL-13	Data on Case Level 5, Step for Case 5
* 5304C07B	SPRL-14	Data on Case Level 5 (cont.)
* 5304C07C	SPRL-15	Exteriorization—Demonstration and Explanation
* 5304C07D	SPRL-16	Demonstration (cont.)
* 5304C08A	SPRL-17	Case Level 6 & 7
* 5304C08B	SPRL-18	Case Level 6 & 7, Psychotic (cont.)

On 24 April 1953, one day after he wrote The Factors, L. Ron Hubbard gave these lectures in London:

* 5304C24A	SPRL-19	The Factors
* 5304C24B	SPRL-20	SOP 8

# **HOW TO LIVE THROUGH AN EXECUTIVE**

**by L. Ron Hubbard**

**Published April 1953**

Subtitled "Communications Manual," this is a valuable text on industrial communications. It presents a specific system for communications that could be implemented in government or business. It gives the solution to the executive who is so hampered by the great burden of communication that he is unable to fulfill his proper function which is planning.

Recognizing that the role of the executive is planning and supervision, L. Ron Hubbard originated and formulated the system covered by this book. He had two chief objects in mind. One, to save executives' time and make it possible for them to fill their proper role in an organization. Two, to reduce the confusion amongst employees and workers, who, served by inadequate communication channels and methods, can have no clear understanding of the problems and concerns of management.

It includes a discussion of the group mind, and how it is different from the minds of the individuals in the group. The communications system presented is in part a method of constructing a "brain" for this group mind to function through. The system itself has a capacity to recall what has happened to the organization.

132 pages, 13 diagrams, glossary, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

# THE JOURNAL OF SCIENTOLOGY

Issue 13-G [ 1953, ca. early April]

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Philadelphia, Pennsylvania

## Marital Scientology

**L. Ron Hubbard**

The name of this article could also be “Don’t kill your mother-in-law: mock her up!”

The severest criticism that could have been leveled at Dianetics was entirely overlooked by the critics. This is not unusual, for a person, to be a critic, must first have assumed that he could not create anything. It required a certain creative ability to understand what went on early in Dianetics, for the marriage and divorce rate was considerably shifted by processing. Fortunately, there were more marriages and more saved marriages than there were divorces, but this did not mean that there weren’t divorces.

Husbands and wives who had for years been coming to an explosion point, faced with the technique of Book 1, exploded; in many cases, beyond marital repair. Mismatched in the first place, grown sour in harness, buckled down by an economic system which could not have been bettered by the Devil himself, it took very little to tip over what would have happened anyway.

One of the most serious parts of this was the husband-wife auditing team situation. Husbands and wives tried to audit each other with too high a percentage of failures.

To understand what takes place in a marriage it is necessary to understand why a husband-wife auditing team is so often unsuccessful, and will, now and then, blow up a marriage. And the answer to this is also the answer to why marriages blow up. The introduction of the factor of co-auditing team into the marriage is the only catalyst necessary to something which will already give trouble.

From now on in these articles, you’re going to hear a lot about communication, for the solution of the problems of communication, and the gaining of an understanding of its anatomy have resolved the problem of auditing as well as marriage. Communication, then, is the root of marital success from which a strong union can grow, and non-communication is the rock on which the ship will bash out her keel.

In the first place, men and women aren’t too careful “on whom they up and marry.” In the absence of any basic training about neurosis, psychosis, or how to judge a good cook or a good wage-earner, that tricky, treacherous and not always easy to identify thing called “love” is the sole guiding factor in the selection of mates. It is too much to expect of a society above the level of ants to be entirely practical about an institution as basically impractical as marriage. Thus, it is not amazing that the misselection of partners goes on with such abandon.

There are ways, however, not only to select a marriage partner, but also to guarantee the continuation of that marriage; and these ways are simple: they depend uniformly upon communication.

There should be some parity of intellect and sanity between a husband and wife for them to have a successful marriage. In Western culture, it is expected that the women shall have some command of the humanities and sciences. It is easy to establish

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the educational background of a potential marriage partner; it is not so easy to gauge their capability on the second dynamic or their sanity.

In the past efforts were made to establish sanity with inkblots, square blocks and tests with marbles to find out if anybody had lost any. The resulting figures had to be personally interpreted with a crystal ball and then re-interpreted for application.

In Scientology there is a test for sanity and comparative sanity which is so simple that anyone can apply it. What is the communication lag of the individual? When asked a question, how long does it take him to answer? When a remark is addressed to him, how long does it take for him to register and return? The fast answer tells of the fast mind and the sane mind, providing the answer is a sequitur; the slow answer tells of down-scale. Marital partners which have the same communication lag will get along; where one partner is fast and one is slow, the situation will become unbearable to the fast partner and miserable to the slow one. Further, Scientology when applied will be more swiftly active in the case of the fast partner and so the imparity under processing will grow beyond either's ability to cope with the matter.

How to audit a marriage and keep it a marriage is a problem a large number of auditors would like to have answered. It is not too difficult a problem. One simply takes the slow communication lag member of the team and processes that one first, for this will be the harder, longer case. By speeding up the slow one, parity is neared with the fast communication lag partner, and no objection will be offered. If the fast one is chosen for processing, or if both of them enter processing at the same time, the ratio will not be neared but widened and a marital breach will ensue.

The repair of a marriage which is going on the rocks does not always require the auditing of the marriage partners. It may be that another family factor is in the scene. This may be in the person of a relative such as the mother-in-law. How does one solve this factor without using a shotgun? This, again, is simple. The mother-in-law, if there is trouble in the family, is responsible for cutting communication lines or diverting communication. One or the other of the partners, then, is cut off the communication channel on which he belongs. He senses this and objects strenuously to it. Under processing particular attention should be given to rehabilitating his sense of being on communication lines.

Jealousy is the largest factor in breaking up marriages. Jealousy comes about because of the insecurity of the jealous person and the jealousy may or may not have foundation. This person is afraid of hidden communication lines and will do anything to try to uncover them. This acts upon the other partner to make him feel that his communication lines are being cut, for he thinks himself entitled to have open communication lines, whereas his marital partner insists that he shut many of them. The resultant rows are violent as represented by the fact that where jealousy exists in a profession such as acting, insurance companies will not issue policies—the suicide rate is too high.

A person who is jealous has something wrong on the subject of communications and, in selecting the partner to be processed first, the auditor should select the jealous person.

Rapidity of communication is aberrated in some types of psychosis, but here it is also non sequitur and is rapidly and hysterically told about the cat. This is very easy to notice: even psychiatrists can tell it.

The subject of Marital Scientology could not be covered in many chapters, but here are given the basic clues to a successful marriage—Communicate!

## ADMIRATION PROCESSING

15 April 1953

1. Convince any step 5 case that he can mock up or create a particle or flow to be known as ADMIRATION. (The step 5 case is anyone capable of using energy flows. ) The particle or flow of ADMIRATION should be slightly of the frequencies of WONDERMENT and ACCLAIM.
2. Processing can be done in three ways. Select the one the pc can do best. The three ways are: ENERGY FLOWS, CONCEPTS, MOCK-UPS.
3. ADMIRATION PROCESSING is based on the following demonstrable theories:
  - a. Those things which are not admired, persist.
  - b. Undesirable conditions persist until ADMIRE.
  - c. The SERVICE FACSIMILE is simply a persistence of non-admired things; which resolve when ADMIRE.
4. It is not necessary to FEEL the ADMIRATION. Just know that it is in the mock-up.

An enormous number of particles or flows were tested to isolate ADMIRATION as the most effective frequency or wavelength of thought. An enormous number of things to admire were investigated and only the following have been found to produce marked effects (favorable and speedy) on the pc to date.

1. A mock-up will alter when its imperfections are ADMIRE. Imperfections of the pc, mocked up in front of him, will alter and succumb to ADMIRATION. Imperfections in others will do the same.
2. The running of ADMIRATION on FAST and SLOW COMMUNICATION lines is intensely workable.
3. RUN ADMIRATION OF—ADMIRE—NOT ADMIRE:
  1. FAST—SLOW COMMUNICATION
  2. HOLDING—BREAKING COMMUNICATION
  3. AGREE—DISAGREE
  4. PAY—NO PAY
  5. GIVE PAY—TAKE PAY
  6. IDEAS
  7. BEINGNESS
  8. DOINGNESS
  9. HAVINGNESS
  10. WANTINGNESS
  11. GETTING INTO TROUBLE
  12. BEING IN JAIL: Produces marked effects in that the THETAN is in jail in the body.

### STANDARD OPERATING PROCEDURE (SOP 5): AMENDED

- STEP 1: same; but add, improving perception by ADMIRING the imperfection of each perceptic.
- STEP 4: same; but add, ADMIRATION of imperfections of childhood home MU.
- STEP 5: same; but add, ADMIRATION PROCESSING.

L. RON HUBBARD

## ASSOCIATE NEWSLETTER

23 April 1953

Several items of interest to associates are submitted herewith.

The first is *The Factors*, which announces the gaining of the highest echelon planned at this time in Scientology. This will be printed in the next issue of *The Journal of Scientology*. The entire issue is devoted to its expansion and explanation. By its results are being achieved which embrace all levels of case and with it we can guarantee auditing with no vaguest qualms.

The current lecture series is designed for the training of HCAs. It contains *The Factors* and SOP 8. It is 20 hours in length, is quite basic. It is best given in extension of the first 12 lectures of the Summary Course and the six hours of the Group Auditor's Course.

An HCA course then consists of these items, a total of 38 hours of lecture on tape. It is being given in 30 days in Phoenix and Philadelphia and London. Phoenix and Philadelphia are charging \$250 for it. In the doctorate schools an additional month is given for an additional \$250.

These schools credit associate training. Thus a graduate of an associate school, an HCA, can procure his higher rating, H.G.A. and his B.Scen., with an additional month's training in Philadelphia or Phoenix. These schools, however, reserve the right to make an HCA review material.

The degree of Doctor of Scientology is given after the B.Scen. has completed a series of cases and has completed a paper demonstrating his application of Scientology to one particular illness and proving Scientology as efficacious on that illness: the illness selected must be passed upon by my office to guarantee wide coverage of Man's ills. It takes at least a year to get a D.Scen. after graduation.

The course would probably be an HCA at an associate or doctorate school, a B.Scen. at a doctorate school, a D.Scen. through a doctorate school. D.Scen.'s will probably be scarce for a long time to come. Only five have been issued to date.

THE GROUP AUDITOR'S COURSE of 6 hours fits people to apply *Self Analysis* to adults and children. It is being given away, run every Saturday afternoon complete, by the HAS London. Teachers and others regularly attend it. New faces continually show up (about eight or ten new ones every Saturday). Many of the new ones enroll for the day or night courses. The people attending it are getting wonderful results in schools and elsewhere. It has just been taken into a training school of the Royal Navy. Those who attend three Saturdays get a small certificate as a Group Auditor for which they are not charged. That is, they hear these tapes three times.

The Group Auditor's Course is being sold from here for \$28.50. It is air-freighted at a cost of \$8.25. This is a total of \$36.75. It is less than cost.

The 20-hour HCA course is slightly more expensive due to our difficulties in getting tapes copied. There has been a tape strike and tapes are at a premium here. We have managed to reduce this price to \$8.75 per reel. Air freight makes this \$10.00 per reel. The set, then, is \$200.00 with air freight included.

Both these courses are being mailed daily. If you have an order here it is being filled or is already in the mail. Because of customs red tape in America there are about ten days involved en route.

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I have not heard from some associates regarding HCA certification price and conditions. Because we do not want a large flood of HCAs and you may want to train some without certification and because the HCA gets as well a year's professional membership in the HAS, the price is \$55.00. A notarized statement signed by the associate as to the student's skill and attesting that he has heard and passed an examination upon the tapes submitted and has done the required work must accompany the request for his certification. This request and the statement and the full name and home address of the student and a membership application in the HAS must be sent to me personally at 30 Marlborough Place, London, N.W.8, with check, cash or money order (international) for \$55.00. The certificate is airmailed directly to the student unless the associate indicates otherwise. Airmail these requests, for airmail takes three days, regular mail 17 days. It costs 20 cents to airmail a half ounce to here.

Any funds due and owing to the HAS by reason of past training or books should be sent here. The HAS accounts will be credited in Philadelphia.

The Philadelphia office of the HAS is at 237 N. 16th Street, Philadelphia 2. The HUBBARD FOUNDATION has again raised the standard in New Jersey, at Trenton. A new clinic is being established in the same building as the HAS. The state of Scientology is so good that it ran out of quarters. It is occupying about 30 rooms in the Philly area now (Trenton is just across the river).

The move from Phoenix was too bluntly accepted by the field. We moved the publications office only because we couldn't get the facilities in Phoenix. The HAS main office and legal office is STILL IN PHOENIX. The doctorate school is STILL IN PHOENIX. However, address HAS mail to Philly or to me, preferably Philly. HUBBARD PROFESSIONAL SCHOOL mail and HAS mail for Phoenix should go to 4248 N. 32nd St., Phoenix, Arizona. The doctorate school is operating now at this Phoenix address under the direction of R. Ross Lamoreaux.

The following are the associate addresses: D.O. McElvain, Hubbard Associates of Puget Sound, Inc., 311 West McGraw Street, Seattle 99, Washington; Doris Colbury Graffam, 1904 Sul Ross, Houston 6, Texas; Hardin Walsh, Scientology Council, 7070 Hollywood Blvd., Hollywood 28, Calif.; George Seidler, Institute of Self Knowledge, 859 Balra Drive, El Cerrito 8, Calif. (San Francisco); Earl Cunard and Refa Postel, Detroit Dianetic Center, 8901 Dailey Court, Detroit 4, Michigan; Adele and Roman Mazurek, Chicago Dianetic Institute, 855 N. Dearbom St., Chicago 10, Illinois.

The doctorate schools are: The Hubbard Foundation, 122 N. Mole St., Philadelphia, Pa.; Hubbard Professional School (or Phoenix Scientology Institute), 4248 N. 32nd St., Phoenix; The HAS, 163 Holland Park Avenue, London, N.W.8.

Clinics are assumed to exist at each associate address. A central clinic is located at 237 N. 16th St., Philadelphia—the Hubbard Consulting Center.

On the subject of rumors, America sure likes to close terminals with a lot of chatter. In three years, I have never heard a true story in circulation about anyone. What a wild record! Recently so many reports reached me in various ways about Walsh in LA that I wrote some real mean letters in that direction. Further data revealed that not one of these reports I had received was true.

How do you break up an organization? You just tell one section of it how bad another section is until it falls apart. Simple? How do you kill Scientology or Dianetics? Why, just convince everyone that "while the work is all right, Hubbard is... well ...." How do you lose business? They tell your potential students and preclears that "while the subject may have merit, the people who run that associate school ...."

Just like many a preclear starts trouble amongst auditors. Auditor A helps him but he tells Auditor B that Auditor A is a dog. Auditor B gets self-righteous and tackles Auditor A. They discover that this pc gave a wrong-end-up account of the whole thing.

Should you believe a psychotic 1.1 pc? Or does he cause more trouble if you listen? Should you believe the Great American Grapevine? Believe the Martians have

landed, believe that the sun has just exploded, believe that water runs uphill, but believe John Public's favorite comm line? Never!

Here is some fact for a change. The Detroit squabble is tough on the guys there and it got plenty of headlines BUT the fight is about **RUNNING A SCHOOL WITHOUT A LICENSE**, not about Dianetics or Scientology, no matter what the papers are printing. The police there will make none of it stick. If they do, God help Detroit. But the point is that Detroit did not inquire about licenses in the right quarter and didn't play it vault safe; the first foundation in New Jersey, which had a schnook for an attorney, missed the same boat, got in the same trouble.

Dianetics and Scientology are not and will not be under responsible attack from any quarter that can matter. Bills against it have now been defeated in **EIGHTEEN STATE LEGISLATURES** in three years. Most of them never got out of committee. The only thing that can hold us back is the shadow that we might have opposition. When one discovers after three years that opposition doesn't exist, he ought to abandon the idea and crowd on the steam.

So stand steady under rumor fire and know there is not and never will be serious competition or opposition except in our own minds. Stay true to our goals and to truth and we will attain these goals. I think they are worth attaining.

L. Ron Hubbard



## ASSOCIATE NEWSLETTER

28 April 1953

It probably has not occurred to the field at large what I am trying to do in relationship to theta clearing and aberration. Theta clearing, even to auditors who have taken the course, continues to be something very special, perhaps allied with religion, perhaps a mystic practice, and possibly just another form of Christian Science or plain Hubbardian nonsense.

In order to understand what has taken place in theta clearing, an auditor would have to have fairly good command of Book I. *Dianetics: The Modern Science of Mental Health*, published about May 9th, 1950, described the state of affairs wherein the analytical mind was perfectly sane but, because it was in proximity to the reactive mind, could not behave uniformly or predictably and could not reach optimum solutions because of the stimulus-response mechanisms of the reactive mind which were built in during moments of pain and unconsciousness. Therapies were designed and set forth in that book to reduce the effectiveness of the reactive mind and to free the analytical mind in such a way as to permit it to compute more reliably and actively and to permit Man to reach something like his possible potential as a man.

*Science of Survival*, following that, still addressed the problem of the reduction of the reactive mind. The first editions of *Self Analysis*, *The Handbook for Preclears* and *Advanced Procedure and Axioms* all have the same goal: the reduction of the reactive mind. It was realized that the self-determinism of the individual could only be trusted at such times as it was not being influenced by unconscious and hidden influences which would cause it to act in an aberrated fashion.

Early in 1952—January 1st, to be exact—I was already well launched on another idea: Instead of attempting the resolution of this problem in terms of the reduction of the reactive mind, would it not be possible to put the analytical mind in such a state of alertness as to make it capable of handling and nullifying the reactive mind? There ensued a considerable investigation of the reactive mind to find out what had to be handled. Overt acts and motivators, DEDs and DEDEXes, and the bewildering confusion of the whole-track aspect and borrowed facsimiles brought into view the fact that the reactive mind was not something that was going to be handled very easily. Several key engrams were picked out which, when reduced, made a remarkable change in the behavior and attitudes of an individual. Fac One was one of these; others on the genetic entity line were found and stressed.

And then it was discovered that there were two reactive minds. One reactive mind was that which belonged to the genetic entity, the other reactive mind was that which the thetan himself, the preclear himself, took along with him on the whole track. These two reactive minds, combining in influence, posed a problem which could not be easily handled in terms of engrams and demonstrated adequately why homo sapiens could never get above 4.0, the goal of *Dianetics: The Modern Science of Mental Health*. The goal of that first book was realized—it was realized over and over on many people; but others found fault with the results and there were some cases which could not be solved by routine auditing and which required very expert skill indeed. As always, as in any wildcat therapy which enters in from unreliable quarters, what we called the wideopen case was easily resolved. The wide-open case continues to be easily resolved, but below this level, in terms of recall, the problem is quite difficult. The training and experience an auditor requires to achieve results on the more difficult cases was

beyond the scope of the Foundations to provide. I myself, no matter what results I could get with cases, could not be expected to audit two billion human beings, and it was obviously necessary that if we were going to have a sane world, we would have to audit two billion human beings. What, then, was the answer to this conundrum?

The formulations of Scientology are based on no other concepts or precepts than those of Dianetics, except that those of Dianetics are addressed to the treatment of man as an individual by a new form of psychotherapy in the attainment of a goal of a better man. These are not the goals of Scientology. Scientology attempts to achieve the highest level of knowingness and beingness possible, whether the person remains a man or becomes something else. Scientology is a popularized word which means exactly the same thing as epistemology—which word, I think you will agree, is not acceptable to the general public. What does Scientology do? It handles the problem of the reactive mind by subtracting the analytical mind from the proximity to the reactive mind or minds, puts the analytical mind into the kind of thinkingness and beingness it should attain and then permits it again to associate with the reactive minds. We have turned the problem exactly around and answered it exactly on a 180° vector. Instead of treating the reactive mind, I have found it possible to separate the analytical mind—which we call the thetan—from the body and, while it is separated, treat it until it is capable of handling with great ease any quantity of aberration in the reactive mind. This is the process on which we are working.

Would you please tell me how this process differs actually from the goals we first embraced? It differs only in trying to attain a higher level of beingness than was ever envisioned in *Dianetics: The Modern Science of Mental Health*, and it differs in bringing the analytical mind up to the point of handling the reactive mind instead of reducing the reactive mind until it can be handled by the existing analytical mind. We have something now which well exceeds the definitions and activities of psychotherapies, for we are dealing solidly in the field of knowledge. It is now our purpose to put minds into a condition whereby they can know, all by themselves and without further coaching. A preclear who has been brought up to a high condition of operating thetan knows that he knows.

Our process, then, is not to teach people to know; our process is to put people into a condition wherein they can know. We do not puny data and knowledge; we puny a process which brings people up to a level where they themselves can accumulate all the data and knowledge which they desire. Scientology is the science of knowing how to know. It is almost incidental that it incorporates in its structure ways and means of achieving the goals of *Dianetics: The Modern Science of Mental Health* and exceeding those goals. But why the formulation of Scientology should in any way separate the loyalties or confuse those who were first interested in *Dianetics: The Modern Science of Mental Health* is quite beyond me.

As in all fields of research and activity, the inventor is imitated by those who desire to make money from his inventions. It is an old experience in a capitalistic society that the capitalist will seek to take from the inventor his invention and then, holding that invention at a certain level of saleability, puny it. A discouragement of continued research, wherever I met it, caused me to abandon that terminal of discouragement. This naturally led to a certain amount of enturbulence, but it also led to an all-out endeavor to attain the goals which we have now attained.

Aside from telling you in a way which you can probably understand better than before what we are trying to do with Scientology, this newsletter also tells you that we have attained a process of knowing how to know, represented by a paper called *The Factors* and by Standard Procedure 8, which is not likely to change for a long time to come, for it rapidly produces the results which we desire.

I am not, and will never pretend to be, a philosopher. The task of a philosopher is to go off and philosophize. Philosophers normally philosophize all the years of their lives, and in the books of philosophers all the absurdities and wisdoms of men can be found. My entrance into this field of better minds was a forced one: I had a feeling

that man ought to progress. It was with astonishment that I discovered that man, for all his prate of science, psychotherapy, all his yap of mysticism and philosophy in general, did not even vaguely know how to improve himself. Those systems of improvement which were in existence were actually control operations and were harmful to the individuals who practiced them. I was an expert in hypnotism and mysticism, mostly for my own amusement and not as any preconceived plan. To these things I combined a knowledge of the material universe found in nuclear physics to bring man up to a level where he could operate as a culture instead of the pigpen type of civilization in which he laughingly believes himself to be progressing. This was done mostly by an observation of man himself in the environment rather than observation of books man has written about man. This search for the tool which could improve men's minds so that man could improve has been and always will be a bypass, a detour, in my life. If it is called achievement, then I care nothing for it. The true achievement is in its application and its use as a tool by which the culture of man can be improved from the mere barbarism which he now enjoys where he can be lifted from a level of war and famine and pestilence, of crooked courts, of predatory governments, sanctimonious religions and raw barbarianism under a hundred thousand guises. Here on earth there is an opportunity to construct a civilization such as earth has not before enjoyed. A tool has been provided by which this can be done. The application of this tool, not its invention, is the goal. That the forging of the tool has come to a successful conclusion does not mean that the job is concluded.

It is not our purpose to be selective, competitive, credit-happy and generally foolish about organizations and personal activities in the achievement of this goal. This tool must be employed to make each and every one of us above such things. It is up to us now to do a job which man has never before been able to do.

We can process with Standard Operating Procedure 8 not only individuals but groups from five to five thousand—five million if we had the speaker systems. There is no lack of personnel to process. Man at large, however, does not know that he has a reactive mind. It is not up to us to convince him he is crazy so that we can make him sane. It is up to us to employ such salesmanship as we can to make the able far more able. We will succeed in direct ratio to the number of people we make more able.

At this writing, our organization is in a rough but workable for- . We have associates spotted out here and there across the world. At these Centers people can be trained and from these Centers the impetus can go out to stimulate man into conceiving a better beingness. I do not believe personally that a perfect organization can be brought into being, because we must perforce include in our ranks people whose motives we will not know until it is too late. Instead of trying to be selective, our Centers should put out such pressure for forward progress that these unhappy persons and connections are simply swallowed up in the general good. Even now there is competition amongst the associates, competition exists in Philadelphia; there is much snarling and snapping going on in our own ranks. I cannot guarantee you that everything is going to be perfect; all I can ask you to do is to see that the individuals most closely connected with this operation are the best-processed individuals we have. There is no excuse now not to be clear. A good thorough-going operating thetan should not take more than fifty hours of auditing. Certainly we can afford this as individuals. I have set an example in this, and am in a better state of mind and action today than I have been in any of the years in my life.

You may see me recruiting from strange sources to get a show on the road in the societies of man. You must expect in an advance to find yourself allied to auxiliary troops with whom you might not ordinarily care to associate. This does not mean that our goals are less; it means that our goals are greater than partisanship. We are not disagreeing with man and we are not trying to fight man into shape. He will not fight into shape. We want to agree with man and get man to agree with us until he is in shape.

Tapes and materials are going out from here and from Philadelphia as fast as they can be mailed. Sometimes they are scarce and a little time has to go by before they can

be manufactured, but every possible pressure to get the show up to speed is being applied.

I ask you for your loyalty and cooperation and I ask you, as well, for your occasional tolerance and patience. I am honest and I am sincere. I need your help, you need my help, but most of all man needs our help, for we are today the only team even vaguely in shape on the face of Earth capable of pulling him out of the mud and setting man on a road toward destiny.

L. Ron Hubbard

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## Child Scientology

**L. Ron Hubbard**

Save the child and you save the nation.

If, in the course of the next fifteen years, Scientologists were to specialize in the group processing of children, it might well follow that all of the goals of Scientology would thereby be realized. Thus, by processing children between the ages of six and ten, we would achieve in fifteen years a sanity and alertness never before obtained in that portion of the populace between the ages of 21 and 26, the age bracket which contains the energy and influence most strikingly felt by a civilization.

Child Scientology could very well be, in terms of practice, the most important single field of endeavor in the science. So used, without other addresses or assistances, Scientology might well bring about the condition of world peace—even if only by eradicating, through the restoration of sanity, the enthusiasm of youth for the sham glory of war. Therefore, we address here a subject which is broader than “what will I do to cure Johnnie’s sneezes.” Whether or not we are interested in those sneezes, whether or not we have tolerance or intolerance for children, whether or not we care to give time to the problems of child adjustment and sanity, each of us who has a vested interest in the continuation of Earth and of Man should be willing to invest some of his industry in the investigation and application of the group processing of children.

Hence, this article is written, not to those who are interested in children, not to those who have family problems, not even to those whose duty it is to instruct children, but to anyone interested in the goals of Scientology.

In order to utilize Scientology in the attainment of the goal of a sane stratum of the populace, do you need special training? No, not beyond the contents of this article and a knowledge of the book *Self Analysis in Scientology*, a simple text.

What passport do you need to help children? None.

What recommendations, papers, figures, historical documents, statistics, and other buffoonery do you need to assist children? None.

Is there any lack of groups of children? No. Where are groups of children to be found? In schools, in hospitals, in orphan asylums, in children’s societies, in boy and girl organizations such as the Boy Scouts, in the YMCA’s, in Sunday Schools, and anywhere that interested people forward the battle to prepare the child of today to become the sane adult of tomorrow. Theirs has been a gallant struggle in the face of almost insuperable odds. It is time these people had some help.

Historically, child therapy has been as difficult as it is now simple.

Let us be very blunt—we are not interested in the problems of the child’s mind. In Scientology, we are no longer concerned with the inopportune and conceited short-

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circuit between epistemology and the human brain which has resulted in the “science” of psychotherapy. The Scientologist practicing with groups of children should disabuse anyone in authority of any lingering thought that the Scientologist might be using psychotherapy. The concern of psychotherapy is with the thinking processes of the human brain. The concern of the Scientologist is purely with the beingness of the child, which is to say his spirit, his potentialities, and his happiness. A Scientologist working with children, who permits himself to be led into arguments concerning psychotherapy is permitting to exist and be part of the argument the erroneous concept that gains in learning and behavior are attainable through a rearrangement, by direct address, of the physical habits or fears of the child.

It is possible to reform a child’s attitude toward existence by working with his mind. The best results in the field of psychotherapy were obtained by Dianetics, but even prior to Dianetics, many child psychotherapists had obtained considerably improved attitudes and behavior on the part of children by directly addressing the individual child and forming with the child a personal friendship which opened the child’s interest sufficiently to permit an awareness of the existing conditions of present time. This was possible because the child’s awareness of present time could be suppressed by incidents which, having force and stress contained in them, sought to represent in themselves that they were present time. But this does not say that the optimum results are obtainable by this process of addressing the past in order to heal the present. Psychotherapy could be said to be a series of processes by which the past is addressed to remedy the present or by which physical matter, such as the human brain, is rearranged (as in a prefrontal lobotomy) in order to inhibit odious conduct in present time. The 500 or 600 percent gains obtainable by the application of Child Scientology to groups of children are not obtainable by addressing the past to remedy the present.

Scientology increases the beingness and potentialities of beingness of the child in present time in order to secure the capabilities of the child in the future. It does this by exercising the capabilities of beingness of the child, and is about as closely related to psychotherapy as penmanship might be, or, for that matter, any other subject in the school curriculum. Thus, no one can reasonably object, on the grounds that psychotherapy is being practiced, to the education of the child in present time so as to fit him for his future.

It will be very difficult for the Scientologist to keep himself from being led into this snare, because tests in child psychology on those in his group will indicate that their reading ages leap under this process, that children who have never been able to master even rudimentary subjects begin to learn, and that behavior which, in the past, has been highly lacking in good order and discipline turns markedly for the better. These and many other advantages to be gained in the application of Child Scientology to groups of children cannot be classified as psychotherapy simply because they attain the goals of psychotherapy. Because a thing obtains the goals another thing hoped to obtain, is no reason to assume that the two are identical. This obtaining of goals was never accomplished in terms of groups by psychotherapy, and, indeed, psychotherapy never attained these goals—even on individual children. But that person who immediately proclaims that we now have child psychotherapy simply because we have Child Scientology is making an extremely bad error in thinking and in semantics.

Significantly, camping out, hiking, hobbies, and excellent and personable group leaders have obtained results similar to these, down through the ages. But one does not classify these as psychotherapy. What we have done in Scientology is render available to those in authority over groups of children the means of procuring results of magnitude in the absence of highly personable instructors, camping out, hobbies, individual attention to the child, perfect home life, and other intensely desirable but very scarce commodities. Any expert in the field of child study can inform you that it is possible to take any child and, by giving him enough time, improve him. Parents can tell you this. Anyone, in short, could have gotten results from a child by sufficiently devoting himself to the child’s interests. When one realizes that this might consume dozens or thousands of hours per child, one sees immediately that without the fundamentals of Scientology the mass resolution of the problems of children is impossible. The question

has been “How do we do it without devoting this special time to each and every child, since it is not possible to devote that time?” The answer, of course, lies in the fact that a group of 30 or 500 children simultaneously can be given Child Scientology by one untrained person, and that these children will accrue the various gains to be realized in the past only by individual address and interest.

What is the process given to groups of children?

Taking a copy of *Self Analysis in Scientology*, the instructor, the Scientologist, the scout leader, or other person, delivers to the assembled group imaginary scenes to envision. The children envision these scenes, one after another.

The imaginary scenes are taken from the lists found in *Self Analysis in Scientology*. They are selected and re-formed from these lists in accordance with the ability of the children to understand them.

This process is continued for about 20 minutes per day. It may be continued for as short a time as three weeks for any group of children with excellent results, but, more optimally, may be incorporated permanently into their routine activities.

The Scientologist will discover in his first session that the children in the group divide roughly into three classes: (1) those who cannot get any mock-ups at all, (2) those who get them too fast or too slow, and (3) those who get them well. He divides his group into three sections. He gives processing—as described above—to each of the sections, processing those who cannot get mock-ups the most, and processing those who are too fast or too slow slightly more than the third group, which is given the continued routine processing. Ordinarily, it will be found that the three groups will assume a parity in a short time, and so can be continued as one group.

The person delivering the lists must know that he should not give special attention to individuals in the group simply because these individuals are having trouble, for this would mean to each child in the group that he or she would have to have trouble so as to get individual attention.

The instructor must also know that the children often become quite active, dramatic, and emotional when they do this process, for they find it a great deal of sport, and, in the case of a school, he should be prepared to have complaints from adjoining rooms, should he be so unwise as not to arrange for a suitable period of the day for processing.

The instructor or Scientologist should know that a child will occasionally “boil off.” This, as a manifestation of unconsciousness, is very mild, and simply means that some period of the child’s life wherein he was unconscious has been slightly restimulated. He should know that all he has to do to arouse the child from this state is to have him remember something that is real to him, a time when he was in good communication with somebody, and a time when he felt that somebody loved him.

The person applying the lists should also know that he should not rebuke, criticize, evaluate, or tease the children because of their mock-ups or their troubles with them. He should also know that he must not evaluate these mock-ups or try to interpret them as dreams, since whatever relationship they may have to dreams and regardless of how fascinating they may be, their interpretation will reduce the effectiveness and ability of the child. In fact, their evaluation for the child is actually destructive to his pride and beingness, and such interpretation not only has no part in his processing but is expressly forbidden as being intensely harmful.

What else can be expected immediately?

A small percentage of the children will not respond at all. A small percentage will become worried because of the activities and noise of the other children. A small percentage will be unchanged, though responsive. The remaining 75 or 85 percent will

advance variously in their intelligence quotients, their behaviors, and their personal abilities (in particular, their ability to learn).

By experience, no disabilities will occur because of this process, excepting those which are occasioned by sudden upsets in home life or by reason of teasing or evaluation on the part of an applicator.

By all standard tests of learning ability, reading skill, differentiation, and so forth, it will be discovered that the group, as a group, has progressed very far beyond what anyone has ever had the right to expect from the application of any form of child improvement. This should not be labelled a wild claim; it is rather a sober fact which is based upon very wide, careful testing and observation under many differing conditions, under many types of instructors, and under many groups of children.

Quite incidentally, and certainly of no great interest except that it makes good telling, psychosomatic difficulties, perception inhibitions (such as stuttering), and various other disabilities, the correction of which is classed entirely in the field of psychotherapy, have a tendency to deintensify or disappear in the child who is part of a group undergoing this processing. Such improvements—no matter how dramatic they may be—are not the reason why this processing is given to the group, but instead are simply an added bonus, and entirely a by-product. Indeed, it is a rather grim joke that Scientology so employed and without direction toward the release of such ills, does rather routinely what medicine has been unable to do. It is of no great concern to the Scientologist that this happens. Certainly, he does not want to prevent it from happening, but he must not lose sight of the fact that he is not processing a group to make it happen. He will be given his greatest thanks as a result of such cases and his benefits will be measured by them, but this should not turn his head from the main goal of the process, which is to make a group of able children far more able. Parents, for instance, who have spent thousands of dollars on little Johnny's asthma, discover one day, after he has been part of such a group for some time, that he is no longer troubled with asthma. Further, it is doubtful if he will ever be troubled with asthma again. Parents presented with such evidence have a tendency either to become angry or to be grateful, depending upon their level of sanity.

The group auditor is not there to cure, heal, repair, patch up, treat, advise, counsel, or otherwise to mend children. By definition, the group auditor is one who works to create a new state of beingness in a group of people by the administration of lists prepared by the H.A.S. or himself. It should be clearly understood that we are attempting something which has never happened before. We are achieving a state in people which has not previously existed. We are taking another step forward with Man. We are not trying to bring children back to normal, nor are we trying to remedy existing conditions. We are factually striking out to attain a level of culture and civilization higher than those attained before, in which we include any period of any nation anywhere. The group auditor has about as much relationship to psychotherapy as a stonemason at work on a new city has to the proprietor of a junkyard. The group auditor is not working to return children to normal. They have never been other than they are and, in the absence of what we know now, never could have been what we hope them to be. People who try to classify the group auditor as one who is making children normal by treating them are actually insulting the group auditor. In the absence of Scientology, or whatever it would have been called had it been discovered in the past or future, such repair work was the best that could be done. The attainment of gains by the eradication of something differs considerably from the attainment of gains by the creation of something. All processing in Scientology today is positive-gain processing and is, in fact, creative; the work of the auditor is creative whether he is working on an individual or a group.

The special problems of individual children which confront the group auditor should be referred by him to a professional auditor, or handled by himself as a professional auditor providing he is trained in that capacity. Therefore, parents or interested persons desiring special consideration for individual problems should be directed elsewhere by the group auditor. The group auditor's interest is in terms of mass production. He is creating with his work a new state of beingness, a new type of childhood.



This is a state that is desirable not simply because it contrasts with former states, but desirable because it means a better civilization or perhaps one might say, a civilization.

What theory underlies this?

The group auditor needs no more theory than that contained in this article and in *Self Analysis in Scientology* to succeed in his work. Indeed, he need not even have a solid grip on that much theory for the process to work for him. However, in the absence of background data, many things may strike him as strange or unexplained, and, lacking the data, he may believe himself to be dealing with an imprecise thing and so wander off course. Thus, the best group auditor would be the one who is best founded in theory and who is a professional auditor as well. The next-best group auditor would be one who has studied this article and *Self Analysis in Scientology* and who has attended the tape-recorded lecture course consisting of six hours of lectures on this subject, which is available at the H.A.S., at associate offices, or as reels from the Publications Section of the H.A.S.

Although this is apparently very simple—that we just get a child to imagine something and the child is then better—and although people will occasionally try to tell the group auditor that it has been long known that creative imagination plays a considerable role in the life of the child, yet mock-up processing from prepared lists is based upon fundamental precisions which are quite invariable.

With much too much simplicity, it can be stated that here the imagination is being utilized in such a way as to bring it under the control, direction, and self-discipline of the child. The knowledge that we are not actually dealing with imagination as it has been classified in the past, and that in reality we are dealing with quite another function—namely, clarification of the role of imagination—at least makes one feel himself conversant with what is happening.

In mathematics, even in that pallid thing called arithmetic, it is necessary to observe and realize the existence of a problem and the factors of the problem, and to combine these to predict an answer. In the entire field of life, it is imagination which delivers answers. If one cannot imagine he cannot predict. The factors of life are more complex than the factors of arithmetic, but they do not differ so far as mental functioning is concerned. There are simply many more of them. One can teach a child by rote that two plus two equals four, but many an instructor and many a parent with the fondest hopes for the future of a child have, after the child's education was complete, discovered that the child either cannot or will not utilize the data to resolve problems in his own existence. In such a child, the ability to imagine the answer by recombining existing factors has not been developed or disciplined. Many an engineering school has been embarrassed by turning forth honor graduates who yet failed dismally in the reduction of rudimentary practical problems to workable solutions. Even a thing as apparently precise as mathematics yet requires, in the good mathematician, an enormous amount of imagination. In general, symbols and figures, statistics and data, serve only to assist the functioning of the mind in a solution of problems. These are at best crutches to be utilized by an active intelligence. The mind is always the servo-mechanism of mathematics, a thing which even the better mathematicians are apt to overlook. Thus, when we are trying to teach a child, whether to be proficient in geometry or in handling his body, we must teach him as well to predict a future state of beingness; if he cannot predict a future state of beingness, he cannot resolve problems. As a statement, the phrase "prediction of a future state of beingness" almost encompasses the function of the human mind. Prediction of beingness is somewhat different from simple prediction. It is not necessary to have pictures to tell one what is going to happen, but it is necessary to have the potentiality of imagining what is going to happen to accurately assess a situation.

Thus, it may be seen that the inhibition of the imagination of a child directly results in the inhibition of the child's ability to resolve problems relating to his own environment and his own life. This nullification of imagination should not exist;

however, the individual should be able to utilize this imagination, and the imagination should be under the discipline of the individual. A good instructor realizes that it is the discipline of the student's mind by the student himself which accrues to the student the benefits of education.

The discipline of the imagination is essential in any learning process. The infant and the child are peculiarly prone to utilize their imaginations in such a way as to make their imaginations utilize them. Their imaginations are not wild; they are simply not founded upon fact and are not correlated with the existing state of affairs. At night, the child is hounded by nightmares and delusions; by day his imagination conjures up for him images based upon factual and unimportant data of his environment which frighten and inhibit him. He is given to believe, then, that there is some hidden thing in his vicinity which is inhibitive to his further survival. Delusion is imagination out of control. The control and discipline of imagination and its employment for the artistic and practical gains of the individual would be the highest goal of a training process. There have been great instructors in the past, great teachers who could lead their students forward by their own personal magnetism. Their effort was centered upon giving the student into his own hands, and this was accomplished by causing the student to desire to discipline his own beingness. However, the discipline of beingness is not necessarily the limitation of beingness. It is better to be able to decide and control a few things to be, than to be under the whip of an imagination which drives one to be a great many things, none of which are under one's control. These processes, then, aim directly towards disciplining the imagination and bringing it under the control of the individual child.

Throughout the day, and every day of his life, the child is told that things do not belong to him. If he is given a pair of shoes, he is informed that they are not his shoes by the first command from the parent that he polish them. In the case of nearly all children, even though they seem to have possessions, they themselves do not believe themselves to own anything. Their bodies, their minds, their toys, their clothes, their habits, their mannerisms, and their likes and dislikes, are all under the continuous impact of the MEST universe and other intelligences. There is something, however, which a child can own—an image which he creates himself. In fact, he will only attain to those images which he does create for himself, because, in his opinion, any attempt to reach images created for him by others (particularly by duress) is antipathetic to his survival. At every hand he is driven from possession and driven from beingness, for the child can possess only those things which he feels free to be.

The creation and control of mental images performs another function in that it utilizes and disciplines energy. In creating mental images which he then controls, the child discovers first that he can own something, next that he can control something, next that here is something he is free to be, and next that he has control over mental functions. Dignity and purpose are native to the child; badness and uncontrol are not. Thus, by envisioning images the child comes into possession of his own beingness and is convinced that he is free to be something. The change which comes with this realization is not an ultimate or absolute thing, for there is a gradient scale of beingness and there are always new heights above any last plateau reached. This is a gradual and continuous process, this creation of beingnesses (or, symbologically, mock-ups), and the process continues in any phase of life so long as the person has life in him. The direct attack on this problem by the use of mock-up processing results as one would expect; it brings the child under his own discipline and makes him capable of being what he wants to be, not what he is forced to be. At the same time, it renders him less reactive toward disciplinary actions undertaken for his own good and toward educational measures which are provided for his future security. Acceptance will be found to replace resentment of education.

The goal of an instructor is to instruct. There is an old story about the Rough Riders, a regiment in the Spanish-American War. Their most famous exploit was the taking of San Juan Hill, yet there is an incident in this which is worthy of our notice. The orders of the day were posted and stated explicitly that they were to "jump off" from El Caney at five o'clock the following morning and were to take San Juan Hill.

The Rough Riders awoke at 4:30 a.m. to discover that one small thing had been omitted from their plans: they had, as yet, to take El Caney. Thus, before they could execute their orders they had to assault and take another objective, which they did take with severe losses, and from which they finally carried out the main assault, many hours overdue, again with enormous casualties. Thus it is that a military organization can suffer frightfully from trying to fight one battle when another has to be fought first. The instructor is supposed to educate children, the camp leader is supposed to entertain them, and the hospital nurse is supposed to make them well. Yet, standing as an obstacle before each one of these and any other individuals attempting to handle children, is, in actuality, the lack of a child. Bluntly, the child is not there. He is sitting in the classroom but his mind is elsewhere. He is in the hospital as a body, but is maundering about the scene of the accident which sent him there. He is supposed to be having a good time in camp, yet he is actually at home playing with his dog. Any attempt to work with a child is an attempt to contact and get into communication with the child. Unless one can get into communication with the child he cannot perform his duties as pertain to that child.

The task of communicating with a child does not begin with talking to the child. It begins with finding a child to talk to. There are many tricks which lead a child's interest sufficiently into present time to allow one to communicate with him. Anyone dealing with children knows that this is the primary problem in that task. But it is a very terrible strain trying to maintain the child's attention in present time while one communicates with the child. If one had a process which made it possible for the child to be in present time and to get him there easily, that process would, of course, be very welcome to the child. The group processing of children, or the use of the same process on an individual child, is a workable answer to this problem.

There is no reason to go back into the past after the child (as in psychotherapy) if one has a modus operandi to bring the child into the present. You certainly would not actively go after things which easily came to you. Application of these lists in this fashion to groups of children brings them into present time, and thus to their instructor or leader. Consequently, once he has used it, an instructor finds this processing as necessary a part of classroom activity as ringing the school bell. It is one thing to get the body into class; it is another thing to get the mind into class. The instructor is being paid to instruct, but before he can instruct there must be somebody there to be instructed. This is terribly elementary, but it is a problem which has been overlooked, and it is a problem which, in many cases, has made education an arduous process. Children in present time are very easy to look after, very easy to instruct, and very easy to live with. Children out of present time, bent on revenge, and fresh from a quarrelsome breakfast table in an antipathetic home, form a noisy and rebellious group. The behavior of a child out of present time is not easily predicted, and this unpredictability is a considerable strain to the child's leader. A child out of present time walks off the curb into heavy traffic, falls down fire escapes, gets hit with gymnasium equipment, hurts himself in games, and causes those multitudes of upsets which make the life of a child shepherd an onerous one, at times.

The problem of the parent in the home is no different from the problems of the instructor. The continual nag-nag-nag necessary with children is occasioned solely by two things: one is that the child has no real understanding of his role (for it has never been explained to him) and so has no beingness in the house as part of the family, part of an economic unit, or part of a work team; and the other is that the child is not there. The more one corrects and punishes the child, the less the child is there, since, in essence, correction is "go back into the past and pick up punishment data to remind you that the future is going to be unpleasant."

The process of mocking up is peculiarly suited to children, for in the main they possess brilliant ability. An adult preclear is filled with envy at the ability of a child to obtain mock-ups and control them. The time to salvage a human being and get him out of the past into the present time is when that human being is a child, for he thus benefits most from his environment and all his education within it. Out of present time, the data and experience are going nobody knows where.

All the theory one needs to know in order to apply Child Scientology to groups is contained here. There is a great deal to know in addition to this (although almost all of it is as simple) and it should all be known before much individual work is done on a particular child. This, however, will suffice for groups.

What is a mock-up?

A mock-up is not a mental image but an additional beingness. One is afraid and troubled by those things which he cannot be but must fight. One's effort is mainly expended in fighting shadows in the belief that these shadows are things which one must not be or cannot be. The limitation, rather than the increase, of beingness is the common course of existence. One finds out "by experience" (most of it incorrect) that he cannot be a great many things. His ability to be is also his ability to communicate, for the things which he is are those things which demark the amount of space he can occupy.

A mock-up, then, is more than a mental picture; it is a self-created object which exists as itself or symbolizes some object in the MEST universe. It is a thing which one can be. One can be it because one can see it. Those things which one cannot see, he cannot see because he cannot be them. In terms of human experience, beingness is space. Space is a viewpoint of dimension. The points which mark an area of space are called anchor points, and these, with the viewpoint, alone are responsible for space. The creation of anchor points, then, is the creation of space, which is, in itself, the creation of beingness. The essential in any object is the space which it occupies. Thus, the ability to be an object first depends upon the ability to be the space which it occupies.

When one puts out pictures which he himself creates, he at once demarks space and occupies, with his own creation, an area of space. Thus, he knows it is safe to occupy this space. Thus, he knows that he can be that space. Thus, he can be that object. It does not follow that he is that object simply because he creates that object, but he has assumed by its creation that there is a new thing which he can be and a new space which he can occupy.

A mock-up, then, is a picture, preferably in full color, with three dimensions and in motion. There is, however, an astonishing variety of disabilities connected with mock-ups. The mock-ups of one individual are flat, those of another have no color, and yet another gets them only on the far side of a black curtain. Some mock-ups have no motion in them, and some have too much. The term "mock-up" embraces all these conditions.

"Mock-up" is derived from the World War II phrase which indicated a symbolized weapon or area of attack. Here, it means, in essence, "something which a person makes up himself."

The mock-up actually contains energy and mass. It occupies space. It should be under the control of the individual.

A mock-up differs from a delusion in that in order for a thing to be a mock-up, it must answer three conditions: (1) it must be created by an individual, (2) he must know that it is his, and (3) he must get it under control so that it does not do things unless he commands it.

A mock-up can be of anything, and it can be located in any direction or at any distance from the individual creating it.

The ability of an individual to get a mock-up is an index of the individual's distance from present time. That person who gets very clear, brilliant mock-ups which are definitely under his control and which do not perform erratically without his consent, is in present time. This graduates on down to an inability to get mock-ups of any kind, which means one is very far from present time.

One can generally establish the quality and character of a person's mock-ups, and, consequently, the distance of that person from present time.

How will other factors in the child's environment affect this process?

The child who is a member of a group can be expected to have many factors in his environment which are antipathetic to his best survival. Such things as quarrelsome

homes, lack of parents, and physical disability, all occasion problems for the group member which are beyond the scope of the applicator of these processes. Children who have special problems need special processing. This does not mean, however, that these special problems would not be alleviated in greater or lesser degree by the child's being a member of a group which is being given Scientology. Many remarkable gradual or sudden recoveries from disabilities, as well as adjustments to antipathetic surroundings, have been noted and logged when these techniques were in their experimental stages, but such recoveries or adjustments should not be expected of the process.

A child who receives Scientology as part of the group can be expected to cope better with those problems which are assailing him than he could in the absence of Scientology; just as a child who is poorly fed at home can be expected to do better if he receives a hot meal in the middle of the day at school.

Invalidation of the benefit he might get from group processing might be given the child by a neurotic parent. One case has been noted where the child returned to the group after a short absence and was unable to get any mock-ups of any kind whatsoever. It was discovered, however, that as the work progressed without any further special attention than noting the child was suffering from a sudden disability, the ability returned. The parental admonition, in other words, had no lasting effect upon the child. It might be a matter for caution on the part of the applicator not to discuss the process with the parents, although this would be rather an extreme measure, taken to prevent such invalidations and resultant temporary inabilities, in a small number of cases.

One applicator who consistently did not give end-of-session processing after having given ten minutes of mock-ups to his group, found that one child was badly out of present time as a result of the process. The error in this case was the omission of end-of-session processing, as contained in the back of *Self Analysis in Scientology*; the total damage involved was the momentary inability of the child to demonstrate an arithmetic problem. The child was only a little way out of present time. He had become so entranced with his mock-up that he was still with it.

Children occasionally experience sharp pains while doing mock-ups, and in such instances, they're letting go of old incidents and punishments. The end-of-session lists take care of any such occurrence.

It is noteworthy that a group undergoing this processing during an epidemic of measles had a lower loss-of-attendance rate than the other classes in the same school which were not undergoing processing.

Here's how it is done.

The applicator opens his copy of *Self Analysis in Scientology*, goes to the beginning of the list, looks for a mock-up (the first one in that list that he can use for delivery to children), and says, "All right. Now let's see if we can get a picture of you enjoying something." He pauses, and as soon as it is apparent to him that the majority of the class have such a picture, he gives the next application.

After a short period of this, he asks for a show of hands to find out how many have been getting mock-ups easily. He then selects this group out of the group, and then asks for a show of hands as to how many got no mock-ups at all and selects this group out. He then has three groups. He can, himself, render processing to each of these groups separately; or he can delegate the processing of the no-mock-up group to a student of that group, and the processing of the too-slow group to another student, retaining for himself the easy group. It is desirable that he retain the processing of the easy group for himself, because this group will be the largest group and out of it will come the very best results. He should always remember that he is trying to make the able more able, and he should repress in himself any instinctive closure with the most nearly disabled.

The two groups which are not as able as the easy group are processed exactly as the main group is processed; the reason for their separation is that the less able hold back the able, and the ability of the able rouses the envy of those who are poor at the game and tends to press them into apathy about it.

The applicator gives approximately 15 minutes of Scientology out of the lists to his group, and then gives the group the end-of-session list which is Exercise 14 of the book *Self Analysis in Scientology*. This consists of: (1) rapidly sketching over the session, (2) sketching over what has been going on again, with particular attention to how each member has been sitting, (3) going over the session again with regard only to present-time surroundings, (4) fixing each individual's attention upon a pleasant object near to him now. This is repeated until the group is refreshed, and requires only five or ten minutes. The total period of application of the entire process is about 20 minutes, and should be done at least once a day for a period of three weeks to get a very marked change in a group. When achieved, however, such a change is then noted to be considerable. Children who have never been able to study before, or who have been very poor at their lessons will be found to be interested in and good at them.

There's a special case of the child whose school work is of a low quality, yet who has a very high I.Q. This child is found to be unable to mock up anything he hasn't actually seen. He would be able to mock up his instructor, and he would be able to mock up a glass of soda water, but he would not be able to mock up his instructor drinking a glass of soda water since he has not actually seen this. This child should be watched for; it will be discovered that the mock-ups he gets are not really his. This is remedied by simply changing them until he knows they are his. He is actually a no-mock-up case although he can get pictures; a picture is not a mock-up, a mock-up belongs to the preclear. If a child cannot mock up creatively, his work will bear no relationship to his I.Q. If a child has a high I.Q. but no creative mock-ups, then his work will be poor.

This is all the background one needs to apply Scientology to groups of children or groups of adults. Groups of adults are handled in exactly the same way, and they respond as well as, but with not quite the same lucidity as, children. On this basis, an individual can build with his own experience. Such experience is essential to a deep insight into what is happening, for nothing written here beyond the basic data can supplant the actual experience of taking a group and bearing with it for several weeks and then seeing what has happened to it and in it. This, in itself, is sufficient recompense for the trouble taken.

It is expressly recommended that the professional auditor take up the processing of groups of children by going to local schools and institutions and getting the consent of those in charge to conduct this game. He need have no qualms about what might happen, for, as tests have proven, the institution and even the highest authority in relation to that institution will not be anything but pleased with what occurs (unless, of course, some intensely personal factor enters).

A professional auditor would do well to acquire the six-hour taped lecture course on group processing which supplements the above data, and give it free-of-charge to school teachers and others in his area. First and foremost, it will accomplish the goals of Scientology, and second, but sometimes important to an auditor, here is opened the most certain source of preclears known, for parents who are aware of the benefits being achieved with the child are prone to see that the child gets even further benefit in the form of professional processing. People, wisely or not, will pay more to have their children well than they will pay to have themselves well. Thus, even in the narrowest economic sense, it is extremely good business for a professional auditor to give great quantities of his time to the processing of groups of children or adults. He can be certain that he will get auditing assignments at least equal to the amount of time invested with such a group.

This particular highway of approach to the problems of the world has been found workable. It is extremely easy to introduce these processes into a school and to incline instructors into their use. It is easy to put these processes to work in nursing homes, in veterans' establishments, and in many other places. The amount of help an individual can deliver per capita with these processes easily is greater than with any other single method now in existence, for he is giving men back to themselves, and there is no greater gift at his command.

## SCIENTOLOGY 8-8008

### UNLIMITED TECHNIQUES

As of May 1, 1953, we have several techniques which are susceptible of being audited without time limit. These we call Unlimited Techniques. They are Positive Gain Processes. Engram running, Expanded Gita and all negative gain processes can be audited with benefit only a short time. Double Terminal is an excellent assist—it cannot be audited more than a few hours before the case must be patched up with an unlimited.

**HOLDING MEST POINTS:** The pc is requested to shut his eyes and to locate and then “feel” the upper two corners of the room and sit there without thinking, just keeping contact, being interested in the two upper corners of the room. Circuits clamor and other interesting things happen. He must not cease from his interest in the two corners. Can be done for thousands of hours, evidently, always with benefit. Gets pc to PT.

**COMPARISON:** Two similar MEST objects are observed in fact (not in memory) by the pc and compared one to the other. Then two new objects or spaces are observed, their difference noted. This is done outside and inside with cars, people, trees, grass blades, anything. Spaces, of course, are different because they have different boundaries. You see what happens: He is matching terminals and then stopping the discharge by seeing differences. This is one of the most valuable techniques we have, simple as it is. Can be done for thousands of hours. Pc uses MEST (body's) eyes.

**DUPLICATION:** The pc is shown a MEST object, person or space. Then beside it he mocks up a mock-up like it. Then he finds the difference between them. Of course he cannot get mock-ups of any duration or value at first. He simply keeps it up, each time taking a new object, person or space, each time noting the difference. This triggers out the automaticity of making facsimiles. It cuts down the competitive feeling about his own and the MEST universe. Can be audited endlessly, always with benefit.

**LIST MOCK-UPS:** *Self Analysis* and similar lists.

**SPACATION:** Putting out one, then eight anchor points to make a box in space either in general or around mock-ups or objects. This is the creation of space.

**UNMOCKING:** Practicing seeing through MEST objects or spaces, done by creating new space where they are and in which they do not exist.

You see what makes a technique unlimited: It builds up confidence in pc's own universe as in straight LIST MOCK-UPS; or it causes pc to confront the existing state of present time and discover that the MEST universe seldom bites; or it gives the difference between one's own universe and the MEST universe and raises ability to differentiate between them. Unlimited techniques are all differentiative, all deal with present time.

L. RON HUBBARD

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## ASSOCIATE NEWSLETTER NO. 2

[1953, ca. early May]

Associate, please send me name and address of every HCA you have in your files, including every HDA and B.ScN. I have no roster of auditors and wish to compile a directory of professional auditors. The omission of any name, including your own, may mean its omission in the directory by oversight so please make your list as complete as possible. I am putting all HCAs on a direct mailing basis for my office here in an effort to collect case reports. Volume of releases is the best publicity weapon which we have. If one HCA gets one cure in sinusitis, it makes very little impression, but if 45 HCAs get 45 cures in sinusitis we have cured 45 cases of sinusitis, and I can put it forward as a demonstration of what Scientology is doing. I wish to circulate case report sheets which can be sent to me here and compiled. It is about time that we had a central filing of this now that our processes are at a level where we can assure results.

We must continue to work together as a very close team for very many reasons. We must recruit the HAS and swell its membership ranks as high as possible. There are various kinds of members: early issues tell you about them. Membership in the HAS is membership in an organization which is determined to free Man.

As of a letter of 29th April, Hardin Walsh has been requested to handle mailing to 70 groups with which he is in contact and to furnish those groups with Group Auditors' Courses. Group Auditors' Courses are therefore available from Philadelphia and from Los Angeles. Any associate can sell Group Auditors' Courses (six hours of tapes) to anyone for any price he cares to charge. Because of the complications of manufacture, it is suggested that people requesting courses be referred to Los Angeles, Philadelphia or London, where the tapes are already being manufactured and shipped daily.

The Phoenix office of the HAS has not been closed. The main legal office of the HAS is in Arizona. The HAS can be addressed there c/o R. Ross Lamoreaux, 4248 North 32nd Street, Phoenix, Arizona. R. Ross Lamoreaux is operating the doctorate school in Phoenix. It is running at an advanced level over its former status. It is charging the same price. It is giving the advanced course in one month to those who have recently been certified by associates. Ross credits any associate HCA and reduces his doctorate fee accordingly. Doctorate level schools, then, are located in Phoenix, Philadelphia and London, as before. There is no change in this program, but there has been some change of address.

I am specifically looking to any associate for the management of his area, and even greater than his area. Do not worry about overlapping: there is no dearth of public. Don't worry about duplication of function: the idea is to get people trained, to get people processed and to keep this information going out.

You have a very stable package of information now. It consists of: *Self Analysis in Scientology*, in hard cover ordered from the HAS in Philadelphia, \$3.00 per volume; the Communications Manual, ordered from Philadelphia, \$3.00 per volume; *Scientology 8-8008*, paper cover, HAS London, \$5.00 per volume; the 50 course books, \$25.00 per set.

The doctorate schools are giving a B.ScN.; associates are giving an HCA. Groups may obtain the first 12 lecture tapes from the HAS in Philadelphia and the Group

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Auditors' Course of six hours in tapes. These items listed are all staple commodities.

Outside of the fact that *Scientology 8-8008* is being revised at the moment, I do not expect these publications to change for many years. Added to them is *Introduction to Scientology* by Richard de Mille, procurable from Los Angeles associates. I do not know what discounts he will care to give. *Self Analysis in Scientology* and *How to Live Though an Executive* (the Communications Manual) are suitable for bookstore distribution in your area. Where you give an order to the HAS to be shipped to a bookstore, your discount is 50%; your general discount for books is 40%. Remember to allow for and include postage.

You may re-manufacture and distribute at your discretion, providing proper credit is given and no details or data are omitted, SOP-8, its Appendix and The Factors. The HAS will put these out in printed form shortly.

Any associate should constitute himself an office of the Hubbard Association of Scientologists as an organization and should take memberships, form chapters and hold chapter meetings and get the HAS into shape as a local organization.

If you have not sent money for your tapes to London, please do so, for we are shipping straight out without regard to cash and your order is probably already on its way. There were more tapes and the cost was slightly greater than you were informed in an earlier letter.

In case you missed it before, send a notarized statement as to the skill of your HCA applicant signed by the person in charge of the associate office, and a check for \$55.00 to me here in London, and a certificate, properly lettered and signed, will be sent immediately to the home address of the applicant or, if the associate elects, to the associate for his remailing. The applicant will also receive his membership card as a professional member in the HAS.

The first part of this job has been done, but it is only the first part of this job. It was my task to get workable techniques which could be used on more than one individual and techniques which could produce rapidly a high level of effectiveness in Man. We have those techniques.

I do not personally see any reason to go on looking for faster techniques because my experience tells me that they probably do not exist. We are at the roof of this universe. There are hotter techniques, but not for MEST universe. I know three principle data beyond those I have released. It is not likely that I will divulge them, for they are not important so far as the job we have to do is concerned.

Thus this stream of communication coming from my office and from me at this time is signaling a shift of emphasis in operation and finds me no longer buried in investigation and out of communication but devoting my time to the improvement of business and public relations and the improvement of general acceptance of Scientology. It has moved as fast as I have worked on it and I am trying to move it rapidly forward now. Please adjust your own viewpoints and those of the people in your area to realization of this.

Please send me the letters you are receiving from people so I can write personal answers to them. I don't care how long it takes the letters to get here. If you are processing any preclear or have processed any preclears, you will find out that a letter from here enquiring after his health and asking for a report will do much to improve his general attitude and alertness, for it is simply a token of somebody else being interested in him. I don't much care whether I have to answer these letters or not, or whether I have them for my own viewpoint, but I wish to be of all possible service to associates; and you will find, I am sure, that this will show up in your accounting books on the blue side of the ledger.

If you don't think we are going places, let's look at the developments of just the past few weeks. Aside from the American picture, the HAS in Great Britain has come up to a level of financial stability which assures its continuation. The main problem now is adequate quarters. Here in Great Britain every week several schoolteachers are trained to use *Self Analysis* in their classes, taking the free Group Auditors' Course at the HAS headquarters. A few weeks ago I addressed the London Head Teachers' Association (D.O.9) and the invitation of that body to address it was probably an effort to expose a "charlatan"; and, although some of the bigwigs of the public school system were present with that definitely in mind, at the end of the talk which merely concerned itself with the education of children and bringing them up to present time and the use of their imagination, there was no dissenting voice. On the contrary, there was considerable compliment, and since that time official ripples are nonexistent.

Little by little, then, the public school program of group auditing is moving up into official status and one of these days will be a standard part of the curriculum. That may not happen for some time but it is on the road to happening. All we have to do here is maintain a constancy giving that course every week, making sure people know about it, keeping the books available and simply keeping it rolling. It requires no real effort to keep it rolling, since once it was started, it was bound to continue.

In New Zealand, in Auckland, an associate school is going in to serve the down under area. The personnel is on the way there, the tapes have been made and are on the way, and the manager of that school has completed his training with honors here at the HAS. In other words, the South Pacific has an associate.

The Middle East now has an associate. Owen Nasr, going back to the Lebanon, is establishing an associate quarter there. The tapes are on their way and he is ready to get going. Strangely enough, that area's educational stratum speaks English, so here is the area of primary knowledge being invaded by Scientology.

Most important, probably, is the fourth doctorate school which is going in in Germany. You can imagine the appeal of Scientology to a country which has had all roads blocked and its reality badly smashed. More important than this is the proximity of that doctorate school to the Russian zone. This doctorate school will be conducted in German and will take in all the Teutonic-tongued nations. The various standard texts are at this time undergoing translation into German.

Aside from these associates and the new doctorate school, which are, of course, something very special, groups are continuing or starting up in many other nations. The amount of enterprise being demonstrated by auditors in areas where the ploughing must be of the most primitive kind, where no great wealth and no high level educational mean exists, rather puts to shame operations existing in wealthy areas where the population almost averages the first year of high school in education which have difficulty in remaining solvent.

Your attention is called to some data concerning what the public wants which does not appear under that heading in the recent material. In SOP-8 on Step IV, Expanded GITA, a workout of wasting and accepting under duress pain demonstrates the sensation hunger which exists in the individual. This technique lays bare for the first time the actual thirst for agony, its receipt and delivery, of homo sapiens. If you have had this run on yourself or if you run it on a case or two, you will be startled to discover an apparent goal and desire on the part of the thetan.

Throwing this over into the general public, one finds then that the general public very aberratedly will patronize those places and those techniques which will deliver pain. Those techniques are preferable which deliver pain in good quantity without permanent damage. The protest of the general public against people delivering pain is actually a protest against other people getting pain and the protester receiving no pain. Pain is a precious commodity. If you were to tell people that

these techniques were extremely and intensely painful, but that they left no permanent damage, and brought the person up to a level where he could obtain more livingness and beingness than before, you would find an immediate response, according to what I have worked out here in terms of preclears. I have not made this experiment but it seems indicated in the light of what turns up with Expanded GITA on the subject of pain.

The psychiatrist will continue to be supported, the surgeon will continue to be supported so long as they can be hired to waste pain at a price. People are trying to waste pain although they really want pain. This is a rather strange outlook. However, it is true that an individual up the scale is cured of this obsession for pain. Individuals who appear quite sane to you or me are actually too low on the tone scale to demonstrate this desire for pain. As you bring them up the tone scale they pass through a wide band of desire for pain. When they get up above this, for the first time they begin to appreciate what sanity is. Anything which is scarce becomes valuable. Thus pain, if it becomes very scarce and is prohibited, becomes automatically valuable and is desired. The prohibitions in use against having pain, against touching hot stoves, get an idea into the head of the preclear that pain is valuable, that he can't have it and it is therefore desirable. Institutions such as war, hangings, psychiatry, will continue in any society so long as this desire for pain exists.

You might make a test of this by telling people that these techniques were productive of far greater pain and agony than any other technique ever invented but that they leave no permanent damage on the individual. Just make the test and let me know how it comes out. You understand, of course, that above this band and into the realm of sanity this desire for pain does not exist. This is merely a comment on the fact that homo sapiens is actually *below* the level of sadism and masochism.

As an additional comment on techniques you will find SOP-8 resolving a lot of things which we have found it difficult to touch before. It is fantastic that the craving for work disclosed by running Expanded GITA is so strong in the individual. The very lazy person who won't work, won't work simply because work is so scarce that he can't have it. Running Expanded GITA remedies this. It is remarkable to see people going into action after a very few minutes of this process. Those people who complain how hard work is are simply complaining so that other people will be driven off the work they are doing. Those people who complain about how hard work is are actually unproductive because work is already quite scarce to them and although it's lying right in front of them, they know that they don't dare touch it; they want to drive people off from it, but they themselves can't have it. This is remedied very easily. Run wasting work and such people come well up very rapidly.

This aspect of work is very pleasant to contemplate, for it means that people processed are going to see immediate reaction and that people who are around those people are going to observe a change in them. There is no change as desirable in the society at large as seeing a lazy man become ambitious. I recommend this process very strongly (Step IV, Expanded GITA) to auditors who can't find preclears. If they will waste preclears for a while and waste working on preclears for a while, they will find themselves capable of procuring far more people to process than they ever have before. An auditor should waste processing. He will find it is so scarce that he himself can't have processing. Then immediately after that he finds that it is so valuable that only he can have processing. Then on the next step up he realizes that it is quite plentiful and so he can give it to people.

Wasting anchor points is right up there with the more important things of Expanded GITA. In order to perceive this universe at all, somebody must have had to convince the individual that he had anchor points out there someplace. The thetan has to have anchor points in space which he uses to see anything; if a thetan can't see anything it means that he doesn't think he has any anchor points out there, or, if he has had anchor points, that he has now lost them. Thus rehabilitation of the visio depends upon wasting anchor points for a while: having other people take them away or break them. Naturally, there should be anchor points clear out to the various limits of the MEST universe which one had once—or thinks one had—and has now lost. By far

the most important single button in this whole line is healthy bodies and sound minds. You will find that preclears will waste these for a long time before they can have anything like a healthy body or a healthy part of the body. You will also find sex playing a remarkably strong role and remaining unsolved until eating is run. Eating is that thing of which sex itself is a symbol.

I am totally revising *Scientology 8-8008* as the professional course textbook and putting into it SOP-8. The copy for this probably won't be available for another five or six weeks. A surprisingly small amount of change is necessary to bring this book up to date. Nothing is being deleted from this volume. What is getting stressed is communication: it is found that communication is terribly important; communication outranks by far affinity and reality. Processing space, beingness and communication is the road through to fast clearing. Any kind of communication, even painful communication, is more desirable than no communication; just as the thetan would rather be anything than nothing.

Speaking of communication, the *Journal of Scientology* is taking a pretty long while getting settled down as might be expected. The Children's Issue is probably in the mails as this is written. This edition probably more or less makes up for the delay, for it is a twelve-page issue devoted to group processing and children. Immediately following this issue is an issue called "This Is Scientology." Copies of this issue will be available for 50 cents per copy. This is actually a textbook and will be another twelve-page issue. It will contain a simplified rundown of the whole procedure, including The Factors, and is actually a breakdown of The Factors into a book.

This is the third Associate Newsletter although you are probably not aware of the fact that a news service has begun here. In fact, I have not been aware of it myself until I realized that with a raised communication level, I had quite a bit of information here which should start going out. Having pretty well completed this job and having techniques which are doing well in auditors' hands, I am giving more attention to getting the information out. I will continue to send you these newsletters, for I think they are a needed communication line. The data contained in them is probably more intimate than would be circulatable to professional auditors and certainly far more intimate than that which could run in the *Journal of Scientology*. In addition to this newsletter I am contemplating a paper to go out every week to professional auditors. This would be the professional newsletter and would carry case data, case reports and so forth. It is for this professional auditors' communication line that I want the names and addresses of all the HDAs of whom you have any knowledge. I have no list of HDAs and only a limited list of HCAs.

I have a small Gestetner mimeographing machine and either myself or the secretary here cuts the stencils and Susie and I then run them on this Gestetner. They are then mailed by my secretary, so you can see that this is a sort of informal communication line. However, data keeps piling up here and organizational matters keep cropping up. You send in letters to me and then I answer them, but the information is of service to other associates and would be useful to professional auditors.

This is the beginning of a new cycle. You may or may not realize how thoroughly I meant what I said in the early Fall of 1950 and, indeed, you are probably not aware that I said it at all; but I made a forthright declaration that at that moment I cut loose from any and all managerial organization and activities, for I had discovered that I could not even vaguely continue in a managerial capacity and conduct my researches and write material and give lectures as necessary.

I had become aware of the fact, and become convinced of it by September of 1950, that I had evidently done with preclears many odds and ends and extra flourishes which I did not know enough about to communicate to auditors and that the subject was too difficult to teach, and I left organizational activities because, having become aware of this fact, I knew I would have to get up and dust to finish the subject off and bring it to a conclusion so that it was workable in the hands of the many. We didn't want a specialized expert subject. The only excuse I had for putting it out at all

was that it was much, much better than anything which had existed prior to it, and the reason I continued to put out the techniques I developed was that they were much better than techniques we had had before.

Auditors have a tendency to overlook the fact that each one of these techniques made man the owner of a better psychotherapy. Auditors are not aware of this and don't understand this mostly because they don't understand the general lack of psychotherapy and its absence in man's knowledge prior to 1950. If an auditor knew and had worked in the field of psychoanalysis or psychology prior to 1950, he would know—oh, so well—that the techniques of Dianetics put a real weapon in his hands.

I have been criticized for being optimistic about each process as it came out. That's very true: I have been, mostly because it was a good process when used properly and partially because I considered that, having fired the first shot, it was up to me to keep people encouraged toward the final goal. Maybe I overdid this; I don't much care whether I did or not: the point is, the decision to leave management alone in September of 1950 was evidently a sound one, for here, in the Spring of 1953, we have a SOP-8, a technique which, while it might not lift the dead out of their graves, yet solves anything we want solved in this universe. Of course, it can be improved, but, my experience here is telling me, not very much.

Most of the criticism of my management capacity was levelled at me from September onwards of 1950. The criticisms should have been couched, "Ron won't take any part in management," for it was my opinion that it was much sounder, even if things went completely to hell in the Foundations (which they did), to keep on with investigation, knowing that the organizations would eventually be as sound as the subject and no sounder. You will see this work out.

A sound, simple, uncontrovertible subject delivers into our hands the best basis I know of for a smooth-running organization. The public coming to us and going away satisfied is all we need; they're not just satisfied here in England, they're hysterical. They come back a couple of days after a session walking two feet off the pavement. This is all we needed and we've got it, so here you find me back in management.

Hello !

#### LATE BULLETIN

Theoretically, anything an associate wants to know is also desired information by other associates and the doctorate schools. Thus much that is contained in the Associate Newsletter is in response to some inquiry whether or not that is so stated. Thus I may omit a direct answer to your letter and answer your letter instead in this bulletin.

The Associate Newsletter has limited circulation. It goes to the doctorate schools, to associates and to centers. It is not intended for HCAs, groups or the general public. However, students may be interested in many of these items. But the student is more properly and directly addressed by the professional auditor's publication. I am at this time putting out news as follows: The Associate Newsletter, The Professional Auditor's Bulletin, *The Journal of Scientology* and personal correspondence. Additionally, papers such as SOP-8 and The Factors are to be circulated. The news is intimate to the general operation in the order of The Associate Newsletter—business and promotion; The Professional Auditor's Bulletin—technical and promotional on a professional auditor and professional student level; *The Journal of Scientology*—broadly of interest, general members.

The Associate Newsletter will come out fairly often. The Professional Auditor's Bulletin will come out every couple of weeks. *The Journal* remains on a twice-a-month level. One has to be an associate or a center to get the Newsletter, one has to be a professional auditor or student to get the Bulletin. *The Journal* is sent to subscribers.

**PUSH THESE BOOKS:** *Self Analysis in Scientology*, *The Communications Manual*, full sets of Course Books. You get 40% discount. Push *Journal of Scientology* subscriptions: you get 40% discount on every one you send in: you collect \$3.50; you send in, on your stationery, the subscriber's name and \$2.10 cash. Post a notice to this effect.

Send all cash for books and subscriptions and tapes you buy (from Philly only) to Philly. Send all certification fees and data and tape cash (for London mfg. only) to me at 30 Marlborough Place, N.W.8—London.

**IF YOU WANT BUSINESS, ONE NIGHT EVERY WEEK GIVE FREE PROCESSING USING SHORT 8A** to groups of people in your place. Advertise it in the papers that you are processing groups of professional and working people to make the able more able. **SHORT 8** and **SHORT 8A** (better) will give them, on only two hours a week, miracles. You will get professional processing and students from such a group. Start it and it will grow. This and giving the **GROUP AUDITORS' COURSE** free will, in a very short time, swamp you with business. Professional auditors will be asked, as well, to start such groups. This is how we can begin to clear Man. We've got the process.

LRH

# THE JOURNAL OF SCIENTOLOGY

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## “The Old Man’s Case-Book”

**L. Ron Hubbard**

*(The following material is an extract from the case-books of Dr. Hubbard or advice he has given in letters or personally to auditors concerning the running of cases.)*

Mr. Brennan, HPA (Gt. Britain), phoned me concerning the treatment of an eighteen-months-old baby expected to live one week according to medical opinion. Medicine as usual had given up the case and the family as well, evidently, as the family doctor had insisted that a consulting Scientologist be brought in. The baby was conscious and fairly alert. Mr. Brennan was informed that this is a very trying type of case and results on it are not within reasonable expectancy.

He was informed of procedures as follows:

Leukaemia is evidently psychosomatic in origin and at least eight cases of leukaemia had been treated successfully by Dianetics after medicine had traditionally given up. The source of leukaemia has been reported to be an engram containing the phrase “It turns my blood to water.”

The reduction of an engram in an eighteen-months-old baby by Dianetics is, of course, impossible; therefore keying out procedures or automatic type running or direct communication with the thetan are indicated.

The first procedure Mr. Brennan was given was to have the baby get two anchor points in present time. This to be done with tactile and the baby’s hands. The theory of this is, of course, that contact with present time is contact with the material universe. By slightly agitating, pleasantly or unpleasantly, the fingers of the baby, thus attracting his attention to his fingers for a period of time—at least two or more hours—there is a possibility that the baby could be brought into present time. This, of course, is a key-out of an engram.

The second procedure given Mr. Brennan was a somewhat imaginative one based upon the conduct of two mocked up matched terminals. The MEST universe is a two terminal universe; by having one object of everything there is no discharge of the environment; thus the MEST universe remains constant. By mocking up two terminals facing each other, both the same, a preclear often experiences physical reaction and the charge on that type of terminal can be found to dissipate without the preclear knowing what has happened. This is a limited technique used in assists. In this case it was suggested that two effigies made out of pillows and clothes or two dolls similar to the baby be placed in sight of the baby, facing each other, and that the baby’s attention be permitted to rest on these two objects. By doing this, there is a faint chance that the charge on the baby itself might discharge automatically.

The third technique consisted of a type of processing used on animals. The basis of this is that man’s health is proportional to his belief in his dangerousness to his environment. Animals are processed by building up in them the belief that they are

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capable of frightening or driving something away. A cat or a dog is taken and gestures are made at its hands. The moment it makes the faintest return gesture in retaliation, the auditor backs up as though frightened. He does this very quietly, for the animal is liable to be frightened itself at this first venture. The animal is led more and more to strike out at the auditor on a gradient scale, until the animal is very cocky and confident about its approach to the auditor. It will be found that neurotic or depressed cats, dogs and mice will alter their social behavior and will become well if this process is followed. This is about all there is to animal therapy. It was suggested that this be tried with the baby by getting the baby to strike back. It was particularly cautioned that the first advance the baby made should be met by the auditor with the very gentlest of withdrawals, for the baby is quite often surprised if an exclamation of fear and a sudden gesture of withdrawal are made. This is the application of gradient scale, getting more and more of something built up.

The final method is one which has been reportedly used by several auditors with success. The baby's body, facial expressions and voice are disregarded as communication mediums. The auditor addresses the thetan and continues in confidence that the thetan understands him. The auditor applies Step I and, even though the baby gives no sign of understanding, the auditor goes right on working Step I. He exteriorizes the thetan, orients the thetan in the room by putting the thetan in various places of the room, and then eventually asks the thetan to patch up whatever is wrong with the body by locating deposits of energy on nerves or in other places in the body, turning them white and discharging them. The auditor continues this process for several sessions, each time going back to the first part of Step I and going through Step I completely; then completing an orientation and asking the thetan to patch up the body. This reportedly works. I have not myself done this to babies. I have been informed that it has worked on babies as young as four months. In working babies I normally use the first three steps given above.

### **BIRMINGHAM LECTURES**

Birmingham, England

21 May 1953

* 5305C21	BL-1	Three Universes
5305C21	BL-2	Three Universes (Cont.)
5305C21	BL-3	Tone Scale - ARC, Present Time
5305C21	BL-4	Tone Scale (Cont.)



From: L. RON HUBBARD  
London

Through: The Office of L. Ron Hubbard  
30 Marlborough Place  
London N.W.8, England

### ASSOCIATE NEWSLETTER NO. 3

[1953, ca. mid-May]

Enclosed herewith, prior to release, is Professional Auditor's Bulletin No.1, which is sent to you for your information, particularly the last part.

We have here a new type addressing machine. It has the faculty of being able to run off reels of gummed labels from its stencils and does so with great speed. This means that as I collect the mailing list, I can repeat and bundle up this mailing list in a gummed roll for your use should you wish to utilize it. If you will send me any current and valid mailing addresses which you have, provided you've collected a sufficient number to warrant the trouble here, I will be happy to send in return this master mailing list. I am sure that pooling our names and addresses should prove profitable and beneficial to all of us.

Could anybody tell me what goes on in Seattle? McElvain of the Hubbard Associates of Puget Sound has written me a couple of times and then the line has gone silent. I don't seem to be able to get anything out of them. Maybe somebody amongst you knows more about this organization than I do: if so, shoot the data to me.

### GROUP PROCESSING PLAN

The following arrangements, possibly with some modification, are tentatively being established by a group of consulting Scientologists at 237 North 16th Street, Philadelphia. The plan is not yet in operation but it is based on group processing experience obtained in the professional school in London and in British public schools.

The group process which will be used in this instance will be Short Eight. It will be administered, probably, in the auditorium at 237 N. 16th on several nights each week. It will be delivered there for about two hours by a professional auditor between, probably, the hours 7:30 to 9:45, with a fifteen-minute break between the two hours. It may be that a slightly shorter period will be adopted; but, in any case, the processing period will not be under two hours. The difference will come in the number of breaks that are taken.

The processing will be regularly scheduled and will continue to be given regardless of audience.

By direct mail means, advertisements in suitable publications or papers, it will be announced in a very dignified way that the HAS has embarked upon a program of free processing for the working people and executives of the city with the goal of making the able more able. It will be stated that this is educational and aimed at improving reaction time and intelligence quotient and at rehabilitating the goals and energy of those who work hard to keep the culture running. The actual advertising copy will be adjusted against the response and what is learned from those who attend the sessions.

Exactly in keeping with the plan announced in Professional Auditor's Bulletin No. I as to the material at hand, it is believed that the processing itself will pay for itself and that it will provide preclears and students for organizations in that area.

Although this is subject to modification as to its procurement of persons to take the free processing and in its actual performance, it is offered here as a general outline of what is intended.

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## TAPE SHIPMENTS

The doctorate schools at Phoenix and Philadelphia have received all the late 1952/1953 tapes; that is, a set of Philadelphia lectures made there in December, 1952 on Standard Operating Procedure No. 5 (Expanded) and called SOP-5 (Expanded), the Group Auditor's Course, a set of six hours made for use with *Self Analysis in Dianetics* (or *Self Analysis in Scientology*) for group auditors, and the London Spring lectures on latest procedures and theory, 20 hours in all, called the HCA tapes. Those associates who have ordered the HCA course may have as yet received only 18 hours; the other two hours which come at the very end of the series are also being copied and will be sent on very soon. Joanna Walsh's HCA course is being shipped on May 27th. I have no note of the Chicago associate asking for tapes; if Roman and Adele Mazurek want them, will they please write? No order has been received by the London HAS.

All tapes ordered with the exception of the last two hours of the HCA course have been shipped.

## GENERAL

News on the general scene looks very good. I am in receipt of floods of letters from auditors congratulating me on these new techniques. On every hand I am hearing of cases busting which have been hanging fire for as long as three years. And, in addition to this, these people are not even in possession of what I said was the final solution; they are in possession of SOP-8. SOP-8 is a gunshot safe technique which can be put in the hands of people who are not particularly well trained. The solution of Case V requires much longer assay and will be the subject of PAB No. 2. You will get airmail copies of PAB No. 2, whereas they will go out regular mail to the list of auditors.

This whole thing wound up as simplicity itself. You're going to hear of Scientology as "the science of certainty." Anything we consider certain, which is to say the three universes and the multitude of viewpoints of them and the repair and increase of the awareness of these certainties which is awareness itself since certainty itself is knowledge and certainty alone is awareness, are the meat which we underline as Scientology.

Now we take whole-track facsimiles, prenatales, engrams under pain and unconsciousness and anything else there's ever been a question about—anything on which anybody has any slightest possible maybe—and we call these things para-Scientology. These are the things one can be or cannot be aware of, but the time to judge whether or not they exist or whether they do exist by the individual is when he has a high enough awareness level to observe. If his awareness level isn't up there, there is no reason why we should try to shove them down his throat. In other words, we're going off on a complete certainty. A case advances as fast as it is certain.

SOP-8A, which is not released, does nothing but establish certainties and on a gradient scale brings the person up in terms of certainties, higher and higher and higher until he knows. We take no interest in what he finds out when he knows how to know. We've given him some hints in the past as to what might lie around for him to find out; we're only interested in his becoming certain.

With this line of approach I think any and all opposition or questioning we have ever had will simply be wiped out flat. It makes a very simple basic subject which thereafter can become more and more interestingly complicated as one advances into higher levels of certainty. But one never runs for a guess when he can grab a lead-pipe cinch. Right now, we're going to deal with the science as a lead-pipe cinch. This ought to make it a lead-pipe cinch in terms of salesmanship and getting the job done. I was keeping this shot in the locker. It will be pointed up in 1 6-G. Professional auditors are going to get it and we are ready to hit our stride. I think these techniques all by themselves will override and make silly any opposition we have had. It was my theory originally that this is what would happen and, sure enough, it is happening here. The more simple and the more certain this science gets in England, the better student reaction we are having and the better field reaction.

The keynote of processing Case V (as a little advance notice) is “is here” and “isn’t here.” In other words, the theta-MEST theory, “there is something,” “there is nothing.” This can be run in terms of brackets, it can be run as matched or double terminals and it can be run on any thought or subject. It is best to be applied for a Case V simply by running these two things.

The technique is broadened by “there isn’t anything here,” “there is something here” in any numb or painful part of the body. You simply run these two things alternately over any place in the body that has no feeling or where it does have feeling, and you get rid of chronic somatics so fast that it’s wonderful to behold. This goes additionally into “there isn’t anything there,” “there is something there.”

Now you understand that there is a certainty about “there is something here” and there’s another certainty on “there is nothing here.” These two intermixed become an uncertainty or a maybe. We avoid the maybes. We can even go so far as to run a question occasionally like, “Is there sex?” and then “There is sex” and “There isn’t any sex”; but we avoid, to a large extent, the maybe area. You start running maybes and the case goes downscale; you start running certainties and it goes upscale.

The most certain certainty there is is that “there is something,” “there is nothing.” We don’t care what the something is and we don’t care what is absent to make it nothing. You’ll find out that any maybe on any subject will resolve by running brackets on “There is something,” “There is nothing.” These are certainties. We never deviate from the certainties and we don’t give a damn for the computations of the preclear. We don’t, in other words, ask him what he thinks. We never care what he thinks and we don’t let him think. He’ll figure, figure, figure himself to death if we permit it.

Now it happens that the most certain certainty is blackness and this is the last certainty. So your V turns the last thing on of which he can be certain, which is blackness. There isn’t any lighting shade or shade of lightness which has the same certainty as blackness. Here’s a man who has a terrific amount of certainty. It’s all black. Now, of course, although he has blackness, he has no pictures, so we can run something like “There are pictures,” “There are no pictures.” We can even run it as concepts, although this isn’t as good as positioning it out from somebody. A variation on this is “It is solid,” “It is not solid.” One of the high levels of certainty is solidity. A Case V has engrams packed round him so tight that he’s practically solid.

By matching terminals—that is to say, getting one person facing another person in terms of mock-ups and having each agree on the certainty that something exists and the certainty that nothing exists, and having these things be somebody else putting them up and the preclear putting them up—we resolve an awful lot in an awful hurry.

A remarkable thing about this technique is that it can be audited very easily. The main danger is that the auditor starts going into a lot of things he shouldn’t touch; which is to say, he lets the preclear figure computations, tries to force things on the preclear, tries to get him to run this or that.

Now we come to the entities. The entities are important, they have always been important, but I didn’t have anything that would gunshot them. This “reach” being the basis of uncertainty and being the basis of insanity (can’t reach, can reach, must reach, must be reached, can’t be reached) is a basic resolution of a case, but even in brackets, matched terminals and all other things, it becomes very tough auditing. In fact, it is so tough, I wouldn’t trust it into the hands of a preclear. You can have some preclear who is apparently being audited only during sessions but, believe me, he goes home and starts auditing. He starts running this “reach” all by himself and he’s a gone goose, for it is uncertainty plus, even to the degree of insanity. In fact, you can reproduce the emotion of insanity in any pc merely by having somebody hold something way, way out from him in mock-ups and having him get the feeling that he must reach it.

Now on the matter of entities, we find out that the entities themselves are working against the preclear. They are pretending to be there and pretending not to be there and so forth. We simply run these on “There is something here,” “There isn’t anything here.” The entities will put up pictures of all sorts and descriptions to try to distract the attention of the preclear. The pictures are ignored.

You will find that in a V one-half of the body is darker than the other half. The dark part of the body is pretending it isn't there. This goes back on down the track to the clam and so forth. Case Levels IV and V on "We are taking care of the reactive mind, we are directly processing the reactive mind."

The main trouble with most thetans is "they cannot reach away from MEST." It is very important in this case to give attention, if you were running reaching, to this fact. If they can't reach away from MEST, they can't reach away from circuits, and so they go on figure, figure, figuring. Quite incidentally, they can't get out of their body. A faster way to run this is "There are bodies," "There aren't any bodies"; "There is a future," "There isn't any future"; "I can create something," "I can't create anything." You will find a person has to hold onto things which he no longer believes himself capable of creating. That actually is the gist of the techniques. More of a rundown is given to them. We run certainties, in other words, and we get places with these cases we have never gotten before.

#### PERSONAL NOTE

I am going over to France for the summer because I have an enormous amount of material to write and I have to give a lot of heavy concentration to getting us curriculums and texts very precisely lined up and very simply done and so that I can finish up the summary of discoveries and materials in an understandable way. What I am actually doing is making ammunition. Now there happens to be something like a shortage of cash around here and I am asking you to actively remember what I am up to in these coming months. In the first place I have started a heavy communication line flow, timing it to coincide with hot and fast results for auditors plus ways and means for auditors to make money, plus ways and means to get Scientology on the road. It costs me quite a little money to keep this communication line running—not just these Associate Newsletters: the communication line is much broader than that.

The only reason you had a lot of competition around was because there was a scarcity of information, a scarcity of books, a scarcity of cheap material, a scarcity of results. I have set myself to remedy these scarcities. It is my belief that if results start to be obtained in the field, plus the fact that if auditors start to make money by processing groups and by other modus operandi which I have here at hand and will release from time to time, that more and more people will be trained. The more people who are trained, the more this information is let loose into society, whether those people become practicing auditors or not. Therefore we should never go on the basis of refusing training, except, of course, when a case is so psycho that it's impossible to keep an orderly class with such a person in it. I have ways and means of obtaining income, but the best method former enemies of this subject used was the denial of income and funds to me. They did this very grandly and, for lack of funds, I have been unable to function as widely as I could. All kinds of rumors, wild stories which hurt my personal reputation and so forth, could go around simply because of this scarcity of communication. As long as this scarcity of communication existed, then, anybody pushing the ball along in Scientology got hurt whether he realized it or not, for he could be fought by E-therapy and Q-therapy and P-therapy. And these things existed because Dianetics was not producing the results that it ought to produce, mostly because it was too hard to train people into a technique which was easy.

Now we have a super-simple technique and if we get heavy on the communication lines—buying advertisements in national magazines of a very conservative nature and so forth—we will find ourselves relatively unopposed. I am depending to a large degree upon the Associates to produce sufficient income in this direction to keep up a communication line flowing in that direction. I am assembling master mailing lists and doing other expensive things, and I daresay it will cost me about \$2,500 a month to keep the ball rolling and to keep new publications coming up, for I now have the job of standardizing this whole work across the field. This means I have to go through everything, recodify it; that means the books have got to get into print, and that means, too, that we have to publish those books and sell them cheaply. So your role in the commercial side of this is not a light one, and I am depending heavily upon it.

Over in France living is not very expensive, and I am not apt to be very bothered in this highly concentrated effort. I would very much like to travel round the U.S. and give talks at various Associate addresses, but I do not believe it would be economical at this time. Let's make sure we have all the powder properly prepared and the ammunition ready to go, have everything sleeked down and nailed down, and then I will give talks anywhere and everywhere. I figure it will take me about a year to get everything written that should be written and everything put together the way it should be put together for rapid teaching and rapid use. So it will be about a year from now that I will be able to come around and say hello. I mention this at this time because I have had several offers from you to give a series of lectures and this will tell you when those offers are being accepted. They are accepted at a slightly extended date. If we work hard, and if everything goes well, we will be talking to thousands where we would only be talking to hundreds now.

My own frame of mind these days, if anyone is interested, is incredibly relaxed. I am getting an enormous amount of work done; and yet, at the same time, I am getting in an enormous amount of leisure. I didn't know before that one could work like mad and loaf all the time at the same time: this is a new experience.

I write this in the throes of getting visas, shipping papers for my motorbikes and racing car and amidst the mounds of paper which Great Britain and Europe consider absolutely necessary for any move from one room into another. The paper is far more important than the person.

It is astonishing that Scientology is doing so well in Great Britain. It is traveling slowly, but with good security as it goes. However, the general public is hardly aware that it exists and I have just made probably the most disastrous lecture in terms of attendance in the city of Birmingham up in the middle of England. There were 100 people present, and every one of them was deeply interested in the subject and well advised about it. They probably constituted all the people in that area who had even heard of it and they were well informed of it, but as far as general public attendance or any curiosity audience is concerned, it didn't exist. In view of the fact that the lecture was given in the Town Hall which seats anything up to 2,500 or 3,000 people, this 100 made about the emptiest looking hall you ever wanted to stare at from a lecture platform. Any talks I've given in Great Britain have found the audience small, well informed in Dianetics and Scientology, very intense and with the typical British slow burn on all jokes told. It's almost as if the Dianetic population of Great Britain was static, yet it increases; but as it increases, it gains entirely conquered territory. One of the most interesting facts in Great Britain is the personal courtesy I am shown and the almost complete lack of enturbulence and wildcat activities. You never saw such a calm vista; it would drive any of you mad because it just doesn't seem to expand. Yet it does expand. Now with the new ideas about groups, however, this expansion should be more rapid. I will soon modify group processing on reports as I get them in, for experience is bound to bring about some changes. The question is simply "How much processing can a person take as a part of a group?" The answer is, evidently, "quite a lot," but I am approaching it cautiously.

I want to thank those of you who are writing me quite regularly and point out that there are a couple who don't. I need to know what's happening with you and, to be frank, I need and like the communications.

You're going to see a change of curriculum very shortly with some additional material, but this has nothing to do with the tapes you have on hand. It is mainly in the field of what an auditor does to become a Doctor of Scientology. The training in the doctorate level schools is going to be rather different—not in terms of how it's administered, but in subject matter—from the HCA schools. It will fall upon the shoulders of the HCA school to teach all there is to know on the subject of Scientology. It will fall upon the shoulders of the doctorate schools to cram into people the additional knowledge and presence to make expert psychotherapists. Thus you can teach in the HCA schools a great many people who will not become auditors even

though they are certified. Auditors who have been around for a long time will get a crack at this new material.

We are about to do a terrible thing to the general morale of psychotherapists in America. I have just gotten through a complete review of Freudian psychoanalysis, and I find out, Lord knows how he did it, that Sigmund Freud was hitting some very hot buttons. He was not hitting *the* button and he was not hitting buttons which had any therapy value with any technique he could possibly have invented. I don't know how psychoanalysis has survived as long as it has, but the techniques with which he was fooling around and the computations on which he was working were so wide apart that it is a wonder that he didn't produce complete raving insanity on the part of about 80% of his people. Any and every diagnostic conclusion drawn by Sigmund Freud can be found to have validity and can be processed in the preclear. This is not the fastest way to clear preclears, but it certainly is the fastest way to get into the sordid depths of the reactive mind and stir it around. Running reaching and suppression with all the Freudian diagnostic labels converted into Scientology finds us capable of resolving any problem in psychoanalysis. We can do a two years' psychoanalysis and do it properly and correctly in any small number of hours. Now, if you're very bright, you can figure out from that what we are about to do. This is extra-curricular and in addition, but it certainly does suddenly monopolize psychotherapy. Freud's books certainly are doing well out there on the bookstores.

The additional training, aside from a brush-up for the individual in the doctorate school, will include, according to my present plans here, a fast review of Freudian psychoanalysis to the end of obtaining a fast and certain command of diagnosis and definition as outlined by Sigmund Freud. Next a command of philosophy as represented in the books of Will Durant which give a fast and accurate review. Next, a fast glance through of general semantics, although it looks at this time as though I will have to write a short enough book as none of the books now existing are sufficiently comprehensive to be susceptible to easy teaching. Further, we have made certain changes in the subject. Next, a history of psychotherapy. Next, an outline of psychology, experimental psychology and psychiatry as practiced. Next, a short look at a study of giant brains of the electronic type.

Naturally a person could not possibly assimilate that in a short time. Therefore what we are going to do is give him once-over-lightly, make sure he's absolutely on the beam with this additional subject matter, give him some extended training in Scientology itself, and then, with his work assigned, direct him after he leaves the doctorate school in a long course of study which may continue at least a year. At the end of that time he must have produced various results, have case histories to submit, have applied Scientology in some specific illness or field, and be able to pass examinations on the subjects I've just listed. In this way, we will get a trained expert in the field of the humanities. And we will, furthermore, be able to point to our doctors as people who, although very intensively trained for a short period, did long and arduous work in the actual field under our supervision. And we'll be able to claim that with their professional formal training and their field work, we are the best trained people in the world on the subject of the humanities. In other words, from the poorest trained, we intend very thoroughly to graduate into the best trained. An HCA, for instance, could undertake a study of the work as outlined after he leaves an associate school, take his doctorate training at any time in the future from then on. It would be necessary for him to go to a doctorate school, but it doesn't matter whether he goes to it in the first part of his year or in the last part. The point is that there is just so much information he will have to soak up, and just so many hours he will have to put in in a classroom. Therefore it is up to the Associate to turn out a good, solid, accurate auditor who, by rote if necessary, can resolve any and all kinds of cases, and who is capable of understanding and applying the goals of Scientology. This is the HCA by definition.

Although I hadn't particularly counted upon it, all the above work I have outlined in the doctorate school depends to a large degree upon my burning the midnight oil and boiling it down into acceptable material, so that people can be trained on it. Actually, the amount of actual data involved in the above subject is slight. It is our

purpose to teach what data was or is on that subject, not to teach what somebody's concept of that subject was, but to teach what was basically considered to be that subject. No brief, accurate textbook exists on any of those subjects, and this writing is quite in addition to the writing I mentioned earlier, which is getting Scientology straightened around; so you can see I will be quite busy. Turning out a synthesis of a subject when you have Scientology to orient that subject is, however, quite simple; although the experts in those subjects would faint when you said that. You could state Freudian psychoanalysis from beginning to end in 5,000 words.

I hope you are aware of the fact that the Axioms as such have not suffered any damage in later work and are as valid today as they were. There are a couple of higher level Axioms and there are more Axioms just ahead of the first Axioms, but these do not sweep aside or knock out any of the later Axioms. Thus, I hope you include training in the Axioms along with your regular curriculum. I have found out that auditors who knew the Axioms did a tremendous job of auditing and auditors who didn't know the Axioms sooner or later wandered off to practicing Indian swamp ritual or some other offbeat practice.

You can find data in these Newsletters for working preclears and data to add to your training and perhaps be tipped off way in advance before anything happens, thus bringing you up to a better level of security about what's going on.

L. Ron Hubbard

**P.A.B. No. 1**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via The Office of L. Ron Hubbard  
30 Marlborough Place, London N.W.8

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10 May 1953

**GENERAL COMMENTS, GROUP PROCESSING and  
A SUMMARY OF NEW WORK: CERTAINTIES**

This is the first issue of the *Professional Auditor's Bulletin*, mailed as of May 10, 1953, from 30 Marlborough Place, London N.W.8. It will be followed from time to time, probably every fortnight, with its successive issues.

The bulletin is airmailed where the professional auditor to whom it is going has provided airmail postage, a sum of \$10 for one year of 26 issues. It is sent regular mail to all others. Airmail arrives into the United States and other parts of the world in four days. Regular mail arrives in seventeen days. The cost of the bulletin is covered in the professional membership fees of the HAS and although I am putting it out and paying for it, it is to be considered a service of the HAS.

The content of this bulletin is technical and promotional. Its intent is to give you and your preclears the best possible processes and processing available at the moment it becomes available. And it intends to assist you in getting preclears. And it intends to arm you with statistics which will make your arguments stick. And it hopes also to help us organize into a team and coordinate our work with the associates and groups. Its outright intent is to make professional auditors as a class wealthy and respected.

Why this sudden burst of enthusiasm from Ron after all these years of comparative silence? The answer is SOP 8, SOP 8A, SHORT 8, SHORT 8A. I've up and took "El Caney."\* In September of 1950 I found that the science wasn't working too well for many on many cases. I forthrightly and loudly said that I was going to leave business and organization alone and continue with investigation until I had a process that worked fast for everybody on anybody. I said I was going to do that and let organizations go to hell if they did but that the subject would go as fast and far as it worked and that a fast, workable general process was the basic of a sound organization and that I would get that first. I continued to release everything I discovered and did what I could to keep up morale without actually going into organization itself. I didn't care who or what this antagonized or what it did to press or what rumors would start. The only answer to any problem we had was a fast, completely workable process. Parasitic publications, money mad millionaires, crooked, dishonest and incompetent management were not important when stacked up against a workable process for all.

If you read the enclosed paper on what I am trying to do you will see that our very first goals, the control of the reactive mind and betterment of the analytical mind, are reached. Instead of reducing the reactive mind until it is tame, we detach the

[\* El Caney was a strategic village near Santiago, Cuba, which had to be taken by the American Rough Riders during the Spanish-American War before they could attack their intended main objective of the day which was San Juan Hill. See LRH comments in *Child Scientology*, Journal of Scientology 14G, April 1953, page 324.]

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analytical mind and boost it up until it can handle ANY reactive mind. How does that differ from Book One? You bought that goal. Now we are achieving that goal.

Not a scrap of your training has been wasted. True your patience has been tried, in many cases beyond endurance. Many of you have taken your loyalties elsewhere. Many of you have panned me mercilessly. Sure, why not. I let you down by overestimating the ability of auditors to handle a process, by underestimating how tough some cases can be. Or you let me down by calmly or frantically demanding of me a non-human job of sweeping up all the aberrations of Mankind and handing out the answer tied with a silk bow. Any auditor who knew his business got results from May, 1950 forward. But lots of cases stalled and too much Book One processing actually started cases down instead of up, a thing which doesn't happen now. Well, who cares who has done what. That was yesterday. This is today, May, 1953, so let's come up to PT and get a good look at what's happened here.

Guess what! We can process groups of from five people up to as many as we can reach with speaker systems if necessary. And we can get excellent results all the way. And anybody in any group so processed should see some change in himself as a result. Now because group processing is gunshot stuff, special auditing is quite vital to reach above the group high.

What does this mean to the auditor? It means he can process groups for free and get the special auditing which results in good pay. It means that at least one night per week a professional auditor can group process a group with SHORT 8 or 8A at no charge to any member of that group. And it means that any member of that group will feel that something has happened in just those two hours in the group. And it means that some of them are going to want special—personal—auditing. So the professional can fill up his appointment book with paid auditing in the ratio that he gives free group auditing.

Does group auditing work? Ask the instructors and students at the professional schools where they do nothing else these days. And are you going to get results on the individual preclears? On the occluded cases, on the neurotics who WANT to be sick? You sure are if you only use SOP 8 or 8A and leave the engrams alone.

If we start out as a group of skilled people to audit whole sections of the population, we'll attain every goal we ever thought a good one to attain. Thus group auditing just doesn't get preclears for you, it goes right out on the main line and gets the job done. Of course some auditors will tend to settle down and get fat when they have a wide group and a good practice but men's communities are always subject to this thing.

Today, instead of going all out on an IDEAL level and having to have everything "just right" before we begin, let's look over our tools, collect our groups and begin. Maybe if we do that first, everything will get "just right" second. In other words, let's get terribly PRACTICAL about this. Let's realize we aren't all white knights but let's realize too that we aren't all goldbricks and bums either. Let's realize that each of us has to eat, but let's also understand that there's enough business to keep us all eating and forego a spirit of "competition" by which some would eat and, because of gossip and rumor, others would starve. And let's keep the snapping and snarling amongst ourselves and snap and snarl if we must, but present at the same time a good unified face to the public and meet *their* snaps and snarls with a blank refusal to condemn other HCAs or the organization. Let's be a team and make it our individual responsibility to keep the team going. Not one of us will lose by it.

The thing which solves all our problems in economics is ABUNDANCE. So long as preclears are scarce, we will have team difficulties. The moment they become plentiful, teamwork of the very highest sort becomes possible.

Now what will create that abundance? A group process which changes for the better the members of the group so much that they KNOW we have something will bring in members of that group for individual processing to a sufficient extent to keep us in a good state of solvency. We have that process in SHORT 8 or SHORT 8A. It gets around the fact that some people can't get mock-ups. By substituting tactile for sight, it even reaches the blind.

How would we put this group processing formula to work? Well, the package is very standardized both as to procurement and delivery. Our slogan is "making the able more able" and our appeal is to people to increase the cultural level and production standards of the country. In a newspaper, a magazine, on the word-of-mouth line, by sending direct mail invitations to lists out of the classified phone directory (such as to all osteopaths or all registered nurses, etc., etc.) we collect, as an HCA, the first group. On a certain night, say Thursdays, of each week, we pack into our own quarters or into a hired room at a hotel, we process this group for two hours using SHORT 8 or SHORT 8A. We charge them nothing, not for the hall or anything else. We sell them nothing. But we have available certain things.

First we have available a little sheet, neat and brief, even part of the first *Pro Course Booklet*, which says what SCIENTOLOGY is. Then we have, on the back of that sheet, what professional processing is, how much, and the name and address of the auditor of this group. We make clear on this sheet that our purpose in processing people is part of an international effort to make the able more able in order to bring about, in their fields, a bettered society for Man. We don't get glowing or fanatical and we don't condemn the existing society.

Next we have available membership forms in the HAS, again making it clear that we don't care if anybody joins or not. The auditor collects, as a membership fee £2.10.0 or \$7.50 U.S. and he sends £1.15.0 or, in the U.S., \$5.00 to the main office of the HAS along with the form. The HAS makes out the card of membership and returns it to the member and sends as well, for one year, the magazine *Scientology*, a fact which is made plain on the form available for the group.

On hand also is a form which requests special processing. This again has the auditor's name and phone number on it. But it doesn't pressure sell individual processing.

Also to hand are various texts on Dianetics or Scientology. The auditor can procure these, in most cases, at a 30% discount from associates or the main HAS office.

Revenue from books and memberships should itself pay the auditor well for processing a group, and pay the costs of mailings. But the auditor will have respect and effectiveness and response to the degree that he is casual about selling and to the degree that he stresses this as part of a program to raise the cultural level of Man by putting its leaders into a very high state of effectiveness, and other similar arguments.

An auditor can also give the Group Auditor's Course for teachers and others but he will find this a convenience only and should not look to it to produce revenue beyond good public relations unless, of course, he has started out on the line of processing children by interesting teachers in processing children, as groups, with *Self Analysis*, as discussed in the *Journal*, Issue 1 4-G. An auditor can carry forward both programs.

An associate, by advertising and direct mail procurement of people to be a member of groups, can turn off such persons to auditor's groups, benefiting only by training. And indeed, with auditors doing the auditing and associates doing training and general advertising and good will, all this not only could work out but is working out in several quarters.

Well, you've got SOP 8A coming shortly. SOP 8, mild as it looks, tears cases to pieces and assembles new people. SHORT 8A is effective on both groups and individuals and is very easy to audit. You may cling to the idea that the pc has to suffer through engrams even if SOP 8 makes him well. If so, use some yourself. Waste some pain and find out why.

And now your own case. A lot of auditors are here to help their own cases. SHORT 8A, if you have the persistence, if used without deviating from it, is a self processing technique. And it can make you clearer than Book One ever could have made anybody. But nothing beats good auditing from a good auditor so look to you and another pro being a co-audit team. No pro can be audited by some pc he's taught. If he thinks he can, he's fooling himself.

Write me. I've got answers here. You need me and I need you. So here, with PAB No. 1, let's get, as a team, a show on the road.

L. RON HUBBARD

### **SUMMARY OF NEW WORK—MAY 8, 1953**

**CERTAINTY ITSELF IS KNOWLEDGE. A DATUM IS  
SECONDARY KNOWLEDGE.  
THE MOST CERTAIN CERTAINTY IS PERCEPTION.  
THE LEAST CERTAINTY EVALUATION.**

A triangle of certainties would indicate the following formula of certainties. There are three universe-types, on each one of which one can achieve a certainty. The most important of these types is one's own universe; the second most important is the MEST universe; the third most important is the class known as "others' universes." A certainty on each one of these universes could exist in each of three time categories. The most important of these is the present for each universe; the second most important of these from the standpoint of desirable certainty is the future of each universe; and the third most important of these is the past of each universe. Two conditions of certainty can exist for each class of universe and for each time aspect of universes, and one is a certainty that it exists and the other a certainty that it does not exist. Thus we have eighteen certainties derived from this formula. The rehabilitation, then, of any one of these certainties will find a resurgence in the case; the rehabilitation of all these certainties, if possible, would take one theoretically to the highest possible levels of the tone scale. In addition to these there is the certainty of controlling and a certainty of not controlling. There is also being the effect of these as a certainty and a cause of these as a certainty. As we proceed down from one's own universe, i.e. mock-ups, and a certainty that they are there, are not there, or can be controlled, we are going into important but less desirable certainties. This tells you why *Self Analysis* mock-up processing present time is such a desirable process. This process has the following advantages:

1. It unfixes the attention or remedies a dispersal of attention by putting one again into control of his attention.
2. It creates new space and, when one banishes the mock-up, it banishes space, which is to say uncreates space.
3. It opens communication, for communication is the interchange between an awareness viewpoint and a dimension point.
4. It creates beingness since beingness is dependent upon space.
5. It creates forms which one can be or destroys forms which one does not want to be in terms of his own universe.
6. It utilizes the control of objects.

By taking the catalogue of eighteen certainties and applying these steps or working out these steps in each one of them, one can see that one has an expanding perimeter of certainties. The most desirable certainty, of course, is certainty of one's own universe. From this all other things proceed. But the problem is enterable in any corner of the triangle and the individual rehabilitates accordingly. Any point of this triangle of universes or triangle of certainties, if increased in certainty, will increase the certainty on the other two corners of the triangle, and any suppression on any corner of the triangle will suppress the other two corners of the triangle.

The professional auditor in processing this has these processes at hand, then:

Differentiation in one universe: one object in the universe differentiated from a similar object in the same universe, and this for each of the universes, and including differentiation between there-ness and not-there-ness.

Differentiation between one universe (which is to say, one corner of the triangle) and another universe (or another corner of the triangle) which is to say differentiation between one's own universe and the MEST universe, the MEST universe and another's universe, another's universe and one's own universe.

Creation of objects for each universe and the destruction of objects for each universe.

The task of the auditor would seem to be indicated under the heading of pulling apart or unconfusing one universe from another universe. For instance, one has no certainty whatever when his own universe is confused in his mind with the MEST universe, or when his own universe is confused in his mind with another's universe. The preclear has been making facsimiles continually of the MEST universe and has used the MEST universe as a pattern of the facsimile pattern of his own universe to such a degree that his own universe appears to be at first glance simply a duplicate of the MEST universe. Taking an object in the MEST universe and then putting a mock-up similar to it beside it and seeing the difference between the two, will resolve eventually not only this confusion but will resolve the automaticity which causes the preclear to continue to make facsimiles of the MEST universe.

Of all these awarenesses, awareness of present-time circumstance of any of these universes simply rehabilitated in all forms of communication (by which is meant perception, not talk and ideas) simply continued on and on and on produces all the desirable results and gives a certainty to the future and the past and of the various aspects of these universes.

You can see easily now that communication embraces both the creation of space, the beingness and performance of particles, and that greatest certainty exists at the instant of actual observation. Therefore the auditor is most interested in communication when he considers the relative values of communication, affinity and reality.

## COMMUNICATION

What are the values of Affinity, Communication and Reality with relation to each other from the standpoint of behavior or the auditor?

Affinity *is type* of energy and can be produced at will.

Reality is agreement; too much agreement under duress brings about the banishment of one's entire consciousness.

Communication, however, *is far* more important than affinity or reality, for it is the operation, the *action*, by which one experiences emotion and by which one agrees.

Communication is not only the *modus operandi*, it is the heart of life and is by thousands of percent the senior in importance to affinity and reality. And this is easily demonstrated, for only if the auditor concentrates on communication can he resolve problems, predict behavior and alter or control minds. Sharply then, alert to this value of communication and do not go on trying to make a thirst for love, make love all or a hope for agreement the all. The important answer is found *always* in the *modus operandi* of communication. Communication is at once the strongest hope for resolving any problem of behavior and the weakest commodity in the case one confronts. Fail to obscure the singular magnitude of communication when evaluated against agreement and affinity and fail with cases. It almost does not matter *what is* communicated if it is communicated.

The one test of aberration is communication lag index. How long does it take to get an answer from the preclear? He is as aberrated as he takes time. He *has* in the degree that he handles particles. The *handling* of particles, of motion, is communication. Reality is the *consideration* of particles. Affinity is the opinion about particles and sensation. Consideration is not beingness. Opinion is not beingness. Only communication ranks with beingness.

The only accurate test of whether or not a case is improved is whether or not there is a communication change. By communication change we also mean *perception* change. Perception is all. And any form of communication is known alone by perception.

A thetan can be what he can see. He can see what he can be. If he can't see it as a thetan (not as MEST eyes) he can't be it. If he can't be it he can't see it.

A viewpoint puts out anchor points. It now has space. How does it know it has anchor points out? Because it can see them. How does it know there are anchor points at all? Only because it can see them. Then how does it know it has space? Because it can perceive. How does it perceive? By knowing. By knowing a datum? No, by being certain. Knowingness is being certainness. One is as certain as he can communicate. He can communicate as well as he can *be*.

Further, one is as *responsible* as one *can communicate*. One is not responsible for that with which he cannot communicate. One will fight only that with which he cannot communicate.

How does one communicate? The method of permissible communication is via MEST. One places his ability into hands, eyes, etc. and by sound waves, light particles and others, communicates. He has "put the blame on MEST." Actually all these particles are his own *immediate* creations by agreed upon, implicitly believed ritual. His body, even the sun, are there because he co-believes with many other viewpoints that they are there. He mocks up the MEST universe continually as can be tested by comparison of a MEST universe terminal with a mock-up terminal many times, each time noting the difference. The circuit that automatically mocks up MEST comes to view and under control.

Get an invalid by whatever means, pleasant or unpleasant, into communication with a withered limb and it will heal. It requires hours, perhaps, of massage (and the massage or sensation must be sufficiently irregular to continue to command his attention) but it will work, not because of faith but because of continuously commanding the invalid to perceive his leg.

There are many levels of communication. The best is self-determined communication by postulate containing no effort. But any is better than none.

The best communication is by the thetan's own creation, dispatch and return of dimension points. That which he thus perceives is really real to him and he takes full responsibility for it. He puts out golden clouds of "flutter" in order to so perceive. Simply by putting out, by postulate, this flutter the occluded case can, after several times trying, unmask the black facsimile behind which he is hiding. This is direct thetan communication, the best.

Beingness, communication, space are, in action, synonyms. The 0.2 case has no space. Get him to communicate, he has space. He may feel his body and facsimiles are rock hard. Get him to communicate, to waste anchor points in Expanded GITA (following) and be things and he becomes less aberrated, less in pain, less solid.

If a person cannot communicate, if he has a long communication index lag, he has no great beingness, no space. Spacation (following) solves it, imitating beingness solves it, doing routine mock-ups of any kind solves it (for these are anchor points which make space), and any communication betterment process solves it. Even finding present time solves it.

Thus, see the role that communication plays in the game called Existence.

### THE DOUBLE TERMINAL ASSIST

The process known as Double Terminaling is an ASSIST. As in the case of admiration processing, the running of double terminals cannot long be continued on a case without the benefit turning into a downgrade. The downgrade in tone, when reached, whether in a few hours or many with the process, indicates that a POSITIVE GAIN PROCESS is now indicated, for the preclear has, in running a negative gain process, come into an uncertainty. The state of uncertainty, whenever noticed or reached in any preclear, is remedied by the prompt use of such things as *Self Analysis* or certainties in any one of the three universes.

One double-terminals as follows: He has the preclear mock up something or someone facing its duplicate, then he gets another such pair beside, in any position, the first pair. It will be noted that the mock-ups discharge one against the other like electrical poles. A double terminal may also consist of an unmatched pair such as a mock-up of a husband facing a wife and, parallel to this, the husband facing the wife again. Or a person facing an inanimate object, then, beside that pair, the same person as another mock-up facing the same object as another mock-up. It will be observed that when TWO pairs are used, there are, even so, only TWO COMMUNICATION LINES. The lines are more important than the terminals; one wants two communication lines, parallel to each other. This, of course, requires four terminals.

Injuries, engrams, emotions, existing mental states, postulates, aberrative persons, deformed body members, either side of the body against the other side, anything, in short, that could be run in Dianetics can be double-terminaled. Accidents can be run out with particular ease with it. A Case V can double-terminal emotions or concepts although he cannot see the mock-up. In case the pc becomes ill acutely while double terminaling, continue the action until the symptoms go away, for they are part of the operation.

The pc unable to remain out of his body is a problem in terminals. The body as one terminal, and the pc as a thetan as the other terminal, snap together because the body is too heavily charged. Thus the pc cannot stay or even get outside. Have him mock up own body and create and uncreate space until he can stay out.

[Enclosed with this PAB were SOP 8, Short 8 and "The Factors," which are also part of the *Journal of Scientology* 16-G, page 374.]

**P.A.B. No. 2**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
4 Marylebone High Street, London W.1

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[1953, ca. end May]

**GENERAL COMMENTS SOP 8 and  
A SUMMARY OF SOP 8A**

GENERAL COMMENT

According to the letters I have been receiving SOP 8 fell like a minor bomb in some quarters: and all the letters are reporting the sudden resolution and dissolution of cases which had previously been considered very difficult. Some of the letters reflect the fact that none of the materials of Scientology had been available because the auditor had been out of touch. But the main thing which is being reflected is the sudden understanding of what I've been trying to do in Scientology. It had not occurred to many that the effort to treat the reactive mind was lengthily unnecessary if one could actually separate out the analytical mind and bring it up to a point where it could handle any reactive mind. Where we want the strength in validation is of course in the analytical mind. I went into this pretty thoroughly in Issue 1 5-G of the *Journal of Scientology* released a short time ago, and it is wonderful and beautiful to me (1) how auditors everywhere completely missed the point and (2) how I had overlooked telling them what the point was. It is very gratifying in some quarters that this realization alone makes us all friends again.

I am also getting some early reports on groups and some suggestions concerning the handling. One of the suggestions is of very great interest. After one has a group formed and is group processing it, it is very well worth his while to take the names and addresses of his group members and make a personal call around on these people, without any formal appointment, and ask them how they're going along and if the group processing did them any good and so forth. This all by itself seems to produce the personal contact necessary with some to ask for private and personal auditing. This is a pretty easy thing to do after all. One simply makes sure that he gets the names and addresses of everyone who comes into the group and then one calls around on them personally after they've been there a time or two and finds out how they're getting along. The same auditor also remarked that most of his preclears came from the vicinity of preclears where his results had been successful, and that he did his best acquisition of preclears by writing to all of his old preclears at regular intervals and asking them how they're getting along. In other words, after he'd processed a preclear, he made a point, about a week later, of writing him a letter asking him how he was getting along. About three weeks after that he wrote him another letter. About a month after that he wrote him another letter. And then he let a period of about three months elapse and wrote him again. This quite often produced an additional intensive run and it certainly produced, in the vicinity of the preclear, new preclears.

I have also received the comment that hardly any auditors ever took me at my word when I said that one could simply go out on the street and stop people who had

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things obviously wrong with them, make an appointment and process the person and get paid for it. Every auditor who has tried this has found that it was a successful method of getting the word around. One simply stopped somebody on the street, inquired after his health, asking him how he got that way. Then he simply tells him he's going to give him some processing. An auditor who has a professional card on him with a definition of Scientology printed on the back of it, can give the person a card, but he should not count on the person to make any advance because that person is out of communication. If a person has anything wrong with him, that person can be reached but that person will not reach. Therefore it's up to the auditor to do the reaching. If he sits and waits for the public to come to him, the public who has anything wrong with it cannot and will not come to him simply because they cannot reach out away from themselves and communicate, but they can be communicated to and can be reached, and are actually quite obedient to anybody who reaches to them. This is such a workable method of getting a practice going that we are considering installing it as a necessary act in professional training.

I received a letter not long ago from an auditor who had gone around the manufacturing plants and had pushed his way in to see a big enough name to get action with the proposition that he cut down the loss of work hours of the company by giving emergency treatment to absentees who were just then costing the company money. He also stated that he was able to walk through plants and pick up the names and addresses of people who were absent and then tell the management he was going to send them back to work, which he did. This was intensively productive of interest, and was quite remunerative.

Remember and do not forget that in the building of a practice and its continuance, one is dealing only with people who can be reached but who will not reach. These people are dramatizing "must not reach," but only a few of them are dramatizing "must not be reached"; and all of them can be reached but it is up to the auditor to go out and do the reaching. Any occluded case is actually dramatizing to some degree "must not be reached." An auditor who is an occluded case is liable to take himself out of the general swim and wait for the lame, halt and blind to come to him. The lame, halt and blind do not come to him for the simple reason that they are waiting for him to come to them. They do not know he exists.

Many of you would consider it brassy in the extreme to go from house to house down one block after another and ask at each door if there were anybody chronically ill in the household; then explain what he was there for and say he was going to straighten them out and make an exact statement that his fee was so-and-so. An auditor who would not do such a thing actually is going to have a poor practice. An auditor who would not do such a thing is suffering from stage fright. Under new techniques which you will know about, this auditor should simply run the concept in brackets: "**Audiences exist**" "**Audiences do not exist**", and not fumble about any uncertainties but simply run the positive and negative of the fact that audiences do and do not exist. This stage fright will turn on and off and go away; and after that he can go out and procure preclears. He can run in concepts, mock-ups or in brackets "**People exist**" "**People do not exist**" and without touching any in-betweens discover, after he's done quite a bit of this, that he's capable of reaching people. In order to have any kind of a practice it is necessary for the auditor to reach people because the practice which he will build will be built out of people who must not reach. Anybody who has anything wrong with any part of his body simply cannot get into communication with it. This means he cannot reach that part of his body. If a person cannot reach a part of his body how can he reach another person? And how can he reach an auditor? An auditor who waits for people to come and apply to his group for entrance, who waits for preclears to come and knock at the door, is liable to sit there for a very long time. He must practice on quite a few people in any given area before the word starts to get around. All he has to have is a few successful cases and the word will begin to get



around and people who can reach will be bringing around people who can't reach. But even so, this is a slow way to go about it.

The number of hours of auditing which preclears need is steadily reducing and an auditor could actually start building his practice in terms of very short sessions, seeing a great many people for a very short time rather than seeing one person for a long time.

It has been observed that a lot of auditors impede their practice by standing around trying to explain what Scientology or Dianetics is to somebody. A patient doesn't want to know what Dianetics or Scientology is: he wants to get well. The auditor is most successful with new preclears who simply says, "I am a consulting Scientologist; we handle all sorts of human difficulties and malfunctions. Now what's yours?" And sails on from there to get results. By explaining there is something new in the world he is immediately bringing the preclear into the state of uncertainty of "Will it work or won't it work?"

Burke Belknap wrote in to say that one of the first things he did with a preclear was to run concepts on the basis of auditors were no good, the thing wouldn't work on him, nothing would ever change. This is very excellent. Under present techniques this could be run in this fashion: **"Nothing will ever change" "Everything is going to change."** One runs this in concepts, mock-ups, brackets, and runs it until he has a preclear that's going to change. It doesn't take very long to do this. He will immediately discover that the preclear isn't changing because the preclear's afraid that if he starts to change, everything will go into complete confusion. When the preclear discovers it doesn't, he is then willing to change. You could work the most beautiful techniques in the world on a pc who was trying madly to stay stable, and produce nothing if you did not first shake loose the fear of change. You are trying to change this pc's communication lines, therefore it's necessary for you to hit the case on the basis of change. Another thing: you want to make your pc more aware; he will get as well as he becomes aware. If you want anybody to become aware, you have to raise their communication line. If a person is madly holding onto communication shut-offs, how can he become more aware? The test as to whether or not a case is getting well is whether or not that case suffers a communication change. The communication lag index is the most important method of telling whether or not a person is sick or well. A person who answers quickly (and rationally) is in much better condition than a person who answers after a long consideration. A person who's being impartial, conservative, etc., is hung up on a maybe so hard that it would take tugs to get him off.

One old-time auditor has written in to tell me that auditing still remains an art and no matter how hard I try to teach it as a rote, it will still be an art. This has some truth in it. Therefore, if an auditor wants a pc to get well, the auditor had better be a shining example of something that is well. This in itself inspires certainty and confidence. More important than this, a person has to have a very high level of communication before he can indulge in art. One is actually to date creating new people rather than repairing old, broken down homo sapiens. Creation is the work of the artist. In order to do very well, run **"Something can be created" "Nothing can be created"** on himself until he recovers all those artistic impulses of his youth. True enough, it will help his auditing.

I recently had an interesting example of how case level influences the numerosness of a practice and the number of results which an auditor got. Two auditors were in the same area. One had had a lot of successes and had a good practice; the other had had several failures and had a very poor practice, and was, in fact, thinking of chucking it all when SOP 8 and the Group came out and revived his activities. The second auditor was an occluded case. Now, with these techniques which take apart an occluded case, there isn't any excuse for an auditor to be occluded and be low in tone. By the way a trained Scientologist can to a marked degree audit himself. This isn't

possible for somebody who isn't trained in the subject because that somebody runs across all sorts of computations and circuits and starts to figure, figure, figure, and almost drives himself mad because he's into so many maybes. A person can stay in the field of certainty and audit himself. He's got to have enough training and enough sense to stay in the field of certainties and not wander off into uncertainties and speculations. Anybody who starts self-auditing should audit to technique which is laid out in front of him. Anything I am giving you in the way of technique in this bulletin can be done by an individual on himself. However, he should be very careful not to stray off. The technique starts exciting circuits into action and the auditor starts doing figure, figure, figure, figure, which is very far from certainty.

In Issue 16-G, which may be a bit delayed, I am laying out this whole subject of Scientology as "Science of Certainty." Scientology deals now in nothing but certainties. Those things which are uncertainties, such as metaphysics, spirits, other worlds, space opera, whole track, GE Line, are all being put into the bin called para-Scientology. The auditing we do is directed towards the establishment of certainties, and in itself works only with certainties. Prenatals, engrams and facsimiles—anything which anybody would consider uncertain does not belong on the main line.

What is the level of awareness which we will accept as being a level of awareness? It would be: Can a man stand looking at a tree and know that he is standing there looking at a tree, or if he is blind, can he stand there and feel a tree and know that he is feeling a tree? This man is sufficiently aware to be considered for our purposes fairly sane. Awareness goes from there on up into expanding certainties. How aware is awareness? It is as aware as it is certain. What is knowledge? Knowledge is certainty. Is data knowledge? No, data is not knowledge. A certainty is knowledge. Therefore knowledge depends upon perception. Is certainty an absolute? No, it is relative. What are the two ends of the spectrum of certainties? Here you're looking straight at the theta-MEST theory. There is nothing, there is something. Here you have the nothingness of the static and the somethingness of all motion. Now, what are we considering, then, at the bottom level of all acceptable certainty? It is a certainty when one is standing looking at a tree and one sees a tree; or, if one can't see, having no MEST vision, one can feel a tree: that is certainty. And that is the bottom level of certainty that we're going to accept as a certainty. What's the top level of certainty? Well, we're not interested in the top level of certainty because it goes too high to observe. In the last bulletin I talked about three universes. There are numbers of viewpoints of these universes and one is as certain as he is certain of these three universes. But one can become more certain than that to the degree that he is aware. Communication establishes awareness as a mechanism. The three universes give us something of which to be aware. Therefore, this perception is in itself certainty and this certainty is in itself knowledge and thus we can achieve what we would consider an acceptable certainty. What is an acceptable certainty? It is a certainty that the three universes exist in terms of perceptions: one's own universe, the MEST universe and the other fellow's universe. When we have established these, we will find that an individual can assume viewpoints which are not dependent upon the body and can perceive these universes as an analytical mind directly. We don't ask anybody to be certain of this until it happens. Thus from these three certainties with MEST eyes, we go into these three certainties on a direct level. What we will call a "stability" for want of a better word at this time and to replace the word "clear" about which there is a tremendous amount of confusion, would be one who can, without the assistance of MEST eyes, perceive with complete certainty the three universes from many viewpoints. We reach this state with a person by leading him up the gradient scale of certainties, taking him at the certainty level where we find him, wherever that is—even if it is psychotic, neurotic or normal level—and raising him on upscale until he is certain of his own universe, the MEST universe and other people's universes.

You have observed the phenomenon of people who were theta exteriors getting back into the body and not being able to get out again. This is because they were

actually insufficiently aware and because they ran into this one single aberration: "They must not reach away from MEST."

If you think for a moment that it is the purpose of Scientology to produce something intensely spectacular like a ghost that can move cigarette papers or mountains, you have definitely gotten the wrong idea. We are interested in well men, we are interested in people with well bodies who think straight and who co-operate on optimum solutions. We are not making magicians. There are a great many things which a thetan or the analytical mind can do, but all these, until you are certain of them, belong in the field of para-Scientology and are only interesting data. We have no interest in their truth or untruth. If you start filling your pc full of an education about the whole track and electronic incidents and other doubtful things, you are giving him more and more uncertainties and he'll start on down tone scale. By giving him a gradient scale of certainties, you will surely and securely bring him up the line to stability. The actual horrible truth of the matter is that an individual below the level of what we are calling "stability," will continue throughout the remainder of his life going on down tone scale. We can make a 4.0 in Dianetics by very arduously swamping up via negative-gain processing the reactive mind, and he will remain relatively stable and with greater longevity, and is as defined in the first book; but we have not put aside the normal course of ageing in the body nor have we completely proofed this individual against the shocks and upsets of existence which would come from new incidents of pain and unconsciousness. It has been completely overlooked that the first "clear" was a relative thing and definitely not an absolute thing. It was an intensely hard thing to gauge. An auditor had to be a very good expert on the subject to produce anything like a 4.0 because the uncertainty in the auditor himself about what he was doing would introduce uncertainties into the pc and so would impede the processing. I fought this for a couple of years before I got it through my own head that pcs reacted to my certainty, got their recalls back simply because I was certain they would, and were content to drill never beyond their own depth but always in the level of what they could reach when they could reach it. A few auditors achieved this but they were all certain people. Even so we got lots of clears, but the bashfulness of the beast dropped him out of sight, for everybody insisted on making a circus curiosity of him and everybody was so uncertain about his state that they very often took an uncertain clear and turned him into an aberree again. I have had this thing happen to theta clears. Man is not exactly kind to his fellow man. Man is basically good, but, believe me, he has a long way to travel up the tone scale to reach that basic goodness. If you don't believe that Man can be slightly unkind, look what the more aberrated amongst us say about yours truly.

Now you have some sort of idea about what I mean by a positive-gain process. A positive-gain process is a positive-gain of certainty; a negative-gain process, although it eradicates engrams and alters the pattern of behavior of the individual, actually makes that individual at times more uncertain than before, for he has been plunged into things he didn't know were there and in fact has been made wrong. If you keep on using negative-gain processes such as erasure, remember to back them up right away with positive-gain processes. Otherwise you've not brought the pc up toward being a "stability."

Now in the last bulletin I told you I'd resolved this problem and sent to most of you SOP 8, "The Factors" and Short 8. I sent those along so you could get acquainted with them, not because they contain all the basic information you should have to work them. There is a philosophy and goal behind that modus operandi which must be employed in order to produce the results which are expected. And you don't have the final technique on this, for that requires the essay which follows. There is a whole process which is devoted to and dedicated solely to cases of Step IV and V. This we call SOP 8A. SOP 8 solves these when they are not too bad, but SOP 8A should be immediately employed the moment it is discovered the pc's very uncertain of his own

mock-ups or if he is occluded. The IV and V steps work in SOP 8 but there is a much faster way of going about it which blows the occluded case. Within these faster processes and SOP 8A we also resolve at one fell swoop special kinds of trouble; any pc who steps up with a special somatic or a special worry is run on SOP 8A. It then is actually an office technique and in 10 or 15 minutes produces quite marked changes in the individual. I will not say how many hours it takes to resolve a completely occluded case, since some cases are more occluded than others, but it doesn't take very many hours. All this got shockingly simple, and if you don't do it simply, you're simply working yourself unnecessarily, putting the pc through a lot more things than he should go through.

In the first place, in the use of SOP 8A, we omit any explanations to the pc. If he happens to know Dianetics or Scientology, that's tough, but it is included in the techniques of SOP 8A. These things can be self-audited, but remember, auditor, that they can only be self-audited by a trained Scientologist. These buttons are hot. It is not even a dramatic statement to say that one had to walk along the edge of hell to find these techniques and that these techniques lie straight through insanity itself. Thus, when one is auditing a pc, he can expect momentarily, even in one he has considered very sane, fantastic reactions.

An auditor recently mentioned to me that everyone around a certain area considered anything I had labelled as "unlimited technique" and a "positive-gain technique" as a necessarily faint or weak technique. Just because a thing could be done forever seemed to indicate also that it was weak in its operation. The matter of two anchor points to the back corner of the room and holding them there was considered by the auditors round the area to be a faint technique. Actually that is about the hottest technique you ever threw a pc into. To understand this you will have to understand that "reach" and nothing but "reach" is in itself the basic center of the hurricane called insanity. You have somebody reaching with theta energy to the corners of the room. He is not supposed to reach away from MEST. You could run simply the concept of *must not reach away from MEST* and produce some very interesting results in an individual. When a person has been told to hold the corners of the room in this fashion as in SOP 8, an auditor should expect repercussions, if not during the session, certainly during the next day or two. The technique has to be done over and over because there is an enormous amount of material which it sets loose. The individual is made thereby to let go both sides of the engram. He is holding the engram in to him and not knowing that he is doing so and he feels the effect of doing so and holds it out from him. You're asking him simply to let go and reach MEST. He's reached MEST, he's not supposed to reach away from it. Certainly all of his old holds on the bank will disappear and the technique is very effective and it can be done for long periods of time. Do not think for a moment it is a faint technique; it definitely isn't. Any of those unlimited techniques are powerful above and beyond running engrams as the Empire State Building is bigger than a doll house. So make up your mind to the fact that you have a handful of dynamite. You have to use it for a little while to discover this and then use it for a little while longer to be certain that, carried through, it brings about the desired result.

It is definitely none of my business how you apply these techniques. I am no policeman ready with boards of ethics and court warrants to come down on you with a crash simply because you are "perverting Scientology." If there is any policing done, it is by the techniques themselves, since they have in themselves a discipline brought about by their own power. All I can do is put into your hands a tool for your own use and then help you use it.

Now one further comment: There is a further issue of "The Factors" which contains two or three new lines. The basic motivation and the reason behind the decision to be is the desire or curiosity, the enforcement and inhibition of production

of effects. Don't mistake it for a moment and think this is not the center button. It is the reason behind beingness: the production of effects, the enforcement of effects, the nullification of effects. All the pc is trying to do when he first comes to you is to produce an effect upon you; don't forget this. He is using sickness to produce effects. Any effect is better than no effect. Anything is better than nothing. Any sensation is better than no sensation. Any circuit is better than no circuit. And as far as badness and goodness are concerned, these things are evaluations, determined by viewpoint. So anything bad is better than nothing. This should explain human behavior to you as nothing before did. What is your pc trying to do? He's trying to produce an effect. How sick is he? He's as sick as he has to be in order to produce an effect. If he's sick at all, it means that he hasn't been able to produce effects without being sick. If you try to take away from him the modus operandi of producing effects, i.e. his service facsimile or his sickness, you're in for trouble. Thus you have to rehabilitate in him the belief that he can produce effects and that he could obtain good effects from others. His goal is to produce effects upon others and obtain good effects from others; that's all his goal and that's why he's being what he is being. That is the reason behind the decision. You've many times asked what is the reason for all this? The answer is to produce an effect. What is the basic mechanical operation of producing an effect? It is reaching, pushing and pulling. Reaching is the keynote of this. What is the basic certainty? The basic certainty is dual; there is a positive and a negative certainty; there is no in-between certainty: there either is an effect or there isn't an effect, so the basic certainties are **"There is an effect"** **"There is no effect."** The next basic certainty to that is **"There is no beingness"** **"There is beingness."**

I am not going to try to give you very much in this bulletin. There are other bulletins to follow. I want to know whether or not you want these bulletins. Thus I am writing down here the basic heart of SOP 8A which follows:

#### A SUMMARY OF SOP 8A

In order to be and to produce effects one must have knowledge. Knowledge is certainty. Certainty is awareness. Awareness change is the indication of effect. One must then be able to produce changes of awareness, which is merely changes in communication, in order to be certain he has produced an effect. Certainty of the production of effects and uncertainty as to the production of effects are the up and down of lifetimes.

**"There is something here"** **"There is nothing here"** are the basic certainties of beingness. One runs a chronic somatic simply by picking out an area of the body which is painful or numb and having that area of the body alternately state to the pc by having him run the statements in that area or having him run feelings which approximate the statements in that area **"There is nothing here"** **"There is something here,"** **"There is nothing there"** **"There is something there."** Does one for a moment ask what the something is or let the pc evaluate about the something or nothing? No, he certainly doesn't. All manner of queer sensations, covertnesses, malice and so forth turn on in the areas; we're not even vaguely interested in these reactions and these effects. The pc will try to pass them off on us as effects; we're not interested in that, we're interested in getting that area of the body alive or over its pain. Any numb area of the body run in this fashion will recover feeling; any pain in the body any place will recover a normal state if this is done.

To realize the full value of SOP 8A one must know something about entities. The pc has compartmented off various parts of the body for which he takes no further responsibility. These appear to be individuals operating against him. Actually these parts of the body have individual characteristics and answer up on E-Meters. These are basically demon circuits but they are the things which produce the circuits; they are

the things which hold on to facsimiles, they are not themselves facsimiles. Each one of these is holding on to numerous facsimiles, and they supply these facsimiles to the pc. The pc says he's not responsible for this. We run in each area where there is any disturbance, first in the pc and then as though it's happening out in front of the pc alternately, "**There is something here**" "**There is nothing here,**" "**There is something there**" "**There is nothing there.**" This knocks out the entities and, therefore, automatically knocks out the mechanisms which are making the pc sick. We don't care whether there are entities or aren't entities; it's simply that he is certain that something is deviling him from a certain area. He is certain of this; we can be certain of it because he complains of it. We use this technique to knock it out. The word "entity" simply designates an area of the body which has an independent point of communication.

Going back to the theory of epicenters, one then finds that there is a sub-brain in various parts of the body. When one is dealing with a Case IV or V, he is dealing with the reactive mind and he has to take apart the reactive mind to some degree in order to produce freedom for the analytical mind. The epicenters would be such parts of the body as the "funny bones" or any "judo sensitive" spots: the sides of the neck, the inside of the wrist, the places the doctors tap to find out if there is a reflex. These things are sub-brains picked up on the evolutionary line probably—we're not even interested in where they come from, we're not even interested in the pictures they hold; we are interested in the fact that they have a monitoring effect on the body and the individual. We run these on the above techniques and we produce a considerable change in the reaction in communication of the individual.

We recall at all times while running this technique that we are dealing with a positive in the vague certainty, but nevertheless certainty, of "something," and in the negative certainty of "nothing." And what do we have here? We have the theta MEST theory. How simple is this problem? This problem is the direct application of the theta-MEST theory to auditing as directly as it can be applied. Life is essentially nothing but something which can produce an effect. There is one thing Life must not be and that is nothing. You can run on a pc as a matched or double terminal "**I can be nothing**" "**I can be something,**" "**I can be nothing**" "**I can be something**" and produce a considerable release in him since he has been forcing himself all along the line to be something so that he could produce effects, and he has never been able to be anything. Of course he can't be anything, he is nothing. Fear of being nothing, then, is the driving fear. "**There is no future**" "**There is a future.**" These are essentially dichotomies, but they are more precise dichotomies than we have ever run before.

We handle the whole problem of pictures simply in this fashion. "**There are no pictures**" "**There are pictures.**" Any occluded case vaguely remembers having recalled pictures. Pictures start to turn on when this is run or start to drop out. We can apply this to any mechanism, and we can apply it with creative processing, we can apply it with any concept running, we can apply it with brackets, we can apply it with matched terminals. A matched terminal is simply a mock-up, no matter how black, facing a mock-up.

Why is the occluded case occluded? He actually isn't occluded, he's holding on to the last certainty he has anything to do with. There are several things which turn a case black. One is the defection of a friend. This is the loss of another viewpoint. Another is simply loss, and loss in any form. What happens when an individual loses something? He starts holding on to any certainty he can hold on to. The most certain certainty he can hold on to is blackness. No light or painted object is as certain as a completely black object. Blackness is an effort to disappear and hide. Blackness has many uses. When blackness shows up, one can run "can't reach" and he will have wider blacknesses there.

A person gets into blackness which is like glue. This can be run on the positive negative basis of **“There is something”** **“There isn’t anything.”** Does one run this to agree with how long the blackness stays on and when it turns white and when it turns black again? No, one does not, because this is agreement with the MEST universe. One runs these things almost at random.

Betrayal is the action of having things pounded in and held against one. Ridicule is the action of having something taken out away from one and held there where one cannot reach it. Both of these things are matters of reaching. If one wants to go on and run reaching concepts one must be prepared to run into the hottest of suppressions and the hottest compulsions he has ever been called upon to handle. It may be necessary to run some of these. However, the concepts of **“There is something here”** **“There isn’t anything here,”** **“There are pictures here”** **“There are no pictures here,”** **“Pictures can affect me”** **“Pictures cannot affect me”** and particularly **“There is change”** **“There is no change”** produces superior results to running reaching. One must know about this button *reaching* because it is THE button of insanity. Compulsion to reach and the inability to reach combined produce a state of mind which one wouldn’t wish on anyone.

Sex plays a very heavy part in all of this because it is the symbolism of mock-ups and many other things. Thus one would do well to run **“There are men”** **“There aren’t men,”** **“There are women”** **“There aren’t women,”** **“There is sensation”** **“There isn’t sensation”** in order to resolve this problem. But basically below all this there is **“There is something here”** **“There is nothing here,”** **“There is something there”** **“There is nothing there.”**

Does one pay any particular attention to blackness? Yes, sometimes it is necessary. It will be found in an occluded case that one side of a body is blacker than the other. This comes about from an old imbalance of control centers. One control center is reaching and ignoring the other control center. The control center which is ignored and can’t reach is black. Thus one finds the blackest part of the body that part of the body which is the most disabled by the other part of the body. Fears of war and of anarchy inside the body which come about in terms of control centers have nothing to do with the analytical mind. The analytical mind is very puzzled as to why this body is suddenly so disobedient. One can run the basic combination of something and nothing here, something and nothing there on the body or on an idea of the body.

Is it better to run things in the body or away from the body? It is usually better to run things away from the body as this has the effect of putting out anchor points. When one runs too many things close to the body, one has the effect of concentrating the individual’s attention on his own body. This actually has a tendency to collapse his space. Thus these concepts should be run at a distance from the body.

One handles one of these concepts as long as the pc can hold it there as “certain there is nothing” or “certain there is something.” This is very beneficial in terms of matched terminals. One runs matched terminals by having the pc put them up as though they were himself facing himself and then as though somebody else is putting them up facing somebody else on the same concept and on others putting them up for others. In this way, one runs out matched terminals and brackets simultaneously, a combination of techniques which is very effective.

Does the pc have to have a mock-up in order to put up a feeling or concept in front of him? No.

It must be kept in mind that the basic disability of the pc is to reach away from MEST; it is not to reach MEST and it is not not to reach MEST; it is the disability to reach *away* from MEST. MEST has a gravitic attraction for him and he’s gotten to the point where he can’t escape it and therefore all of his space is collapsing.

It will be discovered that running any of the techniques of SOP 8 on a positive negative basis on a low level case is beneficial. Thus one has a V level case with his MEST eyesight compare two MEST objects which are similar and then see nothing in those two spots with his MEST eyes. This runs “there is something,” “there is nothing.” He can do this. You have to run these alternates on a IV and V because he’s incapable of getting up to a level of disobedience of MEST laws. One wants to get him up to a disobedience of MEST laws as fast as possible because this gets him into command of energy rather than being the effect of energy.

The trouble with a V is that he cannot permit himself to be reached while he himself must reach. This can be run directly or much more swiftly with the basic technique. In view of the fact that one is holding on to blackness because it is a certainty, one has to have a higher level of certainty on something else before he can let go of any of the blackness. The more MEST one loses, the more sensation one is suddenly denied, the less one feels he can create, the more one has to hold on to any certainty he can reach; and when that certainty is as low a level as blackness, an auditor really has to do some auditing in order to give the individual a high enough level of certainty so that he can let go some of the blackness. The blackness is being held in place in most instances by things which are no longer under the control of the pc. Thus it is an automatic holding-in-place. The pc is not directly doing this himself.

This is a preview of the process. The only thing that one must do and be careful of in the process is to keep the preclear from figuring, thinking, guessing, wondering and so forth. One has to deal in certainties; the certainty of nothing and the certainty of something are the basic certainties of life itself.

SOP 8A attacks the problem of uncertainty armed with new and important data which ranks with the discovery of the engram. The first is that certainty is knowledge and knowledge is certainty. Art itself is certainty, and where one has failed in the arts, he has failed simply because too many uncertainties have been introduced. The anatomy of maybe could be restated as the anatomy of uncertainty; and with this I have evolved the fact that uncertainty stays in suspension in time simply because one is holding on so hard to certainties. Thus by processing out the certainty on any subject, one processes out at will, paying no attention to it, the uncertainties on that subject. One does not process the uncertainties, one processes the certainties. The pc’s holding on to the certainties and trying to avoid the uncertainties; thus the uncertainties are available for processing. The techniques I evolved to take care of this concern brackets, matched and double terminaling in terms of brackets; which is to say a person putting a thought out in front of him facing another thought for himself, having two thoughts out there as though placed there by somebody else, and having two others placing thoughts out there for others. This can be done by the most occluded case. It can also be done by mock-ups and one gets an automatic discharge on the double terminal system. This runs out and exhausts aberrative material. The things which are there to be exhausted are the certainties. The auditor who possesses uncertainties is playing into the hands of aberration.

The next important datum is the matter of viewpoint. People have viewpoints confused. Viewpoint is only a point of awareness from which one can perceive. That is an actual viewpoint. People think of viewpoints as a method of thinking about something from a certain attitude. This is an uncertain affair and is a circuit. If one can see something completely, he certainly doesn’t do a lot of supposing and predicting about it. One must get rid of the circuit compulsions in order to get perception. The greatest scarcity is the scarcity of viewpoints. This brings him out to the point where he thinks he’s avoiding other people’s opinions. Opinions are unimportant. The points of awareness from which things can be viewed are important; and this law comes forward with this: That a person most heavily uses the viewpoint of another when the other has evaluated for him. Any person is heavily using the viewpoints of people who have



evaluated for him. Thus, where he has had an ally who is dead, he has once had a viewpoint which was alive and now can no longer use that viewpoint. This is the basic loss and the basic occlusion. It is the loss of a viewpoint. If mother, father, grandmother, grandfather, etc., at all evaluated greatly for the pc, then the pc's using their viewpoints. He is as occluded as he has lost these people; hence his blackness. The viewpoint has arrested it somewhere in time and he cannot see beyond that spot; this brings him into the past. He is doing a life continuum and is in the valence of that person who has evaluated the most for him. The technique to run is being able to reach and not being able to reach other viewpoints. These life continuums show up automatically and, more importantly, they resolve. Another factor which has arisen here is the fact that one wants a viewpoint in order to create an effect and therefore will assume the viewpoints of those who create the greatest effects.

Running in matched terminal brackets **"I (he, she, it, they) have a viewpoint"** **"I (he, she, it, they) do not have a viewpoint,"** **"I (he, she, it, they) do not want viewpoints"** **"I (he, she, it, they) want viewpoints,"** **"I (he, she, it, they) cannot reach a viewpoint"** **"I (he, she, it, they) can reach a viewpoint"** "gunshots" the reactive mind and the thetan and resolves all of his aberrations of whatever kind. One runs these only so long as the person runs them in a mood of certainty. The moment he gets uncertain (which will show up on an E-Meter) he switches over and runs the other side of the dichotomy from that which he was running. He holds each one as long as he is certain; he uses this technique simply over and over. Where one has spotted a specific life continuum, he runs **"I have the viewpoint of (grandfather, grandmother, mother, father)"** **"I do not have the viewpoint of (the person)"** and reversely **"(The person) has my viewpoint"** **"(The person) does not have my viewpoint."** He runs this in matched terminals and brackets.

Of course, the reversal of *to reach is withdraw; reach away from* is not quite the same as *withdraw*, but *withdraw* serves. That which is wrong with a V is that he cannot withdraw from MEST and MEST and engrams will not withdraw from him. He is in a situation where he hopes he cannot be reached and that "they" will never reach him. His conviction that he cannot withdraw is such as it would never enter his mind unless an auditor told him to run it. The idea of withdrawing or anything withdrawing from him is novel and unsupportable. Immediately below this, of course, there is a level where everything has withdrawn from the person. This is handled by **"(Any dynamic) will not withdraw"** **"(Any dynamic) will withdraw"** and is assisted by running **"They will reach me"** and **"They will never reach me"** and running with **"Bodies will not withdraw"** **"Bodies do withdraw,"** and this is assisted by running **"There is space"** **"There is no space."** The glee of insanity and other manifestations show up. One must remember to run whenever he touches these reach and withdrawal techniques, the certainty that there is something there and the certainty that there is nothing there afterwards, because the phenomena which show up in running such techniques are so explosive that they leave a V considerably unsettled. He must then reach a certainty on the matter by running out the certainties of something and the certainties of nothing.

This is actually all there is to the solution of a Case V. He has an uncertainty about everything. He has to figure about everything; he has to know before he goes, and he has to hide but he knows he can't hide, and he depends on logic to serve for all of his predictions because he can't look. An amazing array of complexities can arise and an amazing number of "new techniques" can be developed off these basics. However, it is well to remember that these are the basics and when one strides too far off them, examining single pictures, he should remind himself that he will do better running on the pc or himself techniques which take care of all pictures; for the number of pictures are limitless.

There are thousands and thousands of variations of this and this is far from all there is to know on this subject, but it is easy auditing and it will work easily for you

in the resolution of cases. I will have considerably more data on this in succeeding bulletins. It got awfully simple, didn't it?

I would appreciate those HDAs, HCAs and BScns who are not yet members of the HAS to apply for early membership. Founding Members who are also HDAs or HCAs are automatically professional members from here on. Professional membership brings with it a year's subscription to the *Journal of Scientology*, brings the *Professional Auditor's Bulletin*, brings direct referral service. Professional membership is \$25 per annum. Only professional memberships valid are those of Founding Members, those who have graduated from associate or doctorate schools since the 1st of January, 1953, and those who have already submitted their professional membership. Anyone else has had his professional membership run out and should renew it. Fees for professional membership should be sent by personal check or cash to the HAS in London, 163, Holland Park Avenue, London W.11, England. This does not mean that all professional memberships are in the British organization; it simply means that this is the coordination of communication headquarters at this time. Professional memberships can also be procured from Philadelphia. Those who are not professional members already amongst certified graduates are, at this time, in the minority.

I am going over to France for a while to get some material assembled. These bulletins will continue. I am very glad to hear from you. What you care to write is very acceptable and will, whether positive or negative, assist other auditors. My address will continue to be 30 Marlborough Place, London N.W.8, England.

L. RON HUBBARD

## ASSOCIATE NEWSLETTER NO. 4

[1953, ca. end May]

This newsletter concerns itself with the training and skill of auditors.

I have had considerable experience in training auditors, but I only occasionally check up on auditors who have been trained in the various schools. Ordinarily the results are quite good in these schools, but now and then the results are so sour that I wonder what could have happened. Naturally, under a policy which trains anyone who comes in, one is going to get duds. But if one gets a dud he should certainly let the old man know about it, for sooner or later I get involved in some kind of scramble concerning this dud and some cases messed up.

You would be surprised at the amount of traffic of this character I have had in the last three years. Generally it is based upon just one thing: the dud didn't even vaguely know what Dianetics or Scientology was. Quite commonly, he had been trained thoroughly in metaphysics, mysticism, psychology, or booja witch doctoring. When he was trained in whatever school, he received the information with no conviction whatsoever. Occasionally this lack of conviction is traced to a lot of wild rumors about my own character which then disabused him of any idea that he should accept these "opinions." Training which is done with this color is rather detrimental. I don't happen to care very much what people think about me, but where it enters into the skill of an auditor, and where it will continue through to mess up a preclear, it becomes quite important.

Germane to this I spent the other evening on the phone—literally that, about two hours—with an auditor who was busily processing a preclear who had suddenly gone into a large maybe about continuing processing. Mentioning no names, this preclear had previously had a mystic master of some note and renown and this mystic master had come to me and had informed me that this neophyte in his cult was being processed by one of my auditors and had informed me that this auditor was paying no attention to the fact that this girl through concussion or some such thing had only half a brain.

This auditor phoned me and, frankly, I have never seen a longer communication lag in anyone. It was from ten to thirty seconds, and the answers he gave me and the data he gave me were all salted down with "maybes." This auditor, by the way, had not been granted certification but was practicing more or less professionally. His attitude toward me was extremely challenging. He referred to Dianetics and Scientology as "your stuff." A review of the student record later demonstrated that this man, during the entire training period, had been subjected to considerable marital difficulties and during the training period had missed, day after day. Further investigation revealed he had been trained in mysticism and in psychology. He had proceeded to go through an entire period of training and what had leaked into his head as Dianetics and Scientology, as disclosed in a long and arduous cross-questioning by myself with this communication lag intervening, bore little or no resemblance to anything taught in any training school. He did not know nomenclature, he did not know techniques; he knew how to run an engram, perhaps, but Matched Terminals were called Double Terminals by him; brackets were unknown to him. He claimed he had fished around in "your stuff" and, while he had found that nobody could possibly be "exteriorized" (his own case was never opened and he himself had no interest in opening it) and had evolved a "technique" in which he "fished up" the anchor points of the preclear "just like you

said in your stuff' and then Double Terminalled them (while he was actually only getting two of them up whereas a Double Terminal gets four of them up) and so achieved some effect upon the preclear according to him.

In the first place, he had no idea of what an anchor point was—he thought it was a person; in the second place, he had jumped Standard Operating Procedure “because it was a drill,” even though he had never tested it to find out if he had gotten results by it. He had developed a “sensitive insight into preclears, and was able to evaluate for them their troubles,” and yet was unable to recall ever having been told by an instructor or on a tape that evaluation for a preclear was *verboten*.

Careful and arduous cross-questioning determined that this individual had processed this woman with Matched Terminals, yet he did not know the difference between a limited technique and an unlimited technique, which was old news in the school where he was being trained. Although it had been said to him probably no less than twenty times, he did not realize that a limited technique was one that you employed until it was proven to be very uncomfortable upon the preclear, at which time you went into an unlimited technique—which is to say a very positive contact with-reality technique—and carried on with the latter until the preclear was upscale enough to carry on again with the limited technique. Expanded GITA, Matched Terminalling, Double Terminalling, running of concepts are all limited techniques, just as the running of engrams will eventually lead into the depths if continued too long. Very, very close questioning against a considerable communication lag elicited the fact that this individual of all things was not sufficiently up on his business to know that the next-to-the-last list in *Self Analysis in Scientology* (or *Dianetics*) existed. He had never heard of the technique whereby the individual was asked to remember something that was real to him. Not only that, but it had never occurred to him to apply Standard Operating Procedure to the preclear with half a brain, which would have led him directly into Step VI whereby this was indicated.

If he had used Standard Operating Procedure, he would have discovered in the first 15 minutes of auditing that his preclear was a neurotic; he would have discovered also that this preclear's case would not have advanced an inch until the next-to-the-last list in *Self Analysis* had been run. As it was, he had used about 18 hours more or less of processing on a neurotic who had a physiological infirmity and had succeeded in hanging the person up on a maybe.

In addition to this, it was somewhat amusing to note that the auditor's name, which will go unmentioned, was the kind of a name which lends itself to an engram phrase. An example of this would be (an actual case) where the individual had severe asthma and was named Sneezy and had lost his asthma simply because a professional auditor asked him one day whether or not he was trying to live up to his name. An individual (a thetan) is trying to *be* something rather than nothing and he will try to be the literal meaning of his own name and try to dramatize it. Well, a thetan can never be. The auditor in this case had a name which lent itself peculiarly to failure and this had never been touched in the school.

Evidently what had happened in this case was that the auditor had absented himself continuously and when present had sat in the back of the room and had never obtruded into the instructor's notice. He had then failed in his examinations and, instead of continuing on at the school until he could pass the examinations, had simply drifted out into the public and had represented himself as a certified auditor more or less and so had gotten things into a beautiful snarl.

Many auditors, however, who go through schools come out with something less than certainty on the subject of Dianetics and Scientology. They are pounded with whole track and other uncertainties, have no subjective or objective reality of these things and may have sat for weeks clinging hard to the fact that God was good and that all was illusion, and yet might have assembled enough glib information to pass an examination. Such people are liabilities. You can't avoid them and I can't avoid them, but we can do all we can to prevent this happening.

It is essential that an auditor leaving the school leave with a certainty that the materials he has been presented with work. He should leave with the certainty that he

can produce an effect with the materials he has been taught, and that moreover he can produce an effect with them as they have been taught and as they are represented. It is peculiar that the only failed auditors, the only rebel auditors, we have are those who never learned the techniques with which they were presented.

This poses a peculiar teaching problem. It is first a problem of getting the student into the classroom, not just as a body but as a mind; and it is dependent secondarily but very importantly, upon (and read this twice) processing out of him in terms of Matched Terminal Brackets every certainty he has had in the past that some process of the mind did or did not solve all of his problems. In processing this individual the instructor will put himself very far ahead by making sure that the student's co-auditor knows that the first duty in a school where an auditor is being trained, is to get rid of the plus certainty and the negative certainty on current lifetime subjects dealing with the human mind or the human body. This is a very simple thing to do.

It is a very easy thing to understand what is wrong with somebody who cannot be trained in Dianetics or Scientology. This somebody has been trained in medicine, in psychotherapy, in psychology, in mysticism and has gone through exactly this cycle. At first, with high hope, he has assumed that the materials being taught to him in medicine or whatever, were absolutely, completely and ultimately the last word and would solve all of his problems. He finished the course or went out into practice with the realization that those things which he had been taught were so much buffoonery. Now between these two positive and negative certainties, that the thing did work and then that it did not work, lies a tremendous maybe. It is this maybe alone which produces first the uncertainty in study and second the tremendous communication lag of such people. This is the reason they cannot be trained easily in Dianetics and Scientology. They have in the past been very certain first that something worked and then have been very certain that it did not work. The resultant maybe impedes all further training.

This is the student who gives the instructor a great deal of trouble, who asks non sequitur and senseless questions, who involves the class in endless arguments which are not germane to the subject, and who spoils the entire atmosphere of a school. This individual has collapsed communication lines. He collapses upon the instructor and utilizes precious minutes in utter balderdash. I repeat, it is because he has first had a certainty on some subject such as medicine or psychology and has then afterwards had another certainty; and the first certainty was that psychology would solve everything and the second certainty was that psychology would solve nothing. This is the anatomy of *maybe* in terms of intention and concept.

When any student continues to collapse communication lines upon the instructor, which is to say, talks a great deal to him, comes up to him after class, questions and doubts, upsets other students, this is what has happened, and this is what must be processed in the student. The first moment the student shows up with this manifestation, the instructor should know instantly what is wrong with this student, and he should assign to another student the task of "certainty processing" which is nothing more nor less than matching terminals of "I am sure psychology works" "I am sure psychology doesn't work." Then somebody else as a matched terminal saying "I am sure psychology works" "I am sure psychology doesn't work"; and then others saying to others "I am sure psychology works" "I am sure psychology doesn't work." By running the certainties only and by never touching the uncertainties, this individual is at length given freedom from the circuit which is generated by these two certainties, for he is holding on to the certainties in the face of all the uncertainties which lie between. (Now read all that again.)

The instructor is continually being subjected to the uncertainty of students. Thus the instructor has to enter into a convincing attitude. He has to start convincing students of the existence of engrams, of the existence of this, the existence of that, against all these doubts. He has to continue a convincing attitude. This is not good for the instructor, but it is not particularly harmful. His first step should be to get rid of via the above processing the students who require all this convincing. The next thing he should do is to run the Certainty Processing on himself to the effect of "Dianetics is

the solution” “Dianetics is not the solution,” “Scientology is the solution” “Scientology is not the solution.” He should also run “There are engrams” “There are no engrams,” “There is whole track” “There is no whole track,” “Hubbard is right” “Hubbard is wrong,” each in matched terminals, which is to say the idea or the person with the idea facing the same person with the same idea in brackets until he himself is free. The instructor might also do well to run “I need processing” “I don’t need any processing,” “There is something wrong with me” “There is nothing wrong with me,” again in matched terminal brackets, and each time anything is run in Certainty Processing it is run with the feeling of certainty, and in matched terminals, that the opinion is correct.

In the case of the student whose case will not move it will be found that the student is under the compulsion not to let anything happen, and this is resolved by “I must not let it happen” “I cannot prevent it from happening” and “I must maintain control” “I must lose control,” for this is a compulsive case. A little lower on the tone scale the student will be found to respond to “They are preventing things from happening” “Nobody can prevent things from happening.” The general subject comes under the heading of “Things happen” and “Nothing happens,” which last is, of course, the gunshot on the case; the others are the compulsive and inhibitive factors.

Training is essentially picking up the communication speed of the individual by utilizing techniques which break up old communications systems. If in training auditors these things are followed, we will find that we will have less trouble in the field with preclears. Further, we will find that we have less rebellion, for we have a condition in many people whereby they must produce any effect as better than no effect. The foremost reason behind life is to cause an effect. A person gets too far down the tone scale, and he becomes desperate about causing an effect. Hence you get your very rebellious auditor who is unwilling to utilize knowledge of somebody else to produce an effect, but must design something to produce any kind of an effect. The result of this, due to the lack of training of the “originator,” can be very harmful to our general forward motion.

In addition to all this, it is extremely important—I repeat, *extremely important that* the auditor knows, and knows that he knows, how to do all those techniques listed as effective procedures in the Appendix of SOP-8. He should know these things backwards and forwards and in his sleep. If he gets out of a school without learning them, then you have an opponent, and I have an opponent, and that opponent is uncertainty. The public perceives this man, this woman, as having gone through a school. They do not perceive any result except rebellion, upset, a low-toned case, and we are damaged accordingly.

With existing procedures, there is no real excuse to let a student go through school in a very low-toned state, and there is certainly no excuse to recommend certification for such a student. One should be pretty tough on a student concerning his knowledge of fundamentals. What we call fundamentals are those things which are listed as effective procedures in SOP-8. If an auditor can do these things, he will produce effects; if he can produce effects, the society will alert; if society alerts, our goals of sanity for man can be accomplished.

Alert particularly to this manifestation of collapsed communication lines. Collapsed communication lines simply denote a complete lack of admiration in the life of the preclear. Admiration Processing will get the person who has severely collapsed lines into trouble, but nevertheless Certainty Processing on the subject “There is admiration” “There is no admiration,” “There is applause” “There is no applause” can do wonders for such a case. This is the case that is giving us a bad time; an instructor should be hard-boiled enough to turn around to a student and say, “Look here, if you want to get your certification, I have a task for you, and that’s to uncollapse these collapsed terminals on this student.”

The entire process of auditing has to do with withdrawing communications from individuals. This is based upon the idea that communications are harmful and that the body cannot handle communications. It is an excellent technique that “The body can handle communications” “The body cannot handle communications” in matched

terminal brackets. The frailty of the body is almost a cult in this society; if any cult exists, this is it. By communication we mean anything from talk, through letters, through sex tactile, to bullets. This process of withdrawing communication finds the auditor going downscale if the auditor has not had resolved in his case reach and withdraw: the two primary actions of putting out and bringing in anchor points. This is resolved by “I can reach (an any dynamic)” “I cannot reach (an any dynamic)” and “I can withdraw (an any dynamic)” “I cannot withdraw (an any dynamic).”

By the Auditor’s Code, if he follows it, he is inhibited from reaching into the preclear with a communication but must withdraw communications from the preclear. We already know how much this can do for a case. Let’s consider the auditor’s case and realize that students will become auditors. Thus in students the entire category of reach and withdraw, as above, including desire, enforcement and inhibition of reaching and withdrawing, should be resolved in the GE; otherwise the GE is going to grab hold of the thetan; and the auditor, one day, even if he is a theta clear, will not again be able to get out of his body.

Perhaps it requires a lot of auditing to get an individual over the idea that he cannot withdraw from MEST, but this is dependent upon the fact that the preclear is dependent upon MEST. Those things upon which the individual is depending are those things which have a command value over him. This would include father and mother, and it would also include, more importantly, the MEST universe. That thing upon which the individual most depends is that thing upon which the individual has the greatest amount of aberration. That person who has most evaluated for the individual is that person whose viewpoint the individual is liable to have. We used to call this *valence shifting*. We can still call it that, but it’s actually an enforcement of viewpoint.

We have, then, as primary aberration: the curiosity about, desire for, enforcement of and inhibition of, viewpoint. And we mean by viewpoint not the opinions but the actual perceptions of the individual.

In passing here now, let me mention the genus of facsimiles. Facsimiles are a compulsive duplicating of the MEST universe. The fact that one must duplicate the MEST universe is represented in facsimiles and accounts to us for the first time for why the low tone exists on the wide-open case. Eidetic memory is not desirable, for memory is not of this category. This is quite a wide departure from Book I, but these things which an individual re-perceives in his memory are not necessary to his memory, for we have gone way above anything like this at 4.0. The occluded case has eventually rebelled against the idea that he had to duplicate everything in the MEST universe.

In the training of students it is desirable not that the student knows so much nomenclature, but that the techniques, if he performs them, work. He cannot know this if his ears are closed, his eyes shut, and his point in time stopped on a maybe when he was 22 and had just finished becoming a Doctor of Philosophy.

## GENERAL NEWS

I am going over to the Continent of Europe. My purpose in going is to stir up some interest in Scientology. I will be stopping at the various spas and have an idea of entering this little hot bomb of a racing car I have in a few of the all-outs in Europe. The car has a 2 1/2-litre souped-up Jaguar engine. It is built of hollow steel tubing and aluminum and weighs nothing. Its brakes sometimes work but its throttle never fails. I have also a British motorcycle which might do well in some of these scrambles. Motion has gotten altogether too slow. I think by spreading a few miracles around the spas, I will be able to elicit considerable interest in Scientology. This should come back in terms of students to the British HAS, but more importantly it might serve to do something active in the matter of war.

In Great Britain, auditors who have been trained in SOP-8 are doing excellently well and two notable cases which had hung fire have resolved on Certainty Processing.

In view of the fact that foreign exchange is what it is, my tour of the spas and the production of, if possible, a few miracles amongst the lame, halt and blind, falls directly upon American shoulders. The HAS in Philadelphia is breaking exactly even. The British HAS, due to the inability to export funds, cannot contribute to this activity, but has contributed markedly to research and investigation these last many months and should have a breather. Certification funds, therefore, are what are counted upon to effect whatever is effected in Europe. The new doctorate school in Germany will not be functioning actively for almost a year. I may have a few light moments which have to do with speed, but the truth of the matter is I sail pretty close to the wind on finance. The bulk of the money I receive goes out immediately upon testing techniques, the PAB newsletter and other services, and when I find myself with any excess cash, I generally finance some operation that happens to be limping. I was looking at my account books the other day and I find out that the money I have invested out of my own writing in Scientology is quite great. Very little of this has ever been realized back and, if one were dealing on a profit and loss sheet, one might wonder why I had ever indulged in such a level of research and investigation; but I am afraid that there are a lot of us who feel that, but who feel as well the game is worth more than the economic profit. I wish all of us felt like that.

The point is I am going around to the various spas and in the process of this I am going to get together summaries of the various things necessary to the doctorate course and make tapes and write books to summarize this data, for as far as I am concerned, cases are cracking up far too rapidly under existing processes, which includes Certainty Processing, to cause anyone much concern. I have done what I set out to do many years ago, which is to say, develop a technique. Now it is going to take me years to get this down into workable form in terms of public interest.

You see one of the examples of that in Issue 1 6-G, the copy for which has already been mailed to Philadelphia. 1 6-G is an entire book. The funds which you send away in this direction for certification and in percentage are entirely the funds on which I am operating. With these funds, I am trying to get into a highly acceptable public form the technologies which have been involved and the experience we have gained. For instance, I have to boil down and put on tape the entire subject of Freudian psychoanalysis. It doesn't exist unfortunately in a native and fundamental form. Likewise I have to get together all co-related material where Scientology applies to the society at large. It's going to take me twenty years to knock together everything that is to be known and which I have found out.

These funds also serve to keep auditors happy in the field. I am making it my business to try to give them a successful business. This is a new departure in policy on my part, but only because I have found it necessary. The auditor, ordinarily, lacks imagination enough to establish himself. He's like a fellow with ten-dollar gold pieces who doesn't know what to do with them. Thus I am continuing to service the auditors you graduate and continuing to spread the word throughout America and the rest of the world, but particularly America, on the subject of what we're trying to do. Thus, keep the ink in your pen because I am depending on you to put in on checks to me so that we can get this show on the road.

Germane to funds, I am recently in receipt of material from George Seidler suggesting an alternative in certifications and carrying with it the news that Sequoia University would like to authorize associates to give certain courses. With all due respect to Sequoia University and the project, I have to hand legal opinion that this protection will not stay the heavy threat when levelled. I think we have a better idea and I think Sequoia University has its role and will eventually be woven through the woof and warp of what we are doing. It happens that I have under preparation summaries of psychology, psychoanalysis and so forth which your certification fees are going to finance. Now just why a large portion of these certification fees should go to Sequoia University, I am not quite sure. I do know that if a large portion of them do go to Sequoia University, I will be strapped down financially in the preparation of this material and, believe me, material costs money. I estimate that the tapes you play cost



about \$800 an hour. That might be a shock to you, but it is a sober fact. It isn't because I spend money like water, it's because those tapes are made only after a great deal of outlay in terms of testing and in terms of organization and material; and, even then, it is very cheap investigation. If this condensation of general semantics, psychoanalysis, psychology, electronic brains, etc. were being done by Sequoia University, I could see some point in this.

Issue 16-G will very soon be in your hands. It is 50 cents per copy and I am sure that continuing copies of it will be published. It contains the second issue of *The Factors*, an entire breakdown of Scientology, SOP-8 and Short 8. I don't see it changing for a long time to come and in addition to existing course booklets which are still quite vital, I recommend to you that you train out of this issue as the court of appeals, for students reading it before they enroll will be disappointed if they find anything less than this level of certainty in the school. This issue has an enormous number of advance orders already. The issue was late simply because I was waiting for the test reports on the techniques and mailed the copy only when I had those. Issue 16-G is actually a complete book. It is also necessary for the student to have *Scientology 8-8008*, *Self Analysis in Scientology* (or *Dianetics*) and the *Professional Course Booklets*. Without all this material he would be lost. The first and second books of *Dianetics. The Modern Science of Mental Health* and, what do you know, old 8-80 has come up for a further look, for it dealt with communications within the body. The Axioms were never as valid as they are today, just as they appear in the *Handbook for Preclears*. Thus you can shove a lot of material at a student.

Ross, by reports, is doing very well with his doctorate school. Detroit is recovering and Ann Arbor, in the same state, is dealing with an influx of activity, possibly stimulated by the adverse publicity. According to my reports here, we have quite a large enrollment throughout the various associate areas and this enrollment, with the certainty of Certainty Processing, and the materials in its hands, can make a very large dent in America.

To repeat, I remind you that certification fees should be sent to 30 Marlborough Place, London N.W.8, until further notice. There will be immediately returned, first a letter stating that the student whose application has been received has been certified and next the certificate of that student. Letter and certificate will be sent to the address designated by the associate, either to himself or to the student directly.

Your attention is called to the fact that man does not want to get well. He wants to produce an effect. Low on the tone scale the only effect he can produce is destruction and pain. It is also called to your attention that according to Evans Farber, a disciple at one time of Howard Scott's, money is the attention unit of a social group, and that as much money comes in to any part of that social group as it attracts attention. Your success depends upon the production of an effect, your finance depends upon attracting interest. If you find finance faltering, you will discover immediately why if you realize that the financial system is a communications system and that communications systems are the background of what you are doing. A person who is trying to prevent communications from occurring will try to prevent money from being received. If a person finds himself diffident about money, he need only run "I can have money" "I cannot have money" and, in addition to that, the negative and positive on accepting and delivering communications. Money is not a sordid subject, it is the measure of the amount of attention you are attracting. If you are trying to prevent observation from viewpoints, you will not make money.

Things are looking up. The fears which are being voiced have been voiced for three years without materializing. The solidarity of our team, frail as it may appear sometimes, has never been better.

Three associates have written me suggesting that financial arrangements between myself and associates be changed from a flat rate for every certificate, and that a percentage of training fees be forwarded to me on the entire training income of the associate. One has suggested 15%, one has suggested 10%. If you would like to shift to this ultimate plan of 15% of the training fee of everyone enrolled, I would be very happy to pay into the HAS the sum necessary for his professional membership, give each student the *Journal of Scientology*, whether certified or not, and supply without further charge certain training materials for each student. This would definitely be in the interests of better training. I could give each student, for instance, a complete set of *Professional Course Booklets* and some other materials, and they could be shipped personally to the student on evidence of his enrollment and the payment of his fee to the associate.

Doctorate schools have a slightly different problem and are not included in this discussion, but the shipment of the booklets and so forth to the doctorate schools could also be instituted.

Here's what we are facing. We need the *Journal of Scientology* being widely circulated, we need the *Professional Auditor's Bulletin*, we need various other promotional lines. I have changed the policy of the publications section toward the procurement of students rather than the procurement of income on books. This means, of course, more students, better promotion, and a greater amount of available material at very low price. It also means that the HAS income will drop. If you cared uniformly for this 15% arrangement, you would find materials were being paid for to a large extent and promotion was being paid for to a large extent out of an organization which was not in itself making money out of promotion. I think that the circulation of materials at very low cost would mean a very great deal in stimulating business, but it would also mean that we would all have to recognize our responsibility in keeping the HAS going in Philadelphia. Issues of the *Journal*, one after the other, would carry material at very low cost and books would be brought out and circulated at very little cost.

I think this is what we all want. In order to accomplish this it would seem wise to shift, then, over to a 15% basis with the recognition that the 1570 was paying for training materials, public promotion, as well as the development of those materials by myself. I have an enormous amount of codification to do, and the many training booklets which are still necessary and which answer the questions which are being asked about the applications of Scientology in various fields could be cared for. I would hand out certificates on the same representation. Fees would be paid to the International Office in London. Materials would be authorized to be shipped from Philadelphia to the student from London and money sent from the International Office to the Philadelphia Office to cover this.

In the process of evolution, our organization is showing up what is most desirable. I wish you would give this matter some thought; because of the recentness of enrollment on the latest materials, no certification cash to amount to anything is to hand. If you approve this plan, simply change the order of things on your books and send 15% of your training fees received from, on and including, 1st April forward to the HAS, 30 Marlborough Place, London N.W.8. Your certifications will be honored as you submit them. *Course Booklets* will be immediately sent to your students and any student who has enrolled since April 1st. The other materials will be forwarded through.

There are now four ratings: HCA, HGA, B.Scen., D.Scen. The HGA certification is intended to designate auditors who have considerable experience and whose reputation is well known, but who do not necessarily have credits and attendance at the doctorate schools. It means Graduate Auditor and is intended to compare with a Dean of Psychiatry. I am following, more or less, in certifications a time-honored pattern which was first begun in the field of medicine and was later followed through in the philosophic and healing arts. It has been customary for the founder of a subject, such as one or another branch of medicine, one or another branch of psychiatry or psychology, to act as the certifying and training agency; and, indeed, today the British Medical Association grants degrees in no other way. And the only degrees for medical doctor granted

in Great Britain which are accepted in the BMA are based on the very type of training which we are doing. We are in the stage of doctors training doctors. Back in Freud's day, and continuing through to the present, deans of psychiatry arrived there solely by association with those trained by Sigmund Freud. I tried two or three times to get away from this and each time got slapped around in the mails.

An HGA certification is by nomination or by selection. The nominal sum of \$28.00 is charged for certification in HGA to cover the cost of certificates and handling. The point of the HGA certificate is to shuffle through HCAs and HDAs and find those who are consistently producing excellent results and to form a grade by which these results can be recognized. B.ScN. is there to signify training in a doctorate school and eligibility for further training and experience to the grade of doctor. A doctor eventually will be required to have a rather wide command of psychotherapy, philosophy, psychology and other allied things, including Freudian psychoanalysis.

L. Ron Hubbard

[Enclosure: PAB No. 4]

# THE JOURNAL OF SCIENTOLOGY

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## **This is Scientology The Science of Certainty**

**L. Ron Hubbard**

### **FOREWORD**

For nearly a quarter of a century, I have been engaged in the investigation of the fundamentals of life, the material universe and human behavior. Such an adventure leads one down many highways, through many byroads, into many back alleys of uncertainty, through many strata of life, through many personal vicissitudes, into the teeth of vested interests, across the rim of hell and into the very arms of heaven. Many before me have made their way across these tumultuous oceans of data, where every drop of water appears to be any other drop of water and yet where one must find THE drop. Almost everything I have studied and observed has been evaluated otherwise somewhere, at some time, in relation to this or that.

What equipment must one have to venture upon these wastes? Where are the rules-books, the maps, the signposts? All one perceives when he peers into the darkness of the unknown are the lonely bones of those who, reaching before, have found their hands empty and their lives destroyed. Such a thing is a lonely drama; one must cheer one's own triumphs and weep to himself his despair. The cold brutality of the scientific method fails far back, almost at the starting point. The airy spirallings and dread mysteries of India, where I drank deep, lead only into traps. The euphoria of religion, the ecstasies of worship and debauchery, become as meaningless as sand when one seeks in them the answer to the riddle of all existence. Many have roved upon this unmapped track. Some have survived to say a fraction of what they knew, some have observed one thing and said quite another, some looked knowing and said naught. One engaged upon such a quest does not even know the answer to that most important question of all: Will it be good for man to loose upon him, all in a rush as an avalanche, the knowingness of eternity?

There are those who would tell you that only a fiend would set you free, and that freedom leads at best into the darkest hells, and there are those to inform you that freedom is for you and not for them, but there are also men of kind heart who know how precious is the cup and drink of wide, unbounded ways. Who is to say whether man will benefit at all from this knowledge hardly won? You are the only one who can say.

Observation, application, experience and test will tell you if the trek has been made and the answer found. For this is the science of knowing how to know. It is a science which does not include within it cold and musty data, data to be thrust down the throat without examination and acceptance. This is the track of knowing how to know. Travel it and see.

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## THE FACTORS

*(Summation of the considerations and examinations of the human spirit and the material universe completed between 1923 and 1953 A.D.)*

1. Before the beginning was a Cause and the entire purpose of the Cause was the creation of effect.
2. In the beginning and forever is the decision and the decision is TO BE.
3. The first action of beingness is to assume a viewpoint.
4. The second action of beingness is to extend from the viewpoint, points to view, which are dimension points.
5. Thus there is space created, for the definition of space is: viewpoint of dimension. And the purpose of a dimension point is space and a point of view.
6. The action of a dimension point is reaching and withdrawing.
7. And from the viewpoint to the dimension points there are connection and interchange. Thus new dimension points are made. Thus there is communication.
8. And thus there is light.
9. And thus there is energy.
10. And thus there is life.
11. But there are other viewpoints and these viewpoints outthrust points to view. And there comes about an interchange amongst viewpoints; but the interchange is never otherwise than in terms of exchanging dimension points.
12. The dimension point can be moved by the viewpoint, for the viewpoint, in addition to creative ability and consideration, possesses volition and potential independence of action; and the viewpoint, viewing dimension points, can change in relation to its own or other dimension points or viewpoints. Thus comes about all the fundamentals there are to motion.
13. The dimension points are each and every one, whether large or small, *solid*. And they are solid solely because the viewpoints say they are solid.
14. Many dimension points combine into larger gases, fluids or solids. Thus there is matter. But the most valued point is admiration, and admiration is so strong its absence alone permits persistence.
15. The dimension point can be different from other dimension points and thus can possess an individual quality. And many dimension points can possess a similar quality, and others can possess a similar quality unto themselves. Thus comes about the quality of classes of matter.
16. The viewpoint can combine dimension points into forms and the forms can be simple or complex and can be at different distances from the viewpoints and so there can be combinations of form. And the forms are capable of motion and the viewpoints are capable of motion and so there can be motion of forms.
17. And the opinion of the viewpoint regulates the consideration of the forms, their stillness or their motion, and these considerations consist of assignment of beauty or ugliness to the forms and these considerations alone are art.
18. It is the opinions of the viewpoints that some of these forms should endure. Thus there is survival.
19. And the viewpoint can never perish; but the form can perish.
20. And the many viewpoints, interacting, become dependent upon one another's forms and do not choose to distinguish completely the ownership of dimension points and so comes about a dependency upon the dimension points and upon the other viewpoints.
21. From this comes a consistency of viewpoint of the interaction of dimension points and this, regulated, is TIME.
22. And there are universes.
23. The universes, then, are three in number: the universe created by one viewpoint, the universe created by every other viewpoint, the universe created by the mutual action of viewpoints which is agreed to be upheld—the physical universe.

24. And the viewpoints are never seen. And the viewpoints consider more and more that the dimension points are valuable. And the viewpoints try to become the anchor points and forget that they can create more points and space and forms. Thus comes about scarcity. And the dimension points can perish and so the viewpoints assume that they, too, can perish.

25. Thus comes about death.

26. The manifestations of pleasure and pain, of thought, emotion and effort, of thinking, of sensation, of affinity, reality, communication, of behavior and being are thus derived and the riddles of our universe are apparently contained and answered herein.

27. There *is* beingness, but Man believes there is only becomingness.

28. The resolution of any problem posed hereby is the establishment of viewpoints and dimension points, the betterment of condition and concourse amongst dimension points, and, thereby, viewpoints, and the remedy of abundance or scarcity in all things, pleasant or ugly, by the rehabilitation of the ability of the viewpoint to assume points of view and create and uncreate, neglect, start, change and stop dimension points of any kind at the determinism of the viewpoint. Certainty in all three universes must be regained, for certainty, not data, is knowledge.

29. In the opinion of the viewpoint, any beingness, any thing, is better than no thing, any effect is better than no effect, any universe better than no universe, any particle better than no particle, but the particle of admiration is best of all.

30. And above these things there might be speculation only. And below these things there is the playing of the game. But these things which are written here Man can experience and know. And some may care to teach these things and some may care to use them to assist those in distress and some may desire to employ them to make individuals and organizations more able and so give to Earth a culture of which we can be proud.

*Man*

23,1953

*Humbly tendered as a gift to*

*by L. Ron Hubbard, April*

## **THIS IS SCIENTOLOGY**

Scientology is the science of knowledge. It contains many parts. Its most fundamental division is Scientology itself and Para-Scientology. Under Scientology we group those things of which we can be certain and only those things of which we can be certain. Knowledge itself is certainty; knowledge is not data. Knowingness itself is certainty. Sanity is certainty, providing only that that certainty does not fall beyond the conviction of another when he views it. To obtain a certainty one must be able to observe. But what is the level of certainty we require? And what is the level of observation we require for a certainty or a knowledge to exist? If a man can stand before a tree and by sight, touch or other perception know that he is confronting a tree and be able to perceive its form and be quite sure he is confronting a tree, we have the level of certainty we require. If the man will not look at the tree or, although it is observably a tree to others, if he discovers it to be a blade of grass or a sun, then he is below the level of certainty required and would not be able to grasp Scientology. Some other person, helpfully inclined, would have to direct his perception to the tree until the man perceived without duress that it was indeed a tree he confronted. That is the only level of certainty we require in order to qualify knowledge. For knowledge is observation and is given to those who would look. Things about which there is observational difficulty, such as mirror mazes, items hidden in smoke, objects guessed at in the dark, are outside the boundaries of Scientology.

In order to obtain knowledge and certainty, it is necessary to be able to observe, in fact, three universes in which there could be trees. The first of these is one's own universe; one should be able to create for his own observation in its total form for total perception a tree. The second universe would be the material universe, which is the

universe of matter, energy, space and time, which is the common meeting ground of all of us. The third universe is actually a class of universes, which could be called "the other fellow's universe," for he and all the class of "other fellows" have universes of their own. A complete clarity on all three universes would be well above any goal attempted even in Scientology, and it is not necessary that one be as certain as this of three universes before one can be certain of Scientology, for certainty of Scientology requires only the same order of certainty one would have to have to know he was confronting a physical universe tree.

Para-Scientology is that large bin which includes all greater or lesser uncertainties. Here are the questionable things, the things of which the common normal observer cannot be sure with a little study. Here are theories, here are groups of data, even groups commonly accepted as "known." Some of the classified bodies of data which fall in Para-Scientology are: Dianetics, incidents on the "whole track," the immortality of Man, the existence of God, engrams containing pain and unconsciousness and yet all perception, prenatals, clears, character, and many other things which, even when closely and minutely observed, still are not certain things to those who observe them. Such things have relative truth. They have to some a high degree of reality; they have to others non-existence. They require a highly specialized system in order to observe them at all. Working with such uncertainties one can produce broad and sweeping results: one can make the ill well again, one can right even the day which went most wrong; but those things which require highly specialized communication systems remain uncertain to many. Because Dianetics is placed in this category does not mean it is disowned; it means simply that it is a specialized thing based on theory which, no matter how workable, requires specialized observation. It does not mean that Dianetics will cease to work, but it means that Dianetics is not easily or quickly forwarded into a complete certainty. Yet Dianetics is more of an exact science than many which have before borne that name; and Dianetics is an intimate part of Scientology, for it is through its special communication processes that the data was won which has become Scientology.

Also under the heading of Para-Scientology one would place such things as past lives, mysterious influences, astrology, mysticism, religion, psychology, psychiatry, nuclear physics and any other science based on theory.

A doctor, for instance, may seem entirely certain of the cause of some disease, yet it depends upon the doctor's certainty for the layman to accept that cause of the disease. Here we have a specialized communications system. We may have an arduously trained observer, a highly mechanistic observation resting upon a theory which is not, even at this late date, entirely accepted even in the best circles. That penicillin cures certain things is a certainty to the doctor even when penicillin suddenly and inexplicably fails to cure something. Any inexplicable failure introduces an uncertainty, which thereafter removes the subject from the realm of an easily obtained certainty.

Hypnotism, no matter how certain the hypnotist may be that he is effective on some people, is a wild variable and, even in expert practice, is a definite uncertainty. The use of drugs or shock produces such variable results that they class far down a gradient scale which would begin with a fair degree of certainty and which would end with almost no certainty of any kind.

We have here, then, a parallel between certainty and sanity.

The less certain the individual on any subject, the less sane he could be said to be upon that subject; the less certain he is of what he views in the material universe, what he views in his own or the other fellow's universe, the less sane he could be said to be.

The road to sanity is demonstrably the road to increasing certainty. Starting at any level, it is only necessary to obtain a fair degree of certainty on the MEST universe to improve considerably one's beingness. Above that, one obtains some certainty of his own universe and some certainty of the other fellow's universe.

Certainty, then, is clarity of observation. Of course above this, vitally so, is certainty in creation. Here is the artist, here is the master, here is the very great spirit.

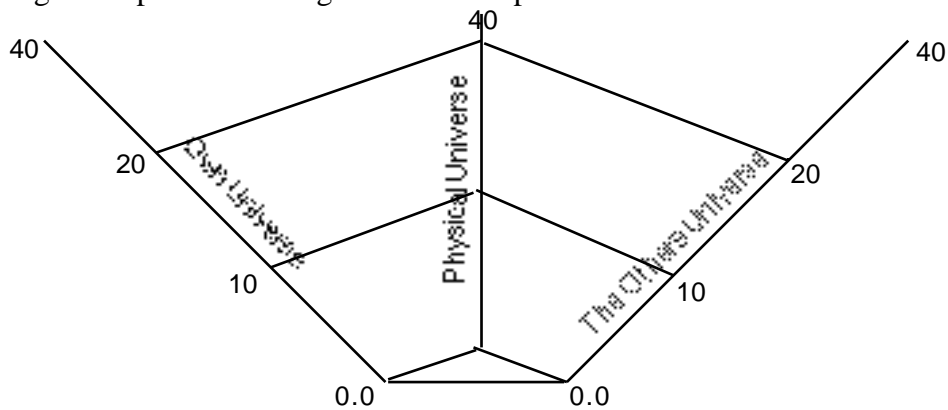
As one advances he discovers that what he first perceived as a certainty can be considerably improved. Thus we have certainty as a gradient scale. It is not an absolute, but it is defined as the certainty that one perceives or the certainty that one creates what one perceives or the certainty that there is perception. Sanity and perception, certainty and perception, knowledge and observation, are then all of a kind, and amongst them we have sanity.

What will Scientology do? It has already been observed by many who are not that doubtful thing, the "qualified observer," that people who have travelled a road toward certainty improve in the many ways people consider it desirable to improve.

The road into uncertainty is the road toward psychosomatic illness, doubts, anxieties, fears, worries and vanishing awareness. As awareness is decreased, so does certainty decrease; and the end of this road is a nothingness quite opposite from the nothingness which can create. It is a nothingness which is a total effect.

Simplicity, it would be suspected, would be the keynote of any process, any communications system, which would deliver into a person's hands the command of his own beingness. The simplicity consists of the observation of three universes. The first step is the observation of one's own universe and what has taken place in that universe in the past. The second step would be observation of the material universe and direct consultation with it to discover its forms, depths, emptinesses and solidities. The third step would be the observation of other people's universes or their observation of the MEST universe, for there are a multitude of viewpoints of these three universes.

Where observation of one of these three is suppressed, hidden, denied, the individual is unable to mount beyond a certain point into certainty. Here we have a triangle not unlike the affinity, reality, communication triangle of Dianetics. These three universes are interactive to the degree that one raises all three by raising one, but one can raise two only so far before it is restrained by the uncertainty on the third. Thus, any point on this triangle is capable of suppressing the other two points and any point of this triangle is capable of raising the other two points.



### THE TRIANGLE OF CERTAINTY OF AWARENESS

This drawing could be called the scale of awareness. It is also the scale of action and the cycle of action. The numbers represent entirely arbitrary levels which yet can be found to mean levels of predictable attitudes. It would be found that humanity at this time hovers in terms of awareness at the level of 2.0, slightly above or slightly below; here is scarcely any awareness at all compared to the awareness which is available. It is very puzzling to people at higher levels of awareness why people behave toward them as they do; such higher level people have not realized that they are not seen, much less understood. People at low levels of awareness do not observe, but substitute for observation preconceptions, evaluation and suppositions, and even



physical pain by which to attain their certainties. In the field of Zen Buddhism there is a practice of administering a sudden blow by which is obtained a feeling of certainty. Here is a relatively false certainty—the certainty of impact, although all certainty actually is derived below the level of 10.0 from prior impact for its conviction. After a brutal accident or operation under anaesthetic, it can be observed that individuals will sometimes react with an enormous conviction which yet does not seem to be based upon any fact. A certainty has been carried home to them in terms of a physical impact. This, then, is not a self-determined certainty and the self-determined certainty carries one into high echelons. The mistaken use of shock by the ancient Greek upon the insane, the use of whips in old Bedlam, all sought to deliver sufficient certainty to the insane to cause them to be less insane.

Certainty delivered by blow and punishment is a non-self-determined certainty. It is productive of stimulus-response behavior. At a given stimulus a dog who has been beaten, for instance, will react invariably, providing he has been sufficiently beaten, but if he has been beaten too much, the stimulus will result only in confused bewilderment. Thus certainty delivered by blows, by applied force, eventually brings about a certainty as absolute as one could desire—total unawareness. Unconsciousness itself is a certainty which is sought by many individuals who have failed repeatedly to reach any high level of awareness certainty. These people then desire an unawareness certainty. So it seems that the thirst for certainty can lead one into oblivion if one seeks it as an effect.

An uncertainty is the product of two certainties. One of these is a conviction, whether arrived at by observation (causative) or by a blow (effected). The other is a negative certainty. One can be sure that something is and one can be sure that something is not. He can be sure that there is something, no matter what it is, present, and that there is nothing present. These two certainties commingling create a condition of uncertainty known as “maybe.” A “maybe” continues to be held in suspense in an individual’s mind simply because he cannot decide whether it is nothing or something. He grasps and holds the certainties each time he has been given evidence or has made the decision that it is a somethingness and each time he has come to suppose that it is a nothingness. Where these two certainties of something and nothing are concerned with and can vitally influence one’s continuance in a state of beingness or where one merely supposes they can influence such a state of beingness, a condition of anxiety arises. Thus anxiety, indecision, uncertainty, a state of “maybe,” can exist only in the presence of poor observation or the inability to observe. Such a state can be remedied simply by eradicating from the past of the individual, first the conviction that the matter is important, next the conviction that it is totally unimportant, next all the times when he was certain of the somethingness and then all the times he was certain of the nothingness. One merely causes the individual to observe in terms of the three universes.

We face, then, two general types of mind. One is an analytical thing which depends for its conclusions upon perception or even creation of things to perceive and bases its judgment on observation in terms of three universes. This we call the “analytical mind.” We could also call it the spirit. We could also call it the “awareness of awareness unit.” We could call it the conscious individual himself in the best of his beingness. We could call it the mathematical term *thetan*. Whatever its name we could have precisely the same thing, a viewpoint capable of creation and observation of things created which concludes and directs action in terms of the existing state of three universes, as they are observed directly.

The other type of mind resembles nothing if not an electronic brain. It receives its data in terms of conviction, delivered by force. It is directed by and reacts to hidden influences rather than observed influences and is, to a large extent, the reverse image and has reverse intentions to the analytical mind. This we call the reactive mind. It is an actual entity and it operates in terms of experience and theory. It sets up thinking machinery around uncertainties and the course of its thinking is downward. It seeks to direct and dictate out of pain and the effort to avoid pain.

The primary difference between these two “minds” is that one, the analytical mind, is without finite duration, and the other, the reactive mind, is susceptible to death.

These two minds are a certainty since they can be observed by anyone, even in himself. He knows he is aware of things around him, and he knows that he has definite desires which are perfectly reasonable and he knows, if he is a homo sapiens or animal, that internal commands and compulsions, even those which tell him to eat and tell his heart to beat, are not directly within his control.

All thinking can then be divided for our purposes into thinking based upon direct observation and conclusions from observation, and thinking which has to know before it can be or observe. Analytical thought can be called analytical thought because it directly observes and analyzes what it observes in terms of observations which are immediately present. The reactive mind concludes and acts entirely on experience and with only a fragmentary regard to things present which could be observed. The reactive mind begins and continues with uncertainties; and, where the course of the analytical mind is progressively upward, the course of the reactive mind is progressively downward.

The reactive mind comes into being as a servant of the analytical mind, and is set up by the analytical mind to work upon and store data about the basic uncertainty that there might be something and there might be nothing. The reactive mind then continues in growth and from the servant, if the analytical mind does not observe it, tends to become the master.

The goals of the two minds are not separate goals. The reactive mind is a makeshift effort on the part of the viewpoint to perceive things which it believes to be unperceivable except by comparison of uncertainties. Both minds are seeking to persist and endure through time, which is to say, survive. The analytical mind can, unless it becomes too uncertain and by that uncertainty has set up too many reactive mechanisms, persist indefinitely. The reactive mind pursues the cycle of life span.

The analytical mind seeks by creation to cause an effect; the reactive mind seeks by duplication, borrowing, and experience to cause an effect. Both minds, then, are seeking to cause an effect, and this is their entire motivation for action.

Each of the three universes seeks to persist indefinitely. Each is continuously caused, and each is continually receiving an effect. Each has its own adjudication of what it should receive as an effect and what it should cause.

Time itself consists of a continuous interaction of the universes. Each may have its own space; each has its own particular energy.

The urge of any of these three universes towards survival is subdivisible for each of the three universes into eight dynamics. There are, then, four groups of eight dynamics each: the eight dynamics of one's own universe, the eight dynamics of the physical universe, the eight dynamics of the other's universe, as well as the eight dynamics of the triangle itself.

These dynamics could be subdivided as follows: the first dynamic would be that one most intimate to the universe which could be said to be the dynamic urging the survival of self. The second dynamic would be that one of the persistence of admiration in many forms in one's own and the other's universe. This admiration could take the form of sex, eating, or purely the sensation of creation such as sex and children. In the physical universe it would be that light emanation similar to sunlight. The third dynamic could be said to be that dynamic embracing persistence of groups of objects or entities. The fourth dynamic would concern itself with an entire species. The fifth dynamic would concern itself with other living species and would embrace all other living species. The sixth dynamic would embrace, in terms of survival, the space, energy, matter and forms of the universe as themselves. The seventh dynamic would be the urge to survive of the spirits or spiritual aspects of each universe. The eighth dynamic would be the overall creativeness or destructiveness as a continuing impulse.

Each impulse is concerned wholly with systems of communication. Communication requires a viewpoint and a destination in its most elementary form, and as this grows more complex and as it grows more "important," communication grows more rigid and fixed as to its codes and lines. The reason for communication is to effect effects and observe effects.

Each of the three universes has its own triangle of affinity, reality and communication. These three things are interdependent one upon another and one cannot exist independent of the other two. Affinity is the characteristic of the energy as to its vibration, condensation, rarefaction, and, in the physical universe, its degree of cohesion or dispersion. Reality depends upon coincidence or non-coincidence of flow and is marked mainly by the direction of flow. It is essentially agreement. Communication is the volume of flow or lack of flow. Of these three, communication is by far the most important. Affinity and reality exist to further communication. Under affinity we have, for instance, all the varied emotions which go from apathy at 0.1 through grief, fear, anger, antagonism, boredom, enthusiasm, exhilaration and serenity in that order. It is affinity and this rising scale of the characteristics of emotion which give us the tone scale. The tone scale can be a certainty to anyone who has seen other beings react emotionally, who has himself felt emotion, and who has seen the varied moods of the physical universe itself. The periodic chart of chemistry is itself a sort of tone scale.

There is a downward spiral on the tone scale and an upward spiral. These spirals are marked by decreasing or increasing awareness. To go up scale one must increase his power to observe with certainty; to go down scale one must decrease his power to observe. There are two certainties here. One is a complete certainty of total awareness which would be at 40.0 on the tone scale, and the other is a certainty of total unawareness which would be 0.0 on the tone scale or nearly so. Neither end, however, is itself an absolute for the analytical mind, and the analytical mind can go below 0.0 of the reactive mind. However, these two classes of certainty are very wide in their satisfaction of the qualifications of a certainty. Because the two extremes of the scale are both zeroes in terms of space, it is possible to confuse one for the other and so make it appear that total awareness would be total unawareness. Experience and observation can disabuse one of this idea. The scale is not circular.

The characteristics and potentiality of the top of the scale or near the top of the scale are unbounded creation, outflow, certainty, going-awayness, explosion, holding apart, spreading apart, letting go, reaching, goals of a causative nature, widening space, freedom from time, separateness, differentiation, givingness of sensation, vaporizingness, glowingness, lightness, whiteness, desolidifyingness, total awareness, total understanding, total ARC.

The bottom of the scale and the vicinity around it includes death, inflow, certainty, coming-backness, implosion, letting-come-together, pulling together, holding together, withdrawing, effect goals (ambition to be an effect rather than a cause), contracting space, no time or infinite time in a moment, connectingness, identification, identity, receivingness of sensation, condensation, blackness, solidification, noawareness, no understanding, no ARC.

These various characteristics or intentions are observable for any dynamic and any universe.

Between these two extremes is the mean of action where complete freedom to do any of these things of the top or bottom of the scale is exercised. Therefore, somewhere between 3.5 on the tone scale and 36.5 there is action.

The above conditions of top and bottom of the scale, of course, reach away from the extremes and toward each other.

As awareness becomes more fixed, intentions become less flexible in action. Communications systems become more rigid, more complex and less susceptible of alteration. One alters these communications systems, however, by raising or lowering certainty on the three universes.

The principal difference between the analytical mind in a state of awareness itself, and the reactive mind, is that the analytical mind, highly aware, knows that it is not the thing but is the viewpoint of things. Of this it can be very certain as it increases in awareness.

The reactive mind conceives itself to be the thing.

The analytical mind is in a state of becoming without reaching the point of being. The reactive mind conceives itself to be in a state of being and so resists becoming.

Perception is accomplished by the analytical mind in a high state of awareness by its own outflow and inflow or by its receipt of inflows which it can outflow. The reactive mind perceives by inflow only, and makes complete recordings of the inflow.

The analytical mind is capable of developing its own energy. It is the energy of the analytical mind which empowers the reactive mind, but the reactive mind can be empowered as well by the energy of other minds and by the life energy contained in any living thing. Thus the reactive mind can become the servant of all things, it can believe it is anything, it can believe it is owned or has the identity of anyone, regardless of whom it was created to serve. The analytical mind serves itself in a continuing knowledge of serving itself, but it serves as well and knows it serves the other two universes.

The analytical mind extends from its points or observes points extended from it and thus conceives space. Space is only the viewpoint of dimension. The dimension depends upon those points which give it boundary. Within these dimensions called space, the analytical mind can create energy and form and thus, by change of form, beget time.

Whether created by or within any one of the three universes, flow of energy is accomplished by setting up a terminal and flowing toward it from a viewpoint a stream of energy or by setting up two terminals and causing a flow between them. Each universe could be said to be a two-terminal universe, but flows can be set up on a basis of more than two terminals. The basic unit of any universe in terms of energy is two. This, however, does not restrict or qualify the number of viewpoints which any universe can have. A physical universe, however, is observably a two-terminal universe and a two-point universe, and it is also observable that the other two universes set up almost invariably two terminals or more and utilize two viewpoints each.

Very low on the scale in terms of awareness, the analytical mind conceives itself to be the reactive mind and so does not act or perform to put out dimension points so as to get space, and does not generate for its own accountability energy. It does, however, always generate energy whether it admits it is doing so or not.

The concern of two viewpoints is attention. Each viewpoint is apt to be curious about or desire the attention of another viewpoint. The most valuable part of an attention interchange is admiration. Admiration is a special particle. It is a universal solvent. It is the very substance of a communication line, and it is that thing which is considered desirable in the game of the three universes. Admiration goes into the interplay of the universes in the form of made-up objects or even in the form of bodies. These made-up objects could be called "creative pictures." These, as they become more complex in form, take on the aspect of a life of their own and become animated beings.

Two viewpoints setting up terminals to be viewed by the other viewpoint demand attention one from the other and will invent all manner of "reasons" to command the continuing attention of the other viewpoint. One of the primary methods of operation is to make one's object or action of object so strange that the other viewpoint cannot look away. Another is to make the object or action of object so artistic or colorful or interesting that the other viewpoint cannot look away. Another method is the command by force for attention. Another method is to inhibit the attention so as to invite it solely to one's objects. One can plot this as a cycle of demand for attention with curiosity below 40.0, desire below that, enforcement down to as low as 1.5 on the scale, and inhibition at 1.1 on down. The lowest methods of this scale are quite observable amongst men, and the primary operation, very low on the scale, is inhibition of attention elsewhere. By cutting the communication lines of another viewpoint, an effect is created on the other viewpoint by which that viewpoint fixes with whatever emotion (since any attention is better than no attention) upon the products or objects of that one who cut the communication line. There are many methods of cutting communication lines. A common one could be summarized as "It's too horrible over that way for you to look." Viewpoints are thus given the understanding that they are surrounded by horrible things which they have never perceived and which, indeed, have never existed but which are said to be there so that they will be forced to give attention.

Hidden influences are the commonest methods of enforcing attention. Of course, any analytical mind is itself a hidden influence since it cannot as itself be perceived. Only its energy and objects can be perceived. Thus comes about the worship of the hidden influence, the fear of the hidden influence, the neurosis about hidden influences.

The goal of seeking attention is to receive the particle admiration. One creates effects simply in order to create effects, but he is given the bonus of admiration when he creates sufficient effect or, what is most important, when he demands, commands and is able to effect admiration by duress.

It might be said that there was no eating until one was so furious about not being admired that one slew as a punishment. The tiger, walking through the woods with his beautiful stripes, it could be humorously offered, would never have eaten a thing and would not be eating today if some monkey had not chattered insults at him instead of admiring him. The tiger compelled the admiration of the monkey by pinning him down and eating him up. It can be observed that the eating of living flesh or live cells delivers a kind of admiration to the taste, and it can be observed that under torture, duress of all kinds, the tortured one will suddenly, if degradedly, admire his torturer.

Energy pictures which we call "mock-ups" are created things which themselves contain admiration. It could be said that these are prior to bodies.

The acquisition of admiration by pain, by eating, or by devouring something that belongs to somebody else was later succeeded by a better communications system which would prevent eating on such a rigorous scale. This thing was sex, which is an interchange of condensed admiration particles which forwards new bodies into being. So far as the body of homo sapiens is concerned, its desire not to be eaten has been answered evidently by sex, and sex performs the function of continued survival of form. Thus, so long as one has the symbol of sex to offer, one feels relatively secure and when he does not have that symbol to offer, one feels insecure.

But of this evolution of admiration and of evolution itself, we have no high degree of certainty as we first begin to observe, and it is offered here as an explanation of why it is a thing we do not particularly need and a thing of which we will or will not gain a future certainty as we go up the scale of awareness. Many things are non-existent low on the scale. Many things are uncertain on the scale at low levels, which become high level certainties up on the scale; but this certainty only depends on the positiveness of observation or the positiveness of observation which says the thing does not exist. It is not the purpose of Scientology to present an uncertainty and then demand that it be accepted, for here is the gradient scale of a process by which one can become more certain. If there be immortality or even the lack of necessity on the part of the analytical mind to be a specific object, then one will find it out in due course as he is processed. If they do not exist, again one will find it out. This would be a matter of progressive observation. Where a thing exists in the form of an uncertainty it has a tendency to plague the reactive mind, for the reactive mind itself deals only with uncertainties and its convictions are based entirely on blows and pain.

A very basic uncertainty comes about on the subject of applause. High on the scale one performs for an effect and knows that it is an effect, whether or not there is any attention or admiration, which is to say applause. A little lower on the scale, one desires a nod or the actual substance of admiration. If it does not come, he is not concerned. But even lower on the scale the individual actively invites and requests applause. Lower than that, he becomes angry in the absence of applause. Lower than that, he exhibits fear, grief, and apathy in the lack of applause. Apathy is the realization that there will never be any applause for any effect.

That which is not admired tends to persist, for the reactive mind does not destroy. One can become fixed upon producing a certain effect simply by insisting that it be admired. The longer it is not admired, the longer one is likely to persist in demanding that it be admired, which is to say exhibiting it, until at length it breaks down scale to a lower level and he realizes it will not be admired, at which time he becomes the effect of it. Here one has become the effect of one's own cause. Here is the psychosomatic illness which began as a pretended infirmity in order to create an

effect. Perhaps it was once applauded but not sufficiently, and after a while was not applauded at all, and one was forced to applaud it himself and believe it himself and so it came into existence and was for him a certainty. This, too, is the course of responsibility which degenerates into irresponsibility. At the top of the scale one knows that he is causing the effect. Lower on the scale he says he is not causing the effect (even though he is causing the effect, only *he* knows he causes it). Even lower on the scale he does not take the middle step; he causes an effect and instantly believes that something else caused the effect rather than himself and that he is the effect of the effect.

One can see cause and effect working in terms of viewpoints. If one has not been applauded for many things, one will begin to take the position of the audience. One does the trick, creates the thing, and then goes out front, sits down over the whole theatre and applauds it, for one can be a knowing viewpoint from many places. This is often the case with a writer who is seldom confronted by his readers. Indeed, most editors are so low toned that they cut off all the admiring letters of a writer and leave him to wonder. As other things influence the writer, he goes down scale to a point where he believes the things he writes are not admired, and so he has to go out and sit in the audience. This is the first step to becoming the effect of his own cause. After a while he thinks he is the audience. When he does this, he is no longer the writer. Thus with the painter, thus with anyone.

The little child is quite bent on causing effects and getting things admired. He is continually being evaluated in terms of what is to be admired.

Evaluation is the reactive mind's conception of viewpoint. The reactive mind does not perceive, it evaluates. To the analytical mind it may sometimes appear that the reactive mind has a viewpoint. The reactive mind does not have a viewpoint, it has an evaluation of viewpoint. Thus the viewpoint of the analytical mind is an actual point from which one perceives. Perception is done by sight, sound, smell, tactile, etc. The reactive mind's "viewpoint" is an opinion based on another opinion and upon a very small amount of observation, and that observation would be formed out of uncertainties. Thus the confusion of the word "viewpoint" itself. It can be a point from which one can be aware, which is its analytical definition, and it can be somebody's ideas on a certain subject, which is the reactive definition.

Because the analytical mind and reactive mind in men can become confused one with the other, one is most prone to assume the actual perception point of that person who has most evaluated for him. Father and mother, for instance, have evaluated about art, habits, goodness, behavior, badness, how one should dress, what manners are, to such a degree that the child has no choice, it seems to him, but to assume their "points to look from," and so we will find the child observing things as his father or mother would observe them and even wearing his father's glasses or his mother's glasses as he grows older. He has confused evaluation with actual perception. Where he has been told that he is bad looking, ugly, ridiculous, unmannerly, crude and so forth by somebody else continually, his reactive mind (which, like a prostitute, cares nothing for its master and serves anyone) eventually causes him to lose his viewpoint of himself and he sees himself not by observation but by evaluation as something undesirable. Of course, he would rather be something than nothing. He has, indeed, a horror of being nothing. So it is better to be something ugly about which he is guessing than to be nothing at all, and so he persists and continues as he is. Furthermore, because he has been talked to so much about talking, about looking, about perceiving in general, he has gotten the idea that his communications system is unalterable. His whole business of living actually is a communications system with the motivation of causing effects. Thus the lower he is on the tone scale the more he persists without change except downward.

The characteristic actions of the energy produced by the analytical mind are summarized above in terms of the top and bottom of the scale. However, the most important of these seem to be reaching and withdrawing. In the MEST universe, we have start, stop, and change as the characteristics of motion. The analytical mind, however, with its dimension points, is more concerned with reaching and withdrawing. This

is the way it perceives. It can control by creating or using energy such as that in the physical universe, and it uses this energy to start, stop, and change other energy. But in itself, its handling-of-dimension-points direction consists of reaching and withdrawing. Compulsive reaching, compulsive withdrawing, bring about many odd and interesting manifestations.

The sensation of pain is actually a sensation of loss. It is a loss of beingness, a loss of position and awareness. Therefore, when one loses anything, he has a tendency to perceive less, for there is less to perceive. Something has withdrawn from him without his consent. This would be the definition of loss. This brings about eventually a condition of darkness. This could also be called an ARC break. If he has lost something, the guilty party is probably in the other two universes. It is either the physical universe or another's universe which has caused the loss. Thus he has less communication since he is unwilling to communicate, which is to say, put out things in the direction of something which is going to take them and carry them away without his further consent. This brings about a reduction of the desire to be aware which is the reduction of affinity, reduction of agreement (reality) and the reduction of communication in general. In a moment of severe disappointment in one's fellow man, the universe around him actually grows dark. Simply as an experiment, one can say to himself that he has the only viewpoint there is, that all other viewpoints are simply mocked up by him; he will get an almost immediate diminution of lightness around him. This is the same mechanism as the mechanism of loss. The result of too much loss is darkness.

Another mechanism of the darkness and unawareness settling over a person is brought about by the loss of a viewpoint which has greatly evaluated for one. One has had a mother or a father who overevaluated about everything, and then this parent or guardian or ally in life, such as a teacher, died or inexplicably disappeared. One was depending for actual looking, seeing, hearing, upon the continued existence of this individual. Suddenly that individual goes and all becomes dark. After that one is not able to perceive one's own universe, for one was most of the time actually perceiving the lost person's universe, and now that universe is no longer there, which gives one the idea that he has no universe to perceive. This even dims his perception of the physical universe, of course, because of the interdependence of the triangle of the three universes.

When one has had an insufficient amount of admiration from sexual partners, the physical body, which depends mainly upon sex for its sensation and continuance to almost as great a degree as upon eating, will actually begin to change viewpoint to the other sex. Thus we find some older men becoming as women, some older women becoming as men. Thus we get the failure of the androgen and estrogen balances and the resultant decay of the body. Here in the matter of sex, one finds reaching and withdrawing rising to considerable magnitude. The reactive mind operating the body conceives itself to be withdrawing and does not know from what it is withdrawing, for it perceives itself to be under the compulsion of reaching and does not know for what it is reaching. In terms of processing, it is withdrawing from or reaching toward sexual partners. When it withdraws a great deal, or when it has been withdrawn from a great deal, the reactive mind conceives the body to be covered with blackness. This resolves in terms of sex and eating. It should be fully understood, however, that this is the resolution of the problem of the body and this resolution is employed only when the analytical mind cannot be brought itself into an immediate height of awareness, using SOP 8. When one addresses the body itself, and only the body, one addresses the subject of sex and the subject of eating in terms of reaching and withdrawing. The particular processes used on this are called Matched Terminalling or Double Terminalling. This is done in the following fashion. Even when the individual cannot create forms of his own, he can at least create two ideas in front of him. He can put a form with an idea or an idea itself facing another idea out in front of him, both of them exactly alike, "withdrawing from sex" "reaching toward sex." He will very often find other terminals he did not create suddenly appearing. When he has run withdrawing, those things he puts up will be black and the object from which it is withdrawing will

be white. He should get the idea that the whitish object is reaching and the blackish object is withdrawing. He should then run this identical terminal as though it is being put up by somebody else not himself, again with withdrawing for blackness, reaching for greyness. And then he should run it as though somebody is putting it up for somebody else other than himself. These three causations of putting up this identical idea facing itself are himself, another for him, and others for others. This is called Matched Terminalling. Double Terminalling simply puts up two pairs of matched terminals. The pairs may each be of two different things but each pair contains one thing the same as the other pair; in other words, husband and wife is one pair and husband and wife is the other pair. These, parallel, give one the two-terminal effect necessary for a discharge. One will find that these terminals discharge one against the other. However, this is a physical body technique and it is limited in use. If one becomes very ill in doing it, he should turn to what is called later on an unlimited technique; or he should do the next to the last list in the book *Self Analysis in Scientology* and do it over and over, or he should simply go straight through Short Eight. It has many remedies. This Matched Terminalling for oneself, others for oneself, and others for others on the subject of reaching and withdrawing on sex, can of course be considerably expanded as a technique. It can have in it compulsion to reach, compulsion to withdraw, compulsion to reach while somebody else is withdrawing, compulsion not to reach, and it can be addressed in terms of all those complexes and things which Sigmund Freud observed empirically while investigating in his practice.\*

Sigmund Freud observed, even as you may have observed, that a person's concern and trouble with his body commonly began at the age of puberty, and that a cure of his ups and downs did sudden changes at those points where he was defeated sexually, where his sexual impotence ceased and where it increased. Dr. Freud unfortunately developed no fast or deeply workable techniques to resolve problems posed by these observations, mainly because the selection of sex as the prime motivator was not the selection of the basic mechanics of beingness. However, the brilliance of Freud's theories and his extrapolations from a limited amount of data, and his courage in standing before a whole world and declaring that an unpopular subject was the root of all evil, has no parallel in history. The complexes he mentioned, each and every one, are discoverable in the mind by direct observation or electropsychometry and are resolvable in the body by the technique of "Matched Terminals in Brackets" which is the proper name for the above.

Where the level of the case is Step IV or Step V or below in SOP 8, it is necessary to free the analytical mind of the grip of the body. The analytical mind cannot withdraw. The body is most swiftly reduced to compliance by running the second dynamic. This is very far from the end-all of processing, but it is the fastest method I have developed for remedying occlusion or accomplishing exteriorization in low step cases. In sex and eating, the body desires to be an effect most strongly and in these things one does find the strongest desire on the part of the body in terms of immediate accessibility. The analytical mind, on the other hand, can create its own sensation, but it has become dependent upon the body. Even so, it is that part of the beingness which desires to give sensation rather than receive it. Thus one has the conflict of desire to give sensation crossed with the desire to receive sensation on the part of the reactive mind. The body's desire to receive sensation is so strong that an extremely powerful and persistent uncertainty ("maybe") develops, and the primary conflict of the analytical mind and the body's reactive mind comes about. I cannot help but give forth my own admiration to a man who, working without prior art, without electropsychometry, without nuclear physics, without any broad observation of primitive tribes or ethnology in general, separated from his conclusion by every convention of his age, yet hit upon and set forth with the weight of logic alone, the center of disturbance in the human body. He did not live to see his theory completely validated. He was deserted

\* L. Ron Hubbard studied Freudian psychoanalysis under the tutelage of Commander Thompson (MC) USN, who was one of Freud's star pupils. Commander Thompson studied under Freud himself in Vienna to introduce to the United States Navy the theory and practice of psychoanalysis, and was sent to Vienna for that purpose.



by his students, who began to write fantastic theories, completely unworkable and far from the point, which yet were better accepted. In discouragement, at the end of his career, he wrote a paper called "Psychoanalysis, Terminable and Interminable." Freud, with no method of direct observation, spoke of prenatals, birth trauma, and verbally, if not in writing, of past existences and of the continuing immortality of the individual. No praise can be great enough to give such a man, and the credit I give him for my own inspiration and work is entirely without reservation or bounds. My only regret is that I do not know where he is today to show him his 1894 libido theory completely vindicated and a Freudian psychoanalysis delivered beyond his expectations in five hours of auditing.

The analytical mind can be processed directly, and it improves simply by changing its mind about things. But so long as it believes itself to be closely dependent upon the reactive mind and the body, it cannot change its opinions. These opinions, however, are not simple shifts of mind. They are changes of experience. The analytical mind must discover that it can perceive, that it can perceive accurately in three universes, that it does not need to be dependent upon the body and that it can handle any reactive mind. This is done by increasing its powers of perception, increasing the number of viewpoints it can assume, and increasing its ability to locate spaces, actions and objects in time and space, and by increasing its ability above that to create space, energy and objects. This is done by drills and by the procedures of the first three steps of SOP 8.

It should not for one moment be thought that one is trying to perform by the gradient scale of increasing certainties in Scientology all the tricks and exhibitions of which the ancients speak. We are not even vaguely interested in moving physical universe objects, throwing lightning about, or in creating solids which can be seen by others. We are only interested in the rehabilitation of the analytical mind to a point where it can handle any reactive mind, whatever its proximity to that reactive mind. We are not interested, in other words, in the objective reality from another viewpoint of the capabilities of the analytical mind in performing various types of tricks. Whether it can do these things or not do these things falls into the realm of Para-Scientology, for it is completely beyond the ability to be certain where the analytical mind is not processed well up and where the observer is very low on the tone scale. We are not trying to achieve the certainty of mysticism, necromancy, or, to be blunt, the Indian rope-trick. We are trying to make sane, well beings.

The analytical mind, when it is in close proximity to the body, is unwittingly continually restimulating a reactive mind which, some say, evolved through very difficult and savage stages. Just as Freud said, the suppression in the mind is the suppression of things so bestial, so savage that the preclear undergoing professional processing is extremely shocked. Almost anything, and almost any impulse, including a thirst for pain and a desire to create any kind of effect, no matter how bad, will manifest itself while processing the reactive mind. Cannibalism, purely for sensation, so as to get the last remnants of admiration of the tortured and dying being, becomes a subjective certainty to the preclear who undergoes processing and has to have his reactive mind addressed before he can be himself, which is, of course, his analytical mind. The more suppression this reactive mind gets, the more it restimulates its beastliness. The analytical mind is basically good. It has suffered from this proximity to the reactive mind. It is no wonder that Plato wrote as he did in an essay about the conduct and behavior of man. It is no wonder that states are completely convinced that man is a beast and must be held in check at pistol point. The wonder is that, in a civilized world, so few crimes are committed. Our desire is to reach the basic goodness of the individual and bring him into a level of activity where he does not have to do terrible and gruesome things in order to produce an effect. There are various levels as one goes up scale where these manifestations seem to be the all and everything of existence. One becomes completely downhearted at the thought that one goes upscale simply to get to a point where he can kill and maim and hurt with impunity. One's feelings of honor, ethics, all his finer beingness, is revolted at the idea that this is, in actuality, life. He should say instead that this is life in a stupid conflict of uncertainties. The goal is not

to get above such things and ignore them. The goal is to achieve the basic decency which is inherent in all of us.

Although I have given you here “Matched Terminal Brackets” on the subject of reach and withdraw, with particular attention to sex, you must understand that this is a professional auditor’s technique. The first three steps of SOP 8, when they can be done, can be done by alert, interested people. From Step IV down, a professional auditor is not simply desirable, he is completely necessary. This technique which I have given you here turns on, when one runs its compulsive aspects, particularly when one runs *must* reach and *can’t* reach, the emotion which we see in sanitariums which is called insanity. And although the turn-on is brief and temporary and would wear away in about three days, an inexperienced auditor could become quite frightened. Simply by carrying on with the technique or by getting back to unlimited techniques or by taking *Self Analysis* with its next to last list, these things could be remedied; but these techniques walk on the rim of hell where they are addressed to cases below the level of IV. If the test subject or the preclear cannot make space, which is to say Step III of SOP 8, let a professional auditor have him. The professional auditor, by using “Matched Terminal Brackets” of reach and withdraw with attention to sex, will be able to exteriorize this analytical mind and turn on its perceptions. This is skilled work, however, and is a little too shockingly intimate to the seamier side of life for tender hands and tender minds.

Even the operation of wasting which is contained in expanded GITA is capable of turning on a vast amount of illness and somatic on the part of the preclear. Expanded GITA is a limited technique, which is to say it can be audited perhaps only for ten minutes, and at the most for 50 or 60 hours, without finding the preclear on the downgrade. One has to turn to an unlimited technique such as contained in Short Eight if the preclear becomes too ill trying to waste things.

Just because an unlimited technique is labelled unlimited, is no reason why it is a faint technique. These unlimited techniques are extremely powerful. They’re very simple, but again, when one of them becomes too strong for the preclear, it is necessary to turn to something simpler and easier.

Simply getting the idea in two places, the idea, so to speak, facing the idea “There is nothing,” will turn on a sick sensation in many preclears. This fear of being nothing is very great. He will be anything rather than nothing.

A safe technique is that technique which always—I repeat, always—deals in things of which the preclear is certain. When one deals with uncertainties, one is dealing with circuits. One can use double terminalling, which is to say, two pairs of matched terminals, of the preclear being certain of things. One never runs things or puts the preclear up against things of which one is uncertain or of which the preclear is uncertain, if one wishes the preclear to come on up the tone scale. As an example of this, on any object, thing or idea, on any psychosomatic ill or any numb portion of the body, one has only to run “There is something there, there is nothing there.” Have it saying, “There is something here, there is nothing here.” One can do a complete bracket on this, having the numb or painful or injured area saying, “There is something here, there is nothing here,” having it then say, “There is something there, there is nothing there,” having the preclear say about the area, “There is something there, there is nothing there,” and then the preclear about himself, “There is something here, there is nothing here.” This makes a complete bracket. This turns on and off interesting somatics. A professional auditor could get the somatic or numb area to get the feeling it is reaching while the preclear is withdrawing, the preclear reaching while it is withdrawing, and bring about a change in any somatic.

As one is dealing with communications systems, one must realize that communication depends upon certainty of despatch and receipt, and certainty of what it is that is being despatched and received. Thus one does not deal in uncertainties. There is something, there is nothing, are, of course, observable certainties because one is topscale, the other is bottom-scale. One does not say what the something is and, of course, nothingness needs no qualifications.

In the case of the person who has been and is trying to become again, one should run out by concepts the former successes, the triumphs of that person and the times

when he was absolutely certain he had failed. One does this with double terminals or "Matched Terminal Brackets." This is a professional technique.

It was mentioned to me by Meredith Starr, one of the great mystics from Cyprus, that Jung had once had a great experience and had sought ever since to recover it. He gave this as another man's opinion of Jung. This gives you some clue as to what happens to someone who has a great triumph. He ever afterwards is not seeking to duplicate the triumph, he is seeking the triumph itself. This puts him back on the time track. This is particularly applicable to old people. One hangs, then, on to certainties. The certainties are important. The uncertainties are important only in their production of psychosis.

It is possible to take a sick animal and rehabilitate his idea that he is dangerous by dodging every time he strikes out, no matter how faintly, at one. It is possible to rehabilitate an individual who is very low on the tone scale merely by coaxing him to reach out and touch the material universe and, touching it, to be certain that it is there, and having touched it, to withdraw the touch and to be certain that he could withdraw.

Certainty is a wonderful thing. The road toward realizing what certainty is has led these investigations through many uncertainties. One had to find out what was, before one could find out what could be. That work is done. It is possible to take large groups and, using Short Eight, to bring them, each and every one, into higher levels of certainty. And bringing them into higher levels of certainty brings them into higher levels of communication, communication not only with their own bodies but with others and with the material universe. And as one raises that level of awareness, one raises also the ability to be, to do, to live.

Today this world suffers from an increasing incidence of neurosis brought about by a dependency upon mechanical things which do not think, which do not feel, but which can give pain to those that live. It suffers with an overdose of agreement that there is only one universe. So long as it believes that there is only one universe, that there is only one universe to study, to be studied, only one universe to agree with, it will continue to seek the lowest end of the scale, which is to say, that point where all universes become one universe. Where the triangle vanishes to a single point it vanishes completely, and where one studies but one corner of the triangle and ignores the other two corners of the triangle, and agrees only with one corner of the triangle such as the physical universe, one will tend toward that point where that corner of the triangle is coincident with the other two corners, and this is death.

The curse of this world is not actually its atom bomb, though that is bad enough. The curse of this world is the irresponsibility of those who, seeking to study but one universe, the physical universe, try to depress all beings down to the low order of mechanically motivated, undreaming, unaesthetic things. Science as a word has been disgraced, for the word science means truth and truth means light. A continual fixation and dependence upon only one universe while ignoring the other two universes leads to darkness, to despair, to nothingness. There is nothing wrong with the physical universe; one should not cease to observe the physical universe, but one certainly should not concentrate upon it so that he can agree with it and its laws only. He has laws of his own. It is better, far better, for the individual to concentrate upon his own universe than to concentrate upon the MEST universe, but this in itself is not the final answer. A balance is achieved in the three universes and certainty upon those universes.

All control is effected by introducing uncertainties and hidden influences. "Look how bad it is over there, so you'll have to look back at me." Thus slavery is effected solely by getting people to fix on one thing. That one thing in this case is the physical universe. Science, so called, today produces machines to blow your nose, produces machines to think for you, produces every possible argument as to why you should consider your body frail and unexpendable. Science, under the domination of capital, creates scarcity. It creates a scarcity of universes in fixing one upon one universe only. Those things which are scarce are those things which the individual has lost his faith in creating, in having. An individual who cannot create has to hold on to what he has. This leads him into holding on to what he has had. Where he has had a certainty in the past that something existed, he begins to grip it closer and closer to him; his space

lessens, his beingness lessens, he becomes less active. The reactive mind that cannot create children, has lost its hope of creation. It then can influence the analytical mind into believing that it can no longer create. The analytical mind creating artistically in the MEST universe and not in its own universe at all, and not in other people's universes that it can recognize, goes down scale until it meets on its own level the reactive mind. And here at this level we find the enslaver, the person who makes things scarce, the fellow who uses his ethics, so called, to enforce his crude judgments and to make things out of beings that could be men.

Here, where the reactive mind and the analytical mind have come into a parity, we have the only effect that can be produced—the effect of pain. Where we have an active desire for pain masking in a thousand guises, where every good impulse high on the scale is turned into a mockery, here we have crime, here we have war. These things are not awareness. These things merely act on a stimulus-response mechanism. Up scale is the high, bright breadth of being, breadth of understanding, breadth of awareness. To get there all one must do is to become aware of the existence of the three universes by direct observation.

## STANDARD OPERATING PROCEDURE 8

STEP I—Ask preclear to be three feet behind his head. If stable there, have him be in various pleasant places until any feeling of scarcity of viewpoints is resolved. Then have him be in several undesirable places, then several pleasant places; then have him be in a slightly dangerous place, then in more and more dangerous places until he can sit in the center of the Sun. Be sure to observe a gradient scale of ugliness and dangerousness of places. Do not let the preclear fail. Then do remaining steps with preclear exteriorized.

STEP II—Have preclear mock up own body. If he does this easily and clearly, have him mock up own body until he slips out of it. When he is exteriorized and knows it thoroughly (the condition of all exteriorization) do STEP I. If his mock-up was not clear, go to STEP III immediately.

STEP III—SPACATION. Have preclear close his eyes and find upper corners of the room. Have him sit there, not thinking, refusing to think of anything, interested only in the corners until he is completely exteriorized without strain. Then do a spacation (constructing own space with eight anchor points and holding it stable without effort) and go to STEP I. If preclear was unable to locate corners of the room easily with his eyes closed, go to STEP IV.

STEP IV—EXPANDED GITA. (This is an extension of Give and Take processing.) Test preclear to see if he can get a mock-up he can see, no matter how vague. Then have him WASTE, ACCEPT UNDER DURESS, DESIRE and finally Be Able to TAKE or LEAVE ALONE each of the items listed below. He does this with mock-ups or ideas. He must do the sequence of WASTE—etc. in the order given here for each item. He wastes it by having it at remote distances in places where it will do no good, being used or done or observed by something which cannot appreciate it. When he is able to waste it in vast quantities the auditor then has him accept it in mock-up form until he no longer is antagonistic to having to accept it even when it is unpleasant and great force is applied to make him take it. Again, with mock-ups, he must be able to bring himself to desire it even in its worst form; then, by mock-ups of it in its most desirable form he must come to be able to leave it entirely alone or take it in its worst form without caring. EXPANDED GITA remedies contra-survival abundance and scarcity. It will be found that before one can accept a very scarce (to him) thing, he has to give it away. A person with a milk allergy must be able to give away, in mock-up, enormous quantities of milk, wasting it, before he can accept any himself. The items in this list are compounded of several years of isolating what factors were more important to

minds than others. The list lacks very few of the very important items, if any. Additions to or subtractions from this list should not be attempted. *Viewpoint, Work and Pain* should be heavily and often stressed and given priority.

*Waste, Have Forced Upon, Desire, Be Able to Give or Take*, in that order, each of the following: (Order of items here is random.) *Viewpoint, Work, Pain, Beauty, Motion, Engrams, Ugliness, Logic, Pictures, Confinement, Money, Parents, Blackness, Police, Light, Explosions, Bodies, Degradation, Male Bodies, Female Bodies, Babies, Children Male, Children Female, Strange and Peculiar Bodies, Dead Bodies, Affinity (Love), Agreement, Beautiful Bodies, People, Attention, Admiration, Force, Energy, Lightning, Unconsciousness, Problems, Antagonism, Reverence, Fear, Objects, Time, Eating Human Bodies, Sound, Grief, Beautiful Sadness, Hidden Influences, Hidden Communications, Doubts, Faces, Dimension Points, Anger, Apathy, Ideas, Enthusiasm, Disagreement, Hate, Sex, Reward, Eating Parents, Eaten by Mother, Eaten by Father, Eating Men, Eaten by Men, Eating Women, Eaten by Women, Start, Broken Communications, Written Communications, Stillness, Exhaustion, Women Stopping Motion, Men Stopping Motion, Changing Motion Women, Changing Motion Men, Changing Motion Babies, Changing Motion Children, Starting Motion Men, Starting Motion Women, Starting Motion Children, Starting Motion Objects, Starting Motion Self, Omens, Wickedness, Forgiveness, Play, Games, Sound, Machinery, Touch, Traffic, Stolen Goods, Stolen Pictures, Homes, Blasphemy, Caves, Medicine, Glass, Mirrors, Pride, Musical Instruments, Dirty Words, Space, Wild Animals, Pets, Birds, Air, Water, Food, Milk, Garbage, Gases, Excreta, Rooms, Beds, Punishment, Boredom, Confusion, Soldiers, Executioners, Doctors, Judges, Psychiatrists, Alcoholic Liquor, Drugs, Masturbation, Rewards, Heat, Cold, Forbidden Things, God, The Devil, Spirits, Bacteria, Glory, Dependence, Responsibility, Wrongness, Rightness, Insanity, Sanity, Faith, Christ, Death, Rank, Poverty, Maps, Irresponsibility, Greetings, Farewells, Credit, Loneliness, Jewels, Teeth, Genitalia, Complications, Help, Pretense, Truth, Lies, Assurance, Contempt, Predictability, Unpredictability, Vacuums, White Clouds, Black Clouds, Unattainables, Hidden Things, Worry, Revenge, Textbooks, Kisses, The Past, The Future, The Present, Arms, Stomachs, Bowels, Mouths, Cigarettes, Smoke, Urine, Vomit, Convulsions, Saliva, Flowers, Semen, Blackboards, Fireworks, Toys, Vehicles, Dolls, Audiences, Doors, Walls, Weapons, Blood, Ambitions, Illusions, Betrayal, Ridicule, Hope, Happiness, Mothers, Fathers, Grandparents, Suns, Planets, Moons, Sensation, Looking, Incidents, Waiting, Silence, Talking, Knowing, Not Knowing, Doubts, Fac One, Remembering, Forgetting, Auditing, Minds, Fame, Power, Accidents, Illnesses, Approval, Tiredness, Faces, Acting, Drama, Costumes, Sleep, Holding Things Apart, Holding Things Together, Destroying Things, Sending Things Away, Making Things Go Fast, Making Things Appear, Making Things Vanish, Convictions, Stability, Changing People, Silent Men, Silent Women, Silent Children, Symbols of Weakness, Symbols of Force, Disabilities, Education, Languages, Bestiality, Homosexuality, Invisible Bodies, Invisible Acts, Invisible Scenes, Accepting Things Back, Games, Rules, Players, Restimulation, Sexual Restimulation, Space Reduction, Size Reduction, Entertainment, Cheerfulness, Freedom for Others to Talk, Act, Feel Pain, Be Sad, Thetans, Personalities, Cruelty, Organizations. TRY FIRST: *Healthy Bodies, Strong Bodies, Good Perception, Good Recall.**

**WARNING:** Should your preclear become unstable or upset doing this process take him to STEP VI. Then return to this list.

**COMMENT:** The mind is sufficiently complicated that it can be expected to have computations on almost all the above. Thus there is no single clearing button and search for it is at the dictate of a circuit, the mechanism of circuits being to search for something hidden. Thus, your preclear may begin to compute and philosophize and seek to find the “button” that will release all this. All this releases all the buttons so tell him to relax and go on with the process every time he starts to compute.

**NOTE:** Running the above will bring to the surface without further attention the “computation on the case” and the service facsimile. Do not audit these. Run EXPANDED GITA.

STEP V—PRESENT TIME DIFFERENTIATION. EXTERIORIZATION BY SCENERY. Have preclear, with his body's eyes, study and see the difference between similar real objects such as the two legs of a chair, the spaces between the back, two cigarettes, two trees, two girls. He must see and study the objects. It is not enough to remember the objects. The definition of a CASE V is "no mock-ups, only blackness." Have him continue this process until he is alert. Use liberally and often.

Then exteriorize by having the preclear close his eyes and move actual places on Earth under him, preferably places he has not been. Have him bring these up to him. Find two similar things in the scene and observe the difference between them. Move him over oceans and cities until he is certain that he is exteriorized.

Then, preferably while exteriorized, have him do STEP I.

This case has to know before he can be. His viewpoint is in the past. Give him present time viewpoints until he is a STEP I by the methods given for STEP V.

(COMMENT: PRESENT TIME DIFFERENTIATION is a very good general technique and resolves chronic somatics and improves tone.)

Assume other people's viewpoints as a drill—not what they think about things, but as they look at things in the material universe. Attempt to be in the location of a leaf, blade of grass, car head lamp, etc., and view the universe.

STEP VI—A-R-C STRAIGHT WIRE using next-to-last list of *Self Analysis in Scientology* which asks preclear to recall something really real to him, etc. Then use the lists in *Self Analysis*. This level is the neurotic. It is identified by the preclear having mockups which will not persist or which won't go away. Use also PRESENT TIME DIFFERENTIATION. Then go to STEP IV. At any drop in tone, return case to STEP VI.

STEP VII—PSYCHOTIC CASES. (Whether in or out of body.) The psychotic appears to be in such desperate straits that the auditor often errs in thinking desperate measures are necessary. Use the lightest possible methods. Give case space and freedom where possible. Have psychotic *imitate* (not mock up) various things. Have him do PRESENT TIME DIFFERENTIATION. Get him to tell the difference between things by actual touch. Have him locate, differentiate and touch things that are really real to him (real objects or items). If inaccessible, mimic him with own body, whatever he does, until he comes into communication. Have him locate comers of the room and hold them without thinking. As soon as his communication is up go to STEP VI, but be very sure he changes any mock-up around until he knows it is a mock-up, that it exists, and that he himself made it. Do not run engrams. He is psychotic because viewpoints in present time are so scarce that he has gone into the past for viewpoints which at least he knew existed. By PRESENT TIME DIFFERENTIATION, by tactile on objects, restore his idea of an abundance of viewpoint in present time. If he has been given electric shock, do not process it or any other brutality. Work him for very brief periods, for his attention span is short. *Always* work psychotics with another auditor or a companion present.

NOTE: *All steps for all cases. If in doubt as to condition of case, test with STEP VI.*

NOTE: An operating thetan must also be able to manufacture particles of admiration and force in abundance.

## APPENDIX NO. 1 TO SOP 8

(Any alterations in SOP 8 will appear in appendices, as they are expected to be minor and to make no radical change in the design of the steps in general.)

STEP I—The Operating Thetan must be able to manufacture and experience to his complete satisfaction all sensations including pain in mock-up form, and all energies such as admiration and force. It will be found that some STEP I cases will not be able to manufacture admiration particles.

STEP II- Be very careful not to make a lower step preclear, while still in a body, mock up his own body too long. Any mock-up will appear if it is simply put there often enough and long enough—providing the preclear doesn't spin in the process. The long-term manufacture of mock-ups of one's own body and of admiration may not produce quite the results expected—communication lines which should remain shut may open with bad results. These lines that are shut appear like hard, black cords to the preclear.

There are two types of techniques in general, POSITIVE GAIN and NEGATIVE GAIN, as defined in the above text. POSITIVE GAIN Can Be Administered in Unlimited Amounts Without Harm. NEGATIVE GAIN techniques such as the reduction of engrams and locks, double-terminalling, black and white, are often limited in the length of time they can be given. After a few hundred hours of early type auditing the case could be found to slump. Thus we have in POSITIVE GAIN the unlimited technique which improves the analytical mind. In NEGATIVE GAIN we have a *limited* (in terms of the time it can be audited) technique. In SOP 8 the following steps and processes may be audited without limit: STEP I, STEP III, STEP V, STEP VI, STEP VII. The following steps are limited and should not be audited many hours without changing to another type (unlimited) for a while, after which the following steps could be resumed: STEP II, STEP IV.

*The following steps can be used on groups:* STEP III, STEP V part I and part 2, STEP VI, STEP VII.

## APPENDIX NO. 2 OF SOP 8

### CERTAINTY PROCESSING

The anatomy of maybe consists of uncertainties and is resolved by the processing of certainties. It is not resolved by the processing of uncertainties.

An uncertainty is held in suspense solely because the preclear is holding on so hard to certainties. The basic thing he is holding on to is "I have a solution" "I have no solution." One of these is positive, the other is negative. A complete positive and a complete negative are alike a certainty. The basic certainty is "There is something" "There is nothing." A person can be certain there is something; he can be certain there is nothing.

"There is something" "There is nothing" resolves chronic somatics in this order. One gets the preclear to have the center of the somatics say "There is something here" "There is nothing here." Then he gets the center of the somatic to say "There is nothing there" "There is something there." Then the auditor has the preclear say toward the somatic "There is something there" "There is nothing there." And then he gets the preclear to say about himself "There is something here" "There is nothing here." This is a very fast resolution of chronic somatics. Quite ordinarily three or four minutes of this will resolve an acute state and fifteen or twenty minutes of it will resolve a chronic state.

This matter of certainties goes further. It has been determined by my recent investigations that the reason behind what is happening is the desire of a cause to bring about an effect. Something is better than nothing, anything is better than nothing. If you will match terminals in brackets "There is nothing" you will find that a lot of your preclears become very ill. This should be turned around into "There is something."

The way one does Matched Terminals is to have the preclear facing the preclear or his father facing his father. In other words, two of each of anything, one facing the other. These two things will discharge one into the other, thus running off the difficulty. By bracket we mean, of course, running this with the preclear putting them up as himself to himself; as though they were put up by somebody else, the somebody else facing the somebody else; and the matched terminal again put up by others facing others.

The clue to all this is positive and negative in terms of certainties. The positive plus the negative in conflict make an uncertainty. A great number of combinations of things can be run. Here's a list of the combinations:

The button behind sex is "I can begin life anew" "I cannot begin life anew," "I can make life persist" "I cannot make life persist," "I can stop life" "I cannot stop life," "I can change life" "I cannot change life," "I can start life" "I cannot start life."

A very effective process: "Something wrong—" "Nothing wrong—" "with you, me, they, my mind, communication, various allies."

A very basic resolution of the lack of space of an individual is to locate these people and these objects which you've been using as anchor points, such as father, mother and so forth, and put them into matched terminal brackets with this: "There is father" "There is no father," "There is grandfather" "There is no grandfather." In the compulsive line this can be changed to "There must be no father" "There must be a father." One takes all the allies of an individual and runs them in this fashion.

The basic law underneath this is that a person becomes the effect of anything upon which he has had to depend. This would tell you immediately that the sixth dynamic, the MEST universe, is the largest dependency of the individual. This can be run out, but then any dynamic can be run out in this fashion. "There is myself" "There is no self" and so on up the dynamics. "(Any dynamic) is preventing me from communicating" "(Any dynamic) is not preventing me from communicating" is intensely effective. Any such technique can be varied by applying the sub-zero scale as found in *Scientology 8-8008* which is also to be found in an earlier issue of the *Journal of Scientology*.

One runs any certainty out because he knows that for this certainty there is an opposite negative certainty and that between these lies a maybe, and that the maybe stays in suspense in time. The basic operation of the reactive mind is to solve problems. It is based on uncertainties about observation. Thus one runs out certainties of observation. The most general shotgun technique would have to do with "There is sex" "There is no sex," "There is force" "There is no force." This could be run, of course, in terms of matched terminal brackets or even as concepts, but one must not neglect to run the overt act phenomenon, which is to say getting somebody else getting the concept.

The processing out of certainties would then embrace "I have a solution" "There is no solution." These two opposite ends would take care of any individual who was hung on the track with some solution, for that solution had its opposite. People who have studied medicine begin by being certain that medicine works and end by being certain that medicine doesn't work. They begin by studying psychology on a supposition that it is the solution, and finish up believing that it is not the solution. This also happens to superficial students of Dianetics and Scientology; thus one should also run "Dianetics is a solution" "Dianetics is not the solution." This would get one off the maybe on the subject.

We are essentially processing communications systems. The entire process of auditing is concentrated upon withdrawing communications from the preclear as predicated on the basis of the body and that the preclear cannot handle communications. Thus "The preclear can handle communications" "The preclear cannot handle communications" is a shotgun technique which resolves maybes about his communications.

An intensely interesting aspect of Certainty Processing is that it shows up intimately where the preclear is aberrated. Here is the overall basic technique. One runs "There is—" "There is not—" the following: *Communications, Talk, Letters, Love, Agreement, Sex, Pain, Work, Bodies, Minds, Curiosity, Control, Enforcement, Compulsion, Inhibition, Food, Money, People, Ability, Beauty, Ugliness, Presents*, and both the top and bottom of the Chart of Attitudes, positive and negative in each one.

Basic in all this is the urge of the preclear to produce an effect, so one can run "I can produce an effect upon mama" "I cannot produce an effect upon mama," and so forth for all allies, and one will resolve the fixations of attention on the part of the preclear. Thus fixations of attention are resolved by Certainty Processing, processing out the production of effect.



One can occasionally, if he so desires, process the direct center of the maybe, which is to say doubt itself, in terms of Matched Terminals. This, however, is risky for it throws the preclear into a general state of doubt.

The key to any such processing is the recovery of viewpoints. "I can have grandfather's viewpoint" "I cannot have grandfather's viewpoint" and so on, particularly with sexual partners, will prove intensely interesting on a case. "There are viewpoints" "There are no viewpoints," "I have a viewpoint" "I don't have a viewpoint," "Blank has a viewpoint" "Blank has no viewpoint" resolves problems.

One should also realize that when one is processing facsimiles, he is processing at one time energy, sensation and aesthetics. The facsimile is a picture. The preclear is being affected by pictures mainly, and so "There are no pictures" "There are pictures" forwards the case toward handling pictures, which is to say facsimiles.

A person tends to ally himself with somebody whom he considers capable of producing greater effects than himself, so "I, she, he, it can create greater effects" "I, she, he, it can create no effect" should be run.

When one is processing, he is trying to withdraw communications. Reach and Withdraw are the two fundamentals in the action of theta. Must Reach and Can't Reach, Must Withdraw and Can't Withdraw are compulsions which, when run in combination, produce the manifestation of insanity in a preclear.

"I can Reach" "I can't Reach," "I can Withdraw" "I can't Withdraw" open up into the fact that remembering and forgetting are dependent upon the ability to reach and withdraw. You will find that a preclear will respond to "You must" or "You can," "You must not" "You cannot," "There is" "There is not" forgetting and remembering.

The only reason a person is hanging on to a body or facsimile is that he has lost his belief in his ability to create. The rehabilitation of this ability to create is resolved, for instance, in a person who has had an ambition to write, with "I can write" "I cannot write"—and so forth. The loss of this creative ability made the person hang on to what he had. The fact that a preclear has forgotten how to or no longer can himself generate force makes him hold on to stores of force. These are very often mistaken by the auditor for facsimiles. The preclear doesn't care for the facsimile, he simply cares for the force contained in the facsimile because he knows he doesn't have any force any more.

It should be kept in mind that reaching and withdrawing are intensely productive of reaction in a preclear. But that preclear who does not respond to *Reaching* and *Withdrawing* and *Certainty* thereon, is hung up in a very special condition: he is trying to prevent something from happening. He also prevents auditing from happening. He has lost allies, he has had accidents, and he's hung up at all those points on the track where he feels he should have prevented something from happening. This is resolved by running "I must prevent it from happening" "I cannot prevent it from happening," "I must gain control" "I must lose all control."

Blackness is the desire to be an effect and the inability to be cause.

"I can create grandfather (or ally)" "I cannot create grandfather (or ally)" solves scarcity of allies. "I want to be aware" "I want no awareness" is a technique which is basic in attitudes. Run this as others, in Matched Terminal Brackets or in EXPANDED GITA.

Certainty there is a past, Certainty there is no past; Certainty there is a future, Certainty there is no future; Certainty it means something else, Certainty it does not mean anything else; Certainty there is space, Certainty there is no space; Certainty there is energy, Certainty there is no energy; Certainty there are objects, Certainty there are no objects.

## SHORT 8

This is a short form of STANDARD OPERATING PROCEDURE 8 of *Scientology 8-8008*. It can be used on any preclear without any survey of the case and

will not get him into any difficulties and should resolve his various computations. This can also be used on groups. Just do the lettered steps in order.

(A) Next-to-last list in *Self Analysis*, *Remembering Something Real* etc., until auditor is certain preclear has and can do so easily. In a group ask for a show of hands the moment something real is recalled. Take those hands that went up in a couple of seconds and use them for the rest of this. Take the no-hands or slow hands as a special group under somebody else and simply drill them on this step until their speed is well up. Then put them back into the main group, or keep all in one group and so on.

(B) Examine and compare two similar MEST objects or spaces and tell the difference. Keep this up for at least 20 minutes. It can be kept up for hours with astonishing case improvement.

(C) Run *Wasting Healthy Bodies*, then *Accepting Them Under Duress*, then *Wasting Them*, then *Accepting Them Under Duress*. Do this for 20 minutes or an hour until preclear or group shows signs of relief or amusement.

(D) Run next-to-the-last list of *Self Analysis* for five minutes.

(E) Run DUPLICATION. This process is the basis of making facsimiles. Have preclear or group look at a MEST object, then have him or them mock up a mock-up similar to it but beside it. Have the MEST object and the mock-up compared to tell the difference. Some people get none of the duplicates for quite a while but will eventually. Some start making much fancier objects of the same sort. In any result, keep this up for 20 minutes.

(F) Have preclear or group close eyes and locate the corners of the room behind them and keep interested in those corners and not thinking for several minutes.

(G) Have preclear or group move MEST scenery under them individually but at the command of the auditor. The scenery is, preferably, that not before viewed by the preclear or preclears. Don't let them invalidate what they see. This is Exteriorization by Scenery. Keep up for 20 minutes.

(H) Do next-to-last list of *Self Analysis*. Five minutes.

(I) Examine and compare two present time objects.

(J) Have one of the members go to the window and look out of the window. Have the remainder of the group assuming his viewpoint to see what he sees out of the window. Do this for ten minutes.

(K) Start at beginning again and use list over and over. What they waste each time through can be changed to work and anchor points. Avoid pain with this Short 8. Run "healthy bodies" for it instead.

*SOP 8 is a professional auditor technique which deals with the problems of the reactive mind. SOP 8 from Step IV down and including Step IV is a professional auditor technique. Short Eight is done by someone who has been trained, preferably by a professional auditor. It can be done on a group no matter how large. Self Analysis in Scientology is a group technique aimed at the rehabilitation of one's own universe so as to bring it up to a level of comparability with one's observations of the MEST universe, and can be delivered to groups of children or adults by a person trained only through the text of Self Analysis in Scientology. Associates have courses in group auditing which are given free of charge and which consist of six hours of tape lectures by L. Ron Hubbard on the administration of Self Analysis in Scientology and the general techniques of group auditing.*

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THIS IS SCIENTOLOGY, SCIENCE OF CERTAINTY, was written especially for the *Journal of Scientology* by L. RON HUBBARD and contains a summary of his work for the use and interest of the general public.

[The above text starting from "STEP IV—EXPANDED GITA", page 390, up to "APPENDIX NO. 1 TO SOP 8", page 392, was reissued as HCO B 7 May 1972, *Expanded Gita*.]

**P.A.B. No. 3**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via The Office of L. Ron Hubbard  
30 Marlborough Place, London N.W.8

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[1953, ca. mid-June]

**CERTAINTY PROCESSING**

The anatomy of *maybe* consists of uncertainties and is resolved by the processing of certainties. It is not resolved by the processing of uncertainties.

Issue 16-G is recommended to you for your processing and your public representation. It contains the anatomy of *certainty*.

An uncertainty is held in suspense solely because the preclear is holding on so hard to certainties. The basic thing he is holding on to is "I have a solution" "I have no solution." One of these is positive, the other is negative. A complete positive and a complete negative are alike a certainty. The basic certainty is "There is something" "There is nothing." A person can be certain there is something; he can be certain there is nothing.

"There is something" "There is nothing" resolves chronic somatics in this order. One gets the preclear to have the center of the somatics say, "**There is something here**" "**There is nothing here.**" Then he gets the center of the somatic to say, "**There is nothing there**" "**There is something there.**" Then the auditor has the preclear say toward the somatic, "**There is something there**" "**There is nothing there.**" And then he gets the preclear to say about himself, "**There is something here**" "**There is nothing here.**" This is a very fast resolution of chronic somatics. Quite ordinarily three or four minutes of this will resolve an acute state, and fifteen or twenty minutes of it will resolve a chronic state.

This matter of certainties goes further. It has been determined by my recent investigations that the reason behind what is happening is the desire of a cause to bring about an effect. Something is better than nothing, anything is better than nothing. Any circuit, any effect, any anything, is better than nothing. If you will match terminals in brackets "**There is nothing**" you will find that a lot of your preclears become very ill. This should be turned around into "**There is something.**"

The way one does Matched Terminals is to have the preclear facing the preclear or his father facing his father; in other words, two of each of anything, one facing the other. These two things will discharge one into the other, thus running off the difficulty. By bracket we mean, of course, running this with the preclear putting them up as himself to himself; as though they were put up by somebody else, the somebody else facing the somebody else; and the matched terminal again put up by others facing others.

The clue to all this is positive and negative in terms of certainties. The positive plus the negative in conflict make an uncertainty. A great number of combinations of things can be run. Here's a list of the combinations:

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The button behind sex is **“I can begin life anew” “I cannot begin life anew,” “I can make life persist” “I cannot make life persist,” “I can stop life” “I cannot stop life,” “I can change life” “I cannot change life,” “I can start life” “I cannot start life.”**

A very effective process: **“Something wrong with (you, me, they, my mind, communications, various allies)” “Nothing wrong with (you, me, they, my mind, communications, various allies).”**

A very basic resolution of the lack of space of an individual is to locate those people and those objects which you’ve been using as anchor points, such as father, mother and so forth, and putting them into matched terminal brackets with this: **“There is father” “There is no father,” “There is grandfather” “There is no grandfather.”** In the compulsive line this can be changed to **“There must be no father” “There must be a father.”** One takes all the allies of an individual and runs them in this fashion.

The basic law underneath this is that a person becomes the effect of anything upon which he has had to depend. This would tell you immediately that the sixth dynamic, the MEST universe, is the largest dependency of the individual. This can be run out, but then any dynamic can be run out in this fashion. **“There is myself” “There is no self”** and so on up the dynamics. **“(Any dynamic) is preventing me from communicating” “(Any dynamic) is not preventing me from communicating”** is intensely effective. Any such technique can be varied by applying the sub-zero scale as found in *Scientology 8-8008* which is also to be found in an earlier issue of the *Journal of Scientology*.

One runs any certainty out because he knows that for this certainty there is an opposite negative certainty and that between these lies a maybe, and that the maybe stays in suspense in time. The basic operation of the reactive mind is to solve problems. It is based on uncertainties about observation. Thus one runs out certainties of observation. The most general shotgun technique would have to do with **“There is sex” “There is no sex,” “There is force” “There is no force.”** This could be run, of course, in terms of matched terminal brackets or even as concepts, but one must not neglect to run the overt act phenomenon, which is to say getting somebody else getting the concept.

The processing out of certainties would then embrace **“I have a solution” “There is no solution.”** These two opposite ends would take care of any individual who was hung on the track with some solution, for that solution had its opposite. People who have studied medicine begin by being certain that medicine works and end by being certain that medicine doesn’t work. They begin by studying psychology on a supposition that it is the solution, and finish up believing that it is not the solution. This also happens to superficial students of Dianetics and Scientology; thus one should also run **“Dianetics is a solution” “Dianetics is not the solution.”** This would get one off the maybe on the subject.

We are essentially processing communications systems. The entire process of auditing is concentrated upon withdrawing communications from the preclear as predicated on the basis of the body and that the preclear cannot handle communications. Thus **“The preclear can handle communications” “The preclear cannot handle communications”** is a shotgun technique which resolves maybes about his communications.

An intensely interesting aspect of Certainty Processing is that it shows up intimately where the preclear is aberrated. Here is the overall basic technique. One runs **“There is—” “There is not—”** the following: **communication, talk, letters, love, agreement, sex, pain, work, bodies, minds, curiosity, control, enforcement, compulsion, inhibition, food, money, people, ability, beauty, ugliness, presents,** and both the top and bottom of the Chart of Attitudes, positive and negative in each one.

Basic in all this is the urge of the preclear to produce an effect, so one can run **“I can produce an effect upon mama” “I cannot produce an effect upon mama,”** and so forth for all allies, and one will resolve the fixations of attention on the part of the preclear. Thus fixations of attention are resolved by Certainty Processing, processing out the production of effect.

One can occasionally, if he so desires, process the direct center of the maybe, which is to say doubt itself, in terms of Matched Terminals. This, however, is risky for it throws the preclear into a general state of doubt.

The key to any such processing is the recovery of viewpoints. **“I can have grandfather’s viewpoint” “I cannot have grandfather’s viewpoint”** and so on, particularly with sexual partners, will prove intensely interesting on a case. **“There are viewpoints” “There are no viewpoints,” “I have a viewpoint” “I don’t have a viewpoint,” “Blank has a viewpoint” “Blank has no viewpoint”** resolves problems.

One should also realize that when one is processing facsimiles, he is processing at one time energy, sensation and aesthetics. The facsimile is a picture. The preclear is being affected by pictures mainly, and so **“There are no pictures” “There are pictures”** forwards the case toward handling pictures, which is to say facsimiles.

A person tends to ally himself with somebody whom he considers capable of producing greater effects than himself, so **“(I, she, he, it) can create greater effects” “(I, she, he, it) can create no effect”** is quite effective.

When one is processing, he is trying to withdraw communications. Reach and Withdraw are the two fundamentals in the action of theta. Must Reach and Can’t Reach, Must Withdraw and Can’t Withdraw are compulsions which, when run in combination, produce the manifestation of insanity in a preclear.

**“I can reach” “I can’t reach,” “I can withdraw” “I can’t withdraw”** open up into the fact that remembering and forgetting are dependent upon the ability to reach and withdraw. You will find that a preclear will respond to **“You must”** or **“You can,” “You must not” “You cannot,” “There is” “There is not” forgetting and remembering.**

The only reason a person is hanging on to a body or facsimile is that he has lost his belief in his ability to create. The rehabilitation of this ability to create is resolved, for instance, in a person who has had an ambition to write, with **“I can write” “I cannot write”**—and so forth. The loss of this creative ability made the person hang on to what he had. The fact that a preclear has forgotten how to or no longer can himself generate force makes him hold on to stores of force. These are very often mistaken by the auditor for facsimiles. The preclear doesn’t care for the facsimile, he simply cares for the force contained in the facsimile because he knows he doesn’t have any force any more.

It should be kept in mind that Reaching and Withdrawing are intensely productive of reaction in a preclear. But that preclear who does not respond to Reaching and Withdrawing and Certainty thereon, is hung up in a very special condition: he is trying to prevent something from happening, he is trying to maintain control. If he prevents something from happening, he also prevents auditing from happening. He has lost allies, he has had accidents, and he’s hung up at all those points on the track where he feels he should have prevented something from happening. This is resolved by running **“I must prevent it from happening” “I cannot prevent it from happening,” “I must retain control” “I must lose all control.”**

Blackness is the desire to be an effect and the inability to be cause.

**“I can create grandfather (or ally)” “I cannot create grandfather (or ally)”** solves scarcity of allies. **“I want to be aware” “I want no awareness”** is a technique which is basic in attitudes. Run this as others, in matched terminal brackets or in Expanded GITA.

Certainty there is a past, certainty there is no past; certainty there is a future, certainty there is no future; certainty it means something else, certainty it does not mean anything else; certainty there is space, certainty there is no space; certainty there is energy, certainty there is no energy; certainty there are objects, certainty there are no objects.

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Professional membership in the HAS gives you the *Journal of Scientology*, *Professional Auditor's Bulletin* and other services as they are developed. It gives you as well professional standing. A certificate of membership for framing is sent to all the professional members. All the latest materials are sent to professional members and the fee assists in the general public interest in Dianetics and Scientology. We have here now Scientology, the Science of Certainty. We have sidestepped all the questionable material and have techniques which are built on things of which people are very certain. This is the beginning of a big push. Your membership fee is necessary to make it possible. Founding Members and Fellows of Scientology are professional members, where they are HDAs, in perpetuity without further payment. Send your \$25.00 membership fee by check, U.S. money order or U.S. cash to the International Office of the HAS located at 30 Marlborough Place, London N.W.8. Your card and certificate of membership will be forwarded to you. Give the number of your certificate and the school that issued it.

There are a few auditors in the field whose experience is such as to command considerable respect from other auditors. The grade of Hubbard Graduate Auditor has been instituted and is awarded by nomination from other auditors or by selection from the HAS to designate those auditors whose experience and results have brought them into prominence. The doctorate schools award BScn and HGA, but only HGA by nomination. This is more or less an honor award. Please send your nominations for such auditors through to the International Office. A small fee is charged to cover the cost of handling and certifying and the certificate itself. The fee is \$25.00. When HGAs are awarded the *Journal* carries notice of the fact. Be very certain in your own minds that this is not an effort to get another \$25.00; it is an effort to winnow out the very good auditors and give them a public recognition which their work actually elicits. While it does not in any way reflect upon the students who attended, the main reason for severance with the last Foundation was its diploma mill attitude about certificate awards, and it gave certificates to all comers. This has since, as it did then, posed many problems. The HGA certificate is an effort to recognize the merit of the really good auditors and to remove from their minds any feeling that their skill has not been recognized and to give the public certain auditors of whom they can be very confident.

END

From: L. RON HUBBARD  
Sitges, Spain

Through: The Office of L. Ron Hubbard  
30 Marlborough Place  
London N.W.8, England

## ASSOCIATE NEWSLETTER NO. 5

18 June 1953

After a fast and violent passage across most of the countries of Europe, we are catching our breath in Spain. We will be here for quite a while.

We went to take a look at what all the fighting has been about, the invasion routes as they appear in peacetime, the nations experiencing recovery. With Susie in a racing car and myself on a motorcycle we crossed Belgium, Germany, Luxembourg, Austria, France and part of Spain. We covered the primary invasion routes of two wars and looked over the probable fighting terrain of the third. Diana remained in England with her nurse, to be flown here in a few days.

I came down to Spain for a rest and to organize the material for the doctorate degrees. Living is better here than in many other places and it is certainly beautiful enough to encourage anybody.

We are at the Hotel Miramar in Sitges, Spain. This is Old Catalonia and although Spanish is the general language, Catalanian, the native tongue, predominates and slurs the imported Spanish.

Exchange in Europe is so outrageously bad for American and British money that none could afford touring Europe as such. A loaf of bread, a gallon of gas and bills of large denomination in U.S. and U.K. currency vanish. It is an incredible fact, useful only to those who wish to export products to Europe. And this export is being done on a large scale. Belgium is full of American cars, large new ones, and other equipment is in evidence elsewhere.

Germany, speaking of materiel, is almost crushed flat. France is used to war, builds of stone so that the materials will not get scattered about, rebuilds when the shooting is done—I suppose France has been doing this for thousands of years.

I had two important things to do in Europe. One of them concerns doctorate degrees. You may have heard of Milan degrees. These are acceptable in universities throughout the world. I am making similar arrangements for doctorate degrees in Scientology, a fact which is at this writing confidential, for it will be a very large shock, when accomplished, to state legislatures and others that Scientologists have better degrees than psychiatrists and psychoanalysts. Of course we will have to have curriculum and study to support that fact in fact. And the most important part of any training we do will be HCA and HPA level training. We must not overlook the fact that to be well respected we must be well represented. Good representation, first and last, is the auditor getting good results with exactly what we teach.

I must prepare the complete curriculum for the doctorate degree before it can be authorized and in our schools, and by correspondence this curriculum must be put into action. I have already made the proper contacts in Austria and am making them in Spain. It needs about two thousand dollars which I am now collecting in order to bring about the highest possible level in doctorate diploma. Amazingly enough, I find myself very well accepted in European professional circles and much amusement in these at the American news stories about my work. Their knowledge of Dianetics, slight as it is, has brought them far toward thinking of American doctors necessarily as a lot of quacks. The axioms are what did it, for these created the first wide organization and codification of the field of the human mind according to these people. Of course, this doesn't displease me.

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The people you are training this very moment, as well as those you have trained, are going to benefit intensely from this doctorate arrangement upon which I am now working and you yourselves will benefit from it to the extent of dominating the field of the mind with it. I am trying very hard to do all that I can to assist you in several vital ways. I have every confidence that you will not let me down.

With Issue 16-G you see a new simplicity. As always people will mistake a change in form for a change in substance. Changes in form have been necessary in order to establish communication on material which has never been communicated until the last three years. Gradually you find me stripping the vocabulary of our science of coined words and putting in their places common words which mean exactly what they say. As the material is better communicated it works better. As several old-time auditors have already said, it all works. But it doesn't work for that one who has not been communicated with about it. Hence a wide variation in communication forms and the appearance of continual simplification of what we know and what we can do.

My communication channel is from you to 30 Marlborough Place, London N.W.8, and from there to me. From me to London and to you.

I will have some news for you in a very few weeks on the subject of doctorates which will astonish you even though I have given it a preview here.

And now I must get to work.

Ron



# THE JOURNAL OF SCIENTOLOGY

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## The Limitations of Homo Novis

L. Ron Hubbard

*(J of S Editor's foreword: L. Ron Hubbard pulled no punches when he wrote these words, first published early in 1952. The importance of theta clearing could not be more clearly or vigorously described )*

The theta being is the principal target of the auditor.

The preclear *is* the theta being.

A homo novis is limited in his self-determinism by all the economic and social restrictions of an aberrated society. He is not free of the need for food, clothing or shelter. He dies when you get him too cold, he perishes when the oxygen content drops too low. He is living in a tolerance band which keeps him cramped to the face of one second-rate planet in a tenth-rate system, prey to all the ill will that blows. Is this being free or self determined? Maybe he is good enough to overlord his fellows into a security for himself never before possible. But that is his only real route toward security. He must fight and command for his three squares, he must use police protection in order to keep himself free of bullet holes and bumper marks. Compared to a homo sapiens, homo novis is very high and god-like. Compared to a truly self-determined being, homo novis is an ant ready to die under anybody's misstep.

This universe is a rough universe. It is a terrible and deadly universe. Only the strong survive it, only the ruthless can own it. Given one weak spot a being cannot long endure, for this universe will search it out and enlarge it and probe it until that weak spot is a festering wound so large that the being is engulfed by his own sores.

Fighting this battle for survival, and fight it he must, a being in the MEST universe cannot seem to afford decency or charity or ethics; he cannot afford any weakness, any mercy. The moment he does he is lost—for he is surrounded by chilled, coarse rock and molten energy which, no matter the state of aberration of his social surroundings, will engulf him the instant that he ceases to obey the very laws of MEST.

This is a universe of force. It is not a universe of reason. Brutal, unthinking, without decency or mercy, MEST force awaits with punishment any being with any weakness.

The possession of a MEST body is a liability, for through that body the being can be given pain, can be regimented by the routine demands of eating and care from harm until at the very, very highest he can be but a puppet dancing to the spin of some unthinking planet under the strong glare of a remote and careless sun. Under these conditions a being, burdened with the care and liability of a body, made uncertain by an unknowingness, bows to strange and nonexistent gods, resorts to terrible makeshifts in lieu of justice, cringes before the mightier bomb, the sharper blade.

You have examined an engram. A standard engram is simply the collision of the body with the MEST universe with sufficient impact to produce the confusion of attention known as "unconsciousness."

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Should you care to make a test, just run “care of the body” as a total therapy. You will discover that by running out the postulates of a pc about his body and its care and his injunctions and insurances to others that they care for their bodies you can produce soaring changes in tone. An entire book can be written concerning this therapy. An entire book has been written about it—the first book in Dianetics. This therapy could be styled, “The efforts of a theta being to reconcile the frailty of a MEST body with the ethics of a theta being.” They do not reconcile, these two. Schopenhauer, Zeno and names without number in philosophy have been trying to make this reconciliation for eons. One says, “Defeat it all and die, for only by dying can you defeat it.” Another says, “You can’t win, therefore the only victory is in refusing to try to win.”

Christianity and a million other -anities have struggled with this problem, and the result is a pot-pourri of answers, none of which can reconcile the problem. You have a soul—it goes off somewhere, you don’t know about it. You are a soul, you don’t know about it.

Today we live in a vast cult called “Worship the body.” Medical doctors, school teachers, parents, traffic officers, the whole society unites into this war-cry, “Care for the body.” This stems from the concept that the body is all that one has, that he will have just one body, that his total devotion is the care of that body.

A body is a vegetable. It is not even a sentient vegetable, for it lacks perception in the whole theta range. Like any vegetable it grows from seed and has habit patterns which help it survive. And, like any vegetable, one way or another, it gets used by others.

Early theta beings saw MEST bodies acting and being as though they were selfmotivated. This was a curiosity. The early theta being did not know that these MEST bodies depended wholly for their wits upon the guidance of a decayed theta being. The bodies looked like entities of considerable force and skill. The theta beingness of them was hidden and unapparent. Thus, even theta beings have been fooled by MEST bodies.

A MEST body, whether it belongs to the race of Man or the race of ants is only an animated vegetable. Given a theta being to guide it, it becomes part of a composite such as homo sapiens. Here we have a theta being, decayed into unknowingness, devoted to the care of a MEST body. The “I” of this body, the actual volition of it, all its wits and skills are theta things derived from the guidance of a theta being. By itself the body would live, walk around, react, sleep, kill, and direct an existence no better than that of a field mouse or a zombie. Put a theta being over it and it becomes possessed of ethics and morals and direction and goals and the ability to reason; it becomes this strange thing called homo sapiens, a being above animals and yet an animal.

Give this MEST body a psychotic theta being and you get a sort of Frankenstein’s monster. Give this MEST body a nearly unconscious theta being and you get a zombie.

The body is a carbon-oxygen engine which runs at 98.6°F. The theta being is the engineer running this engine in a homo sapiens. There is already an entity running this engine, the genetic entity, but there is here only a total devotion to avoiding pain, seeking survival factors of the meanest sort, begetting new MEST bodies. Every cell in that body has its own theta—the genetic entity is theta. A theta being is something else entirely.

In the first place, the theta being came into being without the need of a MEST body, without the need of motors. It is close to a perpetual motion machine in that it can create energy and impulses. It thinks without facsimiles, it can act without experience, it can know simply by being. When we have talked of optimum performance in Dianetics or Scientology, we have talked about the actual top level capabilities of the theta being, not the capabilities of the MEST being. Early work in Dianetics treats of the composite called homo sapiens and treats that composite for what it is, an identity of several parts which act in greater or lesser coordination. You can go right on treating this composite being as a unit, you can go right on treating him and getting results for which you will be praised. But you must know that you are not treating the actual identity when you treat the MEST body. You are furthering a composite, and actually you are subscribing to the International Cult called “Care of the body.”

You can, at your own choice, go on living with and processing this composite known as homo sapiens and create homo novis. You can use Dianetics to make hitherto impossible strides. But be advised that in this choice you are living with paradoxes which no philosopher in all the ages ever reconciled—the injustice of death, the depravity of human beings as in Plato, the penalty of assisting another, the impossibility of having good ARC and survival too, the liability of being kind and merciful and every “unanswerable” religious paradox known. You, by persisting in yesterday’s reality are persisting then in problems which have never been resolved with the factors accepted. You are demanding of a MEST-theta composite that he be self-determined when every zephyr from a hard universe contains death for him and can turn him like a top; you are demanding that he be “careful” when his only salvation is to be carefree; you are saddling him with all the unanswered riddles of an aberrated life in an aberrated world. And you are condemning a preclear to the dwindling spiral—for the theta being as part of the composite decays fast and soon dies forever in the rigid apathy of MEST.

Thus Scientology is given you. In lieu of this data the only thing which could be given Man is the answering salute to the gladiators—they who are about to die.

As an auditor, the choice is yours to make—the paradoxes or the answer.

**P.A.B. No. 4**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via The Office of L. Ron Hubbard  
30 Marlborough Place, London N.W.8

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[1953, ca. end June]

**BEINGNESS and CERTAINTY PROCESSING**

The reason behind beingness is the drama of cause and effect. It has been isolated that the total reason for activity which explains all other activities is "to produce an effect." In this we have a dimensionless CAUSE ambitious only to produce an EFFECT and to handle effects which are produced on it.

BEINGNESS is the modus operandi of effects. The thetan would rather have less than more identity and becomes only when he cannot otherwise produce an effect.

The one thing a thetan is afraid of being is what he is in terms of this universe: nothing. Thus it is better to be anything than nothing. So it is better to handle, produce or have any effect than to handle, produce and have no effect. Thus the service facsimile, thus the conduct of the preclear.

Awareness on high scale is aware of producing effects and of effects without proof via energy. Awareness lower on the scale requires the proof of perception and thus energy and force.

As one moves from pure CAUSE into beingness one becomes involved with his own developed energy and the energy of others. Living is the battle of effects. Dying is the final dramatic effect one who has a body can always produce.

The thetan is never otherwise concerned than with effects. The problem of awareness and of effects in general is communication. Communication, not affinity or reality, is the monitor of any processing.

The phenomenon of facsimiles is produced by the thetan to prove to himself what he has done. He knows without facsimiles. He is already low in tone when he starts dealing with them. Energy, force, responsibility and perception are the same order of problem and thing.

Occlusion is the loss of viewpoint of effects. When one has lost a viewpoint with which to perceive effects and upon which he depended for all perception of effect he is very occluded. Viewpoint and evaluation are, aberratedly, synonyms. Thus a law: a person takes the viewpoint of that person who has most evaluated for him. If that person then dies, the result is the apparent loss of that other's viewpoint which brings about loss in general. This is solved by remedying the need of the now dead viewpoint.

Communication is defined as any RITUAL by which effects can be produced and perceived. Thus a letter, a bullet, the output of theta "flitter" are all, to us, communication. Men communicate with women with difficulty mainly because they have found that women cannot handle their communications: force and sexual particles. But men

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communicate even more poorly with men for there is no particle adequate. Women communicate poorly with men because they have found danger in the receipt of any male communication. Hence the breakdown of interpersonal relations. Women find it all but impossible, for instance, to communicate with women; there is no particle.

Awareness is the first requisite of a communication system. If one is TOO aware, he is hurt. If one is not aware enough, he is hurt. A bad communication is a sudden impact. Gentle communications are seldom remembered.

Any certainty can be classified as knowledge. Certainties exist in three universes from many viewpoints. Awareness of a heavy flood of energy becomes a certainty.

Any certainty, just as any effect, is better than no certainty. Thus we find the preclear suspended on the track anywhere he has had a high certainty. Thus his suspension in electronics and such. A certainty is positive or negative—that something exists, that something does not exist. Run, as though it speaks, “**There is something here**” and “**There is nothing here**” in any numb or painful body area, and then the pc the same as though he speaks to it, and the somatic will abate or the numbness vanish. This can be applied to the outer areas around the preclear as well.

Matched or Double Terminals in brackets is a fast and effective technique. It is run on certainties. One runs only those things of which the pc is certain. They alone create a “maybe” and a “maybe” alone aberrates. A high level process is Matched or Double Terminals in brackets: “**I want more awareness**” with the emotion of certainty; “**I want less awareness**” with an emotion of certainty. “**I want no awareness**” “**I want some awareness.**” This pin knocks a case that is hanging fire into a willingness to perceive and, hence, communicate better. One resolves also the problem of lost viewpoints with brackets on “**I have my (mother’s) viewpoint**” and “**I do not have my (mother’s) viewpoint**” and on all persons who saw or evaluated for the preclear. Also in brackets “**(Any dynamic) can handle communications**” “**(Any dynamic) cannot handle communications.**”

The key theta actions are “REACH” and “WITHDRAW.” The auditor is trying to withdraw communications from the preclear. This restimulates in the auditor trying to withdraw or wait for communications in his own past. An auditor must match-terminal “**I must (must not) withdraw the communication**” on himself to get into good shape to audit.

My best to you.

RON

From: L. RON HUBBARD  
Seville, Spain

Through: The Office of L. Ron Hubbard  
30 Marlborough Place  
London N.W.8, England

## ASSOCIATE NEWSLETTER NO. 6

[1953, ca. early July]

This is a brief one about organization. It has taken me three years to try to fit some kind of organization and some kind of processing to our present society. You may think that founding a science was tough—tougher has been organization. You've no idea of the state of managers in the United States today and you've no idea of the incredible occurrences in the early foundations. Well, just as we are beginning to get national polite recognition (*Time* June 8, *Medicine* and other publications) we have, I do believe, an organization which (1) can't be swept away by carelessness or organized attack, which (2) gives us the benefit of versatility on the part of many managements, (3) permits me to investigate, write and publish without terrific economic duress (for it would stun you to know that NO earlier organizations spent a thin dime on this one), (4) which permits a service organization, the HAS, to provide publications and national service, and (5)—most important—which gets the job done.

I have been some time trying to evolve what we are doing. It's quite one thing to plan a thing, quite another to see it go into action in MEST. I've made a lot of fits and starts trying to straighten things out with everybody's agreement and liking and I think, from what I hear from you, that we've just about got it in the following form:

The associate schools train to an HCA level, giving whatever courses below that rating they desire, such as basic and group courses. A unit, more or less the HAS, gives a correspondence-associate assist course in the history of psychotherapy, psychology, general semantics, electronic brains and Freudian psychotherapy; this comes before, during or after HCA training and is not required for an HCA. With field practice and this correspondence course, the HCA qualifies toward a doctorate. The doctorate course is a very high level course and leads to a very superior degree ranking with or above psychiatric degrees. What we call doctorate schools teach lower level courses and the doctorate course (otherwise they wouldn't be able to survive until we had the demand for the upper-upper level course) but someday become a sort of university finishing school. An HCA who finishes his general correspondence course and does a lot of field work can qualify for an HGA as a designation to denote experience and senior standing. Thus we have the ratings of Group Auditor (GA), HCA, HGA, B.Scen. (pending doctorate) and D.Scen. (awarded from a very high source abroad). There would be an additional course but it wouldn't, at least at this time, be a course leading to anything but better auditing; I get occasional requests to be studied with and someday I'll have to run a clinic to make this possible, but this matter is no great concern to an associate for the only people who are demanding it are real old-time HDAs and HCAs. Associates also run clinics if they choose and clinics exist without schools. This is pretty clear cut and agreed upon amongst you, from what comment I have had, and follows a general trend.

The HAS on its part issues to every student the moment he is enrolled and paid up in the associate school and has his name passed into the Philly HAS, a set of 50 course books, a *Self Analysis*, a *Handbook for Prelears* (so he'll have the Axioms) and a copy of "This Is Scientology." He is put on the PAB list as a conditional professional member and is made a conditional professional member of the HAS. He is also sent, thereafter for a year, the *Journal of Scientology*. On graduating the associate airmails his name to the London HAS and a letter of award of HCA is immediately sent to the student direct or via the associate as indicated and is followed by the regular certificate (since the latter takes a little time to prepare and sign). When the letter of award is issued, a card as professional member of the HAS is also issued.

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The associate sends 15% of the enrollment fee of the student to the HAS in London and remits on the first of each month. This fee is divided between the HAS for books and materials and membership and myself for the purpose of PABs and maintenance. The 15% fee includes all books and materials as above, professional membership for the student, the *Journal* et al and should, by reason of materiel, make the course more saleable by the associate.

The associate could have on hand a few sets in a neat package for his prospective students and could order replacement sets rather than direct sets for the student in the interest of cutting down the time it would take for the student to receive the course booklets which, presumably, would be immediately necessary for the student's training.

The HAS would, in view of this support, cease to try to make money or exploit Scientology for its own maintenance and would exist as a general promotional organization for the various associates, publishing the *Journal* and books in order to net a wide interest level from which the associate could profit. The *Journal* would carry associate ads without charge, would keep auditors interested via the PAB, would place book and subject ads in various national publications on a very professionally high level and would, in short, keep its nose clean.

The mailing lists of the HAS would be available to associates by area or in general, at postage and handling costs. The London HAS has automatic addressing and addresses on tapes. The HAS would then be a mail address center.

Aside from general book circulars and special issues (for promotion) of the *Journal*, nothing else would go out to the HAS mailing list. The member and subscription lists would, of course, get their publications.

Now it happens I know this will work because it is more or less working right now. All the pieces are in place on the board for things to go this way and nothing new is needed to make this work, for it is already working without much confusion. Things sort of drifted in this direction.

You have now in existence three possible methods of handling associate fees. The first is ten percent straight on all fees; the second is \$55 per certification; the third is 15% of training gross and all books furnished the student. These systems have been worked out from various suggestions by associates. I advocate the 15% of gross for all associates and doctorate schools because it means a large saving to the associate in terms of books and means more books in student hands, for I don't say there that the associate cannot charge a little more for including the books. You can choose any one of the three but it is my hope that we can standardize on the 15% and stop changing it around to agree with this associate or that one and so that my office can get back its sanity in bookkeeping.

The associate, by this system, obtains a much more saleable course and takes out of existence HAS competition which comes about when the HAS exchequer drifts too dangerously low. The HAS can exist then to interest the public for the associate and to keep the HCA happy, for an unhappy HCA can really hurt one's activities.

This would permit us to continue calmly on without much mad scramble to a point where we are the training and guiding units of psychotherapy in general for the U.S. We are trending that way with no strain. All we've got to do now is keep turning out good auditors and getting results and in two to five years, we'll be the say-so, each in his own area, of who mans the sanitariums and who runs child guidance in the schools. Medicine and psychiatry started much too late to do something about it.

Now here and there you see Mongrelology, an original duplicate of what we're doing, start up and attract a lot of people. One, Conceptology in San Antonio, is the latest flash in the pan. Don't worry about these. They help us real fine. The people they attract get educated enough, eventually, to wonder what the basic science is and because, whatever you may think, I get lots of real good notices and publicity, they'll come right over to get the whole story from us for, believe me, we've got a three-year lead on any upstart and we're publicly miles above any hangdog "Dianetics is all right but Hubbard is no good" outfit. The latter attitude almost always brings me an eventual letter which says, "They kept telling me you had something awful wrong with you and they kept saying it so hard I finally decided you must be okay . . ." etc. etc. etc.

These beavers all chew and chew and chew and when they drop the tree, there it is in our pond. Been doing that now for three years. The bad press I've had is getting older and older. It takes two to three years for a repete to alter or blow over and our various opponents shot their bolt. They shot it so hard that now very few believe them about anything. It's like the kid that cried wolf. Well, however fatuous this may sound to you, however impatient you may be about a lot of things, how do we really profit by our past? We simply saw wood. Now is the time to get calm and conservative, to be vested interest. We aren't the wild-eyed revolutionary any more because we've been around too long. We're on the verge of being the marble-fronted, soft-spoken voice of calm authority on the subject of psychotherapy. We better be what we are. All we've got to do is be what we are—an organization which has really taken a beating but which learned how in the meanwhile. And we'd better realize that our strength lies in a good friendship one for another, unit to unit, and a realization that while we'll never have the glory of hanging desperately for our Cause, we'll have the satisfaction of occupying the fort for an awful long time to come.

Do you know that your total enrollment as of now is almost five times the student enrollment at the peak of the "boom"? As an organization we have three times the membership of the foundations at their height? Do you know you are partners with schools in every quarter of the globe? That the course you are teaching is also being started so close to the Russian border that the Russ guards are visible from the window? That the pcs we used to sweat hard over are easy today? That the most ancient things we know are becoming big news to the professional world? You might be a little stuck on the time track and if so, think about these things for a minute. And think about this- they've been howling about my "repute" for three years and for three years I've kept on working and producing toward the same goal, and year by year, in terms of processing, your reality has come closer to my cursed optimism.

Well, I ought to be optimistic. I've never known otherwise than (1) that this was a tough fight and (2) that it was going to be won.

The biggest part of the winning of this fight has to do with you. The continuous support and loyalty and hard work of most of you has more than offset the attacks upon. You've been mauled around and doubted and you've stuck your necks out and you've stayed in there with preclears and fought the same economic fight I have. I don't forget things like that and I appreciate them.

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On the matter of techniques, SHORT 8A has been breaking up occluded cases rather easily even if the auditing is not very brief. I know actually and truthfully of only two processes now which break up easily the second type of occluded case. Occluded cases can be broken into two types—one type which is black and on almost any process well applied comes out of it, the incident being simply an incident in which the pc is stuck. The other type of occluded case is that one which is not only occluded, it will not let anything happen; the first method of solution I used was a sort of auditor personality approach in which I gently led the attention of the pc into a security and confidence of being able to see his facsimiles by coaxing him patiently through light locks. The other technique is recent. Results with all our techniques have been, in the hands of auditors, very spotty on the second type of occluded case. Call this second type not just a V; call it a RESISTIVE V. This case, as I knew when I released SOP-8, is not solved by SOP-8 unless one puts in many-many-many hours on alternating V and VI. That is a very tough sled to pull. Hence there is SHORT 8A, and SHORT 8A is a rote process for the resolution of the RESISTIVE V.

Thus if you have a few RESISTIVE Vs around, wait until I get SHORT 8A into your hands rather than waste much time with them, for they break an auditor's heart with their "Nothing Must Happen Or Change." This is a mechanical condition and doesn't yield to pulling postulates. The pc can't help it. I am writing up the notes on SHORT 8A for there's a lot of technology behind it even if it could be done without much training. So it will be with you soon.

Ron



**P.A.B. No. 5**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via The Office of L. Ron Hubbard  
30 Marlborough Place, London N.W.8

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[1953, ca. mid-July]

**ABOUT PABs**

The response in terms of letters to the *Professional Auditor's Bulletin* is very heartening. Some have called it "the first auditor's newscast since Book I." Reports of cases which had long "hung fire" breaking under the onslaught of the data in the PABs puts a "long continuation" on the service.

The *Professional Auditor's Bulletin* was inaugurated to be timed with the simplicity of data as contained in the *Journal of Scientology* Issue "THIS IS SCIENTOLOGY, Science of Certainty." Here begins an era lacking in doubt and complexities for we gaze now at a solved problem, the human mind and human behavior. Many other problems may be solved as well but we KNOW and we are CERTAIN that change can be effected in any preclear in a reasonable length of time. And we have as well, various group techniques which are many times as effective as the individual techniques of '50-'52.

It was entirely necessary to pass through and to release data about many things which can be found in people and we are fortunate in having this data. But it is no longer necessary to answer challenges about the "authenticity" of things which have been mysterious these thousands of years. Like recent medical society releases (*Time Magazine*, June 8, 1953) demonstrate a growing alertness as to the actuality of "birth" and "prenatals" as described in Book One, someday perhaps all these other matters such as "whole track" will likewise receive widespread agreement.

This is beside the point. The point is that the engram can be solved in quantity lots irrespective of content and a man can be made free to his desired limits of freedom. This is all we have tried to do, make Man happier and better in a sometimes unkind universe. Perhaps the basic difference between "investigation" and "research" is that the investigator should seek truth, and "research" all too often seeks only agreement from the crowd. I find what I do and do what I do either because it is, to my way of thinking, the best thing to do or is the only thing I can do at the moment when confronted by many difficult obstacles; I have been too long in the "professions of applause" to care much for applause; my goal is the simplicity of getting a job done. And the job of making Man well is the job I have had the temerity to assume, not because I thought it would enrich anyone and certainly not for that odious thing called fame—for it is rather amusing that my name is not Hubbard and the fame, if it ever came, would go only to a legal trademark, a thing without body or spirit. Little men with great fears have often made the task hard; but it is being done and its results are being reported in the *Professional Auditor's Bulletin*.

L. RON HUBBARD

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ASSOCIATE NEWSLETTER NO. 7

[1953, ca. late July]

*Strategy and Tactics:*

Just as a preclear sometimes must be approached with a very quietly deft campaign, so the U.S. has had to be approached organizationally with Scientology. It may seem to you sometimes that there is confoundedly little reason behind all this organizational set-up but the truth of the matter is, organizational patterns for what we are doing did not exist in 1950. The campaign had to be cut from whole cloth. The original planning was completely overridden by one fact—an instant popularity; the staggering effect of this upon the first Foundation was enough to wreck it and wreck as well, in the reaction, the second Foundation. There was a very basic flaw in the entire Foundation type operation: It did not permit individuals to act on their own initiative and it robbed the science of that skill which should evolve in the field of management and it hung the science with poor managers selected politically, one might say; these managers uniformly had the drawback of knowing business but not Scientology; the two don't mix well. By the way, I got to a point finally where I would almost scream when somebody suggested that what we needed was a "good business man": these were death and ruin to us primarily because what we do requires a good heart and a desire to help, things remarkably absent in the buffoonery of modern business. There was another flaw in Foundations: they set up a single target of attack. Any time one sets up a single target for the enemy to fire at, trouble will happen and it did happen. The shafts and arrows that come my way are an almost inevitable result of being a single target: Chaucer's "Ballade of Ye Goode Counsel" was never so true, never so true. Well, what do we have today and why?

We have an organization of sufficient plasticity that it does not require extraordinary methods of financing and which is sufficiently dispersed to immunize it against attacks; its lack of need for finance before it can function makes a future "angel" unnecessary; its lack of corporate interconnection makes a would-be attacker such as the AMA stay its hand in the face of an impossible task, for in order to "stop" Scientology such an attacker would have to sue at least twenty different places and companies in that many different locations and that would cost in legal fees alone a fortune. So the attack never develops and if it starts it vanishes before anything very wide happens, as in Detroit where all is getting quieter and quieter and the interest in Scientology higher and higher. By remaining interconnected in name and purpose and style of training and level of result, our many-faced organization yet presents to some upstart a vested interest of considerable power and our vested interest grows and grows strongly for a change. It is difficult to educate an entire public, for it is actually pretty crazy but, by keeping our general name and style and by staying connected under a goal as well agreed upon as ours, we can and only then can educate the public. We have the benefit now of many skilled managers whose skill would have been and indeed was lost under the Foundation system. We have defense in depth, a broad reach and a future which, by these things, grows stronger and stronger.

We are, in truth, as individuals, getting on our feet, as individual companies and clinics and schools just now getting into the swing of things. Mail by mail one, then another, shows more strongly across the world. Here a new building has just been bought, there an instructor has just decided to retrain a whole class as "unfit by

current standards”, another is well advanced into a campaign to reach industries, and so it goes. I would that you could see yourselves as an entire picture as I see it through these many communication lines. It is getting to be a very, very good view indeed.

Some day those amongst us who worry will see in a very successful fellow associate a distinct asset, not a rival. A good show in Phoenix is worth much to San Francisco. A good clinic in the Middle East will help bring prosperity to one in New Zealand.

We have the cream amongst us of all the auditors trained to date. Those who aren't “with us” were never with their preclears or their own cases either, so no loss. The best have survived what has been in truth a very bad battle and the best are numbered, every one, amongst our associates and loyal supporters. They are not the best because they are with us, they are the best because they know their Dianetics and Scientology and can solve cases. Bluntly, the “auditors” who aren't with us can't solve cases and they can't because they don't know their business—I know because I get the kicks from the preclears processed by auditors who also are intensely critical of us and of me.

We have several very strong organizations and they daily grow stronger. Amongst these are the Hubbard Foundation in Camden, Lamoreaux's in Phoenix, and London and Los Angeles. Any one of these is strong enough in itself to carry the whole burden but, in the absence of help, would be enturbulated on the single-target basis. And naming just these does not mean that there are no others as strong.

Organizationally speaking we have first the HAS itself. What is it actually? It is several companies in different places, each one autonomous. It would be almost impossible legally to penetrate these concerns by suing one to obtain the rights of others. Each one of these companies has in itself certain rights and copyrights. One and another have different membership responsibilities. The function of the HAS is very simple: it is—they are—publishing and dissemination firms for data for one thing. The Pennsylvania HAS is solely a publishing company. It publishes the *Journal of Scientology* and several other books. The Arizona HAS has certain rights. It has as well in itself the founding members. The British HAS has its own charter, professional and founding members and again, does publishing on its own.

Each associate has a contract with me personally which calls for a percentage of the gross training income of that associate in return for service, good will, support and advertising. These contracts are assigned to one or another of the various HAS companies. They are, however, not cancelable by anyone but myself for I have contracts with the HAS to that effect. The income sent to me is devoted to the various functions in Scientology. The associate sees that income again in terms of books in people's hands, disseminates material and solved cases.

Each and every part of each HAS company is solvent and, in view of the small overheads and apportionment of work, is not likely to be otherwise from here on out. They have small staffs, small overheads and a good financial history. Every HAS company pays its bills.

Amongst the various operations the one I have just been in most continuous contact with, London, is one of the finest we have. It is managed by Reg Gould. Its chief instructor is one of the best in Scientology—Denis O'Connell. This organization has increased its number of groups from seven to forty-two in about three months. George Wichelow, an outstanding auditor and public performer, is now going about the country pulling in people by their ears with extremely well-organized enterprise.

Another major operation is the HUBBARD FOUNDATION in Camden where Helen O'Brien keeps the lions very precisely lined up, if sometimes snarling, and where Dr. John Noyga, with a deftly convincing but offhand way is getting upper level Scientology across. Helen is also the “big wheel” in the Philadelphia HAS, although the Hubbard Foundation and the Philly HAS are not in any way connected.

Probably the most succumb-proof personality we have, Dr. Ross Lamoreaux, who is also one of Scientology's most skilled auditors and instructors is bringing the Phoenix Scientology Institute into higher and higher levels of beingness. This organization, under Ross, has the skill of making itself heard in very far places and, lately in

particular, has been taking scalps from the HAS-nots, as one might call those who oppose the HAS.

In Los Angeles Hardin and Joanna Walsh do a very excellent job of matching the area with the argument. You might not suspect it, but it takes REAL genius to do anything at all in Los Angeles—imagine every student you get being an ex-authority on Slinkism, imagine every technique of Scientology you release tonight turning up tomorrow in the hands of some crackpot as Scoism. To have a good operation in Los Angeles is incredible and yet the Walshes have achieved it. They have with them my good friend Richard de Mille, the world's greatest 1.5 in addition to his abilities in Scientology. As Los Angeles has always more or less handled groups since Remi Stone's time, Joanna of course handles groups for the U.S. They also dabble a bit into Latin America.

In Detroit the Catastrophe is getting to be history as I suspected it would when the cops got next to what they really had by the tail. The cops got bit in the form of an increased interest in Michigan like you never saw before. So Refa Postel and Earl Cunard are surviving and doing well again and will soon do better. It ought to be a moral to us all that all a court can do is wave sheets of paper around and deprive a body of locomotion for a while.

In San Francisco, George Seidler, assisted by my friend John Farrell, has been running a very good organization. It's getting sounder and sounder. George got a note the other day "cancelling his associateship" which gave him a bad shock as it should have since he's doing fine. I don't know who sent it to him but I didn't. I haven't cancelled any associateships and don't intend to. If you want to know how well George is doing you need only know how bad that area was before he put his lariat on it: it even had a company in it called, I think, Sickness and Sadness and the streets were thick all over with stuff from Cherry Papdelaine. A sad bunch of auditors, trained (God help them) in the first days of L.A., were trying to act in some direction or other. So George has done quite a job.

Doris Colbury Graffam in Houston, Texas, is doing a good job on Texas. She keeps right on coming along and I'm real proud of her.

Chicago is held down by the Mazureks and I hear quite a bit from their clientele. Spokane and a lot of country around there is in the hands of Walter Hanan. Ray van Wyck up across the border has just completed an entire year of training on one group of students and infers that their quality is pretty high above the standard trainee as of course it should be—if these people know they know. Hubbard Associates of Puget Sound are settling down after the usual shifts and tumults.

Ernest (Jester) Kish has just taken on, for a fight to the finish, the State of Ohio. I am expecting Washington, D.C., to be taken over one of these days—it's always been a rough spot.

And all the others are doing well.

There is some interesting data about the above organizations which I give you on a sort of I-told-you-so basis. The most stable and prosperous of them haven't deviated from techniques as handed out one milli-inch. The least stable get snarled up on technique maybes and perhaps this has something to do with their financial upsets. The public is buying increasingly and ever increasingly exactly what the HAS is selling and isn't buying dilutions. I have some almost frantic appeals for help here from nonauthorized "foundations" who started for glory on "converted procedure" and wound up in the strange state of mind that I should now bail them out.

As for publications, the fifty Course Books remain standard. The axioms haven't changed and won't—but will be added to with several pre-logics and axioms which simplify the rest but don't change them. And with "THIS IS SCIENTOLOGY" you are into a stretch of simplicity we can all use. What a heck of a time we had with data—but how much richer we are that that data isn't a Big Mystery when we encounter it now.

The *Journal* is getting an increasing number of subscribers every week, is getting out wider and wider.

And what of the “opposition”? I guess under that heading you could group the whole of prior vested interest in keeping things scarce. But there is no real opposition. It’s dwindled down to a pathetic campaign over “communication networks.” I’ve tapped several and honest, they must make friends for us like mad. “They” have gone down so low now that they condemn us for being “only data sources.” That’s like saying the sun’s no good because it gives light. A fellow from Los Angeles wrote the other day that what I take to mean the usual source of entheta was about to invest “over a quarter of a million dollars in litigation in the next few years” and that I ought to make some kind of offer. He doesn’t know that I have made, to date, about a dozen offers, all very reasonable and that every one has been turned down without an invitation to any discussion; a few people still think that certain people really want to get Dianetics going even though those same people have yet to do anything, so far as I can see, but harm it and make things tough for me. The fact that a suit was served on me EVERY time I gave a lecture series finally convinced a lot of people that the entire effort there was to stop me from teaching people Dianetics. For the suits came to nothing and coincided every time with a lecture series and so did not seem very coincidental. So by August first, so far as I can predict, there won’t be any real opposition within the science that I can place.

And what of techniques? Well, I up and solved it as I told you a little while back. I’ve been rationing it now against digestion. Don’t want to shock people too hard. You see, what I solved was exactly how pictures are made, by what and why. So the rest was simplicity itself. A person starts resisting the MEST Universe with “flutter” and, of course, starts taking pictures by sheer mechanical fact of wave vs. wave. His resistance distance is the distance away from him that he is taking the picture. When that is close, you get the “wide-open” case. When he won’t take pictures, you get the occluded case. It’s totally a problem in flutter (that gold stuff the thetan puts out) and a conflict between the body taking pictures and the thetan taking pictures and the amount of MEST Universe action present which causes one to resist (and so take pictures). The basic circuit for the GE is “There is (is not) something behind it, under the surface, below it, above it” for the picture is of the surface only but gravity demonstrates an unseen but felt greater mass. For the thetan the basic circuit is “There must be something to start it” when, of course, there is NOTHING at the start, the start being boundaries for nothingness. So circuits, so pictures.

Old Survive comes in strong again with “Life cannot (can) persist,” “Life is important (not important),” “Life is scarce (abundant),” “Life is worth (not worth) living,” etc. etc. This is run very workably with an incredibly summated summarized process: White terminals of people, matched, in brackets, with the effort to reach, not reach, withdraw, not withdraw, with hordes of people below admiring all this. In other words, if you can do it, you can shoot the works with everything from effort processing forwarded all in one chunk. This is done on MEST objects, not people. When one fails, he gets the ambition to be the valence that won, whether it is a tooth, a fist, a piece of paper. Ambition is trying to become what has whipped one. And that’s evolution. One runs a process like this on the lines of Short 8 and we get Short 8A wherein we use the above and steps like it in between each of the unlimited steps of Short 8.

I’m just giving you advance notice of this. You can play the organ with all the stops open if you want. Effort to reach, not reach, withdraw, not withdraw, in matched terminals, in brackets, admired by mobs from below. Wow! It isn’t the easiest technique to work.

Another technique is “transferring.” One swaps matched terminal people into himself, himself into them, back and forth, back and forth, and then a matched terminal self (in brackets) into objects and objects into self (particularly working tools). And we get the mechanisms of sympathy. Giving sympathy is turning one’s self into others (letting them eat one) and obtaining sympathy is turning others into self (eating them). This runs out the mechanism of the winning valence. And then we change matched nothingness into matched somethingness and vice versa.

Beingness processing is a process, like the last paragraph, but done straight wire. One discovers what the pc is trying to be in terms of names, MEST objects. The goal of the pc will be to become a person or a MEST object. As the thetan can only approximate conditions of beingness and cannot himself be, the pc is, of course, pretty well shifted out of himself. Find the first time he failed in this life and “transfer” him into what made him fail and back again if you like. Or by straight wire. And there you have it. Of course, by the brackets you get as well all the overt acts.

If you don’t catch all the above rapidly, it’s because so much of it is old stuff packaged up to work like fury.

Wasting things, by the way, is a very superior technique but on a lot of cases you have to run admiration or they just don’t move.

The whole cycle of wasting is as follows: Get the pc to waste, get him to get others to waste, get him to keep others from having the item, get him to get others to keep him from having the item, get him enforcing the item on others, others enforcing the item on him, get him desiring, others desiring, being curious about, others being curious about the item, get it in GITA in abundance and it is really RUN. BUT it is not necessary to do all this or work any one item long. I give it about ten minutes or less per item and simply get the pc to skim along, thus getting him to some hot buttons faster and not getting him bogged. Run expanded GITA like a swallow flies and you’ve got it. Labor it too hard and it tends to get the pc.

The button “You are self-determined” “not self-determined” is fascinating when run in matched terminal brackets.

You see, all this sort of thing boils down to MECHANICAL interchange between “flutter” and the actions of the MEST Universe which include gravity, vacuums, and various kinds of energy. Theta “flutter” can react against MEST. The first fatal step of the thetan is to RESIST. The moment he uses “flutter” to resist incoming MEST waves, he first gets pictures of the SURFACE of the MEST, then (because these pictures contain all aspects of MEST) all the energy actions of MEST such as gravity. He is “pulled down” and “condensed” by MEST. Gravity will not let him withdraw. And so he is in a terrible state at last. The contest is between FORCE and ADMIRATION (sensation). Admiration dissolves force, force cancels admiration. Forbid the use of force, restrict the use of admiration and a thetan becomes powerless. A collapsed track is gravity working on masses of theta energy which has actual mass. The remedy is either breaking the mass up with admiration (a long but effective process) or restraining the thetan to use his force not to resist MEST waves but to make new objects of his own design (STEP VI, SOP-8). Agreeing with MEST, using flows, lots of other things simply pin him deeper into this problem. Automaticity is this fact of taking pictures automatically simply by putting out “flutter.” A confusion about time is this condensation of old energy by gravity. Time is also the basic on LOSS. Every moment is LOST. A major loss then keys in this continuous loss, energy condenses, gravity acts on the thetan’s facsimiles and the thetan refuses to take any more pictures (mechanically, he can’t) and so finds himself in the “past” and entirely lost.

The above with rapidity, but there so you won’t be caught off guard when it appears much later in PABs. It actually needs a lot of explanation.

THE FACSIMILE, ITS ORIGIN, BEHAVIOR AND SOLUTION will be the next big *Journal* Book Issue.

THE LOGS AND AXIOMS will be the next big issue after that.

In between there will be a lot of filler issues, good dope, comments, etc.

SOP-8A I am going to release slightly differently than forecast, as already mentioned above. It uses every trick I know about to get a low-step case and includes much of the above, interlarding the process with material which rebalances the case.

I am also writing up a book on the subject of Freudian Self-analysis. It will be published in the *Journal*. The reason for this is very plain. The Freudians and psychoanalysts all agree more or less on a lot of hogwash about the second dynamic (utterly missing the brutal sixth). Sure enough, solving the second dynamic is fairly important in a case. This lean towards Freud is to show that those things on which people in

psychiatry etc. have agreed are solved with sudden finality by Scientology. That makes up the agreement continuation of all psychotherapy and gives us legal standing. It also gives us the impact of all Freudian lay following which isn't slight. So bear with me on this Freud excursion. We're not okaying Freud and saying Sex is all. We simply say we solve Freud too.

ITEM: At the Hubbard Foundation we are issuing a small gold key to the ace graduates with the word "SCIO" on it.

BECAUSE IT IS GOING TO TAKE TWO YEARS AND MORE to make competent doctors under the present planning, we are bridging the gap as we can in order to designate our very best auditors. At the doctorate schools a very few of these gold keys will suffice. In the field in general we are going to issue, on recommendation, the certificate of H.G.A. which says, "HUBBARD GRADUATE AUDITOR—we know this auditor is honest and trustworthy and can solve your case." Only a few will be issued. WOULD YOU PLEASE SEND ME THE NAMES AND ADDRESSES OF AUDITORS YOU FEEL REALLY DESERVE THIS. We are not now going to charge for it (changing the last bulletin) in any way except, of course, if the auditor doesn't happen to be a member of the HAS and decides to become one, a thing which is incidental. Some auditors are astonishingly better than others and we ought to recognize the fact.

My wider reaction to the 15% is very good. I think it is a good idea as it gives the associate all the books for the student, gets material around better and makes bookkeeping much simpler in my office. It does not change any contract I have with you. It simply permits, by the payment of an extra 5% when the 10% is paid to secure the books the student should have. I hope all associates decide to standardize on this at this time. It is 155'o of all training fees, the HAS then providing the associate with a prepackaged set of books for each student enrolled in an HCA Course.

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Went to a bullfight yesterday. It's all stacked against the poor bull. He comes snorting and pawing into the arena, looks around for something to take revenge upon for all his indignity. He never gets a chance to see the fences. People start waving capes and off goes this mountain of strength to get his man. But he doesn't see the man, he is distracted by the cape and charges it. Of course, there's nothing behind the cape so he keeps charging into nothingness. Every time he gets himself all set to ruin a toreador, the cape is there to distract. After running himself weary after capes, he is suddenly encouraged to find a picador confronting him. The picador is mounted on a horse and the bull for once can get his strength and horns into this horse and he proceeds to do so, BUT, the picador leans in with a long pike and every time the bull gets a good thrust at the horse, spikes go into his back inches deep with plenty of force behind them. This cures the bull of butting very hard—a nice, big engram. Then men start sailing at him at fast speed on foot to plant bandilleros (spiked sticks!) in his back. He's got the engram now so he doesn't try hard to get them even though they are right in front of him.

The bull now knows. He knows he is going to die. That is the first time this has occurred to him and the shock is severe. He stands there sick at his stomach, guts heaving, covered with his own blood, getting weaker and weaker. And then comes the matador and makes him dip and lunge a few more times at a red cape. It's all over. The bull knows it. But he still reacts enough to make his lunges. And the matador, with a pretty dance, slides a long rapier from in front and into the hump and down into the heart. The bull still tries to make it but there are the capes again to make him turn around and around and so make him pump enough blood to kill himself. And down he goes and they sink an axe in his skull and he's dead. And the pretty little horses come out and hook to his horns and sail away dragging him to the tune of jingling bells. And they sweep it all up and sprinkle new sand and let in another bull.

MEST Universe, what would happen if the bull ever charged the fence?

Best regards,

Ron

# THE JOURNAL OF SCIENTOLOGY

Issue 18-G [1953, ca. late July]

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## Off the Time Track:

**L. RON HUBBARD lecturing, June 1952**

“Free theta is attention units free enough to be directed of your own volition .... An unreduced facsimile is one that still has the capability of absorbing your attention unit output .... At 1.8 you will find real pain .... A human being behaves like an attention unit. This is factual .... The concept of aloneness was installed as a control mechanism .... The aesthetic band is practically a disintegrating band. For instance, you can generate music and practically own people .... You become to some extent that with which you agree.... Somebody thought this universe up—literally—that’s why you can disintegrate engrams .... You can place on your future track facsimiles of future high level beingness.... Unawareness of your present time body is good health.... The more heavy facsimiles you pick up, the less active you are—for example, an athlete.... Bring two free energies together and you get matter.... Invalidation occurs at cancellation of any thought, emotion or effort by any thought, emotion or effort .... Regret is trying to make time run backwards .... The only way you can control people is to lie to them.... Decision is sanity. The degree he’s capable of decision determines his sanity.... Sex is a harmonic of aesthetics and pain.... Theoretically, if you were high enough on the tone scale, you could run matter as an engram and disintegrate it .... MEST is motion in super apathy .... Give a psychotic time and space .... Care of the body is the worst obsession we have. It’s like taking care of a baby by painting his toys .... Only the very aberrated love their eccentricities .... The preclear will tell you everything wrong with his case in the first session, but he’ll usually give you the wrong side of it .... Moses was so good he could probably enter into a cave and cause it to bite people .... The degradation of Man is primarily on the fourth dynamic. Every time a man does something dishonorable or unethical he has the feeling that the whole race is degraded.... On the seventh dynamic, look for overt acts against aesthetics.... If you could look at a man’s facsimiles, it would look like an alarm clock some kid had taken apart.... This business of requiring photons for sight is a major aberration .... Run all the times a preclear tried to keep someone from knowing.... The mind is very good at approximating, at setting up symbols.... Data which is socially unacceptable is almost always aberrative.... You can probably process the main body of theta with technique 80 .... You don’t need a MEST body to run engrams .... You identify people as their MEST body and they identify you as your MEST body. Straight wire back to the first time you identified somebody by their MEST body .... As you go up tone scale, you reach new levels of ARC with your own kind .... At the level where you don’t feel the need to arm-yourself-against, where you trust, that is the level of true brotherhood....”

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**P.A.B. No. 6**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Only Unbiased and Accurate Professional  
Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
4 Marylebone High Street, London W.1

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[1953, ca. end July]

**CASE OPENING**

Here begins the first of the series of *Professional Auditor's Bulletins* which deal with the auditor's own case and which can be "self-audited." Later the auditor may care to use the steps of this series on difficult preclears.

I am assuming throughout this series that the auditor is a difficult case *but* to get to the top and *stay* at the top the auditor, whatever he believes his case to be, should follow through on these steps.

We are going to pursue the following course here: the body, the analytical mind, the reactive mind, the rehabilitation of force and perception. We are going to take, at one session every two weeks, quite a little time at this. You've been ruining yourself for a score or two of years so you can expect a score or two of weeks to get unruined.

Now, to begin, I have often offered a point to you which is nearly always missed—the mind and the body are part of a gradient scale of creation. The mind is at a high point on this scale, the body at a low point. The mind has all the capabilities of the body, but the body has lost many of the capabilities of the mind. Thus the mind can function independently of the body *so long as it does not have its attention continually on the body.*

When the mind fixates *wholly* upon the body we have that extreme degree of introversion visible in psychotics or neurotics. No exterior world remains—there is only the body. The dwindling spiral toward oblivion is this road of greater and greater fixation upon the body.

You can observe that the child is *very* exteriorized in interest, sympathy, projects and you can trace the curve of his growing unhappiness through a life which at last is most concerned with eating or the inability to eat.

The downward curve of any case is this curve.

How does the mind become fixated upon the body? If you know your engrams you can see the sudden introversion caused by a blow. Kick somebody and observe his attention turn to the point of contact and only then turn out again to resent the kick. If you keep on kicking him and if he cannot use the motion to kick you he will turn all the way inwards about kicks and be in apathy. He is now a body willing to accept the exterior directions of your mind.

The compounded poundings of a lifetime bring about, in the natural course of events, this fixation upon the body. To get well, you must reverse this course, not by

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going into the past where there were no kicks (the effort of the neurotic) but by reducing or erasing the impacts (as per Dianetics) or by extroverting the attention (as in Scientology). These two methodologies have been developed by myself in order to make people well. There are many ways in Dianetics and Scientology to achieve this. None of these ways include shocks and impacts upon the body, as these, of course, reverse the process and parallel the dwindling spiral of the MEST Universe.

If you have studied Issue 1 6-G of the *Journal of Scientology*, you will understand the simplicities with which we are dealing. While there is much more to Scientology than will be found in 1 6-G, none of it exceeds these basics.

Some are so extremely dense or so spun in that such simplicity of background is subject to grave suspicion and some are so far gone on voodoo that this separation of high level mental awareness (the analytical mind) and low level awareness (the reactive mind) must, of course, be witchcraft or charlatanism. When we separate the analytical mind from the body we discover most often that it very unclearly perceives this universe. It knows it is *not* in the body but it can't see walls. It can't even move mountains. The *body is* convinced about walls; the analytical mind, more highly aware, *isn't* convinced about walls for it hasn't been hit by that many walls. Very much more aware of truth, the analytical mind, wonderfully serene, sees or doesn't see walls at choice. The point is, the conviction of the existence of a universe depends upon the chronic restimulation of impacts. A fabulously interesting, utterly unbelievable communication system, complete with its own time, comes about through these impacts. The reactive mind (the body) believes it utterly. It isn't sane to be MEST or to be a body. Watch the skidding psychotic and observe his greater and greater conviction that thought *is* MEST, that words *are* objects, and watch first his growing anxiety about the body and then his frantic efforts to retain sensation and then his loss of all. This cure is worth studying, for it is the cure of illness, aberration and difficulty on any dynamic.

The primary difference between the analytical mind and the body is the ability of the analytical mind to have nothing and the inability of the reactive mind, the body, to have nothing. The body *knows* things exist and *knows* there are things it must have and things it must not have. By *things* we mean things with molecules in them.

Thus in this first session, we are going to ask the preclear, namely you, to put some attention on your body—medically and dietetically.

You won't find in any of my lectures or writings any discounting of the physical ills of the body. They comprise 30% of the 100% of Man's ills. On the contrary, you will find me asking time after time to be aware of, to observe, that your preclear may be physically sick. Physical illness is predisposed by, precipitated by and prolonged by mental aspects and difficulties. But you don't run engrams on a preclear with a curable physical ailment. Cure the ailment or alleviate it and *then* run engrams.

All right. Now observe the mental curve of a physically ill person. It approximates, in the various stages of the sickness, the various depths of the tone scale. A physically ill person is a mentally ill person. In the sanitariums *if* they had anybody there to observe it, some percentage of their "insane" are only ill physically, but this chronic physical illness is bad enough to make them act insane. One notable case comes to mind of a psychiatrist electrically shocking an inmate many times to discover finally (without any embarrassment, being professionally beyond shame) that the patient was in continual agony from cancer. An operation arrested the cancer. The electric shock was not so easily repaired.

Very well, not to infer anybody is insane, be aware that a chronic low tone, anxiety and insecurity *can* stem from a prolonged but not entirely suspected physical illness which in this day of Aureomycin may be cured.

Being particular about my practice, unlike some people I won't name, I always send a preclear to a medico before I audit whenever I suspect some chronic illness for maybe the medico can cure it quickly. If he can, then I can audit with speed. Auditing a physically sick preclear is *slow* work. In many instances where Dianetics failed in auditors' hands, the auditor didn't look at his preclear. He audited a preclear who secretly took drugs, who was ridden by some disease, who didn't eat properly—in other words the failure was a failure to observe the simple rule that when a man is thirsty, while auditing might help a bit, it's easier to give him a drink of water.

All right. In this session, I am going to ask you to see if you aren't thirsty or hungry or sick before we go into your engrams.

How about dropping in on the local insurance examiner for a fast three-dollar checkover, asking him in particular to look for any possible chronic illness.

Now, it is 70% possible that whatever worries you or (if it is) makes your case hard to run, is psychosomatic. Let's wipe out the 30% chance that any trouble you're having is a physical stick on the tone scale, not a mental one.

Of course, you may be having no trouble with your own case. Fine. But if you are holding on to your bank and your body like mad, remember that it may be because your body is holding on to you.

In those around you and in preclears, you will find it very sound advice to observe for physical ills as well as mental. It may be true that *all* ills are mental BUT it may be possible to cure something fast with a simple diet change.

As for food—I can tell you at once, without even looking you over that you are deficient across the boards. I'm no food faddist and I would use Gaylord Hauser for you know what, but I've fed men on three expeditions and during an entire war and modern rations are so deficient in vitamins and minerals that it's a wonder you stagger around at all. Get this—the B1 normal of the average being comes about only through administering in tablet form about 250 mg. per day. By knocking B1 out of the body I can reproduce any and every kind of restimulation. It is a bumper between the restimulable engram and the preclear.

As for the body itself, it was made to be used—worked. Not used, it goes to the devil quickly. The favorite whine of America is “I don't want to work.” You might as well say “I want to be sick.” The American Banker has sold America and a lot of Great Britain on the glories of getting enough saved so one can retire. Death and retirement, if you care to look at the statistics, are damned close together. Retiring or “going away for a rest” are usually followed by illness. The only ambition of a sane body is to be permitted to work in harness until it drops dead in harness.

Now you happen to be using a body. Before we worry about your mind let's clean up the primary communication relay point, the body. And for two weeks, let's do these things:

1. Clean up your MEST, get done the various odd jobs you've “been meaning to do.”
2. Bring yourself up to date socially and give a letter or a ring or a personal call on people you've neglected.
3. Take a one-hour walk *every* day, simply starting away from home *very early* (dawn is best) for half an hour and then walk back, a different direction every day. (If you can't walk, get out in the yard and throw things for half an hour. If you can't throw, spit at something for half an hour—and I mean throw and spit literally.)

4. Get a physical examination and if anything is chronic get it cured.
5. Take twice a day 100 mg. of B1 (200 mg. total) and supplement it with 250 mg. of vitamin C.

If you will do these things, you will be ready in a couple of weeks for some auditing. And if you feel you're in such top condition you need no auditing, I dare you to do the above and feel the change.

This is good advice. But it is better than advice. It's an invitation to start living.

If you won't take it, then you want auditing to supplant living and you think processing will furnish you with an easy regimen or a painless suicide.

How about it?

L. RON HUBBARD

**P.A.B. No. 7**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
4 Marylebone High Street, London W.1

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[1953, ca. mid-August]

Come on and bear a hand with your professional or special membership. Send your \$28 or £10, if you haven't already sent it, to London—4 Marylebone High Street, London W.1, or to the HAS in Philadelphia—237 North 16th Street. I need your fee to help bear the freight on investigation, PABs and the *Journal*. You need this data, this service.

Occasionally you may not like what I say but remember that small fault can be found with silence. You may not like what people say I do—remember that *all you* know for *sure* about what I do is that I do my job—it being my simple-minded belief that that is the only way for anybody to get anywhere. I want you as a member. There are darned few of us to get this show on the road as it is. So send in your membership fee if you haven't already. I need it. If you have a better "reason," charge it up to \$28 worth of auditing from Hubbard.

The International Congress of Dianeticists and Scientologists is scheduled September 30, 1953 (Tuesday to Saturday inclusive) in Philadelphia, Pennsylvania. Write to HAS, 237 N. 16th Street, Philadelphia for more data—or just be there if it is in easy reach. The entrance fee will be minor. I'm going to give ten hours of rundown on SOP 8L and auditing and demonstrations. And there will be lots of case reporting. Professional organizations will get under way in earnest for the first time. You may not be aware of it but with 16-G and other material, we are toeing the mark to take over psychotherapy in the U.S. That's not ambitious, there not being any besides ours. Hope you can make it. If you can't, a few months later there will be a Western conference in Phoenix.

Somebody may be interested in a personal project of clinical and research training. We have too few top-notch boys and girls in auditing and almost none in investigation. For the six weeks following the Congress I am going to groom a handful personally, picking out the most promising I can. There will be an \$800 fee, a guaranteed clearing, and an award of HGA to the successful ones. Needless to say, I only want experienced auditors for material. Also, I will listen if somebody is impatient to have his case cracked by me. I'm cracking occluded ones, even in Spanish and French these days—and I speak darned little of that!

As a personal note, I'm homeward bound by freighter, being shepherd to a couple of racing vehicles. Susie, who knew no Spanish at all but *pronto* (and *all* Texans know that), now holds long and involved conversations with the baby's Spanish nurse, shopkeepers, professors and officials. Confidentially, her accent is very Texan-Spanish with a southern drawl. The baby, of course, isn't speaking anything even though she understands what I tell or ask her. She's a real cute kid. All grin and giggle.

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About Scientology, the universities in America would be ashamed of themselves if they could see and hear the high repute in which the work is held in Europe. Over here they *know* something happened in 1950.

Well—to business.

## **SIX STEPS TO BETTER BEINGNESS**

Easy to Learn, Quick to Act

With regard to your own case or any case, be advised that as of this writing of August, 1953, six short easily learned processes exist which, separately or in combination, markedly and simply alter and improve a case. They solve those problems encountered in Dianetics as well as in Scientology. These processes are unlimited. They are not difficult to do. They work fast and they require no more time to learn than it would take to instruct a preclear.

When I step back and look at them I am a little shocked at myself for not developing them 25 years ago instead of this year, and I am more than a little shocked that Man, in 3,500 or 4,500 years of written history, could have remained ignorant of them.

Of course Man, in many cults and systems, borders on these. But make no mistake—if you think you know one of these because you saw it in Mysticism or Capitalism or some other cult, read it again here, for you have missed it. “Taking nothing” is not *denial*, for denial implies a shunning of something, and “taking nothing” doesn’t even imply a something exists. This, for example, is an *all* technique. It is a certainty of nothing-in-existence. Hard to do at first, perhaps, but productive. And so it is with other processes. Read well, for the thing may be so simple you will miss it.

Now what are these six wonder-workers? SOP 8? No, but they appear there. Formula H? Takes skill to use that. SOP 8L? No, we aren’t even covering these here. Our six processes have been around for a while and they are given to you as tested, for many auditors have worked with them. And they are given to you as self-processing techniques, for a trained auditor can use them on himself. Any one of these, used alone, would probably effect a theta clear. But that isn’t our goal just now. Many of you have no reality in that. Instead, let us use, one after the other, these six just to become better beings.

In subsequent PABs we will do processes which bring you to know about Life through your own certainty. In this one we will aim toward the goal of getting you to know that you are alive. Oh, you do already? Not, I am afraid, to as great a degree as you could. In this PAB we are going to cover the certainty that something can happen.

Now those of you who exteriorize easily need alter these processes here only to the extent of doing them while exteriorized. These apply to any case, mock-ups, black or what-room.

The processes are, by proper name:

- (1) Ten Minutes of Nothing.
- (2) Duplication (Step E, Short 8).
- (3) Spacation (Step III, SOP 8).
- (4) Contact (Step VII, SOP 8).
- (5) *Self Analysis* (Step VI, SOP 8).
- (6) The Opposite Pole.

They rank approximately in the above importance and they can be run in the above order.

Certainty Processing, Formula H, and SOP 8L are to be the subjects of later PABs. The above six serve our purpose here. They serve our purpose so well, these six—that an auditor cannot use them on a preclear without changing markedly the state of the case. In fact, it is my belief that an auditor, after testing these on himself and a preclear, could not honestly go back to using off-brand psychotherapy *unless* he had something else besides psychotherapy in mind, such as, shall we say, sadism or coercion. For these six by themselves or with Certainty, SOP 8, Short 8, SOP 8L and Formula H, produce any beneficial mental result possible according to my experiments, data and reports. Remember, all these are Scientology, they are not Dianetics. They go on a 180° vector to Dianetics. I developed these in 1953. I carefully point this out in order to unstick a few people on the time track. The phenomena in Dianetics are still there but Dianetics requires too much skill *and* leaves too wide a margin for unscrupulous auditing. Dianetics isn't better—it's just too difficult, and takes too long.

These six are a backbone of Scientology, Science of Certainty. And they give you and your preclears all the certainty of recovery you could desire. They undo travail. They do their job easily without auditor restimulation. And you can self-audit them.

(Read ALL the PAB before Self-Processing.)

To begin the session, if you were here in person I would ask you to double terminal with **certainty** “**I can't make people well**” “**I can make people well**” in brackets, for it might be standing in your road. You can try it if you like but you don't need to. We'll pick up all that when we learn about LIFE in SOP 8L. Or I might have you run “**Must reach**” “**Can't reach,**” “**Must withdraw**” “**Can't withdraw**” on your favorite somatic first. But again, that isn't necessary.

Let's go straight to (1) of these processes:

(1) **Take Ten Minutes of Nothing**. This technique means Oh so literally what it says. It isn't ten minutes of “relaxation” or “relief” or “rest.” It isn't ten minutes of you, a body. It isn't ten minutes of somatics. It means ten minutes of no body, no engrams, no walls, no MEST Universe, no sound, no thought, really nothing. All one's life he is trying to get, to work, to be, to perceive *SOMETHING*. Now for Ten Minutes let us have utterly *NOTHING*. The gettingness of something makes a one-way flow. Also the dwindling spiral. Also, the one thing the analytical mind cannot be, it thinks, yet all it is is nothing, is in MEST terms: Nothing. Mind you, fear of *NOTHING* is enough to make one's stomach curl for Nothing is death itself. This is unlimited in running time. It *always* improves a case in the long run if not instantly, as it often does. The preclear discovers sooner or later he *CAN* be nothing, that he doesn't have to strive to be. What a relief! Lao-tse was *so* right about striving.

The MEST Universe itself is mainly nothing even in the science of physics. In sound, concentrate on the silences between the beats, not the beats, for instance.

You can use *NOTHING* in Matched Terminal Brackets, you can have Nothing of particular somethings such as dead kinfolk. But the basic technique and the one used here is simply “Ten Minutes of Nothing.”

If you or the preclear get too ill the first time (the illness would abate if the process were kept up and always abates in subsequent periods) use the next-to-the-last list of *Self Analysis* (something real, etc.).

Now to (2). This is **Duplication**. This process appears in Short 8 as Step E. But it appears so briefly that its use and variation has not been understood.

The analytical mind has come to depend entirely for perception upon the body while, it can be demonstrated easily, it is itself capable of vision.

Further, the body has a nasty and uncontrollable trick of duplicating everything it sees. This makes engrams. The body perceives continuously as we learned in Dianetics. Duplication is the action of making mental pictures. Duplication processing brings the mechanism of taking pictures under the aware control of the analytical mind. The body “makes pictures” of everything. It is *certain* of MEST because it has apparently been punished into agreeing with the solidity of MEST.

The analytical mind is not so “sold” on MEST. Thus, remember this, it doesn’t make clear pictures or “see” well at first. It dubs in a thing of no consequence in theta clearing. The process begins by having the preclear (or yourself) look with the body’s eyes at MEST objects and, one by one, put *beside* each object selected a mock-up or duplicate of it. This is done rapidly with far more attention to quantity than quality. This is done for a couple of minutes. The second, longer step consists of advising the preclear or yourself to “look” with eyes shut at MEST objects and, eyes still shut, put a duplicate or mock-up beside each object selected, and perceived. One does not at first select the preclear’s body. One selects objects in the room, then outside the house. The last necessitates “seeing through walls.” At no time lead the preclear, if doubtful, to do more than “pretend to see.” But don’t tell him he must only pretend either, for this is invalidation. The certainty comes in on the duplicate. The preclear knows he is duplicating even if he is only pretending to see the actual object. Tell him to see the house next door and duplicate it with a mock-up beside it. Tell him to see a bush and duplicate that. Keep this up for *many many* objects. The preclear may or may not tell you he feels he is away from his body. If he is, good. Don’t tell him to get back in. Just keep up the process regardless. You are not interested at this stage or with these processes in theta clearing, but it happens anyway.

Finally have the preclear view and mock up beside it his own body and parts of his body from various angles. This process resolves scarcity of engrams and viewpoints and is intensely useful and valuable.

(3) **Spacation** is Step III of SOP 8. This is a specialized version of nothingness. It is very murderous to aberration. Its first phase is to have the preclear, with his eyes closed, “reach” up and find the two corners of the room behind him and get interested in them and NOT THINK. You can do this for hours. No matter how bad you feel or from what, you can always improve with this one. This puts the preclear in present time. And as circuits are never in present time, they key out. This process resolves all your out-of-present-time Dianetic problems.

The preclear is holding on to both sides of the engram bank, taking responsibility for one side only—thus he is an effect. This is “Spacation with MEST.” Your preclear, I am sorry to say, will eventually exteriorize whether he knows about it or not.

A total spacation is completed by having the preclear put eight anchor points of his own out, ignoring MEST, to make and use his own space. There are many uses for this process. All ills are basically lack of one’s own space. This Step III is basically a nothingness process. People who are afraid of nothingness can’t make space.

(4) Contact is Step VII of SOP 8. More data is needed here. Auditors have been writing me frantically telling me that their “sane” preclears get big tone rises on this and that this is *not* limited to psychotics. The process consists of having the preclear see, feel or otherwise sense objects in the room, reach for them with hands and then withdraw from them. It can be repeated theta-wise.

(5) Self Analysis (Step VI of SOP 8) is, of course, the total of *Self Analysis in Scientology*, published by the HAS in Philadelphia. It is mock-up processing. It (a)



creates space, (b) takes attention off engrams, (c) recovers the use of energy, (d) improves aesthetics, and several other things. The next-to-the-last list in the book is still excellent-Recall a time when something was real to you, when you were in good communication, when you knew some affinity was present. This can be supplemented by having the preclear mock up an entirely fictitious series of past and future incidents-for TRUTH when it means MEST Universe is Total Agreement with the past; and that is death, that is MEST.

(6) **Opposite Pole** processing is new to you but it is a logical follow-through on three universes. We have here more than adequate to make one sure of his own universe, enough to make one sure of the MEST Universe, but not enough to make the preclear certain of the “other fellow’s universe.” (See Issue 16-G of the *Journal of Scientology*, “This is Scientology,” [page 378].) Certainty on three universes is necessary.

The Opposite Pole is, as I will cover in later PABs, quite important. Here I will give the rudimentary process:

There are two phases. The first is allied to Certainty Processing. The second is a resolution of valences. Its name is “Wearing Heads.”

In the first, one puts an imaginary point before, behind, above, below, to each side of him, one place at a time, and has this point *think* “**I am going to destroy you**”; also have the points saying “**I will betray you**” and “**I won’t reply**” and then the preclear thinks at the point “**Nothing there.**” This is a simple form. The point can think all sorts of threatening or cowardly things, and also “**Nothing there**” meaning all manner of things at the point. But the primary phase of having the point think “**I am going to destroy you,**” “**I will betray you**” and “**I won’t reply**” and having the preclear think “**Nothing there**” and varying the position of the point will suffice when Opposite Pole is used with the remaining five processes.

“Wearing Heads” is the second phase of Opposite Pole. One has the preclear, or himself, make a list of early allies, pets, enemies, current associates, the wife or husband and objects and then, one after another, put on the head (mocked up over his own head or around him if exteriorized) of the other person or thing. One does this rapidly. The preclear gets some insight into the 3rd Universe. “Wearing Heads” is quite effective. If there are some heads he *won’t* wear or if he gets one “stuck on” and “can’t get it off,” recall that this process is the last on the list and one goes from it to “Take Ten Minutes of Nothing” and around we go again.

Now if you really are serious about your own case or about getting results on your preclear, you will sit down or lie down for half an hour or an hour or so a day for the next two weeks and go through each one of these six, giving each a few minutes and then going on to the next. I won’t tell you you’ll be a clear in two weeks. You will have to have an insight of some depth into life to be a stable clear and you get that by getting audited on or auditing yourself on Certainty, Formula H and SOP 8L on the routine to be given in future PABs. But if you use these six steps as given here and don’t wander and don’t let your circuits get you into “mazes of philosophy” and don’t get fascinated by engrams, you’ll be a passable release after a while. You may even find out you’re alive! Breathing and everything!

Here’s the routine:

SIX STEPS FOR SELF-AUDITING (SSSA):

- (1) Ten Minutes of Nothing.
- (2) Duplication.
- (3) Spacation.

- (4) Contact.
- (5) *Self Analysis*.
- (6) Opposite Pole.

Do each not longer than ten minutes at a time. Do all in one session.

Use for any case, for auditing or self-auditing.

Send in for your membership so I can see you next fortnight.

L. RON HUBBARD

ASSOCIATE NEWSLETTER NO. 8

[1953, ca. late August]

The big news is the International Congress of Dianeticists and Scientologists scheduled for October 1, 1953 by the HAS, 237 North 16th Street in Philadelphia, Pennsylvania. The Congress will last five days, beginning Wednesday and closing Sunday night. The new material will be given and demonstrated by myself. Professional organization will be stressed business-wise. Case reports on current data will be given. Group Processing will be undertaken and demonstrated by myself and others.

I am, by present plan, homeward bound in September after an absence from the U.S. of one year. During that year I believe I have achieved a great deal—a strong and successful operation in England and internationally. And I have brought the science to a point of simplicity which works excellently even in poorly taught hands and upon groups.

I have one more process which I am saving for the Congress, a process which makes the preclear, no matter how unhappy, quickly satisfied that something is happening for the better and which strikes down even the extreme cases of “I don’t want to get well.” This is 8L and is a final answer to engrams and what life is about. It has not been detailed in any paper. It is pro-auditor and self-processing.

We have now university backing of magnitude in Europe and also university arrangements in the U.S. And I think the amount of trouble I can expect is slight, although I am informed that some fellow in the Middle West urged in Denver a “police force to keep auditors from using Hubbard’s techniques.” I have booby-trapped the line on this guy. He will, of course, as he has in any series of lectures I have given, launch some petty suit at me to annoy me. This lets me sue back in the East. I think he will be very unhappy, I hope. I’m not looking for trouble but today I have the funds, the science and the time to get real nasty on these squirrels. Always before I had first to think of investigation, second to think of business. The boys took ample advantage of my preoccupation with trying to get to where we could really help people easily. I am ashamed for them but that won’t stay action from me.

Now following the Congress in Philly, I am going to take on personally for training some few top crust HDAs or HCAs. This is the start of the doctorate routine. It looks like the pattern will go this way:

*The Road to Doctorate:*

1. HCA from an associate or doctorate school.
2. B.Scen. from a doctorate school.
3. Correspondence Courses on various subjects such as philosophy, psychology.
4. Special training by myself.

Three and four above may be changed at times so that they finish with my prepping before they finish their correspondence courses.

The people I will undertake to train immediately after October 5 will be advanced people. The course will be clinical in nature and will last six weeks. Its fee is \$500. If you can see your way clear, send me somebody real good so we can have some carefully coached auditors around.

According to plans we will have, I believe (but not for certain), a Western Congress in late December at Phoenix.

In Philly I hope to get the HAS a bit more active and solvent, a thing I always work on anyway, so don't be concerned for the moment on the non-receipt of books.

There will be conference tapes, about 10 hours at \$10 per hour. Order through HAS, Philly.

The *Journal* will now be catching up on its issues. The big drawback here has been its lack of copy from me. I have been pretty busy and for some time without a dictaphone. Its earlier punctuality was due in some part to my having good facilities and getting the copy there on time. Also to Hart's heavy newspaper indoctrination. Poor ole Green Eyeshade will have to get unoccluded now on 8L.

Hardin and Sequoia have received a go-ahead on a four-year training program which includes some "residence training." We are now seeking to work out a schedule whereby he can use the Sequoia Correspondence Courses in various subjects to supplement associate training *through* the associate. These are apparently good courses Sequoia has. I have asked Ross to look into using the purely correspondence material on philosophy, etc. in a general program for associates. This doesn't, by the way, put anybody under Sequoia. The reason for this study in old subjects lies in my observation that most auditors lack knowledge of Man's struggle with knowledge. They cannot, with this lack, recognize first the value of their own work, second, cope with cultured if incompetent academic psychologists, and third, they appear ignorant to preclears who, if their trouble is severe, are quite often extreme experts on psychology and philosophy. This is part of raising the cultural level of auditors as a whole.

As a side comment, isn't that Ghost of Scientology raising hell with people! Delightful.

As another comment, people process and act in Spanish according to the rules and tone scale.

Still another, my God is it hot in Seville!

NOTE: Run Certainty on "Can (Cannot) make people (self) well." Be surprised how this changes an auditor.

Best,

Ron

**P.A.B. No. 8**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
4 Marylebone High Street, London W.1

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[1953, ca. late August]

**VIEWPOINT PROCESSING**

A few weeks ago I was able to tell the various schools of the HAS in an Associate Newsletter not to bother with or work with their extremely tough cases for a little while since I had to hand a process which easily remedied their difficulties. I discovered Viewpoint Processing about the same time as The Factors, but wished to make completely certain of the results to be obtained by Viewpoint Processing and to go on for a few months investigating the possibilities that there might be another even more easily workable process by which the difficult case or any case could be resolved.

To give you an entire list of the processes developed and examined and applied for the purposes of test would be a lengthy and at this time unprofitable task. I should, however, for the use of future investigators, give you some outline of the processes developed and investigated. In addition to the developments which you see in the various books and articles I have written on the subjects of Dianetics and Scientology, and which delineate many processes, and in addition to lectures I have made on my investigations and applications in the field of the human mind, I have tested in excess at this date of ten thousand mental combinations of computations, various types of nothingness, facsimiles, postulates, force, perception and other factors designed to alter, enhance or nullify mental conditions. In addition to this purely thought investigation a great many mechanical aids, biochemical combinations of substances, various diets and regimens have either been tested or developed and tested in an effort to resolve endocrine and purely structural problems attendant upon mental and physical deficiencies in an effort to locate in structure a sweepingly simple answer. All of these efforts pointed toward and assisted in the development of the technology and methodology of SOP 8, Short 8, Six Steps for Self-Auditing (SSSA) and techniques evolved directly from the data given as The Factors, the five Pre-Logics and the Axioms and Logics as given in the *Handbook for Preclears*.

Investigation forced one toward the conclusions which follow: The problems of structure and bacteria are best resolved first by a direct address to the mind; second (but first in the case of emergency surgery) mechanical rearrangement of structure; and third, diet and regimen within the tolerances of the body; fourth, the administration of biochemical substances of a preventive, supplementary or curative nature, but only in the presence of obvious and well established acute or chronic illnesses or deficiencies. From the standpoint of technique, it could be said that those techniques which most apply creation and observation produce the best and most rapid effects. Those techniques which employ nullification or eradication are substantially less effective, and those techniques which employ evaluation for the patient or which cause him to combat or shun one phenomenon or another are directly harmful. Techniques which stress viewpoint creativeness, space and action are far superior to techniques which stress ideas or objects. Techniques which bring about anaten in any form or which stress somatics are not in the long run workable above a very low level. Any

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technique which introverts is inferior to a technique which extroverts the attention. The goal of processing could be said to be the restoration of the highest possible level of freedom of attention for the purposes of creation and observation. Emergency mental conditions alone excuse the running of engrams, the use of concepts, matched and double terminals; but such a practice should be altered to unlimited techniques after no more than half an hour. Certainty Processing is apparently the only exception to this rule, but here the ingredient of certainty alone on past, present and future excuses the use of nullification. Some hundreds of tests applying viewpoint attention and other matters to Certainty Processing demonstrate it to be an emergency technique to be employed only to that level where observational creative techniques can be used. The remedying of scarcity and abundance in terms of Creative Processing as represented by SOP 8 (Step IV) is senior to, by far, Double Terminaling, Matched Terminaling and running concepts or Postulate Processing in any form. Restoration of the patient's ability to evaluate and an eradication of invalidation by restoring his confidence through direct observation are excellent techniques.

Auditing failure evidently comes about by the unwillingness on the part of the auditor to have other people "look." Auditing difficulties are found to lie more generally with the auditor than with the preclear. It could be said generally that an auditor is not in a position to audit unless he can comfortably out of a clear conscience permit other people to observe. The auditor's own fear of discovery of data in his own life is found to impede the progress of preclears markedly and is the basic reason for auditor fixation upon nullification techniques rather than observational techniques.

There are in the process of test four mechanical aids for the treatment of the psychotic which may or may not obviate auditing. Nevertheless such mechanical aids would have to be applied by an auditor. Pending the final testing of these mechanical aids, the auditor is invited to let alone for the time the problem of the psychotic and psychotic patients. But if he does feel called upon to treat the psychotic, his attention is invited to Step VII of SOP 8. It is highly probable that this step, succeeded by as much of the remainder of SOP 8 as can be assimilated, is the only mental treatment in existence for the remedy of psychosis or severe neurosis which will deliver good results without danger of worsening the psychosis. A long investigation of shock treatment by an unbiased investigator financed by myself has resulted in the incontrovertible conclusion that shock treatment of any kind, whether by use of noise, gas, electricity or physical blows, not only worsens but confirms mental derangement and is used in this civilization at this time solely because the level of acceptance of the psychiatrist is a psychotic person, which level of acceptance will not permit a raising of that person into the level of sanity. The use of surgery and shock upon the mentally deranged is bluntly criminal.

The recommended battery of techniques for the betterment of the preclear as of this date is as follows:

- Viewpoint Processing
- SSSA
- Certainty Processing
- SOP 8
- Short 8
- Formula H
- SOP 8L

Viewpoint Processing is contained in this issue of the PAB. SSSA has been covered in PAB No. 7. Certainty Processing is contained in Appendix 2 for SOP 8 [PAB No. 3]. SOP8 and Short8 are contained in Issue 16-G of *the Journal of Scientology*. Formula H [PAB No. 9] and SOP 8L will be covered in later PABs.

Although viewpoints may be handled in many ways and are best handled purely from observation, there is that case which is intensely occluded which cannot at the beginning of auditing observe well as a body if at all as a thetan. This is either the occluded or the delusory case. If the case is delusive, its entrance is via Step VII of SOP 8. If the case is merely occluded the obvious and immediate entrance to the case is Viewpoint Processing.

The blackness on the case is indicative of a scarcity of viewpoints, a necessity for safeguarding and protective “screens,” a defensive and propitiative attitude towards existence, too much loss of allies and goods, too much loss of space, and finally and most importantly, loss of those who have evaluated for the preclear. The sudden departure of the person who has evaluated for the preclear results in loss of that viewpoint which the preclear unwittingly had assumed. That one person evaluates for another solely in the most common concourse of communication is not aberrative, but where evaluation has taken on an extreme aspect as in the case of a mother, father, husband or wife, then the preclear has come to assume that if the person evaluates for him, the person is looking and listening and feeling for him as well. The loss, by any cause, of the evaluating personality causes the preclear to believe that he has lost his source of perception. There is no radical difference, and only a gradient scale, between “observing for” and “thinking for.” “Thinking for” is much lower than “looking for” the preclear.

Direct observation is infinitely superior to thought which seeks to know before looking. Thought could be said to be the manifestation of evolving a low-level certainty of observation from a number of past observations. The combination of past observations to derive a future observation could be said to be the process of thinking itself.

Thus we find the occluded case very often very brilliant, very sane and very reasonable but inhibited in observation. The brilliant occluded case has achieved the almost impossible level of being able to know through past experience without looking at all. This could be said to be the generation of a theory: the combining of past experience to predict future experience, the role and function of a theory. Where the ability to think is combined with the ability to observe directly, one has a genius. The case which can observe but thinks poorly or shallowly is known to us as the wide-open case. The case which cannot observe but thinks obsessively is known to us as the psychotic. This does not mean that there are not combinations of wide-open and occluded cases, and it does not mean that all wide-open cases cannot think, nor does it mean that all occluded cases cannot observe. I have here presented only the two extreme aspects of “all observation without thinking” and “all thinking without observation.”

All manifestations of thought break down into relative positions in space. A person is happy when contra-survival things are far from him and pro-survival things are near to him and unhappy when contra-survival things are close to him and pro-survival things are far from him. In other words, all manifestations of thought and all difficulties of thought find as their basic the five Pre-Logics, the substance of which is that theta locates things in time and space and creates time and space in which to locate things and creates things to be located in time and space.

It will be found that the spatial concepts and observations of the difficult occluded case are at fault: things are too near to him or too far from him; things are in improper relation one to another. The use of Step VII of SOP 8 upon an occluded case, even where the case is not even vaguely “insane,” all can produce this startling result, for this step remedies relative position in space of various objects. This is mentioned in passing because the occluded case who comes to the auditor is usually merely worried or wants to be better and the auditor overlooks the fact that here is a very powerful mind holding well in check and compensating for lack of reality on spatial position. It

will be found immediately that this case has been from early childhood extremely concerned one way or another by spatial position. This denotes a former dependency upon one person or another for the MEST universe itself to keep objects located relative to one another in space, and dependence upon the judgment of another as to whether things are near or far. It will be found immediately that somewhere in the current lifetime background of this preclear there was a person who was extremely concerned about the nearness or farness of things and who was obsessed on the subject of distances. A quick relief of this condition is the discovery with an E-Meter of the identity of this person and then the application of Viewpoint Processing, using that person as the one who has most evaluated for the preclear. The E-Meter, not the preclear, will be able to locate this person.

Although the occluded case will always inform one with great rapidity that he cannot get mock-ups, his statement is quite relative and is based upon his desire to defeat the auditor. It will be found that the case can get some vague impression in one fashion or another sufficient to work the case.

The occluded case is afraid of sight. He will be found to recoil from a momentary bright mock-up or a facsimile. These frighten him. In Para-Scientology it has been discovered that a cycle of Can't-See, Can-See, has taken place somewhere in this occluded case's past. It has been offered that a person was blind in a lifetime and on death, of course, recovered suddenly his state of vision. So long as he was blind he was alive, the moment he could see he was also dead, so to see means to die. This has solved some of the blindness cases in Scientology. It will also be noted that the occluded case, when asked to exteriorize or when he exteriorizes for the first time, will feel a considerable amount of grief. In Para-Scientology this has been traced to past lives and the death (for exteriorization is an approximation of death).

It does not particularly matter whether the sadness of the occluded case, on the thought of exteriorizing, is occasioned by "past deaths" or whether his fear of perceiving is traceable to sudden visions of a body, now dead, to the end of believing that seeing makes him dead. These are matters for Para-Scientology and they only feed the occluded case's circuit which compels him to look always for a prior cause, a reason.

Indeed, his search for a reason is what marries him so thoroughly to a body, for a body always has reasons, reasons for everything. How far can you get from observations? A reason. The occluded case has to *know* before he can go, has to compute what he will see before he looks. He is the best customer for the map-maker.

The dear old Royal Auto Club with its wonderful fund of knowledge about touring, its beautiful travel directions, yet is an example of having to know before we can go. The RAC can tell you the number of pebbles on any road in Tibet, much less France. It is the best and most efficient club of its kind in the world. Just so, we do not object to this trait of the occluded case—to have to study books and maps before he can move—but the occluded case himself at length concludes that he isn't too happy even when he gets there. His longing for adventure is thwarted by his thirst for knowing before he is. He has to know, for example, all about the conditions of being a clear before he is audited. Then he approximates in auditing what he has now computed a clear should do. And his case stands still. Why? Because it isn't being audited—his circuits (calculators) are. On concepts and nullification techniques in general his improvement is very, very slow, for he is processing something while the auditor is processing him—and the auditor is not processing the preclear, but, via the preclear, a circuit. The answer to this is blunt: "Look! Don't think! Look!"

It will be found that the occluded case never looks at a thing. He looks at something besides a thing. He is "steered off" that which he would observe by charge. Ask



him for an observation—you will get an indirect reply, a reason, an explanation, a description—and if he is in “bad shape” you will get an answer, not to your question, but to something else. By this alone you can tell an occluded case. A case pretending to be wide-open is actually occluded if it behaves thus. Many a “wide-open” case with “clear recalls” actually can’t see anything or is seeing nothing but delusion. The positive key is, how direct is the communication with this person?

Another characteristic of the occluded case is that he “has been betrayed.” Any case that talks much about betrayal is an occluded case, even if he represents himself otherwise.

The occluded case is sometimes a criminal, sometimes intensely honest. In a search for truth, he has interpreted truth as “agreement exactly with the past.” This is honesty. It is also being MEST itself. So if you cannot get a case to lie to you, know that it is occluded. If you cannot get a case to act without a reason, it is occluded. If a case claims to be doing one thing and is actually doing another, if its actions are hidden behind a mask of TRUTH (if it is really a liar) you have a spun occluded case that has entered delusion. This person is crazy. And dangerous to the auditor and his reputation.

The *only* safe way to audit is with an E-Meter. Only *then* can an auditor know the preclear is doing what the auditor says. Spend twenty hours of auditing an occluded case if you will, without an E-Meter, come to the end of the period, as you will, without any marked benefit to the case, assume then that the technique didn’t work (and you will), but don’t expect any sympathy from me if you don’t *always* use an E-Meter. If the preclear is running as you direct there is always a needle response, particularly on the new Mathison 54—no occluded case can get by one—but they can get by an auditor for the whole being if the occluded case is geared to defend and defeat other motion while yet emanating motion.

There is a type of occluded case, very low in reasoning ability, which may have given rise to the “vampire” idea—the personality which absorbs the life and lives on the life of others. This case, of course, is near-psychotic (you must understand that occlusion and psychosis are *not* synonymous). It has a peculiar trick which identifies it—it ignites and extinguishes matches. I remark on this type because it typifies in a peculiar way what the occluded case is doing: **THE OCCLUDED CASE IS DOING ALL POSSIBLE TO STOP OR ABSORB MOTION.**

Here we have the gradient scale of cases:

- Clear viewpoint (Cleared On)
- Viewpoint of facsimiles
- Viewpoint partially occluded (the average case)
- Viewpoint entirely occluded
- Viewpoint partially occluded, partially delusive
- Viewpoint of delusive facsimiles (the dub-in case)

It is a shock to the occluded preclear to find out what he is doing—for he is using every facsimile or ridge he can muster to *absorb* around him light, sound, feeling, motion, distance, and viewpoints. He is rigging himself up as a sponge for all motion that is forbidden or destructive. When you start to process this man, you will be astonished to find he is holding to him (with no responsibility) waterfalls to deaden sound, stove lids to stop fire, mats to deaden impacts. He is a walking soft-armor tank. In a light stage he is heavily built. When he is thin, he has begun to retreat from his armor plate.

He has followed this scale downward:

- 40.0 Cause (Emanating)
- 30.0 Mainly Cause, sometimes Effect
- 20.0 Half Cause, half Effect
- 4.0 More Effect than Cause (High Toned Man)
- 2.0 Mainly Effect, destructive Cause down
- 0.0 All Effect

Note: 4.0 was and is the goal of Dianetics. 30.0 to 40.0 is the goal of Scientology. This goal of Dianetics was so difficult or impossible to attain by my early auditors that I returned entirely to investigation in October of 1950. I had considerably overestimated the capabilities of auditors and seriously underestimated the difficulty of some cases.

Whatever process you use on an occluded case, you will find the above holds true. And of course it continues to hold true down into delusion. To make this case recover by wiping out engrams or postulates is bluntly impossible, for the case has mimicry of gravity and is grasping to it every incoming impact.

It is remarkable that the delusive or dub-in case is best told by its pretending to have facsimiles (a complete corruption of an intolerable past) and yet manifesting the other manifestations of a completely occluded case. There aren't many of these delusive cases around; auditors in the old days commonly mistook these cases for near-clears, and thought to bring them up to a state of clear by auditing out engrams. Of course, the preclear could manufacture and believe (automaticity of engram manufacture) more engrams than could ever be eradicated by auditing and the case would simply stay on the same level or would even get worse. The auditor had failed to apply the small tests offered in Book One to distinguish a dub-in case. The wide-open case (delusive but clear recalls of non-factual material) is distinguished, then, by having the same manifestations in life as the occluded case, which is to say, a fear of and protest against sound, a general protest against life, a defensive and defeating attitude. But this case is in far worse condition than the occluded case and this condition is most easily noticed by endocrine disorders. This is denoted by sterility, untimely fat on the back of the ankles (startlingly common in the current civilization) and perceptic difficulties. In auditing this delusive case, it will be found that sonic and visio go off and the case becomes an occluded case before it rises far enough up the tone scale to have (and not need) proper facsimiles, or a good memory of past events. If the auditor thinks the occluded case is difficult, he should realize that this wide-open case is death and destruction to all around it, for the case is capable actually of nothing but destructive action and desires no other mental state in those around it than a complete apathy. The occluded case quite commonly supposes himself to be badly off; the delusive case rarely, if ever, believes there is anything wrong with him or her. The occluded case is high toned for homo sapiens and is therefore far more common amongst the leaders of society than even auditors suppose.

In Viewpoint Processing we are looking for the person in the preclear's past who did not enjoy certain positions on the tone scale. You must know that love, hate, enjoyment and admiration are not positions on the tone scale. You will not find them on any tone scale that has been released by me for they are attitudes toward emotion or characteristics of energy rather than emotion. Emotions are a set band of reactions. Any person who can be freely emotional and enjoy a "good cry," or even enjoy being apathetic, also can hate "having a good cry," and so it is as well with love and admiration. In what the Russians laughingly call a civilization (and you would be shocked at how far that is from anything Europe or America thinks is civilized) practically the only enjoyed emotions are apathy, grief and fear. The remaining emotions in that culture are all but unknown. This holds true on the tone scale, in spite of the fact that these emotions are actually enjoyed.

In the old days the Russians thought nothing was more fun than for everybody to go into the barn and burn it down. They have not much changed. In Germany the most enjoyed emotion is hate amongst the Junkers class. They hate up and down the entire emotional band with an abandon which brings out the sporadic excursions they take down into France. Love, if you have ever noticed, does not much care where it sits on the tone scale, as we find a young man deeply in love starving himself to death (a characteristic of apathy) and a young girl in love in a dreamy enthusiasm which makes her bloom. We find love used in Christianity about twelve feet below 0.0 and in New York precisely at 2.5 on the tone scale. Admiration is a particle which unites and resolves like the universal solvent all types of energy, particularly force. Hate coheses and hardens energy. Love is the human manifestation of admiration. All this so you will know why it is that an occluded case sticks at being an occluded case while another case does not. The reason is in the people who have evaluated for the preclear. One of these has taught the preclear arduously to dislike (hate) all manner of things, has taught the preclear that many things are bad (it's so bad over there you'll have to look back at me). Another has taught the preclear that he must love everything. The predominant teaching is "Do not enjoy," "Do not be happy" (happiness being a state of admiration of things).

The cycle, then, of the preclear who has been taught to hate things is that he begins to resist them and eventually piles up energy against them to such a degree that he makes an actual deposit, which is an occlusion and which has on his side of it complete blackness and on the reverse side of it the piled-up facsimiles of that thing which he is resisting. This screen, then, has a hunger for the thing which it was resisting, and if this screen is fed whatever it was set up to resist, it will dissolve. This accounts, in part, for the step of Expanded Gita. As a test, I fed the screen of one preclear the loathsome item which it had been set up to resist for thirteen hours before the screen resolved.

In processing it is far better to pick up the evaluation which began the screens than it is to set out on the adventure of trying to dissolve the screens.

However, if you want to see a cleared MEST body it is probable that you will have to feed these screens on Expanded Gita, wasting and accepting in brackets for, perhaps, a hundred hours. This solves the actual hunger which depresses the acceptance level of the preclear down to the things which he is resisting.

The best trick the MEST universe has is to teach somebody he must not enjoy something, that that thing is bad and therefore he must resist it. Once this cycle of resistance is started, the preclear edges down toward the bottom.

In auditing Viewpoint Processing, then, with the preclear on the E-Meter, one should take an assessment of all the people with whom he has been surrounded to discover which one of those people enjoyed things the least and hated things the most, and which one of those people insisted that the preclear love everything. It will be found that both of these will probably wind up with a stuck needle when discovered, for the preclear winds up hating the individual who insisted upon love for everything. The sudden loss of a sexual partner runs the cycle from love to hate with rapidity and leaves the preclear hung at that portion of the track where he lost the person. By resisting the loss he resists the person, and if the person has done anything to engender hate, we will find the preclear in a strange state of hating love. If he has to resist all love and affection, then, the chances of his getting enough particles of admiration to make life enjoyable to him are nil. This person is probably earlier in the preclear's life than marriage.

What we are trying to do here, then, is not to run out all the engrams in the bank, but to release and free the viewpoints which are being resisted. This is somewhat like opening a safe. It was difficult to learn the proper combination; the proper combination

consists of breaking down the resistance of the preclear to that viewpoint which loved everything and which evaluated for the preclear and tried to get him to love everything. It will be found that this person has departed from the life of the preclear and the preclear will probably tell you with a sudden realization, yes, his emotions shut off just about that time.

The screen which has been set up to resist this person may be based on an earlier screen, so one should take a second look and find out if there was somebody else who loved everything who is resisted by the preclear. It will generally be found that there are one or more earlier screens than the first one the auditor will discover.

Having found this screen, it is necessary then to have the preclear, whether he can see his mock-ups clearly or not, mock up in abundance the person being resisted in the attitudes of “looking for the preclear” and of “pointing things out to the preclear to be loved.”\*

Another variation of this process employs a principle which is very old to us—Cause and Effect. The actual computational difficulty with this case is that the case is seeking to be an Effect rather than to be a Cause. The case will tell you that it has been betrayed. This is, in essence, saying “I have been the effect of a bad action”; it is an apology for failure. It will tell you during one session that such-and-such was cause, during the next session that so-and-so was cause, during the session following that that somebody else was cause, during the session following that the engrams so-and-so were the cause, and will actually, when it is very badly off, write you very long notes concerning computations as to what was cause. All of these computations break down into the category of “Something else is cause other than myself.” This is what the auditor is trying to remedy, for unless this cause can assume the role of causation, the case cannot emanate energy sufficient to remove the bank or to move around the spaces in which his engrams are contained—for his problem in being unable to move his engrams around is the problem of being unable to handle space. If he could handle engrams and could handle space, it would be a very simple matter for him to pick up all these black screens and hang them on some building and forget about them. But so long as he is saying that something else is cause other than himself, he will not handle space, he will not handle energy and, truth told, he backs away from objects. And this level of case tends to accept very poor and out-of-repair objects, energies and spaces. This case and cases below this level will dramatize the poor man’s outlook and will accept enMEST rather than MEST.

Thus it is very simple to get this case to run anything which will place the cause somewhere in his environment rather than in himself. The case actually wants to be an effect so as to receive sensation. This accounts in part for the absorption screens which are found in its vicinity. The desire-enforcement-inhibition curve runs down from wanting to be an effect through having to be an effect to trying to inhibit being an effect. When it gets down to inhibiting being an effect, it begins to fight the entire environment.

\*This preclear can give the auditor a rough “go,” for the auditor is trying, by the evaluation of the preclear, to point out the fact that the preclear should be in contact with other human beings, should get better, should like the world and should enjoy life. The auditor, in other words, whether he says so or not, represents to the preclear the road toward love and happiness. Thus the preclear puts up his first and most immediate screen straight at the auditor. This makes it very difficult for the auditor to audit, but it makes it very easy to discover the person involved on the E-Meter when the engram is immediately presented to hand to be run. On a much broader scale, amusingly, the state of my own reputation at the hands of some people suffers from the same cycle. I am pointing out that life can be better. The full flood of unreasoning hate, then, can be and is poured out by many persons in my direction. It would be upsetting to me if I had not been experiencing savageness from neurotics for many, many years, and if I did not understand the principles on which this was operating. When I did not understand the principles on which it was operating and had not seen it in basic operation and had not resolved cases by it, it was very upsetting to me to have my reputation so kicked around.

—LRH

In more than one occluded case I have found the assumption to be the basic cause. Although this is part of Para-Scientology it is interesting that the auditor encounters it so often. The occluded case has stolen the baby. Papa, mama, no one else, must realize this. And at length the case itself will not realize it. The occluded case quite often is found stuck in birth. But it is stuck at the assumption point, where the thetan has taken over the baby, rather than the obstetrical end. Now and then some auditor starts to run a birth and finds a black hand reaching in for the baby. This is not the doctor's hand: the doctors do not reach in very often: this is the assumption. It will be found that the preclear will immediately steer away from this and, indeed, some preclears will fight it so hard that it cannot be run. Those preclears who fight this very hard are those preclears who have had families who did not appreciate them. The family was thought by the preclear to be saying continually, "See what you have done; we do not want you," and so on. This makes the preclear try to disavow his responsibility in having taken over the child. Wasting babies has a marked effect upon such a case.

Using the motive of cause and effect in Viewpoint Processing, one runs the preclear in vast quantities saying to the environment "**You are cause,**" saying to people "**You are cause,**" saying to his engram bank "**You are cause,**" and runs vast quantities of people saying to the preclear "**You are cause**" and people saying to other people "**You are cause**"; then large numbers of the preclear saying "**I am an effect,**" large numbers of people saying to the preclear "**I am an effect**" and large numbers of people saying to large numbers of people "**I am an effect.**" The wording of the thought can be varied in the last: "**You have betrayed me—an informer—it is your fault**" or "**You are to blame.**" One preclear on whom this was run after a couple of minutes sat up on the couch with a startled look on his face and said, "You know, it isn't saying that to me." When I asked him what he meant he informed me that although he had not before realized it, he considered that every wall and every tree was saying to him, "You are to blame for this." His case took an immediate upsurge.

Assigning cause and declaring effect is very high echelon processing and is a primary variation of Viewpoint Processing.

It should be realized that all the foregoing material consists of variations of Viewpoint Processing which is in itself susceptible to many combinations and uses.

## VIEWPOINT PROCESSING

This process seeks to resolve the problems set up by the evaluation of one being for another. It resolves in particular dependence upon people, objects, bodies and special systems of communication.

Expanded Gita resolves scarcities. Viewpoint Processing resolves dependencies.

A being tends to close terminals with anything on which he depends, and attempts to widen terminals on things on which he dare not depend.

Upset and disillusionment about life becomes an obsessive desire for independence which in a body is, of course, impossible. The concept "I must be the only one" demonstrates the terrible urge not to be dependent upon anything. However, life works in two directions. A person who is trying to be "the only one" at the same time will be trying to make other beings dependent upon him. Thus the dependency of other beings upon him will eventually bring him downscale no matter how hard he tries to be the only one. "The only one" is a resistive computation and in a body is impossible to carry out and so results in a dwindling spiral.

To be "the only one," in other words to be entirely independent, in the lower tones the individual resists all evaluation for himself and evaluates for others. This in

the higher tones is a native characteristic of life, but, just as any other characteristic of life can be debased and exaggerated, so it is in the lower tones. All life seeks to be independent; it is only when it becomes obsessively independent that difficulty results. In a democracy, for instance, the general feeling that all must be equal is fought against so that one finds in a democracy an excessively large number of people maintaining “computational” independence.

A body is grossly dependent upon other life forms and other MEST combinations for its existence. It is quite impossible for a body eating every day to be independent. The analytical mind in close position to this body and believing itself dependent upon the body eventually, of course, begins to believe that it itself is the body and thus we get the buried and mysterious loss of identity on the part of the thetan, who is, in essence, the analytical mind to the body.

One runs Viewpoint Processing on all dynamics. In particular the 5th, 6th, 7th and 8th dynamics must not be neglected.

In sanitariums the briefest observation demonstrates that the 8th dynamic is most prominently the aberrative dynamic, for here we have the idea that God inhabits all space, thus making it impossible for the preclear to have any space of his own. The preclear must either have no space or must be himself God. To solve the God problem, one simply rigs up large spaces in abundance “full of God” and more large spaces “full of preclear” until the preclear can have large spaces of both. It is interesting that in preclears whose families were connected with the Church, the problem of space is most acute.

This process is done by mock-ups of a very large order and of no particular distinctness.

Although any computation can be run, the following computations will prove effective: Cause, Effect, enjoy things, hate things, look, don't look, motion, no motion, sound, sight, feeling, work, pain, no-sound, no-sight, no-feeling, no-work, no pain, babies, no-babies, spirits, no-spirits, Christ, no-Christ, God, no-God.

The technique is run in this fashion: Brackets are used. One has the preclear put up a number of people or objects as himself putting them up, then has him put up people or objects as though somebody else were putting them up; then has others putting them up for others, all in quantity.

One should use those things of which the preclear is certain. In other words, where you have a case which has a great deal of black silence on it and constricted space, you should run cubes of blackness which is silent, the preclear putting them up for others, another putting them up for the preclear, and others putting them up for others.

The object here is a great many items put up rather than one set put up and held. One should put up many sets and should not hold them. If all he can put up are black cubes or patches of blackness, then he should put these up with the thought in each one such as “Cause.”

It must be kept in mind that what one is doing with this process is resolving some of the evaluations which have been done for the preclear to the end of resolving a scarcity of viewpoints. The reason one keeps putting up very large numbers of points which are evidently thinking toward a direction is, in essence, the remedying of a scarcity of viewpoints. One takes it at the level of accepting less desirable viewpoints, and it will be found that more desirable viewpoints are much more easily wasted by the preclear, so that the process can be varied by having these viewpoints, as mocked up,

waste large amounts of desirable things, such as babies. These viewpoints as mocked up will waste things that are desirable in torrents. We at once remedy the scarcity of viewpoints and the evaluation which those viewpoints have done. Thus one mocks up hundreds of thousands of grandfathers, pointing this way or that, or saying things are too distant, or saying simply, "You are the cause"; and one mocks up thousands of the preclear having him evaluating for others.

Don't-depend-on-me and depend-on-me is a key button, but all the buttons included in Step IV of SOP 8 can be used in this process.

The primary requisite of the viewpoint is that it has position relative to points. A change of viewpoint necessitates on the actual level a change of positions rather than a change of idea. The change of position is primary; the change of idea is secondary. Evaluation is the shifting of viewpoints or the effort to do so. On an actual rather than a thought level, this would necessitate transplantation from one spatial position to another spatial position. Shifting a baby from one side of the room to another side of the room is, in essence, evaluating for him, for it demonstrates to him a new point of view and new points to view. Dropping a curtain before one would be, in essence, evaluating for him. Locking a person in a closet or forcing a child to stay or sleep in a dark room would be forcefully evaluating for him.

A child best accepts his mother's viewpoint if his mother has been that person who most changed his position in space and who furnished for him locomotion. Not in quite the same order, an automobile or an aeroplane evaluates for one by shifting his spatial position from one point to another. Fixation upon vehicles of transportation is very noticeable in people and the loss of a vehicle is bound to be damaging to perception, for the vehicle furnished not only a point from which to view but changed that point. Thus distance is definitely involved, both in viewpoints and in evaluation. You will find preclears "stuck on the track" in places where their position in space was forcefully changed or interrupted. This could be said to be a forceful evaluation. All problems of thought reduce to spatial relationships, quantity, velocity or characteristics of energy, and these interacting bring about time.

Gaps in time such as in unconsciousness are a loss of viewpoint and are dependent upon others to view during the period, thus all evaluation for an individual brings about a restimulation of unconsciousness—those periods when a person lay unconscious, not knowing where he was, completely dependent for the safeguarding of his possessions upon others about him or completely at the mercy of those others. The first being safeguarded is restimulated by protective evaluation such as "If you do so-and-so you will get hurt," and the latter is restimulated by betrayal; because periods of unconsciousness contain within them pain and discomfort, protective evaluation and betrayal restimulate alike somatics, and could be said to bring about psychosomatic illness.

Where the preclear has had about him someone who told him what he did while he was asleep, he is likely to get that person confused with a doctor or nurse according to sex, in some operation, thus bringing the operation into constant restimulation. This is resolved simply by mocking up in brackets this evaluating person evaluating to the preclear and being evaluated to by the preclear.

Mocking up hordes of doctors and nurses will restimulate the somatics of operations. This is best resolved, if it becomes very acute, by simply feeding the preclear a great many operations much worse than the one he has and placing these in future; for he is running in the case of any operation which restimulates "It must not happen again."

The entire sub-zero tone scale is of great use in Viewpoint Processing. Ownership could be said to be that area being covered and protected by the preclear. As he goes

on in life, this area will narrow down to just his own body and then to just a portion of his own body. This is because he has been driven back, step by step, conviction by conviction, to the point where he does not believe he can protect anything. He gets to the point where he apparently does not want a viewpoint but wants instead battlements, ramparts, caves, and any other place in which he might be able to hide. He tries to make his engram bank into such a fortress. In this case it is very good to give him tremendous numbers of protective viewpoints; stone walls, doors, caves, and thus satisfy his “hunger” for a place in which he himself cannot be viewed. He will gradually come up on this to a point where he is cautiously willing to view something. I have had a preclear give tremendous sighs of relief at being permitted for an hour to insert in the darkness about him barricades of various sorts.

A preclear who is very occluded does not think himself strong enough or does not sufficiently trust himself to offer very much protection to anything. Thus he cannot take responsibility for items around him and will be found not to be taking responsibility for several areas of the body.

The preclear will be found to have, if occluded, an enormous desire to view the future and will be found to have had in his past association which pretended to evaluate the future for him. Spirits are the commonest; thus one must not neglect the 7th and 8th dynamics.

The time factor of the viewpoint is tremendously interesting. The occluded preclear does not view the present. From the present he started viewing the future, and from the future started viewing the past. What he calls knowledge is the certainty of impact which has happened to him in the past and which he is certain is going to happen to him in the future. He *knows* that this is going to happen again. He knows in ratio to the violence of the impact. Thus seeking knowledge, he finds impact. If you ask him to run simply **“It is in the present”** he will rapidly discover that much of the blackness he is looking at is believed by himself to be in the future. In this case a special point of Viewpoint Processing is used wherein quantities of horrible and terrible events are placed in the future. As this is done, it will be found quite ordinarily that he begins to move on the time track and may quite suddenly get with these future mock-ups brilliantly clear forms and adequate space. In other words, we give him a viewpoint of the future in its most terrible and drastic form (he is, remember, not actually interested in the past: he is interested in the future and knows that such horrible things have happened and will happen again that he cannot adventure further in time).

It will be found additionally that he is expecting a great many people to appear in the future. The preclear is quite startled when Certainty Processing is used to find out that he actually believes certain people are present. This knowledge is suppressed, and Certainty Processing brings it to light. In Viewpoint Processing one gives numbers of people to the preclear coming to him from the future, particularly enemies he has known in the past.

It is peculiar to the occluded case that he believes himself, quite often, under arrest; therefore one should give him a great many police and uniformed people calling him here and taking him there; and one should also give him large quantities of schoolrooms and jails—there being very little difference between them in the preclear’s mind. He will become quite upset in this process unless he is also permitted to waste motion in wide spaces. The school and the courtroom have much in common in that they dispose of spatial positions with no recourse on the part of the preclear, and evaluate for him also on a thought level.

Books can, say, “do the looking” for one. This is one of the best reasons why science stagnated and why science becomes increasingly complex instead of increasingly



simple. All the scientists are very busy looking in the books of other scientists instead of at the material universe and their own universes. To remedy this one can have the preclear get enormous stacks of books with the idea that they are looking for him. In the case of fiction, the books also feel and hear for the preclear; and more than one preclear's sonic is lost in the silence of the written word.

In that a viewpoint does not only look but also perceives along other channels, it will be found that the preclear who has very little perception is actually expecting a totality of non-perception in the future. He believes that death is such a totality. He is holding on to incidents in the past which tell him that he will lose all perception in the future and this, in itself, shuts off his own perception. To remedy this, one should get in the future being deaf, being blind, being solidly stuck in coffins, and in general, having no viewpoint.

Invalidation is basically non-attention. Attention itself is quite important, for attention is necessary before an effect can be created. Thus the attention of the preclear will be found to be fixed or dispersed and not entirely under his control, which would account for the phenomenon of occlusion. The preclear cannot unfix his attention from things which he expects to happen. The auditor actually shifts his attention by having these things happen in the future in mock-up form and in tremendous quantities. One need not be too particular to discover what the preclear is afraid will happen; one only need take various possible disasters, all of them summing to a loss of viewpoint.

That thing which is most feared is that thing with which the preclear will close terminals. He actually creates those things which he fears.

Viewpoint Processing can be combined, of course, with Certainty Processing.

It will be found that Viewpoint Processing is very effective but that it does not even vaguely supplant observation. Certainty Processing and Viewpoint Processing should be used in conjunction with such a process as SSSA, using it between the six steps. It is, like all concept, postulate, matched or double terminal processing, a propitiation of the circuits.

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Now I have given you this rather expansive look at Viewpoint Processing so that you would understand what we are trying to do to run the computation amongst all computations, the center central of all thinking, which can be run on an occluded case. It is one thing to have, you must realize, the center of all thinkingness and quite another thing to have it in a form which can be run. I am giving you here following the form in which it can be run. The technique with which it is run is Viewpoint Processing.

In other words, we have here three things in conjunction. We have the center centerness of all thinking; we have the form in which it can be run, which is to say, the words which express the thought which will run on the case, no matter how occluded that case is; and we have the technique with which it is run. These are three separate items.

The center centralness of all thinking is, of course, change of position in space. If you recall your Axioms you will understand that this is known to us as time, it is also known to us as motion. A particle moves from one position to another position and this change requires a certain amount of what we arbitrarily call time. The change cannot take place instantaneously, otherwise the particle would be in both positions at the same time.

At the International Congress of Dianeticists and Scientologists [ September 30—October 4, 1953, Philadelphia, Pennsylvania], this matter of spatial position will be given at length and probably as you receive this will already have been given, in which event the tapes most likely will be in the possession of your nearest Associate.

The change of position of spaces is an operation in which the preclear must be able; if he is not able to change the position of his own spaces, then he cannot change the position of his facsimiles. The inability to change these spaces means an inability to “keep up with time” and sticks the individual in the engram.

The two most prevalent viewpoints to impress one with how bad something is are that one must change his position in space and that one must not change his position in space. Indeed, a communications system is dependent upon not changing one’s position in space. Thus attention tends to fix one in space.

The dwindling spiral of the MEST universe is the desire to remain fixed in space. This eventually immobilizes a person. Perception, action, doingness, sensation, sonic, hearing and even happiness depend upon an ability to change in space. Money, security and communications systems themselves tend to fix a person in space.

All this twist to thinkingness comes about from motion itself. An explosion is not enjoyable to the person in the center of it. Thus one attempts not to disperse, which is to say, change position all over space. An impact seeks to fix a person in space. People dramatize the dispersal by insisting that everyone move around in space, as in the case of an enthusiasm dramatization (which, by the way, most people bent on security do not like) or that, in the case of the impact, people stay where they are and not move. Because impacts are more common than explosions it could be said that the engrams dictate a dwindling spiral with greater and greater fixation upon being “well fixed,” to use the colloquial term which best fits the master engram of them all.

In the Axioms you saw where thought is preceded by motion. This is quite true. Obsessive thoughts are preceded by too much motion in too little time. This, indeed, produces the sensation of pain.

Along with this we have, of course, the insistence that one must not change spaces. Here in the MEST universe we have only one space actually, but to have a time track one must continually make space. One confuses MEST universe space with his own ability to make and put space into the past and so becomes extremely tangled the moment he decides not to have a great deal of mobility. This is seen in the young man who gets married and has to “settle down.” The 1.5 is obsessed with the idea of people staying in one place, remaining fixed, not moving. This, of course, is death.

You have also noted the franticness which comes over some people when they have lost some material object. It has disappeared into space, which is to say, it cannot be located or it cannot be fixed in space, much less changed in its spatial position. It is then, without observation, evidently changing its spatial position. This is the action of a hidden influence and is quite frightening to the individual. All religion uses this fear in order to evaluate for people.

With Viewpoint Processing, one mocks up hordes of spirits, gods, people declaring first that everything is lost in space, then that everything must be fixed in space, then that everything must be changed in space, then that the spaces must be changed and then that spaces must be fixed. One does this and intersperses it with minutes of nothingness; the last is necessary to run out the suppression the preclear has put on these viewpoints. One runs it as well in brackets. One has hordes of the preclear in various forms and aspects declaring that nothing can be found in space, that everything must be fixed in space, that everything must be changed in space, that spaces must be changed, that spaces must be fixed.

One does not bother with the reasons why the spaces must be changed; the body has lots of reasons for everything. They are entirely unimportant. The biggest bugaboo your preclear has is that he has to have a reason to do something. If he has enough reasons, he'll be good and dead.

One does not, when he is running this process, permit the preclear to go wandering off and running people with other ideas than this simple one, change in space. Once in a while he will want to re-phrase the same idea and that is, of course, quite permissible.

Getting two spots out in front of the occluded case which are saying, **“Do not change in space”** is quite effective and will quite likely produce considerable somatics of tiredness, for that is the main excuse for not changing in space: one is too tired to go.

Your occluded case, then, breaks down to one of two kinds: one will get mockups which will persist and not go away, the other will get mock-ups which vanish instantly. The former is stuck in an impact engram, the latter is stuck in an explosion engram.

The phenomenon of seeking to know is actually a search for a certainty. The greatest certainty is the certainty of impact. Thus, when one goes toward a great certainty without this knowledge and these techniques one tends to go downhill toward engrams which contain an impact and which, of course, remain more and more fixed in space. Thus you have the scholar who becomes more and more immobile and, indeed, you have that operation of the State known as “education” wherein the State delivers into the mind of the child in sixteen years of sitting still in classrooms knowledge which could be delivered in a compact form in two or three years at the most. It is, in short, a control operation.

In running this, one will find the phenomenon of black and white turning up. If he is running lots of people with “must not change in space” and the field of vision remains black, then he should be running “must change in space,” at which moment it will be seen that the field lights up. Sometimes “must change in space” and “must not change in space” alike do not light up the dark field; at this, one should run “lost in space” or “lost in the darkness,” at which time the field will probably light up. This can be watched on the E-Meter. Whenever the field goes entirely dark the E-Meter sticks; in addition, the energy involved in the material is not running out when the needle is stuck. So long as the needle is gradually rising, the auditor can be sure that the field is fairly white before the preclear. When somatics flick on the needle, when it gives small jumps or sticks, it is time to reverse the concept. When all concepts tend to make the needle stick, simply give the preclear in brackets a moment or two of nothingness until the needle is again free.

We will call this Triple Process of the right button with the right phrasing with the right mechanical process “Change Processing” for further reference.

If you cannot now finish off your occluded cases with a few hours of auditing, I disown all of you.

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This is the third of the series of the *Professional Auditor's Bulletins* which delineate techniques to assist the auditor's own case and to give him data he may use upon his preclears.

Viewpoint Processing may be self-audited within reason if the individual thoroughly makes up his mind to use it as an intermediate step between the steps of

Process SSSA as delineated in PAB No. 7. Otherwise it will leave him wallowing in his circuits, not that this, for many an occluded auditor, would be anything new.

*Author's Note:* This paper was written in Seville, Spain, in what the Spaniards laughingly call a civilization. They have electricity of varying voltages which is off for many hours of the day, water which only comes out of the faucets between eleven and one, a mailman who, surprisingly enough, delivers packets. Of course the castanets and beautiful nights make up for all this and nobody worries about anything and it all somehow gets done manana, but it doesn't particularly add to the quality of technical papers which get dictated, when there happens to be electricity, from notes which the maid overlooked destroying in her clean-up. Understand, then, that this paper is very informal. It is sent through to you now as it is because the information is three years overdue already.

LRH

**LRH TAPE LECTURES**

3-23 September 1953

5309C03	LECTURE	Training Auditors
5309C23	LECTURE	G.E. Track, Exteriorization

**P.A.B. No. 9**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Only Unbiased and Accurate Professional  
Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
4 Marylebone High Street, London W.1

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[1953, ca. early September]

**FORMULA H**

In early 1953 I developed Formula H as a basic resolution in terms of emotion and effort of insane impulses, neuroses, obsessions and compulsions. It is a limited technique. Formula H is the end development of Effort Processing, and is run with all the technology learned in Effort Processing itself.

**FORMULA H: THE EFFORT TO REACH AND WITHDRAW,  
TO GRASP AND LET GO OF ONESELF, OF  
OTHERS FOR THEMSELVES, OF ONESELF  
FOR OTHERS AND OTHERS FOR ONESELF  
AND OTHERS FOR OTHERS: FOR FORCE,  
PERCEPTION AND ADMIRATION WHEN RUN  
RESOLVE THE TENACITY OF ENGRAMS.**

The first example of the use of Formula H would be applied to present time. One would ask the preclear to run the effort to reach and to withdraw *into* and *from present time* in terms of force, in terms of admiration and in terms of perception. He would run as well for force, admiration and perception the effort to grasp and the effort to let go. He would then run present time as an entity, reaching and withdrawing, grasping and letting go the preclear. He would find that there is a duplicity of effort wherein the preclear can run withdrawing while something else withdraws, reaching while something else withdraws, withdrawing while something else reaches, and reaching while something else reaches, grasping while something else grasps, grasping while something else lets go, letting go while something else grasps, letting go while something else lets go. This can be run in brackets, which is to say with the preclear doing it as though others were doing it and the preclear doing it for others doing it in regard to others.

One could run this generally, which is to say without any specific object in contest with the preclear, and one could run it on pictures alone or on engrams alone if the preclear knows what an engram is.

Of course, this is a limited technique. It can be run only until such time as the preclear's case is moving more easily.

The technique can be run slowly or rapidly, which is to say, one can run the cycle and withdraw as fast as the preclear can think it or slowly. This would depend in large measure on the use of an E-Meter. The needle should keep rising while the preclear is reaching and withdrawing, but when it reaches a stop then the effort should be changed or reversed.

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The use of Formula H is entirely an emergency measure. Formula H is not intended to clear anyone. It is intended to put a case in shape to run more easily. Immediately after Formula H is applied, Acceptance Level and SOP 8 can be applied. In other words, Formula H should not be continued indefinitely. The reason this technique should not be used indefinitely lies in the fact that after it has shaken the case loose, its continued use will bog the preclear down in some other part of the time track, for the use of the technique primarily is to shake the preclear loose from the time track. The emotion of insanity—and indeed, there is an emotion of insanity—is discovered in the preclear by having him run something withdrawing while he is reaching or something reaching while he is withdrawing. This is an actual emotion; such a case has insane impulses. This technique should find, bring to view and run out these impulses, for it is an intensely uncomfortable emotion.

Reaching and withdrawing, grasping and letting go are the actions of theta itself. It does this with beams, particles and forms. Thus the formula exactly parallels theta operation, thus its effectiveness. But its continued use on the individual, the analytical mind or the thetan, the production energy unit, or whatever else you want to call it, in the body produces sufficient energy to shake loose engrams which might be better left untouched. Thus the limitation of its use.

It will be found while using it that the emotion of insanity can be turned on or a manic state can be turned on in a case. These emotions will run out simply if the auditing session is continued a little longer. If these become very acute, however, turn to Step III of SOP 8 and have the preclear hold the two upper corners of the room. This will clear away these impulses.

Commonly a preclear runs with this formula into a situation where, if he is a man, the sensation of a woman trying to eat him and a woman being white and himself black, in reversing the reaching and withdrawing, he finds himself trying to eat a woman, himself white and the woman black. This situation, when encountered, can simply be run one way and then the other way until all these impulses cease. Considerable sexual sensation will turn on during the running of this and they should not be left in restimulation. Formula H is called Formula H because the “H” stands for Hope. It can be used on a very difficult case if it does not immediately respond to auditing. Something can happen with sufficient drama and he can know he can get better. This gives to the auditor a tool which will produce relatively fast effects. It also gives the reassurance that the auditor can do something with this person which has not been done to this person before.

Formula H can be self-audited because, of course, Formula H applies mostly to the body. But if so used, it should not be used very long and it should be used with Six Steps to Better Beingness [SSSA] .

## **RESOLUTION OF GEOGRAPHICAL AREAS**

It is quite important for the auditor to understand the nature of geographical areas in their role in aberration. As an example of this, let me tell you a story about a little dog on a ranch I once had which, indeed, is responsible for calling my attention to the fact that it is the *location* not the personnel that is at fault.

This little dog was running down a quarter-of-a-mile-long road when a careless driver hit him with a front bumper. At the moment of impact the driver reacted with sufficient speed to keep the wheel from going over the dog. The driver did not see the dog had not gone under the car, and when he got out the dog was gone. Evidently it had run immediately after being struck into the brush beside the road. He was gone for three days and could not be found in the entire area although looked for. At the end of the three days he came back, running up the same road. When he came within 30 feet

of the spot where he had been hit, although no car was now standing there, he lit out into the brush and scouted the area, coming back on the road again well beyond the spot, thus avoiding the place in the road.

On subsequent days the little dog, coming down this road came closer and closer to the area where he had been struck, each time noted it and avoided it. He had at the same time no fear of the car which had struck him and no fear of the motor of the car and no fear of the people who had been in the car.

After about two weeks, he would walk all the way down the road without going into the brush. Each time he passed the geographical spot where he had been hit he lowered his head and looked frightened when he passed. There is no difference between this dog's reaction and the reaction of a man. In Book One you will find the mechanism of avoiding a restimulator. The person will not look at (as discovered in a hypnotic test) the thing which is motivating his action. If the signal he is being given in a post-hypnotic command is the hypnotist touching his tie, he will find fault with the room, with the hypnotist, with the hypnotist's clothes, but very rarely with the hypnotist's tie, the actual signal. This tells you, then, that man avoids geographical areas and will not look at them, and at the same time will say that he is not in that area because of people, because of incidents, because of many things. He has been injured in some geographical area. Pain and unconsciousness have taken place at some point on the globe, some city, some ocean, some altitude, some depth. Afterwards, he avoids such a point.

In Para-Scientology, it has been established without any great certainty that man has been here in this universe for some time and that men have a great many recorded experiences much earlier in existence. It does not matter whether this is true or not; it does matter that men have geographical antipathies. They are avoiding many spots in their own home, around their own towns, around their own state, their own country, their own continent—all over the world. This comes to a pass, finally, where a person is avoiding the entire world. Also in Para-Scientology we have turned up in many cases what the preclear claims is "space opera." The only thing that is very certain in each one of these cases is that the preclear so claiming actually avoids space. He avoids space just as the little dog avoided the point on the road. In other words, this person has been injured in space and because space is so difficult to locate and points in space are so difficult to establish, he begins to avoid all space and so we get the case which is hard packed all around with engrams. He is trying to be solid so as not to have any space. If we work this case on the Formula H given above as we discuss in a moment, we will discover that there are many points specific and exact in space in the vicinity of the solar system which the person is particularly antipathetic towards. He may or may not have an explanation for this but the point is he does avoid space and points in space.

In view of the fact that the person who wants no space is avoiding the entire MEST universe and because any point in or the entire MEST universe can be a geographical area, we get what is this tremendous antipathy for the MEST universe on the part of preclears. This resolves by processing geographically all of the areas of which the auditor can think or read about from an atlas.

Geographical processing is quite surprising in its results. It is done with Formula H. One gets the preclear's efforts to reach and withdraw from, to grasp and let go, various geographical areas; and gets the preclear getting others trying to reach and withdraw from, grasp and let go, the same geographical areas; and gets the geographical areas trying to withdraw from and reach, grasp and let go, the preclear; and gets the areas reaching and withdrawing from, grasping and letting go, others.

The peculiar nostalgia generated by reason of a person's being raised in a certain area (which in its acute state is homesickness) is resolved by the use of Formula H on

the area of the childhood home. If one were to be processing children in a summer camp, he would find that many of these were suffering acutely from homesickness and could not enjoy themselves. If he would simply take a group of them and get them to reach and withdraw from home, he would possibly, through a bath of tears, restore the vitality of many who were ailing.

Particularly for the case who is having difficulty with space, this is a recommended process. An example of its running follows:

Auditor: Get the effort to reach the place you lived when you were five.  
Preclear: Tries to recall place and cannot.  
Auditor: What part of the United States was it in?  
Preclear: Somewhere in the Midwest.  
Auditor: Try to reach the Midwest.  
Preclear: Does so.  
Auditor: Get trying to withdraw from some place in the Midwest.  
Preclear: Does so.  
Auditor: Now try to see (reach) some place in the Midwest.  
Preclear: Does so.  
Auditor: Now try not to see some place in the Midwest.  
Preclear: Does so.  
Auditor: Now try not to admire (withdraw from) a place in the Midwest.  
Preclear: Does so.  
Auditor: Now try getting to admire a place in the Midwest.  
Preclear: Does, remembers that it is Sioux Falls and achieves a visio on the area and develops at the same time a considerable body warmth which is uncomfortable.  
Auditor: Now gives the preclear the same as above, as though Sioux Falls were trying to reach and withdraw from the preclear. Then the auditor runs:  
Auditor: Get the effort to let go of Sioux Falls.  
Preclear: Does so.  
Auditor: Get the effort of Sioux Falls to let go of you.  
Preclear: Does so.  
Auditor: Get the effort of Sioux Falls not to look at you.  
Preclear: Does so.



Auditor: Get the effort of Sioux Falls to grasp you.  
Preclear: Does so, and suddenly finds himself engram wise in a room having the measles.

This is the hold on the track about Sioux Falls. Somatics become acute, warmth excessive. The preclear keeps saying that the sickroom alternates with the county jail. It suddenly develops that he was in quarantine during his illness and felt like a prisoner and has felt degraded ever since.

The auditor now uses Acceptance Level Processing or Expanded Gita. As the former has not been covered, the latter will be illustrated.

Auditor: Start mocking up lots of rooms full of measles.  
Preclear: Does so, and is astonished that they keep falling in on him. He does this and suddenly remembers how nice his mother was to him during the measles.  
Auditor: Gets the preclear to throw away rooms full of measles until the preclear can do so easily.  
Preclear: Fever has abated, engram has been run out.  
Auditor: Gives the preclear the effort to reach and withdraw from present time, and the effort of present time to reach and withdraw from the preclear until the preclear is very alert.

End of Session.

You will find that Formula H used in any combination is productive. If used in conjunction with geographical areas, it is extremely productive.

It is recommended for all cases early in processing; it is not recommended for cases late in processing which are progressing satisfactorily. It is not recommended that Formula H be run longer than for two or three hours on a case except where the auditor has set out to process geographically the entire MEST universe. Processing the entire MEST universe and points in its space would be identical with the above illustration except that points in the MEST universe would be substituted for first the Midwest and then Sioux Falls as the "Sioux Falls" particular points showed up with the preclear.

It cannot be too forcefully stated that the emotion called insanity is an actual emotion and is turned on and is run out by Formula H. It may or may not be good processing for an auditor to attempt to discover and locate this emotion of insanity on preclears who aren't neurotic or insane and so discharge it. This would depend entirely on the skill of the auditor. When the emotion of insanity is turned on in a preclear who is otherwise sane, it should simply be run out by Formula H.

L. RON HUBBARD

From: L. RON HUBBARD

Through: Hubbard Communications Office  
4 Marylebone High St.  
London W.1, England

ASSOCIATE NEWSLETTER NO. 9

4 September 1953

*Requested Report*

All Associates of the Hubbard Association of Scientologists are requested to submit the following data to the HAS.

The period covered for this data is from the time of beginning operation or from January 1, 1953, whichever is the earlier, to September 1, 1953. All data should be inclusive of January 1, 1953 and September 1, 1953 for all business. Those Associates who began business later than January 1, 1953 should report on their actual beginning of operations to September 1, 1953.

NAME OF ASSOCIATE:

CORRECT OPERATING ADDRESS:

TOTAL NUMBER OF STUDENTS ENROLLED FOR ANY COURSE OF ANY KIND:

TOTAL NUMBER OF STUDENTS GRADUATED TO HCA OR B.SCN:

GROSS INCOME FROM TRAINING:

TOTAL SUM (CALCULATED ON BASIC CONTRACT PERCENTAGE IN FORCE) OWING TO HAS:

WHAT PART OF SUM ALREADY PAID (LIST ALL PAYMENTS AND AGENCIES TO WHICH PAID):

*SUM NOW DUE AND OWING TO HAS AND ENCLOSED HEREWITH:*

ATTACH A COMPLETE LIST OF ALL STUDENTS ENROLLED WITH THEIR HOME ADDRESSES SO THAT THEY CAN BE PUT ON PAB AND JOURNAL LIST.

Signature: \_\_\_\_\_  
(Director)

RETURN THIS REPORT AND SUM OWING TO DATE IF ANY TO THE HUBBARD ASSOCIATION OF SCIENTOLOGISTS, 4 MARYLEBONE HIGH STREET, LONDON W. 1, ENGLAND. DO NOT PAY TO ANY OTHER ADDRESS OR AGENCY.

As of this date, Associate Schools of the Hubbard Association of Scientologists will cease to receive gratis the *Professional Auditor's Bulletin*; Associate Schools and members of the staff of Associate Schools are requested to submit with a payment of \$28—and \$10 extra if airmail delivery is desired—their application for professional membership as an organization or as individuals. Business done by some Associates is too slight to warrant further expense from this office, and free PAB service cannot be continued to such agencies.

L. Ron Hubbard

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**P.A.B. No. 10**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1953, ca. late September]

**CHANGE PROCESSING**

In *Professional Auditor's Bulletin* No. 8 we have a variation of Change Processing which utilizes the factors given in that PAB to excellent advantage.

We find as a law that a person takes the opinion viewpoint of that person or thing which has most changed him in space.

It will become apparent immediately that the reason soldiers will obey a sergeant's command to go forward into battle lies in their training in close order drill. This sergeant has placed them here and there on the drill field, has posted them on sentry duty—in other words, fixed them in space—and in general has altered their positions in space to such a degree that now the opinion of the sergeant that they should go forward even to certain death has much higher validity than the soldier's own opinion.

We see as well that the mother, having carried the child in the womb, having carried the infant here and there, and the father, having carried the infant about and having changed the mother in space during gestation, both, then, have enormous opinion value for the individual. This is basic on the reason why the preclear is so anxious about his personal relations with his parents. This is also why he has obeyed his parents so implicitly or has had to fight so hard not to obey them. Because his parents have changed him in space, his parents evaluate for him.

It will also be seen in a motor-happy society that machinery very soon begins to evaluate for the individual, for a car changes the person in space. Machine tools and large stationary engines fix a person in place. It is as much evaluation to fix a person in space as to change him in space, for, indeed, fixing a person is actually to make him do otherwise than he himself would do, so is, in effect, a change in space against the person's own self-determinism.

As soon as we examine fixation in space, we are examining fixations on subjects. We have here, in a breath (but with a rather dirty trick beneath it which will be covered in a later PAB), the entire secret of education. They fix the student in space and thus can evaluate for him. This is doubly vicious as it also reduces the space of the individual. If you wish to see your preclear upset and dumbfounded, simply have him fit the corners of his kindergarten and early grade to the corners of the room in which he is being processed and keep duplicating these rooms, which is to say, fixing the old space in this new space, until he gets a good facsimile of his early school. Incidents where he was punished or degraded will immediately turn up. This is an investigatory rather than a therapeutic process, for it takes much too long.

Of course there are two sides to moving things in space. It is a question whether the child moves the mother in space more than the mother moves the child in space. Of course, the child, being smaller, is apt to take the view that the mother is moving him

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in space; yet the mother's actions are being monitored continually by the necessities of the child. In such a way there are two evaluations of an automobile. One is that an automobile is moving the person in space and the other is that the person is moving the automobile in space. The difference between these two viewpoints is self-competence. We are looking here at above 2.0 on the tone scale and below 2.0 on the tone scale. Above 2.0 the individual feels that he is moving the automobile in space; below 2.0 the individual is certain that the automobile is moving him in space. This is also the difference between happiness and unhappiness. A person is happy as long as he feels that he is the causative mover and is unhappy to the degree that he feels that he is the effect of something which moves him.

Illustrative of this point is an airline pilot, one of the best on the Company payroll, who, as long as he flew the airplane, was an excellent pilot. This individual at the end of his run would quite often "deadhead" to the city where he had his home. He would ride as a passenger, and it was a source of amusement over the entire airline that this crack pilot in the smoothest air would be airsick every time he was a passenger. In the first case, he was moving the airplane in space; in the second case, as a passenger, the airplane was moving him in space. Being moved in space by an airplane occasioned terror; moving the airplane in space occasioned happiness.

During the constructive or active moments, the thetan is moving the body, but there are times when the body's necessities—as in the case of urination and bowel movements—move the thetan. Thus we find that the latter are quite aberrative in the individual.

In the Pre-Logics we found that the prime function of theta was to locate or alter objects in space and time, and also to create space and time and objects to locate in them. So here we have viewpoints and the prime purpose of theta interlocking-and discover that we have come on two roads to the same point.

A method of running evaluation, particularly aberrative evaluation where the preclear has been surrounded by somewhat neurotic parents or marital partners, is a very simple one consisting of mocking up the parent and then, in mock-up, having the parent shift a mock-up of the preclear up in the air, down low, to the right, to the left, before and behind. One then repeats the process of having the mock-up of the preclear move the mock-up of the parent before and behind, to the right, to the left, above and below. One can even have the preclear simply mock up the parent and start moving the parent until he is certain that the parent can be moved. One has the preclear move the mock-up of the parent from before him to behind him, to his right, to his left, above him and below him. One does this with the parents, marital partners and working machinery, and also with vehicles.

As soon as one starts Creative Processing to the end of convincing the preclear that he can change things in space, he begins to find quite ordinarily that the preclear will get visios of roads. The road, of course, is the one thing which constructively changes the preclear in space. There is, of course, a scarcity of roads, and one remedies this with Viewpoint Processing by having the preclear mock up a great many roads for himself, somebody else with roads for themselves, and others mocking up roads for others, until the scarcity of roads is remedied. The road is also aberrative because it threatens momentary impacts to those persons who have been in accidents. Automobile accidents are, then, excessively aberrative since they are a hold-motion and a fixation on something which is intended as a continuance of motion. One of the simplest ways to handle this latter situation is simply to run the engram of the accident or to mock up accidents until the preclear is surfeited with them (by this last, of course, I mean that one has the preclear mock up the accidents).

One can also repeat this by having the preclear mock up the thetan moving the body as above and having the body moving the thetan. This last process is very

productive. One does it in brackets. One has the preclear mock up something which he calls the thetan and then has this move the body as in the case of the parents above. Then he has others being moved around by their thetans and thetans moving others around, and then others doing this for others.

L. RON HUBBARD

ASSOCIATE NEWSLETTER NO. 10

[1953, ca. late September]

**TECHNIQUE BULLETIN**

Cases which bog down in the process of auditing normally come up against the computation of the workability of techniques.

People have consistently believed and disbelieved in a cycle that something would solve everything and, regardless of the workability of a technique, people continue to follow this cycle. The interruption of this cycle in any case—and, I repeat, *any case*—is extremely desirable.

The cycle is interrupted by running on the preclear in brackets “The remedy is unworkable,” “The technique is ineffective,” “The solution will not apply,” and so on, so as to cover techniques, cures, medicines, computations and *systems of communication*. The workability of any of these is under question, for the preclear has been often disappointed and betrayed. Thus, his case has a tendency to hang up.

It will be discovered that the belief that something is workable is the beginning of the cycle with considerable space, and the belief that something is unworkable is the end of the cycle and is the equivalent of death. Death itself is a solution of sorts, but it is an unworkable solution and the preclear recognizes its unworkability. When unworkability is run in terms of brackets, as in Viewpoint Processing, it will be found that the space of the preclear narrows down to nothing.

Running this in brackets is done by mocking up the people with the concept—as many people as possible, each one with the same thought. The preclear mocks them up for himself, has another mock them up in thousands for himself, and has others mock them up in thousands; each one with the idea that the remedy is workable, and again with the idea that the remedy is unworkable.

This can be specifically applied to Dianetics but is effective only when the person has long been in contact with Dianetics. We have, in Dianetics, a consistent change of technique, not because each one has proved unworkable, but because new techniques have shown up which were faster. However, to many dull people, this has given the appearance of change of technique because the last technique which was once considered so workable, is now considered unworkable. Thus we have consistently and continually run the cycle on these people and worn them out. If these people are to be renovated, running the change of technique as workable and unworkable on them in brackets as above, will remedy the condition.

This is the center of the whole idea of hope, dreams, illusions and plans.

What one is trying to do and what one is trying to solve is to get through time; in other words, to survive as long as possible.

Modern medicine has begun to run this cycle with greater and greater rapidity. In Dianetics and Scientology, the continuing field of discovery has a different pattern. Techniques have gone through from entirely introspective techniques to conceptual techniques through direct energy handling techniques up to purely observational techniques. This is because Man does not want to look *at* something. Man always looks beside something. I refer your attention to Book I and the dissertation on the subject of the restimulator in the environment: people will not look at the restimulator but look, instead, at associative restimulators. We are actually finding how we can bring people up to a point where they will look at things. It is discovered that if they will

look at things directly, the threat of those things disappears. Actually, energy, directly observed, will dissolve. The only way the universe keeps going, really, is because nobody theta-wise looks directly at it. Thus we have gone from looking at the thing furthest from actuality that was still real—the engram containing pain and unconsciousness—up to staring straight in the teeth of the actual thing. Methods have been discovered by which this can be done, as you found in Six Steps of Self-Auditing.

The concept in large masses “There must be no other cause” falls into the general category of the above and resolves as well the “I must be the only one” computation which inhibits so many people. The idea that there must be no other cause but himself comes about because any person can trace immediately back to the fact that his own decision started the concatenation of events which led to disaster. Going out for an automobile ride which concludes with an accident was done on the free decision of the individual; thus he traces his own decision to go for a ride as the prior cause which led to the accident. Thus he begins to conceive that only those things which he himself has desired or caused can at length affect him. He believes he can only be attacked by those monsters which he himself has created. He gets this idea from his early work in his own universe.

This does not apply in the MEST universe. The accident has, if the preclear desires to trace it, thousands of other causes. His fixation on being the only one is, of course, a self-protective measure, and is a defensive measure in the extreme. People who have the idea that they are the only ones who can be cause have actually been punished so hard and so much that they are extremely defensive. Their assumption of cause is assumption of self-responsibility for many things for which they have no reason whatsoever to assume responsibility. This is remedied by clarifying the scarcity of causes.

The invention of God as represented for the MEST universe is an effort to fill all space with cause so that one will not then become the only one, for becoming the only one is an extremely fatal operation which goes down a fast dwindling spiral.

One has to recognize that there are three universes. Thus, all things, including wasting, Acceptance Level processing and concepts, have to be run in brackets. Otherwise, one leaves out the idea of other causes. If one omits this from the processing of a preclear, he drives the preclear further and further and further into being the only one. Thus Dianetics, after 500 or 600 hours of auditing, reversed itself and began to do harm. For one reason, it had driven people into being the only one, and for the other reason, it had made engrams scarce by erasing them.

**FIRST INTERNATIONAL CONGRESS OF DIANETICISTS AND  
SCIENTOLOGISTS LECTURES**

Philadelphia, Pennsylvania  
30 September—4 October 1953

Nearly 300 delegates attended the First International Congress of Dianeticists and Scientologists September 30 through October 4, 1953, at the Broadwood Hotel in Philadelphia. L. Ron Hubbard had returned to the United States to resume his active role in this country as the Founder of Dianetics and Scientology.

“Beginning on September 30 with the continuous playing of eight hours of Doctorate lecture tapes at the Hubbard Foundation, followed by an evening lecture by L. Ron Hubbard, the Congress progressed through the 1st, 2nd, 3rd and 4th of October, with mornings and evenings spent in group processing and seminars, and afternoons devoted to lectures by L. Ron Hubbard on new material and the expansion of SOP-8.

“Twelve formal hours of lectures were given, and the same material was put into practice in the group processing sessions. During these lectures, L. Ron Hubbard offered a summation of his work of the past year, which culminated in SOP-8, SOP-8L, and Six Steps to Better Beingness. These are the processes he has intended for general use.

“It was the theme of Mr. Hubbard’s lectures that we had to have a science before we could have organizations, and he stated that the last three years were, in effect, a social study wherein the material he chose to release at that time was used to determine the best means of giving Earth a psychotherapy. He commented that while this may seem a brutal method of going about the introduction of a science, there was no other method available at the time. He further commented that his own work was the natural activity of Life which, having entered deeply into the physical universe, as described in the Axioms, perforce must withdraw in order to achieve a more orderly conquest. He said that if he had not carried forward this program and advanced these techniques (and the science itself) that life in some other way would have done so, in the long run. He was very insistent upon the fact that smooth organization and management depended entirely, in Dianetics and Scientological organizations, upon the existence of a completed science. He said that with the completion of the science there must now take place high level function in organization and dissemination. He announced, in effect, D-Day for action!

“The Congress terminated with a lively business session. It was clearly established that the will of the membership of the HAS was the establishment of a Professional Auditors Chapter (PAC) which would in itself act as a certifying body for Dianetics and Scientology. As an immediate result of Congress action, the PAC is now in a state of formation.”

—*Journal of Scientology* 21-G

* 5309C30A	ICDS-1	History and Development of Dianetics
* 5309C30B	ICDS-2	The Problem to Be Solved
** 5310C01A	ICDS-3	Processing and Its Goals
* 5310C01 B	ICDS-4	The Most Favorable Processes
* 5310C01C	ICDS-5	SOP-8
* 5310C01D	ICDS-6	SOP-8
* 5310C02A	ICDS-7	SOP-8, Additional material
* 5310C02B	ICDS-8	SOP-8, Step 1, 2, 3



* 5310C02C	ICDS-9	SOP-8
* 5310C03A	ICDS-10	Six Steps to Better Beingness
* 5310C03B	ICDS-11	Uses and Future of Scientology
* 5310C03C	ICDS-12	Processes for Rough Cases
* 5310C04A	ICDS-13	Wasting
* 5310C04B	ICDS-14	Effort

**1ST AMERICAN ADVANCED CLINICAL  
INDOCTRINATION COURSE LECTURES**

Camden, New Jersey  
5 October—14 November 1953

“Before L. Ron Hubbard returned from Spain, he announced he would train a handful of the better auditors in the latest techniques. The announcement was met by an immediate landslide of applications. He accepted ten, and later, after the course had started, two more. In addition, he was forced to schedule, for the sixteenth of November, a second clinical graduate course under his personal instruction.”

—*Journal of Scientology* 21-G

* 5310C06	AICL-1A	Looking, Definition of Static (1ACC-1)
* 5310C07A	AICL-1B	Q & A, Step V (1ACC-2)
* 5310C07B	AICL-2A	Exteriorization (1ACC-3)
* 5310C08A	AICL-2B	Thetan Control, Handling Occlusion (1ACC-4)
* 5310C08B	AICL-3A	Occlusion, Resolve of ( 1 ACC-5)
* 5310C09A	AICL-3B	Psychotics, Classification of Cases (1ACC-6)
* 5310C09B	AICL-4A	Occluded Case (1ACC-7)
* 5310C12A	AICL-4B	Exteriorization, Difficult Cases (1ACC-8)
* 5310C12B	AICL-5A	SOP: Step 11 (1ACC-9)
* 5310C12C	AICL-5B	SOP: Step 11 (cont.) (1ACC-10)
* 5310C13A	AICL-6A	Anesthesia in Bodies (1ACC-11)
* 5310C13B	AICL-6B	Anesthesia in Bodies (cont.) (1ACC-12)
* * 5310C14A	AICL-7A	Randomity, Control and Prediction, Part I (1ACC-13)
* * 5310C14B	AICL-7B	Randomity, Control and Prediction, Part 11 (1ACC-14)
* * 5310C14C	AICL-8A	Inverted Dynamics (1ACC-15)
* 5310C15	AICL-8B	Thinking Action, Machines (1ACC-16)
* 5310C16A	AICL-9A	Subjective Processes (1ACC-17)
* 5310C16B	AICL-9B	Subjective Processes (cont.) (1ACC-18)
* 5310C16C	AICL-10A	Subjective Processes (cont.) ( 1 ACC-19)
* 5310C17A	AICL-10B	Thinking Processes ( 1 ACC-20)
* 5310C17B	AICL-11A	Forget and Remember, Good and Evil (1ACC-21)
* 5310C19A	AICL-11B	Forget and Remember, Good and Evil (cont.) (1ACC-22)
* * 5310C19B	AICL-12A	Change Processes, Action (1ACC-23)
* * 5310C19C	AICL-12B	ChangeProcesses (cont.) (1ACC-24)
* 5310C20	AICL-13A	Certainty of Anchor Points Processing (1ACC-25)
* 5310C21	AICL-13B	Liabilities of Being Processed (1ACC-26)

5310C21	AICL-14A	Processing to Step I (1ACC-27)
5310C21	AICL-14B	Speed Up—Wasting (1ACC-28)
5310C22	AICL-15A	Wasting Effects, etc. (1ACC-29)
5310C22	AICL-15B	Wasting Effects (cont), Looking (1ACC-30)
5310C23	AICL-16A	Looking (1ACC-31)
5310C23	AICL-16B	Change Processing (1ACC-32)
* 5310C26A	AICL-17A	Restimulation of Engrams, Experiences ( 1 ACC-33)
* 5310C26B	AICL-17B	An Assumption, Lines, Chords, Havingness ( 1ACC-34)
* 5310C26C	AICL-18A	Time, Assumption, Facsimiles, Overt Acts, DEDs (1 ACC-35)
* 5310C27A	AICL-18B	Fixed Attention, Duplication, How To Audit Children (1 ACC-36)
* 5310C27B	AICL-19A	Assessment, Memories, Ridges; Demo: Acceptance Level Processing ( 1 ACC-37)
* 5310C27C	AICL-19B	Acceptance Level Processing (cont.) (1ACC-38)
* 5310C28A	AICL-20A	Case Reports, SOP-8C, SOP-8L (1ACC-39)
* 5310C28B	AICL-20B	SOP-8 L (cont. ) ( 1 ACC-40)
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**P.A.B. No. 11**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
4 Marylebone High Street, London W.1

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[1953, ca. early October]

During these last many PABs, I trust that something has been happening to your own case. I am trying to bring it along on a self-auditing basis. All techniques I have been giving you since we started in these sessions can be self-audited.

You will find, however, as you self-audit things, that a very basic law is at work. This law consists of THE ENTIRE PROCESS OF THOUGHT IS AN EFFORT TO OBSERVE SOMETHING WITHOUT LOOKING AT IT. You will find yourself, if you self-audit, dramatizing this by preferring those techniques which deal with thoughts and concepts rather than those techniques which specialize in looking. Thus, I dare say, you will have avoided doing the Six Steps to Better Beingness and will probably have done Viewpoint Processing in preference. Let me assure you, however, that the Six Steps to Better Beingness are on a higher level than any process which merely processes thoughts.

There is another law involved which explains this matter of not wanting to look which we will take up in PAB No. 12. In this present PAB we will set forth what the thetan is trying to do.

### **WHAT THE THETAN IS TRYING TO DO**

With all the books of philosophers before you, with all the religions of the world to consult, with all the closest scrutiny of Man and his involved behavior, it would still be difficult to guess what the thetan is actually trying to do. Indeed, one would be more prone to believe that the thetan is entirely idle and is not trying to do anything; for, such is the complexity of behavior resulting from the extreme simplicity of the original effort that the entire activity is lost in a maze of complexity.

The thetan is trying to do something very simple: he is trying to put up mock-ups of his own; that is really all he is trying to do. But in order to do this, he comes in conflict with other thetans and he finds that his effort is complicated to the degree that these thetans, putting mock-ups in front of him, seek to obstruct him, even when they only want these mock-ups admired. Thus the thetan's activity enters its second step, which is to nullify or divert mock-ups placed before him, which is to say his viewpoint, by other thetans.

As soon as he enters this activity of trying to destroy or divert mock-ups placed before him, he runs into the first levels of subterfuge. These consist of the various emotions by which people seek to convince him that his activities in shunting their mock-ups aside are very bad. Of course he himself has begun this subterfuge in trying to put up mock-ups of his own. He is trying to convince others that when they destroy his mock-ups, they are doing something very vicious and wicked to him.

After a few failures in getting mock-ups of his own which persist and failures in destroying or diverting mock-ups which are thrust in front of his face, he conceives the idea of being multiple. He becomes more than one viewpoint or he teams up with other

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thetans and these, together then, seek to put up mock-ups which persist. These are fought back against by other groups of thetans and so on up the dynamics. This, in effect, is the basic game all of us are playing. This is adequately proven out by processing.

The field of least certainty is the observation of what others are trying to do to others. This, then, becomes aberrative. One doesn't quite know what the rest of the world is doing or thinking. And this becomes complicated because others pretend to be the friend of the thetan, only to betray him. As soon as this occurs he begins to watch very closely the behavior of other thetans' mock-ups in order to gauge what is happening to them so as to prevent things from happening to himself.

With these three things—the thetan trying to put up mock-ups of his own which persist, trying to divert the mock-ups of others, and trying to observe what others are doing to others—we have what we call a “bracket” in Scientology.

The processing of this activity is of the simplest kind. You will find, even on an occluded case, that there is a zone beyond the occlusion where the preclear can put up a mock-up. The worst cases will not be able to see it, but they will know that they have put a mock-up out there. In view of the fact that the basic impulse of the thetan is simply to put a mock-up out there which will move and which will persist, we have as our most certain—if by far not our shortest process—that one given in *Self Analysis in Scientology*. One simply has the preclear go on putting mock-ups out there until the preclear at length can put them up in excellent order and condition.

One can enter this in a little more complex vein and have the preclear receiving before him mock-ups which “others” have put up and destroying these mock-ups. It will be found at first that the preclear has a very hard time destroying mock-ups which so appear before him, even though he himself is putting them there for others. After a while he will be able to divert and destroy these mock-ups at will and his tone will improve as a result.

No matter how much complexity may enter into this, no matter how many lines of thought, how many values of knowledge or evaluations occur, at any given instant the basic impulse of the individual is to create something and maintain it while preventing the mock-ups or creations of others from interfering with his activity. The best test of this process is its workability and it is found that the process is extremely workable.

Very few auditors have the patience to sit through a couple of hundred hours of *Self Analysis in Scientology*. They are prone to assign it as homework or to avoid it. However, remember it is the very best process which we have, for it exactly parallels what the thetan is trying to do.

As the auditor processes this on the preclear, the preclear will begin to notice various things, which is to say he will put up three mock-ups, one after the other, and will find that the third mock-up is much weaker than the first one he put up. This is because he believes that the first two have been destroyed and thus his impulse to put up a mock-up is lessening. One alters this simply by having him put up more mock-ups.

Additionally, this process feeds energy into an energy-starved bank.

By using this process in company with the other five steps of Six Steps to Better Beingness and with SOP 8, results are enormously speeded. But remember, whatever else you know, you would be able to make clears simply if you persisted with the process given herein and which is detailed at some length in *Self Analysis in Scientology*. Perhaps with this understanding and evaluation of what the thetan is trying to do, you may care to go more deeply into this, even on your own case, to using *Self Analysis* half an hour a day.

## IMPORTANT ADVANCE

Change Step 6 (Opposite Poles) of SSSA to be done as follows:

Get a point before, above, etc. the preclear to say **“You will be ridiculed”** and have the preclear say **“Nothing there.”** Then have the preclear say to a point as before **“You will be ridiculed”** and have the point say **“Nothing there.”**

In “Wearing Heads” have the preclear put on various heads and have others take them off and hold them away. Then have the preclear take various heads off (mock-up) people and have him hold them away.

The reason for this change is my observation that everyone suffers from contracted space. This inferred that they were most afraid of expanded space. Expanded space (held out anchor points by others) gives the emotion of ridicule and this change when I tested it on preclears brought the highest tone rise observed for a single quick process. People are afraid of ridicule—they prefer the serious attitude of betrayal. Ridicule includes scorn.

This technique can be employed using brackets and all pronouns.

L. RON HUBBARD

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# THE JOURNAL OF SCIENTOLOGY

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## The Theory of Communication

L. Ron Hubbard

As we have gone forward in Dianetics and Scientology, we have come into possession of more and more significant evaluations of the interrelated factors of life. One of the simplest and yet one of the most significant emergences has been the factor of communications as the most important single factor in the triangle of Affinity Reality-Communication.

This ARC triangle, when I formulated it in Elizabeth in the early summer of 1950, resolved a great many things for auditors, but for the following three years much discussion ensued on the nature of the triangle itself. Generally, though, acceptance of it was swift and glad, for with its use came an understanding of human behavior, and with that triangle the tone scale itself, as it appeared in *Science of Survival*, was born. The earliest tone scale is in Book One, and is the first chart in that book.

Communication did not certainly emerge as a more important factor than either Affinity or Reality until the inclusion in the science of new data concerning the physical universe. It then became apparent that communication was, in essence, the shift of a particle from one part of space to another part of space. In its crudest definition, this is communication. It does not matter whether the communication particle is a bullet, a word, a thought or a light particle. It is still communication if it travels from one part of space to another. Not even terminals are necessary in order to establish the existence of a communication, but in the accepted sense of the word, communication is something which emanates from one terminal and travels through space to arrive at another terminal.

To achieve a full understanding of how communication is important, one need only do a very simple exercise to discover that almost any process involving itself with communication is powerfully effective on the mind.

If one seats himself in one of two chairs which are set facing each other, and looks at the other empty chair, and then gets up and sits down in the other empty chair, then rises and sits in the first empty chair, then goes and sits in the second empty chair, he will realize that something can happen with this technique, even though no words are spoken and no thoughts thought.

In the most accepted sense of the word, communication expects a return. In other words, a particle going from Point A in space to Point B in space is expected, if Life has anything to do with it, to then of itself, or with an approximation of it, go from Point B back to A again. A complete communication cycle is from Point A in space to Point B, and Point B back to Point A. In order to demonstrate the degree to which this affects human behavior, one need only perform another simple technique.

One takes two chairs, sitting some few feet apart, facing each other. He sits down in one of the chairs and looks at the empty chair and says, "Why don't you answer?" He says this aloud to the empty chair. He then gets up and sits down in the empty chair and faces the chair he just vacated and refuses to answer. He gets up again and returns to the first chair, sits down, and says, "You must answer me." He then removes

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himself to the second chair, then actually looks at the first chair, then says, "All right. What do you want to know?" He then gets up out of the second chair and goes to the first chair and says, "Are you all right?" He then removes himself to the second chair and says, "Yes, I am all right." He will experience full relief if he does this.

Almost any computation of this chair act can be worked out, but the one having to do with answering is the most effective. This explains to you why a communication lag on the part of another person can be transferred as an aberration.

We discover, then, that the most basic communication is one which does not have any reason connected with it. It is simply the interchange of a particle from one space to another space, and, preferably, the return of that particle, or a particle like it, to the first position in space.

Any communication is an anchor point. In order to understand the significance of an anchor point, one only has to realize the actual definition of space. For many centuries, in fact, during all of written history, man has not had an accurate, workable, definition of space. This omission is extremely peculiar, because he lives and exists continually in space. Of course, he really avoids space. He would much rather look at a person who is occupying a space, than the space surrounding the person. He is avoiding space to such a degree that he is always trying to work toward something, and is never trying to work toward the gain of nothing, except during some low-toned activity like war.

You can readily establish for yourself the correctness of this definition of space. *Space is the viewpoint of dimension.*

In the earlier editions of the Encyclopaedia Britannica, one discovers under the heading of "Time and Space" a long article which says bluntly that time and space are matters of psychology, not matters of physics. They must be resolved in the field of the human mind before they can be resolved by the physicists. This proves to be true, for with the introduction of space as a viewpoint of dimension, not only human behavior, but many intricate and complex problems in physics fall apart. Like all things worth knowing, this definition is idiotically simple, but tremendously workable. It is workable to the degree that its direct application in processing can produce, with no other aid, a clear.

The first application of this definition in the theory of processing is to have the preclear sit in a chair and from "inside himself" reach out to the two upper corners of the room behind him and simply hold on to those corners, without thinking. If he does this for a long period of time, he will simply become better and better. He may have some bad periods while he does this, but nevertheless the technique inevitably results in a better condition. If just this technique and no other technique were used this person, at the end of perhaps fifty or eighty hours, would be in good physical and mental condition, if not a Theta clear.

In this technique we are putting theory directly into practice. More and more, we are beginning to use these two things as identities. Theory is practice, and that auditor or that instructor who is trying to separate theory from practice is missing a great deal in the science, and is not getting too good results in his practicing.

In essence, holding on to two corners of the room is making space, but again, this is maintaining a condition of communication. One has an anchor point of his own up in each of the two back corners of the room. One can just as well hold all eight corners of the room with an anchor point of his own and his eyes closed. However, this technique is often too vigorous for a preclear. He can also do a total spacation, which is to say, perform Step III of SOP-8.

When we understand that communication is a fundamental, and is a first action of space, as well as the first action which takes place in space, we can advance our processing markedly. In the first place, we have an immediate index as to how aberrated our preclear may be. Preclears are aberrated if they have a communication lag. They have a communication lag as long as they have no space. In other words, communication lag is inverse to the amount of space a person has. This may sound very technical, but it is only as technical as you care to make it. There is nothing simpler than sitting down and making with eight points a cube of space, and then moving a

particle, which you have created, from one point to another point inside the space you have created. In this way, it is possible to understand both space and communication.

Affinity and Reality have taken secondary roles because they are dealing with nothing more than the particle pattern or the number of viewpoints which agree upon the particle pattern. The pattern or velocity of the particle creates the degree of affinity, whether emotion or effort, and the reality depends upon the number of viewpoints which are in agreement upon the pattern of the particle. In both affinity and reality it can be traced that these are secondary to the condition of the existence of a particle and its change in space.

In working Standard Operating Procedure 8 (as given in Issue 16-G of the *Journal*) one does not have in the seven steps an immediate index of the sanity of the individual. These are steps relating to techniques used at various levels of difficulty with techniques. These are not necessarily an indication of the sanity of a person, even though Number VII is marked "Psychotic" and Number VI "Neurotic." VII and VI are so marked only to direct the auditor's attention to the fact that these two techniques are so good that they can be used on any level of case and that he should not use other techniques on psychotic or neurotic people. These definitions of the steps are not to be construed by a preclear, if they are used upon him, to mean that he is psychotic. In order to have a theory of evaluation of cases which matches with the seven steps of SOP-8, it is necessary to move the preclear out of the seven steps and into a step gradient we could call A, B, C, D, E, F, G.

This step gradient would be the gradient scale of the communication lag of the preclear. This is a direct index of sanity. A, which compares to Step I, would be an almost instantaneous response, and G, at the other end of the gradient scale, would be a lag so long that it did not return. In other words, this is a communication-return index.

In using SOP-8, if one exteriorizes an individual by using Step III, he often finds that the individual's communication speeds up markedly or slows down. If he is to continue the practice on the preclear while the preclear is exteriorized, then it is necessary for him to re-evaluate the preclear. If the preclear remains at the same communication speed as before being exteriorized, the auditor simply goes on using the same step level which exteriorized the preclear. However, if the communication level of the preclear speeded up markedly, then the auditor shifts from the step which he used to exteriorize the preclear to a higher, faster motion step. If the preclear's communication lag became greater when exteriorized, then the auditor moves over into the ABCDEFG scale, locates his communication lag, and moves back into SOP-8, using a lower level step such as VI or VII on the preclear, after the preclear has been exteriorized. As communication is the single most important factor today in processing itself, the auditor will do well to regard it as such.



**P.A.B. No. 12**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1953, ca. late October]

**THE CYCLE OF ACTION OF AN EXPLOSION**

The role which an explosion plays in Scientology processing is as spectacular as the explosion itself.

To experience the impact of an atomic bomb, it is not necessary to know the mechanics of nuclear fission. Just so, a preclear need not know the Scientology mechanics of the explosion and its role in experience to benefit from the process. An auditor, however, should understand the mechanics underlying explosions in order to use the process to its fullest extent.

That thing which most closely approximates life itself in the material universe is the explosion. It changes things in space; it disorganizes MEST; it puts out particles from an apparent viewpoint; it alters compounds; and it has closely following its beginning a mirror effect, which is to say, that if one could stop an explosion in its flight, he would find that its center was sufficiently smooth to act as a mirror. It is, then, extremely simple for theta to identify itself with an explosion; and theta has done this to such an extent that science itself, at least at this writing, subscribes widely to the theory that life originates solely from the interactivity of chemical compounds. It could be said that the explosion itself is the basis for this mis-identification.

The cycle of action of life in the MEST universe is the cycle of action of an explosion. In the first book on Dianetics you will find repeated the ancient Vedic formula that things are born, grow, decay and die. I have expanded this to include the end action. First there is nothing; then there is a something; the something increases, then decreases; and again there is nothing. Thus you have a complete basic cycle of action.

There is a process known as Cycle of Action Processing wherein the preclear with creative mock-ups completes the cycles which he has begun and which he has not ended. It will be found that the preclear is trying to complete cycles of action begun often at some long forgotten time, and this accounts for some of the goals which he is rationally or irrationally attempting.

The basic cycle of action of life itself in this universe is the cycle of action of an explosion. While this is not true of all universes, it applies very firmly to the MEST universe. Life has attempted since its inception to approximate things in this universe so as to effect a conquest of the MEST universe. That thing in the universe most like life is the explosion, and life, therefore, in this universe follows the cycle of the explosion. This will become adequately apparent in processing and upon further examination.

An explosion begins with nothing, grows, recedes and at its end there is again nothing. Here we have the desire-enforcement-inhibition cycle and here, indeed, we

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have the pattern of all the cycles mentioned in the doctorate lectures and the book *Scientology 8-8008*.

It should be remarked that an explosion here is meant to include all varieties of impact including implosions and impacts themselves.

Cellular life runs on a motor basis and very tiny explosions provide the heat necessary to run the cellular motors. In other words, life has used the explosion as the pattern of the motors which it builds both in the body and in engines such as those used in vehicles. Thus we have the interesting fact that an inability on the part of the individual to tolerate explosions or their symbols, such as noise, is reflected in a repression of the actual operation of the carbon-oxygen low-heat engine which the human body is.

The overall life cycle of an individual in one lifetime approximates the explosion very closely. There is an apparent nothing; then there is something, and the something brightly expands up to its limit of expansion; then darkens, recedes and vanishes. Here we have pre-conception, birth, youth and, at the end of youth, the darkening period which continues on until death, at which time nothing is again present.

It should be closely noted that an explosion follows this cycle. There is nothing; then there is a point of intense light which, expanding, becomes larger but less brilliant; and at the limit of expansion, ceases to be bright, turns dark and dwindles. The particles which make up the explosion, even in its moments of intense brightness, turn black after the recession point is entered. You as an auditor should be intensely interested in this, for this is occlusion. The preclear is fixed in an engram—of what age we care not—where he is confronting the dark particles which have been formerly bright. Just as one is not hurt ordinarily by the immediate glare and blast of an explosion so one is not hurt by the energy of youth. But this receding, as in the case of an explosion, seems to leave one in the midst of the particles which have been crushed against him by the blast and which particles are painful. In any effort to run the blackness which surrounds a thoroughly occluded preclear, both the E-Meter and the preclear remark the pain which attends any shifting of that blackness. Similarly an individual who had been caught in an explosive blast would be caked with dark particles which, when disturbed, would give him intense pain.

The explosion is apparently a very definite basis in all engrams and, for our purposes here, can be considered to be basic-basic. And it could be remarked with this PAB that basic-basic for all cases has been discovered and is being delivered into your hands to be run.

How does one run basic-basic? The process is intensely effective but is extremely simple and is even apt to be slightly monotonous. Thus the running of basic-basic is accompanied by inserting this process as a between-step in each of the Six Steps to Self-Auditing. One would run Step I of SSSA; would then run the cycle of the explosion as given here; would then run Step II of SSSA; would then run the cycle of explosion as given here; would then run Step III of SSSA; and so on. At each address to the problem of running the explosion, about five minutes would be devoted to auditing it, before one went on to the next step of SSSA. He would do that step of SSSA and would then devote another five minutes to the running of the cycle of the explosion. By doing this he would maintain the interest of the preclear and would markedly advance the case. There is no reason why the cycle of the explosion cannot be self-audited by one trained in Scientology.

The cycle of the explosion is audited in brackets. This is to say that one has the preclear run the cycle as happening to himself several times, then run it as though someone else were running it and run the cycle that way several times, and then run

the cycle for others confronting others. There is a mirror effect running the cycle of the explosion which gives some therapeutic value to having the bracket repeated as though the preclear were sitting about twenty yards in front of himself and doing it there, which is to say the preclear would be far in front of himself, putting it up for himself, having others put it up for others, and then others putting it up for himself; and then the preclear, where he is, would put it up for himself, would have another put it up for himself, and have others put the cycle up for themselves.

What exactly is the cycle of the explosion? One gets the preclear to get nothingness, then a growing expansive whiteness, then turn the whiteness black, have the black dwindle and get nothingness again. You will readily see the similarity of this to Black-and-White Processing and, indeed, this is the furthest extension of Black-and-White Processing, but is many times more effective and useful.

In a case which has a direction reversal (confuses left and right) one should run the cycle backwards, having the preclear get first nothingness then blackness, then whiteness, then nothingness. This runs out regret.

When a case has a weak heart or is chronically ill, one should be careful to run this cycle lightly and on such things as the chronic somatic only, or on words coming from the preclear's mouth (in brackets), getting the words absent, then black, then white, then absent. At any event, be careful of a case that is very ill. On such a case perhaps SSSA or SOP 8 (omitting Step IV) would be best.

This cycle, forward or backwards, used in brackets, betters chronic somatics well enough to prevent their return—an important gain, for chronic somatics sometimes return when audited with older techniques.

In PAB No. 8 you saw that masses of mock-ups could be run in brackets, and that the most important of these were changes in space. The explosion is the most forceful change in space. Thus from the high echelon mechanic of theta's purpose in changing things in space, one can go immediately into the first pattern theta uses in the MEST universe, which is the explosion, and he can run this in brackets.

Remember to do the cycle of the explosion exactly as given. Nothingness, then growing whiteness, then the whiteness turning black, the black receding and nothingness again. *It does not matter how poorly the preclear runs this. It does not matter if his nearest approach to whiteness is simply the idea that something might be white if he could see it.*

The cycle is run without effort, which is to say one does not permit the preclear to strain and use effort while running the cycle of the explosion.

One can expect an occasional electrical discharge, but if the cycle of the explosion is run in brackets and in masses, this discharge will be minimal. It should be remembered that you are not trying to *run out* basic-basic, you are trying to feed an enormous hunger. In other words, you are trying to feed enough explosions into the bank to satiate the scarcity of explosions.

Any and all thinkingness, reasoningness, moralness and ethicalness is derived from the cycle of the explosion. This becomes immediately apparent for, while running the cycle of the explosion on circuit cases, it will be found that they tend to philosophize considerably. This should be ignored. But, for the interest of the auditor, it should be noted that all moralness and ethicalness are directed towards minimization of the wild uses of explosions. Things are right or wrong connected with explosions depending upon whether or not the explosion favors or disfavors oneself or one's group.

Certainty is knowledge. Knowledge is basically an impact. After a sharp impact, it will be found that a person believes himself to be possessed of knowledge. When this is coupled with anaesthesia—which is to say, when a patient is anaesthetized and given a sharp and terrible explosion such as that occasioned by the stab of a surgical knife or the yank at a tooth—he will awake from the operation in the confusion of something nothingness and be certain that there is knowledge for him to discover.

After the brightness of an explosive blast, people wonder about the significance of the blast. The most uninformative thing there is is darkness. Darkness is greatly intensified in its blackness after a bright explosion has appeared. Thus, all the times one has looked into darkness and wondered whether or not something was there are, so to speak, collected together into this great wonder about the significance. The blackness is a concern about “What is the significance of it?” As an investigatory process but not for the purposes of therapeutic processing, one can have an occluded preclear simply run in brackets **“What is the significance of it?”** and he will find the preclear quite taken with the process, for the preclear is trying to do just this: he is trying to discover the significance of the blackness.

This simplicity brings upon us a very grim jest. Soldiers, after an explosive war, are deeply concerned with the significance of it all. Men, after operations or bad accidents, are quite often concerned with the significance of things. But, much more important than this, the entire field of learning is today dramatizing the significance of blackness.

The jest is terrible, when one realizes how he has been betrayed by education. Print is in black, the page is white. In order to read, one has to put forth an effort to suppress the whiteness of the page. This keys in gradually the suppression of the brightness of an explosion, a thing which is automatic, and which is succeeded by darkness. The black letters apparently contain knowledge—and actually often do—but they lead the poor student deeper and deeper into “What is the significance?” And the more he studies, the less he knows, until he is left at length in a complete mystery of darkness. You can run this just to see how it is, not for therapeutic value, and find that Effort Processing on reading will bring out letters on pages. One lets the blackness come through, one suppresses the whiteness of the page. Further, in that the scholar is seeking more knowledge, and in that the knowledge is written in blackness, the scholar is led to suppress the whiteness of the page consistently until he is suppressing all whitenesses. This makes him suppress the whiteness on the cycle of an explosion and thus moves him on the time track past the peak of youth long before his time. The continuous suppression of whiteness retards the metabolism of the body and reduces energy. Educators uniformly dramatize the cycle of the explosion, of course, for their field is thought, and the first thought consists of energy particles not of concepts. Thus the processing of concepts on an occluded case does not resolve occlusion. Processes which utilize and multiply energy are far superior to and infinitely more effective than processes which look for postulates or concepts.

And, mentioning education brings one to the most terrible thing which can happen to the thetan. This is to have a guarantee of no explosions. Once the thetan cannot have, either by manufacture or acquirement, explosions or facsimiles of explosions, he is finished. Prison is so terrible merely because it denies the thetan explosions. The interim after death is terrible to the thetan because it is without explosions. Education as done on the public school system guarantees long periods in cubicles which contain no explosions; and education free from the printed page for long years in cube space is easily the most destructive and effective method of destroying the vitality of a race and the initiative and energy of those who should be its leaders and is, to say the least, rather typical of the MEST universe.

This is the seventh of the series on self-auditing the auditor’s own case. These steps, of course, apply equally to the auditing of preclears. Our task at the moment,

however, is to bring about as high a state of case as we can in all of our auditors. Not long ago an auditor in an area where many early auditors had practiced told me that the certificate was degraded in that area. This is not surprising if these auditors have not followed through with processes and have not given their own cases attention; but it is surprising that the auditor who wrote me has not taken over the responsibility of remedying this situation, for this auditor is quite well trained in Scientology. It would be extremely simple to discover the HDAs and HCAs in one's own area and bring them together for the purposes of mutual betterment and use on them Short 8, Six Steps to Self-Auditing on a group level and, on those cases which are particularly occluded, cycles of explosions with SSSA. This would at once establish a better reality on the part of any auditor who has slipped away and would give him some of the benefit for which he hoped when he studied Dianetics. In fact, I cannot conceive a man being interested in Dianetics and Scientology and knowing these techniques and knowing as well that in his area there are people who have not utilized their training and yet who would not gather these people together—with a blackjack if necessary—and see that they receive group auditing. If one does not like to have himself compared unfavorably with an inexpert auditor who is yet practicing, then the thing to do is to bring up the case level of the inexpert auditor and to give him at least the rote procedure to use on preclears of SSSA.

Auditors have been quite confused here and there in the past because they got their techniques and news of new techniques by rumor and because they did not possess the insight to see that all of this work is of a piece and that the goals we are now attempting are simply higher goals than those we first attempted and yet, though higher, more easily attained. But it would be very difficult for an auditor to fail to understand all the uses involved in Six Steps to Better Beingness (PAB No. 7) and to use these steps with success. He would only have to know this much and he would have well cases. There is no slightest excuse today for an auditor not to get rapid results with Scientology. Because I continue to put out techniques is no reason that old techniques do not work. These new techniques are developed and codified out of experience in auditing by myself. They do the work faster. I am even getting complaints from auditors that some of these processes work so rapidly that after a one or two-hour session the preclears are so well they never come back for a second session. I cannot see how this would be hard on an auditor's pocketbook unless the auditor had not applied the techniques to himself and was unable to go out and dig up preclears. There are today on earth in excess of two billion human beings. In that active auditors number about a thousand, this would seem to give one auditor a fairly good-sized practice. I myself doubt that I could audit more than two or three million people a year and still keep up with my hobbies. So I feel very sorry about these techniques working so fast and ruining people's practices. (The auditor who wrote me the above should receive all this as humor, not criticism.)

L. RON HUBBARD

October 28, 1953

### STEP III AUDITING COMMANDS

The preclear is not supposed to think of anything while he is doing this process. If he thinks of something do not stop him from thinking of it in such a way as to cut communications with him as a preclear, but let him know that this is part of the process.

1. Put eight anchor points around yourself, for yourself (if case is occluded have him put eight black anchor points around himself).
2. Have somebody else put eight anchor points around himself.
3. Have other people put up eight anchor points for other people, with you in the space.
4. Have other people put up eight anchor points for other people, with somebody else in the space.
5. Have somebody else put up eight anchor points for you.
6. You put up eight anchor points for somebody else.
7. From where you are hold on to the eight comers of the room.
8. Have somebody else hold on to the eight comers of the room.
9. Have other people hold on to the eight comers of the room for other people.
10. Have somebody hold on to the eight corners of the room for you.
11. You hold on to the eight comers of the room for somebody else.

L. RON HUBBARD

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**P.A.B. No. 13**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1953, ca. mid-November]

**ON HUMAN BEHAVIOR**

It greatly facilitates the work of the auditor to know the most aberrated and most aberrative types of personality.

Kraepelin in Germany a long time ago made a long and varied psychotic classification. This has been refined and made, if anything, even more unwieldy in modern times. It is valueless since it does not lead to the immediate remedy of the situation. Further, we are not very interested in types. There is really no such thing as a special type of psychosis or neurosis, beyond those types which are quite aberrative around the preclear.

If we could isolate a particular set of traits as being the most aberrative traits, we could more quickly process the preclear by using Acceptance Level Processing or Viewpoint Processing on such people.

Probably the truly aberrative personalities in our society do not number more than five or ten percent. They have very special traits. Where you find in the preclear's bank a person with one or more of these characteristics, you will have the person who most thoroughly tried the preclear's sanity.

What we will call the aberrative personality does the following things:

1. Everything bad that happened to the preclear was (a) ridiculous, (b) unimportant, (c) deserved.
2. Everything the preclear and others did to the aberrative person was (a) very important, (b) very bad, (c) irremediable.
3. Those things which the preclear could do (a) were without real value, (b) were done better by the aberrative personality or by others.
4. Sexual restraint or perversion.
5. Inhibition of eating.

Such people would be better understood if I called them the "merchants of fear." The most degraded control operation of which the GE is capable is utilized by these people for their sole method of getting on in the world. They have lost all ability themselves to create, they cannot work themselves, they must either amass money which is never to be spent or must prevent others from amassing money. They produce nothing, they must steal one way or another, and then devalue whatever they obtain. They speak very sternly of honesty or ethics and put on a formidable front of complete

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legality. They are impartial, which is to say they are incapable of decision but ride continually a maybe. They close terminals easily with courts, for courts are, sad to say, more or less of this disposition themselves. They feel called upon at no pretext to become adjudicative on subjects where their opinion has not been invited.

Probably a society could be cleared and allowed to bloom if these people were simply rounded up and removed from contagion with the remaining populace, for they are not numerous. Yet they are in sufficient number that it is doubtful if your preclears who are more seriously badly off have not had at least one in their past. It is particularly true of the occluded case that he has been victimized by one of these “merchants of fear.”

Although there are many characteristics which are undesirable in such aberrative people, it is remarkable that only those listed above are aberrative. These wind sinuously as a threatening thread through all of their conversations. Such people are a mixture of paradoxes to the observer who does not understand the basic ingredients of human character.

Such people are themselves a continuous maybe, and therefore will be found very easily in the bank, for they appear most often. Where you find one, two or three people appearing almost continuously in the preclear’s bank, or his lamenting conversation, you will find that these people answer the above-numbered characteristics.

The method of processing these people is to have the preclear mock them up in large masses with the certainty that they are there, and then, with them unmocked, with the certainty they are not there. Then, mocked up again, with the certainty that they will be in the future, and, unmocked, with the certainty they will not be in the future. One also runs the above concepts in masses and in brackets.

A case cannot be said to be well so long as these aberrative personalities continue to reappear in his thoughts and processing. Therefore the auditor will find it extremely profitable to use all available means to process these people out of the preclear’s bank. When the auditor has succeeded in doing this, he will find that the preclear now believes himself to be very much better than before and, indeed, he will be.

It should be remembered that such people have invited many overt acts. The “merchants of fear” specialize in being offended themselves and, even though the overt acts against them are slight, these have become magnified in the preclear’s bank until such people, on the overt act phenomenon alone, occupy a major role in the preclear’s thinking.

It will often be discovered by the auditor that the preclear has “swapped terminals” with these aberrative persons. The weight of aberration is such that the preclear has been swung into the valence of such people, for they have obviously won.

The truth of the matter is: such people never win. If one traces out these people, as I have done occasionally after processing a preclear, he will discover that the aberrative personality is very close to the brink of a crack-up, has a very low survival level, and quite commonly goes insane.

It should be understood that anyone going down tone scale in moments of anger is apt to use the above-numbered steps one way or another. But this is a momentary thing; the above steps belong, of course, on the tone scale and are significant of a level on the tone scale. Thus, one going down tone scale into anger or into apathy, is inclined to use these operations momentarily. This is quite different from the aberrative personality. The aberrative personality is at work with this operation 24 hours a day. Ceaselessly, relentlessly, calculatingly, with full knowingness, the aberrative personality continues this onslaught against those around him.



The entire computation of this aberrative personality is that he is worthless, he himself knows himself to be completely worthless. One might feel a little pity if the harm were not so great, for there is nothing more terrible than this knowledge. The aberrative personality feels he cannot succeed unless he drives others away from him with fear, preferably with terror. He assumes aspects of ugliness in matters of clothing; he is quite prone to ugliness. Very often this personality does not bathe, his breath is very often foul, his feet become odorous, the endocrine system has failed one way or another, the person has considerable bowel trouble. Other people than the aberrative personality occasionally manifest these difficulties; unfortunately, it all stems from the same idea—to drive other people away.

The communication lag of the aberrative personality is his easiest clue. These people are slow to respond, they are very thoughtful about what they say. They “think twice before speaking once,” if they speak at all. When they do speak it is very often not on the subject. Their favorite phrase is “You do not understand.” They preface their statements with, “Well, I don’t know but....” There is no decision in such people; they do not know whether to go up the street or down the street. Put into a certain routine and forced into that routine they will carry on, but they do not themselves produce anything, they are entirely parasitic. This parasiticism is gained either by the inheritance or other accumulation of money or by a direct and forthright nullification of those around them into the status of slaves. For this person knows above all other things that he cannot produce an honest day’s work.

Now in case you err and try to apply this classification too widely, there is one definite characteristic you must not overlook. This characteristic makes the difference between the aberrative personality and run-of-the-mill human beings. The secrecy computation is the clue. The best index to a secrecy computation is a refusal to be audited. Because of this factor of the secrecy computation, and for no other factor, it chances to follow that the aberrative personality can be known by his refusal to have any auditing of any kind, or, if he has any auditing, accepts it very covertly and will not permit it to have any effect upon him. He will not have a second session. He has all manner of excuses for this such as “altitude,” but in any way, shape or form he escapes auditing. If your preclear’s unwilling to be audited, he himself may fall into this classification.

Because justice in this society prides itself upon impartiality, these impartial people—the aberrative personalities—are quite often listened to by those around them. The pose of being impartial is an effort to escape decision. People who get things done or who are worth anything to the society make decisions. The impartial people make no decisions if they can possibly avoid them, and at the very best put off decisions as long as possible, as in the case of a court of law. These people, being well downscale, are very close to MEST and have a very solid agreement with MEST.

Very often you will find aberrative personalities addicted to religion, but the addiction will not be accompanied by any belief in the human spirit. Just how this paradox is accomplished a professed avowal of Christianity and a complete unwillingness to accept any effort to heal or help the human spirit as opposed to the body—is just another one of this bundle of paradoxes which mark the aberrative personality. For, you see, the person is such a complete maybe that anything about him is indecisive, and people trying to make up their minds about this person, of course, fall into the state of maybe, because that is the clue to the personality. Impartial personality—the maybe personality—and the “merchant of fear” are more or less of the same order and are alike aberrative.

Men in the field of the arts are very often victimized by these aberrative personalities. The “merchant of fear” closes terminals rapidly with any area which contains a great deal of admiration. Since the person is actually incapable of decision, this is a mechanical closure. The presence of admiration around anyone else begins to dissolve

some of the completely stultified bank of the “merchant of fear” and this finds him very close to the source. Orchestra leaders, painters, writers are always having the terrible misfortune of closing terminals with such personalities. There is hardly a man of art or letters who does not bear on him the scar of having associated with a “merchant of fear,” for these are vampire personalities. They are themselves so starved of admiration and of sensation that they drink out of others around them any possible drop of admiration in any form. Where a woman becomes a “merchant of fear,” sexual starvation is continually attempting satiation and all the while the “merchant of fear” will protest and, to all visible signs, follow a life of complete celibacy.

While it is not my purpose here to revile, I wish to impress upon the auditor that the “merchant of fear” is extremely dangerous, both to creative impulses and to sanity. One could say airily, “Why don’t we just audit these people upscale, since they are so few,” but these people will never present themselves for auditing and will discourage anyone else from having any auditing. A solution to the “merchant of fear” probably does not lie in the field of auditing.

The society at large is so accustomed to association with MEST and the “merchant of fear” so closely approximates some of the characteristics of MEST—the maybe, for instance—that the public quite commonly misassigns strength to such aberrative personalities and thinks of them as strong people or as wise people. They are neither strong nor wise, and before an even indifferently forceful attack quickly capitulate. They live their whole lives in terror of attack.

One often finds these characteristics in company with paresis or hears the aberrative personality has actually contracted a dreadful disease to add to his repulsiveness.

The auditor should not err in thinking that these people always present a repulsive appearance; repulsive conduct precedes a repulsive appearance. At first they operate only mentally in trying to make everyone afraid. Then this begins to show up more and more in their own MEST and finally will demonstrate itself in their personal appearance. Thus one can mark the state of decay of these aberrative personalities.

Now and then some violent man in one country or another has undertaken programs to rid a society of these points of contagion. Kings in olden times handled the problem by decapitating people who continually brought them bad news—this was a very wise measure. In more recent times it has been said that Gomez, late dictator of Venezuela, discovered that the contagion point of leprosy in the country was the beggar. He found that the beggars of Venezuela were using leprosy in order to beg. People would pay in order to have the ugly thing taken away from them (the basic philosophy of the beggar is to be paid to go away). Gomez had the beggars told that they were going to be taken to a very fruitful part of Venezuela and given a colony of their own; he had them collected on a river bank and loaded aboard two large river boats. The river boats proceeded into midstream, their crews left them in skiffs and the boats blew up with a resounding explosion. This was the end of leprosy in Venezuela. I am not telling you this to advocate the immediate slaughter of the “merchants of fear”; I am merely giving you an historical note. The extreme impatience of people trying to get something done in a society will eventually center upon those who will not work and, in the case of kings or tyrants, such people have very often been done away with. Thus the precedent is very old of a society cleansing itself by removing from its ranks the non-workers.

Revolutions very often have this as an objective. The French Revolution recognized in the existing aristocracy a state of will-not-work, and saw in these people the character of the “merchant of fear,” and for several years there in France, shortly after America became free, the tumbrils formed an assembly line to the guillotine. People in societies are extremely punitive about those who will not work and about those who

depend on fear for their sustenance. But society going downscale can become more and more apathetic toward the “merchant of fear” until the “merchant of fear” predominates as a class.

Just as the king or the society revolted against the “merchant of fear,” so has your preclear tried to get the “merchant of fear” to work and to contribute something besides bad news. This effort, of course, was bent toward an organism which was already rotten at the core. Whether the “merchant of fear” used money or beauty to excuse his own lack of labor, only added to the maybe. The law forbade the preclear to use the measure of the tyrant or the Gomez, for the law is utterly infatuated with such people and defends them at every turn just as such people use almost exclusively the law. As your preclear was balked in his natural impulse to clear the way he was brought into staring recognition of the fact that the necessary act—murder—was halted by the existence of police and courts. This brought the preclear to the point where he conceived himself to be put upon by the society and the law. Many of your preclears, as a result of this, are startled to find, when it is run on them, that they believe themselves under arrest, even though any arrest they have been subjected to was as minor as a traffic pick-up. I am not advocating, again, violence; I am merely trying to explain to you the state of mind of the preclear and the most aberrative person he has confronted. He wanted to, and didn’t, kill these people. If your preclear is of the kind who produces or creates or who works and makes his way in the world in general, you can find the aberrative personality in his bank immediately by asking him—with an E-Meter, of course, because he probably won’t tell you direct—if he wanted to kill anyone. The E-Meter will say that he did, and on discovery of this identity the auditor will find the aberrative personality. This even follows through with women, although women go more quickly into apathy when confronted with an aberrative personality than do men.

You should understand that the aberrative personality has not become an aberrative personality by being confronted by another aberrative personality. You are not getting here the pattern of stimulus-response, you are getting the decay of a human spirit to complete inactivity so that the entire modus operandi becomes that of the body itself, and a body, in the case of the aberrative personality, which itself is too deteriorated or exhausted to work. Not all bodies becoming so exhausted and unable to work turn into aberrative personalities, but the aberrative personality is born entirely out of the decline of the ability of the individual to produce. When the individual really recognizes his utter worthlessness to the society, he becomes an aberrative personality. Many people who cannot work physically turn to other lines of progress. They are getting on one way or another. The aberrative personality is so badly off that he can lead only a parasitic existence. You will understand, then, that people going down tone scale do not immediately and automatically become aberrative personalities, in our definition as here used. People become aberrative personalities out of a malevolence which insists on a high level of survival without the production of anything.

## 2ND AMERICAN ADVANCED CLINICAL COURSE LECTURES

Camden, New Jersey

17 November—22 December 1953

Twenty-one auditors attended the 2nd American ACC at Camden, New Jersey starting November 16, 1953. L. Ron Hubbard, developing SOP-8 Clinical, gave the following lectures:

* 5311C17A	2ACC-1A	Opening Lecture: Emotional Tone Scale
* 5311C17B	2ACC-1B	SOP-8C First Lecture
* * 5311C17C	2ACC-2A	Getting Up Speed—Part I
* * 5311C17D	2ACC-2B	Getting Up Speed—Part 11
* 5311C18A	2ACC-3A	Step I of 8-C, Beingness
* 5311C18B	2ACC-3B	Black Mock-ups, Persistence, MEST
* 5311C18C	2ACC-4A	Step 11, Automaticities
* 5311C18D	2ACC-4B	Waste a Machine
* 5311C19A	2ACC-5A	Effects, Reaching End of Cycle
* 5311C19B	2ACC-5B	More on Machines
* 5311C20A	2ACC-6A	Resistance to Effect
* 5311C20B	2ACC-6B	Plan of Auditing
* 5311C23A	2ACC-7A	Formula "Phi", Creation of MEST
* 5311C23B	2ACC-7B	Summary of Steps 1,11,111 of SOP-8C
* 5311C24A	2ACC-8A	AnchorPoints, Knowingness of Location
* 5311C24B	2ACC-8B	Steps 5, 6, 7; Duplication, Unconsciousness
* 5311C24C	2ACC-8BX	Additional Remarks
5311C24	2ACC-8B	The Death Wish (could be same tape as above)
* 5311C25A	2ACC-9A	Steps 5, 6, 7; Time
* 5311C25B	2ACC-9B	SOP-8C, Summary of
* 5311C25	2ACC-9	Machines, Attention (could be same tape as above)
* 5311C26A	2ACC-10A	Electronic Theory, Anchor Points
* 5311C26B	2ACC-10B	Exteriorization
* 5311C26C	2ACC-10BX	Additional Remarks
* 5311C27A	2ACC-11A	Anchor Points, Justice
* 5311C27B	2ACC-11B	Symbols
* 5311C28A	2ACC-12A	Wasting Machines
* 5311C28	2ACC-12B	Machine Duplication
* 5311C28B	2ACC-12	Demonstration: Group Processing
* 5311C28C	2ACC-12	Special Session—Experimental Process
* 5311C28D	2ACC-12	2nd Demonstration: Group Processing
* 5311C30A	2ACC-12BX	Additional remarks
* 5311C30B	2ACC-13A	Space, Perception, Knowingness
* 5312C01	2ACC-13B	Space, Lack of, Resistance
* 5312C02A	2ACC-14A	Ron Junior Remarks on 2ACC-13 A & B
* 5312C02B	2ACC-14B	Blackness
* 5312C03A	2ACC-15A	Time as a Barrier
* * 5312C03B	2ACC-15B	Time, Cause and Effect
* 5312C04A	2ACC-16A	Plan of SOP-8C
* 5312C04B	2ACC-16B	LRH Questions the Class on Exteriorization

* 5312C07A	2ACC-17A	Barriers, Occlusion
* 5312C07B	2ACC-17B	Outline of SOP-8C
* 5312C08A	2ACC-18A	Essence of SOP-8C
* * 5312C08B	2ACC-18B	Problems of Auditing
* 5312C09A	2ACC-19A	Summary: The Dynamics
* * 5312C09B	2ACC-19B	Bodies
* 5312C10A	2ACC-20A	Knowingness
* 5312C10B	2ACC-20B	SOP-8C: General Discussion
* 5312C11A	2ACC-21A	SOP-8C: Patter
* 5312C13A	2ACC-21B	Force—Part I
* 5312C13B	2ACC-22A	Force—Part 11
* 5312C14A	2ACC-22B	SOP-8C: Step 8, Definitions
* * 5312C14B	2ACC-23A	Cause and Effect, Assignment of Cause, G.E.
* 5312C15A	2ACC-23B	SOP-8C: Step 5
* 5312C15B	2ACC-24A	Energy Problems
* * 5312C16A	2ACC-24B	Techniques Which Do or Do Not Assign Cause
* * 5312C16B	2ACC-25A	Comm Line: OvertAct-MotivatorSequence
* * 5312C17A	2ACC-25B	SOP-8C: Formulas
* 5312C17B	2ACC-26A	Space Opera
* 5312C18A	2ACC-26B	The Only One
* 5312C18B	2ACC-27A	Beingness
* 5312C18C	2ACC-27B	SOP-8C: General
5312C18	LECTURE	Philadelphia 1953 last hour
* * 5312C19	2ACC-28A	Mass
5312C	LECTURE	Mocking Up Mass, Putting It on Head (could be same tape as above)
* * 5312C20A	2ACC-28B	Communication
* * 5312C20B	2ACC-29A	Auditing by SOP-8C, Formula H
* 5312C20C	2ACC-29B	Reach/Withdraw
* 5312C21A	2ACC-30A	Ability to Accept Direction
* 5312C21 B	2ACC-30B	Knowingness and Certainty
* 5312C22A	2ACC-31 A	Remedy of Havingness
* 5312C22B	2ACC-31B	Postulates
* 5312C23	LECTURE	Problem of Auditing Handled

A special series of 6 hours of lectures given by L. Ron Hubbard summarizing Clinical Procedures (SOP-8C), as part of the 2nd Advanced Clinical Course, were reproduced for release as a tape package. Per *Journal of Scientology* 22-G, "These lectures, designated 'SOP-8C(G)' when combined with the Philadelphia Congress Lecture Tapes, as a package, make a comprehensive course in Standard Operating Procedures of Scientology."

### LRH TAPE LECTURES

December 1953

5312C ..	LECTURE	Chart of Attitudes
5312C ..	LECTURE	Exteriorizing—Group Auditing
5312C ..	LECTURE	Group Auditing—Tone Scale

## ASSOCIATE NEWSLETTER

19 November 1953

Dear Associates:

Since coming back, I have gotten a conference through, and have trained the first group of auditors in the processes we now have. This has been a very busy time and I have not had sufficient opportunity to communicate with you and give you some kind of idea of what is taking place and what I think should be on the time track in the near future.

The first class here served as a good sounding board for training these techniques. The cases of all present have changed remarkably, and are continuing to change for the better, as most of these people are near enough so as to be here weekends where they meet as a club. The best news in all this is that we are now handling the processing of occlusion or blackness or inability to see while being exteriorized with such ease that it is being done to the second group on a group basis. Of course, the second group inherits all of the "know-how" which was established about training while the first group was here. The second group is therefore slightly larger than the first group. But in spite of this, and in spite of the fact that this is only their second day here, their cases have done almost as much shift upwards as the first group did in their first two weeks. This is all very good news for all of us.

I have found that we should have had one called "American procedure" all this time. America runs to some degree the "only one" computation, and is afraid of an effect. This fear of being an effect is so marked that any process which is found to work on the individual is immediately braced against by the individual. This is almost a national phobia. Thus, the processes which were actually the cause and reason for such things as occlusion and no mock-ups had to, of themselves, be exposed and techniques perfected to remedy them before much effect could be achieved upon the more difficult American cases. Although these techniques have been in existence for over eight months, the combination of them now being used is new; and the methods being used to communicate them are equally original, and responsible for the results which are being obtained.

I am going on training groups for the excellent reason that we have all too few top-notch auditors. It would make me very happy if, like the Washington, D.C. associate, other associates were able to go through this six-week course, see the material at work first hand, and become cleared. This is not a recruiting gesture for this unit. It is the best solution, if not the most easily obtainable solution. Group by group these processes refine; but the day is here when I can break an occluded case which has resisted all previous auditing in one hour's auditing of a scattered step-level group of which that occluded case is a member. This has happened to two such cases in the past two days. Three cases, of which I am sure you know as being famous resistive cases, have been smoothly brought to full perception in the past two weeks. A case of muscular dystrophy in a child, where the mother had had twenty-four electric shocks and where the father was deaf, and the child beyond all medical help and in constant agony, has not only been resolved itself, but the auditor, working for short periods for about five days, has resolved the deafness of the father, the sanity of the mother as well.

As though this was not enough in the way of miracles, we are hitting levels of theta clearing which we dared not think about in the past.

All this is good news; but it means very specifically that we must work fast and thoroughly to achieve the best possible organization we can for the dissemination of this information and its utilization in the resolution of individual and social problems in America. We will simply have to get out of the narrow confine of trying to keep something vaguely moving along, trying to fight back those amongst us who have tried to hold us up, and will have to go out on the level where we belong. Our organization gestures of the past have been aimed toward keeping an organization going while a science was being developed. A science has been developed. It is time it got the organization going.

I hope to see many of you at Phoenix between the twenty-eighth and thirty-first of December of this year, where I will give clinical procedure as the subject of a twelve lecture series—the first lecture being in the afternoon of the twenty-eighth—and where I will do group processing on those present, and where there will be seminars. The fee for the Congress is \$50.00 per person, without rebate or discounts, except in the case of a husband and wife where the couple will be admitted for \$75.00. Burke Belknap will be in Phoenix sometime before, and is in charge of the Congress as it will be held there. His address will be c/o Phoenix Scientology Institute, 4248 North 32nd Street, Phoenix, Arizona. Reservations should be placed with him at that address. Everything possible is being done to minimize the cost of housing and to solve the problem of temporary housing in Phoenix during that period. The reason the Congress is not being given at Los Angeles is my conviction that that city is the most aberrated city in America—without any real doubt the most aberrated city in the world. Further, we are planning a broad clinical establishment in Arizona—and Arizona, after all, is our home ground, and is the home state of the HAS.

All books and orders of whatever kind should be sent here to 726 Cooper Street, Camden 2, New Jersey.

**SPECIAL ANNOUNCEMENT!** We are preparing a special series of tapes, professionally recorded, on clinical processing (SOP-8-C), which tapes are the result of the present training program here in Camden using and developing clinical procedure. There will be about twelve hours of lectures available only to our associates. Write or wire for quotation on the price.

The Hubbard Foundation, and what the Hubbard Foundation was trying to call the HASP, are no longer in existence, and the personnel of those organizations are no longer connected with Scientology in any way. The reason for this is their failure to provide *Journals*, book orders and adequate responsibility for what they were supposed to do.

I will be writing you later concerning material which is specifically available, discounts, new course materials, and certification arrangements. In the meanwhile, let me hear from you.

Best regards,

L. Ron Hubbard

**P.A.B. No. 14**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.1

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[1953, ca. late November]

Why has Man chosen to degrade himself below the level of the beasts which serve him?

In the past a knowledge of his own character was an unpalatable fact to Man since people sought to force him to achieve that knowledge solely through condemnation. He resisted what he was and he became what he resisted and ever with a dwindling spiral he reached lower dregs. If ever once a man were to realize with accuracy what he was, if he were to realize what other people sought to make him, if he could attain this knowledge with great certainty, there are no chains strong enough to prevent his escaping, for such would be his astonishment that he would brave beasts, gods and Lucifer himself, even governments and churches, to become something better than what he had beheld in his own heart.

The only tragedy of all this is that Man has lacked any method of estimating himself with certainty so as to know what it was he was trying to improve. In this PAB you will find such a method and, in applying it, you will also find improvement; if you also find vileness and rottenness beyond the most base ravings of Dostoevsky or Sigmund Freud, you have the comfort of knowing that you already possess in 16-G and in these PABs the means of bettering that condition and of rising once more toward the sun rather than sinking further into the sewer.

**ON HUMAN CHARACTER**

As you will find in *The Factors*, and as the actual application of processing will rapidly prove, the basic impulse is to produce an effect.

In relatively high-toned beings, the very upper range of Man and above, the impulse is to produce something out of nothing: one can only cause a creative effect by causing nothingnesses to become something.

Lower on the tone scale, the effect most desired is to make nothing out of something. The general range of Man occupies this area of the scale.

Man on the lower ranges is entirely dedicated to the goals of the body itself. The body, to exist, must make nothing out of something. This, as the simplest illustration, is the goal of eating. It may or may not be necessary to life to eat; it may not even be necessary for the body to eat. In Para-Scientology there is some evidence that the stomach once produced sufficient life energy to motivate the body without any further "food," but the body of man and beasts in general is not equipped so today, and of that we are very certain.

The body's single effort to make something out of nothing is resident in sex, and in this culture at our time sex is a degraded and nasty thing which must be hidden at best, and babies are something not to have but to be prevented. Thus even sex has been made to parallel the something-into-nothing impulse.

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Exactly as the body by eating seeks to make nothing out of something, so does the general run of Man in his conversation and interpersonal relationship seek to make a nothingness out of friendship, acquaintances, himself, art and all other things. He much more readily accepts a statement or a news story which reduces something further toward nothing than he accepts a story which raises from a relative nothing to a higher something. Thus we find out that scientific achievements for the good of Man occupy a very late place in the newspapers and stories of murders and love nests, wars and plagues gain first place.

Man in his present debased form is held on the road to survival by his culture alone. This culture has been policed into action by brute force. The bulk of men are surviving against their own will. They are working against their own desires, and they seek wherever possible and ever so covertly to succumb.

This could be called, this MEST universe, a Love-Hate universe, for these two are the most prominently displayed features, and neither one has any great altitude, although many claim that love is all and that love is high on the tone scale, which it is not.

To live, Man must eat. Every time a Man eats, no matter the kindness of his heart or disposition, something must have died or must die, even though it is only cells. To eat, then, in this MEST body culture, one must be able to bring about death. If eating is motivated by death, then digestion would be as good as one is permitted to kill. Digestions are bad in this society. Killing is shunned in a degraded and covert fashion, and man eats only those things which not only have been killed elsewhere and out of his sight, but have as well been certified as dead through scalding cookery. Killing even food is today far above the ability of the majority of our culture.

The characteristics of love could be said to be No-Kill, stomach trouble, hunger but can't eat, work, flows, heavy emphasis on ARC, inhibited sex. Hate as a personality could be said to characterize, at least on a thought level, kill, bowel trouble, hungry but eats covertly, no work, hold, pretended ARC, enforced sex. These are two personality classes. Many people are compounded of both.

There is another scale which one should have if he is to understand human character.

Thought as Man thinks it, is not the highest level of the scale but the lowest level. High on the scale above 20.0 we have fully creative thought—by which is meant the ability to create actual energy—free emotion and a wide knowingness as opposed to understanding, which is low on the scale. At 20.0 we have force; below that as we go down we find force restrained, then overt gesture, overt gesture restrained, overt emotion, overt emotion restrained, and overt thought and overt thought restrained. The last few are ranging down to and around 0.0. The scale is constructed in the given order.

Thought in Man is largely born out of impact and is not free. It is an effort to know before he knows, which is to say, to prevent a future. The phenomenon of going into the past is simply the phenomenon of trying to take the knowledge which one acquired through force and impact and held after the event, and place it before the event so as to prevent that thing which has already happened. "If I had only known," is a common phrase. This gets bad enough to cause Man to want to know before he looks at anything, for in his debased state it is dangerous not only to use force, not only to use emotion, not only to think, but also to perceive things which do. Thus the prevalence of glasses in this society.

The body—and that means, of course, Man in this culture—must have a reason for everything. That which has the most reason is the body. A reason is an explanation, the

way Man interprets it, and he feels he has to explain himself away and to explain every action which he makes. Man believes he must have force but receives force, that he must not perceive or be perceived, that he must kill but must not be killed, that he must not have emotion, that he must be able to wreak destruction without receiving it. He can have no pain, he must shun work and pretend that all work he does has a definite goal. Everything he sees he feels must have been created by something else and that he himself must not create. Everything has a prior creation to his own. All things must be based on earlier things. Thus he shuns responsibility for whatever he makes and whatever destruction he may create.

This animal has equipped himself with weapons of destruction far superior to his weapons for healing and in this low-toned mockery whines and pleads that he is duplicating saintliness and godliness; yet he knows no meaning of ethics and can follow only morals. He is a meat animal, a thing in the straitjacket of a police force, made to survive, made to stay in check, made to do his duty and performing most of it without joy and without, poor thing, even actual suffering. He is a meat animal, he is something to be eaten. If he is to be helped, he must either learn where he is and find better, or be duped or forced into helping himself.

In our current age, cowardice is an accepted social pose, self-abnegation a proper mode of address, hidden indecency a proper method of survival.

It may be that my statement of this does not carry through with an entire conviction. Fortunately, although these data are based on a wide experience with Man, particularly in the last few years as well as during a terrible and cataclysmic war, my statement of the case does not have to stand, for there exists a process which, by its astonishing workability, signifies the accuracy of this observation on human character. This process will be given in the next PAB.

L. RON HUBBARD

**P.A.B. No. 15**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.1

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[1953, ca. mid-December]

**ACCEPTANCE LEVEL PROCESSING**

Man is a duplicity. He is at once a body and a spirit. The personality which we know as the individual is a spirit by its contagion with the body. The body, as a very small amount of processing will demonstrate, is not the personality or the being, but a used thing.

The body is a very craven and degraded thing in an unprocessed state and rather rapidly debases its spirit, so that when one first begins this process of Acceptance Level, it would seem to him that he, as the spirit, is actually at the level where he finds himself. True enough, he conducts his affairs at the level of the body, not at the level of the spirit. But the spirit can be freed, decontaminated, and the body itself, by this process, can be healed of its depraved thirsts and hungers so that it becomes almost fit company for a spirit.

Acceptance Level Processing is that process which discovers the lowest level of acceptance of the individual and discovers there the prevailing hunger and feeds that hunger by means of mock-ups until it is satiated. The process is not a separate process itself, but is actually a version of Expanded Gita. It is, however, Expanded Gita used in a very particular way, and because one has successfully applied Expanded Gita, he should not think as well that he has a command of Acceptance Level Processing.

The process is done in brackets. A bracket is very simply done. The pattern of the bracket is for the preclear, via the preclear for others, and via the preclear others for others. One has the preclear mock up, no matter how blackly or how crudely, items for himself to accept, then have others in his mock-ups mock up things for them to accept, and others to mock up things for others to accept. In Acceptance Level Processing this bracket, which is the technical name of this pattern, extends to having the preclear also mock up things for others to accept and others to mock up things for him to accept. Thus there are five stages in the bracket.

Acceptance Level is what the preclear himself accepts, what the people around him in mock-up form accept, and what others will accept from others, and included as well what others have wanted him to accept and what he has wanted others to accept. Be very alert to this difference and to this particular phase of Acceptance Level: that people have wanted him to accept something does not mean that he accepted it, but it does mean that he will gain an insight into their motives.

Acceptance Level is a voyage of discovery. It is the method of making a MEST clear. It is the method of clearing the genetic entity. There is no other method of which I know which will accomplish this. The running of concepts, the running of engrams, straight Creative Processing, will not any of them accomplish this clearing of a thoroughly degraded MEST body; and, so long as the body remains

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thoroughly degraded, the task of rehabilitating the spirit connected with it is difficult at best.

The process of Acceptance Level can be combined with Expanded Gita, in which case wasting good things in brackets in the five steps (which is: what did people waste, what do people waste, what did the preclear want others to waste and what did others want him to waste) resolves the occasional stalls which occur; for it often happens that the preclear must waste something good for a short time to discharge an accumulated charge in the bank brought about by a continuance of “feeding by mock-ups.”

Nowhere in Acceptance Level Processing, except in the form of wasting, does one seek to eradicate an engram, a thought, an emotion or a circuit.

The entire process is built upon feeding the apparent cravings of the body. These have come about because of the mechanism of resistance. The MEST universe is built upon the theory that one must resist. When one starts resisting something, he engages upon it until it finally breaks down his resistance and he then goes into the cycle of actually craving it. A hunger is therefore created for various things which would not be suspected in the absence of this process. It is the object of this process to feed these hungers until they are satiated and until they depart.

A very thorough and strong warning must be injected here by calling your attention to this apparent law. ACTION IN THE MEST UNIVERSE DOES NOT RUN OUT ACTIONS WHICH HAVE OCCURRED IN THE MEST UNIVERSE. THE ONLY THERAPEUTIC FACTOR POSSESSED BY MAN IS HIS OWN SPIRIT. ACTIONS WHICH HAVE OCCURRED IN THE MEST UNIVERSE ARE ALTERED OR ERADICATED ONLY BY ADDRESSING THE MATTER IN ONE'S OWN UNIVERSE IN THE FORM OF MOCK-UPS DONE BY THE PRECLEAR. By living a life of debauchery, in other words, one does not heal the debaucheries he has committed. By feeding his hungers in terms of the MEST universe, whether these be liquor or much baser things, one accomplishes only a further degradation and a further thirst. Such things are healed by the only process of healing which we have, which is the spirit itself. The spirit accomplishes this by direct address of energy as in the case of a Step I reaching in and patching up parts of the body or by mock-ups which themselves alter the condition of the body. More whisky can only make a worse drunkard out of a drunkard. A constant and continuous stream of mock-ups of bad whisky can satiate the craving and restore to him his ability to drink when he wants to drink or not at all.

Basically this process is a learning process. It brings to the individual an understanding of the motives of himself and others who have been around him. These enter as sudden flashes of insight as the process is continued. They are not given to the preclear as evaluation.

This matter of Acceptance Level is of far more use in understanding one's past than one would immediately suspect, for one sees immediately that if something is being healed by the process, the hunger must have existed.

Acceptance Level is also extremely useful in the MEST universe in evaluating and understanding the why of the actions of those around him. One can understand at last why cheap and dirty hotels are patronized, why in some cities garbage is not collected, why a person dresses as he does and acts as he does; and, indeed, an understanding of Acceptance Level gives one an enormous command of his fellow beings.

There is one thing you should know about ARC. The most ARC there can be is a complete identification: the person is the person with whom he has the ARC. One sees this in valence shifting. This goes down a dwindling spiral until the most complete ARC there is exists in the form of eight anchor points enclosing no space: in other words, a

particle. Thus, trying to understand, purely as such, from data offered is in itself a perilous undertaking, for the end of the road is zero space, and that in itself is the opposite end of the tone scale. That is the end where MEST is. "Trying to understand" run as a concept—even that is quite startling. Knowingness has to do with certainty, and understanding which advances along the lines of certainty creates more space, not less space. Thus there is the low funnel end of ARC as well as an upper end of ARC. Trying to understand by reason of data before one looks brings about the vanishing point of existence. The psychotic often confuses his terrific stress on circuit-prompted thought as telepathy and thinking itself. Thus in running this process we are not trying to understand anything, but simply going through with the process to satiate hungers. One can very easily go off and plot the entire evolution of everything by running this process, but one should move along rapidly, gaining only his insights as they seem to apply to him. Only the preclear knows when these insights have taken place.

The process is best run on an E-Meter, for as long as the E-Meter rises slowly and gradually, further mock-ups are necessary; when the E-Meter sticks or stutters, a change in bracket is necessary or, in some cases, something good on the same subject has to be wasted before the process can continue.

The process works best on severely occluded cases—the case we have called a Resistive V. It works least on a Step I, and is, indeed, not needed in the running of a Step I save only to clear up his MEST body, in which case it is run while he is exteriorized.

One can take the list in Issue 16-G of the *Journal of Scientology* of Step IV, Expanded Gita—that being the most complete list published—and pick out the most revolting items as they occur or the most dangerous items as they occur and have the preclear accept them, have him have others accept them, and others have others accept them until the subject does not have charge. One can take any of the good items of this list and, by prefacing them with *no*, attain an additional source of acceptable objects.

As soon as one starts to run this process (and it can be self-audited) he will wonder at first when he starts to mock the thing up for others what other person than himself could possibly have had such a hunger for the thing. After it has been fed into the space before him as destined for others, the personnel will come to view who had the acceptance level of the object; and when others run for others these mockups (via the preclear, of course), various groups and ideas will display themselves.

In various instances, as in the matter of running blame, the process may stop moving, at which moment it is up to the auditor, or, if the process is being self-audited, to oneself, to begin to waste praise. One will occasionally be astonished when praise is wasted in the form of brackets how violent the wasting can be.

In Expanded Gita, by the way, all the wasting and forcing upon and desiring, giving and taking, is done in brackets.

The reason you had Viewpoint Processing in an earlier PAB was so that you could understand the source of evaluation and why evaluation was important and so that, even more, you would get the idea of mocking things up in masses. Just, then, as in the practice you got in Viewpoint Processing, you mock up in Acceptance Level vast hordes of things: for oneself, for others, and others for others. Large masses of others for large masses of others mocking up large masses of the desired thing is very good processing.

L. RON HUBBARD

# THE JOURNAL OF SCIENTOLOGY

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## What an Auditor Should Know

L. Ron Hubbard

In the hectic days while research and investigation were in full swing, it would not have been possible for me to have stated with accuracy what an auditor should know to be a good auditor with any expectancy of the answer remaining valid for more than a few months.

Running Engrams, Black and White processing, Beauty and Ugliness, technique followed technique, each one more workable than the last, each one issued solely on the valid excuse that it was better than anything we had before it.

I can greatly sympathize with anyone attempting to follow what must have appeared to some, scraps of knowledge and disrelated material, and who yet expected to know a whole subject.

After this year's work in Europe and some six months after the current techniques were last polished, it can at last be stated with security what an auditor is expected to know of Dianetics and Scientology to consider himself adequate to his task, and in order to assure himself of excellent results upon his preclears.

Probably even more important organizationally, certification boards of experienced auditors can be set up who can have before them unchanging standards of examination, to the end that when auditors are at last certified the organization can feel secure that they have "the latest information" securely at work in their hands. It is highly possible that America, with its craving for change, may not find this very acceptable, but it is certain that auditors putting out hard money for training and preclears putting out their dollars for processing will be assured of knowledge and results which are standard and predictable.

Many things have changed, but many things remain the same. To those who stayed with me for three years—and these number the majority—the shifting panorama and emphasis have at last begun to make sense. These people, in effect, have been studying a gradient scale of technology. They have been studying life, human behavior, and psychotherapy. It is astonishing to many of them now on reviewing *Dianetics: The Modern Science of Mental Health*, to find most of what they know stated in the first place in the first book.

This graduated scale enters with the most basic knowledge man has, as represented by the Asclepian Priests of Greece, continues through the work of Freud and is continually back-shadowed by the knowledge of the wise men of the East. It goes then into what we now call facsimiles (which is to say mental pictures) and all techniques which address the past, and into processes which directly adjust the future.

The marriage of the deepest knowledge of India with the latest technologies of nuclear physics could not help but result in a swift climb upwards into the understanding of the behavior of life in the physical universe, and could not help but deliver into our hands technologies with which to resolve the immediate problems of Mankind.

In a recent book *On Auditing* by Martha Courtis, the gradient scale of Dianetics and Scientology is made extremely apparent, and it is shown there quite expertly how

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each advance only extended knowledge already held, and the inevitable consequence of Standard Operating Procedure in Scientology.

It could be said that those auditors who entered early have spent those three years studying the same thing, and they now can look back upon an integrated picture. Indeed, it is a necessity for auditors contacting Scientology now for the first time, without any background knowledge of Dianetics, to review the entire process of the evolution of the science. Just as an auditor would be foolish indeed to know nothing more than the running of engrams now that far faster techniques such as those contained in SOP exist, so would it be foolish for an auditor to study SOP only, and with no knowledge of earlier processes find himself adrift, alone and incapable some dark night with a preclear who is stuck in and is looking straight at an engram. Just because phenomena have been more adequately handled in these later months is no reason why phenomena discovered earlier have ceased to exist, and auditors in training are confronted by each and every phenomenon observed in the last three years. While this makes, apparently, a complex picture, the simplicity lies in knowing the entire story of the preclear, and then in applying techniques so simple that they could be used by a child upon children, and indeed often are.

What should an auditor know? He should know how to run engrams and secondaries, he should know effort processing, he should know how to apply, in its entirety, *Advanced Procedure and Axioms*, *Handbook for Preclears*, and *Self Analysis*, old and revised editions. He should know the 50 Course Books. He should have a good understanding of the axioms as they appear in the *Handbook for Preclears*. He should know *Scientology 8-8008*, and he should have a command of all the SOP's from 1 to 8L. He should know Formula H, Acceptance Level Processing, Change of Space Processing, he should know the theories of randomness, and automaticity and the processes by which these are remedied.

If that is an appalling lot of knowledge, be assured that the auditor who knows it—knows it well—and who is himself cleared will have excellent results, and that an auditor who knows only fragments of it will continue to run into cases which he cannot solve, even though he may solve by rote procedures over 50% of the cases he addresses. The question of training is the question of how many cases is the auditor going to resolve out of the hundred cases presented, and the length of time the preclear must spend in processing.

What the auditor should know is answered by what the auditor wants to expect in terms of results on himself and preclears.

An auditor who knows and knows well SOP-8, Short 8, and Six Steps to Better Beingness, and yet does not know other phenomena as it may appear in a case, may find some 30% of his cases unsolvable. What might happen to render a case unsolvable? A preclear in 1953 can be expected to be stuck in at least one place on a time track just as in 1950. The preclears haven't changed, the techniques have. Generally, the preclear is in a "secondary engram." While there exist techniques in advance of SOP-8 which run secondaries rapidly, the auditor is poorly equipped if he cannot discharge a "grief charge" which is lying there waiting for him, the discharge of which will in itself entirely alter the attitude of the preclear toward the world. The auditor may have before him someone who actually does not have sufficient randomness to interest himself in further living, and who is yet incapable of creating more, the auditor may come up against in this what is termed "the speed factor" a subject discussed and covered in late 1951. Only by "increasing the speed potential" of the preclear can the auditor place the preclear in a situation to engage in sufficient action to discard his boredom. There are fifty reasons why a case can hang fire. The auditor who doesn't know at least ten of them will often find himself staring into an enigma past his understanding. Further, he may be astonished by the material if he does not know the strange adventures of preclears as they rise on the tone scale.

All too often an auditor is so set on enforcing his own concept of existence upon the world at large that he insists that a science agree with him, and lays down the boundaries that the science must not exceed what he himself, before he studied the science, believed to be true. The auditor who is not trained through all the data is

prone to make errors which will cost him the resolution, not only of his own case, but case after case if, in ignorance of earlier data, he is seeking to warp theta clearing into some tract of mysticism where it does not and cannot belong.

I recently resolved the case of an old man whose trouble was that he desired no more of life. Observedly, his body could no longer serve him, and his hope in being audited was that he would die. I have recently seen several such cases. The auditor who is not sufficiently wise to establish the actual goal of his preclear will continue to try to make this person physically well, while the entire attention of this preclear is absorbed in using auditing to assist his dying. The only thing one can do for such a person is to bring him into a situation where he is no longer entirely dependent upon his body, but does not need to destroy it in order to be interested in life.

What does an auditor need to know? What he could know is formidable. What he must know is easier to face.

Abstracts of all past data have been prepared at this time, and the courses available from the HAS are now highlighted by the necessary knowledge.

The difference amongst auditors is the difference of what percentage of cases is the auditor capable of solving. It can be observed that any psychotherapy in the past could have reached, and did reach and remedy a certain level of case (Step 1). This case continues to be resolved with great ease and in a few minutes with Scientology today, no matter what is wrong with it. The same case was resolved, within two years, by psychoanalysis. Earlier the same level of case was solved with great ease by Asclepian Priests. Analytical Procedure will solve such a case. Lock scanning will solve such a case, as can any elementary and shallow process, including a changed environment which promises a good present time. And so an auditor who has little command of the subject, obeying most of the rules of the Auditor's Code, can solve it.

But immediately adjacent to that is the one which doesn't quite solve, which improves a little, but not a lot. This one (a Step 2) also improved after many years of psychoanalysis. This one was solved also by the first techniques of Dianetics, even when they were crudely used.

The third level of case (a Step 3) was the one which psychoanalysis hoped about, but never improved, which Dianetics kept from deteriorating, but seldom (in the hands of average auditors) stabilized, and with this level of case we have departed completely from the past abilities of man, and the abilities of Dianetics as used in the field.

We have reached at this point some 50% of the populace. We have 50% remaining. The intriguing thing about this is that these first three grades (or 50%) number amongst them sane, insane and neurotic alike, for these step levels are not established by sanity, but by the ease with which they recovered.

The remaining 50% were never touched by the Asclepians, the psychoanalysts or auditors using Dianetics in the field. These 50% numbered amongst them some of the most able people, but not necessarily all the able people in the society. They were sane, neurotic and psychotic, just as the first three types of cases I have mentioned, but the workability of the case exceeded the ability of all.

The three cases mentioned above are referred to in Scientology as Step 1, Step 2 and Step 3. The remaining four steps, as represented in Standard Operating Procedure 8, are resistive to any betterment regardless of the sanity or ability of the case.

What we are gazing upon here is, distasteful as it may seem, the ratio of the potential of the individual being met by the environment. The last four cases are not necessarily more able, but they have met more resistance than their reality potential could accommodate, and although they continue to function, their certainty is insufficient to their environment. Their native ability permits them to continue their performance, to exceed former skills. We are now handling these cases in Scientology. All but a few of them, in the hands of an able auditor, resolve with the use of SOP-8. The few require even more advanced techniques, such as those being given to the Clinical students in the East.

What should an auditor know? He should know enough to resolve those cases which come to him and to retain and increase his own stability. Now at last we can write down in specific detail the exact data which he must command in order to do his job well.



**P.A.B. No. 16**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1953, ca. late December]

**ACCEPTANCE LEVEL PROCESSING**

Some people who have exteriorized and have not gone any higher in processing are held down because the genetic entity in other words, the body itself—must be processed. A good process for the body itself is this process of Acceptance Level. The motto of the body is that it has to be acceptable, that other bodies have to be acceptable to other bodies, that other bodies have to be acceptable to it and that it must stay in a general state of agreement with the MEST universe. This tells you, by the way, that a country where equality was stressed would start out the bottom all in a mass and in a hurry once it began to go, for everyone being equal to everything and everybody obsessed with the idea of equality, as soon as the society discovered the existence of one psychotic, it would have to moderate itself to that degree in order to remain equal. This is a very hideous sort of an outlook, but is the end product of equality. There is a political creed known as Equalitarianism; a society adopting it would find itself caving in rapidly and all at once. Equality is a characteristic of cells, not of free beings. But you will see all this as you use Acceptance Level Processing.

Quite aside from the list of Expanded Gita, which is actually a list of buttons rather than a list of things, there is a list of the Acceptance Level run on a Resistive V by myself some time ago. I have kept this list against the time when I would release this technique, and I give it here. These items were run in this order on this case. The data was arrived at through E-Meter testing. I have no reason to believe that this Resistive V was really any worse than many who pass for higher on the tone scale. I have tested the list twice since without adding anything, although in the following two cases after the origin of the list, I had to put some of the things in worse form and had to change the order slightly. In the remaining cases where I have used Acceptance Level, I have worked straight from the Expanded Gita list as contained in 16-G. All the preclears on whom I have used this have been fascinated with the process and their interest in the world it opened to them has, so far as I know, not declined.

Instead of Acceptance Level Processing, I might as well have labeled this short essay for the PAB “How to Make a MEST Clear.” This is the best method I know of to make a MEST Clear, and people who have an antipathy to discovering they are a spirit and people who are hanging grimly to earlier work or to P-therapy will not, I can guarantee, accept any faster route than Acceptance Level Processing in order to achieve the state of clear.

Self-audited—and I give you this purely as a guess—a very rough case would probably need a couple of hundred hours of this, but after only an hour or two of it, the case would have advanced remarkably, and it would be a continuing surprise from there on how high one can go, for there are very few people who have any concept at all of the higher range of sanity than those they have seen around them, and those they have seen around them during their lifetime have been, at best, meat animals, meat

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animals who wore clothes and who pretended they were not trying to make nothing out of every human contact and person.

When using Acceptance Level Processing, please realize that it is a technique which cannot be audited indefinitely without interspersing it with direct perception technique such as the first five of the Six Steps of Beingness as given in an earlier PAB [No. 7], or at least Spacation as contained in SOP 8 as Step III. Any time the going gets too rough, if one is self-auditing this, or too rough for the preclear if one is auditing one, a shift into holding the two upper corners of the room behind the preclear for a little while will nullify the effect. Formula H applied to present time will also nullify the effect, but not as well as holding the two upper corners of the room with the eyes closed. You understand that the preclear closes his eyes and “finds” the two upper corners of the room behind him and holds these without thinking. There is no more to that process than just that. It will re-stabilize a case which has been thrown out of stability by this process.

You must realize that this process is strong meat and the things which are fed to the preclear to mock up and accept in vast multitudes must be stronger meat than you would occasionally encounter in polite social conversation. One of my associates—and I will not mention any names—published the Expanded Gita list from an early issue of SOP 8 and carefully omitted from it the most vital factors in it, because, I suppose, he considered these too strong for the American stomach. From what I know now in processing, I would consider them, if anything, too weak, for they are not in a depraved form as bad as they are themselves.

One need not expect that the preclear will immediately rush off and engage in strange liaisons because of this process. His morality level will come up to a point where he can be moral. Most of these people who worry about morality, particularly in others, are themselves so low morally that they could not find satisfaction in a society of cannibals.

Here is the specialized list that was first evolved for Acceptance Level Processing. These items were fed in brackets. Large numbers of them were mocked up to the best ability of the preclear, even though he could not see his mock-ups for some time. They were mocked up for himself, others mocking them up for themselves, and others mocking them up for others, and others trying to get him to accept them, himself trying to get others to accept them, and, a few times, others trying to get others to accept them, and, occasionally, good items similar to these being wasted in the same bracket. Because this list worked uniformly on this Resistive V, it would be said immediately that the Acceptance Level of his body was this list. Running this list resolved hungers and cravings, blackness and somatics which he had long combated.

Most of these items had to be put into a depraved, diseased or decayed form in order to run them at all.

Now we have the list:

A TERRIBLE PAST, A DANGEROUS ENVIRONMENT, A TERRIBLE FUTURE, A MISSING PRESENT, NO HELP, INDEPENDENCE, INABILITY TO ACCEPT PRESENTS, DEATH, KILLING, EATING, SLEEPING, ANAESTHETICS, AGREEMENT, DISAGREEMENT, LOW REALITY, LOW AFFINITY, LOW UNDERSTANDING, NO COMMUNICATION, CAUTION, LOW SPEED, SUPPORT, NO FALLING, NO LOOKING, REASONS, EXPLANATIONS, THINKING, NOT THINKING, TALKING, NOT LISTENING, SERVICE, CONVICTION, KNOWING, PRECISE COMMUNICATIONS SYSTEM, DESIRE FOR EXPLANATIONS, ANSWERS, REPLIES, TRUTH, NO LIES, SOLID MEST, NO SPACE, NO GEOGRAPHY, CRITICISM, NO CRITICISM, ABERRATIONS, SANITY, PERFECTION, HIDDEN ENGRAMS,

HIDDEN BETRAYALS, HIDDEN RIDICULE, DEFAMATIONS, THINGS BEING STOPPED, CHANGE, HELP, CONSEQUENCES, FEAR OF CONDITIONS, AN ACCEPTABLE LEVEL OF BEING ILL, AN ACCEPTABLE LEVEL OF BEING CRAZY, THREATS, ARRESTS, COURTS, HONORS, MEDALS, IDENTITIES, FACES, POLICE, TORTURE, BACTERIA, SYPHILIS, GONORRHEA, BLACK PEOPLE, THINGS TOO HORRIBLE TO PERCEIVE, EFFORTS TO GET COMMUNICATIONS OUT, EFFORTS TO GET COMMUNICATIONS IN, FORGETFULNESS OF MEN, FORGETFULNESS OF WOMEN, FORGETFULNESS OF PAST, ACCEPTANCE OF WRONGNESS, THE GOAL TO GET BIG, THE NECESSITY TO UNDERSTAND, FATHERS (IN THE WORST FORM), MOTHERS (IN THE WORST FORM), ALLIES (IN THE WORST FORM), GRANDPARENTS (IN THE WORST FORM), FRIENDS (IN THE ACT OF BETRAYAL), BUSINESS ASSOCIATES (IN THEIR WORST FORM), BEING BABIES, BEING BODIES, TEACHERS IN FRONT OF ONE, LEARNED BOOKS, ACCEPTANCE OF AN IN-BETWEEN LIVES AREA, DEATH, FAILURE, BEING VARIOUS PROFESSIONS, BEING VARIOUS PARTS OF THE BODY, NERVOUSNESS, SERIOUSNESS, A GOOD JOB, WANTING THINGS GONE, HAS-TO-BE-TOLDNESS, TIREDNESS, ANXIETY, WANTING PEOPLE TO WORRY, LONG DAYS, FAST TIME PASSES, SLOW TIME PASSES, CLOCKS, SCHOOLS, FACES, LEARNING, MINDS, POOR MORNINGS, BAD NIGHTS, NO-TIME, ARRIVALS, COMPLETIONS, NO AFFECTION, LOVE, NO KILL, STOMACH TROUBLE, HUNGER, INABILITY TO EAT, WORK, FLOWS, INHIBITED SEX, CLOSED COMMUNICATION LINES, HATE, KILL, BOWEL TROUBLE, COVERT EATING, NO WORK, HOLDS, PRETENSE, ENFORCED SEX, LONELINESS, WOMBS, HOT WOMBS, BIRTH, KIDNAPPING OF BABIES, STERILITY, EMPTY WOMBS, BLACK WOMBS, ABSENT GENITALIA, FIGHTING SOMETHING, NEVER FIGHTING NOTHING, FIGHTING WORDS, FIGHTING DIRECTION, ACCEPTING DIRECTION, HATRED OF MUSIC, HATRED OF SIGHT, HATRED OF SOUND, ACCEPTABLE LEVEL OF PAIN, NO PETS, BEING GOD, ASSOCIATING EVERYTHING WITH EVERYTHING, HATING TO BE REMINDED, SEMEN, EXCRETA, NOTHINGNESS, POVERTY, NO MONEY, NO FOOD, NO HOME, EXPECTING SOMETHING BAD TO HAPPEN, KNOWING IT IS WRONG, BEGRUDGED FOOD, THE WEIGHT OF OBLIGATION, NO RESPONSIBILITY, REFUSAL TO BE CAUSE, DESIRE TO BE AN EFFECT, GUIDING SPIRITS, STRANGE SCIENCES, FORTUNE-TELLING, CRYSTAL BALLS, DEMONS, STRANGE SEXUAL PRACTICES, SELF-DENIAL, WRONGNESS, LOSING, ACCIDENTS, AND BEING A HUMAN BEING .

The case was then run on the Expanded Gita list in addition to the above.

Much of the auditing done on Acceptance Level Processing is done by the preclear following the procedure by himself in a room near the auditor, or simply by self-auditing. However, a very low-toned preclear is incapable of the persistence necessary to follow through the process and needs auditor supervision.

The ingenuity of the auditor lies in discovering just what the acceptance level of his preclear is. Persistence of the auditor and the preclear is vital to carry through the process item by item until each and every item is itself entirely surfeited.

It will be found that some preclears will rise so rapidly in tone at the lower levels offered, that they do not find any area to “feed.” In this case, higher-toned objects must be fed to the preclear just as these low-toned objects are fed.

What we are doing here is “remedying the scarcity in all things.”

The main thing the preclear will discover is that he has been carefully taught that certain things are bad and therefore not enjoyable and that he has set up resistances to these things and that they at length—these resistances—have become a sponge for the

things they were set up to counteract and the resistance caving in has created a hunger for the object which was at first resisted. This is the MEST universe at work in its very best operation: make one fight something, then so arrange it that one winds up craving for what one was fighting. You can use this formula in general on any aberration which the preclear has. If he is fighting something, feed it to him in mock-up form, done, of course, by the preclear. And then finish off the bracket by feeding it through the preclear to others, and others to others, and then going on getting the preclear to get others to accept this thing to fight, and then others getting the preclear to accept this thing to fight, and thus the item is discharged.

This is Acceptance Level Processing. You can, if you look about you, see acceptance level dramatized in every activity of life. You can understand now why so-and-so will not clean up a living room: a living room is not acceptable except in a cluttered fashion to this person. You can understand also why this fellow leaves a beautiful and helpful girl and runs off with a maid or a prostitute: his acceptance level was too far below the beautiful girl. You can understand, too, some of you, why you were not acceptable in your own homes when you were young: you were too bright and too cheerful and this was too high above those around you. You can understand, as well, why the newspapers print the stories they do, and most and foremost you can understand that everybody in a body is being subjected to the body's craving to be acceptable, a thing which in itself will end one up at the bottom of the tone scale.

You might think that running Matched Terminals or Matched Terminal Brackets on being acceptable will remedy this; unfortunately, this is above the body's level of acceptance. It is raw meat; it wants raw meat. Trying to run something out of the body which it craves is a difficult thing indeed.

On lower-toned cases the reason Dianetics often worked was because instead of running through the engram, the case was permitted to go over and over some unsavory incident which it actually considered extremely savory, and so was able, by these repeated "returns" to this muck, to feed the bank to some degree and adjust and surfeit its craving for such incidents even when they had not occurred. Thus one was actually feeding the body numbers of mock-ups rather than running out engrams, even though at that time it was supposed that an engram was being run out.

Where engrams were exhausted from the body with a betterment of the case, it was because the body did not have an extensive hunger. Where running an engram out did not remedy the condition it was because a hunger existed for that engram and it was being offered. Thus we have the case which insatiably ran engrams but which would not get well. That case had a level of acceptance of not-too-sick and not-too-well, the level of acceptance of the general society today.

Remember that evaluation depends upon the preclear having been actually moved or directed from one space to another by something. Change in space is the basic on all evaluation and thinking as it is known to Man. Remember that change in space in geographical area is like an evaluation of those areas. Thus you will find the most aberrative people in the bank, those people who have most changed the preclear in space. In running Acceptance Level Processing, be sure to stress accepting exterior direction, and be sure to stress acceptance in various forms of those people who have greatly directed the preclear and who then created a scarcity of direction either by not being there or by stopping direction.

You must also be aware of the fact that this technique, this process, is to a large degree an informative process and is addressed to the MEST body; it does not dispense with or displace other processes we now have.

The bracket method of accepting is also the method of wasting which could be run in Expanded Gita. In other words, in running wasting in Expanded Gita one should waste in brackets and have material forced upon in brackets. Acceptance Level Processing is a variation of Expanded Gita.

As a note which may be of interest: Expanded Gita was developed from phenomena discovered after I developed Creative Processing. It was originally plain Give-and-Take Processing, hence the Gita. Acceptance Level was developed by observing Expanded Gita in action. Expanded Gita and Acceptance Level are in effect the same process and so we are not dealing here with anything new.

There are a great many of these levels and one could easily compose a chart—and, indeed, I have composed a chart—called Character Processing—which is as yet of no enormous value, which lists the following levels: Acceptance (Grasp), Determent (Withdraw), Deprivation (Let Go), Interest (Reach), Intention, Enthusiasm, Spiritual, Applause, Death, Sonic, Visio, Tactile, Friendship, Enmity, Physical Strength, Emotional Strength, MEST Aid, Obedience, No Sympathy, Fear, Propitiation, Grief, Apathy, Agreement, Communication, Affinity, and Responsibility levels, by which a character could easily be read. An auditor who knows his Scientology could without much trouble draw up this chart using as a guide the chart in *Science of Survival* or *Self Analysis*. As the use of these things comes to view or takes on sudden value, they may be included in later PABs. For instance, only somebody interested in control would be interested in specified levels; in processing we are only trying to raise the Acceptance Level of the individual high enough so that he can finally accept himself on all eight dynamics.

---

The apathy case resolves with this Acceptance Level, and much to many a preclear's surprise he finds apathy on the road up rather than below his operating level.

L. RON HUBBARD

**INTERNATIONAL CONGRESS OF DIANETICISTS  
AND SCIENTOLOGISTS LECTURES**

Phoenix, Arizona  
28—31 December 1953

“The delegates to the International Congress of Dianeticists and Scientologists at Phoenix, Arizona, were greeted by warm and clear weather in the Valley of the Sun as they arrived at the new, modernistic quarters of the Little Theatre, supported and operated by the City of Phoenix.

“These new quarters were the setting for a new experience in the history of Dianetics and Scientology. This new experience consisted of presentation of the latest techniques and methods of Scientology, as worked out and perfected in the courses in Clinical Procedures presented at Camden during October, November and December of 1953 in the form of actual processes administered upon the group of assembled delegates by L. Ron Hubbard, founder and developer of Dianetics and Scientology.”

—*Journal of Scientology* 24-G

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* 5312C28	PHC-1	Goals of Scientology
* 5312C28	PHC-2	Goals of Scientology (cont)
5312C28	PHC-2A	Mock-ups, Energy
* 5312C28	PHC-3	Basic Theory of Definitions
* 5312C28	PHC-4	Basic Theory of Definitions (cont), Group Processing
* 5312C28	PHC-5	Group Processing
* 5312C28	PHC-6	Group Processing
* 5312C28	PHC-7	How to Be a Group Auditor
* 5312C28	PHC-8	How to Be a Group Auditor
* 5312C28	PHC-9	Group Processing
* 5312C28	PHC-10	Group Processing (cont.)
* 5312C29	PHC-11	Create, Survive, Destroy Curve
* 5312C29	PHC-12	Duplication
* 5312C29	PHC-13	Use of SOP-8C
* 5312C29	PHC-14	Use of SOP-8C
* 5312C29	PHC-15	Role of the Auditor
* 5312C29	PHC-16	Demonstration (Group Process)
* 5312C29	PHC-17	Group Processing—Short Lecture
* 5312C29	PHC-18	Group Processing
* * 5312C29	PHC-19	Design of SOP-8C: Processes for Groups, Percentages of Successes and Failures
* 5312C29	PHC-20	SOP-8C (cont.)
* 5312C29	PHC-21	Group Process
* 5312C29	PHC-22	Group Process
5312C29		Havingness
* 5312C30	PHC-23	Talk on E-Meter
* 5312C30	PHC-24	Talk on E-Meter (cont.)
* 5312C30	PHC-25	Automaticity

* 5312C30	PHC-26	Beingness
5312C30	PHC-27	Title not available
5312C30	PHC-28	Title not available
5312C30	PHC-29	Title not available
5312C30	PHC-30	Title not available
5312C30	PHC-31	Group Processing
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* 5312C31	PHC-33	Step 5, SOP-8C (Group Processing)
* 5312C31	PHC-34	Emotions in MEST (Group Processing)
* 5312C31	PHC-35	Group Processing, Short Lecture
* 5312C31	PHC-36	Group Processing
* 5312C31	PHC-37	Group Processing, Step 1, SOP-8C
* 5312C31	PHC-38	Through Barriers to Nothingness
* 5312C	PHC	Group Processing—Reach and Withdraw Across the Dynamics

### LRH TAPE LECTURES

1953 (specific dates unknown)

* 53 .. C ..	LECTURE	Exteriorization—Interiorization
* 53 .. C ..	GR/PROC	Group Processing
* 53 .. C ..	LECTURE	Organization of Man
* 53 .. C ..	LECTURE	Power of Choice
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*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

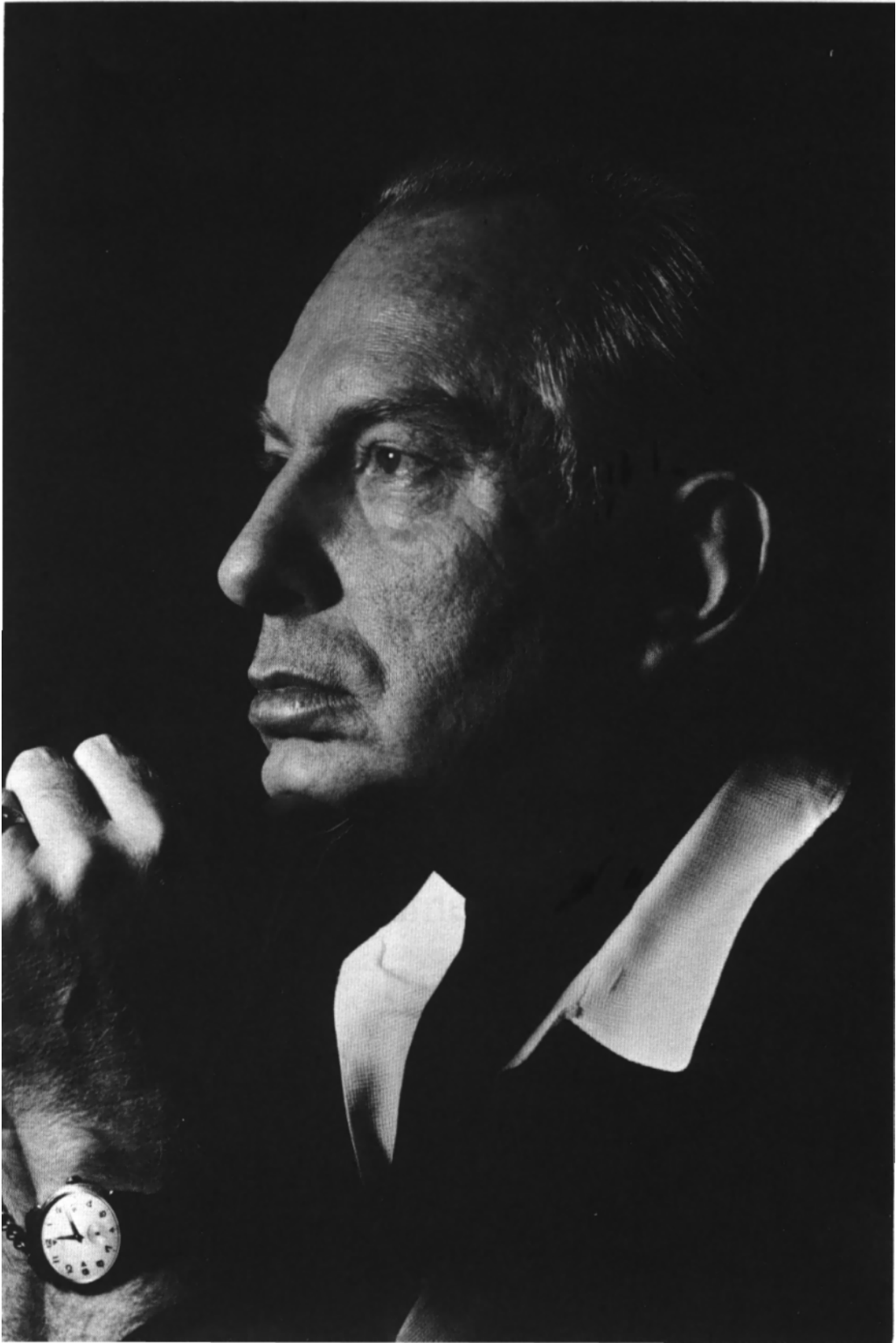
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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
"The work was free.  
Keep it so. "*

**L. RON HUBBARD**



***L. Ron Hubbard***  
*Founder of Dianetics and Scientology*



## EDITORS' NOTE

"A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings."

—L. Ron Hubbard

The first eight volumes of the *Technical Bulletins of Dianetics and Scientology* contain, exclusively, issues written by L. Ron Hubbard, thus providing a chronological time track of the development of Dianetics and Scientology. Volume IX, The Auditing Series, and Volume X, The Case Supervisor Series, contain Board Technical Bulletins that are part of the series. They are LRH data even though compiled or written by another.

So that the time track of the subject may be studied in its entirety, all HCO Bs have been included, excluding only those upper level materials which will be found on courses to which they apply. If an issue has been revised, replaced, or cancelled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The points at which Ron gave tape recorded lectures have been indicated as they occurred. Where they were given as part of an event or course, information is given on that event or course on the page in the chronological volumes which corresponds to the date. The symbol "\*\*\*" preceding a tape title means that copies are available from both Publications Organizations. A tape preceded by "\*" means that it will soon be available. No asterisk (\*) means that neither Publications Organization nor Flag has a master copy of that lecture. If you have, or know anyone who has, copies of *these* tapes, please contact the Flag Audio Chief, P.O. Box 23751, Tampa, Florida, 33623, U.S.A. The number in the tape title is a code for the date; example: 5505C07—55 = year, 1955; 05 = month, May; C = copy; 07 = day, 7th; 7 May 1955. The abbreviation tells what group the tape is a part of. For an explanation of the abbreviations see Volume X, page 539.

At the back of this volume is a Subject Index covering only the material in this volume. Use the index to locate the LRH source material in context, don't just get data from the index. This index has been combined with indexes from other volumes to form the Cumulative Index which is in Volume X, starting on page 287.

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**P.A.B. No. 17**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1954, ca. mid-January]

**FUTURE PROCESSING**

There is a basic rule which is covered in the first book and which was more specifically delineated by Fellow of Scientology Dick Halpern, that the psychotic is concerned with the past, the neurotic is barely able to keep up with the present, and the sane, as we jokingly called homo sapiens in 1950, are concerned with the future.

This division could be more specifically made by realizing that the neurotic is barely able to confront the present but that the very, very sane confront the present entirely and have very little concern for the future, being competent enough in handling the present to let the future take care of itself. Looking into the past and looking into the extreme future alike are efforts to avoid present time and efforts to look elsewhere than *at* something.

You have known people who would reply on an entirely different subject when asked about anything; when consulted concerning the weather, they would reply about a meteorologist. The inability to look *at* something becomes first manifest by thinking before looking; and then the actual target at which one should be looking is more and more avoided until it is hidden entirely in a mix-up of complications comparable to a government bureau. This is the mechanism of the post-hypnotic suggestion as covered in Book 1.

Here basically we have people's fear of things exploding. Any and every serious injury which has left the preclear hung up on the time track appeared to him at the time as an explosion and actually might have contained an electrical discharge. You will find preclears with ailing stomachs who will trace the moment when they began to have stomach trouble to the feeling that something had exploded in their stomachs. Thereafter they will be trying to keep the explosion from happening again and will avoid looking at the explosion. Running cycles of explosions as covered in PAB No. 12 resolves this condition. It permits people to look straight at things again without fear. People who wear glasses and, indeed, people who are blind, cannot look straight at something but must either avoid looking at it or not look at it at all.

The avoidance of reality is merely an avoidance of present time. Theta could be considered to be a sort of scanner which is motionless. It is not moving. The MEST universe is changing and interchanging, and the products and forms constructed and organized or regulated by theta change, and this change is in itself time. Time depends mainly upon the creation of new space in the MEST universe. It could be hazarded that new space is created in the MEST universe at the rate of  $1/c$ ,\* which is to say that each new motion of a particle is a creation of new space. What is happening is that the

[ \* In physics "c" represents the velocity of light in a vacuum: approximately 186,000 miles or 299,793 kilometers per second.]

particle seems to be moving in space and the space is motionless. Space disappears at the rate of  $1/c$  and new space is created at this rate. This gives to particles apparent motion. The boys in nuclear physics will be discovering this in a couple of hundred years but there is no harm in giving a tip-off of it here. This is of no great concern to the auditor but might clarify for him the apparent change of theta itself. If theta itself is apparently changing, remember that it is visible only because particles change. The theta is not moving; it is a true static.

An individual who will not look at the MEST universe must look either ahead of it into the future or behind it into the past. One of the reasons he does this is because there is insufficient action in the present to begin with; and then this thirst for action develops into an inability to have action and he decides that all must be maintained in a constant state and he seeks to prevent action. This also applies to pain. People who are somewhat out of present time have a horrible dread of pain, and people who are truly out of present time—as in a psychotic state—have a revulsion towards pain which could not be described. A person entirely within present time is not much concerned with pain and even might create some for the sake of randomness. Although people have hard words for the sadist, it must be remarked that the sadist rarely permits any pain to happen to himself.

The avoidance of work is one of the best indicators of a decayed state on the part of a personality. There are two common denominators to all aberrated personalities; one of these is a horror of work and the other is a horror of pain. People only mildly out of present time, which is to say, people who are categorized as sane, have already started to apologize about work in that they work toward an end reward and no longer consider that the output of effort itself and the accomplishment of things is sufficient reward in itself—thus the whole network of gratitude or admiration as necessary pay for energy put forth. The parental demand for gratitude is often reflected in a severely aberrated preclear who is given to feel he can never repay the enormous favors conferred on him by being worked for by his parents. Actually, they need not be paid; for, flatly, if it was not sufficient reward to do the work of raising him, they are beyond being paid; in other words, they could not accept pay.

Taking the very, very sane person in present time, one would mark a decline of his sanity by a shift from an interest in present time to an overwhelming interest in the future, which would decline into considerable planning for the future in order to avoid bad things happening in it, to, finally, a shunning of the future because of painful incidents, to a shuddering and tenuous hold on present time, and then an avoidance of both the future and present time and a shift into the past. This last would be a psychotic state and is, indeed, the definition of a psychotic state in Scientology.

An extremely effective remedy for a person whose concern about the future is great is the application of Creative Processing in brackets, having him mock up repeatedly and in great quantities, as in PAB No. 8, horrible things happening to himself, to others, and others making horrible things happen to others, all in the future. One would find out what this person had originally worked toward in the future, and then would discover its decline. One would then have horrible things mocked up to make the goal impossible and unreachable. In the case of a mechanic, one would have him mock up being fired, being mangled by the machinery, being left by his wife and children because he was only a mechanic, being shunned by the factory, making terrible mistakes which brought death to his fellow workers, having other people have similar things happening to them, and other people making other people undergo similar future experiences.

One holds on to things in the past on the postulate that they must not happen in the future. This sticks the person in the past. This is, in essence, the whole goal of education and experience. One is trying to instill into somebody sufficient fear of the

future in order to cause him to be cautious. This, of course, holds the individual on the track.

The ultimate failure, of course, is death, and an auditor will be surprised how avidly a preclear will mock up his own death, death for members of the family now living, and how rapidly this will bring into view grief charges on people who are already dead. But one should not merely have the preclear mock himself up dead; one should have him dying several varieties of deaths; and then, of course, being put into a coffin, stuck in the body and unable to get out and lying there in a mouldering or formaldehyded corpse for aeons and aeons and never escaping. Edgar Allan Poe, by the way, is a wonderful source of such mock-ups.

This method of processing the future can be combined with SSSA.

Inaction and indecision in the present is because of fear of consequences of the future. Once one has made the preclear mock up these consequences in quantity, he can more comfortably face present time.

L. RON HUBBARD



### 3RD AMERICAN ADVANCED CLINICAL COURSE LECTURES

Phoenix, Arizona

4 January—12 February 1954

L. Ron Hubbard gave the following lectures to the twenty-two student auditors attending the 3rd American Advanced Clinical Course (3rd ACC) at Phoenix, Arizona, from January 4th through February 12th, 1954. Included here are his lectures on SOP-80 (O.T.).

*	5401C04	3ACC-1	Introduction to 3rd ACC
	5401C04	3ACC-2	Perception and Ownership
**	5401C05	3ACC-3	Communication and Not Over-instructing the Pc
*	5401C05	3ACC-4	Boredom, Pace of Living, Truth
	5401C05	3ACC-5	Symbols
**	5401C06	3ACC-6A	Symbols and a Group Processing Demo
**	5401C06	3ACC-6B	Symbols and a Group Processing Demo (cont.)
	5401C06	3ACC-7	Processing Demo: Automaticity
**	5401C07	3ACC-8	Communication
*	5401C07	3ACC-9	Anchor Points, Flows
	5401C08	3ACC-10	Exteriorization from Masses
	5401C11	3ACC-11	Exteriorization from Masses (cont.)
	5401C11	3ACC-12	Exteriorization, Theory & Demo
*	5401C11	3ACC-13	Exteriorization Demo
	5401C12	3ACC-14	Exteriorization and Motion
*	5401C12	3ACC-15	Exteriorization, Lecture & Demo
*	5401C12	3ACC-15 Spl	Special Message to London College of Dianeticists and Scientologists
	5401C12	3ACC-16	Exteriorization, Demo on Group
	5401C12	3ACC-17	Machines, Demonstration
	5401C13	3ACC-18	Competence of Prediction, Demo
	5401C13	3ACC-19	Competence of Prediction, Demo (cont.)
	5401C13	3ACC-20	Exteriorization : Step I, Procedure
	5401C14	3ACC-21	Labels: I n Society and Preclears
	5401C14	3ACC-22	Labels: Beingness and Justice
	5401C14	3ACC-23	Labels: Beingness and Justice (cont.)
**	5401C15	3ACC-24	Present Time, Self Analysis
**	5401C15	3ACC-25	Present Time (cont.)
	5401C15	3ACC-26	Present Time (cont.) & Demo
	5401C18	3ACC-27	Time: Barrier
	5401C18	3ACC-28	Time: Basic Proceession
	5401C18	3ACC-29	Time: Sense, Particles, Survival Place
	5401C19	3ACC-30	Summary of Course to Date
	5401C19	3ACC-31	Exteriorization: Demonstration
**	5401C19	3ACC-32	Comm by Emotion: Flows, Ridges

	5401C20	3ACC-33	E-Meter, Use of
	5401C20	3ACC-34	Audio (Beep) Meter Demonstration
**	5401C20	3ACC-35	Exteriorization, Communication
*	5401C21	3ACC-36	Livingness Processing Series
	5401C21	3ACC-37	Livingness Processing Series (Dyingness)
*	5401C22	3ACC-38	Livingness Processing Series (Machinery)
*	5401C22	3ACC-39	Livingness Processing Series (Demo)
*	5401C25	3ACC-40	Goals of 8-0 (O.T.), Abilities
*	5401C25	3ACC-41	Basic Data on 8-0 (O.T.)
**	5401C26	3ACC-42	Exteriorization, Knowingness, Reality
*	5401C26	3ACC-42A	Instruction, Simplicity
*	5401C27	3ACC-43	O.T., Inversion: Courage and Mobility
*	5401C28	3ACC-44	Exteriorization: Courage and Serenity
*	5401C28	3ACC-45	Courage Processing
*	5401C29	3ACC-46	Exteriorization, Stuck Flows
*	5401C29	3ACC-47	Evaluating Cases
*	5402C01	3ACC-48	Exteriorization, Taking Direction
	5402C01	3ACC-49	Processing Havingness Lecture
*	5402C02	3ACC-50	Havingness Series (cont.)
*	5402C02	3ACC-51	Havingness Series(cont.): Comm Lines
*	5402C03	3ACC-52	Havingness Series (cont.): Ownership
*	5402C03	3ACC-53	Repairing a Case & Demo
*	5402C04	3ACC-54	Review on Havingness & Demo
*	5402C04	3ACC-55	Certainty: Maybes, Problems, Entrance
	5402C05	3ACC-56	Endowment of Livingness
	5402C05	3ACC-57	Group Processing on Certainty, 8 Dynamics
*	5402C08	3ACC-58	Summary of Course Data & Machinery
*	5402C08	3ACC-59	Group Processing, Automaticities
*	5402C09	3ACC-60	Auditing Groups
*	5402C09	3ACC-61	Group Processing on Class: Barriers
*	5402C09	3ACC-62	Short Discussion & Group Processing Demo
*	5402C10	3ACC-63	Group Processing on Class: Being MEST
*	5402C10	3ACC-64	Group Processing on Class: Black/White
*	5402C10	3ACC-65	Group Processing on Class: Being MEST
*	5402C11	3ACC-66	Group Processing on Class: Things to Be
*	5402C11	3ACC-67	Group Processing on Class: Resist Effect
*	5402C11	3ACC-68	Group Processing: Exterior
*	5402C11	3ACC-69	Group Processing on Class: Sound
	5402C12	3ACC-70	Group Processing on Class: Balance
	5402C12	3ACC-71	Group Processing on Class: Time

# THE JOURNAL OF SCIENTOLOGY

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## Man's Search for His Soul

**L. Ron Hubbard**

For countless ages past Man has been engaged upon a search.

All thinkers in all ages have contributed their opinion and considerations to it. No scientist, no philosopher, no leader has failed to comment upon it. Billions of men have died for one opinion or another on the subject of this search, and no civilization, mighty or poor, in ancient or in modern times has endured without battle on its account.

The human soul, to the civilized and barbaric alike, has been an endless source of interest, attention, hate or adoration.

To say today that I have found the answer to all riddles of the soul would be inaccurate and presumptuous. To discount what I have come to know and to fail to make that known after observing its benefits would be a sin of omission against Man.

Today, after twenty-five years of inquiry and thought and after three years of public activity wherein I observed the material at work and its results, I can announce that in the knowledge I have developed there must lie the answers to that riddle, to that enigma, to that problem, the human soul, for under my hands and others' I have seen the best in Man rehabilitated.

For the time since I first made a theta clear I have been, with some reluctance, out beyond any realm of the scientific known and now that I have myself cleared half a hundred, and auditors I have trained many times that, I must face the fact that we have reached that merger point where science and religion meet and we must now cease to pretend to deal with material goals alone.

We cannot deal in the realm of the human soul and ignore the fact. Man has too long pursued this search for its happy culmination here to be muffled by vague and scientific terms.

Religion, not science, has carried this search, this war, through the millenia. Science has all but swallowed Man with an ideology which denies the soul, a symptom of the failure of science in that search.

One cannot now play traitor to the Men of God who sought these ages past to bring Man from the darkness.

We in Scientology belong in the ranks of the seekers after truth, not in the rearguard of the makers of the atom bomb.

However, science too has had its role in these endeavors, and nuclear physics, whatever crime it does against Man, may yet be redeemed by having been of aid in finding for Man the soul of which science had all but deprived him.

No auditor can easily close his eyes to the results he achieves today or fail to see them superior to the materialistic technologies he earlier used. For we can know, with all else we know, that the human soul, freed, is the only effective therapeutic agent that we have. But our goals, no matter our miracles with bodies today, exceed physical health and better men.

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Scientology is the science of knowing how to know. It has taught us that a Man IS his own immortal soul. And it gives us little choice but to announce to a world, no matter how it receives it, that nuclear physics and religion have joined hands and that we in Scientology perform those miracles for which Man through all his search has hoped.

The individual may hate God or despise priests. He cannot ignore, however, the evidence that he is his own soul. Thus we have resolved our riddle and found the answer simple.

**P.A.B. No. 18**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1954, ca. late January]

**OVERT ACTS**

Earlier material in Scientology has adequately covered the phenomenon of the overt act. More is known about this phenomenon today.

The overt act is the manifestation of retaliation. There are two types of overt acts. One is the simple motivator-overt act whereby something is done to the preclear and then the preclear does the same thing to somebody else. There is the second type called the DED-DEDEX wherein the preclear all out of his own imagination has done something to somebody else and then it has been done to him. In both of these one will find the motivator and overt act in a bundle and the DED-DEDEX in a bundle; in other words, the overt act phenomenon is the interlocking of incidents so that both incidents become more or less obscured.

There are several ways of undoing these. One of them is with Acceptance Level Processing. Where a person continues to complain about the things another person has done to him, all the auditor has to do is to discover what the preclear did to that person. In other words, a preclear who complains about A in actuality is suffering from a hunger of overt acts from A. The preclear has done something to A (or thinks he has done something to A) which makes it possible that A will retaliate. The retaliation has not occurred. This leaves the preclear with a hunger of overt acts from A. All the auditor has to do is listen to the complaints the preclear makes about the various people, and then have the preclear mock up as happening to himself these people causing dreadful things to occur to the preclear. This solves the bulk of overt act cases. Remember that the things happening to the preclear have to be done in quantity.

Another method of handling overt acts is to finish off the cycle of action. The preclear has wanted to kill somebody. He has wanted to kill somebody repeatedly and yet has not done so. The matter is obvious. One uses Creative Processing and has the preclear sufficiently and often in large quantities kill this other person. This finishes the cycle of action.

Yet another method is simply to have the preclear, without any further investigation of his case, start mocking up the side of the overt act phenomenon which seems to be missing. If this preclear is complaining about terrible things having happened to him, the auditor can be sure that the preclear has a hunger for things to happen to him. The preclear is started then on a process of simply having things happen to him. All manner of terrible things are made to occur to him at other people's hands. His father shoots him many times, his mother repeatedly strangles him, his dog bites his head off, his wife runs off with another man and so on and so on until the starvation is remedied.

In the opposite case where the preclear is tremendously pugnacious and very threatening toward all the world, the auditor can be certain that the preclear, by this

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dramatization in present time, is trying to fill in a stagnation of action against other people. In this case one simply has him kill, maim, blow up and generally dispose of in many ways, shapes and forms, a great many people, particularly those he says he would like to murder.

One must not omit the overt act phenomena concerned with spirits, ghosts and God. People who spend too much time propitiating God are in actuality certain beneath the surface that they deserve a great deal of punishment from that being. People get to such a level of identification with Christ that they will run the Crucifixion complete with somatics and, indeed, there are several instances in history where on the holiday of the Crucifixion persons spontaneously bled from the "thumbs."

Where you have an individual going into the valence of another individual, you have the overt act phenomenon so interchanged and mixed up that you are only certain of the fact that the preclear is in the valence of the other person. Handling this overt act phenomenon one would simply create with mock-ups many things happening to the person whose valence has been taken, and then, in reverse, the person whose valence has been taken making many things happen to the preclear. This is run back and forth, back and forth, first with the preclear receiving overt acts, then as the other person receiving overt acts, until the gap between the two personalities widens sufficiently to inhibit further identification. Where you have a preclear solidly in grandmother's valence, you can be certain there was a lot of trouble between the preclear and grandmother. The way to run this is to have the preclear injuring, maiming and killing grandmother in various ways and then having grandmother injure, maim and otherwise harm the preclear. This is helped out by having grandmother injure others than the preclear and having others than the preclear injure grandmother.

In this manifestation of sudden assumption of valence on the death of an ally, the preclear is certain he is responsible for the death of that ally. He does not know how this can be, but he is certain that it has taken place. An auditor can be certain that the preclear, prior to the death of the ally, actually was guilty of many overt acts towards the ally. The death will not come to view until the auditor has run the preclear doing many things to the ally and the ally doing many things to the preclear as above.

In some of the very difficult cases, the most serious problem is this assumption of another person's identity in this lifetime. The solution of this affords great relief to the preclear.

In honest truth, the reason the preclear is stuck in the MEST universe is the overt act phenomenon. Space, energy, objects and time have done so many overt acts to the preclear and the preclear actually has done so many overt acts in the opposite direction, that the preclear now considers himself MEST. If you happen to be processing a scientist, be sure to remember this: he is not only studying the significance which immediately followed the explosion (the total of which significance is that there has been an explosion), but is also guilty of a great many activities which he at least thought were detrimental to the MEST universe at large; and the MEST universe in the form of inflicted accidents, explosions and so forth, has done many acts to him. We find these fellows, quite ordinarily, with many physical attributes of the MEST universe; which is to say, impartiality, a rotund body (imitating planets) and in a situation of stopped motion which would do credit to a policeman, or a Federal court judge.

L. RON HUBBARD

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## SOP-8-C: The Rehabilitation of the Human Spirit

Scientology, the science of knowing how to know, has been developed for various applications in the field of human experience.

Where it is utilized by skilled persons to enhance the personal ability and knowledge of others, the recommended process is Standard Operating Procedure 8-C.

SOP-8-C was developed after almost a year of observing SOP-8 in action in other hands than mine, and after observing the frailties and talents of human auditors. SOP-8-C might be called SOP-8 modified for clinical, laboratory and individual human applications.

The goal of this system of operation is to return to the individual his knowledge, skill and knowingness, and to enhance his perception, his reaction time and serenity.

It is entirely incidental that SOP-8-C is effective on “psychosomatic” illness, on human aberration and social difficulties. It is not the intent or purpose of Scientology to repair. The science is a creative science. Despite the fact that human illness, disability and aberration uniformly cease to be because of Scientology, the effect is not intended to be primary and the goal of SOP-8-C is not their remedy. Indeed, if SOP-8-C is used to remedy these only, it fails as a system. SOP-8-C succeeds only when it is addressed toward higher knowingness and beingness—ironically, in using it, human ills vanish only when the auditor concentrates on the goals of the system and neglects the obvious physical disabilities of the preclear.

In that one creates that which one concentrates upon, a treatment of illness which validates it in treatment will always tend to be unsuccessful.

SOP-8-C was the subject of the Camden Indoctrination Course B [2nd American ACC], from November 16 to December 23, as well as the subject of the Phoenix International Congress of December 28, 1953.

Specifically, the use of these processes obtains, when correctly used, without further evaluation for, or indoctrination of the preclear, the knowledge that he is not a body, that he is a creative energy production unit, and demonstrates to him his purposes and abilities.

This energy-space production unit we call a “thetan,” that being a coined word taken from a mathematical symbol, the Greek letter “theta” [  $\theta$  ]. This is the preclear. One does not send “one’s thetan” anywhere. One goes as a thetan. When a preclear is detected being in one place and finding “his thetan” in another (“I’m over *there*”) he is not exteriorized. To be “exteriorized” the preclear must be *certain* that he is outside his body. An uncertain “exteriorization” requires more work before it becomes an exteriorization.

SOP-8-C brings about a condition designated as “theta clear.” This is a relative, not an absolute term. It means that the person, this thought unit, is clear of his body, his engrams, his facsimiles, but can handle and safely control a body.

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The state of Operating Thetan is higher than Theta Clear and means that the person does not need a body to communicate or work. It is accomplished with SOP-8-0.

The highest theory of SOP-8-C is that the being is engaged upon a game called Physical Universe. This is a game requiring barriers, which is to say, walls, planets, time and vast distances (which last two are also barriers). In engaging upon this game he has at last become so conscious of barriers that he is limited in his actions and thoughts. He thinks, in the case of homo sapiens, that he is a body (a barrier) hemmed in by vast distances (barriers) and pinned in a time stream (a system of moving barriers) so as to reach only the present. These combined barriers have become so formidable that they are not even well perceived, but from being strong have become unreal to him. The matter is further complicated by “invisible barriers” such as the eyes or glasses.

In actuality, the thetan is a knowingness, total in a cleared state, who yet can create space and time and objects to locate in them. He reduces his knowingness only to have action. Knowingness is reduced by assuming that one cannot know or knows wrongly. Knowingness is reduced by assuming one must be in certain places to perceive and so know, and that one cannot be in certain places.

Space is, but does not have to be, the first barrier of knowingness. With Scientology we have the first definition of space—*Space is a viewpoint of dimension*. Given a viewpoint and four, eight or more points to view, one has space. Space is a problem of observation, not of physics.

There is no question here of whether space, energy or objects are real. Things are as real as one is certain of their reality. Reality is, here on Earth, agreement as to what *is*. This does not prevent barriers or time from being formidably *real*. It does not mean either that space, energy or time are illusions. It is as one knows it is. For one makes, by a process of continuous automatic duplication, all that one perceives. So much for theory-in-application this theory obtains results of considerable magnitude in changing beingness.

The thetan is continuously engaged upon cycles of action. The basic cycle of action is “Create, resist effects (survive) and destroy.” This can be stated in various ways: “Create an object, have it resist effects (survive) and then destroy it.” Or, “Create a situation, continue it and change it, and destroy or end it.” When a thetan leaves a cycle which is important to him unfinished, he tends to strive to finish it elsewhere or later in disrelated circumstances. Further, he can become overly concentrated upon creating or persistence (surviving) or upon destroying and so form an unbalanced state of beingness.

Time exists in those things a thetan creates. It is a shift of particles, always making new space, always at an agreed upon rate. A thetan does not change in time, but as he can view particles (objects, spaces, barriers) from many viewpoints, he can consider himself to be in a “time stream,” which he is not. A thetan’s ideas (postulates, commands, beliefs) change; particles change; the thetan does not change either in space or in time.

Just as he is making an effort to do something he cannot help but do—*Survive*—he is also fighting against doing the only thing he does—sit fixed in one “position.”

The thetan, to produce interest and action, operates as a paradox. He cannot die, so he firmly insists and proves continually that he can die. He never changes location, but only views new locations and constantly lives in horror of being fixed in time and space. Above that, he knows the past and the future and all of the present, and so fights to obscure the past and guess the future.

Less theoretically, the individual who is processed is at first, usually, “in” the body and perceiving with the body’s eyes. When exteriorized (placed “three feet back of his head”) he is actually out of the body and still “in” physical universe space. He can, exteriorized, move about and be in places just as though he had a body, seeing without eyes, hearing without ears, and feeling without fingers—ordinarily better than with these “aids.” This is not like “astral walking” which is done by the individual who “sends a body” or a viewpoint to some other place and perceives with it. A thetan is as much present where he is as if he were there in body. He isn’t “somebody else” than



the preclear moving dimly about. He is the preclear, he is there. At first he may be uncertain as to what he is seeing. This faculty becomes better as his ability to look, hear and feel while exteriorized improves. SOP-8-C improves this perception. Because the body only perceives what the thetan is perceiving anyway, looking, feeling, hearing of the body is also better with SOP-8-C but this is only incidental.

When a thetan believes too thoroughly he is a body, he is generally unhappy, afraid, doubts his own (and validates the body's) existence and worries about his inabilities. When he is out of the sphere of influence of the body (a very small one) he becomes serene, confident and knowing. He can handle a body better, can act faster, can recall more and do more while exteriorized than he can while in a body.

Society, thirsting for more control of more people, substitutes religion for the spirit, the body for the soul, an identity for the individual and science and data for truth. In this direction lies insanity, increasing slavery, less knowingness, greater scarcity and less society.

Scientology has opened the gates to a better world. It is not a psychotherapy, nor a religion. It is a body of knowledge which, when properly used, gives freedom and truth to the individual.

It could be said that Man exists in a partially hypnotized state. He believes on other-determinism in many things, to his detriment. He will be as well as he is selfdetermined. The processes of Scientology could be described as methods of "unhypnotizing" men to their own freer choice and better life.

### THE USE OF SOP-8-C

This process is designed to be administered by one person (the auditor) to another (the preclear).

SOP-8-C is first used step-by-step from Step I on until the person to whom it is addressed *knows* he is back of his head and no longer in the body. If the preclear is very difficult to exteriorize, the person should be referred to an auditor trained at the HAS Clinical Center (for there are special methods of exteriorization for difficult cases which are contained in but are not at once visible in SOP-8-C). The first three steps are exteriorization steps. They should be repeated over and over until certain exteriorization takes place.

The auditor can go through the first steps many times one after the other with the preclear until exteriorization occurs. Doing Steps IV to VII on a person not exteriorized should be minimized. (Earlier SOPs used all seven steps for exteriorization, a practice not followed in SOP-8-C, where only the first three steps are used.)

When the preclear has exteriorized one then begins again with Step I and continues to Step VII, in order, with the preclear exteriorized. Here in SOP-8-C the emphasis is upon an exteriorized thetan. When the auditor has taken the exteriorized preclear thoroughly, and *correctly*, through Steps I to VII at least twice, one has then what may be considered a theta clear.

To repeat, one uses SOP-8-C Steps I to III in that order. On one of these, the first time through, the majority of people exteriorize with certainty. As soon as exteriorization takes place, the auditor starts with Step I again, does it thoroughly on the exteriorized preclear, then the auditor applies Step II thoroughly and so on until all seven are done.

The auditor knows when the preclear exteriorizes by asking him or by the preclear volunteering the information. *CAUTION*: Do not ask the preclear to look at his body .

If the preclear fails to exteriorize sometime during the first three steps, the auditor should simply do them again. If the preclear fails the second time, the auditor patiently goes through them a third time, and so on. If the matter then seems too difficult, contact an auditor trained during late 1953 at Camden, by the HAS itself.

The least possible result in going over these first three steps many times will be a considerably bettered condition of the preclear, superior to all past results. Only a very

few preclears fail to exteriorize after Steps I to III have been several times repeated. *CAUTION*: Although this process is as foolproof as it can be made, it can be maliciously used in this wise: by giving the preclear constant losses—by giving him no chance to win—by bullying him—by evaluating for him—by insisting he is “outside” when he is not—by invalidating him—by pretending to see him or his mock-ups or saying that one does if he does.

## SOP-8-C FORMULAS AND STEPS

**Opening Procedure:** (10 minutes to two hours—with MEST body)

- (a) Send preclear to exact places in room, one place at a time.
- (b) Have preclear select places in the room and move to them one at a time, still under auditor’s direction.
- (c) Have preclear drill in physically holding on to and letting go of objects and spaces on his own decision to hold on, decision to let go.

### **Step I: Location**

*PRE-LOGIC: Theta orients objects in space and time. AXIOM: In life experience space becomes beingness.*

*FORMULA I: Permitting the preclear to discover with certainty where people and things are not in the present, past and future recovers sufficient orientation to establish his knowledge and certainty of where he is and they are; the application of this is accomplished by negative orientation of beingness, havingness and doingness on each of eight dynamics in the present, past and future.*

#### **STEP I**

(a) Ask preclear to be three feet back of chair. Ask him for things, people which are not giving him directions (orders). For things, persons he is not giving orders to. For things, persons which are not giving directions to other things. Ask preclear for goals he does not have. For goals others do not have for others. For goals another does not have for him. For goals he does not have for another. For persons he is not. For animals he is not. For places where he is not. Where bacteria are not. Where objects are not. For places where he is not thinking.

*NOTE: All of the above are done in “brackets” for present, past, and future.*

(b) (If exteriorized) Have him drill while exteriorized into holding on to and letting go of objects on his specific decision. Ask him to be in places which are safe, dangerous, pleasant, unpleasant, beautiful, ugly.

### **Step II: Bodies**

*AXIOM: In life experience energy becomes doingness.*

*AXIOM: Compulsive position precedes compulsive thinking.*

*AXIOM: That which changes the preclear in space can evaluate for him.*

*FORMULA II: Permit the preclear to discover that he handles bodies and allow him to handle bodies in mock-ups and actuality; and remedy his thirst for attention which he has received by contagion from bodies.*

#### **STEP II**

(a) Have preclear mock up bodies and un-mock them. Have him get somethingnesses and nothingnesses of bodies until he feels better about them. Ask him to be three feet back of chair.

(b) (If exteriorized) Have him complete II(a) many times and then move body while he is outside.

### **Step III: Space**

*PRE-LOGIC: Theta creates space and time and objects to locate in them. DEFINITION: Space is a viewpoint of dimension.*

*AXIOM: Energy derives from imposition of space between terminals and a reduction and expansion of that space.*

FORMULA III: *Permit the preclear to regain his ability to create space and impose it upon terminals, to remove it from between terminals and to regain his security concerning the stability of MEST space.*

Step III

- (a) Have preclear hold two back comers of room and not think.
- (b) (If exteriorized) Have preclear complete spacation.

NOTE: If not exteriorized return to Step I.

#### **Step IV: Havingness**

AXIOM: *In life experience matter becomes havingness.*

OBSERVATION: *To a thetan, anything is better than nothing.*

OBSERVATION: *Any preclear is suffering from problems of too little havingness and any reduction of his existing energy, if not replaced, will cause him to drop in tone.*

FORMULA IV:

(a) *The remedy of problems of havingness is accomplished by creating an abundance of all things.*

(b) *As the preclear has rendered automatic his desires and ability to create and destroy, and has thus placed havingness beyond his control, the Auditor should place in the control of the preclear his automaticities of havingness and unhavingness and permit him, on his own self-determinism, to balance his havingness.*

(c) *How to make havingness: Have preclear put out eight anchor points of size, thus creating a space. Have him pull in these eight to the center and have him retain the resulting mass. Do this using large and various objects for anchor points. Do this until he is willing to release such old energy deposits as engrams and ridges but still continue to make havingness.*

STEP IV

Have preclear remedy problems of havingness by mocking up and pulling together sets of eight anchor points. Do this many times. Do not have him make anchor points explode in this fashion. Have him save masses thus created. Have preclear adjust anchor points in body.

#### **Step V: Terminals**

AXIOM: *Space exists by reason of anchor points.*

DEFINITION: *An anchor point is any particle or mass or terminal.*

AXIOM: *Energy is derived from mass by fixing two terminals in proximity in space.*

AXIOM: *Self-determinism is related to the ability to impose space between terminals.*

AXIOM: *Cause is a potential source of flow.*

AXIOM: *Effect is a potential receipt of flow.*

AXIOM: *Communication is the duplication of the receipt point of that which emanated at a cause point.*

AXIOM *Wrongness in terms of flow is inflow.*

FORMULA V: *The thetan is rehabilitated as to energy and terminals by remedying his postulates about outflow and inflow and drills relating to the outflow and inflow of energy according to the above axioms.*

STEP V

(a) Ask preclear for times he could do something. Times when he couldn't do anything. For things he can do. For things he can't do. For things other people can, can't do. For things other people can do for others. For things another specific person can't do for him. For things he cannot do for another or others.

(b) Ask preclear for objects, actions, persons, ideas he is not destroying. For objects, actions, persons, ideas he is not making survive (persist). For objects, actions, persons, ideas he is not creating. Present, past, and future in brackets. (NOTE: Ideas are the most important here, in brackets.)

(c) Ask preclear for objects, persons, energies, times which are not touching him. Which he is not touching. Which are not reaching for him. For which he is not reaching. For objects, persons, times from which he is not withdrawing. Which are not withdrawing from him. In brackets.

(d) Ask preclear for sights which will not blind him. For people he will not blind if they see him. For noises which will not deafen him. For people he will not deafen. For spoken words that will not hurt him. For spoken words which will not hurt others. In brackets.

(e) Ask preclear for ideas that will not destroy, cause to survive (persist), create, or upset others. In brackets.

(f) Ask preclear for ideas, sounds, sights that will not fix people or unfix them from specific places.

(g) Ask preclear for ideas he is not trying to fix in things. For ideas he is not trying to unfix from things. In brackets.

(h) Have him unmock and mock up terminals and move them together and apart until he can make them generate currents.

### **Step VI: Symbolization**

*DEFINITION: A symbol is an idea fixed in energy and mobile in space.*

*FORMULA VI: The thetan who has been moved about by symbols is strengthened by mocking up and moving about and fixing in space ideas which have formerly moved him.*

#### **STEP VI**

Have preclear create symbols which mean nothing. Ask pc for ideas he is not trying to destroy. For ideas he is not trying to make survive (persist). For ideas he is not trying to create.

*NOTE: The above are done in brackets. Have him mock up ideas and move them about.*

### **Step VII: Barriers**

*AXIOM: The MEST universe is a game consisting of barriers.*

*DEFINITION: A barrier is space, energy, object obstacles, or time.*

*FORMULA VII: Problems of barriers or their lack are resolved by contacting and penetrating, creating and destroying, validating and neglecting barriers by changing them or substituting others for them, by fixing and unfixing attention upon their somethingness and nothingness.*

#### **STEP VII**

(a) Have preclear reach and withdraw (physically; then as himself) from spaces, walls, objects, times.

(b) Have preclear do six ways to “nothing.”

(c) Have him create and destroy barriers.

### **Step VIII: Duplication**

*FUNDAMENTAL: The basic action of existence is duplication.*

*LOGIC: All operating principles of life may be derived from duplication. AXIOM: Communication is as exact as it approaches duplication.*

*AXIOM: Unwillingness to be cause is monitored by unwillingness to be duplicated.*

*AXIOM: Unwillingness to be an effect is monitored by unwillingness to duplicate.*

*AXIOM: An inability to remain in a geographical position brings about an unwillingness to duplicate.*

*AXIOM: An enforced fixation in a geographical position brings about an unwillingness to duplicate.*

*AXIOM: Inability to duplicate on any dynamic is the primary degeneration of the thetan.*

*AXIOM: Perception depends upon duplication.*

*AXIOM: Communication depends upon duplication.*

*AXIOM: In the MEST universe, the single crime is duplication.*

*FORMULA VIII: The primary ability and willingness of the thetan to duplicate must be rehabilitated by handling desires, enforcements and inhibitions relating to it on all dynamics.*

## STEP VIII

(a) Ask preclear for actions, forms and ideas which do, do not duplicate specific other people. For actions, forms, ideas by which specific other people do, do not duplicate specific other people. For actions, forms, ideas of others which do, do not duplicate him.

(b) Have preclear duplicate physical objects and people and possess himself of duplicates.

(c) Have him make “no-duplicates” of objects and people.

(d) Have him duplicate somethings and “nothings.”

## GROUP C

“Group C” is a process used on large numbers of people. It is composed of the following steps of SOP-8-C: Step I(a), Step II(a), Step III(a), Step V(a) to (h), Step VI, Step VII, Step VIII.

## GLOSSARY

Pc stands for “preclear,” a person being processed.

Mock-up: A self-created image the preclear can see.

Bracket is done as follows: For preclear, for another, others for others, others for self, another for preclear, preclear for another. See Step I(a).

Special note: The first three steps of SOP-8-C could be classified as beingness steps. The remaining five steps of SOP-8-C could be classified as havingness steps. SOP, itself, in all eight steps constitutes doingness, thus approximating as described in *Scientology 8-8008* the space-be, energy-do, time-have triangle.

Special note: In its entirety, SOP-8-C could be considered as various exercises in Formula H, which involves the most basic action of the thetan, which is reaching and withdrawing.

Special note: It will be noted that the negative orientation techniques are done in such a way as to make the preclear, without his being told to do so, create space. The auditor should pay specific attention when the preclear is discovering where things are *not* that the preclear be caused to note specifically each time the exact location and position where the thing does not exist. This calls the preclear’s attention to various positions which in themselves, thus located, create space. Thus, throughout SOP-8-C, the rehabilitation of space is also to be found, the definition of space being “space is a viewpoint of dimension.”

Special note: In his auditing, if the auditor does not get a communication change on the part of the preclear, whether better or worse, every five or ten minutes, either the auditor is using the wrong step at the time, in which case he should progress on into the steps; or the preclear, even if he says he is, is not complying with the auditor’s orders. The auditor, thus, should remain in continuous communication with the preclear so far as possible and should ascertain with great care what the preclear is doing after he indicates that he has complied with the direction and discover every five or ten minutes if there has been a change in certainties or communication. The commonest source of failure in any step in SOP-8-C is a failure on the part of the preclear to execute the order given as it was intended to be executed, or on the part of the auditor in failing to ascertain whether or not the preclear is executing properly or if there has been a communication change. A careful check of auditors and preclears utilizing SOP-8-C has demonstrated in each case where its use was becoming lengthy that the auditor was failing to ascertain from the preclear whether or not there had been communication changes, and it was also uniformly discovered that the preclear who was failing to get results while being audited with SOP-8-C was not doing the steps as directed but was either avoiding by not doing them at all, although he said he was

doing them, or was failing to understand the direction and so was executing the step in some other way.

The first goal which an auditor must achieve is willingness in the preclear to receive directions. The condition of the preclear is such, in nearly all cases, that he has chosen, as a main point of resistance in life, direction of himself other than his own. Because the physical universe is designed to resist and overcome that which resists it, a continuous resistance to other direction than one's own results finally in a loss of ability to greater or lesser degree to direct oneself. In that it is the ability to direct himself which the auditor is seeking to return to the preclear, it must be demonstrated to the preclear solely by the process of good auditing that other direction is not necessarily harmful or in the worst interest of the preclear. Thus, to some degree, he ceases to resist incoming direction, and by ceasing to resist it, no longer validates it as a barrier, and so is not concentrating attention on resisting direction but is able to use it freely in his own self-direction. The self-determinism of a preclear is proportional to the amount of self-direction he is capable of executing and deteriorates markedly when a great deal of his attention is devoted to preventing other direction. Directing himself, the preclear becomes capable of execution; preventing direction of himself (resisting the direction of others) brings about a condition where he is mainly devoted to resisting his environment. The latter results in a diminishing of space of the preclear.

The first step in the rehabilitation of the preclear in self-direction is therefore a limiting of the amount of resistance he is concentrating on "other direction" and demonstrating to him that his following of the steps of SOP-8-C under the direction of an auditor is not harmful but, on the contrary, increases his command and control of himself and brings him at last to the point where he can neglect and ignore the continuous stimulus-response operation of the physical universe.

It can be seen clearly then that the auditor who sets himself up to be resisted will fail, for the preclear is mainly concentrating upon resisting the auditor. This is the primary factor in all auditing.

The preclear is brought to a point of cooperation in terms of direction without the use of hypnosis or drugs and without argument or "convincingness" on the part of the auditor, by which is meant overbearing demeanor. At the same time it should be the sole intention and operation of the auditor that his own directions be carried out explicitly by the preclear, and that these be performed with a minimum of communication break and with a maximum of affinity, communication and reality.

Using the formula that that which changes the individual's position in space can evaluate for the individual, the auditor in using SOP-8-C should use, at the beginning of the first session and in any session where the preclear becomes unreasonably uncooperative in following simple directions, the following procedure. The auditor has the preclear walk to specific points in the room, touch, hold and let go of various specific objects. The auditor should be very exact in his directions. The auditor should do this even on an apparently cooperative case at least twenty minutes before going on to the next step in Opening Procedure.

When the preclear, drilled in this fashion, has at length realized without being told that the auditor's directions are quiet, reliable, exact and to be performed, and not until then, the auditor uses this process:

Preclear is asked to send himself to various parts of the room and do specific things. The auditor is very specific and exact about this, in that he has the preclear decide, on his own determinism and before moving from the spot where he is standing, what part of the room he is going to send himself to. When the preclear has decided this, and only then (but not necessarily telling the auditor), the preclear then takes himself to that part of the room. The auditor must be very exact that the decision to go to a certain part of the room and to reach or withdraw from a certain thing is made before the preclear takes an actual action. And then the auditor should make sure that the preclear has done exactly what he decided he would do before he moved. In such a wise, coached by the auditor, the preclear is led to direct himself to various parts of the room until he is entirely sure that he is directing himself to certain parts of the room and that the orders are coming from nobody but himself. Of course, before each new

place is chosen, the auditor tells the preclear to choose a new place and tells him when to go there.

The third stage of this Opening Procedure is then as follows:

The auditor has the preclear be in one spot in the room and then has the preclear decide there to go to another spot in the room. The preclear leaves. The auditor has the preclear change his own mind, and go to yet another spot. This last is done to lessen the preclear's fear of changing his mind, to strengthen his decision and to lessen his reaction to his own mistakes.

The last two steps of Opening Procedure are done at some length. It is profitable by the experience of many auditors to spend as much as an hour on Opening Procedure even in a case which is not in poor condition. When Opening Procedure is omitted or is not carried on far enough, the auditor may discover that it will take him from five to ten hours to "get the case working." This time is saved by the expenditure of much less time in using Opening Procedure. Even when the preclear is complacent, even when the preclear is an obvious "Step I," even when the preclear shows no outward sign of resistance to other direction than his own, the first communication lag lessening which the auditor will perceive on the case will probably occur during the use of Opening Procedure. Further, the certainty of the case is heightened. Further, Opening Procedure is, for any level of case, an excellent process.

The preclear who is familiar with SOP-8 may conceive that he is doing a step which is "reserved for psychotics." The preclear should be disabused of such a concept, since the step is used today on all cases.

In the case of a preclear who is very resistive, Opening Procedure can be used with considerable profit for many hours. For such activity, however, an auditing room of the usual dimensions is usually too constrictive and the drill may be carried on as well out of doors even if only on a street.

**P.A.B. No. 19**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1954, ca. early February]

**THE CIRCUIT CASE**

The auditor will encounter many cases which resolve very rapidly. These account for fully 50% of the people who come to him, but he will also encounter many people whose cases are resistive, and he will encounter a small handful who wouldn't let anything happen if the auditor used a shotgun on them. These last are classified as "Circuit Cases."

The characteristic of these cases is that they are occluded—which is to say that they are studying the significance of things, that they always think before they look, that they want to know before they go, that they are relatively motionless in space, and that they are holding motion in many ways.

The resolution of such cases as outlined in PAB No. 12 is not difficult, but there is a trick about these cases which the auditor should understand.

I would no more audit one of these people without an E-Meter than I would use psychiatry on them. For this case very often pretends to run one thing when it is running quite another, and only the response of a needle will tell the auditor whether or not the case is doing anything. The case merely might be lying there agreeing about it and thinking.

The Iroquois Indian had an illness which he called "the sickness of long thinking." The auditor would do well to keep this illness firmly in mind when processing resistive cases. These cases are sick of thinking and they will go on thinking and go on computing until they are quite dead, for they cannot be brought to look without rather extraordinary means. Acceptance Level Processing is quite welcome to these cases. Formula H is extremely welcome to them and these, indeed, get the case up to a point where it can be run on such things as SOP 8.

The auditor knows he is looking at a circuit case when, during auditing, the case does not demonstrate a physical reaction as a result of the auditor's processing; that is to say, the case does not move around. In old-time Dianetics the case which said it was running a prenatal and yet which had no tendency to curl up in a ball, no matter how slight, was actually thinking about running a prenatal.

I wish to state this very strongly about such cases: they are often very convincing and can be mistaken by the auditor for a wide-open case. On reviewing a number of cases in processing which have been reported to me as wide-open cases and on looking at these cases themselves, I find that the auditor was actually auditing a Resistive V, which yet had learned enough patter to go on and run things.

Some cases which actually did have sonic and visio were another type which falls into the same category. These are what we call the "wide-open case." The wide-open case is actually a psychotic who duplicates continuously and psychotically.

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Anyone has a time track and anyone duplicates. The wide-open case is thoroughly sure that it is duplicating, is actually under a compulsion to duplicate, but doesn't duplicate. It doesn't look at things enough to duplicate. It dubs in an entire track.

We have today very little concern with all this beyond a very important fact. The auditor is there to audit the preclear. The preclear is there to be audited. At that point where cases become difficult, this is what is happening: the auditor's auditing the preclear, and then the preclear is auditing something else. The preclear isn't being audited; the auditor is doing a second-hand audit of a circuit. This doesn't get a case anywhere. The auditor in this wise is actually sitting there watching the manifestation of self-auditing.

In Six Steps for Self-Auditing we have more or less licked the problem. An individual can now with some success audit his own case. But this is still difficult on very low-toned cases, for these people will put the Six Steps for Self-Auditing to work so remotely from themselves that they will actually find the two upper corners of the room with a ridge; and, indeed, I have discovered a preclear doing this. I asked a preclear after nothing had happened for ten minutes what he really was doing and made him go into it in detail. (Any success I have in auditing is the result of communicating with the preclear, a procedure which is recommended.) The preclear finally permitted it to be beaten out of him verbally that he was taking a ridge which was across his chest and had put two corners of this ridge up to the two corners of the room and was making the ridge hold on to the two corners of the room. Astonishingly enough, this did not entirely defeat processing because this ridge consisted of overt acts and motivators and these were flowing off and the preclear was sitting there looking at them. But this was not auditing the preclear, this was auditing via the preclear a circuit in which I was not even vaguely interested. The preclear is so used to being employed by life as a servomechanism that he will very often simply relay the commands he is given to a something else; and this is the condition for which an auditor must be alert.

Back in 1947 I was using anything that worked and was employing hypnotism and psychoanalysis in addition to what I had learned about engrams and other factors in life. The psychoanalyst learned from Freud that there are some cases who simply stand back and look at themselves and who do not participate in the activities. The homosexual, according to Freud, is one of these. I do not know as to that, as the finding has not been borne out in my own work, but I do know that I had many preclears who did not actually participate in the process of being processed. I solved this in some of these cases rather drastically by misdirecting the preclear's attention. One case I remember of a young man who never seemed to audit anything I asked him to audit and who was far too alert to his surroundings to be interested at all in remedying his attitude towards those surroundings. I put a vase of flowers on my desk and knocked them off with a crash and immediately said, "You're perfectly safe; now let's really run through this." I know now that this Indian technique of getting immediate attention snaps the effort of the preclear which is being devoted to holding an engram at bay away fast enough for the engram to collapse. Good or bad, the young man got well. It is not a process I would particularly recommend. On a test case using this, about a year ago, I had a preclear have a ridge blow up with a considerable explosion which immediately thrust the preclear into apathy and it took me about three hours of heavy slogging with what I knew then to bring the preclear back up to normal. At least, however, the preclear was not in the same attitude.

If you have any reason to suspect that you are auditing somebody who is auditing somebody else, all you have to do is to get into very close contact with the preclear and guide him through very carefully the Six Steps to Better Beingness as contained in PAB No. 7. This can be varied with PAB No. 1 2's cycles of explosions. Just be sure the preclear is actually doing what you want him to do and do it in such a way that the

preclear actually gets interested in doing it and you will find the case advancing rapidly.

If the condition still continues, use Step VII of SOP 8. You will find that it is very productive and should be used on such a case for a rather long time.

THE ENTIRE PURPOSE OF THINKING IS TO COUNTERACT THE LOSS OF THE ABILITY TO GENERATE FORCE. ONLY IN THE ABSENCE OF FORCE IS THINKING NECESSARY.

L. RON HUBBARD

**P.A.B. No. 20**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1954, ca. mid-February]

**TWO ANSWERS TO CORRESPONDENTS:  
THE NON-PERSISTENCE CASE AND RIDGE RUNNING**

Here are two answers to correspondents which are of interest to other auditors:

1. THE NON-PERSISTENCE CASE

“You write about a preclear that cannot persist for more than half a second. You say that it does not matter whether he is attempting to do a mock-up, a concept, a matched terminal or a feeling. I have not had this complaint from other auditors, but there is a general type of case known as the ‘non-persistence case.’ This is a gradient scale, of course, which starts in with the preclear who puts up a mock-up but, due to blackness, the thing disappears almost immediately. It disappears so fast he cannot see it. Of course, he himself will go on putting up mock-ups as long as you tell him to go on putting up mock-ups, and soon he will have one that he can perceive. The energy he puts up there is too slight when in contest with the tremendous saturation abilities of the blackness with which he is surrounded. Now your statement here is quite unique. I would say offhand that this person is in extremely bad condition and is actually a Step VII. I would start in training this person on reaching and withdrawing from MEST, and I would keep him on this until he had a wonderful sense of reality about being able to hold on to MEST. Just use Step VII as given in Issue 16-G.

“The basic trouble with this preclear is, of course, in the matter of location. If you recall the Prelogics, theta locates things in time and space and creates space and things to locate in space. Close order drill for a military squad on the part of the sergeant eventually places the sergeant in the position of being able to evaluate for every private there. This is probably the only reason privates can be made to attack machine gun nests. Now the trouble with your preclear is impersistence. He cannot locate anything anywhere, but actually he cannot stay anywhere. He is racing around in his mind at such a mad rate that he is unable to take a stand anywhere against anything. This sounds like a very severe dispersal case running on enough fear to defeat the Russians. His solution is to keep running. You are asking him to stand still and hold something. He knows he cannot hold anything. The obvious thing to do with this preclear is to give him some close order drill yourself until you are able to evaluate enough for him to make him start evaluating a little bit for himself.

“The way I would handle this case would be to have the preclear move to various parts of the room and stop still while I counted ten. Then I would move him to another part of the room and have him stop still while I counted ten again. In other words, I would move him around until he would listen to me. He would do this with his physical body well enough, and after that one could tell him with some effect upon him that he should do this or that. Now I would have him take his hands and reach towards the realest thing in the room to him and pick it up and examine it and then

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put it down and withdraw from it. I would have him go and pick it up and move it to some other part of the room and withdraw from it again. I would have him do this with numerous objects until he was perfectly confident of being able to reach and withdraw from MEST. I would keep this up until this preclear was stable beyond stable. Only then would I go into processing with him. I would have him do mock-ups and then go straight into SOP 8. He could use, of course, ‘remembering something real’ and so forth with great effectiveness.

“This brings to mind the fact that the occluded case is too fixed, he is fixed in position and does not conceive himself able to move. He also could use a lot of reaching and withdrawing, but in the case of an occluded case who tended to persist too long and was very slow in his replies, who insisted on holding his mock-ups endlessly, I would ask this case to put himself in various parts of the room or the yard, and I would move him this way and that, until he suddenly realized he could control his own body. The occluded case really does not realize he can control his own body. A very funny and effective method of bringing him into this realization is to have him sit down and flap his hands vertically up and down with considerable violence, and simply to keep on flapping his hands until he realizes fully and completely that it is he who is flapping his hands. You would be surprised at the reaction on this even when used on a very sane individual.

“In closing let me assure you that when you hit on work in any form, run best with Expanded Gita in brackets, you are heading into the center of what’s wrong with a human being.”

## 2. RIDGE RUNNING

“An interesting variation of ridge processing is to consider the ridge, as preclears often do, as an entity or a being with a life of its own. This is generally used when the preclear says that he has a spirit or a guiding angel or is haunted by a dog at his throat or some such thing, which the auditor knows is only a ridge activated by the preclear himself.

“Instead of trying to disabuse him of the idea, the auditor makes the preclear process the ridge as an auditor, which is to say he makes the preclear into an auditor for the ridge. Circuit cases and occluded cases are always sitting way up above the case processing something else as though they were an auditor, and an auditor auditing them is actually an auditor auditing a person who is auditing a ridge. Hence the slow progress of such cases.

“In any event, in this method of handling ridges, the auditor has the preclear make the ridge find the two upper corners of the room, just as Step III in SOP 8, and make the ridge hang there from the two upper corners of the room and not think (that is to say, the ridge isn’t supposed to think). The astonishing part of this technique is that it will generally show up some sort of a double overt act mechanism. This will immediately come to view. The auditor should resist the temptation to audit the overt act but just continue with this process. The ridge may turn into some kind of a bird, or some horrible figure with a gruesome face, but after a while the preclear loses his fear of the thing. After all, he does have it hanging up there, black and ugly though it may be, on the two upper corners of the room. The preclear may have removed this thing from his own eyes or from his mouth or from his chest or from his stomach and hung it up.

“After the ridge has been suspended there for some time (for ridges of this character do not easily dissipate when grounded), the auditor then has the preclear move it all around the room, turn it upside down, put it behind him, put it under his feet, until the preclear is at length entirely contemptuous of the thing and bored with it, at which time he will throw it away.

“This does not resolve the case but it takes considerable pressure off the case and is one of the steps of upward progress. There are no instances on record yet of the ridge exploding when treated in this fashion, and no particular reason why there should be such instances.”

L. RON HUBBARD

## 4TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Phoenix, Arizona  
15 February—29 March 1954

The fourth unit of the Advanced Clinical Course opened at Phoenix, Arizona, on February 15th of 1954. L. Ron Hubbard gave the student auditors several weeks of group processing before he had them audit each other. Included here are the tape packages (6 hours each) Group Processing A, Group Processing B, Group Processing C and Group Processing D, which were used extensively in the field in the following months.

* 5402C15	4ACC-1	Introduction to 4th American ACC
* 5402C16	4ACC-2	Group Processing: Ownership
* 5402C17	4ACC-3	Group Processing: Not Suppressing Time
* 5402C17	4ACC-4	Exteriorization Demonstration Process
* 5402C17	4ACC-5	Demonstration Process
* 5402C18	4ACC-6	Group Processing: Spotting Things
* 5402C18	4ACC-7	Demonstration
* 5402C19	4ACC-8	Group Processing: Demonstration
* 5402C19	4ACC-9	Group Processing: 2nd Dynamic
* 5402C19	4ACC-10	Group Processing: Imagination
* 5402C22	4ACC-11	Group Processing: Straightwire, Energy
* 5402C22	4ACC-12	Group Processing: Consideration
* 5402C23	4ACC-13	Group Processing: Certainty
* 5402C23	4ACC-14	Group Processing: Ownership
* 5402C24	4ACC-15	Group Processing: Time
* 5402C24	4ACC-16	Group Processing: Stabilization Process
* 5402C25	4ACC-17	Group Processing: Goals, Duplicating
* 5402C25	4ACC-18	Group Processing: Being and Giving
* 5402C26	4ACC-19	Group Processing: Havingness
* 5402C26	4ACC-20	Group Processing: Changing Ideas
* 5403C01	4ACC-21	Group Processing Series A: Be, Do, Have
* 5403C01	4ACC-22	Group Processing Series A: Time
* 5403C01	4ACC-23	Group Processing Series A: Certainties
* 5403C02	4ACC-24	Group Processing Series A: Exteriorization
* 5403C02	4ACC-25	Group Processing Series A: Courage
* 5403C02	4ACC-26	Group Processing Series A: Location
* 5403C03	4ACC-27	Group Processing Series B: Sound
* 5403C03	4ACC-28	Group Processing Series B: Light/Sound
5403C03	4ACC-29	Title unknown
* 5403C04	4ACC-30	Group Processing Series B: Spaces
* 5403C04	4ACC-31	Group Processing Series B: Attention
* 5403C04	4ACC-32	Group Processing Series B: Work
5403C05	4ACC-33	Group Processing Series C: Putting Things
5403C05	4ACC-34	Group Processing Series C: Putting Things (cont.)

5403C05	4ACC-35	Group Processing Series C: Putting Things (cont.)
5403C08	4ACC-36	Group Processing Series C: Beingness
5403C09	4ACC-37	Group Processing Series C: Basic Process
5403C11	4ACC-38	Group Processing Series C: Beingness
5403C11	4ACC-39	Title unknown
5403C12	4ACC-40	Group Processing Series C: SOP-8C
** 5403C12	4ACC-41	Group Processing Series C: Similarities and Definitions
5403C15	4ACC-42	Group Processing Series D: 1st Hour
5403C15	4ACC-43	Group Processing Series D: Talk/Beingness
5403C15	4ACC-44	Group Processing Series D: Talk/Beingness
5403C16	4ACC-45	Group Processing Series D: 2nd Hour
5403C16	4ACC-46	Group Processing Series D: Talk/Beingness
** 5403C16	4ACC-47	Group Processing Series D: Outline of Processes
5403C17	4ACC-48	Group Processing Series D: 3rd Hour
** 5403C17	4ACC-49	Group Processing Series D: Evaluation
** 5403C17	4ACC-50	Group Processing Series D: Invalidation
5403C18	4ACC-51	Group Processing Series D: 4th Hour
** 5403C18	4ACC-52	Group Processing Series D: Duplication
** 5403C18	4ACC-53	Group Processing Series D: Following Orders
5403C19	4ACC-54	Group Processing Series D: 5th Hour
5403C19	4ACC-55	Group Processing Series D: Senior Processes
5403C19	4ACC-56	Group Processing Series D: Processes Talk
5403C22	4ACC-57	Group Processing Series D: 6th Hour
5403C22	4ACC-58	Group Processing Series D: Lecture/Pc
* 5403C22	4ACC-59	Group Processing Series D: Lecture/Pc
* 5403C23	4ACC-60	Un iverseSeries: AI I Cases
* 5403C23	4ACC-61	Universe Series: Beingness
* 5403C23	4ACC-62	Universe Series: Beingness
* 5403C24	4ACC-63	Universe Series: Group Processing
5403C24	4ACC-64	Universe Series: Beingness and Protection
** 5403C24	4ACC-65	Universe Series: Prediction
5403C25	4ACC-66	Universe Series: Communication
5403C25	4ACC-67	Universe Series: Outline of Processes
5403C25	4ACC-68	Universe Series: More on Processes
5403C26	4ACC-69	UniverseSeries: Group Processing
5403C26	4ACC-70	Universe Series: Morals, Laws, Codes
** 5403C26	4ACC-71	Universe Series: How Not To Get Results
* 5403C29	4ACC-72	UniverseSeries: Self Analysis
54.. C...	4ACC	Axioms
54.. C ...	4ACC	Smooth in Comm Bridge in Auditing

**P.A.B. No. 21**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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[1954, ca. early March]

The following is a report as submitted giving some idea of what can occasionally happen in running Certainty Processing.

I am publishing this report mainly because it demonstrates the essential ingredient of a successful auditor—nerve. An auditor who doesn't have nerve—the clean, cold courage necessary to plough through and blast a case to ribbons when it starts to run that way, and bring the preclear up all in one piece—has no business auditing.

**REPORT ON CERTAINTY PROCESSING**  
**July 11th, 12th and 13th, 1953**

Preclear — Student, aged 24

Auditor — Eileen Hibberson HPA, of "Magic Casements"

Auditor's postulate "to take a shortcut across the case" by deliberately finding the buttons and working on the fundamental certainties, and with the preclear's agreement and co-operation the techniques to be intensified, i.e. to work preferably on double terminals instead of matched terminals.

**Saturday, the 11th July.** Tone scale first on auditor (on double terminals) then tone scale on himself—in each case changing colors of mockups—gradient scale from apathy up tone scale to clear theta clear.

Ran certainty on double terminals "I am in my body" (positive and negative in brackets). Maybe's and breaking down of ridges indicated on E-Meter. Needle seemed to be making sudden rising jerky thrusts on the upper end on the tone scale. Session completed by anchor points, Spacation, Geographical and then ARC list, followed by tone scale as commencement of session.

**Second session same day.** Tone scale gradient scale on double terminals. Certainty "Mother is there" (positive and negative in brackets). At one time preclear got a swift facsimile of a distant past life. Ended with anchor points and tone scale gradient scale on auditor and preclear ARC list.

**Sunday, the 12th July.** Tone scale gradient scale to clear theta clear auditor and preclear—double terminals. Anchor points.

CERTAINTIES: Double terminals all way through.

"I can begin life anew" (positive and negative in brackets)—slight shivers, coldness, some yawning. Little somatic. Probably some prenats suggested by restless side-to-side head movements. This also turned up earlier on "Mother is there" (positive and negative in brackets).

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- (c) Once started these electronics should be run right out (therefore plenty of time is required).
- (d) Be aware of the tone of the preclear. A preclear with high selfdeterminism will detach himself and plunge through (auditor's free theta will help).

A low-toned preclear will *either* pull out analytically and won't face it, or go unconscious—reactive escape (this latter might require hours of ARC work).

- (e) Don't switch on E-Meter when preclear is holding the cans when preclear is highly charged; he probably discharges through the meter rather than the reverse.
- (f) Don't run violent physical stuff (electronic convulsions) or any chance of it on a full stomach. This is a good principle broadly for all processing.

**Monday, the 13th July, 1953.** Tone scale on double terminals gradient scale, auditor and preclear up to clear theta clear. Head front somatic turned on.

**Certainties:** "I can survive" (positive and negative in brackets) double terminals, turned on the same effects, only mildly and was soon run out.

(Preclear recalled that during group processing "I'm their mock-up" [positive and negative in brackets] gave similar mild effects.)

The remaining three Dyn. 2 Certainties buttons, stop start and change life which were run again to see if all reaction was cleared, were boring and shewed only a few flicks on the meter.

The black patch which came up between the four terminals when running "I can make life persist" the previous day was put up again by the preclear running the Certainty "There is something there" (positive and negative in brackets). This was run for two consecutive sessions, with somatics, shudders and mild convulsions, when suddenly it burst into blazing white light. Immediately got preclear to mock up his head four times facing four squares of bright light with the same certainty (working on the previous week-end's finding that when preclear was twelve years old had measles and each day suffered extreme discomfort when the sun poured in at a window slantwise. It was after this when it was found he had defective vision). This white patch persisted until the final bracket when it turned black.

It was at this point of processing the preclear reported that his terminals had changed from four to eight (i.e. three dimensions).

(Auditor's question to LRH. "Is this to be the next step for faster and more intensive techniques?")

CERTAINTY "Woman there" (positive and negative in brackets) and the meter indicated what appeared to be ridge explosions, sudden and violent with increasing rise in tone.

Over the three days, the sessions leading up to "Electronics" and making certain that nothing of a restimulative nature was left behind, the time spent in actual processing was approximately ten-and-a-half hours.

After a break of seven days before further sessions, it was decided to run some of the foregoing Certainties again together with other fundamental certainties, and it was found there was no tendency towards dramatization of the “Electronics,” with little power of restimulation left behind. Flows, although rapidly downward after first contacting the Certainty, made very quick uprisings and the preclear during them had quick “shock” movements swiftly at one point of the body after another. Therapy there afterwards moved very swiftly.

Preclear reported an uprising of confidence maintained ever since as he had never had before. Also a sense of detachment from everything—no sense of exteriorization—but from the inside of his head.

**Observations:** Preclear found it of immense help to do the tone scale on double terminals especially in clarifying ideas and concepts of theta clear and clear theta clear. Had the feeling of easily getting to the upper theta levels.

Auditor’s conclusions on this were:

1. It helped to release any charges of emotion accumulated during the day by preclear, probably dissipating worries, etc., to a great extent.
2. It “attacks” emotional charges and aberrative material in connection with the eight dynamics.
3. There is the freeing of emotion at all levels thus making preclear more “fluid.”
4. It exercises “thetan” in higher level concepts of knowingness, beingness and “clears,” etc.

Although preclear may not at first get these higher level concepts, it has been noticed that after a few sessions with this gradient scale, preclear has had sudden awareness of higher attitudes, knowingness and goals to aim for.

5. It also helps to keep ARC between preclear and auditor at the very highest level and improves mutual co-operation.

This processing of Certainties reveals a whole field of speculation, research to be made, and since that week-end of processing masses of data have come tumbling in both from the minds of the preclear and the auditor, also from outside sources.

There was a rather interesting piece of confirmatory data regarding the advisability of running “electronics” completely out when contacted by “Certainty” processing. A fellow auditor was called in on an epileptic case, and during running contacted the “halver” with electronic convulsions. After a long session where the preclear came up tone scale and could exteriorize, use beams on fingers pulling them up etc., went back to her home in a very excellent condition. The same night took part in a home social evening, during which a friend of the family tried to force unwelcome attention on her, with the result that during the night she had three very violent fits. The point here I wish to make is that once the charge of electronic force is “started” and not thoroughly run out through lack of time and opportunity, there will be the risk of attracting the opposite poles of force and thereby leave the preclear “open” to undesirable experiences at the sexual level.

The electronic implant most definitely was meant to degrade the thetan and GE, e.g. people’s change of physical appearance during epilepsy.

End of Report.

I call to your attention the fact that even when people are not trained to expect electronics they are encountered. One noted incident of this character came about when a preclear being run by an auditor who “didn’t believe in electronics” had such a fac explode with sufficient violence to burn a hole through the preclear’s hand and through the cans of the E-Meter itself. In several other cases, E-Meters have been blown out.

Ridges, as differentiated from electronics, very often themselves explode and send the preclear rapidly from the top of the tone scale, where he might be, down to the very bottom depths of apathy. A little more auditing and handling of the ridges is all that is necessary to bring the tone on up again. I have seen a green auditor become so frightened at the explosion of a ridge that he left the preclear in apathy, and as auditor Hibberson reports, failure to run out an incident properly can result in an easier restimulation of it.

In a covering letter auditor Hibberson says of this report: “When we first touched this ‘thing’ and came up for a ‘breather,’ we both said that Ron is wrong, it is not sex that these certainties are the push buttons for. The second plunge into it, however, soon indicated what Ron had meant—crude primitive stuff with full impact, as even I felt it in the lower abdomen and base of spine, and then culminating in the chest of each of us like a psycho-physical hysteria. At that point I said to myself, ‘Get out of this, be apart from it,’ and after that I was able to observe in a quite detached way. Incidentally, quite by ‘accident,’ my little ginger cat jumped up on my knee during a session and I found him to be a perfect terminal. I can see now why witches had cats as their ‘familiar.’ The preclear at some point during this second jump found himself viewing everything in a very detached manner and was quite certain that it was from the centre of his head .... When things were going at their ‘hottest,’ a remark of Ron’s just dropped into my mind to the effect that ‘Ron did say that despite what you are seeing, we never did have a dead preclear on our hands,’ also ‘Never to leave a technique half-run.’ “

I am reproducing this report in this PAB not simply as an example of nerve, although that is a thing which I find most wanting in auditors before their cases are in good shape, but because it is just a plain, good, down-to-earth job of excellent auditing.

L. RON HUBBARD

HUBBARD ASSOCIATION OF SCIENTOLOGISTS  
806 North Third Street  
Phoenix, Arizona

March 10, 1954

Dear Associate,

I have not written you for some time because I was waiting to have something conclusive to say.

Now that the HAS has been re-established on its home ground and several test projects concluded we can give you some idea of whither we are rocketing.

The HAS had to come home because the Eastern communication blocks were found to be very great. For instance, it costs almost three times as much to publish a Journal in the East. When I came West for the Congress I found a very warm welcome here in Phoenix. The HAS, two years old, was known for paying its bills and delivering the goods. Rather than pioneer, it was thought best to continue our established reputation in this area. All major effects and stocks of the HAS are in Phoenix now. We have here at 806 North Third Street very comfortable and roomy offices—and the air is clean. We have training quarters, very nice ones, in another building a block or so away.

The big news in Scientology is our alliance with various fields of psycho-therapy and the use of Scientology in widely different fields. For instance, in California we are most acceptable as a religion. Under Dr. Farber, the CHURCH OF SCIENTOLOGY has been duly incorporated in California and will act as a coordinating unit for many congregations.

Dr. Farber contracted with the CHURCH OF AMERICAN SCIENCE (the mother church) on a title of twenty percent to the mother church from the CHURCH OF SCIENTOLOGY of California and is empowered to issue ordinations and other necessary papers by the State of California and by the CHURCH OF AMERICAN SCIENCE. All such ordinations are basically those of the mother church. In order to organize a CHURCH OF SCIENTOLOGY in your area it is only necessary to apply to the HAS for forwarding to the CHURCH OF AMERICAN SCIENCE and a full set of photostats of the various articles, by-laws, contracts and charters of filing will be forwarded to you.

Additional alliance has been made with a corporation, THE FREUDIAN FOUNDATION OF AMERICA to train and certify psycho-analysts and psychotherapists (the latter being the junior grade).

The predominant communication line of the society at this time is psychoanalysis. Freud's books are very well known. By arrangements made in Europe and otherwise it is possible to issue certification as Freudian analysts. In that Freud, as a pioneer, introduced the basic idea that illness can stem from mental causes, and in that his work is well known, it is not unseemly to carry out his aims and goals. As he prescribed no exact process and as Scientology on its lowest rung solves Freudian problems never before solved, Scientology is of course desirable in this field. Further, Freud's work holds out hope which does not materialize and so tends to dead end those seeking help in mental problems. To remove this road block by applying what is now known would seem to be a social contribution.

All auditors graduating from the Advanced Clinical Course, grading high enough to properly represent their subject, can be given any one of three or all the following certificates: DOCTOR OF SCIENTOLOGY, FREUDIAN PSYCHO-ANALYST, DOCTOR OF DIVINITY. Naturally, previous background and general fitness are consulted in this matter.

The next ADVANCED CLINICAL COURSE is March 29, 1954. This is Number 5. Unit Six will begin May 10, 1954. The fee remains \$800. The courses will continue every six weeks. There will be a week gap at the end of June when no course is given in order to make a place for the next Congress. Immediately after the Congress week the courses will resume.

The THIRD INTERNATIONAL CONGRESS OF DIANETICISTS AND SCIENTOLOGISTS is scheduled for a week in late June in Phoenix. Phoenix is a cool summer city, being an almost entirely air-conditioned town. The dry climate makes airconditioning effective here and June in Phoenix is cooler than anywhere on the East Coast or Middle West.

The Journal is smoothing out on its schedule. We are getting great numbers of orders for issues 16-G and 24-G. We have many new book issues in planning or being set. The price is \$5.00 for 24 issues. You can take subscriptions and remit 60% of the subscription price with the name and address of the subscriber. You can also take special \$25 memberships or professional memberships in the HAS and forward 60% to us. You are overlooking a lot of revenue for yourself in these. You can also sell books and make 40% of their sales price.

Journal advertising rates are revised. They are \$85 a page, \$50 a half page, \$1 a half page wide line. The Journal is read by 5,800 and new subscriptions come in daily.

You can buy the first 24 issues of the Journal for \$5.00.

Now for a brief comment on the business of being an associate:

The HAS has now been in business for two years. Originally it was intended that the HAS associates would do the training and treating and the HAS would supply books and tapes. Very early it became apparent that the associate program would not begin to support the HAS. Lateness or non-existence of training percentages, inability to communicate even narrowly in their neighborhood and other matters finally forced the HAS back into the training business. And it caused the HAS to less and less regard the associate as a major portion of the organization. Several changes were offered. A rather continual apathy greeted these changes and so none of them actually went into force.

Now more recently, having had under my hands a great many people who had been "trained" by associates, I found why the associates themselves tended to fail in their areas. They didn't make auditors. They didn't teach the subject well. Thus the auditors got no results and the associate thereupon received very little business. The subjects of Dianetics and Scientology have been working in capable hands since 1949. But they have not been working for poorly trained auditors. All this squirrel crop with Bogwog Procedure arose from people who couldn't tell an engram from a comma. With bad (not poor) training the associate released into his area auditors who couldn't cure dirty fingernails much less psycho-somatic ills. So, the subject, known by what its practitioners did, stalled.

Sure, processes are now faster and better, but they've always worked. The associate program broke down on an inability on the part of the associate to get good representation on the part of his students in his own area.

So the HAS is back in the training business. We are making auditors. A lot of them have been widely and lengthily trained by associates. They come to me here with no knowledge of definitions, no certainty on the subject, without any great skill. They didn't get what they paid for—training to be an auditor. They're leaving here with their cases in fair or excellent condition but when they leave here they can AUDIT! The worst students I've had go around town pulling off miracles. So we HAVE to be in the training business in order to get Dianetics and Scientology done somewhere on the face of earth.

Now this may be received as an awful invalidation of what you've been doing, as a discounting of all your good work. However, it's only bald finding. I've had, now, students from all of you. So I know why the associates haven't left a rocket-tail across their areas. They didn't train people to get results and the subject itself was injured.

Sure, I should have trained YOU better. But I'm doing that now. Almost every associate has been or is being represented in these clinical units.

So all this calls for an overhaul of the entire associate program. With well trained associates or staff members, it doesn't seem likely you can do other than succeed in the various areas. BUT this will entail an awful lot better training of your students. And it will entail a lot more attention to communication in your area. Associates are very prone to get spread all over the map with their ambitions and never LOOK at their own town. They can look everywhere for business but the front yard. Typical of this, an HAS official last year was getting all his business from 12,000 miles away and none of it from the largest city in the world—LONDON. Associates commonly think of themselves as rival HASs. Well, the HAS has always covered its own area AND five continents. Right now it is plowing into Phoenix the way nobody here has ever plowed before. Business is better where you are, not three thousand miles away. So, applying and communicating locally (and as nationally as you want, but locally first), an associate can win.

You turn out good auditors and you'll win your area. Collect the fee and skip the drudgery of training and you'll reap disaster for yourself—and in many instances you have already done so.

Because of the legal situation in various places, the Church of Scientology is your best bet in such areas. Alliance with the Freudian Foundation is possible. Continuing as an HAS associate is possible. In any event, we have the proper papers and procedures outlined here for your application. But more important, the entire "associate program" is a jerry-rig affair at this time. We don't know what you expect and we don't know what you are doing. Before very long there will be a close-knit program throughout the US. We have better programs in some very far places with our associates than with US associates, so we're looking to home with this newsletter. We can't just help you. We can make you. But you'll have to get more communicative, you'll have to sell more books, you'll have to have the proper tapes and you'll have to be willing to work like hell.

Some among you are doing all right. The bulk of the program however needs to be pulled tightly into line. We've got a science, we have the basic organization. Now let's get going and get the job done we started to do. ALL CONTRACTS WITH MYSELF OR THE HAS ARE NOW SUBJECT TO RENEWAL. So apply and tell us which way you want to go. Please let us know before April 1st, 1954. The HAS, a church, what course do you want to steer?

Sincerely,

LRH for the HAS

LRH :- jh  
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# THE JOURNAL OF SCIENTOLOGY

Issue 26-G

[1954, ca. late March]

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Phoenix, Arizona

## The Road Up

L. Ron Hubbard

Scientology today is doing exactly what it is supposed to do—work!

It is the only valid and fully tested mental process which Man has.

In view of those facts, both of them very easy to establish, why isn't Scientology cutting a large swath through the world? It is attracting a great deal of attention as the growing ranks of the HAS show. But why isn't it bowling through each and every doubt and opposition everywhere?

There are several answers. The first is the widespread advertising of that "nonadvertising" group, the medical profession. Magazine articles are counted upon by the A.M.A. to sufficiently advertise medicine without the A.M.A. having to buy space. The A.M.A. and its practitioners sell hope for a billion or two annually. They have established a monopoly on health (or, one should say, bad health). This monopoly and the constant parade of articles in all leading periodicals tend to lull the public into the false belief that Man's major problems of mental and physical health have already been solved. The A.M.A. today depends, actually, upon the remedies prepared for biochemists to keep the medical doctor from being disgraced.

There will always be a role for the medical doctor. But his role is not as broad as A.M.A. advertising would like us to believe. The doctor is a handyman desperately valuable in the specific fields of emergency surgery and repair (as needed after accidents), in obstetrics, in orthopedics and as epidemic police. Further he ceases to be valuable. Almost any chemical engineer can administer antibiotics with better results than can a doctor. Any civil engineer knows more about sanitation. Almost all operations as in the field of surgery are needless. And in problems of psychosomatic medicine the doctor has been and is a rather miserable flop—and psychosomatic medicine comprises better than seventy percent of Man's ills!

The medical profession has prepared its own retreat into the fields where it belongs for it has openly fought original research into the problems it itself could not solve. It has continued to accept money from the public to remedy ills it cannot help. It has therefore forfeited to a large extent the good will of all research people and, as any poll would show, the affection of the public as well.

Any organization unnaturally pretending to cure all when it cannot nurture the seeds of its own destruction. Any organization which pretends to developments which it at first fought at length becomes laughable. That the medical profession is now advertising, as in the *Ladies' Home Journal*, that it is now nicely accepting the prenatal theory of Dianetics without credit to Dianetics does not escape any ridicule or give us any real responsibility in helping the A.M.A. to continue.

The auditor does not belong in the accident emergency ward until the arteries are re-assembled. The auditor does not belong on the cause end of a drug needle. The auditor does not pretend he can set bones (despite *Life's* article to the effect that auditors do).

But the medical doctor believes with a very touching faith that he belongs in a consultation room for the neurotic and insane. He believes he is a high authority on

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shock and trauma and rushes quickly into his favorite advertising media (the magazine article) to air his views on mental states—when as a matter of fact the opinion of the local grocer is probably more reliable.

The medical doctor affirms his right to pass upon mental therapies, to advise his patients about them. Why doesn't he give advice on radio receiving sets too? It's a subject just as far from his forte as mental science is.

The public is daily sold on the idea that psychosomatic medicine is in the province of the medical doctor. Legislatures believe that only medical doctors should "treat the insane." Everybody is standing around pretending the problem of mental health is solved. And that is one of the most dangerous assumptions any culture could make. The people of the culture believing that today are shocked and surgiered into permanent insanities by medicos who know no more about the mind than an auditor does about broken bones.

The complacency of the A.M.A. in the teeth of this very dangerous assumption should be very alarming, particularly to the A.M.A.

Routinely and regularly Scientologists are now solving all branches of psychosomatic ills and all problems of shock and insanity save in those cases where physical impediments to communication are impossible. Since 1947 every effort has been made to put this data into the hands of the medical profession. *The Original Thesis* was written for and distributed to the major organizations who control healing in the United States. Yet each shrugged off any responsibility in the matter. The direction to go, then, was not down simply because those "in charge of healing" could not find value in Dianetics. The direction to go was out and up. Dianetics was broadly released to the general public.

The great mouthpieces of medicine such as Morris Fishbein in *Newsweek* have devoted pages and pages to a desperate effort to stop Dianetics. The raving and frothing done upon the subjects of Dianetics and Scientology by otherwise responsible men in *Life*, *Time*, and *Look*, in *Liberty* and cheaper publications has no real precedent in this century. Every piece of scandal that could be scraped up was hurled by medicine to stop Dianetics in its tracks.

That was a heavy push for a young, struggling science to have to face. Well, Dianetics and Scientology have faced it. This counter-effort has slowed markedly the speed of advance. But that was not unexpected. And the counter-effort is now almost entirely spent.

It cost a lot of money to slow Dianetics and Scientology down. But it was worth a very great deal to these sciences to be slowed down. For it made it necessary for me to work much, much harder and make them much, much better and the time that took was the same time that it required for the attack to wear itself out. Today we are very rich in knowledge. We can do things quickly which, yesterday, were all but impossible.

The ridge of resistance is still there. But it is not a very solid ridge. For we didn't fight back. Now that we are ready to march, it is rather like walking on the backs of an enemy which has slain itself.

Now what are we going to do to make OUR attack good? Well, we have to do several things.

The first of these is to discover in every one of us a level of performance and ability which in itself will set an excellent example. That one is "in" Dianetics and Scientology should be a synonym for being quick and able.

This one we had better remedy rapidly. And the answer to that is posed in the HAS program in Phoenix where for very, very little any auditor can have his case pushed right on up to the top.

The second of these several things has to do with ability in Scientology and with Scientology. This is being remedied by better training schedules in associate schools and in particular by our Advanced Clinical Course in Phoenix. (For they don't get out of HERE without knowing how!)

The third of these is to compel into the public knowledge the fact that LOW COST therapy now exists. That answer is the group answer. We have tapes here now which, if played to a group of strangers, would produce clears.

A fourth answer to our problems is with you. All you have to do is stop asking for agreement from your area and start to ACT with what you know and Scientology will go across wherever you are like a startled rocket. Who cares who agrees with you? A medical doctor never explains the remedy. He just uses it. Well, why don't you just USE Scientology and stop explaining it?

The main problem which faces us now is WHAT are we going to do to SAVE the medical doctor? He has all but ruined himself. We need bone and baby mechanics. We need somebody to sew up the maimed and mauled. We MUST be careful not to attack medicine. We MUST remember to be patient and gentle. Otherwise you and I in a few years will have to sew them up and deliver them and that's too much to ask.

Scientology is advancing just exactly the way it was intended to advance. Now let's all of us get able enough to make the able much more able and get this show on the road.

**P.A.B. No. 23**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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2 April 1954

**HAVINGNESS**

(From the Researches and Notes of L. Ron Hubbard)

Starvation for energy is the keynote of any case which maintains facsimiles in restimulation.

The thetan who holds facsimiles to the body has chosen to have the energy in *spite of* the perceptions and significances in it. He is attempting to have the energy and not have the aberrative quality of it. Thus he is posed the problem of trying to reject the thought and accept the energy and thus he cannot do either.

In Dianetics we gave him the energy by processing out the significances (perception) in it.

When well exteriorized a thetan may have his energy so far reduced that he becomes unhappy. Having him create and snap in anchor points upon himself (not the body) will remedy this unhappiness.

Matched Terminaling, Admiration Processing and any other process which reduces energy, at length "starve" the thetan for energy.

All these conditions are remedied by remedying the "havingness" of the thetan.

As we saw in Acceptance Level Processing (PAB No. 15) only certain energy forms may be acceptable to the thetan. This is regulated by the screens he has erected against things. By setting up a resistance to certain energies, he creates an eventual appetite for them. He sets up screens to resist the form and the screen becomes plus for the form on the far side and negative for the form on the near side. As the screen caves in upon him (by being pounded by the unwanted form) it eventually causes an appetite (vacuum) for the form. Thus he actually starves for a form he once detested. This is the dwindling spiral of the MEST universe. The thetan believes he has to have the form to survive.

The remedy of havingness is necessary for all cases at and below Step IV of SOP 8.

An auditor remedies havingness by "starting an avalanche," by making the preclear begin an automatic inflow of acceptable things, then graduates the preclear rapidly to avalanches of stars, planets, heavy masses and spaces.

It is density and mass which count, not specific items.

Degradation begins when the thetan is interiorized into unwanted mass. It is completed when, having developed an appetite for heavy mass, he is exteriorized from it.

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In this lifetime the downfall of any thetan began with his loss of some heavy mass. The heaviness of the mass *was* the value of the mass. For instance, an auditor wishing to trace the feeling of degradation in a preclear would look for a time when the preclear lost or was removed from a massive object. The auditor then has the preclear mock up the object and change its quality better or worse until it “snaps in” automatically on the preclear. Then the auditor has the preclear mock up enough of the object to create an avalanche. The preclear must then add more and more to the inflow, then add planets, stars and black stars until the preclear can comfortably throw several dense objects away in mock-up. A reverse (outflowing) avalanche is then begun and

Outflowing and inflowing avalanches are run on the preclear until his “hunger” is satiated.

Numerous facsimiles may appear. The auditor continues with the dense masses in avalanches, not the facsimiles. The facsimile will “blow.”

This process, run for four or five hours, will create a Book 1 MEST Clear.

Perceptions are turned on by running “acceptable” smells, lights and sounds in avalanches. Masses are more important than perceptions.

[The above PAB is reissued as HCO B 3 May 1972, *Havingness*.]

## 5TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Phoenix, Arizona  
30 March—7 May 1954

The 5th American Advanced Clinical Course convened in Phoenix, Arizona, on Monday, 29 March 1954, and ran through Friday, May 7th. L. Ron Hubbard delivered the following lectures and group processing sessions—including more on Universe Processing as well as SOP-8D.

During the 5th ACC, on Wednesday, 21 April 1954, L. Ron Hubbard gave a series of special group processing sessions. A listing of these is given on page 50. A further series of public lectures was given on 5 May 1954 near the end of the 5th ACC. These are listed on page 56.

5403C30	5ACC-1	Universes
5403C31	5ACC-2	Simple Processes
5404C01	5ACC-3	Basic Simple Procedures
** 5404C02	5ACC-4	Presence of an Auditor
5404C05	5ACC-5	Group Processing: Safe Place for Things
* 5404C06	5ACC-6	Lecture: Universes
* 5404C07	5ACC-7	Universe: Basic Definitions
** 5404C08	5ACC-8	Universe: Processes, Experience
* 5404C09	5ACC-9	Universe: Conditions of the Mind
* 5404C12	5ACC-10	Universe: Change and Rehabilitation
* 5404C13	5ACC-11	Universe: Manifestation
5404C14	5ACC-12	Universe: Manifestation
* 5404C15	5ACC-13	SOP-8D: Exteriorization and Stabilization
* 5404C16	5ACC-14	SOP-8D: Lecture
* 5404C19	5ACC-15	SOP-8D: Process, Universe Assessment
* 5404C20	5ACC-16	SOP-8D: Process, Remediating Havingness
* 5404C21	5ACC-17	SOP-8D: Elements of Auditing
* 5404C22	5ACC-18	SOP-8D
* 5404C23	5ACC-19	SOP-8D
* 5404C24	5ACC-20	SOP-8D: General Handling of Pc
* 5404C27	5ACC-21	SOP-8D: Anchor Points and Space
* 5404C28	5ACC-22	SOP-8D: Space and Havingness
* 5404C29	5ACC-23	SOP-8D: Space
* 5404C30	5ACC-24	SOP-8D
** 5405C03	5ACC-25	SOP-8D: Viewpoint Straightwire How to Do a Viewpoint; also issued as PRO-22
* * 5405C04	5ACC-26	SOP-8D: Be, Do, Have Straightwire
* 5405C06	5ACC-27	Anatomy of Universes
* 5405C07	5ACC-28	Energy—Exteriorization

ADVANCED COURSE  
Phoenix, Arizona

**DATA SHEET**

(For use as basic information by students of the  
Advanced Clinical Course as of April 10, 1954.)

**GOALS:** Life has solutions for many things. It has never had a solution for aberration until now. The target of the auditor is not simply the eradication of aberration. It is the relegation of aberration to the status of a solved problem.

Primary in auditing procedures is getting the preclear to change his mind. When he can shift postulates easily and at will he will continue to be in good condition. When he cannot his is a problem of other universes in which he is "trapped." In any universe one is subject to the postulates of the God of that universe. Therefore, when a preclear cannot be brought to change his postulates he must be having trouble with other universes.

A problem with universes is primarily a problem in spaces. Secondly it is a problem in energy and matter. Any preclear having difficulty with other universes is having difficulty with space.

The definition of space is "a viewpoint of dimension." Thus other universes are created by other viewpoints. When a pc has been changed in space a great deal by another viewpoint and when he has many impacts in common with it he may believe that he is in another universe and, mechanically, this is so. In such a way a preclear may be found in mother's universe, in father's, in a pet's, in his body's and is, of course, in the MEST universe where the postulates, he conceives, are those of God. The nuclear physicist studies God's postulates.

Whenever a preclear cannot change his own postulates easily, we conceive that he is operating upon other postulates than his own and thus, that he is in another universe. We resolve space only insofar as we need to resolve other universes.

Where the preclear is in a universe which operates upon psychotic postulates he is immediately pressed to face aberration.

This is an E-Meter problem, that of other universes and is resolved by asking the pc while on the meter whose commands he would obey, whether father's, mother's, etc. The meter will experience its biggest drop on those universes where he is having the greatest conflict. However, the meter will not necessarily respond on universes in which he is entirely enclosed. Removing the "reacting" (biggest drop) universes, one at a time, will exteriorize the pc from all universes.

The key command in all Universe Processing is "Where (father, mother, wife, pet) would be safe." The pc must then SPOT points in space where he is certain the person in question would be safe. Various regular phenomena then occur. The replies are not, of course, very rational. Getting the pc to spot spots in space is of the essence. He must be brought to spot spots in MEST space.

It will be found that spotting a spot in space is almost impossible for some pcs. They give conditions, not locations. Or, even in using Opening Procedure, they cannot easily spot a location in space without their attention flicking quickly to objects.

**KNOW—SEX SCALE:** There is a scale of behavior, patterned on the tone scale, which starts at the top with KNOW and goes as follows downscale. This is also a scale of tolerance of viewpoints or tolerance of space or interiorization in universes and furnishes a fast diagnosis. KNOW—can create space. LOOK—is creating space. EMOTE—is combining space and energy. EFFORT—is condensing space. THINK—is wandering in condensed spaces. SYMBOLS—has codified spaces into words and other significances. EATING—is content with spaces already condensed but belonging to others. SEX— finds no space tolerable for present beingness but looks to other and future beingnesses as the only chance for universes.

**COMMUNICATION:** The graph of communication is CAUSE ....to .... EFFECT. Or CAUSE—DISTANCE—EFFECT. Or C distance E. A perfect communication occurs when whatever is at Cause point is duplicated exactly at Effect point. Thus a perfect communication contains duplication. A thetan seeking to communicate seeks to send impulses or particles from himself at C to the receipt point at E, WITHOUT FORM. Thus, a thetan has NO-FORM as a condition of a perfect communication. A body, on the other hand, when it communicates, places the condition of FORM into any communication it sends. Thus a thetan, working obsessively, would seek to make NO-FORM at all effect points while a body would attempt to create FORM at effect points. A body seeks to make something out of every communication, hence, significance and deeper meanings and prior causes. A thetan seeks to make NO-FORM out of all communications, hence a nothingness. These are the mechanics of communication. They are also the mechanics of human behavior. The perfect duplication of a communication is seldom possible, hence the dwindling spiral. BUT harm in communication only occurs when there is no KNOWING about communication. Impulsive or obsessive communication alone takes exception, on the part of a thetan, to something, on the part of the body, to nothingness.

**NON-EXTERIORIZED CASES:** When cases are difficult to exteriorize the auditor is involved, basically, with a tangle of universes. The thetan cannot LOOK because he is in all other universe where looking (the making of space) is forbidden. Occlusion of various kinds, facsimile looking, are present only when the thetan is in another universe than his own. In his own he can easily look even into other universes. Occlusion and non-exteriorization are then stemming from the same cause. THE MORE DIFFICULT THE CASE, THE LESS TOLERANCE OF SPACE. This is resolved by having the pc spot space, using the body perception or not. He can do this via Opening Procedure as well as by spotting distant MEST spaces. The SPOT in space is more important than the object in space. Thus one has him spot spots until he can with ease. One then begins the task of separating him from universes using Universe Processing.

**CHANGE OF SPACE:** This process has been standard for some time. It is not used on pcs until they are exteriorized. It can be approximated by non-exteriorized cases by having them spot spots in space. The goal of Change of Space is bringing the preclear up to present time in all MEST spaces. Rapid spotting or changing into various locations where the pc has been in difficulty keynotes this process.

**INTERIORIZATION-EXTERIORIZATION:** The preclear must be able to interiorize into and out of objects and spaces at will. Drills which interiorize and exteriorize him rapidly time after time from the interior to the exterior of rocks, planets, animals and people remedy his ability. It must be noted however that this decreases havingness and this decrease must be remedied.

**HAVINGNESS:** The preclear has so long had that he believes he must have. This lack of havingness is run by discovering what is acceptable to the pc in the way of mass and having him pull many such objects in upon him. Pulling in enough mass will run out the engram bank. Engrams are in restimulation only because they represent energy which the pc or the body pulls in. Universe Processing, run correctly, DOES NOT

UPSET HAVINGNESS and is the one process which escapes it. Avalanches of planets and stars can be started inward and outward by remedying havingness. This is beneficial rather than otherwise. Such avalanches should be put into the control of the preclear with starting, stopping and changing their inflow and outflow.

**GRAND TOUR:** This is the process of taking the newly exteriorized pc to various locations in this solar system and is Change of Space and Interiorization-Exteriorization combined. The pc is sent to places near the Earth, the Moon, the Sun, Mars, etc. This is done rapidly and many times. He is then exteriorized-interiorized out of and into these heavenly bodies. He is made to move down to planet surfaces and to centers as opposed to being in positions but he is also made to be in positions. In other words, he is rapidly changed in space and is also, during other intervals, made to move through space. A grand tour is completed, actually, by change of space through all the important spots (where he has had experience on the whole track) of the MEST universe.

**SOP 8-C:** This process, as developed, continues to be successful in general hands and is recommended for instruction of auditors in other than the Advanced Clinical Course and for use by Book Auditors. It is a powerful weapon and is chalking up many successes.

**OTHER PROCESSES:** There are many patch-up and emergency processes. They are of varying value. None of them have been abandoned. Where an auditor has these as part of his know-how, he should use them in relationship to their effectiveness in his experience. He should not, however, compulsively continue with a process which he is not finding very useful in his hands simply because it “makes nothing” or “makes something” of the preclear. A case in point is the obsessive use, by many auditors, of the early processes of Dianetics. These auditors have fixated on “making nothing of pictures.” In Scientology we have better processes and have had better processes for some time. In fact Scientology processes are so much better than this that we terminated the temporary use of the word “Dianetics.” Older processes and emergency processes in particular have not been invalidated. Auditors would, for instance, discover that engrams can be made to vanish by having the preclear remedy his havingness or by “finding places where pictures would be safe” for a few hours. Any phenomena can be remedied by 8-C or Universe Processing. The results of these have the great advantage of being stable when attained.

## ADVANCED COURSE PROCEDURE

Continually working with students in the Advanced Course I have been able to codify procedures in such a way that they work very consistently for auditors.

**First:** Establish a two-way communication with the preclear, either by discussion or questioning in generalities. Get him to talk a little. Then run next to last list of *Self Analysis* to measure his communication lag for future reference and to avoid falling into “one of THOSE cases” unawares.

**Second:** Run from ten minutes to two hours of Opening Procedure (a) until the preclear is happy to take orders from an auditor and (b) UNTIL THE PC CAN LOCATE SPOTS IN SPACE WITHOUT HIS ATTENTION SNAPPING ON TO MEST OBJECTS.

**Third:** Run SOP 8-C Step I. If at this point pc exteriorizes with certainty, run the remainder of this procedure (Advanced Course Procedure). If PC DOES NOT EXTERIORIZE EASILY he is having a major problem with universes. This problem with universes must be resolved somewhat before he can be made to exteriorize. Resolve some of the universe problems, then go to the second step (ACP) above, then run this step (8-C Step I) again. If he still doesn't exteriorize, resolve more universe problems. To



run Universe Processing, have pc, first, spot spots in space. Then have him find places where E-Meter reacting personnel (mother, father, etc.) “are safe.” This is actually all there is to the process. One stays with the person selected until the charge is greatly lessened or until the phenomena of “separating universes” takes place. The key command is “Where are viewpoints safe?” Have the pc actually spot spots in space and make sure that he IS certain that the viewpoint (or the person) is safe there. The clue to this “safe” is, of course, “Senior Survival.” The pc gets into the winning valence because that had senior survival. Thus he takes the viewpoints of MEST objects or people which have senior survival. Beingness Processing is another process similar to but less powerful than (but complementing) Universe Processing.

**Fourth:** Beingness Processing. By which the auditor has the preclear BE various things until he finds things the pc can be with certainty. The goal here is to get the pc able to be anything in any universe or to be any universe. Which is to say, to assume the viewpoint of anything. This clears up spots which the pc cannot tolerate, also forms of which he is afraid. When the pc is discovered being something compulsively, one finds where that “would be safe,” for it is a winning valence. This includes getting the pc to be his first piece of space, and his first piece of energy. The reason one does this last is to “undercut” his first period of “unknowingness.” The pc is asked to be the space, then himself, back and forth, many times. Then to be the energy, then himself, back and forth many times. A variation, when the pc is compulsively discovered being something, is to have him be that thing, then to find places where a thetan would be safe from the viewpoint of that thing he is being. Again the goal is to get the pc to a point where he can be any object or space in any universe.

**Fifth:** Universe Processing and Step I of 8-C on the EXTERIORIZED pc, alternating.

NOTE: When the pc goes into apathy on Universe or Beingness Processing, the auditor should take care that he himself, by communication breaks, has not brought on the condition. Running Opening Procedure on a case which has heavily bogged into apathy is a good repair measure. But apathy results in Beingness Processing when the thetan has been something compulsively and is just beginning to be himself in that situation. Asking him to be the object and then be himself will run out this apathy. The apathy is the halfway mark of coming out of a winning valence and is rather inevitable. Apathy is more alive than the object the pc was being.

**Sixth:** The Grand Tour (see earlier part of this data sheet). The Grand Tour now includes Change of Space to the entrance point of the MEST universe, etc., etc., etc. It also includes exteriorization-interiorization drills.

NOTE: If pc boils or gets dull, REMEDY HAVINGNESS. If this does not alter the condition, it is a problem in universes and Universe Processing should be used.

**Seventh:** Run SOP 8-C in its entirety on preclear including brief Opening Procedure.

**Eighth:** SOP-8-0 as released in April.

L. RON HUBBARD

LRH:-.rd  
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April 15, 1954

**S.O.P. 8 D**

This procedure is for use by a trained Scientologist. It can be used in conjunction with ADVANCED COURSE PROCEDURE and its primary goal is the delivery of heavy cases; however, it can be extensively applied to all cases. It is better to run a Step I well on 8-C before using this process upon him.

*OPENING PROCEDURE:* Have pc move his body around the room locating SPOTS IN MEST SPACE. Have him locate many such spots and designate them with his finger. Have him do this until he can do it very well and until he obeys an auditor's directions easily.

*STEP I:* Ask preclear to be three feet back of his chair. This is the total step. The auditor does not press the matter further even if the pc is.

*STEP II:* Have preclear look at his environment and whatever he sees have him duplicate it many times. Then have him duplicate a nothingness he makes or finds many times.

*STEP III:* Have preclear hold the two back corners of the room (2 minutes at least or two or more hours). Then have him locate spots in space where he is not.

*STEP IV: AN E-METER STEP.* Give pc a full assessment by putting him on an E-Meter at this point and asking him to name the people with whom he has been associated since birth. The auditor writes these down and indicates by a symbol after each name whether the action of the needle is stuck, small, medium or violent. On a consistently stuck needle, use next to last list SA until needle frees. Then choose that person who got the biggest reaction on the meter and using this person have preclear find spots or spaces where this person would be safe. The preclear must be certain of the fact. The auditing command is, "Find some places where \_\_\_\_\_ would be safe." One continues this until the needle shows no further reaction, on just this first person. Then one goes to OPENING PROCEDURE and starts all the way through the steps again. Now one takes the same person as the auditor first chose and runs this processing question only: "Spot some things which your \_\_\_\_\_ does not own." This is the total question. (One to two hour communication lag may not be unusual.) The auditor continues to ask this question and the preclear continues to spot things which this person does not own until the needle is relatively inactive. Then the auditor goes to OPENING PROCEDURE above and continues through the steps. But now he takes a new assessment and proceeds exactly as before. "Places where \_\_\_\_\_ would be safe" is Universe Processing. "Things \_\_\_\_\_ does not own" is Ownership Processing. No variations of command of any kind whatsoever should be used by the auditor as these are not dichotomies and variation can be very hard on the preclear, even making him ill. The auditor should add "The spirit of Man", "The spirit of Woman", God, and the body. **STUDY THIS PROCESS WELL BEFORE USING IT. DO NOT DEPART FROM IT OR VARY IT UNTIL PRECLEAR IS STABLY EXTERIORIZED. THE ACTUAL GOAL OF THIS PROCESS IS TO BRING THE PRECLEAR TO TOLERATE ANY VIEWPOINT.**

L. RON HUBBARD

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# THE JOURNAL OF SCIENTOLOGY

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## Scientology: A New Science

L. Ron Hubbard

1954 INTRODUCTION

*Scientology: A New Science* was written by L. Ron Hubbard in 1947 fifteen years after he began his studies of the mind, and was the manuscript offered to such organizations as the American Medical Association and the American Psychiatric Association. Instead of being accepted by these organizations, this thesis was accepted broadly by the public at large. Tens of thousands of copies of it have been circulated all over the world, mostly by the public itself, duplicating it, mimeographing it, even typing it with many carbons.

The basic science was named “Scientology” in 1938. In 1947 L. Ron Hubbard changed its name to “Dianetics” in order to make a social test of publication and popularity. That test completed, in 1952 he changed the science back to its original name, SCIENTOLOGY. This was done to inhibit its being monopolized for private purposes.

This work in its first manuscript form was called *Scientology: A New Science*. This was changed soon by L. Ron Hubbard to *Abnormal Dianetics* for offerance to the medical profession.

The first article, “Dianetics: The Evolution of a Science,” appeared months afterward [May, 1950 in the United States; June, 1950 in England, in *Astounding Science Fiction Magazine*].

It was in May of 1950 that *Dianetics: The Modern Science of Mental Health* was published. Although the latter is widely known as “the first book,” *A New Science* actually holds that honor by three years.

Seven years after its first appearance, *Scientology: A New Science* is issued again for its historical importance, its simplicity and its usefulness to those studying the evolution of the science itself. It is very simple and workable even in the early form presented here.

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[For the full text of *Scientology: A New Science*, read the book under its current title, *Dianetics: The Original Thesis* by L. Ron Hubbard. The only difference in the text is that the above article used the word “Scientology” in place of “Dianetics.”—Editor, 1975]

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**P.A.B. No. 24**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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16 April 1954

**CERTAINTY OF EXTERIORIZATION**

Are they exteriorized?

Perhaps one never appreciates the benefits which result from exteriorization until he runs, with a case which has been exteriorized, a drill of exteriorization-interiorization with solid objects. This step, the principles and operation of which will be covered in an early PAB in greater detail, demonstrates the great difference which can be achieved in a preclear who is made able at last to exteriorize from and interiorize into any and all objects and spaces at will.

An individual has to *have*, as long as he believes objects can be forced upon him and pushed around him—whatever his own determinism on the matter may be.

After a thetan has been unable to separate himself from a group or object for a considerable length of time he begins to believe that whatever it is is something he must have. He will then figure-figure a reason why he has this object.

After a thetan has been a body for a long period of time, he believes he cannot separate himself from a body, and believes, therefore, that he has to have a body. He will then add many reasons why he has to have a body.

Reasons always follow the fact. The fact occurs, and then purposes are originated in order to account for the fact. Explanations ensue from incidents. Necessities in havingness ensue from possession.

If an individual has to have something, it is certain that he has once possessed the object or one similar to it, or he is in the valence of something which has to have the object.

Contrary to all the rationale connected therewith, all possession derives on the basis of “Now that I’ve got it, what can I do with it?” “Now that I am doing something with it, I have to have it.”

The basics of this are contained in the Theta-MEST theory. This was the original theory of somethingness-nothingness. A thetan, being nothing, attempts to achieve nothingnesses. A body, being something, attempts to achieve somethingnesses.

The effort of a body to achieve somethingnesses continues long and arduously even into the field of reason. The effort to achieve somethingnesses includes “having to have a reason for.”

A person who is firmly convinced he is a body and is therefore being a body always has to have a reason for or a significance. Hence we get figure-figure-figure.

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Given a fact, there must always be a reason for the fact. Thus there must be other facts. And in this wise we get somethingness adding up to greater somethingnesses. In the case of the thetan we get a continuous effort to knock out the somethingnesses and achieve greater simplicities or nothingnesses. Basically this is a problem in communication. A perfect communication demands that that which is sent from the source point must be duplicated perfectly at the receipt point. The graph of communication is therefore C - - E. Here we have cause, a distance, and effect. A perfect communication would be one which found at the E point a perfect duplication of that impulse or particle which emanated from the C point. It should be very plain, then, that communication is, in a purity, a complete duplication.

Any communication resulting from a cause point which has no form, if perfectly duplicated, would contain as an integral part of its message "no form." Thus at the effect point of the communication line one would discover the message to be without form. Thus the impulse of the thetan in communicating is to make no form. In other words, being a nothingness so far as form is concerned, if balked in communicating one way and another, the thetan would eventually become obsessed with the idea of having no form at any effect point he was trying to reach.

Similarly, when there is a mass at the cause point of a communication line, the effect point would be expected by the cause point then to have mass. In other words, a body talking to a nothingness would tend, if it became obsessed upon the subject, to become upset because there was no mass at the effect point of its communication line. A thetan would tend to become upset if there continued to be a mass at the effect point of his communication line.

Completely rational behavior naturally permits a nothingness to communicate to a somethingness and a somethingness to communicate to a nothingness, a nothingness to communicate to a nothingness and a somethingness to communicate to a somethingness. These, being all possible combinations so far as mass and communication are concerned, are of course the requisites if anybody is to have a free feeling about communication itself.

Let us take, though, the case of a body obsessively communicating with a spirit. Here we have John Doe addressing a nothingness. John Doe believes he is a mass, therefore he seeks to give all of his communication mass. He continually seeks to communicate with a no-mass at the effect point. Inevitably he will begin to believe that there is something wrong with his communication since no mass appears at the effect point. Talking to God, John Doe would be most pleased if God were to step forward in a massive form, for this would be a more or less perfect communication. But John Doe, going on talking to God without God appearing, will eventually become obsessed and will believe, then, that he cannot communicate. Believing he cannot communicate, he believes that the line is now reversed and that the cause point is at the nothingness and the effect point is at himself. Therefore he will seek to become a nothingness. A nothingness will be communicating with John Doe. And this will make it necessary for John Doe to achieve a no-mass state if the communication is to be perfect. Thus John Doe could liberally interpret this communication system in various ways, and the least of his interpretations would be that he was unworthy or degraded, or that he should repent or abase himself—which is to say in all cases become nothing by the common interpretation of nothing.

But let us say that John Doe is totally aware of himself as a thetan. He begins to communicate to a mass such as an idol or a body or some other solid object. If he continued such a communication line without realizing the fundamentals of communication, he would soon begin to expect a nothingness to appear where the idol or the body or other mass was. The persistence of the mass at the E point would make Doe feel that he had never communicated. He would therefore believe that his power to

communicate was less, and he would believe that he therefore must become something. Thus he steps out of the role of being cause and becomes an effect on this communication line. This, at the very least, would tend to interiorize John Doe, the thetan, into the mass he was trying to communicate with, for he would not consider himself capable of reaching the distance necessary to communicate and would believe that this mass, now considered to be senior to himself, would have the power to reach him; therefore he would interiorize.

These, basically, are the mechanisms of communication. But they are also the mechanisms of interiorization-exteriorization. Duplication, you see here, is the effort. And duplication becomes the effort solely because communication is the effort. When a being loses grip on these principles he is then in for considerable trouble, for he will find himself unable in this universe to achieve a perfect duplication and so will be unable to achieve a perfect communication.

Now let us take this matter and apply it to auditors, and let us discover that an auditor who is not himself exteriorized and who still believes that he is a somethingness would actually feel thwarted and unsuccessful if he achieved an exteriorization on a preclear. His effort would be to continue to make something of the preclear, in other words a mass of the preclear. That the preclear was still interiorized would be gratifying to an auditor who is not exteriorized. You should see this very easily, then, that an auditor who is not exteriorized and who has no actual subjective proof of exteriorization would, whether he knew it or not, work towards more thoroughly interiorizing the preclear. In other words, he would continue to try to have something at the E point of the communication line between auditor and preclear. The auditor being something auditing from source point would attempt to gratify his desire for a perfect communication to have something always at the effect point.

Similarly, an auditor who was exteriorized would find it more or less intolerable, if he had forgotten these principles and had become obsessed about communication, that the preclear's body continued to sit there in the auditing chair.

In either of these cases, a conflict may possibly arise and the theta clear and the auditor still interiorized might alike (forgetting these principles) dispute whether or not the preclear was exteriorized, since either one of them would find fault with the preclear's condition. The basic fault that they would be finding, in the case of the theta clear auditing, would be that the preclear's body continued to be there, and in the case of the person not yet exteriorized, that the preclear maintained that he was not any longer there and was not in his body. An auditor, then, whether a theta clear or one still thoroughly interiorized, is likely to raise a very large point over exteriorization itself. This point would rise to the same violence that the individual himself would feel toward communication itself. If an individual, whether exteriorized or interiorized, has any arduous or frantic feeling about communication, he is likely to manifest that arduousness or franticness on the exact point of "Are they exteriorized?"

If any damage is to result in auditing it will be on the lines of invalidation of the certainty of exteriorization. By invalidating this, particularly to a preclear who has just achieved it, one is complementing thoroughly a continuous communication problem of the preclear; which is to say, he is a nothingness continuously in communication with somethingness. In order to remain cause on this communication line, and in order to be an effect and relaxed about it, the preclear has to attain a considerable serenity on the subject of being a nothingness trying to communicate with somethingnesses. People who are still interiorized have lost that serenity and find the communication with a nothingness intolerable.

Only an auditor who is ignorant of these principles and is still obsessed on the subject of communication would make the effort of invalidating exteriorization on the preclear's part a major activity.

How can you tell if they are exteriorized? The most recent and delicate E-Meters will register the fact. But much more than this, DOES THE PRECLEAR KNOW HE IS EXTERIORIZED? This last is the only true test. By questioning his certainty and by beating him into an uncertainty, one has undone a considerable amount of his knowingness.

L. RON HUBBARD

SPECIAL GROUP PROCESSING SESSIONS

Phoenix, Arizona  
21 April 1954

On Wednesday, 21 April 1954, L. Ron Hubbard gave the following special Group Processing Sessions in Phoenix, Arizona:

* 5404C21	GP Spec-1	Exteriorization and Stabilization
5404C21	GP Spec-2	Exteriorization and Stabilization (cont.)
* 5404C21	GP Spec-3	Remedy of Havingness
5404C21	GP Spec-4	Remedy of Havingness (cont.)
* 5404C21	GP Spec-5	Certainty Assessment on All Dynamics
* 5404C21	GP Spec-6	Processing on Certainty
* 5404C21	GP Spec-7	Universes: Assessment
5404C21	GP Spec-8	Universes: Assessment (cont.)

**P.A.B. No. 25**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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30 April 1954

**BASIC PROCEDURES**

There are several processes in use by professional auditors at this time which reach into and resolve even those cases which we used to consider difficult. As I have developed these one after another, I have discovered that each one missed on a small percentage of cases. A combination of these processes which I organized while teaching the Advanced Clinical Courses is apparently achieving, in the hands of capable auditors, the uniform resolution.

The auditor should realize something about case percentages. About twenty-two percent of all cases, which is to say all people, resolve, at least partially, with the application of almost any process Man has ever had. A new drug, a new tom-tom, a new god, anything serves to right any wrongness in these cases. Witch doctoring, medicine, psychoanalysis, when they advance case histories, normally have selected from this twenty-two percent. But then this twenty-two percent would have resolved on any process.

The first major break-out from this percentage was evidently Dianetics. Here we advanced sweepingly up to fifty percent. The first treatise on Scientology written in 1947 and entitled *Scientology: A New Science* (Issue 28-G, *Journal of Scientology [Dianetics: The Original Thesis]*) contains within it sufficient know-how to attain this fifty percent resolution. This percentage was bettered somewhat by *Dianetics: The Modern Science of Mental Health, Science of Survival, Handbook for Preclears* and *Advanced Procedure and Axioms* (all but *Science of Survival* available from the HAS).

On my discovery and use of the first exteriorization techniques it was found that the same fifty percent who would respond to Dianetics easily would exteriorize almost immediately. The effort of Standard Operating Procedures from 1952 forward was to better this percentage in the hands of a competent auditor.

In the hands of most auditors, SOP-8 still left more than ten percent of the cases unsolved.

By continuing to work while instructing the Advanced Clinical Units, and particularly through the discoveries of the basic principles of communication itself, I evolved SOP-8-C (*Journal of Scientology*, Issue 24-G, available from the HAS, 806 North Third Street, Phoenix, Arizona, 50¢). According to reports which continue to be received from auditors, any honest application of SOP-8-C resolves extremely difficult cases as well as very easy cases. The reason for this is that SOP-8-C reaches closer to truth, which is the reason for any efficacy in processes. SOP-8-C takes into account very fully the fact that the ability of a thetan to make postulates is senior to his concerns over space, energy and objects. In fact, so far as the thetan is concerned, all he has is an ability to make postulates. Certain postulates, agreed upon, have apparently become the various universes we know about. That certain of the postulates became "solid" is

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no reason that the thetan is incapable of making other postulates. The conclusions forced upon him by objects, energy and space are not the only conclusions there are, and these conclusions do not make the thetan junior to objects, energy and space. Thus we could study the behavior of space, energy and objects for a very long time indeed without freeing our preclear.

However, the percentage of cases who do not resolve easily have to have addressed in them the problem of havingness—which is to say, the problems of objects, energies and spaces. We also discover now that we are reaching a much higher state with those on whom the techniques originally worked. Our problem has been heightened by the fact that we are achieving states which are greatly superior to any states ever achieved by any therapy in the past. By reaching up toward higher states of beingness, we are actually exceeding our original proposition that we were trying to make men well. However, if these states are there to be reached then they should be reached, for unless we reach them our preclear cannot be guaranteed to be stable for the many decades to come. Thus our goals are now higher levels and greater stability.

In an effort to achieve these goals, I have been combining the most effective processes I know into an operating procedure called Unit IV Procedure.\* This process, that is to say combination of processes, does not exceed the proposition that the thetan operates on postulates and does not exceed SOP-8-C. It simply reaches deeper into the strata of preclears available to an auditor's skill.

The keynote of any process is the skill of its application. Processes applied with variation are usually applied without knowledge of the background of the process. The safest way to apply a process is exactly as set forth. Of course, persons who are not yet exteriorized and who are not relaxed about communication will inevitably take a simple process and try to make it more complicated. In this effort it is quite commonly made ineffective. Processes are as good as they are simple. The direction toward simplicity is the direction toward nothingness. It happens, in life, to be the direction of workability because the individual himself is a static without mass or place in time. Thus, truly a very basic simplicity. Auditors who try to multiply and complicate processes are auditors who have not themselves been properly processed and who are not free from communication compulsions. The existence of these auditors and their twisted use of processes is responsible in large measure for their inability to obtain results with the processes.

Should auditors who have been having difficulty with cases simply take Issue 24-G of the *Journal of Scientology* and use exactly it as set forth, they would discover that their preclears whom they considered difficult would become extremely easy to work and would become theta clears.

In view of the fact that 8-C will achieve this result in competent hands and in view of the fact that it is very easily applied, one would seem to need no further advance in Scientology. But there are two problems into which a preclear can fall which are not immediately resolved by 8-C. These are the problems of BEINGNESS and UNIVERSES.

The preclear who is difficult to process is not in contact any more with his own universe. And the auditor processing him is actually processing the universe of somebody else for the preclear.

There is a rule involved in universes to which an auditor must pay attention, and that is that the universe is subject to the postulates of the god of that universe. In other

[\*Refers to the 4th American Advanced Clinical Course, held February 15—March 26, 1954, in Phoenix, Arizona, see page 25.]

words, in the case of mother's universe, mother's postulates are effective and the preclear's postulates are not. When a preclear has closed terminals with and is existing in mother's universe (even though mother has been dead for fifty years) he is not operating on his own postulates. Therefore a technique which immediately and intimately approaches postulates, where it encounters somebody deeply enmeshed in somebody else's universe, of course has limited workability.

In the case of Beingness Processing we find that preclears are very often being things. A preclear who is being a bedpost may act perfectly rational but at the same time will think much as a bedpost thinks—which is not at all—and will have some flaw connected with trying to act with and use the characteristics of somethingness which he is compulsively being. A preclear who is in good condition can be anything at will. A preclear who is in poor condition waits for the environment to give him consent to be something or actually succumbs to the fact that the environment wants him to be something. Here again we have a failure of postulates, since a bedpost does not make very good postulates.

Unit IV Procedure handles such problems and includes within it as well many of the drills which swiftly heighten the awareness and ability of the preclear. Unit IV Procedure includes SOP-8-C in its entirety, but is an extension of other workable processes which I have used to free individuals.

As the first requisite of auditing is a communication line and as the worst thing wrong with a preclear is his communication system, it will be discovered that the earliest processes to be used are those of getting a preclear into communication. In view of the fact that his communication probably reverses on the principle of duplication (see last PAB), the auditor will often discover that the preclear is changing or altering or reversing directions given to him. This is an immediate failure on the part of communication, not on the part of the process being used. There is an additional process which remedies this fairly well, and that is the handling of machines which reverse communications. One simply tells the preclear to do one thing, and has the preclear consciously do something else until the machine is keyed out. As an example, one tells the preclear to lift his right hand and the preclear consciously having heard the command, walks across and lays his left hand on the table. This done for a considerable length of time will throw out of existence the command reversal machinery of the preclear. This is actually an integral part of Opening Procedure as contained in SOP-8-C, but is not covered in 24-G.

Auditor competence is the keynote in handling any process. But auditor competence depends upon the auditor being able to receive and give forth a process as it has been found to work. Thus we are apt to find difficulty with certain auditors simply in that they do not deliver the processes which are placed in their view. They take these processes, complicate them, and obeying some communication obsession or compulsion seek to make more of the preclear instead of exteriorizing him, or seek to make nothing of the preclear where the preclear is perfectly entitled to have something.

There is no question about the workability of Scientology in the hands of those trained in the Advanced Clinical Course. Nor is there any question of its workability in the hands of those who audit straightforwardly from the material presented. But there is a question of the workability of Scientology when a case which cannot receive a communication complicates or deranges some process and then delivers it in such a way as to complicate the case of a preclear.

Auditors have many explanations when they do this, and amongst these explanations is the fact that they do not like "to be a follower." These people are under the delusion that I have "invented" Scientology and that "Hubbard's theories and ideas" are Hubbard's. Scientology happens to be a description born out of twenty-five years

of investigation of how life and universes are put together. It is a description of a great deal of observation. There have been discoveries, yes, on the order of somebody suddenly seeing a mountain and telling somebody else about it. In addition to this description, a communication system has been originated in order to bring home to the preclear the truth of a situation so that by recognizing it he may alter it. One can only be lost in puzzles. A puzzle fully described ceases to be a puzzle.

It can be said now that a hundred percent of the cases are solvable given competent and interested address to the problem. Some cases take longer than others, depending upon how thoroughly mired down a case may be. Because of the time factor—wherein an auditor refuses to audit a case for fifty or eighty hours in order to remedy a psychosis—a percentage of non-solution will continue to result. But in eighty percent of the cases today we are auditing on an auditing span of twelve to fifteen hours where a competent auditor is involved. And there is a finite end to any case, a fact which I have been consistently demonstrating, and which Advanced Clinical Course people have been consistently demonstrating, for many months. However, in that one cannot force people (and there is no reason whatever to force people) to stay with cases as long as they remain unsolved, it can be expected that cases which go above twenty or thirty hours of auditing time will tend to remain unfinished. This does not, however, mean that such cases will not have received all those benefits which were ever expected from psychotherapy. For a competent auditor can achieve these with any case now in a dozen or two hours whether he finishes the case off to operating thetan or not.

We have arrived at the goal of operating thetan where we consistently strove forward to that goal. But more important, we have reached and passed any goal psychotherapy ever entertained as much as a year ago. Those goals on which we are now working with preclears so far exceed any goal set by Man that it is not fair to call Scientology any more a developing science, for we are well above the level of science and we are working with the factors which create sciences.

In subsequent PABs I will set forward the various steps of Unit IV Procedure, some of which can be self-audited. Seeing that Scientology can embrace a science, a religion, a psychotherapy, one of the wittier DScns recently invented Scientocracy, which is “Government of the people, by the thetans.”

L. RON HUBBARD

## VIEWPOINT STRAIGHT WIRE

May 3, 1954

These questions, with small variation, are put to the preclear without regard to his anxiety or concern and without directing his attention to specific types of activity. Just these questions are used.

The goal of this process is to bring the preclear to tolerance of any and all viewpoints in any universe.

What question wouldn't you mind asking?  
What question wouldn't you mind another (others) asking?

What wouldn't you mind knowing?  
What wouldn't you mind another (others) knowing?

What wouldn't you mind looking at?  
What wouldn't you mind another (others) looking at?

What emotion wouldn't you mind observing?  
What emotion wouldn't you mind another (others) observing?

What emotion wouldn't you mind experiencing?  
What emotion wouldn't you mind another (others) experiencing?

What effort wouldn't you mind observing?  
What effort wouldn't you mind another (others) observing?

What effort wouldn't you mind experiencing?  
What effort wouldn't you mind another (others) experiencing?

What wouldn't you mind thinking about?  
What wouldn't you mind another (others) thinking about?

What symbol wouldn't you mind observing?  
What symbol wouldn't you mind another (others) observing?

What eatingness wouldn't you mind viewing?  
What eatingness wouldn't you mind another (others) viewing?

What wouldn't you mind eating?  
What wouldn't you mind another (others) eating?

What sexual activity wouldn't you mind observing?  
What sexual activity wouldn't you mind another (others) observing?

What sexual activity wouldn't you mind experiencing?  
What sexual activity wouldn't you mind another (others) experiencing?

What sound wouldn't you mind hearing?  
What sound wouldn't you mind another (others) hearing?

What motion wouldn't you mind observing?  
What motion wouldn't you mind another (others) observing?

What (who) would it be all right to like?  
What (who) would it be all right for another (others) to like?

What (who) would it be all right for you to dislike?  
What (who) would it be all right for another (others) to dislike?

What (who) would it be all right for you to agree with?  
What (who) would it be all right for another (others) to agree with?

What (who) would it be all right for you to disagree with?  
What (who) would it be all right for another (others) to disagree with?

What (who) would it be all right for you to communicate with?  
What (who) would it be all right for another (others) to communicate with?

What (who) would it be all right for you to refuse to communicate with?  
What (who) would it be all right for another (others) to refuse to communicate with?

What would it be all right for you to remain ignorant of?  
What would it be all right for another (others) to remain ignorant of?

Use each question many times.

Observe Auditor's Code.

Preserve Two Way Communication with preclears.

Observe Communication lag.

If Communication lag unchanged, go to next set of questions.

Don't make this process more complicated.

Don't change to SOPs until case completely able on Viewpoint Straight Wire, has full recalls and is exteriorized with excellent perception and sense of location.

L. RON HUBBARD

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**PUBLIC LECTURE SERIES**

Phoenix, Arizona  
5 May—5 June 1954

L. Ron Hubbard gave the following Public Lectures in Phoenix, Arizona, in 1954:

* * 5405C05A	PLS-1	Efficacy of Processes
* 5405C05B	PLS-1	Remedying ReasonsWhy
* 5405C05C	PLS-2	Rundown of Processes
* * 5406C05D	PLS-3	Human Evaluation

## 6TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Phoenix, Arizona  
10May—18June 1954

The 6th American Advanced Clinical Course began in Phoenix on Monday, May 10th, and ended on June 18, 1954, with time out June 5-8 for the Universe Process Congress (see page 59). L. Ron Hubbard gave the following lectures and group processes, including the Procedure 30 Series, to the 6th ACC:

* 5405C10	6ACC-1	Introduction, Materials and Publications
** 5405C11	6ACC-2	Affinity, Reality, Communication
* 5405C11	6ACC-3	Significance, Symbols, Orientation
5405C11	6ACC	Goals of Scientology in Processing
* 5405C12	6ACC-4	Goal of the Auditor
* 5405C12	6ACC-5	Basic Definitions
** 5405C13	6ACC-6	Definition: Cycle of Action and Time
5405C13	6ACC-7	SOP-8C by Definitions
* 5405C14	6ACC-8	Randomity, Beingness
* 5405C 14	6ACC-9	Remedy of Havingness
* 5405C17	6ACC-10	Simple Processes, Specifics
** 5405C17	6ACC-11	Simple Processes Summary
* 5405C18	6ACC-12	Barriers
** 5405C18	6ACC-13	Barriers, Processing of; PTP, Help
* 5405C19	6ACC-14	Third Dynamics
** 5405C19	6ACC-14A	Communication and the Dynamics
5405C19	6ACC-15	Imagination, Viewpoint Processes
5405C20	6ACC-16	How to Put Procedure Together
** 5405C20	6ACC-17	Definitions A-R-C
* 5405C20	6ACC-17A	First Dynamic
* 5405C21	6ACC-18	Consideration and Intention
** 5405C21	6ACC-19	Seminar
** 5405C24	6ACC-20	Conduct of the Auditor, Communication Lag
** 5405C25	6ACC-21	Conduct of the Auditor, Older Therapies
** 5405C25	6ACC-21A	Connecting Point Between Older Therapies and Auditing
* 5405C25	6ACC-22A	Valences
* 5405C25	6ACC-22B	Beingness Processing
* 5405C26	6ACC-23A	Third Dynamic ARC
* 5405C26	6ACC-23B	Command Process
5405C26	6ACC-24	Practical Aspects of Auditing
5405C27	6ACC-25	How to Do Viewpoint Straightwire
* 5405C27	6ACC-26	Demo Session
* 5405C28	6ACC-27	Demo Session
* 5405C28	6ACC-28	SOP-8D With Wheel, Know to Sex Scale

** 5405C28	6ACC-28A	Know to Sex Scale
5405C31	6ACC-29	Processing of Problems: Theta-MEST Theory
5405C31	6ACC-29A	Processing Attention, Beingness
* 5405C31	6ACC-30	Procedure 30 Series: Granting Beingness
* 5405C31	6ACC-30A	Procedure 30 Series: Issue I
* 5406C01	6ACC-31	Procedure 30 Series: Op Pro by Dup
** 5406C01	6ACC-31A	Problems
* 5406C01	6ACC-32	Procedure 30 Series: Granting Beingness; also issued as PRO-21—Granting Beingness
* 5406C02	6ACC-33	When to Use Procedure 30
* 5406C02	6ACC-33A	Procedure 30 Series: How to Process a Case
5406C02	6ACC-34	Procedure 30 Series: Granting Beingness
5406C03	6ACC-35	Study of Man: Demo of Procedure 30
5406C03	6ACC-36	Consideration: Time, Beginning and End
** 5406C04	6ACC-37	Know to Sex Scale: The Mind and the Tone Scale
5406C04	6ACC-38	Imagination and Abilities
5406C09	6ACC-39	Energy: Distractions of
5406C10	6ACC-40	Basic Elements of Scientology
** 5406C11	6ACC-41	Procedure 30: Handling of Cases
5406C11	6ACC-41A	Processing Solutions: Procedure 30, Issue III
5406C11	6ACC-42	Basic Impulses
5406C11	6ACC-42A	Basic Impulses (cont.)
5406C12	LECTURE	Ron's Life
5406C14	6ACC-43	General Lecture: Anchor Points, Viewpoints
5406C14	6ACC-44	Energy Machines, Survival
5406C15	6ACC-45	Functional Processes
** 5406C15	6ACC-45A	Types and Forms of Commands
5406C15	6ACC-46	Dependency
5406C16	6ACC-47	Capabilities of Thetan
** 5406C16	6ACC-48	Contact with the Public
5406C17	6ACC-49	Betrayal, Ridicule, the Game Cycle
** 5406C17	6ACC-50A	Assists—Part 1
* 5406C17	6ACC-50B	Assists—Part 2
5406C18	6ACC-51	Summary: Training Processing
5406C18	6ACC-52	Certificates and Degrees

## UNIVERSE PROCESSES CONGRESS LECTURES

Phoenix, Arizona  
5—8 June 1954

The Universe Processes Congress (also called the Fourth International Congress of Dianeticists and Scientologists) was held in Phoenix, Arizona, June 5 through 8, 1954. The delegates received fourteen hours of lectures and group processing from L. Ron Hubbard.

Seminar leaders group processed attendees from the *Group Auditor's Handbook* (first volume) which was introduced at the Congress. Condensing all the successful processes developed by L. Ron Hubbard in the previous Advanced Clinical Courses and tested extensively before its final codification, it contained ten action-packed group sessions in its 59 informative pages, as well as instructions for use.

* 5406C05	UPC-1	Opening Lecture—History of Dianetics and Scientology
* 5406C05	UPC-2	Procedure 30—Duplication
* 5406C05	UPC-3	Theta-MEST Theory—Tone Scale, Freedom, Space, etc.
* 5406C06	UPC-4	Group Processes: Procedure 30, Step 1 Opening Procedure by Duplication; also issued as PRO-19
* 5406C06	UPC-5	Lecture and Processing
** 5406C06	UPC-6	Group Processing (Look at that Object)
* 5406C07	UPC-7	Scientology Workbook—Journal of Scientology 31-G
* 5406C07	UPC-8	Processing Procedure 30, Step 3 (Granting of Beingness) Session I
* 5406C07	UPC-9	Processing (Granting of Beingness) Session II
** 5406C07	UPC-10	Group Processing (What Do—Didn't Have)
* 5406C07	UPC-11	Theta-MEST Theory—Being a Problem Aspect
** 5406C08	UPC-12	Group Processing (Solution to Something)
* 5406C08	UPC-13	Processes of Exteriorization
** 5406C08	UPC-14	Group Processing (Straight Exteriorization Process)



# **GROUP AUDITOR'S HANDBOOK**

**by L. Ron Hubbard**

**Published June 1954**

The Group Auditor's Handbook, Volume One, was released in June, 1954, at the Universe Processes Congress given in Phoenix, Arizona, where it was made available to delegates and used by Seminar Leaders.

Condensing all the successful processes developed by L. Ron Hubbard in the Advanced Clinical Courses and tested extensively before its final codification, the *Group Auditor's Handbook*, Volume One, contains ten action-packed sessions in its fifty-nine informative pages

Complete with instructions for use, the Handbook contains everything from Group Opening Procedure to the remedy of boredom.

The *Group Auditor's Handbook*, Volume One, was also designed to be used individually by co-auditors, but was not intended for use on children.

Because of the tremendous popularity and success of the first *Group Auditor's Handbook*, a second volume was published in early September, 1954. It contained eleven more complete sessions, including group techniques tested and developed after the publication of Volume One.

*Group Auditor's Handbook*, Volume Two, contained more Opening Procedures and basic case opening processes than Volume One, and used before Volume One, made it possible to take full advantage of Volume One processes to get best results.

Although out of print and generally unavailable today, the original Group Processing Session tapes, from which these books were compiled, can be obtained directly from Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark.

**P.A.B. No. 28**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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11 June 1954

Mr. D. M. Clouston, President  
The John Howard Society  
St. John's, Newfoundland

My dear Mr. Clouston:

I wish to thank you for your forceful letter on the subject of your testimony as it may be given before a Royal Commission of Canada on the subjects of "Insanity as a Defense" and "Criminal Sexual Psychopaths."

You state that the Royal Commission of Canada has been set up for the purpose of inquiring into and reporting upon two questions:

1. Whether there should be any amendment to the Criminal Law of Canada relating to "Insanity as a Defense."
2. Whether there should be any amendment to the existing Laws of Canada relating to "Criminal Sexual Psychopaths."

As I understand it, you intend to advance the fact that only a trained therapist with those detectors which may be at his disposal is competent to make a fair analysis of a person's degree of sanity and in the second case that you intend that, for arbitrary punishment now being imposed, periods of detention should be set during which the prisoner should receive therapeutic treatment (preferably Scientological) and discharged only when found free from the criminal tendencies for which he was detained.

It is very encouraging that a Royal Commission should see fit to inquire into these ranges of justice, and it is quite heartening to find that it would invite a man of your caliber to express his views. It may be that something definite may emerge from this and it would appear to be a very hopeful view.

You asked me whether or not I think your approach is sound and invited appropriate suggestions as I may care to make. And I wish to thank you for this opportunity and your courtesy.

On page 401 of *Dianetics: The Modern Science of Mental Health* there begins a three-page essay on "Judiciary Dianetics" with which, I believe from your letter, you seem to have some acquaintance.

For whatever they may be worth to you, may I give you my general comments on this matter.

The whole subject of "insanity" in law is adrift since it is a chip launched into the already existing definition of criminality. Any confusion as to where to place insanity

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in law comes about through the basic definition in law itself of insanity and criminality.

Law defines criminality more or less as “action despite knowledge of right and wrong” and “insanity” as an inability to differentiate between right and wrong. If law is based upon the idea that all people are selfish and self-centered, then we can differentiate between criminality and insanity. But if law were to consider Man a social animal, basically it would have to consider that any act which was intentionally harmful would stem from a frame of mind which omitted differentiation of right from wrong. No man, in other words, who was sane in the fullest sense of the word would be motivated by actions which victimized his group or community since he would realize that he, with the others, would suffer for these activities. And even in a practical sense it is apparent that the thief in committing criminal acts strengthens the necessary force of law in the area and so further inhibits his own freedom.

This is a problem, mainly, of the degree of enlightenment of law itself. It is a matter of what standard the law or the society, the will of which is represented by the law, is willing to recognize—a higher standard of conduct than that enforced by law these many years past. Society is more and more inclined toward the understanding of criminality as “antisocial.”

Jurisprudence may content itself to remain with its definition that insanity is the inability to differentiate right from wrong. But this view may be broadened through such inquiries as that of the Royal Commission and by the public’s own pressure, which actually such a Commission represents, to account insanity as, simply, the inability to differentiate.

In the United States certain patterns of thought of recent years have obstructed the growth of justice. Chief amongst these has been a dwelling upon the “criminal mind” as a mind which is strangely distinct and different from the minds of others who are not criminal. But a slightly clearer view should demonstrate that even the “criminal mind” falls within law’s own definition for insanity: the inability to differentiate right from wrong. It is obviously wrong for a being to harm his own species, his own group, his own society. Therefore, a being who would commit harmful acts is not differentiating between right and wrong and must at least savor of insanity.

Here we have a problem of “where to draw the line.” At what point does an individual cease to be sane and become criminal? At what point, then, does he cease to be criminal and become insane? Custom from which law itself was born has long proposed the solution to this problem in its own definition for insanity.

In order to classify criminals, we would have to classify crime. We would discover that crime was subdivided into accidental and intentional crime. Society punishes crime only when it considers the crime to be intentional. If the crime is intentional, then the intent also included the intention of harming the society. Thus a criminal action, by a broad sweep, could be said to be an insane action—and all within the definition of law itself. It could be defined that when a man descends to intentionally harmful action against his fellow he has descended at least into the upper band of insanity. Law could cleave open a path for itself by applying the classification of “insane” to criminals. In view of the fact that past systems of punishment have not reformed criminality or abated it, law seems more inclined to take this view and would take it could it be demonstrated to them that this inability to differentiate right from wrong could be altered to the betterment of society. As prison systems have been found to produce even more hardened criminality than they have remedied, it is entirely possible that law might comfortably entertain a change of view on the subject and treat criminals for what they are: mentally deranged persons.

With this other choice law finds itself often betrayed. That choice is the permitting of criminals to escape law by reason of "insanity." If a criminal is proven insane he is permitted, at least to some degree, to escape the penalty which would ordinarily be incurred by his act. Law, by retaining this segregation, defeats its own ends and deprives itself of its prey. Only in the face of an almost complete misunderstanding of insanity could the people engaged in government be persuaded that the label "insane" should permit criminals to escape punishment. Thus, to that degree, insanity itself seems to be feared and is tolerated.

The blunt and terrible truth is that so long as insanity can continue to be used as a defense it will invite criminals into that state of being. Further, such laws as provide an escape from punishment thus unharness the energies of many against their fellow men who would otherwise be curbed. For example, a slightly insane person by reason of his "mental state" might feel it unnecessary to obey law which actually was within his full understanding. It is far from right that law should provide an escape for the guilty on such grounds.

By concentrating its attention upon the fact that insanity, if proven, will permit a person to escape justice, law is overlooking the fact that crime apparently stems uniformly from an inability to differentiate to a degree which a sane man would ordinarily consider sane. Law is faced with the enigma of insanity as a means of thwarting justice. And thus insanity must continually be disproven in the field of criminality. Whereas, it is time that criminality be proven to be insanity. I have worked with many criminals and have been, in order to observe criminality, a police officer for a short time. And it is my very close observation that anyone subject to criminal tendencies is, in a much broader sense, insane, and that his insanity reaches much wider than the field of crime, but invades hallucination, persecution and mental disabilities which are in themselves symptoms of insanity.

The insanity of the criminal has its incidence in a conviction that the first group, the family, has no function or need for him and develops upon the recognition that the society does not want him. This is apparently the genus of that antisocialness we call criminality. The insanity is further developed by continuous association with others who are of the same conviction and who form groups, which groups are motivated by a need for revenge against the society. Current methods of punishment and police handling only deepen this conviction, and it can be said so far as jail sentences are concerned that the more punishment a criminal receives, the more insane he becomes on the very subject of his criminality. Thus the society victimizes itself by bringing from the realm of delusion into the starkness of reality the fact that the individual is not wanted by any of his fellows save a few of his most intimate associates. By joining hands in their thirst for revenge against the society which rejects them, these criminals then form societies of their own. And the final result of this dwindling spiral is the deterioration of the society as a whole under duress of laws which, seeking to repress the few, suppress the many. Without such criminal gangs people such as Hitler, who depended utterly upon them for his ascent to power, would themselves be powerless. Thus the subject of criminality moves intimately into the field of government.

We might find then that insanity should be prohibited as a defense, but that at the same time all criminality defined as intentional harm against the society should be classified as a greater or lesser extent of insanity and that the criminal should be, as you suggest, uniformly detained for treatment. And we find also, as we examine this problem and see the disastrous effects of early and unqualified releases from prison upon the society, that a criminal should be detained until it could be ascertained with great certainty that he would not further victimize the society. This last strikes directly at the parole system which is an unhappy one at best, and would make it the complete responsibility of parole boards to insure the society against further criminal acts on the part of the released prisoner.

In the absence of a remedying treatment and practical means to effect it, such a course as this would be considered inhuman in the extreme. Even a hardened judge might recoil from the idea that insanity should never be used as a defense, and the intention to incarcerate criminals for their lifetime, if necessary to insure society against their depredations. These are very strong measures.

Today, however, several experiments have demonstrated that treatment for criminality can be administered at very little cost to the state. This cost is as small as a few cents per prisoner. By means of group processing a great deal has been done in this field. The treatment itself is administered by magnetic tape recordings. The problem could not have been solved as long as individual application of therapy remained a necessity by reason of technology. But with the advance of group processing, the majority of criminals could be rehabilitated and freed by parole boards using sanity as their criteria without injury to the society. Even though this processing would not be effective upon all criminals to which it was administered, according to present standards and practices, it would at least be effective upon the majority.

With regard to the second part of the purposes of the Royal Commission of Canada, it is my own opinion that laws relating to "Criminal Sexual Psychopaths" should be no different from laws relating to other criminalities. For the sexual psychopath, as Sigmund Freud long ago recognized, is a mentally ill person.

In both these matters, we find the law capable of advancing to the degree that it is willing to accept its responsibility to the society at large. It is the purpose and function of law to safeguard the citizens of the society against the depredations or criminal practices of the few. If the law is totally responsible it would act to totally insure the citizenry against crime. This cannot be done by suppression of the citizenry at large, for this is the regulation of the many to monitor the few.

Even without Scientology, without adopting its practices, law could be far more effective in safeguarding the society as a whole simply by reclassifying what it means by "criminal" and firmly observing its own definition for "insane." With Scientology, once it has segregated out the criminals and the insane, once it has made its purpose distinct and clear, its detention of criminals until they were once more social could be resolved by the administration of tested processes to the criminals and the release of those who had responded on a group level. This, however, is a very long view and is far too firm a stand to expect from the judiciary, as these cannot but go by the customs of the people whom they serve. A long mile could be commenced upon this road, however, by demonstrating that groups of prisoners detained in prisons could undergo individual change by a rearrangement of their ideas and by releasing those so benefitted into the society and by tracing their course until it was firmly established whether or not they had become social. With this step and with the evidence thus brought into being it might very well follow that a broad evolution in law would ensue.

I wish to thank you very much for writing me. I hope you will let me hear more about this as I am intensely interested.

My very best,

L. RON HUBBARD

## 7 TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Phoenix, Arizona  
21 June—30 July 1954

The 7th American Advanced Clinical Course convened in Phoenix, Arizona, on June 21, 1954. This was the last, and perhaps the most memorable, in a series of seven ACCs taught by L. Ron Hubbard, one after another, with no pause between them. Tapes from this ACC, together with some from the 6th ACC, were used for the 1st London Advanced Clinical Course (Mr. Hubbard was not present for the 1st, 2nd or 3rd London ACC) held September 6—October 15, 1954.

Most of the “Professional Course, July, 1954” tapes come from this ACC and are given an additional “PRO” number, together with the PRO title if it was different. This 26 half-hour tape series was made into the book *The Phoenix Lectures* (see Volume VI, page 240).

In addition, *Scientology: Auditor's Handbook including Intensive Procedure* (see page 71), which appeared at the end of the 7th ACC, was designed for use by graduates of this ACC unit.

* 5406C23	7ACC-1A	Opening Procedure 8C
* 5406C23	7ACC-1 B	Further Uses of Opening Procedure 8C
** 5406C24	7ACC-2	Summary of Plan of Course
5406C25	7ACC-3	Review of Procedure: PTP, ARC Straightwire, Two-way Comm
* 5406C25	7ACC-4A	Opening Procedure of 8D: Demonstration
* 5406C25	7ACC-4B	Opening Procedure of 8D: Demonstration (cont.)
** 5406C28	7ACC-5A	Exteriorization
* 5406C28	7ACC-5B	Exteriorization (cont)
* 5406C29	7ACC-6A&B	General Lecture: Straightwire, Communication
** 5406C30	7ACC-7	Rundown of Essentials
5406C30	7ACC-8	Group Processing and Lecture, Something, Nothing
* 5407C01	7ACC-9	Group Processing: Communication, Duplication, Spotting Spots
** 5407C01	7ACC-9A	Communication, Duplication and Spotting Spots
5407C01	7ACC-10	Exteriorization by Distance, Cause
5407C01	7ACC-10A	Exteriorization, Distance and Time
** 5407C05	7ACC-11	Things in Time and Space
5407C05	7ACC-11A	A Bright Resistive Case
** 5407C05	7ACC-12	Laughter in Processing
* 5407C06	7ACC-13	Remedy of Havingness and Spotting Spots; also issued as PRO-23
** 5407C06	7ACC-14	ARC, Time, Life and Universe
** 5407C07	7ACC-15	Intensive Procedure: Lecture 1
** 5407C07	7ACC- 1 5A	Intensive Procedure: Lecture 2
** 5407C07	7ACC-16	Intensive Procedure: Lecture 3
5407C07	7ACC-16A	Intensive Procedure: Lecture 4, Basic Processes, Patter
** 5407C09	7ACC-17	The Nature and Effect of Communication in Games

** 5407C09	7ACC-17A	Communication and Barriers in Society and the Pc
5407C12	7ACC-18	Two Types of Cases
** 5407C12	7ACC-18A	Time: Havingness
5407C12	7ACC-19	Intensive Procedure: Nothing-Something
** 5407C13	7ACC- 19A	Auditor's Code in Practice
5407C14	7ACC-20	Power of Life and Death
** 5407C15	7ACC-21	The Difference Between a Good and a Bad Auditor, Part I
5407C15	7ACC-22	The Difference Between a Good and a Bad Auditor, Part II
5407C15	7ACC-22A	Training of Auditors
5407C16	7ACC-23	Teaching Formula: Duplication
** 5407C19	7ACC-24	Duplication: Religious Aspects of Scientology; also titled—Scientology: Its General Background (Part II as PRO-2)
** 5407C19	7ACC-25	Scientology and Civilization; also titled— Scientology: Its General Background (Part I and Part 111 as PRO-1 and PRO-3)
** 5407C20	7ACC-26	Bridge Between Scientology and Civilization
** 5407C20	7ACC-27A	What a Student Should Know; also issued as PRO-4— Consideration, Mechanics and the Theory Behind Instruction
** 5407C20	7ACC-27B	What a Student Should Know (cont.); also issued as PRO-5— Consideration and Is-ness
** 5407C23	7ACC-28A	The Four Conditions of Existence; also issued as PRO-6— Isness
** 5407C23	7ACC-28B	The Four Conditions of Existence (cont.); also issued as PRO-7
** 5407C23	7ACC-29A	The Four Conditions of Existence (cont.); also issued as PRO-8
** 5407C23	7ACC-29B	The Four Conditions of Existence (cont.); also issued as PRO-9
** 5407C23	7ACC-30	The Four Conditions of Existence (cont ); also issued as PRO-10 and PRO-11
** 5407C27	7ACC-31	Two-way Comm and the Present Time Problem; also issued as PRO-17; and Opening Procedure of 8C; also issued as PRO-18
* 5407C ..	7ACC-32	Afternoon Lecture remarks especially on Telepathy and ESP
5407C ...	7ACC-33	Title unknown
5407C ...	7ACC-34	Title unknown
** 5407C28	7ACC-35A	Descriptive Processing; also issued as PRO-24
** 5407C28	7ACC-35B	Group Processing; also issued as PRO-25
5407C ...	7ACC-36	Title unknown
** 5407C ...	7ACC-37	Time; also issued as PRO-12
5407C ...	7ACC-37B	Types of Processes
5407C ...	7ACC-38	Title unknown
* 5407C ...	7ACC-39	Scientology and Living; also issued as PRO-26
* 5407C30	CONF	Certificates of Dianetics and Scientology

HUBBARD ASSOCIATION OF SCIENTOLOGISTS, INTERNATIONAL  
806 North Third Street  
Phoenix, Arizona

July 15, 1954

To: All HASI Schools and British Associates

Subject: **TRAINING**

The training program of the HASI was stabilized during the seven Clinical Course units. This has been developed into the HASI training schedule, and it is expected that this schedule will be fitted into the training programs under use with no further modification than is absolutely necessary to fit the peculiar needs of the school.

This training course embraces the grade of Hubbard Certified Auditor, Hubbard Professional Auditor, Bachelor of Scientology and Doctor of Scientology. There is no difference amongst these degrees as to the procedures employed or methods of instruction. The difference of course level amongst these ratings consists of the amount of theory and expansion given to the subject of Intensive Procedure. In all cases, for all courses, we wish at the end of a course to have an auditor in good personal condition who understands thoroughly that the processes enumerated in Intensive Procedure are workable and that they will resolve the problems he faces in preclears and groups and the conviction on the auditor's part that at least some of these processes can be used expertly by himself. The auditor's examination for certification in any grade is based upon the definitions and theories underlying those processes contained in *Scientology: Auditor's Handbook Including Intensive Procedure*. The examination should include history, general theory, and conversance with the various publications of Scientology as well as Dianetics. The primary goal of an HCA or HPA school is outlined in the first sentence above. When this has been accomplished, that level of school can consider that it has accomplished its mission.

The primary text of any school of any level is now *Scientology: Auditor's Handbook*. A secondary text, but almost equal in importance, is *Scientology: Group Auditor's Handbook*. Concentration on these two publications should be extreme. Only those tapes which will actually supplement these manuals should be employed. Particularly in the HCA-HPA course, the instructor should be severely reluctant to impart any further data of any kind than that contained in these manuals and the tapes supporting them. A forthcoming popular text book on Scientology is designed to embrace little more in theory and practice than that found crowded into the two handbooks; thus when a person who has read the popular text turns to a school or auditor for training he will discover himself studying in a far more intense form that material on which he has already agreed.

The basic theory in which the student is to be instructed is as follows: Considerations take rank over the mechanics of space, energy and time and that these mechanics are the product of agreed upon considerations which life mutually holds. That the mechanics have taken such precedence in man that they have become more important than the considerations and overpower his ability to act freely in the framework of mechanics, which is to say that the picture man presents is an inverted one. That the goal of processing is to bring an individual into such thorough communication with the physical universe that he can regain the power and ability of his own postulates. That Scientology is the science of knowing how to know answers and that a Scientologist is expected to be able to resolve problems in a great many specialized fields of which auditing is the first field he addresses so as to be conversant with and capable in the phenomena of life. That in a world every day more violently impressed with mechanics, chaos may be expected to ensue on a national and community level by many reasons which incidentally include atomic fission. That the role of a Scientologist is to impede this disintegration if possible, but if it occurs to be ready to pick up the pieces. That the Scientologist has no specialized political or religious convictions



beyond those dictated by wisdom and his own early training. That the total empire to which a Scientologist aspires is the empire of wisdom. That an auditor is expected to follow the Auditor's Code 1954 and the Code of Scientologists, and that he is expected to know these Codes by heart. That the only scarcity of preclears which will occur is through his own indigence, and his procurement of preclears or groups does not depend upon the industry of other auditors but of himself. That L. Ron Hubbard is a human being. He should be instructed as well in the organization and functions of the HASI in various certifications and their meaning and in his legal status.

His instruction should begin with the lecture on Scientology and what it is and with an immediate assignment to auditing. This assignment should consist of the most elementary possible technique in order to accustom the auditor into achieving a two-way communication with the preclear. He should be maintained on such an assignment until such time as the instructor is satisfied that he can deliver the auditing commands and maintain his two-way communication with the preclear without falling into any deeper significances and until he has a complete and positive understanding of a communication lag and how to flatten one out. The auditing commands to be used in this first step are, "Something you wouldn't mind remembering" "Something you wouldn't mind forgetting". It is COMPLETELY VITAL that the student understand the mechanism of communication lag and its definition, that it is the length of time between the moment the auditor poses the question and the moment when that exact question posed is answered positively by the preclear no matter whether silence or talk or incorrect answers occurred in the interim.

Only when the student has become at ease with the above and perfectly comprehendent is he permitted to go further in his training. The next step consists of Opening Procedure of 8-C. The three parts of this are given him one at a time to audit on his fellow students until he has become expert and assured in performing each part. At this same time he must become assured as well of the workability of this process and that it is the only process he must ever employ on psychotics and neurotics. The student must also be made to understand physical communication lag as just another kind of communication lag. And he must become convinced that he must flatten physical communication lags by continuing to use the command which produced them. He must develop precision in his rendition and all sloppiness or carelessness in the running of this process must be ironed out by the instructor. The lecture material at this time should strenuously and repetitively take up the Auditor's Code with examples until the student understands it thoroughly.

The next process in which the student is to be indoctrinated is Opening Procedure by Duplication. He is expected to do this for many hours. He is expected to have this run on him for many hours. After this the Auditor's Code is taken up again. And only at this point should general theory or other data subjects be undertaken by the instructor, either in his own lectures or by tapes.

Once the student is entirely comfortable and familiar and precise with Opening Procedure by Duplication he is instructed in Remediating Havingness and Spotting Spots in Space. Remediating Havingness is emphasized and is senior to Spotting Spots in Space and is taken up in lecture in its various forms before the auditor is permitted to run Spotting Spots in Space. When the auditor has mastered Acceptance Level, Rejection Level and "Things that you wouldn't mind occupying your space" he is then turned loose to audit Spotting Spots in Space and the Remedy of Havingness using this to clean up various areas or old auditing in his preclears. He is to run this process until he is convinced of its workability and his ability to use it and until he can honestly classify it as his chief emergency assist tool.

Now that the student can remedy havingness on preclears, he is permitted to run Consideration in the form of Significances, having preclears put significances into things. Only when the student has learned to audit significances and has had all the processes he is being taught as above run upon him is it particularly safe to engage upon much theory or upon more complex processes, for the student turned loose to consider at will may otherwise begin to make nothing out of preclears and mountainous somethings out of processes.

At this point, Granting of Beingness in the form given in the Appendix of Issue One of the *Auditor's Handbook*\* should be run thoroughly by the student and on the student and he should hear the LRH lecture on that subject from the Seventh Clinical Course. For until this is remedied, our student will have difficulty, most likely, with his fellow students by being himself "the only one" who can grant life. He will also, to some slight degree perhaps, be at war with the subject and his instructors until this is remedied.

Only when all of the above has been accomplished, and with certainty, should the student be embarked upon the use of Intensive Procedure as given, be initiated into the mysteries of exteriorization and the general data of earlier Scientology. We must be very definite at this point that it would be far, far better to turn out a student who had learned the steps prior to studying the Handbook itself, as given above, and graduate with those steps firmly in his grasp than to cover a multitude of subjects and processes in Scientology on which he had a poor reality by the end of the course.

Our course goal is to push the student of the HCA-HPA level as far forward as possible in his period of training into the *Auditor's Handbook* and the *Group Auditor's Handbook*, but to progress him in such a way as to teach him nothing further than he has been taught until we are sure that he has excellent data workability and use reality on what he has been taught at that point. This we learned in the Advanced Clinical Courses was an absolute necessity in order to turn out auditors. It is better for us to have auditors able to use well Opening Procedure of 8-C than auditors who can use every technique we have poorly and ineffectually.

The training materials for the HCA-HPA course should include the "Professional Course Lectures" by LRH made in July, 1954. [See page 65.]

The student should clearly understand that training which has been done is not necessarily the training which is being and will be done. He should understand that the exigencies of Scientology were such as to turn out as good auditors as we could with what we had to hand and that we are just now stabilized in training and that we expect far more from him than we have ever expected from any auditor in the past.

Sincerely,

L. RON HUBBARD

LRH :rd  
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[\* *Auditor's Handbook*, Issue One, Appendix regarding Granting of Beingness:

"R2—21: A basic difficulty in auditing and in the case of any preclear lies in the preclear's unwillingness to permit anyone else to grant beingness, particularly the auditor.

"Where a preclear is making no progress he is proving that 'they could grant only death.' This is far below even, 'I grant death.' This condition can be remedied in R2—21 by improving the preclear's considerations of the giving of life and death as follows: 'Name some beings you would permit to grant life.' 'Name some beings you would permit to grant death.' 'Name some things to which you could grant life.' 'Name some things to which you could grant death.' This should be run until all comm lag is flattened. Then the preclear will improve further."]

## GROUP AUDITING SESSIONS

July 23, 1954

Group Auditing Sessions to audiences which contain new people must always begin with a talk about Scientology, giving its definition, purpose, goals and background. This talk must occupy at least ten minutes of the first hour. The descriptive material of 31-G of the *Journal of Scientology* is acceptable. The auditor should not encourage floor discussion but should then promptly begin his processing.

Floor discussion is avoided by informing the audience member who wants to talk, "I would be happy to discuss that but these others wish to get down to the serious business of processing," and so begin.

The group auditor before he begins his talk must get everyone's individual name on a card. If husband and wife are present, each writes his name. The cards are always collected promptly on being filled out and a piece of literature must go out to people attending within 24 hours.

L. RON HUBBARD

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# SCIENTOLOGY: AUDITOR'S HANDBOOK

## including Intensive Procedure

### by L. Ron Hubbard

### Published August 1954

The **Auditor's Handbook** was designed for use by graduates of the Advanced Clinical Course, and when first released its popularity was a surprise, selling out its first and second printings in three weeks. It was intended as a concise navigational aid for the advanced auditor, but was eagerly acquired by the less experienced auditors.

In his introduction to the book, L. Ron Hubbard said:

"Dear Auditor,

" I have written this book for you to help you with your processing.

" It combines all the procedures of major workability developed and tested during seven Advanced Clinical Course units. As processes were developed and tested, I discovered that more and more workability was to be found in communication alone. Thus Intensive Procedure was not developed straight from theory, but was evolved out of theory where it agreed with workability. The stress is upon certainty of communication on the part of the preclear with objects in the physical universe. The formula of communication itself, in all of its parts, must be entirely rehabilitated with the preclear in the physical universe before the preclear can then begin with his own universe. The goal of Intensive Procedure is to bring about a complete tolerance and comfort on the part of the preclear for the physical universe, his exteriorization, and general rehabilitation.

" You will assist me if you will, from time to time, let me know your successes and failures with these processes, by their proper number, so that I can add to my catalogue their relative effectiveness in the hands of auditors.

"Best regards,  
L. Ron Hubbard  
July 15, 1954"

Although out of print, and generally unavailable today in its original form, the data it contained will be found in *The Creation of Human Ability*. In addition to the various Codes of Scientology, it contained Intensive Procedure through Route 2—29, most of the "L'Envoi" chapter, SOP-8D, and the Outline of Lectures 1-3 of the July 1954 Professional Course, as now published in *The Creation of Human Ability*.

**P.A.B. No. 32**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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7 August 1954

**WHY DOCTOR OF DIVINITY?**

There has been some stir amongst auditors concerning the fact that Scientology has allied itself with the Church of American Science, why a Church of Scientology has come into existence and why auditors qualified by training and personal attainments are applying for and have received ordination as ministers in these churches.

To some this seems mere opportunism, to some it would seem that Scientology is simply making itself bulletproof in the eyes of the law, and to some it might appear that any association with religion is a reduction of the ethics and purposes of Scientology itself. The broad majority of those interested have accepted this step, but not all have entirely understood it.

First, let me briefly take up with you the history of knowledge on this, our planet Earth, in the last three and one half millenia. At the beginning of our written history there was only one trace of workable knowledge which had been handed down from prehistoric times. This was contained in the Vedic hymns. The Vedic peoples are directly responsible for that principle known to us in Scientology as the Cycle of Action. The invaluable observation that birth proceeded into growth, that growth proceeded into an unchanging state and that this unchanging state then proceeded into decay and finally concluded with death, gives to us in Scientology our create-survive-destroy curve. Although it was not originally apparent that our dynamic principle of survive was an inherent part of this cycle of action, the usability of survive was discovered some time ago to be materially expanded by the recognition of the beginning and end of the cycle-of-action curve. Here we find a principle extended to us from a religion. The Vedic hymns are religious hymns. Yet the material in them contains all that is to be found in the works of Charles Darwin and even in the works used today by nuclear physicists. A survey of these hymns as they are now written and available in your local library would astonish you. It demonstrates clearly that our earliest indebtedness was to a religion.

The next single most important philosophic advance within our written history was accomplished by Gautama Sakyamuni. This work was part of a religion known as the Dharma. The Dharma, existing some time before the advent of Gautama, is a religion preached by individuals known as Buddhas. The Western world knows this as Buddhism and variously believes it to be a superstition or idolatrous practice or believes that it was founded by a man named Buddha, none of which are true. A Buddha is simply one who has attained *Bodhi*. A *Bodhi* is "one who has attained an ideal state of intellectual and ethical perfection by purely physical means." There have been many Buddhas and there are expected to be many more.

A very cursory glance at the Dharma discovers that it embraces these facts. "All that we are is the result of what we have thought; it is founded on our thoughts, it is

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made up of our thoughts.” “By oneself evil is done; by oneself one suffers; by oneself evil is left undone; by oneself one is purified. Purity and impurity belong to oneself; no one can purify another.” “You yourself must make an effort; the Buddhas are only preachers. The thoughtful who enter the way are freed from the bondage of sin.” “He who does not rouse himself when it is time to rise, who, though young and strong, is full of sloth, whose will and thoughts are weak, that lazy and idle man will never find the way to enlightenment.” “Strenuousness is the path of immortality, sloth the path of death. Those who are strenuous do not die; those who are slothful are as if dead already.”

In the “Surangama Sutra” giving a discourse to one Ananda, Gautama said, “If you simply do not follow after these twelve notions of conditioning phenomena, namely: motion and stillness, separation and contact, variability and constancy, appearing and disappearing, passing or impenetrability, brightness and darkness, or should ignore any pair of them you will be freed from bondage to all mental contaminations. “

Although the Dharma does not give and does not contain, as it is handed down to us, any real or workable methodology to accomplish the state of *Bodhi*, it cleaves very strongly to a scientific rationale which, coming to us from two and one half millenia ago, is startling in view of the fact that it is more delineative, more exact, more comprehensive and more comprehensible than any and all psychological doctrine as known to us in this Twentieth Century.

Here is an amazing body of scientific-philosophical-religious truth. These texts written about 600 B.C. outline a scientific religion of compassion and magnitude.

What has been the fate of the Dharma in these past centuries? What mark has it left upon Earth? The Dharma rose in an Asia enslaved by animism, superstition, idolatry, cannibalism and slavery. It was a barbaric world in 600 B.C. Gautama Buddha and his handful of followers, pretending nothing to the supernatural, using only wisdom, teachings and the technologies of civilization, spread through India the doctrines of the Dharma and brought to these hundreds of millions a much greater civilization than they had known. Penetrating into China, the Buddhist priests spread civilization before them. Penetrating into Japan, they taught the Japanese to read and write, to weave and sew, until two-thirds of the Earth’s population had attained higher levels of wisdom. Spreading westward, the Dharma came into the Middle East and there presented its message of “love thy neighbor” and general compassion for life. And the parables of Gautama Buddha were re-expressed with some differences and additions to spread westward again as Christianity. And today, the entire Western Civilization lies under the spell, if at a lower intellectual level, of the teachings of the Dharma.

You are left to conclude what you will concerning the actual foundation of religion on this planet and of the factual structure underlying Christian churches. Our only concern here is with the fact that religion is basically a philosophic teaching designed to better the civilization into which it is taught. Backed fully by the precedent of all the ages concerning teachings, a Scientologist has a better right to call himself a priest, a minister, a missionary, a doctor of divinity, a faith healer or a preacher than any other man who bears the insignia of religion of the Western world. And remember that it is precedent which masters the opinion of multitudes and nations.

Why should Scientology ally itself with religion or use the word religion in connection with its philosophy?

There are many, many reasons. Amongst them is that a society accords to men of the church an access not given to others. Prisons, hospitals, and institutions, and those

who manage them, cannot do otherwise than welcome men of the church. We are talking now about more than simply expediency or protection under law. We are talking about urgency indeed. For to my hand is a document written to me by one of our auditors concerning a woman who had remained senseless for three months following an accident. Her husband was desperate and desired a Scientologist to do what he could to return this woman to consciousness. The Scientologist did so and made excellent progress simply by putting the woman into communication by hand pressures. Although she could not speak, she could yet express herself and respond and even do mock-ups. The terrible condition of her body bettered and when she was returning to the world of speech and action, the medical doctor in charge of the hospital who heretofore had granted grudgingly, on the husband's persuasion, interviews between the Scientologist and the patient, seeing the improvement, turned on the Scientologist and forbade him to touch the patient or see the patient or have anything more to do with the patient even though he could find nothing in the case but improvement and although no incident of any kind other than improvement had occurred. The Scientologist was turned out of the hospital and a few weeks afterwards the woman, relapsing into the apathy of unconsciousness, died. We will not charge this medical doctor with murder. We can only charge him with ignorance and barbarism. For we live today in what is at best, so far as social usages are concerned, a barbaric society. Those who profess to heal more often than not exist to collect. Those in charge of the insane are little better themselves than their patients. We live in a society where dreadful and terrible weapons and controls are commonplace, yet which is without many of the benefits of compassion, mercy and charity.

If we in Scientology had to hand only the weapon of better knowledge, if we had no technologies, if we could not—other than give him wisdom and hope—make any man well, we could still take what we know about life and with that as our message effect a wide and compelling influence upon the civilization of our times. For any message carried forward to a people which gives them hope cannot but reflect to the betterment of their culture.

But we have more than a message. We have more than a handful of axioms or explanations of behavior. We have in this year of 1954 processes which, even when worked upon groups, produce en masse a state of beingness which 2500 years ago was being groped for by the select few. We have more command over the phenomena of life than any have ever had before.

Were we to accept our rightful role, were we to accomplish our teachings and deliver to our culture this bettered state of beingness, we would have changed at least the entire pattern of the Western world.

If we can accomplish psychotherapy, this does not mean that we are psychotherapists. If we can accomplish better communications in business, this does not mean we are business specialists. It may be that we could conceive ourselves as emissaries to a barbarism grown lawless in the possession of weapons too powerful for the understanding of their wielders.

In another time, in another place, those men (the Buddhas) responsible for what Western culture calls their religion, called themselves priests. I do not see, then, any inconsistency of any kind in the issuance to those well-schooled and well-skilled in Scientology the degree of Doctor of Divinity as a passport into those areas where they are needed. Only a barbaric minister is a "Man of God." In all enlightened religions such men are called "Men of Wisdom."

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I do not mean to tell you that Scientology is an extension of the Dharma, or that the forecasts of the Tibetans concerning the Western world are now coming true, or

that you should embrace Asiatic philosophy, or even that the efforts of the Buddhas and the Scientologists are comparable. I am telling you this mainly because Western civilization is extremely ignorant of its sources and because these facts, no matter how true, are probably very little known in America and Europe. And I am telling you this to dispel some of your shyness and to increase your boldness and overtness where the society itself is concerned. No door need be closed to you, nor need you apologize should you accept through the Church of American Science or the Church of Scientology any degree or title for which you are qualified. Western civilization is engaged in a worship of superstition, the supernatural and the miraculous even as other nations long ago. Its only other worship is that of the machine. Where else could men and women of compassion and skill serve better, and what else should they call themselves but Teachers of Wisdom?

L. RON HUBBARD

### **AXIOMS LECTURES**

Phoenix, Arizona  
20 August 1954

On Friday, 20 August 1954, L. Ron Hubbard gave the following half-hour lectures in Phoenix, Arizona. They were included in the "Professional Course, July, 1954" lecture series (as PRO-13 through PRO-16), and thus are part of the book *The Phoenix Lectures*.

- \*\* 5408C20    AX-1    Axioms, Part I; also issued as PRO-13
- \*\* 5408C20    AX-2    Axioms, Part II; also issued as PRO-14
- \*\* 5408C20    AX-3    Axioms, Part III; also issued as PRO-15
- \*\* 5408C20    AX-4    Axioms, Part IV; also issued as PRO-16



**P.A.B. No. 34**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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4 September 1954

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

**OPENING PROCEDURE, SOP-8-C**

*A Basic Course in Scientology—Part 1*

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

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

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

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

The above is run until the following manifestations of communication lag (and any others you may encounter) are well erased: the preclear just brushing the object he

is told to touch, looking away from it very quickly, not looking at it at all, looking at the auditor instead of the object he was told to touch, carrying out the command before it is given such as going over to touch the lamp when all the auditor has said is **“Do you see that lamp?”**, complaining about the process in any way, objecting to being ordered to do the actions, unwillingness to touch the items designated, putting all his attention on creating an effect on the auditor, and apathy, grief, anger, fear and boredom turned on by this process.

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

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

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

Part (c) of this procedure is run with these auditing commands: **“Find a spot in the room.” “Make up your mind when you are going to touch it and then touch it.” “Make up your mind when you are going to let go of it, and let go.”** A variation of this process is to have the preclear make up his mind about a spot and then have him change his mind and select another spot.

The trouble with most cases, and the trouble with any case which is hung up and is not progressing, is that an insufficient quantity of Opening Procedure 8-C has been used by the auditor. This has been found to be an invariable rule. Preclears will pretend to run commands of a subjective nature but not run them at all. In other words, the auditor is saying do one thing and the preclear is doing quite another. Thus the process

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

L. RON HUBBARD

**LRH TAPE LECTURE**  
Phoenix, Arizona  
14 September 1954

\*\* 5409C14    LECT    Dianetic Group Processing

**P.A.B. No. 35**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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18 September 1954

**“WHAT I LEARNED IN TRAINING”**

*A Basic Course in Scientology—Part 2*

For the last ten months, ever since the Philadelphia Congress in 1953, I have been engaged in a research as thoroughly fundamental as the actual subject of Scientology. This research was directed toward the training of auditors. The immediate question asked in this research was one which has remained relatively unanswered for four years: “How do we train an auditor so that he will apply the processes known to be workable in such a way as to make the subject work for him?”

A major difficulty lay in the subject itself, for it was in a state of change. Certain processes would be found quite workable, better each time, and these would be published, but this continuing parade of processes had a tendency to invalidate auditors who had been trained earlier. Thus it began to appear, I am well aware, that an auditor was expected to be in a constant state of training, and that unless he had the “latest dope,” he was not to be considered top-notch. At almost any time from Book One on I could have levelled off in research and investigation, as each Foundation Board pleaded with me to do, out of their financial desires, and could have trained intensively on the processes which existed so that auditors would do them as they were given. There is no doubt, however, that this would have been a losing program, for life kept unfolding new data before me, and a greater and broader understanding of the entire picture was progressively easier to view, and the actual goal of processing kept advancing. Processes, when issued, if done by an auditor as issued, each time would have raised the majority of individuals to whom they were addressed up to the goal which was at that moment envisioned for Man. But the goal kept advancing, higher and higher levels of beingness continued to come into view, and so there was no choice for it. One could not agree with people who, out of financial need, sought to stop research; and although one was very conscious that a hardship was being worked upon trained auditors by releasing continually new processes for them to learn, there was no choice for it but to continue in the research and investigation of the subject of Man and of Life.

We passed out of the field of homo sapiens in late 1950, for it was obvious that we could make people saner than people had ever been. After I had completed, through 1951, my examinations of the whole track, it was obvious that the individual, the “I,” the personality, was not the body, and in early 1952 I was able to make the first announcements concerning exteriorization. By September of 1952 processes had been developed which made exteriorization much better and more stable, and using these processes I had no great difficulty in exteriorizing cases. After training the first group of auditors in Great Britain (September, 1952, the time of issue of SOP-1) I began to realize that there was a considerable nervousness on the part of auditors to face the fact of exteriorization. Indeed, exteriorization as an accomplishment or an existing state has never been very acceptable simply because the average public,

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indoctrinated to believe that one stepped out of the body at death and went to Hell or some such thing, found it too incredible. Man had been trying to do this thing for at least 2500 years, and although he had some cognizance of it he had never achieved any uniform success in making it come about at will. The experience of training these British auditors demonstrated that whenever an individual is low on havingness the effort to get him to face the no-mass character of a thetan becomes impossible unless one brings up the havingness of such people to a point where they can bear to view "nothing." Such people, those low on havingness, actually get sick at their stomachs physically, and very uncomfortable, at the thought of exteriorization, or the exteriorization of others.

Then proceeded the various Standard Operating Procedures from 1 up through 8, and more recently, including 8-C and 8-D. All of these were routine, aimed in the direction of bringing up a person's ability to handle space and nothingness to a point where he could bear the thought of exteriorization, and so exteriorize. But having many auditors, and being unable to process each one individually, there was a considerable scramble of ideas and technique applications. As an example of this, for a while in Great Britain all of the thoroughly "stuck in" cases had a general agreement amongst them that there was such a thing as a "white five." This strange beast was actually a psychotic who merely had the idea that he could exteriorize, but actually wasn't exteriorized, but anybody who did exteriorize was crazy. This stemmed immediately from the discomfort entailed for a no-havingness case in viewing "nothing." Any time they were asked to view nothing, they became sick and so they invented an explanation to keep them from looking at nothing, which is to say, to keep them from exteriorizing people.

In view of the fact that exteriorization alone brings about a rapid recovery of a case, and in view of the fact that the thetan stuck in a body is not unlike a thetan stuck in a theta trap to a degree where he has inverted and become the trap, one had to carry forward with exteriorization if one were going to deal with illness on any broad scale at

In training over a hundred auditors in America in the Advanced Clinical Courses, I was learning every day, every week, every unit, better means of bringing an auditor up to exteriorization as a case, and bringing up his willingness to audit people into an exteriorized state. By the time we had reached Unit VII [7th ACC], and well before it was completed, I discovered that we actually had achieved, not a process designed to immediately exteriorize people, not even a process to run out engrams, but a process which could be handled by an auditor after relatively little training. So here we had a slight disparity of goals. Here we had my goals, which consisted of an achievement of an understanding of Life sufficient to bring about a higher level of beingness and livingness, here we had exteriorization, here we had all the SOPs, and here we possessed techniques innumerable with which to achieve these goals, and on the other hand, an abrupt dichotomy, I discovered I had invented a process some months previously which could actually be communicated with sufficient ease to auditors so that they would use it as given, and with which they could produce some astonishing results. But this process actually was not aimed at exteriorization. This process would be recognizable to anyone thoroughly conversant with Dianetics. This process could have come into existence in June of 1950 except that then one would not have had the least idea of keeping this process up long enough so that it would actually work.

Now let me tell you something about this process. I have known since 1947 that getting an individual into present time was the most convincing and abrupt therapy which could be performed. I have been in institutions and have told inmates simply, "**Come up to present time**" with a resultant regaining of a stable sanity on the part of these inmates. Anyone in the field of Dianetics was familiar with "**Come up to present time.**" One always ended sessions that way. But after a considerable study, I had found

by 1949 that the anatomy of present time consisted of the ground, sky, walls, objects, and people of the immediate environment. In other words, the anatomy of present time is the anatomy of the room or area in which you are at the moment when you view it, and this is present time. Putting a person thoroughly into communication with this environment, which was present time, was, of course, indicated. But processes of that time were mainly subjective, addressed to the mind, on the mistaken idea that the mind was a brain, and that the body had something to do with thinking processes and personality, and so, beyond bringing people to present time by telling them to be aware of their surroundings, as I was doing in early 1950, this principle was not used.

Actually, not until I developed SOP-8-C did I begin to understand what it might take to put a person into communication with their immediate environment, simply by looking at it, touching it and becoming aware of it. All manner of liabilities ensued in the way of somatics and various other phenomena, and it was not until I had made many exhaustive tests that I was willing to accept the fact that somebody could be brought into present time by making him contact the walls, floor, ground, ceiling, sky, trees, people, of the exact moment in which he was, for many, many hours, with stable therapeutic results.

Applying this broad awareness and communication with the environment for tens or scores of hours as a total process, Scientology came into possession of Opening Procedure of 8-C.

In Issue 24-G of the *Journal of Scientology*, we find SOP-8-C complete, but we find, heading it, the following:

OPENING PROCEDURE: (Ten minutes to two hours, with MEST body).

Part (a): Send preclear to exact places in room, one place at a time.

Part (b): Have preclear select places in the room and move to them one at a time, still under the auditor's direction.

Part (c): Have preclear drill in physically holding on to and letting go of objects and spaces on his own decision to hold on, decision to let go.

In the *Auditor's Handbook* as published by the HASI, printed edition, \$5.00 [incorporated in *The Creation of Human Ability*; see page 44], we find "R2—16: RUN PRECLEAR THROUGH OPENING PROCEDURE OF 8-C, Parts (a), (b), (c), EACH ONE UNTIL THE PHYSICAL COMMUNICATION LAG STABILIZES." Now go over to the end of Intensive Procedure in the *Auditor's Handbook* [*The Creation of Human Ability*, page 166] and find that we are not now running Opening Procedure of 8-C from "ten minutes to two hours," but we find: "As a summary comment on these processes, it cannot be indicated too strongly that a preclear who is psychotic, neurotic, or who is having any psychosomatic difficulty must be run on Opening Procedure of 8-C (R2—16) for many, many, many, many hours."

Thus we have considerable importance being placed today, as a direct result of my experience with the Advanced Clinical Units, on Opening Procedure of 8-C. If it were not effective I would not put any stress upon it. But continuous test has demonstrated that the final remark at the end of Intensive Procedure in the *Auditor's Handbook* means exactly what it says. Anyone who is psychotic, neurotic, or who is having any psychosomatic difficulty can best be run, and should only be run, on Opening Procedure of 8-C, with the commands as given in the *Auditor's Handbook* and in the PAB prior to this one. *But*, the most cheering and wonderful thing about this process is that for the first time in all these years we came into possession of something which could be *taught*, and which auditors, as represented by those in the Advanced Clinical Units, could use, would use, which they understood, which they did not vary, which they would keep up with, and with that process we entered into training.

Immediately after this discovery, I found that “Duplication: Difficulties of” was the bugbear back of training. Thus, Opening Procedure by Duplication, completely aside from its terrific therapeutic values, brings a person upscale to a point where he is actually able to follow and duplicate processes.

Thus, with these two Opening Procedures we discover that we are indeed into the strata of training, and today we can guarantee that processes released are effective and, more important, that they will be done as released. And now, and only now, is Scientology capable of going forward as Scientology, and only now can we consider that an auditor, when he has been trained, will not have to shift and vary that training.

As a result I am devoting the next many PABs to the subject of training, and making out of them what amounts to a course to be used by auditors who themselves are doing training, and for the use of auditors who wish to come up to date, in such a way as to be from there on “in date.”

Thus I feel that we have accomplished something.

L. RON HUBBARD

**LRH TAPE LECTURE**

Phoenix, Arizona  
28 September 1954

\* 5409C28      LECT    Church of Scientology Training Program and Lecture on Group Processing

# THE JOURNAL OF SCIENTOLOGY

Issue 36-G

[1954, ca. late September]

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## **Dianetics and Scientology Organizations United Again**

Some months after the closing of the Wichita Foundation, Don G. Purcell returned to L. Ron Hubbard and the Hubbard Association of Scientologists, International, the corporations and Foundations of Dianetics, the various books (including *Science of Survival*) and copyrights, and the various rosters and correspondence files of the organizations. This meant that the entire and complete control without contest of Dianetics, as well as Scientology, was henceforth in Phoenix, Arizona.

When asked about this action by Don G. Purcell, Ron said, "Most men act because they have reason to act. At one time, Don honestly thought, or had been persuaded to think, that Dianetics could be more rapidly advanced in this society under an entirely business control. As time went on the difficulties of conducting the Foundation bore heavily upon his time and the progress he expected was not being made. But I don't believe that there were either business or other expedient reasons behind this. I believe that Don extended this gift of the Foundations and all their publications and material—a rather considerable amount—because he felt that the public in general, and Dianeticists and Scientologists in particular, would benefit greatly from a renewed unity, and that he did it because he thought it was the right thing to do. I appreciate it a good deal because it clears the communication lines and makes it possible for us to utilize, to the fullest, the considerable public which was generated by my first book and because it permits us to integrate on two levels—one of them on a mental therapy level and the other on an entirely religious level.

"Dianetics is very far from dead. The first book published in 1950 still sells as well as most current 'best sellers.' Even the contract and plates for that book are being held for me now by Hermitage House, and it will shortly be republished and issued on an even wider front. I admire Don very much for this gift. I think he has done the right thing, and I think it took a real man to do such a thing. There has been no animosity of any kind on my part since Don and I went into communication again while I was in Spain last year."

Questioned further concerning the future of Dianetics, Ron said, "All the time I have been working on Scientology I have also been working on Dianetics and laying it back on the shelf. Actually, the subject has advanced enormously since 1951, when the last publications on it were released by me. The various difficulties encountered in the early days when we were trying to erase engrams have been examined by me and various modifications made in theory and practice. There is a practice now called 'perfect duplication' which erases engrams in a few seconds when you have educated the preclear to do it. This sounds far fetched, but so did *Dianetics: The Modern Science of Mental Health* sound far fetched in 1950, and it is now so widely accepted that prenatales have become the subject of many a popular magazine article such as one in the *Ladies Home Companion*, another in *Reader's Digest* and many others in professional publications.

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“Quite in addition to prenatales, there is wide medical acceptance now of the dynamic principle of existence: Survive. It takes a certain length of time to get acceptance of the data, and the basics of Dianetics have not changed.

“Those preclears who in the past suffered from Dianetic processing were only those who could not handle heavy material and who considered force too great for them to touch. There exists now means by which this factor can be eliminated.

“Although some of this material has been released to Scientologists, there was no communication line extant for its general publication to the public. Thus, the removal of this communications diversion will mean a considerable amount of new material released in the very near future.”

According to Ron, “Don Purcell has offered us an opportunity for unity of all groups, all Dianeticists and Scientologists. We must now show our appreciation of his gift and use it as he intended.”

BULLETIN  
[ca. September 1954]

**FIGHTING PROCESS**

ROUTING:

All HASI instructors: Horner and Richards, London; Al Kozak, Camden; L. Ron Hubbard, Jr., Phoenix; and all Doctors of Scientology, and no others.

SUBJECT:

**Techniques, Dianetics.**

No doubt you have all heard of the sudden change by reason of the reacquisition of the Hubbard Dianetic Foundation, or have read of it in Issue 36-G.

We will continue the campaign and program of Dianetics as originally designed, and will continue as designed all the programs of Scientology.

The solution to Dianetics as a Science is contained in the following, which has been withheld pending the disposition and contest of the subject itself:

Waste Fighting, in brackets, until communication lag is gone.

Inhibit Fighting, in brackets, until communication lag is gone.

Enforce Fighting, in brackets, until communication lag is gone.

Desire Fighting, in brackets, until communication lag is gone.

What would it be safe to fight?

What would others find it safe to fight?

What thoughts, emotions, efforts, would it be safe to fight? (Until communication lag is gone.)

Indicate some things (in the environment) which are fighting themselves.

Indicate some things which are fighting. (Until all communication lag has gone. but a minimum of one hour.)

Spot all the spots where you had to stop fighting them.

Spot all the spots where you won.

L. RON HUBBARD

LRH:mb.bh

**P.A.B. No. 36**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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1 October 1954

**THE USE OF SCIENTOLOGY MATERIALS**

*A Basic Course in Scientology—Part 3*

The first thing a Scientologist should know about Scientology is the use of its materials.

The materials of Scientology are not its tools. Its tools are processes—its materials are books, tapes, *Professional Auditor's Bulletins*, *Journals*, letters and experience.

Now that we are operating from the standpoint of a known subject and known processes, we can handle material much better than before. Now that we know that auditors can be trained rather easily to use Standard Operating Procedure 8-C, Opening Procedure, and that they are happy to learn it, and that it will produce results for them, we would be very foolish, as schools, as auditors, as individuals, to abandon this gain.

The materials of Scientology are designed to communicate. That is all very well, but TO WHOM—AND WHEN? Certain of the materials of Scientology can be communicated with ease to people that never before heard of the subject. Certain others can be communicated to people who have been in association with Scientologists but who are not auditors. The higher level of material and data can be communicated to people who are in training to be auditors. Certain other material can be communicated to people who have been trained as auditors. And if we do not recognize this fact, and if we do not follow it, then we are going to produce a confusion with Scientology, and we are going to turn people away from Scientology, and we are going to defeat Scientology in doing what it is trying to do.

For a long time Scientology was in a state of change sufficiently rapid to be bewildering unless viewed as an orderly whole, taken with cognizance from the *Original Thesis* through Book One, up *through Advanced Procedure and Axioms*, through 16-G, 24-G, and Professional Course Tapes. But now there is no further excuse for using this material in a muddled fashion. To give you some example of this, I recently received a bulletin from an area in the United States which has a history of being confused and introverted on the subject of Scientology. This bulletin was from two auditors who should know better. It was an announcement. It had been mailed to a hundred and fifty people who were more or less interested in Scientology, including some auditors in that area. And this bulletin proclaimed that the Professional Course Tapes, July, 1954, intended for the training of HCAs, would be played as public lectures for these people over a few evenings. A telegram was sent to these two auditors, telling them that if they committed this crime against themselves and Scientology, their training privileges would be suspended for five years.

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What would happen if they did this thing? Here are the Professional Course Tapes, designed to be played to a student after he has been thoroughly taught Opening Procedure 8-C, Opening Procedure by Duplication, Remedying Havingness, and Spotting Spots in Space, as well as Significances. After the many weeks which would be spent in teaching the student these named items, it would then be possible to communicate to him with the Professional Course of July, 1954, and only after a student has been so trained would he be further trained by playing these tapes to him.

Why is this? It is because one is talking as an instructor when he is talking to any public audience. He is talking as a teacher. Is his purpose, then, simply to confuse his audience and make them turn their backs on something which is confusing, or is his purpose to degenerate what he knows into the same level with all other confusions, or is it his purpose to inform his audience? If we in the HASI have learned over ten arduous months of communicating Scientology directly, face to face, with people who are there solely for the purpose of learning, and in communicating Scientology less directly to the American public (as in Operation Phoenix\*); if we know now, and assert that we must either communicate data as data and skill through the stages of Opening Procedure, Opening Procedure by Duplication, and the rest, to bring a student into any understanding of what Scientology is all about; and if we assert that we have not been able to communicate to the general public intelligently except by using the mildest and most permissive data—then this, representing the combined efforts of myself and some of the most trained and skilled auditors in Dianetics and Scientology, should be taken with some weight.

Bluntly, you cannot avalanche data onto the heads of partially trained, poorly comprehending people, or people who have no real conversance with auditing at all. And if you try to do so, you will fail, and Scientology will fail, and the people in the area will not have the least idea what you are trying to do. And they will walk away from your meetings, and they will walk away from your group sessions completely confused and vowing to themselves to have nothing further to do with Scientology. And they will not tell their friends about it, and people who should be brought in to be helped will not be brought in to be helped. And so a great many people, by this misunderstanding of the uses of the materials of Scientology, are being denied the benefits of Scientology simply because these materials have not been handled with intelligence.

Yes, I know that we have just learned this, but that we have just learned it makes it no less emphatic. However, one supposes that somebody who has been trained should have better sense than to use something with as much dynamite in it as the Professional Course of 1954 as fit diet for cursorily interested people.

Another shocking incident occurred in another area where a person who had finished an Advanced Clinical Course Unit actually permitted a mailing piece to go out to a great number of auditors from old Dianetic days, which had scrawled all over the back of it in large letters, “The meat of an \$800.00 course for \$38.50,” and this refresher course pretended that it would, in five evenings, bring these auditors up to date on Scientology, and pour into them material which it had taken this graduate of the course four hundred and thirty-two hours of hard study to begin to assimilate. The course graduate did not do this, but permitted it to be done. Of course there were considerable repercussions because of this. A Professional Course graduate was an HCA or BScn before he began the Advanced Professional Course. Most of the people in these

[\* Operation Phoenix was started by the HASI in July 1954 to establish such things as the most acceptable mailing pieces, the best means of dissemination, the most worthwhile activities to which Scientology could be devoted and the best means of enrolling and group processing very large numbers of people. Group processing sessions on Sunday at the Church of Scientology were part of this program as were visitations by ministers of the Church of Scientology to hospitals, private homes, jails, etc. ]

units extended their training from the six weeks minimum up to twelve and fifteen weeks, since this could be done without further charge. Nobody is going to relay the material these people received in any five casual evenings.

In the first instance, where the Professional Course was going to be played in four or five nights as social entertainment, only chaos would have resulted. The two auditors doing this have often wondered what was the matter with their area, why more auditing was not done in their area, why, when they brought groups together the groups did not stay together. The reason is very plain. Instead of actually teaching these people something, these two auditors had been falling back on material taken from courses designed for people who were there to be trained and who had already spent considerable time in training. These auditors had done, previously, with other material, the same thing they were trying to do with the Professional Course. As a net result, the people in their area who came to them for a night, or two nights, would find only a steady avalanche of data far too technical for their assimilation. And out of those recordings would come sufficient restimulation to send them away, never to return.

On the other hand, think what would happen to an auditor, interested in the quality of auditing and the reputation of Scientology in an area if, after leaving such a thing as the Professional Course or finishing his training with a Doctor of Scientology, he should reach out for all the people who had ever been interested in auditing in the area, bring them in, and teach them how to run Opening Procedure of 8-C. In other words, to teach them, step by step, painfully and painstakingly, until they had it as a complete purity, until they had it drilled and ingrained into them so that they could not avoid doing it right, think what would happen to the auditing skills, and think what would happen to the reputation of Scientology as an immediate result.

Where public lectures are concerned, the HASI has a series of eight hours of tapes which describe Scientology, its various efforts and benefits. These are designed for the public at large. They do not so deluge individuals that they create a confusion, but simply spark their interest and curiosity sufficiently to bring them to a level where they will at least wish to experience some of the benefits of Scientology or desire to pursue it further.

There seem to be certain rules forming here about the use of such material, and these would be more or less as follows:

1. Express to the general public only as much concerning the benefits, organization and practice of Scientology as would give it hope, without confusing it or embattling it with its prejudices.
2. When giving Scientology to people to use, give them only the simplest tools, render them completely practiced and conversant with those tools, and only when they are expert in them give them data.
3. Instead of talking about Scientology, apply it.
4. The simplest processes are the best processes.

One could say that Man was a complicated animal simply because he is a simple animal and will not face it. When you have seen what we have seen here at the International Headquarters of the HASI, result from a continuous application to a psychosomatic illness, to psychosis and neurosis, of Opening Procedure 8-C, you will only *then* begin to understand what an essentially simple mechanism Man is, and how hard he works to be a complex one.

But only when you have been trained to use such a thing as Opening Procedure of 8-C, arduously enough to demonstrate that it is done just exactly the way it is done and no other way for hours and hours and hours and hours, will you understand what we mean by training, and will you discover that people can be trained.

The Director of Training in London who is, at this writing, completing the first course of this new type of training writes: "The present course is going well. The students have had days of Opening Procedure, both of 8-C and by Duplication. It has been exceedingly interesting to watch. We have spent about a month now getting across the simplicities in actual practice, spending, for example, a whole day on 'Something you wouldn't mind remembering' and 'Something you wouldn't mind forgetting' and two whole days on Spotting Spots in Space and Remediating Havingness. The spirit is very high and I think we will turn out the best bunch of HPAs ever. We have hammered home auditing by observation of communication lag. It certainly is a wonderful system, because auditors surely cannot miss with it. I know the students going through now will not."

The grades of Scientology are: General Member, HASI; Scientology Group Leader; HCA (HPA); BScn and DScn. These are grades of knowingness of the subject. They demonstrate levels of skill in the subject and they very adequately demonstrate the results which can be expected, for these skills show up in terms of preclears.

Group auditing sessions, when done by the simplest of commands, reducing every communication lag for every member of the group, are the most effective group sessions. Here again we have simplicity at work. Here we have processes being used right.

If we expect Scientology to communicate itself throughout the populace of the world, it had certainly better be communicated as it can communicate. If this is not done we will be standing here talking to ourselves.

L. RON HUBBARD

## 8TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Phoenix, Arizona  
4 October—12 November 1954

L. Ron Hubbard conducted the 8th American Advanced Clinical Course in Phoenix, Arizona, from October 4th through November 12th, 1954. During the time period of the 8th ACC he also gave on October 8th and 10th the Route One Lectures (see next page) and during October, November and December did a series of Public Lectures and Group Processing Sessions (see page 95).

** 5410C04	8ACC-1	Introduction: Organization of Scientology
** 5410C05	8ACC-2	Two-way Comm, Straightwire, 8-C
** 5410C05	8ACC-3	Basic Elements of Processing
** 5410C06	8ACC-4	Two-way Communication
** 5410C07	8ACC-5A	Elementary Straightwire
* 5410C07	8ACC-5B	Intensive Processing
** 5410C08	8ACC-6	Opening Procedure of 8-C
** 5410C11	8ACC-7	Opening Procedure by Duplication
** 5410C12	8ACC-8	Remedy of Havingness
* 5410C13A	8ACC-8	Step II SOP-8
** 5410C13B	8ACC-9	Spotting Spots
* 5410C13C	8ACC-9	Demo of SOP Step II
* 5410C14A	8ACC-10	Creation of Human Ability, Route II
* 5410C14B	8ACC-10A	Group Processing
5410C15	8ACC-11	Creation of Human Ability, Route I
5410C18	8ACC-12	Creation of Human Ability, Route I
** 5410C19	8ACC-13	Axioms of Dianetics
** 5410C20A	8ACC-14	The Parts of Man
5410C21	8ACC-15	Route 2: Overt-Motivator Sequence
** 5410C21	8ACC-16	Route 2-61, Good and Evil—Spotting Spots; Route 2-62, Overt-Motivator—Remedy of Havingness
** 5410C22	8ACC-17	Two-way Communication
** 5410C25	8ACC-18	Communication and Straightwire
* 5410C26	8ACC-19	Survive
** 5410C27A	8ACC-20	Hypnotism
* 5410C28	8ACC-21	Process: What Would You Do If . . . ?
** 5410C29	8ACC-22	The Factors
** 5411C01	8ACC-23	Two-way Communication
** 5411C02	8ACC-24	Homo Sapiens
* 5411C03	8ACC-25	Shame, Blame and Regret
5411C04	8ACC-26	Title unknown
** 5411C05	8ACC-27	Factors Present in Good and Bad Auditing
** 5411C08	8ACC-28	Non-verbal Communication
* 5411C09	8ACC-29	Application of Axioms to Auditing
** 5411C10	8ACC-30	Definitions: Axioms

* 5411C11	8ACC-31	Scope of Dianetics and Scientology
* 5411C12	8ACC-32	Question-and-Answer Period, Dissemination

## ROUTE ONE LECTURES

Phoenix, Arizona  
8—10 October 1954

The Route One Lectures are twelve fifteen-minute lectures given by L. Ron Hubbard on October 8th and 10th, 1954 at Phoenix, Arizona, on Steps Four through Fifteen of Route One, Intensive Procedure (Ref. *The Creation of Human Ability*).

* 5410C08	PIP-1	Route 1, Step 4
* 5410C08	PIP-2	Route 1, Step 5
* 5410C10	PIP-3	Route 1, Step 6
* 5410C10	PIP-4	Route 1, Step 7
* 5410C10	PIP-5	Route 1, Step 8
* 5410C10	PIP-6	Route 1, Step 9
* 5410C10	PIP-7	Route 1, Step 10
* 5410C10	PIP-8	Route 1, Step 11
* 5410C10	PIP-9	Route 1, Step 12
* 5410C10	PIP-10	Route 1, Step 13
* 5410C10	PIP-11	Route 1, Step 14
* 5410C10	PIP-12	Route 1, Step 15



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**From L. RON HUBBARD**

Via Hubbard Communications Office  
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15 October 1954

**THE COMMUNICATION LINES OF SCIENTOLOGY**

*A Basic Course in Scientology—Part 4*

There are several levels of communication in Scientology, and these should be known and observed by an auditor in his selection and use of materials.

The first of these which we should consider is the communication from the general public to the general public. Here we have word of mouth. This is the most important communication channel where promulgation and dissemination are concerned simply because it is the broadest and is the one which ultimately will reach the most people. Thus it is that we must be intensely interested in what Scientologists release, and what Scientologists do, and what the press says about Scientology. It would be thought by many with no great background in public relations that the proper method of obtaining word of mouth is through the public presses. This is not the case. Newspapers and magazines do not furnish the material which the public is discussing. The newspaper would love to think that it furnishes all the material which people talk about, but this is not the case, and actually on a check-up you will discover that you have today spent only a moment or two mentioning current events to your neighbors. It is of considerable interest to Scientology and Scientologists that no news stories be released. In the first place newspapers and magazines are incapable of duplication and cannot put forth a straightforward story, and have no cognizance whatsoever of ethics. The level of journalism today, if you care to look it up on the Chart of Human Evaluation, is found to be 1.5 and below, and I invite your attention to the accompanying columns of that level. This is a highly untrustworthy form of communication. It is not a particularly broad form.

What the public says to the public, if it were to be duplicated, and if it were to be regulated in any way by Scientologists and the organizations of Scientology, would have to be brief indeed, and would have to be uncomplicated. Otherwise it would not be duplicated by word of mouth. A central message, properly formulated, would be distributed by word of mouth if it could be embroidered into sufficient material to permit discussion. Without discussion being possible no word of mouth would ensue, since people use word of mouth material simply to be interesting themselves, and their method of being interesting is by taking some simple principle which is being talked about, which is yet controversial and embroidering it. Thus, by adding their opinions to it, they themselves become interesting. Thus, if you have something to which no opinions can be added you have something which will not be talked about.

For example, we have one piece of information, which, variously stated and in various forms, seems to communicate and which is communicated, and that is to the effect that for two thousand years Man has not had health, happiness, or immortality, yet these were promised to him two thousand years ago, and Scientology is delivering them today. Well stated, poorly stated, summed up, rephrased, this is still something

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that people will talk about. They may only use part of it, to the effect that Man has not had health, happiness, or immortality for two thousand years. Another piece of information which people will talk about, when it gets into circulation, is that a nuclear physicist, in trying to research matters of physics, found the human soul and discovered how to free it. One rather astonishing piece of information which was handed out was found to travel fairly well, and that was to the effect that God did not like unhealthy people. He made Man to be healthy, and Man got unhealthy. This, without any Scientology connected to it, was found to travel. Thus, the information which is put on the communication line from the public to the public has to be simple enough at its core to bring about discussion, so that by being embroidered it yet does not lose its core.

The Scientologist subscribing to the Code of Scientology is also subscribing to some control over this communication line from the public to the public. By staying out of the press, by refusing to engage in unseemly conversations over the subject, he is aiding and abetting the flow of word of mouth.

As any science which betters people gathers unto itself considerable numbers of people who can dramatize only how bad it is over there, we get a great deal of crank, squirrel, neurotic, and psychotic communication flow. We have an incidental communication line, then, which does not at all help the public's word-of-mouth communication from this entheta line. We call this an entheta line simply because people use Scientology to explain to others how bad it all is over there, how bad auditors are, how bad courses are, how bad Hubbard is, how bad rain is, how bad cats are, how bad the other person is, etc., etc. We even have publications which pretend to be part of Dianetics and Scientology which couldn't possibly print anything but bad news. That there is not one word of truth in all this news so far detected by the most searching inspection here, that these rumors and perjuries and falsehoods haven't even the dignity of a background in fact, does not stay their passage.

For instance, a character in that city of characters, Los Angeles, recently wrote to a publication which had no better sense than to print it, that the Supreme Court had many times decided that ministers who charged a fee for whatever they did were practicing medicine without a license. The writer of that letter refuses processing and happens to be connected with persons of a religious faith which is not Christian, and to be himself no Christian, and has a definite stake in religion which he does not mention in his letter. This is overtly slanderous, stated with malice and intention to squirrel up the field. However, many people, simply by driveling along about how bad it all is, put out unconscious dramatizations about how bad it all is, put out unconscious dramatizations about Scientology.

But the HASI, having been free to a large degree of the burden of investigation, has come alertly forward to police these lines, for there is a great deal of difference between free speech and slander. The first notable example the HASI made has come off very successfully. A piece of uncalled-for publicity which, like all the rest, was nothing but a lie, was published; its author was promptly and immediately threatened with suit if he did not instantly apologize, and seeing for the first time the difference between slander and free speech, this person hastily apologized and cut his communication line.

But unless all Scientologists fall into the habit of ascertaining the source of their information, and policing this entheta line, then the word-of-mouth advertising from the public to the public is seriously threatened, and there will be no great advance of Scientology in the public itself. For the very best communication line there can be for Scientology is being continually destroyed by irresponsible, if not insane, people who may not know anything else, but they certainly know how bad it is over there.

L. RON HUBBARD

# HUBBARD PROFESSIONAL COLLEGE ANNOUNCEMENT

1954 [ca. October]

*Official Publication of*  
The Hubbard Dianetic Research Foundation  
Phoenix, Arizona

## **Dianetics and Scientology . . . a Crusade**

**L. Ron Hubbard**

Dianetics and Scientology are more a crusade for sanity than they are a business.

The Foundations and other organizations in Dianetics have suffered only when the insistence that they be run as “business” overpowered their will to help humanity.

If all we wanted to do with Dianetics and Scientology was make money, we would all be rich, for it is an easy thing to sell those hitherto unpurchasable things health, long life, and happiness.

But there is the extreme of charity which neglects the first dynamic. An optimum solution would be that one which brought the greatest good to the greatest number of dynamics. Thus the auditor must not neglect the first dynamic—himself. Too many have. And their work has been impeded by lack of funds.

The Foundation is not a business, the auditor is not a businessman. But both the Foundation and the auditor must live and work in a commercial and economic conscious world.

It is no disgrace for an auditor to earn several thousand dollars in a few weeks. It would only be a disgrace if he worked only to earn it. With money made from those who can afford auditing, an auditor can himself afford to undertake the assistance of those in hospitals and asylums or who have lost in life.

It is a luxury to be so generous. It is not a luxury to earn, only—who was it said that he who is without charity is as empty as sounding brass and the tinkling of the temple bell.

But remember, there is a happy mean between an overburden of wealth and an overburden of charity. Either way loses.

And so, when we speak of an auditor’s income, we speak of his potential charity. And when we speak of an auditor’s charity, we hope he can have enough paying preclears to afford it.

An auditor is wasted on a routine job—his time is lost. He is also wasted processing nothing but movie stars and millionaires—if he forgets that these can only buy him the luxury of charity in the backwaters of the world.

## PUBLIC LECTURE AND GROUP PROCESSING SERIES

Phoenix, Arizona

20 October—15 December 1954

L. Ron Hubbard gave the following public lectures (PLS) and group processing sessions (PPS) in Phoenix, Arizona, in October, November and December 1954:

5410C20	PLS	On Comprehending the Incomprehensible
* 5410C20B	PPS-1	"Rising Scale" on the Tone Scale and "Find Something Incomprehensible"
* 5410C20C	PPS-1 A	Group Processing
* 5410C27B	PLS	Principal Difference Between Scientology and Dianetics
* 5410C27	PPS-2	"Electing Cause"—"Something You Can't Control"
* 5411C03B	PLS	Organization of Scientology
* 5411C17	PPS-3	"Accept" and "Reject"
* 5411C17	PLS	The Wrong Thing to Do Is Nothing
* 5411 C24	PLS	Creation of Human Ability
5411C24	LECT	Accent on Ability (could be same tape as above)
* 5411C24	PPS-4	"Find Shortest Comm Line"—"Create a Memory"
* 5412C01	PLS	Awareness of Awareness
* 5412C01	PPS-5	"Decide to Be Silent"—"Find Some Secrets"
5412C03	PLS	Title unknown
* 5412C08	PPS-6	"Waiting", "Something You Can Associate With"
* 5412C08	PPS	Group Processing
5412C15	PLS	Acceptance Level

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**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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29 October 1954

**THE AUDITOR'S CODE 1954**

*A Basic Course in Scientology—Part 5*

1. *DO NOT EVALUATE FOR THE PRECLEAR.*

The main difficulty of the preclear is other-knowingness. An auditor auditing a preclear has before him someone whose last stronghold of owned knowingness is his engram bank and various mental phenomena. As much as possible, the preclear should be permitted to discover the answers to this phenomena through the process of auditing. What the auditor is doing is steering. If he tells consistently what is to be found or what will happen, the preclear will not get well. The steering, of course, is a covert but highly acceptable method of inviting the preclear to find out. Giving a process's commands is an invitation to this discovery. The auditor is working from a body of knowledge as to how all minds and spirits function. The preclear could even be trained in this high generality without harm, and certainly can be audited in such a high generality, but its particularities and peculiarities, the phenomena which occur, must not be "telegraphed" to the preclear before they occur, and when something has occurred to the preclear the auditor should not then come up with its explanation. This was the entire failure of psychoanalysis. The preclear would say something, and the analyst would then tell the preclear what it meant.

The auditor should confine himself to giving the proper auditing commands and engaging in enough "dunnage" (extra and relatively meaningless talk) to maintain a two-way communication line.

2. *DO NOT INVALIDATE OR CORRECT THE PRECLEAR'S DATA.*

After a preclear has informed the auditor of an incident in his life it would be a fatal error, so far as the preclear's case is concerned, for the auditor, using other data, to inform the preclear that he did not have a proper recall on the incident. This is the main trouble with husband and wife auditing teams, and why they normally do not work. Both have been present under various circumstances, and the husband or the wife doing the auditing on the other may find it impossible to repress his or her own version after the other one has delivered up an incident. Today's type of auditing enters incidents minimally; therefore opportunities of this kind are not as frequent as in earlier days. Verbal invalidation is, of course, the symbolic manifestation of force. Invalidation, when expressed in emotion and effort, is force. When the preclear is invalidated he feels as though he has been struck by some force. One of the lowest levels on this line of invalidation is criticism. Lacking the effort or energy to hit somebody, a covert person criticizes or otherwise invalidates.

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3. *USE THE PROCESSES WHICH IMPROVE THE PRECLEAR'S CASE.*

In a series of tests conducted to discover why certain co-auditing teams had failed to effect an improvement, it was found that the auditor in each of these failed teams had been auditing out of the preclear what should have been audited out of the auditor. Top-flight Scientology processes minimize this difficulty, for they audit the common denominator, as nearly as it can be approached, of the difficulties in any and all minds. Nevertheless, auditors have a tendency to do to the preclear what should be done to the auditor in the way of processing. Furthermore, there are processes which effect improvement only after a great deal of auditing, and although this might be considered remunerative, it is actually not efficient since an auditor tying himself to one case is not benefiting the society as a whole, and is so defying his own third dynamic.

4. *KEEP ALL APPOINTMENTS ONCE MADE.*

Many a case has failed, not because of processing, but because the auditor was so irregular in keeping appointments that he introduced into the case an anxiety about waiting or unpunctuality. By failing to keep an appointment the auditor is actually telling the case that the case is not important, therefore not interesting, and the case will not run for an auditor who will not keep appointments. If an auditor has, himself, difficulty in keeping appointments, then he should not make specific appointments.

5. *DO NOT PROCESS A PRECLEAR AFTER TEN P.M.*

Utilizing all the experience of four years, it has been discovered that items 5, 6 and 7 of the Auditor's Code were the only actual causative agents in spinning preclears. Whenever a preclear markedly worsened under processing, the process itself was found to be guiltless, and it was discovered that items 5, 6 and 7 of this Code had one or all been present. In every case where a psychosis or neurosis was restimulated by bad auditing, all these factors, 5, 6 and 7, were present. Because the body is built of cells which contain in their experience line, evidently, the pattern of plankton, energy level actually drops after sundown, but for a while there is a certain franticness which can be mistaken for energy. In other words, when the sun went down the source of energy was no longer present, therefore auditing during any of the dark hours is not as effective as auditing during daylight. However, a person can be audited safely up to 10 p.m. regardless of the state of his case. After 10 p.m. the curve of ability to handle energy drops quickly and hits its low at 2:00 a.m. But any auditing after 10 p.m. has been found to be at least ineffective, and might as well not have been done.

6. *DO NOT PROCESS A PRECLEAR WHO IS IMPROPERLY FED.*

It is an unhappy thing that occasional hidden factors such as lack of sleep, lack of food, or an urgent present time problem may defeat the efforts of an excellent auditor. The best process will not benefit a preclear who, still interiorized, is being drained down as a thetan by a body which is badly in need of food. Every bit of energy which the thetan puts out is being absorbed by the body, which is improperly fed. A body suffering from malnutrition, or even lack of a proper breakfast, will thus inhibit auditing.

Sometimes a preclear who has come from a distant area to be audited is sufficiently short of cash that he will attempt to subsist during the week of an intensive upon sandwiches and coffee. He might as well have stayed home, for his body, being hungry, will pull in engrams, which are after all edible energy, will drain down every beam which a thetan throws out, and will in general defeat processing.

An improperly fed preclear demonstrates on a basal metabolism test, even when sane, the same oxygen burning rate as a psychotic. You can take any preclear, have him

omit eating breakfast, and a psychotic, and test the two of them, and you will discover their metabolism and breathing behavior to be similar.

It is not prescribing a diet to demand that your preclear eats as a normal human being should during an auditing intensive or before any auditing. Preclears who are not adequately fed can be spun if bad auditing and some other factors are added into the session. This does not mean that a body can get so starved that it cannot benefit from auditing, but it does mean that a proper diet, as is normal with the preclear, should be observed during an intensive. Diet, by the way, is nowhere near as large a factor in the recovery of cases as nutrition “ads” would have you believe, and today no HASI auditor is allowed to prescribe diets if he is to continue in the protection of the organization. However, number six must be observed during auditing.

7. *DO NOT PERMIT A FREQUENT CHANGE OF AUDITORS.*

Although it is almost impossible for a case to escape having two or three auditors, when the number gets up to six or eight over a relatively short space of time, such as a few months, the case is seen to suffer by reason of the change. As much as possible a case should be run by one auditor. The basic reason for this is that one auditor running a case has a better chance of completing what he starts. A frequent change of auditors nearly always means a frequent change of estimates of a case, and a frequent change of processes none of which get finished.

8. *DO NOT SYMPATHIZE WITH THE PRECLEAR.*

There are three ways of handling those who need help. The first and most senior of them is to be effective and remedy the condition once and for all. The second method would be to make the person comfortable. If you cannot be effective, and you cannot make the person comfortable, only then would you be justified in giving the person sympathy. At the same time cases can be retarded by the auditor’s being far too domineering, but if one has to err, err in the direction of being too domineering, not in the direction of being sympathetic. Sympathetic auditing invites the preclear to dredge up more data about which the auditor can be sympathetic, and finally becomes a mutual sympathetic society.

9. *NEVER PERMIT THE PRECLEAR TO END THE SESSION ON HIS OWN INDEPENDENT DECISION.*

With such processes in existence as Opening Procedure by Duplication, it becomes important that the auditor carry through what he starts. You will discover that a preclear very often will get up to a point where he desires to fight the auditor, and then will walk off from a session. It is the auditor’s responsibility to bring the preclear back and to finish the session. Sessions end when the auditor says they are over, not when the preclear says they are over. However, in order to continue the session it is not legitimate to abuse the preclear or disobey any other sections of the Code.

L. RON HUBBARD

**P.A.B. No. 39**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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12 November 1954

**THE AUDITOR'S CODE 1954 (Concluded)**

*A Basic Course in Scientology—Part 5 (Concluded)*

10. *NEVER WALK OFF FROM A PRECLEAR DURING A SESSION.*

Although no auditor of any decency or attainment would believe that a person applying Scientology processes would need number ten, it has happened often enough that auditors have walked off from preclears who were in the midst of long communication lags to make it necessary that this be included in the Auditor's Code. The auditor's effort to punish the preclear for not obeying his command is responsible for this. One notable case, a poorly trained person practicing Scientology—you would hardly call him an auditor—became incensed with a psychotic girl he was auditing, got her into the middle of a long communication lag, raged at her, and then walked off from her. It took fifteen hours of extremely good and clever processing on the part of a top-flight auditor to regain the ground lost.

11. *NEVER GET ANGRY WITH A PRECLEAR.*

What must be the level of self-confidence of an auditor who feels that the introduction of misemotion into a session is necessary to express his inability to cope with his preclear?

12. *ALWAYS REDUCE EVERY COMMUNICATION LAG ENCOUNTERED BY CONTINUED USE OF THE SAME QUESTION OR PROCESS.*

Numbers 12 and 13 of the Auditor's Code 1954 are the essential difference between a good auditor and a bad one. If you want to know who is a bad auditor, then discover the auditor who fails to reduce communication lags encountered in the preclear by a repetition of the same question or process. This auditor is expressing his own inability to persist, and is expressing as well his own inability to duplicate, and he is more under the control of the preclear than the preclear is under his control. An auditor not only has to understand communication lag, he must reduce every communication lag brought into being by a question or a process before going on to a new question or a new process.

13. *ALWAYS CONTINUE A PROCESS AS LONG AS IT PRODUCES CHANGE, AND NO LONGER.*

Here is the other way you tell a bad auditor. A person whose case is in poor condition will express his state by changing every time the preclear changes. Here is the auditor being the effect of the preclear. The preclear changes his condition, changes his communication lag, changes his ideas, and if, between auditor and preclear, he is



actually cause, the auditor will then change the question or change the process. You watch some auditor auditing who is ordinarily not reputed to get results, and you will find out that in the course of an hour he is likely to use ten or twelve different processes. Each time some change occurs in the preclear, instead of pursuing it and reducing the communication lag on the process the auditor promptly changes. He excuses this to himself by saying some other process is needed or necessary.

It so happens that the process which brings about a change will probably bring about further change. There is an auditing maxim concerning this: "The process which turns on a condition will turn it off." This is true within limits, but it is true enough to drive home the fact that a person should use a process as long as it produces change. This can also be true of an auditing question. An auditing question should be used as long as it continues to produce change. But if one has used a question or process for some little time—in the case of a straight wire question five or eight minutes, in the case of Opening Procedures two or three hours—with no real change in the preclear, it is time to change the process. If the auditor does not change a good process, the process will then produce a change in the preclear.

A bad auditor will use a process until it turns on a somatic, will then change to another process, will run it until it turns on another somatic, and then change it, and so on until he has thoroughly bogged a case. In spotting spots to get rid of old auditing in preclears who have been audited between 1950 and 1954, the plaint is often heard from the preclear, "Oh, if only just one engram had been run a second time, or if one secondary had been run again, or if any auditor had said 'go through that again' how wonderful it would have been."

It was the inability of the auditor to repeat the process of erasure which prevented Dianetics from being all we would ever have needed. The inability of the auditor to duplicate is mirrored in the fact that he cannot duplicate over and over the same question or the same process. This also comes into view in another way. An auditor who is unable to duplicate must always give the given and standard process with his own slight twist. He is given an auditing phrase, but he finds that he cannot use it unless he gives it a small curve. This auditor is worried about his own thinkingness and is using other thinkingness as his randomness. You can always tell a good auditor. He uses and abides by 12 and 13 of this Code.

14. *BE WILLING TO GRANT BEINGNESS TO THE PRECLEAR.*

An auditor who is unwilling to grant beingness to those around him will find himself unable to run a process which is effectively producing a change for the better in the preclear. This auditor will try to discover all manner of processes which reduce the status of the preclear. Whatever rationale he uses to explain this, he will not use an effective process if he is himself unwilling to grant beingness or life to the preclear. Thus we get two sharp divisions amongst auditors: those who are using the preclear as an opponent in a game, and those who are using the preclear as though the preclear was something being created by the auditor. The latter state of mind will produce remarkable results, the earlier will produce chaos. An auditor who needs preclears in order to have a fight would probably also beat children or small dogs—not big dogs, small dogs.

15. *NEVER MIX THE PROCESSES OF SCIENTOLOGY WITH THOSE OF OTHER PRACTICES.*

Auditors in general have considerable contempt for those who mix Scientology with some other practice or who use Scientology, change it around, and out of position or cowardice call it something else. Auditors do not like this because they almost invariably, one or another of them, will inherit at least some of the preclears of people who disobey this line of the Code. There follows then an auditor's effort to unscramble

a case which has had its spine adjusted while running engrams or which has discovered an incident only to have discovered immediately after that it has tremendous mystic significance or psychoanalytic bearing. An auditor who mixes Scientology or miscalls it has never learned Scientology. If he knew Scientology he would not feel it necessary to do something else, for Scientology is nothing if not extremely effective—certainly more effective than any other existing practice today.

Sometimes auditors encounter people who “really use Scientology, but because of the acceptance level of the public” mix it with something else. The public has no difficulty and has never had any real difficulty in accepting or using Scientology under that name practiced according to its own procedures. In a particular instance, an auditor who prescribes diets or who does other things of a material nature additive to the practices of Scientology immediately divorces himself from the protection of the HASI and is subject to action by the CECS.\* An auditor who has to mix Scientology to make it work didn't know Scientology in the first place and so wasn't really an auditor anyway.

This is the Auditor's Code of 1954. It supersedes any earlier Codes. It has been developed by the CECS as its standard of practice, and latterly was adopted by the Hubbard Dianetic Research Foundation for use in the field of Dianetics. It is the official Auditor's Code.

It is required of students under training that they know this Code by heart, know what it means, and as they process, practice it. It is one thing to know it—another thing to practice it. A good auditor does both. It is not something to be read, agreed with and forgotten. Following it means success in cases. Neglecting any part of it means failures. It combines the arduously won experiences collected during four years from the practices of three thousand auditors.

We want successes.

L. RON HUBBARD

[\* Committee of Examinations, Certifications and Services.]

# THE JOURNAL OF SCIENTOLOGY

Issue 40-G

[1954, ca. late November]

*Published by*  
The Hubbard Association of Scientologists, International  
Phoenix, Arizona

## Validation of Scientology

**L. Ron Hubbard**

The validation of Scientology and Dianetics has engrossed the time and attention of many auditors and myself. The aggregate validation programs engaged upon in the last four years have cost in excess of \$200,000. It is not for nothing that we can say that today we practice the most validated science in the field of the mind and spirit that Earth has ever known.

The first validation pamphlet was accumulated by practicing psychologists and psychometrists in Los Angeles in mid-1950 and was published in the fall of that year. It was no more than an effort to make a formal study of validation itself. It brought forward many astonishing factors and was very broadly and pleasantly received.

Another validation program was engaged upon publicly on the founding of the HAS when people were invited to send their results in to the HAS so that these could be collected and published. These case histories were never published due to lack of funds which could be appropriated to that specific purpose.

Clinical course graduates report results to the HASI on exact report forms. This multitude of cases represents an enormous amount of study by individual auditors operating in various stages of training and in various areas on a wide cross section of the populace. These demonstrate a uniform and continued success on the part of auditors at this time to obtain results upon preclears.

However, the most arduous and carefully carried out program of validation has never been offered to the public and probably never will be. This is the program undertaken by myself and a few auditors to test and validate or invalidate new processes before their general release. Countless tests have been made of the processes which are today Scientology, and from this has come an understanding of the human mind of a magnitude and certainty to permit the Hubbard Association of Scientologists, International, to guarantee today to a preclear that Scientology, administered by a trained auditor, will result in a far better life. And this research program is mirrored in the results we get, for it has included the knowledge of how to train auditors so that they can continue to obtain these results. Today there is no question about the workability of Scientology and the results it obtains. It is, indeed, the most validated science of mind Earth has ever known. The results which come in every day adequately prove this.

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## PHOENIX CERTIFICATION COURSE LECTURES

Phoenix, Arizona

15 November—4 December 1954

L. Ron Hubbard began lecturing to the Phoenix Certification Course (leading to HCA or HDA), which enrolled every Monday, on Monday, November 15, 1954. He gave the following lectures, which deal with the fundamental data of Scientology and the exact and precise use of techniques and processes:

5411C15	HCAP-1	Title unknown
** 5411C17	HCAP-2	Background of Six Basic Steps
* 5411C ...	HCAP-3	Elementary Straightwire
* 5411C ...	HCAP-4	Remedy of Havingness
* 5411C22	HCAP-5	Levels of Case Ability
** 5411C23	HCAP-6	Addressing Groups and Starting Sessions
* 5411C24	HCAP-7	Following Orders
** 5411C24	HCAP-8	Two-way Communication
* 5411C30	HCAP-9	Solving Cases
** 5412C01	HCAP-10	Opening Procedure of 8-C
** 5412C03	HCAP-11	Op Pro by Dup with Two-way Comm; also issued as P R O-20
* 5412C04	HCAP-12	Last Lecture

During this same period L. Ron Hubbard was also giving public lectures and group processing sessions (see page 95).

**P.A.B. No. 40**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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26 November 1954

**THE CODE OF HONOUR**

*A Basic Course in Scientology—Part 6*

1. Never desert a comrade in need, in danger or in trouble.
2. Never withdraw allegiance once granted.
3. Never desert a group to which you owe your support.
4. Never disparage yourself or minimize your strength or power.
5. Never need praise, approval or sympathy.
6. Never compromise with your own reality.
7. Never permit your affinity to be alloyed.
8. Do not give or receive communication unless you yourself desire it.
9. Your self-determinism and your honour are more important than your immediate life.
10. Your integrity to yourself is more important than your body.
11. Never regret yesterday. Life is in you today, and you make your tomorrow.
12. Never fear to hurt another in a just cause.
13. Don't desire to be liked or admired.
14. Be your own adviser, keep your own counsel and select your own decisions.
15. Be true to your own goals.

Scientology is itself the microcosm of a civilization. It contains two moral codes: one is the moral code of practice which is the Auditor's Code of 1954, the other is the Code of a Scientologist, which will be given at greater length in the next PAB. It also contains an ethical code, and that is its Code of Honour.

The difference between ethics and morals is very clearly known in Scientology, if not in a modern dictionary. This merger of morals and ethics has occurred in recent times, and is symptomatic of a general decline. An ethic is practiced on an entirely

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self-determined basis. An ethical code is not enforceable, is not to be enforced, but is a luxury of conduct. A person conducts himself according to an ethical code because he wants to or because he feels he is proud enough or decent enough, or civilized enough to so conduct himself. An ethical code, of course, is a code of certain restrictions indulged in to better the manner of conduct of life. If one Scientologist started to punish or berate some other Scientologist and called for an enforcement on the grounds that the Code of Honour had been disregarded, the punitive act itself would involve and violate the Code of Honour. The Code of Honour is a Code of Honour as long as it is not enforced. If a person is big enough, or strong enough or sane enough, then he can indulge himself in the luxury of holding upon himself freely and of his own decision the Code of Honour. When such an ethical code begins to be enforced it becomes then a moral code.

A moral code is enforceable. Mores are those things which make a society possible. They are the heavily agreed-upon, policed codes of conduct of the society. If an auditor were to flagrantly and continually violate the Auditor's Code or the Code of a Scientologist, then other auditors would have a perfect right to demand, and through the HASI effect, the suspension or revocation of certificates or memberships, or both. However, no such action is possible with the Code of Honour. A person could continually and flagrantly flaunt the Code of Honour and experience no more than perhaps the slight contempt or pity of his fellows.

The Code of Honour clearly states conditions of acceptable comradeship amongst those fighting on one side against something which they conceive should be remedied. While anyone practicing "the only one" believes that it is possible to have a fight or contest only so long as one remains "the only one" and confronts as that single identity all of existence, it is not very workable to live without friends or comrades in arms. Amongst those friends and comrades in arms one's acceptability and measure is established fairly well by his adherence to such a thing as the Code of Honour. Anyone practicing the Code of Honour would maintain a good opinion of his fellows, a much more important thing than having one's fellows maintain a good opinion of one.

If you believed Man was worthy enough to be granted by you sufficient stature so as to permit you to exercise gladly the Code of Honour, I can guarantee that you would be a happy person. And if you found an occasional miscreant falling away from the best standards you have developed, you yet did not turn away from the rest of Man, and if you discovered yourself betrayed by those you were seeking to defend and yet did not then experience a complete reversal of opinion about all your fellow men, there would be no dwindling spiral for you.

Indicative of this is a process which is rather easy to work and which has some workability. Sit down in a public place where many people are passing by and simply postulate into them, above them, around them, Perfection—no matter what you see. Do this person after person as they walk by you or around you, doing it quietly and to yourself. It may or may not occur that you would bring changes in their lives, but it would certainly occur that you would bring about a change in yourself. This is not an advised process—it is simply a demonstration of a fact that he who lives believing wrong of all his fellow men lives, himself, in Hell. The only difference between Paradise on earth and Hell on earth is whether or not you believe your fellow man worthy of receiving from you the friendship and devotion called for in this Code of Honour.

L. RON HUBBARD

*Official Publication of*  
The Hubbard Dianetic Research Foundation  
Phoenix, Arizona

## **Accent on Ability**

### **NEW TREND TAKES FORM**

**L. Ron Hubbard**

Many things have been learned in the past several years of Dianetic research and investigation, as will be brought out in the book *Dianetics: 1955!*. But chief amongst these items is the fact that we have misplaced, to some degree, our accent mark.

Formerly we were intent upon surveys of many lines of human activity. We have covered such things as psychosomatic illness and aberration, and indeed the stress on these two is paramount as represented in the title itself of Book One, *Dianetics: The Modern Science of Mental Health*. Today's accent is much more sharply aligned, and arrowed into human activity.

Today we know that man is so hungry for a game that he cannot but cling to, or even invent, psychosomatic ills and aberrations so as to satiate his apparently unappeasable thirst for problems.

All of us have had the experience of processing preclears who did not want to get well. Of course, today, we could give them a sufficient abundance of problems and illnesses in mock-up form, or in some other manner, so as to bring them into a state of realization that they could create more problems than they had and so convince them that it would be possible to release at least some of the ills to which they are dedicated. This does not mean, of course, that we could not bring preclears into a state of being well, or that we cannot bring them into such a desirable condition. All I wish to call to your attention here is that we have misplaced our accent. If man is so thoroughly engrossed in self-inspection so as to generate and multiply barriers such as psychosomatic ills and aberrations, then it must mean that his interest is centered on himself. And if his interest is centered upon himself, and we yet find it undesirable for our fellow men to be so out of communication, then there must be other spheres to which this interest can be directed.

We know that if his interest is so thoroughly involved with the first dynamic, then he must have abandoned many other dynamics. We see in this first dynamic fixation a lessening of force and ability throughout the whole of mankind or any group of men. When interest introverts, the subject which seems most compelling to man is psychosomatic ills and aberration, for he generates these only when his interest is so introverted.

It has been my good fortune to discover in the researches of the past few years that there were many roads out of this puzzle of self. Indeed, the entire span of the dynamics could be considered themselves a roadway. If an individual is to depart from a fixation on the first dynamic, then it is necessary for him to project himself and discover interests upon the remaining dynamics. This is, indeed, a very clear roadway, and one which anyone would take—unless, of course, he were confronted by a barrier sufficiently gigantic to him to debar his interests from forming on these additional dynamics.

Let us examine this situation further by inspecting the dynamics. According to the fundamental axioms of Dianetics, which have not changed, the dynamic principle

of existence is "Survive." Survival considered as the single and sole purpose subdivides into at least four dynamics. Dynamic One is the urge of the individual toward survival for himself. Dynamic Two is the urge of the individual toward survival through procreation and includes both the sex act and the raising of progeny. Dynamic Three is the urge of the individual toward survival through a group. Dynamic Four is the urge of the individual toward survival as Mankind. These, as stated in the First Book, are the legitimate sphere of interest of Dianetics.

If we are considering these dynamics as a roadway, and if we are seeking to draw man's interest away from the First Dynamic where it can center only upon psychosomatic illness and aberration in order to have problems, then we see at once that the Second Dynamic is barred. This is highly frowned upon in this society at this time, and yet the Second Dynamic is the only dynamic which will permit future generations to come into the world. Even the Archbishop who frowns and sneers on the subject of sex is, as a body, the product of a sexual act between his father and his mother. No matter how much he might rant and rave to his congregation, actually even for the persistence of the church and the survival of congregations, to say nothing of the revenue provided from baptisms, the church is entirely dependent upon the sexual act. When people interest themselves in juvenile delinquency they should interest themselves in that part of the sexual act which is the raising and caring for children. Unless we release, at least to some degree, the stigma attached to sex we have immediately blocked our road out to just that extent that the sexual act is forbidden or denied.

But consider that our individual has managed to bridge the sexual act, and has at least thought about adventuring on the road to the Third Dynamic. Here do we find any barriers? Indeed we do. We discover that before an individual can possibly be admitted into any group, whether small or large as that nebulous thing called "society," he must be possessed of many abilities. Otherwise he will be improperly mannered and possessed of too few skills to make his presence in the group desirable, and here we have the foremost bar upon the line: the individual's lack of social, artistic, technical, artisan, or labor ability.

Now, while we can understand ability upon the Third Dynamic, it becomes a little difficult to understand upon the Fourth Dynamic unless one conceives it in terms of absence of ability. Let us inspect this situation today wherein nationalism was launched upon the world to give into our possession at this time, in this atomic age, an anarchy of nations. These nations depend for their further continuance and sustenance upon the production and even worship of their citizens. A few years ago this system was not entirely unworkable. Distances were sufficiently great to permit an isolation to occur, but now we are in possession, according to the officials of at least three major governments, of weapons of such magnitude that these could very well destroy all life extant upon a continent of earth. This doubtlessly laudable ability on the part of our weapon-makers discovers a certain inadequacy in this arrangement of nations, for these nations live in an anarchy, and an attempt to reconcile them one to another has already met with defeat, where the biggest of these nations, in San Francisco, withheld to themselves the right to veto any action of the General Assembly.

Somewhere (you and I do not know where), some individual (you and I do not know who), has at this moment in his possession weapons of sufficient magnitude to lay flat continents of earth. If one is so naive as to suppose that one can wipe off a continent without endangering or even obliterating life on other continents, then one has not flown recently across an ocean and discovered what near neighbors these continents are, and that they breathe the same air recirculated by the prevailing Westerlies—for atomic fission is noted for nothing if not its ability to remain suspended in the air. We do not properly know who would give this man his orders, providing this man would stay there and wait for orders, nor do we know in what area of the world such a man might be located. Perhaps there are two such men. Perhaps there are two dozen. Perhaps three or four nations have such men standing by with such weapons. In this age of guided missiles it is highly doubtful if the services of a pilot and plane would have to be commandeered in order to accomplish the destruction of a continent. Do not think that I speak idly, for I am merely quoting Secretary of the Air Force, Harold



Talbott, to the effect that he is in possession—or somebody is in possession, he does not let us in on what or where—”of weapons that can lay waste an entire continent men, women, children, even the beasts and the vegetation. They can abolish in a single night not only an army, not only a nation, but a whole civilization.” He also states, “Some of them are of such awful power that even the men who build them cannot fully visualize the carnage that would follow their use.” He also tells us this is neither the time nor the place to dwell upon these weapons, just as though there were some time and some place where one could consider this problem. For none of us, on this Fourth Dynamic problem, which is what it is, has, evidently, any right whatsoever to think in such terms as the survival of Mankind.

If only by atomic power, and without regard to the anarchistic state of nations one to another, we are definitely barred from a Fourth Dynamic survival. For instance, what would you do right this moment in order to resolve this problem on the Fourth Dynamic? What ability could you possibly assume to yourself, practice and perfect, which would remove from Mankind this threat of wanton and widespread destruction at the hands of irresponsible politicians and rather seedy nuclear physicists who have never been noted for their sanity—who, indeed, today, by National Proclamation (at least in the United States) are debarred even from a cursory examination of their sanity? For if they are given an examination on the subject of their sanity they have broken their “top secret classification” and thus must never more handle weapons or papers of that nature. They are not only debarred from the casual society of their fellows by these awful secrets which they possess, but they are debarred as well from any resolution of any mental problem which they might have. And, as we look at this situation where one man, with or without orders, can destroy an entire continent, we cannot but be amazed to discover that no-one is ever to be permitted to investigate his sanity or to give him any counsel along human lines. This individual is not being barred merely from the Fourth Dynamic, he is being compressed thoroughly back to the First Dynamic, and the result of this? Well, what would you do tonight if you had to solve this problem? Thus, you see, thee and me are lacking to some degree an ability in this, or ability on the Fourth Dynamic.

Now, looking this roadway over again, we see that each of the last two dynamics are rather thoroughly barred by lack of ability. Let us investigate further. Most often we discover sexual aberration continuing from a complete lack of sexual ability. This was most marked in the very early years of Christianity, wherein we discovered a eunuch, Saint Paul, advising everyone to have nothing to do whatsoever with sex—a course which the church, without further inquisition, has happily helmed itself along. And we discover that if we can sufficiently suppress the ability of an individual sexually, or if we can suppress his ability to have children, we get those various manifestations which we call nymphomania, which we call perversion, and so forth. Anyone who has audited people has discovered that where we had lack of sexual ability we had various disabilities which are classified by law as sexual irregularities. And thus we find this problem of ability is very present on the Second Dynamic. Further, if one cannot have children we discover that one is prone to be rather diffident, to say the least, about raising children no matter whose, and thus any ability as a father or a nurse is suppressed.

On the First Dynamic we are continually struck by the fact that individuals in the society insist upon other individuals negating the First Dynamic. It is not merely common, it is socially polite to pretend to be unable. A man who can do courageous things is expected to discount his ability. A man who can work well in the field of the arts is expected to make nothing of it. This is simple politeness, but it is not good processing. For an individual who has to make a postulate nine times a day that he is incapable is liable, at long last, to become just that.

We long ago discovered in Dianetics that what we validate comes true. Thus, if we continue to process or connect with or continue to harbor entheta, we discover that entheta becomes quite live. But if we decide to process on the theta line, validating such things as affinity, reality and good communication, we make short work out of the case. Here we have the difference between making a preclear well and making him

sick. We can actually process a preclear in the direction of difficulty to such an extent that these difficulties, imagined or actual, become real. The validation of difficulty will always result in the accomplishment of difficulty. Similarly, the validation of ability will always accomplish ability.

Thus we see that there were two sides to these dynamics. The lower side in each case, whether we had to do with the First, Second, Third, or Fourth Dynamic was aberration and psychosomatic illness. The individual, self-centered, is liable to dwell sufficiently upon his ills and injuries and negate himself sufficiently to become an “only one” and to suppress any ability which he has. On the Second Dynamic he broods about his inabilities to have or raise children until he has confirmed these inabilities. On the Third Dynamic he is made to feel a stranger to the group by his lack of skill or his lack of social presence, or by the group’s own aberration or psychosomatic ill, to a point where he is occasioned to abandon the group. On the Fourth Dynamic this has become so marked that one does not even think of the Fourth Dynamic as having ills, much less how to remedy them. But we discover in this anarchy of nations where any politician of any country can make capital of hatred for any other country, a psychosomatic illness and an aberration.

Confronted with this situation we see that the wrong thing to do would be to validate any dynamic’s ills, but rather, we should process along the lines of the wellness in the dynamic.

Now the upper range of all this would be ability. Ability on the First Dynamic would be the ability to handle and train and accomplish goals as one’s self. Ability on the Second Dynamic would be to have and raise and train children. Ability on the Third Dynamic would be to have the ability necessary to develop social, industrial or agrarian skills so as to be an asset to the Third Dynamic. And unfortunately, unless we have built up ability across these first three dynamics we will never attain an ability of any kind on the Fourth Dynamic. Man, indeed, today, is so antipathetic toward any ability on the Fourth Dynamic that he, as represented by one group, almost actively murdered an individual who dared to write a book called *One World*. That the individual, Wendell Wilkie, was murdered by heartbreak does not make it any the less a murder. When we approach a point of no ability, we approach a desperate state of psychosomatic illness and aberration. Abandonment of any dynamic is not an escape from that dynamic, but an enslavement to it. This is how this universe works.

The accomplishment of ability on any of these first four dynamics will be absolutely necessary if man is to survive, and indeed if individuals are to go forward and make any civilization in which it would be fit to live.

Our accent, from the first, should have been upon ability.

Thus, Dianetics was not really the modern science of mental health, but was (and I think all of us understood this basically) the Modern Science of Ability, for I have never had a preclear who did not hope, through processing, for other than to gain new ability or to regain his old. He was not there to be processed out of his psychosomatic ills and aberration.

On the definition of “sane” or “ill,” if we examine any page of world history we will discover that “sanity” had very little to do with ability. We find some of the men who have given the greatest service to mankind so completely “insane” that they could not have passed the first part of any modern test. “Sanity” is only “agreed upon behavior.” When one departs from this “agreed upon behavior” one is of course susceptible to the label “insane.” Any behavior which is visionary, compelling, or out of the ordinary is apt to be labelled insane. By “insane” we mean only that the conduct, or the vision, or the goal has not generally been agreed upon. Strangely enough, we also find “sane” men benefiting Mankind. And so we have here no definition at all. Conduct out of the ordinary has numberless times benefited Mankind. Thus we have no grounds on which to work at all if we use “sanity” as a basis. We are, however, on solid ground when we address the subject of ABILITY, and when we say that we are going forward to increase ability on the First, Second, Third and Fourth Dynamics, we would then be on solid processing ground, for ability is a common denominator just as survival is a common measure and urge in all man.

The modern processes of Dianetics increase ability. Each and every one of these processes which is successful in the hands of an auditor does nothing but increase ability. Ability is something which is created. If we are searching forever for the native kernel which is man we will only succeed in depressing him from communication on the Second, Third and Fourth Dynamics, and if we accomplish this then we have accomplished the "only one," the aberrated, the sick individual.

Dianetics today is a Science of Ability. It has no traffic with psychosomatic illness or aberration. It does not care a whit about these two things. Dianetics today can be prepared to expect out of an asylum, or off a Mount, alike some benefit to mankind. It is prepared to discover in the sickest body possible, assets to man, and caring nothing for the sickness of the mind or the sickness of the body, it seeks only to increase the native ability of the individual and to create new abilities in the individual and for the individual so as to resolve the problems of the First, Second, Third and Fourth Dynamics.

# THE JOURNAL OF SCIENTOLOGY

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## Is It Possible to Be Happy?

**L. Ron Hubbard**

It would appear that our main problem in life is happiness; yet there appears to be a confusion about the ingredients that go to make up this evidently desirable condition. To many the main ingredients seem to be money and leisure. How can one be happy without a new coat, a better pair of shoes, a new car, a better house and the leisure in which to enjoy them? How is it possible to be happy when it is manifestly impossible to have the things one wants and desires? And yet, an individual can have a million dollars and buy everything that he desires and still not achieve happiness. Another, who has worked hard all his life and raised a large family, has looked forward to retiring when he would have the time to do all the things he had always wanted to do. But, after he has retired, is he happy? No, he is sitting there thinking about the good old days when he was working hard.

So this question of happiness needs to be examined. What is it? How does one attain it?

The truth of the matter is (and philosophers have said this many times) that the only happiness you will ever find lies within you.

Actually a little child derives all of his pleasure in life from the grace he puts upon life. He goes out in the morning and looks at the day. And it is a very, very beautiful day. He looks at the flowers and they are very beautiful. He waves a magic hand and brings all manner of interesting things into being in the environment. Do you see the magic of the morning and the beauty of the flowers? Too often when we have become adult the flowers are wilted, if we even see them, and the beauty of the morning is obscured by a cloud.

Our attitude toward life makes every possible difference to our living. It is not necessary to study a thousand ancient books to discover this fact; but sometimes it needs to be pointed out again. Life does not change so much as our attitude towards it.

It is easy enough to lose sight of this when our problems are overwhelming us and we no longer seem able to handle them. When the marriage which we dreamed would be so happy turns out to be a dog fight, the project from which we had hoped so much suddenly falls flat, or the friend whom we had trusted betrays our trust.

Is there anything that we can do for conditions like these? There are many things we can do—the least of them is to take a look at the environment. Just look around and ask yourself, “Where am I?” “What am I doing here?” Once you have found out where you are, then find out what you can do to make it more habitable. The day you stop building your own environment, when you stop creating your own surroundings, when you stop waving a magic hand and gracing everything around you with magic and beauty, things cease to be magical and beautiful.

People seek happiness in various ways, hectically, seriously, desperately; but the odd part of it is that they find only what they themselves put there. People become unhappy about life because they have ceased to make life. This is the single difference between human beings. On the one hand there is the human being who is unhappy,

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miserable, sick, who is not getting along in life and who does not see its brightness. Life is handling him, running, changing, making him. On the other hand, we find somebody who is happy, cheerful, strong and who finds everything in life worth doing. What is the secret about this person? It is very simple. He is busy making life. This is the single difference. The first person has stopped making life because he, himself, has decided that life cannot be made. Some small failure, maybe not graduating with the same class, not marrying the first man or woman who came along and seemed desirable, losing a car, or just some other minor thing in life started this attitude, and the person looks around one day and says, "Well, I've lost." After that life makes him; he does not make life any more.

This has been the main problem which man has faced and failed to solve and it would be a very dreadful situation if nothing could be done about it. The fact of the matter is that this is the easiest problem of all the problems man faces. Simply stated, it is changing his own and the attitudes of those around him. Everyone seems totally dependent upon the attitude of other people; the attitude of somebody else towards you may make or break your life. There are two problems: changing one's own attitude towards someone else and theirs towards oneself. For many centuries man has desired to know how to change the mind and condition of himself and his fellows but, up to a relatively few years ago, had not accumulated enough information to do so. Man now understands a great many things which he never understood before, and among these can now be placed an understanding of the human mind. Man can conquer himself, and as a result interesting miracles are taking place across this country and the other continents of earth. These miracles consist of people becoming well when they were incurably ill, of people who were unhappy becoming happy, of abolishing the danger inherent in many illnesses and many of the conditions of man. Yet the answer has been with man all the time.

The science of Scientology came about because of the increase of man's knowledge of the physical universe and of energy. Never before in all of his history has man possessed so much information about energy, and, in accepting this, he has entered into his inheritance of knowledge and understanding of his own mind. Scientology has made it possible for man to reach the goal towards which he has been striving for thousands of years: to know himself and, in knowing himself, to know and understand other people and the rest of the physical universe.

*(Written from a transcription of a recent broadcast lecture by L. Ron Hubbard )*

## 9TH & 10TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Phoenix, Arizona

6 December 1954—21 January 1955

L. Ron Hubbard began the 9th American Advanced Clinical Course in Phoenix, Arizona, December 6th. At this time it was announced that HCAs could enroll in the ACC every three weeks; thus the 9th ACC lectures overlap those of the 10th ACC which began January 3rd. There was also time out during this ACC for the Unification Congress, December 28-31, 1954 (see page 125).

The Wednesday evening public lectures and group processing were also recommenced on January 5th, during the time period of these ACCs (see page 126).

* 5412C06	9ACC-1	Introduction to 9th ACC—Havingness
* 5412C07	9ACC-2	Essence of Auditing, Know to Mystery Scale
** 5412C08	9ACC-3	Rundown on Six Basics
** 5412C09	9ACC-4	Communication Formula
* 5412C10	9ACC-5	Practice of Dianetics and Scientology
** 5412C13	9ACC-6	Conduct of the Auditor
** 5412C14	9ACC-7	Mechanics of Communication
* 5412C15	9ACC-8	Havingness
* 5412C16	9ACC-9	Pan-Determinism and One-way Flows
** 5412C17	9ACC-9A	History and Development of Processes—Games and the Limitations in Games
* 5412C17	PLS	History of Processes
** 5412C20	9ACC-10	Games (Fighting)
** 5412C21	9ACC-11	Anatomy of Games, Part A
** 5412C22	9ACC-11A	Anatomy of Games, Part B
* 5412C22	9ACC-12	One-way Flows ( In Processing)
** 5412C22	9ACC-12A	Q & A Period
* 5412C23	9ACC-13	Havingness and Communication Formulas
** 5412C23	9ACC-13A	After-Lecture Comments
** 5412C24	9ACC-14	Pan-Determinism
* 5412C27	9ACC-15	Training New People
* 5501C03	9ACC-16	Auditing Requirements, Differences
* 5501C03	10ACC-1	Pan-Determinism of Auditors
* 5501C04	10ACC-2	Pan-Determinism of Auditors
* 5501C04	9ACC-16A	Time
* 5501C05	10ACC-3	Exteriorization by Gradient Scale, Remedy of Havingness—Adjusting Anchor Points
5501C05	10ACC-4	Title unknown
* 5501C05	9ACC-17	Auditing at Optimum
* 5501C06	9ACC-18	Exteriorization
* 5501C06	10ACC-5	Route 1—Exteriorization
* 5501C06	10ACC-6	Condensation of Know to Mystery Scale
* 5501C07	9ACC-19	Elementary Material: Know to Mystery Scale
** 5501C13	9ACC-23	Definitions: Glossary of Terms

** 5501 C14	9ACC-24	Perfect Duplication, Life Continuum
** 5501C17A	9ACC-25	Auditing Demo: Six Basics in Action
* 5501C17B	9ACC-25A	Auditors' Conference
* 5501C18A	9ACC-26	Auditing Demo: Spotting Spots
* 5501C18B	9ACC-26A	Auditors' Conference
* 5501C19	9ACC-27	Auditing Demo: Exteriorization
* 5501 C20	9ACC-28	Background Music to Living
** 5501C21	9ACC-29	Axioms: Laws of Consideration, What an Axiom Is

**LRH TAPE LECTURES**  
1954 (specific date unknown)

54 .. C ..	LECTURE	Lecture 2, Valences
54 .. C ..	LECTURE	Lecture 6, Facsimiles—Sol ids
54 .. C ..	LECTURE	Lecture 18, Chronic Somatics
54 or 55	LECTURE	The Dynamics—OT/ARC—As-isness
54 .. C ..	GR/PROC	Group Session—Reaching and Withdrawing
54 .. C ..	LECTURE	Illusion Processing
54.. C ..	LECTURE	Reach and Withdraw
54.. C..	LECTURE	Resistive Level 5's
54 .. C ..	LECTURE	Space and the Pc and Self-Determinism
54 .....		Special Radio Broadcast: Introductory Talk for the Scientology Road Show

**P.A.B. No. 41**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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10 December 1954

**THE CODE OF A SCIENTOLOGIST**

*A Basic Course in Scientology—Part 7*

All Scientologists who have been granted the right to train by the Board of Directors of the HASI have pledged themselves to adherence to the Code of a Scientologist. It is also the official code of the CECS\* and a similar code has been adopted by the Dianetic Foundation for Dianeticists.

In that Man, until he has gotten above 20.0, lives to fight, it is an extremely simple thing for an individual, finding opponents very scarce, to choose out his own organization as an opponent. This is the basic and actually the only reason why there has been enturbulence in the organizations and groups of this science: some individual lacking sufficient sight to see that the organization was facing a potent and powerful abundance of opponents, himself able only to fight with thought itself, to turn upon his fellow auditors, upon a group, upon an organization, and fight it, to fight the subject matter of his science, to fight the correspondences of his organization, to fight the commas and semicolons of Bulletins, and in short to conduct himself as a one-man thinking machine at war with all of thought. Actually this is not very exciting. Such a person is attacking people very like himself who do not fight back, for others than this person can conceive that the actual opponent and enemy being attacked by this science lies totally outside the perimeter of this science. Find someone attacking his job rather than using his job to help attack existence, find someone using his degrees and awards to attack his own organization, find someone using his rank as an officer to attack his own army and one finds immediately a sick man. If he were not a sick man he would have sufficient power and influence to bring about the changes he conceives desirable without recourse to combat.

In that there has to be a fight for there to be a game, it is not strange to find people who have lost elsewhere attacking their own organizations. When such a person gets extremely decayed, he can only attack himself, and so splits himself up into various entities, or identities, or valences, and quarrels with these. The trick of this universe is to reduce down the eight dynamics by making a person fight each one in turn. The willingness of the thetan to fight aids and abets this. Thus this dwindling spiral consists entirely of what one is willing to fight. There is no peace for anyone below twenty, and that is fairly high on the tone scale. But it is a good game to advance science, civilization, knowledge and understanding into a semi-barbaric world made affluent by its machines. It is a good fight simply to make the world effective enough TO fight, but he who loses in a wider fight will engage in a more intimate quarrel until at last he is only fighting himself. About the saddest thing you would ever care to encounter is a thetan obsessively and continually putting out beams which go an inch or two from him and then come back and hit him. He is not even possessed of

[\* Committee of Examinations, Certifications and Services. ]

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a body, he is simply an isolated identity at war with himself, for he feels and has been led to feel, that there are no other opponents.

The Code of a Scientologist is a stopgap to serve in the interim time when all Scientologists are not yet up to a level where they are content to receive for their opponents the logical targets of the science itself, and for their randomness must pick out the organization and other Scientologists in order to engage in a game.

With all Scientologists subscribing to this code, Scientology will, itself, become a potent forward motion in our world and this universe.

A student is expected to know, in its entirety, and to know it well enough to practice it, this Code.

## **THE CODE OF A SCIENTOLOGIST**

The Code of a Scientologist was evolved to safeguard Scientologists in general, and is subscribed to by leading Scientologists. The Committee of Examinations, Certifications and Services of the HASI has accepted it as an enforceable code.

As a Scientologist, I pledge myself to the Code of Scientology for the good of all.

1. To hear or speak no word of disparagement to the press, public, or preclears concerning any of my fellow Scientologists, our professional organization or those whose names are closely connected to this science.
2. To use the best I know of Scientology to the best of my ability to better my preclears, groups and the world.
3. To refuse to accept for processing and to refuse to accept money from any preclear or group I feel I cannot honestly help.
4. To deter to the fullest extent of my power anyone misusing or degrading Scientology to harmful ends.
5. To prevent the use of Scientology in advertisements of other products.
6. To discourage the abuse of Scientology in the press.
7. To employ Scientology to the greatest good of the greatest number of dynamics.
8. To render good processing, sound training and good discipline to those students or peoples entrusted to my care.
9. To refuse to impart the personal secrets of my preclears.
10. To engage in no unseemly disputes with the uninformed on the subject of my profession.

**L. RON HUBBARD**

Spot all the  
spots where you  
had to stop  
fighting them

Spot all the  
spots where  
you won.

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**P.A.B. No. 42**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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24 December 1954

**SIX BASIC PROCESSES**

There are six basic processes today in Dianetics and Scientology. Before we consider these processes, let us first consider the essential difference between Dianetics and Scientology. What we are doing could be called, more succinctly, "an understanding of life." Under this heading, we could call anything a science or an art and we could bring in many subdivisions.

Other subdivisions which enter into this represent the difference between a study of life in general and a study of man in particular. Scientology could be called a study of life; Dianetics could be called a study of man. The first four dynamics are devoted to Dianetics. If you read again *Dianetics: The Modern Science of Mental Health*, you will discover that it treats of the first four dynamics. If you examine the first shadows of what we now call Scientology, it treats all of the eight dynamics. In view of the fact that both Dianetics and Scientology operate in the field of man, it should be readily seen that the basic processes of Dianetics or Scientology as they apply to man would be the same. Just because we have used two different words is no reason man has changed. Thus we have our six basic processes and thus we discover that Dianetics and Scientology, up to the point of stable exteriorization, operate in exactly the same field with exactly the same tools. It is only after man is sufficiently exteriorized to become a spirit that we depart from the field of Dianetics; for here, considering man as a spirit, we must enter the field of religion. Thus we have our additional subdivision. Dianetics is a science which applies to man, a living organism; and Scientology is a religion.

The six basic processes are as follows:

- 1. Two-way Communication**
- 2. Elementary Straightwire**
- 3. Opening Procedure of 8-C**
- 4. Opening Procedure by Duplication**
- 5. Remedying Havingness**
- 6. Spotting Spots in Space.**

An additional breakdown of these sections demonstrates that these processes subdivide into some highly important techniques. An additional process is as follows:

1. **Two-way Communication** includes communication lag, scarcity of problems, the Code of a Scientologist, the Axioms of Dianetics.
2. **Elementary Straightwire** includes the Auditor's Code, *Self Analysis*, Memory and Mass and their relationship, under which we get past life loss of memory and what we generally call "next-to-the-last list of *Self Analysis*."

3. **Opening Procedure of 8-C includes** pan-determinism, orders, defenses and the theory and material pertinent to present time.
4. **Opening Procedure by Duplication** includes the communication formula, general theory of ARC and “it must-mustn’t happen again.”
5. The **Remedy of Havingness** includes the scale of substitutes, the hide-to-curiosity scale, Expanded Gita, mock-ups and engrams, overt acts and motivators, flows and terminals, the fact that two things can’t occupy the same space if one is to have a universe, significances and problems and, in particular, the scarcity of problems.
6. **Spotting Spots** includes “space, the theory of,” disinterest, importance, as-ness and the conditions of existence and separateness.

Appended to these subjects is one of equal importance in that it is the prediction of human beings. This is included, and could be called part seven of these basics. *Science of Survival*, with its dissertations on the Theta-MEST theory, ARC, and the Chart of Human Evaluation, is, indeed, a study of the prediction of homo sapiens.

It has been discovered in the field of training that an auditor has to be thoroughly versed in these seven items. He must be able to be expert in processing people using the six processes, and his understanding must be increased to the seventh item as included in the book *Science of Survival*.

How thoroughly does one have to cover any one of these subjects in order to render an auditor conversant with it? It has been found in the Phoenix Certification Course that even auditors who have studied this material before coming to the course had to be rehearsed on it a minimum of *eight times* and had to be carefully supervised through each one of these at least eight times, had to audit at least ten or fifteen hours on each process under supervision, and had to have each one of these processes run on him expertly for many hours before he finally was able to practice them with such skill that he produced uniform results. This is in spite of the fact that these particular processes are simple. Indeed, they are so simple that an auditor has a tendency to look at them and use them as though they were also pliable. Their simplicity is residual in the fact that they are the exact processes necessary to produce the exact results of Dianetics and Scientology.

It has been found that the simplicity of these processes was the stumbling block in their use. One instance in one HCA unit: a class went through for five weeks without entirely grasping the theory and practice of communication lag. Amongst this class was an auditor-student who was so expert at giving indirect, yet seemingly direct, answers that he had actually evaded the understanding of his fellow students. This person had yet to give a precisely direct reply to a question asked him. An instructor sat down with this student and for forty-five minutes asked him the same simple question. At the end of that time the student gave at last a direct reply, and this reply was the first time in the course when he had answered a question straight. A precision definition of communication lag is “the length of time, whether verbal or silent, intervening between the auditor’s asking of a specific question and the specific and precise answer of that question by the preclear.” It would not matter then whether the preclear continued to talk about something else than the question, or simply remained silent, this would still be communication lag. The class had not entirely grasped this fact in that they assumed that an indirect or an almost answer was sufficient. Rapidly in the next two auditing periods the case of the student broke, simply because his auditor now understood exactly what this person was doing with auditing questions and now demanded precise answers to questions, at the same time retaining ARC with his preclear.

The processes of Dianetics, as one can see, stress bringing a preclear into present time. In the old days we did this by running engrams, running locks and unsticking the preclear in general from various incidents in the past. Now we approach the problem far more directly. The Opening Procedure of 8-C is putting the preclear into contact with what is present time. The Remedy of Havingness will actually give the preclear enough energy masses to permit his starved condition to let go of the energy masses he is holding to him. The energy masses he is holding to him are commonly engrams with significance and content which make him very unhappy, but not as unhappy as he thinks he would be if he no longer had this energy. The motto of an individual seems to be "Any energy, even with content as vicious as an engram, is better than little or no energy."

Here, with this list of processes, we have before us the basic training for the Dianeticist and Scientologist. These processes have now remained stable for some eight months. In spite of all the attention and tests they have received, little or no improvement has occurred in the actual form of the processes, and the processes and the commands have remained steady and stable.

In view of the fact that the thetan exterior is described fully in the second chapter of *Dianetics: The Modern Science of Mental Health*, and in view of the fact that we have now with the command "**Be three feet back of your head**" the "one-shot clear," and in view of the fact that the instructor in London with his Advanced Clinical Course [1st London ACC] only three weeks deep had exteriorized successfully all of his students, we see we do not have any real problems in terms of processing or processes today. We can do it. An auditor *who is well trained* can achieve results with these basic processes which in any other age would be called miracles.

There are people around who desperately need it as a process who believe and who would have you believe that the Opening Procedure by Duplication techniques are the most vicious things ever invented. Compare this with the fact that these people also feel bounden to go out and crusade amongst their fellow men to teach them how bad Dianetics and Scientology are. These two facts combined should tell you something concerning duplication. The very thought of duplication is so hideous to some people that they are utterly unwilling to face the slightest chance that they might be brought in to a willingness to duplicate. These people have had things happen to them which are bad enough to make these people postulate that certain things mustn't happen again. Duplication means that things must happen again and the process of duplication itself balances out and makes a person easy about his past.

In the process of running Opening Procedure by Duplication hypnotism very often comes off of the bank. Here we have an example of un hypnotizing. The process of hypnotism is a monotony and a central fixation on some one object. Opening Procedure by Duplication, using two objects and using an alert and aware procedure, contacting and examining these two objects alternately, tends to unfix a person from points in the past. Naturally, this begins to run out hypnotism. A person run for only 15 or 20 minutes on Opening Procedure by Duplication might very well feel himself getting more and more hypnotized; by the time he has been run 45 minutes or an hour, this sensation has worn away and the person is far more alert than he was at the beginning of the session. It is quite common to run Opening Procedure by Duplication for several hours, and Intensive Procedure as given at headquarters of the HASI is run precisely as given and taught upon preclears for a minimum of five hours before the HASI is content to release a preclear as in good condition. If the preclear cannot duplicate, his arrival at a state of good condition will simply be a signal for him to have a "no duplicate" fixation on feeling good. Thus the auditor would have brought him up to a level of feeling well and immediately afterwards the individual, being able to have things happen only once, would then have to feel bad. Here again is the problem of exteriorization which results soon afterwards in re-interiorization: the person has

exteriorized, he has the fixation that something must happen only once, and thus he will go back into the body and will not come out again. This is all under the heading of duplication. Opening Procedure by Duplication wakes up the preclear, puts his body back into balance and gives him a brighter outlook in general and makes him fear the past much less than before it has been run on him. He is far better able to control his body and his environment than previously and remarks that incidents have far less effect upon him than before. This does not look very much like hypnotism, now, does it?

With these processes a trained auditor—and we emphasize *trained*—is able to get the results which are called for and described in all the earlier books on Dianetics and Scientology. The reason one did not see these results more often was that the auditor himself could not duplicate the auditing commands, and thus anything and everything was being run but a minimum of result was taking place. I was running one preclear one day who was a very old-timer and who had been run many, many hours on the techniques contained in *Dianetics: The Modern Science of Mental Health*. I was running him on processes which ran out all of his earlier auditing. He broke down under this processing and began to curse, saying, “If only once—if only just once—I had been permitted to run a second time through an engram by my auditor; if only just once I had been able to run the secondary once more! But no! I was never given the chance to go through the engram a second time.” Now those of you who know the techniques of Book One know definitely they call for a continuous running through, over and over, of the same incident so as to de-intensify it. This is the sort of complicated duplication which the preclear was asked to do which resolved at once his ability to duplicate and the fact that it mustn’t happen again. Thus when auditors failed to return people through engrams and secondaries, for a second, fourth, fifth, or even tenth time if necessary, it then became impossible for these early techniques to work.

In training it is very difficult to relay the theory and processes to people who are not very alert and who cannot duplicate. One can say straight to a class that such-and-so is observably true, and the class will immediately agree that something is observably true, but immediately after leaving the classroom, will believe in themselves that an entirely different statement had been made than the one they agreed with. They will then agree with this different statement and all sorts of oddities in the form of theory and techniques become circulated.

In the next *Professional Auditor’s Bulletin* I am going to give you a rather thorough rundown on two-way communication and on the bulletins subsequent to that I am going to give you, for the first time, in written form, a considerable dissertation on these processes and the exact auditing commands and the results to be looked for.

But there is one thing I am probably not going to cover again, and this is an odd fact which has shown up in our training experience here and in my handling of a great many auditors. This has to do with the case of the auditor in particular. I could write an entire series of PABs on this subject, but I am sure this statement will be enough. The case of an auditor, one who is skilled in the processes of Dianetics and Scientology, and the case of a preclear, one who has just walked in off the street without further knowledge, are entirely different cases, as both Dianeticists and Scientologists know. At one time the cases of Scientologists and Dianeticists were considered so much with horror on the part of other Scientologists and Dianeticists that one audited a fellow practitioner with considerable reluctance. Dianeticists and Scientologists were renowned to be tough cases.

I have found now what made them tough cases. The preclear has an entirely different goal from the auditor. The preclear is there to get well: the auditor is there to make the preclear well.

When we consider this further, we see that the ability of the auditor to control minds and mental reactions is dependent upon his getting results in preclears. The preclear's results simply stem from the preclear's gained ability to control his own mind and its reactions. Thus, of course, we have entirely different values.

An auditor who does not consistently get good results is going to have his own case cave in on him. The only way an auditor can keep his case up is to get continuous and predictably excellent results upon preclears. Thus an auditor, to have his case in good order, would have to be in good order as an auditor; he would have to be able to get results upon those he processed. In view of the fact that he could get results upon other human beings, he could then, of course, know continuously that he could control human reactions and mental reactions; and so, with this confidence and this control, be completely unworried about his own case and be able to do actually anything he wished with his own mental machinery.

The case of the auditor actually depends upon his successes in auditing. Thus in the Certification Course in Phoenix we stress today only the skill of an individual to audit, and we discover consequently that, as the auditor gets results upon his fellow student and as he gets results on outside preclears, his own belief in his ability to handle the human mind soars to such an extent that as a case he ceases to be in the concern category. He of course is audited and without being audited he would not know the results which would happen in a preclear, but his actual case gains depend on his gains on preclears.

Now with today's techniques we can guarantee those results on preclears. We can demonstrate to any auditor that he can make anybody well, if the person is even vaguely breathing, simply by using with skill and understanding, as trained, the above six processes and the seventh, which is actually an understanding. Here is the problem of the auditor's case resolved. The way to have one's case in excellent condition is to have continuing confidence in one's ability to get results on preclears. In the Certification Courses in Phoenix and London we work solely in the direction of giving an auditor confidence in his ability to handle the aberrations of others and we discover that with this gained confidence the fear of his own behavior vanishes; and thus an auditor becomes a very, very capable clear.

L. RON HUBBARD

[The above PAB is reissued as HCO B 4 May 1972, *Six Basic Processes*.]

To Remedy Harminess  
"What kind of  
problems could  
<sup>people</sup> others be to <sup>people</sup> others."

"What kind of problems  
could others be  
to you."

"What kind of  
problems could you  
have."



# DIANETICS 55! by L. Ron Hubbard

**Published  
December 1954—April 1955**

Dianetics '55! was published in April, 1955, though a limited manuscript edition was available at the Unification Congress at the end of 1954.

Following the return of the Foundations and properties of Dianetics to the management of L. Ron Hubbard, the Hubbard Dianetic Research Foundation, the Hubbard Dianetic Foundation, the Dianetic Foundation and the Dianetic Research Foundation were consolidated under the original Dianetic organization, the Hubbard Dianetic Research Foundation. The ownership and control of all Dianetic publications, books, certificates, without contest, were vested by the laws of the United States, its several states and the State of Arizona, in the Organization which began in 1950.

Signalizing this new unity, L. Ron Hubbard completed the manuscript of *Dianetics '55!* and released it in the form of a facsimile of the original to the Dianetic public. A Congress was held in celebration of the unification.

*Dianetics '55!* takes the main premises of *Dianetics: The Modern Science of Mental Health* and brings them up to date, showing how they developed. In it, L. Ron Hubbard shows where the Six Basic Processes, which lead to Route 1, are on the tone scale and how through them we find communication everywhere.

"Thus, in *Dianetics '55!* we actually have the second book of Dianetics. Everyone has assigned the title 'First Book' to *Dianetics: The Modern Science of Mental Health*. But nobody has referred to *Science of Survival*, published in 1951, as the second book. They haven't because it obviously wasn't. *Science of Survival* adventured into causation, not into the problems outlined in the First Book."

L. Ron Hubbard—*Dianetics '55!*

192 pages, 1 illustration, 1 chart, glossary, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

**UNIFICATION CONGRESS OF  
DIANETICISTS AND SCIENTOLOGISTS LECTURES**

Phoenix, Arizona  
28—31 December 1954

The Unification Congress of Dianeticists and Scientologists, given under the joint sponsorship of the HDRF and the HASI in honor of the return of Dianetics to L. Ron Hubbard, its founder and originator, opened at the Little Theater in Phoenix, Arizona, on 28 December 1954. It had as its theme the new book, the “second book of Dianetics,” *Dianetics 1955!*, of which a limited manuscript edition was introduced. The Congress data amplified and broadened the data in this book; the Congress group processing (communication processing) demonstrated the workability of this material.

So successful was this Phoenix Congress that popular demand at once brought into action its scheduled reproduction in four important places: in New York City, in London at the Royal Festival Hall, in Australia and in New Zealand.

5412C28	UC-1	Title unknown
5412C28	UC-2	Group Processing (incomplete)
5412C28	UC-3	History of Dianetics
5412C28	UC-4	Dianetics '55
** 5412C28	UC-5	Communication and ARC
** 5412C29	UC-6	Games
5412C29	UC-7	Title unknown
5412C29	UC-8	Title unknown
** 5412C29	UC-9	Terminals and Communication
** 5412C29	UC-10	Errors in Communication
** 5412C30	UC-11	Communication and Problems
5412C30	UC-12	Title unknown
5412C30	UC-13	Title unknown
5412C30	UC-14	Problems and Games
5412C30	UC-15	Title unknown
** 5412C30	UC-16	Pan-Determinism
5412C31	UC-17	Title unknown
5412C31	UC-18	Title unknown
5412C31	UC-19	Title unknown
5412C31	UC-20	Title unknown
54 ... C ...	UC	Unification Congress: Communication—Dianetics '55
54... C ...	UC	Unification Congress: Goals

## PUBLIC LECTURES AND GROUP PROCESSING SERIES

Phoenix, Arizona  
1 January—11 May 1955

In early 1955 L. Ron Hubbard continued his Wednesday evening public lectures and group processing at the Monroe School Auditorium in Phoenix, Arizona.

* 5501C01		Public Processing
** 5501C05	PLS- 1	The Society at Large
* 5501C05	PPS	Group Processing
** 5501C12B	PLS-2	Games
* 5501C12C	PLS	ARC Triangle
** 5501C19	PLS-3	Communication and ARC Triangle
* 5501C19	PPS	Group Processing
* 5501C26	P LS	Goals of HDA and Scientology
** 5501C26	PLS-4	Scientology and Auditing
* 5501C26	PPS	Alcoholism (Group Processing)
** 5502C02	PLS-5	Alcoholism
** 5502C02	PPS	Group Processing, Variation on Six Basic Processes
** 5502C09	PLS-6	Miracles
* 5502C09	PPS	Session: Control of Body, Think a Thought
** 5502C23	PLPS-1	Scientology and Ability
* 5502C23	PPS	Group Processing
* 5502C23	PLPS-2	Session: "Find a Mystery"
** 5503C02	PLPS-3	Efficiency, Thought, Emotion and Effort
** 5503C09	PLPS-4	Health and Certainty
5503C09	PLPS-5	Session: Only One, Things Real and Unreal
* 5503C09	PPS	Group Processing
* 5503C16	PLPS-6	Knowingness
** 5503C16	PLPS	What We Are Doing
** 5503C23	PLPS-7&8	Scientology: A Technical Subject—Communication Lag, Principal Kinds Found in a Pc
** 5503C30	PLPS-9	Conquered Territory (a summary of the achievements and directions of Scientology)
* 5503C30	PPS	Group Processing
* 5503C30	PLPS-10	Session: "Making Things Real and Unreal"
** 5504C02	PLPS	The Second Dynamic
* 5504C06	PLPS-11	On the Second Dynamic
* 5504C06	PLPS-12	Session: "What Could You Say To .....?"
** 5504C13	PLPS-14	The Eight Dynamics
* 5504C13	PLPS-15	Session: Find Present Time
** 5504C20	PLPS-16	Para-Scientology—or Things That Go Boomp in the Night
* 5504C20	PLPS-17	Session: Change and No-Change
** 5504C27	PLPS-18	The Direction of Modern Scientology
** 5504C27A	PLPS-19	Grey Dianetics

- \* 5504C27B      PLPS-20    Session: "Something you could say to....."  
and "Ownership"
- \*\* 5505C04      PLPS-21    Cause and Effect and Its Use in Processing
- \* 5505C04      PLPS-22    Session: Cause and Effect
- \* 5505C11      PLPS-23    Operation Manual for the Mind
- \* 5505C11      PLPS-24    Session: "Enchantment" Processing
- \*\* 5505C11      PLPS-25    Lookingness and Cause

### **LRH TAPE LECTURES**

Phoenix, Arizona  
1—7 January 1955

- \* 5501C01                      Public Processing
- \* 5501C03      9ACC-16    Auditing Requirements, Differences
- \* 5501C03      10ACC-1    Pan-Determinism of Auditors
- \* 5501C04      10ACC-2    Pan-Determinism of Auditors
- \* 5501C04      9ACC-16A    Time
- \* 5501C05      10ACC-3    Exteriorization by Gradient Scale, Remedy of  
Havingness—Adjusting Anchor Points
- 5501C05      10ACC-4    Title unknown
- \*\* 5501C05      PLS-1      The Society at Large
- \* 5501C05      PPS        Group Processing
- \* 5501C05      9ACC-17    Auditing at Optimum
- \* 5501C06      9ACC-18    Exteriorization
- \* 5501C06      10ACC-5    Route 1—Exteriorization
- \* 5501C06      10ACC-6    Condensation of Know to Mystery Scale
- \* 5501C07      9ACC-19    Elementary Material: Know to Mystery Scale

**P.A.B. No. 43**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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7 January 1955

**PLOTTING THE PRECLEAR ON THE TONE SCALE**

The most important point in entering a case from the viewpoint of the auditor is establishing the position of the preclear on the Chart of Human Evaluation as given and fully described in the publication *Science of Survival*.

Today this is a relatively simple task providing the auditor knows the simple processes which are the basic processes of both Dianetics and Scientology. As given in the last PAB, these processes are: Two-Way Communication, Elementary Straightwire, Opening Procedure 8-C, Opening Procedure by Duplication, Remedying Havingness and Spotting Spots in Space.

The establishing characteristic of the preclear's position on the tone scale is all contained under the heading of communication lag. Today we do not use E-Meters; today we do not use old-time dianometry; today we have a positive and precise method of positioning the preclear.

Communication lag is the length of time intervening between the asking of the question by the auditor and the reply to that specific question by the preclear. The question must be precise; the reply must be precisely to that question. It does not matter what intervenes in the time between the asking of the question and the receipt of the answer. Incidentally, from my experience in training in Phoenix, this is a very hard point for an auditor to grasp. Thus I am stressing it for you in these PABs. It does not matter what intervenes: the preclear may outflow, jabber, discuss, pause, hedge, disperse, dither or be silent; no matter what he does or how he does it, between the asking of the question and the giving of the answer, the *time is* the communication lag. The near answer, a guessing answer, an undecided answer, are alike imprecise answers and are not adequate responses to the question. On receipt of such questionable answers, the auditor must ask the question again. That he asks the question again does not reduce the communication lag; he is still operating from the moment he asked the question the first time. And if he has to ask the question twenty or thirty times more in the next hour in order to get a precise and adequate answer from the preclear, the length of time of the lag would be from the asking of the first question to the final receipt of the answer. Near answers to the question are inadequate and are, themselves, simply part of the communication lag.

Example:

Auditor: *How many chairs are there in this room?*

Preclear: *Now, let me see. I don't know—we're sitting down, anyway.*

This is not an answer to the question. The answer to the question is the exact number of chairs in the room.

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There are, of course, certain questions which are “fade-away” questions, to which, because of the characteristics of the mind, there is no possible answer. One of these is “Give me an unknown time.” As soon as the preclear starts to answer such a question, he of course has as-ised a certain amount of unknownness and will know the time. The answer to a fade-away question is also measurable, however; it could be said arbitrarily to be answered when the preclear has as-ised enough unknownness to give a known time. There are relatively few of these questions.

The length of time necessary for an individual to ask and answer questions is actually a complete two-way communication lag, but here, in testing a lag, we are interested simply in the question the auditor asks and the length of time it takes a preclear to answer it.

Now here comes a specialized knowledge on communication lag. A preclear may have a very short lag on social questions. He may be able to answer immediately and expertly what his name is, how old he is and many other things. These questions are actually being answered by “social machinery” or habitual practice. He has actually no lag, apparently; but remember, the auditor in this case is not asking the preclear: he is asking a social response machine for the socially acceptable answer. As an example of this as mentioned in *Dianetics: Evolution of a Science*, I once had a preclear who would answer on any query as to health that she was fine, even though she was lying in the agony of a migraine headache. She had a machine set up to respond. One was not in communication with the preclear; and, indeed, one seldom ever was, for she was psychotic.

Thus, in establishing communication lag, it is necessary for the auditor to ask nonsocial questions. The question “**What is your name?**” may be replied to very readily. However, this is a social question, and thus one would have to ask the question such as “**How many doors in this room?**” or “**How many feet do women ordinarily have?**” in order to pose a question which requires intelligent differentiation on the part of the preclear. The length of time it takes for him to resolve this question as a problem and reply to it is the lag time.

This is an actual measure of the distance and the number of vias on the communication lag line of the preclear.

The phenomenon of communication lag is intensely useful; it tells you immediately how far the individual is out of present time; it tells us also the ability of the preclear to give up a problem. He may be so hungry for problems, and every question is a problem which requires an “answer,” that he simply swallows the problem and refuses to solve it by giving an answer to the question. It also tells us how protective, defensive the preclear is in regard to life and the environment.

An old-time auditor could very probably tell by his tone of voice as he spoke where he was on the emotional tone scale as given in *Science of Survival*. An auditor not so schooled need only glance at the person’s communication lag in order to know where he stood on the tone scale.

There is an additional phenomenon, a “brother to communication lag,” known as “process lag.” This is the length of time it requires for the preclear to obtain a result from a process. “How many chairs are there in this room?” process, and then let us ask the preclear this question “**How many chairs are there in this room?**” and discover how many times he has to be asked the question and has to be made to answer the question precisely in order to do so without protest and with instant response. The length of time it would take him to reduce first his lack of knowledge as to the number of chairs in the room and then his unwillingness to be asked the question many, many times over and over (which is his unwillingness to duplicate) would, on an overall count, be

his process lag. The process lag is the length of time it takes to reduce all communication lag from a type of question or action in auditing; and a process lag, then, is peculiar to auditing, unless, of course, you wish to examine the whole subject of communication lags, at which moment you would discover all manner of interesting phenomena not particularly necessary to the auditor.

He would discover, for instance, that the length of time it takes for an individual to learn and adequately use arithmetic could be classed as a process lag. He could discover also that there is a communication lag going on in nearly all conversations. One asks the social question, "How are you?" and the person responds from his machinery, "Fine"; and then, as though totally disrelated, one-half-hour later suddenly says to his companion who asked the first question, "You know, I feel terrible today." There is, for instance, the physiological communication lag. How long does it take for a man's body to change the consideration that he is tired to the consideration that he is refreshed? How long does it take a certain drug to work? But it is not our purpose to go into the broad study of communication lags, as interesting as that field may be, for we do not need to know any more than communication lag and process lag in order to do a good job of auditing and to position the preclear accurately on the tone scale.

Actually it is the process lag which situates the preclear on the tone scale for the auditor. Let us say that a very long process lag could be classified as "unable to do until processed." Then we would discover that Two-Way Communication as the basic process would be an inability if not done with ease by the preclear; if it is done very arduously by the preclear, it would take the preclear on the lower part of the tone scale. Similarly, if the preclear has enormous lag on Straightwire questions, it would peg him as on another, slightly higher, part of the tone scale; and so forth.

This is extremely useful information for an auditor, for it tells him that anybody below 2.0 on the tone scale is there to be audited into death. He is not there to be made to survive, and thus a case poses a considerable amount of trouble for an auditor when it is below 2.0 on the tone scale. When, in other words, it does not discover in Two-Way Communication and in Elementary Straightwire easy processing.

Just to make sure that no preclear fools an auditor with social responses and just to make sure that every preclear gets well, we process today in this fashion. First we discover and execute Two-Way Communication with the preclear, even though we have to do it in the field of mimicry. Then, when Two-Way Communication is very adequately established between the auditor and the preclear, we continue with Elementary Straightwire, the commands of which are "**Something you wouldn't mind remembering,**" "**Something you wouldn't mind forgetting.**" Only then would we go into Opening Procedure of 8-C. It would seem very hard to believe to some people, unless they have considerable experience in auditing, that many people find in Opening Procedure of 8-C a process so arduous that they become sick, fall on the floor and do all manner of weird convulsions. Yet it is true that an individual who has not already been put upscale to Two-Way Communication and Elementary Straightwire will discover considerable difficulty in Opening Procedure of 8-C.

When one has done Two-Way Communication and Elementary Straightwire on a preclear and has recovered the preclear's ability to get well, he can see for the purposes of auditing that the individual has come to a level above 2.0 on the tone scale and he then is ready to embark on Opening Procedure of 8-C, remembering at all times that he must still be able to maintain his two-way communication—that is, not one-way communication, but two-way communication with the preclear, whatever process he does on the preclear, whenever he does it, no matter what actual condition the preclear is in. Many an auditor fails simply because he fails to listen to the preclear when the preclear has something to say and thus the preclear goes into apathy, for he was about to discover to the auditor that the auditor's process had done something fantastically

interesting to him, and being unable to communicate this to the auditor, the preclear goes into apathy.

## CHART OF PROCESSES

### WHERE THEY ARE ON THE ARC TONE SCALE

#### *Exteriorized*

	4.0
<i>Spotting Spots in Space</i>	3.6
	3.5
<i>Remedy of Havingness</i>	3.1
	3.0
<i>Op. Pro. by Duplication</i>	2.6
	2.5
<i>Opening Procedure 8-C</i>	1.8
	1.8
<i>Elementary Straightwire</i>	1.1
	1.0
<i>Two-Way Communication</i>	-8.0

## LRH TAPE LECTURES

10—20 January 1955

** 5501C10	9ACC-20	Education: Goals in Society—Adult Education
* 5501C10	CONF	Auditors' Conference
* 5501C11	9ACC-21	Fundamentals of Auditing
* 5501C11	9ACC-21A	Auditors' Conference
** 5501C12A	9ACC-22	Definition: Aberration, Vias, G.E.
** 5501C12B	PLS-2	Games
* 5501C12C	PLS	ARC Triangle
** 5501C13	9ACC-23	Definitions: Glossary of Terms
** 5501C14	9ACC-24	Perfect Duplication, Life Continuum
* 5501C16	31CGB-1	Address to Congress Delegates by L. Ron Hubbard
** 5501C17A	9ACC-25	Auditing Demo: Six Basics in Action
* 5501C17B	9ACC-25A	Auditors' Conference
* 5501C18A	9ACC-26	Auditing Demo: Spotting Spots
* 5501C18B	9ACC-26A	Auditors' Conference
* 5501C19	9ACC-27	Auditing Demo: Exteriorization
** 5501C19	PLS-3	Communication and ARC Triangle
* 5501C19	PPS	Group Processing
* 5501C20	9ACC-28	Background Music to Living



The focal  
pt is upon  
Scientology  
not its  
organization  
or auditors or  
personalities.

**THIRD INTERNATIONAL CONGRESS OF SCIENTOLOGISTS LECTURES**

London, England  
16—19 January 1955

During the 9th American ACC given in Phoenix, Arizona, L. Ron Hubbard made a tape especially for congress delegates to the Third International Congress of Scientologists held at the Royal Festival Hall, South Bank, London, January 16-19, 1955. Using the latest Phoenix Congress tapes, the theme of the London Congress was two-way communication—its importance for human well-being and how to initiate and maintain it.

\* 5501C16    31CGB-1    Address to Congress Delegates by L. Ron Hubbard

# THE JOURNAL OF SCIENTOLOGY

Issue 43-G

[1955, ca. mid-January]

*Published by*  
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Phoenix, Arizona

## Phoenix Clinic

The first actual HASI-HDRF clinic is now in full swing at 806 North Third Street, Phoenix, Arizona. Unlike earlier Foundation and Association processing activities, the present processing center is personally run by LRH from his own office.

The establishment of the center was not entirely intentional, but, like Topsy\*, just grew—and unlike Topsy and earlier centers, is functioning with startling smoothness. The demand for HDRF-HASI processing had been growing steadily. During and after the Congress recently concluded, it boomed well out of the control of the old processing office at 616 and, as generally happens in such emergencies, LRH was pushed into harness. Ken Barrett, D.Sc., already Ron's own administrative officer at 806 was shoved into the post—as another duty—of Director of Processing. He began to line up the best auditors he could call back to or find in Phoenix in order to get a staff which could do the job on the preclears. For their assistance he began to hold a five o'clock daily conference on the cases being processed.

When Ron exteriorized from the Congress he found his office overrun with data, auditors and preclears. This looked interesting and so he decided to hold the five o'clock conferences himself. He sent some of the auditors back to school, added some new ones and began to coach and build into existence the most able staff of auditors so far assembled.

Coached on every case at five o'clock every afternoon, the dozen auditors who compose the staff have begun to concentrate on just one goal—to clear every preclear they get their hands on. Already faced with three of the roughest cases ever discovered, the staff has begun to call clearing a Black Five a routine activity. This staff is out to run up a record of clears.

The center has at its disposal a sanitarium, abundant applications for processing and Ron's quick assistance and advice. The processing requests are made to Ken Barrett at 806 North Third Street, Phoenix, Arizona, Phone Alpine 24416. The auditor is assigned by Ron after case assessment and psychometry and is checked daily thereafter by LRH. Processing results are secured by guarantee where desired and, should the results be not as good as expected in the preclear's opinion, refund is made. The goal of this staff is to clear as many people as possible. At this center we may be beginning the biggest forward push to date for Dianetics and Scientology.

## NEW YORK CONGRESS!

Be at the New York Congress if you missed Phoenix! On February 4, 1955 at Steinway Concert Hall, 113 West 57th St., New York City, at 10:00 A.M. you can register and on the same day at 1:00 P.M. the Congress starts with an address of welcome from L. Ron Hubbard as recorded. And on the 5th, 6th and 7th of February

[\* *Topsy*: In Harriet Beecher Stowe's *Uncle Tom's Cabin*, a young negro slave girl whose ignorance and unconscious humor provide comic relief. Her replies to questioning, "Never was born" and "I spect I grow'd," have made her the symbol of that which originates spontaneously and develops aimlessly.]

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the program continues. All the lectures Ron gave at December end in Phoenix, specially recorded with high speed high fidelity, will be given on these days from the 4th to the 7th. All the group processing he gave. All the data on Communication. This was the Unification Congress of Dianetics and Scientology given under the joint sponsorship of the HDRF and the HASI and you can have it in full in New York at Steinway Hall for the same price that was paid in Phoenix. Also present will be specially autographed copies of *Dianetics 1955!* the SECOND BOOK of Dianetics on which these great lectures are based.

Richard Steves, D.D., D.Sc., will be the manager. Write him now in Phoenix at the HDRF or HASI for your reservation.

If you want to understand communication processing, if you want to meet the stellar names in Northeastern U.S. Dianetics and Scientology, if you want to come closer to clear with Ron's group processing, be there for sure.

The December Congress was the most important thing that ever happened in Dianetic and Scientology events. It is being repeated in the four comers of Earth by the HDRF and HASI—in New Zealand on Easter given by Tooley of the HASI—in London in January at the great Royal Festival Hall by Horner of the HASI—in New York on Feb. 4 at Steinway Hall by Steves of the HASI. This is topflight, bigline, engraved stuff. (And if you come to the N.Y. Congress, which you will if you are near, Steves says, he promises, he certifies, that he will not thereafter revoke any certificate you might ever hold.) So let's go NEW YORK!

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HOW COME THIS JOURNAL IS TYPEWRITTEN can best be explained by the downright busyness of Phoenix what with the Congress here and the cussed laziness of some people. You got it at all because Ken Barrett he up and pasted and Ron after his Wednesday night public lecture that happens every Wednesday here came back and tuck his typewriter and some multi plates in hand and writ it and because Maxine she up and grinded and the staff stapled and right after this paper was addressed and put to print they all hung the former editor, for being late too often, to the nearest Cottonwood Tree, Western style (no anvil in his pants) and this is all to announce the auction of his boots come February 8th by Tom Esterbrook who has come down from Dry Gulch at last to write once more for the *Journal*.

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*DIANETICS, 1955!* by LRH is breaking all former sales records with its limited edition. We are sending a hundred to the New York Congress but we are so close to out at \$5.00 a throw autographed that you'll be lucky if you're fast with your order. This is no sales talk. This is a hint to our friends to act fast. Why is it important? Because it completes the cycle of *Dianetics: The Modern Science of Mental Health*.

A SPECIAL TAPE PACKAGE OF SIX ADVANCED CLINICAL COURSE LECTURES WHICH SUPPLEMENT *DIANETICS, 1955!*, the book, are ready to be airmailed to you for \$60 the set. These tapes give a lot of background for the book and several processes which weren't even talked about outside the Clinical Course.

SIXTEEN HOURS OF CONGRESS TAPES, all of them, at 33/4 inches per second are ready to send at once for \$160 a set. In Phoenix they were live. In New York they'll be close to live at 15 inches per second high fidelity plus seminars and talks by prominent auditors. If you went either place you'll still want this set of tapes. They cover COMMUNICATION as it has never been covered before in the history of Man. Here's a milestone!

YOUR BACHELOR OF SCIENTOLOGY CERTIFICATE is yours if you complete the HUBBARD PROFESSIONAL COLLEGE CERTIFICATION COURSE. You

have to have an HDA or HCA certificate to qualify for a half cost whole time of eight weeks course. You'll be a successful auditor if you complete it. That's \$500 for the course of which you HDAs and HCAs pay half only.

YOUR HUBBARD CERTIFIED AUDITOR CERTIFICATE IS YOURS when you complete the eight weeks certification course here in Phoenix. That's \$500 for the whole course, certification examination, certificate and texts. And it's lovely in Phoenix this time of year. Good instruction, up-to-the-minute data, training completely guaranteed. Of course if you think you are buying for that \$500 only eight weeks of training, you better look. You're buying a career and fellowship with the highest toned people on Earth. You won't ever know Scientology like a pro knows it unless you take a course. And many take this course just to know Scientology and get their cases up. There's 24 crackerjack students in the Certification Course right now. They'll welcome you.

THE ADVANCED CLINICAL COURSE UNITS are the top goal of the auditor in training. You have to be an HCA or an HDA and appointed to the course for this is the course which Ron teaches himself. It is the only way to get a Doctor of Scientology degree, the only way to get a right to train to HCA level. The Dianeticist gets his Ph.D. on graduation if he wants it. All the topflight auditors get to it eventually. We're just graduating Wing and Smokey Angel even hotter than they were. \$800 for the course of six weeks, payable in advance.

By the way we're trying to build a college out here. We're growing. We're expanding, we're bursting. Every time the squirrels chatter, we grow another notch. Every time you begin to hear wilder rumors about Ron or the HDRF or the HASI you know we must be putting on a burst of speed. If there were space enough here we'd be able to write all the real good things that are happening. We've got a new kid school run by Marcia and HCA Estrada to care for the loose children we find lying around and for the kids of the staff and students. We've been working a miracle case on sclerosis. We've got stacks of news, news, news from auditors all over the world—and believe us, EVERYBODY lately has been getting fascinated with auditing and its modern results— even auditors!

The June 1954 Congress was promised a book. It is *THE CREATION OF HUMAN ABILITY*—formerly, and an expanded (by triple) version of, *THE AUDITOR 'S HANDBOOK*. It's coming up in beautiful hard covers in a very few weeks. And those of you who will receive it or have placed orders for it will be very happy to know that we held it to get it up to date and make it stay in present time. If you haven't ordered it, better. Almost the entire first printing is already bought. It's \$5.00 a volume. It has the AXIOMS of SCIENTOLOGY and 76 terrific processes including the important exteriorization steps. You'll need this and *Dianetics, 1955!* both. They're very different, each is getting raves—for a few have had a peek at the galleys of *The Creation of Human Ability*.

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We have just read this through and find there is too much enthusiasm in it as a paper and we realize that this will offend a lot of people who can't take enthusiasm. But we can't much help the enthusiasm because all the dreams and goals we have been working toward since 1950 are starting to take form and come true and we look at the old HDRF here and feel mighty good and we look at the projected college building and we feel good and we talk to some of the people these staff auditors have been processing and we feel good and by golly we're sorry we just can't get down to tone for the public good. Even Alphaia could make us laugh tonight.

**P.A.B. No. 44**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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21 January 1955

**TWO-WAY COMMUNICATION IN ACTION**

The first thing one should know about communication is its formula. The formula of one-way communication is Cause, Distance, Effect, with Intention and Attention, where that which occurs at Effect Duplicates what emanated from Cause. The elements of communication, then, are Intention, Attention, Cause, Effect, Distance and Duplication. Meaning, Significance, are secondary phenomena.

Communication is part of the triangle of Affinity, Reality and Communication. Reality is composed of the degree of duplication possible, and this is also describable under the heading of Agreement. Reality is a quality which depends upon duplication, and in the action of duplication expertly or poorly done we find agreement and disagreement. The basic definition of Affinity is "co-existence" and as we drift away from actual co-existence, we drift into the ARC triangle and the communication formula. Co-existence is superior to the ARC triangle and the mechanics of living. Here we would find two things occupying the same space. This would be at the top of the scale. Two things with no space, no mass, and no energy. At the bottom of the scale we would find two things compulsively or obsessively *almost* occupying the same space. As Affinity enters into the state of not-quite co-existence, we get the manifestations of particles and significances, symbols, and, of course, much more intimately, Affinity embraces the distance part of the communication formula. It begins with the no distance of co-existence and then, as Affinity drops, the distance factor is more and more important (regardless of whether the distance is far or close) until we have at last a complete and positive objection to proximity, or a complete and positive objection to any distance, and in this "state of mind" we find material objects or the particles which compose them. Under Affinity, of course, we have the emotional scale: Effort, as found in *Science of Survival*, and the Know down to Mystery Scale as discussed in the Advanced Clinical Course Tapes.

The entirety of ARC is the subject of understanding. Knowingness is highest on the scale, and this exceeds ARC and is in the realm of considerations and ideas. The moment we enter into understanding we get into the communication formula and the ARC triangle. Understanding is a highly superior commodity, but still lower than knowing. Understanding itself produces a column of the Chart of Human Evaluation which could be added to it. At the top we would have a complete understanding of all things, and it would be complete knowingness, but this would require no communication to effect. From this knowingness we would drop downscale into understanding, and then into varying but dwindling degrees of understanding until we arrived at 2.0 on the scale, where we would find that understanding had become commixed with incomprehensibilities to such a degree that the entire vectors of life are reversed and become the vectors of physical objects. From 2.0 down we specialize in greater and greater degrees of incomprehensibility.

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The subject of incomprehensibility is difficult to comprehend. If we examine the communication formula we discover that a duplication at effect must take place if a communication is to be received from the cause point of the line. Similarly, the cause point of the line has to take into account the fact that effect must be able to duplicate. Thus, the cause point of the line, if it wishes to communicate, must communicate in a fashion or in a guise which can be duplicated at the effect point of the line. This is not a question of being so stupid or incomprehensible as to cause an effect on any incomprehensibility, but it is a willingness to self-determinedly emanate in such a manner as to allow a duplication to take place at effect.

The basic stuff of the physical universe, to a thetan, is an incomprehensibility, but he is entirely devoted to trying to understand it. A thetan himself, the awareness of awareness unit, *is* understanding. Thus, we have this unit attempting to understand the incomprehensible. A thetan can, with perfect ease, understand incomprehensibility, but sometimes until it is called to his attention, he is continually on the track of trying to find some comprehensibility in the incomprehensible. The very fact that a thing is in a mass form is a puzzle to a thetan, since he, himself, has no mass, no wave length, and no actual position in space other than his own declaration of it. He can easily understand a form, since he is generally “experienced” in forms, but he can’t understand the stuff of which the form is made because that stuff is incomprehensibility. Thus we find the thetan very easily “as-ising” forms and altering them, and we find him considering that he is incapable of altering in its actual substance, creating or destroying the stuff of which the physical universe is made.

A thetan looking at the incomprehensibility of the physical universe is, of course, doing a no-duplicate. He is mocking himself up in the role of having to understand the incomprehensible. Thus we get him fixated on the idea of the physical sciences and eventually degenerating down to a point where he behaves like MEST, and here we have the luckless nuclear physicist who can cause MEST to vanish only by blowing it up, physically—a game which will never win. Here we find science in general, and here we find scientists, and their utter incapability of understanding any slightest particle of human behavior or conduct, and without any beliefs to speak of in humanity, and with a perfect and gruesome willingness to destroy it. These, as awareness of awareness units, have agreed so thoroughly with the physical universe that they have no agreement with actual understanding. They write their books with many communication lags, hemming and hawing, and without any decisions, and thoroughly object to anybody’s writing as though he knows what he is doing. The one thing that the scientist knows is that nobody knows, and this does not happen to be true. Thus, his science is based on a false datum. He originates a theory that man rises from mud because he, himself, is so close to it. When he does go into the field of the human spirit, the spirit itself, and indeed his own beingness, is an other-determinism to him. He sees no virtue in human fellowship or decency and advises in his books the necessity to turn to higher force. Once a scientist has broken through, in a revulsion against himself, his feelings of non-understandingness about people, it is generally on the downward side and it is in the realm where he must obsessively turn to God.

I give you this as an idea of what happens to preclears as they go down the tone scale. When they get close to the bottom they become scientific and pretend they know nothing and fight anything else which might know. When they get a little further down they become more violently neurotic and a little more south they become psychotic and forget even their science. And this is of considerable interest to the auditor, for the auditor is interested in human reactions and actions, and all he has to do is understand that he is looking at an incomprehensibility when he looks at anyone who is that neurotic or psychotic. There is no other causation in psychotic behavior than that everything is incomprehensible. There is no private, secret button which can be hit in a case, magically turning the individual into sanity, unless, of course, we utilize successfully **“Be three feet back of your head”** with some basic preparatory

work. But this, of course, returns the person upscale toward understanding since it takes him from such close proximity to mass.

The auditor, then, who is looking at a psychotic, is trying to understand an incomprehensible, and if we were to cease using the word “psychotic” and began to use the word “incomprehensetic,” we would have a word which would serve us extremely well.

Thus, an auditor processes the psychotic with considerable difficulty in the absence of this understanding of incomprehensibility. For the auditor, to get any communication across, has to mock himself up, at least to some degree, as psychotic before he can communicate. The auditor’s fight to keep from being psychotic, or even seeming psychotic, is such that this conflict within himself (not because of any emanation from the psychotic, since these people do not emanate) restimulates him. The best way to handle a psychotic is with physical form, making the psychotic mimic the physical form by mimicking, with the physical form, the psychotic. Thus we have our basic level of mimicry, and thus we have the entering wedge of communication.

One-way communication is a first-dynamic operation. Two-way communication is a third-dynamic operation. An auditor who is playing “the only one” does not engage in third-dynamic activities, much less communication, and so he withdraws into one-way communication, and thus never lets the preclear emanate any communications, and will not listen to anything the preclear has to say. To this one fact alone we attribute the breakdown and lack of forward progress of many cases. The auditor did not pay any attention when the preclear had some vital information he desired to impart.

The process involved with running a two-way communication is best entered in the field of mimicry, and the best two-way process is then, of course, mimicry. Such a process will be given in the next PAB.

On the subject of communication itself, the auditor must realize that two-way communication is part and parcel of every process known in Dianetics and Scientology, and if it is not established, and if it is not continued, and if no attention is paid to two-way communication, only a small amount of benefit will occur. If two-way communication is understood as a process, many cases which previously seemed utterly unsolvable can be resolved with considerable ease.

## CHART OF PROCESSES

### WHERE THEY ARE ON THE ARC TONE SCALE

<i>Exteriorized</i>	
	4.0
<i>Spotting Spots in Space</i>	3.6
	3.5
<i>Remedy of Havingness</i>	3.1
	3.0
<i>Op. Pro. by Duplication</i>	2.6
	2.5
<i>Opening Procedure 8-C</i>	1.8
	1.8
<i>Elementary Straightwire</i>	1.1
	1.0
<i>Two-Way Communication</i>	-8.0

# Spiritual Exercises

The first  
psycho-therapy

psycho is greek  
of soul -

There hasn't  
been any before this.

**LRH TAPE LECTURES**  
Phoenix, Arizona  
21 January—2 February 1955

** 5501C21	9ACC-29	Axioms: Laws of Consideration, What an Axiom Is
* 5501C26	PLS	Goals of HDA and Scientology
** 5501C26	PLS-4	Scientology and Auditing
* 5501C26	PPS	Alcoholism (Group Processing)
** 5502C02	PLS-5	Alcoholism
** 5502C02	PPS	Group Processing, Variation on Six Basic Processes



**P.A.B. No. 45**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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4 February 1955

**MIMICRY**

The following process was developed by DScn Jan Halpern. Throughout the process the auditor doesn't say a word. He doesn't answer possible questions, he doesn't explain in words what he wants. Under all circumstances he makes like the Tar Baby and "don't say nothin'." He uses any gestures necessary.

*Step I-a:* The auditor stands in front of the preclear, holding out a small object to him, until the preclear takes it from his hand. As soon as the preclear takes the object, the auditor holds out his hand, palm up, until the preclear places the object in his palm. The auditor immediately then offers it to the preclear again. This is continued until without comm lag. The object should be offered to the preclear from a variety of positions once he has gotten the idea: from down near the floor, far off to either side, over the preclear's head. Likewise, the palm should be held in a variety of positions for the return of the object. Both hands may be used. Get the preclear doing it really fast.

*Step I-b:* When Step I-a is going swiftly and easily, the auditor introduces a switch. After the preclear has just accepted the article, the auditor, instead of extending his palm for its return, places his hands behind his back briefly, then conveys by gestures that the preclear is to offer the object to him. When the preclear does so, the auditor takes the object from his hand, but does not return it until the preclear holds out his own hand, palm up, to receive it. This exchange is continued until the preclear is offering and accepting the object from as wide a variety of positions as the auditor used, and all other comm lags are flat.

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

This process rehabilitates the sense of play; validates non-verbal ARC; short-circuits verbal circuitry; lets the preclear position matter and energy in space and time; gets the preclear up to speed; murders "there must be a reason" for doingness; processes the auditor and the preclear equally and besides, it's fun.

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# "Old Guff's"

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R2-40  
All the places  
where people  
called you  
attn to yourself

## LRH TAPE LECTURES

Phoenix, Arizona  
9—12 February 1955

* * 5502C09	PLS-6	Miracles
* 5502C09	PPS	Session: Control of Body, Think a Thought
* 5502C12		Auditors' Conference

**P.A.B. No. 46**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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18 February 1955

**STRAIGHT WIRE**

The oldest form of psychotherapy involved the questioning of the patient about his dreams. This is currently dramatized by psychology. A more modern type of psychotherapy consists of asking a preclear about his past.

Both of these, and many other activities in Dianetics and Scientology could be included under the heading of Straight Wire.

Effective particularly from 1.1 on the tone scale to 1.8, the processes embraced under the heading "Straight Wire" have all one purpose in common: this is the purpose of making the preclear stretch a "straight wire" between Cause and Effect across the intervening distance, whether this "distance" could be a distance in terms of location or a distance in terms of time.

Any process in Dianetics or Scientology is a Third Dynamic process. Thus, any process in Dianetics or Scientology requires communication. In Straight Wire and any other process, this fact must be observed by the auditor: that a two-way communication must be maintained. Thus, when administering any process which could be called "Straight Wire," the auditor should be careful at the same time to maintain two-way communication. When he originally started the session the auditor captured some ground. He established two-way communication, whether by mimicry, conversation, or discussion. He must never lose this captured ground. Thus, when running Straight Wire, when running Opening Procedure of 8-C, Opening Procedure by Duplication, Remedy of Havingness, Spotting Spots in Space or any other process, it is necessary that this gained ground be maintained.

The term "straight wire" itself is meant to describe the imaginary straight line between Cause and Effect. The trouble with a preclear is that he is doing too many things VIA. He is doing anything and everything in life VIA. He is obtaining via food. He is looking via glasses. He is feeling and expressing emotion via glands. He is utilizing or experiencing effort via muscles. He is thinking via (he thinks) a brain. He is obtaining sensation, sustenance, and even revenge, via food. He is experiencing sensation and making the future via his genitals, and he is even trying to experience the origin of life, in most cases, via a church.

His dependency upon objects and services is such that his own creativeness becomes suppressed, submerged, for this working law is always present: that upon which one becomes dependent becomes, at length, one's enslaver. When anyone sets up anything automatically, that thing becomes his randomness at some future date. We can observe this in many ways, but the entire summation of this can be grouped under the heading "VIA."

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Should the auditor bring the preclear to a point where a certain cause and a certain effect can be joined together without the intervention of a VIA, then the auditor has materially gained. Such a process is the Opening Procedure of 8-C, for here the preclear is being asked to connect, at least as a body, directly with a wall. As he reaches out to touch a spot on that wall, he is, in effect, stringing a straight line. It is notable that the Opening Procedure of 8-C was first designed for use upon an exteriorized person, and when one has a preclear exteriorized, running through the steps of the Opening Procedure of 8-C and the remainder of 8-C as given in Issue 24-G of the *Journal of Scientology* produces very marked effects.

If your preclear cannot have an effect he certainly cannot change. If he cannot cause an effect to occur, he certainly cannot change himself. All time is change—change is time. While, basically, time is simply a consideration, the considerations of time itself are mechanically tracked by the alteration of the position of the particles in space. Your preclear is stuck wherever there was no motion of particles, whether the moment is a pleasure moment, a triumph, a failure, or even death. In the absence of particle motion, as far as he is concerned, if he has lost his power to change his considerations, no time has existed. Thus, those things which you find in the engram bank which are most readily available to the preclear are things which contain no change in them, or things which have a change immediately before them and after them, but have no change between. In the absence of this change, we get a condition of timelessness in an engram or facsimile which permits that incident to “float” on the track and thus rise up to present time.

As the preclear becomes more and more embedded in motionless incidents he becomes harder and harder to change himself. Or, as he dramatizes to a marked degree his own bank, in the most ordinary living, then, he dramatizes the changeless moments, and he, himself, does not change.

The basic confusion of a preclear lies in the fact that an awareness of awareness unit basically has no mass, meaning or mobility. It has qualities and potentials, but it does not have position in space, nor, in its highest form, any movement in space. It can be at will in various positions in space, but it is not, itself, in space. As this is the case you can see that a preclear is dramatizing the truth when he is holding himself and motionless incidents motionless. In other words, if change to him is totally a particle shift in space, then he is apt to consider himself moving as the particles move. If he is moving he is actually to some degree disobeying the most basic quality of theta. Motion, then, to him, becomes antipathetic. On the lowest toned catatonic one finds this dramatization in full progress. A motionless person is then dramatizing the truth. But in all aberration we discover that it is the ingredient of truth which maintains the aberration in force. He is dramatizing motionlessness, and is motionless, but the truth of the matter is that, as a thetan, he should be able to make things move at will and appear in various positions in space. Thus, in clinging to the truth he loses his ability to move particles, and thus loses his ability to have time. This is best manifested as his communication, but as his communication drops, so drop his reality and his affinity. In other words, although he clings to the motionlessness of being a thetan, he loses the basic qualities of being a thetan, which are those of Knowingness and Understanding.

The basic confusion of any preclear, then, is to move or not to move. Shakespeare has said “to be or not to be” is the question. When it comes to getting a preclear upscale, the question is “to move or not to move.”

The basics of Straight Wire are designed to bring the preclear into the realization that he, himself, can be at either the cause or effect point of a communication line, and that he, himself, does not have to be the particle moving on that line. Being the particle and insisting upon the truth that he isn't moving simply stops his communication entirely. Particles move on the straight line between Cause and Effect. Cause and

Effect themselves are not in motion. The task is to get the individual to assume the responsibility of moving particles. With this comes the realization on his part that he, himself, does not have to move in order to move particles, and thus he will come upscale. Getting him to move his body around the room is an excellent method of accomplishing this, but to many preclears the movement of a body is a near-impossibility. And these can contemplate only the moving of a memory or an idea. Thus, from 1.1 to 1.8 on the tone scale we find the best therapy to be that which directs itself toward the thinkingness below effort—the moving of ideas.

There is no particular reason to concentrate solely upon a preclear's past. Actually, a preclear is not the product of the past, he is the product of himself. All the past can do for him is to accumulate and hold for him the information that it is bad for him to move, or act, or do. So, let us take a preclear whom we have gotten into communication and work with his more elementary ideas and thus get him to string straight lines between Cause and Effect.

Elementary Straight Wire has two commands. The auditor takes the first of these and uses it as long as is necessary to entirely flatten the preclear's hesitancy as represented by his communication lag. His communication lag is merely the expression of VIAs on the line, which amounts to the preclear's unwillingness to string a straight line. The questions are: **“Give me something you wouldn't mind remembering,” “Give me something you wouldn't mind forgetting.”**

A more elementary form of this would be: **“Remember something,” “Forget something,”** but this is far too direct for our preclear. If you will notice, a very direct and forthright person, if surrounded by people who are more covert, gets a very bad going-over for it. Thus it is in processing when you try to string a very straight line with a preclear he will sometimes resist.

Slightly less elementary than Elementary Straight Wire as above is the next-to-the-last list in *Self Analysis*: **“Can you recall something that is really real to you,” “Can you recall a time when you were in good communication with someone,” “Can you recall a time when someone was in good communication with you,” “Can you recall a time when you felt some affinity for someone,” “Can you recall a time when someone felt some affinity for you.”**

The entire text of *Self Analysis*, in its original edition now available from the Foundation in Phoenix, is devoted to rehashing the preclear's past to show him that it is not quite as dangerous as it is made out to be, and that it won't bite him if he remembers some things about it.

From this form of Straight Wire we go into a more complicated form as given in *Self Analysis in Scientology*, a converted edition of the original *Self Analysis*. The edition is converted, by the way, simply by substituting everywhere in its text for the word “recall” the word “mock up.” Simply by substituting “mock up” in the directions at the beginning of each list, one has a modern *Self Analysis*.

Now it is very remarkable that the less specific and sequitur the auditor's questions are, the better the results with the preclear.

Another form of Straight Wire is quite superior to those above, but is a very vicious and violent process. It is contained in *The Creation of Human Ability*, which is the printed edition, much expanded, of the earlier *Auditor's Handbook*. The basic command of this process is: “Start Lying,” “Keep on Lying.” This can be particularized with: **“Tell me some lies about your past,” “Tell me some lies about me present,” “Tell me some lies about the future,”** the auditor each time making sure that the preclear is using non-actual places and times.

Remember that while running Straight Wire one must maintain a two-way communication. Many a case has been lost simply because the preclear wanted to say something and the auditor was so intent upon the process that he paid no attention whatsoever to the preclear's urge to communicate. Remember that one-way communication is a First Dynamic operation; that two-way communication is necessary for a Third Dynamic operation; that under one-way communication a preclear will not get well; that under two-way communication a preclear *will* get well. Thus, in running Straight Wire do not begrudge the preclear a few moments' discussion of the incident he has just recalled, or discussion of phenomena he has suddenly noticed. Do not crush him simply because he wishes to express himself.

This is essentially a subjective process, and the auditor should make sure that the preclear speaks aloud the things he is remembering. The preclear's nod or "yes" to signify that he has recalled something or has invented something is insufficient, and should always be suspect, for preclears who are very bad off pervert or invert every communication line they use and so they will not be doing the process if given any slightest opportunity.

Elementary Straight Wire and other forms of Straight Wire are intensely beneficial from 1.1 to 1.8 on the Tone Scale, but after you have your preclear up to 1.8 or above, remember that there are better processes.

## "Old Guffs"

\* NOTE:

A thetan located in a space is less than theta itself but a thetan located is much ~~greater~~ ~~greater~~ than how sapiens.

** 5502C23	PLPS-1	Scientology and Ability
* 5502C23	PPS	Group Processing
* 5502C23	PLPS-2	Session: "Find a Mystery"
* 5502C28A		Staff Auditors' Conference
* 5502C28B	LECTURE	Basic Reason
** 5503C02	PLPS-3	Efficiency, Thought, Emotion and Effort
* 5503C03	LECTURE	History of Research and Investigation

**P.A.B. No. 47**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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4 March 1955

**OPENING PROCEDURE 8-C**

Report after report from various auditors comes to me stating that they now realize why their auditing of many of their preclears failed. And they uniformly declare that the reason for former failure on preclears was not the case level of the preclear, nor yet the complicated state of processes, but (1) failure on the part of the auditor to get the preclear into two-way communication before proceeding with other processes, and a continuing failure to keep two-way communication established, and (2) not doing enough Opening Procedure of 8-C on the preclear.

An evaluation of a technique does not depend upon the intricacy or brilliance of its theory, but upon its ease of communication to auditors during training, and the ease of their application of it upon preclears. In 8-C we have a process which answers these various conditions. It is very easy to train an auditor to do 8-C. It is very easy for a preclear to do Opening Procedure of 8-C in one form or another.

The entirety of a technique known as Standard Operating Procedure 8-C was intended for exteriorized preclears. Its opening procedure was originally designed to be done by an exteriorized preclear, but it was found to be far less workable for the exteriorized preclear than when done (so far as the opening part of the procedure was concerned) with the preclear moving his body around and making it touch spots.

There are three parts to Opening Procedure of 8-C, and it is necessary for the comm lag as dramatized physically by the preclear to be completely flattened by the auditor on each part before the next is undertaken. Eventually these parts are the gradient scale of decision. In the first part we have the auditor picking out the spots, telling the preclear to walk over to them, telling the preclear to touch them. In the next step, part (b) of Opening Procedure of 8-C, we have the preclear picking out the spots on the auditor's order, and then, on the auditor's order, walking over to them and touching them. And in the third part, part (c), we have the preclear picking out the spots on the auditor's order, walking over to them, and deciding on his own decision, but under the auditor's command, when to touch and let go.

This is not one of those processes one gets "novel" about as an auditor. The process has been found to be workable exactly as it is put forth. Variation, or the introduction of extraneous material beyond that necessary to continue a two-way communication with the preclear is found to be destructive of the process. This process is as workable as it is simple. It is also as workable as the auditor is able to do a process as given.

The first thing that Opening Procedure of 8-C does is to get the preclear used to the idea of following somebody else's directions, and leading him to discover that by following somebody else's directions he does not collapse or become ill or die. In other

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words, the preclear discovers that he can follow orders without becoming entirely ruined. This is an interesting discovery, since the physical universe is continually ordering him around, and if he is resisting orders he is resisting the physical universe. Resistance is the one step necessary to entrapment.

There is another point in the Opening Procedure of 8-C which cannot be too thoroughly stressed. Nearly every failure in the past where the preclear has been audited and audited, and audited, the auditor was unaware of the fact that the preclear was not following the directions given him. A survey was taken of preclears who had had a great deal of trouble in being processed in Scientology, and each one of them, either by means of a meter or by their own statement, was discovered to have uniformly avoided running any of the auditing commands given them, even though they were giving the auditor every assurance and appearance of running the auditing commands. Now it could only be possible for a preclear to avoid auditing commands if the auditor was unable to observe directly the workings going on in the preclear. In the Opening Procedure of 8-C it is impossible for the preclear to avoid the auditing command. The auditor can stand or sit and watch the preclear go through the exact orders and observe directly whether or not the preclear is doing what he is told to do. This is a major benefit.

The basic theory of Opening Procedure of 8-C is to make and break communication with the physical universe. Once an individual discovers that he can make and break communication with walls and objects, it will be discovered that he can let go of various pieces of his engram bank. Actually, all the time he is doing 8-C he is letting go of enormous quantities of useless material with which he has cluttered his thinking and life. It is a very direct process and gets the preclear to stretch a very straight line between Cause and Effect.

An auditor while running this should occasionally ask the preclear, **“Who is doing this?”** Preclears who are psychotic will tell the auditor that their finger is doing it, or that the wall is doing it, and then advance on up to where the hand is doing it, the arm is doing it, and finally that the body is doing it, and at last that the preclear himself is doing it. This is the acceptance of responsibility for an action.

A very good description of the Opening Procedure of 8-C exists in the printed edition or the mimeo edition of Intensive Procedure as R2—16, which is the proper technical number of this process. A thorough description of the process is given in PAB No.34 at the beginning of this series. The process is being repeated here in order to give it proper stress. It has, and do not doubt it for a moment, tremendous value.

I have yet to see a preclear who is having physical difficulty of a major sort or mental difficulty, fail to improve under a long and careful and meticulous administration of the Opening Procedure of 8-C.

There are two errors which can be made in the running of the Opening Procedure of 8-C. The first is not to know and do the process, and the second is not to run it long enough. How long is long enough? In many cases, twenty-five hours is not long enough.

In the Opening Procedure of 8-C (R2—16) the auditor has a very powerful tool and is invited to use it thoroughly.



# "Old Guffs"

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"I had better  
like it - I  
can't change it."

## LRH TAPE LECTURES

Phoenix, Arizona  
8—18 March 1955

* 5503C08	DEMO	Auditing Demo
** 5503C09	PLPS-4	Health and Certainty
5503C09	PLPS-5	Session: Only One, Things Real and Unreal
* 5503C09	PPS	Group Processing
* 5503C14	DEMO	LRH Auditing Demo
* 5503C14	DEMO	LRH Auditing Demo
** 5503C14	HPC-1	The Only One (the mechanics and solution of the occluded case)
* 5503C14		Auditors' Conference
* 5503C15	DEMO	Auditing Demo
* 5503C15	DEMO	Auditing Demo
* 5503C16	PLPS-6	Knowingness
* 5503C16	DEMO	Demonstration—LRH
* 5503C16	DEMO	LRH Auditing Demo
** 5503C16	PLPS	What We Are Doing
* 5503C17	DEMO	LRH Auditing
* 5503C17	DEMO	LRH Auditing
* 5503C18	DEMO	LRH Auditing

## LRH AUDITING DEMONSTRATIONS

Phoenix, Arizona  
8 March—29 April 1955

The first issue of *Ability*, Number One, issued early 1955 from Phoenix, Arizona, carried news of a very special offer of personal processing by Ron in demonstration sessions to the Advanced Clinical Course Units.

Presented live on television to ACC students, the sessions were also recorded on tape for future use.

These demonstration auditing sessions are all grouped together here for convenience. They are also shown in their correct date sequence with the written materials in the following pages.

* 5503C08	DEMO	Auditing Demo
* 5503C14	DEMO	LRH Auditing Demo
* 5503C14	DEMO	LRH Auditing Demo
* 5503C15	DEMO	Auditing Demo
* 5503C15	DEMO	Auditing Demo
* 5503C16	DEMO	Demonstration—LRH
* 5503C16	DEMO	LRH Auditing Demo
* 5503C17	DEMO	LRH Auditing
* 5503C17	DEMO	LRH Auditing
* 5503C18	DEMO	LRH Auditing
* 5503C18	DEMO	LRH Auditing Demo
* 5503C21	DEMO	Auditing Demo—LRH
* 5503C21	DEMO	Auditing Demo—LRH
* 5503C22	DEMO	Auditing Demo—LRH
* 5503C22	DEMO	Auditing Demo—LRH
* 5503C23	DEMO	Auditing Demo—LRH
* 5503C23	DEMO	Auditing Demo—LRH
* 5503C24	DEMO	Auditing Demo—LRH
* 5503C24	DEMO	Auditing Demo—LRH
* 5503C25	DEMO	Auditing Demo—LRH
* 5503C25	DEMO	Auditing Demo—LRH
* 5503C28	DEMO	LRH Auditing Demo
* 5503C28	DEMO	LRH Auditing Demo
* 5503C29	DEMO	Afternoon Auditing Demo
* 5503C29	DEMO	Afternoon Auditing Demo
* 5504C01	DEMO	LRH Auditing Demo
* 5504C01	DEMO	LRH Auditing Demo
* 5504C04	DEMO	LRH Auditing Demo
* 5504C19	DEMO	LRH Auditing Demo
* 5504C20	DEMO	LRH Auditing Demo
* 5504C21	DEMO	Auditing Session

** 5504C27C	DAS	Education on Problems—Who Doesn't Think You're Insane
* 5504C27D	DEMO	LRH Auditing and Discussion
* 5504C28	DAS	Demonstration Auditing—More Education on Ownership Process
* 5504C28	DAS	Demo Auditing—Ownership Part IV
* 5504C29	DAS	LRH Discussion and Auditing of Ownership and Control
* 5504C29	DAS	LRH Discussion and Auditing of Ownership and Control Part VI

### HUBBARD PROFESSIONAL COLLEGE LECTURES

Phoenix, Arizona  
14 March—14 May 1955

In March and May 1955, L. Ron Hubbard gave ten one-hour lectures to the students attending Hubbard Professional College in Phoenix, Arizona.

*Ability* Minor 4 reported: "Ron's lectures to Hubbard Professional College are given every Saturday to all the students and to the staff of HASI. In these lectures Ron has been talking directly to the trained auditor about auditing. They are not introductory lectures. They are the most advanced material on auditing available, and this does not mean that every Saturday Ron has been chucking out everything that has gone before and announcing new theory. He has been talking about things which he has been testing for a long time, and reporting the most valuable of what in his experience is found to be practical and sound practice for the auditor. The Six Basic Processes are still the Six Basic Processes and what Ron has been doing is to make the auditor more knowing and more familiar with these as his base."

** 5503C14	HPC-1	The Only One (the mechanics and solution of the occluded case)
** 5503C26	HPC-2	Axiom 51
** 5504C02	HPC-3	Axiom 51 in Action (The creation and uncreation of energy and masses by postulate; Knowingness; and Communication)
** 5504C09	HPC-4	Consequences and a New Understanding of the Six Basic Processes (how to discover with precision and raise the reality level of the preclear)
** 5504C16	HPC-5	Service Facsimiles (its handling by modern auditing)
** 5504C23	HPC-6	Thinkingness
* 5504C30	HPC-7	Ownership Processing
** 5505C07	HPC-8	Meaningness (the basic formula for happiness—a new process), Part I
** 5505C07	HPC-9	Meaningness, Part II, Auditing Tips
** 5505C14	HPC-10	The Tone Scale (an important new understanding of the tone scale)

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Phoenix, Arizona

## THE SCIENTOLOGIST

### A Manual on THE DISSEMINATION OF MATERIAL

L. Ron Hubbard

#### INTRODUCTION

The basic purpose of this book is to inform members and auditors of the Hubbard Association of Scientologists, International about the fundamentals of Scientology and its organization.

It is expected that a member of the HASI will know the contents of this book, and the substance of this book should become the source material of a basic course in Scientology.

The hope of this book is to bring order into any confusion concerning Scientology, its purposes, its organizations, and the various grades of auditors. The emphasis of this book is upon purposes of organization. It is quite one thing to have an orderly science of life, and quite another thing to have an orderly organization to keep that science of life in such a form as to be utilized by life.

Whereas it is all very well to envision the ideal—that everyone in possession of the materials of Scientology would utilize them with good heart and in an orderly manner to the improvement and betterment of mankind, it is quite another to have had years of experience with this science in action. It has been discovered that unless an auditor or a person interested in Scientology is part of a group which expresses this ideal, that the individual will be lost in the turbulent mass of the society and will thus become ineffective.

Scientologists everywhere, when an organization of force and purpose was, to a large extent, lacking, were victimized and brought into disrepute by persons who could express vast opinions about Scientology, yet who knew nothing about Scientology; by vested interests in the society which were bent upon the suppression of anything which might be seen to have the potential of supplanting their peculiarity. And, in particular, the auditor was victimized in his practice by the existence of persons who, untrained in Scientology and uninformed, yet practiced upon others with it, producing few, poor, or harmful effects.

However, once this organization existed and began to function, another thing came into view: the failure of the auditor and member to understand the purposes and actual operation of the organization of the Hubbard Association of Scientologists, International, and a failure to understand how Scientology should be communicated. The fact that one was an auditor of the HASI or a member of that organization did not immediately presuppose an understanding of the formation of the organization, its purposes or activities.

This publication, *The Scientologist: A Manual*, is designed for use by members and auditors to inform them of the formation and function of the HASI, and the dissemination of Scientology itself—these two subjects being more or less synonymous.

This book is the product of experience and agreement. The HASI is organized as it is because those auditors working with it have agreed that it should work this way, and the various provisions and divisions of the HASI exist by reason of the first years of experience of the HASI or other disrelated organizations which existed before it.

We know that Scientology cannot progress in the society unless it is done by a group effort. We know that it can best progress as individuals banded into groups, and these groups banded together into a larger group. In other words, the HASI is built like a life organism is built. If everyone knows his subject and does his job we will have here a smoothly running and progressive organization which can by its existence and activities bring a better civilization to man.

Although this is the avowed purpose of many organizations, those in Scientology have come to discover over and over that Scientology contains answers which man has lacked in his progress until now. Parts of these answers have been represented in many places under many names, but the organized whole has not been in his possession. As this is, at this time, in his possession, an organization to carry it forward is vitally necessary, and the subject itself and its gains would perish or be altered to such a degree as to be unrecognizable in the absence of a strong, firm organization.

When a member or auditor supports the HASI, he is supporting himself. If the HASI fails, he will fail. There are two things which could occur in the life of any individual. By Scientology he could be processed into the state of a complete static, and in that state he might find life, as represented by that state, pleasant. The other existence would be that of a well balanced individual operating with the forms and spaces of life itself, still in communication with existence, still carrying forward to make that existence better. As, so far, those who have attained the state of complete static have again returned by their own choice to the business of life itself, we can assume that even the processes of Scientology in making a totally cleared individual are not enough. Life, its spaces and forms, must be added to existence in order to make it interesting. Thus, Scientology and life itself as represented by the forms and spaces make a workable combination. The forms and spaces by themselves are too complex and confused at this stage and in this civilization to make a usable panorama with the absence of Scientology. Scientology AND life, which is to say life broadly understood and changeable at will, can create an existence close to an ideal. Scientology and its organization, the HASI and its affiliated organizations, represent a living of life with an understanding of its goals and purposes and the ability to change it.

## A DESCRIPTION OF SCIENTOLOGY

Scientology is the science of knowing how to know answers. It is an organized system of Axioms and Processes which resolve the problems of existence.

A Scientologist is a specialist in spiritual and human affairs.

Scientology is organized from the viewpoint of the spirit and contains a precise and usable definition of the spirit, and charts and studies and is capable of changing the behavior of the spirit.

This science is formed in the tradition of ten thousand years of religious philosophy and considers itself a culmination of the searches which began with the Veda, the Tao, Buddhism, Christianity, and other religions. Scientology is a Gnostic faith in that it knows it knows. This is its distinguishing characteristic from most of its predecessors. Scientology can demonstrate that it can attain the goals set for man by Christ, which are: Wisdom, Good Health, and Immortality.

By spiritual means, but means which are as precise as mathematics, a host of bad conditions of life may be remedied in Scientology. Illness and malfunction can be

divided into two general classes. First, those resulting from the operation of the spirit directly upon the communication networks of life or the body, and those occasioned by the disruption of structure through purely physical causes. Unhappiness, inability to heal, and psychosomatic illness (which include some seventy percent of the illnesses of man), are best healed by immediate address of the human spirit. Illness caused by recognizable bacteria and injury in accident are best treated by physical means, and these fall distinctly into the field of medicine, and are not the province of Scientology, except that accidents and illness and bacterial infection are predetermined in almost all cases by spiritual malfunction and unrest. And, conditions in accidents are definitely prolonged by any spiritual malfunction. Thus we have the field of medicine addressing the immediate injury, such surgical matters as birth and acute infection, and such things as contusions and abrasions resulting from accidents, as well as the administration of drugs and antibiotics to prevent the demise of the patient in a crisis. This is the role of medicine.

Where predisposition to disease or injury exists, or where disease or injury is being prolonged, or where unhappiness and worry causes mental or physical upset, or where we desire to better and improve communications or social relationships, we are dealing, if we are efficient, in the realm of Scientology. For such things are best healed, or best prevented, or best remedied by immediate and direct recourse to the spirit and its action and determinism of the course of the body.

The only truly therapeutic agent in this universe is the spirit. In Scientology this has been demonstrated with more thoroughness and exists with more certainty than the physical sciences or mathematics. A Scientologist CAN make an individual well, happy, and grant him personal immortality, simply by addressing the human spirit.

For more than ten thousand years man has been accumulating material toward this goal, but it required a wide understanding of the philosophies and processes of Asia and a thorough indoctrination in the Western physical sciences and mathematics to bring about the precision existing in Scientology when practiced properly by a trained Scientologist. It could be said that with Scientology we have entered The Second Age of Miracles.

It is a discovery of Scientology, a discovery susceptible to the most arduous scientific proofs, that people are not bodies, but that people are living units operating bodies. The living unit we call, in Scientology, a thetan, that being taken from the Greek letter theta [  $\Theta$  ], the mathematical symbol used in Scientology to indicate the Source of Life and Life itself. The individual, the person, the actual identity, is this living unit. It is modified by the addition of a body, and by the addition of a body it is brought into a certain unknowingness about its own condition. The mission of Scientology is to raise the knowingness of this spirit to such a degree that it again knows what it is and what it is doing, and in this state the thetan can apply directly to his own body, or to his environment, or to the bodies of others, the healing skill of which he is capable. It is the thetan which builds and constructs, it is the thetan which forms actual forms and organisms.

Amongst the capabilities and potentials of the thetan is immortality in full knowingness of his own identity. The amount of time which he has spent on earth, and the number of deaths through which he has gone, have brought him into a state of forgetfulness about who and where he has been. This material is recovered in Scientology, if the Scientologist specifically processes toward it.

## DISSEMINATION OF MATERIAL

The dissemination of materials of Scientology is a problem of comparable stature to the use of techniques on a preclear in an auditing session. Just as you would not process a preclear with heavy processes when all he could take might be ARC Straight

Wire, thus you would not issue Scientology materials of considerable weight to people incapable of assimilating them.

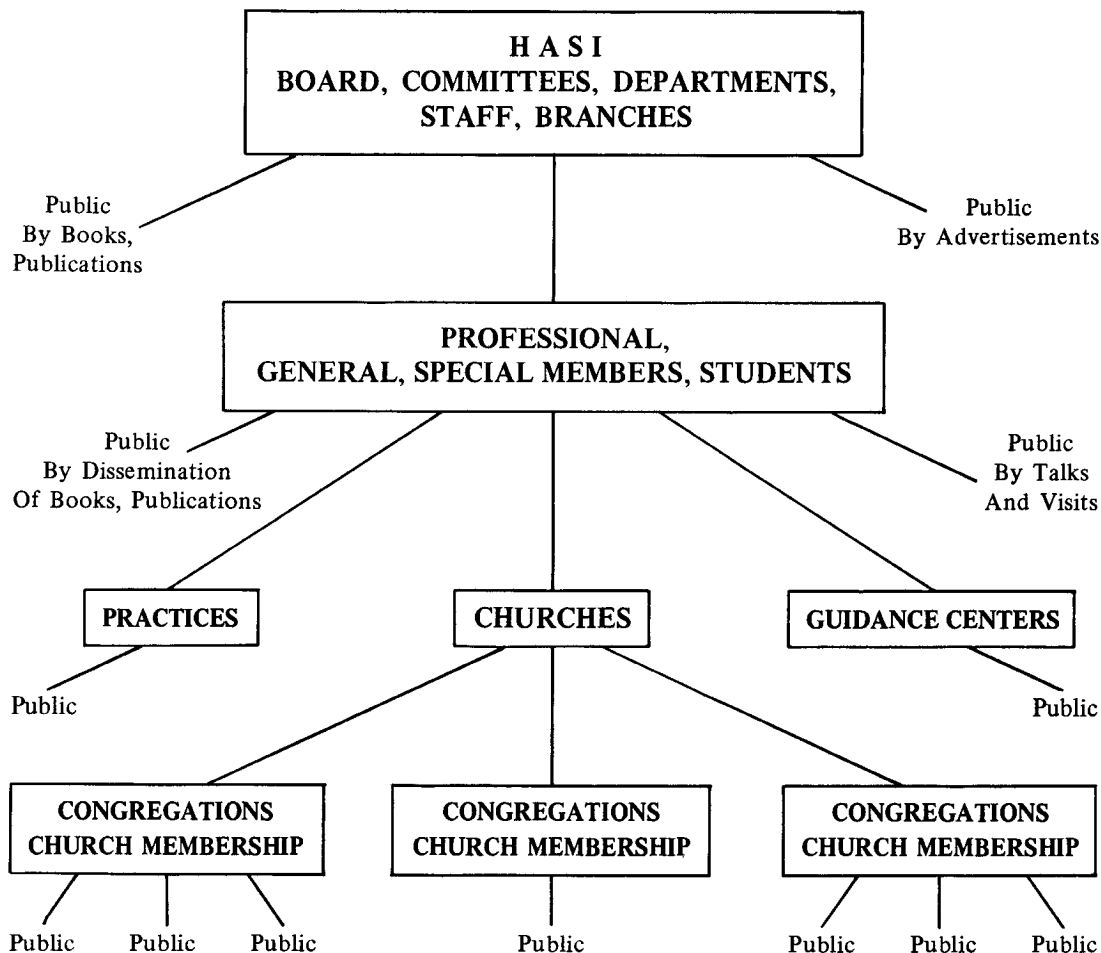
The immediate result of the issuance of materials not intended for that audience is to produce a state of confusion in the minds of that audience regarding Scientology. Here we have no question of talking down to people. Here we have no question of “watering” our material, but we do have a question of disseminating Scientology. If we do it properly, then Scientology will be very broadly known. If we do it improperly it will stop in its tracks, and be known, if at all, as a confusion.

When materials are issued above the acceptance level of an audience, a confusion results. A confusion is the antithesis of a flow. Any communication resulting in a confusion then brings about an eddy or tumbling of particles rather than their spread. And a confusion at length becomes a mystery.

Part ten of the Code of a Scientologist says: “I pledge myself to engage in no unseemly disputes with the uninformed on the subject of my profession.” This is an immediate injunction not to start an eddy of confusion. The employment of Scientology to the greatest good of the greatest number of Dynamics does not include using it knowingly or unknowingly to confuse hearers.

An outline of the communication lines of Scientology follows:

1. General public to the general public.
2. Scientologists to the general public.
3. Member HASI to member HASI.
4. Trained Scientologist to a member of the HASI.
5. Member of the HASI to a preclear.
6. Trained Scientologist to a preclear.
7. Trained Scientologist to a trained Scientologist.
8. HASI to membership.
9. HASI to trained Scientologist.
10. HASI to the general public.



## 1. GENERAL PUBLIC TO THE GENERAL PUBLIC

There are several things we would like the general public to say to the general public about Scientology. The first of these is that we would like the general public, when it sees an individual or group problem, to be quite certain that the proper thing to do is for that individual or group to consult a Scientologist. For instance, if somebody is having headaches, we would like his friends to come to the obvious solution that this person should see a Scientologist or should join a group undergoing processing.

The next on this communication line is that Scientology does not pose any threat, that Scientologists are good citizens, and that they can be trusted with problems of a private and confidential nature, or with problems dangerous to other people, such as the problem of criminality. Another frame of mind we would like to see the public have and register is that people attacking Scientologists have something wrong with them (and if you could meet any such people personally you would see that this is no more than truth). As a subdivision of this, the actual substance of communication about what Scientology is, from the general public to the general public, should be that Scientology says that good health and immortality are attainable. That it is something compounded out of all man knows of the subject of man, and that people are living units operating bodies, rather than bodies, and that this living unit is the human soul. Given this much communication line, the general public can embroider enormously, and unless a person in the general public can express his opinions, and unless the subject gives him a chance to express his own opinions, and so let HIM be interesting, he will not talk about the subject. Thus the data in the general public should give individuals a chance to be interesting, by knowing no more and no less than the above. We are not interested in sensationalism, personalities, or the complexity of Scientological methodology being discussed by the general public. As a subdivision of this, we do not want Scientology to be reported in the press, anywhere else than on the religious page of newspapers. It is destructive of word of mouth to permit the public presses to express their biased and badly reported sensationalism. Therefore we should be very alert to sue for slander at the slightest chance so as to discourage the public presses from mentioning Scientology. What the newspapers say is not word of mouth. As an example of this, how many minutes today have you spent in discussing current events? **NEWSPAPER REPORTERS WRITING ARTICLES ON SCIENTOLOGY DO NOT EXPRESS SCIENTOLOGY.** Scientologists should never let themselves be interviewed by the press. That's experience talking!

As a subdivision of general public to general public we have the problem of the professions which might consider Scientology to be antipathetic to them, amongst these would be psychologists and medical doctors as well as psychiatrists. These persons are entirely in error when they express the opinion that Scientologists are against them. Scientology does not consider them sufficiently important to be against. Flour-pills or any incantation or system will produce in 22% of the public, benefit. Therefore, any practice or art can always achieve 22% recovery in their patients. It is when we better this 22% that we are being efficient. We have no more quarrel with a psychologist than we would have with an Australian witch doctor. We have no quarrel with a psychiatrist any more than we should quarrel with a barbarian because he had never heard of nuclear physics. And as for the medical doctor, we know very well that modern medical practice, having lately outgrown phlebotomy, has come of age to a point where it can regulate structure in a most remarkable and admirable way. In Scientology we believe a medical doctor definitely has his role in a society just as an engineer has his role in civil government. We believe that a medical doctor should perform emergency operations such as those made necessary by accidents; that he should perform orthopaedics; that he should deliver babies; that he should have charge of the administration of drugs; that his use of antibiotics is beneficial; and that wherever he immediately and curatively addresses structure he is of use in a community. The only place we would limit a medical doctor is in the field of treatment of psychosomatic medicine, where he has admittedly and continuously failed, and the



only thing we would ask a medical doctor to change about his practice is to stop taking money for things he knows he cannot cure, i.e., spiritual, mental, psychosomatic, and social ills.

With regard to psychologists, medical doctors, and psychiatrists, then, what would one say in talking with them? But again we have section 10 of the Code of a Scientologist. You wouldn't expect this psychologist, or psychiatrist, or medical doctor to get into an argument with you on how to get rats to find their way through mazes, how you would set a tibia, or what voltage you would put on an electric shock machine. Therefore, and equally, do not permit yourself to be put in the situation where you are discussing privately or in public the methodologies of your wisdom. The attitude of a Scientologist toward people in these professions should be: "I have my techniques. It took me a long time to learn them just as it took you a long time to learn yours, and I am not going to try to make a minister out of you, and you are not going to try to make a medical doctor (psychiatrist, psychologist) out of me. I am an expert instructor only where it is intimately involved with the human spirit. I can produce my effects. You can produce yours. In view of the fact that you do not pretend to operate in the field of the human spirit, and I do not pretend to operate in the field of structure, I do not see how there can be any discussion. But things that I can't handle in structure when called upon I will be very happy to refer to you, and I shall expect that when matters of the spirit come into question you will have enough understanding of life, where we are all specialists, to refer them to me." A quiet explanation of this character will do a great deal to place you as a professional man in their realm of understanding of professional men.

Should anyone challenge you for having suddenly secured a relief in a hospital or an institution from some dire malady which balked the efforts of the professional men in charge of it, and should you ever be "called upon the carpet" for having "interfered" with the progress of a case, you should be extremely dismayed, and act it, to find yourself in the presence of barbarians who do not believe in the power of prayer, in the will of God, or the promises of Jesus Christ. And you should point out that, whereas the body was in their keeping, they did not at any time care to take purview of the human soul. And if anything has occurred because the soul, in your province, then reacted upon the body, you believe that they are unwilling to admit the will of God in their treatment of human beings, and if this is the case, you now, while you are being addressed by such people, discover yourself to be in a strange place where men pretending to be Christians doubt God, the Son of God, and the power of prayer. Your entire address to such people, in such a situation, publicly or privately, should be entirely overt, accusative, and not at any time apologetic. And you should immediately make it your business to place this matter before the proper authorities, that people are in charge of an institution here, are not Christians, and do not believe in God, and you should inform your accusers that you are going to do so.

Should you ever be arrested for practicing Scientology, treating people, make very sure, long before the time comes, that you have never used drugs or surgery, and that you have never prescribed a diet, or vitamins, and when that time might come, make very sure that you immediately and instantly, within two or three hours after your receipt of the warrant, have served upon the signer of that warrant, a personal civil suit for \$100,000.00 damages for having caused the arrest of a Man of God going about his business in his proper profession, and for having brought about embarrassing publicity and molestation. Place the suit and WIRE THE HASI IMMEDIATELY. Make the whole interest during the entire time of such an unfortunate occurrence the fact that the signer of such a warrant, who would ordinarily be a medical doctor in charge of the medical department of some city, had dared fly in the teeth of religion. And use what is necessary of the earlier passage above to drive the point home. DO NOT simply fall back out of communication if you are attacked, but attack, much more forcefully, and artfully and arduously. And if you are foolish enough to have an attorney who tells you not to sue, immediately dismiss him and get an attorney who will sue. Or, if no attorney will sue, simply have an HASI suit form filled out and present it yourself to the county clerk in the court of the area in which your case has come up.

IN ALL SUCH CASES OF ARREST FOR THE PRACTICE OF SCIENTOLOGY, THE HASI WILL SEND A REPRESENTATIVE AT ONCE, BUT DO NOT WAIT FOR HIS ARRIVAL TO PLACE THIS SUIT. THE SUIT MUST ALREADY HAVE BEEN FILED WHEN THE HASI ATTORNEY ARRIVES.

In other words, do not, at any moment leave this act unpunished, for, if you do you are harming all other Scientologists in the area. When you are attacked it is your responsibility then to secure from further attack not only yourself but all those who work with you. Cause blue flame to dance on the courthouse roof until everybody has apologized profusely for having dared to become so adventurous as to arrest a Scientologist who, as a minister of the church, was going about his regular duties. As far as the advices of attorneys go that you should not sue, that you should not attack, be aware of the fact that I, myself, in Wichita, Kansas, had the rather interesting experience of discovering that my attorney, employed by me and paid by me, had been for some three months in the employ of the people who were attacking me, and that this attorney had collected some insignificant sum of money after I hired him, by going over to the enemy and acting upon their advices. This actually occurred, so beware of attorneys who tell you not to sue. And I call to your attention the situation of any besieged fortress. If that fortress does not make sallies, does not send forth patrols to attack and harass, and does not utilize itself to make the besieging of it a highly dangerous occupation, that fortress may, and most often does, fall.

The DEFENSE of anything is UNTENABLE. The only way to defend anything is to ATTACK, and if you ever forget that, then you will lose every battle you are ever engaged in, whether it is in terms of personal conversation, public debate, or a court of law. NEVER BE INTERESTED IN CHARGES. DO, yourself, much MORE CHARGING, and you will WIN. And the public, seeing that you won, will then have a communication line to the effect that Scientologists WIN. Don't ever let them have any other thought than that Scientology takes all of its objectives.

Another point directly in the interest of keeping the general public to the general public communication line in good odor: it is vitally important that a Scientologist put into action and overtly keep in action Article 4 of the Code: "I pledge myself to punish to the fullest extent of my power anyone misusing or degrading Scientology to harmful ends." The only way you can guarantee that Scientology will not be degraded or misused is to make sure that only those who are trained in it practice it. If you find somebody practicing Scientology who is not qualified, you should give them an opportunity to be formally trained, at their expense, so that they will not abuse and degrade the subject. And you would not take as any substitute for formal training any amount of study.

You would therefore delegate to members of the HASI who are not otherwise certified only those processes mentioned below, and would discourage them from using any other processes. More particularly, if you discovered that some group calling itself "precept processing" had set up and established a series of meetings in your area, you would do all you could to make things interesting for them. In view of the fact that the HASI holds the copyrights for all such material, and that a scientific organization of material can be copyrighted and is therefore owned, the least that could be done to such an area is the placement of a suit against them for using materials of Scientology without authority. Only a member of the HASI or a member of one of the churches affiliated with the HASI has the authority to use this information. The purpose of the suit is to harass and discourage rather than to win.

The law can be used very easily to harass, and enough harassment on somebody who is simply on the thin edge anyway, well knowing that he is not authorized, will generally be sufficient to cause his professional decease. If possible, of course, ruin him utterly.

A D.Scen. has the power to revoke a certificate below the level of D.Scen. but not a D.Scen. However, he can even recommend to the CECS of the HASI that D.Scens. be revoked, and so any sincere Scientologist is capable of policing Scientology. This is again all in the interest of keeping the public with a good opinion of Scientology, since

bad group processing and bad auditing are worse than bad publicity and are the worst thing that can happen to the general public to general public communication line.

The best thing that can happen to it is good auditing, good public presentation, and a sincere approach on the subject of Scientology itself. Remember, we are interested in ALL treatment being beneficial, whether it is Scientology or not. For bad treatment in any line lowers the public opinion of all treatment.

In addressing persons professionally interested in the ministry, we have another interesting problem in public presentation. We should not engage in religious discussions. In the first place, as Scientologists, we are Gnostics, which is to say that we know that we know. People in the ministry ordinarily suppose that knowingness and knowledge are elsewhere resident than in themselves. They believe in belief and substitute belief for wisdom. This makes Scientology no less a religion, but makes it a religion with an older tradition and puts it on an intellectual plane.

Religious philosophy, then, as represented by Scientology, would be opposed in such a discussion to religious practice. We are all-denominational rather than nondenominational, and so we should be perfectly willing to include in our ranks a Moslem, or a Taoist, as well as any Protestant or Catholic, while people of the ministry in Western civilization, unless they are evangelists, are usually dedicated severely to some faction which in itself is in violent argument with many other similar factions. Thus these people are ready to argue and are practiced in argument, and there are more interpretations of one line of scripture than there are sunbeams in a day. Beyond explaining one's all-denominational character, explaining that one holds the Bible as a holy work, one should recognize that the clergy of Western Protestant churches defines a minister or the standing of a church by these salient facts: Jesus Christ was the Savior of Mankind, Jesus Christ was the Son of God.

We in Scientology find no argument with this, and so in discussing Scientology with other ministry one should advance these two points somewhere in the conversation. Additionally, one should advance to the ministry exactly those things mentioned earlier as what we would like the general public to believe. Christ, if you care to study the New Testament, instructed his disciples to bring wisdom and good health to man, and promised mankind immortality, and said the Kingdom of Heaven was at hand, and the translators have not added that "at hand" possibly meant three feet back of your head. We could bring up these points but there is no reason to. You are not trying to educate other ministry. A friendly attitude toward other ministry in general, and fellow ministers in particular, is necessary.

The way to handle an individual minister of some other church is as follows: get him to tell you exactly what HE believes, get him to agree that religious freedom is desirable, then tell him to make sure that if that's the way he believes, he should keep on believing that, and that you would do anything to defend his right to believe that.

None of these people as individuals are antipathetic. They know a great deal about public presence, and can be respected for such knowledge. However, engaging in long discourses, or trying to educate a minister of some Protestant church or a priest of the Catholic faith into the tenets of Scientology is not desirable and is directly contrary to Article 10 of the Code of a Scientologist.

You will find you have many problems and people in common with other ministers. They're alive too. Also you will see a campaign to place only ministers in charge of the mind and mental healing. Talk about these things.

The Christian Church has been hurt by factionalism. We stand for peace and happiness. Therefore, let us carry it forward by example, not by unseemly discussions.

## 2. SCIENTOLOGISTS TO THE GENERAL PUBLIC

In the assemblage of congregations, and in addressing the general public at large, a Scientologist has a responsibility to give to the public, in the form of such congregations or meetings, information acceptable to them, which can be understood by them, and which will send them away with the impression that the Scientologist who addressed them knew definitely what he was talking about and that Scientology is an unconfused, clear-cut subject.

Anyone using Scientology must state that he is using Scientology. He cannot, must not, leave it unnamed or call it by another name. Use of it without naming it is a breach of law.

A Scientologist, when addressing public groups, would never under any circumstances confuse his communication line by engaging in a debate from the floor or closing terminals with any persons who would care to heckle him. By simply ignoring such people, one continues to talk to the bulk of the people who are themselves very interested. When anyone causes an unseemly upset, it is rarely difficult to have the person removed from the group. In other words, either ignore him or remove him. Don't engage in a debate with him.

Similarly, no Scientologist would ever consent to take a position on a panel or on a stage engaging in a debate of Scientology versus some other subject. This is an entirely unclear communication line. People are not interested in a debate. They are interested, if they are there at all, in Scientology. Why, therefore, give some other subjects an audience before which it could air its views? In the last five years I have turned down innumerable offers of debates, for I have found out that Dianetics or Scientology was the attraction and that medicine or psychology was using the public interest in this new subject in order to further their own aims, and that any such debate engaged upon demeaned and degraded Scientology by permitting it to be talked about contemptuously before a group—a thing which **SHOULD NEVER BE PERMITTED**.

The first and foremost thing which a Scientologist should do in the way of information is to relay the data contained in the earlier section. He should punch this hard, regardless of what kind of a group he is talking to. He should tell them overtly that when they see somebody who is sick or unhappy, that if their illness does not require the immediate attention of a medical doctor, then the thing for them to tell that person or that person's family is to **SEE A SCIENTOLOGIST**.

He should also punch home the fact that Scientology believes in the three things Christ intended for man: wisdom, good health, and immortality. In other words, he should make it his business to use such an opportunity of addressing a group to pound home what we think the general public should say to the general public about Scientology. He should start this simply by saying it to such groups insistently and many times. He could add a great deal of descriptive material to this, but he should not go further into the field of data. In other words, he should talk in generalities. He should describe a Scientologist as one with a mission to bring wisdom, good health, and immortality to the public. He should describe the aims and goals of the organizations; which are to assist in wiping out criminality, insanity and war.

He should pound home to such groups the fact that the human spirit is the only therapeutic agent of any lasting value. He should tell such groups what Scientology can do for them in bringing them wisdom, happiness, good health, and immortality. He should describe to them how long it takes in individual processes. Above all, **HE SHOULD BE HONEST**. He should tell exactly what he himself feels to be true, but he should not give them involved data.

It very often happens that a Scientologist who has recently come from the HASI will be asked about the state of cases of people who have passed through that area. He should give his honest and forthright opinion, not any dressed up or hopeful conclusion. He should tell what he himself observes. When asked about the training given in that area he should state exactly what his opinion is of that training in the area, and this sincerity itself will communicate.

He will find that people like to do little scandal-mongering and that people who ask the most questions do not represent the general attitude of the group. This is one of the foremost lessons a Scientologist learns in addressing congregations, that the people who "close terminals" with him at the break or at the end of the lecture do not represent the opinion of the group. The general opinion of the group is a fairly high one. The people who close terminals with him have opinions and data which are fairly low, since these people close terminals because they are low on the tone scale. Therefore he should be able to lift his eyes over the whole group and see what kind of

a reaction the group itself has, not merely those who speak. The people who speak from a group are not the spokesmen of a group. The spokesman of the group is the Scientologist himself as he stands there addressing the group, and he can regulate their tone and reception at will. He does this best by not closing terminals with the most upsetting elements of the group.

The group occasionally wants to know something about other Scientologists. They have heard things. Those inquiries about myself are best answered in this wise: that in all Ron's experience with rumors and stories about himself, he has yet to hear one single story come back to him in a form which even vaguely approached the truth or the circumstances about which it was told, and he has heard many, many things which did not happen at all.

Thus, it is the case with Scientologists at large. Many things are said about them, but they have this experience every now and then that one of these stories comes back to them and when it comes back to them they will not recognize the incident.

It happens that it is the tone level of the general public that scandal and untruth take precedence. I ask you to consult the Chart of Human Evaluation and you will discover in that chart that truth does not exist below the level of 2.0. Therefore, why should you be surprised that so many twisted stories are circulated? They are circulated about you as a Scientologist as well as about me as the Founder of Scientology. Standing together we can best this vagary of human communication lines. The example is set for the public by its newspapers, which themselves offer little but untruths.

And I call to your attention that courts do not admit hearsay evidence. They have learned after long experience that they can only accept what the witness himself has observed, and that they can never accept what the witness has heard that somebody else observed. Hearsay evidence, that evidence which simply recounts what somebody else has said he observed, is not admissible in courts of law anywhere in the civilized world and has not been since Roman times. Compare this, then, to the communication line of hearsay's in terms of rumors, and find that there is little to be gained in either clarifying or forwarding such rumors. In discussing rumors with groups, discuss only the tone scale and theory of rumors. Use rumors as a chance to teach, for a Scientologist is a teacher.

On the subject of myself, a Scientologist addressing any group of people, when the subject is brought up and not otherwise, should make it clear that Ron is just a human being who has been working hard to solve some of the problems of life; that he has behind him now, on this subject, in the public eye, many years of sincere application to the subject, and that many results beneficial to people have resulted. That he has a definite idea of where he is going and what he is doing, and that, like anyone introducing new things into the society, a great deal of rumor and upset and backbiting can be expected. In other words, on such a thing, pass it all off.

As for himself, when addressing congregations a Scientologist should be very careful to express his own personality and to express himself as himself, not in just any role which will suit the particular congregation he is addressing. People may believe him to be indifferently trained as a Scientologist, but then, they believe that I am indifferently trained, too, whereas *Who Knows and What*, the companion book to *Who's Who in America*, which gives the professional experts of the country, and which you can find in any good library, lists me as an expert in psychology, and any certified Scientologist has actually invested more hours of study and practice in his subject than a medical doctor or psychologist has invested in the study of the mind.

If you do not believe this, simply add up the number of hours psychologists and medical doctors are actually in classes which teach theory and practice on the mind, and you will discover something interesting. Add up the number of hours you have spent in study in Scientology and Dianetics schools and your own hours of study and practice, and you will see some truth in the fact that nearly all Doctors of Scientology have invested somewhere in the neighborhood of five thousand hours in training, which is an overpowering amount of training.

In other words, do not let the matter of skill fall into question, and overtly represent that both the Founder of this Science and those who are truly practicing this

science are the best trained people in the field of the spirit and the mind in the world today. This could not have been said four years ago, but do not let the impression of four years ago continue to exist. Today they are really trained, but an auditor has a tendency to forget how well trained he is because he does not know how poorly trained other professions are in their subjects.

### 3. MEMBER HASI TO MEMBER HASI

Members of the HASI are theoretically bound by the Code of a Scientologist, and they should be reminded of this by Scientologists who are certified. They have the right, theoretically, to use and to study any and all of the materials of Scientology. This right is exemplified by the fact that the professional course tapes are made available to individuals and groups who are not possessed of the right to teach. The reason for this is that a communication line to the membership must not be cut.

This does not mean that a member is going to use these materials responsibly, but he has a complete right to have them and to discuss them with members. A member of the HASI is included as a Scientologist and should be cognizant of Sections 1 and 2 above.

### 4. TRAINED SCIENTOLOGIST TO A MEMBER OF THE HASI

It is the duty of certified auditors to place their information at the disposal of members, at the same time enjoining them that there is no substitute for formal training.

A member of the HASI, as far as information is concerned, may have a great deal of material available, but the certified auditor should extend to him only the book *Self-Analysis in Scientology*, *The Group Auditor's Handbook*, and Issue 31-G of the *Journal* to use upon preclears. These can be used with some success by people who are not trained.

### 5. MEMBER OF THE HASI TO A PRECLEAR

Only members of the HASI, or of specifically delineated affiliated organizations have the right to use the materials of Scientology—a fact which the HASI is prepared to enforce as it can do legally at any financial cost. (Membership, however, does not give the right to publish or excerpt or reorganize Scientology, nor the right to teach it formally.)

Members of the HASI as well as auditors have the right to possess, study, and know, all the materials of Scientology. In practice, however, a member of the HASI who is not otherwise a certified auditor has no rights of professional practice and may not process for personal gain, and will not be supported by the HASI or its auditors should he err or get into difficulties through having used processes on preclears, with only one exception. A member of the HASI may apply to a preclear, informally, and not as professional practice, and not for gain, and exactly as composed, *Self-Analysis in Scientology*, Issue 31-G, and used as an individual process or group process, but again exactly as given to individuals or groups, *The Group Auditor's Handbook*.

A member of the HASI is expected to follow the Auditor's Code and the Code of a Scientologist, and even if he does not know them well or know about them, he may have his membership revoked by the CECS for failure to follow them, since wide agreement and practice have demonstrated that processing is ineffective or even harmful when executed without observance of the Auditor's Code, 1954, and that the subject of Scientology itself undeservedly suffers through failure to follow the Code of a Scientologist.

Where preclears in general are concerned, a member of the HASI would do well when not trained as an auditor to refer such preclears to a trained auditor.

### 6. TRAINED SCIENTOLOGIST TO PRECLEAR

The dissemination of information to a preclear is completely forbidden by the Auditor's Code, 1954. This is evaluation.

While it is not true that a person trained in Scientology is immediately and for that reason harder to process than one who is not trained, it is true that forwarding information about the preclear's own case, or giving him materials of Scientology while he is undergoing processing reduces the effectiveness of processing.

## 7. TRAINED SCIENTOLOGIST TO TRAINED SCIENTOLOGIST

It might be a surprise that any injunction about the dissemination of information would have to be outlined where communication is between a trained Scientologist and a trained Scientologist. However, experience has demonstrated that these two, particularly when auditing each other, get into many involvements over what the exact point of the process is.

We discovered a short time ago with some amazement that this was a major block on co-auditing teams composed of trained Scientologists only. It seems that it is not unusual for two trained Scientologists, one processing the other, to get into violent discussions regarding the exact running of processes, with the session suspended while they consult texts and tapes. In this regard, an auditor being processed by another auditor should, in the first place, have made sure that he had a Scientologist of comparable skill. In the second place, an auditor being audited should be content to be a preclear for the term of the session. It could be said that an auditor who has not been audited badly once in a while doesn't know how grim it can get and won't regulate his own processing of preclears accordingly, because any trained Scientologist has a great many ways of getting preclears out of trouble, and no permanent damage can result.

Although the Code of a Scientologist specifically forbids a Scientologist to talk out loud to the public about other Scientologists, and to run them down, it definitely does not forbid this practice among auditors. However, it does forbid defamation by an auditor of anyone in Scientology in any published form.

A great many newsletters exist in Scientology which are more or less intended to be for circulation amongst Dianeticists and Scientologists and which take wide liberties with the reputations of all concerned. Any member or trained Scientologist expressing himself in such a way as to defame Scientology or the people connected with it may find himself in considerable legal difficulty. Although during the formative years of Dianetics and Scientology no-one had enough time or patience to find out what was being written in such magazines or newsletters, the situation has now changed, and enough time and money is now available to free all of us from this great deterrent to our common purpose of making this world a better place in which to live.

The trained Scientologist does and should make his experience known to other trained Scientologists. In accordance with the Code of a Scientologist he is expected to repress the names of actual preclears as per Article Nine: "I pledge myself to refuse to impart personal secrets of my preclears." However, discussing cases with a trained auditor discovers often a necessity to be highly specific, for such cases are quite usually experienced in common.

This discussion of peculiarities of a case has nothing to do with revealing the secrets of a preclear, since processing today is not even vaguely interested in obtaining secrets from a preclear.

Discussing cases amongst auditors is not the same as discussing cases with HASI members, groups, or the public. An auditor must never discuss a case with people who are not auditors beyond mentioning difficulties, exactly pertinent to the arrangements of processing, to those upon whom a case might be dependent. And, if an auditor should have occasion to mention a case to a congregation or a group, he should so disguise the identity and particulars of the case so as not to embarrass anyone, for it is quite often part of training and part of description of Scientology to interested groups to mention that such and such a type of case has recovered.

A highly specialized part of this communication line from trained Scientologist to trained Scientologist is the certified auditor to the student. While no certified auditor should invade and attempt to instruct the students of some other auditor, a great deal of liberty is possible between the trained auditor and the student, except in such

instances as when the status of a student is questionable. By student here one means not someone who is studying Scientology, but one who is regularly and specifically enrolled toward a certain degree.

Students should not be given misinformation, and very definitely and specifically, as will be covered shortly, they should not be given experimental data of any kind whatsoever. It is disastrous to take a student who is not yet capable of the most elementary processes of Scientology, no matter how capable he himself thinks he is, and turn him loose with some experimental data. The immediate result of this is distraction of the student from his course of study, and entering him upon a line of investigation. Giving a student experimental data—and I should know—is like turning him loose on a dark night in a sea filled with rocks. The result is that he will go aground and his preclear will go aground. Where students are co-auditing, any time you find any case in a unit bogging, look for the person who audited him with experimental techniques. You will occasionally find that the person who audited him on the experimental technique was not a member of that unit, or was some wildcat with no more purpose than “observe the effect.”

A certified auditor should be courteous to the student. The student will, in all probability, become a certified auditor.

One of the hidden but more vicious crimes which can be committed in communicating information to students is to give them the data and deny them affinity, and cut the affinity lines connected to the data. One Scientologist who was very widely known in the early days trained many auditors, but it was found later that every auditor he had trained had been estranged from the subject by being estranged by this Scientologist from any Scientologist who was following closely the course of investigation I was undertaking. He gave them data, but somehow he gave them to understand that I and auditors around me had something vague and unstated wrong in the personality or behavior sector. He never gave any specific example to these students, since he never could have done so with any truth, but he conveyed to them that the subject was one thing, and I, and other auditors, quite another. That the subject was good, the people who originated and practiced it were bad.

As a result every single one of his students who has come through later training units was found to be entirely deficient in a basic understanding of Scientology. Alloying the affinity of the subject itself, the subject would then not communicate to them, and the students did not know whether they had studied gastronomy or monotony, and as a result each and every one of them had long and arduous lines of failures as auditors.

The Scientologist of whom I speak in course of time obtained no more students, not from any overt act against him by the HAS or the HASI, but because this continual failure eventually accumulated to himself and he failed in his entire establishment. I do not believe this person knows to this day what actually happened to him and his business. The alloying of the affinity line, no matter how vaguely, alloys the actual communication of data. Simply adhering to the Code of a Scientologist, regardless of one's personal opinions, however right or wrong these may be, will actually bring good training to students.

If it is in the obsessive nature of man always to have something bad to point out, and if this obsession cannot be avoided, then point out the horribly pockmarked state of the moon, not the people who are making a sincere try in Scientology.

For a long time a condition existed which confused the communication line between trained auditors and trained auditors. In view of the fact that the subject was advancing, and its advance was not being interrupted simply because people had not been trained each time to the new level, auditors who had just graduated from a school were prone to feel very superior and derogatory toward auditors who had been trained a year or so previously. There might or might not have been good reason for this, but with the Seventh Clinical Unit I found that we could stabilize processes and that we did have processes now that weren't changing simply because of new data, and so this information level could be stabilized.

It is the responsibility of any trained Scientologist to make sure that anyone with a certificate in his area is, by whatever means, brought up to the training level which



exists today. It is the particular responsibility of the Doctors of Scientology who themselves have a right to examine for or to revoke certificates.

This retraining of older Scientologists by those with later training presents a peculiar problem, since Scientology has worked for the well-trained auditor for two years.

However, for some time to come it will be necessary for auditors trained to the prescribed level to exactly follow the training letter of July, 1954 in their retraining of certified auditors in their area. The HASI intends to pick up and stabilize every certificate ever issued at one time or another, and to that end currently offers a one-month retraining course at half the cost charged regular students so that certified auditors can be stabilized in training. For this is a matter of people who do not know basic techniques or how to work them. It is training, not Scientology, which is at fault in such a case.

## 8. HASI TO THE MEMBERSHIP

The Hubbard Association of Scientologists, International is by law a fellowship of persons actively interested in and to a greater or lesser extent trained in Scientology. It is not a public organization, but a professional organization. The casual public member of Scientology who is interested in its results and what it represents to civilization is expected to be a member of an affiliated organization such as the Church of Scientology and the Church of American Science. Those who conduct, process and handle congregations and the churches are members of the HASI. The congregations themselves are members of the Church of Scientology or the Church of American Science. In the role of being a professional organization, the HASI, then, conducts the schools and seminaries or regulates the training done by professionals in Scientology.

The HASI is also a publications organization which furnishes the materials for training done by professionals in Scientology. The HASI is additionally a research and investigation unit. Publications, research and investigation, professional services, and the regulation of those actively practicing Scientology so as to secure good public acceptance, are the functions of the HASI.

The churches accumulate congregations, conduct public programs, and generally unify, disseminate and practice Scientology. In other words, here we have a group of professionals, their publications, and their data coordination center, who are banded together for the uniform good practice of their subject and conduct of their activities. And here we have these professionals operating congregations and units of various kinds which actively practice Scientology in the public. If you can see this picture clearly, then you can understand all the organizations of Scientology, and you will understand the function and services of those organizations.

Under the HASI is the Committee for Examination, Certification and Services. (This organization was, for a short time in its early days, the Professional Auditors Guild, International [PAGI] and then the International Guild of Scientologists [IG of S] but, when the public confused it to be an additional organization, became the Committee for Examination, Certification and Services of the HASI, which is what it had been in function all the time.)

This is the body of principal authority and court of appeals of Scientology. As the State of Arizona has made the HASI the issuing authority of certificates in Dianetics and Scientology, and as LRH's signature previously was all which gave authority to certificates, the CECS, then, by the laws of the State of Arizona and LRH's own delegation of certification power, controls all the certificates of Dianetics and Scientology ever issued.

No other organization or unit of any kind whatsoever has authority to issue certificates in Dianetics and Scientology outside the scope and authority of the CECS. The CECS is a committee composed of five Doctors of Scientology, who also hold Doctors of Divinity in affiliated organizations. When a Doctor of Scientology in the field has trained someone up to the level of HCA, and when that person has been examined by another Doctor of Scientology, the recommendation for certification is forwarded to and passed by the CECS.

The CECS has representatives on every continent in the world. It is their purpose to guarantee the good practice of Scientology by all its practitioners everywhere. This Committee for the HASI also extends various services to those professionally interested in the practice of Scientology. These are actually the services of the HASI itself, but it is the CECS which regulates what they are and polices the communication lines.

In matters of dissemination of materials of Scientology or in the improvement of practice in the field, or the revocation of or reduction of certificate levels, it would be the HASI which would be acting, and it would be acting through the CECS.

The HASI has what might seem at first a peculiar idea of what constitutes a communications or processing crime. It believes that the crimes of communication are not comparable to the crimes of non-communication, and it holds far more detrimental to Scientology a FAILURE to circulate and communicate than it does TO communicate. If you will look over the MEST universe you will discover that one is only punished for two things by the MEST universe. The first of these is for communicating. The second of these is for being there. Nearly any organization of professionals which Man has had has specialized almost entirely in punishing only those who communicated or acted.

We see this reflected in the government, in an army or a navy. In such places an officer or enlisted man may go through an entire life of service, piling up crime after crime of omission, and yet arrive with the highest rank and honors. Such services know, in theory, that there are two crimes: one is the crime of commission, the other is the crime of omission. Yet they punish only the crimes of commission. In other words such services punish only those people who act, who communicate, who try to get something done. It is very true that you will never get a black mark on your record in such services if you simply do nothing. In World War II, for instance, it was common experience for units or men to simply refuse to act even though their friends or fellows were in danger.

Refusing to communicate, refusing to act, are alike crimes of omission, of non communication. And when an organization begins to specialize in punishing those people who communicate, who act, who circulate, that organization is cutting its own communication lines, its own efficiency, and spelling out its own eventual defeat.

On this theory, then, the HASI does not specialize in punishing those who communicate, except, of course, in cases where the communication is obvious slander intended to injure Scientology or the HASI, done by people who are not part of the HASI, as the people who conduct campaigns against Scientology are Scientologists or have been trained in Scientology.

Although Scientology communication lines are sometimes muddled up by the writings or letters of people condemning Scientology and Scientologists, a check-up will discover these people to be medical doctors or psychologists who are utilizing the freedom of speech existing in Scientology to deter that science from wiping out, as it might possibly do, medicine and psychiatry and psychology. While it is not the intention of the HASI to flatten or wipe out any science or field of endeavor, such a thing is an inevitable consequence of introducing efficiency where ignorance existed before.

Thus, people from medicine and psychology in particular sometimes use the communication lines of Scientology, as though they were Scientologists, in order to condemn Scientology, the HASI, well-known auditors in Scientology, or L. Ron Hubbard. By cutting the communication lines of such people one is not cutting any SCIENTOLOGY communication lines. He is cutting only the communication lines of medicine and psychology, which, very wrongly, consider themselves to be rivals in the field of Scientology. Scientology cares nothing about either medicine or psychiatry.

The HASI, by the way, after much sad experience in trying to train them, now has a rule which forbids the training of medical doctors, psychiatrists, psychologists, chiropractors and like professionals. A Doctor of Scientology is permitted to train them only in very special cases.

The HASI exists to assist communication of Scientologists just as these data in this book exist. These data are proposed simply because they are more efficient, not because they are all mandatory. On the other hand, the CECS for the HASI views very

dimly a Scientologist who has been trained at considerable trouble to the organization, who has been provided with materials, information, tapes, with the goodwill of the organization, and who has had the HASI vouch for him to his practice or his public, then does nothing.

Such a person trained and equipped who is sitting still, who is not active, or who goes off to other fields and ignores what has been done for him, and ignores what he was supposed to do with the information, is the chief target of the HASI's CECS. The HASI will do all in its power to help such an individual bring his own case level up to an overt point, and to assist him in his communication and action in the society. But when it is at last convinced that the person does not mean to communicate, does not mean to act, then it has no choice but to put him out of action by the various legal means available to the CECS. In other words, we want no professional "cases." We want professional auditors.

The CECS also exists to keep Scientology organizations solvent by proposing to them campaigns and activities which will bring them revenue. The CECS, however, can be counted upon to act when it becomes convinced that someone is using Scientology in such a way as to accumulate funds by whatever means or by becoming a thoroughly bad credit risk so as to endanger the financial standing of all Scientologists in an area, as happened in 1954 in Los Angeles.

In case of arrest or severe oppression of a trained Scientologist, the HASI's CECS is prepared to send into that person's area an attorney to clarify the situation.

The policy of the HASI to its membership in terms of data is that any member of the HASI, whether sustaining, special, or professional, is entitled to possess any of the information available on the subject of Dianetics or Scientology, and to use that information so as to secure a wider understanding of Scientology. By such data as is contained in this booklet the dissemination of such data is made more efficient, but the dissemination of information advised in this booklet is only recommended—it is not enforced.

Naturally, the HASI expects someone of the stature of a Doctor of Scientology to use with great understanding and great effectiveness this information; it does not enjoin the same efficiency upon a sustaining member.

This table of information, then, is not a catalog of crimes, but a catalog of recommended communications. Any member can possess this information and use the information of Scientology in any way he cares to use it. The only time use of that information becomes a crime in the eyes of the HASI is: (a) when he knowingly disseminates information to groups, or attempts to ape or copy the activities of the HASI under another name than Scientology; (b) when he causes to be copyrighted any of the materials of Scientology under his own or an organizational name, or the names of others whom he controls; (c) when a member who is not certified or who does not have his certificate in force, or whose membership has lapsed, practices Scientology professionally for the purpose of professional or financial gain; (d) when a member or an auditor whose certificate is or is not in force recommends, advises, or prescribes along with Scientology, medicine, vitamins, food supplements, or food, or who uses in connection with his practice any electronic devices, such as diathermy or E-Meters; (e) any member or certified auditor who combines the practice of Scientology with chiropractic, psychiatry, osteopathy, naturopathy, psychology, or any other pseudo-medical or medical activity; (f) any member or certified auditor who practices Scientology and calls it Dianetics, or who if certified only to practice Dianetics, does not practice Dianetics but practices Scientology; (g) who fails to follow the Code of a Scientologist; (h) any member or auditor who flagrantly and repeatedly violates in his practice the Auditor's Code, 1954.

The reason there is any punitive activity at all on the part of the HASI's CECS lies with the member or auditor himself. A professional auditor has a right to personal good public repute, and he has a right to be respected for the reason that that which he represents is respected. He has a right to practice Scientology without harassment from those in his immediate area and he has a right to be free from wildcat and unauthorized activities in his area destructive to the general repute of Scientology. Further, he has a

right to benefit from the general accumulation of people in the society who have got well because of Scientology. It is in the personal interest of every auditor that any auditor who processes anybody secure excellent results upon that person, for that person will then tell others and so good practices can be built and held.

He has a right, as well, to standardized fees, not cut to pieces by somebody, not authorized, processing poorly and for very little. Furthermore, he has a right to have in any pre-clearance he receives from any other Scientologist a person whose case is already well advanced. Here is an auditor who has been trained, who has studied his subject, who has accumulated experience, and who is prepared to deliver good results. He goes into an area where somebody has been using Dianetics or Scientology without any attention to what they actually are, has been using it unethically, and who has been getting very poor results. This trained auditor is immediately victimized by the reputation of the subject in that area. A member or an auditor has rights to be respected for what they are. People who would cut those rights to pieces or render them less must, of course, be policed.

The ease of policing, if we must call it that, in Scientology rests on the fact that the materials of Scientology are a scientific organization of data adequately and amply copyrighted and owned, and a member or an auditor of the HASI has a right to use them; but a person who is not a member or an auditor does not have any right either to use them or to possess them, and can be sued for doing so.

Furthermore, such a person practicing Scientology illegally, or using the materials of Scientology illegally, can be sued by an individual auditor in an area by an authority sent to that individual auditor by the CECS.

As far as public attacks upon individual auditors, the HASI or LRH are concerned, it has been discovered that all those who have attacked along these lines in the past, by some strange coincidence, are criminally liable for other things on quite other counts for the most part. This is not a hopeful statement, nor an effort to propagandize any doubter into thinking that these attacks are untrue. They are untrue, they were untrue at the time.

Further, such attacks do relatively little damage, and in all truth, we don't spend much time worrying over being attacked. We like others to have to worry about that. But, behind every one of these attacks, every time they have occurred in the past, has rested a criminal record of one kind or another. These were the kind of people one would employ if one were some hostile organization. The chief person responsible for attacks upon LRH's character in recent years was, for instance, expelled from college during his second year for grand larceny and is guilty of at least one count of perjury before Federal Courts. Another person, who made the biggest splash in the newspapers (in California, where else?) was found, upon investigation, to have come from a criminal family, to have been a member of an organization pledged to overthrow the United States Government by force, and who committed, in making attacks, perjury on several counts, and who, when finally confronted with this fact, signed full confessions of perjury. Not all the people, of course, who make attacks upon Scientology, its organizations, its auditors or LRH, do so from any other motive than confusion. They don't know what any of these things are about and are afraid.

But when these attacks assume a public crescendo, it has been discovered in the past that the attacker was a criminal by record; thus you can see the ease with which such people can be handled. Oddly enough, there are only about twenty people in all these five years who have made such attacks, and who have caused difficulties for this work. Not all of these are known to be criminals, and not all of them have committed actual crimes while making these attacks so far as we know, but the most serious of these attacks WERE made by criminals. Therefore, an individual auditor finding himself confronted in an area by scurrilous and vicious attacks has only to trace these to their actual author and then trace the actual author, through police or "private eyes," to find that he has far more upon which to base charges than merely a dislike of Scientology. Normally such attacks are motivated by a frantic need for secrecy and the fear that any subject which could if it wished penetrate to the inmost secrets of a being would disclose things which such people feel would disgrace them forever.

Now this matter of punishment is not a very happy subject, but neither is it a very happy subject for individual auditors or an organization to be engaged upon a provenly sincere course of intent in civilization, and yet be balked by people who have no understanding or who represent the baser elements of a society. If we find all this uproar and entetha stemming, over a period of five years, from only twenty people, we can see that twenty people meaning no good can create a considerable communication block to us. Thus it is the responsibility of the individual auditor in his area, if he wishes to guarantee himself a quiet, pleasant, beneficial and remunerative practice, to be very alert, and quite punitive where unauthorized persons and uninformed persons go on an all-out attack against him, against Scientology, against its organizations, or who illegally use or misuse Scientology.

And all of Scientology holds such a member or auditor as their hope in smoothing out our communication lines. It is an entirely moral duty to be punitive against strangers and outsiders who would stop the progress of this civilization.

It might be felt at times that by becoming possessed of a greater wisdom, a greater freedom, an individual has to some degree separated himself from the human race. True enough, he has separated himself from the more stupid elements of the human race, but it is not true that he has divorced himself from the foremost and fundamental drive of man. He has, quite the contrary, come much closer to it and the truth of living by being in Scientology. When one has the feeling that he has become an outsider by becoming a Scientologist, he has the tendency not to use the civilization or its processes themselves in carrying forward his course of existence.

A member, or certified auditor, being himself a saner and more civilized person, and being closer to the actual goals of government and society, which are, of course, in any actually civilized land the betterment of that society, has more right to use the government and activity lines of a people than those who would do less by their fellows. In other words, a member of the HASI or a trained Scientologist has full and complete rights to utilize whatever governmental facilities, licensing agencies, institutions, courts, police, legislation's, and communication lines there are in that society. A member or trained auditor confronted by disagreement from specialized interest finds himself confronted by people who would like a member or trained auditor to believe that they, not he, represent the legal side of the society. This is not true.

The person with the purer intent represents the civilized side of the society, not the person who exists solely for vested interest or personal gain. Remember that courts of law, officers of the law, institutions, regulations, legislatures, congresses, are more yours than they belong to your opponent. A Scientologist is no outlaw in a society, but is the catalyst of that society, and as such he may and should use every facility that society possesses to pull itself up to higher levels of beingness. In other words, if a Scientologist finds somebody doing wrong in the field of healing, he has the full and complete right to use any and all police courts, legislation, to right that wrong.

The HASI exists to back up any such move made. Remember, the HASI does not exist to punish communication and action, but to further it. When it cuts communication lines it is not cutting any SCIENTOLOGY communication lines.

America was civilized by a militant ministry, and when that ministry ceased to be militant we saw on every hand the decay and decline of civil government. We saw a rise of crime and a lowering of public morals. Most churches in Western civilization hold that civil government has been convened and authorized by a Divine Source, and that civil government only exists by reason of that source, and that civil government is only valid because of Divine Source, and that the members of these congregations follow civil government only so long as it does not controvert any part of the words of Jesus Christ as declared in the New Testament. In other words, these churches conceive themselves to be a higher entity than civil government. We do not declare this for Scientology, only insofar as it is the custom of religious organizations, but we do declare that the Scientologist, having a purer intent, has a better right to the use of civil government processes than those who exist for more base purposes.

Scientology exists to further and better the government of people, and believes in the principles of democracy, the Magna Carta, the Constitution of the United States,

and also the Bill of Rights. And it believes that civil government should be dedicated to the government of the people, that it should not exist for graft, that it should not be used by individuals for personal enrichment, that its courts must be just and that its law must be for the greater good of the greater number of people.

Scientology was selflessly created and composed. It would have been easy to have made millions or even billions from its creation. It would be easy for an auditor, by narrowing his processing to the rich, to maintain himself in affluence and luxury. Scientology could only have been conceived if one had no desire for personal gain or aggrandizement. The authorship of Scientology is publicly known solely because that was the only way Scientology could be protected in its formative years. It would best have been conceived from a complete obscurity, but the controls necessary for its proper practice and dissemination would not then have been possible. For every time it has been "turned loose" it has become enturbulated.

The endless ages and a higher authority have continuously operated in the formulation and the purposes of Scientology.

It is necessary for the HASI to release to its membership and its auditors all the information which is known. The reason for this lies in the fact that Western Civilization is becoming more and more enturbulated and its communication lines are being cut. A disastrous result could occur in an atomic war if the materials of Scientology were not broadly held. Furthermore, it would be dangerous for the materials of Scientology to be monopolized in one area. A Doctor of Scientology, holding the materials of Scientology for the training of persons up to certified level, may occasionally find it embarrassing to discover that one student or another has already examined all the materials. But it will not be embarrassing to that Doctor of Scientology the moment he starts to actually train such a person into the uses of Scientology. For people have to be trained into Scientology. We have yet to find one person who was not so trained who was expert in it, and we have found only those persons who were long and arduously trained could obtain the results contained in it.

## 9. HASI TO TRAINED SCIENTOLOGIST

The professional auditor is given specific information of a highly technical nature through the Professional Auditor's Bulletins, through the circulation of tapes, and on occasion by personal letter from the HASI. Additionally, auditors who have not been trained up to a level where they can achieve uniformly good results are given specialized training courses at reduced fees by Doctors of Scientology and by the HASI.

Many data of organizational nature are circulated to trained Scientologists which are not circulated to the general membership.

## 10. HASI TO THE GENERAL PUBLIC

It would be the rare occasion, no matter what the substance, for the HASI to release to the general public through the public presses and magazines of the country any information of any kind whatsoever about anything.

The HASI is not a secret organization, and the materials it has to hand are not secret materials, but it has been discovered in five years that the general level of the public press is such that it interviews with a pre-formed conclusion, and might as well have written the story before it did the interview. Several such interviews granted in the recent months have resulted in no story being written, for that was the way the reporter was handled. He had come to write anything sensational or bad as ordered by his editor, and he found himself confronting programs and activities which he became afraid to slander. In such cases interviews were granted in order to stop stories, not to give them out. In all the thousands of articles published on Dianetics and Scientology, only three or four published in minor publications gave anything like the rendition of the subjects or their activities. The stories were preconceived before interview. Therefore, all the interview could do was to convince the person he couldn't write the story he had planned to write, and so that prevented him from writing any story at all.

In other words, the moment a reporter discovered that he could not write a bad story, he did not want to write any story. And this applies to reporters who are “friendly,” who promise faithfully all good intent and good press, and who have even been processed successfully. They wrote knowingly inaccurate libel, whatever they said.

If this is the general intent of the public press, then it is our experience that interviews are better forgotten, and that press releases should not be engaged upon, and that reporters should not be granted interviews, whatever they promise. Dianetics and Scientology would have made far more progress had there been no single word about them in the public presses.

Newspapers, magazines, do not represent public opinion, and are not the formative agencies of the public. The only time they become formative agencies in public opinion is when they express something bad badly enough to completely blacken a person or an action. Then the public will become alert and cease to have anything to do with that person or action. It could be said about the modern press that if they were to know for certain that there existed newly discovered an immediate cure for every case of polio in the world, they would mention it somewhere inside the paper, in small print. But that if one doctor in examining one polio case made an error in its handling, then the incident would receive headlines.

The motto of the press is “it is all bad over there.” Although several commentators of international repute have, from time to time, given Dianetics and Scientology and LRH a resounding pat on the back, these comments have been completely lost in an avalanche of misinformed and inaccurate material appearing in the press.

Any auditor will find it so. The mere fact that somebody is trying to do something for the good of the society is sufficient to bring the modern press down upon him, according to our experience. For example, the other day an auditor performed a miracle the Pope himself would have been proud to own. A child had died, was dead, had been pronounced dead by a doctor, and the auditor, by calling the thetan back and ordering him to take over the body again, brought the child to life. The child had died because it felt it was not wanted by its parents.

The public presses knew about this—they did not care to remark upon it. In another place, not too long ago, a Scientologist who had been a Justice of the Peace, used, when he opened up a practice, J.P. after his name, and there were four columns of critical and blasting print about that auditor and about Scientology.

The public at large does not think this way. That is one of the reasons why newspapers today aren't being read to the degree that they were. Probably only the funny papers keep them being sold at all.

The HASI is very alert to the fact that word of mouth, and actual Scientology publications, are the only accurate or decent dissemination Scientology or its organizations will receive within the general public.

Scientology programs, then, are based solidly and entirely upon the production of results with Scientology upon people in the general public. If this policy is understood, then the actions of the HASI in handling situations or organizations can be much better understood.

At this writing an HASI clinic in City “A” has been closed while an HASI representative conducts there refresher courses. It was not that the clinic was entirely insolvent. It was barely breaking even. But it was noticed that the number of people coming to it was reducing week to week. Originally the clinic had been opened to demonstrate to the public by a series of solved cases that Scientology worked. Therefore an examination of cases was quietly undertaken by the HASI and it was discovered that the auditing being done in the City “A” clinic was not as good as it should have been. The immediate result of this, of course, was for the clinic to have fewer and fewer people calling. Therefore this was not acting as a public dissemination line and that was all it was there for.

An able auditor of the HASI was immediately dispatched to improve the training in general in City “A” and to conduct specifically an arduous and exacting course of training on a few select auditors there. When these have been trained, graduated, and

have had some experience, some of their number will be used in a reopened City "A" clinic. And these practicing in that clinic will send out into the public people who know that Scientology has gotten results upon them.

The entire dependence of the HASI is upon good results in the public. Through an affiliated organization a test city operation was recently begun in the United States. Only one mailing, if a large one, was released to the public. Free processing was to be given every weekend by this organization. These free processing groups began immediately and systematically to grow, and the people who came to them stayed on and have remained week after week, more and more progressively in favor of Scientology, and more and more talking about it to their friends. Now this is true gain and this can be done in any city in the United States.

The HASI, through its affiliated organizations in this test city, has begun a program of visitation whereby every institution of whatever kind in the city is being made into a "regular beat" for the ministers of this organization. These persons are equipped with a small amount of literature and a very large amount of willingness to help. As they visit people in these institutions, these hospitals, these homes, the public at large will become more and more aware of Scientology.

The policy on which the HASI operates is that it trains and equips members and auditors, and provides them with the example of results and then assists them in going forth to produce results upon the public. The communication line of the HASI to the general public is one of result, and that is the only way we feel that Scientology will make progress. No other way produces any lasting result.

Our policy then is to produce and assist auditors and to hold them secure in their professions, and to aid them in every possible way to go out into the society and produce results.

Beyond the general message contained under sections one and two of this article, we do not expect ministers to preach about Scientology, we expect them to use Scientology. We expect them to secure with what they can do, congregations, and groups which are part of the affiliated organizations of the HASI, to support their endeavors by such groups and individual processing, and to process and give programs of public betterment to these groups, and to bring the more able members of these groups into higher technical understanding of Scientology, and so make out of them members or auditors of the HASI. And by thus creating more able people to give Scientology an excellent word-of-mouth communication line to the public at large.

Visiting institutions, hospitals, schools, attending and becoming part of civic functions, by direct mailings, we assist our people to accumulate groups and congregations and, by thus accumulating such groups and congregations and by processing, to give them a higher understanding, better health, to so reach wider and wider into civilization. In announcing its policies to the general public through direct mailings and through its auditors, the HASI makes available such materials as those contained in this manual, except for this general communication plan, in the hope that a better civilization will result.

Until Man has a clear, bold understanding of what Man is and has a Science of Humanity, we will continue to fight and punish and misgovern, and it will get worse than it is unless somebody takes some responsibility. Scientologists are taking that responsibility. We know this can be a better, saner world.

It is not the purpose of the HASI or its affiliated organizations to overthrow or destroy by violence any group or government in the world. It is hoped by the HASI that a higher understanding will result in a higher and better civilization which will not have to have recourse to violence and war for the settlement of its disputes. A civilization in which disease and insanity are viewed as sub optimum rather than normal, and a civilization which holds that a civilized man is one that is his soul and that a man who holds himself to be a body and to have no soul is an animal.

In keeping with this program, the HASI issues books intended for use by the general public, and to interest them in the goals which Man, in the many ages past, has envisioned for Man. It is possible now. But not unless we go about it in a sane and orderly fashion ourselves. That is the reason for our organizations and communications plans.



**P.A.B. No. 48**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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18 March 1955

**OPENING PROCEDURE BY DUPLICATION**

Numbered R2—17 in *The Creation of Human Ability* and the mimeo edition of this, *The Auditor's Handbook*, available from the HASI in Phoenix, Opening Procedure by Duplication has been doing things to cases hitherto untouched by extensive and intricate auditing.

Because this process is very arduous to run on people below boredom on the tone scale, and because it has very often been used on people on whom it should not be used, it was early called "Dirty 30." Actually, "Dirty 30" is Procedure 30, which encompassed what is now R2—17 and two other steps.

Ranting and raving has gone on in various locales because of Opening Procedure by Duplication. It has been branded as a hypnotic technique. The fact of the matter is, it runs out hypnosis and in the process of running it the restimulation of hypnotism is sufficiently marked to make an auditor and a preclear believe that hypnotism is taking place. However, Opening Procedure by Duplication continued on past this point runs on out the hypnotism.

Before one does Opening Procedure by Duplication one should have done the earlier steps of the six processes, which are: Two-Way Communication, Elementary Straight Wire, and Opening Procedure of 8-C. Only when these are thoroughly accomplished should one attempt Opening Procedure by Duplication. Furthermore, it is a very good thing for an auditor to have had Opening Procedure by Duplication run on him before he tries to run it on preclears, for the technique is very difficult upon an auditor who, himself, cannot duplicate.

Inability to duplicate is also inability to be cause, and inability to be effect. The reason one has an engram bank is because "it mustn't happen again," or "it must happen again." In order to make sure that something does not happen again, one has a picture of it which he considers necessary to prevent him from duplicating the action. The existence of a picture, of course, will eventually make him follow the action and follow the dictates of the picture. Thus we get the action of an engram and restimulation.

The minimum time to run Opening Procedure by Duplication (R2—17) would be two-and-a-half hours. There is no sense in running the process twenty minutes, for it may well happen that the preclear can bear up for a little while, only to bog thoroughly on the process.

Run on people who are below boredom on the tone scale, the auditor may experience the preclear's bolting from the session.

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When Opening Procedure by Duplication is being run, it is common for the preclear, by comments and reactions, to dramatize the Know to Mystery Scale. The Know to Mystery Scale, of course, is a very long, tall scale, but any section of this scale has in it the various levels of Know to Mystery. Thus, one can see a preclear going up from Mystery through Sex, through Eating, through Effort, through Emotion, through Looking, to Knowing, then going through a different, higher harmonic of Mystery, then Sex, then Eating, and so forth. The auditor may not see him go through all of the grades on the Know to Mystery Scale in order, but will see him spotting one after another of the levels of this scale. The preclear will make such comments as “Looks good enough to eat,” “There’s a lot of work connected with this,” “It’s a mystery to me.” Going up the Mystery to Know Scale, one of course crosses the Emotional Scale, which was described and witnessed in *Dianetics: The Modern Science of Mental Health*, but this Emotional Scale is, of course, a part of the Know to Mystery Scale.

In Great Britain, where auditors have used for the two objects required a book and a bottle, the process is called “Book and Bottle.” These two objects are a very good choice for working the process. A book, for instance, is placed in one part of a room, and a bottle is placed in another part of a room, far enough apart so that a preclear will have to walk between them. The auditor then sends him back and forth from one to the other, using for each item a stereotyped series of questions, which actually, themselves, never vary. Because these questions never vary, the auditor is apt to forget that he must maintain a two-way communication with the preclear. The auditor is not doing Opening Procedure by Duplication, the preclear is doing Opening Procedure by Duplication. When the preclear talks and asks questions and when he volunteers information, the auditor, of course, must answer him. There must be a discussion of some sort from time to time, and the auditor who is not content with the fact that the preclear has actually looked at it should, of course, insist that the preclear look at the object, or that he weigh it more carefully. However, one can err very easily in the direction of varying the process. Remember that no matter how much talking goes on, the basic process is the same. And the order of the commands, and the commands themselves, are all exactly the same.

To quote R2—17 from *The Creation of Human Ability*, which is the printed edition of *The Auditor’s Handbook*:

R2—17: Opening Procedure by Duplication is begun only after the preclear has some reality on his environment. Until the preclear’s reality on his environment is good, Opening Procedure by Duplication should not be done, for the preclear only turns on an unreality circuit and goes through it mechanically. The first part of Opening Procedure by Duplication is to get the preclear to examine, communicate with and own (somewhat on the order of Opening Procedure of 8-C) two dissimilar objects. These objects are then placed several feet apart and at a level so that the preclear can pick them up without bending over, but so that he has to walk between them. Once the auditor is entirely satisfied that the preclear has reality on these objects and can own them he then begins Opening Procedure by Duplication with the following commands, supposing that one of the objects was a book and the other was an ash tray, “**Go over to the book.**” “**Look at it.**” “**Pick it up.**” “**What is its color?**” At this point the preclear must give an answer. “**What is its temperature?**” Here the preclear must answer again. “**What is its weight?**” Here again the preclear must answer. “**Put it down in exactly the same place.**” When the preclear has executed, “**Go over to the ash tray.**” “**Look at it.**” “**Pick it up.**” “**What is its color?**” The preclear says an answer. “**What is its temperature?**” The preclear says his answer. “**What is its weight?**” The preclear says his answer. “**Put it down exactly in the same place.**” When the preclear has executed, “**Go over to the book,**” and the same words and the same formula are used over and over again until the preclear has had a sufficient number of hours of Opening Procedure by Duplication to enable him to do it without communication lag, without protest, without apathy, but only cheerfulness, each time seeing the items

newly. This is a process which is done by the hour. The process is better when done consecutively for so many hours rather than done an hour apiece each day for several days. This procedure is the first step of Procedure 30.

## 'Old Cuffs'

"Get The  
concept of  
infinite space  
above you."

" " " below you."

" " " before you."

" " " behind you."

" " " to the right."

" " " " " left."

Infinite Time.

* 5503C21	DEMO	Auditing Demo—LRH
* 5503C21	DEMO	Auditing Demo—LRH
* 5503C22	DEMO	Auditing Demo—LRH
* 5503C22	DEMO	Auditing Demo—LRH
* 5503C23	DEMO	Auditing Demo—LRH
* 5503C23	DEMO	Auditing Demo—LRH
** 5503C23	PLPS-7&8	Scientology: A Technical Subject—Communication Lag, Principal Kinds Found in a Pc
* 5503C24	DEMO	Auditing Demo—LRH
* 5503C24	DEMO	Auditing Demo—LRH
* 5503C25	DEMO	Auditing Demo—LRH
* 5503C25	DEMO	Auditing Demo—LRH
** 5503C26	HPC-2	Axiom 51
* 5503C28	DEMO	LRH Auditing Demo
* 5503C28	DEMO	LRH Auditing Demo
* 5503C29	DEMO	Afternoon Auditing Demo
* 5503C29	DEMO	Afternoon Auditing Demo
** 5503C30	PLPS-9	Conquered Territory (a summary of the achievements and directions of Scientology)
* 5503C30	PPS	Group Processing
* 5503C30	PLPS- 10	Session: "Making Things Real and Unreal"

## THE WAY RON WORKS

Many people have questioned me regarding Ron's research and investigation into the human mind. The funny thing is that the majority of the hundreds of research cases on whom he worked to give us the principles for building a better world were never aware of who he was or what he was doing. They had never heard of Dianetics or Scientology. All they knew or were aware of was that they felt better, their bad eyesight or maybe the limp in a once injured leg was gone.

Wherever we have been it has always been the same—in England, Belgium, France, Germany, Spain, or here in our United States—rich or poor, young or old, diseased or insane, there has always been the hidden man, woman and child behind the scenes who were helped and who, but did they know it, were contributing to the furtherance of a science. To me, the most important foundation upon which Dianetics and Scientology is built was stated in the First Book—that is, "Man is basically good." I know of no one who believes this as strongly as Ron does. It is my feeling that this alone in times of contemptuous press, financial difficulties, the betrayal of friends—times when it seemed that all he had built was crumbling to pieces, kept him going, kept him persisting to his goal of helping MAN.

In Phoenix after the fall of Wichita, a producer with whom Ron had worked in Hollywood came to see us at our small apartment. He was offering Ron what would seem to the ordinary man like ice cream and cake for eternity. After picturing this dream in the clouds, he said to Ron, "Now, really, do you think this Dianetics, this research of yours, is worth it?" Ron sat for a very long time—silent, his eyes closed. Finally after what had seemed like hours he opened his eyes, and said, "Yes! Yes I do." After his producer friend left, I asked him why he had taken so long to answer. He replied, "I was watching pass before me a parade of all the people I had helped, their expression one of hope and faith in the goodness of the future. Nothing can be worth more to me than that."

And that's the way he is. His belief in the innate goodness of Man, in being able to bring this and Man's abilities to the fore continues him in his research. It enables him to communicate to anyone despite their physical disability to do so, or any language barrier.

His preclears are all over the world. The time he has spent processing is too vast to enumerate. Even he does not know the hours; he works and there is no time to him. This used to be very disconcerting to me. I remember one time in Spain, I had spent the whole morning shopping in the market and the whole afternoon preparing dinner on one oil burner and a charcoal fire. This was a difficult process for one used to supermarkets and a gas range. Ron had gone to the park. Dinner time passed. The food got soupy from reheating and the charcoal supply got nil. My patience wilted and I went to the park. I found him sitting at a sidewalk cafe, a middle-aged Spaniard with him. He motioned me to sit down and be silent. He was processing. The fellow had been in the Russian army, had fought in the battle of Stalingrad and then had been forced into servitude in Siberia. His legs had been so badly frozen that they would not bend at the joints. This peglegged walk was to carry him through life and to deny him work because of his slowness. After Ron had finished, we invited him home to dinner. He walked naturally again. His realization of what had happened to him did not come until he walked to the door to leave. He suddenly stopped and began shouting, "I walk—I walk."

There are many such people and many more—you in the field have not been idle either these five years. Maybe someday we can realize Ron's Project. Very few know about it, but someday he hopes to have every auditor in the field "who is worth his stuff as an auditor" on the HASI payroll. They would be given some person—someone in high government position, someone in the arts, someone in religion—people who are in the public eye and who supply thousands morale in the forms of good public works, books, paintings, humor, spiritual aid, to bird-dog until they submitted to processing. These auditors could then simply process and promote without depending upon public approval or financial support which is dependent upon public approval. Maybe someday we can accomplish this. It is a goal worth working toward. We, too, will have a better world someday.

It is Ron's dream and yours and mine.

MARY SUE HUBBARD  
*from Ability Minor 3, ca. early April 1955*

**P.A.B. No. 49**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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1 April 1955

**THE REMEDY OF HAVINGNESS**

There is a great deal of upper-echelon theory connected with the Remedy of Havingness as a process, for here we are dealing with energy and the reasons and operations of a thetan in regard to it.

Just why a thetan should get himself so completely snarled up in energy might be an entire mystery to anyone who did not realize that a thetan has to cut down his knowingness and his total presence in order to have a game. The awareness of awareness unit builds space to cut down knowingness. Space makes it necessary, then, to look at something in order to know about it. The next thing a thetan does to cut down his knowingness is to create energy and to pass it to other thetans and to bring in the energy of other thetans so as to get a duration and a time span. If the thetan is successful and obtains a game in this wise, he continues on with this modus operandi of having a game, and when he does not have a game he simply cuts his knowingness down once more. Of course, he reaches a point eventually where he does not get a game simply by cutting down his knowingness, and eventually assumes a fairly fixed, stupid, aspect. He is below the level of having games, but because he has cut down his knowingness he does not know, now, that he is below the level of having games and thinks that all that is necessary to get another game is to further cut down his knowingness. He is by this time obsessively dramatizing the lowering of knowingness.

When one speaks of knowingness, one should realize that one is speaking of an embracive thing. Everything on the Know to Mystery Scale is simply a greater condensation or reduction of knowingness. At first one simply knows. Then he makes some space and some energy, and so now he has knowingness in terms of looking. By changing the position of the particles of energy thus created, and by exchanging particles with others, extant or self-created, the thetan cuts down his knowingness further, and gets time, and so gets emotion and sensation. When these become solid, he has effort particles and masses. Now, he could cut down his knowingness further by refusing to use emotion and effort, but by thinking about them thus introducing new VIAs into his line of knowingness. And, when he no longer knows entirely by thinking, he ceases to create knowingness and begins to eat, and from eating he drops into the ready-made sensation of sex instead of knowing what happens in the future. And from here he drops down into postulated mystery as something one cannot possibly know about. In other words, one gets a continued reduction of knowingness in order to have games. The greatest chess player in the world has no game, since he can predict that he will win and predict everything that opponents will do, so he will simply demonstrate how to play chess. Sooner or later, he will announce that he is "burned out" or has lost his knack for playing chess, and will go off into some other field where he *can* have a game. The field he will choose will be a less wisdom-demanding field than playing chess. A boxer, such as some of the very great ones of the past, will reduce his timing, which is to say his knowingness of arrival, to a point where he can at least put on a

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good exhibition, and from this they will further reduce their knowingness, and then not noticing how far they have gone, get themselves thoroughly and consistently beaten. There will be a period, however, when they are fairly evenly matched against their opponents.

To understand this with any thoroughness, one would have to recognize the intention back of all communication. Creation, Survival, and Destruction is knowingness. When somebody talks to you his intention is to continue in a parity where he can have an interchange of communication, which is to say a game. He takes knowingness from you, and gives knowingness to you, with one form of communication or another. Two soldiers fighting and shooting at each other are using a bullet to make the other man know. What is there to know in this situation? That one is dead, of course, and for the victor, that one has won.

It is dangerous, alike, to a thetan, to have too many wins or too many losses. Give him too many wins, and he will correct in the direction of reducing his knowingness as represented by his dexterity, his prediction, his activity. Give him too many losses and he will seek another game, even to the point where he will die and pick up another body. Because the decision is on the basis of knowingness, the decision is always downward. One does not decide upward toward greater knowingness, actually, unless one has the full and complete intention of winning in a new game. If one discovers that there are no wins or losses either to be found in this new game, one will reduce one's own knowingness, even to the point of forgetting all of his knowledge concerning it, in order to ensure a game.

As there is not an infinity of games in progress, one is apt, as he comes down seventy-four trillion years of track, to play out the available games and to put them in the category of "it must not happen again." One then becomes bored. One is only bored when there is no game possible, from his viewpoint. Actually, all he has to do is become enthusiastic about the game on his own consideration and he will begin to know more about it again.

A thetan considers that some form or mass is necessary in order to have a game. He gets into the belief that he cannot create new masses, and so he begins to hold on to old masses, and here, whether he is exteriorized or in a body, we find him holding on hard to old facsimiles, old significances, old decisions, rather than taking on new decisions.

The Remedy of Havingness directly addresses the problems of giving the thetan something "to play with." When he discovers that he can have new masses, he will begin to let go of old masses. It is an easily observed phenomenon while having a preclear Remedy Havingness, that old engrams go into restimulation, go into restimulation and run out, that they show up in front of his face and suddenly explode or disappear. The Remedy of Havingness actively does run out engrams.

This process is used from boredom up to conservatism for its best results.

This process is done by asking the preclear to mock up something and pull it in, or mock up something and throw it away. When a thetan is exteriorized, if you want to see him get very unhappy, make him change space until he begins to lose all the energy he is holding on to, and then fail to remedy his havingness. The thetan will become convinced that he is only a thought, and is therefore, by his standards, unable to have a game. Tell him to mock up eight anchor points in the form of the corners of a cube around him and pull them in upon himself. Ask him to do it several more times, and he immediately brightens up and becomes very happy. Why is this? You have reassured him that he can have a game.

The cutting down of knowingness and the Remedy of Havingness have opposite vectors. The Remedy of Havingness will knock out old energy masses the thetan is

holding on to, or that the body is holding on to, which tell the thetan he is stupid. The supplanting of these by new energy masses which do not have the postulate of cutdown knowingness in them of course makes the thetan brighter.

When you find a theory detached from a process and not demonstrating itself in a process, there must be something wrong with the theory. Similarly, if what I say here about condensed knowingness being all other things, and the cut-down of knowingness, were not demonstrated in the process of Remedy of Havingness, then we would have to get ourselves a new theory. However, this is demonstrated very definitely. Those people who cannot remedy havingness, wherever they are on the tone scale, can be brought to a point where they will remedy havingness simply by asking them what they wouldn't mind knowing. The consideration of what they are willing to know then begins to rise.

If you only could see a Black Five operate you would see that his barriers are all erected toward knowing something. Of course he is very afraid of being told something bad, and so doesn't want to be told anything at all, and when the auditor gives him a command he never receives the command as given, but does something else. He has a block up against knowingness to such a degree that he will eventually permit himself to be pressed into complete inactive stupidity. What are those black screens for? Basically to keep him from knowing. Knowing what? Then one will have to look closely at the definition of a datum. A datum is an invention which has become agreed upon and so solidified. In other words, a datum is to some degree a solidity, even if it is merely a symbol. To get into this state it has to be agreed upon. When it is thoroughly agreed upon it becomes, then, a truth. It is not at all a truth. It is an invention. What made it sure or what made it real was the fact that it was agreed upon. This opens the doors further to other processes.

In order to get the preclear in good condition we would have to put him into some kind of a condition so that he could create. The first thing he is liable to be able to create in auditing is a lie. The word "lie" is simply "invention with a bad connotation." Society gives invention that connotation because of its anxiety to have a game and to agree, and so be able to communicate with one another.

Thus society frowns upon the invention of facts, yet the preclear's sanity and continued happiness absolutely depend upon his ability to create new facts. The technique which remedies this is included in "The Creation of Sanity," number R2-29: "**Start Lying.**" One can vary this auditing command with "**Tell me some lies about your past,**" and then keep the preclear at it long enough so that the preclear is able to come out of the complete blur which will follow on the heels of his taking over the function of and running of his memory machines. The invention of data is a step immediately toward the remedy of havingness. Simply asking the preclear what he wouldn't mind knowing, what he wouldn't mind having other people knowing about him will bring him into a condition where he can mock up and remedy havingness.

The Remedy of Havingness is the companion process to Spotting Spots, which will be taken up in the next PAB. The Remedy of Havingness, simply as a process by itself, if worked up to by getting the preclear willing to know things, and willing for other people to know things, and run thoroughly so that whole avalanches of masses can pour into him or pour out of him, will actually run out an entire engram bank, and thus is an extremely valuable process.

It has been reported by several auditors that exteriorization was accomplished on preclears by making them remedy havingness and do nothing else for eight or ten hours.

The auditing commands for the Remedy of Havingness are: "**Mock up something,**" "**Pull it in,**" until the preclear is doing this easily. Then, "**Mock up something,**"

“**Throw it away,**” until the preclear can do this easily. The significance of the object may be added by the auditor with “**Pull in an ideal body,**” or some such thing, but the actual fact is that the actual significance does nothing for the preclear. It is the mass which counts. The auditor can have the preclear pull things in two at a time, six at a time. He can have the preclear mock up something, copy it a dozen times, one time after another, then pull in the whole mass, but the real reason he is doing this with the preclear should never drop from sight. The auditor is remedying havingness in order to give the preclear enough mass to permit him to discard old masses which he is holding on to and doesn't know anything about.

[The above was reissued as HCO B 5 May 1972R, Revised 17 January 1973, *The Remedy of Havingness.* ]

## Old Cuffs

*Ran Dem. Defining*  
 The ability to regulate  
 two or more identities  
 whether or not opposed.

*Seriousness*  
 The more mass the more  
 seriousness

* 5504C01	DEMO	LRH Auditing Demo
* 5504C01	DEMO	LRH Auditing Demo
* 5504C01	SAC-1	1st Hour Staff Auditors' Conference Series
** 5504C02	PLPS	The Second Dynamic
** 5504C02	HPC-3	Axiom 51 in Action (The creation and uncreation of energy and masses by postulate; Knowingness; and Communication)
* 5504C04	SAC-2	Scale of Awareness [see page 191]
* 5504C04	DEMO	LRH Auditing Demo
* 5504C06	PLPS-11	On the Second Dynamic
* 5504C06	PLPS-12	Session: "What Could You Say To ....?"
* 5504C07	DEMO	LRH Auditing Demo
5504C08	CONF	Staff Auditor Conference—Peggy's Report and Ron's Comments
** 5504C09	HPC-4	Consequences and a New Understanding of the Six Basic Processes (how to discover with precision and raise the reality level of the preclear)
** 5504C13	PLPS-14	The Eight Dynamics
* 5504C13	PLPS-15	Session: Find Present Time



**P.A.B. No. 50**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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15 April 1955

**REMEDY OF HAVINGNESS—THE PROCESS**

“When in doubt, remedy havingness.”

This is a motto which can well be followed by an auditor doing any process on any preclear.

But, if there is a process which one should do with any other process, then that process should be understood thoroughly, for if done incorrectly it would be likely to produce confusion into all the other processes of Dianetics and Scientology.

Therefore, in the first place, let us examine with rigor the name of this process. It is REMEDY OF HAVINGNESS. By “remedy” one means the correction of any aberrated condition. By “havingness” one means mass or objects. The process could also be called “Remedy of Un-Havingness.” It could also be called “Remedy of Acceptingness.” It could also be called “Remedy of Rejectingness.”

To those people who are deficient in havingness, the process is liable to mean that the auditor should increase the havingness of the preclear. Such an auditor with this misunderstanding would have the preclear put up large masses and push them into his body or himself. The auditor would neglect having the preclear throw away objects and masses.

If the auditor misunderstood the process and simply assumed that it had something to do with havingness, and if his own havingness were too great, he would be likely to specialize on all preclears by having the preclear throw things away.

Actually, the auditor should have the preclear push things into himself and his body and throw things away from himself and his body until the preclear can do both with equal ease. When this has been accomplished the preclear's havingness has been “remedied.”

What, then, does a Remedy of Havingness mean? It means the remedy of a preclear's native ability to acquire things at will and reject them at will. Amongst the havingnesses which would require remedy would be an obsessive inflow of money, sexual objects, troubles, somatics, and difficulties in general. Whenever one of these appeared in the preclear's environment it would have a tendency to inflow on the preclear. The reverse difficulty would be an obsessive outflow, whereby the preclear threw away or wasted anything which he had, such as money, clothes, cars, or living quarters. When the process “Remedy of Havingness” has been done thoroughly and completely, the preclear should be able to reject or accept, at his own discretion, anything in his environment as well as anything in his engram bank.

The earliest use of this process is to be found in GITA, which is to say “Give and Take Processing,” one of the early SOPs which became an SOP-8 “Expanded GITA.” In Issue 16-G of the *Journal of Scientology* we have a long list of key items. The preclear was asked to waste, accept, and desire these items at will. This was the Desire-Enforcement-Inhibit Scale, or the DEI Scale. This process is the immediate ancestor of the Remedy of Havingness. Indeed, one could do far worse than to take the DEI Expanded GITA list as given in Issue 16-G, and in the form of mock-ups use it as such upon the preclear, or more modernly employ it directly on the Remedy of Havingness on these objects.

If one were to employ such a list in the Remedy of Havingness, one would, of course, have to employ gradient scales. The use of the gradient scale has never been discarded, and the concept and principle of doing things by gradient scales is inherent in auditing itself, for one starts with a process which the preclear can do, and gives him some wins, and on a gradual scale gives him larger and larger wins until he is cleared. Similarly, in remedying havingness, the preclear must be started at the lowest end of the scale and advanced on up to the higher end of the scale. Quantity is one of the methods of doing this. At first one can ask a preclear to mock up one of an item and shove it into his body or throw it away, and then go, finally, when he is doing that well, to two items, three, four, five, and six, all the same, but a greater quantity of the item. An even lower gradient on this scale would be to simply get the idea that something was there, and to progress on forward with the idea into the actual mass. An expert auditor working with this from the idea on through to the object would discover that he had no preclears who could not mock up.

He would have the preclear get the idea out in front of him of a ball, and get the idea of the ball being thrown away; get the idea of a ball up in front of him and get the idea of a ball coming in; he would then, when the preclear could do this excellently well, move forward into the actual mock-up of a ball. The mock-up would get better and better as the process progressed, until at last the preclear could mock up and throw away or push into his body at will, a ball. He could see this ball, he could even feel it, and its weight.

Now you may get the idea occasionally that these PABs are mostly, at least in this series, handling old material. This is not the case. Every time one of these PABs is written I put into it everything that is known up to the date that it is written, and this PAB is no exception. And, let me tell you, this is a very lucky PAB for you because Remedy of Havingness, by a slight change I made some weeks ago, has become a key exteriorization process. So, we have Remedy of Havingness for Exteriorization as a newer process than the old Remedy of Havingness.

Exteriorization Remedy of Havingness, or Exteriorization by Remedy of Havingness, is accomplished by having the preclear SHOVE or PUSH things into his body. One no longer has the preclear PULL things into his body. Simply by having the preclear mock up things and shove them into his body, mock up things and throw them away, mock up things and shove them into his body, mock up things and throw them away, a preclear who has already been run on the earlier steps of the six basic processes will, at this stage, exteriorize quite neatly after as little as fifteen or twenty minutes of the process. If he does not, then the earlier processes have been skimped and the preclear was really not ready for a full, forthright remedy of havingness.

Even when doing Route I, the preclear is told to push things into himself. This will rather take his flutter away for a moment, for he is there being one viewpoint, and in order to push something into himself he has to be a second viewpoint. In view of the fact that a thetan gets in trouble by being only one viewpoint, this remedies the viewpoint scarcity of the thetan, and he pushes himself up into two viewpoints with great rapidity. Thus we are doing duplication of the thetan at the same time that we

are remedying havingness, so one even has the thetan shove things into himself, rather than pull things into himself.

In short, one never has anyone pull things into his body any more. One has a person push things into his body. One has him, for instance, mock up a planet, and push it into the body; mock up a planet and throw it away; mock up a planet and push it into his body; mock up a planet and throw it away; mock up a planet and push it into his body, and then one says, **“Where are you pushing it in from?”** The preclear says, “Out here in front of the body.” The auditor simply goes on doing the process and very shortly the preclear will, if the earlier steps have been done well, which is to say the Six Basic Processes below Remedy of Havingness, the preclear will be neatly exteriorized and will be ready for Route 1.

One would omit, in such an instance, running Spotting Spots as such, for Change of Space Processing and Communication Processing have a great deal to do with spotting spots already.

If you were to do Remedy of Havingness forthrightly and all-out, and you were to accept this as the only process we had, we would work with its cousin process, R2—63 as given in *The Creation of Human Ability*, “Accept-Reject.” One would ask the preclear for things he could accept, one after the other, until the communication lag was flat, and then would ask the preclear for things he could reject, one after the other, until the communication lag was flat on that. One would then move into the Expanded GITA list and would have the preclear mock up and shove into his body (if interiorized) or into himself (if exteriorized) the various items on the Expanded GITA list as given in Issue 16-G of the *Journal of Scientology*. This would be a long process, and not entirely successful on all counts, but would nevertheless be a very effective and efficient process from the standpoint of gains. One would certainly get the preclear over a very large number of aberrations and would do a great deal for him. However, this is not the advised way of handling this process, for the process itself is not an end-all. Aberrations can be handled much more easily by communication processing as will be given in a later PAB.

The exact use and commands of Remedy of Havingness in ordinary and routine auditing are simple and effective. One has been asking a preclear a great many questions which “as-ised” large masses of energy. One, in handling Change of Space or interiorization and exteriorization into objects while the preclear is exteriorized, has been “burning up” a great deal of energy. Any time the preclear begins to feel dopey or “boil off” he has either run too long on a flow in one direction, in which case reverse the flow, or he has simply reduced his havingness down to a point where he feels tired or sleepy. Without waiting for this manifestation to occur the good auditor simply in the course of Straight Wire or Description Processing, or many other processes, such as those contained in Route 1, remedies havingness. Having achieved something like a momentarily flat comm lag on a process, the auditor says to the preclear, **“Mock up a mass out in front of you.”** When the preclear has done this, the auditor says, **“Shove it into your body.”** When the preclear has done so, the auditor says, **“Mock up another mass out in front of you.”** And when the preclear has done so, the auditor says, **“Throw it away.”** That, as given, is for preclears who are interiorized. It is simply repeated over and over. The mass is not specified. It can be almost anything, and in fact it does not much matter what type of significance the mass has. Any mass is better than no mass, according to the thetan.

If the preclear is exteriorized, the auditor already starts him on the Remedy of Havingness in the Route I step where the preclear is asked to copy what he is looking at (R1—5). When one is doing R1—5, one must be very careful to obey the gradient scale principle behind Remedy of Havingness. He would not make the preclear make twenty copies and then push them all into himself or the body. He would make the

preclear make two or three copies and push them in one at a time until the preclear could remedy his havingness with ease. The auditor would then have the preclear **“Mock up a mass and shove it into yourself,”** and then **“Mock up a mass and throw it away,”** and do this back and forth until the preclear could do this easily and well, at which time the auditor would tell the preclear, **“Mock up two masses and shove them into yourself,”** and then **“Mock up two masses and throw them away,”** until finally the auditor has the preclear mock up eight masses as though they were the corners of a cube around the preclear and **“Shove them into yourself,”** and then **“Mock up eight masses and throw them away.”**

One must remember that in spite of the fact that he cannot duplicate mass actually as himself, having no space or mass, natively, the motto of the thetan is “anything is better than nothing.” When you tear up a lot of facsimiles for a thetan and throw them away, he becomes very unhappy unless you have him reconstruct those facsimiles or remedy the mass he has lost accordingly. When you are having a thetan go into and out of MEST universe masses, a certain amount of energy is burned up, and after the thetan has been run for a short time on this step (R1—9 in *The Creation of Human Ability*), you must be particularly careful to remedy his havingness with eight masses shoved into himself and eight masses thrown away several times. A thetan who has been run a great deal without Remedy of Havingness comes to what is to him a horrible thought: “I am just a concept,” and will sag in tone. He does not come to this state as long as havingness is consistently remedied.

It may be, as you look at Scientology, that you’ve come to the opinion, watching Remedy of Havingness work, that all there is to anything is the Remedy of Havingness, that it is all based on the Remedy of Havingness. If you have a preclear shove enough havingness into his body he will exteriorize in most cases. If you remedy enough havingness while he is chasing around the universe, as in the Grand Tour, he will discover and as-is a great many communication lines which otherwise might be very detrimental. However, it is not true that havingness is the entire key to the human mind. Havingness is the “gimmick” or “weenie” for which the game is played, and having something is very like winning. However, above havingness there is doingness, and above doingness there is beingness, and above beingness there is communicatingness, and above communicatingness there is knowingness, and above knowingness there is postulatingness, and so we see we have a long way to go above havingness in order to get to the top activity of a thetan, which is making postulates, or unmaking them. You could, of course, rationalize each and every action of the thetan with regard to havingness. You could even extend havingness to space, although it normally refers to objects. You could do all manner of interesting things with havingness. You could get as specific and as significant as you like, or as insignificant as you like, and still find Remedy of Havingness working, but we do not have here in Remedy of Havingness the total clue, the total key. But we do have a process and an item which must not be overlooked in auditing.

In the Six Basic Processes the Remedy of Havingness comes after the Opening Procedure by Duplication as a process, itself, but remember that Remedy of Havingness is done and can be done at any time during any of the processes as long as the preclear is even vaguely in communication with the auditor. It does not matter how vague the mass is that the preclear is using to remedy his havingness. Here is a place where certainty is not necessary. An unreal, vague, or flimsy mass, if this is all the preclear can get, will still remedy his havingness. A case comes to mind out of the Advanced Clinical Course where a student was unwilling, after his second day, to continue his studies. He did not believe that he could stand the “hammer and pound,” as he put it, of the terrifically intense schedule. I took him into my office, asked him what he was doing in life, and he replied to me that he was a machinist. Also, it seemed to turn out that he had had something to do with a ship which had sunk under him, although his recollection of this was very unclear. I asked him what kind of a machine

he had customarily run, and he told me. Then I had him mock up this machine, and remedy his havingness with it. Then I had him mock up the ship and remedy his havingness with that, just as given above. I did this for about fifteen minutes, and enough change occurred in his case to entirely return his confidence in his ability to stand up to the course and to audit. Yet the mock-ups he was getting were so thin that he could barely vaguely discern them at all.

Mock-ups get unreal because the thetan is not-ising existence. He is trying to destroy masses by saying that they do not exist, that they are not real. He is so bent upon this system of destruction that he is making everything unreal or black. One of the cures for this is End of Cycle Processing run in the following fashion: One has the preclear mock himself up dead (no matter how unreal this mock-up is), then have the mock-up waste away to bone, and have the bones waste away to dust, and then have the preclear shove the dust into himself or, alternately, throw it away. One once more has the preclear mock himself up dead, have the mock-up waste away to bone, have the bones waste away to dust, and then have the preclear remedy his havingness with the dust. One continues this for two or three hours with the preclear if one really wishes the case to make a change.

Where a preclear is getting no reality on mock-ups or blackness, he is most commonly stuck in that Para-Scientological thing, that thing horribly abhorred by psychologists who have become Dianeticists, or by people who are just plain scared: a past death. If you wanted to convince somebody that past deaths exist, you would run End of Cycle Processing on them. This is a cousin process to the Remedy of Havingness. One could go a very long distance with this process and have the preclear mock up his mother dead, have her waste away to bones, and remedy havingness with the dust, or do this with the dust, or do this with the father or brothers, or grandparents, with a considerable change in the case.

This End of Cycle Processing, by the way, is a very fine process. It has been with us about a year and it has been successful whenever used. It has a tendency to fall into disuse because it has not until now had an exact place on the Six Basic Processes. But End of Cycle is actually an additional process to the Remedy of Havingness and is an effective way of remedying havingness. Do you remember in the old days the Dianetics "corpse case" who would lie upon the couch with his arms crossed neatly, all ready for a lily, and would always audit in this fashion? The solution to this corpse case is End of Cycle Processing, as given here. The preclear is so fixed in a death that he is trying to make everything unreal, and the only real thing, to him, would be the unreality of death.

In these PABs I have been trying to give you the basic auditing as it is done today in Hubbard Professional College in Phoenix, and in London. It is intensely effective auditing. A recent survey of the staff-audited preclears over a period of two months demonstrated by the most arduous and recognized testing that we had been jumping the IQ of preclears an average of ten points apiece for every twenty-five hours of auditing. Many of them went much higher than this. I, myself, in five hours of auditing, was getting this same result which was being obtained by a staff twenty-five hour intensive. But all that I was using, actually, were the Six Basic Processes. All that staff auditors were using were the Six Basic Processes. Of course, our having the know-how of using Remedy of Havingness and Communication Processing in the midst of these Six Basic Processes, these gains were not necessarily the gains being obtained across the broad field of Scientology. There is actually no substitute for good, thorough, professional training. A professionally trained auditor shows up like a lamp in a lighthouse on a dark night, if only by reason of inspecting his results.

You will find the background of this material contained in *Dianetics, 1955!* and in the recent hardcover edition of *Intensive Procedure* which, including now 75

separate processes, is called *The Creation of Human Ability*. This book is obtained from London directly, or from the HASI in Phoenix. Only the British edition is ready, but we have plenty of these, and if you ordered the book from Phoenix it was filed with a London edition. If you want to write for a London edition you will find that the cost is \$5.90, and it will be airmailed to you.

We are discovering that it takes about eight weeks of very intensive training in order to indoctrinate an auditor into an adequate use of these Six Basic Processes. This is done in the HCA, or in London HPA, Course. The course has the additional bonus of getting these processes run on the auditor until he is in pretty good condition, if not cleared. In the upper echelon Phoenix course, which is to say the Graduate Course, all of the various "angles" and alternate uses are taken up. If you are using Scientology or modern Dianetics without professional training you would do very well to have somebody study these processes with you, as given in these recent PABs, and run them on you, just as given, in order for some subjective information concerning them.

Now, another footnote in this PAB. Some last-minute news on these Six Basic Processes is a change from the material given in the PAB on Elementary Straight Wire, and the PAB just before that on Two-Way Communication. In the next PABs [Numbers 57, 58 and 59 written by Jack Parkhouse] we will take up these highly advanced alterations, for the mission of these PABs is to keep you up to date as far as possible.

By the way, I heard from an old HDA recently, via a member of the staff to whom he wrote, and this old HDA complained, "Hubbard does not put out anywhere near enough material to keep us up to date." A search through the PAB files disclosed that this HDA was not on the PAB mailing list. If an individual is not on the PAB mailing list it is certain he will be convinced that Hubbard isn't putting out any material. The data which you should have in your kit to know Scientology and auditing and be up to date as of now are: *The Creation of Human Ability* from London, *Dianetics, 1955!* from Phoenix, and at least the last ten PABs. With the material which is immediately forthcoming you will be up to date, indeed, if not well into the future, as far as the rest of the human race is concerned.

And by the way, I wish you would write and tell me how you are getting along with these PABs, and how you are getting along with the auditing in general. It just might be that I'd like to know.

L. RON HUBBARD

[The above PAB was reissued as HCO B 6 May 1972, *Remedy of Havingness-The Process*, making minor revisions and deleting the fourth paragraph on page 181, the last two paragraphs on page 184, and the text on this page.]

## LRH TAPE LECTURES

Phoenix, Arizona  
16—29 April 1955

** 5504C16	HPC-5	Service Facsimiles (its handling by modern auditing)
* 5504C18	LECTURE	Dianetics and Scientology
* 5504C18	CONF	Auditors' Conference
* 5504C19	CONF	Staff Auditors' Conference
* 5504C19	DEMO	LRH Auditing Demo
** 5504C20	PLPS-16	Para-Scientology—or Things That Go Boomp in the Night
* 5504C20	DEMO	LRH Auditing Demo
* 5504C20	PLPS-17	Session: Change and No-Change
* 5504C21	DEMO	Auditing Session
* 5503C21	CONF	Staff Auditors' Conference
** 5504C23	HPC-6	Thinkingness
** 5504C27	PLPS-18	The Direction of Modern Scientology
** 5504C27A	PLPS-19	Grey Dianetics
* 5504C27B	PLPS-20	Session: "Something you could say to " and "Ownership"
** 5504C27C	DAS	Education on Problems—Who Doesn't Think You're Insane
* 5504C27D	DEMO	LRH Auditing and Discussion
* 5504C28	DAS	Demonstration Auditing—More Education on Ownership Process
* 5504C28	DAS	Demo Auditing—Ownership Part IV
* 5504C29	DAS	LRH Discussion and Auditing of Ownership and Control
* 5504C29	DAS	LRH Discussion and Auditing of Ownership and Control Part V I
* 5504C29	SAC	6th Hour Conference

# THE CREATION OF HUMAN ABILITY

## by L. Ron Hubbard

**Published**

**April 1955**

The June 1954 Congress was offered a book free of charge, which they, by attending the Congress, had financed. This book was **The Creation of Human Ability**, published first in England in April, 1955, and a few weeks later in the United States.

It is basically a much expanded version of the very successful *Auditor's Handbook*, updating the Codes, and adding R2—30 to R2—77, the Scientology Axioms, a Summary of Scientology, This is Scientology: The Science of Certainty from *Journal of Scientology* 16-G and SOP-8-C: The Rehabilitation of the Human Spirit from *Journal of Scientology* 24-G, as well as a section on Group Processing.

In the months between July, 1954, and April, 1955, L. Ron Hubbard had expanded the processes listed under Route 2 of Intensive Procedure from 29 to 77 (the last two have since been deleted) and further codified the Six Basic Processes. He developed communication processing and published *Dianetics '55!*, which is a companion book to *Creation of Human Ability*, even though it is quite different.

308 pages, 1 illustration, glossary, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.



**P.A.B. No. 51**  
**PROFESSIONAL AUDITOR'S BULLETIN**

From L. RON HUBBARD

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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29 April 1955

**SPOTTING SPOTS**

The essentials of this process are contained in R2—18 of Intensive Procedure as given in *The Auditor's Handbook* or *The Creation of Human Ability*.

The goal of the process is to bring the preclear to a point where he can spot locations in space which do not have color, mass or shape, but which are simply locations, and spot that same location repeatedly without variation.

The auditor says, "**Spot a spot in the space of this room.**" The preclear does so. The auditor ascertains whether or not the spot has color, mass, or whether it is simply a location in space, which is what he wants. The spot should not have color or mass, it should have only location. The preclear is asked to locate several such spots in the room and is asked to walk over and put his finger on them. Spotting Spots markedly decreases havingness, so a Remedy of Havingness is necessary after a very few spots have been spotted in this fashion. The auditor will discover that if the preclear is asked to put his finger on the same spot and take his finger off and put it back on several times, that a preclear in bad condition will locate the spot in various places close to the original spot, but will not locate the original spot again. A preclear must be brought to a point where he will locate the original spot every time. Good two-way communication, as in all processes, is maintained while Spotting Spots is progressing.

When the preclear can adequately locate repeatedly and without upset spots of no mass or color in the room, he is then asked to locate them outside the room.

The ordinary phenomenon is that the preclear has various spots in this universe out of location.

A much more modern method of running Spotting Spots in Space is to locate a spot and say "hello" to it, and have it say "okay" back, and then have the spot say "hello" and have the preclear say "okay" back to it until the spot, itself, is in present time. The auditor can go into this even further, having the preclear sending showers of "hellos" and receiving back showers of "okays" from the spot, and having the spot sending showers of "hellos," and having the preclear sending showers of "okays" back to the spot. This can be done with any spot, whether significant or not. It can be done to the place where an accident has just occurred. It can be done to the area where the delivery of birth was effected on the preclear's body. It can be done to his school. It can be done variously and continually.

Grand Tour is the Route 1 or exteriorized version of Spotting Spots. The auditor asks the preclear to be in a spot of a certain description, such as his home town, asks him to be in the auditing room, asks him to be in his home town, asks him to be in the auditing room. This is the modern way of running Grand Tour. The modern way of

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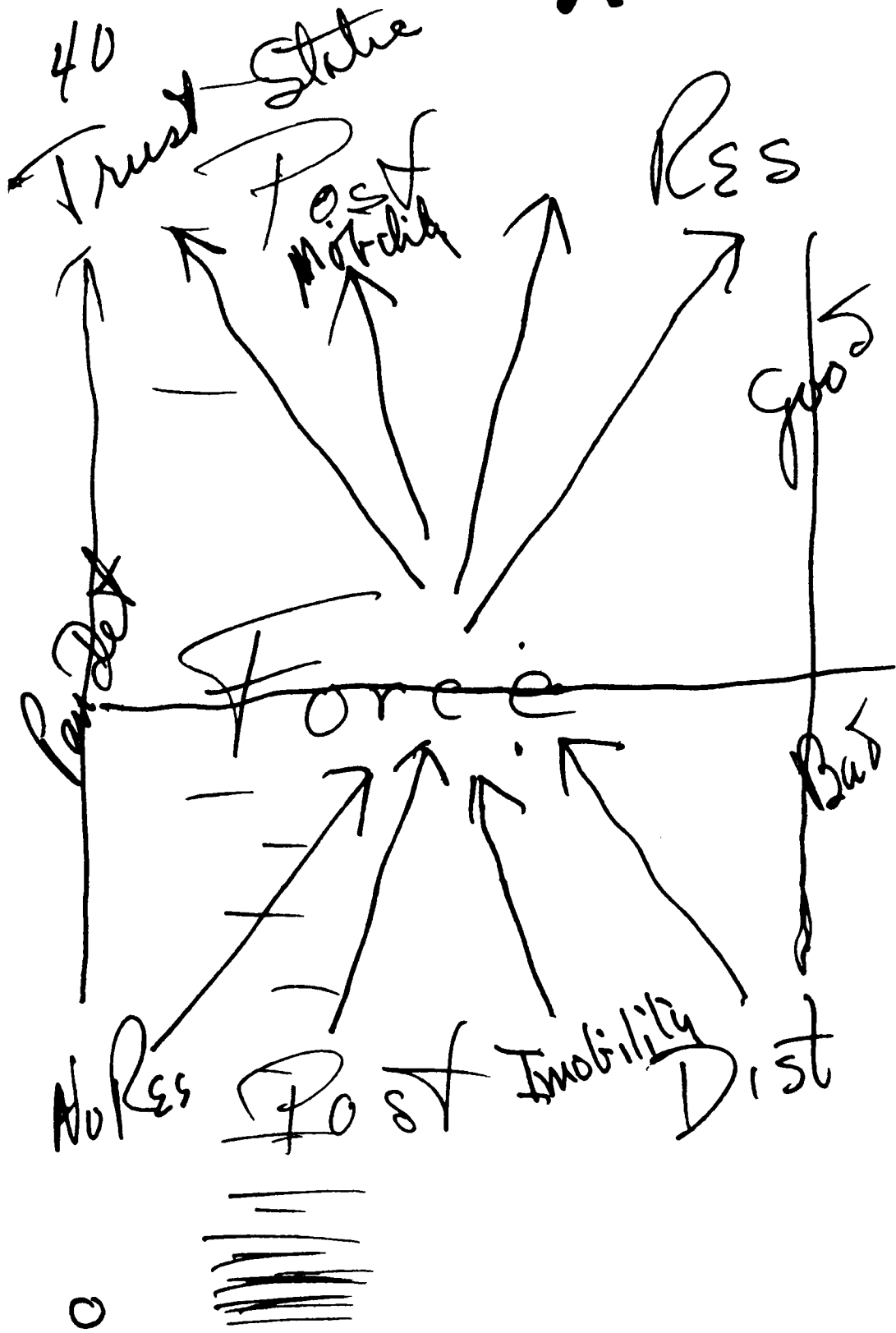
running Grand Tour is when the preclear is asked to be in a spot immediately above his home town, to have the preclear send showers of “hellos” and receive showers of “okays” from the home town, and then when he is asked to be back at the auditing room, to send showers of “hellos” and “okays” at it. In other words, any position, or any motion, in the Grand Tour is accompanied by “hellos” and “okays” on a two-way basis. Naturally, once one has had showers of “hellos” sent to a spot and it has sent back showers of “okays” one must now have the spot send showers of “hellos” to the preclear and he must send showers of “okays” back at it. This will be found to remedy positional difficulties with the preclear as well as time difficulties.

The reason an engram comes into being and expresses itself on a preclear’s body is a lack of communication. The communication has become solid. It expresses itself as an engram, as a facsimile, as a lock, as a secondary. This expression comes about through absence of two-way communication. The moment that one runs two-way communication in upon the process, the spot has a tendency to go back to its original location. This is the phenomenon known as snapping or closing terminals.

It quite often occurs that when the preclear is asked to spot, let us say, London, he actually points in an entirely incorrect position and direction. London is sufficiently disoriented, as far as he is concerned, to cause him to lose it. He may have a picture of London sitting right in front of him, and yet he is being audited in South Africa. He will spot this picture as the location of London. London has snapped terminals upon him or he has snapped terminals upon London. In other words, there is no distance between the spot where he is and where London is. This means that the material on the subject of London is engramic. Lack of mass is one explanation of why the terminal snap occurs. Fear of and resistance to the spot is the actual reason why it closes terminals.

In doing the Grand Tour one will discover, if he sends the preclear between the Empire State Building in New York City and the Washington Monument [in Washington, D.C.], that a preclear who is having difficulty with havingness and locations will at first discover the Empire State Building to be some distance from the Washington Monument, and then will discover that the Empire State Building and the Washington Monument are almost exactly together, and then will discover that they have sprung apart. The auditing command producing this phenomenon is simply: **“Be over the Empire State Building. Okay. Be over the Washington Monument. Okay. Be over the Empire State Building. Okay. Be over the Washington Monument. Okay.”** In other words, the spots snap together. Actually, the spots themselves are not snapping together. What is snapping together is the facsimiles of the spots. As long as a location is expressing itself in terms of facsimile, one knows immediately two things: that the havingness of the area is low, and there is a lack of communication in existence about this spot. The preclear does not want to communicate about it. One remedies this in the crudest form by having “hellos” sent between himself and the spot. One, by adding the factor of communication to this, would have a process run with the following commands: **“Be over the Washington Monument.”** When the preclear is there: **“Send a shower of ‘hellos’ at it.”** **“Have it send you a shower of ‘okays.’** **“Have it send you a shower of ‘hellos.’** **“Send it a shower of ‘okays.’** The auditor, of course, each time the preclear performs any action in any auditing of any kind, acknowledges the fact aloud with an “all right,” or a “fine,” or a “good,” or an “okay,” thus adding to the amount of communication on the subject. Failure of the auditor to do this has a tendency to stick the preclear in the session.

# 'Old Cuffs'



*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Phoenix, Arizona

## The Scale of Awareness

**L. Ron Hubbard**

*This article is a transcription of an important preliminary discussion by Ron of his investigations out of which have come very practical advances in the handling of communication and the discovery of the preclear's level of reality in processing. The talk was given at a Staff Auditor-ACC Conference of April 4, 1955.*

. . . I'll give you a quick rundown on some data which has just materialized here—it's an experimental scale and this experimental scale is quite interesting. It really is a Scale of Awareness. A scale of awareness would begin at the top with, of course, AWARE OF BEING AWARE. If a person were really aware of being aware it would be sufficient communication for him merely to be aware of the existing environment. If he were simply aware of the existing environment he would feel he was in communication and would feel very good—he wouldn't have to talk about it. You get that level?

All right now, we drop down from there and it's easier to describe from the bottom up. On the bottom is COMMUNICATION WITH SELF WITH SIGNIFICANCE. Worry. He can communicate with himself and he can worry. Now that isn't the exact bottom of the scale, but the next lower level—and that's UNCONSCIOUSNESS—becomes questionable as a communication level. But nevertheless, it really belongs with this scale. So we look at this and we find out that the guy could be aware of thinking a thought containing much significance, but not expressing it. Immediately below this level, as I say, is unconsciousness, which, of course, goes off the awareness scale and is the reverse of awareness.

But, as we work up from absolute unconsciousness we find UNCONSCIOUSNESS IS THE ONLY THING WHICH EACH HIGHER STEP HAS IN COMMON WITH THE LAST STEP UNTIL WE GET TO TOTAL AWARENESS OF AWARENESS. So each one of these steps is to some degree salted with unconsciousness, and up to the moment when you would get to ABSOLUTE, complete unconsciousness, every one of these steps would have some unconsciousness in it. But, absolute, complete unconsciousness happens to be an absolute. It happens to be unobtainable. Complete unconsciousness is not obtainable. Nobody has ever been or ever will be completely unconscious. And this is a fact, because processes do work out on unconsciousness, so the bottom of the scale would be absolute, complete unconsciousness, but it's not the bottom of the scale, because that can't exist.

So we would go up there to lesser and lesser degrees of unconsciousness and greater and greater degrees of consciousness. Now one of the best descriptions around that I have written on this unconsciousness business is *Self Analysis*. The first few chapters on *Self Analysis* is a discussion of unconsciousness. And when we consider alertness, we are considering ability. Now, we've been talking about this for some time. We consider alertness, then we consider ability. Awareness. If a person is aware of something he normally can control it.

All right, we look this over, and we find out that the place for a person to be on the tone scale would be at AWARENESS OF AWARENESS and we find out that he, there, would have sufficient communication just with his environment to stay cleared. Get that? He could stay cleared. But, now let's start out from this level of complete unconsciousness—let's go into the first point on the scale which is actually there on the scale. Some small, no matter how small, awareness that he is thinking a thought and communicating with the thought he is thinking. And that level includes the deepest anaesthetic possible, and it includes death. He always has some tiny little spark of awareness there, in spite of the ambition of the medico, the anaesthetist, etc.

He is aware that he is thinking something, no matter whether he thinks that it's somebody else's thinking or not. He's just aware of some thinking.

The next broad level here is COMMUNICATION WITH SIGNIFICANCE. (Of course, in between, thinking a thought and thinking it to himself we get gradients of that, so the individual knows when he is thinking a thought, and knows when he's not thinking a thought. Naturally that's part of that same scale.)

The next broad level is this: COMMUNICATION WITH SIGNIFICANCE WITH SOMEBODY ELSE. You know what we mean, "with significance," it's got to have a reason, it's got to have meaning, there has to be an intent. The next big broad scale that's parked right up above this is SIMPLY COMMUNICATION, WITH INTENT TO COMMUNICATE.

The next broad level up above this simply requires THAT ONE KNOWS OF THE EXISTENCE OF COMMUNICATION.

And the next level above that is simply AWARENESS OF AN ENVIRONMENT AS SUFFICIENT COMMUNICATION.

Now, as we go down from that to the bottom we find out we are more and more fixed and less and less capable of spanning attention. So let's look at communication between two people as a fixed double-terminal affair. The individual is less aware of his immediate environment. At Communication with Self he's not aware of his environment out here at all. And so we get the contracting perimeter of the dynamics, which we've discussed before. As we go down this Awareness Scale, which is also Communication Scale, we get the individual closer and closer in until—one of the early symptoms of it—he doesn't think anybody could possibly hear him unless he's standing with his face right in their face. And the next spot below that is real worry. Now this individual may be across the room. It doesn't matter. Now let's add to this, and we get the actual name of this scale. And it is the Scale of Reality. That is the name of the scale. Now this seems strange, if it has to do with awareness and communication, that we call it the Scale of Reality, because it is the scale, a practical scale which is useful in processing.

Now, how is it useful in processing? We're looking at a preclear that can't find anything real very easily. We suspect he doesn't even know he can't find anything real. You know, it's just the way the case behaves—it's kind of spooky. Well, this guy, the realest thing he could do would be to think a thought and know that he thought the thought. That's the realest thing the guy could do. Now, if you were to graduate him upscale from this, the next thing he could do that would be real to him would be to get the idea of saying something to somebody that has lots of significance to it, and having that person say something to him. Mythical personnel. And that's their reality. With significance.

Now we go up above this, and we find out that the individual could have something real just by "hello" and "O.K." And one of the reasons we're using hello and O.K. is that it is an unreal communication. If a preclear can handle hello and O.K. without balking and consider it a real communication, this preclear is at that band. If he insists that that's a bad reply—you know, he "really wouldn't say hello" and then somebody else "wouldn't say O.K."—he would go at it possibly on hello's back and forth, but he would go on it much better with significances. "WHAT COULD YOU SAY TO Pop?" "What could you say to your Mother?" And he'd give you significances. "Now, what could your Mother say to you?"

The funny thing about this is the way this scale was traced out. It's very interesting. It was traced out by watching the separation of universes, and when these

universes come apart they first come apart as a WORRY, WORRY—then, “Think a thought”—“Think a thought the other fellow would think”—“Think a thought that you would think”—“Think a thought that the other fellow would think,” and all of a sudden the individual differentiates between the kind of things the other universe thinks and the kind of things that his universe thinks. So we get this differentiation.

Our next differentiation up the line would be SOMETHING YOU COULD SAY to that other universe and something it could say to you. And significance, significance, significance, and then I discovered that we had a point in the separation of each one of these universes when hello, hello, hello, with the answer hello was REAL. Perfectly real and acceptable. The preclear was not even vaguely uncomfortable about it. And then hello and O.K.—a perfectly real communication. And then, THE FACT THAT THE PERSON EXISTED was itself communication, and then THE FACT THAT THE UNIVERSE EXISTED AND THE REST OF THE ENVIRONMENT EXISTED, too, was a sufficient cognition without any further processing.

When you start to pull universes apart on the individual, these universes have a tendency to go through that span, and the universes we don't see are the universes which are totally introverted. An individual is actually BEING his body, you see. He is in his body. He is actually, really being his body, and then his body is being his father's universe. We could start in by thinking that the most BASIC universe to separate would be father and mother from him, but this isn't the case at all. It would really be the thetan. So you could separate these other universes, but don't forget that we have an artificial enclosure of universe with the thetan in the body and here we're immediately talking about exteriorization, aren't we?

So you could be almost any one of these universes. You'd find you'd go up on this gradient of reality. At first you could have the preclear think a thought and think a thought and think a thought, you of course making him express a thought, you're making him communicate with you, but he doesn't notice that. And think another thought, think another thought. Now, what kind of a thought could this other universe think? Another thought the other universe could think, another thought. When these become at last flat and squared away you've got these universes well on the way towards separation and then you can go into communication and separate them. Now, this is not a hard and fast rule because I have to do considerable more experimentation on it. I'm just letting you in on a particular echelon of the spirit. This might not hold true, we might be able to separate them all, all the way up the line, by simply thought, thought, “Think a thought,” “What kind of a thought would the other person think?” “What kind of a thought would you think?”

The way I've been doing it with great success has been just: ask the individual what he could then SAY to his father. Now, he has just discovered he can separate out his father's pattern of thinking from his own pattern of thinking. Now, it's time to communicate. Now we've got a distance, so we get “What could you say to your father?” Well, have him say, “Okay.” “That's fine. Now, what else could you say to your father?” etc., and then you get this very flat.

In its turn THINKING A THOUGHT itself became flat, THINKING HIS FATHER'S THOUGHTS became flat, and then we got COMMUNICATION WITH SIGNIFICANCE flat and then we got BOTH WAYS flat on that, and then we got to this point where it is ENOUGH FOR HIM TO SAY “HELLO” or have his father say hello. And he says hello and his father says hello; he says hello and his father says hello, and then you could—you don't have to—move him out of that bracket and have him say hello and his father say O.K. And this is still real, good communication and then he becomes AWARE OF WHERE HIS FATHER IS and at that moment you run into Spotting Spots. Got this? Up to this time all spots are misplaced with connection with this person. But, right about that time the spots start to go into their proper places.

The same phenomenon occurs somewhere in that band of “Hello and O.K. with Pop” if it's sneaked up on in this fashion as occurred in running 8-D in a limited number of cases, and all of a sudden his universe starts to un-spin and he's aware of this and aware of that and aware of where his father has been and aware of where he has

been in regard to his father, and he starts to get directionally accurate. DIRECTIONALLY AND DISTANTLY ACCURATE. And up to that time it's just enough to be aware, as far as his father's concerned just be AWARE OF EXISTENCE of father and NOT AWARE. That's enough, that's a cleared sphere. Now, do you see where we sneak up on something like this?

Well, that's an interesting scale. It's a scale of reality. I've been working for some time trying to get some way to sneak up on reality.

Now, how does this fit in with the real universe and objects? Well, there's a little kicker in here. Along about the time of "What could you say to your father?" and "What could your father say to you?" and "What could you say to your mother?" "What could your mother say to you?"—in other words, separating part of these universes—we know that sooner or later we would take up "What could you say to a body?" "What could a body say to you?" We know we will run into that one, but that's not so real sometimes. We've got to get him out of some other universes before we get him out of the body's universe.

Right about the point where we would pass from that into communication by hello-hello, the individual on an 8-C level can spot unrealities. Isn't that good. He can spot unreality. Your pc today, Crystal, was just about ready to take a look at the environment. But, he could spot unrealities much faster than he could spot realities. Now, you know what I mean by unreality. Supposing you ran 8-C on unrealities. It's along about that point you could take up something like this if you wanted to. You'd run 8C— "Spot something unreal in this room," "Spot something else unreal in this room." Then the individual would spot a lot of things, the wall behind him might be unreal, or something like that, you see, and he'll get out to a point where he'll recognize that his sight line to the horizon is real, but beyond that it's unreal, and he gets the idea of sort of living on a saucer. It's a little saucer which goes exactly out to the horizon and no further, and everything beyond that is unreal.

Ask him to spot some unrealities in his environment until it's real to him. It sneaks up on the preclear after a while because he finds out things are getting LESS AND LESS UNREAL. It's as-is-ing unreality.

When we're graduating a pc up the line it is very easy for the auditor to monitor the pc so that the pc can apparently run the most impossible, complex, the most advanced processes you ever heard of and just stall right there. The pc goes right on running them, "It's all unreal and it doesn't matter anyway," and he just goes on through it and the auditor kind of monitors the preclear in every step and sneeze if we just keep on going. Well, there is where we sometimes come a cropper in auditing. We audit somebody in a rather advanced process and it's unreal. Now, we've just had an experience of this happening. The guy apparently was just going bangity, bangity, bang, and yet it wasn't real.

Well, it won't do them any good unless it's real. This is the way to sneak up, then, on a preclear and make sure it's real all the way.

#### LRH TAPE LECTURES

30 April—11 May 1955

* 5504C30	HPC-7	Ownership Processing
** 5505C04	PLPS-21	Cause and Effect and Its Use in Processing
* 5505C04	PLPS-22	Session: Cause and Effect
** 5505C07	HPC-8	Meaningness (the basic formula for happiness—a new process), Part I
** 5505C07	HCP-9	Meaningness, Part II, Auditing Tips
* 5505C11	PLPS-23	Operation Manual for the Mind
* 5505C11	PLPS-24	Session: "Enchantment" Processing
** 5505C11	PLPS-25	Lookingness and Cause

**P.A.B. No. 52**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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13 May 1955

**AUDITING THE "WHOLE TRACK"**

Let us move into top-echelon Scientology and utilize anything we know from Book One right on up to present time.

One is quite aware of the facsimile phenomenon, the engram phenomenon, and one can use this with Spotting Spots and Communication. (See earlier PABs.) When a preclear has an engram he is out of position with regard to the spot where the incident occurred. There is a very adequate description of this in Book One, centering around the activities and engramic content in the bank of a fish. Now, under Spotting Spots and Communication Processing we can at last handle this. And here come E-Meters back into the picture. The HASI is, at this moment, building a new and better E-Meter than has ever been built before, under the trademarked name of Physio-galvanometer, or O-Meter. It has very little in common with the old type E-Meter. Nevertheless, an old type E-Meter can be utilized.

By asking, as in *Electropsychometric Auditing* [see Vol. I, page 221], one discovers the length of time back to where the preclear is stuck. It does not matter how far back he discovers the preclear to be stuck. As soon as he ascertains where the preclear is stuck on the whole track, he swings into Spotting Spots and Communication Processing with the following commands. Let us say he has discovered the preclear to be stuck on the Genetic Line as a plankton in the ocean. The auditor says, **"Tell me some things you can say to a plankton."** The preclear then says something that he could say to a plankton, although there may be a great deal of comm lag connected with this. As soon as he has made this statement, the auditor says, **"Now have the plankton say 'okay.'**" The auditor runs this on the preclear using only the plankton until the preclear has no communication lag in giving things he could say to the plankton. As soon as this occurs, the auditor then says, **"Give me some things which the plankton could say to you."** The preclear then gets some statement that the plankton could say to him, and the auditor has the preclear say "okay" to that statement. This, then, is run until the communication lag is flat. The auditor can then take up the sea with **"What can you say to the sea?"** And when the preclear has made some statement as to what he could say to the sea, the auditor has the preclear have the sea say "okay" to the preclear. Then, when this has been run thoroughly, **"What could the sea say to you?"** asks the auditor. The preclear gives aloud some statement the sea could say to him, and the auditor has the preclear say "okay" to that statement. It will be discovered that the preclear has certain energy masses connected with the sea, the plankton, and that he is out of location, which is to say that these spots, these facsimiles, are not in their original position but are impinged upon the body itself, and as this process is run it will be discovered that the original location tends to assert itself and become stripped of the energy masses connected with it which keep it out of present time. The location will become clean after a while, which is to say the spots are in present time.

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Now this particular process can be run on anything in any fashion, whether Book One, *What to Audit [History of Man]*, or Universes.

To run this process on universes it is necessary to select out what universes the preclear is interiorized into. It will be discovered immediately that he was probably interiorized into his father's or his mother's universe. One ascertains this by asking the preclear, "**Whom do you most resemble in the family?**" And after careful questioning of the preclear, establishes that the preclear is thinking the thoughts of, and having the problems of, some member of the family. Then the auditor says, "**What could you say to this person?**" mentioning the person. And the preclear tells the auditor something he could say to this person. The auditor now has the preclear have that person, more or less located where the person actually is, say "okay" back to the preclear. The preclear, of course, makes the person say this "okay." When this is flat, the auditor then says, "**Now what could that person say to you?**" And when the preclear has told the auditor something, the auditor says, "**All right, now say 'okay' to that person.**" Working this back and forth one gets the preclear out of various universes, which is to say out of coincidence with various spots where he has interiorized into another universe.

The whole problem of interiorization is a problem of coinciding spots which do not actually coincide. According to the preclear and the body, the place where he had an automobile accident yesterday is right here with him today. It's not down on the corner. The trick is to get that spot clean and into present time, and at its proper distance from the preclear.

Naturally, the process could be extended to exteriorizing the preclear out of this universe, and should be, but remember this is probably not feasible until a great many incidents have been run with the preclear brought into present time. Practically any and every psychosomatic illness there is is represented by and caused by a facsimile on the whole track which is in suspension, with its location out of location as far as the preclear is concerned.

So we are running engrams again. So we are using a mechanical aid in order to establish this. The reason we are doing this is because the preclear does not get out of a body which is so out of position that the preclear doesn't really know where he is. The body has birth in restimulation, has some whole track incidents in restimulation, and the preclear, being used to taking his data from the body, does not know where he is. Getting the body into present time, more or less, will permit the preclear to exteriorize. Further, cases which have not exteriorized easily in the past, or which have not stayed exteriorized, can be made stable by the use of this communication process in conjunction with Spotting Spots.

One does not have to pay too much attention to the Remedy of Havingness while he is running this type of process. It is an oddity that two-way communication applied to a mass will as-is the mass without particularly depleting the havingness of the preclear. The reason he had the mass in the first place, evidently, was to have something to talk about. He is being permitted to talk about it, over it, and through it, and so is ending the cycle of why he would have that mass. In actual practice, very little Remedy of Havingness is necessary when running this type of Communication Processing as given in the above paragraph. However, there is a tendency on the part of most preclears to "chew around" or change the direction or position of the energy masses which they are handling, and when this is the case there is a certain loss of havingness by reason of heat and friction. Thus, a Remedy of Havingness sooner or later is actually used, even though Communication Processing itself does not materially reduce havingness.

It is very astonishing to find ourselves at this late date suddenly scooping back and encompassing a tremendous amount of data which we thought had been passed

over and forgotten. It is startling to discover that everything we know about engrams, facsimiles, secondaries, the whole track, of the interiorization of the various types of traps, of adventures and misadventures of the thetan, without number, are all of use suddenly and forcefully to the auditor.

As a case history, an individual who has been run for some five hundred hours by various good auditors, and who is reputedly one of the toughest cases ever seen in Scientology, had his case broken completely a few days ago by the use of Spotting Spots and Communication in combination, as given. The individual was stuck in a certain present lifetime area. He was not so much stuck in one incident as he was stuck in all the incidents which took place between his eighteenth and twenty-second year. Everything and anything in that area was engramic and it was totally in restimulation, with all of its spots out of position and surrounding the preclear. One was then not auditing a preclear in present time at all, he was auditing a preclear in the area of the eighteenth or nineteenth year. The preclear was trapped in that area. The auditor asked the preclear for some things he could say to that area. The preclear then gave them to the auditor. Each time the auditor had the area say "okay" back. The auditor finally asked the preclear for things that area could say to him, and the preclear, each time, gave an "okay" back to that area. The area, at length, sprung out and took its proper position and came up to present time, and at this moment exteriorization was possible for this preclear.

Mass can be disintegrated, no matter what type of mass it is, by two-way communication. There are two types of mass. There is the first type which is simply mocked up mass in mocked up space. This we know by agreement to be the physical universe. There is a second type of mass, which is the space-mass experience mass, which we call a facsimile or an engram. This type of mass has been our target and goal since the earliest days of Dianetics, and two-way communication, used in the above fashion, can resolve this.

Some more data on this subject will be given in your next PAB. The announcement which this PAB contains is definitely a major point in the research and investigation in Dianetics and Scientology and pulls together many of the loose ends and details over which we have gone. I have worked very arduously to discover, first, data about the anatomy of man and his mind, second, the full details of this data, and third, methods of handling this data. At this time we have a method of handling this data which is very superior to anything we have had in the past and which can evidently work at any level. I invite you to try this on your preclears and then tell me how it works for you.

Best regards,

Ron

**LRH TAPE LECTURE**

Phoenix, Arizona  
14 May 1955

\*\* 5505C14      HPC-10      The Tone Scale (an important new understanding of the tone scale)

**P.A.B. No. 53**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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27 May 1955

**OWNERSHIP**

*SPECIAL PAB*

I wonder if you realize that research is paying off and has continued to pay off over the last hectic five years. In 1950 when organizations and the paper chains within them threatened to engulf all of my time, and when the absurdities in California where else?—of personal attack all but wrecked the continuing advance and finance of research, I pulled back sharply from organization and organizational matters, and made the decision that whatever else happened I would continue this line of investigation which I had begun in 1932 and would bring it forward to completion. It was my belief that this subject would go as far in the society as it worked, and no further. I confirmed this opinion in 1951 and 1952 when Big Business decided that the thing to do with Dianetics was to make millions of dollars with it, and that any further research in the matter was nonsense. The whole theory lying behind Dianetics and Scientology is a very easy one to comprehend, where it comes to its development, and that is, the subject will go as far in the societies of Man as it is workable, and no further, and no amount of advertising, and no amount of frilly stationery is going to push it an inch beyond its workability. Thus, I have continued research, whatever else I have done. Whoever and whatever has gone on harassing and barking, and whining and snarling on a hypercritical level in whatever part of the country, I have known and continued to act upon this formula.

At one time I envisioned huge staffs capable of correlating data and discovering many things. These staffs have never materialized. Where a “research department” has been formulated, as in the Elizabeth Foundation, it has been a joke, and has actually done more to impede the forward progress of research than otherwise. The sole purpose of organization has been to continue the finance of research and investigation into the human mind. The amount of finance demanded has not been very great. General Electric throws away more money on research in any month than has been spent on the entirety of Dianetics and Scientology, and they buy less for it. One of my friends—and I certainly do have them—commented the other day that Dianetics and Scientology, in the field of research, present the most astonishing picture that has ever appeared in the field of research. More actual biting data has been developed by myself under less money and under greater duress than in any other time or place. Maybe his statement was merely kind, but from where I sit, it certainly looks like it.

Very often a student or a preclear of the HASI wonders why he is paying what he does to be trained. Actually it costs about half the sum he pays to train or process him. The remainder is devoted to research. When a person buys a membership of whatever classification, almost all of that money goes into research or financing the dissemination of the material; although it costs quite a bit to keep the skeletal framework of an organization as big as the HASI running, it is yet capable of

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continuing on the funds it receives. Very few people, even students and preclears, realize this, but here is what is being done; and it's time you took a good square look at this, when people out in the bullrushes start whining about the HASI. Every dime spent with the HASI is guaranteeing the continued freedom of Dianetics and Scientology. These subjects have been lucky enough not to get into such financial straits that they could not extricate themselves from ownership and control of persons who would have utilized them to the detriment of Man. Dianetics and Scientology have not depended upon large donations from personally interested persons. It is highly doubtful if the HASI would accept a colored donation which was meant in actuality to guide or steer the policy of "develop and disseminate." Although various materials of Dianetics and Scientology have occasionally been tendered to official and private agencies, any effort on the part of these to monopolize or to classify under security headings this data, would not only have been resisted, it would have been defeated. Because Dianetics and Scientology and the existing organizations have been financed in this fashion, Dianetics and Scientology are free, and will not be used in the direction of some George Orwellian nightmare.

If you find something wrong with the organization of the HASI, its personnel or people, and if you criticize this weakly or strongly, remember you are criticizing your own organization. It's not somebody else's organization—it's yours; and if you criticize constantly and continually about the various ills to which any human organization is subject, allowing of course that the HASI IS a human organization, you're making it just that much tougher to get this job done. Actually, flatly, there is nothing wrong that cannot be corrected with any part of the organization of Dianetics and Scientology anywhere in the world. The HASI is far more efficient than most modern businesses, but rubbing elbows as it does with the human race day after day it is subject to breaks and omissions. The difference is that when it becomes aware of them it repairs them. If you think this level of efficiency should be raised, then why don't you come down to Phoenix or London, or any other central office, and get to work. It's your organization.

Or why don't you do a better job of dissemination right where you are. The HASI today on the local scene is cutting a very deep swath into the society where it is immediately centered. Its main job, of course, is an international job and it pays most attention to this. It is actually doing a very great deal these days right here in Phoenix. It is working on very friendly terms with most of the civic organizations in town, and it is now working with the probation officers on juvenile delinquency and criminal problems.

Maybe one of the first things people should learn about Dianetics and Scientology is that there is nothing selfish in its forward thrust, and the only toes it ever steps on are the inefficient or the vicious ones. If the HASI makes an error, or some auditor makes an error, it should be put down to inefficiency, or lack of time, or too much to do, and from my experience, exempting of course those few auditors whose certificates have been yanked for very good and ample reason, the heart with which people in Scientology work is a good heart. They may make mistakes, but they don't make them knowingly, and what is most important, they correct them when they have made them.

I hear a lot of whining and moaning here and there about how bad it is over here, but I notice it is always from people who are totally incompetent and who depend for their communication line on their imagination, and with as little recourse to fact as possible.

It is quite interesting that almost any influential person who is interested in Dianetics and Scientology sooner or later will begin to be the target of squirrel publications. These publications are uniformly run by people who will not accept processing, and none of these squirrel publications are written or published by

personnel trained in Dianetics and Scientology, and most of the people back of these squirrel publications are M.D.'s or Psychologists. Now, it is a remarkable thing that influential people receiving this literature believe they are receiving material from Dianeticists or Scientologists. The moment I became aware of the fact that this was going on and that poorly informed people actually did believe that Dianeticists and Scientologists trained in the subject were the authors of this barrage of nutty literature, I began to take action on a punitive level. And I can solemnly guarantee you that in a relatively short space of time none of these squirrel publications written by unlettered and untrained goof-balls will be in existence, for it has been clearly indicated to me that they have very often impeded the organization and made the HASI struggle in order to get this job of research done. If one of these publications prevented just one desperate preclear from seeking and obtaining the help he needed from the HASI, then frankly, I can promise a short circuit. We have begun to act very punitively in this direction—as a minor endeavor, to be sure, but nevertheless as an effective one, for remember that we have never done anything that is not eventually effective. That is a very awesome record. I would also like to point out to you that each and every one of the squirrels of yesteryear have met disaster. The biggest squirrel in Great Britain, Derricke Ridgway, was recently to be found in bankruptcy court. I wonder how he got there? We wouldn't know anything about *that*, of course!

Recently we tackled California where half a dozen people have been keeping several million from having any respect for or interest in Dianetics and Scientology. These people would call a vast number of potentially interested public in and then tell them things which were calculated to disgrace and discredit the subject. The auditors in California sat around supinely and thought there must be some very good reason why these people kept on doing this. Of course the amazing thing is the apathy of the auditor himself who would permit this sort of thing to go on. I know if anybody were operating in my area with a media-type of attitude toward Scientology, who sent out vast numbers of postcards to mailing lists and got all the people in so that he could make an ass out of himself about how awful Scientology really was, and how bad the organization really was, and how it was all wild and flighty anyhow, I would have had a good fight on my hands, and somebody would have lost, and I don't think it would have been me. Personally, if I were an auditor and found my area being muddied up to that extent, I would have a definite feeling, if I permitted it to go on, that I was not doing all I could do to spread Scientology in my area. I would have taken such a screwball out of the running so fast he would have thought he had been hit by a Mack truck, and I don't mean thought-wise. But then the difference between me and an apathetic auditor is that I fight, and I get things done.

Of course there is always liability in attacking a source of entheta. One always gets a certain amount rubbed off on himself, but I am not so scared of this stuff that I won't contact it. Right after we found that the CADA\* in California was trying to put out of the running any and all Dianetic Auditing in the entire state by having legislation passed to forbid it, and after we pulled the certificates of the ringleaders for this entheta activity, a great many things happened—very strange things.

I don't intend to stop anybody's communication line as long as it has a shadow of truth in it, but when a communication line is woven from totally self-interested lies, I will not only cut the line, I will make it bounce.

Now the only real trouble with Dianetic and Scientology organizations in the past is because of this matter of research. We have not been very alert to people working

[\* The California Association of Dianetic Auditors (CADA), which represented a handful of auditors who were also psychologists, secretly backed legislation that would require Dianetic auditors in California to come under a psychology examining board and in effect make it illegal for an auditor to audit. ]

their ill will from whatever reasons or causes in our own ranks. We just haven't been interested. The important thing was to get the material researched and to get people trained. When we had that job done and when it was done very, very well, the spread of Dianetics and Scientology in the society would be inevitable. We need five thousand trained auditors. That is our first step toward this dissemination, for believe me, what we are doing with cases today wasn't done last year, and has never before been done in the history of the human race. We need a clear public presence, and so we are taking a bulldozer to the communication perverters. We are putting ourselves in solid on every front where we can be effective. It is interesting that the American Psychological Association lost, hands down, a bill which was directly aimed at the HASI in Arizona. It lost so badly that it is doubtful that it will ever recover. We are not even vaguely propitiative toward medicine or psychiatry, and we are overtly intent upon assimilating every function they are now performing. We have great belief in the value of a welltrained doctor, and the psychiatrist is certainly welcome to the psychotic. We do not believe that the organizations of these people should have any bearing or influence in the world at large, for they have used their influence in the past to impede research.

We get terribly amused when some auditor writes in and says he has managed to address the local medical association, and when we hear that somebody is now calling himself a psychologist. These short-sighted people believe that the labor union called the AMA or the APA is worth propitiating and will be there long enough to influence anything. The general attitude amongst the Powers That Be in these organizations has definitely changed toward Dianetics and Scientology. They now regard these as a very serious and deadly menace. These people are getting scared. We know this because we had a recent reaction at a very high echelon. There is no real danger in these organizations. There is more danger in our own stupidity and in an apathy which would permit our fields to be plowed by any untrained fool who wants to tell us all how bad it is over there. We've been told how bad it is over there for seventy-six trillion years. It's about time somebody said how good it can be somewhere. And that's what we are doing.

I am telling you this because I want you to know how I feel about this, and maybe knowing how I feel about it, and knowing how inevitable I feel about the success of Dianetics and Scientology in this society of Man, you will be better able to understand both what we have been doing, what we are doing, and what we are going to do in Dianetics and Scientology.

In Operation

The basic  
conviction

"Something is there.

Second Conviction

"Can't get away"

"I am separate  
from the moment  
it appeared."

Conclusion "I am trapped  
in a reality."

**ANATOMY OF THE SPIRIT OF MAN CONGRESS LECTURES**  
**Fifth Anniversary Congress**  
Washington, D.C.  
3—6 June 1955

The Anatomy of the Spirit of Man (Fifth Anniversary) Congress was held at the Shoreham Hotel in Washington, D.C., with more than 250 in attendance. At this Congress Ron gave a summary of the new Tone Scale (from -8.0 to + 40.0), showing how it differed and yet agreed with the Tone Scale so familiar to all Dianeticists and Scientologists, and of the processes above communication.

** 5506C03	ASMC-1	Address of Welcome—The Hope of Man [see page 209]
** 5506C03	ASMC-2	Practicalities of a Practical Religion
** 5506C03	ASMC-3	History of Research and Investigation
** 5506C04	ASMC-4	Direction of Truth in Processing
** 5506C04	ASMC-5	The Tone Scale—Three Primary Buttons of Exteriorization
** 5506C04	ASMC-6	Group Processing—Meaningness
** 5506C04	ASMC-7	Composition of Beingness—Postulates, Exteriorization, Beingness
** 5506C04	ASMC-8	Group Processing
** 5506C05	ASMC-9	The Descent of Man
** 5506C05	ASMC-10	How to Chart the Preclear, Knowingness and Unknowingness
* 5506C06	ASMC-11	Six Basic Steps—Some Fundamentals of Auditing
** 5506C06	ASMC-12	The Mechanisms of Ownership in Living (the ownership of information)
** 5506C06	ASMC-13	Group Processing—Additional Processing on Meaningness
** 5506C06	ASMC-14	The Game Called Man
** 5506C06	ASMC-15	What Scientology Is Doing

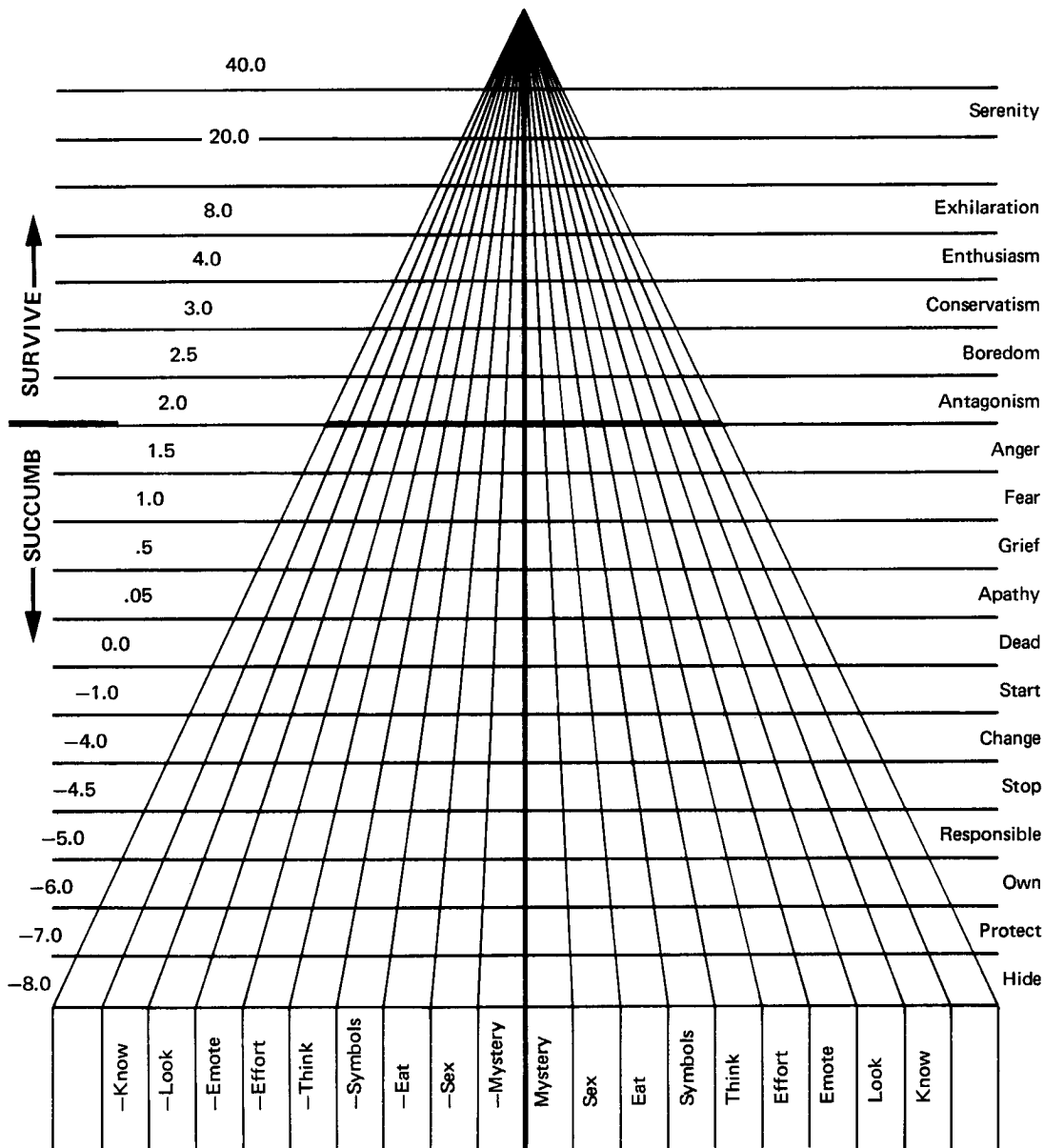


# THE TONE PLOTTING SCALE

by  
L. Ron Hubbard

# THE TONE PLOTTING SCALE

by  
L. Ron Hubbard



**DIRECTIONS:**

Name of PC .....

Think a Thought, Problems, Solutions and Consequences, Plus and Minus on each square.

Date .....

Case Number .....

[This chart was made available at “The Anatomy of the Spirit of Man Congress”, 3-6 June 1955, in Washington, D.C. L. Ron Hubbard describes the use of this chart in Lecture 5506C04 ASMC-5 *The Tone Scale-Three Primary Buttons of Exteriorization*. He gives further data in Lecture 5506C05 ASMC-9 *The Descent of Man* and Lecture 5506C05 ASMC-10 *How to Chart the Preclear Knowingness and Unknowingness*.]

**P.A.B. No. 54**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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10 June 1955

**REALITY LEVEL OF PRECLEAR**

Find the reality of the preclear. This is the watchword of processing. Although communication, as completely outlined in *Dianetics, 1955!* is a universal solvent, remember that there are also two other comers to the triangle, and that one of these corners is Reality. That R corner of the triangle is very important to you as an auditor because you, having very great certainties on this and on that, are very prone to forget that your Realities are greater than those of your preclear.

The reality level of the preclear is dependent on how much he is "not-ising" his environment. If he is not-ising it, he must believe that it is dangerous, and must believe that he himself does not have the power to make anything in it disappear or vanish for himself. Therefore, his reality level is as great as he is strong, and it is as poor as he is weak. Do you know that you are processing preclears who do not believe that thought has anything to do with action? You are processing preclears who believe that thinking a thought will influence nothing. You are processing preclears who believe that thinkingness is one thing and actingness is an entirely different thing, and that no amount of thinkingness is going to influence any amount of actingness. This is apathy, indeed, and along with that goes an unreality which would appall you.

Yes, these preclears can get mock-ups. They can get concepts. They can be very obedient. They can even be run with SOP 8-C and somehow or another muddle through it, but the joker here is that the auditor is actually monitoring the body of the preclear, and of course a body can respond to orders, and will respond probably faster to the auditor's orders than to the thetan the auditor is processing. Thus a preclear can be put through any number of contortions and convolutions in processing without getting anywhere at all. The auditor is simply doing it.

Find the reality level of your preclear. Unless you find the reality level of the preclear you are not going to reach the preclear, because the preclear is as alive as things are real.

Now, if this is so important, then let us see how far south we would have to go to reach some preclears. Mechanical two-way communication might very well be much too tough for 75% of the preclears you will process. Just ordinary conversation is actually over their heads. People that we are trying to reach do not know the auditor is acknowledging them when he says "Okay."

Let us look at this acknowledgment of the preclear, and let us discover that the auditor, in order to acknowledge the preclear, must also make the preclear aware that he is being acknowledged. Thus, when an auditor says "Okay," or "All right," or "That's fine," the other part of the statement is to make the preclear aware that an acknowledgment has been delivered. Thus, a "Did you hear me?" is quite often

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beneficial. When the preclear finally admits that he did hear the “Okay,” and when the auditor makes sure that he time after time hears the “Okay,” you will notice that the communication, on the acknowledgment level, starts to work with the preclear. But it won’t work as long as the preclear is oblivious of the “Okays” the auditor is giving. Of course, you must give the preclear an “Okay” for every action or completed thought he performs. You must acknowledge what he has said or done, but you must also be very sure that he receives that acknowledgment. It is not out of order to face him squarely and hold up one finger and say, “Wait a minute, did you hear me say ‘Okay’?”

Now there are two processes which are at once the most basic of processes and which are very low on the Reality Scale as well as high on it. A person processed on these processes should not believe that the auditor believes his reality level is low. Quite the contrary. Such a process as this one happens to be very good anywhere on the tone scale. And this process is, “**Think a thought,**” “**Receive a thought.**”

You are in essence processing thinkingness. I wonder how long and how often you have processed preclears who could not clearly or differentiatively understand that they were thinking a thought? The auditing command is simply, “**Think a thought.**” The preclear is given this command time and time again, and he vocalizes the thought back to the auditor, and the auditor acknowledges the fact that he has received that thought, aloud. And the preclear is run until the preclear knows, absolutely, that he himself, not some machine, not some energy mass, not his toe, or his hat, is thinking the thought. The preclear will start out thinking thoughts which are actually handed to him from some mysterious source. When the communication lag on this is entirely flat, and when the preclear knows that he himself is thinking the thought, the auditor can then run the other side of the process.

“Receive a thought” is run with the following auditing command: “**Tell me a thought you would be willing to receive.**” This is then run until it, as a process, is entirely flat: when it is no longer producing any result or comm lag.

Part of the “Think a thought” process is to have the preclear place the thought in various locations after he has thought it. Have his shoe think a thought, have his hat think a thought, have a lamp think the thought, have a rug think the thought. This gets the preclear into the practice of placing the thought somewhere. Thus, thoughts are less likely to appear suddenly and magically out of his machinery.

Very curious phenomena result from “Think a thought” and “Receive a thought.” It will be found sometimes that it is easier for the preclear to think a thought for another universe than for himself to think a thought. Let us take for example a preclear who is entirely interiorized into the universe of his mother. It would, therefore, evidently be much easier for him to have his mother think a thought than for the preclear himself to think a thought. As a matter of fact it might be an enormous struggle, resulting in rebellion, for the preclear himself to think a thought, but it would be very easy for the preclear to have his mother think a thought. The way to go about this would be to take an E-Meter, or simply estimate, by finding out who the preclear most resembles, the probable universe into which the preclear is interiorized. Having established this (and you would only do this if the preclear were rebellious about thinking a thought himself) you would then have this likely universe think a thought, with the auditing command (having established that he is interiorized into his mother’s or his father’s universe): “**Have your mother (father) think a thought.**” This would then be carried out until the preclear was absolutely sure that he was making his mother or his father think a thought. This would betoken an initial division of the universe.

Slicing up universes with communication processes is a very easy thing to do. All one has to do is use the process: “**What could you say to your father?**” and have the

preclear say it, and get an Okay from his father. And when this was flat, **“What could your father say to you?”**, and when the preclear has vocalized this, the auditor would say, **“Now give your father an ‘Okay’ to this.”** However, this workable process which splits universes (in old-time parlance “valences”) is yet much too high for a preclear who is very low on reality, and would take a very long time to do. It would be a process into which you would eventually move the preclear who had been thinking a thought for his mother, but remember that thinking a thought for his mother would be only a start into communication processing, and would be an elementary process, run until the preclear is entirely certain that he is thinking a thought that his mother would think or that he can make his mother think a thought—the latter being the most desirable condition.

You should be aware of the fact that you are processing thinkingness. You are not processing spaces, you are not processing masses at this day and state of development of Dianetics and Scientology. You are processing thinkingness. A man is as well as he thinks. The more masses and spaces, phrases and engrams you process, the less you are validating the fact that you are actually processing a thinkingness: a thinkingness that we call a thetan. To process this directly is, of course, the most indicated process there could be, and sure enough, we are producing good results with it. But the remarkable thing about the process is that it works on people who heretofore have had very, very poor reality.

Now there is a process which is a little bit lower than this “Think a thought” process, and this is the process of finding something real in the room. Recently I have had some very excellent results with **“Find something in this room that is comfortably real.”** This is a variation on the initial auditing command as given in the early SOPs. It is apparently better. A preclear who is not-ising everything in sight will find things real, he says, but actually he is not comfortable about it, and if you ask him to find something that is comfortably real, it may take him a long time to discover anything that he would tolerate to continue existence, and once you have begun this process of toleration you would be able to do a great deal for his case.

“Find something comfortably real” is not necessarily a low-toned process. It will work in varying degrees on anyone. It is not recommended for any particular case level. If a preclear utterly bogs on **“Think a thought”** (which isn’t likely), then you should have him **“Find something in this room that is comfortably real to you.”**

I am reminded of an auditor recently processing a very bad arthritic, who processed him as an exteriorized case for some little time without any apparent gain in the case before it occurred to this auditor that something must be wrong. Actually, a great amount of time was invested. The auditor asked Nibs, my boy who was then instructing the ACC course in the United States, and who is at this writing in England, teaching the BScn course there, what could possibly be wrong with this hung-fire preclear. Nibs looked him over and discovered that the auditor had never yet gotten the preclear into any kind of a situation which was even vaguely real to the preclear. The auditor in one chair and the preclear in the other chair was not a real situation to this preclear, and yet the auditor was running him as an exteriorized case. Of course he was exteriorized, but with such a low level of reality that very little benefit of course was resulting from the processing.

Processing is as beneficial as it is real and factual to the preclear, and if you cannot raise the preclear’s reality level by the use of Affinity and Communication, then you are letting the whole triangle hang fire. This triangle of ARC may have suddenly gotten very important on the C corner, but it is still foremost in the tool-kit of the auditor.

Now you will want to know why you should use “Think a thought” when what is obviously wrong with the preclear you have in mind is a withered leg. Let me assure

you that if you process directly this withered leg, you are processing something and somebody who probably has a very low level of reality. He wouldn't have a withered leg if he had a high level of reality. Where you have anybody who is neurologically, physically, or psychosomatically ill, unless it be from an acute infection or an accident, you have somebody who has been trying to not-is his body. When an individual is not-ising his body, making his legs wither, or his stomach get ulcers, or his head get migraine headaches, or his teeth fall out, you have somebody who is trying to not-is the environment. He is already going in the direction of succumb. The one thing that would make him very happy would be the entire disappearance of the physical universe. Well, with modern processing you can make this happen, too, and maybe this is something you should have happen for him in order to demonstrate that it could happen. Of course, if you did this you would have to go through a modern BScn course at least, for this is a very tricky procedure. In view of the fact that unreality is the action of realizing things are there and then saying they aren't there (not-ising them; see *Creation of Human Ability* and the Axioms of Scientology) you are dealing with a protest against reality which results in unreality. A person will let things be as real as he is willing to let them exist. When an individual isn't willing to let a leg or a tree, or this universe exist, then things are not real to him. One of the best ways you could get him to raise his level of reality would be to give him some reality on thinkingness. It isn't actingness, it isn't getting tired, it isn't being unable to work, it isn't the second dynamic that impedes your preclear—it is his thinkingness. All you have to do is to get him to change his mind. If you could get anyone to change his mind enough he could then command anything that was bothering him. But a preclear who is not-ising things is trying to use force and pressure of one kind or another against physical objects and spaces in order to push them out of existence. This will never win, let me assure you. Energy will never destroy energy, I don't care how many atomic bombs the peanut whistly brigade builds, they will never destroy any space or energy with them. Your preclear who finds things unreal has stopped trying to do anything with thought and is trying to do something with force. He no longer conceives that thought can generate or handle or give existence or life to space and energy.

Now you take this to heart, and take a good, hard look at some of these preclears you have been processing on very fancy and frilly processes, and you take a think back over all of these preclears who, after you processed them, didn't think anything had happened. When the preclear didn't think anything had happened, nothing happened. What was in error? You were processing him above his level of reality. If you could get him to think a thought and know he thought it, and receive a thought and know he had received it, even though he put it there to receive it, which is what he does, you would then be directly addressing the very thing that is doing unreality and reality. An individual who has a compulsive outflow is simply unwilling to receive a thought. An individual who is silent simply can't think of anything. Thus, if an individual had control of his thoughts he would have control of the universe. We can prove this now in a process.

And don't think you are going to finish this process, either side of it, in a half-hour or forty-five minutes. Some of these glib preclears you process will "fall in" on this process and begin to comm-lag an hour or two after you start processing them on it. The main errors which have been made with this process so far have been failing to run it long enough to have the preclear really know and really understand that he, himself, has thought the thought and that he, himself, has received the thought, or is willing to receive the thought.

"Find the reality level of the preclear" is one of those bywords that you can't use too often or look at enough.

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from Washington, D. C.

## The Hope of Man

**L. Ron Hubbard**

*From the Welcoming Address by L. Ron Hubbard to the Congress of Eastern Scientologists at the Shoreham Hotel, Washington, D. C. on June 3, 1955.*

. . . The Congress here in Washington is a rather special event. One of the reasons why I came East to give this Congress and why I was very happy to be able to do so has to do with the development of information of sufficient importance, as I believe you will see at this Congress' end, to warrant telling as many important people as possible about it.

The things which have been happening in Scientology by reason of research and development, have removed Scientology entirely from any classification as a psychotherapy. The facts behind Scientology today are that it is doing things which nothing has ever done before. One of the things which I am very pleased to announce immediately is that we have seldom failed in recent months to raise the intelligence quotient of any individual undergoing twenty-five hours of processing at least ten points. And for those who have undergone as much as seventy-five hours of processing we have raised it as much as thirty-five points and we consider twenty-five points routine. This is something that has never happened before, and therefore it is an important thing that we take a look at this. According to psychology this is an impossibility, completely impossible, and therefore I want to tell you why it is impossible in the field of psychology.

Dianetics, our earliest beginning, was a mechanistic science, very mechanistic, but very precise. Without Dianetics we could not have proceeded, but we had Dianetics and we did proceed. All Dianetics was, was a very exact analytical approach to problems of the mind and in Dianetics we were closely allied, of course, to psychotherapy. We couldn't help but be, because all of the data upon which we were depending, all of the procedures through which we were going were, one way or another, related to psychotherapy. But when we moved out of this mechanistic approach, back in 1952, it was necessary to distinguish the fact that we had moved out of a mechanical approach. We were no longer considering Man a robot. We were no longer considering Man something which you wound up, and set him on the track of life, and he ran for a number of years and ran down. We no longer considered Man was doing this thing or was doing this kind of thing. We graduated from that. We recognized that Man was basically a machine only as far as his body went, that Man was, otherwise, a spiritual entity which had no finite survival. It had, this entity, an infinite survival. One of the basics, you understand, of Dianetics was survival. The basic principle of existence is survival and that is only true for the body. A spirit cannot help but survive whether in heaven or in hell or on earth or in a theta trap. That is the saddest thing to most people. It is so sad that they very well like to forget. They say, "Well, I am going to live a number of years and then I am going to die. And that will be the end of me and you should all feel sorry for me and send flowers." This is an interesting game, but it is not true. If he

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thinks of this at all in the Western hemisphere he ordinarily thinks of it in this wise: "I am going to live a number of years and then I will go to my reward. And I hope it won't be what I deserve."

Now this is another game. This is not to frown in any way upon the principles and beliefs of other religions, but it is nevertheless demonstrable, too accurately demonstrable, that an individual is not finished with the game once his body dies. We are on a much higher level in Scientology than the Western religions have been, but we are not on a higher level in Scientology except in our technologies, except in the exactness of our understanding, than those great religious leaders of India who kept the spirit, the spiritual side of life alive for thousands of years against all materialistic ingressions. And when we consider that a great deal of what we now know with great exactness was already known and lost thousands of years ago, we begin to see that we are not dealing with something new when we deal with Scientology. It is not something new. What we are doing with this data IS new. The way this material is organized is new. The technologies with which we can bring about a new state of being in Man are new, but the basic idea, the basic hope of Man, as it appears today in Scientology, is thousands of years old. If we call Scientology a religion we are calling it a religion out of a much deeper well than the last two thousand years.

This Congress is given here to signalize an accomplishment of material studied over a long, long period of time, over a quarter of a century, which is a long time to study anything. If you have ever sat and looked at anything for a quarter of a century, why you would know that was a long time to sit there and look. I would like to say that this Congress is here to honor the great spiritual leaders of the past—not of modern times, but of the past—since these people handed along enough tradition to make us aware of the fact that there was a spiritual side to Man. These great spiritual leaders have been hanged, reviled, misinterpreted, badly quoted, have not been at all comprehended, but nevertheless they are the hands through which a torch has been handed through the centuries so that we could culminate with a greater ability for Man and some hope for his future.

These great religious leaders, at least those I consider great religious leaders, begin with a monk, a legendary, mythical monk, whose name is probably not, but is said to be, Dharma. That word has meant wisdom ever since. Some many thousands of years ago in the highlands of India he handed out or handed on information which was taken up and carried forward by someone who might never have existed, just as they say Christ might never have existed, and that person was Krishna. And we go forward from there and we get to Lao-tse, who in his Tao again handed on knowledge and said there was a spiritual side to life.

But all of these people were saying something that was much more important than "There is a spiritual side to life." They were saying, "There is hope. They can come to you and they can tell you that all is lost and that you are dead, you are trapped and there is not hope for you. They can come to you and say this, but this is not true. There is hope. You do go on living. This life is not all there is. There is some future life in which you can do better, succeed more worthily than you have." That is all these men said. Whatever trappings have been hung upon their words, we don't care. Whatever technology they had has certainly been lost. Nevertheless, they did hand on this message to Man; they said, "There is hope, you can be better, this life is not all there is and somehow or other it is all going to come out all right in the end." Without that hope I do not think Man could have survived this far down the track.

Another one of these great leaders, Gautama Buddha, who oddly enough never pretended to be a god, pretended to be nothing but what he was, a man inspired with the wisdom which he had gained and which he taught, and at one time one-third of this earth's population knew of and was better for Gautama Buddha. In the Western world, if you walk up to a man casually and you say "Buddha," he'll say, "An Idol," which was the furthest thing from Buddha's thoughts—to be an idol. He would have laughed and probably did laugh after he exteriorized and came back and took a look around and saw everybody building temples, burning joss to Buddha. Nevertheless, this was not the attraction of the Buddhist; the attraction was again wisdom and hope. People

poured out of China for centuries over tortuous and dangerous mountains, snow-filled passes to drop down into India just to come close to the area where Gautama Buddha had taught that there is hope and that the endless cycle of life and death does not have to continue, that an individual can be free even from this. Now that's interesting, isn't it? Yet, the ignorant deified him. But, due to him, a great deal of this work was handed on and an enormous amount of what we call religion in this Western hemisphere today was given to this Western hemisphere directly by Gautama Buddha. It was filtered through the Middle East. "Love thy neighbor" was one of the first lessons he taught and it is that lesson which we have received from the Middle East. But, what I am telling you is that these people handed on a torch of wisdom, of information, generation to generation. It was handed along geographical routes, and one of those geographical routes was the Middle East and one of the people who handed it on was a man named Moses. And again it was handed on to a man named Christ. And he handed it on, and even the Arab nations benefited from this through their own prophet, Muhammad. And these men I consider great spiritual leaders, because they gave to Man on down through the years the hope that life could go on, that there was a spiritual side to existence, that the business of barter and gain was not all there was to life. And today, sitting in a materialistic society, which almost vilifies anybody who speaks of the fact that you don't die right away—when you're dead, you're dead and you're dead, you see, you're dead—and right on down to this time, we are indebted to these men.

Now the only reason we know anything about these men is the printing press. And the only reason we really know anything about what they have taught us is because here and there somebody set something down. But, today we came into possession of an enormous amount of information, magnificent information. The physical sciences. And although these ran off and pretended to be an end-all to themselves and completely divorced from spiritual existence, they nevertheless furnished a modus operandi by which we could analyze the teachings and understand them better. And out of the analysis and understanding we actually achieved a great deal.

Don't think for a moment that when I put together Dianetics I was not completely aware of practically everything any one of these men said in his own district and on his own home ground. If I had not had that information we would never have had Dianetics. But, what did I, a Western engineer, do? I said, "Well, these men are too sold on the spiritual side of life, they're overboard. Nothing practical. We want everything workable. We want wheels. We want cogwheels. We want a standard procedure by which we can take a look at somebody on a couch and say, "Zip, zip, rip!" I was persuaded into this to some degree by my engineering friends—to some degree.

I could not completely tolerate looking this picture in the face. And I dare say that there are some Scientologists who cannot tolerate looking this picture in the face directly, because it's too much truth. They like a few more vias. If you look at something too straight it's likely to look back. So, I said, "They're too spiritual, they're too unworkable. They themselves, the Eastern cults, religions, and so forth, are themselves in poverty. They cannot handle their own problems, therefore they do not have an answer, except, perhaps, that there is hope." And I was wrong, I was wrong. The biggest mistake that I have made, and I have made mistakes, believe me, but the biggest mistake I have made was the day when I said, "All right, boys, we'll call this a science. All right, we will agree that the Western hemisphere is not **ready to accept** anything spiritual or religious; all right, we will call it a science. And this science we will call Dianetics, which means 'through mind.'" And that was myself approving with society and I never should have approved. Why? Because, we went on a wide, a large via. We associated ourselves with psychotherapy, and that was not good. It's not that there is anything wrong with psychotherapy; it's that they already have a tremendous backlog of failures and so we failed to some degree ourselves. And it was only in 1952 that I recognized that we must be dealing with what we called right there in Dianetics the Awareness of Awareness unit. We must be dealing with an awareness of awareness unit which had tremendous survival power, because, by very scientific, unquestionable means I could track back the life of this awareness of awareness unit life after life after life. You and I or any scientist here in Washington government worthy of his name—I



mean a scientist, now, not a psychotherapist; I mean a man who is educated into exact mathematics, who was educated into precise disciplined ways of thinking—and if such a man or any thousand of them cared to go over the back track of this research, they would have to come to the same conclusions. And these conclusions are that Man is actually a body run by an awareness of awareness unit which has infinite survival power—even though it can get into a great deal of trouble.

And so we have today a little turbulence which stems immediately from the fact that a lot of people are saying, “Dianetics was all right, but this Scientology, we don’t know. Dianetics was fine, I liked Dianetics. Dianetics had something, but Hubbard went crazy or something and he moved out of that and now we don’t have anything.” That’s right. They’ve got a handful of nothing called a Thetan. And that nothingness contains all the life there is and all the experience there is.

All right, we knew once upon a time that we had to raise peoples’ selfdeterminism. We knew that by raising their self-determinism we would have better people. Well, let me tell you something. If we do anything else BUT raise their selfdeterminism, if we do anything else but better their self-control of their environment as a spirit, we’ve failed—flatly. Remember, I have watched a long, long parade of cases. Thousands and thousands and thousands of cases, more case histories than have ever been examined by anyone in the field of psychotherapy, because believe me, we collect them. People are anxious to be processed, they are not anxious to be psychoanalyzed. In the few short years that Dianetics and Scientology have been alive we have processed more people than were ever processed in the sixty years of psychoanalysis. These are exact figures. But we were not in the business of psychoanalysis. Now, I can tell you that wherever we have neglected this factor of raising the self-determinism and ability of this awareness of awareness unit, wherever we have neglected, wherever we have stressed machine reaction, wherever we have attempted to heal the body at the sacrifice of the man, we have gotten a leg, maybe, that worked better, we’ve gotten a nose which maybe twitched better, but we haven’t gotten a better man. Now that’s interesting, isn’t it? And, the culmination of this material and a study by reason of intelligence testing and personality testing over the last many months—a program eight months in length, which has just been concluded—has brought me to the conclusion (which as far as I’m concerned is THE conclusion) that we cannot lose if we stress the spiritual side of man and that we always lose when we stress his material side. It’s taken me twenty-five years to come to this conclusion and I give it to you just that way.

Why didn’t psychotherapy ever raise anyone’s intelligence? Why do they cut up men in order to heal them? Well, they do that just for this reason: that they know they can get nowhere by doing it. They can get nowhere by handling this mechanical object called Man. The mechanical object is not handleable by other mechanical objects. Now, that’s interesting, isn’t it? We have the same proposition. Two cars sitting down here in the garage and one of them has a flat tire and the other car is sitting alongside of it without a flat tire and we come back there three months later and those cars are still sitting there, one of them with a flat tire. Did the other car ever repair the flat tire? Well, Man is better than that, which is baffling; he can always grow a new tire, one way or another through the genetic line or something, he can always have a new tire. A car can’t even do this. But as long as we treat Man as a machine, he is capable of doing all the things a machine can do and no more. And a machine cannot change its intelligence and cannot change its personality. This is a fantastic thing that today in this twentieth century, thousands of years of belief in the field of religion have materialized into an actuality which can be put into an effect rather easily by the average individual. We have at last brought this material into the category of practical. The oldest material Man has, hope, the spirit, has come to a culmination of being intensely practical. Now, let me say something about this word “religion.”

You know that religion has a great many meanings. It has a great many different meanings. It can mean an enormous number of things. And where the public at large turns away from religion they don’t really know what they are turning away from, but where they are turning away from it they are turning away from its impracticality and that’s all they are turning away from. If you ask some avowed atheist, “Why are you

mad-dogging on the subject of God? Why do you talk, talk, talk on the subject of God?" this man says, "Well, it started out when I was a little boy and I asked him for a new bicycle and he didn't give me one and my father beat me with the Bible." He's telling you what? He's telling you it didn't work.

I practically cleared a preclear the other day by asking him just one question. The preclear sat back—of course, this was just a freak case—the preclear sat back; he was well educated in Scientology; he sat back and he did a sort of dazed look at his past on this one question and all of a sudden heaved a deep sigh of relief and was in beautiful condition. What was the question? "Which of your parents," said I, "would you rather have run 8-C on you?" Now, 8-C, you know, is a little process by which you have someone go over and finish a cycle of action on one command. And he took a look at his father, and he said, "Well, my father would probably be best," to himself, and then he said, "No, my mother. My mother sure would have made sure that I went over and touched that wall. No, but she wouldn't have let me touch the wall. She would have said, 'You go over there and touch that wall; no, I mean the other wall. What are you doing that for?' " All of a sudden the preclear said, "About my father, he just would have said, 'What wall?' He never would have ordered me to go over and touch the wall." The preclear said, "Gee, with the kind of auditing I got when I was a kid, no wonder I got messed up." Accepted it as an explanation, and revived. Remarkable, very remarkable.

But, do you realize that where religion is used for the self-centered and selfish control of other human beings it has been defamed? When papa was a member of the Baptist Bible Class and he came home and he said, "If you don't be a good boy, yak, yak, yak, you're going to hell. If you don't do this, if you don't do that—threat, threat, threat, punishment, punishment, punishment, threat, threat, threat." You know that's awfully bad control. That's not good 8-C, is it? And where something has been used as bad 8-C, we can then expect that a great many people in the society are going to rebel against it. Just as they would rebel against any auditor who said, "Now look, there's a wall right there in the air. Now walk over to it and touch it. All right. Now feel the floor two feet above where you are standing. That's fine." Then he'd close the doors very firmly and he'd say, "Now, there being no doors here, walk out into the hall." Supposing he did this, however: said, "Now, if you don't locate your chair at once a lightning bolt is going to originate somewhere in the vicinity of your head and you're going to be sorry." Does this sound like good 8-C?

There are two kinds of control. There's good control and there's bad control. I can show you a process which demonstrates that a total absence of control is sickness itself. A child who has no one in his vicinity to control him as much as he is controlling things is on a stuck flow. He is incapable then of proceeding. He gets upset. The total absence of control is itself sickness. I could demonstrate that to you, but you'll have to take my word for it. The most aberrative person in your bank is probably the person who should have but did not control you. Now, that person, if you start running it this way—what did this person want changed, what did this person want unchanged, what did this person want changed, what did this person want unchanged—you'll find your preclear becoming quite ill. All of the tiredness, the upset, the confusion and the hectic necessity to make an effect upon someone will suddenly rise up and haunt him, because that person should have controlled him—his mother, his grandmother, his father—and did not, and left then a sort of a hole in existence which was timeless, because time depends upon change. And change is part of control.

Without control, without moving particles, without being oneself moved, do you know that you would just float forever in a timeless void? So, there is something to control. But, the word control and control itself has been so badly done that control is almost a curse word. But there is good control. It would be a type of control where we had some agreement and knowledge of the goal to be attained. Do you see that? Some agreement and knowledge of the goal we were trying to reach. That would have to be there. It would have to be knowing. At least one party would have to know it very well, and both parties would have to know it somewhat for control to be functional. We would have to have an agreement of goals. Another thing we would have to have would be completion of a cycle of action. Once a command was given it should be

completed before a second command is given. We shouldn't tell somebody, "Now, pick up that bunch of flo—no, leave it there." Well, now, what I am describing to you is bad control, and that is very bad, because it scrambles and confuses one's time. And bad control is done when one of the parties is totally unaware of control being accomplished. Usually the person who is being controlled is unaware that he is being controlled or something of the sort, the person who is doing the controlling does not know it but is merely acting compulsively or obsessively—and here we get a situation where cycles of action are not agreed upon, the goals are not agreed upon, the cycles of action are not completed and we get chaos and we get bad control.

Where something has been used for bad control it becomes infamous by the mere association with the confusion of bad control. We could say then that if all of the auto license bureaus in the country were to get even worse than they are and were to get into a situation where when they issued a car license and you put it on your car they would then write you a letter and tell you that it was the wrong license and you should therefore return it, otherwise you would be arrested, and when you had returned it you were arrested for not having a license. When you sent them \$200.00, which I think is the usual tax on a 1930 Model A car today, for tax and license fee they then lost all of the records and then had you arrested for not applying. Now this would be interesting, wouldn't it? The first thing you know, every auto license office would have a very bad name and we would say that auto licensing is bad, wouldn't we? That's bad. Let's just dispense with the whole thing. It's impractical, it gets us nowhere, we have enormous confusion and that is the end of it. And do you know that in this Western world to a large degree that has happened to religion.

We look at the spectacular, unreasonable stunts. We look at some young man saying, "I could run this country much better than anybody else. All you have to do is tell everybody to believe in God and therefore the whole country would run well." He gets up here on the Capitol steps right here in Washington, D.C. and forty-five thousand people come out to hear him say that and he says, "That's all we need and that solves all of our problems and be good or you'll all go to hell."

Now, when we look at a stunt like this we say to ourselves, "Religion." But, when we are saying "religion" the way we are saying it, we are talking about the spiritual side of existence. We are talking about this strange fact that if the awareness of awareness unit is not itself in control of the body the body is sick. In other words, if we neglect the spiritual side of existence and we do not recognize the existence of a spirit, we don't recognize the part which this plays in life. We are making an open armed bid for all the evils which escaped from Pandora's Box. We're just asking for it. A little child goes to school and they say, "Be careful now, eat your vitamins, be careful how you walk across the street, wear your clothes, wear your rubbers, don't play in those mud puddles,"—on and on and on, a constant tirade of what he is not supposed to do or what he is supposed to do with his body, one way or the other, reasonable or not.

And nobody ever says to him, "Son, your self-determinism depends upon your ability to tolerate the actions of others or to direct them at will. It depends upon your ability to have charity towards your fellow men. It depends upon your ability when in a position of trust to demonstrate mercy. It depends upon your ability to make a postulate stick on that body. When you tell it to walk, it walks." Nobody tells him that, and by not telling him we have forecast for him a life of turmoil, confusion and sickness, and I would say that is a dirty trick to play on any kid. If the awareness of awareness unit is in control of the organism, the body, knowingly, we can expect a healthy body and a successful life. And if a machine is thought to be in control of the awareness of awareness unit, if it's all just figure-figure and you-are-what-your-body-is-and-no-more and everything runs for the body exclusively, we have sickness.

Scientology is knowledge. That's all Scientology is. The word "Scientology" means knowledge, that's all it means. *Scio* means knowing in the fullest sense of the word. Many people believe that this is named after science. No, it's *scio*, knowing in the fullest sense of the word, studying how to know in the fullest sense of the word, but this is the same word as Dharma, which means knowledge; Tao, which means the way to knowledge; Buddhism, which means the way to spiritual knowledge. It's an old

word, a very old word. It happens to contain within it today possibly the bulk of what is knowable in terms of theory, that is immediately knowable to anybody anywhere. But it contains in itself something else. It contains a positive direction, a positive goal and is itself committed along a certain path, and this is the first time that this has ever been committed along this path and is the principal thing I wish to announce to this Congress. There is no doubt any longer in my mind that a postulate made by an awareness of awareness unit is a higher manifestation than any energy-space manifestation and that the postulate is totally and entirely in control of space-energy manifestations, a thing which would be news to a nuclear physicist, but which could be proven to him. It would probably make a very old man of him. Now we have that fact, that postulate. A thought is the most senior thing there is. It is senior to any and all masses because thoughts can handle masses, as I hope you will see in the group processing here to your abundant knowledge.

Now, thought handles mass. Of course, they have been saying this for years but they couldn't prove it. A fellow says, "All right, there's that big truck running right at me and all I have to say is 'no truck.' Is that the way I do this, right away, that handles the whole situation?" What are you doing there in a mass that can be run over? That's where you enter that problem. What are you doing there in a mass that can be run over? Since you could be there just as easily in no mass at all; and that is what is startling and what is new. Now Scientology contains, then, a direction and it contains a goal, and the goal is simply a greater freedom for the individual, and when we say the individual we are talking about something as precise as an apple. We are not talking about a collection of behavior patterns which we all learned about in the study of rats. We are talking about something that is finite. We are talking about somebody. The somethingness that you are and the capabilities you can be and this is what we are talking about. We are not talking about the color of your hair or the length of your feet. We're talking about you and we know what we are talking about when we talk about you, and therefore, a greater freedom is indicated for this individual, you. Why? Because this individual, you, is today threatened by one of the greatest cataclysms Man has been called upon to face. He is threatened by a lot of bodies running around, evidently on total automatic, doing and planning interesting things for the demise of the race. In the next few years, since this kind of an attack will not occur for some time, the next few years are going to be nerve-racking years.

If we understand what we know—you know, that's an interesting thing, you have to understand what you know—if we understand what we know we can go a long way in assisting or mitigating the effect and onslaught on a society of weapons which exceed the imagination of any of us in their destructive power and which are going to cause on every hand a decline of the state of Man unless some of us know what we are talking about. And fortunately, right now, we do know what we are talking about. It will depend upon us to a very large degree whether Man will become an animal in earnest or will continue to be a spiritual being. Because, Man is today threatened by men who have become animals, who have no thought of any other thing than this. This work does not represent a revolt; it doesn't even vaguely represent a desire for the demise of any of these things. All it represents is the hope that Man again can find his own feet, can find himself in a very confused mechanistic society and can recover to himself some of the happiness, some of the sincerity, some of the love and kindness with which he was created, and if Man can do this and if we can help in any way to accomplish this, then all the years of my life and all the years of yours will have been well paid for, and none of us will have lived in vain.

I am very, very happy to see you here. I have a great deal to tell you that is technical. I want to tell you first that we have a practical religion. And before you say, "Religion, grrrr," think of that it is a practical religion and religion is the oldest heritage that Man has. Many, many of those present are ministers. The fact is that we do not fit at all or influence or have any real contact with medicine, certainly not with psychiatry. We do not exist in the tradition of psychology. We can only exist in the field of religion. Of course, it would be up to us to make religion a much better thing than it has been and to use it to run much better 8-C on our fellow Man. Thank you.

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## STRAIGHT WIRE

### A MANUAL OF OPERATION

L. Ron Hubbard

#### ARTICLE ONE

#### Modern Straight Wire

On the theory that someone may pick up this book and have only time to read a few lines, or have a constricted ability in amount of material assimilable, right here in a hurry I wish to give you the type of Straight Wire which is today producing phenomenal results on preclears.

**THE COMMAND: Recall a moment of \_\_\_\_\_ .**

**NUMBER OF TIMES COMMAND USED:** Until the complete flattening of the preclear's communication lag takes place, so that he can readily and at some length and quantity give replies without any difficulty.

**COMMUNICATION:** Always acknowledge with an "O.K." or an "all right" every answer which the preclear gives you. Always let the preclear originate any communication he wishes to originate, or comment on the process, and acknowledge his origin of communication or comment. In other words, do not override his effort to communicate to you as this will considerably reduce his tone rise.

**DUPLICATION:** Make sure that you, the auditor, duplicate the command over, and over, and over until the comm lag is flat, and do not be detoured by any rationale of your own into any other process simply because you are unwilling to continue the duplication of the command.

**APPLICATION:** In the blank space of the command can be placed any subject of any concern or consideration of the preclear whether theta or entheta.

**EXAMPLE:** The preclear is studious. The auditor then applies Straight Wire in this fashion: "Recall a moment of studiousness\*." The preclear does so and says that he has or describes the time. It will be observed that the first one may take a considerable length of time and that the length of time intervening between the question and the reply will vary from here on until the communication lag is entirely flat, which means that the process may have to be continued for half an hour, an hour, or many hours. The communication lag is known to be flat when the replies are readily given without pause or hesitation and without any comment on the preclear's part. The moment the preclear says he has recalled a time or describes the time he has recalled, which is optional, the auditor says, "O.K." or "all right," acknowledging the fact that

\* The reason we've used "studious" here instead of "tired" or "dead" is to keep the reader in present time. We want him to get the data not paralysis.

he has received the preclear's communication, at which moment the auditor then places the exact question once more. An additional symptom of a flat process is that the preclear will no longer be studious. But, as preclears do not know how studious they are, it is best to run the process until the communication lag is flat. It is not necessary for the auditor to demand NEW times every time. The preclear can recall the same time if he desires to do so.

**OBSERVED PHENOMENON:** The time track phenomenon will be observed while delivering this Straight Wire question. It will manifest itself in this fashion. The first answers of the preclear will probably be relatively close to present time and then will be further back into the past, at which time they will begin to progress (at some time they will begin to progress forward into the future) and will come close to present time again, when they will once more turn around and go into the past and then come into the future. In other words, the preclear will give the time A DAY OR SO AGO when he was studious, then a time A YEAR OR SO AGO when he was studious, then a time WHEN HE WAS A CHILD when he was studious, then a time WHEN HE WAS SIXTEEN when he was studious, then a time LAST YEAR when he was studious, then a time THREE DAYS AGO when he was studious, then a time TWO YEARS AGO when he was studious, then a time when he was THREE YEARS OLD and he was studious, then a time when he was EIGHT YEARS OLD and he was studious, then a time YESTERDAY when he was studious, and so forth. In other words, the preclear sweeps up and down the time track. The caution to be observed in this is, never leave the process when the preclear is recalling moments which are far into the past. Leave the process when the preclear is recalling times relatively close to present time. Otherwise you stick the preclear on the track.

**GOAL OF THE PROCESS:** The goal of many processes is to raise the selfdeterminism of the preclear. Memory is an automaticity which is not under the control of the preclear. By taking over the automaticities of memory and forgetting the preclear is capable of greater self-determinism. In view of the fact that all mass could be said to be memory, you will see at once that Straight Wire leads to the control of mass.

**PREREQUISITES TO SESSION:** Present must be an auditor, a preclear, a place to audit and time in which to audit.

**WHEN THE SESSION HAS BEGUN:** The session is actually in progress and the process is ready to be administered only when the preclear is aware of the fact that an auditor is present, that HE is present, that the auditing room is present and that an auditing session is in progress. TWO-WAY COMMUNICATION or asking the preclear to locate objects in the room simply by NOTICING THAT THEY ARE THERE (a lower process than Two-Way Communication) should then be engaged upon until such time as the preclear is aware of his surroundings and the condition.

**ON WHAT PRECLEAR TO USE STRAIGHT WIRE:** Straight Wire can be used on any preclear who is AWARE OF HIS SURROUNDINGS, THE AUDITOR, AND AUDITING SESSION AND WHO HAS REALITY UPON THE GOAL OF AUDITING. This is signaled by the preclear being in fairly good two-way communication with the auditor. Straight Wire should not be employed on preclears who are in very poor two-way communication.

**SUBJECTS ON WHICH STRAIGHT WIRE CAN BE USED:** Straight Wire can be employed on ANY SUBJECT OR CONDITION. It will be discovered that the straight wire processes are PROBABLY THE BEST RESOLUTION OF BLACK CASES. The resolution of a black case is indeed contained rather succinctly in the auditing command, **"Recall a time when you were looking at blackness."** The entire HIDE to SERENITY scale can be employed with considerable tone change in the preclear. The key to exteriorization lies in the auditing command: **"Recall a time when you were in or associated with a body."** Peculiarities, physical deformities or conditions of any kind could be used on the above straight wire basis with success.

I have given you this brief rundown on Modern Straight Wire, not because it is all there is to say on the subject, but because I wanted to give you the exact essentials

present in Modern Straight Wire as rapidly and as efficiently as possible, so that they could be used without having to go through a great deal of material. However, a person, to use Straight Wire, should know a great deal about Straight Wire. While he could simply use the essentials above and could produce a considerable change in a case on any subject, an auditor who is not skilled would be held up by the duplication factor. He would have a tendency, under, of course, very good alibis of his own, to desert the command itself before the process was flat. He would have a tendency to change the command to something else. He would have a tendency to go on excursive trips into the side roads of the process, since a great many comments, considerations and phenomena will come up while Straight Wire is in progress. The self-discipline necessary to continue an auditing command over, and over, and over, and over is not a light discipline. In fact we could say that an auditor who has not himself had a great deal of duplication run would find himself very resistive to repeating this auditing command to a preclear for a long period of time. However, this does not go to say that an auditor in terrible condition himself, knowing this fact, could not then grit his teeth and pitch in and go on and continue a two-way communication with the preclear, and go on and ask this auditing question over, and over, and over, and over until the preclear's case was solved. Not only is this possible, but it has been done very often. And, in fact, we have a great deal of respect for auditors who, although they themselves are in relatively poor condition, yet go on and produce tremendous advances in cases. We, of course, get more enthusiastic about auditors who are in good shape, producing good results, but we cannot but admire the stick-to-it-ivity some auditors have in carrying through processes which are above their own case level.

Now, just because we have a modern Straight Wire which is interestingly exact in its application and very predictable in its results, is no reason why we have to throw away all other processes. The Six Basic Steps, done as they are done today, are, of course, of great value and do not go into the discard simply because we have a more effective, more exact and simpler Straight Wire.

There is one particular caution which should be observed in administering Straight Wire: that A PRECLEAR WILL VERY OFTEN GIVE A NO-COMM-LAG REACTION TO A PROCESS WHICH IS ABOVE HIS LEVEL. He will not get well on the process; he will not improve on the process, but also he does not comm-lag on the process. The process is being done more or less by some circuit. It is being done without any reality and it is not involving the preclear at all. One has to go far enough south so that the preclear develops a comm lag. Now, if you were to run Straight Wire on some preclear and simply get your answers every two or three seconds and keep getting answers for a long period of time, you would discover at length that the process was not improving the preclear. The reason the process is not improving the preclear is because the process is above the preclear and the preclear has no reality upon his recalls or his answers. In such a wise it would be very wise to start in below Two-Way Communication and get the preclear to spot objects in the room. Not walk over to them, or perform an 8-C, which is above Straight Wire on the tone scale, but simply to look around and find that there is a chair in the room, that there is a table, and so on. This done for a while orients the preclear and it is discovered that he will go into two-way communication with the auditor. Two-Way Communication, then, about the preclear's everyday life should ensue, and after this, R2-20, PROBLEMS AND SOLUTIONS, should be run flat on the preclear, for the preclear who is very short on problems and who is incapable of arriving at solutions is not likely to give up any case problem and is not likely to arrive at any solution. So, we understand that there are actually three points below Straight Wire. Now, a preclear who would need Problems and Solutions run on him at great length is liable, oddly enough, not to comm-lag on Straight Wire and also not to improve upon it. In this wise, the preclear's reality on the question or the response is very low and he is simply being monitored by the auditor. The auditor is more or less running all of the preclear's machinery, an oddity which we observe in some auditing sessions. Although the auditor is running the preclear's machinery, neither the auditor nor the preclear is aware of it. The auditor isn't aware of it because he would rather not be, and the preclear isn't aware of it because he isn't aware of very much anyhow.

Just as an automobile doesn't much care who drives it, so do some low toned preclears not care who is running the circuits.

A variation on Modern Straight Wire, a little older but still quite effective, is **“Give me something you wouldn't mind remembering,”** and **“Give me something you wouldn't mind forgetting.”** These two commands are run independently of each other, not alternately, and each is flattened. These are very, very effective commands. It is remarkable that “Give me something you wouldn't mind forgetting” hits people who are dislocated so hard that a many-hour comm lag may ensue on the question. These people are afraid to forget anything. This is very, very effective auditing and is not discarded. It can be used a little lower on the scale than Modern Straight Wire, but it is slower.

An auditor should test Straight Wire very rigorously in the recommended form given above before forming any forthright opinions concerning it. He should observe that running this Straight Wire on a very low toned preclear produces no comm lag and no betterment of the preclear. This is the first thing he should learn about it. Then he should learn that run in its proper place on a preclear who is in two-way communication and is in fair condition, it produces remarkable, stable results which last for a very long time. It is not a trick process. It is a plow-horse sort of process, but once it has hauled the preclear up the scale it leaves him there. A preclear's continued stability for a long time after an auditing session is very desirable. The trick momentary flash results sometimes do not last. An auditor should also learn that he himself is capable of repeating one command over, and over, and over, and over, without varying it, without getting so bored with it that he himself goes out of the auditing session. Remember, when the auditor leaves the auditing session (although he is still there giving auditing commands) it sometimes occurs that very little auditing gets done, since an auditing session of necessity has to have an auditor and a preclear present and auditing in progress.

It will be startling to you to know that this process is a specific process for a black case and does relieve the black case's blackness. And, after and above the black case level this process is a specific for non-exteriorization and will produce exteriorization if **“Recall a time when you were in or associated with a body”** is employed over a long enough period of time.

There is a great deal more to know about Straight Wire. There are a great deal of phenomena which occur in Straight Wire and there are many other data to be studied about Straight Wire. However, if the auditor cares to study these, first let him learn thoroughly what we mean by Modern Straight Wire and that is laid out above with exactness.

## ARTICLE TWO

### The History of Straight Wire

The old Dianetic auditor will have no difficulty in recalling the earliest days of Straight Wire.

Once upon a time Straight Wire was one of the most intricate, tricky, intuitive processes known. There were auditors who were excellent at this, but they were alone in their skill. There were many, many auditors who never did make Straight Wire work.

Straight Wire of the old Dianetic type, expertly done, many times produced such fascinating results that auditors would then specialize in it, but, because it has often failed, their specialization would be tempered with a restless search for some other process that would do the job with greater exactness.

The genus of Straight Wire immediately followed the release of “The First Book,” *Dianetics: The Modern Science of Mental Health*, on May 9, 1950. I developed Straight Wire a little too late to get it into the text of that book, but taught the first ten students at 42 Aberdeen Road, Elizabeth, New Jersey, this process and actually got these students sufficiently expert in the use of Straight Wire that they could straighten out present time problems on preclears with remarkable facility.



Here is an example of the earliest form of Straight Wire: A preclear is observed to be possessed of a nervous affliction—the rapid blinking of one eye. The auditor asks him, **“Who had that affliction?”** and asks him this with sufficient communication and discussion so that the preclear at length actually SPOTS A TIME WHEN HE OBSERVED THIS AFFLICTION IN ANOTHER THAN HIMSELF. Now, today with our understanding of Ownership Processing, as covered in the Congress of Eastern Scientologists on June third to sixth [1955] at the Shoreham Hotel in Washington, D.C., it becomes highly technical, for naturally the affliction, if it persisted, must be misowned. But, it would also be understood that the preclear himself might be the creator of the condition. If the preclear himself had created the eye twitch at some time in his past, recalling it in somebody else would simply reinforce the eye twitch; thus Straight Wire would not work. As, let us say crudely, this condition exists in about 50% of the cases on whom Straight Wire was used, we certainly would have, by the factors involving ownership, a misunderstanding of the process and a great many failures.

In view of the fact that a thing persists only if it is misowned—if a person himself has created it and says somebody else has created it or if a person is saying he created something which somebody else actually created—we get a persistence of the space or mass. If a person created the condition and then says that he himself created the condition, a vanishment of the condition will occur. If somebody else, a specific person, created the condition and the preclear says that person created the condition, then again we get a vanishment. Only when we misown or miscall the creation of a condition do we get a persistence. Thus we can see that the earliest Straight Wire depended in a great measure upon calling the correct ownership; and recalling the correct ownership by recalling observation of the condition in somebody else would be then sufficient to bring about a diminishment of the condition.

Thus, repeating, Straight Wire would not work on conditions which the person had himself created, as long as the auditing command was **“Recall a time when you saw that in somebody else.”** This would have to be supplemented by **“Recall a time when you decided this was a good thing.”** And if those two auditing commands had been used on any condition and if we had also known about comm lag and duplication of the question, then Straight Wire would have been very successful. As a matter of fact it was quite successful and quite startling but had the above limitations.

Now, the earliest type of Straight Wire was interesting in that it did not embrace the case that couldn't remember. To handle this type of case we invented a variation, which was simply to ask the preclear to remember something, anything, and keep him remembering something or anything until his confidence in his own memory rose to a point where he could remember and thus could experience the benefit of old-time Straight Wire. An example of this variation was to ask somebody if he could remember something that had happened today or something that he had had for breakfast, and keep on asking him for various things until he did have a solid reality on one recall or another.

But this too was quite limited as to process, and in order to further improve memories we came out with what is now known as the next-to-the-last list of *Self Analysis*, which is **“Recall something real,” “Recall a time when you were in communication with someone,” “Recall a time when someone was in communication with you,” “Recall a time when you felt some affinity for someone,” “Recall a time when someone felt some affinity for you,”** which process capitalized on the ARC triangle which we came out with in July of 1950, which was much better described in the book *Notes on the Lectures* of November of 1950 and expanded considerably in *Science of Survival* which was written in the spring of 1951 and released that summer, the above list appearing in *Self Analysis*, which was written in September of 1951.

Succeeding this “next-to-the-last list of *Self Analysis*” was Validation Straight Wire, the theory of which was to validate all the good moments in the preclear's past by having him recall them. An oddity immediately demonstrated itself, however, in the use of Validation Straight Wire to the effect that the preclear would recall just so many moments which were good and would then fall off into moments which were very bad

indeed. This phenomenon had, by the way, been observed much earlier as a comment on the running of pleasure moments, a process developed by Parker Morgan in Elizabeth in 1950.

After Validation Straight Wire the whole subject of Straight Wire more or less fell into disrepute and decay, and a great deal of concentration was given to actual incidents on the whole track and an enormous amount of phenomena which had been dug up through my work in Wichita. Only “next-to-the-last list of *Self Analysis*” continued to be used right up to the time when we developed “**Something you wouldn’t mind remembering,**” “**Something you wouldn’t mind forgetting,**” in one of the clinical units of the summer of 1954. Immediately a great many limitations on Straight Wire were swept away and Straight Wire became a much more important process because it was getting much better results. Here for the first time we had entered into the idea that forgettingness was an actual attribute. In other words, it was a skill. A person forgot things so that he could have things. And, realizing that this was a skill and that it was on full automatic we, of course, had the reason why people were not able to remember. They were so anxious to forget.

In the spring of 1955, in the tenth clinical unit, we discovered that “something you wouldn’t mind FORGETTING” was far, far more important than “something you wouldn’t mind remembering,” and made several tests which demonstrated a considerable rise in tone as a result of using this single command: “**Something you wouldn’t mind forgetting.**” However, because many more interesting things were showing up and occurring we did not give this really the attention it deserved, and actually to this moment the process is not as thoroughly tried as it might be. It might very well occur that this process would succeed many other processes as something which would produce a long-continued and stable result.

With the first clinical unit [October 5—November 16, 1953], which was taught in Camden, New Jersey, we made a considerable codification of “automaticity” and “randomity,” which had first been introduced in the Philadelphia lectures of December, 1952. The understanding of these two things demonstrated that THE GREATEST AUTOMATICITY IN WHICH ANYONE WAS ENGAGED WAS REMEMBERING AND FORGETTING. Thus, exercises on remembering and forgetting were, of course, very, very important.

It should be understood, then, that no amount of engram running or present time processes would handle this highly specialized thing, automatic remembering and automatic forgetting. And in view of the role remembering and forgetting play in everyday living we couldn’t consider the person very thoroughly processed unless we had taken his memory into account. Thus, whatever other processes are run on the individual, something should be done in order to bring this automatic memory factor under control.

We have rather suspected of recent months that it is not necessary to have a great versatility of subject in remembering in order to restore memory. The mere act of remembering something is enough to take over the automaticity. In other words, there isn’t an automaticity for every subject you can remember; there is simply an automaticity on the subject of memory. Similarly on forgetting. One might think there was a forgetting automaticity on every type and subject known, but there is only one mechanism behind all of this and that is simply an automaticity of forgetting.

Now, if you were to stabilize a preclear in present time and do all sorts of other things with him and yet neglect exercising his memory in any degree it is probable that you would have left the sphere of recall untouched to his detriment and would have left him with this automaticity. And the automaticity of remembering and the automaticity of forgetting could, of course, push him on down again. So, we should say that any preclear who becomes stable should have had exercises in remembering and forgetting.

The actual history of Straight Wire is of course a very old one, much older than Dianetics. We did not invent Straight Wire. We discovered and observed a great many mechanics about memory which had been neglected hitherto. But, we find that Straight Wire or memory exercises are actually very ancient and have been used for at least sixty-five years.

There were many excursions and experiments made in Straight Wire in early Dianetic days. One of these was Repetitive Straight Wire. Simply asking a person to remember something over, and over, and over again. This naturally succeeded from the running of an engram. Running an engram through, and through, and through eventually erases it, so it was tried with Straight Wire and it was discovered that this was fairly effective, but again was not an answer.

The old Dianetic auditor can probably remember early Straight Wire with affection and probably can remember a great many successes as a result of using it. And strictly as a nostalgic exercise, he should know now that with OWNERSHIP PROCESSING as given in the Congress of Eastern Scientologists, he could make old-time Straight Wire totally effective with the question **“Can you recall a time when somebody else had that condition?”** **“Can you recall a time when you decided to have that condition?”** on all those cases who are already in fairly good condition in the memory department. He would have to ask BOTH of these questions of ANY case in order to get a result and he would have to ask BOTH of these questions MANY, MANY TIMES, until the preclear had flattened his comm lag. This would be a rather crude form of Straight Wire, but it would at least be completing the cycle of action from olden times.

Straight Wire is one of the most agreed upon things in Dianetics and Scientology. There may have been many people who questioned the advisability of running engrams or running secondaries or scanning engrams or doing something else, but, nobody ever questioned very seriously the efficacy of Straight Wire when it worked. It is, and has been broadly accepted as a near synonym for Dianetics and Scientology.

#### ARTICLE THREE

### The Theory of Straight Wire

Memory has played an intimate part in existence since the first Thetan. The creation of time and the creation of memory were concurrent incidents. Let us take a single particle. We find that with this single particle no time is possible, since the space occupied by the single particle would be indeterminate in placing the particle. Unless, of course, there were eight particles demarking the space itself, at which time you would now have nine particles, and it would be very simple to have time. But, with one particle we cannot have time. We have to have two particles to have time. And we have to have two particles to have memory.

We have to have two particles to have memory because we would have to have a reference point for establishing where the moving particle had been if one had remained motionless. In other words, let us take a motionless particle and then let us have another particle move in relationship to that motionless particle; we would then be able to tell that it had moved by remembering that it had been where it was originally. And then remembering successively the positions it had gone through until it arrived at its present time position. The moment that it moved further one would have a situation again of remembering what had been present time for it, but observing what was now its present time position.

MEMORY IS THEN, MECHANICALLY, THE TRACKING OF POSITIONS. Where POSTULATES or CONSIDERATIONS are concerned, however, we must first have the consideration that space, particles in time can exist and then THAT ONE CAN REMEMBER. This latter is more important than the mechanical facts of time. For if one continually makes the consideration that he cannot remember, he is at once making the consideration that he cannot discover the former position of earlier particles, and any advanced student who knows about PERFECT DUPLICATION, or if you care to read about that in *The Creation of Human Ability*, will find that it would now be next to impossible for the individual to cause the vanquishment of the particle. In other words, if the person cannot remember where the particle came from originally, he cannot establish its original position. And being unable to establish its original

position he cannot get an exact duplication of it, which is to say a perfect duplicate of it, and so will get a persistence of the particle. Once one has forgotten its original position, which is the mechanical aspect of this, one is then no longer able to cause it to disappear.

In processing we very often run into a person who has “heavy facsimiles.” In other words, these facsimiles are so heavy and so weighty that he can barely push them around. This is simply basically a postulate that these things are heavy, that energy is heavy, but next to that it is a consideration that one cannot do anything to them. One cannot cause them to vanish—therefore, one cannot cause them to affect one less.

Observing, then, that things tend to become more permanent and more solid the less one can remember where they came from (though this is not a total truth, you understand), we could consider that ALL OBJECTS ARE MEMORY. Or more accurately, that ALL OBJECTS ARE MIS-MEMORY. If an object is there, one comment you could make about it is that everybody has forgotten when and where it was created. And having forgotten when and where it was created, it now persists. Thus, you might say that objects depend, or persistent spaces depend, entirely for their persistence upon forgettingness. Which is to say, mis-memory.

Now, as memory applies to postulates and considerations as well as to spaces and masses, it becomes obvious that conditions, good conditions or bad, would tend to persist where they were mis-remembered. In other words, if you knew exactly where all the particles of your car were created and how many movements back they were created and who had created them (the more important fact) and who had assembled them into a car you would not have any car. It would simply disappear. In other words, a perfect memory would bring about a vanishment of all objects and spaces.

Well, at least that is the theory and the theory is borne out by the fact that it is only necessary to remember who created something to have it diminish in density, or, in case of a light mass of energy, such as an engram, to vanish.

In that Thetans become very possessed with the idea of making nothing out of everything (their primary obsession), memory, an exact and persistent memory, becomes an obsession with the Thetan. He knows that when he no longer remembers the exact genus of all those things in his vicinity he will no longer be able to make them disappear. Therefore, a failure in memory causes a Thetan to be very frantic.

Now, we needn't go too deeply into just exactly why this is, but I will brush it in passing. ALL THINGS LIKE TO BE DUPLICATED. A THETAN HAS NO MASS, NO SPACE, NO WAVELENGTH, AND NO TIME. Therefore to get a perfect perception of anything, he thinks the best choice would be to look at something which has no mass, no space, no wavelength, and no time. Of course, this is impossible. But, this is a Thetan being duplicated, and this, indeed, would be the most comfortable frame of mind for a Thetan—to have no persistence or non-persistence of any kind in its vicinity. Thus, when a Thetan begins to see more and more spaces (and he is not space) and when he begins to see more and more masses (and he is not mass) and when he begins to see more and more wave motion (and he is not wave motion) he conceives the fact that nothing is duplicating him, which is to say that nothing is taking a look at his nothingness and becoming nothing. In other words, he's losing control of things.

Well, it just so happens that a Thetan knows that if he could remember the exact place everything had been generated, the exact time and the exact conditions and the exact person who did it, he would then get a disappearance. Thus, when a Thetan begins to object to life and considers that this idea of masses and spaces is foolish and should be discontinued (as the boys evidently believe in the nuclear physics department) they can only think in frantic terms of making nothing out of everything.

It does not happen to be a healthy frame of mind for a Thetan to be obsessed with making nothing out of things. We see people around who, themselves, have considerable bulk but who are unable to make nothing out of things but who try all the time to do so anyway. For instance, you tell a joke; they say, well that's nothing, and they've heard that before. You buy a new hat and they say they've always liked it. You invent a new dance step and they say it has been done before. They are, on a covert level, trying to make nothing out of something. These people already know they can't

make nothing out of masses and spaces. They are already obsessed with the idea that masses and spaces are dangerous to them and therefore, they do have to make nothing out of them. And these people at the same time will be obsessed with problems in memory and will probably develop a fantastic comm lag on the auditing question **“Give me something you wouldn’t mind forgetting.”** It does not follow that everybody who wants to improve his memory is obsessed with making nothing out of everything. But it does demonstrate how we get these obsessions on the subject of memory. Actually you could probably remember one-one hundredth of what you are able to remember and still get along. Certainly I know lots of places where people would employ you if you could remember just one-thousandth of what you are able to remember at this moment. The income tax bureau is one of them.

Memory, strangely enough, has very little to do with intelligence. Intelligence is the ability to pose and resolve problems relating to survival. Without some memory, one would have no track of time, but, an absolutely perfect memory does not necessarily connote a perfect intelligence. If one’s memory were really perfect, he would have no objects or spaces with which to pose or resolve problems. So, therefore, a certain amount of mis-memory (or forgettingness) is necessary to have factors with which to play a game.

When memory is entered as a factor into the posing and resolving of problems one then gets the phenomenon of time track. One conceives through “experience” the IDENTITIES, SIMILARITIES AND DIFFERENCES BETWEEN THE PRESENT TIME FACTORS AND THE FACTORS OF THE PAST. AND HERE WE HAVE THE KEY TO ABERRATION.

Theoretically, a person could not be aberrated who was not living on a time track, since he would have no need of any kind to associate any spaces or objects of the present with any spaces or objects of the past. Now, naturally, no spaces or objects of the present are ever exactly identical to spaces or objects of the past. But, a person through mis-memory will eventually come into a situation where he does actually conceive a present time situation to be identical with a past situation. When he conceives this automatically and with great ease he is then in a fair way to being aberrated.

One could not go so far as to say that no experience at all is necessary to the living of life. But, one could go so far as to say that a total reliance upon experience or hearsay or second-hand observation in life brings a person into a very frightening state of mind.

Therefore, mis-memory could be of this kind. One sees a certain number of factors before him. One misremembers some factors that happened to him earlier sufficiently to conceive that these earlier factors are now identical with the factors he faces. When he has managed this he has essentially no time. In other words, IDENTITY does not give him PAST. He says the factors I face right now ARE the factors which confronted me five years ago. But he does not conceive this articulately. He conceives this on a mis-memory basis. He “feels” that the present factors have a significance which is due to nothing but themselves, but it’s actually due to a combination of past factors. This essentially is about all there is to aberration. Aberration is “NO TIME.” It does not conceive that there is any earlier position for any particle.

Thus, we have the interesting fact that a perfect memory to an extreme and absolute that has never existed would bring about a situation of NO UNIVERSE, NO FORM, NO MASS, NO SPACE. And that a completely IMPERFECT memory, which again has never existed, would bring about a total COLLAPSE of all time, and would bring all factors into the present. Now, somewhere between these two lies the game called SANITY. It is in the effort to attain this game called sanity that the auditor exercises the memory of the preclear. He must exercise the memory in such a way as to uncover a great many similarities which the preclear thought were identities.

Now, here is the subject of valence. By valence we mean personality. Theoretically a person could have his own valence. But, more familiarly the term is used to denote the borrowing of the personality of another. A preclear “in his father’s valence” is acting as though he were his father. The word “valence” means in Latin, strength (*valentia*). We use it in Dianetics and Scientology as meaning personality, but it has not

escaped the value of strength. A person takes at will the valences of a commanding nature or valences of a very obedient nature in order to answer up to various situations. One person may routinely use several valences. In order to handle women he takes the valence of his father, in order to handle students he takes the valence of a bulldog. In order to get drunk he takes the valence of a horse. There may or may not be any sense to the valence beyond the fact that it was a strong valence in a situation relating to the subject. In other words, he has mental image pictures unconsciously experienced by him which have as their dominant or obedient personality things related to the subject which he then identifies with the subject. Many a psychotic is in the valence of a bedpost. Others are in the valence of God. But these are totally stuck valences; any sane person routinely uses in his modus operandi of existence a vast category of valences. To say that somebody is capable of two or three valences would be a misnomer. A person takes many valences. Now, it is not necessary to pick up these valences or these personalities or "strengths" or "weaknesses" in our expanded understanding of the word in order to handle existence. A Thetan is perfectly capable of mocking up a beingness or valence sufficient to the situation simply compounded from the elements of the situation. If he does this easily he is very intelligent. He has a good imagination. Or you might say a good valencination. Only when he has a tremendous successful valence in the past which has enormous command value or enormous obedience value and then when he forgets this and conceives that it is all in the present does he assume anything like a fixed valence. He then is, you might say, "himself." The "himself" or "herself" is simply a valence which is moderately commanding, moderately obedient and which is "dreamed up" or "taken out of past experience."

The automaticities of memory are dependent upon this valence situation. By automaticity we mean anything that goes on running outside the control of the individual. This in its severest definition would seem to indicate that everything was automatic except those things upon which the person had his immediate attention. And this is not too far from wrong. It is not bad to have things automatic, it is bad to have placed things on automatic which are detrimental to one's happiness and life. The more automaticities exist around the individual the less living that individual is likely to do.

This is quite interesting to observe, off the subject a little, in a business office which is determined to modernize with all the latest machinery and equipment. It is the theory that the introduction of all these automaticities will bring down the number of people on staff and will bring up the volume of work. Now, there is a make-or-break point beyond which the introduction of automaticities is detrimental to the business itself and will actually cut down the amount of outgoing communication. In fact, in a great many overly machined business offices the greatest amount of work done is by the repairmen, keeping the machinery in action. But, without a certain amount of automaticity in an office, it is true that very little work gets done.

Harm comes from this factor of automaticity only when people have forgotten that something has been put on automatic, for when a thing is put on automatic, which is to say, when it is put in a situation where it is intended to run without any observation of any kind from anybody and without any knowledge on the part of anybody that it is running, we suddenly find a sphere of deterioration, and we cannot trace it. We do not know what has broken down since we did not know what was there and had been placed on automatic.

Here memory plays an interesting role. The first requisite to putting something on automatic is to forget that it has been placed on automatic. And that in the severest Scientological use of the word is what we mean by a full automaticity. Something is going on and we do not know its cause. We do not know its cause because we have forgotten that we have placed it there. Or, we have forgotten that anyone placed it there. We do not even know that anything IS there. But, something is happening in that sphere.

Now, although this relates to many parts of life we are apt to specialize on the psychosomatic character of this manifestation. We have forgotten or maybe never did know who put a **bad** leg into this **body**. A **bad** leg is in this **body**. We try, by moving it

around or by manipulation, to change the bad leg and find out that we get an additional persistence to the bad leg. Only by discovering the ownership of the decision or idea or mass of the bad leg would we get a complete vanquishment of the bad leg. Now, if we went just a little bit further and remembered also who made the leg in the first place, and remembered this fully to the extent of remembering who made all the particles that went together and made the leg and who made all of the organizations of food which fed the leg, we would have no leg. So, we see that we could carry memory through to a complete vanquishment.

But, automaticity and memory do not happen to be limited entirely and completely to just one factor—psychosomatic illness. In fact, a person who would work memory simply to get somebody over a psychosomatic illness has himself a very bad identification. Life does not consist of psychosomatic illnesses. As a matter of fact, the Scientology auditor who tells preclears that he is going to get them over their psychosomatic illness has already created a new automaticity, as far as the preclear is concerned.

Now, the PRECLEAR isn't going to go do it; the AUDITOR, by some necromancy, is going to do it and we're likely to get a failure on the part of the auditor to remedy that psychosomatic illness. As a matter of fact, an auditor has no business at all promising anybody that he will ever do anything about a psychosomatic illness. Not, of course, because he can't, because of all the professionals in the world, the auditor is probably the one most likely to knock out a psychosomatic illness. But an auditor who says he's going to knock out a psychosomatic illness and goes in the direction of knocking such things out is limiting himself so woefully that it's hardly worth while knowing how to audit. When preclears start telling us that they want to get rid of such and such a psychosomatic illness we are apt to gaze at them with a questioning eye since the person has an insufficiency of problems or he wouldn't have the psychosomatic illness, and if we took it away he would just get another one unless we also remedied PROBLEMS. And all we can see out of this statement of the preclear is that this preclear has his attention fixed on something and he ought to have his attention unfixed off of it. Well, if he has his attention this thoroughly fixed on a psychosomatic illness he probably, on a gradient scale, has his attention fixed on a great many other and unpleasant things. And as a result we have a problem here in an individual who is stuck all over the track. He's identifying, he's misremembering, he is in, to say the least, an interesting state. And even if we did get him over the psychosomatic illness we probably, if we limited the auditing to this, would not have made him happy. So what we tell such a preclear is, "Well, I may or may not do something about the psychosomatic illness, but I will certainly make you feel happier about it." Usually he is fairly satisfied with such an answer.

The earliest coining of the memory exercises known as "Straight Wire" came from the formula of cause and effect. In 1950 in the early HDA Lectures we described this as the act of stringing a line between present time and some incident in the past, and stringing that line directly and without any detours. In other words, we conceived the auditor was stringing a straight wire of memory between the actual genus of a condition and present time, thus demonstrating that there was a difference of time and space in the condition then and the condition now, and that the preclear conceding this difference would then rid himself of the condition or at least be able to handle it. This essentially was the overcoming of automaticities or the locating of automaticities. The preclear had some engram that had a command value over him and it was necessary to locate the source of that situation in order to bring it under the preclear's control. The term "Straight Wire" was used to differentiate between Dianetic memory exercises and those which had been used by psychotherapy in the past. And a great need for such differentiation was necessary, because there's many a Dianetic auditor who permitted "free association" and other unworkable techniques to go on in the guise of auditing. Hence the term "Straight Wire," and that term seems to be an apt one since it stuck with auditors all during these years.

The motto of Straight Wire could be said to be, **DISCOVER THE ACTUAL GENUS OF ANY CONDITION AND YOU WILL PLACE THE CONDITION UNDER THE CONTROL OF THE PRECLEAR.**

### **Straight Wire and Present Time**

One of the earliest observations of Straight Wire which we made was on no less a preclear than Burke Belknap (then studying to be an HDA) in the small reception room at 42 Aberdeen Road in Elizabeth, New Jersey. Burke had come in complaining of a headache and in an offhand way I said, "I'll handle that" and asked him to remember who had a headache. He promptly came up with a memory of someone else having a headache and then someone else having a headache and finally of someone who complained about headaches and abruptly his headache was gone. Well, this was very triumphant, but I did not have enough sense to quit at that exact moment but started to run him through the incident he had last recalled, and instantly his headache was back.

Now, we are telling you this for more reason than nostalgia. This was the first time we observed the difference between Straight Wire and engram running to the degree that: Straight Wire did not run out the engram but only got it out of present time. Naturally, in theory, we had had this around for some time. But, here was an exact example of this very thing occurring. In other words, you could remember something and feel good, and then could run immediately into the engram and feel terrible all over again. Now, this immediately and instantly gives us the reason why psychotherapy was unworkable before Dianetics. One would get the preclear into present time (and of course the preclear is always in present time but the engrams are there also, so it is more accurate to say, get the engrams out of present time) and then have the engram get into present time again and have the preclear in the same state as before. In other words, as long as and as often as we wanted to get these mental image pictures of pain and unconsciousness into and out of present time we would have a change accordingly in the preclear. Theoretically we could throw birth into present time and out of present time, into present time and out of present time, and have the preclear as rapidly have and not have the symptoms of birth. Now when we realize that our machinery as a body-plus-Thetan is being continually monitored by the environment and that the machinery which throws engrams into present time is also monitorable by the environment and by others in it, we see that simply throwing the engrams out of present time and keeping the preclear in present time would apparently be inadequate processing. Here evidently we would make a preclear well and would then make him unwell just to the degree that we took out of present time and put into present time the engram causing that unwellness.

Now, in view of the fact that an engram contains pain and unconsciousness, it is very likely to become an automaticity. Thus, we are playing tag with an unknown genus whenever we are playing tag with engrams. A preclear does not like to look at things which suddenly make him feel like his head is being torn half off. Thus, he will continue to keep out of existence for himself, and to refuse control over, all engrams.

By old Dianetic standards, then, Straight Wire was merely a patch-up process. It did not do too much for the preclear but made him momentarily comfortable. It did this simply by slipping out of present time, engrams. Engrams were held in present time by the preclear's making a bridge between present time and the engram, of locks, which is to say conscious moments which lay on top of the engram. In other words, we could have a sort of a picture of a dark, Lying-in-wait engram, which had happened or had been created at some early date, which had been keyed in by a conscious incident a little bit later, which had been bridged by a repetition of similarities until at last the preclear conceived an identity between the moment of the engram's occurrence and present time. By this bridge of locks we would then have an engram being present time.

So much for the early attitude. What is the attitude about this now? There is no real change. It's just that **THE PRECLEAR CAN BE BROUGHT TO CONTROL A MASS OF ENERGY AS HEAVY AS AN ENGRAM BY THE GRADIENT SCALE OF CONTROLLING LIGHTER MASSES.**



Here we have essentially the idea of the person who lifts a calf every day until the calf becomes a bull. Then we have a person who is able to lift a huge animal. Now, I don't know that anybody ever tried this, but theoretically it would actually occur. Certainly, it is much more likely that this gradient scale of lifting would more workably apply to locks and engrams than to pure bull.

By Straight Wire, on modern standards, we get the preclear to handle the light key-ins. Over and over and over, new incidents or the same incidents until at last he is able to handle the actual genus of the situation, at which time the condition, of course, will vanish.

The great oddity is that a preclear is so wary of a heavy, hidden mass like an engram, that when it comes into present time automatically he will not or cannot throw it out of present time. And this is the main thing which is wrong with the preclear. A heavy mental image from the past comes into present time, then the preclear cannot throw it out of present time. If he is unable to throw it out of present time it will stay in present time, which is to say, ride along with the preclear.

One of the goals of Modern Straight Wire is to get the preclear to throw the engram out of present time or into present time at will. In other words, to teach him that he doesn't necessarily have to vanquish all energy masses—that he can handle these energy masses and get them up to him or away from him at will.

A clear, by definition, is somebody who does not have any engrams in present time with him. By actual practice a clear would have to be a stable Thetan exterior since the body itself is composed of energy masses which unfortunately contain engrams.

We are no longer trying to rid present time of all engrams. We are simply trying to bring about an ABILITY on the part of the preclear to handle energy masses in the past or in present time at will. And by a gradient scale to cure his fright of being confronted with a picture and his compulsion and necessity to obey that picture.

#### ARTICLE FIVE

### **Straight Wire and Pictures**

With the advent of communication processing a new method of handling pictures arose. Within minutes after the first discovery that communication alone would vanquish masses we found that communication would handle pictures themselves. In view of the fact that pictures have been more or less a common denominator of investigation since the earliest Dianetic days, we became very interested in this startling new method of handling the bank.

Whenever a person of the usual Mark I Homo Sapiens type is asked to remember something, he gets a picture along with it. This, no matter what names or description you place upon it, is simply a picture which has been taken of an event in the past, said picture now being in the present. This automatic feed mechanism has gone relatively unnoticed but occasionally described back through the centuries. It seems that this should be considered very usual. However, it was not until Dianetics that anyone made any kind of a thorough study of these pictures.

In the first place, of what were these pictures composed? It was an old saw in mysticism that mental energy was one thing and physical energy was another thing. I suppose this was stated many times out of hopefulness rather than fact. Today enough data has come to hand to establish that this mental energy, such as is contained in a picture, and the energy of earth or of the electric light company, are different only in wavelength. The proof of this is that a person, by remedying havingness, can increase his weight if he only pulls the havingness in, and can decrease his actual weight by throwing the havingness away. Of course, a preclear has to be in fairly good condition and has to be able to throw away or possess havingness at will in order to do this, but in actual experiment weight has been changed many pounds either way by this. And, believe me, if you can weigh mental energy on a set of Toledo scales you certainly have

something very intimate to the energy of the electric light company, and you don't have anything different than the energy of the electric light company, save only in characteristic.

These mental image pictures, then, are actually composed of energy. They have mass, they exist in space, and they follow some very, very definite routines of behavior, the most interesting of which to us just now is the fact that they appear when somebody thinks of something. He thinks of a certain dog, he gets a picture of the dog. When a person is rather far gone, when he thinks of the dog he gets the picture of a house. When he thinks of a house he gets a picture of a cactus. This person's pictures are not associated with his own thoughts, but are occurring on a total automaticity.

But, what do we have in the first place but an automaticity? An individual thinks of a dog and he gets a picture of that dog. This carried on long enough would bring it about where he would think of one dog and get the picture of another dog. And a little bit further, he would merely think the thought and get a picture without any relationship between the thought and the picture.

Well, if these pictures are actually more or less the same stuff as is sold to you for five cents a kilowatt hour by the power company, then you could suppose that they would have some effect on the human body, and so they do. Pictures are continually being taken by the body or the Thetan or the Thetan's machinery or the body machinery. You never saw such a complete cinematographic plant in your life as the Thetan-plus-body, Mark I, Homo Sapiens. Something even takes pictures when he is deeply unconscious and during an operation.

Not only does a person take pictures of anything and everything just as you right this moment are taking a picture of this page (if you don't believe it, close your eyes and take a look at the page again) (oh, you didn't know you were taking pictures all the time?), but also these pictures then react back on the individual more or less as the incident itself reacted on the individual. Thus, if a person had a bang on the thumb from a hammer, he is certain to have taken a picture of this. Later on this picture gets into present time and his thumb hurts. It is a picture which is impinged upon his beingness so as to reproduce some of the qualities in the picture.

One of the oldest obedience stunts on the track was to convince the Thetan that he ought to "obey the picture." In fact, according to the O-Meter, people within the last many generations have taught their children to "obey the picture." In other words, made use of these mental image pictures in order to produce a higher level of obedience on the part of a child. Certainly it might or might not have produced a higher level of obedience, but it did produce a much higher level of conscience and it is in itself practically the anatomy of conscience. Overt act-motivator sequence is itself only the action and reaction of these pictures. A person takes a picture and then the picture turns on him.

Thus, the handling of these pictures becomes very important if one's going to change the characteristics of an individual. One of the first things, then, that an individual ought to be able to do is to handle these pictures. An individual can't handle these pictures? He's in bad shape.

Now, let's take this thing we call a Black Five. This poor fellow is so far gone he can't even see pictures any more. He only sees blackness in front of him. Well, this blackness may be some kind of a screen; it may be anything; but at least it prevents him from seeing pictures, and he's very often keeping himself from being victimized by all these pictures by having a continuous black screen in front of him. That the pictures reach THROUGH the black screen and do influence him anyhow, he hopefully overlooks. However, remember that THIS BLACKNESS ITSELF IS ONLY A PICTURE, and so we don't have a special category of ( 1 ) people who get pictures, and (2) people who get blackness. We have only one category. We get people who have pictures of various things and people who have pictures of special things. And this is simply a GRADIENT SCALE of how easily does the individual handle these pictures that get into present time. When he handles present time returned pictures very poorly more and more pictures get stacked up in present time and pretty soon he is a fairly "massive" case.

Hence you can appreciate our excitement when we found a new way of handling pictures. There have since been developed, as we became more versed in handling special problems, additional ways, such as Ownership Processing. But to this moment we know of no better routine way of handling pictures than a combination of Straight Wire and the data which we are going to give you here.

Before we go very deeply into this, you should realize that pictures are not bad, and that blackness is not totally bad. Pictures are used by the Thetan to assist his memory. They are not necessary to his memory, but he begins to play with the idea of taking pictures of everything and remembering by pictures as a sort of a game. It is an interesting game. Gives him something to look at. Gives him some mass and makes him happy—up to the point when he collects pictures of great unhappiness; then these moments of unhappiness stay with him simply because he has pictures of them and really for no other reason. As far as blackness is concerned, blackness is usually the protective coating between the preclear and the pictures. Not unusual for a preclear to have a machine, either of his own or belonging to his body, which black-coats every picture that shows up before he looks at it. This keeps him from getting stunned by these pictures. This, by the way, is somewhat different than having blackness in continual and total restimulation. Both of these conditions regarding blackness exist: the machine that makes blackness, and having a black picture in restimulation. There is also simply the blackness of looking around inside of a head, and as yet, the modernness of science has not installed electric lighting inside skulls.

We also get the condition, where these pictures are concerned, of the Thetan's machinery taking pictures and then trying to show them to the Thetan while the Thetan is inside the head. This is a very interesting condition because the machinery cannot reach the Thetan, but reaches the head of the body instead, and if this machinery is very powerful, which it usually is, the body becomes very uncomfortable solely by reason of having pictures shoved up against it by machinery which is foreign to it.

So we get a lot of conditions which are germane to pictures. But these pictures are not all bad, and the whole subject of pictures is not a bad subject.

And again, before we go any further, you should realize that it is not ABSOLUTELY necessary for the auditor to handle pictures in the fashion we are going to outline now in order to have Straight Wire as given in an earlier article work. But, this is the fillip which really handles pictures and is called "HELLOS AND O.K.'s TO PICTURES."

The technique has limitations. It is limited by the fact that the auditor can audit Straight Wire on preclears lower on the scale than those who can handle pictures with hellos and O.K.'s. In other words, a rather low toned preclear can simply be run on Straight Wire as given earlier, but when he comes upscale and starts to get pictures this process can then be applied.

The anatomy of the process is simple indeed. Every time the preclear remembers something the auditor asks him, "**Did you get a picture?**" If the preclear did, which is usually the case, the auditor tells him, "**Throw a shower of hellos at it.**" The preclear does. The auditor then says, "**Have it throw a shower of O.K.'s at you.**" The preclear does. The auditor then says, "**Is the picture still there?**" If the preclear says it is the auditor simply has the preclear complete the cycle of two-way communication with, "**Have the picture send a shower of hellos at you,**" and when the preclear does, the auditor says, "**Throw a shower of O.K.'s at the picture,**" which the preclear does. Again the auditor asks him, "**Is the picture still there?**" If it is, the auditor simply repeats the four commands given above, which is to say, he has the preclear throw a shower of hellos at the picture, has the picture throw a shower of O.K.'s to the preclear, has the picture send a shower of hellos to the preclear, and the preclear send a shower of O.K.'s to the picture. Actually the auditor can have the preclear do this over and over until the picture is gone, for that is the single and solitary goal of the process: to make the picture disappear. It will be discovered that early in processing the auditor will have to make the preclear complete several two-way cycles of communication with the picture before it vanishes, but, as processing continues and as the preclear becomes more and more capable, that fewer and fewer two-way exchanges are necessary to

make the picture vanish. And at length all the auditor has to say is, **“Throw it away,”** and the preclear will be able to do so. Of course, the case which can simply throw the picture away in the first place and get it back at will does not need to use communication processing on this, a fact which most auditors overlook—they neglect to test the preclear to find out whether or not the preclear can throw these pictures away. Now, in the case of blackness this is rather foolish, to ask the preclear to throw hellos at the blackness, since these screens are very resistive, indeed. In the case of blackness one would simply use STRAIGHT WIRE with the question, **“Recall a time when you were looking at blackness”** over and over and over until the blackness was gone. If the blackness doesn’t go, then it’s a machine which is making the blackness, but this is found to be handleable too by the same process, if it is carried on long enough. And even if that did not work, machine processing would.

Very well. We have here, by throwing showers of hellos and O.K.’s back and forth between the preclear and the picture, a method of vanquishing the picture. BUT, IF YOU AS AN AUDITOR ASSUME THAT ALL PICTURES ARE BAD AND OUGHT TO BE THROWN AWAY, YOU WILL HAVE IN YOUR HANDS IN A VERY SHORT SPACE OF TIME A VERY UNHAPPY PRECLEAR. If he is fairly upscale he will tell you why he is unhappy. If he’s fairly well downscale he will simply hug it bitterly to his bosom. The fact is, you are getting rid of his pictures, and his pictures are not a bad phenomenon, totally. Thus, you were robbing him continually. Now, the old Dianetic auditor who is trained only to make pictures vanish or a person who is obsessed with the idea of making nothing out of everything, is liable to neglect this vital little step, and if this vital little step is neglected this entire process will wind the preclear up in an unhappy state of mind. So, after the picture has been vanquished by either throwing it away or by throwing hellos and O.K.’s back and forth between the preclear and it, the auditor MUST ask the preclear TO GET THE PICTURE BACK. This is, of course, part of the automaticity cycle. The picture got there automatically; well, the preclear had better take over that automaticity—for all automaticities are conquered by having the preclear do what is being done automatically, or by simply sighting the genus of the automaticity.

Thus, having completed this two-way cycle of hellos and O.K.’s, the auditor now says, **“Get the picture back.”** This usually startles the preclear, for at first the preclear will be very victorious at having gotten rid of this automatic function of pictures. But the preclear, one way or another, will get the picture back. He may get back some other facet of the scene. He may get back a picture different from the first one, but what you want is that same picture. Of course, don’t badger and hound your preclear until he goes out of communication with you to get the same picture back. You can tolerate a certain amount of looseness at this stage of the processing, but what you really want is the same picture back again. Now, having gotten the preclear to get the picture back, you now have him throw once more showers of hellos at it, have it throw showers of O.K.’s at him, have it throw showers of hellos to him, and he throw showers of O.K.’s to it, until it vanishes again. And when it is vanished, you ask the preclear to get the picture back. Now, before you have handled this picture very much you will find usually that the preclear can simply bring the picture up and throw it away at will, at which moment you go on to the next auditing question on Straight Wire, which is, **“Recall a time when—”** or **“Recall a moment of—”** whatever you were asking before. And once more you ask him, **“Did you get a picture?”** You handle it in this fashion. You have him throw hellos and O.K.’s back and forth. You have him throw it away, get it back—you have him handle it, in other words. After a while you will find the preclear will be able to get all sorts of pictures at will and throw them away at will. You will also find that some of his automatic machinery starts to break down. If this starts to happen, why just continue him on the process. You may have to drill him for a short time on mocking up pictures. If you knock out his automatic machinery which is giving him pictures—doing the mock-ups for him—you have made it necessary for you to give him the assurance that he can make pictures, which will again make him happy. Very often a preclear who is unable to make pictures but is getting everything automatically will recover his ability to create pictures once he brings this automaticity under control.

“HELLOS AND O.K.’S TO PICTURES” is a very valuable process. A preclear will work up a gradient scale to where he can throw some hellos and O.K.’s to engrams that pop up and will then be able to bring engrams into present time or throw them out of present time at will. And when he can do this he has no further worries or upsets about energy masses.

You will understand that this process of communication is entirely independent of locating the genus of the picture. The actual knockout of the machinery making the pictures could be accomplished by having the preclear state that this or that CREATED or OWNED the machine, including himself, until the machine was gone. But, this is not a very good process. It is robbing the preclear of something on which he has no reality. However, we expect future developments will embrace something which gives us a superior process along ownership lines.

Remember, now, that our goal is not to make the preclear get rid of every picture that pops up. Our goal is to make him capable of handling those pictures which pop up, throwing them away and getting them back at will.

This process is also used with the technique **“Tell me something you wouldn’t mind remembering,” “Tell me something you wouldn’t mind forgetting,”** and was originally employed as part of this process.

## ARTICLE SIX

### Psychoanalysis and Straight Wire

When Sigmund Freud and Breuer first began working on the theory that if an individual could recall enough he could be well, they were working primarily on the assumption that there was something wrong, which they now had to make right, and that the wrongness was a hidden or buried memory.

It is notable to remark today that Scientology does not try to find something wrong in order to make that wrongness right. This introduces a via on the line, introduces an assumption into the case which is not justified. All we assume is that an individual can be more able than he is and we take it from there. We are not looking for hidden memories.

Another thing which Freud assumed was that guilt underlay these hidden memories as their primary propulsive mechanism. This was not necessarily true, for you will discover that anyone, no matter how innocent, who has been struck, if he has been struck hard enough, will begin to believe that he must have been guilty of something. In other words, he gets a reason why he has been punished, which may or may not have any actuality in fact. In other words, any sudden blow or duress can be expected to have as its consequence the feeling that one has been guilty. In order to stay a reasonable or rational being an individual has to assume that there must be a reason for everything. This is not necessarily true at all. Thus, guilt comes about merely from a blow or duress. I imagine if you put a man in prison long enough he would be absolutely certain at the end of that time that he had committed the crime for which he was incarcerated. I suppose that if you questioned a man long enough about his guilt, if this questioning were under duress, he would begin to feel he was guilty of the crime of which he was being accused, which accounts for many of the confessions which are brought forth by third-degree methods. Even the police have begun to question these, having discovered all too often that the person was really innocent although he now believed he was completely guilty. Thus, we have the fact that physical pain and unconsciousness in a memory would produce a HIDINGNESS in the memory, since a person would not want to confront a painful picture, and would bring about a feeling of guilt. All this is resolved simply by **MAKING THE INDIVIDUAL CAPABLE OF HANDLING ENERGY PICTURES OR ENERGY MASSES OR SPACES REGARDLESS OF THEIR SIZE, SHAPE OR THREAT.**

In performing a psychoanalysis, emphasis was then laid upon memory and upon things about which society expected people to feel guilty. In this alone we have the

reason why psychoanalysis is such a long drawn-out affair and why it leaves a person in such a careful frame of mind.

The psychoanalytic patient was expected to talk long enough—without much acknowledgment from the analyst—to disclose hidden memories. The actual hidden memories were, of course, moments of pain and unconsciousness, and if the psychoanalyst had ever gotten a patient into one of these moments of pain and unconsciousness he wouldn't have known what to do about it. But this was outside the theory if well inside the practice.

In the process of trying to recover hidden memories the analyst was continually in combat with the automatic forgettingness of the patient. By asking a person to recall and recall and recall and recall and think about the past, the analyst often got the individual back down the time track and didn't get him up again. In the first place, the analyst, not being very able in the field of DUPLICATION seldom gave a repetitive question which would have freed the patient from one line of action.

Further, the analyst was insufficiently observant and inquiring. He may or may not have noticed this phenomenon of energy pictures but, being trained in a rather mystic school, he probably did not believe that these energy pictures possessed any energy and so could not do the patient any harm.

But, let us suppose that we were actually trying to uncover hidden memories for the preclear. If this were the case, then, we would have to get his forgettingness off of automatic and into his control.

If you wish to reform the entire field of psychoanalysis, which is not any particular mission for the Scientologist, as Scientology is not psychotherapy, you yet could do so by the publication of this material:

Have the patient relax and become aware of the fact that you, the analyst, are there, that he is there, that the room is there and that you are about to do some psychoanalysis.

Enter into a discussion with the patient concerning his trials and tribulations in the present-time world, permitting the patient to originate communications and become relaxed about talking with the analyst.

Now that these steps have been accomplished, ask the patient this question, and use no other question aside from incidental and momentary discussions and acknowledgments, no other: **“Tell me something you wouldn't mind forgetting.”**

No matter how long the patient took to answer this question, do not abandon it and do not go away from the question. But, at last, still maintaining pleasant relations with the patient, obtain an answer to this question.

Having obtained the patient's statement that he has at last found something that he is very certain he wouldn't mind forgetting, the analyst should then say, “Very well,” as an acknowledgment of the fact that the question has been answered. And the analyst should never at any future time omit to acknowledge with a “Very well” or some such statement the fact that the patient has completed the analyst's command.

Having received an answer to this question, the analyst must now repeat the very same question and again must get an answer to this question and again must acknowledge the fact that an answer has been received.

The analyst should not go into discussions of the material and should not tell the patient what the material means, for the analyst should be well aware of the fact that if the patient has already reached this depth in his psyche he must perforce be capable of reaching much deeper depths and that better information will always be forthcoming.

Even though the analyst finds himself becoming inattentive or upset by the repetition of the same question over and over he must continue this. He must, each time the patient has complied and the analyst has acknowledged, ask again, **“Tell me something else you wouldn't mind forgetting.”**

This should be the sum total of the analysis and this program should be continued as long as the patient is being analyzed, whether that be four times a week for a year or four times a week for two years. No other interchange or material should be discussed or addressed than these things the patient would not mind forgetting.

If an analyst were to follow this program and if he were capable of repeating this question or duplicating so often and so long, he would discover that his patient had come into more possession about his life and his beingness than any other program could have accomplished, and that it will no longer be necessary for the analyst to evaluate for or make decisions for the patient.

We recommend that this process be coached to analysts in the hope that the field of psychoanalysis could be made into a successful psychotherapy, for Scientology is not a psychotherapy and does not intend to take the place of any existing psychotherapy.

## ARTICLE SEVEN

### **How to Do Straight Wire**

There is a happy medium of two-way communication which must be present in all processing, whether that processing be Opening Procedure by Duplication or Straight Wire.

ENOUGH TWO-WAY COMMUNICATION WILL KEEP THE PRECLEAR AWARE OF BEING AUDITED AND AWARE OF THE AUDITOR'S INTEREST. AN INSUFFICIENT AMOUNT OF TWO-WAY COMMUNICATION MAY CAUSE THE PRECLEAR TO FEEL A LACK OF PARTICIPATION IN HIS CASE, WHICH WILL CAUSE THAT CASE TO SAG OR BOG. TOO MUCH TWO-WAY COMMUNICATION WILL SIMPLY GET IN THE ROAD OF THE PROCESS. An auditor must be aware of these factors and have a feeling for the right amount of two-way communication whenever he is processing a preclear.

One of the most delicate subjects in all auditing and one of the most delicate skills in auditing consists of knowing HOW MUCH TWO-WAY COMMUNICATION TO ENTER UPON AS AN AUDITOR WITH THE PRECLEAR.

Straight Wire requires this as in any other process. However, many errors can be made in Straight Wire with two-way communication which would have peculiarly detrimental effects. The preclear, you must understand, is indulging in recalling his past, and we can forgive preclears for being excited about remembering various pleasant parts or various unpleasant parts of the past. We can also forgive the preclear for trying to justify some of the actions he has suddenly recalled having entered upon in his past. Thus, we can understand that it is necessary for the preclear to be permitted to communicate about what he is doing; otherwise he will feel suppressed and straitjacketed by the auditor who refuses to let him talk. BUT, THE PRECLEAR WHO JUST GOES ON TALKING ENDLESSLY ABOUT WHAT HE IS RECALLING IS NOT DOING HIMSELF ANY GOOD. HE IS NOT DOING THE PROCESS, HE IS TALKING ABOUT THE PROCESS. Thus, to some slight degree he must be checked on this excessive comm lag. The auditor should be very definitely aware of what comm lag is before he does very much auditing. He must also be aware of what acknowledgment is before he does very much auditing.

COMM LAG—COMMUNICATION LAG—IS THE INTERVAL OF TIME BETWEEN THE MOMENT OF THE AUDITOR'S ASKING THE QUESTION AND THE REPLY TO THAT EXACT QUESTION BY THE PRECLEAR. A near reply is not a reply. A reply to some related question is not a reply. The interval between may be occupied by argument from the preclear, talk from the preclear or silence from the preclear. It does not matter what goes on between the asking of the question and the answer to the question; the interval is communication lag. In other words, communication is not taking place during this interval.

A COMMUNICATION LAG IS FLAT WHEN IT IS CONSISTENT. A person may have a habitual lag of ten seconds. He may answer everything after a ten-second pause. If a person then answers after a ten-second pause on a particular process it could be said that his communication lag was flat, since his communication lag is always ten seconds. We say that a question is flat when the communication lag has been similar for

three successive questions. Now, that is a FLAT QUESTION. The communication lag might be five seconds, five seconds and five seconds. We would still say with some justice that the QUESTION lag was flat. However, the process lag would not be flat until the actual normal exchange lag was present. The question would no longer influence the communication factors of the preclear when the process is flat. Usually, because these processes are very beneficial, it occurs that the individual under processing talks very rapidly after a process is flat. His basic lag has changed.

There is another kind of communication lag with an automaticity of communication which an auditor should understand. When the question has excited a machine into answer it is quite common for the answers to come very rapidly, often too rapidly for the preclear to articulate. When this occurs the auditor is advancing against a communication SPEED which is as artificial as a communication LAG, and it will be discovered after the question is answered several times that this communication speed will drop into a normal and will then expand out into a communication lag.

ACKNOWLEDGMENT is a very necessary study. AN AUDITOR MUST ALWAYS ACKNOWLEDGE WHAT THE PRECLEAR HAS SAID. This may enter a compulsiveness into auditing for the auditor, but it is nevertheless true that a preclear will keep on talking until he KNOWS he has been acknowledged. Some people would require a sledgehammer in the face to know that they had been acknowledged. One auditor stood in front of a preclear and wagged his finger close to the preclear's nose for several seconds and said very loudly, "Good!" and the preclear knew she had been acknowledged. It very often happens that the auditor is saying O.K. but is not acknowledging the preclear because the preclear does not understand or even hear the auditor saying O.K. Thus, occasionally an auditor should ask, "**I just said O.K. Did you hear that?**" And the preclear will sometimes look rather sheepish and realize that he has not known that his statement was acknowledged.

Very often the crankiness or upset of old people or children simply stems from the fact that nobody acknowledges them. They begin to say something and then can't stop saying it, and will keep on saying it until it has been acknowledged by someone that they have said it. They would have to know that that statement had been acknowledged before they could "come off" the statement. You could say that a thing persists until it is acknowledged. This, by the way, is quite applicable to machinery. Machinery keeps putting up pictures until the pictures are acknowledged, and the Thetan seldom acknowledges these pictures, and so we get into a dwindling spiral of automaticity which ends up in blackness. It is not a cure, however, to simply have the preclear say "O.K." to all the machinery.

The auditor should also understand THE AXIOMS as contained in *The Creation of Human Ability*, particularly the CONDITIONS OF EXISTENCE which are outlined in THE AXIOMS. These are quite important. Particularly important are those axioms devoted to "ISNESS" and "NOT-ISNESS." We find that a person very often not-ises his pictures or not-ises his memory. In other words, he meets his memory or pictures with force. He pushes force against force and then we have accumulation of force, and this is not particularly good. The apparency, or isness, condition of existence comes about, of course, through alter-isness. Where we try to change a mass for a long time we eventually get a mass which is persisting and that persistence is isness. So, we see that CHANGING MASSES WITH ANYTHING LESS THAN LIFE OR MEMORY OR COMMUNICATION OR POSTULATE BRINGS US INTO A CONDITION OF PERSISTENCE OF A CONDITION. The auditor who knows this well knows that if he were to try to change with not-isness or alter-isness a deformed shoulder he would find that the condition of the deformed shoulder was persisting greater than ever.

SUCH A WELL INFORMED AND SKILLED AUDITOR MIGHT USE, WITH GREAT PROFIT, AN ADDITIONAL COMMAND—MAKING TWO STRAIGHT WIRE COMMANDS IN ALL. THE ADDITIONAL COMMAND WOULD BE "**RECALL A MOMENT OF PREVENTED \_\_\_\_.**"

EXAMPLE: THE PROCESS WOULD THEN BE "**RECALL A MOMENT OF STUDIOUSNESS.**" AND WHEN THIS COMMAND SEEMS FLAT, "**RECALL A**



**MOMENT OF PREVENTED STUDIOUSNESS.” THE LATTER COMMAND TAKES OUT THE NOT-ISNESS OF THE PRECLEAR.**

ACTUALLY THE BEST RESULTS ARE OBTAINED BY USING THESE TWO COMMANDS, SUPPLYING WHATEVER IS NECESSARY IN THE BLANK. ONE IS RUN FAIRLY FLAT. THEN THE OTHER IS RUN UNTIL IT IS FAIRLY FLAT. THEN THE FIRST IS RUN AGAIN. WHEN IT IS AGAIN FLAT, RUN THE SECOND AND SO ON—AS NEW MATERIAL THUS IS DEVELOPED.

The duplication of questions is something that is very hard for an auditor who has not had much processing to do. He will get discursive, he will go off away from this necessity to duplicate it over and over and over. Thus, many processes are rendered null and void by an auditor failing to complete the process. He cannot stand the idea of duplicating, doing the same thing again and again and again, because he apparently is stacking his time track up. Actually he is not doing so and if he did it long enough, if he simply would go ahead and audit and ask the same question over and over and over again long enough, he would get a drill for himself which would cure him of his inability to duplicate. The biggest stumbling block to auditing is the obsessive change factor on the part of some auditors. Actually, when an auditor has an obsessive change factor he seldom makes a good auditor, because his obsession to change gets into his auditing. He has an obsession to change the preclear so he starts to force the preclear into changes which the preclear does not particularly want. The preclear may want changes but not necessarily the kind the auditor wants. The auditor precomputes the case, in other words, and decides in which direction he's going to change this preclear. That's all right and an auditor can do it, but when an auditor obsessively has to change the preclear we discover that the auditor at the same time will change **THE PROCESS**. In other words, both of these are inability to duplicate. An auditor can also err in the opposite direction. He can use the process so long and so consistently and so far beyond its doing the preclear any good that the whole idea of auditing is defeated. For more data on this look at the new Auditor's Code, which is printed in *The Creation of Human Ability* and in *Dianetics, 1955!* These enjoin the auditor to run the process as long as it produces change. When it no longer produces change don't run it. However, an auditor who changes the process and says to himself, "Well I changed this process because it was no longer producing change," when in reality it was, and the auditor couldn't stand the duplication any longer, is, of course, reasoning himself out of good results for the preclear.

The auditor should understand that the discovery of the actual creator or genus of anything will bring about its vanishment. This is also done by communication only. Ownership Processing can be used very effectively on preclears and in Straight Wire, but actually using communication as given in an earlier article is a superior activity. Ownership Processing is run by having the preclear state that this owns the condition or that owns the condition, and just have him keep stating that this or that or the other thing, and including himself, and his machinery and the body's machinery owns or made the condition, or the pictures own or made the condition until the condition vanishes. One has sighted the actual owner often enough. However, if one went on sighting the wrong owner often enough the picture or condition would strengthen. In other words, you would be mis-owning it. All masses, spaces, conditions depend on mis-ownership for their persistence. In the absence of mis-ownership—we own up to the ownership of everything that we did and know the ownership of everything that everybody else did, or has—why everything would disappear. Ownership Processing is declaring the proper owner. It's a very amusing process.

Ownership Processing is best done using an O-Meter or any type of physiogalvanometer. Here we see at once that the principal ownership is the response that we get on the meter. We get greater masses when we get mis-ownership. We get more reaction when we get mis-ownership. All the needle of a lie detector or any such instrument registers is mis-ownership. When mis-ownership is present the needle registers and when it is not present the needle doesn't register. Thus, a lie detector does not detect a lie; it merely detects the mis-ownership of the picture of the incident. A criminal who says that he didn't do a thing when he did will of course make the picture of the

incident become stronger; thus, it will register. Similarly, the criminal could say, “I did it,” when somebody else did and you would get an additional lie or the same reaction. If the preclear says that he caused the picture when something else caused the picture the picture will become stronger and the needle of the meter will register. This is about all there is to electropsychometric auditing.

One of the most notably lacking qualities in the unsuccessful auditor is charity. I am reminded of a section in the new testament which I misquote, because it sounds better, to the effect, “Though I speak with the tongues of angels or of men, though I have not charity, I am as sounding brass or the tinkling of the temple bell.” An auditor who has no charity, who is continually critical of the preclear, who is trying to change the preclear because the preclear is so bad, seldom achieves very great results with the preclear because he’s out of ARC with the preclear. Mercy, charity, kindness are qualities which are not low scale. They are the highest and kingliest qualities there are. And an auditor should never forget them.

## ARTICLE EIGHT

### **Scientology and Straight Wire**

It is a great temptation to call anything a psychotherapy which uses memory. Because psychotherapy has devoted itself to memory in the past. This is a fluke or a freak. Psychotherapy should devote itself to aberration.

Because Scientology has a process known as Straight Wire, which uses memory, it might be very easy to conclude that Scientology was then a psychotherapy. And this, of course, would be true if the goals of Scientology were those of psychotherapy.

The goals of psychotherapy are to eradicate unsocial or aberrated behavior in an individual.

The goals of Scientology are to create better abilities in the individual.

Scientology is far more closely related to education and its goals than it is to psychotherapy, but because of the factors which Scientology handles it is perforce not only intimately related to but is basic religion.

If you find anything disturbing about that association—Scientology and religion—we might cockily ask, “If religion treats of the human soul has there ever been a religion before Scientology?”—since there was precious little information available about the human soul until we took our textbooks in hand.

Naturally when you know the broad principles of anything, such as memory and forgettingness (these being two different items), you can apply them to almost anything you want to. And, as we have stated in an earlier article, you certainly could take an elementary form of Straight Wire and apply it to the field of psychoanalysis and let the analyst go on and do much of the things he does. As a matter of fact, if I were a Scientologist practicing in an area which contained some psychoanalysts I would definitely make it my business to associate myself with these people, and train them to give the same question as given in an earlier article, over and over, to duplicate, to acknowledge and to get some good works out of their patients. This is a very simple thing to train somebody in a sharp discipline and it would not be out of order for a Scientologist to take this under his wing because, Lord knows, the analyst has a hard time in the society and has a hard time with his patients. Furthermore, it is not unusual for the field of psychotherapy to turn to the church when it is blocked. And we hope it is not unusual for the church to try to make the world a better place to live in.

But, when you are using Scientology as a Scientologist, and you’re employing Straight Wire, you had better realize that your best results come about BY RETURNING SELF-DETERMINISM TO THE PRECLEAR. Which is to say, make him better able to handle and control himself and his environment. In fact, you will not be able to achieve any results of any lasting quality or of note unless you do this for the preclear. Therefore, the degree to which you suppress his self-determinism by finding things

wrong with him will depress as well the results of auditing. As a Scientologist you should concentrate on increasing the abilities of a person.

In the field of education memory is of the essence. Unless we could handle memory well we could not educate people well. Automatic forgettingness sets in on a student almost as fast as the textbook is closed. This is because he is on a forced draft of memory. He is expected to remember everything. Until the day comes when he can forget and remember at will he will be no better than the book from which he has studied. Thus, as a Scientologist you could explain this to an educator and use your skills and technologies to train this educator into the elementary steps of Straight Wire. The delivery of the question, the giving of the acknowledgment, the duplication of the question. You could train the educator into this as a necessary step to education, since every student he has who is failing, is failing not because of a real antipathy toward the subject, but because the automatic characters of his memory are not properly engaged and in gear. Before we would spend years and great quantities of wealth upon the education of a young man, we would certainly see that he was in shape to REMEMBER OR FORGET HIS MATERIAL AT WILL. We would also see to it, even as importantly, THAT HE WAS ABLE TO POSE AND RESOLVE PROBLEMS RELATED TO ANY SUBJECT. Were he able to do these two things he would always be an honor student. Why should we waste time as educators, and as a nation obsessed with education, in handling minds which cannot remember and forget, which cannot pose and resolve problems? Were we to practice this on an educational level and if we were to be careful at all times with all students to bring them into a state of ability with regard to memory and problems and solutions, before we gave them things to have memory and forgettingness about, and problems and solutions, we could probably place eight or nine foreign languages and eighteen or twenty new majors in any standard educational span and do it with success. Therefore, education would be far more effective and would have much greater duration with the individual, and as a result we would have a much higher culture.

In the field of business efficiency, memory, forgettingness and the posing and resolving of problems are the difference between an ineffective slavey and a powerful executive. With these processes, almost any second-rate file clerk could be moved into a valuable asset, and certainly the moving of a business executive from the lower brackets of ability in memory, forgettingness and posing and resolving problems to an upper bracket might mean the make or break of that business.

While Straight Wire does not, in any way, supplant any of the other of the Six Basic Processes, you can be very certain that it can stand by itself as a process. It is very important to know this, for it is the easiest process to teach anyone, and it is the easiest way to obtain stable results.

If you were to essay to teach those people who had the handling of other people in their charge the elements of Straight Wire, exactly how to do it as a drill, not to burden them in any degree with any theory, to reassure them about the phenomena and to turn them loose to do exactly the drill called Straight Wire on those intimate to them, you would have Scientology spreading at a very rapid rate.

The only other solution akin to this would be to teach everyone 8-C. Particularly parents who ordinarily run very poor 8-C on their children. However, 8-C appears to be more childish than Straight Wire. Straight Wire appears to be deep and has great significances connected with it and would be done by adults much more easily. Furthermore, an individual could conceive himself to be very wise in delivering Straight Wire and listening to the answers he got from it, but do not let your student, of course, get so wise that he will stray from the process.

In other words, I recommend to you that you would take some of the people who have some vague interest in Scientology and take a certain facet of their existence and run the basic Straight Wire question given in the earliest article in this series on that one facet until they understand something has happened. Then teach them how to do the process on others. **TEACH THEM THESE EXACT RUDIMENTS:**

**ONE:** Awareness of the auditor, the auditing room, that an auditing session is in progress.

TWO: Two-way communication on a casual basis.

THREE: The delivery of the question.

FOUR: Communication lag.

FIVE: The acknowledgment of the question.

SIX: The duplication of that exact question.

Having taught a person to do these things and having taught him to do them well, you could see that you have expanded his livingness and his beingness. He can MEAN more to more people by this knowledge. This knowledge is not difficult to learn; it is not difficult to teach, and we hope that we have placed in your hands at this time something which will help you to disseminate the information of Scientology and to bring about a better culture than that we have.

### ACADEMY LECTURE SERIES

Washington, D.C.

11 July—21 September 1955

“At 1845 ‘R’ Street, N.W., Washington, D.C. in a ten-room building of its own, the Academy of Religious Arts and Sciences is training people to be Scientologists.

“The only place in the world where all three levels of Scientology training may be obtained, the Academy grants certificates as follows: Hubbard Certified Auditor, Hubbard Advanced Auditor, Hubbard Graduate Auditor.

“Refining its training and certificates upon five arduous years of experience in Dianetics and Scientology, the Academy program is bringing auditors to a level of ability hoped for for years but just now achieved.

“Receiving personal lectures from L. Ron Hubbard, associating daily with the best auditors and instructors five years have produced, the courses follow a pattern laid down almost a year ago and which has varied little since .... A new student ... enrolls at 8:00 a.m. on Monday morning (any Monday morning). He then enters a week’s indoctrination course where he receives careful personal coaching by a staff auditor and some professional auditing .... After his indoctrination week he enters the course into which he enrolled .... The HCA Course is eight weeks long. The HAA Course is five weeks in length. The HGA Course is six weeks long.”

—*Ability* Minor 6, July, 1955

** 5507C11	HCA	Seven Basic Steps (In this tape Ron describes the curriculum of the HCA Course and the part the six steps [in bulletin above] play in the training of an auditor.)
* 5508C23	ALS-1	The Auditor’s Public
* 5508C23	ALS-2	Axiom 53: The Axiom of the Stable Datum
* 5508C30	ALS-3	Rugged Individualism
* 5508C30	ALS-4	Union Station—R-46
* 5509C14	ALS-5	The Unknown Datum—a MEST-shaking Lecture
* 5509C21	ALS-6	Postulates 1, 2, 3, 4, in Processing—a new understanding of Axiom 36

**P.A.B. No. 56**  
**PROFESSIONAL AUDITOR'S BULLETIN**

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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8 July 1955

**AXIOM 51 AND COMMUNICATION PROCESSING**

Let me give you a small review on communication. Axiom 51 says that MEST cannot change MEST, and we find that postulates and live communication do change MEST. MEST cannot change MEST, therefore a pair of forceps cannot basically change a tooth condition. This is sweeping and I want you to realize how sweeping it actually is. A medical doctor would not be able to alter completely a broken leg. You may say, "That's silly, of course he could. He could come in and snap the bone back into place and the fellow would feel a lot better." No, I'm sorry, a medical doctor cannot over a period of time change a broken leg. Do you know what will happen? Let's look at it from the standpoint of life, now, and we find out that the individual got attention for his broken leg, didn't he? It will emerge as rheumatism some day. In the next life it will emerge as two broken legs! We're going to get a repetition of this because as soon as you attempt to change MEST with MEST in one fashion or another you are going to get persistence, and that is all. Persistence of what?

In view of the fact that all conditions are postulated conditions, and that the consideration behind them that they are bad or good is simply again a consideration, if we say persist it doesn't mean that it is either bad or good, it simply means *that condition*. What condition is it? The condition we are trying to change. And whenever we try to change MEST with MEST we get a persistence of that condition. It will crop up one way or another, and you will see this time after time.

Dealing as we are in a very high echelon of live communication, when we try to alter a condition with MEST we get this persistence. Restimulation is the condition persisting in the auditor, as an auditor who goes around altering energy masses gets restimulated. The auditor comes along and says, "Now all I have to do is change this energy mass one way or the other," and he may succeed in doing so as far as he can see for the moment. So he goes off restimulated. That is the condition persisting. It's going to persist, one way or the other. The only motto back of MEST is "PERSIST."

But we have this licked. Hence Axiom 51. Postulates and live communication actually can bring about a permanent change and can actually stop a persistence.

Now, this process, "**What wouldn't you mind \_\_\_ communicating with?**" "**What wouldn't \_\_\_ mind you communicating with?**" is actually not a low echelon process. A low-echelon preclear, one with no mock-ups and very little reality, one who is not well off, will not be touched by this process. He cannot assimilate the process. Why? Because, to run this process, you have to have the cooperation of the preclear's ability to as-is. You have to have the ability of the preclear to have a cognition and the ability of the preclear to as-is a piece of energy, that is, to make a perfect duplicate of it.

Where, then, does that leave this process to be totally functional? It leaves it upstairs, because when you run it downstairs, the individual begins to “chew energy.” Just “chewing the energy around” doesn’t make it persist, but, with all this chewing, he isn’t as-is-ing anything. All he is doing is moving mass “A” to position “B.” Anybody who is doing this gets no cognition out of it at all. He is waiting for that piece of energy to tell him something, and this tells you a great deal about the preclear who couldn’t run an engram. He was waiting for the MEST to say something.

The preclear who could run engrams could still play a game well enough to make the MEST say over and over again what the MEST had imprinted on it. That is exactly why an engram could run and why we had success in running engrams, and when an engram disappeared that is exactly what happened. It was up there all right, it was up there in lights, but it wasn’t saying anything. It was a bunch of sound waves imprinted on a bunch of molecules of one kind or another, and the preclear had to sort of pretend it was saying these things over and over. In other words, he made it talk. Now today an individual gets an engram in front of his face and you just tell him to make it talk. Make it say, if you please, exactly what is in the engram, or make it say anything—it doesn’t matter which.

As we look over this running of an engram, let us say that we are getting an individual to run birth. What we are doing is to get an energy mass called birth to articulate to an individual, and it would run very handsomely indeed if we had the preclear saying Okay. This is actually a terrifically effective way to run an engram. If we wanted to start today running engrams, we could, full out, and achieve tremendously superior successes because we could certainly run any kind of an engram in the bank. We could dream it up, and the preclear could dream it up, could do anything he wanted to, just to make these energy masses talk.

Of course very strange phenomena happen on an occluded case when you have him dream up the fact that he has the concept of an engram in front of him. You just look at him and you say, “Now let’s make believe that you have birth in restimulation in front of you.” (This would be a roughie, and a weird way to go about it.) “And now let’s pick up the engram at the point where the doctor is saying, ‘If you will just take this pint of strychnine, mamma, the child will be born much earlier.’ “ You have him to make this concept say this, and have him say Okay to that.

The strange part of it is that you don’t have to pay any attention to whether birth shows up or not. I counted the number of births on an individual one time and it was several thousand, believe me, and they all go back to Fac Ones and things like that. So we just have him get the idea that he has birth in front of him and have it articulate. Quite often this totally occluded case will have a complete birth show up and begin to run off. But, he was totally occluded, wasn’t he? He couldn’t run an engram.

We could just buckle right down at that point and actually run that engram with Okays from the preclear, just as it showed up, or we could go on running a synthetic engram. In either case facsimiles would go out of restimulation in the individual. As long as we have communication those energy masses will disintegrate and you will stop the persistence of the condition.

So let’s look at the optimum way that I know of at this moment—the best way I know of—to separate universes, on which I have had considerable success and to date have had no failures as long as the preclear could at least articulate anything. As long as you can make him do anything at all you can make him do this. You have seen the process already.

**“Give me some things you could say to your mother.”** If you wanted to make this very perfect, if he is unable to play a game you don’t have to (very often the preclear is

unable to play a game), you would say, **“Now get the idea mamma is out there saying Okay to all of this.”** **“Now give me something else you could say to your mother.”** Then you say, **“Get the idea mamma is out there and have her say ‘Okay.’** **“Now give me some things that mamma could say to you.”**

Now you will get a positive blow-apart in a fairly rapid order of the interiorization of the universe. We know very well that people interiorize into a body, into other bodies, into MEST objects, into planets. So, if you were to run this one all the way backward you would take somebody who is obviously seen to be interiorized into earth, and what would you have him do?

You would say, **“All right now, give me something earth could say to you.”** If he is really interiorized into earth he’ll think up something. Then you have him say Okay. The next thing you know he will get the ball of earth ‘way out there somewhere. Maybe it’s the first picture he has ever had! You will say, **“That’s fine. Now give me some more things that earth could say to you.”** **“Now give me some things you could say to earth,”** and very ordinarily he will come right on up the tone scale. You will never see such perfect behavior of a tone scale as when you use a MEST object.

Then we would pick out (if we really were bent on exteriorizing Mr. Doakes and Mr. Doakes was interiorized into the interiorizations) another universe when we knew that we had the first one blown, and we would know that because his physiological condition would very definitely alter. We would go on to the next likely universe.

We find this fellow who has been a linotype operator for eight thousand seven hundred and sixty-two months, or something of the sort. We don’t have to be specific. We pick a linotype machine, and we say if he got into earth he certainly got there via some sort of apparatus he was controlling, so we say, **“All right, what could a linotype machine say to you?”** He would think it over for a moment. A very literal-minded fellow would probably say, “It could say ‘clank.’”

“Okay, have it say clank.”

“You know, I don’t get any sonic on this,” he’d say. (I’ve had this happen.)

“Well, just get the idea of its saying clank.”

“Well, it’s going clank, all right.”

(“Oh no you don’t,” says the auditor, aside and to himself.) “Have it SAY clank.”

“Have it SAY clank? A linotype machine can’t . . . well, I guess it could. On thinking it over I guess a linotype machine could.... All right, I’ll have it say clank.”

“All right. Now have it say something else.” He does, and we blow him out of the universe of the linotype machine.

Now let’s pick the wife he hates worst, or something like that. What could she say? etc. Admittedly this is not a short process, but it keeps going faster and faster. Next we would pull him out of papa and mamma, and maybe grandma and grandpa, and so on. We are doing one of these schoolbook, by the table, separations. Then we say, **“Now give me something your body could say to you.”**

“My body say something to me?”

And away we would go, and we would blow him out of his head.

It will work with almost that mechanical ease. The question is, how many hours of auditing would it take to bring somebody who is totally interiorized into a planet out through these various stages and finally out of his head? As far as I'm concerned it is the minimum number of hours he could be audited for maximum result.

We could do a tremendous number of things for him. We could do a momentary patch-up on a lot of things, we could do this and we could do that, but if we were going straight toward the goal of making this individual into the highest level of condition that we could make him into, we would follow a process just about like this. It would be slow, and it would be arduous, but we would get better, and better, and better. He would finally get to a point where he could feel these things blow off and blow out on him.

I went so far one time as to try to exteriorize a fellow from his engram bank. I think I exteriorized a lot of thetans from that bank, but I never got the fellow out of it entirely because I didn't have the time. His track finally stretched out in all directions and he could view it clearly, and then he was terribly interested and wanted to run and have to do with each individual engram—and there were about seventy-six trillion years worth of them. Then there was the whole GE line. So I abandoned that attempt. He felt wonderful, though, and went around telling everybody he was cleared. Compared to his earlier state he sure was. He was cleared easily from eight or nine heavy engrams in about eight or nine hours' auditing.

The articulation of the actual communication would be something you would do on an individual who is having the vaguest difficulty playing a game, who couldn't as-is birth at a glance. And this is the conclusion I have reached rather arduously over these past weeks on this. I give you data when I have it.

Axiom 51 is right. It says you can't change MEST with MEST, but postulates and live communication can change it. But realization on the part of a preclear with no cognition is not possible. So if he can't realize, that means he can't as-is, so if he can't as-is, there he is. But I have seen preclears pass right on up the line from cognition zero to almost instantaneous cognition. In the Air Force they have ceiling zero. We have cognition zero, but it's the same thing—total fog.

It is immensely safe for an auditor to change by communication. There is no restimulation involved.

Text  
B-39- Conceiving Something  
Interesting.  
Interest is the keynote  
of attachment



*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## The Adventure of Scientology

**L. Ron Hubbard**

As a member of that crew of experts on the subject, the Explorer's Club, as one who has plowed keel into Seven Seas, who has ducked shots fired in anger and watched others fail to duck, I can verify that when all horizons are measured, all swamps mapped, all deserts charted and supplied with water and instant rescue, there will yet be a world of unknown frights and glooms and cheers to explore, there will yet be a universe of adventure left, a universe sufficiently powerful to daunt the last few thousand years of thinking men—You. The universe of You.

From the first moment of a co-auditing session the preclear begins to make discoveries—discoveries to him far more important than Balboa's glimpse of the Southern Sea or Columbus' glance at San Salvador. The preclear begins with mystery and ends with knowledge. And even in those few cases where "nothing happens" he at least discovers the pattern of his life—nothing happening.

No matter if one travels the six basic steps or the whole track, the universe of Mind minute by minute opens and unfolds. For this is the adventure of Scientology: to discover not a wrongness as in psychotherapy, to create not a peculiar pattern of individuality, as in education, but to find and come to grips with the totality of Mind itself, its "substance," "meaning" and "vastness" or whether these exist.

To use Scientology "to get well," to "become less nervous," is like using an alpine stock to dig a ditch for a water pipe in the back yard. To use Scientology as a guidebook to the discovery of the Infinity of Infinities is a proper use.

Perhaps you seek to "sell Scientology" to some chair-rooted conservative. Will you? If that person cannot buy adventure he cannot buy Scientology. There may be nothing really wrong with the person who refuses adventure. He MAY be the one who is right. Perhaps it is best to cower behind barriers with grip-shut eyes and hope never to find out. But this attitude will not appeal to the Scientologist. If he is being shot at from some mysterious and hidden quarter of body or mind he wants to stand up and take a good, hard look. If he is being wracked by unknown shivers, he wants to know (a) can he shiver harder, (b) do other people shiver and (c) can he turn it on and off.

The trained Scientologist is the greatest adventurer of all, for he adventures into many, many minds. The expertly processed preclear is the deepest adventurer of all, for he sees more and faces more in any given instant. But trained or not or processed or not, the Scientologist is an Adventurer. Many men as ages go will own Earth. The Scientologist, in addition to visiting many universes, doesn't care WHO owns them. And that is the test of he who would walk above kings—the doing is as good as the adventure therein—and that's the way it is.

# CERTAINTY

Vol. 2, No. 8

[1955, ca. August]

*The Official Publication of*  
DIANETICS and SCIENTOLOGY  
in the  
British Isles

## **An Idea Versus War**

**L. Ron Hubbard**

Creation precedes destruction: for to be destroyed, a thing must have been created.

The initial form of creation is an idea, and from an idea flows the energy and forms necessary to action.

Destruction requires action when that destruction embraces nations, towns, and the bodies of man.

Since civilization began on earth, men have been seeking to destroy men in the "glorious cause of ending war." Force begets force; the spear only seeks the weak point of the shield; the shield itself, offered long enough, will provoke the invention of a spear which will pierce it.

Man has sought to solve his confusion by applying it to the chaos and confusion of force on the level of the material universe. Yet no progress or advancement ever has been made by mankind which did not have as its vanguard an idea. An idea alone is capable of altering man's circumstance with regard to war. Ideas, their creation and control, alone can defeat an atom bomb. The idea which will defeat the bomb may be as low as the construction of a force stream to render impenetrable the defences of a city, but that idea would end war only for a time. Observably it will require an idea of far greater magnitude to stop the bloodlust of nations.

Perhaps in Scientology there exist sufficient techniques for the origin of new ideas and the control of ideas to halt the willful suicide of man through the machinery of battle.

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# Ability

Major 5

[1955, ca. early August]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## With A-R-C

**L. Ron Hubbard**

### WE STILL SPELL SUCCESS WITH A-R-C.

If the old-time Dianeticist feels strange today with the SIX BASICS and all this fantastic STUFF about COMMUNICATION, he still has an anchor point to windward, he still has a comfortable harbor, he still has a sound hull in A-R-C.

*Science of Survival* is still as modern as tomorrow's headlines. *Science of Survival* with its huge chart was written clear back in the unclear days of 1951 but its message is still talking in every today piece of auditing that is done.

That huge chart of *Science of Survival* was evolved from the basic principles of A-R-C and now we discover that the only way you can tell if modern auditing is working is whether or not it increases the pc's A-R-C. Yes, THAT is the best test. That is the only reliable test.

If today's auditing session does not raise the pc's A-R-C then it wasn't an AUDITING session. It might have been a jam session or a bull session. But it wasn't an AUDITING session.

If a pc "blows a session" he blew it because there wasn't enough A-R-C in the auditing itself or because HE didn't have, wasn't capable enough of A-R-C to match the session's process.

EVERY one of the Six Basic Processes today is designed and delivered only to increase the pc's A-R-C. Every one of these processes is successful today ONLY when it improved the pc's A-R-C, ONLY when it raised him, in other words, on that tone scale detailed in *Science of Survival*.

Thus today there would be NO excuse not to know whether or not the pc benefited from the session. If his A-R-C improved, he benefited from the session. Thus today there is NO excuse not to know WHAT process to run on the pc. The auditor runs THAT PROCESS which LEADS slightly the preclear's A-R-C and into the lower rung of which the pc can enter with SOME A-R-C.

The only auditor judgment required today is the ability to estimate the A-R-C of the pc. The best trained auditors at the center in Washington or from the Academy are those who CAN estimate the A-R-C of the pc and who, KNOWING the tone scale chart and where the Six Basics fit, can ADDRESS the right process to the preclear and THEN LEAD the pc upscale by improving his ability to do the process.

Slow boat auditing is auditing done without an ability to estimate the A-R-C of the pc or know where the Basic Processes fit on the tone scale.

When we ask how clear a man is we are asking how ALIVE he is. When we are asking how ALIVE he is we are asking how much UNDERSTANDING he has. When we are asking how much LIFE and UNDERSTANDING he has we are asking how much A-R-C he is capable of performing. And that's about all there is to it—IF you know your *Science of Survival*, IF you know your Six Basics and where they belong on the chart.

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AFFINITY - REALITY - COMMUNICATION are the corners of the triangle of UNDERSTANDING. They are interdependent points. Without affinity, one cannot have either reality or communication. Without communication one cannot have affinity or reality. And one has as much affinity, reality OR communication as he has communication, affinity or reality. The DEGREE of any one corner brings about the degree of the other two.

By affinity we mean, roughly, the liking or disliking of something.

By reality we mean the similarity or dissimilarity of IDEAS about something.

By communication we mean the interchange of ideas about something.

Now let us say that you tried the material in the *Ability* article "Straight Wire" and you did it all right. You tried it on three pcs or friends. It worked, let us say, with magnificent results on two. It did NOT work at ALL upon the third. WHY?

On the third man it didn't work because his A-R-C was not UP to confronting his past. It might have been up to a process lower on the scale than Straight Wire. But it WASN'T up to Straight Wire. In other words we started with NO toehold of A-R-C which we could improve by auditing.

And HERE we have the only real auditing DIFFICULTY. There MUST be SOME A-R-C present in order to improve a pc's case. He must at least quiver slightly when touched. There MUST be some life present in order to upscale a case.

Now it is TRUE that one can, theoretically, animate inanimate matter. IF one lifts a match without manual contact, by "force of will," he MUST imbue it with some LIFE. If one cannot imbue with life he can't handle objects or spaces. They DEFY him. Thus the Granting of Beingness. BUT, for our purposes the auditing of this extreme of NO LIFE is not then auditing. It is ANIMATING. Anybody can ANIMATE a pc. He can actually monitor his machinery with words alone. But auditing involves RAISING THE SELF-DETERMINISM (pan-determinism) of the pc. Maybe you could imbue with life and then raise THAT into self-determinism. Maybe you do. But that is NOT auditing as we understand it. It is NECROMANCY. (Though I will admit we all practice it somewhat.) Auditing consists of DISCOVERING a spark of A-R-C and, by processes AND A-R-C fanning it into a proud flame.

A pc may have enough A-R-C to do Locational Processing. If he does, then Locational Processing (having the pc sit still and spot things by glance in the environment) will UP his A-R-C to a point where the pc can do TWO-WAY COMMUNICATION (not mechanical, which belongs with Opening Procedure by Duplication). If a pc has enough A-R-C to simply talk over things THEN this can be fanned up to enough A-R-C to do PROBLEMS AND SOLUTIONS. And if he can do this one (R2—20 in *The Creation of Human Ability*) he can then, in doing it graduate upscale to THINK A THOUGHT. And if he now has enough A-R-C to do THINK A THOUGHT he will gather force and momentum in thinking thoughts to at length enter the lower A-R-C floor of STRAIGHT WIRE. And so on up the rest of the processes.

HERE you see where we are going. Here you see the LADDER we are climbing. Here you see WHY we are climbing it. And here you see also why Straight Wire on that third pc didn't make any improvement on his case.

If they don't improve on the Six Basics in auditing by the code and by the book then the auditor has ASSUMED more A-R-C in the pc than the pc could muster.

When a preclear is run on a process without change, the process is just too high on the A-R-C scale for the extant A-R-C of the pc. And that's ALL there is to it.

In the game of living (often carelessly called a business by low-toned people) you are as UNDERSTOOD by the people as they have A-R-C to understand you OR you are as understood as you grant them A-R-C to understand you.

You are as ALIVE as you can do a process. There is no shame in being partially dead. There is only shame in WANTING to be dead, for you can change that.

Now maybe, looking at your *Science of Survival*, you can estimate your pc and lead your pc into greater life. BUT remember, if he DOESN'T QUIVER on a process, he hasn't entered into its life band and all his doing of it will be SOCIAL RESPONSE or YOUR running of his machinery. You can do it too.

Good hunting.

The secret is  
the man's  
common  
Knowledge is the  
interchangeable common  
Truth is an  
absent common

[The above "Old Cuff" was originally printed on the back of PAB 58, 5 August 1955. The text of this PAB was not written by LRH so it is not included here. ]

#### LRH TAPE LECTURES

Washington, D.C.  
23—30 August 1955

* 5508C23	ALS-1	The Auditor's Public
* 5508C23	ALS-2	Axiom 53: The Axiom of the Stable Datum
* 5508C30	ALS-3	Rugged Individualism
* 5508C30	ALS-4	Union Station—R-46

# Ability

Major 6

[1955, ca. early September]

The Magazine of  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

L. RON HUBBARD

Dear Fellas -  
With this issue and  
material under development,  
the goals, the positive ones,  
of Dianetics and Scientology  
are becoming an actuality.  
We can win by commanding  
the environment against a  
school of thought - Micology -  
which only conforms to it.  
This is your Training Manual.  
We have more for your  
friends and students. I  
recommend 50 hrs of Union Station  
(page 26) audited or self-audited  
for every auditor.  
We're winning in Washington -  
Best Ron

[The above letter accompanied *Ability* Major 6 when it was originally sent out. The process "Union Station" referred to above as being on "page 26" of the original magazine is now on page 254. In addition to the text on the following pages, this issue contained The Axioms of Scientology, The Code of a Scientologist, The Auditor's Code, The Prelogics, The Logics, The Axioms of Dianetics and The Tone Plotting Scale.]

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# Basic Processes

*RUDIMENTS: One: Awareness of the auditor, the auditing room, that an auditing session is in progress. Two: Two-way communication on a casual basis. Three: The delivery of the question. Four: Communication lag. Five: The acknowledgement of the question. Six: The duplication of that exact question.*

## I

1. I. FIND A PC.
2. II. ESTABLISH THE EXISTENCE OF THE AUDITOR.
3. III. ESTABLISH THE EXISTENCE OF A SESSION: LOCATIONAL PROCESSING.  
  
    “Notice a chair in this room.”  
    “Notice the ceiling.”  
    “Notice the floor.”  
    “Notice ..., etc.”
4. IV. TWO-WAY COMMUNICATION RECALLING PC’S SECRETS (see *Dianetics, 1955!*)
5. V. DISCUSS PRESENT TIME PROBLEM, IF ANY.
6. VI. HELLO’S AND OK’S TO PICTURES (article 5, *Ability Major 4*, “Straight Wire—A Manual of Operation”):  
  
    “Recall a moment.”  
    Hello’s and OK’s to and from any picture or blackness.  
    Bring back the picture.  
  
    “Recall a moment.”  
    Hello’s and OK’s any pictures or blackness.  
    Bring back vanished pictures.  
  
    (SPLITTING UNIVERSES)
7. VII. PROBLEMS AND SOLUTIONS (R2-20, *Creation of Human Ability*):  
  
    “‘What problem could you be to yourself?’”  
    “‘Give me another problem you could be to yourself.’”  
    “‘Another ..., etc.’”  
  
    “‘What solution could you be to yourself?’”  
    “‘Give me another solution you could be to yourself?’”  
    “‘Another ..., etc.’”
8. VIII. THINK A THOUGHT:  
  
    “Think a thought.”  
    “Think another thought.”  
    “. . . another thought, etc.”  
  
    “Receive a thought.”  
    “Receive another thought.”  
    “. . . another thought, etc.”  
  
    (ASSIGN, INVENT, MAKE TYPE PROCESSES)

9. IX. CONSEQUENCES:

“What would happen if you were apathetic?”

Repeat, etc.

“What would happen if you got angry?”

Repeat, etc.

APPLY TO TONE SCALE AND AWARENESS SCALE.

II

X. ELEMENTARY STRAIGHT WIRE (ABOVE 1.0):

“Give me something you wouldn’t mind forgetting.”

Hello’s and OK’s to any pictures.

Put back any pictures.

Repeat, etc.

“Give me something you wouldn’t mind remembering.”

Hello’s and OK’s to any pictures.

Put back any pictures.

Repeat, etc.

(STRAIGHT WIRE ON SECRETS, KNOWINGNESS)

III

XI. OPENING PROCEDURE OF 8-C (A, B, C) (ABOVE 1.9):

A. “Do you see that (large object or area such as a wall)?”

“Go over to it and touch it.”

“Now look at that (another large object or area).”

“Go over to it and touch it.”

Repeat, etc.

Exact spots. “Do you see that black mark on the left arm of that chair?”

“Go over to it and put your finger on it.”

“Take your finger off of it.”

Do this with many precise spots.

B. “Find a spot in this room.”

“Go over to it and put your finger on it.”

“Now let go of it.”

“Find another spot.”

Over and over, etc.

C. “Find a spot in this room.”

“Decide when you are going to touch it and then touch it.”

“Decide when you are going to let go and let go.”

Repeat, many spots, etc.

IV

XII. OPENING PROCEDURE BY DUPLICATION (ABOVE 2.6):

Have pc become familiar with two objects.



“Go over to the (book).”  
“Look at it.”  
“Pick it up.”  
“What is its color?”  
“What is its temperature?”  
“What is its weight?”  
“Put it down in the same place.”

“Go over to the (other object).”  
“Look at it.”  
“Pick it up.”  
“What is its color?”  
“What is its temperature?”  
“What is its weight?”  
“Put it down in the same place.”

“Go over to the (first object).”  
Etc. Repeat. Run for hours.

## V

### XIII. REMEDY HAVINGNESS (ABOVE 3.1):

“Mock up a (planet, man, brick, boulder).”  
“Make a copy of it.”  
Explain “copy” if unknown by pc.  
“Make another copy of the original.”  
“Make another copy of it.”  
“Make another copy of it.”  
“Make another copy.”  
“Another copy.”  
“Another.”  
“Another.”  
Etc. as many as pc can comfortably make.

“Now push them together and push them into the body.”

“Mock up a ....”  
“Copy it.”  
Many copies, as above.  
Have pc push them into the body.

Repeat many times.

Have pc mock up and copy as above, and:  
“Throw them away—have them disappear in the distance.”  
Etc. many times.

## VI

### 1. XIV. SPOTTING SPOTS IN SPACE (ABOVE 3.6):

“Spot a spot in the space of this room.”  
“Spot another spot.”  
Etc. many spots.

“Spot a spot in the space of this room.”

“Walk over to it. “

“Put your finger on it.”

“Let go.”

Etc. many times.

Intersperse:

“How big is the spot?”

“Does it have any color?”

“Does it have any mass?”

And similar questions until spots have no mass, simply locations.

## VI

### 2. XV. ROUTE ONE: 5, 6, 7 (FOR EXTERIORIZED PC):

(5) “What are you looking at?”

“Make a copy of it. “

As many as pc can COMFORTABLY make.

“Push them into yourself.” (Not the body) (Alternate with “Throw them away.”)

To do this, the pc will assume actually two or more locations at once.

“Can you find a nothingness somewhere around you?”

“Now make another one just like it.”

Have him make many like the first nothingness.

Have pc push them into himself or throw them away.

As many as the pc can comfortably make.

(6) “Locate the two upper back corners of the room (those behind pc’s body).

Hold on to them, and don’t think.”

Have pc do this for at least two minutes.

Alternate with:

“Find two nothingnesses.”

“Hold on to them and don’t think.”

At least two minutes by the clock.

(7) “Let go.” “Find a place where you’re not.”

Many places.

Repeat 5, 6, 7, many times.

THE H.A.A. SHOULD BE CONVERSANT WITH ALL THE FOLLOWING:

ASSIGN some INTENTIONS.

Waste, accept, INVENT:

Wrongnesses

GAMES

Bad conditions

MAKE some TIME.

Three spots in your body. Three spots in the room (will exteriorize pc).

INVENT a dangerous mock-up.

What kind of a mock-up SHOULD you put up? What kind of a mock-up COULD you put up? What kind of a mock-up should you be able to DESTROY? What kind of a mock-up could you DESTROY?

RECALL SOME SPACE. All right. Is it TOO MUCH or TOO LITTLE? (Can be used with HELLO'S and OK'S.)

Someone who doesn't think you're insane. Someone you don't think is insane (eases pc found worried).

If pc fails R1—4: What could you OCCUPY? What could you BE?

In what could you PARTICIPATE?

WHO or what IS MAKING ALL THE SPACE?

What is EXTERIORIZATION?

What do you want CHANGED? What do you want UNCHANGED?

OTHER PEOPLE (R2—46) to be run ONLY in railroad terminals, large bus terminals and airports. Use live people. Tell me something you REALLY KNOW about that person. What would you PERMIT THAT PERSON TO KNOW ABOUT YOU? (This process is known as "Union Station.")

What could you say to (papa, mama, wife, husband)?  
What could (.....) say to you?

Find something COMFORTABLY REAL. (Eases pc found uncomfortable.)

Use HELLO'S and OK'S to the spots in Change of Space.  
(R1—9 *Creation of Human Ability*)

See the space in that room? MAKE it. See the space in that (another) room? MAKE it. Alternate.

WHAT ARE YOU DOING? WHAT ARE YOU DOING THERE?

## COGNITION

COGNITION IS AWARENESS OF AWARENESS. Example: An individual has been studious since age five. Preclear is run on studiousness. Preclear says, "Well, I'll be darned!" Auditor says, "What happened?" Preclear says, "I have been studious since I was five years of age! This is remarkable in view of the fact that until this very moment I never had the slightest notion that I was being studious. Remarkable."

This is an example of COGNITION. The awareness of awareness of a condition permits the lessening or vanishment of that condition. The awareness of awareness of a scarcity permits the lessening or vanishment of that scarcity.

Cognition is of the highest importance in processing. A process used, when it is the right process for the case, should normally bring about a cognition on the part of the preclear and when there has not been a cognition the process is not the correct process, or it has not been run fully.

The most important communication lag is the cognition lag. A process should not be left for the next higher process until there has been a cognition on the process or the considerations addressed in the process.

### GRANTING OF BEINGNESS

A process has not been the correct process or has not been run correctly, or has not been run long enough if there has not been in the preclear an increase in his ability to grant life to others and to his environment.

### ACKNOWLEDGEMENT

- A. The auditor must acknowledge every answer, every command carried out, every comment, every communication, every attempt to communicate on the part of the pc. He should further invite communication wherever the preclear desires or needs to communicate.
- B. The auditor must be willing to grant beingness (life) to the preclear.
- C. The auditor must be alert to the pc at all times.
- D. The auditor must be real to the pc at all times.
- E. Cognition (awareness of awareness) is the goal of any process. The pc must be invited to impart any new cognition which he has gained during a session, or between sessions. A major cognition resulting from any process is generally a flattening of that process. The next process can then be delivered.
- F. Acknowledgement is given by the auditor by the use of: "OK," "Good," "Fine," "All right," "OK, good," "All right, fine," etc.
- G. The auditor does not use: "That's right, I agree," or "Yes, that's correct," or "Now you've got it," or any such phrases denoting validation. This is not acknowledgement, but is evaluation, either the auditor evaluating for the preclear or the preclear evaluating for the auditor, neither of which are auditing situations.

**P.A.B. No. 60**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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2 September 1955

**“ANYTHING—EVERYTHING—NOTHING”**

I want to call your attention to something you might watch with some interest. It is the systematized generality with which a certain type of preclear answers questions. He categorizes. You ask him about a cat and he gives you all cats. Many people will answer in that way, and they very often answer with system.

There is nothing mysterious about this, but it denotes the existence of groupers, good old Book One groupers. When a preclear answers in this fashion, his track is very grouped, whether he knows it or not.

In auditing this type of preclear, I have countered this with some highly general processes. I took up solutions, but I didn't leave them specific. Why did I leave them unspecific? Why didn't I leave solutions and problems as solutions and problems? Simply because such a preclear's attention needs direction.

One of the handiest ways to go about this is just to take the Eight Dynamics with the Know to Mystery Scale. If you are going to categorize something you will have it well covered, and you are going to hit most of the corners of the universe one way or the other.

By way of example, I would like to tell you a little more in detail about one such case I audited. Although his case level was in poor condition, psychometrically and actually conversationally, this man was sane among sane. He had a very good impulse toward healing, he was very sensible and so forth. He was rather intensely local in his Scientology interests, and he had a tendency toward “the only one” and rather resented anything that might come in from another quarter on this. (This is the critical level.) He was not really powerful, but he was a fine man and had done a lot of good processing.

At the beginning, I had to actually work around in the session to get some sort of communication with the man so he could answer questions. In other words, “**Give me some solutions for God**” was utterly beyond him. He couldn't communicate on this basis. “**What is God a solution to?**” did communicate, so that was the question we settled with, and from there he went on down through all the dynamics. We did not bother to take up “himself” very much because his generality was so great that he probably wasn't there!

Now this man was not in bad shape. He was in pretty good shape, but case-wise the mechanical aspects of his case—he was grouped, generalized, and far, far too fixated on others to the exclusion of himself. He wasn't there. The optimum situation is: Earth is here, other people are here, I'm here, my machines are here, my body is here, the

reactive bank is here—awareness of all these things. He, however, was so far from being exteriorizable from the body that he had to be pulled out of the planet, then out of some other bodies, and then out of his own head, one way or another. It took some doing!

At first I could only try to develop some kind of two-way communication with this man. I found him hell-for-leather on an obsession toward knowledge, and telling a person that you did not know something was not a communication to him. If you said “When does the train leave?” and he told you “I don’t know,” he would not have communicated to you. I almost bludgeoned him into the recognition that there was a communication involved in telling somebody “I don’t know,” that you did refer to the problem or situation if you said “I don’t know” and went right on off on one of those techniques which can be used on a low-level case: **“Give me an unknown datum.”**

Consider the case reality! If I asked him for **“Something you wouldn’t mind remembering; something you wouldn’t mind forgetting,”** I would have actually exceeded his level of reality. Any man who is as obsessed on the subject of having to know as this, normally is sitting in a tremendous “I don’t know.” So I just used one of the R2s: **“Give me an unknown datum.”** He didn’t interpret the auditing command. He missed on each one of them. Somehow it came out wrong. He couldn’t be audited on whom he wouldn’t mind communicating with. It just didn’t audit. He didn’t have any reality. There was no reality on the process as far as he was concerned. We were just sitting there talking.

Somewhere along the line, when you have to handle such a preclear, you’ve got to find some kind of problem that’s real to him; or something that is real to him; or something that will register if you are trying to get a case entrance on a case of this kind. I get some lulus for some reason or another. This man was really a very able man. There was nothing really wrong with him, nothing specifically upsetting with his life; but his general tone, his general reality was just down—real poor.

I said, **“Give me an unknown datum,”** and he started reeling them off—and he came into present time with the process. He was naming abstractions, abstractions, abstractions, unknown, unknown, “I don’t know when a train leaves,” and so on—things he wasn’t looking at. Then, the next thing you know, he was giving me unknown data about the material in the immediate auditing room, and he gave me a lot of it. So, for my money, that process flattened.

That’s a very covert way of running 8-C on somebody, isn’t it? **“Give me an unknown datum,”** and finally he just came up splendidly and was actually looking at his environment.

Actually, just listening to the preclear and predicting about where he is going to go is quite a game. With this man I got groups, high generalities, terrific classifications; he was giving me back Scientology as he had read it out of a book. There wasn’t any thought in it at all. He wasn’t giving me name and energy, but by not addressing the point particularly, but just drumming it and keeping in two-way communication, we were suddenly getting him so specific that he was naming articles in the room.

We, as auditors, know what’s wrong with somebody. It’s a matter of time and energy to resolve it. The preclear doesn’t know what’s wrong with him, so there’s no real talking to him on the subject. If he knew what was wrong with him it wouldn’t be wrong with him! This man was glibly unaware of being there, and he saw nothing strange or peculiar in his answers to questions: “Anything,” “Everything,” and so on. In a situation like this you have to degrade the question down to actual action. If you had two universes, you would say, **“What are some things you wouldn’t mind saying to your mother?”**—and maybe he would find them. You would go on, and on, and on

until that was flat. And then, **“Some things you wouldn’t mind saying to your mother,”** and make him say them. And on, and on, and on, and you would watch those universes go up in smoke. Always find what universe he is stuck in, and then talk him out of it in this fashion—that is, make him talk himself out of it. You really can!

Now it is almost unimaginable not to be able to run this process on a preclear, and yet here was a preclear that could not run it. In such a case, you have to take the action dramatization of the communication. **“What wouldn’t you mind saying to your mother?—Come on, give,”** and **“What wouldn’t you mind your mother saying to you?”** Of course, the first answer you get in this case is the tip-off. It is: “Anything,” “Everything,” “Anywhere,” and then they’ll come up with qualifications. “Well, if we rule out pain, then I wouldn’t mind communicating with bang, and bang, and bang,” and you’d say, “Just a moment. We haven’t ruled out pain.” “Well, then—nothing! I wouldn’t communicate with anything.”

It is interesting in Spotting Spots in Space that this person is very definable. You can test him, and find this case out immediately. You simply say, **“All right, let’s spot a spot in the space of this room,”** and the fellow will say, “Well, it’s there.” You say, **“Now, put your finger on it,”** and he will say, “Oh, I couldn’t do that!” **“Well, go ahead, put your finger on it,”** and he will probably say, “Well—why?” And you get into that! He will not spot a single spot in space. When he does that, he also qualifies everything, he gives everything conditions, and in addition to all that it’s “Anything” and “Everything.”

When you run up against this case, then, he cannot run this process very fast or very easily: **“Things your body wouldn’t mind communicating with,”** and **“Things you wouldn’t mind your body’s communicating with,”** because he is in this “Anything Everything” class.

The thing to run then is obviously just what kind of universe he is stuck in, and to begin splitting it up with an axe!

**“What wouldn’t you mind your mother saying?”**

They’ll hate this process. They’ll practically, if you insist on it long enough, get down and chew the rug. **“Give me some things you wouldn’t mind saying to your mother.”** It’s just horrible! The thought of having to go through all that communication. But this they can’t dodge. So we can grade the process. We can say this “Anything and Everything” process wouldn’t be the optimum case, and quite possibly wouldn’t run at all **“Things you wouldn’t mind so-and-so communicating with, your body communicating with,”** or anything else. That process is too subjective. They can’t grasp it enough. They can’t play the game. So you make them sit there and you go on down for this other process.

How do you find out whose universe he’s in? Just ask him who he most resembles in his family.

There are two things which will create change. One of them is Postulates, and the other is Communication. A live communication, postulates, will always create change of one kind or another. Now, the point is, how ably can your preclear communicate? If he can’t communicate very ably, then you are going to have to make him dramatize communication. Mechanical two-way communication is one method of dramatizing communication—you have the preclear refusing mass, and at the same time he’s communicating. This will persuade him to communicate. But there is another way of doing this, which is what I used on this preclear successfully. I actually changed his skin tone, and did something to the universes, and there was some change on his psychometry as a result thereof.

I went further and did him a dirty trick. I gave him the same process to run, but thoroughly flat, on all members of his family, and that process was: **“Give me some things you wouldn’t mind \_\_\_\_\_ saying to you.” “Give me some things you wouldn’t mind saying to \_\_\_\_\_.”**

Now actually, it isn’t that the sense of the thing he is saying or has said has anything to do with it. But with this process your preclear is going to do something peculiar. He is going to pick the bank clean. Any time somebody is super-generalizing on “everything” and “nothings,” you can absolutely count on the fact that he is not capable of creating energy. He will be able to create some ideas, but this will be rather slow, and he’s lazy. So he will take actual phrases and things that occur to him when his mother really said something—anything—and things he *would* say to his mother.

With this particular process, we picked his bank clean of things he would say to his mother in about three minutes, and he went into a horrible comm lag. Finally he said, “Well, actually, I never say anything to her. I never did say very much to her.”

Just as a result of that processing and no other (two hours out of the five I used on that process), he had markedly changed his consideration. But if you think he had improved, you are mistaken. He had gone downhill, and the reason he had gone downhill is that he had given it all up. He had *really* got into “Everything and Nothing” now. He was really willing to let his body communicate with cannon balls. He was willing to let his body communicate with anything destructive. He was not yet covertly hostile to the body; he just didn’t mind communicating.

What changed this was separating the two universes.

The interesting thing about any of these cases is that a person who qualifies all statements, who can never be specific, would apparently suffer intense pain if he were to say “oatmeal” when you asked him to **“Give me something you wouldn’t mind eating,”** and he never seems to grasp the fact that the auditor wants him to say “oatmeal.” You can just keep on telling him that this is what you want him to say. I have actually made this test, too, by the way (not that it was as a good auditor, but as a good research man). I have sat and I have said to a preclear, **“Now, I want you to name a specific kind of food that you wouldn’t mind eating. One is all I want you to name, and one is all I will allow you to name. Now, what kind of food wouldn’t you mind eating?”**

“Any kind of food.”

Now, if you get that kind of conversational manifestation, it is a fellow who disperses away from every spot he tries to look at. You’ve got the case pegged, postulate-wise and mechanically. He can’t locate a single spot. You would say, “Where are you from?” and he would say, “I’m from the New England part of the country.” If you ask somebody who can spot a spot “Where are you from?” he is likely to come back with something like this: “I’m from Bramblebury, Vermont. Were you ever there?” He would suspect you had probably been there. You know, anybody could locate that place! Precision. Spotting.

But “Anything and Everything” is an imprecise spotting. It’s buttered all over the universe, and it is peculiar to the mystic. And let me assure you that it is very unusual to find a process short of Spotting Spots in Space which relieves this condition—but that process is: Figure out the universe he is in, make him say something to that universe by asking him, **“Things you wouldn’t mind saying to your mother” (or father, or whoever it is).** He will hate you like poison before you are through. Halfway through the process he will just as soon cut your throat as look at you. You are making him communicate, and this will break up.



I'm glad we've had a good look at this case. I'm glad we have some inkling of this condition, but you are going to run into it. It's the one that makes an auditor blow his brains out most often. You give the preclear an auditing command. You KNOW this command works. Then this—everything, anything, nothing.

Now let me be very specific to you. This is the thing that drives an auditor away from using good processes. He strikes one of these high generality, unable, on high semantic sensitivity cases, and uses a process, and the auditing command does not communicate at all. He should be sure that the case is incapable of doing that process, but instead of that he will feel that the auditing command must be bad, or the process must be weak. No. It is simply that the process is above the individual's ability to handle. Now it becomes a study of how far south can human beings go, and how far south can we reach and actually audit them.

Now you will understand that two-way communication simply makes the preclear say something to you, and you say something to him, and he says something to you. We could come up above that a little bit, and we could make him tell us things he would say to people and things people would say to him, and it becomes a “wow” of a process at that level, because you pick the universe and you blow him out of that universe. This universe he is in is probably an “Everything-Nothing” consideration, and you unburden that—and he comes on up. This is an indirect version of Two-Way Communication, and it hits straight at Universe Processing.

There is a solution to that case!

L. RON HUBBARD  
Washington, D. C.

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Start That Practice!

**L. Ron Hubbard**

Here's a new successful way to start a practice !

All over the world auditors are succeeding. However, in some areas we understand there are auditors who can't seem to get going. In one particular area we have heard that some auditors were working at regular jobs. What a waste! In a world without assistance, real honest assistance from anyone but Dianeticists and Scientologists, the waste of ability in these lines is practically criminal!

There's no lack of willingness on the part of these auditors. It's finance. They can't seem to get paying preclears. And to keep on eating they go to work.

Well, we've got the solution to that. We've been running a pilot project right here in Washington and although we haven't gotten it all the way through, the auditor we assigned this project to has now begun to look for an assistant and he has turned over a pc to the Guidance Center.

I have been alert to this problem of starting a practice for a long time and I knew that it was crucial in many quarters. Thus when I got this idea I thought that we had better make a good test of it and see what happened and if it worked out then we had our no-practice auditor right into the swing of it.

We started this a month ago. The auditor selected had no real luck and no intensives for about two weeks and then the dam broke.

Here in essence is the project. On a three-time-a-week basis, place in the personal column of the local paper—in a city of some size—the following advertisement:

**PERSONAL RELATIONS:** I will talk to anyone for you about anything. Call GR 5-8906 between 4 and 6 p.m. Reverend Charles Gringle, Church of Scientology, 1899 Nevada St.

Putting in the auditor's home phone (getting an answering service also if you want) and his own name we are now ready to go. The ad should run Tuesday, Thursday and Sunday at least or seven a week if you can afford it.

We've already varied the wording around to test the best and the above is the one that pulled calls.

You should expect a lull. For a few days people will read it and do nothing. They'll think it's a code. But when it appears over and over they will see that it's really a service and they'll come out of their comm lag.

Now here's the trick. **DON'T** charge for their service. That isn't where you make it. You **DO** talk to anyone about anything **FOR** the caller. You go out and take trouble with his troubles. You help him patch things up with his boss or landlady or wife or the government. And you don't charge him anything and you don't straight-talk at him about auditing.

You have to hand, however, literature about Scientology. And you have, of course, your pro card (which gives your minister's rating) and this should read, this professional card:

The Rev. Charles Gringle, HCA  
Consulting Scientologist

GR 5-8906          452 Fro St.

And you have another card:

CHURCH OF SCIENTOLOGY

The Reverend Charles Gringle  
Pastor

Meeting every Sunday Morning at  
1899 Nevada Street  
at 10 a.m.

Repair the ravages of the week  
with Scientology services

And you hold that Church meeting even if you seem to be TOO BUSY helping people to spare that hour Sunday morning. You run the service only until 11. One hour's basic group auditing, the simplest session in the *Group Auditor's Handbook*, Session I—always that. You vary it and they'll leave after five or six sessions. Stay with it and the congregation will stay with you.

NOW you will discover that most of the calls you get are from people in trouble which is best solved by auditing. One or the other of the people concerned will be found to need it badly.

You give them auditing on an hourly basis. You charge \$10.00 per hour and carry none of it "on the cuff." Take it cash in advance. Guarantee nothing. Make sure you stress its spiritual slant and value. Steer clear of promising cures. AND DON'T rush them into auditing. They'll beg for it soon enough.

Actually do this to be of service to Man. Try to give it away. You'll find you can't. Don't use this just because it's a "preclear getter," it's a lot more than that. It will put you in financial condition and get your Church going.

Now if several auditors in an area do this there are ways and means of settling rows amongst them. Given three local papers and three auditors doing this, agree amongst yourselves who should have which paper and run one auditor to the paper. If you are too many for this then run it all through one switchboard or phone and take watches, allot the house calls, pool the auditing and cash resulting. Or do it one group per paper.

Keep that "Church of Scientology" in the ads so there's always a trademark on the stunt and it can't be pushed into by some untrained quack psychologist or Commie psychiatrist.

Actually run that Church!

All right, you'll learn fast when you start it.

You need this to begin. Your ordination must be in good order. With an HCA you can get that from the Founding Church. Its cost is now \$18.00. You had better have one from the Founding Church or the Church of American Science or the Church of Scientology.

Make sure you have a Church Charter. Write in to the Founding Church at 1845 "R" Street, N.W. and make your application.

If you want we'll send you literature. We have a handout piece at the printers into which you stamp your name and address and which advertises nothing else but you.

When you've got these, run your ad and begin. Don't run your ad unless you've got the above straight.

Now the press will contact you. The Code of a Scientologist on the subject of the press is explicit. No interviews.

BUT sooner or later make sure you do all you can to get yourself or your group a TV spot or a radio spot to talk about the calls for help you get and keep it going steadily. Press is a via. Radio and TV are straight communication, relatively speaking. So whatever you do don't, particularly now, fall away from that Code of a Scientologist and always act within the area of *Ability Major 1*, "The Scientologist—A Manual on the Dissemination of Material" which you can get from the HASI for \$1.00.

Now by the time you have all this started I'll have something for you in the way of fast assists if what you've got isn't fast enough for you.

In other words, wherever we can, let's get this show on the road. We don't care how many Churches of Scientology there are in a town. So long as there's a leading Church. So long as they're actually Churches. We don't care how many ministers we have so long as they're good auditors and good people, willing to run Churches and help their fellows.

The cost of starting all this is not high. If you're working keep on working for a little until you get a practice started. Put your interview hours in the right place for you and work harder by putting yourself in two slots at once. If you're not working and broke, get a job doing anything, finance your project and then cut loose from the job when you are rolling.

Well, here goes a main all-out push across the world. We want 5,000 auditors and 5,000 Churches by 1958.

There's not a minister anywhere around that measures up to what the public thinks he should be able to do—except a Scientologist.

There's no remedy for a case like busyness.

There's no remedy for an attack on an outfit like a full-scale offense toward Theta goals.

Okay?

#### LRH TAPE LECTURE

Washington, D.C.

14 September 1955

**P.A.B. No. 61**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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16 September 1955

**SELLING**

It is completely fantastic that we have to *sell* Dianetics and Scientology. Yet we do.

If this is so, then why, and how?

The world does not know that there is any hope for the mind, the spirit, the intelligence level, weariness and disability. If you talk to a group all about the mechanics of the spirit and fail to talk to them about "There is some hope for it," you've overshot, and right there you have "entered the public case" too high. Its data level does NOT include SOMETHING CAN BE DONE ABOUT IT.

The careless driver, the faithless wife, the negligent employee are all severe problems. You could confront an individual beset by such problems and talk for half an hour about engrams and have him walk away without asking for help. Why? Because his entrance level is SOMETHING CAN BE DONE ABOUT IT. You'll have to sell him on that before you can sell him anything else. Does it take selling? It surely does!

The world has been promised and promised and promised for centuries, with a flop every time. Today the magazines of the cheaper variety are full of psychiatric articles about the miracles of new drugs. Even legislation states that psychiatry "cures 75 percent of its cases"; an outright lie. It knows that as soon as you promise cures you're Lying. Even the Busy Business Bureaus state that the public should suspect anyone who promises a cure for anything—by which, we believe, it includes psychiatry. So your glowing statements that you can take care of it entirely are received by the beset person not at all. He's heard it before. He's spent his money on patent medicine, and medicos, and quack psychologists, or he knows somebody who has, and he knows it won't work, that there is NO HOPE.

How do we solve this impasse? We don't over-promise our beset person. We tell him that we have known such things to be helped by Scientology; that if we were persuaded, we might take a crack at it; that the thing isn't ENTIRELY hopeless, since Scientology, a brand-new science, has been handling things that couldn't be handled in the past. And we go on in this vein, a sort of two-way comm, until we bring his tone up to where he thinks maybe there IS something that can be done about it if he is very lucky and if we, fortunately, will make an effort. Show him the Code of a Scientologist. But talk to him not about WHAT you can do or HOW you can do it, but that there IS some hope in the matter these days.

Another point is to de-classify Scientology as medicine, psychology, psychoanalysis or psychiatry. Classification with these will doom your point. Your beset person, or the group you are addressing, possesses experience along these lines. Punch this

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up everywhere: SCIENTOLOGY IS THE ONLY ANGLO-SAXON-developed science of the mind and spirit. Medicine is Latin in origin. Psychology is German (Prof. Wundt, 1862). Psychoanalysis is Austrian (Freud, 1894). Psychiatry is Russian (Pavlov and others in the 1890's). Scientology is an Anglo-Saxon exact science of the mind and spirit.

Another point is the goal of Scientology: Ability.

Now, in talking to a group, steer off from Para-Scientology. Lay off the whole track stuff, huh? Lay off the fantastic. And if you have some chap around who insists on telling people about these things, just note him down; he isn't working for us, fellers. The quickest way to lose a beset person or a group is to load him down with phenomena. Talk, instead, about the fact that something can be done. Talk about the fact that there IS a spiritual side to Man. Talk about the fact that Scientology solves social problems. When they are very initiate and it's all in good fun and they've also got their HPA or HCA, do what you like with the whole track. Or use it in private sessions. Don't hand it out to the public raw. It's too strong.

To establish two-way communication (as you MUST do if you are going to communicate at all), you have to talk within the UNDERSTANDING of your audience. Remember that UNDERSTANDING is the peak of ARC. And ARC includes COMMUNICATION. Communication brings about understanding, so communicate a lot. But some understanding must exist to bring about communication, so don't tell the Ladies' Aid Society about your whole track space opera and expect them to begin cheering your speech. If their mouths open at all it will be either to say "Huh?" or to snore. And they won't come back again. This is so much a fact that I want you to write and tell me who and where anytime you hear somebody spout off about whole track to new audiences or to strangers, for by this we find the boys who aren't in our camp.

Our world today, before we're well into it, believes that you live one life and get buried, and that's that; that you don't go to heaven; that mechanical gimmicks work better than men; that religion was "pie in the sky" and nobody got to eat it; that SCIENCE may or may not be beneficial; that you can't really do anything about it anyway. That's a pretty dim and inaccurate view, but that's the view, just the same.

When raising the tone of the pc, do it gently by small gradients. The rises can get spectacular, but not if you try it with rocket ships. And when you do it, you'll do it by raising his UNDERSTANDING, but if you fail it was because you jumped ABOVE his understanding and so you became unreal.

Now, the first step in auditing is not a process as such. It's FIND A PRECLEAR. And the next step is ESTABLISH THE EXISTENCE OF AN AUDITOR. That's why you don't do quite so well with mama. You haven't established the existence of an auditor. To find a preclear, you have to engage what little understanding you are confronting, and then raise it.

Asking a preclear to decide to have processing is silly. You wouldn't ask him to run Part C of SOP 8-C first, would you? No. You tell him, within his framework of understanding, that auditing is necessary to accomplish his goal, and when to report. You don't ask an audience to decide to like Dianetics or Scientology. You tell them to like it, to trust it, to learn to hope again with it. You aren't a scientist, and you don't have to be wishy-washy and indefinite about what you say. Be simple. Be decisive. Be theta.

To find a pc, you have only to establish the fact that there is hope in auditing and the existence of the auditor.

You don't have to struggle to tell people what Scientology is, what it is all about. Scientology applied the exact methods of science to the problem of the human mind and spirit, and won. It means the study of knowingness. Its immediate result in application is the bettering of ability in individuals and groups. It is a practical religion for all denominations, and doesn't require faith in anybody until they have experienced something to have faith about. It helps people who want to be helped, and if they don't want to be helped it doesn't insist on helping them. It can be used to train and control people. Its goal is freedom. It has more validated cases in its files than any other practice. It is not an authoritarian science, and is of and for the people; it belongs to the little man and woman, not to huge interests.

By using Scientology you can talk better to people, and understand people better, and get things done or keep things from getting done. Scientology caps about ten thousand years of study that began in Asia and wound up with a quarter of a century of work in the Western Hemisphere. Its practitioners are ministers. These are trained for years, in school and out. These ministers abide by a Code that couldn't be applied to the healing sciences at all by all reason of its clauses.

If people want to know a lot about Scientology, they'll have to start from scratch like you did. You do things, you don't just talk about them. When and if somebody starts running you and Scientology down, get amused, get superior, don't close terminals. Scientology is like "good roads and good weather." Everybody is for those. Somebody trying to run it down would be for bad roads and bad weather, and you appeal to that few who like things done right and running right. And so you become amused at opposition.

You don't demonstrate Scientology on somebody before an audience just to PROVE IT WORKS. You handle this problem by insisting, if you process at all, upon processing the entire group, and you use "**three points in the body, three points in the room, find three points in the body**" until somebody pops out. Then you smile and hand them your card, and wonder who is running at Epsom Downs next week. Talking or processing, you are in poised control of the subject and your person or audience.

I wouldn't credit it, if I were on Saturn and somebody told me you had to sell a science which gives the priceless gift of freedom to everyone, that such a stupid planet could exist. But it does, and you are on it.

Good selling,

Ron

#### LRH TAPE LECTURE

Washington, D.C.  
21 September 1955

\* 5509C21

ALS-6

Postulates 1, 2, 3, 4, in Processing—a new understanding of Axiom 36

**P.A.B. No. 62**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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30 September 1955

**PSYCHIATRISTS**

Don't be terribly surprised if in the next year or two the psychiatrists start pushing auditors around with even greater antagonism. And DON'T be caught flatfooted when they do.

You know, auditor, we HAVE had a fight on our hands. And we have and WILL have a fight on our hands. The old Book One Black Panther mechanism is all right in its place, but it doesn't do here.

Nearly all the backlash in society against Dianetics and Scientology has a common source—the psychiatrist-psychologist-psychoanalyst clique. Their patter doesn't vary. Behind the bulwark of authority these people, when asked about you, an auditor, or about the subject or about me, usually say that it is a hoax and that you or I are really just out of an institution for the insane.

Wherever some auditor stupidly decides to co-operate with psychiatrists, he has been gobbled up very quickly. One cannot co-operate with them any more than he can “do business with Hitler.”

You think maybe I'm just sawing out a tune when I say this. Very few people believe the actual true history of our science in the past five years, the amount of attack and antagonism to which it has been subjected. But let it suffice that about two million have been spent to put Dianetics and Scientology out of the running. Because the people trying to do it are, by and large, pretty stupid, and low-toned, the campaign has not succeeded. But the amount of fast action necessary to combat that much money has been, to say the least, exhausting.

I could tell you a lot more about this: I could tell you about the strange finances of the BDR,\* of DIANOTES, of other squirrel publications. I could tell you about three actual murders. I could tell you about long strings of psychotics run in on the Foundation and the Association, sent in to us by psychiatrists who then, using LSD and pain-drug-hypnosis, spun them and told everyone Dianetics and Scientology drove people insane. I could tell you about the strange politics and ambitions of psychiatry, so well covered in the book *Psychopolitics*, and give you a proper riddle as to why we, a small group, the only ANGLO-SAXON DEVELOPMENT IN THE FIELD OF THE MIND AND SPIRIT, have been subjected to so much attack and finance. But I am not telling you stories or being dramatic. I am inviting your co-operation in your own future security. Whether you believe this war exists, or believe the psychiatric rumor that it's all a figment of my mind, it's best to be safe in this battle.

[\* Bristol Dianetic Review, Bristol, England.]



It's best to be safe because it isn't our battle and it isn't our objective to ruin psychiatry or medicine. We don't care about these. Our goals are to make more people more able, to make a rather inefficient society a lot more fun. In order to attain these goals we had better scan the river ahead for shoals and fit our craft so as to survive any, and having done that, lightheartedly continue on our way. Dianetics and Scientology are not political; they desire to overthrow no government. Each auditor anywhere is expected to continue his long-given allegiance. Dianetics and Scientology exist to serve and assist any given officialdom in a proper way. We have in view no empire of madmen all screaming for some dictator or banner. We have our place in the world of things as they are, and we can do an awful lot right in that place, seeing that we know more about the mind, the spirit and religion and even science than any other group in the world.

Granting this, then, we should act to best fit our niches, and so do our jobs. About the only thing which upsets our forward course is the fact that psychiatry and medicine sit close to the advisers of state, and these officials, on matters of the mind, turn to psychiatrists for their opinion, and the psychiatrist there can be counted upon by his cult headquarters to give the right amount of sneer to the official about Dianetics and Scientology. The public as a whole love Dianetics and Scientology. Our word-of-mouth praise is remarkable. But in the official strata, because the psychiatrist is the authority, we are likely to be mud. Similarly, the newspaper, in wanting an opinion of us, calls the local medical or psychiatric board and again gets this formulated sneer and defamation. That the public responds to us and likes us is remarkable in the face of this authoritative calumny. Reversely, the public utterly LOATHES psychiatry. You waste time if you try to defame psychiatry to the public. The public is already in a spitting frame of mind on THAT subject. Coals to Newcastle, strictly. Psychiatry stands in the public mind for ineffectiveness, lies and inhuman brutality. The public is better informed on this than you suspect. The public only avoids YOU, an auditor, when it believes you are a psychiatrist or a psychologist, so there is no team-up; there never will be. The Busy Business Bureaus, advised by psychiatry, will always give Dianetics and Scientology a bad report no matter how hard you work to get them to give a good report. The answer—ignore them. We are an organization for and of the people.

But don't fail to take the steps to secure yourself an immunity from attack, auditor. Make sure all your papers are in good order. Make sure, no matter where you are in the world (for the last attack upon us was in Central Africa) that your ordination is in good order. Make sure that you are running a good and orderly congregation every Sunday morning. Make sure your Church is registered properly. Make SURE your literature says you make the able more able, and that insanity and illness are no more your problem than they would be the problem of any minister. Stay out of that slough of insanity and severe illness, for you don't belong there and never will. Practically, I don't know any auditor who ever came out unscathed entirely when he attempted to work with the severely ill or the insane. The amount of enturbulence caused by contact with such is fantastic.

Now, not to scare you but to inform you, psychiatry has armed itself with several new drugs. One of these, LSD, has the total goal of driving persons insane for 15 to 25 hours—JUST long enough to convince people that your auditing spun the preclear. When you see a process solve a case, and then the case spins, don't even bother to look for the needle mark on the pc. The APA spent their whole May convention in Atlantic City drooling over the effectiveness of this LSD, WHICH HAS NEVER MADE ANYONE WELL AND IS WELL KNOWN TO HAVE THE TOTAL PURPOSE OF PRODUCING INSANITY. Grim? Fantastic? Ha! Ask the few auditors who've had this done to the pc. For the pc or his family often has a psychiatrist looking in, unknown to the auditor. And it HAS happened. Wild? It's a lot wilder when it's happening to you as an auditor. The answer? Don't process people with psychotic histories. That's simple enough.

Now if it does happen to you, don't just abandon the case. Give the case a few exercises and observe the recurrence of the weird spin. Observe this carefully. And then bluntly inform the family or the authorities, if you are questioned or called in, THAT YOU AS PASTOR OF THE CONGREGATION TO WHICH THIS PERSON BELONGS HAVE A VESTED INTEREST IN THE LIFE AND HEALTH OF THIS PERSON AND THAT YOU BELIEVE THAT UNDUE INFLUENCE WAS USED AND THAT SPECIFICALLY YOU GAVE EXERCISES TO AND OBSERVED THE PERSON IN QUESTION TO DETERMINE WHETHER OR NOT THAT PERSON HAD BEEN GIVEN THE INSANITY DRUG LSD SO THAT YOU COULD REPORT IT TO THE PROPER AUTHORITIES. And don't testify otherwise. Sounds wild? Well, always do it if involved in such a thing. You'll find the family physician or psychiatrist was called in midway in processing (which consists, remember, entirely of making able people more able). You'll find there is a vested interest somewhere in the insanity of this person. And so testify that you suspect it. We will have to hand lots of literature on LSD, in fact we'll have the APA convention reports on it for you. If this happens to you, you, minister, are the only policeman who would suspect it. If, then, psychiatry "plants" one on you, look it over, report the sudden occurrence of insanity promptly, testify your suspicion of LSD, produce the literature on it and get the sheriff looking around for that medico or psychiatrist as fast as possible. BUT, don't look for trouble in the first place. Leave insane people alone. I know we can do things for them. We can also shed light on how to solve the national debt, too.

DON'T ever promise people you will cure them. If they want to know if Scientology will help their arthritis, tell them it often has been known to do so, but that that isn't an auditor's goal. If a person becomes more able, he'll usually feel well. But DON'T advertise that you cure things. If you HAVE to advertise, I'll give you some tips that work. They don't include curing ills and insanity.

You, as the most educated people on earth on the subject of the human spirit and MAN, certainly deserve a high role in the field of religion. We can reform all of religion and make it vastly better. Why clash with healing quacks?

Scientology is for the people and of the people. It belongs to them. They are receiving it. They like it. Bear with our troubles with the dull official and Authority and go out and make a happier world.

L. RON HUBBARD

**LRH TAPE LECTURES**

London, England  
3—8 October 1955

** 5510C03	4LACC-1	Fundamentals of Scientology and Rudiments of Auditing
** 5510C03	4LACC-2	Fundamentals of Scientology and Rudiments of Auditing
5510C04	4LACC-3	1st and 2nd Postulates in Living
* 5510C04	4LACC-4	1st to 4th Postulates in Living
** 5510C05	4LACC-5	Smoothness of Auditing
5510C05	4LACC-6	Smoothness of Auditing (cont)
** 5510C06	4LACC-7	Communication and "I Don't Know" (Confusion)
* 5510C06	4LACC-8	Stable Datum and Confusion
* 5510C07	4LACC-9	Relations to Time Continuance
* 5510C07	4LACC-10	Base Time and Time Continuum
** 5510C08	LPLS-1	Goals of Dianetics and Scientology
* * 5510C08	LPLS-2	Individual to National Levels of Intention, Confusion and Communication

## 4TH LONDON ADVANCED CLINICAL COURSE LECTURES

London, England  
3 October—5 November 1955

“Landing suddenly and unexpectedly on September 20th (1955), L. Ron Hubbard is not only in England, but is hard at work bringing the technologies of Scientology up to date, attending to British reorganization, and lecturing to the ACC and the public, and, with all this, having his first vacation since he left Britain two years ago.

“Ron will be here for only a few weeks, but during this time he is delivering public lectures at the Lindsay Theatre, next door to the HASI Clinic, at 2:00 p.m., Saturday afternoons. He is also talking to auditors every Tuesday night at 7:00 p.m.

“His coming means new tapes and a brighter outlook for British Scientology.”

—*Certainty*, Volume 2, No. 11

The first Advanced Clinical Course given in England by L. Ron Hubbard personally (4th London ACC) commenced on 3 October 1955.

** 5510C03	4LACC-1	Fundamentals of Scientology and Rudiments of Auditing
** 5510C03	4LACC-2	Fundamentals of Scientology and Rudiments of Auditing
5510C04	4LACC-3	1st and 2nd Postulates in Living
* 5510C04	4LACC-4	1st to 4th Postulates in Living
** 5510C05	4LACC-5	Smoothness of Auditing
5510C05	4LACC-6	Smoothness of Auditing (cont.)
** 5510C06	4LACC-7	Communication and “I Don’t Know” (Confusion)
* 5510C06	4LACC-8	Stable Datum and Confusion
* 5510C07	4LACC-9	Relations to Time Continuance
* 5510C07	4LACC-10	Base Time and Time Continuum
* 5510C10	4LACC-11	Establishing of the Auditor
** 5510C10	4LACC-12	Communication and the Subject of Communication
5510C11	LAM	History of Dianetics and Scientology
5510C11	4LACC-13	Data of Comparable Magnitude
** 5510C11	4LACC-14	Comm Bridge, Confusion, Time Factor
5510C12	4LACC-15	Communication and Intentions, Deteriorization of
5510C12	4LACC-16	The Communication Bridge
5510C13	4LACC-17	The Antiquity of Auditing
** 5510C13	4LACC-18	Affinity, Reality and Communication
5510C14	4 LACC- 19	Exteriorization and Interiorization
5510C14	4LACC-20	Further Aspects of Exteriorization
5510C17	4LACC-21	Tolerance of Havingness
** 5510C17	4LACC-22	Establishing a Session
** 5510C18	4LACC-23	Beginning and Continuing a Session
** 5510C18	4LACC-24	Processing: Level One
5510C19	4LACC-25	The Senior Desire of a Thetan
** 5510C19	4LACC-26	Third Level of a Process
** 5510C20	4LACC-27	The Pc’s Present Time Problem—the Body

5510C20	4LACC-28	An Understanding of Creative Processing
5510C21	4LACC-29	Native State and Postulates 1, 2, 3, 4
5510C21	4LACC-30	Native State and Confusion
5510C24	4LACC-31	Resume of Creative Processes
5510C24	4LACC-32	Lack of Terminals
** 5510C25	4LACC-33	Engrams
** 5510C25	4LACC-34	The Handling of Confusion
** 5510C26	4LACC-35	Stable Datum and the Study of Science
* 5510C26	4LACC-36	Solving Engrams with Stable Datum, Communication Terminals
** 5510C27	4LACC-37	The Role of a Scientologist
5510C28	4LACC-38	The Anatomy of Terminals
5510C28	4LACC-39	Title unknown
** 5510C28	4LACC-40	Intolerance
** 5510C31	4LACC-41	How to Audit
5510C31	4LACC-42	Training of an Auditor
5511C01	4LACC-43	The Preclear's Reality
5511C01	4LACC-44	Improvement in Technology
5511C02	4LACC-45	Title unknown
5511C02	4LACC-46	Randomity and Automaticities
5511 C03	4LACC-47	A Review of the 4th London ACC
** 5511 C03	4LACC-48	Attitude and Conduct of Scientologists
5511C05	4LACC-49	New Understanding of Universes
** 5511C05	4LACC-50	End of Course Lecture

### LONDON PUBLIC LECTURE SERIES

London, England  
8—29 October 1955

"In October of 1955, at the New Lindsay Theatre in London, L. Ron Hubbard gave a series of guest lectures to a crowded theatre. The attendance at these lectures was so tremendous that in addition to all standing room being occupied, a series of extension speakers had to be run to our clinic premises in order that as few people as possible should be turned away or disappointed."

—*Certainty*, Volume 2, No.11

** 5510C08	LPLS-1	Goals of Dianetics and Scientology
** 5510C08	LPLS-2	Individual to National Levels of Intention, Confusion and Communication
** 5510C15	LPLS-3	How Good You Can Get
** 5510C15	LPLS-4	The Eight Dynamics
5510C22	LPLS-5	The Goodness of Man
** 5510C22	LPLS-6	The Soul—Good and Evil
5510C29	LPLS-7	Automaticity—Cause and Effect
** 5510C29	LPLS-8	Power of Choice and Self-Determinism

**P.A.B. No. 63**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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14 October 1955

**PLAYING THE GAME**

The highest activity is playing a game. When one is high toned, he knows that it is a game. As he falls away down the tone scale, he becomes less and less aware of the game, and thereby less and less.

The greatest ability of thought is DIFFERENTIATION. So long as one can differentiate, one is sane. Its opposite is IDENTIFICATION. When one begins to identify, one has "closed terminals" too closely, and believes one terminal is another terminal. The failure to differentiate between two terminals, in an electric motor, would bring about no "moting." In a pc, it brings about no power or ability to handle power.

The legal definition of sanity is "the ability to tell right from wrong," and that is a very sooth statement.

Therefore, the highest ability in playing a game would be the ability to know the rightness and wrongness rules of that particular game. As all rightness and wrongness are considerations, and as the game itself is a consideration, the playing of the game requires a high ability to differentiate; particularly it requires an ability to know the rules and the right-rules and the wrong-rules.

When an individual is prone to identify, he is no longer able to differentiate the right-rules and the wrong-rules, and the right-rules become wrong and the wrong-rules become right, and we have a criminal.

A criminal cannot play the game of society. He plays, then, the "game" called "cops and robbers."

A person who strongly identifies is not necessarily a criminal, but he certainly is having trouble playing the game of society. Instead of playing that game, he "gets tired," "gets sick." He has these things happen because he doesn't want to play the social game. He has a "game" of sorts in "hypochondria."

Now, if you had a culture which was running a no-game game for anybody, a culture which itself had no game for everybody to play, a culture which had in its government a fixation on keeping anyone from playing the game THEY wanted to play, we would have as its manifestation all manner of curious ills such as those described in various ideologies like Capitalism or Communism. The entire government game would be "Stop playing YOUR game." The degree of sanity in government would be the degree it permitted strong and active participation in the game of government, in the game of playing your game.

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But if people who can't play the game can't differentiate, similarly a sane person could find himself very confused to be part of a game which wasn't differentiating and where the rightness and wrongness rules were unclearly defined. Thus, a government without exact and accurate codes and jurisprudence would discover in its citizens an inability to play the game no matter how sane they were.

Thus, the game can be crazy and its players sane, or the players can be crazy and the game sane. Either condition would affect the other. When we get crazy players and a crazy game, the end product of either of the two imbalances above, we would get anything except a game. We would get chaos. Into this chaos, then, could be injected a new game, and on this alignment we would be able to have people who could play a game playing a game that could be played.

As a useful example of this, let us take people who cannot see anything wrong with slanderous materials on the subject of Scientology. These people, perhaps, also see nothing wrong with Scientology. They read *The Aberree* or the *Daily Worker* with equal facility with *Ability* and see no difference. We have here people who see no difference. They don't differentiate. They don't differentiate because they see no game. They see no game because they can't play a game. Or, habituated to a social structure which had no rules or rightness or wrongness, they have lost, like so many students of various universities, their criteria.

By Axiom 36: A LIE IS A SECOND POSTULATE, STATEMENT OR CONDITION DESIGNED TO MASK A PRIMARY POSTULATE WHICH IS PERMITTED TO REMAIN.

A basic rule is that to as-is a second postulate, it is necessary to as-is only the first postulate preceding it, for upon that one depends the strength of the second.

To run out all games one would only have to find where there are no old games, spotting these one after the other. He would then hit the various cognitions that a game was in progress, for the game was always preceded by no game and all games are tailored by considerations.

Various effects from games are to become "the only one" on games, to become all apathetic about games, to have the rules of the games in reverse so as to counter games.

The remedy of having no game, or not knowing a game is in progress, would be to as-is the first condition and the current condition by simply spotting here and there absences of games. Then make one.

L. RON HUBBARD

**LRH TAPE LECTURES**

10—13 October 1955

* 5510C10	4LACC-11	Establishing of the Auditor
** 5510C10	4LACC-12	Communication and the Subject of Communication
5510C11	LAM	History of Dianetics and Scientology
5510C11	4LACC-13	Data of Comparable Magnitude
** 5510C11	4LACC-14	Comm Bridge, Confusion, Time Factor
5510C12	4LACC-15	Communication and Intentions, Deteriorization of
5510C12	4LACC-16	The Communication Bridge
5510C13	4LACC-17	The Antiquity of Auditing
** 5510C13	4LACC-18	Affinity, Reality and Communication

# 'Old Cuffs'

There can be  
a mind without  
a body - but  
~~there~~ we must  
not confuse the  
products of  
the mind with  
the mind itself.

5510C14	4LACC-19	Exteriorization and Interiorization
5510C14	4LACC-20	Further Aspects of Exteriorization
** 5510C15	LPLS-3	How Good You Can Get
** 5510C15	LPLS-4	The Eight Dynamics
5510C17	4LACC-21	Tolerance of Havingness
** 5510C17	4LACC-22	Establishing a Session
** 5510C18	4LACC-23	Beginning and Continuing a Session
** 5510C18	4LACC-24	Processing: Level One
5510C19	4LACC-25	The Senior Desire of a Thetan
** 5510C19	4LACC-26	Third Level of a Process
** 5510C20	4LACC-27	The Pc's Present Time Problem—the Body
5510C20	4LACC-28	An Understanding of Creative Processing
5510C21	4LACC-29	Native State and Postulates 1, 2, 3, 4
5510C21	4LACC-30	Native State and Confusion
5510C22	LPLS-5	The Goodness of Man
** 5510C22	LPLS-6	The Soul—Good and Evil

HUBBARD COMMUNICATIONS OFFICE

1 Brunswick House,  
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London, W.8.

OPERATIONAL BULLETIN NO.1

20 October 1955

Distribution: HAS staff, Founding Church, all Continents.

The following auditing commands are standard as of Issue Three of Six Levels of Processing, superseding all commands as of this date.

*RUDIMENTS OF AUDITING:*

1. Awareness of the auditor, the auditing room, that a session is in progress and that the preclear is being audited.
2. Two-way communication on a casual basis.
3. The delivery of the question.
4. Communication lag.
5. Acknowledgement of the question.
6. The duplication of that question except when using auditing commands on a two-way communication basis.

***STARTING A SESSION:*** Establish ONE of the rudiments. Discuss the present time problem if there is one. Ask the preclear, "What could you do about that?" If this does not resolve it, ask him to imagine a problem of comparable magnitude, and ask him what he could do about the imagined problem. When he has done this exercise of resolving imagined problems several times, ask him again what he could do about the present time problem. This is the low harmonic on Level Three.

***LEVEL ONE. LOCATIONAL PROCESSING:*** The object of Locational Processing is to establish an adequacy of communication terminals in the environment of the preclear. It can be run in busy thoroughfares, graveyards, confused traffic, or anywhere there is or is not motion of objects and people. Command: "Notice that (person)."

***SEPARATENESS:*** The object of Separateness in Locational Processing is to establish and run out identifications. It is noteworthy that its opposite, Togetherness, does not run and is not a workable process. Commands: "Select an object from which you are separate." "Select an object which is separate from you." Run the first command only until the end of any given session or until the preclear "dopes off." Then run the reverse command the next session until its end or until the preclear "dopes off." If "dope-off" occurs, run the opposite command until pc is alert, then return to the "command of the session." This method is used on all commands in Level One only.

***SEPARATENESS FROM PEOPLE:*** This is used to remedy valence difficulties, to establish identities and run them out, and to raise the tone level of the preclear on the third dynamic, and to establish the fact that communication terminals exist to which one could speak. Commands: "Select a person from whom you are separate." "Select a person who is separate from you."

***WATERLOO STATION:*** This process is utilized only when the earliest steps of Locational Processing have been completed when the preclear is in excellent ARC with his auditor. It is run with a great deal more acknowledgement, ARC, and two-way communication than earlier Locational processes. Commands: "Tell me something you can not-know about that (indicating or describing) person." "Tell me something that that person can not-know about you." It is noteworthy that the command change makes this a different process from Union Station or Victoria Station as earlier



released. Data from the HAA class at the Academy in Washington, and the 4th London ACC and additional research sources established the fact that the preclear often has difficulty understanding that he is to “un-know” something, that he either does not know already, or that he can simply wipe out. This is a rehabilitation of his ability to not-know. The first postulate evidently communicates better on not-know, but if there is any difficulty it can also be stated as “can don’t-know.” The word “can” is a demonstration that this is an ability, not a simple stir-up of the bank. The preclear too often picks up an existing don’t-know, and as in other cases such as “Invent processes,” he drains the bank of stable data. Don’t-know is a stable datum as per Axiom 53. The native state thetan is the total knowingness. In order to have a game he not-knows something, then with this as the first postulate, makes the second postulate that he knows something about it, makes the third postulate that not-ises the second postulate that he can forget about it, and finally as a fourth postulate, remembers, which is then an alter-iveness of the not-iveness, and is found to be not as functional in processing as it should be. In Axiom 36, Axiom 53, and Axiom 54, as well as the old Dianetic Logics, we see that stable data are necessary for the alignment of data or a confusion results. If the preclear is draining not-knowingnesses out of his bank rather than rehabilitating his ability to not-know at will, he naturally brings on himself the confusions in the bank, thus running “don’t-know.” When it is misinterpreted as pulling out old don’t-knows, it brings about more confusion; running “can—not-know” thus actually places new stable data into the bank. Because of this misunderstanding and miscommunication, Union Station, first postulate variety, Victoria Station did not produce the results on many preclears which the process itself is capable of producing.

*LEVEL TWO.* This level is reached when the preclear is originating communications smoothly without coaching and acknowledging the auditor’s commands well. There is no command as such. There is the subject of communication; secrets. Any idea in Scientology or process can be run on a two-way communication basis, whereby it is simply offered and discussed. At this level auditors are invited to be alert for preclears whose cases are and have been unchanging since Dianetics, since several of these cases have been found to be harbouring data and intentions towards Scientology which they felt they could not communicate to Dianetic or Scientology auditors in particular. Thus harbouring such secrets, the cases have remained static without advance. Advancing these cases is the only thing which will handle such incursions. More than twelve have been reported to date by various auditors whose cases were unchanged as they had data of bad intention toward Scientology which they could not divulge in particular to the Scientology auditor. There is no feeling or thought of revenge towards such people or punishment which should be very adequately clear to them if the matter is suspected.

*LEVEL THREE.* This is a subjective level. In this could be placed all former Dianetic and Scientology processes. Almost any of these will work with correct auditing but only if the person is able to handle subjective processes. It should be clearly stressed that at LEVEL THREE one is dealing with the basic present time problem with the preclear, communication. His real present time problem could be said to be any difficulty in using the body as a communication terminal.

It must also be stated that there is no such thing as a finite amount of communication. Any part of a communication formula of *Creation of Human Ability* and *Dianetics 1955* can be too scarce but they cannot be too abundant. Attempting to increase the abundancy of these various parts of communications is the primary interest of the preclear at any and all times, but as he would rescue his body from a fire in order to use it in the future for communication, so does he feel that certain things have to be avoided if communication is to be possible. One of the things to be avoided is, for instance, knowing too much. If he knew all there was to know he would have no communication. Communication is his pay. It is the only pay he will ever get.

As the substance of the subjective level is to repair his communication terminal—body—so that he can continually use it as a communication terminal, better than before, and stop avoiding all of the various things which seek to tell him not to communicate, we see that the essence of gain and subjective processing is measured by the return of an abundance of communication potentiality.

**CREATIVE PROCESSING:** Creative processing is now used to get the preclear to mock up terminals. Any preclear can mock up a terminal similar to the one he already has. This terminal does not look to him a thetan, like a body, but looks to him sometimes like a black mass or a confused mass, or an invisible mass. He is asked to make mock-ups continually with no regard to throwing them away, placing them on various sides of his body to adjust dope-off in case of “stuck flows,” and using gradient scales in order to make him make better mock-ups. He is never asked to throw a mock-up away, as a psychotic patient would not give you back a sheet of paper after you handed him simply one. He will yet hand you back a sheet of paper after you have handed him successfully fifty or sixty sheets. He now has enough so that he can dispense with one. The thirst for communication terminals is such that the mock-ups hold on and snap in and will not disappear. When the individual feels that he can mock up or do something about communication terminals in general, he will then be able to get rid of the mock-ups. He can be asked to mock up not-knowing confused black terminals or anything else which seems to be indicated. This creative type processing is continued until the preclear volunteers that he has a feeling that he can possess himself subjectively of a communication terminal.

A lower harmonic of this process and one which can be used at the level of present time problem is, “What do you think is worth looking at?” This is discussed on a two-way communication basis. It will be discovered that you can remedy the preclear’s consideration and his ability to consider only when you have remedied his anxiety about communication.

The effort of the preclear will be to destroy undesirable pictures but these do not destroy easily since he already has too few pictures about which to communicate. He needs pictures for communication with the past which he feels is no longer there. He has got into a tangle about this and usually all he can think of is to obsessively make nothing of pictures and mock-ups. Making nothing of these is a version of having enough of these.

**DEFINITION PROCESSING:** Definition processing is done by asking the preclear to define such things as “exteriorization,” “problems and solutions,” “creativity,” etc. The command is “What is \_\_\_\_\_?”

**INVENTION PROCESSING:** This is done by having the preclear invent various ideas or considerations by which he creates stable data to displace aberrated stable data, and to handle confusions thusly. Commands: “Invent some problems,” “Invent some solutions,” “Assign some intentions.”

**ENGRAM RUNNING:** Persistent subjective situations and engrams can be handled by the following commands. “Tell me something you can not-know about that picture.” “Tell me something that that picture can not-know about you.” Creating “terrible situations,” “confusions,” “bad pictures” by means of creative processing until an abundance of the variety is established is however a superior process.

**MODIFIED GITA:** The entire list in Step Four of SOP 8 can be used with a not-know command as follows: “Tell me something you can not-know about \_\_\_\_\_.” “Tell me something \_\_\_\_\_ can not-know about you.” This is normally used for specific and acute situations or assists.

**LEVEL FOUR.** Opening Procedure 8-C run as in earlier manuals.

**LEVEL FIVE.** Opening Procedure by Duplication First Postulate. This is done until the preclear can duplicate easily. The process is done with a book and a bottle as the two objects. It is done exactly as given in earlier manuals with the following command changes. Commands: “Do you see that book.” “Walk over to it.” “Pick it up.” “Tell me something you can not-know about its colour.” “Tell me something you can not-know about its temperature.” “Tell me something you can not-know about its weight.” “Put it down in exactly the same place.” “Do you see that bottle.” “Walk over to it.” “Pick it up.” “Tell me something you can not-know about its colour.” “Tell me something you can not-know about its temperature.” “Tell me something

you can not-know about its weight.” “Put it down in exactly the same place.” “Do you see that book.” Etc, etc. Run with good two-way communication. Do not vary commands. Does not need to be followed up by regular Opening Procedure by Duplication. Usually flattens in a couple of hours.

*LEVEL SIX.* Remedy of Havingness and Spotting Spots. If the lowest levels are handled well, the preclear should have been exteriorized long since. In case of exteriorization the preclear should have been talked to about it, and over it, and with it, but no further attention should have been paid to it. Separateness processing should bring about an exteriorization of the preclear if the lower levels of processing failed to do so. It would be considered unusual if the preclear had not exteriorized today, by the time he reaches Level Six. In this event the commands and levels should be utilized all over again starting at the bottom. The difficulty was probably not bringing about the rudiments in the first place, or that the preclear had things he felt he could not discuss with his auditor.

By modem processing, Remedy of Havingness and Spotting Spots are done simultaneously in addressing the drill of the exteriorized thetan. The only change would be in using showers of hellos and okays or “things you can not-know” on spots in the universe with which the preclear might have any difficulty in the Grand Tour.

### **L. Ron Hubbard Purposes in England**

I am in England teaching the 4th London Clinical Course which is now about half-way completed. We have a large number of good auditors who are completing their training with this unit. The results in the unit itself are very spectacular as far as training auditors are concerned, and case class very good. We are making in all during the seven weeks of lecturing here—with Jack Parkhouse, DScn on the recording machine, substituting for Don Breeding at this end—seventy-eight lecture hours all on modern processing. Much of the material is new. Eight of these hours are public addresses made at the Lindsey Theatre near Notting Hill Gate. The theatre, by the way, is being swamped every Saturday afternoon and at the second lecture had sold out nearly all of the last two lectures in advance seating. A set of these tapes, made on a fifty cycle Wear-right which is capable of 12,000 cycles, will be retaped in London for use in the rental library which has just been established, and for copying in South Africa where Jack Horner has gone to teach an Advanced Clinical Course unit. A copy made on the Ampex sixty cycle machine of each of these recordings is being forwarded as made to Don Breeding in the U.S. and will be available in sets from the U.S.A. The Saturday afternoon eight hours will be put on rental library if their quality is deemed good enough. Sets of these tapes are available to DScns as they represent a complete rundown of modern Scientology and incorporate all we know in Dianetics, and contain the exact methods of auditing which are today producing the results they are producing. Training DScns will probably want these tapes.

L. RON HUBBARD

LRH :-rd

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[ Operational Bulletins numbered 2 and 3 contain no data of technical interest and so have not been included in these volumes. ]

551 0C24	4LACC-31	Resume of Creative Processes
5510C24	4LACC-32	Lack of Terminals
** 5510C25	4LACC-33	Engrams
** 5510C25	4LACC-34	The Handling of Confusion
** 551 0C26	4LACC-35	Stable Datum and the Study of Science
* 5510C26	4LACC-36	Solving Engrams with Stable Datum, Communication Terminals
** 5510C27	4LACC-37	The Role of a Scientologist

**P.A.B. No. 64**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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28 October 1955

**FIRST POSTULATE**

We've got ourselves a little piece of data here that you might be interested in. It will make this first postulate a little clearer to you.

The native state of a thetan would be the first real postulate, wouldn't it? There is an oddity that occurs: He continues to insist on this native state clear down to the bottom of the scale.

Let's take a look at this. Actually, in his native state, he knows everything without looking, or anything, but he doesn't know any particulars of data. These are all invented. So what you would really call this would be a potentiality, or Pan-Knowingness.

Now as we go on down the scale, he insists upon knowingness, all the way downscale, only he puts it into the form of data, and he gets his knowingness inverted so that all he knows is data, and he loses his capability of knowing.

Another thing that occurs as he goes downscale from top to bottom: He is not looking at anything, and we discover that eventually he begins to insist upon this condition. He starts wearing glasses, not seeing, seeing blackness and so forth. All he is doing is insisting that he is not looking at anything.

We take another one of these things: In his native state he didn't have any space, and so he goes all the way down the tone scale, clear to the bottom, insisting on no space. Only, how does he make "no space," finally? He begins to pull in all the energy upon himself, and crowds himself in real tight, and he is making "no space" by getting everything jammed together. But he is still insisting on the native state.

There are a lot of these native states that you can look over, and you will see that you get a whole string of first postulates out of them. Here they are, native states, and they actually are first postulates.

This is peculiar, to note that thetans insist to each other that they be in their native states, and the way they do this is to say "You're stupid," "You don't know about it," "You don't know any data," "You ought to be in jail," "You should have no space at all," "You shouldn't be moving" (cops are always objecting to people for moving, you know). And they insist, one way or the other, that he doesn't have anything. They say, "You can't have anything."

In other words, the whole society will dramatize this native state to some degree, but on what a horrible harmonic! So a thetan, after a while, begins to believe that all

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these native state postulates are bad. Therefore, he must avoid them, so therefore, he gets entangled, and trapped.

We look this over in processing, and we then move from the locational process up through Two-Way Communication, up into the subjective processes. The subjective processes, therefore, should all be first postulate processes, and the lowest of them would be **“Something you wouldn’t mind forgetting.”** You wouldn’t ever run **“Something you wouldn’t mind remembering.”**

All right, there are two other processes that go along in this subjective band which are intensely interesting. They are quite workable.

Now you understand that you do “Union Station,” or objects on locational processing, on **“What don’t you know about that object?”** and **“What doesn’t that object know about you?”** But now we have other places we can go, and one of the places we go is, of course, up into the subjective process band, which lies above Two-Way Communication.

Some of the subjective processes which are the most interesting are **“Find some no-space,”** **“Tell me some things you are not looking at,”** **“Tell me some things that are not looking at you.”**

You see at once that these are native state situations so these are very, very good subjective processes. They are run on a straight wire basis. So you see what a neat group that makes. But the ones that run fastest are these first postulate processes. **“What aren’t you looking at?”** **“What isn’t looking at you?”** **“Locate some no-space,”** **“What don’t you have to locate?”** **“Something you wouldn’t mind forgetting”**—all these are intensely workable.

We would move up from there into a new oddity, and that would be 8-C. Did you ever hear of 8-C before?

Do you know why 8-C works? 8-C works very interestingly. It is totally on a tolerance of command, and the continuous postulation of feeling or seeing something. 8-C, as a process, assumes the native state in a thetan and then tells him to go to the second postulate.

Here is a thetan. You are processing him. You are evidently assuming that he is in a native state, because you are saying **“Look at the wall.”** So you assumed that he wasn’t looking at the wall before you said, **“Look at the wall.”** You are taking over the automaticity of the second postulate. That’s why it works.

The third part of 8-C is just taking over more second postulates. He says, “I’m not looking at anything. Now I’m going to look at something. Now I look at that thing. Now I see it.”

We could probably dress up 8-C a little more workable just on this basis, but I don’t think it’s necessary, at this time, because it works, just the way it sits. But maybe you should understand it a little better just on the basis that we are assuming, all during 8-C, not that the guy is crazy, but that he is in a native state, and that his attention has to be directed to things.

So we take over all these automaticities, and he comes upscale.

Now let’s apply this native state principle to Opening Procedure by Duplication. We are again telling him to look at one object, and telling him to look at another object.

Natively, he was able to totally duplicate the object. Now he doesn't know anything about the object, so we could run "don't know" in here again. We could say, "See that book? Walk over to it. Pick it up." And now we run a higher first postulate on him: "What don't you know about it?" "All right. Put it down in exactly the same place. Do you see that bottle? Walk over to it. Pick it up. All right, tell me something you don't know about it."

You could run this on this same basis on a first postulate, too, and it would be an intensely workable process.

Of course, when we go up to Remedy of Havingness, we are assuming he doesn't have anything, and we are giving him something. So we are taking over the automaticity of having something, but we are again assuming that he is in a native state. The process assumes this, and then makes him dramatize, knowingly, the second postulate. Have something. He hasn't got anything—now he has something.

As far as Route I is concerned, Route I is a far more native state than being in a body, and just drills on it, all by itself, of course, would accomplish a great deal. But you could take Route I and ask him what he didn't know about these various locations on the Grand Tour and these incidents, all up the track, would blow.

Our assumption, as auditors, that the thetan is in a native state, and that we are then going to make him take over the automaticity of living by doing it himself, is a very valid one, and is evidently the one that produces the greatest result at this time.

So here is just a little change of mind in the way you look at processing. We take the native state of a thetan. We figure out "What is the thetan's native state?" He is not in contact with space, energy, mass. He doesn't have any dimension. We take this as the first condition. He can make a postulate out of this condition, and then he makes a second postulate, and the second postulate is a lie.

You can assume that he is in a native state, and make him make the first postulate, and you will have an intensely workable process. We assume he knows all there is to know about people, and then we say, "All right. Tell me something you don't know about that person." We are running the first postulate, right away.

Now if you assume a thetan is bad off, plowed in, and is not even vaguely in his native state, you will tend to run processes which will spin him in. If you are running him from the attitude that he has to come upscale to feel a wall, this is a bum deal.

The attitude you should run him from is: Here's this poor little thetan, all stupid, and we're going to show him a wall. We will find out that understanding of him, then, proceeds at a much higher rate.

You will get, sooner or later, a very important thing here. It is actually the auditor being there, two-way communication, and the assumption about the native state of the preclear that produces auditing.

When you particularize too solidly on a process, without paying attention to these three things, you don't get any auditing done.

L. RON HUBBARD

# CERTAINTY

Vol. 2, No. 11

[1955, ca. November]

*The Official Publication of*  
DIANETICS and SCIENTOLOGY  
in the  
British Isles

## The Six Levels of Processing

L. Ron Hubbard

(For the first time *Certainty* magazine has the scoop on new material, beating out the *PAB* and *Ability*, the only other magazines in Dianetics and Scientology which have the goals of helping people.)

### BASIC THEORY

(Ref. Axiom 36, *Creation of Human Ability*)

There are five items in Scientology which have been discovered which make the difference between slow cases and fast cases, failed cases and successful cases. These are:

NATIVE STATE: A thetan in his native state has the potential of knowing everything. If one knows everything he cannot have a game. To have a game one must make a postulate:

*FIRST POSTULATE: I do not know about .....*

*SECOND POSTULATE: I know about that item.*

*THIRD POSTULATE: I have forgotten about that item.*

*FOURTH POSTULATE: I remember that item.*

The first postulate, because it is not perverted or denied, is the truth. The second postulate, since it denies the first postulate, is a lie. The third postulate is the not-is-ness of the second postulate. The fourth postulate is the alter-is-ness of the third postulate. Hence the act of continuous remembering brings about the changes in mass which we call ridges. The act of forgetting is putting aside and twisting something which is already a lie. The act of knowing about SOMETHING is not only an invention but a denial of the first postulate. The first postulate is a denial of the native state of a being. Hence we have the various conflicts of the mind.

CONFUSION: Random knowingness and not knowingness create when unaligned a confusion.

AXIOM 53: A Stable Datum is necessary to the alignment of data.

AXIOM 54: A tolerance of confusion and an agreed upon Stable Datum on which to align the data in a confusion are at once necessary for a sane reaction across the eight dynamics. (This defines sanity.)

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## RUDIMENTS OF AUDITING

ONE: Awareness of the auditor, the auditing room, that a session is in progress and that the preclear is being audited.

TWO: Two-way Communication on a casual basis.

THREE: The delivery of the question.

FOUR: Communication Lag.

FIVE: The acknowledgement of the question.

SIX: The duplication of that exact question.

### STARTING A SESSION

Establish ONE of Rudiments.

Discuss any present-time problem. If there is one ask the preclear what he means to do about it often enough to as-is some of its confusion by injecting into it stable data or unbalancing it by deciding to make a forward motion toward it.

Follow remainder of Rudiments while doing so.

### LEVEL ONE

#### *LOCATIONAL PROCESSING:*

The object of Locational Processing is to establish a stability in the environment of the preclear on the subject of objects and people. It can be run in busy thoroughfares, graveyards, confused traffic or anywhere that there is or is not motion of objects and people. It is run in the auditing room itself to orient the preclear.

Commands: "Notice the (object)."  
"Pick out some people who seem especially real to you."  
"Spot a car."

When a preclear is oriented and up in A-R-C, shift to:

#### *SEPARATENESS:*

The object of the Separateness version of Locational Processing is to establish and run out identifications. It is noteworthy that its opposite Togetherness does not run and is not a workable process.

Commands: "Select an object from which you are separate."  
"Select an object which is separate from you."

Run the first command only until the end of any given session or until the preclear "dopes off." Then run the reverse command the next session until its end or until the preclear "dopes off." If grogginess or "dope-off" occurs run the opposite command until pc is alert, then return to the "command of the session." This method is used on all commands in LEVEL ONE only.

#### *SEPARATENESS FROM PEOPLE:*

This is used to remedy valence difficulties, to establish identities and run them out, and to raise the tone level of the preclear on the third dynamic.

Commands: "Select a person from whom you are separate."  
"Select a person who is separate from you."



### *WATERLOO STATION* (First Postulate Union Station):

This process is utilized only when the earlier steps of Locational Processing have been completed and when the preclear is in excellent A-R-C with his auditor. This is the power-process of the group of processes we call Locational Processing. An extraordinary amount of two-way communication and in particular acknowledgement must be used to run this process. Run at least 15 hours in frequented places.

Commands: "Tell me something you can NOT-KNOW about that (indicating or describing) person."

"Tell me something that person can NOT-KNOW about you."

To not-know is an ability.

### LEVEL TWO

This level is reached when the preclear is originating communications smoothly and, without coaching, acknowledging the auditor's communications well.

There is no command, as such. There is a subject of communication: secrets. It is expected here that the preclear will now discuss freely his various problems.

### LEVEL THREE

This is the subjective level. Here the preclear is invited to inspect his own "reactive bank" or his own thought processes. All the processes of Dianetics and early Scientology were subjective processes; it is noted that these did not work on some persons since no homo sapiens can actually introvert safely with a very good auditor on the job unless he has already attained this level.

#### *DEFINITION PROCESSING:*

Definition Processing is done by asking the preclear over and over, smoothly and pleasantly, keeping good two-way communication, to define such things as *Exteriorization, Problems and Solutions, Creativeness, etc.*

Commands: "What is \_\_\_\_?"

#### *INVENTION PROCESSING:*

This is done by having the preclear invent various ideas or considerations, by which he creates stable data to displace aberrated stable data.

Commands: "Invent some problems."

"Invent some solutions."

"Assign some no-intentions."

#### *ENGRAM RUNNING:*

The resolution of only persistent engrams is done by Level Three Engram Running. It is only done when specific difficulties are apparent from obvious engrams. The name is also given and the process used on strange manifestations in the reactive bank such as "demons" and "hallucinations." **WARNING:** This process is only done when lower levels are entirely flat.

Commands: "Tell me something you can NOT-KNOW about that picture."

"Tell me something that that picture can NOT-KNOW about you."

These commands are run, a few of one, a few of the other, then a few of the first again, etc. The command can be varied when some other manifestation is being addressed.

*MODIFIED GITA :*

Run “Things you NOT-KNOW about ...” with the Expanded Gita List of SOP 8.

LEVEL FOUR

*OPENING PROCEDURE 8-C:*

This is run exactly as given in earlier manuals. This is the upper harmonic of Locational Processing and accustoms the preclear to taking commands, discovering that these do not create new confusions, and making decisions.

LEVEL FIVE

*OPENING PROCEDURE BY DUPLICATION BY FIRST POSTULATE:*

This is done until the preclear can duplicate easily. The process is done with a book and a bottle as the two objects. It is done exactly as given in earlier manuals with the following command changes:

Commands: “Do you see that book?”  
“Walk over to it.”  
“Pick it up.”  
“Tell me something you can NOT-KNOW about its colour.”  
“Tell me something you can NOT-KNOW about its temperature.”  
“Tell me something you can NOT-KNOW about its weight.”  
“Put it down in exactly the same place.”  
“Do you see that bottle?”  
“Walk over to it.”  
“Pick it up.”  
“Tell me something you can NOT-KNOW about its colour.”  
“Tell me something you can NOT-KNOW about its temperature.”  
“Tell me something you can NOT-KNOW about its weight.”  
“Put it down in exactly the same place.”  
“Do you see that book?”  
Etc. etc.

Run with good two-way communication. Do not vary commands. Does not need to be followed by regular Opening Procedure by Duplication.

LEVEL SIX

This is the level of the remedy of havingness and spotting spots. By modern processing these are done simultaneously in addressing the drilling of the exteriorized thetan.

The only change would be in using showers of hellos and okays or “things you can NOT-KNOW” on spots in the universe with which the preclear might have any difficulty.

By modern processes the preclear should have been exteriorized some time earlier in processing without much being done about it beyond recognizing the fact clearly.

Any preclear exteriorized earlier than this release should be started at Level One and carried through all steps.

**LRH TAPE LECTURES**  
London, England  
28 October—5 November 1955

5510C28	4LACC-38	The Anatomy of Terminals
5510C28	4LACC-39	Title unknown
** 5510C28	4LACC-40	Intolerance
5510C29	LPLS-7	Automaticity—Cause and Effect
** 5510C29	LPLS-8	Power of Choice and Self-Determinism
** 5510C31	4LACC-41	How to Audit
5510C31	4LACC-42	Training of an Auditor
5511C01	4LACC-43	The Preclear's Reality
5511C01	4LACC-44	Improvement in Technology
5511C02	4LACC-45	Title unknown
5511C02	4LACC-46	Randomity and Automaticities
5511C03	4LACC-47	A Review of the 4th London ACC
** 5511C03	4LACC-48	Attitude and Conduct of Scientologists
5511C05	4LACC-49	New Understanding of Universes
** 5511C05	4LACC-50	End of Course Lecture

**HUBBARD PROFESSIONAL COURSE LECTURES**  
London, England  
8—10 November 1955

L. Ron Hubbard gave the following lectures to the Hubbard Professional Course in London during November, 1955:

** 5511C08	HPC N5-1	Six Levels of Processing, Issue 5, Level 1
5511C08	HPC N5-2	Six Levels of Processing, Issue 5, Level 2
5511C09	HPC N5-3	Six Levels of Processing, Issue 5, Level 3
** 5511C09	HPC N5-4	Six Levels of Processing, Issue 5, Level 4
** 5511C10	HPC N5-5	Six Levels of Processing, Issue 5, Level 5
** 5511C10	HPC N5-6	Six Levels of Processing, Issue 5, Level 6

**P.A.B. No. 65**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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11 November 1955

**FROM A LECTURE BY L. RON HUBBARD ON**  
**MEST PROCESSING, JULY 7, 1951**

A person's self-determinism is immediately and directly established in ratio to his handling of MEST.

Self-determinism goes down as a person goes down the tone scale, so what do you finally get? You get a person around 0.5. This person's self-determinism is OUT. They are not self-determined, they are determined by something else—not by themselves.

Furthermore, they can't handle MEST.

The "I" confuses the organism itself with the MEST it cannot handle, and selfdeterminism deteriorates.

It happens something like this: The "I" gets to a point where it obviously can't handle other MEST, so it can't handle itself, either. It can't handle space. Not only is it unable to put somebody else through space, it can't put "self" through space. And so on!

So here you have the tug and pull below 2.0 on the tone scale.

Here is an individual riding at 1.5, and here is another individual riding at 0.5. The 1.5 is trying to make the 0.5 into the 1.5's MEST. Here is an individual confusing an organism with MEST. Here is the 1.5 trying to take this other person and OWN him as MEST.

If you have, also, a 1.1 here, the 1.5 is trying to make the 1.1 into his MEST and the 1.1 is fighting back to the extent of trying to nullify the 1.5 to the point where the 1.5 is a 0.5—and then the 0.5 becomes the 1.1's MEST!

Here is the leading order of the tone scale below 2.0.

Nullification is worked on the 1.5 so that the 1.5 can be owned by the person occupying the lower band on the tone scale. The 1.5 will take a 3.0 and try to move him on down to a 0.5 so that the 1.5 can OWN him.

The organism, below 2.0, is more MEST than theta, actually, and entheta, being confused and chaotic like MEST, behaves to a large degree like MEST.

Here is your battle of the strong and the weak. In other words, the battle of the 1.5's and the 0.5's.

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The only way you can possibly get along is up in the bracket of ARC, because these other things don't win.

Nobody ever succeeded in owning another organism. It can't be done.

You can own a horse—with ARC! You can be nice to the horse, and the horse understands you, and you just get along fine. The horse is very glad that you are riding him, and everything is happy—and that horse stays in good shape.

But let's "own" the horse! "Okay, you brute, you beast, you will do exactly what I say!" Before long, you have a 0.5 horse, and that 0.5 horse will develop spavins, spasms, and everything else.

The only way 3.0's can operate is on data, and exchange of ideas, and reaching an agreement with relationship to that data.

---

This is an added observation which I now realize I have been "adding" for a long time. 2 and 2 make four unless you insist on having spots before your eyes (instead of stripes) when they make either .22 or 2.2—anyway:

Have you ever seen a person (so called) below 2.0 on the tone scale who ever accepted the fact that Scientology was REAL? I have seen them say, "Why sure, it's wonderful," but I have also had the privilege of processing some of these characters, and so far I have yet to see one who had any reality on it. Just an observation, but it continues to explain SO MUCH.

They will sell it, or use somebody else's idea of its reality to make hay for their own stack (below 2.0 a barn is too much MEST to own, and they have already started in on organisms).

But for themselves? Just you try to process one on an advanced technique, and you will see what I mean.

And so, as sweet thought for the day, I give you all those "tough cases."

Please, Sir, will you prescribe a process for the processing of processing toward reality on the subject of Scientology itself.

I have a feeling I will hit it in a tape.

When I do, I will send it to you.

L. RON HUBBARD

## ALL AUDITORS, ALL CONTINENTS

**SIX LEVELS OF PROCESSING—ISSUE 5**

NOTE: Issue 5 of SLP is not a final issue of this operating procedure and is subject to change especially in the matter of command wording. However, the processes here reproduced have been evolved into a workable state and have been run with success with the commands given. Issue 5 of SLP is released at this time because it is better than previous material, not because it is the final form of SLP.

With SLP is introduced a method of auditing and a new auditing atmosphere which articulates the attitude best calculated to maintain continuing stable data in a case. The auditing atmosphere is A-R-C, with gain marked by continuing rises in A-R-C. With SLP a somatic or boil-off means reduced A-R-C and is an indication of an auditing break in A-R-C. With SLP comes the COMMUNICATION BRIDGE, restarting sessions, maintenance of high R, and liberal use of processing outside an auditing room.

All assist type processes are outside SLP except for the present time problem. The emphasis of SLP is on bettering the pc's reality and power of choice.

## LEVEL ONE

## RUDIMENTS:

These must be established at the beginning of every session. They must be re-established each time the pc tends to go out of session.

The rudiments are:

- (a) Find the auditor.
- (b) Find the pc.
- (c) Find the session environment.
- (d) Establish that a session is in progress.
- (e) Accept every comm the pc originates.
- (f) Acknowledge every command execution by the pc.
- (g) Agree upon the process and the command form before using and do not confuse it.
- (h) Use two-way comm liberally.
- (i) Follow the Auditor's Code.
- (j) Deal with present time problem which may be present at the beginning or arise during or reoccur during a session.
- (k) Use a Communication Bridge at every process or area change.
- (l) Establish goals by two-way comm and the command, "Assign an intention to \_\_\_\_\_(auditor indicating object)."
- (m) Run SOP 8-C as given in *Creation of Human Ability* until pc is certainly obeying auditing commands and is under control.

## LEVEL TWO

## LOCATIONAL AND NOT-KNOW PROCESSES:

Run in populated places, ambulant.

## (a) Energy Sources:

Have pc spot acceptable energy sources. Do not permit him to spot statics unless he is ready for it. Run until pc can empower terminals. Command: "Spot an acceptable energy source."

- (b) Spotting Objects:  
Have pc spot objects in a place with ample space and objects. Command: "Spot an object."
- (c) Spotting People:  
Have pc spot people in populated places. Command: "Spot a person."
- (d) Separateness from Objects:  
Have pc spot objects he is separate from, then objects separate from him.  
Commands:  
"Locate an object from which you are separate."  
"Locate an object which is separate from you."
- (e) Separateness from People:  
Have pc spot people he is separate from, then have him spot people separate from him. Commands:  
"Locate a person from whom you are separate."  
"Locate a person who is separate from you."
- (f) Waterloo Station:  
Have pc spot people about whom he can Not-Know something and then have him spot people he is willing to have Not-Know things about him. (Auditor selects persons.) Commands:  
"Tell me something you wouldn't mind not-knowing about that person."  
"Tell me something you wouldn't mind that person not-knowing about you."

### LEVEL THREE

#### DECISIONAL PROCESSING:

Run in quiet places or auditing rooms.

- (a) Think a Placed Thought:  
  
The object is to train the pc to think thoughts exterior to his head and thetan bank to obviate the "cave-in phenomena of Axiom 51".  
Command (auditor indicating object or position): "Think a thought in(on) that\_\_\_\_\_."  
Alternate Command: "Do you see that (object)? Think a thought in(on) it. Did the thought appear where it is?"
- (b) Choice Rehabilitation:  
  
Using the ability acquired in Level Three (a), have the pc make choices between two objects indicated by auditor. Command: "From (indicated point) make a choice between (indicated positions or objects)."
- (c) Directed Decision Rehabilitation:  
  
Using the ability acquired in (a) and (b), exercise the pc on decisions. Command: "Putting the decision on(in) that (indicated object) make a decision about it."
- (d) Permissive Decision Rehabilitation:  
  
Using the abilities acquired in (a), (b) and (c), turn pc loose on decisions. Decisions must be outside head and bank. Command: "Decide something."

### LEVEL FOUR

#### OPENING PROCEDURE BY DUPLICATION:

Done in an auditing room with a book and a bottle.

Commands: "Do you see that book?"  
"Walk over to it."

“Pick it up.”  
“Not-know something about its colour.”  
“Not-know something about its temperature.”  
“Not-know something about its weight.”  
“Put it in exactly the same place.”  
“Do you see that bottle?”  
“Walk over to it.”  
“Pick it up.”  
“Not-know something about its colour.”  
“Not-know something about its temperature.”  
“Not-know something about its weight.”  
“Put it in exactly the same place.”  
“Do you see that book? (etc)”

## LEVEL FIVE

### REMEDY OF COMMUNICATION SCARCITY:

The object of this step is to restore abundance on any and all communication possibilities. Done in an auditing room.

(a) Create Confusion:

Command: “Mock up a confusion.”  
Alternate Command: “What confusion could you create?”

(b) Creating Terminals:

The pc may have to be coached into mocking up unknown confused black terminals and thus into good terminal mock-ups. Commands:  
“Mock up a communication terminal.”  
“Mock up another communication terminal.”

(c) What Wouldn't You Mind Communicating With:

Duplicate the auditing command exactly. Don't red-herring (go chasing after facsimiles). Command:  
“What wouldn't you mind communicating with?”

(d) Creating Family Terminals:

Have pc mock up until he has an abundance of any and all persons he has ever used as anchor points. Commands:  
“Mock up your (father, wife, mother, husband).”  
“Mock him(her) up again.”

## LEVEL SIX

### REMEDY OF HAVINGNESS AND SPOTTING SPOTS IN SPACE:

Route One:

An exteriorized step done as given in *The Creation of Human Ability*.

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L. RON HUBBARD

[The above Operational Bulletin basically duplicates an issue dated 8 November 1955 titled *Six Levels of Processing - Issue 5*. ]



*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## What Are You Going to Do About It?

**L. Ron Hubbard**

Scientology has several problems it really shouldn't have. These are third and fourth dynamic problems. It should be enough that a science developed for the good of Man, and given freely into his knowledge, should simply be itself disseminated as itself, and without further intrusion into world affairs, but it so happens that the people of Dianetics and Scientology have an interest in the playing field called Earth. Looking broadly about, one does not find very many people interested in the preservation of this playing field. They do not believe that it is their responsibility. The government of country A does not believe it is their responsibility; the government of country B does not believe it is their responsibility. It is very possible, from the view of a survey recently conducted, that there will be no actual forward effort at any time, anywhere, to modify the threatened havoc of the atom bomb, unless it is done quietly and effectively by a group which is interested beyond the interest of governments.

It is the belief of Scientology that no government should be interfered with. When a government is changed, it is changed to resume its old shape. No revolution is successful. It is a maxim of Scientology that if a Scientologist is trained within the boundaries of Libya, he is expected to follow out the training and beliefs of his nationality, and to support to the last degree his own government. Similarly, a Scientologist of the U.S.A. or a Scientologist of Great Britain is expected to support his own government to the fullest possible extent. Any and all changes which occur by reason of more knowledge occur along the lines of evolution and not along the lines of revolution. Therefore, Scientology is so far from seeking changes in governments that it would contest to the ability of every last communication line any threatened change in any government anywhere.

However, there is something which is above nationality today. It is even above the level of the United Nations which has proven its inability to handle the problems. Man is confronted with a weapon of such magnitude and range that unless some solution appears for this weapon, Man will cease to exist, and all life may cease to exist upon this planet.

How does one then influence a problem of this magnitude beyond the level of nations?

The answer to this problem is communication. We have seen that an area of enturbulence ceases to exist as soon as communication is levelled into it. True, the area has a tendency to explode somewhat in our faces before it as-ises, and tames. However, the answers to such problems as the atomic bomb lie in the problem of communication.

The communication of more knowledge, the communication of better abilities itself could bring about this change in time. However, we may not have this much time before us. Therefore, it is better that we communicate specifically upon the problem of

the atomic bomb itself, and this is what we ask the peoples of the world as our communication, "What are you going to do about it?" By communicating, and by signaling the fact that no one is taking active responsibility for it, it may be that we can bring about vast significant changes upon the third dynamic.

There is a great deal of technology associated with this. Communication lines of great magnitude are necessary, but all these things are at this moment in preparation. We have never beheld a more sweeping forward look than we have at this time. There is no reason to suppose that we will fail. We know the thing *not* to do, and that is nothing.

We are not a group or organization dedicated exclusively to the bringing about of peace, but we are forced by our own impulses of self-preservation to take a hand in this game which seems too big even for nations to play. Nations cannot play this game because nations are not individuals. We are individuals and we know we are individuals, therefore, we can communicate to the world upon this problem without defying our own nationalities or enturbulating or upsetting the course of nations themselves. The bomb is bigger than nations and we ourselves as individuals, any one of us, have greater co-ordinative abilities than nations themselves. Thus the responsibility is ours, thus our campaign. We will tell you more about this. We are in deadly earnest. We have for the first time a good solid and workable answer to the problem of the atomic bomb, and we mean to use it. We know that if we communicate on the subject, we will be rewarded by solution to this gravest threat Man has ever had. We mean to do it. That's the way it is.

Ron

HUBBARD COMMUNICATIONS OFFICE

1 Brunswick House,  
83 Palace Gardens Terrace,  
London, W.8.

OPERATIONAL BULLETIN NO.5

[ca. mid-November 1955]

All HAS Offices, All Continents

**LIMITED COMPANY PROCEEDING:** The HUBBARD ASSOCIATION OF SCIENTOLOGISTS OF THE UNITED KINGDOM is proceeding with fair rapidity to its completion. This will be its official name even though it spells HASUK. Its offices will be located at No. 1 Brunswick House, 83 Palace Gardens Terrace, London W.8, and its phone number will be BAYswater 5780. It has passed the stage of being okayed for its company name by the Registrar of Companies in London which had some question as to calling a limited company an Association, and for a while we thought we would have to get real inventive to delete the word "Association" from the title, but it got by anyway. It will be governed by a Board of Trustees. Being a limited company it is the first entirely English and British HAS. As the Queen doesn't mind "aliens" holding shares you can guess who has the controlling finger in the pie.

This limited company succeeds to the control of all other United Kingdom HASs—Australia, South Africa, etc. This is important, for in those countries an incorporated entity has to be incorporated in every single state and being so has no power in any other state. You would have to have five separate corporations to cover Australia (or is it seven). But by qualifying the HASUK in each, a well connected organization can thus result though each one can be autonomous. In South Africa they are holding on with a course waiting for the HASUK papers to file them for SA operation. There is an existing HAS of SA held by Albert Low which I suppose will be turned over to the HASUK by Albert depending somewhat on Albert, who will I am sure cooperate. In Australia Johnny Farrell and some other fine chaps have an HASI; it however is limited in an extreme rather than a company sense, being in only the one state, Victoria. I believe, depending somewhat on them, that they will close it out and open a new qualified HASUK and then qualify the HASUK in each one of the Australian states, appointing a resident agent for each branch and the whole being managed by a committee composed of the already existing Australian directors. Similarly the HASUK can be qualified at small expense in every state in South Africa and the whole again managed by a committee there. Those in interest on this will receive HASUK limited company certificates for their use in qualifying it in all these states. That's a stack of qualifications for which the HASUK will pay. These papers will be forwarded in a very few weeks.

**CHURCH OF SCIENTOLOGY GOING IN IN ENGLAND:** Already having started with great success the "I will talk to anyone for you about anything" ad in London (Ray Kemp piloting), the Church of Scientology is being placed in a limited company status in the United Kingdom. CHARTERED CHURCHES will be available to qualified auditors throughout the United Kingdom. The Central UK Church of Scientology will issue the charters on a tithe basis. All ordinations will be committed by the Central Church, not the chartered churches. Ordinations must have an HPA or HCA in full force as a requisite, plus general good standing. An ordination and its certificate will cost 5 gns to those qualified. A Sunburst Cross and lapel pin will cost 8 gns. The cross is a lovely thing of pure silver about three inches high, hung with a plain silver chain from the crossbar. It is worn with any collared shirt or dress about the throat, a distinctive badge. Qualified auditors may apply now.

**WHAT TO AUDIT TODAY:** If there's any doubt in anyone's mind as to what we ought to be using on preclears, it's SIX LEVELS OF PROCESSING, ISSUE 5. And if there's any doubt about that, use only LEVEL ONE on any pc. And if there's any doubt about that, use only the PRESENT TIME PROBLEM PART of Level One as far as techniques go.

**AUDITING THE PT PROBLEM:** A pc could be said to be a composite of a consecutive series of Level One present time problems. His body for instance is his chief p.t. problem. If you had only one process today to work on any case of any level from psycho to Op Thetan, it would be working present time problems with the “problem of comparable magnitude” process. This is called simply “Invented Problems of Comparable Magnitude”. It is a precision tool with precision commands.

It is done this way: The pc by two-way comm, having been started into session, is asked to come up with and isolate ANY present time problem of no matter what size. He is not bird-dogged on to his chronic somatic or other specific difficulty since this may be beyond his grasp at the start and because it will come up inevitably in its turn. Once the auditor has gotten the pc to articulate ANY one present time problem the auditor then says (precision commands here), “Can you invent a problem of comparable magnitude?” or “Can you invent a problem as big as that one?” When the pc does this the auditor then says (precision command wording, use no other), “What could you do about that one?”, meaning the invented problem. (The word is “could”, not “can”.) The pc is finally two-way commed into actually hazarding that he might do so-and-so and such-and-such about the invented problem, at which time the auditor says, “Fine. Now what ELSE could you do about that problem?”, again meaning the invented problem, the same one.

In such a way the pc gives solution after solution, no matter how poor and without being challenged on whether or not they would work or would solve the problem until he has solved the invented problem. **IT IS VITAL THAT THE PC BE BROUGHT TO A FINAL SOLUTION TO HIS SATISFACTION OF THE INVENTED PROBLEM, UNTIL HE VOLUNTEERS THAT IT IS SOLVED: THEREIN LIES THE TRICK.** Don’t go on to new invented problems until the old one is in pieces. Make the pc then invent a new problem **IF HE IS STILL WORRIED ABOUT THE REAL PROBLEM HE BROUGHT UP.** If, upon discussion the pc is no longer concerned with the real problem, then two-way comm him into a location or isolation of a new present time problem. If he is still worried about the old problem or first one, have him again invent one of comparable magnitude to it. If he is not worried about the old one, have him find a new problem in his life (present time) and then have him invent the “problem of comparable magnitude” again with the same commands, “Please invent a problem as big as that one,” “What could you do about the invented problem?”, having the pc get solution after solution or action after action proposed about the invented problem until he feels he’s whipped it and volunteers same to the auditor (the auditor doesn’t fish for solution-final).

An auditor will discover that a pc with higher and higher cognition **ALWAYS** has a present time problem no matter how many have been solved. And the composite of these problems is the pc’s case (not a composite of OLD problems). The pc’s case is a composite of present time problems. Thus the oldest axiom but one (**SURVIVE**) that he has is back at work: **THE FUNCTION OF THE MIND IS TO POSE AND RESOLVE PROBLEMS RELATING TO SURVIVAL.** And boy does this work! I really sprained a beam when I invented this “Invented Problems of Comparable Magnitude”.

**SIX LEVELS OF PROCESSING, ISSUE 5:** If you gaze deeply into the brief pages of SLP, Issue 5 you will find a lot of things that are good for cases, and a good clean look at Level One will give you the start-out that any cases needed. The funny part about Issue Five is that it is not necessarily a graduated scale like all its predecessors. Almost any case runs at any of its levels, and anyone who exteriorizes can run at once at Level Six. But none run without Level One.

**EXTERIORIZATION TODAY:** Today’s idea of exteriorization is that it happens and that it must be **FULLY** acknowledged but that one, acknowledgement of it and discussion of it with the startled pc done, then continues the process which the pc exteriorized on. In other words one doesn’t change his entire auditing just because of exteriorization. One notes it and carries on and it then gets better. You can’t keep them in their heads anyway with SLP, Issue 5—why, try to work them outside.

**TWO-WAY COMM:** An auditor (Old-time HDA) said, "I know modern auditing is an awful lot of yak...." So I finally got two-way comm across to him in this wise. "Today the auditor is a salesman who is trying to sell the pc on the idea of changing his mind about a lot of things. With two-way comm he makes this easy." And the HDA understood.

**HCA/HPA CURRICULUM:** What tapes? We were giving live lectures everywhere. It's now advanced considerably. For awhile let's set up a tape schedule, for the training in all levels is being given a new auditing STYLE. Opening and closing sessions, the Communication Bridge, Two-way Comm et al are new to most. Thus the gradient scale of importance of what an auditor must know is as follows:

1. Reality on Scientology (by case success in himself or others and by orienting old data he has by new Scientology stable data that he selects out);
2. Auditing Style and Mechanics (as per Level One);
3. Six Levels of Processing, Issue 5;
4. Scientology Vocabulary;
5. Axioms of Scientology;
6. Auditor's Own Case.

These are reviewed in HAA levels. Axioms are expected COLD at HAA level. The London HPA November Lectures are a must. So are the earlier 26 half-hour lectures of 1954. So are some of these ACC lectures. Therefore the instructor had better have a leading student and a tape PLAYER (so the student can't wipe tapes) and an evening schedule to get these in. The HPA Nov. '55 will be airmailed for \$60. (If I said £60 earlier it was a slip.) They have the ACC lectures in SA and can sell them for that area only. Silver Spring and London are both copying Hi-Fi (Silver Spring a bit higher Fi) the HPA and the 4th London ACC tapes. Both have and can furnish the 1954 HCA 26 half-hour tapes. Also there are some 15-minute lecture per step Route One tapes you can have for \$23 a set. These haven't been generally released before.

With this new auditing style and the fabulous work being done with SLP, Issue 5, we can't be backwards in our training or old in our approach. So please modernize courses FAST. IT HAS ALWAYS BEEN MY BELIEF THAT THE SUBJECT TRAVELS AS FAST AS IT IS WORKABLE. Upon that axiom we have built up to where we are. Thus a delay in using new training material is a delay in the subject. I'm not trying to sell you tapes. We'll never climb out of the red on these unless it's by workable Scientology.

**CLINICAL PROCEDURE:** All Hubbard Guidance Centers should be using SLP, Issue 5, with emphasis on LEVEL ONE and the p.t. problem, briefer emphasis on earlier steps of Level Two, solid emphasis on WATERLOO STATION. Emphasize then SLP, Issue 5, Level One and Waterloo Station. Get each of these fully flat. First twelve hours of an intensive most cases on p.t. problems, three on assign intentions, ten on Waterloo Station, rough estimate.

**ATTITUDE TOWARD PSYCHIATRY:** "The medical profession, healing groups and ourselves are attempting to get psychiatry to accept on a pledge of no harmful treatment psychotics who now have to be withheld from psychiatrists and institutions because of the real danger that they will have their backs broken, their teeth knocked out or their brains damaged by shock, drugs or surgery. We and other committees are trying to get psychiatry to make such non-harmful facilities for the insane available in order to serve the medical and healing professions so that these can dispose of their insane patients without themselves being guilty of murder or mayhem upon them. It's an international movement."

L. RON HUBBARD

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**P.A.B. No. 66**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
163 Holland Park Avenue, London W.11

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25 November 1955

**FIRST, SECOND, THIRD AND FOURTH POSTULATES**

Identification and differentiation are the two extremes of processes. An auditor really ought to make this experiment, just to show him the way things go. He should sit a preclear down and ask him what things are like things.

Something curious occurs—he plows right on in. It's the second postulate. "What thing is like what thing?" is the second postulate.

Now we turn around and run him on what things are different from what things and he clears right up and gets as bright as a dollar.

So if we ask somebody to look around at all those people and find people he is like, we immediately find out why old Dianetics Straight Wire had such a terrific limitation. It had this limitation simply because we were saying, "**All right, who had that manifestation?**" "**Oh, you have a twitch there?—Well, who had that?**"

It would only run for four or five questions before it would plow in, so it was a hit-and-run process. The reason for this was: we were running identification.

So, if we were to take somebody out to a railroad station and say, "**All right, now pick out some people around here that you are separate from,**" he would get sharp and bright, and he would feel wonderful.

Let's just take a shadow of that now: "**Get a person there that you are the same as.**" "Now get some things you have that are the same as the things you have." The same, the same, the same, and all of a sudden this guy goes "Gug!" He doesn't like it!

So if we ask him "**What do you know about that person? Something else you know about that person; something else you know about that person,**" we don't have the full effect, but we have some little echo of this identification effect.

A very searching look at whether it is better to hit and run—one person, another person—tells us immediately something that is quite interesting: that if we found a lot of things you know about that one chair, for instance, the process would be effective, but it would be only about one-tenth as effective as "**What do you know about that chair?**" "**What do you know about that table?**" "**What do you know about that lamp?**"

We find they fit on a scale as follows:

First Postulate:	NOT- KNOW
Second Postulate:	KNOW.

So far we have been going with nothing but material objects or spaces.

Now, the third postulate is: FORGET, and the fourth postulate is: REMEMBER.

Forget and Remember stand in relationship to each other as an abstract first postulate, you might say, Forget, and the second postulate is: Remember.

Therefore, Remembering processes and Knowing processes simply make the person able to handle a second postulate. Therefore, they are long.

However, they don't run out very well.

If we wanted to run out Knowingness, we would run Not-Knowingness.

In view of the fact that a lot of people just know things that are horrible, it would be to some advantage to run out some of this Knowingness. It is very false Knowingness, isn't it?

So we have the consideration added to each one of these postulates: Good, Bad, Survive, Succumb, and that is added to Not-Know. Good or Bad, to Not-Know. Taking the second postulate we would have Good or Bad, Survive or Succumb, as Know. Good or Bad, Survive or Succumb, as the third postulate, Forget, and Good or Bad, Survive or Succumb, to the fourth postulate, Remember.

Now let's look at that in conditions of existence, and we discover that an object, or something, must have presented itself, about which the individual didn't know, and he'd have to decide that he didn't know about it, before he would decide that he would have to know about it. So he is not-ising his Not-Knowingness, by knowing.

In order to forget about it, he has to not-is his Knowingness. So he has to not-is Knowingness, in order to forget.

To remember it, he will have to have forgotten it. Therefore, he not-ises Forgettingness.

By this pattern and scale we have all the difficulties a mind can get into. This is all a thetan can do, really.

Now we get the Curiosity, Desire, Enforce, Inhibit Scale. We are familiar with that scale. We call it the DEI Scale. Actually it has Curiosity just above Desire.

So, we find one could be Curious about, Desire, Enforce and Inhibit Not-Knowingness.

We have the consideration, which is Good or Bad, Survive or Succumb, and now we have the volition. The volition of a person about this Not-Knowingness is to be curious about it, desire it, enforce, or inhibit it—or just plain not know it. Take it as its as-isness.

But if he decided not to not-know it, it would disappear. So in order to keep it there, he decides to know something about it.

Everything you get to know anything about becomes more solid, because it is a second postulate.

Now this very tricky set of values is evidently closer to the truth than we have been before, but it has to be worked experimentally, now, to discover how much of this is valid, and how much isn't valid.

I made a test on one preclear who has a black field and made him good and sick. So we take the fourth postulate. Now get how solid things would become if you were using a fourth postulate.

I had him look at pieces of blackness, and instead of looking, remember them. It would have been easier for him to forget them instead of looking at them—and it was.

We didn't carry the experiment any further. We just carried this as far as forget and remember—instead of look, let's remember. It made him good and sick. It didn't run out his occlusion.

We can understand, if we search a little further in this, what this blackness is, then. An individual decides to KNOW what is in that blackness, and immediately that he decides to know what is in the blackness, he will get a solidity to the blackness, won't he? It's a second postulate.

So you see how far this "figure-figure" carried us.

If we run something about that person that you would be willing to not-know and something you would be willing for that person to not-know about you—we will unravel the secrets out of people this way.

The people get better, and we are running closer to the truth than we have been in the past.

I just want to repeat to you, as I often have to do, one of those primary principles that is liable to go astray: This is the principle of Mystery.

The principle of Mystery is, of course, this: The only way anybody gets stuck to anything is by a mystery sandwich. A person cannot be connected to his body, but he can have a mystery between him and his body which will connect him.

Now the oddity is that it is the desire to solve the mystery which does the connection. So, really, the Know to Mystery Scale, on this day, has become the Not-Know to Mystery Scale.

We have pushed our information up just that much further.

You have to understand this thing about the mystery sandwich. It's two pieces of bread, one of which represents the thetan, one of which represents the body, and the two pieces of bread are pulled together by a mystery. They are kept together by a volition to know the mystery.

And then people run the Curiosity, Desire, Enforce, Inhibit Scale on that mystery. That keeps them interiorized, and this is really the secret of Interiorization. The secret is a secret. Q-and-A!

Survive and Succumb are simply a consideration. To a being who cannot possibly succumb, succumb is always a second postulate, but it is a second postulate to an actuality.

To really as-is a thing, you have to make a perfect duplicate of it, don't you? The thing originally appeared, but was not known, so the second postulate came around and altered it into a knowingness. Therefore, in order to get the basic-basic on any chain of actual physical objects, you would simply have to say, "What could I not know about it?"



This is the cycle of alter-iveness and not-iveness of any perception: The Evolution of Thinkingness.

- |    |               |            |                               |
|----|---------------|------------|-------------------------------|
| 1. | OBJECT (seen) | NOT- KNOWN | (As-is possible)              |
| 2. | OBJECT        | KNOWN      | (Prevented As-is by Alter-is) |
| 3. | ABSTRACT      | FORGOTTEN  | (Not-iveness)                 |
| 4. | ABSTRACT      | REMEMBERED | (An Alter-is of Not-is)       |

If you look carefully at number four, you will find that a fixation on remembering produced that tangle which is called a mind. Now, do you see how a mind could be loused up?

Now, added to any of the four above, are the following:

Considerations: Good, Bad, Survive, Succumb.  
Volition: Curiosity, Desire, Enforce, Inhibit.

This is really not a scale, it is a time-plot.

Added to all this, of course, would simply be Confidence, and at any portion of that plot you could add this factor of Confidence. But Confidence goes into Conviction. At any point you have these two things taking place: You have Confidence, which then shifts off into Conviction.

Confidence becomes Conviction, so any one of these four conditions can become fixed, and so unalterable. But you tackle anything on this scale, simply by running the first postulate.

Right now "Waterloo Station" is quite stable just the way you are running it. Actually, "Waterloo Station," on Know, or running enough Remember, would do this terrific thing: It would make the person totally competent to handle that second postulate. He would no longer be upset about the second postulate. He could handle it or not handle it, as the case might be, but he is liable to come upscale faster if you run what he would be willing to NOT-KNOW about that person.

# Ability

Issue 18

[1955, ca. late November]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D. C.

## Letter to Ability Editor

Dear John,

. . . I have just ended here seven good hard weeks of training, being on the platform five-and-a-half to seven hours a day, training, I am not quite sure how many students, but in excess of thirty, and for the first time in Scientology history, getting this type of comment from the students trained: "This is the first course I was ever on where I would in the last week permit *anyone* on the course to audit me." This is literally true. We sweepingly made these people into fine auditors. Great Britain is now richer to that degree.

. . . The British operation is quite interesting. It occupies one-and-one-quarter floors of Brunswick House, a building on the corner of Palace Gardens Terrace and Bayswater Avenue, one of the most traffic jammed streets in London. It consists of a great many offices, classrooms and auditing rooms, and has a staff of about twenty people, there being about three hundred trained auditors certified in Great Britain. Of course, I don't mean in the British sense that these auditors are certified, since that in Great Britain means "insane," which is why we call them Hubbard Professional Auditors here. We have now given up the small quarters down at 163 Holland Park Avenue, because these were far too cramped, and inadequate for our purposes. The guys here took one of the large rooms and painted, carpeted, and draped, and fixed it up into a very swanky office for me which is still in a state of improvement, but which I have been using these days since the close of the ACC course. The ACC course did not give me any time whatsoever to think about occupying more office than my hat.

My first job when I first got here was immediately visible to the eye. I had to make some up-to-date crackerjack auditors. I went ahead and did so. I am still doing that on night courses and HPA courses and these people are really getting the results and coming right along. We have an auditing staff here of about five under the direct supervision of Dr. Ann Walker. It is a great oddity that almost everybody in this operation here has been with the movement since the earliest days. The ranks keep swelling, but those most intimate to the organization here are long-time and old-time Dianeticists and Scientologists, a thing which speaks very well.

. . . This scene is much less foreign to one's eye than one would expect. London is sort of a New York of 1890, but much, much faster, with its streets jammed with fast small cars, huge fast buses. It is a very exciting town, and a very sociable town. In fact it is so sociable that I have an awfully hard time keeping my calender clear enough to get some work done. I feel like a New York debutante complaining about parties, parties, parties.

. . . Tonight is Thursday night when the second night of the week briefing course for auditors in general is held and at 8:30 I will talk to them for an hour. I am going to talk to them explaining to them that you can't run present time problems on preclears who are low in havingness if you have them solve the problems. Such preclears can be run only by having them invent problems. Even if they invent problems of comparable magnitude, they are liable to drop too low on havingness.

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I very much miss, despite all this sociability, my friends in Washington, since I am doing a piece of research work which is right straight down the groove. I am really shooting for the moment on this one. SLP will stay pretty much the way it is for some time to come, since it was fought for and won with the ACC and tested while training them. But what I am shooting for now will be done with the co-operation of the staff auditors here at Brunswick House. This is too early really for any general release, but I have done two things with some new processes, which make me extremely hopeful for the future of Scientology. Boy, you ain't seen nothing yet, John.

. . . I hear good comment everywhere on *Ability*.

Best,  
Ron.

## HUBBARD COMMUNICATIONS OFFICE

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OPERATIONAL BULLETIN NO. 6

[ca. late November 1955]

### PROCESSING FUTURES

There is a great deal of speculation rampant concerning the direction which processing is taking. This is natural in view of the fact that six basic steps remain for so long a stable item. To old-timers the year long stability of the six basic steps was the novelty, not change in direction of processes. However, I have learned so much concerning the mind and processing in general that it is very easy at this time to immediately forecast what changes are going to occur now out of SIX LEVELS OF PROCESSING, and this is an announcement in effect of the content of SIX LEVELS OF PROCESSING, Issue 6. What we are trying to do is to stabilize a regimen of processing for use by auditors, and in particular for use in clinics and we are daily in receipt of information from various parts of the world and the centers concerning the efficacy of processes. Oddly enough, the most fruitful source of test material, the Hubbard Guidance Center in Washington, D.C., has failed to report very much about their results. This may be because their results are very good, but it is also a small hole in research. However, the auditors at Brunswick House, where we now have a complete operational clinic in operation, and the instructor, as well as former Fourth London ACC students, have been filling in the gaps. Therefore, SLP Issue 5 has had a considerable working over and I am repairing it by two additions only, from a standpoint of theory.

To SLP Issue 5 we are adding in Level One a process at the point of the present time problem which instantly and immediately remedies the havingness of the preclear and brings about considerable change, and in Level Two in all steps except Waterloo Station, we are adding the additional command "Increase it", or "Increase him". And, at the level of Step C of Level Three, Decisional Processing, we are changing the command to, "Make a decision about that (indicated object)". To SLP Issue 5, in other words, we are adding in the immediate beginning of processes the remedy of havingness on a covert basis, and adding to SLP Issue 5 in general the factor of creativeness. This stems from our oldest precept which I discovered here in England many years ago, that the preclear cannot create, will not let go of anything; thus, aside from the change in Level Three which is purely for the understanding of the preclear, the total changes to date which will comprise SLP Issue 6 are the addition of creativeness at the present time problem level, by introducing a regimen to make the preclear acquire havingness rather than as-is it all with solving present time problems, and at the second level, to make the activity of spotting objects a creative process.

#### *Substituting for the present time problem:*

We discover that there are a number of preclears, those that are the furthest south, who are so low on havingness that the moment they are asked to confront objects, the physical universe tips out of plumb with them and they are considerably confused. It has been discovered on some cases that are very low on the tone scale that their lowness in terms of havingness must at once be remedied before they can even be given locational processing. Thus a regimen has been developed by which I have been making preclears begin to create, and locate themselves, and increase their havingness all at the same time. This process goes as follows: The preclear is asked to (1) Spot some things which are not thinking. When he has done this and has cognited that MEST is not thinking, he is then asked (2) "Tell me a lie about that (indicated object)," with the auditor selecting the objects, and with the preclear telling the auditor a lie about each one of them in turn. This is the lowest level of creativeness, and it will be found after a while that the preclear will be able to change to the next one, (3) "Invent a problem". It should be understood that theta is the solver of

problems, that MEST is the problem. Whenever an individual is asked to get a problem of comparable magnitude, and is then asked to solve it, he is inventing a problem and is then as-ising any havingness which he acquired by reason of having invented a problem. If you go on and ask some preclears who are very low on havingness to solve the problem over and over by asking him what he could do about it, he has a tendency to lose far too much mass. This makes him very uncomfortable, and upsets him. The preclear runs entirely through this regimen then, and invents a bountiful supply of problems. The preclear on whom this should be run is easily spotted, since he is a person who is fixed on various set problems and cannot get off them. In other words, the individual has a scarcity of problems, and we get him to think about them first by spotting some unthinking things in the environment, then we get him to exercise the lowest level of creativeness, and at the same time, add to his mass by asking him to tell us a lie about these objects, and then we ask him when he has successfully flattened the last process, to invent problems. We do not ask him to solve any of these problems. Only then would it be safe to run the present time problem, and it really isn't safe to run it on this preclear anyway. The next step up the line which would be run would be "Assign an intention". This could be altered to "Invent an intention for that (indicated object)".

*Adding creativeness to spotting:*

The second level of the SIX LEVELS OF PROCESSING will become tentatively in Issue 6, Creative Spotting. In order to create, anything, it must be that the preclear can first change it and then add to it, and at length will come up the gradient scale of being able to create one all by himself. In all early levels except Waterloo Station which is the last process in the second level, we have the preclear increase it in any instance. For instance, we have him spot an energy source. Then before we let him get off of it, we ask him if he could increase it. The exact auditing command is, "Spot an acceptable energy source", and when the preclear has, "Get the idea of increasing it". When this gets to persons, one can vary the command of increasing the person by asking the preclear to "Spot a person", and then when he has, "Would you make him bigger".

You see the preclear is stuck ordinarily over on the destruction end of this cycle of action. It is first necessary if we are going to change him at all, to move him out of this destructive end of the cycle, and into the change middle of the cycle, and over, if possible, into the create side of the cycle. I do not believe it is possible to make a preclear entirely well unless we rehabilitate thoroughly his ability to change, and it is certainly not possible to make him completely able without rehabilitating almost in its entirety his ability to create. You see, a preclear goes from create over to changing things, and drifts from changing things over to destruction on the cycle of action which goes create-change-destroy. When he gets over on the destruction end, the way to get him out of it and back into the creation end is to make him actively start creating things.

There is in destruction an effort to decrease the size of everything. This becomes obsessive. However if we try to run this on preclears, we discover that their havingness starts to vanish; therefore we simply and overtly by the process itself move them over into the creative end of the cycle.

I am not trying to release here SLP Issue 6 in its entirety, but these are the principal changes in it. The one I am working on, and which is the reason why I have not released it with this Operational Bulletin, is the factor of time. Time is motion or change. Everything moves the preclear. The preclear moves nothing, and I am trying to find the ways and means of getting the preclear to move not-have universes, so that he can split them adequately. One of the ways I am trying to split universes these days is to have the not-have universe, separation from the preclear being desirable without reduction, but on the contrary with increase of havingness, tell the preclear a lie. This is quite interesting as a process.

None of the foregoing means that SLP Issue 5 is in any state of flux. It merely seeks to give the direction of travel of research, and to give you a little advance information that will run a few cases even further south than those we have tackled so

far. We have gone quite a way south here in recent months in trying to pick up and undercut preclears that were giving us a great deal of trouble. Every time we do this of course, we benefit the cases on the up ranges markedly.

### OPERATIONAL STABILITIES

Scientology has not even begun to reach its various goals. We have made considerable progress in these last few years. The lines of progress which have been most marked were in the level of knowledge itself. We can do more with cases today than we could ever do in the past, and we have a greater understanding of the human mind than was ever before available to man, according to our records. The point here is that we have to go through a certain regimen before we attain goal-velocity. One of these attainments is operational stability. We are making incredible progress in this direction. We have more know-how today than we ever before dreamed was possible. Our operations have been far from stable in the past for the good reason that the operation was seeking to change a wide cultural aspect which was kicking back on it and which of course was changing the operation on a Q and A basis, but we have learned many lessons. The first and foremost of these lessons is to place Scientologists prominently in all organizations. We do not let "out-siders" have the reins and key posts. It would surprise you to know that some of the fanciest talent that could be bought on the subject of public relations, management, advertising, and many other lines, has already served and failed Scientology organizations, and has been replaced with more efficient Scientologists. The blunt fact is that as unable as we sometimes consider ourselves, we are more able than the world in which we are operating, and unless we realize that fact first and foremost, we won't get very far in our own operational organizations. Bright, intelligent people who come to us in subordinate positions either recognize what we are doing and begin to learn Scientology or they can't do their jobs. It is almost as blunt as this. Now and then we make mistakes in personnel, even with Scientologists. It does not mean the Scientologist himself was a mistake, but it means that we have him on the wrong post or doing the wrong job.

But it is not this matter of minor personnel changes which makes Scientology unstable. It is the impact of Scientology against the Society itself. One stands up continually to the most cock-eyed ideas of the mind and of Scientology. It would do a Scientologist an enormous amount of good to have run on him, "Tell me a lie about Scientology". For a short time it might unstabilize him entirely on the subject but he would come back more rational and more able and more capable of facing these outrageous lies which are told about Scientology. The world at this time seems to be bound on a downward curve, and we are in the lonely position of being the only organization capable of doing anything about it. One seldom objects to his own lies. These give him havingness. One always objects to somebody else's lies. One can object to somebody else's lies about a subject for so long that he finally interiorizes in with them. This is basically the anatomy of a squirrel. The world has hit him so hard on this subject for so long that he now believes he is the subject in a perverted form. However we have the answers for all these things, and putting the answers into effect, we are getting places. Things never looked better. Auditors were never more welcome. Operational gains were never more hopeful.

### POSSIBILITY OF CONGRESS

There is at this time a possibility of a congress during Christmas Week in the United States. This has been authorized with Bill Young that a congress be given there. Announcements had better be gotten out on it in a hurry. There is also, depending on permission to stay in Great Britain, a possibility of a congress during Christmas Week in Great Britain. The tapes of congress week in Great Britain will not be available for the American congress unfortunately.

### ABILITY COMING OUT SLOW

Ability needs to come out, it needs to come out regularly, and it needs to stress training and processing, and the general state of Scientology. An awful lot of letters should be carried in Ability, and an awful lot of news. If Ability will notice, Certainty and the PABs come out on regular schedule.

## TAPES SPOIL IN AIRMAIL

Due to the magnetic field around travelling airplanes it is reported tapes sometimes erase or partially foul themselves up in the magnetic fields. Thus all tapes to be transported by air must, and I repeat **MUST**, be wrapped in tinfoil inside the box. One takes tinfoil and puts it around the tapes and then puts the tape into the box, and we won't get any more of these bad tape qualities because of airline transport.

L. RON HUBBARD

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### LONDON AUDITORS' MEETING LECTURES

London, England  
1 December 1955—14 February 1956

L. Ron Hubbard gave the following lectures at the London Auditors' Meetings, beginning 1 December 1955. These lectures are listed here together for convenience. They are also shown on other pages at the dates at which they occurred.

** 5512C01	LAM-1	The Lowest Level Case
** 5512C01	LAM-2	The Fundamentals of Auditing Style
5512C15	LAM-3	Exteriorization by Separateness from Weakest Universe
** 5512C22	LAM-4	Matching Auditing to Tone
5601C03	LAM-5	Solution to Body Behavior, Part 1
5601C03	LAM-6	Solution to Body Behavior, Part 2
5601C10	LAM-7	Auditor Insight
5601C12	LAM-8	Anglo-Saxon Thought
5601C16	LAM-9	Repair and Remedy of Havingness
5601C19	LAM- 10	Exteriorization
5601C24	LAM-11	The Role of Creation in Aberration
5601C24	LAM-12	The Role of Creation and Destruction in Havingness
5601C31	LAM-13	Basic Lecture on Havingness [see page 491 ]
5601C31	LAM-14	G.E. Scientology
** 5602C07	LAM-15	The Game of Life (Exteriorization and Havingness)
** 5602C09	LAM-16	Sixth Dynamic Decisional Processing
5602C14	LAM-17	Aims and Goals of Scientology 1956
5602C14	LAM-18	Games Processing Applied to Auditing

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OPERATIONAL BULLETIN NO. 7

6 December 1955

### INTENSIVE IN PROGRESS

As an item on the First Dynamic, which we seldom discuss, I am fifteen and a half hours deep on an intensive being given me by Mary Sue. I am just a little bit astonished to note that two or three processes which we went by swiftly in the last year or two are most intensely workable. It is not a bad idea to get some subjective reality on some of these things, before drawing up anything like a final issue of SLP. If you want to ask auditors who have run me, I audit like a well-greased wheel. It is rather amusing, therefore, to have the GE picked out of an incident auditor Dick Saunders left it stuck in, in July of 1950. That gives you some idea of how fundamental our newer processes are, if they can even remedy 1950.

### HASUK

The Hubbard Association of Scientologists of the United Kingdom is still in a state of formation, but the British public has not yet learned that the old organization has all but disappeared, and the new organization has taken its place. People and even a couple of staff members are still reacting towards the organization as though it was the same old grind. This is a case of doing too smooth a job of change-over, without making enough fireworks. We are left with the job of informing the British public very directly that the HASUK bears little if any resemblance to the HAS of old.

In the first place take the matter of Clinic. We closed the HAS Clinic many, many months ago saying we were going to open it again in December of this year. We have done just exactly that, but on its opening, we find an entirely different programme than we had before, entirely different processes, and different methods of handling people. We are hand-picking our auditors, and we are supervising the auditing of cases right down the middle. This of course does not even vaguely compare with the way we were handling cases a short time ago where we were farming them out. But that, remember, was the HAS, and this is the HASUK. The Clinic at Brunswick House is turning out more results faster than are being turned out anywhere else in Great Britain.

People have also overlooked the purpose of a central clinic. Its purpose is to clean up cases which are left in distress, and to produce sufficiently excellent results to alert the public at large to the benefits of Scientology. As far as cases in distress are concerned, we have all that locked up. If any more exist in the British Isles that we have not patched up, and put way up the tone scale, then we do not at this moment know about them. We do not include in this a case or two that were in terrible condition a decade ago and on which we are still working with success. As far as results are concerned, we are making absolutely sure of these results by giving psychometric tests before and after each intensive. We have no idea whatsoever of letting a preclear get away without having benefited appreciably from processing.

The public does not know this. Free group processing, lecture service, a free basic course given by LRH for auditors now in progress and an evening professional, and a day professional course, plus publishing and general Scientology organization, have altered with the general organizational plan of SERVICE. We admit there were many things left to be desired by the HAS, but the HASUK is in there pitching and the like of this we have not seen in a very long time. It remains for all of us to do enough talking to convince the auditors themselves and the public at large that we are a different organization, that we are operating differently, and that we are getting results. That they must be told this, and that it must be demonstrated to them becomes obvious when one realizes that preclears in London are going to a rather distant part of the world when they could have better auditing at less right here in London.



## PROCESS STABILITIES

Aside from the slight change in command wording in SLP, we have levels three, four, five and six of this series of processes taped, which is to say they are just about the way they're going to be. However, levels one and two are still being overhauled. Two more basic processes evidently fit on level one below the level of present time problem. One of these processes is "What wouldn't mind obeying you?" "What wouldn't you mind obeying?" The other one is an old one: "Tell me something in this environment you could have." Either one of these is more workable than spotting or assigning intentions or 8-C.

Oddly enough, there is some possibility, for various reasons, that the "What wouldn't you mind obeying?" "What wouldn't mind obeying you?", however phrased, is one of those all-the-way processes. I stumbled onto it recently and it has now been under test for a month, and is showing every sign of being the bright-haired process of the future. This process and "What could you not-know about that?", run almost at random on a case, are rivals for the most productive sessions. However, stuck cases seem to progress best by getting them to tell you lies about the environment. Also it appears that havingness processes, even Opening Procedure of 8-C, should be preceded exhaustively with "Tell me something around here you could have." I won't go into the mechanics of why, but we have been running people, and making people spot the environment who could not have the environment but could have a subjective bank. When they can have the environment they don't have to have the subjective bank, and that's about the end of it.

There are some recent philosophic advances in Scientology which are compelling interest, as they bear very intimately on the question, "Can a thetan get along in this universe, or can't he?" You will be happy to know that the answer is yes he can, but will be probably very astonished to know just why this is true.

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OPERATIONAL BULLETIN NO. 8

13 December 1955

### HANDLING PRESS

If it is absolutely necessary to admit press or talk to press, the only thing which really convinces them is result, and I would refuse to go on with a long line of speculation concerning press, or about it. If it begins to crowd such an operation as the Washington operation too hard for material on Scientology, I would follow this procedure. I would take them up to the big grey file case at 2315 15th Street, and say that it will do all the talking, and that they can if they wish bring any expert in to look over these records. I would then not go along any further along the line whatsoever, but would simply tell them to look over these case histories which are the case histories of Scientology. In other words I would make the file case do the press talking. We are getting along fairly well right now on our policy of no communication with the press but this sooner or later may trip us up, and I think such means of communication as simply insisting that the only thing that talks around there is this grey file case, might possibly become a press gimmick which would be appreciated and taken up. Permit them to bring in any experts to examine these files.

In other places than Washington, D.C., it would be a very good idea to simply accumulate records of this kind and throw them into a file case and, instead of talking about Scientology and what it does on various fronts, to give people who have to have material about Scientology the run of that file case. One which has fifty or sixty cases in it will do more talking in the long run than anything else.

We are entering a new era with Scientology and we should be prepared to hand out data to authorized persons who want it, but I do not think the data handed out should be speculative. I have this afternoon granted an interview on myself as a personality to the Daily Mail feature editor. He may go away and write a great deal about Scientology instead of about me and I decided to make this little test just to find out how it came out. Now we will see what he does write. Certainly he was corrected in an impression he had of me which he had gained from the rumour line. He had me all mocked up as a wild-eyed crusader, and he was quite astonished and friendly during the interview. We talked mainly about Hubbard as the writer, but he did have an awful lot of questions about Scientology

### BRAINWASHING MANUAL

The brainwashing manual which came into our possession so mysteriously is being released, not with any intent to unmock psychiatry, but as a necessary piece of information for auditors who are confronted with the problems of brainwashing. Some of these cases are now turning up, and unless the basic philosophy of the brainwasher is understood, they are more difficult to handle. SLP Issue 6 or 7 will very undoubtedly handle brainwashing—7 by the way is not yet released, but 6 will do until it comes along. Therefore there is no point in writing an additional manual to handle this as a specific problem.

Some of the mystery concerning the manuscript on brainwashing which came into our hands in Phoenix was resolved when it was discovered that a book called *Psychopolitics* (spelled with a K) is in the Library of Congress. It is in German. It was written by a man named Paul Fadkeller, and was published in Berlin in 1947. Although I may be misinformed, and I definitely do not read German, this book is probably the Russian translation.

It is simply our intention to make the book available for 50 cents a copy to people in Dianetics and Scientology so that they can be informed as to the actual character of brainwashing and the mechanics of it. To that degree it is a technical book. There is no intention of handing it around into official quarters since I am sure official quarters must know about it since the book is apparently on file at the Library of Congress, and naturally if it is on file at the Library of Congress, officialdom must know about it. Thus there is no point in beating the drum concerning it.

If I am asked by press or persons in authority concerning our release of this, which I may well be, I will have to reassure them that there is no political significance attached to it. We couldn't be less interested, but brainwashing happens to be a facet of the human mind and it has been necessary to make available to our own people any and all texts which exist on the subject. We probably should get hold of the book at the Library of Congress and translate it in full, but we do not have the money or the time to do this just now. Thus Don has been asked to mail a copy of the manual as printed to our various professional members, and to make other copies of it available through Box 242, Silver Spring, Maryland, for 50 cents a copy. This is certainly reasonable enough. I don't think there is any point of any kind in placing it in official hands, as I have said, since even the U. S. Army and Air Force must be fully cognizant of brainwashing, since, as I have noted, a copy of it is on file at the Library of Congress. It could also be noted at the same time that there is a general movement among psychiatry to correct their own profession and to do something to those psychiatrists in it who are hurting and killing people with electric shock and surgery, and thus this is no concern of ours.

I repeat, our interest in this is professional not political. Brainwashing has become so much of a subject that it is very well for anybody having to do with the field of the human mind to be able to understand the intentions behind it and how it is done. This is the only work we have on the subject. If there are any political repercussions to be expected by us, I would consider that we are being very self-conscious, since obviously if there were any political repercussions to be expected, they would have come before this since, as I say, this book has evidently been in very wide circulation already and is on file at the Library of Congress so far as we know. I think the general reaction of the public is that they couldn't care less.

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Out of a letter from Frank Sullivan: . . .  
“Randomity. Found an interesting gimmick. Tell someone ‘We have formed a new club. We call it the Society for the Prevention of People—we have found that people cause us all of our troubles—they cause us characters more doggone trouble. Would you like to join?’ If he says ‘yes’ tell him he is in. (Also if you should ask him to be three feet back of his head—he will be.) If he asks just one question, he is out. Doggondest test for a Step One I ever saw. This has been well tested.”

L. RON HUBBARD

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**LRH TAPE LECTURE**  
London, England  
15 December 1955

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OPERATIONAL BULLETIN NO. 9

19 December 1955

THE TURN OF THE TIDE

The London *Daily Mail* feature editor, John Hall, took it upon himself on December 13, 1955, to personally interview me, and write exactly what he found. He published in the *Daily Mail*, a first run paper published in London, Edinburgh, Manchester and Paris, a very long and friendly story which will probably do us more good in the British Isles and France than anything which has happened for a long time. *Time Magazine* has written eight pages, there have been about 80 columns in U.S. magazines such as *Life*, *Liberty*, *Look*, and there has been untold press released on the subject of Dianetics and Scientology. But aside from one young communist who spent about three minutes talking to me on the stairs, at Elizabeth, and a fellow who wandered in, from *Life* he said, and never wrote anything, in Los Angeles, there has been no press reporter near me since before the publication of *Dianetics: The Modern Science of Mental Health*.

That feature editor, John Hall, did take it upon himself to actually do an interview, and that the results were favourable caused me to make a little investigation concerning how press has been operating before, and on what it has been operating. Evidently the total activity of press has been to pick up slanted and hearsay information. So I was interested to find out how this information came into being. Apparently it works this way: to make some sort of "face", somebody who met me at a cocktail bar then pretends a considerable knowingness on the subject of all of my life and activities, and gives forth at a considerable pace not handicapped in the least by the possession of no data, and this by and large whether done by Scientologists or casual acquaintances has been the total sum of information which has been circulated about myself since the late '30s.

As even John Sanborn can tell you, I have been very chary about releasing any actual information about myself. I had a rather large collection of old-time photographs which I thought we might put into *Ability*, and at the last moment made John put in something else. I have not been anxious, in other words, to put up a big show of myself, thinking that Scientology was enough for its own sake. In this I have apparently made an error. I look over possible available sources of unbiased information concerning my own past, and discover that while it could be traced down on official records in libraries and other places and confirmed, there is no one who even knows enough about it to do that job of coordination. Thus it is necessary that I release some accurate biographical information to supplant some of this rumour and hodge-podge which has been spread around in the name of information. There is plenty of authenticating and documenting material if one cares to look for it.

Now I know that it is extremely bad taste to put out any data concerning oneself, or to talk about oneself, but if people see fit to talk about one and, having nothing to talk about, therefore lie about one, and if this rebounds as widely as it has, through presses, books, plays and motion pictures, certainly one has some responsibility for putting out something like an accurate biographical narrative to say the least, and so we are doing so at this time, and then I can forget about it and go on doing something more important.

For sure, however, the tide has turned on the subject of press, which doesn't mean, however, that we should give the technical materials of Scientology to press. The best way to talk to press is to sort of two-way comm process them, and show them stacks of case histories, and let the deeds speak.

## BRAINWASHING MANUAL HISTORY

In our studies of brainwashing it has been necessary to procure what information existed on the subject. Fortuitously, in Phoenix there came into our hands two manuscripts on the subject; as well as I can recollect, they were left there at the front desk with the request that they be mailed back to their owner. We are not sure exactly from whom these came, but we understand now that this is unimportant since the subject is broadly rather well known in a book on Psychopolitics. It is to be found in the Library of Congress. It is in German, but we suppose it is the same manual. As we needed this material for research, we read it off onto a tape, compiling the two manuals and removing from them some of their very verbose nomenclature, substituting for it more common English terms, and we have had a few copies of this struck off for use in our research.

It is necessary if one is confronted by a case of brainwashing to understand the motives and general procedures of the people who did it. I must say an inspection of this manual does not make for much respect for the motives of people who brainwash other people. In the early pages of this manual, there is a letter from the person who purportedly gave these manuals to the organization, "Charles Stickley", supposed to be a professor at Columbia University in New York City. This letter, included in the manuals as printed, makes it definitely and adequately clear that these manuals were reprinted for study by research workers. However, in handing out a copy of one of these manuals to one of our own people who had not heard of it, he made several wrong estimates of the manual itself. At first he thought it was a piece of communist propaganda. Then he thought it was something the organization had composed. Then on further inspection, he did not know what to think and it had to be pointed out to him very specifically that this was a synthesis of a Russian instruction book on the subject of brainwashing, and it had to be pointed out to him that it was reprinted for the benefit of people working to remedy and heal brainwashing. It had to be pointed out to him additionally that there was a cover letter in it which explained these things. Thus if you have one of these copies and it gets away from you which it might, you may find it necessary to explain exactly what it is.

We certainly have the right to have in our possession materials covering something as intimately connected to mental research as brainwashing. We have the right to know why and where and who. Furthermore, this material is evidently well known to various governments and is not classified, since the subject "Psychopolitics" (which is the technical name for brainwashing) is to be found in the major libraries of the world.

In the original text of this book there was a warning to psychopolitical operatives that they must stamp out Dianetics, Christian Science, and practical psychology, as these alone represented a menace to the brainwashing programmes. This reference in the text to Dianetics (which has been known to the Russians since 1938) makes the matter very much our business, quite aside from research. Yet if most of the vagaries and upsets from which we have been suffering have stemmed from a desire on the part of some political group attempting to accomplish a political coup and in the road of which we have been standing, then we certainly have the right to know why we have been knocked around by press and governments to the degree that we have been. Hardly a word uttered against Dianetics and Scientology has had any truth in it. The prevalent official but not the public opinion regarding Dianetics and Scientology is that they are phony sciences, tricked up to hoodwink people. Contrast this with the fact that in Dianetics and Scientology alone in all the world of mental healing lie the answers to increased intelligence and ability, and not very incidentally, in Dianetics and Scientology and in Dianetics in particular, we have the total antidote for the eradication of brainwashing. In other words we could unbrainwash them with Dianetics as fast as they are being brainwashed, given enough staff. Furthermore we can put troops and persons in a condition where they cannot be brainwashed. This we can do in Scientology.

Thus if brainwashing is being counted upon heavily to accomplish a great deal inside and outside the nations under attack, there would be only one organization

which would be standing thoroughly in the road of that programme, and if that programme inside a country had advanced to a point where officials could be influenced, then you would discover of course this odd official opinion of Dianetics and Scientology, that they are quack sciences.

We are not planning to use this reprinted manual for purposes of propaganda. However, to prevent any misunderstanding from occurring, the highest police in England and America have both received copies and have been told that this is a reprint manual, and that we do not wish to cause them any extra labour in case another one of them falls into their hands. Actually, however, it is my belief that they have had the original, which is to say the communist version of these manuals, in their possession for years, and have simply been unable to credit it or unable to do anything about it. Thus our reprinted version should come as no shock to them.

It has been my experience with Anglo-Saxon governments that where idea propaganda line attacks were concerned they couldn't care less. They do not believe that propaganda is effective. Otherwise they would themselves engage in more propaganda activities. The Anglo-Saxon traditionally depends upon force in order to accomplish his ends.

This is one of the reasons why communism has made such vast progress across the face of the world. It is an idea advancing against arms, and the arms of course will never be able to stop an idea. An idea will be necessary to stop the idea. We may very unfortunately be those persons in possession of the idea that will stop the other idea. Certainly the way things are going, if we don't use our ideas to stop the incoming ideas across the face of earth, we are going to wind up one of these days in the middle of a total communism, living in a totally brainwashed society, the way I look at it.

#### WASHINGTON CONGRESS

My very best wishes to the Congress and my hopes for a highly successful time by all. I have made several recent tapes on material of some interest and value which have been sent swiftly and rapidly across so that the latest material would be available at the Congress. I have not made, however, a welcoming tape as I ordinarily would, and take this opportunity to thank those people who came, and hope that they go away feeling better, and feeling happier about things. There is no doubt that the Washington operation is on the steep upgrade and my principal communication in Scientology is between myself and the Washington operation where Bill Young, Julia Lewis, Ken Barrett, Don Breeding have things pretty well in hand. The silver ministers' crosses are ready now and are supposed to be a knockout. The *Co-Auditor's Manual* is ready, the "Brainwashing" pamphlet is being released to those who are interested in the subject, and it should be with all a very successful Congress indeed. I wish I were there.

#### NEWEST PROCESSES

I am tabling up all those processes which have been successful in starting low toned cases. These have amounted to about 24 new processes in the last three or four months. This table will be available in the near future with an analysis on it. However, I wish to call to your attention the singular success of Waterloo Station in handling low-ordered cases. Not-knowingness is time. If a person cannot not-know he becomes the slave of time.

One of the more interesting late developments is a process called "Orrible Fates". You ask the preclear to tell you some 'orrible fates. The theory of this is very simple and will probably become Axiom 55, which will be to the effect that the cycle of action of the physical universe is create, change, destroy. Thus, anyone trying to make things better and in very close agreement with the physical universe, in reversing this cycle, will bring upon himself some regret. We have a wild example of this in the cycle of action imposed upon us by Christianity in the good works, the hounding and the death of Christ. This mechanism, also handled in Fac One, gives us the oddity that we are trying to put create forward in time, whereas destroy lies forward in time. One then either masters the subject of time, by running not-knowingness processes, or he

puts into the future inventions of horrible fates for various persons and himself and this universe, until he runs out the considerable regret which is accumulated every time he has envisioned a good action. Naturally the final solution of this is the solution of agreement with the physical universe. When one breaks this and it is no longer disagreement or agreement, he has really done something, and the keynote of doing this thing is, of course, in “not-knowingness”.

#### NEW AUDITING STYLE

I have made a direct deliberate test, not of a process but of the auditing style itself as a helpful agent. The keynote of new auditing style is that any boil-off, somatic, anaten, swing of attention or going out of session on the part of the preclear is occasioned by some sort of error or miscomprehension on the part of the auditor, and the preclear. I used a general process not ordinarily very therapeutic, but not destructive, and starting with this process and a preclear, worked only in one direction: to keep the ARC of the preclear advancing continually throughout the session, proceeding from the level of ARC of the preclear just before he came into session—in other words, consistently and consecutively bettered him. I did this by two-way communication, and communication bridges. Every time the preclear tended to go out of session even slightly, every time any slightest sign of dropped awareness occurred, I assumed at once that something had gone wrong with the session. I assumed that something had been said which he didn't understand, or something had been overlooked, or that something had been done in error on the two-way comm formula, and immediately researched this fact to put the session straight again. In other words, during this entire session I did nothing but put the session straight with two-way communication, and run a relatively noncommittal duplicating process on the preclear. The process I knew of old was not going to produce any grand rise in tone. However, this preclear who was usually difficult to audit finished up a half-hour session in much better condition than this preclear had been in in years.

The assumption here on the part of the auditor is that if the preclear goes into a slump, has a somatic, or otherwise drops in ARC, then a difficulty has arisen with the session. We calculate this from the following: that at the top of the tone scale we have knowingness and awareness, in the middle ranges we have ARC, in the lower ranges somatics, and in the far lower ranges, varying degrees of unconsciousness. Thus when we say that the preclear's tone should be promoted throughout the session, we mean of course that he must not be slumping toward unconsciousness. He must be advancing toward higher levels of consciousness.

Therefore today it can be said that good auditing does not result in boil-off and somatic unconsciousness, dope-off, or pain, but results in a constant and consistent advance of the ARC of the preclear from the first moment of the session to the end of the session, when it should be much higher, and that any time there is anything wrong at all with the session, the preclear will reply by getting more unconscious. This was about the most arduous and rigorous test that could be made of new auditing style with a difficult preclear and following very solidly the precept that it would be an auditing error if the preclear dropped off in attention or consciousness. Thus when I have said that in the new auditing style we should always advance ARC, I meant exactly what I said, and have even gone so far as to run an auditing session which was nothing more than an auditing session to demonstrate that an auditing session all by itself with the two-way communication consequent to it would result in increased tone for the preclear. By the way, this type of auditing also results in increased tone for the auditor, so we are winning both ways.

#### REPORTS FROM WASHINGTON

Washington has recently received a stack of forms from me which they were supposed to fill out weekly and send through as reports on conditions, finances, etc. This is really not so much an effort to fill up my “vacuum of information” as it is to get the Washington operation to pay very close attention to these details themselves. The theory is that if they have to compile these data, they will then know these data, and, knowing them, they will see what the situation actually is.

I believe much of the activity which goes on in an organization is done without any real realization of what the condition of the organization is, and it may very well be that for the last five years, only myself and a few others have been actually conscious of the real condition of Dianetics and Scientology organizations with regard to their business organization and finance. This sort of situation cannot of course continue. Dianeticists and Scientologists working inside of organizations and keeping them running would be as competent as they knew what was going on in the organization, and they would know as well what was going on in the organization as they were acquainted with the problems which the organization actually faced in terms of business and finance.

Probably one of the things which has held us back more than anything else was a good working knowledge of business itself. The basic maxim of business is simplicity itself, and that is first, that there must be an organization there, and second, that it must perform its duties and functions, and third, that it must originate communications as well as receive communications, and fourth, that its income must be slightly greater than its outgo, and fifth, that persons inside the organization should know what was going on generally in the organization.

I instituted this report system when I discovered that the Washington operation could sit there and not notice that the training department itself had never originated a single letter of procurement to prospective students. Mary Sue was originating all these letters, and when she left Washington to come over to London (having stayed behind to square things away), the training department, which had the responsibility for emanating all communication on the subject of procurement of students, wrote not one single letter to anyone anywhere. Thus Washington is involved in a slump. Similar to Australia, where internecine warfare kept people from communicating out to the world at large, Washington was brought into an intensified usual Christmas slump by a failure to originate communications. Another circumstance came to my attention which was very amusing. Over a period of two weeks, I was being asked by the downtown office if Silver Spring had received a cheque for expenses. Downtown Washington was communicating with me to find out a datum about Silver Spring which if a map is inspected will be found to be eight miles away. Silver Spring was not communicating this information to downtown Washington, and downtown Washington evidently never thought of asking Silver Spring. I let it ride until they eventually got together on the subject. Interdepartmental bulletins and meetings to exchange information are absolutely necessary if an organization is going to continue in a healthy state.

It is time that the central organization of Scientology began to circulate bulletins on what it is doing. I know definitely that in each department branch of the entire Washington operation everyone, with very small exception, is doing his all-out level best to keep everything rolling and they are doing a wonderful job of it. I think, however, that from department to department the Washington operation doesn't know this. How about meeting each other, you guys?

L. RON HUBBARD

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**LRH TAPE LECTURE**  
London, England  
22 December 1955

\*\* 5512C22    LAM-4    Matching Auditing to Tone



**P.A.B. No. 68**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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23 December 1955

**FIRST AND SECOND POSTULATE**

Here is some very fundamental material that has come up on the first and second postulate.

I have been going over this very carefully, and discover that we can know more about knowing.

We take our first and second postulate Axiom, and we find in this that if you run the first postulate, the second postulate runs out, and difficulties because of the second postulate run out—that there can be, really, no difficulties with the first postulate.

Our first test on this is to have somebody look around and, instead of looking at something, remember it.

He is looking at the wall, so you say, **“Remember that wall.”** So he looks right straight at it, and remembers it.

He looks at chairs, and things like this, and remembers them. Instead of looking, he remembers. Of course, it is right there in present time, but he is remembering, right there in present time.

This will do some interesting things to ridges. It is just an experiment. It's not a process.

Now we have him look at some things and forget them! We just have him look around and forget some things.

**“What in this room are you willing to forget? Now, instead of looking at it, just forget it.”**

The next experiment would be to have him look around and KNOW about some things in the room.

Do you see how that fits in with R2—46, Other People?

The next experiment would be to have him look around and see if there is anything in the room he can not-know about. He is perfectly willing not to know about these various things.

If we run these in this order, we will discover an oddity. Remember and Know are sticky, and Forget and Not-Know are not sticky, but will run.

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Well, this becomes very, very fabulous, doesn't it?

What we have here has already been mentioned in *Self Analysis*, 1951, Fall, and that is the first ascent into the abstract and away from real objects: Forget and Remember. Those are the first abstract actions a person can take, mentally: Forget and Remember.

Now for the first time, with this Axiom about the first and second postulate, Forget and Remember fit into their proper relationship, and we get them in relationship to the conditions of existence.

The only thing that gets wrong with a thetan, you could say, is that his attention gets stuck on something. Then, when you go ahead, as an auditor, and stick his attention on something, you have the other thing.

There is some more data that I think you ought to have. It's a little bit advanced in some respects, but it won't do anybody any harm.

The first is a short note, here, on intentions. We have a process which is: Assign Some Intentions.

This is quite interesting, because it reveals a great deal of automatic machinery. You run a process on a student, such as this: "Now I am supposed to—" and you have him finish the sentence, and acknowledge it, and talk about it. Then you have him say, "**Now I am supposed to—**" and he tells you.

You just have him say this, each time: "**Now I am supposed to—**" and have him finish the sentence.

Of course, it could be run on the basis of: "**Now what are you supposed to do?**"

It is quite interesting that we find a student and a preclear set up in a school, is: "Now I am supposed to learn some processes." Or: "Now I am supposed to have a short comm lag." "Now I am supposed to do this—now I am supposed to do that." "Now I am supposed to resent this breach of the Auditor's Code!"

That process might loosen up a case or two that gets stuck in student auditing—the kind that isn't making much progress.

L. RON HUBBARD

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OPERATIONAL BULLETIN NO. 10

28 December 1955

I am giving here in outline form the basis of survival of various Scientology organizations. This is how they live and this is how they keep going. When they stumble it is because staff is missing out one or another of these points.

In five years of trying anything and everything—and I mean everything—to get things going, my own program of success for organizations boils down to the following. I would consider it a favor if all Scientologists concerned with Scientology organizations studied this for what it is—an outline that wins:

THE MANAGEMENT AND ACTIVITIES OF SCIENTOLOGY ORGANIZATIONS

(one copy to each staff member and to all Scientology organizations)

The function of the HASUK is the dissemination of Scientology and the demonstration of its results.

Dissemination by:

Free Lectures	
Free Group Processing	
Free Pamphlets Sale of Elementary Texts )	1. To Bookstores
Sale of Advanced Texts )	2. To Members
	3. To Public
Sale of Tapes	(To Members
	(To Groups
Rental of Tapes	(To Members
	(To Groups
Circulation of Certainty	
Circulation of HASI Bulletins	

Demonstration of Results by:

Good Clinical Auditing (Intensives only)

Adequate Training of Auditors ( 1. By HASI School  
( 2. By HASI Grads

High Ethical Standards (Certificate Control  
(Failed Case Control

Efficient Operation and Presentation of Office and Quarters by:

Alert personnel  
Swift replies to letters  
Swift filling of orders  
Origin of High-toned letters  
Cleanliness of Offices  
Courteousness of Staff

Financial Policy:

Income must be greater than outgo.  
Charges on books should be cost x three.  
Charges on tapes must be cost x two.  
Tapes and magazines can be sold at a loss.

Charges on Training must be adequate to ensure the long continuance of that person's training. (About 3 years.) Total training HPA and BScn and DScn, the formal (in dass) training, is only a fraction of total done.

Charges on processing must be adequate to ensure all eventualities for any one case. Refuse to sell hourly processing. Never sell 25 hours to a rough case. Sell 75.

Strict accounting, bookkeeping and invoices with counter checking of all functions.

Operational Smoothness is obtained by:

Informing everyone in the organization of everything.

1. Interdepartmental Bulletins
2. Bulletin Boarding Coups and Changes
3. Being exact and brief
4. Being real about conditions
5. Being frank inside and putting up a solid front to the outside
6. Talking out troubles within organization
7. Staff meetings, regular and exact
8. Paying only passing attention to lengthy or critical letters

Financial Security is obtained by:

1. Anticipating slumps and planning fast promotion and mailings to meet them
2. Compelling interest in organization
3. Being real about the actuality of needs
4. Attention to the philosophy that a healthy organization is a *long* term investment by staff and realization that the only staff personnel ever fired by the HASs were those who flagrantly acted to shorten the life of the organization for all
5. Sound advertising
6. Good word of mouth
7. Good financial planning
8. Only Scientologists or those so studying, on staff in any capacity
9. A sincere interest in Scientology's health and good action = no financial distress
10. Keep all staff processed

The organization in general will be only as healthy as its legal control of the subject appears formidable to any hungry invader. Hence, no membership organization, no loose stock distribution, no large unpaid bills, no overcapitalization because of property. Own little, do much. Owning much means doing little.

Happy New Year to Scientology staff everywhere. Let's make 1956 the year we really win.

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L RON HUBBARD

**LRH TAPE LECTURES**  
1955 (specific dates unknown)

54 or 55	LECTURE	The Dynamics—OT/ARC—As-isness
55 ...C ...	LECTURE	Elementary Straightwire
* 55 ...C ...	DEMO	LRH Auditing—"What wouldn't you mind fighting"
55 ...C ...	LECTURE	Two-way Comm

## HUBBARD COMMUNICATIONS OFFICE

1 Brunswick House,  
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OPERATIONAL BULLETIN NO. 11

3 January 1956

Now that the happy holidays are over, we find Scientology embarked upon a new year which presages greater gains than ever before. With the opening of 1956 we discover that we have certain definite assets which are now paying excellent dividends. With the excellent job being done in Washington and London and with new efforts under way in South Africa and Australia and with auditors in many places doing more and better than ever before we are moving in to our first real organizational year. I wonder if you realize in the past how much of a burden of dissemination has been carried by myself. I wonder if you know the number of hours I have sat over a typewriter late at night beating out stencils, shoving booklets through on inadequate budgets in order to hold up the public interest while we got an organization built, but you might have some comparison in the amount of work which you have done to keep things rolling during these last years. Now more than ever we look like a team and certainly we are acting as organizations and carrying forward the dissemination of Scientology as never before.

In the last issue of Operational Bulletin—Op. Bull. No. 10—I gave you a brief outline of the facts of organizations to which I had paid very clear attention. These aren't by the way a series of fragments thrown together with a lot of stuff left over. That outline is given to you for your study because it does contain in it actually all the points; when we go too far outside these points we have a very difficult time of it.

### BOOK DISTRIBUTION AND SELLING

You may not realize how much distribution is possible by one individual. The way you do this is to procure telephone books for the various cities, particularly the more important ones, and you comb down through the classified directory listing all bookstores. Now you take this as a complete bookstore list and you have made up a very fancy and presentable circular, and you offer them the usual trade discounts and operate just like a book distributor. You don't have to have any order form or order blank, you simply put together a little brochure which tells them what books you have available and puts these books on order to them. You will be amazed how many orders come in particularly as the sale of Scientology and Dianetics books has been tremendous and you say so in the brochure.

Now making proper coverage you then continue to hammer and pound away at the bookstores which didn't order until you have set up a full distribution machine. Thereafter you very carefully keep this bookstore distribution circulation as a separate enterprise and activity, fill their orders very promptly and remember to watch your billings. Many of these stores will order books on credit. It is perfectly all right to sell the books on credit but it is necessary to bill them at a certain time. If this is done on the release of any new book it is necessary to send copies of this book to every prominent newspaper for review. These newspapers will review the books. Furthermore, in such things as the *Saturday Review of Literature* you can buy a small ad or two announcing the publication of the book. In addition to that, and particularly this, you place an ad in the booksellers' trade journal. The booksellers have a trade journal and this trade journal sells ads and you buy a big ad in the trade journal and then all the bookstores look at this ad and many of them send in for this book.

Now this takes a little bit of doing but this is the *totality* of operation and action which the publisher actually gives you. Of course he has a salesman or two but these salesmen are actually working for many publishers and are seldom relative to just one publisher. They are trying to sell so many books at once that they get into quite a confusion over the thing.

Action for this in the United States is of course Bill Young; action in London is Jack Parkhouse. We should begin to compile a complete list of bookstores and get our campaign in order. We should also place our ads in the publisher's weekly.

#### SIX LEVELS OF PROCESSING ISSUE 7

As Issue 6 got lost in the testing, SLP Issue 7 is now being prepared by myself and will be released as soon as one more of its processes is adequately tested. This SLP is really a killer. For the first time it gives us ways and means of processing successfully and directly a chronic somatic. There are no really violent changes from SLP Issue 5 in form and order. There are no processes dropped. There are processes added and some changes are made.

#### WASHINGTON NEWS LETTER

The first issue of the Washington news letter has been released and is being sent out by Don Breeding to the various HASs. It is an effort to keep the organization informed within the Washington organization and to inform others of what the Washington organization is specifically doing.

#### HAS BOOK EXCHANGES

There have been several questions concerning how one country could get books from the organization of another country. These are best answered by a credit system of the value less discounts of the merchandise. London transferring books to Washington, D.C., is keeping a booklet which is full of these transfers. This also applies to tapes and other materials. Thus the organization in London can transfer as much as it likes to Washington, D.C. Similarly Washington, D.C., can transfer as much as it likes to London, and eventually these accounts will be balanced off one against the other. South Africa and Australia could be doing the same thing providing of course that they have materials to submit to London and Washington which can operate on an exchange basis.

#### HAPPY NEW YEAR 1956

L. RON HUBBARD

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#### LRH TAPE LECTURES

London, England  
3 January 1956

5601C03	LAM-5	Solution to Body Behavior, Part 1
5601C03	LAM-6	Solution to Body Behavior, Part 2

**P.A.B. No. 69**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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6 January 1956

**SIX LEVELS OF PROCESSING**  
**Issue 7**

This issue of the Six Levels is dedicated to only one thing—the clearing of any level of case.

A careful analysis of its every part of every step will discover it is a process in itself.

SLP 7 does not include many processes found in earlier SOPs and SLPs. They are omitted not because they are not good but because they are not entirely direct. They will reappear in later issues of SLP, no doubt. In this No. 7 we do not have something which will then become something else. We have a unique process series which while it retains form, enforces simplicity.

The reason for this Issue and its stand-to-the-side of the evolution of processing in Scientology is that Issue 5, and even 6 with its emphasis on creativeness, used without enough selectivity, lose us the Intelligence and Personality gains prominent earlier in the fall of 1955. The processes are still there—they are not being concentrated upon, lost a bit, in the multitude of choices of No. 5 and No. 6. Thus No. 7 is especially made for staff auditors.

In SLP 7 the goal or finite end of any process given is detailed. The actual rationale is delineated and the entirety of the processing is done in accordance with one positively asserted assumption as follows:

When the pc goes more anaten than he is when not being audited, he is in the grip of a real or affected Code Break and is out of session. *Any* drop of alertness is a drop of ARC, first with the auditor, second with the bank, always. Therefore a drop of consciousness denotes a break with the auditor which must be repaired before the session continues.

Done without the above strict rule, I cannot guarantee any success from No. 7. It is too strong a process series, in other words, to omit any precaution.

Two-way comm must be stressed at all times.

**LEVEL ONE**  
*This is what gets the case moving*

**PROBLEMS**

Chronic Somatics

The body of your preclear is a quivering hunger for overt acts. On consideration level these are problems. The auditor begins his auditing with this first barrier. He must

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surmount it by

1. Two-way comm to establish good ARC
2. Directly remedying havingness of problems or
3. Remedy of overt acts by creative processing
4. Alleviating a chronic somatic or problem by remedying their scarcity or
5. Increasing ARC until all problems or somatics seem unnecessary.

- 7 I (a) Find the auditor.  
7 I (b) Find the preclear.  
7 I (c) Find the auditing area (light locational processing).  
7 I (d) Establish that a session is in progress.  
7 I (e) Accept, discuss every comm preclear originates.  
7 I (f) Acknowledge every command execution by preclear.  
7 I (g) Agree on process and command before using it and do not confuse it.  
7 I (h) Use two-way comm liberally.  
7 I (i) Follow the Auditor's Code.  
7 I (j) (changed) Remedy havingness of problems by selecting communication terminals or universes (not conditions) and use command **"Invent a specific problem \_\_\_\_\_ could be to you."**

Note 1—Can be run with best gain by discovering "weakest universe" by two-way comm about weak people and things and then using this person so discovered as the name in the blank above.

Note 2—"Invent a specific problem \_\_\_\_\_ could be to you" has a reverse command: **"Invent a specific problem you could be to \_\_\_\_\_"**; however, this is the overt act side and should be handled with care if used.

Note 3—At SLP 7 I (1) chronic somatics can be alleviated (and should be) by **"Invent a problem your leg (or stomach or liver) (never your lameness, your ulcer, your illness, as these are conditions, not terminals) could be to you."** Using mock-ups of overt acts to body and having pc, when he has created them, even black ones, get how *each* part or fragment of the mock-up is entirely dedicated to destroying the pc's body and so make mock-up vanish. To the body, separation can occur from anything only when it has done enough overt acts to the body to cancel all obligation, obligation being the first bargain or agreement possible to a free being (pledged word).

Note 4—It is distinctively understood that within this or the next step the chronic somatic will be alleviated before the clearing is continued.

Note 5—A very few pcs have lost the ability to invent problems with any reality; these run on **"Tell me some lies about the environment,"** and *then* on problems as above.

7 I (1) Run pc on ORDERS. Two methods: Opening Procedure 8C and direct command, latter preferred. **"Tell me some orders you wouldn't mind receiving."** **"Tell me something that would obey you."**

Note 6—These commands are phrased to be permissive to the pc, commanding from pc to environment.

Note 7—Orders are an "all-the-way route." The wall is an order (postulate) complicated by the order to be solid and endure. The reality of the preclear depends on his ability to receive orders.

Note 8—Don't stick the pc on one subject or object in running orders. If the bank turns up an engram, don't insist he gets part of it he can receive orders from. Also do not insist he take orders from various parts of environment.

Note 9—In Level One don't solve any problems. Increase by various means as above the problems preclear can have.



7 I (m) **“What could change you?”**  
**“What would leave you unchanged?”**  
(Run alternately one question, then the other.)

7 I (n) To prevent all the problem and motivator techniques from adversely affecting the thetan (or if the above processes did), run alternately the following questions:

**“Tell me something your body doesn’t have to reach.”**  
**“Tell me something you could reach.”**

#### LEVEL TWO

*This is what changes the Scientometric Tests*

#### 7 II (a) WATERLOO STATION

In a populated area (park, RR station, etc.) have pc tell auditor something he wouldn’t mind not-knowing about persons which auditor spots for him, or the persons not-knowing about him. Commands:

Auditor: **“Do you see that (man, woman, described slightly)?”**  
Pc: “Yes.”

Note 10—Make allowances for your pc’s ability to see people clearly. Run if possible with glasses off if he still has them.

Auditor: **“Tell me something you wouldn’t mind not-knowing about that person.”**

Note 11—The pc selects things he already can know to not-know. He does not give things he does not know anyway. This stress is the willingness to not-know things one already knows. Otherwise pc will become confused.

Note 12—If two-way comm won’t keep the pc alert he is on stuck flow. (See *Scientology 8-80.* ) Run “other side” as below:

When pc—to spotted person has been run flat or to a dope-off, reverse to:

Auditor: **“Tell me something you wouldn’t mind that person not-knowing about you.”**

Note 13—Run one side for hours, then the other side, in ordinary use.

Note 14—Observe that in SLP 7 we omit all other spottings. These are good, but Waterloo Station is the cream of Level Two SLP 5, and auditors have been too involved in lower steps to run Waterloo Station. For God’s sake don’t neglect it. It’s the most valuable process in Scientology. It handles TIME!

Note 15—The goal of Waterloo Station is not to make the pc make *one* thing vanish. That phenomenon is just the start. Auditors have been quitting when the pc made somebody’s hat disappear. When the pc can make the whole universe wink on and off at his consideration to know or not-know it, you’re getting somewhere—so don’t stop at a hat.

Note 16—Don’t give the pc back what he has just not-known. If he not-knew it, he not-knew it.

Note 17—If an auditor is so hungry for overt acts that he has to provoke the pc into them by breaks and poor compliance with procedure, just ask the pc to hit the auditor a few times. It’ll remedy it.

#### LEVEL THREE

*This is what exteriorizes them*

#### DECISIONAL PROCESSING

Run in quiet places.

Preparatory: **“What contracts could you break?”**

7 III (a) Think a placed thought.

The object is to train the pc to think thoughts exterior to his head and thetan bank to obviate the “cave-in phenomena of Axiom 51.”

Commands (auditor indicating object or position):

**“Think a thought in (on) that \_\_\_\_.”**

Alternate command: **“Do you see that (object)? Think a thought in (on) it.**

**Did the thought appear where it is?”**

7 III (b) Choice rehabilitation.

Using the ability acquired in Level Three (a), have the pc make choices between two objects indicated by auditor.

Command: **“From (indicated point) make a choice between (indicated positions or objects).”**

7 III (c) Directed Decision Rehabilitation.

Using the ability acquired in (a) and (b), exercise the pc on decisions.

Command: **“Make a decision about that (indicated object) in or on that (indicated object).”**

7 III (d) Permissive Decision Rehabilitation.

Using the abilities acquired in (a), (b), and (c), turn pc loose on decisions. Decisions must be outside head and bank.

Command: **“Decide something.”**

#### **LEVEL FOUR**

*This builds back their willingness to live*

#### **OPENING PROCEDURE BY DUPLICATION**

Done in an auditing room with a book and a bottle. Commands:

**“Do you see that book?**

**Walk over to it.**

**Pick it up.**

**Not-know something about its color.**

**Not-know something about its temperature.**

**Not-know something about its weight.**

**Put it in exactly the same place.**

**Do you see that bottle?**

**Walk over to it.**

**Pick it up.**

**Not-know something about its color.**

**Not-know something about its temperature.**

**Not-know something about its weight.**

**Put it in exactly the same place.**

**Do you see that book? (etc.)”**

#### **LEVEL FIVE**

*This makes them able to play games*

#### **REMEDY OF COMMUNICATION SCARCITY**

The object of this step is to restore abundance on any and all communication possibilities. Done in an auditing room.

7 V (a) Create Confusion.  
Commands: **“Mock up a confusion. “**  
Alternate command: **“What confusion could you create?”**

7 V (b) Creating Terminals.

The pc may have to be coached into mocking up unknown confused black terminals and thus into good terminal mock-ups. Commands:

**“Mock up a communication terminal.”**  
**“Mock up another communication terminal.”**

7 V (c) What wouldn't you mind communicating with? Duplicate the auditing command exactly. Don't red-herring (go chasing after facsimiles). Command:

**“What wouldn't you mind communicating with?”**

7 V (d) Creating Family Terminals.

Have pc mock up until he has an abundance of any and all persons he has ever used as anchor points. Command:

**“Mock up your (father, wife, mother, husband).”**  
**“Mock him (her) up again.”**

#### LEVEL SIX

*This exercises their exteriorization and stabilizes*

#### REMEDY OF HAVINGNESS AND SPOTTING SPOTS IN SPACE

Route One

An exteriorized step done as given in *The Creation of Human Ability*.

L. RON HUBBARD

[The above PAB is basically the same as an issue dated 3 January 1956 titled *Six Levels of Processing - Issue 7.*]

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OPERATIONAL BULLETIN NO. 12

10 January 1956

AN EXPERIMENTAL ARRANGEMENT OF LEVEL ONE

Level One

- (a) Establish the auditor.
- (b) Establish the preclear.
- (c) Establish session environment.
- (d) Establish that a session is in progress.
- (e) Check for present time problem. If problem is holding preclear's attention, use command "Invent problem of comparable magnitude". Continue this until preclear has his attention off the problem.
- (f) If no present time problem, or level (e) successfully achieved, then command "What would change you?" alternate "What would leave you unchanged?" This process is essential to use on pc who is waiting to be changed by auditor.
- (g) "Invent a lie about (indicated object)." Do this until it is flat. Process must not be done using same object over and over. Best done ambulatory.
- (h) "Something you could reach" alternate "Something body doesn't have to reach". Run this until pc is quite aware that he can reach without using effort on his body. This process is essential before level (i) is attempted.
- (i) Command "Place a thought in (indicated object)." Run this flat as with all in this level. "Assign an intention to (indicated object)." Then, "Assign an evil intention to (indicated object)." Then, "In (indicated object) assign an intention towards your body." Then, "In (indicated object) assign an evil intention towards your body." With these latter we are preparing the pc for body motivators.
- (j) "Have (indicated object) tell you a lie." This process is not essential but can only be done readily when this point is reached.
- (k) Body motivators. Subjective on weakest universe. Use this process on mockups of weak universes. Facsimiles, etc, will show up; when they do, use this process on them. Command "Consider that sole intention of \_\_\_\_\_ is to kill your body."
- (l) "Invent a horrible fate for yourself" alternate "Invent a horrible fate for your body."
- (m) If pc still has psychosomatics or problems in general with specific terminals then "Invent a problem that \_\_\_ could be to you." In \_\_\_ put only terminals and not conditions.
- (n) "Orders you are willing to receive." Run this flat and then, "What would obey you?" Alternative step to this SOP 8-C Opening Procedure Step A.

The above arrangement of processes for Level One of SLP Issue 7 was accomplished by the HASI London director of processing and registrar, Dr. Ann Walker, and London HASI director of training, Dr. Dennis Stephens in collusion with myself. The arrangement resulted from experimentation with preclears being processed by staff auditors and by the use of the processes by students. It will be seen that these steps are

preparatory to spotting as in Waterloo Station. The most interesting fact here is that these processes have been empirically derived. Out of the large number of processes used on low level cases it has been discovered that these processes each one have been responsible for starting one or more hitherto impossible cases. Similarly, the old ladder of processes, Six Basic Processes, was similarly arranged, which is to say empirically. The original Six Basic Processes were compiled from a number of processes and were adopted when it was discovered that each one of the Six Basics had been responsible for solving one or more difficult cases, and were always responsible, one or more of them, in the progress of any case. It will be found that the arranged order of the above steps leads a preclear into the acquisition of various abilities he will need in order to run higher levels of processes.

This is not necessarily the final arrangement which will become SLP Issue 8 but it is the Level One series order which is to be used now on preclears coming in for staff auditing. This arrangement has already broken one famous case, and, in view of the fact that at this writing the arrangement is not forty-eight hours old, presages a very happy future for it. Additional adjustments and steps will undoubtedly be made, as experience is gained.

What we are watching here with Six Levels of Processing is the evolution of a new ladder. Six Basic Processes were standard for so long that this period of change of processes probably seems upsetting to many auditors, as though we are unsure of what we are doing. We are sure of what we are doing, but some preclears aren't sure of what they are doing. It is our goal in Six Levels of Processing to pick up any and all cases, even the psychotics, and start them in and move them on without specialties or exceptions. Our success with any one of these processes has been pronounced in each of several cases.

The important thing to know about Level One of SLP Issue 7 is that it is "run to cognition". The primary fault field auditors have had in using the Six Levels of Processing is that they have tried to run each and every part of old SLP 5 until it is entirely completely crushed flat, eradicated, flattened, and wiped out with the preclear. This is not an optimum thing to do with processing. As Dr. John Sanborn has noticed, a process will run flat, and then will unflatten and then run flat again and unflatten almost infinitely. A preclear is thereby "stuck" by the auditor, not that the preclear is actually stuck on the track, but he is stuck on the ladder of processing because the auditor isn't advancing up the ladder. The way one overcomes this is to change the process when the preclear has a cognition. When the preclear has actually gained a new understanding of what he himself or life is all about, the auditor takes that point to throw in a communication bridge and change the process. This is the essence of running such a process as any of those found in Level One. One might say the first basic cognition of the preclear is that an auditor is present, but auditors have a tendency to go over this point every time with the preclear when it is entirely obvious that the preclear cognited before he started for his session appointment that an auditor would be there. In other words, a cognition has already taken place on this point and need not be further stressed. It is a waste of time, in other words, to ask the preclear if an auditor is present. It is quite obvious that the preclear knows this. Of course the little formula of "is an auditor here, etc" furnishes some chitchat for an auditor who has nothing else to talk about, but is really not vital. Here we have a necessary cognition before the session can continue beyond the point. It is very often the case that the auditor fails to recognize the fact that the preclear has had a cognition and if he does recognize it tends to invalidate the cognition by asking the preclear if he is very sure now that he knows that or some such thing.

I will be very happy to receive any results which might accrue from the use of the above arrangement of Level One of SLP Issue 7.

#### **BRAINWASHING BOOKS RECALLED**

It is the friendly opinion of the government that the pamphlet giving forth the basic materials of brainwashing be circulated only amongst very trusted personnel in the organization and that it be withheld from general public release. You understand

that this is not an official order on the part of the government, but the government appears to be very well satisfied with us and is only afraid, I suppose, of the commotion which would be caused by the broad and general release of the brainwashing booklet. Certainly the materials in it described by the government representative as “noxious” would bring a considerable upset into the public sphere. We are quite satisfied that the material has been placed on proper communication lines and has been communicated to the proper authorities. This having been done our basic interest in the booklet, that it be used by us in order to research the entire field of brainwashing and its healing and eradication, be resumed and that we withhold from public distribution any and all of these books. There is as an incidental point an error in the printing of the booklet, in that it does not carry the name of the printer. Any copy handed around should be signed out to the person and should be accounted for by the person and should be handed back to the organization, and copies should only be handed to personnel actually interested in research and development in eradicating brainwashing and its possible threat to western culture. An order has gone out from this office to Washington, D.C., requesting that all copies of the brainwashing pamphlet be called back. Any large number of these pamphlets now in existence in the United States should be carefully stored so that they will not fall into improper hands.

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Axiom 55. The cycle of action is a consideration. Create-change-destroy, the cycle of action accepted by the GE, is only a consideration which can be changed by the thetan making a new consideration of different action cycles.

L. RON HUBBARD

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**LRH TAPE LECTURES**

London, England  
10—16 January 1956

5601C10	LAM-7	Auditor Insight
5601C12	LAM-8	Anglo-Saxon Thought
5601C16	LAM-9	Repair and Remedy of Havingness

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OPERATIONAL BULLETIN NO. 13

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Distribution: Washington—Dr. W. H. Young; South Africa—Dr. M. Scholtz; Australia—Dr. John Farrell; New Zealand—Dr. Frank Turnbull; West. Australia—Dr. Stanley Richards; Connecticut—Dr. Dick Halpern; Dublin—Dr. Bernie Green; London—Dr. Jack Parkhouse.

### OPERATIONAL BULLETINS GROWING UP

This is the thirteenth issue of Operational Bulletins. So far we have been setting an enviable record of getting Operational Bulletins out on time. They are usually composed on Monday and are mimeographed and mailed late Tuesday afternoon. They are done on a special Gestetner machine which uses blue ink to distinguish them from other mimeographed material released for the various organizations. In every week except Christmas week, when nobody worked on Tuesday and when we were a day late, the Operational Bulletin is setting a record for coming out on time, a noteworthy and unusual circumstance in Dianetics and Scientology publications.

The purpose of Operational Bulletins is of course to furnish information of various types to Scientology organizations and personnel and to give them the jump, "the scoop", ahead of the rumour line, individual instructions by letter to various personnel and primarily and principally to keep key staff personnel in Scientology from being embarrassed by the sudden change of direction or the solution or arising of certain incidents, so that they can act in the role of people who are "in the know". This is quite important since we have in the past had many instances whereby things were released to one quarter of the world, were unknown in another quarter of the world and people in the field would ask staff members in some HAS what was going on and these HAS members would not know, much to their embarrassment. The Operational Bulletins give them a chance to have the straight dope and enable them to put people right concerning a great deal of material.

Further, if I started to originate individual letters to each and every key person in Scientology and give him regularly all that was going on we would have in effect merely a repeat of this Operational Bulletin; thus I am enabled to write to persons material which is directly and intimately in their department and to put all generalized information on the communication network covered by the Operational Bulletins.

Operational Bulletins are sent by airmail to every quarter of the globe and although there are not very many copies of them released, they have the effect of a very wide distribution system. However, you should keep definitely in mind the fact that the information which appears in the Operational Bulletins is not generally well known to the field. In fact practically none of this material is intended for direct consumption by auditors and Scientologists at large. It is not that they would not understand it but in these bulletins I do not spend any time being nice or pulling my punches or being artificially poised about everything and anything. From my viewpoint these Operational Bulletins give me a chance to vent what bad temper I have and to indulge what puckish sense of humour I might conceive to be ill placed in wider spheres.

Alert yourselves, however, to the fact that the material in Operational Bulletins 2 reworded where it is of questionable content to non-Scientologists, can be freely used and quoted in Certainty, Ability, Local Newsletters, in lectures such as those given live by instructors and those given to free group people, and indeed it is expected that the

material in Operational Bulletins will get a wider release at the direct discretion and good sense of people in Scientology who are in charge of various publications everywhere.

You know how when I'm right there my closest friends sit around in the office or living room and we take the situation apart, well this is not that good, but the Operational Bulletins are at least something of a substitute for the much closer type of communication that we like and which is quite impossible on a wider publication basis wherein the publication might fall into any set of hands.

OH MY GAWD!

The other day a well known figure in British Scientology was standing in my office being asked to undertake an activity and I said to him, more to make conversation than anything else, "Of course you know that if we were to take on a long series of cases suffering from some specific chronic somatic we would at least, even if we used group processing, alleviate the majority of those cases." And this gentleman who has been in Scientology for a very long time and has done a very great deal of auditing said to me, "Oh really? Could you do that now?"

WHERE HAS THIS GUY BEEN? Back in Wichita when Susie and I were combing the whole track trying to plow up the various incidents which eventually became *What to Audit* (in England, *The History of Man*) we took on a series of polio cases by means of newspaper advertisement. The newspaper advertisement said, "Polio sufferers. A research foundation is undertaking an investigation of polio. Any persons so afflicted who would like to participate in this investigation should phone ----- ." The same ad was also run for arthritics. People with arthritis and polio started to call in and we took these people on, the polio sufferers up at my house, the arthritics down at the foundation, and using the oldest known form of overt acts and motivators, and using effort processing, we *alleviated* the *majority* of the cases which presented themselves. The first case that came up immediately, by the way, enrolled in the professional course and other cases took professional auditing afterwards. Don G. Purcell cut the program off without informing us because of course the foundation was supposed to fail. This program alone would have meant the making of Dianetics in that immediate area, and as a matter of fact, is still heard from, although it was only in progress ten days (it happens to be a good gag for any auditor to work). But remember this was 1951, and right there, auditing these people no more than three hours per preclear, we made the majority of these people feel so much better about life that they could get on with it. One girl threw away her crutches immediately. Another one, an old lady, got out of her wheel chair, and what we did in that short program just auditing these few hours using nothing but overt acts, motivators in the manner of effort processing, yet it did so much more for these people than had ever been done for them medically or ever could be done for them medically, that they were astonished beyond gratitude.

And here is this British Scientologist who has been in practice for years standing there in front of my desk and asking me in a surprised tone of voice whether or not we could do anything for polio or other types of illnesses. This man is reputed to have more success with auditing than many others. But if he has not learned that we can alleviate the majority of any illness in any series (as distinct from curing all cases into a state of perfection), then what does this man think we are doing? Does he think that Scientology is a swindle. He must! Either that or he's never applied it even vaguely to people who were ill.

This matter was a considerable shock to me, as you might well suppose, for it told me at once why the progress of Scientology in Great Britain was relatively limited. A further check into this subject with another person, a much better Scientologist, discovered to me that the British Scientologist is not aware of the wild reactions and phenomena obtained from running engrams. The preclear rolling up in a ball on the bed as he goes into a pre-natal or wriggling his whole body like a fish as he hits a sperm sequence is unknown in Great Britain. Indeed at this late date I suppose that it is more or less unknown in America since it has been two or three years since anybody ran an



engram on anybody. But here again was the tremendous drama associated with auditing.

Now if we have forgotten in Great Britain, America, and if we have not established in South Africa or Australia, first that Dianetics or Scientology even in its crudest form could alleviate the majority of man's illnesses, and that a majority of any series of cases of any specific illness would be alleviated, and if we have not established the various highly convincing phenomena obtained in running engrams, we of course are not making anywhere near the progress we should. Indeed if we have let this material lapse in America and are no longer beating the drum for it, no longer demonstrating it, we of course are going to make very slow progress. There is nothing quite as convincing as getting tipped over into a pre-natal and getting it run out. The phenomena of running birth, of operations, accidents, of the loud zip, pop that comes from electronic explosions hot enough to burn holes in the E-Meter electrodes, and particularly the fantastic efficiency of Dianetics and Scientology in alleviating a majority of illnesses, are any one of them capable of giving enough word of mouth to Dianetics and Scientology across a populace to alert the world to what we really have here. However, if we neglect these things utterly, if our auditors do not know they can happen, we are going to make very slow progress of it.

We can as of this moment process a chronic somatic. I know that some months ago and earlier than that it seemed rather fatal to us to continue to fixate the preclear's attention on a chronic somatic. But that is not a problem with us right now. It ceased to be a problem the moment I invented an auditing command exactly as follows: "Invent a problem that (leg, arm, nose, eye, body) could be to you." Running this command which is in itself a sort of a remedy of havingness, and repairing and remedying the havingness of the preclear as we go, we will discover that practically any and all phenomena associated with the service facsimile will come away and clear up and the limb or nose or eye will get well. This can be used as a word of warning, only on actual terminals. Never use this command, and I mean never, on actual conditions. Never ask the individual to invent problems lameness could be to him. Never ask him what problem blindness could be to him. Lameness and blindness are conditions. We want to know what problems *legs* or *eyes* can be to him, since legs and eyes are terminals. In running this command we reduce havingness too rapidly whenever we are stressing conditions. Therefore we run it only on terminals and use only terminals in running it. Handled in this way we do have the answer, as of this moment, to chronic somatics. This is really not news. We have had the answer to chronic somatics for years, and we have actually been able to alleviate the majority of chronic somatics which presented themselves to us.

#### WHY WE WEREN'T WINNING

The exact reason why our progress through the society was limited might lie in part in the fact that we no longer stressed the alleviation of chronic somatics, but in actuality it is far more important to us that for at least the last year auditors have been auditing in a way which I did not suspect and which does not produce an adequate result upon a preclear.

It is very startling news to me to review Scientology via its psychometric test results and discover that over a period of about four months neither Washington nor London had been getting anything like the rise in ability in its preclears that it had formerly been getting without at once discovering the answer. The answer in this particular case was elusive. If you will examine one of the last Ability's published in Phoenix, Arizona, you will see two sets of graphs. One of them consists of twenty-five hours by staff auditors on a series of preclears and the other graph consists of five hours on a series of very tough preclears by myself; you will see that the gains of the twenty-five hour intensive and the five-hour intensive are quite similar. In fact the five-hour I was giving was a little bit bigger gain than that being gotten in twenty-five hours by the staff auditor. Now I thought it was merely a smoother presence or a better grip on existence and Dianetics and Scientology that was doing this, but this large generality as a statement of the difficulty was inadequate.

Laterally although my own auditing on preclears was getting better and better, the staff auditing on preclears and the auditing on preclears out in the field was getting worse and worse; less and less gains were being obtained during the last few months. I have spent a very uncomfortable three months researching and looking hard at techniques in Scientology in trying to determine what was happening to preclears who were coming in for auditing and why they were not easily and smoothly progressing as they were being audited. Only at the last did I look hard at something the auditor himself was doing.

You have heard me say dozens and dozens of times I am sure, “When in doubt, remedy havingness.” Well, you ain’t doing it, and you better start right now.

I cannot entirely congratulate my only alertness in discovering this for the matter was presented to me about two weeks ago when I came out with a process known as “body motivators”. I had discovered that a body is very, very hungry for motivators of such a very low level that any and all motivator remedy had in the past escaped it. All you have to do is mock up a mock-up of any kind and have the preclear state an intention into it that it is there to kill the body and instantly it goes into the body. This hunger was so pronounced and widely spread that one auditor suggested that we invent a technique on it called “SOP SLURP”. It was not until three separate auditors asked me how you went about getting a preclear to mock up a mock-up and get it into the body that I awakened to the fact that in our HPA-HCA schools we had not adequately instructed on how to repair and remedy havingness. That was the first inkling. The next was some auditing I myself got in which no havingness was repaired or remedied and even this passed me by; and the next was just a week ago, checking a case to discover with some astonishment that each and every symptom of loss of havingness was missed by the auditor. At that time last week I gave a lecture on the subject of remedying havingness and its necessity, but at the time I gave this lecture, which is available in London and Washington, and which covers the subject fairly adequately, I was not entirely aware of the fact that auditors in general are completely ignorant of the necessity for remedy and repair of havingness.

It is then with considerable shock that I have to report that one of the basic tenets of Scientology invented here in England three years ago and in use for all those three years has been missed and is being overlooked by auditors everywhere and if they are overlooking this, then they are messing up preclears at a most delightful pace.

It may not be that every auditor is obsessed with the idea of making nothing out of preclears, but it certainly looks as if we have overlooked the repair and remedy of havingness, that we have all too many of us been trying to make nothing out of the preclear’s aberrations the wrong way around. The way to make nothing out of those aberrations is to repair and remedy the preclear’s havingness every time it drops.

What are the symptoms of loss of havingness? Running any as-ising technique, the preclear may become anaten, or he may become slightly nervous or agitated or want a cigarette or seem to break out of the session in some fashion. In either case, he is “down in his havingness”. In other words he has burned up, used up or as-ised too much of his physical body energy in the auditing itself. In view of the fact that every subjective technique puts a sort of a hole in the middle of the electronic mass surrounding a preclear, parts of that mass then begin to cave in on the preclear. Thus running an as-ising technique on a preclear beyond the ability of the preclear to sustain the consequent loss of havingness will bring in on the preclear many new engrams which he did not before have, and a technique which as-ises energy if used without a repair or remedy of havingness will bring about a worsening of the case of the preclear.

For instance, there are several auditors I have not directly trained on staff now working in Washington. Just as this has missed me, it has evidently missed Julia and in London has missed Dr. Walker. A careful study of the Washington staff auditor reports reveals that the only advance in graph of the preclear which is significant and worthy of the name of Scientology during the last few weeks occurred when the auditor repaired and remedied havingness or was using a mock-up type of technique along with as-ising types of techniques. As an example, the preclear audited last week by Dick

Morley was run very largely on repairs and remedying of havingness. Old time staff auditor Dick Morley evidently wasn't taking his finger off any number. He very carefully repaired and remedied havingness and reported it as such and his case did a remarkable jump.

Now exactly what is happening is very simple. A preclear starts to go anaten and the auditor keeps on running the process. This is to some degree my fault. The auditor has been indoctrinated into running the process regardless of what happens. He hasn't realized that he ought to interrupt any process at any time if the preclear demonstrates a loss of havingness. Anaten is such a demonstration of loss of havingness. All right, another example: the preclear becomes agitated or upset. He reaches for a cigarette. He begins to twitch. His foot begins to wobble. He begins to talk excitedly. He begins to cough while being audited. All of these things demonstrate a loss of havingness. Even the bulk of the somatics which turn on are a demonstration of loss of havingness. These same conditions by the way can result from the preclear believing that the auditor has broken the Auditor's Code in some fashion or has treated cavalierly or has overcome his power of choice. Both a repair and remedy of havingness are immediately indicated on the observation of anaten or agitation on the part of the preclear, and in addition to this the auditor should carefully go over the session itself to find out if anywhere the preclear believed that his power of choice was being overcome or if the Auditor's Code was believed to have been broken by the preclear. You understand that the auditor didn't have to overcome the preclear's power of choice or break the Auditor's Code in order to have the preclear believe that this had happened. However, this could be overlooked entirely if the auditor had been careful enough to repair or remedy the havingness of the preclear.

The slightest drop of alertness on the part of the preclear or the slightest agitation or somatic on the part of the preclear should immediately indicate to the auditor that havingness has dropped and must be immediately repaired or remedied. A great deal of time can be spent on the subject of repair and remedy of havingness, and it is very beneficial time spent. It is better to waste time repairing and remedying havingness than to blunder on through. Now there is another thing I have noticed with regard to this. Auditors are running these days toward cognition. Very well. If they expect the preclear to cognite they should not expect him to pull in a bank on himself. If an auditor runs a very obvious process which should bring the preclear toward cognition and if he runs it several auditing commands and then stops and repairs and remedies the preclear's havingness and then after that asks him the same auditing question two more times, he will discover that he has blown a cognition into view. In other words, you could remedy the havingness of a preclear while his mind was on one particular subject and bring a cognition into existence.

The reason Scientology has been going slowly is in part, as covered above, the fact that we have been neglecting its efficacy in the matter of chronic somatics, but in the main because auditors have not been repairing and remedying the havingness of the preclears and have been running them downhill at a mad rate.

Now boy this is something we have got to jump on in a hurry. We've got to get in there and grab every auditor by the scruff of the neck and say, "Listen, do not run an as-is command beyond the point of alertness of the preclear. The moment that the ARC of the preclear drops or the preclear becomes agitated even vaguely, you get in there and repair or remedy havingness."

This becomes particularly important today since a few months ago I discovered that you could remedy the havingness of anybody, and I mean just that. You can remedy anybody's havingness and you can turn on mock-ups on anybody. The fact that the preclear who has a black field or even an invisible field can be caused to mock up blacknesses or invisibilities and shove them into his body brings us into an era of being able to make anybody turn on mock-ups. Getting the preclear to postulate that the blackness is bad for the body will cause that blackness to snap into the body. Getting the preclear to postulate the invisible mass he has mocked up as bad for the body will snap it into the body. Of course after this has been done a few times the consideration of the preclear will change. Then perhaps the blackness or the

invisibility will only snap in when the preclear postulates that it is good for the body. He may also have residue left. It is very important to get rid of these repair and remedy havingness residues. By various postulates such as that the residue is a threat to the body, it is good for the body, it is bad for the body, the residue too will snap in.

Let's differentiate at once here the difference between a repair of havingness and a remedy of havingness. We used to call repair of havingness "giving him some havingness". It needs a better technical term. Therefore let us call this repair of havingness. It means having the preclear mock up anything he can mock up and in any way it can be done to get him to shove (never pull) that mock-up into the body, and by similar means to get rid of the residue which went along with the mock-up. That is a repair of havingness. It is a one-way flow. It is an inflow. Now a remedy of havingness is getting him to mock up and shove into the body enough masses or simply mock up and copy enough masses to bring him to a point where he can eventually throw one away. In other words, repair of havingness is simply having him mock up things and have him shove them into the body, and a remedy of havingness is having him mock up and shove in *and* throw away the same type of mock-up. Remedy of havingness is always a superior operation to repair of havingness. Repair of havingness is a very crude stop-gap but can be used at any time. However, a preclear who is working well and on whom havingness can be remedied should at all times have his havingness remedied not repaired. In other words, any mock-up mocked up should both be shoved into the body and mocked up and shoved away, and this should be done in considerable quantity until the preclear is quite relaxed about that particular type of mock-up. One does this, remember, every time the attention of the preclear drops or becomes agitated.

There is one other little point connected with this which is quite important and that is auditors very often audit a preclear into an area of time when the preclear exteriorized. This on a preclear who does not easily exteriorize brings on a considerable grief and sadness. The way to get rid of this is of course to remedy the preclear's havingness or only repair it and to ask the preclear to recall times when he was not exteriorized. This will bring up at once times when he did exteriorize and recalling these and using further remedy and repair of havingness will get him out of those areas on the time track where he did exteriorize and where fear of exteriorization was built up considerably.

I have noticed another special condition regarding this exteriorization phenomena which is quite important. A preclear will occasionally repair and remedy havingness up to a point where the body disappears. He doesn't quite know where to put the mass which he has mocked up since he cannot find the body. This is particularly true of preclears who have a very low threshold on havingness. An auditor would be stupid indeed to simply plow along beyond that point where the preclear has already said that he couldn't find any body to push any havingness into. The moment the preclear does that the auditor should suspect that the preclear has gotten into an exteriorization type incident. It is not, however, necessary that he immediately flounder around and try to find this incident as recommended in the paragraphs just above; he can also repair and remedy havingness in this fashion, and it is very important to know this. Although it is disastrous for a preclear to be asked, "What could your body have?" since he will simply strip the bank of various old facsimiles, it is a very, very good repair of havingness to ask a preclear, "What is there around this room (area) which your body could have?" and then have him pick out specific objects in the environment which he says the body could have. If he does this he will come up the gradient scale of havingness, and his havingness will be repaired or remedied immediately or directly on the Sixth Dynamic. A preclear who cannot get mock-ups and wherein the auditor has either been too clumsy to get the mock-ups turned on or it really was impossible, more or less, the preclear's havingness can be repaired simply by having him do this process, so this is a very, very important process and one that ought to go down in red letters.

This whole subject of repair and remedy of havingness and its effect upon auditing and the fact that it has not been stressed at all in training, being up there at Level Six in the old Basic Processes, brings us to SLP Issue 8. The entirety of Level One in SLP will be devoted to remedy and repair of havingness.

In SLP Issue 7 we have a great many phenomena associated with the remedy of the body's havingness. The reason for their position is to bring about an adjustment of the condition of the body before one goes on to other and more complicated ways of processing. Now in Issue 8, all of these various things will be retained but they will be paralleled with a complete remedy of havingness as that particular level of SLP will be gone over. In actual experience it is better to remedy the havingness of a preclear no matter where he is on the tone scale and no matter by what process than to run any significant process. Further, if a preclear cannot at least repair his havingness, to run Waterloo Station on him is to invite disaster, because in this particular process of Level Two he is liable to get himself into a down havingness situation and of course will not be able to not-know anything. He may be chewing up too much energy while trying to not-know. Thus we would have the failures which have occasionally occurred in Waterloo Station. They were simply havingness failures, not a failure of Waterloo Station. Furthermore, there has been a new command suggested for Waterloo Station, "What would you be willing to not-know about that person?" This seems to be a better command at least for the British Isles.

You may believe I am being rather militant and accusing everybody of having pulled an overt act against me by doing this, but the truth of the matter is that no time in my auditing have I ever permitted a preclear to drop in his havingness and I have therefore gone through a considerable period of surprise when I find that this particular thing is being neglected elsewhere. This tells at once what has been happening to our psychometric graphs has been happening to our preclears where they didn't advance in a hurry and has been definitely interrupting our goals. Any and all field auditors are undoubtedly sinning like mad in this particular direction. We've got to make a practice to tap these fellows on the shoulder and say, "Here, you've got to repair and remedy havingness, no matter what else you're running on the preclear, every time he goes anaten or gets agitated in any way." We've got to conduct an educational program in an awful hurry throughout the field. Naturally we should start closest to home and we should take our staff auditors and we should be very, very insistent that they repair and remedy havingness on preclears, and we should hold this up as more important in the early parts of a case than any change of mind or significance. The change of mind occurs after repair and remedy of havingness has been accomplished. If our auditors continue to as-is everything in sight in the preclear, the preclear's case is going to hang and that is all there is to it.

I have not yet run the sequence I wish to on cognition. I believe that I will be able to run a few commands of a specific as-ising type command and then repair and remedy the preclear's havingness and finally ask the same as-ising command a couple more times and get an immediate cognition on the part of the preclear. In other words, I believe that you can use repair of havingness or remedy of havingness to get an immediate cognition on almost anything with the preclear.

We also take care of vacuums and separatenesses and everything else with repair or remedy of havingness and running in with it certain other things such as problems, etc. When we discover by two-way communication a weak universe, we could then ask the individual preclear, "Invent a problem that person (weak universe) could be to you," and then watching him very carefully and repairing his havingness on the subject of that person's possessions get a very rapid separation of universes. I have noticed that the weak universe phenomena begins when the person elected by the preclear to be a weak universe first began to put MEST anchor points around the preclear. In other words, valuable presents.

Now although I sound very militant about this you should translate that militance into urgency. I feel rather triumphant. I have put my finger on something here which has been a puzzle to me for a very long time. Why did auditors in general fail to get the results on preclears. We have sorted out a great many points and have straightened out a great many things, but none of them have been the real thing. The actuality is this business about repair or remedy of havingness; I am sure that this is it. An auditor can almost audit carelessly if he repairs and remedies the havingness of the preclear adequately. Of course there is a great deal to know about the repair and remedy of havingness which has never been put down. The gradient scales, methods of turning on

sonic and visio, and a host of technologies and techniques relating to the repair and remedy of havingness having yet to be delineated adequately. I am, however, attending to this as fast as I can and you can expect in the very near future a considerable rundown on exactly how you go about repairing and remedying havingness. I am even going so far as attempting to make a training film on an animation principle using a live subject and cut-outs to show what it really looks like when the preclear is repairing havingness and what it looks like when he is remedying havingness.

I am as pleased as can be to get a finger on this point and I know doggone well that if East, West, North and South would begin to repair and remedy havingness and stop specializing in the significances without repair or remedy of havingness, we are going to start shooting people up to the top of these psychometric graphs. We can't help it. This is not going to be a very easy road, I feel, for an auditor recently who was very, very closely coached on the subject of repair and remedy of havingness did go out and manage to lay a considerable egg. The auditor just didn't get the idea of the agility of a preclear's havingness. The auditor could not credit the fact that the agitation and excitement of the preclear was actually a loss of havingness. Another auditor could not credit the fact that the continuousness of a preclear's fear was simply a lack of havingness.

Let me call your attention specifically to the old phenomena of the emotional scale and the engram. We found out that when one engram was keyed in that it fixed the emotional tone of the individual. Then we had him run this and as he converted the havingness of the engram to usable havingness, we found that his tone rose. We discover on these psychometric charts that the "unhappy" section is not moving in recent times. The reason it is not moving is because we aren't changing the mass of the preclear. In order to change his emotional tone we would have to change his body mass. The best way to change his body mass is repair and remedy havingness and get him on the road with regard to mock-ups. We started out a long time ago to change people on the tone scale. Well here is the answer to changing that position on the tone scale, and we sure better use it.

A lot of this I confess must be a lack of observation on my part but I am so happy to have hold of it and to get this point straightened out that I don't much care what the basic cause was in relationship to it.

I want you to look accusatively at any and all auditors you run into and say, "Why haven't you repaired the havingness of preclears you've been running as-is-ing processes on?"

Well, we've got this answer taped. Let's go.

### BRAINWASHING BOOK RECALLED

Washington has recalled the brainwashing manual from all those to whom it was issued on request from the government. The manual is not to be issued in general to the public but is to be let out only to our most trusted association members, so that they can aid and understand and further their studies on curing brainwashing. This manual is an exact text on how brainwashing is done. The manual itself had to be written into much more obvious English from the very poor translation which it was originally and thus reads fairly well but is no less deadly for the change.

### YOUR PHOTO PLEASE

Any and all persons on the Operational Bulletin distribution list are requested to send as soon as possible either an 8 x 10 studio portrait of self or a very good quality snapshot film, so that an enlargement can be made.

We intend to put up in the various HASs throughout the world the pictures of the various persons intimately connected with Scientology offices. As soon as I have these I will either make the enlargements or have the portraits and will distribute.

Remember now I am waiting for a picture from you, and if you don't send one you will be missing in the halls of the various HASs, and you don't want to be missing amongst this crew.

#### MOTION PICTURES NEEDED

We are hoping to have a reel of 8 mm film of each HAS in the world and its personnel so that we can have this film copied and copies distributed to these various offices for their view in demonstrating to people what the HAS looks like in other areas. If you are interested in this project let me know.

#### TRAINING SCHEDULE RELEASED

The whys and wherefores of the four levels of courses taught in Scientology rather than schedules of class hours have been put together recently by myself and are being distributed. This schedule will also appear as a PAB since it contains for the most part a rationale of training; a brand new way of teaching the indoctrination course is included. You will probably be getting your copies of this very shortly. The primary difference is the establishing of an auditing attitude on the part of the student before he is taught any processes. There is a difference, procedures to Scientology techniques. An auditor who does not know Scientology procedures is not likely to be able to handle Scientology techniques. This schedule is to be put into action at once everywhere.

#### BOSS GOES UNPAID

Evidently the only staff person who is not now receiving his pay cheque regularly is myself. When I left Washington there was a considerable ball-up on pay cheques. For reasons best known to himself the former secretary of the Founding Church was not at all ambitious in getting the personnel paid. Now I have finally gotten everybody straightened out due to the help of Hugh Neals, the new Washington bookkeeper. We have been so intent on getting all the records straight one way or the other, however, that we have neglected to notice that I have gone unpaid here for some months. This is a very easy thing to have happen to one if one happens to be the actual management of an organization. The staff can always strike against the management, but who does the management strike against? If it were not for my handiness with dice I probably would have starved to death by this time.

#### WASHINGTON GIVES TERRIFIC CONGRESS

Under the management of Dr. Young and ably assisted by Dr. Barrett, Dr. Sanborn, Dr. Breeding and at the last minute Dr. Lewis, as well as the other stout fellows, in the Washington area, a terrific congress is reported to have been had. Naturally the numbers of attendants were not as high as the usual central congress even though the fee was much lower due to my absence, but the public was very happy with it which makes me very happy. I wasn't directly taking the testimony of the Washington staff itself concerning how terrific this congress was. However, people who returned home from the congress then wrote me letters thanking me for the terrific new processes and the wonderful advance Scientology has had so I guess it is now in order to thank the staff now that it has been proved true.

L. RON HUBBARD

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OPERATIONAL BULLETIN NO. 13 APPENDIX 1

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SCIENTOLOGY SCHOOLS CURRICULUM

This release is issued in advance of the issue of Six Levels of Processing Issue 8 which will become standard training information and processes. Any and all Scientology schools or training activities please note and comply.

The goal of this curriculum is to turn out an optimum student who can produce results with standard auditing. Although this is an extremely simple statement, it should be taken in its most arduously literal sense. Scientologists do not make preclears more able by sudden bright ideas in the middle of intensives, by strange intuitions or even by aligning a process to a preclear's particular case. In the past this might have been true in greater or lesser degree but it is not true today. A Scientologist who gets results on his preclears is one who has been thoroughly trained in the fundamentals of auditing and who could follow a process exactly. Training in curriculum is the product of five years of experience in training and twenty-five years of experience in research. In addition to exploring new phenomena of the mind and perfecting new processes every attention has been given to singling out those items which have been used with great success and in general in processing and applying them to standardized procedures. It is believed at this writing that very nearly all of these mechanisms have been discovered and can be taught. Improvements in auditing technique may or may not come by reason of auditing preclears while exteriorized and while not encumbered with body in various non-MEST processes and perhaps with a better understanding of energy masses. But the experience of the last two years has brought forcefully to attention that I have managed to single out the most effective items and elements in the actual fact of auditing where it appertains to an auditor with a body auditing a preclear with a body.

A recent survey and extensive testing has demonstrated that vagaries of processing and unclear understanding of exact auditing procedures as distinct from processes are responsible for case failures. Thus the closest and most particular adherence to standard auditing procedures as well as processes is demanded.

Training in Scientology today is divided into four distinct stages. The first of these is the indoctrination week. The second of these is the HCA or HPA course. The third of these is the BScn or HAA course, and the fourth of these is the DScn or HGA course. These courses have settled down to very finite lengths. The indoctrination period is one week; the HPA-HCA course is an additional seven weeks following immediately after the indoctrination week. A period of practice is recommended in most cases, prior to the undertaking of a BScn course. The BScn or HAA course is usually five weeks in length. The DScn or HGA course is precisely six weeks in length. The levels of ability to be obtained in each one of these courses is considerably advanced from the last course and these levels of ability are denoted on the same examination but with different and higher grades for each successive course on that examination. The bulk of training is supposed to derive from active practice in the field. Prior to indoctrination it is supposed that a considerable study will have been embarked upon by the prospective student which should include the reading of the various standard texts such as *Dianetics*, *the Modern Science of Mental Health*, *Science of Survival*, and some of the more modern material. Certainly it is not expected that anyone can take the eight weeks of courses which consist of the indoctrination week and the HPA-HCA course without having read *Dianetics*, *the Modern Science of Mental Health*, and still expect to attain a complete understanding of the subject, preclears or auditing.



All four levels of this course are considered to be the equivalent of a university education in the field of the mind. In view of the fact that they are usually given over a similar period in terms of class and laboratory hours as demanded by a university, the bulk of actual training is to be found in experiencing the phenomena of auditing outside the classroom and after and between formal study. It would be quite impossible for an individual to simply read *Dianetics, the Modern Science of Mental Health*, and take all four levels of courses and emerge a good Scientologist. The usual procedure is to acquire experience with additional training at regulated periods over a period of about four years. Just as *Dianetics, the Modern Science of Mental Health* will give the book auditor certain definite and superior results over those achieved by earlier workers in the of the mind, and will permit him to practise in a superior fashion, so to a much greater-degree does an indoctrination week in the HPA-HCA course elevate his experience above that of a book auditor. It is expected that an individual is capable of engaging in practice at the end of an HPA-HCA course. This practice of course would be greatly superior in terms of results and achievements to any other course of study the individual can take on earth at this time. However, a maturity is necessary and this is achieved in experience subsequent to the course and prior to taking the HAA-BScn course. This latter course is a refresher course intended to bring up to date and consolidate the experience of the student of Scientology, and after this he is expected to go forth and practise considerably and for a long period of time before he rounds out his training with, as is usual, two or three DScn or HGA courses (additional refresher HGA courses are not of course paid for by the student).

Because the organization must be there to continue to serve the student and because the organization is called upon over a long period of time to handle the training and problems of the student, the combined fees of these courses actually represent more of a high membership in an exclusive professional organization than they do fees for training. Nevertheless, the totality of fees in the U.S.A. is less than \$1500 or very far below a university training, arriving with the same equivalent knowledge, were it available which it is not.

An alternate course schedule must of course be envisioned for those times when the organization must train large bodies of auditors for organizations. In such case the initiative of the individual to gain his experience is not to be relied upon but the entirety of training will have to be done over a finite complete period of time. Experience has dictated that six months would be more than ample for a fairly professional Scientologist. Four months could be envisioned and three months under pressure would at least make a mechanical auditor. In view of the fact that no outside experience would be gained by these individuals, a great deal of attention would have to be paid to their learning rates.

The primary reason why Scientology training can be given so much more briefly and with a much better command is processing itself. The usual gain between entrance and indoctrination week and graduation from the HCA-HPA level course is usually somewhere around twenty-five points of IQ. As education has never dealt with this type of factor before it is not presumed that educators would understand it until they themselves had dealt with it, but it is an appreciable factor in accelerating education. We are taking advantage of this factor. Where a student's own case is not progressing, his study of the subject is not progressing and a lacking reality will rebound upon his abilities as an auditor. While all training is done under the strict philosophy that we are all auditors here and there are no preclears present, the instructor must nevertheless give very close attention to cases in view of the fact that the learning factor is so closely associated with them. Therefore bad auditing in an HPA-HCA class or in any other unit in view of the compressed time can be quite uncomfortable in retarding the learning rate.

#### THE INDOCTRINATION WEEK

Bad auditing in the HPA-HCA class is obviated and cancelled by proper instruction and indoctrination in the first week. Here a special instructor devoted only to the students incoming that week persuasively and forcefully teaches the actual procedures of auditing. In this week a good unshakable grasp on the procedures of auditing itself as opposed to processes must be given the student. By auditing procedures is meant

attitude and the various actual mechanics of putting a preclear in a chair and auditing him. By the end of this week it is expected that without knowing a scrap of theory, a single axiom or even what the results of auditing are the indoctrinee will be able to present a precise mock-up of a good auditor processing a preclear. Except for those processes run on him by his instructor the bulk of the processes taught in an indoctrination week are not processes at all but “Dummies”. In other words, the “processes” of indoctrination week which the indoctrinee will use are carefully chosen so as not to bring about any change of case. As a result both the student-”auditor” and student-”preclear” are alike able to observe the simple mechanics of auditing without any exploration of the deeper significances of the mind or its phenomena. The entire and total text of the indoctrination week is contained in one paragraph of the HCA Manual (Fall, 1955, Washington, D.C.) at the top of page 23 of that manual, and the Auditor’s Code. When one realizes that the attitude of the auditor goes prior to the application of the process and that the student has just one week in which to learn this attitude, one realizes that he can well afford to spend the total time of this week on that attitude.

In addition to learning the paragraph of rudiments by heart and the Auditor’s Code by heart and in gaining an auditing attitude using these things, the indoctrinee is expected to receive at least three hours of auditing from the instructor, himself a professional auditor. The total process run on the student should be gauged not to improve his case but to improve his reality on Scientology, to demonstrate to him that actually happened to him by reason of the administration of a process. We do not even particularly care whether this something is bad or good but we do care that it is demonstrative that an effect can be produced upon the preclear’s own case. The most marked result will be discovered from the handling of a serious present time problem or giving the preclear an assist. One could even run him through an engram providing it were a light engram and it did not take too long to finish. But whatever the process run its end goal is to demonstrate that Scientology can produce an effect upon the indoctrinee. Later on his student auditors will give him what beneficial results he needs. Right now it is necessary for him to learn that that which he is handling is itself powerful, that it can reach and that it is effective. Failing to gain this reality the indoctrinee entering the HCA-HPA course is prone to be careless and not to be convinced of the necessity of handling processes decently well and lightly and will inevitably mess up somebody’s case.

“Dummy” auditing sessions must be severely and closely scheduled and supervised. One indoctrinee (or in case of only one student in an indoctrination class, the instructor) takes any ordinary book which has short sentences in it—not a Scientology book—and reads one sentence at a time to the indoctrinee to which the indoctrinee is tutored to reply “Okay”, “Alright” and so forth. When the indoctrinee is able to do this quickly and satisfactorily he is then taught to do it convincingly and interestedly. He must learn to receive the communication and reply to it. In the case of some indoctrinees it will be found that this will require some hours of practice in coaching since it is itself quite restimulative unless the individual has become accustomed to it. As a further sample of the “Dummy” processes, an auditing phrase “dummy” is used such as, “Do you have two shoes?” The indoctrinee must ask this auditing question over and over and over receiving each time an acknowledgement from the person he is asking the question of. This again will require hours since it is in itself training to repeat a single phrase interestedly and to receive an answer to the question. When he is able to do this well this “dummy process” is expanded to include the handling of preclear originated communications. The person acting as preclear on whom the “dummy process” is being used is provided with a list of standard preclear originations. This list contains actual types of remarks preclears make such as “I think I’ve just backed up from my body”, “I have a pain in my stomach” and so forth. The indoctrinee must learn to respond, to acknowledge, handle and discuss. When the indoctrinee is able to respond adequately and discuss such origins, he is then given a “dummy” duplicating type question and the person acting as preclear answers it and occasionally springs one of the preclear origin statements.

By these and other similar simple means an auditing procedure is indoctrinated into the student so that he will not pull off the primary mistakes which hurt cases, and

so that he will at least look like and sound like an auditor when he moves into the HPA-HCA course. He must be worked with until his voice has certainty, his presence is assertive and not apologetic, and so that he will have a good idea that he should run the preclear's case rather than let the preclear run his own case.

The principal understanding that is given to the indoctrinee consists of the liabilities of not using these rudiments of auditing. He should understand that a failure to acknowledge sticks the preclear in session. He should understand that the quickest thing that will drive a preclear into apathy is a failure of the auditor to respond to an originated communication on the part of the preclear and particularly when that communication is revelatory to the preclear.

As Scientology has a language of two or three hundred words, the preclear who does not understand that these terms are exact in their meaning and that they are a set of communication symbols which mean specific things will not be able to grasp a great deal of the material he will be given in the HCA-HPA course in the early days. Of secondary importance is an indoctrination into this vocabulary but certainly the most commonly used words should be drilled into him, so that he knows what a facsimile is, what an engram is and so forth. The continued study of this vocabulary is expected to be carried on in the HCA-HPA course. However, the more vocabulary an indoctrinee can master in his indoctrination week, the more rapid will be his progress since it has been uniformly discovered that individuals who had the most argument with and the most difficulties in producing results with the processes of Scientology were those who had not mastered some of the simple terms.

It is expected that a student will have studied *Dianetics, the Modern Science of Mental Health* before entering an indoctrination week, for to cause him to read the book in that week would bring him to such a state of restimulation that the change of emphasis would disturb him a very great deal. He can, however, spend whatever leisure time he might have in perusing various volumes which have been issued to him. But the instructor should carefully guide his perusing.

To attain a perfect auditing attitude in one week is a very large task. It will be found by the indoctrination instructor that there is very little time left over for anything else. If there is any time left over he should further improve the auditing attitude of the student since this may be the last time that he receives such particular and close attention and may be the fault of all the later difficulties the student may have.

#### HUBBARD CERTIFIED AUDITOR & HUBBARD PROFESSIONAL AUDITOR COURSES

In the seven weeks which the student will spend in the HCA-HPA course a great deal is expected of him. He must learn the theory and practice of Scientology. He must get himself into good condition as a case and he must emerge from that course capable of giving a polished performance as an auditor.

This would not be possible in seven weeks if Scientology were less well codified. The codification of Scientology is the emphasis here not the theory. A great deal of theory will of course be taught during the HPA-HCA course but it is a secondary matter. As a prominent auditor once remarked to me, "When I really have to get results on a preclear I discover that my main asset is obedience, not delicacy of approach. I have learned that the processes released by you get results when they are used exactly as they are given. Therefore I maintain to all young Scientologists that the highest quality which they can attain is really obedience." Although this sounds quite harsh, Scientology itself is harshly real. It is not as most students would like to have it, a speculative science. Grasp of theory comes from two sources: One, experience in auditing preclears, and two, subjective reality on one's own case. To know the whys and wherefores behind the exact operation of the process is rather important, but it is not nearly as important as understanding how one would minister the process and achieve results with it. In later courses we stress theory. In the HPA-HCA course we stress practice. We have to. There are not nearly enough good Scientologists. Furthermore, if an auditor cannot audit when he emerges from the course and achieve results

with his auditing there is very little likelihood of his ever getting enough experience to further his studies. While an instructor should always indulge the originated communications and ideas of students, it is the general experience of an instructor that the speculations are usually off-beat or have been known so long to Scientologists and Dianeticists that they are almost forgotten. What the student is actually trying to do is cognate and he expresses his learning cognition to the instructor and the instructor, like a good auditor, should give him a very well on it.

If in the opinion of the instructor the student has not attained a sufficiently good auditing attitude to be trusted with another student, then the HPA-HCA instructor on the new student's entrance to his course should return him at once to the indoctrination week and cause him to take it over again for from this student particularly "case louse-ups" can be expected. Thus it would be better to indoctrinate this student into an auditing attitude for seven weeks and teach him to remedy havingness for the final week of the course than to let him wade through and jam the banks of not only a few students but also all of his future preclears. It is perfectly true that if one gave a student a perfect auditing attitude and the know-how necessary to remedy havingness the student would be able to achieve miracles all over the place. Thus it would be a good investment of time.

The registrar of Scientology schools is usually instructed not to be too harsh in forbidding admittance. The reason for this is that the judgment of the registrar, while very good, sometimes excludes people who go out and do startling things for Scientology. If we people who make people more able start closing the doors because they are not able before they begin the course, we are invalidating ourselves. Thus this admonition about teaching someone an auditing attitude for seven weeks and to remedy havingness for one week and thus call him an auditor is not made in fun. We must keep our doors open to those who come to us and we must let out of our doors only those who can gain results. When we do not do this the instructor and failure to follow curriculum and failure to teach processes are at fault, since I can and have made a ten year old child into an excellent auditor so that he could process his alcoholic father back into a competent workman. The task is an arduous one. However, one can sympathize with some of the problems which confront instructors.

Where a large group is to be given an HCA-HPA course the entirety of the group will find themselves at the same time in indoctrination week. This has an unhandy aspect. One of the best reasons to enrol every Monday is to give particular attention to the two, three or four new students who can then have the full time of one instructor. When a group is being put through it will be found expedient to continue the indoctrination week for those who are lagging after the others have passed on into the first week of the HPA-HCA course, and then to continue the indoctrination week for a third week for the few, if any, who have not been able to assume and execute a proper auditing attitude. Only in this way can one assure a minimum of fouled cases.

The actual training schedule hour by hour is fairly well a local matter. However, some of my recent observations in training large and looking in on small classes have been that one long auditing period a day produces results superior to two short auditing periods. However, a rough outline of the course should suffice by stating that it should begin at 8:00 in the morning with a live lecture, should give students periods in which they can study, should give adequate time to recover or return from an auditing session, should have an auditor's report in the afternoon (it is an additional advantage to have only one auditing period a day, not only because it is longer, but because it makes the reports longer being from only one-half the class). A schedule should also have in order to cover all the material, a short group processing session and a tape playing session of a more general nature in the evening. These schedules are very precisely laid out, do not necessarily agree from one continent to another, there being peculiarities such as lunch hour differences, tea breaks, and so forth. It is necessary that the schedule embrace enough theory lectures to remedy the havingness of the student since there are always those in classes who devour theory.

The technology which is to say the exact processes taught in the course match the current best procedure and are so subdivided that one level is taught per day on the

successive days between Monday and Saturday making in all six different levels. It is occasionally opportune to have sixth, seventh and eighth week students specialize on such things as exteriorization, but in view of limited time it is not well to detach them entirely from the student body, just for a special study. Exteriorization should be generally covered right along with the other materials.

The most glaring lack of ability in any group of students is what is now Level Six, in the part which covers the repair of havingness and the remedy of havingness. The ability of a student to repair havingness is absolutely essential to his handling any process anywhere and at any time. This is distinctly different from the remedy of havingness which is more complicated, making it possible for the preclear to both receive and get rid of mock-ups. Repair of havingness is practicable today even on a very black case. This repair of havingness could also be called "giving the preclear havingness". The student should be indoctrinated that at the slightest sign of agitation, squirming, desire for a cigarette or unpleasant stomach sensations the preclear is in need of havingness and indeed has as-ised too much energy and that a repair of havingness at least is indicated immediately. Conversely, the moment a preclear loses alertness or goes anaten the student should be taught to expect that a repair of havingness is definitely indicated. However in the case of anaten the first thing that a student should expect is that some breach or difference has arisen between himself and the preclear. He himself might not consider it a breach but the preclear does and after the point of that breach or contradiction or break of code the preclear will be found to go anaten since anaten is simply a drop in ARC to an extreme. Remedy of havingness is a broader process but is easily accomplished today.

It is not safe for a student to audit anything significant on a preclear until that student understands repair of or remedy of havingness. If we were to have a two week indoctrination period, the first week would be devoted to attitude and the second week would be devoted to utilizing that attitude and the skills and techniques of repairing and remedying havingness. While this is not a bad idea and might be engaged upon, it is not in force at this time. It is therefore necessary for the HPA-HCA instructor to use an elementary repair of havingness technique instruction on the new students he receives. Their havingness must be repaired and they must be instructed in how to repair another's havingness. In this way the bulk of case fall-aways and upsets in HPA-HCA classes will be obviated.

Probably the greatest resistance on the part of a student and even of the instructor is the "walking out" type of process where the student takes his pc out into some populated area. Students like to choose places where they will be watched over by police and questioned and embarrassed and an instructor must be careful to get around this. Furthermore the student is a long way from close supervision, a thing an instructor should always practise. Thus the student is apt to do strange and peculiar things. However, it is actually absolutely necessary that these "walking out" processes be taught and executed in HPA-HCA classes. It should be very clearly understood that at this date of technique, Waterloo Station requires ten to twelve and one half hours to be effective and this is a long time for anyone to continue a process. The introduction of such processes as Waterloo Station also militates in favour of one long auditing period per day.

When one conceives the amount of actual knowledge necessary to be an auditor he is apt to be appalled. Therefore it should be the solid rule of the HCA-HPA classes that, given a good auditing attitude in indoctrination which will become improved throughout his HCA-HPA course, the student must be concentrated upon factual precise processes and be able to perform these processes regardless of his understanding. In that way when he is graduated he will be able to achieve his goals and continue to experience success and there will be time enough for him to pick up with that experience the requisite understanding to exactly what is happening. Therefore there is no argument between understanding on the one hand and mechanical action on the other hand. If mechanical action is absent you have a squirrel.

The only reason we have to train anyone is that we are training them to unlearn. As we can eradicate the bad aspects of educational systems by auditing, it is therefore

no concern of ours that our curriculum should be less than precise and that we are less than efficient even when arduous. The student is not there to experience a quiet rest. His schedule may be long but his formal course is brief. The best way to train is to use precise scheduling, to demand that everyone be on time, to demand that orders be complied with and to make at least a young hurricane around the head of any student who departs from school or auditing instructions. There is no need to resort to punishment in order to enforce such a schedule. One merely has to make it known that this is the way it is. It is extremely simple to fry a student at the auditors' conference when he has done wrong or when his preclear looks anaten after a session. One should do so. The instructor then is not expected to be kind. He is expected to be efficient and precise.

Very recently in a prominent Scientology school an instructor was found to be giving all precedence to good ARC with the students. He listened to their complaints, he coaxed them gently over the tough spots, and in general did a very, very good and *kind* job of teaching. The only difficulty was that all his students kept flunking their examinations. While it is no doubt true that these students held a lasting friendship for this instructor, Scientology, knowledge of, was what was paying for this friendship. These students were not getting results on their preclears. There is a happy medium between extreme harshness and destructive friendliness and that medium is the level we attempt to attain in HCA-HPA classes.

There is one maxim to remember in handling students. Never sympathize with their desire to make nothing out of everything. If they will make nothing out of their preclears by practically erasing them away, they will make nothing out of you, the instructor, when your back is turned. If they make nothing out of prominent figures in Scientology, they are making nothing out of Scientology outside the precincts of the school. Such persons' cases collapse under a good repair of havingness. These students who obsessively make nothing out of everything are distinct liabilities but they need not be liabilities if immediate attention is given to this factor, in their cases. They cannot have, that is why they have to make nothing. These are the first to take advantage of and spoil the camaraderie of a class, and an instructor should spot them at once that they arrive in his class and do something drastic about their havingness. If he does not their cases will not progress and neither, if such persons can help it, will the class.

A Scientology school is a place where you learn to be an auditor. If one goes through one and cannot audit then the school has failed. No amount of ARC can forgive or explain away a loss of just one auditor who upon his graduation cannot produce effectively results upon cases. In view of the fact that we need thousands of Scientologists where we have hundreds, the failure to make any one student into a good auditor is a very large failure in our books. It is in the Scientology school that Scientology's future will be made or broken.

#### BACHELOR OF SCIENTOLOGY AND HUBBARD ADVANCED AUDITOR CLASSES

The curriculum of the HAA-BScn Unit is largely regulated by the demands of the class, but should concentrate on refreshing the information, correcting the picked up blunders of the student and a thorough grasp of the axioms of Scientology.

Because this curriculum is loose there is some slight tendency to run a loose schedule in BScn-HAA classes. The auditors are almost always well experienced and have their own opinions. This opinionation gained during the period they spent in practice at their HPA-HCA course actually sounds much better than it is and the instructor who will Q and A with this opinionation is an instructor who will not successfully teach a BScn-HAA class. The best instructor for such a unit is actually suspicious. He suspects in the first place the ability of these students to produce a crack job of auditing and he acts accordingly. He puts them straight through their paces as though they were starting in kindergarten all over again, and then he subjects them to a discipline which cures them of the tendency they inevitably pick up after graduation from the HCA-HPA course to change processes and invent new processes in

full flight while auditing a preclear. The more they did this the less results they achieved, and the main thing such a student has lost while gaining his experience has been his reality on the speed with which a process should work. He has had preclears he has been content to stall with over a period of time. Therefore he has slowed down to what the preclear considers a reasonable gain. It is up to the instructor to increase this expectancy of process result. The primary mission of the HAA-BScn course then is to reduce the number of hours in auditing necessary to clear a preclear in the eyes of the student. How fast can it be done? The student has already extended his opinions to match those of slow freight preclears. It is necessary that these opinions be reestablished that processing can be done rapidly and accurately.

This student in his experience in the field has run up against a great deal of invalidation in Scientology and has audited a great many preclears who did not progress as fast as he should like to have them progress. Therefore it is necessary in his auditing sessions that this individual have the fact of invalidation of Scientology nullified and to have all his preclear failures, if any, nullified. It is remarkable to note that the only reason this continues to be the case at this time is that the HCA-HPA classes to which most of these BScn students went were taught so long in the past that Scientology has markedly changed in the interim, for being a young science we are not yet afraid to change.

Actually a rather heavy hand is needed by the instructor and he would do well to take a chapter out of the way I train clinical auditors. I set these auditors down to run a process bad or good regardless of what it does to the preclear. I make the auditor run the process and report exactly what the process did. This has a tendency to separate the auditor from the life or death intensity with which he is accustomed to auditing and this relaxed attitude towards the case he is processing then begins to turn up in benefits in new and better results in the preclears.

There is no real limit to the curriculum of the HAA-BScn level course. As it is teaching basic and advanced theory and as its processing is calculated to produce the maximum possible result on the cases involved in this length of time, a teaching schedule may be precise and arduous in terms of appointed hours but not in its text. However there is one proviso in the BScn-HAA course. It is not, I repeat NOT, a research indoctrination course. It is not expected that its enrollees will be entirely conversant with the basic theory of Scientology. The students are never ready to embrace a research level course. Thus the material which is given to the student in this course is cut and dried and long established. It is found in *Scientology 8-8008*, in *Scientology 8-80*. It is found in PABs, and it is found in particular and exactly in the Axioms of Dianetics and Scientology. On his graduation a student should understand as well as be able to parrot these axioms, and he should as well have a working knowledge of the old Axioms of Dianetics which to an advanced Scientologist with considerable experience are an intellectual picnic.

The one main thing which distinguishes an HAA-BScn course from an HPA-HCA course is the fact that the higher level course student is much more conscious of his personal reputation. He is usually someone who has made something of a reputation at least to his own area as an auditor. Thus his reputation will have to be handled gently. We are dealing here with someone who is a practising professional ordinarily and to whose reputation some respect may be paid, but the instructor pays his respect in not derogating the ability of the auditor before others. He shows a nice courtesy at auditors' conferences. He does not call down or upbraid in public auditors who make reports of having erred. He does this in private. The instructor must not publicly spoil or even seem to spoil the repute of any such student.

The BScn-HAA course is intended to polish off and take the rough edges from the professional auditor and should be conducted as such.

## THE ADVANCED CLINICAL COURSE

The ACC is basically a theory and research course which gives a much further insight into the phenomena of the mind and the rationale of research and investigation.

I usually teach this course myself or teach those students who have already taken an ACC when one has been given elsewhere.

It is mainly from the ACCs that we have learned how to teach other courses. The candidates in HAA and BScn degrees are usually the students of an ACC course.

There is no reason at this time to give a description of how an ACC is run beyond that it teaches, unlike other courses, how to spot non-therapeutic processes and more or less turns the auditor loose. Usually a student takes two or three ACC courses and indeed it is generally hoped that he does, particularly at this stage of the development of Scientology while I am still alive and producing.

ACC courses are not regularly scheduled in any time or place but are announced well in advance.

L. RON HUBBARD

LRH: rd  
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[The first half of the above Operational Bulletin was reissued as Professional Auditor's Bulletin *No. 70, Training*, on 20 January 1956. The text of this PAB includes up to the heading "Bachelor of Scientology and Hubbard Advanced Auditor Classes" which is the title of PAB 71. The text of PAB 71, issued 3 February 1956, is the remainder of the above Operational Bulletin.]

#### LRH TAPE LECTURES

London, England  
19—24 January 1956

5601 C19	LAM- 10	Exteriorization
5601 C24	LAM-11	The Role of Creation in Aberration
5601C24	LAM-12	The Role of Creation and Destruction in Havingness



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OPERATIONAL BULLETIN NO. 14

24 January 1956

### AFTER THE FLOOD

Operational Bulletin 13 must have appeared to be a flood of material and it was actually. It contained (1) the road block which has been preventing the progress of Scientology and its remedy, and (2) the outline of basic philosophy behind courses. I hope you read all this because it will undoubtedly have a profound influence upon the forward progress we are making.

The indoctrination course outline in particular is to go into effect at once and it may be expedient to take existing HPA and HCA students and feed them back through this regimen.

As far as repair and remedy of havingness are concerned and body motivators I have made several tapes recently for the coaching course given in London which are available from the London HAS. There are six hours of these tapes or three reels and the set is available for £15. They will be sold to anyone. A £ (pound) is worth \$2.80 if you wish to convert this into U.S. dollars. The series includes body motivators, recent materials on exteriorization and a great deal of material which you will probably never see otherwise.

### THE ONLY ONES

It is fantastic to have to advertise or *sell* Scientology. It is the only methodology extant today which alleviates or remedies psychosomatic illness, proofs an individual against a host of casualties, improves reaction time, raises intelligence, and improves ability.

That Scientology has throughout the world today only about 1200 practitioners in full practice could be true only if these people did not understand entirely the capabilities which lay under their hands. The discovery that they were not repairing or remedying havingness—and of course my omission in pointing out this fact—is about the only thing which has brought about failed cases and which slows down the general progress of cases everywhere. Now that this is spotted and swept out of the way, I don't see any real bar to our forward progress.

Scientologists are the only ones where healing is concerned or where an improved race or culture is concerned. Scientology and Scientologists are the one hope the human race has today.

Let's not make it a thin one.

### COMPARISON OF RESULTS

Do you recall one of the last Abilities issued in Phoenix, Arizona, which contained two graphs. One of the graphs had to do with a composite of all cases audited by staff over a long period of time and the other one had to do with a very long series of preclears I had audited. The staff auditors audited their preclears for 25 hours each. I audited my preclears for five hours each. The results were comparable with perhaps the slightest edge over the staff auditor in my graph. In other words, the results I was getting in five hours were being obtained almost in 25 hours by the staff auditor.

One of the reasons behind this disparity of time was not just the "insight of the old master". It was the solid reason that I repaired and remedied havingness on my preclears.

Perhaps another influencing point was that I audited these preclears only one hour per day for five consecutive days. When havingness was cut into, the preclear did not for long have to suffer under that duress, but this is probably a minimal reason. Some of the other reasons were acknowledgement and respecting the origin of communication by the preclear, a condition which was not always met by the staff auditor.

This graph, by the way, will explain to some degree my own continuous state of optimism where Dianetics and Scientology were concerned. I always stated what I had found to be true. This was not necessarily true and practised by the auditor. It has therefore been my contest to find out what I was doing so that I could relay the information on and so make the auditor results comparable. This we have evidently more nearly approached today than ever before, particularly with our new indoctrinations schedule and what we have just discovered about the repair and remedy of havingness.

#### EARLIEST FINDINGS ON HAVINGNESS

It might be amusing for you to know what the earliest finding was in the field of havingness. I wanted to know exactly what happened in terms of intelligence quotient when engrams were run into restimulation and knocked out of restimulation. I therefore set up a series of tests to be accomplished under a very solid regimen as follows: The preclear under test was given a short form Otis IQ test. This took him about ten minutes. The auditor then immediately threw him down the track into such engrams as birth or accidents and when that engram had been run just enough to get into the full restimulation, the preclear was given Form 2 of the Otis IQ which is comparable to Form 1. This was done in a rather long series. The engrams were then erased or de-intensified and the individual was given Form 1 of Otis IQ again.

I set this up simply as a needful datum. I did not anticipate any particular results and was willing to learn from the experiment. I did. It was found that the IQ of the individual raised from five to eight points by the simple fact of being thrown into birth or a heavy engram. This was such a wild result and so unexpected and yet so constant in the testing itself that I had to accept that the restimulation of an engram increased the intelligence quotient of the individual. The de-intensification of the engram by further erasure did not again lower the IQ of the individual, a fact which is accounted for by the mass in the engram being *converted* by an erasure, not eradicated.

As we understand this today, it was that the preclear was given havingness. The havingness he was given did contain vast significances but the significances were less important than the actual mass itself. Therefore the IQ gain.

This was our first encounter with the relationship between intelligence and mass. What actually occurred in this experiment was not visible to me for years, since the experiment took place in November and December of 1950. The experiment was the only one conducted for me directly on the line of actual research—as distinguished from puttering—by the Hubbard Dianetic Research Foundation of Elizabeth, N.J. That organization spent \$47,000 all told on research. It conducted the above experiment and collected some evidence that in one case of spinal arthritis Dianetic processing had undoubtedly relieved the condition. The research department was at the time conducted by Donald H. Rogers.

Although some might not think otherwise, I feel that in view of the conduct of the above experiment by that department the \$47,000 did buy something after all despite all contrary intent.

It should be noted that when we erased an engram we did not erase the mass connected with it. We erased the significance in the mass. We took perceptics out of it and it then could convert into acceptable mass. What was unacceptable was the perceptics and these restrained the individual from utilizing the mass. Actually I should say the individual's body from utilizing the mass.

We can further learn from this that the figure-figure boy is doing just about this. He is trying to erase out of what mass he can have enough content so that his body can utilize that mass. His figure-figure is actually an effort to erase.

The answer of course is to give him mass he doesn't have to erase the figure-figure out of. The figure-figure boy is way down on ability to have and is going on a sort of a storage battery philosophy that while he can't create anything he can at least utilize blocks of stuff that he has stockpiled in his bank.

#### UTILIZATION OF OPERATIONAL BULLETINS

It has not leaked through several ridges yet, but these Operational Bulletins are for use in other publications and for use by HAS staffs. Having an extremely limited circulation, being destined only for key Scientologists who themselves are dissemination points, these Operational Bulletins are made to contain much information which should reappear in various publications. When utilized in other publications, of an official nature, one should not say that the material is from an Operational Bulletin. One should simply say the material is from L. Ron Hubbard. One can directly quote it or rewrite it giving credit to its source. By quoting the Operational Bulletin one puts into existence into the field the awareness that there is another communication line running which people then begin to desire thus devaluating the value of the PABs, Certainty and Ability. If material placed in these bulletins is not so utilized a communication line is being cut.

I could sit down every couple of weeks and write long articles especially for Ability magazine. I could do the same thing for the PABs. I could also do the same thing every month for Certainty. Sometimes I even do this. But the material which I am handling is generally vitally needed in one or another part of Scientology and I see no reason to deny the one and a half score people who are the key figures in training and processing throughout the world this data simply to introduce a comm lag on it for the benefit of Ability magazine. Thus a better answer for it is to put whatever articles I may have for these publications into Operational Bulletins and send them on through, and then have this material released. Ability, Certainty and the PABs can duplicate each other. It does not matter a bit if they do. It simply gives some material greater emphasis than others by having it repeated in two publications. Not all of this material will be utilized by such publications of course.

I have various ways of getting communications out to people. One of them of course is by personal letter and this system I use rather extensively, but this has the unhandiness of jamming my own secretarial service since much of the material I handle is equally applicable to many persons. I could of course adopt the sloppy system of taking new materials and suggestions and making carbon copies of them and including this in as appendices on various letters. This is in effect what the Operational Bulletins are.

Just because the Operational Bulletins appear on mimeographed pages is no reason they are a rival publication. They are not a rival publication. They do not go out to the world of Scientology except through the medium of Ability, Certainty and the PABs, as well as of course instructors and auditors immediately concerned in the HASs. For instance, in Operational Bulletin 13 there are exactly four PABs. Appendix 1 of Operational Bulletin 13 is to be broken in half and printed in two sections as PABs. In the Operational Bulletin itself, if you will glance at it again, there are two more PABs, but it is not known whether or not they will be so utilized. Certainly in the main body of the Operational Bulletin all that material must be repeated to Scientologists everywhere. It is sufficiently important to be utilized in Certainty, the PABs and Ability. If it isn't utilized and disseminated then we are just as far behind as we were last month.

Do you know what a German schema is? It is a graph which shows one source breaking down into two sources which break down into four sources which break down into eight sources and so on. Well, if you fit Scientology publications on such a graph you find out that the Operational Bulletins are feeding several sources. This publication is not a competitive medium to Certainty, Ability, the PABs or *Saturday Evening Post*, the *London Times*, or the *Daily Worker*. The Operational Bulletins are for the aid and assistance of Scientology editors of the various publications and the staff of HASs throughout the world. Outside distribution of Operational Bulletins as such is not only discouraged, it is forbidden. And remember never give credit to the Operational Bulletins. Give credit to L. Ron Hubbard as a by-line at the beginning of the article just as though it were specially written for the publication. In the case of the

PABs, by the way, the signature or by-line is always at the end of the article not at the beginning. In Certainty and Ability the by-line is at the beginning of the article.

### THREE METHODS OF DISSEMINATION

With the introduction of two new courses in the London operation—the weekend professional auditor’s course at HPA level and the dissemination course weekday evenings—we are stressing the fact that there *are* methods of dissemination of Scientology and gaining and holding a practice and group which are certain and adequately productive of results.

In the dissemination course we are incidentally going to teach the indoctrination week first as contained in Operational Bulletin 13, Appendix 1, and then we are going to review the repair and remedy of havingness and then we are going to lay on the line these three methods of dissemination, how they are done, and what to do with what they gain.

The three methods are ( 1 ) “I will talk to anyone”; (2) Illness researches; (3) Casualty contact. These are the major proven methods of dissemination. There are other methods such as street contact, industrial contact, and the old time psychoanalytic contact, but they are not well proven in use. Auditors seem too shy to accost people on the street; although industrialists show some interest, they seldom show cash; and although the psychoanalytic contact, where one simply sits in an office with a sign outside the door and waits for the flies to walk into the spider web, is very definitely in use in Scientology as it was in psychoanalysis, it still is not successful. It builds a limited and constricted practice without any third dynamic appeal. It does very little good for Scientology.

The fourth and entirely possible if hopeful method the auditor might use is to sit and wait for the central organization to send him preclears. Several auditors are doing this and it is not a method of dissemination and will never happen for the good reason that the central organizations in each case are depending on the individual auditor to beat up the brush for Scientology. Thus we have a case of mutual waiting. The central organizations do play a large role in the procurement of preclears, but they do this by general dissemination and good will advertising as well as releasing popular publications which go from hand to hand and cause an alertness to the subject and the existence of auditors. The central organization does not directly solicit preclears to be sent on to auditors. It does very occasionally where any one auditor is concerned refer some correspondent in an area to an auditor. It does this at what seems to it to be a very high rate as it refers commonly ten or twenty preclears a week or used to, but this spread out across 1200 auditors is not very many preclears and so the auditor in the field has never believed that the central organization did anything for him. The central organizations do a very great deal for the individual auditor but they count upon him also to build his own practice and thus Scientology. It is a very limited process where the central organization contacts become the only contacts which were made in the world on the subject of Scientology. If any auditor is trying to pursue the last two methods mentioned which is to say hanging up his sign and waiting for people to walk in the door or if he is simply waiting for the central organization to send him people he better stop waiting.

The methods we must count upon to build groups, practices in Scientology are the first three listed above.

No. 1 “I will talk to anyone” is in very broad and general usage in the United States. It is not yet in general usage in Great Britain or on other continents, even though it has been tested and found extremely successful in London. The entire plan has been covered in one of my articles in an earlier Ability which was written after an actual test I had made in Washington had resulted in success. The gist of this plan is to place in newspapers an ad which says, “Personal counselling. I will talk to anyone for you about anything. Phone Rev. So-and-so between hour and hour.” When the people call up which they do—although the ad sometimes has to run for some days before the first call, since people are waiting to first find out whether it is a code and message or is actually an invitation to phone—they desire the minister to talk to someone for them.

Actually in many cases their problems evaporate in the phone call itself. If the minister simply asks them to repeat the problem several times or asks them what they could do about this. If it is the purpose of the minister simply to solve the problem of the preclear thus phoning, he can of course cancel out his clientele with the greatest of ease. This however is not his purpose. His purpose is to get this individual into a weekly group processing unit. This person he will find is not one of the lower strata of the society or one of its neurotics; he is one of the few remaining citizens who still has a conscience and who wants to get something done. Thus he will discover himself talking, strange as it may seem to him at first, to the better people, although of course he will get his proportion of pranks and nuts. He should actually undertake, and importantly free of charge, the actual commission of executing the communication. He should not talk to the person in such a way as to ease the problem. This may be the last problem this person has and it would be a disservice to simply solve it as easily as that. One makes something of the problem, not makes nothing of it. (If auditors have any fault it is a one way flow in making nothing out of things instead of occasionally making something out of them.) The minister receiving the call should then credit the fact that this is a pretty big problem and should undertake the commission of completing the communication. He should be interested and alert. He should require a personal interview from the person calling. If he cannot get the name and address of the person calling he can always get the name and address of the person the caller wishes him to communicate with. He should get one or the other of these addresses on the first phone call. The auditor should keep a log of such calls and should write down all their particulars and any addresses that he may find in these, otherwise he will become swamped. Also he will lose a lot of potential preclears. The fact that the caller is calling at all says that the caller believes things can be better. This is in the minority in today's society. It should be cherished and nourished. Thus at the interview the minister places in the hands of the person material relating to the work of the church group which the minister is actually conducting every Sunday morning.

Of course there are ways to derail this particular project. The first I have already delineated in stating that one can as-is the problem the moment the call is received using Scientology techniques, and the other chief one is for the auditor to get "so busy" completing people's communications that he "doesn't find time to run a Sunday group". His purpose is collecting together a Sunday group. Thus he simply couldn't be busy enough to neglect this point. He has literature to hand which does not insist that the caller who has now come in person attend but which holds out to him the fact that there are other people in his similar circumstances that he might care to meet, and that there are actually methods which make it possible for individuals to solve their own problems, and that these goals are achieved by attending a Sunday morning church which of course is represented to be quite different than what one ordinarily expects by reason of experience with old time congregations. One does not talk about personal auditing unless the subject is forced onto one. After the individual has been persuaded to come to the church group (his communication in the meanwhile having been executed) he will become aware of the fact that individual auditing is available, he will understand what it is, he will also understand that he can benefit from it. There are many instances of course of people simply turning up, learning about auditing and wanting some at once without going to a group and these of course can be cared for. But the main point is to execute the communication of the individual without charge, fee or donation and to get that individual to come to the Sunday morning church group. There he will of course be given an opportunity to join the church at some small membership fee and will be made a part of the group. Of course it stands to reason that any auditor who has a fairly good sized group which is undergoing free processing will get from the group many candidates for (1) personal auditing, and (2) a basic course in Scientology for which charge can be made. It is actually a mistake to charge for group intensives. It is much better in the long run to do only free group processing, individual auditing for a fee, and to teach basic courses in Scientology, usually on certain evenings in the week. People who do not pay for auditing will pay for the course. Many of the people in the course will demand individual auditing.

This whole plan is working a gradient scale in getting people into Scientology. When regarded otherwise it tends to break down. People call up to get their problems solved, drift away. People get their communications through and then lacking auditing

begin to burden the minister with additional communications which in the long run mean nothing to him or Scientology. The chief stumbling block auditors have encountered is the actual placing of the ad. It is found that the ad places very poorly in huge city dailies as compared to small suburban papers. Thus even in large cities the ad should be put into the smaller papers. People taking classified ads want to know if the ad has ever appeared before anywhere else. Naturally it has and copies of its placement are available from Dr. Richard Steves, Founding Church of Scientology of New York, Carnegie Hall, New York City, and from the HASUK in London. But much more germanely there is now in existence a society of consulting ministers. This was organized in Washington, D.C., by the Founding Church. It has available a membership at very low cost which gives to the ordained auditor a card which declares his membership in the society. This membership card is an adequate representation of the society and its antecedents and carries on it for the benefit of people on papers such as reporters or classified advertising managers the following legend, "Any question about the activity, integrity or ethics of the above minister or the wording or precedent of any ad he wishes to place should be referred to the society of consulting ministers, the Founding Church of Scientology, 1812 19th Street, N.W., Washington, D.C., or its British correspondent, the HASUK, 1 Brunswick House, 83 Palace Gardens Terrace, London, W.8." (Organizational note: Dr. Young—better have these cards ready as I think you have the society arranged already for some time past.)

The ad itself has attracted sufficient press to give an adequate background. One does not bring the word Scientology into press interviews. One simply talks about the church, its work, and immediately it converses on actual cases which have already been handled. One does not, I repeat does not, discuss Scientology with the press. He discusses this particular project. If the press wants to know what Scientology is, the minister should shrug and say there are lots of textbooks about that, and that he does not propose to teach a course in an advanced science to the pages of the public press, that it is the church and the church's charitable activities which are behind this, not Scientology. He should also say that today ministers are indoctrinated in many learnings and skills and Scientology happens to be chiefest amongst these.

The tremendous workability of the "I will talk to anyone" ad is attested by the many congregations it has built for auditors and the numerous preclears which they have received from these. The sphere of Scientology is widening markedly because of this particular plan.

Plan No. 2 is rather older and less known. It is still within the confines of ministerial activities but it was originally practised outside those confines. The original ad which was placed to execute the plan "Illness Researches" was placed in Wichita by Mary Sue and myself at the end of 1951. It was tremendously successful and would have continued successful if anyone else had wanted any success in Wichita. The very first person who applied for this ad, immediately after a test audit, enrolled in a professional course. The second person at once purchased a 75 hour intensive and so it went. If I merely wanted a fortune out of Scientology and did not desire the health of Scientology itself, and the good presence and skill of its auditors, I would long since have abandoned research leaving things just as they were and would have continued to run this ad and run a clinic and school to care for its resultant callers.

The exact wording of the ad was as follows: "Polio victims. A research foundation, investigating polio desires volunteers suffering from the after effects of that illness to call for examination at address." When the people arrived usually with a phone interview first, they were immediately given about three hours of auditing. The techniques in use at that time were effort processing and overt acts and motivators. We alleviated the majority of preclears reporting using only those three hours. We did this for polio victims, arthritics and were about to do it for asthmatics when the surging success of the project frightened various individuals who had other plans for Dianetics. However there was no protest whatever from the newspapers, the public or the preclears. The auditing was given free of charge. It was given under the guise of investigation and was in actuality a research project. Any auditor anywhere can constitute himself as a minister or an auditor, a research worker in the field of any illness. In that he is not offering to treat or cure the illness but is strictly investigating it, the laws concerning medicine do not obtain to him. Anybody even a ditch-digger can look over

polio or arthritis or asthma or anything else. It is best that a minister representing himself as a “charitable organization”, which is what he is, do the research so that the ad would then read: “Polio victims—a charitable organization investigating polio desires to examine several victims of the after effects of this illness. Phone So-and-so.”

The interesting hooker in this ad is that anyone suffering from a lasting illness is suffering from it so as to attract attention and bring about an examination of it. These people will go on being examined endlessly. The technique which would be used today would be with the repair and remedy of havingness, appertaining to the illness or injury itself, “Invent a problem that leg (or arm or lungs or stomach) could be to you”. One would use only this process as it is the only safe process to use against a chronic somatic and successfully alleviates such. One would NEVER use “What problem could lameness (a condition) be to you”. Always run the process of problems on the subject of terminals, never on conditions. Of course one would repair the havingness of lame legs and eventually get the individual to throw a bad leg away. If the preclear could not at once invent, one would have him lie about legs or stomach or arms, or whatever is affecting him. One would use up at the most about two hours of auditing time on each case. He would not tell the person he was doing other than investigating the cause. He would tell them he was not interested in curing their polio but that educationally he could of course improve their ability to walk or breathe or whatever. As a side comment, one would omit arthritis as one of these quickies as it showed the lowest level of recovery. One would then follow up the same principles of group. He would compose a group of such people and he would find that they would be very happy to gather together. From this group he would tell them they could have free group processing and he would sell them individual auditing and would teach them basic Scientology and a basic course as in Plan 1 above. This plan has the advantage of not unduly exciting the press but if the press were to arrive one would simply tell them, expanded, the subject of the ad.

A minister investigating polio would have many reasons to do so. He would want to know how much of a drain the illness really was on the society around him, what charitable resources were necessary in order to care for it, how much difficulty it was to people in the immediate family. He would want to know whether or not it was a major or minor factor in the society. But basically he would want to get his hands on those preclears and alleviate their condition. In other words, improve their ability to walk or to breathe. He would want to do this and he would carry the project along by having a group and from this group getting basic courses. Remember today it is no fantasy whatsoever that you can alleviate the majority of sufferers of various chronic illnesses. It is a very simple thing really. We have been able to do it for four years and very good auditors have been doing it regularly for five. We are not in the business of healing here. We are in the business of educating people to walk, to talk, to breathe. Incidentally, although it has not been tried, it may be possible to get people from various societies. However, the basic experience on this line is that societies for various illnesses, as well as other organizations, do not exist by and large to assist the illness and are very hard to do business with. As an example, one auditor in the Pacific northwest did not contact the public or individuals but contacted only various organizations in the city. There has never been quite as great a flop as the general practice of this auditor; contacting the public via ads in the public presses is the reliable tested way to do this. The other, of course, can be touched upon as it is not necessarily true that these societies will not furnish people.

Method number 3 has the advantage of requiring little capital and being highly ambulatory. Plans 1 and 2 above require enough money to have a decent consulting room even if it's only one's living room and to place ads which can come to a considerable amount. Plan 3 “Casualty Contact” is a reverse vector. Every day in the daily papers one discovers people who have been victimized one way or the other by life. It does not much matter whether that victimizing is in the manner of mental or physical injury. It does matter that the newspapers have a full parade of oddities in terms of accident, illness and bereavement occurring at a constant parade before the eyes. The essence of “Casualty Contact” is good filing and good personal appearance. One takes every daily paper he can get his hands on and cuts from it every story whereby he might have a preclear. He either has the address in the story itself or he

gets the address as a minister from the newspaper. As speedily as possible he makes a personal call on the bereaved or injured person. It is probable that he will find on the first day that they are overly burdened with calls since they have been a subject of the public press, and he may find that in two or three days interest in the person has cooled off to a point where his own appearance will admit of an actual interview. He should represent himself to the person or the person's family as a minister whose compassion was compelled by the newspaper story concerning the person. He should then enter the presence of the person and give a nominal assist, leave his card which states exactly where church services are held every Sunday and, with the statement that a much fuller recovery is possible by coming to these free services, take his departure. A great many miracles will follow in his wake and he is liable to become a subject of the press himself. However, in handling the press he should simply say that it is a mission of the church to assist those who are in need of assistance. He should avoid any lengthy discussions of Scientology and should talk about the work of ministers and how all too few ministers these days get around to places where they are needed. He should use the opportunity to castigate, not to hold classes on Scientology.

Some small percentage of the persons visited or their families will turn up in his group. Thus he will build a group and naturally from that group he will get a great many individual preclears.

All three of the above plans have the frailty of going through their pioneering period and then dwindling off. The auditor back-logs a great many cases and individual appointments and stops his forward thrust into the society itself. The thing for him to do if he is building a practice too big for him to handle is to write the Academy or the HASUK if he is in England, and have some likely young Scientologist newly graduated sent to him to assist him. He should not cease to fire with his ad or with his calls and should not cease to build his group. This is a question of how much is havingness to an auditor. Auditors seem to get terribly well satisfied on three or four regular preclears. Now my idea of a real congregation would be one which you had to hold in a motion picture theatre on Sunday morning. At least 2000 people. And my idea of a good practice is one which has to be handled by about a dozen auditors and which is complete with receptionist, mailing clerks, and deep rugs in the auditing rooms and in the halls. This is purely a consideration of havingness. In doing any one of the three above plans—and I am doing one of the above (No. 1) right this moment—I would consider my own mission the completing of the communications or the “investigating of the polio victims” and the continuous outward flow of interest of Scientology. And I would stack up the appointments and do them when I could. I would not build up a group and consider that was big enough, stop putting the ad in the paper and then relax for about three months; later I would find out that all interest had dwindled and ceased and that the word of mouth going through the preclears I had had was bringing in only a trickle of new pcs. I wouldn't go at it with fire and thunder for a few weeks and then quit, in other words. I would set it up as a regular routine activity and carry forward.

One of the side plans to Plan 2 was to have another person good at finance go around to all those who had been helped by the investigation and tell them that their investigation which helped them was paid for by another person and ask the present person whether or not he wouldn't like to pay for somebody else's recovery, but this was never put into effect, although it may be very workable.

Out of these three plans above can come large and vital practices. Only remember this. They must be carried out within the framework of the dissemination of materials, otherwise the failure of indiscretion of one may bring about a cancellation of the good efforts of others. The thing to do is to take one of these plans and carry it forward. They are all good. They will all work. They have all been tested. They are listed in order of workability as above, 1, 2 and 3. I can tell you the wrong thing to do about a practice-do nothing. These will work and success is ahead of you.

L. RON HUBBARD

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To: The Hubbard Guidance Center

25th January 1956

*IMPORTANT*

The recent reports on preclears show:

1. The auditors are not remedying havingness on all processes.
2. The present time problem is being left unflat and the correct command is “Invent a problem that (terminal) could be to you.” Auditor must not go on auditing with an unflat present time problem.
3. Auditors are running *conditions* not terminals. “Invent (always invent or lie about—never *what*) a problem that (terminal [arm, leg, person] ) could be to you” is now the only allowable command on problems. Problem invention is never followed now (after extensive tests) by “What could you do about it?”
4. Auditors not bridging.
5. Auditors are running random pets, not running an SLP.
6. Auditors don’t understand that dopiness or agitation must be answered with breaking the process and at once remedying or at least repairing havingness.
7. No Waterloo Station reported. This is now accompanied by remedy of havingness and is run after Level One.
8. Level One until further notice for the clinic is: No Inventory taken (it as-ises too much too often).  
“Find Auditor Find preclear Find room.” Handle present time problem with “*Invent* a problem that (terminal, not condition or generality) could be to you” until flat. During this, repair any havingness drop with “Look around here and tell me what your body could have.”

Repair preclear’s havingness with blackness or invisibles or anything, using any method including body motivators to repair havingness.

Now Remedy it by having preclear mock up and pull in and by any method throw away mock-ups of anything.

Now run “What body would you like to have?” When preclear says one, then, by any means have him mock it up and thoroughly remedy havingness with it. Then ask him question again and with the answer remedy havingness with it. And so on, until preclear is exteriorized and stable.

(Preclear exterior should pull in and throw away mock-ups from self not body.)

7. Now run “orders” with good remedy of havingness. Now go to Level Two of SLP

Adding adequate remedy of havingness to each part of all upper steps including Level Two, use upper levels of SLP 7.

This is clinical auditing and its SLP.

All auditors should be run through the same schedule as indoctrination week until they are really sharp on procedure as opposed to techniques.

NOTE: The end of remedy of havingness on any object comes when they can throw one away with ease.

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OPERATIONAL BULLETIN NO. 15

31 January 1956

LONG CONTINUED RUN

Well, Operational Bulletins now enter their 15th issue, furnishing copy for the PABs, Certainty and Ability, and information and pre-release data to the staffs of the HAS everywhere. Mailed every Tuesday afternoon on the dot by Hubbard Communications Office secretary, Margaret Tousaw, the Operational Bulletins get there firstest with the mostest.

The beginning of issue of these Operational Bulletins signalizes the turn of the tide, the beginning of the avalanche, the bend in time for Scientology. Since within their earliest issue the greatest difficulties in processing have been ironed out by calling attention to the repair and remedy of havingness and the auditors' chief problem—how to get a practice—has been cared for and the finishing touches have been put upon training good auditors and therefore a long continuance has been guaranteed to the association. But there is more than this to come. We still have to codify SLP Issue 8 and many other needful things have to be done.

A CHANGED NEW WORLD

When you entered Scientology you did so because you thought the world could stand a change. You thought that war, crime and insanity were needful of remedy. You hoped that Scientology could contain answers to these and that the answers would be effectively applied.

You have watched for five years or some fraction thereof the twist and turmoil of organizational unrest and you have participated in more than one significant advance in technique.

What you have watched and in what you have participated are the labour pains of something new born into a world of misunderstanding and unrest and which has sought to establish a foothold in an area of agreement in which it did not belong.

But you have watched and participated in definite and positive forward change, definite and measurable progress and, although our advances may be minute when compared to original dreams, they are vast compared to the most optimistic inroads made by earlier efforts.

The early days of development of Dianetics and Scientology found us with too many preparatory gestures to make in too many fields. To gain a new foothold in organizational procedure as well as research and dissemination required us to advance on too many fronts simultaneously which brought about an apparency of slow forward motion; but when one considers how many fields were invaded, how much preparatory work was done, how much had to be learned, and how arduous was the early fight, one begins to appreciate that we have gained not an evanescent and chimerical advance, but have won a solid platform of know-how from which we can continue.

If you were to sum up all the questions we have had to answer, and if you were to sum up all the answers we have learned in the fields of organization, training, clinical, management, publication, finance and personnel, you would see that we know a great deal and that these answers could have been won only by experience in the actual doing.

Having now started we are already well advanced toward our goals. The oddity is that the starting was the slow thing since it required that we create a platform from which to start.

Do not lose this technology gained. There is know-how contained here which was five years in the acquisition. The list of organizational points made in an earlier Operational Bulletin are only a fragment of what we have learned about organizations but this fragment is essential along any organizational line.

We *are* well advanced toward the goals we first envisioned. We have never deviated, we have never subordinated personal gain to their attainment and we will win just as certainly and inevitably as earth will again circle about the sun.

The time to have stopped this movement was 1951. Stopping it in 1956 would be impossible.

You have your own individual as well as organizational share in continuing our forward progress. It is up to you to bring heart and courage into individual practitioners throughout Scientology. It is up to you to demand of these that they bring about a maximum advance in their area through the use of these hard won technologies. It is up to you to make sure that these individuals know (1) what Scientology organizations mean, and intend, (2) how to build and maintain a group, course and practice, (3) how to audit with maximum results on groups and individuals, (4) how to continue their courage in the face of the blunting stupidity of a semibarbaric world about them.

If you have felt our advance was not maximum, determine now to make it so and determine that practicality to consolidate and utilize our gains and indoctrinate those about you in the knowledge, courage and activity necessary to bring all of us up to and through this new day which has begun for earth.

The 2000 year cycle of ignorance, cruelty and bloodshed is over. We mark a new era, remember that.

#### NEW BOOKS

Beginning with the re-write of "Dianetics, The Modern Science of Mental Health", continuing with the publication of all PABs to date, and carrying through with new basic course material, HCA material and a complete glossary as well as a new slant for each one of our publications, the publication schedule is well oriented. All this depends on now is that my pen achieves sufficient nimbleness to accomplish all this writing.

In actuality I have been waiting for technologies to settle down before I began to inscribe them and it looks with some of the newer material that this period is now

My willingness to write has resurged on the discovery of the conquest of the G.E.

#### AD INTERIM SLP

Remembering that remedy of havingness is necessary to all processes and remembering that repairing havingness is distinct from remedying havingness, and recalling as well that getting the preclear to lie about various things and getting the preclear to invent problems, and remembering as well that one never gets him to lie or invent problems about conditions but only about terminals or solids, the following SLP is an interim SLP for use in the clinics in order to get those preclears coming up the graphs.

Level One:

"Find auditor.  
Find preclear.  
Find room."

Handle present time problem with “*Invent* a problem that (terminal, not condition or generality) could be to you” until flat. During this repair any havingness drop with “Look around here and tell me what your body could have”.

Repair preclear’s havingness with blackness or invisible or anything, using any method including body motivators to repair havingness.

Now remedy it by having preclear mock up and pull in and by any method throw away mock-ups of anything.

Now run “What body would you like to have?” When preclear says one, then by any means have him mock it up and thoroughly remedy havingness with it. Then ask him question again and with the answer remedy havingness with it. And so on, until preclear is exteriorized and stable.

(Preclear exterior should pull in and throw away mock-ups from self not body.)

Now run “orders” with good remedy of havingness. Now go to Level Two of SLP 7.

### AN ORGANIZATIONAL PRINCIPLE

It seems unnecessary to point out that one in managing a department or an operation must keep in mind a certain obvious principle. One finds fault with those persons or divisions which are not doing their job, which are not disseminating Scientology or producing income. One emphatically does not find fault with those persons, divisions or departments which are producing results, disseminating Scientology or producing income.

It seems impossible that it is necessary to remind anyone of this principle. However, some people are so anxious to make nothing of things that they take only those things which are producing and try to make nothing of them.

This principle is very overlooked in military forces for instance. Anyone during a war who tries to fight the enemy is liable to be castigated. Only those officers who do absolutely nothing are promoted. This is also pertinent to many governments and is certainly to be traced in history.

Man is rather sold on this idea of ruining all production units. We find in studying the history of governments that those rulers who had been good for a country and who brought it into levels of prosperity have lasted the shortest periods of time. The longest reigns we discover are accomplished by those who ruin everything and anybody. This is one of the reasons man is in the state he is in. He follows the idea that he should ruin all producing units and should neglect all worthless or useless or non-active things.

This is the essence of reactive action. A thetan unwilling to or actually unable to duplicate a somethingness tries to make nothing of everything as he counts upon the environment to fix his attention and himself does not fix it by choice; when he is in a very bad state a thetan then sees only those things which have mass and are in action and neglects those things which do not have mass and are not in action.

L. RON HUBBARD

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5601C31	LAM-13	Basic Lecture on Havingness [see page 491]
5601C31	LAM-14	G.E. Scientology
5602C06	HPC F-1	SLP 8, Level 1, Theory

## HUBBARD COMMUNICATIONS OFFICE

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OPERATIONAL BULLETIN NO. 16

7 February 1956

### “SCIENTOLOGY U.S.”

Here is a big idea and one which should go into operation right along with the world-wide dissemination plan and as soon as possible in spite of the stationery bill.

At once, if not yesterday, Washington should print up new letterheads for all operations simply as “SCIENTOLOGY U.S.” or “SCIENTOLOGY UNITED STATES”. This should be bannered across the top of the paper in large letters of a precise design; in two lines at the bottom of the page the name of the organization emanating the actual correspondence, the address of that organization, and the director of that organization should be printed. The organization name should be preceded by “in reply address”. In other words, “SCIENTOLOGY UNITED STATES” is at the top of the page very bold, and in much lighter and smaller script at the bottom of the page one is invited to reply to the sender of the communication in his organization. On the left-hand side of the page in the vertical column to the left, and below SCIENTOLOGY UNITED STATES, in very small type we will then list every organization even vaguely connected with Scientology.

The reason we are doing this is because I think people’s attention is getting dispersed by the fact that we have so many organizations.

I know that this confesses a connection amongst these organizations but the explanation is, and remember this in case anybody ever asks you, that these organizations are joined together as members of a society called SCIENTOLOGY UNITED STATES. Any number of organizations have a right to belong to any society. We do not then confuse these organizations but we put people’s attention on Scientology United States which is of course located in Washington, D.C. We do not use Scientology Washington D.C. because one of these days we’re going down to the Ozarks, as soon as we’ve got enough money to buy ourselves a big whopping piece of land, and therefore we are not going to attract people’s attention by using Scientology Washington. By the way, we are in Washington to get ourselves sorted out to make sure that we get in good with the government and to get ourselves enough capital to reset ourselves up where we ought to be. We are not going to stay in Washington and wait for the hydrogen bombs but I figure we’ve got almost five years. After that SWISH-ON.

### CHANGE IN PUBLICATIONS

In accordance with earlier information concerning dissemination there will be a further slight shift in publications. The Operational Bulletins as they have been shipped out to staff have been a dress rehearsal for their appearance as PABs. Operational Bulletins will continue to be issued to staff but much reduced in size and material similar to Operational Bulletins will go out under the heading of PABs. In spite of the fact that this change will mean a considerable expense and will be a change in format since we are going to continue to mimeograph them, we are going to issue the Professional Auditors’ Bulletins on a weekly basis unless I hear some loud squawks from some quarter. This means we will have to streamline our membership files, streamline our stuffing and get set in London, for even if I move on elsewhere, London will continue to address and furnish the envelopes for the Professional and Special members, although where I am the actual mimeographing and stuffing will be done.

In view of the smallness of our list of professional and special members, it should be no real trick to use this issue of information on a weekly basis under the heading

Professional Auditors' Bulletins to get in new professional and special members and to secure all those who have fallen from grace. We will additionally airmail the PAB but because of its mass bulk we will have to recompute the cost of airmail privilege. It may be as high as \$22.00 a year irrespective of dues. It may be that we will wish to overhaul or peg special and professional membership fees. Professionals have lately been reduced on renewal but I see no reason why special members should get any such privilege. It may be that a special member will now be more expensive than a professional member.

The primary reason for this move is to re-establish communication amongst the field on a highly factual personalized basis and to bring up the skill of auditors and get them into action.

Publications will then be: Professional Auditors' Bulletins issued weekly (unless I hear some squawks) appealing to professional and special members and going to them only, material not to be re-distributed and all issues to be copyrighted in the United States and in the United Kingdom; Ability Magazine, going out every two weeks to the interested people or subscribers and carrying in each issue the definition of a word and its considerable extension; and Certainty Magazine, going out to the general membership and the professional membership of Scientology everywhere.

Ability Magazine will have to carry special mimeographed pages folded into it to give Washington bulletins, talking specifically about the Academy and Scientology in Washington. This material should be minimal but should personalize Ability in the United States. Certainty will have to broaden its advertisements to include activities in Scientology in the United States, to be more exact, the Washington Operation. Ability will go out to professional, special and general members and will be available in quantity to all auditors to hand out to their students and groups.

I hope John Sanborn has already gotten going on some early edition of this type of Ability. I haven't heard a whisper from him about it. It is probably now in the mails.

The effective date of the change from Operational Bulletins to Professional Auditors' Bulletins depends on the number of PABs all ready in advance and ready to mail. These, I think, are one or two issues. As soon as they are exhausted Operational Bulletins will become Professional Auditors' Bulletins and will go out broadly.

#### HOME OFFICE HANGS FIRE

I have been waiting for twenty days for word from the Home Office as to an extension of visa in Great Britain. A great many friends, some of them in higher places, are pitching in to straighten this out. The outcome of it depends upon them and the outcome of it says where I will be next.

There are quite a few things to see to here in Great Britain organizationally but with the great capability of Jack Parkhouse, Dennis Stephens, Ann Walker and all my other good friends here I have few qualms about the London operation. It's been rebuilt from top to bottom in the last four months.

#### SACRIFICES

The latest news from the research front has to do with the fact that the GE demands and requires and has to have evidently sacrifices. The GE does not run on an overt act motivator sequence which makes one suspect he is not a thetan. A GE runs exclusively on being sacrificed to. If you have the preclear mock up sacrifices to the GE you will find these become very readily assimilated. On a lower level the body accepts motivators; as soon as it is through this motivator band it accepts sacrifices and normally comes up to a point where it will accept live bodies. When one considers that eating is entirely a matter of absorbing death one sees this death hunger in processing by running sacrifices. A person who has bad legs should have a sacrifice of legs run on him and so forth. This is astonishing material. It is almost unbelievable that the GE will not be sacrificed to anything but will only be sacrificed to, and this phenomenon that the GE is thereby demanding death tells us at once that the atomic bomb will be used

and that there are people in the world who will actually crave the sacrifice of cities and even nations. Aside from being a fantastically workable process more of which anon, this matter of sacrifices tells us at once a great deal about the future. There will be no moral restraint where the atomic bomb is concerned, for about the highest level in some areas of the world as to case is "operating GE". This tells us too why soldiers will go to war. This explains a great deal of conduct. The GE evidently operates on the postulate that as long as anything else is alive it can't live. However, it is becoming more and more doubtful that there is any more life in the body than the thetan puts there, and that the body is a single machine operating on some implanted postulates contained in the energy masses which are activated by the thetan somewhat on the order of the old pole theta trap. Many of these considerations can be changed around rather easily. Nothing changes them quite so fast as these sacrifice processes. This does not alter the ad interim SLP. It gives auditors a new tool with which to handle chronic somatics.

#### DISSEMINATION PROGRAM

Everybody should take every opportunity to get the dissemination program of the three ways to get preclears and groups and teach a basic course before the eyes of auditors everywhere. This one we've really got to pound home. Until we get auditors to collect large groups and until we get those auditors to train those groups in a basic course and make Scientologists rather than preclears, we are not going to get any place. Man needs to know Scientology more than he needs to absorb it into the GE.

#### SSBS

Everything is sweetness and light now between the operation and the business associates of the Silver Spring Business Service, which matter called for a considerable exchange of cables in the last few weeks. The SSBS is on the road to being incorporated as the Silver Spring Business Service Incorporated, Box 242, Silver Spring, Maryland.

#### CLINICAL REPORTS UP

Clinical test reports of the past week as a direct result of the application of the principles of remedy of havingness in Washington show an enormous gain. The only two auditors who did not show an adequate gain in their preclears were people who themselves have a great deal of trouble in havingness. There is a direct co-ordination between the results of an auditor and his ability to have. If his ability to have is low he makes nothing out of the preclear. These new test reports give us at once a confirmation of having put the finger on the roadblock with all auditing in nominating remedy of havingness, lack of, as the villain. All auditors ought to remedy and repair all havingness.

L. RON HUBBARD

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[The Funeral Service on the following page was originally issued as part of this Operational Bulletin. ]

**FOUNDING CHURCH OF SCIENTOLOGY  
FUNERAL SERVICE**

by

L. Ron Hubbard

On the occasion of the death of Elizabeth Williams, Doctor of Scientology.

Our loss  
Is gain in other times.  
Our hopes on future bent  
Must then depend on incidents like these  
For bodies wear  
And in  
The fine grist mill of time  
Are spent in service such  
As yours  
And go, our time by smallest time  
Into the yesterday, wherein began  
The conquest of Eternity

What did we know  
When yesterday we wept?  
What grip upon us had our ignorance  
That we in our conceit did feel  
That all of us were mortal here  
And lives once led were spent  
And wasted on our selfish selves.

How narrow is such scope  
To feel that we  
Should be eternally  
The goal of all the toil  
And wretchedness  
From birth to death  
And like a play  
The curtain dropped  
And left an empty stage.  
How dull of us to feel that we  
Were all the target of this strife  
And that we lived but once  
And living then did reconcile  
The whole in one brief life.

Oh no, a wider drama here  
Was planned and staged  
And we with narrowness of mind  
Did overlook the plan.

We said that all is  
Mortal flesh  
The spirit just a thing  
To send, for pence  
To some strange heaven  
There to waste its skill  
Or had we not the price  
To some deep other place  
To pain, and waste again  
The life.  
To what dark depths  
Were dropped our minds  
To feel that flesh

Is capable of love or trust or livingness  
To feel that fingernails and masks  
Are all we need to dream.  
To what deep place  
Did our love go  
That mass could recompense?

Anxieties that ruled our years  
Were nurtured here  
And we  
Made blind and numb  
By other greed

Spanned down our lives  
To One.  
What waste!  
To feel that all our love  
Our work  
Our gifts  
Our knowledge and our  
Sighs

Were meant  
To be consumed  
All in one  
Breath and flash  
And by one name?

Today, come wiser now  
The chains gone weak  
And tyranny of cult  
Gone tired with the years,  
We look  
We find we *live*  
Not once  
But on and on  
From body's birth to

Body's grave and then  
To birth again  
And yea to grave again  
So to dispose possessions  
Oft come undone

With livingness.

From century to century  
From age to age and on  
We go in march along  
The path that leads  
Forever up the countless  
Tick of time.  
We crawl, we walk, we fly  
We win  
From here and evermore  
The heritage of all our lives  
And spend it once again.



Why this is no sad and  
Bleakish look  
No sorrowed thing  
This life.  
This an adventure pure  
Where without knife or  
Provender we leap  
Aloft into eternity  
And span forever in a breath.  
This is adventure where  
We step from tie to  
Body tie  
And go  
Our way.

Our suff'ring is  
Self centered here  
For we have lost  
In truth  
The smile,  
The touch,  
The skill and happiness  
We gained  
From Liz,  
Who gave to us  
From her past  
Ability to live  
And fare against  
The tides and storms of fate  
It is true we've lost  
Her shoulder  
Up against the wheel  
And lost as well her counsel  
And her strength  
But lost them  
Only for a while.

She goes  
Not with the dismal roll drum  
But with a whisper like  
A Faery's sigh  
To smooth the way  
For when we come.  
She'll be in some good  
Future time  
And future place  
Her smile  
Her touch  
Her skill  
Invested there to make  
A way for life.

True, true we may not  
Know her then and  
Only know her work  
But still  
If we sent not ahead  
Our vedettes into time  
We would not have  
A race.

And so, branched off from

This  
Genetic Line  
And into some new  
Corner or new world  
We've sent you, Liz  
And there there'll be  
We know it now,  
A smile,  
A touch,  
A happiness for us  
And you  
You could not find  
On earth  
And so it turns  
The day, the year,  
The age.  
And so we go  
With banners furled  
And quietly  
Upon our way.  
But now we know  
And now we'll find  
The Way.

Into the dark  
Has come the light  
Into tomorrow  
Enters night  
Into heaven  
Go no more  
Into life our  
Spirits soar  
Conquering ever  
Wisdom's store  
We do not tremble  
Faced with death  
We know that living

Is not breath.

Prevail!

Go, Liz  
And take  
The life  
That offers now  
And live  
In good expectancy  
That we  
Will do our part.  
Go, Liz  
You can control  
That which you must.

Our loss  
Is gain  
In wisdom and in skill  
To future dates and other smiles  
And so we send into the  
Chain of all enduring time  
Our heritage  
Our hope  
Our friend.

Goodbye, Liz.

Your people thank you for having lived  
Earth is Better for your having lived  
Men, women and children are alive today  
Because you lived.  
We thank you for coming to us.  
We do not contest your  
Right to go away.  
Your debts are paid  
This chapter of thy life is shut  
Go now, dear Liz and live once more  
In happier time and place.  
Thank you, Liz.

All now here lift up  
Your eyes and say to  
Her  
Goodbye.

(Congregation) Goodbye.

Goodbye, our dear  
Goodbye.  
We'll miss you, you know.

Let the body now  
Draw away  
To be consumed to ashes  
And to dust  
In earthly and in cleanly fire  
To be no more, no more.

And that is done.

Come friends,  
She is all right  
And she is gone.  
We have our work  
To do. And she has hers.  
She will be welcome there.

To Man!

LRH :rd  
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L. RON HUBBARD

[The above Funeral Service was originally issued as part of Operational Bulletin 16, 7 February 1956, page 360.]

### HUBBARD PROFESSIONAL COURSE LECTURES

London, England  
6—14 February 1956

L. Ron Hubbard gave the following lectures to students of the Hubbard Professional Course in London during February 1956:

5602C06	HPC F-1	SLP 8, Level 1, Theory
5602C07	HPC F-2	SLP 8, Level 1, Summation of Basic Theory
5602C08	HPC F-3	Practical Application of Games to Processing
5602C08	HPC F-4	SLP 8, Motives of
5602C10	HPC F-5	Application of Games to Processing (cont.)
5602C10	HPC F-6	Use of Games Theory in Processing—Penalties and Mood of Play
5602C14	HPC F-7	Application of Games to Processing (cont.), Comms and Vias
5602C14	HPC F-8	The Various Ways of Processing a Preclear
5602C ....	HPC F-9	Games Applied to Processing Techniques

### LRH TAPE LECTURES

7—9 February 1955

** 5602C07	LAM-15	The Game of Life (Exteriorization and Havingness)
** 5602C09	LAM- 16	Sixth Dynamic Decisional Processing

## HUBBARD COMMUNICATIONS OFFICE

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OPERATIONAL BULLETIN NO. 17

14 February 1956

### PROCESSING RESULTS

After a three-months period of rather low gain in staff clinic intensives we are now witnessing again the tremendous upsurges in 25 and 75 hour preclears which we should expect from Scientology. The addition of the remedy of havingness and the use of the ad interim SLP with the other refinements developed in the last few months are heavily paying off in terms of better profiles. We are doing fabulous things with IQs and changed personality patterns.

I would not know quite why it is but the London staff has been showing gains of about 400% greater than the Washington staff. Of course this has nothing to do with me being here and directly coaching. Actually poor Julia has had to take this stuff and shove it at her auditors without even the assistance of tapes in most cases, as these were being held up at the Washington Academy and not forwarded through. The Washington gains are of course adequate, but are coming through and rising even higher.

It is very interesting that the first week that a Washington staff auditor used the ad interim SLP without change or variation for an entire intensive, he attained the greatest gain attained during that week by all the Washington auditors. It just might somehow be that the old redhead knows what he is doing when he puts out a procedure. That ad interim SLP really works.

### GAMES PROCESSING KEYNOTES HPA-HCA COURSE

The tapes being cut at this moment for the HPA-HCA course to bring them up to date and permit them to utilize the SLP Issue 8 which is in preparation place processing in the role of games. In other words, we have come back and have done an anatomy on games the like of which we have never had before. It is very fabulous how this material works. The reason this was done is because the anatomy and behaviour of a problem in homo sapiens definitely indicates that he conceives himself to be engaged in a game even though the reaction is reactive.

The first thing that emerged from this is that many auditors consider the preclear as an opposite player and try to give the preclear loses. Actually the auditor is a person who is assisting a teammate in order to gain able co-operation and team-work toward opponents in life. The preclear is not a player. That is why he is being audited. The auditor's auditing role is in the direction of building a team. The auditor's instructing role, which has with the new basic course become greatly increased, is in the direction of playing a much wider game than has ever before been played on this planet.

The goal of Scientology is the rehabilitation of the game. The auditor can make a game better or make it possible for the pc to play a game. The pc is being audited because he is no longer able to take part in the game. Life is a game consisting of freedom and restrictions. Play is communication. Communication requires freedom and terminals. Life units as-is with thought. To think, there must be something to as-is. To grant life, there must be something to grant life to. A pc will become as free as he is reassured of the existence of barriers at that level. When a pc is not assured of (does not have reality on) barriers at a level he will not rise to that level. A thetan will carry to extremes making something and making nothing. Auditing is that process of bringing a balance between freedom and barriers. A game depends upon a restoration of freedom of choice on making something and making nothing. One can become obsessed with making nothing. He can become obsessed with making something. Both of these activities and the rehabilitation of the freedom of choice bring about a gain in

case. There can be too many or too few universes, but when an individual is stuck in a universe it is because he does not have enough universes. Therefore it is necessary to remedy his havingness of bodies. Remedying his havingness of bodies will clear away universes in which he is stuck by letting him have freedom of entrance into universes.

Auditing is a game of exteriorization versus havingness. There is never too much of anything if the pc is bothered by it. He may say there is not enough of it but he usually says there is something bad about it. When he says there is something bad about it he means there is not enough of it. The pc loses his power to postulate into existence and to unpostulate out of existence energy, masses, spaces and forms.

### *GAMES PROCESSING*

Life is a game.

Games are composed of freedom, problems, and havingness, awareness and interest.

Each of these elements contains "mood of game" (the tone scale), penalties, and the cycle of action.

Auditing improves the level of game of the preclear.

Auditing is not a game between auditor and preclear on an opposing basis but on a team basis. The auditor and, eventually, the preclear are engaged upon a game, themselves versus the opponents to survival in life.

The preclear is usually close to a no-game-condition. This is reached by a preponderance of win (no-game) or a preponderance of lose (no-game).

A frozen mood of game or no-mood is reached by assuming that interest can exist on only one emotional level (whereas interest can exist on any emotional tone level), or by misusing the mood of one game in others concurrently played.

A game is any state of beingness wherein exist awareness, problems, havingness and freedom (separateness) each in some degree.

A game is rehabilitated or a no-game-condition eradicated in processing by handling the elements of games and their subdivision, with reality, with the intention of bettering the game ability of the preclear.

### *ASSOCIATE MEMBERSHIPS*

We are under the immediate crush of getting into action as fast as possible and yesterday we hope one of the largest membership drives ever acted upon. You will see the adequate reason for this as soon as more material is released on world-wide dissemination.

The fact of the matter is a membership establishes the size of an organization to officialdom. Therefore we have to have members by the ton.

The associate membership should be made available as soon as the prepared package is assembled. It is easy for Washington to assemble this for Washington already has pins. London simply will have to get a shoulder back of the stamp works and give them a hard shove, because this program cannot wait. I repeat, it cannot wait.

The elements of the associate membership are these: In England it costs 5 shillings; in America, \$1.00. The associate membership card is folded in such a way as to contain certain vital information, such as the Code of Honour, the addresses and course books of the organization as well as the member's name. The pin used is the Scientology double triangle gold pin. It is the one with the upright S and the two triangles back of the S. The way we put this together we print a membership application form giving the person's name and address, his group name, his nearest professional auditor's name, and we use the type of postcard which requires no stamp. The gold pin is put through the blank postal card. This postal card addressed to the central organization is then the card actually which carries the pin. We sell to

professional auditors or people with groups any number of these pin-to-the-card items. We sell them for cash and very nearly at cost. In other words, a professional auditor or person in charge of a group could simply pick up a large box of these pins and cards which are already assembled and paying a flat fee, which actually merely covers the cost of the pin, walk off with them. Now this person in his group sells the pin in card combination for cash to his group members or other persons. These by the instructions on the card write in their name and address, name of the group and auditor's name and send this card, retaining the pin for themselves, to the central organization, the address already stamped on the card. The central organization, the HASUK in London and the Founding Church in Washington, D.C., then issues without further charge or cost the membership card to this person and adds his stencil to the membership rolls.

The organization of course will find that this operation costs it initially money, but the interest, the books bought, and the fact that these people out there actually now consider themselves members of the organization, will increase the revenue of the central organization to absorb this additional cost.

The auditor in the case of selling the card of course does no further bookkeeping. He has paid the Founding Church or the HASUK in London the exact cash for the pin and card and when he sells it he sells it for full associate membership fee and he puts the fee in his pocket 100%. It is then very much to his interest to sell this pin and card. In the first place he himself could not have a pin made for the amount of money which he is paying for it and it is doubtful if his group would expend money simply for a pin and the group membership.

We place no restrictions of any kind on people buying these pins, beyond assuring ourselves that they will be sold by the person to other people.

You will find these pins and memberships selling faster in the general public than you would think for we will certainly begin to alert the general public very soon on our world-wide dissemination program, for we have some angles I haven't given you yet which literally make the A-bomb look like a wet firecracker.

It is the responsibility of all persons on these communication lines to make sure that these pins, cards and dissemination on the associate membership level are taken care of thoroughly and swiftly. We can drag our heels around here till summer on this associate membership program. People will act out in manufacturing firms if you start pounding and hammering at them and they can produce these things in a very short space of time. We are losing money, losing membership, and losing ground every instant this associate membership program is not out there. Organizations have already fiddle-faddled with this program for four and a half months. It cannot go any further on a delay basis. It must be gotten out.

#### BASIC COURSE FOR AUDITORS

As you know, auditors can teach a basic course to groups under the following conditions: 1. That the auditor is a professional auditor; 2. That as a professional auditor he is in good standing and a professional member of Scientology organizations in London or Washington; 3. That he procures and uses for text the basic course manuals and materials prescribed by the central organizations; 4. That he carries out his course in an orderly fashion, gives an examination at course end, and forwards the examination papers so given to the central organization.

The materials of this basic course are as follows: The 8 Dynamics; the Axioms which appeared in the cover of *Dianetics, the Modern Science of Mental Health*, the ARC Triangle, the Tone Scale, the Chart of Attitudes, the use of these materials in social concourse, a general understanding of the goals of Scientology, and a few minor assist techniques. It is no intention of this course to make a thorough professional auditor. The entire intention of the course is to indoctrinate people with the rationale of Scientology.

The basic course will probably be charged for at the rate of 3 to 5 guineas by

auditors in the U.K. and at the rate of about \$25.00 in the U.S. It should be continued over a period of about 3 months of two or three times a week classes.

Auditors are pleaded with not to go on group processing people. Group processing people results in better individuals but not better individuals for Scientology. People do not have enough understanding of what Scientology is all about in order to actually benefit from the processing they have received. It is not enough to make people feel better. What we're trying to do is to reach out into the public. These people actually need and can use the basic materials of Scientology and we are denying them the richest benefit of Scientology in letting them go adrift merely feeling better without any real further understanding of life for they simply relapse. This is an actual fact. It is necessary then that we teach everybody everywhere a basic course.

Once more the organization itself makes nothing financial out of the basic course. When the auditor buys his basic course manual an examination paper is enclosed in it for the student to be given at the end of the basic course he will receive. This examination paper is held back by the auditor and when the student is given the examination by the auditor, the auditor or the student at their election may forward this examination paper through to the central organization. The central organization then prepares a basic course certificate for that individual. It is not even required that a person being issued a basic course certificate have any more than an associate membership. It is required, however, that he does have an associate membership. The certificate itself costs him nothing, is a very official looking document, and lends the seal of approval to the course the auditor has taught.

Auditors are being asked to use one of the three dissemination programs to get a large group assembled and to teach that group the basic course.

We will have these basic course manuals in the very near future but an auditor need not wait on having a basic course manual to recruit and start his course.

In other words, auditors should collect groups in order to teach them courses. He will find this is far more beneficial and that these group members will stay by him and continue to push into the society alongside of him. At present simply collecting people and processing them is not enough. It is not doing enough good for the individual in any except his own case. We are making people better without giving them the tools to live better. Therefore they are made far better in the group processing, are cured of this and that and then go out as human beings with no more knowledge than they had before. We are then doing a tremendous amount of work from which we are gaining nothing. It is absolutely necessary that auditors collect groups and get basic courses going.

It is up to people in the Scientology organizations and groups everywhere to start this program at once. I do mean at once. And just in case somebody didn't hear me this is the real number one crush. This and the associate membership program go hand in hand. We have got to get over this hump so that we can get onto our next steps. We need 5000 auditors by summer. If we don't have 5000 basic course people finished in training we won't be anywhere. It is better to have basic course people than no auditors at all and this is our substitute program and we've got to get it under way.

Organizations should not stint in their pressure on this; shortsightedly it may appear that the central organization does not benefit at all from this basic course program. Actually people who have not had a basic course don't take central organization professional training.

Now I am doing my part for this. I am rushing out this basic course manual as fast as possible, and it will be in our hands very, very soon, but we have to get auditors oriented and our publications and letters about teaching this basic course. We have to do it right away.

Our main lines of dissemination are bogging because we are not doing enough to profit the individual auditor. We must be able to put into his hands at least the income from associate members and from basic course training. If we do this these people will

get enough individual auditing from him to make him affluent enough to keep pushing the ball. We are not doing enough for the individual auditor. We've got to do more for him. He will not support the central organization because there is no immediate profit in it for him. With the basic course and with the associate membership there is instantly profit in it for him. Therefore we've really got to reverse the attitude of the field and collect those members and get people indoctrinated everywhere or our next program right up the line is going to fall flat on its face. We mustn't waste any time on this. No matter what else looks important let's get these auditors on the ball.

#### DUBLIN OFFICE BEING CREATED

While three lords and the leader of the opposition in the House of Commons petition the Home Secretary to permit me to stay in England for yet a while, we are nevertheless going ahead with the establishment of an office in Dublin, Eire. This office is located at 69 Merrion Square. It is not at this moment but will be within ten days a mail address. This office is the swankiest address in Dublin. The Park Avenue, the Harley Street of Dublin is Merrion Square. This is where all the medical boys hang out. The Dublin Office is a huge central room which holds about 70 people and four smaller offices surrounding it. The total cost of this is £4.10.0 per week. This is our fall-back point in case of atomic attack and will be completely equipped for dissemination of publications and will be known as the HASUK Atomic Energy Healing Division Emergency Station, Dublin, Eire. This is one small toe-hold up on the ladder toward our next step in dissemination. Right here as I stand we've got the problem of radiation whipped so you see where we're going, so let's go. We've got our auditor profiles rising steadily. We can put our own people back on their own feet. We can actually practically tailor make good executives. We have never since I have gotten us out of this last auditing slump got better results. We can prove what we're doing and predict what we're doing, and now we've got our hands on the monopoly of radiation healing throughout the world and we certainly had better make the best of it. We are going to go big-time simply because we are over the humps of research and are ready to smash through all barriers.

#### WHAT PRICE PRACTICES

In the standard medical dictionary there is no definition for "mind". A nice legal point for legal use.

In psychology there is no definition for "psyche".

#### *Good Books:*

Clara Thompson's *Psychoanalysis: Evolution and Development*.

Aldous Huxley: *The Door of Perception*, and *The Genius and the Goddess*.

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L. RON HUBBARD

#### LRH TAPE LECTURES

London, England  
14 February 1956

5602C14	LAM-17	Aims and Goals of Scientology 1956
5602C14	LAM-18	Games Processing Applied to Auditing

**P.A.B. No. 72**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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21 February 1956

CHANGES FOR THE PABs

With this, the 72nd PAB, we enter a new format and step up its production to double that which it has been. From now on you will be receiving your PABs weekly instead of every two weeks.

I have gained a great deal of important data during recent weeks and I will be sending this out to you every seven days. There will also be more organizational information in future PABs than there has been in the past and this will keep you informed of the activities of your associations.

**THE IMPORTANCE OF HAVINGNESS**

A careful study of staff auditors' reports reveals that the only advances worthy of the name of Scientology occur when the auditor repairs or remedies havingness on the preclear. Without the repair and remedy of havingness no real gains become apparent. A preclear will not progress when his havingness is impaired.

What are the symptoms of loss of havingness? Running any as-ising techniques the preclear may become anaten, or he may become slightly nervous or agitated, or want a cigarette, or seem to break out of the session in some fashion. In either case, he is "down on havingness." In other words he has burned up, used up, or as-ised, too much of his physical body energy in the auditing itself. In view of the fact that every subjective technique puts a sort of hole in the middle of the electronic mass surrounding a preclear, parts of that mass then begin to cave in on the preclear. Thus running an as-ising technique on a preclear beyond the ability of the preclear to sustain the consequent loss of havingness will bring on in the preclear many new engrams which he did not have before, and a technique which as-ises energy, if used without a repair or remedy of havingness, will bring about a worsening of the case of a preclear.

Now exactly what is happening is very simple. A preclear starts to go anaten and the auditor keeps on running the process. He hasn't realized that he ought to interrupt a process at any time if the preclear demonstrates a loss of havingness. Anaten is such a demonstration of loss of havingness. All right, another example: the preclear becomes agitated or upset; he reaches for a cigarette; he begins to twitch; his foot begins to wobble; he begins to talk excitedly; he begins to cough while being audited. All of these things demonstrate a loss of havingness. These same conditions, by the way, can result from the preclear believing that the auditor has broken the Auditor's Code in some fashion or has overcome his power of choice. Both a repair and a remedy of havingness are immediately indicated on the observation of anaten or agitation on the part of the preclear. And in addition the auditor should carefully go over the session itself to find out, if anywhere, the preclear believed his power of choice was being overcome, or if the preclear believed the Auditor's Code had been broken. You understand that the auditor didn't necessarily have to overcome the preclear's power of choice or break the Auditor's Code in order that the preclear should believe that this

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has happened. However, this could be overlooked entirely if the auditor had been careful enough to repair or remedy the havingness of the preclear.

The slightest drop of alertness on the part of the preclear, or the slightest agitation or somatic on the part of the preclear, should immediately indicate to the auditor that havingness has dropped and must be immediately repaired or remedied. A great deal of time can be spent on the subject of repair and remedy of havingness, and it is very beneficial time spent. It is better to “waste” time spent repairing and remedying havingness than to blunder on through. Now there is another thing I have noticed with regard to this. Auditors are running these days toward cognition. Very well, if they expect a preclear to cognite they should not expect him to pull in a bank upon himself. If an auditor runs a very obvious process which should bring the preclear toward cognition, and if he runs it several auditing commands and then stops and repairs and remedies the preclear’s havingness, and then after that asks him the same auditing question two more times, he will discover that he has blown a cognition into view. In other words you could remedy the havingness of a preclear while his mind was on one particular subject and bring a cognition into existence.

This becomes particularly important today, since a few months ago I discovered that you could remedy the havingness of anybody, and I mean just that!! You can remedy anybody’s havingness and you can turn on mock-ups on anybody. The fact that the preclear who has a black field can be caused to mock up blacknesses or invisibilities and shove them into his body brings us into an era of being able to make anybody turn on mock-ups. Getting the preclear to postulate that the mocked up blackness is bad for the body will cause that blackness to snap into the body. By getting the preclear to postulate that the invisible mass he has mocked up is bad for the body it will snap into the body. Of course, after this has been done a few times, the consideration of the preclear will change. Then perhaps the blackness or invisibility will only snap in when the preclear postulates that it is good for the body. He may also have a residue left. It is very important to get rid of these repair and remedy of havingness residues. By various postulates, such as that the residue is a threat to the body, it is good for the body, it is bad for the body, the residue too will snap in.

Let’s differentiate at once here the difference between a repair of havingness and a remedy of havingness. We used to call repair of havingness “giving him some havingness.” It needs a better technical term. Therefore let us call this “Repair of Havingness.” It means having the preclear mock up anything he can mock up, and in any way it can be done get him to shove (never pull) that mock-up into the body, and by similar means to get rid of the residue which went along with the mock-up. That is a repair of havingness. It is a one-way flow; it is an inflow.

Now a remedy of havingness is getting him to mock up and shove into the body enough masses to bring him to a point where he can eventually throw one away. In other words repair of havingness is simply having him mock up things and having him shove them into the body, and a remedy of havingness is having him mock up and shove in *and* throw away the same type of mock-up. Remedy of havingness is always a superior operation to a repair of havingness. Repair of havingness is a very crude stop-gap, but can be used any time. However, a preclear who is working well, and on whom havingness can be remedied, should at all times have his havingness remedied, not repaired. In other words any type of mock-up should be both shoved into the body and mocked up and thrown away, and this should be done in considerable quantity until the preclear is quite relaxed about that particular type of mock-up. One does this, remember, every time the attention of the preclear drops, or he becomes agitated.

There is one other little point connected with this which is quite important, and that is, auditors very often audit a preclear into an area of time when the preclear

exteriorized. This, on a preclear who does not exteriorize easily, brings on a considerable grief and sadness. The way to get rid of this is, of course, to remedy the preclear's havingness or only repair it, and to ask the preclear to **recall times when he was not exteriorized**. This will bring up at once times when he did exteriorize and where fear of exteriorization was built up considerably.

I have noticed another special condition regarding this exteriorization phenomena which is quite important. A preclear will occasionally repair and remedy havingness up to a point where the body disappears for him. He doesn't quite know where to put the mass he has mocked up since he cannot find the body. This is particularly true of preclears who have a very low threshold on havingness. An auditor would be stupid indeed to simply plow along beyond that point where the preclear has already said that he couldn't find any body to push any havingness into. The moment the preclear does that the auditor should suspect that the preclear has gotten into an exteriorization type incident. It is not, however, necessary that he immediately flounder around and try to find this incident, as recommended in the paragraphs just above; he can also repair and remedy havingness in this fashion, and it is very important to know this.

Although it is disastrous for a preclear to be asked "What could your body have?", since he will simply strip the bank of various old facsimiles, it is a very, very good repair of havingness to ask a preclear "**What is there around this room (area) which your body could have?**" and then have him pick out specific objects in the environment which he says the body could have. If he does this he will come up the gradient scale of havingness, and his havingness will be repaired immediately or directly on the Sixth Dynamic. With a preclear who cannot get mock-ups and where the auditor has either been too clumsy to get the preclear's mock-ups turned on or it really was impossible, more or less, the preclear's havingness can be repaired by having him do this process; so this is a very, very important process, and one that ought to go down in red letters.

This whole subject of repair and remedy of havingness and its effect upon auditing, and the fact that it has not been stressed at all in training, being up there at Level Six in the old Basic Processes, brings us to SLP Issue 8. The entirety of Level One in SLP 8 will be devoted to the repair and remedy of havingness.

In SLP Issue 7 we have a great many phenomena associated with the remedy of the body's havingness. The reason for their position is to bring about an adjustment of the condition of the body before one goes on to other and more complicated ways of processing. Now, in Issue 8, all of these various things will be retained, but they will be paralleled with a complete remedy of havingness and that particular level of SLP will be gone over. In actual experience it is better to remedy the havingness of a preclear, no matter where he is on the tone scale, and no matter by what process, than to run any significant process. Further, if a preclear cannot at least repair his havingness, to run Waterloo Station is to invite disaster, because in this particular process of Level Two he is liable to get himself into a "down havingness" situation and of course will not be able to not-know anything. He may be chewing up too much energy while trying to not-know. Thus we would have the failures which have occasionally occurred in Waterloo Station. They were simply havingness failures, not a failure of Waterloo Station. Further there has been a new command suggested for Waterloo Station: "**What would you be willing to not-know about that person?**" This seems to be a better command, at least for the British Isles.

We also take care of the vacuums and separatenesses and everything else with repair or remedy of havingness and running it in with certain other things, such as problems, etc. When we discover by two-way communication a weak universe, we could then ask the individual preclear, "**Invent a problem that person (weak universe) could be to you.**" Then, watching him very carefully, and repairing his havingness on

the subject of that person's possessions, get a very rapid separation of universes. I have noticed that the weak universe first began when the person elected by the preclear to be a weak universe first began to put MEST anchor points around the preclear. In other words, valuable presents.

I am as pleased as can be to get a finger on this point and I know doggone well that if East, West, North and South will begin to repair and remedy havingness and stop specializing in significances without repair or remedy of havingness, we are going to start shooting people up to the top of these psychometric graphs. We can't help it.

Let me call your attention specifically to the old phenomena of the emotional scale and the engram. We found out that when one engram was keyed in, it fixed the emotional tone of the individual, Then we had him run this and as he converted the engram to usable havingness, we found that his tone rose. We discover on these psychometric charts that the "unhappy" section does not move if we don't change the mass of the preclear.

## SACRIFICES

The latest news from the research front has to do with the fact that the GE demands and requires and has to have, evidently, sacrifices. The GE does not run on an overt act-motivator sequence, which makes one suspect he is not a thetan. A GE runs exclusively on being sacrificed to. If you have the preclear mock up sacrifices to the GE, you will find these become very readily assimilated.

On a lower level the body accepts motivators; as soon as it is through this motivator band, it accepts sacrifices and finally comes up to a point where it will accept live bodies. When one considers that eating is entirely a matter of absorbing death, one sees this death hunger in processing by running Sacrifices. A person who had bad legs should have a sacrifice of legs run on him and so forth. This is astonishing material. It is almost unbelievable that the GE will not be sacrificed to anything, but will only be sacrificed to, and this phenomenon that the GE is thereby demanding death tells us at once that the atomic bomb will be used and that there are people in the world who will actually crave this sacrifice of cities and even nations.

Aside from being a fantastically workable process, more of which anon, this matter of sacrifices tells us at once a great deal about the future. There will be no moral restraint where the atomic bomb is concerned, for about the highest level in some areas of the world, as to case, is "operating GE." This tells us too why soldiers will go to war. This explains a great deal of conduct.

The GE evidently operates on the postulate that as long as anything else is alive it can't live. However, it is becoming more and more doubtful that there is any more life in the body than the thetan puts there, and that the body is a single machine operating on some implanted postulates contained in the energy masses which are activated by the thetan somewhat on the order of the old "pole" theta trap. Many of these considerations can be changed around rather easily. Nothing changes them quite so fast as these sacrifice processes.

In mocking up sacrifices the auditor should use all the skills of creative processing and ensure that the preclear is actually mocking up and is not dragging in old facsimiles from the bank and restimulating genetic line incidents. This can be obviated by having the persons in the mock-ups dressed in modern clothing; mocking up the incident as happening tomorrow; altering the mock-up in some manner, such as turning the face green or something of this nature. Any reasonable way in which you can ensure that you are dealing with mock-ups and not past track facsimiles.

This gives auditors another tool with which to handle chronic somatics.

## CHRONIC SOMATICS

There is another process which has a great deal of workability with chronic somatics. I know that some months ago and earlier than that it seemed rather fatal to us to continue to fixate the preclear's attention on the chronic somatic. But that is not a problem with us right now. It ceased to be a problem the moment I invented an auditing command exactly as follows: **"Invent a problem that \_\_\_\_\_ (leg, arm, nose, eye, body) could be to you."** Running this command which is in itself a sort of remedy of havingness, and repairing and remedying the havingness of the preclear as we go, we will discover that practically any and all phenomena associated with the service facsimile will come away and clear up, and the limb, nose or eye will get well. This can be used as a word of warning: **ONLY ON ACTUAL TERMINALS**. Never use this command, and I mean **NEVER**, on actual conditions. Never ask him to invent problems lameness could be to him. Never ask him what problem blindness could be to him. Lameness and blindness are conditions. We want to know what problems *legs* or *eyes* can be to him, since legs and eyes are terminals. In running this command we reduce havingness too rapidly whenever we are stressing conditions. Therefore we run it only on terminals. In running it use only terminals. Handled in this way we do have the answer as of this moment, to chronic somatics. With these processes in SLP and the adequate repair and remedy of havingness we can push our preclears right up through the top.

Let's get to work.

L. RON HUBBARD

(This PAB was reissued as HCO B 8 May 1972, same title.)

**P.A.B. No. 74**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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6 March 1956

**OFFICE IN IRELAND**

Well, hello there. How do you like your PABs coming to you once a week?

What really happened was that I felt that I was getting out of communication with people, and as I was getting out information under a heading called Operational Bulletins it seemed to me to be a good idea to use these as PABs.

If you remember many years ago when the PABs started they were dedicated to setting up auditors and making them a healthy and respected class of professionals, and so with Issue 72 we immediately and abruptly resume this intention through this particular medium. In other words the PABs were dedicated to this in the first place and they go on now doing their best for the auditor.

When the Queen asked me to tip my cap and leave England as an insidious and Communist influence intensely disrupting the very best plans of the Home Secretary, I might have gone straight back to America. However, the Founding Church of Scientology in Washington, D.C. has never been in better shape. With His Nibs as Executive Administrator the situation is under good control. With Ken Barrett running the best academy classes that have been seen in the past year and Julia Lewis doing a bang-up job at the Clinic, with John Sanborn teaching indoctrination, and Dick Steves rolling an HCA class in good shape and keeping the Washington politicians at bay, and with Don Breeding getting an intensive, things could never be better.

I have a habit of turning up where I am needed or turning up data when it is needed, and as England is not yet in perfect shape there at Notting Hill Gate and as enough British brass has interceded on my behalf to permit me on occasion to pop into London, it seemed to me that I had better spend my time setting up an emergency station for Scientology in a country that wasn't likely to get atom bombed. So here I am in Dublin, Eire, ten days and one completed office in operation deep.

The Irish spring shows signs of being late and we were freezing lately with the rest of you, even though we have a pretty and snug home here in the outskirts of Dublin in a fashionable suburb. Susie and the three kiddies are well and happy and the kids after being cooped up in a London apartment most of the winter are staggered and stunned at a huge yard to play in and are exuberant and boisterous along with the Irish wind. Downtown in the most fashionable square and professional address in Dublin we now have two large suites of offices. The address is 69 Merrion Square, South. Just across from one suite and just next door to the other is the American Embassy. In ten days, with the assistance of Bernie Green, we took an old spacious set of offices and painted them, laid in new linoleum, bought the 101 small items necessary to running things and exactly seven days from my landing had a going concern. We have two pretty Irish girls

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and a smart Irish office boy, and that lovely Canadian, Margaret Tousaw, and the ubiquitous Dr. Green. During part of last week, Mike Walker, the English shipping department, was over here helping out, and what with American, Irish, Canadian, English and Texan, we are quite international. Eleven days from my landing we have somewhere between fifty and a hundred and fifty applicants for a course, practically none of the applicants having previously heard of Scientology. All this sounds too fast and exaggerated but it is factually and precisely true.

What I am trying to do is this. I am trying to pilot a project in an area not previously noted for Scientology interests which can serve as a model for an auditor in any area of the world just to see how it is done and to pick up pointers. As Ireland has only 3,500,000 people in the total nation you can see that I am working in a relatively small population area which is at the same time noted for its poverty. I am of course taking advantage of the peculiar features of the place, such as the fact that the major export of Ireland is people, and am making all the shots count. However, we have a hurricane of activity going here without previous preparation.

I am having to write all the little brochures, enrollment cards, descriptions and etceteras which are handed out and I am packaging all the course materials and slants of the subject, and all this material is being shaped up so that it can be packaged not only for the public in Ireland, but for the use of auditors elsewhere. Accordingly, as soon as I am satisfied with this material and have the envelopes printed, I shall send one package of it, one of each piece, to every auditor in Scientology.

If the weather is cold the Irish heart is warm. The country and the people could not be improved upon. Unlike Communist-infiltrated England, where Russia has been active with anti-American propaganda in order to rob the crown of its only powerful ally to ready a later banquet for the Russian bear, Ireland is enthusiastically pro American. Lacking things to fight, the Irishman has been shooting up Communism quite enthusiastically and so we don't even find the medical profession here antipathetic to Scientology. It's all good roads and good weather.

Probably the greatest oddity of the Irish adventure is that aside from one year's office rent, some transportation and shipping expenses, and a small loan from London, the entirety of the operation will be supported by Mary Sue's and my salary from the Founding Church in Washington. As these two salaries amount to slightly less than \$200 a week you can see that the Irish operation is not big in terms of staff or offices. However, pay is very low in this area and rent is quite cheap. We can then support this activity for some time but strangely enough, without actually paying any of our bills yet aside from office rent and a couple of other items, we have income in sight adequate to take care of the activity.

It does the old heart good to see people swinging in toward Scientology at this rate. I could always get an operation started and get things wheeling, but we have made so much progress in technology and know-how in the past few years and since I last had to start anything from scratch, that I had not realized the pulling power of Scientology itself. I could be very mean at this point and say that if we have within eleven days of my landing a hundred and fifty people lined up for a course who have never before heard of Scientology, that somebody somewhere in some group or another has been loafing like hell. I might also say that the bulk of the calluses collected in the field must be on a private portion of people's anatomies, not on their palms and thumbs, for this operation has not in any way depended upon my own identity and reputation. It is Scientology itself and what it can do that is creating the stir. Ireland being somewhat out of the way has not heard my name. Furthermore, no public lecture has been given in order to attract people in and no other mechanism or device has been used that would be peculiarly mine, except perhaps the ability to know how to do things and to make words work effectively, so I am sitting here at this

moment wondering why there aren't eight to ten thousand member groups under the charge and control of every auditor, since there would certainly be a fifty thousand member group directly under the Dublin office within five months if I continue the experiment in earnest. Perhaps the main difference here is complete security on my own behalf as far as Scientology information and capability is concerned and the fact I will freely admit that our auditors all too often lack initial financing capital. The Dublin operation duplicated in any large city would cost about \$800.00 done up well, the \$800 including the living expenses of the auditor and his while he got going. However, \$800.00 is not very many preclears, so it seems to me that an auditor could have immediately gotten some preclears and done some auditing—until he had \$800 or \$1000 and then could have launched into a wider operation on this pattern, or he might have talked his friends out of an investment in his venture. This, I say, with perhaps a superiority of know-how and ideas, would be the chief difference in starting up the Dublin operation and somebody starting an operation say in Chicago. Well I could say all these things and it would be very mean of me so I won't say them. I will simply go on shaping this mock-up up until I have gained as much know-how out of it as possible and will let you have a blow-by-blow account of how it happened.

What you should know first is that the Irish adventure is your adventure being conducted on your behalf to help you square away Scientology in your area and put you on easy street, and what is more important to the rest of us, to put mankind in a position of self-defense for the first time on a planet confronted with atomic fission.

### THE ATOMIC FIZZLE

Wouldn't it be very funny if the moguls and high mucky-mucks of the higher insane wards of government were to have their favorite threat—atomic fission—turn into an atomic fizzle. This would be the joke of this or any other century.

Because we're all professionals here, well schooled in Scientology, let me talk a little bit about past track. This is not the first time that a planet has been threatened by the development of atomic technologies. It is on the past track many places and times that planets have been scorched and made uninhabitable to all forms of life. This tells us as we read our E-Meter that life is capable of abandoning a planet and going to another planet, setting up the painful process of making lichens and moss to make soil out of the stones and building a gradient scale on up to moving beings.

Atomic energy has always been a tragedy. Atomic radiation burns savagely and furiously, and life so burnt in this age and time then is incapable of procreating. In other words, an atomic burn hits mainly at the second dynamic. The reason it does is the number of times planets have been wiped out in the past. When atomic radiation came all procreation became pointless. The genetic line was over-ended and done. There was no use making new cells or new babies. There was no future into which they could go. Thus the appearance of radioactivity tends to aberrate the second dynamic. Its actual use brings about a total apathy on procreation. Radiation first and foremost when it burns is effective simply because the hemoglobin no longer makes new cells and so a person dies of acute anemia. The blood cells are, it is true, the most cowardly of all the body cells. Blood cells lake into the center of the body in a moment of fear or terror. They give up quickest when struck by atomic radiation.

I have been conducting a series of experiments, one of them almost fatal to myself, on the auditing of radiation burns. I have found that we can make an enormous effect upon radiation burns and can cure them in a milder form. That means we are the only agency, the only people on the face of Earth who can cure the effect of atomic radiation. I expect to make further progress in this direction and the whole answer is not yet gained, for the whole answer would be to actually proof a body against radiation itself.

It is rather foolish to believe that a flash of light which actually goes through and is not stopped by ten feet of concrete can yet do things of hideous magnitude to a body. That is all that alpha and gamma and the rest are—a flash of light. There must then be some cooperation on the part of the body to stop the flash which is not present in concrete. True, a newspaper held before the body interposed between it and an atomic flash can keep the body from being severely burned, but remember the actual destructive rays do actually go on through the newspaper and unless stopped by the body itself would go on through the body. On such reasoning I began to experiment to discover what the body was doing in connection with atomic radiation and discovered that it was actually stopping it.

I found out further the procreative aspect of atomic radiation came about because atomic radiation on the early track was used as a punishment mechanism. At first it appeared that atomic radiation was the basis of the second dynamic and its various wavelengths, but this is not true. They were so identified because radiation was used in second dynamic punishments and activities. Radiation is the only thing capable of reaching into the mock-up strata of a thetan and on this high wavelength knocking apart his bank. There are many black fives around whose black screens are actually radiation hunger.

On the basis that the only havingness difficulty is under the heading of “not enough” I caused atomic radiation to be wasted (until the thetan could accept it). The difficulty was trying to operate with radiative mock-ups in the vicinity of bodies. Evidently the thetan has to change his mind very thoroughly before the body can be coaxed into letting radiation pass by. The body is apparently anxious for radiation punishment, since it then no longer has to continue a genetic line.

The problem on which I am working is the actual proofing of a body against damage from bomb flash. That is between us auditors. To publication, however, it is actually factual that we are the only people who can do anything to alleviate or cure atomic fission. No serums or other mechanisms have proven effective. The most effective means of cleaning up radiation or radioactive dust in an area is the common water hose. That is the high tide of anti-radiational research. In Scientology, using standard procedures and including in them an address to radioactive masses, we can cure by remedying havingness with it radiation burns. Indeed, it requires a very skilled piece of auditing with a great deal of havingness remedy, but we can do it.

Now I want you, and by that you I mean you, not a general editorial “you,” to send me at once any article in whatever publication or any book or pamphlet of whatever simple or complex nature you have, know about and can get, to me here at the Scientology Emergency Station, address “Scientology, 69 Merrion Square S., Dublin, Ireland.” Please send me as well any horror material you have. I do not even have a copy of John Hersey’s book on Hiroshima or any newspaper accounts on it. You can help by taking upon yourself personally the responsibility of being the only person who is going to send me any material here. As Ireland is well removed from any such threat, the material extant at this point is very poor. I need this material in order to draw upon it for a book. This book will be called “Atomic Burns, Their Danger, Cure and Prevention,” and it will be, we hope, in all the major book stores of the world and will be, I assure you, translated into the various languages.

You see, the most frightening aspect of atomic radiation is that it is the very most basic ingredient in insanity, and people close to it, handling it or restimulated by it can be no better than totally insane. You see the threat we are up against? Now it may well be that the U.S. Atomic Energy Commission outlawed psychiatrists from its ranks and precincts simply because these, who do at least know insanity when they see it, might have been urging institutionalization of every leading atomic scientist on grounds of paranoia, megalomania, and other psychotic symptoms. My own experience with these



people would confirm it. The atomic scientist in the world today on grounds of security is removed from any skilled mental observation of any kind whatsoever. Nobody knows whether they are sane or not. Researches demonstrate that the stuff they are handling would bring about insanity in them in very short order. A light look at the subject demonstrates that they have a craving for the destruction of all life. They are totally careless and conscienceless when questioned on the subject of destruction of men, women and children in cities. They are equally conscienceless concerning the injury of their fellow workers.

A symptom of this insanity visible to us every month or so from Enid, Oklahoma, is a man who was, for a long while, closely connected with atomic energy, and who between attacks on Scientology has horrible writhings concerning his own sanity and alternates attacks upon his auditor with grovelling begging to be relieved of the awfulness of his life. Nothing could be done for this man previously in Scientology, as no research had been done on the peculiar aberration from which he was suffering—overdoses of radiation received while an observer at Eniwetok. The screens which covered his vision were radiation hungry. No one auditing him connected his past experience with atomic energy and his case, since it was not known that there was any relationship. So we have had at least one case in our own midst demonstrating various types of insanity simply by reason of having been connected with atomic energy earlier in his career. There may be others. We know now that these surrender as cases if by auditing they are brought to create and destroy radiative masses in mock-ups. It is, however, a very dangerous piece of auditing and must be done very gently. You may, by the way, have wondered why I never really attacked this particular vilifier in Oklahoma. It was only that I was aware of the fact that his case was unsolvable and that Scientology had indeed failed him, and because I felt sorry for him. I am not the sort of a fellow to kick a dog when he is down and I knew what desperate shape that person was in. I am rather relieved now to know exactly what was wrong in his case, and sometime or other an auditor can be sent down there.

But if we have been caused lies and upsets in our own ranks by the side effects of atomic radiation, then imagine what it would do when close up against a government which is being advised on atomic matters by persons who have long since passed the sanity point. Therefore it looks like thee and me have some work to do. Fortunately Scientology is already well entrenched in many atomic energy areas and many atomic scientist connections know of it and the materials which are developed concerning radiation cure can of course be applied to this particular problem with considerable benefit.

Well all entheta aside, please get that material to me fast.

#### IMMEDIATE CASH FOR AUDITORS

Associate memberships are now available for sale by auditors to their groups.

The associate member is a member without time limit of Scientology. An associate member does not receive publications but does receive a pin and membership card.

An associate membership costs five shillings in the United Kingdom and areas under the London office, and one dollar in the United States.

The auditor can purchase from the organization the pin and application form already assembled in lots of 25 with brooch backs or button backs for two shillings and sixpence in the U.K. and its areas, or fifty cents in the U.S.

The auditor sends in to the U.K. £3.2.6 to Scientology, 69 Merrion Square S., Dublin, Eire. He will receive in return 13 button-back and 12 brooch-back pins

mounted on application cards. An auditor in the U.S. can send \$12.50 to Scientology, Washington, or for quicker delivery at this stage to me in Dublin, Eire, and he will receive the same lot.

The auditor then sells these associate memberships to anyone, but we hope to people who are taking or have taken a basic course. He keeps the totality of his receipts. The person to whom he sells the pin and card fills in the application form addressed to the organization provided with the card and has returned to him at once his membership card. The total clerical work on the part of the auditor is sending the order here, receiving and directly selling the card. The associate member newly made by the action is the one who sends in his application. This makes for minimal bookkeeping.

The pin is the lovely little S-and-double-triangle pin designed by Bob Hollanbeck in Phoenix, Arizona. Some of you have already seen them. The design was taken originally from the dust wrapper of *Science of Survival's* earliest editions.

Arrangements will be made at a later date for the sale of subscriptions to our improved publication line for general and special memberships, all of which can assist the auditor in financing his activities in Scientology.

The reason we want this membership to be widespread in existence is that the power of an organization is counted by the number of members it has. We must have a membership class which includes everybody and which permits people to be in no doubt as to whether they are with us or not.

A particular oddity of the associate membership card is that it is not renewable. It has no termination date and does not expire every year. It might be a good thing if some other classes of members also became associate memberships if they have any fear of lapsing, since they would at least be an associate member at all times. This, however, would not bring them publications or services.

You must be aware that at this price we are actually selling the card and pin at the actual cost of production.

As this is announced, the manufacture of the pin and card is already arranged and in the works. Acts of God, perils of the sea or strikes could delay the filling of your order for a few days, but this is only an eventuality, and by the time your order gets here the pins should be ready to ship to you.

As a point of incidental interest, I just happen to have by accident in my jewel box where I keep the keepsakes of value that people often send me from various parts of the world the original solid gold S-double-triangle pin made by Bob Hollanbeck. He sawed this out for me personally as a gift in Phoenix last year. If I owe him anything for copying it for everybody's benefit, I wish he would let me know since I don't have his address here in Dublin.

There was another slightly smaller S-and-double-triangle pin made and issued from Phoenix a year ago, but it was not from this handmade design of Hollanbeck's which he intended for my personal wear. By the way, Bob Hollanbeck will make you a Mexican tie-tie with the S and double triangle in solid silver and very beautiful for I think \$15. When I have his address I will insert it in a PAB.

#### AUDITOR INCOME FROM BASIC COURSES

All auditors everywhere in good standing with the academy or London are authorized to teach a basic course in Scientology.

In its program of assisting the auditor to finance himself and the advance of Scientology the central organizations will do all possible to assist him in the teaching of this course.

The course should be a minimum of twenty hours, including some eight hours of group processing and some twelve hours of instruction.

The instruction should be precisely cycle of action, the 8 dynamics, ARC and what each element means, the tone scale, something about havingness and its relation to the tone scale, and how to do an assist. The principal stock in course should be the most elementary and should be repeated often so that everyone in the course actually knows these principles. No other material such as past track, past lives, thetans, clears, or any other data should be introduced into the basic course. The essence of teaching a basic course is to make sure that everybody in the unit understands very well these basic elements.

I am at work at this moment on a Basic Course Manual. However, you need not wait for it.

At the end of your basic course you should give an examination to all persons who were in it covering just exactly these points above and their definitions and uses. You should then ship with the address of this person that examination paper to London or Washington, depending whichever is your most immediate area. The central organization in London or Washington will immediately execute, if the exam was passed, a basic course certificate and send it at once either to you to give to your student or to the student directly as you indicate. Warning: These certificates will not be sent unless the examination paper and the student's address are included.

The organizations make no charge for this service.

It is expected that a basic course would cost at least £3.10.0 in the U.K. or \$10.00 in the U.S. It is also expected that this charge will be made and collected by the auditor and that the auditor will keep for his own uses and the financing of Scientology in his area the totality of basic course fees.

The only way you are going to accumulate a group that will stick with you and forward Scientology is by teaching that group a basic course. Group processing without training doesn't work.

We are very shortly going to publish a book as possessing the only effective cure for atomic radiation known to man. You will hear more about this later. The best and first thing to do is to create a large group and to teach it a basic course. Let's get this one out of the way fast. People are talking Scientology and demonstrating its adequacy in their own spheres.

One of the ways of gathering groups for a basic course is to teach for the first week something you will call a free course and which contains perhaps four hours of auditing and six hours of instruction, and give this free course to everybody but don't let anybody take the same free course twice, and then simply continuing the free course on up into another twenty hours or two weeks, covering these essentials much more precisely, teach a course that you charge for. Remember, the organization does not care how much money you charge for this basic course. It would actually be surprised if you did not charge at least five guineas, or \$25.00. There are plenty of ways of accumulating groups. For such basic courses you will learn these as I tell you more about the Irish adventure in later PABs.

## TRAINING COST CHANGE

After years of no alteration it may come as a bit of startlement to announce that it will shortly be generally announced and is effective immediately that training costs and charges are changed in the central organization.

For five years the cost of a professional course in the United States has been \$500. In London the same course has cost you formerly £125. It is rather interesting how these two figures were arrived at. The \$500 fee was set by Parker Morgan in Elizabeth, New Jersey at the end of May in 1950. Parker Morgan, besieged by requests of people who wanted to take a closer look at Dianetics, invented a status whereby that person could hang around the office and watch what was going on in the Foundation as an intimate observer for one month for \$500. There were ten in the first professional course. The only chair case there was Ted Ottison, recruited up from St. Mary's College. After a few days I took pity on these ten, since although they were interested they were getting very little know-how, and began to give them a daily lecture, and so started the first professional course in Dianetics and Scientology.

The figure was set in London at £125 because that was the cost of maintaining an instructor and quarters for a minimum class of two students over a period of two months and the general one-month hangover of training. As I could not stand by London forever and had no idea that it would have many students, it was necessary that the school remain solvent. It was also necessary that a central organization continue to exist, and that needed finance. Actually the £125 charge was not too far in error, since the London office just barely did remain solvent during my long absence in the U.S. Commie critics, which exist in vast profusion, swept Scientology into its group propaganda about American dollars and was long active in pummelling this £125 fee as demonstrating that Scientology was a get-rich-quick scheme.

The actuality is that in both cases the central organization has to be maintained or auditing itself would go all to pieces everywhere and there would be no way of disseminating new processes, and that it takes far longer than a month or two months or three months to train a professional auditor. He has to be trained by experience as well as formal instruction, and the central organization always has the responsibility for this. As an example, in Australia where an inadequate financing was done the HASI office has been in continual difficulty trying to maintain itself, and as it has failed to maintain itself adequately, the professional auditor in the area of Melbourne has had a rather hard time of it. Part of that squirrel cage of course is the activity of squirrels in the area who always reduce the effectiveness of Scientology and blunt its progress, unable to understand evidently that not everybody shares their own enthusiasm for kicking the bucket. Of course a few of these squirrels were on the side of the allies during the late war. They evidently didn't get their fill of death, like the most of us who are more intimately connected with the hostilities. A squirrel has used these fees as a target rather continuously, but this is not the reason they are being changed.

Because we can train an auditor today in the eight weeks allowed without having to pay for a great deal of continued training, thanks to the invention of the indoctrination week and dummy auditing—of which I am quietly proud—we can actually afford to train now for less in the United Kingdom. We are going to extend U.S. training into a later retraining period and we are going to do several additional things for the U.S. auditor than we have done before, so the training cost will remain the same for considerable additional service in Washington. In London the fee is dropped to £75.

In view of the fact that we have the basic course planned for auditors in the field and the shortness of distance in the U.K., no rights to train to the level of HCA or HPA will be issued in the United Kingdom. This is actually a kindness, since the grind of training auditors is not remunerative to the individual auditor and actually inhibits his

income, which should be much greater by reason of basic courses than it ever would be from teaching professional courses by our experience. This is heightened by the fact that there has only been one application to train made to us in England, which denotes no field enthusiasm for professional training on its own behalf anyway.

In the United States all those rights to train which have been granted to auditors who have not at this date returned in full their percentages and fees to the central organization can be considered cancelled. The organization will certify persons in training to such persons after this date, but only those persons who are at this instant in training actually. No further persons should be enrolled. As soon as auditors with these rights to train engage upon the basic courses they will understand that the teaching of basic courses is far more remunerative. We have had nothing but complaints from auditors with individual rights to train concerning their difficulties with finance. Students do not pay them. Central organizations can cope with this fact but the individual auditor cannot. It is beyond his means to train on charity or on the receipt of a third or half of the professional course fee. The central organization can struggle along with this or collect.

The chief reason the U.S. fee is not dropped is because the auditor being trained now is going to be sent into specific areas and is going to have placed in his hands any and all literature he will need to start things booming and will be assisted by special mailings to the area concerning him from Washington, all of which takes money and which had better come under the course fee. However, as this service will cost about \$150, the Washington fee is actually reduced to about \$350 to be available for the actual training. We feel it is better in Washington to collect the total fee and use part of it to give the auditor a big push in the area assigned when he leaves, than to leave it to his initiative to scrape up enough money to get the literature and material and make the mailings.

#### BOOKS IN PROGRESS

I am writing or have scheduled the following books:

1. The Elements of Scientology—Basic Course Manual.
2. Atomic Burns—Their Danger, Cure and Prevention. (This is the one we mainly need the bookstore list for.)
3. Scientology—The Modern Science of Ability (a rewrite of *Dianetics: The Modern Science of Mental Health*).

*Abilities* by the half-ton, each one of them defining a word in Scientology or pertinent to life.

#### ACTUALLY HERE

I am actually and factually in Dublin, Eire. There is a terminal here. There are some mailboxes and desks to receive your communication. My body just now is in rather indifferent shape, thanks to an auditing experiment on radiation, but it nevertheless will sit in a chair and hold your communication in its hands and read it over very carefully. When you stamp on the floor or the street of Dublin, there is solid earth there, and the wind blows and the air circulates and there are live people around, and in short this is really a terminal and your communication will be acknowledged at once if you write. I will see if there is anything else I can think of to reassure you as to the communication formula. The truth of the matter is the swarms of people around here aren't Scientologists and I am a bit lonesome, and you don't look around very good when I tap you on the shoulder, so write me a letter and let me know your reaction to Associate Memberships and teaching a basic course, and in turn every week I will keep you posted on the material from various parts of the world and in particular on the

Irish adventure, which may win or lose—see next week’s installment—and upon the progress of several other mock-ups in which you have a very tightly vested interest.

CABLE FROM WASHINGTON

“HOUSE BILL 6376 PASSED JANUARY 18TH STOP GOES SENATE NEXT WEEK STOP BILL PERMITS ADMISSION OF PERSON TO MENTAL INSTITUTION BY WRITTEN APPLICATION OF INTERESTED PERSON BEFORE JUDICIAL PROCEEDINGS ARE HELD STOP DISPENSES WITH REQUIREMENT THAT PATIENT BE PRESENT AT HEARING STOP ANYONE CAN BE EXCLUDED FROM HEARING STOP BILL PERTAINS TO ALASKA AT MOMENT STOP BILL SETS UP ONE MILLION ACRES SIBERIAL IN ALASKA FOR INSTITUTIONS STOP LETTER AND BILL FOLLOW STOP WHAT ACTION YOU WANT TA K EN.

KEN NIBS DICK

[PAB 73 is a compilation of the following sections of Operational Bulletins: Number 14, “Three Methods of Dissemination,” page 351; Number 17, “Games Processing,” page 366, and “Basic Course for Auditors,” page 368.

PAB 75 is a compilation of the following sections of Operational Bulletins: Number 5, “Exteriorization Today,” page 295, and “Two-Way Comm,” page 296; Number 6, “Tapes Spoil in Airmail,” page 306; Number 7, “HASUK,” page 307; Number 8, “Out of a Letter from Frank Sullivan,” page 310; Number 9, “New Auditing Style,” page 314; Number 11, “HAS Book Exchanges,” page 321.

PAB 76 is a compilation of the following sections of Operational Bulletins: Number 14, “Comparison of Results,” page 348, and “Earliest Findings on Havingness,” page 349; Number 15, “An Organizational Principle,” page 359; Number 16, “Founding Church of Scientology Funeral Service,” page 363.]

**P.A.B. No. 78**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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3 April 1956

**ADMINISTRATION**

A number of vital lessons were learned in setting up and running the college here in Dublin. But they were not all on the subject of the college itself. Some of them were on the subject of Scientology organization.

For six years now we have been stumbling across one horrible thing: Administration. It has come out here in Dublin that the majority of our troubles have been administrative, not technical.

We Scientologists have a lot to learn about administration. I have coded the following as vital bits of data on the subject:

Administration is a form of communication. Adequate administration consists of keeping certain communication terminals in place and making sure that the proper particles go to and through the proper terminals.

Smooth organization consists of having a terminal for each type of activity in which the organization is engaged. There can be four or five activities to one terminal so long as three things are obeyed: (1) the terminal itself has to know it; (2) nearby terminals have to know it; (3) distant terminals have to know it.

Supervision of an organization consists of keeping the terminals in place and keeping the correct traffic (particles and messages) flowing to the right terminals and planning to adjust the communication flow either from outside in or from inside out.

All particles having to do with the exact business of the organization **MUST** be handled speedily. Particles which are not particularly germane to the organization come in anyway and can be more or less neglected.

Terminals must also originate, not just reply or report.

Command lines must exist in an organization so people know who is boss. But **COMMUNICATION LINES** are not command lines, contrary to the army psychosis. Communications need not flow up to and down from any command post. Terminals can and should operate independent of the command lines **BUT** they **MUST KEEP THE COMMAND** position informed. Terminals can do two things wrong: They can follow command lines with their communications; they can fail to keep command informed.

Filing, invoicing, having the proper forms can be as independently capable of ruining an operation, if they are neglected, as the most flagrant neglect of duty by a terminal.

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If orders are filling, if the invoices are right, if the files are kept, if the forms are correct and available, and if everybody knows his job and will do it, an operation will have a hard time failing.

Tight and proper scheduling of classes, appointments, replies and comm origins can forgive a lot of other things. These things are stabilities. If you want an atmosphere of stability, have an atmosphere of precise punctuality.

If you have a system, follow it, hound and harass it into line and keep it there. But if you don't follow it, junk it and find out what system you ARE following and make that then be the administrative system and keep it tightly in hand.

Let me be terribly accusative and personal. If you have no group or a small group, if your income is low, if you are having a hard time, it is probably due to a lack of good administration in your affairs, not due to your knowledge or lack of charm. You could be a poor auditor and a good administrator in your auditing affairs and still win. You could be a wonderful auditor and a poor administrator and flop completely.

If you are "overworked" you are probably being overworked by bad administration. The fault in administrative work is most intimate to the terminals involved in an administration. If these are each one sound and working well, you've won.

One terrible fact stands out in administrative work. If the operation is NOT WELL PLANNED the tendency is to add help. We see this at its worst in governments. These have no equal in adherence to this system. When they see something isn't running properly, they add some more help. When they still fail to run properly they add even more help. At last you have a government. The totality of its activity seems to consist of correcting mistakes by adding rules and terminals to an already unworkable system. The right way to go about this is to PLAN IN ADVANCE, put that plan to work, REFINE THE PLAN, put that refined plan to work, always on the most basic level, saying always, before one begins to build or reform, "What, exactly, is this outfit here supposed to do?" Answer that question and then plan to make it so and then administer to keep it so. AND ALWAYS ASK THE MAN ON THE JOB WHAT THE HELL YOU SHOULD DO TO HELP HIM OUT. Never sit in some ivory tower and dream up reforms for the organization. Always get your hands dirty. A good executive gets his own communication lines running smoothly and then spends his time going around not giving orders but smoothing out people's jobs. Eighty percent of most organizations are involved in handling the boo-hoos and nonsense of bad administration. A person who is a minor terminal in an organization should know this too and should put the pressure on the Big Whiz to make sure the comm lines keep running straight.

Now as to the personalities of personnel, it is very true that there are always certain people in an organization poorly managed that the organization would be better off without. These people always do two things: (1) they shovel enteta and Emergency at their foreman and the boss; (2) they are always out of department with their squawks. They are obsessive change, high-critical cases on the personality analysis. They wouldn't know good news if they had it dropped on them encased in a safe. They can only deal in bad news. If it doesn't exist they obsessively make it up. In the matter of being "out of department" they are incapable of doing things close to home. The entirety of their real activity is fouling up other terminals while their own department goes to the devil. Show me a man's personal department and I will show you if he is in or out of department. If the typing battery is always crying about invoicing, you'll find darned little typing going on. "It's bad over there" is the theme song. The other type of case an organization can't afford is the "can't work," "you're working too hard" case. When somebody starts on this one, shoot him from guns. These people—the enteta monger, the out-of-department weeper, the "you're working too hard"—



cannot be afforded by any organization and that's it. They actively damage things sometimes beyond repair. They are NEVER of benefit to an organization or group. I speak from bitter experience, I assure you. Fire them if you can't audit them 75 hours.

In Scientology organizations today, regardless of the work people do (we long since fired all the 1, 2, 3s above including the most prominent U.S. squirrels) we give them 75-hour intensives as fast as we have auditors available. We do this because we can tailor-make executives today. If they slide a bit we audit them a bit more until we've got them up there and swinging hard at the real enemies of man.

Our concentration right now is on administrative smoothness. Only in that way will we get the groups and auditors we need to knock out the enemy.

**P.A.B. No. 79**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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10 April 1956

**THE OPEN CHANNEL**

Besides having a couple of other things to do in the last eight years, I have been in search of an open channel for Dianetics and Scientology which would not run into large obstacles and which would thereby make it possible for organizations and auditors to outflow what we know to a maximum with a minimum of difficulty.

When you have to qualify and explain what you are doing continually, you have only in that an obstacle. Since there was no immediate forbear to Dianetics and Scientology, there was no cut groove in the society. Thus we have had to keep company with subjects in the public mind as ragtag as anything can get—i.e. psychology, psychiatry. And of all the drooling idiots I would never choose for bedfellows, believe me, the psychologist and psychiatrist would be below my lowest list. Why? Because they're fakes. They come from a long line of hoodwinks including such nobles as the priests of Ra, Cagliostro and Wundt. Why? Because they would take the pennies off a dead man's eyes. Why? Because there are limits where a gentleman stops and the old-time hocus-pocus of the mind just then began.

Naturally, then, we ourselves would get a slap from the same dank brush. One of the principal "everybody knows" is "everybody knows psychology and psychiatry are phoney." Now it is an oddity that if you accuse a man long enough of being a fake or a robber or a bum he tends to believe he might be one. A young auditor once told me that he "couldn't get over feeling he was robbing people" when he processed them. He was just running the counter-effort of his environment in its effort to shut him down on Scientology. He was classed by his environment as a psychologist or psychiatrist. He even wore the beard at last. And he squirreled a bit. Why? Because everybody told him that he was a fake and he at length had to accept it, he thought.

Ninety percent of the few auditors who have quit have all suffered from this association with psychologists and psychiatrists to a point where they themselves thought they were phonies—and that therefore the organization and all connected with it must then be phonies. In other words they were counter-efforted into believing they were guilty even though they'd committed no crime.

The Open Channel for which I have searched has been found. I went over to Dublin, a poor, cross-ridden town, and started up a pilot operation. In the charge of the redoubtable Bernie Green, that operation has even chance of out-incoming both the American and British offices. It is Bernie's and he's got every chance of really pulling a very steep hill. Were the American College duplicated in London and Washington it would start making history fast. Why? Because it exploits an open channel which runs, like good roads and good weather (of which everyone is in favor), without opposition.

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Behold: “Scientology is that branch of psychology which treats of human ability. Old-time Wundtian psychology said that people could not change. Now that we can change people we have to call what we are doing something else than psychology.” They “know” what psychology is (familiar word). They immediately grasp this, get a tiny agreement. Then they are told (gradient scale) that old-time psychology couldn’t change people (which they can verify in psychology texts) and that we can. Follow this with a discussion of IQ and Personality Tests and then brush aside any thought of neurosis or psychosis as part of the picture with “Well, I think we can all agree that any of us have room for improvement,” and you’re off into something the person you are talking to can use. IF YOU CAN SELL ONE PERSON PAINLESSLY ON SCIENTOLOGY YOU CAN SELL GROUPS. IF YOU CAN SELL GROUPS YOU CAN SELL THE WORLD.

I am often amused when somebody shifts one of my mock-ups around—for they very often do it on the basis of removing the motor. Washington recently published the above definition of Scientology with a subtle change: “Scientology is that branch of *wisdom* which treats of human ability.” They changed the one thing vital in the sentence. The listener is going to classify YOU as a psychologist. He’s read about psychology in the comic strips. He uses the word constantly. It’s an agreement point. You avoid the word entirely as did Washington and you have ( 1 ) missed the agreement point and (2) invited him to retain an association not as-is-ed which will condemn you. So changing one of these mock-ups around may make them non-workus-deadus.

No, you say to anybody, “I’m a Scientologist.” “Scientology? It is that branch of psychology which treats of human ability. Old-time psychology believed you couldn’t change anyone’s intelligence or personality, so when we could we had to call it something else.” “Well, I think you’ll agree that anyone could stand some improvement.” “It’s fascinating that even morons can be made smart.” “You know, an average intelligence is about 108. Well, with a little work a Scientologist can shift that to 120 or 130, you know, make it possible for the person to tackle jobs he couldn’t have understood before.” “All we’re interested in is increasing business efficiency. Has a lot to do with income. Fellow with an IQ of 108 makes, let’s say, \$35 a week. He’d be paid more if he was worth it. We raise his IQ to 120 and his pay goes up to \$75.” “You know, we don’t need new business ideas or gimmicks. All we need is some people who can carry on existing business efficiently for a change.” “Take government. I don’t think a lot of people in government are smart enough to understand their business.” “I’d sure like to get my hands on some of these officials ....”

That’s all agreement chatter. It’s material which keeps your listener coming. HE knows (and you never infer it) that HE could use this stuff Scientology personally. He’d resent being told he needed psychiatry or psychology, for that would infer he was crazy. But when you talk about IQ and rising pay and how stupid people can get businesses in trouble, you’re right in there on the agreement level. Now if you AVOID psychology entirely, you leave it to the listener to infer it and thereafter you’re a psychologist to him.

I wrote the above, not off the cuff, but straight out of experiences other people and myself have had with it. There’s no counter-effort. All’s well. What you say goes home. So without altering this carefully built mock-up, try it out.

Now unless this mock-up got you some action and Scientology some attendance, it would still be no good. So it has to be backed up with an organization such as “Business Study Group” or “Scientology School of Human Efficiency” or “Chicago School of Personnel Efficiency.” Here the form of the mock-up is looser, but not too much so, for that which the study group or school does is not altered. The actual composition of the group may differ. It may be that the auditor runs one in his living room three times a week for an advanced course and three other evenings a free course. It may be that the auditor can afford to really put up a college type mock-up. So the

receipt point for the income of bodies may differ. The entering wedge and the final curriculum neither one differ.

Well, we've advertised in help wanted columns and we've got some kind of a mock-up to receive bodies. Then what do we do?

We give a free course six evenings in length. (If you're doing it in a living room, you'll need two weeks for it at three a week, for the other three evenings will have to hold your Advanced Course.) In this course we teach Cycle of Action, 8 Dynamics (saying we go up to the first third of the seventh and leave the remainder of 7 and all of 8 to the church and so sidestep religious arguments), A-R-C two different evenings, and Havingness. WE TEACH THIS COURSE WITH PRECISION, giving our students precise definitions, not generalities or discussions; we come right down on each one of these and define hell out of it for our free course people; we don't shilly-shally around and avoid the subject of the evening. We bowl them over. In this free course we give just a little "look around the room" type group auditing. At two hours an evening for six evenings we have twelve lecture hours in a free course. Only two or three should be processing periods and then gently, gently.

When you've given this free course of six evenings, you will then sell at the price that will gain you the most people and yet support the endeavor (a nice calculation, that) an Advanced Course.

Of what does this Advanced Course consist? Ah, that is again very precise. It is an additional twenty-four hours of instruction broken into two periods of twelve hours each.

We will call the Free Course "Course A" for the obvious reason that the texts soon to be printed will start with Text A. We will call the next twelve hours of instruction "Course B," the third twelve hours "Course C." Thus the texts will be lettered.

The Advanced Course is composed of B-C. The texts for B and C respectively are *Science of Survival* and *Dianetics, 1955!*. These, shortened and rewritten, will be Text B (*Science of Survival*, complete with Tone Scale Chart), Text C (*Dianetics, 1955!*).

Thus for the next twelve evening hours of lecture after the Free Course one lays heavily into the exact text and chart of *Science of Survival*. Then for the remaining twelve hours one teaches with exact precision *Dianetics, 1955!*.

Why this division? Because you don't want to enroll an Advanced Course every other period. Every time you finish a Free Course, you will want to sign them up and continue them with no pause or break. If you pause, let them hang for a week or two before you get them to enroll, you'll lose them. Therefore! You will be able to enroll every Free Course at once. The students will step into a complete twelve hours of instruction on either Text B or Text C. Thus a student starting from scratch goes from Text A to Text B to Text C, OR goes from Text A to Text C to Text B.

If you have two rooms, one for the Free Course and one for the Advanced Course, you will then enroll people into the Free Course and into the Advanced Course every week. You will enroll people into the Advanced Course from the Free Course as fast as they finish the Free Course.

By teaching the basics as basics, by teaching the Tone Scale and Communication just as we learned them, you'll bring people right on upstairs without overwhelming them. If you just process them you worry them because you overwhelm them past their understanding. You'll get BIGGER IQ RISES by teaching this curriculum than you will by processing them in groups the same number of hours. And you'll have Scientologists, not preclears.

Now how about individual auditing? If all these classes are evening classes, then you have a lot of free daylight. Well, strictly on a BUSINESS-EFFICIENCY MOCK-UP you make them more able with individual auditing. You make it known to your classes that individual auditing can be had. You say what it is. You touch on illness only by stressing its absenteeism quality and its function in keeping them from getting better jobs. You stress mainly the handling of people, self-assurance, ability to work. You sell them small quantities of auditing. You patch up just what they want with old creative processing and havingness. You charge them hourly rates. You also offer medical check-up if you like.

There is something else you can do. You can arrange with a loan company to lend the person enough to pay for a medical check-up by an M.D. with which you've made an arrangement, for their course and for individual auditing. The loan company pays you in cash. The student-pc pays the loan company by the week from his paycheck. This of course has to be carefully greased and made painless. But as the sum is small and as the people who come to you get salaries, you will find a loan company will be very happy to play ball.

The end product we already know is a working person with a higher IQ and with poise the like of which employers haven't seen lately. Teaching, getting the confusion out of them, always can be counted upon to up their confidence and poise. And you'll have Scientologists.

Well, what people should you approach? We've got some chaps amongst us who have bigshot complexes. These fellows can't see themselves talking to people less than executives and would scorn talking to "mere stenos." Let these poor fellows pound their shoes thin trying to sell the BIG COMPANIES all sorts of ideas on improving their help. You, going to and dealing only with stenos, laborers, clerks and the good, solid workaday world with your group, will win. The auditor who still hangs around General Sputters trying to get Mr. Swivelbottom to "buy a course for his help" will be in the anteroom yet while you own two square blocks on the main thoroughfare and have long since trained Mr. Swivelbottom's help without his consent, knowingness or caringness. The big executives these days are about as progressive as last spring's snail and have as much love for their people as Fagin for Oliver. Approach the little guy. With help-wanted-column ads.

As close as you come to companies will be Business Colleges and Tech Schools which you will let hire you to lecture free course level to THEIR students in their premises. From these you will also get Advanced Course students because you can hand out your literature. Play ball with such people. Let them sell THEIR courses in your school. And let them sell their courses to include yours. Be real.

There are certain golden rules which will make your operation, break it if you neglect them. DELIVER WHAT YOU PROMISE. SCHEDULE PRECISELY. THE STUDENT IS A CUSTOMER. USE BUSINESS AS A MOTIVE AND STRESS POINT IN ALL EXAMPLES AND LECTURES.

Now there are additional services you can offer if you can deliver them. You can test for IQ and Personality and write a letter to their boss about their improvement at course end. You will wind up with a huge employment roster. You can work with employment offices. (Don't be an employment office, work WITH all other employment offices. Be an employment wholesaler to employment agencies for a fee, never a retailer, as that's a profession in itself.)

Sell everybody an Associate Membership who comes to your Free Course. Sell everybody all his texts if you can. That's added income and you may need it.

Here's an OPEN CHANNEL in the society. Nobody is really doing it. Not even Carnegie, the closest reach, did this. Nobody balks good roads, good weather or better

business efficiency today. And you can let the psychologist and pseudo-psychologist stew in their own rather rancid juices and gibber around their shock machines and mice in their government financed prisons and go straight to hell, whither they are bound, without our knowing or caring.

Are you going to help reach on this OPEN CHANNEL? You know you are.

Problems and other plans were good. But they aren't as good as this one. Try it out.

#### NEW MATERIALS

I caught a Trafalgar Square sized lion by the tail lately with new material. New data and a new slant. We've gone upstairs further and we understand more. And it doesn't undo what we know.

So you'll soon have SLP ISSUE 8. No real changes in steps 2-3-4-5-6. Most of what you already know in step 1. But boy what an increase !

Hang on to your pro membership. We're just starting this game.

#### WHAT DO I THINK OF AUDITORS?

(PABs will be sent airmail for \$10 a year extra. That's the commercial for this issue.)

Every now and again somebody tries to get me to say what I think of auditors. They want me to become hypercritical, I guess, so as to match the asker's tone. Well, I better make a public utterance after all this time.

I think of auditors in a rather intense way. As I know more auditors than anybody else and have a better basis for judgment, on this subject I can be for once an authority.

My opinion of auditors in general is fairly well known to several people.

I think of an auditor as a person with enough guts to DO SOMETHING ABOUT IT. This quality is rare and this quality is courageous in the extreme.

It is my opinion and knowledge that auditors are amongst the upper tenth of the upper twentieth of intelligent human beings. Their will to do, their motives, their ability to grasp and to use are superior to that of any other profession.

I think of an auditor as having INITIATIVE. He is able to grasp or make a mock-up and put it into action.

Auditors survive better than other people.

If this world has any faintest chance of surviving it will be not because I write, but because auditors can and will think and do.

I think our auditors came from beings lately arrived on Earth who, seeing where it was going, decided to band together to send it elsewhere.

I consider all auditors my friends. I consider them that even when they squirrel. I believe they have a right to express themselves and their own opinions. I would not for a moment hamper their right to think. I think of auditors and Scientologists as the Free People.

Just as they consider one another their people, so I consider them my people.

I think their errors of the past, when they existed, came about because we are new and we are finding out and I don't think any of their errors were intentional any more than mine were.

I can understand their own reactions because I can understand the counter-effort given them by society, and thus I don't hold auditors guilty even when they fold up but simply assume we'd better make a better effort into the society to overcome or bypass the counter-effort.

I don't expect auditors or Scientologists to instantly agree with or seize upon whatever I say. I would be offended if they did and would feel they weren't a Free People. Since they are intelligent I expect them to think over what's said, try it, and if it's good for them, use it. That old auditors sooner or later come back to and use what I have discovered isn't any testimony to our relationship at all, it's only a testimony to my being right because I meant to be right in the first place.

I sorrow when I see somebody accomplishing less than he should because he thinks I wouldn't approve of it. In organizations and out I count upon initiative and good judgment.

The most decent people I have ever known have been auditors. The best hearted people I know are auditors. They are so decent and good hearted I have to work and argue with them to make enough to keep mock-ups rolling well, a thing they are now beginning to do.

I am very proud of Scientologists. I think they're bright, shiny beautiful people and I'm glad every one of them decided to get born again this time.

I think we're a fine crew. I know we can make it. And I know that if it's a better world in the future it will be because Scientologists are what they are, not what I made them.

Now in case there are any further inquiries or doubts on the matter, I assure you I have spoken on the subject and that I have spoken from the bottom of a very experienced heart.

Scientologists are the best people on each of the five continents and that's all there is to it.

#### WRITING SCHEDULE

I've got my nose in my typewriter trying to steer clear of organizational work, trying to get to you the books you need for courses and programs. It's kind of rough working without a secretary. But I'll make it somehow, I hope.

I'm in Spain. You can address me care of the HASI, 83 Palace Gardens Terrace, London W.8. They'll packet my mail to me.

#### H A S U K

Because of many solicitor delays, the HASI in London remains the HASI, not the HASUK, and by advices will continue as the HASI for a very long time to come.

Give Jack Parkhouse there a hand, will you. The HASI needs your help and support. He and Ann and Dennis are able and willing and are doing a fine job—but they need your good will and your help if Scientology is to survive in England.

L. RON HUBBARD

**P.A.B. No. 80**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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17 April 1956

**SCIENTOLOGY'S MOST WORKABLE PROCESS**

It is fitting that we give out Scientology's most workable process in Issue 80 of the oldest continuous publication in our sciences of Dianetics and Scientology.

We have been going with Dianetics and Scientology for a very long time now according to our time continuum. Actually we have been going only a tiny fraction of man's scientific time continuum. The progress which we have made in the past few years is apparently greater than any combined progress of the preceding ages. This may be due to our ability to capitalize on what is known. It may be due to having been educated in both the Eastern and Western philosophies. It may be due to being born with a lucky slide rule in the mouth. It may be due to the brightness and interest of everyone connected. It may be due to a lot of things, but to whatever it is due, it is true. From a condition no-science-of-mind to a condition science-of-mind has been achieved.

If you have any doubts about our starting condition, no-science-of-mind, go get a Wundtian pseudo-psychology text, read Darwin, read the horrible confusions of Locke, Hume, Spencer, James. If you care to so research you will find that they were a trifle mixed up. Reading them now, knowing as you do Dianetics and Scientology, you can make some small sense from them in some places. BUT if you delete your understanding of Dianetics and Scientology and THEN study them you'll come up—or, rather, go down—staggering. The test was this: By their tenets could these people make anyone smarter, more sociable, better able? No. The test was also this: By their talk of God and Devil did other men in other fields understand anything of the human soul, the hereafter? No. Well, that's the way things were in the Dark Ages of 1949. Now we can make men smarter, better, more sociable and yes, more controllable. *Now* we do know about the "hereafter" and all the rest of it. So something DID happen in 1950 and something has BEEN happening ever since, and despite all our detractors—for Man detracts that which he doesn't understand—and for all our rocky road, we HAVE attained higher than Man ever attained before and that's the way it is.

Very well, then WHAT is there in this already high mountain of attainment which is the highest gain? Amongst all this gold where is the super-gold?

I don't suppose I'll surprise you very much if I tell you you haven't had the super-super-gold yet. In fact I didn't have it myself until very recently and, having discovered it, I've been waiting smugly to know it a little better and so give it to you ever since.

Empirically, the super-gold you have had is HAVINGNESS.

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Since havingness wasn't a super-super-gold (for I could see that it itself was an aberration) I continued to look for higher levels of entrance into the problem and so bypassed havingness and even forgot about it for a while—with resultant case chaos. When havingness is neglected, cases do not improve, that's all there is to it.

Well, amongst all havingnesses, what is the super-gold process? There is one. It is not very fast, it is terribly certain, it does not fail in our experience and its gains are permanent. It is a process known as the Terrible Trio.

Given that, an auditor can put the question, acknowledge, originate, take care of originated comm and in general perform WELL all the primary auditing procedures (as different than techniques) and given that an auditor isn't simply trying to overwhelm the preclear, the Terrible Trio can then pull up any case if run long enough. You understand, of course, that any TECHNIQUE depends upon the PROCEDURE of auditing. Auditors who have techniques fail on them often are at fault in HOW they audit and no matter how many thousand techniques were given them they'd still fail. Procedures are learned by dummy auditing for scores of hours on end. Then techniques work. (See, we've even cracked that major problem of building "insight" and skill into the auditor, the biggest variable of old-time practices! My, how we've come along.)

The Terrible Trio stole its name from three people in Scientology, United States against whom a famous (infamous) organization recently stacked its combined talents and lost with violence. The first "Terrible Trio" were Sanborn—Barrett—Steves. When I gave the triple havingness process to the staff auditors working under Julia Lewis in the HGC, somebody there, sensing its effectiveness, dubbed it the Terrible Trio.

Now I know all that is very informal, as is this whole article, but "scientific papers" as collected by the Ford Foundation and the Department of Sewage of New York are always supposed to have a historical section to tell where it all came from, and I'm simply being formal, you see.

The commands of the Terrible Trio are "**Look around the room and tell me what you could have.**" "**Look around the room and tell me what you would let remain.**" And, "**Look around the room and tell me what you could dispense with**" (run as "**Look around the room and tell me with what you could dispense**" in Boston and Devon).

These commands are run in ratio. It is not how LONG the process is run, it is how long it requires to finally flatten each command so that any of the three could be run indefinitely without upset to the preclear. The first ratio, to be safe, should be 20 times on the first command, five times on the second and one on the third. This ratio should then be improved gradually, i.e. 10, 8 and 2, then 10, 10 and 4.

At all times the auditor should watch for anaten or agitation (the two A's of auditing) and if these occur, he has gone too fast OR has made, in the preclear's opinion, a code break of some sort. If it isn't the fault of the ratio used, it's a code break and one should say, "**What have I done wrong?**" to the preclear; the pc may fish about for several minutes and finally recall that five minutes ago he felt repressed by the auditor in some way.

By advancing the ratio too fast is meant running the second question too long or the third question too long (too many times) without returning to the first, which is the most innocent question. However, one CAN run the first too long without advancing the ratio.

ONLY when the preclear can run any of these without consequence for many, many times, can one then be sure that the process is flat. ONLY when it is ENTIRELY

flat inside a room should one attempt to run it outside a room, for the great space of the outdoors on this process is staggering to a preclear with a chronic somatic. The Terrible Trio run too soon outside can make a preclear VERY ill.

Here we have the most tested and vital process in Scientology. There are more advanced processes but they are not yet tested. The Terrible Trio has ALWAYS given a gain in the auditing room, properly audited. It was the Terrible Trio which saved the day when staff auditors were fighting back to security in handling havingness (for there was a short period in the U.S. when, with havingness abandoned, no real gains were had, a condition which I had to explore, fight and whip fast.)

It must be remembered that the PROCEDURE of the auditor must be good before the techniques used by the auditor work uniformly well. Thus the Terrible Trio must be run with exact attention to the rudiments. A pc out of session even though "being audited" won't improve.

Oddly enough, this process can be self-audited, according to reports, making it about the only self-auditing process possible outside of *Self Analysis* (which still works).

Well, there you are.

### BOTTOM RUNG OF DIANETICS FOUND

It will be good news to old dyed-in-the-engram Dianeticists (who are still convinced that I REALLY had something in Dianetics) that I haven't forgotten them or the subject.

Dianetics suddenly revived on a discovery I made lately in an area where one would have thought no further discovery was possible.

The entire subject of games brought to life some new material. The recent brief resume in Operational Bulletin 17 on games is as important to us as it is brief. It tells us that there is a central motif on any dynamic which indicates the difference between self-determinism and pan-determinism. One is a master of any game which he can give non-partisanship, in other words, to play both sides. He is committed to any game (self-determinism) in which he can play but one side. Team play occurs in a game when one is playing one side of it. But total pan-determinism would be the ability to play any side or as part of any team, being capable of playing any and all levels of any dynamic.

But what is important here is that games are "overwhelmings." As a person begins to be unwilling to overwhelm he, of course, begins to be unwilling to win and so loses pan-determinism and sinks into self-determinism. Games are, for our auditing purposes, "contests in overwhelmings." The primary overwhelming is to take space. Even in sedentary chess the goal is to take space and the game ends with a certain space, identified incidentally by the occupying piece, being overwhelmed but not entered. This very wise game of chess, of course, really nails it since no one can REALLY overwhelm a thing without space, a thetan. Chess ends with the space commanded, the opposing king untaken, only "overwhelmed." Thus life can be said to be a contest of "overwhelmings." The use of force, space, pieces, problems, strategy and tactics all resolve into the simple idea of "overwhelmed." A war and a business differ only in overwhelming by the use of force by the former, and of advertising and products by the latter.

A teammate is someone who assists in the overwhelming of the enemy. Aberration is mainly the overwhelming of teammates (wrong target).

When one views life as a complexity of attempts to overwhelm he begins to understand it rather well. Two people may be playing many games, some between them, some with others. They are opponents in some things, teammates in others. They succeed in the ratio that they can define their games AND overwhelm the proper enemy for each game. Marriages fail only because the games get confused between husband and wife.

All right, seeing that, let's now look at Dianetics again. The engram was overwhelming the preclear. By auditing it with Dianetic techniques we let the preclear overwhelm the engram—PROVIDING we as auditors weren't simply using Dianetics to overwhelm preclears. Read over the things that make auditing possible in 1947's *Original Thesis*. The truth was there, the underlying reasons why were not.

Very well, if we were trying to overwhelm engrams, WHAT were we trying to defeat? The definition of an engram has been "a moment of pain and unconsciousness." This should be more technically expressed as "an energy-spatial picture representing a moment of pain and unconsciousness and containing perceptics."

Well, what is this new discovery? It is an added bit that engrams contained MORE IMPORTANT than pain and unconsciousness. That added bit can be briefly stated as "the moment of shock." "The moment of shock" is that period of realization by body and thetan that an overwhelming has occurred.

As I have said, an overwhelming does not consist of space, energy, pieces et al. It is the IDEA that an overwhelming has occurred. The winner is convinced (sometimes wrongly, as when World War I became World War II) that he has overwhelmed the opposing player. The loser is convinced that he has been overwhelmed.

By the mechanics of the overt act-motivator sequence a person doing a lot of overwhelming sometimes regrets having done so. Sometimes the overwhelmed (very commonly) takes the winning valence, becomes the person or object he has been overwhelmed by. So if one wins he often regrets it (the matched terminal phenomena is at work here) and when he loses he sometimes becomes the winner in person.

Here we have the proposition that one can win too often or lose too often. In Dianetics where does this fit? It fits as the moment of idea of an overwhelming.

Bloody and wreckaged, some battlers yet do not get the idea they are whipped. The engram received is then not effective against them. Almost untouched, some believe they have been overwhelmed and thus a tiny lock assumes the value of a big engram.

Some people playing against another assume too rapidly they have won; they achieve the idea that they have done an overwhelming. Indeed it is an old tactic to make the enemy think he has won and then knock him flat: not Queensbury but effective. When this last has occurred a "winner" becomes suspicious of having overwhelmed and is liable to become too anxious. Indeed he can become so unsettled about overwhelming others that at length he has to prove it to himself with stiff corpses and nothing short will serve. And a "winner" can become more anxious than this, as most people have now become; he can suppose that no evidence of having overwhelmed others is valid and so he shuns the idea of having overwhelmed. To start to win anything sets up an anxiety which brings about a counter-postulate in him. Restimulating locks and engrams of anxiety, he becomes uncertain and indefinite. Shame, blame, regret occur at the very thought of a win. Why? He cannot get the idea of overwhelming another with any positiveness. Thus he may go through life winning on every hand and feel a completely defeated failure; no evidence is valid to him that

he has overwhelmed anything; he has to get big, try harder; but the cancer stays with him and he finally concludes all is defeat.

The usual freedom-monger, the agitator, in his unreasoning and damaging insistence on no rules or barriers anywhere, is able to achieve only a no-game condition. He got that way because he cannot feel a win is possible. At the same time he may be complicated by a certainty that he himself is being defeated at every hand, no matter the evidence. Thus he has to assume more and more vicious and convincing roles until at last there's shooting in the streets. Thus the regicides of France could not be free even when they had murdered their king and had killed all their nobility; they were so unconvinced that they had won that they promptly lost by setting up Napoleon as an emperor. Dead, the king and nobility had still won in the minds of the French radicals BECAUSE the radicals could not get the idea of having overwhelmed.

In the field of engrams this becomes important. It means that engrams vanish, erase rapidly WHEN the preclear regains the ability to HAVE THE IDEA that he has won and that he has lost. This explains the mysterious efficacy of Rising Scale Processing as developed in the very last days of Dianetic research. It also explains why many preclears could not run an engram. It also explains why my earliest technique of giving small wins over locks turned on sonic and visio. It also explains why some auditors were not successful: They could not let a pc overwhelm anything and they themselves had to overwhelm the pc and used engrams to do it. The auditors did not know they were doing this—they were the first to be heartbroken about case failures; it was just that a subtle factor was at work, more powerful than the pain and unconsciousness of the engram.

Well, that's stripping it pretty bare. But there's more to the subject and I will be covering it later on.

The research of Dianetics and Scientology still has its exciting moments. At least WE'RE winning.

L. RON HUBBARD

**P.A.B. No. 81**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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24 April 1956

**PURPOSE**

All communication lines should have a purpose. The purpose of this communication line is the advising and orienting of auditors and Scientologists everywhere on the subject of Scientology, the formation and the direction of its organizations and the creation of space in which Man can walk upright and free.

There is a great deal of material packed in tight in these recent PABs. There will be in the next few issues data of sufficient importance to clarify Scientology even for those who have not succeeded well in life, processing or finance. I invite your closest attention as to what is happening here because data has appeared to me to overcome the challenge of an apathetic resistive society in its regard to our efforts.

We are the only people and the only organizations on Earth which have the technology and the ambition to attempt a clarification of situations which in other hands are considered entirely out of control, to wit, the atomic bomb and the decay and confusion of central governments.

There are those who would tell us that our ambitions are too high, that no single group, much less a single man, could bring about a change in the dangerous career of Earth. But such people do not know their history. Single men and determined groups have been the only makers of space in which Man could walk free. Left to the multitude, each inverted with his own selfishness and greed, the affairs of Man do not prosper. Left to an anarchy of nations with no international responsibility, Earth and Mankind cannot prosper.

The Anglo-American civilization was the first new civilization since the Roman Empire. All civilizations between the last collapse of Rome in the 4th Century A.D. and the present moment were some fragment of the Roman Empire or its conquerors. Rome possessed certain technologies which conquered the world. In company with these technologies there was a philosophy and a willingness to do. When the philosophy had faded or had been changed for one far less workable, when the technologies of Rome had been scattered before the hordes of barbarians who now from Moscow once more seek to spread confusion, Man was left to drift, to interpret the word "freedom" as he would and in the main for his own purposes. The disciplines that were Rome faded away. Today the European countries are beginning to function once more. Various portions of civilization are alert. For over a century a new technology has been making space. That technology is Anglo-American in its development. Leaders of the new industrial age in the United States and Great Britain have pressed upon the world know-how and machinery and ways of living which have revolutionized almost every society on Earth. In Berlin, in Paris, in Madrid and Tangiers and Cairo and indeed in Moscow itself we see the evidences of this onslaught. Anglo-American mechanization

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has even driven the Chinese from their background and into European pants and hats. In India and Burma and Buenos Aires we see the cinema, the automobile, the clock, the booklets and the rifle created by or modelled upon Anglo-American industrial might. Technologically the United States and Great Britain have conquered the world. Philosophically they have failed.

The original impetus of the Anglo-American industrial push was carried along with Protestant Christianity. Somewhere on the way there is one spiritual message which, packaged in with the clock and the cinema and the guns, was lost. Unlike earlier Jesuit successes with native peoples, Protestants' successes have been few for some reason, possibly because the Jesuit incorporated the religion he found with the religion he brought, and Protestantism remained entirely itself. The spiritual philosophy which should have prepared the way for the proper use of the technology did not succeed.

We are left then with a world of confusion, for the tools and the weapons have gone out and no message has gone with them, even to the United States and Great Britain themselves, to use them properly. We are confronted then with the picture of Man's failure to keep pace with his humanities alongside the onslaught of his technology. We have humanities in the Dark Ages and technologies in the next century. We are, therefore, confronted within our own nations with strikes, crimes, upsets, juvenile delinquency and problems beyond count. We are confronted at the same time with rebellious Indians, Burmese, and Sinhalese and Chinese and Arabs. We are confronted then with a United States and Great Britain which, having delivered the weapons of slaughter into the hands of others, seemingly have no will to continue their regulation.

The white man within his own countries and within all the countries of Earth has solved the problem technologically. Guns, furniture, linoleum, weaving machines, harvesters, air conditioning, medical advances have each and every one conquered their environments. Though the machine has penetrated such distance and though the machine has made each and every United States citizen and British citizen more independent and capable, it has not been accompanied by a philosophy of use adequate to its potential for harm. Thus we have a chaotic world condition.

We have uncounted communication devices and have not had until Scientology any formula for communication itself. We have a thousand tongues, the phonograph, the motion picture, the radio, the television to talk about affinity and we do not even know what it is. We have numberless realities being created daily in huge antiseptic factories without any understanding of what *reality* might be, and thus we have created beyond the ability of Man to understand, and unless the understanding of Man can be brought to the level of his own creations Man is doomed as the conquering animal of Earth. So desperate has Man become that he will buy almost any ideology whether it is communism or druidism. He will buy the garbage of Marx and even write it unsuspectingly into the United States Constitution under the heading of "Income Tax." He will seek solutions to his overpowering problems from indigestible sources such as Russian psychiatry or Wundtian German psychology, neither one of which was intended to free Man or to give him understanding and which were intended only to enslave and debase. Counterfeited ideologies and humanities are not good enough in this age of atomic fission and jet planes. These two alone, unless handled sentiently, can bring about the wipe-out of modern Man.

If you have questioned where you were going with Scientology, if you did not know exactly what you intended to do with Scientology, if you had no real understanding of what Scientology was for, read the above again. You will readily recognize that the typist sitting in some office overwhelmed by routine is equipped immediately with the means of writing letters faster than any amanuensis of past ages but has no understandings of why she should be there or what she should be doing beyond the

fact that she “has to have a job.” What hope is there for this girl? Like the operator of a drill press in a factory, like the pilot of a jet plane or like the man himself who designs atomic missiles, she does not know what she is doing or why she is doing it. Therefore, she cannot hope to understand the motives of those around her, nor can she understand any need for any teamwork in the execution of a better civilization. She is being overpowered and engulfed by the business machinery with which she is surrounded. Work and happiness, or comfort or pride exist in such surroundings. From the highest head of state to the lowest menial, saving only Scientologists, in the United States, Great Britain or the rest of the world there is no exact understanding of life itself, thus livingness itself has become as automatic as machinery.

Machines do not bleed, they do not suffer. It is only because Man conceives Man to be an incomprehensible machine that makes Man willing to destroy with such weapons as atomic fission. Only men without purpose, without understanding, men who cannot play the game would so attack their fellows.

What craven cowardice is it that requires a weapon as great as an H-bomb to command compliance with one’s bad temper? One can only gaze with contempt upon a person who in a relatively peaceful society will over-arm himself and over-threaten his fellows.

If Man cared more, if Man had a better understanding of his own purpose, Man would make a better effort to survive, but lost in the confusions of ideologies which were intended to do nothing but confuse him, what chance does he have?

The chance he has is Scientology. We’re giving him that chance and if you do not pass along to him what you know, you yourselves are failing that man, failing yourselves, and failing us. This is Man’s one chance. You must give it to him, otherwise he faces other planets, other times, other elsewheres, but no more here. Scientology is not so much Man’s first science of understanding as his last call to reason.

If you cannot see this as a necessity, this science and technology to fit in with Man’s mission of the machine, then you cannot view Man’s further survival, for it will not exist.

Were we to straighten out on its lower and middle strata the thinkingness of Man, he would have a chance to live. You would give that chance to a person dying in an automobile accident. You would give that chance to a dog; you would give the chance to breathe again and look at the sun to your deadliest enemy. Then why not give it to Man at large? Is it because you cannot see him as an entirety, because you cannot see him as units made up in a similar image to those of your immediate family and friends? You must give Man that chance. Given that chance he can live out his destiny. If that chance is withheld from him he will be no more.

Where Earth pursues her gentle way in her orbit about the sun today there will be a black orb seared, scorched and defaced with ruin, its air polluted by radiation, its surface gouged by pocks, the skeletons of its cities standing black and ruined against a sun which was allowed to set upon the Anglo-American civilization. Perhaps there are other planets, perhaps there will be other times, but here we are right now, our urgings and our strivings ought to carry forward the civilization which we have about us. Perhaps it would be better to start all over and make another one. I do not happen to think so. I think that we can and will continue to create this civilization and continue to bring Man through despite his folly in creating industrially far beyond his ability to understand and then borrowing from those who hated him the technologies he hoped would permit him to survive. We know how and we can do. It is up to us. It is up to you and only then we can say with honesty that it is up to Man.

## HCA TRAINING RIGHTS

If you read closely you discovered that only those HCA training rights given to DScns which had not been used and only those which although used did not pay for certification to the central organization were cancelled. Those people training to the level of HCA in the United States who have used their training right to train people to that level and who are in good order financially with the central organization are still in force.

Next time don't jump to conclusions!

Any and all professional auditors have the complete right to teach a Basic Course and should be teaching the Basic Course regardless of the type of mock-up they use to get people running through this Basic Course. You understand that we can see a real Basic Course, one which trains a minimum of twenty-five or thirty people a week. Anything else we call "peanuts." So let's get busy on that one.

In the United States toward the end of the year there will be a DScn Course for those who wish to qualify and procure rights to train; otherwise no such rights will be issued.

L. RON HUBBARD



**P.A.B. No. 82**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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1 May 1956

**SCIENTOLOGY**  
**TRANSLATOR'S EDITION**

**by L. Ron Hubbard, Ph.D., C.E.**

For the next few issues of the PAB we are running a preview of the *Translator's Edition of Scientology*. It is presented not because you are in need of a translation, but because you do need at this time a tight resume of the data of Scientology AS IT SHOULD BE PRESENTED TO BASIC COURSE PEOPLE.

In a Basic Course give them this data. Give people definitions. Repeat them many times. Don't talk *about* Scientology in your lectures. *Give* them *Scientology*.

Later these materials will be a Basic Course booklet.

Here, as well, are some startling new principles you have not seen before, for since my discovery of them, there has been no written release of the data.

This information is yours to use. It is a new "shot in the arm" for Scientology. These advances have been called incredible. They are only mildly amazing.

L. RON HUBBARD

NOTE: The *Translator's Edition of SCIENTOLOGY* contains the most fundamental principles of the science in such a form that any further reader in another tongue can understand fully what was intended. The difficulties of translation are most apparent when one is asked to translate Scientology who has not had years of experience with it; a translation not based on experience is then colored by the various misunderstandings of the translator, and when the work passes, translated, into the hands of someone who is to use or study it in that tongue, the person is deprived of much of the precision of Scientology. Indeed, it is possible for even a fair translation to still exclude enough in precision of word usage to deprive the science of workability in a tongue for which it was not written originally. While it is no criticism of the English of the translator, it yet brings up the obvious point that not all translators are expert Scientologists and might omit some of the exact meanings without knowing that they had done so. TO OVERCOME THIS I have written here a *Translator's Edition*. The ENTIRE TEXT which follows and every word therein is scheduled for translation and must, each word, be literally translated into non-English text. In order to secure exact meanings all words and some phrases which are of questionable status in translation have been given in synonym several times.

This TRANSLATOR'S TEXT must then accompany and be included in all other non-English texts of whatever language; otherwise Scientology might not be found in

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many respects workable and an entire language area would be without it, since it would not be understandable to it, the translator having erred somewhere in his translation.

I speak in this from experience, having seen DIANETICS and SCIENTOLOGY already in non-English tongues whose translators were not trained in the science. In engineering, bridges stand or they fall down. That is because engineering is so precise that an error in the engineering science preceding the bridge could result in calamity. Similarly, Scientology works or it doesn't work. It is not an art. It is the first Science of Humanity to have this engineering precision. Thus literary skill does not count in a translation. Smooth reading does not count. Exact meaning DOES count.

IN TRANSLATING ANYTHING IN SCIENTOLOGY TRANSLATE THIS PAPER FIRST.

Translate also the note above.

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WHAT IS SCIENTOLOGY? Scientology is that branch of psychology which treats of human ability. It is an extension of DIANETICS which is in itself an extension of old-time faculty-psychology of 400 years ago. More acceptable and normal psychology, such as that begun by St. Thomas Aquinas and extended by many later authors, was in 1879 interrupted severely by one Professor Wundt, a Marxist at Leipzig University in Germany. This strange man, in agreement with Marx, conceived that Man was an animal without soul and based all of his work on the principle that there was no "psyche" (a Greek word meaning "spirit"). Psychology, the study of the spirit (or mind) then came into the peculiar position of being "a study of the spirit which denied the spirit." For the subsequent decades, whipped on by Marxist economists and dialectic materialists, Wundtian "psychology" was taught broadly through the world. It taught that man was an animal. It taught that man could not be bettered. It taught that intelligence never changed. This slave subject, Wundtian psychology, became the standard, mainly because of the indifference or lack of knowledge of people in charge of things. Scientology is actually a new, very basic psychology in the most exact meaning of the word. It can and does change behavior and intelligence, and it can and does assist people to study life. Unlike Wundtian pseudo-psychology, it has no political axe to grind. Scientology is not teaching dialectic materialism under the heading of "psychology."

The term SCIENTOLOGY is taken from *scio* (knowing in the fullest meaning of the word) and *ology* (to study).

Scientology, used by the trained and relatively untrained person, improves the intelligence, ability, behavior, skill and appearance of people.

It is a precise and exact science.

It is employed by an AUDITOR (a Scientology practitioner) upon individuals or small or large groups of people, in their presence. The Auditor makes these people, at their choice, do various exercises, and these exercises (processes) bring about changes for the better in intelligence, behavior and general competence.

HOW IS SCIENTOLOGY USED? Scientology is employed by an Auditor (one who listens and computes) as a set of drills (exercises, processes) upon the individual, and small or large groups. It is also employed as an educational (teaching) subject. It has been found that persons can be processed (drilled) in Scientology with Scientology exercises and can be made well of many, many illnesses and can become brighter, more alert and more competent. BUT if they are only processed they have a tendency to be

overwhelmed or startled, and although they may be brighter and more competent they are still held down by an ignorance of life. Therefore it is far better to teach AND process (audit, drill) a person than only to process him. In other words the best use of Scientology is through processing and education in Scientology. In this way there is no imbalance. It is interesting that people only need to study Scientology to have some small rise in their own intelligence, behavior and competence. The study itself is therapeutic (good medicine) by actual testing.

**IS SCIENTOLOGY VALID?** Tens of thousands of case histories (reports on patients, individual records), all sworn to (attested before public officials), are in the possession of the organizations of Scientology. No other subject on earth except physics and chemistry has had such gruelling testing (proofs, exact findings). Scientology in the hands of an expert (Auditor) can cure some 70% of Man's illnesses (sicknesses). Scientology is used by some of the largest companies (business organizations) on earth. It is valid. It has been tested.

**WHERE IS THERE MORE INFORMATION ABOUT SCIENTOLOGY?** Scientology has two main organizations. One of these is the HUBBARD ASSOCIATION OF SCIENTOLOGISTS, No. 1 Brunswick House, 83 Palace Gardens Terrace, London W.8, United Kingdom. The other is the HUBBARD ASSOCIATION OF SCIENTOLOGISTS INTERNATIONAL, Post Office Box 242, Silver Spring, Maryland, U.S.A. These organizations have offices on every continent of Earth. Scientology practitioners are validated (certified, given diplomas) by these two organizations. Diplomas are given only after very exact training. A person who is skilled in Scientology has a diploma from one of the above two organizations or from the FOUNDING CHURCH OF SCIENTOLOGY in Washington, D.C., U.S.A. These offices and these people can give you more information about Scientology. The above two organizations have many books in English on the subject of Scientology and Dianetics. The company that is publishing the book you are reading may have more books in your language.

**WHO INVENTED SCIENTOLOGY?** Scientology was discovered (found), not invented (created). It was organized by L. Ron Hubbard, an American, who has many degrees and is very skilled by reason of study. Sometimes Wundtian psychologists defend themselves by saying Hubbard is insane; actually the Chicago Psychological Institute, a Wundtian organization gave Hubbard many tests at his own request in January of 1951 and found him unusually bright and extremely sane. Hubbard was trained in nuclear physics at George Washington University in Washington, D.C. before he started his studies about the mind. This explains the mathematical precision of Scientology. Doctor Hubbard has been given many honors for his work in the field of the mind. He has been assisted by one of the most numerous organizations in the field of the mind on Earth today, the organizations of Dianetics and Scientology. Scientology organizations contain more members than all other mental health organizations combined.

**CAN A PERSON WITHOUT MUCH STUDY USE SCIENTOLOGY?** Scientology is practiced in daily life by enormous numbers of people who have no formal training beyond a study of textbooks. Scientology was developed to be used by such people as well as by the trained practitioner. A person studying by himself from textbooks can use Scientology both to help and to heal his fellow human beings.

**WHAT SPECIAL USE DOES SCIENTOLOGY HAVE?** Scientology does things for people where nothing has been done before. It makes them well from illnesses which were once considered hopeless. It increases their intelligence. It changes their competence and betters their behavior. In addition to these it brings them a better understanding of life. One outstanding thing which it does: it alleviates burns received from atomic bombs. Scientology is the only specific (cure) for radiation (atomic bomb) burns. Scientology processing given to persons burned by radiation can alleviate

the majority of the difficulty. This is true even when the person so treating (auditor) is not completely trained.

## BASIC PRINCIPLES

Like engineering, Scientology has certain basic principles. These are necessary to a full understanding of the subject. It is not enough to know how to process (drill) people in Scientology. To be effective (good) one must also know the basic principles. Scientology is very exact. The humanities (human studies) of the past were full of opinions. Scientology is full of facts that work.

To study Scientology one should scan (skim) quickly through the basics and find something with which one can agree. Having found ONE THING (one fact) with which he can agree, he should then skim through again and find another fact. He should continue to do this until he feels some friendliness to the subject. When he has achieved this, and only when he has achieved this, he should then study all the basic principles. There is no effort here to be authoritarian (opinionated). No one will try to make the subject difficult except yourself.

You may have been taught that the mind (the spirit, the brain) is a very difficult thing to know about. This is the first principle of Scientology: It is possible to know about the mind.

## THE CYCLE OF ACTION

The most fundamental idea in Scientology is called the CYCLE OF ACTION.

CYCLE = a span of time with a beginning and an end; = a section of the totality of time with a beginning and an end; = in beginningless and endless time one can set out periods which do have a beginning and an end insofar as action is concerned.

ACTION = motion or movement; = an act; = a consideration that motion has occurred. In very ancient books it is written that from chaos came a birth, from birth there was growth, when growth was achieved there was then a gradual decay, the decay then ended in death, after death there was chaos.

Scientology expresses this more briefly. THE CYCLE OF ACTION IS AN APPARENCY AS FOLLOWS: CREATE, then SURVIVE, then DESTROY; or Creation, Survival, Destruction. First there is Creation. Then this is followed by Survival. Then this is followed by Destruction.

APPARENCY = appears to be as distinct from actually IS.

This cycle is only an APPARENCY. It is what we see, what we behold, what we believe. We CONSIDER (think, believe, suppose, postulate) that it is so and we then see it so.

A child is born, he grows, he reaches manhood, he grows old, he dies. In Scientology it can be seen that none of these steps are necessary. One considers them so and so they are true. A man can grow old quickly or slowly. He grows old to the degree that he believes he is growing old. Because everyone AGREES that this is the way things are, they go that way. The cycle is not TRUE. It is only APPARENT. It is APPARENT because we believe we see it. It is APPARENT because we AGREE that it should be so.

The test of this principle is as follows: By using the CYCLE OF ACTION can we make anyone well or more intelligent? Thousands of tests have proven that the use of

and belief in the CYCLE OF ACTION has made none well or intelligent. Therefore, no matter if we see it, there must be something wrong with it. The woman, growing old, wishing to appear younger, is protesting this CYCLE OF ACTION. She feels there is something wrong with it. There is. We have to find out what the ACTUAL cycle is before we can make people better.

ACTUAL = what is really true; = that which exists despite all apparencies; = that which underlies the way things seem to be; = the way things really are.

THE ACTUAL CYCLE OF ACTION is as follows: CREATE, create-create-create, create-counter-create, no creation, nothingness.

CREATE = make, manufacture, construct, postulate, bring into beingness.

Create-create-create = create again continuously one moment after the next.

Create-counter-create = to create something against a creation; = to create one thing and then create something else against it.

No creation = an absence of any creation; = no creative activity.

An ACTUAL cycle of action, then, consists of various activities but each and every one of them is creative. The cycle of action contains an APPARENCY of SURVIVAL but this is actually only a continuous creation. The APPARENT cycle of action contains DESTRUCTION but the ACTUAL cycle of action tells us what destruction is; DESTRUCTION is one of TWO activities. DESTRUCTION is in terms of action a creation of something against a creation of something else. For example, a wall is seen standing; to be apparent it is necessary that the wall be constantly created; the act of "destruction" is to exert against the wall another creativeness, the action or activity of knocking the wall down; both the wall standing there and the action of knocking it down are "creative" actions. Because we may object to (argue against, dislike) a wall being knocked down we vilify (swear at, scorn) the creativeness involved in knocking it down with the word "destructive." ACTUALITY tells us that there is no such thing as destruction; there is only creation against a creation. There is another "type of destruction" and this is NO MORE CREATION. By no longer being a party to (a member of) the wall's creation, the wall, in theory, can cease to exist for one. This is true in ACTUAL PRACTICE in Scientology.

REALITY is the way things appear. REALITY IS APPARENCY. To do anything about reality, one must search into and discover what underlies the APPARENCY. Of what does REALITY consist (what is Reality composed of)? We SEE an APPARENCY which has the CYCLE OF ACTION of CREATE-SURVIVE-DESTROY. More basically (fundamentally, underlying experience) this CYCLE OF ACTION contains nothing but CREATION.

If one stops making something, it no longer exists. If one ceases to create, there is nothingness. When one creates something or beholds something which is created, that thing is still being created. Even if one is creating something with his left hand and has forgotten about it with his right hand, the thing still exists. In other words one can create something without knowing it is still being created. Then he seeks to DESTROY it by a counter-creation (a creation against it). The result is a chaos created by two opposing creations.

LET US BE PRACTICAL. A science is not a science unless it is practical. A theory is no good unless it works. All the fancy and beautiful theory in the world is useless unless it has a use or a workability. Is this CYCLE OF ACTION THEORY USEFUL? It is. So long as we believe that we have to destroy with force in order to destroy at all, as long as we think in terms of destruction, we have chaos.

There is CREATING AND KNOWING ONE IS CREATING. There is CREATING AND NOT KNOWING ONE IS CREATING. When one drives a car or a cart he does

many things (performs many acts) which he is not AWARE OF (conscious of, know about) and these we call AUTOMATIC ACTIONS. One is doing something and is not aware that he is doing it. He starts to create something, then places this thought still active beyond his own reach and the creation continues to occur. KNOWINGLY CREATING SOMETHING is always the first condition. One can then purposefully CONTINUE THE CREATION UNKNOWINGLY. Everything he is doing knowingly or unknowingly he is doing here and now, in the present instant, in present time. He KNOWINGLY STARTED THE CREATION in some PAST moment. But the Creation is being done in the present moment. To stop any creation it can be established that one once knew he was creating it, and that thought found and made known again, OR ONE CAN SIMPLY CREATE NEWLY AND CONSCIOUSLY WHAT HE IS ALREADY CREATING UNCONSCIOUSLY (unknowingly). In either case the creation stops. The WRONG WAY is to start a new creation to counter against the old creation; when one does this he gets confusion and chaos.

FOR EXAMPLE a man has a bad leg. He is trying to “get well.” He seeks then to create a good leg. He goes to doctors and wants to be healed. The treatment is difficult and usually somewhat unsuccessful in the case of a very severely crippled leg. SOMETHING is creating a bad leg. Against this he is creating a good leg. The result is confusion and a bad leg. BUT a THIRD creativeness is present. First something was creating, we hope, a good leg. Then a counter-creation (such as an accident to his leg) counter-created a bad leg. Now he is trying to counter-create again a good leg. The result is to wipe out THE ORIGINAL GOOD LEG since THAT IS THE CREATION HE IS TAKING OVER AND EXPOSING WITH HIS EFFORTS TO GET WELL. He wants a good leg. The trouble with him is the counter-creation of a bad leg. The test is factual. Have him create (by a certain Scientology process) bad legs until the countercreation of bad legs is wiped out and the ORIGINAL CREATION OF A GOOD LEG WILL REAPPEAR. This only fails when there is no original creation of a good leg, when this is gone.

FOR EXAMPLE a man has a job. He works at it. That is to say he create create-creates a job throughout the days, weeks and years. As long as he makes a job, the job exists. One day he DEPENDS upon (takes for granted) this job. He no longer creates it. It ceases to exist. He has no job. The APPARENCY is that he loafed (became lazy) and was discharged. The ACTUALITY is that he no longer created a job and so didn't have one.

FOR EXAMPLE a man depends upon a woman to keep his house for him. One day he no longer has a woman. He can't keep house EVEN THOUGH BEFORE HE MARRIED THE WOMAN HE COULD KEEP HOUSE.

FOR EXAMPLE a man is sane. He gets the idea (creates the idea) that it would be better to be insane. He starts to go insane (having created it) and then does numberless things in order to stay sane. Here he was already creating the state of sanity. He counter-created insanity. He then counter-created sanity against insanity.

CREATION IN THIS WORK may be thought to exclude God. We are here considering only those things which MAN or Man as a spirit can make or manufacture or think. The subject of WHO or WHAT is doing the creation does not invalidate the cycle. This is a work on the subject of the mind, not a work on the subject of the Supreme Being.

There are many tests for these principles in SCIENTOLOGY. Such tests come under the heading of PROCESSING.

(Continued in PAB 83 on next page.)

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**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

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*Continued from PAB 82*

**THE CONDITIONS OF EXISTENCE**

There are three conditions (circumstances, qualities) of existence (apparency, reality, livingness).

These three conditions comprise (make up, constitute) life.

They are BE, DO and HAVE.

THE CONDITION OF BEING is defined as the assumption (choosing) of a category of identity. It could be said to be the role in a game and an example of beingness could be one's own name. Another example would be his profession. Another example would be his physical characteristics. Each or all of these things could be called his *beingness*. Beingness is assumed by oneself or given to oneself, or is attained. For example, in the playing of a game each player has his own beingness.

THE SECOND CONDITION OF EXISTENCE IS DOING. By doing we mean action, function, accomplishment, the attainment of goals, the fulfilling of purpose, or any change of position in space.

THE THIRD CONDITION IS HAVINGNESS. By havingness we mean owning, possessing, being capable of commanding, positioning, taking charge of objects, energies or spaces.

The essential definition of having is to be able to touch or permeate or to direct the disposition of.

The game of life demands that one assume a beingness in order to accomplish a doingness in the direction of havingness.

These three conditions are given in an order of seniority (importance) where life is concerned. The ability to be is more important than the ability to do, the ability to do is more important than the ability to have. In most people all three conditions are sufficiently confused (chaotic, baffling) that they are best understood in reverse order.

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When one has clarified (brought order into) the idea of possession or havingness, one can then proceed to clarify doingness for general activity, and when this is done one understands beingness or identity.

It is an essential to a successful existence that each of these three conditions be clarified and understood. The ability to assume or to grant (give, allow) beingness is probably the highest of human virtues. It is even more important to be able to permit (allow) other people to have beingness than to be able oneself to assume it.

## **THE EIGHT DYNAMICS**

As one looks out across the confusion which is life or existence to most people, one can discover eight main divisions, to each one of which apply the conditions of existence. Each division contains a cycle of action.

There could be said to be eight urges (drives, impulses) in life. These we call DYNAMICS. These are motives or motivations. We call them THE EIGHT DYNAMICS.

There is no thought or statement here that any one of these eight dynamics is more important than the others. While they are categories (divisions) of the broad game of life they are not necessarily equal to each other. It will be found amongst individuals that each person stresses one of the dynamics more than the others or may stress a combination of dynamics as more important than other combinations.

The purpose in setting forth this division is to increase an understanding of life by placing it in compartments. Having subdivided existence in this fashion each compartment can be inspected as itself and by itself in its relationship to the other compartments of life. In working a puzzle it is necessary to first take pieces of similar color or character and place them in groups. In studying a subject it is necessary to proceed in an orderly fashion. To promote this orderliness it is necessary to assume for our purposes these eight arbitrary compartments of life.

**THE FIRST DYNAMIC**—is the urge toward existence as one's self. Here we have individuality expressed fully.

**THE SECOND DYNAMIC**—is the urge toward existence as a sexual or bisexual activity. This dynamic actually has two divisions. Second Dynamic (a) is the sexual act itself and the Second Dynamic (b) is the family unit including the rearing of children.

**THE THIRD DYNAMIC**—is the urge toward existence in groups of individuals. Any group or part of an entire class could be considered to be a part of the Third Dynamic. The school, the society, the town, the nation are each part of the Third Dynamic and each one is a Third Dynamic.

**THE FOURTH DYNAMIC**—is the urge toward existence as mankind. Whereas the white race would be considered a Third Dynamic, all the races would be considered the Fourth Dynamic.

**THE FIFTH DYNAMIC**—is the urge toward existence of the animal kingdom. This includes all living things whether vegetable or animal. The fish in the sea, the beasts of the field, or of the forest, grass, trees, flowers or anything directly and intimately motivated by life.

**THE SIXTH DYNAMIC**—is the urge toward existence as the physical universe. The physical universe is composed of matter, energy, space and time. In Scientology we take the first letter of each of these words and coin a word MEST.



THE SEVENTH DYNAMIC—is the urge toward existence as or of spirits. Anything spiritual, with or without identity, would come under the heading of the Seventh Dynamic.

THE EIGHTH DYNAMIC—is the urge toward existence as Infinity. This is also identified as the Supreme Being. It is carefully observed here that the *science* of Scientology does not intrude into the Dynamic of the Supreme Being. This is called the Eighth Dynamic because the symbol of infinity stood upright makes the numeral “8.”

The earlier science Dianetics included Dynamics one to four. Scientology embraces Dynamics one through seven as known territory, scientifically demonstrated and classified.

The difficulty of stating the exact definitions of the Dynamics is entirely verbal. Originally the Dynamics read “the urge towards survival as—.” As the science developed it became apparent that survival was only an apparency and only one facet of existence. Both the cycle of action and the three conditions of existence belong in each Dynamic.

A further manifestation of these Dynamics is that they could best be represented as a series of concentric circles wherein the First Dynamic would be the center and each new Dynamic would be successively a circle outside it. The idea of space adjoining enters into these Dynamics.

The basic characteristic of the individual includes his ability to so expand into the other Dynamics, but when the Seventh Dynamic is reached in its entirety one will only then discover the true First Dynamic.

As an example of use of these Dynamics one discovers that a baby at birth is not perceptive beyond the First Dynamic, but as the child grows and interests extend can be seen to embrace other Dynamics. As a further example of use, a person who is incapable of operating on the Third Dynamic is incapable at once of being a part of a team and so might be said to be incapable of a social existence.

As a further comment upon the Eight Dynamics, no one of these Dynamics from One to Seven is more important than any other one of them in terms of orienting the individual. While the Dynamics are not of equal importance, one to the next, the ability of an individual to assume the beingness, doingness and havingness of each Dynamic is an index to his ability to live.

The Eight Dynamics are used in Scientology communication and should be perfectly learned as part of the language of Scientology. The abilities and shortcomings of individuals can be understood by viewing their participation in the various Dynamics.

### THE A-R-C TRIANGLE

There is a triangle of considerable importance in Scientology and understanding of it gives a much greater understanding of life, and an ability to use it.

The A-R-C triangle is the keystone of living associations. This triangle is the common denominator to all of life’s activities. The first corner of the triangle is called Affinity. The basic definition of affinity is the consideration of distance, whether good or bad. The most basic function of complete affinity would be the ability to occupy the same space as something else. The word “affinity” is here used to mean love, liking or any other emotional attitude. Affinity is conceived in Scientology to be something of many facets. Affinity is a variable quality. Affinity is here used as a word with the

context “degree of liking.” Under affinity we have the various emotional tones ranged from the highest to the lowest and these are, in part, serenity (the highest level), enthusiasm (as we proceed downward towards the baser affinities), conservatism, boredom, antagonism, anger, covert hostility, fear, grief, apathy. Below apathy affinity proceeds into solidities such as matter. Affinity is conceived to be comprised first of thought, then of emotion which contains energy particles, and then as a solid.

The second corner of the triangle is Reality. Reality could be defined as “that which appears to be.” Reality is fundamentally agreement. What we agree to be real is real.

The third corner of the triangle is Communication. In human relationships this is more important than the other two corners of the triangle in understanding the composition of human relations in this universe. Communication is the solvent for all things. It dissolves all things.

The interrelationship of the triangle becomes apparent at once, when one asks, “Have you ever tried to talk to an angry man?” Without a high degree of liking and without some basis of agreement there is no communication. Without communication and some basis of emotional response there can be no reality. Without some basis for agreement and communication there can be no affinity. Thus we call these three things a triangle. Unless we have two corners of a triangle, there cannot be a third corner. Desiring any corner of the triangle, one must include the other two.

The triangle is conceived to be very spacious at the level of serenity and completely condensed at the level of matter. Thus to represent a scale for use one would draw a large triangle with a high part of the scale and succeeding small triangles down to a dot at the bottom of the scale.

Affinity, reality and communication are the basis of the Scientology Tone Scale which gives a prediction of human behavior as contained in the book *Science of Survival*, obtainable from the HASI.

As has already been noted, the triangle is not an equilateral triangle. Affinity and Reality are very much less important than Communication. It might be said that the triangle begins with Communication which brings into existence Affinity and Reality.

The most primitive Scientology definition of Communication is “Cause-Distance Effect.” The fundamental manual of Communication is *Dianetics, 1955!*, obtainable from the HASI.

If you would continue a strong and able communication with someone there must be some basis for agreement. There must be some liking for the person and then communication can exist. We can see, then, that simple talking and writing randomly without knowledge of this would not necessarily be communication. Communication is essentially something which is sent and which is received. The intention to send and the intention to receive must both be present in some degree before an actual communication can take place. Therefore one could have conditions which appear to be communications which were not.

Original with Scientology, as are all these concepts, the A-R-C triangle understood is an extremely useful tool or weapon in human relationships. For instance, amongst the A-R-C triangle laws a communication to be received must approximate the affinity level of the person to whom it is directed.

As people descend the tone scale they become more and more difficult to communicate with, and things with which they will agree become more and more solid;

thus we have friendly discourses high on the scale and war at the bottom. Where the affinity level is hate the agreement is solid matter and the communication . . . bullets.

(Continued in PAB 84 on page 421.)

### SOME IMPORTANT AUDITING DON'TS

It is important for all auditors to know a few don'ts in conjunction with the do's recently discovered. Havingness has been isolated as the entering wedge for any and all cases. It has been discovered that when havingness was concentrated upon, in various processes, intelligence quotient gained and personality bettered. The "Terrible Trio" as described in a recent PAB is easily the best opening wedge in a case at this time. There are, of course, some additional havingness processes under test but none of them have to date been thoroughly validated as has the "Terrible Trio."

Primary auditing "Don'ts" whether for staff auditor or for the professional auditing room all concern themselves with a conservation of havingness in the preclear in the early stages of auditing as well as the later ones. Some very astonishing things have been discovered. This follows:

1. Taking an inventory or prolonged two-way communication in opening a case have been discovered to reduce havingness sufficiently to worsen an occasional case. If immediately after the inventory two-way comm a scientometric battery was given, it would be found that the case had reduced in IQ and personality qualities. Therefore, we can assume that in some cases prolonged two-way comm and inventory at case beginning have dropped the case level, and although the case was then run many hours on havingness processes, all that happened was that the case regained the lost ground and so the final scientometric result showed "no change in case," although the case had reduced and had come back. Therefore the rudiments should be established rapidly without too much talking delay and a direct havingness process should be entered upon at once. In the case of a very pressing present time problem it is, of course, a benefit to reduce the problem thoroughly by getting problems of comparable magnitude. This, in itself, in a way is a havingness process.
2. The "Terrible Trio" run outside rather than in the auditing room has been found, in five separate cases, to produce a collapse of case. The introduction of so much space into havingness reduces havingness faster than it is built up. Therefore, the "Terrible Trio" should be run in the auditing room. Not-Knowingness about people and separateness processes, oddly enough, seem to be runnable exteriorly without involving this factor.
3. Lying processes such as "**Tell me a lie about that wall**" are not always havingness processes. It is left to accident which side of the counter-creation is being run by the preclear so that at times the process gets gains and sometimes does not get gains. Running "**Problem of comparable magnitude**" assures that one is running the creation which is countering the survival of the preclear. This is in no way dangerous. But creative processes in general are not necessarily havingness processes unless they are run "against the preclear," which is to say unless they are run as counter-creations to the creations of the preclear. "**Invent something to restrict you**" would be superior to "**Tell me a lie about that wall.**"
4. The auditor should be particularly careful to inquire into how or what the preclear is doing. The "Terrible Trio" has failed on occasion, but when the case has been looked into by another auditor, it has been discovered that the process was not understood by the preclear and was not "the least" by the auditor. An

example of this was a case which was permitted to run the “Terrible Trio” for many hours without gain which, on investigation, demonstrated that the preclear was assuming that she could have objects similar to the objects she was looking at if she bought them and on this via she was continuing the process. The auditor did not talk with the preclear enough to understand what the preclear was actually doing with the process. One must not forget that golden maxim “Find out what the preclear is doing with the command.”

## CAN'T HAVE PROCESSES

Remembering the old dichotomies, it becomes obvious that if havingness is so important in auditing, negative havingness would also have its role somewhere in processes.

It could be said to be true that withheld communication is the single and sole reason for the accumulation of ridges and barriers. However, who withholds this communication? For the principle for withheld communication to exist, it must have been initiated originally by the preclear himself. If we run communications being withheld from a preclear we hit a reduction in havingness or draw a blank. If we run the preclear withholding communication from another, we tend to profit. It is not necessarily true that havingness will gain immediately and automatically by running out the communications the preclear has withheld, for a good deal depends on how the preclear is doing the process.

Havingness could be said to be the result of withheld communication. Just as too much communication will as-is any havingness, so withholding communication will accumulate havingness. This is a sort of an automatic accumulation mechanism. It is true that a thetan can simply mock up masses—there is no reason why there should be a *modus operandi* accumulation of masses beyond the fact that there is one: withheld communication.

When a person has too little havingness he tends to conserve what havingness he has by withholding communication. You will discover that only low-havingness persons fail to acknowledge or engage in good communication. Should a low-havingness person acknowledge or originate too frequently his havingness would be reduced accordingly. He is restrained from communicating, then, by the sensations consequent to a reduction of his havingness.

Well below the level of communication as such, we have restrained havingness. This is a sub-order of withheld communication. An individual who refuses to let other individuals have things is himself apt to reduce his own havingness accordingly. The mechanism whereby this takes place is a very interesting one. We recall the “winning valence” aspect of cases. We find in Book I that the individual losing is apt to assume the valence of the person who won.

The “winning valence” is a synthetic valence. It is not actually the personality of the person who won. It is the individual’s mock-up of that person which is diminished or augmented by other people’s opinions and by one’s own postulates.

Let us conceive the following circumstance: A little baby with a habitually angry father has many times on the approach of the father stated more or less to himself, “He can’t have this body.” Yet father in the final analysis wins. The baby grows to assume, at length, the valence of father. This is a synthetic valence. It is not father’s actual personality. It is the personality the baby has observed the father to have. This synthetic valence is salted with the baby’s “can’t have” postulates. In other words, this winning valence of father is corrupted by many can’t-have postulates which were not father’s. In view of the fact that these postulates consist of forbidding the father to

have the baby, the assumption of the “winning valence” of father results in the assumption of postulates that the person cannot have himself back. He is trapped by “can’t have” of his own manufacture.

Just as the baby was the cause of his own effect and just as he suffered from this, so do all winning valences forbid the return to identity, since somewhere in the anatomy of the winning valence is the individual’s own postulate that the winning valence cannot have the individual. Thus we have the continuous struggle on the part of people to “be themselves” which trouble is of little avail.

On the basis of this rationale, some tests have already been conducted, but the matter is in no wise completed. This is then given as an advanced look-in on some forward research.

Selecting categories, which is the Eight Dynamics, and selecting them as they seem to be put forward by the preclear—introducing as little arbitrary selection by the auditor as possible and leaving it up to the preclear—one asks what these categories can’t have. One does not stress “from you” but he certainly doesn’t stress what the individual himself “can’t have” for to do so would be to make the individual postulate against himself.

Let us suppose that the preclear’s a man and that the category “women” has been chosen. The auditing question would then be “**Tell me something that women can’t have.**” On the male preclear, of course, “**Tell me something that men can’t have**” would also be runnable, since the truth of the matter is the preclear is not a male but has a male body.

On early tests it does not seem to be reductive of havingness to run this process. If this were so I would guess that the process would have to be alternated with such a process as the “Terrible Trio,” but this has not yet been necessary.

If we are trying to return the preclear to himself it would seem that “can’t have” would best assist the reassumption of one’s own identity by the above rationale.

Let me know how you progress with this.

## TEACHING THE BASIC COURSE

All qualified auditors should now be running a Basic Course in Scientology. It has been found on test that these courses, through supplying stable data to a student, align many of his confusions and so give rise to an increase in IQ (Intelligence Quotient) and an improvement in the personality traits. *This is the way to get a better world* and also would give rise to a great deal of interest in your area in the subject. If you have not started your Basic Course you should get moving on this right away.

### LRH TAPE LECTURE

London, England

5 May 1955

5605C05

LPLS

Latest Processes Today

HUBBARD COMMUNICATIONS OFFICE

8 May 1956

From: L. Ron Hubbard

To: "Nibs" Hubbard      Mary Sue Hubbard  
Ken Barrett          Jack Parkhouse  
Dick Steves            Washington Staff Auditors  
Julia Lewis            Instructors  
Don Breeding  
John Sanborn

**TEST RESULTS**

During the past many months test results have been varying as follows: During the last few weeks I was in Washington and for the first few weeks after I had left test results remained high. They began to drop off and for about three months were quite unsatisfactory. The occasion for this was in the main a research, not an auditing, problem. When I finally isolated havingness as the principal neglected factor I began to work on rehabilitating it; test results did an immediate climb. Certain provisions were taken regarding the address of the individual auditor to the case and for a short while results were quite satisfactory. It is noteworthy, however, that, as could be expected, results followed a similar curve in London, but regained a higher level more rapidly and have retained that level since. The last batch of results received from HGC Washington indicate a new slump, but this time the slump exists not only in the HGC test results but in the Academy results. Formerly Academy results were higher than HGC results. This is not now the case.

From this we must assume that some randomness of some character has entered into processing independent of procedures. With that may I repeat the following cautions:

- Do not take inventories.
- Do not go into long two-way comm sessions since these two things reduce havingness markedly.
- Lay off all subjective processes unless they are straight mock-up havingness processes.
- Run more 8-C and "Terrible Trio" than anything else.
- Run also the "Can't Have" process outlined in PAB 83.
- Omit Orders and Lying Processes.

In PAB 83 you will also discover BE, DO and HAVE again and the probability is havingness has to be settled, then doingness, then beingness and then exteriorization exercises.

In addition to these data on havingness and staying away from subjective processes, there is the matter of games. Winnowing actually some hundreds of possible processes with regard to games only one process has proven to be of great help. This process is run on the alternate questions system whereby Question A is asked, then Question B, then Question A, and so forth. This process is "What would you permit to overwhelm?" and B—"What would you permit to be overwhelmed?" Read that very carefully because it is not "What would you permit to overwhelm you?" or "What could you overwhelm?" It is an entirely detached type of question and it depends upon the old truth that one doesn't have any problems of one's own—all problems are other people's problems. Asking Question A and then Question B back and forth with due regard to havingness brings about a considerable change in the person's morale. I know many subjective processes that work but none which so thoroughly alter a person's viewpoint as this "overwhelming" process. It is evidently true that no part of Games is processable and the entering into of games is not necessarily therapeutic except this idea of overwhelming things. The idea actually goes much further. People become unwilling to overwhelm to such a degree that they will let things go to pieces. This happens to nations. It happens to individuals and it can happen to auditors.

The other thing we learn out of games is that games consist of freedom, barriers and purposes. We learn further that there can be no freedom without barriers, since there is no place to be free to. Whereas generations of Man have talked freely about freedom, no one has given barriers a break.

In other words, barriers are left on full automatic and only freedom is concentrated upon. In this we have the secret of why Havingness works. It is actually havingness in terms of barriers. We find people impatient of any and all restrictions, resisting anything that resists them. When we work in the direction of freedom entirely all we do is trap the person completely. However running such a process as "Invent a barrier for your body" is not particularly successful according to my inspection of it. Problems depend on their success in auditing as counter-created barriers to the preclear. He can use a very great many of them. I think that the totality of successful processing consists of rebalancing freedom, barriers, purposes.

Almost all processes take the single viewpoint, that of the preclear, and thus do not improve his pan-determinism. The "overwhelming" process mentioned above does, however, take into account a pan-determined attitude toward existence. Unless this is regained a case does not progress well.

There is another test which you should make and which is self-explanatory. It tells us why valences switch and why one interiorizes into other people's cases. "Look at a chair and tell it to do something." Note that it does not do it. "Say to yourself, 'That defeats me,' and 'I'll have to do it myself.'" "Run this for a short time as an example. It is very destructive of havingness, but it tells one the exact mechanisms of interiorization, whether into a body, a case, or a universe.

Now with one single exception we have all the ingredients above necessary to make ourselves a clear. This single exception is "AUDITING ATTITUDE."

#### INDOCTRINATION FOR STAFF

Unless one has himself an excellent grip on the exact auditing procedure demanded of an auditor addressing a preclear, he is not likely, himself, to teach it or supervise it. In view of recent correspondence and questions coming from Washington staff, it seems that there has not been a sufficient understanding of the indoctrination procedures contained in dummy auditing; therefore, I recently sent a telegram to Julia to request that staff auditors' conferences be stopped as such for a short time and that all staff undertake an orientation in indoctrination procedures. This is not really a criticism—this is a new thing which has come to us. Checking London instructors, however, I have found that while they were willing to teach indoctrination and supervise it they themselves were fairly rickety on the subject, and the same activity will shortly be instituted in London.

It is my hope that staff in Washington by doing indoctrination dummy auditings will get a better grip on the subject, as I do not feel that it has been adequately understood in the past. Certainly nobody can be harmed by the practice and it is practice, rather than theoretical resume, we would want to conduct in these sessions.

An auditor must be drilled on acknowledgment, on putting a question, on an exact communication bridge, and on handling the preclear's origin.

You already have the tools and information as to how this is done but I do think we could stand some practice in doing it, and I think this to some degree will help to raise the Academy and HGC test results which I have mentioned above here from them.

I repeat that it is drill in dummy auditing we want at these 5 o'clock sessions until everybody has had at least 25 hours' practice in dummy auditing without further significance. I believe that then can we hammer away at students and preclears with a clear conscience on having been through it ourselves.

#### WASHINGTON FOUNDATION

I gave you a green light on the Washington Foundation and mimeograph on how

to proceed from it, then I gave you a hold-up on it until I came home in August. The reason for this change lay in part in some communications I received from Washington asking questions concerning the school which did not show a good grasp on its purpose. But more important than this was the fact that we are at this moment putting it in London and can be expected to learn much here concerning its conduct. We must be able to start with our best foot forward in Washington as that one means so much to us. A third reason having nothing to do with Washington is that I am not yet entirely satisfied with the exact materials to be taught and will make tapes here to the London classes until we get an exactly usable set. A further hold-up is the lack of textbook. I feel that it would be almost fatal to start in without an exact textbook of materials taught to show to persons interested in a governmental way.

Knowing printing schedules it would be some little time before that exact text and the text B & C will be ready in the U.S. Incidental to the last I am alarmed at the cost of *Ability* books for a paper-covered edition. They should not cost anything like 25 cents a piece. The same book in London costs a very small fraction of that. Thus something has gone wrong with our pricing.

Therefore I want to be able to sift out the exact materials to be taught and to get printed text A, B and C here or in the U.S. and have them available before we start up with the Washington Foundation, and in this way we will solve a great many minor difficulties which would make things confusing in Washington.

Scientology at this time is in a state of flux and change. We are still trying to standardize and settle upon SLP 8 and our large public releases should depend in a large measure upon a great deal of certainty on our own parts. I am perfectly certain now from this end as to the probable eventual form of SLP 8, but to have to release it within six weeks puts a rush on the Research Department which is unthinkable.

#### AIR CONDITIONING

I have in my files here evidence of having sent over orders to get air conditioning for the Academy in late February. Ken has placed with me several estimates for air conditioning and I have wired to put in air conditioning. Evidently air conditioning at the Academy will have to be installed on a room-to-room basis. Such air conditioning is alright but it is too bad that a large central unit cannot be installed. However, room-to-room basis makes for fresher air. I hope that adequate air conditioning by this time is installed. Naturally one should take the lowest estimate.

This factor should be released at once in *Ability* Magazine. Air conditioning should be installed and the fact should be announced promptly, because the heat in Washington is well known and last summer's agony was also well known. Therefore air conditioning has something to do with procurement.

#### STUDENT PROCUREMENT

The staff is to be congratulated on having again begun procurement in the student line. We have had a rather long slump, but we are out of this slump now.

I have to hand a student brochure which I am returning. I would use this as a temporary brochure.

We are about to install a new grade which goes along with the free business school idea. This new grade is called "Professional Scientologist" which desensitizes the idea of auditing and puts very much into fore the idea of training large groups of people to be better in business and their life and treats auditing as only one of the methods in achieving this. The brochure should reflect this and at some time in the future we will have all of the data necessary to print a brochure with this material enclosed.

#### INCOME TAX

It is up to the officers of the HASI and other corporations to make very sure that Tax Exemption Certificates are filed for with the Federal Government. Oscar Brinkman, our attorney, is taking care of this, but he may need assistance. It is certain that



this picture must be straightened out and there is no reason to believe that Tax Exemption Certificates will not be issued for each and every one of these corporations from the HAS, HASI, right on through to the Founding Church. It simply requires a little address and trouble. It is up to the officers of these corporations to look into this.

### OZARKS

While an eventual situation in the Ozarks is of a necessity, this will not include the unmocking of the Washington Church. Setting up things in the Ozarks probably does not involve more than two or three of the existing Washington personnel, therefore if anybody is standing around waiting for us to move to the Ozarks as a move that will affect his own plans, relax.

### CURRICULA

The Director of Training at the Academy is authorized to arrange his curricula as he sees fit in order to include data which would be necessary to the individual auditor. Amongst things which should be taught is how to lecture, how to group process, how to give an assist and the most modern processes.

The Translator's Edition of Scientology as currently appearing in the PABs should be run off on a mimeographed basis and used for a textbook by the Academy as well as the London School.

Great care should be taken that the student is able to connect the Axioms of Scientology with the processes and activities of Scientology.

Old-time processes such as engram running, Rising Scale Processing and other things which have proven successful should also be gone into with the student. His idea of Dianetics and Scientology should, therefore, be well rounded.

I know this places a little strain on scheduling, but it is nevertheless necessary that it be done. Undoubtedly there is some way to work out a schedule so that we get all of these things included.

### THE FUTURE OF WASHINGTON

Our intentions with regard to Washington should be clearly understood. We have in the main been quite successful here in Washington and there is no reason why we can't continue to be. Furthermore, we can point to successes already in being a civilizing influence on various governmental people. Besides ourselves there is no other such influence in the country. We should keep along with the Founding Church, exactly as it is running or a little better. We should add to this the Washington Foundation and train free classes. We should offer these free classes various leaflets, having to do with what good civilized government is, and we hope eventually to open up something like the Washington School of Government and, who knows, make it mandatory to go to that school before taking office. Nations should not have people in their midst who know nothing of government doing its governing.

With few exceptions we are doing very well. Right now, the staff is doing a very fine job holding things together and with some caution and tighter administration, we should find ourselves graduating, before too much time goes by, into a much greater certainty.

### PAYROLL IN WASHINGTON

This is just about keeping pace with Washington income. The income will have to be improved before payroll is improved, otherwise the operation will become insolvent.

I wish to thank in particular Julia and Dick Steves for their activities in Washington, and to express my gratitude to the others.

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L. RON HUBBARD

**P.A.B. No. 84**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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15 May 1956

**SCIENTOLOGY**  
**TRANSLATOR'S EDITION**

**by L. Ron Hubbard, Ph.D., C.E.**

*Continued from PAB 83*

**THE REASON WHY**

Life can best be understood by likening it to a game. Since we are exterior to a great number of games we can regard them with a detached eye. If we were exterior to life instead of being involved and immersed in the living of it, it would look to us much like games look to us from our present vantage point.

Despite the amount of suffering, pain, misery, sorrow and travail which can exist in life, the reason for existence is the same reason as one has to play a game—interest, contest, activity and possession. The truth of this assertion is established by an observation of the elements of games and then applying these elements to life itself. When we do this we find nothing left wanting in the panorama of life.

By game we mean contest of person against person, or team against team. When we say games we mean such games as baseball, polo, chess or any other such pastime. It may at one time have struck you as peculiar that men would risk bodily injury in the field of play just for the sake of “amusement.” So it might strike you as peculiar that people would go on living or would enter into the “game of life” at the risk of all the sorrow, travail, and pain just to have something to do. Evidently there is no greater curse than total idleness. Of course there is that condition where a person continues to play a game in which he is no longer interested.

If you will but look about the room and check off items in which you are not interested, you will discover something remarkable. In a short time you will find that there is nothing in the room in which you are not interested. You are interested in everything. However, disinterest itself is one of the mechanisms of play. In order to hide something it is only necessary to make everyone disinterested in the place where the item is hidden. Disinterest is not an immediate result of interest which has worn out. Disinterest is a commodity in itself. It is palpable, it exists.

By studying the elements (factors) of games (contests) we find ourselves in possession of the elements of life.

Life is a game. A game consists of *freedom, barriers and purposes*. This is a scientific fact, not merely an observation.

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Freedom exists amongst barriers. A totality of barriers and a totality of freedom alike are no-game conditions. Each is similarly cruel. Each is similarly purposeless.

Great revolutionary movements fail. They promise unlimited freedom. That is the road to failure. Only stupid visionaries chant of endless freedom. Only the afraid and ignorant speak of and insist upon unlimited barriers.

When the relation between freedom and barriers becomes too unbalanced, an unhappiness results.

“Freedom from” is alright only so long as there is a place to be free to. An endless *freedom from* is a perfect trap, a fear of all things.

Barriers are composed of inhibiting (limiting) ideas, space, energy, masses and time. Freedom in its entirety would be a total absence of these things—but it would also be a freedom without thought or action, an unhappy condition of total nothingness.

Fixed on too many barriers, man yearns to be free. But launched into total freedom he is purposeless and miserable.

There is *freedom amongst* barriers. If the barriers are known and the freedoms are known there can be life, living, happiness, a game.

The restrictions of a government, or a job, give an employee his freedom. Without known restrictions, an employee is a slave, doomed to the fears of uncertainty in all his actions.

Executives in business and government can fail in three ways and thus bring about a chaos in their department. They can:

1. Seem to give endless freedom.
2. Seem to give endless barriers.
3. Make neither freedom nor barriers certain.

Executive confidence, therefore, consists of imposing and enforcing an adequate balance between their people’s freedom and the unit’s barriers and in being precise and consistent about those freedoms and barriers. Such an executive, adding only in himself initiative and purpose, can have a department with initiative and purpose.

An employee buying and/or insisting upon *freedom only* will become a slave. Knowing the above facts he must insist upon a workable balance between freedom and barriers.

An examination of the dynamics above will demonstrate the possibility of a combination of teams. Two third dynamics can engage one another as teams. The first dynamic can ally itself with the fifth dynamic against, let us say, the sixth dynamic and so have a game. In other words, the dynamics are an outline of possible teams and interplays. As everyone is engaged in several games an examination of the dynamics will plot for him and clarify for him the various teams he is playing upon. If an individual can discover that he is only playing on the first dynamic and that he belongs to no other team, it is certain that this individual will lose, for he has before him seven remaining dynamics. And the first dynamic is seldom capable of besting by itself all the remaining dynamics. In Scientology we call this condition the “only one.” Here is self-determinism in the guise of selfish determinism and here is an individual who will most certainly be overwhelmed. To enjoy life one must be some part of life.

There is the principle in Scientology called pan-determinism. This could be loosely defined as determining the activities of two or more sides in a game simultaneously. For instance, a person playing chess is being self-determined and is playing chess against an opponent. A person who is pan-determined on the subject of chess could play both sides of the board. One is pan-determined about any game to which he is senior. He is self-determined only in any game to which he is junior. For instance, a general of an army is pan-determined concerning an argument between two privates or even two companies of his command. He is pan-determined in this case, but when he confronts another army led by another general, he becomes self-determined. The game in this wise could be said to be larger than himself. The game becomes even larger than this when the general seeks to play the parts of all the political heads which should be above him. This is the main reason why dictatorship doesn't work. It is all but impossible for one man to be pan-determined about the entire system of games which comprise a nation. He starts taking sides and then to that degree becomes much less than the government which he is seeking to run.

It has been stylish in past ages to insist only upon freedom. The French Revolution furnishes an excellent example for this. In the late part of the 18th century, the nobles of France became so self-determined against the remainder of the country and were so incapable of taking the parts of the populace that the nobles were destroyed. Immediately the populace itself sought to take over the government and, being trained and being intensely antipathetic to any and all restraints, their war cry became "Freedom." They had no further restrictions or barriers. The rules of government were thrown aside. Theft and brigandage took the place of economics. The populace, therefore, found itself in a deeper trap and discovered itself to be involved with a dictatorship which was far more restrictive than anything they had experienced before the Revolution.

Although man continually uses "Freedom" for his war cry he only succeeds in establishing further entrapment for himself. The reason for this is a very simple one. A game consists of freedom and barriers and purposes. When man drops the idea of restrictions or barriers he loses at once control over barriers. He becomes self-determined about barriers and not pan-determined, thus he cannot control the barriers. The barriers left uncontrolled then and there trap him.

The dwindling spiral of the apparency create-survive-destroy comes about directly that man shuns barriers. If he considers all restrictions and barriers his enemies he is of course refusing to control them in any way and thus he starts his own dwindling spiral. A race which is educated to think in terms of freedom only is very easily entrapped. No one in the nation will take responsibility for restrictions, therefore restrictions apparently become less and less. As these restrictions lessen so lessens the freedom of the individual. One cannot be free from a wall unless there is a wall. Lacking any restrictions life becomes purposeless, random, chaotic.

A good manager must be capable of taking responsibility for restrictions, in that freedom, to exist, must have barriers. A failure to take initiative on the subject of restrictions or barriers causes these things to arise all by themselves and exist without consent or direction.

There are various states of mind which bring about happiness. That state of mind which insists only upon freedom can bring about nothing but unhappiness. It would be better to develop a thought pattern which looked for new ways to be entrapped and things to be trapped in than to suffer the eventual total entrapment of dwelling upon freedom only. A man who is willing to accept restrictions and barriers and is not afraid of them is free. A man who fights restrictions and barriers will always be trapped.

As it can be seen in any game, purposes become counter-posed. There is the matter of purpose-counter-purpose in almost any game played in a field with two

teams. One team has the idea of reaching the goal of the other, and the other has the idea of reaching the goal of the first. Their purposes are at war and this warring of purposes makes a game.

The war of purposes gives us what we call problems. A problem has the anatomy of purposes. A problem consists of two or more purposes opposed. It does not matter what problem you face or have faced, the basic anatomy of that problem is purpose-counter-purpose.

In actual testing in Scientology it has been discovered that a person begins to suffer from problems when he does not have enough of them. There is the old saw (maxim) that if you want a thing done give it to a busy man to do. Similarly, if you want a happy associate make sure that he is a man who can have lots of problems.

From this we get the oddity of a high incidence of neurosis in the families of the rich. These people have very little to do and have very few problems. The basic problems of food, clothing and shelter are already solved for them. We would suppose, then, if it were true that an individual's happiness depended only upon his freedom, these people would be happy. However, they are not happy. What brings about their unhappiness? It is the lack of problems. Although successful processing in Scientology would depend upon taking all three elements of games into consideration—and indeed that is the secret of bettering people: taking freedom, barriers and purposes into consideration and balancing them—it could be said that you could make a man well simply by sitting down with him and asking him to invent problems, one after the other. The invention of synthetic problems would be found to free his mind and make him more able. Of course, there is another factor involved in this in that it is he who is inventing the problems and therefore he is becoming pan-determined about problems rather than being in one place with all problems opposed to him.

An unhappy man is one who is considering continually how to become free. One sees this in the clerk who is continually trying to avoid work. Although he has a great deal of leisure time he is not enjoying any part of it. He is trying to avoid contact with masses and energies and spaces. He eventually becomes trapped in some sort of a lethargy. If this man could merely change his mind and start “worrying” about how he could get more work to do, his happiness level would increase markedly. One who is plotting continually how to get out of things will be miserable. One who is plotting how to get into things has a much better chance of becoming happy.

There is, of course, the matter of being forced to play games in which one has no interest—a war into which one is drafted is an excellent example of this. One is not interested in the purposes of the war and yet one finds himself fighting it. Thus there must be an additional element and this element is “the power of choice.”

One could say, then, that life is a game and that the ability to play a game consists of tolerance for freedom and barriers and an insight into purposes, with the power of choice over participation.

These four elements—freedom, barriers, purposes and power of choice—are the guiding elements of life. There are only two factors above these and both of them are related to these. The first is the ability to create with of course its negative, the ability to uncreate, and the second is the ability to make a postulate (to consider, to say a thing and have it be true). This, then, is the broad picture of life, and in bringing life into focus and in making it less confusing these elements are used for the analysis.

(Continued in PAB 85 on page 428.)

# SCIENTOLOGY WEDDING CEREMONY

by

**L. Ron Hubbard**

Attend!  
Uncover and be still  
You present here  
In this  
A holy place.  
For we today  
Shall marry here  
This groom and bride  
And wish them well.  
Rejoice!  
You line of struggling life  
From aeons gone to now  
For here again your track is sped  
And winged into a future fate  
A union of a man and bride  
Whose child shall pace  
A further span  
Of Destiny  
And Life.  
Forbear!

For here shall be  
No calumny

Or whispered word against  
Or Woman thou  
For this the union you contract  
Does wipe away

All sorrow  
Of the past.  
Speak out then now  
If any man  
Or girl would speak  
And say here a  
Reason why  
These two should not  
Be wed.

And silence heard  
Does speak out plain  
There're none.

So now  
My Tam  
Stand steady here

Do you today intend  
For him beside you there  
To be to him a wife!

*(Answer)*

And do you ken  
That Jay here

Shall have you  
For his own?  
Do you?

*(Answer)*

And do you understand as well  
That by the customs of our race  
You pledge to him and only him  
Your kiss and your caress?  
Do you?

*(Answer)*

Well then  
Know that Life is stark  
And often somewhat grim  
And tiredness  
And fret and pain  
And sickness do beget  
A state of mind where spring romance  
Is far away and dead  
And yet for valor and for strength  
You must abide and  
Create still  
His health, his purpose and repose.  
Do you.

*(Answer)*

And do you take  
His fortune  
At its prime and ebb  
And see  
With him his best fortune  
For us all?  
Do you?

*(Answer)*

Good then Tam  
I'm sure you will  
And surer yet you'll fare  
Full well and staunchly  
As a wife.

Now Jay listen well.  
The tides of fortune and of life  
Are sometimes fair or grim  
And in this life the young man seeks  
For victory afar  
And often scants the fireside  
And turns away from home's sweet face  
And thinks

His loved ones cannot fare  
At all  
Beside his side.  
And thinking thus they go.  
You know this.  
Then be cautioned so  
And take thy own  
E'en though they sleep  
Beneath foul straw  
And eat  
Thin bread  
And walk a pavement less than kind  
And keep thy wife and they who come  
Beside thy side.  
Keep them, Jay, by your side  
In rain or sleet  
Or summer sun  
And comfort them  
And give them care  
And share with them thy life.  
For times are changed  
And woman's place  
Is not a hearth or home  
But striding out to victory  
Beside her husband's side.  
This, Jay, is a modern world  
And Man  
Has changed.  
But Jay let's think on it well  
For if stands aught in you  
Of doubt  
That you can take and keep  
And love her well this wife  
Then stay your hand  
And we shall say  
No more,  
For fatal and of full tight bind  
Are these the words  
I next will speak.  
Shall I go on?

*(Answer)*

And you Tam listen well  
And you, Jay answer swift  
Prepared?

*(Answer)*

Jay, do you pledge to take  
This woman for your lawful wife?

*(Answer)*

Do you, Jay Camp  
Make promise here  
Before us all

To keep her well or ill?  
Do you?

*(Answer)*

And when she's older  
Do you then  
Keep her still? Do you?

*(Answer)*

Now Jay, girls need clothes  
And food and  
Tender happiness and frills  
A pan, a comb, perhaps a cat  
All caprice if you will  
But still  
They need them.  
Do you then  
Provide?  
Do you?

*(Answer)*

Hear well, sweet Tam  
For promise binds  
Young men are free and may forget  
Remind him then  
That you may have  
Necessities and follies, too.  
Now Jay!  
Attend!

Do you best man possess a ring?  
Jay take it please  
And Tam  
Your hand he will enclasp  
We have it now.  
Repeat!

"I, Tam"

*(Answer)*

"Do hereby take"

*(Answer)*

"You, Jay"

*(Answer)*

"For my husband"

*(Answer)*

And, Jay  
Do now repeat  
"I, Jay"

*(Answer)*

"Do hereby take"

*(Answer)*

"You, Tam"

*(Answer)*

“For my lawful wedded wife.”

*(Answer)*

Put on the ring!  
Rejoice all here  
For we have wed  
Our Jay and our Tam  
And wish them well.

All here repeat!  
Are they by witness  
Man and wife?

*(Answer)*

Rejoice and go your many ways

Now Jay kiss your bride  
And hug her well  
And all of you  
Come toast and drink  
Their health  
That it may last  
Until that day when death  
Itself,  
The severer of all ties  
Shall end  
The thing which we have done  
Today.

Dismiss.

[The above Scientology Wedding Ceremony was originally issued as part of PAB 84, 15 May 1956, page 421]



**P.A.B. No. 85**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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22 May 1956

**SCIENTOLOGY**  
**TRANSLATOR'S EDITION**

**by L. Ron Hubbard, Ph.D., C.E.**

*Continued from PAB 84*

**THE PARTS OF MAN**

The individual man is divisible (separable) into three parts (divisions).

The first of these is the *spirit*, called in Scientology the *thetan*.

The second of these parts is the *mind*.

The third of these parts is the *body*.

Probably the greatest discovery of Scientology and its most forceful contribution to the knowledge of mankind has been the isolation, description and handling of the human spirit. Accomplished in 1951 in the month of July, in Phoenix, Arizona, it was established along scientific rather than religious or humanitarian lines that that thing which is the person, the personality, is separable from the body and the mind at will and without causing bodily death or mental derangement.

In ages past there has been considerable controversy concerning the human spirit or soul, and various attempts to control man have been effective in view of his almost complete ignorance of his own identity. Latterly, spiritualists isolated from the person what they called the astral body and with this they were able to work for various purposes of their own. In Scientology the spirit itself was separated from what the spiritualists called the astral body and there should be no confusion between these two things. As you know that you are where you are at this moment, so you would know if you, a spirit, were detached from your mind and body. Man has not discovered this before because, lacking the technologies of Scientology, he had very little reality upon his detachment from his mind and body, therefore he conceived himself to be at least in part a mind and a body. The entire cult of communism is based upon the fact that one lives only one life, that there is no hereafter and that the individual has no religious significance. Man at large has been close to this state for at least the last century. The state (condition) is of a very low order, excluding as it does all self-recognition.

The thetan (spirit) is described in Scientology as having no mass, no wavelength, no energy and no time or location in space except by consideration or postulate. The spirit then is not a thing. It is the creator of things.

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The residence of the thetan is in the skull or near the body. A thetan can be in one of four conditions. The first would be entirely separate from a body or bodies, or even from this universe. The second would be near a body and knowingly controlling the body. The third would be in the body (the skull) and the fourth would be an inverted condition whereby he was compulsively away from the body and could not approach it. There are degrees (subdivisions) of each one of these four states (conditions). The most optimum of these conditions from the standpoint of man is the second.

A thetan is subject to deterioration. This is at first difficult to understand since the entirety of his activity consists of considering or postulating. He uses, through his postulates, various methods of controlling a body. That he does deteriorate is manifest, but that he can at any moment return to an entirety of his ability is also factual. In that he associates beingness with mass and action, he does not consider himself as having an individual identity or name, unless he is connected with one or more of the games of life.

The processes of Scientology can establish this for the individual with greater or lesser rapidity and one of the many goals of processing in Scientology is to "exteriorize" the individual and place him in the second condition above, since it has been discovered that he is happier and more capable when so situated.

The *mind* is a network of communications and pictures, energies and masses, which are brought into being by the activities of the thetan versus the physical universe or other thetans. A thetan establishes various systems of control so that he can continue to operate a body and through the body operate things in the physical universe, as well as other bodies. The most obvious portion of the mind is recognizable by anyone not in serious condition. This is the "mental image picture." In Scientology we call this mental image picture a *facsimile* when it is a "photograph" of the physical universe sometime in the past. We call this mental image picture a *mock-up* when it is created by the thetan or for the thetan and does not consist of a photograph of the physical universe.

Various phenomena connect themselves with this entity called the mind. Some people closing their eyes see only blackness, some people see pictures. Some people see pictures made by body reactions. Some people see only black screens; others see golden lines; others see spaces; but the keynote of the entirety of the system called the mind is postulate and perception.

The thetan receives, by the communication system called the mind, various impressions including direct views of the physical universe. In addition to this he receives impressions from past activities, and most important, he himself, being close to a total knowingness, conceives things about the past and future which are independent of immediately present stimuli. The mind is not in its entirety a stimulus-response mechanism as old Marxist psychology would have one believe. The mind has three main divisions. The first of these could be called the analytical mind. The second, the reactive mind, and the third, the somatic mind.

The analytical mind combines perceptions of the immediate environment, of the past (via pictures) and estimations of the future into conclusions which are based upon the realities of situations. The analytical mind combines the potential knowingness of the thetan with the conditions of his surroundings and brings him to independent conclusions. This mind could be said to consist of visual pictures, either of the past or of the physical universe, monitored by and presided over by the knowingness of a thetan. The keynote of the analytical mind is awareness: one knows what one is concluding and knows what he is doing.

The reactive mind is a stimulus-response mechanism, ruggedly built, and operable in trying circumstances. The reactive mind never stops operating. Pictures, of a very low order, are taken by this mind of the environment even in deep states of unconsciousness. The reactive mind acts below the level of consciousness. It is a literal stimulus-response mind. Given a certain stimulus, it gives a certain response.

While it is an order of thinkingness, its ability to conclude rationally is so poor that we find in the reactive mind those various aberrated impulses which are gazed upon as oddities of personality, eccentricities, neuroses and psychoses. It is this mind which stores up all the bad things that have happened to one and throws them back to him again in moments of emergency or danger so as to dictate his actions along lines which have been considered "safe" before. As there is little thinkingness involved in this, the courses of action dictated by the reactive mind are often not safe, but highly dangerous.

The reactive mind is entirely literal in its interpretation of words. As it takes pictures and receives impressions during moments of unconsciousness, a phrase uttered when a blow is struck is likely to be literally interpreted by the reactive mind and become active upon the individual at later times. The mildest stage of this would be arduous training, wherein a pattern is laid into the mind for later use under certain given stimuli.

A harsh and less workable level is the hypnotic trance condition to which the mind is susceptible. Made impressionable by fixed attention, words can be immediately implanted into the reactive mind which become operable without further reason at later times.

An even lower level in the reactive mind is that one associated with blows, drugs, illness, pain and other conditions of unconsciousness. Phrases spoken over an anaesthetized person can have a later effect upon that person. It is not necessarily true that each and every portion of an operation is painstakingly "photographed" by the reactive mind of the unconscious patient, but it is true that a great many of these stimuli are registered. Complete silence in the vicinity of a person under anaesthetic or a person who is unconscious or in deep pain is mandatory if one would preserve the mental health of that person or patient afterwards.

Probably the most therapeutic action which could occur to an individual would be, under Scientology processing, the separation of the thetan from the mind so that the thetan, under no duress and with total knowingness, could view himself and his mind and act accordingly. However, there is a type of exteriorization which is the most aberrative of all traumatic (mentally injurious) actions. This is the condition when an individual is brought, through injury or surgery or shock, very close to death so that he exteriorizes from body and mind. This exteriorization under duress is sudden, inexplicable, and is in itself very shocking, and when this has occurred to an individual it is certain that he will suffer mentally from the experience afterwards.

It could be said that when the reactive mind contains these sudden shocks of exteriorization under duress, attempts to exteriorize the individual later by Scientology are more difficult. However, modern processing has overcome this. The phenomenon of exteriorization under duress is accompanied at times by energy explosions in the various facsimiles of the mind and these cross-associate in the reactive mind; therefore, people become afraid of exteriorization, and at times people are made ill simply by discussing the phenomena, due to the fact that they have exteriorized under duress during some operation or accident.

Exteriorization under duress is the characteristic of death itself; therefore, exteriorization or the departure of the soul is generally associated with death in the

minds of most people. It is not necessarily true that one is dead because he exteriorizes, and it is definitely not true that exteriorization not accompanied by a shock, pain or duress is at all painful; indeed it is quite therapeutic.

The third portion of the mind is the somatic mind. This is an even heavier type of mind than the reactive mind since it contains no thinkingness and contains only actingness. The impulses placed against the body by the thetan through various mental machinery arrive at the voluntary, and involuntary, and glandular levels. These have set methods of analysis for any given situation and so respond directly to commands given.

Unfortunately, the somatic mind is subject to each of the minds higher in scale above it and to the thetan. In other words the thetan can independently affect the somatic mind. The analytical mind can affect the somatic mind. The reactive mind can affect the somatic mind. Thus we see that the neurons, the glandular system, the muscles and masses of the body are subject to various impulses, each one of a lower order than the next. Thus it is not odd to discover what we call "psychosomatic" illness. A condition exists here where the thetan does not have an awareness of burdening the somatic mind with various commands or derangements. Neither does the thetan have an awareness of his own participation in the analytical mind causing this action against the body.

In that the thetan is seldom aware of the reactive mind, it is possible then for the reactive mind, with its stimulus-response content, to impinge itself directly, and without further recourse or advice, upon the neurons, muscles and glandular system of the body. In that the reactive mind can hold a fixed command in place, causing a derangement in the somatic mind, it is possible then for illness to exist, for bizarre pains to be felt, for actual physical twists and aberrations to occur, without any conscious knowledge on the part of the thetan. This we call physical illness caused by the mind. In brief, such illness is caused by perceptions received in the reactive mind during moments of pain and unconsciousness.

Whether the facsimile in the mind is received while the thetan is awake or unconscious, the resulting mass of the energy picture is energy just as you see energy in an electric light bulb or from the flames of a fire. At one time it was considered that mental energy was different than physical energy. In Scientology it has been discovered that mental energy is simply a finer, higher level physical energy. The test of this is conclusive in that a thetan "mocking up" (creating) mental image pictures and thrusting them into the body can increase the body mass and by casting them away again can decrease the body mass. This test has actually been made and an increase of as much as thirty pounds, actually measured on scales, has been added to, and subtracted from, a body by creating "mental energy." Energy is energy. It has different wavelengths and different characteristics. The mental image pictures are capable of reacting upon the physical environment, and the physical environment is capable of reacting upon mental image pictures. Thus the mind actually consists of spaces, energies and masses of the same order as the physical universe, if lighter and different in size and wavelength. For a much more comprehensive picture of the mind one should read *The Original Thesis* by L. Ron Hubbard and *Dianetics: The Modern Science of Mental Health* by the same author. These were written before the discovery of the upper levels of beingness were made and are a very complete picture of the mind itself, its structure and what can be done to it and with it.

The third part of man is the physical body. This can best be studied in such things as *Gray's Anatomy* and other anatomical texts. This is the province of the medical doctor. The body is a purely structural study, and the actions and reactions amongst its various structures are complex and intensely interesting.

When Scientology founded Bio-physics, it did so because of the various discoveries which had accumulated concerning mental energy in its reaction against

physical energy, and the activities which took place in the body because of these interactions. Bio-physics only became feasible when it was discovered in Scientology that a fixed electrical field existed surrounding a body entirely independent of, but influenceable by, the human mind. The body exists in its own space. That space is created by “anchor points” (points which are anchored in a space different to the physical universe space around a body). The complexity of these anchor points can cause an independent series of electronic flows which can occasion much discomfort to the individual. The balance structure of the body and even its joint action and physical characteristics can be changed by changing this electrical field which exists at a distance from, or within, the body.

The electrical field is paramount and monitors the actual physical structure of the body. Thus the body is not only influenced by the three minds, it is influenced as well by its own electrical field. An expert Scientologist can discover for the average person this field, and can bring about its adjustment, although this is very far from the primary purpose of the Scientologist.

The use of electrical shocks upon a body for any purpose is therefore very dangerous and is not to be condoned by sensible men. Of course, the use of electrical shock was never intended to be therapeutic, but was intended only to bring about obedience by duress and, as far as it can be discovered, to make the entirety of insanity a horror. Electrical shock deranges the electronic field in the vicinity of the body and is almost always succeeded by bad health or physical difficulties and never does otherwise than hasten the death of the person. It has been stated by people using electric shock that if they were denied euthanasia (the right to kill people who were considered to be a burden on a society) they would at least use partial euthanasia in the form of electric shock, brain surgery and drugs. These treatments in some large percentage of cases, however, effect euthanasia.

A knowledge of the mental and physical structure of the body would be absolutely necessary in order to treat the body, and this knowledge has not existed prior to Scientology. The medical doctor achieved many results by working purely with structure and biochemical products, and in the field of emergency surgery and obstetrics and orthopaedics he is indispensable in the society. Medicine, however, does not contain a definition for “mind” and is not expected to invade the field which belongs properly to Scientology.

These three parts of man—the thetan, the mind and the body—are each one different studies, but they influence each other markedly and continually. Of the three, the senior entity is the thetan, for without the thetan there would be no mind or animation in the body. Many speculations in the field of Para-Scientology have been made. Para-Scientology includes all of the uncertainties and unknown territories of life which have not been completely explored and explained. However, as studies have gone forward, it has become more and more apparent that the senior activity of life is that of the thetan, and that in the absence of the spirit no further life exists. In the insect kingdom it is not established whether or not each insect is ordered by a spirit or whether one spirit orders enormous numbers of insects. It is not established how mutation and evolution occur (if they do) and the general Authorship of the physical universe is only speculated upon, since Scientology does not invade the 8th dynamic.

Some facts, however, are completely known. The first of these is that the individual himself is a spirit controlling a body via a mind. The second of these is that the thetan is capable of making space, energy, mass and time. The third of these is that the thetan is separable from the body without the phenomena of death, and can handle and control a body from well outside it. The fourth of these is that the thetan does not care to remember the life which he has just lived, after he has parted from the body and the mind. The fifth of these is that a person dying always exteriorizes. The sixth of

these is that a person having exteriorized then returns to a planet and procures, usually, another body of the same type of race as before.

In Para-Scientology there is much discussion about “between lives areas” and other phenomena which might have passed at one time or another for heaven or hell, but it is established completely that a thetan is immortal and that he himself cannot actually experience death and counterfeits it by forgetting. It is adequately manifest that a thetan lives again and that he is very anxious to put something on the “time track” (something for the future) in order to have something to come back to, thus we have the anxieties of sex. There must be additional bodies for the next life.

It is obvious that what we create in our societies during this lifetime affects us during our next lifetime. This is quite different than the “belief” or an idea that this occurs. In Scientology we have very little to do with forcing people to make conclusions. An individual can experience these things for himself and unless he can do so no one expects him to accept them.

The manifestation that our hereafter is our next life entirely alters the general concept of spiritual destiny. There is no argument whatever with the tenets of faith since it is not precisely stated, uniformly, by religions that one immediately goes to a heaven or hell. It is certain that an individual experiences the effect of the civilization which he has had part in creating, in his next lifetime. In other words the individual comes back. He has a responsibility for what goes on today since he will experience it tomorrow.

Sex has been overweighted in importance in old psychotherapy, a practice more or less disgraced at this time. Sex is only one of numerous creative impulses. An anxiety about sex, however, occurs when an individual begins to believe that there will not be a body for him to have during the next lifetime. The common denominator of all aberration (mental derangement) is cessation of creation; as sex is only one kind of creation and a rather low order of it, it will be seen that unhappiness could stem from various cessations of creation. Death itself is a cessation of creation. One stops creating the identity John Jones and the environment and things of John Jones. He stops because he believes he cannot, himself, continue this creation without the assistance of a body, having become dependent upon a mind and a body, the first to do his thinking for him and the second to do his acting. An individual becomes sufficiently morose on the ideas of creation that he can actually bring about the condition.

It will be seen that the three parts of man are intimately associated with *control*. The anatomy of control is start, change and stop. The loss of control takes place with the loss of pan-determinism. When one becomes too partisan, embraces himself too solidly against the remainder of the environment, he no longer controls the environment to the degree that he might and so is unable to start, change and stop the environment.

It is a scientific definition in Scientology that control consists of start, change and stop. These three manifestations can be graphed alongside of the apparent cycle of action: create, survive, destroy. Any person is somewhere along this curve. An individual who is bent mainly upon survival is intent, usually, upon changing things. An individual who is close to being destroyed is bent mainly upon stopping things. An individual who has a free heart and mind about life is bent upon creating things.

There could be three things wrong with any person, and these would be the inability to start, the inability to change, the inability to stop. Insanity, for the most part, is an inability to stop. A neurosis is a habit which, worsening, flies entirely out of control. One is stopped so often in life that he becomes an enemy of stopping and dislikes stopping so intensely that he himself will not stop things.

In the matter of the parts of man we discover that all things are initiated by the thetan so far as action, activity and behavior are concerned. After such an initiation he can be blunted or warped from course and acted upon in such a way that he becomes too fixed along one line or another and begins to suffer from these three inabilities. However, each one of the parts of man is subject to the anatomy of control.

An individual begins first by being unable himself, and without help, to start, to change, to stop. Then the mind may become prone to these disabilities and is unable to start, change, or stop at will. Then the body itself can become subject to these three disabilities and is unable to start, to change, to stop. The oddity is that an environment can so work upon an individual, however, that a thetan's body becomes disabled through no choice of his own. Similarly, the reactive mind can become disabled through no choice of either the body or the thetan, but the thetan himself, beyond observing the effect of various causes and having initiated the first thought to be there in the first place, can only become disabled by becoming too partisan, by becoming too little pan-determined, and so bringing himself into difficulties. These difficulties, however, are entirely the difficulties of consideration. As the thetan considers, so he is. In the final analysis the thetan has no problems of his own. The problems are always "other people's problems" and must exist in the mind or the body or in other people or his surroundings for him to have problems. Thus his difficulties are, in the main, difficulties of staying in the game and keeping the game going.

If a thetan can suffer from anything, it is being out-created (created against too thoroughly). The manifestations of being out-created would be the destruction of his own creations and the overpowering presence of other creations. Thus a thetan can be brought to believe that he is trapped if he is out-created.

In past dissertations on the subject of the mind and philosophies of life there was a great deal of speculation and very little actual proof. Therefore, these philosophies were creations and one philosopher was at work out-creating another philosopher. In Scientology we have this single difference: we are dealing with discoveries. The only thing created about Scientology is the actual books and works in which Scientology is presented. The phenomena of Scientology are discovered and are held in common by all men and all life forms. There is no effort in Scientology to out-create each and every thetan that comes along. It is, of course, possible to conceive Scientology as a creation, and to conceive that it is overwhelming. It should be viewed otherwise, for it is intended as an assistance to life at large, to enable life to make a better civilization and a better game. There are no tenets in Scientology which cannot be demonstrated with entirely scientific procedures.

(Continued in PAB 86 on next page.)

**P.A.B. No. 86**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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29 May 1956

**SCIENTOLOGY**  
**TRANSLATOR'S EDITION**

**by L. Ron Hubbard, Ph.D., C.E.**

*Continued from PAB 85*

**CAUSATION AND KNOWLEDGE**

Scientology as a science is composed of many axioms (self-evident truths as in geometry). There are some fifty-six of these axioms in addition to the two hundred more axioms of Dianetics which preceded the Scientology axioms.

The first axiom in Scientology is: Life is basically a static. (Definition: A static has no mass, no motion, no wavelength, no location in space or in time. It has the ability to postulate and to perceive.)

Definition: In Scientology, the word "postulate" means to cause a thinkingness or consideration. It is a specially applied word and is defined as causative thinkingness.

*Axiom 2.* The static is capable of considerations, postulates, and opinions.

*Axiom 3.* Space, energy, objects, form, and time are the result of considerations made and/or agreed upon or not by the static, and are perceived solely because the static considers that it can perceive them.

*Axiom 4.* Space is a viewpoint of dimension. (Space is caused by looking out from a point. The only actuality of space is the agreed upon consideration that one perceives through something and this we call space.)

*Axiom 5.* Energy consists of postulated particles in space. (One considers that energy exists and that he can perceive energy. He also considers that energy behaves according to certain agreed upon laws. These assumptions or considerations are the totality of energy.)

*Axiom 6.* Objects consist of grouped particles.

*Axiom 7.* Time is basically a postulate that space and particles will persist. (The rate of their Persistence is *what we measure* with clocks and the motion of heavenly bodies.)

*Axiom 8.* The apparency of time is the change of position of particles in space.

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*Axiom 9.* Change is the primary manifestation of time.

*Axiom 10.* The highest purpose in the universe is the creation of an effect.

These first ten axioms of Scientology are the most fundamental “truths” (by which we mean commonly held considerations). Here we have thought and life and the physical universe in their relation one to the other. Regardless of further considerations, ideas, assumptions and conditions there lie beneath them these first ten truths.

It is as though one had entered into an honorable bargain with fellow beings to hold these things in common. Once this is done, or once such a “contract” or agreement exists, one has the fundamentals of a universe. Specialized considerations based on the above make one or another kind of universe.

The physical universe which we see around us and in which we live was created on these fundamentals without regard to Who created it. Its creation was agreed upon. In order to perceive it one must agree that it exists.

There are three classes of universes. There is first, foremost and most evident, the physical universe of spaces, stars, suns, land, sea, air and living forms. Then there is the other fellow’s universe which may or may not be agreed upon by his associates. This he holds to himself. The phenomenon of this universe is included in the field of the “mind” as described earlier. Then listed last here, but first perceived, is one’s own universe.

The phenomenon of universes is an interesting one since one’s own universe can be overwhelmed by the universes of others. These in Scientology we call valences (extra personalities, cells, apparent beingnesses). Valences and universes are the same thing, essentially.

For example, one while living in the physical universe can be overpowered by the universe of, let us say, father. While one still retains his own valence or identity one is yet acting or thinking or suffering or feeling somewhat like father. Even though one is by oneself there is this additional apparent beingness. Although father is absent his commands are still present, thus we get such things as “duty,” “obedience,” “training” and even “education.” Each one of these is caused by some part of another universe to a greater or lesser degree.

Regardless of how one reacts to universes, he still remains in some degree himself. It is the effort of many to struggle “to mind themselves.” The totality of this impulse is the effort to separate one’s own self as a thetan from the various universes with which he feels himself too intimately associated. One is only oppressed by the universe when he feels he can have nothing of that universe. One is only victimized by “father’s universe” when he is in protest against father. One protests against the physical universe only when he feels that he can have no part of it or does not belong in it or, as in religion, is not looked upon kindly by what he conceives to be the Creator of the physical universe.

Universes, as considered in games earlier, could be considered the playing fields of life. One plays willingly or one plays unwillingly. When one begins to play unwillingly he is apt to discover himself victimized and interiorized into the universe of some game. It is against this phenomenon that a person protests. Consider the matter of a jail. On the surface of it, as Voltaire discovered, a jail provides food and shelter and leisure time. This would seem to be the ambition of many people, but the jail provides, as well, a restriction without one’s consent. The only difference between being in jail and being the king in a castle so far as liberty is concerned is one’s own desires in the matter and one’s own ability to command one’s environment. As a king in a castle one

would be causative. His will, statement, thinkingness would have an effect upon others. Being in jail one is an effect in that the thinkingness of others finds him its target. Here we have in terms of universes the most rudimentary example of cause and effect.

We must, however, assume, because it is so evident, that an individual only gets into traps and circumstances he intends to get into. Certain it is, that having gotten into such a position, he may be unwilling to remain in it, but a trap is always preceded by one's own choice of entrance. We must assume a very wide freedom of choice on the part of a thetan since it is almost impossible to conceive how a thetan could get himself trapped even though he consented to it. By actual demonstration a thetan goes through walls, barriers, vanishes space, appears anywhere at will and does other remarkable things. It must be, then, that an individual can be trapped only when he considers that he is trapped, and in view of the fact that the totality of existence is based upon his own considerations, we find that the limitations he has must have been invited to himself, otherwise they could not be eradicated by the individual under processing, since the only one that is present with the preclear is the auditor. The preclear, by processing, can resolve all of his difficulties without going and finding other persons or consulting other universes. Thus the totality of entrapment, aberration—even injury, torture, insanity and other distasteful items—is basically considerations a thetan is making and holding right now in present time. This must be the case since time itself is a postulate or consideration on his own part.

The greatest philosophical clamor or quarrel has been waged around the subject of “knowledge” and there is nothing preposterous on the subject of knowledge that cannot be found in philosophical text. The superiority and ascendancy of Scientology depends upon the fact that it has transcended this philosophical quarrel on the subject of knowingness, and Scientology contains in itself the basics of knowledge.

By knowledge we mean assured belief, that which is known, information, instruction; enlightenment, learning; practical skill. By knowledge we mean data, factors and whatever can be thought about or perceived.

The reason why knowledge has been misunderstood in philosophy is that it is only half the answer. There is no allness to knowledge. By definition, knowledge is that which is perceived or learned or taken from another source. This patently, then, means that when one learns, he is being an effect.

We see in Axiom 10 that “the highest purpose in the universe is the creation of an effect.” This is in direct contradiction to knowledge although one of course can know how to create an effect.

Opposed to knowledge we have the neglected half of existence, which is the creation of knowledge, the creation of data, the creation of thought, the causative consideration, self-evolved ideas as opposed to ideas otherwise evolved. The reason Scientology is such a fascinating study is that it takes apart the other fellow's ideas and permits one to create some of his own. Scientology gives us the common denominators of objects, energies, spaces, universes, livingness and thought itself.

There is cause and effect. Cause could be defined as emanation. It could be defined also, for purposes of communication, as source-point. If you consider a river flowing to the sea, the place where it began would be the source-point or cause and the place where it went into the sea would be the effect-point, and the sea would be the effect of the river. The man firing the gun is cause; the man receiving the bullet is effect. The one making a statement is causing a communication, the one receiving the statement is the effect of the communication.

Almost all anxieties and upsets in human relations come about through an imbalance of cause and effect.

One must be willing at once to cause new data, statements, assumptions, considerations and to receive ideas, assumptions, considerations.

So great is the anxiety of a thetan to be an effect that he closely approaches those things which can cause an effect upon him, thus a thetan becomes trapped. On the face of it so few thetans make causative data and so many receive data that it would seem, in view of the fact that a thetan can be touched only by his own consideration, that thetans are more anxious for effects than to be cause.

It is learned under close experiment that there is nothing a thetan actually disdains on an effect level. He pretends not to like or enjoy certain effects and protests against them, but he knows very well that the mechanism of protest causes the effect to approach more closely as a general rule.

The prevailing anxiety, then, is to be an effect, not to be a cause. The entire subject of responsibility is a study of cause and effect in that a person who wants no responsibility is anxious to be an effect only and a person who can assume responsibility must also be willing to be causative.

A thetan can be swung into a “state of consideration” by observing that it is commonly held by others. This keeps him in the universe and this keeps him being effect.

Study, investigation, receiving education and similar activity are all effect activities and result in the assumption of less responsibility. Thus, while it is true that a thetan cannot actually get into trouble, he can, by agreeing with the current agreed upon thought in the universe where he finds himself, take a pattern of thinkingness which makes him less effective because he wishes to be an effect. If he feels he must gather all of his data from elsewhere, he is then the effect of knowledge, the effect of universes and postulates, and he tends to reduce his own ability to form or make knowledge.

In Scientology we can communicate in full these circumstances since we are only calling to attention the pattern which an individual already himself holds, thus we are not actually teaching him anything. We are only pointing out things he has already agreed with or himself caused.

It is not true that an individual is responsible for everything that happens to him. When an individual, wishing many interesting effects, chooses to go into many universes or traps, he can become confused about what he is doing, where he is or what it is all about. Scientology points out what can be seen or changed from a person’s own viewpoint to bring about a change in his own condition.

As an example, a thetan has come to “believe” that the right way to get along in life is to do just as father did. This is an invitation to being in father’s universe. Later on he changes his mind about this but he finds himself still in father’s universe and doesn’t like it. He would be more effective, more capable if he were not now in father’s universe. Customarily in these unenlightened times he waits for death to separate himself from the environment in which he finds himself and puts up with it until then. It is not necessary to do this now that we have Scientology. He can at any moment, given the proper steerage, vacate any trap in which he finds himself and begin again on a new series of considerations.

We cannot, then, talk about knowledge as a totality. It is a single datum. The thirst for knowledge would be the thirst for other thetans’ postulates and would lead one to forget that he himself has been a party to the making of these postulates and that he himself had to follow a certain course in order to put himself in reach of other

thetans' postulates. (Translator's note: Lacking a proper English word for "causative thinking," the word "postulate" has been used in slight difference to its English definition. If there is a word in your language which means "self-impulsion" or "creation of a thought" use that instead of a "postulate.") Because one is the effect of knowledge, causing data, considerations or "facts" to come into being separates one in distance from being an effect. If one is very anxious to be an effect and if this is his basic consideration, he will not take well to causing information to come into existence, but in order to get him out of the traps in which he finds himself it is necessary to some degree that he do so.

Causing few barriers or traps, the individual then loses control over barriers or traps; wishing to be an effect, of course he must lose control of barriers and traps, otherwise he cannot be entrapped by them. The thing to do to free him from a trap is to find what parts of the trap he himself is willing to own, or have, or possess. This places the barriers (which can be spaces, energy movements or obstacles) under his control, and his postulating that he can have or possess this or that causes him to be willing to be or occupy the trap and the moment this occurs he is no longer in the trap, or even if he is still in it to some degree he does not object to it and can leave it when he wishes.

The way to paralyze a nation entirely and to make it completely ungovernable would be to forbid education of any kind within its borders and to inculcate into every person within it the feeling that he must not receive any information from anybody about anything. To make a nation governable it is necessary to hold a kindly view of education and to honor educative persons and measures. To conquer a land it is not necessarily efficient to overwhelm them with guns. Once this is done it is necessary to apply educative measures in order to bring about some sort of agreement amongst the people themselves as well as between the conqueror and the subdued. Only in this way could one have a society, a civilization, or as we say in Scientology, a smoothly running game.

In other words two extremes could be reached. Neither one of which is desirable by the individual. The first extreme could be reached by emphasis only upon self created data or information. This would bring about not only a lack of interpersonal relations, but would also bring about an anxiety to have an effect which would, as it does in barbaric peoples, result in social cruelty unimaginable in a civilized nation. The other extreme would be to forbid in its entirety any self-created information and to condone only data or considerations generated by others than self. Here we would create an individual with no responsibility, so easily handled that he would be only a puppet.

Self-created data is then not a bad thing, neither is education, but one without the other to hold it in some balance will bring about a no-game condition or a no-civilization. Just as individuals can be seen by observing nations so we see the African tribesman, with his complete contempt for truth and his emphasis on brutality and savagery for others but not himself, is a no-civilization, and we see at the other extreme China, slavishly dedicated to ancient scholars, incapable of generating within herself sufficient rulers to continue, without bloodshed, a nation.

We have noted the individual who must be the only one who can make a postulate or command, whose authority is dearer to him than the comfort or state of millions, and have suffered from such men (Napoleon, Hitler, Kaiser Wilhelm, Frederick of Prussia, Genghis Khan, Attila). We have known, too, the scholar who has studied himself blind and is the world's greatest authority on Government or some such thing, who yet cannot himself manage his bank account or a dog with any certainty. Here we have in either case, a total imbalance. The world-shaker is himself unwilling to be any effect of any kind (and all the men named here were arrant personal cowards) and we have the opposite, a man who would not know what you were talking about if you told him to get an idea of his own.

We see another example of this in the fundamental laws of warfare. A body of troops, to be effective, must be able to attack and to defend. Its implements must be divided 50% for attack and 50% for defense. In other words, even in a crude activity such as warfare, we find that no successful outcome is possible unless the troops can devote half of their energies to attack and half of them to defense.

In the much broader view of life we discover on any dynamic that success depends, or a game depends, or activity depends, or life itself depends upon being willing to be cause equally in ratio to being willing to be an effect. He who would give must be willing to receive. He who would receive must be willing to give. When these tenets are violated the most fundamental principle of human relationships is violated and the result is a no-game condition such as aberration, insanity, antisocialness, criminality, inactivity, laziness, tiredness, mania, fanaticism and all the other things against which men protest. But imbalances between cause and effect also enter randomities into the game of life and cannot be neglected in their potential for creating a game.

Any information is valuable to the degree that you can use it. In other words any information is valuable to the degree that you can make it yours. Scientology, of all the sciences, does not teach you, it only reminds you, for the information was yours in the first place. It is not only the science of life, but it is an account of what you were doing before you forgot what you were doing.

### **KNOW AND NOT-KNOW**

It is the basic mechanism of thinkingness, whether one is postulating or receiving information, that one retain one's ability to know. It is equally important that one retain one's ability to not-know.

You will discover that most people are trying not to remember. In other words they are trying to not-know. Education can only become burdensome when one is unable to not-know it. It is necessary that one be able to create, to receive, to know, and to not-know information, data and thoughts. Lacking any one of these skills, for they are skills, no matter how native they are to the individual, one is apt to get into a chaos of thinkingness or creatingness or livingness.

You can look at any eccentric or aberrated person and discover rapidly, by an inspection of him, which one of these four factors he is violating. He either is unable to know or not-know his own created thoughts, or he is unable to know or not-know the thoughts of others. Somewhere, for some reason best known to him, in his anxiety to be part of the game, he has shelved, lost, one of these abilities.

Time is a process of knowing in the present and not-knowing in the future or the past. Remembering is the process of knowing the past; predicting, of knowing the future. Forgetting is the process of not-knowing the past, and being without goals is the process of not-knowing the future.

Exercises in these various items rehabilitate not only the sanity or ability of the individual, but his general capability in living and playing the game.

### **THE GOAL OF SCIENTOLOGY**

The end object of Scientology is not the making into nothing of all of existence or the freeing of the individual of any and all traps everywhere. The goal of Scientology is making the individual capable of living a better life in his own estimation and with his fellows and the playing of a better game.

(Continued in PAB 87 on next page.)

**P.A.B. No. 87**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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5 June 1956

**SCIENTOLOGY**  
**TRANSLATOR'S EDITION**

**by L. Ron Hubbard, Ph.D., C.E.**

*Continued from PAB 86*

**SCIENTOLOGY PROCESSING**

Scientology is applied in many ways to many fields. One particular and specialized method of application of Scientology is its use on individuals and groups of people in the eradication of physical illnesses deriving from mental states and the improvement of their abilities and intelligence. By processing is meant the verbal exercising of a patient (preclear) in exact Scientology processes. There is a great deal of terminology and precision in these processes and their use and they are not combinable with older mental activities such as psychiatry, psychology, psychoanalysis, yoga, massage, etc. However, these processes are capable of addressing or treating the same ills of the mind as are delineated by older methodology, with the addition that Scientology is alone in its ability to successfully eradicate those psychosomatic ills to which it is addressed and is the only science or study known which is capable of uniformly producing marked and significant increases in intelligence and general ability.

Scientology processing, amongst other things, can increase the intelligence quotient of an individual, his ability or desire to communicate, his social attitudes, his capability and domestic harmony, his fertility, his artistic creativity, his reaction time and his health.

An additional sphere of activity allied to processing is Preventive Scientology. In this branch of processing an individual is inhibited or restrained from assuming states lower than he has already suffered from. In other words the progress of tendencies, neuroses, habits and deteriorating activities can be halted by Scientology or their occurrence can be prevented. This is done by processing the individual on standard Scientology processes without particular attention to the disability involved.

Scientology processing is called "auditing" by which the auditor (practitioner) "listens and commands." The auditor and the preclear (patient) are together out-of-doors or in a quiet place where they will not be disturbed or where they are not being subjected to interrupting influences. The purpose of the auditor is to give the preclear certain and exact commands which the preclear can follow and perform. The purpose of the auditor is to increase the ability of the preclear. The Auditor's Code is the governing set of rules for the general activity of auditing. The Code follows:

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## THE AUDITOR'S CODE

1. Do not evaluate for the preclear.
2. Do not invalidate or correct the preclear's data.
3. Use the processes which improve the preclear's case.
4. Keep all appointments once made.
5. Do not process a preclear after 10 p.m.
6. Do not process a preclear who is improperly fed.
7. Do not permit a frequent change of auditors.
8. Do not sympathize with the preclear.
9. Never permit the preclear to end the session on his own independent decision.
10. Never walk off from a preclear during a session.
11. Never get angry with a preclear.
12. Always reduce every communication lag encountered by continued use of the same question or process.
13. Always continue a process as long as it produces change and no longer.
14. Be willing to grant beingness to the preclear.
15. Never mix the processes of Scientology with those of various other practices.
16. Always remain in good two-way communication with the preclear during sessions.

The Auditor's Code governs the activity of the auditor during sessions. The activity of the Scientologist in general is governed by another broader code.

## THE CODE OF A SCIENTOLOGIST

As a Scientologist, I pledge myself to the Code of Scientology for the good of all:

1. To hear or speak no word of disparagement to the press, public or preclears concerning any of my fellow Scientologists, our professional organization or those whose names are closely connected to this Science.
2. To use the best I know of Scientology to the best of my ability to better my preclears, groups and the world.
3. To refuse to accept for processing and to refuse to accept money from any preclear or group I feel I cannot honestly help.
4. To punish to the fullest extent of my power anyone misusing or degrading Scientology to harmful ends.
5. To prevent the use of Scientology in advertisements of other products.
6. To discourage the abuse of Scientology in the press.
7. To employ Scientology to the greatest good of the greatest number of dynamics.
8. To render good processing, sound training and good discipline to those students or peoples entrusted to my care.
9. To refuse to impart the personal secrets of my preclears.
10. To engage in no unseemly disputes with the uninformed on the subject of my profession.

As it can be seen, both of these codes are designed to protect the preclear as well as Scientology and the auditor in general. As these codes evolve from many years of observation and experience by a great number of people, it can be said that they are

intensely important and are probably complete. Failure to observe them has resulted in a failure of Scientology. Scientology can do what it can do only when it is used within the limits of these two codes. Thus it can be seen that the interjection of peculiarities or practices by the auditor into Scientology processing can actually nullify and eradicate the benefits of that processing. Any hope or promise in Scientology is conditional upon its good use by the individual and its use in particular within the limits of these two codes.

## THE CONDITIONS OF AUDITING

Certain definite conditions must prevail and a certain methodology must be followed in order that processing may be beneficial to its fullest extent.

Probably the first condition is a good grasp of Scientology as a Science and its mission in the world.

The second condition would be a relaxed state of mind on the part of the auditor and the confidence that his use of Scientology upon the preclear will not produce a harmful result.

The third requisite should be finding a preclear. By this it is literally meant that one should discover somebody willing to be processed and having discovered one so willing should then make sure that he is aware that he is there being processed.

The fourth requisite would be a quiet place in which to audit with every precaution taken that the preclear will not be interrupted or burst in upon or unduly startled during processing.

All requisites for auditing from here on are entirely concerned with procedures and processes. By auditing procedure is meant the general model of how one goes about addressing a preclear. This includes an ability to place one question, worded exactly the same way, over and over again to the preclear no matter how many times the preclear has answered the question. It should include the ability to acknowledge with a "good" and "all right" every time a preclear executes or completes the execution of a command. It should include the ability to accept a communication from the preclear. When the preclear has something to say the auditor should acknowledge the fact that he has received the preclear's communication and should pay some attention to the communication. Procedure also includes the ability to sense when the preclear is being over-strained by processing or is being unduly annoyed and to handle such crises in the session to prevent the preclear from leaving. An auditor should also have the ability of handling startling remarks or occurrences by the preclear. An auditor should also have the knack of preventing the preclear from talking obsessively since prolonged conversation markedly reduces the havingness of the preclear and the sooner long dissertations by the preclear are cut off the better for the session in general. Processes, as distinct from procedures, consist of utilizing the principle of the gradient scale to the end of placing the preclear in better control of himself, his mind, the people and the universe around him. By gradient scale is meant a proceeding from simplicity toward greater difficulty, giving the preclear always no more than he can do, but giving him as much as he can do until he can handle a great deal. The idea here is to give the preclear nothing but wins and to refrain from giving the preclear loses in the game of processing. Thus it can be seen that processing is a team activity and is not itself a game whereby the auditor opposes and seeks to defeat the preclear and the preclear seeks to defeat the auditor, for when this condition exists there are little results in processing.

The earliest stage of auditing consists in taking over control of the preclear so as to restore to the preclear more control of himself than he has had. The most fundamental step is then location, whereby the preclear is made to be aware of the fact that



he is in an auditing room, that an auditor is present and that the preclear is being a preclear. Those conditions will become quite apparent if one realizes that it would be very difficult for a son to process a father. A father is not likely to recognize anything else than the boy he raised in his auditor. Therefore the father would have to be made aware of the fact that the son was a competent practitioner before the father could be placed under control in processing. One of the most elementary commands in Scientology is **“Look at me, who am I?”** After a preclear has been asked to do this many times until he can do so quickly and accurately and without protest, it can be said that the preclear will have “found” the auditor.

The preclear is asked by the auditor to control, which is to say, start, change and stop (the anatomy of control) anything he is capable of controlling. In a very bad case this might be a very small object being pushed around on a table, being started and changed and stopped each time specifically and only at the auditor’s command until the preclear himself realizes that he himself can start, change and stop the object. Sometimes four or five hours spent in this exercise are very well spent on a very difficult preclear.

The preclear is then asked to start, change and stop his own body under the auditor’s specific and precise direction. In all of his commands the auditor must be careful never to give a second command before the first one has been fully obeyed. A preclear in this procedure is walked around the room and is made to start, change the direction of and stop his body, one of these at a time, in emphasis, until he realizes that he can do so with ease. Only now could it be said that a session is well in progress or that a preclear is securely under the auditor’s command. It should be noted especially that the goal of Scientology is better self-determinism for the preclear. This rules out at once hypnosis, drugs, alcohol or other control mechanisms used by other and older therapies. It will be found that such things are not only not necessary but they are in direct opposition to the goals of greater ability for the preclear.

The principal points of concentration for the auditor now become the ability of the preclear to have, the ability of the preclear to not-know and the ability of the preclear to play a game.

An additional factor is the ability of the preclear to be himself and not a number of other people such as his father, his mother, his marital partner or his children.

The ability of the preclear is increased by addressing to him the process known as the Trio. These are three questions, or rather commands.

1. **“Look around here and tell me what you could have.”**
2. **“Look around here and tell me what you would permit to remain in place.”**
3. **“Now look around and tell me with what you could dispense.”**

No. 1 above is used usually about ten times, then No. 2 is used five times, and No. 3 is used once. This ratio of ten, five and one would be an ordinary or routine approach to havingness. The end in view is to bring the preclear into a condition whereby he can possess or own or have whatever he sees, without further conditions, ramifications or restrictions. This is the most therapeutic of all processes, as elementary as it might seem. It is done without too much two-way communication or discussion with the preclear and it is done until the preclear can answer question one, two and three equally well. It should be noted at once that twenty-five hours of use of this process by an auditor upon a preclear brings about a very high rise in tone. By saying twenty-five hours it is intended to give the idea of the length of time the process should be used. As it is a strain on the usual person to repeat the same question over and over, it will be seen that an auditor should be well disciplined or very well trained before he audits.

In the case of a preclear who is very unable, “can’t have” is substituted for “have” in each of the above questions for a few hours until the preclear is ready for the Trio in its “have” form. This can-can’t is the plus and minus aspect of all thought and in Scientology is called by a specialized word, “dichotomy.”

The rehabilitation of the ability of the preclear to not-know is also rehabilitation of the preclear in the time stream, since the process of time consists of knowing the moment and not-knowing the past and not-knowing the future simultaneously. This process, like all other Scientology processes, is repetitive. The process is run, ordinarily, only after the preclear is in very good condition and is generally run in an exterior well-inhabited place. Here the auditor, without exciting public comment, indicates a person and asks the preclear, **“Can you not-know something about that person?”** The auditor does not permit the preclear to “not-know” things which the preclear already doesn’t know. The preclear “not-knows” only those things which are visible and apparent about the person. This is also run on other objects in the environment such as walls, floors, chairs and other things. The auditor should not be startled when for the preclear large chunks of the environment start to disappear. This is ordinary routine and in effect the preclear should make the entirety of the environment disappear at his own command. The environment does not disappear for the auditor. The end goal of this “not-know” process is the disappearance of the entire universe, under the preclear’s control, but only for the preclear. It will be discovered while running this that the preclear’s “havingness” may deteriorate. If this happens he was not run enough on the Trio before he was run on this process. It is only necessary in such a case to intersperse **“Look around here now and tell me what you could have”** with the “not know” command to keep the preclear in good condition. Drop of havingness is manifested by nervous agitation, obsessive talk or semi-unconsciousness or “dopiness” on the part of the preclear. These manifestations indicate only reduction of havingness.

The reverse of the question here is **“Tell me something that you would be willing to have that person (indicated by the auditor) not-know about you.”** Both sides of the question have to be run (audited). This process can be continued for twenty-five hours or even fifty or seventy-five hours of auditing with considerable benefit so long as it does not react too violently upon the preclear in terms of loss of havingness.

It should be noted that, in running either havingness or “not-know” on a preclear, the preclear may exteriorize. In other words it may become apparent, either by his observation or because the preclear informs him, that the auditor has “exteriorized” a preclear. Under “The Parts of Man” section there is an explanation of this phenomenon. In modern auditing the auditor does not do anything odd about this beyond receive and be interested in the preclear’s statement of the fact. The preclear should not be permitted to become alarmed since it is a usual manifestation. A preclear is in better condition and will audit better exteriorized than “in his head.” Understanding that an actual ability to “not-know” is an ability to erase by self-command the past without suppressing it with energy or going into any other method is necessary to help the preclear. It is the primary rehabilitation in terms of knowingness. Forgetting is a lower manifestation than “not-knowingness.”

(Continued in PAB 88 on next page.)

**P.A.B. No. 88**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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12 June 1956

**SCIENTOLOGY**  
**TRANSLATOR'S EDITION**

**by L. Ron Hubbard, Ph.D., C.E.**

*Continued from PAB 87*

**THE CONDITIONS OF AUDITING**  
**Concluded**

The third ability to be addressed by the auditor is the ability of the preclear to play a game. First and foremost in the requisites to play a game is the ability to control. One must be able to control something in order to participate in a game. Therefore the general rehabilitation of control by starting, changing and stopping things is a rehabilitation in the ability to play a game. When a preclear refuses to recover, it is because the preclear is using his state as a game, and does not believe that there is any better game for him to play than the state he is in. He may protest if this is called a game. Nevertheless any condition will surrender if the auditor has the preclear invent similar conditions or even tell lies about the existing condition. Inventing games or inventing conditions or inventing problems alike rehabilitate the ability to play a game. Chief amongst these various rehabilitation factors are control (start, change and stop), problems and the willingness to overwhelm or be overwhelmed. One ceases to be able to have games when one loses control over various things, when one becomes short of problems and when one is unwilling to be overwhelmed (in other words, to lose) or to overwhelm (to win). It will be found while running havingness as in the Trio above that one may run down the ability to play a game, since havingness is the reward of a game in part.

In the matter of problems it will be seen that these are completely necessary to the playing of a game. The anatomy of a problem is intention versus intention. This is, of course, in essence the purpose of all games, to have two sides, each one with an opposed intention. Technically a problem is two or more purposes in conflict. It is very simple to detect whether or not the preclear is suffering from a scarcity of games. The preclear who needs more games clutches to himself various present time problems. If an auditor is confronted with a preclear who is being obsessed by a problem in present time he knows two things: (1) that the preclear's ability to play a game is low, and (2) that he must run an exact process at once to rehabilitate the preclear in session.

It often happens at the beginning of an auditing session that the preclear has encountered a heavy present time problem between sessions. The preclear must always be consulted before the session is actually in progress as to whether or not he has

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“anything worrying” him. To a preclear who is worried about some present time situation or problem no other process has any greater effectiveness than the following one. The auditor with a very *brief* discussion of the problem asks the preclear to invent a problem of comparable magnitude. He may have to reword this request to make the preclear understand it completely, but the auditor wants in essence the preclear to invent or create a problem he considers similar to the problem he has. If the preclear is unable to do this, it is necessary then to have him lie about the problem which he has. Lying is the lowest order of creativeness. After he has lied about the problem for a short time, it will be found that he will be able to invent problems. He should be made to invent problem after problem until he is no longer concerned with his present time problem.

The auditor should understand that a preclear who is “now willing to do something about the problem” has not been run long enough on the invention of problems of comparable magnitude. As long as the preclear is attempting to *do* something about the problem, the problem is still of obsessive importance to him. No session can be continued successfully until such a present time problem is entirely flat, and it has been the experience that when a present time problem was not completely eradicated by this process that the remainder of the session or indeed the entire course of auditing may be interrupted.

When a preclear does not seem to be advancing under auditing, a thing which he does markedly and observedly, it must then be supposed that the preclear has a present time problem which has not been eradicated and which must be handled in auditing. Although the auditor gives the preclear to understand that he too believes this present time problem is extremely important, the auditor should not believe that this process will not handle *any* present time problem, since it will. This process should be done on some preclears in company with the Trio.

If the preclear is asked to “lie about” or “invent a problem of comparable magnitude,” and while doing so becomes agitated or unconscious or begins to talk wildly or obsessively, it must be assumed that he will have to have some havingness run on him until the agitation or manifestation ceases so that the problem of comparable magnitude process can be resumed.

Another aspect of the ability to play a game is the willingness to win and the willingness to lose. An individual has to be willing to be cause or willing to be an effect. As far as games are concerned this is reduced to a willingness to win and a willingness to lose. People become afraid of defeat and afraid of failure. The entire anatomy of failure is only that one’s postulates or intentions are reversed in action. For instance, one intends to strike a wall and strikes it. That is a win. One intends not to strike a wall and doesn’t strike it. That is again a win. One intends not to strike a wall and strikes it. That is a lose. One intends to strike a wall and can’t strike it. This is again a lose. It will be seen in this as well as other things that the most significant therapy there is is changing the mind. All things are as one considers they are and in no other way. If it is sufficiently simple to give the definition of winning and losing, so it is simple to process the matter.

This condition is best expressed, it appears, in processing by a process known as “overwhelming.” An elementary way of running this is to take the preclear outside where there are numbers of people to observe and, indicating a person, to ask the preclear, “**What could overwhelm that person?**” When the preclear answers this, he is asked about the same person, “**What could that person overwhelm?**” He is then asked as the third question, “**Look around here and tell me what you could have.**” These three questions are run one after the other. Then another person is chosen and then the three questions are asked again. This process can be varied in its wording but the central idea must remain as above. The preclear can be asked “**What would you permit**

to overwhelm that person?" and "What would you permit that person to overwhelm?" and of course "Look around here and tell me what you could have." This is only one of a number of possible processes on the subject of overwhelming, but it should be noted that asking the preclear to think of things which would overwhelm *him* could be fatal to the case. Where overwhelming is handled, the preclear should be given a detached view.

A counter-position to havingness processes, but one which is less therapeutic is "separateness." One asks the preclear to look round and discover things which are separate from things. This is repeated over and over. It is, however, destructive of havingness even though it will occasionally prove beneficial.

It will be seen that havingness (barriers), "not-knowingness" (being in present time and not in the past or the future), purposes (problems, antagonists, or intention-counter-intention), and separateness (freedom) will cover the anatomy of games. It is not to be thought, however, that havingness addresses itself only to games. Many other factors enter into it. In amongst all of these, it is of the greatest single importance.

One addresses in these days of Scientology the subjective self, the mind, as little as possible. One keeps the preclear alert to the broad environment around him. An address to the various energy patterns of the mind is less beneficial than exercises which directly approach other people or the physical universe. Therefore, asking a preclear to sit still and answer the question "What could you have?" when it is answered by the preclear from his experience or on the score of things which are not present, is found to be non-therapeutic and is found instead to decrease the ability and intelligence of the preclear. This is what is known as a *subjective* (inside the mind only) process.

These are the principal processes which produce marked gains. There are other processes and there are combinations of processes but these given here are the most important. A Scientologist knowing the mind completely can of course do many "tricks" with the conditions of people to improve them. One of these is the ability to address a psychosomatic illness such as a crippled leg which, having nothing physically wrong with it, yet is not usable. The auditor could ask the preclear "Tell me a lie about your leg" with a possible relief of the pain or symptom. Asking the preclear repeatedly "Look around here and tell me something your leg could have" would undoubtedly release the somatic. Asking the preclear with the bad leg "What problem could your leg be to you?" or desiring him to "Invent a problem of comparable magnitude to your leg" would produce a distinct change in the condition of the leg. This would apply to any other body part or organ. It would also apply, strangely enough, to the preclear's possessions. If a preclear had a vehicle or cart which was out of repair or troublesome to him one could ask him "What problem could a cart be to you?" and thus, requesting him to invent many such problems, one would discover that he had solved his problems with the cart. There is the phenomenon in existence that the preclear already has many set games. When one asks him to give the auditor problems, he already has the manifestations of as-ising or erasing taking place. Thought erases, therefore the number of problems or games the preclear would have would be reduced by asking him to recount those which he already has. Asking the preclear to describe his symptoms is far less than therapeutic and may result in a worsening of those symptoms, contrary to what some schools of thought have believed in the past but which accounts for their failures.

There are specific things which one must avoid in auditing. These follow:

1. *Significances.* The easiest thing a thetan does is change his mind. The most difficult thing he does is handle the environment in which he finds himself situated. Therefore, asking a thetan to run out various ideas is a fallacy. It is a mistake. Asking the preclear to think over something can also be an error. Asking a preclear to do

exercises which concern his mind alone can be entirely fatal. A preclear is processed between himself and his environment. If he is processed between himself and his mind, he is processed up too short a view and his condition will worsen.

2. *Two-way communication.* There can be far too much two-way communication or far too much communication in an auditing session. Communication involves the reduction of havingness. Letting a preclear talk on and on or obsessively is to let a preclear reduce his havingness. The preclear who is permitted to go on talking will talk himself down the tone scale and into a bad condition. It is better for the auditor simply and discourteously to tell a preclear to “shut up” than to have the preclear run himself “out of the bottom” on havingness. You can observe this for yourself if you permit a person who is not too able to talk about his troubles. He will begin to talk more and more hectically. He is reducing his havingness.

He will eventually talk himself down the tone scale into apathy, at which time he will be willing to tell you (as you insist upon it) that he “feels better” when, as a matter of fact, he is actually worse. Asking a preclear “How do you feel now?” can reduce his havingness since he looks over his present time condition and as-ises some mass.

3. *Too many processes.* It is possible to run a preclear on too many processes in too short a time with a reduction of the preclear’s recovery. This is handled by observing the communication lag of the preclear. It will be discovered that the preclear will space his answers to a repeated question differently with each answer. When a long period ensues between the question and his answer to the question a second time, he is said to have a “communication lag.” The “communication lag” is the length of time between the placing of the question by the auditor and the answering of that *exact* question by the preclear. It is not the length of time between the placing of the question by the auditor and some statement by the preclear. It will be found that the communication lag lengthens and shortens on a repeated question. The question on the tenth time it has been asked may detect no significant lag. This is the time to stop asking that question since it now has no appreciable communication lag. One can leave any process when the communication lag for three successive questions is the same.

In order to get from one process to another one employs a communication bridge which to a marked degree reduces the liability of too many processes. A communication bridge is always used. Before a question is asked, the preclear should have the question discussed with him and the wording of the question agreed upon as though he were making a contract with the auditor. The auditor says that he is going to have the preclear do certain things and finds out if it’s all right with the preclear if the auditor asks him to do these things. This is the first part of a communication bridge. It precedes all questions, but when one is changing from one process to another the bridge becomes a bridge indeed. One levels out the old process by asking the preclear whether or not he doesn’t think it is safe to leave that process now. One discusses the possible benefit received from the process and then tells the preclear that he is no longer going to use that process. Now he tells the preclear he is going to use a new process, describes the process and gets an agreement on it. When the agreement is achieved, then he uses this process. The communication bridge is used at all times. The last half of it, the agreement on a new process, is used always before any process is begun.

4. *Failure to handle the present time problem.* Probably more cases are stalled or found unable to benefit in processing because of the neglect of the present time problem as covered above than any other single item.

5. *Unconsciousness, “dopiness” or agitation on the part of the preclear* is not a mark of good condition. It is a loss of havingness. The preclear must never be processed

into unconsciousness or “dopiness.” He should always be kept alert. The basic phenomenon of unconsciousness is “a flow which has flowed too long in one direction.” If one talks too long at somebody he will render him unconscious. In order to wake up the target of all that talk, it is necessary to get the unconscious person to do some talking. It is simply necessary to reverse any flow to make unconsciousness disappear, but this is normally cared for in modern Scientology by running the Trio above.

Books on auditing are available from the Hubbard Association of Scientologists International, Brunswick House, 83 Palace Gardens Terrace, London W.8, and from the Distribution Center Incorporated, Box 242, Silver Spring, Maryland, U.S.A., as well as from the local groups and other Scientology Offices throughout the world. Magnetic lecture tapes with lectures on Scientology for groups and auditors are also available. Individual processing by the staff auditors of Clinics is available from the above addresses and also at the Hubbard Guidance Center, 2315 15th Street Northwest, Washington, D.C. Training as an auditor is obtainable. An auditor should be trained in the very fine schools of the HASI London or the Founding Church in Washington, D.C. the same. These are the only official sources for diplomas in auditing and in professional Scientology.

### THE FUTURE OF SCIENTOLOGY

With man now equipped with weapons sufficient to destroy all mankind on Earth, the emergence of a new science capable of handling man is vital. Scientology is such a science. It was born in the same crucible as the atomic bomb. The basic intelligence of Scientology came from nuclear physics, higher mathematics and the understanding of the ancients in the East. Scientology can and does do exactly what it says it can do. In Washington, D.C. there is an enormous file cabinet filled with thousands of case histories, fully validated and sworn to, which attest the scientific thoroughness of Scientology. With Scientology man can prevent insanity, criminality and war. It is for man to use. It is for the betterment of man. The primary race of Earth is not between one nation and another today. The only race that matters at this moment is the one being run between Scientology and the Atomic Bomb. The history of man, as has been said by well-known authorities, may well depend upon which one wins.

### FINIS

\*\*\* First Basic Course results are in !!

The following are the Before and After Test results of the Basic Course run in Stamford, Connecticut, by Sylvan Stein, DScn, DD, extracted from his report.

“Here are the test results of my first basic course. It consisted of six evenings. Three of the people had never heard of Scientology. The fourth received processing prior to the course.

Timed Tests Student	Before		After	
	Time	Score	Time	Score
1	2'30"	60	1'30"	66
2	3'45"	78	1'55"	94
3	2'30"	82	1'00"	86
4	2'00"	59	1'15"	75

APA Profiles	Student 1		Student 2		Student 3		Student 4	
	Bef.	Aft.	Bef.	Aft.	Bef.	Aft.	Bef.	Aft.
A	-50	+ 90	- 6	+ 8	-95	-74	+ 4	+ 4
B	+20	+100	-55	+ 2	+62	+68	+30	+62
C	-15	+ 50	-28	-34	+44	+24	- 8	+58
D	+20	+ 52	+46	+58	- 2	+40	+34	+44
E	+70	+ 85	-80	-30	+72	+88	+62	+90
F	+45	+ 70	+ 8	+ 4	+72	+54	+81	+57
G	0	+100	+74	+46	+78	+78	0	+10
H	+25	+ 80	+36	+56	-10	0	-58	+16
I	+85	+ 92	+96	+98	+72	+56	-62	-14
J	+90	+ 90	+ 2	+ 8	+80	+94	+68	+30

People really go for mechanics, don't they? If they're shown a graph with pretty colored lines on it then they 'really know' they've changed!"

ARE YOU running a Basic Course with Before and After Scientometric Tests? If you are not, why? Does anything prevent you from running such a course? Do you lack data? Do you lack confidence? Do you fear the unpredictable elements of an "unknown" class of students?

#### IF SO

you should take the present Indoctrination Course which I have released after many weeks' patient work by the Clinic's instructors and auditors in testing and modifying to its present state of producing efficient auditors with good case changes for all students and auditors. This course is two weeks long in indoctrination, plus a further week of 25 hours' individual auditing given by a qualified and well-experienced auditor at a fee of only £35.

You will see that after having taken such a course you will be able to tackle any situation, any case level, any type of audience, and what is better still, you will know that LIFE is a really great game. Here is your chance—TAKE IT!

L. RON HUBBARD



**P.A.B. No. 89**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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19 June 1956

**SCIENTOLOGY**  
**REVISION OF TRANSLATOR'S EDITION**

Well, we have finally come to the end of the *Translator's Edition of Scientology*.

This book running for so many PABs undoubtedly brought to you many new aspects of Scientology. The reason for this lies in the fact that there has not been a new book for some time and the research material has been piling up here undergoing re-codification and so was included all in a rush in the *Translator's Edition*.

Now, for me, begins the job of rewriting the *Translator's Edition* for book form, since I believe you have noticed, as I did, many typographical errors. The *Translator's Edition* must also include on its rewrite considerable additional information on processing, although I think you will agree with me that it was a real triumph to get the entirety of processing crammed into two PABs, Nos. 87 and 88, but of course as always happens even those two PABs could stand some re-codification, and two or three very important processes and tips must be included in them. It should be apparent to all of us that as this *Translator's Edition* will go and is going into very many languages it may just happen that Scientology will be represented entirely textbook wise by the *Translator's Edition* and it may occur that in several of these rarer languages no further text will be available. This is very probably the case with one translation that is now in progress which is going to a country of several hundred million people who, of course, could afford the few pence necessary for the booklet, but who will probably be left without any further information of any kind.

As a tip to translators here and there who are undertaking these translations, the refurbished edition which is coming out in booklet form in English in a few weeks should be consulted before your translation leaves your hand and goes to a printer in your language. One reason for this is the fact that the therapy section is not entirely complete and another reason for it is that some of the typographical errors unavoidable in getting out something quickly in the PABs will be entirely eradicated in the booklet. Thus, if you are translating this you should begin at once from the PABs to hand and order immediately from the HASI, No. 1 Brunswick House, 83 Palace Gardens Terrace, London W.8, a copy of the *Translator's Edition* at the special PAB price of 5/-d. As the shilling is worth 14 American cents, this is a price of 70 cents. However, it will take forever to get to you unless you include two-and-a-half shillings or an additional 35 cents for airmail postage, so thus a fast copy of the *Translator's Edition* will come to you for 7/6d airmail or 1 dollar and 5 cents American wherever you are throughout the world.

Do not for a moment bother your translators with the matter of royalties. All that I ask of you is that the *Translator's Edition* text made up here in full without any cutting or editing has my "by-line" on it and that it includes the addresses of the HASI

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in London and the United States. So, you translators, there is no difficulty here of royalties. I am not asking for any. If you can get royalties for translating it, they are yours.

Furthermore, translators, I would not worry about somebody else translating it into the same language as you are translating it into. That two editions might appear in the same language is of interest only to authors who are attempting to acquire royalties. As you have herein the author's permission and need no other special permission, there is then no possibility of legal conflict because you are publishing a book somebody else is publishing in your language.

I suggest that the published title in your language is something like the "Fundamentals of Thinking" or "Scientology: The Fundamentals of Thinking" or, if it translates better in your language, the "Fundamentals of Life" or the "Fundamentals of Mental Science." The word "Scientology" should appear on the cover, as it is already becoming known very broadly throughout the world.

The reason I make my "by-line" a condition is so that there can be no royalty conflicts of any kind whatsoever. If the book were published without a "by-line" or with some other authorship there could be royalty claims, thus such release would be outside the grant made herein and so could be contested if such a "wildcat" edition appeared.

I realize that the book is a necessity to any person whose study of Scientology is hampered by a current life childhood spent with another language, therefore the *Translator's Edition* should be of considerable help.

Do not for a moment suppose that the HASI or myself have any grip on editors or publishers in other languages than English. We cannot assist you on getting the book printed in, for instance, Greece, but with the manuscript translated and with your information that the textbooks on Scientology are the most advanced material on the mind in the United States of America you should have no difficulty in getting this book published. It is up to you to place it. Therefore, I call upon the initiative of anyone who has contacts in any country, no matter how small, or in any language to translate the book and display all necessary initiative in getting into print in that country.

To give you some sort of an idea what these exact materials can do, there is one small country right now which has had Scientology addressed to it on the working man's level. There is every obstacle in this country against the dissemination of material on thought or the mind. All this country seems to have absorbed in the past was revolutionary materials. Any material offered to it that was constructive and told it to support its own government and told it to get civilized has hitherto been ignored by that country. Scientology in the form contained in the *Translator's Edition* was disseminated into the teeth of an economic revolution. In a few short months thousands of people of the working class have not only absorbed Scientology but are using Scientology in their everyday work. Several members of their government have studied Scientology in this cursory fashion and, coincidentally or not, a new stability has come to that country which is amazing even to itself. Scientology has power. To display that power it must be disseminated.

We have a certain mission of civilizing the peoples of Earth. The first step to take in getting shoes on them is to translate the *Translator's Edition* and release it in a very cheap booklet form and make sure that it becomes disseminated in that area.

The *Translator's Edition* does not, of course, contain all there is to know in Scientology, but it contains the essentials. There is even material considerably in advance of that contained in the *Translator's Edition* which the auditor, the most practiced auditor, will be happy to get his hands on. So ending the *Translator's Edition* did not end the trail of research and did not end the PABs.

## CURRENT PROCESSES

The following processes are released to Staff, HGC for their use and comments.

Please be very specific concerning the action of the process reported upon.

We are codifying processes for general release. Be very sure you add into your reports any *other* process you found necessary in running a case.

Report on usual forms.

**L R H**

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1. Establish Rudiments by control of pc—  
Have him start-change-stop small objects, then body like 8c.  
Emphasize starting, then stopping, then changing until rudiments are established.
2. Run “Look around this room and tell me what your body (theta body in black case) can’t have.”  
Etc on Trio.
3. If pc cannot make anything happen with thought run Axiom 10 processes “Look around room and tell me what is having no effect on that (object).” Then “What could you cause?” “Lie about an effect that wall (object) is having on you.”  
  
Run also “What effect could you have” on valences. Also continuing effects, locate some.  
Also “What could you expect from (valence)” you are having trouble with in pc.
4. Run can’t have, have, on body parts Vs Mest Universe “Look around and tell me what your (leg) can’t (can) have.”  
  
Separate valences with “Look around and tell me what your (valence) can’t (can) have.”
5. If confusion or boil-off sets in, pc has stripped out too many stable data. Have him mock up confusions.  
“What confusion could you cause?” Also minus randomness.
6. If he is stuck in pictures have him make portions, then all of them, solid. Stress injured parts—make solid.  
Don’t leave in restimulation.
7. If antipathetic to people, or secretive, have pc spot people or parts of people outside that he, his body, theta body, can’t (can) have.
8. Run Waterloo Station on “What can you not-know about that person?”  
Intersperse with “Look around and tell me what you could have.”
9. On special phobias, fixed ideas, run “Look around and tell me what that idea could have.” “Mock up a confusion for which that idea could be a stable datum.”  
“Tell me an idea of *incomparable* magnitude.”
10. Problems—run out with problems of comparable magnitude.

11. Have him decide to get a mock-up (unmock something) and then stop it because it would spoil the game.
12. Lie about, invent games he could *really* play.
13. Invent problems he could *really* have.
14. Exteriorize by havingness on body or theta body, thinking placed thought, Route One.
15. Attempt to run engrams on willing pcs using standard old time return to the moment, and new “Make it more solid”. Example: Straight wire question—“What part of your past wouldn’t you mind re-experiencing with total solidity?” He says one. Return him to it. Have him make it solid on a gradient scale. Return him to pt. Ask question again. Return him to new moment, etc. Be careful not to tangle track. Make note of your variations of process. Stress making solid any parts of body injured in any incident. Don’t leave pc bounced off walls etc.
16. Invent an identity. “Invent a father (valence).” “Invent a (reverse relationship such as son).”

\* \* \* \* \*

#### DON'TS

Don’t run significances—they’re stable data. Use two-way comm sparingly. If a compulsive outflow case must talk, shut him up.

Don’t run too many processes. Flatten them, then use a comm bridge.

Don’t fail to handle pt problem adequately.

Don’t tolerate dopiness or anaten. Have him mock up confusions or reverse flow.

E N D

**P.A.B. No. 90**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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26 June 1956

**THE ORGANIZATIONS OF DIANETICS AND SCIENTOLOGY**

Anyone engaging upon a delineation of the histories of Dianetics and Scientology organizations is apt to go in for organizational names, organizational places, numbers of members, the general legal upsets attendant to any new type of organization on Earth and other matters which are not even important.

The history of organizations in Dianetics and Scientology is a history of people. It is the history of a number of people finding their feet, finding their initiative and finding their way of life. It could be said that the history of these organizations parallels the history of case levels. The more we know the better we get. The better we get, the better we organize.

In 1950 I said that the subject would go as well as it worked. I have no reason to alter that view. I have concentrated, therefore, on the skills and methods of training better auditors rather than upon stacks of legal papers. Many people in the field would have us believe that the legal papers were important. They would have us believe that the levels of service offered by the organizations were important, even more important than the progress of the science itself. These people may have their opinion; however, my belief uttered in 1950 is the one which has won.

For today I am announcing to you that we have won organizationally.

The organizational structure of Dianetics and Scientology today is a simple one. There are three main central organizations. These are the Founding Church at 1812 19th Street, N.W. of Washington, D.C.; the HASI in the United States and in London at Brunswick House, 83 Palace Gardens Terrace, London W.8; and the HDRF which can be contacted through Box 242 in Silver Spring, Maryland, U.S.A. To all intents and purposes these break down to be the HASI in LONDON and the FOUNDING CHURCH in WASHINGTON, D.C. These train auditors, audit preclears, and sell books, as well as do research and control the worldwide network of Dianetics and Scientology. Autonomous but dependent upon these organizations, there are several HASI offices throughout the world and there are several Churches of Scientology directly connected to the Founding Church. Then there are a large number of organizations, autonomous in operation but dependent upon the central organizations for their authority, such as the Churches in California run by John McCormick (San Diego) and others, all of them grouped under the Church of Scientology of California operated by Dr. Farber in Los Angeles. This Church, in turn, is chartered and franchised by the Church in Washington. There are operations and organizations autonomous but dependent upon the central organization on every continent of Earth. Offices such as that maintained by Margaret Scholtz in South Africa are halfway between an independent organization and a HASI office. It would not be possible here to list all the organizations such as McCormick's for it would require a considerable amount of space.

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Another type of organization is the group. Official groups of the HASI and official congregations of the various churches exist in very large numbers in the United States and Great Britain and elsewhere through the world. To charter a group one only needs to write the HASI. Exactly how many groups there are and exactly how many people are contained in these groups is not at this time a matter of complete record, but the number of groups and people is enormous. There were people scattered around the world of whom the organization would never have heard had it not invented and released the Associate Membership. We are hard put at this moment to get manufactured enough “ ‘S’ -and-Double-Triangle” Badges to supply the avalanche of requests for them. Evidently many of the people in these groups, while sharing the expenses of the group, had never before communicated with the central organization. It is doubtful if there was any restraint in their doing so but they conceived that their communication line through their local auditor and group secretary and president was completely adequate, and so it very probably has been.

There are now more auditors in active practice throughout the world than there are psychoanalysts, a dying breed. These auditors have more preclears than the psychoanalysts have patients, but the comparison is not entirely possible since psychoanalytic patients are normally in need of mental “therapy” and are patients in fact whereas the clientele of auditors is for the most part composed of people interested in becoming more intelligent and more able.

Now you may believe that all has been told about organizations when the existing state and numerousness of them has been reviewed. Nothing could be further from the fact.

For the survival of the subject itself it is vitally necessary to carry forward and maintain central organizations not only in Washington and London, but wherever auditors are trained to be auditors. We have proven this over and over and over again. The further the subjects Dianetics and Scientology go from source, the less workable they become. In the libraries and files of the central organizations of Washington, D.C. and London are thousands of reels of tape, tens of thousands of case records, millions of words of careful notes, all of the books on the subject and all the results of 25 years of work. More important than these in Washington, D.C. and London there are people who have been in continuous contact with these organizations, so that no point of their evolution is overlooked or missed and nothing learned about training or practice has been forgotten. No single auditor practicing somewhere away from this vast library and this enormous collection of records could hope to keep an equivalent technology. Yet that technology is available to him and must continue to be available from the central organizations.

Now let me give you some sort of an idea what these organizations do and why they exist. In developing Dianetics and Scientology over the last 25 years a great deal of the basic work was lost because there was no central depository for its materials. There is one whole textbook written in 1938 entirely missing now. There are several hundred case records of the earliest work done that are missing. Because we have organization this no longer occurs. More important than this the central organizations are testing ground and repository of collected opinions of auditors. For example, in December I noticed that the Clinical gains in the Hubbard Guidance Centers in London and in Washington, all of which are carefully recorded and tabulated (so carefully recorded and tabulated that the activity would be the envy of any vast university psychology department any place in the world), showed a lessening improvement in preclears for the same number of hours of auditing. It took me from December until late February to reach at and discover what we had suddenly dropped. With the assistance of Dr. Julia Lewis in Washington and her staff auditors and Dr. Ann Walker in London and her staff auditors, I was able at length to isolate from the continuingly submitted records the one factor which had been omitted and which made a lessening

of case gains occur. This factor was havingness. Once located we immediately applied ourselves to every possible means of handling havingness. I at length isolated MEST universe havingness as being the single advancing factor in these cases, and this was borne out by these staffs. Now I have gone further than that, but that is a story of research not of organization.

It has been discovered that we are developing technologies of training and codifying material at a continually rapid rate, but we can now completely guarantee to any student or old auditor coming in to either of the central organizations that (1) his case failures will thereafter cease to occur and that (2) his own case will come under his control. Every time we take an auditor in from the field and put him on staff we have to work him over, no matter how good he was in the first place. Within the central organizations at this time Scientology is a subject so workable and so well understood by staff that a manner of confidence exists never before known. Now it is the job of the central organizations to push this know-how out into the field and extend it as far as the last auditor and preclear that we contact through this chain.

## THE HISTORY OF ORGANIZATIONS

The early history of organizations may be of interest.

At first, to keep an organization running, starting with the first organization, the Hubbard Dianetic Research Foundation in New Jersey, one LRH had to work himself half to death at the rate of about twenty hours a day, even buying desks and hiring typists. That was not because one LRH was the senior member of the Board of Directors. He was not, which added to his burdens. Not in actual control of the organization, putting out nearly all of the energy to keep them running, I discovered that we didn't have an organization. We had some chaps signed up under a legal directive from the government specifying who was supposed to occupy certain positions and carry forward certain responsibilities. We even had a general (ha!) manager, the best that we could procure from the business world. Later on we even had all the talent of Kansas Oil. We had hot and cold running secretaries, accountants so confused as to be in great demand by Internal Revenue, and the very finest of printers and editors that money could buy, but we didn't have an organization. Why? Because the entire concentration on advance was unfortunately heavy in my own hands. I have had these people say that we ought to forget any new materials of any kind, that we should not advance at all, we should simply (as a millionaire once involved in these organizations once put it) "make the money." These people did not compose an organization. They did not have truth or sincerity in them. They were "Man, Issue 1950," a thing which, by and large, wasn't so hot as a mechanical contraption.

On the staffs of these organizations there were some sincere and very worthwhile people. These people tried hard. These people worked hard. These people tried to carry out the goals of Dianetics and, later, Scientology. We owe these people a very great deal. They were operating in the main as individuals, trying to wear half-a-dozen hats each and trying to help me get a show on the road, and gradually I stopped working twenty hours a day and only worked sixteen hours a day and a great deal of my activity passed into the hands of these very worthwhile people on staff. But we were not yet an organization. We were a group with a common goal and there are great differences between organizations and groups with common goals. Because we had a legal name which could be bandied, harassed and raised the devil with in courts, everyone believed that we had an organization. We didn't. We had me working hard and a few guys, God bless them, working like mad, and we had a lot of "business" people riding the gravy train and banking needed funds to their own names in Florida. We were swamped!

To give you some idea of the enormity of the task we confronted, we had, for the first time in the history of man, sailed out and along a completely new line of approach

in the field of life and religion without any background and with darned little support. We were learning as we went. No other organization on the face of the earth has the shape which the organizations of Dianetics and Scientology were to attain eventually. Therefore, we had to learn the know-how of organization before we could have one.

Naturally it was very easy to upset such an “organization” by simply upsetting the man whose name was on everything. Therefore all sorts of crazy things happened. I was sued for divorce by women I wasn’t married to; my sanity was pronounced upon by people who had never seen me or read my works. Some people in the “organization” (the “business” people) were very loud on the subject of me, but those who were loudest will have been found to have been most interested in their own personal remunerations. We didn’t have an organization. Organizationally we had a chaos. Why? Because we had to invent an organization before we could have one. We actually had to create people before we had people who could run organizations, and this, I believe, is one of the most difficult feats ever attempted in any field, but we did it.

The first person to give me any really active help in the field of research was a girl trained in science at the university, and that was Mary Sue Hubbard. We covered and reviewed the entirety of whole track phenomena and exteriorization phenomena between 1952 and 1954. In the fall of 1952 more actual assistance in England was given me. From there on it became more obvious that we had more and more able people on every hand. My own work hours were lessening. There were more people pitching in and actually doing the job they were supposed to do. We were beginning to have something that looked like an organization.

Now you understand that it doesn’t matter what is written in the legal records of a city, state or country; an organization is not something settled by a sheaf of papers. Organizations are composed of people. Even governments forget this one and so drift down into chaos. *An organization is something which has its own spirit. It is composed of people or living beings who are governed by certain rules and purposes and who know how to do their jobs. That is an organization and when any of those factors are neglected it becomes a “thing” even though it still has a name and legal standing.*

Thus the years wore on. The evolution was a simple one. I knew what I was doing and where I was going, but I was just one guy. Then one by one others stepped up and put their shoulders against the wheel and began to shove effectively. At first their efforts were scattered and sometimes even opposing, but the efforts were sincere. These few were then joined by others and these others gradually worked themselves out of their enturbulence and ceased to oppose and began to give effective assistance, and all the while what we today call our organization was learning its own rules, codes and know-hows. It was gathering under itself a group spirit. At first it began to appear that any time a person left his post, the post was unfillable, but little by little, the organization itself began to recover the ability to create people who could fill its posts, thus freeing key personnel for higher jobs.

Then there was another aspect to organization. This was the aspect of finance. First only my own encouragement and letters and writings brought any real finance into what we were calling organization, and even up to 1955 this state continued. To be solvent organizations had to stage various stunts and special offers. There was never a moment when one could relax on the financial state of Dianetics and Scientology. Much had to be done. There was very little with which to do it and very early in the game there were those who took its funds for themselves. But this condition would not continue forever.

Now I will tell you about another organization, so-called, and call it directly by name, the Ford Foundation. This group was founded and formed in the same year that the first book *Dianetics* was issued, 1950. In the six years following, this group, having



had at its disposal in any single year more funds than have been available to all the people in Dianetics and Scientology combined from any source whatsoever, has yet not advanced any real distance in a realization of its goals. This organization was supposed to study and found a scientific understanding of Man. Its goal was almost identical with the goal of the first Foundation in Dianetics. Six years later we find that this organization has spent hundreds of times as much money as the central organizations of Dianetics and Scientology and has yet to discover any single slightest advance in Man's knowledge of Man. Evidently a collection of desks involved in shuffling research papers which didn't mean anything in the first place, the Ford Foundation apparently has squandered the money needed so desperately by those of us who were actually sincere about where we were going and what we were doing.

The Ford Foundation, after six years of shuffling, has only one valuable paper in its entire files of which I have any knowledge. That paper is a report given by one of its own men who officially attended an HAS Hubbard Certified Auditor Course in Phoenix, Arizona, and who said on paper and officially to the Ford Foundation that in Scientology now existed all that they ever hoped to accomplish in the Ford Foundation. Yet here are these millions of dollars avalanching out in the expenditures from the Ford Foundation without any hope or promise of any kind for a betterment of Man.

This is not really a criticism of the Ford Foundation—it is only a statement of how such foundations operate. Wonderfully financed, beautifully sponsored, perfectly connected with all the powers that be, yet they are not organizations. Probably the type of organization which is handsomely endowed to study certain things is robbed at the outset of its purposes, since the man who wanted the thing done was the man who gave some money to some others. These others wanted the money. Is that enough comment? In other words one of these tenets of organizational cohesion was violated before ink was dried upon the endowment. For example, there is an organization in California (where else?) which was endowed by some millionaire who wanted all possible evidence corroborating spiritual phenomena. The man to whom these funds were entrusted has used them from that day forward to actively disprove the activities and findings of Rhine and has attacked all investigators as charlatans and has not added one single thing to the knowledge of spiritual phenomena, but has balked all those who would. So maybe we were fortunate in not being a superlatively well-endowed group. We have had to fight our way and that fightingness has given us the independence which we now discover in our midst. We owe no man anything.

Far-flung members of our organization often ask themselves (if they think about it at all) what they are buying with their book purchases or their courses or their processing. For one thing they are buying the least costly and most important job of research which has ever been done on this planet. The real reason that central organizations process people for a fee and train people for a fee is to disseminate the capabilities and abilities of Scientology, but the secondary reason which becomes primary in the central organizations is to buy organization itself and to advance the science. The reason that we object to “squirrels,” people like the Communist Association of Dianetic Auditors in California, is because they do not pay their way. We find their papers full of the materials which were hard won by myself and the central organizations and yet we have nothing but debits on our records to show that they passed our way. These people have as their major fault no cognizance of effort. These people also have given us ample experience of financial irresponsibility. People such as our best known “squirrels” are perfectly willing to snatch our hard won materials and misuse them, but they are not willing to support the effort which brought these materials into being. In other words, their existence is parasitic. Completely aside from the perversion of materials, this is what we have against them. Fortunately they number one in thousands; their lies, stupidities, vilifications are all a statement that they are unwilling to pay for what they use. They are cheap. The rest of us paid our way and we have won.

What *have* your dollars bought? What *have* your pounds bought? In Washington, D.C., in London, in Australia, in New Zealand and in South Africa and in South America, they have bought the know-how of organization and the know-how of the mind. They have bought knowledge which Man never before possessed and which Man therefore considers priceless. There is no way one could put a financial value on the information which we hold in our hands today. Yet that information has been purchased for less money than is spent on secretarial help in any given year by the Ford Foundation. By all calculations this information should have cost billions of dollars. It has not cost that because some of us were willing to work as hard as we worked in order to achieve it and are selfless enough to give it not at its market value, but only at the desire of men to know and to be helped.

Organizationally we have won.

What have we won? We have won independence and initiative as organizations

Let me tell you what has just happened. This is important in Scientology. It is more important than a few of us getting clearer than we are. For six months the HASI in London and the Founding Church in Washington, D.C. have existed on their own efforts, have accumulated their own finance without any especial help or stunt. For the heads of the 1956 organizations are assisted and helped by many, but they are no longer helped on an individual basis. They are helped on an organizational basis. This is a very important thing.

For six months the HASI in London and the Founding Church in Washington, D.C. have been self-supporting, with little or no assistance from stunts. They are doing this because they themselves are giving service. They are training better auditors than anyone before thought possible. They are getting more results in their intensives than anyone could have found real two or three years ago. What these two organizations are doing, if done in a department of a major university in the United Kingdom or the United States, would cause headlines. You would find people streaming from every other university of the world to find out just exactly how they were doing this incredible thing of raising intelligence and changing and increasing the abilities of Man. But this could never have happened in a university since it required independent thought and action with no compromise with vested interest.

These organizations are, then, today, organizations. They are organizations because they are giving service. They are giving service to the people. They are giving service to their membership. They are giving service to themselves and they are financially responsible as themselves without any special stunts or actions rather than routine activities.

I hope you realize that this is the news that it is.

So this is the history of the organizations of Dianetics and Scientology. It is a history of a bunch of people working like the devil with the work of one man and then increasing that knowledge and information and then finally beginning to pull together as a team and at last existing as organizations, powerful, strong and calm. I am proud of them and their people.

**P.A.B. No. 91**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
217a Kensington High Street, London W.8

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3 July 1956

**THE ANATOMY OF FAILURE**

Two things are of paramount importance in Scientology. They are WIN and LOSE.

Occupying the original Chart of Attitudes composed by myself in the autumn of 1951, Win and Lose have occupied ever since a predominant place in processing. A preclear can be stuck in either Wins or Loses. This might come as a surprise that a preclear could be stuck in a win, but the facts of a case are that a preclear is stuck in any reversal between intention or expectance. One knows of the man who lives forever after his having won the race and one knows as well the man who lives forever after the failure of his business.

Primarily, the person who is living forever after in some sort of incident is living the survival of something which overwhelmed him rather than his own survival.

The anatomy of winning or losing, either one, is the anatomy of postulate and reverse-postulate. One intends to do something by making a postulate that it will take place, yet something else takes place. This is a reversal of postulate.

Now let us consider exactly what a failure is. It is only a failure of postulate. It is the failure of an intention. The intention is one thing, the result of the intention is a reverse. This is a failure.

One would say, offhand, that a person who ran a car into a stone wall would have a failure. However, this is simply a social belief that one should not run cars into the wall. There are four conditions which could be involved with running a car into the wall. Running a car into the wall is not a failure without the addition of postulates.

One does not intend to run the car into the wall and yet runs it into the wall. This is a failure.

One intends to run the car into the wall and runs the car into the wall. This is a win.

One intends not to run the car into the wall and doesn't run it into the wall. This is a win.

One intends to run the car into the wall and doesn't run a car into a wall. This is a failure.

Thus we can see that running the car into the wall, or not running the car into the wall, do not themselves establish, except by public agreement as to the conditions of failure, an actual failure. The failure derives from failing to do what one intended to do. When one does what one intends to do one has a win. When one intends to do one thing and accomplishes something else one has a lose.

A person is stuck in "Wins" only when he intended to lose and won. A runner never expected to win. He was simply part of the field most of his career and then

spectacularly, and almost by accident, he won. It is certain that he will be stuck in that win. Therefore the only wins that a person gets stuck in are those which were not intentional.

Regret itself is entirely the study of the reversed postulate. One intended to do something good and one did something bad. Similarly it could also happen that one intends to do something bad and accidentally did something good. Either incident would be regretted. Examples of the first condition are easy to conceive. In the second category I once knew a man who intended to “get the best of” a woman of somewhat Herculean proportions. Somewhere in this contest the woman fell ill and he healed her and did it to such an excellent degree that the woman, to whom mercy was unknown, thereafter promptly overwhelmed him entirely. Here we have the public belief that to heal is good but in this particular case it was regretted by the individual and would have been regretted even though he did not experience a later loss.

It is an interesting commentary upon the mental anatomy of man that he seldom intends to do something good without actually accomplishing something good. One can always go upstairs into doing well. Failures are the most marked when one intends to do something bad and doesn't accomplish it. For instance, a gunman misses his enemy. He generally lives to regret it because his intention basically was not for the greatest good for the greatest number of dynamics—the definition of good.

It must be understood by the auditor that the preclear is not stuck in failures or wins. The preclear is stuck in reversed postulates. He intended to do one thing and another thing happened. This is only aberrative when the other thing that happened was a direct reverse.

There are several methods of running this particular phenomenon and it is a very important one in the repertoire of the auditor.

The first and oldest method was Rising Scale Processing. In this process, an individual was asked to get one of the lower postulates on the Chart of Attitudes and then carry it “upward” until he could get the higher idea. In this particular case one would ask the preclear to get the idea of losing and would then ask him to change that as nearly as he could to the idea of winning. This process might be improved by asking the preclear to get the idea of losing and then get the idea of being engaged in a game and have him do this over and over until he could hold the idea of being engaged in a game. One would then have him get the idea of winning and would thereafter have him get the idea of being engaged in a game. You see, both winning and losing are no-game conditions. One can be as afraid of winning as of losing, because one always loses when one wins or loses, the difference being that one loses the game.

A more modern idea of running this would be to get the preclear to make one postulate and then conceive that its reverse occurred, then to have him say, **“That defeats me.”**

An example of this would be the classical example of telling the preclear, **“Command that wall to fall down.”** **“Now, observe that it did not.”** **“Now decide to do it yourself.”** This will demonstrate to him primarily the mechanism of how he comes to do everything himself, because he knows that if he tells something else to do something it will disobey him and he will get a lose.

An even more advanced method of running this would be to get the preclear to hold two ideas at the same time and have him place out in front of him a person with the idea of living and a person opposite him with the idea of dying. When he can do this, have him make the first person say to the second person, “Die,” and have the second person live as a result. Use various types of postulates until the person takes much less personally the idea of a postulate becoming reversed. In other words, this and other mechanisms can be used to habituate the person to the idea that postulates

can turn around and do something else. As soon as he relaxes on this subject he will become much easier and less apprehensive about losing.

Failure consists exactly of something else happening rather than the intention.

An example of this: We are taught that “all men are nice to everyone, that there is no murder or insanity or upset anywhere in life,” and so gradually we intend that a smooth, uneventful and fruitful life will result. Then we discover that people do bad things to people, that people nag us so that they impede us. That our goals, ambitions and accomplishments are not worthwhile in other people’s opinions, and so we have a failure. Here the failure is actually the failure of having a right intention toward life. What is the right intention toward life? To be very, very safe, it is the intention to have what happens what will happen. If one knows that life is going to be tricky, cruel, arduous and vicious at times, then one is not surprised by it. One does not hope so sanguinely, or one does not intend so ferociously that all will be “sweetness and light” and one is not so dismayed when “sweetness and light” does not occur.

Romantic novels teach us that the hero always wins and that good always triumphs. Now, it so happens that the hero doesn’t always win and that good does not always triumph. On a shorter view we can see villainy triumphing all about us. The truth of the matter is that the villainy is sooner or later going to lose in an entirely different way than the villain expects. One cannot go through life victimizing one’s fellow beings and wind up in anything but a trap—the victim himself. However, one doesn’t observe this in the common course of life. One sees the villains succeeding everywhere, evidently amassing money, cutting their brother’s throat, receiving the fruits of the courts and coming to rule over men. Without looking at the final consequence of this, which is there just as certainly as the sun rises and sets, one begins to believe that evil triumphs whereas one has been taught that only good triumphs. This causes the person himself to have a failure and actually causes his downfall. The *safe* way to intend life to go on happening is the way life goes on happening. A much healthier attitude is to change life where one can change it and not be heartbroken because one has not changed it further. In other words one can intend to change life for the better and can succeed. With Dianetics and Scientology, particularly, he can accomplish this. Before Dianetics and Scientology he probably couldn’t, so it would not have been safe or healthy to expect to change life in any way. But now he can at least change life in the sphere where he exists, and thus that things can become better becomes an actuality.

It would be a certain way to produce a failed attitude of mind in a person to indoctrinate him in one direction and have him experience the reverse.

In Dianetics and Scientology the auditor has maintained an optimistic attitude towards what is going to happen to his cases. By and large this is justified, but occasionally he intends to make somebody well and the person, even though he became a bit better, continues to complain about his bad state of health. This was much commoner four years ago than it is today when we understand more, but unfortunately has resulted in a series of failures for some auditors. If an auditor who has experienced this will get the idea that he is going to make the patient well and then have the patient in mock-up collapse and then get the idea that he is going to make the patient well and get the patient to collapse again, and carry this out by old Creative Processing, all of his past auditing failures will drop away as having no importance.

The first and foremost lesson taught by failure is that one’s postulate didn’t stick. There are several methods and processes of running postulates to practice their “sticking,” but the foremost of these would be to run out the idea that one should be dismayed simply because a something else happens. Actually if everything happened which you intended to happen there would be no randomness or interest in life whatsoever. People shudder back from the idea that their postulates and orders will always be obeyed. They will not always be obeyed and that is what makes the game of life a game; otherwise it would be one long continuous win, which is a no-game condition.

**P.A.B. No. 92**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
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10 July 1956

**A CRITIQUE OF PSYCHOANALYSIS**

(Definition: Psychoanalysis is a system of mental therapy developed by Sigmund Freud in Austria in 1894 and which depends upon the following practices for its effects: the patient is made to discourse [free associate] on and recall his childhood for years while the practitioner effects a transfer of the patient's personality to his own and searches for hidden sexual incidents believed by Freud to be the only cause of aberration; the practitioner reads sexual significance into all discourse and evaluates it for the patient along sexual lines; the entirety of the cases of psychoanalysis have never been tabulated and little or no testing has been done to establish the validity of the system.

—Markham, *The Way of the Mind*, page 32)

It is the unkind fate of subjects which fail, to be overhauled and criticized by later understandings. Such, perhaps, cheerfully may be the fate of Dianetics and Scientology—and I say cheerfully—if their improvement in later centuries leads to an even greater freedom and understanding for mankind. But now and then it becomes necessary to eradicate from a new subject things which it has inherited from an old. And only because this has become necessary am I persuaded to tread upon the toes of the “grandfather” to Dianetics and Scientology.

It is necessary to understand first that we are actually indebted to psychoanalysis and its originator, the debarred doctor, Sigmund Freud. My basic, if unappreciated, education in the field of the mind came from Commander Thompson of the Medical Corps of the U.S. Navy, who was Freud's personal student. Better than others, then, some sixty-two years after Freud's original declarations, I could be considered qualified to criticize the failure of not only the basic work of Freud but the later offshoots which, while following his original tenets, yet sought to expand information on psychoanalysis. Very few living analysts today have as direct a connection with the subject as I do and there are few who can boast of the successes with the subject which I can. For I have used psychoanalysis as a practitioner and have achieved some certain successes with it, were one to call a success the sporadic eradication of the severe neurosis in a known mental patient. Further, there is my own enfranchisement by the Freudians when they were all but obliterated in Europe by Russia.

Having established then my possible qualifications to criticize and having compounded such right by having bettered the results of Freud, I feel it is necessary to overhaul rapidly the points of failure of psychoanalysis as we understand the mind today.

In the earliest beginnings of Dianetics it is possible to trace a considerable psychoanalytic influence. There was the matter of ransacking the past, the matter of believing with Freud that if one could talk over his difficulties they would alleviate, and there was the matter of concentrating on early childhood. Our first improvements on

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psychoanalysis itself consisted of the abandonment of talk alone and the direct address to the incident in its own area of time as a mental image picture susceptible to erasure. But many of the things which Freud thought might exist, such as “life in the womb,” “birth trauma,” we in Dianetics and Scientology confirmed and for them provided an adequate alleviation. The discovery of the engram is entirely the property of Dianetics. Methods of its erasure are also owned entirely by Dianetics, but both of these were pointed to by early Freudian analysis and hypnotism.

It was in Scientology and the anatomy of Life that one departed entirely from the tenets and teachings and fundamentals of psychoanalysis and sprang forward into the actual causes of things, for Scientology, unlike Dianetics, is not a psychotherapy. It is therefore from the dominance of Scientology rather than from the viewpoint of Dianetics that one can understand the failings of psychoanalysis, its dangers and the reasons why it did not produce what it should have produced. This is not to enter Scientology as a mental therapy, but Scientology is a broad understanding of Life and is certainly capable of looking at a mental therapy AND delineating its errors.

### LACK OF GENERAL ADVANCE

The first solid criticism of psychoanalysis is inherent in its failure to advance. Sciences are living things. When they are based upon truths they advance and evolve. Psychoanalysis did not advance or did not evolve. There is little, if any, difference between the writings of Freud in 1894 and the declarations of analysts today unless it is a deteriorated difference; the writings of Freud in the late nineteenth century were clearer and more precise than those which are published today. The earlier writings of Freud had in them the saving ingredient of humanity, which is woefully lacking in later workers in the field of psychoanalysis.

The failure of psychoanalysis to expand, to improve and to embrace other fields of livingness, despite its ambitions, is the clearest observation that can be made detrimental to psychoanalysis. Successful things expand, disseminate and invade. Psychoanalysis has not, and today is almost a lost subject. There are fewer analysts in the world today than there were fifteen years ago despite the enormous wages which could have been earned by them. The complete structure of modern psychoanalysis is the same today as in 1894.

In the face of a successful subject one seldom finds newer and more brutal subjects arising and flourishing. That psychoanalysis could be discarded in favor of Russian Psychiatry as practiced today in Europe and the United States is a terrible condemnation of psychoanalysis itself. It must have failed to have made men this desperate. The treatment of the insane today is far worse than it was two centuries ago and the brutality practiced under the name of “mental healing” cannot be regarded with equanimity by any civilized man.

We discover psychoanalysis to have been superseded by tyrannous sadism, practiced by unprincipled men, themselves evidently in the last stages of dementia. This, then, is the end of the trail for psychoanalysis—a world of failure and brutality. Today men who call themselves analysts are merrily sawing out patients’ brains, shocking them with murderous drugs, striking them with high voltages, burying them underneath mounds of ice, placing them in restraints, “sterilizing” them sexually and generally conducting themselves much as their patients would were they given the chance. It is up to us to realize, then, that psychoanalysis in its pure practice is dead the moment the spirit of humanity in which Freud developed the work is betrayed by the handing over of a patient to the merciless misconduct which passes today for treatment.

But completely aside from this general lack of advance, there were certain definite flaws in psychoanalysis which we Dianeticists and Scientologists must inspect, lest we

fall into these errors and go the way of the analyst. We have learned certain things in Dianetics and Scientology, and we have learned several Not-Dos which psychoanalysis considered Must-Dos. This article, then, is a list and description of these.

## OVER-COMMUNICATION

Communication has the power of eradicating spaces and masses. Communication can create spaces as well as eradicate space, but it cannot create mass. If any mass is created it is created by the command that it be created, and is not created by the communication itself.

We have learned that possession of or contact with mass and the ability to tolerate mass are the bases of good therapy. To use indiscriminately something which erases and vanquishes any and all masses is in direct argument with the very well measured results we are obtaining today using mass acquisition techniques.

If you wish to make this test, you have only to take a person who is somewhat disturbed and make him talk about his disturbance. While there is a point when he seems less agitated concerning the disturbance itself, there is no point when he, as a whole person, is bettered beyond his initial state. If this person is permitted or forced to talk, he will bring himself lower and lower in tone. All one needs to do is watch the emotional content of his communication to realize that he is going down in tone.

A practical application is that a person in a disturbed state, permitted to talk, will not cease to be disturbed. Told to be quiet and given, no matter how, a remedy of his mass, it will be discovered that he rapidly regains his equilibrium. In practice it is far better to tell a patient who is compulsively recounting his difficulties to shut up than to permit him to go on speaking.

In psychoanalysis it was pretended that a patient only needed to talk about his difficulties to have them disappear. Naturally, so long as his mass was not entirely unbalanced a person not in bad condition would be able to talk away some minor difficulty without suffering badly from the result of the drop in mass. Freud has said that a great many people were not to be saved or healed by psychoanalysis. It is interesting that this entire category of people is included in the statement that they are very low on havingness or masses. In other words, when a person was so low on masses that he could not afford to eradicate a mass, he could not then be healed by psychoanalysis, but the strange part of it is that people who were fairly well off in mass at the end of a two- or five-year psychoanalytic sprint had been found to be so deficient in mass as to be almost impossible to deal with.

Free association and all other communication means detailed by Freud are only superficially therapeutic. A remedy of the tolerance of mass *is* therapeutic on all levels of case. You may or may not be aware that a psychoanalytic patient is supposed to talk hour in and hour out for years to his analyst before any recovery is experienced; that no recovery is thereafter experienced in most cases is a very plain case, to the Scientologist, of induced mass starvation.

Two-way communication must be used sparingly and must be accompanied by a replacement of those masses eradicated in the process. Otherwise communication is not therapeutic.

## RECALLING

A second tenet of psychoanalysis was that all one had to do was to recall hidden incidents to have them disappear. An analyst expected his patient to go on recalling endlessly, and expected sooner or later that the patient would turn up some interesting bric-a-brac which was the basic difficulty in his case.



Had the analyst known the character of the entire genetic line, had he known of the countless billions of incidents which were hidden from his patient over and above minor secrets of present-life childhood, he would have abandoned this idea that the exposure of a few hidden incidents would bring about a recovery of the patient. Actually, it is true that a patient can be made a little happier by recovering some lost moment he has forgotten, but the condition is not stable and does not continue.

The analyst used to excess the idea of remembering. We in Scientology know the principle of knowingness and not-knowingness, and know that it is as important to be able to not-know things as to know them. The fixation on endless remembering as found in psychoanalysis would be very destructive to the patient and indeed in practice proved so, even under the eyes of the more critical analyst.

It would have been far better had the analyst asked the person time and time again, **“Tell me something you wouldn’t mind forgetting.”** However, a test of this on a patient who is already deficient in havingness, demonstrated the same phenomenon observed in over-communication. The patient under the impact of this command went down in tone, but did satisfactorily remove several overt acts.

It can be considered, with our experience in testing, an impossibility to eradicate the difficulties of the past in an individual by making him endlessly recall his past. We have the case histories and the tests and the careful observation necessary to establish this point beyond any contest.

## TRANSFERENCE

We find another error in psychoanalysis under the heading of “transference.” The actual definition of “transference” in psychoanalysis is sufficiently unstable to bring about considerable argument as to what is meant by transference. In fact, in Dianetics we had to re-establish an entirely different condition which we called “valences” to denote the shift from one’s own personality into that of another.

Transference in psychoanalysis was used to denote the transference of the patient into the valence of the practitioner. This was the way which Commander Thompson described the phenomenon to me and nothing has been learnt from later analysts to disprove this basic definition of Freud’s.

We know in Dianetics and Scientology that the acquisition of additional valences means no more and no less than a scarcity of identities. One wonders a little at a practitioner who would be so certain of his own high quality that he would demand that every patient assume the analyst’s identity. This presents us with a very amusing picture of an entire world full of analysts.

However, there were other connotations to this thing called transference. But their significance was never plumbed or solved in the field of psychoanalysis. A valence, the assumption of the identity of another, can be quite destructive to the personality of any person, but such an action means only a scarcity of identities. Requiring a person to invent identities brings about a drop in the number of personalities obsessively held or dramatized by that person.

However, transference accidentally was not a totally bad step, but a step actually in the right direction. The analyst made the person aware of the fact that he could assume at least one more identity and this, we suppose, was the basis of all therapeutic results obtained by the use of transference. But the loss of one’s own personality to the extent of assuming yet another identity—that of the analyst—could not have proved other than destructive to the personality of the patient, and thus we must assume that the entire sphere of transference was an error.

As we increase this list you may find it questionable that psychoanalysis ever intended at any time to improve anyone if they used only those methods and mechanisms calculated to depress and enslave the patient. However, there was the saving grace of giving to the patients' difficulties the attention of the analyst, and this mixed with the ingredient of humanity, mercy and kindness must have produced what results were produced by psychoanalysis.

### CONCENTRATION ON SEX

Those in Dianetics and Scientology are aware of the existence of eight separate spheres of beingness—the eight dynamics—and know that the second dynamic is only one of these eight. They are also aware of the fact that a concentration on one dynamic to the exclusion of the others cuts back the ability to live to just that degree that the concentration takes place. In other words, one who is concentrated on only one dynamic could be said to be only one-eighth alive.

As Freud worked in a very sexually inhibited era it is natural that he would pick upon something which was intensely aberrative to the people in his immediate vicinity. Furthermore, he had a racial fixation on sex, a fixation sufficiently pronounced to cause it to infect contagiously all modern European stock.

However, to one who has adventured amongst barbarian peoples and who has inspected aberration in its many guises, the concentration on sex as the sole offender as pretended in the "libido theory" of Sigmund Freud becomes unreal. Races which have no sexual inhibitions of any kind are yet aberrated. In fact I know of several savage races which find so little meaning in sex that they do not even bother to trace ancestry seriously, and when they do wish to connect themselves with a family connect themselves on the mother's side, as one can be fairly certain what woman bore him when one is uncertain as to who influenced the birth from the masculine side. Yet these races, free as the wind on the second dynamic, are yet intensely aberrated in other quarters. Some are aberrated on the eighth dynamic of God, some on the first of self. The American Indian, for instance, is enormously aberrated in the field of animals, but not much inhibited in the field of sex.

It must have required a considerable mental gymnasticism to have combed everything down to sex, and when Freud did so he did no more therapeutically than to give a stable datum to the confusion of the mind which other people living in a sexually inhibited time could accept. Therefore, the advancement of sex, just as the advancement of lanterns or the advancement of chewing tobacco, as the single source of human aberration could have brought a tiny amount of stability to the confusions surrounding the problems of the mind.

But the concentration on sex is not a true one and has led the psychoanalyst down many a blind alley and has inhibited him from observing rationally and truthfully what is going on in his patients, which is a pity, since if he had done this observation properly he would have discovered a great deal more than he has discovered in the sixty-two years of his existence.

Later analysts sought to expand the second dynamic ideas of Sigmund Freud into "social" activities. In other words they tried to go up to the third dynamic of groups, but their search forward was not successful.

You see, there is a considerable amount of attention concentrated on sex, but to say that everything stems from sex is to invalidate the ability of people to create themselves. Sex is simply a low order massive level of creation. True, it is a powerful one, but people in the grip of the inspiration of work, group activities, religion, very often experience far greater emotional or ecstatic impact than from sex, which, all

things said, is fun, but not entire. Sex could have been tossed aside with Ovid's works and yet have left a full mental science.

## SIGNIFICANCES

The reading of sexual significances into each and every action of a person could not but continue to expand the grip sex already had upon the person. Thus it could be said that the Freudian concentration on significances themselves was extremely detrimental to patients in general. The more such significances added to a case, the less chance the case has to recover.

There is a process in Scientology known as "assigning the reason why." It is a rather old process and is not particularly useful since it considerably reduces the mass tolerance of the individual. One has the air about one give various reasons why. The result of this is to add up an adequate number of significances to the individual, and to desensitize his fixation on having to know the reasons back of certain motions, combinations and beingnesses. Today one could assign reasons why to the walls with considerable recovery.

As the total significance to existence is the significance that the being puts there, the adding of significance to his life without adding as well games, spirit, havingness and other things, could be a considerable detriment to his happiness, and has proven so in psychoanalysis.

To be concluded ....

## FIVE TYPES OF VALENCES

A rule has showed up. Never process a no-game condition, only a game condition.

No-Game conditions: know, opponent has, arrivals, solutions, namelessness, pan determinism, friendship, win, lose, effect on self, no effect others.

Game conditions—to be processed: problems, not-know, attention, can't have (opponent), have (self), self-determinism, survival, no effect on self, effect on others, identities.

Example: thoughts that would have no effect on you, thoughts that would have effect on (father). No reverse.

This accounts for randomness in process application.

I felt clever last week and worked this out. And it works!

Valences are:

1. Own valence (identity)
2. Body valence (human identity)
3. Exchanged valence (direct assumption of another valence)
4. Attention valence (valence assumed to get attention from another)
5. Synthetic valence (valence described to pc and assumed)

On 1—no change desired. On 2 body run as opponent. On 3 exact valence run as problem and can't have. On 4 valence of B assumed to get attention from A, remedy have and problem on A. On 5 run can't have and problems on person (or book or film) who told pc.

Them's how we've missed on some profiles which *are* valence pictures. He's in Mother's valence but separation on Mother didn't work. Why? Maybe he was in an attention valence requiring separation from father or in a synthetic as described by grandma. Voila—

How to really split a valence (after much testing):

1. Get pc under control with Start-Change-Stop—lots of it.
2. Unjam track with Solids. “What do you see? Make it solid.”  
(Anything jamming track can be run as a valence below.)
3. Choose valence or valences, weakest universe preferred.
4. “What would interest \_\_\_\_\_?”
5. “What would get the attention of \_\_\_\_\_?”
6. “What \_\_\_\_\_ can’t have.” (objectively on room)
7. “What could you protect \_\_\_\_\_ from?”
8. “What communication could you prevent \_\_\_\_\_ from originating?”
9. Problems of Comparable Magnitude to \_\_\_\_\_ (not necessarily to be run at this point but anywhere in formula).
10. “Invent a game you could play with \_\_\_\_\_.”

Then 4 to 10 again to check.

Run Havingness as needed.

Keep pc under control with S-C-S on body.

The above formula is a killer on valences. I took 100 hours of testing to check it out.

Best,

LRH

RUSH

July 22nd, 1956

To U.S. ONLY Julia Lewis, Dick Steves, L. Ron Hubbard, Jnr.

To England ONLY Association Secretary (Jack Parkhouse)  
Director of Processing (Ann Walker)  
Director of Training (Dennis Stephens)

Staff Auditors, Instructors and Auditors close to Operation only.

TECHNICAL BULLETIN OF 22 JULY 1956

I feel the urge to communicate to you the best news since 1950.

I have whipped the problems of the whole track and memory of the past and can resolve the worst cases we have ever had. That is a huge statement *but I* have solved and can untangle in an intensive the problems of the vacuum and havingness plus memory and health and have just done so. Hence the exuberance.

Also, other auditors can solve these in a case as well. NIBS has just cracked two six-year-standing Black Fives using some of this material and Herbie Parkhouse has had considerable luck with solids.

We are now capable of solving Book One style cases to the extreme level of clear.

No wild burst of enthusiasm is here intended. I have to put the finishing touches on a lot of things and the process is still slow—25 to 75 hours. But I've now done it and seen it done to worse cases than any you've had. And that's fact!

Okay. It's not simple. It requires a minute understanding of Book One. It would take me 50 pages to explain all I've lately found about vacuums. You haven't seen the last of me or of study, but you will have seen the last of unsuccessful cases providing only that we have time and environment in which to audit them.

We can make homo novis. (AND give a grin to those who kept standing around bleating, "Where are the clears?")

We know more about life now than life does—for a fact, since *it* was reaching, we can communicate about the reactions.

The process is concerned with "making it solid" combined with effects. It isn't easy. It is wonderfully complex and delicate. But it *has* been done. And it is being done.

Our cases gained but sometimes slumped. Why? Because an electronic vacuum restimulated on the track after sessions, and robbed the case's havingness.

A vacuum isn't a hole. It's a collapsed bank. Every lifetime bank is collapsed into a vacuum.

The formula is—

1. Run pc on start-change and stop for *hours* until he is under auditor's control, in session and (often) exteriorized.
2. Then run him with commands "What are you looking at?" "Good." "Make it solid."

He will eventually hit a vacuum. (He'd hit it faster on "Recall a can't have" but it's too fast.) Here's the tangle. The vacuum is a super-cold mass or an electric shock. This "drank up" bank electronically (brainwashed him). The energy drunk turned black. Hence black cases. (Does not apply only to black cases however.)

3. Run, interspersed with solids and "objective can't have" on the room, "Tell me an effect object (that drank bank) could *not* have on you," and "Tell me an effect you could have on object." Object may be electrodes or supercold plate or even a supercold glass.

Caution, handle one vacuum at a time. These vacuums go back for 76 Trillion years. They were the original brainwash thetans did to one another, then psychiatrists (on the whole track) did expertly (modern psychiatrists are *punks*, modern shock too feeble to do more than restimulate old vacuums).

Take the vacuum that comes up running solids, or even "Recall a can't have", whatever it is and solve it as above.

This is delicate auditing. If you restimulate a vacuum too hard, the whole track groups on it.

Read Book One. Add vacuums instead of word groupers, use above and you'll probably get through to success. Nibs did and I had given him less than you have here. Of course, he's one of the best auditors in the business, so go easy. And Herbie Parkhouse is no slouch.

#### CAUTIONARY

This is true—

1. We have created the *permanent* stable clear.
2. In creating him we have a homo novis in the full sense, not just an Operating Thetan.
3. We now know more than life. An oddity indeed!
4. We now know more about psychiatry than psychiatrists. We can brainwash faster than the Russians (20 secs to total amnesia against three years to slightly confused loyalty).
5. We can undo whatever psychiatrists do, even the tougher grade from away back. We can therefore undo a brainwash in 25 to 75 hours.
6. We can create something better than that outlined and promised in Book One.

#### B U T

1. We need to know more and be more accurate than ever before about the time track and auditing. I have not given a thousandth of what I know about this.
2. We have a new game but also new responsibilities amongst men.
3. This data in the wrong hands before we are fully prepared could raise the Devil literally.
4. Because we know more than the Insanity Gang, we're not fighting them.
5. Because we can undo what we do, we must retain a fine moral sense, tougher by far than any of the past.
6. We can create better than in Book One now *only* if we know Book One and know our full subject.

AND WE DO NOT YET KNOW ALL THE SAFETY PRECAUTION TO BE USED.

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I will be giving this data in full at the Games Congress, Shoreham Hotel, WASHINGTON, D.C., August 31st, to September 3rd, 1956.

The exact regimen of this will be SLP 8 and will include the total picture of separating valences from bodies (which must still be done by the auditor, a formula I now have).

I have given you this data in this bulletin at this time because now I know I know and I want you to share in seeing the surge of vision which will be our future.

L. RON HUBBARD

P.S. (Actually, contrary to rumor, it *hasn't* all been done before. If it had been, the guy who is saying it has would be clear!)

**P.A.B. No. 93**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
217a Kensington High Street, London W.8

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24 July 1956

**A CRITIQUE OF PSYCHOANALYSIS**  
**Continued**

Any auditor knows that the self-determinism of the preclear is reduced markedly and alarmingly by evaluating for the preclear on the subject of his own case; in fact, one can make a test of this with the end product near insanity. One has a person tell him what the person is worried about in life and then one informs that person the reason why this is so and informs him with sufficient force and logic to bring about an utter conviction on the part of that person that this is the case. What happens here is that one adds confusion to the case rather than otherwise.

All a practitioner can hope to do is steer the person in certain directions where that person will then make certain discoveries and where that person will be able to reconsider and cognite to the end of having a more proper view of things.

The real thing wrong with evaluation is that data or significances have a tendency to eradicate masses when they are intimately applied. It is quite one thing to say what all life is about and to give an individual the basis for a better and wider look at life as we do in Dianetics and Scientology, and it is quite another thing to find that the person is in his mother's valence, and then begin to evaluate for him concerning his mother.

The most harmful example of this is to find someone upset, for instance, about his father, and then to explain to him, as the analyst does, that his father is probably a very good man and meant all for the best. To do this is to throw the patient into an apathy. As apathy is at least quiet, it has in later years been considered a desirable state for people who might have some socially destructive impulses. Apathy became, then, the end goal of later analysts, and is, of course, the only goal of the psychiatrist. That is why these people evaluate for their patients in the manner given.

When a patient in an asylum has told her "doctor" that she was recalling incidents from the mother's womb, the "doctor" is prone to tell her that is all nonsense, she has to face reality, and so forth, which evaluates for her.

The real crime of evaluation is to tell the patient he is wrong. Evaluation itself as a broad subject is not particularly harmful so long as it does not completely invalidate the person to whom the remarks are addressed. Thus you could give a person a general framework of life so long as you are not crowding it against an entirely different framework of life. As an example, a Scientologist tells some religionist whose life is entirely oriented on religious principles of some archaic and antiquated creed that his beliefs are all wrong and that the truth lies otherwise. As the Scientologist is going straight up against a life entirely oriented by these ancient creeds, he is apt to produce

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in his action a considerable apathy on the part of the religionist. He is not apt to get in truth a convert to Scientology. He is apt to get a candidate for a mental hospital instead.

A person can be led out of any serious fixed beliefs by getting him to agree that there are wider beliefs to assume, but this must be done in full observance of ARC, and is not done by direct evaluation. This is, by the way, why we sometimes fail to convert people in older “healing” methods to Dianetics and Scientology. We simply fly into the teeth of their stable data and leave them all confused. We, knowing life, are far too convincing. “They” cannot but partially agree.

Evaluation for a person could be defined as the action of shaking his stable data without giving him further stable data with which he can agree or in which he can believe.

The analyst from Freud’s time onward has been supremely guilty of this. That it must be called guilt is observable in the fact that evaluation—reversal of the patient’s beliefs and data directly to the patient—has placed many psychoanalytic patients in hospitals.

### INVALIDATION

The subjects of significances, evaluation and invalidation have become interdependent in Scientology.

In invalidation we have more fully than in evaluation a capital crime.

With significances we are simply discussing reasons why. With evaluation we are only giving new stable data, but with invalidation we are overtly and consciously knocking whatever props the patient may have out from under him.

The greatest invalidation, of course, is to be struck when one does not expect to be struck, to be criticized when one does not think he merits criticism. Essentially it is the act of telling a person that although he thinks he should be there, he is really not supposed to be there and the use of thoughts or force in order to accomplish his not-there-ness. Reversely, it is also making a person sorry for his absence. In essence it is saying that a person has no validity, therefore that a person’s thoughts and postulates have no validity.

The commonest conduct by analysts in hospitals is to invalidate. Actually the entire activity of psychiatry, with its drugs and shocks and restraints, is invalidation.

In actuality evaluation belongs more properly to the field of psychoanalysis than does invalidation. Invalidation belongs to the modern psychiatrist, since it can have considerable brutality connected with it.

### FAILURE TO OBSERVE

Another reason why psychoanalysis has failed lies in its failure to observe.

It would be thought that if many thousands of men financed by many, many millions of dollars were to look for a long period of time at insane people, they would sooner or later codify certain definite theories of observations, which when added up would bring about certain conclusions. In fact, one could not expect less than this from the most mechanical computer arranged.

Analysis must have been based upon erroneous premises. It must have been, because it led to no additional observation. A Dianeticist or a Scientologist setting out

to observe phenomena will cover the track of Dianetics and Scientology. This is fairly certain, because it has been done now for many years by many, many people. The observations of Dianetics and Scientology have been productive of a considerable number of new observations. This is not the case with psychoanalysis. Only those few examples which seemed to validate the basic principles of psychoanalysis were observed by the analyst and where data fell outside this sphere it was not observed and codified.

A true and proper scientific method as given in Book One, *Dianetics: The Modern Science of Mental Health*, is as follows:

1. Make a series of careful observations.
  - a. These observations must be repeated, and are acceptable as observations only if many people following the prescribed techniques can duplicate the results.
  - b. Variations of the prescribed techniques must be tried to eliminate the possibility that the observed results might be due to a factor other than that intended. As a gross example, suppose it is reported that a magnet will attract objects. Demonstration shows it does attract and lift iron balls; that is Step (a) above. Now variations of the experiment show that the magnet attracts *iron* but not copper, silver, etc. The observed effect—attraction—is real. Variation of the original experiment is needed to show the actual limits of the effect.
2. Combining all relevant data, from all relevant experiments, formulate a hypothesis.
  - a. The hypothesis must explain all observed data.
  - b. It must not demand as a consequence of its logical development, the existence of phenomena that do not, in fact, exist.
  - c. But it should indicate the existence of real, hitherto unobserved facts.
3. Using the hypothesis, predict new facts.
  - a. A logical structure broad enough to explain all observed, relevant phenomena will necessarily imply further phenomena that have not yet been observed. Use this mechanism to predict the existence of something which, under previous theories, would not exist.
4. Perform an experiment and make observations on these predictions.
5. As a result of the experiment, discard the hypothesis, or advance it now to the status of “Theory.”
6. Make further predictions, further experiments, and collect more observational evidence until a contradictory relevant fact is found.
7. Discard the old theory, take the new total of observational data, and form a new hypothesis.
8. See Step Three.

It is as though the psychoanalyst from Freud forward was looking for confirmation of his own beliefs.

The most serious defect which a researcher can have is a fondness for his own beliefs so great that he looks only for confirmation of these. A researcher must possess the ability to discard and reassume theories at will. He must not nurse to his bosom one theory and then try to align all data to that theory. He must align data to a theory, it is true, but when that data does not add up to that theory, that theory must be discarded and a new one must be assumed. Only in this way is progress made. That the basic tenets of psychoanalysis were never abandoned or reformed shows a certain fondness for them which was not borne out in actual practice or observation.

The dramatization of the mental image picture (the engram), the demonstration of overt act-motivator sequences and a hundred thousand other Dianetic and Scientology phenomena, went entirely unobserved by psychoanalysts. They even looked at them and saw them not. In that healing consists of getting at what is wrong and making it right, the approach of the Dianeticist was intensely successful. In that what was wrong with the patient was not a psychoanalytic theory was enough to cause the analyst to invalidate the patient and remain secure in his theoretical assumptions, the analyst actually did not make people well; and this is the primary reason why: He failed utterly to observe the data of the patients.

## HYPNOTISM

Probably the most fundamental error of psychoanalysis was its early dependence upon hypnotism. Breuer, as Freud's co-worker, actually exhumed the original data on which Freud based his libido theory in 1894. Breuer used hypnotism.

The use of hypnotism denotes an anxiety to produce an effect beyond the power of the individual to produce an effect by normal knowledge and means. It is the belief that the patient must be in a comatose state before something can be done to him. The medical doctor and the analyst and psychiatrist alike have held this tenet.

Basically, a good therapy would wake people up, make them more alert, make them more able, happier, more competent. Hypnotism is the exact reverse to this. We have here another failure to observe. Anyone observing hypnotic patients would see that after they have been hypnotized they are less able.

Narcosynthesis and other nonsense has had to be run out of more Dianetic preclears than I would care to count before their cases could advance. The continual use of hypnotism (and an inexperienced use it was, to one versed in Eastern hypnotism!) and the use of hypnotic drugs to "diagnose" or "plumb the depths" of some patient is a confession that one does not know the general rules of life. If one does not know these general rules, of course, he is apt to look almost anywhere, even into the wastebasket, for an answer.

Hypnotic command or hypnotic diagnosis does not lead to well patients. It leads to slaves, and if you will observe any people who have been continually hypnotized you will find that it has been detrimental to them. This does not even require very much close observation.

There is nothing essentially wrong with hypnotism so long as one can undo hypnotism. We can undo hypnotism, therefore it is not very important whether we hypnotize people or not; but the analyst could not unhypnotize people. He did not even know what the mechanism of hypnotism was, and as a result he was not thereby entitled to use it. Only that person who is able to produce both the kill and the cure should be permitted to kill. If you could bring a dead man to life at once without any bodily harm to him, it would be all right for you then to kill men—providing you brought them back to life. It is perfectly all right for you to hypnotize people so long as you can unhypnotize them. Psychoanalysts and psychiatrists cannot do this. Therefore this particular phenomena in the mind should be well beyond their reach.

## ABANDONMENT OF CASES

We think very poorly of the auditor who abandons cases without doing much for them. It must be harshly said, on ample evidence, that the analyst does very little else but abandon cases.

The first hours in analysis are usually spent, according to a survey made back in Dianetic days, finding how much the patient can pay. After that, the patient is persuaded to believe that it will require about a year of four separate sessions of one hour each per week to establish whether or not analysis can do anything for him. At the end of a year, of course, he is so habituated to coming to the analyst and handing over almost the entirety of his pay check that he does not stop doing so, and forgets that the analyst has ever said that it would require a year just to find out. Nothing is being done for the patient but he does not notice this. When the patient runs out of money, he is abandoned. This is our unfortunate finding in the case of psychoanalysis.

It is quite one thing to leave a case when one has bettered it of its current worries, and it is quite another to leave it when one has worsened it. The Dianeticist does the former quite often. The patient expects to be a Dianetic clear and does not reach that goal—only recovers from a couple of psychosomatic illnesses and two or three deep neuroses, and yet wants more auditing. The auditor is then entitled to tell him no. But in the case of the person who is worsened by the therapist, the abandonment of that case becomes inevitable, if the therapist ever could have done anything for the case in the first place.

Naturally we are walking on rather thin ground here since there are many people around who believe that Dianetics did not do all for them that it should, and I am the first to agree with this, since we had too few skilled practitioners and we ourselves were too pressed for time which was being consumed by long and arduous processes to pay attention to every complaint which came our way. But our intention in Dianetics was never otherwise than to do all we possibly, humanly could for the preclear. I am afraid that the analytic approach does not fall within this category. The analyst must have known when he first enlisted the patient that the patient would worsen, since the analyst rarely experienced anything else in his practice. Therefore we have a basic intention which is entirely at variance with our ideas of the way the world ought to run.

It is interesting to note that our attempt to survey psychoanalytical suicide met with many savage rebuffs. Yet we were able to discover that some 35% of the people “in” psychoanalysis committed suicide either during an analysis or within three months after the analysis. In our efforts to discover the why of this we received only one answer common to all of the analysts interviewed, and that was, “He came to me too late.”

It can be seen that this is a rather shallow way to look at things, for any of us today in Scientology could say, “Well, the human race came to us too late,” and we could then throw up our hands and not do anything about it, whereas, as a matter of fact, the remark is almost correct. Yet we are still doing something about it and in Dianetics and Scientology we have gotten no great number of suicides. As a matter of fact, I know of but one actual suicide in all the hundreds of thousands of cases which we have had our hands on and that one was political, not therapy.

## FAILURE TO VALIDATE BY TESTING

It might be asked in this modern age why psychoanalysis never permitted itself to be before and after tested. This is probably the greatest condemnation of the entire subject of psychoanalysis.

One looks in vain for actual authentic records of improvement of cases because of psychoanalytic sessions. While the psychoanalyst is very anxious to have us in Dianetics validate our science, he himself has never validated his. Had he done so, we would have to hand an accurate record of cases tested before analysis and after analysis.

The whole idea of testing does not belong to either the psychoanalyst or the psychologist. Testing goes clear back to the dimmest days of Greece. Man has always been testing man to discover his existing state or changes in it.

The oldest precursor of testing known to us is probably graphology, but on the other hand it may be phrenology. The ancient witch was in essence doing a psychometric test on her visitor. Tests of guilt and innocence by responses was a subject for medieval courts. So at no time could the psychoanalyst have said that he was not familiar with the whole project and idea of testing.

In modern times testing (erroneously within the framework of "psychology") has been excessively available to the analyst, and yet he has never produced to my knowledge any booklet or pamphlet concerning the various differences of patients before and after an analysis and has certainly never codified his subject.

Why has he not done this? Is it because he could not? I am afraid that is the reason why. I am afraid that psychoanalysts have tested their patients before and afterwards and have found them worse afterwards and so have never released the results. It would be nearly impossible for a practitioner not to attempt this sometime during his career. Therefore we find all the results of psychoanalysis based upon the opinion of the analysts themselves. If one has ever sat in a coffee house talking to auditors about the wonders which have been produced in cases which one knows are still spinning, one will see that it is a human error to assume a greater result than has been achieved. Now, however, in fairness to these auditors most of their results are factual and they have every right to brag about them. But in the case of the analyst, one never hears about recoveries. One hears only about symptoms. If one has ever had the painful experience of spending an evening with analysts, one would realize that the dramatization of the patient's symptoms was the entirety of the conversational fare. If one can talk only about symptoms and never about the release of symptoms, one then assumes that the release of symptoms has not been accomplished.

## SUMMARY

Well, how does all this affect us? Are we in any way affected by the fate and failures of psychoanalysis?

Yes. In two ways.

In the first way, we are able to sort out of psychoanalysis various don'ts, and, as these crept into early Dianetics from psychoanalysis, it is necessary for us at this time to reassess and evaluate what we are doing. One can summarize these rather rapidly. One does not force a person to communicate who is low on havingness. One does not specialize entirely in recalls. One does not occasion or force a transference into another personality. One does not concentrate on the second dynamic. One does not specialize in significances. One does not evaluate for or invalidate the patient. One observes what he is doing from the patient and not from the textbook, making sure that one is actually observing the patient. One does not use hypnotism. One does not abandon cases when they have been worsened. One does not fail to validate by testing, and one sees security in the general expansion and advance of a subject itself. We can learn these don'ts because we see a corpse lying there very dead because they did not know these don'ts, so we should not repeat them.

Is there any other way we are affected by the psychoanalyst? Yes. The psychoanalyst and various mental practitioners have not conducted themselves ethically in this society. The psychoanalyst, the psychologist, and the psychiatrist have been guilty of not delivering. Whatever may be said about Dianetics and Scientology, whatever may be said about me or my enthusiasm, I can assure you that we and I have delivered. We mean what we say when we write down in a summary of case histories that we cured so many cases of so-and-so, and we alleviated so many cases of such-and-such; we are not guilty of anything but what we actually did. We are guilty occasionally in misinterpreting exactly how we achieved these alleviations. A case in point is in 1947 when I was using a recall method which rehabilitated the confidence of the person to face his pictures. This brought about a cessation of his stimulus-response mechanisms in their entirety, and so created a clear. Even by the time Book One had come along some of this technology (because it wasn't properly understood) had been forgotten or overlooked. But later on it was rehabilitated and brought to the fore, and it is in full use at this time. We have said we would deliver so-and-so and we are delivering so-and-so, and those things which we have intended to deliver and have not yet delivered we still intend to deliver and will continue to strive down to the last thought wave to accomplish. Our efforts and activities are sincere. There has never been a more sincere group on the face of Earth than those who are in the ranks of Dianetics and Scientology. These people can be trusted. You can go to almost any person practicing Dianetics and Scientology and receive some part of the benefit inherent in these subjects. He will try, he will try decently and he will make the best changes he can accomplish take place in your case. This is more true than ever today with our new programs of indoctrination and training, and I would say that in a relatively short time the totality of result to be obtained from Dianetics and Scientology will be obtainable from each and every properly certified practitioner throughout the world.

We have here an intensely sincere group. We have a fine ethical background. We are trying, we are honest, we are decent.

How does this make psychoanalysis in any way affect us? Well, I am very sorry to have to say this, but the psychoanalyst has not been honest, he has victimized the public. A psychoanalysis costs better than \$9000 (£3219) and yet does not attain as much result as one opening of session by one auditor (£2). In fact this \$9000 "cure" is apt to deteriorate the case entirely. The psychoanalyst has made specious and large statements concerning his abilities to act, and has never even tried to press forward and bring those conditions into existence. He has joined hand and glove with the psychiatrist, and is murdering and butchering his patients. It is the least safe thing that one could do to place himself in the hands of an old-time practitioner today.

The public is entirely and intensely aware of this. The public is aware of the fact that the last person you want to see is a psychoanalyst or a psychologist or a psychiatrist. The public is forced to go to these people by the law, and the only reason they go near them is because they were at one time the faint hope that existed, but their faint hope no longer has to have recourse to them. These practitioners have had to enforce their position by law, lacking results.

Psychoanalysis, psychology, and psychiatry have influenced the Christian ministry today to place even members of congregations into their hands (based on an actual poll of 1,700 ministers). The psychiatrist, the psychoanalyst and the psychologist may have a fight one with another amongst themselves, but they hold this in common: They have given into the public the rightful opinion that the mental practitioners prior to the year 1950 were entirely valueless and were not earning their salt. They have given rise to a public atmosphere of disdain and contempt for anyone practicing in the field of the mind. Therefore they do to some slight degree affect us. Therefore we should make very very clear to the entire public that we are not psychologists, psychoanalysts, or psychiatrists, and any of us who fall from grace and attempt to use these old cloaks

to further our own pocketbook should be despised by their fellow auditors. The one chain of logic we must break is that “people who work in the field of the mind are all crazy; they can do nothing for us, therefore we must not go to them.”

My own attitude, whether I am known to be me or not, when I am confronted with the idea that I am connected with old-time mental healing, is to become enormously amused and to make it completely clear that Scientology and Dianetics had to come about and had to be called by different names because they did something that the old-time fields of mental activity never did do.

You are to some slight degree affected by the repute of the psychoanalyst and he has not helped us out. He has attacked his patients sexually under drugs. He has lied about his cases. He has worked himself up in a legal position before the courts so that he is listened to by the judges, and yet only opinion is used by him to declare people insane and sane.

This is an empire which we are today inheriting. It is an empire we must clean up. It is an empire which has not been clean. Therefore it is up to us to do the very best we can to make this new empire of the mind a good solid ethical thing in which people can believe, and to make that empire something which serves man, rather than victimizes him.

FINIS

GAMES CONGRESS—AUGUST 31st to SEPTEMBER 3rd, 1956

SHOREHAM HOTEL, WASHINGTON, D.C., U.S.A.

“I’ll see you at the Shoreham—Ron”

#### MY SCHEDULE

I am going to be in the following places this winter:

South Africa from mid-October. I will write some books on South African problems, put in an HCO in the capital and teach some courses. No South African Scientology Organization is holding the courses for me.

Australia: early spring, 1957. Help out Melbourne HASI. Giving an Advanced Clinical Course in Melbourne and a Congress.

That’s all I know about where I’ll be for the next year.

#### LRH TAPE LECTURE

London, England

31 July 1956

5607C31

LPLS

Games Processing

August 13, 1956

To: HGC Washington D.C.  
and London

### SCIENTOLOGY PROCESS CHART

The following processes on the Know—Mystery Scale are in current use, having been tested and found effective.

The most effective single processes are solids, problems and start-change-stop.

The list is used starting with the Mystery band.

The list is done with complete attention to running Games Condition only.

#### K N O W NOT KNOW

Objective, outside, persons, objects.

Auditor indicates object

and “Tell me something you could not-know about \_\_\_\_\_,”  
and “Look around, tell me something you could have.”

#### L O O K (PERCEIVE)

Put unknown perceptions in walls and exterior objects.

(Sight, sounds, smells, tactiles.)

#### E M O T I O N

Objective, outside or in Auditing Room.

Put \_\_\_\_\_ (emotion bottom to top of Tone Scale) into that (indicated object).

#### E F F O R T

Solids—Introverted-(facsimiles) “What are you looking at?” “Make it Solid.”  
(Don’t forget invisible particles.)

Extroverted—“Look around the room and find something you wouldn’t mind making Solid.” “Make it Solid.”

Fight the wall (body or mock-ups).

#### T H I N K

Put postulate “Want to know” in walls. Make it know.

#### S Y M B O L S

Mock up somebody inventing something for others to know about.



Mock up Mest being curious.

“What is it?” objective.

Mock up people obj with postulates in them “How do I get rid of all of it?”

Lie about (invent) Individualities. (An identity that could cope with it.)

Lie about (invent) opponents.

#### E A T

List some inedibles.

Look around room, find something your body can't have.

#### S E X

What would interest (valences).

An effect you wouldn't mind causing on opposite sex.

#### M Y S T E R Y

Mock up a confusion.

Confusions you wouldn't mind creating.

Invent a stable datum for “that” confusion.

Mock up a confusion for which practice) would be a stable datum.

Put interest, disinterest in objects. (Find something uninteresting in this room.)

Waste Cases.

(postulate, valence, some old healing

Problems of Comparable Magnitude (to anything).

Start-Change-Stop preclear's body or small objects.

Flip-flopping (by mock-up).

Processes run upwards from this point as a gradient scale of difficultness.

L. RON HUBBARD

LRH :re .rd

**P.A.B. No. 94**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
217a Kensington High Street, London W.8

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15 August 1956

**THE ANATOMY OF TRAPS**

What is is not necessarily what *should* be.

The way a thetan lives is not and never will be the way thetans should live.

The basic reason for this is the desire for randomness, summed up in the desire of the thetan for a game. Infinite wellness is undesirable if it means that the thetan is to be in a state of total knowingness, total serenity, nameless, without ARC or contact with any environment. Evidently a thetan would rather be intelligent in relation to his environment, identified and identifiable, capable of emotion and experience and in ARC of whatever kind, with whatever type of playing field he may fancy. In other words, a thetan believes that he should be involved in a game. The deepest and most basic rationale is understood by the fact that a thetan must be part of the game. If he is not he is unhappy, no matter how purely and beautifully knowing and serene he may become.

However, there is a difference in games which is marked and obvious. There is the matter of playing a game and knowing one is playing a game, and not knowing one is playing a game. Between these two things is a world of difference. A thetan who is engaged in games he does not know he is playing is unhappy, since he does not believe he is playing a game and finds himself nevertheless in motion. This is what the preclear objects to when he comes to the auditor to be audited. The preclear suspects that he is playing a game and does not know what game he is playing. He simply wants to find out. He does not want to stop playing all games. If the auditor proceeds in the direction of making him stop all of his games, if the auditor erases all of the preclear's games, why, the preclear is resultantly unhappy. The preclear wants to know what game he is playing and that is all there is to it.

In the matter of traps we have in essence a similar condition to the state of mind regarding games. Traps are part of games. That is all they are. To believe that a thetan could not get out of any trap he has gotten into is folly, since it is very difficult for a thetan to maintain and not go through every barrier which presents itself.

Here we have the difference between the ideal and the actual. The thetan who is in a trap could get out of one with ease if it did not violate his condition of games. Were games not a fact and a rationale of life, traps would be non-existent. If games were no object whatever, getting out of a trap would be simplicity itself.

One is trapped by those things to which he will not grant havingness. A game condition demands that one denies havingness. Therefore games trap.

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To maintain a games condition in a preclear it is best to run can't have on objects, valences and people. For example: **"Tell me something in this room your mother can't have"** is a highly effective process, particularly if one has first run **"What effect could you have on mother?"** The "can't have" on mother is a games condition and runs out the games one has played with mother. Therefore the process is workable. The process runs out exactly what one has done in order to be trapped in the mother's valence. One has, in playing games with mother, said that mother could not have this and could not have that, since to permit mother to have something is to violate a games condition. Let us be very sharply clear here. Permitting things to have things is to make allies or teammates of those things, and when these do not prove by their conduct to be teammates, one is then guilty of permitting an opponent to have something, which is a no-game condition.

The rule is: Whatever one has denied havingness to has to some degree become a trap.

When one runs "can't have" on the object, he runs out the original denial of havingness to the object.

Here is where processing meets its biggest obstacle: Running havingness such as **"Look around the room and tell me what your mother could have"** conflicts with the fact that one has already postulated numerously on the track that mother cannot have things. Running the permission of mother to have things untraps the thetan from mother only so long as it does not cause him to fail in his games condition with mother.

In practice one has to settle the whole question of mother as an opponent before one can have a mother. **"Invent an opponent of comparable magnitude to mother," "Mock up mother in violent motion," "Look around the room and tell me something mother can't have"** settles this opponent-mother condition. One does not run "can have" on mother, only on self. That one audits out a game condition to obtain a higher tone is a major discovery in auditing and is all that is used today.

It is an easy thing to say "One is trapped by those things to which he has denied havingness," but the truth of the matter is that if he did not and had not denied havingness, he would not have had a game. It is necessary, then, to settle the games condition on each and every object from which you would untrap a thetan before you then run the havingness process necessary to permit him to grant havingness to the trap. In the first place he and the trap are actually playing a game, and it may be that he has not enough games in order to surrender the game of the trap. If he had enough games in order to surrender the game of the trap, he would theoretically come out of it, and he would certainly come out of it if he was put into a condition whereby he could actually grant havingness to the trap.

Jails, theta traps, pole traps, bodies, each and every thing, large or small, including the MEST universe, which could operate as a trap, follow this same rule.

The basic havingness of course, that the thetan is denying the trap, is denying the trap a thetan—and this, properly worded, works quite well in processing. But unless a thetan denied things himself he would be in a no-game condition—a thing which he cannot and does not tolerate.

L. RON HUBBARD

## THE GOAL OF AUDITORS

To penetrate a case at its level of certainty of motionlessness and by processes, run by good procedure, to improve that certainty and the level and to improve certainty on each level, the preclear always at cause until the preclear, through objective and creative processes, is brought to an ability, theoretical, to mock up in its entirety, a body and a universe visible to all.

We introduce games condition by having preclear at cause, even though the common denominator is motionlessness, a no game condition.

L. RON HUBBARD

### HUBBARD PROFESSIONAL COURSE LECTURES

London, England  
August 1956

L. Ron Hubbard gave the following lectures to Hubbard Professional Course students in London, England, in August, 1956:

** 5608C ....	HPC A-1	The Auditor's Code
** 5608C ....	HPC A-2	The Code of a Scientologist
5608C ....	HPC A-3	Auditing Positions
** 5608C ....	HPC A-4	Axioms 1—5
** 5608C ....	HPC A-5	Axioms 6—10
** 5608C ....	HPC A-6	Facsimiles (Solids)
** 5608C ....	HPC A-7	Opening Procedure of 8-C
** 5608C ....	HPC A-8	Start, Change and Stop
5608C ....	HPC A-9	Games Theory
5608C ....	HPC A-10	Problems and Consequences
** 5608C ....	HPC A-11	Valences
** 5608C ....	HPCA-12	Knowingness
5608C ....	HPC A-13	Creative Processing, Motion Stops, Perception
5608C ....	HPC A-14	Exteriorization Procedures
5608C ....	HPC A-15	Scales, Motion
5608C ....	HPC A-16	Scales, Curiosity, Not-Know
** 5608C17	HPC A-17	Confusion and Stable Datum
5608C ....	HPC A-18	Chronic Somatic
5608C ....	HPC A-19	The Auditing of Solids
5608C ....	HPC A-20	Not Knowing
5608C ....	HPC A-21	Auditing as a Profession

HCO BULLETIN OF 20 AUGUST 1956

After a study of processing in general and much testing by HGCs London and Washington and in particular by my own and HCO auditing, the following scale of processes can be considered optimum at this time in the light of what we know. Until further extensive testing is available we can consider the following to be the most productive processes and these should be used by staff on outside pcs and taught in classes.

**HGC PROCEDURE OF AUG. 20**

1. Make pc at ease in session, build some A-R-C without too much 2-way comm. Get pc's viewpoint. Make him feel auditor regards goals seriously. Run comp mag on pt problem.
2. Run S-C-S on objects stressing each of them more or less equally, running each until fairly flat. This could take from a half-hour to 25 hours depending on pc. Away and to pc on stop is highly effective.
3. 8c part (a) on body if pc in poor shape. Get it flat if so. (At least until he has no somatics.)
4. S-C-S on body.
5. Locational processing as extroversion process for S-C-S on 4 (run with 4 as an alternating process if needed).
6. S-C-S on body specializing on stop.
7. Connection processes. (Look around and find something you wouldn't mind connecting with you.)
8. Before and After Solids.

Select an engram from mid life which pc has mentioned or an age and have him find a picture before it. If picture isn't an engram have him make it solid. Then one after the selected time. Keep him out of engrams and painful incidents by having him get earlier or later ones that aren't painful before you let him make it "more solid". Don't change your engram target or selected age no matter what other incident comes up.

Quit only when pc has been getting them close to pt. Close by telling him "come to present time", an operation which requires a few seconds or a minute.

Before and After Solids brings up the case computation, the service facsimile and vacuums and discharges them.

9. Run, Look around here and find something you wouldn't mind making solid, as the objective version of 8.

\* \* \* \* \*

Havingness processes, optional as indicated.

Run problems, Trio on self (what you can have in room), can't have on others or body, creative process havingness, and putting things into walls, ceiling and floor and not know plus Trio on people outside.

And mock up confusions for stable data, name, etc. Also Axiom 10 processes.

By creative processing pc can be required to mock up a motionless object and “hold it still”. If it can be made still for an instant have him let it go and mock up another. Use general, heavy objects at first. Then selected objects to run out inabilities of pc (such as typewriters, palettes, books, etc).

Fight the wall can be used but only with great care.

Have pc run motionlessness by having him “Find an object” “Tell it to be still”. “Is it?”

There are a great many ways to strip obsessive motion from a pc. Any workable one can be run. Remember that emphasis on all control processes is on STOP. Run stillness, not motion.

Observe the following:

Havingness drops when compulsive game cond. comes in. Repair havingness rather than run out agitation.

Pcs, I discover, go from minus tone scale up to being able to have problems or tone or solids. Any case has some point that goes from no-effect or unreal or don’t care up to apathy. Cases go north to apathy. There are no-tone cases. These are compulsive G.C.

Thinkingness processes reduce havingness no matter what button they hit. Solids, effort, emotion, perceive are all above think.

The pc’s cognitions *are* valuable. But don’t run thought out faster than havingness and solids in general run in. Never shoot for phrases. Ignore them. Before and After Solids, calmly run, bring up vast numbers of computations. Don’t knock out havingness with too much 2-way. Don’t go out of A-R-C with pc with too little 2-way. How much 2-way or think is answered by “how can we get solids into this case”.

Always run on a game condition basis. Enemy *can* have is deadly on pc. Can’t have on enemy okay. Effect *on* pc is fatal. Pc’s Effect on others okay. What pc could change is fine. What could change pc terrible.

The path to truth lies through solids, effort, emotion, perception and Not Know; it is not to be found amongst thinking.

On Control, it is the first step toward solids. Pc won’t start until he is sure he can stop.

To have pc insist on light is to bring him to tolerate and handle the dark.

Profiles and IQ gain when pc regains ability in solids in bank and universe and can plank emotion into walls wholesale. Intolerance of solids made him think. Failure to control solids made him intolerant of them. Thus *havingness is* the first goal.

Havingness is reduced by bad A-R-C, inaccurate or clumsy auditing, running thinking processes and ignoring real pt problems.

Reality begins with good A-R-C with auditor and becomes tolerable with regained control of Mest and gets real with solids. That’s the best track for high gains in the light of what we know now.

LRH:re.rd

L. RON HUBBARD

[The first four paragraphs on this page have been added per an addendum dated 25 August 1956.]

HUBBARD COMMUNICATIONS OFFICE  
21 7a Kensington High Street, London W.8

21 st August, 1956

To Staff Auditors,  
London and Washington.

**SUMMARY OF INTENSIVES SINCE JUNE**

Maintaining havingness on pc tends to prove up as the primary reason for profile and IQ gains.

The following processes seem to reduce havingness on long test—

Fight the wall—subj-obj.  
What other person, object, body can have.  
Can't have is correct.  
Inventing opponents, Individualities.  
Lying about anything seems to drain bank in most cases.  
Overwhelming.  
Don't Know.  
Not Know.  
R 1-6.  
Interest.

The use of the above apparently pinned down case gains on the profile and lessened IQ gain.

Other material learned from the last two months of auditing by self and Staff of London and Washington and HCO is reported as Recommended Procedure—HCO of August 20th, 1956.

The following persons are thanked for their test work and the wonderful results they have obtained on pcs processed under various directives:

Julia Lewis	Elise Pickmere
Ann Walker	Bob Davies
L. Ron Hubbard, Jnr.	Noel West
Jean Thomason	Cyril Vosper
Dick Steves	Smokey Brand
Herbie Parkhouse	Ken Maurer
Jo Blythe	L. Merrill
Ken Barrett	

When we have time and money each of these listed processes should be tested again individually—no other used. But such a project would cost beyond our means and right now we're doing all right.

The Telesurance tests are particularly good and form a complete picture of 25 hrs on cases that were mostly 75 hour cases. The resultant gain in income for that company should be marked and will someday have to be ascertained.

L. RON HUBBARD

LRH:ebh.rd

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Havingness

**L. Ron Hubbard**

*Prepared from a lecture to the London Auditors' Meeting,  
31 January 1956, entitled "Basic Lecture on Havingness."*

We have talked and written a great deal on the subject of havingness ever since the days of the research in 1952 and 1953 which led up to the codification of SCIENTOLOGY: 8-8008, which was the anatomy of universes. It would seem that this point could be overstressed. Perhaps we could say more than needs to be said about havingness. Yet no matter how many reams we have written and how many hours we have talked about this thing, we probably haven't even scratched, not even scratched the subject of havingness.

Everything that has ever been said about Creative Processing and about problems and solutions and about perception and spaction and about the "Black Five" has been on this subject.

First and foremost, HAVINGNESS IS THE POSTULATE THAT ONE MUST COMMUNICATE versus THE POSTULATE THAT ONE MUST COMMUNICATE TO SOMETHING.

You can see at once that this poses a cross-postulate. These two musts are not the same must. They are cross-purposes.

If one has nothing to communicate TO, all he can do is communicate THROUGH. He would have the condition of endless space with nothing stopping the communication all the way.

Now I want to call your attention to a little sport that is carried on in one part of the world. It used to be a Greek sport, then was transferred to Spain and Mexico. They got a bull, who was crazy enough to pick up a mock-up in that general neighborhood, and they get him in there and have him run at a cape. He runs at the cape, he goes through the cape and he runs at the cape and he goes through the cape. And you just watch this bull's MORALE deteriorate!

Then they take some old horse that is padded with blankets (the padding is never thick enough—Spanish thirst for blood) and they let the bull finally charge and push at the horse. Usually the bull gets the horse and the picador over between the fence and himself. The fence is nice and solid. The bull starts to really go to town.

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You can see his morale go up, up, up, up, up, up.

In fact he would practically be a well bull if he could find that horse and that fence solid enough. Well, as gory as the spectacle may or may not be, the point of the matter is that while the bull is working on this the picador leans on him very heavily into the hump with a big fork and discourages him from finding something solid and from pushing that hard. And by the time they get him out there again charging at this cape (never a man—he never hits a man, he never hits a horse—he just hits this red cape) and he finds again nothing there, he's done. Without being really hurt (he's just sore and he's lost a small amount of blood) he just loses his nerve. He finally stands there in terror, and then he sinks into apathy, and he gets to such a point that the matador can walk over and fixate him. A good matador (once in a blue moon you see a good matador) will simply fix the bull into any position. He could probably stand him up in the air if he wanted to, because the bull is in a state of shock. He is hypnotized. He believes that there is nothing solid anywhere, and that no matter how hard he charges he will hit nothing. He's gone. If they simply kept him pushing at the red cape a little longer he would probably fall over dead anyhow. They wouldn't have to use a sword.

Now, the physical aspect of a bullfight and the aspect of a thetan in the physical universe are not too wide apart, not too different, since the trick in both is to get them to charge at nothing: To get a bull to charge at a cape where he thinks there is something and to have him find out that there is nothing behind the red of the cape; to get a thetan, a living being, to move toward or put out a communication toward something and to then convince him that there is nothing there after all.

And then the trick is to convince them that there is nothing they can charge, until at last they do not believe that they can touch or lean on anything. A thetan then has a feeling that if he did utter a communication he would only spend what mass he had, because the communication would just go on out there forever and endlessly.

No longer to be able to touch anything, no longer anything real.

Now, these two counter-postulates. If an individual supposes that he should communicate and if his joy and game and desire is communication (and it has to have that game postulate) and if at the same time there is nothing with which he can communicate—no terminal—he has the vista of endless space.

HIS COMMUNICATION ITSELF IS MAKING THE SPACE AND THEN THERE IS NOTHING TO STOP HIS COMMUNICATION, so there is no end to it, and it makes him feel very weak indeed. He just shoots the roll, you might say, any time he says anything, because it never arrives anywhere. No termination and no terminal.

So he eventually does this interesting thing—he says something into a mass which HE HIMSELF PUTS THERE in order to have something to say something to.

Now—however we want to classify this—whatever conditions or significances we wish to place upon this action—it nevertheless follows that this aspect of man fighting himself is man merely trying to reassure himself that there will be something there to hit with his communication.

Whenever you could say to someone that the only trouble he is having with himself is his fighting himself and putting up barriers to himself, you can also understand that this is what he is doing and why he is doing it. You don't have to classify any further.

An individual goes along putting up barriers and masses and pictures, so that, in case there is nothing there to receive his communication, he can reassure himself that

there is something there after all, because he put it there and then found it. He runs into his own barriers, his own terminals.

A thetan doesn't like the idea (and this not liking is again only a consideration) of speaking into a vast and endless nothingness, so what he does is to accumulate his own terminals.

And so we get the phenomenon here of an individual constructing a universe perforce because he cannot have the universe in which he finds himself—the physical universe.

Now a thetan IS capable of constructing totally a universe himself. The cycle is something like this: He builds a universe of one kind or another himself. Then he by agreement finds himself involved in a larger universe. To a marked degree he simply invests the universe, which he has himself created, into this larger universe. Sometimes he doesn't like it, sometimes he does. But he then finds himself cojoining and existing with and in the physical universe.

And now, the physical universe does not offer him a sufficient number of terminals, terminals sufficient in number and magnitude to the potential volume of communication of which he is capable.

He then begins to manufacture his private universe all over again.

Now, it is very important for you to understand that the “universes” that people are packing around with them when they come in to you as a preclear are usually SECONDARY UNIVERSES. They have come into being because the individual has found an insufficiency of universe in the physical universe.

It IS quite interesting that anybody could find an insufficiency of universe in a universe that is so capable of solidity as the physical universe. That is one of the madder things that do happen.

It is done by disenfranchising the individual. He is told and persuaded that he cannot address, cannot touch, cannot reach (and we interpret it as cannot have) a terminal. Reach, touch, address, have, whatever you want to call it. The terminal cannot exist for him. That's all it means.

And so he stops talking to it, because it doesn't exist. An interesting opinion that someone could get into—that the wall doesn't exist—because it happens to be the truth of the matter. It's very easy, then, for him to fall into that one, because the wall is considered.

The wall exists and is there only because someone considered it was there. When one no longer considers a wall to be there it is not there. Thus if one is FORCED into having no wall (or disenfranchised of the wall), he can nevertheless have the opinion that there is no wall, and it will be true.

We find him forced into truth. I've said before that the probable summary of aberration all up and down the track is that an individual is forced into truth and AWAY from a game. As long as one can ably create EVEN AS LOW A LEVEL AS LIE, or slightly less low level, a problem, he can still have a game.

But when he's no longer able to create, no longer able to put anything there, there isn't anything there.

He comes upon the truth of the matter.

There are at least several routes for coming upon the truth of something, and of these routes the least practicable for the individual is through subjection by force to a truth. Nevertheless, the truth of something, even when arrived at by the route of subjection and force, will as-is the something and cause its vanishment, and thus it is no longer had. This is called by auditors the depletion of havingness. One is made to admit that what he conceives to be there is what is there and it vanishes for him. This is not such a great oddity, since the individual never intended himself to be the receipt point for what he has caused, and when his intention is overthrown in this matter, and he does become receipt point, or termination point, for this, the thing is terminated, and so, of course, it vanishes.

And so you get a destruction of the terminals which you normally would have or utilize or a destruction of the spaces which you would utilize.

Mothers work on this rather hard—fathers, schoolteachers and so forth. “You must tell the truth.” And then, they wonder whether there is anything anywhere around that will explain the fact that a child ceases to be creative and imaginative after he’s been around for a while.

They must conceive that there is something dreadfully, dreadfully destructive in this child’s lying. A person who would conceive the imaginative impulses of a child to be lies and therefore bad is in an interesting condition himself. He is in the interesting state of conviction that there isn’t anything there anyhow, and there had better not be anything there anyway.

Let me call to your attention again the manifestation of a child who goes to his parent and asks for a nickel. He goes through the various levels of the tone scale and he slides on down and finally tells his Pa, when he hits bottom, even if his Pa holds out the nickel to him that he doesn’t want the nickel and he just wanders off in apathy.

That child could get into the position where he HAS TO make nothing of every nickel that he comes across. Take a rich father denying a child pennies. It’s an interesting and well-known fact that the rich man’s son is usually more aberrated on the subject of havingness than the other kids. He is continually told that he can have everything, and all kinds of things are actually forced on him in some fashion. But his power of choice, especially where money is concerned, is overthrown and overridden, and he finally comes into the conviction that there isn’t any money anyway. And the old man’s fortune falls finally into his hands and SWISH—it’s gone.

You take just about any rich man’s son and audit him and you will normally discover that he cannot have money. Money is something that if it came into his vision he’d have to make nothing of it at once. The various enforcements that have been put upon him because of the importance of the amount of money in his family have at last turned him around into an inhibition of having money. This is a fascinating thing.

Now let us leave such a relatively interesting subject as money for the relatively uninteresting subject of a wall, and we find that the same thing applies to a wall. A wall or an object or anything that is solid. A child says, “I just shot a giraffe out in the yard, Mama.” His mother is in pretty good condition, and she says, “You did? Well now you make sure you bury it.”

Or, Mama’s not in so very good shape, and is pretty well done in on the subject of havingness, and she knows there’s no giraffe in the backyard, of course not. “Johnny,” she says, “you really didn’t see a giraffe in the backyard now did you. Now tell me. You realize you break my heart with these lies.”

This is a standard happenstance to mock-ups in children.

I have had as a writer some of the damedest things told to me about purely imaginative sequences in stories of mine. I have had people turn around to me and tell me from time to time, about something in a story, “That didn’t really happen, you know.” Well, of course it didn’t. There wasn’t a word of truth in the whole sequence. They get very upset about it. They cannot differentiate quickly and accurately enough between the creative and the truth of the matter. And so they are on such an interestingly unbalanced pivot with regards to walls, etc., that if you started to create a new wall, you see, with a lie or something of the sort, they would know not only that THIS wall doesn’t really exist (it would be a pretty thin thing to them) but they know also that YOUR wall had better NOT exist! And you’re trying to give them a wall!

I wrote a story one time called “Beyond The Black Nebula.” Well, I don’t know whether there’s anything on the other side of the black nebula—I never looked—but WOW! People got upset about that story. I posed the fact that there is in Orion a tremendous barrier—a black barrier across this particular galaxy. And I made people look at this fact and then dreamed up some causations behind it and so forth.

Probably this barrier, as they read the story, was threatening to get actual and thick. And they were saying, “Well, maybe there is this barrier.”

“You shouldn’t do this to us, Ron.” That kind of a reaction.

Well here is a point. The person who COULD have a wall didn’t care how many black barriers were manufactured. The person who could have something accepted a new manufactured wall in the spirit in which it was given. The spirit of game. But when a person could no longer have, he could no longer accept anything offered to him. A very interesting thing. I imagine there are a great many girls who, if you walked up to them and handed them a pearl necklace, would have to assure themselves that it was a phoney or something of the sort, or that it was worthless for some reason. They’d probably take it down at once to have it assayed just to be sure, and if they were told that it was a real pearl necklace they’d be quite upset about it. You could probably spin them in and ruin their whole lives by giving them a pearl necklace.

One of the ways people make nothing of things is to misintend them. So that, you could come back the next week, perhaps, and find that she’s using the necklace to decorate a cake.

You find this among savage tribes particularly. On a high-toned basis people would be doing this to make something persist. On a low-toned basis they would be simply trying to get rid of it by saying it doesn’t exist or isn’t the way it is. So you get one manifestation meaning two different things, relative to where the person is situated as to havingness. Can have and can’t have.

This whole subject of havingness, while it embraces all of existence and all of experience, boils down to two things: communication and terminals.

And there is a great oddity about the whole thing. Any time you as an auditor had difficulty with the problem of havingness with a preclear, or had any difficulty with the problem of the preclear, that’s because you departed from this rather strange maxim: **THERE CAN’T BE ENOUGH HAVINGNESS.**

You see? You never get a superabundance of terminals. The other day I saw Helen of Troy (the movie!). You hear the Greeks outside the walls. Now, you’d say they would be resenting those walls badly. In other words, they were trying to NOT HAVE those walls, so that they COULD have the spoils of Troy. Fine. There’s a certain greed there. They want the spoils inside the walls. They can’t have those. The walls say they can’t have the spoils.

The funny part of the whole thing is that the reason they couldn't have them is: they couldn't have the walls!

You can develop almost any situation in life and resolve it on that basis.

If you're trying to get over a barrier to gain something else, then it's a cinch you can't have the barrier.

If you can come into possession of the barrier you come into possession also of what it is a barrier to.

The only reason a person can get trapped is that he can't have traps. And the only reason he goes out and GETS himself trapped is because he CANNOT BE TRAPPED. It's really quite interesting.

Now, if you really have all the walls and barriers of the physical universe, they pose no problem to you. Here is the situation in which we get the total vanishment of things—you start owning something properly (addressing the truth of the ownership) and it doesn't exist any more. There is a difference here between the two kinds of operations you can undertake about having and owning. You find that HAVE is maybe a MISOWNERSHIP. So here are two systems: own and have, or own and misown.

In order to have a problem, in order to have a game, we have to select out some of the walls and barriers as unhavable. And then you can have a problem in connection with some OTHER havingness.

#### METHODS

If you do not have methods of acquisition, there is really no acquisition possible. There would be a total acquisition. If you had a total acquisition you would own everything there is. The way to own everything there is is simply to own everything there is without any system of owning everything there is.

The trouble with owning everything without using any system for owning everything is that it is much too true, and being true, does not make a persistence, so that, by owning everything there is you end up having nothing.

The two postulates which when counterposed bring about havingness are: communicate and communicate to something. This brings about some problems which are very odd: "I must communicate and there must be a barrier to communicate to, but of course a barrier is antipathetic to communication. No, a barrier is necessary to communication, no, a barrier is antipathetic to communication. No, a barrier is necessary to communication because a communication must stop somewhere."

Well, therefore, life well played would be a game of commenting in the proper direction toward the right barriers, and not trying to go through the wrong ones. But you could get into some interesting problems if you tried to leave this room through that wall and take your body with you. That would be an interesting problem. That would throw someone into apathy.

But the funny part of it is that it wouldn't throw him into apathy anywhere as fast as simply being able to go through that wall and take his body with him. That would upset him. I guarantee you, that would upset him.

No barriers. Nothing stops anything anywhere.

#### STOPS

Now, let us have a look at the remedy of havingness in the light of STOPS.

In Dianetics we have the “command phrase.” Command phrases come down to just three things: start, change or stop.

But the whole subject of the engram is the subject of “can’t have.” A moment of pain or unconsciousness is a moment of can’t have. If, at a certain moment, an individual couldn’t have the environment, couldn’t have the circumstances he was undergoing, violently couldn’t have these things, then it is a certainty that he’ll pile up an engram right at that spot in time. That’s what he’ll have—an engram.

Let’s see how that would be. He resists the environment to such a degree and considers it so foreign, so solid and so dangerous, that he makes something very much like a plaster cast of that moment, a kind of energy plaster cast of the environment. Thus a facsimile. This thing is far more durable than any cast of stone or plaster.

This tells us something very important. The VISIBLE engrams were those of LOSS. Those things in the environment that the individual couldn’t have, he resisted.

There is a very peculiar thing about these facsimiles, these can’t-have pictures. They’re backwards. They are usually black backed. The energy pushed upon these things is black energy. It’s just as if one had a lot of pictures turned face to the wall. That’s the blackness of lots of cases, and the reason why blackness succeeds a lot of pictures.

Handling the environment with energy and then with heavy energy goes down a certain road. There is a thing called a tensor beam. A thetan can do something that a physicist has not yet learned to do with energy. He can make a beam grab something. That’s a tractor beam.

Have you been talked to lately by someone who didn’t really have anything to say, but kept on talking? It seems sometimes as though he had a tensor beam around your neck and he’s holding you there, and you can’t leave.

The electronic structure of a pretty girl who’s just walked down the street is a very interesting thing to behold. Every guy she’s passed has put a tensor beam over her head.

Well, that’s “MUSTN’T LET THAT TERMINAL GO ANY FURTHER AWAY.” That’s the motto of that beam.

So the individual can have and then he can lose. He decides he can lose, and if he feels he is going to lose any part of his environment, he will hook a beam over it and he’ll hold it there in front of him. If you take a facsimile apart very carefully, aside from simply mocked-up or copied facsimiles, you’ll see that it is cross-sectionalized as a tractor beam. He’s trying to hold something from leaving him.

He is unable to retain to him the actual object. He makes a picture of the object that he can look at straight. He’ll say, “Oh, I don’t like these pictures. They bother me. Take a few away from me,” etc.

Below that level he goes into blackness, which is simply pressing on things to push them away. He’s in that frame of mind about things. Anyone’s got some blackness. It isn’t true that some cases are black and some are not.

When it turns up on a preclear you are auditing on remedy of havingness, you can have him mock up some blackness and shove it in.

So we get engrams of resistance and the engrams of resistance are black.

And we get engrams of Mustn't Go Away, and they're pictures.

And an individual who can't have the physical universe can't have anything leaving him because he can't have anything else, you see. He at least retains a picture. And there is how he builds up his secondary universe. It isn't really his universe. It's pictures of the physical universe which he retains in lieu of.

Now, an individual only gets into a frantic frame of mind about things leaving him if he can't have anything else.

He's talking to his friend, and they have been very good friends for a long time, and his friend says, "I'm going to Galway now, and I'll be up there for a couple of years." And he feels terrible about it. He tries to persuade him not to go. He can't tolerate all that distance between himself and his friend. Friends are scarce.

Another fellow has lots of friends. One of them says, "I'm going to Galway." He says, "O.K., fine. I'll be up to see you sometime pretty soon."

That says he can tolerate that distance and this Galway business doesn't much reduce his havingness. He'd be in good shape—easy to get along with.

It's not so easy to get along with someone that you are the only one to.

All right now, as we look over the general situation in regard to havingness, we find that the scale declines from having one's own universe exclusively, to: cooperating with a universe, which is the physical universe, and then we run out of havingness of the physical universe and we get into a point of a little anxiety. We might lose parts of it. And from that we pass into: we're liable to acquire some of it. We get a flip from must have to resist parts of the physical universe and from there we go on to: total not have.

That is a disenfranchisement of the individual. The story of processing in Scientology is the story of the reversal of that disenfranchisement.

If all the people in the world were suddenly to have no use for any pay, goods or commodities, there would not be the game. They would not be regulatable in any way. If they decided that everything was theirs anyway, and that they didn't need anything, there would not be this game. That would be too high a level of game for a game to be in progress.

Now, nobody pretends that anybody is going to get up to that level of game. The funny part of it is, however, that as they get up toward that level of game, they go back toward not-action on the game, only they play the game now efficiently and they play it as a game, not as a dead-serious horror that they have to face somehow. That's the difference.

All right, now—you ask this question—are you enjoying life? In other words—is life a game to you? You would ask at the same time, "By any chance, are you in the band of havingness below owning everything there is, and above having to make nothing of everything there is?" Are you by any chance in that band? Or, are you enjoying life? These are the same questions. No difference, except that one fellow wouldn't be in the universe. He wouldn't be there so hypothetically to ask. But the guy who can't have anything is there to get. He is certainly there. He's stuck.

## STUCK

Now, let's look at this thing called stuck. The old engram. We used to have holders, groupers, deniers, etc. These are embryonic barriers. These are barriers

aborning, you might say. The statement or postulate to stop. And the individual who gets an anxiety about havingness begins to accumulate out of his manufactured bank all of the stops and begins to hold them near him so that he will have barriers that can receive something and he won't get into the condition of the bull. Almost unknowingly he does this. So that there will be something there with which a game can be played. And thereby and therefore he forms a false wall in a secondary universe.

The primary universe is the physical universe, as far as he's concerned in the state he is in. There is an earlier universe, which is his own universe, and which has walls and barriers, too. But, for our processing purposes, we're talking about this primary universe, the physical universe. We're talking of the reactive mind, the facsimiles, engrams, energy pictures, as a secondary universe which is formed by reason of not being able to have the physical universe. And that's how the reactive mind gets born and where it comes from.

### AUDITING THE HAVINGNESS SCALE

Very often you have to get the preclear over the hump on the subject of havingness on his reactive mind. These secondary universes could just as well be called reactive universes. With creative processes, mock-up processes, we can handle this reactive bank havingness. You understand that this is not the preclear's Own Universe.

These extend at once to a higher echelon—the physical universe. So then, you remedy his havingness totally on the physical universe and get him to have everything in the physical universe—no longer with mock-ups. You just have him look around at things and find out what he can have. When you have him totally remedy this subject, he is then in a position to create a home universe—a universe of his own.

There you have the graduated scale—it goes from REACTIVE to PHYSICAL to HOME UNIVERSE.

How far can you go with havingness? You could separate somebody out of this universe simply on havingness alone.

First, he'd have to be able to have his reactive bank. Then he'd have to be able to have the physical universe. Then he'd have to know that he could create something else.

This game of havingness is absolutely necessary to auditing.

Apparently, to many people, havingness means barriers and barriers mean lack of freedom. But to you, an auditor, barriers should mean a game. And you should know that an absence of barriers is the trouble with a preclear when a preclear is having trouble. HE JUST DOESN'T HAVE ENOUGH BARRIERS.

Now, when a preclear's got a cold, that doesn't mean that you are going to tell him he hasn't got enough colds. It somehow wouldn't communicate. But there it is—the preclear HASN'T got enough colds. Preclear has migraine headaches—hasn't got enough migraine headaches. Whatever it is, whatever the condition is, something has gotten scarce, and the next step after getting scarce is, for it to get valuable. The mechanism of something getting valuable—it first must get scarce.

After becoming scarce a thing becomes very, very valuable; and then it becomes so valuable, it's rare. How many women have you seen with Kohinoor diamonds walking down the street in the last few minutes? None. Well, you might even wonder if a Kohinoor diamond even existed. Now, I'm sure there's many a girl who is very good-looking who has reached this point about Kohinoor diamonds. She'd kind of



doubt if they exist. They're probably all cut glass. "I don't see what's so good about them—even if they do exist."

She's in apathy on the subject, and that's very dangerous. If women got that way about diamonds, fur coats, Rolls Royces, bank accounts—do you know what would happen? The whole game with the society would just be gone.

### AUDITING HAVINGNESS

As an auditor looking over this material on havingness you may also be looking at the points where processing hasn't measured up for you on yourself.

So let's not, in trying to do something with the preclear, ourselves fall across this one. You've got the situation well in hand if you have this, that barriers are not necessarily bad, that barriers are, to the contrary, necessary, and that what has happened to the preclear is that he has run out of barriers, and thus has run out of games, and has come to the place of detesting barriers. Therefore we will simply figure out some way of giving the preclear some barriers.

There are two interesting little processes that come up on these lines.

One, a process for the auditor who has gotten into a flinching position regarding preclears—can't have preclears—is a little game that you can play.

Do you ever find yourself flinching from a preclear, just flinching a little bit and backing away from the session? If you were to take a look at your own immediate vicinity you would discover that your own space was collapsed to about there at the end of your nose. The preclear's got all the rest of the space of the room. But you're being uncomfortable. What happens? You can't have the preclear, so you put a barrier up there that you can have and talk to anyhow. This is a completely standard practice with people, but for an auditor it is not standard and not practical at all.

To a degree you have gone out of communication with the preclear. Here's a little stunt. You just find something about the preclear that you can have.

What has happened is that you have run out of havingness of the preclear. That's all that has happened. And then you go out of session as an auditor. The beginning of it is when you at some time had too few preclears. You have too few preclears, and then you begin to believe that there aren't any, and you don't reach for anybody or process anybody. Because they don't exist.

Well, that's the beginning of it. One preclear's rattling on at a gruelling rate of horror, horrible fates, and so forth, and you start backing up a little bit. You know, it's all for the preclear, and your space finally collapses to about the tip of your nose, and you've run out of havingness of one preclear.

You're liable to lose another one, then another one and then it gets to be a habit. Then, "Well, I haven't audited anybody for weeks. There isn't anybody to audit." Very hard to find preclears.

But the same law applies. If there is anything wrong on the subject of havingness or the subject of terminals, it is that there are not enough. There cannot be a superabundance of terminals.

This street could not be stacked full enough of preclears really to satisfy your idea of a few preclears, if you were really rolling.

It would be, “Well, I’ve got 8,000 preclears to audit between now and next month.” That’s the frame of mind you’d be in, if you could really have them all. “Audit one on the phone, one in front of me.” And the couple of preclears in the waiting room—put them in the antechamber and have them co-audit. (I’ve done that, by the way. Somehow don’t like to have people wait.)

If you find yourself backing off from the preclear, you can build your havingness of the preclear back up again. As you’re auditing him, you can quietly and privately pick it up. You’d think I was joking if I told you the things you can do with a preclear when you are really able to have a preclear.

But there is this little stunt. You just quietly look the situation over, and start adding up, **SOMETHING YOU CAN HAVE ABOUT THE PRECLEAR**. Just one thing after another. Add them up and repair your havingness of preclears.

## WALLS

Now, here is another little process that you can use on the other side of this thing. You are faced with a great many preclears in this world who can’t have a wall or anything else. And you want to have some way of giving them some barriers.

Just have the preclear start mocking up walls, flat against his nose.

It doesn’t matter what kind of walls. It’s one of these processes that can just go on and on with continuing cognition. He’ll get better and better walls. He’ll start protesting at once about these walls. He’ll say, “Up against my nose! Isn’t that awfully close for a wall?”

So we just get walls, walls, walls, and more walls. Don’t do anything with them. Let them evaporate or stay there or do anything else. Just keep mocking up walls.

In doing this you are capitalizing on some information that the preclear might not have, but that you do have. A wall actually is a very specialized kind of a barrier. He often won’t recognize a person as a communication terminal or something which will act as a backstop. He can’t see that. But he knows, more or less, that if he did run against a wall and hit his head on it, there would be an impact. He knows this. So you have him mock up walls, and you capitalize on this amount of information.

There are some fancier things you could do with this, but having the preclear mock up walls flat against his nose is what you want at this point to get him up to the game of having a session.

## SCARCE

Now, if you will just check over this datum that there can’t be enough terminals and that when the preclear complains of having something it’s something he doesn’t have and can’t have and can’t get enough of, then you will be in a very good position regarding the auditing of a preclear.

Suppose it’s the very tough preclear. He’s in real bad shape. He’s going to come in to you and he knows exactly what he’s doing—he’s going to make nothing out of everything. Nothing out of this, nothing out of that, nothing out of something else, and nothing out of that and nothing out of you and he goes away and makes nothing out of your bill!

And if you let him get away with this he’s going to stay in processing forever, but what’s the point?

So, the preclear's got a ridge. Conclusion: he hasn't got enough ridges. Preclear's got a cold: he hasn't got enough colds. Preclear's got a bum leg: not enough bum legs. Bad lungs: not enough bad lungs.

When we were studying havingness three years ago I rather supposed it was an interchange of energy which discharged the bad and left the good. I always stated that a little cautiously to myself; it just didn't seem quite right. It wasn't quite workable.

We can see now that the mystery of this thing had to do with these counterpostulates that comprise havingness. We find that we didn't have him mock up enough colds and bad enough colds. Not enough.

When we do this, the preclear discovers that there are more colds in the world than just this one; there is not this great scarcity of colds. And he'll let go of it. It becomes less valuable.

Now there is one other point here. Since the condition is only a condition, as, for instance, a cold is a cold, or a headache is a headache, and is NOT a terminal, your rule in auditing is to address the TERMINAL involved, rather than the condition. Thus you would run a process, "What problem could that arm be to you?" and not, "What problem could that burn be to you?" The terminal is the arm, not the burn. Actually you would be bringing up the preclear's reality on his arm to the point where it could be a terminal to him without the burn.

### OBJECTIVE

Now, as we look over this general situation, we discover that we must bring our preclear into possession of a great deal more of the physical universe than he has.

Regardless of the subjective remedies, we've got to get him into a physical universe remedy too. And the way we do that is this. We ask him to "Look around here, what could you have?" You don't let him do this subjectively. You make him open his eyes wide open. "Look around here, what will you have?" And you, if you're retreating from him, look at the preclear and find out what you could have about him.

This is, in essence, auditing—where she is going, and how she is done.

I hope these principles about havingness can assist you a great deal. There are too many preclears around still making nothing out of everything. It's easy to get them over this. Just boot them up to where they can have something. If they're making nothing out of everything they can't have anything. Those two statements go together.

If they've got something and are holding on to it, they haven't got enough of it. If they haven't got anything at all, they haven't got enough of that either.

Abundance of terminal is the answer.

### LRH TAPE LECTURE 28 August 1956

5608C28

AUDC-14

Control and Sessioning

## BRIEFING BULLETIN

## STAFF AND SEMINAR LEADERS

**GAMES CONGRESS, SHOREHAM HOTEL***31 August—3 September 1956*

**THEORY:** The most adequate answer to life's puzzle is Games. The ordinary concept of games or play is comprehensible to anyone.

Games have many factors. Some work well in processing, some don't, all explain life.

The basic game of a thetan is evidently nothing versus something as in the process "make it solid". He can never really be something, thus can never really duplicate in himself a solid—yet he makes solids across spaces out of game impulse.

**PRACTICE:** Always process toward a games condition. Never process toward a no-game-condition. Always process games conditions. Never process no-game conditions. This is more complicated than you think.

All games are aberrative. All games are continuing by definition since an unstarted game isn't a game and a finished game isn't a game.

In the following list we have most processable games conditions and the most to be avoided no-game-conditions.

Each item on both lists could be "knowing games condition" or "unknowing games condition", "knowing no-games-condition", "unknowing no-games-condition".

Using both lists at a knowing games level, we have sanity. At an unknowing games level we have aberration, neurosis or psychosis.

GAMES CONDITION KNOWING OR UNKNOWING	NO-GAMES-CONDITION KNOWING OR UNKNOWING
Not know forget	Know remember
Interest Disinterest	
Attention	No Attention
Self-Determinism	Pan-Determinism
Identity	Namelessness
Individuality	
Problems	Solutions
Can't Have (games have some havingness)	Have
Alive	Neither alive nor dead
Opponents	Friends—alone
Facsimiles	No pictures or Universes
Continued Solidity	No spaces or solids
Continued Adherence	
Loyalty, disloyalty betrayal, help	No friends or enemies
Motion	No Motion
Emotion	Serenity
Continued Action	Motionless

Hot	No temperature
Cold	
Thinking	Knowing
Hate	
(some love)	
Continued Doubt of Result	Win—Lose
(Expecting a Revelation)	
No Effect on Self	Effect on Self
Effect on others	No Effect on others
Stop Communication	No A R C
Change Communication	No No-A R C
Into It	Out of It
Agitation	Calm
Noise	Silence
(some silence)	
Control	No Control
Start—Change—Stop	
Change Most Imp	
Responsibility	No Responsibility

Inspecting these two lists we find all unlimited and highly workable processes under Games Conditions. We find all limited and unworkable processes under No-Game-Conditions. We then avoid No-Game-Conditions in processing. We process the pc playing as a game in all phases.

It is true that the Game Condition List contains a regimen unworkable in life. It isn't supposed to be. It's aberrative and we process it.

The *only* certain processes which can be run on No-Game-Conditions are Consequences (the penalty resulting from) and "Mock up a confusion to which (no-game-cond) could be a stable datum."

*Now* behold that the list of No-Game-Conditions is a summary of the native state of a thetan. That means that the native state not only doesn't process but winds the pc up in difficulties if processed. To establish native state you run out the Unknowing Games Condition of the preclear.

### BEST PROCESSES

*Control Processing*—Start—Change and Stop on objects or pc's body, emphasis on change.

*Fight the Wall*—Have pc with actual body or mock-ups fight the walls of room or objects in outside environment.

*Opponents*—Lie about, invent, opponents. This goes all the way south.

*Individuality*—Lie about, invent, an individuality that would impress people (8 dynamics).

*Escape Processing*—Mock up a mock-up and say bodies, Mest U, can't have it.

*Effect Processing*—Lie about an effect you're having. (I'm not having any effect from my tooth.)

Lie about an effect you are having on \_\_\_\_\_.

*Problems*—Lie about, invent, problem of comp mag to \_\_\_\_\_. How could that be a problem to you? Also consequences of solutions.

*Solids*—What are you looking at? Make it solid.

### VACUUMS

A vacuum is a super-cold object which if brought in contact with bank, drinks

bank. Objects at 25°F or less have high electrical capacitance, low resistance. This was psychiatry billions of years ago. Shocks, ether, can act similarly. This is how one mechanically forgets past. He depends on pictures, loses pictures to a vacuum incident. Vacuums restimulate and drink up pc's havingness. They are just incidents. This is brainwashing. You encounter these running solids. Opponents, individualities, more solids, problems, undo them.

### RESTIMULATION

When one violates a game-condition, intends to have an effect on something and doesn't, he often puts the effect on his body. He thus gets a no-effect on opponent, makes an effect on self.

This is restimulation. It is also stimulus-response.

"Effect you could have on \_\_\_\_\_(people, pcs, etc)" remedies this.

Self audit while auditing same thing. Same process resolves.

\* \* \* \* \*

### TO SEPARATE VALENCES

The separation of valences is done by the following steps:

1. Get pc under control with start-change-stop. Lots of it.
2. Unjam track with "What are you looking at—make it solid."—(anything jamming track can be run as a valence below.)
3. Choose valence or valences, weakest universe preferred.
4. "What would interest \_\_\_\_\_ (universe so chosen)?"
5. "Invent an opponent of comparable magnitude to \_\_\_\_\_."
6. "What would get the attention of \_\_\_\_\_?"
7. "What \_\_\_\_\_ can't have. (objectively only on room)"
8. "What could you protect \_\_\_\_\_ from?"
9. "What communication could you prevent \_\_\_\_\_ from originating?"
10. Problems of comparable magnitude to \_\_\_\_\_
11. "Invent a game you could play with \_\_\_\_\_."
12. "Make \_\_\_\_\_ fight the wall."

Then run 4 to 12 again to check

### VALENCES

"What would interest \_\_\_\_\_?"

"What could get the attention of \_\_\_\_\_?"

"What \_\_\_\_\_ can't have?"

"What could you protect \_\_\_\_\_ from?"

"What could you protect your body from?"

"What would disinterest you?"

"What communication could you prevent \_\_\_\_\_ from originating?"

L. RON HUBBARD

LRH:re.bh 30/7/56

## GAMES CONGRESS LECTURES

Washington, D.C.

31 August—2 September 1956

L. Ron Hubbard gave thirteen hours of lectures and group processing to the more than 400 attendees at the Games Congress held at the Shoreham Hotel in Washington, D.C., August 31 through September 2, 1956.

With the spectacularly successful Games Congress just completed, Ron sailed on the *SS Queen Elizabeth*, to get ten days of good writing time (he wrote *The Problems of Work*) and to get ready for the Congress to be given on October 5th in London. He was also planning his new course.

—Ability 35

** 5608C31	GC-1	Spiritual and Material Requirements of Man
5608C31	GC-1A	Group Processing—Crave to Know
5608C31	GC-2	Something to Know—The "Know to Solids" Scale
** 5608C31	GC-3	The Anatomy of Human Problems
** 5609C01	GC-4	Games Conditions Vs No-Games Conditions
** 5609C01	GC-5	Third Dynamic Application of Games Principles
5609C01	GC-6	Group Processing—"Keep it from going away"
5609C02	GC-7	Title unknown (possibly: Group Processing—"Hold it still")
5609C02	GC-8	Title unknown
5609C02	GC-9	Havingness
5609C02	GC-10	Group Processing—Mama and Papa (Dummies)
5609C02	GC-11	Group Processing—Mama and Papa (cont.)
** 5609C02	GC-12	Effectiveness of Brainwashing
** 5609C02	GC-13	Demonstration of SCS—Auditor LRH

**P.A.B. No. 95**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
20 Buckingham Street, London W.C.2

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1 September 1956

**VALENCES**

Amongst the several types of valences the least suspected and most interesting in terms of processing is the "synthetic valence."

By synthetic valence we mean those valences which have never actually confronted the preclear in the flesh. The first valence is of course the preclear's "own valence," which is his own concept of himself. The next is the valence additive to him by the characteristics of his body. The next is the "direct valence" by which he has transferred identity with someone who has directly confronted him, and following this there is the "attention valence," the valence one has assumed because it got attention from another valence. And at the end of this list there is the synthetic valence, and of all of them it is the most baffling.

The greatest historical example of this is probably Charles XII of Sweden who read the "romance of Alexander" by pseudo-Callisthenes and became so much an Alexander that he spent the remainder of his days attacking Russia in an effort to emulate his hero. Charles XII had never confronted Alexander—he had only been told about Alexander—but he had nevertheless assumed the valence of Alexander in most of his activities.

The little boy who looks at television and sees the cowboy in the white hat triumphing over all, or who sees Superman in the comic books, and then assumes these identities, is actually doing more or less a direct transfer. Where he is simply told about these and has never been confronted with any form of any kind to corroborate the telling, he would have a case of synthetic valence. He has been read to about Tom Sawyer and becomes Tom Sawyer without ever seeing Tom Sawyer or looking at Tom Sawyer. This would be a case of synthetic valence.

We get the synthetic valence in many amusing and non-aberrative games conditions and here it does us little problem making. But the synthetic valence can become an evil genius in a case when it has been carefully and expressly tailored as an alteration from the direct valence which might have occurred. As an example of this we have the case of the father who, in the mother's absence or even when she is sporadically present, tells the children consistently and continually what a bad mother they have. Father continually describes mother as a certain type of character and the children are then adjured not to transfer into this type of character. Naturally, resisting it, they do not actually transfer into mother's valence, but transfer into a synthetic valence of mother. In the case where mother, let us say, ran away or was lost to the family early in the child's life, he may have no real recollection of mother, but may have a synthetic valence of mother. This becomes very difficult to run because it is run mainly on a sonic level.

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As another example, one is told consistently and continually that all men of force or all conquerors are bad, and one is warned never to become a conqueror. This is of course an excellent way to make nothing out of an individual, but here we have a false valence—a personality which never existed—and we discover in the lives of the conquerors that they actually were not totally possessed of bad characteristics. In order to dominate his fellow beings to the marked extent necessary in a conqueror, one could not possess totally bad characteristics, and the actual character of most conquerors is quite different than the assigned character given them by the society—a fact which does not make a conqueror any less liable for the crimes he commits, but which gives us an insight into the tailor-making of characters who never lived.

The keynote of all synthetic valences is that a character has been developed or created more or less out of whole cloth, possibly with some small foundation, but certainly with exaggeration, which puts into existence a being who never breathed or coughed or spat. The police and newspapers are continually doing this. You actually don't know whether the criminals who have been arrested by the police and tried in the newspapers were the people who were arrested or not, since they are assigned a synthetic valence and are condemned as very bad people indeed. Of course some of these criminals were or are bad, but the chances are that amongst this legion of people arrested and tried in the newspapers there were some who were quite deserving men and whose actual character and behavior did not even vaguely compare with the represented character.

We have a flagrant case of synthetic valences when newspapers and other public media, and even word of mouth gossip, begin to take to pieces anyone's character and put in its place some synthetic understanding which was never a real person. In this way we begin to believe there are many more bad people in the world than there are.

In my own experience with bad men—and I have met several of various nationalities—I have seen some men who could put up a rather ferocious front, but I have never found one of them totally lacking in human warmth. Yet were I to read the newspapers and popular books on such people I would begin to believe it would be possible for a complete demon to exist who would never respond to any decent impulse. Yet I have argued bandits into a more amenable state of mind and have even taken a gun away from a Federal Marshal and showed him how to use it and told him not to be nervous and put it back in his holster, when he was bound and determined to take me into custody. In other words, you can actually create an effect on almost anybody. The synthetic valence is an effort to tell you and people that beings can exist who are so bad that no effect can be produced on them. Of course this makes everybody subservient to them.

The greatest historical example of this was the invention of the Devil by the Persian priests who were called together to synthesize a new religion for Persia. The Devil they invented there was borrowed later on by the Christians and was set up as something so evil that nothing could affect it. The Devil, of course, is the championship synthetic valence of all time. There are no devils upon whom one cannot produce an effect.

The way to run out any synthetic valence, of course, is to run out the valence of the person or book which told one about the synthetic valence.

L. RON HUBBARD

*Executives in Washington and London:*

Mary Sue; Dick Steves, *Julia Lewis*; Don Breeding,  
Jack Parkhouse.

**THE SUMMARY OF A BULLETIN FROM THE ACADEMY IN WASHINGTON,  
D.C. CONCERNING TRAINING**

Scientology organizations have recently surveyed and re-studied training and its results in the light of the best benefits for the student, the public and the organizations themselves, therefore the following programs are being instigated, as they prove feasible. Training is classified and is being enfranchised along the following lines:

*FIRST LEVEL:* FREE COURSE

This level of training is performed by Auditors throughout the world and even by the organizations themselves. It consists of a one- or two-week free course (depending on whether or not it's given five times a week or three times a week) covering the most elementary principles which general groups can agree with in Scientology. The total aim of this course is to get people who are working in and are interested in Scientology to carry forward more of Scientology programs. This is a very important course both for individuals and the organization, but it's mainly important to the general public. It is not the purpose of this course to teach even a tenth of what appears in "Scientology: The Fundamentals of Thought". The purpose is to take people who have or have not heard of Scientology and give them their first real reality on the subject by taking some of the most elementary but far-reaching principles and getting them to examine the principles and finally come to an agreement concerning them. No certificate is awarded on this course.

*SECOND COURSE.* ADVANCED COURSE

This course is given for a fee and consists of twenty hours or more instruction, advancing even further into Scientology and teaching in particular two subjects, ten hours of instruction at least being devoted to each. These instructions cover exactly the first ten hour period of the Advanced Course: the communication formula and its use; and the second period of at least ten hours: the tone scale. These two subjects are taught each an equal number of hours so that people can be admitted to an Advanced Course at its mid point. Here again there's no effort to teach auditing but only the use and application of the communication formula and the tone scale. Two books exist for this subject. One is "Dianetics 1955!" which covers the communication formula, and "Science of Survival" which covers at least the elementary tone scale and what can be expected from it. These are the two text books of this particular course. Care must be taken in this course that the student is not overwhelmed and confused but is actually given a few more key stable data with which he can work in line. This course does not intend to make an auditor, there is no certificate granted for this course.

*THIRD COURSE.* ELEMENTARY SCIENTOLOGIST

This course teaches auditing of individuals and groups and is in actuality a very complete course on the subject of Scientology. It takes up the 1956 HCA tapes, it takes up the various text books and it teaches individual and group processing and teaches as well the handling of organizations and personnel in them. It is probable that this course would cost about \$125 or at least £35. This course requires a right to train from the Founding Church or the HASI. It ends with a certificate from the Central Organizations, the exact title of this auditor has not been established, but the title would mean Elementary Scientologist. The certificate is signed by the Training Auditor who did the actual training and by the secretary of the organization issuing the certificate. The title of this course would not be an HCA Course even though HCA tapes are used and the certificate given would not be Hubbard Certified Auditor or

Hubbard Professional Auditor. As it is to this level that most rights to train are directing themselves and as they are cramped by having to charge so much money and as the examination has occasioned so much difficulty, it is thought to be helpful to Auditors "training in the field" to have this course to teach.

*FOURTH COURSE:* HUBBARD CERTIFIED AUDITOR

This course will be taught by the Central Organizations only. The British equivalent would be Hubbard Professional Auditor. According to present planning this course would require as its fundamental the requisite certification by a field training auditor either in day or night school, probably most effectively the latter, and would apply some of what had been paid on an elementary course to the fee in the Central Organization as a reduction. In other words it would not only be a requisite in having training elsewhere but also the training elsewhere would carry with it a reduction. That this is only taught by the Central Organizations does not mean the Central Organizations would not also teach an Elementary Scientologist Course. A considerable rigor of training would be entered in to the Central Organizations and the certificate of HCA or HPA would be awarded by examination only.

*FIFTH COURSE:* HUBBARD ADVANCED AUDITOR (B.SCN. ABROAD)

This course would be an extended Advanced Course which would more closely take up the entire body of theory and information of Scientology and which would improve the Auditor's case level and operational ability. The certificate of Hubbard Advanced Auditor (Bachelor of Scientology abroad) would be awarded at course completion by reason of successful examination.

*SIXTH COURSE:* HUBBARD GRADUATE AUDITOR (D.SCN. ABROAD)

This course would be taught as an Advanced Clinical Unit, preferably by LRH only. It would consist of the equivalent of a three-week intensive, two weeks of high school indoctrination so as to be able to cope with any kind of a case and a week of coaching on processes. This is actually a new type of Advanced Clinical Course only so far as its actual pattern is concerned. It would be instructed by LRH. At the end of course by examination the certificate of Hubbard Graduate Auditor, or Doctor of Scientology abroad, would be issued.

*SEVENTH COURSE:* ORGANIZATIONAL INTERNSHIP

This course would be actually an internship and would be available in the several ways as follows:

(a) *TYPE A INTERNSHIP.*

The Central Organization chooses amongst the HPAs or HCAs graduating, extremely likely students and offers them a year's internship to be performed in the various organizational units, auditing, instructing and administrating so as to completely familiarize the student with the various workings of the organization (which are sufficiently complex and are a sufficiently large study at this time, and very few people understand them who are not working with the organizations themselves). The student would sign a contract paying a certain sum of money by the contract to the organization for the year's internship. A Type A Internship would however give the student several weeks of probationary employment at a rather low wage and the remainder of the year employment at a reasonably good wage, only less than that of an equivalent staff member. At the end of his year's training he is given a certificate as a Staff Auditor and with that title, which attests the fact that he has served for a year within the organization in the capacity of a Professional Auditor. The Type A Internship and no other internship would influence earlier training fees contracted. By issuing such internships the organization would be sure that the individual then released into the field would be able to carry on independently and would be able to do extremely well as his auditing would be excellent. The reason of being entered on an internship would not bring about any other degree and these would have to be studied for as in an ACC, deducting only such time of study from the year, but the fees for any additional courses would have to be paid.

(b) *TYPE B INTERNSHIP.*

A Type B Internship would be solicited by students, not offered by the organization. It would consist of the payment of a fee to the organization for a year's additional training in the organization itself and would follow more or less the same pattern as a Type A Internship, with the exception that the Type B Intern would not be on the pay roll. All of his activities would be conducted on a purely self-supporting basis. He would pay the fee to the organization for this work and training. At the end of that time he too would be issued a certificate as Staff Auditor of the organization. Both the Type A Internship and the Type B Internship certificates would be signed by the Director of Training and Director of Processing and by LRH.

(c) *TYPE C INTERNSHIP.*

This Internship would be available to HCAs determining to work with Staff Auditors in the field. In addition to his HCA training he would then have a year's training working in the offices of other auditors. The initiation of a Type C Internship would be totally in the hands of field auditors and the arrangements they would make would be completely independent of the Central Organization. The only certificate authorized for a Type C Internship would be an endorsement on the HCA or HPA certificate by the Central Organization that this auditor had worked for one year with a field auditor under internship.

Concerning all Internships, credit for the Internship fee would be no great liability to the organization since people who will get around the organizations for a year actively engaged in handling the fundamental problems of the organizations of Scientology are usually in their later personal practices quite well off. No shorter period than one year should be tolerated. The Intern in leaving the organization or in committing sufficient breaches of the Code of a Scientologist to occasion his dismissal from the organization would not be absolved from his Internship contract and the contract should be so written. When he has passed his probationary period of the first few weeks and has actually been accepted on a full internship basis he is fully committed to his Internship contract. Up until that time his dismissal or relief from Internship would absolve him of the contract. The grade of permanent staff would therefore have to be designated. This exists in fact at this time. There are auditors who prefer the companionship and team-work of the organizations to individual practice and these as Instructors and Staff Auditors are the backbone of the organization. They would therefore have to be specially designated as permanent staff and would receive a higher salary than other auditors in the organization—by which is meant permanent interns Type A.

This training plan is built out of experience and although some fault may be found with it in various places it is discovered that a high fee long duration HCA course works a considerable hardship on a field auditor. He does not actually profit from it. He could however profit from a low fee evening or even day course without the added complexities of Central Organization examination, checking states of case and the randomness which has occasionally arisen. It is thought that a person with the right to train would be able to support himself much better financially at the lower fee he would rather charge and without having the duress put upon him to do the same amount of work with the student as would be required in an HCA. Furthermore this type of training could be made available in other parts of the world than the United States. The Central Organization could actively support these rights to train by demanding that training be done to some degree in the field as a requisite to Central Organization courses. This would permit the Central Organization to turn out a better grade of HCA in the long run and would actually put a lot of auditors into action throughout the country who would not then, if their work was not of the highest possible caliber, bring embarrassment to auditors in the field who are very busy in numerous directions and do not complete training to the degree that the Central Organization insists on. One of the reasons this third course is instigated is to permit the auditor with the right to train to swell his numbers of students and to relieve him of the rather heavy expense connected with an arduous complete auditor course and permitting him to exist without putting into rivalry with himself a number of people

who have more or less the same degree he has, a point which has lately been found quite important in large cities. A new training contract could be entered into with the Central Organizations which obviated the irksome "Bond-note" and the duress which has occurred because of the anxiety of the Central Organization to keep up the quality or raise the quality as high as possible of the HCA or HPA certificate. This arrangement would not influence certificates issued ex post facto, but would influence all future certificates. Areas of training could be assigned to people with the right to train. It has been discovered that people who take the Free Course and the Advanced Course then get ready for a third course, and unless this course is available they are dead-ended since these are business people who must take their training at night and it is not usually possible for them to take a local course of the vigor of HCA, nevertheless they want to become auditors and professional Scientologists and every effort should be made to encourage them. At the same time, since every auditor who has a right to train has been trained by the Central Organizations, his own dominance in his area to some degree depends upon his own level of certification by the Central Organization and he should not be permitted to destroy his dominance in his own area by creating equal grades, or grades which even come within the scope of Central Organization certificates since the public itself is liable to consider this an equal grade. This is actually antipathetic to the general customs of man, which is why it has not worked. The basic error in all these rights to train was the people were being given the right by the Central Organization to create at the same level of operation as themselves and a considerable hardship resulted since their own superiority in their own areas then became rivalled and randomness ensued.

It is my recommendation to various staff and executives that this be taken up both in Washington and London, looked over very carefully, and a thorough paper be prepared and issued on the subject giving in addition the exact cost, except in the case of the Elementary Scientologist where the fee should be arranged in the area by the individual auditor doing the training. He should not be limited in his charges or made to charge excessively.

Completely aside from the actual studies which have been made of the subject utilizing the data accumulated during the last six years, we have at this time another paralleling program of some interest in the Central Organizations. This, just amongst ourselves, consists of processing people up to a point of where they can handle other people. We have accomplished this now. It is a fact, and as we ourselves advance in the organization in this capability we then of course extend this capability outwards, therefore we will have to be thinking in terms of seniorities of certificates and training in order to back up this basic program. The basic program of course consists of demanding that everybody that we keep in good circulation and that we help along, have enough processing on the current processes to permit him to control rather easily individuals and groups. This of course going out as the waves in a pool into which a stone is dropped would mean that our organizations would become dominant on earth. It might not even take very long to accomplish this program. In working with this program we of course must have an equivalent series of training staffs.

One further note on Elementary Scientologist. We would require this certificate and successful completion of a further course above as a pre-requisite to Ministerial ordination by the field churches. They are going to ordain people anyway sooner or later and we prefer of course that they ordain at HCA or HPA level, but they can ordain at the Elementary Scientologist level, but we require an HCA ordination and therefore we have a much higher grade of ordination and it makes the ministers which we train dominant in the field.

It is my suggestion that for their own good, people with rights to train and other people who'd like to have rights to train, particularly in the British Isles and in places in America where there is very little training, that this third Elementary Scientologist Course be sold. I do not think it would be wise to undertake in the future HCA training in any branch office of the organization, such as New York or Dublin. I think it should be adequate that these offices simply run a third level course. They would find many more candidates since they would not have to charge as much money and these offices are not equipped to train at HCA the way we're training now.

One of the primary factors which makes this an urgency and gives us a priority in putting it in through the works is the use of a double-type of training which we're doing now in the Central Organization where we indoctrinate for two or three weeks and even process before we train. Nobody can afford to do this in the field. The cost of it is very high, consequently nobody will do it in the field. Therefore an HCA course and an HPA course will become something entirely different.

There is no reason under this why British auditors in good repute with the organization could not undertake evening courses for people in their area in order to fit students of theirs for using Scientology in industry and personnel posts and so forth. The title of the grade is important since it must be good enough to make the field auditor capable of selling it and it must not be so good that it devaluates a Central Organization certificate—must hang in that middle ground.

Another factor which occasions this release to executive staff and interested persons is that I am not willing that auditors who are poorly trained and in terrible condition longer use Hubbard Certified Auditor when I have not even seen them or checked them. We're getting sufficiently big that I realize with a shock that I have Central Organization HCAs around that I have not even met and this is a peculiar state of affairs. We have to have some way of identifying the arduous training which our people receive because we are about to make it about ten times as arduous as anybody in the field would even dream of.

Let's put this one into operation.

L. RON HUBBARD

LRH:re.rd  
Dict'd 12.9.56  
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**P.A.B. No. 96**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
20 Buckingham Street, London W.C.2

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15 September 1956

**JUSTICE**

What is justice?

“The quality of mercy is not strained—it droppeth as the gentle rain from heaven . . .” may be poetic but it is not definitive. It does, however, demonstrate that even in Shakespeare's time men were adrift on the subject of justice, injustice, severity and mercy.

People speak of an action as unjust, or an action as just. What do they mean? We cannot understand unless we can understand exactly what is meant by these terms, we certainly cannot undertake to evaluate the actions of individuals, communities and nations. For the lack of an ability to so evaluate, misunderstandings come about, which have in the past led to combative personal relationships and on the international scene to war. An individual or a nation fails or refuses to understand the measures taken by another or fails to fall within the agreement of the pattern to which others are accustomed and chaos results.

In Scientology the following definitions now exist:

**JUSTICE**—The impartial administration of the laws of the land in accordance with the extant level of the severity-mercy ratio of the people.

**LAWS**—The codified agreements of the people crystallizing their customs and representing their believed-in necessities of conduct.

**MERCY**—A lessening away from the public's acceptance of discipline necessary to guarantee their mutual security.

**SEVERITY**—An increase in that discipline believed necessary by the people to guarantee their security.

**INJUSTICE**—Failure to administer existing law.

**EQUITY**—Any civil procedure holding citizens responsible to citizens which delivers decision to persons in accordance with the general expectancy in such cases.

**RIGHTS**—The franchises of citizenship according to existing codes.

When laws are not derived from custom or when a new law contravenes an uncanceled old law, exact law becomes confused and injustice is then inevitable.

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Basic justice can occur only when codified law or a majority-held custom exists.

Observing these definitions, jurisprudence only then becomes possible. Law courts, legislatures and legislation become confused, as nothing is possible in the absence of an understanding of such principles.

Laws which do not derive from agreement amongst the society which we call custom, are unenforceable unless there is then a widespread agreement that this is customary in the society. No matter how many police are hired, no matter the purity of prose with which the legislation is written, no matter the signatures occurring on the enforcing document, the public will not obey that law. Similarly, when a government acts to ignore certain basic customs amongst the people and refuses to enforce them, that government then finds itself in a state of civil turmoil with its people on that subject. We can look at any public-government battle and discover that it stems exactly from a violation of these principles.

An understanding on the part of a nation of the difficulties of another is necessary to a continued peace. When one nation begins to misunderstand the motives and justices conceived necessary by another nation, stress sets up which eventually leads to war, all too often. For example, there is an existing upset in the world whereby the people of the United States and Great Britain are highly critical of the Government of the Union of South Africa for their "treatment of native peoples." It is considered in England and the United States that the Government of South Africa is altogether too harsh with its native peoples. It is sadly humorous to notice that the native in South Africa, however, holds an exactly reverse opinion and the fault he finds with the South African Government is that it is far too lenient in its administration of laws throughout the native populace. As an example, an African guilty of cattle theft according to tribal law would probably be beaten over a considerable period in time and then buried in an anthill. The South African Government gives such a crime a punishment of a short period in jail, which is not at all adequate to guarantee the security of the remaining natives who own cattle. The most flagrant example is the white nurse, Quilan, who was torn to pieces and eaten by three men and a woman during recent riots in South Africa. The African tribal punishment would have decreed that these people themselves be killed and eaten. The South African Government incurred a great deal of censure from its native population by giving these people only six months in jail. In other words, what is severe to an African and what is severe to an Englishman or an American are entirely different matters. What is merciful to an African, what is merciful to an Anglo-American is quite different. Thus what is justice to an African is quite different than what is justice to an Anglo-American.

Whenever there is an excessive commotion amongst a people against its government, the government is then invited to act as an opponent to the people. If a government is acting towards its people as though it were an opponent of the people and not a member of the team, it becomes obvious that many of these points which violate the customs of the people must exist in the law codes of the country. Wherever such a point exists turbulence results.

And that is justice.

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE  
20 Buckingham Street, London W.C.2

HCO PROCESSING SHEET OF 20 SEPTEMBER 1956

The following are useful and advantageous processes.

**Comment:** In running motionlessness on a preclear it will be discovered that the preclear must have an intention to have the thing still and must have some cognition that it got still and must have been able to have put the idea that it be still in the object. Unless the auditor is sufficiently inquisitive to have this occur you're not going to get any upgrading results on your profile. The old saw "find out what the preclear is doing and how he is doing it" never worked more advantageously than when running holding things, keeping them still, or letting them be totally uncontrolled.

**Comment:** Self-determinism in the field of motion consists of by own power of choice permitting a thing to be still or not to be still, permitting a thing to be changed or not to be changed, permitting a thing to be started or not to be started, must be rehabilitated in the preclear. In other words, self-determinism consists here of returning his power of choice over controlling or not controlling at will. The preclear who is obsessively controlling will sooner or later fail to control and then will be controlled by something. The obsession to control, to start, to change, to stop, will be found to enter into the ARC triangle and is what depresses the preclear down scale on the tone scale.

**Comment:** The entirety of Games processing from an auditing standpoint summates into the necessity that all auditing be done with the preclear at cause; that is to say the preclear must do it to something else. Do not run things which are done to the preclear. In other words, have the preclear do things to the walls, do things to people, do things to his own body and do not run his own body, people, or the walls doing things to the preclear; that works out in the general activity.

**Havingness:** The Trio run "Look around the room and find something you wouldn't mind having" or "Look around the room and find something you could have" "could permit to remain" or "dispense with", is completely legitimate as a process and will be found to be as advantageous as ever and should be run whenever the preclear becomes unduly agitated. Games processes demand that all can't have be run on something else than the preclear. In any situation where another terminal than the preclear is involved can't have is run on that terminal. Have is not ever run on any terminal other than the preclear. Have is only run on the preclear himself. Can't have is run on all other subjects, objects, valences and activities. In addition to this be very certain that you use terminals, not conditions; in other words, to run can't have on "your asthma" is extremely foolish and will reduce the preclear's havingness. Asthma is a condition of the respiratory organs—the proper auditing command is "Look around the room and find something that your respiratory organs cannot have" or "Look around the room and find something you would not permit your respiratory organs to have".

**Solids:** It will be discovered that holding things still, keeping things there and making things solid are all a gradient scale and if the auditing command is run on a book "Look at that book. Keep it there" or "Look at that book. Keep it from going away" that stillness and solids will follow as a condition. The fundamental command then is "Keep it there" from which stills, or stillness, or motionlessness and then solids ensue. However running motionlessness directly or solids directly is permissible.

**Observation of objects:** Objective processes can be run by having the preclear locate objects and "Keep it from going away" followed by the alternate command "Permit it to be totally uncontrolled".

**Alternate commands:** The idea of alternate commands has not been properly understood by auditors. We have A and B commands. One is A: Look at it, two is B: Look away from it. The way an alternate command is run is to run: Look at it, Look

away from it, Look at it, Look away from it, Look at it, Look away from it; not to run Look at it fifty times and then Look away from it fifty times. This is an alternate command basis. The Change-Unchange commands are extremely valuable when run on an alternate basis. One does not, however, flatten Change and then turn around and flatten Unchange. One runs Change, Unchange; Change, Unchange; one command for each. This has become important in our methods of running stillness.

**Stop processes:** Stop processes can be run either of two ways. One can simply run Stop as itself and continue to run Stop, on various things such as the body, or he can run Stop, totally uncontrol, Stop, totally uncontrol, Stop, totally uncontrol; or Stop, in total motion, Stop, in total motion, on an alternate basis. It has not been tested or ascertained which of these methods, flattening Stop itself or running Stop and then “totally uncontrolled”, produces the highest gain; however it is known that Stop processes produce gain particularly on low-toned preclears.

**Connectedness:** Have the preclear look around and find what he could be connected with. This is run in this fashion: “What in this room would you connect with yourself?” It is *not* run in this fashion: “What could you connect with in this room?” since the latter is a No-Games condition.

**Stop-C-S:** After a preclear has been run on Start-C-S (one would simply and calmly flatten to some degree each one of the points of control, start, change and stop, in order to get a session going) there is a process known as Stop-C-S. This is a distinctly different process. Once one has plain S-C-S in operation then one has the commands of Stop-C-S. These are the same, but one specialises in Stopping the body. One has the preclear stop the body over and over and as the preclear becomes more accustomed to doing this one then changes the process on him to this extent—the auditor asks the preclear in running Stop-C-S, to “stop the body absolutely still”. This imposes a new discipline on the preclear and makes the process extremely difficult for him. It is only done when S-C-S and ordinary Stop-C-S have been to some slight degree flattened. Following up this “stop the body absolutely still” one can introduce Change into the process for a few commands in order to unflatten the Stop-C-S that has flattened. In other words when the Stop of Stop-C-S on an object or the body seems to be flat, one can run a few Change the body or Change the object and unflatten the Stop once more with a resultant alteration in the preclear's ability to perform. When Stop-C-S seems flat then it should be unflattened at first by running Change-S-S with emphasis on Change and then when Change no longer upsets his ability to stop it, Starting it should be run as an alternate to Stop-C-S in order to unflatten it again.

It will be noted that higher toned preclears do not make very rapid gains on Stop-C-S, S-C-S, and “Hold it still” or “Keep it there” or “Keep it from going away”. It will be found that on preclears that have profiles already above the make-break line, middle line, of a profile sheet, that it is usually necessary to run subjective processes so as to separate valences to run over and under on the bank and in general to sort things out faster than on the more blunt processes. In other words, we have found the processes now which operate on relatively low scale cases and in order to improve a case above the level of solids when he has things fairly well under control it is necessary to do other things. This does not however excuse the running of figure-figure processes on preclears who can't do anything with them. If you think that Stop-C-S and associated processes are flat then you should run subjective processes on valences or solids on the bank in order to recover the entirety of life span for the preclear. In other words, we go about the business of digging up unknowns. We flatten his reactions to such things as light, sound and other material. We separate out valences by having him mock them up and “Keep them there”, by making them still, by making them solid. We go in for the higher level of changes.

When a preclear seems to be all the way up to the top on all these processes it is then only necessary to run him on the re-establishment of abilities. One re-establishes his ability to speak Arabic, for instance, by having him mock up a mosque and keep it there (gradient scale from largest down to more significant objects in terms of the Arab world) and other things until these can be admitted by him to be totally solid. One then has him Stop an Arab from speaking Arabic by having him mock up an Arab and keep him from speaking Arabic and then eventually run Change and Start on this Arab.

One also must run Arabs of different ages and run groups of Arabs and Arabs of different professions whose ability to speak Arabic is being controlled by the preclear. Any other skill can be sorted out and rehabilitated in the preclear from his back track in this fashion.

Remember that the key-note of all processing is to recover unknowns, therefore Not-know processes should be run on higher level preclears so as to get them into a command of the idea of Not-know.

In order to establish exactly where your preclear is you only need to ascertain his reaction to various solids and speeds of impact. Once you have done this you have established exactly where the preclear is on the tone scale. This reaction to solids is far more reliable than profile tests from the auditor's standpoint. Preclears who cannot tolerate solids will have to be worked for a very, very long time on Keeping things from going away and Holding them still and finally Making things solid, no matter where the preclear registered on the profile sheets.

We have apparently undercut cases now to the point where we are getting fairly rapid gains on very low scale cases. It is time for us now to think of what we are going to do with cases who are upstairs, but you must always be sure that your case isn't one of these cases that is simply dubbing in a high tone. This is very easy to establish. The skill with which a person can run Stop-C-S in its most arduous forms, his ability to handle light by "Keeping it there" and motion in general is the establishing factor on where a case sits on the tone scale as far as an auditor is concerned. There are no other tests which are better than this so an auditor had better not take either the profile or the preclear's say-so concerning the state of case. The auditor has a far better test himself in either of these.

In order to rehabilitate a preclear it is necessary then to restore his ability to start, to change and to stop his body, objects, subjective mock-ups, engrams, the solid environment around him and to increase in the main his ability to control solids. This then goes up to his ability to control black objects and blackness, his ability to control invisible particles, his ability to control space. Working in this fashion it is then possible to raise the preclear consistently up the tone scale. It will be noted that solids *are* reality, whereas reality is basically agreement on a thought level, it actually happens that a preclear can mock up things which are solid. A preclear who is very, very far down scale is unable to do this and is unable to tolerate solids. So, if you want to raise a preclear's reality, you'd better raise his ability to tolerate solids. This is done first by "Keeping things from going away", next by "Holding things still" and finally by "Making it solid". In solids we have located the R of the A-R-C triangle and communication as-ises solids but solids must be creatable by the preclear. Thus we have an upward advance of A-R-C monitored by his ability to tolerate solids.

The current program of Scientology is to place its organizational staff personnel and auditors in such a condition that they are capable of reaching, handling and controlling people and groups. If we do this we will shortly be the most advanced organization on the face of Earth, whether we have propaganda, good word of mouth or anything else. This is the road which we're taking in advancing Scientology and its organizations. Thus you see the necessity of establishing objective and subjective Start, Change and Stop on individuals. You are reminded that S-C-S also runs on communication and runs as well on affinity (such as "conceive the wall to be embarrassed" "stop it from being embarrassed").

More is being learned about these processes as I work with preclears and the science itself, but the first thing that I have learned is that an auditor in order to run Stop-C-S has to be himself capable of tolerating easily all up and down the band, otherwise he fails to understand the process and fails to make it work. It is as therapeutic today for an auditor to audit a preclear on S-C-S and Stop-C-S on the body, for the auditor, as it is for the preclear—if not more so.

LRH:re.rd  
Dict'd Sept 13.  
Typed Sept 20 1956.

L. RON HUBBARD

20 Buckingham Street,  
London W.C.2

24 September 1956

HCO BULLETIN

TO: Jack; Dick Steves.

**ORGANIZATIONAL INDOCTRINATION**

Each person on a post must be cleared on that post by the Manager. The Manager, by questioning, reaches, with the person, an acceptable, embracive stable datum that exactly defines the job.

The person, with this sorted out and cognited upon, then can withstand organizational confusion in his area.

The Manager does this, no one else. The Manager does not tell the person the definition. The definition must be arrived at by the person in his own words.

Applies to all personnel.

LRH:re.rd

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
20 Buckingham Street, Strand, London W.C.2, Gt. Britain

ORGANISATIONAL BULLETIN OF 26 SEPTEMBER 1956

**PROCEDURE FOR PUTTING AUDITORS ON STAFF**

*AUTHORITY— DIRECTOR OF PROCESSING.*

*EMERGENCY—* Bring auditor on, put on the pc. Assign room, advise Accountant at once by slip he has been hired. Do not give him any advice. Brief later when finished with case if auditor to be retained.

*HIRING AUDITORS ON STAFF—* This assumes always that Auditor is an HCA (HPA) at least. Hire one to two weeks before needed. Give him incidental Organisational duties—correcting tests, mailings, 'phone, anything so he'll have 8c on Organisation itself. Have him attend auditors' conferences.

Let him observe staff auditors at work.

Have a set of Briefing lectures on tape for him to listen to between 3.30 and 4.45 p.m. daily. (Machine with Earphones.) Have him listen to each about three times.

Give him High School Indoctrination.

Make him define Staff Auditor.

Have a staff auditor patch him up with a small amount of evening auditing on handling preclears.

LRH:ebh.rd

L. RON HUBBARD

[See also HCO B 26 September 1956, *Flow Line for Personnel*, OEC Volume 4, page 20.]

# SCIENTOLOGY:

## The Fundamentals of Thought

by  
L. Ron Hubbard

Published  
September 1956

**Scientology: The Fundamentals of Thought** is a brief but broad summation of the basic principles of Scientology, and is of inestimable value to the beginner or advanced student of the mind and life.

It was originally written by L. Ron Hubbard as a resume of Scientology for use in translations into other languages, and its text is so organized that a complete translation of all of it will deliver without interruption or destructive change the basics of Scientology into non-English tongues.

First called "Scientology: Translator's Edition," it was serialized in the *Professional Auditor's Bulletins*, beginning with number 82 and ending with number 88 in early June, 1956. In PAB 89, L. Ron Hubbard wrote, "Now for me begins the job of rewriting the Translator's Edition for book form. The Translator's Edition must also include on its rewrite considerable additional material on processing. The Translator's Edition does not, of course, contain all there is to know in Scientology but it contains the essentials."

A few changes were made throughout the book, most of Chapter Twelve, "Exact Processes," was added and the Translator's Edition was published as *Scientology: The Fundamentals of Thought* as one of the Ability Books—a series of soft-cover books. Today it is available in a beautiful hardcover edition in English, French, German, Danish and Swedish.

Some of L. Ron Hubbard's most loved essays are in this book. There is "The Reason Why," for instance, and "Causation of Knowledge," which, though simple and clearly stated, is advanced data. The section on Game and No-Game Conditions is very terse and data packed. In the processing section the reader is told how to restore to the preclear more control of himself than he had, and then to increase his ability to have, to not-know and to play a game.

120 pages, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

**P.A.B. No. 97**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
20 Buckingham Street, Strand, London W.C.2

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1 October 1956

**START- CHANGE- STOP**

*Edited from L. Ron Hubbard's August 1956 HPA/HPC tape lectures*

This is the entrance to rough cases nowadays. The lowest entrance to a case which we have today is the same for a low case as it is for a high case. This process does not criticize the preclear's case.

It is below the establishing of the rudiments, but should still be audited in the modern manner of Communication Bridges, Acknowledgments, etc.

Only one procedure that would be lower than this process would be a highly specialized procedure having to do with an individual who has lost the use of his voice, sight, hearing or his capability of moving his hands.

It becomes necessary for the auditor to become inventive in order to establish communication, but he should stick as nearly as possible to these procedures. The lowest processes which would be addressed to any case would simply be the first process of SLP 8, which is not, as we were saying before, "**Find the auditor,**" "**Find the preclear**" etc., but the process which leads up to that. This is an interesting process since it is in itself capable of producing a full result and is an extremely simple one.

Start, change, and stop is the anatomy of control. This is a cycle of action. There is continue (persist) on the middle of the curve and other cycles within cycles of action, but the important factors are Start, Change, and Stop.

These three parts of control are run flat individually. Then pick up the other part of the cycle and run that flat in this order: We run *Change* flat, and then run *Start* very flat and then we run *STOP* flat.

It would be a mistake at this point to say this process is finished, for the excellent reason that if you ran Change again you would find further considerations shifting in the preclear, and then if you ran Start you would find it unflattened, so you would run it again and then run and flatten Stop.

It would not be possible to say how long you would have to run the process altogether. On somebody who was total machinery and who never had been in session, this would be a rough process. On a case that is in good condition, this would run easier. The preclear would consider it interesting and would exteriorize much better.

The end result of this process is exteriorization. For someone who is compulsively exteriorized this would be excellent, as he would slide into his head and eventually come out of it again, but not on a compulsive level this time.

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One meets with three conditions in auditing: the preclear who is compulsively interiorized, the preclear who is compulsively exteriorized, and the preclear who is buttered all over the universe. This case run on S-C-S would greatly accumulate the ability to collect himself—this might not occur until you have run him for five or more hours on it.

If this process is continued long enough the preclear will be moving his body by postulate—i.e. from the outside—not by beams, stimulus-response, etc.

This process does not go all the way up because of the preclear's attention span. Most preclears can't stay on a process for more than a few moments, so you would vary the process a little to keep him interested. His actual response, however, is not important as long as he does it.

There is no such thing as bad control, only non-positive control. Good control is positive control and positive control is not bad control. We get a lower level there than moving the body. This is S-C-S on objects. It is always safest to run this on someone you are trying out. Somebody to whom a body is not real should be run using an object instead of his body.

To run this process the auditor and preclear should both stand up. This gives reality, and the auditor duplicating (mimicry) the preclear will bring about greater ARC. The session always fails when the auditor sits down while running S-C-S.

It runs this way:

The auditor points out a spot on the floor to the preclear and says, **“Do you see that spot? Good, well, we'll call that Spot A. Now you stand there. Okay.”** The auditor now indicates another spot and says, **“Now do you see that other spot? Good, we'll call that Spot B. All right, now when I tell you to change the body's position I want you to move it from Spot A to Spot B. All right? Good. Change the body's position. Fine.”** Then you say, **“Do you see that spot? Well, we'll call that Spot C (we use three spots so that we don't run a duplication process on him). Now when I tell you to change the body's position I want you to move the body from Spot B to Spot C. Do you understand that? All right, change the body's position.”**

You can ask him **“Did you change the body's position?”** if his case isn't too low, but it's not advisable on a low case at first.

Then go back to Spot A. It does not have to be the same Spot A each time, as it makes the process too much like duplication, brings the preclear to predict the process too easily and do it machinewise.

Each time you make a contract with the preclear. You don't depend on any former understanding with this process. Each moment in time is new. We make each move in time a new move. He doesn't have to depend on his memory so you repeat again each time as above—the whole wording as given.

On Start we emphasize START. You say, **“Do you see that wall over there? Good. Now when I give you this command I want you to move the body in that direction. When I say START I want you to start the body. All right. Start. Fine.”** He may protest that he had to stop the body and change it as well—what is happening is that the word “control” is starting to ungroup and as you get start, change and stop apart and distinct from each other, the individual's ability to control the body increases and he gains more confidence in being able to control it from a greater and greater distance.

The next command would be: **“All right, when I tell you to start the body you start the body. Okay. Start the body.”**

The third command is for STOP. **“I am going to ask you to get the body moving over there toward that wall and somewhere along the line I am going to tell you to stop and I want you to stop the body. Is that all right?”** He agrees and you say, **“Get the body moving.”** You don't say start. He does, and you say “Stop” and “Did you stop the body?”

Stop is the most important part of S-C-S. The preclear has been told all along the line to stop. He was made effect all the time. Now you bring him to do just this under his own control and self-determinism and he takes over the automaticity.

Eventually the preclear will flatten each one of these in turn. You may have to do Stop one more time than the others.

You should walk around with him so that he can feel the mimicry context of this. If you sit down he will soon go out of ARC and leave the session.

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE

HCO BULLETIN OF 4 OCTOBER 1956

**HIGH SCHOOL INDOCTRINATION**

The conduct of High School Indoctrination is, of necessity, an extremely precise activity.

High School Indoctrination is given to Staff Auditors and very advanced students after these have long since satisfactorily passed routine Indoctrination.

High School Indoctrination, at the moment, consists only of teaching an auditor not to let a preclear stop him.

The failure of most sessions is the action of the preclear in going out of session. The preclear goes out of session at any moment when the preclear starts to control the session. When the preclear controls the session he is out of session. Therefore, it is necessary for the preclear not to stop or alter the course of action of an auditor. The moment that a preclear can satisfactorily, to himself, stop the auditor that preclear is out of session and the probability of doing him much good while he is out of session is very remote.

In High School Indoctrination the technique 8C, simply having a fellow walk over to the wall and touch it and let go, is followed. The person being indoctrinated or the "auditor" starts to use this 8C upon his "preclear" who is actually the one doing the High School Indoctrination. The "preclear" does everything in his power to stop, divert, change or alter the intention of the auditor. It will be found that such simple things as "Just a moment, my shoe is untied" are the best in effecting this stopping. The auditor can be thrown aside into running some other process by announcing to him that a facsimile has just appeared or that one should really use his left hand since one is left-handed.

The "auditor" in High School Indoctrination loses at any moment when he is made to pause. If he is made to pause or interrupt his session in any way then the session has to be started over again. He has "lost".

Because High School Indoctrination is rather hard on the Instructor, it is run for only 45 minutes and an exact moment of stopping the session, in actuality, is agreed upon. "We are going to stop this session now at five o'clock exactly, it now being four-fifteen." Then the session is entered and is run for these 45 minutes. To run one longer is sometimes almost fatal on the High School Indoctrinator.

Then, for the ensuing hour, the High School Indoctrinator runs the person being indoctrinated with Stop-C-S. This is to reverse the positions which have been occupied.

Therefore, to use High School Indoctrination, it is necessary that a two hour period be free and that the first 45 minutes of it be devoted to High School Indoctrination, a short break be taken, and then auditing of the person being indoctrinated who was, in the first 45 minutes, acting as the "auditor" (to be given Stop-C-S by the former "preclear").

High School Indoctrination depends for its effectiveness mainly upon the cleverness of the person doing the Indoctrination. He has to be very smooth, very often his most casual efforts are the greatest and will be found to be the most effective.

The final goal of High School Indoctrination is to have a Staff Auditor or Advanced Auditor who is not capable of being halted by a preclear under any

circumstances. Because the person doing the High School Indoctrination always has higher altitude, being higher on Staff or in Scientology, it will be found that the person being indoctrinated is much more likely to become confused during the Indoctrination than he would be in the average session. However, it has been learned that those people who become confused in any way during High School Indoctrination have, in the course of their auditing career, “blown” several preclears. It will also be found that they have not achieved very high results in auditing. They were too willing to be stopped, too easily rattled, too easily thrown aside and did not know their subject well enough.

Some of the effects which can be made on people undergoing High School Indoctrination are quite startling. They can be made to swear or even cry after being stopped as arduously and viciously as they can be stopped by a person doing the Indoctrination.

There is no reason to list the number of commands or dodges or attempted stops which the person doing the Indoctrination can use. It is only necessary to synthesise these if only out of one's own experience with very difficult preclears who would rather have done anything than be audited. It is better to think these up on the spur of the moment than otherwise. Planned dodges can be used where one goes very smoothly through the thing for eight or nine commands without offering the least difficulty or resistance and then suddenly hauls back on the next one and says “I won't”. This occasionally completely stops a person being indoctrinated.

High School Indoctrination must be given to every Staff Auditor regardless of any former training and it must be given by a person with considerable altitude over that auditor, such as the Director of Processing or the Technical Director of an operation.

L. RON HUBBARD

**LONDON CONGRESS ON HUMAN PROBLEMS LECTURES**

London, England  
5—8 October 1956

“The Congress on Human Problems which met at the Royal Festival Hall, London, on October 5th to 8th, 1956, was the largest Scientology Congress to be held this side of the Atlantic and well over two hundred delegates assembled to take part in

—*Certainty*, Volume 3, No. 11

** 5610C05	LCHP-1	Man's Relentless Search
5610C05	LCHP-2	Portions of You
5610C05	LCHP-3	Group Processing—Putting the MEST Universe There
** 5610C06	LCHP-7	Youth—Today's Displaced Person
5610C06	LCHP-8	Group Processing—“Keep it from going away” (with dummies)
5610C06	LCHP-9	Uses of Scientology
** 5610C07	LCHP-10	Salvation 1956
** 5610C07	LCHP-11	Personal Efficiency
5610C07	LCHP-12	Group Processing—Keeping Objects From Going Away
5610C07	LCHP	Havingness
5610C08	LCHP-16	Group Processing
5610C08	LCHP-17	March of the Atom—Tools of Ability, Something on Radiation
** 5610C08	LCHP-18	Today's Battle of Britain

Note: Lectures 4, 5, 6, 13, 14 and 15 were not given by L. Ron Hubbard.

(From HCO, London)

To Jean Thomason.

From Ron.

10 October 1956

Dear Jean,

Before I set off on air flights I normally give the latest material which I have.

You have in your possession, on the reel I made to the Staff Auditors, the most recent data with two exceptions—

1. Recall processes, when not on forgetting, are, on the long haul, for the birds. This does not apply to Over and Under Solids but it does apply to ARC Straight Wire. Process No. 26, then, is Not-know, the way it is run outside and always objectively. Forgettingness, “Tell me something you wouldn't mind forgetting,” is, as far as I know, quite workable on the long haul.

2. The other exception is quite startling and this is a development known as Confrontingness. Any conceivable way by which you can make things confront a wall or a dummy or a person is legitimate and works. This *is* the answer to valences. I knew there was something terrific on this matter of making the valence fight the wall such as “Mock up Mother and make her fight the wall,” but I didn't know the tremendous power contained in this as a valence shifter. Confrontingness does separate valences. The way this is done is very precise. One has the preclear (if he is a black case) remedy havingness objectively and coax him into getting mock-ups until he can get mock-ups, and then has him mock up anybody or anything until he can get something that vaguely resembles the mock-up of a person and then takes some present-time acquaintance and has the preclear mock up this acquaintance confronting the wall. The auditing command is “Mock up\_\_\_\_\_and make him confront that wall.” Then one points to another bare wall (he uses two or three places only) and has him “Mock up\_\_\_\_\_there and make him confront the wall.” This is all that is done until the preclear can actually make\_\_\_\_\_confront the wall. Then one goes through the people the preclear has known in the present lifetime and carefully selects out all of the likely valences. He then runs each one of these similarly. It is probably better to take the earlier valences first but only after the preclear can get some idea of mocking the valence up. It is useless, however, on a very active or psychotic valence to have the preclear try to mock it up in the first place since it will not mock up. The amount of violence which ensues from trying to make the preclear make the mock-up face the wall is the reason why the preclear can't mock up that particular person. Therefore, even a shadow of an idea of mocking up that person and making it face first one wall and then another wall is sufficient. The mocking up of people confronting male and female dummies reveals the oddity that in some cases preclears who are very shy have been animals, wild or domestic, in former lives and have conceived their idea of man on that basis.

While the preclear is mocking up somebody and making him face the wall he will tell you other names. The auditor should keep a careful list of these other names mentioned. The auditor must not permit the preclear to diverge from any valence the preclear started to mock up and make confront the wall. He must, however, make careful note of the people mentioned while any one valence is being held and then use these people later.

Machinery can be made to confront the wall and is more effective than a remedy of havingness on such machines.

Only as a last action does one have the preclear mock up parts of his body facing the wall. This, it will be seen, is not an extendedness. This is very intimate to the body and is very difficult to do. The preclear can do it before he has cleared up the rest of the valences but it doesn't do him any particular good because there is no telling whose kidneys he is mocking up before you clear the valences. Parts of the body also should straighten out while straightening up the valences. There is no trouble of the preclear's, there is only the other fellow's trouble, remember.

This belongs in the 26 processes at the level of valences and may very well prove to be one of the most valuable processes we have. I have not, at this time, worked it out to its final precautionary state but it is in good enough state, as above, to be used by staff auditors providing they understand they must take easy ones first and then go into the tougher ones and not give preclears failures by forcing them to mock up people when they can't even mock up usually still objects.

The lowest fundamental of this process is "Look around the room and find something that is still, now make your body confront it." This, by the way, is not quite as effective as the subjective stripping of valences but it will, as I have already told you, reduce a fever but, on the next preclear it was used to reduce a fever, the fever did not reduce objectively but reduced on a subjective series of mock-ups.

One word of warning, do not make the preclear mock up his own body confronting the wall until you are sure that you have each and every person in his entire life under his control and he can make them do it first. Only then could he successfully make his own body confront the wall in mock-up. The reason for this precaution is that making his own body confront the wall in mock-up form takes away too many of his rest points and leaves in a shaky state all his extended valences such as his mother, his father, his aunts, his uncles, his teachers, etc. Therefore, the preclear could be thrown into a confusion very easily by having him mock up and make his only stable datum, his own body, confront the wall.

The Congress Tape rundown on the latest processes, subdivided, is quite vital. There is probably material on that tape that your auditors do not all of them know. There certainly is a great deal to understand instructionally.

Best regards,

Ron.

LRH:wt.rd

**P.A.B. No. 98**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
20 Buckingham Street, Strand, London W.C.2

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15 October 1956

**CREATIVE PROCESSES, MOTIONS,  
STOPS and PERCEPTIONS**

*Edited from L. Ron Hubbard's August 1956 HPA/HPC tape lectures*

You will find in auditing a preclear that certain of his mock-ups still exist on his time track. So when a preclear makes a facsimile or dub-in it is still in a certain time-space spot.

Some facsimiles are so signally a failure that they float. They go skidding along the track. That is survival (no-effect). They weren't nailed down.

One could say that he is stuck in that moment of time.

You could do this to a person and say “**When I snap my fingers an age will flash**” and snap your fingers, and he may say “Six.” What does that mean? It means that the preclear is stuck in that age.

A man of 55 years with the face of a body of 5 years has certain speech, sexual and other mannerisms which have “floated” up with him to the age of 55. In other words, he is in a reaction pattern of the age of 5.

The age of a facsimile will flash. With an E-Meter you will see where he is stuck. Where there is charge (motion) the needle is in motion, and where he is stuck the needle will freeze right down to motionlessness when you are on the moment of stuckness.

A person is hit on his head with a sledgehammer at the age of 5, and at 55 he is still there. He still has that facsimile floating about.

It isn't perception that bounces, sticks, groups one on the track. Perceptions such as sight, sound, etc., in a facsimile are discovered to be a simple key-in of motions and solids.

A person is stuck when he wishes to escape motion.

An individual in a high games condition is in motion. The game gets too high, and he drops out. So he goes into a no-games condition. You can call this a *rest point* on the track.

He was in high motion, didn't like it after a while, found a stop point and he stopped. For example, a man is playing the game of “Fighting the Wars of India.”

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After a while he gets tired of it, and one day, in a battle, when everything is in violent motion, he considers that this isn't worth it any more and somebody spears him through the chest. This is a stop point on the game.

Whenever he is reminded of the high motion he remembers that there was a stop point on the track; i.e., lifetimes later he walks in London and sees an Indian being run over by a car, and suddenly all this unexpected motion reminds him of the old game of the Indian Wars and he remembers the stop point on the track, how he got out of the game. This preclear comes to you complaining of his chest—he's either got TB, chest trouble or something, and this blows when you audit solids.

There is an exact stop point in the middle of the facsimile where a game has ended, and your preclear wants to get into this stop point to escape a high-motion games condition because that stop point was the solution to all that danger and motion.

*The solution to danger and motion, reactively, is a stop point.*

An engram is a moment of pain and/or unconsciousness in an exact moment of time (or a mental image picture containing moments of pain and/or unconsciousness).

So a person who is in the middle of some painful incident which happened centuries ago is in this rest point, escaping from imagined danger and motion.

This is an exact mechanism which you must know and with which you must work.

You may ask how somebody gets out of a stuck point from which he cannot escape.

He is on the stuck point because there was too much motion on either side of it. So if he comes out of it he runs into the rest of the motion which he desired to escape. So the stuck point, as far as he is concerned, is okay.

In order to run this, you make *him* (the preclear) take over the automaticity of the motion that happened before and after the incident.

Have him *mock up* the motion that happened before the incident. (DON'T HAVE HIM RUN THE FACSIMILES BECAUSE HE WILL EAT THEM ALL UP AND BE VERY MAD WITH YOU AFTERWARDS.) Have him put *new* motion into the incident by mock-ups. (DON'T RUN THE OLD MOTION OUT!)

By throwing new motion in you are showing him that he can get the motion under control.

Do the same for after the incident occurred and he will shake loose from that point. You don't erase the stuck point. You improve his tolerance of motion.

DON'T RUN THE STUCK POINT. It runs for 165 hours without release. IT IS SERIOUS AND CONTAINS A VACUUM IN THE MIDDLE OF IT. You handle vacuums and stop (games conditions) by handling the motion.

A fellow with no stuck points is the "agitation case," spastics and any condition which is obsessed with high compulsive, obsessed motion.

High obsessed motion is lower on the scale than somebody who sleeps all the while.

This gives us caution. If somebody runs out of stop points he is in trouble.

So handle all motion in a period that turns up, otherwise we leave him stuck in the middle of the incident. *Move him right out of the incident. Handle all the motion by putting in new motion.*

An individual can be audited too briefly on any type of given motion. *So move him right out*, for he will rather have the stop point than be stuck in the middle of an incident.

A vacuum confuses all this.

A vacuum is a super-cold object that attracts electronically into it the *whole* track.

Just preceding a vacuum is the most violent motion of facsimiles you have ever observed because it may have a million years of facsimiles, places, faces, stop points, etc., in it.

So where are the stuck points? It is in the vacuum among all the scramble of facsimiles.

This is common in space opera. An object out in space which is -273 degrees has infinite capacitance and zero resistance, and it is hungry. It picks up that electrical energy at a fantastic rate. It pulls a person's whole track in when, out in space, he touches it.

(That's all there is to brainwashing.)

Handle this by having facsimiles fly around in mock-ups. Do this on gradient scales. (A gradient scale is a scale of conditions ranging from zero to infinity.) Next thing he has avalanches that he can start, stop and change, mock up, etc., and he doesn't care about vacuums any longer.

After this have him invent some games and individualities to get the game sorted

A game doesn't only consist of motion, but of enemies and individualities to fight those enemies with.

So all these factors **MUST** be taken into account or else you will be processing your preclear towards succumb.

L. RON HUBBARD

HCO BULLETIN OF 15 OCTOBER 1956

SUMMARY RESEARCH PROJECT

Dear Auditor,

Here is something I need. To summarize processes, I am holding an election of processes. So that we won't overlook good material or forget it, I want you to tell me the following data. I want you to return this to me, filled out. (Organizational staffs also)

I have experienced the most marked change of case on myself while being audited on the following processes, in order of importance—

I have achieved the most marked changes of case on preclears by using the following processes -

I routinely use in auditing the following processes—

I most enjoy using the following processes—.

I have done . . . . . hours (about) on preclears since June 1st, 1956.

I charge . . . . . per hour on the average for auditing. (An answer to this is optional)

I am/am not running a group.



I am teaching a (check one)—

Basic Course  
Personnel Efficiency Course  
Professional Course.

I would like to teach a Professional Course Yes. . . . . No. . . . .

I have sold . . . . . Associate Memberships.

My own best answer to getting Scientology around is—

My best Mail Address (block letters)—

The way I like my name in Publications and on Certificates—

Signed . . . . .

Please send this back to me without fail, with as many questions answered as you care to. Mail to nearest HCO

Brunswick House, 83, Palace Gardens Terrace, London, W.8.

1812, 19th Street North West, Washington, D.C.

Even if you left it blank, sign it and return it to me.

Thank you,

L. RON HUBBARD

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Randomity and Automaticity

**L. Ron Hubbard**

*Prepared from a lecture to the 4th London ACC,  
2 November 1955, entitled "Randomity and Automaticities."*

### THE VOCABULARIES OF SCIENCE

In all scientific systems you have a number of code words which operate as communication carriers, and when a person does not know these words well, he's having difficulty with the science itself. I've seen a senior in science falling down in his comprehension of a later part of the science because he had never gotten the nomenclature of the science straight to begin with. He did not know exactly what a British Thermal Unit was, or something like that—therefore later on when he's solving some vast and involved problem there's a datum rambling around in his head and it's not stable at all—it's getting confused—it's mixed up with all other data. And that is only because he didn't understand what the term was in the first place.

So just as you learn semaphore signals, just as you learn Morse Code, just as you learn baby talk, so, when you become conversant with any particular specialized subject, you must become conversant with its terminology. Your understanding of it then increases. Otherwise understanding is impeded by these words rattling around and not joining themselves to anything. If you know vaguely that such and such a word exists and yet have no definite understanding of what it means, it does not align. Thus a misunderstanding of a word can cause a misalignment of a subject and this really is the basis of the primary confusion in Man's understanding of the mind.

There have been so many words assigned to various parts of the mind that one would be staggered if he merely catalogued all of these things. Take for instance the tremendous background and technology of psychoanalysis. Overpoweringly complicated material, most of it merely descriptive, some of it action terminology, such as the censor, the id, the ego, the alter-ego, and what not. Most of these things lined up, each one meaning a specific thing. But the practitioners who began to study this science did not have a good founding in the exact sciences—in other words they didn't have a model of the exact sciences. And in the humanities they could be as careless as they liked with their words, because the humanities were not expected to be precise or exact—not a criticism of them—it just means that you could have a looser command of the language.

When they got into the study of Freud they got into this interesting thing—to one person an id was one thing and to another person it was something else. And alter-ego was this and it was that. The confusion of terms, there, practically all by itself, became the totality of confusion of psychoanalysis.

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Actually psychoanalysis is as easy to understand certainly as Japanese. Japanese is a baby talk—very, very hard to read, very, very easy to talk. If you can imagine a language which tells you which is the subject, which is the verb, which is the object, every time it speaks, you can imagine this baby-talk kind of a language. One that doesn't have various classes or conjugations of verbs. A very faint kind of a language. Nevertheless, it merely consists, in order to communicate with a Japanese, of knowing the meanings of certain words, and if you know the meanings of those words precisely, then when a Japanese comes up to you and says, "Do you want a cup of tea?" you don't immediately get up because you thought he said, "Wet paint." You have a communication possibility.

Well, similarly, with the language of psychoanalysis, the great difficulties inherent in understanding such a thing as psychoanalysis became much less difficult when one viewed psychoanalysis as a code system to relay certain meanings. It did not then become a problem of whether or not these phenomena existed or didn't exist. It simply became a problem of words meaning a certain precise thing. And if they meant that thing to everybody, then everybody was talking psychoanalysis, and if it didn't mean this thing to everybody, then people weren't talking psychoanalysis. Who knows *what* they were talking. The next thing you know they were talking Jungianism—the next thing you know they were talking Adlerianism—and the amount of difference between these various items is minute to say the least. But the language difficulties then made many practitioners in that field at odds with the theory, which they did not at any rate understand.

You find out in Scientology that a rather arduous background in mathematics and in what is at least laughingly called the exact sciences nevertheless made for a very arduously firm choice of word definition. There are certain phenomena named, and these phenomena are specific. They are not random, they are very, very precise. For instance, an engram is an engram. It is a mental picture of a moment of pain and unconsciousness. That is an engram, and if you know that you can find an engram.

But we have had, in the case of the word engram, something of a cross-up, since there was an early use of the word in biology, although it seemed to have gone out of usage, so that a biologist will come along now and then and look at the word engram and say, yes I know what an engram is.

Well, they know what they MEAN by the word engram, but they have never seen one. The engrams we are talking about in Dianetics and Scientology we can see, but they wouldn't ever quite know what we were talking about if they thought it was an energy trace on a cell. This was not discoverable with microscopes or anything of the sort, so I considered it a lost word and quite accidentally crossed up this word with the earlier biological use.

I remember one time learning Igoroti in a single night. I sat up by kerosene lantern and took a list of words that had been made by an old missionary in the hills in Luzon—the Igorot had a very simple language. This missionary had phoneticized their language and he had made a list of their main words and their usage and grammar. And I remember sitting up under a mosquito net with the mosquitos hungrily chomping their beaks just outside the net, and learning this language—three hundred words just memorizing these words and what they meant. And the next day I started to get them in line and align them with *people*, and was speaking Igoroti in a very short time.

The point here is, that it is not difficult to learn a language if you understand that you are learning a language. The first way to learn the language of Scientology is to understand clearly that you ARE learning a LANGUAGE and that it has in it perhaps fifty, sixty or seventy words, and that each of these words has a PRECISE DEFINITION.

As far as nomenclature is concerned in Scientology, what we usually did was to take a verb and make a noun of it so that there wouldn't be any cross-up of definition. It's an interesting system that has been employed. We try to minimize the number of words introduced. That might sound strange, but we have tried to minimize it. In giving a special terminology, we have only named those things which were really important to the auditor, phenomena which an auditor really had to understand. Therefore a knowledge of the exact definition of a word brought exact understanding of the phenomenon. It's that simple.

A knowledge of Scientology first and foremost, then, is a vocabulary knowledge. There are probably not more than sixty words in Scientology of special meaning.

We have not named to any extent invisible phenomena. An engram is a very viewable phenomenon. If you've ever run one on a preclear you know how visible it is, to the preclear and to you.

The first word we have, however, in the entire language of Scientology, is, unfortunately, a NON-viewable thing—the Static. It is non-viewable but it is experienceable, so it isn't completely removed into the never-never land. But from there on we do have almost all of our terminology in VIEWABLE form. It's examinable. It can be measured.

A fellow by the name of Wundt, in 1879 in Leipzig, Germany, invented a thing called psychology, which was mainly—his main interest seems to have been—the study of mental behavior *through physiology*. The subject which has come down to us from there called psychology has not been defined much differently since Wundt, and that is the way the mind has been studied—through physiology. Well, the man's hunch wasn't too far wrong, in that practically everything in the mind is viewable and does have some mass and does exist in space and is something that you could put your hands on very easily and say “that is THAT.”

We don't know whether Wundt knew this or not. The psychologists don't know it even vaguely today, and they think that what they are dealing with is a totally abstract, theoretical, never-never land subject, and that's why they choose it.

But if YOU don't know this then you're apt to go adrift on the terminology of Scientology and on Scientology itself. You're apt to go very badly adrift and believe that we're dealing with abstracts and intangibles. This may be an overlooked supposition on your part. Psychology studies abstracts and intangibles. We're not studying, however, psychology.

We're studying hearable, measurable, weighable, meterable phenomena—right below the level of Static. From the Static you go immediately into experienceable, viewable phenomena. And even the Static is experienceable.

So we're not outside the realm of experience anywhere in Scientology. Everything we deal with is something that can have concrete form or example. This is an interesting thing.

I've given you this fast summary on terminology itself so that you could see that if this word *randomity* and if the word *automaticity* cannot be clearly understood it must be being viewed then as some abstract thing, and it's not an abstract thing.

## RANDOMITY

We find the earliest introduction of the subject *randomity* in the Dianetic Axioms in the fall of 1951.

The word RANDOMITY was needed as a further expression of MOTION. I've been talking to you recently of "things that were too motionless"—tolerance of things which were too motionless and tolerance of things which had too much motion. We find that we have to increase people's tolerance of these. It shows us that if people had difficulties with the tolerance of things that were too motionless and too motionful, we had with this word *randomity* a rather upset circumstance people didn't like to grasp this word. Well, we have a further explanation of it today, and as a result of that further explanation we have a better chance of gripping this and using it.

Randomity means in essence COMPARABLE MOTION. Comparable to what? Comparable to the consideration of motion. So we have PLUS randomity and we have MINUS randomity. In other words we can have, from the individual's consideration, too much or too little motion, or enough motion. What's ENOUGH motion measured by? The consideration of the individual. Take, for example, a man eating a meal in the presence of two friends. He thought he was eating about right. The fellow next to him thought he was eating too fast and the fellow across from him thought he was eating too slow.

So, it's a consideration of motion. A traffic cop views the field of automobile traffic with a consideration of minus randomity compared to the motorist's idea of motion of cars. The motorist's consideration of optimum randomity is plus randomity compared to the cop's consideration.

If you've ever driven down a deserted highway you may remember having a little, vague suspicion that there was something not quite right about going down that road all by yourself. No other traffic to view. This tells you at once that it may or may not be a road. You know that you consider it a road—but do other people? An eight-lane highway could give you this idea that the road was closed, under repair, or that it wasn't considered by everyone else to be a road at all, if there were no traffic in sight for very many miles.

There is a certain amount of traffic randomity that a motorist is used to and is comfortable about. A New York cabbie, if you put him in a cab out in the middle of Arizona, would be outside his area of optimum randomity. He'd want at least a hundred and fifty cars stacked up at the next intersection, and here he has to drive a hundred miles to get any intersection at all. It's his consideration of motion.

Well, he has a certain tolerance for the random particles which in the case of traffic follow certain channels, but which nevertheless are pretty random on those channels. So he has the idea of randomity in traffic.

Randomity also contains the aspect of UNEXPECTEDNESS. Unexpectedness is inherent to the idea of randomness. In other words you have to have ENOUGH unexpectedness. You have your idea of how much unexpectedness there should be in life. Well, so does the New York taxi driver have his idea of how much unexpectedness there should be in traffic, and if he were to drive in a totally orderly community where the unexpectedness was zero this man would probably go to sleep or go unconscious or do something—he would eventually run off the road. But maybe after he was at it for many, many weeks he would "get used to it."

So then this word *randomity* contains the idea of CONDITIONING. It is the only place where we find the subject of conditioning in Dianetics and Scientology.

The reason I'm talking about randomity here is that it is one of the wider concepts, and a little harder perhaps to grasp than any other. Yet you can set it up and view it very easily.

We could set up something like this: a table that a person could sit in front of which would have all kinds of holes and runways in it for marbles. We could have these marbles popping up through the holes and taking different paths and bumping around at different levels and rates of speed and abundance.

In other words, we could have a table set up that would present a person with a certain level of randomness and we could include a controlled unexpectedness factor.

We could find out from this actually what the person's idea of optimum motion was. We could find out what amount of unexpectedness and rapidness of motion he would be comfortable about.

After a while the person starts to get nervous if you pop too many marbles out of those holes. They're coming out of the holes, and there are lots of them, and they're disappearing and appearing completely unexpectedly, smashing and cracking together and so forth, and he's likely to sit there and say, "There's just too damned many marbles!" He doesn't like it.

Just below that level of motion he'll say, "That's interesting."

And just below that level he sits there and says, "... marbles ...." One pops up and runs across the table, another one pops up, the first disappears, another one pops up and runs across the table, etc., and he says, "Ho-hum . . . marbles." That is MINUS RANDOMITY.

When he was interested, that was HIS randomness; that was optimum randomness. Where you had too many marbles moving too fast you had PLUS RANDOMITY. With relationship to what, though? With relationship to this person, this thinkingness, this mind. His idea of randomness was what it was.

You see that it has to be this way when you test a youngster who likes action on something like this. His reaction to the test would be that you would have to have the marbles popping up and shooting across there with such a suddenness and such a blur and such a whirr and such a snap that you yourself would probably stand there and watch and feel slightly uncomfortable. And this kid says, "My, how interesting." But you drop it down to the number of marbles that was optimum for this other fellow and the kid will say, "Oh, let's go out and play ball."

Now we have to have this thing called randomness. It's an unfortunate thing if it is incomprehensible at times. We have to have these things—plus randomness, minus randomness and optimum randomness.

What is his idea of unexpected motion necessary to the living of a life? How much randomness does he have to have to live? Which at the same time would say—stay interested in life. How much would he have to have?

A guy in space opera? WOW! Well, you have to have a fight between fleets at least once a week. You didn't have a good liberty at all unless five men were killed. That time was no fun at all—after they shot all the women there was just nothing left to do.

Idea of the amount of motion, unexpectedness, sudden event, the twist and turn to life is very, very high there. Therefore you have space opera engrams very easily in suspense on the track. They look like confusion. A fellow has been in space opera, and now he looks at the engram, and he says, "No-sir, that's confusion."

Now the only reason we're resurrecting this word and dusting it off and using it more frequently is that it is a better statement of confusion than the word *confusion*.

The word *confusion* means at once PLUS RANDOMITY, and it's therefore a specialized kind of randomness. It means: motion unexpected above the tolerance level of the person viewing it. And that is the definition of the word *confusion*.

So if a STABLE DATUM is necessary to the alignment of data, and if a stable datum can be pulled out of an area of aligned data with the result of confusion, we have to have a better understanding of what we mean by confusion. If we're going to process it we certainly had better understand it. It better be a nice, clear thing to us, because we are likely to look at a preclear and consider that he is under a confusion. When as a matter of fact, he might be in a MINUS RANDOMITY.

A good statement of a minus randomness would be: things are too slow. Things are certainly slow around here. Life is dull. There is nothing happening.

A consideration of how much motion and unexpectedness of motion there is in the environment—how much unexpected happenstance, how much pattern of action—and this would be minus when there was too little for the tolerance of the individual.

So we need to have a word to match *confusion*. It looks like there is a hole in the English language. Thus once more we have this word *randomity*. It's describing something which has been viewed which is not adequately described in English. And that we are viewing it and describing it and naming it somewhere within the bounds of comprehensibility is quite remarkable.

MINUS RANDOMITY is the opposite of CONFUSION. "Things are too stable." "Do you know that little Benny has not fallen out of the window for three days!" "Do you realize I have not burned myself all morning!" "Do you realize there hasn't been a single accident out there on the highway all afternoon!" "How dull—everything is travelling only at rocket speed!" That could be one fellow's idea of minus randomness, or opposite of confusion. Things are not sufficiently confusing, random, unexpected, in motion, so he's saying, "How dull."

This other chap looks at one horse walking down one street and says to himself, "Horse! ! ! Things are going too fast around here for me !"

Unless you understand that there can be a difference of consideration about this you would have a hard time trying to grasp the preclear's idea of how much stable data he needs. Now how much stable data do you think this fellow needs? One horse going down one street. He needs ONE STABLE DATUM PER PARTICLE. Therefore, he needs an ENORMOUS amount of information to keep the world from falling in on him and turning upside down and spilling in his lap. He just needs a tremendous quantity. He needs dictionaries full, he needs encyclopedias full, he needs libraries full, he needs scribes working on every side continually to catalogue, catalogue, catalogue, catalogue. And each word to him is not only a stable datum, it's a Sacred Datum. If we moved just one word out of line in a cataloguing of a hundred million words this fellow would become extremely uncomfortable.

We have whole sciences which are cataloguing sciences. If Francis Bacon hadn't wanted to give an example of what science was, we would probably never, even today, have had a science of botany. But Bacon used once, as an illustration of what a science would be, a science of botany. He used the classification of flowers as his illustration and instantly it became a science and from there on it is catalogued. For a fellow to be willing to study botany he has to be willing to tolerate a tremendous lack of motion, from most of our viewpoints. But from his own viewpoint his ability to tolerate motion or no motion never comes in question. He's perfectly happy going along with one-stable-datum-per-item.

To most of us this would be unthinkable arduous. So you can see that we have an intolerance for that little randomness.

The bottom line of this gradient scale would appear to be one-stable-datum-per-particle. That should be the bottom of the randomness scale—but it isn't. The bottom would be no particle, no space. And we would be back to a static. And out of this you at once recognize why a static wants havingness and particles: you have a game.

Below minus randomness is NO RANDOMITY. Of any kind. People do not usually like this at all. Starting up scale we get—a few particles. One could be at this point for two reasons: because he is shuddering away from confusion and therefore is getting a stable-datum-per-particle, or he could be at that point because he has a tremendous tolerance for confusion AND for motionlessness.

Now if he is cataloguing one stable datum per particle at the minus randomness end of the scale, then he is doing this interesting thing: This fellow is shuddering away from all confusion and particles because he's trying to USE UP all existing particles and stable data. He's trying to match these two things. So he's trying to use up all possible confusion.

If this same fellow had a high tolerance of confusion in the first place and had used up all these particles in this fashion, matching particle for stable datum, with everything catalogued, everything in order, he would run out of confusions. And he would have a SCARCITY OF confusion. So, taking another look at this randomness scale: we could have a scarcity of confusion, or a scarcity of motionlessness. A scarcity at either end. We could have either condition or both conditions, and NOT depending upon which end we were viewing it from.

Then we ask this: What is plus randomness and what is minus randomness?

FROM THE VIEWPOINT OF THE INDIVIDUAL, SOMETHING WHICH HAS IN IT TOO MUCH MOTION OR UNEXPECTEDNESS FOR HIS TOLERANCE is plus randomness, and THAT THING WHICH HAS TOO LITTLE MOTION IN IT FOR HIS TOLERANCE is minus randomness.

Now, how he gets into these states is the entire subject of scarcity.

For example: the fellow who falls into a plus randomness with great speed. His tolerance of motion is so slight that almost any motion is a plus randomness to him. A second horse gets into the street and he practically has a nervous breakdown. That fellow will have a tendency to do this: instead of matching a stable datum for a particle, he will take all particles and stop them (he starts to apply force) and then bring all of these particles into a mass so that they are each taken care of. He can look at this whole group of particles and say, "That's a table." "That's a rock." Now he's got ALL of the particles named. He's named it a rock. He's not going to do anything about these particles. He's going to just mass them. That is the state of mind which gets you mass.

Unless you simply mock it up to *have* a mass—there's always that going on—mock up a universe to have a universe, etc., or you can evolve them or have reasons for them. But this is usually the case: that an individual who is obsessively making mass has an intolerance of motion to the degree that a second horse on the street would give him a nervous breakdown. So he takes any particles that are in motion and he is actually ill about this until he can take the particles and push them together and say, "Ah, a rock. Whew! Now we can have some peace around here."

At the other end, the fellow in space opera: There's been a riot that morning, there's been a fire in Bunker 4, three prisoners have escaped and were shot in the



courtyard, and so forth, and this fellow is saying, “Gee, things have slowed down around here! Let's create some confusion and get some motion started. Let's drop a false message into the message center: WE ARE ABOUT TO BE ATTACKED BY THE PRUVIANS or something. Let's get something GOING around here.”

Well now, that individual will DISPERSE things. He'll disperse things preferably with an unknown. And then he has an enormous amount of data, none of which has any identification at all. His level of expectedness and unexpectedness is way up. He'll have a wonderful time wondering if he can possibly make head or tail of any of this: “Gosh, look at that! The president shot, and I'm plugged, and gee, you know, I can't make any sense out of it at all?!?!?!?!?”

You get the idea, then, how people vary unexpectedness and motion to fit their own considerations. There is, however, such a thing as a state of good health in connection with this. That sounds odd, but there is one, and that is: for an individual to act in either capacity by changing his consideration on the subject of randomness itself. In other words, retain or attain liberty of increasing or decreasing tolerance on motion at will. You can look at two horses on the street and say, “That's too many,” or look at a morning in space opera and say, “That's too slow,” with no difficulty whatsoever. Or you can say that the morning in space opera was too fast and the two horses on the street were not enough. You could do anything you wanted on it. That would be a state of health regarding tolerance level of randomness. But where an individual has lost his ability to vary his considerations of confusion and motionlessness, which is to say, his plus and minus randomness, he has lost his ability to have a game, and will then find himself being put out of games which do not fit his fixed opinion. Therefore he has limited himself in the number of games into which he can enter. As an individual can shift his consideration of randomness, so he can play large numbers of games. And as his consideration on the subject of randomness becomes more and more fixed, so that there is just a certain amount of motion he can tolerate, just a certain amount of motion that he can't tolerate, when he's fixed right there somewhere on the scale between total confusion and total motionlessness, and that's IT, he has to find a game which fits that idea of a game, his idea of an optimum randomness. What, then, is a game? A game is an optimum randomness. That is a satisfactory game— optimum randomness. What is an end-of-game? Un-optimum randomness—without regard to whether it is plus or minus, too fast for him or too slow for him. That's just both sides of a fixed consideration.

An individual's ability to LIVE, then, will to a marked degree depend upon his ability to shift his consideration of what is confusion, what is motionlessness. And if he can't shift this opinion—he is sunk.

The organization or the person which tells the individual to conform to the environment, tells him to FIX his opinion of randomness to that environment, has asked that individual to die the moment the randomness factor alters in the environment. It's asked him to run out of games.

Another factor enters into this which is the saving grace, and that is, the emergency factor or the NECESSITY LEVEL. A necessity level is a sudden increase of randomness to a sufficiency that the individual makes a momentary adjustment to it—in other words, momentarily increases his tolerance for unexpected motion. The unexpected motion there is so great that it puts him into a higher level of motion and he takes care of it. That is necessity level—it is the randomness itself driving the person. When the randomness kicks the person, he knows he must move.

But necessity level only occurs where the individual is in a total stimulus-response condition with the randomness itself. And it is nothing to count upon at all. Give them that much more motion and people are just as likely to stay fixed as to go faster.

Create TOO MUCH randomness TOO FAST, and people WILL stay fixed. They will not react on a necessity level at all.

Unfortunately there is no such thing as a “non-necessity level” or a “non-emergency level,” where things suddenly move too slow for the individual. We don't have any mechanism to take care of that.

So people try to build up their tolerance for speed by going faster and faster and faster, and they think they then can go faster and faster and faster, and they never drop back toward tolerance of motionlessness. It's actually more important in this time and place to adjust people's ideas of motionlessness and the tolerance of motionlessness than the tolerance for speed. There are very many ways you could do this—you could have a person SIT motionless for a very long time, but he usually can't tolerate that. It exceeds his tolerances instead of building his tolerances on a gradient scale. Certain processes have done this to some extent for quite a while now, to considerable benefit.

One way you could do this is have the preclear say things are going fast when they are practically standing still, and then he tolerates them easily, but actually he's gotten around it, hasn't tolerated any motionlessness, he has simply tolerated his new consideration.

The auditor has a great deal to do with this today. He can actually produce plus and minus randomness in the individual at will. He can stuff the individual full, one way or the other, of stable data. And that produces for the individual to some degree, minus randomness. He can pull some stable data out of the reactive banks, and he will at once produce plus randomness. He can thus alter his reaction to motion, his randomness, by handling DATA. But remember, this is a low order of thing compared to changing the CONSIDERATION of a person.

Now, as an auditor, you have to know that you can add to or subtract from the data of an individual, and thereby give him plus or minus randomness. Remember, though, that he would only get a plus or minus randomness if he had a fixed consideration on the situation. But you have to know this business about putting in and pulling out stable data and producing randomness because it explains THE VARIOUS REACTIONS OF THE PRECLEAR TO AUDITING. He's learning more, the world's getting more and more even, more and more stable to him, more real, and all of a sudden he adjusts by giving up a stable datum (which you very often misname a consideration). Here he is, getting more data, and his attitude, his consideration of randomness is FIXED. So as you give him more data and he spots more things and he gets more stable data all around, why, he simply gives up some of his old data; you haven't actually changed his randomness. If you're doing a smooth job of A-R-C, you're gradually upgrading him to a higher tolerance of everything. One of the ways he will adjust it is to suddenly spit out some old, aberrated datum. That is a stable datum. You have simply moved in one stable datum and moved out one stable datum. The point of this is, you have to change his consideration of speed, that's all. You have to change his ABILITY to change his consideration of speed.

## AUTOMATICITY

All right, what, then, is this thing called AUTOMATICITY? If automaticity is related to randomness, which it is, then IT would have a lot to do with consideration, too, wouldn't it? Automaticity means: non self-determined action which ought to be determined by the individual. The individual ought to be determining an action and he is not determining it. That's a pretty broad consideration. It's something not under the control of the individual. But if we said, something not under the control of the individual, as a total, unqualified definition of automaticity, we would have this, then:

That car that just went down the street would be an automaticity to you. You didn't have control of it. So this is not a precision definition. The precision definition has "which ought to be under the control of the individual."

An individual will tolerate within himself so much random action of the materials which he ought to be controlling. For instance, you, if you are a fairly good driver, would have no difficulty, when you were starting your car in the morning, in tolerating the fact that it killed a couple of times before you got it going. So the sudden stopping of the motor was not really an automaticity to you. There is an expectedness in it. Or let's take an unexpectedness—you shifted the gears and didn't quite get it in gear—if your tolerance of randomness was good, if your ability to change considerations was good, you'd flip the gear in, and then it didn't quite go in again and you had to make a second pass at it. That's an UNexpected motion. It's still not really an automaticity, except in the severest definition of the word. Something has occurred which you should have controlled but didn't.

Now, we see automaticity and use the word mainly in connection with just this: motion in the bank—facsimiles in motion around one—under the control or not under the control of the individual.

Many an individual will get all kinds of fast motions in the bank—pictures, action, machinery, etc., and not even consider it vaguely random "That's all right," he says. But they should be controlling it—it ought to be doing what they say. Well, from their opinion, it IS.

This other fellow, a fellow with a different consideration of randomness, gets one picture shifting an inch to the right unexpectedly—"There's an automaticity going on here," he says.

Another fellow has a machine; he tells it to mock up dogs, so it mocks up blue dogs, pink dogs, and then moves over to the other side and mocks up green dogs, purple dogs, and then mocks up from the back dogs with hats on, dogs with canes, dogs with heavy fur, dogs with light fur, dogs with five feet, dogs with two feet—"Ho hum—life's running as usual ...."

When the preclear says to you that there's an awful lot of action in the bank, that means that he considers that the action in the bank which he is confronting is an awful lot. It doesn't tell you how much action YOU would say there is in the bank. So it's the PRECLEAR'S consideration and opinion that makes an automaticity. Not yours. It's the amount of randomness which he ought to be controlling but which he isn't controlling, and that depends upon the amount of randomness which he can tolerate. And if he can tolerate a tremendous amount of randomness, plus or minus, then nothing looks random to him at all. And the funny part of it is—he can control it, too. And where these two things join at the crossroads you've got control of phenomena in the bank. If an individual can tolerate it he can control it.

If he can't tolerate it, he can't control it and that's all there is to it.

I hope you have some better understanding of these two words and what we are doing today in auditing. The relation of Stable Datum to confusion is actually the relation of the stable datum to randomness. You have to have a clear understanding of randomness before you enter in upon that in teaching Scientology, auditing preclears and in developing your own understanding of the material of Scientology. 11

## 15TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Washington, D.C.

15 October—23 November 1956

L. Ron Hubbard conducted the 15th American Advanced Clinical Course in Washington, D.C., from October 15 through November 23, 1956. In addition to daily intensive training in advanced theory and practice, students got a full course on how to teach a professional course, and how to teach and manage a Personnel Efficiency Course (see Organizational Series Lectures on next page). Here are the lectures on "Education," "Learning Rates," "Scale of Reality," "C.R.A. Triangle," and many more:

** 5610C15	15ACC-1	Opening Lecture
5610C16	15ACC-2	Mimicry
5610C17	15ACC-3	Complexity
5610C18	15ACC-4	More on Mimicry
5610C19	15ACC-5	Mechanics
* * 5610C22	1 5ACC-6	Scale of Reality
** 5610C23	1 5ACC-7	"C. R.A." Triangle
** 5610C24	15ACC-8	Cut Comm Lines (In and Out)
5610C25	15ACC-9	Games Vs No-Games
** 5610C26	15ACC-10	Learning Rates
5610C28	15ACC	Training Methods
5610C29	15ACC-11	The Mind
** 5610C30	15ACC-12	Education
5610C31	15ACC-13	Rest Points and Confusion
5611C01	15ACC-14	Co-ordination of Classes of Processes
5611C02	15ACC-15	Wind Up on Stable Datum and Rest Points
5611C05	15ACC- 1 6	Radiation
5611C06	15ACC-17	Time Track
5611C07	15ACC-18	Creation
** 5611C08	15ACC-19	Simplicity
5611C09	15ACC-20	Skull Gazing
5611C12	15ACC-21	Simplicity Vs Alter-Isness
5611C13	15ACC-22	Aberration and the 6th Dynamic
5611C14	15ACC-23	Training Methods
** 5611C15	15ACC-24	Diagnosis: How to
5611C16	15ACC-25	Summary Lecture
5611C23	15ACC-26	Farewell Lecture

## ORGANIZATIONAL SERIES LECTURES

Washington, D.C.

18 October—13 December 1956

L. Ron Hubbard gave the Organizational Series Lectures to the combined student bodies of the Washington, D.C., Academy and the 15th Advanced Clinical Course, plus the staffs of Washington and Silver Spring, on Thursday evenings, October 18 to December 13, 1956. They are lectures or briefings on how to succeed and prosper and make progress professionally, in an auditing practice, in a Personnel Efficiency and other courses, and in group activities.

** 5610C18	OS-1	How to Create and Instruct a PE Course, Part I
** 5610C18	OS-2	How to Create and Instruct a PE Course, Part II
5610C25	OS-3	Education
5610C25	OS-4	Methods of Education (with Demo)
* * 5611C01	OS-5	Tone Scale Autumn 1 956
** 5611C01	OS-6	How to Handle Audiences
5611C08	OS-7	Research Report: Radiation, and Its Relation to Processing
** 5611C08	OS-8	Testing
** 5611C15	OS-9	Definition and Construction of Organization, Part I
5611C15	OS-10	Definition and Construction of Organization, Part II
** 5611C22	OS- 11	The Consequence of Organization
** 5611C22	OS- 1 2	The Deteriorization of Liberty
** 5611C29	OS-13	Hope
5611C29	OS-14	How to Present Scientology in a Mad World
5611C29	OS-14A	The Scale of Havingness
** 5612C06	OS-15	Money
5612C06	OS-16	A Postulate Out of a Golden Age
5612C13	OS-17	Confusion and the Stable Datum
5612C13	OS-18	Randomity

All 15th American ACC and Organizational Series Lectures are listed above for convenience. They are also listed on the following pages in date order sequence.

**HPA-HCA TRAINING PROCESSES**

The following training processes are recommended as necessary to the education of an HPA or HCA student, from the moment of his enrollment until his graduation. It does not particularly matter whether the HPA or HCA has been indoctrinated in the “very latest techniques”, but it does matter that he is able to run the following. If he can do this, then he can carry on with almost any other technique.

1. **CONFRONT A PRECLEAR.** This is done by the Indoctrination Course. The student is taught how to handle communication with the preclear by dummy sessions and demonstrations by the instructor. Confirm and grind in auditor-pc relationship and Rudiments—“Look at me. Who am I?” and the reality scale.

2. **ARC STRAIGHTWIRE.** This is run as the first process audited by the student on a fellow student, after leaving the Indoctrination Course. The barest elements of ARC straightwire are used, and then the therapeutic technique is undertaken, on the basis of “Tell me something you wouldn't mind forgetting”. The basis of this process is to give the student subjective reality on the time track of human beings, and to demonstrate that people slide back into the past and up toward present time as they remember various items, which phenomena should be pointed out and observed by the student.

3. **SUBJECTIVE HAVINGNESS.** This should be run both to give the student reality on the bank of the human being, and upon havingness itself. If the case being audited on subjective havingness is a black case, then the student is required to have the preclear mock up a blackness or black objects in the blackness and remedy the havingness with those, regardless of any dope-off, until the individual has a clear field or can go on to some other process.

4. **8-C (a), (b), (c),** with emphasis on (a) and instruction with regard to the preclear's ability to handle decisions. This is the first walk-about process, and is vital in the training of a Scientologist.

5. **OPENING PROCEDURE BY DUPLICATION,** old style. The “not-know” version could be run, but is a little complicated.

6. **OVER AND UNDER ON THE BANK** in making things solid.

7. **KEEPING THINGS FROM GOING AWAY,** in terms of small alternate objects, with concentration on the fact that this is a havingness process, and also holds things still.

8. **TERRIBLE TRIO.** Both sides, the “can have” for the preclear, the “can't have” for the preclear's enemies.

Training should be completed with a very fast review of the more recent processes, and giving these into the student's hands, not as something in which he has been trained but as something that he can use as fast as he attains reality upon them.

Of the above list, the first six are the most important, from the standpoint of training.

Throughout training, the student should be carefully monitored as to his ability to communicate with his preclear. Auditing procedure should not be neglected, from the moment of entrance into Indoctrination until graduation, since it is style of auditing we wish to achieve rather than teaching of processes.

When the student is taught data, he should be given a high power of choice over the data in which he is instructed, but he should be instructed in such a way that he can achieve the reality of the data, since it is true and factual.

**P.A.B. No. 99**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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1 November 1956

**FACSIMILES & SOLIDS**

*Edited from L. Ron Hubbard's August 1956 HPA/HPC tape lectures*

For material about facsimiles, the best is in *Dianetics: The Modern Science of Mental Health*, American edition.

More recent processes turn up all the phenomena of facsimiles, engrams, locks, secondaries, etc., so it is vitally necessary that this material is well known.

A facsimile is an energy picture made by a thetan or the body's machinery of the physical universe environment. It is like a photograph. It is made of mental energy. *It means copy of the physical universe.*

On the track facsimiles have been corrupted. It became a picture which may be a facsimile but isn't. It would run and look like a facsimile, but is a picture of something which didn't really happen. Automatic mock-up is a better description. It is changed from the physical universe.

For example: A man walks down the street and sees a girl. He has a picture of the girl. As he walks down the street his machinery gets to work and he then has a picture of a bedroom. He never saw her in the bedroom, but on a delusory basis he puts her into one.

If he is totally sane there is no liability to this. Those pictures are not aberrative unless the preclear is way down scale, when he will start mourning over this girl he only saw once in the street. He has failed to differentiate between his facsimile and mock-

Delusion and hallucination come under the heading of this alteration of the physical universe facsimile.

This delusory picture is called "dub-in"—a term taken from the movie world.

Next is the plain mock-up, which you know is only a mock-up and not a facsimile or a dub-in.

The auditor's error in the past was failing to recognize facsimiles as facsimiles and too often calling them dub-ins.

A source of dub-in is "Somebody told you," and if a person is in a wrong valence he gets pictures of things this valence has told him—e.g., preclear is in mother's

universe, and she has told him all about how horrible father is. One day he looks through his bank and finds pictures of father beating mother, a thing which never really happened.

Mother said so and this contains mother's mock-ups which are dub-ins.

The only worrisome source of dub-ins is, being in the wrong valence.

One makes them up out of remarks which are dub-ins, and these we call SYNTHETICS.

Split universes and the preclear finds his own facsimiles, which are sometimes quite startling to him.

Don't make the mistake of calling a real facsimile a dub-in and refusing to process it. No matter where it comes from, whether dub-in or facsimile, this is handled by mock-ups and you don't have to differentiate.

Remember not to ignore the whole track phenomena—which are facts. Don't assault facts of this nature unless you want to make a game out of it, and when you do so, be aware that you are doing it.

In modern living the foremost reason of the failure of modern psychotherapy is that they never believed what the patient was saying and never understood what was happening. The preclear told them about prenats, etc., and was invalidated when he wasn't believed.

In the genetic entity's bank are such things as the *sperm sequence*, *ovum sequence* and the *sperm-ovum sequence*, and they are three separate lines of engrams.

Furthermore, on the sperm sequence we can move back on the GE line to father and often find the wrong father.

As we come forward we find the development of the preclear's body in the womb (gestation) with pictures along the line. These pictures have black visio or they have a dub-in which was made out of pictures which were heard by the child and then the child dubbed in the environment but the actual visio is black. It is dark and noisy in the womb.

*You may run into a vacuum which compares to a super-cold piece of metal, which when contacted by the thetan pulls in the entirety of his bank.*

Afterwards, when trying to remedy his havingness, you have him sitting in the middle of the vacuum. Of course, this *picture* of a super-cold object is still behaving like a super-cold object. This accounts for the way people get stuck in space opera. They were in space suits out in space and got shot. As long as they were warm they were okay, but the moment they touched a super-cold object, their bank rushed in and they were brainwashed.

The prenatal area is black and a vacuum is so confusing that the blackness is the total answer a thetan can give to it. He covers all that up with blackness.

So one has two types of blackness here.

A third type of blackness is when a man walks in the dark, stumbles over something and gets an engram—which is totally black. One gets accustomed to these various kinds of facsimiles. It is not necessary to go into them. The main point is that they ARE there and must be handled.



The heart of some of all consequences in living, guilt, conscience, various conflicts are contained in the electronic phenomena of the bank—facsimiles, dub-ins and mockups.

This bank is the apparently unalterable pattern of behavior.

In order to change about the behavior of body and facsimiles, it is necessary to change the thetan. It is necessary to change the bank.

There are three types of bank:

1. The Somatic Bank,
2. The Analytical Bank, and
3. The Reactive Bank.

You know the analytical bank is there but not that the reactive bank is there. It sneaks up on you and one day the sperm sequence restimulates you and you start to wiggle—that a small picture like that will make a whole body wiggle is but a matter of consideration.

Remember all these are considerations.

A facsimile could influence the whole body or just one part of it.

The preclear accepts the analytical bank but is surprised to find reactive pictures, such as prenatals, past lives, etc., turning up while he is being audited.

These pictures were primarily created to have an effect on somebody else. When they ceased to have an effect on somebody else, they began to have an effect on the preclear's body. Therefore they survive. The definition of survival is “no-effect.” A game will continue as long as there is no absolute effect occurring. An action will occur until the end of the action cycle, which is start-change-stop.

The thetan uses pictures to handle and control the body. The “facsimiles under the preclear's control” is a wonderful piece of machinery, and out of his control, a nightmare. He gets aberrated.

A facsimile contains all perceptions (about 54 or more; I stopped counting at 54), e.g., joint positions, body motion, perception of heat, small motion, photons (visio). Touch, smell, sight and sound actually have to be handled sooner or later if you are handling any facsimiles.

Facsimiles were first designed to have an effect upon somebody else. To a thetan his body is somebody else, so while he is having an effect on the body, he is still having a win.

Because there have been other facsimiles on the GE line, his stimulus does very often not get the exact response on the body. It gets some other response and introduces an unknown element.

The thetan thinks he is just handling one bank—he is actually handling thousands of banks that have been there before him. There are not other thetans in the body. The facsimiles are just the residue of other thetans in the bank. These are the facsimiles and reactions made by other thetans in the bank and this is often a very spooky thing.

When a thetan runs into this amount of unknownness—he wants the body to jump and it lies down to sleep—he is apt to get puzzled.

Life is a contest of trying to get a body or other bodies to do the various stimulus-response mechanisms.

We need sound to handle the bank. We say something and something restimulates. All kinds of meanings and significances creep into this bank and people can get stuck on certain phrases in these banks, and it is wonderful how a certain phrase can aberrate a single life. (Refer to: *Dianetics: The Modern Science of Mental Health*.)

There is no doubt about this bank being powerful and formidable, but so is our ability today to handle it.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 15 NOVEMBER 1956

### HGC PRECLEAR COMPLAINTS

On any HGC preclear complaint, we will give more auditing for cash, and tear up any old HGC note (requisite: real complaint grounds).

LRH:mek.rd

L. RON HUBBARD

### LRH TAPE LECTURES

1—15 November 1956

5611C01	15ACC-14	Co-ordination of Classes of Processes
** 5611C01	OS-5	Tone Scale Autumn 1 956
** 5611C01	OS-6	How to Handle Audiences
5611C02	15ACC-15	Wind Up on Stable Datum and Rest Points
5611C05	1 5ACC- 16	Radiation
5611C06	15ACC-17	Time Track
5611C07	15ACC-18	Creation
** 5611C08	15ACC-19	Simplicity
5611C08	OS-7	Research Report: Radiation, and Its Relation to Processing
** 5611C08	OS-8	Testing
5611C09	15ACC-20	Skull Gazing
5611C12	15ACC-21	Simplicity vs Alter-Isness
5611C13	15ACC-22	Aberration and the 6th Dynamic
5611C14	15ACC-23	Training Methods
** 5611C15	15ACC-24	Diagnosis: How to
** 5611C15	OS-9	Definition and Construction of Organization, Part I
5611C15	OS-10	Definition and Construction of Organization, Part II

**P.A.B. No. 100**  
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**From L. RON HUBBARD**

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Brunswick House, 83 Palace Gardens Terrace, London W.8

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15 November 1956

**THE AUDITING OF SOLIDS**

*Edited from L. Ron Hubbard's August 1956 HPA/HPC tape lectures*

Auditing could boil down to one process—that is, if the preclear is capable of doing it. Also, most importantly, if the auditor, if he has been recently indoctrinated, has established the rudiments, has the preclear well in the session and can handle any randomities that occur. In other words, this process takes the whole of Scientology into account.

That process is called SOLIDS.

The way to run Solids is:

Find the principal stop point on the track, the principal vacuum or something you think might have been. Failing that you just arbitrarily pick an age somewhere in the middle—an incident after which the preclear says he became different to what he was before.

Before giving the command, explain to him the proper meaning of the word “facsimile.” Don't use the words “incident” or “pictures.”

Then you say, “**Can you find a facsimile later than the incident?**”—you mean the vacuum.

He finds one later and when he does you tell him, “**Make it solid.**” If the preclear is being pedantic give this command: “**Make it more solid than you first perceived it.**”

Making it a little more solid than it was is sufficient. The preclear will at first be using effort, but after a while he will be working by postulate.

Keep running this until the facsimile flicker-flacks and changes, and then take the preclear off it. Don't let the preclear communicate too much.

(Incidentally, don't have the preclear forget to make the invisible particles in the facsimile more solid as well, otherwise they will eventually build up a ridge to which the other facsimiles, as he finds them, will stick. Making the invisible particles solid will obviate that.

If the preclear doesn't understand what you mean by making the invisible particles more solid, ask him to open his eyes and look at the wall. Then ask him to

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make the particles between him and the wall more solid. He will then understand what you mean by invisible particles.)

Then you say, **“Can you find a facsimile earlier than the incident?”**

He finds one earlier than the incident and you say, “Make it solid.” After a while the automaticity of the facsimile disappearing or changing will wear off.

The preclear will not only make the picture more solid, he will stop it dead in its tracks. It won't blow unless you introduce this other command: **“All right, dispose of that.”**

**“Now can you find one later than (the age)?” “All right, make it solid.” “Okay, dispose of that.”**

Keep him out of engrams because we are not running anything out. We are increasing and improving his ability. WE ARE RUNNING SOMETHING IN.

You are having your preclear, who has no mass, motion or space, confront something which has, and he cannot duplicate it, nor it him. And you are coaxing him into the understanding that he can.

*You are* trying to make the preclear capable of making things more solid.

You are *not* trying to undo vacuums, engrams or operations.

*You are* trying to show him that he can handle a facsimile and make it solid.

See that the preclear does not directly address an engram or vacuum or a difficulty. Also don't upset his power of choice by telling him not to do it. Steer his attention off it. Tell him he can find a facsimile earlier or later than that.

Don't get sloppy as an auditor. It's a tough process. Use and maintain good 8-C to make sure that the preclear is always following directions. Make sure he does. Keep him at it and see that he executes the commands as given, for if he makes things solid before you ask him to, he may take the road which contains a lot of dynamite, such as touching a vacuum.

The preclear is not bright while he is being audited because his bank is too fascinating to him.

Keep him running the process and your preclear will suddenly realize what his conflicts with the environment are. These conflicts with the environment with which he is engaged are the real conflicts of life. Gradually his perceptics will turn on, BUT ONLY WHEN SOME EMOTION HAS TURNED ON. It's because you are running the band above solids.

It isn't an end-all process because there are other things above solids and effort.

It has an extroverted side which is better than the old Trio—i.e.:

**“Look around the room and find something you can have,” “Look around the room and find something you can permit to remain,” and “Look around the room and find something you can dispense with.”**

This process runs this way: **“Look around the room and find something you wouldn't mind being solid.”**

He finds something and you say, “**Good. Make it *more solid.***” If you said, “**Make it solid**” you would be invalidating him.

The preclear will say that the walls are getting very solid, too solid, for his comfort, because he has probably been taught in physics class that walls are composed of small particles with holes in them—which isn’t true. Solids shed small particles, but that does not mean that a solid is made up of small particles.

Making something solid later or earlier in this lifetime only, is the limitation of this process.

After this his track starts coming in. As he makes things solid, the havingness starts filling the vacuum areas.

Don't run vacuum areas by making them solid or you'll sit in that auditing chair for a pretty long time.

The preclear will start picking up losses. Everything he picks up and makes solid is a loss, which is the first and foremost reason why he made facsimiles in the first place. They are substitutions for loss and that is the explanation of the phenomenon of sublimation.

He will keep on talking about the loss of possessions, marital partners and familial connections. This does not violate game conditions because he is running losses of things and times he lost and because you are not auditing the losses, you are auditing the pictures. As long as you are auditing the pictures you have got the primary game still going.

Don't have the preclear make incidents solid. Only have him make facsimiles of the incident solid, otherwise he will be feeling terrible. The thetan's game is to make nothing out of a facsimile, which is a no-game condition. He is going toward the truth, and by making the facsimile solid, you are going towards making a game.

When running solids subjectively, the preclear will start getting things way up the track when you ask him to find a facsimile earlier than the incident. You don't care about the incident. You want to know where the incident is so you don't run into it.

The values of running before and after facsimiles by making them solid, and auditing directly towards the reduction of a vacuum, are not comparable. If you try to take something out of the bank, you will lose.

If you try to ADD something to the bank you will win.

Why don't we just run S-C-S and blow the preclear out of his head and stabilize him through some exteriorization drills? Because we want to get the preclear to make things in his head more solid. Otherwise for the rest of his career in this universe, he will be leary on heads. The only thing that is wrong with any preclear who is stuck in the head is that he cannot handle the stuff that is there.

This process is the best to date and it takes a long time to run, but for the amount of ability it regains in the case it is the fastest process we have.

This process belongs to “EFFORT” on the Know-to-Mystery Scale.

L. RON HUBBARD

# HCO TRAINING BULLETIN

30 November, 1956

## SLP 8

1. Getting into communication with your preclear.
  - A. Mimicry (psycho rushes around in the middle of the room and jumps up and screams; and you rush around in the middle of the room and jump up and scream).
  - B. Touching the preclear (on locational or any other process where you walk the preclear around, you are in communication with him to the degree that you touch him). Gradient scale, touching him on the elbow, taking hold of his elbow, and eventually making his body turn this way and that.

Commands: "Look at me. Who am I?" "Who does this hand belong to?" (Auditor indicating own hand, or various parts of his body, being sure to maintain some physical contact with preclears below 2. 0 on tone scale, where communication is solid).

2. Havingness, subjective. (This is just a patch-up of havingness so that if the preclear caves in you have something to fish him out with, which he has been conditioned to.) "Mock up a ....." "Push it into the body."
3. Part A of 8-C. "Do you see that ....." (auditor indicates wall or object), "Walk over to it." "Touch it." "Let go of it."
4. Control Process, tactile 8-Cb. "Look around the room and find something you wouldn't mind having," or ".....could have." "Walk over to it and feel it."
5. Start-C-S. (Don't run any part of it very long.) "When I say start, you start the body," or " .....the (object)." "Start." "When I say change, you change the (body or object) from.....to....." (locations designated by auditor). "Change." "When I say stop, you stop the (body or object)." "Stop."
6. Keep it from Going Away. "Find some objects in the room you don't dislike." (Have him spot quite a few, maybe 20. You select out of these three you are sure are non-significant to this preclear. Have him go and get them and place them some distance apart—at least three feet between object 1 and object 3—and not directly in front of him; two objects on one side, one way off side, the other slightly off side, and one way off the other side.)
  - A. "Look at ....." (auditor mentions object 1).  
"Pick it up."  
"Keep it from going away" ("Now you keep it from going away" is the insistent version and he must be doing it. Check to see that he is doing it.)  
"Put it back in exactly the same place." (Command agreed upon beforehand so that he isn't surprised by this.)  
"Look at .....(object 2)," then repeat above commands.  
"Look at .....(object 3)," then repeat above commands.
  - B. "Look at .....(object 1)."  
"Pick it up."  
"Keep it from going away."  
"Put it back in exactly the same place."  
"Leave it totally uncontrolled."  
"Look at .....(object 2)," then repeat above commands.  
"Look at .....(object 3)," then repeat above commands.

Part A is run several times before running part B.

7. Keep it from going away on the body. (Everything you run on the right foot you run on the left foot, everything you run on the right ear you run on the left ear, everything you run on the head you run on the feet, etc.)  
 “Keep your hand from going away.”  
 “Now make it flip-flop.”  
 “Keep it from going away.” “Now make it flip-flop.”
8. Keep it from going away, by sight.
9. Connectedness.  
 “Look around and find something you wouldn't mind making connect with you.”  
 “On how many vias could you make it connect?”
10. Handling of confusion. “Make the wall say to (preclear, his body, part of his body, etc), 'This means go to .. ' “ (Preclear furnishes the name, a different name each time, for each of the six sides of the room.) Then, “Make the wall say to (as above), 'This means don't go to .....' “ (As above.) Alternate, once around the six sides of the room on “This means go to .....,” then on “ don't go to .....” until fairly flat.  
  
 Then, “This means stay in.....”, “This means don't stay in.....” (run as above).
11. “Confuse that wall.”
12. Causing confusions.  
 “A confusion which you could cause.” “Mock up a confusion.”
13. Stop-C-S.
  - A. “Now, I'm going to give you a little process—a little drill that we have here in Scientology. First, I want you to get your body moving toward that wall over there and somewhere along the line I'll say 'stop', and I want you to stop your body. Got that? All right.” “Now get it moving.” “Stop.” “That's fine.”  
 “All right, now turn around here” (taking him by the elbow). “Now, we're going to run a little process. I'm going to ask you to get your body moving toward that wall and somewhere along the line I'm going to say 'stop', and when I say stop, I want you to stop your body.”  
 Repeat above commands.  
 “.....stop your body absolutely still.”  
 “.....stop your body absolutely still and do it as quickly after I say 'stop' as you possibly can.”
  - B. “When I ask you to change your body, I want you to change the body's position from a to b.” (Locations designated by auditor.) “Let's see how rapidly you can change the body's position.”
  - C. “When I say 'start', I want you to start the body moving.” “Start.”
14. Tolerance of motion and stillness. Preclear sitting at a window, or ambulatory.  
 “Look at the street.” “Now find something still.” “Now find something in motion.” “Find something still.” “Find something in motion.”
15. “With what could you ally your control,” or “Invent a way to control people,” or “Look around and find something that would assist you in controlling people.”
16. Over and Under solids. Have him pick the centre of his life, an engram in the middle of his life; the commands are before and after this point.  
 “Get a facsimile of something after that.”  
 “Keep it from going away.”  
 “Leave it totally uncontrolled.”

“Get a facsimile of something before that.”  
“Keep it from going away.”  
“Leave it totally uncontrolled.”

or “Make it solid,” “Let go of it.”  
or “Make it solid,” “Skip it.”

17. Time Process. Select command wording to communicate to the preclear. “Invent a way to (best, overcome, overwhelm, beat, whip, make subservient, put in the background, make know it's been licked) time.”
18. Valences.  
“Mock up a woman,” then, “Mock up.....” (first significant woman in this lifetime, then a later one, etc).  
“Mock up a man,” then as above.  
“Mock up a .. .” (robot, or any other valence spotted).
19. “Invent an individuality to cope with it,” alternate with “Invent a worse situation.”
20. “Invent an enemy.” Get the valence to fight the wall will strip valences.
21. Keep it from going away on the body. “Keep your body from going away,” alternate with “Leave it totally uncontrolled” (safest in mock-up form), or, “Now make it flip-flop.”
22. Mock-up Start-C-S. Start-C-S on mocked up body.
23. Mock-up Stop-C-S. Stop-C-S on mocked up body. Change run as, “Mock up the body.” “Make it flip-flop.”
24. Rehabilitation of abilities. For any ability the preclear always wanted to have and couldn't do. For example, for speaking Arabic:  
  
“Mock up ....” (Arabic objects), “Keep it from going away,” then “Mock up (Arab men, women and children),” “Keep (him, her) from going away,” then “Mock up (Arab men, women, children),” “Stop (him, her) from talking,” “Start (him, her) talking.”

L. RON HUBBARD

#### LRH TAPE LECTURES

Washington, D.C.  
16—29 November 1956

5611C16	15ACC-25	Summary Lecture
** 5611C22	OS-11	The Consequence of Organization
** 5611C22	OS-12	The Deteriorization of Liberty
5611C23	15ACC-26	Farewell Lecture
** 5611C29	OS-13	Hope
5611C29	OS-14	How to Present Scientology in a Mad World
5611C29	OS-14A	The Scale of Havingness
56... C...	AUD C-17A	SLP-8 Level 1



**P.A.B. No. 101**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
Brunswick House, 83 Palace Gardens Terrace, London W.8

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1 December 1956

**GAMES CONDITIONS THEORY**

*Prepared from the research papers of L. Ron Hubbard*

**THEORY:** The most adequate answer to life's puzzle is GAMES. The ordinary concept of games or play is comprehensible to anyone.

Games have many factors. Some work well in processing, some don't, all explain life.

The basic game of a thetan is evidently *nothing versus something* as in the process "Make it solid." He can never really be something, thus can never really duplicate himself a solid—yet he makes solids across spaces out of game impulse.

**PRACTICE:** Always process toward a games condition. Never process toward a no-games condition. Always process games conditions. Never process no-games conditions. This is more complicated than you think.

All games are aberrative. All games are continuing by definition, since an unstarted game isn't a game and a finished game isn't a game.

In the following list we have the most processable games conditions and the most-to-be-avoided no-games conditions.

Each column of the list could be KNOWING or UNKNOWING—"knowing games condition" or "unknowing games condition," "knowing no-games condition" or "unknowing no-games condition."

Using both lists at a knowing games level, we have sanity. At an unknowing games level we have aberration, neurosis or psychosis.

GAMES CONDITION (Knowing or Unknowing)	NO-GAMES CONDITION (Knowing or Unknowing)
Not-know	Know
Forget	Remember
Interest	
Disinterest	
Attention	No attention
Self-Determinism	Pan-Determinism

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Identity	Namelessness
Individuality	
Problems	Solutions
Can't Have	Have
(games have some havingness)	
Alive	Neither alive nor dead
Opponents	Friends alone
Facsimiles	No pictures or universes
Continued Solidity	No spaces or solids
Continued adherence	No friends or enemies
Loyalty, Disloyalty	
Betrayal, Help	
Motion	No motion
Emotion	Serenity
Continued action	Motionless
Hot, cold	No temperature
Thinking	Knowing
Hate	
(some Love)	
Continued doubt of result	Win-Lose
(Expecting a Revelation)	
No effect on self	Effect on self
Effect on others	No effect on others
Stop communication	No ARC
Change communication	No no-ARC
Into it	Out of it
Agitation	Calm
Noise	Silence
(some Silence)	
Control	No control
Start-Change-Stop	
(Change the most important)	
Responsibility	No responsibility

Inspecting these two lists we find all unlimited and highly workable processes under GAMES CONDITIONS. We find all *limited* and unworkable processes under No-Games Conditions.

We process the preclear playing as a game in all phases. We then avoid No-Games Conditions in processing.

It is true that the Games Condition List contains a regimen unworkable in life. It isn't supposed to be. It's aberrative and we process it.

The ONLY certain processes which can be run on No-Games Conditions are **Consequences (the penalty resulting from) and "Mock up a confusion to which (the no-games condition) could be a stable datum."**

*Now behold* that the list of No-Games Conditions is a summary of the NATIVE STATE of a thetan. That means that the Native State not only does not process but winds the preclear up in difficulties if processed.

To establish the native state run out the UNKNOWING GAMES CONDITIONS of the preclear.

From native state a thetan apparently descends thusly:

NATIVE STATE	SERENITY	KNOWING, NO-GAMES
TO	TO	TO
OPERATING THETAN	TONE SCALE	KNOWING GAMES CONDITIONS
TO	TO	TO
BODIES	ANTAGONISM	UNKNOWING GAMES CONDITIONS
TO	TO	TO
REACTIVE BANKS	MINUS TONE SCALE	UNKNOWING NO-GAMES CONDITIONS

Processing, however, does not take the exact reverse route. Operating at a level of knowing games conditions, auditing converts the unknowing games and no-games conditions of the preclear into knowing games conditions and into further knowing games conditions. A further goal of auditing may very well be the attainment of no-game. It would be a knowing no-game, however, not an unknowing, and it would not be actually a condition.

Bad condition of case would be unknowing condition concerning games. Good condition is knowing games condition. No condition would be native state.

**B.SCN.—H.A.A. TECHNIQUES**

*Procedure emphasis:*

Communication (Mimicry, Learning)  
Control (Absolute versions)

*Commands:*

All commands used in actual session are to be Havingness Scale commands, used with the above procedures.

The Havingness Scale is as follows:

Create  
Contribute to  
Confront  
Have  
Substitute  
Waste  
Substituted  
Had  
Confronted  
Contributed to  
Created

The rule of the Havingness Scale is that the auditor clears the preclear at any level by running the level just above it.

The techniques are objective with such form as “Look around - - -”.

The techniques consist of any command which gives one objective and one subjective target, or two objective targets.

Pay full attention to game condition.

LRH:dt.rd

L. RON HUBBARD

**LRH TAPE LECTURES**

Washington, D.C.  
6—13 December 1956

** 5612C06	OS-15	Money
5612C06	OS-16	A Postulate Out of a Golden Age
5612C13	OS-17	Confusion and the Stable Datum
5612C13	OS-18	Randomity

**P.A.B. No. 102**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 December 1956

**A CASE REPORT**

**COMMENTS AND INFORMATION ON BACK OF**

**APA SHEET**

Auditor: L. Ron Hubbard, Jr.

<b>FIRST TEST</b>		<b>AFTER 25 HOURS</b>	
Non-Lang.	99	Non-Lang.	96
Lang.	117	Lang.	153
Total IQ	110	Total IQ	124

Pc happy—wishes he'd had Nibs for the 3 weeks. Looks alive now.  
(Dr. Julia Lewis, Director of Processing)

This is very smart, clever auditing. Auditor sees case, sets goal, diagnoses and resolves! We've got a real auditor here! On (pc), too! Wow! (LRH)

**AUDITOR'S DAILY REPORT**

**Monday.**

Pc has had about 800 hours of processing with very little results. He has given auditors a hard time in the past. He won't give me one.

I ran, today, all day, Rudiments by Control. Pc started to come off a lot of machines and started to follow my orders happily.

I am only going to try to fix up his present time problems and get him into present time.

He seems to be badly stuck in some whopper of an engram.  
(Vacuum *full* of engrams. LRH)

**Tuesday.**

Ran pc on 8-C, part A, this morning, and, as I'd done yesterday, established the session with Rudiments by Control. Pc will now follow my directions and is in session. He stopped altering the commands. He is a pc now.

Ran him today using Dianetics, Book One, techniques with the new added command, "**Make it more solid**" using a gradient scale. The engram I ran him through is an electrocution deal where he stepped on a third rail when he was a young boy. His track is caved in on it and there he is. Stuck. It started to unwind.

(That's it ! The grouper. LRH)

Pull him out of this and he will be steamboating. Terrible Trio and other processes have no effect on him. Like water on a duck. Or like trying to destroy a pillbox with a beanshooter.

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In this engram his body died and he went to a report station. He goes around in Serenity of Death.

(Right! LRH)

### **Wednesday.**

Holiday.

### **Thursday.**

Ran pc all day today on the same engram in the same manner as on Tuesday. This is slowly unraveling and, as it is running out his tone comes up.

He almost dropped his accent at one time during the session (he didn't learn English until he was seven years old). He popped in and out of the engram several times. And because of this engram he has had no reality on his body with his eyes closed since he was twelve years old. He is now aware of his body with his eyes closed.

Pc is coming up the line. Lots of cognitions. If I have time, I want to run universes.

(So true! Effect you could have on steel, rails, would have helped here maybe. Things rails can't have. LRH)

### **Friday.**

Ran pc on same engram again today in the same manner as yesterday. It is all out except the one moment of jolt he received as he stepped on the third rail. The tremendous impact and electrical charge is frozen in space and time. Ran it a bit more in the afternoon session and found that his havingness was too low to let go of all this energy. So I ran Terrible Trio and it worked very well. He found that he was having the facsimile of the object instead of the object itself. Now he is having the object. At least now he can remedy his havingness.

(Excellent ! LRH)

### **Saturday.**

Ran pc on Terrible Trio and Service Facsimile using the commands **“What could it get you into?” “What could it get you out of?”**

Pc cognited on Service Facsimile and it broke away and moved out. Pc ran Terrible Trio very, very well. Pc felt much better at the end of his intensive. He was satisfied. So was I.

Pc is now ready to run Terrible Trio and Mother's and Father's universes with good reality and benefit. Before, it wouldn't have worked as well. So, next auditor, run them !

GENERAL COMMENTS: Pc had never really been in session before and had never been in present time. Pc is a long way from being in good shape and could use a lot of work on havingness and universes.

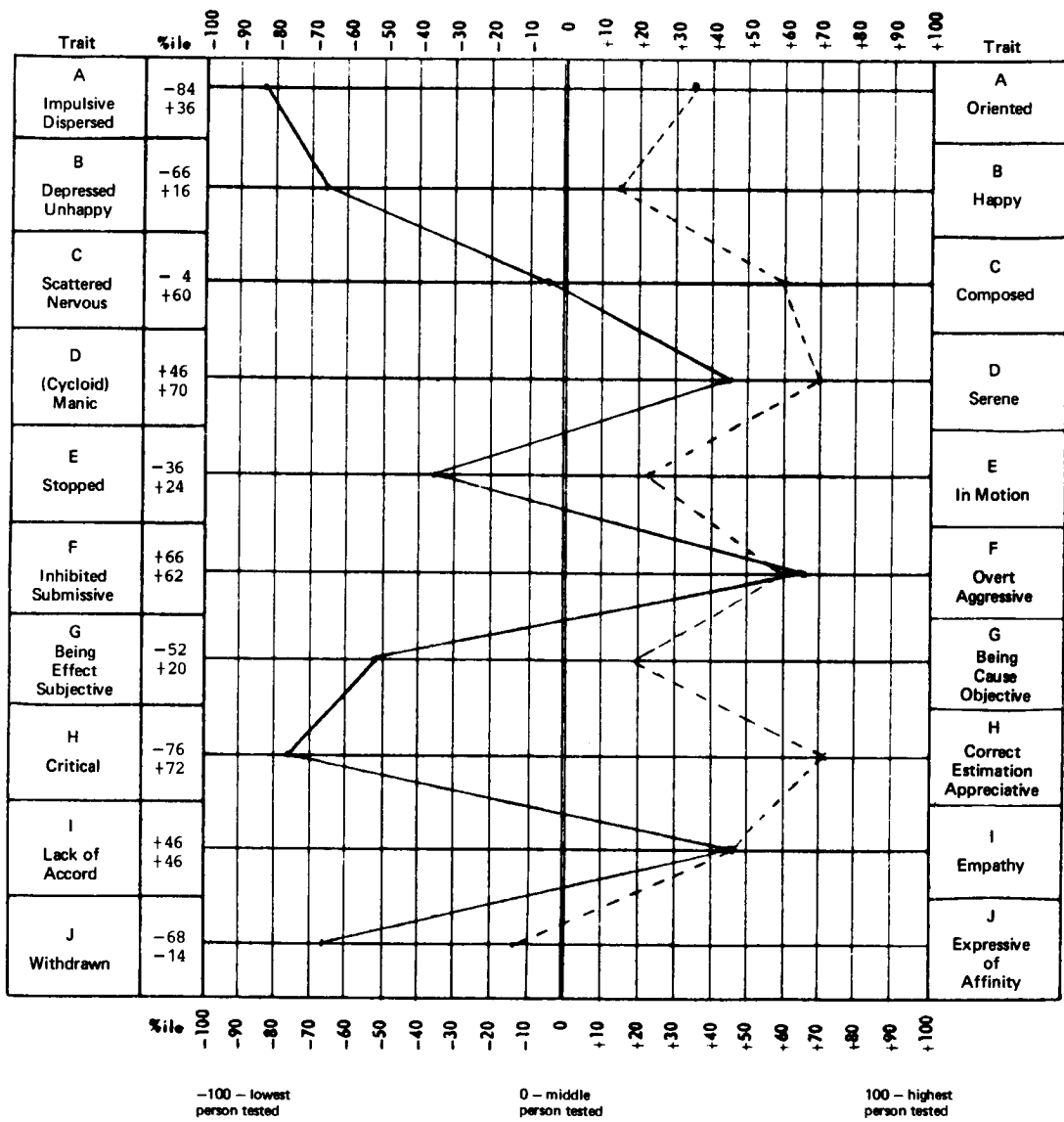
# AMERICAN PERSONALITY ANALYSIS

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This profile describes Preclear, Male Dates First Test (solid)

Answers were given by SELF age 42 Dates After 25 hours (dotted)

Who is a husband, wife, etc. of the person described \_\_\_\_\_ Dates \_\_\_\_\_



# THE PROBLEMS OF WORK

## Scientology Applied to the Work a Day World

by

L. Ron Hubbard

Published December 1956

**The Problems of Work** is the first book which is a specific application of Scientology to a single area of human experience. Written by L. Ron Hubbard aboard the *Queen Elizabeth* en route to England for the October 1956 London Congress, the material is the result of research in the field, mainly in Dublin. It is addressed to the doer, rather than the intellectual.

“Man more dearly needs the Right to Work than he does an endless number of pretended freedoms. Yet we carefully discourage in our children and in our society those people who MAKE work. Unless work is made there will be no work to do. Work is not something which springs ready-made into our sight. Work is something that is created. New inventions, new markets, new systems of distribution must be created and brought into existence as times change and old methods, old markets, old systems become inadequate and wear out. Somebody created the jobs we do. When we work we either do a job created by ourselves or by another.” L. Ron Hubbard, *The Problems of Work*

As an understanding of life is necessary to the living of it, so is an understanding of work necessary to the successful doing of it so that it does not become a trap. In this book L. Ron Hubbard looks at work from different viewpoints, covers its confusions and problems, gives the anatomy of efficiency, and differentiates clearly between good and bad or no control. He presents life and work as a game, shows the importance and intentional use of ARC in work relationships, and gives the key to handling exhaustion.

*The Problems of Work* appeared in December, 1956, as a soft-cover book, as part of the Ability Book Series. Now it is available in hardcover in English, German, French, Danish and Swedish.

112 pages, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.



## ANTI-RADIATION CONGRESS LECTURES

Washington, D.C.

29—31 December 1956

“L. Ron Hubbard gave 14 hours of lectures and group processing at the Anti-Radiation Congress held at the Hotel Washington in Washington, D.C., December 29 through 31, 1956. There was the largest professional attendance at any Congress to date.

“Mr. Hubbard covered Radiation and the situation fully in the first day and included a complete report on the research that had been done, especially over the preceding many months. On the second day, he gave the answer to insanity and psychosis. The lectures concerned the relation of these things to agreement. Included were the new definitions with which an auditor can take apart the problems of sanity vs. insanity in a new way. On the third day Mr. Hubbard presented the new considerations of Awareness and gave the Scale of Havingness, never before released, out of which the largest part of the processes and procedures in Advanced Clinical Course Units 15 and 16 came. Here the subject of the Sub-Zero Tone Scale is wrapped up. The group processes are all straight out of the new definitions and the new scale.”

—Ability 41

5612C29	ARC-1	Opening Lecture
5612C29	ARC-2	Scientology View on Radiation
5612C29	ARC-3	Proofing Up a Body
5612C29	ARC-4	Group Process—“Put It There”
5612C29	ARC-5	Group Process—Confrontingness
5612C30	ARC-6	Solution to Psychosis
5612C30	ARC-7	Project Third Dynamic
** 561 2C30	ARC-8	Insanity—Scarcity and Importances
5612C30	ARC-9	Group Process—Mocking Up Bodies
5612C30	ARC-10	Group Process—Making Problems and Confusions With
5612C31	ARC-11	Background on Scales of Havingness
** 5612C31	ARC-12	Sub-Zero Scales—Relation to Scale of Awareness
5612C31	ARC-13	Confrontingness
5612C31	ARC-14	Confrontingness (cont.)

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*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

**Volume**  
**III**  
**1957-1959**

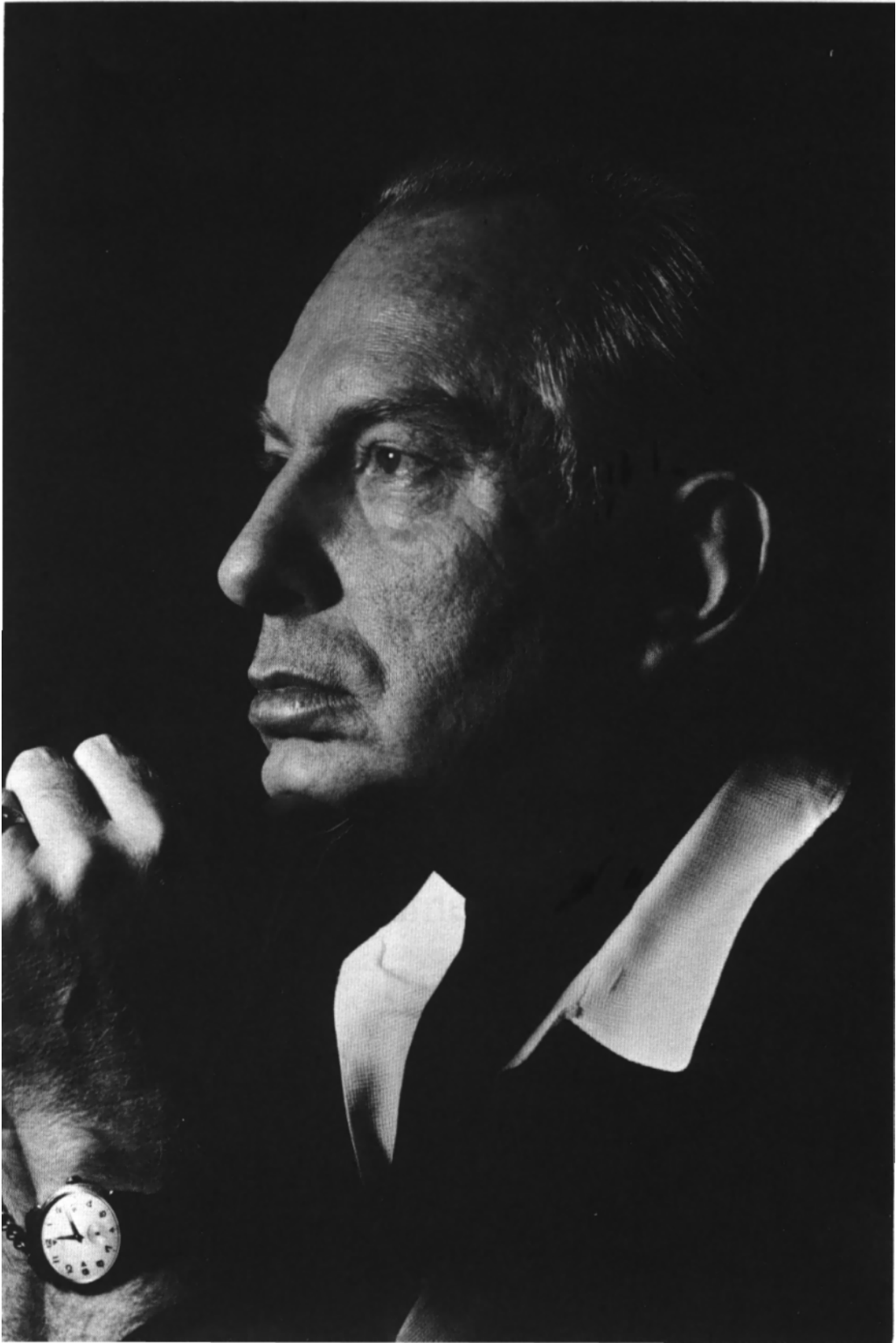
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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
“The work was free.  
Keep it so. “*

**L. RON HUBBARD**



**L. Ron Hubbard**  
*Founder of Dianetics and Scientology*

## EDITORS' NOTE

“A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings.”

—L. Ron Hubbard

The first eight volumes of the *Technical Bulletins of Dianetics and Scientology* contain, exclusively, issues written by L. Ron Hubbard, thus providing a chronological time track of the development of Dianetics and Scientology. Volume IX, The Auditing Series, and Volume X, The Case Supervisor Series, contain Board Technical Bulletins that are part of the series. They are LRH data even though compiled or written by another.

So that the time track of the subject may be studied in its entirety, all HCO Bs have been included, excluding only those upper level materials which will be found on courses to which they apply. If an issue has been revised, replaced, or cancelled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The points at which Ron gave tape recorded lectures have been indicated as they occurred. Where they were given as part of an event or course, information is given on that event or course on the page in the chronological volumes which corresponds to the date. The symbol “\*\*\*” preceding a tape title means that copies are available from both Publications Organizations. A tape preceded by “\*” means that it will soon be available. No asterisk (\*) means that neither Publications Organization nor Flag has a master copy of that lecture. If you have, or know anyone who has, copies of *these* tapes, please contact the Flag Audio Chief, P.O. Box 23751, Tampa, Florida, 33623, U.S.A. The number in the tape title is a code for the date; example: 5505C07—55 = year, 1955; 05 = month, May; C = copy; 07 = day, 7th; 7 May 1955. The abbreviation tells what group the tape is a part of. For an explanation of the abbreviations see Volume X, page 539.

At the back of this volume is a Subject Index covering only the material in this volume. Use the index to locate the LRH source material in context, don't just get data from the index. This index has been combined with indexes from other volumes to form the Cumulative Index which is in Volume X, starting on page 287.

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1957 - 1959

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**P.A.B. No. 103**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 January 1957

So we're cause again. Here is the Code of a Scientologist being used as a pattern for the medicos in the United States.

**“The Code of a Scientologist”**

As a Scientologist, I pledge myself to the Code of Scientology for the good of all:

1. To hear or speak no word of disparagement to the press, public or preclears concerning any of my fellow Scientologists, our professional organization or those whose names are closely connected to this science.
2. To use the best I know of Scientology, to the best of my ability, to better my preclears, groups and the world.
3. To refuse to accept for processing, and to refuse to accept money from, any preclear or group I feel I cannot honestly help.
4. To punish to the fullest extent of my power anyone misusing or degrading Scientology to harmful ends.
5. To prevent the use of Scientology in advertisements of other products.
6. To discourage the abuse of Scientology in the press.
7. To employ Scientology to the greatest good of the greatest number of dynamics.
8. To render good processing, sound training and good discipline to those students or peoples entrusted to my care.
9. To refuse to impart the personal secrets of my preclears.
10. To engage in no unseemly disputes with the uninformed on the subject of my profession.”

Using it, the A.M.A. has now proposed the following code for all medicos as given in “The Doctor’s New Conscience” in *Look* Magazine, December 11, 1956. You see, they aren’t completely brave:

## **“The A.M.A.’s Proposed Principles of Medical Ethics”**

These principles are intended to serve physicians, individually or collectively, as a guide to ethical conduct. They are not laws; rather they are standards by which a physician may determine the propriety of his own conduct. They are intended to aid physicians in their relationship with patients, with colleagues, with members of allied professions and with the public, to maintain, under God, as they have through the ages, the highest moral standards.

1. The prime objective of the medical profession is to render service to humanity with full respect for both the dignity of man and the rights of patients. Physicians must merit the confidence of those entrusted to their care, rendering to each a full measure of service and devotion.
2. Physicians should strive continuously to improve their medical knowledge and skill and should make available the benefits of their professional attainments.
3. A physician should not base his practice on an exclusive dogma or a sectarian system, nor should he associate voluntarily with those who indulge in such practices,
4. The medical profession must be safeguarded against members deficient in moral character and professional competence. Physicians should observe all laws, uphold the dignity and honor of the profession and accept its self-imposed disciplines. They should expose, without hesitation, illegal or unethical conduct of fellow members of the profession.
5. Except in emergencies, a physician may choose whom he will serve. Having undertaken the care of a patient, the physician may not neglect him. Unless he has been discharged, he may discontinue his services only after having given adequate notice. He should not solicit patients.
6. A physician should not dispose of his services under terms or conditions which will interfere with or impair the free and complete exercise of his independent medical judgment and skill or cause deterioration of the quality of medical care.
7. In the practice of medicine, a physician should limit the source of his professional income to medical services actually rendered by him to his patient.
8. A physician should seek consultation in doubtful or difficult cases, upon request or when it appears that the quality of medical service may be enhanced thereby.
9. Confidence entrusted to physicians or deficiencies observed in the disposition or character of patients, during the course of medical attendance, should not be revealed except as required by law or unless it becomes necessary in order to protect the health and welfare of the individual or the community.
10. The responsibilities of the physician extend not only to the individual but also to society and demand his cooperation and participation in activities which have as their objective the improvement of the health and welfare of the individual and the community.”

We are advising them to use our Number 3. You see how they recoiled from it.

## 16TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Washington, D.C.

2 January—11 February 1957

L. Ron Hubbard gave the following lectures to students attending the 16th American ACC in Washington, D.C.:

5701C02	16ACC-1	Course Outline
5701C03	16ACC-2	Reality Scale in Action
5701C05	16ACC-3	Havingness: Particles, Solids, Spaces
5701C07	16ACC-4	Learning Process: No-Game Condition
5701C08	16ACC-5	Agreements and Postulates of the 8 Dynamics
** 5701C09	16ACC-6	Obnosis
** 5701C10	16ACC-7	The Postulate of Game
5701C11	16ACC-8	Postulates of Action-Reaction
** 5701C14	16ACC-9	Control
5701C15	16ACC-10	Evil
5701C16	16ACC-11	Havingness
** 5701C17	16ACC-12	Communication, Randomities of
5701C18	16ACC-13	Auditing Techniques: Self-Denial, Responsibility
5701C22	16ACC-14	Auditing Techniques: Order of Processes
5701C23	16ACC-15	Auditing Techniques: Scale of Processes
** 5701 C24	16ACC-16	Auditing Techniques: Altering Cases
5701C25	16ACC-17	Auditing Techniques: Specifics
5701C28	16ACC-18	Auditing Techniques: Stimulus response
5701C29	16ACC-19	Auditing Techniques: Action, Reaction
5701C30	16ACC-20	Auditing Techniques: Workable and Unworkable
5701C31	16ACC-21	Auditing Techniques: Solids
5702C01	16ACC-22	Auditing Techniques: Games Conditions
5702C04	16ACC-23	Auditing Techniques: Procedure CCH
** 5702C05	16ACC-24	Auditing Techniques: How Far South?
5702C06	16ACC-25	Demonstration
5702C07	16ACC-26	Summation
5702C08	16ACC-27	General Use of Procedure
5702C11	16ACC-28	Question and Answer Period
5702C11	16ACC-29	Final Lecture—Question and Answers

All 16th American ACC lectures are listed above for convenience. They are also listed on the following pages in date order sequence.

**P.A.B. No. 105**  
**PROFESSIONAL AUDITOR'S BULLETIN**  
The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 February 1957

**THE STORY OF A STATIC**

Once upon a time there was a thetan, and he was a happy little thetan and the world was a simple thing. It was all very, very simple.

And then one day somebody told him he was simple.

And ever since that time he has been trying to prove that he is not.

And that is the history of the Universe, the Human Race, the Fifth Invaders, the Fourth Invaders, the 31/2 Invaders, the people on Mars, Saturn, Jupiter, Arcturus, the Markab Galaxy, the Markab System, the Psi Galaxy, Galaxy 82—

I don't care where you look—that's the story.

Only it's too simple a story, much too simple a story, because a thetan would have to admit he was simple if he understood it.

L R H

LRH TAPE LECTURE

Washington, D.C.

1—6 February 1957

5702C01	16ACC-22	Auditing Techniques: Games Conditions
5702C04	16ACC-23	Auditing Techniques: Procedure CCH
** 5702C05	16ACC-24	Auditing Techniques: How Far South?
5702C06	16ACC-25	Demonstration

## HUBBARD COMMUNICATIONS OFFICE

### HCO TRAINING BULLETIN OF 6 FEBRUARY 1957

The following procedure is not for general release to the field, and is to be released only to organizational staff. The reason it is not being generally released to the field is that very few auditors have the skill necessary to run these techniques. The entirety of this will be released, somewhat modified, and much more expanded, some time in the future, and forms the backbone of a book. Therefore, I will appreciate your courtesy in not releasing these techniques to anyone, but keeping them in the Clinic until the book can be written, since you will scoop me if you do not, and the book will have that much less meaningfulness and appeal. The reason I am releasing these at this moment is that we need them, and we have every right to use them, but I do not wish them to be generally released, since they are actually so powerful that an auditor who is badly schooled would not be able to handle them at all on preclears. He is better off using that in which he has been trained. It will take a book to get him totally oriented on this subject.

### **PROCEDURE CCH**

This procedure has two forms, it has the long form and the short form. The long form is omitted here since it is not necessary in any broad number of cases, and the short form is entirely right out through the top.

The name, "CCH", is taken from Communication-Control-Havingness. These are the immediate exercise targets of this procedure.

The goal of this procedure is to take the preclear from as far south as preclears can be reached, straight on through as far north as a preclear can be pushed. Therefore, the breadth of Procedure CCH is much greater than any other auditing procedure ever released.

This procedure is covered rather adequately in the long series of lectures of the 16th ACC which specifically cover technique. This does not mean the entirety of the 16th ACC lectures, it means that section of the 16th ACC lectures which was immediately addressed to technique. A study of these lectures is recommended before extensive use of Procedure CCH is engaged upon in the Clinics. Copies of these lectures are being made available to Washington and London.

The goal of the Auditor is to discover an ability in the preclear and improve it.

The first discoverable ability of a preclear is communication in one form or another. This even applies to a person in a comatose state. Such a person quite ordinarily responds to tactile if you do not expect him to acknowledge. He is not able to acknowledge our communication to him by tactile since he at first cannot sufficiently or adequately control the body in order to make the reply.

### ***HPA/HCA PROCESSES***

#### ***Group 1: Communication Processes, taught in Indoctrination:***

\* *Parts of Communication*

\*A. "Look at me. Who am I?"

\*B. *Hand contact mimicry*. Commands: "Put your hands against mine," then "mimic and contribute to the motion of my hands." Acknowledge when the preclear has completed the command. Then say "Put your hands in your

\*- indicates to be taught in HPA & EICA Classes.

lap.” Then the auditor does the same. Repeat this process.

- \*C. *Hand Mimicry (gradient scale of spaces)*. Hand mimicry is run the same as hand contact mimicry, with the following changes in the commands: “Put your hands up facing mine, with about one inch distance between your hands and mine.” Then, “Mimic and contribute to the motions of my hands, while maintaining the same distance between our hands.” Acknowledge. Then, “Put your hands in your lap.” Auditor then puts his hands in his lap. When this level of the process is flat, the auditor then puts more space between himself and the preclear, on a gradient scale, and changes the distance part of the command accordingly. Use a gradient scale to a limit of 3 feet.
- \*D. *Mirror image hand mimicry*. The commands are “Put your hands up facing mine.” “Mimic my commands mirror-wise; that is, when I move my hand back, you move your hand back on the same side of the body, and when I move my hands forward, you move your hands forward correspondingly.” “Good. Put your hands in your lap.”
- E. *Full body mimicry*. The auditor picks two spaces in the auditing room, marking them out with chairs or other objects, or using the rug. One space is for the preclear, and the other for the auditor. The auditor explains to the preclear as follows: “I am going to step into my space and deliver a command to you which will consist of a series of body positions. When I have finished executing this command I will step out of the space. You are then, without any further command on my part, to step into your space and mimic the command I have given. When you have finished doing that, then you step out of that space and that will be the end of that command.” The process is then repeated. If the preclear is not doing a good job of mimicking the auditor or is thrown into inordinately long communication lags, the process may be run with the auditor stepping into his space and giving the command while at the same time, the preclear steps into his space and mimics the command. That is to say, the command is executed simultaneously by the auditor and the preclear instead of the auditor first executing it and then the preclear following it, with a mimic.

## **Group II. Location-Control Processes:**

### *Parts of Control*

- A. *Locational*. “Locate the \_\_\_.” The auditor has the preclear locate the floor, the ceiling, the walls, the furniture in the room, and other objects and bodies.
- \*B. *Connectedness*. “Look around here and find something you wouldn’t mind making connect with you.” Make sure while running this process that the preclear is making (causing) things to connect with him rather than he connecting with the things. If he connects with the things, it is a no-games condition. It is important that this be stressed in the session.
- \*C. *8-C Solids*. “Do you see that \_\_\_ over there?” “Good.” “Walk over to it.” “Good.” “Touch it.” “Good.” “Now, make it a little more solid.” “Good.” “Let go of \_\_\_.” “Good.” The process is then repeated, with the auditor selecting the object each time.
- D. *S-C-S*. “I am going to tell you to start the body. Then I want you to start the body.” “All right.” “Start the body.” If the preclear has started the body, he acknowledges the execution of the command. The auditor then repeats this process. Note: These commands must be used exactly, and be duplicated by the auditor. You should also get the preclear’s agreement to do it each time. The change portion of S-C-S is run as follows: The auditor picks and arranges with the preclear the location of three spots in the room. The auditor then designates these spots as Spot A, Spot B, and Spot C, and

has the preclear stand in one of them. The command, duplicated each time, is as follows: "I'm going to tell you to change the body from Spot \_\_\_ to Spot\_\_\_. Then you change the body from\_\_\_to\_\_\_. Okay?" When the preclear indicates that he has heard this and understood, the auditor then gives the command, "Change the body from\_\_\_to\_\_\_." Spots A, B and C may be chosen by the auditor in any order. The Stop portion of S-C-S is run as follows: "I'm going to tell you to get the body moving in that direction." The auditor indicates a direction across the room. "I then want you to get the body moving, and somewhere along the line I'll tell you to stop. I then want you to stop the body." When the preclear has stopped his body, the auditor then acknowledges and repeats the process and commands. As in the previous two, the auditor always duplicates the commands and gets the agreement of the preclear to make sure that he has started, changed and stopped the body himself, while running the above three processes.

### ***Group III. Duplication Processes:***

- A. *Opening Procedure by Duplication.* "Go over to the\_\_\_." "Look at it." "Pick it up." "What is its colour?" "What is its temperature?" "What is its weight?" "Put it down in exactly the same place." The preclear obeys each command and answers each question in turn. The auditor then says, indicating the other object, "Go over to the\_\_\_." "Look at it." "Pick it up." "What is its colour?" "What is its temperature?" "What is its weight?" "Put it down in exactly the same place." The auditor using the same words, same objects, and the same formula over and over again. This process must be run with good ARC at all times, and with a good duplication of the commands, and with good control.
- \*B. *Keep it from going away.* The auditor asks the preclear to select a number of objects in the room which appear real to the preclear. The auditor then selects two of these objects. These objects should be of a size that is easy to handle with the hands, and of a significance as non-restimulative as possible to the preclear. The auditor then selects two of these objects and places them either on a table in front of the preclear within easy reach and with some distance between them, or else on the arms of the preclear's chair, one object on each arm. The commands of the process are: "Pick up the\_\_\_." "Good." "Keep it from going away." "Good." When the preclear has kept it from going away for at least an instant and with certainty, the auditor then says, "Put it back exactly where you found it." "Good." The auditor then says, indicating the other object, "Pick up the\_\_\_." "Good." "Keep it from going away." "Good." "Put it back exactly where you found it." "Good." The process is repeated.
- \*C. *Hold it still.* The commands for this process and the execution of it are the same as the process "Keep it from going away", with the following exceptions: the command "Hold it still" is used in place of the command "Keep it from going away".

### ***Group IV. Havingness Processes:***

#### *Objective Havingness*

- A. *Terrible Trio* "Look around here and find something you would be willing to have." "Look around here and find something you would be willing to permit to remain where it is." "Look around here and find something you would be willing to dispense with."
- B. *Trio on Valences.* "Look around here and find something\_\_\_can't have." Run this command until flat then run "Look around here and find something you can have." (NOTE: should be a person, such as mother, father, sister, etc.)

- C. *Objective Solids*. “Look around here and find something.” “Okay.” “Make it a little more solid.”

**Group V. Subjective Havingness:**

- A. *Subjective Havingness*. “Mock up\_\_\_.” “Make it a little more solid.” “Do what you like with the mock-up.” 1. Confusions; 2. Wasting havingness.
- B. *Straight Wire*. “Tell me something you would be willing to forget.” Preclear answers, auditor acknowledges. Repeat until flat.
- \*C. *Then and Now Solids*. “Get a facsimile.” “Make it a little more solid.” “Look at the environment.” “Make it a little more solid.” Repeat this process.

**Group VI. Thought Processes:**

- A. *Rising Scale*. This run on emotion and/or attitude charts, by running from the lowest to the top of the respective scale. “Put \_\_\_ into the wall.” Preclear answers, auditor acknowledges. (Example, “Put apathy into the wall,” etc.)
- \*B. *Present-time problem*. “Invent a problem of Comparable Magnitude to \_\_\_.” “How could that be a problem to you?” The blank in this case being a terminal; best to use a single terminal with a minimum of condition.
- C. *Find a spot*. “Look around here and find a place you could light.” Preclear answers, auditor acknowledges. “Invent a consequence of your having lighted.” Preclear answers, auditor acknowledges.
- \*D. *Thoughts in Walls*.  
(1) “Have the front wall say to you, ‘This means go to\_\_\_.’” Preclear supplies the blank, the blank being a location. This is run on front, back, right, left, ceiling and floor—use same order throughout. After one round, you alternate “Have the front wall say to you, ‘This means don’t go to \_\_\_.’” When these alternates are flat, run:  
(2) “Have the front wall say to you, ‘This means stay in \_\_\_,’” which is alternated with “Have the front wall say to you, ‘This means don’t stay in\_\_\_’”  
Run pairs (1) and (2) comparatively flat—this is the only process for terror stomach.
- E. *Objective Not Know*. “Look around here and find something you wouldn’t mind not knowing.”

L. RON HUBBARD

*This Bulletin subject to  
correction*

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Feb 6, 1957.

5702C07	16ACC-26	Summation
5702C08	16ACC-27	General Use of Procedure
5702C11	16ACC-28	Question and Answer Period
5702C11	16ACC-29	Final Lecture—Question and Answers



**P.A.B. No. 106**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 February 1957

**GOOD PROCESSES**

*Prepared from the research papers of L. Ron Hubbard*

*The material in recent PABs, much of it, has come from an LRH research paper that still contains material, not covered, on some modern processes and general theory of primary value. In the research paper it is given in extremely staccato fashion, as the paper was the basis for conferences where the material could be expanded. Here is some more of the material.*

The best processes are those which fastest convert unknowing games conditions to knowing games conditions. This does not disregard the fact that one's goal of processing might be, at a very far reach, the static. No-games conditions do describe the static and various harmonics of the static. The no-games conditions list does not anywhere describe workable processing tools. Games conditions, and games conditions only, do that.

Here are some of those fastest processes:

**CONTROL.** Start, Change and Stop on objects or preclear's body, emphasis on stop. Why emphasis on stop? It has long been known in Scientology (see *Scientology 8-80*) that the ability to hold points, locations, masses and objects, including bodies, in space at one's own direction and choice is the essence of control. Without the ability to fix locations in space there is no self-determinism. Where one is concerned with the physical universe he collapses if he cannot hold space.

The exact commands and procedure of control processes are contained in recent PABs as well as in early Bulletins to be released.

The effectiveness of any processing is as great as the extreme of good control is exercised by the auditor. A corollary to this is that how well one lives life is measured by the extent of his good control of the things within his actual boundaries of interest.

**FIGHT THE WALL.** This is a very fascinating process. The auditor makes (he has to *make him*) the preclear fight the wall bodily. Since there is no accepted social behavior in man on this subject, the way that a preclear will DO this process varies somewhat wildly. What his running of the process does is to bring him up to a confrontingness of walls and environment. It does this through exercising a games condition (fighting) and causing the preclear to exercise this games condition knowingly. It is not designed to 7 nor does it, run out the preclear's ability to fight.

The total command is, having directed the preclear's attention to a wall, "**Fight the wall.**" You don't tell them how to fight it, you tell them to fight it. The amount of

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bruised knuckles and holes in plaster can be cut down by providing the preclear with a mattress or other protector and it works just as well. The purpose of the process is not damage, although preclears are known to go into fighting walls with a peculiar enthusiasm.

This can also be run by mock-ups but not as a substitute for making the preclear use his body. Do not make a thinkingness process of this, it is a doingness and a confrontingness process. It can be run outdoors on trees, etc., as well as in the auditing room.

**OPPONENTS.** The main thing about opponents is that there are not enough of them. An opponent is a games condition. Have the preclear tell lies about the subject of opponents. That is a good process. Have the preclear invent opponents. Of these two, Invent is best, but Lie is a lower harmonic of Invent and can be run all the way south.

When opponents become scarce to an individual they become so precious and valuable that he will neither confront, have, nor let go of anything he considers to be one. He will fight himself and do all sorts of things but he will not do *these* things. He becomes extremely aberrated on this point and will attempt to “discover” enemies or “find out” or some such thing. This is a compulsive games condition, with unknowingness. Havingness is extremely poor on such an individual.

The exact commands are **“Tell me a lie about an opponent,” “Tell me a lie about opponents,” “Invent an opponent.”**

**INDIVIDUALITY.** A lot is said about individuality. Indeed it is a highly important subject. Either individuality is a very bad thing and causes human troubles, is a very good thing, or it is a games condition. The truth is that individuality is an aberration and a games condition. It therefore, good or bad, processes, whereas namelessness (unidentifiedness) does not. An extreme or exaggerated view on the subject of individuality is a havingness upset and contains unknowingness. Knowingness about identity includes awareness of game. A good process is **“Invent an individuality that would impress people.”** Run it for all eight dynamics. Examples: **“Invent an individuality that would impress animals,” “Invent an individuality that would impress God.”**

**CAN'T HAVE.** An interesting little creative processing process is **“Mock up a mockup”** and then **“Say that bodies can't have it”** or **“Say that your body can't have it.”** A further use of this is to say that the MEST universe can't have it. Auditors call this “Escape Processing.”

**EFFECT.** Lie about an effect you are having. Examples: **“I'm not having any effect from my tooth,” “I'm not having any effect from that wall”** or **“That wall is giving me some money.”** Lie about an effect you are having on (any dynamic).

**PROBLEMS.** Problems must be handled in auditing. Never leave the present time problem unhandled. This does not mean that the problem is flat when the preclear says he now knows what to do about it or can solve it, etc. The problem is not flat until he can tolerate it solved or not solved. If he **MUST** solve it then he is not able to tolerate the problem and it is not flat. People think that all problems or some problems **MUST** be solved. They think this because they cannot tolerate or confront the problems.

Problems are processed by **“Invent a problem of comparable magnitude to (the problem).”** Until preclear can have the problem.

Undercutting the above, is, having the preclear tell lies about the problem.

Inventing problems of comparable magnitude must each time be questioned as to **“How could that be a problem to you?”**

Another process related to problems is “Consequences of Solutions.” Since a problem not confronted persists and confronted does not persist, then preclears can discover that they have been not solving problems because they were scarce.

**SOLIDS.** “What are you looking at?”, “Make it solid,” “What are you looking at?”, etc.

**VACUUMS.** A vacuum is a super-cold object which, if brought into contact with bank, drinks bank. Objects at 25°F or less have high electrical capacitance, low resistance. This was psychiatry before Earth. Shocks, ether, can act similarly. This is how one mechanically forgets the past. He depends on pictures, loses pictures to a vacuum incident. Vacuums drink up the preclear’s havingness. They are just incidents and they are brainwashing. You encounter these running solids. Opponents, individualities, more solids, problems, undo them.

**RESTIMULATION.** When one violates a games condition, intends to have an effect on something and doesn’t, one often puts the effect on the body. One thus gets “no-effect” on opponent, makes an effect on self. This is restimulation. It is also stimulus-response.

**“Effect you could have on (people, preclears, any dynamic)”** remedies this. The condition of self-auditing while auditing is the above restimulation. The same process resolves it.

#### TO SPLIT VALENCES

A term that really makes a psychiatrist feel like somebody is “schizo,” their nickname for the schizophrenic. It is an odd misnomer in that it means split personality and the trouble with a schizo is that he needs splitting, not that he’s split. He’s in another’s valence, and what is required is to remove or split the preclear out of that other’s valence.

**STEPS.** A series of steps rather than a single process or command worked best by test at the Hubbard Guidance Center and the London HASI Clinic.

1. Get the preclear under control with Start-Change-Stop. Lots of it. This can’t be slid over or brushed through carelessly. The total reason for getting the preclear under good control is that he is under bad control or he wouldn’t be a preclear, even though the bad control is his own. Though it is his own it is not *knowing*. The auditor’s job is to make the preclear CAUSATIVE throughout. The preclear must be CAUSE toward all things in the session. The control by the auditor is necessary because, left to his own devices, as he has been for aeons, the preclear will be EFFECT of his reactive bank, pictures, circuits and figure-figure. The one thing, of course, that the preclear is effect of in session and not causative toward is the auditing. The auditor pan-determines the whole thing.
2. Unjam the track with **“What are you looking at? Make it solid.”** Anything jamming (sticking, holding) the track (time) can be run AS A VALENCE in the following steps. Examples could be: Mother, dog, book, machine, town, house, gun, etc. You can readily see in this command **“Make it solid”** that the preclear is being CAUSE toward the thing or person. It is of considerable relief to the preclear.
3. Choose valence or valences, weakest universe preferred. At this point skill comes into great demand. The OBVIOUS here would be usually the correct valence to run. Obvious to the AUDITOR. It won’t be obvious to the preclear. For example,

the weakest universe would be to the preclear the one that gives no trouble. He never gets bothered or upset about that person. He never even thinks about that person or when he does it is only with the mildest feelings. Why? Because he's "wearing the head" of that person! He's looking FROM, not AT. If you find you have picked the wrong valence to run, go back to ( 1 ) and choose again at (3).

4. **"What would interest (universe so chosen)?"** Run this flat.
5. **"Invent an opponent of comparable magnitude to \_\_\_\_."** You are getting a games condition here. Scarcity of opponents is the stickiest condition there is in human relations. Run this until preclear does it well and comm lag is flat.
6. **"What would get the attention of \_\_\_\_?"** Here the preclear will name or invent things that would get the attention of the universe being run. What you know about the SERVICE FACSIMILE will apply here. Run it out this way. **"What would get the attention of \_\_\_\_?"**
7. **"Look around here and find something that \_\_\_\_ can't have."** Answers must be things physically observable in the auditing environment. This must be run very, very flat. A key process.
8. **"What could you protect \_\_\_\_ from?"** This actually could be run as above, having the preclear look around the room and find what he could protect \_\_\_\_ from. However, if (7) has been run flat as a pancake it can be run as a subjective process as given.
9. **"What communication could you prevent \_\_\_\_ from originating?"** You will see that this gives the preclear a games condition and an opponent. It isn't flat when the preclear is still giving answers from the bank. He should make some.
10. Problems of Comparable Magnitude. The command is: **"Invent a problem of comparable magnitude to \_\_\_\_."** This is an important process. Note that it has to be flattened well and that it is not flat when the preclear says he feels better about it or will handle it. It is flat when the preclear can HAVE the problem, does not HAVE TO solve it. Could have it, permit it to remain, or dispense with it. Problems: games condition. Solutions: no-game condition.
11. **"Invent a game you could play with \_\_\_\_."** This light-hearted little process is dynamite. Don't neglect it. Run it on the preclear and you'll see what a high-level process looks like when it really bites. (It will bite if you have properly run the preceding ten steps.)
12. **"Make \_\_\_\_ fight the wall."** This is done, of course, with mock-ups, until the preclear does them extremely well and with full control of the mock-ups and comm lag is flat.
13. Run (4) to ( 12) again to check.

This procedure cleans up universes and valences. When running this, keep the preclear at it and do not lapse into discussion or excessive two-way comm aside from the processes themselves. Use two-way communication in delivering the process to the preclear, not in getting the preclear to deliver the bank to the auditor.

This is a lot of processes for one bulletin, but we can include more detailed material on these in future PABs.

## 17TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Washington, D.C.

18 February—31 March 1957

L. Ron Hubbard gave the following lectures to students attending the 17th American ACC in Washington, D.C.:

** 5702C25	17ACC-1	Opening Lecture, CCHs, the Future of Scientology
** 5702C26	17ACC-2	ARC Triangle and Associated Scales
** 5702C27	17ACC-3	Communication and Isness
5702C27	17ACC	Inflow/Outflow
** 5702C28	17ACC-4	The Parts of Man
* * 5703C01	17ACC-5	Problems: Their Handling and Running
5703C01	17ACC	Problems of Comparable Magnitude (could be same tape as above)
** 5703C04	17ACC-6	Control
** 5703C05	17ACC-7	The Scale of Techniques
5703C06	17ACC-8	Reaching the Lowest Possible Level
5703C07	17ACC-9	“Ought to Be”
** 5703C10	17ACC-10	Valences
** 5703C11	17ACC-11	Summary of Techniques
5703C11	17ACC-11A	Comments and Question-and-Answer Period
5703C12	17ACC-12	Survival
5703C12	17ACC-12A	Question-and-Answer Session on Lecture
** 5703C13	17ACC-13	Techniques in Practice
5703C14	17ACC-14	A Summary of an Intensive
** 5703C15	17ACC-15	Exact Control
5703C19	17ACC-16	Outline of Modern Intensive
** 5703C20	17ACC-17	Games Conditions
** 5703C21	17ACC-18	The Assist
5703C22	17ACC-19	Effect: Axiom 10
5703C25	17ACC-20	The Uses of Control
5703C26	17ACC-21	Rest Points and Confusions
** 5703C27	17ACC-22	Extroversion—Introversion, Its Relationship to Havingness and Communication
5703C28	17ACC-23	Valences and Control
5703C29	17ACC-24	The Professional Scientologist
5703C31	17ACC-25	Techniques in Practice

All 17th American ACC lectures are listed above for convenience. They are also listed on the following pages in date order sequence.

**P.A.B. No. 107**  
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**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 March 1957

**SPECIFIC FOR TERROR STOMACH**

There is a specific process which goes this way. You ask the preclear to put into the six sides of the room, the four walls, the ceiling and the floor, in *regular order*, the statement to him or to some part of his body **“This means go to\_\_\_\_\_”** and the preclear furnishes the location. He does this with each wall, the floor and the ceiling, in rotation. Now you had better let him have the walls, etc., first of all say it to *him*, then after a while say it to his body. Now the next time round you get him to put into the walls, etc. **“This means don’t go to\_\_\_\_\_.”** Then the next time we go around to **“This means go to\_\_\_\_\_,”** and finally we get this thing flat. These commands are run in alternation until it seems fairly flat.

Now the reason why you ask him to supply the name of the location each time is simply to see how his communication lag is coming along. If you didn’t ask him to add the name you would not see his comm lag. When you ask him to originate a location this puts a little stopper on the line. Now when we have that pair of commands fairly flat we go on into the next pair. **“This means stay in\_\_\_\_\_”** is completed with all the six sides of the room, and the alternation command in this case is **“This means don’t stay in\_\_\_\_\_,”** and we run these alternately covering the six sides of the room each time.

Now, of course, this is essentially the anatomy of the confusion—the confusion basically of a person doing, or trying to do, two things at once. So we get him to sort out the stable data. This is a technique which has been with us for some time. It is what we call one of our specifics, and it is a specific for a terror stomach.

Now this is something for you to have because these terror stomachs can cause you some difficulty. For instance, one of the commonest things that you find in prison work or in people who are under pressure from the police in one way or another is the terror stomach. With some people just the thought of possibly being arrested would turn one on. Now just why the police are the commonest restimulator of the terror stomach lies, of course, on the back track.

The stomach is guilty of the overt act of eating, it is continuously guilty of this act and becomes quite frantic on the whole subject of being incarcerated. This is rather funny, because the stomach is already incarcerated and is continually incarcerating—it puts food into jail three times a day; and so we get police putting somebody away as being the commonest restimulator of the terror stomach. A terror stomach is simply a confusion in a high degree of restimulation in the vicinity of the vagus nerve. This is one of the larger nerves and it goes into agitation under this restimulation. Now medical science has already solved this, already knows how to take care of it: they simply cut the vagus nerve—that it brings on a fairly early death and completely

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disrupts the entirety of the gastric system is, of course, not considered. It is comparable with electric shock, which, incidentally, is almost uniformly followed by an early stroke.

Now here we have a specific and this somatic has not had any alleviation from any other process prior to Spring, 1956. At that time some other processes came in which are, to some degree, faster. But they have not yet been tested on a terror stomach with any thoroughness. They are more powerful, but they have not been thoroughly tested against this specific somatic.

With good auditing and good communication we can, apparently at any tone level, seem to be able to use this process successfully. This is quite remarkable. The terror stomach flattens out and if it does recur, it will be quite minor. But the preclear should be warned about this so that if it does recur he can come in again to see the auditor, who can continue the process and flatten it further.

It is a specific and for a long time I figured out the confusion of where to go and where to stay, and figured out the disenfranchisement of the game somewhat. Disenfranchisement brought about a condition of confusion which was best expressed in the stomach evidently. We can handle that today. I can tell you with some confidence that the only thing that would interrupt your ability to handle this would, of course, be your communication with the preclear. This would have to be pretty good before you could use this process. To establish communication with a preclear suffering from the terror stomach is, of course, one of the more interesting things to do because the preclear is quite frantic. He leaps around, goes in and out of session, etc. Nevertheless, in spite of this, the process does level out the terror stomach which is just a bundle of confusion.

With this process one would apparently be dealing with a no-games condition, because something is talking to the preclear. But remember that the preclear is *making* something talk to him for the first time. The walls are always telling people something, and when walls become warnings and when the various items of the physical universe become associated all under the headings of warnings, then you have a terror stomach. Well the common denominator of a warning is not conditional actually, it is a warning about change of position. What has deteriorated in the preclear is the ability to differentiate messages so that all messages mean **“Go to \_\_\_\_\_, don’t go to \_\_\_\_\_, stay in \_\_\_\_\_, and don’t stay in \_\_\_\_\_.”** The process runs out, in essence, the bad 8-C of the universe and you just turn it into good 8-C.

When running the process, ask the preclear if he is putting the postulate behind the wall, in the wall, just ahead of the wall, ask him how it is going now, what is the progress of the various points, how much space is the postulate occupying now, has he any inclination to put the postulate into the whole building, or compulsion to do this or that, and so on. You just go on policing it you see, but don’t slow it down with too much policing because this process is a quantity process—unlike almost any other process we have—it’s very low scale and so is quantitative, i.e. how many times he gets it into the wall. So you want him to do as many of these commands as possible.

Now the reason I bring up this process is to acquaint you with it and also because it is so wonderfully illustrative of the relationship between aberration and learning rate, a subject which I will be continuing in another PAB.

L. RON HUBBARD

## HCO BULLETIN OF 8 MARCH 1957

COPIES TO:

Director Of Training  
Indoc Instructor  
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HCO—LONDON

### GOAL OF INDOCTRINATION COURSE

1. To give new student a reality on Scientology.  
(No matter what this takes- should include a couple hours professional auditing.)
2. The Communication formula.
3. The Positions of Auditing.
4. The Communication formula used in the positions of auditing. Theoretical Material taught. The Codes of Scientology.

L. RON HUBBARD

LRH:rds jh

#### LRH TAPE LECTURES

Washington, D.C.

1—15 March 1957

** 5703C01	17ACC-5	Problems: Their Handling and Running
5703C01	17ACC	Problems of Comparable Magnitude (could be same tape as above)
** 5703C04	17ACC-6	Control
** 5703C05	17ACC-7	The Scale of Techniques
5703C06	17ACC-8	Reaching the Lowest Possible Level
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** 5703C10	17ACC-10	Valences
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5703C12	17ACC-12	Survival
5703C12	17ACC-12A	Question-and-Answer Session on Lecture
** 5703C13	17ACC-13	Techniques in Practice
5703C14	17ACC-14	A Summary of an Intensive
** 5703C15	17ACC-15	Exact Control



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35/37 Fitzroy Street, London W.1

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15 March 1957

**LEARNING RATE**  
**(Part 1 )**

This is one of the more important things with which we have to do. Scientology has always been the science of knowing how to know. With some diffidence I tell you it is also the basic science of education. Education happens to be just one part of a large whole. Education is seldom creative and is, therefore, just a middle ground of activity. Getting people to know something rather than getting people to invent something to know, you will see are quite different. In Scientology itself, however, we engage in a great number of educational activities and just for that reason alone you should understand education.

Education really takes off from a series of basics which we have a good grip on, and nobody ever *knew* where education took off from before. Well, it takes off from Scientology. This is factually true: nobody ever before had these basics. It is quite amazing. If you asked an educator about these things—on how you taught people and so forth—he would be flabbergasted. Some of his ideas are interesting and complicated enough to be fascinating, but they are not sufficiently effective. In order to educate somebody you had to know what the mind was all about, and unless you knew the nearly total anatomy of the mind you could not hope then to do much educating, and the educational world did not know the anatomy of the mind and so they didn't do much educating. That is the simple background of the situation. But the funny part of it is, that if you tell an educator some of the basics of education he will agree with you all the time. He knew these things all the time, he will tell you, but a little conversation will show you that these things are not aligned properly and are tied up with all sorts of extraneous data and that he has no idea of relative importance of the various data, both pertinent and extraneous. He could not evaluate for you the data you have fed him, but would be in such total agreement with the basics that you feel that he would be rather apt to go anaten, stagger, yawn, etc., but he would know for sure that he had met someone who could tell him about his business.

If you know about the mind you can educate a mind. This is certain and quite true. Now here is the coordination: You have a wall say to yourself, "**This means go to \_\_\_\_\_.**" What are you actually doing? You are really running out the total significance of a wall. You are evidently doing about half a hundred different things while doing this process. If you listed the things which make this process work you would be likely to have a couple of sheets of foolscap. But let us take one of them here and let us see how walls are always teaching you something, how fire plugs are always teaching you something, and how grass is always teaching you something, etc. The least that a wall teaches you is that it is a wall. Now when you ask a preclear to walk over and touch that wall as in Step A of 8-C, he finally finds out that there is a wall there, which is the goal of the process. Now what is this but learning that he has a wall there?

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Now process lag and learning lag would be the same thing for these purposes. It takes him this long to find out there is a wall. You will understand that the wall gets more solid to the preclear and a lot of other parts of Scientology immediately accrue that are off the subject of learning rate, but we are just taking up this one thing. We call this thing a learning lag. A learning lag is how long it takes the wall to get the message through to the preclear. Well, it takes as long as the preclear is in a high unknowing games condition. High unknown games condition is “no effect on self and effect on other things,” and yet his ability in the universe depends upon his differentiation amongst objects. For the wall says to him “This is a wall,” but because there can be no effect on self in a very obsessive way, the wall saying to him “This is a wall” means of course “This is a hospital spittoon.” No differentiation in perception. This is sometimes quite evident in a sudden exteriorization because of a loss of havingness which occurs at that time.

It is not that his MEST body is what gives him perception—this is not true—but the havingness of the MEST body makes his perception possible. You reduce his havingness by exteriorizing him suddenly and his perception goes by the board and of course he goes downscale, and LOOK is way up there at the top of the Know to Mystery Scale just below KNOW and you drop him down the scale to NO-LOOK, and sometimes in a sudden exteriorization you may drop him down to a delusory look. They not only don’t see what is there, they see something that is not there. Well what is this in essence but an inability to perceive, which is an inability to learn?

Suddenly exteriorized, with havingness dropped, they look at the ceiling and it is the same ceiling they were looking at a moment before with their MEST body’s eyes. But it is now a hospital ceiling. Well some via is occurring between themselves and the lesson the ceiling is trying to give them, and that lesson is “This is a ceiling.” They don’t perceive that, they perceive a “better” lesson. What do we mean by a “better” lesson? We mean a more convincing one. The hospital ceiling was a far better lesson, it was *much* more convincing. It was saying “This is a ceiling” to somebody who was so anaten and fogged out that he just could not resist learning that lesson or differentiate, and so the hospital ceiling kept saying to a person in this condition “This is a ceiling” until it became all possible ceilings. The moment you reduce his havingness he drops in tone and picks up the most dominant lessons.

As we go downscale, then, with a preclear, he can be expected to pick up more and more dominant lessons. And what is aberration? Aberration would simply be a pattern of convictions, and we could say for the purposes of education that aberration is really a series of lessons that were learned too well. For example, a fellow was raised in a tough neighborhood and was taught that the thing to do to get on in life was to bash everybody over the head, and he learnt this lesson very very well. But he never learnt another lesson which was presented to him later in life that the way to get on in life was to be able to live with the people. Therefore, we find that what is wrong with him is a lesson learned too well—a wrong lesson. The schoolboy who studies his lessons very often reads something which is not in the book and learns it much better than what is in the book. This is because we get into alteration and change of location at once. Now a wrong location and a wrong datum are more or less the same thing. When we move data into solids we get the most dominant thing they perceive—location. First we have postulates and then we have *located* postulates. That is a lower order of postulate, but is still higher than most people’s heads.

We find out, then, that aberration consists of a number of lessons which a person has learned too well. That would be an interesting way to talk about it and would certainly grip the imagination of an educator. But there is something else riding alongside of it which wipes it out as a total explanation, and that is his willingness to learn a wrong lesson and that is his *learning lag*. Now why is he willing to learn these wrong lessons? He just is. He has decided some time or other without any prompting that this

was the way things were. Now many people, simply by getting into the band of agreement are way up tone scale from where they were before, but remember people can go downscale into agreement too. So the datum is confirmed, he generated it himself, and then it was agreed.

Now and only now do we enter the field we could call learning rate or learning lag, or education. Just for no reason at all, he assumed, for instance, that his mother was a bad woman. He had no reason, he just assumed it—no prenatals in other words. One day he decided she was a beast and went along playing the game that he was a sad little orphan, just out of “thin air,” and then one day (he had been postulating this all the time) she blows up which she never did before and does something dreadful to him like sending him to bed without supper, or issuing threats, etc., and this confirms his assumed belief. Now take the reversal that he has postulated his mother as an angel and all of a sudden she turns and becomes a drunkard, etc. He is then always trying to convince people that she is a good woman and yet he knows that she is a bad one. Then one day he gives up entirely and he now has another conviction, only he didn’t generate this conviction, it was exterior to him.

Now one of the fondest things that your preclear thinks is that he caused everything everywhere but he covers this up and advertises to one and all, including himself, that he is not responsible for anything that ever happened to him. Now this is quite remarkable, because it is a complete reversal. In advertising that he is totally irresponsible he yet really believes that he basically caused everything. Now you know from old-time Ownership Processing that if you misown something it gets very real and solid—so at least 50% of the things that happened to him have been from exterior sources. If they are in restimulation they are the things that didn’t happen to him, you see, and the things that did happen to him are misowned the other way. He is misowning both ways. He says he caused something but this was really caused by someone else if it is in heavy restimulation. In other words, there are other things that work in the universe besides the preclear. He not only has to discover that he exists but that other things exist too.

The random factors in a case lead us, then, to conclude that the premises of education and conviction only go for a short distance. They go up to self-generated data, and that’s quite a way, but it doesn’t take us the whole distance. Therefore, handle this thing as far as it goes—handle the premise of learning rate and lag and other material of this character just as far as it goes. It is terribly effective as far as it goes—it is so effective that you are likely to go completely overboard and then wonder what happened—but what happened is that you moved out of that range into the range of self-generated non-caused attitudes. Non-caused attitudes are undone by communication, so we find communication vastly superior to education. Communication will always undo education, but it has to be terrible communication to do nothing but fix ideas.

What do we have in terms of processes here? Well, we have a lot of processes. I am not trying to give you anything but a decent resume here of the exact place something occupies before I tell you about it, because this is so good you will possibly try to supplant communication with education. You must not do that because self-generated data can supplant education. Now where do we go, then, with this thing called education, learning rate, learning lag and so forth? Well, let us become glib—not me, but all of us—with regard to such a thing as industry and learning rate. We will take that up in the next PAB.

L. RON HUBBARD

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1 April 1957

**LEARNING RATE**  
**(Part 2)**

To continue with how we use this factor of learning rate and learning lag and so forth. You can interest an industrialist by telling him that it is *learning rate* that is impeding his own operation. How many instructions has he put out that have not been followed? You can say that these people really do want to cooperate with him but that the learning rate is so poor that these people cannot absorb the instructions. This is the stable datum—something he will understand—a better stable datum than anyone else will ever give him. “Labor is all bad” is the usual stable datum given to him. You will explain to him the trouble with his executives and foremen, etc., the reason why his production curve is down, or his machinery busted up, etc., is entirely because the learning rate varies from person to person. You can remind him of the stupid child and the bright child in the same classroom—one child doesn’t learn as much as the other simply because it takes one child too long to learn what the other child learns rapidly. But it is *learning rate*; it isn’t *learning quantity*. Now you get very technical at this point and explain the difference between these two children is the learning rate.

Do not go into quantity—but he will assume at once that the length of time it takes somebody to learn something establishes then how much he knows. That is not quite true, but it is awfully convincing. You can say to him, “Now actually there are not thirty people, Mr. Industrialist, in the thousands in your plant, who are really the cause of your labor difficulties. Certainly not more than thirty. These people are against you because they don’t know you.” Immediately he will say, “That is so true.” You continue, “They don’t know you because their learning rate is so poor that they have no idea what you are *trying* to do or what you *want* them to do. They are merely in revolt and they don’t know against what.” This will make sense to the industrialist. You tell him, “Now, I could pick these people out with the greatest of ease.” You could do this through the use of Personality Analysis tests which should make it quite clear to you, and he could check these against their service records, and you can be quite sure that the records would agree with your analysis. He will wonder how you could establish their learning rate so rapidly when you didn’t even talk to these people. Just use “learning rate” as a substitute conversationally for aberration, comm lag, etc., and it translates. So we are in communication with him even if it is a bit of a stretch. We are in communication.

I’ll give you an example. A stupid judge is one who can’t learn the rights and wrongs, the in’s and out’s, from the witnesses, and all the attorneys will tell you at once that this man is a stupid judge because his decisions are incorrect. But sometimes they take a person who is simply a stupid judge and they say he is a vicious judge, but actually you could say his difficulty in learning is so great that he becomes emotionally disturbed at the thought of learning and therefore exerts punishment in revenge on the

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people who have brought this torture upon him. His learning faculties are so poor that it becomes painful for him to learn.

You see how you could just talk to somebody and without accusing anybody of being insane or aberrated, etc., you could probably sell him processing for the whole of his executive and foremen levels of his staff to increase their learning rate. And the reason for this? So that *his* postulates will stick; that is, what he can see will happen. But this is not what you do.

At this point, you have a point of agreement and you as a Scientologist take departure from it. You have made a point of agreement that it is learning rate and learning lag that causes randomness on his communication lines. You can tell him this and convince him because it is almost true, and it is certainly true within the realm of his experience. But you, in actually processing people, depart from it. You're not interested exclusively in the employer's postulates sticking. You're not interested at all in this. You are interested in giving the person determinism over data. You're not interested in a person's learning rate really, but in his power of choice to establish or review the importance of data. This is what you re-establish with the person. You don't teach him, then, to get into a state of hypnotic impulse; you teach him power of choice over data, and only then will the data become of use to him, and then only can he become social in his behavior.

The answer to the question is in total disagreement with the industrialist's modus operandi. It is not in agreement at all. I have talked to some of these boys within the last year, and it is quite interesting that the moment I started to establish the fluidity and the right to think for labor, the right to live, and the right to be for labor, we were talking on different planets, and this is the secret of their failure. If their system of money control was a successful system there would be more of it today than there is, and it would be an increasing system, and it is not. It is a decreasing system. They must have a short glance at something, but you're not going to involve *yourself* with this short glance. Management will buy learning rate completely. They will buy this whole thing because they themselves cannot face communication, but they can face learning. Communication is too high for them, and we have tried to sell them this for several years. It is too high for them because you are trying to make them face a Static. They will not do this, but they will, however, face learning rate.

So what do you tell them, knowing this full well? You say you are going to increase the learning rate of their staff members. You don't discuss technically how you do it. You just give him wonderful examples, e.g., ask how long it takes a person to learn to use one of his machines well. He may say it needs an apprenticeship of five years. Then you can reply, what a long time, obviously due to the very slow learning rate. Then ask him, how does he know the man can really run the machine—ask him about his repair and maintenance bill. You can tell him that certainly, he, personally, knows about these machines, but that is why he is sitting at the top in an administrative post. But what about these other people? How does he know that they know?

Take the junior executive who is not very effective, doesn't get things done. His learning rate is so poor that he doesn't understand what his employer wants done. It could be that he is very willing to do anything for him, but he never finds out what. Now let's have a conference with this employee and see if this is the case. And sure enough, it always is the case. If you're dealing with somebody who can't get things done, you are for sure dealing with someone who cannot absorb data. And you just prove it by getting into communication without mentioning communication. You will talk about learning rate and learning lag. I've tried this out and found that you can do wonders with it in ordinary conversation.

The definition of you, as a Scientologist, in such a circumstance would be someone who decreases the learning lag of people—increases their speed of assimilation of

data. This is how you could describe your job. You can talk about reaction time and the vast amount of data that the environment demands of people, etc. Take a professional football team; one of the most difficult things here is that they have to learn new plays all the time. What if they have a good player who cannot learn new plays and always uses the old ones? That is where they lose their games. Well, what do we do? We speed up the ability of learning new plays. Now you can really start to get technical. You have some agreement here, your listener has not yet begun to suspect that you can do something for him, but that will be a matter of just a short time.

Learning rate is important to the truck driver. He has to learn that there is a truck in front of him on the road before he can put his brakes on. Now, suppose it takes him a long time to learn this—he has a wreck. So people with low learning rates are accident prone. Your job as a Scientologist is to make sure that people have fast reaction time by increasing their learning rate. But do not forget that this is purely a method of obtaining agreement and introducing your subject—it is not an end in itself.

This occupies a fairly interesting section in Scientology, but its accomplishment is not effected by direct drill. This is never done. Why did it take people nine months to learn to recognize an aircraft in 1/1 25th of a second on the aircraft recognition courses? Because it was done by drill and the recognition officer very, very often was not so good at recognizing planes. But increasing learning rate by drill, etc., usually only increases familiarity and automaticity.

Learning rate governs reading time. There are many systems which speed up your reading time, but the practice of reading or the practice of acting simply increases the familiarity with what you are doing to a point where you can neglect it, and that is never the goal of a Scientologist. His goal is not to get something more automatic, his goal is to establish or re-establish power of choice over data.

A totally fixed datum is in the past. Where would a person have to go to recover it? In the past, of course. A person, to stay in present time, has to have all his data in a relatively fluid condition, so the re-establishment of the power of choice over data—to be able to accept it or reject it at will—comes first, and the whole process of increasing learning rate, which is a secondary thing, is the process of recovering power of choice over data.

All education is trying to do is *fix* data and all Scientology is trying to do is fix or unfix it at *will*. This is what a Scientologist is doing and that is the goal of the processes used, and incidentally, they are the only things that will increase learning rate and cut down learning lag and increase reaction time, etc.

But the final product in the framework of the society itself is actually coming from something else than the society believes it is coming from. Now anybody will happily let you come in and teach or process a person as much as you please about his job if they think this is the drill to increase his learning rate, and so you have freedom to process people. But what you are doing, is re-establishing his power of choice over the data he has. He always then winds up knowing more about it, and his learning rate depends upon that power of choice to fix or unfix data at will, and some processes which I will be giving you in future PABs will be aimed at doing this very precisely.

L. RON HUBBARD

HCO BULLETIN OF 8 APRIL 1957

## GROUP AUDITING

Group Auditing is as effective as we can continue control over the group. As therapeutic as the control can be bettered.

Control can be of attention, person (body) and thinkingness. Should any of these break down, auditing value stops.

Attention is easiest—thinkingness is hardest.

Order of control factors available to the auditor, group or individual auditor, are:

1. ATTENTION
2. PERSON
3. THINKINGNESS.

Thus the group auditor has only available to him in any group which contains new or unclear people

1. ATTENTION
2. PERSON.

Thus we see at once that a significance process or any process aimed at thinkingness in a new or rugged group or one which contains any rough case must NOT BE run.

Let's audit the WHOLE group always, not just the disciplined ones. So we must delete all thinkingness processes from group auditing—and that is quite a trick.

*Model Processes in order.*

1. "Look at (indicated wall, etc)."
2. "Take your right hand and touch your head (chair, right foot, left hand, etc)."
3. "Feel your chair," "Look at the front wall." Run one command then the other one time each (alternating).
4. Put up two objects, right and left sides of room in view of group. "Look at object one." "Look at object two."
5. Hand mimicry mirror image from Group Auditor.
6. Hand each of group an object. Auditor also takes one. Then group is made to do a simple mimicked motion of his object by the auditor. Auditor repeats his motion with the object until WHOLE group has done it right.
7. Group standing mimicking auditor.
8. Verbal mimicry—beware of repeater techniques.

As each one of these could be itself a total of group auditing, the length of time it

is to be run is long. You would be surprised how a group's interest stays up. (The reason Group Auditors vary commands is they're afraid interest will flag.)

The institution of the Assistant Group Auditor must here come into its own. Group chairs are widely spaced so the Assistant Group Auditor can walk through. Anyone not doing the command is manually guided into doing it (not verbally) by the Assistant Group Auditor.

The auditor asks only "Did he do the command?" not "Did the command have an effect upon his health?" If the former persists, the latter follows.

The use of significance in a command puts thinkingness beyond the auditor's control. Hence "See that wall, put it there" is wrong with the "put it there". The pc has to THINK that. The auditor cannot be sure he did and cannot enforce it easily.

All group auditing is done from tone 40.0.

NOTE: I have never written a book about group auditing. Now that we've found that from control proceeds communication ability, I can.

L. RON HUBBARD

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[PAB 114, *Croup Processing*, 15 June 1957, is taken from this HCO B.]

#### LRH TAPE LECTURES

Washington, D.C.  
19—31 March 1957

5703C19	17ACC-16	Outline of Modern Intensive
** 5703C20	17ACC-17	Games Conditions
** 5703C21	17ACC-18	The Assist
5703C22	17ACC-19	Effect: Axiom 10
5703C25	17ACC-20	The Uses of Control
5703C26	17ACC-21	Rest Points and Confusions
** 5703C27	17ACC-22	Extroversion—Introversion, Its Relationship to Havingness and Communication
5703C28	17ACC-23	Valences and Control
5703C29	17ACC-24	The Professional Scientologist
5703C31	17ACC-25	Techniques in Practice



HCO LONDON BULLETIN OF 9 APRIL 1957

**LIST OF "PURPOSES"**  
as posted on Org Board

*Purpose of Organization.* To disseminate Scientology. To advance and protect its membership. To hold the lines and data of Scientology clean and clear. To educate and process people toward the goal of a civilized age on Earth second to none. To Survive on all Dynamics.

*L. Ron Hubbard.* To develop and disseminate Scientology. To support and assist Scientologists. To write better books. To act as a court of appeals in all organizational disputes. To form and to make official policies and orders affecting the FC.

*Org Secty.* To execute policies and orders. To coordinate organizational activities. To care for legal and public concerns of the organization.

*Mary Sue Hubbard.* To carry on Scientology. To be certain the organization remains solvent.

*Accounting Unit.* To expedite, handle and police the financial items from the moment they enter the organizational comm lines to the moment they depart.

*HCO.* To be the office of LRH. To handle and expedite the comm lines of LRH. To prepare or handle the preparation of all manuscripts and other to-be-published material of Scientology. To keep, use and care for LRH's office equipment. To assist the organizations of Scientology and their people. To set a good example of efficiency to organizations.

*Advisory Council.* To advise the executives of the organization as to needed changes and policies. To act as a meeting ground of department heads. To assemble and report the statistics of finance and action to the Exec Dir. To advance ideas for promotion and improvement.

*Staff Mtg.* To gather agreement and permit staff origination upon matters relating to personnel and duties. To report on performance of duties. To suggest promotional, maintenance and organizational changes to FC executives.

*Technical Division:* To insure good training and processing, good service and ARC inside and outside the organization.

*Administrative Division.* To insure good and accurate communication inside the organization. To handle business and administrative affairs. To insure good working quarters and conditions for and good work from organizational personnel.

*Academy of Scientology:* To train the best auditors in the world.

*HGC.* To do more for people's health and ability than has ever before been possible and to give the best auditing possible. To help people.

*PE Unit.* To make a better worker of the worker, a better executive of the executive, a better Homo Sapiens on all dynamics.

*Dept. of Registrar.* To communicate what we have to offer to those who care to be better and to help and to respond effectively when they reply.

*Secretarial Unit.* To expedite the communications of the organization.

*Shipping Unit.* To swiftly and competently furnish the public with the materials of Scientology.

*Maintenance Unit.* To maintain suitable quarters, clean and in repair, for the organization.

*Indoc Instructor.* To give people a reality on Scientology and to teach the communication formula by Dummy Auditing.

*HPA Course.* To create a competent auditor with a good grasp of theory and practice of Scientology. All 5 levels of indoc.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 10 APRIL 1957

**HPA/HCA COURSE CURRICULUM**

*TO: DIRECTOR OF TRAINING.*

The HPA/HCA full Course must teach entirely—

Communication  
Control  
Havingness

Indoctrination HPA/HCA teaches Communication.

HPA/HCA teaches Control and Havingness.

Indoctrination teaches 1st steps (Dummy Auditing) on communication and a reality on Scientology. Textbooks: *Self Analysis and Dianetics '55!*.

HPA/HCA teaches remaining 4 steps of Indoc. Textbook: *Scientology. The Fundamentals of Thought.*

**FIVE LEVELS OF INDOCTRINATION**

1. Dummy Auditing  
Communication formula learned old style.
2. 8C  
Commands and walkabout with pc learned old style.
3. Hi School Indoc  
Co-Auditor basis. If auditor fails to make a command stick he's done.
4. Tone 40.0 on an object.
5. Tone 40.0 8c on a person.  
Upper Hi School Indoc (Hi Hi Indoc). Co-Auditor basis. If auditor mentions or acknowledges anything but commands he's dead!

The Procedure taught on HPA/HCA Course is PROCEDURE CCH.

L. RON HUBBARD

LRH:rs.nm  
11.4.57

## LONDON CONGRESS ON NUCLEAR RADIATION AND HEALTH LECTURES

London, England  
12—15 April 1957

The London Congress on Nuclear Radiation and Health met at the Royal Empire Society Hall in London, Friday, April 12th, through Monday, April 15th, 1957. L. Ron Hubbard gave the following lectures covering the latest advances in Scientology, as well as nuclear radiation and health:

** 5704C12	LCNRH-1	Control, Communication and Havingness—I
5704C12	LCNRH-2	Control, Communication and Havingness—II
5704C12	LCNRH -3	Control Processes
5704C12	LCNRH-4	Demonstration "Dr. Ash"
5704C12	LCNRH-4A	Havingness
5704C12	LCNRH-4B	Flying Saucers
5704C13	LCNRH-5	Radiation and the Scientologist
5704C13	LCNRH-6	Radiation in Peace
5704C13	LCNRH-7	Radiation in War
5704C13	LCNRH-8	Group Processing: Emphasis on Control
5704C13	LCNRH-9	Group Processing: Emphasis on Control (cont.)
** 5704C14	LCNRH-10	The Reality Scale and the Effect Scale
5704C14	LCNRH-11	The Reality Scale and the Effect Scale (cont.)
5704C14	LCNRH-12	Scientology and Children
5704C14	LCNRH-15	Group Processing—"Sit in your chair, Wear a Head, Have two feet, etc."
5704C14	LCNRH-16	On Auditing
5704C15	LCNRH-17	The Control of Hysteria
5704C15	LCNRH-18	Effective Dissemination

Note: Lectures 13 and 14 were given by speakers other than L. Ron Hubbard.

**P.A.B. No. 110**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 April 1957

**EDUCATION**

Education—point of agreement.

The learning processes are all of them extremely interesting to the auditor because they bring to his attention at once that the common denominator of communication and aberration is at once “telling somebody something.” You say to somebody “hello”—you mean in essence “I am here, you are there and I recognize it.” It’s the relay of an idea. Well, now, learning itself has been, for I don’t know how long, very compartmented, it’s been very carefully grooved, so that learning as we speak of it then prior to 1956 meant what they meant in school—and that was “the inflow of ideas.”

Now when you speak to somebody out in the public about learning he thinks you’re talking about inflow of ideas, from some source or another either from a book or a teacher. That is a very narrow look, and when I talked to you about this before I was using learning in that definition—an inflow of ideas.

It is not true that learning rate or the rate one will permit ideas to inflow is the common denominator of aberration or anything else, but it *looks* like it. The truth of the matter is, if you only considered inflow it would be like considering the motivator without the overt act. Now you know as an auditor how important it is to look at the overt act rather than the motivator. Don’t look at these inflows all the time. If you continue to look at these inflows and nothing but these inflows you will make as many mistakes as have been made in the past umpteen thousands of years in the field of education; and let’s not make these mistakes all over again.

Education could have been defined this way: “Education is the process of placing data in the recalls of another.” Do you see that? That’s what education thought it was doing. It thought it was placing ideas in the recalls of another and making a recall possible by somebody else of data related to him. Now that’s not very complicated, and that is the trouble with it: it is not complicated enough for educators. Now we deal with simplicities and this is the first time we really find fault on the line of simplicity—it’s an idiot’s definition—and that’s the process that is being carried on at this moment at Yale, Princeton, Harvard and Columbia; down here at George Washington, at Oxford, Cambridge and the Sorbonne—any place across the world at which they consider themselves tops in education—they are placing ideas in the recall of others.

A few schools departed from this from time to time, almost by accident, and usually under duress from their student bodies. Heidelberg is an example of this. Heidelberg never considered the relay of ideas important; it considered having been to Heidelberg important, and that was quite different.

As long as we maintain this idea of “inflow only” we are in trouble. Education does not happen. If education means inflowing ideas then you are also talking about hypnotism. You see, there’s no differentiation there; we are talking about beating

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somebody up and laying in an engram. This too would be education, wouldn't it? So we have education and aberration very, very closely associated.

In fact, education WAS aberration. Life was busy teaching somebody a lesson and the lesson it succeeded in teaching him was not to do any more living. And that little lesson, then, was always at the base of education and it was done so that education itself could be considered aberration. In other words educational systems did the lazy thing, they did the easy thing: they simply paralleled the game of the MEST universe in teaching somebody not to live, and living paralleled it. Why, they then thought they were doing a good job. But let's look at education as it was done. You taught somebody something by saying "Pigs have snouts." They're not supposed to say "Yes," the classroom is supposed to be quiet. Later on you put an examination in front of them and it says: "What do \_\_\_ have?" and they're supposed to immediately answer and write: "\_\_\_ have snouts." You're supposed to be able to associate this completely. So it's just a test of recall.

Now as you know, therapeutically, recalls—and by the way, if you don't know this try it some time: just sit and ask somebody to recall something about some person and do nothing but that and notice that you get a decline of case. That's an interesting thing. You had to use the whole of the ARC formula, something really real, some time you were in communication with, and the reverse side of it too—in other words, the entirety of the straight-wire formula, inflow and outflow—to get away with it. But if you just asked somebody to remember something about George, remember something else about George, remember something else about George—if you asked him what he was doing, he's picking up every moment he ever saw George motionless. This erases, you see, all the rest points of George and leaves nothing but the confusions and the halfway feeling that George is there, so we sort of move George as a disembodied entity into present time and confirm the valence. Now this is quite a trick, but you just knock these rest points out and George becomes a confusion. Therefore, nothing but recall used therapeutically and educationally would wind somebody up in rather a confused state. He would be sort of half hypnotized, just nothing but recalls. So if you give people data like "Pigs have snouts" and then ask them "What \_\_\_ has a snout?" or "What \_\_\_ has a \_\_\_?" you have given them a stable datum and now you're taking it away from them.

You might look up some time a university record as to suicide and nervous breakdown; such a record is honestly kept, I know. I did this once and I had a lot of trouble. I wanted to know how many students had committed suicide in that university and they wouldn't own up to it, but I found out there had been quite a few and there'd been a great many nervous breakdowns, all at examination time. They spend the whole semester giving somebody some stable data and then at examination time they take that all away suddenly. In other words, simply implanting the recall and then pulling it back out again has been defined as education; but it is nothing but a black operation—nothing but. To do this to little kids is to do away with their initiative; therefore a time for revolution in the field of education is definitely at hand.

Education would have to be defined much more broadly. But remember in the old logics about action definitions. Well, you'd have to give it an action definition; it would have to be a real definition that gave its use and a purpose for it, to be of any kind of a game itself. The reason why teachers go into a no-game condition is because teaching itself is not really a game. It is putting a bunch of other people in a no-game condition, and of course that's only part of a game. To teach a subject it would be necessary for the person being taught to be able to receive a non-significant, disrelated idea from another person. You see, that would be a necessity in order to teach somebody something.

The next condition that we would have to meet would be making certain that person could maintain his power of choice over the data given to him. So we would

give him some data which were incorrect, and giving him these incorrect data we would find out if he could remember them and if he could reject them. The idea of being able to reject a datum and still remember it, to know that it's untrue and non-factual and still be able to recall it, is of course bettered by a further action: being able to wipe it out completely or not even recall it; and that is a skill.

The next thing would be to feed him a datum, have him give objective examples and active examples of this datum so that it's not then just a string of words, and then ascertain whether or not he could still reject it or accept it and then ask him to rephrase it, and eventually he will form something which will to him be an agreeable stable datum, and having done this we would then have accomplished power of choice over a datum. To get him to remember or repeat a non-significant datum would be the longest haul at first, and you may find people who have a terribly long haul on the subject of incorrect data. You give him an incorrect datum and he can't reject it, but when you have made that possible you can then give him a datum, have him give objective examples of the datum, have him rephrase it, give objective examples of his datum, accept it, reject it, handle it, throw it around, and the next thing you know he has something which will buff the entirety of confusion surrounding that subject. You have created there something which is armor plate as far as he is concerned. He KNOWS a datum. Now he doesn't KNOW it as recall; that's the trick, you see. This is entirely different.

Now it's hard to describe how he knows it, because there's nothing there to describe except the datum itself, so to write long chapters on this new type of knowingness would be an impossibility—it's something that is experienced, it easily goes on beyond the field of description.

All right, let's take a look then at education and find out why you would do this that way—rather than to just place something in somebody's recalls, to have him really know it as a datum. Why would you do this? Would there be any sense in this at all? Well, yes, there certainly would be. The individual would be able to USE that datum. He would be able to evaluate its importance, he would be able to handle it and handle with it many other things. In other words you have given him something for his utilization.

Now I want to tell you a little difference in the field of education itself. The stress of "teaching" in a modern school today is this: "How to occupy the child's time." That's right—that's what they teach in modern training schools. Great stress is put on this; you have a child just so long, he has to be taken out of his home for that length of time, you have to keep him occupied in school and that's just about it, and you wonder why a child of twelve or thirteen doesn't really know how to spell, his penmanship is poor, his reading is worse, and so on—that's because a different thing has come into view. Now this is not the tradition of the little red schoolhouse of song and storybook through the generations. There was another tradition in this country, and I don't know where the tradition I have just described came from, but this other tradition was the American tradition and it went like this: You had to get 'em and put some shoes on 'em in a hurry and teach 'em readin', writin' and 'rithmetic as fast as you could because they weren't going to be in school very long, and the teacher who was put through normal school, so called, a hundred years ago was taught that. You have got to be fast, you never know when papa's going to take him out and put him behind the plough. Give him some education before it happens to him. You probably will get them in the winter months when there's not much work to do, but in the summer you're never going to get them. Hence the summer vacation.

Of course, the child loves this idea; he doesn't have too much sympathy with education in the most part, as it is performed; but if school really educated him I'm afraid you'd have an entirely different attitude on the part of the child. Now I have been very fortunate to know in my life quite a few real geniuses—fellows that really

wrote their name fairly large in the world of literature and science—and I consider myself very fortunate to have known them because they are so rare. Why are they so rare? I found something peculiar about these fellows—they were for the most part taught in peculiar schools! They were taught in some YMCA school or they were taught by some Englishman who ran a little college for difficult children in the street; they were all taught—it seems—in some kind of off-breed school. Now this is peculiar, because the school existed to a large measure to take care of people who were slopovers from the usual educational system—there wasn't very much education involved. The fellow would come in and he'd be interested in something and therefore they had the master give him his head. One chap by the way, who gave us solid fuel, rockets and assist take-offs for airplanes too heavily loaded on aircraft carriers, and all the rest of this rocketry panorama, and who formed Aerojet in California and so on. The late Jack Parsons, by the way, was not a chemist the way we think of chemists. He was not taught in the field of chemistry beyond this fact: There was a little professor who opened up a school. Nobody could do anything with Jack so they sent him over to this school and the professor found out he was interested in chemical experiments and turned him loose in the laboratory and gave him a lot of encouragement. He eventually became quite a man. It is interesting that this completely sloppy type of education is apparently quite workable.

Here are some LEARNING PROCESSES. Try them out and see the difference between KNOWING a datum and knowing it as a recall.

### 1. Learning Process No. 1:

(Flatten each part thoroughly before going to next.)

- (a) Give pc 3 numbers. Have him repeat. See if he remembered. Repeat this process.
- (b) Give him incorrect datum. Have him repeat it. Discover if he could remember it. Discover if he could reject it. Repeat this process.
- (c) Give him vital datum (concerning rudiments of auditing in the case of a Scientologist, for example). See if he can repeat it. See if he can rephrase it. Have him give objective examples. See if he can reject it. Repeat this process.

### 2. Learning Process No. 2:

- (a) Discover things Auditor and pc can agree on in vicinity.
- (b) Feed pc vital data (Scientology and rudiments, for example). Get him to give objective examples, rephrase and reject and accept.

### 3. Learning Process No. 3:

Have pc discover unimportant data in environment.

### 4. Assigning Identity:

This is a Walkabout, inside and outside.

Commands: **“Look around here and find something you could have,”**  
**“For what is it used?”** (or **“What is it called?”**), **“Could you invent another use (name) for it?”**

### 5. Objective Forgettingness:

This is a Not-Know Process. It is another Walkabout.

Commands: **“Look around here and find something it would be all right to forget (or not-know).”**

If these five processes are flattened early in the week, note the changes, repeat, and effect further changes.

L. RON HUBBARD

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Today's Riches in Scientology

**L. Ron Hubbard**

Today, we have something here.

To apologize to anyone for any fumbling I may have done in a line of research which Man has consistently muffed for the past 50,000 years is unthinkable, since at any given moment we have had more progress than has before been attained. This is not a light statement nor lightly made, for today's results can vouchsafe for anyone the truth of these words.

As every Dianeticist knows, we have since the beginning had the foremost clue to the condition of the mind and the aberrated state of individuals or groups. The mental image picture, carrying a record of the past which could be restimulated and thus made to react against the body was, one might say, our entrance point into the solution of the subject of the human mind and beingness.

Following from there, it was necessary to isolate any and all important parts of the human mental anatomy, and to bring about an understanding of any vagaries or wild variables which might occur.

It was important, further, to establish whether or not it was thinkingness or mechanics which gave us the best exit route from the involvement of life which we found beyond our control. The decision was finally made and proved that it was the mechanics of the mental image picture rather than the significance in the mental image picture which best surrendered to our efforts. Handling the mechanics made it possible to resolve the significances, and even though the significances were the greatest difficulty from the viewpoint of a human being, it was found that adequate handling of the mechanics eradicated the villainy of the significances.

An astonishing number of characteristics and potential abilities were unearthed in this course of study, and it was a difficult task which had to be painstakingly done to isolate the most important.

It will be discovered in any other activity or line of endeavor that the Prelogics of Dianetics are missing from that course of study. Therefore the Prelogics themselves have given us our course and have taught us which way to go in our courses of investigation. Thus it will be discovered that the work of many failed to stress the greatest importance, but gave us a rather aesthetic view of a great many facts, all of which were true but none of which were sufficiently isolated to undo the riddle of existence. Taking older works, one can find in them, here and there, bits of Dianetics



and Scientology, but a careful study of them reveals that at no point does one of these factors have greater stress than another factor. This single difference must be understood, otherwise our people will continue to study and search in ancient texts, and these have in common the frailty of failing to stress the importance of various truths, even though they give us a great many truths, many of which we have regained today. Unless this is clearly appreciated, then the value of Dianetics and Scientology cannot be entirely experienced, for one is continually chasing down corridors where all pillars are like all pillars, and all pillars in the corridor seem equally true. It is not a fact that truths are equal; there are truths which are greater than other truths, and the greatest of the great truths have been isolated in Dianetics and Scientology, even though our answers today seem extremely simple.

Today, once more, the mental image picture has taken its stand as the foremost discovery of Dianetics and Scientology. By the handling of the mental image picture concurrently with the handling of present time, it is possible not only to destimulate the bank in its entirety, but also to bring about a number of abilities by which the individual can recover data of the past much more easily than ever before. This, everyone who has had anything to do with Dianetics will understand, is extremely worthwhile.

We set out, in the beginning, to bring into being a state which we called "clear." Although this seemed relatively simple in 1947, as the years progressed it became more and more difficult. Just why this was is not clearly understood even today, although it could be said that those people who began to think on this subject reduced their havingness considerably, and we had to do mostly with people who had been thinking on this subject. Therefore, we were starting below the level of case which I had started upon in 1947. We had not yet learned, from '47 to '56 that significances or thinkingness was not the route. Therefore it was very easy to use these and handle them, and, as a result, to suppress the case level below an easy recovery point. There is no apology in this; it is simply a liability of investigation. That many people were cleared goes without saying, but these unfortunately became more interested in living than processing, in the most part, since none of these had been trained before they were processed. Thus, knowing nothing about the subject, and simply attaining a state which they themselves did not particularly understand, they saw no reason to continue on in our midst. Thus we did not find ourselves surrounded by clears and we ourselves were not clear.

Clearing today, and the attainment of the state of clear, exactly as given in *Dianetics: The Modern Science of Mental Health*, Chapter II, is once more easily obtainable and is, through what we know today, extremely simple, providing we ourselves do not have to be so complicated that we override the goal.

Today a procedure exists which is known as Procedure CCH. This stands for Communication, Control and Havingness. This procedure is used directly toward the accomplishment of a technique known as "Then and Now Solids."

The auditing of this particular procedure is much more difficult and much more exacting than any auditing which has ever been attempted. The precision of the results is attained only by a precision of application. Therefore, it is unfortunately rather necessary that auditors be trained, not indifferently by someone who "knows all about the subject," but in a regimented course of study, by which-the individual can himself attain sufficient subjective reality upon the techniques to follow them along and to be able to predict what is happening with the preclear. Thus the auditor today should have training. Fortunately, the many past years have given us techniques and technologies for training which bring us to an achievement of our goal in training rather easily. We can, today, make a very excellent auditor in only eight weeks. This in itself is news, and is very worthy of comment amongst the great number of advances which

we have made. As a matter of fact, we could probably make a very good almost anything in six or eight weeks today, since we have unearthed and put to use the technologies of training itself.

Then and Now Solids is not attainable by many preclears on a straight route. It is evidently necessary to carry through a very precise series of exercises to better his abilities up to a point where he can accomplish the technique. Then and Now Solids is not susceptible of being run, unfortunately, by a large percentage of the cases to which it is addressed until certain preparatory steps are accomplished. These preparatory steps are not difficult, and are the stepping stones toward these greater abilities. The steps themselves are apparently complete, and anyone who is faintly conscious can be pulled forward up to an ability to do Then and Now Solids through a series of gradients.

Then and Now Solids consists exactly of making the preclear capable not only of contacting and handling present time, but also any segment of the past.

Evidently we have been under a misapprehension with regard to the character of past and future. The fact of the case is that mental image "pictures" are, in effect, only de-solidified present times. By a sequence of de-solidifying present time, one evidently achieves time. This is a crude and not entirely exact explanation of the matter, but serves us in our processing. It then behooves the individual who wishes to be clear to achieve the ability of creating a present time out of any segment of the past track.

The length of time required in processing today is sufficiently short as to be accomplished in almost any case in under two or three hundred hours. This is a much better look than it has ever had. At any given instant of this processing, the results obtained are superior to those which we have been led to expect by our own experience. Thus, one must realize, when I say two or three hundred hours, that one is in actuality saying two or three hundred hours for a new and heretofore unenvisioned goal. Our ability to process upwards has gone so high that there is no real comparison with what we have done in the past. Furthermore, our ability to reach low has extended sufficiently that we are able to say with some aplomb that we are not balked by states of case. Naturally, the insane pose a problem to us, and always will, but our business is not with this peculiarity of mental mix-up. One of the more heartening factors is that insanity is found to be a highly peculiar form of composition of the mind, and is not an immediate consequence of livingness. To undo insanity, one today has the techniques if he also has the patience. So only insanity itself is set aside in this estimation of two or three hundred hours, since it is true that two or three hundred hours of processing might be found necessary on some insane people simply to bring them up to a rational response to the auditor.

Age also poses some limitation. Not old age, as it has in the past, for this is not today important, but the very young preclear, up to the age of six, seven or eight, will still be found to give the auditor difficulty. The reason for this is the attention factor. This is not the same thing as the attention factor in insanity, but is handled in much the same way. The attention factor of extreme youth has been discovered to be a disorientation factor brought about by the inability to handle the body and the environment, and is not an immediate "natural state." A child is a thetan in usually rather bad condition. The attention factor has to be widened before much processing can be embarked upon, along a line leading to clear.

We have then achieved our goals in terms of processing. It is necessary now to apply those goals, and in order to apply them it is necessary to learn what there is to know about auditing itself. Today, we can make excellent auditors. We are doing so. We are making auditing training available in any way we can.

We have never been more sincere about our goals, and we have never been more successful in achieving them.

The race with the atomic bomb was, years ago, more or less a method of comparing Dianetics and Scientology to the physical sciences. Today it is a fact and an actuality. The consequences of air pollution and other matters, consequent upon the possession by not too sane governments of weapons of this magnitude, make it incumbent upon us to do our job here and now. It is actually not that we wish to any vast degree to save Earth. As I have said before, it has been saved too many times. But here we have a playing field, we have trained auditors, we have organizations, we have the technologies, and here we can exert a higher self-determinism than ever before. Here we can do the job of Dianetics and Scientology. We have factors in our immediate vicinity seeking to destroy the riches which we have assembled in getting ourselves out of this jackpot. We probably will have to solve the atomic puzzle on the third dynamic if we can hope for much further progress in livingness.

Dianetics and Scientology are today more alive than ever before. We know more, we can do more, we can achieve those things which we set out to do.

Those of us who were basically interested in Dianetics and Scientology for ourselves and others, today must be informed and must understand that whatever vagaries in our career of research and investigation, whatever organizational upsets we may have had, have never at any time been capable of swerving us from our basic goals and our determination to make it this time. We are making it this time. Whatever you wanted out of Dianetics and Scientology is yours today. It is only necessary for you now to reach out your hand in order to achieve it.

May I ask you to extend that hand?

L. RON HUBBARD

LRH TAPE LECTURE

London, England  
18 April 1957

5704C18    ATE    Auditors' Training Evening, CCHs

**P.A.B. No. 111**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 May 1957

**EYESIGHT AND GLASSES**

*Compiled from ACC tape material of L. Ron Hubbard*

It is interesting to know that a thetan doesn't look through his eyeballs. He has two little gold discs, one in front of each eye lens. These are not the lenses of the eyes, but, as you might say, mocked-up energy. They are little gold discs that are superimposed over the eye and he looks through these. The eyeballs merely serve to locate these discs.

An eyeball isn't even a good camera. Some people, dissecting eyeballs to find out how people looked with them, have been totally baffled since the first time this was done because it is about the worst camera that anybody ever had anything to do with.

What the ophthalmologist doesn't know is that the individual looks through these little discs—the ones in front of each eye—and when things begin to deteriorate, or when the anchor points of the body deteriorate, they are liable to follow suit. They become distorted one way or another.

They begin to Q-and-A with the distortions of the eye themselves—the eye reacts to light, so these little golden shields react to light. After a while the little gold shield becomes black or corrodes in some fashion which makes it very difficult to look through.

Of course, we don't know why he is looking through them in the first place. When they do deteriorate the individual starts wearing glasses. The person thinks this is necessary. The next thing he does is to make the lenses of the glasses stronger.

He puts on a pair of glasses. This is a big shield—a big disc. This disc also goes in front of the eyeball and he knows this and he cannot see things unless he looks through one. The reason why glasses become very difficult in an auditing problem is that one is not auditing glasses.

I have audited glasses, just as an experiment, for a long time. Havingness in terms of glasses, or in terms of eyeballs, does produce some sort of change, but *havingness in terms of little golden discs produces an awful alteration in terms of eyesight*, sometimes faster than is comfortable.

You can take this old-time effort processing and produce a change of vision with everybody with no permanence, but a fantastic alteration of vision can occur, making somebody very uncomfortable.

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Have the preclear get the effort to see, followed by the effort not to see, followed by the effort to see, one after the other. The next thing you know is that all the little muscles in the eyes will start to Q-and-A with the little golden lenses in front of the eyeballs, which are changing under all this processing, and the next thing you know is that he is seeing double, cross-eyed, or something like that.

Things will turn on with tremendous brilliance as though somebody swung a rheostat-and he will turn it down quickly because that would mean that he would be confronting too much. You should thus change his idea of what he should be able to confront. If you change that idea, he will then adjust the machinery of sight. But if you attack the machinery of sight directly, you are just forcing him to confront and you get this phenomenon of a person turning up his vision and turning it down again at once.

You get the person capable of being able to get beautiful scenes and visio in the bank and then going totally black. You get a person cleared up tonight and tomorrow morning he is a psychotic wreck. That is all under the heading of HAVINGNESS and CONFRONTINGNESS. When you remedy havingness and confrontingness, he will remedy the rest of it.

There is no reason why a thetan couldn't stand in the middle of the room and look at everything just as clear and flat and hard as it ever was. He doesn't need any mechanics. He certainly has to be able to be it, and have it. In other words, he has to be able to occupy the middle of something, and he has to be able to do a lot of things before he can even see something. But all of these things adjust on straight havingness.

Havingness will change vision and special perception. That is something nobody can argue with, but the whole problem of glasses is the problem of confronting.

I once had a bomb go off in my face with some authority some time or another, because I was standing in a place where I shouldn't have been standing at all, a total miscalculation on my part. The startlement that I could miscalculate to this degree did me in. After that I couldn't see. Finally my eyesight turned on a bit and got way up to 3120, 4/20—that in the Service is “what wall?” I was doing combat service and navigation and every other thing I was supposed to do, with that kind of eyesight, clear through until 1946. After the war was over I was still wearing black glasses. I was trying to write books, and “what piece of paper” in “what typewriter.”

My instincts are very good and I was perceptive enough and wasn't unwilling to confront things to such a degree that I ran into doors or did embarrassing things, but I was rather upset because my marksmanship was way off. I shot too many bullets into too many forbidden directions, I guess, or something of the sort—that used to be a great hobby of mine.

So I wore glasses, contact lenses, trying to increase my vision. I found out that vision increased only when you diminutivized the subjects you were looking at. In other words, the more powerful the glasses become, the smaller they make the objects you look at appear. Think that over for a moment in terms of confrontingness and it will amuse you. Of course, the world isn't quite as formidable if it gets that small.

A very high-powered pair of glasses reduces the size of the face you are looking at by about half. People who are wearing glasses are very often not aware of this. But if you put a new pair of glasses on somebody's nose and put him in a car and tell him to drive, he does some of the most fantastic things. In other words, confrontingness is altered by glasses. I don't know that sight or lines or clarity of vision is altered, but certainly confrontingness is altered by a pair of lenses.

The moment I found that out, I was vastly amused because I didn't want things to be that small, and my eyes were simply recovering from having been torn up, which was an interesting state of affairs. I got some processing, ran out a lot of these things, and my eyes came back up and flickered all over the place—they got anywhere from 15/20 to 25/20, which means they were above normal sometimes and way below normal at other intervals. I found one day whilst reading a report that I couldn't make out anything. The printing was all blurry and going askew. There were ghost letters riding above every line and I just couldn't make head or tail of the report. I was thinking that I'd better use a monocle or a magnifying glass. I suddenly realized that I was reading an AMA report with a total unwillingness to confront it. I threw it aside, picked up a novel and the print was perfect.

So I can sympathize with those who wear glasses because I have been over the jumps. I have been all the way at the bottom of not even being able to find the door, to almost being able to find the door, on up to being able to find two doors.

Where is the havingness of the person located in terms of the body? A scholar has a fixed vision point at a certain distance from his eyes. He has had havingness in that point and then he hasn't had havingness. If you make somebody **“keep a book from going away”** at that distance his eyesight will change all over the place. Just have him **“open a book and keep it from going away,”** **“Now leave it uncontrolled,”** **“Now keep it from going away.”** He gets headaches, eyeburn, his eyes practically bleed before you get through because you are restoring the havingness at the exact distance where it was fixed and lost.

You get all sorts of phenomena of this character, but it isn't really a problem of how good are the optic nerves. Of course, you shove an icepick through a person's eyes like the psychiatrists do—he is not going to be able to see well because he has already got “now I am not supposed to see with the thing.”

I have an awfully hard time with blind people on this “Now I am supposed to.” I can get them to see, get them to do everything. Then they suddenly realize that they were not supposed to be able to see—and they shut off their sight again, but you process some more, and so on. But any time you have a vagary in the adjustment of sight, it is a vagary in the adjustment of havingness.

There must be something there to observe. The havingness goes by quantity. Don't get the idea that people are afraid of seeing anything. You're figuring right along with the type of figure-figure that has never worked for anybody in any time or place. He is just afraid to look at things, so we will take him out and make him confront things. If, by some necromancy, he is able to have that thing or some part of it, then he will be able to see it and will not be afraid of it. If we can get him to confront, then his fears will change. People know this. But this other thing, that people are afraid of things, that they have irrational terrors and all that, is all pretty well resolved on just this one basis. There is something there to confront, then there isn't anything there to confront. This is a loss of havingness. If their havingness goes down far enough, i.e. their idea of quantity falls far enough out of adjustment, they will begin to detest seeing it. They won't quite like to see it. Now there can be too much of it or too little of it. In either case the scarcity or importance or responsibility factors alter and they get so that they cannot confront it. They are perfectly willing to listen to a radio, but are they willing to listen to a radio 24 hours a day? They finally say, “This is too much, I cannot confront it,” and they turn off their hearing in some fashion.

You can actually fool your considerations to this degree. You say, “Look at all the books I've got to write or read. Look at that—a tremendous number of them there.” You got one little book which is not going to last you two hours. Actually, you

can have much too little to read. It is quite fascinating. The variations in confronting are a tremendous study.

Astigmatism, a distortion of image, is only an anxiety to alter the image. You get an astigmatic condition when a person is trying to work it over into a substitute, if he possibly can. Here again it is a case of not enough—he didn't have enough.

Some men's wives just disappear right in front of their faces. Just a black statue will be standing there. That's visual occlusion, or the woman will disappear entirely. She will have no midriff or something like that. Only they don't tell anybody about it, for this means, of course, that they are mad—or something wrong there with his havingness of his wife and his willingness to confront or not to confront that girl.

There is another factor that enters in. He would actually be in love with Martha but be married to Jane. So Jane gets blurry because he is trying to see Martha and he will do it on an axis. He will twist all things over.

There is another whole class of sight disabilities which are not allowed by or listed by the bulk of ophthalmologists. These people do not really go in for these things. They say these are bizarre effects and they doubt that anybody really sees them, which is a fascinating way of dodging out from presented phenomena.

A thetan with a buffer in front of him feels that he cannot receive various wavelengths and he knows there are some dangerous ones. He thinks they are dangerous to him and he has a tremendous number of considerations about this.

The considerations are utterly fabulous in quantity concerning the amount of protection one has to have, the conditions under which one can do things. This degenerates to a point where a man can only see well when he is wearing a certain pair of carpet slippers. It can get this far removed—I got this from a writer once—he could only write when he was wearing a certain pair of carpet slippers. I talked this over with him and all of a sudden discovered that he could only see when he was wearing that pair of carpet slippers.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 3 MAY 1957

*To All Staff*

**TRAINING—WHAT IT IS TODAY  
HOW WE TELL PEOPLE ABOUT IT**

In London I made up a chart of training for the Comm Course (former Indoc) and HPA/HCA.

This course is plotted exactly on eight weeks including an intensive by a graduating student upon an incoming student.

The stable datum of all training now is:

“A student is graduated when his training level is such that he could be entrusted with an HGC preclear.”

Thus examination is rendered much easier and stable.

HPA/HCA Training requisites stress:

1. Synopses of all important Dianetic and Scientology Books and a synopsis of tapes heard.
2. Profile student achieved when auditing an incomer.
3. Memorized Axioms.
4. Five levels of Indoc.
5. Long form CCH.
6. Good attendance record.
7. Ability to Group Audit.
8. The Codes down pat.

That is more or less it. The Chart is intensely specific.

Paramount in all our training are:

1. To get our graduating students in good shape; and
2. To make sure our incoming students are given a good week intensive by the graduating student *before* the newcomer enters Comm Course. Why? Because Comm Course can reduce havingness and we want our new Comm Course student to learn, not agonize.

Training today can be pretty smooth.

But be alert here. We've changed type of training from emphasis on Classroom to emphasis on Student. “Academy” means coaching.

In Public representation of Washington and London schools stress that eight weeks of personal individual attention *can* make a Scientologist and a good one and that this is why the cost is what it is. This training is the best on Earth for living in general as well as doing Scientology. “It's personal. It's for you. It's good. Only those who have it can Survive.”

LRH:md.cden  
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L. RON HUBBARD



P.A.B. No. 112  
PROFESSIONAL AUDITOR'S BULLETIN

The Oldest Continuous Publication in Dianetics and Scientology

From L. RON HUBBARD

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 May 1957

*"THE RIGHTS OF THE FIELD AUDITOR"*

*The Field Auditor has a right:*

- 1 *To his own group.*
- 2 *To the loyalty of the people in his group.*
- 3 *To send any of his group to a Central Organization for training, coaching or special processing and have them returned with their group loyalty and attachment undisturbed.*
- 4 *To express his needs and desires for co-operation to a central organization, other groups or auditors without fear of retribution or reprimand.*
- 5 *To place his name and address on the title pages of publications from the Central Organization and circulate them in his area.*
- 6 *To publications from a central organization at a discount in proportion to the number he distributes.*
- 7 *To respect for his training and experience.*
- 8 *To respect for his certificates.*
- 9 *To have and to hold his certificates without cancellation by anyone forever.*
- 10 *To communicate Scientology and to bring about a civilization for mankind.*

*by my hand this  
21st Day of April 1957.*



HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON

HCO TRAINING BULLETIN OF 17 MAY 1957

cc: Dir of Training  
Dir of Processing  
Comm Course Instructor  
Night HCA Instructor  
Org Secretary  
HCO Board of Review  
Registrar PE Found Instructor  
Bulletin Board HCO London—for  
distribution there

**DEFINITIONS**

A CONSULTANT is an instructor who is on duty sporadically or from time to time but not routinely in any one place.

AN INSTRUCTOR is one who has regular classes and who is assigned to places at specific times.

A COACH is a student who is standing in the role of “pc”.

L. RON HUBBARD

LRH: md.rd  
5-17-57

HUBBARD CERTIFIED AUDITOR COURSE LECTURES

Washington, D.C.  
15—30 May 1957

L. Ron Hubbard gave the following lectures to the Hubbard Certified Auditor Course in Washington, D.C., in May, 1957:

** 5705C15	HCA-1	Comm Course, TRs 1, 2, 3, 4
** 5705C15	HCA-2	Comm Course, TR 5
** 5705C16	HCA-3	Procedure CCH: Background
5705C16	HCA-4	Procedure CCH: CCH Steps
** 5705C30	HCA-5	Outline of a Course and Its Purpose

HUBBARD COMMUNICATIONS OFFICE

HCO TRAINING BULLETIN OF 20 MAY 1957

**INTERIM PROCESS**

While auditors are learning to handle CCH this learning process is recommended.

Objective Show Me is as workable as any old-time process and is very easy to run. Therefore, all HGC preclears until further notice in Washington shall be run on Objective Show Me as follows.

Objective Show Me is first run as simple Locational and is run in this way until it is flat as simple Locational:

Commands: "Show me that (object)."

The second stage is run alternately between body and room objects. The commands are: "Show me that (object)," then "Show me your (body part)," "Show me that (object)," "Show me your (body part)."

The third stage of Objective Show Me is run similar to Opening Procedure by Duplication. Two objects such as a chair and a table near together are selected and one part of the preclear's body such as the head, the eyes, the right hand, etc, is selected. The preclear is asked to show the auditor the table, the body part, the chair, the body part, the table, the body part, the chair, etc.

Care should be taken in running this process not to use body parts which will embarrass the preclear. The target of the process is actually the engram bank and it will be found that at great long length the preclear will come clear of facsimiles. The target of the process is not the second dynamic and in running it any specialization toward second dynamic aberration defeats the process thoroughly.

This process actually will produce a clear if it is carefully and completely run.

It is not a Tone 40 process, which means that you acknowledge the originations of the preclear.

L. RON HUBBARD

LRH: md.nm  
May 20, 1957

This Bulletin applies to outside preclears. CCH should be used on Staff.

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## **The Radiation Picture and Scientology**

**L. Ron Hubbard**

The country has become very involved with radiation in the past year or so and as we in Scientology have achieved a much clearer understanding of this I think I owe you a rundown on Scientology and radiation.

At the outset let me assure you that our total interests in radiation at this time are two only: *that radiation can create hysteria, and Scientology handles hysteria*, and secondly *that hysteria, because of radiation, puts people in rather poor condition and Scientology can rehabilitate them*. We have no political or international interest in radiation.

As you can remember, the HASI in Phoenix, Arizona, was there at the time when a great deal of bomb testing was being done in Nevada only 250 miles away. At that time we had some vague interest in radiation, but it was more in the direction of locating any deposits of uranium which might have escaped notice. Being in possession of instruments which could measure radiation, we were quite shocked to discover that the atmosphere and the grand pianos began to count somewhat alarmingly. This was immediately after an H-bomb had been buried under nine feet of dirt and had been exploded. These radioactive dust particles swirled around the Southwest for quite a while before they separated themselves out.

We were worried. We were worried because the amount of radiation was obviously alarmingly great and I was as worried as the rest, perhaps even more so because of my responsibility for our people in the Phoenix area. I felt that we could not go on in the immediate vicinity of a great deal of testing and so I came East to give a Congress and establish offices somewhere away from that area. There were other local reasons but this radiation reason was more or less primary.

Back East we made no further tests but we continued to be impressed. We read about radiation in the public press, we read how the government was saying how it was not dangerous, and we read apparently responsible scientists on the subject saying that it was very dangerous. But because we had seen grand pianos counting like uranium mines, we were, of course, of the opinion that radiation was an extremely dangerous thing.

Without further examination of this subject and paying attention only to what was printed in the public presses, we saw no reason to change our attitude concerning

radiation. But some things have happened recently which have brought about a considerable change.

I have just completed a Congress in London and was in communication with Members of Parliament through a HASI representative on the subject of radiation. It was clearly and cleanly stated by an authoritative Member of the British Government that Russia was making full use of the hysteria factors inherent in radiation in order to stop England from constructing H-bombs and to impede her defenses in other ways. He had incontrovertible proof that the hysteria campaign being conducted by Russia inside England *and* the United States was totally an effort to impede their national defense.

Russian campaigns you must understand are of the mental, brainwashing type. Radiation is tailor-made to their agent provocateur tactics.

When I returned to America two things became very obvious. The first of these was that only the press of Russia and the United States did not report my remarks made at the Nuclear Radiation and Health Congress at the Royal Empire Society Hall in London. Other newspapers the world around carried the remarks as headline news. These remarks were to the effect that the greatest danger of radiation was hysteria. At the Congress I said that the H-bomb was not a weapon because it was far too powerful, it would not coerce obedience but only terror. These remarks are more or less complete in a book now being published called *All About Radiation*, for the British market only.

Another thing that happened is that I remembered why I left the Author's League of America some years ago. Its Board had begun to offer prizes to deify minorities and it was taking other party-line data and trying to foist it off on American writers. The Newspaper Guild, so far as I know, is not entirely clear of this influence.

The other thing I did was to take a Geiger counter and make a test of Washington. A little earlier this Geiger counter had been giving false evidence because the stick used with the counter, as will happen, evidently had some uranium stuck to it. But with the counter in good operating order and clean, it was discovered that *the background count of Washington, D.C., was the same as it was in 1932 when I was going to George Washington University and studying radiation*. In other words, there has apparently been no general increase of count in London or Washington because of bomb testing. I did more than this. I made a calculation of the amount of gamma and cosmic rays which fall on Earth's surface daily and compared this to the amount of test radiation waste which would be thrown into the atmosphere yearly. The figures do not compare. The added man-made radiation will probably never add up to your luminous dial watch.

On the whole track, radiation was dangerous for the good reason that there was more radiation in those times that could be exploded. However, radiation is a half-life matter and the older the universe gets the less radiation there is available to throw at people. And a good thing, too.

While we have no doubt whatsoever of the actual dangers of a bomb dropping on a city, we are now in a position to doubt rather thoroughly the vaunted harm from test bombing which is being sold the populations of Earth, evidently by the Communist propagandists.

The U.S. population is being stampeded by Russia toward leaving the U.S. defenseless. Already this has accomplished a defective U.S. civil defense and is gaining momentum toward a public demand for no bombs. This is how Russia works. Russia works on the population imagination. Russia uses any knowledge of the mind she has

to instill fear and bring about destruction. She is an unworthy purveyor of scientific information.

Russia has already succeeded rather well in this field of seizing control of the mind. There is no essential difference between dialectic materialism and Wundtian psychology. Yet, Wundtian psychology is taught in all the universities of the United States. England, being an older and more mature government than the United States Government, has already awakened to this and is taking active government steps to halt this matter of public panic. England, for instance, is not buying Wundtian psychology. England is buying Scientology in rather large amounts. But this is not yet true of the United States. That it will come about in the future is more or less a certain thing, but that it does not exist at the time is a fact. Only the better IQs of the U.S. as yet buy Scientology.

We can be assured on the score of fallout—it isn't dangerous at this time. It does not compare to the amount of "natural radiation" with which we are being bombarded. If you went down to Florida to live you would increase your radiation count much more than it would be increased if you stayed well North and the government blew off ten thousand more test bombs. In other words, just exposure to a clearer view of the sun will give you more radiation than you could be hit with in the near future because of test bombs. It's just a fact that there isn't enough uranium around to actually thoroughly contaminate the atmosphere at this time. I know that this is in controversy to my own statements on the subject—which is very interesting. My own statements were made in the light of our earlier experience. We had experienced test fallout in Phoenix and I had not made further tests or calculations. In other words, I myself had been swept up in this campaign to frighten the populace half to death.

The reaction to radiation is thus entirely, completely, and wholly mental!

Dianazene depends for its reaction upon whole-track radiation incidents, and x-ray and sunburn in the current life. By taking away the engram which can react to the worry about radiation, worry about radiation is then made non-painful.

If you add all this up you will clearly see that scare talk about radiation is the source of radiation sickness in our present world. The Atom Bomb is too powerful a weapon to be used for control of human beings and is therefore not a weapon. But it does promise the population no future, and so promising, it damps out efforts toward survival. This itself can bring on sickness.

But we should not delude ourselves in thinking that actual radiation in dangerous quantities is adrift in this atmosphere at this time. It is not. All I invite you to do is to get a Scintillometer or Geiger counter and test around.

There is probably an ionospheric flash which gives a tiny sudden shock of radiation for the briefest instant of time—less than the amount you would get from a simple x-ray—and this acts as a restimulator to whole-track incidents. But it isn't true that radiation is drifting around biting you at this time.

On the subject of strontium-90 it is interesting to note that a sufficient intake of calcium renders a person completely immuned to any effects of strontium-90. A child should be made to drink more milk and probably should have his diet fortified a little bit with calcium if anybody is truly worried about it.

This fight, then, is in the propaganda field. It is not in the field of actual science. I am extremely surprised at some of the scientists who are saying that radiation is dangerous. These men professionally should know their business and they are not

expressing the true data. On the other hand, neither is the government making actual data available. The government is seeking to convince the public on the score of opinion. Opinion has no validity in science. If you want to know about radiation, why, go and look for some radiation in the atmosphere and if you cannot find more than the usual background count then you must assume that there isn't any extra radiation in the atmosphere. I am not saying that the scientists who have been beating the drum on the dangers of radiation are Communist-inspired. I am not saying that these men are Communists. I am merely saying that they are aiding and assisting a Communist campaign.

We *will not* assist Commie propaganda aimed at stampeding the U.S. public into revolt against U.S. defense. The U.S. can bargain her way out of this. I am very hopeful that a general control of radiation the world around will be achieved and I am sure that if it is not achieved, national governments are dead. I am also fairly sure that there will never be such a thing as an atomic war. I have looked this over rather carefully and I personally don't believe that national governments will last long enough at their present rate of non-survival activity.

Our cue is to make nothing out of radiation, if we mention it at all. People who are worried about radiation are worried because enough talk about it has thrown enough engrams into restimulation to make them actually quite ill. We *can* do something about restimulation. But we have no business aiding this public hysteria in any way. We are the people who take care of hysteria and not the people who stir it up. What we are doing is a bit bigger than one of Man's new destructive toys.

Our campaign is to sell Scientology. If we sell it well, psychiatry and psychology will collapse. For instance, one of the most unfortunate things that psychiatry and psychology have ever engaged upon has been this mental health campaign of this spring. These people are not capable of withstanding public scrutiny. Their general activities are sufficiently harmful to their patients that if they stick their head up just a little bit further, even people in the government will be able to see that there is a swindle involved there. I expect within the next two or three years to see a complete and thorough congressional investigation of "charity rackets" and would expect to see psychiatry and psychology leading the van in those who are being investigated. Before you begin to advertise that you can do something, you should be able to do it. We ourselves are suffering from a comm lag of seven years. Not for seven years were we able to train auditors uniformly up to a level to get the maximum possible results out of Dianetics and Scientology. We, accordingly, experienced a considerable public kickback. Now we are making our promises good. It is possible for us to withstand the most minute and searching scrutiny on the subject of what we are doing and how we are doing it. The Validation Program of all Certificates which we are now entered upon is a very worthwhile step in this direction. We can today train an auditor. We can train him very very well. We have the processes which make an auditor able to audit. And this will accrue into our attaining dominance in the field of the human mind rather easily. All psychiatry and psychology need to do is to fight us a little harder, to advertise themselves a little more strongly, and the public and the government will see to it that they collapse. Furthermore, psychiatry and psychology are playing it too close to the government. And if people begin to turn away from the government because of the government's promise to extinguish them with an H-bomb, they will also turn away from anybody who supported the government in the field of brainwashing.

We have gone a little off track here with radiation, danger of; with politics, the need to do something about; and we are not off track any more. We are in the business of Scientology. And Scientology rises considerably above the tinkering of a few somewhat deranged scientists and the bickerings of a few misanthropic men wearing political crowns for the moment.

We have today very easily the most powerful “weapon” extant in the fourth dynamic. That weapon is Scientology. We are not using it for evil, we are using it for good. Therefore, we will win with it.

The answer to all this is to sell Scientology to individuals. Don’t try to sell it to groups. One doesn’t easily talk to a group. One should sell it to individuals and he should use the skills of Scientology to bring about a better understanding on the part of individuals of themselves and of himself.

I am not saying that the various governments might *not* do something dangerous with testing. I am not saying that H-bombs are good weapons. I am only saying we *can* survive it. I am only saying that we have one case—me—who has had 502 times the “allowed” amount and is surviving nicely, thank you, and other cases that are in like condition because of good processing. I *am* saying that with good, modern auditing a Scientologist *can* survive it—so why worry about it. As an organization and as individuals we’re going up-tone faster than others are going down. And Man faces many enemies more dangerous than Radiation.

I am giving you all this in explanation of what you will now begin to see come from the central organization and that will be Scientology—good auditors—validation of old certificates—good processing—bona fide clears—other things which we have waited to see all these years. We are making the grade now rather easily. We are doing things that we never thought were possible before. We are living up to any optimism which I ever gave out. I knew I could do it. I am afraid that I was over-confident in some other directions, but there is one thing that I have never done. I have never told you other than what I believed implicitly and completely. I have been as honest with you as I knew how to be and I have been as honest about my shortcomings as I have been about my victories. You can count on that, you know you can—for you always

I invite your cooperation in this new campaign of ours—a brand-new campaign:

To sell Scientology, Sanity and Survival to the individuals alive on Earth today. Thank you.

L. RON HUBBARD



# **ALL ABOUT RADIATION**

**by  
L. Ron Hubbard**

**Published May 1957**

In April 1957 L. Ron Hubbard addressed the London Congress on Nuclear Radiation and Health, and from these lectures came *All About Radiation*.

Atomic radiation is a subject which interests the minds of every thinking man and woman of the world.

In *All About Radiation*, we have the sane and sober views of a medical doctor on the physical facts and consequences of the actual atomic blast and the diseases resulting from it.

L. Ron Hubbard, who was one of the first nuclear physicists in the United States, has interpreted these facts and related them to human livingness, governments and the control of populaces.

These facts when presented at the Congress on Nuclear Radiation and Health at the Royal Empire Society Hall, London, in April 1957, so impressed Parliamentary figures that they requested immediate transcription of these lectures.

Here they are presented in book form. It will help to clear a great deal of the mystery which has surrounded this problem and will give people and their governments a basis upon which they can solve this situation.

This book clearly demonstrates the immediate effects which can be expected from varying doses of radiation; it demonstrates means of protection from atomic explosions; it shows the deleterious attributes of an atomic explosion in all its aspects, from flash and blast through to the more lasting effect of gamma radiation. In fact, as its title states, it *is* a book all about radiation.

It is a book that is written in everyday language as far as possible. It is far from its purpose to hide facts behind a mass of scholarly discourse. It intends to place the facts in full view in a form where they are easily understandable by every reader.

152 pages, hardcover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON

HCO BULLETIN OF 24 MAY 1957

**STABLE DATA FOR INSTRUCTORS**

1. Keep students busy at all times. Do not let them have unassigned work while at the Academy.

2. The Director of Training is not the Director of Processing. If after the student intensive and a week's Comm Course a student's case is not in condition so the student can be trained, the Director of Training or the Instructor should send the student to the Registrar and should not attempt a patch-up by another student. When the Director of Training constitutes himself the Director of Processing he not only denies the organization income but most usually continues the agony of the student and does not get training done.

3. Answer the student's questions.

4. The stability of the Director of Training and his Instructors depends upon the apparency of their agreement with me on what should be trained and how it should be trained. When they innovate in disagreement with organized schedules they lower the appearance of stability and deprive themselves usually of the cooperation of students.

5. It is not the place of the Director of Training or an Instructor to defend the organization, LRH, or the past track of Dianetics and Scientology. Any new subject combating vested interests develops some randomness. Rather than defend against critical attacks by students it is much more productive to look over the student's case with an eye to sending him to the Registrar.

6. The Director of Training and his Instructors are there to give service. Service is always harder to give on an individualized basis and easier to give on a wide group basis. However, we are training individuals and even though it is difficult, service must be given.

7. On the head of the Director of Training and his Instructors rests any future failure the student may have in processing preclears. Quality of training is to the level of Staff Auditor HGC.

*IF A STUDENT CANNOT BE TRUSTED UPON GRADUATION  
WITH AN HGC PRECLEAR, HE SHOULD NOT BE GRADUATED  
OR CERTIFIED.*

L. RON HUBBARD

LRH:md.rd  
5-24-57

LRH TAPE LECTURE

30 May 1957

\*\* 5705C30 HCA-5 Outline of a Course and Its Purpose

**RIGHTS OF THE DIRECTORS OF TRAINING AND PROCESSING,  
STAFF AUDITORS, AND INSTRUCTORS  
REGARDING PRECLEARS AND STUDENTS**

*The Director of Processing* may refuse a preclear already registered on the following grounds, and only on these grounds:

1. Risk to Clinic by reason of low profile or connections.
2. Not enough weeks bought by pc (example: bought one, needs three).
3. Non-payment of former debts to Clinic.

He may *not* refuse a pc on grounds of insufficient auditors or inconvenience to staff. In case of refusal he returns pc to Registrar.

*The Director of Training* may refuse a student already registered on the following grounds, and only on these grounds:

1. *Flagrantly* needs processing of a more expert level than student intensive.
2. Signed up for a course for which student not qualified by earlier training.
3. Non-payment of former debts to Academy.

He may *not* refuse students on grounds of insufficient instructors or classrooms. In case of refusal he returns student to the Registrar.

*A Staff Auditor* may refuse to process a pc on following grounds:

1. Psychotic past history of institutional nature.
2. Marked antipathy to case.

*An Instructor* may refuse training in his unit to a student who:

1. Gives no evidence of having learned the basics taught in a lower unit. (In which case he returns student to the lower unit.)
2. *Flagrantly* needs processing. (In which case he sends student to Director of Training and thence to Registrar.)
3. Is chronically absent or tardy. (In which case he sends student to Director of Training. )
4. Disobeys school regulations. (In which case he sends student to Director of Training.)

*A Director of Processing* may refuse to sign out or release a preclear he considers vitally in need of further processing. In which case he sends preclear to Registrar.

*The Director of Training* may refuse to send a student to the Examiner by reason that he will not be a credit to the corps of auditors. He is under no compulsion to train such a student beyond the allotted training period but may do so at his discretion.

*A Staff Auditor* may refuse to release a preclear from the HGC whom he feels in vital need of further processing regardless of the opinion or administration of the Director of Processing or the Registrar. He should send the pc to the Registrar but may give further processing whether or not the preclear signs up for more and despite any remonstrance of the Director of Processing.

*An Instructor* may refuse to release a student to a higher class or to Examination despite the opinion or the administration of the Director of Training.

L. RON HUBBARD

HCO BULLETIN OF 3 JUNE 1957

**EXPLANATION OF ABERRATIVE CHARACTER OF  
RADIATION**

As cosmic rays, gamma, x-rays, et al, apparently move through solids without encountering resistance, they then invalidate solids. This is a direct invalidation of the solidity of anything including a mock-up. Thus it tends to say a thing is not there—thus that a creation has not been made.

This then has been used as a means of discounting creativeness or of discounting solids. For example, any child being x-rayed has been baffled as to how “he wasn’t there” when the picture was made. The rays went straight through. This made him feel he wasn’t solid—was not real.

When a body is over x-rayed it ceases to create sexually and creates on a cellular level in a highly irresponsible way. This is cancer.

Radiation ills stem from the not-thereness of creations. Mental Image Pictures, mock-ups, are apparently vanished.

“Making things solid” remedies all such Radiation ills easily. Show Me objective and subjective does as well.

Radiation, then, is the proof that a solid thing is not solid. This is an invalidation that one has created. Thus Radiation is seen to hit at all creativeness. Its irresponsibility factor is also this—one cannot be responsible for things which are proven not to exist.

This also tells us that time began on an invalidation of solids.

In actual proof Procedure CCH, run with this understanding and Problems of Incomparable or Comparable Magnitude to Radiation, resolves Radiation.

L. RON HUBBARD

LRH: md.rd  
6-4-57

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON

HCO BULLETIN OF 3 JUNE 1957

**AUDITING A 10-YEAR OLD CHILD**

Herbie Parkhouse over in London sent me the following report on his session with a 10-year old child.

“I knew her mother had been messing her up by telling her how much she was like Mama, and how weak Mama was. So I ran a Present Time Problem on Solid Terminals, then Give Me Your Hand—Thank You. The PTP was ok. GMYH produced immediate change by the girl using all the normal childish ways of trying to stop the Auditor. After about II/2 hours she went Anaten, but good, for 1 hour and then came out of it. I carried on for I/2 hour—everything seemed ok so we had lunch.

“After lunch I went back on to GMYH, but only just checked PTP (not very thoroughly). Within a very short period—10 minutes—pc was Anaten. This lasted for approximately I hour when pc rallied into present time, changed her body position to that of a ‘lady reclining in a chair’—just like Mama—and doped off. This also lasted about I hour, then pc came up to present time—then into enthusiasm which lasted well after I ended the session. After tea I gave her another I hour on GMYH with no apparent change at an enthusiasm. When I say Anaten on this case, I mean the pc was doing the process, not even mechanically most of the time, but eyes shut and doped.

“After this she felt good. I then sent her home to her father and step-mother-both of whom have had lots of auditing. They couldn’t believe the difference, especially after only six hours. The child is now in better conditon than she has ever been before.”

L. RON HUBBARD

LRH : md.nm  
6-3-57

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## The Hubbard Certified Auditor Course

L. Ron Hubbard

I've mentioned several times that training in Scientology had become a fine art and that it was in reality an evolved science in itself.

How *does* one go about training someone to really be a Scientologist? Unfortunately it has taken seven years to work this out. If we'd been able to do this originally, what a different picture it would have made !

Some auditors were "naturals." Well, we'd better take into account that not everybody was. So the task has been—"How do you *make* a natural?"

Everyone who came for training had the willingness to help. All our training people had the willingness to train. But with the how-to unsolved, it was sometimes pretty grim. Seeing this I worked almost as hard on how-to-train as how-to-clear.

Well, the upshot of all this is a series of skills necessary to being an auditor that aren't processing but living skills. That's pretty much of an achievement because it changes for the superior better the whole family! If we can *handle* people, we can have groups and a successful Scientology life. Along with teaching auditors to audit we came to teach, as a parallel bonus, auditors to handle people.

Well, it's been a good struggle and a lot of us, me included, bear some scars but we won, Mom.

I'm pretty proud of the Academy course now. We do our best to make people able to do their best.

It's not really a school now. It's 576 hours of personal coaching plus 25 hours of good processing. We don't do much student co-auditing now except when a student can audit.

Gosh, the old-time horrors of student co-auditing! How drastic can life get!

All I want to tell you is that we've sewed it up on training and to give you a glance over the HCA Course schedule. It's pretty darned good because it's no longer a dream. It's real as real itself. Even our quarters are air-conditioned and well decorated— good quarters themselves are news.

Here's the goals I wrote and had framed for the Communication Course room here on the third floor, front of 1812 19th Street, N.W. It's in green on cream to match the trees outside the balcony and the room walls.

"A Scientologist is one who controls persons, environments and situations.

"Scientology is used on Life and its forms and products. The chief uses of Scientology are in the fields of Education, Organization, Mental Disability, Social Order and Religion. Scientology is the first to give scientific meaning to these.

"A Scientologist is considered a professional if he uses Scientology in any of these fields and has been thoroughly trained in Scientology. Scientology means Knowing in the fullest sense of the word. A Scientologist operates within the boundaries of the Auditor's Code and the Code of a Scientologist.

"A Scientologist is a first cousin to the Buddhist, a distant relative to the Taoist, a feudal enemy to the enslaving priest and a bitter foe of the German, Viennese and Russian defamers of Man.

"The religion of the Scientologist is freedom for all things spiritual on all dynamics which means adequate discipline and Knowledge to keep that freedom guaranteed.

"We are the people who are ending the cycle of homo sapiens and starting the cycle of a good earth.

"There are no barriers on our path except those we make ourselves. Our ability belongs to all worlds everywhere."

This is the curriculum in full for the HCA Course. If some of it looks strange, wait until next *Ability* when I'm sending you the Advanced Course schedule. *It* includes all the processes old-timers learned long ago. We weren't far enough South. Having gotten South, we leave all the old stuff North as Graduate material.

So here's the HCA Course, 8 weeks long exactly, specific material and skills to specific examination. Most of it is audited from Tone 40. The auditing skills take the student to that auditing position. I can't detail those here.

Thought you'd be interested.

*WEEK ONE:           STUDENT GETS INTENSIVE*

*WEEK TWO:           COMMUNICATION COURSE*

*Monday*       Tr 1—Dear Alice (Tr = Training)

*Tuesday*      Tr 2 - Acknowledgment

*Wednesday*   Tr 3—Duplicative Question

*Thursday*     Tr 4—Pc Origination

*Friday*       Tr 5 - Hand Mimicry

*Saturday*     *Dianetics '55!*—write synopsis before Monday

*WEEK THREE:       UPPER INDOCTRINATION*

*Monday*       CCH 0—Rudiments, Goals & Present Time Problem  
(CCH = Control—Communication—Havingness)

Codes

*Scientology: Fundamentals of Thought*

*Tuesday*      Tr 6—8-C

Wednesday Tr 7—High School Indoc

Thursday Tr 8—Tone 40 on an Object

Friday Tr 9—Tone 40 on a Person

Saturday Axioms 1 to 10—Memorize

**WEEK FOUR:      *BODY CONTROL PROCESSES***

Monday CCH 0—Rudiments, Goals & Present Time Problem Codes  
*Scientology: Fundamentals of Thought*

Tuesday CCH 1—Give Me Your Hand

Wednesday CCH 2—Tone 40 8-C

Thursday CCH 3—Hand Space Mimicry

Friday CCH 4—Book Mimicry

Saturday Axioms 11 to 21—Memorize

**WEEK FIVE:      *LOCATION AND DUPLICATION PROCESSES***

Monday CCH 0—Rudiments, Goals & Present Time Problem Codes  
*Scientology: Fundamentals of Thought*

Tuesday Tr 10—Locational Processing

Wednesday CCH 5—Location by Contact

Thursday CCH 6—Body-Room Contact

Friday CCH 7—Contact by Duplication

Saturday Axioms 22 to 33—Memorize

**WEEK SIX:      *OBJECTIVE HAVINGNESS PROCESSES***

Monday CCH 0—Rudiments, Goals & Present Time Problem Codes  
*Scientology: Fundamentals of Thought*

Tuesday CCH 8—Trio

Wednesday CCH 9—Tone 40 Keep it from Going Away

Thursday CCH 10—Tone 40 Hold it Still

Friday CCH 11—Tone 40 Make it a Little More Solid

Saturday Axioms 34 to 45—Memorize

**WEEK SEVEN:      *UNIVERSE PROCESSES***

Monday CCH 0—Rudiments, Goals & Present Time Problem Codes  
*Scientology. Fundamentals of Thought*

Tuesday Tr 11—ARC Straightwire

Wednesday CCH 12—Limited Subjective Havingness

Thursday CCH 13—Subjective Solids

Friday CCH 14—Then and Now Solids



Saturday      Axioms 46 to 55—Memorize

(NOTE: Student repeats any week not passed, or returns to Communication Course.)

*WEEK EIGHT.      STUDENT ADMINISTERS INTENSIVE*

*EXAMINATION AT END OF WEEK EIGHT*

*Required by Examiner.*

All levels of Indoctrination passed.  
All processes in Training learned.  
Thorough knowledge of Axioms.  
Knowledge of Logics and Prelogics.  
Thorough knowledge of Codes.  
Good results from student intensive.  
Case Profile of student to be examined.  
Completed check sheets.  
Synopses of required books.  
A command of Group Auditing.  
A command of Group Teaching by Agreement.  
A command of Assists.

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*COURSE TEXT: Scientology. Fundamentals of Thought*

*READING MATERIALS:* (Brief Synopsis of each required at Examination Time)

*Dianetics '55!*  
*Dianetics: The Modern Science of Mental Health*  
*Science of Survival*  
*Advanced Procedure and Axioms*  
*Creation of Human Ability*

The number of class hours is about 576. The amount of processing included is 25 hours.

The cost of the course is \$750 financed, \$500 cash.

The course is supervised by myself.

Enrollment is every Monday. People enrolling between now and August 1st enter the Congress in July 1957 without charge.

The Academy Registrar should be contacted at 1812 19th Street, N.W., Washington 9, D.C., for enrollment.

Living costs about \$65.00 a month, room and board for the two months of training.

We are also teaching a night HCA in Washington which goes three times a week between 7:30 p.m. and 10:00 p.m. In view of the fact that it is very easy to get jobs in the Government it is possible for a student to come to Washington, enroll in the night HCA and get a job in the Government to support himself and his training. The length of the night HCA varies but is from 6 to 8 months. Instruction in the night HCA is fully as good as day HCA. Cost of the night HCA is the same as day HCA.

Be seeing you ....

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 8 JUNE 1957

**THE TEACHING OF THE 18TH ACC**

The 18th ACC in Washington, July 8 to August 16, will be taught in three units using five instructors.

Immediately upon registration the students will be tested on Tone 40 on an Object for placements in one of the three units. All instructors will be used for this testing. A Check Sheet divided into three sections to match the courses with the title of each process shall be drawn up and mimeographed by LRH, Jr. (list of processes taken from the Student Manual). This sheet shall carry a section for this testing and placement where the instructor can write simply the unit number plus or minus into which the student should be placed. When the testing is concluded the sheets will be assembled and the class will be divided into three sections as evenly distributed as possible. Those who are best will go into section 3, next best will go into section 2, and the worst will go into section 1. By using plus or minus unit, some accuracy can be obtained. The judgment of the instructor on the student in general while doing Tone 40 on all Object as 3 short test shall also be used in determining the unit. Difficulties in adjustment will be smoothed out by the use of plus or minus signs after the unit number.

The three units of the course shall be composed as follows:

Communication Course  
Upper Indoctrination Course  
CCH Course

The curriculum of each shall be basically one week in length. In the six weeks, each student regardless of skill will be expected to go through each of these units twice, but not consecutively, i.e. he will go into the next unit at the end of each week regardless of his ability.

The Communication Course shall embrace Training 0 to Training 5 inclusive. It shall begin with a half-hour description at 9:00 a.m. by the instructor and shall thereafter be broken down into two long auditing periods. At 4:30 p.m. a group auditing session will take place, conducted by the instructor, one hour in length, the processes of which shall be those which direct attention and assign intentions to the walls and objects of the room. This Course shall be conducted by Mary Sue Hubbard.

The Upper Indoctrination Course shall consist of one week and shall embrace training processes 6 to 9 inclusive with Training 8 (Tone 40 on an Object) repeated Wednesday and Thursday—that is teaching 4 drills in 5 days. The Course Day shall begin with a one-hour lecture on the Rudiments by LRH, Jr., and the remainder of the day until 4:30 p.m. is broken down into two long auditing periods. The day will end with one hour's agreement on definitions, beginning at 4:30 and ending at 5:30 p.m. The Course instructor for this unit may come on duty at 10:15 a.m., after the 15-minute break following the morning lecture by LRH, Jr. The Upper Indoctrination Course shall be conducted by Dr. Kenneth Barrett, in addition to his PE Course activities for the PE Foundation. (Note in all courses, only one process should be taught per day.)

The CCH Course shall be taught in the same room for both of its sections but shall have two sections. The CCH processes shall be divided in half and one instructor shall teach the lower half to half the class and the other instructor shall teach the upper half to half the class. These shall be called "CCH A" and "CCH B". Half of the unit in any week will be started in the "A" group and half will be started in the "B" group in any given week, and on the repeat week the student will be reversed in groups in the CCH Course. The CCH Course Day shall begin each day with an hour's instruction on

the Rudiments, which hour's lecture shall be alternated between the two instructors. This hour's lecture shall have the characteristic of questions and answers. The remainder of the day shall be divided into four auditing periods until 4:30 p.m., and shall conclude with an hour's group processing by the instructors, using the HCO Bulletin on group processing. The Course shall be conducted by Dr. George Richard Halpern and assisted by Dr. Jan Halpern.

The Comm Course shall hereafter be referred to as Course 1, the Upper Indoctrination Course shall be referred to as Course 2, the CCH Course shall be referred to as Course 3, of which there are two parts, 3-A and 3-B.

At least 3 large rooms must be procured especially for this 18th ACC Course. They will be in use only during these six weeks. That room where noise will be the least disturbing will be used as the Upper Indoc Room. If 4 rooms are secured, then the CCH Course shall be broken down into its sections with Dr. Jan Halpern in charge of the "B" section.

The general plan of the course is that the students who are already rather good shall be started highest, those who are mediumly good started in the mid course, and those who are poorest started in the first course. The students will simply rotate through these courses during their six weeks. Thus, each will have done the Comm Course twice, the Upper Indoc twice, and each part of the CCH Course once.

The goal of the course shall be to make the most successful graduates capable of coaching toward validation field auditor certificates. Thus these people have to be exceptionally good on the Comm Course, Upper Indoc and CCH, both in the interests of their future instruction and in the interests of their auditing ability. The course is arranged in this fashion as outlined here because I know of no more efficient way to give the information.

I will lecture evenings to the whole class, beginning at 7:30 p.m. In these lectures I will cover the entirety of Scientology with stress on the theory and practice of CCH. Given a large enough room to hold the class, FC Staff will be welcomed to these lectures.

General supervision of the course shall be done by L. Ron Hubbard, Jr. Course administration shall be done by Jan Halpern. Course examination shall be done by L. Ron Hubbard, Jr. Final assignment of teams, changes and transfers of students and grievances shall be handled by Dr. Dick Halpern.

L. Ron Hubbard, Jr. is responsible for arranging and mimeographing the proper administration sheets and sending to Dick and Jan pertinent information.

All instructors are requested to go over thoroughly the various steps of the training drills and CCH processes and standardize all methods of doing them as given in the text to be furnished and to meet together during the course to iron out any references of consulting, instructing and coaching so as to be sure to have a solid agreement on even the smallest points to be taught. The exact methods of doing and coaching the training drills and CCH processes will be furnished all instructors and their attention and practice on these is solicited so as to iron out any misunderstandings before the course begins. These methodologies are now intensely standardized. No randomness between one unit and another should develop during the course.

The Organization Secretary is responsible for the procurement of and readying of suitable quarters for the teaching of the 18th ACC and arranging to have at least one of the rooms large enough to hold the entire class.

Schedules should be made up and posted early and this course should be ready to be tested selected into units by noon of 8 July.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HGC PROCESSING BULLETIN OF 10 JUNE 1957

For London  
and Washington

**WHAT TO TELL NEW HGC AUDITORS TO  
PROCESS ON PRECLEARS**

When a new auditor is taken on at HGC we do *NOT*

1. Train him while he is processing his first preclear.
2. Tell him what process to run.
3. Add to his already tense confusion of being on staff by unstabilizing all his stable auditing data, too.

We *DO* this:

1. We ask him what process he has the greatest certainty on.
2. We tell him to audit the pc with that process and no other.
3. If he has certainty on several we have him select one best suited to pc and have him use that.

*Then* we train up the new staff auditor by auditors' conferences and HCO Board of Review at a leisurely pace.

***STABLE DATUM:***

It will be found that any auditor using a process on which he has high reality will obtain high results with a pc using that process.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 JUNE 1957  
REISSUED 12 MAY 1972

Remimeo

**TRAINING AND CCH PROCESSES**

(Originally issued as an HCO Training Bulletin  
from Hubbard Communications Office, Washington, D.C.)

*NOTE.. The variations and some of the most potent processes are not included in this Training Bulletin but will appear in the Student Manual when published in September 1957.*

**NUMBER:** *Training O*

**NAME:** Confronting Preclear.

**COMMANDS:** None.

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

**PURPOSE:** To train student to confront a preclear with auditing only or with nothing.

**TRAINING STRESS:** Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle or be embarrassed or anaten. Coach may speak only if student goes anaten (dope off). Student is confronting the body, thetan and bank of the preclear.

**HISTORY:** Developed by L. Ron Hubbard in Washington in March 1957, to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be “interesting”.

**NUMBER:** *Training 1*

**NAME:** Dear Alice.

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

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

**PURPOSE:** To teach the student to send an intention from himself to a preclear in one unit of time without vias.

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

**HISTORY:** Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students.

**NUMBER:** *Training 2*

**NAME:** Acknowledgments.

**COMMANDS:** The coach reads lines from “Alice in Wonderland” omitting “he said’s” and the student thoroughly acknowledges them. The coach repeats any line he feels was not truly acknowledged.

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

PURPOSE: To teach student that an acknowledgment is a method of controlling preclear communication and that an acknowledgment is a full stop.

TRAINING STRESS: Teach student to acknowledge exactly what was said so that preclear knows it was heard. Ask student from time to time what *was* said. Curb over and under acknowledgment. Let student do anything at first to get acknowledgments across, then even him out. Teach him that an acknowledgment is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on.

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

**NUMBER: Training 3**

NAME: Duplicative Question.

COMMANDS: “Do fish swim?” or “Do birds fly?” Communication bridge between.

POSITION: Student and coach seated a comfortable distance apart.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions; and to teach him how to shift from one question to another with a communication bridge rather than an abrupt change.

TRAINING STRESS: One question and student acknowledgment of its answer in one unit of time which is then finished. To keep student from straying into variations of command. To insist on communication bridge when question is changed. Even though the same question is asked, it is asked as though it had never occurred to anyone before. To teach students that a communication bridge consists of getting three agreements—one agreement to end this question, second agreement to continue session in general and maintain ARC, third agreement to begin a new question. Teach student that preclear is part of these agreements. To teach student never to vary question or shift question or command without a bridge.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to overcome variations and sudden changes in session.

**NUMBER: Training 4**

NAME: Preclear Originations.

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

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

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

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

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out.

**NUMBER: Training 5**

NAME: Hand Mimicry.

COMMANDS: All commands are by motions of one or two hands. The auditor makes a simple hand motion, holding his hand or hands in the final position. The coach bobs his head as having received it. The coach then, mirror-wise, makes the same motion with his hand or hands. The student then acknowledges. If the motion was not correctly done by coach the student acknowledges doubtfully, then repeats the motion to the coach. If the coach does it well, student thanks coach by shaking own two hands together (prize fighter fashion). Keep motions simple. Student must always be able to duplicate own motions.

POSITION: Student and coach are seated facing each other at a short distance, coach's knees inside student's.

PURPOSE: To educate student that *verbal* commands are not entirely necessary. To make student physically telegraph an intention. To show student necessity of having preclear obey commands.

TRAINING STRESS: Accuracy of student repeating own commands. Teaching student to give preclear wins. Teaching student that an intention is different from words.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, from the principles of body mimicry developed by LRH in Camden, N.J., in 1954.

*The following group of processes are usually taught in Upper Indoctrination Course:*

**NUMBER: Training 6**

NAME: Plain 8-C.

COMMANDS: "Look at that wall." "Walk over to that wall." "With your right hand, touch that wall." "Turn around." All with acknowledgments. Not Tone 40. (Precognitive is acknowledged when he originates, no physical contact.)

POSITION: Student and coach both ambulant in a room with no center obstacles. Student walks with coach who does process for student.

PURPOSE: To give preclear reality on environment, control in following directions and havingness. Not all effects fully explored.

TRAINING STRESS: Precision in repetition of commands by student and experience on a gradient scale in directing another body than own. Handling of originations. Acknowledging execution of commands by preclear. When this process develops somatics on a preclear it must be continued until flat.

HISTORY: Developed by L. Ron Hubbard in Camden, 1953. Originally called "Opening Procedure of 8-C", 8-C being a full auditing procedure aimed at negative thought. The only surviving part of this is now called 8-C and means the above process. Original intention was to place preclear within the control of the auditor so auditing could occur. Proved so successful became an end-all in itself. Nominated in Summary Research Project 1956 as responsible all by itself for approximately 50% of results achieved by auditors across the world.

**NUMBER: Training 7**

NAME: Hi-School Indoc.

COMMANDS: Same as 8-C but with student in physical contact with coach, student enforcing commands by manual guiding. Coach has only three valid statements to which student must listen: these are "Start" to begin process, "Flunk" to call attention to student error, and "That's it" to end session. No other remark by coach is valid on student. Coach tries in all possible ways, verbal, covert and physical, to stop student

from running 8-C on him. If the student falters, comm lags, fumbles a command or fails to get an execution on coach, coach says “Flunk” and they start at beginning of command cycle in which error occurred. Coach falling down is not allowed.

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

**PURPOSE:** To train a student never to be stopped by a preclear. To train him to run fine 8-C in any circumstances. To teach him to handle rebellious people.

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

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

***NUMBER: Training 8***

**NAME:** Tone 40 on an Object.

**COMMANDS:** “Stand up.” “Thank you.” “Sit down on the table.” “Thank you.” These are the only commands used. (If student has trouble with Training 9, have him do Tone 40 on an Object with 8-C commands.)

**POSITION:** Student standing beside table holding ashtray which he manually makes execute the commands he gives.

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

**TRAINING STRESS:** have student give orders for a while alone. Then begin to nag him to get them up to Tone 40 commands. Have student silently permeate object with command and an expectancy that it will do it. When student can “see” his intentions going in accurately, when he wonders why object doesn’t instantly obey, when he is not stumbling through energy or depending on his voice, the training process is flat. This process usually takes the most time in training of any process and time on it is well spent. Objects can be ashtrays or rag dolls.

**HISTORY:** Developed by L. Ron Hubbard in Washington, D.C., 1957, for the 17th ACC.

***NUMBER: Training 9***

**NAME:** Tone 40 on a Person.

**COMMANDS:** Same as 8-C. This is not Tone 40 8-C (CCH 12). Student runs fine, clearcut intentions and verbal orders on a coach. Coach tries to break down Tone 40 of the student. Coach commands that are valid are “Start” (to begin), “Flunk” to tell student he has erred and must return to beginning of cycle, and “That’s it” to take a break or stop session for the day. No other statement by coach in session is valid on student and is only an effort to make student come off Tone 40 or in general be stopped.

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

**PURPOSE:** To make student able to maintain Tone 40 under any stress of auditing.

**TRAINING STRESS:** The exact amount of physical effort must be used by student plus a compelling unspoken intention. No jerky struggles are allowed since each jerk is 3 stop. Student must learn to smoothly increase effort quickly to amount needed to make coach execute. Stress is on *exact* intention, exact strength needed, exact force necessary, exact Tone 40. Even a slight smile by student can be a flunk. Too much force can be a flunk. Too little definitely is a flunk. Anything not Tone 40 is a flunk.

**HISTORY:** Developed by L. Ron Hubbard in Washington, D.C., for the 17th ACC.



*The following processes are taught in the Communication-Control-Havingness Course:*

**NUMBER: CCH 0**

NAME: Rudiments, Goals and Present Time Problem.

COMMANDS: Establishing session beginning by calling attention to room, auditor and the session to begin. Discussing the preclear's goals for the session. Auditor asks for present time problem and settles it with problems of comparable magnitude or incomparable magnitude or by Locational Processing. In general, remarks and commands enough to bring about ARC at session's beginning but not enough to run down havingness of the preclear.

POSITION: Auditor and preclear seated at a comfortable distance apart.

PURPOSE: To make known the beginning of a session to a preclear and the auditor so that no error as to its beginning is made. To put the preclear into a condition to be audited.

TRAINING STRESS: To *begin* sessions, not just let them happen. To educate the student into the actual elements of a session and condition of preclears. To stress the inability to audit something else when present time problem is not flat. To demonstrate what happens when preclear doesn't know session has begun or has no goals for it or what happens when present time problem only half flat when other things are engaged upon. Stress that it is done each session. Explain closure mechanism of problem with preclear, the solution of "the liability of solutions".

HISTORY: Developed by L. Ron Hubbard in Elizabeth, N.J., 1950; Goals in Wichita, Kansas in 1951; Present Time Problem, London, 1952; Rudiments, Phoenix, 1955.

**NUMBER: CCH 1.**

NAME: \* Give Me Your Hand, Tone 40.

COMMANDS: "Give me your hand." Physical action of taking hand when not given and then replacing it in preclear's lap. And "Thank you" ending cycle. All Tone 40 with clear intention, one command in one unit of time, no originations of preclear acknowledged in any way verbally or physically. May be run on right hand, left hand, both hands, each one flattened in turn.

POSITION: Auditor and preclear seated, in chairs without arms, close together. Auditor's knees both to auditor's left of preclear's knees, outside of auditor's right thigh against outside of preclear's right thigh. This position reversed for left hand. In both hands preclear's knees are between auditor's knees.

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

TRAINING STRESS: Never stop process until a flat place is reached. To process with good Tone 40. Auditor taught to pick up preclear's hand by wrist with auditor's thumb nearest auditor's body, to have an exact and invariable place to carry preclear's hand to before clasping, clasping hand with exactly correct pressure, replacing hand (with auditor's left hand still holding preclear's wrist) in preclear's lap. Making every command(1 and cycle separate. Maintaining Tone 40. Stress on intention from auditor to preclear with each command. To leave an instant for preclear to do it by own will before auditor does it. Stress Tone 40 precision. To keep epicenters balanced. CCH I (b) should also be flattened.

HISTORY: Developed by L. Ron Hubbard in the 17th ACC, Washington, D.C., 1957.

\* The name and command for CCH 1 has since been revised to, "Give me that hand."

**NUMBER: CCH2**

NAME: \* Tone 40 8-C.

COMMANDS: “Look at that wall.” “Thank you.” “Walk over to that wall.” “Thank you.” “With the right hand, touch that wall.” “Thank you.” “Turn around.” “Thank you.” Run without acknowledging in any way any origin by preclear, acknowledging only preclear’s execution of the command. Commands smoothly enforced physically. Tone 40, full intention.

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

PURPOSE: To demonstrate to preclear that his body can be directly controlled and thus inviting him to control it. Finding present time. Havingness. Other effects not fully explained.

TRAINING STRESS: Absolute auditor precision. No drops from Tone 40. No flubs. Total present-time auditing. Auditor turns preclear counterclockwise then steps always on preclear’s right side. Auditor’s body acts as block to forward motion when preclear turns. Auditor gives command, gives preclear a moment to obey, then enforces command with physical contact of exactly correct force to get command executed. Auditor does not check preclear from executing commands.

HISTORY: Developed by L. Ron Hubbard in Washington, D.C., 1957, for the 17th ACC.

\* The name and command for CCH 2 has since been revised to, “You look at that wall.”

**NUMBER: CCH 3**

NAME: Book Mimicry.

COMMANDS: Auditor makes a simple or complex motion with a book. Hands book to preclear. Preclear makes motion, duplicating auditor’s mirror image-wise. Auditor asks preclear if he is satisfied that the preclear duplicated the motion. If preclear is and auditor is also fairly satisfied, auditor takes book and goes to next command. If preclear says he is and auditor fairly sure preclear isn’t, auditor takes back book and repeats command and gives book to preclear again for another try. If preclear is not sure he duplicated any command auditor repeats it for him and gives him back the book. Tone 40 only in motions. Verbal two-way quite free.

POSITION: Auditor and preclear seated facing each other a comfortable distance apart.

PURPOSE: To bring up preclear’s communication with control and duplication. (Control + duplication = communication.)

TRAINING STRESS: Stress giving preclear wins. Stress auditor’s necessity to duplicate his own commands. Circular motions are more complex than straight lines.

HISTORY: Developed by L. Ron Hubbard for the 16th ACC in Washington, D.C., 1957. Based on duplication developed by LRH in London, 1952.

**NUMBER: CCH 4**

NAME: Hand Space Mimicry.

COMMANDS: Auditor raises two hands, palms facing preclear’s and says, “Put your hands against mine, follow them and contribute to their motion.” He then makes a simple motion with right hand, then left. “Did you contribute to the motion?” “Good.” “Put your hands in your lap.” When this is flat the auditor does this same thing with a half inch of space between his and preclear’s palms. When this is flat auditor does it with a wider space and so on until preclear is able to follow motions a yard away.

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

**PURPOSE:** To develop reality on the auditor using the reality scale (solid comm line). To get preclear into comm by control + duplication.

**TRAINING STRESS:** That auditor be gentle and accurate in his motions, giving preclear wins. To be free in two-way comm.

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

***NUMBER: Training 10***

**NAME:** Locational Processing.

**COMMANDS:** "You notice that (indicated object)." "Thank you." Auditor enforces command when needed by turning preclear's head toward object. Run inside an auditing room or outside. Auditor indicates obvious objects, naming them and pointing to them.

**POSITION:** Auditor and preclear seated side by side or facing each other or seated or walking outside.

**PURPOSE:** To control attention. Since attention is being controlled by facsimiles, an unknown control, supplanting with a known control brings preclear up to present time. See also Pre-Logics. A highly therapeutic process. Can be substituted for Present Time Problem to some degree in cases that cannot run a Present Time Problem as a process.

**TRAINING STRESS:** That coach (or preclear) always looks in direction of object.

**HISTORY:** Developed by L. Ron Hubbard in Elizabeth, N.J., in June 1950, to bring preclears into auditing room after they had been "brought up to present time".

***NUMBER: CCH 5***

**NAME:** Location by Contact.

**COMMANDS:** "Touch that (indicated object)." "Thank you."

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

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

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

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

***NUMBER: CCH 6***

**NAME:** Body-Room Contact.

**COMMANDS:** "Touch your (body part)." "Thank you." "Touch that (indicated room object)." "Thank you."

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

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

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

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

**NUMBER: CCH 7**

**NAME:** Contact by Duplication.

**COMMANDS:** “Touch that table.” “Thank you.” “Touch your (body part).” “Thank you.” “Touch that table.” “Thank you.” “Touch your (same body part).” “Thank you.” “Touch that table.” “Thank you.” “Touch your (same body part).” “Thank you,” etc., in that order.

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

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

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

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

**NUMBER: CCH 8**

**NAME:** Trio.

**COMMANDS:** “Look around the room (environment) and tell me something you could have.” Run until flat. “Look around the room and tell me something the body (body part) can’t have.” Valence form: “Look around the room and tell me something mother (or other valence) can’t have.” Long form: “Look around the room and tell me what you could have.” Run flat. “Look around the room and tell me something you would permit to remain.” Run flat. “Look around the room and tell me what you could dispense with.” Dispense in long form is sometimes run first when preclear is set on wasting.

**POSITION:** Auditor and preclear seated at a comfortable distance both facing toward majority of the room.

**PURPOSE:** To remedy havingness objectively.

**TRAINING STRESS:** Run it smoothly without invalidative questions. One of the most effective processes known when thinkingness can be controlled somewhat. Run when havingness drops or for a full intensive.

**HISTORY:** Developed by L. Ron Hubbard in London in 1955. Name derived from the three questions of the long form. Originally called the “Terrible Trio”.

**NUMBER: CCH 9**

NAME: Tone 40 "Keep it from going away."

COMMANDS: "Look at that (indicated object)." "Thank you." "Walk over to that (indicated object)." "Thank you." "Touch that (indicated object)." "Thank you." "Keep it from going away." "Thank you." "Did you keep it from going away?" "Thank you," and so forth.

POSITION: Auditor and preclear ambulant. Auditor assisting by manual contact.

PURPOSE: The purpose of the process is to increase havingness of the preclear and bring about his ability to keep things from going away, which ability lost, accounts for the possession of psychosomatic illnesses.

TRAINING STRESS: The training stress is on precision and accuracy and finding out that this is actually Tone 40 8-C with a thinkingness addition. This is the first step on to the route of making things solid.

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

**NUMBER: CCH 10**

NAME: Tone 40 "Hold it still."

COMMANDS: "Look at that (indicated object)." "Thank you." "Walk over to that (indicated object)." "Thank you." "Touch that (indicated object)." "Thank you." "Hold it still." "Thank you." "Did you hold it still?" "Thank you," etc., in that order.

PURPOSE: To improve an individual's ability to make things more solid and to assert his ability to control his environment.

TRAINING STRESS: Same as CCH 9.

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

**NUMBER: CCH 11**

NAME: Tone 40 "Make it a little more solid."

COMMANDS: "Look at that (indicated object)." "Thank you." "Walk over to that (indicated object)." "Thank you." "Touch that (indicated object)." "Thank you." "Make it a little more solid." "Thank you." "Did you make it a little more solid?" "Thank you," etc., in that order.

POSITION: Auditor and preclear ambulant.

PURPOSE: To assert control over the preclear and increase the preclear's havingness. To increase the preclear's reality on the Pre-Logics. To reverse the flow of solids.

TRAINING STRESS: Complete precision of performance, a stress 011 all the CCH 9, CCH 10 and CCH 11, that they include a control of thinkingness of the preclear and therefore should not be run with a tremendous amount of auditor trust of the preclear and should not be run until the lower levels of CCH are to some degree flat as they will give the preclear losses.

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

**NUMBER: Training 11**

NAME: ARC Straight Wire.

COMMANDS: "Recall something that was really real to you." "Thank you." "Recall a time when you were in good communication with someone." "Thank you." "Recall a time when you really liked someone." "Thank you." The three commands are given in that order and repeated in that order consistently.

POSITION: Auditor and preclear seated facing each other at a comfortable distance.

PURPOSE: To give the student reality on the existence of a bank. This is audited on another and is audited until the other student is in present time. It will be found that the process discloses the cycling action of the preclear going deeper and deeper into the past and then more and more shallowly into the past until he is recalling something again close to present time. This cyclic action should be studied and understood and the reality on the pictures the preclear gets should be thoroughly understood by the student. The fact that another has pictures should be totally real to the student under training.

HISTORY: Developed by L. Ron Hubbard in 1951 in Wichita, Kansas. This was once a very important process. It has been known to bring people from a neurotic to a sane level after only a short period of application. It has been run on a group basis with success but it should be noted that the thinkingness of the individuals in the group would have to be well under the control of the auditor in order to have this process broadly beneficial. When it was discovered that this process occasionally reduced people's havingness, the process itself was not generally run thereafter. It is still, however, an excellent process with that proviso, a reduction of havingness in some cases.

**NUMBER: CCH 12**

NAME: Limited Subjective Havingness.

COMMANDS: "What can you mock up?" "O.K. (to preclear's answer)." "Mock up (what preclear said he could mock up)." "O.K." "Shove it in to yourself." "O.K." When this is relatively flat, "Mock up (whatever preclear said he could)." "O.K." "Let it remain where it is." "O.K." When this is relatively flat enter on the third part. "Mock up (whatever the preclear said he could mock up)." "O.K." "Throw it away." "O.K." If the preclear cannot throw the object away at once, have him duplicate it many times and move one of them slightly further away from him until he has at last thrown one away. If the preclear cannot mock anything up, remedy his havingness with blackness. If the preclear's "field" is invisibility, have him put glass objects of many sorts and sizes on a table and one after the other "keep them from going away". If mock-up disappears have preclear keep on trying at it because he will eventually be able to get it back.

POSITION: Auditor and preclear seated facing each other.

PURPOSE: To Remedy the Havingness of the preclear's bank.

TRAINING STRESS: Not to give the preclear any losses. He must successfully complete each step and the auditor must do things on a gradient scale until the preclear has successfully completed each command given.

HISTORY: These and other creative processes were developed by L. Ron Hubbard in London in the fall of 1952.

**NUMBER: CCH 13**

NAME: Subjective Solids.

COMMANDS: "What can you mock up?" "O.K. (to preclear's answer)." (This is asked once every time one changes the type of mock-up.) "Mock up (whatever the preclear said)." "O.K." "Now make it a little more solid." "O.K." "Did you do that?" "Thank you." Various objects are mocked up and made a little more solid. The preclear can be told to do what he pleases with these. This is not a Tone 40 process.

POSITION: Auditor and preclear seated.

PURPOSE: To make it possible for the preclear to mock up subjective objects and make them a little more solid, preparatory to running "Then and Now Solids".

**TRAINING STRESS:** On knowing what the preclear is doing, how he is doing it, where he is putting the mock-ups, so that the preclear is certainly policed and is certainly doing the process. If the preclear neglects to do the process, even though he receives the command and nods his assent, he is, of course, going out of control of the auditor.

**HISTORY:** Developed by L. Ron Hubbard in 1956 in London.

***NUMBER: CCH 14***

**NAME:** Then and Now Solids.

**COMMANDS:** “Get a picture—and make it a little more solid.” “Thank you.” “Look at that (auditor indicates object)—and make it a little more solid.” “Thank you.” These commands are given with a tiny pause between the first and second phrase as it will be found that the glance of the preclear at the object tends to give him the impression that he has already made it a little more solid before the auditor gives the command if this auditing command is broken into two commands.

**POSITION:** Auditor and preclear seated facing each other a comfortable distance apart.

**PURPOSE:** To straighten out the time track of the preclear. To clear up his bank. To disclose his life computation. To show up the whole track. To give preclear practice in handling time. To get rid of unwanted facsimiles. And in general to handle in its totality the reactive mind.

**TRAINING STRESS:** On leading up with gradients toward any failure that the preclear may have in making something a little more solid. In keeping the auditor from chasing all over the bank every time the preclear has a second picture show up or a third or a fourth or a fifth on the same command. The auditor wants one picture and wants one thing or the picture itself to be made a little more solid. We do not do two or three pictures and then a room object. The preclear can get easily lost on the track unless this is obeyed. Furthermore, it will be noted that the preclear goes out of present time further and further and then less and less and then further and further and then less and less and this cycle of further into the past and then less into the past finally winds up with bringing the preclear wholly into present time.

**HISTORY:** Developed from Over and Under Solids, which was developed by L. Ron Hubbard in late 1955 and improved by him in 1956. The process more or less completes the work begun on the reactive mind in 1947. It will be noted that many earlier processes and effects are woven into Then and Now Solids.

***NUMBER: Training 12***

**NAME:** Think a Thought.

**COMMANDS:** “Think a thought.” “Thank you.”

**POSITION:** Auditor and preclear seated a comfortable distance apart.

**PURPOSE:** To give the student some reality on the thinkingness of other people and demonstrate that the control of thinkingness is possible.

**TRAINING STRESS:** Should be on the fact that after the control of the body has been asserted and control of attention flattened, control of thinkingness can take place. There is really nothing wrong with the preclear except that he cannot control his thinkingness, thus he cannot change considerations at will because he is stopped by the bank. This is the most permissive of such processes since the preclear cannot really help to think a thought and we do not much care whether he thought it or the bank thought it.

**HISTORY:** Developed in 1955 in Phoenix, Arizona, by L. Ron Hubbard.

**NUMBER: CCH 15**

NAME: Rising Scale Processing.

COMMANDS: The Chart of Attitudes is employed, the top and bottom buttons of which are: DEAD-SURVIVE, NOBODY-EVERYBODY, DISTRUST-FAITH, LOSE-WIN, WRONG-RIGHT, NEVER-ALWAYS, I KNOW NOT-I KNOW, STOP-CHANGE-START, NO RESPONSIBILITY-FULLY RESPONSIBLE, STOPPED-CAUSES MOTION, FULL EFFECT-CAUSE, IDENTIFICATION-DIFFERENTIATION, OWNS NOTHING-OWNS ALL, HALLUCINATION-TRUTH, I AM NOT-I AM, NO-GAME-UNLIMITED GAMES. The auditing commands in this process are “Get the idea of (bottom button).” “Do you have that idea?” “All right.” “Now change that idea as nearly as you can to (top button).” “O.K.” “How close did you come?” “Thank you.” This is run many times on the one set of buttons until the preclear has a certainty that he can maintain the upper scale idea.

POSITION: Auditor and preclear seated a comfortable distance apart.

PURPOSE: To give the preclear drills in changing his mind and to demonstrate that he can maintain higher levels of certainty and that he can alter his considerations. And incidentally to probably change his glandular structure to the better until they have a better performance which is of no great importance to the process and has little to do with Scientology.

TRAINING STRESS: The training stress is on maintaining ARC with the preclear, yet being definite about what idea the preclear is supposed to get. The prerequisites demand that the thinkingness of the preclear be to some degree under the control of the auditor. The auditor must not be impatient with the preclear, but let the preclear try again and again to get these two ideas, one a low-scale idea and change that idea into an upper-scale idea. The preclear must be in fairly good condition with regard to havingness or the process can fail.

HISTORY: This process was developed in the fall of 1951 by L. Ron Hubbard in Wichita, Kansas, and is taken from *Scientology 8-8008* as published in England and as given in *The Creation of Human Ability*, page 129, as R2—51. This is probably the oldest purely Scientology process in existence. It was not entirely workable in the past because it was not understood that the body has to be brought under the auditor’s control and that the attention has to be brought under the auditor’s control before the thinkingness of the preclear can be brought under the auditor’s control. The process, however, run on preclears who were not in too bad condition, has been continually successful both in changing their physical beingness and abilities, the latter being in the sphere of interest of Scientology. The first preclear on which this and Opening Procedure by Duplication were run was Mary Sue Hubbard.

**NUMBER: GP 1**

NAME: Bank Processes (Engrams, Secondaries, Locks, Perceptics and Whole Track).

**NUMBER: GP 2**

NAME: Subjective Havingness in Full, Repair and Remedy of Havingness, Avalanches, Black and White, Flows.

**NUMBER: GP 3**

NAME: Connectedness, Association, Identification, A = A = A = A.

**NUMBER: GP 4**

NAME: Time Processes.

**NUMBER: GP 5**

NAME: Creative Processes.



**NUMBER: GP6**

NAME: Full Rising Scale Processes.

**NUMBER: GP7**

NAME: Not-Know Processes, Waterloo Station, Something you wouldn't mind Forgetting.

**NUMBER: GP8**

NAME: Think a Thought, Future Mock-ups.

**NUMBER: GP9**

NAME: CDEI, Problems, Find Something that is Not Thinking.

**NUMBER: GP10**

NAME: Thought Placement, Invent a Lie, Assign an Intention, Place a Command.

**NUMBER: GP11**

NAME: Exteriorization, Pre-Logics, Keep Head from Going Away, Try not to Exteriorize.

**NUMBER: GP12**

NAME: Route 1.

**NUMBER: GP13**

NAME: Anchor Points, Structure of Body.

**NUMBER: GP14**

NAME: Body Lifting.

**NUMBER: GP15**

NAME: World Reality, Get the Idea that (object) is Thinking about Itself, Perception of Environment, Reality Scale Processes.

**NUMBER: Training13**

NAME: Fishing a Cognition.

COMMANDS: This is a general ARC, answering the preclear's origin process. When the preclear experiences a somatic, when he sighs, when he gives a reaction to a Tone 40 process, the auditor repeats the process two or three more times (random number) and then pausing the process asks the preclear, "How are you doing now?" or "What is going on?" and finds out what happened to the preclear just as though the auditor has not noticed that the preclear had a reaction. The auditor does not point out the reaction but merely wants a discussion in general. During this discussion he brings the preclear up to at least a cognition that the preclear has had a somatic or a reaction and then merely continues the process without further bridge. This is done randomly. It is not always done every time the preclear experiences a reaction.

POSITION: Whatever position the preclear and auditor are in as directed by the process they are running. But usually with the auditor touching the preclear. For example, in "Give Me Your Hand" the auditor continues to hold the preclear's hand after he has said "Thank you" and asks the preclear how he is doing.

TRAINING STRESS: Is that the fishing of a cognition is an art and it cannot be taught by general command, that the auditor must not as-is the preclear's havingness by asking him, "How are you feeling now?", that the preclear must not be placed in possession of the knowledge that he can stop the auditor from auditing by having a reaction or experiencing a reaction to the processing, otherwise he will begin to experience them simply to stop the auditor. Thus the use of Training 13 is not routine and regular but is random. It should be stressed that this can be used while running any and all Tone 40 processes. It should be stressed that the Tone 40 is run as itself and that fishing a cognition is run into the process between cycles of command and acknowledgment and command and acknowledgment. After a thorough acknowledgment one can fish for a cognition thus pausing momentarily in the process, get things straightened out, maintain ARC with the preclear and then go on with the Tone 40 process. One does not enter fishing a cognition between the command and the acknowledgment. One never reacts to what the preclear is doing the instant that the preclear does it, otherwise one educates the preclear to stop one. Training stress here is that a Tone 40 process is not run on an automaton basis.

HISTORY: Developed by L. Ron Hubbard in Washington, D.C., in 1957 while developing CCH on the following notes from LRH's notebook: "I use processes to restimulate thought or action and when this happens I fish out a cognition and either continue the process or bridge to the next process." It was developed basically to keep auditors in communication with the preclear since Tone 40 processes give some auditors, when they are studying them, the idea that they are supposed to go out of communication with the preclear.

L. RON HUBBARD  
Founder

LRH: ne.rd  
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[CCHs 5, 6 & 7 have been reissued for use on the HQS Course as HCO B 30 September 1971, Issue VI, amended and reissued 19 April 1974, *CCHs 5, 6 & 7*, Volume VII, page 408. Training 13 has been revised for use in Hubbard Consultant Stress Analysis as BTB 25 June 1970R, Issue 11, revised and reissued 14 August 1974, *Fishing a Cognition*. ]

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 13 JUNE 1957

(NOTE: Temporary Directive Subject to Change when further  
advised by Directors of Training who experience it in use.)

**STUDENT INTENSIVES AND  
CO-AUDITING PROCESSES**

Graduating Students should run the following in student intensives on incoming students:

CCH 0	—	Rudiments, Goals, Present Time Problem
Tr 15	—	Clearing the Auditor
CCH 5	—	Location by Contact
CCH 6	—	Body-Room Contact
CCH 7	—	(if reached in 25 hrs) Contact by Duplication

Students will run dummy and coached on all but following processes which they should run on a co-auditing basis:

Tr 6	—	Plain 8c
Tr 10	—	Locational Processing
CCH 5 (b)	—	Objective Show Me
CCH 6 (b)	—	Body-Room Show Me
CCH 7 (b)	—	Show Me Duplication
CCH 8	—	Trio
Tr 11	—	ARC Straightwire
CCH 7 (c)	—	Book and Bottle

LRH:md.nm

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 18 JUNE 1957

ALL STAFF—  
Washington and London

**PEOPLE'S QUESTIONS**

A Congress ***MUST***

An Organization ***MUST***

*Answer* people's questions.

This is the primary public complaint—that Scientologists in the Organization or out won't answer directly questions asked about this or that.

Understand it, answer it, make friends.

Best,

LRH:md.jh

L. RON HUBBARD

[Some copies of the above HCO B were dated 16 June 1957.]

# Ability

Issue 49

[1957, ca. late June]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## What About Validation?

**L. Ron Hubbard**

Almost at once we are going to have a Congress.

We are calling it the Freedom Congress because it starts July 4, 1957 and because it is all about freedom from human confusion.

But there's something we'll have to take up at this Congress beyond Freedom, and that's Validation.

It isn't good sense that I try to handle this Validation Program without knowing how you feel about it. And so I am asking you to help me.

Here's the situation current:

We have come to a plateau of training and technology. I do not say we are at any peak of peaks. But we *are* on a very high plateau.

We can do these things:

We can accurately and predictably process a day-old baby, a person in a coma, a catatonic schitz, a no-reality case or a person in very good shape. Of course that's news, but it also changes several things.

We can also train well and thoroughly any person of good will in a few weeks of arduous drill. We arrived at a plateau of results and at the same time arrived at a plateau of training skills.

Without these skills learned in heavy training, the processing results do not occur. Better than 50' YO of the result depends upon the skill of the auditor.

If this is Scientology today, then it had better be Scientology everywhere, not just here in Washington or amongst recent Academy graduates.

Rumor has probably told you already much misinformation about levels of Indoc and CCH. The truth is I'm just now finding time to hand-train enough people in these two things to make them get a reality on them. You might say the real thing wasn't released until I went to London in April and, in the U.S., until I returned in May.

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Truth is, these things are man-killers. An auditor not well schooled in all levels of Indoc cannot get results of any consequence with CCH (actually CDCC<sup>t</sup>H\*). No older auditor credits this until he faces it in a training room. But an old auditor does better with older processes—those released up to December 31, 1956. Those were pretty hot, too, remember.

The present situation, then, is as follows: We have many good auditors who can get fine results with pre-57 processes. We have some less able auditors who get poor results with pre-57 processes. We have a series of training skills and processes which would permit both to get *much* finer, faster results.

The past situation, beginning in 1950, was this: We had a vision of what could be done. We saw it done by some. We were trying to learn how so that all could do it. To learn we had to train and process. Our results were better than Man had ever experienced before but here and there the results did not match the hopes of some—to put it mildly. Therefore, I considered it was up to us to better the processes and to better training so that people could do the processes developed.

Well, I miscalculated. For certain, those processes which could tear a case apart and make a clear fast, would also tear a homo sapiens auditor apart. And so it has transpired. Full-scale CDCCTH tears up auditors fast.

Thus I had to recapitulate and find a new route to make a new man. That route is loosely called Indoctrination but it isn't at full dress parade what you've seen. It's 13 levels of skill, each one more advanced, which wind up with a clear-acting auditor.

These levels of training make, when thoroughly administered, a synthetic clear without proofing a person against being audited to clear all the way.

Now in 1950 I did a lot of talking and made a lot of promises. And in 1957, seven years of study and work later, only now can they all be kept. To reach our present plateau I had to get a lot of people trained. Every one of those has coming to him a full realization of ability to help and handle others.

All right. That's the project. It's big enough. Thousands of auditors should now have everything that's been learned and developed about auditing.

If they get that to which they're entitled, no force on Earth can stop Scientology.

So what do we do about it?

There's the old HDA, there's the person who was trained in L.A. or Wichita or Elizabeth. Maybe he's auditing now, maybe not. But he's entitled to his ability to clear his fellow man. These were people of great heart, great willingness to serve. I did all I could for them—it was always, until 1957, not enough. But a wider look bade me learn how to train and *then* to speak.

I have learned. I am speaking.

Further, I am asking for help in solving this great problem. How do we bring up to ability every auditor ever trained by a central organization?

How do we find some of these people? We're not now interested in no-comm lists or other nonsense. The battle for knowledge is won. And unlike in so many battles, all can share in the victory.

[\* C for Control, D for Duplication, C for Communication, C<sup>t</sup> for Control of thought = H for Havingness, See also P.A.B. 122, "The Five Levels of Indoctrination and Procedure CCH."]

How do we finance such a project? Do these people pay for retraining (or, actually for training in full, not retraining)? How do we handle people lately trained (1956) in this wise? How can we do this without invalidating the real ability of many auditors and without upsetting too many people?

Your help is needed in assisting me to answer such questions.

They wanted to be clear. They wanted to help their fellow man. All I know now is how to do the clearing and the training on a major scale.

I have some proposals on this. I am going to give the right to coach other auditors to every successful graduate of the 18th ACC—with high standards for successful graduation. To do this I'll have to work the 18th ACC people through July and into mid-August harder than anybody has been worked yet. But they can take it.

I can validate recent graduates partly trained on this but I don't think it would be entirely fair.

Well, there it is. It's the Validation Program. But what is it? It's what you and I decide it will be at the July 4th Congress.

Would you please bring your thoughts on it and your proposals to the Congress or send them to me here.

Validation U.S. means a lot. But it can't be done at all until I know how you feel it should be done.

1. Should it be done at all.
2. If so, how should it be done.

Could I have your help?

Best,

L. RON HUBBARD

### **LRH TAPE LECTURES**

Washington, D.C.

28 June 1957

The following are Auditors' Conferences held by L. Ron Hubbard:

5706C28	AUDC	Lecture
5706C28	AUDC	Question-and-Answer Period

**P.A.B. No. 115**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 July 1957

**THE REHABILITATION OF ABILITIES**

In this PAB I want to discuss a question which many field auditors have confronted me with—i.e. that of increasing the preclear's willingness in practicing a musical instrument, or to keep writing, or just to regain a lost ability.

If you take an individual and *make* him play a musical instrument (as parents and schools do), his ability to play that instrument will not improve. We would first have to consult with him as to what his ambitions are. He would eventually at least have to agree with the fact that it is a good thing to play an instrument.

Once in a while we find a bad boy. He cannot be put in school and has to be sent to a military school. They are going to force him in order to change him. Occasionally this bad boy is sent to a school which simply thinks the best way to handle such cases is to find something in which he is interested and to allow him to do it. Such a school once existed in California and consecutively produced geniuses. The roster of World War II's scientists practically marched from that particular school. They figured that it must have been the example set by the professor, his purity in not smoking cigars or something like that.

What actually happened was this. They took a boy with whom nobody got any results and said, "Isn't there anything you would like to do?" The boy said "No," and they answered, "Well, fuss around in the lab or grounds or something and someday you may make up your mind." The boy thought this over and decided that he wanted to be a chemist. Nobody ever sent him to a class and told him to crack a book, and nobody ever complained very much when he blew up something in the laboratory, and the next thing you knew the boy was an excellent chemist. Nobody interrupted his desire to be a chemist. It existed then, and from that point on he was not himself interrupting his willingness to be a chemist. Educationally this is a very interesting point.

Supposing we had only a few minutes as a coach on a football team and we wanted to pick out the number of men who were going to be the first squad and quickly put them in good shape so that they could win a special game; we would only have to ask this question: "Now I want any one of you people whose desire to be a football player stems from the age of ten to step forward." Maybe half of the squad would step forward. Here would be your first team.

What about the little runt that has only been the water boy? He is the best quarterback in the world because he *wanted* to be a football player. But the man who was merely qualified and who thought it was a good way to get through school, get a scholarship, some coaching or make a couple of dollars, or perhaps only really wanted lots of women because he knew that women gyrated around football players, will utterly

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pulverize the team because he is an unsupportable person. He is doing this on a via, and he isn't really willing to be a member of a football team. His willingness is missing.

Now let's have this ordinary team play against a team of all-stars and they will make the all-stars look like a bunch of punks. It is too simple a method of selection for anybody ever to have used.

You could by a series of almost straightwire questions ask a fellow who has difficulty in playing a trumpet, **“Can you recall a time when somebody told you it was a bad thing to play a trumpet?”** This limited process might stand up for two or three questions and you might be able to key out the lock he has against being a person who plays a trumpet and his ability to play a trumpet goes up. Then somebody else walks up to him and tells him something about how bad it is to be a trumpeter and he goes right back to where he was. It is not a permanent improvement at all.

It is possible that a person who was very good on the piano in his last life is born into a family who didn't have a piano. Why? Because he cannot confront one. There isn't one now because he cannot have one. Now he starts to learn something about this and he goes along fine until he thinks that he ought to have an upright piano to practice on. This has been restimulated a little and his parents say to him, “Oh, I don't know. That's much too expensive. You'll have to pick something else.” Somebody has raised an objection to it.

Well, his willingness at that time is exerted in the direction of trying to be a part of this new team called the family and this is being subordinate, and so is his idea of playing the piano. He doesn't force the matter but that confirms to him the scarcity of pianos. He is liable from then on not to be able to play a note or even learn how to read music. He is just as liable to be stopped again.

The willingness to write is systematically killed in American universities. I have lectured on writing to Harvard university students many times, and they have asked me how one develops style. Personally, as far as style was concerned, all one had to do was express what he wanted to say and that was style. It is no more complicated than this and sometimes, just for gags, why, write in the valence of Shakespeare or other literary figure. I have said to these students, “Style—well, I can tell you how you would find out whether you had a style or not, or how to develop one. Just sit down and write a hundred thousand words.”

The class fainted. One hundred thousand words. Nobody could write one hundred thousand words. From there on out that killed it. What was this all about? We obviously had a class of writers that had been carefully trained to be very good in every line they wrote. That isn't how you write at all. You write! That is all you do, write for lots of people about lots of things. These students were looking for some magic sesame and the professor there is carefully monitoring them of quality, quality, quality, correcting their ideas, punctuation marks, their schematics and so on, correct, correct, correct, chop, chop, chop, for there isn't going to be a writer in this class, you dogs. The final result of this is a complete unwillingness to write.

It is true that a person can be quantitatively coaxed into doing something that he apparently couldn't do before. But it is only when you carelessly or accidentally tripped over this having, confronting, contribute to, mechanism. Writing lies in the band of “contribute to.” If you have to write in order to have, you rather suffer for it because an art is almost totally in Create, Contribute To, and it goes between those two lines. And when those are fallen away from, you get fouled up.

If a person keeps writing or talking pointlessly, like making out government forms to be sent to the State Department or Internal Revenue, you know nobody is ever



going to read any part of them. And you could make these forever and your willingness to do so would go by the boards eventually because there is no communication formula involved. There is no havingness, no confrontingness, no contributing-to-ness. People get so bad about this that they cannot fill out reports. The Revenue down here deprives itself of billions of dollars of revenue every year, not because people are unwilling to pay their income tax, but because they are no longer capable of confronting a form. Then after that the effort is not to fill out the form.

People will permit you to take things away from them if you do it gracefully and don't upset their willingness too much. The way you make a greedy or a selfish child is to *make* him, against his will, give up things to other children. You will eventually drive him into the only-one category. Parents usually never consult the child's willingness. They consult his havingness, handle it and they have a spoiled child.

It is interesting to watch a child that has been around somebody who always consulted him but didn't take very good care of him as opposed to a child who had the best of care but who never was consulted.

A little boy is sitting on the floor playing with blocks and balls and is having a good time. Along comes the nurse and picks him up and takes him into the other room and changes his diapers and he screams bloody murder the whole way. He doesn't like it. She keeps on doing this to him, placing him around, never consulting his power of choice and he will eventually grow up obsessed with the power of choice. He has to have his way. He becomes very didactic. He is trying to hold down the last rungs of it, and his ability will be correspondingly poor, particularly in the handling of people.

Now this is quite different. You know the child is hungry or this or that, and you know he ought to eat. The child will eat if he is kept on some sort of routine. Supper IS at 6:00 and he will get used to eating at 6:00, the willingness never quite overwhelmed him. He finds out the food is there at 6:00 and so he makes up his mind to eat at 6:00. You provide the havingness and he provides the willingness. If you don't override that he will never have any trouble about food.

Then somebody comes along and talks to him and says, "Hey, wouldn't you like to go into the other room and change your clothes?" and the answer is "No." I am afraid that you are making a horrible mistake if you proceed from that point on the basis of "Well, I'll give you a piece of candy," persuade, seduce, coax, etc. That is psychology, the way psychologists handle situations, and it doesn't really work.

You take one of two courses. Either you run expert 8-C with lots of two-way communication and so on, or you just let him grow. There is no other choice. Kids don't like to be mauled and pulled around and not consulted. You can talk to a child and if your ARC is good with him, you can make him do all sorts of things. He will touch the floor, his head, point you out and find the table. He will fool around for a while and after that you can just say do so and so and "Let's go and eat" and he will do it. He has found out that your commands are not necessarily going to override the totality of his willingness. So your commands are therefore not dangerous. You have confronted him and he can confront you. Therefore you and he can do something.

Suzie always gets a kick out of this because I am always having my children bring me slippers, and caps and other things and they sometimes bring me some of the most outrageous errors and I always thank them very much, take it, and as a brand-new thought say, "Go and put these in the closet now," and they do, very happy about it. They never get the idea it is wrong just because they have made a mistake. It is quite amazing because when I say to one of them, "Well, how about going to bed, huh?" the answer is "Okay."

A child sometimes says “I want to stay up with you” and they insist on doing so, exerting their power of choice. Just letting a child do what he is doing and not interfering with him and not running any 8-C on him is psychology. You might as well shoot a child as to let his circuits run away with him. They are never going to be in communication with anybody; they won’t grow or get experience in life for they didn’t change their havingness. They didn’t have to change their mind, work, exercise or do anything. But they respond very readily to good 8-C and communication, but it certainly takes good communication to override this—not persuasion but good communication.

People think that persuasion works with children. It doesn’t. It’s communication that does the trick. You say, “Well, it’s time for you to go to bed now,” and he says, “No.” Don’t stay on the subject. Leave it alone and just talk about something else, “What did you do today?” “Where?” “How?” “Oh, did you? Is that a fact?” “Well, how about going to bed?” and the answer will be “Okay.”

One doesn’t have to use force. Go into communication with the child, and control follows this as an inevitability. Omit control from the beginning when bringing up a child and he who looks to you for a lot of his direction and control is gypped. He thinks you don’t care about him.

However, as in the case with the playing of musical instruments, learning of languages or the arts and abilities, consult the preclear’s or child’s *willingness*.

To restore an ability run this technique from SLP 8:

Rehabilitation of abilities. For any ability the preclear always wanted to have, lost and couldn’t do. For example, for the speaking of Arabic: “**Mock up (Arabic objects).**” “**Keep it from going away.**” Then, “**Mock up (Arab men, women, children).**” “**Stop (him, her) from talking.**” “**Start (him, her) talking.**”

Should it be a particular musical instrument the preclear wants to play, have him mock up the instrument, make it solid, keep it from going away, stop and start it playing, and this will rehabilitate his ability—if Procedure CCH has been run before.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 1 JULY 1957

### ADDITION TO THE AUDITOR’S CODE

17. Never use Scientology to obtain personal and unusual favors or unusual compliance from the preclear for the auditor’s own personal profit.

L. RON HUBBARD

# Ability

Issue 50

[1957, ca. early July]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Levels of Skill

**L. Ron Hubbard**

From the earliest days of Dianetics there have always been four grades of auditing

FIRST of these was the Book Auditor (bless them), the people with the verve to do or be damned with Dianetic or Scientology written material but without formal training.

SECOND of these was the generally certified auditor—the HDA, the HCA, who had been formally trained at one or another central organization school. Trained over seven years, their skills were varied by the period in which they were trained. These were the “backbone” of the subject, the leaders of groups, the authorities in areas.

THIRD were the specially coached or trained auditors, BScn, HAA, DScn, who by repeated training kept abreast and who had a large span of schooling and training skill.

FOURTH were the Staff Auditors of central organizations. As could be expected these were trained against the necessity of producing sweeping results to uphold the repute of the Foundation or the HASI or the Founding Church. Their skills were above and beyond certification and their degrees were anything from HDA to BScn. They spent, and spend even today, many hours of training in any week just to hold their own with the subject and the repute of the “clinic.”

Now something new has happened. A plateau of training and processing skill has been reached. With Advanced Processes and the ferocity of the Training Drills, we can divide up processes and processing to match these four grades. We are rich in skill now, broadly so.

We have been producing excellent results for a long time. But now we can produce results on lower level and higher level cases than ever before.

Thus a book auditor, using the below described processes, without much training could produce fair results on average homo sapiens, patch up the environment and live better.

Thus a generally certified auditor, without further training, using the processes in which he was trained, could do very well on preclears. Remember, they were and are good processes. And this is true of pre-1957 upper grade auditors. However, the processes, even so, do not go “all the way south” or “all the way north.”

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But here enters a new grade and level, more or less equivalent to the upper grade auditor of yesterday. This is the VALIDATED AUDITOR who has been drilled up to the level of this plateau and could go all the way south on cases if not, perhaps, all the way north. As I am so sure of this now, we have stopped looking southward. That's what makes it a plateau. Such an auditor could audit a person in a coma or a day-old baby or somebody 10 years shocked in a spin-bin. So there's a positiveness about the grade never before possible.

It is not probable that a staff auditor rating will ever be superseded. This level is what it is and is independent of quality of degree. Just now central organization staff auditors are at grips with fully grasping the fact that they *can* go all the way south and soon will be happy with that and will then be trying for "all the way north." (The nearest approach possible to absolute clear is now the research line and will someday soon be the "clinic" auditing line.)

Hence, we get 4 levels of auditors and 4 levels of processes in Scientology.

#### LEVELS OF AUDITORS

- (1) The Book Auditor.
- (2) The Generally Certified Auditor.  
HDA—HCA—BScn—HAA—DScn.
- (3) The Validated Auditor. Any level of certificate for any period but stamped by HCO Board of Review for Advanced Processes ' 5 7 .
- (4) Staff Auditor.

#### LEVELS OF PROCESSES

- (1) Processes not requiring more skill than that acquired by reading and home practice.
- (2) Qualified for the processes in which they have been trained and no higher into CCH because of absence of training along CCH lines.
- (3) Drilled in the Training Skills of 1957. Qualified for CCH in full.
- (4) Already Validated. Pursuing processes developed from recent research which have proven themselves for organizational use.

Book Auditor processes would include:

Engram Running as described in the first edition, Book One, *Dianetics. The Modern Science of Mental Health.*

The Fifteen Acts of Scientology, the *Handbook for Preclears.*

*Self Analysis* in its entirety.

The Processing Section of *Scientology. The Fundamentals of Thought.*

The various "assists" which have been listed in many publications.

The *Co-Auditors Manual* processes.

All the above books are easily obtained. Their age has nothing to do with their workability on average people and they produce some startling results not otherwise attainable by any other practice on Earth despite the "lack of training" of the book auditor. This was the way the subjects started and this is the way they will continue to be used.

A book auditor requires no more okay than the writings and his own raw courage.

People feel, of late times, that book auditing is “frowned upon.” Only by medicos and head-shrinkers (a technical term for psychiatrist), not by us. Scientologists *respect* the nerve of the book auditor!

My feeling today is that there isn’t enough book auditing. Any book auditor, reading backwards and half drunk can do more for a man than ten thousand years at Mayo Brothers or Menninger’s Squirrel Cage. If we had a hundred thousand book auditors, the AMA, the APA and the American Society of Brainwashing would fade and die.

The Generally Certified Auditor was trained in good processes and he has always gotten results. His only stumbling block is the case *all the way south*. These tend to break his heart (which is why I kept my spyglass trained south for seven years!). Unless he runs into one of these unsuspectingly, he’s in clover.

There is no need to list his repertoire. It is tremendous. And in the main successfully so.

The Validated Auditor, having passed through all the TRs (Training Drills ‘57), not being human anymore, can run thorough-going CDCCT<sup>H</sup>.<sup>\*</sup> Any generally certified auditor can become a Validated Auditor with drills and training.

The Staff Auditor—lord knows what he’ll be doing. He’ll be trying for the Moon and OTs—a neglected subject these last 5 years because of the southward project.

Well, there’s the way it seems to fit together.

What do you think of it?

Best,

L. RON HUBBARD

[\* C for Control, D for Duplication, C for Communication, C<sup>t</sup>for Control of thought = H for Havingness. See also P.A.B. 122, “The Five Levels of Indoctrination and Procedure CCH.”]

## FREEDOM CONGRESS LECTURES

Washington, D.C.

4 - 7 July 1957

The Freedom Congress met at the Shoreham Hotel in Washington, D.C., on United States Independence Day, July 4, 1957. L. Ron Hubbard, assisted by Mary Sue Hubbard and other top Scientologists, electrified the attendees with his lectures and demonstrations of the CCHs and Training Drills. Delegates also got two hours of potent Group Processing.

** 5707C04	FC-1	Opening Lecture—How We Have Addressed the Problem of the Mind
* * 5707C04	FC-2	Man's Search and Scientology's Answer
** 5707C04	FC-3	Definition of Control
** 5707C05	FC-4	Basic Theory of CCHs
5707C05	FC-5	Group Processing—Acceptable Pressures
5707C05	FC-6	Group Processing—"Hold your body/the floor on earth"
** 5707C05	FC-7	Purpose and Need of Training Drills
** 5707C05	FC-8	Training Drills Demonstrated
** 5707C06	FC-9	Third Dynamic and Communication—Demo of High School Indoc
** 5707C06	FC-10	Training Demonstration of High School Indoctrination
** 5707C06	FC-11	Explanation & Demonstration of "Tone 40" on an Object
** 5707C06	FC-12	Levels of Skill
** 5707C06	FC-13	Explanation & Demonstration of "Tone 40" on a Person
** 5707C07	FC-14	Child Scientology [including Naming Ceremony]
** 5707C07	FC-15	CCH Steps 1 through 4: Demonstration (LRH MTS-1)
5707C07	FC-16	CCH Steps 5 through 7: plus Solids

**P.A.B. No. 116**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 July 1957

**SOLIDS AND CHRONIC SOMATICS**

I am giving you in this PAB my latest findings in the handling of chronic somatics. However, I would like to point out that before this technique can be run on a given preclear, you must have him thoroughly under control—i.e. the person, his attention and thoughts. It is a way of running Problems of Comparable Magnitude to a chronic somatic.

Not all people can do this immediately if they cannot make things solid. It may even be very dangerous to run, but it does handle the chronic somatic, providing you have already run the preclear on CCH (Communication, Control, Havingness). When you have done this you can come back again, substituting this process for Problems of Comparable Magnitude to the chronic somatic.

The preclear must be able to make things solid. He has got to have his attention under your control and have his body under control. He must also be able to make things solid objectively (i.e. **“Look at the wall and make it a little more solid”**) and subjectively (i.e. having the preclear make **“the mock-ups a little more solid”**), which is to say that you would have to take the preclear through Procedure CCH before this would work, but on the next time through you could kill his chronic somatic deader than a mackerel. You would simply omit running Problem of Comparable Magnitude to the chronic somatic and run the intensive in this manner:

1. Present time problem.
2. Control in *all* its facets.
3. 8-C: **“Keep it from going away.”**
4. 8-C: **“Hold it still.”**
5. 8-C: **“Make it a little more solid.”**
6. Subjective Havingness: **“Make the mock-ups a little more solid.”**
7. Then and Now Solids.

Then go right back to wondering if he had any problems about auditing, which is now the present time problem—if people are very low on havingness the auditing always becomes a present time problem. Go up again into control and make sure that

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you have the preclear thoroughly under control. Run through the 7 steps again. Only then would it be safe to run this technique.

This process joins up a phenomenon which has been around for years and which was never known to be turned on at will. This phenomenon is: “He knew about it all the time.”

All auditors know this phenomenon. The preclear has sinusitis—it is from Johnny punching him in the nose when he was five—and he says: “Yes, but I knew it all the time.” Well, he never knew it all the time, because he had sinusitis. It is only after he realizes that he knew it all the time that he gets well. That is the recovery of the game which underlies the game he has been playing. That is the hidden game.

The most disturbing thing in the world is to have a preclear that you have been working on cognite. He says, “Well, yes, my mother was actually a prostitute.” He never realized that before. And you say, “What do you know about that!” and he says, “I knew it all the time.” He knew it all the time, but he couldn’t identify what it was that he knew all the time.

When we talk about cognitions, we are actually looking for the master cognition, which is “I knew it all the time.” Only he didn’t know it all the time; in other words, he recovered the hidden game. It is the other game that we have suddenly got sight of. Football made him sick, but all of a sudden we spotted Lacrosse, or vice versa. He knew all the time that it was Lacrosse that made him this sick, or football that made him this sick. He knew it all the time, but only now is he well.

How do we trigger this at will?

The postulate of change is “ought to be—should be.” Limited, just as change is on any other level, but awfully effective.

The postulate which underlies havingness is “enough.” Havingness is quantitative. So you cannot run this without running the whole works evidently. He would have to be able to mock up, hence the first pass at this in CCH. He would have to be able to make things a little more solid, otherwise you wouldn’t be able to risk this one. But it evidently turns on rather at will this “I knew it all the time,” in other words, the hidden game.

You run the process this way: Tell the preclear to **“Mock up enough \_ (whatever the chronic somatic is)”** and **“Make it a little more solid.”**

For example, take a case of obnosis—if you are not good at observing, you will miss on this every time. This is one of the reasons why we have more or less unconsciously been stressing obnosis. The auditor has to be able to look at somebody—and it is not the fellow’s belief that all women are bad. He is sitting there with a chronic sore throat, complete glandular arrest, with a club in his hands and you are trying to read his thoughts. Out of all these things, take the one thing he is complaining about—a sore throat.

The first thing you do is run the bad condition. Then just run the condition, after that the terminal, and you will shift his attention and turn off this “I knew it all the time. I knew my mother used to choke me.” Only he didn’t because before that he told you, “Well, mother’s a very sweet girl, very nice to me. I don’t know why I never turned out all right.”

Have him **“Mock up enough sore throats”** and **“Make it a little more solid.”** Then **“Mock up enough sore throat (singular)”** and **“Make it a little more solid”** and **“Good.”**



**Mock up enough sore throat**” and by this time he will say, “Well, yes, so and so and so, probably.” His attention shifted and this is a method of doing it. It has shifted his attention from the badness of the condition to the condition. **“Mock up enough throat.”** He has a condition known as a throat, and this oddly enough in this particular instance becomes the solid for the terminal—enough throat. Only it will mean two different things to the preclear and you want the preclear to duplicate your commands exactly, which he will only do if he is thoroughly under your control.

Let us take “bad eyesight” for an example, although this is not necessarily the process you would use. The preclear came to you to be audited because he had shooting pains in his right kneecap. He has never been able to work because of it, draws compensation. As a result of the compensation he has an easy life and this is a control mechanism. If you take this away from him against his better “judgments” the difficulty you will have in keeping him in session thereafter is absolutely zero.

He has bad eyesight and you have him **“Mock up enough bad eyesight” and “Make it a little more solid”**—a few times **“Enough eyesight,”** a condition or circumstance, **“Make it a little more solid.” “Enough eyes,”** and **“Make them a little more solid.”** There is his chronic somatic.

I have no guarantee whatsoever that this will work in all cases at all times, because I cannot guarantee that you will have him in condition whereby he can execute the commands when given. He must be in a condition whereby he can execute the auditing commands, and if the auditing commands are “mock it up,” which means he has got to be able to get mock-ups—which you can turn on with CCH—he has to be in a condition where you have some guarantee that you can control his thoughts. You can say, “Put an emotion in the wall.” He will feel the wall mentally but he didn’t do what you said, therefore you don’t have his thoughts under control.

In other words, the person’s attention and thoughts must be under your control before this works, but when you have accomplished this, this process works with a thud.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO TRAINING BULLETIN OF 15 JULY 1957

**8-C ON STUDENTS**

Our first lesson in training from the 1 8th ACC is that the only error a Scientology instructor can make is in the direction of softness.

The one unit in the 3 ACC units now going through that

1. Had a student leave,
2. Didn't gain or learn

was handled by poor 8-C on instructor's part.

Scientology training Stable Datum:

When in doubt, handle student with much stricter positive placement and direction.

L. RON HUBBARD

LRH: md.rd  
7-1 5-57

**18TH AMERICAN ADVANCED CLINICAL COURSE LECTURES**

Washington, D.C.  
8 July—16 August 1957

The 18th American Advanced Clinical Course convened on Tuesday, July 8th, the day after the Freedom Congress ended. L. Ron Hubbard gave the following lectures to students starting on July 15th:

** 5707C15	18ACC-1	What is Scientology?
** 5707C16	18ACC-2	CCH Related to ARC
** 5707C17	18ACC-3	Theory and Definition of Auditing
** 5707C18	18ACC-4	What Scientology is Addressed to
** 5707C19	18ACC-5	The Five Categories
** 5707C22	18ACC-6	Control
5707C23	18ACC-7	The Stability of Scientology
5707C24	18ACC-8	Auditing Styles
** 5707C25	18ACC-9	Scales (Effect Scale)
** 5707C26	18ACC-10	The Mind: Its Structure in Relation to Thetan and MEST
5707C26	18ACC	Anatomy of Problems—Coaching Athletics

The list of lectures given to the 18th ACC continues on pages 94, 95 and 103.

HUBBARD COMMUNICATIONS OFFICE  
Washington, D.C.

All Staff  
All ACC Students  
4—London (to  
their training  
personnel,  
Assoc Secty)  
LRH ACC file  
CO file

HCO TRAINING BULLETIN OF 17 JULY 1957

**CHANGES IN TRAINING DRILLS**

The 18th ACC, which is being conducted with a goal of refining training, is furnishing some vital data. This will be published from time to time and finally summarized in Training Bulletins.

Training 5, Hand Mimicry, becomes Training 5(b) Hand Mimicry.

The new Training 5 is "Sit in that Chair". It is used on Saturdays in Washington supervised and London unsupervised.

**NUMBER: Training 5.**

NAME: Sit in that Chair.

COMMANDS: Sit in that Chair, comm bridged occasionally to Touch that Chair and back to Sit in that Chair.

POSITION: Auditor and pc seated a comfortable distance apart.

PURPOSE: To give student an actual process that integrates all earlier steps in the Communication Course (TR 0 to TR 4) as an actual process so that he will not be faced with doing this integration on 8c while in motion. Summates the things learned in Comm Course.

TRAINING STRESS: Process is not coached save by instructor. It is actually run on a fellow student. The student pc is not *manually* forced to do process. Only the earlier TR skills are used. Student's confidence in being able to audit should be raised.

HISTORY: Developed by LRH for the 18th Advanced Clinical Course in Washington, D.C., July 1957.

Training 6, 8c, remains itself but is changed as follows:

**NUMBER: Training 6.**

NAME: 8c.

COMMANDS: First half of session period student silently steers coach's body around room, not even to walls, quietly starting, turning and stopping coach's body. Second part of session commands are "Look at that wall." "Thank you." "Walk over to that wall." "Thank you." "With your right hand touch that wall." "Thank you." "Turn around." "Thank you." Student may touch coach's body.

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

PURPOSE: First part: To accustom student to moving another body than his own without verbal communication. Second part: To accustom student to move another body by and while giving auditing commands and to accustom student to proper commands of 8c.

TRAINING STRESS: Complete, crisp precision of movement and commands. Student as in any other TR except TR 5 is flunked only for current and preceding TRs. Thus in this case the coach flunks student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgment, for poor repetition of command, and for failing to handle origins by coach.

HISTORY: Developed by LRH in Camden, New Jersey, for the 2nd ACC, in October 1953 and modified for the 18th ACC, July 1957, in Washington, D.C.

LRH:md,jh  
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L. RON HUBBARD

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## The Adventure of Communication

L. Ron Hubbard

The success level of a person *is* his communication level.

One can *have* only those things with which he can communicate. To *have it is* necessary to communicate.

One can *do* only those things with which he can exchange communication.

One can *be* whatever he feels will assist him to carry out his ideas of communication itself.

It has been three years since we first isolated communication as the dominant corner of the Affinity-Reality-Communication triangle.

Now when one realizes that *have* and the Reality corner of the triangle are the same and when one understands that *control is* possible only in the presence of maximal Affinity, one sees in Control-Communication-Havingness theory the *working* aspects of the Affinity-Reality-Communication theory.

We have always known A-R-C was *true*. We now know its best-working aspects in the Control-Communication-Havingness theories of processing.

Communication continues its dominance. Affinity gives us the only working mood of Control. Reality gives us the reward of Communication.

Thus one can BE—one can DO, one can HAVE only as well as one can communicate.

At the intensely successful Freedom Congress, just held, a number of Training drills were presented which have as their goal communication betterment.

Doing these drills betters one's communication ability.

Thus these drills can be seen as an opening door to better beingness, better doingness, better havingness.

While, as everyone recognized at the Congress, there is no substitute for Academy training in these drills, doing them yourself at home can result in enormous improvement.

We have found the level from which to live successfully—Tone 40.

We have found the drills and processes by which to get us there.

High Adventure requires high communication.

Could there be anything so brash as to stop us now?

## HUBBARD COMMUNICATIONS OFFICE

HCO BULLETIN OF 29 JULY 1957

*STAFF AUDITORS WASHINGTON ONLY*

### WITHHOLDS AND COMMUNICATION

A Preview of a book to be called "The Handling of Human Problems. A Scientology Text by L. Ron Hubbard," a paperbacked booklet.

The book explains the parts of man, ARC, and states that the ability to communicate on 8 dynamics must be regained in order to lead a successful Spiritual life.

The book will then give a process to rehabilitate Communication. It is based on our old "Recall a Secret". The version is entirely straight wire.

The reason secrets cannot be dredged up in people is because they will not *tell* them. This process by-passes divulgence of data and works well without informing on oneself.

#### *The Process.*

The auditor explains to the pc that he is not looking for hidden data to evaluate it. He is only asking the *pc* to look at the data.

The auditor then makes a list of valences, paying great attention to those the pc considers "unimportant" or is very slow to divulge.

Then the auditor takes this list and runs repetitive straight wire ( 1951 ) as follows:

"Think of something you might withhold from (valence)."

He repeats this question over and over until no comm lag is present. He *never* says "*Something else you might withhold*" because auditor wants pc to think of some of these many times.

*Before selecting* another valence, auditor runs a little Locational or Trio.

He then takes next valence the same way.

The list is covered once, then the same list is covered again.

The object is *speed* . Cover *many* people.

Given time the auditor can do the same thing on all dynamics.

#### VARIATION

Instead of a valence, body parts may be used.

"Think of something you might withhold about your (body part)."

Leave sexual parts or obvious psychosomatic difficulties until *last*. Don't begin on a withered arm. Pc can't cut it.

#### SUMMARY

It is amusing to realize that this process overlords all early psychotherapies. But

they, using this effort to locate secrets, thought that divulgence and confession were the therapeutic agents. These have no bearing on the workability.

Further, early efforts naively thought there was one secret per case. Actually there are billions.

It is easy to get into past lives on this. A basic secret is that one lived before.

This can be E-Metered with great success if the auditor realizes that the meter is only useful to find out if a valence or a dynamic is hot or flat. Locating actual data for the auditor to know about is useless to the process itself.

Eight or eight thousand or eight billion secrets later will discover the pc in better communication. This is our only goal.

#### WARNING

The invasion of privacy-horror of-can stop the process cold if the auditor is too nosy.

The auditor will strike a data gusher sooner or later in the pc. It is unimportant.

The process may run down havingness. The “secret mechanism” is also used by pc to keep body from going away. (Some address to this last with “Keep [body part] from going away” may be needed.)

#### PURPOSE OF THIS RELEASE

To put HGC pcs into high communication.

To gain know-how for the above book—therefore report any changes needed or problems met while running this.

L. RON HUBBARD

LRH: md. nm  
7-29-57

#### 18TH AMERICAN ACC LECTURES

Washington, D.C.  
29 - 30 July 1957

5707C29	18ACC-11 Optimum 25-Hour Session
** 5707C30	18ACC-12 Death

Other lectures given to the 18th ACC will be found on pages 90, 95 and 103.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 31 JULY ] 957

(Amending HCO Bulletin of 29 July 1957)

*STAFF AUDITORS WASHINGTON ONLY*

More workable commands for testing:

1. "Recall something you have done or said to (valence)."
2. "Think of something you could do or say to (valence)."

LRH:md,rd  
7-31-57

L. RON HUBBARD

**18TH AMERICAN ACC LECTURES**

Washington, D.C.  
31 July—9 August 1957

** 5707C31	18ACC-13	Surprise—The Anatomy of Sleep
5708C01	18ACC-14	Thinnies
** 5708C02	18ACC-15	Ability—Laughter
5708C05	18ACC-16	The Handling of I.Q. (Factors Behind)
5708C06	18ACC-17	The Scale of Withhold
** 5708C07	18ACC-18	Havingness, Endurance, Progress
** 5708C08	18ACC-19	Confronting, Necessity Level
5708C09	18ACC-20	Instructing a Course

Other lectures given to the 18th ACC will be found on pages 90, 94 and 103.

**P.A.B. No. 117**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 August 1957

**CONFRONTING PRESENT TIME**

We all know about the unreality of processes too high for a preclear. You ask him to do something too high for him and he, oddly enough, can do it. He can get the idea of doing it, and he will even tell you he is doing it. Some preclears can actually walk around and touch the walls for as long as you want them to and it doesn't affect them. It means that a particular preclear who is doing this has no responsibility whatsoever for walking around and touching the walls. It doesn't affect him except that irresponsibility is running out all the time. I don't know if there is such a thing as a technique that is thoroughly above the preclear's ability to run. It is only a much longer reach.

I have taken a very bad-off case and told him to mock up a scene which everybody could see. I told him to do this over and over and over and I turned his mock-ups on brilliantly.

I have said in a Congress "**Create that wall,**" etc. The funny part is that it almost killed the audience, and they didn't even spot what it was during the congress that almost mowed them down. They thought something else was responsible for it. They complained about two or three other processes which, if run on individuals, would hardly affect them at all. But they didn't complain about this one. We were making them confront the wall, create the wall, take ownership of the wall, take ownership of the universe, and it was so far from them that they were unaware that they couldn't do it.

When you can imagine people walking up and down the street out here being unaware of the fact that they are unable to confront the street, you have got aberration really nailed. Their irresponsibility has grown to the point of not even knowing they cannot, to the point of doing it all the time. You process them for a while and they will just become aghast at confronting the street. It feels all right to them for a while, and all of a sudden they will get a somatic and flinch here, and they are not sure that they want to touch that tree. They are actually coming upscale toward this action. People evidently get interiorized into a universe, and then don't ever exteriorize. It is because they find more and more in it that they are unwilling to confront. So their awareness of its existence drops. All blindness is an extreme unawareness.

For instance, if one were all wound up with some other person and that other person died or disappeared, there was too much absent in present time. But this is not factual. As a writer in the New York area, I used to go down to the Village with some of the boys and used to have some knock-down-drag-out arguments, discussions, personal feuds, brawlings, etc. We were always doing something wild or weird. A crowd of us went up to Sing Sing one time just to see how it felt to sit in an electric chair. We were always having criminals and things electrocuted in stories. In order to know how

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they felt we walked through the green door. We were always doing something like this and life looked very alive and full, and it seemed impossible to reach through it or to it or to exhaust it in any way. Looking back after a long time and at a long distance it seems to me very much like New York and the Village—dull, and it is all tame and a long time ago. But that is merely because I am not in contact with it. The same dramas still go on.

To give you an idea of short circuits, an artist, Hannes Bok's next-door neighbor, was walking past a thrift shop and bought a painting because she wanted the frame. When she got home she wiped off some of the dust and found out that the painting was a submission to the New York World's Fair in 1939. It had the artist's name on it. So Hannes Bok took a look at it and said, "That's Ron," wrote to me to find out about this, and that was right. She wants to give the painting to me and is sending it here.

In other words, there are all kinds of wild little actions, randomities, short circuits and so forth going on in the world. This one was intimately enough connected with me that I would be alerted to it. But if I were in the scene, there would be all kinds of actions that would only vaguely come close to this in which I would be vitally interested. Why? They also concern ME now, because I am part of the scene. So at this distance I am aware of New York because something intimately concerned me, but in New York everything would concern me, so I would be intimately interested in it.

People become rather easily convinced there isn't much in present time. I have seen race drivers talking about their humdrum lives. It is wild. You talk to these T.W.A. and American airline pilots. They think their life is a little bit humdrum.

I was down at the airport the other evening to meet a couple coming in from Ireland, and the snow was coming down thickly. A quarter of a century ago, any wooden propellor trying to chew through that much snow would have just been torn into splinters at once. Well, evidently a steel propellor isn't affected. The leading edges don't gather ice any more, and a lot of other things don't occur. I *know* that airplanes have been made totally proof.

But pilots were flying through this snow on schedule and landing and taking off and continuing airline schedules, and I could hardly see the length of the administration building. And I imagine that if I'd gone into the pilot's shack where they were checking in, they would have been saying, "Aw, it's just another darned night," and they would wish they could do something interesting.

In such a case man has disconnected himself to some degree from present time, and therefore not much in present time affects him. (Connectedness as a process will help to remedy this condition: "**Look around here and find something you wouldn't mind making connect with you,**" and see that he makes it connect with him, and not him with the object.) You might say that there is so much danger in present time that he must disconnect most of the present time from himself.

As I was saying, the personal interest factor extends from New York to Washington, D.C. when something personal occurs. Well, if you were in New York, there would be a lot of personal things occurring—what a cab driver said to another cab driver would become a personal matter—on a higher dynamic. This is, by the way, the dwindling scale of the dynamics you are looking at when you look at a distance from.

Time itself seems to strip away from us our adventures and objects and havingness. But havingness is only an awareness of existence. Why we so readily consent to have present time stripped away at this mad rate is quite interesting because we are to a marked degree in control of it.

For instance, I had time shift on me the other day rather inexplicably and startlingly and it upset me for a little while. As I was traveling through time at the usual routine rate of speed which would be my rate of passage through time, and I had a lot of things to get done, I accidentally extended time on some kind of an automaticity I hadn't been aware of. I got a lot of things done and came back and found that five minutes had passed, and it upset me because about two-and-a-half hours should have passed.

So concept of time is something which is quite variable, it sometimes changes on us when we skid or take our fingers off it. Our machinery which is carefully saying "one second, one second, one second" slips over into the old machine which we had which said "one—second—one—second—" without at the same time impeding our motion.

Motion is not necessarily related to the abstract *time*, it only appears to be. But why are people so anxious, why do people have so little time as they go downscale? It is quite interesting, but they do have less and less time the further downscale they go. Well, they are just that anxious to have present time stripped away, and they are counting on this mechanism of the universe which will take this present time away and dispose of the walls, space, and in just a little time they hope not to be there any longer.

Some part of them is very frantic although they appear to be very calm. Therefore they avidly consent to this thing, and then one day they complain (second postulate) that they haven't enough time to do anything. Therefore they cannot do anything. Quite a fascinating enigma.

If you said "total responsibility" you would be saying to admit the authorship of, be willing to admit the authorship of, any created thing anywhere whether yours or another's, and "mis-responsibility" would be the miscalling of authorship. In other words, those things which you, yourself, had done or made, you would say, "I did or made these things." And those things which other people had made, you would say you had made them. You thus get this mis-responsibility.

Now total responsibility would come out of not just the assignment of the correct authorship to everything and would be the fact, act or final consequence of being willing to do so. Only willingness is necessary. One has to be willing to do that and that is the state of mind you should bring your preclear into—only willing to do that.

As far as anchor points are concerned, if a person made them and said that he made them, all will be well, but if he said he didn't make them when he actually made them, that would be horrible. That is a mis-responsibility.

For instance, if you have a preclear mock up an anchor point and actually fit it into some point in his skull, in contradistinction to the others, he will get a headache. Why should he get a headache since the anchor point belongs there? Because he didn't make those anchor points. Now he makes one and he puts one in and he is assuming ownership of the others. He didn't find the anchor point that belonged there and put it there, and then say, "Well, I put it there but I didn't make it." If he had done that he wouldn't have had a headache and the anchor point would be there.

A mishandling of life, however, is not as serious as the desire to mishandle it. An anxiety to mishandle life, a willingness to mishandle it, or an unawareness that one is unwilling to handle it properly are the aberrative factors, not the actual mishandling of it.

Any thetan can play the game of saying, "Well, I made these body anchor points." He did it consciously and he can play that game. But to have to admit that from some exterior compulsion would be something else.

Take for an example you having to take charge of the mimeograph machine which is running badly. It is not your department. You don't desire to take it over but you have to, and the next thing you know is that you have busted the mimeograph machine. What happened here? One sees people do this in offices all the time. One thinks one is being forced to take a responsibility and one is unwilling to take that responsibility, thinking it belongs to someone else. So that correction under duress—that is to say misownership and misresponsibility under duress—always has grave consequences.

This works in many fields. For example, a traffic cop stops you for speeding and comes up alongside of the wheel and says that you were speeding, and you say, "Yes, I was speeding." He says you have been doing 65 miles an hour, and you correct him and say, "68, Officer," and he says, "Well, it is pretty slippery today," and you say, "I know it." It unnerves him. He may or may not give you a ticket, but the chances of his giving you one are much cut down. You are not buttering him up or telling him that you have learned better now or anything of the sort, but saying the exact facts of the case tends to as-is them. You have knocked out his first postulate.

L. RON HUBBARD

ACC BULLETIN  
10 August 1957

### **CCH 18**

This is CCH 18, named after the 18th ACC.

The following process is to be run by students on students in the evening sessions of the coming week:

Commands: "Look around here and find something you would be unwilling for that body (or psychosomatic body part) to have."

"Look around here and find something you would be willing to have."

Interspersed with Locational—"Notice that (indicated object)."

Formal auditing.

Process may be run inside seated, or outside ambulatory.

Auditor-pc teams are to be assigned by their instructor of next week.

L. RON HUBBARD

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Confronting

**L. Ron Hubbard**

This begins a series of training processes aimed at raising the communication level.

In subsequent issues I'll give you others, so don't fail to do this one in the next two weeks.

This is taken from the new Student Manual.

*Training 0.*

*Name:* Confronting Preclear.

*Commands.* None.

*Position:* Student and coach sit facing each other a comfortable distance apart—about five feet.

*Purpose:* To train student to confront a preclear with auditing only or with nothing.

*Training Stress:* Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle or be embarrassed or anaten. Coach may speak only if student goes anaten (dope off). Student is confronting the body, thetan and bank of preclear.

*History:* Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting."

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We used to say, the way out is the way through.

Now we say,

If you can't stand it, Confront it.

And that, I think you'll find, is much more satisfactory.

## **Definition of a Scientology Clear**

A Scientology Clear would be able to confront the physical universe, other bodies, his own body, other minds, his own mind and other beings—without trimmings.

The first step on this road is the drill called Training 0—Confronting.

Do it for at least 25 hours and you'll never have trouble with a preclear.

No systems allowed. Both feet flat on the floor. No twitches, no squirms, no talk.

If you have difficulty, feel the floor and your chair back as you sit. That adds confronting the universe.

Confronting isn't just looking—so don't try to confront with your eyeballs only.

Do it and may you never be the same again.

Nothing like Training 0 to raise Communication level.

L. RON HUBBARD

**P.A.B. No. 118**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 August 1957

## **VALIDATION COMMITTEE**

The following statement and recommendations concerning U.S. Validation of Certificates were made by the Validation Committee of the Freedom Congress, held July 4 through 7 at the Shoreham Hotel in Washington, D.C., and accepted by the Congress and myself for the U.S.

“Scientologists *play* the game of life. They put *life* into living. Homo sapiens lets life live him and this planet has a large lack of people who knowingly play the game of life. The reality of the game of life can only be communicated by those who play it. Scientologists do play the game. Our ability as players determines how well and how swiftly we win at making life a game for all men, and this is one of the goals of Scientology. Our direct ability to control, to communicate and to have men, women, groups and governments determines the degree to which we can create a game of life and a knowledge of livingness to all men. Your ability as a Scientologist to play and to communicate playingness and livingness will determine how soon and how well we can win. The Validation Program can better enable you to play and live on all dynamics, no matter how well you are doing now. Truthfully, *can you* be more able? Yes! No man will ordinarily light a fire by rubbing dry sticks together when he can use a match; the match is obviously a better tool. The Validation Program will sharpen your old tools and provide you with better ones. We have today in Scientology better communication, control and havingness on ability than ever before. The Validation Program is intended to give *every* professional Scientologist the basic tools of livingness and the ability to use them. These are his by right of his own very existence, by right of the fact that he helped build the better bridge that Ron Hubbard asked him to help build, and by right of the fact that he cannot help but want to play the game better once he realizes that there *really is* a better level of game now in existence through his participation in this program. Toward this end, we, the Validation Committee, propose and recommend the following procedures dedicating them to mankind and the creation of human ability:

- “1. That there be two classifications of validation:
  - (a) The professional auditor of any grade coached in training drills and CCH processes and passed by the HCO Board of Review; and
  - (b) Doctors of Scientology coached and trained in the use and coaching of these skills and validated by the HCO Board of Review, to both use CCH processes and coach others in their use subject to approval by the HCO Board of Review.
- “2. We further recommend that a travelling HCO Board of Review be organized to sit in major cities for the purpose of validating for the use of CCH

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processes those professional auditors coached by Doctors of Scientology in the field.

- “3. That Notification be sent to every professional auditor in the field that his professional certificate of whatever grade is as valid today and as honored as it was upon the day it was issued.
- “4. That Doctors of Scientology authorized to coach other professional auditors in training drills and CCH processes take responsibility for their areas in seeing to it that *all* professional auditors (those holding professional certificates) in their respective areas are *personally* contacted and the purposes of the 1957 Validation Program are thoroughly and carefully communicated and received.

“We of this Committee deem ourselves highly honored at having been selected for this recommending committee. We pledge our cooperation in this 1957 Validation Program and urge the fullest cooperation by all auditors everywhere that we may have for the first time in earth’s recorded history true sanity and civilization for all mankind.”

Wing Angel, Chairman  
Kenneth D. Barrett, Technical Adviser  
Burke Belknap  
J. Burton Farber  
Rosina Mann  
Ralph Swanson

L. RON HUBBARD

### 18TH AMERICAN ACC LECTURES

Washington, D.C.  
16 August 1957

5708C16	18ACC-21	The Future of Scientology
5708C16	18ACC	Awards

Earlier lectures given to the 18th ACC will be found on pages 90, 94 and 95.

# Ability

Issue 53

[1957, ca. late August]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Communication

**L. Ron Hubbard**

Communication is life. Without it we are dead to all.

Gradually the importance of Communication has evolved since July 1950 when I first evolved the ARC triangle. The corners are Affinity, Reality and Communication.

The triangle has many fascinating aspects. If one corner of it is lowered, the other two are dropped as well. If one corner is raised the other two are raised.

But the full *use* of this triangle, no matter how much Scientologists refer to it, has never been established.

Let us see some ways the triangle is used.

Estimation of the quality or ability of a person is at once established by his tone. *Tone* is established by his ARC. The whole of the book *Science of Survival* is devoted to this.

Actually, *tone is established* by his Affinity and Reality. It is most directly *observed* by his Communication.

One easy, quick way to ascertain a person's tone would be as follows: What does he try to do to *your* ARC? If he discovers something with which you have good ARC, does he attempt to increase or decrease your communication with it?

The whole theory of games conditions as contained in *Scientology: The Fundamentals of Thought*, when applied to A-R-C opens up volumes of understanding. Obsessive selection of opponents is obsessive cut of communication. In a game, one seeks to cut the communication of an opponent. When one is in an obsessive games condition one obsessively cuts everyone else's communication.

This can be done in two ways with the same end result. He or she insists on communication with hurtful things so that one will know better than to communicate (as a nation does to youth with war) or the communication cut is direct.

Lower affinity with things and communication is cut. Raise affinity with things and communication is improved.



An example of this would be the contrast between the end results achieved by (1) a parent who warns the child about things and (2) a parent who lets the child get acquainted with things. The child handled the first way will go awry; the child handled the second way will become the better child.

You notice I have said “warns the child about things.” This could be expressed also as “lowers the affinity of the child about reality.”

One determines, then, the actual character of a person by observing his intent concerning communication.

If a person wants Communication to be knowingly raised (and *all* good Communication is *knowing* Communication), his intent to another is good. There is no games condition here.

If a person wants Communication to be unknowing or lowered, his intent to another is bad.

Communication is the clue that is always in sight. By it one sees the true Affinity and Reality of the person.

When another tries to chop your ARC with something, it is a good thing to decoy him into believing you have ARC with something else and see how he handles that. He, by cutting away, seeks to make you a victim of his game. It becomes an amusing game when you fully understand ARC. The difference will be—you will be playing a knowing game—the other person will only be dramatizing.

Many a budding Scientologist has been squelched by someone chopping his ARC with Scientology when in actuality it was merely someone chopping his ARC.

Communication is the clue. If you can handle communication in or out, you can win.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 29 AUGUST 1957

**GOVERNMENT PROJECT STABLE DATA**

To any government official or on any government project the HASI stable data for negotiation and discourse are as follows:

WE ARE THE EXPERTS ON HUMAN ABILITY AND ENDURANCE. WE OFFER *ONLY* SERVICES. WE DISCUSS ONLY RESULTS, THE NEED OF RESULTS, THE CONSEQUENCES OF NO RESULTS, THE SINCERITY OF THE ORGANIZATION AND ALL CONCERNED IN OBTAINING RESULTS, AND INTERESTING RESULTS.

REASON: You cannot communicate in 25 minutes something which took 25 years to develop. Scientology really takes some time to learn. To try to *teach* someone Scientology at a luncheon table or in an office is difficult, since prejudice and mental illiteracy are barriers. Scientology, however, using the above stable data, is easy.

We know already that in a discussion with uninformed persons, these attempt to learn all about Scientology in 25 minutes. To stop all further learning by them, try at once and instantly to fully educate them. To lead them to further learning read again the stable data given above.

The importance of these data will be realized when they will be published to all personnel on a project as a must.

L. RON HUBBARD

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**P.A.B. No. 119**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 September 1957

**THE BIG AUDITING PROBLEM**

If you were to take a mediumly good race driver and you wanted to make out of him a championship race driver, I'm afraid you would have to train him from scratch. And you would have to train him with a great deal more ardor than you would have to train just a kid that just walked in from Kokomo with an interest in motors.

Nevertheless, if you were successful in training a mediumly good race driver with a lot of races behind him, straight from scratch and all the way through, you would have a championship race driver—there would be no doubt about this whatever. Whereas the kid from Kokomo might or might not.

I will tell you at once the first and foremost factor, and that is, auditing does require a certain amount of stamina. It takes a certain amount of what it takes just to stay around Scientology—there is that, you see. It takes a certain amount of—to use a technical term—”guts.” You know that. In the first place, the problem of living is complicated by the fact that you know what the other fellow is doing, and he doesn't. You go down to the bank and your communication is disturbed by the degree that you know the fellow behind the teller's window is a 1.5, the like of which you've never seen before, and he thinks he's just a good average human being doing a job, and you count your change more carefully than you would on some other bank teller.

Now there is a tremendous advantage in this. You don't walk around all the time in a figure-figure wondering what's wrong with you because you don't always get along invariably with other people uniformly well. Now you realize that the bulk of the human race is walking around with the belief that there is something wrong somewhere, but they don't quite know what it is and it worries them. Now when you get up to a degree where you have some idea of this worry, you are aware of the factors which exist, the fact that your awareness has increased is all in your favor.

One of the great truths of Scientology is that **INCREASED AWARENESS IS THE ONLY FACTOR WHICH OFFERS ANY ROAD OUT.** That is an awfully simple truth, but you'll find out that people don't know that. They think that **LESS** awareness is the road out—and that is the road down into the basement.

All right—you live in a world that is trying right now to commit suicide on the grandest scale it has ever attempted, although I will say that when they dug up that last cave down in the Middle East and found seven civilizations, they did find under the shreds of the seventh civilization green glass, which looked awfully like the green glass from an atomic explosion out in the middle of the New Mexican desert. In other words, tens of thousands of years ago there was evidently another atomic blast, and perhaps everybody has been coming forward through barbarism and so on up the line.

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It is quite amusing to notice that atomic radiation DOES reverse the genetic line. It gives a throwback. It produces the more original forms.

So you would expect the human race at this time to be walking toward greater and greater individual survival and less and less group survival. And here you are with some kind of a notion of the fact that the third dynamic exists and you are able to march out a bit on the third dynamic and the rest of the world is retreating back to the first dynamic—probably an inverted first.

I just had a report from our Public Relations Unit concerning the amount of attention being paid to injured persons alongside the road and on the street, and the report summed up that practically no attention was being paid now to anybody who was injured. That is quite interesting, because it has suffered, according to Public Relations, a considerable shift in attitude during the last two months. You are quite well aware of the fact that there might be just a tiny amount of radiation in the air which would never really damage anybody physically at all, yet which would restimulate people into a heavy unknowing games condition. So they would begin to act more and more hectic and on the first dynamic. This would be one of the first symptoms that you would discover in a society—everybody takes out on the Only One classification. Now that is the road to death. It doesn't matter whether or not the society at large ever is atom-bombed, that point is not of any great interest to us. It IS of great interest to us, however, that the effects of radiation and its presence in the society drives people down the dynamics.

All right. So although it is pretty hard to live around Scientology very often—somebody tells me, “You know, that is awfully restimulative material which is in these lectures” (I've heard this said two or three times), “Oh, I don't know, I've sat through a lot of lectures and it just restimulated me and I'm in terrible shape now.” And I've also heard somebody in the organization look at a remark like this and laugh. They say, “Well, the only real difference is that you're in terrible shape, that's sure, but now you know it.” And if you're in bad shape, it's better to know it than not know it, that's for sure.

What happens to Scientology and Scientologists in a world of this character? What happens to us? Why should we know what we know and know it well, and so on? That's because your basic attitude toward the world at large will have to be more and more an auditor's attitude toward a preclear if you are going to accomplish any survival at all. To get anybody to do anything will probably require an auditor here in the near future. I will give you an idea of this.

In North Africa they had the Arab with the gun and whip. He could force people to do things with a gun and a whip and he accomplished a tremendous amount of extermination, but he certainly didn't advance that civilization very much. In South Africa they had a bit of the whip but everybody just gave up. The South African native is probably the one impossible person to train in the entire world—he is probably impossible by any human standard. I'll give you an example. A South African native is being shown how to sow crops and he has a basket, and he's got some seed, and he's walking along back of the harrow disc—and he is supposed to throw seed out this way: seed out this way, seed out that way, seed out this way. A white man is riding a little tractor that's pulling the disc and scraping the soil for the seed. And this scene was enacted and was witnessed and was told to me with considerable hilarity as some kind of an idea of learning rate. The white man was sitting on the little tractor pulling the harrow, the native along behind him, sowing the seed straight down in handfuls on the ground. The white man got off the tractor, came back to the native, took the basket away from him, put his hand in the basket, threw it to the right, put his hand in the basket, threw it to the left, and gave it back to the native. And the native waited, the white man got on the tractor, drove along, and the native took a handful out of the

basket and threw it straight on the ground. So the white man got off the tractor, came back, took the basket away from the native, showed the native, throw it to the right, throw it to the left, gave it back to the native, took his seat again on the tractor, the native followed along behind, took handfuls and threw it straight on the ground! And this went on for a very long time. The native never did throw any handfuls of seed to the right and left. Never did. That is farming in South Africa.

Now did anything ever come along and change that? Yes. Man had to cease to be Homo Sapiens and had to become Homo Scientologicus in order to accomplish any action that was anywhere near efficient in South Africa. And we have had some auditors in South Africa who have actually succeeded in training natives easily and well and have successfully managed large organizations there. That's certainly something. Now with these people it was still possible to get something done. But what had this native done? Was this native what we think of as primitive stock? No, we make a great many mistakes. We say a child is in a "native state." A native is in a "native state." People are in a barbaric condition and then they grow up and become civilized. How do we know that this barbaric condition isn't a retrogression from a highly civilized condition back to an Only One category? How do we know that isn't true? How do we know that that native didn't at one time achieve a great civilization of culture which then collapsed on him and he went back into a state of being a barbarian?

But the point is, is this true that a native is in a clearer state, and is it true that it requires Livingness to advance somebody in that crude state up to a condition of ability? No, that is not true. The child, the primitive, the native, are in retrograded states. They are worse off than somebody who is at a civilized or thinking or analytical level.

I will give you an interesting example of this. If you can tell the difference between a lot of little kids you run into, and psychos, I'll give you a medal. Now the funny part of it is that little kids have something to hope for. They have the future to grow up into. And that's their only asset. Almost everything else is on the debit side of the column. Here is this poor devil who has been slugged, he's just lost a body, he's been put into a state of anxiety, here he's got another body, is it going to get along right or isn't it? He's got the hope that it will grow and that alone can carry him forward and color the world brightly for him, but at the same time he is suffering from death shock. And because he is suffering from death shock, he is coming along very timidly with his learning. Now that is the condition a little kid is in, and when you KNOW that a little kid is in that condition, boy! can you handle him! You don't label him with this omnipresent overused term "insane," or "psychotic," you don't do that. This person is having a terrible time trying to adjust himself to his environment and control a body which is suffering from many responses he does not understand, and he is at his wit's end. The delusions of children and death delusions are quite similar. When a person dies and starts to pull out of that body, he generally snaps in on himself a torrent of facsimiles of one kind or another. He has all sorts of weird things that go "boom in the night" present themselves at that moment.

And very often you get a preclear who is suffering merely from the death shock. And he is psychotic, he's crazy, he doesn't know whether he is coming or going. Why? Because he's surrounded by things he cannot understand—and that is the common denominator of all lack of orientation, of all aberration. It's being surrounded by things you cannot understand. And a child, surrounded by these things he cannot understand, therefore can produce what we call childhood delusions. But I can't find any real difference between these childhood delusions and the delusions being suffered by a person about to die or a person in an asylum.

When the kid gets worried, he's worried. Now who can handle him? Mamas and papas across the face of Earth today, particularly in America, have just about given up.

We have a whole philosophy—we hardly dignify it with the name of Science or even really dignify it with the name of Philosophy—which tells us that the child must be permitted to express himself, that you let the child do anything he pleases in any direction that he pleases and he will be all right—now that is modern psychology at work with children, and it is not true.

A child requires understanding and a child requires assistance in controlling the environment around him which is already too big, too strong, and is moving much too fast on him. He has to be set a good example of 8-C. I am not now talking about heavy discipline. I'll show you the shortness of discipline. How many people have told you to be a good boy or a good girl, and when you were a good boy and a good girl, they never came to you and said, "Thank you for being a good boy or a good girl." I almost startled little Quentin out of his wits a couple of evenings ago. I told him to be a good boy now and go to sleep. He was feeling upset. "Stay in bed, now, get some rest." He was very quiet for half an hour. I went downstairs again and noticed he was still awake, and I said, "Thank you very much for being a good boy." He smiled, looked sort of dazed—it really shook him. And ever since then he's been saying—he always says it with enthusiasm, but with this he just about bursts the walls—"HELLO, DADDY!" He is really in communication. Probably the first time it's happened to him in seventy-six trillion years. You get the idea! Somebody did give him an order and then did finally acknowledge that he had executed it. But there is a common lag on the executing of such an order as "Be good," or "Go to sleep," and there is never an auditor there to say "Thank you," never an auditor there to say "You did it." So life is furnished with these tremendous numbers of unfinished cycles.

If one is bad, it gets acknowledged, confirmed and pushed around, but if he's good, it's sort of neglected. That is an interesting factor right there. But all I am telling you is that children, South African natives, and now the entirety of this world in which we are living, present to us an auditing problem. We are rich in being able to understand what is happening in our environment and we are rich also in knowing exactly how to handle such a circumstance or condition. Nobody knew before. That is factually true here on Earth.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 2 SEPTEMBER 1957

When a verbal direction is given to the HGC Staff Auditors concerning the processing of preclears, such as what process is to be run, etc, the auditor is to write out verbatim the order and have it initialed by myself and present it to the Director of Processing immediately. The processing directions are to be followed exactly without variation until ordered to change.

This is the Stable Datum: If given an order by myself and it isn't written, you are to write it out.

LRH:md.jh  
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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
LONDON (Issued at Washington)

HCO TRAINING BULLETIN OF 3 SEPTEMBER 1957

To: Dir Tr  
All Instructors  
Assoc Sec  
Tech Dir

**HCA/HPA COURSE PROCESSES**

The following are the only processes to be run in actual student auditing. (All Formal Auditing.) They are to be run as they appear on the Training schedule. All other processes are to be coached.

1. RUDIMENTS in full.
2. ARC Straightwire: "Recall something that was really real to you." "Thank you." "Recall a time when you were in good communication with someone." "Thank you." "Recall a time when you really liked someone." "Thank you." The 3 commands are given in that order and repeated in that order consistently. (FOR TRAINING ONLY.)
3. Static Preparation. "Recall a moment of loss."
4. Control Trio. Commands: "Notice that (object)." "Get the idea of having that (object)." Flatten this, then "Notice that (object)." "Get the idea it would be all right for it to remain as it is." Flatten, then "Notice that (object)." "Get the idea of making it disappear." (WITH EMPHASIS ON "REMAIN".) (All with proper acknowledgments.)
5. OP BY DUP, old style—book and bottle. "Go over to the book." "Look at it." "Pick it up." "What is its color?" "What is its temperature?" "What is its weight?" "Put it down in exactly the same place." Then same commands with a bottle (or ashtray, etc). (All with proper acknowledgments.)
6. Training 5: "Seat that body in that chair" comm bridged occasionally to "Touch that chair" and back to "Seat that body in that chair".

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO TRAINING BULLETIN OF 4 SEPTEMBER 1957

Dir Training  
All HCA Instructors  
All ACC Instructors  
Org Sec  
Pub Rel  
Tech Dir  
London  
Other operations

**STABLE DATA FOR INSTRUCTORS**

for info

1. Instructors must know and use the Instructor's Code to the letter. There must be no violation of this Code permitted by the Director of Training.
2. Grant Beingness to the students at all times. An Instructor must be willing for a coach to "instruct" without resenting a "valence theft".
3. Insist that coaches give the student auditors *wins*; have coaches push the student auditor to a better willingness and ability, and chop bank, not thetan.
4. Have coaches coach with precision, and have them *tell* the student auditor when he has done something well. Instruct them to tell the student auditor what he is doing right as well as what he is doing wrong.
5. See that the coaches coach with Purpose, Reality, Intention, and to Win.
6. Instruct coach to maintain his control when student auditor gets in "hot water", adding more ARC to help him through it, while at the same time banging away at the same level. Make the coach who caused it retrieve any student who blows.
7. An Instructor's sole purpose is not to make a student blow. The main goal of an Instructor is to make a better auditor. This then must apply to coaches.
8. *Always* answer your students' questions as per the Instructor's Code. An Instructor should not withhold communication from students when the student needs communication.
9. Run good 8-C on students with lots of ARC. Stress good 8-C more than ARC.
10. The most important thing an Instructor should do is to make a good auditor out of every student. This means making good coaches. This means wins. This means beingness.

As ye teach 'em, so shall they audit.

L. RON HUBBARD

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# Ability

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*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## More Confronting

**L. Ron Hubbard**

That which a person can confront, he can handle.

The first step of handling anything is gaining an ability to face it.

It could be said that war continues as a threat to Man because Man cannot confront war. The idea of making war so terrible that no one will be able to fight it is the exact reverse of fact—if one wishes to end war. The invention of the longbow, gunpowder, heavy naval cannon, machine guns, liquid fire, and the hydrogen bomb add only more and more certainty that war *will* continue. As each new element which Man cannot confront is added to elements he has not been able to confront so far, Man engages himself upon a decreasing ability to handle war.

We are looking here at the basic anatomy of all problems. Problems start with an inability to confront anything. Whether we apply this to domestic quarrels or to insects, to garbage dumps or Picasso, one can always trace the beginning of any existing problem to an unwillingness to confront.

Let us take a domestic scene. The husband or the wife cannot confront the other, cannot confront second dynamic consequences, cannot confront the economic burdens, and so we have domestic strife. The less any of these actually are confronted the more problem they will become.

It is a truism that one never solves anything by running away from it. Of course, one might also say that one never solves cannonballs by baring his breast to them. But I assure you that if nobody cared whether cannonballs were fired or not, control of people by threat of cannonballs would cease.

Down on skid row where flotsam and jetsam exist to keep the police busy, we could not find one man whose basic difficulties, whose downfall could not be traced at once to an inability to confront. A criminal once came to me whose entire right side was paralyzed. Yet, this man made his living by walking up to people in alleys, striking them and robbing them. Why he struck people he could not connect with his paralyzed side and arm. From his infancy he had been educated not to confront men. The nearest he could come to confronting men was to strike them, and so his criminal career.

The more the horribleness of crime is deified by television and public press, the less the society will be able to handle crime. The more formidable is made the juvenile delinquent, the less the society will be able to handle the juvenile delinquent.

In education, the more esoteric and difficult a subject is made, the less the student will be able to handle the subject. When a subject is made too formidable by an instructor, the more the student retreats from it. There were, for instance, some early European mental studies which were so complicated and so incomprehensible and which were sown with such lack of understanding of Man that no student could possibly confront them. In Scientology when we have a student who has been educated basically in the idea that the mind is so formidable and so complicated that none could confront it, or perhaps so bestial and degraded that no one would want to, we have a student who cannot learn Scientology. He has confused Scientology with his earlier training, and his difficulty is that he cannot be made to confront the subject of the mind.

Man at large today is in this state with regard to the human spirit. For centuries Man was educated to believe in demons, ghouls, and things that went boomp in the night. There was an organization in southern Europe which capitalized upon this terror and made demons and devils so formidable that at length Man could not even face the fact that any of his fellows had souls. And thus we entered an entirely materialistic age. With the background teaching that no one can confront the "invisible," vengeful religions sought to move forward into a foremost place of control. Naturally, it failed to achieve its goal and irreligion became the order of the day, thus opening the door for Communism and other idiocies. Although it might seem true that one cannot confront the invisible, who said that a spirit was *always* invisible? Rather let us say that it is impossible for Man or anything else to confront the nonexistent and thus when nonexistent gods are invented and are given more roles in the society, we discover Man becomes so degraded that he cannot even confront the spirit in his fellows, much less become moral.

Confronting as a subject in itself is intensely interesting. Indeed, there is some evidence that mental image pictures occur only when the individual is unable to confront the circumstances of the picture. When this compounds and Man is unable to confront anything anywhere, he might be considered to have pictures of everything everywhere. This is proven by a rather interesting test made in 1947 by myself when it was discovered that if an individual could be made to "run a lock" of something he had just seen, run another lock on something he had just heard, and run an additional lock on something he had just felt, he would at length be able to handle much more serious pictures in his mind. I discovered, although I did not entirely interpret it at the time, that an individual has no further pictures when he can confront all pictures; thus being able to confront everything he has done, he is no longer troubled with the things he has done. Supporting this, it will be discovered that individuals who progress in an ability to handle pictures eventually have no pictures at all. This we call a Clear.

A Clear in an absolute sense would be someone who could confront anything and everything in the past, present and future.

Unfortunately for the world of action, it will be discovered that one who can confront everything does not have to handle anything. In support of this is offered that Scientology process, Problems of Comparable Magnitude. In this particular process the individual being processed is asked to select a terminal with which he has had difficulty. In that the definition of a terminal is a "live mass" or something that is capable of causing, receiving or relaying communication, it will be seen that terminals are quite ordinarily people in the problem category of anyone's bank. The person is then asked to invent a problem of comparable magnitude to that person. He is asked to do this many, many times. It will be found midway in the process that he is willing to do something now about the problems he is having with that person. But at the end of the process a new and strange thing is found to occur. The individual no longer feels that he must do something about the problem. Indeed, he can simply confront or regard or view the problem with complete equanimity. Now an almost mystic quality enters this when it is discovered that the problem in the physical universe about which

he has been worried often ceases to exist out there. In other words, the handling of a problem seems to be simply the increase of ability to confront the problem and when the problem can be totally confronted it no longer exists. This is strange and miraculous.

It is hard to believe that an individual who has a drunken husband could cure that individual of drink simply by processing out the problem of having a drunken husband, and yet this has occurred. I am not saying here that all the problems of the world could be vanquished simply by running Problems of Comparable Magnitude on a few people, but neither am I saying that all the problems of the world could not be handled by Problems of Comparable Magnitude on a few people, and indeed I am at this time undertaking an experiment in this direction on the subject of the atomic bomb. It is an oddity that the longer this experiment is continued, the less responsive these bombs are to test firing.

Perhaps it could be said, however, that if there existed one person in the entire universe who could confront all of the universe, the problems of the universe for all would deintensify enormously.

Man's difficulties are a compound of his cowardices. To have difficulties in life, all it is necessary to do is to start running away from the business of livingness. After that, problems of unsolvable magnitude are assured. When individuals are restrained from confronting life they accrue a vast ability to have difficulties with it.

There are many other things about confronting which are intensely interesting but these we will take up in a later issue.

An earlier issue of *Ability* carried in it a full resume of Training 0, the name of which is Confronting. This drill, done for a great many hours, will be found intensely efficacious in the handling of life. A wife and a husband whose way has not been too smooth would find it extremely interesting in terms of resolution of domestic difficulties to co-audit with this training drill alone, each one running it upon the other for at least 25 hours. This would have to be done, of course, on a turnabout basis of not more than 2 hours on one and then a switch from "coach" to "auditor."

To run Confronting in this fashion and with considerable gain, it would be necessary to have some understanding of what a "coach" is and, in one of these co-auditing teams, what an "auditor" is. A much fuller understanding of this will be contained in the *Student Manual*. The team sits in straightbacked—preferably uncomfortably upright—chairs. The coach and auditor sit facing each other a short distance apart. It is the task of the coach to keep the auditor "on the ball." The "auditor's" feet must be flat on the floor, his hands must be in his lap. His head must be erect and he must not use any system or method but must simply confront. A twitching muscle, a jittering finger alike would be reproached by the coach. The coach has several terms he uses. The first of these is "Start," at which moment the "session" begins. Every time the auditor falls from grace, does not hold his position, slumps, goes anaten (unconscious), twitches, starts his eyes wandering, or in any way demonstrates an incorrect position, the coach says "Flunk" and corrects the difficulty. He then says "Start" again and the session goes on. When the person in the role of "auditor" has been extremely successful over a period of time the coach can say "Win" and then again "Start." When the coach wishes to make some comments or give some advice the coach says "That's it," straightens up this point and then again says "Start."

In the coaching itself only these terms are employed: "Start," "Flunk," "Win," "That's it." Anything else the coach does or says is disregarded by the "auditor" unless the coach has said "That's it" and has then advised on a point and then has started again. The coach would be at liberty to do anything he wished, short of physical violence, to make the auditor nervous or upset him. The coach could say anything he wished between a "start" and another command as above, and the auditor would flunk if he paid any attention or did otherwise than simply confronted.

Ordinarily all the coach does is make sure that the auditor goes on confronting. However, it should be understood that the drill can be toughened up considerably. The coach can do anything to throw the auditor off the simple business of confronting. If the auditor so much as twitches a smile, looks embarrassed, clears his throat or in any other way falls off from plain and ordinary confronting, it is, of course, always a “flunk.”

It should be understood that *drill sessions* are *not* auditing sessions. In a drill session the entire session is in the hands of the coach, who is only in a vague way the “preclear” of the session. In an auditing session the entire session is in the hands of the auditor.

There is a basic rule here. Anything which the “auditor” or “student,” as he is called in the drills, is holding tense, is the thing *with* which he is confronting. If the “auditor’s” eyes begin to smart, he is confronting with them. If his stomach begins to protrude and becomes tense he is confronting with his stomach. If his shoulders or even the back of his head become tense, then he is confronting with the shoulders or the back of his head. A coach who becomes very expert in this can spot these things at once and would in this case give a “That’s it,” straighten the auditor out on it and would then start the session anew.

It is interesting that the drill does not consist of confronting *with* something. The drill consists only of confronting; therefore, confronting *with* is a “flunk.”

Various nervous traits can be traced at once to *trying to* confront with something which insists on running away. A nervous hand, for instance, would be a hand with which the individual is trying to confront something. The forward motion of the nervousness would be the effort to make it confront, the backward motion of it would be its refusal to confront. Of course, the basic error is confronting *with* the hand.

The world is never bright to those who cannot confront it. Everything is a dull gray to a defeated army. The whole trick of somebody telling you “It’s all bad over there,” is contained in the fact that he is trying to keep you from confronting something and thus make you retreat from life. Eyeglasses, nervous twitches, tensions, all of these things stem from an unwillingness to confront. When that willingness is repaired, these disabilities tend to disappear.

Of course, tumultuously married couples may encounter some knock-down and drag-out moments in doing this confronting drill. However, it should be kept in mind that it is the coach in these training drills who is bound by the Instructor’s Code and that the only harm that can result would come about if the “auditor” were permitted to “blow” (leave) the session without the coach, even with manhandling, getting the auditor back into the drill. It will be found that these “blows” occur most frequently when the person being coached, in other words the “auditor,” is being given too few wins and is being discouraged by the coach. Of course, things he does wrong should be flunked, but it will be found that the way is paved to success with wins; therefore, when he does it well for a period of time, the “auditor” should be told so. Go into this drill expecting explosions and upsets and simply refuse to give up if they occur and you will have it whipped in short order. Go into it expecting that all will be sweetness and light and everyone should be a little gentleman and a little lady and disaster will loom.

Neither I nor the management are responsible for cuts, contusions, violent words, or divorces resulting from attempts to run confrontingness drills by husbands and wives on each other.

May you never be the same.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 9 SEPTEMBER 1957

**PROCESSES TO BE RUN ON HGC PRECLEARS FROM THIS DATE**

The following processes are to be run on HGC preclears from this date until otherwise notified.

ON PRECLEARS WHO HAVE POINTS BELOW THE ZERO LINE OF APAs: Very brief rudiments. Then CCH 1, CCH 2, CCH 3 and CCH 4. These processes are not run on a basis where each is killed dead before the auditor goes on. Each is run to a flat spot and then bridged to the next. It would be amazing to run one of them more than a couple of hours except perhaps CCH 4 Book Mimicry, but even this is only run to a mediumly flat spot. As soon as the auditor has gone through these four processes once he goes over each one again, possibly using now CCH I (b), Don't give me that hand, instead of Give me that hand. It will be noted that each one of these tends to unflatten the other three. Further a pc may get no response at all on CCH I until he has run CCH 3 and CCH 4. Hence to grind on one only is folly of the first order.

The object of these processes CCH 1-4 is to get the person under control, by which is meant the body. Only when that is done can an auditor hope to go on with success.

Once the person is under control it is quite easy to put attention under control. This is best done by TRAINING 10 Locational Processing. It is to be noted on a low scale case that TR 10 can be enforced. Thus the pc does not fly out of control.

ON PRECLEARS WHO HAVE MOST POINTS ABOVE THE ZERO LINE OF AN APA: Here again we have to hit the CCH steps but in this case we first handle rudiments with the following thoroughness:

1. We clear help. Can the auditor help the pc. Can the pc help the auditor. Do people ever help people. Etc. On a two way comm basis break this down until the pc comes through any compulsive help or wasting help.

2. We clear pt problem making sure again that the pc can invent a problem of some sort about something. We run pt problem on a terminal only, never on a condition. Further, we run this until the pc is willing to let the pt problem ride. We don't want him to be "willing to do something about it". But we NEVER let this process occupy 15% of an intensive. Why? Because havingness is the clue to problems and a person obsessively has problems when he doesn't have havingness. If a problem takes too long to clear, the auditor blundered by running pt problem and should come off of it at the first logical spot and return to it AFTER he has later run havingness.

3. Goals are then cleared in full. It doesn't matter if this takes the rest of the intensive. The questions are formally audited as follows: "Tell me something that you're absolutely certain will be there in ---," "Tell me something you would really like to have in -." The times are one minute, five minutes, one hour, one day, three days, one week, one month, three months, six months, one year, two years, three years, ten years. These times are not absolute, but may be changed by the auditor. But they are close to pat as given. The auditor does not figure out for the preclear the dates on which these times will occur. The pc's figuring out the date is part of the process.

From here the auditor selectively shoots up APA by running old-time Trio with all three parts. In this he knocks out "remain" and "dispense with" as well as "have". He runs this Trio as follows. He runs many haves, then bridges to many remains, then bridges to many, many, many dispense withs. Then he bridges to haves, then runs many, many, many remains, and bridges to many dispense withs. Then he bridges to many, many, many haves, runs many remains (into which he bridges), and then bridges to many dispense withs. He can keep this up in this order. Each one of the legs of Trio tends to unflatten the other two legs. All three have to wind up flat. This is run

first inside and then, if being concentrated on, outside. Goals can be run again as above if desired for then will run differently.

If the auditor has any suspicion that he does not have the pc under control he runs the early CCH steps briefly and accomplishes it.

If the foregoing basic things are done, then many other things can be done. An analysis of a profile will tell us a few things about a preclear and while we do not yet have every point on an APA taped, we do have several.

Foremost is the point "nervous-depressed". When this is low, the pc doesn't have any reality on anything. No stable datum. The first stable datum the pc gets may well be achieved by the oldy ARC STRAIGHTWIRE gone through just a few times. That's cracked plenty of people's cases. The early CCH steps are all aimed squarely at that point. "Look at me who am I?" also hammers at that point. When I see a before and after with no change on nervous-depressed when it was low (always about -90) I think, "The pc never found the auditor". Actually it's lack on any stable datum of any kind. The auditor may be found only after the pc has gotten hold of some very minor stable datum, "Something that's really real in the room." "Recall a moment that is really real to you."

The second point we have even better established through test is the CRITICAL. When this is low, the pc is on obsessive change and will LET NOTHING REMAIN. Getting him to let just one thing remain (and to be still) can shift this critical. Letting things remain is the key to a low critical.

IQ is another big win for us now since we know what IQ is all about. IQ is the ABILITY TO WITHHOLD OR GIVE OUT A DATUM ON A SELF DETERMINED BASIS. Incidentally we also shoot valences with WITHHOLD. It is run the same way whether shooting valences or raising IQ. One finds the weak valence from which the pc could withhold nothing and finally gets the pc to be able to withhold things from that valence.

EXTERIORIZATION is accomplished by "Recall a moment of loss". When a pc gets this flat he can then be run on old S-C-S routine (not Stop-C-S) and he will exteriorize easily.

Psychosomatic difficulties have been vanished rather easily on withhold. "Look around here and find something from which you could withhold that-----" skin-rash, leg, whatever.

EYESIGHT can be shifted by CONTROL TRIO with emphasis on Disappear.

THE FAILED CASE is a case in which thought can always be overpowered by Mest. The pc's ability to make his thinkingness prevail against Mest has failed too often and cannot change. Only Mest changes, therefore. This is usually the below zero on the APA pc. Making him think things and do things doesn't much change him because he is too weak in thinking to prevail against Mest. "Look at it and tell me something about it you could handle" or "Think a thought that would be all right for you to think", and other approaches, done by a clever auditor, can crack this sort of thing up on an even gone case. This is a point which occasionally needs attention, particularly when we have a pc who is not changing on APA or IQ. If an intensive didn't change him, he can't think against anything. The oldest workable remedy known is "Spot something around here that isn't thinking".

After being trained in the TRs it is necessary to run a student on the remain button of Control Trio or Trio and upon withhold processes to up his test.

I have turned out this bulletin rapidly for use in the HGC and on students in training. This bulletin will only be modified when necessity becomes apparent. Nothing in this bulletin will overcome sloppy, yakkeyety, wiggly or can't-confront auditing.

I trust you will get good results with the above.

Best,

Ron

**P.A.B. No. 120**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 September 1957

## **CONTROL TRIO**

Now thinkingness in general should not be suspected of being under anybody's control, much less the auditor's, but it is probably more under the auditor's control than it is under the preclear's control. When I say to you "Do you think that thinkingness is under control?" you should be aware of the fact that it is less under the preclear's control at any time than under the auditor's control. That's one the boys don't get always. They think, "Well, can I get the preclear's thinkingness under control?" Well, you can do it better than the preclear, but that is horribly bad, and when you get this clear you will see that you have to get the body under control and get attention under control before you aim at thinkingness.

Therefore, a condition to running Trio is this: Is the person of the preclear under control, is the attention of the preclear under control—those are two conditions necessary to run Trio. Now to assume the power of choice is also under the preclear's control—much less thinkingness—is, of course, pretty grim. It moves Trio outrageously high. So you could say, then, that there are two versions of Trio, and I have been fishing around for one of them; I've been doing some work on this for the last several weeks and I finally got this thing taped—I do mean taped.

All right. Trio would just be Trio just the way it is. But there is an undercut in Trio; Trio could be a directive process, and it would be prefaced by "**Get the idea of having that clock,**" "**Get the idea of having that picture**" (indicating picture on wall), "**Get the idea of having that sofa,**" "**Get the idea of having that chair,**" "**Get the idea of having that table**"—do you see this? Now that is highly directive, isn't it? Now that would keep thinkingness under control in the kind of a case who was having a rough time with it.

All right. Now let's take the second version. "**Get the idea that it would be all right for that clock to remain as it is.**" "**Get the idea that it would be all right for that wall to remain as it is.**" Got that? Just an indicating process.

All right. Now here comes the clincher! Instead of dispense with, or not-know, we run into actually a brand-new process. Its rationale is much higher; it's "**Get the idea of making that clock disappear.**" "**Get the idea of making that chair disappear.**" "**Get the idea of making that ceiling disappear,**" etc. Small objects are much easier for the preclear to make disappear than large ones, but you haven't told him to make it disappear, have you? You have told him to get the idea of making it disappear. They usually interpret you literally and try like mad to make it disappear, and it usually does for a short time.

Now this process is restimulative, too. Anyway, we've got a point, and that is simply this: that this as a process all by itself is probably one of the killer processes of

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all time. I have solved this enigma: Why doesn't a preclear exteriorize easily and stay exteriorized? And we ask this question and we ask this accompanying question: Why does a preclear get sick when you ask him to conceive a static? Now obviously we'd have to get somebody to conceive a static before he could himself stay comfortably outside. What keeps a preclear from conceiving a static? It's because he associates a static with loss, and he says, "All right, if there is nothing there I've lost it." Don't you see? "I've lost something if there's nothing there, therefore I'd better not conceive a static." Conceiving a static is therefore painful. Well, the truth of the matter is, whenever he lost anything, something disappeared. All right.

The funny part of it is that he never noticed that he didn't lose totally every time. He still had other objects. He lost his tie-pin—well, heavens, he's still got his tie. He's still got the floor, the room, this universe, space, but he never realizes this in these instances, and so that's why we've been running this process here on "**Recall a moment of loss,**" just to see if we couldn't accustom someone to conceiving a static very directly on loss, and whether or not the individual would exteriorize just as such, on the process.

Now that was a test that was made. The test process, "**Recall a moment of loss,**" sandwiched in with Havingness, then, has been run with the expected result that we would get this fellow concentrated on exteriorization and a little more able to conceive an exteriorization, certainly. Now final figures from this are probably not available from testing yet; they aren't, but regardless of that, here is the rationale. An individual cannot conceive a static if he associates a static with loss, if loss is painful. So we have to cure him of the painfulness of loss, consideration of, before we can exteriorize him easily.

Now how do we do this? We have to go back to automaticity. The universe has been taking things away from him. It has become an automaticity and we find that the universe has an automaticity known as time, and time itself is a consecutive series of losses. All right. So we have to cure this fellow of losses before we can get him to appreciate time, otherwise he's so afraid of losing it that he parks himself on the track, and this is "stuck on the track" phenomena. All right. The process which is aimed at this, the experimental process "**Recall a moment of loss,**" sandwiched in with Havingness (Trio now handles it on this—"Control Trio" it had better be called, and its third command is "**Get the idea of making that (object) disappear**")—well, this gets him to take over the automaticity of all the losses which he has experienced unwillingly, you see that. It's the universe that's been taking the things away, and an individual, then, just by spotting objects and getting the idea that they are going to disappear or are disappearing, of course then does take over this automaticity of losses, and he becomes accustomed to it after a while and he should come out of the woods on it.

Now all of these invisible masses that preclears have around them are actually simply symptoms of mass - loss, mass- loss. Now when an individual has no visio, has never seen anything, couldn't see anything, the only thing he's looking at is a stuck loss. Got the idea? He's looking at the nothingness of something that was there. All right, you take over that automaticity with this third command on Control Trio. Therefore, you have a highly directional, a highly workable set of processes, and each part of that Trio would be run relatively flat and go on to the next part, and I would say you'd probably run it something on the order of, oh, certainly not a hundred commands each—you'd try to stay in that order of magnitude, and you could just run it round and round. It's "get the idea of."

Well, what would be necessary before you got to that process? It would be necessary to get an individual's body under control, which takes the early steps of CCH. And then put his attention under control; a great many processes can do this. Chief amongst them has always been locational processing, and if you were to just run



the ordinary locational processes, you would eventually get his attention under control.

The auditor taking control of somebody's attention actually puts the preclear into more control of attention than the preclear ordinarily is, which is one of the freak things. People look at this and they say, "Well, we must be running the fellow out the bottom," and we wouldn't be running the fellow out the bottom.

Well, we leave Trio in its time-honored style and so on just as it has always been, but we do have this low-cut Trio and it's rather a killer. You take somebody with glasses, his eyesight will do more tricks in less time on this third process of Control Trio. Things will go black—well, why do things go black? Well, blackness makes things disappear, doesn't it, and you take over the automaticity of using blackness to make things disappear. Night grabs, the way of the universe, once in every 24 hours on earth here. This is the one we've been looking for to turn on visio.

Now if you wanted to turn on sonic with this you'd have to go down to a noisy part of town and just run Trio on sound, but you wouldn't dare do this—run Control Trio on sound—you would not dare do this, of course, if the preclear did not already have Trio on objects flat. Obviously, visio would turn on before sonic.

There are many things that you could do with this. People who have anaesthetized areas in their body—like they have no chest, no sensation in their chest, etc.—do weird things with this process, this Control Trio. Got it? I wanted to tell you particularly about this particular process because it is a specific, and it will be found to be very useful to you. We had to find out if one version of this would run without killing a preclear, and that's "**Recall a moment of loss.**" Actually, "**Recall a moment of loss**" should act as a havingness process, because it as-ises all of the loss points on the track, and it should be a havingness process all by itself, but we didn't want to be so bold as to run it with no Havingness.

(Until I find out differently, this Control Trio and "Recall a moment of loss" are making a bid for our chief exteriorization processes.)

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO TRAINING BULLETIN OF 24 SEPTEMBER 1957

### CURRICULUM OF CCH

TO BE DONE *WELL*

CCH 0  
CCH 1  
CCH 2  
CCH 3  
CCH 4

A Subjective process (think)  
An Objective process (spot or find)  
A Straight Wire process

LRH:md.nm

L. RON HUBBARD

**P.A.B. No. 121**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 October 1957

## **RUDIMENTS AND GOALS**

All you need to clear up if somebody is having too much trouble trying to locate or isolate a problem is to clear up the semantics of a problem—what does he mean by a problem? I got this rich one off a preclear one day doing this quite fascinating thing. What was a problem, I finally asked, and he told me a problem was something that could never be solved.

Whenever you run “withhold” on a valence you finish up with “can’t have” on the valence and that flattens it off better.

You will find it is quite often more advantageous to run Locational Processing than it is to run Problems of Comparable Magnitude. A Problem of Comparable Magnitude is all right, but it’s a thinkingness process, and on a case that is having an awful lot of trouble, it gives them hell to run Locational Processing, but nevertheless it does run out the present time problem, which is most fascinating.

Any one of the Rudiments are excellent processes—any one of them. Two-way communication is something that has never been stressed much on this side of the water—it has been taught very thoroughly on the other side. I took up a lot of the 4th London A.C.C. on the subject of two-way comm, how you handle two-way comm. You have to keep the reality of it very high and you have to be willing to interrupt obsessive outflows of the preclear, etc., and obsessive silences. Two-way comm is a very interesting way of going about things, and it isn’t just talking. It is establishing a high level of reality. It consists of the auditor feeding experimental data to the preclear, in order to have the preclear look it over and decide about it one way or the other. In two-way comm, you don’t let a preclear as-is everything he knows, thinks or wants to do.

All right. Now we look over this and we discover that the Rudiments consist, in part, of a present time problem. Now we already know that a present time problem can be run in this wise—Locational. It can also be run as a Problem of Comparable Magnitude. So we have a lot of processes connected with a present time problem.

Now let’s take another one of the Rudiments. Clearing the Auditor. Actually, the crudest way known of clearing the auditor is **“Who do I remind you of?” “Tell me something you don’t like about me”**—these are real crude ways of clearing the auditor. The best way of clearing the auditor we know of is in Training 13, which is **“Could I help you—how?” “Could you help me—how?” “Could I help anybody else—how?” “Could you help anybody else—how?” “Do other people ever help other people?” “Do women ever help women?” “Do men ever help men?” “Do men ever help women?” “Do women ever help men?”** And you just beat it to pieces on a big long bracket. Now

this goes so far that it becomes a fantastic process in itself. You take father and mother valences—they are usually quite hot. You can run this on Help. This is usually quite necessary on a case that's going to hang up, because the only reason the case is sitting there is to waste help. And you can run a case on any process, no matter how excellent, on a basis of wasting help until the case simply can't find enough ways to waste it and he goes down tone scale. You have to understand the case is trying to waste help. It isn't Find the Auditor in the Rudiments today, it is Clear the Auditor. The only point on which he's cleared is Help—"Can I help you?" "Can you help me?"

All right. Now let's take another facet of this. Goals. Actually, *Handbook for Preclears* has been helping us out just to the degree that it does do a little clarification on goals and gets the guy stirred up. The real reason the *Handbook for Preclears* is used at the HGC is quite an interesting one. It's simply to stir the case up so it'll run out.

All right, this guy's sitting there in a sleep and he's just gonna run Locational, you know, and he's in a disoriented state anyhow: He isn't here and he isn't home and he isn't anywhere—well, let's get him worried, let's get him chewed up a little bit, let's get him restimulated somewhat, let's get him interested in this. All right, these problems, then, do tend to swim to the top; you run some relatively non-directional process, and does it bite on? Now if you're going to run non-directional processes—that is to say, "**Give me that hand**" and so on—you're going to have to have something to run them against, and something like the *Handbook for Preclears* gives you something. The guy thinks while he's going over this sort of thing, he thinks "Oh my, blah blah, the trouble with me is I have nothing to do and I don't want to do anything and I never will have anything to do."

But I got to thinking about goals from the usual standpoint of their high generality with most people—"I wonder if there is anybody around who could articulate with great conciseness what he would like to do"—and I found on all sides that a failure to articulate was the main difficulty. The person had a feeling he wanted to do something and this would be wonderful, and it was all in a sensory capacity. Now if he could be made to articulate this, why, we would really have something. And I experimented on it a little bit and we see that today in the *Handbook for Preclears*.

Now if you can get him to articulate in a session anything about the future, you have won on the subject of goals. But it must be in the alignment of this person's frame of reference—it must be aligned with his life, not aligned with something we think he ought to live. So let's take a look at clearance of goals. Goals would not be likely to run on a high generality. In other words they are specific, personal and intimate. It's "**What do you think?**" "**What do you want?**" "**What is aligned with your life?**"—and we can't beat around the bush with this one if we're going to get any place with it.

All right, let's take Goals as a process. You could run goals for 25 hours with the greatest of ease, and we just had a report of a terrific win here on a preclear who was run on Locational for 25 hours, so it looks like the Rudiments could be the session. So if somebody says, "Well, now, I ran the Rudiments and then we got into some processing"—fascinating, you see. Rudiments are dignified today with CCH 0 as an appellation. All right.

We discover this preclear in this terrible condition of not wanting any auditing, not going any place, all of his goals being somebody else's goals. Two things we can do at once are Clear the Auditor and then run Goals. Now how would you really run Goals with two-way comm? Goals could be run with two-way comm in this way: **You ask the preclear what he is absolutely sure would happen in the next two minutes-in the next day—three days from now—one week from now—one month from now-and one year from now. And we want something he'd be absolutely sure would happen.**

Now we're running right there the reverse process of atomic bombs, which say "no future"—"no future"—"no future." Well, basically, what's wrong with anybody—why does he jam on the track? It's because of "no future." He has been denied to a point where his loss is so great that he dare not own.

I knew a person at one time, a case that was, by the way, a psychology major—one of the roughest cases I have ever run into. The case put on the total appearance of being sane—it was a dramatized sanity, and yet the case would make odd remarks like "I really think people are crazy." "Well, why do you think people are crazy?" I would say. "Well, because people say they can tell right from wrong, and you know there's no difference." Fascinating! The case would make odd remarks like this from time to time. One day the case made a remark on goals, like this: "Well, it's really best to tell people that things can't happen to them, because otherwise they might hope that they could, and then they'd be disappointed." Now you disentangle that. This was all taught to this person, by the way, at the University of California at Berkeley. The person was also taught that the best way to preserve anybody's status quo, etc., was to drug them and so on, I mean it was a gentle course. All right. This person was stark, staring mad and had no future of any kind, no slightest future, brought out by this. Five hours on just this one type of question, **"Is there anything going to happen in the remainder of this afternoon?"** **"Will anything happen the rest of today?"** **"Is there anything going to occur any place in the world the rest of today?"** And the confident answer, with great certainty, was "No." "No." Five hours. And finally we broke through it—"Well, you will probably sit there for the rest of the day wrangling with me and screaming at me the way you have been doing"—and it busted and I finally got the person to admit that there was some slight possibility that there would be a room here for the rest of the day. And it busted this case. It read from total no-future up. Well, this case was an isolated case, as we've occasionally had now and then, and this was an inspirational sort of process that cracked through.

Well now, we see this process of Goals on the basis of futures, and a person without futures cannot have a fancy future called a goal, and all a goal is is a fancy future determined by the person. And if he has no future at all determined by anybody, then he isn't going to go anywhere from that point, and any goal he has is totally unreal.

So the best way I know of to clear up a goal is as follows: Two-way comm **"Is there anything that's going to happen in the next couple of minutes?"** We finally get this totally thrashed out till he's got some great big certainty that there will be something a couple of minutes from now. And then we move it up a day, and then we move it up a week—three days—and move it up a week; and move it up a month; and move it up a year. And we get certainties at each one of these stages and levels, regardless of on what. Now the person knows that that is going to occur. He knows there is going to be a future there.

Now let's have him put something in this future that he now has had created. He's created a future, he's got certainty on it, it's up there. All right. Now let's put some desire in the future and we get a goal. **"Now what would you like to have happen in the next couple of minutes?"** or **"What would you like to do in the next couple of minutes?"**—"What would you like to do tomorrow?"—"What would you like to do in three days?"—"What would you like to do in a week?"—"What would you like to do in a month?"—"What would you like to do in a year?" And we will get these weird things which have no desire in them; they are all get-rid-ofs, and if you really plowed such a person down on it he would get down to the bottom of the ladder, which is "Knock this body off right now." And when he says "I would like to get rid of my fear of darkness, I would like to get over feeling bad every time my mother screams at me"—well now, these aren't desires. These are runaways, these are flinches—these are "let's not confront it," "let's get out of the universe," "let's scam." And the final

result is the basic postulate “If I could just get rid of this body right this instant I would be all right.”

All right. So that thing doesn't even vaguely get flat unless there is a real goal like “I'd like to have a stick of candy”—now that's a goal, see, that's a goal. “Tomorrow, I'd like to walk down the street and find a couple of bags of gold lying on the corner.” You see, it has to have desire in it. “Next week, why I'd like to go camping. I'd just love to go camping.” Then they'll always modify these things in some way or other, “because of course I can't because I have to work and I don't have any money and” yak, yak, yak—you got the idea? They'll modify these goals. As long as they're modifying them they don't have a goal, because they're making a postulate and the MEST universe is kicking the postulate in on them.

So how do you solve this? If it's this arduous how do you solve it? Well, run **“Build a future—” two minutes** (these times are only approximate), **tomorrow, three days, a week, a month, a year just** build the fact that there will be something there, that time is going to advance in those areas. Then we build a desire into it: **“Well, what would you like to have happen?”—“What would you like to do in two minutes?”, a day, three days, a week, a month, a year?** All right. Well, he didn't give you anything he really wanted to have happen; he said, “I'd like to—if I were brave enough I'd tell you I'd like to get rid of you and me and everything, but I'm not brave enough so all I will say is I would like to get rid of the darkness, that would be fine.”

All right. Two-way comm consists in the main of keeping a preclear talking, busting through their silences, knocking them into line and manhandling them with pomp. You keep 'em talking; and therefore it is a skill—a very high skill. But after you've built a future you build into it something they would like to have happen in that future. All right.

So here is a modus operandi now that makes this a process: Build a future on that span, then build something they'd like to have happen in that future. Now build a new future, go all over the same first process again on prediction, next couple of minutes, what he's sure is going to happen, what he could be certain about. **“What could you be certain about a year from now?”** All right, we've built a future—then you'll find out that's a little stronger, and then we build something in that future that he'd like to have happen. And then we build a new future—same first process again—and then the second process of adding the desire to it, and we finally will come out into the clear.

Now there is a way to run Goals for twenty-five hours—slug, slug, slug. Now you can run Help for twenty-five hours, too, on just who helps who, when, where. **“Has there ever been anybody in the whole universe who ever helped anybody in the whole universe?”** is the most general form of question. But here we have these Rudiments, then, moved out into processes, and it's possible to just handle intensives with Rudiments.

Now we find somebody wasting help—well, he's hard to put into session. And if you are going to help him anyway, it isn't goals that's in trouble, it's help, and if you try to help him too much and he's wasting help, he will eventually waste help by blowing. So it's help that has to be cleared if goals won't. Got this? All right!

L. RON HUBBARD

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

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## The Eighteenth A.C.C.

L. Ron Hubbard

Now that the 18th ACC has roared into history, there are a lot of auditors around whose auditing skill is very wonderful.

But more important to us all there are some Scientologists around whose ability to run groups is in the stars.

The 18th ACC people, over half a hundred of them, received gold seals on their certificates. That means they can validate other certificates and it means they can grant a new Hubbard Apprentice Scientologist certificate.

*We are looking to the 18th ACC graduates to complete the validation program and to get going groups and more groups.*

These 18th people are wonderful people. They did *well*. I saw it and I have said it. They're fine people.

Let us face the reality of this thing. The world confronts several crises. Man's inhumanity to Man is gaining monuments daily. The time to bring a chaos under control is before it is well begun. We're slightly late as it is. Brutally, there is no other organization on Earth that can slow these down. Factually there is no other know-how on Earth that can plumb the problems of Man. So if we don't want all of us to be sitting amongst the charred embers, we had better get busy.

This is no alarmist statement you know. We are the people who *can* confront it. Past civilizations have vanished, you see. The Chaldean, Babylonian, Egyptian, Chinese, Hind, Greek, Roman, European—they *did* vanish. Those little beaten down peasants you see in France were once the proud Romans. Those small brown men who sell their sisters on the streets of Cairo were once the mighty Egyptians. And it was when those societies looked richest that they had already started down. Like this one.

They all failed because they had no know-how about Man. They all dived under from ignorance. Wisdom, real wisdom, could have salvaged any one of them. Wisdom *can* salvage this one. Wisdom held by the many, not one wise man.

Scientology can smooth the way. It can *make* intelligent leaders, workable policies. But Scientology hasn't a chance unless we get groups going. You and these people can do this.

If you want men to be slaves, do nothing. Just sit.

If you want this civilization to become charred embers, do nothing. Just sit.

An empty belly and a dead family aren't funny. Why wait until they're a fact to *do* something.

You say, well what can I do. I'm just a little fellow. I'm just one of billions. That's a lie. You have to hand the most powerful weapon yet forged on Earth: Scientology. You can talk. You can organize. The unions broke the back of savage management. All men in one union against ignorance can break the back of savage "fate."

Listen: At the HGC we can selectively increase profiles or IQ. So can other auditors. We are making tomorrow's leaders. Right now I am working with government contacts to do this.

You can back that up. Get processed. Get trained. Get groups going. It doesn't matter how expert you are.

We've just trained people whose advice you can ask. They're now all over the country. That's what we did in the 1 8th ACC.

I'm going to need 5,000 auditors for the Army alone. The 18th ACC was just a springboard to that.

Groups, groups, groups. We can run them now—solvently.

We *can* make the grade. We *can* win. How. You don't have to do the whole job. One man at a time is as fast as anything can be made to travel. Get *one man*, one woman in. Handle *one*. Then you'll get the others—one by one.

I trained the 1 8th ACC to Validate your certificate, or to give you know-how. To show you how to do it. To help you with your Scientology plans. All right, that's riches. We did a good job on these people. We hope from them will spring a great number of fine, enthusiastic, working groups.

So here's the 1 8th ACC.

On one side we've only a world, a universe to win. On the other we've only tomorrow's wreckage.

Let's go!

L. RON HUBBARD

**P.A.B. No. 122**  
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**From L. RON HUBBARD**

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15 October 1957

**THE FIVE LEVELS OF INDOCTRINATION AND  
PROCEDURE CCH**

The first thing that we should take up is the state of Scientology at this time, and to tell you that we are on a plateau. We are certainly on a plateau, and it is a plateau so very much higher than man has ever walked before that it is well worth saying it is a level that can be maintained. If people want more results than we can get today from CCH properly used, there will have to be a better auditor than we can make today.

The idea that "This is it" periodically has occurred in Scientology. Right now we are justified in saying that we are on a plateau which does not have to change.

When you can process a catatonic schiz, a five-day-old baby, you've got it made in the world of homo sapiens. The only further adventure we might adventure upon would be the processing of the thetan not connected with the body, and that would be an entire field about which we know practically nothing. But anybody who is having anything to do with bodies is well within the reach of Procedure CCH, providing it is used by an auditor who has been validated through the five levels of indoctrination. CCH used by an auditor who has not been validated would be the least guaranteed thing I can think of at the moment. I have already thrown up my hands in a few expressive horrors when I have seen auditors who have not been through the five levels fumble around with any Tone 40 process, and it is so grim that even now, to you, watching it, untrained, trying to do one of these things, it would not look like auditing.

Back in old Book One days, a fellow could sit down beside someone on a couch and say "Go back to that engram," and it looked like auditing. It doesn't look like auditing today. It is the difference of indoctrination which makes the difference. The person who applies it has been successfully checked through the five levels of Indoc. It is now the auditor plus the process. That is one of the reasons why we knew we were on a plateau. There wasn't something you could tell out of CCH easily to your Aunt Mame's little girl, to fix up her fear of cats. It is interesting that such employment does not reach any level that you yourself can consider a good result. Somebody untrained does not achieve any great result with it, and is liable to leave his preclear in a badly restimulated condition. We are dealing with a package of dynamite with Procedure CCH. We have to take into account the five levels of indoctrination successfully passed, which is necessary to apply CCH to a preclear.

CCH is a very sloppy title, for Procedure CCH is really C for Control, D for Duplication, C for Communication, C<sup>t</sup> for Control of Thought = Havingness; and that is the real name of it.

First, we get the person under control, get him into the capability of duplicating, and then we move him up into communication more or less on a person level. Now we

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take the mind. The mind consists of mental image pictures, and if duplication is addressed to the mind we get communication. The third zone is the control of the Thetan, which brings us to Control of Thinkingness, Ct. I will show you more graphically what these three things are:

1. Notice that you are sitting in the chair. Notice that you have a body sitting in a chair.
2. Get a picture of a cat. Can you? Note that it is a picture. That is the mind. It's pictures and the apparatus which handles pictures.
3. Get a picture of a cat again. Answer this question: "What is looking at the cat?" That is all you ever need to know about a thetan with CCH.

As we extend out from the thetan we get the physical universe, so actually there is a fourth thing there which undercuts the body, and that would be the physical universe. In other words, you are in immediate and direct contact with everything that you will be expected to study or ever process in Scientology. Every one of these things that I have mentioned, the physical universe, body, mind, thetan, may have a clearer appearance to you, or some other condition connected with it, but there isn't anything outside of this. We omit the physical universe, because it is pretty hard to look totally at the physical universe right at this moment. But for sure you are looking at all the body you have got. As far as this picture is concerned, it may flop over and have many cross associations, and you could trace this endlessly as I have. As far as thetans are concerned, the most you will ever learn about one is your own beingness, or the observation that something is being moved, made alive, and motivated.

This is the entire target of CCH. There isn't anything else to shoot at. All of these things intimately, then, relate to the thetan, and we have Control, Duplication, Communication, Control of Thinkingness, and Havingness, that relate to a thetan. We could process in any one of these zones. When you process any part of these four things, you really cater to some slight degree to the other three, but you can concentrate upon any one of these things.

CCH has in its concentration levels first the body, then the mind, and the thetan just happens—nowhere in CCH do we intimately address a thetan. But we can come close to addressing a thetan by addressing thinkingness.

Here is what CCH does. It makes the person more aware of a body, and he eventually recognizes to some degree that he can control the body. Next, it addresses the physical universe, in the locational processes of the next facet. Actually, it addresses intimately the thetan plus the physical universe.

How can you as an auditor overcome the obsessive mental changes which occur? You cannot see what he is thinking. You put his body under control, then you get him into communication, and then you can also clarify and control to some degree his thinkingness. At thinkingness we are standing at a borderline between the mind and the thetan.

By control and duplication we get communication. When we have communication we can straighten up the fellow's time track and his habitat in the final process, Then and Now Solids.

Let me be much more positive about this. The make-or-break point of any case is this: Can he make things more solid or can't he? A person who can make things a little more solid can also be processed on almost anything and get along fairly well. I knew there was one point above which cases process easily with almost any technique you use, and there was a point below which no process seemed to have anything to do with a person. As soon as this was isolated we had things made, for we could graduate somebody up to a toleration of solids.

We can cross this borderline in all cases today.

But how about the fellow that we cannot communicate with at all? He has another bug that we have to overcome, and that is the bug of obsessive change. When you tell him to think of a cat, he has to be able to think of a cat. When cases failed in the past, it was that the preclear never thought what we had told him to think. He said so, but didn't do it. Here we have this thing. If we can get him to think the thought "keep it from going away" we can graduate him up to solids.

There are two things that you do with a person. You control his person and you make him duplicate and communicate; you control his thinkingness. So you use the early steps of control of a person, which are "**Give me your hand,**" Tone 40 8-C, Hand-Space Mimicry and Book Mimicry, over and over, until you are absolutely sure that the fellow can think when you tell him to. Then you go into the next stage, which is Tone 40 "**Keep it from going away,**" Tone 40 "**Hold it still,**" and Tone 40 "**Make it a little more solid.**"

What is the bank doing? He has some attention units which get stuck on the track that are only being fixed by the bank sticking him, so we do all these things on the body and then we do practically the same things on the attention. After that, we have got it made, because we can graduate him to making something a little more solid. Let's take him aside and let him get the inside confidential story of the whole thing. Have him take a look at his mind, and there comes the trickiest step of CCH. It only condenses almost the entirety of what an auditor had to know that was developed in three years.

This is the rough process and I don't make any bones about it. You can either subjectively remedy havingness or you can't. So the way we run CCH is to graduate a person up to making things objectively (the outside world) or subjectively (mind) solid, and then have him straighten out the whole track. All sorts of odd and interesting thoughts occur when we use this thing Then and Now Solids. Above this we do have a couple more things. They are super-developed gee-whiz processes, completely unusable on homo sapiens. However, you start winding up, why, you go over into these processes. I'll give you some idea of where this goes. You could turn on a person's mental image pictures the size of that wall in three dimensions, with total perception, in half an hour's processing. Abilities are not perishable. The only thing which is perishable is willingness. Processing is still a matter of choice. A person would never refuse processing or help if he knew what it was. That which refuses processing is not the person. After a while, it isn't that he pulls up on you and surrenders. He finally takes an apathetic look and says, "What you are doing is not bad. I wouldn't mind being a lot better."

You give him a surfeit of control, until he finds out it doesn't kill him. Maybe he can control something now. Now that is the background theory of CCH. What I want to punch up is that if you wish to handle body illnesses, they come under the heading of person. If you want to handle mental actions you would do it with control of attention, and if you wish to handle a thetan it would be through control of thinkingness.

L. RON HUBBARD

## A BASIC CHART OF PROCESS TYPES

October 29, 1957

Prerequisite understanding to this chart:  
Definitions of body, bank and mind.  
Communication—Upper Indoc course. Text:  
*Scientology: Fundamentals of Thought.*

Type No.	1	2	3
a) Name	Starting— Ending session	Control Processes	Duplication
b) Characteristic	2-way Comm	Control by Action	Mimicry by Action
c) Purpose	To compose pc into and release him from the auditing session	To place pc's body and actions under auditor's control to invite control of them by pc	To establish communication
d) Action on Bank	To double control of it Auditor + Preclear	To better control of it	To go into comm with it on pc determinism not bank determinism
e) A Basic Example	Is it all right with you to start an auditing session?	Sit in that chair Thank you	Pc makes motion; Auditor makes same motion. Auditor makes motion; pc makes same motion.
f) Stable Datum	Agreement	Never let the pc get out of doing what he is told	Each command in its own unit of time separate from every other command
g) Phenomena	Auditing is a knowing and known activity	Pc is controlled by unknown source, which must be turned into known sources	Mis-duplication (only once) shows up and runs out before insistent duplication

Type No.	4	5	6
a) Name	Straight-wire Processes	Objective Processes	Subjective Processes (think)
b) Characteristic	Remembering & Forgetting	Spotting & Finding	Thinkingness
c) Purpose	To recontrol forgetting and remembering and relate past to present	To orient pc in present time, drop out past and improve havingness	To recover automaticities of thought and as-is unwanted thinkingness
d) Action on Bank	To as-is locks and engrams and bring them into knowingness level	To drop out past havingness by substituting present havingness and to reorient	To mass as-is significance
e) A Basic Example	Recall a moment	Notice that wall	Think a thought
f) Stable Datum	Specific things, not generalities	Attention of pc must be under auditor's control	Body control comes before control of thinking
g) Phenomena	Occlusions turn from generalities to specifics. Cycle aspect of recall in time (earlier, late, etc.)	Old locations (change of space) drop out	Thought has become substitute for masses. Classes of thought group and source appears

L. RON HUBBARD

# Ability

Issue 57

[1957, ca. late October]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Escape

**L. Ron Hubbard**

Well, I've been working now for a lot of years to bring Dianetics and Scientology up to a point of supermagic.

It was easy to get them up to magic. In a world where *no* results, aside from accidentals, had been the order of things, it was simple to create magic. A cloying illness resolved, a fast heal of a broken limb, a recovery from fixations and obsessions, it was easy to repair these. That was simple magic.

And time and again I've told you "this is better" and it's been true and auditing worked better.

But what were we really looking for?

We knew all of us that we were in a sort of trap called physical universe. And although it was all right to say we'd gotten in ourselves and that it was each man's fault, it is nevertheless true that it was a trap complicated by innumerable traps.

It was all right to say that it was "natural" for man to kill deer. But that wasn't making it any easier on the deer.

It was all right to recover enough data to know that dying wasn't fatal but *still* men died and dying often hurts.

By no actual consent of our own we are torn from our friends and possessions and crushed into new lives. But just because we understood it made it no less arbitrary, no less painful. Just because we could better understand the trap made it no less a trap.

I've heard people say, "I don't know what I ever would have done if you hadn't come along, Ron." All right, why should somebody like me have to come along if all the world is right and the universe an expression of deep love.

We curse at man-made hells. We spot cause in villainies uncountable. Yet, think now, what are we doing in a universe in which hells are possible.

Sure, maybe you even *asked* to come here. But deep in pain and shock, shadowed by your own forgetting, why puzzle now if this Universe is a *good* place.

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You wouldn't say a lion's cage is a good place for a child. Nor would you jeer at and accuse a child who unwittingly stumbled into a lion's cage. *What is* the cage doing there in the first place for a child to fall into?

Let's be sane. We can rationalize this universe, we can explain complaints, we can blame the inmates *but is* it not true that we came unwitting into it?

What do we really *want* out of Dianetics and Scientology? What could I really give you that you want?

Escape.

Is there anything wrong with escape? Is a man mad who seeks to leave a fire that chars him, a mass that crushes him, a world that laughs at his dreams and scolds him for his stupidity?

Escape.

Why not escape?

Why not let a few others escape. After all, we're not all only ones. We can feel and we can cry.

Tell me why Christianity won so well. Wasn't it because of promised escape?

Tell me why Buddhism won so sweepingly. Because it promised escape.

Well, why *not* escape. If the great religions of all time became great on the promise of escape, we must assume that a *lot* of people want out and that there's something wrong with in.

This universe is a breaker of bones, a defiler of deeds, a mocker of gallantry and peace. I can say this with equanimity. I don't have to get emotional or even personal about it.

A spirit seeks to advance, to improve. Each way is blocked. This universe knows only how to decay.

*Is there a way out?*

Yes there is.

We have it in Scientology now. I have found it and charted it. I know exactly how to open the gate.

For whom. Ah yes, that's the news. We used to say—"if your case is in good shape" or "if you really want to." Of course you want to. But it didn't require *magic* to open the gate. It required a supermagic to let our friends go free.

For seven years or less you have believed in me. You saw enough to know two things: (a) that I was sincere and would continue to work on it and (b) that a progress line existed which improved.

All right. What has been done? The auditing skills have been created which led an auditor up to this.

What has been done? In the lower steps of CCH we can rescue the people lowest down, even the unconscious people.

I told the 18th ACC—"I am through researching south. All further HGC researches will consist of going North." I went North faster than I had thought I would. I have now taught the auditors in Washington and the Academy instructors how to go all the way north.

All the way.

I know why you're here and the fast way out. I have taught auditing *skill* to Academy students and the 18th ACC. I've taught all the way *north* to the HGC auditors.

What is the way out? With no excuses, no byroads. Straight out. All the way.

Without belief or faith or "right conduct" you can go all the way.

**P.A.B. No. 123**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 November 1957

**THE REALITY SCALE**

*Prepared from L. Ron Hubbard's second lecture to the 17th American A.C.C.  
in Washington, D.C. on 26 February 1957*

I want to talk to you about the Reality Scale and the whys and wherefores of Hand Contact Mimicry.

For a very, very long time we had the ARC Triangle. We had Affinity and Reality, and afterwards had Communication. A lot of people thought that Reality was the most important corner, but evidently Communication was the most important corner because by processing with communication we could do some astonishing things.

Two-way communication: Pc has a problem, you make him talk about it. If you don't go to a point where you excessively reduce his havingness, he will have a tendency to desensitize on the problem. This is one of the oldest therapies known: you go and tell a friend you're in trouble and you feel better. However, in Scientology this thing took on a new burnished radiator cap. Nobody knew before what it was in communication that made things communicate and made it therapeutic and so forth. We isolated the various parts of communication, and we isolated, much more importantly, the Bill-Joe interchange of two-way communication.

Now what can you do with communication? Well, a lot of people go around and they don't have any reality on Scientology because nothing has ever happened to them. Their idea of what it takes to get reality on something is—they can't examine something—the reality must have a mass. It must have an impact, a very heavy effect.

Now remember that you can reduce havingness by communication, but within that framework let us take somebody who has no reality on anything happening to him. Of course he has no reality on anything happening to him! He's in a high games condition, which means "no effect on self, total effect on others." So you're trying to plow through his consistent postulation that there must be no effect upon himself of any kind whatsoever, and if you get through that barrier, then he says, "I have some reality on this subject." If you destroy his "no effect on self," then he'll believe you. This is totally idiotic, but that's the way it works.

Now we get this fellow. He has no reality on Scientology, but he's got a toothache. We have him say "Hello" to the tooth, have the tooth say "Okay" to that hello. Have the tooth say "Hello" to him, and have him say "Okay" to the tooth. Which makes a two-way comm. Have him do this a few times and the toothache goes—poof!

We take a heavier mass than this, like an arthritic leg. Arthritis is a ridge illness, and therefore you go up or down from the ridge and you've got it made. We can make



him get rid of his arthritis even by simply putting him in apathy about it. You could hammer and pound him until he was sitting there very, very quietly and unable to wiggle in any way, and he wouldn't feel his arthritis. Well, he wouldn't feel anything else either.

You take slight little somatics, little conditions, or fears of things, and run two-way communication on them, and you get some fabulous results. Let's say somebody's afraid of a stove. Have him say "Hello" to the stove, and have the stove say "Okay." Have the stove say "Hello" to him, and have him say "Okay" to the stove. After a while he won't have any fear of touching the stove. Oddly enough, he will receive less effect from the stove even if hot. That is quite important. It tells you that the body does not naturally lend itself to injury, but injury takes place only in a highly aberrated condition. You should be able to take a body and throw it up against the wall hard enough to crush its skull in, have it drop to the floor, stand and walk away—providing you aren't holding in suspension the image picture of its hitting the wall and being injured.

Now I'll give you an example of that. I want you to look at this ashtray. Now I'm going to raise this ashtray and then I'm going to put it back on the desk. Is that action now in existence? Where? You've got some pictures of it, haven't you? This universe doesn't make things survive. Only you make things survive. And this is: you are holding the engram in restimulation, which permits it to have an effect. You're so doggonehipped on the subject of survival that it's just marvelous to behold. That is because a thetan cannot do anything *else* but survive. Naturally, anything that's surviving he can go into good communication with.

People like to look at the Pyramids. Why? Well, the person is surviving and evidently the Pyramids are surviving, so there is a medium of interchange. A thetan looking at a solid is much happier if the solid is surviving. If this solid has duration, then the thetan can have a means of communication between himself and the solid, in spite of the fact that the thetan can't be solid.

So people really don't have much of a tendency to look at and study and examine very closely things of very finite survival periods—things that die right now, things that vanish right now. But they could say, "Look. It became nothing just like I am, and therefore I have another communication point with it."

Sudden disappearances stay hung in the bank. That is different than something with a finite life. Things with a very finite small life are not very important, but solids which suddenly disappear are quite curious to a thetan. Hence we like magic shows and such things.

Now let's add these factors up. This nothingness tends to survive only when arrived at under that circumstance: there was something there, now there's nothing there. So that I give you a motion of MEST and you make a picture survive, but it's not any longer moving in MEST. MEST has very, very finite duration, so we have to rig up all sorts of things so it'll survive, so it'll continue.

And people like to have things continue, but after a while, when things have not continued with them for a long time, then they get onto another kick: they only hold on to. It was something and suddenly became nothing, so therefore they hold on to losses. And the whole track, at length, becomes a concatenation of losses.

Communication, oddly enough, has always attended one of these losses. It is not true, basically, that communication as-is or destroys or knocks out any mass. But communication has always accompanied the vanishment or destruction of mass, so the preclear gets these two things involved with each other, and then he goes through an

automaticity of having mass vanish when he communicates. You must get this clearly. The only thing that as-ises mass is as-ising mass. But communication always accompanied this, and after a while the preclear gets one very solid conviction: that if he talks to something, something disappears. It's not true.

Sound is another aspect of communication which is fabulous. You realize, the first sounds were evidently those which accompanied explosions or destructive actions. Electronic particles traveling through space will carry with them sound, even in the absence of air. Sound does not go through a vacuum. Unless you have some carrier for sound it doesn't reach you at all. Therefore, a sudden electronic explosion was usually the first acquaintance with sound.

It's true that he had to put sound there in order for sound to be there, but he has a number of experiences whereby something blew up (and therefore disappeared) and sound took place. So you'll find any preclear willing to swear that sound is disintegrative. Not all communications contain sound, but sound is a disintegrating factor. So communications with sound combine the destructive aspect of sound (of which the preclear's convinced) with the as-ising aspect of communication itself (of which he is again convinced), and between the two of them you get an awful loss of havingness if you're not very careful. Communication, verbal, tends to as-is (or knock out) the masses in the bank of the preclear. So we just start right in auditing him. Now if he has a present time problem which is terribly pressing, well, you could do something with this if you didn't talk about the problem too much. If you ran problems of comparable magnitude to it, you'd probably add to his havingness.

The way we got away with it with running engrams was quite peculiar. The person was having to put the engram there to some degree in order to run the thing. This made him capable of confronting the incident and so brought a discharge of the fixation he had for that incident, and yet did not rob him particularly of the incident, the mass. We were running the significance out of the mass. It's interesting. But where a person couldn't afford to lose anything, he couldn't even afford to lose significance, and so we couldn't run an engram. Well communication goes much further south, and we have a condition here whereby we see an individual drop through the bottom just by too much yackety-yak with the auditor on the subject of his particular phobia or bank.

This tells you, by the way, at once, one of the most condemning facts of psychoanalysis. I started digging up all the factors utilized in psychoanalysis, and I discovered this fantastic thing, that I couldn't find any factor present which was therapeutic. Beyond the fact of telling a friend your troubles, there is no therapeutic rationale behind it, because you get the as-ising of mass. Where Freud achieved any result—let's be generous, let's say he *did* achieve some results—let's find out how long it took him to achieve them. An old lady came in from Bavaria and talked to him for a few minutes and just ranted on and on, and all of a sudden said that she felt better and got up and left. Freud, as far as I can discover, never had any results from cases who went longer than a very few hours in psychoanalysis. In other words, Freud's results were the magic results. A person came in and said, "This is wrong, and that is wrong" and felt better and went away. If you let the patient talk too long, he is going to go out the bottom, and that I guarantee. They talk themselves down the tone scale.

Just take a preclear who's in bad shape and have him tell you about his problem or something, and he drops on out the bottom doing this. You can watch him go right on downscale. It's possibly an experiment you ought to make to really understand this. Just make somebody tell you his trouble over and over and over. And you will understand at once why Freud got spectacular results in a very few hours, and why nobody's gotten any results since in a great many hours.

Brainwashing—that's the biggest joke of this half-century, brainwashing. A fellow will talk out enough havingness to throw himself into an introverted condition. You've got his mind concentrated upon his bank, and now you make him talk, and out goes the havingness. And he goes right on downscale with great speed.

Please understand this as auditors. Know what you are looking at. You're just looking at the vanishment of mass. And a thetan believes that to be recognized and to be able to prove things and to be able to demonstrate to the world that he is there and that things have happened to him, he has to have mass.

And so we get the third corner here. Affinity is actually the consideration of distance. Communication is an interchange of ideas. But Reality is what it is about and what it is proved by.

Looking all around now, I would say that the weakest corner of the ARC Triangle is "A"—Affinity. This has the least monitoring effect upon a preclear but is the most strongly demonstrated. It is NOT a good entering point. C and R run out A, or re-establish A. And A is very easily monitored. C is less easily monitored by A and R. And you pull R and C apart and you've got nothing. You have no reaction. You have no universe. So C and R—Communication and Reality—are very, very closely associated.

And Reality has a scale. And because C is closely associated with Reality, Reality then again (after '54) started to take a certain prominence. Reality is a scale in its own right, and that scale begins at the top with a Postulate. Which postulate, continuing, can make a Consideration. You can acquire considerations by other means than postulating; all you have to do is agree with an existing postulate or an existing consideration, and you too can have the consideration—you didn't have to postulate it in the first place.

It's Postulates; Continuing Postulates/Considerations—and the next step down from there is Agreement. And here we see this vast panorama of "everybody agreed with everything," which knits them all together in the same time continuum. It's a postulate, a consideration, and then a couple of guys or more have this same consideration and, having it, then we have a specialized consideration—it is shared in common—and this we call an "agreement": a shared consideration.

Having accomplished that, we get Solids. We get proof of the consideration, and that takes place in spaces and solids. But Reality, actually, is the solid aspect, whereas A is more closely associated to the spatial aspect. Because they wish to prove it and convince one another, they get something that can enter the phenomenon of sight, and the other phenomena of touch, smell. Here we have spatial relationships established and confirmed by mass.

What happens to somebody who is no longer convinced even though the mass is there? Where would he go? The one just below that is "a Line." The mass called a "terminal" tends to vanish, and the line between a couple of terminals tends to take place and appear.

And then, below that we get "No Terminal, No Line." And don't mistake that for a postulate condition. You get this person selling you a beautiful bill of goods—because there's nothing there—that he's in a postulating condition. He has become the total effect of his postulates, total effect of his considerations, total effect of all masses, total effect of all lines—and now he can't even see lines and masses. Such a person is liable to tell you, "My thoughts affect things thousands of miles away." It's true that an OT can affect something thousands of miles away. But he isn't an OT, he's got lumbago. OTs don't have lumbago.

You start to process him, and what happens? The line shows up. You process him longer, and shadowy things show up at either end of the line, and the line starts to disappear and the terminals start to appear. And then you process him a little bit longer and boy, do those terminals become solid! And after he is able to make a terminal have an effect upon him so that his confidence in this is unassailable, he can only then enter into the world of agreement. Only then are his agreements binding and valid. Only then can he make them or break them. Up to that time he is obsessed by any agreement of the past track. He is the victim of all the upper scale at any point he is on the scale. And that is true of the Tone Scale, or is true of any other scale.

A person, you know, does not move up level by level of the Tone Scale. He *broadens up* the Tone Scale. He becomes the whole scale. There is a big difference. A person who is in good shape can postulate, consider (which is to say, continue a postulate), agree, make masses, or make masses disappear, or make lines between masses appear or disappear. At any point you find him on the scale, he can do the points from there down, and you win for him the ability again, you make him willing to have the ability again, to do the points from there up.

The Reality Scale is very important. It tells you that communication down below “No Line, No Terminal” is almost totally first dynamic communication. The person actually gets convinced that if he thinks it, it arrives in Chesapeake Bay, you see. He gets a telepathic idea of his own thinkingness. Naturally, all terminals there are all there too, and all lines are there too.

Now what’s the state of a case at any one of these levels? Well, it matches up right there alongside the old Tone Scale—the Sub-Zero Scale and the original Tone Scale in their continuum, you see, from Serenity clear on down to Wait—Wait, not even Unconscious. This level is paralleled by this Reality Scale. And there’s also a series of communications which go down along the whole line.

Let’s take our preclear at the point where he doesn’t know you’re there and doesn’t know the room is there and doesn’t know he’s there and doesn’t know that he has a body sitting there, and he just DOESN’T KNOW, but he’s performing on some social machinery. Where is the entrance point? The first thing that you can do with this preclear, we believe now, that would recall to him an ability would be the recognition of the existence of a line. Hence, your hand against the preclear’s hand—that’s a line. By establishing a line he can come into cognizance of the terminal. Your arm is liable to get awful real to him. Unless his hand and arm get real, you’re not going to find anything else gettin’ real.

It doesn’t mean that a person responds to Hand Contact Mimicry only when he is in terrible shape. Anybody ought to respond to Hand Contact Mimicry. You do Hand Contact Mimicry with most anybody who hasn’t had his hands cleared, and you’re going to get some results, that’s for sure.

A solid communication line is very fine, but what if you break it? Well, you can break it so slowly that the person doesn’t notice that the hands have ceased to be lines and have become terminals. There is a little space, an inch, between your hand and the preclear’s hand, and he hasn’t noticed to any great degree. Affinity starts to take place, because we’ve got some distance, but the affinity, you’ll find, will be first worst and then best with the terminals close together. Hand Contact Mimicry is the point back to which I would drop at any time I became very suspicious that I was auditing over the head of the preclear. I’ve gone way over his head, therefore I’ve given him a loss, so therefore momentarily I would consider he was in bad communication with me—and his reality on me possibly could be graduated up to a line now.

Reality contains a level known as Havingness. In this little band of Mass there is a scale inside the Reality Scale—the Havingness Scale. And that has to do with the consideration of mass. It's what you *do* with mass. That scale is quite an interesting scale in itself.

It starts out, probably, with Waste, or maybe with Substitute. It is so messed up at that point of Mass that it is very hard to get preclears to come up uniformly as to which one is the lowest one. It possibly goes this way: Waste, Substitute, Waste, Substitute, Waste, Substitute until you get up to the next one. Just as you find a great many false emotions jammed in at the level of Apathy on the Affinity Scale—and I'm sure you've seen this—so do you find this Waste and Substitute kicking around and kicking at each other on the Havingness Scale.

“Have” is the next one up. If a person can't have something, you can have him waste it enough, and you'll find out after a while he'll say, “Well, I can have it.”

What is the next important way-stop on this Havingness Scale? The next one up the line is Confront—and that's awfully important. A person who can't confront something is liable to “have to have it” as his highest expression. And if he can't confront it and can't have it, it's a cinch that he will waste it. And if he can't even waste it, it's a cinch he'll substitute. And we get Freudian and other sublimations and all of that. Sublimation—they never knew what they talked about. This is *not* sublimation I'm talking about. This thing called “sublimation” is substitution. I mean, why get sublimative about something that is easily done? If a person hates women, it is a cinch that he probably hates “a woman” and substitutes for her all other women. But this is not a clean statement of it for this reason: you get identification, which is substitution, of one woman for another—and then you get disassociation; he can't even *identify* any more. Hence your lower Waste level. He's wasting now a substitute.

You'll find a preclear after a while will, on some subject, disassociate. He says that ashtray isn't that ashtray. You get the idea? He says, “This ashtray is a camel.” Well, now, that's disassociation. He can't recognize a thing for itself, but it must be something else, so we must understand that as an action of Mass to lie on the lower end of the Havingness Scale. It's just as simple as that.

Now, as we go upscale further from Confront, we run into something which is pretty doggone high, and that's Contribute To. People, if they are prevented from contributing to something, go downscale. Now if contributing to something is getting rid of mass, it's somebody else is going to have something besides yourself—and you take a person who is sitting down at Have, or below, and you make him contribute a little bit, and he gets to be a sick puppy. He'll just go on down into Waste and Substitute. It is a very high manifestation. It holds true all up and down this Havingness Scale that if an individual is prevented from helping, from contributing in some fashion, he gets very ill. Not in auditing, but in real life.

Let's go on even higher than this, and what do we get to? We get to Create.

So the Havingness Scale, which fits at that innocuous word “Mass” on the Reality Scale, consists of the doingnesses with regard to Mass. And they begin at the top with Create, go down at once into Contribute To, into Confront, into Have, into Waste, and on down into Substitute. That all belongs at Mass; these are all the things you do with mass.

Now probably there are a bunch of doingnesses with Agreement. Ask an attorney. There are probably doingnesses with Postulates, and doingnesses with Lines—ask the telephone company. And these things probably, too, form up other scales quite similar to the Havingness Scale. And when you had all these doingness scales paralleling the

Reality Scale, you would have this difference: the *thing*, which is the Reality Scale and its *aspects*, which would be the doingness scale (considerations with regard to these things in actuality would be over here on this other scale). We mustn't confuse the thing with what you do with it. You can have without doing. It's pretty hard, however, to do without having, which is why Reality is so important in running on the preclear.

Now I hope you understand these two scales, and I hope you will take them around with you on auditing and look them over a little bit and understand what they are all about. Because we're still talking about ARC, and as a matter of fact we'll be talking a lot about Survive, which is OLD HAT, but it has certainly been polished up, and it certainly has a nice new band, and it certainly fits on a lot more heads than it used to.

L. RON HUBBARD

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HCO B 2 NOVEMBER 1957

[HCO B 2 November 1957, *Intensive Processes for Use in Operation Clear and Operation Staff Clear*, was a confidential staff only issue. It was revised on 22 February 1975 as HCO B 2 November 1957RA, *An Objective Rundown*, which is in Volume VIII, page 393.]

HUBBARD COMMUNICATIONS OFFICE

HCO BULLETIN OF 13 NOVEMBER 1957

**PROJECT CLEAR CHECK SHEET**

<u>NAME OF PRECLEAR</u>	<u>NAME OF AUDITOR</u>	<u>DATE PROJECT STARTED</u>
HOURS RUN PER SESSION _____		
_____		
_____		

USE A CHECK IF PROCESS IS RUN, USE AN X IF PROCESS IS CONSIDERED FLAT.

CCH 0	CCH 1	CCH 2
CCH 3	CCH 4	

Tr. 10

MOCK UP AN UNWANTED FUTURE TRIO

ARC STRAIGHTWIRE

RECALL AN UNWANTED OBJECT  
RECALL A MOMENT OF LOSS

RECALL AN EXPECTED COMMUNICATION  
RECALL A COMPLETED COMMUNICATION

PSYCHOSOMATIC ADDRESS. Condition \_\_\_\_\_  
 RECALL AN UNWANTED (AFFECTED BODY PART)  
 RECALL A LOST (AFFECTED BODY PART)

SHORT SPOTTING

MOCK UP A CONDITION WORSE THAN (AFFECTED BODY PART)

VALENCE SPLITTERS:

Person located by E-Meter _____	Split _____
Person located by E-Meter _____	Split _____
Person located by E-Meter _____	Split _____

RISING SCALE PROCESSING

BODY ANCHOR POINTS

Note: This sheet does not replace regular report sheets in HGC but must be included.

## INFORMATION SHEET ON PROJECT CLEAR

It is expected that the processes scheduled for project clear be run more or less in the following order.

CCH 0 at the beginning of each session. If pc falters on one or another point, stress that point until cleared up.

CCH 1, 2, 3 and 4 to be run as follows. If 1 produces no reaction go to 2, if 2 produces no reaction go to 3, if 3 produces an action flatten it a bit and go to 4. If 4 produces an action or no action either flatten or go quickly to 1, etc, until these steps have each one been unflattened and flattened again.

Tr. 10 is used liberally as a bridge process and to start and end sessions. If it develops a somatic, auditor should treat it as a process and flatten it and then go right on using it. Main use is at session end.

RECALL SOMETHING REALLY REAL TO YOU is run to test recalls. It is a very effective process in itself. In fact all the three questions of ARC Straight Wire can be run if pc is found pretty bad on this. But it is intended to be used simply to groove the pc and to keep a cataclysm from occurring if the pc can't run recall processes. If he has a hard time, flatten ARC Straight Wire. Otherwise, run for minutes only.

RECALL AN UNWANTED OBJECT and RECALL A MOMENT OF LOSS are a pair. If one is used, then the other must be used exactly the same length of time in the same session. They are alternate processes where one is run a half hour then the other is run a half hour. These two are the chief processes of Operation Clear so give them lots of concentration and time.

TRIO is run as a step between recall processes. If one session is run on recall processes the next is run on TRIO. There is Control Trio and Trio. It is up to the auditor which is used. But use all three commands of either in any proportion that seems right to the auditor. Run lots of Trio even though both recall processes are havingness processes.

RECALL AN EXPECTED COMMUNICATION and RECALL A COMPLETED COMMUNICATION are interesting processes. Communication as-ises havingness. Thus this is a reverse process which, by dropping the pc's level of concentration on past persons and activities thus gives him the havingness of those areas of the track. These processes may or may not be vital to Project Clear as they are released ahead of long experiment and use.

RISING SCALE PROCESSING is run when the pc can change ideas. He must be up to lots of cognitions before this is run. It is run from the Chart of Attitudes as given in *Creation of Human Ability*.

ADJUSTING ANCHOR POINTS is done almost at project end. This is a delicate auditing job and additional material will be released upon it.

SHORT SPOTTING and VALENCE SPLITTING are fitted in at the auditor's discretion. SHORT spotting is done by indicating objects close up to pc and making him repeatedly notice his psychosomatic area. Valence splitting may not even be necessary if the above auditing steps are well done. Also, it may be that psychosomatic difficulties will not need further attention than earlier processes on this sheet.

PROBLEMS OF COMPARABLE MAGNITUDE are here done with MOCK UP SOMETHING WORSE THAN PSYCHOSOMATIC CONDITION. UNWANTED FUTURES may also be fitted in anywhere.

L. RON HUBBARD



# Ability

Issue 58

[1957, ca. early November]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## We Are the Free People

**L. Ron Hubbard**

We are the Free People. We have grown up—grown up to Freedom, not senility.

We are the Free People. The Scientologist has left behind the claws and barriers of miscontrol.

We are the Free People. Grown from out the mud and jungle rot of fear, our unchained minds can reach afar and grasp the idea of ultimate Freedom.

We are the Free People in whom the whims of “I’m supposed to” have no rule, on whom the scientist can blunt his weighty arguments to prove we are not Free.

Be glad, they said before we came, that you are mad, insane, for *there is* genius, so they said. You cannot change. Our brand on you is fixed. Your brain is all you are and fixed like clockwork in a robot head. So think, they said, as we have said, to think, for thought is our own chain and your ideas nil.

Die, they said, and live no more and become dispossessed so we can own. Fall down, they said, and worship clay or maybe space, but of course wrath. And sing lugubrious songs to fear or maybe international cults that specialize in slaves.

Believe, they said, that Man is just a shiny thing well meant to die beneath the pounding of their bombs—the mightiest God they knew.

The flesh, they said, is All and you are but a decay of yourself.

And so they barriered All men.

The witch and the pot; the test tube and the scope; the cell and the club; the textbook and the lies-Control! Control them or we die! Beat them or they win! Starve them or we shrink. We are afraid, afraid, afraid!—they said in that old age we killed.

Freedom becks and we now laughing at their lies, went free.

Scientology—The Road Sign Out.

We are the Free People. We LIVE! We’re Free !

**P.A.B. No. 124**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 November 1957

**COMMUNICATION AND IS-NESS**

A man is as well off as he can consider himself dangerous to his environment.

I will tell you a little short anecdote, which is quite amusing. Well, sometime early in 1945 I flunked my overseas examination. Well, I crawled around and felt sorry for myself, and the fact of it was that the Judo instructor there at the hospital brought up the idea that there was a shortage of people in the war—there was. So he kept up my training for me. I think it was July 25th that I went down to Hollywood and three sailors with Petty Officers' ratings accosted me on the street. They were drunk. They were out to kill officers. And the three of them tied into me. An unbelievable thing happened. One of them turned me around facing him while the second one took a heavy beer bottle to bring it down on my skull. I took the fellow who brought the beer bottle down, threw him over my head into this fellow, who went down and hit the side of a bumper. The beer bottle hit the pavement, broke the end off, and the other fellow reared up where he had been sitting on the running board of a car, and I put it in his face. That's what you are trained to do.

Overnight, the wound in my side healed—overnight. They wouldn't let me out at all, but I could get extended leave from the hospital. I went down to Hollywood and messed around at the studios. In the middle of all that I managed to complete all the researches which I'd stacked up and which had been interrupted by the war.

Steam. . . where had it come from? You get your teeth shoved in this way and that, and you develop a tremendous amount of inflow. And then one day you just outflow! The Chief Petty Officer in charge of the Shore Patrol had been sitting at his desk, telling me, "Under no circumstances should you have taken any action. You were trifling with your life." Telling me what a good boy I ought to be. And then through the door he saw the Shore Patrol bring these people in. Of course, they were all saturated with blood, and they were all messed up. And he just shut up right then!

He was running the usual social dramatization—"You must protect yourself." The society teaches you to hold in. All you have to do to somebody is to prevent him from outflowing to make him ill. And someday he decides to outflow. Not only the social world but the world of yourself can act to cause you to prevent outflow. Outflow is prevented by regret, it is prevented by all sorts of things. If one has something terrifically valuable he protects it—which is what? Prevent an inflow! Well, when you say prevent an inflow you might as well say prevent an outflow. If you hold flows from coming in toward you you might as well flow them in, because sooner or later that dike that you put up is going to burst. So you get these confounded actions in this universe composing a picture of tremendous inflow, not balanced at all by outflow.

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What does this all add up to? Any time that you protect and defend, you are aiding and abetting all the structures which make up this universe. The child who is taught to defend himself against these big, vicious automobiles some day turns out to be one of the lousiest drivers you ever saw, because he is taught to defend and protect. All you have to assume is that safety is desirable to have all of the ills of Pandora's box swarm around your head.

Just what boxing glove can hit a thetan I wouldn't know. A thetan has to mock himself up to be reachable. You are dealing with the idea of what a person is supposed to feel as a result of, when it comes to inflows. And that's just an idea. If a person over-defends himself through some exaggerated idea of pain, he will suffer the full consequences of that over-defense, just to the degree that anybody else over-defends himself to that degree.

So the reason for the defense or the reason for safety is variable, but the consequences of it aren't. As long as you deal with masses, and agreements and ideas directly concerning masses, you are all right. But when you go back into an opinion of what it ought to be as far as the preclear is concerned, you are of course immediately in trouble. Any auditor who is having a rough time with preclears, not snapping them out of the hop immediately, is paying attention to this factor, which is a variable, which is opinion. Figure-figure, ideas, ideas, ideas.

Suppose we had no cops in the society but there was the idea around that there were cops. We would get some of the nuttiest ideas you have ever heard of! We would have a set of ideas about cops, different for each person in the entire community. Why? Because there is no way to experience cops. Cops are an idea which one cannot get into communication with; therefore we get this great oddity—abundance and scarcity. Only it isn't actually the possession of quantity; it is only apparently quantitative. It is having something to go into communication with.

I'm very sure that the whole world of disease is built entirely on this mechanism. I seriously doubt the existence of any given germ—I seriously doubt it. It is very embarrassing to men in sailing ships and so on, very embarrassing to these fellows, to have venereal diseases happen when they have had no contact with women at all. And I have seen that often enough in young boys that were as pure as the driven lily to understand completely that we didn't have here a germ at work. We had a series of ideas at work. Fascinating subject in view of the fact that it has ruined as many lives down the decades and centuries as it has. When you socially enter a great many prohibitions against communication on the second dynamic, you will get all sorts of interesting ideas.

*Aberration is caused by cut communication with the mass, and is remedied by re-established communication with the mass.* Look what they are doing with the A-bomb. This is one of the silliest things you ever saw in your life. They make everything about it confidential, secret, and nobody must be let in on it.

And there is possibly no more illness to radiation than that.

The formula for creating an illness is to establish a terminal, get everybody convinced that this terminal is there, and refuse to let them communicate with it.

Now one of the dangerous things to do with Scientology would be to put it under the counter. In the first place it isn't a terminal. A terminal, however, must be maintained, and access to that terminal must be preserved. And it mustn't be put on confidential, any part of it. Why? Because it's already dynamite. We do anything with it that can be done with anything. Let's not cut a line to it and let's not put it beyond reach. There would be a certain fatality in doing that. And yet every group that has

ever learned a series of great truths has inevitably gone into secret priesthods concerning them, which was of course a destructive action.

It isn't jumping into ten thousand volts of current that electrocutes a man. It's having so many times in the past disconnected from electricity when confronted with it. Every time you disconnect you to that degree lower your own tolerance.

Obviously the electricity flying through these poles is more real to the individual being the line than the actual terminal of the pole. Why is it more real to him and his body? Because it has the greatest effect on him and his body. He can touch the pole, but he can't touch the juice. That tells you there must be some terrific reality about the dangerousness of this juice, and the pole is either in apathy or non-existent. Therefore you can only teach one thing to a preclear, horribly enough, and that is—"You can communicate with it." The communication with a mass is the only thing we can do for him, but we have to have a mass.

We can get him to conceive of an is-ness, and we can get him to communicate with it, and by this he will change his mind concerning its existence. He will change his mind concerning its conditions, but most particularly and more important to you, he will change his mind with regard to its abundance or scarcity, and therefore its importance. It is the scarcity or abundance of things which denotes their value or importance. A man who has lived too long without women will consider women dangerous.

So scarcities and abundances do declare the final state of one's reactions to anything. When something becomes very scarce it is because one has cut communication, and that action of cutting communication is the same action of defending or protecting self. Now as I say, you can break out of this. You can have this tremendous resurgence. You can outflow. You can act. And that's all there is behind one of these resurgences, by the way, there are no other factors. Or you, as an auditor, can bring him gently and quietly up on a gradient scale until he can again communicate with the objects in his environment, and he again will experience the same thing he experienced when he did this tremendous outflow. We are reaching towards the same goals but we're saying that by communication we establish the is-ness of existence, and by doing that, why, we make people well.

L. RON HUBBARD

**LRH TAPE LECTURES**

Washington, D.C.  
26 November 1957

5711C26	LECTURE	Lecture to J. Fudge and Staff
5711C26	LECTURE	Lecture to Staff (cont.)

**P.A.B. No. 125**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 December 1957

**THE PARTS OF MAN**

I am going to go over with you the parts of man. The first thing we're going to take up is exteriorization, as the most important part of man. It's the causation. That's the thetan. Now, the fact that you can't weigh one is because this is the author of weighing. There is, however, a way of experiencing this. It is a personal attitude, it is a personal view. An individual can exteriorize and experience this phenomenon. It is very easy to experience being a thetan, but it's not easy to experience seeing one.

So therefore people tend quite markedly to become Only Ones. Here is a phenomenon which a person can experience himself but cannot observe in others. There are many ways to experience the idea of somebody else exteriorizing.

*Exteriorization is the phenomenon of being in a position of space dependent on only one's consideration, able to view from that space, bodies and the room, as it is.* That is exteriorization. Well, people who have difficulty controlling the body from close up, I can assure you, won't get out of their heads, because they can't control anything at a distance. If you can't control a body from a distance you will find yourself very, very reluctant to get out of your head. It is as simple as that. Any phenomenon which occurs beyond the point of willingness to be out of the head or control the body from a distance is regulated by the scarcity and abundance of bodies and universes. And if you can't see your body, then there is a scarcity of them. If you can't see the universe, there is a scarcity of that. That's all there is to that.

Now, here is exteriorization: Keep your head from going away. **"Take your hands and hold on to your head and keep it from going away."** I don't know how many hours it would take with some preclears. Probably a Black 5 would have to sweat along at this for fifteen or twenty hours before he was really there, but he would get there on that one technique. That is quite amazing, isn't it? There are probably about five thousand other techniques. This is the only shotgun one that I know, the one that doesn't ever fail. It is only contingent upon one thing—being able to take hold of your head. That is a necessary prerequisite to that technique.

All right. Now let's take the next fact about this, and we find that vision depends upon scarcity and abundance. The ability to exteriorize depends on the willingness to exteriorize, but the willingness to experience is totally monitored by the amount of things available to experience. A thetan gets quantitatively minded.

What good is a human being? The fact is, there are too many of them to be seen. Now, how about too few? Well, on a frontier, the fewness of people is one of the fabulous things. Man dramatizes. When he gets into an area of too few people, he then kills the people who exist. And when he gets into an area where there are too many

people, he then overlooks the people who exist. Somewhere in between this, you will have a progressive society. And such a society was the United States—anywhere between twenty-five and a hundred million people the United States was in there pitching. But now that it has begun to exceed that, people have started to disappear. They aren't. That sounds to you like a cynical statement. If we were to have an atomic war, and cut the population down to fifty million, you'd get another view. It is simply a statement of scarcity and abundance.

All right. We take somebody and we can get him out of his head, but would he just go out of his head without being gotten out of his head? Well, yes. Scarcity and abundance will actually kick him out of his head. Scarcity and abundance of what? Let's say that the preclear's idea of the scarcity or abundance of rooms depends then upon his willingness to view them. You have to put him into direct contact with the is-ness of rooms. Now let's go a little bit further than that and look at the body. If he has too few bodies he is certainly going to be unwilling to get out of the body he is in. And if he has too many right where he is, he'll be trapped there too. He won't know where he is. So remedying his havingness on the subject of his own body is very necessary to an accurate and stable exteriorization.

So much for exteriorization. Let's go off now into the second part, which is the mind. By mind today we mean that structure of mental image pictures and machinery on which the preclear is depending for his opinions and ideas. The structure of the mind is totally composed of mental image pictures. I'm afraid the mind doesn't produce any thoughts. The mind may be considered to have certain phonograph records. The phonograph record, as you know, doesn't play unless you put a needle on the platter. Well, the thetan is the needle on the platter, and unless the record is played directly it doesn't activate it. Any livingness, even a thetan exteriorized, tends to utilize some sort of mental image pictures. But when he reads all of the records in the mind as the absolute truth and fact and conviction, when he is obeying concatenations of "I am supposed to," we have behavior patterns; we have mental reactions; we have all of these various things that were never studied, by the way, in psychology. I don't know where a psychologist lives, but it's certainly not in this universe.

Now the exact workings of this mechanism depend on association and differentiation, or identification and differentiation. Now when that part of the mind which we call a reactive mind begins to identify everything with everything in order to get certain pattern responses, and is able to exert its influence upon a person far better than the thetan himself can, we say that this person is suffering from reactive conduct. A=A=A=A.

Now Association—Differentiation are the two principles of the mind. It is supposed to tell the difference between two or more things, and it is supposed to tell the similarity between two or more things. Now, a mind in good shape doesn't identify. What causes association to become identification? Lack of objects. Lack of incidents. Lack of experience. When you have too few things happen to you, you're liable to have all sorts of things happen to you. In other words, if you are busy and there are lots of incidents, there is a high probability that you will not suffer the consequences thereof. But if you are not busy and you are idle, then you are liable to long for those times when you were very busy. And if you are ever worried about a mental image picture, it's because you haven't enough to worry about.

Where all drama is tailor-made for you, you are in grave jeopardy. In a TV screen world you are apt to be in trouble, because the TV is only a pattern of lights and shadows which is a restimulative mechanism to shuffle your bank around, and give you again some segment of that which you have already experienced. It's a funny thing that people will not read about certain periods. If you are talking to somebody who is very upset on the subject of past lives, you should realize that he was probably just

executed up at Sing Sing in 1932 or 1933, and he just can't stand the idea. It is only people who are borderline insanity cases who got up and screamed about past lives. This I have kept a very careful tally on. They were people who were terrified; people who were incapable ever of holding their own on the subject. They couldn't have talked about it very long before a past life would have snapped in and snapped their heads off. *Those incidents which are most scarce tend to stick hardest.*

Let's look at this thing called the mind, and let's find that the mind is a mechanism for overcoming the lack of incidents, lack of experience in present time by storing pictures and knowings of the past, which could be made available to the present. A preclear is always losing incidents. One of the methods of not losing them would be to simply suspend them as a picture. Now, if you restore his ability to make these pictures solid, you've really done something. He can have the picture then any time he wants, in its full form. You have to change the idea of how much picture and incident is actually necessary in order to alter the preclear's viewpoint, and you change that with scarcity and abundance. Scarcity and abundance naturally comes up, and is handled by Havingness.

Now, let's take up the final and remaining part of man, which is the body.

Now, the body is a solid appendage which makes a person recognizable. The body is a game of considerable magnitude, and very popular at this time. It is quite old, but still very popular. The body can be monitored and handled by mental image pictures, and it can also be monitored and handled by thetans, fortunately. But a body is subject to these two other things. It is actually not possible to change a body without changing the other two things. The body is modified by the mind and the thetan, and is actually a very low order of MEST.

Now the anchor points of the body are quite interesting, in that the body exists as solid only within these spaces, and in the absence of some of these anchor points the body will aberrate its shape. We know the fastest way to change body shape is to put the thetan into a condition of willingness to handle anchor points, and then remedy the scarcity and abundance of anchor points, and put the actual anchor points back there and have him put them back there. You will see the body change its shape, health and general characteristics.

Now, mental image pictures also influence the body, and they influence the body basically by influencing these anchor points. A facsimile evidently imposes itself by magnetic fields and currents and other things upon the anchor point system. It is quite interesting.

So therefore the body is handled and controlled on a mental level through these anchor points. If you were sailing along seventy-five feet back of your head some day, and you see some preclear come along, just shift your range of vision enough to find that preclear's wing anchor points; if you were to get hold of one of these wing anchor points and just bend it off line—the person will walk in a circle. As long as you hold the anchor point out of line the person will walk out of line.

Joints operate because of anchor point structure. The body is then held together by electronic structure which is easily influenceable, and that electronic structure has much more command upon the body than the MEST around it. And the thetan goes through these very many vias of mental image pictures and these anchor points, and thus influences the structure of the body.

Now, to influence the mind by influencing the body is only possible by doing something to the havingness of the thetan. Now you can influence a thetan by influencing the body. Let's not overlook this point. But that influence only takes place to a degree that it influences abundance and scarcity.

In other words, as you influence his ideas of havingness of bodies, so you influence his condition with regard to bodies, and we re-influence the body. We find out that a body can be moved, thus influencing the thetan, or two or three bodies can be put back, thus influencing the thetan, and we have simply run the back flow of mass reaction on the person. And we do that in auditing all the time. We adjust the person's havingness, his ability to communicate with an is-ness, his ability to conceive an is-ness, to communicate with it. This is Havingness; this is the way you run Havingness.

There in essence we have the body.

But with the three subdivisions of a human being we have to include the fact that he lives in the universe.

All right. These, then, are the three parts of beingness, with the condition that one lives in the universe. And these are inter-influencing. These parts of man, each one of them, are insistent upon experience, incident. Man grows old, minds become complicated, thetans become wise. But at no time does their capability, or ability in general, lessen. Only their willingness to live increases and decreases, and that increases and decreases in direct ratio that there is a scarcity or abundance of the various things in which they are interested. And these scarcities and abundances influence them and monitor their conduct, or any culture. The cure for this is to put the person into communication with actual is-ness, or the is-ness of any given object, and to permit him to reacquaint himself with that. And so by auditing his life can be righted.

L. RON HUBBARD



# Ability

Issue 60

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*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## **Scientology: The Philosophy of a New Age**

**L. Ron Hubbard**

It takes Truth to live with a swiftly changing world. Nothing less than Truth can Survive. You cannot Survive with anything less than Truth.

We are the heralds of a New Age. Man, stuck for millennia in the rut of status quo can at first balk and even ridicule, but, Can He Survive?

Always the old has hooted at the new. But the new grows strong and each day's dawning sees us closer to a new World.

What will this world be? Atomic reactors giving unlimited power. Automatic machines providing for the most of Man's animal wants. Space flight to the Solar System. New politics, new leisure, new hates, new loves.

But before any new era begins there is always a period of instability and change, a period of violence, a period soiled with the death of the old and the failed experiments of the new.

Such periods of change are violent. Many things, many men may not Survive them.

What will it take to Survive this change? Who can Survive it and sail onward to live in new times?

The lucky and the clear.

But who are the lucky but the clear.

Scientology for the individual is a passport to this new time. Scientology for the group is the Survival of the State.

No old shaky basis of thought could last out the fire of the period of change. No quivering, unstable person could Survive the duress of the times just now to come.

One's first duty to all is to be himself clear, able to Survive, able to lead his own destiny by the hand.

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One's next duty is to his fellows to be sure their ability can compare to the tasks imposed by the new State of things.

The answer to these trials is contained in Scientology. And Scientology is the answer to you.

Only a clear could think and act fast enough to live in a disaster and to make others live. Only a clear could Survive in Space. Only a clear could enjoy the fast pace of the game to come.

Others may die or worse, become slaves in the inevitable advance of technology which holds in question the abilities of a man.

Hence, Project Clear. That's our goal now. We can do it. We can teach you to get it done.

It's taken seven years to iron out the kinks. Seven years isn't long against 73 trillion.

Today can be ours. Tomorrow can come. Let us be ready for it.

We are the prime movers in this, the new age. Forget the old. Face up to what will come. And let the dead yesterdays bury the philosophy of Authority and Capital Gains and Communist psychology cults. We're no longer tied.

The eons march on. Space Opera has again come to a planet on which we live. Always before it meant destruction.

Perhaps, this time, due to our efforts, a humanitarian world can exist. We, the Prophets of the Morrow, know the way.

## **CLEAR PROCEDURE**

### **DEFINITIONS, GOALS**

There are three possible goals in processing a preclear. The first of these is Mest Clear. The second is Theta Clear. The third is Operating Thetan.

By Mest Clear is meant a **BOOK ONE CLEAR**. Here we defined clear in terms of facsimiles. This is a rather simple mechanical definition. It said in effect that so far as human beings were concerned our preclear finally arrived at a point where he had full color-visio-sonic, had no psychoses or neuroses and could recall what had happened to him in this lifetime. This is almost a baby-talk sort of clear. It pays no heed at all to identification with a body and it has nothing to do with ability. Today, by running Creative Processes (four years old!) we can turn on visible facsimiles and weed out the bottom spots of operations and what not. This is actually a rather easy goal. Somehow I've never given a real tight procedure for achieving it even though the essence of the processes have been around for a very long time. **COMPLETING STEP SIX OF CLEAR PROCEDURE IN FULL GIVES US A MEST CLEAR.**

By Theta Clear is meant a Clear obtained by Clear Procedure as is being delineated in this regimen. The main trouble is, amusingly, trying to reach Mest Clear without running into Theta Clear. I personally don't believe now that it can be done without actually shoving the pc back in his head every time he pops out. Thus the goal of this procedure is actually **THETA CLEAR**. This is what we mean then when we say "clear". We mean a Theta Clear.

By Operating Thetan we mean Theta Clear **PLUS** ability to operate functionally against or with Mest and other life forms. For the first time we have here the matter of **ABILITY**. An Operating Thetan is not an absolute term. Theta Clear is a more absolute term than Operating Thetan. An Operating Thetan is a Theta Clear (Not a mystical mystic out on an inversion) who can also do something.

Thus we have two goals which contain no ambition to accomplish anything and one goal which contains much ambition. Now here is another puzzle in definitions. Which is highest, the Theta Clear or the Operating Thetan? Well, the answer to that is not what we used to think. As **DOINGNESS** is not really at the top we find that we will probably make an Operating Thetan before we achieve Theta Clear for a Theta Clear would probably not be much interested in operating. Therefore we see that the actual goal we are trying to reach, no matter in which limited sense, is Operating Thetan.

Operating Thetan is then a highly variable goal. A thetan who can move in and out of a body is actually operating somewhat but he is not really a Theta Clear since a Theta Clear, in its highest sense, means no further dependency upon bodies.

The goals of the auditor, therefore, do not rack up one, two, three, Mest Clear, Theta Clear, Operating Thetan. They actually stack up on a very gradient scale between thetan inoperative and a thetan who can operate. The auditor is therefore seeking to reach with the pc a state wherein the pc can function. At no time does the auditor suddenly arrive with a pc in a startling new shiny state all of a sudden that can be called a certain thing. In that pcs often expect this suddenly bursting "into the light" the auditor is subjected to disappointment when he has actually achieved an enormous gain for the pc. In other words, pcs gain on a smooth gradient scale and do not suddenly become something.

There is only one point on the road up where something does happen and that is exteriorization. When the pc exteriorizes for the first time he feels there must be a cause for rejoicing and has the idea he has gotten somewhere. Well, in fact you could achieve the same result by hitting him over the head with a club. He would exteriorize. The point is not exteriorizing the pc but cutting down his dependency upon a body. A pc who exteriorizes and is not carried right on with the same process that sprang him out of his head until it is flat will go back into his head in an hour or a week and will be harder to dig out the next time.

In other words this point of exteriorization does happen and does mean to the pc that he is himself. But it shouldn't mean very much to an auditor beyond his noticing that this phase has been entered in the case. For in truth thetans don't stay out of their bodies very long if they are not in good shape. Thus exteriorization means less than ability to act, to live, to be and do. The attention of the auditor should be upon the increasing ability of the pc to handle life, not upon the distance the pc gets from his body. Is that clear? Well, it tells us that arriving at a state of Clear is easy if that means stable outside and that any state of betterment on the road to Operating Thetan is an honest achievement.

Thus an auditor should at all times go toward the state of Operating Thetan and should not be mixed up in the oddities of exteriorization for a day.

HGC Clear Procedure goes straight toward exteriorization and achieves it. But it also goes straight toward increasing ability to handle life. The latter is the auditor's best goal. The auditing goal should go in the same direction as this new definition for Operating Thetan.

An Operating Thetan can be at cause knowingly and at will over Life, Matter, Energy, Space and Time, subjectively and objectively.

This Action Definition of Operating Thetan is the true goal of the auditor and if followed with complete understanding will achieve the best possible results.

In this discussion of goals and definitions, I am telling you cleanly that the goals of Mest Clear and Theta Clear are not worth following from the auditor's standpoint. You can let pcs think what they will about them. The only goal worthy of the auditor's time **WHATEVER THE STATE OF CASE OF THE PC** is Operating Thetan. To achieve one on any subject it is only necessary to place the pc to some degree at willing and knowing cause point with regard to that subject. All the steps of HGC Clear Procedure are leveled at Operating Thetan. But you need not tell your pc that. You can use the words **RELEASE**, **MEST CLEAR**, **THETA CLEAR** or any other if you like. Just remember there is only one payoff goal and that is Operating Thetan.

**MEST CLEAR:** Can see facsimiles with sonic present lifetime, has no psychoses or neuroses. Upper part of APA (in UK OCA) graph. Above 135 IQ.

**THETA CLEAR:** Can exist knowingly independent of bodies.

**RELEASE:** Average a third of a graph higher than first test, above 115 IQ.

**OPERATING THETAN:** Can be at Cause knowingly and at will over Life, Matter, Energy, Space and Time, subjectively and objectively.

L. RON HUBBARD

HCO BULLETIN OF 4 DECEMBER 1957

Clear Procedure as of Dec 3, 1957, is supplemented by a tape made at Auditors' Conference of Nov 30, 1957.

This current bulletin supplements HCO Bulletin of Dec 3, 1957, which is the Introduction. There will be a series of these, giving a bulletin to each step. The entire series will be published in a photolitho booklet called CLEAR PROCEDURE which will be ready for the December Congress and which will cost \$2.00 in the U.S. and 10 shillings in Great Britain. Both booklets will be published by the HCO and will be copyrighted internationally. The booklet published in Great Britain will be a photolitho of the U.S. photolitho copy. The booklet may not be published in whole or in part by anyone but the HCO.

**CLEAR PROCEDURE CONTINUED**

**STEP ONE: PARTICIPATION IN SESSION BY THE PC.**

We have long known that ARC was important. Just how important it is was established by some tests I made in London in 1956 wherein every time the pc showed any restlessness or other signs of loss of havingness, instead of remedying havingness I carefully searched out any fancied break of ARC and patched it up. The "loss of havingness" vanished. In other words loss of ARC is even more important than loss of havingness since a repair of ARC restores havingness. Lack of havingness is only one symptom of a lack of communication.

There are two ways an auditor, according to long practice, can err. One of these is to permit two-way communication to a point where the pc's havingness is injured. The other is to chop communication to such a degree that havingness is injured. There is a point past which communication is bad and short of which lack of communication is bad. Here we have auditor judgment at play. Because the pc will fidget or go downscale in tone when his havingness drops an auditor can SEE when the pc's havingness is being lowered. Because a pc will go anaten or start to grind into the process an auditor can tell whether or not the pc feels his communication has been chopped. When either happens the auditor should take action—in the first instance by shutting off the pc's outflow and getting to work and in the second instance by making the pc talk out any fancied communication severance.

Participation in session by the pc is not something the auditor sees to at the beginning of the session and then forgets for the rest of the intensive. This step is continued throughout the intensive and is given as much attention as any process being run at the time. The auditor's attention is always therefore upon two things—first the continued participation in session and second the action of the process.

Grouped under this head we would also have ways and means of getting the pc into session in the first place. An unconscious pc used to be an apparent road block. A downtone, antagonistic, you-can't-help-me pc was also a rough one. These two things are countered by always carefully starting a session and following through on standard CCH 0.

It is as important to open a session with a baby or an unconscious person as it is with any other preclear. It doesn't matter whether the pc is answering up or not. It is only necessary to assume that the pc would answer if he could answer and that the mechanics of voice and gesture are simply absent from the answer. Therefore one always carefully starts every session, paying attention to what is happening, where it is happening, who is there, help, goals and problems. Obviously anaten or inability to control the body are the present time problem of the unconscious person or the child. One can actually audit this with a plain question and simply assume after a bit it has been answered, then give the acknowledgement and ask another question just as

though the pc were in full vocal action. Auditors still fall for the belief, very current, that “unconscious” people are unable to think or be aware in any way. A thetan is seldom unconscious regardless of what the body is doing or not doing.

**PRESENT TIME PROBLEM** is a highly vital point of **PRECLEAR PARTICIPATION**. If a preclear is being nagged too thoroughly by a PT Problem auditing can actually send him downhill if done without addressing the problem. A whole intensive, even seventy-five hours can be wasted if the auditor does not clear the **PT PROBLEM**.

The preclear generally doesn't know he has one which is nagging him, for the rough PT Problems go into the apathy band and below into forgetfulness rather rapidly. Therefore the auditor should ferret out the PT Problem with an E-Meter. Adroit use of an E-Meter does not include evaluating for the preclear but it certainly does include ferreting out PT Problems. The E-Meter is also used for valences and sometimes psychophysical difficulties. (Auditor: Use the word “psychophysical” rather than psychosomatic and stay out of a medical field.)

**THE RUNNING OF A PT PROBLEM** today is the most. PT Problem, valences, psychophysical ailments, all run beautifully with “Mock up something worse than (terminal)” or “Invent something worse than (terminal)”. To run this it is necessary to isolate the **TERMINAL** most intimately connected with the PT Problem (or the valence or psychophysical difficulty). One then **CLEARs THE COMMAND** (and you always better do that with any command) and lets go.

The whole idea of **WORSE THAN** is the whole of the dwindling spiral. People who are “trying to get better” and “be more perfect” and “think the right thought” lose all control of “getting worse”, “being imperfect”, and “thinking the wrong thought”. All these **WORSE THANs** are then left on automatic and we arrive at something less than optimum. In fact we arrive with the dwindling spiral. We also arrive with the “point of no return”. We also arrive with the declining ability to heal or get well. And we also arrive with old age.

After running “worse than” on the PT Problem, we proceed with other parts of **CCH 0**. Clearing help will be found quite beneficial. But to get a pc to participate who is downright ugly about it, running help is usually only a partial solution. When these only ones get going they really snarl on the subject of getting audited. Here **CCH 1** is of benefit. No questions asked. But this of course defeats the purpose of **STEP ONE**.

**PARTICIPATION OF THE PC** in the session is necessary in order to place the pc somewhat at the cause point in the actual fact of auditing. This fits the definition. You can always change a body or recover it from some illness by auditing without much helping the pc himself. Therefore the pc, while under auditor control, is still somewhat at cause what with comm bridges and clearing commands, etc. But he is made to feel no bad effects from being **AT EFFECT** if ample **ARC** is used. In other words, the pc can't be entirely at cause in a session or he would be self-auditing, which isn't good, but he can be salvaged from being a total effect by good **ARC**. When the **ARC** drops out that **DOES** leave the pc at more or less total effect, a thing you have probably noticed.

The things to be done in **CCH 0** should be done thoroughly at intensive's beginning and should be glanced at whenever a new session starts and should get a bow when a new command is used. But all **CCH 0** is a collection of mechanical aids to assist the pc's participation in the session and to assist the auditor in **ARC**. Although **CCH 0** must be used always, it is not a total substitute for **ARC**.

The sum of **CCH 0** is find the auditor, find the auditing room, find the pc, knock out any existing PT Problem, establish goals, clear help, get agreement on session length and get up to the first real auditing command. **CCH 0** isn't necessarily run in that order and this isn't necessarily all of **CCH 0**, but if any of these are seriously scamped, the session will somewhere get into trouble.

When the participation of the pc ceases in a session, he must be gotten back into session by any means and then participation is re-established. A pc is never permitted to end a session on his own choice. He seeks to end them when his participation drops out of sight.

The trick question “What did I do wrong?” re-establishes ARC.

The problem of handling a pc who is not co-operative, who does not wish to participate, is a highly special problem. In the first place it is the pc’s engrams that do not want to continue, in the second place it is the engrams which are doing the talking. One ordinarily tackles this case with a formal opening of session, brief but positive, and then sails in with CCH 0, just as though the person were unconscious, which, of course, the person is.

Participation by an unconscious person, while covered above, requires the additional refinement of technique. ONE MUST ALWAYS FIND SOMETHING THE PRECLEAR CAN DO AND THEN BETTER THAT ABILITY. An unconscious person is usually lying in bed. If not, the command must be varied to fit the environment. But the best command is something like “You make that body lie in that bed.” A slightly upper grade process to a person sitting in a chair is “You seat that body in that chair.” In such cases a grip on the pc’s hand and the use of a slight squeeze each time the auditor acknowledges considerably speeds the process.

There is another special case—or maybe it isn’t so special. There are many people who cannot tackle a present time problem with a process. If the auditor sought out a PT Problem and then ran “something worse than a related terminal” or a “problem of comparable or incomparable magnitude” he would find the pc digging in hard, unable to handle the process. Thus some judgment must be used in such cases. Don’t run a PT Problem on somebody in very bad shape casewise.

There is an awful lot to know about starting sessions. The bad off case and the case in very good condition alike require special handling. For the case just mentioned who cannot handle a PT Problem with a process, there is always locational (TR TEN). TR TEN will run a PT Problem or anything else if slowly. Thus many a person with a PT Problem can only participate in a session to the extent of TR TEN, “YOU notice that (object—wall, floor, chair, etc).” By introducing in the auditor’s and pc’s bodies as a couple of the items being spotted along with everything else we eventually wind up with “find the auditor, find the auditing room, find the pc”. And we get there without a PT Problem being in full bloom.

In running “You notice that object” there are some things that MUST be observed. Most important of these is this one: ANY PROCESS WHICH TURNS ON A SOMATIC MUST BE CONTINUED UNTIL IT NO LONGER TURNS ON SOMATICS. This is true particularly of TR TEN, 8-C and TRIO. The case hangs right there until the process is flat, whether in one day, one year or six. Another thing which must be stressed is the inclusion of the auditor’s and pc’s bodies. Because some pcs WHEN EXTERIORIZED snap back in when they see the body is no reason to avoid it in TR TEN. Another thing is to make the pc use his eyes to view the objects and if he doesn’t turn his eyes toward them, then it is up to the auditor to use manual direction of the head and even pry the eyes open. No balks are ever permitted in auditing. If TR TEN is being run at a problem, every now and then the auditor pauses and discusses the problem again with the pc in order to keep it in restimulation until TR TEN can run it out.

The high case is a worse problem than auditors commonly believe. In the first place a high case can “blow” a situation out of the bank with considerable ease and if the auditor insists on sledge-hammering it out with a process, then pc participation blows rather than a facsimile.

High case participation can also be misunderstood in that there are a lot of cases that think they are high which aren’t. Here’s how you tell a real high case from a bogus (“I can do everything”) case. A thetan in good shape can be cause. When he looks at something in the bank it becomes the effect. A bogus high case can think anything he wants without anything having an effect on the bank. You want to watch this point because here is the definition of OT thoroughly at work. Pc at Cause. A case that has pictures and everything and is impatient to get on with it BUT DOES NOT MARKEDLY ALTER THE BANK WITH THINKING ALONE is not a high case but an old “wide open case” of Dianetic days.

Two-way communication AS A PROCESS is the key to all this. If you put a pc on an E-Meter and locate a present time charge, you can, if the pc can somewhat handle his bank, get him to two-way comm the incident flat very quickly—in five or ten minutes at the most. This is all the process used. It would take an actual E-Meter run to give you a full reality on this.

Here we are looking at the basic difference amongst cases. That difference lies in the ability to knowingly CAUSE. Bodies are the same, they all react alike. Banks differ only vaguely and only in content and significance. Engrams are engrams and they all behave alike. There is only ONE DIFFERENCE amongst pcs. We called this BASIC PERSONALITY in BOOK ONE. We can be a lot more simple about it now that I have my teeth into the subject a few more feet. The difference is DEGREE OF KNOWING CAUSABILITY. What do we mean by CAUSE? The basic, old Scientology definition is still at work. CAUSE-DISTANCE-EFFECT. Joe knowingly shoots Bill. Joe is at Cause, Bill is at Effect. Mary gives John a present. Mary is at Cause, John is at Effect. Bill says Boo to Joe. Bill is at Cause, Joe is at Effect. But when we introduce KNOWING CAUSE and CAUSE AT WILL into this CAUSE-DISTANCE-EFFECT idea we see we have something else added. The person at Cause is there because he knows he is there and because he is willingly there. The person at Cause is not at Cause because he does not dare be at Effect. He must be able to be at Effect. If he is afraid to be at Effect, then he is Unwilling Cause and is at Cause only because he is very afraid of being at Effect. Education can show a person he can be at Effect without liability. Then he can be at Cause without HAVING TO BE BECAUSE HE DOESN'T DARE BE AT EFFECT. Auditing in its whole operation is teaching the pc this. Pc slides from terrified effect to tolerated effect to knowing cause with regard to any incident he contacts IF HE IS AUDITED PROPERLY. The pc who has to get rid of all his engrams because he has to get rid of them because it's all too horrible winds up, with good auditing, into a tolerance of the pictures since he has learned he can tolerate them and so can swing around to Cause.

So we have this great difference in pcs. DEGREE OF KNOWING CAUSABILITY is the extent that he is willing to be at Cause and the extent he is willing to know he is at Cause plus the ability to cause things.

You will see this on an E-Meter in PT Problem handling. Bill has a PT Problem. It drops a dial when first contacted. The auditor, using his UNDERSTANDING of Scientology, two-way comms on it. The incident discharges and no longer registers after a few minutes. Mary has a PT Problem. It drops steeply on the E-Meter. The auditor tries to two-way comm on it. The charge remains the same or Mary begins to disperse. She doesn't hold to the subject. The auditor at length finds that two-way comm only serves to run down her havingness. The charge remains on the meter dial. What is the difference between Bill and Mary? Bill can be at knowing cause, Mary is either obsessive cause or heavy effect. Bill can blow facsimiles. Mary cannot. On Mary the auditor is very wise to enter upon TR TEN.

One version of TR TEN is called Short Spotting. "You notice that (nearby object)." So long as the pc can see with his eyes the object or feel the auditor's hand on it the process works. It is spotting right up close. If run with mediumly near and far objects (such as the room wall) it is very effective in getting a case going. It has given some cases their first reality on auditing. BUT the rule still holds here about somatics. When a somatic is turned on with a process, turn it off with that process. See Auditor's Code 13. This is entirely true of Short Spotting. In that it almost always turns on somatics, when you start it, you have to flatten it and that's often lengthy.

Remember this about pc participation. A low case can't handle the bank, therefore you keep high ARC and kid-glove him through a session. A very high case doesn't need dynamite, therefore you retain his participation by going as rapidly as you can. A medium, average case needs ARC, something of dynamite, something of kid-gloves, something of two-way comm.

And IN ALL GOOD AUDITING CASES IMPROVE. Just because you start a pc low doesn't mean he'll always stay low. Check the case often. See if his CAUSABILITY is rising. If it isn't, he isn't improving and you better go easier or



heavier. PROBABLY when a case doesn't improve you didn't handle a PT Problem. THAT IS THE ONLY THING WHICH CAN KEEP A CASE FROM GAINING. So check every session for one.

There are probably thousands of ways to gain the participation of the pc, there are probably thousands of ways to open a session. There are probably an infinite number of tricky things you can do. However, this breadth of choice should not obscure the following.

1. A pc who is not participating in the session is not at Cause.
2. An auditor who isn't able to maintain ARC, who isn't able to "Freeze" a process for a short time, even a tone 40.0 process, and re-establish ARC, will not get results.
3. The end-all of processing is the attainment of a goal, the goal of OT. One always processes the problems and difficulties of the pc, he does not process the process. Processes only assist in processing the pc. They will not do anything by themselves. Processes are a road map to the goal of OT, they are nothing in themselves. The target is the condition, the disabilities of the pc. How one achieves the eradication of these difficulties is secondary to the fact of their eradication. Scientology is a route attained after several thousand years of no attainment by Man and the route is important and valuable and must be travelled correctly, but the concern is the pc, not the route.
4. A new auditor can be adrift with his tools. He is uncertain as to what he is attacking. He should have reality on engrams, locks, key-ins, secondaries, the time track, the key buttons of Scientology such as Communication, Control and Havingness. Given an understanding of all these and the theory of Scientology itself he can almost pilot his way through a case with two-way comm. But two-way comm will not work if one doesn't understand all the above. So two-way comm is not conversation. The pc has had a few trillion years of that and it hasn't made him well, so two-way comm is a highly specialized thing, done with full understanding of the thetan, bank and body. Good two-way comm means participation by the pc.
5. Scientology is a precise commodity, something like engineering. A pc is a precise thing, part animal, part pictures and part God. We want the ability to handle things and the God, and the less unthinking responses in the pc, the better off he will be. Therefore a PC WHO ISN'T COGNITING regularly is being processed beyond his ability to do and it is necessary to drop back downscale to find something he CAN DO.
6. The golden rule of processing is to find something the preclear CAN do and then to improve his ability to do it. At once you will have participation. The highest ability one pc had was to get drunk: a resolution of his case was entered upon by having him invent ways to get drunk.
7. The attention span of children and psychos is not necessarily a factor since it is only the phenomena of dispersal against mental blocks, keying in of incidents. The auditor can pay attention to it or not as he likes. Short, regular sessions on people with limited attention span get more gain per week than a steady grind since the participation is maintained.
8. The auditor remains at Cause in all sessions without forbidding the pc to be at Cause. See the rules in DIANETICS: THE ORIGINAL THESIS.

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[Further material can be found in *Scientology: Clear Procedure-Issue One* on page 172. The above HCO B was reissued on 29 September 1970.]

### HGC PROCEDURE

The following is laid down as an entirety of processing to be done in the HGC in London. No other processes or variations are allowed.

**GOAL:** Operating Thetan.

**DEFINITION:** An Operating Thetan is one who can be knowingly at Cause over Life, Matter, Energy, Space and Time.

CCH 0 in brief, find auditor, find pc, find auditing room, clear help and goals. **BUT IN THE MAIN HANDLE THE PT PROBLEM IF IT EXISTS. IF IT DOESN'T EXIST do CCH 0 briefly and quickly and get on with the session.**

It will be noted that giving pc's attention to auditing room or environment can turn on a somatic after three or four commands. After one command of "Have you got an auditing room," this becomes a process called **LOCATIONAL**. If **Locational** turns on a somatic it must be run until somatic is flat. Therefore the auditor has no business attempting **Locational** or getting the pc involved unless he intends to do something about it.

### PRESENT TIME PROBLEM

The pc is put on an E-Meter before PT Problem is discussed. When the E-Meter has been adjusted (one third of a dial surge when pc squeezes cans) the auditor asks if the pc has a present time problem. After a little discussion of this, the needle may surge. If it does the auditor locates the PT Problem's most intimate terminal and runs (with the pc still holding the cans) "Invent something worse than (indicated terminal)" until the problem flattens out on the dial. The auditor can ask for and run another PT Problem or even three or four but always flattening down the surge of the needle. **IF THE PC IS 50% below the center line of the APA it is not safe to run "Invent".** Instead, without scouting around Invent but knowing the graph in the first place, simply two way comms the problem and runs **Locational** until the problem flattens out on the needle. The auditor does not begin with Invent and then change his mind and run **Locational**. It is an either or. The auditor starts with "Invent" or he starts with **Locational** and whichever he does he does not change. **IF LOCATIONAL TURNS ON A SOMATIC IT MUST BE RUN UNTIL LOCATIONAL NO LONGER TURNS ON SOMATICS .**

Once the PT Problem is flat the auditor puts away the E-Meter.

### S-C-S STEPS

S-C-S begins with 8c of any kind. If 8c turns on a somatic it runs until it no longer turns on somatics. 8c is run formal or tone 40.

Start is then run as per 1956.

Change is then run as per 1956.

Stop is then run as per 1956.

If each of these is flattened in turn it does not mean that S-C-S is flat. It means

only that Start is probably unflattened. Thus one again runs Start after Stop, runs Change after Start, Stop after Change until none of the three unflatten the others.

More 8c can be run. There is no error in liberally running 8c which is, after all, a more complicated Locational of a Short Spotting sort.

### SPOTTING STEPS

Spotting itself is a broad process. Locational is only one of many spotting processes. Spotting spots in the past, in space, in the present, Short Spotting (Locational done up close) are all effective.

SPOTTING DEPENDS FOR ITS WORKABILITY ON THE DISLIKE OF A THETAN OF BEING LOCATED. IT RUNS BEST, of course, WITH THE THETAN AT CAUSE DOING THE SPOTTING.

Connectedness is the basic process on ASSOCIATION of Theta with Mest. All forms and kinds of association including being caught in traps are prone to become identifications as in Dianetics. Connectedness puts the thetan at cause in making the Mest (or people when run outside) connect with him. The command is "Get the idea of making (indicated object) connect with you." The auditor points. The worse off a person is the less reality they have on far objects.

Havingness is a complicated Connectedness. Also a permissive one. Thus Trio is above Connectedness and may be used when Connectedness is flat.

L. RON HUBBARD

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**P.A.B. No. 126**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 December 1957

**PROBLEMS: HANDLING AND RUNNING**

Easily the most important process in Scientology is Problems of Comparable Magnitude. It has no peers. We don't care how low a process runs, or how high it runs. But nowhere in Scientology do we have a process which runs as high and low as Problems of Comparable Magnitude.

Now that idea of span should be clearly understood by you. There are processes which undoubtedly run lower or higher—of this we are certain. But no other process runs both so low and so high. The only thing necessary in a “problem of comparable magnitude” is for the terminal selected to be real to the preclear. Now that is a necessary condition for the running of it. “Problems of comparable magnitude” become real only if the terminal or terminals selected become real. That is the first condition. Where this process breaks down, it is actually not being run, since Problems of Comparable Magnitude by definition is a process which brings the preclear to invent situations of similar importance to a given situation, and the given situation must be composed of one or more terminals.

Now what do we mean by “terminal”? *It would be any fixed mass utilized in a communication system.* Thus, you see, a man would be a terminal, but a post could also be a terminal. Thus, a head could be a terminal, but so could a hat. But between the two, we get a hat as questionable. It is questionable to the degree that it has less mass, and is easily shed. Somewhere along the line there is a border between a terminal and a condition. Now, we have to know what a condition is.

*A condition is a circumstance regarding a mass or terminal.* When you are asking for “problems of comparable magnitude,” if you run them on conditions you are calling for a circumstance or a problem comparable to a circumstance, which doesn't have any fixed position and never did have any fixed position and never did operate in any communication system, so you are describing a description—and there is nothing into which the preclear can get his teeth.

First we must conceive, then, a difference between a condition and a terminal. That is quite important for you to conceive. If you can't conceive the difference between a condition and terminal, why, you're in for it; this technique will forever be beyond your grasp—and that is a very easy thing to conceive, however.

The light is on. Now, “on” is a circumstance regarding the light. So you wouldn't run a “problem of comparable magnitude to ‘on,’ “ but you would run a “problem of comparable magnitude to the light.” Do you see that? It sounds idiotic, but a lot of people miss this one. Let's take this now, and see that there are masses, and all masses are only relatively fixed. Masses are masses, and they are not, by the way, particles.

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Masses are something that are shed from a thetan by mock-up, and particles are something that are shed from masses. You don't run particles. So what we mean as a terminal has a relatively fixed, identifiable, isolatable location in space.

Now just why you don't run particles, just why you don't run "problems of comparable magnitude" to words, just why you don't run "problems of comparable magnitude" to conditions of one kind or another, that is best demonstrated by your running it some time—and that's a happy adventure for the auditor, not the preclear. To make a real, sure-fire test, why, you should run something like this: a problem of comparable magnitude to fancy words. Now that is indefinite enough and up in the air enough .... You would shoot the bottom out from your preclear fast enough.

The auditor to run this successfully must choose first and foremost a terminal as his target—not a condition. The next thing is to choose the right terminal.

Now you must understand the procedure of running this technique. Now you wonder why I'm stressing this. The most fabulous thing—this technique can go off the rails faster in auditing than any other technique I know anything about. Now one of the things that is most remarkable about it is that auditors do not accept from the preclear—problems. In other words, an auditor who is obsessively solving problems would have an awful time running this technique, because he has to accept from the preclear a problem every time the preclear answers the question. The way to run it is this: it actually requires about three answers. You said, "**Give me a problem of comparable magnitude to your mother,**" and the preclear said, "The Atlantic Ocean." Now if the auditor said, "**Well, how could that be a problem to you?**" you would get this oddity. The preclear would say, "Well, the Atlantic Ocean overflowing its banks." Now, an auditor who can't stand problems would accept this one as a problem—but it is a condition. The first thing the preclear gave was what he conceived to be a comparable terminal, then he gave a condition. And only on another repetition of "**How could that be a problem to you?**" would it come home to him. But there was a problem involved with it—"How could that be a problem to you?" So the auditing commands are: "**Give me a problem of comparable magnitude to (a terminal),**" "**How could that be a problem to you?**" and if necessary "**How could that be a problem to you?**" and as many times as necessary to get the preclear to finally dredge out the problem.

Unless the preclear can get that idea of a problem, the technique is unworkable. The semantics of the thing may throw him. Therefore the command could be cleared with some profit. The word that is liable to throw the command is "problem," not "comparable magnitude," and because those are polysyllabic you are liable to believe that on some preclears "comparable magnitude" is where they will hang up, and this is not where they hang up.

The auditing of it must include another thing, and that is a feeling on the part of the preclear himself figuring on it. This is evidently a necessary part of the running. We say, "**A problem of comparable magnitude to your mother.**" The preclear says, "The Atlantic Ocean." We say, "**How could that be a problem to you?**" The preclear says, "Oh, its overflowing its banks." And you say, "**All right, how could that be a problem to you?**" He says, "Oh, I could figure out some way to keep it from going over its banks." If you're not sure yet, because you wouldn't be sure with that one, you say, "But how *could* that be a problem to you?" or—alternative command here—"Can you get **yourself figuring how to do that?**" He'll get that—that's what you want. He's got to get an idea of himself figuring it out. You want that included in the anatomy of the running of it.

Now, an alternative command to all this is "**incomparable magnitude,**" as I have just mentioned. When you tackle something so huge, so formidable that it would mean

a couple of hours' comm lag on the part of your preclear—you see, he's just this moment been informed that he is going to be electrocuted at dawn—you want to desensitize him and blow him out of his head and leave them a dead body, which would be a good joke—something on this order, you see. You realize that this problem could be huge. His fixation is unbelievably great. It goes from horizon to horizon, down to the very center of the earth, and fills the entire universe on the other side. And that's how big this problem is. Now this technique of incomparable magnitude enters in at the bottom on problems. If a person can't get a datum of comparable magnitude, why, what do you suppose that you should do? Get a problem of incomparable magnitude. You cannot evaluate on a single datum except by postulate. Of course, you yourself should be in a condition whereby you simply say "That is important" or "That isn't important" and that could then be the evaluation of any single datum. But you would no longer be human. You are aware of the fact, by the way, that you cannot be human and be right—that is not possible. I have mentioned that before.

Now here we have, then, a necessity to have evaluation by others. Evaluation from other people. Now get this idea of the only-oneness of problems or situations. When a person is no longer pronouncing the evaluation of things in some grand and kingly style, when he has surrendered this in order to have a more intricate and involved game, he then needs two data. It requires a certain amount of experience of evil to experience good. And we get some people who are around telling us how bad it all is, who have experienced a great deal of kindness. This is a great oddity. You should look it over. All you have to do is to restimulate the early goodness to slip into the consequences of the later evil. Supposing somebody was just being filthy mean, and we compliment him on his good heart, his love of his fellow men—and we'll watch him chuck his cookies. He's liable to fold right up in front of you. You could restimulate such a thing into being until it collapsed and was no longer a button.

We understand things when we are no longer evaluating by postulate, but when we are being polite and evaluating by proof, by demonstration, we no longer are able to accept an "only-one" thing. This is a bad thing because a thetan is to a marked degree an "only-one" creature, and it restimulates his own beingness. When he falls into the lower harmonics of his own beingness, he comes to grief. All you've got to do is exaggerate being a thetan in any one of its facets and you're in trouble. But now it doesn't say that you cannot attain these things. I said the lower harmonics. How does he get to the lower harmonics? By fixation. By fixations on various incidents, and certainly on things which exist as "only-one." There is nothing else like it, so you can never look away if you want to look at such a thing, you have to look at it. And this becomes very bad . . . very, very bad.

As a matter of fact it becomes very amusing when you have problems of comparable magnitude, because a person is using when he runs this his desire for evaluation, but he's putting evaluation on a cause basis, and you are running off the highest logics in logic straight out of the bank. So a person doesn't have to have beautiful sunshine in the streets in order to have a beautiful day. Do you understand that? A person to a marked degree ceases to be dependent upon his environment to give him pleasure or pain.

If you stand around and wait for something else to decide it is something or other, you are in bad trouble. Now children do this—do this to such a marked degree that they don't even know how much pain is painful until they ask Momma or ask Poppa. A child is dependent on exterior evaluation, and I've seen a child go so far as not to eat ice cream. Why? "Ice cream's bad. I don't like ice cream." I said, "What?" I was pretty fast on my feet as an auditor and I said, "Who told you that?" "Oh ...." "Well, who told you that?" I said. "Ice cream's good." A horrible thing to do. I ran out the other person's magic spell and ran my own in. Kids straightwire rather fast. You can straighten out almost anything with a child if you straightwire them.

Thus we look over the situation and find out that an individual is made to suffer by life to a degree that he is made to by life. Thus his evaluation of life from himself as cause point, as an ability, is necessary to his recovery. We find this under Problems of Comparable Magnitude. We could go off and discuss the whole subject of logic, you realize, the second we say comparable magnitude. I'm going to point your attention to the Prelogics, by the way. I'm going to ask you to read those.

The only reason Problems of Comparable Magnitude works so well and easily is that the individual puts certain things on automatic, which is to say he will not take certain responsibilities for one side of a dichotomy. He abandons all responsibility for evil. It's an interesting state of affairs, because he becomes incapable of handling evil, and then goes on this one-two basis of stimulus-response, and in his next life he's going to be totally evil. He didn't take any responsibility for it, and it's going to eat him up. You take enough responsibility for a lion, you'll dine on him—every time.

There is an interesting experiment that you can perform yourself—I advise that you should perform this to have an understanding of responsibility and automaticity, because automaticity and responsibility are nowhere more necessary to understand than in Problems of Comparable Magnitude—and that is this: “Get the idea of the effort it took to make that wall.” Get the idea of anything in the line of effort and feel almost at once the overwhelming irresponsibility concerning it. It could be an irresponsibility so great it could make you practically ill.

If you wanted to be real mean to a preclear, not improve him particularly, you could just ask him, “Give me an idea of the effort necessary to make your case.” He would be sitting right there in a total irresponsibility for his case. His case is there, he's not responsible for it. Now how do you recover his responsibility for anything? He has to be able to handle it. Now you could put something on automatic, but usually when you do you will sooner or later get into an irresponsibility for it, because that's what automatic is. So we put something on automatic. Well, if we put problems on automatic, then we ourselves become a problem eventually without our consent. In other words we put problems on automatic, then we ourselves become solution. And when we ourselves are in nothing but solution, the whole world around us is nothing but problem and we're obsessively solution and all the problems are automatic, we wind down faster than any other method I know. We'll wind up being a problem, that's all. The whole Service Facsimile can be summed up by just this one word—solution. A Service Facsimile is a solution. That's all. If you took over this automaticity of problems the individual then could recover from his Service Facsimile. But remember that you had better run terminals, not conditions.

What I have just been talking to you about solves *in toto* all of that which we were going over in 1952 concerning Service Facsimiles—and that is quite a mouthful. If you do it this way, if you know how to do it, if you can look over this whole thing and see quickly how it is done and why it is done, and get it set and settled so you know what's going on with the preclear, then you'll be able to handle chronic somatics directly. You will be able to handle any dynamic directly.

L. RON HUBBARD

## PRESENT TIME PROBLEM

The handling of a present time problem is relatively simple but requires a certain deftness on an E-Meter.

**DEFINITION:** A present time problem is one which has its elements in the material universe in present time, which is going on NOW, and which would demand the preclear's attention to such an extent that he would feel he had better be doing something about it rather than be audited.

**EXAMPLE:** Auditor locates girl friend as pt problem of pc. He runs problem with "invent something worse", considers it flat, never looks at it again in intensive. Girl friend calls up pc every night, invalidates him, finally makes him so sick she carts him off in triumph to a hospital. **BLUNDER:** Auditor tried to clear pt problem for the whole intensive, not at the beginning of each session. **BLUNDER:** Auditor in this case went backtrack to a dead wife to clean up charge.

A pt problem is cleaned up as itself only. One doesn't backtrack to get why the pc has such a problem when doing CCH 0.

A pt problem is checked at the beginning of every session—and if there is a break at noon, is cleaned up also at the beginning of the afternoon session.

A pt problem doesn't always bop on the meter at the first question. The auditor has to spend a little time asking around and making sure. Then he audits it on if it falls under above definition of pt problem.

**THINGS TO AUDIT PT PROBLEM WITH:** A very bad off case: TR Ten and if it turns on a somatic, flatten TR TEN "YOU notice that object." An average case: Isolate the terminal most closely associated with the problem and run "Invent something worse than (terminal)" and then flatten it off with "Invent a problem of comparable magnitude to (terminal)." Also can be run "Spot where (terminal) is now. Okay. Spot where you are now. Okay." A very easy case: Two way comm about the problem and terminals, getting pc to cognite, until the charge is gone.

Where the PT PROBLEM is pain in some member of the body, the auditor can run "Recall an unwanted (member that hurts)." And when that has been run for a few cycles from present to past, "Recall a lost (member that hurts)." (Always run lost and unwanted in the same session and for the same length of time.) Short spotting will also relieve a pain but is rough on the pc unless wholly flattened and run along with medium and long spotting.

L. RON HUBBARD



## PSYCHOSIS, NEUROSIS AND PSYCHIATRISTS

An auditor who does not understand the true character of neurosis and psychosis is likely to find himself trying to understand neurotics and psychotics and psychiatrists and to the degree of that un-understanding could become the effect of these.

If we examine the definition for operating thetan we find his highest capability is knowing and willing cause. This should tell us at once that the definition of neurosis and psychosis would be unknowing and unwilling effect, and this is the actual definition of either.

Neurosis and psychosis are different only in degree of singleness of effect. A neurotic is the subject of one or more unknown causes to which he is the unwilling effect—but he can still function to some degree, which is to say he can still be cause in other lines. A psychotic is the complete subject of one or more unknown causes to which he is the unwilling effect and any effort on his part to be cause is interfered with by the things to which he is the effect; in other words, a psychotic's outflow is cut to zero by the inflow.

Now let us examine the potential number of neuroses and psychoses in the light of the above definitions. How many aspects are there to a life unit, which is to say, a thetan? Perhaps the number is infinite but at least we can say the number of aspects is very large. There are no additional aspects in this or any other universe. In other words when you examine the aspects or abilities of a basic life unit you have examined all the aspects or abilities there are in a universe. There aren't any left over. Even if you include gods in every universe you will see that you have not escaped the potentialities of life units.

All the aspects and abilities there are are the aspects and abilities of a thetan. The only thing that can be done with these aspects or abilities is included, at least in this universe, in the formula of cause and effect. Take one ability and add to it the idea of cause and effect of the more simple variety CAUSE, DISTANCE, EFFECT, fix it so it can never be flowed against by anything else and we have a source of neuroses. Now take a being at the effect point of this flow. If this being is the effect point of a flow he can never flow back against, we have here what we could carelessly call a neurosis. But there is no other qualification for this neurosis than that it be unwillingly received and unknown. Therefore a known "stuck flow" at a person which he is not unwilling to receive does not cause a neurosis. Now as we make this "stuck flow" unwillingly received, then unknown, and make it so that it bars out all back flows of whatever kind on any subject then we have psychosis.

As there are no other aspects than those of a thetan, we see at once that all neuroses and psychoses are EXAGGERATED, CONCENTRATED ABILITIES. The recipient, still trying to be cause, transfers himself to a false cause point. We call this dramatization. He seeks to do only the ability and no other. We have then a psychosis. As he can do no other thing, because he is really unwilling and unknowing EFFECT seeking to be CAUSE by DRAMATIZING the EFFECT, he loses all the abilities but this one ability. This makes a peculiar and lopsided personality. People object to it partially because it is false cause and partially because it denies society all the other social abilities of the person. The psychotic himself is insufficiently willing or knowing about it to object to it.

Thus we have the standard Scientology method of eradicating one of those

psychoses or neuroses. Actually we don't even use these words or admit them as any kind of irreparable state. We are not in such a business. We say we must find something the preclear can do and then improve it. Let us say that we find something the preclear can do knowingly and willingly and have the preclear do it to improve it. All you have to do is get him to reach toward the source of the CAUSE of his condition. The lowest level cause of any difficulty is MEST, therefore the objective processes of Trio, locational, 8c, etc, work uniformly well since anybody here is to some degree the unwilling and unknowing effect of this universe.

Now where does the psychiatrist come into this? And why is he a bad fellow to have around in the society? Well in the first place, he is cognizant only of insanities. As every insanity is only an exaggerated and concentrated ability the psychiatrist can see in every ability an insanity.

There are no other aspects or abilities than those of a thetan. Any one of these can pressure, as detailed above, into an insanity. A psychiatrist or any other person totally associated with insanity then sees all abilities as a parade of insanities. Only where abilities are several and performed socially, not anti-socially, do we have sanity. The psychiatrist never, or rarely, inspects the sphere of sanity. To him, all things then, add up to madness, since every madness is compounded of abilities (disarranged as above).

Let us see a good example of this. "A" is a fine statesman. He plays polo, has a satisfied wife, collects old cars, can do a good job of work as a carpenter, a fisherman and an ice skater. He reads detective stories and plays good poker. He is working on a plan privately to disentangle the Middle East and assist France. One day he is at his club and he is joined by "B". "B" is a political dilettante. He spends most of his money on maps and treatises about the Middle East. He cannot ride, sing or work and his family life is in ruins. He is obviously a neurotic at best. His ideas are disassociated, impractical but loud. Everyone at the club except "B" knows "B" is a poor risk.

"A", the sane, versatile man, hears "B", the neurotic, sounding off about the Middle East and saving France and how only "B" could accomplish this. "A", knowing "B's" character, **BEGINS TO WONDER IF HE IS CRAZY BECAUSE HE IS INTERESTED IN THE MIDDLE EAST.** In such a way, and in any line, the psychotic or neurotic is a sort of mockery of the sane ability.

Now, as an authority on man and insanity (but not an authority on sanity as is a Scientologist) the psychiatrist, studying insane people runs across "B". He classifies "B" as a save-the-world type and notes that "B" is fixated on France and the Middle East. Shortly thereafter the psychiatrist is called upon to render a decision about "A". He looks in his book, finds "A" is trying to do something about France and the Middle East and, of course classifies "A" as insane.

Another case. George loves Norma. Norma is at first very impressed. George works hard, likes to hike, has some property he is fixing up at week-ends. Now along comes Oswald. Oswald says he loves Norma. Oswald says he is mad about Norma. This is, of course, the case. Oswald has big ideas but no job, wouldn't walk out of the building if it was on fire, gets rid of every piece of real or personal property that comes his way. George knows Oswald is "nutty". Oswald loves Norma. George begins to think he, George, must be crazy to love Norma because Oswald does.

As an authority on twisted and insane love, but not an authority on love, the psychiatrist examining Oswald finds he loves Norma's type of girl. Later, examining George, the psychiatrist finds that George is crazy because he loves the type of girl Norma is. Well, that's an exaggeration but you see where it goes. The psychiatrist, having noted that love was pretty well flung about in the insane wards, leaps to the conclusion that all love is insane because it is so common in the wards and finds in a flash of inspiration psychoanalysis which says all insanity derives from love.

We are held to mockery in all our loves and dreams by the neurotic and psychotic who specialize in mishandling these dreams and loves. And so the world goes mad.

It is not safe to have experts on insanity who are not also experts on sanity. Such persons as those who know only the insane eventually judge that everything man can do is insane and that all men are mad and then we get a society devoted entirely to the support of asylums until it is at last only an asylum itself.

The auditor should understand the mechanism behind neurosis and psychosis. He should draw it out for himself on a graph, showing cause and effect. He should understand that mechanism because it is the **ONLY THING THERE IS TO UNDERSTAND** about neurotics and psychotics, for all else they do is gibberish and un-understandable.

If he truly understands this mechanism in all its phases then neurosis and psychosis can never make him an effect point and he can audit them with ease when he has to step out of character that far.

If the Scientologist thoroughly understands that the downfall of psychiatry which is now occurring came about because the psychiatrist never understood sanity then we won't have any future specialists in insanity beyond these data.

Society has long suspected versatility and the man of many skills. We should have realized there was something right with him.

L. RON HUBBARD

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# Scientology: Clear Procedure Issue One

December 1957

L. Ron Hubbard

## GOAL:

To obtain the state of clear in individuals.

## DEFINITION OF A CLEAR:

A thetan who can knowingly be at cause over Life, Matter, Energy, Space and Time, subjective and objective.

This is a working definition. Self-determinism and knowledge that he himself can be at cause point are then primary targets.

*Minimum Requisite for Auditor in Using These Techniques:*

A Validated Hubbard Professional Auditor Certificate.

## INTRODUCTION

I have been at work for seven years to produce a series of techniques which any well trained auditor can use to clear people. We now have them.

I am truly sorry that this took seven years. Actually, it took more than twenty-five.

Under other “systems of research” it could not have been done. It was financed at first by my writings and expeditions. Some 15,000,000 words of fact and fiction articles ranging from political articles to westerns were consumed in a large part by this research—but it was free to act if not free from sweat.

No bullying dictator wanted it for his mass slaveries as happened to poor misguided Pavlov. No big corporation wanted it for a better Madison Avenue approach to advertising—another kind of slavery. No big RESEARCH FOUNDATION like Ford was there to interject their “America First” philosophy. These had not paid for it; therefore they didn’t own it. The work stayed *free*. Thus it prospered. It did not wither in support of some aberrated “cause.” It bloomed.

But the violence of protecting this work while continuing it took a toll nevertheless. Special interests believed it must be evil if they did not own it. Between 1950 and 1956, 2,000,000 traceable dollars were spent to halt this work. Newspaper articles, radio ads (as in Seattle from the University of Washington), bribed “patrons,” financed “patients” all cost money. You hear the repercussions of this campaign even today.

Money could not stop this work by then. It was too late. If anything had been wrong with our organizations, my character, our intentions or abilities the whole advance would have crumbled. But we had no Achilles’ heels. We carried on. All that has survived of this attack by the two APAs, the AMA and several universities is a clutter of rumors concerning your sanity and mine—and rumors no longer financed will some day die.

And so the work has emerged free of taint and misguided slants. It is itself. It does what it says it does. It contains no adroit curves to make one open to better believing some “ism.” That makes it singular today in a world gone mad with nationalism. Buddhism, when it came to the millions, was no longer free of slant and prejudice. Taoism itself became a national jingoism far from any work of Lao-Tze. Even Christianity had its “pitch.” And if these *great* works became curved, with all the personal force of *their* creators, how is it that our little triumph here can still be found in a clear state?

Well, no diamonds and palaces have been accepted from rajahs, no gratuitous printing of results has been the gift of warlords, no testament had to be written 300 years after the fact.

For this we can thank Johann Gutenberg, and the invention of magnetic tape.

Therefore, although we have no such stature as the Great Philosophies, I charge you with this—look to source writings, not to interpretations. Look to the original work, not offshoots.

If I have fought for a quarter of a century, most of it alone, to keep this work from serving to uphold the enslavers of Man, to keep it free from some destructive “pitch” or slant, then you certainly can carry that motif a little further.

I’ll not always be here on guard. The stars twinkle in the Milky Way and the wind sighs for songs across the empty fields of a planet a Galaxy away.

You won’t always be here.

But before you go, whisper this to your sons and their sons—”The work was free. Keep it so.”

## SUMMARY

**STEP ONE:** Establish participation in session of pc. Do not here or anywhere else neglect this factor. Maintain always ARC. Pc must to some degree be at cause with regard to session if only by wanting it or some result of it, or to escape some elsewhere consequence. This step is CCH 0 but it is run only to establish the thetan to some degree at cause with regard to the whole session. This must be improved throughout the intensive. Applies even to dead pcs.

**STEP TWO:** Establish obedience of some part of the auditing room to the pc. Here he must begin at some level of knowingness. He must KNOW that he himself, when ordered to do so, can gain some compliance on the part of the auditing room. This includes his own body. Thus we get “You seat that body in that chair. Thank you.” “You make that body continue to lie in that bed. Thank you.” We also get CCH 1. And we get a very important but neglected process run with two objects wherein the pc himself is ordered to keep one then the other from going away (alternately), hold it still, make it more solid, all with two objects. Stress is on YOU do it.

**STEP THREE:** Establish control of pc’s body by pc. Here we have CCH 2, but we also have an even more important series of processes, S-C-S in all their ramifications on the body. Here is pc at cause with regard to body. It is expected that lots of S-C-S will be run on pcs.

**STEP FOUR:** Make pc even more conscious of auditor and place him somewhat at cause with ARC. The mechanical steps of this are CCH 3 and CCH 4 but these steps are only valid if they heighten ARC and make the pc decide HE did it.

STEP FIVE: Establish pc as cause over Mest by establishing pc's ideas as cause over Mest. Here, running these, we again emphasize YOU DO IT. The basic process of this is CONNECTEDNESS with the PC doing the connecting. Control Trio, Trio, Look around here and tell me what part of the environment you would be willing to be responsible for. You look, You connect, You make ..... Alter the old commands to put pc at cause point in doing these.

STEP SIX: Establish pc's control over Mest subjective. Creative Processes, Recall Unwanted and Lost Objects. Then and Now Solids. First step on this in some cases is conquering black "field" and invisible "field." This is done by a repair of havingness over black masses and then invisible masses, run even if pc goes unconscious. When field is cleared up, start on a gradient scale of mock-ups and get pc able to mock things up. Then run "Keep it from going away" until flat on mock-ups. Then run "Hold it still" on mock-ups. Then run "Make it more solid" on mock-ups. All this until pc really has fine, solid mock-ups. Typical command, "Mock up a and keep it from going away. Thank you." RULE: A PC'S FACSIMILES ARE NOT STORED, THEY ARE MADE IN THE INSTANT AND UNMADE BY THE PC, therefore remedy of mock-ups AND THEIR PERSISTENCE is actually a direct route to clear and winds up with no obsessive mock-up making (which we call a bank). A valuable side process here: "Decide to make a mock-up. Decide that will ruin the game. Decide not to do it." Also this one, "Decide to make a mock-up everyone can see. Decide that would ruin the game. Decide not to do it." A TOTAL REMEDY OF MOCK-UPS WOULD MAKE A BOOK ONE CLEAR.

STEP SEVEN: Establish pc's control over his "bank." "Mock up a facsimile and (keep it from going away, and when that is flat, hold it still, and when that is flat, make it a little more solid)." Run this alternately with "Mock up that wall (keep it from going away, hold it still, make it a little more solid)." Run the "Keep it from going away" on a facsimile one command, then the wall one command, until flat, then shift to "Hold it still" same way, then shift to "Make it more solid," same way.

STEP EIGHT: Make some Time.

AUDITING TRUTHS:

ARC breaks must all be repaired thoroughly. ARC Must Be Maintained.

There is no real liability to a pc in this universe except one: becoming total subject of Mest.

Life versus Life, no liability. Life via Mest versus Life, some liability. Life versus Mest, total liability.

A pc must be kept at Cause as much as possible.

*An Intensive in Brief for Practical Use*

Begin by carefully easing the pc into session with CCH 0 but don't talk too much or permit him to talk too much as you will as-is his havingness.

Establish control of a room object with "You make that chair sit on the floor."

Get wheeling with S-C-S and run it up to Stop-C-S.

Run Connectedness inside the auditing room and then outside with "You make that connect with you." or "You look around here and tell me something you could have." Or, "You look around here and tell me something you could be responsible for."

Run an engram or do Then and Now Solids and put pc at cause with regard to facsimiles.

If you have any time left, do it all over again.

## DEFINITIONS, GOALS

There are three possible goals in processing a preclear. The first of these is Mest Clear. The second is Theta Clear. The third is Operating Thetan.

By Mest Clear is meant a **BOOK ONE CLEAR**. Here we defined clear in terms of facsimiles. This is a rather simple mechanical definition. It said in effect that so far as human beings were concerned our preclear finally arrived at a point where he had full color-visio-sonic, had no psychoses or neuroses and could recall what had happened to him in this lifetime. This is almost a baby-talk sort of clear. It pays no heed at all to identification with a body and it has nothing to do with ability. Today, by running Creative Processes (four years old!) we can turn on visible facsimiles and weed out the bottom spots of operations and what not. This is actually a rather easy goal. Somehow I've never given a real tight procedure for achieving it even though the essence of the processes has been around for a very long time. **COMPLETING STEP SIX OF CLEAR PROCEDURE IN FULL GIVES US A MEST CLEAR.**

By Theta Clear is meant a Clear obtained by Clear Procedure as is being delineated in this regimen. The main trouble is, amusingly, trying to reach Mest Clear without running into Theta Clear. I personally don't believe now that it can be done without actually shoving the pc back in his head every time he pops out. Thus the goal of this procedure is actually **THETA CLEAR**. This is what we mean then when we say "clear." We mean a Theta Clear.

By Operating Thetan we mean Theta Clear **PLUS** ability to operate functionally against or with Mest and other life forms. For the first time we have here the matter of **ABILITY**. An Operating Thetan is not an absolute term. Theta Clear is a more absolute term than Operating Thetan. An Operating Thetan is a Theta Clear (not a mystical mystic out on an inversion) who can also do something.

Thus we have two goals which contain no ambition to accomplish anything and one goal which contains much ambition. Now here is another puzzle in definitions. Which is highest, the Theta Clear or the Operating Thetan? Well, the answer to that is not what we used to think. As **DOINGNESS** is not really at the top we find that we will probably make an Operating Thetan before we achieve Theta Clear for a Theta Clear would probably not be much interested in operating. Therefore, we see the actual goal we are trying to reach, no matter in which limited sense, is Operating Thetan.

Operating Thetan is then a highly variable goal. A thetan who can move in and out of a body is actually operating somewhat but he is not really a Theta Clear since a Theta Clear, in its highest sense, means no further dependency upon bodies.

The goals of the auditor, therefore, do not rack up one, two, three, Mest Clear, Theta Clear, Operating Thetan. They actually stack up on a very gradient scale between thetan inoperative and a thetan who can operate. The auditor is therefore seeking to reach with the pc a state wherein the pc can function. At no time does the auditor suddenly arrive with a pc in a startling new shiny state all of a sudden that can be called a certain thing. In that pcs often expect this suddenly bursting "into the light" the auditor is subject to disappointment when he has actually achieved an enormous gain for the pc. In other words, pcs gain on a smooth gradient scale and do not suddenly become something.

There is only one point on the road up where something does happen and that is exteriorization. When the pc exteriorizes for the first time he feels there must be a cause for rejoicing and has the idea he has gotten somewhere. Well, in fact you could achieve the same result by hitting him over the head with a club. He would exteriorize. The point is not exteriorizing the pc but cutting down his dependency upon a body. A pc who exteriorizes and is not carried right on with the same process that sprang him out of his head until it is flat will go back into his head in an hour or a week and will be harder to dig out the next time.

In other words, this point of exteriorization does happen and does mean to the pc that he is himself. But it shouldn't mean very much to an auditor beyond his noticing that this phase has been entered in the case. For in truth thetans don't stay out of their bodies very long if they are not in good shape. Thus exteriorization means less than ability to act, to live, to be and do. The attention of the auditor should be upon the increasing ability of the pc to handle life, not upon the distance the pc gets from his body. Is that clear? Well, it tells us that arriving at a state of Clear is easy if that means stable outside and that any state of betterment on the road to Operating Thetan is an honest achievement.

Thus an auditor should at all times go toward the state of Operating Thetan and should not be mixed up in the oddities of exteriorization for a day.

HGC Clear Procedure goes straight toward exteriorization and achieves it. But it also goes straight toward increasing ability to handle life. The latter is the auditor's best goal. The auditing goal should go in the same direction as this new definition for Operating Thetan.

An Operating Thetan can be at cause knowingly and at will over Life, Matter, Energy, Space and Time, subjectively and objectively.

This Action Definition of Operating Thetan is the true goal of the auditor and if followed with complete understanding will achieve the best possible results.

In this discussion of goals and definitions, I am telling you cleanly that the goals of Mest Clear and Theta Clear are not worth following from the auditor's standpoint. You can let pcs think what they will about them. The only goal worthy of the auditor's time **WHATEVER THE STATE OF CASE OF THE PC** is Operating Thetan. To achieve one on any subject it is only necessary to place the pc to some degree at willing and knowing cause point with regard to that subject. All the steps of HGC Clear Procedure are leveled at Operating Thetan. But you need not tell your pc that. You can use the words **RELEASE**, **MEST CLEAR**, **THETA CLEAR** or any other if you like. Just remember there is only one payoff goal and that is Operating Thetan.

**MEST CLEAR:** Can see facsimiles with sonic present lifetime, has no psychoses or neuroses. Upper part of APA (in UK OCA) graph. Above 13 5 IQ.

**THETA CLEAR:** Can exist knowingly independent of bodies.

**RELEASE:** Average a third of a graph higher than first test, above 115 IQ.

**OPERATING THETAN:** Can be at Cause knowingly and at will over Life, Matter, Energy, Space and Time, subjectively and objectively.

## **STEP ONE**

### **Participation in Session by the Pc**

We have long known that ARC was important. Just how important it is was established by some tests I made in London in 1956 wherein every time the pc showed



any restlessness or other signs of loss of havingness, instead of remedying havingness I carefully searched out any fancied break of ARC and patched it up. The “loss of havingness” vanished. In other words, loss of ARC is even more important than loss of havingness since a repair of ARC restores havingness. Lack of havingness is only one symptom of a lack of communication.

There are two ways an auditor, according to long practice, can err. One of these is to permit two-way communication to a point where the pc’s havingness is injured. The other is to chop communication to such a degree that havingness is injured. There is a point past which communication is bad and short of which lack of communication is bad. Here we have auditor judgment at play. Because the pc will fidget or go downscale in tone when his havingness drops, an auditor can SEE when the pc’s havingness is being lowered. Because a pc will go anaten or start to grind into the process an auditor can tell whether or not the pc feels his communication has been chopped. When either happens the auditor should take action—in the first instance by shutting off the pc’s outflow and getting to work and in the second instance by making the pc talk out any fancied communication severance.

Participation in session by the pc is not something the auditor sees to at the beginning of the session and then forgets for the rest of the intensive. This step is continued throughout the intensive and is given as much attention as any process being run at the time. The auditor’s attention is always therefore upon two things—first the continued participation in session and second the action of the process.

Grouped under this head we would also have ways and means of getting the pc into session in the first place. An unconscious pc used to be an apparent roadblock. A downtone, antagonistic, you-can’t-help-me pc was also a rough one. These two things are countered by always carefully starting a session and following through on standard CCH 0.

It is as important to open a session with a baby or an unconscious person as it is with any other preclear. It doesn’t matter whether the pc is answering up or not. It is only necessary to assume that the pc would answer if he could answer and that the mechanics of voice and gesture are simply absent from the answer. Therefore one always carefully starts every session, paying attention to what is happening, where it is happening, who is there, help, goals and problems. Obviously anaten or inability to control the body are the present time problem of the unconscious person or the child. One can actually audit this with a plain question and simply assume after a bit it has been answered, then give the acknowledgment and ask another question just as though the pc were in full vocal action. Auditors still fall for the belief, very current, that “unconscious” people are unable to think or be aware in any way. A thetan is seldom unconscious regardless of what the body is doing or not doing.

**PRESENT TIME PROBLEM** is a highly vital point of **PRECLEAR PARTICIPATION**. If a preclear is being nagged too thoroughly by a PT problem auditing can actually send him downhill if done without addressing the problem. A whole intensive, even seventy-five hours can be wasted if the auditor does not clear the **PT PROBLEM**.

The preclear generally doesn’t know he has one which is nagging him, for the rough PT problems go into the apathy band and below into forgetfulness rather rapidly. Therefore the auditor should ferret out the PT problem with an E-Meter. Adroit use of an E-Meter does not include evaluating for the preclear but it certainly does include ferreting out PT problems. The E-Meter is also used for valences and sometimes psychophysical difficulties. (Auditor: Use the word “psychophysical” rather than psychosomatic and stay out of a medical field.)

**THE RUNNING OF A PT PROBLEM** today is the most. PT problem, valences, psychophysical ailments, all run beautifully with “Mock up something worse than

(terminal)” or “Invent something worse than (terminal).” To run this it is necessary to isolate the TERMINAL most intimately connected with the PT problem (or the valence or psychophysical difficulty). One then CLEARS THE COMMAND (and you always better do that with any command) and lets go.

The whole idea of WORSE THAN is the whole of the dwindling spiral. People who are “trying to get better” and “be more perfect” and “think the right thought” lose all control of “getting worse,” “being imperfect” and “thinking the wrong thought.” All these WORSE THANS are then left on automatic and we arrive at something less than optimum. In fact we arrive with the dwindling spiral. We also arrive with the “point of no return.” We also arrive with the declining ability to heal or get well. And we also arrive with old age.

After running “worse than” on the PT problem, we proceed with other parts of CCH 0. Clearing help will be found quite beneficial. But to get a pc to participate who is downright ugly about it, running help is usually only a partial solution. When these only ones get going they really snarl on the subject of getting audited. Here CCH 1 is of benefit. No questions asked. But this, of course, defeats the purpose of STEP ONE.

PARTICIPATION OF THE PC in the session is necessary in order to place the pc somewhat at the cause point in the actual fact of auditing. This fits the definition. You can always change a body or recover it from some illness by auditing without much helping the pc himself. Therefore, the pc, while under auditor control, is still somewhat at cause, what with comm bridges and clearing commands, etc., but he is made to feel no bad effects from being AT EFFECT if ample ARC is used. In other words, the pc can’t be entirely at cause in a session or he would be self-auditing, which isn’t good, but he can be salvaged from being a total effect by good ARC. When the ARC drops out that DOES leave the pc at more or less total effect, a thing you have probably noticed.

The things to be done in CCH 0 should be done thoroughly at intensive’s beginning and should be glanced at whenever a new session starts and should get a bow when a new command is used. But all CCH 0 is is a collection of mechanical aids to assist the pc’s participation in the session and to assist the auditor in ARC. Although CCH 0 must be used always, it is not a total substitute for ARC.

The sum of CCH 0 is find the auditor, find the auditing room, find the pc, knock out any existing PT problem, establish goals, clear help, get agreement on session length and get up to the first real auditing command. CCH 0 isn’t necessarily run in that order and this isn’t necessarily all of CCH 0, but if any of these are seriously scamped, the session will somewhere get into trouble.

When the participation of the pc ceases in a session, he must be gotten back into session by any means and then participation is re-established. A pc is never permitted to end a session on his own choice. He seeks to end them when his participation drops out of sight.

The trick question “What did I do wrong?” re-establishes ARC.

The problem of handling a pc who is not cooperative, who does not wish to participate, is a highly special problem. In the first place it is the pc’s engrams that do not want to continue, in the second place it is the engrams which are doing the talking. One ordinarily tackles this case with a formal opening of session, brief but positive, and then sails in with CCH 0, just as though the person were unconscious, which, of course, the person is.

Participation by an unconscious person, while covered above, requires the additional refinement of technique. ONE MUST ALWAYS FIND SOMETHING THE

PRECLEAR CAN DO AND THEN BETTER THAT ABILITY. An unconscious person is usually lying in bed. If not the command must be varied to fit the environment. But the best command is something like “You make that body lie in that bed.” A slightly upper grade process to a person sitting in a chair is “You seat that body in that chair.” In such cases a grip on the pc’s hand and the use of a slight squeeze each time the auditor acknowledges considerably speeds the process.

There is another special case—or maybe it isn’t so special. There are many people who cannot tackle a present time problem with a process. If the auditor sought out a PT problem and then ran “something worse than a related terminal” or a “problem of comparable or incomparable magnitude” he would find the pc digging in hard, unable to handle the process. Thus some judgment must be used in such cases. Don’t run a PT problem on somebody in very bad shape casewise.

There is an awful lot to know about starting sessions. The bad-off case and the case in very good condition alike require special handling. For the case just mentioned who cannot handle a PT problem with a process, there is always locational (TR TEN). TR TEN will run a PT problem or anything else if slowly. Thus many a person with a PT problem can only participate in a session to the extent of TR TEN, “YOU notice that object (wall, floor, chair, etc.)” By introducing in the auditor’s and pc’s bodies as a couple of the items being spotted along with everything else we eventually wind up with “find the auditor, find the auditing room, find the pc.” And we get there without a PT problem being in full bloom.

In running “You notice that object” there are some things that MUST be observed. Most important of these is this one: ANY PROCESS WHICH TURNS ON A SOMATIC MUST BE CONTINUED UNTIL IT NO LONGER TURNS ON SOMATICS. This is true particularly of TR TEN, 8-C and TRIO. The case hangs right there until the process is flat, whether in one day, one year or six. Another thing which must be stressed is the inclusion of the auditor’s and pc’s bodies. Because some pcs WHEN EXTERIORIZED snap back in when they see the body is no reason to avoid it in TR TEN. Another thing is to make the pc use his eyes to view the objects and if he doesn’t turn his eyes toward them, then it is up to the auditor to use manual direction of the head and even pry the eyes open. No balks are ever permitted in auditing. If TR TEN is being run at a problem, every now and then the auditor pauses and discusses the problem again with the pc in order to keep it in restimulation until TR TEN can run it out.

The high case is a worse problem than auditors commonly believe. In the first place a high case can “blow” a situation out of the bank with considerable ease and if the auditor insists on sledge-hammering it out with a process, then pc participation blows rather than a facsimile.

High case participation can also be misunderstood in that there are a lot of cases that think they are high which aren’t. Here’s how you tell a real high case from a bogus (“I can do everything”) case. A thetan in good shape can be cause. When he looks at something in the bank it becomes the effect. A bogus high case can think anything he wants without anything having an effect on the bank. You want to watch this point because here is the definition of OT thoroughly at work. Pc at Cause. A case that has pictures and everything and is impatient to get on with it BUT DOES NOT MARKEDLY ALTER THE BANK WITH THINKING ALONE is not a high case but an old “wide open case” of Dianetic days.

Two-way communication AS A PROCESS is the key to all this. If you put a pc on an E-Meter and locate a present time charge, you can, if the pc can somewhat handle his bank, get him to two-way comm the incident flat very quickly—in five or ten minutes at the most. This is all the process used. It would take an actual E-Meter run to give you a full reality on this.

Here we are looking at the basic differences amongst cases. That difference lies in the ability to knowingly CAUSE. Bodies are the same, they all react alike. Banks differ only vaguely and only in content and significance. Engrams are engrams and they all behave alike. There is only ONE DIFFERENCE amongst pcs. We called this BASIC PERSONALITY in BOOK ONE. We can be a lot more simple about it now that I have my teeth into the subject a few more feet. The difference is DEGREE OF KNOWING CAUSABILITY. What do we mean by CAUSE? The basic, old Scientology definition is still at work. CAUSE-DISTANCE-EFFECT. Joe knowingly shoots Bill. Joe is at Cause. Bill is at Effect. Mary gives John a present. Mary is at Cause, John is at Effect. Bill says Boo to Joe. Bill is at Cause, Joe is at Effect. But when we introduce KNOWING CAUSE and CAUSE AT WILL into this CAUSE-DISTANCE-EFFECT idea we see we have something else added. The person at Cause is there because he knows he is there and because he is willingly there. The person at Cause is not at Cause because he does not dare be at Effect. He must be able to be at Effect. If he is afraid to be at Effect, then he is Unwilling Cause and is at Cause only because he is very afraid of being at Effect. Education can show a person he can be at effect without liability. Then he can be at Cause without HAVING TO BE BECAUSE HE DOESN'T DARE BE AT EFFECT. Auditing in its whole operation is teaching the pc this. Pc slides from terrified effect to tolerated effect to knowing cause with regard to any incident he contacts IF HE IS AUDITED PROPERLY. The pc who has to get rid of all his engrams because he has to get rid of them because it's all too horrible winds up, with good auditing, into a tolerance of the pictures since he has learned he can tolerate them and so can swing around to Cause.

So we have this great difference in pcs. DEGREE OF KNOWING CAUSABILITY is the extent that he is willing to be at Cause and the extent he is willing to know he is at Cause plus the ability to cause things.

You will see this on an E-Meter in PT problem handling. Bill has a PT problem. It drops a dial when first contacted. The auditor, using his UNDERSTANDING of Scientology, two-way comms on it. The incident discharges and no longer registers after a few minutes. Mary has a PT problem. It drops steeply on the E-Meter. The auditor tries to two-way comm on it. The charge remains the same or Mary begins to disperse. She doesn't hold to the subject. The auditor at length finds that two-way comm only serves to run down her havingness. The charge remains on the meter dial. What is the difference between Bill and Mary? Bill can be at knowing cause, Mary is either obsessive cause or heavy effect. Bill can blow facsimiles. Mary cannot. On Mary the auditor is very wise to enter upon TR TEN.

One version of TR TEN is called Short Spotting. "You notice that (nearby object)." So long as the pc can see with his eyes the object or feel the auditor's hand on it, the process works. It is spotting right up close. If run with mediumly near and far objects (such as the room wall) it is very effective in getting a case going. It has given some cases their first reality on auditing. BUT the rule still holds here about somatics. When a somatic is turned on with a process, turn it off with that process. See Auditor's Code 13. This is entirely true of Short Spotting. In that it almost always turns on somatics, when you start it, you have to flatten it and that's often lengthy.

Remember this about pc participation. A low case can't handle the bank, therefore you keep high ARC and kid-glove him through a session. A very high case doesn't need dynamite, therefore you retain his participation by going as rapidly as you can. A medium, average case needs ARC, something of dynamite, something of kid gloves, something of two-way comm.

And IN ALL GOOD AUDITING, CASES IMPROVE. Just because you start a pc low doesn't mean he'll always stay low. Check the case often. See if his CAUSABILITY is

rising. If it isn't, he isn't improving and you better go easier or heavier. PROBABLY when a case doesn't improve you didn't handle a PT problem. THAT IS THE ONLY THING WHICH CAN KEEP A CASE FROM GAINING. So check every session for one.

There are probably thousands of ways to gain the participation of the pc, there are probably thousands of ways to open a session. There are probably an infinite number of tricky things you can do. However, this breadth of choice should not obscure the following:

1. A pc who is not participating in the session is not at Cause.
2. An auditor who isn't able to maintain ARC, who isn't able to "freeze" a process for a short time, even a Tone 40.0 process, and re-establish ARC, will not get results.
3. The end-all of processing is the attainment of a goal, the goal of OT. One always processes the problems and difficulties of the pc, he does not process the process. Processes only assist in processing the pc. They will not do anything by themselves. Processes are a road map to the goal of OT, they are nothing in themselves. The target is the condition, the disabilities of the pc. How one achieves the eradication of these difficulties is secondary to the fact of their eradication. Scientology is a route attained after several thousand years of no attainment by Man and the route is important and valuable and must be traveled correctly, but the concern is the pc, not the route.
4. A new auditor can be adrift with his tools. He is uncertain as to what he is attacking. He should have reality on engrams, locks, key-ins, secondaries, the time track, the key buttons of Scientology such as Communication, Control and Havingness. Given an understanding of all these and the theory of Scientology itself he can almost pilot his way through a case with two-way comm. But two-way comm will not work if one doesn't understand all the above. So two-way comm is not conversation. The pc has had a few trillion years of that and it hasn't made him well, so two-way comm is a highly specialized thing, done with full understanding of the thetan, bank and body. Good two-way comm means participation by the pc.
5. Scientology is a precise commodity, something like engineering. A pc is a precise thing, part animal, part pictures and part God. We want the ability to handle things and the God, and the less unthinking responses in the pc the better off he will be. Therefore a PC WHO ISN'T COGNITING regularly is being processed beyond his ability to do and it is necessary to drop back downscale to find something he CAN DO.
6. The golden rule of processing is to find something the preclear CAN do and then to improve his ability to do it. At once you will have participation. The highest ability one pc had was to get drunk: a resolution of his case was entered upon by having him invent ways to get drunk.
7. The attention span of children and psychos is not necessarily a factor since it is only the phenomena of dispersal against mental blocks, keying in of incidents. The auditor can pay attention to it or not as he likes. Short, regular sessions on people with limited attention span get more gain per week than a steady grind since the participation is maintained.
8. The auditor remains at Cause in all sessions without forbidding the pc to be at Cause. See the rules in *Dianetics: The Original Thesis*.

## STEP TWO

### Placing the Preclear at Cause

Establish obedience of some part of the auditing room to the pc. Here he must begin at some level of knowingness. He must *know* that he himself, when ordered to do so, can gain some compliance on the part of the auditing room. This includes his own body.

The basic rule of auditing is to start with something the preclear can do and then get him to do it better. This is the basic difference between a high level and a low level process. This is also the difference between a process which is real to the preclear and a process which is unreal to the preclear. A preclear “can do” a process without doing it at all. Actually the body and bank are obeying the auditor. Now here we had in Dianetics one of the more interesting phenomena of an auditor being able to make a preclear physically well without the preclear once finding out about it. This was a source of great grief and upset to auditors. They could not see how this could possibly be. The man priorly could not walk, apparently, and after auditing he could walk, and yet he did not attribute to Dianetics or to the auditor any of this renewed ability.

The auditor could monitor the preclear’s bank and body, shift around the engrams, as-is them and do various things with them without the preclear finding out about it. All of this was so far above the preclear’s ability to do that it was totally unreal to him.

We also get the phenomenon of an individual doing a great many spotting processes and feeling better but not being able to understand what this has to do with sanity or insanity. In the first place, the individual could not himself spot. The auditor more or less did the spotting for him. The preclear then never connected it in any way with his own capabilities.

A test an auditor should make to ascertain the sense of this is as follows: “Look around here and tell me something you could do.” The preclear will get many odd and peculiar sensations as he fishes around and finally decides that he could do some minor thing. This is not really a good process but it is a good test process for an auditor. This preclear who has been walking and talking and working and going around the world and apparently behaving in a fairly sane and rational fashion actually could do none of these things. He was supported entirely by his “machinery,” by the social responsibilities which were demonstrated toward him, by his education, by the basic agreement of what goes on in the world. He was walking around in a dream and life felt to him much like a dream. Now the auditor starts to audit him on the basis that this individual is capable. Well now the individual himself is the thetan and whereas the bank might have been capable (and would have broken down some day), the thetan himself was not. He was going along for the ride.

We often see this phenomenon in the third dynamic. It could be said that a government is the aggregate irresponsibility of a people. They are not taking responsibility for the course of justice or protection of the state from foreign aggression, and they shove all this responsibility over on to a government and they themselves are quite irresponsible for it. After a while the government doesn’t look to the people at all to furnish any responsibility. The government takes all the initiative, and we eventually wind up with some sort of a dictatorship. The people then no longer count; they are slaves; they are totally irresponsible.

In a similar wise, a thetan can be totally irresponsible for everything that goes on in relationship to his workaday world, and we see people dramatizing this on every hand. Wherever a thetan refuses to take responsibility and is participating in action, he is being “unreal.” This is the unreality of a situation. Let us say you were part of a

crowd which was surging downtown to Third Street and you yourself wanted to go uptown to Tenth Street. The crowd swept you along toward Third Street and after a while things would become pretty unreal. That is because you were being carried in a direction opposite to your basic intent. Thus your own intention is overwhelmed. This intention overwhelmed becomes what we know as unreality.

It is very easy for an auditor to overwhelm the preclear's intention. The preclear is actually going to Tenth Street, the auditor is trying to push him to Third Street. We get the most remarkable subdivision of this in Survive and Succumb. The auditor is going on the basis that the preclear wants to Survive and the preclear is going on the basis that he wants to Succumb. The auditor is then thrusting him in an opposite direction. Hence it is really necessary to clear Goals in an auditing session. There must be some goal which the preclear considers obtainable. The goal of just being able to sit there for the next two or three hours is a goal. You would be surprised to find that in some preclears this is a tremendously high goal. But even a preclear's goals can be unreal to him. They are the social goals. Actually, the preclear privately thinks he'd like to get rid of every man, woman and child on Earth and the goal he gives you is to save everyone.

Now the question actually confronts us—what can the preclear really do? Of course, in a case of tremendous doubt, you could run the above process—"Look around here and find something you could do." But there are certain things that an auditor can take for granted which undercut any other thing. The body is sitting in the chair. The preclear can be brought up to a realization that he can make the body sit in the chair. And thus we get the first really worthwhile process on a preclear who is conscious, and that process is "You seat that body in that chair. Thank you." And in the case of somebody who is Lying in bed, even unconscious, we get this basic process: "You make that body continue to lie in that bed. Thank you."

All we are asking anybody to do when we ask for these two processes is to take responsibility for what is actually occurring in the first place. We raise his responsibility level in other words, and thus raise his doingness level. A preclear who does not come through eventually with a cognition that he can make the body sit in the chair of course isn't worth bothering with, in that his doingness level is even below this. This preclear ought to be lying in a bed. He must consider himself completely helpless and completely ill. Thus if we ran "You seat that body in that chair. Thank you," for several hours without any realization on the part of the preclear that he could do this and without turning on any somatics or without getting any effect at all, we would consider that we had overshot this. Actually it shouldn't take several hours to find this out. We would go back to the basic position of Dianetic auditing. This preclear probably thinks of himself as being dead or probably thinks of himself as being very ill or thinks of himself as being totally unconscious. Thus we would run him as an unconscious person. Putting him down on a couch we would run "You make that body continue to lie in that bed. Thank you."

Also, on a much higher level we get CCH 1.

"You give me that hand" is actually the old cat process where we got the cat to reach for the auditor, plus an obedience process. The preclear after a while should decide that he can do this. Sometimes we run CCH 1, then CCH 2, CCH 3, and then CCH 4 and going back discover that CCH 1 is now unflat and the preclear is unable to perform this action which he previously could perform. Now what has happened here is we have broadened the scope of the preclear's responsibility. His bank at first was perfectly capable of giving that hand but once we have invited further responsibility and gotten him to find the auditor as in CCH 3 and CCH 4, we discover that the preclear himself is now trying to do it and in trying to do it is having difficulties but he wins through with this difficulty and eventually comes out much better.

Unless these particular goals and theories behind these processes are understood they very often do not work at all in the CCH bands. Thus CCH 1 to 4, while tremendously successful when run by a very excellent auditor understanding his job, may not be successful in the hands of somebody who is simply going through some mechanical motions.

Basically we are trying to get the preclear to do something and know that he himself can do it. Thus we are improving his ability. On this fundamental we can go forward and establish many processes, all of which are fundamental doingness or obedience processes. We can do such a process as “You make that chair sit on the floor.” This process at first seems a little incredible to the preclear, but after a while he gets the idea that he can do it, then this unflattens and he gets the idea that it’s gravity that’s doing it and therefore he can’t do it, and he goes through various cognitions of one sort or another simply about having a chair, which is already sitting there, sit there. Unless we can cross this particular stage of a case and get the preclear up to an idea that he does have some sort of an ability of some kind, we might as well do nothing else about the case at all. Therefore this Step Two is quite important and actually is the basic entrance into auditing.

### **STEP THREE**

#### **Establish Control of Pc’s Body by Pc**

Although we could continue onward with the CCHs simply rotating them from CCH 1 through to 4 and back to 1 and to 4, and back to 1 and to 4 again and again and again and win, there is a faster way of going about this which has been known to us for a very long time. This way starts really with 8-C.

It does not matter particularly which brand of 8-C is run. We have had now three or four varieties of 8-C. The first one was rather permissive and indirect and did not demand very much compliance and possibly had its own place in the firmament since use of it has resolved a very, very great many cases. The first command of this is “Do you see that wall?” Then “Walk over to it.” Then “Touch it.” And that was all there was to the process. Later 8-Cs, particularly Tone 40 8-Cs, were highly precise, very directive and had a great deal of control stress to them. It does not matter particularly which 8-C is used so long as the auditor feels that it is biting. If the particular 8-C he is using isn’t biting, maybe he needs a more permissive one, maybe he needs a more exacting control one.

There are a great many factors surrounding the control of the pc’s body by a pc. Most pcs feel their body if tampered with in any way would fly out of control and flip-flop all over the floor, would suddenly freeze or would get ill, and they have anxieties about their bodies and the control of their bodies which must be solved, otherwise we don’t get very far. Control of bodies can actually be assisted by old-time flip-flopping.

Flip-flopping was a process by which the preclear’s excess motion was taken off. The creative processes of earlier times did not require of the preclear any great cognition of what was going on. Thus flip-flopping could be used at a very early stage of case. We would say, “Mock up a man and make him flip-flop” and then make him insist that the body flip-flop even further and even more wildly until he himself knew that he was making the body flip-flop. We would do this with a woman’s body and would eventually take the motion off the case that was inhibiting the preclear from controlling the body. This is actually a motionectomy. It is really a case of the auditor controlling the bank and body of the preclear. When we did not do this we found that in running 8-C and in doing some other processes the preclear all of a sudden would convulse and start to fly apart. These fly-aparts were simply the flip-flop manifestation of bodies.



It is extremely interesting that a preclear exteriorizing from his own body which is out of control, flip-flopping, writhing, convulsing and going into epileptiform seizures was at a distance from a flip-flopping body. One day while in his own body he causes some other body to go out of control, he shoots somebody or hits somebody, and has this person go into a flip-flop. He himself gets restimulated and he feels that his body in the future is liable to go out of control at any time. If you draw a little picture of this you will see that a thetan exteriorized from his own body and a thetan in his body knocking about some other body is, to the thetan, the same point of view. In other words, if you make somebody's body flip-flop, your own body may flip-flop. It looks the same to a thetan.

Some guarantee or security of body control is therefore necessary.

There is a very fine set of processes which have been used for more than a year at this writing and which produced excellent results. These we call the S-C-S processes.

After running 8-C (and if it turned on somatics remember to flatten the process entirely, even though it takes 50 hours, before going on to another process), we go into these control processes grouped under S-C-S. There have been several varieties of process, all entirely in the control bracket but with different severities of control. The commands of S-C-S processes are almost all the same except that some are made more severe than others.

The first of these processes is the Start process. This is very simple. We have a preclear out in the middle of the room standing up while we stand up alongside of him touching him, and we explain to him (and we explain this every command) that when we say "Start" we want him to start his body in that direction, and we point out some direction.

Then we take our hands off of him and we say "Start." We do not say Stop, Halt, or anything else, but after he has moved forward we then say, "Did you start your body?" And he says he guesses he did or he did, and we then—and only then—acknowledge. We do this many times until the process apparently has no charge on it or is flat. We then go into the next of this series, which is Change.

To run Change the auditor marks four points out on the floor. These points can be imaginary or they can be actually chalk-marked on the floor. One of these points we label "A," one "B," one "C," and one "D." We explain the meanings of these symbols to the preclear and we give him this auditing command: "Now when I ask you to change the body, I want you to change the body's position from A to B. Do you understand that?" The preclear says he does, and the auditor, stepping back from the preclear, says "Change." The preclear then changes the body's position. Similarly in using the various points and combinations of the points A, B, C and D, the auditor drills the preclear on Change until that particular process seems to be flat.

The auditor then goes to Stop. The auditor takes the preclear by the arm and explains (explains every time) that when he says "Stop," he wants the preclear to stop the body. The actual wording of the auditor is "Now I want you to get the body moving in that direction and when I say Stop, I want you to stop the body. Do you understand?" When the preclear says that he does, the auditor lets go of him, lets him move down the room a distance (never the same distance twice) and says "Stop." When the preclear has stopped the auditor says "Did you stop the body?" And the preclear says "yes," or "maybe" and the auditor then acknowledges. The auditor does this many times until the preclear understands that he himself can stop the body or he has regained an ability, or the process appears to be flat and has no charge on it.

These three steps done in that order are then repeated. And it will be discovered that once Stop has been flattened, Start is now unflattened and can be flattened all

over again by running it anew. Similarly, Change will be found to be unflat and again Stop will be found to be unflat. Thus, one runs Start and one runs Change and then one runs Stop, in that order, over and over and over again until all three appear to be flat.

A variation of this particular process has been called Stop Supreme. Stop Supreme is a heavy emphasis on Stop and it will be found that after the three processes of Start, Change and Stop are flat, one can move rather easily into Stop Supreme and concentrate heavily upon it. In other words, one runs Start, Change and Stop, Start, Change and Stop, Start, Change and Stop until they are relatively flat. He should not then suppose that the whole of S-C-S is flat since he still has Stop Supreme in all of its variations.

The idea behind Stop Supreme is that Stop, or motionlessness, is probably the most thetan ability a thetan has. Thus the rehabilitation of this particular ability is worth while and does produce considerable results. But don't be surprised if the preclear falls apart in the process of doing it.

The commands of Stop Supreme are roughly these. Every time one runs one of these S-C-S processes he, of course, explains the thing in full at the beginning of every command. He does not let any explanation hang over from the last time the command was executed. It will be found that the preclear cannot hold in his mind these explanations. Therefore, it has to be all explained anew every time. Thus we say to the preclear in Stop Supreme, "Now I want you to get your body moving down the room when I so indicate and when I say Stop, I want you to stop your body *absolutely still*." Then the auditor gives the preclear a slight shove and the preclear moves the body down the room, and the auditor says "Stop," and the preclear tries to stop his body absolutely still in that instant. It will be found that faster and faster responses are achieved by the preclear and he can actually stop the body in more and more peculiar positions. The auditor then says, "Did you stop your body absolutely still?" The preclear answers this and then the auditor acknowledges. There are even more severe versions of this, but they are left to the imagination of the auditor.

These S-C-S processes produced the greatest control changes that have been produced with any control process. They were consistently used with great success by a great many auditors. This is not really true of CCH 1, 2, 3 and 4. CCH 1, 2, 3 and 4 depend in a very large measure not only upon the excellence of the auditor but upon how the auditor himself is feeling while he is running them. And we can get an auditor who is not feeling up to par that day not doing well with CCH 1, 2, 3 and 4. This difficulty was never encountered with the S-C-S processes and therefore the S-C-S processes are to be recommended.

An apparent drop of havingness is occasionally experienced by the preclear as he does these processes. This is because of compulsive exteriorization. If a preclear is about to fly out of his head he'll fly out of his head on S-C-S. If he does fly out of his head on S-C-S, or any other process, you, of course, continue the process. You do not suddenly change and do some other process. Once upon a time we felt at liberty to change because of the severity of the change, but we have learned in long experience that one never changes the process just because somebody compulsively exteriorizes. S-C-S is probably more susceptible to compulsive exteriorization than any other single process, and as it is run preclears fly into their heads and out of them at a great rate and eventually get to a state quite ordinarily where they can move into the head or out of the head at will.

The reason the preclear is holding on to the body is ( 1 ) fear of loss of control and (2) havingness. If the havingness of the preclear is low, he is apt to close in tight to the body because this gives him more havingness and if the preclear fears that the body is

going to go out of control he will also move in closer to the body. Thus we get interiorization as no more complicated than fear of loss of control and drops in havingness.

When a loss of havingness is experienced, a preclear will agitate or go anaten and tend to be upset in general. Actually, any loss of havingness in an auditing session can be repaired by *an excellent auditor* by repair of the ARC of the session. One uses the trick “What did I do wrong?” and two-way comm in general to patch up state of affairs. Loss of havingness is first manifested on loss of havingness of the session or loss of goals rather than on actual loss of mass.

In running S-C-S, however, the preclear flying in and out of his head will experience various changes of havingness which are quite upsetting. The very best handling of this situation is to restore the ARC of the session in every way possible. It is actually not allowed to stop S-C-S and go into Trio.

Concentration upon the body is one of the frailties of S-C-S and we have long since discovered that those preclears who had difficulty in exteriorization would very often re-interiorize the moment they glanced at the body. Well, keeping a body there and looking at it are apparently two different things entirely. Thus if a preclear can't put his attention upon the body without bad things happening, we should run a process which prevents the preclear from being upset simply because he is concentrating upon his body, and S-C-S certainly does this and does it well.

Don't be surprised in running S-C-S if the preclear suddenly flies to pieces, goes into flip-flopping, has to be picked up off the floor and put over on the couch and left aghast, but do be very surprised at yourself if you fail to get the preclear back up on his feet and into session again at once. This is no time for you to be changing processes simply because a preclear collapses. Now if this did happen, that the preclear went entirely out of session while running S-C-S and you could not get him in any way to do any more of the S-C-S and get it flat, then you had better start the entire intensive all over again and go right back to the beginning and carry on from the beginning and bring him right straight on through to S-C-S. You would do this rapidly, of course, but you would nevertheless have no other choice. It would not be good enough to change processes simply because the preclear found himself incapable of running this body control process of S-C-S.

It has been noticed that S-C-S can be run very sloppily by some auditors who do not have very much experience with it. The only way to err is in the direction of imprecision and bad ARC. It is perfectly easy to be very precise with high ARC. ARC does not mean non-confronting.

One of the elementary processes which can be used after S-C-S and which is a very fine process and will have to be done at some time, is the Keep it from going away— Hold it still—Make it more solid series on two objects.

To do this particular process one takes two disrelated objects, that is to say he doesn't take two ashtrays or two bottles. He could take one object made out of wood, one made out of glass, both of them with different purposes. But these are usually picked up as non-significant objects and the auditor asks the preclear to place the two of them to the right and to the left of the preclear and asks the preclear to pick up one of them and keep it from going away and put it back in exactly the same place, pick up the other one and keep it from going away, put it back in exactly the same place, and keeps up this drill between these two objects. Actually, preclears who are having a very hard time require more than two objects, even as many as six or seven. In this event the auditor places the preclear at a table and scatters several objects around and picks them up at random. The duplicative feature of the process can be toughened up as the

process is continued, but on some preclears it will be found to be very arduous to start out basically with two. When the preclear can successfully keep the two objects from going away, knowing very well that he kept them from going away—which the auditor asks him every time, “Did you keep it from going away?”—the hold-it-still phase is run in exactly the same way, and when this seems to be flat on the two objects we get into “Make it more solid.” One of the principal dividing lines between a psychotic state and a sane state is the ability to make things solid. It will be found that people who are having a very bad time indeed have the whole world in a very thin look-straight-through-it state. Only when they themselves can be at Cause in keeping things from going away and making things hold still and making things more solid will it be found that they have a solidity in the environment.

There would be another process which we could run at this particular stage and that is old-time Book and Bottle, which is also one of the deadlier exteriorization processes.

Old-time Book and Bottle was run in this wise. The auditor placed a book on one table or chair and a bottle on the other table or chair and he directed the individual to first one and then the other, always with a very duplicative command. Probably the first version of Book and Bottle was the best. It should be understood that Book and Bottle is an absolute necessity and must be run at some time or another upon a Scientology auditor, but it is not necessarily something which must be run on somebody who is simply trying to attain a state of Clear. Thus a mention of it is introduced at this time.

## **STEP FOUR**

### **Find the Auditor**

Make pc even more conscious of auditor and place him somewhat at Cause with ARC.

There are probably a thousand inventive ways that this could be done but it is time when one has been butchering the pc this long for the pc to regain some of his self-respect with regard to the auditing session. One could do this with almost any auditing command which made the pc look at the auditor. Such a question as “Is there anything I am doing that you could do?” carried forward to its logical conclusion would find the pc regaining some of his Cause with regard to the session. Simple locational spotting, however, is probably the best process here. One directs the pc’s attention with “You notice that (object)” all about the room and at first only occasionally includes the pc’s body and the auditor’s body in the spotting. Then the auditor, using the same process, concentrates less and less upon the room and more and more upon the auditor and the pc. It will be found that the pc will eventually find the auditor with his attention so directed.

It will be seen then that S-C-S directed the pc’s attention very strongly to the auditing of his own body and it will be seen that we have not yet started to get the pc’s attention out into the environment.

But here we have two very pat processes which are CCH 3 and CCH 4. These are extremely simple processes but require a considerable amount of care in their use. Any validated auditor knows how to run these two processes. CCH 3 is Hand Space Mimicry and CCH 4 is Book Mimicry. Both of these processes simply invite the pc to find the auditor more thoroughly.

The earliest process along the line was “Look at me, Who am I?”, and it has very far from been disallowed, so that in lack of anything else simply this process could be picked up and used at this stage. Now here we get the preclear to identify or to say

who the auditor is and you will find that many preclears go through a considerable number of convulsions in trying to establish who the auditor is.

There is no particularly recommended step for this. It depends in a large measure on what state the pc is in when he arrives at this point. But it is necessary for the pc to become somewhat causative with regard to the session at this stage, whether by spotting, CCH 3 and CCH 4, or by old-time "Look at me, Who am I?" They all more or less accomplish the same thing. CCH 3 and 4 accomplish the location of the auditor very mechanically according to the Reality Scale. Spotting has the additional advantage of taking a pc's attention very thoroughly under control, and "Look at me, Who am I?" invites the pc to use his identification and thinking capacities. If an auditor wanted to be totally sure, he would use all of them.

## **STEP FIVE**

### **Pc Versus Mest**

Establish pc as cause over Mest by establishing pc's ideas as cause over Mest.

There are several varieties of spotting processes. The most basic of these is the most basic process to association and this is Connectedness. This process is run directly with the following command: "You get the idea of making that (object) connect with you. Did you? Thank you."

The reason Connectedness works is because it is the basic process on association. The most aberrative thing on any case is association with Mest. This does not mean that the individual is not creating the Mest, it does not mean that he has no relationship with Mest, but it does mean that Theta and Mest interconnected too strongly are the components of a trap. Theta is mixed up with Mest, Mest is mixed up with Theta. They are two different things actually, and it is not true that all thought derives from Mest, nor is it true that all Mest derives from thought. A thetan can create Mest by simply creating Mest, not by telling it to be created, but simply by putting it there. This is the isness of Mest. Now when he connects his thoughts with the actual mass he gets into trouble and we get association, we get compulsive thinking, we get identification and the old A = A = A of Dianetic days.

Thus you will see at once that Connectedness in any form is a very excellent process to run. But note carefully that we have him get the idea of making the object connect with him. We never command the preclear to get the other idea of connecting with the object. This is a no-games condition. This is what is wrong with the preclear.

Now there are a large variety of processes which stem out of this process of basic association. These are Control Trio, Trio and Responsibility. But all of these things are basically connectedness processes.

The only thing that ever went wrong with connectedness processes was the unreality factor. The auditor would tell the preclear to get the idea of making that wall connect with him, when as a matter of fact the preclear couldn't have gotten much of any kind of an idea of making anything connect with him.

Thus it is mandatory for an auditor to start out a preclear on some level of reality and some two-way comm should precede this connectedness process, such as "Do you think there is anything anywhere that you could get to connect with you?" Once this is cleared up, it will be found that only those things very close in could be real to the preclear on this line of connectedness. Thus the auditor is given no great power of choice in this matter in the first runnings of the process. He will have to run things which are relatively close in to the preclear, then proceed to things which are middle distance and then things which are further from the preclear.

A great deal of good common sense is needed here, and a great deal of two-way comm is necessary to get some idea of whether or not the preclear thought it was real.

Thus the earliest commands of Connectedness should probably be the preclear's nose and the auditor's hand; the arm of the preclear's chair and the button on the auditor's shirt; the button on the preclear's shirt and his own left hand, et cetera. Further, the auditor is only asking him to get the idea of making the thing connect with him, not to make the thing connect with him, otherwise he will have the preclear being yanked all over the room.

Control Trio, Trio and Responsibility are actually only complications on top of Connectedness, but they themselves have their own particular peculiar virtues, and a preclear who can actually run straight, old-time Trio, "Look around here and find something you could have," can get a very long way on that process all by itself.

Control Trio is actually a three-stage process on a heavy spotting control. It runs in this fashion. "Get the idea that you can have that (object)." And when this is relatively flat, "Get the idea of making that (object) remain where it is," (or continue where it is) and "Get the idea of making that (object) disappear." This is actually a very fine process and undercuts (runs on a lower case than) Trio itself.

Old-time Trio is extremely good, however, and is not to be underrated in any way. You can run a whole three-week intensive on this if the preclear can do it. The commands are: "Look around here and find something you could have." And when that is somewhat flat, "Look around here and find something you would permit to remain," and then "Look around here and find something you would permit to disappear." These are run in relationship to each other. In other words, all three of them are run in the same session. Sometimes a preclear will run the third command two hundred and fifty times before he can get either of the other two commands with any reality at all.

Responsibility is another process just like Trio and actually has its three commands, too. "Look around here and find something you could be responsible for." "Look around here and find something you don't have to be responsible for." "Look around here and find something you would permit somebody else to be responsible for."

The emphasis here is "You look," "You connect," "You make" in any of these processes, and the "You" should be entered into the old commands to make the thing as causative as possible.

Although we cover this rather briefly, this is probably the most effective section of Clear Procedure. The whole trick is to get the preclear to actually do it. It does no good for a preclear to run these processes with no reality. It does no good for a preclear to run these processes with no ARC between himself and the auditor. But it does a lot of good to get these processes run.

Basically TR TEN, "You notice that (object)," is a fundamental process on connectedness. It will be discovered that unless the preclear is actually able to look at a few things he will not be able to get an idea about them, too. Furthermore, it will be discovered that there is a process called Short Spotting, wherein the auditor has the preclear spot things that are very close to him. The only thing wrong with Short Spotting is that the auditor must give the preclear things to spot which the preclear can actually see with his eyes. If the preclear cannot see these things with his eyes there is not much use in having him spot them as it will run down his havingness and add to an uncertainty.

Havingness of an objective variety, namely Trio, is one of the greatest processes ever invented. Do not lose sight of this fact. The process can do things that no other

process can do. There may be some factors kicking around in Havingness which are not entirely understood and which are not entirely connected with Connectedness. However, it has been found that Connectedness will put a preclear in a condition where he can eventually run Havingness. Therefore, Connectedness undercuts and possibly even overpasses Havingness in general.

This process of Connectedness can also be run outside. It can be run on people. It can be run on a certain type of object. It can be used to familiarize a pilot with his airplane and a driver with his car. It can be used to increase ARC between the preclear and the world around him by letting him run it in a heavily populated area or upon a busy street and using bodies. Here we have one of the more interesting processes to run in terms of cognition, because it undoes so much basic association. If your preclear is not cogniting while running Connectedness you can be very sure of the fact that somewhere along the line you have not given him a reality and you should flatten it off gracefully and start the intensive all over again.

## **STEP SIX**

### **Creative Processing**

Read and understand *Scientology 8-8008* and “Electropsychometric Auditing,” and use an E-Meter throughout the auditing.

The first step on this in some cases is conquering black “field” and invisible “field.” This is done by a repair of havingness over black masses and then invisible masses, run even if the pc goes unconscious. This means that you continue to audit him even if he goes unconscious and you use the same command and pay no attention to his unconsciousness. You continue just as though he were wide awake. When field is cleared up, start on a gradient scale of mock-ups and get pc able to mock things up. Then run “Keep it from going away” until flat on mock-ups. Then run “Hold it still” on mock-ups. Then run “Make it more solid” on mock-ups. All this until pc really has fine, solid mock-ups. Typical command, “Mock up a      and keep it from going away. Thank you.” RULE: A PC’S FACSIMILES ARE NOT STORED, THEY ARE MADE IN THE INSTANT AND UNMADE BY THE PC, therefore remedy of mock-ups AND THEIR PERSISTENCE, is actually a direct route to clear and winds up with no obsessive mock-up making (which we call a bank). A valuable side process here: “Decide to make a mock-up. Decide that will ruin the game. Decide not to do it.” Also this one: “Decide to make a mock-up everyone can see. Decide that would ruin the game. Decide not to do it.” A TOTAL REMEDY OF MOCK-UPS WOULD MAKE A BOOK ONE CLEAR.

## **STEP SEVEN**

### **(Optional)**

Establish the preclear’s control over his “bank.” “Mock up a facsimile and (keep it from going away, and when that is flat, hold it still, and when that is flat, make it a little more solid).” Run this alternately with “Mock up that wall (keep it from going away, hold it still, make it a little more solid).” Run the “Keep it from going away” on a facsimile one command, then the wall one command, until flat, then shift to “Hold it still” same way, then shift to “Make it more solid,” same way.

## **STEP EIGHT**

### **Make Some Time**

See *Dianetics ‘55!*, Chapter XV.

## AN INTENSIVE IN BRIEF FOR PRACTICAL USE

GOAL: Operating Thetan.

DEFINITION: An Operating Thetan is one who can be knowingly at cause over Life, Matter, Energy, Space and Time.

CCH 0 in brief, find the auditor, find pc, find auditing room, clear help and goals. BUT IN THE MAIN HANDLE THE PT PROBLEM IF IT EXISTS. IF IT DOESN'T EXIST do CCH 0 briefly and quickly and get on with the session.

It will be noted that giving pc's attention to auditing room or environment can turn on a somatic after three or four commands. After one command of "Have you got an auditing room?" this becomes a process called LOCATIONAL. If Locational turns on a somatic it must be run until somatic is flat. Therefore, the auditor has no business attempting Locational or getting the pc involved unless he intends to do something about it.

### Present Time Problem

The preclear is put on an E-Meter before PT problem is discussed. When the E-Meter has been adjusted (one-third of a dial surge when pc squeezes cans), the auditor asks if the pc has a present time problem. After a little discussion of this, the needle may surge. If it does, the auditor locates the PT problem's most intimate terminal and runs (with the pc still holding the cans) "Invent something worse than (indicated terminal)" until the problem flattens out on the dial. The auditor can ask for and run another PT problem or even three or four, but always flattening down the surge of the needle. IF THE PC IS 50% below the center line of the APA, it is not safe to run "Invent." Instead, without scouting around "Invent," but knowing the graph in the first place, simply two-way comm the problem and run Locational until the problem flattens out on the needle. The auditor does not begin with "Invent" and then change his mind and run Locational. It is an "either-or." The auditor starts with "Invent" or he starts with Locational and whichever he does he does not change. IF LOCATIONAL TURNS ON A SOMATIC IT MUST BE RUN UNTIL LOCATIONAL NO LONGER TURNS ON SOMATICS.

Once the PT problem is flat the auditor puts away the E-Meter.

### S-C-S Steps

S-C-S begins with 8-C of any kind. If 8-C turns on a somatic, the auditor runs it until it no longer turns on somatics. 8-C is run formal or Tone 40.

Start is then run as per 1956.

Change is then run as per 1956.

Stop is then run as per 1956.

If each of these is flattened in turn, it does not mean that S-C-S is flat. It means only that Start is probably unflattened. Thus one again runs Start after Stop, runs Change after Start, Stop after Change until none of the three unflatten the others.

More 8-C can be run. There is no error in liberally running 8-C, which is, after all, a more complicated Locational of a Short Spotting sort.



## Spotting Steps

Spotting itself is a broad process. Locational is only one of many spotting processes. Spotting spots in the past, in space, in the present, Short Spotting (Locational done up close) are all effective.

**SPOTTING DEPENDS FOR ITS WORKABILITY ON THE DISLIKE OF A THETAN OF BEING LOCATED. IT RUNS BEST, of course, WITH THE THETAN AT CAUSE DOING THE SPOTTING.**

Connectedness is the basic process on ASSOCIATION of Theta with Mest. All forms and kinds of association, including being caught in traps, are prone to become identifications as in Dianetics. Connectedness puts the thetan at cause in making the Mest (or people when run outside) connect with him. The command is “Get the idea of making (indicated object) connect with you.” The auditor points. The worse off a person is, the less reality he has on far objects.

Havingness is a complicated Connectedness. Also a permissive one. Thus Trio is above Connectedness and may be used when Connectedness is flat.

[The above is the complete text of *Scientology: Clear Procedure-Issue One* which has been available as a small paperback booklet and is referred to as a book or booklet in various issues.]

### ABILITY CONGRESS LECTURES

Washington, D.C.  
29—31 December 1957

The Ability Congress, held at the Shoreham Hotel in Washington, D.C., December 29-31, 1957, was a record breaker for winter Congresses. The 300 attendees all seemed delighted with the lectures and seminars. The Congress opened on a note of comedy when L. Ron Hubbard “launched” a Fftnik which rose to the top of the stage and exploded into a shower of ping-pong balls. Immediately afterward, a round sphere circled the stage, emitting sputnik-like beeps.

Getting into the swing of it, the program continued with a complete rundown on the history of organizations, showing that a steady increase in volume shows Scientology to be of greater scope than Dianetics ever was at its highest peak. Mr. Hubbard gave a full description of the state of Clear and gave full details of the techniques necessary for producing Clears. There was no group processing this Congress; the audience did it themselves with co-auditing.

—Ability 64

5712C29	AC-1	Experience—Randomity and Change of Pace
5712C29	AC-2	The Clear—Defined
5712C29	AC-3	Clear Procedure
5712C30	AC-4	Cause and Effect—Education, Unknowing and Unwilling Effect
** 5712C30	AC-5	Creating a Third Dynamic
5712C30	AC-6	Upper Route to Operating Thetan
571 2C31	AC-7	Responsibility ( How to Create a Third Dynamic)
5712C31	AC-8	The NAAP (The National Academy of American Psychology)
5712C31	AC-9	Creative Processing Steps

# CONTROL AND THE MECHANICS OF S.C.S.

Published  
December 1957

by  
L. Ron Hubbard

**Control and the Mechanics of S.C.S.**, although just a small thin booklet, contains vital data on the anatomy of control.

In 1956 LRH evolved processes for use in the processing of the personnel of a large London company so that they would get uniform results and would not be telling one another different processes during work. These were among the first packages to be “used on anybody” and are detailed in *Control and the Mechanics of S.C.S.*

The ARC triangle is our next to oldest property in Scientology (the oldest is the bank, the engram and the mental image picture), and in this booklet LRH relates ARC to Control, Havingness and Communication.

“Follow ARC down scale as per the Hubbard Chart of Human Evaluation in *Science of Survival* and as you go down you will find an area below the bottom line of the chart. That has to do with mass. In other words, to wrap up this whole subject the only responses still extant at the bottom of the Chart can still be phrased in terms of control, havingness and communication.”

L. Ron Hubbard—*Control and the Mechanics of S.C.S.*

24 pages, soft-cover, two codes. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

**P.A.B. No. 127**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 January 1958

**THE THREAT TO HAVINGNESS**

*Prepared from the research material of L. Ron Hubbard*

The first step to processing a preclear is to find out if he has a present time problem and to handle it adequately enough to proceed with auditing. Often we have a preclear who comes to us basically just to get more able and as we process him we find that we are making no particular progress with this case. He seems to be doing everything just as we expect it to be done with no apparent gain.

The reason for this occurrence is the fact that the preclear is not doing the process in present time and has a present time problem that is interfering, of which he did not tell us. The fact about the matter is that the preclear himself does not really know, is not cognizant of the fact that he has a present time problem and is consequently a very "south" case.

I have found that a preclear who isn't processing real fast on Procedure CCH isn't doing the process because he has something which "threatens his havingness." Since processing and havingness go hand in hand it isn't surprising that the preclear will make sure that he doesn't change since he cannot afford to expend more havingness in cognitions.

So this threat to his havingness is his present time problem of which he may or may not be aware and if you as an auditor didn't handle it at the beginning of the session, it is certain that the preclear is not consciously aware that he has such a problem or is deliberately Lying to you for reason of shame, embarrassment—or that ARC is not fully present.

This threat to havingness is that which most prevents the preclear from having things. It is that which stands in his way to having and is thus a problem to him which he hasn't under control.

What the auditor has to do is to find this problem for the preclear and then to handle it properly. This case is so low on problems that he doesn't even recognize that he has one and his level of problems has to be increased otherwise he will create a problem out of auditing which is what happens when he doesn't change. Auditing itself then becomes a problem to the preclear.

One handles this matter simply by going into *good* two-way communication with the preclear. (One-way communication as-ises havingness, two-way doesn't and actually raises the tone of the preclear.)

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One asks him if there is something that “worries him,” “presents a difficulty which he would like to handle or which is making life a bit troublesome,” or if he is about to “lose” anything (a pending court case, wife, business deal, etc.) or “if there is anything that he would like to change as it produces some pressure on him” and so forth. But the important question here is: **“What most prevents you from having things?”**

The moment anything arises, go straight ahead and ask him pointed but not evaluating questions about it so that he can define it into a more definite form. Ask him to tell you about it again, how it worries him, exactly what it is that has this effect until he can articulate it clearly and precisely. One can even play stupid so as to make him more lucid until one actually finds the terminal if it is a condition that is worrying him—for we handle terminals and masses only, and not conditions or effects.

After this one can state the problem to the preclear in practically his own words, asking him to listen carefully and correct one if one hasn’t repeated it accurately and then ask him to tell one if “it is a problem to him” and if he recognizes it as such. It is surprising that the preclear will look quite pleased to have this problem and will naturally want to hold on to it in spite of his protestations that he wouldn’t if you questioned him further about it. It would thus be wrong to suggest to him that it should be “solved” or taken away from him, for a problem is a game and a threat to havingness does and can reveal the hidden game the preclear is compulsively playing. Taking that problem would be robbing him of a game and the preclear would react violently or by not changing, since he thinks you are going to keep on taking all his games from him.

One thus tells the preclear that since he now has a problem it would be better if he had more problems which would be directly under his own control. One then handles this threat to his havingness by taking the terminal to the problem and running **“Invent a problem of comparable/incomparable magnitude to (the terminal).”**

The new problems he invents (if it is done with reality, and it is the auditor’s job to see that he does so) will not be aberrative since he has created both the intention and counter-intention that constitutes the problem and is therefore pan-determined in relation to these problems which he then can control. These problems will serve to move his fixed attention from the problem which he doesn’t have under control and the auditor can then proceed with Procedure CCH.

There is, however, a note of warning here. The two-way communication must remain “two-way” and also, this process can come dangerously near evaluation which must not occur. It therefore needs clever auditing to have the preclear discover this problem without breaking the Auditor’s Code. The auditor can ask “pointed” questions which will reveal it more easily, and even re-state the problem in clearer and concise language, but he must not evaluate under any circumstance.

This type of case, by the way, is a low toned case and needs a great amount of good control, and the first four steps of CCH must be thoroughly flattened before any attention and thinkingness processes are used.

It can be seen from the above that it is important at all times to look out for the things that threaten the preclear’s havingness and to handle them with problems of comparable/incomparable magnitude so that auditing doesn’t have to become a present time problem to you and the preclear.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

11 JANUARY 1958

**HGC PROCEDURE**

1. CCH 0 with PT Problem on E-Meter.
  2. S-C-S and Connectedness to get pc under control only.  
1 and 2 not “therapeutic” steps.
  3. Step 6 Clear Procedure Connectedness used to extrovert pc now and then.  
3 is the therapeutic step.
- Run Intensive with 1 and 2 occupying no more than 1/5 of 25 hrs.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 13 JANUARY 1958

**HGC RUNNING OF PCS**

Use CCH 0 with PT Problem, S-C-S and Connectedness to get pc under auditor control and no longer.

Then use Step 6 of Clear Procedure as soon as possible and until end of intensive. Some Objective Havingness can be run if necessary.

Repair havingness on invisible and black objects in fields which are invisible or black. The test is "Shut your eyes—what are you looking at?" They'll tell you and you establish whether field is invisible or black. Then use the above. Otherwise (if mock-ups are clear) don't use it.

What can you mock up easily? Pc says, "An apple." Do so. (Note meter.) (If reaction on meter choose something else.)

The command then is "In front of that body, you mock up an apple (pause) and keep it from going away. Did you keep it from going away?" Pc says he did. "Thank you." The next command is "Behind that body, etc." The next is "Above that body, etc." The next is "Below that body, etc." The next is "To the right of that body, etc." The next is "To the left of that body, etc." Then one begins the series again with "In front of that body, etc." This is continued until E-Meter no longer registers a surge when pc does it. Now pick a larger object. Test it for surge on the meter. If meter surges, don't use it, pick another, etc. Now go through same series. One runs this on at least 6 objects each one larger until he goes on to next, Hold it still.

Keep it from going away, when flat on many objects, is followed by the same command substituting "Hold it still." This is done before, behind, above, below, to the right, to the left, the same way around and around. When Hold it still is flat one goes to "Make it a little more solid," same command otherwise as before.

If this all flattens, start all over again now with more significant objects. Read Step 6 Clear Procedure.

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The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 January 1958

**THE FACTORS BEHIND THE HANDLING OF IQ**

*Edited from L. Ron Hubbard's 16th lecture to the 18th American ACC  
in Washington, D.C., on 5 August 1957*

This past week has been an eventful one in research. It has culminated a four-year search for the factors which lay behind what is called IQ, or Intelligence Quotient. We have been taking tests here for many years and these tests were mainly used to establish change in preclears. We care nothing about the significance of the test. We do care, however, that these tests mirror change.

Someone may say that a test taken twice will, of course, get a better answer than one taken once. This is not true, since everybody in the MEST universe is on a "mustn't happen again" and we automatically figure that a test taken twice would get a worse grade the second time. We have two different tests marked A and B which are supposed to give identical results. I have been waiting for the people who devised this test originally to say, "Well, you can throw the results in any direction you want to with these tests." But we have given a considerable amount of testing to many, many people and we do find that a test will hold constant on a given person in the absence of processing. If a person is not processed the variability in the profile and IQ is very slight. Somebody who is not getting any results from any treatment or processing will register the same, test after test which is quite unusual.

Testing is a very old subject. It is not newly developed in modern times. One of the first examples of testing that we find is in the early Chaldean times. Testing of all kinds, sorts and descriptions as to honesty, intent, reliability, ability and so forth, have been with Man almost as long as he has been on Earth. In modern times these tests have been more standardized and reduced to writing.

Here, for example, is a test I heard about, from the 18th Century down in Georgia. It was a guilt test. Somebody had stolen something, so they would have all the negroes on the plantation line up and put a rooster underneath a big black kettle. This was a witch rooster or something of the sort. And they would say, "The man who stole it, when he touches the black kettle will make the rooster crow." All the negroes on the plantation would go by the kettle and then the overseer merely had to go by and look at their hands. The negro who didn't have any soot on his hands was, of course, guilty.

All tests, however, have had an end goal, and they of modern times are more or less as covert as this rooster under the black kettle.

Modern tests were originally devised in the total belief that Man could not be changed. From year to year people would get changes of one kind or another from childhood on, which would demonstrate the year's IQ which might be higher or lower

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than another year's IQ. They maintained that people advanced in IQ because of age, yet at the same time said that IQ could not change, would never change and could not be influenced by any particular factor.

I am rather astounded to discover that when a person is happy and takes the test, and when this same person is unhappy and takes the test, he practically gets the same curve on his personality profile with the same IQ. It does have a constancy. It was this constancy and an inability to understand the mind prior to 1950 which made people say that it was not possible to change Man or his IQ. A stupid man was stupid and a bright man bright and that was it.

People knew, however, that personality and IQ were not the same thing and were distinct from one another. So there are tests to measure personality and tests to measure intelligence. One of the ways one would observe this would be to take three or four men who had more or less an equal personality. The result of testing would show that they had more or less similar personalities but that their IQs differed. Or one could take men of the same IQ and test them, only to find that their personalities were completely different from each other.

I have known this ever since 1950 when the first testing was done. We either changed their personality or changed their IQ. Very often with a very successful case we changed and improved both. This created a mystery and we wondered why it was that when we ran an intensive on Joe his IQ changed and when we ran the same intensive on Bill his personality changed but not his IQ. In view of the fact that all of our processes were mixed to a large degree, including such things as havingness, 8-C, thinkingness and significance processes, and in view of the fact that auditors were different from one another, we had a sufficient number of factors in each one of these test representations to make it impossible to sort out. I could not sort it out.

Then I started on a project with the HGC auditors last week and wound up with the answer to this problem when I had no intention of doing so at all. It was just accidental that I found the answer.

Here is what happened. We wanted a process that we could write up in a book and send to ministers so that they could counsel easily and well, since the minister is doing a tremendous amount of personal counseling. If he could just sit down, according to these rules as he read them and get some sort of a result we would have been very happy. We called this project "Process July."

We knew one thing about Process July: It was slanted in the direction of getting people to unburden their souls. We wanted to get the overt act-motivator sequence off the case. So we would have the minister write down the names of everybody the person knew and then pick out the most likely candidates and ask just one question about each one of those until we got this person straightened out. It would have been a straight wire question on a present time basis, such as "**Tell me something you could do or say to valence.**"

We do know that an overt act-motivator sequence is a reach-withdraw situation, therefore we had to test "withhold" since we obviously had this withhold situation to consider. (Now earlier processes already indicated this, and particularly "**Recall a secret.**" Don't confuse this with withhold because they are not the same process at all. We merely wanted the person to open up and talk to the auditor when we were recalling secrets and if we did anything with it, it was totally accidental. But we did learn here about withhold.)

So the first question the minister would ask would be, "**Think of something you could withhold from\_\_\_\_\_.**" Now one of the discoveries that led to this question is



that divulgence and confessions had nothing to do with raising anybody's IQ or improving his case. It wasn't the fact that he confessed it or divulged it but the fact that he *erased* it.

We started running this "withhold" command for a couple of days and then went over to "**What could you say or do to ,**" varied that question around for a couple of days and returned to "**Think of something you could withhold from (valence),**" and found that the latter was the question that was producing the results.

Withhold is a games condition on communication and is a partner to the process, "**Mock up somebody denying communication.**" People are in an obsessive games condition which they have to play, although they are not aware of it, and on the subject of communication they are naturally going to be withholding obsessively.

We tested this process carefully and found minimal personality changes, but found that the IQs of the preclears changed remarkably. An old lady's IQ went up from 84 to 105 and everybody knew that her brains were atrophied. It was an "impossible" jump for a person of her age. Another person quite advanced in years, between 70 and 80 years old, got an IQ raise from 109 to 133. An invalid's IQ went up from 98 to 121 and a student's from 101 to 126. There was an IQ change on every case on which this process was run.

The theory behind it seems to be this: The individual gets his mind so involved with the problems of some game with some valence or person that his computers are all tied up on that particular subject. When you restore self-determinism on this level you free the individual's ability to think. An obsessive games condition is to withhold communication from somebody. When we take that off automatic and put it under the control of the preclear so that he is doing it, all of the involved mechanisms start working out.

That is why psychotherapy never worked. You have never seen before and after tests, whether IQ or personality, on a Freudian analysis. It is the ability to withhold communication which advances IQ and makes a person feel better, *not* the ability to divulge it. We've been told all our lives that all we had to do was go to somebody and confess. If we were to confess to our mothers and fathers that we did those dirty, nasty little things we would feel so much better. It isn't true. You probably only felt better to the end of getting your pants spanked. This is an enforced communication and as an enforced communication would break through a games condition, in which a person found himself. It would demand that one communicate with the enemy and would depress one accordingly. Obviously, then, it is not true that divulging or confessing did anything for anybody, because the only improvement he got would be if he regained the ability to withhold that information without being upset about withholding it. The only disturbing element in secrets is the guilt which accompanies them.

For example: You took your old man's car and it got a wobbly wheel. You put it back in the garage and he came out the next day and looked at it and said, "I wonder how that happened?" You stood there innocently, saying nothing. But you felt guilt. At length you felt as though you were going out of communication with him when these incidents piled up too high. Psychotherapy's whole answer to this is that you had to throw yourself at your father's chest and confess all whereupon all would be well. It wouldn't have done a thing for you. What the bent wheel did was to overcome your ability to withhold communication by making you feel you ought to communicate. It interrupted your self-determinism on the subject of communication.

This is the reach and withdraw mechanism, of must reach, can't reach, must withdraw, can't withdraw and these are the two pairs which create the sensation of insanity. As an example, you must run away from the bogey man that's chasing you

through the treacle. He is coming like a mad express train and there you are stuck. That is a nightmare. You must withdraw and cannot withdraw. The glee of insanity is only composed of this. People in asylums are stuck in this so they must withdraw and can't withdraw, must reach and cannot reach.

All of the past psychotherapies are aimed at getting a person to outflow, and what do we find here? We find that intelligence increases and neurotic personality traits get better when we run withhold communication from valences. It is a fantastic reversal. We found this to be the case: *that people from whom one felt that one could not withhold anything were the most aberrative valences on the case.* We thus have a new definition for aberrative valences, namely the "cannot withhold from" valence, who is the most aberrative valence on the case. As you run it the preclear will say, "Well," unreality, unreality, "I don't seem to be able to withhold anything from Aunt Grace at all." Ask a criminal what he could withhold from jail and he will find that he cannot withhold anything from jail. He will see facsimiles and other electronic phenomena sweeping towards some spot he considers jail since he is unable to withhold anything from jail.

We are looking at the basic anatomy of the track and the basic process by which one would run a track. You could be sitting in the middle of the trap and just dream it up for a while and say, "How did I get in here? I don't know." The only way anybody could keep you in a trap would be to give you the idea that you had to surrender to the trap and the way to undo this would simply be to think of something you could withhold from the trap—or track.

The other side takes care of itself. I don't know how a thetan can keep from communicating with everything unless he feels he should withhold everything from everything. Remember, you are not trying to erase a lot of things. It is the regaining of the ability to withhold that you are working toward. It is a certainty process, the preclear selectively withholding things from canvas, typewriter or aberrative valence with certainty, because an individual has been in a games condition with the canvas, typewriter, drill press or the valence. It has absorbed all of his ideas and thinkingness and everything else, and they are all stuck and bunched up on the track. He is trying to think, "How can I communicate?" since communication is composed of selective withholding.

One thus gets this kind of activity. One has individuals in a games condition with their highest common denominator of a games condition, and that action is communicate, and they are trying to withhold communication from their opponents. Wherever they have considered an opponent to exist they have withheld communication from the opponent. Having decided to withhold communication from the opponent they now decide to communicate with the opponent because they have to, and you get a denial of self which is, of course, the basic aberrative pattern. We take this circumstance, look it over and discover that the individual has been made to break his own postulate—"I am withholding it"—because he considered this person an opponent and then he said, "I have to talk."

When you can no longer withhold from a valence you become it, and we have the basic mechanism of valence closure, because what is the one thing that you don't withhold from something you have become? Yourself. So here is a gradient scale of withholding.

One would run "withhold" this way: You would take an inventory of valences, their professions and habitats. A habitat is a place where the preclear has lived and couldn't pay rent. In other words, the old homestead, his childhood home. There are a number of tricks by which one can isolate these valences without asking the direct question on the basis of comm lag or the fact that he didn't mention at all in five people the two most aberrative people or valences on the case.

One would then establish a session with thoroughness and with questioning find out if there was a present time valence with which the person was very deeply involved and run that out with Problems of Comparable Magnitude. One would then move into the session and sandwich valences with Locational Processing. The command here is: **“Think of something you could withhold from (valence),”** not “Recall something.” The preclear would say, “Oh, yes, I can think of lots of things.” Now beware of an automaticity. He might strike a games condition on an automaticity that says, “I can withhold something from (valence).” That has to be flattened. Get to the point where he can withhold rather ordinary and routine things at his own discretion one at a time and that would be the ability to withhold regained, the only thing you are interested in.

When the preclear finally decides that he can withhold things from the valence, go into Locational Processing to orient your preclear in present time, and to command his attention. Then run the next aberrative valence. This one should be a little more difficult than the last one and so on to the next valence which should be stiffer than the last.

One should then pick up the preclear’s professional tools and run these on a similar gradient scale—the easier ones first and gradually to the difficult ones—until he can withhold anything from his childhood home.

Flatten CCH 0, 1, 2, 3 and 4 fairly well before you embark on this and then use ample Locational Processing for the remainder of the intensive and Lord knows what his IQ will be if you went for broke to this degree.

But remember that the process will not do anything unless you have some goals as to where the process is going, and the goal is to restore the preclear’s ability to withhold. This will bring the preclear out of all traps and is quite evidently IQ, and it changes valences only to the degree that it totally snaps the preclear out of that valence.

I hope this information is as valuable to you as it has proven itself to me and the HGC auditors who assisted me with this project.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 18 JANUARY 1958

**CONTROL**

The reason the auditor is having trouble getting off Control and onto Step 6 is that the auditor expects a technique to take control of pc. Auditing depends on the *auditor* taking control of the pc. When this is learned we'll not have 20 hrs devoted to Control processes and 5 to Step 6. We will have 5 hrs to Control and 20 hrs to Step 6.

Control consists of the pc being aware of who and what is controlling him. So Find the Auditor is therefore part of Control.

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**19TH AMERICAN ADVANCED CLINICAL COURSE LECTURES**

Washington, D.C.  
6 January—14 February 1958

"There were 35 students in the 19th ACC. During this course 15 of these students attained the state of Clear.

"The 19th Advanced Clinical Course began January 6, 1958 and ended February 14, 1958. The first two weeks of the course were devoted to a course in communication and indoctrination in order to smooth out the student auditing. The remaining four weeks were devoted to co-auditing. In each week half the class audited the other half, which means that each student, in the four auditing weeks gave two weeks and received two weeks of auditing (72 hours each).

"More students would have been Clear in the course if I had earlier developed a special method of reducing 'fields' (the plack curtains some people have). A development I released toward the end of the fifth week on this took care of the problem but several members of the course were not again audited."

L. Ron Hubbard—*Ability 68*

** 5801C20	19ACC-1	The Four Universes
5801C20	19ACC	The E-Meter (possibly same tape as 5801C24)
5801C21	19ACC-2	Intensive Procedures
5801C21	19ACC-2A	Question-and-Answer Period

The list of lectures given to the 19th ACC continues in date order sequence on pages 206, 207, 216, 219 and 220.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 21 JANUARY AD 8

*For use of 19th ACC, Staff Clearing & HGC*

**MEST CLEAR PROCEDURE**

1. *CCH 0*: Get PC into communication on the following points:  
1) presence of auditor; 2) presence of auditing room; 3) presence of PC; 4) starting of session and when it will end; 5) PC's goals; 6) possibility of help; 7) present time problem—if no blip, or only slight blip on meter, skip it. If needle action severe, use “What part of that problem could you be responsible for?” Run to nul on meter. Use *no other* process for PTP.

NOTE: Use *no* Locational Processing at all during intensive.

2. *S-C-S*: (See *Clear Procedure* for commands [page 185] .)

NOTES: In all commands, use “that body” or “the body”, not “your”.  
Run until no step unflattens the other steps.  
Be certain to duplicate the full command *exactly* each time.  
Acknowledgement is a Tone 40 “Thank you”.

3. *Control Connectedness*: Command: “You get the idea of making that (object selected at random by auditor with auditor indicating the object) connect with you.”

4. *Clean-up of field*: Command: “You mock up a (terminal in the same condition as PC's field) and shove it into the body,” i.e., black field—black mass, invisible field—invisible mass, speckled field—speckled mass.

NOTES: ABSOLUTELY NO HECKLING ABOUT CERTAINTY THAT *HE* MOCKED IT UP.  
Use patience, persistence, understanding, and kid gloves.

5. *Creative Processing*: Command: “In front of that body you mock up a (nul object, located on meter) and keep it from going away. Did you? Thank you.” (Tone 40 ack.)

NOTES: The “Did you?” refers *only* to whether he kept it from going away, not to whether *he* mocked it up.

Change the location of the mock-up on *each* successive command by commanding, “Behind that body ... ,” “Above that body ... ,” “Below that body ... ,” “To that body's right ... ,” “To that body's left ...”

When the first object has been run from nul to nul, locate a somewhat larger nul object with the meter. Run it nul to nul on the same command. You will then go on to a 3rd, 4th, 5th and 6th object, each larger than the last, and each run nul to nul on “Keep it from going away”.

When all 6 objects have been flattened on “Keep it from going away”, run each one again *in the original order* on “Hold it still”. When this is flat, run the same 6 objects with “Make it a little more solid”.

NOTES: If a mock-up disappears or flies out of control, don't red herring after it. Just have him mock up the same item again.

If PC becomes extremely introverted during session of Creative Processing, Connectedness may be used to end session. If PC should remain introverted for entire day, go back to Connectedness.

If needle consistently out of pace with supposed command execution, PC has lost auditor, is out of control. Re-establish auditor, or go to bottom again.

If auditor can locate *invisible* nul object or particle, running it will reduce body's susceptibility to germs.

6. *Creative Processing*: repeat 5 with 6 different objects.

7. *Creative Processing*: ditto

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WASHINGTON, D.C.

HCO BULLETIN OF 21 JANUARY 1958

**ACCs**

**HPA/HCA**

An ACC is a special activity.

It may modify HCA/HPA but not necessarily.

What is good in an ACC is generally taught in HPA/HCA sometime.

HPA/HCA is a tougher course by far and must prepare a student for all eventualities.

Thus HCA/HPA must cover all types of processing and theory.

Clearing a student is not in the province of HCA/HPA. Teaching how to clear is the emphasis. If they get clear it's incidental.

They're all auditors in HCA/HPA.

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5801C22	19ACC-3	The Bank Out of Control and Its Stabilization
5801C23	19ACC-4	Clearing Fields
5801C23	19ACC-4A	Question-and-Answer Period plus Comments
5801C24	19ACC-5	E-Meter Identification and Association
5801C24	19ACC-5A	Question-and-Answer Period: Step 6, Clearing Children
5801C27	19ACC-6	Clear Procedure I: What It Is You Clear, Something and Nothing

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WASHINGTON, D.C.

HCO BULLETIN #2 OF 25 JANUARY AD 8

**REVIEWING WEEK'S PROFILES**

In clearing pcs it is necessary for the auditor to cause something.

Abandon any idea of running significant objects ever. Always run non-significant objects.

Free the needle before you run Step 6 when needle is stuck. Two-way Comm and Str Wire will do it.

Totally clear up a field before running Step 6. A field is cleared by running repair of havingness on a terminal like the field. Don't go running pcs on 6 who "think they see a mock-up" or who "have an 'idea' one is there".

L. RON HUBBARD

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**19TH AMERICAN ACC LECTURES (cont.)**

Washington, D.C.  
27—31 January 1958

** 5801C28	19ACC-7	Clear Procedure II: Man the Animal and Man the God
** 5801C28	19ACC-7A	Clear Procedure II: Q & A, Handling the PT Problem
** 5801C29	19ACC-8	Clear Procedure III: One Clear Procedure, Q & A Period
5801C30	19ACC-9	Clear Procedure IV: Test for Clears
5801C30	19ACC-9A	Clear Procedure IV: Q & A, Space
** 5801C31	19ACC-10	Clear Procedure V: Importance of Theory Behind Clearing Procedure
5801C31	19ACC-10A	Clear Procedure V: Q & A Period

Other lectures given to the 19th ACC are listed on pages 204, 206, 216, 219 and 220.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 26 JANUARY AD 8

**FUTURE PLANS**

Well, here we begin!

A well schooled auditor can take any volunteering PC and get him under control and run Step 6 of Clear Procedure and we have a Book One Clear.

Future of Research is Operating Thetan and the situation on Earth.

To consolidate this I am doing the following:

1. I am completing the 19th ACC.
2. I will groom up the DC operation until mid-February.
3. In mid-February I am going to London for 3 weeks to get London going on Clearing (because it communicates easily to rest of world). This for sure consolidates SA, NZ and Aust, which Man may need.
4. Returning to DC end of 1st week in March.
5. I will write our next "Book One" bringing us up to date and giving us a book for the book stores that advertises as the solution to Bohdi, the clear everybody's wanted for 2500 years.
6. That done I'll be in DC in late April.
7. The book will be published in June by Vantage Press. It will also be published in UK and France through Vantage contacts.

A pamphlet about Bodhi will be written at once for reply to ads in mystic magazines which announces the goal of 2500 years has been reached. It will be printed like a \$1 or 5s book.

Here's what Scientology Organizations should do:

1. Put announcements at once in all mystic magazines announcing state attainable. Steves has the ad copy.
2. Get pamphlet on clears published as soon as I complete it.
3. Get whole staff cleared by Co-audit and HGC where necessary. (I want all staff everywhere clear by June: easy to do and the results are startling.)
4. Get groomed up for the summer rush and see to it that it is a *rush*.

Well, in AD 8 we've got a kick-off for a much more rapid game. The scope of that game will be apparent to everyone when you start getting clear and making clears.

My game in research is not at end by a long way. For instance in research for OT actions I wrote 15 things the US Govt should do five weeks ago. It has now done 6 of them. When they've done all 15 I know we're sailing (for the 6 may have been my telepathy or coincidence).

And organization know-how and expansion is a long way from ended. Map a comm center for the nearest ten stars for instance. We'll be on deck to welcome the space ships when they get them!

Here's our program then. REACH 'EM. CLEAR 'EM.

And my actions are all geared to making that adequately possible.

I think we'll all get the notion shortly that we're making it!

Best,

L. RON HUBBARD

[Some copies of the above HCO B, issued from London, were dated 28 January 1958.]



HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 1 FEBRUARY 1958

### CLEARING OF FIELDS

*Definition:*

A field is any *thing* interposing between pc (thetan) and something he wishes to see, whether Mest or mock-up.

Fields are black, grey, purple, any substance, or invisible.

To run Step 6 of Clear Procedure it is necessary to clear up "field".

### RULES OF FIELDS

We take a Thetan's ability to see for granted.

His willingness to see may be poor but we increase it by increasing his confidence, decreasing his fear of objects.

Fear of seeing is fear of mass.

A pc can keep himself from seeing by destroying all mass. This is one way mock-ups fail to appear. He has an automaticity which destroys them before they visibly appear. Short duration mock-ups are similarly caused.

A pc that can't see is reacting from a failure (or failures) of having tried to destroy something. He then tries to destroy mock-ups. Failing this he tries to destroy self. This is a scale of survival.

Persistence of mock-ups is therefore dependent upon a pc's willingness to let one survive.

One of the phenomena most in the road of clearing is called a "field". It is a self-protective or destructive device.

For our purposes, however, the question of a field is simple. Common example, pc was held in a dark room. The room kept him from going away. It is an *incident*. The blackness he always sees is the blackness of the room which kept him from going away. This incident or many like it piled up is a "field". It is only necessary to have *him* mock up black rooms, shove them into his body and keep them from going away (pc is cause here where the room was cause before) and the field will change. This is a rule: In any field, a PC was effect in an incident where he was being kept from going away. To clear that field, it is only necessary to have him *create* the incident, shove it into the body and have pc keep it from going away.

The main rule of fields is that pc must be made to reverse cause on the field from field at cause to pc at cause. As all fields are incidents, and as a pc is the one who mocks up these incidents, all fields can be cleared by attaining knowing cause.

Another rule is that a pc will confront anything to the degree that he is made familiar with it. Merely making him find and recognize fields will rid him of them. Merely making him confront objects will rid him of fields.

### TESTING FOR FIELDS

Basic Method of Testing for a Field.

Aud: "Close your eyes." "What do you see?"  
 PC: "Nothing."  
 Aud: "Look at the room." (Pc eyes still closed) "What do you see?"  
 PC: "Nothing."  
 Aud: "Then something must be between you and room. What is it?"

etc. until pc sees field or eyelids or room.

Now repeat the same with a simple mock-up shape. (Egg, ball-bearing, or sugar cube.) Have him mock it up, look at it. If he can't see it, ask what's between him and it. Keep this up until he sees field.

You can also test for partial fields in areas.

### CLEARING FIELDS

Basic Methods of Clearing a Field:

- A. A "field" is one or more incidents.

Identify and Locate the incident making a field.

Have pc mock up the incident, shove it into the body and keep it from going away.

- B. Mock up a terminal same shade as the field and keep it from going away.

- C. Mock up a terminal same shade as field and shove it into body.

- D. Run "Destroy a mock-up in front of that body. Did you? Thanks."

"	"	"	"	behind	"	"	"	"	"	"
"	"	"	"	below	"	"	"	"	"	"
"	"	"	"	to the right of	"	"	"	"	"	"
"	"	"	"	to the left of	"	"	"	"	"	"
"	"	"	"	above	"	"	"	"	"	"
"	"	"	"	below	"	"	"	"	"	"

- E. Take pc outside as in Waterloo Station and have him "Get the idea of destroying that (indicated body or object)."

- F. Move pc on time track.

### AUTOMATICITY OF FORM SOLUTION

A pc must know he is creating *what* he is creating. He is creating any mental pictures he sees. But he must *know* that he is creating.

Automaticity of form keeps him from believing he is making facsimiles. He has buried the ability to *form* complex objects. He "mocks up a man". The mock-up is his. The *form* is an automaticity. Therefore he feels the mock-up isn't his.

Simplicity of form will conquer this and regain a knowingness of mocking up. An entire clearing, including the handling of fields could be accomplished on a pc by having him do a gradient scale of forms in mock-ups, always using only mock-ups he is confident are his own *and* recovering his ability to destroy these mock-ups.

What is clearing but regaining awareness that one is himself mocking up all his facsimiles and regaining confidence he can destroy them as well as create them.

L. RON HUBBARD

**P.A.B. No. 129**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 February 1958

**CONFRONTING**

I want to speak to you about a phenomenon having to do with “enough” and “not enough.” This adds up to meaning “insatiable.” The thetan is insatiable as far as “enough” is concerned.

Just what is enough? That limit has never been agreed upon. For instance, the governments of populations have long since exceeded “enough” with internal revenues. But the fact of the matter is that if you object to taxes it is probably because there are not enough taxes.

I was fascinated to study (and I examined several hundred governments to discover what made them persevere) what people considered a good government to be. There are certain requisites to a good government. People seem to buy governments of tremendous duress; and governments which are very sweet and polite and constructive are all lost. But governments which call in leading citizens, incarcerate them and tear off their toenails with pincers seem to be very well liked on the track. They persevere, not because the police and governments do a good job, but probably only because they can't be confronted.

Justinian, the first great Christian emperor, used to call in the foremost citizens or members of government that had happened to make his wife a little mad and throw them into the nearest dungeon, torture them to death and sell their wives off to the Arabs for slaves. The leading general of this emperor was actually one of the great generals of all time. But every time he won a victory, Justinian would issue some kind of cross mandate depriving the victory of all significance. At the end Belisarius was rewarded by having his eyes put out.

The more people Justinian illegally taxed, burned and tortured, the happier everybody seemed about the whole thing. There was no smell of revolt. But the same people, just a few years before Justinian and just a short while afterwards, had perfectly good emperors with equitable taxes, just courts, and these emperors lasted only a short period before the populace was in revolt all over the place.

Well, what causes this? The answer is: enough government. The populace had an idea of how much government there ought to be and if you didn't give them that much government, they exploded. But they would have exploded to a much higher level if somebody could have caught them. But nobody ever did and as they came up on the upbound they just got a new tyrant who pushed them down harder.

The only reason I am talking about government is that I want you to see a preclear. Take somebody's wife. He is mean to her and as long as he continues to be

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mean she doesn't explode. One day he decides to be kinder and she explodes. Here is a husband. He hardly puts his foot in the door and she jerks his pay envelope out of his hand, counts it very rapidly, tells him his supper is on the table—and it is cold mutton ! We get a tremendous amount of duress and then one day she is feeling poorly and doesn't furnish this much duress and he explodes. What does this prove? Unless one applies a tremendous duress and bad 8-C people explode.

A preclear explodes under a mediumly mild 8-C which has regularity rather than a tremendous number of surprises. He has never been given orders he can follow before and all his effort to be orderly goes into restimulation. His efforts to be orderly were manifest at those times when disorder was in his vicinity. You start to handle him well and the disorder to his view goes into automatic and he blows up. This restimulates his efforts to keep a chaotic duress which he first used a long time ago to have an orderly duress against such chaos. You actually start running out the tremendous duress which he has had to apply to keep chaos from exploding. When that runs out you get an explosion of the chaos he has been holding down. You run out, by command, the duress which he has applied to chaotic times of his lives. As a consequence you get an explosion. It looks as though this individual thrives on nothing but chaos, but that is not true. He doesn't want it and he doesn't want anything to do with it. A short period of application of very good 8-C that is positive and won't let him get away with a thing, will run this out.

An individual will apparently sit around in a sort of mucky apathy and be abused for years without anything happening because the abuse he is getting is sort of running out former chaotic periods of his life. It is in restimulation. It convinces him that he cannot handle the wife and that there is nothing one can do about government.

A person who is subjected to a chaotic duress year after year is not getting any place, but, and this seems to be the criteria by which this is judged, he did not revolt.

There is nothing confused about the auditor in a Tone 40 session. If you want a fast blow that will run this all out, you must be very didactic, positive and totally unconfused. He will pull out tricks like origins, then sly tricks and then somatics. None of them interrupt positive control. You just continue to run out all the times when he has tried to control things and has had them blow up in his face.

It is very interesting to watch a child move up into his teens. His parents have been giving him 8-C, family style—did you wash your face, why don't you get a glass of milk, no there isn't any milk, go to bed, no don't go to bed, no get up, go to bed, no don't stand up. When he gets into the teens all of a sudden his parents aren't applying very much duress on him and he revolts. It is not really a feeling, sentient, knowing revolt at all. It is a restimulation of his own effort to take care of the chaos which happened to him years ago. So actually bad control breeds periods of chaos which will someday explode.

The actual appearances that come out of this are quite fascinating. One of them is that the individual needs a lot of dramas. You might say, "Well if the thetan can stand up to that much drama he must like it." He does not like it but it is at least something to do. And that is his misconception of what is worth confronting.

For example, a man had a nice art collection, lived an orderly existence, was an interesting conversationalist and lived in his Maryland village. He never had a caller. One day he died and the whole environment went to his funeral. Obviously a funeral is worth confronting but a live being isn't. Just add this up to what we used to have to say about Acceptance Level. Now we have Confronting Level.

Another man hardly had anybody to talk to him in the office. He did a good job, and there wasn't anybody who ever talked to him particularly. One day he got sick and

everybody in the office came to see him clear down at the hospital. If he had got sick from leprosy they all would have come in the first five minutes.

An individual has a concept of what is worth confronting, and all of the chaos which he has been handed has got him so confused that he doesn't understand that things don't have to be horrible, terrible, miserable or dramatic in order to be confronted. He falls this way straight away from confronting the universe around him, and he confronts only the horribleness and nastiness and so on.

Lately the Book Review tells us that a book called *Andersonville* by McKinley Cantor is supposed to be and is advertised as the greatest Civil War novel ever written. I took a look at it. It isn't about the Civil War at all. It is about a prison camp erected in Georgia by Southerners in which they incarcerated damn Yankees. Every nasty foul condition of humanity is delineated, painfully and unartfully at exceeding length. This low tone level is something that is worth confronting.

Have you watched TV lately, some of the 1.5ing and high toned TV actors acting at 1.5? That is evidently worth confronting. If you could just figure out what a lot of people consider to be worth confronting and then give it to them you would probably come up with much greater popularity than anything else. The same thing goes for the circus and screen. Hollywood got the idea and I imagine laid a tremendous multibillion dollar egg with their Vista Vision and Wide Screen. They are getting actors bigger and bigger and bigger and bigger screens, and finally you sit down and begin to feel like an ant crawling on one of the actor's knees.

There is another side of the manifestation. We have the anxiety to be confronted. We get these two things in conflict with each other, and those two things in their adjustment make the drama of life.

Where do we find preclears stuck? They are stuck in drama, and one gets the idea that that is something worth confronting. They go off on a gradient scale to things nobody could possibly confront and which they never did confront and then go anaten.

First he starts facing these things which are, he considers, worth confronting, and if he considers enormous drama the only thing worth confronting then he easily falls into enormous chaos. When he goes over into enormous chaos he gets caught up in the fact that nobody could possibly confront the thing, but he is already stuck on an earlier postulate that there was nothing worth confronting and so he gets no havingness in the physical universe.

People run such tricks on other people's havingness. They tell him nothing around here is worth looking at. "This is a dull town." (I think America invented the small town just to convince people there was nothing worth confronting.) These small communities, with their small minds, work one way or the other on making nothing out of things that a child was willing to confront. So they bred, as the child grew older, a contempt for anything in his vicinity, and he started looking for things that were worth confronting.

Here is a sample process which could go: "**Mock up something that isn't worth confronting. Make it a little more solid. Thank you.**" The person gets streets in his immediate vicinity. He gets havingness and the only things that he could ever get havingness from. Yet his total idea is that none of this is worth confronting and he never sees it. Thus you get your standard homo sapiens, vacant eyed, walking down the street.

As an example: On a lovely cool day people were riding and walking down the street. One lady pushed a little boy in a cart and they were all going along vacant eyed.

All of a sudden the woman pulled the tongue of the little cart up and catapulted the little boy out onto the pavement with a crash. Instantly traffic jammed up. The kid wasn't even hurt, he just cried a little, but all the cars stopped and their passengers popeyed onto this terrifying scene. People stopped walking and crowded around the spectacle. That was worth confronting. The ingredients of blood-curdling drama were added. But when the little boy wasn't hurt and he shut up, looks of disappointment were on all faces and the crowd dispersed quietly to the vacancy of other blocks.

Another process on this line: **“Mock up something that nobody can confront,”** and we discover the favorite games of psychos. Not a productive process at all. By the way, when you get something that nobody could confront you get black minds with ridges, shooting stars and space opera flying around them that they could not make head or tail of.

If you said, **“Invent something to confront. Mock it up and make it a little more solid,”** you would probably get the best process that can be worked out of this morass. The individual would gradually change his mind concerning things there were to be confronted. There are no such things as can't be confronted at all. There are only things which are difficult to confront.

**“Mock up something you've got to confront”** and you get the standard run of the mill, homo sapiens nonsense such as alarm fires, funerals, etc. We also get work. Work is considered to be about the last thing that anybody should ever be expected to confront. The Anglo-American view is to put a tremendous amount of kick in the pants on this thing called work. The way you work out work as something that is impossible for anybody to confront is to discourage a child when you see him perform any work. You say, “Oh, get out of my way. It's too much trouble to show you. You're in my road.” And by the time he is six or seven he's thoroughly educated that he will not be permitted to work. And then the laws of state keep him from getting jobs and earning money so that he can escape from the tremendous dependency of family. Further up in his teens they realize the police have a vested interest in crime and they have here a good quality juvenile delinquent. Then he is not permitted to work either. We get him in his early twenties and insist he get married and then we show him that he's got to work. Here you've got one of these super duress got-to-confronts. No wonder people get tired, because every time you put them into a “got to confront” you run them into all the emergencies.

What is an emergency? It is something that requires a necessity level. What is a necessity level? It is a heightened willingness—a sudden heightened willingness which untaps a tremendous amount of ability and you get these tremendous feats. Now this cycle of super energy and application winding up with super tiredness gets applied to the work-a-day world of turning a lathe or driving a truck or keeping a set of books. He's got to get the work done and he finally goes into total exhaustion. This is because he has no orientation on what's worth while confronting. This adds up to the fact that Man goes into an emergency level of activity when he has got to confront and his whole lifetime is one long activity at an emergency height. This tells us the reason for the hectic anxiety to get the work done. The human body has its limitations and cannot stand that since it is built on a number of “now I am supposed to's” and every time you have the problem handled you go out in the middle of the Sahara Desert and “now I am supposed to have a drink of water” keys in and you haven't got it licked at all.

**“Mock up something you have got to confront”** brings to the guy the tools of his trade. Run it a bit further and you'll get women if it is a man, and vice versa. It is a “got to confront.”

You can ask what the solution of confrontingness in the preclear would mean in terms of exteriorization. Things that are impossible to confront, that are not worth

confronting, each play their role in exteriorization. A person who is dead in the head knows that he couldn't possibly confront a skull of a body, but he has got to confront one.

I would say that it would take a lot of preparation with the early steps of CCH before one started soaring into those rarefied realms of confrontingness. There is one process called Locational Processing which works out a tremendous amount of confrontingness and controls attention at the same time. It is run Tone 40, with great accuracy and precision by the auditor, who then controls the preclear's attention which was previously controlled by facsimiles. And a steady control like that runs out the preclear's attempts to control. Locational Processing happens to make the thetan make the body confront the wall. This is an objective confrontingness process. As a subjective one, **“Invent something to confront. Mock it up and make it a little more solid,”** is very good, and they are at present the two standard confrontingness processes in Scientology.

L. RON HUBBARD

### FREE CLEARING PROJECT

It is vital to have cleared auditors.

The Hubbard Association of Scientologists, International shall offer to its *professional* membership only, the facilities, technique, quarters and schedules adequate to effect clearing.

Anyone reporting to Washington who is an HDA or HCA in good standing with the HASI will be assigned co-auditing facilities. The auditing quarters, technique tapes, scheduling and supervision will be made available without cost. The only expense incurred by the participant would be transportation to, food and living quarters in, Washington.

Clearing on this project would be done on a co-auditing basis with staff supervision. Estimated time is from 3 to 5 weeks. No guarantee of result is made since it is conditional upon participation.

This project is open until the end of April 1958 only.

Charters and franchises will hereafter be given to clears only according to recent board resolution.

This is not an ACC and in no way parallels an ACC.

Only professional auditors—Hubbard Dianetic Auditors and Hubbard Certified Auditors—in good standing are eligible. Reinstatement is attainable on payment of one year's dues of \$15 for those whose membership is not current.

The HASI reserves the right to refuse to enroll persons in the project or to terminate participation of any person with or without cause.

We need thousands of cleared auditors for current projects.

Report to the Registrar FC any Monday.

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L. RON HUBBARD

5802C03	19ACC-11	Clear Procedure VI
** 5802C04	19ACC-12	How to Find a Preclear, Responsibility and Help Clear Procedure VI I
** 5802C05	19ACC-13	Clear Procedure VIII: The Basic Approach to Clearing, Finding the Auditor
5802C05	19ACC-13A	Clear Procedure VIII: Q & A Period

Other lectures given to the 19th ACC are listed on pages 204; 206, 207, 219 and 220.



*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## The Attainment of “Clears”

**L. Ron Hubbard**

*A CLEAR. A person at willing and knowing cause over his own life, his body and his surroundings and without a reactive or subconscious mind.*

I have been receiving congratulations the last few weeks for having developed techniques which make it possible for auditors other than myself to clear people.

It has taken more than eight years to cross this bridge. I made the first Clears in 1947-49. Then I wrote a book about it—*Dianetics: The Modern Science of Mental Health*. I honestly thought people could clear people with that book. But all it really did was make people able to heal people, not clear them.

People got better when audited by others. They did not get clear except in rare cases.

So the past eight years has been occupied in the making of a bridge so that others could clear others. Now it appears it has been done.

First I had to find out what I was doing. Then I had to find language to describe it. Then it was necessary to develop a discipline which could do it.

Well, apparently we've won. It has taken eight years. But it is done. We are making “Book I” Clears in the Hubbard Guidance Center. We are making them in ACCs. We are making the grade in staff co-auditing.

For much more than 2,500 years, Man has dreamed of this goal. When Gautama Siddhartha (623 B.C.) rose in the East as a Buddha, he could bring about the state of Bodhi in a man. Nearly all of his teachings concerned the attainment of this goal. The state of Bodhi is evidently our “Clear.” (It is accidental that the goals compare.) But from this action of a few reaching “Bodhi,” more than half the civilized world was changed.

It was forecast at that time that some day in the West someone would make it possible for this to occur in one lifetime and for many. Regardless of the prophecy, it is evident that we are now able to bring about a state higher and more acceptable than Man has believed possible. And it is very important that many people can accomplish the state in others.

Further, it is now possible to train a person to create the state in others with a few months of work at the Academy. And it is possible to bring about the state of Clear in from 30 to 275 hours of professional auditing at the Hubbard Guidance Center.

So an eight-year bridge-building program draws to a close and I find myself engaged in communicating the data and researching toward an even higher state, one not even embraced by earlier literature—"Operating Thetan."

The staff attitude here concerning Clears is interesting. Only within the last few weeks has the staff as a whole become aware of some of the magnitude of all this. It required about five Clears around the organization headquarters, one after the other, for people to wake up to what has happened. And then more days to realize that these Clears had been brought about by auditors not yet clear. And finally more days to realize that Clears were being made by somebody other than myself. And finally, that:

1. At the Academy we teach all the skills necessary to clear people.
2. At the Hubbard Guidance Center, staff auditors are using only techniques to clear people.

In other words, the staff woke up to find that *they* were doing it and that they now were doing nothing else.

In the 19th Advanced Clinical Course, clearing began to occur with routine student auditing.

And in the broad field of the public an awareness of this seems to be coming about. We have some advertisements running in magazines that simply invite people to come in and get clear and people we've never heard of before are arriving with no preamble and signing up and sitting down to get cleared—just like that.

What an enormous amount of data has been covered in 25 years! I've combed into almost anything and everything for the answers. The answers were not as simple as one would expect. But they were simple enough to get the job done.

An old-time Dianeticist came in during the 19th ACC, looked at the students and what was happening and was the first to put it in words—"Thanks for making it so others can do it."

Well, that's what's happened.

The practical aspects of this are apparent in such things as a new Board of Trustees order to the effect that charters in the future would be given only to Clears, by an order to worldwide staff to be clear in six months, by a co-auditing clearing project for professional auditors here in D.C., at no cost.

You could say that we've been marking time as an organization waiting for this day. The day has arrived. We need mark time no longer. In the teeth of a worsening world, we've made it, no matter what happens on Earth.

Quod erat demonstrandum.

It can be done for you.

Best,

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 6 FEBRUARY 1958

*HGC CLEAR PROCEDURE OUTLINE*

**CCH Ob—HELP IN FULL**

**STARTING SESSION**

After clearing any pt problem with “What part of that problem could you be responsible for?” run CCH 0 for help. If any difficulty whatever is experienced or *if pc has field*, run CCH Ob in full.

This is formally audited. Each command is cleared with pc word for word. And a bridge is used for every change. Run until E-Meter is flat or field vanishes or both. This is a 9-way bracket.

How could you help yourself? How could you help me? How could I help you? How could I help myself? How could you help another person? How could I help another person? How could another person help you? How could another person help me? How could another person help another person?

This, I think pretty well does away with any difficulty with fields. Note: There went the only randomness in clearing. I nailed this in the 19th ACC where only 7 cases in 36 were not progressing. All these had fields. All these had difficulty with help. Incidentally, a black field is in reality a betrayal. A betrayal is help turned to destruction. The dichotomy of destroy is destroy-help. When help fails destruction occurs, or so goes the most basic consideration behind living. There are many ramifications of this.

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L RON HUBBARD

** 5802C06	19ACC-14	CCH-0, SCS, Connectedness
** 5802C07	19ACC-15	Help—How to Get Started
** 5802C07	19ACC-15A	Q & A Period and Group Processing
** 5802C10	19ACC-16	Conduct of Clear
** 5802C10	19ACC-16A	Q & A Period: Help, Clearing a Command
** 5802C10	19ACC-17	The Key Processes of Clearing
5802C11	19ACC-17A	Q & A Period
** 5802C12	19ACC-18	Havingness, Anaten, Flows—in Relation to Clearing
** 5802C12	19ACC-18A	Q & A Period: Postulates, Flows, Valences

Other lectures given to the 19th ACC are listed on pages 204, 206, 207, 216 and 220.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 13 FEBRUARY 1958  
(corrected)

**RULES GOVERNING THE RUNNING  
OF CCH Ob “HELP”**

When pc has a pt problem, run pt problem as prescribed in HGC Proc of Feb 6. Then use the following.

Thoroughly clear command word for word and every time auditor uses a bridge.

Always bridge no matter how brief number of commands is.

Run on E-Meter on help until needle is loose, not nul.

Help follows laws of flows not terminals. See *Scientology 8-80* for flows. Anaten ensues when one direction of command is run too long.

E-Meter needle that is stuck will run to loose if proper flow direction is selected. If a command is run too long needle will go past a loose state and into a new stick. Reversing command frees needle.

Help also frees valences.

L. RON HUBBARD

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[In the original issue of this HCO B, the first paragraph read, “When pc has a pt problem, select most intimate terminals on these and run problems of comparable magnitude and/or help in brackets, a few commands each bracket.”]

**19TH AMERICAN ACC LECTURES (cont.) Washington, D.C.**  
13— 14 February 1958

** 5802C13	19ACC-19	Other Processes—the Help Button
5802C13	19ACC- 1 9A	Q & A Period
** 5802C14	19ACC-20	Responsibility for Mock-ups
** 5802C14	19ACC-20A	Q & A Period: Present Time Problem
5802C14	19ACC-20B	Q & A Period: Present Time Problem (cont.)

Earlier lectures given to the 19th ACC are listed on pages 204, 206, 207, 216 and 219.

## Man's Contest with the Machine Age

**L. Ron Hubbard**

The humanities, until now, have been defeated by the raging chatter and disinfected order of the Machine Age.

Man as a creation has been overwhelmed by his own creations, the drill press, the typewriter, the superbomb and the moon-carrying missiles. Bewildered, he knows the octanes in his fuel, the calories in his stomach and the wavelength of Radio Rome, *but* he does not know his own thoughts, his intentions, the source of his fears or the reason for the decay of his discipline. He can fire a bomb half around the world and yet like a hand closing in a death throe, the boundaries of his empire draw inward. From his chromium-banded car he gazes out at throngs of his fellows going where they do not know or why.

The Anglo-American peoples have launched upon the world a technology bound by perfection to win against and across all other cultures, *but* they have not launched with it a technology of the mind or a code of behavior adequate to guarantee the conquest.

Borrowing from a Russian, already a slave to the Anglo-American machine age, all they know or use of insanity, the authors of our industrial age have found boundaries and limits to their own conquest in "human humiliation." Human inability has placed a ceiling on the height Man can go into space, upon the amount of technology that can be absorbed by a savage race and, less romantically but far more practically, upon the efficiency of a business office.

Man is in trouble. He has invented himself into a dead end. The more efficient his machinery, the clumsier become his mind and behavior.

It is our business to match the forward advance of the machine sciences with a comparable advance in the humanities. We have done so in Scientology.

With Scientology we can restore the freedom of the individual, the discipline of the group, the pride of accomplishment and the understanding necessary to use the Machine Age before it itself uses Man entirely.

We recover here our miracle and ability to do and to live or we perish in the howl of an upsurging wave of savages or of a down-coming bomb.

We did not civilize the native. We overwhelmed and equipped him for revolt. We did not advance our clerks and executives as we advanced their equipment and their duties.

We have the only workable new civilization and technology since Rome fell. We have not given it the philosophy and know-how that will permit it to win.

In the midst of everything material we need, we live in a vacuum of pride and courage and so we can fail.

Scientology adds to the Anglo-American potential that philosophy of humanness necessary to our winning. Without it our peoples will continue to crumble and break before the savageness of the machine and its remorseless toll of our hope, our courage and our will to do. We can still win—with an adequate philosophy to know and to do.

We have it in Scientology.

A Clear is above all this.

**P.A.B. No. 130**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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15 February 19 5 8

**“DEATH”**

*Edited from L. Ron Hubbard's 12th lecture to the 18th American  
Advanced Clinical Course in Washington, D.C., on 30 July 1957*

The whole subject of death has been one of the more mysterious subjects to Man and it has only been in Scientology itself, and not in Dianetics, that the mechanisms of death have been thoroughly understood. When I say thoroughly understood I mean, of course, only the mechanisms.

We know a great deal about death and we are actually the first people on this planet that do. This is one of the larger wins of Scientology.

It is very easy to forget about death because that is what death is, a forgettingness. However, we do have a considerable amount of information on this subject and you are entitled to that information.

Man is composed of a body, a mind and what we refer to as the thetan. Exteriorization processes give a person a considerable subjective reality on the idea that he himself is a being that is independent of a mind or a body and that there actually is a separateness between them. One doesn't even have to be carried along to a point of where one exteriorizes in processing in order to get a reality on this.

This subject has been fully covered by me since 1952, when I defined the thetan as in Axiom 1 and devised techniques to separate any preclear from his body. This was the first scientific evidence that Man has had on the subject of the human spirit. Man thought he *had* a human spirit. That is totally incorrect. Man *is* a human spirit which is enwrapped, more or less, in a mind, which is in a body—and that is Man, Homo sapiens. He is a spirit and his usual residence is in his head and he looks at pictures and his body carries him around.

When we look at the fact that Man is a spirit which has a mind and a body, and when we describe Man in that fashion, then it becomes extremely simple to understand what his difficulties would be. His difficulties would be basically with his body or with his mind and we can understand that there obviously would be difficulties with him as a spiritual being. He has to think that he can get into a trap, has to get the idea that he can be in danger before he can get into danger. In other words, the thetan has to give permission to be trapped before he can be trapped, and is therefore easily untrapped. The moment he is untrapped he gives birth to all sorts of interesting phenomena which we know as the exteriorization phenomena, all of which are quite easily demonstrated. I actually constructed a meter once that could measure and prove a thetan to have an electrical field around him—independent of energy ridges, bodies and such combinations as that.

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What happens to Man when he dies? Basically all that happens is that a separation occurs between the thetan and the body. However, he takes old facsimiles, energy phenomena and bric-a-brac that he feels he cannot do without, with him, and attaches this to the next body he picks up. He does not build a body in this lazy time of manufactured items and Frigidaires and so on. He picks one up off the genetic line, and the genetic line is a series of mocked-up automaticities which produce according to a certain blueprint from the earliest times of life on this planet through until now. Everybody—people even in biology know that there is a definite succession of steps that life takes today, as they announce in their theory of natural selection and evolution. We understand it rather thoroughly that something goes through these steps.

There is the cycle of action in Scientology which is Create, Survive (persist), Destroy. At the shoulder of the curve an individual is mostly interested in surviving, early on the curve he is interested in creating, and at the end of the curve he is interested in the disposition of the remains.

When we apply this cycle of action to the various parts I described, we get a death of the body, a partial death of the mind and a forgettingness on the part of the spiritual being, which is in itself, again, a type of death. Actually bodies stay around for quite a while after death since it takes some time for them to decompose—certain parts before other parts—and the cells in the cuticle and hair evidently live longest.

The first thing one learns about death is that it is not anything of which to be very frightened. If you are frightened of losing your pocketbook, your money, your memory, boy or girl friend, well, that's how frightened you ought to be of dying because it's all the same order of magnitude.

Here we strike the first observable phenomenon when we find out that the mind, in spite of mechanisms which seek to decay and wipe it out, does maintain and preserve mental-image pictures of earlier experiences. With the proper technology and an understanding of this, one can be again in possession of the mental-image pictures of earlier existences in order to understand what was going on. *In view of the fact that we have not restored remembrance to the being, the mental-image pictures usually just continue to be pictures.* We send somebody into a past life and he looks at a mental image picture and you might as well have sent him to the art gallery. He himself has no connection with this because the mental-image picture may be the mind's or the body's. (The body carries around mental-image pictures and the thetan does the same and these two combine to form the mind.)

The mind, then, is a bridge between the spirit and the body, and the mental-image pictures formed by a thetan added to and confused with the mental-image pictures formed by the body is usually how a thetan stays in a head. He confuses the two and therefore demonstration of past existences by running somebody "back down on the time track" and having him look at a picture is not very convincing. He has always had some unreality about it, has no recognition of having ever been anything else before.

The restoration of memory to one of these beings is of great interest to us, since all that is really wrong with him is that things have happened to him which he knows all about but won't let himself in on. Therefore the restoration of memory is done as a matter of course in almost any processing, and in view of the fact that it is part of any processing, it is impossible today to process somebody, well and expertly, without having him sooner or later get some sort of a recall on a past existence with some small reality.

An individual's own will has a great deal to do with this. One should not look for outside sources as to why his memory is shut off. Just as he must grant permission to be trapped, so must he grant permission to be made to remember. He is more or less



convinced that a memory would cause him to re-experience the pain he already feels has been too much for him. He is very reluctant to face up again to this mechanism, and facing death, he almost always goes into a bit of amnesia.

The fact that one has lived before is so restrained that it itself is the reason why it is forgotten. The unpopularity of it in other ages and this one brought about a forgetter mechanism which causes an occlusion on the subject of death. The fact that one cannot talk about it is enough, all by itself, to continue to cause the forgetter mechanism.

A way to plot this would be to ask somebody, as an auditing question: **“To whom can you tell the fact that you have been dead?”** It works something like this: **“Tell me the one person in the world who does not believe that you are insane.”** It has a fantastically cataclysmic effect upon a person. He sort of believes he is going wog and spinning and so forth, and when you ask him that question you have broken the agreement chain.

You could ask a similar question, **“Tell me one person in the world who believes you live more than once,”** and you would get a similar reaction.

I have plumbed into this subject very deeply with lie detectors and E-Meters, checking up with grown-ups and children from all walks of life. You can, with the aid of one of these meters, put a person in such an incident. There is a peculiar behavior of the needle. It is a little hunt of the needle, and it just hunts back and forth over a small area quite frantically. It indicates that a person is still sitting in one of these exteriorization incidents.

We know a great deal about havingness and that if a person suddenly ran out of havingness he would die and we would expect so much loss of his possessions and so forth to wipe him out. It doesn't wipe him out. This is what ordinarily occurs. He backs out at the moment of death with full memory. At that moment he knows who he is, where he has been, and so forth. You'd expect a total occlusion but it does not occur at this point. It is not true that a thetan in excellent condition gets some distance from the body and then doesn't care about it any more. That is simply a phenomenon of havingness. When we first found that, we thought this was always the case, but we were striking at thetans ordinarily low on the tone scale. Those who forget about it immediately and do not care have actually gone into the sub-zero tone scale. In support of this you can pick up on the track times when a fellow backed out of his head and was mad and just kicked the stuffing out of the person who killed him.

At a certain level a person who had to “have” tremendously would get just so far from a body and say, “Well, I don't care. I've had a very unhappy time during that life and I'm awfully glad, I don't care.” But that person was so little alive when he was alive that his aliveness after he has died is also negligible. A person a little higher up when somebody knocks off his body, would have an interesting reaction to this. “I'll show them they can't put me out of the game,” and he'll dive halfway across the country, see a maternity hospital and grab the body of a baby. Somebody higher than this would not have been in contact with bodies in the first place.

We get a very fascinating exteriorization here because it is totally cognizant. The person knows who he is and usually has very good perception. He knows where his friends are and for somebody to come around and point out this fantastic spiritual phenomena that somebody has appeared to them after he had died several thousand miles away is something like being terribly surprised because a waitress came to the table in a restaurant. If a person is killed with sudden violence and he is very surprised about the whole thing, he is sufficiently upset and unphilosophical about it that he is liable to go around and see his next of kin and the rest of his friends in an awful frenzied

hurry, trying to reassure himself that he hasn't gone to purgatory. ("Purgatory and hell" is a total myth, an invention just to make people very unhappy, and is a vicious lie.)

He has suffered the loss of mass. That is just about the frame of mind the thetan is usually in when he finds his body dead. If he is below 2.0 on the tone scale his major thought is to get another body. This he can do by finding a young child that he could bring back to life. Thetans are very good at this. But the ordinary entrance is some time around what we call the "assumption," and the assumption occurs within a few minutes after birth in most cases. That is the usual procedure, but the thetan can hang around for some time.

They'll hang around people. They'll see somebody who is pregnant and they will follow them down the street. They'll hang around the entrance to an accident ward and find somebody—some body—that is all banged up and pick up this body and pretend to be somebody else's husband or something of the sort.

It isn't necessarily true that all of this is taped, measured. I am telling you what is standard about this behavior and what is not. It is a case of how fast you can pick up a body before somebody else gets it. So there is a certain anxiety connected with this. Thetans often say very interesting prayers at the moment they pick up a body. They dedicate themselves to its continued growing and they are so pleased with the whole thing that they dedicate themselves to the family and go through all kinds of odd rituals of one kind or another. The odd part of it is, they don't shut their memory off until they pick up another, a new body, and the shut-off of memory actually occurs with the pick-up of the new body.

There is a phenomena series known as the "between-lives" series, and people have some sort of a thing mocked up whereby somebody goes back through a between-lives area. This can be plotted, it is not unusual, but it is certainly not a constant. Until thirteen or fourteen hundred the between-lives area operations weren't thriving at all. Then they started to pick it up more and more. They had to knock witchcraft totally out of Europe before the between-lives area clubs started thriving. They had to knock out any idea about demons and spirits. In other words, they had to make one feel guilty for hanging around and admiring the trees with no body to look through.

They succeeded in doing this. You can make a little child sick by just talking to him about this sort of thing, by mentioning ghosts and spirits and how bad they are and how fearful they are. He gets upset because (1) you are restimulating times when he exteriorized and (2) you are invalidating him and throwing him down tone like mad. He is a ghost, a spirit, a demon. He is all these bad things they have mocked up.

In view of the fact that two exteriorizations take place, it could get very complicated as one looked at it because the GE exteriorizes. I don't know much about that except that there is something that mocks up bodies that we call the *genetic entity* and it skips from life to life. In other words, even a body doesn't live only once. It is so obvious once you look at it that if a body lived only once it would never have learned how. The intricacy of a body, itself, is something that is developed over a long period of time.

When you realize that you have the capability of endowing things with life then we don't even know that the genetic entity is alive. It might just be machinery or computation of one kind or another that goes on and that you continue to endow with life to some degree until you separate from it.

Another interesting phenomenon about death is that a thetan will stay around a body until it is disposed of properly. You can take an E-Meter and any preclear, and

you can find times when he has been left out on a cliff and nobody even put a lid on the coffin, and there it was exposed to the wind and rain and he will stay around there until that body is totally dust. Bodies left out in the open decompose. Bodies buried in the ground go to pieces in a hurry. The rate of decay of a body is not really a point in question except that a thetan will try to accelerate it if the body isn't cared for. A thetan doesn't much care concerning the actual disposition of the body as long as it isn't given any more indignity than it suffered in the lifetime. He is apt to be very upset about indignities rendered to a dead body. Even while he is "in a body, alive," when the body is apparently alive and he is taking one around, he gets upset, if he is in any shape at all, about bodies being abused and mistreated. Much lower on the scale he is still upset about indignities to dead bodies and dead things.

He associates the body with his own identity to the degree that every time an indignity is rendered to the body he thinks it is to some degree being rendered to him; therefore he hangs around a body until it is properly disposed of. When people make wills in which they declare a certain disposition of the body, it is a very wise thing to do, if you want him to live a happy life elsewhere, to carry out those wishes, because that is his idea of what proper care is.

The Egyptians had the idea of living forever and so they wanted their bodies to live forever, but don't think that a thetan hung around just because his body had been mummified. As far as he was concerned he was on some other genetic line and he would not particularly be upset about his body if it had been hauled out of a tomb and been put up in the Metropolitan Museum. He already would have been too far away from it to worry about it. One very worrisome case was that of a thetan whose skull was used by a carnival who put a motor in the jaws to make them keep on opening, and the thetan just couldn't take it. I actually had to unwrap a preclear from that particular skull. He still had a finger on it even though he had another body. People actually become curators of museums just to keep a finger on a body they might have once had.

Mary Sue is the sweetest tempered girl you ever saw. We went into the British Museum, saw a whole bunch of jewels lying there and she went completely 1.5. She just got so mad that even I couldn't talk her out of it. Finally I took her home, put her on an E-Meter and her total conviction was they were still safe in a tomb someplace.

Every once in a while some fellow will go into some area and go completely berserk and not know quite what is wrong with him. Well, he probably got killed there or something of that nature.

The subject of death is never a very serious one to a Scientologist beyond the fact that he feels kind of sorry for himself sometimes. There was somebody of such terrific elan, who made him real happy and this person was thoughtless enough to dispose of the mock-up and go out of communication and the Scientologist feels unhappy about it, for it is a thoughtless thing for a friend to do. This, by the way, is a very early concept of death. You now more or less progress back to death as it was regarded very early on this particular track in this universe. People didn't regard it very seriously.

Death is in itself a technical subject. You can, with considerable confidence, reassure some husband whose wife is dying or has just died that she got out all right and she is going someplace else to pick up a mock-up. If you got there while the person could still talk, still communicate with you MEST-wise, in the last moments they usually have something spotted, something planned.

Now, sometimes a thetan gets so furious that he gets hallucinatory. He goes around killing all his enemies in all directions and they don't even exist. Motto: Have your reality in good condition before you die. There are many processes which

exteriorize people and give them high reality on this. Amongst those processes the key process that produces the phenomena without any great shock is old Stop, Change and Start—it produces exteriorization rather easily.

Thetans do not become body cells, walls and can get out of any trap they are in, but sometimes it is better to be in a trap than nowhere, and that is true of most people.

A thetan very often carries with him a theta body, which he mocked up on the past track and which is a number of facsimiles of old bodies he has misowned and is carrying along with him as control mechanisms which he uses to control the body he is using. He eventually develops quite a heavy, thick, automatic-control theta body. They are quite interesting. Many have electronic claws and all sorts of things. Usually the theta body structure has an electronic beam that goes down each of the fingers and he opens and closes his hand with beams. This is going off into structure, but he sometimes pulls out this theta body complete and simply takes it along.

Losing your pocketbook, some treasured possession or your body are all alike, and because of the forgetter mechanism a great mystery is made out of this. But that is death—phenomena of. And I hope sometime or another you may have no use for this whatsoever.

L. RON HUBBARD

HCO BULLETIN OF 1 MARCH 1958

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**PROCESSES**

When running Problems of Comparable (or incomparable) Magnitude, use the following three parts. Do not omit any part:

1. "Invent a problem of comparable (or incomparable) magnitude to (terminal)."
2. "How could that be a problem to you?"
3. "Can you conceive yourself figuring on that?"

*Note:* Question 2 may be omitted only if the preclear tells you how it could be a problem to him while answering the first part.

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*CONNECTEDNESS:* Insertion of the word "You" in the command:

"Get the idea of you making that (indicated object) connect with you."

Best,

L. RON HUBBARD

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**P.A.B. No. 131**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. Ron Hubbard**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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1 March 1958

**THE SCALE OF WITHHOLD**

*Edited from L. Ron Hubbard's 17th lecture to the 18th American  
Advanced Clinical Course in Washington, D.C., on 6 August 1957*

CCH 9, Tone 40 "Keep it from going away" is a withhold process. We know it to have a considerable workability. The road to solids, toleration of solids, lies through withhold. Only we never had a straight wire version on this before or anything that clipped it directly and immediately, but we have it here with Tone 40 "Keep it from going away."

CCH 9 proves that we are dealing with the automaticity which goes as follows: everything that comes along is used by a thetan to keep things from going away. He gets a cannonball in the stomach and says, "Ah, that moment of impact kept the body from going away. So I'll make a picture of the impact"—hence the necessity for pictures—"and have it keep the body from going away from here on out."

That is why people hang on to impact engrams. It is fear of loss—fear that they will lose a body. They do other things. They fill the atmosphere around the body with machinery so that other thetans will be afraid to come into it and take it over, take it away.

"Keeping things from going away" is a basic mechanism which guards against loss. As you know the mind runs on a gradient scale from thought through effort to solids. Actually the mind is already graphed on the tone scale. That is the gradient scale of approach between something that is nothing and total solids at the other end. It isn't that the person himself becomes a total solid, but his approach to solids is on a gradient scale through less solids and misemotions and plain emotions and energies, like aesthetics, to just thought.

When an individual gets hold of something like a cannonball in the stomach, he says, "That certainly got there in a hurry. *That I* can directly handle because it handled me so well." He keeps things from going away. He guards against loss with impacts. He also does other things with impacts. He uses them as control mechanisms. It would not be put beyond a thetan to take a cannonball engram on the right to move his body to the left and vice versa. It is handy and requires no effort. He just puts a slight thought into the line and says, "Move to the right." The cannonball goes into restimulation and he moves over to the right. This could be a good system.

He uses these "keep-it-from-going-aways" as control. In other words, he lets the body be shoved around by things and he keeps those things there and thus he can control the body rather easily—but he deteriorates at the same time.

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An individual can also very easily take a cannonball engram and hang it on somebody else's head to make him bow. Very often you start to audit a preclear and you find out that you are auditing a stomach out of his right arm or a head off his left foot. This is the interchange of facsimiles, and thetans do use facsimiles on others.

Way back on the track there is a thing called the Engram Police. It is quite amusing to get a thetan into some kind of condition where he can be policed—to be confined for thirty days in the space opera trap.

Facsimiles have a use and then they have the lovely attraction of also being mass. A fellow who keeps money for its own sake is the type of person who would keep facsimiles for their own sake.

You, as an auditor, start to look for the significance of why this preclear has this thing stuck in front of his face and you may find that he is merely keeping it for its own sake.

Facsimiles either keep you where you are or the body where it is. They are control mechanisms. Sometimes a thetan will get a series of engrams all hooked together—shoulder with an arrow, stomach with a crossbow through it, leg with a spear in it and a few slinging stones that are back of the left eye. That is a nice combination and moves the body rapidly. You start to shift the engram a little and the body jumps, and you move this at somebody else and he jumps as well.

The *service facsimile* is a series of facsimiles which you call a facsimile, which can be applied to the control of others very nicely. But after the individual has been on the track for a few billion years using one of these combinations, he sooner or later flops.

If an individual is to have anything to do with facsimiles, he is going to be somewhere between solids and thought. By gradient scales of concatenation and by lots of postulates about association, which gets into identification, finally this scale can become relatively solid. He can think a thought and turn on the solid at the other end of the scale.

We look this over and we see that the movement and the motionlessness of people can easily be handled by facsimile patterns.

Throwing things away or dispensing with them is much inferior to holding on to them. I near killed some preclears trying to find this out. Which side of the reach-and-withdraw mechanism is the one which can be audited? I have found that the “reach” one is good and high toned—not games condition activity. That is communication. Unless you have an opponent situation you would certainly run “reach.”

In view of the fact that everybody has some games condition on almost everything we can run withdraw, and withdraw is the side we can run rather endlessly. (By withdraw we mean “withdraw something from” because this builds up and increases havingness.) “Withdraw it from” or “Hold to yourself” the object holds good anywhere up to a couple of hundred hours of processing. *Man will communicate outward to the degree that he can hold inward and the monitoring thing is the “hold inward.”*

Every time a psycho comes into the foundation we find that they cannot separate anything from them. I used to try to process them on getting them to throw away a single scrap of paper and with very good results. That is an extreme case of hold, hold in to self and withdraw it from others. You will find out that as a person heads on down the scale it gets that bad—but what complicates it is that it has inversions, and right above this “clutch it to the chest this tight” would be an inversion of “throw it away.”

Which one solved it—the “throw it away” or the “clutch”? People cannot throw away ad infinitum. They run out of havingness. We are really only concerned with a person’s holdingness to himself. That gives us an engram bank, puts the bank in restimulation and upsets things endlessly.

Now, “hold it in” solves both “hold it in” and “throw it away.” An individual’s communication is raised by holding things in. Here is a nothing that couldn’t duplicate any mass busy holding mass in to himself. He comes to harm because of it. His abilities go to pieces and his penalties and that sort of thing all accumulate on him. Everything a thetan has done wrong he carries around in little pictures to remind himself how guilty he is. It is probably the result of a number of considerations peculiar only to this universe.

We have to increase a thetan’s ability to hold. When this ability to hold is emphatically good and he himself can do it, he will abandon all these cannonballs in the stomach. In other words, he abandons all this lower scale automaticity of having things held for him.

Holding on to, when it becomes automatic, goes out and beyond one’s power of choice, which automatically can start by power of choice, but after that it has to violate it all the way to be automatic. One doesn’t stop an automaticity. An automaticity, when and if it stops, wears out.

If we have everything holding on to things for us, such as gravity, body holding on to you, and all kinds of things holding on for us, we eventually get to a frame of mind where we feel we are being totally cared for. But at the same time we don’t dare reject anything because it might be some of our hold-on-to mechanism and a thetan doesn’t reject.

For a thetan to re-acquire the ability to hold on to things, is not necessarily the same as a thetan having to destroy all automaticities. Automaticities, quite incidentally, fold up when the thetan starts to re-acquire the powers and abilities contained in an automaticity. *We do not take over automaticities to destroy automaticities. We take over automaticities only to rehabilitate the ability of a thetan.* We just take them over because they are robbing the thetan of his ability to perform. (The inflow principle of the universe is being used to hold on to things rather than the thetan’s ability to hold on to them.)

Power is contained in the ability to maintain a position in space.\* If you can’t maintain a position in space you will never have any power. If everything is holding things in to you, they will eventually start moving you around and the moment this happens you no longer have power. An individual’s ability to withhold, his ability to hold and his ability to keep something from going away, are part and parcel of his ability to maintain his own position, situation or location.

Some people start confronting and immediately fly out of their heads. Eventually they get so that they can sit there and confront and hold their position. This is a necessary point in confronting. You have to be able to hold the position in the face of something. Higher than this, or lower down since it goes either way, we realize that to keep something from going away is a sort of confrontingness. Keeping things from going away is an ability which gradually cultivates the ability of the thetan to remain where he is.

If you can keep a wall from going away, the ability to hold still in general is regained. One then is able to confront things and can then recognize solids. First you

\* Refer to *Scientology 8-80* by L. Ron Hubbard.



have to acquire this ability to keep things from going away, then finally discover that you yourself can be stationary—which gives you the idea of confronting—and as soon as you are willing to confront then you can make things more solid. And that is why these three processes, CCH 9, 10 and 11, are run in this manner.

The solids and the solidity that you are willing to confront have an awful lot to do with your ability to hold still or hold things still, and your ability to hold things still has a lot to do with your ability to keep things from going away.

But here is a basic ability in the keeping of a secret—being able to withhold things from others. We have a whole span of keeping things from going away, all of which simply begin with the withheld thought, which is what a secret is, and it scales on further to a withheld object.

When an individual has regained his ability to keep certain things from going away, he could then start in on the basis of holding things still, but he will never hold himself still for the excellent reason that he isn't there to be held still. He can only suppose he is in a place. And this depends upon his ability to hold other things still.

Now, *“Keep it from going away” solves both outflow and inflow. “Hold it still” solves motion and no motion. We have motion and no motion and you really don't solve motion with motion. You solve motion with “hold stillness.”* And the ability to *confront and confound solids solves alike something and nothing.* To be able to confront a solid, then, makes a person capable of confronting no-thing.

Here we have six items and their gradient scale. The first two of these items are a pair called “reach” and “withdraw,” or “throw it away” and “hold it to you.” And that bracket is solved only by running **“Keep it from going away.”** The next one up is “motion” and “no motion”—action and stillness—and those are solved by running **“Hold it still.”** The last bracket, we have somebody who is terribly fascinated with vaporous “nothingness.” To solve nothingness we run solids. The person will graduate rather rapidly up to being able to confront nothing if we run solids. But we *don't* run nothings—conceiving statics. We run solids and what we do is pick him out of those places where he is totally convinced of solids and you walk him back to the world of thought. The gradient scale goes from nothing through emotions, through effort and facsimiles into solids, and you get him back up to where he can handle it on the effort band and up above into thought.

These processes can be run by formal auditing and are not necessarily Tone 40. If you have a very figure-figure case you better run it formal. It will run more easily for you. But first flatten CCH 0, 1, 2, 3 and 4 and then run this combination of processes and win like mad.

L. RON HUBBARD

**P.A.B. No. 132**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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15 March 1958

**REPORT ON TWO CASES THAT HAVE RECEIVED  
PSYCHIATRIC AND EURO-RUSSIAN THERAPY  
FROM THE GOVERNMENT**

Recently two cases came to the attention of the HGC which had received former mental "therapy" of the Euro-Russian variety.

One of these, a 32-year-old shipworker, had been four years in prison for having committed a crime of violence.

The other was a 46-year-old man who had received a dishonorable discharge from the Army.

Both cases were picked up at random from the general run of workers.

It was found that both had received mental "treatment." The first had been given considerable attention in prison from "clinical psychologists." The second had had "psychiatric interviews" in the Army.

Neither case had been in any way improved. Both had been antagonized. The first committed a "grand theft" after release from prison and was in no sense a safe factor in society. The other case, even though court-martialed and discharged for drunkenness, was still getting drunk and losing jobs.

These two cases had one thing in common—they had been made contemptuous of mental treatments. They had to be forced into session due to their former experiences.

Both were improved by processing and could have been completed as cases. As soon as this was established they were let go as this was all that we cared to discover.

We can assume that Euro-Russian mental treatment is a liability in that it destroys any faintest hope of recovery. We can also notice that money spent by the prison and the Army was wasted.

It is noticeable that neither the prison nor the Army paid any attention to public safety in these cases. Two men were released in a worsened state and permitted to victimize the public. Thus all measures taken were apparently detrimental to public well-being.

We can further notice that our task in Scientology is being made harder by the presence and practice of Euro-Russian psychotherapy and the handling of criminals in government areas.

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A time has come for a reform of these matters.

The correction of prison and Army systems of punishment and the introduction of mental methods which do not make cases less approachable are both needful.

In a national disaster the presence of a large number of criminals and insane in our midst, unreformed and loosed upon us, could well mean the fact that gives us defeat.

The time to start is now, not when a man brings chaos to the whole public.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 22 MARCH 1958  
(revised)

### **CLEARING REALITY**

A new rule.

In the absence or unreality of a terminal the significance in a process will not function.

In other words, the significance of help will not function on a tooth unless the pc is given a reality on the terminal of a tooth.

On a nervous-dispersed case, there is no real gain in running significance until hellos and okays are run on something.

Command "You say hello to that body." "Have the body say okay to that hello." "Have the body say hello to you." "You say okay to that hello."

When pc has misemotion off the interchange, then run help in brackets on the same terminal.

Establish the reality of a terminal before you try to clear it with significance.

A pc in extreme pain can be audited if one clears reality on the hurting terminal and then runs brackets in help on that terminal. Note: Extreme control must be used in attempting this.

The above applies to objective terminals. Subjective might or might not work.

L. RON HUBBARD

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*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Does Clearing Cancel the Need for Training?

L. Ron Hubbard

To answer the important question “Does Clearing cancel training?” all you need to do as an auditor is clear someone without training him and then say to him, “All right. Go out and clear people.”

You’ll get a blank stare.

Why?

Because Auditing skill is a discipline in living and a know-how of the parts of life which is in itself something new in the universe. Even OTs don’t have auditing skill since there have never been any auditors behind them.

There is such a thing as learning. There are such things as data.

The fact is, that a cleared Zulu is a cleared Zulu. A cleared advertising man is a cleared advertising man. A cleared Zulu is not a cleared advertising man.

Now a Zulu uncleared has scant chance of becoming an advertising man. But a *cleared* Zulu would probably be able to become one rapidly. And there’s the difference.

Being clear gives one the *potential* of being and makes the being rather easy, and fun. Further, being cleared makes it possible to *continue* to be something. There’s nothing wrong with being clear. A person ought to be. The state is so valuable several hundreds of millions of people in the past 2,500 years have concentrated on nothing else.

But how about getting clear and staying clear forever? The auditor alone *with* his data *well learned* could manage that.

Remember, you were clear once—trillions of years ago. Why didn’t you stay that way? Because the traps were well designed and you had no anatomy of traps.

Well, Scientology does have the anatomy of the traps, the Axioms, the discipline and know-how necessary to handle and control the laws of the universe. Scientology is the data necessary to *live*.

If everyone were now to concentrate only on how to get clear and forget all about how to stay clear, we'd be back in the soup in a century.

Oddly enough, the best time to study auditing is when you're aberrated—when the thing looks impossible, when you can achieve subjective reality on the grimness of it.

The best things a person can do are to (1) get trained and (2) get cleared. Auditors will always be senior to clears. Always. That became very obvious in the 19th ACC. People who weren't clear created clears.

If a person gets cleared first, he can, of course, learn very rapidly how to be a good Scientologist. If he is to be a very good being he will be both a good auditor *and* a clear. That combination cannot be beaten.

If we had only clears and no auditors we'd have another slump ahead. Scientology is not in the experience of anyone's back track. It is itself. It is the one thing senior to life because it handles all factors of life. Scientology could not have happened earlier because there was not enough livingness to study. We have arrived near bottom.

There are people getting cleared now all over the world. Just remember that you share the agreement of the society in which you live. You'll have to be able to audit to skillfully handle aberrated persons. And it will take a lot of auditors to have a cleared society.

Right now it's all right to keep your eye on that first dynamic and get clear. You should. But when, suddenly, you find you've achieved clear, remember when I tell you this one thing:

There are eight dynamics.

You cannot stay clear unless you solve things by the equation of the optimum solution: The greatest good for the greatest number of dynamics. Failing to so solve things dug you in to where you were in the first place.

Scientology got you out.

Stay out by knowing Scientology well.

I look forward to seeing your bright, smiling face, clear or not, in the Academy or an ACC, or both, in D.C., or London, New Zealand, Australia, South Africa. A Clear world to be, needs you as a good and skilled Scientologist.

And that's how you're going to help me.

Okay?

L. RON HUBBARD

P.S. When I solve a case I always ask the pc for one unnamed favor. I've never called these favors in. The favor I tell you now for the first time: Whatever else you are, be a good Scientologist and help me clear these Earth people.

**P.A.B. No. 133**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 April 1958

**PROCEDURE CCH**

*Compiled from the Research Writings and Taped Lectures of L. Ron Hubbard*

(The following series of PABs are devoted to an elucidation of Procedure CCH and should by no means be taken as a complete exposition of that procedure. This course of information will be fully covered in the newly completed but as yet unpublished basic handbook for all auditors: "The Student Manual" by L. Ron Hubbard, which is the most comprehensive book ever issued from the pen of LRH on auditing procedure and all that a Scientologist should know about how to audit and practice.

Further, the numbers of the CCHs don't necessarily agree with "The Student Manual" except from CCH0 to 5, since these PABs are based on a workable procedure called Procedure CCH [Long Form], given by LRH to the HGC staff auditors here in Washington, D.C., in 1957.)

**CCH ZERO:**

CCH 0 is firstly establishing the Rudiments of the session, discussing the goals of the preclear for the intensive—also established at the beginning of each separate session—handling the present time problem and clearing the auditor for the preclear. The latter has become very important in modern auditing.

One establishes the session by calling the preclear's attention to the room, the auditing environment, to let him know that he has arrived for a session. This can be done by light "Locational Processing." At this point one doesn't have to belabor the Rudiments.

Following this there is a discussion of the preclear's goals for the session and intensive and making sure that these goals are not wild or completely outside the preclear's reality. He may, for instance, want to be an Operating Thetan while hiding in mystery and he will thus not achieve that goal unless he has full reality on it. In other words, the auditor makes sure that the goals which the preclear has set for himself are goals which the preclear can work towards and attain without much difficulty.

The auditor then defines for himself—but does not inform the preclear of—his own goals and intentions for this session so that he does not grope blindly with techniques without knowing which way and why he is guiding the preclear. Often auditors work in the dark without setting goals for themselves toward which to guide the preclear. Best of all is when the auditor can align the preclear's and his own goals for the intensive.

After this the auditor must inquire if the preclear has any pressing present time problem which needs immediate attention. It is fairly safe to say that every preclear on

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earth today has a present time problem. The more the preclear has the easier they can be handled. If the problem is not pressing and will not interfere with the processing, then the auditor can continue further. Should there be a scarcity of problems the preclear will hold on to and dramatize that problem and the situation has to be remedied either with Problems of Comparable or Incomparable Magnitude or by Locational Processing.

A lot here depends upon auditor judgment of the case (and it is, of course, best to have preclears tested at the London or Washington Academies to aid the auditor), but should the preclear be too low to handle the present time problem, the auditor should only run Locational Processing to bring the preclear up to present time. Preclears who are very low toned do not even vaguely have their thinkingness under control, and to run "problems" would be a waste of time.

Since many preclears do not know much about their condition or what they are working towards, LRH has found a very good way to clear this matter. This process is a Rudiment called "Clear the Auditor" and known as "Help." It is surprising, after running this process for an hour or so, to find that many preclears do not believe that they can be helped by anybody and are unclear as to what the auditor can do for them.

This is the best way of clearing the auditor and making the fact that they can be helped to help themselves clear to them.

The commands for this process are as follows:

**"Could I help you?" "How?"**  
**"Could you help me?" "How?"**  
**"Can I help anybody else?" "Who?" "How?"**  
**"Could you help anybody else?" "Who?" "How?"**  
**"Do other people ever help other people?" "How?"**  
**"Do men ever help women?" "How?"**

and the auditor just does this on a big, long bracket.

Of course, it is necessary to see that the preclear does not give machine answers and that he is fairly sure that this can be done. Two-way communication here is important and a lot of it could be used.

This process becomes a fantastic way of dealing with the preclear and is valuable in many ways. For example, you can take Father and Mother valences which are usually aberrative and run them on Help in brackets.

Running Help is necessary on a case that is hung up, because the only reason he is sitting there is to "waste" help. You can run such a case on any process, no matter how excellent, on a basis of "wasting help" until the case simply cannot find enough ways to waste help and he goes down the tone scale.

One has to understand that the case which isn't changing is trying to waste help. It isn't a case of "finding the auditor" in the Rudiments nowadays, but of "clearing the auditor." The only point on which he can be cleared is "Help"—"**Can I help you?**" or "**Can you help me?**" and asking "How?" each time to keep the command real to the preclear and applicable. No conditional answers are accepted and the preclear has to find *real* answers.

The whole purpose of CCH 0 to quote from "The Student Manual," is "*to make known the beginning of a session to a preclear and the auditor so that no error as to its beginning is made; to put the preclear in a condition to be audited.*" "

## CCH 1:

CCH 1 is known as “Give Me That Hand,” and is one of the most effective entrances to cases yet devised. Apart from having great beneficial effects it is also used as a Rudiment. For example, soon the preclear finds that there is a mass sitting in front of him (the body of the auditor) and that he is occupying a mass in the chair—and thus the environment takes on a more real shape.

To illustrate this better, here is a brief description from an LRH lecture to the Washington, D.C., HGC staff auditors: “Most preclears are completely unaware of their own body or that of the auditor. GMTH brings the preclear back onto the Scale of Reality, which runs this way (from the top of scale down):

Postulates, Agreements, Solids (masses, terminals), Communication Lines But No Terminals, which dwindles into Confused And Complex Communication Lines, and eventually into No Lines—and you’ve got mystery.

“Applying the Scale of Reality to GMTH, you have a preclear who is in mystery. You take his hand often enough with an acknowledgment (‘Thank you’) at the execution of the command and he slowly, through some dope-off, becomes aware of a solid line of communication—your arm grasping his hand to his arm—and that becomes more solid until he goes through the complexities and confusions of communication lines and gets them straight enough to recognize a solid terminal sitting in front of him (the auditor’s body sitting there, a mass, a terminal). He thus gets into communication with a solid terminal. As he comes upscale he does not have to use solid comm lines to communicate but can do so by agreements (symbols, words) and higher upscale just by postulate.

“As Opening Procedure by Duplication demonstrated the accuracy of the Know to Mystery Scale, so Give Me That Hand proves the accuracy of the Sub-Zero Tone Scale and the Reality Scale. Preclears will go into dope-off and a state of confusion, engrams will fly off as the complexities and confusions of comm lines fade into where his and your hands will become real to him. He will most likely recognize you as the first real terminal he has ever had.”

This is a Tone 40 process.

Tone 40 has been defined as “*Giving a command and just knowing that it will be executed despite any contrary appearances.*” (This is not the 18th ACC definition.) In other words, Tone 40 is positive postulating.

“The Student Manual” has the following to say about the procedure and the running of this unique process: “Physical action of taking hand when not given and then replacing it in the preclear’s lap and ‘Thank you’ ending the cycle. It is Tone 40, with clear intention, one command in one unit of time, no originations of preclear acknowledged in any way, verbally or physically.” However, one can freeze the process after a cycle of action has been completed if one is sure that something is occurring which needs further “fishing” for a cognition.

This is the first step to the control of the preclear’s body, which is the basic element of Control-C-H (CCH). We first have to bring the preclear’s body under your and then his control before we can attempt to bring his attention or thinkingness under control. And processing follows that basic pattern all the time—control of body, attention and thinkingness.



This is a very precise process, being Tone 40, and Tone 40 demands accurate precision into which one has to be trained to be efficient. Further information will be found in “The Student Manual,” which will be published shortly, or in the Validation Courses run in Washington, London or by Gold Seal Certificate holders.

As a last note on this process, there is a negative side to this if your preclear is “withholding” communication from you and it simply runs in smooth Tone 40 as follows: **“Don’t give me that hand.” “Thank you.”**

The preclear will get frantic after a while and want to give you his hand. By telling him to withhold his hand, and acknowledging it so that he receives the acknowledgment, you are telling him to do what he has been doing all his life and consequently ruin that mechanism which has been “withholding” all the while, when you take over the automaticity.

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WASHINGTON, D.C.

HCO BULLETIN OF 2 APRIL 1958

**ARC IN COMM COURSE**

There are two types of Auditing. Both include control. They are called "Formal Auditing" and "Tone 40 Auditing".

The first is control by ARC. The second is control by direct Tone 40 command.

The first, Control by ARC, is taught in Comm Course. The second, Control by Tone 40, is taught in Upper Indoc.

The two are never mixed in teaching. Tone 40 is never taught in a Comm Course and is not even permitted. ARC is not taught in Upper Indoc.

The most widespread weakness in auditors prior to this date is an inability to use step one of Clear Procedure (Participation by the pc). This is only good ARC in the Training Drills of Comm Course. Auditors are now too prone to let CCH Ob Help do the work. Auditors fail to make the pc feel they are interested in the pc when they handle him with poor ARC.

We care nothing about ARC in Upper Indoc. We want *command*, we want Tone 40. We do not even handle pc origins in Upper Indoc.

Students must understand that there *are* two types of auditing. They should realize that Tone 40 is for the unconscious, the psycho, the non-communicative, the electric shock case pc. The student should realize that ARC formal auditing is not chatty or yap-yap, but it is itself. It has warmth, humanity, understanding and interest in it.

Academy Dir of Tr, Comm Course and Upper Indoc Instructors should keep this in their hats as needful technical data, since we *must* turn out auditors capable of handling pcs with ARC.

**LRH**

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WASHINGTON, D.C.

HCO BULLETIN OF 8 APRIL 1958

**AUDITING THE PC ON CLEAR PROCEDURE**

We must not lose sight of the fact that only TWO processes clear a pc. All others only support these TWO and make it possible to run these two.

These processes are:

1. Help, CCH Ob
2. Step 6, Mock-ups. Keep it from going away, Hold it still, Make it more solid.

First in auditing we have to get pc to sit there and be willing to be audited. We have for this many processes. Best is TR 5 “You make that body sit in that chair” “Thank you”.

Next we are continually confronted with keeping pc in session. This is done with good ARC. No process can supplant good auditor ARC. Pc must know auditor is interested in him. This does not mean auditor does not control pc or let him gabble but it does mean that pc and auditor have ARC.

The next condition which must be met is the eradication of present time problems. This is done by “What part of that problem could you be responsible for?”

Psychosomatics may come under head of a p.t. problem. One runs hellos and okays on the terminal to improve reality on it. “Say hello to that (body part)—have it say okay to you. Have it say hello to you. You say okay to it.” One can also run “What part of that (body part) can you be responsible for?” One can also have pc mock up “unknown (body part)”. One can also clear help on that body part. As a psychosomatic is a concentration of attention it fulfills the condition of a p.t. problem which is “any worry that keeps a pc out of session, which worry must exist in present time in the real universe”. One can run all of these on a resistant psychosomatic.

One should clear help on objects and terminals connected with the pc’s job.

One should clear help on the terminals of the various dynamics.

With an E-Meter needle nul and free on help, one can go to Step 6. This doesn’t mean that one should not later return to help. It may be Step 6 must be approached with S-C-S and Connectedness. The needle will tell. A heavily stuck needle is worse than a wildly surging one. Connectedness clears stuck needles.

Step 6 can be run just as in the book “Clear Procedure.” [See page 172.] If it is too tough for pc, run help and responsibility on pictures.

Then complete Step 6 with great thoroughness.

Rising Scale Processing Modern Version is very good. However, even though it works low scale, it is in reality an OT process, not a clear process. Rising Scale can be run on any consideration. The basic is “Get the idea it is impossible to reach anything”. “Now Postulate that you can reach everything.” There is no fancier version. There are other buttons besides reach. The basic command is get the idea negative. Postulate the positive.

This is clearing. It works as well as one directly approaches the task of clearing with the above.

But clearing cannot happen in the presence of

1. A present time problem not flat.
2. Poor auditor-pc ARC.
3. Putting the pc at the effect end of life in or out of session during an intensive.
4. Detouring into contributory processes in the belief they will clear rather than set up a case. And
5. Leaving untouched zones of irresponsibility and zones of refused help.

I wish you good luck in clearing.

Best,

L. RON HUBBARD

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[PAB 142, *Auditing the Pc on Clear Procedure*, 15 August 1958, is taken from this HCO B.]

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HCO BULLETIN OF 8 APRIL AD 8  
Issue II

**A PAIR OF PROCESSES**

Now and then I overhaul some old process once in use and see what can be done to make it work.

Op Pro by Dup and Forgetting are a pair that recently showed up as having a possible specific value—i.e. to create a specific effect upon a specific difficulty.

Evidently Admiration and Critical are a dichotomy. Maxine Kozak suggests that Duplication is Admiration. From this I looked over Critical on the APA (OCA) profile and saw that the low critical might be influenced by Op Pro by Dup. A test should be made of this.

The other process is less nebulous in action. The specific for a bad memory is Forgetting run in Brackets. You will ordinarily find an automaticity of forgetting when you ask “Recall something you wouldn’t mind other people forgetting.” This is a “bad memory”. Nothing like a good conscience to retain a good memory.

The commands of Forgetting would be a 6-way bracket.

Recall (or think of) something you wouldn’t mind

1. Forgetting yourself
2. Another person forgetting
3. Forgetting about another
4. Another forgetting about you
5. Other people forgetting
6. Another person forgetting about another person.

Each command is cleared. The commands are run in sequence rather than repetition.

This is a low scale process. Goes lower than “Not know” but graduates into it.

This is a basic on unknowns and fields of whatever kind.

L. RON HUBBARD

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HCO BULLETIN OF 11 APRIL 1958

**CCH 88—ENFORCED NOTHINGNESS**

When the following command is relatively flat on an auditor or instructor he may run it on HGC pcs and teach it as part of curriculum to students. But it must be somewhat flat on auditors and instructors before use or taught publicly.

The command is a repetitive command. It is used with some 2-way comm to punch cognitions.

The name of the process is Enforced Nothingness. Number CCH 88.

The command is: "Mock up some people who made you want to make nothing of things."

This increases havingness all the way.

The person the auditor wants mocked up will be invisible to the pc and pc should keep on trying to mock the person up, eyes open, until he can do so.

I developed this process to vanquish fields and thus speed clearing. It belongs anywhere prior to Step 6 of Clear Procedure.

In Creative Processing we knew good results were achieved when we used a gradient scale to get the pc to improve an ability to mock up someone. The above command gives the reason this was necessary.

Considerable relief and calmness follows a run on this process.

High critical is cured by this process.

Failure to help is the basis of the collapse of a desire to make nothing of things and the process therefore ranks in importance near to help.

A subjective reality on the process is necessary for skilled use.

The process can in a pinch be self-audited by reading the command off sheet. The process is unlimited.

I think I have discovered in Enforced Nothingness a direct route to bringing any pc who is under some control up to the ability to conceive a static. And therefore the key to all exteriorization, havingness and perception.

The process cures colds, tiredness and psychosomatics.

L. RON HUBBARD

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**P.A.B. No. 134**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 April 1958

**PROCEDURE CCH CONTINUED**

*Compiled from the Research Writings and Taped Lectures of L. Ron Hubbard*

**CCH 2:**

CCH 2 is Tone 40 8-C, which has the following commands: **“With that body’s eyes look at that wall.” “Thank you.” “Walk that body over to that wall.” “Thank you.” “With that right hand touch that wall.” “Thank you.” “Turn that body around.” “Thank you.”**

One doesn’t acknowledge any of the preclear’s originations and can only “freeze” the command after a cycle of action has been completed. As with all Tone 40 processes this is a precision process and needs validation training for execution on an optimum level.

The intention or goal of this process is to bring the preclear’s body further under control and to insure that he does “precisely” what you tell him to do, and it is a basic step for getting his thinkingness under your command as well. By showing the preclear you can control his body, you are actually inviting him to control it and to take some responsibility for it.

Don’t be surprised if the preclear exteriorizes quickly on this technique. By taking control of the body, he will go in and out of it and eventually feel that the best way to handle it is from a few feet behind his head. As an auditor one must beware of not-ising this phenomenon and should communicate about it when one “freezes” the session and make sure that the preclear understands this and that it is to be expected.

This is an ambulatory process and the auditor should be next to or with his preclear at all times during the running of this technique.

Don’t avoid this process or not administer enough, since 8-C, Tone 40 or otherwise, has been a stable processing datum for over three years and will continue to remain as such for a considerable period of time.

**CCH 3:**

This is the process that produces some of those fantastic IQ changes, for it deals directly with the preclear’s learning rate and his ability to duplicate communications. Bringing up his non-language factor in the IQ has the effect of bringing the preclear into a better control of his environment and into handling the people and objects in his immediate surroundings.

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Its purpose, according to “The Student Manual,” is “*to bring up preclear’s communication with control and duplication. (Control + Duplication = Communication.)*”

Book Mimicry, as this process is called, is run in the following manner: Auditor tells the preclear that he is going to make a motion with the book and that he wants the preclear to duplicate the auditor’s motion mirror-image-wise. He hands the book to the preclear and then waits for the preclear to execute that motion. He acknowledges the execution of that command and then asks the preclear if he “**is satisfied that he duplicated that command.**” If the preclear says he is satisfied, and the auditor is sure he did not do it satisfactorily, the auditor does the same command until the preclear *and* the auditor are both satisfied.

There is a gradient scale of simplicities and complexities here. One first starts with fairly simple commands, graduating into complexities. LRH found that straight lines and angles are simplicities, whereas circles and arcs are complexities. Preclears who like complexities will be able to do the difficult ones with great ease while finding the simple motions burdensome. One keeps on doing both until the preclear can do each with relative ease.

In order to do this process properly the preclear has to be in present time, and that will unstick him from the rest points on the track, and it has been noted by many auditors that engrams and valences turn on, also a lot of dope-off and anaten which must naturally be run flat.

For the preclear who is in manic motion, small, very slow movements will cause a panic and should be done until he can tolerate the no-motion with ease and vice versa.

One must be sure, however, to remember the commands one has given in case the preclear cannot execute them and one has to do it again. Also, we are interested in giving our preclears only wins and one should work closely within that framework. Give the preclear only the commands, on a gradient scale towards difficulties, that he can execute. It does not mean that one cannot make it complex, but one mustn’t give impossible commands and so confuse and invalidate the certainty that he can duplicate a communication between himself and another terminal.

This is not a Tone 40 process, but the auditor does not talk until the motion he has made is executed unless the preclear has as-ised the command before he started the motion or finds himself unable to complete it.

Since engrams do appear and odd sensations and somatics turn on, communicate with the preclear about them, but remember the intention of the process and do not go chasing after facsimiles.

#### **CCH 4:**

CCH 4 is “Hand Space Mimicry” and the purpose of this process as per “The Student Manual” is “*to develop reality on the auditor using the reality scale (solid comm line) and to get the preclear into communication by control + duplication.*”

It is run as follows: Auditor and preclear sit straight opposite each other. The auditor then raises his two hands with his palms facing the preclear and says, “**Put those hands against mine, follow them and contribute to their motion.**” He then makes a simple motion with his right and then left hand and asks the preclear, “**Did you contribute to the motion?**” “**Good.**” “**Put those hands in your lap.**” After this has been run flat, increase the space between the palms of the auditor’s and preclear’s hands by half an inch. When this is flat gradiently increase the space between the auditor’s and preclear’s palms until the preclear can follow the motion yards away.



There is a lot of two-way communication during the running of this process, and the auditor must allow the communication which is born from the duplication and control to come forth without restraining the preclear's desires to do so.

The distance factor here (affinity in the communication formula) will affect various preclears in different ways, and it is of interest that the preclear will communicate a lot about love and the second dynamic to the auditor which can then be viewed. There seems to be a certain distance factor here for each preclear, and once the auditor moves out of it suddenly without that gradient increase in space the preclear will go out of communication with the auditor, and the process should therefore be kept to small increases only.

The strained feeling in the preclear's (and sometimes auditor's) wrists is not a tiredness as one may suppose, but will disappear as he gets into communication with the auditor. He will go through a lot of anaten and dope-off, but should come out very bright and in present time and in much better shape than when the session started. HE will be able to communicate and recognize your body as a solid terminal opposite his and will really find the auditor during the process if he has not done so already. His reality level will increase to the point where he can communicate by agreement only and know that he is doing so (see the last PAB on the Scale of Reality).

This is not a Tone 40 process and should not be run as such.

CCH 0, 1, 2, 3 and 4 are the essential basics to the running of every case, and where these are neglected (where control in these facets has been neglected) there will only be failure. It is therefore remunerative in the long run to really flatten each process.

The workability of these processes is astonishing and is a delight in the hands of a Validated Auditor who has been coached on them himself. If ever processes demanded that one knows HOW to run them, these do, for the untrained auditor might just confuse both himself and the preclear if he doesn't know what to expect and how to handle that which is sure to arise from such processes as CCH.

One can run these processes over and over again. Run 0, 1, 2 and either 3 or 4, then back to CCH I—right hand, through the other steps, left hand, through the other steps, both hands, and up again, or instead of using **“Give me that hand”** the auditor can run **“Don't give me that hand”**—right, left and “those hands,” and so forth.

Somewhere along the line one of these processes is going to bite and then each and every one of them will do the same. If nothing happens it means that there is a threat to the preclear's havingness and that the present time problem should be cleared while “help” is run again, after which one of the four CCHs should open up the preclear's bank.

As an example, here is a case history from one of the Washington HGC staff auditors: Preclear, a business man, age 48, who had numerous pressing present time problems in the home environment. His profile proved that he was totally unable to handle his numerous present time problems as his ability to communicate was on the very low minus side. What's more, his profile showed that he should really be a three-week preclear but was accepted on the understanding that since he couldn't possibly afford more time, he would be given this week as an exception to the rule since he came a very long way (the HGC doesn't accept for processing a 25-hour case who really needs 75 hours).

LRH looked at this profile and suggested quite calmly to the auditor that CCH steps 0 to 5 should do it.

The preclear was out of communication. He did not volunteer any information and seemed to get nothing out of the first 7 1/2 hours when the first 5 steps were

covered. (His present time problems were handled by Locational Processing.) Since this preclear was withholding information the auditor ran him on “**Don’t give me that hand,**” which started biting slightly, a few minor somatics shot through various areas of his body and facsimiles darted in and out of his field, but the preclear still felt that this meant nothing. (His critical level was high and he was making nothing out of the auditing.) But when the auditor arrived at Hand Space Mimicry, the preclear burst open for he couldn’t tolerate the close contact with the auditor and volunteered information about a second dynamic restimulation which blew the aberration out of the way and opened the Case.

After that the preclear exteriorized with full visio and sonic when run on Tone 40 8-C, felt that he could control both his body and his environment much more ably and with greater certainty as to what he was doing.

Further up the line on Control Trio and Trio, the preclear ran each one of the six commands flat in approximately half an hour, with cognitions ranging from the first to eighth dynamic, each intimately related to his own life and livingness, and the preclear is a clear.

This preclear still has his present time problems at home, but feels much more confident about handling them and the auditor reports that he is moving heaven and earth to return for the outstanding two weeks.

This might not have been possible on older technologies since the factor of control wasn’t so neatly and exactly organized by LRH as it is now, but the fact remains, much against some people’s better wishes, that one has to be *coached* into knowing through experience to fully comprehend the power of Procedure CCH.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 23 APRIL 1958

To: All Training Activities

**VITAL TRAINING DATA FOR TRAINING HATS AND REGISTRAR**

Students in the Academy are auditors. They are not preclears. Emphasis is on auditors, not pcs.

The goal of the Academy is to produce auditors of such quality that we would be willing to hire them in the HGC. We don’t graduate those we wouldn’t.

Training staff can refuse a student at any time on grounds of inadequate financial arrangements. In which event the student applicant is returned to Registrar.

The Academy is not a clinic and concerns about cases belong to the HGC and are so referred.

**LRH**

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## How We Work on the Third Dynamic

**L. Ron Hubbard**

It is obvious that a barbarian society, leaving all to chance, believing in luck and irresponsibility, needs direction.

If it cannot receive that direction from its elected leaders, it is soon drowned in confusion.

This is particularly true of *barbarian* societies. By barbarian, we mean, of course, “lacking in social graces.” A nation may have huge machines, projectiles of great violence and stoves that do all the cooking and yet be a complete barbarism socially.

The activities of a barbarism one against another are punishment, revilement, contest for first dynamic supremacy with no thought of the rights of others.

The barbarism solves political problems with brutality, crime with punishment and social ills with degradation.

It is fairly obvious then that the United States of America—and the Western world—is a barbarism, wearing nylon shirts instead of bearskins, lip rouge rather than tattoo tabu marks, but subscribing to the Code of Hammurabi just the same.

The social code used identifies the barbarism and an “eye for an eye” is little better than law for the sake of sadism, mere animalism.

You can know a barbarism by its witch doctors, its concept of the other man’s mind. In this society the mental witch doctor, comfortably enfranchised by the A.P.A., believes sincerely Man is an animal without soul or hope and, following Pavlov and other Russian teachings, that Man works only for reward like “any other dog.”

These are the brands of barbarism. Hate is deified above love, a deterrent to an action is better than a communication, the delusion is more palatable than the truth.

If we place the government on our chart of human evaluation, we find a craven psychotic. What would you think of the sanity of a man who sits in his house all day every day loading guns for fear of some mythical enemy? What would you think of a person who used violence against the weak, the helpless, women and children? What would you think of someone who solved all his problems with threats of violence? You’d be right. Such a person would be insane. Just add up the characteristics of a government today, apply them as if done by an individual and make up your mind. Governments are insane. It is a big thought and one necessary to digest if you are not

going to go around all your life snarling impotently against “government stupidity.” The insane aren’t always stupid but they are certainly insane.

Of course you could define government as “that body created by the aggregate irresponsibility of a people.” The insane are irresponsible. That is why they are insane. If you lump all the irresponsibility in a nation into one body you would then have an insane body. Thus the government temper.

Now it is a fact that help and destroy are opposite ends of the same string. When a person can no longer help he seeks to destroy. Destroy is the same as help to a psychiatrist. Total identification. But more of this elsewhere. It is enough here to demonstrate that if you try to help an insane body it responds by seeking to destroy you. This is nothing to be afraid of since the ability to direct in an insane body is *very* poor. Thus the blows usually go awry. One sees it in government when the police arrest and question the man who was attacked by a thug. The police forget the thug and arrest the innocent.

Now all this comes about only when you have a barbarism, where the social training of each person is so poor as to amount to a collective insanity.

To cure a barbarism one must make men socially grow up. And that is done with individuals. One works with individual people, not with groups.

We in Scientology have done a “power of growing up,” me and you both. We are strong in that we have the ability to make other people “grow up.” Our target is the individual if we wish to increase the group level of responsibility.

To properly hit the target each of us needs to be (1) a good example in our own case and (2) well trained and secure in our Scientology skills.

All we really have to do to win is to get clear and clear others, the while keeping on with the routine demands of life.

As startling as clearing is today, as impressive as it is to learn Scientology well at the Academy, yet these things can be done rather easily.

*Clear* is now no esoteric goal. It can be reached in a few weeks of highly skilled auditing.

Getting to be an excellent auditor is a must if one merely wishes to live. But one dynamic isn’t enough. It takes all the dynamics to make a freedom. Therefore to be clear is not enough. To be a cleared auditor and to handle and audit people is a must if we wish to be totally free.

Face it. We live in a barbarism. The shiny cars are driven by degraded men. You won’t be free unless they are.

It has taken me ten hard years to make clearing everyone an accomplished fact. That I could do it was not enough. That you could do it was part of the major plan.

My purpose is to bring a barbarism out of the mud it thinks conceived it and to form here on Earth a civilization based on human understanding, not violence.

That’s a big purpose. A broad field. A star-high goal.

But I think it’s your purpose, too.

Best,

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF I MAY 1958

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**SIGNS OF SUCCESS**

Whenever we're really winning the squirrels start to scream. You can tell if somebody is a squirrel. They howl or make trouble only when we're winning.

Spectacular success can quadruple the number of complaints. Tell the complainers: "Come in, get clear." Otherwise skip it.

To understand a squirrel, consider the reaction of somebody who could not run the fifth leg of help "How could another person help another person". The thought of this drives some people spinny. That's a squirrel. They can't view other people helping others without going berserk.

There's nothing personal in having squirrels. Even heroes can have lice.

Best,

LRH

LRH:bt.rd

**P.A.B. No. 135**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 May 1958

**PROCEDURE CCH CONTINUED**

*Compiled from the Research Writings and Taped Lectures of L. Ron Hubbard*

**CCH 5:**

This is Tone 40 Locational Processing, and the purpose of this process is to bring the preclear's attention under control and unfix it from the facsimiles which usually control his attention. It is also a most valuable process to run when the preclear's communication is too poor to run the present time problems with Problems of Comparable/Incomparable Magnitude.

It brings the preclear from the problem in which he is interiorized into a recognition of the environment, which gives him havingness, and he can consequently unfix his attention from the problem. It brings him into present time—the 6th dynamic—and he can have mass again.

Since this is a Tone 40 process the auditor does not acknowledge idle chatter from the preclear, but should HE say something, the process may be frozen after a few more commands have been executed and the auditor can discuss or "fish" the cognition. The auditor must point to and clearly indicate the object which he wants the preclear to see and must make sure that his "thank you" stops the preclear from getting stuck on the object at which he looks.

The commands are "**With that body's eyes notice that (indicated object, wall, etc.)**." When the preclear has done so the auditor says "Thank you" with such intention as to stop the cycle of action completely and to start a new command in present time. If the acknowledgment really reached the preclear he will immediately look away from the object at which he was looking and look at you, smile and seem pleased. Incidentally, the auditor points to both *that body* and *that object*.

While using this process in CCH 0, the handling of the present time problem, it can be used as either ordinary or Tone 40 Locational.

**CCH 6:**

To bring the preclear's attention further and fully under control of the auditor, Opening Procedure by Duplication 1957, with the following commands, is used: (Auditor takes a book and bottle, placing them some distance apart on tables so that the preclear doesn't have to bend.) "**With that body's eyes look at that book.**" "**Thank you.**" "**Walk that body over to that book.**" "**Thank you.**" (Auditor each time with the commands points to "that body" and "that book.") "**With that hand pick up that book.**" "**Thank you.**" "**Put that book down in exactly the same place.**" "**Thank you.**"

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**“Turn that body round.” “Thank you.” “With that body’s eyes look at that bottle,”** etc.

It is a Tone 40 process and should be run precisely, making sure that the preclear does not anticipate or distort the command. Duplication + Control = Communication is a formula which is well worth remembering during the running of all Tone 40 processes. This does not mean that if the preclear seems to be communicating, he is, for a lot of his machinery will go into restimulation during this process and one must be able to differentiate between the preclear’s originations and those of his bank.

This, being one of the most arduous processes in Scientology, should be run in one session until flat; otherwise the preclear will be hung up at the point where the process was ended and it will unnecessarily retard the progress which Procedure CCH brings about.

These two processes, when well run, will bring the preclear’s attention under the direction of the auditor. Since duplication will straighten out all the vias and twists the preclear might have in receiving the exact intention of the command which originated from the auditor, the auditor may then proceed to bring the preclear’s thinkingness under his control with

**CCH 7: Tone 40 8-C—“Keep it from going away,”  
CCH 8: Tone 40 8-C—“Hold it still,” and  
CCH 9: Tone 40 8-C—“Make it a little more solid,”**

which should be run as a combo [combination of processes] one after the other until each one is flat.

As with most processes, make sure that the command is cleared before embarked upon, and then after a while, if the preclear doesn’t cognite or have any facsimiles, find out “how” and “what” he is doing, for there might still be a possibility that due to semantic difficulties he misunderstood the command and is really running another.

“Keep it from going away” and “Hold it still,” apart from the fundamental value in cognitions, are to exercise the preclear’s ability to control facsimiles—to keep them from going away and to hold them still when he later is going to run Then and Now Solids, which demands just that. Preclears who have been involved in Eastern teachings will cognite during running “Hold it still” and find out a lot about “serenity” and the eighth dynamic. All the things which the preclear has been keeping from going away will come to view. These are good exteriorizing processes. Refer to earlier PABs for further information regarding these processes.

“Make it a little more solid” is the first exercise in making MEST and facsimiles a little more solid and must be done before the preclear can progress to Then and Now Solids. His abilities to keep things from going away, hold them still and make them a little more solid must be thoroughly checked and rechecked, and the auditor must be sure in his own mind that the preclear has acquired these abilities.

Making things a little more solid is just what it says. The preclear does not have to make things very massive, but he should be aware of an increase in the mass, weight and density of the structure of that which he is making more solid. This process will increase his reality on the Prelogics and reverse the flow of solids. It will remedy the preclear’s havingness and push him further up the Scale of Reality.

The commands for the three Tone 40 8-Cs are: **“With that body’s eyes look at that (indicated object).” “Thank you.” “Walk that body over to that (indicated object).” “With those hands touch that (indicated object).” “Thank you.” “Keep it from going away.” “Hold it still.” “Make it a little more solid.”** Run each one flat individually.

Since these are Tone 40 processes, precision of execution of commands is closely observed by the auditor.

*“These processes include a control of thinkingness of the preclear and therefore should be run with a tremendous amount of auditor trust of the preclear and should not be run until the lower levels of CCH are to some degree flat, as they will give the preclear losses. —LRH from “The Student Manual.”*

### **CCH 12 and CCH 13:**

CCH 12 is known as “Limited Subjective Havingness.” The commands for this set of processes are: **“What can you mock up?”** Preclear answers and the auditor says, “O.K.” to the preclear’s answer and then tells him: **“Mock up (whatever the preclear said he could mock up).”** “O.K.” **“Shove it into yourself.”** Run this flat then proceed in the same way except for then having the preclear **“Let it remain where it is.”** When this is flat enter on the third part, which is **“Throw it away.”**

Have the preclear shove the mock-ups into “himself” and not the body. Remember it is “have” for the thetan and “can’t have” for the body. It is important here to remedy the havingness of the preclear’s bank before going on to Then and Now Solids.

Should the preclear’s field be black, then run the following process until it clears up: Remedy the field with blackness. Have him mock it up, let it remain and throw it away. This preclear is holding on to blackness since he does not have enough blackness. This is remedying the havingness with blackness of which he has a scarcity.

If the preclear’s field is invisibility, put glass objects of all sorts and sizes on a table next to him and one after another have him **“Keep it from going away”** until his field returns.

As with all other processes in Scientology we are only interested in giving our preclears wins, and it is therefore necessary to see that he completes each step successfully before continuing with the next process.

Should none of these processes do what is required, CCH has not been properly applied and steps 0 to 5 should be run once more and the auditor can then run Control Trio, which is being spoken about in a later PAB.

CCH 13 is “Subjective Solids” and the first exercise to make things solid subjectively. The commands for this process are: **“What can you mock up?”** (which is asked every time one changes the type of mock-ups). “O.K.” **“Mock up (whatever the preclear said he could mock up).”** “O.K.” **“Now make it a little more solid.”** When this is done the auditor checks with **“Did you do it?”** for preclears often say they have when they didn’t execute the command.

Start this on a gradient scale. As long as he makes only a few atoms of the mock-up a *little* more solid the auditor should be satisfied. The preclear here will break through Effort on the Know to Mystery Scale and as he proceeds use less and less effort until he just postulates the solidity.

It is most important to ask the preclear what he is doing, how he is doing it to insure that he IS doing it properly.

Smoothness of auditing is essential. One does not desire to break ARC with the preclear, but a certain amount of policing is necessary and this is a “certainty” process. It is important that the preclear find the process “real,” otherwise he is not under control and will not be able to do Then and Now Solids, to which all these other processes lead.



HCO BULLETIN OF 2 MAY 1958

### BEINGNESS AGAIN

The best solution to valences is beingness processing.

Help on valences is excellent, even phenomenal and should not be ignored.

Problems of Comparable Magnitude to a selected person cannot be ignored.

But an understanding of valences gives us a new look at processes.

In the first place a valence is a beingness. Bad, crazy or superb, a valence is still a beingness.

A thetan has a basic personality. But if this is too thoroughly invalidated, a thetan assumes some invented valence. And if this is invalidated he then eventually completes the DEI Scale on Beingness.

The things wrong with a thetan are the lower harmonics of the characteristics of a thetan. You could say carelessly that the only thing wrong with a person is himself. Let us say more accurately that the only thing wrong with a person is his abandonment of *self* and the assumption of other selves. Because there is a self, the assumption of *selves* is possible.

We find that the APA or OCA is a picture of a *self* What self is another matter. *All* selves other than *true self* are less honest and ethical since the thetan has a poorer opinion of others than he does of himself in the basic state.

To change an APA or OCA it is necessary to shift *selves*.

It is fascinating that theft of *objects* is really an effort to steal a self. Objects represent selves to others. Thieves and what they steal cannot be understood by the logic of their material needs. They steal tokens of selves and hope to assume thereby another self. It is sometimes not amusing to me to be missing my lecture notes or a book from my shelf. This is covert theft of beingness. People sometimes get anxious to be me—I know not why. They wind up stealing my things. The theft is irrational. The articles were not later cherished and all were put away or thrown away when the beingness did not materialize. Perhaps it is bad taste to mention this from my personal viewpoint but from where else should I look? And it has all happened to you, too. The senselessness of the items selected probably puzzled you when they were stolen. But they were identified with you. You couldn't be stolen, so you lost your wife, your husband or your little trinket, "meaningless" perhaps to anyone but you.

A person has to discover he can't be you before he steals your things without credit. When he discovers he still isn't you, he damns you to all. He finally cannot be you, so he wastes you. And thus the DEI Scale of beingness is completed.

One answer to this is never be a desirable you. And never get famous. A far better answer is to understand it, for by understanding alone you can prevent it.

Thus, the major tears of the world are based on beingness. Insanity, heartbreak, bitter lives all stem from the same source.

There is also an acceptance level of beingness, based on a viewpoint of an already alloyed beingness. Some people can only have the beingness of the criminal or the insane. Thus there is yet another door to cracking cases, another latchstring to the problem of Man.

There is also the problem of acceptable beingness, probably more important than acceptance level. What Beingness is acceptable to various people in the pc's life?

There is also such a thing as taking on another's unwanted beingness to help him or her. Such as taking a psychosomatic.

We have had many beingness processes. Like we did at first with help, we missed a point. The preclear does not know what "help" means. And he does not know what beingness means. He is below cognition level on them. All help or beingness actions he undertakes are reactive, not analytical.

To overcome this, one enters the case of the pc at the Inhibit end of the DEI Scale. He has the pc waste the item in brackets. He asks the pc to waste help, to waste the help of another, to have another waste help for himself and so on.

Thus it is with beingness. Have the pc waste it.

Man tears his idols apart trying to get a bit of desirable beingness. Every thetan wants to heal at sight; so they crucified Christ. *And* sold pieces of the cross.

*A pc who assumes the aches of another wishes to be that other.* He is short on beingness. He accepts it obsessively.

Wearing Empress Eugenie's hats is understandable. What woman wouldn't be an empress? But wearing the crooked back of the Hunchback of Notre Dame isn't quite so comprehensible—if you don't know Scientology.

One follows knowing assumptions of beingness with unknowing assumptions. The thief knows not why he steals. The bishop knows little of why he cherishes the bit of the True Cross.

And none of them know, so invalidated has it become, that each has a basic beingness, complete. And that beingness is important to you. It is the best beingness there is. And it is important to me, how important can only be viewed through these eyes that see the magnitude of the job. Why should anyone steal when he can have the best there is for the asking? And why steal from me and thee for we alone in all Man's history can give him the priceless gift of himself.

Just as the thief knows not why he steals, so does the archbishop fail to know why he dons a robe.

To abandon life is to waste all beingness. There is the preclear who sits at succumb.

Try it on a pc. You'll be surprised.

This is one of the OT steps on which I am working for the 20th ACC.

L. RON HUBBARD

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## Assists in Scientology

**L. Ron Hubbard**

*DEFINITION: AN ASSIST: An action undertaken by a minister to assist the spirit to confront physical, difficulties which can then be cared for with medical methodology by a medical doctor as needful.*

An assist is not normally done in a formal auditing session. The way the term has been used is a very simple processing activity to relieve an immediate troublesome difficulty.

An assist is much more specifically and definitely anything which is done to alleviate a present-time discomfort. It is differentiated from auditing at large by defining auditing as an activity directed toward the rehabilitation of the entire individual.

The first moments of every formal session are an assist. Before you undertake further auditing you usually perform an assist. If you are a very clever auditor you do it by scouting what has happened between sessions, or if the person has a present time problem, for the handling of a present time problem in an auditing session is really not auditing because it is addressed to a surface difficulty.

You handle the difficulty which is uppermost and foremost in the preclear's mind. A preclear may say, "Well, my wife and I had a fight last night. She threatened to commit suicide, and now she has a violent headache."

The wrong way to look at what he is saying is to think that it is her headache that is causing the trouble in the session and that you cannot cure her headache as she isn't present. The actual trouble in the session is his concern about her headache. So you run Problems of Comparable Magnitude to relieve his mind to a point where he is quite comfortable and you can get on with the auditing. And that is actually what an assist is.

Since you really do not have the preclear under good control, nor well orientated in the environment, you have to answer this technical question: When does an auditing session begin?

The answer to that question is: An auditing session begins when you *have* a preclear, and when he knows he has an auditing environment and an auditor. There is auditing which is done on a relatively loose basis, which might be out in the street, in the kitchen, or anywhere. An assist could happen almost anywhere. But at the

beginning of the session, no matter how formally this session is constituted, you are running an assist.

You have an auditing room. You have a preclear, and you are the auditor. You know all these things, but the preclear doesn't. As far as he is concerned, there isn't a formal session taking place. Don't call it a formal session. Call it an assist. Tell the preclear that it is an assist and that you are not intending anything very strenuous. In rendering an assist you should tell the preclear that "this is just an assist" to try and ease the pain in his hand a little, after which you are going to stop.

The handling of an assist as an auditor is different than the handling of a formal session since the factor of control is notably slackened, sometimes almost completely missing.

One of the factors in assists is that an assist has as a large part of its anatomy, "trying to help." Just remember that you are only trying to help and don't get your heart broken by the fact that the fellow's broken spine doesn't heal instantly.

Another factor is that an assist is differentiated and defined as addressing the game someone knows he is playing.

What techniques would comprise an assist? Anything that would help. And what are these? One of the easiest ones to render is Locational Processing. You tell the person, "Look at that chair. Look at that ceiling. Look at that floor. Look at that hand" (the auditor pointing to the objects), when he has an injured hand and the pain will diminish. This is a very easy assist.

For example, a person has a bad shoulder. You touch his hand of the same arm and say, "Close your eyes and look at my fingers." Make sure that he keeps his eyes closed. You then touch him on the elbow and say, "Look at my fingers." Do this anywhere on his body. Just touch him and say, "Look at my fingers." This is a communication process which eases his attention over from a concentration upon the injury to something else which is quite near the injury and thus doesn't result in too much of a shock. It reduces havingness but it is positive and gets positive results. It can be done by an untrained person.

You can teach this assist to anybody. You say, "If somebody has a bruise, injury, a burn, a cut, the way to handle this is to tell the person to close his eyes, and then you touch the area near and distant from the vicinity of the injured area, asking them, with their eyes closed, to look at your fingers. You contact them this way many times. They will experience sudden pains in the area, and you will discover that the 'psychic trauma' has been discharged."

You will find that people do not have any upset about physical contact. Most people think that this is the thing to do.

Say you wanted to render an assist on somebody who had a very indefinite difficulty. That is the hardest one to render an assist on. The person has a pain but he cannot say where. He doesn't know what has happened to him. He just *feels* bad. Use Locational Processing as such. You will find out that this process will work when other processes fail.

An assist carries with it a certain responsibility. If you give an assist casually to somebody out in the public and do not shove a professional calling card in his pocket, you are making an error. The reason for this is that he will not know from whom and where help came. Therefore, an auditor walking around without a pack of cards is doing a foolish thing. An auditor goes through life and he casts his shadow upon many

people and they have really no cognizance of what has happened at all if he is rendering an assist. He says, “Do this, do that”—maybe he wins, or maybe he loses because this is the type of session least calculated to procure orderly results. But in the main these people have been helped. They don’t know really by what, except some word that the auditor kept saying. They don’t even know that he is an auditor. They don’t know anything about it at all. Show a person where he can obtain further assistance, and by whom the assistance was given.

Be yourself. Be positive. Be professional and definite. Have a card and make sure the card is easily enough understood. Don’t ask them for permission. Just do it. No reason to wander around and give them funny notions. If you are going to help some stranger out, help him out. Don’t explain to him or any bystander, otherwise you are likely to stand there explaining, waiting for somebody’s permission. Don’t bother with that. You act as though you are the one in charge and you will be in charge. And this is part and parcel of the knowledge of how to do an assist. You have got to be the person in charge. This has to be so good, as far as you are concerned, that you overcome the informality of the session to a very marked degree. If you do it extremely well, the assist will amount to auditing.

Say, for example, there is a big accident and a crowd of people are pressing around. The police are trying to push the people back. Well, push the people back and then push the policeman back. Say, “Officer, keep these people at a distance.” Then you lean over the victim and snap him back to rights. If you are enough THERE, everybody else will realize that you are the ONE that is THERE. Therefore, such things as panic, worry, wonder, upset, looking dreamily into the far distance, wondering what is wrong or what should be done, are no part of your make-up if you are rendering an assist. Cool, calm and collected should be the keynote of your attitude. Realize that to take control of any given situation it is only necessary to be there more than anybody else. There is no necromancy involved. Just BE there. The others aren’t. And if you are there enough, then somebody else will pull himself out of it and go on living.

Understand that an auditor when rendering an assist must make up with presence what he lacks in surroundings and agreements. It all comes under the heading of willingness to be there and willingness to control people.

One of the ways of convincing people of beingness and of being there is to exercise control—positive, undeniable Tone 40 exercise of control. Start to control the situation with high enough ARC, enough presence and factuality—there won’t be anybody present that won’t step back and let you control the situation. You are entitled to it in the first place because of senior “know-how.” The control of body attention or thought comprises the majority of your knowledge. The majority in Scientology simply points in this direction. The observable thing is control of attention, objects and thoughts. When you have good confidence of being able to handle these, and when you positively know how to do these, then you can make sure that everybody else knows you can do this, and you make them realize this by doing it. You have all of these things available in rendering an assist.

You might never think of a riot as being a situation which necessitated an assist, or an assist as applicable to a riot, but a riot is simply a psychosomatic momentary injury or traumatic condition on the third dynamic. Could you settle a riot? Well, if you can settle a riot, you can certainly settle one person who is in a riot. The antithesis of any pain, disturbance or tumult is order. The thing which controls tumult is order; and, conversely, the thing which controls order is tumult. You need only bring order into a confused situation and bring confusion into an orderly situation to control everything in the field of motion, action and objects.

This is a fantastic simplicity and one which takes some grasping. Conceive as order, merely a fixed position, idea and attitude. A policeman knows what he is

supposed to do. Maybe he will put on a tourniquet or maybe he won't. Keep the people away and stop everything is his idea of how it should be. Now you can aid or abet the order he is creating, or cancel the order by creating a confusion which he cannot handle. Of the two, the first is the best in that situation. You aid and abet and cap the order he is creating. If you were to accuse him of having a confused accident scene, which is by now not at all confused, and ask him to straighten it out, you would channel his attention in the direction it is already gone, and so you control his attention.

Remember, those people are still moving a little bit; they are still breathing. There is still a tiny bit of motion going on. If you were to ask him something on the order of "Can't we have it a little quieter and more orderly here?" he would at once perceive that there was far too much confusion and motion, and he would simply come under your direction because you have simply channeled his attention in the direction it was already going. Therefore, you have taken control.

If you ever want to overset a fixed order, create a confusion. If you want to overset a confusion, create a fixed order. Pick out of the scene those beings in the scene whose attention is channeled in the direction you want attention to go, and you aid and abet that attention which already exists. Or, where you have too many fixed positions and fixed ideas to overcome, you simply take those turbulent individuals in the scene who are creating the confusion against those fixed ideas and channels and you make their confusion much more confused, at the same time yourself imposing another order in another direction.

The mechanics of taking over any confused scene are simply the mechanics of trying to get a preclear to see through the morass of cross-purposes, commands, ideas and environments in which he has lived. And whether that applies to the third dynamic or otherwise, the laws are still there and it tells you then that the imposition of order on a preclear comes foremost in an assist.

In an assist you always count on the fact that the thetan himself would, if he could, do the right thing. If you work on that postulate you will never be wrong. Get the idea that it is something else trying to do the wrong thing. The keynote of a thetan is order.

Where you are giving an assist to one person, you put things in the environment into an orderly state as the first step, unless you are trying to stop a pumping artery—but here you would use First Aid. You should understand that First Aid *always* precedes an assist. You should look the situation over from the standpoint of how much First Aid is required. Maybe you will find somebody with a temperature of 106 degrees. It may very well be that he needs to lie down and be covered up, and though antibiotics are much overrated, he might be better off with a shot of one of these than with an assist at that time.

Auditing will not shut off a pumping artery, but a tourniquet will. If you are going into the zone of accidents, you are going to be in the vicinity of a great deal of destruction and chaos, and you are very foolish not to have your Red Cross First Aid Certificate. You may often have to find some method of controlling, handling and directing personnel who get in your way before you can render an assist. You might just as well realize that an assist requires that you control the entire environment and personnel associated with the assist if necessary.

An assist is auditing on several dynamics. It is, therefore, much harder to do than auditing in a formal room as it requires presence. You must bring yourself to face the fact that you have to give enough presence and enough control to enough dynamics to bring the environment into a compliance with your postulate. If you postulate that

somebody is going to pick up his bed and walk, then you have to be willing to move and be capable of moving around the people who are going to watch him pick up his bed and walk.

A good example of an assist would be when somebody is washing dishes in the kitchen. There is a horrendous crash and the person comes down all over the sink, hits the floor and as she is going down, she grabs the butcher knife as it falls. You go in and say, "Well, let me fix that up." One of the first things you would have to do is to wind some bandage around the hand to stop the bleeding. Part of the First Aid would be to pick up the dishes and put them back on the sink, sweep the pieces together into a more orderly semblance. This is the first symptom of control. She becomes introverted into the cut to the point that she wouldn't particularly notice what you were doing. But you relieve the anxiety that all her blood is pouring out; your first attention to the case is attention to the environment.

Next you would make her sit down. To remove her from the scene of the accident is not as desirable as auditing her there. That is directly contrary, perhaps, to what you believe, but it is true. That is why you bring a little order into the environment. You position her and then you are ready for techniques. It is quite remarkable for you have manifested order in a much wider sphere than a cut hand in order to bring about a healing of the cut hand. If you understand that your responsibility always extends much wider than the immediate zone of commotion, you never miss. If you bring order to the wider environment you also bring it to the narrower environment. If you bring it into the narrow environment, you also bring it to the wider environment. It is a gradient scale of how much order you can bring.

In processing, you have to control or direct attention, objects, person, or thoughts of the injured person. If you are really good on the subject of assists, you will direct an additional thing: his knowingness. You can control a man's knowingness rather easily, but it is hard to see it. About the first thing that you can observe about somebody is his person. You are trying to straighten it out. Don't think that, even though you have this person sitting down, you have straightened it out, because it is still messed up. But there is something that you can straighten out easily—and that is his attention. If you could heighten his attention and his knowingness at the same time, you would really be in wonderful circumstances. You always shift and direct his attention, hence Locational Processing. If he was a Scientologist, with his case in pretty good shape, you could run Trio with considerable success by directing his attention. But you wouldn't run Trio with the command "*Look around the room and find something you could have, " You should say, " You look at that chair." "Now decide you can have it. " That is a very low order of the Terrible Trio.*

You could run the injury out in this fashion: "*Look at that chair. " "Decide the injury cannot have it."* This is directed attention, positively controlled. There is no permissiveness connected with this in any way whatsoever.

Because he is injured you are not going to move his person around. You have got his attention. Don't try to shift his thoughts around at first because they are dispersed and chaotic. This leaves you his attention only.

The above assist is quite satisfactory, but a later development in the line of assists which included the significance of "*Keep it from going away, " is much more powerful. In one case a bruise, turned utterly black, and covering this person's entire hip, passed away in 45 minutes of good auditing by "Keeping the right hip from going away, " and then "Keeping the left hip from going away. "*

If you run the right eye, you run the left eye as well. If you run one thing, you run another. If you run his head, run his knees as well. The master of all these

is the direction of attention. "*Keep it from going away*" is tremendously workable.

You don't run "*Keep it from going away*" first, because you are partially controlling his thoughts and this is not possible in the early stages of an assist. If someone is in terrible condition and he is really writhing around, and you want to render an assist, you don't wait until he stops writhing. He is liable to stop writhing dead. What you do with him is to direct his attention. You tell him, "*Shut your eyes and look at my fingers*." "*You press your fingers hard enough so that he can't help but put his attention on them.*"

If you want it to come out with no bruise, then you would get him to a point where you can control his thoughts, which are chaotic enough. Have him "*keep the left ankle from going away, the right ankle from going away,*" etc. If the process doesn't seem to be flattening, direct his attention somewhere else because he is not keeping it from going away. In this wise you can always have a successful assist, because assists all come under the heading of control. The beingness of the person and his presence makes the control possible. So part of control is always presence, identity, person, the one who takes charge and has things under control. When you are able to control his attention, his body and thoughts, then he will be in session and you are no longer doing an assist.

Assists dominantly require that you direct the attention of the preclear and dispose his person one way or the other and eventually take over control of his thoughts on the subject. But by the time you have all these three in line, you are no longer doing an assist.

So what you really do is do an assist up to the time the person can handle the incident or pain, put him in a more favorable environment and give him auditing. So the assist is what you do on the street, and auditing is what you do in the auditing room when he comes to you after your assist has been successful.

**AN ASSIST IS NOT A SUBSTITUTE FOR MEDICAL ATTENTION AND DOES NOT ATTEMPT TO CURE INJURIES REQUIRING MEDICAL AID. FIRST, CALL THE DOCTOR. THEN ASSIST THE PERSON AS YOU CAN.**

L RON HUBBARD

[The above was edited and issued under the same title in *Ability* 154, October 1963, which was further edited and issued as HCO B 21 October 1971, Volume VII, page 415.]

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 9 MAY 1958

### **WHO SHOULD TAKE WHICH CLASS**

The Director of Training should never instruct the advanced Academy class, because of the amount of administrative work he has to do. Director of Training preferably teaches Comm Course.

The Academy Senior Instructor should handle the advanced class and do no administrative work. His job is making sure the student is an auditor at course end.

The Academy Administrator should be the Upper Indoc Instructor.

LRH:bt.rd

L. RON HUBBARD



**P.A.B. No. 136**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 May 1958

**PROCEDURE CCH CONTINUED**

*Compiled from the Research Writings and Taped Lectures of L. Ron Hubbard*

**THEN AND NOW SOLIDS:**

CCHs 0 to 13 are steps in exercising the preclear's ability to be able to do CCH 14 which is Then and Now Solids. They are a gradient scale of exercises to eliminate all his wrong conceptions and to clear out of the way those considerations which aberrated him into having that unknown, hidden and compulsive game of which he was at the mercy.

The preclear must be in control of his body and environment. He must be able to keep things from going away (especially mock-ups and facsimiles), hold them still and, most important of all, make them a little more solid. We say "*more solid*" for it invalidates the present solidity of whatever the preclear mocked up or touched if we say "make it solid."

The process is run in the following manner with these commands: "**Get a picture—and make it a little more solid.**" "**Thank you.**" "**Look at that (auditor indicates object)—and make it a little more solid.**" "**Thank you.**"

*"The commands are given with a tiny pause between the first and second phrase, as it will be found that the glance of the preclear at the object tends to give him the impression that he has already made it a little more solid before the auditor gives the command if this auditing command is broken into two commands. "* ("The Student Manual" by L. Ron Hubbard.)

The command says get a "picture" and the auditor must explain to the preclear, if he doesn't already know, the difference between facsimiles, dub-ins and mock-ups. We must make sure that he gets a picture (facsimile).

This process combines subjectivity and objectivity (introversion and extroversion) in the preclear's universe and the MEST universe. It handles time. He will have to go into the past in order to get the picture and then come up into the present by making a specific indicated object a little more solid. Its whole goal is to straighten out the preclear's time track, to clear up his reactive bank and disclose his Service Facsimile and Life Computation (and even whole track computations which make him act in a certain manner life after life). It will enable the preclear to handle time and get rid of all the unwanted facsimiles, for by viewing them and making these a little more solid

he will get the restimulative facsimiles under his control. He will then be able to handle in its totality the whole reactive mind.

To impress its importance, here is a direct quotation from “The Student Manual”:  
*“HISTORY: Developed from Over and Under Solids, which was developed by L. Ron Hubbard in late 1955 and improved by him in 1956. The process more or less completes the work begun on the reactive mind in 1947. It will be noted that many earlier processes and effects are woven into Then and Now Solids. “*

The auditor running this process must be capable of handling any emotional situation, however startling and unexpected it might be, with great smoothness and ease. Facsimiles will stand out unexpectedly; the preclear will get sudden somatics and past life enemies will be there in front of his body in metrocolor and three dimensions. He will run up and down that tone scale, dramatize anger or pain to such a degree that the auditor who has not been run on High School Indoc or Hi Hi Indoc might get the scare of his life and take off, leaving the preclear in a spin.

Then and Now Solids demonstrates in its application all that is written in *Dianetics: The Modern Science of Mental Health* and *A History of Man*. It takes into account the basic theory and elements of both Scientology and Dianetics, and only the expert can handle this process well.

Nowhere along the line is the auditor allowed to move from the commands of the process, since it is Tone 40. It does not mean that the auditor must not communicate with the preclear. Indeed, it is most necessary at times, but he must keep the original intention of the process in mind at all times and gently but firmly steer the preclear back on to the route he is leading. The process MUST be run EXACTLY as given.

It is not advised that any book auditor or beginner use this process, for the session will most certainly go out of control if Tone 40 and the TRAININGS (see “The Student Manual”)\* are not clearly understood and applied.

This process acts quickly if it is real to the preclear. If these facsimiles do not sometimes stand out with alarming clarity he is not running the process. It should not be run for hours and hours without a break. One can always run it to a flat point and then return to the beginning of Procedure CCH and flatten each command, which by now will take a comparatively short period.

It is not necessary for the preclear to tell the auditor each time what the facsimile was that he found, but it is advisable that the auditor check now and again to see that the preclear is doing it properly. It should be run non-specifically.

The auditor will notice that the preclear will go further and further into the past and then come up nearer and nearer to present time and eventually, after many of the cycles are completed, come wholly into present time.

There are a few developments from Then and Now Solids which can be used on valences, for example. If the preclear has trouble with mother, have him **“Get a picture of mother—and make it a little more solid.”** Then have him **“Notice (an indicated object or wall)—and make it a little more solid.”** (It must remain THEN and NOW solids alternately throughout the whole session.)

Should the auditor suspect that the preclear is stuck in a past life or has recurring facsimiles of past lives during processing, have him get the pictures, make them a little more solid and then make something in present time a little more solid. It will blow. The same procedure applies for any troubles the preclear has regarding men, women, children or other parts of the dynamics.

[\* See HCO B 11 June 1957, *Training and CCH Processes*. “The Student Manual” is unavailable.]

LRH told an HGC auditor to clear the valences with Then and Now Solids, then the preclear's own body, and after that to return to general non-specific Then and Now.

CCH 14 is the fastest and most effective process in Scientology if the earlier steps are well accomplished, but it stirs up so much motion and emotion that the auditor better be fully trained before he attempts to run it on an innocent preclear.

### PROCEDURE CCH (LONG FORM)

*The CCH numbers in the preceding PABs and on this chart do not necessarily coincide with that of "The Student Manual" by L. Ron Hubbard, but is a procedure which LRH gave HGC staff auditors. The numbers by which they are known will be published in "The Student Manual" or may be obtained from the central organizations.*

	CCH	0a. Rudiments. 0b. Goals. 0c. Present Time Problems. 0d. Help.
CONTROL OF PERSON (Body)		1. "Give me that hand" (right, left and both hands).  1a. "Don't give me that hand" (right, left and both hands).  2. Tone 40 8-C.  3. Book Mimicry.  4. Hand Space Mimicry.
CONTROL OF MIND (Attention)		5. Tone 40 Locational Processing.  6. Opening Procedure by Duplication 1957.
CONTROL OF THINKINGNESS		7. Tone 40 8-C—"Keep it from going away."  8. Tone 40 8-C—"Hold it still."  9. Tone 40 8-C—"Make it a little more solid."
CONTROL OF PERSON		10. S-C-S on an object. (Covered in previous PABs.)  11. S-C-S on a person. (Ditto.)
CONTROL OF MIND		12. Control Trio.  13. Trio
CONTROL OF THINKINGNESS		14. Limited Subjective Havingness.  15. THEN and NOW Solids. Creative Processing (as in <i>Scientology 8-8008</i> ). Route One (as in <i>The Creation of Human Ability</i> ).

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 22 MAY 1958

**ENEMIES OF THE PC**

List the enemies of the pc. Then run help on them.

Entrance, run things pc doesn't have to do to them.

A PT Prob doesn't free on help is under-pinned by a similar earlier problem.

LRH

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*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Scientology and the Reactive Mind

L. Ron Hubbard

You may have wondered why we have said so little in Scientology about the *reactive mind*.

That it hasn't been mentioned lately doesn't mean everyone changed his ideas and decided it didn't exist.

In Dianetics the *reactive mind* was that thinkingness which went on without analytical inspection. The *reactive mind* was described fully and accurately in *Dianetics: The Modern Science of Mental Health*.

The whole of Freudian Analysis concerns itself with treating the *reactive mind*. Freud called it the Unconscious, amongst other things.

The whole of German (and U.S.) psychology concerns itself with examining the *reactive mind*.

Only Dianetics laid bare the full anatomy of the *reactive mind*. That anatomy is concerned with mental image pictures ordinarily unseen by the person which nevertheless dictate his illnesses and responses.

The primary characteristic of the *reactive mind* is response to a situation without analytical inspection. People react without volition. They do strange things when confronted with stimuli. Offer a man a cup of coffee. He twitches. He doesn't know why he did. Wink at a girl and she gets an earache. She doesn't know why she did. This is the *reactive mind* at work. Think of going for a drive—get tired. Decide to study—get a stomach ache. These are *reactive mind* actions. And the pity of it is the man didn't know it was the cup of coffee that made him twitch. The girl didn't know it was the wink which gave her an earache. Because it is an illogical connection. But that is the stock-in-trade of the *reactive mind*—everything equals everything.

If you really want to know more about this strange mind you should study *Dianetics: The Modern Science of Mental Health* thoroughly. It's enough here to say it still exists and still accounts for all one's "unaccountable" actions.

Scientology went upstairs from Dianetics into the area of the spirit. But that didn't mean that all we knew was forgotten. Far from it.

In Scientology we find the *source* of creation, of good, of evil. We also find the source of the *reactive mind*.

*The spirit is the source of all. You are a spirit.* These are the basic lessons of Scientology.

These are heady lessons. They are not easily learned. Man would rather be approached slowly than leapt upon. He shudders away from truth when truth seeks to pinpoint him as the responsible party.

In Scientology we have found that a person can be so far below apathy that he doesn't know *what* he is doing. And so he can have a *reactive* mind.

*Clearing* in Dianetics consisted of getting rid of the reactive mind by erasing it and learning to handle it. That's a long task.

*Clearing* in Scientology consists of discovering the source of the reactive mind itself and making it vanish. That's a short, fast task.

The basic difference between Dianetics and Scientology is this: Dianetics attacked the reactive mind on a materialistic level. Scientology, amongst other things, attacks the reactive mind on a spiritual level. Scientology works faster, better and more stably than Dianetics ever did.

In clearing, the *reactive mind* vanishes. That is not the primary Scientology target in clearing but it is a worthwhile one.

Freud's Unconscious is conquered territory. The German psychologist's "mind" is conquered territory.

Conquest comes in Clearing. And *fast* Clearing is done by Scientology.

There are many real proofs of this. A *reactive mind* can be seen on a lie detector or any skin galvanometer. When it is gone, these machines do not react on the person. And there are other proofs as substantial.

That Scientology has whipped the *reactive mind* is brand-new news. That the ills of Man can be healed *only* by an address to the spirit is news. That no materialistic means, no medicines, no treatments by matter permanently heal or cure anything is a demonstrable fact.

In Dianetics it was a large forward step well meriting its acclaim to identify the anatomy of the Freudian subconscious.

In Scientology it is a large forward step again to find that the *reactive mind* vanishes before the strong spirit.

And it is another great step now to know that any material means or defense can come to nothing in the end:

*The spirit is the source of all creation. You are a spirit.*

L. RON HUBBARD

HCO BULLETIN OF 24 MAY 1958

All Staff  
Field Offices

### A COMMENT ON BEINGNESS PROCESSING

I recently received the following from an HGC auditor:

“Dear Ron,

“I am writing to congratulate you on the development of the Beingness processes outlined in HCO Bulletin of May 2, AD 8. \*\*\*

“These are wonderful processes and I thank you for them.

“Not as a report, but purely as clinical data I want you to know what happened in seven and a half hours of using them.

“Nine major valences came off the case, including the weak one and the strong one. *All* the important ones stripped off clean. Plus the fact that the service facsimile keyed out. This person is not a clear, yet, but is a brand new person.”

\*\*\* HCO BULLETIN OF 2 MAY 1958

#### Beingness Again

The best solution to valences is beingness processing.

Help on valences is excellent, even phenomenal and should not be ignored.

Problems of Comparable Magnitude to a selected person cannot be ignored.

But an understanding of valences gives us a new look at processes.

In the first place a valence is a beingness. Bad, crazy or superb, a valence is still a beingness.

A thetan has a basic personality. But if this is too thoroughly invalidated, a thetan assumes some invented valence. And if this is invalidated he then eventually completes the DEI Scale on Beingness.

The things wrong with a thetan are the lower harmonics of the characteristics of a thetan. You could say carelessly that the only thing wrong with a person is himself. Let us say more accurately that the only thing wrong with a person is his abandonment of *self* and the assumption of other selves. Because there *is* a self, the assumption of *selves* is possible.

We find that the APA or OCA is a picture of a *self* What self is another matter. *All* selves other than *true self* are less honest and ethical since the thetan has a poorer opinion of others than he does of himself in the basic state.

To change an APA or OCA it is necessary to shift *selves*.

It is fascinating that theft of *objects* is really an effort to steal a self. Objects represent selves to others. Thieves and what they steal cannot be understood by the logic of their material needs. They steal tokens of selves and hope to assume thereby another self. It is sometimes not amusing to me to be missing my lecture notes or a book from my shelf. This is covert theft of beingness. People sometimes get anxious to be me—I know not why. They wind up stealing my things. The theft is irrational. The articles were not later cherished and all were put away or thrown away when the beingness did not materialize. Perhaps it is bad taste to mention this from my personal viewpoint but from where else should I look? And it has all happened to you, too. The

senselessness of the items selected probably puzzled you when they were stolen. But they were identified with you. You couldn't be stolen, so you lost your wife, your husband or your little trinket, "meaningless" perhaps to anyone but you.

A person has to discover he can't be you before he steals your things without credit. When he discovers he still isn't you, he damns you to all. He finally cannot be you, so he wastes you. And thus the DEI Scale of beingness is completed.

One answer to this is never be a desirable you. And never get famous. A far better answer is to understand it, for by understanding alone you can prevent it.

Thus, the major tears of the world are based on beingness. Insanity, heartbreak, bitter lives all stem from the same source.

There is also an acceptance level of beingness, based on a viewpoint of an already alloyed beingness. Some people can only have the beingness of the criminal or the insane. Thus there is yet another door to cracking cases, another latchstring to the problem of Man.

There is also the problem of acceptable beingness, probably more important than acceptance level. What Beingness is acceptable to various people in the pc's life?

There is also such a thing as taking on another's unwanted beingness to help him or her. Such as taking a psychosomatic.

We have had many beingness processes. Like we did at first with help, we missed a point. The preclear does not know what "help" means. And he does not know what beingness means. He is below cognition level on them. All help or beingness actions he undertakes are reactive, not analytical.

To overcome this, one enters the case of the pc at the Inhibit end of the DEI Scale. He has the pc waste the item in brackets. He asks the pc to waste help, to waste the help of another, to have another waste help for himself and so on.

Thus it is with beingness. Have the pc waste it.

Man tears his idols apart trying to get a bit of desirable beingness. Every thetan wants to heal at sight; so they crucified Christ. *And* sold pieces of the cross.

*A pc who assumes the aches of another wishes to be that other.* He is short on beingness. He accepts it obsessively.

Wearing Empress Eugenie's hats is understandable. What woman wouldn't be an empress? But wearing the crooked back of the Hunchback of Notre Dame isn't quite so comprehensible—if you don't know Scientology.

One follows knowing assumptions of beingness with unknowing assumptions. The thief knows not why he steals. The bishop knows little of why he cherishes the bit of the True Cross.

And none of them know, so invalidated has it become, that each has a basic beingness, complete. And that beingness is important to you. It is the best beingness there is. And it is important to me, how important can only be viewed through these eyes that see the magnitude of the job. Why should anyone steal when he can have the best there is for the asking? And why steal from me and thee for we alone in all Man's history can give him the priceless gift of himself.

Just as the thief knows not why he steals, so does the archbishop fail to know why he dons a robe.

To abandon life is to waste all beingness. There is the preclear who sits at succumb.

Try it on a pc. You'll be surprised.

This is one of the OT steps on which I am working for the 20th ACC.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 29 MAY 1958

*SPECIAL BULLETIN*

**STANDARD CLEAR PROCEDURE  
AND  
AN EXPERIMENTAL ROAD:  
CLEARING BY VALENCES**

There have been many roads to clear.

The first was the most simple in description but the most difficult to audit. I never succeeded in teaching it to anyone. All one did was renew the pc's confidence in being able to face sonic, visio, tactile, etc, in the bank by gradient scale and at long last he would be able to confront a bank wholly. When that happened he didn't have a reactive bank. He was clear. It required a *very* gentle touch. That was the way I made all the early clears in 1947 to 1949. Then I had to explain it all to the "scientists" and the fact of clear was lost in the mire of the roadway for some years. I've been accused of wanting it that way to tell the sheep from the goats. The point remains that this route was the first successful route. We did not know how much there was to a bank or its anatomy. We had to know the worst before the sun came up again. It came up in December of 1957 with my development of "help" and Step 6. Suddenly we were making clears. Making them out of both high and low profile cases, out of occluded cases and wide open cases.

Clearing is now an accomplished fact for any *well-trained* validated auditor using a central organization E-Meter.

The further in miles from the central organization the attempt to clear is tried, the more difficulty is being experienced. First the word goes out that clearing is being done, then the how-to-do-it. By the time it gets to Alaska or the Bronx or some distant place, the auditor is uncertain as to the right way and even the fact of clearing. He tries it (or thinks he does) (his version anyway) and laying an egg or two, gives up or thinks it isn't real.

For such an auditor an HAA clearing course is indicated. (1) He'll learn right and (2) he'll *see* some clears around and begin to understand what one is. And he'll *know* there is at least *one* valid road to clear that *he* can take and *do*.

Therefore we do not really need right now more roads to clear and certainly we need no roads to OT while the path to clear is still a thin blazed trail. Good Heavens, what's happened is wonderful enough—and nobody far away has any reality on *that* yet. However I am still on the job looking for (1) Alternate clear roads and (2) Roads to OT.

Standard Clearing Procedure, the procedure that is making clears in skilled hands, is a very set SCP indeed. It alone has made all clears to date by persons other than myself.

SCP is aided here and there by other techniques used to cross a block or two faster. But all older techniques only assist the steps of SCP (and sometimes impede

SCP). Of course there are some people who would rather walk in the swamp alongside the causeway just built—that's up to them. If they *know* there's a causeway and still walk in a swamp it's power of choice. If they haven't seen the big causeway beside them and walk in the swamp, that's stupidity.

Standard Clearing Procedure works as follows:

*Requisite for auditor*—Validated certificate.

*Tools*: A quiet room and clearing E-Meter from D.C. or London (not some tin quivering together on the hopes of some tinker nor yet an old Model T E-Meter made in California).

Publications: *Clear Procedure* available from the HCO. [See page 172.]

First Action: Start session CCH 0.

Second Action: Search out by meter a p.t. problem and run it by finding “What part of it pc can be responsible for” as a repetitive command, formal auditing.

Third Action: CCH 0 b. Clear help in brackets with a meter, running meter toward a freer needle. Don't over-run a leg of the bracket and get the pc stuck or anaten.

Fourth Action: Run Step 6 of the book *Clear Procedure* and run it flat.

Fifth Action: Reclear help.

Sixth Action: Step 6 until flat, flat, flat and needle free.

That's SCP. It is assisted by SCS and Connectedness on some pcs.

SCP is an accomplished fact only if the auditor has good training and validation. He doesn't have to be clear. But he has to be accurate. The HAA-BScn course teaches Validation and Clearing. HCA-HPA teach the basics of Scientology—you have to know those first.

Thus an experimental road to Clear is today a luxury. But you know me—I'm always cutting corners.

So here is an alternate, still in theoretical stage, which promises to be the 3rd successful road. However it requires even greater auditing skill and understanding than SCP but may be faster for lower cases.

It is called “Clearing By Valences”.

Its theory is simple. One can assume that a thetan has all the attributes of clear in his basic personality (see Book I, *Dianetics: The Modern Science of Mental Health* for a discussion of Basic Personality). The action of clearing gives a person back to himself. Therefore the bulldozing of rubble from the basic personality would give us a clear.

I have known for some time that an APA or OCA profile was a picture of a valence or of valences—artificial overlays. I have also known that there *is* a basic personality. When you clear someone you don't get a ghost or a god—you get a distinct personality. Men are not equal even if the highest courts in the U.S. so insist. And neither are clears. It is Commie-psychiatric thinking that each is equal to the next like grains of mush. You can generalize by saying clears are good and able. But some are gooder than others and some are distinctly differently able. So people are different.

But valences (borrowed, artificial personalities) overlay the real self and weaken it. Valences are the sum of overwhelms of the pc. Whenever he lost he got one.

His basic personality was invalidated so he sought new ones. These were invalidated so he sought even newer ones. Like standing between two mirrors facing each other we achieve the multiple pc. But where is the clear? We find him when we scoop away the thousands of others he is being.

The first straight wire run at Elizabeth, N.J., in 1950 succeeded when it knocked off a sick valence. Well we can knock them off wholesale today—with *skilled* auditing.

The clue is the Curiosity-Desire-Enforce-Inhibit Scale run on valences.

That which the pc erases with difficulty is misowned by him. Therefore it is a valence. In the presence of valences he cannot change his mind easily when he misowns the consideration. Therefore all fixed, harmful ideas or aberrations stem from valences.

The process on this would be “Tell me how you could waste a (male) (female) (other) valence.” This would have to be cleared as a command thoroughly and often. That’s the skill.

An auditor can ask a pc about an aberration and spot a valence possibility. And then run it by waste, etc.

People usually have to waste before they can have. A person who can have a valence isn’t subject to it.

This type of command is rounded off with “What part of that valence could you be responsible for?”

The general rules of auditing must be observed. The basics of Scientology must be understood. And great skill and understanding are required of the auditor.

“Tell me how you could waste father’s valence” “. . . a fat valence” “. . . a defeated valence” etc. The list is enormous.

Well there it is in the rough. When it’s made some clears it will be an alternate probably and have a highly polished form like SCP. Right now it is used as an assist to SCP on a difficult case as per the next HCO B.

L. RON HUBBARD

LRH :-jh  
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[PAB 138, *Standard Clear Procedure and An Experimental Road: Clearing by Valences*, 15 June 1958, is taken from this HCO B.]

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 29 MAY 1958

SPECIAL BULLETIN No. 2

**AN EXAMPLE OF CLEARING BY VALENCES**

An Experimental Process  
Experimental Case C by V No. 2.

Auditor: LRH      Pc—Experimental Case. Nervous, restless, heavy somatics.

I started session by attempting to clear a p.t. problem. First he had to clear the command. The pc, very restless, defined a problem as “Something that can’t be solved.” “You can keep trying but of course you can’t solve it.”

I tried in vain to get pc to as-is that computation. It would not change.

I was faced by this: One cannot audit successfully up against a p.t. problem. If one tries to do so without clearing the problem the whole case hangs fire. *Every unchanged profile or case after auditing is unchanged because the auditor left a present time problem partly or wholly unflat and in restimulation.* A pc whose definition of a problem is “something that can’t be solved” and who yet has a p.t. problem could not be audited successfully unless the computation altered.

Trying “What is a problem?” as a repetitive question for half an hour only made the pc nervous, restless and tearful. Obviously the consideration would not change. Therefore, obviously, the consideration was mis-owned. It was a valence, another person the pc was being with complete tenacity and total error. Process abandoned. Decided to strip the valence off.

A discussion of what was a valence finally bore fruit. Pc understood term as meaning a mental package of ideas and considerations really belonging to another person and unknowingly borrowed by pc.

Started in to run a process to at once give greater reality on valences and to hit at the computation.

If pc would fight help so hard then the valence had four considerations that were known to me. (1) It couldn’t be assisted; (2) It considered a problem as “something that could not be solved”; (3) It was steeped in defeatism; and (4) The pc thought of the valence as self.

Just to ease into valences I ran a process as follows “Can you get an idea of somebody that cannot be helped?” Pc could. “Describe the person.” Pc did, thus getting a detached idea of a personality in the mind. “Now what would you say that person’s definition of a problem would be?”

The first dozen people so imagined all had definitions of problems identical with pc’s own. But then there began to be a change in the definition.

Possibly this process would have gotten further but pc was looking brighter and a flat place was reached and I was really trying to clear by valences.

Therefore I bridged, started in on valences directly. I called the valence in which pc was stuck “that valence” (pc thought of it as self). I used the repetitive command “Tell me how you could waste that valence”. Now and then I asked where it was. Pc didn’t know sometimes, sometimes did. (At first it was just back of pc’s eyes and was pc’s thinkingness.)

Terrible somatics cut in after fifteen minutes, all chronic with pc.

I went right on with process for some time (over one hour) when pc suddenly began to cognite on problems. The somatics had ceased entirely fifteen minutes before.

As a process can be left when (a) an ability is regained, or (b) three responses are given with equal comm lag or (c) pc truly cognites in line with process, I could then leave it and bridge.

I bridged over to “What part of that valence could you be responsible for?” for twelve minutes to round process off and keep pc from making “that valence” an enemy if any bit of it remained and to check out somatics. Pc felt very dazed for a moment or two (typical of a separating somatic) but came out of it very bright. Process flat.

Bridged into earlier commands for a few commands each to flatten them and bridged out to begin clearing of session.

Pc could not now consider any of the five initial problems listed as problems now . . . they all seemed simple and routine parts of life.

Ended session.

Time of auditing 2 1/2 hours approximately including one short break.

Goal of session was to clear up problems on the subject of problems. Goal was attained.

Added bonuses—Loss of main thinkingness circuit, loss of chronic somatic and service facsimile, increase of potential, new zest to continue on to clear.

Pc heretofore desiring little auditing, hard to control in session, reactive toward help offered by others. All changed.

L. RON HUBBARD

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**P.A.B. No. 137**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 June 1958

**SOME MORE CCH PROCESSES**

*Compiled from L. Ron Hubbard's Research Writings and Taped Lectures to the  
18th American Advanced Clinical Course*

**CONTROL TRIO:**

After one has run CCH 0 to 5 and has brought the preclear's body and attention under control, there are various ways of handling the case from there on. Here is a series of processes which undercuts Trio and is called "Control Trio."

The commands for Control Trio are:

1. **"Notice that (auditor indicates object) and get me idea of having it."**
2. **"Notice mat (auditor indicates object) and get the idea of permitting it to continue."**
3. **"Notice that (auditor indicates object) and get me idea of making it disappear."**

The processes should be run in that order and each one must be run flat before the next one is attempted. It is very necessary to clear the command before embarking upon the process. Preclears simply understand that "having" means that they must possess something, carry it with them wherever they go—without just leaving the mountain, chair or whatever it is, in its own space-time continuum. He gets it confused with ownership and so forth.

In *Fundamentals of Thought* there is an excellent definition of havingness: "*The essential definition of having is to be able to touch or permeate or to direct the disposition of:*"

During the running of the first command the preclear will come up with cognitions regarding the necessity of having or not having things, its goodness or badness, and will in general run out his earlier training regarding this point. It will change his conceptions which earlier religions may have implanted, such as it is "bad to have," and run out the compulsions of "must, must not, got to, can't have," etc.

Find out what the preclear is doing and how he is doing this, for he should get havingness from this process and his tone should rise considerably. A change should take place within a very short period, otherwise (a) his body and attention are not under control or (b) he doesn't understand the command and is running a different process than that which you intended.

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There should be no qualifications or conditions such as “If I had the money I could buy that object and then have it,” or “I don’t like it and thus don’t want it,” or “What shall I do with it once I have got it?” It is just the ability to have without other considerations of goodness, badness, ownership or beauty going with it, and the auditor and preclear should clear such conceptions through good but non-evaluating two-way communication.

The second part of this trio brings the preclear’s sense of active participation of creativity and responsibility out, for he must grant that particular object sufficient life and beingness to allow it to “continue within its own space and time.” Preclears come up with the considerations that they have either tried to not-is objects and/or people or “withheld” something from them or tried to push them out of their environments because they didn’t like them or agree with them. This is an interesting process to put their ideas about what they should have around them back into proper perspective. They will find that there is no harm in permitting the sixth dynamic to continue in present time right where it is.

The third part of the trio is the most effective and more will be said about it in a following PAB. It is a very good exteriorizing process and the preclear will come up with many cognitions on his own and the rest of the dynamics. Here the idea is just to “get the idea of making the object disappear” instead of to dispense with it or not-know or not-is it.

This cycle can be run over and over again until it is flat, within a few minutes after the command has again given the preclear some gains.

After this, Trio (old-time Terrible Trio) can then be run with great advantage on a case who couldn’t do it before. Control Trio, which undercuts Trio, will bring out its reality level.

## **GOALS:**

With every preclear it is most necessary to establish goals that are REAL for the PRECLEAR. You want him to have some goals which are HIS and not what grandma, father or schoolteacher desires for him. Preclears who have no real goals are working on other people’s determinism and we have to (a) *establish the certainty of a future for the preclear*, and (b) *get him to put things in that future that he WANTS, so that he can have a future.*

There is a gradient scale of processes which will establish goals which are REAL to the preclear by casual two-way communication, using the following questions:

1. **“What are you absolutely sure will happen in the next two minutes?”** one hour, three days, one week, three months, one year, etc.

Complete certainty on each time span is necessary before the auditor continues to the next time span. This is done by two-way communication, and the auditor must all the time be sure that the preclear is certain that these things are going to happen in the next two minutes (or whatever the time span is) to ensure that the process really bites.

2. **“Tell me something that you would like to do in the next two minutes,”** one hour, etc., is the next process that would put doingness and more time into that future.

On some preclears the following questions may be realer and bite faster. This is putting the accent on *have* instead of *do*, since we work from the bottom up on the Be, Do, Have triangle. They are:

3. **“Tell me something you are sure will be there in two minutes, etc.,”** and
4. **“Tell me something you would like to have in two minutes, etc.”**

The last two processes really undercut the above and are thus lower level processes and it is advisable to run them on preclears whose ability to communicate and reality level are low.

Watch out for the preclear attaching all sorts of conditions to his answers. Also work towards positive goals of “things” and not conditions such as “I want to get rid of my fears and somatics.” The latter type of preclear is working towards nothing rather than towards something. (A more positive goal of something would be “I want a stick of candy or a glass of water.”) Check for certainty at all times, for certainty strengthens reality and the reality of a future for the preclear is most essential if auditing is to succeed all the way.

### **LOSSES:**

Why doesn't a preclear exteriorize easily and stay exteriorized? And “Why does he get sick when one asks him to conceive a static?” is the accompanying question. The answer to this is “Losses.” The preclear associates a static with loss, and he says, “All right, if there is nothing there I've lost it.”

Conceiving a static is therefore painful, and whenever he lost anything something disappeared. An individual cannot conceive a static if he associates static with a loss-if it is painful. So we have to cure him of the painfulness of loss, consideration of, before we can exteriorize him easily.

We do this by going back to automaticity. The universe has been taking things away from the preclear. It has become an automaticity known as “time.” Time itself is a consecutive series of losses. So we have to cure this preclear of losses before we can get him to appreciate time, otherwise he would be so afraid of losing it that he'd park himself on the track, and this is the “stuck on the track” phenomenon.

This is done with the process **“Recall a moment of loss,”** sandwiched with havingness (Control Trio, Trio or Locational Processing). This gets the preclear to take over the automaticity of all of the losses which he has experienced unwillingly.

When an individual has no visio, has never seen anything, couldn't see anything, the only thing that he is looking at is a “stuck” loss.

Recall a Moment of Loss and Goals are a lower harmonic of running Then and Now Solids and are at the moment making a bid for our chief exteriorization processes. Recall a Moment of Loss should be run with two-way communication, but not too much outflow of the preclear. Communication must at all times remain two-way. Ask the preclear “when” this happened now and again, unless, of course, he told you when he recalled the loss.

Control Trio, Goals and Recall a Moment of Loss are a combination of processes and should be run as a combination to secure the best gain for the preclear.



*A Scientologist is one who controls persons, environments and situations.*

*Scientology means knowing in the fullest sense of the word.*

*Scientology is used on Life and its forms and products.*

*A Scientologist operates within the boundaries of the Auditor's Code and the Code of a Scientologist.*

*The chief uses of Scientology are in the fields of education, organization, mental disability and religion. Scientology is the first to give scientific meaning to these.*

*A Scientologist is considered a professional if he uses Scientology in any of these fields and has been thoroughly trained in Scientology.*

*A Scientologist is a first cousin of the Buddhist, a distant relative to the Taoist, a feudal enemy to the enslaving priest and a bitter foe of the German, Viennese and Russian defamers of Man.*

*The religion of the Scientologist is freedom for all things spiritual on all dynamics which means adequate discipline and knowledge to keep that freedom guaranteed.*

*We are the people who are ending the cycle of homo sapiens and starting the cycle of a good earth.*

*There is no barrier on our path except those we make ourselves.*

*Our ability belongs to all worlds everywhere.*

A handwritten signature in black ink, appearing to read "L. Ron Hubbard". The signature is highly stylized and cursive, with a large, sweeping flourish at the top.

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## “Offbeat” Processing

L. Ron Hubbard

Experimental auditing has its place. Indeed, we got where we are because of experimental processes. *Every* process was once experimental.

BUT when you want results you had better use standard techniques and procedures. After all, I have sweated through their testing for years and we now KNOW what will ease or clear a preclear.

Most clearing “failures” are caused by use of non-standard techniques and procedures. Also, such failures can be caused by ignorance. An auditor *thinks* he is using standard material. He isn’t sufficiently trained to know.

Such an auditor who has had failure, should take a leaf from New Zealand. Frank Turnbull wasn’t getting the results he wanted way “down under.” So he grabbed a plane and came halfway around the world for a two-day briefing. Frank was right. They weren’t using techniques properly—and their old-style E-Meters weren’t even working and they didn’t know it.

Now if a smart, clever auditor like Turnbull can doubt his command of the subject, I am sure other auditors would experience no disgrace in following through and getting squared around. For clearing is *easy if you* know how.

Such stories as an auditor who “clears his pcs each week” are more tragic than funny. And rather costly to luckless pcs.

Some auditors don’t understand “What is a Clear” and get confused with their own cases—but that doesn’t mean a Clear doesn’t have a precise definition, an exact and distinct beingness—and very worthwhile, as any clear can assure you.

Perhaps the saddest case of experimental auditing to come to my attention was the case of a young man whose wife was depressed. She was making such difficulty in the family that he could not work. He had had training as an auditor but felt he could not help her. He had no money for auditing from a professional.

I reviewed the case and asked him why he did not at least try to help her, and recommended he use standard auditing and procedures. This he did with adequate results and his efforts succeeded very well so that he was able to resume his work, his wife sharing his responsibilities.

And then it seemed to him that he might go a bit further faster. That is the usual stumbling block—*anxiety to do it all at once*.

But preclears cannot do it all at once and the thoroughly experimental approach he used, born out of his own basic lack of reality, was not successful. He “audited” his wife downward into a condition almost as low as she had been in before, thus canceling over two-thirds of his gain.

Now none denies his right to undo what he had done to help her, *but* his intention was to help her swiftly and spectacularly. Had he read his PABs he would have found as of three years ago a mention of his “discovery” as an unworkable approach, in defiance of the principles which make Scientology function.

Once more he had to quit his job and his wife has lost confidence in his willingness to assist her.

Fortunately, another auditor has now volunteered to assist—and he will use *standard*, proven, tested techniques and procedures.

You see, there is a thing called Scientology. It has axioms. It has principles. It has the goal of empowering a thetan to overcome his own problems. This standard Scientology we don’t change every day. The uninformed, not knowing that a *standard* exists see in each new release a new subject. So they say, “Why don’t I experiment on my pcs?” And they experiment with the *standard* background, not with a further reach of old, tried, principles.

Without a guiding central organization Scientology would fall into an anarchy of *opinions* in a week for there are too many who can go through the motions of auditing who do not know their basics. They think a new thing, Scientology, is an experimental thing. It is not. The basics are inflexible and have been for years.

We know now just exactly what clears people. And we know exactly what a clear is. And we know exactly how to train and process. These are hard won riches. Don’t waste them and your time, too.

This is the way out! Are some people so fond of the trap they avoid the flaming beacons which show the entrance? Or are they afraid to set Man free?

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 4 JUNE 1958

**RUNNING VALENCES**

1. Never leave one half flat. Stupidity is then in restimulation.
2. Always run a specific valence.
3. Past track valences are preferable to run over present life valences.
4. Thetan valences are preferable over body valences.
5. "Invent a (valence)" is a milder form, less effective but often more real to PC than "Waste a (valence)." Commands for Invented valences: "Invent a (specific valence)." "Think of a problem that valence could have." "Thank you."

Commands for Wasting Valence: "Tell me (Think of) a way to waste a (specific valence)."

"Does that really waste it?" (occasional use) "Thank you."

Types of valences that can be run: Formula—Invent and/or Waste valences on eight dynamics from 8 to 1.

Goals for Clearing by Valences: Uncover basic personality. BP is, of course capable of all attributes of clear. OT is an educated BP.

Wind up all valences you have run with "What part of that could you be responsible for?" which puts him back at cause (since he elected as cause any valence you ran).

Clearing by Valences is probably the 3rd step (with Help and Step 6) of Clearing. C by V doesn't neglect or supplant Help or Step 6.

Always pick bad or contra-survival valences. Never run pro-survival. Differentiation is on this basic:

A contra-survival valence physically injured pc.  
A pro-survival valence never did.

Pcs pick out for their randomness stuck flows on help.

E-Meters don't register well on valences. They stick and several valences mentioned will only stick more. A valence *sticks*. It must be freed up on meter.

8th and 7th Dynamic area of valences produce wildest results.

Chief characteristic of formula 8 to 1 is to produce judgement.

LRH

LRH :-cden  
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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 14 JUNE 1958

**STANDARDIZATION OF CLEAR PROCEDURE**

*FOR GUIDANCE AND USE OF THE HGCs*

- (a) Stress 4 pts of error.
- (b) Run Help, Step VI.
- (c) Standardize Valences.
- (d) Eliminate Wasting Help.

**(a) 4 pts of Error**

1. Profile, IQ unchanged = PT Problem left in restim, or not located at all. Cure = Understand, Locate and Flatten PT Probs.
2. Profile dropped = Auditor code break, real or imagined, unrepaired by auditor. Cure = Repair any code breaks with 2-way comm & Help.
3. Unstable Gain = Too many processes or processes not flattened. Cure = Increase confidence on auditor's part. Get him off of a total effect need.
4. Auditors unable to produce good results = Introduction of new processes which auditors then use without sufficient reality. Cure = Use only processes on which auditor personally has a reality.

**(b) Clear Procedure**

Clear Procedure consists of Help in Brackets on any terminals and Step VI. There are no other certain processes at this time.

**(c) Standardize Valences**

Valence splitting is most reliably done by running Help in Brackets on the valence.

There are two valence processes now under test which *seem* to be better than others. They are still experimental.

Experimental (a)

Invent a being who could not be helped.  
What problem could that being have? Ack.

Experimental (b)

Invent an unconscious being (person).  
What problem could that being (person) pose? Ack.

All other tested valence processes have so far failed.

**(d) Waste Help**

This process violates rule of terminals, "Run terminals, not conditions".

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L. RON HUBBARD

# Ability

Issue 77 [1958, ca. late June]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Learning How to “Clear”

**L. Ron Hubbard**

In December of 1957 the first Clear was made by another than myself.

This was the gain. This was the fruit of the years.

*Now* we can have many clears. We can have thousands of clears. And if we can have that, we can have a civilization.

So this was the bottleneck—other auditors couldn’t really clear people. And this bottleneck is splintered to diamond bits.

Other people can clear others. And so we’re on our way.

However, it wasn’t so much the technique that counted—it was knowing how to apply it—knowing fundamentals, knowing procedures.

**THERE IS A KNOW-HOW IN AUDITING TO CLEAR.**

It won’t be picked up out of books. It won’t be taught by word of mouth. It will be taught where Scientology teaching itself was evolved—the Academy.

The procedure of teaching to clear is as much part of clearing as the techniques of clearing. We must face that fact. And there’s no real text on it because the text would be too long.

There are very few people who know this teaching procedure. But brighter than that, there is at least one place where the combined know-how can accomplish the fact—and that place is Washington, D.C.

So now that we’ve got clearing and clear people, we also have a course, enrolling every Monday, that teaches clearing and only teaches clearing.

That course is the Academy course leading to the grade of HUBBARD CLEARING SCIENTOLOGIST.

This is the old BScn Course and replaces the grade of Hubbard Advanced Auditor, which certificate while still valid, will not be issued again at this time.

The Hubbard Clearing Scientist Course is five weeks in length. It is taught by L. Ron Hubbard, Jr. It is taught only at the Academy of Scientology. It will continue to be taught.

The prerequisites of the course are Hubbard Apprentice Scientologist and Hubbard Certified Auditor certificates.

The cost is \$285.00 unless taken consecutively with an HCA Course where there is a discount.

The grade of Hubbard Clearing Scientologist will be the only validation stamp grade below the ACC Course.

We have found that an aspiring auditor does better in school if he first has a Hubbard Apprentice Scientologist Course, preferably under a validated field auditor, of which there are many. However, this course is taught at the Academy as well. This is a two-week course at the Academy.

We have found that an auditor goes nowhere if he does not know his basic Scientology and the fundamental activities and procedures of an auditor. These are taught in the Hubbard Certified Auditor Course. How to analyze problems, handle preclears, apply Scientology to life, give assists, do spiritual healing, handle the mind and a multitude of skills are all basic in this HCA Course. It is the Key Scientology course.

It lasts eight weeks and contains 575 hours of personalized instruction. This is the course that really makes a Scientologist. It is a requisite to the Clearing Course.

The Hubbard Certified Auditor Course is constructed as a wholly practical course, more on the order of a laboratory than a lecture series, in which every important aspect of livingness is taken up part by part and demonstrated with simplicity and clarity. Until such a thing has been done with a person, his attempt to clear others would meet with failure. But, even more importantly, successful living would be questionable without a modern HCA Course.

The new Hubbard Clearing Scientologist Course follows a long tradition. Called the BScn Course and later the HAA Course, it has always taught clearing in one form or another. Earlier courses stressed exteriorization and other routes. Dr. L. Ron Hubbard, Jr. and Dr. Richard F. Steves have been the principal instructors in the past. The length and schedules have not been varied greatly from its earliest beginnings. The only things new about it are the title of the certificate and the actual, precise, welded in-place, embedded-in-concrete stable data and procedures surrounding the new fact of clearing.

People who complete this course will be able to clear people and that's all there is to it. The possibility of clearing somebody without such a course is, on the average, not very probable since clearing is a new reality. That doesn't mean people shouldn't try. A person attempting to clear will do more for a preclear than he's been able to do before, but to really reach the ultimate fact of clear with a pc would be quite a feat indeed without the auditor being specially trained.

We want people who can routinely clear people—and *fast*. We want no false prophets who, unable to really clear, degrade the definition or results of Clear. We want clearing auditors. We've made them in the HGC, I made them in the ACC, so we can make them in a five-week course—if they are good HCAs already.

The public will buy Clearing from an auditor. Even the dullest seem to understand what you mean when you describe "Clear." So an auditor selling clearing had better be sure he can. And we can make him sure—not only of the *fact* of clear but his own ability *to* clear.

In an Advanced Clinical Course after 1958 I am going to teach only Operating Thetan technology. The goals of an Advanced Clinical Course are to clear the

students who aren't and teach all the students how to audit toward Operating Thetan.

Thus, as you can see, the ladder of courses we have developed have evolved into their natural places following the natural evolution of people and can stay that way. To develop this ladder we had to have technology about teaching and developed what we needed over these eight years. And we had to have the actual facts toward which to train. And so we obtain the following courses and goals, all of them logical and practical:

1. *Hubbard Apprentice Scientologist*. —Two weeks of day training. Teaches people how to communicate and handle people. Field or Academy trained.
2. *Hubbard Certified Auditor*. —Eight weeks of day training. Teaches people the practical parts of life and the fundamentals of handling it, as well as the procedures of auditing. Taught by Academy only.
3. *Hubbard Clearing Scientologist*. — Five weeks of day training. Teaches auditors to clear people. Taught by Academy only.
4. *Hubbard Graduate Scientologist*. —(Advanced Clinical Course—ACC.) Six weeks of night and day training. Teaches auditors how to audit toward Operating Thetan. Taught by LRH only.

Those are the grades which have evolved. We see no reason to change the arrangement or the certificates for the next thousand years. There will be other special courses, of course, but these are the basics.

You might ask why all these certificates beginning with the word “Hubbard”—auditors in 1950 and again in 1954 voted it that way, overthrowing my plea to take it easy, and so that's the way it is. They want it that way. Doctor of Scientology still exists, too, you know.

I am very happy to make this announcement of courses. I haven't liked the changing around, either. But any Hubbard Dianetic Auditor can have a Hubbard Certified Auditor certificate just by writing in and paying the small cost of preparation and any HDA or Hubbard Advanced Auditor certificate is still valid.

What a long, hard struggle it has been to stabilize the know-how and goals of training. We've done it just in time. Not too far off we'll need to hire a thousand auditors at high pay to take care of something special. So we haven't missed by much. Preference will be given, of course, to Hubbard Clearing Scientologists—and the training, no matter how many we hire, will have to continue to be at the auditor's expense—as is true of every staff auditor we have. We, the auditors, built all this ourselves out of our own pockets and so we own it. That won't change.

A hundred thousand clears would change for the better all the civilizations of Earth.

Say—do you know we're already doing it?

The Scientologist is today's Cause point in an embattled world. We'll win.

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 30 JUNE 1958  
(Revision of HCO Bulletin of 28 May 1958)

**PROCEDURE FOR CERTIFYING CLEARS**

This Applies WORLD-WIDE  
All Offices and Auditors

Clears are tested by several departments. In only one department does all this data assemble. And only that one unit can pronounce a clear "Clear".

Testing department gives test. Testing should not tell pc anything which would lead pc to think he has been passed for clear.

Dir of Pr gives an E-Meter test and review of written tests but cannot finally inform pc he is clear. The most he can say is that it seems so, but final declaration of clear is reserved to the HCO Board of Review.

When all papers and data are assembled at HCO Board of Review, this unit then reviews the entire picture. HCO Bd of Review can call for a retest at its own discretion after a lapse of time.

HCO Bd of Review then submits all tests to LRH for a final review. Only after LRH certifies a person as "Clear" can a clear bracelet be issued.

**THIS APPLIES WORLD-WIDE. ALL TESTS FROM ALL OFFICIAL SCIENTOLOGY OFFICES.**

The issuance of the bracelet by HCO Bd of Review is the first time the recipient is informed finally that he is clear.

This Bulletin is retroactive to the first person cleared by modern Scientology.

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L. RON HUBBARD

[This revision changes the fifth, sixth and seventh paragraphs which in the 28 May 1958 issue read:  
"Only when HCO Bd of Review is completely satisfied does it then issue a clear bracelet.  
"The issuance of the bracelet is the first time the recipient is informed finally that he is clear.  
"HCO Bd of Review should refer cases about which it can't decide to LRH for personal review."]

**LRH TAPE LECTURE**  
27 June 1958

\*\* 5806C27    AUDC-18    Processing and Clearing

## CLEARING CONGRESS LECTURES

Washington, D.C.

4-6 July 1958

"The Clearing Congress was held at the Shoreham Hotel in Washington, D.C., July 4, 5 and 6, 1958.

"It began with the presentation by L. Ron Hubbard of fifteen clear bracelets to some of the Clears attending. From this beginning he went on to cover, in nine fact-packed hours of lecture, the entire subject of Scientology and Clearing. Six of the lectures are available in color film. All of the data needful for a complete understanding of the subject was outlined and the data necessary to production of Clears was given in full."

—Ability 79

5807C04	CC-1	The Fact of Clearing; also available as color film
** 5807C04	CC-2	The Factors of Clearing (Four Elements); also available as color film
5807C04	CC-3	The Freedoms of Clear; also available as color film
5807C05	CC-4	Evaluation of Importance, Things to Know in Clearing, Prerequisites to Auditing; also available as color film
** 5807C05	CC-5	Clear Procedure, Part I: CCH-0, Help; also available as color film
** 5807C05	CC-6	Clear Procedure, Part II: Creativeness; also available as color film
5807C06	CC-7	The Magic Button
5807C06	CC-8	The Goal of Auditing
** 5807C06	CC-9	Violence
5807C06	CC-10	Juvenile

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 7 JULY 1958

**CONTENTS AND COVERAGE OF HCA/HPA COURSE**

*Training Activities Please Comply*

Required knowledge of an auditor:

Knowledge gives Results.

The Auditor's Code  
Code of a Scientologist  
The TRs  
The Axioms

The following Scales must be well known:

ARC Triangle (Emotional Scale)  
Know to Mystery  
Effect Scale

Processes he must know before he runs clear processes:

ARC Straight Wire  
Havingness Subjective  
Trio  
8-C  
Thinkingness Processes  
Assists  
Running Engrams & Secondaries  
Handling of PT Problems  
Problems of Comparable Magnitude  
Opening Procedure by Duplication, earliest style

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L. RON HUBBARD

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HCO BULLETIN OF 9 JULY 1958

**STAFF CLEARING**

The Director of Processing is in charge of Staff Clearing.

L. RON HUBBARD

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HCO BULLETIN OF 12 JULY 1958

## STANDARDIZATION OF CLEAR PROCESSES

### *FOR GUIDANCE AND USE OF THE HGCs*

- (a) Stress 4 pts of error.
- (b) Run Help, Step VI.
- (c) Standardize Valences.
- (d) Eliminate Wasting Help.

#### **(a) 4 pts of Error**

1. Profile, IQ unchanged = PT Problem left in restim, or not located at all. Cure = Understand, Locate and Flatten PT Probs.
2. Profile dropped = Auditor code break, real or imagined, unrepaired by auditor. Cure = Repair any code breaks with 2-way comm & Help.
3. Unstable Gain = Too many processes or processes not flattened. Cure = Increase confidence on auditor's part. Get him off of a total effect need.
4. Auditors unable to produce good results = Introduction of new processes which auditors then use without sufficient reality. Cure = Use only processes on which auditor personally has a reality.

#### **(b) Clear Procedure**

Clear Procedure consists of Help in Brackets on any terminals and Step VI. There are no other certain processes at this time.

Supplemental Processes: CCH 0-1-2-34, S-C-S, Connectedness.

#### **(c) Standardize Valences**

Valence splitting is most reliably done by running Help in Brackets on the valence.

There are two valence processes now under test which seem to be better than others. They are still experimental.

All other tested valence processes have so far failed.

#### **(d) Waste Help**

This process violates rule of terminals, "Run terminals, not conditions".

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## 20TH AMERICAN ADVANCED CLINICAL COURSE LECTURES

Washington, D.C.  
7 July—15 August 1958

Immediately after the Clearing Congress, L. Ron Hubbard conducted the 20th American ACC in Washington, D.C.

** 5807C14	20ACC-1	Opening Lecture
** 5807C15	20ACC-2	ACC Procedure Outlined, E-Meter TRs
5807C15	20ACC-2A	Question-and-Answer Period
** 5807C16	20ACC-3	Course Procedure Outlined: How to Clear a Command, Simplicity, CCH-0
5807C16	20ACC-3A	Question-and-Answer Period
** 5807C17	20ACC-4	Beginning and Ending Session—Gaining Pc's Contribution to the Session
5807C17	20ACC-4A	Question-and-Answer Period
** 5807C18	20ACC-5	ACC Training Procedure: CCH-0, Problems and Goals
** 5807C18	20ACC-5A	Question-and-Answer Period
5807C21	20ACC-6	The Key Words (Buttons) of Scientology Clearing
5807C21	20ACC-6A	Question-and-Answer Period
5807C22	20ACC-7	The Rock
5807C22	20ACC-7A	The Rock (cont.), Question-and-Answer Period
** 5807C23	20ACC-8	Special Effects Cases—Anatomy
5807C23	20ACC-8A	Question-and-Answer Period
5807C24	20ACC-9	Anatomy of Needles—Diagnostic Procedure
** 5807C24	20ACC-9A	Question-and-Answer Period
5807C25	20ACC-10	The Rock
** 5807C25	20ACC-10A	Question-and-Answer Period: Clearing the Command

The list of lectures given to the 20th ACC continues in date order sequence on pages 298-300 and 302.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 14 JULY 1958

*Not for general use.*  
HGC Auditors may find  
of interest.

**20TH ACC TRAINING PROCEDURE**

The first day on auditing the student checks out as many other students for clear as possible with Clear Check Out Sheets and E-Meter. Text: Ability and HCO Bulletins. Purpose: To learn to check out clears. The way to learn clear check-out is to check out many non-clears.

How to clear a command. Clear each word *once* only so that the word means something to pc. Only repeat if the pc says he doesn't understand. Never ask *twice* "What does Help mean to you?" Clearing a command is not a repetitive process. There is no other right way to clear a command in any case. Clear the command for all sides of a bracket before running one.

All auditing and check-outs are actual. There is no student coaching except on TRs.

1. CCH 0 with emphasis on goals and PT Problem. Done thoroughly at start of every session.
2. ARC Straight Wire using following type command only—"Recall a time when you communicated with something." Run as a complete 9 way bracket one command each side. Use communicate only. Run until needle of meter is relatively free. Pay attention to cyclic aspect of answers. Purpose: To loosen up bank and screens and to teach student use of a bracket and give him practice. This permits student to ease into a rather strict and exacting auditing activity without an instruction to him from an instructor upsetting preclear as it would if Help were being used instead. Avoid beefy processes where correction, supervision and general instruction are involved. Auditor requires no verbal answer from pc, only a head nod, but checks now and then as to *when* the communication being recalled took place.
3. Start-C-S oldest version. Emphasis on *start* and *stop*. Run *change* when the start or stop seem flat and only to unflatten them. Purpose: Smoothness of auditor control; accomplishment by pc of really controlling body. You start that body, etc is emphasized.
4. Connectedness, control version. Sole command: "You get the idea of making that (object) connect with you." No other side of bracket. Purpose: Havingness, unsticking needle, directing pc's attention.
- 4b. Student should scout pc's track looking for the "rock", spot it or something like it in minimal time, stick it good and free with Connectedness. Purpose: Giving student and pc confidence that some sticky business can be plowed into and gotten out of readily by use of Connectedness.
5. Help. 5 or 9 way bracket in general to groove pc in. "How could .... help you?" On a sticky item run one side of bracket after another, never repeat any one side twice.

Use whole track type commands, never localized this lifetime.

- 5a. Run "auditors" and "preclears" as subjects for Help. 5 way bracket. First run auditors, then pcs, then auditors, then pcs, etc. Purpose: Clean up all past auditing.

- 5b. Isolate whole track “rock” and run 5 or 9 way bracket on it. This is an adroit matter. It requires that one know the pc and audit this particular pc. It doesn’t mean forcing one’s own “rock” on the pc. It requires judgment and a knowledge of valences. It may be necessary to unburden the “rock” with several items before it appears. Free the needle on the “rock”. Command must be phrased to include whole track version of pc’s rock. Purpose: To locate largest reality of pc and to hit squarely on what he is always mocking up obsessively.
- 5c. Scout Help with a general bracket to see if it is freer.
6. Step 6 as in Clear Procedure. Use simple forms.
- Repeat 5, 5a, 5b, 5c and Step 6 alternately until clear.

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HCO BULLETIN OF 15 JULY AD 8

### **CARRYING ON**

Members from Australian and South African HASIs are here attending the Congress and 20th ACC. They are working hard and learning fast.

In the meanwhile the Australian and SA staffs are carrying on short-handed and doing a very fine job of it.

I know how hard it is to cover additional posts for two months. And I wish to thank those staffs for carrying on.

Best,  
LRH

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HCO BULLETIN OF 28 JULY 1958

All Staff  
ACC Instructors  
and students  
Field Offices

*COMMAND SHEET FOR HGC*

**CLEAR PROCEDURE**

ON ALL COMMANDS: BEFORE AUDITOR GIVES THEM, HE MAKES CERTAIN HE HAS PC'S ATTENTION ON HIM AGAIN AND OFF LAST QUESTION.

*CCH 0—Starting Session:*

“Is it all right with you if we begin the session now?” “The session is started.”

GOALS: “What goal might you have for this session?”

(Be certain to end session with “Have we gained anything of your goal at the session's beginning?”)

PT PROBLEM: (Caution: Problem itself, not just its terminals, must exist in pt.)  
“Do you have anything worrying you so much that you will have a difficult time keeping your attention on auditing?”

(If pc has)

“Describe the problem to me.”

(Pc does.)

“Does that problem exist in present time now?”

(If pc thinks it does): “What part of that problem could you be responsible for?”—  
or, “Invent a problem of comparable magnitude to that problem.” (Repetitive questions.)  
(No further descriptive name is allowed auditor in this command.)

Auditor frequently asks, “Describe that problem to me now.”—“Does that problem now exist in present time?”

-----

ARC Break: “Have I done something you feel is wrong in this session?” “Describe it to me.”

Plenty of acknowledgement to pc, no further apology and certainly no explanation. Object is to get pc's attention on auditor in present time, not earlier in session. Goal of TR 2, of goals, PT Problem *and* auditing is to get pc's attention into present time, so don't stack commands on the track or park pc somewhere in session or leave him in an out-of-session problem.

-----

S-C-S: (Note: All formal auditing, *except* for final acknowledgement of cycle, which is Tone 40.) Commands:

*START*: “I am going to tell you to start. And when I tell you to start, you start the body in that direction. Do you understand that?” “Good.” “Start.” “Did you start that body?” “Thank you.”

*STOP*: “I am going to tell you to get the body moving in that direction. Somewhere along the line I will tell you to stop. Then you stop the body. Do you understand that?” “Good.” “Get the body moving.” “Stop.” “Did you stop the body?” “Thank you.”



*CHANGE*: “Do you see that spot?” “Good. We will call that Spot A. Now you stand here. O.K.” (Auditor indicates another spot.) “Now do you see that other spot?” “Good. We’ll call that Spot B. All right, now when I tell you to change the body’s position, YOU move it from Spot A to Spot B. All right?” “Good. Change the body’s position.” “Did you change the body’s position?” “Thank you.” “Do you see that spot?” “Well, we’ll call that Spot C. Now when I tell you to change the body’s position, YOU move the body from Spot B to Spot C. Do you understand that?” “Fine.” “Change the body’s position.” “Did you change the body’s position?” “Thank you, “

(NOTE: Change is run only to unflatten START and STOP, when both are flat.)

*CONNECTEDNESS*: Use: Only to unstick pc on meter when meter can’t be read well or when auditor desires to clear an object wrongly chosen as rock in order to look for another.

- (a) “You get the idea of making that (object) connect with you.” (Auditor points.)
- (b) (If pc isn’t looking at object with Mest body’s eyes, use following:) “Look at that (object).” “You get the idea of making that object connect with you.”
- (c) (On blind humans:) “Feel that (object).” “You get the idea of making that object connect with you.”

-----

HELP:

1. SCOUTING. This is a 2-way comm activity.

- (a) “How do you feel about .. ?” Vary any object that sticks by asking about specialized form. If a specialized form frees, go back to object that stuck. Gradually sort object that consistently sticks from objects that stick by association with it only.
- (b) If pc reads high on Tone Arm, gets inconsistent lie reaction, use following: “What have you had to be responsible for?”

To be sure pc is reacting, turn Sensitivity knob very high.

Guide him carefully around his life until he gets on a sticky point. Then sort it out, attempting to get parts of it to clear up. Do not let pc linger on matters which do not stick.

Responsibility sorts the matter out. His realization (cognition) of various zones is what does him good.

This is not necessarily a repetitive command. It can be varied with “What part of that (discovered area or item) have you had to be responsible for?”

Large area of current lifetime can be freed up and with clues from what he has stuck on repeatedly and using what would not free, return to a standard scout as above.

By using part (b) a pc can be brought down on the Tone Arm and can be made to react more normally on meter.

2. Running Help in general: USE generalized items, not specific people or objects (don’t pin pc in current life).

*General Help bracket*: 9-way:

- “How could you help yourself?”
- “How could you help me?”
- “How could I help you?”
- “How could I help myself?”
- “How could you help another person?”
- “How could I help another person?”

“How could another person help you?”  
“How could another person help me?”  
“How could another person help another person?”

*Running Help on an item:*

“How could you help a .....?”  
“How could a .....help you?”  
“How could another person help a .....?”  
“How could a .....help another person?”  
“How could a .....help itself?”  
“How could you help yourself?”  
“How could I help you?”  
“How could you help me?”

Run in sequence as above. Do not give same command twice.

-----

CLEARING COMMANDS: Clear each word and the full phrase once each with the following:

“What is the usual definition of the English (or other language) word .....?”

Do not ask for definitions over and over as a repetitive command. If pc’s definition is poor, clear command every few commands.

Clear only each different word in a bracket. Don’t clear each line in a bracket.

-----

STEP SIX:

Select simple non-significant objects. Run:

“In front of that body you mock up a .....and keep it from going away.”  
“Did you?” “Thank you.”

Then use all directions from the body—“Behind that body...,” “To the left of that body . . . ,” “To the right of that body . . . ,” “Above that body . . . ,” “Below that body ....”

Run 6 objects each on six sides of the body on “Keep it from going away,” then proceed to “In front of that body you mock up a .....and hold it still.” Same procedure, then “In front of that body you mock up a.....and make it a little more solid.” (There is no acknowledgement by auditor after pc mocks it up and keeps it from going away, etc, or the “Did you?”—there is acknowledgement only after full command is executed. Otherwise acks will thin pc’s mock-ups.)

Note: The objects should be simple at first, leading on up to complexity. But at first, keep them simple and non-significant.

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[The above section on Clearing Commands has been excerpted as HCO B 28 February 1959, *Clearing Commands*, page 430. ]

** 5807C28	20ACC-11	ACC Command Sheet, Goals of Auditing
5807C29	20ACC-12	ACC Command Sheet (cont.)
** 5807C30	20ACC-13	ACC Command Sheet (cont.)

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 29 JULY 1958

Distribution  
All staff  
Field Offices

**THE ROCK**

The Rock is a Reach-Withdraw mechanism and the phenomenon of a stuck needle is the ridge so created.

-----

The Rock is: That which a person has used to reach people or things with and is determined in value by its creativeness or destructiveness. It is simply the reach and withdraw mechanism which makes a ridge and this causes the stuck of the needle.

The Rock is AN OBJECT—it is NOT a significance. And you determine a scout by what the pc shies away from as well as what he sticks on—and a theta bop always winds up in a stuck needle if pursued in a scout.

CYCLE OF THE ROCK (object) A person (I) failed to communicate himself; (2) started using something to communicate with; (3) put the last item on automatic and it created for him; (4) it failed.

The Rock itself, when first located, will be a solution to many earlier cycles as described above. And so, a Rock is peeled off cycle by cycle as above.

The rule is to find the last cycle that is real enough to the pc to stick a needle and this is true of locating and running any lock of the Rock.

Be careful during a scout not to choose an object which makes the needle rise slowly, as this is an *addition* to the Rock which is being done gratuitously by the pc. (This factor is an indicator but it must not be run.) The Rock stick does not rise—it just sticks.

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**20TH AMERICAN ACC LECTURES**

Washington, D.C.  
31 July—5 August 1958

5807C31	20ACC-14	Running the Case and the Rock
5808C01	20ACC-15	Case Analysis—Rock Hunting
5808C01	20ACC-15A	Case Analysis—Rock Hunting (cont.)
5808C04	20ACC-16	Case Analysis (cont.)
** 5808C05	20ACC-17	ARC

Other lectures from the 20th ACC will be found listed on pages 293, 298, 300 and 302.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 5 AUGUST AD 8  
Issue 2 Revised

The basic locating question of the Rock (primary aberrative object) is:

“What is a People Pleaser?”

It can also be run just like this: “How could you help a People Pleaser?” as an item bracket.

Do not “kid around with” or invalidate this Rock.

The new item bracket is as follows. It has been designed to preserve A-R-C and to be used in this exact order one command at a time:

The Rock Bracket:

How could a .....help itself?  
How could you help a .....?  
How could a .....help you?  
How could I help a .....?  
How could a .....help me?  
How could another person help a .....?  
How could a ..... help another person?  
How could others help a .....?  
How could a .....help others?  
How could you help yourself?  
How could I help myself?  
How could you help me?  
How could I help you?

Command words but not as a whole phrase are cleared often (every three brackets) and the pc is asked for his *opinion only* of the word “help” and the item. His answer is not challenged.

Only ARC breaks can hide Rock again after found—clear them well. CLEAR ALSO environmental ARC breaks on the Rock between sessions.

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5808C06	20ACC- 18	The Rock, Its Anatomy
5808C07	20ACC-19	The Most Basic Rock of All Rocks
** 5808C07	20ACC-19A	Question-and-Answer Period
5808C08	20ACC-19B	Question-and-Answer Period (cont.)
** 5808C08	20ACC-20	Auditor Interest
** 5808C08	20ACC-20A	Requisites and Fundamentals of a Session

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 10 AUGUST AD 8

**ACC AUXILIARY PROCEDURE**

*For Optional Use*

*THIS IS A ROUGH DRAFT*

1. Start Session.
2. Clear auditor with pc—"Who should I be to audit you?"  
"What is it all right for me to do?"  
"Look at me. Who am I?"
3. Get pc into session.  
Establish goals for session.  
"What question shouldn't I ask you?" Handle resultant answers with Straightwire as indicated.  
"Do you have anything worrying you so much that you will have a difficult time keeping your attention on auditing?"  
Handle pt problem by Responsibility or Problems of Comparable Magnitude. "Invent a problem of comparable magnitude to that problem." "Describe that problem to me." "Does that problem exist in present time now?"  
Run two-way bracket on Help. "How could you help me?" "How could I help you?" Flatten for the session. (Every time you audit somebody this should be touched on and flattened so that it will stay flat at least for that session. To flatten it for all time or for all sessions would be impossible.)  
Check for ARC breaks. If they exist, take them up two-way comm, and also re-flatten above two-way bracket on Help.  
WHEN AUDITOR AND PC ARE CLEARED FOR SESSION, ONLY THEN BEGIN ON CASE. THIS IS TRUE OF ALL SESSIONS AND ALL CASES. KEEP PC IN SESSION WITH ABOVE STEPS, USED WHENEVER PC WANDERS OFF IN SESSION. OF COURSE, DO NOT INTERRUPT UNFLATTENED PROCESS TOO SUDDENLY TO GET PC BACK INTO SESSION. ALWAYS USE COMM BRIDGES WHENEVER YOU CHANGE THE COURSE OF THE SESSION.  
CLEAR ALL COMMANDS. ASK FOR OPINION OF KEY WORDS BUT NOT IN SUCH A WAY AS TO MAKE THIS ASKING A PROCESS. THE PC'S IDEA OF WHAT THE KEY WORDS ARE IS THE PC'S IDEA, AND A REPETITIVE ASKING FOR OPINION IS NOT A PROCESS BUT AN INVALIDATION.
4. Where pc's idea of the following words is obviously impossible to make any process move, do the following on the words CHANGE, PROBLEM, HELP, CREATE, RESPONSIBILITY, PLEASED. A mis-definition on these words can keep a whole case from moving. It is not necessarily true that clearing these words clears a person. To reorient these words run the following process: "Invent a person" (and when pc has, do not acknowledge, but add:) "Tell me his idea of (key word)." This is a repetitive question.

5. Clear up psychosomatics as feasible with “What sort of a (limb, organ, body) would please people?” “Tell me a person that that would please.” This is actually one command with two questions which are used repetitively until psychosomatic or illness is markedly alleviated. This is done to give pc confidence in the auditor and certainty that something can happen in processing. It will only work if the first four steps are complete and in good working order.

6. Clear up desires about new or different states of mind with “What sort of a mind (personality as needful with those who cannot understand what a mind is) would please people?” “Tell me a person that that would please.” This is actually one auditing command with two questions. There is no acknowledgment after the first question, only after the second. This is used repetitively.

7. Isolate basic Rock by any method. Run Rock Help bracket on it.

Or, boost out with “What sort of a (Rock as found) would please people? Tell me a person that that would please.” See above for running directions.

8. Run general Help and Step 6 as given, first one then the other until case is clean, taking up any of above as needful to keep auditor and pc cleared and in session.

If you do these things with any case you should wind up with a clear. The length of time it takes depends upon the auditor’s skill in getting the auditing done and is much less modified by “severity of case”.

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**20TH AMERICAN ACC LECTURE**

Washington, D.C.  
15 August 1958

5808C15      20ACC-21      Summary of 20th ACC

Other lectures from the 20th ACC will be found listed on pages 293, 298, 299 and 300.

HCO BULLETIN OF 20 AUGUST 1958

### **PRESENT TIME PROBLEM—RUNNING OF**

Auditors are occasionally unsuccessful in running present time problems, life computations and service facsimiles because they themselves are not alert to the definition of a problem.

A problem is two-terminaled. A single terminal cannot make a problem. The basic problem is Postulate-Counter Postulate. Therefore, when the preclear says his wife is a present time problem and the auditor runs "A problem of comparable magnitude to a wife", he is not running a problem at all. He is running a condition. For this to be a problem the wife would have to include another terminal.

An auditor should make the preclear define the problem accurately as a problem, not as a condition or situation. The problem of "my wife's desire for another man" is a problem. The problem of "my husband's fooling around with machinery" is a problem.

Wherever a PT problem arises it is up to the auditor to locate an actual problem and get the preclear to describe it. He then runs "Invent a problem of comparable magnitude to that problem." Thereafter frequently he says, "Describe that problem to me" and makes sure each time he does that the problem is described as a problem, not a single terminal or a condition. When running a PT problem he also asks, "Does that seem to be a problem to you now?"

Failure to get the preclear to define the problem as a problem will result in a failure to relieve the PT problem and the auditor and the preclear may proceed into the session believing implicitly that they have run the PT problem when, as a matter of fact, they have not even touched it but have in actuality run the conditions of a single terminal.

Probably the biggest holdup in all intensives is this fact of mis-definition of problems.

And in passing it may be remarked that given Clear Procedure the biggest delay on clearing is the failure of the auditor to run PT problems and ARC breaks. It might also be said that the preclear only protests violently about ARC breaks under one of the two following conditions: (1) the auditing is actually very bad and (2) the PT problem has not been run. As a rough rule of thumb it could be said that given well-intentioned auditing, a preclear only protests about ARC breaks when a PT problem has not been isolated and run. The problems connected with "being audited", "being a preclear", "the auditor", have been rather uniformly overlooked by auditors, and cases which tend to hang up in processing are usually hung up on these.

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HCO BULLETIN OF 20 AUGUST 1958

### OUT OF SESSIONNESS

The mechanisms used by the preclear in living to keep his attention off the Rock are: to get involved with many present time problems, and ARC Breaks.

We used to believe that a thetan had to have problems. This is not true. A thetan thinks he needs problems to keep his attention exteriorized from the Rock chain and when the Rock is not run out he will continue to dream up problems in present time to keep his attention enforcedly fixed elsewhere than the Rock chain. A thetan will also dream up ARC Breaks to exteriorize his attention from a present time problem.

The common denominator of all locks on the Rock is ARC Breaks. Therefore, in running the Rock, expert auditing is necessary since in this case as in no other, the preclear will dream up ARC Breaks. When his attention flicks back to the Rock when he is between sessions, he will get himself involved in present time problems and ARC Breaks obsessively to keep his attention from going back on to the Rock chain.

Thus, we have the answer to the fact that a session will not progress unless the present time problem is run and alleviated and we also have the answer to the ARC Break difficulties. If the preclear is unsuccessful in keeping his attention off the Rock by a present time problem, he will then dramatize the Rock chain, which is another combination of motives which explains preclear behavior.

The moral of this story is to run out pt problems and to patch up all ARC Breaks or you will not find and run any Rocks.

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# AXIOMS & LOGICS

by L. Ron Hubbard

**Published  
August 1958**

This soft-cover booklet contains *The Logics* and *The Axioms of Dianetics*, which first appeared in *Advanced Procedure and Axioms* in November, 1951, *The Prelogics* (also known as *The Q's*) as given in the Philadelphia Doctorate Course in December, 1952, and *The Axioms of Scientology* of 1954, published in *The Creation of Human Ability* in April, 1955, plus later additions.

It should be borne in mind that these actually form epistemology, the science of knowledge. They cannot but embrace various fields and sciences. They are listed in this booklet without further elucidation but will be found to be self-explanatory for the most part. Adequate phenomena exist to demonstrate the self-evidence of definitions, postulates, logics, and axioms.

The logics are separate from the axioms only in that from the system of thinking so evaluated, the axioms themselves flow. The word logics is used here to mean postulates pertaining to the organizational structure of alignment.

This compilation was published in August 1958 in *Ability* magazine, number 80, from Washington, D.C. It was also printed as *Certainty* magazine, volume 5, number 21, in October 1958 from London.

40 pages, soft-cover. Also available in French. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 28 AUGUST 1958

**CHANGE AUDITOR'S CODE**

6. Do not process a preclear who is improperly fed or who has not received enough rest.
16. Maintain two-way communication with the preclear.
17. Never use Scientology to obtain personal and unusual favors or unusual compliance from the preclear for the auditor's own personal profit.
18. Estimate the current case of your preclear with reality and do not process another imagined case.

L. RON HUBBARD

LRH:b.rd

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 3 SEPTEMBER 1958

**HCA COURSE EXAMINATION**

The cost for an individual challenging the HCA Course Examination is \$25 for tests and interview and \$15 for exam and cert. Exam alone can be given.

They must:

1. Pass HCA written exam 100% given by Academy Administrator. (If this is flunked, no further exam is given. It is always flunked.) (This is an opinion.)

If they passed written, then they have to:

2. Read well on IQ, APA, Tone Scale and Aptitude Tests.
3. Be passed by Comm Course Instructor on Comm Course TRs.
4. Be passed by Indoctrination Instructor on Indoc TRs.
5. Be passed by CCH Instructor on CCH Processes.
6. Be passed by Director of Training and be passed by Technical Director.

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 12 SEPTEMBER 1958

Staff Auditor Hats

**POST CASE ANALYSIS ROUTINE**

When pc has been taken to the Director of Processing or case analyst (third party enters auditing picture in any way) the auditor must then

RE-ESTABLISH THE AUDITOR with

1. Two-way comm on analyst person.
2. "Who would I have to be to audit you successfully?"
3. "What am I doing?"

This is to avoid pc transferring to case analyst as auditor and then not coming back to session.

This is also done when pc has coffee shop auditing between sessions.

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**LRH**

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 12 SEPTEMBER 1958  
Issue II

**HAVINGNESS—NEW COMMANDS**

The value of havingness has not diminished. However, it needed new commands. I have now developed these. They are remarkably more effective than Trio.

**FACTUAL HAVINGNESS**

"Look around here and find something you have."

When this can be left—

"Look around here and find something that you would continue."

When this can be left—

"Look around here and find something you would permit to vanish."

Then return to first again.

The order may be reversed. Some cases may run 250 of the third before finding one of the first or second.

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**LRH**

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 15 SEPTEMBER 1958

**MORE ON TRAINING DRILL TWO**

Avoidance of Double Acknowledgement is vital if you ever hope to keep pc in session.

Double Acknowledgement occurs when pc answers up, the auditor then acknowledges, *and* the pc then finishes his answer, leaving the auditor with another acknowledgement to do (and also leaving the auditor with no session).

Wrong:

Command: "What could you say to your father?"  
PC: "I could say, 'Hello'."  
Auditor: "FINE."  
PC: "... 'Father, how are you?' I could say that."  
Auditor: (weakly) "Good. What could you say to your father?"  
PC: "I could say, 'Are you feeling well?' "  
Auditor: (desperate by now) "GOOD ! "  
PC: "... 'enough to go fishing?' "  
Auditor: "Well, okay all right. Now ...."

A pc is not always sure he has answered the question so he often changes his mind. If the auditor gives him Tone 40 or any ack at all in between a pc's reply the *auditor is* wrong.

You just don't "encourage" a pc with a lot of agreement okays and yes in the midst of answers. The pc answers, the pc is *sure he has answered* and the auditor then acknowledges. After all, it's the pc that must be satisfied.

There are many ways to mis-acknowledge a pc. But any mis-acknowledgement is only and always a failure to end the cycle of a command—auditor asks, pc replies and knows he has answered, auditor acknowledges. Pc knows auditor has acknowledged. That is a full auditing command cycle. Don't forget it and expect a process to work, it won't. The roughest spot in most students is TR 2, not so much *how* to acknowledge but *when*.

An auditor running into this with a pc should handle it this way.

Auditor: "What could you say to your father?"  
PC: "I could say, 'Are you feeling well?' "  
Auditor: "Did that answer the question?"  
PC: "Well, no. I could say, 'Are you feeling well enough to go fishing?'"  
Auditor: "Did that answer the question?"  
PC: "Yes, I guess it did. He always liked fishing and sympathy."  
Auditor: (sure pc is through) "Good! What could you say to your father?"

And there's the way of it. If the pc is not sure he has answered and that the auditor has accepted the answer, the *pc will get no benefit from the auditing*. And that's how important that is.

You can always spot a bad auditor. He does two things: he talks too much to the pc and he stops the pc from properly answering.

Add all the above to all training of students.

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L. RON HUBBARD

[PAB 145, *More on Training Drill Two*, 1 October 1958, is taken from this HCO B.]

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 29 SEPTEMBER 1958

**VITAL TRAINING DATA**

(This Bulletin Changes the Character of Training)

No instructor can train a student unless he follows the Instructor's Code. This code is learned by heart by an instructor, not read.

Wherever we are making poor auditors, we have confused the role of the Academy with that of the HGC. The HGC processes, the Academy trains only.

Tell every student, tell every class of students, tell every instructor many times,

**THERE ARE ONLY AUDITORS AT THE ACADEMY. THERE ARE NO CASES.**

Every time you as an instructor get interested in the student's *case*, you make him put up his engrams for your inspection. Every time you get interested in his auditing skill only, you make him put up auditing skill for your interest.

From this date:

**UNDER NO CIRCUMSTANCES MAY AN ACADEMY TAKE UP THE PERSONAL OR CASE PROBLEMS OF A STUDENT.**

We've got 2,500,000,000 preclears. We can somehow control ourselves long enough to make a few auditors.

They are made by direct, blunt instruction, the tougher the better. They are unmade by a lot of super saccharine sympathy about their poor, hopeless little cases.

So let's go, training units. No more clinics where there should be schools. You'll have nothing but cases forever if you don't make some auditors!

The week's intensive formerly offered with courses is turned over herewith to HGCs. No further clinics as such may be run by Academies. Auditing may occur in Academies but there may not be preclear conferences, general or private, about the students' own cases. This works a hardship on HGCs to some degree but HGCs occasionally are victimized by having to train late students who were not trained but only processed through to HCA/HPA. Thus an HGC has an interest in training quality.

Hereinafter all processing for keeps will be done in the HGC and all training will be done in the Academy.

There is a standard toward which a student is trained. It includes two disciplines. Formal Auditing and Tone 40 Auditing. Formal is taught in Comm Course, Tone 40 in Upper Indoc. Students must know their codes and must know how to follow them—no evaluation, no invalidation.

All of Dianetics, the Anatomy branch of Scientology must be taught.

The six simple types of processing are taught.

The axioms are taught.

Anatomy of the mind is taught, not just a lot of figure-figure theory. The student gets there by finding he can confront in a preclear locks, secondaries, engrams, chains, time track, circuits, machinery, valences, the parts of livingness.

Manifestations of phenomena are taught, overt-act motivator sequences, problems, computations, cognitions, comm lags, introversion, extroversion, exteriorization, A-R-C.

Scales are taught—ARC Scale, Effect Scale. The Academies must now undertake 3 separate courses and adhere to each.

If an instructor won't confront students he starts a big theory course that avoids all anatomy, takes up the personal problems of the students, excuses every failure to teach by saying it was student case. If case gets in the road send the student to the HGC to pay for auditing or not. If theory gets in the road of training auditors, teach anatomy only.

Let's go on this.

I am instructing all HCO Boards of Review to examine completely on the above outlined items only and to flunk hard any student who doesn't know his subject. We care little for the synopses and the paper work. We want auditors who know their business, not a lot of squirrels.

A pc gets well in direct ratio to his ability to confront the anatomy of life, the anatomy of mind and the physical universe.

How do you suppose you'll ever get any auditing done if the student can't confront, via a pc yet, life, the anatomy of the mind and the physical universe. It's easier for a student to confront than a preclear to confront.

I've got a big idea for training: to wit: Let's deliver the goods!

L. RON HUBBARD

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### ACC CLEAR PROCEDURE

The Goal of the Auditor: to help the preclear re-establish confidence in his ability to confront Thetans, Thought, Time, Life, Energy, Matter and Space.

The theory of auditing: the preclear has lost confidence in his ability to face existence and its parts and has difficulty in participation. He is trapped in many of those things he has failed to confront or has been prevented from confronting or has prevented others from confronting or didn't exist.

By gradient scales his confidence in confronting Thought, Time, Life, Energy, Matter and Space is improved. The rule is, "Find something the preclear can confront and improve that ability." This normally begins with some part of an auditor. In less able cases, it begins with a thought of the auditor's or the preclear's.

Auditing is not erasure. Erasure dramatizes lost things to confront.

Where an auditor can be confronted and makes corny errors, the preclear stops being able to confront—hence the graph goes down on ARC breaks only. Therefore, the stress on smooth auditing.

A present time problem makes it hard for the preclear to confront the session. Therefore the stress on handling present time problems.

Auditing has as its sole liability confronting on a via—it may look to the auditor that he is using the pc (preclear) to confront things and this can be restimulative if the auditor doesn't know what he is doing. If the auditor is actively preventing the pc from confronting anything or has as his goal never permitting the pc to confront, there's trouble to hand.

-----

ARC, in auditing, is:

A = the ability to be in or at a distance from something.

R = the ability to co-exist with something.

C = the ability to transmit thought between two or more points.

Thus we see that the minimum of two anything is needed for the conditions of ARC to occur.

In actuality the thetan incurs no liability in confronting or not confronting, being in or not being in things and thus a total confronting or total non-confronting are attainable goals. The thetan believes things about confronting or necessities to confront or not to confront and so becomes aberrated (not straight-lined). To confront, knowing is necessary. Unknown confronting or not confronting, when uncovered, gives us the phenomenon of "cognition"—and that is the definition of it.

Auditing is that process which restores confidence in confronting and undoes necessity to confront Thought, Time, Life, Energy, Matter and Space.

## Theory of Auditing

It should be realized that an optimum Clear Procedure should take a preclear from the lowest possible levels up to clear. Earlier procedures (1957-1958) did not attempt to address every case but were content to handle about 50% of the preclears. The remainder had to have special address just as cases. Therefore, auditors adopted the idea that on one hand there was Clear Procedure and on the other hand low level procedure—they did not place one above the other in a gradient scale to clear. This particular Clear Procedure does that.

In use it should be realized that different cases require different emphasis. An easy case would not demand a tedious command clearing, suspicious probing to break non-existent occlusions or emphasis on the lower steps. Indeed, these lower steps could be skipped up to CCH 0.

It is all a matter of judgment, how long and hard to run which. Two errors are potential: both rest on accurate case estimation. The commonest is to overestimate the level of the case. And not uncommon, to audit a high level case with very low level processes. The answer is to audit the case one is auditing, not some other case or one's own case.

Since estimation and auditor-sensitivity are subject to variety and error one cannot cleanly estimate the length of time required to clear anyone. Only approximations are possible and these are varied by possible environmental difficulties of the preclear during auditing: i.e., daily present time problems of crushing magnitude.

We are not today in the area of thousands of hours, however. We are in the area of hundreds of hours in any case, sane or insane. I cite an example: a woman suffering from a postpartum psychosis was audited 600 hours on CCH 1, 2, 3, 4 before she turned sane long enough for the auditor to snap off the case the valence of her dying brother, at which moment she turned stably sane. Only then could she have been audited on less fundamental steps. However, auditors are not concerned with the insane but often address relatively unconscious people. This example is cited as the most extreme time in auditing we have on record with modern technique.

I would not be surprised that, with all variables introduced, some case required 800 hours to clear. On a jigsaw puzzle test such a case would have failed to have fitted a single piece in the first 30 seconds, by our present method of estimation.

There are several means of establishing an idea of length of time in processing from present state to clear. The minimum in any case would be three weeks (75 hours); the probable maximum would be 1,000 hours. Between these extremes, we have most people. The peak of the cure would probably be around 250 hours, as estimated by older clearing methods.

Anxieties to attain faster push-button clearing defeat most research. These speed methods violate the reality of the preclear and too thoroughly evaluate for him. *In all cases* of clearing it is only the reality of the preclear which milestones the gains. That reality requires a certain speed of advance. While being audited, also, a preclear is living, and his surroundings require his attention. Man is somewhat cautious. He must adjust himself within his own ideas of security. The auditor always knows what is wrong with the preclear long before the preclear finds out. One must permit the preclear to find out! That discovery is only assisted, never blackjacked into being (see *Psychiatry: The Greatest Flub of the Russian Civilization*, by Tom Esterbrook). The patient is part of the therapy—a lesson the Russ school never learned.

Therefore, Clear Procedure starts where it should, CCH 1.

In running the CCHs, a set procedure is followed not only with the single process but with the series. One will discover that only one of the series of CCH 1, 2, 3, 4 bites the first time through. It is useless to run very long on the ones that don't bite. Example: An auditor does CCH 1 for an hour—no bite. He does CCH 2 for an hour or



so-no bite. He does CCH 3 and it *bites*. He does it for a few hours and CCH 3 levels off a bit. Now he returns to CCH 1 and finds it bites. He flattens it a bit, does CCH 2 for an hour, CCH 3 for a couple of hours and when he starts CCH 4, now this one bites! He flattens it in a few hours, goes back to CCH 1, etc.

The processes CCH 1, 2, 3, 4 are all of a piece. They are done in series fashion, not as individual items.

### **CCH 1, 2, 3, 4**

*Number:* **CCH 1**

*Name:* Give me that hand, Tone 40.

*Commands:* “Give me that hand.” Physical action of taking hand when not given and then replacing it in preclear’s lap. And “Thank you,” ending cycle. All Tone 40 with clear intention, one command in one unit of time, no originations of preclear acknowledged in any way verbally or physically. May be run on right hand, left hand, both hands, each one flattened in turn.

*Position:* Auditor and preclear seated in chairs without arms, close together. Auditor’s knees both to auditor’s left of preclear’s knees, outside of auditor’s right thigh against outside of preclear’s right thigh. This position reversed for left hand. In both hands preclear’s knees are between auditor’s knees.

*Purpose:* To demonstrate to preclear that control of preclear’s body is possible, despite revolt of circuits, and inviting preclear to directly control it. Absolute control by auditor then passes over toward absolute control of his own body by preclear.

*Training Stress:* Never stop process until a flat place is reached. To process with good Tone 40. Auditor taught to pick up preclear’s hand by wrist with auditor’s thumb nearest auditor’s body, to have an exact and invariable place to carry preclear’s hand to before clasping, clasping hand with exactly correct pressure, replacing hand (with auditor’s left hand still holding preclear’s wrist) in preclear’s lap. Making every command and cycle separate. Maintaining Tone 40. Stress on intention from auditor to preclear with each command. To leave an instant for preclear to do it by own will before auditor does it. Stress Tone 40 precision. To keep epicenters balanced. CCH 1(b) should also be flattened.

*History:* Developed by L. Ron Hubbard in the 17th ACC, Washington, D.C., 1 957.

*Number:* **CCH 2**

*Name:* Tone 40 8-C.

*Commands:* “Look at that wall.” “Thank you.”  
“Walk over to that wall.” “Thank you.”  
“With the right hand, touch that wall.” “Thank you.”  
“Turn around.” “Thank you.”

Run without acknowledging in any way any origination by preclear, acknowledging only preclear’s execution of the command. Commands smoothly enforced physically. Tone 40, full intention.

*Position:* Auditor and preclear ambulant, auditor in physical contact with preclear as needed.

*Purpose:* To demonstrate to preclear that his body can be directly controlled and thus inviting him to control it. Finding present time. Havingness. Other effects not fully explained.

*Training Stress:* Absolute auditor precision. No drops from Tone 40. No flubs. Total present time auditing. Auditor turns preclear counterclockwise, then steps always on preclear’s right side. Auditor’s body acts as block to forward motion when preclear turns. Auditor gives command, gives preclear a moment to obey, then enforces command with physical contact of exactly correct force to get command executed. Auditor does not check preclear from executing commands.

*History:* Developed by L. Ron Hubbard in Washington, D.C., in 1957 for the 17th ACC.

*Number: CCH 3*

*Name: Hand Space Mimicry.*

*Commands:* Auditor raises two hands, palms facing preclear, and says, "Put your hands against mine, follow them and contribute to their motion." He then makes a simple motion with right hand, then left. "Did you contribute to the motion?" "Good." "Put your hands in your lap." When this is flat the auditor does this same thing with a half inch of space between his and the preclear's palms. When this is flat auditor does it with a wider space and so on until preclear is able to follow motions a yard away.

*Position:* Auditor and preclear seated, close together facing each other, preclear's knees between auditor's.

*Purpose:* To develop reality on the auditor, using the reality scale (solid communication line). To get preclear into communication by control + duplication.

*Training Stress:* That auditor be gentle and accurate in his motions, giving preclear wins. To be free in two-way communication.

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

*Number: CCH 4*

*Name: Book Mimicry.*

*Commands:* Auditor makes a simple or complex motion with a book. Hands book to preclear. Preclear makes motion duplicating auditor's mirror-image-wise. Auditor asks preclear if he is satisfied that the preclear duplicated the motion. If preclear is and auditor is also fairly satisfied, auditor takes back the book and goes to next command. If preclear says he is and auditor is fairly sure preclear isn't, auditor takes back book and repeats command and gives book to preclear again for another try. If preclear is not sure he duplicated any command, auditor repeats it for him and gives him back the book. Tone 40 only in motions. Verbal two-way quite free.

*Position:* Auditor and preclear seated facing each other a comfortable distance apart.

*Purpose.* To bring up preclear's communication with control and duplication. (Control + duplication = communication.)

*Training Stress:* Stress giving preclear wins. Stress auditor's necessity to duplicate his own commands. Circular motions are more complex than straight lines.

*History:* Developed by L. Ron Hubbard for the 16th ACC in Washington, D.C., 1957. Based on duplication developed by LRH in London, 1952.

**CCH 0**

(1) *Start Session* by saying "Start of Session". Don't discuss things and then start session and startle preclear, who thought he was in session all the time. To do this throws pc out of session. Also, you can't end a session that was never started.

(2)(a) *Establish Auditor.* Clear auditor with pc. Discuss any successful auditing in the past, even successful doctoring. Shake pc loose from heavy ARC with past practitioners, not by running down practitioners, but getting pc to realize he has been helped. Develop this into process, "Who should I be to help you successfully?" Get it flat, then run "What am I doing?"

(2)(b) *Establish Preclear.* Put preclear more in session with goals—"What would you like to accomplish through Scientology?" "What would you like to accomplish in this session?" The foregoing two we care little about. We now hit this hard: "What are *you willing* to have happen in this session?" We get a final clear answer to this even if it takes an hour of two-way comm. Then we establish, "What are you absolutely certain will happen in (finite period of time such as ten minutes or one hour)?"

(2)(c) *Establish problems, if any.* Run "Is there any place you would like to be more than here?" When this is threshed out, "Is there any place you *should*

be rather than here?" This may bring any present time problem to view. If it does, audit it with "What part of that problem could you be responsible for?" If pc is too agitated to run this or if two-way comm cuts his havingness badly, run Factual Havingness: "Look around here and find something you have." When this can be left, "Look around here and find something that you would continue." When this can be left, "Look around here and find something you would permit to vanish." Then return to first again. (The order may be reversed. Some cases may run 250 of the third before finding one of the first or second.) Factual Havingness can resolve present time problems, which are always and only threats of loss.

If preclear seems hard to audit, is in propitiation, does obsessive agreement, has hypnotic eyelid flutter, or in general seems unnatural about talking or not talking, you can put pc into session and get present time problem most rapidly by spending real time on this: "What question shouldn't I ask you?" and sort it out on a meter, with two-way comm, then ask question again, etc., until pc is really talking to the auditor. The goal of present time problems or problems is to get pc in session. The goal of this, "What question shouldn't I ask you?" is not to learn the pc's secrets but to get pc to talk freely to auditor. Accomplishing this one thing on a hitherto non-advancing pc is a great thing and will make the pc advance faster than anything else. *Get the pc to talk to you honestly.*

Then take up present time problems directly: "Do you have a present time problem?" Preclear says he does but needle on meter doesn't move. Ask question a few more times—"Is there anything worrying you?" you can say for variation. If needle still doesn't drop, forget it. IF NEEDLE DROPS pursue it and *run only the problem that drops*. Don't run problems that don't drop! Keep your eyes on the meter while handling pc with present time problems, expand what falls, not something else. Pc can't confront his problems, therefore the drop vanishes easily, comes back and drops again. This can fool an auditor badly if he doesn't watch his meter and take up to run and discuss only the drop. (Note: If the meter is "Stage Four" [idle swing, not clear but pc can't affect meter, which only swings up, *sticks*, falls and so forth on same pattern—a Stage Four needle has a stick in the top of its oscillation, a clear needle doesn't] or if it is too stuck to show a fall on a problem, play safe, run Factual Havingness or Connectedness.)

This exact way to run a present time problem can make a full intensive.

Command (when problem located): "Describe that problem to me now." Make sure pc does. ACCEPT ANY VERSION PC GIVES YOU, BUT ONLY FOLLOW THROUGH ON A VERSION THAT DROPS ON METER. If the version drops, run the following for two or five commands, "What part of that problem could you be responsible for?" Then whether drop on meter vanishes or not, say, "Describe that problem to me now." If the described problem did not drop, buy it but don't run it, say again, "Describe that problem to me now." If you can handle this type of problem-handling, if you got pc to really talk to you, you can practically clear a case on this since it gets out of case the *succumb postulates* that war against betterment. This is the scale of succumb problems from the bottom up: How to go unconscious; How to feel nothing; How to go insane; How to escape; How to die; How to get shed of responsibilities so one can die; How not to care; How to endure; How to get better; How to Live; How to live better. There are inner levels. The basic problem is a "whether" (all problems are "whether" or "how"): *Whether to Survive or Succumb*. Decisions to do either are, if obsessive, the stable data in the center of the major confusions. When a pc is sitting there in heavy succumb postulates his goals and the auditor's goals are on opposite vectors. Therefore, preclears who don't get better *aren't* trying to get better no matter how much they say they are. Hence a whole case can run on this provided some havingness is also run from time to time.

In brief, this is where running a present time problem well gets to.

Remember, a problem is not a condition or a terminal. It is a "how" or "whether". It is a doingness, not a person. "My wife" is no answer to a present time problem question. "How to live with my wife" is a problem. "Whether or not to live

with my wife” is a problem. “My wife’s illness” is not a problem. “How to cure my wife’s illness” is a problem.

Sometimes a pc will come right down on an old stable decision about the problem and say, “It isn’t a problem to me now.” The auditor must not buy this. He wants to know “Why?” until pc is off the old solution and can go on describing problems.

How to be audited. How to stay in session. Whether the auditor has pc’s interest at heart. Such present time problems are very much in order to ask about.

To completely flatten any problem it is necessary to run not “responsible for” but “Invent a problem of comparable magnitude to that problem.” This is run in the same way as above, but is given more commands for each version handed out by the pc. This is the problem command if you want it flat forever. Don’t lose this process or command from your repertoire.

(2)(d) *Getting Auditor and Pc established.* Take up any ARC breaks with pc or any breaks between pc and past auditors. Always clear away ARC breaks. Don’t dodge them as an auditor.

Explaining why the break occurred is an Auditor’s Code violation—Evaluation.

Saying that the ARC break didn’t occur or was the pc’s fault is an Auditor’s Code violation—Invalidation.

When an auditor fails to take responsibility for the ARC break he loses the responsibility of running the session—which, of course, causes a session to cease to exist.

The relative destructive value of an ARC break is greater than the failure.

*ALWAYS HANDLE CCH 0 in every session well except when giving not a session but an Assist only.*

## TR 11

**TR 11. ARC Straight Wire.** That process best calculated to orient pc in his past is ARC Straight Wire.

*Commands:* “Recall something that was really real to you.” “Thank you.” “Recall a time when you were in good communication with someone.” “Thank you.” “Recall a time when you really liked someone.” “Thank you.” The three commands are given in that order and repeated in that order consistently.

*Position:* Auditor and preclear seated facing each other at a comfortable distance.

*Purpose:* To give the student reality on the existence of a bank. This is audited on another student and is audited until the other student is in present time. It will be found that the process discloses the cycling action of the preclear going deeper and deeper into the past and then more and more shallowly into the past until he is recalling something again close to present time. This cyclic action should be studied and understood and the reality on the pictures the preclear gets should be thoroughly understood by the student. The fact that another has pictures should be totally real to the student under training.

*History:* Developed by L. Ron Hubbard in 1951 in Wichita, Kansas. This was once a very important process. It has been known to bring people from a neurotic to a sane level after only a short period of application. It has been run on a group basis with success but it should be noted that the thinkingness of the individuals in the group would have to be well under the control of the auditor in order to have this process broadly beneficial. When it was discovered that this process occasionally reduces people’s havingness, the process itself was not generally run thereafter. It is still, however, an excellent process with that proviso, a reduction of havingness in some cases.

Many cases have achieved their first step upward with the process. It is a process which, known, gives the pc the comfortable feeling that he at least has stopped getting worse and that there is something that permits him to hold his own.

In the 20th ACC Lectures I described how all enttheta receives its charge from theta. ARC in the bank makes ARC breaks possible. A re-orientation of ARC can be more important than one realizes. The way to blow ARC breaks can be more ARC. Even a psychotic may rise up to merely neurotic on ARC Straight Wire.

The cyclic aspect of ARC Straight Wire must receive attention.

You don't want to know *what* when he recalls something, you want to know *when*. Ask, "When was that?" frequently and you will see pc slide into past and then return to present time as a regular cycle. Don't end the process while pc is still in past. Don't finish the process with a comm bridge that leaves him in the past. Just warn him that the process will soon end, and stop it when pc's recall was of a near present time thing.

You get lots of past lives in view this way. Buy them.

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Lasting and easily obtained results were gained in 1956 by using just two processes. With the 1958 Theory of Auditing (above) it is easy to see why. These are basically confrontingness processes. They were S-C-S and Connectedness.

I developed these two for use in combination for a standardization of processing for a whole firm that was having its employees processed in London in 1956. The results were so good that Mary Sue Hubbard, while Director of Processing London, used the same regimen on *all* preclears with uniformly astonishing results.

The exact regimen used in that period was as follows: simple S-C-S on objects with pc and auditor seated at a table. Then S-C-S on the body. Then "Keep it from going away" and "Hold it still" on two small objects with pc seated, using first one object then the other and always touching them with his hands at command. Finally, subjectively, on facsimiles, "Keep it from going away," and "Hold it still." Throughout, Connectedness was used to bolster havingness as needed with the command, "You make that (indicated object) connect with you."

The regimen as given here was superseded because auditors, unsupervised, tended to complicate the processes and not until a short time ago did we learn that the best answer to an auditor's desire for "more information" was a repetition of what he was told the first time. He didn't understand the original and so wanted a new one. Further, in supervised processing, there has been a frailty in that the auditor sometimes reported, "I did what you said and it didn't work." An unwary supervisor then gives him a *new* process to do. A wary one says in reply to the above, "What didn't work?" and usually discovers that the supervisor's directions were neither remembered nor run. This set of factors has accounted for many abandonments of SOPs (standard operating procedures) which were in actuality working like mad, only the people they were given to never used them, only said they did, and fed bad data back. It is the role of a supervisor to get the process he gave out *run*, not another version of it.

### CCH 3(c)

The rationale behind S-C-S was simple: it placed the pc in the auditor's control. And it placed the pc's body under his own control. But there is more to S-C-S than this since it is also a confrontingness process.

#### CCH 3(c)

*Name:* S-C-S on a person. (Start, change and stop on a person.)

*Commands:* There are three sets of commands, each one of which is run until it is relatively flat. The commands are as follows: "Now we are going to start the body."

When I say start, you start that body in this (indicated) direction. All right, Start.” The commands for “Change” are as follows (indicating four positions on the floor one after the other): “This we are going to call Spot A. This we are going to call Spot B. This we are going to call Spot C and this we are going to call Spot D. Do you have that? All right, when I say Change, I want you to change the position of that body from A to B. All right, Change.” (The same applies for the other positions.) The commands for “Stop” are as follows: “Now I want you to get that body moving in (indicated) direction, and when I say Stop, I want you to stop that body. All right, move that body. Stop.” Each one of the commands is followed with the question, “Did you start that body?” “Did you change the position of that body?” “Did you stop that body?”

*Position:* Auditor and preclear ambulant. Auditor accompanies preclear as he walks and occasionally touches him and turns him around manually as needed to assist the preclear.

*Purpose:* To give the preclear good control of his body and to exteriorize him.

*Training Stress:* Stress is on precision of the motion and command.

*History:* Developed by L. Ron Hubbard in 1955 as an exteriorization process. First discovered in 1952 was the fact that a person, which is to say a thetan, stays as close to an object as he has confidence in his controlling of it.

### GP-3

Connectedness. The basic form of any havingness process is Connectedness. After one flattens S-C-S, one then runs Connectedness on the preclear.

*Commands.*

(a) “You get the idea of making that (object) connect with you.” (Auditor points. )

(b) If pc isn’t looking at object with Mest body’s eyes, use following: “Look at that (object).” “You get the idea of making that object connect with you.”

(c) On blind humans: “Feel that (object).” “You get the idea of making that object connect with you.”

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There is a new version of havingness called Factual Havingness. It is used in conjunction with any subjective process such as those subjective processes which follow.

*Factual Havingness Commands.*

“Look around here and find something you have.”

“Look around here and find something that you would continue.”

“Look around here and find something you would permit to vanish.”

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### Confrontingness

The earliest clearing process, made more workable by repetitive commands and a broad understanding achieved in the ensuing 11 years, is made part of the most modern (1958) procedure.

I was clearing people in 1947 by getting them to look at locks, secondaries, engrams, circuits and the physical universe. I cleared a lot of people in about 100 hours each. All I did was renew their confidence in being able to “look at” their pictures. I turned on sonic, tactile, the works, with renewing confidence, lessening fear.

Three years later, *Dianetics: The Modern Science of Mental Health* was written. Its processes are slanted toward teaching people to audit and are the result of people not doing and saying they did. *Dianetics: The Modern Science of Mental Health*

processes are good. They are the best training processes re banks there are. They train an auditor better than they clear a pc.

We now return to earliest clearing with what we now call *Confrontingness*. See “Theory of Auditing” above.

In general, we persuade the pc to confront things at his own gradient scale of willingness.

We find an ability to confront and we improve it.

### **Body Confrontingness**

This is close to a specific for a chronic somatic.

Auditor: “What part of that body can you confront?”

Pc: “Elbow.”

Auditor: “What part of that elbow can you confront best?”

Pc: “The wrist.”

Auditor: “Thank you.”

This is the whole cycle of the command. The auditor does not correct the pc when “part of” becomes some other part of the body.

### **Subjective Confrontingness**

General version:

“What mental view can you confront?” “What part of it can you confront best?” “Thank you.”

The above wording allows for dark fields and other phenomena and runs easily on an occluded case.

For a person who has pictures and sensations, a more specific form using “pictures”, as well as “emotions”, “feelings”, “sounds”, “thoughts”, etc., can be used.

There can be and will be many versions of confrontingness given. Suffice here that the above work well and can form an entirety of clearing. They are a refinement, a simplification of the first version of clearing and should work as well today.

### **Participation**

We must not overlook the factor of *participation* in life. *Participation* in session is necessary for processing to work. It is achieved by bettering the factor “Confronting”.

Auditing toward the goal of total non-confront is eventually to achieve total non-participation. This is highly undesirable.

Destruction as an impulse has as its goal the removal of the need to confront. When one can confront he does not need to destroy. Unwillingness to confront is the source of most “*have to be processed*”. One is asking the auditor to destroy “all these horrible things”. Obsessive confronting is almost as bad. “Can’t confront it so I’ll prove I can by confronting it forever—and I’ll keep on creating it to prove I can confront it.” The mechanics of the bank can be worked out on such a basis.

Participation is only possible when one can also confront. Gradient scale of confronting can lead to participation without being overwhelmed.

## Survival

All processes since the earliest endeavors in this search have aligned on “Survive”. Continuance in Factual Havingness expresses this factor. The postulate to Survive is invalidative of the fact that a thetan cannot do otherwise. The whole key to brainwashing and punishment is that they make a thetan postulate survival which is “continuous confronting”. This is handled by various versions of confronting.

## Creating

A reactive bank comes from obsessive creating. A thetan’s answer to being threatened or struck is to create. His basic training is all aligned along creating something. This factor is used in various ways in processing, usually inherent in a process.

## Help

Probably the first thing that will have to be taken up in some cases is the subject of Help. To this degree Help is part of CCH 0 in establishing an auditor-preclear relationship. People who do not volunteer to be audited at all will require help orientation as the first step. Five hours on Help with such a person, using a two-way bracket, is often well spent. But such a bracket must be exceptionally well audited, without ARC breaks, to begin an intensive or to repair ARC breaks.

Aside from the above, Help is of vast importance.

The first burning question, when we approach Help as a process, is, “What condition would you have to be in to get help?” This is usually the condition the pc is in. The repetitive command for this is, “Mock up (or invent) somebody in such a condition that they would receive help.”

## HELP ON THE ROCK

The “Rock” is the thing the preclear uses to reach people. It is an object far back on the track. It is confrontingness on a via.

The E-Meter is used to locate a stuck object. This is a “lock on the rock”. (The stuck can be freed by using Connectedness on the room, always.)

## Help Bracket on the Rock

Use in this exact order, one command at a time:

How could a \_\_\_\_\_ help itself?  
How could you help a \_\_\_\_\_ ?  
How could a \_\_\_\_\_ help you?  
How could I help a \_\_\_\_\_?  
How could a help me?  
How could another person help a \_\_\_\_\_?  
How could a \_\_\_\_\_ help another person?  
How could others help a \_\_\_\_\_?  
How could a \_\_\_\_\_ help others?  
How could you help yourself?  
How could I help myself?  
How could you help me?  
How could I help you?

The command words, but not as a whole phrase, are cleared often (every 3 brackets) and the pc is asked for his *opinion only* of the word “help” and the item. His answer is not challenged.



## **General Help Bracket**

How could you help yourself?  
How could you help me?  
How could I help you?  
How could I help myself?  
How could you help another person?  
How could I help another person?  
How could another person help you?  
How could another person help me?  
How could another person help another person?

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### **Responsibility**

The basic clearing process using responsibility is, "You make a picture for which you can be wholly responsible."

This, flattened, can make a clear.

It uses the fact that a person is making his whole bank anyway and it persuades him to realize it.

Some version of responsibility is required to end all clearing.

Assignment of responsibility is at the bottom of the search for phenomena and magic to clear people.

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### **Answers**

Everyone who does not change in processing is being an answer. He "has it made".

Therefore, there is an opposite side to problems. That is answers.

"Mock up a problem for which you are (or your condition is) the answer."

### **Origins (Originations)**

The original version was: "What origin of yours has been mishandled?" "Recall a time when you were pleased with that person."

A shorter version is, "What origin of yours has been handled properly?"

Any creation is an origin in a communication line, for the purposes of auditing. Hence the importance of origins.

## **THE BUTTONS**

There are certain buttons which depress clearing if the pc has erroneous definitions for them. These are:

CHANGE, PROBLEM, HELP, PLEASED, CREATE, RESPONSIBILITY, CONFRONT.

Various processes redefine them in action. This is such a process:

"Invent a person who likes (the button)."

## STEP 6

A cleared person is no longer in confusion about Help or who makes the mock-ups. “Help and Step 6” were the early 1958 clues to clear. These are still used as tests and even when their running is brief, they must be run.

Caution: It is almost fatal to run Step 6 if the rock is not out.

*How to Run Step 6:*

Select simple nonsignificant objects. Run: “In front of that body you mock up a \_\_\_\_\_ and keep it from going away.” “Did you?” “Thank you.”

Then use all directions from the body—“Behind that body . . . ,” “To the left of that body . . . ,” “To the right of that body . . . ,” “Above that body . . . ,” “Below that body ....”

Run 6 objects each on 6 sides of the body on “Keep it from going away,” then proceed to “In front of that body you mock up a \_\_\_\_\_ and hold it still.” Same procedure, then “In front of that body you mock up a \_\_\_\_\_ and make it a little more solid.” (There is no acknowledgment by auditor after pc mocks it up and keeps it from going away, etc., or the “Did you?”—there is acknowledgment only after full command is executed. Otherwise acknowledgments will thin the pc’s mock-ups.)

Note: The objects should be simple at first, leading on up to complexity. But at first, keep them simple and nonsignificant.

Read and understand *Scientology 8-8008*, and use an E-Meter throughout.

A valuable side process here: “Decide to make a mock-up. Decide that will ruin the game. Decide not to do it.” Also this one: “Decide to make a mock-up everyone can see. Decide that would ruin the game. Decide not to do it.”

\* \* \*

In the above there are several roads to Clear. But there are also several levels of case to be cleared. Experience tells one what to run. Auditing skill alone gets the experience across.

The original 1947 processes were defeated in the hands of others by lack of auditing drills and skill.

Help and Step 6 do not work on low level cases to make clears of everyone—hence the CCHs.

By doing all of the above on every case you would certainly have clears in all cases. As your experience increases you can begin to omit steps.

You will finally be able to adjust the processes to the exact cases you do.

Get the preclear in session, run something. You’ll win.

LRH:-rd  
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L. RON HUBBARD

[The above was made available as a booklet called *ACC Clear Procedure* and is referred to as such in various issues. ]

**P.A.B. No. 146**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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15 October 1958

**PROCEDURE CCH**

*(This lecture is a final summing up of the previous CCH PABs [interrupted at PAB No. 138] and should be read after those have been digested. It was given by L. Ron Hubbard to the HGC staff auditors in Washington, D.C. on 23 August 1957.)*

Thinkingness in general should not be suspected to be under anybody's control. It is probably more under the auditor's control than it is under the preclear's.

When I say or ask "Is the preclear's thinkingness under control?" I want you to understand that it is less under the preclear's control at any time than under the auditor's. The auditor can certainly control the preclear's thinkingness better than the preclear can. But before you can do this you must first get the preclear's body and attention under control.

A condition to running Trio is: Is the person and attention under your control? To assume that the power of choice is also under the preclear's control—much less his thinkingness—is, of course, completely wrong.

This condition then moves Trio way up on the present scale of processes. In order to give the preclear some havingness after CCH 0 to 5 has been flattened, I have developed an undercut to Trio.

Trio is a directive process and should be prefaced by "**Get the idea of having that clock.**" "**Get the idea of having that picture (indicated picture on the wall),**" etc. That's highly directive and would keep thinkingness of a rough case under control.

The second version is: "**Get the idea that it is all right to permit that (indicated object) to continue.**" It is also just an indicating process.

The third section of this trio is the clincher: "**Get the idea of making that (indicated object) disappear.**" One runs "disappear" instead of "dispense with" or "not-know."

Small objects are much easier for the preclear to make disappear than large ones. You have not told him to make it disappear but only to "get the idea of making it disappear." Preclears usually literally interpret you and try like mad to make it disappear—and it usually does for a short time.

I have solved the enigma of exteriorization. Why doesn't a preclear exteriorize easily and stay exteriorized? We ask the accompanying question: Why does a preclear get sick when one asks him to conceive a static? Obviously we would have to get

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somebody to conceive a static before he could himself stay comfortably outside his body's head.

The answer to this problem is contained in the process "**Recall a moment of loss.**" Loss prevents the preclear from conceiving a static. He associates a static with loss. He says, "All right, if there is nothing there I've lost it," or "I've lost something there, therefore I'd better not conceive a static."

Conceiving a static is therefore painful. The truth of the matter is whenever he lost anything, something disappeared. All right. The funny part of it is that he never noticed that he didn't lose totally every time. He still had other objects. He lost his tie pin, but he still has his tie. He's still got the floor, the room, this universe, space, etc., but he never realizes this in these instances and that is why we run this process "Recall a moment of loss" to accustom somebody to conceiving a static very directly on loss and to get him to exteriorize.

An individual cannot conceive a static if he associates static with loss—if the loss is painful. So we have to cure him of the painfulness of loss, consideration of, before we can exteriorize him easily.

We do this by going back to automaticity. The universe has been taking things away from him. It has become an automaticity, and we find that the universe has an automaticity known as time and time itself is a consecutive series of losses. So we have to cure the preclear of losses before we can get him to appreciate time, otherwise he would be so afraid of losing it that he'd stick himself on the track and we get the "stuck on the track" phenomenon.

The process "Recall a moment of loss" aimed at this, but the third command of Control Trio (as this series of processes had better be called), "**Get the idea of making that (indicated object) disappear,**" handles it very well. This gets the preclear to take over the automaticity of all of the losses which he has unwillingly experienced.

The universe has been taking the things away from him, and just spotting objects and getting the idea that they are going to disappear or are disappearing takes over the automaticity of losses, and he becomes accustomed to it after a while.

All of the invisible masses that preclears have around them are actually simply symptoms of mass—loss, mass—loss. When an individual has no visio the only thing that he is looking at is a "stuck" loss. He is looking at the nothingness of something that was there.

So one takes over that automaticity with the third command of Control Trio and one therefore has a very highly directional, workable set of processes.

Each part of that Trio would be run relatively flat and go on to the next part, and I would say that one would run each part certainly not a hundred commands each and the auditor should endeavor to stay in that order of magnitude and just run it round and round.

Take somebody with glasses, for example. His eyesight will do more tricks in less time on this third command of Control Trio than one can imagine. Things will go black. Well, why do things go black? Blackness makes things disappear and one takes over the automaticity of blackness to make things disappear. Night grabs, the way of the universe, once in every 24 hours on earth here. This is the process we have been looking for to turn on visio.

If you want to turn on sonic with this you would have to go down to a noisy part of town and just run Trio on sound, but you wouldn't dare run Control Trio on sound if the preclear did not already have it flat on objects. Visio turns on before sonic.

There are many things one could do with this process. People who have anaesthetized areas in their body—like they have no chest, etc.—do weird things during this process.

I wanted to tell you particularly about this particular process because it is a specific and will be found to be very useful to you. We had to find out if one version of this would run without killing a preclear and that is “Recall a moment of loss.” Actually “Recall a moment of loss” should act as a havingness process because it as-ises all of the lost points on the track and it should be a havingness process all by itself; but we didn’t want to be so bold as to run it with no havingness.

(Until I find out differently, this Control Trio and “Recall a moment of loss” are making a bid for our chief exteriorization processes.)

Now here is a process which is based on our old “**Recall a secret.**” The version is entirely straight wire. The auditor explains to the preclear that he is not looking for hidden data to evaluate it. He is only asking the preclear to look at the data. He then makes a list of valences, paying great attention to those the preclear considers “unimportant” or is very slow to divulge. Then the auditor takes this list and runs repetitive straight wire ( 1951 ) as follows: “**Think of something you might withhold from (valence).**”

The auditor repeats this question over and over until no communication lag is present. He *never* says “**something else** you might withhold from valence” because the auditor wants the preclear to think of some of these many times.

Before selecting another valence the auditor runs a little Locational or Trio. He then takes the next valence the same way. The list is covered once and then the same list is covered again. The object is speed. Cover many people. Given time the auditor can do the same thing on all dynamics.

There is a variation. Instead of a valence, body parts may be used. “**Think of something you might withhold from that (body part).**” Leave sexual parts or obvious psychosomatic difficulties until *last*. Don’t begin on a withered arm, for example.

It is amusing to realize that this process overlords all early psychotherapies, but they, using this effort to locate secrets, thought that divulgence and confession were the therapeutic agents. These have no bearing on workability. Further, early efforts naively thought there was one secret per case. Actually there are billions. It is easy to get into past lives on this. A basic secret is that one lived before.

Whenever you run “withhold” on a valence you finish up with “can’t have” on the valence and “have” for the preclear. It flattens off better that way.

You will often find that it is more advantageous to run Locational Processing than Problems of Comparable or Incomparable Magnitude at times. A Problem of Comparable Magnitude is all right, but it is a thinkingness process and on a case that is having an awful lot of trouble with it, it gives them hell to run Locational Processing, but nevertheless it does run out the present time problem, which is most fascinating.

Any one of the Rudiments is an excellent process. Two-Way Communication is great and does not as-is havingness. You have to keep the reality of two-way comm very high, though, and be willing to interrupt obsessive outflows and silences of the preclear. It is establishing a high level of reality. It consists of the auditor feeding experimental data to the preclear to have him look it over and decide about it one way or the other. You don’t let the preclear in Two-Way Comm as-is everything he knows, thinks, or wants to do.

The latest addition to the Rudiments is “Clearing the Auditor.” Actually the crudest way known of clearing the auditor is “**Who do I remind you of?**” “**Tell me**

**something you like about me.**” The best way of clearing the auditor we know of is in Training 15, which is **“Could I help you?” “How?” “Could you help me?” “How?” “Could I help anybody else?” “How?” “Could you help anybody else?” “How?” “Do other people ever help other people?” “Do women ever help women?” “Do men ever help men?” “Do men ever help women?”** etc. You beat it to pieces on a big long bracket.

This goes so far that it becomes a fantastic process in itself. You take father and mother valences and they are usually quite hot. You can run this on “Help.” This is usually quite necessary on a case that is going to hang up because the only reason he is sitting there is to waste help.

One has to understand that this case is trying to waste help, and it isn’t a matter of “Find the Auditor” in the Rudiments today, but “Clear the Auditor” and the only point on which he is cleared is “Help”—“Can I help you? Can you help me?”

We use *Handbook for Preclears* to give the preclear some homework at the Hubbard Guidance Centers and it has been helping out just to the degree that it does some clarification on goals and gets the preclear stirred up. It simply stirs up the case so that it will run out.

I was running over a phrenological questionnaire, and it said people are never permitted to do anything they want to do and this is the best goal of discipline. I got this tangled out in one way or the other. I got thinking about it from the standpoint—this was about 20 years ago—of “I wonder if there is anybody around that could articulate with great conciseness what he would like to do?” And I have found on all hands a failure to articulate was the main difficulty. A person had the feeling that he wanted to do something and that it would be wonderful, but it was all in a sensory capacity. If he could have been made to articulate this it would really have been something. And I experimented on it a little bit and we see that today in the *Handbook for Preclears*.

If you can get a person to articulate in a session anything about the future you have won the subject of goals. But it must be in the alignment of this person’s frame of reference. It must be aligned with his life—not aligned with something we think he ought to live.

So let’s take a look at the clearance of goals. Goals would not be likely to run on a high generality. In other words, they are specific, personal and intimate. It is **“What do you think? What do you want? What is aligned to your life?”**

Let’s look at Goals as a process. One could run Goals for 25 hours with the greatest of ease. One could run the Present Time Problem for 25 hours, and we just had a report of a terrific win here on a preclear who was run on Locational for 25 hours. So it looks as though the Rudiments could be the session.

We discover a preclear in the terrible condition of not wanting any auditing, not going any place and all of his goals being somebody else’s goals. Two things can be done immediately: Clear the auditor and then run Goals.

Goals could be run with two-way comm in this manner. You ask the preclear what he is absolutely sure would happen in the next couple of minutes, the next hour, a day from now, a week from now, one month from now and one year from now. We want something that the preclear is absolutely sure would happen.

We are running right there the reverse process of atomic bombs which say “no future—no future—no future.” That is basically what is wrong with a person. Why does he get jammed on the track? It is because of “no future.” He had been denied to a point where his loss was so great that he dared not own.

I had a case, by the way, which was one of the roughest cases I have ever run into. He put on the total appearance of being sane—dramatized sanity—and yet the case would make odd remarks like “I really think people are crazy.” “Well, why do you think people are crazy?” I would say. “Well, because people say they can tell right from wrong and you know there’s no difference.” It was fascinating. He would make odd remarks like this from time to time.

One day he made a remark on goals: “Well, it’s really best to tell people that things cannot happen to them because otherwise they might hope they could and then they would be disappointed.”

This person was stark, staring mad and had no future of any kind. Five hours just this one question, “Is there anything going to happen in the remainder of this afternoon?” “Will *anything* happen the rest of today?” “Is there anything going to occur any place in the world the rest of today?” was run on him and his confident answer, with great certainty was, “No. No. No.”

Finally we broke through it and I finally got the person to admit that there was some slight possibility that there would be a room here for the rest of the day. That busted the case. It read from total no-future up.

This case was an isolated one as we have had occasionally. Now and then an inspirational sort of process cracked them through. Well, now we see this process of Goals on the basis of futures and a person without futures cannot have a fancy future called a goal and all a goal is is a fancy future determined by the person. If he has no future at all determined by anybody, then he isn’t going to go anywhere from that point and any goal he has is totally unreal.

The best way that I know of to clear up a goal is as follows (with two-way comm): **“Is there anything that is going to happen in the next couple of minutes?”** We get this thrashed out until he has got some great big certainty that there will be something a couple of minutes from now. Then we gradually move it up and we get certainties at each one of these stages and levels—regardless of on what.

The person knows there is going to be a future there. Now let’s have him put something in this future he has now created. He has created a future and has certainty on it. Now let’s put some desire in the future and we get a goal.

**“Now what would you like to have happen in the next couple of minutes?” or “What would you like to do in the next couple of minutes, tomorrow, next week, etc?”** We will get weird things which have no desire in them; they will all be get-rid-of’s, and if you finally plowed him down on it he would get down to the bottom of the ladder, which is “Knock this body off right now.” And when he says, “I would like to get over my fear of darkness, I would like to get over feeling bad every time my mother screams at me,” these aren’t desires. These are run-aways, flinches. These are “Let’s not confront it,” “Let’s get out of the universe; let’s scram,” and the final result is the basic postulate, “If I could just get rid of this body right this instant I would be all right.”

So that process doesn’t even vaguely get flat unless there is a real goal like “I’d like to have a stick of candy.” *That is* a goal, a real goal.

Preclears will modify their goals in some way or another: “Of course, I can’t because I have to work and I don’t have any money,” and “yak, yak, yak.” They are modified goals, and as long as they modify them they don’t have a goal because they are making a postulate and the MEST universe is kicking the postulate in on them. So we do this on a gradient scale of time so that goals become real to them.

L. RON HUBBARD

# Ability

Issue 83

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*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## **New HCA Course You Can Begin at Home**

**L. Ron Hubbard**

A wonderful new course has been instituted in the Academy of Scientology. It is not just a correspondence course nor really an extension course, it is a real HCA Course. In fact, it becomes *the* course leading to certification as Hubbard Certified Auditor.

For exactly five dollars you can enroll in the Academy of Scientology of Washington, D.C., and begin your studies at once at home. In fact, from here on out all of the work you will do will be required to get your certificate anyway.

Now that all the basic problems of training auditors have been resolved and now that clearing is a real fact and attainable, it becomes our problem to communicate this skill to Scientologists at large and to all those in the world who would help their fellow man.

This new course is probably the biggest single undertaking of worldwide Scientology that has ever been attempted.

Here is what I have found out. I have found out that a Scientologist in his training must approximate the route of the actual research and discovery. Otherwise, he is not able to clear people easily since he lacks fundamental understandings which became commonplace many years ago. There might be an easy road to clearing, and, indeed, an excellent auditor well trained can pilot that road, but there is certainly no easy road to training.

After a careful survey of a very large number of students I have come to the conclusion that the only barrier to clearing everyone in the world or, probably with more reality, one's immediate associates is the quality of training received by the auditor.

If an auditor understands Scientology from its earliest beginnings up to the present and if he takes modern Clear Procedure and uses it with that understanding, he has no difficulty in clearing people, no matter how "difficult the case." On the other hand, given the simplest, fastest, and easiest rendition of Clear Procedure as now used in the Hubbard Guidance Center, and yet not given thorough background in training, an auditor will be unable to clear people.

How to make auditors rapidly has been our greatest problem. We cannot expect people to support themselves for years, as in college days when somebody else footed



the bill, in order to achieve skills which make him superior to any mental practitioner in any time and period, without investing some time and effort in the study.

As far as we can determine it takes about three years to make a thoroughly excellent auditor. To expect somebody to spend three years at the Academy in person is too much. The doors would be slammed shut on all but a few and we would probably cost ourselves some of our best future auditors.

On the other end of the extremes, to expect somebody to study the subject for only a few weeks and then achieve remarkable results with it is almost an impossible thing to ask. That some people have done it, that some people even have simply read a book and gone out and achieved excellent results does not mean that it is generally feasible and, indeed, it is not even desirable, since these quick studies will sooner or later run into material which, though well covered in research is not yet known to them and they go astray into phenomena and waste a year or two or six trying to wander back out of a labyrinth that was in actuality very well charted some years before.

Between these two extremes there has to be a compromise. But the compromise must work and it must find a person at the end of a period of study totally competent to clear people, otherwise the study itself would have no purpose whatever. Accordingly, following the pattern of some of the greatest educational institutions, we have hit upon a combination of home study and classwork for each of the three principal grades of skill and practice.

My records indicate that it takes approximately a year from the moment of enrollment in the Academy through the classwork and the homework and the book synopses and the final award of the grade of Hubbard Certified Auditor. If this is a fact in actual practice, then why do we not make it a reality? We have done so.

It takes now a year to become a Hubbard Certified Auditor. No certificate may be awarded earlier than one year from the date of actual enrollment in an HCA Course, either extension or at the Academy.

Further records, though less complete, demonstrate that it takes about a year from time of enrollment to complete all of the studies required for Hubbard Clearing Scientologist (the old Bachelor of Scientology Course). Therefore, no HCS certificate may be awarded any earlier than one year from the date of enrollment at the Academy.

It has been demonstrated over a long period of time that it takes approximately a year for an Advanced Clinical Course student to complete his classwork, his cases and his thesis. Therefore, no certificate at the grade of Hubbard Graduate Scientologist may be issued earlier than one year from the moment of enrollment.

What does this mean in general to our standards and standing? It means that any student of Scientology will have spent more actual study in the field of the spirit and human behavior than any other practitioner in the world today.

Instead of carrying on with the unreality that we are the briefest trained people, we can step over to the reality that we are the most thoroughly trained people.

And this is all done without expenditure of any more class time than before by the new combination Extension Course and classroom study program.

It takes about a year for an auditor starting from scratch to become familiar enough with his tools to alleviate chronic somatics, to bring about some degree of

serenity and to handle the accidents of life in a preclear, and to handle many types of preclears. By this I mean the achievement of actual tangible results. He knows what he is doing and can approach anguish and accident with confidence. Here, though we deal in the realm of the thetan, we have more command of the anatomy of the mind than any other practitioner or priest ever had in any period of Man's history. To achieve this in a year is quite remarkable. But that it does take a year is factual.

It takes a further year's study to get up to a point where one can approach a case with some confidence with the end goal of clearing that case. People who attempt this under that period of training are liable to be bitterly disappointed and this disappointment will do us more harm, as we have already found, than all of the mad-doggings of vested interest and the orthodox organizations. After all, isn't it worth two years of study to be able to do this for one's fellow man?

But even an auditor who has studied for two years will find cases which balk him and he requires a finishing course to get his own case in shape and to attain the ability to confront any case and do something for it.

Thus the goals of our three years of study. Now I know that America has to do everything in a minute, but, after all, if one spent 76 trillion years getting that way he can certainly spend three years getting back on the track again.

The problem of finance has balked many people from taking courses but in this program it is possible to achieve the highest rank and skill as an auditor for only a few hundred dollars a year.

#### THE PLAN

The way the plan works is not complicated. Special lessons have been prepared. The applicant enrolls in the Academy at a cost of only \$5.00. He pays for the few texts he will need, and, indeed, many people may already have them. He is at once sent his lessons to begin his training. By devoting only a few hours a week he can keep his lessons flowing in to the Academy where they will be studied and returned to him in order to coach his schoolings.

It would assist anyone taking this Extension Course and Academy classwork to have first an HAS Course (Hubbard Apprentice Scientologist) from any local auditor qualified to give one. This certificate, HAS, is not, however, a prerequisite to the Academy Extension Course or further work, but would simply benefit the student a great deal. Or, you can come to the Academy for this course which would then be credited toward HCA as well as HAS.

If his finances are too cramped to permit him his full 8 weeks of study in one year, he can do some of it in one year and some of it in the next and so stretch out his course of study to suit his pocketbook.

The student pays nothing for his training beyond his \$5.00 enrollment fee until he actually presents himself at an Academy for his Communication Course and his Upper Indoctrination Course. There he pays only for the classwork he receives which averages about \$1.00 per hour of personal coaching.

He can do this as well for the grade of Hubbard Clearing Scientologist in the following year, except that the length of time in actual classwork at the Academy would be only 5 weeks.

The following year he would have only 6 weeks of actual class training and that would be received in the attendance of an ACC.

Further, by extending his studies over a period of time and by paying in small sums every week he could have his course paid for, so far as classwork is concerned, well in advance of actually taking it.

There are many ways this study and endeavor can be brought to fruition but he should attain these positive results. At the end of his first year of combined home study of 44 weeks and his Academy class study of 8 weeks he should be able to relieve many misemotional conditions and correct the course of many anxiety- and painwracked lives. At the end of the second year he should be able to clear at least half of the people he attempts to audit. At the end of the third year he should be able to clear any case he meets and should himself by this time be clear.

“Correspondence courses” are supposed to have various frailties. We have studied these frailties, too, and we find that companies giving correspondence courses very often, and perhaps purposely, make some lessons much more difficult than others and so stop the progress of a student by imposing a noncomprehension on the line. We have taken care of this by an evenness of study and a gradient scale of approach. “Correspondence courses” have an additional liability of not imposing classroom discipline. This we have cared for in a reply system, and if you do not get your lesson in, believe me you will hear from the Extension Course Director at the Academy. “Correspondence courses” also fail by their loneliness, and I have taken care of this by making very sure that much of the latter half of the course is devoted to getting the student into circulation and actually and actively observing humanity.

So this is not a “correspondence course.” It is actual study just as though you were at the Academy. There is no reason to go on being mystified about what life is all about or what Dianetics and Scientology are all about when a ready pilot is now to hand. There is no reason to sit back and worry and fret because one doesn’t have the immediate cash to rush to the Academy and study the subject.

Furthermore, this is an excellent way to complete work where some classroom training has already been begun in Dianetics or Scientology, and it is a very fine way to review the subject up to date and get wheeling with modern clearing.

## THE GOAL

Without a broadly informed population who are capable of understanding motives and aberrations no sane government of Earth is possible. Without a great many clears no real effective leadership is possible for Man.

The joke is on all of us, to say nothing of Man at large. The singular truth of the matter is that when he deserts this life he doesn’t quit. He has to come back here again and do it all over. You might not believe this but you can learn it subjectively fast enough if you are in the hands of any good auditor. Truth will out, no matter how final everyone has pretended death might be. Death is very far from a permanent state. This is probably much easier to prove with much less strain on the brain than some of the fundamental laws of physics.

If we don’t do something about this now, we’ll have to come back at a less optimum time without adequately organized data and organizations and somehow muck through once more. Personally I don’t believe we could in the next few hundred thousand years and I believe this is a rare opportunity to break the chain and start walking upward into the sunlight.

We aren’t any cult that believes some outrageous nonsense about demons and devils and we aren’t any get-rich-quick scheme and might even succeed better if we were. We are dedicated and sincere in getting the job done and we are the first people

to appear on Earth since its first solidification out of nebulous vaporings who can get the job done and who know what we are doing. The very truth that we know, its simplicity and ease of grasp, the very honesty with which we approach our task are probably the largest barriers we have to overcome. Man has been defrauded so often, persuaded so wrongly and has returned to the same old rut so inevitably and in such a defeated frame of mind that he is not able to grasp easily the firm and friendly hand which is being reached toward him.

It will take more people, more auditors, better understanding on all our parts to get this task anywhere near done.

The most immediate answer is the Extension Course of the Academy of Scientology. It is the answer to those who studied a little, thought there was some truth there but because of lacking skill and complete study missed it. It is a chance for those who, low on finance, yet wish to become skilled auditors. It is the chance for those who did some studying and did not do it well enough. It's a good chance, and it isn't much of a gamble. Will you ever find a better offer than this Extension Course and enrollment in the Academy of Scientology?

L. RON HUBBARD

### **LRH TAPE LECTURE**

London, England  
17 October 1958

L. Ron Hubbard arrived in London on October 17, 1958, to give the London Clearing Congress starting the next day, followed by the 5th London ACC. On arrival he gave a talk to staff.

5810C17      LECTURE      Talk to Staff on Arrival in England

### **LONDON CLEARING CONGRESS LECTURES**

London, England  
18—20 October 1958

** 5810C18	LCC-1	Story of Dianetics and Scientology
** 5810C18	LCC-2	The Skills of Clearing
** 5810C18	LCC-3	Confronting
** 5810C20	LCC-4	The Rock
** 5810C20	LCC-5	Confusion and Order
5810C20	LCC-6	The Clearing Technique of 1947
** 5810C20	LCC-7	The Future of Scientology and the Western Civilization

## 5TH LONDON ADVANCED CLINICAL COURSE LECTURES

London, England  
21 October—29 November 1958

The 5th London ACC started on 21 October 1958, immediately following the London Clearing Congress, and ran through to 29 November 1958.

Case histories of this ACC, which was the first to use *Scientology* engram running, are given in the book *Have You Lived Before This Life?*

L. Ron Hubbard gave the following lectures to course students in the period 27 October to 18 November 1958:

** 5810C27	5LACC-1	Clearing and What It Generally Means to Man
** 5810C28	5LACC-2	Compartmentation of 4 Universes
** 5810C29	5LACC-3	Types of Pictures
5810C30	5LACC-4	Mental Image Pictures, Engrams
5810C31	5LACC-5	Engrams (cont.)
5811C03	5LACC-6	The Detection of Engrams
5811C04	5LACC-7	The Detection of Engrams with an E-Meter
5811C05	5LACC-8	Detection of Engrams III, "Finding Truth with an Electronic Gimmick"
5811C06	5LACC-9	Difficulties Encountered in Search for Engrams
** 5811C07	5LACC-10	Detection of Circuits and Machinery
** 5811C10	5LACC-11	Auditing: Its Skills
** 5811C11	5LACC-12	The Skill of an Auditor, Part I
** 5811C12	5LACC-13	The Skill of an Auditor, Part II
5811C13	5LACC-14	The Attitude of an Auditor
5811C14	5LACC-15	What an Auditor is Supposed to Do with an Engram
** 5811C17	5LACC-16	The Effect of the Environment on an Engram
5811C18	5LACC-17	How to Audit an Engram, Use of an E-Meter
5811C ...	5LACC-18	How to Start and Run a Session
5811C ...	5LACC-19	Attitude and Approach to Auditing
5811C ...	5LACC-20	Summary, "Seeing the Monster"
5811C ...	5LACC-21	Final Lecture

All 5th London ACC lectures are listed above for convenience. They are also listed on the following pages in date order sequence.

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 25 OCTOBER 1958

1 ea staff member  
Field Offices (info)  
HCO D.C.

**ABBREVIATIONS**

Since Director of Processing and Director of Procurement have same abbreviation (D of P or Dir of Pro) use:

*D of P* for Director of Processing and  
*Dir of Procu* for Director of Procurement.

Best,

LRH:rs.rd

L. RON HUBBARD

[Some copies of the above HCO B were dated 5 October 1958.]

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 27 OCTOBER 1958

1 ea. stf member  
Field Offices  
Washington

**HOW TO READ PROFILES ON OCA: COMPARING  
CURRENT WEEK PROFILE WITH WK BEFORE**

Drop on Critical—havingness drop.

Whole line (or majority of points) drops—ARC breaks with auditor.

Line doesn't change (same as before)—p.t. problem not touched by auditor.

Rough auditing—reduction of havingness.

Drop in Responsibility from former week—Auditor evaluation.

Drop in Composed—loss of auditor. Poor CCH 0 in Find the Auditor.

Drop in Comm Level—double acknowledgement by auditor, putting pc off before finished.

Drop in Appreciative—lowered reality level.

Nervous is toughest point to raise on a graph. It is done by finding the auditor. This is a primary point to watch in low profiles. Did preclear find auditor. CCH 3 and CCH 4 are the indicated processes for these low ones. They were designed to find the auditor.

LRH:rs.rd

L. RON HUBBARD

**P.A.B. No. 147**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 November 1958

**COMMUNICATION COURSE**

I want to welcome you to the Communication Course. It seems that a Communication Course is necessary as the first step to an auditor. And if an auditor doesn't successfully pass the Communication Course, then to the end of any curve he has as an auditor, there will be something wrong with his auditing.

It is very odd that one of the highest levels of indoctrination, Tone 40 on an Object, is most often unsuccessfully approached by a student at the HPA or HCA level when he has flunked the one I am going to talk about right now, which is a newcomer's first look inside the Academy at communication. And that is Dear Alice, part A.

It would have amused you the other day to have found a former Director of Training of an organization being sent back by the HCO Board of Review coach in his coaching to Dear Alice so that he could get good enough to pass Tone 40 on an Object. But it was absolutely necessary that this happen, because he had for some reason or another, being an old-timer and having been in it for a long time, never hit Dear Alice. It had been omitted from his training. In spite of all the auditing he had done and all the experience he had had, at the end of this time we find him sitting up in the coaching room, good as gold, perfectly comprehensible, doing Dear Alice, part A—a man who has probably audited two or three thousand hours' worth. But everywhere he had difficulty with a preclear, that difficulty stemmed from an inability to do Dear Alice, part A, which is in effect to deliver an auditing command in a unit of time as a completed cycle of action—he delivered an auditing command.

Well now you have to get up to step 2 and even step 3 before you can call it a full cycle of action. But as far as the auditor is concerned in Dear Alice, part A, only, his job is done when he has delivered an auditing command to a preclear. He didn't deliver it over the hills and far away or to the window; he delivered it to a being and he delivered it from where he was to where the preclear was—and it's so easy.

Anyone to whom this was described briefly, insufficiently, out in the street would, flunking it at the same time, tell you, "Of course I can communicate to people! Well, yes! There's nothing to it. I'm a salesman, you know. I run the Atomic Energy Omission. I'm a big man! Of course I communicate to anyone." We look in that man's vicinity and nobody's heard anything he's said since the days of Noah's Ark. He never said it to anybody in the first place. He sort of throws things out, you know, and he just hopes they land. Well, that's what passes for communication, and it isn't by a long ways—he throws out a statement of some sort or another and he thinks he's communicating with somebody.

It's a great oddity, but I must confess to you at this moment that the third dynamic is simply an agreement. It is an agreement which people have agreed to and

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therefore it has an existence and we certainly cannot live in this world without it, but it's a violation of the communication formula. A violation of it. The only thing that you can talk to in the final analysis is a living being, and all third dynamics are composed of individual dynamics. And you can summate them and you can say this is a third dynamic, and that is the agreement on which we go, and it is quite factual and they are quite actual unless we stress them with the communication formula—so that you don't talk to all preclears, you talk to *a* preclear.

There was a fellow by the name of Franklin Delano Roosevelt that never talked to the nation—he never talked to the nation—he talked to an individual citizen. And therefore he communicated.

There was another fellow who spoke the most beautiful English I have ever heard, almost incomprehensibly parsed. Perfect. Would have passed any Oxford English Professor's most critical look, and that was Herbert Hoover. And I don't think Herbert Hoover ever said hello to a dog. I don't think in his whole life he ever said anything to anybody anywhere. And when this man uttered pronunciamentos they pronounced nothing to anybody anywhere. And therefore he couldn't lead a nation out of a depression. He couldn't lead anything for an excellent reason. He had no concept in the final analysis of talking to an individual, of getting his communication to land right there.

Now this is a touchy point that I open up. You say, "Well, how about you, Ron? You talk to an awful lot of people." Well, that's the whole secret of Scientology—I don't talk to an awful lot of people—I talk to you. I haven't any concept of a large multitude that reads my books or listens to my lectures. I can get a multiple concept of talking to a great many at the same time by talking to every one of them individually. Therefore I perhaps add a little conceit to the line, but I do communicate.

Therefore someone wanting to know how to speak to a crowd would first begin with Dear Alice, part A. So it is very, very far from an unimportant step. It is not just the entrance step that you have to get through to get your Communication Course over so you can really learn something. That is not what it is. It is the first door that opens and that door opens when it opens, and it opens when you can communicate a statement from you to a person. We won't worry about a preclear, because really the person in dummy auditing who is sitting there as preclear is really a coach, you know. But you've got to get something across from you to that person. And it has to be from you to that person—it has to be *a* communication. And when you can do that, well, you're all set.

I once told somebody that if he had a very difficult student—not you—but if he had a very very difficult student, the thing to do with this difficult student would be to put him through seven weeks of dummy auditing and then teach him in the last week to remedy havingness and turn him loose with a certificate and it would be a safe investment. We would be perfectly safe in doing that. But to give him one week when he needed two or three on dummy auditing and then try to cram him full of data and hope that the processes would carry him through somehow didn't make an auditor, it made a liability—both to himself and to preclears.

So this first step is not just an easy one—it is the toughest step you'll perform in Scientology and that's why it's right at the beginning. It's to say something to somebody with the full confidence that they will receive it. And that's quite a trick.

All right. How exactly is this done? We give a person a book. The book is *Alice in Wonderland*. Why *Alice in Wonderland*? Well, that's just because it is. No further significance. We give him this book and he is supposed to find any sentence in that book that he cares to find. (These people who just want to read the book consecutively



to the preclear are not doing dummy auditing. They again are not in communication with the preclear.) He is supposed to find a line. Now he doesn't put "Alice said" or "The Queen said" or something like that on the line. He just puts the statement itself, you see. "Why do they run so fast?" Well the book says, " 'Why do they run so fast?' the Queen asked." Well we don't use "the Queen asked." We just say, "Why do they run so fast?"

All right, he picks that up out of the book. Why out of a book? Why not out of his head? Oh, remember. Remember something—in using the English language, you are not using your own ideas, you did not invent the words. You only helped invent the words that compose the English language. You are already using somebody else's ideas. Now there is nothing wrong with your composing these into new ideas of your own, but remember you are already using somebody else's ideas when you're speaking English.

All right. Now let's get it a little bit further. We are given a set pat process. Oh I know I dreamed it up, I found it one way or the other, but an awful lot of auditors worked with this. It's had a lot of looking at, and it's become phrased in a certain way, and that certain way might very well be taken by you out of the textbook and given to the preclear, and it won't ever work if you do. "Do fishes swim?" is not a therapeutic procedure—it's not. The repetition of it can be very good for an auditor, but it's not a therapeutic procedure. But the statement "Do fishes swim?" is not yours really, at the beginning, is it? You got it from the instructor or off of a book, and then you used it. Well when does it become yours? Well, any idea is yours that you make yours. We won't go along with dialectic materialism and say that no ideas are new, because that's not true. There can be new ideas. But if you get an idea from someone else, it is not still their idea. It's your idea. There is nothing wrong with mis-owning ideas, there's no mass in them to get you confused.

You take an idea out of a book, it becomes your idea, and then as your idea you relay it to the preclear. And that is all there is to it. It is coached this way. It is not from the book to the preclear. It is from the book to the auditor, and then the auditor, making it his own idea, expresses that idea to the preclear in such a way that it arrives at the preclear. So it's from the auditor to the preclear. But we give him the book as the third via because most of the material he is going to handle in communication is from a source outside himself. You've just got to get used to the idea that there is nothing wrong with using another person's ideas.

I always know what someone's state of learning is in Scientology when they speak of Scientology as "your" ideas. They say, "I've been reading your ideas." I know at once this person can't communicate. It's a great oddity. It's quite wonderful. Because they reveal at once that they cannot take this first basic step of taking an idea and then communicating it to someone else. They are standing back looking at the world in some large sense and they are not any part of it, because they can't own any of the world's ideas. If they can't own any of the world's ideas, then they won't own any of the world, because the easiest thing to own is an idea. No mass to impede it.

So, we coach just exactly in this way. We want the person to find a phrase in *Alice in Wonderland* and then, taking that as his own idea, communicate it directly to the preclear and he can say it over and over, the same phrase if he wishes, in any way he wishes to say it, until the preclear (who is really a coach) tells him that he thinks it has arrived.

Now sometimes the preclear, the first day, feels just a little bit strange about these communication lines, too, and sometimes has his entire criticism based upon the erudition, the pronunciation, the way the auditor holds his little finger while he announces the phrase—this has nothing to do with it. It is the intention that

communicates, not the words. And when you have the intention to communicate to the preclear, and that intention goes across, it will arrive. If you broadcast that intention, no matter if you're saying it in Chinese, if you're a Scientologist, it will arrive.

One of the steps of the much higher indoctrination level, Tone 40 8-C, consists entirely and completely of saying things in funny voice tones while one is communicating an intention—using very odd voice tones; well, this is not part of Dear Alice. The voice tones are unimportant; pronunciation is unimportant. It's whether or not the person could take that idea out of that book, own it, and then communicate it. And the intention must communicate. And it must be communicated in one unit of time. That is to say, it isn't repeated from the last time it was repeated. It is new, fresh, communicated in present time. The fifty-fifth command of "Do fishes swim?" is the fifty-fifth, not the first repeated. So we have one unit of time, one command, and the intention. And when we have those things relayed across, then he can find another phrase and communicate that. And that is the way we do that, and I hope you find it helps communication.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 3 NOVEMBER 1958

FOR WIDE PUBLICATION

**AMERICAN COLLEGE OF PERSONNEL EFFICIENCY,  
DUBLIN**

Having paid B. Green of Dublin the final owing item in the American College of Personnel Efficiency, Dublin, this establishment and its personnel cease to be in any way connected with the Admin or info lines of HASI London, Founding Church D.C., or HCOs.

This entire establishment reverts to status of field auditor.

L. RON HUBBARD

LRH: ph jh  
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5811C03	5LACC-6	The Detection of Engrams
5811C04	5LACC-7	The Detection of Engrams with an E-Meter
581 1 C05	5LACC-8	Detection of Engrams I I I, " Finding Truth with an Electronic Gimmick"
5811C06	5LACC-9	Difficulties Encountered in Search for Engrams
** 5811C07	5LACC-10	Detection of Circuits and Machinery
** 5811C10	5LACC-11	Auditing: Its Skills
** 5811C11	5LACC-12	The Skill of an Auditor, Part I

HUBBARD COMMUNICATIONS OFFICE  
LONDON

1 ea stf member hat  
Dir Procu hat  
Assoc Sec hat  
Accounts London hat  
Treasurer  
Field Offices info  
Washington HCO

HCO BULLETIN OF 7 NOVEMBER 1958

**HPA COURSES FOR STAFF**

Any PERMANENT staff member may enroll in the week-end HPA Course on the following terms:

£10 down payment. 1070 deducted from salary until balance is paid. Staff member to remain with organization until amount is paid in full—or whole remaining balance becomes due and payable at once on departure from staff.

LRH:mp.rd

L. RON HUBBARD  
Executive Director

[The text of HCO B 27 October 1958, *HPA Courses for Staff*, was the same as the above, except that it did not have the word, "PERMANENT" in the first paragraph.]

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 11 NOVEMBER 1958

1 ea staff member  
Field Offices  
Washington

**ACC SCHEDULE**

21st ACC USA

Course starts Monday Jan 5th, 1959 Course ends Saturday Feb 14th, 1959

6th London ACC UK

Course starts Monday May 4th, 1959 Course ends Saturday June 13th, 1959

1st Melbourne ACC Australia

Course starts Monday Sept 7th, 1959 Course ends Saturday Oct 17th, 1959

All above ACCs will be conducted by L. Ron Hubbard personally and instructed by Nibs Hubbard, Jan Halpern and Dick Halpern.

LRH:mp

L. RON HUBBARD

** 5811C12	5LACC-13	The Skill of an Auditor, Part II
5811C13	5LACC-14	The Attitude of an Auditor

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 13 NOVEMBER 1958

1 each Staff Member  
Field Offices  
Washington

*TRAINING INSTRUCTORS, HCO SEC*

**TR 9 (b) and TR 9 (c)**

HCO was asked for a TR number for “Handling ARC Breaks and Opening and Closing a Session”.

TR 16 is assigned to “Handling ARC Breaks”. Below are TR 9 (b) and TR 9 (c) as contained in the unpublished Student Manual.

Number: Training 9 (b)

Name: Starting the Session

Command: No formalized command except that auditor must make sure that the pc is cognizant of the fact that a session has started.

Position: Auditor and pc seated a comfortable distance apart.

Purpose: To make known the beginning of a session so that no mistake as to its beginning is made. To differentiate between an assist (erasing a surface difficulty) and formalized auditing. To let both auditor and pc know that a session has started.

Training Stress: To bring about the purpose of this rudiment. To begin sessions, not just let them happen an-l when pc goes out of session to re-establish and start the session again. To demonstrate that if a pc doesn't realize that a session has started, he doesn't get audited and change consequently does not take place.

History: Developed by L. Ron Hubbard in London, England, in 1955.

Number: Training 9 (c)

Name: Ending the Session

Commands: A gradient scale of two-way communication to “End of Session” first giving the pc adequate warning that the session is going to end shortly.

Position: Auditor and pc seated a comfortable distance apart.

Purpose: To make known the end of a session and prevent pc from being either stuck in a session or self-auditing. To end the cycle of action of being audited.

Training Stress: To teach the student the importance of ending the session, of completing the cycle of auditing to the degree that the pc is cognizant of this. To illustrate that pc will be left stuck on the time track if this isn't done or done too abruptly. To do this gradiently, warning the pc beforehand that it is going to end. To teach auditor not to end session where pc has somatic, dope-off or any restimulation brought about by use of a technique.

History: Developed by L. Ron Hubbard as parts of the Rudiments of Auditing in London, England, in 1955.

LRH:mp.rd

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 17 NOVEMBER 1958

Full Distribution

**CLEAR BRACELETS**

No clear bracelets will be issued until person has been tested for engrams as per E-Meter techniques of 5th London ACC which will be made available shortly.

L. RON HUBBARD

LRH:mp.rd

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 25 NOVEMBER 1958

Full Distribution

**STEP 6**

All persons who were run on Step 6 before they had help and engrams flat must be run in such a way as to knock out the auditing.

L. RON HUBBARD

LRH:rt.rd

**LRH TAPE LECTURES**

London, England  
14—18 November 1958

5811C14	5LACC-15	What an Auditor is Supposed to Do with an Engram
** 5811C17	5LACC-16	The Effect of the Environment on an Engram
5811C18	5LACC-17	How to Audit an Engram, Use of an E-Meter
5811C ...	5LACC-18	How to Start and Run a Session
5811C ...	5LACC-19	Attitude and Approach to Auditing
5811C ...	5LACC-20	Summary, "Seeing the Monster"
5811C ...	5LACC-21	Final Lecture

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO TECHNICAL POLICY LETTER OF 25 NOVEMBER 1958

ACADEMY TRAINING BULLETIN

All Area  
Offices

**TECHNIQUES TO BE USED ON HGC PRECLEARS**

Effective Dec. 1, 1958 in all Area Offices

The following techniques are the only techniques to be used on HGC preclears, effective Dec. 1, and continuing. These produce clears in the hands of most auditors.

Deviations by Director of Processing or staff auditors are violations of the Code of a Scientologist under No. 2 and Auditor's Code under No. 3.

Where needed:

CCH 1

CCH 2

CCH 3

CCH 4

On all other Pcs:

1. Rudiments (not CCH 0) Establish: Auditor, pc, room, session to start.
2. Start-Change-Stop on a person or object.
3. Factual Havingness.
4. What can you confront? (Repetitive Command)
5. You make a mock-up for which you can be wholly responsible.
6. General Help. Help on the Rock.
7. Step 6 of Clear Procedure.

Exception: Only where staff auditor has been trained in an ACC given to running engrams only (1st such ACC was 5th London October-November 1958) may the staff auditor run engrams or use CCH 0. Early Dianetic auditors are not, repeat not, included in this exception. It is a matter of judgment here that in event of question about engram running the auditors not specially trained in 1958 or later to do so will make more clears by the above than by "running engrams". The running of engrams by Scientology, rather than Dianetics, is splendid and speeds clearing but only where specially trained. There is too much new data about it for assimilation short of an engram running ACC. 20th ACC graduates are not qualified to run engrams.

LRH:-.rd

L. RON HUBBARD

# CERTAINTY

Vol. 5, No. 22

[1958, ca. late November]

*The Official Publication of*  
DIANETICS and SCIENTOLOGY  
in the  
British Isles

## Violence

**L. Ron Hubbard**

Man's answer in his more barbaric stage was always VIOLENCE.

If you weren't obeyed, use VIOLENCE!

If you were balked, use VIOLENCE!

If they wouldn't bow or scrape or wouldn't lick the boots, then VIOLENCE was the answer, fit for one and all and, in particular, YOU.

But where did all this violence get Man? Where did rows of trenches men for four years filled with uncounted dead get Man? Just where the A-bomb and the H-bomb and the Z-bomb will get him.

Back to barbarianism ! Let's blow it all up ! Let's splatter Earth and all her pleasant ways to atoms and to shreds. VIOLENCE! Ah, that's the answer, isn't it? The very thing to do to little kids. Blow them up! That stops their weeping. Kill them all. They only die but once. But do they? Do they now?

What a foul trick fate waits to play upon the Men of Violence. They blow it all up. They spatter their homes and kids and fishing poles from here to Kingdom Come. They blow it all up and blow themselves out of their heads.

And they aren't dead ! They're still alive and only the body is dead and nothing is solved. And, oh my, isn't it messed up !

No priest was there, no Gabriel with a cornet solo to play them into Pearly Gates. Not even the wasted coals of hell exist to greet them.

They blasted everything in sight and the other men blew back and they all blew out of their silly heads and charred derbies and caps and homburgs and what did they see?

They saw a world they'd ruined all out of political cause and glee. They saw bodies where their kids had been and bones where their hat had been and embers where their lives had been. And all nicely radioactive now. And nothing with which to rebuild the world. Nothing. No order. Just chaos. No bodies. Just fish. No grass, just radiation.

A planet as bald as a burned egg. And that's their win. And they've earned the right to build it back with nothing to work with and no people to talk to and no fishing pole, no books, no blueprint.

The joke's on them. They did live. They did come back. There wasn't either death or heaven and it's all to do again.

Too bad the rest of us are being asked to come along too. Otherwise it would be such a good cruel joke on these MEN OF VIOLENCE.

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*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## **The Theory of Training in Scientology**

**L. Ron Hubbard**

The third dynamic called education, when engaged upon the installation of false or imagined premises, can be quite aberrative. The only right we have to train in Scientology is that we are training people in things which they already know. The principles and axioms of Scientology are considerations which have been agreed upon and out of which stem this universe and livingness. To train a person in these trains him only to handle this universe and livingness, therefore Scientology training is nonaberrative. On the contrary, thorough training in Scientology is in itself, if a slow one, a road to Clear.

The very fact that we are training people in things which they already know brings us to a liability, however. As we train we restimulate considerations already undertaken in some distant past by the student. As many of these were assumed to remedy ills and evils he imagined he had (the restimulation of earlier postulates he has made—which are the postulates which become the axioms and other materials in Scientology), the student may experience somatics and confusions which he would not experience in ordinary scholastic pursuits. Even though this is all for the better a student sometimes conceives himself to be under duress, either in student auditing sessions or from an instructor, which is not actually present. There are three ways in which this single liability is overcome.

First, we train a student thoroughly until the somatic or confusion is discharged. We do not give up training in something simply because he finds it confusing or painful. Just as in an auditing session we would continue to run the process to discharge the somatic which the same process turned on, so in training we continue to train in the area which has been restimulated.

Second, we train vigorously and emphatically so that there will be no confusion in the student's mind as to the source of the training, and

Third, we consider a student always as an auditor, never as a preclear. We are not at all interested in the student as a case. We are interested in the student only as a Scientologist. The moment he joins a course of training, he is considered from that moment on an auditor. When he is being audited he is, of course, for that time a preclear, but only by assignment. That he does experience case gains is entirely incidental to training. It is a maxim of Scientology instructors that if a mirror held to a



student's lips shows the mist of breath, the student is in shape to audit a preclear. There is no compromise with this state of mind. Only an instructor who intended actual harm to students would use sympathy for a student concerning his case. Therefore, Scientology Academies are looked upon as "tough schools." Just the fact of living through a course of training merits the designation Scientologist.

The goal of training from the viewpoint of the Director of Training of the Academy is to bring the student up to a level where he could be safely entrusted with a Hubbard Guidance Center preclear. This does not mean that the student will be so entrusted, but before the Director of Training and the Examiner and the Board of Review pass the student as graduated, they have to be sure to their own complete satisfaction that they would have no qualm entrusting a difficult case to this student. This training goal insures an orientation point and standard of excellence. The instructors, the Director of Training, the Examiner and the HCO Board of Review know what I demand of a staff auditor.

Thoroughness of training is achieved on a gradient scale. It might frighten a student to look across the training chart and realize what he must be able to perform, but it should not if he realizes that he is climbing a stairway of rather easy steps. The steps are each one of them easy and their gradient has been planned and experienced carefully. Therefore, no student is ever passed to the next step of these many steps before the instructor is entirely certain that he has mastered the last step.

For example, on this gradient scale a student who has thoroughly learned Dummy Auditing Step A ("Dear Alice"), will have very little trouble graduating up to the top of the step, "Tone 40 on an Object." While it would be a mistake to demand in Dummy Auditing Step A, the excellence necessary to pass "Tone 40 on an Object," it is nevertheless true that those people who had difficulty with "Tone 40 on an Object" need a review of Dummy Auditing Step A.

Therefore, an instructor is always niggardly with his signature at the end of each step. To permit a student to climb too swiftly would be to condemn him to a confusion in some later area of training.

Training in Scientology contains no thought for explaining to some student how Scientology fits into some other frame of reference. By straightly teaching him Scientology he will come at last to see that it does not fit into any other frame of reference but other things fit into its frame of reference.

A great many things in Scientology have been said before. Indeed, everything in Scientology has been directly and actively postulated by the person being trained at some point in the past. It would be odd indeed if these points then did not echo or harmonic or crop up in other teachings elsewhere. It should be understood by the student that all things proceed from postulates and that these postulates go from simplicities to complexities. Therefore, it would be surprising if Tibetan Lamaism did not contain some of the data of Scientology. By working entirely with the data which is simplest and earliest one does the odd thing with Scientology of taking a new, freshly born science and undercutting any older philosophy. If Scientology is not found to do this in some field of human experience then it simply means we will have to do some more studying. But before we in the development of Scientology do more studying we should be very sure that we know enough Scientology to apply it to this apparently random field.

Scientology contains several logics which are very important to training. These are actually the logics of education. Calling your attention to one of these, it will be seen that the evaluation of the importance of a datum is often more important than the datum itself. The datum found in Scientology may also be found in other philosophic

works. But hold on for a moment. Did the other philosophic work give an evaluation of the importance of the datum or did it give dozens of other data as having equal rank? This point is mentioned here because it is often overlooked by students. Scientology, for instance, has some abrupt, sharp things to say about Time. Indeed, Time could be said to be the single source of human aberration. The hunger for a number of incidents to occur simultaneously will in itself cause people to jam their time tracks. These people, of course, are not aware of the amount of incident and as a result jam many adventures into present time with a consequent disability of differentiation.

Now it will be seen that in many philosophies Time is covered exhaustively. Time is given many definitions. Time is given chapters and volumes but nowhere in these chapters and volumes does the philosopher place his finger squarely upon the two or three important data which are most important about Time. He ranks these data with all of the other data and so loses them in an ocean of drops of water, all the drops looking the same as all the other drops. Thus, truth becomes submerged in an ocean of outflow. Scientology is more parsimonious. It is more incisive, it is more thoroughly evaluated. The two or three data in Scientology which concern Time *are* the data from which all other data about Time flow.

Thus, when a student is taught a datum from Scientology, he is taught it with the understanding that it will clarify many other later and more complicated data. Thus, he is taught the simple datum thoroughly. Thus, he is taught fundamentals far more thoroughly than he believes necessary. The work in the development of Scientology has been the culling of truth from an ocean of fact and finding that the truth has a tiny group of data possessed of the overwhelming power of changing all other facts in this universe and in livingness.

This is the power of Scientology: that it, by stressing single, simple truths, eliminates oceans of mere data. Thus in training we concentrate solidly and continually upon these small truths and we are impatient with excursions until we have established these fundamentals as fundamentals with our students.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 26 NOVEMBER 1958

All Staff FCNY and HASI—Calif offices  
HCO London

**ACCs**

The first ACC after the 21st is tentatively scheduled for July 1960. *JULY 1960*, in Washington, D.C.

We have new methods engram-running. No staff auditor will be permitted to run engrams unless he has attended the 5th London ACC or onward. All others use older, slower, clearing methods.

ACCs in the year and a half will be held in England, Australia and Africa. The 21st ACC in the USA is the last chance to hear about short clearing by the new engram running for one and a half years.

L. RON HUBBARD

LRH: md.rd

HUBBARD COMMUNICATIONS OFFICE  
LONDON

HCO BULLETIN OF 1 DECEMBER 1958

FULL DISTRIBUTION

PERMITTED TO AUDIT ENGRAMS BY SCIENTOLOGY PROCESSES ARE:

Cornelia Alford	George Edwards	Herbie Parkhouse	Peter Davies
Jessie Gray	Madge Stevens	Nicol Paterson	Carl Jensen
Marianne Christie	Ray Thacker	Noel West	Lance Harrison
Pam Kemp	Viviane Madsen	John Fudge	Jim Paterson
Jean Gill	Paul Meyer	Jim Pembry	Charis Mostart
James Dimmock	Marcus Tooley	Jack Campbell	Sylvia Ferree
Eve Harrison	James Madsen	Leon Bosworth	Cyril Vosper
Alan Burton	Alix Stansfield	Bill Dicks	Fred Postowka
Jenny Parkhouse	Lensworth Small	Harry Dorfman	Cyril Sweetland
Joe Tole	Joe Cromie	Quentin Kelly	Barry Fairburn

The remaining enrollees of the 5th London ACC are invited to use HCO Bulletin of Nov 25, 1958 (Effective Dec 1, 1958) allowable to HGC auditors until they have had further training in the running of engrams or had their own cases straightened.

The processes outlined in the above mentioned bulletin are:

Where needed:

CCH 1, CCH 2, CCH 3, CCH 4

On all other pcs:

1. Rudiments (not CCH 0) Establish: Auditor, pc, room, session to start.
2. Start-Change-Stop on a person or object.
3. Factual Havingness.
4. What can you confront? (Repetitive Command)
5. You make a mock-up for which you can be wholly responsible.
6. General Help. Help on the Rock.
7. Step 6 of Clear Procedure.

This bulletin was done by profile gains and IQ gains on pcs audited on the 5th London ACC and is an arbitrary differentiation and is not necessarily the class grades of the student.

This bulletin is of interest in that it lists the first ACC graduates from any ACC who are permitted to run engrams by Scientology processes by reason of training in an ACC.

L. RON HUBBARD

LRH: mp.rd

**P.A.B. No. 149**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 December 1958

**DUMMY AUDITING**

**Step Two: Acknowledgment**

*Compiled from the Research Material and Taped Lectures of L. Ron Hubbard*

Dummy Auditing, Step Two, Acknowledgment, is the second part of the communication cycle. Now the actual fact is when you have gotten a thought over to a preclear it is customary to prove it. The whole stress of acknowledgment is entirely and completely upon making sure that the preclear receives the auditor's acknowledgment. That is the entire stress.

Now why all this stress on acknowledgment? Well, acknowledgment is a control factor—I'll just let you in on a secret right here at the beginning. If you acknowledge a preclear well, you will have the preclear under much better control. Now, why? The formula of control is Start, Change and Stop. And that's just it—an acknowledgment is Stop. If you said to him "Keep going" or "Keep talking," you would not be acknowledging him. The perfect acknowledgment communicates only this: *I have heard your communication*. That's all there is to it—I *have heard what you said*. It signalizes that the preclear's (or person's, since Scientology applies to life, not just to an auditing room) communication to you has been received. But when you use it as an auditor you use it also as a control factor. And it says this: *Your communication has been received—and that is all there is to it, and that is the end of that cycle of action, thank you*. That's what it says, and you have to put that whole intention into a "Yes" or an "Okay" or anything else you use. It isn't the word, it's the intention that ends it. *Your communication has been received and I have now decided to stop that cycle of communication and your communication is therefore under my control*. Those things which you stop, very crudely, are things which you control. You have to be able to stop things if you control them. If you cannot control a preclear's communication line you can't control the preclear.

I'll give you an example of this. Let's say we're auditing Mrs. Gotrocks, the wife of the executive manager of Fleabite Dustpowder or something, and she is bored (the only thing wrong with her), and she's crazy (that's the only other thing wrong with her), and she never had anything to do, and she's just been Lying around, and she has ailments. She comes into the auditing room and she starts to talk to you. She says, "Oh, I've been to this specialist and that specialist and it cost this much money and that much money and I've been here and I've been there and what's really wrong with me and what you really should take up is so and so rah rah rah ...." It's none of your business. The longer you let such a person talk, the less havingness they have. You can watch them go straight down the ARC tone scale if you keep on letting them talk. Obsessive communication—obsessive outflow. And the first major use that you will

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make of this, the first time you really understand what this acknowledgment is all about, is when somebody starts this on you and starts talking, talking, talking, talking, and you want to get a session started, and you get the intention real good and you say to them, “Good.” And they stop talking. Your intention was such that they knew that you had received their communication. And if you can do this very well, if you can get that acknowledgment just right and if it does exactly what it is supposed to do, very often the person will look at you fixedly and say, “You know, I don’t think anybody has ever heard me before.”

Why is this person talking obsessively? They are trying to make up in quantity what they lack in audience. There’s nobody listening to them. They are not talking to anyone. And you all of a sudden come up with an acknowledgment and say, “Hey! I heard you. I heard that. You have communicated to me, and that’s it, now.” And they say, “Wow. I don’t think I’ve ever talked to anybody before.” It’s quite amazing. I have seen an auditor on an obsessive outflow case get down in front of the preclear, fix him with an eye, move his finger back and forth just in front of the preclear’s nose and say, “Good; I heard that,” and have the preclear all of a sudden say, “Ooooh. Geeeeee. You are there, aren’t you!” So a good acknowledgment can actually wind up the entire goal of the process and find the auditor—that’s how important it is.

Now, that is a specialized use, stopping a compulsive outflow. Its general use is putting a period to the communication cycle. It ends the moment of time in which you gave the command you learned how to give, we hope, in *Dear Alice*, part A. You said something, the preclear heard it, and we understood then that the preclear had heard it, and we said, “Good.” Now the exact way *Dear Alice*, part B (which is *Dummy Auditing*, Step Two), is done is this. The coach—or a person acting as a preclear—takes *Alice in Wonderland* and reads random phrases out of it. And, reading the phrase in any old way, we don’t care how (we’re not disciplining the preclear, you know; we never do that, we merely control them within an inch of their lives), in this particular case this person says something out of *Alice in Wonderland* and the auditor has to say, “Good,” “Fine,” “Okay,” “I heard that,” *anything*—in such a way as actually to convince the person who is sitting there acting as the preclear that he has heard it.

Now there is a specific way to do this. That is to *intend* that the communication cycle ends at that point and to end it there. Anything that you do to make that come about is, of course, legitimate, unless it utterly destroys ARC. But it finishes a cycle of communication. So what could the auditor in this case do? You see, there sits the auditor, no book; there sits the preclear with a book; and the preclear is reading, “And the Mad Hatter dipped his watch into the teapot,” and the auditor says, “Good.” But that ends that, you see. Now, in view of the fact that the preclear is reading a continued story which goes on sentence after sentence after sentence, the auditor will have a tendency to treat this as “in passing,” and that is not an acknowledgment. The auditor *could* say, “Well, read some more.” That’s not an acknowledgment—it didn’t stop it, did it? “Continue, go ahead”—no, that’s not an acknowledgment at all. An acknowledgment says, “Stop”—“Whoa”—“Air brakes”—“Period”—“End”—“Heard you”—“You’ve communicated”—“That’s the end of that moment of time”—“Final cycle”—“That’s it”—“You’ve had it.” You get that?

So the auditor has to say “Good,” “Fine,” “Okay,” in such a way as to receive the communication in the preclear’s eyes. The preclear has to know that the auditor has received the communication, and that’s the only point on which they are coached— at first.

Then we could start to bear down and say, as an instructor, “Well, did you acknowledge that preclear’s communication? Did you?” And the auditor says, “Well, uhh....” “Did you do a perfect acknowledgment?” “Well—certainly.” And the answer to that would be “No.” The preclear is still reading, still got the book in

his hands, still going on with it, still sitting in the chair, and he's still not in this universe.

What is this all about? What are we actually trying to do? Well, we're not trying to reach the ultimate in an acknowledgment because that would be the end of the universe. If somebody could say "Yes," "Good," or "Okay" with enough intention behind it, all communications of this universe from the moment of its beginning would then be acknowledged, totally. (Except that this would violate the communication formula because they weren't all addressed to him, although lots of people think they were.) But what does the auditor actually feel called upon to do? Well, he feels called upon to put a period to that cycle of communication. It actually started, you see, with the auditor's phrase to the preclear, then the preclear signified with some kind of wince or grunt or something that it had been heard, and then the auditor says, "Well, that's the end of that. Good. Fine. That finished that." You see?

But an acknowledgment ends the cycle of the communication which you read about in *Dianetics 1955*, and that is the Bill-Joe cycle. "Good," says the auditor. This is fantastic. If you got good enough at this, a traffic cop would drive up and say something to you and you would acknowledge the fact that he had spoken and he would simply get back on his bike or go back to the station house and turn in his badge and retire. You see, that would be the end of that. That would be it. As a matter of fact, it actually staggers people to have an acknowledgment come to them—it staggers them, really to get it through. People who are having a hard time, particularly. It's a good thing, and it's very therapeutic for a person to know that he has been acknowledged. I know that you will be around in the local stores, maybe stopping a pedestrian on the street and suddenly looking at him and saying, "Good"—acknowledging him. And you will have some fantastic things occur if you do. An acknowledgment is a very, very powerful sixteen-inch gun in the communication formula; and you shouldn't use it sparingly, you should use it to end cycles of communication. I hope you learn to do that very, very well.

HCO BULLETIN OF 6 DECEMBER 1958

## HOW TO RUN AN ENGRAM

### Brief Summary for HGC Use

First—only graduates of ACCs including the 5th London October 1958, and after are qualified to run engrams by Scientology processes. This does not include Dianetic processing of engrams which can be done by anyone but is not allowed in HGCs. Reason: Scientology processing of engrams is too strong for most untrained personnel and better results are obtained by HGC wholly repetitive processes. Stable Data: The HGC has the responsibility of using only the processes which obtain the highest results. A Director of Processing must bring about only the use of the best processes.

For wholly repetitive command clearing processes, see other bulletins. Engram running with Scientology processes in *unschooled* hands does not bring about bettered cases by actual test. This is evidently due to the roughness of the auditing and failures to handle ARC breaks. ACC trained personnel therefore, are the only ones qualified or permitted to run engrams in an HGC.

### Locating the Engram

Finding the engram necessary to resolve the case is done by an E-Meter and finger snaps. The E-Meter is the final check. If an E-Meter is stuck on the pc or Stage Four (rises, sticks, falls in a repetitive cycle and reacts on nothing else) CCH processes may be used or preferably, the 3 commands of Factual Havingness (8 of vanish, 2 of continue, to one of have).

The experience necessary to resolve the case is the engram asked for. It is run back in time and located exactly in time. The falls of the needle are the equivalent of a “yes” answer to the auditor’s question. Only the *time is* isolated, not the content. The time may turn out to be a span of years. The incident may be even a century in length.

In a rough case some current lifetime “lock” may be the incident. In a very rough (unreality) case, the “engram” necessary to resolve the case may be the moment the pc walked into the room.

In a majority of cases however the “engram necessary to resolve the case” is a past death, complete with its accompanying overt act. Its place *in time is* the concern of the auditor. Questions such as “Greater than five hundred years?” “Less than five hundred years?” narrow the time down precisely. Several incidents may be located in passing.

*Run that incident which has the steepest fall.* Don’t run the earliest necessarily. In case of doubt as to which of two falls most pick a later incident (closer to p.t.) as it will actually be easier for the pc to confront it.

With this incident selected, don’t then change it or let the pc change it. Don’t start to run one incident and then change to another ever. What you pick, *flatten*. To change is to pretty well lose the whole case. We aren’t interested here in the significance of what running it does for the case.

L. RON HUBBARD

LRH :gn.cden  
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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 7 DECEMBER 1958

**TRAINING DRILL CHANGE**

TR 5N will now replace TR 5 as a Comm Course drill and will occupy the 5th day of the Comm Course.

TR 5N is ARC Break handling.

L. RON HUBBARD

LRH:gn.rd

**P.A.B. No. 150**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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15 December 1958

**DUMMY AUDITING**

**Step Three: Duplication**

*Compiled from the Research Material and Taped Lectures of L. Ron Hubbard*

This interesting, interesting dummy auditing step has a villainous and vicious goal. It makes somebody duplicate. 'Way back in 1950 we found out that auditors, in order to be interesting, would vary their pattern; and every time the pattern was varied, every time the auditing command changed, the preclear received a little jolt. There was an upset because of it. A long time ago we would have considered it fairly legitimate for an auditor, using the auditing command "Do fishes swim," to say, "By the way, do finny creatures wiggle in the water?"—and next time to say, "Say! does the funny tribe bathe?"—and the next time to say, "What brands of fishes are there that progress from point A to point B in liquid habitats?" That possibly would have been legitimate then, but we don't do that today. We do a horrible thing. The auditor says, "Do fishes swim?" And, just to vary it, he then says, "Do fishes swim?" And, just for good wild variation, he then says, "Do fishes swim?"

This is where we learn why we were so insistent on one command in one moment of time back in Dear Alice, part A, because we don't repeat the first "Do fishes swim" another thousand times. No auditing command should ever depend for any of its meaning on any other auditing command ever uttered. Each one exists, theoretically and purely, in its own moment of time and is uttered itself in present time with its own intention.

Now this is quite important. Do you know that the basic auditing process of CCH does not work unless each command is in a separate unit of time? If you run it this way, "Give me your hand—thank you; give me your hand—thank you; give me your hand—thank you," it's not very therapeutic and nothing happens to the preclear. Why? Well, we've got a machine which is simply repeating the first "Give me your hand" over and over again. We're not saying it—there's no intention there. Do you know that if you told somebody to give you his hand with enough intention behind it his body would respond without any via through the thetan? The body doesn't obey the words, the body obeys the intention to extend a hand. Therefore, when you are asked to express an auditing command with the same words over and over and over, each time you must express it in present time as itself with its intention. It isn't just a long duplication of it. Just duplicating something over and over and over is sometimes so trying that people wonder how auditors ever arrive at all. Nobody could sit in a chair and say each time with a new intention, "Do fishes swim," for seventy-five hours. It's beyond human possibility, according to some people. But the trick is that if it's always uttered in present time it could be said for a thousand and seventy-five hours. It's only

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when it's repeated—only when the first command is repeated over and over and when no new intention arrives—that it becomes very arduous. Only when it goes on to a machine does it become almost impossible to do.

Communication is reached by control plus duplication. At first you find that to make each utterance of the command different in its own unit of time you use different voice inflections. But as you come up the line on this you find out that you actually can pattern the same tone and each time have it entirely new. It would be very, very incorrect to teach this, to have the auditor each time duplicate his own voice tones as they were the last time, because that is making an auditing command depend on the last auditing command. We couldn't care less; and, after a while, you couldn't care less, either, what voice tone you're uttering, but each intention is new and fresh. The intention is to ask and get an answer to this question, "Do fishes swim?" and, each time you utter it, it is uttered newly and in its own area of time. That's really the only stress there is. One command per unit of time. Each command separate, and each command containing the words, quite incidentally, "Do fishes swim?"

Here we learn a great deal about the duplicative factors of communication. We find out that, in having to duplicate, we think we actually lose some of the communication at first. It's utterly idiotic—how could you possibly maintain ARC and therefore, of course, interest, asking a person over and over again this silly question, "Do fishes swim?" Who could do this? Well, interest in communication has everything to do with the intention to be interesting and very little to do with text. Furthermore, it is not the auditor's job to be interesting. Being interesting is a part of the communication formula, but to an auditor the least possible part, as far as the preclear is concerned. He's not there to interest and intrigue the preclear. Right away, people think they are. Place two people in chairs facing each other and each one of these two people feels the compulsion to be interesting to the other. That's not auditing, that's being interesting, that's being social and so on. So if a person had any difficulty doing Step Three, Do Fishes Swim, the instructor would be perfectly in order if he simply told the person to sit in that chair and told some other student who wasn't doing too well, or just some other student, to sit in the other chair, and told them just to sit there and look at each other without saying a thing or being embarrassed or anything else. Interesting drill, if you think of it. We do have variation, and therefore interest, in the first and second dummy auditing steps; but now we reach this one and it is utterly devoid of interest. We're saying the same thing over and over and over and over. And if a person can't do this he probably has a compulsion to vary, to alter-is, to be interesting, and he wouldn't find it easy just to sit in a chair and face another human being and not say a word and not do a thing but just sit there and look at the other human being. And if I were coaching someone that had difficulty in repetition of steps, I would do that for an hour or two that day.

All right. It is absolutely necessary that an auditor be able to duplicate. But answer me this: Is a person who is saying something in present time each time really duplicating the last moment of time? He really isn't, is he? And so this duplication that we do in Scientology means only the ability apparently to duplicate while being in present time.

The greatest motto of experience and the life we have lived is this: *I won't ever do that again.* This is the one thing your mama wanted you to promise. If you did nothing else, if you lived a completely sinful life, why, mama still wanted you to learn by experience; which is to say that when you did something wrong, or did *something*, you weren't ever to do it again. She hoped perhaps you would eat enough candy to make you so sick that you wouldn't "wolf" candy again; that you would eat enough ice cream so that ice cream would make you so green that you wouldn't make a pig of yourself over ice cream again; that you would become so embarrassed and lose so many friends that you would not do that evil thing again, whatever it was you did; and thus

learn by experience never to do it again. And this is experience talking. One thing you must understand—that experience teaches you—is never to do anything the second time. This doesn't necessarily mean that all experience is painful, but people who are having a hard time tend to believe that it is; and when they begin to depend upon experience and stand by this lesson of never doing it again, they can no longer duplicate. And what do you know—they can't communicate. Also, their bank jams. All sorts of interesting things occur. All moments become one moment. One moment becomes all moments. Identification occurs all over the place. And just the action of repeating something like "Do fishes swim?" as an auditor, with a full intention, has a tendency to unjam the time track.

You should know that this is what this step is up against. It is violating all of that hard-won experience that you have accumulated in the last seventy-six trillion years—if you believe an E-Meter, you're seventy-six trillion years old. And all that hard-won experience, all that wonderful, wonderful lot of mess that you got into, added up completely to *Never do it again*. And so you've been taught not to live, which is what happens when you get experience. And when you can duplicate an auditing command over and over again, you will find out that auditing does not become a painful experience. A person who can do this well, by the way, never gets restimulated. Why should he—he's not in the moment of time in which the restimulation took place.

There is a more basic step to this particular one, by the way. This is to pat the wall five times and then distinguish one of the pats from the rest. An instructor can do that on a student with some profit. Pretty soon the student can tell all five pats apart, and when the student can tell them all apart, even though they sounded all the same, he can also duplicate an auditing command in present time all the way. I've broken cases with that one.

#### **LRH TAPE LECTURE**

Washington, D.C.  
16 December 1958

The following "Washington Staff Talk" given by L. Ron Hubbard is complemented by a further one given 2 February 1959.

\*\* 5812C16      WST-1      PR&R-1: Promotion and Registration

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

D of T  
Acad Admin  
Ext Course Dir  
Acad Insts  
D of P  
Processing Admin  
HCO Bd of Review  
ACC Worldwide Inst

HCO BULLETIN OF 16 DECEMBER 1958

**EXTENSION COURSE CURRICULUM**

*The Extension Course for HCA/HPA is outlined as follows.*

Section A—1 tablet  
Lessons 1 A to 20A, eight questions each lesson. *Dianetics: The Modern Science of Mental Health*, entire book covered in 160 questions.

Section B—1 tablet  
Lessons 1B to 20B, eight questions each lesson. *Science of Survival*, entire book covered in 160 questions.

Section C—1 tablet  
Lessons 1C to 20C, eight questions each lesson. *Advanced Procedure and Axioms*, entire book covered in 160 questions.

Section D—1 tablet  
Lessons 1D to 20D, eight questions each lesson. *Scientology: The Fundamentals of Thought* entire book covered in 160 questions.

*The Extension Course for HCS/BScn is outlined as follows:*

Section E—1 tablet  
Lessons 1E to 20E, eight questions each lesson. *The Hubbard Electrometer and Electropsychometric Auditing*, entire subject covered in 160 questions, theory and practice.

Section F—1 tablet  
Lessons 1F to 20F, eight questions each lesson. *Scientology: 8-8008*, entire book covered in 160 questions.

Section G—1 tablet  
Lessons 1G to 20G, eight questions each lesson. *The Creation of Human Ability*, entire book covered in 160 questions.

Section H—1 tablet  
Lessons 1H to 20H, eight questions each lesson. Various Clear Procedures from various texts, entire subject covered in 160 questions.

*The Extension Course for DScn/HGS is outlined as follows:*

Section J—I tablet  
Lessons 1J to 20J, eight questions per lesson. All TR Drills, entire subject covered in 160 questions (text not yet published).

Section K—1 tablet  
Lessons 1K to 20K, eight questions per lesson, Track Scouting (text not yet published). Entire subject covered in 160 questions.

Section L—1 tablet  
Lessons 1L to 20L, eight questions per lesson, Scientology Organizations, entire subject covered in 160 questions.

Section M—1 tablet  
Not outlined.

The following activities are responsible for submitting questions to be made into printed lessons:

Section A — Academy DC  
Section B — Academy London  
Section C — HCO Bd of Review DC  
Section D — HCO Bd of Review London  
Section E — HGC Washington DC  
Section F — HGC London  
Section G — Academy London  
Section H — HCO Washington DC  
Section J — ACC Worldwide Instructor  
Section K — ACC Worldwide Instructor

When you have completed your section, please send the questions complete to HCO for forwarding to me.

This is the fastest way I know to get the Extension Course completed. I have only its format and a DMSMH outline at this moment. Would you do this for me?

#### HOW TO WRITE AN EXTENSION COURSE SECTION

An Extension Course Section consists of a textbook and a series of lessons done on a glued-top tablet, one sheet per lesson, eight questions or exercises per lesson. The questions are consecutively numbered from 1 to 160 with the identifying letter on each number. Example: Section B, third question, is 3B. The name of the textbook, but not its page numbers, is carried on every lesson page, not each question.

We only want the questions for the section, not the printed complete product.

The questions concern only vital definitions needed for a knowledge of the subject and examples of the use and meaning.

To do a course, use the following:

Make a list of all vital definitions used in the text specified on the subject. These should number around eighty so pare or expand the list until it is composed of eighty vital words or phrases or objects.

Use the definition for odd numbered questions.

Demand an explanation, an example, a discovery from real life, a consequence, etc, of the definition as the following even-numbered question.

The Extension Course should give the taker a passing knowledge of Dianetics and Scientology terminology, phenomena and parts. This is its goal and purpose. The reasoning or examples in a text are considered secondary, for the purposes of the course, to precision definitions.

The Extension Course Student should finish the course with the feeling he is dealing with a precision science, composed of identifiable parts.

Example (not necessary to use):

Question 5A: What is a *reactive mind*?

Question 6A: Give something out of your own experience that would illustrate a reactive mind at work.

The main tasks imposed here are ( 1 ) To summarize the important definitions and parts of Dianetics and Scientology from a text and (2) Ask interestingly for an application to life.

Now you see why I want your swift help in writing it. It would take one person months. Your contribution, as assigned in this bulletin, will speed it up by months.

L. RON HUBBARD

LRH:md.rd

Distribution:

Not to be stenciled in London (their copies being sent direct from DC).

*Info* copies going to Melbourne, SA, and all field offices, via HCOs; 3 copies—1 for HCO, 1 to D of T, 1 to D of P.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 17 DECEMBER 1958

1 to each  
Staff Member  
Dollar Field Offices  
HCO London for stencilling and dist

**BASIC POSTULATE OF OVERT ACT-MOTIVATOR SEQUENCE**

The inability to restrain dramatization of past experience only occurs when one has decided he can do nothing about such an experience. Thereafter he is the effect of all similar pictures.

Test: Pick up a moment in the past when you decided you could do nothing about a certain thing—then examine later experience on same subject.

This is the make-break point of reactivity.

This is the bridge between cause point and effect point on any given subject.

“I have to do something about it—I can do nothing about it” are the basic postulates of the overt act-motivator sequence. Straight Wire against an E-Meter on times one felt one could do nothing about it works to resolve very difficult cases.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 17 DECEMBER 1958  
Issue II

1 to each  
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HCO London for release

**AUDITING ARC BREAKS ON REGISTRAR  
AND ASSISTANT REGISTRAR**

I have found it desirable to run TR 5N (ARC Breaks) fully on both Registrar and Assistant Registrar in new comm line.

A good auditor who can handle 2-way comm is needed.

The commands are, "What has anyone done wrong to you?" and "What have you done wrong to people?", and other ARC Break questions.

Getting the overts of the pc is important.

It is necessary to remove, in this special case, ARC Breaks between Registrar and Assistant Registrar with—

1. Students
2. Instructors
3. Auditors
4. Preclears
5. Field Auditors
6. The Central Org
7. Groups
8. Customers
9. Salesmen
10. LRH

Get out what each of the above did to the Registrar or Assistant Registrar and what the Registrar and Assistant Registrar have done to or thought about doing to each of the above.

This will make it possible for them to (1) live in their operating climate and (2) write warmer, more forward "invasion of privacy" letters.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 20 DECEMBER 1958

(An article for any Scientology Magazine authorized by a Central Organization)

### PROCESSING A NEW MOTHER

The handling of a woman during and after pregnancy has a specific successful drill which should be generally known. This is not an attempt to give all the known data concerning pregnancy, delivery and child care. I will someday summarize all these. At this time I wish to give you only the processes and general use.

First, a woman should not be processed on engrams after the early months. Therefore a pregnant woman should be processed toward clear early and well. In other words she should be gotten into good shape soon in the pregnancy. Old Expanded Gita on babies, husbands, wives, bodies is definitely indicated.

After the sixth month only havingness and general Scientology processes can be run without injuring the baby—no engrams.

Next, the delivery itself should carry as little anaesthetic as possible, be as calm and no-talk as possible and the baby should not be bathed or chilled but should be wrapped somewhat tightly in a warm blanket, very soft, and then left alone for a day or so.

At once after delivery the woman should have simple havingness run—"Look around here and find something you have"—preferably by the husband. One hour of this at once, one more hour same day, two hours following day, all havingness and havingness only should be run.

After two days run the following:

"Invent something worse than—a delivery" (flatten it), ". . . a baby" (flatten it), ". . . a doctor" (flatten it), ". . . a nurse" (flatten it), ". . . a delivery room" (flatten it), ". . . a mother" (flatten it), ". . . a husband" (flatten it), ". . . an abdomen" (flatten it), ". . . a womb" (flatten it).

This should be done in next many days following the delivery. This and more factual havingness (all 3 commands) should straighten up the mother. It would be well if the six buttons and inventing were cleared away in early pregnancy so the post pregnancy processes will run easily. She shouldn't face a new processing idea in the first few days after delivery, so if the processes are early prepared, all will be well.

On the baby, perhaps the best thing is *no* processing for three days. Then talk to the baby, tell the newcomer he or she is welcome, then make friends. Various things can be done—touch assist is best. Even the birth engram can be run but that's a little adventurous in a lot of cases.

The most to know about the baby is not to tire him or her unduly for a week or two, feed a protein formula if mother not breast feeding. This formula is most like human milk. I picked it up in Roman days and have used it since—15 ounces of barley water, 10 ounces of homogenized milk, 3 ounces Karo syrup (this can be multiplied by any number according to the number of bottles desired but the ratio remains the same). Evaporated or condensed milk and heavy sugar make fat not bone. *Protein* is the thing that heals and makes strong growth. Modern hospital formulas and patent mixes for babies are not just bad, they are criminal.

Then the next important thing for a baby is to know he or she is winning. Don't expect him or her to do more than a baby can do. Grant beingness to a *baby*.

"You make that body lie in that cradle" is wonderful on babies up to six months.

Let the child see Mama and Daddy both at least once a day. Never quarrel or argue in front of a baby or a child—it destroys security.

Always treat mama and baby with courtesy and respect and they'll thrive. After all, they *have* done something. They're keeping the human race going.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 22 DECEMBER 1958

To all staff  
US Field Offices  
HCO London for  
comparable dist.

**NEW HGC PROCESS**

**A New Straight Wire**

(This can be used in any official Scientology Magazine)

There is a new process allowed in HGC. It is—

*ARC Break Straight Wire*

This process belongs after S-C-S and Factual Havingness and before What Can You Confront.

ARC Break Straight Wire is a form of TR 5 ARC Break. Its processing number, however, is CCH-50.

Any and all rules governing Straight Wire apply, including—

- (a) The pc cycles into past and back to pt. Therefore, ask and pin point *when*.
- (b) Stop the process only with the pc near pt. Put in a bridge, therefore, without specified number of “more times”. Wrong: “I am going to ask this question three more times and end the process.” Right: “I am going to ask this question until your answers are close to present time and then end it if that’s all right with you.” Then check *when* on each reply, get pc into present time and say, “Are you near present time? All right, this is the end of the process.”

The Command to a Scientologist is, “Recall an ARC Break.” This is for an unlimited type process. “Recall an ARC Break between us”, or “. . . in an auditing session” or “. . . with your mother” to limit process to this life. The first form is preferred. The second form is used on a sticky valence that has been isolated.

The unlimited version rapidly dives for whole track and into engrams. This is all right. But don’t stop and change the process. Just continue to run “Recall an ARC Break” when the pc gets into heavy weather.

Be very careful with this process to keep the Auditor’s Code. Otherwise, 50% of the time is spent getting rid of ARC Breaks in the session itself—and with this process these are heavy. (However, two auditors co-auditing who are a bit clumsy can use this process better than other processes and it and Factual Havingness should be the total activity of an auditor who is having trouble with a pc who is having trouble with ARC Breaks.)

The pc, in diving for whole track, gets into and out of heavy incidents. So long as he answers the question, fine. Don’t let him fail to answer every question.

Reality on the whole track leaps up with this process. This is the first process that accomplishes this easily.

In running it, remember that the overt act is as important as the motivator (see *A History of Man*, Chap. 9). The reason A gets mad at B is as often because A has done something to B as it is because B has done something to A.

Here is a fine, smooth process that is a one-shot Clear, and can be used by auditors not ACC-trained to run engrams.

ARC Break Straight Wire is very useful in husband-wife co-auditing teams and, with Factual Havingness, is the *only* process that should be used in a co-auditing relationship that is already intimate to a point of easily gathering ARC Breaks.

From two standpoints the process is the best we have ever had—

- (a) It handles touchy pcs well, and
- (b) It is the first to open up whole track in general with as great a reality or greater than the R on present life.

From two other viewpoints the process is vulnerable:

- (a) It requires strict observance of the Auditor's Code if you don't want to waste 50% to 75% of the auditing time.
- (b) It runs the pc into heavy incidents and the process must be continued until pc is again in pt-making an uncertainty in session timing.

However, the shortcomings are far outweighed by the value of ARC Break Straight Wire.

There is one “bug” in the process. The non-Scientologist does not readily grasp the command—and there is no substitute for a quick question.

ARC Break means, “The assignment of responsibility for a sudden drop in Affinity, Reality or Communication.” Thee and me have a “feel” for this.

Substitute commands are many, none as good. “Recall something you have done to a person”—“Recall something that has been done to you” is fair but misses by a mile.

History: This process is, in genus, very old. I introduced its rudiments at the June 1952 first Congress in Phoenix, Arizona. ARC is even older and goes to July of 1950. The present version in a narrower form was first used by Mary Sue Hubbard in 1958.

The valuable lesson this gives us is that Mary or Joe or Pete may be mad at us because Mary or Joe or Pete did something to us. We may or may not have done anything to Mary or Joe or Pete to make them mad at us. In other words, the pc who comes back into session furious with the auditor, may have committed an overt act against the auditor *out* of session and not prompted by an action of the auditor. The wife may be mad at the husband because of something she did to the husband. She talked about him behind his back (prompted by some old engram about husbands) and, now having committed this overt act, she becomes furious with the husband. Etc. Etc. The person mad at Scientology may only be motivated by having done something *to* Scientology. Etc. Etc. A whole new view of human behaviour opens when you see this point. Therefore, caution the pc to “pick up his overt acts against things, too” while he's running it, if he's only getting overt acts against him.

The only reason the process won't work is that the pc isn't doing it, but only pretending to, or he doesn't understand it.

But all in all, we've a wonderful weapon here to straighten out a lot of lives. Use it with wild abandon and get the results in. It's *good*.

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L. RON HUBBARD

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Something Has Happened!!!

**L. Ron Hubbard**

The single largest technical gain in eight years has just occurred.

Anyone can be cleared by engram running.

A new style of auditing has had to be developed to handle the explosive power of the new *Scientology* methods of handling Dianetic engrams.

Shades of Book One! Whoever would have thought that engram running could be improved as much as it has been improved in the past three months.

To make engram running possible, *twelve* new TRs have had to be developed.

There are now three styles of auditing: Tone 40, Formal and Engram Auditing. The first two are quite adequate to clear fifty percent of cases. It takes a new approach to get enough locks off the rocks of the remaining fifty percent to get them clear too.

I've been *busy, busy, busy*. I had the largest ACC ever held in the world during October and November. And I had the luck in research to put us on a new plateau of stable clearing.

I asked the ACC Instructors, "What shall we do about America?" They were just about knocked to pieces training the British to handle the double-dynamite of modern engrams. But they said, "Somehow we've got to get in everybody we can to the January '59 ACC in Washington. We've got to get this data out."

So we're doing it in a Congress on the 3rd and 4th of January in D.C., and the 21st American ACC following.

Look, it's no promotion talk. It just can't be said hard enough. We've made it! We've shot through the last barrier. We've got it and a new society made.

We've worked hard. We're willing to work harder. But we need help. I want to drop some coal on the fire and get the show on the road. I need people who can do this. I can show a lot of people at a Congress and can show specialists in an ACC. I need staff and I need action.

ACCs are my own course. I don't care what arrangements are made to pay for it. But this one has been on wait for eight years and now it can get going.

I can't give another U.S. Congress and ACC for some time. There's only the 21st American ACC. And only the Success Congress.

Will I see you there?

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 26 DECEMBER 1958

**B.SCN/HCS COURSE**

Any fully enfranchised area office may teach a B.ScN/HCS Course if the course is specifically allowed in writing by myself via HCO Worldwide in London.

The standard B.ScN/HCS Course is in actuality the 20th ACC. It is expected that the instructor of a B.ScN/HCS Course will have taken the 18th, 19th or 20th ACC.

The tapes to be used are the 20th ACC tapes. These are available from Washington.

The texts are Scientology Clear Procedure Issue One and ACC Clear Procedure as published in booklet form.

Extension Courses E, F, G & H are also required but may be done after regular schooling. It is preferred that Section E (the E-Meter) be done before the course.

No Comm Course or Upper Indoc or TRs are given in the B.ScN/HCS Course. If these have not been had by the applicant he must take them in the regular Academy Comm Course and Upper Indoc—these weeks to be added to the time in course.

The B.ScN/HCS Course is five weeks in length. If Comm Course and Upper Indoc have not been covered by the student, the course becomes seven weeks in length.

The same schedule, the same tapes as the 20th ACC are employed. However, the exact times of day may be altered to fit an area.

Those areas granted the right to teach a B.ScN Course at this time are HASI London and HASI Melbourne. That area permitted to teach an HCS Course at this time is Washington, D.C.

The examination for this course will be based chiefly on the ACC Clear Procedure Booklet.

HCO Washington, HCO London and HCO Melbourne are the only centers now examining for B.ScN/HCS. These may be assisted by other areas.

When regularized by establishment of an area HCO, Johannesburg, Auckland and Los Angeles may receive B.ScN/HCS rights to train.

It is recommended the B.ScN/HCS Course start every five weeks instead of every Monday as in HCA and the schedule be pre-published for six months, and that people who have not had Comm Course and Upper Indoc be warned to start two weeks earlier in all literature.

L. RON HUBBARD

Full Distribution

### **THE FIRST FIRST DYNAMIC PROCESS**

All processing to date has been in the main third dynamic processing.

For the first time I have worked out a purely first dynamic process. It is used by the Auditor on a pc with lots of attention to ARC Breaks, havingness and, of course, smooth skill.

The process is “Invent something worse than you.”

Theoretically this is a “one shot clear” process. It directly changes the being that is making the bank—the thetan.

It does not hope for a change of the person via a change of the bank.

The HGC and any validated Auditor can use this with great profit.

2 cautions: Do not permit a pc to escape “invent”. Do not let him do something else (such as see how he is to find if something is “worse than”).

The process does not work unless “Invent Something” is workable. Therefore, to run it, one makes sure first that the pc knows he can invent something.

The process does not work if the pc also does something else. Ask the pc “What are you doing exactly” now and then and make the pc do only the process.

Patch up any ARC Breaks with “What have I done wrong”. And follow that with “What have you done to me” to get both motivator and overts in the session.

This is a wonderful process—simple to run and do, with good results—if it is done right. It is easier to run than ARC Break Straight Wire.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 28 DECEMBER 1958

To all staff  
General Dist.  
For use in any official magazine  
For use in any HGC

## SHORT SESSIONING

One of the simplest ways to get a case moving is a technique known as “Short Sessioning” which I developed for the 20th ACC.

The 20th was the last ACC to teach clearing without engram running and as such had several lagging cases. I studied one of these carefully against the basic auditing rule, “Find something the pc can do and then improve his ability to do it.”

The case under study defied all known processes. It was “unreality, unreality, unreality”, and “ARC Break, ARC Break, ARC Break”.

ARC Straight Wire old style was also unreal. Imagine that!

However, even when all else was lost, I still had the idea that this pc could be run on something and finally had a long blue spark—the pc *would* start and end sessions.

Probably this was the sole ability, Scientology-wise, of this pc. So I made the auditor start and end ten-minute sessions. And it worked. It worked even though the auditor never really cognited on the value of it! I had to heavy-8c the auditor a bit to keep the auditor from “running *something*”. Short sessioning was evidently not something to do. Only a process was *something*

Anyway, everybody won. The pc got brighter, the auditor got a win and we got a new technique. That’s the way with Scientology, everybody wins—even the people who claim I’m too enthusiastic for their point five.

The exact way to do “short sessioning” is as follows.

One uses old rudiments if he isn’t comfortable with CCH 0. Or he uses CCH 0 as given in ACC Clear Procedure. [See page 311.] It doesn’t matter much which since he is depending on starting and ending sessions rather than “running something”. Therefore, the auditor should use that with which he is the most comfortable.

The auditor gets the pc’s agreement to start a very short session and says, “Start.”

Then he clears up some small thing like an ARC Break in the session or a pt problem without really getting into anything hot. (Finds auditor and pc.)

The auditor then does something objective with the auditing room such as “How does this room differ from an ideal environment?”

Probably by this time the ten minutes are up, so the auditor tapers it off and bridges to session end. “Is it all right with you if we end this session shortly?” “Is there anything you’d like to say before we do?” “All right. End of session.”

The auditor makes the pc get up and take a break for a few minutes. Then he gets the pc back and does it all over again more or less as above.



The idea is not to try to get benefit from a process but to get the pc less and less nervous about *doing* something. The pc *will* begin and end sessions. Anything between is pure gravy if it works *but* the in-between may not work at all. It does not matter. Starting and ending sessions is what is wanted for the pc.

Short sessioning works for many reasons. It injects *time* into the picture, for one thing. It breaks up habits on the cycle of action. It gets the pc used to the auditor. You could think of many more reasons but basically whatever the reasons, it works.

Try it on that case that ARC Breaks on you all the time. Try it on the pc that has it all unreal-unreal-unreal. You'll be amazed at what short sessioning, smoothly run and without crude auditor flubs, can do for almost any case, not just bad ones.

Several difficult cases have improved markedly with this alone. Simple, isn't it? Well, most good things are.

L. RON HUBBARD

LRH:mgjh  
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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 31 DECEMBER 1958

### **ACC CLEAR PROCEDURE CHANGE**

Omit "What part of that can you confront best?" from ACC Clear Procedure commands. It attracts pc's attention too deeply into engrams encountered.

L. RON HUBBARD

LRH:gn.rd

**LRH TAPE LECTURE**  
Washington, D.C.  
29 December 1958

\*\* 5812C29      LECTURE      HCO Area Sec Hat

**P.A.B. No. 151**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
35/37 Fitzroy Street, London W.1

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1 January 1959

**DUMMY AUDITING**

**Step Four: Handling Originations**

*Compiled from the Research Material and Tape Lectures of L. Ron Hubbard*

The fourth thing an auditor has to do (in that order) is to handle an origin from the preclear. It is actually true that when you are handling Tone 40 processes, you do not handle the preclear's originations. But if you will look on the HCA/HPA chart you will find that these Tone 40 processes are in the minority amongst processes, and *in all processes not Tone 40 a preclear's originations are handled*—remember that. Don't let anybody talk you out of it. If you are handling Tone 40, which is just pure, positive postulating, you, of course, are not worried about anybody's opinion, origin, condition, or anything else—you simply want him to do certain things, and he finds out that his beingness can be controlled and therefore that he can control it.

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

You actually could- work in the direction of getting a preclear to originate a communication, in spite of the fact that you just previously were running him on Tone 40 processes. He originated the communication that his arms and legs felt like they were just going to fall off, and you said, "Give me your hand—thank you." Preclear says, "My head's coming off now! I know it's going to fall on the floor!" Auditor: "Give me your hand—thank you." Good Tone 40. But on control of person, the first two processes are Tone 40, but Book Mimicry and the next process up the line from it, Hand Space Mimicry, are not Tone 40, and originations by the preclear are not only handled but encouraged.

So remember that we have not lost out of the galaxy of processes the fact that the preclear is as well as he can originate a communication. That means he can stand at Cause on the communication formula. And that is a desirable point for him to reach. You see, in controlling people we are really only showing them that they can be controlled, that it is possible for their possessions to be controlled. And then they eventually decide that these are controllable and that people are controllable and that things are controllable and their bodies are controllable, and they say, "Wonderful! Look, I'll try!" And before that they didn't even try.

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So we are controlling a person's possessions or body only until this person then himself decides to take a hand in it, too. And then he finds out that control is possible. But most people don't originate. Circuits originate, computers originate, compulsive outflows originate. And when you first start to use Tone 40 on a person you will apparently see originations—but they are not originations, they are restimulations being dramatized. There is a big difference between a restimulation being dramatized and an origination. It's whether or not the thetan said it. Did *he* say it, or was it just a circuit starting up? Well, you can start up circuits and actually throw them into being and you will see that these are not originations.

But when an origination appears in anything but a Tone 40 process, you handle it. And you must handle it well and conclusively. There are preclears who have had astonishing things happen to them, who have tried to communicate them to the auditor, who have failed to do so and have then sunk into apathy and just gone right on out of session because their communication origination was not handled properly by the auditor. There are instances of this, and many of them. Tone 40 processes do not particularly violate this. An understanding of what they are takes place rather rapidly with the preclear and he doesn't expect you to. But if he has graduated into being a human being and he's getting up there and he originates something and you answer it, now he's liable to say the most astonishing things to you. And if you don't handle them he's liable to drop into apathy about the whole thing.

So you must handle them well because they're always unexpected. I would say that unexpectedness actually should be part of the definition of an origination, because they are quite often completely off the subject, they take you completely by surprise, they are apparently not at all what you expected him to say. The fellow says, "Huh! I'm eight feet back of my head!" Well, what do you do? In the old days, we might have gone right onto Route One, but we don't today—we handle the origination. (By the way, this used to be an old technical phrase, "He Q-and-A'd." In other words, he did what the preclear did. Any time the preclear changed, the auditor changed. That is the deadliest crime in auditing. The preclear changes because he is being processed and the auditor changes the process. Q-and-A—the preclear changed, the auditor changed. Well, that isn't what you do.) He says, "You know, the whole back of my head feels like it's on fire." Once upon a time we might have handled this. We might have gone right in there and said, "Oh, that's very good." We had finally gotten a somatic on this fellow and we would have handled it in some fashion or other and questioned him about it and audited it, and so on. But we found out that this stuck people on the time track. Therefore, we do not do that any more. So what do we do when he says, "The back of my head is on fire!"—do we ignore it? Well, if we are running Tone 40 processes, we ignore it. But if we are auditing any other process, of which there are many in CCH, we *handle the origin*. And an auditor who has not been trained to do this will often find himself very embarrassed.

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

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

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

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

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

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

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

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

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

Back in session, you see.

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

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

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

"Oh no—it's pretty bad though."

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

He says, “Well, all right,” and you’re right back onto it again: “Do birds fly?”

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

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

At the same time that we are doing this, we can get much more complicated, particularly toward the end of the session, by just trying out a communication bridge. A communication bridge from “Do birds fly” to “Do fishes swim” and from “Do fishes swim” back to “Do birds fly.” A communication bridge is a very easy thing. It simply closes off the process you were running, maintains ARC, and opens up the new process on which you are about to embark. If you could look at it as two V’s, the points facing each other, with a line between the bottoms of the two V’s, you would see that one process, which you have been running, is closed on down to nothing, easily, by gradients. You say, “How about running this just three or four more times, and then we’ll quit—okay?” We give him warning, you see, that we’re closing the process off, and we do run it three or four more times. Then we say, “How are you doing?” (We never ask people, by the way, “How do you feel?”—this as-ises havingness.) We say, “How are you doing?” and he says, “Oh, not too badly,” and so on. “Well, did anything happen there while we were running ‘Do fishes swim?’” “And he says, “I don’t know. I got a little bit of reality—I felt like a fish for a couple of moments there.” Auditor says, “How do you feel about that?” and so on. “Is it okay? Are you doing all right now?” The preclear says, “Not too badly.” You say, “Well, let’s go over onto ‘Do birds fly?’ It’s an interesting process and it just goes like this—I ask you, ‘Do birds fly’ and you answer me. How about running that?” and he says, “Well all right, okay.” You establish agreement again and away we go. Actually, it is three contracts in a row. The first contract is: to stop the process we are running; the next contract is: we are in an auditing session, binding this as a continuing auditing session; and the third contract is simply: we have a new process we would like to run, and I want your signature on this dotted line that you will run it. That actually is a communication bridge. The reason we do this is so a preclear will not be startled by change, for if we change too rapidly in a session we stick the preclear in the session every time. We give him some warning; and that is what a communication bridge is for.

The handling of origins, however, is most important. Learn how to handle origins, and you’ll never be taken by surprise by a preclear. You’ll be right in there pitching, and the session will keep on. I have seen an auditor sit with his mouth open for twenty or thirty seconds after some preclear said something fantastic. He just didn’t know what to make of it. Well, you answer it, you maintain ARC, and you get him back in session.

## 1950 SUCCESS CONGRESS LECTURES

Washington, D.C.  
3—4 January 1959

On January 3 and 4, 1959, the “1950 Success Congress” was held in Washington, D.C. In *Ability* 86-M, which served as the Congress Program, Ron had this to say about it:

“The single largest technical gain in eight years has just occurred.

“Anyone can be cleared by engram running.

“A new style of auditing has had to be developed to handle the explosive power of the new **Scientology** methods of handling Dianetic engrams.

“Shades of Book One! Whoever would have thought that engram running could be improved as much as it has been improved in the past three months.

“To make engram running possible, *twelve* new TRs have had to be developed.

“There are now three styles of auditing: Tone 40, Formal and Engram Auditing. The first two are quite adequate to clear fifty percent of cases. It takes a new approach to get enough locks off the rocks of the remaining fifty percent to get them clear too.

“I’ve been *busy, busy, busy*. I had the largest ACC ever held in the world during October and November. And I had the luck in research to put us on a new plateau of stable clearing.

“I asked the ACC Instructors, ‘What shall we do about America?’ They were just about knocked to pieces training the British to handle the double-dynamite of modern engrams. But they said, ‘Somehow we’ve got to get in everybody we can to the January ‘59 ACC in Washington. We’ve got to get this data out.’

“So we’re doing it in a Congress on the 3rd and 4th of January in D.C., and the 21st American ACC following.”

L. Ron Hubbard

** 5901C03	SC-1	The Future of Scientology
5901C03	SC-2	Engrams and Clearing
** 5901C03	SC-3	Preliminary to Engram Running
5901C04	SC-4	Engram Running
** 5901C04	SC-5	Overt Act-Motivator Sequence
** 5901C04	SC-6	Leadership

## 21ST AMERICAN ADVANCED CLINICAL COURSE LECTURES

Washington, D.C.  
5 January—13 February 1959

On 5 January 1959, L. Ron Hubbard started the 21st American Advanced Clinical Course which was attended by approximately 108 auditors. He also supervised a new Special Hubbard Clearing Scientologist Course, which had as its lectures tapes of the 20th American ACC, together with the booklet *ACC Clear Procedure* (HCO B 15 October 1958, which had evolved from *Clear Procedure, Issue 1*). The ACC was a six week course, and the HCS was a five week course. Beginning Monday, 26 January 1959, he gave a series of ten lectures to the students of the 21st ACC and the HCS Course, as well as the HGC staff auditors in Washington, D.C. These lectures are listed in chronological sequence on pages 380, 383, 386, 388, 390, 393, 396 and 399.

5901C05	21ACC	The Basics of Scientology
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*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## What Are Clears?

**L. Ron Hubbard**

There are three known grades of *Clear*.

The first is the Book One Clear. This is called Mest Clear. An adequate description of this is to be found in Book One.

The second is a Theta Clear. This has been known for years but has only recently been obtained through engram running as taught in the 5th London and 21st American ACCs and is done in the Processing Department of the Central Organization.

The third is called OT or Operating Thetan and is a rather esoteric level, hard to reach, hard to describe in full.

Any confusion about the state of clear is a confusion of these three terms: Mest Clear, Theta Clear and OT.

An uninformed public thinks a Mest Clear should act like an OT with magical attributes. It is not enough that the general auditor can now approximate a Book One Clear. The public, striving for unattainable attributes, wants an OT who eats buildings. The two states if on the same scale are not the same states.

A Mest Clear knows he has reached the bottom rung of the ladder on his way up. He also knows the rest of humanity uncleared is below this state but that they don't know that they are.

A Mest Clear still thinks of himself more or less as a body and is more or less subject to one. All engrams are effectually keyed out without being examined. For practical purposes they are erased. He has excellent recalls. They may or may not be eidetic. Book One Clears are a bit below the Mest Clear standard of today.

If the person making the picture required in eidetic recall makes the picture, he has to know first what is in it. So why make a picture. A picture is memory on a via. So the argument about eidetic recall is a rather dull one at best.

It is not my purpose, thank God, to prove I was right. It is my purpose to blaze a trail into zones and heights Man has not known before. I can tell you only what is as I know it now. And I know that eidetic tests of recall do not prove a Mest Clear. Only freedom from keyed-in engrams proves a Mest Clear.

Theta Clear is another thing—much higher than a Book One or Mest Clear. This is a real triumph and I'm proud of it. The fact of a real Theta Clear is only a few months old.

A Theta Clear has no obsessive engrams whatever. They aren't. *But* he can put back at will his reactive bank or any engram in it and blow it off again at a glance. Now *that is* news. A Theta Clear does not have to depend on the body line for his "survival." He does not have engrams of any kind unless he creates them. He does not have to be in a head. *And* the state can be obtained in at least 80% of all cases in about 350 hours of auditing or more depending on the auditor's skill. Only the Processing Department of the Central Organization or the graduates of the 5th London ACC or the 21st American ACC are doing this one.

Mest Clear, however, is a way station on the road to Theta Clear or OT so it doesn't much matter what auditor starts you on the way—your HAS co-auditor, a professional HCA, an HCS or BScn or a new ACC graduate. You'll win with them all toward the same goal. Lately I even developed a co-auditing formula that reaches near Mest Clear.

OT, of course, remains theoretical and is reached through lower clear states.

So here we go. We built a bridge. And built it better than we hoped. It's time to start if you've been hanging back. The best way to see this elephant\* is from inside!

Clearing is wonderful conversational material. It is a better experience.

L. RON HUBBARD

## **The 1959 HCA Course Becomes a Clearing Course**

**L. Ron Hubbard**

Three subjects, not one, have been in development in Dianetics and Scientology for these many years.

First and foremost of course is Scientology itself. Second is Organizational knowhow. Third is How to Train Auditors.

These last two technologies did not exist in 1950, which accounts for our inability to make every gain we needed to make. Only in the past three years have we grown larger than we ever were in '50. Organizational know-how permits us to grow. Training know-how permits us to get results generally.

Today the student in the new 1959 Academy can be taught at Hubbard Certified Auditor Level to *Clear* somebody. That is news. And with this issue we announce that the HCA Course will teach clearing to Mest Clear.

With a newly grooved Communication Course, with an even stiffer Upper Indoc

[\* " 'Seeing the elephant'—an old U.S. Army saying to new recruits going into action for the first time. In Scientology, we have this analogy: when the student auditor has seen the WHY of aberration, objectively and subjectively, we say 'he's seen the elephant'—he'll never again doubt the fact of an engram or the awesome implications of what he, the auditor, is able to confront and *do* with a preclear. He is now, in short, operational."—*Ability* 103]



Course and with Theory and Practice aimed only at Clearing we are giving the best we have to the first professional level of the HCA Course.

As the HCA student, as well as other people, studies the Extension Course, much class time is saved for practical application of auditing.

The enrolling student may arrive any Monday. He is placed at once in a Communication Course. This teaches him the basic drills of auditing. After a week he moves to the Upper Indoctrination Course which teaches the basic drills of handling people. The student is then graduated to Theory and Practice and “gets in” his first professional level auditing.

At the end of eight weeks he has studied and should know how to do the basic processes of Tone 40 auditing:

CCH 1, Give Me That Hand  
CCH 2, 8-C  
CCH 3, Hand Space Mimicry  
CCH 4, Book Mimicry

He has also studied and knows how to do the basic processes of Mest Clearing by formal auditing:

Rudiments of Auditing Factual Havingness  
What Can You Confront? Total Responsibility  
Help  
Step 6

These are the clearing processes for Mest Clear. He is also taught other skills and processes needed in general auditing.

At course end he is examined for his practical ability in auditing by the HCO Board of Review in the Academy area and, due to the precision of Academy training, is generally passed.

Training in engram running and other items was attempted in late 1958 but has been relegated to higher training levels. The HCA must know how to clear people now and all dross has been dropped.

I reorganized the Academy in early 1959 after several tests and trials and can promise you now that the training is more skillful and precise than it has ever been. All

the instructors are old-time auditors. They know their business. I taught most of them myself and can vouch for it.

It's time for all those who aren't to get themselves trained and get about the business of clearing people.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON

HCO BULLETIN OF 6 JANUARY 1959

**FIELD ACTIVITIES**

To: All Scientologists

For Scientology to go well in any area, it is only necessary for the trained auditor in that area to follow the following steps:

1. Get good results on every pc processed individually.
2. Operate a group and do PE and Group Processing.
3. Keep the group recruited.

It is not necessary that a field auditor has great sums of money to finance his activity. All *successful* Scientology activities have financed themselves. In extreme, an auditor with no pcs to keep him going can get a job and run a group evenings until the income of the group activity makes the job unnecessary.

The keynote of handling any area is to *bring order*. Every time you put some order into a pc or a group, or society, a little confusion blows off. Ignore the confusion. It is transitory. Order is not. It *stays*. Therefore the more *order* (not necessarily the more *activity*) you put into things the more continuance you have. This is new data, extremely important and should be carefully gone over again and again and applied. It is data that brings big wins in a society, a group or a pc. Bring a little order.

Get the pc to see that he can bring order into his affairs. Ask him bluntly, "What order could you bring into your life?" And his case will start resolving. The highest ability of a thetan is to *Bring Order*. Therefore, orderly processing brings results, disorderly processing does not. All an ARC break is a disorder.

What order, then, can a trained auditor bring into his area? Into his own life? Into his pc's? Into his group? *That is* the question worth answering.

The confusion that flies off when the order is entered in seems so *important* to many auditors that they Q and A with it. They stop pursuing order and *start* pursuing confusion. *Never* change from order to disorder just because confusion blows off. Let the confusion *go*. If you want it all gone, just put more *order* into it. That's why CCH works when properly used.

An auditor who just starts a group blows some disorder out of a society. The disorder flies into view. Ignore it. Just put some more well-run, exactly scheduled group there. More disorder discharges. Order put in too suddenly always discharges disorder too fast. That's an explosion. You don't want that. Leave explosions to the government (its highest level of entering order is to blow everything up).

Here's a program. Get hold of all the people you have processed in the area you are in. Give them an interview. In it, ask each one, "What order are you trying to bring into your life?" "What part of your life?" Tell them that's what Scientology is trying to help them do. You'll have more pcs. Weld them into a group. Give them some group processing Tone 40. Bring order into their lives.

Take responsibility for every pc's whole life. Take responsibility for all the reactive banks in your area. Clear them up by bringing more order.

Money cannot flow back to you on disorderly lines.

### AUDITOR CONFIDENCE

Every field auditor has had some loses. These cut down his confidence. He should rebuild his confidence. He should rebuild his confidence as his first step. He failed where he failed to bring order into lives. Therefore, he had better now discipline himself to use *one* simple process and use it right and without change until he has won with it. Don't change the process because it blows off disorder. To the devil with the disorder—put the order in regardless of how much disorder it blows off.

### KEY REHABILITATION PROCESS

1. Start session.
2. Find out if the pc has an auditor.
3. Find out if the pc has an auditing room.
4. Ask pc (goals), "What part of your life would you like to bring some order into?" Two-way comm on it for no more than five minutes. Get into session then.
5. For one hour at the beginning of each session every session run "Look around here and find something you have." Only that command. If pc originates, *understand* and *acknowledge*. **DON'T DO ANYTHING ELSE ABOUT IT.**
6. For remainder of session run "Recall something you have done." When he says he has, acknowledge only.

Session after session run nothing else but this. And you'll bring order to a pc, believe me. And he'll have great case changes and he'll be moving forward toward clear.

This process will give you wins unless you do something else to vary it.

The only people it doesn't work well on are nearly unconscious. On these only CCH 1, 2, 3 and 4 work. If the process doesn't bite at all, use CCH 1, 2, 3 and 4. But don't worry, it will bite—if you keep your mouth shut and don't flub.

Now you want some wins. Don't talk to the pc much during a session. Use TR 4 whenever he talks. Keep him reassured, happy, comfortable and don't let him out of session until you end it. And you'll win. If you lose, it's because you got fancy or chopped the pc up.

Factual Havingness will ease off p.t. problems and ARC breaks. That's why you use it for an hour always.

If a process regimen comes along that's simpler or better than the above I'll let you know right away. Until then, this is the very best you can do.

### GROUP RECRUITING

Groups fall apart on sloppy scheduling. They need one night a week at the minimum. Always the same night, same hours. That's order. Always a one hour lecture and one hour group processing Tone 40. We have new phonograph records of lectures for you. They're cheap. Buy them.

When you have a group processed a while get people into an HAS Course. Teach them TRs 0 to 9 and then let them co-audit on exactly the above regimen.

By permitting co-auditing, the trained auditor actually gets more pcs. Charge for co-auditing consultations. Keep them at it.

We're taking the lid off. The country is *full* of people. They should be in groups and co-auditing. In that way we'll bring enough order to the country to make even it survive.

By the way, HCO Washington, D.C., will issue a Hubbard Apprentice Scientologist certificate to anybody you guarantee has passed TRs 0 to 9 without charge to you. We trust you to make sure they're *good*.

In recruiting a group, keep explaining Scientology as something that helps people bring order into their lives. You'd be amazed how little order they believe they can inject. Call on new people. Run an ad for your group: "Tired of Being Human?

Scientology Group Clears People," or "Does Life Seem Disorderly? Join the Scientology Group and begin to win for a change."

We need action. In an all but leaderless world, somebody has to make some people. Let's begin.

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON

HCO BULLETIN OF 6 JANUARY 1959

Full Distribution

**CHANGE OF HCO POLICY LETTER OF 15 DECEMBER 1958**

Step 6 is deleted from HCA/HPA Curriculum and added to HCS/BScn section. No E-Meter is used or taught in HCA/HPA courses. Comm lag is taught instead.

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[HCO PL 15 Dec. 1958, *Academy Training Curriculum & Examination*, is in OEC Vol. 4, page 274.]

5901C06	21ACC	Compartmentization of Universes
5901C07	21ACC	Types of Pictures
5901C08	21ACC	Engrams
5901C09	21ACC	Engrams; the Rock Engram

See page 374 for data on the 21st ACC lectures.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON

HCO BULLETIN OF 10 JANUARY 1959

(Supersedes all Earlier Directives for HGC Processes)

**HGC ALLOWED PROCESSES**

The Director of Processing of an HGC is the person who indicates the processes to be used by auditors on pcs.

The following plan is furnished for the information and guidance of the D of P and HGC auditors.

**LOW PCS**

All pcs who lie markedly below the center line of an APA/OCA graph should be run on CCH 1, 2, 3 and 4.

Not all auditors, even when they know these, can get results with them. Therefore, use an auditor who does get results with the CCHs.

**MEDIUM PCS**

Pcs who lie on either side of the center line respond easily to Fac Havingness and benefit well from it.

Fac Hav with all three commands (as per ACC Clear Procedure) should be run solely and only with good case gain.

Flatten each command on such a case about an hour at a time in rotation.

If no comm lag develops, run 8 vanish, 2 continue, 1 have in that order until case changes for the better. Then run an hour each on each of the three in rotation.

These can also be run on "Recall something you have done".

**HIGH PCS**

Pcs who lie mostly or entirely above the center line can be run on "Recall something you have done".

However, if you have auditors trained to run engrams, by all means start this pc on engrams at once and run according to 5th London or 21st American procedure.

**OTHER PROCESSES FOR ALL**

Any help process runs on almost any pc except the very low pc. Therefore, particularly to get sessions started, "help on auditor and pc" is valuable.

ARC Break Straight Wire works well on medium level pcs, but only an auditor who is expert with an E-Meter and in locating in time incidents can be trusted with it.

**GENERAL NOTES**

HGC auditors have to be checked out on CCH 0 before being permitted to run it. The process is a great invitation to spend half an intensive talking. Fac Hav or TR 10 also run problems and should be used if auditor doesn't check out on CCH 0.

Auditors must not be permitted to use TR 13, fishing a cognition. Use TR 4 instead or the ACC TR accepting pc's answers. (TR 4 and the ACC TR are quite similar.)

Use TR 5N handling ARC Breaks only when auditor is checked out on it and handles it well.

The most trouble you get in an HGC is same as field. Auditors won't use TR 4. They always have to *do* something about what pc volunteers. After a while pc gets afraid of volunteering data and goes out of session.

In general auditors talk too much. Cut it down unless auditor really knows *when* to talk. Auditors who are always dragging pc's attention to auditor are a liability in an HGC. On a new auditor in HGC you can ask "What process has gotten you best results?" And whatever he says, you'll win better, until he's grooved in, by letting him run it. Otherwise, give him Fac Hav and no comments to pc and you will get a fair showing.

### RESULT RETARDERS

ARC Breaks mostly retard results. The less talk, from auditor, the less breaks. Good TR 4 avoids them.

PT Problem stalls cases. Handle it with *good* CCH 0 as per ACC Clear Procedure, or, if auditor not checked out—with Fac Hav, or in extreme low cases TR 10.

### CLEARING PROCEDURES

It is fruitless to embark on straight clearing until the case is up. So, all the above applies to clearing.

When case is well up, after using the above processes, use Confront and Help as per ACC Clear Procedure, or, better, run engrams.

### SUMMARY

To get gains, use processes gauged to case, handle PT Problems and prevent ARC Breaks by checking auditor comments.

To clear, run engrams and make *Theta Clears* where you can.

If not all your auditors can run engrams, have lower cases set up by them and when in shape, pass to an engram running auditor to finish off.

If you have *no* engram running auditor, clear by this bulletin plus ACC Clear Procedure.

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[See HCO B 4 March 1959, HGC *Allowed Processes*, which supersedes all earlier HGC allowed processes. ]

HUBBARD COMMUNICATIONS OFFICE  
1812 19th Street N.W., Washington, D.C.

HCO BULLETIN OF 11 JANUARY 1959

To all Staff  
HCO London

An amusingly effective process.

“Invent a problem for which (pc’s worry or malady) is the answer.”

Examples—bad leg, old age, wrinkles, bad heart, obsession about sex, pt illness, inability to work, etc.

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

D of T  
Acad Admin  
ExtCourseDir  
Acad Insts  
D of P  
Processing Admin  
HCO Bd of Renew  
ACC World Wide Inst  
HCO

HCO BULLETIN OF 12 JANUARY 1959

**TONE OF VOICE—ACKNOWLEDGEMENT**

Mood can be expressed by an acknowledgement. Evaluation can also be accomplished by acknowledgement, depending on the tone of voice with which it is uttered.

There is nothing bad about expressing mood by acknowledgement, except when the acknowledgement expresses criticalness, ridicule, or humor.

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L. RON HUBBARD

5901C12	21ACC	The Detection of Engrams
5901C13	21ACC	Detection of Engrams with an E-Meter
5901C14	21ACC	Detection of Engrams (3rd part); Finding Truth with an E-Meter

See page 374 for data on the 21st ACC lectures.

**P.A.B. No. 152**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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15 January 1959

**THE FIVE LEVELS OF INDOCTRINATION**

*Compiled from the Research Material and Taped Lectures of L. Ron Hubbard*

I am now going to give you the five levels of Indoctrination very rapidly. We already have the five dummy processes which form the first level—the five dummy auditing processes.

The second one up the line is 8-C—plain 8-C. It is given without stress on control or anything of the sort. You don't touch or handle the person. It is an old process done this way. The auditing commands of 8-C in this particular instance have suffered change recently because no auditing command must depend upon any other auditing command or it won't be in present time. So each auditing command depends upon itself, and the commands of 8-C are: **“Look at that wall. Thank you.”** **“Walk over to that wall. Thank you.”** **“With your right hand touch that wall. Thank you.”** **“Turn around. Thank you.”** There is no “let go” there or other direction.

If we have not directed him to do something and he does it, if the way he does something is a little different from what we expected, we really have no basis for objection; and the training stress is only this: to get a person to walk another body than his own around the room. There is nothing to this. It is NOT High School Indoctrination. At this level he must be able to duplicate the command, and it is run to a point where a person does not make a mistake on the commands and stops feeling nervous about walking a person's body around. That is the training stress.

Now we move up to the next level of Indoctrination, which might look like 8-C at the first glance, but is not. This is *High School Indoctrination*. The commands of High School Indoctrination are the same as those for plain 8-C, but this is entirely and completely a training process and it is only run for this reason: to keep an auditor from being stopped by a preclear by devious and diverse statements and actions. The “preclear” (we can't really call him a preclear at all, for he is actually the coach) runs on this “auditor” anything he can think of to stop him, and the auditor must at no time permit himself even to be halted or falter in any way. He must be able to continue a clear, free-flowing 8-C on this person who is getting down on the floor and barking like a dog. He mustn't be permitted to go down on the floor. You let a man get below the level of your shoulders and he is going to get down on the floor—that's for sure. You have to catch him before that. He is going to try not to walk across the room. He is going to try and run across the room. He is going to try and do anything. You told him to walk: walking fast is allowable but running is definitely not allowable. The training stress is entirely upon getting an auditor to persevere against any trick mechanism anybody could think of or react to, or any circuitry or dramatization in 8-C. It is total

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auditor persistence. We don't ask the auditor to do it smoothly—we only ask him to do it constantly and consistently.

That is High School Indoctrination, one of the great steps of Scientology. If we had had this a few years ago, it would have made the world of difference in several cases I can think of. A fellow would sit down in the middle of the floor and he wouldn't do anything. We depended totally on our voices, and these people weren't in communication.

The coach in this case has a role to play. He is the preclear. He has two signals, one "flunk" and the other "that's it," which are effective. Anything else he says does not count. Of course, he says "Start" and they go on with it, but when the coach (who is the final judge) considers that the auditor has blundered, has been stopped, and has waited too long, then the coach says "Flunk."

What happens when the coach says "Flunk"? They go back to the beginning of the nearest cycle of action of 8-C. They do not take it from where they were, but go back to the beginning. They leave that cycle incomplete. The auditor in this case is not permitted to override a flunk. When the coach says "That's it," he means "We are through. We are going to take a breather. What I say now counts." And that ends it. It doesn't begin again until the coach says "Start."

This is 8-C done on a very heavy body contact: the coach being lugged around and doing anything he can think of to stop this fellow. It is interesting what will stop some auditors. If you understand your business as a coach, you will understand that it is the soft ones and the unexpected ones that count. It isn't the heavy ones, it isn't the preclear just lying down on the floor and refusing to budge and exerting every muscle and having to be dragged from there on. This is perfectly allowable, but it isn't the one that catches the auditor. It is the subtle unexpected actions that "flunk" an auditor.

High School Indoctrination is a marvelous training process. Several hours should be spent on this and one shouldn't run it just with one coach but with two or three others as well, because everybody develops his own abreactive pattern. It is a wonderful opportunity to abreact your insanities. An auditor will very swiftly learn how to stop one preclear, but take two or three more, swapping teams around, and he eventually gets a smooth look at the whole thing. There isn't such a thing as being too tiny to handle too big a preclear.

The next level of Indoctrination is *Tone 40 on an Object*. (Actually all these are groups and a number of techniques of indoctrination could be evolved from each one of these. I am simply giving you those that have to be passed.) In this Tone 40 on an Object you can have a number of commands and variations of one kind or another, but the one we use is this: You take an object—a small doll, ashtray, Coke bottle—and the auditor tells it to "**Sit down in that chair**" or "**Sit on the table**" and thanks it. Then he tells it to "**Stand up**," and thanks it. "Sit down on the chair" or "Sit on the table"—then the auditor moves it with his own hands. He does all this while the coach is just standing there heckling him, and he has to do it so that his intention is so good that he gets perpetually surprised that the thing, the object, didn't sit down in the chair or sit on the table, or didn't stand up. The furthestmost extremity of this would be that the object *would* do so without any further contact with the auditor than his intention. That point may be reachable—I must tell you that.

A person does this until his tone in giving the commands is Tone 40. There are many little drills that come into this. One is to make him put the intention into it and squeak and not say a word at the same time, but put the intention into it and alter his voice all over the place until he finds out that his intention doesn't have anything to do with his voice or tone. He will eventually discover what Tone 40 is. Tone 40 is a

positive postulate with no counter-thought—expected, anticipated, or anything else; that is, total control. Actually, today we use the word “control” very loosely. What we really mean is “positive postulation”; what the world means by control is, if he doesn’t do it, shoot him. Not Tone 40, but Tone .4.

In order to get Tone 40 on a Person going, you can continue Tone 40 on an Object; but whether this belongs to Tone 40 on a Person or belongs to the last end of Tone 40 on an Object doesn’t much matter. It is not a separate level, but it is a separate command. You give the 8-C commands to an object and lug it around for a little while—i.e., having the object move over and touch the wall, etc.—but that is only getting the person used to these commands in that tone. That is the only reason there is for it. We don’t use the 8-C commands to get his drill in because he is going to get heckled.

What does the coach do on Tone 40 on an Object? At first he is really helpful and tries to get the auditor to get the intention in there until he can put the intention in without speaking. When the fellow is getting too good the coach must remember that this Tone 40 on a Person is going to be up against somebody with counter-thought, counter-effort and counter-action of one kind or another and the coach furnishes it. He doesn’t do it loudly or obstreperously, but he does furnish it. “Is that Tone 40? Are you absolutely sure that was Tone 40? What do you mean by Tone 40?” etc.—this is when the coach isn’t being helpful. The coach is supposed to furnish randomness as a substitute for the randomness of the environment. The person can do this in spite of the fact that something or somebody is resisting him, heckling him and messing him up. You could go much further with this. As I say, one can go much further with each one of the five levels of Indoctrination, but I don’t advise it.

On *Tone 40 on a Person*, we do 8-C at Tone 40 and that is a total, accurate estimation of effort, with no halts or jagged motions—that is, smooth. Your estimation of effort must be absolutely perfect; your estimation of intention must also be perfect—which is sometimes rather hard on a coach because somebody can get so good that a coach’s body starts to walk around and obey the commands rather easily and you find almost all coaches on Tone 40 on a Person are much more docile than on High School Indoc. They really want to be rougher but the technique is rather overweighing this, is too strong.

Those are the five levels of Indoctrination and they are only doing this: placing an auditor into a frame of mind and an ability where his postulates can be positive and his command is no longer diffident, where he can control and handle somebody, where he can assume the attitude that is necessary to an auditor. And a person is all through with these when the instructor is sure that the auditor in training can do this.

[Continued in PAB 153, page 394]

## 21ST AMERICAN ACC LECTURES

Washington, D.C.  
15—16 January 1959

5901C15	21ACC	More on Detection of Engrams
5901C16	21ACC	Detection of Circuits and Machinery, and the Observation of Special Types of Engrams

See page 374 for data on the 21st ACC lectures.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 19 JANUARY 1959

**NEW HCA/HPA COURSE**

This is the new course outline and time schedule for the HCA/HPA Course. All students will be enrolled in the Extension Course.

**Communications Course**

*Course Outline:*

MONDAY _____	TR 0
TUESDAY _____	TR 1
WEDNESDAY _____	TR 2 and TR 3
THURSDAY _____	TR 4
FRIDAY _____	TR 5N
SATURDAY _____	Auditing Session

*Time Schedule (Monday through Friday):*

9:00— 9:30 _____	Lecture by Instructor
9:30— 9:45 _____	LRH Comm Course Tape (if available, if not, explanatory lecture on TR by Instructor)
9:45—10:00 _____	Break
10:00— 1:00 _____	Session "A"
1:00— 2:00 _____	Lunch
2:00— 5:00 _____	Session "B"
5:00— 5:30 _____	Testing and Review (optional) by Instructor

*Time Schedule (Saturday):*

9:00—12:00 _____	Auditing Session
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**Upper Indoctrination Course**

*Course Outline:*

MONDAY _____	TR 6
TUESDAY _____	TR 7
WEDNESDAY _____	TR 8
THURSDAY _____	TR 8
FRIDAY _____	TR 9
SATURDAY _____	Auditing Session

*Time Schedule (Monday through Friday):*

9:00— 9:30 _____	Lecture by Instructor
9:30— 9:45 _____	Break
9:45—12:00 _____	Session "A"
12:00— 1:00 _____	Lunch
1:00— 3:45 _____	Session "B"
3:45— 4:00 _____	Break
4:00— 5:00 _____	Tape Lecture
5:00— 5:30 _____	Q and A period

*Time Schedule (Saturday):*

9:00—12:00 _____	Auditing Session
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## Theory and Practice Course

### *Course Outline: (Week "A")*

MONDAY _____	Tone 40 CCH 1
TUESDAY _____	Tone 40 CCH 2
WEDNESDAY _____	Tone 40 CCH 3
THURSDAY _____	Tone 40 CCH 4
FRIDAY _____	Op Pro by Dup (old style)
SATURDAY _____	Auditing Session

### *Course Outline: (Week "B")*

MONDAY _____	Straight Wire Processes
TUESDAY _____	S-C-S
WEDNESDAY _____	Factual Havingness
THURSDAY _____	1) "What can you confront?" 2) "Make a picture for which you can be wholly responsible."
FRIDAY _____	Help (all brackets)
SATURDAY _____	Auditing Session

### *Time Schedule for both Week "A " and Week "B " (Monday through Friday):*

9:00— 9:30 _____	Lecture by Instructor
9:30— 9:45 _____	Break
9:45—12:00 _____	Session "A"
12:00— 1:00 _____	Lunch
1:00— 3:45 _____	Session "B"
3:45— 4:00 _____	Break
4:00— 5:00 _____	Tape Lecture
5:00— 5:30 _____	Q and A period

### *Time Schedule for Saturday (Weeks "A " and "B "):*

9:00—12:00 _____	Auditing Session
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## 21ST AMERICAN ACC LECTURES

Washington, D.C.  
19—21 January 1959

5901C19	21ACC	Auditing Skills
5901C20	21ACC	Skill of an Auditor
5901C21	21ACC	Skills of an Auditor

See page 374 for data on the 21 Ts ACC lectures.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 20 JANUARY 1959

**ACC PREPARATORY PROCESS SCHEDULE FOR  
RUNNING ENGRAMS**

*RECOMMENDED FOR NEW AUDITORS IN HGCs*

**SELECTED PERSONS OVERT ACTS**

The student is started in the following fashion: "Find a person you feel you have failed to help." By two-way comm, not repetitive. Several persons may be located. Select one that is real to the pc (not wholly unreal) and run the following process:

"Recall something you have done to (selected person)." This is a repetitive command. The auditing is done "muzzled". The auditor is not permitted to say ANYTHING to pc except the command and to acknowledge that command's answer, once the process is started. If the pc originates the auditor is permitted to nod only. If pc seems to have lost the command, or originates, the auditor nods and says, "I'll repeat the auditing command" and does so. No discussions, or rudiments beyond START and END OF SESSION are employed.

When several persons so selected in the pc's life are apparently flat, the process may be considered flat. Some reality should have been gained by both auditor and pc.

**OVERT ACT STRAIGHT WIRE**

When several selected persons pc "could not help" have been run with the above, the auditor broadens the process to the command, "Recall something you have done to somebody". This is also run "muzzled". When pc originates, the auditor does not speak, he only nods his reply. When the preclear seems to be without a command, the auditor repeats it as above. No further two-way comm is allowed.

**ARC BREAK STRAIGHT WIRE**

When the pc shows signs of being easy with the above process, the process used becomes ARC BREAK STRAIGHT WIRE run in the following fashion. For the first time, E-Meters are employed. The sole use of the E-Meter is to locate incident in time, BC-AD dates to be used only, "Is it greater than. . .?" "Is it less than. . .?" "Is it such and such a date?" A forbidden question is "How many years ago" as this is the sole criteria used in between-life implants where they say things are "Thousands of years ago. . .trillions of years ago. . .etc."

The question "When?" is the only thing the auditor solves and only when needed, and he tells the pc about the drop he gets.

The command is "Recall an ARC break". The pc does. The auditor says "When?" Any time statement by the pc is accepted except "I don't know". If pc says this, the auditor resolves it with the E-Meter to the best of his ability, tells the pc the date or character of drops, and then continues the process. Any other origin by pc is met with a nod only. The auditor may make no comments.

This process goes very easily into whole track. If a whole track incident is located in time it de-intensifies or goes back on the track. By locating the incident in time the pc is not made to plow through an engram with this command only, which is poor stuff. Therefore, no departure is allowed from the above regimen and no two-way comm is permitted beyond locating the incident in time. The process will be found to open up a track into greater and greater reality.

As ARC Break Straight Wire will give pc 3D spots on the track it can be followed by "What can you confront?" or regular engram running.

LRH:-.rd

L. RON HUBBARD

[HCO B 18 Jan. 59, A CC Preparatory Processes for Running Engrams, is basically same as above. ]

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 22 JANUARY 1959

Full distribution

**NOT-IS STRAIGHT WIRE**

Those persons on whom a process works once and those who have either dub-in or occlusion, process easily, if dramatically, on Not-Is Straight Wire. (See Axioms 11D, 18 and 22.)

Pcs divide into three general classes:

1. Those who have 3D pictures and good time sense.
2. Those who are occluded with black, colored or invisible fields and poor time sense.
3. Those who dub-in and have no time sense.

The scale of deterioration of a case is as above. First there are 3D copies of the real universe, then there is the action of not-ising these pictures (while they're still there) and finally, while not-ising, substituting false pictures.

This process is aimed at case types 2 and 3 above. (ARC Break Straight Wire also handles type 2 but not so well as type 3.)

Types 2 and 3 press into invisibility pictures by making them "unimportant". This is the clue word to unreality, stupidity, occlusion and dub-in. (See the Logics.)

The cycle which occurs is that the person gets overwhelmed with other people's declared importance. They counter by not-ising the importance of others. The reverse cycle of others reducing the pc's own importances is not run in Not-Is Straight Wire as it reduces havingness.

The commands of Not-Is Straight Wire are only these and no other:

"Recall a time you implied something was unimportant." Pc does. "When?" Pc says or auditor assists him by pegging it on an E-Meter.

This is run for about an hour. Then a second command only is run.

"Recall a time when somebody *else* thought something was important' Pc does. "When?" Pc says or auditor assists him by locating on E-Meter.

Acknowledgement is used. TR 4 is reduced to a nod.

An hour of one is followed by an hour of the other.

There's dynamite in this process. It is good, clean and unlimited. But *don't* chicken on it and pull out and don't quit because the pc gets uncomfortable.

Here may be the QED for all occlusion and dub-in cases.

LRH:gn.rd

L. RON HUBBARD

5901C22      21ACC      Attitude of an Auditor

5901C23      21ACC      What Auditor Is Supposed to Do with an Engram

# Ability

Issue 88 M [1959, ca. late January]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## A Campaign for Ethical Auditing

**L. Ron Hubbard**

General ethical standards in America are at their low-low ebb.

When we see what the peers of “healing” do to make a dishonest dollar, when we see “mental healing” relegated to mental torture and destruction we find at the same time that the local and the national governments enforce the vicious practitioners, the antibiotic quack and the electric shock witch doctor.

If Scientology is to make any progress whatever its own ethical standards must be without reproach. Why Q and A with a caved-in society? One of my “hats” is ethical standards.

HCO is Hubbard Communications Office. It is the office that helps me wear my hats. Therefore one of the three principal hats of HCO is Ethical Standards, the keeping of the codes. The other two are Technology and Awards.

There are many HCO offices throughout the world. But nowhere do they have the problems of magnitude in the field of ethics that they have in America.

Succumbing to the general low tone of the society, there are persons about who:

1. Do not care to have the actual skill necessary to get results;
2. Do not scruple in their promises to pcs and
3. Work against the best interests of the Central Organization and other auditors.

Heretofore I have been relatively unaided in this problem. I have tried many ways to solve it. All failed in America. These solutions worked elsewhere but not in America. Fortunately HCO has come of age. I am getting help.

An HCO Secretary is a well-trained Scientologist. After that she is my own secretary in the area. She has a motto “Bring Order”—the motto of HCO. HCO staff are dedicated Scientologists, the best, carefully selected.

Today any unethical practitioner in Scientology is beginning to feel uneasy. And rightly. HCO (to say nothing of Central Organizations) is breathing down his neck.

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Today ethical auditors, doing their jobs and well, are feeling easier. HCO is backing up their activity and making them secure in their gains by, for instance, keeping roving auditors out of ethical areas and the squirrels gasping their last.

An ethical auditor does the following:

1. He helps the good repute of Scientology.
2. He keeps dissemination up with a healthy part of his income.
3. He gets results when he processes somebody.
4. He charges standard fees, no cut-rate.
5. He stands in well with his fellow auditors.
6. He makes no wild promises to pcs he can't back up.
7. He never *tells* a pc the pc is now clear.
8. He uses standard processes.
9. He keeps his own case improving toward clear on higher levels.

An *unethical* auditor is earmarked by the following:

1. He lives on the good repute of Scientology but downgrades it.
2. He profits by the dissemination of others or the Central Organization and pockets what he should contribute as "profit."
3. He processes people without caring about results, only profit.
4. He cut-rates his processing or grossly overcharges.
5. He is despised by other auditors.
6. He makes any promise he has to to get a pc to buy processing.
7. He tells pcs they are clear no matter what *they* think.
8. He uses any process that happens to occur to him and avoids standard proven processes.
9. He shuns personal auditing on himself.

And there you have what's holding us back.

When the New Year of Year Nine came, I made a resolution. I had the administrative machinery set up, the needful comm lines. And I resolved to "Take steps to take full responsibility for field auditors in America."

I don't care whether this resolution is popular or unpopular. It's got to be done. Here's how it is: I tell people about recent results and about clears. Some creep, already in bad with me, yet finds ways of "profiting" by "cashing in." Trouble is, these couldn't audit out a sore finger on a clear. What do they know about my goals or ethics. Yet they use the name and rake in cash—and spoil areas with their stupid blundering. They fail to help cases. They are parasitic upon the dissemination done by others. They take money that should go into sound future and waste it.

HCO is vitally interested in this campaign. The HCO goal is "Get the field auditor to get results in America, and get the show on the road."

And HCO can spend thousands to do it.



Any area that is being victimized by an unethical auditor will soon feel the influence of HCO. We mean business. And America has been asking for it hard.

Scientology is the greatest movement on Earth today, the only honest movement with real hope for Man's future. It must not be stalled by the prevailing low of American ethics.

It is shameful that I can only guarantee Scientology results in America where HCO or myself can directly supervise the processing. This must change. A professional auditor's certificate must continue to mean honesty, results and adherence to the codes.

This is no sudden campaign that will be forgotten. There are HCO offices all over the world, more than in America. I'm winning. HCO is winning. It's about time the field won too. For Scientology is winning a new life for Man the world around.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON

HCO BULLETIN OF 24 JANUARY 1959

Full Distr.

**Scientology Axiom 58:**

Intelligence and judgment are measured by the ability to evaluate relative importances.

Corollary:

The ability to evaluate importances and unimportances is the highest faculty of logic.

Corollary: Identification is a monotone assignment of importance.

Corollary:

Identification is the inability to evaluate differences in time, location, form, composition or importance.

LRH:grl.rd

L. RON HUBBARD

5901C26	21ACC	The Effect of the Environment on an Engram
** 5901C26	21ACC-S1	How a Process Works
5901C27	21ACC	How to Audit an Engram
** 5901C27	21ACC-S2	What Doesn't Make an Auditor
5901C28	21ACC	How to Start and Run the Session
** 5901C28	21ACC-S3	The Establishment of "R"
5901C29	21ACC	Attitude and Approach of the Auditor
** 5901C29	21ACC-S4	Muzzled Auditing
5901C30	21ACC	Plan of Clearing
** 5901C30	21ACC-S5	The Grouper

See page 374 for data on the 21 Ts ACC lectures.

**P.A.B. No. 153**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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1 February 1959

C. C. H.

(Continued from P.A.B. No. 152 of 15 January 1959  
on "The Five Levels of Indoctrination")

*Compiled from the Research Material and Taped Lectures of L. Ron Hubbard*

WE GO NOW INTO CCH. CCH could not even vaguely be attempted without the five levels of Indoctrination having been run. Nevertheless, early in the HPA or HCA Course you will discover that an individual hasn't yet had Tone 40, so, although CCH starts with Tone 40, the training continuity of CCH does not. Training starts with dummy auditing in the Communication Course and then goes to the second level of Indoctrination, which is simple 8-C, and they coincide at that point. The order of learning these processes is therefore different from the order in which they are given to a pc. You don't have to remember the order of learning, but you do have to remember the order of giving them to a pc. However, I am going to give them to you in the order of training.

We have simple 8-C (which I have already given you) at the second level. The commands of simple 8-C are very simple and they do not depend on any other command. In simple 8-C the commands are: "**Look at that wall. Thank you.**" "**Walk over to that wall. Thank you.**" "**With your right hand touch that wall. Thank you.**" "**Turn around. Thank you.**"

The second process we deal with in training is *Locational Processing*, and this, as you can see at once, is a command of attention process. The commands are: "**Notice that \_\_\_\_\_. Thank you.**" This is very simple Locational Processing and, by the way, an interestingly therapeutic process. The training stress is simply this: the direction of attention must not be disturbed by other mechanisms of attention direction. The auditor must do this smoothly. We are trying to get the auditor to get the preclear's attention to go smoothly to the object indicated. What we have here is one person handling another person's attention—this is quite unusual, and must be done very smoothly. We don't care how well the commands are getting across, beyond, of course, that they should get across as well as a person learned to get across a command in dummy auditing. The auditor picks out objects and says, "**Notice that \_\_\_\_\_.**" He normally points, and the preclear merely turns his head. There are no cautions to be used with this except that, if the preclear gets very restimulated, flatten it.

The third is called *Locational, Body and Room*, and here we have the first example of extraversion-introversion. The commands are: "**Look at that \_\_\_\_\_. Thank you. Look at your (foot, hand or knee). Thank you.**" There is an alternative set of commands on this: "**Notice the chair. Notice your hand Notice the**

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**wall. Notice the floor.”** They actually have a difference. A person who is pretty dead in his head had better be told to “notice,” because the strain and stress which will come on him through trying to get out of his body and “look” at his head is so great he will start pulling ridges to pieces. So, of the two, the safest is “Notice.” The other will exteriorize somebody. They are two different sets of commands, two different objects. “Look at that wall, look at your hand,” etc., is liable to find a person out there five feet outside his head. But if a person would not normally exteriorize by his build, bank behavior, etc., you would use “Notice.” In training we use “Notice,” but we must remember that the process works fabulously well with “Look.”

That’s an extraversion-introversion process. We have the sequence of it as “Look in on yourself. Look at yourself. Look at the environment. Look at yourself. Look at the environment”—alternating it. This is what is known as an alternate command. It is necessary to call your attention to that bit of terminology because in “Give me your hand” Tone 40, we run it on the right hand and we run it on the left hand, but it is not an alternate. We don’t say, “Give me your right hand. Give me your left hand.”

The next one of these is *Objective Show Me*. Here the preclear does a little demonstrating. The reason this is put in here is because it is one of the more miraculous therapeutic processes. It is the reason why a person’s bank is invisible to other people. It is the reason why people have secrets, they pull banks in on themselves, and the reason why they don’t dare show it to anybody else. The commands are: “**Show me that \_\_\_\_ . Thank you.**” The auditor points to the object he wishes to be shown. Only when that is running fairly well will you run it on an extrovert-introvert basis, and the next series of commands on it could be “**Show me that . Show me your \_\_\_\_.**” (I.e., “Show me that table. Show me your foot. Show me that ceiling. Show me your hand.”) This, by the way, opens the door to mock-ups and facsimiles anybody could see. If there is some method of achieving that, this is the process to do it. A person overcomes his unwillingness to show things, and he realizes that he is not still on Arcturus and you are not the space police from Saturn. He is being made unwilling by life to show anybody anything.

Actually, I would omit this process under training. I wouldn’t show a person how to do this early in his training. I would let him find this one up the track somewhere. That is why I have not given it out in training earlier. But you must know that it exists because it is a very important process and has to be handled very delicately—that is why at this level of training it isn’t used.

Instead, we use a mild one called *Attention by Duplication 9, Number 4*. This is a very old process, but we don’t run it in the old manner. We place a book in one location and a bottle in another location (never more than five feet apart), and we say, “**Look at that book. Walk over to that book. Pick up that book. Put the book down in exactly the same place.**” The same goes for the bottle. You could add a “Turn around” in there, but you have then graduated this to Tone 40 Book and Bottle.

*Tone 40 Book and Bottle* is not Opening Procedure by Duplication. You have to be ready to assume total control of the preclear to run Tone 40 Book and Bottle. The commands are the same, except that you never acknowledge anything but the execution of the auditing commands. Then we would only have to add the command “**Turn around.**” He is really not supposed to do anything else we have not told him to do. (In training we use Opening Procedure by Duplication and later on will have to show somebody what we mean by Tone 40 Book and Bottle.) The training stress on this is precision. The auditor must not make any mistakes or omissions on this command. It is one of the most arduous processes to run known to man. If an auditor adds into it the randomness of getting his commands mixed up, he can practically finish a preclear. It is one of the number one exteriorization processes. If Opening Procedure by Duplication 1957 will exteriorize somebody (and it will), Tone 40 Book and Bottle is likely to send

him on his way. You have no latitude for mistakes here. The training stress is the exact duplication of the commands. One of the cautions that must be observed in running this is that it is not left unflattened and mustn't be faltered if it begins to run. If the process is biting it must not be stopped simply because there is a class schedule involved. If you were unfortunate enough to begin Opening Procedure by Duplication 1957 at 3 p.m. and it was running on the preclear, you have no choice if it is still running at 2 a.m. in the morning—Auditor's Code or not, you are still going to be there running it. I couldn't possibly tell you that emphatically enough. We remember this from way back when. The most fatal thing that can happen is to be interrupted during this process, which may never bite again. And if it isn't flattened, it is liable to leave somebody hung right there. It is a major auditing error to start Opening Procedure by Duplication 1957 and not flatten it. When you start that one, don't have any other dates. Most of these processes under training sooner or later will be left unflattened on somebody, but that one must never be.

[Continued in PAB 154, page 400]

**LRH TAPE LECTURES**  
Washington, D.C. 2 February 1959

** 5902C02	21ACC-S6	Axiom 10
** 5902C02	WST-2	PR&R-2: "R" Factor Talk to Registrar

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 3 FEBRUARY 1959

**HGC CURRENT PROCEDURE**

*SELECTED PERSONS OVERTS STRAIGHTWIRE*

If you want an undercut on Selected Persons Overts Straightwire, run people close to present time and if you want to undercut it further, downscale its command to: "Think of something you have done to ...." The preclear does not have to talk to run this process. He can just think of something.

Additional note: ARC Break Straightwire cannot be run on a case that is motivator hungry. Overt acts must *be* owned up to thoroughly on the lower processes before you can get ARC Break Straightwire to run properly. Bad auditing is much easier to do with ARC Break Straightwire than the other two processes. Bad auditing is the limitation of ARC Break Straightwire. It gives the auditor much more chance to make mistakes than either Selected Persons Overts or Not-Is Straightwire.

The two biggest single auditor crimes are:

1. Rough and choppy auditing.
2. Overestimating the level of case.

When either of these two crimes is committed you get reduced profile readings. If a profile reduces, the answer is in either one or two above.

The remedy for rough auditing is muzzled auditing. This gives the auditor wins, thus improving his judgement and gives the preclear wins.

Muzzled auditing is best run on:

1. Selected Person Overts Straightwire
2. General Overts Straightwire
3. Not-Is Straightwire.

ARC Break Straightwire belongs between General Overts Straightwire and Not-Is Straightwire in the scale of things, but is generally omitted because it requires smooth auditing; *however*, it produces the best results if case reality is up to it.

*GRADUAL SCALE OF PROCESSES*

The lowest is:

1. Selected Person Overts Straightwire: "Recall a time you did something to
2. General Overts Straightwire: "Recall a time you did something to somebody."
3. ARC Break Straightwire: "Recall an ARC Break." "When?"

4. Not-Is Straightwire: “Recall a time you implied something was unimportant” alternated with “Recall a time somebody thought something was important. “
5. Factual Havingness:  
“Look around here and find something you would permit to vanish.”  
“Look around here and find something you would continue.”  
“Look around here and find something you have.”

The results to be achieved by the above scale compare favourably to the CCHs and are faster.

When part of the profile gain lags on the OCA or APA, the person is found to have a dropped havingness, thus Factual Havingness (Third Rail—run 8-2-1) can be combined with the above, using the third command, VANISH, first. In any event, the fifth process in the above order is “Third Rail” (run 8-2-1 ) of Factual Havingness.

I would like to see this run extensively by HGCs. I would like to see this gradient scale run *in full* after every engram is flat, and before starting a new engram.

This will keep auditors from being fooled by dub-in. Dub-in can occur in a different lifetime, even when it was not present in the lifetime just run. Dub-in is a continuous characteristic of a person in a single lifetime and may not be present in the ensuing lifetime.

L. RON HUBBARD

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HCO BULLETIN OF 3 FEBRUARY 1959

### **FLATTENING A PROCESS**

A process is flat when:

1. There is the same lag from the moment the command is given until the time the preclear answers the command *at least* 3 times in a row.
2. A cognition occurs.
3. An ability is regained.

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HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 4 FEBRUARY 1959  
Originally issued from London

**OP. PRO. BY DUP.**

Use two objects—a book and a bottle.

Have the pc look them over and handle them to his satisfaction. Then have him place them at some walking distance apart in the room, on a couple of tables or similar locations.

The commands:

“Look at that book.”  
“Walk over to it.”  
“Pick it up.”  
“What is its colour?”  
“What is its temperature?”  
“What is its weight?”  
“Put it down in exactly the same place.”

Repeat with the bottle.

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

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

This process is an HPA/HCA requisite.

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** 5902C04	21ACC-S7	Diagnosis of an Uncracked Case
5902C05	21ACC	Scout on Dynamics
** 5902C06	21ACC-S8	Setting Up Co-auditing Groups, Processes Used in 21st ACC
** 5902C13	21ACC-S9	Summary of Data, Part I
** 5902C13	21ACC-S10	Summary of Data, Part II

See page 374 for data on the 21st ACC lectures.

**P.A.B. No. 154**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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15 February 1959

**C. C. H. (Concluded)**

*Compiled from the Research Material and Taped Lectures of L. Ron Hubbard*

The next process in training order is *Subjective Havingness*. One way to run this is to ask the preclear what he can mock up. Then have him mock up what he can, and shove it into his body. That is the most elementary way of running this. Remedy of Havingness and Havingness in general are the most therapeutic levels of processing when they work. You run CCH so the fellow can have, and here you are directly doing it. Quite important. You can always get a black case to mock things up and you can always get somebody to throw something away. This is not even a problem today.

The way you crack up a black case is to have him mock up something in the blackness and push it in until the blackness cracks up. He will go anaten; but because he goes unconscious is no reason to stop auditing him.

There is a way to crack up the “invisible” case, who cannot see mock-ups (they have no field and do not see anything when they close their eyes; everything is invisible, they have no facsimiles, no mock-ups). The most spectacular crack-up of an invisible case was occasioned by putting a number of glass objects on a table and, one after the other, just repetitively round and round, the preclear was asked to “Keep each one from going away”; and, when he succeeded in doing this for a few rounds, he no longer had an invisible field. That invisible field of his had been impervious to all other attacks by auditors for five years or longer.

The next one is *Book Mimicry*, its commands being totally motion. All the processes up to this moment (we have mentioned Book and Bottle Tone 40, but it is not taught or run at this level of training) are simply communicative. We could talk to the preclear. This is also true of Book Mimicry and Hand Space Mimicry. Don't get this mixed up because your first process in CCH is Tone 40 “Give me your hand” and this is followed by Tone 40 8-C and then followed by Book Mimicry and then followed by Hand Space Mimicry; you are liable to believe that Book Mimicry and Hand Space Mimicry are Tone 40. They are not. They are just common, ordinary, run-of-the-mill routine—be a good fellow, pick up the ARC, remember your dummy auditing sort of processes. You can talk to the preclear. It is necessary that you do so.

Book Mimicry is run this way: You sit facing the preclear, rather close together, your knees a few inches from his knees. You take in your hands a book—not another object—and you make a motion with this book, preferably not the most complicated motion in the world and preferably not the simplest motion.

And remember, you, the auditor, have to be able to remember any motion that you make with that book so that you can do it again. So it is sometimes necessary for an instructor to make somebody take the book and wave it around in certain patterns

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and make him wave it around again before he lets him run this on anybody. Just check him out so that he can wave the book the same way twice, because, if he can't, he can't run this process.

You make the motion with the book and give the book to the preclear, and he, with a mirror image, takes the book and makes as near as he can the same motion with it. If you are not satisfied with it, you take the book back and make the same motion that you made before with the book newly and in present time and give him the book once more and he makes the same motion back. You do the motion *until you and he, but particularly he, are satisfied that a duplication has occurred*. The auditing commands of this process aren't commands—they are patter. There is comment. There is talk. And one of the lines that undoubtedly should be part of your patter should be, "Well, did you do it?" "Are you satisfied?" If he isn't, you do it again and ask him again. It is the preclear that has to be satisfied that a duplication took place, not the auditor. It is completely different from dummy auditing. Remember, we are not dummy auditing now, we are auditing for keeps. You can talk all you want to, acknowledge what he says, but don't you dare let that looseness in conversation interfere with the tremendous precision of the motions of the process itself. In other words, the motions are the commands, and these must not be interfered with by the speech, but the speech can, and should, take place.

Number seven is *Hand Space Mimicry*, and again it is the motion that is the command. The training stress on Hand Space Mimicry is to do good, useful hand space mimicry. The auditor sits in the same position as in the last process, and puts one or two palms up against the preclear's hands and he says, "I am going to make a motion with my hands and I want you to contribute to that motion"; and we make some simple little motion to which he contributes. We do this for a while until it is more or less flat or we can leave it for the moment. Then we bring the auditor's and preclear's hands half an inch apart, and we do the same thing, and we say the same thing. You may lead him out to four or five feet away by these tiny gradients, another inch at a time, without his ever becoming aware of the fact that you have left him, and he is definitely aware of his auditor. This is modern "Look at me, who am I?" It finds the auditor. The Scale of Reality is employed here, and this is why it is done. (Scale of Reality: At the bottom there is nothing; above that there is a communication line, the line becomes more solid, then above that terminals begin to materialize lightly and the line becomes less solid, then above that you have the terminals and you don't have any lines, and above that the terminals are there mostly by agreement; above that there is agreement, and above agreement there is consideration, individual consideration, and above that there is postulate. That is the Scale of Reality.) You will see this Scale of Reality take place, for what are these hands against these hands but communication lines to the preclear? So we play it in this fashion. We begin to break it down and we become less a line and more a terminal.

Next one is *Trio*, a famous old process which is included here because it is too good to miss. The commands of Trio were originally "**Look around the room and find something you could have.**" A very non-control sort of process, but that's the Trio. It has an opposite: "Look around the room and find something that your body cannot have." It is "have" for the preclear, "have not" for any other object, person, being, valence, or anything else than the preclear. You do numbers of things with the Trio. You have to know the Trio because it is a fast patch-up for almost any process there is except Op. Pro. by Duplication 1957. (The only thing that patches up Op. Pro. by Duplication 1957 is Op. Pro. by Duplication 1957. Tone 40 Opening Procedure by Duplication will run out Opening Procedure by Duplication 1957, and any Tone 40 process will run itself out. There is no dead-end street there.)

Trio will run out almost anything in the entire bank if it is biting at all. If a person can have anything, or if he can get the idea of "something can't have," it will run anything out. It is slow and reliable, and an auditor must always have it.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 16 FEBRUARY 1959

**HGC PROCESSES FOR THOSE TRAINED IN ENGRAM RUNNING  
OR TRAINED IN THESE PROCESSES**

STARTING A CASE: BEGIN EVERY SESSION AS FOLLOWS WITH THESE  
RUDIMENTS.

USE RUDIMENTS. FIND THE AUDITOR, FIND THE PC,  
FIND THE AUDITING ROOM.

ESTABLISH A GOAL FOR THE SESSION. ASK FOR  
PRESENT TIME PROBLEM.

PRESENT TIME PROBLEM:

If PTP exists then run it as follows and in no other way. Do not yak around about it. Just ask if there is one, see if one registers on the meter. On the PT PROBLEM THAT REGISTERS ON THE METER (not some other one) do the following.

Ask for and write down all the persons connected with this problem. That problem includes the preclear. On each of these persons, one after the other, beginning with the one most real to the pc, run this:

“Think of something you have done to (selected person).” “Think of something you have withheld from (selected person).”

These commands are run one after the other until the selected person chosen is somewhat flat. (Pc begins to repeat things he has recalled before.)

Do this to each person involved in the problem.

PT PROBLEMS WERE CUT OUT OF HGC BECAUSE AUDITORS BURNED UP HALF AN INTENSIVE ON THEM. A PT PROBLEM NEVER REQUIRES MORE THAN A COUPLE OF HOURS TO FLATTEN. NO “WHEN” IS USED WITH PT PROBLEM BY SELECTED PERSONS.

USE RUDIMENTS AND CHECK PT PROBLEM EACH SESSION AND HANDLE AS ABOVE.

DYNAMIC STRAIGHT WIRE:

Do a survey, one time on the pc, not every session, to discover any errors in their dynamics. This is done with an E-Meter. On pcs not familiar with Sci. terms use the following words: Self, sex, family, children, groups, mankind, the animal kingdom, birds, beasts, fish, vegetables, trees, growing things, matter, energy, space, time, spirits, souls, gods, God. Assess with this question only, “Tell me something that would represent (each of the above, one after the other).” When one changes the pattern of the needle action or when it is definitely balmy, write it down. When list is completed, take those items written down and run:

“Think of something you have done to (selected terminal you wrote down).”

“Think of something you have withheld from (selected terminal, same one).”

Run these questions on each, one after the other, until pc seems flat.

IF NO DAFFY TERMINALS ARE FOUND ON SURVEY, SURVEY IT ALL AGAIN. IF NONE ARE FOUND THIS SECOND TIME, SKIP THIS PROCESS.

DO THIS ONLY ONCE PER AUDITOR PER PC.

PAST AND FUTURE EXPERIENCE:

This process goes rapidly into engrams but can be continued even if engrams are contacted.

Run these two questions one after the other, one time per each.

“What part of your life would you be willing to re-experience?”

“What part of the future would you be willing to experience?”

KEEP AN ACCURATE RECORD OF ANY ENGRAMS CONTACTED. WHEN ENGRAMS PERSIST IN THE PC'S VIEW, CAREFULLY SPOT THEM IN TIME FOR HIM.

ENGRAM RUNNING:

Find the engram necessary to resolve the case. ONCE YOU HAVE CHOSEN IT AND HAVE BEGUN TO RUN IT, BE SURE YOU HAVE THE MOTIVATOR AND THE OVERT AND THEN DO NOT DO NOT DO NOT DO NOT DEPART FROM THAT INCIDENT TO RUN ANOTHER THAT “DROPS BETTER” OR COMES UP. IN OTHER WORDS ONCE YOU HAVE FOUND AN INCIDENT STAY ON IT UNTIL IT IS FLAT.

NOT-IS STRAIGHT WIRE:

When you have flattened an engram thoroughly with all five commands gone over twice, run Not-Is Straight Wire between incidents. In other words, flatten an engram, then run Not-Is Straight Wire, get that a bit flat and locate and run the next incident.

Selected Person Overt Withhold, and General Overt and Withhold can be run on a pc only if they are biting. This is also true of Not-Is Straight Wire.

L. RON HUBBARD

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[Supplemented by HCO B 27 February 1959, *How to Select Selected Persons*, page 427, and HCO B 10 March 1959, *Supplemental Data Sheet to HCO Bulletin of February 16, 1959 and Staff Auditors' Conference of February 16, 1959*, page 439. This bulletin was discussed by Ron at the Staff Auditors' Conference of February 16, 1959, see the following page.]

#### LRH TAPE LECTURE

Washington, D.C.  
16 February 1959

A transcript of this Staff Auditor Conference appears on the following page.

5902C16 SAC Staff Auditors' Conference

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

**STAFF AUDITORS' CONFERENCE OF FEBRUARY 16, 1959**

REGARDING HCO BULLETIN OF FEBRUARY 16, 1959:

*HGC PROCESSES FOR THOSE TRAINED IN ENGRAM RUNNING  
OR TRAINED IN THESE PROCESSES*

Nearly everyone here has been trained in these exact processes and, if anyone here hasn't been trained in these processes, then everything on this Bulletin applies except Engram Running. The whole bulletin applies except Engram Running.

There will be a staff Theta Clearing Course, and those auditors who are on staff who have not been trained by an ACC in Engram Running will have an opportunity to get that training; and not too many months will go by before they are up to this, too. So this will apply at that time. Maybe it will have shifted slightly by that time, but I don't think very much.

Now what you are looking at here is the aggregate know-how that was gained and assembled on the 21st American ACC.

**UNDERCUTTING CASES:**

Now the undercuts of cases became a vital necessity. This whole ACC was devoted to the R factor plus Engram Running. It was discovered that the thing that keeps individuals from running engrams adequately was their R factor, and when their R factor was very poor they could not run an engram adequately. Now the funny part of it is that an engram can be contacted and run and, if done persistently and well without ARC breaks, can run the following Scale of Confront. Here is the Scale of Confront, just to refresh your minds:

- DUB-IN: Lowest scale. This scale could possibly invert, and down below that you might have a black dub-in. Once you had run blackness, you would find a dub-in case. But the scale we are mostly interested in, because that is the one we most commonly see, begins at the bottom with dub-in, runs up, turns
- BLACK. Runs through blackness, turns
- INVISIBLE. Runs from invisible to
- ELSEWHERE—a desire to be elsewhere. The way they solve things is elsewhere-ness. Runs up from elsewhere-ness to
- ABILITY TO CONFRONT. Runs from confront to
- EXPERIENCE or PARTICIPATE. And only then are you up to
- BEINGNESS.

Now this is the Confront Scale, and it is the scale of disintegrating Reality. It is how a person handles terminals or a situation. A person handles terminals and situations above all this by not having to participate, by not having to confront, finding no necessity to do anything about it unless he chooses so on his own determination; and if he did so, could do so with no personal liability. He could experience or not as the case may be. Now you'll find a lower harmonic on this in some philosophic level of somebody saying, "Yap, yap, well, I could, or I couldn't, and that's my choice," etc, well, he hasn't got any power of choice. He's just using this as the final escape mechanism—a philosophic escape mechanism.

If I said "bottom"—the bottom mechanism—it would be the one most commonly contacted. But you are apt to get a mechanism which is philosophic, which is simply a figure-figure mechanism about a situation, and the individual feels that if he could just figure it out he would be all right. In other words, this is a thought-thinkingness figure-figure, and he not-ises by figure-figure. Such a case, not-ising by figure-figure,

will turn into a dub-in case as soon as you start curing his figure-figure; would turn into a black case; would turn into an invisible case; would turn into a confront case; would turn into an experience case. Which is quite interesting.

Now it is true that an engram could be found, started, and, if the auditor were good and held the individual right on the time period and had the time period well spotted, and had the overt and motivator, no matter how crazy they seemed or sounded, contacted, he could theoretically, just by running that engram, run a person through the totality of this Reality Scale. See? So there's another approach here. You get a guy who is figure-figure, find the engram necessary to resolve the case. First he figure-figures about it, and he'll run it, and run it just with the auditing commands—the five auditing commands to run an engram—he figure-figures about it, then after a while he dubs-in about it, then after a while it all goes black; and then after a while it eases into an invisibility—it's just not there—somatics are, and discomfort and other things are, but it's not there—and its not-thereness suddenly turns into little flicks—little flicks of confront. And boy, he goes elsewhere. It just starts to turn on and he gets it for the least little Flick and he goes elsewhere. And then pretty soon he can confront the thing; then pretty soon he can participate—he can run it in valence, squarely in valence, right in its moment of time, at which time it becomes pretty damn real. And then he goes to being able to put it there or not put it there, and its importance-unimportance factor flattens out so that it's neither important nor unimportant. And that engram is licked.

Theoretically, this could happen. That is actually the way I run engrams. But you will find in auditing in the HGC that the public expects of you a different thing than is expected of you by students. And that's why I wanted to talk to you for a few minutes. They expect a different thing. They expect you to be interested in their case. And that is quite amusing—because it's your job to get *them* interested in their case. But they want you to be interested in their case. All right, any case is interesting, so that's a pretty easy one. But you can get so interested in their case that you do a lot of talking to them and burn up an awful lot of auditing time. So there is some point where your interest becomes an indulgence, and on the happier side of that, where the pc is pleased you're interested in his case, and that's enough. Then you get him interested in his case.

All right. Now, we have for a long time not used PT problems. I'll tell you why very bluntly. It was not unusual for an auditor to burn up twelve and a half hours on a PT problem. It was not unusual. He did this with two motives: one just yak, letting the pc go on and on, poor control, not controlling the pc's comm outflow, letting the pc get into non-essentials. And the other side of it: he was trying to run the whole case with the PT problem. Well, wonderful—you can run a whole case with a PT problem—but why? Since it's slow freight. That's a very slow way to go about it. So we take a PT problem now and handle the session in this fashion:

We establish the rudiments every time we establish a session. Find the auditor, find the pc, find the auditing room, establish a goal for the session. Do that rapidly. We don't care what goal it is, so long as he has some kind of a goal. And then we ask for a PT problem. And we take an E-Meter (up to that time we didn't care whether the pc was handling the cans or not) but we take an E-Meter, and we have this PT problem appear on the E-Meter, or we don't run it. Got it? And we run the PT problem that appears on the E-Meter. So we get him to state this problem, and we don't care how he states the problem, because all we want to know is “Did it drop?” That tells you at once you won't run a PT problem on a stage-4 needle. Didn't drop-see, that's all within the requirements—it didn't drop, so skip it. It isn't going to be real to the pc anyhow. You'll have to do something else with this case. He's probably got thousands of problems; probably all of life is a problem. Probably every time he walks in a room he installs an engram. You know, the furniture's there—that's an engram. Get the idea? So why worry about a problem?

But if you got a PT problem that drops, you should remove yourself at that moment from all temptation. As soon as the problem drops, and as soon as he states that it is a problem to him and is worrying him *in present time*, you take the cans away from him and put the thing aside. Just lay the E-Meter aside. You're not interested in an E-Meter from there on. The reason why is because you'll increase the drop, you'll

increase more drop and more drop as you ask him about it. You're already running it. And the problem is going to change. You have seen this phenomenon. You're not interested in a problem changing. The fact of your laying aside the E-Meter will rather convince him that you have found it and that's it. And you only want to know this: the personnel associated with that problem. You don't want to know more about the problem. You just want to know the personnel associated with that problem. His wife, his mother, and his wife's boy friend, or something of that sort. And that's the personnel associated with the problem. You just check that off.

Now, I'm going to ask you to take a notebook and a ball-point into the auditing room, because you've got two or three things to do here that require a list. I want you to get accustomed to establishing a list and then flattening it, not trying to run the case all over new again every time the case changes. That's one of the ways to waste time. You run one terminal, and of course the case changes, the problems change, everything changes on the case. If you re-assessed it at this time to find a new terminal, you'd for sure find new terminals. Well, the devil with it. Let's just flatten what we contact, and when we're contacting and scouting and using cans and the E-Meter, just write down what we find. Then put the E-Meter aside and run what we've found until we get rid of all of that. Now you're going to do something new—give him back the E-Meter cans. Got the idea?

Pcs don't much like to hold onto these E-Meter cans forever. Furthermore, they become restive, and they want to scratch their heads, and they want to do this, and they want to rattle around, and most pcs you get are slightly nervous in this direction. Why should you worry about it? Because the E-Meter is only going to give you a certain amount of the information that is quite valid. Now, you're going to write down the personnel connected with this PT problem. You're going to take SELECTED PERSON OVERT-WITHHOLD on each one of these people. And the commands for this are right here:

“Think of something you have done to (            ),” and  
“Think of something you have withheld from (            ).”

And you are going to run one of those commands and the next command, and then the next command—first command again, then the second command, first command, second command. In that way, you'll never lay an egg on an unbalanced flow. No flow will unbalance on you. They'll always stay there more or less stable. The case won't suddenly turn black when it's not supposed to turn black, and so forth. You won't ever over-run a flow and the pc will never get upset.

Now, let's look at this again. You have written down “wife”, “his mother”, and “his wife's boy friend”. Which one do you run first? You have to ask this question to establish that terminal: “Which one of these things do you think is the most real to you?” The individual says, “Oh, Mother, of course.” Who cares? That's what he says. All right, so that's the first one you take. Then you take the two remaining ones: “Which one is most real?” That's the one you knock out. That leaves you one more person. Knock that one out.

Now, there is something that is not stated here. I just typed this up rapidly for you—I didn't have a backing sheet, so there are typographicals because I couldn't even see what I was typing. This has a criterion, and it is an old criterion of all PT problems—it is, they are *PT* problems. By definition, a PT problem must exist *right now* in the physical universe. By definition. So therefore, the personnel involved in a PT problem must exist right now in the physical universe. He will tell you halfway through the run, that “It was actually my mother who influenced me this way”—ah skip it. That's not a PT personnel in that problem. His mother isn't really *part of*, let us say—it was her mother that was part of the PT problem. In other words, the people have to be actually associated with the problem and existing *at this time in this pc's life* influencing that problem, for this to be a PT problem. So therefore, we don't dive in any direction to pick up any new personnel we don't care about.

We get this problem flat. It is only flat if it answers this question: “Now, what do you have to do about that problem now?” And the pc says, “Nothing.” It's flat. For

our purposes, it's flat. The only reason we're running it is we're trying to get rid of the obsession he has to jump out of the auditing room and go *do* something about this problem. If he doesn't have to do anything about it, it's flat. But if he says, "Oh, it's flat, because I could go and talk to my wife's boy friend now, and I could handle him." No. Start right back over from the beginning—the first person you wrote down—and run that person again for a short time—next person for a short time—next person for a short time—on these exact auditing questions. "Now, what do you have to do about the problem?" He'll tell you, "Well, I don't have to do anything about it just now." That's enough. You consider that flat. Got it?

All right. This will keep you out of all kinds of trouble. And it will keep the pc from being all hung up in trying to go elsewhere in an auditing session. So much for that.

This is done at the beginning of every session. That first section there—it says, "STARTING A CASE: AND BEGIN EVERY SESSION". Well, you not only start each intensive with this, but you start every session with this, and you do the same thing.

If it takes you two hours to flatten the PT problem, I will think something is hung up. This is a rapid one. This is not a slow one. If it takes a couple of hours, well, something's really haywire here. He didn't say the problem, or he didn't do something, or he's holding something back. But notice we have said, "Think of something you have done to" and "Think of something you have withheld from". This will also get the pc talking to you, because it gets rid of the withhold. Got that? All right. So much for that.

Now, DYNAMIC STRAIGHT WIRE you were taught in the 21st American, but the commands for the general public were not given to you. And they are given to you here on this sheet, this HCO Bulletin. Now, the only thing you are looking for is a represented substitute. In other words, you're looking for substitutes. You ask him for a substitute for himself, and you ask him for a substitute on the basis of "Tell me something that would represent yourself." And he says, "Represent myself? Oh, that's very, very easy—a tree." Get your ball-point busy at that point and put down "tree". Got it? Now, if he even says "toothbrush", get your ball-point busy. The proper answer, of course, is "Myself". It's just as simple as that. But the more a case is daffy on this line, the more attention you're going to pay to it. So you just run this whole assessment right straight on through: Self, sex, family, children, groups, mankind, the animal kingdom, birds, beasts, fish, vegetables, trees, growing things, matter, energy, space, time, spirits, souls, gods, God. Just one question. Each time you say this you just take one of those: "Tell me something that would represent, for instance, souls." The individual says, "Running water." Get the ball-point busy. Write it down. When you have got this whole list assessed, take the list you have written and run:

"Think of something you have done to (a toothbrush)."

"Think of something you have withheld from (a toothbrush)."

You'll be amazed, but they have actually done something to a toothbrush, and they have actually withheld something from a toothbrush. This is pretty terrific. Quite amazing. But you are only looking for daffiness on this, and a sensible answer you don't pay much attention to. You say, "Tell me something that would represent trees." And the fellow says, "Leaves." Now, there's a matter of judgment involved here. What if he said, "Shadows"? Well, I don't know. That's a matter of judgment. Try to run it or not try to run it, as the case may be. If it looks daffy to you, run it. You're the judge. Got the idea?

Now don't let it look daffy to you when you say, "Tell me something that would represent spirits," and he says, "Souls." When you say "souls", he says "spirits". That's not daffy.

But how about this guy that gives you the perfect representation all the way down the line like a little wound-up doll? You already, in looking him over, find out he has a sticky needle, he's registering at 6 on your E-Meter when you first put the cans in his hands, and he gives you all the answers perfectly. That case is giving you an

intellectual response which has nothing to do with any reality **under the sun**, moon or stars. Something he read in a book and a machine is rattling it off. So you do the assessment again. The second time you go through you're liable to trip him on something. Got the idea? So, if you get a perfect assessment, run it again. I actually don't care how many times you run it, but you're apt to be wasting time, because by two-way comm and definition alone you may not get anywhere with a very badly machined case. Nevertheless, a couple of times through, he should trip somewhere. Machine case generally does.

The rule governing Dynamic Straight Wire is: That which doesn't fall out by two-way comm just on assessment. He says it, and then it looks funny to him, and he laughs, and he thinks this is for the birds, and he says, "Oh, no, that wouldn't be one-actually, a substitute for a tree would be a leaf, or a small tree," or something like this. That's fine. Nothing wrong with letting him correct himself, because you are actually auditing him just by asking him the question. People, when they straighten out things in their own categories, very often recover very, very easily.

All right. Let's take up this next one here. That's an easy way to run Dynamic Straight Wire, isn't it, huh? I would ask you to do this, however, in view of the fact that you are doing a professional job of auditing for the public mainly, and that is, I'd ask you to memorize that list—rather than hold a bulletin in your hand and read it.

Now, the next thing we're going to run into here is PAST AND FUTURE EXPERIENCE. This is a bid for two things: One, the lowest level case there is—because experience, to him, is a dub-in, usually. Or it's a figure-figure, or it's something, so it compares to the Reality Scale. His definition of experience compares with the Reality Scale.

His definition of experience is a direct index to the Reality Scale, by the way. What does experience mean? He'll say, "Experience—that's very easy. To consider." There you've got your figure-figure level. "What does experience mean?" Well, "To write about it or make something out of it—experience is that thing which you use to manufacture the future." He's dub. "Now, what is an experience?" "Well, experience is that which you try not to have." That's probably black or invisible. Or, "It's the thing you forget," would be blackness. "Experience is something you try to forget"—invisibility level. "Experience is something you have to cope with." Obsessive confront. "Experience is—ah—well, experience—that's pretty hard to define—experience. I guess it's to go through something." You're getting a fairly sane response—to go through something. To have an actual adventure, something of this sort. You're getting a fairly sane reaction to experience.

So don't think that Past and Future Experience is pegging up at the highest level of the Reality Scale. It isn't. This process was found, in the 21st American, to be the undercut process. This was the lowest undercut process. And this is a killer, and it is very trying to an auditor. A very trying process, because it offers so many wonderful temptations. And that's what's wrong with this process.

Now, you run these two questions, one after the other, with no assessment, no E-Meter, nothing. You just put the E-Meter down after you've done the Dynamic Straight Wire thing, because on Dynamic Straight Wire, when you said, "Children," the needle was going on a gradual shift over here, and a little theta bop now and then. You said, "Children," and it fell a dial, or all of a sudden started doing a big theta bop in the middle. When you got off of children, it settled down to the other pattern. That told you that you had something to be run on the subject of children. That he will also, at the same time, give you a daffy reading, he will tell you some daffy terminal to represent—so you needed the E-Meter there. But you don't need the E-Meter on Past and Future Experience, not even vaguely. You can just put the E-Meter aside and turn it off, and just run these two commands. Just clear them with the pc very bluntly. Say, "We're going to run something about experience. Now, we're going to see how you get along with this little process, and here are the commands of it: What part of your life would you be willing to re-experience? And the other command is: What part of the future would you be willing to experience? Now, here's the first command: What part of your life would you be willing to re-experience?"



The answer actually called for is a time, isn't it? And this is a time process. But there are very few preclears that will find this out for a very long period. They won't give you anything but super-significances and ball-up, and the pc who is real bad off will give you a type of experience. You accept all these things. You say, "What part of your life would you be willing to re-experience?" He says, "Well, eating cake." That's an answer? That's an answer. And that's followed with this: "What part of the future would you be willing to experience?" He says, "Well, more cake." That's an answer. So you just accept any answer that he gives you on the line. It gradually will boil down to a time answer. And it will gradually go back-track. The longer you run it, the more track you're going to cover, the more future you're going to cover. And there will be periods when the individual is absolutely sure that he is totally predicting the future. He gets into implants, let us say, that tell him what the future is all about. He's stuck 8000 years ago, but he's telling you about the future. All kinds of odd phenomena show up. But engrams come up and slap you in the teeth, one right after the other.

You run this for a while, and the individual says, "OOOh, well, you know I really wouldn't be willing—well, I would be willing—I don't know—I would—oohh, well—I really don't know—dental operation there, I was a young boy—I don't know if I'd like to re-experience that—I guess I could re-experience sitting in the—no, no, no. I could re-experience—I could re-experience the next day after it." You say, "That's fine," and just mark it down with the ball-point: "Dental experience as a child." That one he can't confront. Now, you're never going to run it as an engram, but you're going to have some tag of it as an engram. See, it may show you something.

As you go along and he runs into hot experiences, real, real hot experiences one right after the other, it is about time you put the E-Meter back in his paws. Get the idea? You don't have to start it with the E-Meter, but if he starts running into hot experiences, or if he gets into an engram and he can't seem to get out of the thing, the thing to do is not run the engram but give him an E-Meter and spot it in time for him. Get it spotted in time. If he's running into them hot and heavy, one right after the other, just leave him with the E-Meter. But if there is only one you have to spot in time, and then in a little while he doesn't seem to be running any more, take the cans away from him again and put the E-Meter aside. But if he starts running into one that obsessively sticks with him, don't let him flounder in the thing for an hour. Don't let him wallow in this one. Because he will just wallow in it, and this is no process—this is *not a good process* to run an engram with. So you let him out, OK? And the way you let him out is to locate it in time with an E-Meter. And you go on running the process. Now, as I say, it offers enormous temptations to the auditor—beautiful temptations to run the things contacted. As you sit this out, you actually are going to change the characteristic of the engram you will ultimately run on the case. But you keep listing engrams that he runs into. Keep listing engrams that he runs into, well knowing that he will favor motivators. For every one of those motivators there is an overt. Now an engram that he consistently and persistently keeps hitting and hitting and hitting, you are going to find in that engram probably the engram you will run, eventually. But not until he is in PT, out of the engram, it seems to have dropped out, and so forth, and he seems to be all smooth on this thing, are you going to reach for that one again. You are going to flatten the process and then go to the engram.

Here we go. ENGRAM RUNNING. Of course, that is run all the way through with an E-Meter. Give him the cans and start out on this engram that you more or less found with Past and Future Experience.

Now, this is going to undercut cases, and I don't care how long you run it. I don't care if you run it for two weeks, because this is a very productive process. But if you are going to run it over that period of time, it isn't noted here, but some THIRD RAIL had better be brought in here some place. And he'd better be shifted up finally until havingness. And you put in PAST AND FUTURE EXPERIENCE, right after that line, "COMBINE WITH THIRD RAIL IF RUN MORE THAN 8 HOURS". If you run it eight hours, this guy's havingness is going to start dropping on him, and you are going to run into difficulties. You could get into difficulties. All right.

ENGRAM RUNNING. Well, Engram Running, when the case has been prepared this way, becomes very simple. A case will start running like a little typewriter, if you have got this Past and Future Experience pretty flat.

Once you have picked an engram, make sure you get its motivator not only its overt. If you have got an overt, get the motivator. If you have got the motivator, get the overt. And only when you have got that have you got an incident. Now, an engram that is having one side of the overt or motivator run will get sticky. You have got to find the other side, and you have got to get both of these things in date. Normally, this will start showing up on Past and Future Experience. Well, we are going to run this engram with an E-Meter, we are going to consider that we have an incident when we have got both a motivator and an overt that fit together. And if the thing is just awful sticky, and dubby, and shockingly poor, and a lot of other things, you just started running it too fast, that is all.

We have got several things you can do at this state of the case, and so forth. Probably the best of them is go back to running Past and Future Experience. You didn't flatten it.

Now, here is this Engram Running. If you notice here, it says you run all the commands that run an engram twice. Run them all twice. That's because "Find something unimportant in that incident" is going to stir up stuff that newly has to be confronted.

Once you have chosen an engram and you have begun to run it, you have had it. That's it. That's the engram you are going to run. So it has to be chosen with considerable care. Listen to me now: If you re-assess the case after you have started an engram, you will get almost any other incident that is hot to drop more than the engram you started, because most of the charge is already dissipated. So if you keep re-assessing a case, thinking another engram would be better to run for the case, you are of course always going to find another engram. You will never find the one you started to run again dropping with as much velocity. You see? That's something you have to keep in mind. If you are going to run an engram, that's the engram you are going to run. It's got to have its overt or motivator; suppose you are running the overt side of it, you have got to have the motivator side of it. So you really haven't got an incident until you have got both of these things located. And once you have started to run that, you have had it. Because it will discharge its charge and won't register on a meter any more the way some other incident will.

You can get a case just stirred all up and run all backwards and upside down, and that's the biggest mistake an auditor can make. I have given you the reason for the mistake-because now almost anything will drop better than the one you partially flattened.

If in doubt, run the engram you were running. If you are not getting rapid recovery, go back to the first engram you ran and considered flat and run it again. Sometimes, it will only take you fifteen minutes to run all five commands. You do it very fast. But very often something happened that it re-charged in some fashion. Very peculiar.

If you leave about a third of an engram missing and unflat, the whole engram has a tendency to charge up again. It is kind of funny. But you have got to flatten the engram you contacted.

Now the rule of the Last Largest Object is the only one I want you to pay any attention to in questioning the pc. Pc apparently is getting out of it. Change your auditing command. You are running, "What part of that incident can you confront?" He says, "Well, I don't know, it's pretty unreal to me, I don't know whether this happened or not." What was the last largest object? If he said anything that was offbeat and showed an unwillingness to run any more of the engram, you want to find out at once what was the last largest object that you contacted in there. And he says, "A house." You are going to shift your auditing command now to: "What part of that house can you confront?" And you are going to run that simply until he is back in the

incident, and then you are going to go off on to “What part of that incident can you confront?” Doesn’t require any vast bridge. You just tell him you are going to shift.

In that way, using that rule, you can actually pick up an engram where he was running as Abraham Lincoln, and in the engram he was shot in Ford’s Theatre—you know—and the date is obviously correct. Dropped and everything. And then he runs John Wilkes Booth—no, he wasn’t Lincoln, he was John Wilkes Booth. And so help me God, you may find that he was the Secret Service Agent who had a couple of drinks that night and wasn’t watching. You don’t care whether he runs it dub or not. Don’t give up because he’s running it wrong, because it’ll come out right.

There was a joke on us in the 21st American. We had our paws on Bowie. He was Jim Bowie. And of course everybody doubted this, because it is a famous historical figure. And they tried to do everything under the sun to shake him out of this engram, and they finally went back to running it, and it was the one that flattened out. The trouble was, he had dub on it, which made Bowie die the wrong kind of a death under wrong circumstances. But as he ran it, the more he ran it, the more he ran it, the more right the circumstances got. And it finally all came out in the wash. He did run the death of Jim Bowie.

Historical figures, however, are usually the yo-yo point used. The guy went out of his own body at the death; there was some current historical figure; he said, “That is the identity necessary to resolve this incident. That identity could handle it. So I will just be Catherine the Great.” And he goes and runs Catherine the Great. The only mistake is to let him escape out of the time period. Maybe he did yo-yo right into the palace, maybe he did go right through her skull. But the right engram will shake out, because the Reality Scale is run by running an engram.

Theoretically, you could clear a person just by running one engram well enough. So never get off onto quantitative engrams. An engram is merely something for him to get used to confronting, and creating, and mocking up, and so forth. It’s just a playing field you are using. The significance, the amount of change he gets in his life, none of these things have anything to do with it at all. It is just how well he can handle a mental image picture, and you have chosen a honey for him to handle. That is about all it amounts to. And when he finds out he can handle this thing from A to Izzard and beginning to end, and he can do it well, then the next engram to resolve the case will run quite rapidly. And you will run on down and finally run his basic, earliest shift of identity, which is the rock. And formerly he said, “There is a beautiful, clear sphere—that’s the rock. And that’s all the rock.” Oh, heck. When you get several engrams run and get the rock as one of the engrams, you find out this beautiful, clear sphere was something he customarily clamped around thetans as a trap, and they sometimes clamped it around him, and there were raiding parties, and there was all kinds of personnel and there is drama and there is strain, and there is scenery and everything else. When you contacted the rock first and ran the rock first, he was insufficiently able to contact things. The date when he was mocking up this thing, he was so capable of mocking up that later on this poor, little, weak ole thetan, years and years and centuries and so forth afterwards going back to mock up this rock—uh-uh— it’s too beefy. That’s too much engram for him to confront first off.

So you choose the engrams—it doesn’t much matter what you choose. You will find that every sexual incident you contact is a bounce from a death. A little rule for you. So don’t let me catch anybody in the HGC running prenatales, birth, conception, because that is a bounce. Those are all tied in with the death, and the death is the engram which is necessary to resolve the case. So you keep running Past and Future Experience until you get them down to that—OK? Leave the second dynamic incidents severely alone.

Now it can be that he died, and he died is followed by a conception sequence, and he goes back to the old body to see if it is still decently buried—you know—and then he can’t find the person that he thought he was going to be, get the next body from, and he gets all confused. And mess-ups of this character can occur. But keep him on the incident. Is this part of the text? When you finish a death and go through the exteriorization sequence, right at the end of it there is a conception or a

prenatal or a birth. They quite ordinarily bounce into it, and you don't want it. You want nothing to do with it. So you stop him when you have got all of the exteriorization run.

There is a lot to know about engrams. You have been taught all this, but I am just showing you what you can do to win in the HGC with Engram Running. This would be a good, clean job then.

Every time you run an engram, now is the time to use some Not-Is Straight Wire, with its ordinary commands which you know. They are:

“Recall something that you implied was unimportant.” “Recall something somebody else thought was important.”

Don't ever let a pc run it in reverse, because it discharges havingness in about five commands. That is real rough the other way, too.

All right. Now there we have a rundown that will get engrams run, that will get ordinary, run-of-the-mill cases squared around, and that will get a lot done. But what about people who were not through the American 21st? And during that period of time up until they start in with a Theta Clearing Course, to run actual engrams on pcs, how about these people? Well, you have Selected Person Overts, with the “withhold” command added, and you will have a new bulletin out on these things, and so forth. We want that auditing to be relatively muzzled. It will win and everything will go along just dandy. But if you have got some case (and this is more for D.O.P.s than anything else)—if you have got some case that was awfully hard to start, very low random profile, you'd better turn it over to a graduate of the 21st American. And if you have got some case that, after he ran along for a while and was getting up to a point where he'd just run engrams beautifully, and the whole track's opening up, everything is going along just dandy, and it is certain that the engram necessary to resolve the case is just waiting, give him an auditor that can run it.

In other words, you can run an HGC this way: You can get some auditors that set pcs up to run engrams. You got the idea? And then you can have some auditors that run engrams. This is not any real violation of the Auditor's Code, because that will still give him the best processes and the best treatment for the pc that can be given.

Now there is no reason why, particularly after a staff Theta Clearing Course, that everybody can't run a regimen of this sort. But running it in the HGC, with all the profiles being submitted to me and all the Case Analysis Reports—the Case Analysis Reports now are more vital than profiles, because R changed on a case does not necessarily change the profile at all. You should know about that. You can change the R of the case without changing the profile. The person answered the same questions, only he answered them with Reality. This is quite remarkable. We need a brand new test. That test is in development right at this moment. It is a confront test, and that test will be coming up, but there is no reason to rush it, particularly. Let's just do it by Case Analysis.

I will get out a Bulletin that will take care of auditors who were not trained to run engrams, what they will run. But you already have data and material on this, and it is just as before, what you have been running.

Now, to start a case out with NOT-IS STRAIGHT WIRE is adventurous. That's an adventurous thing to do. That's a rough thing to do. We learned a great many things in the 21st American ACC. Learned a great many things, and that was one of them. Selected Persons Overt-Withhold is very, very superior in undercutting cases to Selected Persons Overts. The only main change we have got is that we run Selected Person Overt-Withhold commands, just as it is given here in PT problem. That is a wonderful thing to do with a case, as long as the terminal is real to the pc. And there is no real reason that running a Scientist, who knows what the command is, why ARC Break Straight Wire cannot be run on a person by an auditor who has not been through an Engram Running Course. That's a beautiful process.

I want to tell you something else. Can I tell you something here? A lot of research was done in the 21st American ACC, and students didn't see me as much as they thought they should, I suppose, but I was around. And I never saw so many flips and changes and vagaries in my life as I saw in that particular unit. The reports which I got were very—very helpful to me—very, very helpful to Scientology at large. There was a great deal done in that course. I spent about three weeks of the course—did very rapid research just in catching up with some of these undercuts. Because, let me assure you, the R factor in most of the cases you approach is so low that it poses a problem of running greater than we had ever imagined. Therefore, these are the processes that we are handing out.

Now, these are a Not-Is type of process. Dynamic Straight Wire runs a straight identification, but the rest of these things are Not-Is types of processes. To cure somebody from not-ising. When a person can confront something, he no longer has to not-is it.

But there was a funny command came up along the line, that I don't fully understand yet, but it takes care of a theta body. Now this is part of the research that was never given to the 21st American. And this is a peculiar darned thing. You can write it down on the back of this Bulletin, if you want to.

It is:

“Recall a time when you thought something bad was unimportant.”

And that is just about the wildest thing you ever saw. Now that runs all by itself but can be combined with:

“Recall a time somebody else thought something bad was important.”

And you will run all the newspapers off the case. The second command there is really not essential, but you just run this first command repetitively, and if it seems to run down or something bad happens, flip over to the other command. But you will as-is a theta body.

This is the doggondest thing you ever saw. It is a perfectly wild pitch. I was just adding up all possible combinations and working in all possible directions, and this one fell out of the hamper, and it doesn't integrate too well with the rest of your data. But this is the goofy one.

Now, something else came up in the 21st American that I should tell you in the HGC, and that is: After nine years, we have found out WHY. We had nine years of HOW, and now in the ninth year we find out why. Why people are aberrated. Why they are sick. Why they act the way they do. Why individuation takes place. And that is all wrapped up with WITHHOLD. I had withhold earlier, but didn't shake it all out of the hamper, because I didn't have the overts to go with it. We find out that an individual gets sick by having the overt impulse to make somebody else sick and then withholds it, because it is less social to give people illnesses. So he gets them himself. This is Freudian transference, it is a whole number of things. So when you run these overts, run the withhold with it and the case will start finding out why.

The theta body thing, and the masses and ridges, why, they run out when you ask a person to recall a time when he thought something bad was unimportant, or recall—well, that is the best command—recall a time when he thought something bad was unimportant. When you run this, you evidently run the center pin of the withhold. But you will get his tolerance. And this is the first straight ethical process, evidently, we have. It raises a person's ethics. It as-ises a theta body. It takes demon bodies and things like that off cases. I tested it two or three times here, just monkeying around with this thing, and it is one of the wilder ones. This is a wild pitch, that particular process.

So you could say that when a field doesn't immediately disintegrate, when you can't get an individual easily in the engram, when the field stays persistently black or something like that, you have got another string to your bow, and I don't care if you

use it. But if you do use it, know this: It runs as an automaticity on such a demon case. He runs br-r-r-r-t—the last two thousand years he has been not-ising and saying it was unimportant that something was bad. And he will start coming up with, “Well, I should do something—no, I shouldn’t do something—well, what is this? I should do something about it. I shouldn’t do something about it. I have been very neglectful, but that really isn’t bad. Not really. Somebody dying from the bullet wound I gave ‘em—that really isn’t bad. But—” And he is stuck right with the consideration on all of his overts—consequences of overts. They all must be unimportant. And it reduces his ethical level. But I have now seen two demon bodies disintegrate just with that one command just disintegrate—and this is the first time we ever had something that would disintegrate the astral body. So we find out at once that the astral body was an aberration. It isn’t a necessary thing to make a thetan stick in the head at all.

All right. Now I wanted to give you this rundown, because today you were having a little bit of a rough time doing a transition from student to pro auditor, and I wanted to talk to you, even though it burned up some of your valuable time and mine. And ask you to sic semper transit, huh?

Now are there any questions? Yes, Jean.

Q. I have two questions. In running of the engram, do you ignore what they were running in the ACC, or do you just go back and run them? My preclear has had several engrams started.

A. Now, if we look over this carefully, we see in running an incident: Find the engram necessary to resolve the case. Once you have chosen it and have begun to run it, be sure you have the motivator and the overt and then do not, do not, do not, do not, depart from that incident to run another that “drops better” or comes up. Now look here. The engrams that were run on them in the course are no longer going to fall. And an engram is not going to show on an E-Meter. And if there were several engrams run on somebody in the course, and the first one wasn’t flattened, then whoever audited them ought to be hit in the head with a sledge-hammer. There’s only one or two cases that got by with this, that I have checked up on so far, and it is about the most serious blunder that could be made. Now, what you do in a case that’s had an engram already started is get a lie reaction check—that’s all you want—of some sort or another, concerning this particular thing. You can put him on the E-Meter and ask him if it was run, and so forth, and ask him which one was the first one run. You could possibly get an occlusion, but usually the pc will tell you. There’s no particular reason to doubt the pc. Get the first one, and get that one flat, and then you have no choice but to pick up the next one and flatten that one.

This applies without regard to how many auditors were on the case. This also, you will find out, will sometimes apply to somebody who had an engram audited in 1950. The only trouble with a 1950 engram is that it is probably an operation in the current lifetime, or a prenatal in the current lifetime, and it was the wrong engram necessary to resolve the case, and you won’t get very far running the thing. And we have no data at this time, whether it’s best to pick that one up and run it or not. But I would say for sure that an engram that should have been run to resolve the case, such as a past death, if that was ever entered in all of those years, including 1950—it may no longer drop on the E-Meter, because some of its charge is gone. That is the engram necessary to resolve the case.

Yes, got another one?

Q. Yes. The Dynamic Straight Wire—do you keep running this until you have picked up all the daffy terminals, then go through it several times and get the daffy ones each time?

A. If you get a daffy one, if you get several daffy ones, you take those you got on the first run and run them. Don’t bother to go through again, because it will have straightened out. Enough will have straightened out to admit progress of the case. But if you don’t get any daffy ones through once, then run it again. Any other questions? Dale.

Dale: I just had a comment on that. One 1950 engram, in which the auditor blew session because it was whole track, was the engram necessary to resolve the case and finally showed up. The guy had been black since 1950.

A. Good. Picked it up and flattened it. Well, that's a good job. That tells you that a black case, then, doesn't necessarily require five or six weeks of preparation before you run an engram. You pick up an engram as early as you can on a case and charge through. But it doesn't get you around starting a case. You have always got to start a case or start a session. Yes?

Q. On this re-experience process, do I run it until I get 3-D pictures, and track?

A. Yes. Oh, 3-D pictures and back in PT. Back in PT. I'll give you an example of one of these. Here's the pc. He is sitting in a terror charge, in a total black freeze, at 1500 AD. One second later, everything went to hell. One second before, everything had gone to hell. And he's sitting in this split second, at a rest point. Got it? Well, now, what do you think happens when you start asking him about future and past, alternately? He'll move right off that rest point, won't he? So this is an explosive, doggoned process. Now, I say you run it until he gets to PT. Some time or other you might find it impossible to get him to PT on the process. You just might. But the experience that has been had with it so far is that it does eventually move him to PT. Now is the time to take him back, at the auditor's discretion, and have him run that incident in which he was stuck.

By the way, "What part of PT are you willing to experience?" has on several cases exposed the engram necessary to resolve the case. It is the engram he's sitting in, and it is the one necessary to resolve the case. Yes?

Q. If you leave a process very unflat one afternoon, and come back in the morning and start questioning the guy, and you pick up first of all present time problems. Now supposing that process is the basic of his present time problem of the morning. Are he and you the terminals, the preclear and auditor the two terminals?

A. Yes.

Q. Do you run it that way?

A. Oh, well, if he got a lot of ARC breaks, it would be a good thing to run it this way. That would clean up all the ARC breaks, wouldn't it?

Now I am going to give you that again on ARC breaks. This is the hottest one to run ARC breaks on. Just pick up the auditor and pick up the pc, as the two people involved in the present time problem. I am glad you brought that up, Joe.

This idea of throwing him back into session after you have ended a session the day before is another point of judgment. Just how do you smoothly get him into it? Usually he has piled up something on top of the engram. There is a process here, which is not really a very good process, but which kicks them out, and it was not given in this ACC. That is Problems of Comparable Magnitude to that Engram, or that Incident. It will actually de-intensify an engram. You should have that as a little panacea.

That is an interesting one to wind up an intensive on. About noon of the last day you all of a sudden realize, "Boy, this man isn't going to make it." And you could run a problem of comparable magnitude to that engram and get it keyed out. However, you are better than that, and you will have had it flat by the last day of the last intensive he has, that's for sure. Any other questions? Don?

Q. Is "recall something" preferred over "recall a time"? I have heard "Recall a time you did something to somebody," and also "Recall something you did to somebody," which is slightly different.

A. "Recall a time" is always a superior process, unless the individual is consistently not recalling a time, at which time he is not obeying the auditing command. So you should say, "Recall something you have done to" to somebody who can't spot something on a time track.

Q. What's the difference there?

A. You are running really two processes with "Recall a time you did something," and you are running only one process, "Recall something you have done."

Q. Can he continue to do that without recalling a time?

A. Yeah. Definitely. Anything else?

"Recall a time," all by itself—you just sit down and say to a pc, "Recall a time. Thank you. Recall a time. Thank you." Some interesting things would happen to a case. Time, you see, is the single aberration. Joe?

Q. In running an engram, when you are tagging the engram for the first time, is it possible to peg, say, a 2-ton motivator and a one-pound overt, and that's the incident?

A. Yes. Because until they get some of the overt flat, the motivator will come off. The right one to run there, by the way, is the overt. You get that overt damn real, and all of a sudden you'll find the 20-tons have departed down to about 1 0-tons on the motivator. Now they'll run on comparable lines. Yes.

Q. Couldn't you have, say, a 20-ton motivator, as he was saying, and twenty one-ton overts tied to the same motivator, rather than one large overt?

A. You could. You could. Nevertheless, you'll find somebody getting all loused up on this, and best remedy is just to play what overt you find against what motivator you find as the incident. And just keep playing them one against the other, back and forth, back and forth, and eventually the thing will come out right.

There are many remedies, and one is Selected Persons Overt-Withhold Straight Wire on the personnel of the incident. You could take any incident as a PT and run any PT process on the incident. That's a little rule. I don't advise you doing it, however, but you can do it. It's very interesting: "Find something unimportant about that executioner," is just about the same as, "Find something unimportant about this room." If you want to get a reality soaring on a pc, just run "Find something unimportant about this room." And he'll start this not-is machinery going, you know, and he'll run it out to some degree, and all of a sudden the room will brighten up. Very interesting.

"Think of something you did to an executioner" would be it, rather than, "Think of something you did to that executioner." And he will come up with the overt, and he will find out he was the executioner in the same castle for about three lifetimes before he suddenly came back there and got executed. That usually is the way these things compare.

Any other questions? There is a burning question that you should ask, is: "Are we supposed to run these things muzzled?" Now, let me just say this, to do this for me: Let's cut down the unnecessary yak. And if the pc seems to be ARC breaking at all, you voluntarily muzzle your auditing. You got it? Because what he's got is an engram of being talked to or being interrogated in some fashion, and everything that he doesn't consider exactly necessary to the auditing session he resents. So if you find a pc is ARC breaking, you muzzle your session. Any other questions before we break this up?

Thank you very much for your time, I appreciate very much your coming in. I know you had a hard day getting on to a new routine, and you have got auxiliary duties. Several people in the HGC have been split off of administration, and there are other things going on. Latch on to 'em, get wheeling, but let's start making theta clears in this HGC and just make nothing else but theta clears. I have given you a pattern here that was thoroughly tested out in the 21st American ACC, and you can make theta clears—there's no great difficulty to it. Thank you very much.

L. RON HUBBARD

LRH:ng.rd.lh  
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[Supplemented by HCO B 10 March 1959, *Supplemental Data Sheet*....., page 439.]



HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 19 FEBRUARY 1959

**AUDITOR'S CODE #19**

Do not explain, justify or make excuses for any auditor mistakes whether real or imagined.

LRH:-.rd

L. RON HUBBARD

[Some copies of the above HCO B were issued incorrectly dated 9 February 1959.]

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 24 FEBRUARY 1959

*TECHNICAL BULLETIN*

**SELECTED PERSONS OVERT WITHHOLD STRAIGHTWIRE**

It is not only unreasonable but impossible to run engrams or higher processes than Selected Persons Overt Withhold on people who have low reality and low responsibility. Selected Persons Overt Withhold raises both reality and responsibility and some of the cases around will only start to respond after four to five weeks of Selected Persons Overt Withhold Straightwire. But the main point is that they do—repeat, *do* respond.

We have got it made in Selected Persons Overt Withhold Straightwire. Let's not lose it.

*Selected Persons Overt Withhold Straightwire*

Select a person (terminal) that is real to the preclear.

Run "Recall something you have done to \_\_\_" (that terminal) and

"Recall something you have withheld from (that terminal)" alternately.

(one question after the other)

Wherever the person has a misidentification or a fixated terminal on any dynamic, that terminal should be selected out and flattened by Selected Persons Overt Withhold Straightwire. We will be rid of these irresponsible cases.

Do not graduate into General Overts until Selected Person Overt Withhold Straightwire is flat. When is Selected Persons Overt Withhold Straightwire flat? It is flat when the preclear has come up tone through shame, blame, regret, and a recognition of his own failures and preferably 4.0 on the tone scale as per "Science of Survival".

Minimize the two-way communication, clean up present time problems with the same process, using the terminals involved in the present time problem, and *if in doubt* MUZZLE the auditor.

LRH:mc.msp,rd

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 26 FEBRUARY 1959

**IDENTIFICATION**

I received the following dispatch from Jack Parkhouse, in South Africa:

“On going around the Union with the Film shows so far provided a point of correlation between attendance figures and groups has been noticed which may be of interest to you.

1. Pretoria—had biggest group in Union before establishment of HASI—run on the ‘everybody’s equal basis’. Film show result: Worst attendance so far.
2. Cape Town—second largest ‘everybody’s equal’ group. Second worst attendance.
3. Port Elizabeth—third largest group—mainly run on an equality basis. Third worst attendance.
4. East London—large group established by HASI trained auditor on CCH. Good on control—gets people to help but definitely not on equality basis. Attendance best yet—over £200 receipts including book sales.”

What price identification?

Best,

L. RON HUBBARD

HCO BULLETIN OF 26 FEBRUARY 1959

**ENGRAM RUNNING ON OLD DIANETIC CASES  
OR RESTARTED CASES**

It has been found that the abandonment of an unflattened engram to start another one can leave the case in an apparent jam. Starting a new engram without flattening the first one contacted *may* be, to the preclear, the same as a command not to confront the first engram.

Stable data: The incident entered by the auditor *must* be wholly flattened by Scientology commands before a second incident is approached.

The end goal of running incidents is the increasing of the ability to confront.

When incidents are started and not finished in favour of a new incident, the preclear may feel he is being forbidden to confront the first one.

An incident consists of an overt engram and a motivator engram on the same subject.

It is evidently necessary to scout the earlier *auditing* of any incident that was abandoned in order to get the incident run. Otherwise, a black detachment may result. The blackness and the detachment may exist in the earlier auditing of the same incident rather than in the incident.

The intention of a bad auditor is to prevent confronting. Therefore, bad auditing must be cleared away before a contacted engram can be completely entered again.

The process that most swiftly strips off bad auditing (to clean up engrams or otherwise) is:

“Recall something you have done to (auditor’s name).”

“Recall something you have withheld from (auditor’s name).”

These questions are run alternately (one after the other) and are best run muzzled. (TR 0, 1, 2 and 3 only—auditor only nods when preclear originates.)

This mechanism is probably behind most black or invisible cases now extant in Scientology.

L. RON HUBBARD

LRH:-.rd

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## How to Study Scientology

**L. Ron Hubbard**

The first thing that a student has to find out for himself and then recognize, is that he is dealing with precision tools here in the courses. It isn't up to someone else to force this piece of information on him. The whole subject of Scientology as far as the student is concerned is as good or bad in direct ratio to his knowledge of it. It is up to a student to find out how precise these tools are. He should, before he starts to discuss, criticize or attempt to improve on the data presented to him, find out for himself whether or not the mechanics of Scientology are as stated, and whether or not it does what has been proposed for it.

He should make up his mind about each thing that is taught in the school. The procedure, techniques, mechanics and theory. He should ask himself these questions: Does this piece of data exist? Is it true? Does it work? Will it produce the best possible results in the shortest time?

There are two ways to answer these questions to his own satisfaction: Find them in a preclear or find them in himself. These are fundamentals, and every auditor should undertake to discover them himself, thus raising Scientology above an authoritarian category. It is not sufficient that an instructor stand before him and declare the existence of these. Each and every student must determine for himself whether or not the instructor's statements are true.

As an example of a science in an Authoritarian Category, in the field of medicine some instructors declare that multiple sclerosis is the decay of nervous fibers, and that it is incurable, and that people who contract the "disease" die in a relatively short period of time. It must be answered in just this way on the examination paper or the student will find himself with less than a passing grade. This is not instruction—this is obstruction. In the first place, no one in a medical school knows anything about multiple sclerosis. A good instructor would expect his students to question such a statement and to find for themselves what can be done about multiple sclerosis.

There are two ways Man ordinarily accepts things, neither of them very good. One is to accept a statement because Authority says it is true and must be accepted, and the other is by preponderance of agreement amongst other people.

Preponderance of agreement is all too often the general public test for sanity or insanity. Suppose someone were to walk into a crowded room and suddenly point to a ceiling saying, "Oh, look! There's a huge, twelve-foot spider on the ceiling!" Everyone

would look up, but no one else would see the spider. Finally someone would tell him so. "Oh, yes, there is," he would declare, and become very angry when he found that no one would agree with him. If he continued to declare his belief in the existence of the spider he would very soon find himself institutionalized.

The basic definition of sanity in this somewhat nebulously learned society is whether or not a person agrees with everyone else. It is a very sloppy manner of accepting evidence, but all too often it is the primary measuring stick.

And then the Rule of Authority: "Does Dr. J. Doe agree with your proposition? No? Then, of course, it cannot be true. Dr. Doe is an eminent authority in the field."

A man by the name of Galen at one time dominated the field of medicine. Another man by the name of Harvey upset Galen's cozy position with a new theory of blood circulation. Galen had been agreeing with the people of his day concerning the "tides" of the blood. They knew nothing about heart action. They accepted everything they had been taught and did little observing of their own. Harvey worked at the Royal Medical Academy, and found by animal vivisection the actual function of the heart.

He had the good sense to keep his findings absolutely quiet for a while. Leonardo da Vinci had somehow discovered or postulated the same thing, but he was a "crazy artist" and no one would believe an artist. Harvey was a member of the audience of a play by Shakespeare in which the playwright made the same observation, but again the feeling that artists never contribute anything to society blocked anyone but Harvey from considering the statement as anything more than fiction.

Finally, Harvey made his announcement. Immediately dead cats, rotten fruit and pieces of wine jugs were hurled in his direction. He raised quite a commotion in medical and social circles until finally, in desperation, one doctor made the historical statement that, "I would rather err with Galen than be right with Harvey!"

Man would have made an advance of exactly zero if this had always been the only method of testing evidence. But every so often during Man's progress there have been rebels who were not satisfied with preponderance of opinion, and who tested a fact for themselves, observing and accepting the data of their observation, and then testing again.

Possibly the first man who made a flint axe looked over a piece of flint and decided that the irregular stone could be chipped a certain way. When he found that flint would chip easily he must have rushed to his tribe and enthusiastically tried to teach his fellow tribesmen how to make axes in the shape they desired instead of spending months searching for accidental pieces of stone of just the right shape. The chances are he was stoned out of camp.

Indulging in a further flight of fancy, it is not difficult to imagine that he finally managed to convince another fellow that his technique worked, and that the two of them tied down a third with a piece of vine and forced him to watch them chip a flint axe from a rough stone. Finally, after convincing fifteen or twenty tribesmen by forceful demonstration, the followers of the new technique declared war on the rest of the tribe and, winning, forced the tribe to agree by decree.

## EVALUATION OF DATA

Man has never known very much about that with which his mind is chiefly filled: Data. What is data? What is the evaluation of data? For instance, if you have been in Scientology very long the chances are that someone has glibly told you that he knew from psychoanalysis that if one could remember childhood experiences one could be

relieved of certain psychosomatic pains. His conclusion from this tiny scrap of information was that Scientology is not new. In 1884 when Breuer first presented this tiny fact to Freud, he was unable to convince the eminent Doctor, but he managed to convince Freud in the next ten years. Then Freud convinced his friends. Medicine then fought Freud to a standstill, but eventually psychoanalysis emerged from the imbroglio.

All these years in which psychoanalysis has taught its tenets to each generation of doctors the authoritarian method was used, as can be verified by reading a few of the books on the subject. Within them is found, interminably, “Freud said ....” The truly important thing is not that “Freud said” a thing, but “Is the data valuable? If it is valuable, how valuable is it?” You might say that a datum is as valuable as it has been evaluated. A datum can be proved in ratio to whether it can be evaluated by other data and its magnitude is established by how many other data it clarifies. Thus, the biggest datum possible would be one which would clarify and identify all knowledge known to Man in the material universe.

Unfortunately, however, there is no such thing as a Prime Datum. There must be not one datum, but two data, since a datum is of no use unless it can be evaluated. Furthermore, there must be a datum of similar magnitude with which to evaluate any given datum.

Data is your data only so long as you have evaluated it. It is your data by authority or it is your data. If it is your data by authority, somebody has forced it upon you, and at best it is little more than a light aberration. Of course, if you asked a question of a man whom you thought knew his business and he gave you his answer, that datum was not forced upon you. But if you went away from him believing from then on that such a datum existed without taking the trouble to investigate the answer for yourself—without comparing it to the known universe—you were falling short of completing the cycle of learning.

Mechanically, the major thing wrong with the mind is, of course, the turbulence in it, but the overburden of information in this society is enforced education that the individual has never been permitted to test. Literally, when you are told not to take anyone’s word as an absolute datum you are being asked to break a habit pattern forced upon you when you were a child.

Your instructor in Scientology could have told you what he found to be true and invited you to test it for yourself, but unless you *have tested it* you very likely do not have the fundamentals of Scientology in mind well enough to be comfortable in the use of any or all of the techniques available to you. This is why theory is so heavily stressed in Scientology. The instructor can tell you what he has found to be true and what others have found to be true, but at no time should he ask you to accept it—please allow a plea otherwise.

Test it for yourself and convince yourself whether or not it exists as truth. And if you find that it does exist, you will be comfortable thereafter; otherwise, unrecognized even by yourself you are likely to find, down at the bottom of your information and education an unresolved question which will itself undermine your ability to assimilate or practice anything in the line of a technique. Your mind will not be as facile on the subject as it should be. It is not through courtesy that you are being asked to check your data—you are being asked to become much better auditors by resolving your basic and fundamental concepts.

Any quarrel you may have with theory is something that only you can resolve. Is the theory correct, or isn’t it correct? Only you can answer that; it cannot be answered for you. You can be told what other auditors have achieved in the way of results, and

what other auditors have observed, but you cannot become truly educated until you have achieved the results for yourself. The moment a man opens his mouth and asks, "Where is validation?" you can be sure you are looking at a very stupid man. That man is saying, bluntly and abruptly, "I cannot think for myself. I have to have Authority." Where could he possibly look for validation except into the physical universe, and into his own subjective and objective reality?

## A LOOK AT THE SCIENCES

Unfortunately, Scientology is surrounded by a world that calls itself a world of science, but it is a world that is in actuality a world of Authority. True, that which is science today is far, far in advance of the Hindu concept of the world wherein a hemisphere rested on the backs of seven elephants which stood on seven pillars, that stood on the back of a mud turtle, below which was mud into infinity.

The reason engineering and physics have reached out so far in advance of other sciences is the fact that they pose problems which punish Man so violently if he doesn't look carefully into the physical universe.

An engineer is faced with the problem of drilling a tunnel through a mountain for a railroad. Tracks are laid up to the mountain on either side. If he judges space wrongly the two tunnel entrances would fail to meet on the same level in the center. It would be so evident to one and all concerned that the engineer made a mistake that he takes great care not to make such a mistake. He observes the physical universe, not only to the extent that the tunnel must meet to a fraction of an inch, but to the extent that if he were to misjudge wrongly the character of the rock through which he drills, the tunnel would cave in—an incident which would be considered a very unlucky and unfortunate occurrence to railroading.

Biology comes closer to being a science than some others because, in the field of biology, if someone makes too big a mistake about a bug the immediate result can be dramatic and terrifying. Suppose a biologist is charged with the responsibility of injecting plankton into a water reservoir. Plankton are microscopic "germs" that are very useful to Man. But if through some mistake the biologist injects typhoid germs into the water supply, there would be an immediate and dramatic result.

Suppose a biologist is presented with the task of producing a culture of yeast which would, when placed in white bread dough, stain the bread brown. This man is up against the necessity of creating a yeast which not only behaves as yeast but makes a dye as well. He has to deal with the practical aspect of the problem, because after he announces his success, there is the "yeast test": Is the bread edible? And the brown-bread test: Is the bread brown? Anyone could easily make the test, and everyone would know very quickly whether or not the biologist had succeeded or failed.

Politics is called a science. The punishment for a mistake in the "science" of politics is so tremendous that this whole culture is on the verge of being wiped out! There are natural laws about politics. They could be worked out if someone were to actually apply a scientific basis to political research.

For instance, it is a foregone conclusion that if all communications lines are cut between the United States and Russia, Russia and the United States are going to understand each other less and less. Then by demonstrating to everyone how the American way of life and the Russian way of life are different, and by demonstrating it day after day, year after year, there is no alternative but a break of affinity. By stating flatly that Russia and the United States are not in agreement on any slightest political theory or conduct of Man or nations the job is practically complete. Both nations will go into anger tone and suddenly there is war.

Russia is very, very low on the tone scale. She is a totalitarian slave state and about as safe to have in the family of nations as a mad dog at a cocktail party. We as a nation could be very, very clever—we could try to put Russia back together again.

We are a nation possessed of the greatest communications networks on the face of the Earth, with an undreamed of manufacturing potential. We have within our borders the best advertising men in the world. But instead of selling Europe an idea we give machine guns, planes and tanks for use in case Russia breaks out. The more threats imposed against a country in Russia's tone level, the more dangerous that country will become. When people are asked what they would do about this grave question, they shrug and say something to the effect that "the politicians know best." They hedge and rationalize by saying that after all, there is the American way of life, and it must be protected.

What is the American way of life? This is a question that will stop almost any American. What is the American way of life that is different from the human way of life? We have tried to gather together economic freedom for the individual, freedom of the press, and individual freedom, and define them as a strictly American way of life—why hasn't it been called the Human Way of Life?

In the field of humanities Science has been thoroughly adrift. Unquestioned authoritarian principles have been followed. Any person who accepts knowledge without questioning it and evaluating it for himself is demonstrating himself to be in apathy toward that sphere of knowledge. It demonstrates that the people in the United States today must be in a low state of apathy with regard to politics in order to accept without question everything that happens.

## FUNDAMENTALS

When a man tries to erect the plans of a lifetime or a profession on data which he himself has never evaluated, he cannot possibly succeed.

Fundamentals are very, very important, but first of all one must learn how to think in order to be absolutely sure of a fundamental. Thinking is not particularly hard to learn. It consists merely of comparing a particular datum with the physical universe as it is known and observed. How, for instance, would you find out for your own satisfaction that there exists such a thing as a mock-up. Find a preclear who is also interested in verifying such existence of mock-ups or have someone run you on them.

Your instructor has done this a sufficient number of times, and has seen it done to others a sufficient number of times to satisfy himself that mock-ups exist and can be run and bettered on a preclear. But just because they exist for him and he informs you of his knowledge does not mean that it exists for you. Unless you have made up your mind through comparison of the information with the known universe, you will not be able to handle mock-ups properly. When there is an authoritarian basis for your education you are not truly educated.

Authoritarianism is little more than a form of hypnotism. Learning is forced under threat of some form of punishment. A student is stuffed with data which has not been individually evaluated just as a taxidermist would stuff a snake. Such a student will be well-informed and well-educated according to present-day standards, but unfortunately he will not be very successful in his chosen profession.

Indecision underlies an authoritarian statement. Do not allow your Scientology education to lie on the quicksand of indecision.

Unless you have looked into the matter of engrams and unless you have actually run a preclear into an engram—the realization that (1) there is a time track, and (2)



that physical pain can be stored and can be recovered, and (3) that all the perceptics are registered during these moments of unconsciousness, will not be yours. Your knowledge concerning the engram depends exclusively upon what you have observed about that engram.

There have been volumes of articles written about techniques of running engrams. There are many techniques in existence which run them. Make up your mind whether or not they work for you.

First of all, find out to your own satisfaction whether or not there is an engram in existence. Then determine whether or not the technique in question will discover the engram for you, and whether or not the technique really runs the engram. Having made certain that there is an engram, ask yourself what kind of technique you would evolve if you decided to do something about this object, the engram. How would you go about it? Unless you have asked yourself this question and tried to come to a definite conclusion about it, you will never come into agreement on the technique of running engrams! You will be performing an authoritarian rote. You can learn how to run an engram by rote, but unless you decide from your own observation that there is an engram to be run you will be simply performing some ritual in which a mistake is very easy to make.

An auditor who does not understand memory has no business attempting to improve a preclear's memory. He could hardly know what the anatomy of memory is. It cannot be done well by rote. About the worst thing that could happen to a preclear is to drop into something and then feel that the auditor is thinking, "Now, let's see—it was page 62 . . . or was it 63? . . . and the question was . . ." while the preclear sits there, suffering, and thinking, "Do something! Say something!" An auditor who is auditing by rote will make mistakes like that because he does not have the basic fundamentals as a part of his background of training.

A truly good auditor doesn't have to think twice. He knows "instinctively" how the auditing session itself should be run. When the basic fundamentals are securely the auditor's own there is no need for him to be told what must be done.

You are asked to examine the subject of Scientology on a critical basis—a very critical basis. It is not to be examined with the attitude that when you were in school you learned that such and such was true, and since you learned that first, the first learning takes precedence. A prime example of this is the literary critic who says, after reviewing a book, that the book is not a novel because it is not a cross section of life. His professor in literature gave him a passing grade because he answered the question "correctly" on his examination paper, and therefore a book is not a novel unless it is a cross section of life.

There is yet to appear a good definition for aesthetics and art, and yet they parrot a definition for a specific form of art!

Do not make the mistake of criticizing something on the basis of whether or not it concurs with the opinions of someone else. The point which is pertinent is whether or not it concurs with your opinion. Does it agree with what you think?

Nearly everyone has done some manner of observing of the material universe, and there is surely no one in Scientology who has not done some small amount of observation of organisms. No one has seen all there is to see about an organism, but there is certainly no dearth of organisms available for further study. There is no valid reason for accepting the opinion of Professor Blotz of the Blitz University who said in 1933 that schizophrenics were schizophrenics, and that made them schizophrenics for all the time.

If you are interested in the manifestation of insanity, there is any and every form of insanity that you could hope to see in a lifetime in almost any part of the world. Study the peculiarities of the people around you and wonder what they would be like if their little peculiarities were magnified a hundred fold. You may find that by listing all the observable peculiarities you would have a complete list of all the insanities in the world. This list might well be far more accurate than that which was advanced by Kraepelin and used in the United States today.

If sanity is rationality and insanity is irrationality, and you postulated how irrational people would be if certain of their obsessions were magnified a hundred fold, you might well have in your possession a far more accurate and complete list of insanities and their manifestations than is currently in existence.

If you will take the time and effort, then, of making a complete examination of your subject, introspectively and by observation, you will find that you have suddenly become an excellent auditor. The hard way is to sit down and memorize a third of a million words contained in *Science of Survival*—the method all too many educational systems employ in this age.

So then we ask you to look at Scientology, study it, question it, and use it as we present it and you will have discovered something for yourself. And in so doing you might well discover a lot more. What you will be doing in Scientology, the techniques and the theories are highly workable, but they are not highly workable just because we say so!

Since Scientology is a very precise science based on proven data, axioms, and precise procedures, it must be used exactly as stated in order to gain the results which have been obtained. By using it with understanding the student can observe for himself its workability. When you have applied it as it should be, and applied as it is taught at the school, and still find it unworkable, it is your privilege to question it and, if you like, reject it.

But it is a very funny thing, in the history of Scientology the only people who have shouted out against Scientology are those people who know little or nothing about it or they have been given some erroneous data about it and had used a very bad perversion of Scientology and said, “This is the way it is.”

So, the only advice we can give to the student is study Scientology for itself and use it exactly as stated, then form his own opinions. Study it with the purpose in mind of arriving at his own conclusions as to whether or not the tenets he has assimilated are correct and workable. Compare what you have learned with the known universe. Seek for the reasons behind a manifestation, and postulate the manner and in which direction the manifestation will likely proceed. Do not allow the Authority of any one person or school of thought to create a foregone conclusion within your sphere of knowledge. Only with these principles of education in mind can you become a truly educated individual and a good Scientologist.

L. RON HUBBARD

[The above article was reissued under the same title in *Ability 139*, ca. June 1962. Parts of the above text were originally issued as *Dianetic Auditor's Bulletin*, Vol. 2, No. 1, July 1951, *Education and the Auditor*—see Volume I, page 124.]

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 27 FEBRUARY 1959

For All Staff  
All U.S. Official Offices  
London for reissue

**HOW TO SELECT SELECTED PERSONS**

(Supplementing HCO Bulletin of February 16, 1959)

In Selected Persons Overt Straightwire, there is an element of diagnosis. How does one select the “selected person”?

Every time this process misses on a preclear, one of three things is at fault, either—

1. Pc has pt problem
2. Dynamic Straight Wire should have been run a week or two
3. The wrong person was selected for the process.

The whole thing is a matter of attention units (1950). If the preclear has his attention totally fixed on a terminal, little else is real to him. Look at one object only in a room. How real are the other objects? If a preclear’s attention is all bound up in some person, how can he find reality elsewhere.

Very well—how do we find, then, the “selected person”?

The most loaded two-way comm question is,

“Who in your life is to blame for the condition you’re in?”

Others of like ilk produce the “selected person” you then run on Selected Persons Overt Straight Wire.

“Who was the person who really had it in for you?”

“Who do you know or did you know that you’d really *hate* to be?”

If the pc to any of the above or all of them says, “myself”, that’s what you have to run.

Select a new person each time pc splits off the one you’re running. You’ll find some amazing valence shifts.

L. RON HUBBARD

LRH:mg.rd

## ANALYSIS OF CASES

A primary skill required of an accomplished auditor would be analysis of a case. The basic error is overestimating the case's ability. All failures stem from a failure to undercut the reality of a case. If that reality level is reached, the case will improve. If not, the case remains stagnant.

**RESULTS DEFINED:** Case achieves a reality on change of case, somatic, behavior or appearance, for the better.

**BETTER DEFINED:** Negative gain. Things disappear that have been annoying or unwanted.

**ABILITY GAIN DEFINED:** Pc's recognition that pc can now do things he could not do before.

**INTELLIGENCE GAIN DEFINED:** Loss of restimulation of stupidity by reason of attempts to confront or experience the problems of life. (Intelligence appears when stupidity is keyed out or erased.) Intelligence is a confronting ability.

**FAMILIARITY:** or familiarization permits intelligence to manifest. Reaching and withdrawing are more possible when stupidity is keyed out or erased. Increasing ability to reach and withdraw increases intelligence.

It can be seen that when attention is fixed, the ability to reach and withdraw decreases, therefore intelligence decreases, therefore the ability to change decreases, therefore no "case gain".

Unfixing attention is done in various ways. As hypnotism is done by fixing attention, a parallel observation is that a person wakes up, receives less fixed effect, when attention becomes unfixed.

Unfixing attention must be done by increasing ability to reach and withdraw from the specific thing or person on which attention is fixed in the bank. The bank merely expresses a recording of past attention fixations.

Shocks of various kinds can unfix attention but always lead to a decrease in ability over a period. Unfixing attention by violence throws a case downscale. As the case goes upscale the attention refixes on things violence unfixed it from.

Clearing is a gradient process of finding places where attention is fixed and restoring the ability of the pc to place and remove attention under his own determinism.

Case Analysis consists then of the determination of where pc's attention (at current state of case) is fixed on the track and restoring pc's determinism over those places.

This is done by:

1. PT Problem running.
2. Dynamic survey and remedy of fixed points.

3. Selected items and persons survey and unfixing other-determined attention at those points.

The auditor's skill in locating where attention is now fixed is even greater now than the auditor's ability to remedy the fixation of the pc's attention since this latter problem is fairly well in hand.

There are many ways of doing a survey to determine what the pc's attention is fixed upon now. The E-Meter and interrogation of the pc are the main methods.

"What has your attention been fixed on lately (or 'in this Life')?" would elicit a reply that could then be used in the questions

"Recall a time when you did something to (item or person so located)."

"Recall a time when you withheld something from (item or person so selected)."

If you find the exact item or person on which attention is fixed, you achieve immediate case gain, which is to say reality, which is to say interest, in-sessionness, success.

If any pc you are running has not manifested case gain, reality, interest, in-sessionness, then one of two things is true:

1. You haven't found the item or person on which pc's attention is other-determinedly fixed and haven't run it yet, or
2. Pc is gone-man-gone.

I trust this may be of some small assistance in learning how to analyze a case.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE WASHINGTON, D.C.

HCO BULLETIN OF 28 FEBRUARY 1959 BPI

TECHNICAL

**ARC BREAKS WITH AUDITORS**

When severe, ARC Breaks are repaired by running Selected Persons Overt Withhold on the auditor as a selected person.

Otherwise, TR 5N.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE WASHINGTON, D.C.

HCO BULLETIN OF 28 FEBRUARY 1959

BPI

TECHNICAL

**CLEARING COMMANDS**

Excerpt from HCO Bulletin of July 28, 1958

**CLEARING COMMANDS:** Clear each word with the full phrase once each with the following:

“What is the usual definition of the English (or other language) word \_\_\_\_\_?”

Do not ask for definitions over and over as a repetitive command. If pc's definition is poor, clear command every few commands.

Clear only each different word in a bracket. Don't clear each line in a bracket.

L. RON HUBBARD

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*MAGAZINE MATERIAL*

**TWO RULES FOR HAPPY LIVING**

1. Be able to experience anything.
2. Cause only those things which others are able to experience easily.

Man has had many golden rules. The Buddhist rule of “Do unto others as you would have these others do unto you”, has been repeated often in other religions. But such golden rules, while they served to advance Man above the animal, resulted in no sure sanity, success or happiness. Such a golden rule gives only the cause point, or at best the reflexive effect point. This is a self-done-to-self thing and tends to put all on obsessive cause. It gives no thought to what one does about the things done to one by others not so indoctrinated.

How does one handle the evil things done to him? It is not told in the Buddhist rule. Many random answers resulted. Amongst them are the answers of Christian Science (effects on self don't exist), the answers of early Christians (become a martyr), the answers of Christian ministers (condemn all sin). Such answers to effects created on one bring about a somewhat less than sane state of mind—to say nothing of unhappiness.

After one's house has burned down and the family cremated, it is no great consolation to (1) pretend it didn't happen, (2) liken oneself to Job or (3) condemn all arsonists.

So long as one fears or suffers from the effect of violence, one will have violence against him. When one *can* experience exactly what is being done to one, ah magic, it does not happen!

The most basic proof of this is the earlier tests with problems of comparable magnitude and later tests of “selected overts”. When the problem or terminal is no longer restimulative, it ceases to have power to harm one.

How to be happy in this universe is a problem few prophets or sages have dared contemplate directly. We find them “handling” the problem of happiness by assuring us that man is doomed to suffering. They seek not to tell us how to be happy but how to endure being unhappy. Such casual assumption of the impossibility of happiness has led us to ignore any real examination of ways to be happy. Thus we have floundered forward toward a negative goal—get rid of all the unhappiness on Earth and one would have a liveable Earth. If one seeks to get rid of something continually, one admits continually he cannot confront it—and thus everyone went down hill. Life became a dwindling spiral of *more* things we could not confront. And thus we went towards blindness and unhappiness.

To be happy, one only must be *able* to confront, which is to say, experience, those things that are.

Unhappiness is only this: the inability to confront that which is.

Hence (1) Be able to experience anything.

The effect side of life deserves great consideration. The self-caused side also deserves examination.

To create only those effects which others could easily experience gives us a clean new rule of living. For if one does, then what might he do that he must withhold from others? There is no reason to withhold his own actions or regret them (same thing) if one's own actions are easily experienced by others.

This is a sweeping test (and definition) of good conduct—to do only those things which others can experience.

If you examine your track you will find you are hung up only in those actions a person did which others were not able to receive. Hence a person's track can become a hodge-podge of violence withheld which pulls in then the violence others caused.

The more actions a person emanated which could not be experienced by others, the worse a person's track became. Recognizing that he was bad cause, or that there were too many bad causes already, a person ceased causing things—an unhappy state of being.

Pain, misemotion, unconsciousness, insanity all result from causing things others could not experience easily. The reach-withhold phenomena is the basis of all these things. When one sought to reach in such a way as to make it impossible for another to experience, one did not reach, then, did he? To “reach” with a gun against a person who is unwilling to be shot is not to reach the person but a protest. All *bad* reaches never reached. So there was no communication and the end result was a withhold by the person reaching. This reach-withhold became at last an inability to reach—therefore low communication, low reality, low affinity.

All bad acts then are those acts which cannot be easily experienced at the target end.

On this definition let us review our own “bad acts” (or overts). Which ones *were* bad. Only those that could not be easily experienced by another were bad. Thus *which* of society's favorite bad acts are bad? Acts of real violence resulting in pain, unconsciousness, insanity and heavy loss could at this time be considered bad. Well what other acts of yours do you consider “bad”? The things which you have done which you could not easily yourself experience were bad. But the things which you have done which you yourself could have experienced had they been done to you were *not* bad. That certainly changes one's view of things!

Only processing can bring a person to a point where he or she could experience anything without enduring consequence. So it is no wonder that philosophy of yesteryear was stopped on “happiness” as a subject.

But all processes from the beginning of Dianetics and Scientology until now which improved the ability to confront (or experience) were gaining toward the goal. All processes that eradicated experience only were poor processes. The early drop in gains in processing (1950) came about because people dramatized an eradication of all badness. The auditors were unwilling to let the pcs experience anything, the pcs sought to get rid of things without experiencing things.

There is no need to lead a violent life just to prove one can experience. The idea is not to *prove* one can experience but to regain the *ability* to experience which is only done in processing.

Thus today we have two golden rules for happiness:

1. Be able to experience anything; and
2. Cause only those things which others are able to experience easily.

Your reaction to these tells you how far you have yet to go in processing. And that is the first time we knew that.

And if we achieve these two golden rules, we Scientologists would be the happiest and most successful people in this universe for who could rule any of us with evil?

Of course these are the characteristics of gods—But who said we were trying to make anything else?

L. RON HUBBARD

LRH:-.rd



**P.A.B. No. 155**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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1 March 1959

**PROCESSES USED IN 21ST ACC**

*Compiled from the Research Material and Taped Lectures of L. Ron Hubbard*

I want to take up here with great rapidity the processes from bottom to top that we have so far found and that have been effective, and some additional data in running them.

And first is the process Dynamic Straightwire. The way to do a survey on Dynamic Straightwire is this: you ask the person to describe the dynamics from one to eight. We don't care about them being sequitur—change them round if you wish.

Now, you ask a person to describe each one of these dynamics. You are watching an E-Meter for a change in pattern. Therefore you must carefully isolate the pattern, before you can tell whether or not the pattern has changed on the E-Meter needle reading. But, more important than that, you are looking for a dynamic the preclear makes mistakes about while he is trying to describe it, a dynamic he cannot describe, or a dynamic he won't even approach and is very leary of, and his statement is confirmed by the E-Meter reading. In other words, you've got the statement of the preclear in this particular analysis being stacked up against the E-Meter reading all the way through in an analysis or diagnosis for Dynamic Straightwire.

All right. We go all the way through, asking for a terminal on these dynamics and we finally get a repeat. We will ask him for terminals on these dynamics, and we will get the same dynamic to read again. Now the basic rule which sorts this out is: Any dynamic which doesn't clear by two-way comm has to be run. Simple as that. Any dynamic which doesn't clear by two-way comm has to be run.

So, if you have two or three dynamics jammed up, you can hope that two of them will clear up, leaving you with the remaining dynamic.

But this is not the complete criteria of what you run. There is another stable datum. Don't run a terminal that is totally unreal to the preclear. Another stable datum, which comes on top of it, is: never run a terminal that is sensible. Never. If a terminal belongs on the dynamic, you can almost say you'll get nowhere running it. So you're looking for terminals that the preclear gives you for a dynamic which don't belong on the dynamic at all.

Now, if that terminal is real to the preclear, you will get a tremendous change in the case. If that terminal is totally unreal to the preclear and if it does belong on the dynamic, why, you're not going to get any change on the case, so why run it? Might as well run some other process.

So, we have several conditions by which the diagnosis on Dynamic Straightwire works. I've done enough of these now and run enough of them, isolated enough of them and gotten conditions of change on enough of them, to realize that every time you changed a case you had (1) a person who couldn't describe the dynamic accurately, or who made mistakes while trying to describe it, (2) a person who gave you a non sequitur or erroneous terminal for that dynamic—the terminal was fairly real to the preclear, although it didn't belong there—and (3) you ran that, and it opened up track like mad.

What have you got here? You have a terrific identification. You are trying to undo identification that is lying right on the top. Well, this tells you, then, that it is neither a long process nor an invariable process. Given enough skill, you could undoubtedly find one of these on every case—given enough skill. But it is limited by auditor skill. Furthermore, it gives auditors a chance to “chop up” preclears and it gives auditors a chance to write some script, so this one has liability. And auditors have been writing script like mad. We had one particular case where the preclear couldn't say any terminal on the seventh dynamic, so promptly the auditor jumps in and takes the nearest related thing to the seventh dynamic, the thetan, he could get. This was A Head, and he ran A Head, and the preclear had nothing to do with it, and they wondered why the case didn't advance.

Now, you have auditors who are letting the preclear *choose*. In other words, there are auditors who actually believe that a preclear is permitted power of choice in an auditing session. And this is the biggest bug I have found existing at this instant on this ACC. That one's a blinker. They are probably not telling you this, that they think a preclear has power of choice. They don't know this: that it has to be nutty if you are going to run it—if it makes sense, why run it? They are looking for a wrongness in the preclear and they believe that the preclear knows all about his own case and could straighten it out all by himself. And that the auditor is an unnecessary adjunct. Now there are several people on this ACC who believe this and this is a great compliment to their faith in human nature, but it's certainly of no value in an auditor. The preclear has no power of choice at all. The one the preclear would never choose is the one you run.

An example: We had a preclear here who gave three terminals on the fifth dynamic. One of these was a mountain. So the preclear was given the power of choice as to which one to run and, of course, came up with a cat. So they sat there running cats. Well, a cat happens to be right for the fifth dynamic, so why straighten it out? The process is aimed at straightening out something. Obviously, the mountain was wrong. The preclear was totally stuck on the idea that there was a mountain in on this.

We found a mountain on the eighth dynamic in another case that hasn't been running. This case had been running metal on the sixth dynamic. So what? Metal belongs on the sixth dynamic—why run it? Get the idea? But this auditor had found a mountain on the eighth dynamic and ignored it. Of course, everybody knows God is a mountain—that's obvious ....

Now, this was the one to hit. And where you find these people out of session it is because nobody has trailed down a nutty dynamic. When they're out of session on Dynamic Straightwire, they're not interested in it at all, they are just not running an identification. They're running something reasonable, and at once the biggest liability of auditors is that they are reasonable and that they write script and write in reasonable reasons for it all. And they're trying to audit unreasonability out of people—and these two things just don't go together at all.

The next process up the line is Selected Person Overts. Select a terminal who is real to the preclear and, as you undercut the process, it comes closer and closer to

present time. The person chosen has to be closer and closer to present time the more you try to go downscale on the process. But the person must be real, that's a criteria in there. And the next thing about it is, you must flatten off several of these people. And the basic reason for this is to prepare an individual to own up to some responsibility for his own actions. Unless he can assume some responsibility for his own actions, he won't do anything in an auditing session, so this is the one that cures.

The auditing command for Selected Person Overts is **“Recall a time you did something to (the selected person's name).”** But that is undercut by the auditing command **“Think of something you did to \_\_\_\_\_”** or **“Think of something you have done to \_\_\_\_.”** Now, the reason you say “Think” is because these people are very chary of owning up to anything or accepting any responsibility out in broad daylight in front of God and everybody, so you run “Think” and you've got a lot of people who are having a rougher time who won't own up to their own lives and who can't take responsibility for them on the third dynamic, but can take responsibility for them on the first dynamic. And this is the dynamic selection. So “Think” undercuts “Recall.”

The next one—General Overts—is much less effective when it has not already been undercut by Selected Person Overts. The individual just goes on and on with sweetness and light. The auditing command for General Overts is **“Recall a time when you did something to somebody.”** Now there are other phrases and so forth which could be used for this sort of process, but here we are interested mainly in people. We are not very interested in MEST and the remaining four dynamics. They'd splatter all over the place. That's why it's “to *somebody*.” If you said “something,” you would get the remaining four, so there is an alternate command in here if you wanted to run the other four dynamics. You would say, **“Recall a time when you did something to something.”**

Now, the next one up the line from this is Not-Is Straightwire: **“Recall a time when you implied something was unimportant.”** And this, we find, is best run on an alternate basis with the next auditing command, **“Recall a time when somebody else thought something was important.”** These two commands are alternated, one after the other, and you get these cases that are in a jam.

This is the direct cure of notisness; and where you have a case that is running a bad not-is, a process can evidently be invalidated or not-ised when the individual is out of session, or overnight. This is what Not-Is Straightwire cures. These are the people on whom a process works once, and never works again. These people are not-ising so badly that they can't duplicate—and not-is, of course, is a mechanism to prevent duplication. So you cure, not duplicate. And the cure for it is Not-Is Straightwire.

[Continued in PAB 156, page 441 ]

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 4 MARCH 1959

**HGC ALLOWED PROCESSES**

(Also for Instruction in HPA/HCA and ACC)

(Supersedes all earlier HGC allowed Processes  
except where these give data on the following)

Processes on gradient scale from unconscious pc to theta clear.

CCH 1, 2, 3, 4  
Rudiments (Not CCH 0)  
PTP by Selected Person Overt-Withhold Straight Wire  
Know to Mystery Straight Wire (See later bulletins)  
Dynamic Straight Wire  
ARC Straight Wire  
Selected Person Overt-Withhold Straight Wire  
General Overt-Withhold Straight Wire  
Factual Havingness (and Third Rail)  
ARC Break Straight Wire  
Not-Is Straight Wire  
Past and Future Experience  
What Can You Confront  
You make a mock-up for which you can be totally responsible  
Track Scout  
Engram Running  
Route One

The target of these processes is theta clear as different from MEST clear. Therefore, the higher MEST clear processes, Help and Step 6, are omitted.

We are not trying to make MEST clears in the HGC; therefore, Help and Step 6 are disallowed.

On old Dianetic cases or where engrams have been run by other auditors, run Selected Person Overt-Withhold on "an auditor" and "a preclear" until track is free. This is a necessary early step to get some cases moving.

Engram running should not be used by those not trained in it.

Muzzled auditing should be used when:

1. Pc ARC Breaks easily;  
and
2. Auditor shows signs of over-communication.

Be prepared to run Selected Person Overt-Withhold Straight Wire for as long as 3 to 5 weeks if pc begins to have emotional changes on it.

L. RON HUBBARD

LRH: iwh .jh

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 6 MARCH 1959

**TRAINING DRILLS**

NAME: ARC Break

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

COMMANDS: The coach makes up his mind there has been an actual specific ARC break. He doesn't tell the student. He then says, "Start". Then the student says:  
"HAVE I DONE SOMETHING WRONG?"

The coach answers this appropriately and the student says:  
"WHAT WAS IT?"

The coach answers, and then the student says:  
"WHEN WAS IT?"

The student gets it described and then says:  
"HOW IS IT NOW?"

Then when he's got it more or less stamped out here then he takes it on the other side of the picture and says:  
"HAVE YOU DONE SOMETHING WRONG IN THIS SESSION?"

The coach answers that appropriately and the student auditor asks:  
"WHAT WAS IT?" "WHEN WAS IT?" and "HOW IS IT NOW?"

When all have been handled satisfactorily the coach ends that cycle of action and then starts a new one.

PURPOSE: Is to train the student to handle ARC breaks in a session and to get them handled quickly and effectively on both the overt and motivator side, since there's always an overt connected with an auditing ARC break of one kind or another.

TRAINING STRESS: The training stress is on the reality and actuality of ARC breaks and the necessity of handling them. It should be pointed out that on an E-Meter it is the ARC break that causes the rising needle and also it must be pointed out that in actual auditing he will be using an E-Meter since he's not running this with a meter in his hand. In real auditing he flattens it until his meter shows no change on the subject. In running this TR he is simply going to flatten it by the seat of his pants and the satisfaction of the coach.

This is a 2-way comm formal auditing non-duplicative process and is only used to patch up ARC breaks when one occurs. It is not a repetitive command process which is supposed to do something terrific for the pc. It doesn't. It is just supposed to keep the session on the road and is not in itself therapeutic.

The student never answers or explains to the coach about the ARC break. In other words, we must keep the Auditor's Code while running an ARC break out. Probably more strongly than we would ordinarily keep an Auditor's Code. No evaluating questions. No invalidating questions. No explanations.

It should be understood that an ARC break is the only thing that will depress a profile. Nothing else will depress a profile except an ARC break. Handling ARC breaks is the only thing which keeps the profile from being depressed so this is a pretty important TR and it's really got to be smooth and free. It is the one thing that can submerge an engram or foul the session. It should be understood that in actual auditing if the pc gives the auditor the Break as soon as the auditor asks for it, the question "What is it?" is dropped.

LRH:-.rd

L. RON HUBBARD

HCO BULLETIN OF 6 MARCH 1959

BPI

## HOW TO DO A DIAGNOSIS ON DYNAMIC STRAIGHTWIRE

You ask the person to describe the dynamics from one to eight. We don't care about them being sequitur; any way you want to break it up, we don't care.

Now you ask a person to describe each one of these dynamics. You are watching an E-Meter for a change in pattern. Therefore, you have to carefully isolate the change of pattern before you can tell whether or not the pattern's changed on the E-Meter needle reading. But more important than that, you are looking for a dynamic that he makes mistakes on while he is trying to describe it, a dynamic he cannot describe, a dynamic that he won't even approach, that he is very leary of, and his statement is confirmed by the E-Meter reading. In other words, you have got the statement of the pc in this particular analysis or diagnosis for Dynamic Straightwire.

All right, then, we go all the way through asking for a terminal on these dynamics and we finally get a repeat. We will ask him for terminals on these dynamics; we'll get the same dynamic to read again. Now the basic rule which sorts this out is—any dynamic which doesn't clear by two-way comm has to be run. Simple as that. Any dynamic which doesn't clear by two-way comm has to be run.

Don't run a terminal that is totally unreal to the preclear. Another stable datum which comes on top of it is: Never run a terminal that's sensible. *Never*. If a terminal belongs on the dynamic you can almost say you'll get nowhere running it. So, you are looking for terminals that they give you for a dynamic which don't belong on the dynamic at all.

Now, if that terminal is real to the pc you will get a tremendous change in the case. If that terminal is totally unreal to the pc and if it does belong on the dynamic, why you're not going to get any change on the case, why run it? Might as well run some other process. It is neither a long process nor an invariable process. Given enough skill you could undoubtedly find one of these on every case. Given enough skill. But it is limited by auditor skill. Furthermore, it gives auditors a chance to chop up pcs and it gives auditors a chance to write some script.

You do not let the pc choose. You have auditors who actually believe that a pc is permitted power of choice in an auditing session. That one's a blinker.

Where you find pcs out of session, it's because nobody has trailed down a nutty dynamic.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 10 MARCH 1959

Dist:  
All Staff  
All Offices

**SUPPLEMENTAL DATA SHEET TO HCO BULLETIN OF FEB 16, 1959  
AND STAFF AUDITORS' CONFERENCE OF FEB 16, 1959**

The Feb 16 Bulletins, done rapidly to inform staff auditors, omitted the full gradient processes.

Some of the omitted (and very important) processes are Overt-Withhold Straight Wire, General Overt-Withhold Straight Wire, ARC Break Straight Wire, Third Rail, What Can You Confront and Mock Up Responsibility.

The complete list in order of use on any case is:

**ROUTE THETA CLEAR**

1. Rudiments and TR 5N
2. Present Time Problem
3. Dynamic Straight Wire
4. Overt-Withhold Straight Wire
5. General Overt-Withhold Straight Wire
6. ARC Break Straight Wire
7. Third Rail
8. What Can You Confront
9. Mock up a picture for which you could be totally responsible
10. Not-Is Straight Wire
11. Past and Future Experience
12. Engram Running
13. Route One (When theta clear is obtained)

This is a complete route to theta clear on all cases so far examined and audited (which contained some real "what walls").

Steps 1 to 5 above inclusive, if flattened, constitute a RELEASE.

The HAS Co-Audit Processes are:

3. Dynamic Straight Wire
4. Overt-Withhold Straight Wire
5. General Overt-Withhold Straight Wire

with the Instructor starting and stopping all sessions and doing all assessments. The auditing itself is severely muzzled.

HCA/HPA Professional Processes include 1 to 8 above inclusive.

HCS/BScn Processes include 1 to 11 inclusive.

HGS/DScn Processes include entire list.

L. RON HUBBARD

LRH:mp.rd

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 13 MARCH 1959

BPI

### **MUZZLED AUDITING**

Following is a despatch received from Theory and Practice Instructor,  
Washington, D.C.

“Dear Ron,

“I thought you might be interested to know that the afternoon muzzled auditing in the HCA Course is really paying off. These people have, every one of them, attained a very hot reality on their tracks, pictures and Scientology. In terms of past students the results are absolutely phenomenal. It is very good. Best, John Galusha.”

L. RON HUBBARD

LRH: mp.rd



**P.A.B. No. 156**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

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15 March 1959

**PROCESSES USED IN 21ST ACC**

(Continued from P.A.B. No. 155 [page 433])

*Compiled from the Research Material and Taped Lectures  
of L. Ron Hubbard*

All of these straightwire processes run best with an E-Meter, using the question "When?" About the only reason we came off *time* was because auditors were using time to harass. It is not that it isn't best to run it with time—it is best to run it with time. The muzzled fashion of running here is "Recall a time ... when ...."

The guy says he did.

"When?"

All right, the next response on the preclear's part is, "I don't know." Then the auditor goes into action.

Now, when you hound them and mix them up and twist them up and mess them up with time questions, all that's happening is that the auditor is dramatizing his own confusion about time, and he probably wouldn't accept the preclear's answer if it was three o'clock, September 2nd, 1959.

Muzzled Auditing is very severely this: The auditor utters the auditing command, the preclear answers it, and the auditor says, "All right." The preclear originates, the auditor nods. Let's make this a very severe definition of what we call muzzled auditing. Now, when you let the auditor go a little bit and give him an E-Meter and "When?" my experience and observation here in the 21st ACC is, he just goes for broke. It's rather as if you cut two strands of a three-strand rope and he quickly busts the other strand. In other words, it's muzzled or nothing. And where you have somebody who is doing any chop-up or is stacking up ARC breaks in any way, you have as your best answer "muzzled," and muzzled is *muzzled*. And they can't say "When?" either, because evidently if you give them "When?" they can go for broke and they can use "When?" and the answers thereof to chop the preclear up.

We did try to install a muzzled "When?" For my money, it hasn't been successful. We've had at least one of our people exceed this at once. Just letting him open his mouth starts the machine. "It's all right for you to say 'When?'" *you* can say to this auditor—"It's all right for you to say 'When?'" "Right away, he says, "Well, I've got to do something else." And so forth. We have even found that muzzled auditing wouldn't go on this one: "I'll repeat the auditing command." You can't even let them do that. You can't let them say this, because it has been used to invalidate the preclear. We have

an auditor (he's not an auditor, he's a case) who, every time the preclear answers the question, says, "I'll repeat the auditing command." The preclear tries to answer the question again, and the auditor just uses this as a non-acceptance. So this can't go as part of muzzled auditing. That so far has been my observation.

This may be a very harsh look, but I feel from what I have observed that I am justified.

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As I have already mentioned, we've got another condition here—reasonability. People have been writing script on the preclear's engrams to some degree. That is a great evil. And those people we have turned loose and those people who are running engrams and are saying this sort of thing are doing pretty well, and some of them are writing a bit of script. And the main thing they are *not* doing is picking up the overts. There are a couple of them stalled around here on overts.

There is a rule about this: When they cannot easily find or run the overts, take them right straight on down to Dynamic Straightwire. These people are not owning up to their own responsibilities and that means—perhaps because the case has changed over to an area of irresponsibility—that you have a situation here in which the individual has dropped out responsibility factors to such a degree that he cannot be trusted. When a person won't own up to his overts, you have an irresponsibility of great magnitude. This goes hand-in-glove with failing to answer the exact auditing command, failing to execute an auditing command, and so forth. And that can happen while running engrams.

[Continued in PAB 157, page 453]

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 17 MARCH 1959

*Magazine Article*

## AN INSANITY QUESTIONNAIRE

The World Health Organization has issued the following questionnaire to determine whether or not a person is insane, and infers that if one answers "yes" to any of the following, he is insane and needs help:

- Are you *always* worrying?
- Are you *unable* to concentrate because of unrecognized reasons?
- Are you *continually* unhappy without justified cause?
- Do you lose your temper *easily* and *often*?
- Are you *troubled* by regular insomnia?
- Do you have wide fluctuations in your moods, from depression to elation, back to depression, which *incapacitate* you?
- Do you *continually* dislike to be with people?
- Are you *upset* if the routine of your life is disturbed?
- Do your children *consistently* get on your nerves?
- Are you "brownd off" and *constantly* bitter?
- Are you afraid *without real cause*?
- Are you *always* right and the other person *always* wrong?
- Do you have *numerous* aches and pains for which no doctor can find a physical cause?

Scientology organizations as the leaders in the field of mental ability are doing the only successful work in correcting such disabilities.

The first sweeping, low cost attack on mental disability is now under way in Scientology organizations with HAS Co-Auditing courses, now beginning on all continents.

L. RON HUBBARD

[The above HCO B was reissued from Washington, D.C., dated 23 March 1959.]

## DO IT YOURSELF THERAPY

At last we have a successful way for the untrained person or the financially embarrassed Scientologist to make it all the way to *release* and prepare himself for theta clear at *low cost*.

Heavily supervised co-auditing at HAS level has become possible with my development of two things,

1. Processes that undercut most reality levels, and
2. Muzzled auditing.

For as little as 2 gns (or \$10) a week, one can have the major benefits of Scientology by giving a little and getting a lot.

HAS Co-auditing courses are run by all major Central Organizations and are being started in HCO enfranchised centres.

The applicant enrolls in the PE Course and receives a week of theory. He graduates to a Comm Course lasting two weeks of three nights each and costing 2 gns (or \$10) per week. He receives his HAS certificate and graduates to co-auditing for three nights a week for 2 gns (or \$10) per week and continues on until he reaches the state of *release*. This may take many months but he gains all the way in health, on his job, in his environment.

The co-auditing is done “muzzled” and under the heavy supervision of a trained professional who knows how to do it.

It is only successful if so done.

These new processes and muzzled auditing can be the beginning of a new civilization. For, cases are cracking on these units with such frequency and speed that even old timers instructing them are getting an eager new look.

A *release is* a person whose case “won’t get any worse”. He begins to gain by living rather than lose.

*Release is* a way point toward theta clear. A good release can be theta cleared by a professional running engrams in from 50 to 125 hours.

This is the new look. If you want to know more about it, write Hubbard Communications Office Worldwide in London or your nearest central organization.

We can put hundreds of thousands upstairs rapidly if we follow this well-blazed trail.

We are *still* winning.

L. RON HUBBARD

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## The Subject of Clearing

**L. Ron Hubbard**

A general summary of Clears and Clearing as of March 1, 1959 is of interest to all Dianeticists and Scientologists.

I have a great deal of data now that has not been generally released and indeed was never before known here on Earth.

The figures are in, the checks have been made. And here's what I have found:

The first Clears I made in 1947 that were stable were in reality Theta Clears, not Mest Clears. Had I had more finance and the data I collected between 1947 and 1959 I would have known that.

They were made by gradually raising their confrontingness of mental image pictures.

When I found in 1950 that other auditors could not achieve this, I made it my thorough business to:

1. Study all phenomena related to clearing;
2. Study ways to train auditors to do the job and
3. Achieve the original state on a broad scale by auditors in general on all types of cases.

I said we needed a better bridge. Well, we've built several.

Within the last fifteen months the data and findings have avalanched.

Once there was a breakthrough by other auditors using standard technology to a state of *release* some years ago, I knew we were winning but some didn't see it.

*Release* is the first state one attains on the way up. It is low and crude but it *is*. It means that state one doesn't skid any more in. In short, *release* means a bettered state from which one doesn't slip. A case stops getting worse and begins to get better, no matter how slowly. Old ARC Straightwire is the original process that created a *Release* (see *Self Analysis*, last page).

*Release* as a state is, in actuality, the first thing a pc is trying for. It's a gain to find level ground so that he doesn't from there on get worse. He's stable now, he won't keep slipping, if he attains the state of release.

I found the second goal a couple of years ago. I managed to develop drills and skills that would make a person *able to audit*. The simplest form of this now is called "muzzled auditing" and makes supervised co-auditing possible on a very wide scale, thus achieving goal three above.

The first great breakthrough came in Winter of 1957-58 with Mest Clearing.

Mest Clearing is shortcut clearing. By keying out engrams, one becomes free of them

This was achieved in a very large number of cases.

BUT

not all people could be Mest Cleared,

AND

the state is not always stable.

What happens to a Mest Clear sometimes? What makes the state unstable?

A Mest Clear, according to several reports even from those given bracelets (of which they should still be proud), starts acting like a Theta Clear and can't make it. It's a lose. He falls back.

In short, a Mest Clear can postulate. And he postulates himself into trouble. He can still key in engrams. His postulates operate powerfully on his bank, evidently, and there he goes.

A Mest Clear has not been through a total confrontingness. He arrived by what was a shortcut. His regained ability to postulate operates unexpectedly. He puts himself into things he hadn't confronted yet. He doesn't confront them. And there he goes.

So long as he doesn't use his large power to postulate unwisely, a Mest Clear stays clear. If he does, he's no longer clear. (Bob Ross, by the way, first mentioned this to me and further reports and observations bore it out.)

Very well—there is a state called Mest Clear. It is a shortcut that is sometimes the long way around and sometimes isn't stable.

However, a Mest Clear, even skidded, is better off than any Release.

Because of this liability (and because of later gains I made on Theta Clearing) no HGC is now even trying for Mest Clear. It's all Theta Clearing now. And if it's all right with you we'll use the word *Clear* to mean hereafter a *Theta* Clear and if we mean Mest Clear we'll say so.

The Mest Clear, then, still has a malady—the ability to postulate his engrams into heavy play.

Pursuing clearing further in 1958 I developed by early February 1959 the Confrontingness Scale of Reality. This, I find just this week, on a specific test, is also a parallel to the Responsibility Scale.

Roughly, the Confrontingness Scale of Reality goes this way from top to bottom:

No need to Experience a Reality  
Willing to Experience a Reality  
Willing to Confront a Reality  
Willing to be Elsewhere from a Specific Reality  
Willing to Not-Is a Reality (invisible field)  
Willing to Screen a Reality (puts black curtain over it or self)  
Willing to Dub-In a Reality  
Willing to Figure-Figure on a Reality  
Willing to Figure-Figure on a Dubbed-In Reality

Knowing this we see how a case behaves as we raise confrontingness on Mental Image Pictures. The person is out of valence below “Elsewhere” and not even on the right track below “Screen” (the old “Wide-Open Case”).

This was a lot of data to collide with. But being aware of the phenomenon of Mest Clear and having developed repetitive command engram running for the 5th London, I had to square around for Goal Three with techniques to run low reality for the 21st American and so found the Confrontingness Reality Scale.

All this made quite a difference in viewpoint. Things that were very vague in 1947 became very obvious to me.

A Theta Clear, then, can be defined as a person who is at cause over his own reactive bank and can create and uncreate it at will. Less accurately he is a person who is willing to experience.

Operating Thetan would be the same as always—the individual at Cause over Matter, Energy, Space, Time, Life and Form.

Theta Clear *is* stable. Therefore I’m not letting the HGC try for any lower state. In any event Theta Clearing is faster than Mest Clearing but not, of course, faster than Releasing. The maximum time to release a raving lunatic seems to be about 600 hours of CCH 1, 2, 3 and 4—work, however, that we don’t do.

The maximum time to release a non-insane person by CCH 1, 2, 3 and 4 is probably around 350 hours. And sometimes this route has to be taken as in a non-consent case or a child or a very low reality case or a case that can’t or won’t talk. (CCH 1, 2, 3 and 4 on such low cases is not always successful by reason of auditing skill differences.)

The maximum time to attain a Release on a fairly low reality case is about 175 hours—usually less, using present skills or even ARC Straightwire, Fall 1951.

The maximum time to theta clear somebody from beginning to end has not been determined fully for all cases by a long ways, but early data indicates that a case with high beginning reality *could* make it in 75 hours of HGC auditing. As all cases addressed so far in the HGC have responded steadily (under auditing done by 21st ACC graduates) on the Reality Scale, we could assume they will all go through to Theta Clear. Some cases (one with a recent severe accident) require evidently four weeks to get up to what you and I would call responsibility and reality on these new processes—but even then the four weeks were all win and all gain. (The auditing was done by a DScn who did not attend the 21st and was only verbally coached.)

Hazarding a guess, I would say we are sooner than 500 hours on Theta Clearing from beginning to end on average cases.

So all goals listed above—examining clearing, auditor training, and broad-scale co-auditing and clearing—are a reality now, just a dozen years from my first incredulous creation of a Clear to general clearing to a *stable* state. Of course the first goal of examining all aspects of clearing won't be over for another twenty years but it's still been dented. And you'll soon have that pleasure too, subjective or objective, on the subject of Theta Clearing.

It's a dozen years back to 1947. It's nine years back to Book One. But it's only twenty-nine years back to 1931 when I first began to work at George Washington University on the subject of the mind and life. (It's only fair to tell you that I'd already abandoned physical healing as a road in 1871 after a medical career, the only fruit of which now extant is what the medicos call Endocrinology, so that path is a little longer than we'd let on to the public.)

I'm pretty excited about all this—and comfortable. There were times when people got to jumping around so in the public prints that I figured straight jackets for reporters and Commies were more vital in our logistics than clearing. But it never entered my head to quit, not even when *Time* magazine divorced me from a woman I wasn't even married to. (Invented inverted 2nd Dynamics always make more news to Luce\* people than a world well and free.)

We can now do these things:

1. Theta clear people.
2. Train auditors to theta clear people. (It's now done at new HCA level and at HCS level at the Academies in Washington and Los Angeles.)
3. Supervise HAS co-auditing clear preparation plus home co-auditing (muzzled) to prepare for clearing plus broadly practice these processes on a wide public basis.

In short, we've definitely won. And it won't be long before everybody knows it. If you knew what fifty people well released by HAS co-auditing could do for Scientology in one town, you'd know we had it made.

Well, you'll know even better subjectively soon enough.

And that's clearing.

L. RON HUBBARD

[\*Henry R. Luce (1898-1967) was the co-founder, editor and publisher of *Time* magazine.]



HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London, W.1

HCO BULLETIN OF 24 MARCH 1959

Dist: WW

**HAS CO-AUDIT**

All offices should recognize that we have something new and startlingly successful in HAS Co-auditing done by and in the organization as an adjunct of the PE Foundation.

The complete gen on how to do this will be released in the very near future on these lines. This bulletin is to point out its importance.

It is expected that the following cities will begin in the central organization HAS Co-auditing courses immediately on receipt of the technical information:

London (already in progress), Los Angeles, New York, Melbourne, Johannesburg (where the information already exists), Paris, Washington (optional), Auckland (where the information already exists), Perth.

At once all names and addresses of all PE attendees should be gotten in order as mailing lists by the above organizations for their areas and they should stand by to make an immediate mailing.

Persons for night work should be appointed by the above organizations as follows:

PE Foundation Director  
PE Foundation Instructor  
HAS Comm Course Instructor  
HAS Co-audit Supervisor.

The PE Foundation basic course is one week long—5 nights. HAS Comm Course is three nights a week, Co-audit supervised is the same three nights. In case of crowded quarters the HAS Comm Course should be on a different three nights than the HAS Co-audit, i.e. Monday, Wednesday, Friday Comm Course; Tuesday, Thursday, Saturday Co-audit.

The charge to any applicant should be two or three guineas per week or \$10.

**THIS IS THE MOST IMPORTANT SINGLE PROMOTION EVENT OF THIS YEAR AND SHOULD BE TREATED AS SUCH.**

**MAGAZINE—MAJORS AND MINORS**

It has been found in at least one organization that the purpose of major and minor issues of the continental magazine has not been understood. A major issue goes out once every month to the membership only; a minor issue goes out once every month to the entire mailing list, particularly book buyers. *Certainty* Issues Vol. 5 No. 23, Vol. 6 No. 3, Vol. 6 No. 2 are typical minor issues and with their ads adjusted and made more timely are now being sent to the entire mailing list.

Neglect in sending minor issues to the entire mailing list can result in the eclipse of an operation, otherwise there is no adequate method of contacting new book buyers. Minor issues are mainly slanted at new book buyers but go to the entire list.

If your mailing lists are not so arranged as to make this possible or if your address systems make it difficult you had better do something about it in a hurry as these are the most uneconomical omissions that can be made by an operation.

## SCIENTOLOGY SERVICE ADMINISTRATOR

HCO offices requiring books, tapes, bulletins and other services should request them from HCO Administrator WW, 37 Fitzroy Street, London, which post is now occupied by Roddy Stock. The function of this post is to give service to other Scientology organizations and HCO offices.

L. RON HUBBARD

LRH: mp.rd

[The above HCO B was reissued from Washington, D.C., as HCO B 8 May 1959.]

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London, W.1

HCO BULLETIN OF 24 MARCH 1959  
Applicable to London

To all Staff

### MINIMUM STANDARDS

If we get two HPA students per week and maintain 25 HAS Comm Course or Co-audit students per week and never fall below this we can amply justify the cost of No. 7 Fitzroy Street.

This is what it will take. If we have any less than this we will have to give up 7 Fitzroy Street because of its high rental cost.

We need an absolute minimum of ten preclears in processing every week (or twelve to adjust partial rates on some) to make a living unit.

L. RON HUBBARD

LRH: mp.rd

## HAS CO-AUDIT & COMM COURSE

The new HAS course starts with two weeks' comm course followed by an unlimited time on the HAS co-audit course. Almost any student can co-audit, even if he has no reality on coaching. If a student is unreal on the comm course, then put him on to the HAS co-audit—at least he will get some processing and some gains.

### COMMUNICATION COURSE

The comm course consists of TRs 0, 1, 2, 3. The emphasis on TR 3 is not on comm bridges so much, but on the duplicative question.

Method: The coach sits opposite the student auditor with his back to the centre of the room. He never flunks the student auditor. His only originations are “start”, “fine” and “that’s it”. He may make an occasional short, complimentary remark.

If the student auditor is doing something wrong, the coach puts his hand out behind him and waits for the instructor to come and handle the difficulty. The instructor never corrects the student auditor. He just gets him to carry on with the session.

The idea here is: 1. To get the student auditor to do the drill and not spend all evening discussing it. 2. To prevent the coach from coaching with unreality and invalidating the student auditor.

### HAS CO-AUDIT COURSE

1. The students are briefed and told that if they blow session the instructor will not stop them. The course exists to help people who can help themselves. They will not be pursued.

2. The students are divided into co-auditing teams. The auditor sits with his back to the centre of the room and the pc faces the room.

Assignment: The instructor goes to each team, puts the pc on the E-Meter and finds a terminal for the auditor to run. He does this by asking the question, “Who would you blame for the condition you are in?” If no terminal bites, run “Himself”. If this still doesn’t bite, run Dynamic Straightwire. The question asked on Dynamic Straightwire is “Tell me what would represent yourself” (on Dynamic one, etc). After asking this question about each dynamic, run the following commands on the wackiest answers.

Processes are Selected Persons Overt Straightwire. “Recall something you have done to (terminal),” “Recall something you have withheld from (terminal).” General Persons Overt Straightwire, “Recall something you have done to somebody” and “Recall something you have withheld from somebody.” Each command in these two straightwire processes is repeated alternately.

The auditor does muzzled auditing. Muzzled auditing means that the auditor says only two things. He gives the command and acknowledges the answer to that command. If the pc says anything that is not an answer to the command, the auditor nods his head and awaits an answer before giving acknowledgement.

If the auditor gives the wrong command or gets confused, or if the pc forgets the command, the auditor says nothing to the pc. What he does do is place his hand behind him and wait for the instructor to handle the situation.

The auditor never leaves his chair to ask the instructor anything. The instructor never talks to an auditor who leaves his chair.

The auditor keeps on running a terminal until the pc starts repeating answers. When he judges the process is flat he puts out his hand and the instructor comes around to check.

At the end of the first session students change teams simply by moving one seat round. They keep the same auditors and preclears for as long as possible on course. Seats may be numbered to ensure consistency.

At the end of the evening the auditor writes out an auditor's report. This places his attention on his pc, keeping him more in session, and has him feel responsible for doing something to help his pc.

If the auditors remain strictly muzzled nothing can go wrong. It is up to the instructor to see that they remain muzzled. He is processing the pcs via the auditors, and to do this, rigid control must be maintained at all times.

L. RON HUBBARD

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[This HCO B is added to by HCO B 3 April 1959, *HAS Co-Audit and Comm Course*, page 456.]

**P.A.B. No. 157**  
**PROFESSIONAL AUDITOR'S BULLETIN**

The Oldest Continuous Publication in Dianetics and Scientology

**From L. RON HUBBARD**

Via Hubbard Communications Office  
37 Fitzroy Street, London W.1

---

1 April 1959

**PROCESSES USED IN 21ST ACC (Concluded)**

(Continued from P.A.B. No. 156 [page 441])

*Compiled from the Research Material and Taped Lectures  
of L. Ron Hubbard*

The engram commands we are using are as follows: **“What part of that incident can you confront?”**, **“What part of that incident can you be responsible for?”** and **“What part of that incident can you confront?—for how long?”** And when we have sorted these out, we run **“Find an unimportant part of that incident.”**

By incident, we mean both the overt and the motivator. An engram is some portion of an incident containing pain, unconsciousness and exteriorization. But the whole incident would consist of the overt-motivator which belong together; therefore we may find them running thousands of years apart, but, nevertheless, bundled up and identified with great thoroughness. We are running this simply with a kind of understood acknowledgment in most cases, and we are trying not to make this a sharp Tone 40 process, because that tends to drive the pictures away. (Some people are still doing this to a slight degree. Their acknowledgments are a bit too good and tend to make the engram vanish. This is a common thing.)

One thing we are faced with in this ACC is the inability of the student to accept the fact that a case changes. This must be stressed. Why are you auditing a case if you don't expect it to change? These students go on auditing somebody day after day and

actually downgrade the case again by giving it the same careful treatment throughout. They are *careful*, as if the preclear is still crazy. They haven't noticed that the preclear is now doing pretty well. This leads to ARC breaks.

One more process which I haven't mentioned so far is ARC Break Straightwire. We are not using it on the ACC, not because it isn't good, but merely because it is lengthy. Dynamic Straightwire, cleverly done, takes a case apart. It starts almost any case. Selected Person Straightwire on Overts will bring up the responsibility of a case to a point where he can be trusted to run engrams; and ARC Break Straightwire is the one which lays open the track. The only trouble is, I have seen it run for fifty hours. It's a long process, but it is a valuable process.

We have one final process here. It is a central process which processes anybody, and it is the thinking process of SCS. Now, to have the thinking process of SCS would be very valuable, because the assertion of control is your biggest point out. The reason auditors can't audit and the reason cases can't run and the reason valences happen, and so forth, has to do with handling people. Taking an old, old process here and remodeling it, we find that we have a very fast, wound-up-doll, muzzled auditing process that

can kick the living daylights out of a case; and we are including the process in the 21st ACC.

The process is simply this: **“Think of an identity you could handle. Think of an identity you couldn’t handle.”** Or: **“Think of an identity that could be handled. Think of an identity that could not be handled.”** This is the SCS Control process, Thinking version.

It is not yet decided which of the auditing commands is the best. You can run the preclear either at cause or generally. The general process is “Think of an identity that could not be handled. Think of an identity that could be handled.” Run alternately, one command after the other, it probably undercuts the other process, which is “Think of an identity you could handle. Think of an identity you couldn’t handle.”

It sounds very bad to say “you couldn’t handle”—it is a negative process. That is why it has to be sandwiched in with a positive process. Strangely enough, it doesn’t totally run on the positive process, because the preclear has a private ambition—not to be handled. He doesn’t want to be controlled in any way. So you must run the negative process in on the other side of the positive process.

I can’t tell you at this stage how many cases this process can be run on. But I do know that it is the anatomy of cases in group one, for all my study of them so far shows that their greatest unreality is the unreality of control. They demonstrate a hectic attitude toward the preclear because of an anxiety about controlling him, or an apathetic attitude towards the preclear because they know they can’t control him.

The whole subject of valences finally shook out here on the 21 Ts ACC. I hasten to tell you about it. The preclears have been through arduous control on the whole track. Arslucus, where everybody got worked to death (produce, produce, produce, work, work, work . . .)—Space Opera, where control was nothing if not deadly—in fact, at every place on the track where everybody went haywire, they had to make a total effect on people. So the preclear who is having a bad time has as his central goal an individuality that cannot be controlled; and this is why most of these lower scale people want to be clear. They do not want to be not-controlled; they just want to be absent.

This is also the reason why some people, although they say they are willing to clear people, are really unwilling to do so; because a clear is someone you cannot handle the way they think of handling people. So they become unwilling to make somebody clear, and they will chop it up somewhere along the line. So there is a reasonable reason underlying this obsessive chop-up that some students do to a preclear, and a reasonable reason behind an auditor’s coming up to you with great unhappiness the moment his preclear starts to make a gain. He himself wants to be clear so that he cannot be handled, but, if he knows he can’t be clear, he adopts an identity that cannot be handled.

Various societies in various times have various things that cannot be handled, and they get stuck with these solutions, and it is almost a rational solution. They adopt an identity that cannot be handled—and that is what is sitting in the preclear’s chair. And sitting in the auditor’s chair is somebody who knows only too well that the preclear can never be handled and so it doesn’t matter what he does; or somebody who is determined to handle the preclear even if it means knocking his block off. This results in misemotional responses to handling the preclear.

This is one of those horrible simplicities.

We had processes long ago on identity and inventing identities and various types of identities, and we also had processes on handling people (“What could you handle?”

What couldn't you handle?" "What could you change? What couldn't you change?" that sort of thing). Well, that all adds up to this process; and this process works much faster than SCS.

However, we shall know more about the Thinking version of SCS later on. I just wanted to give you a summary of the techniques and processes being used in the 21st ACC, for your information.

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 3 APRIL 1959

**HAS CO-AUDIT AND COMM COURSE**

Further to HCO Bulletin of March 25, 1959, the cost of the HAS Co-audit and Comm Course is 2 gns per week payable to the evening reception on each Monday evening. No credit is extended for this course. The price is 2 gns per week regardless of the number of weeks spent on the course.

The following is the schedule covering the HAS Comm Course and HAS Co-audit:

**COMM COURSE**

*First Week*

<i>Monday</i>	<i>Wednesday</i>	<i>Friday</i>
7.00 —Roll Call, Briefing 7.15 ) 8.25 )---TR 0	7.00 —Roll Call, Briefing 7.15 ) 8.25 )---Change 7.50	7.00 —Roll Call 7.15 ) 8.25 )---TR 3
8.30 ) 9.40 )---TR 0	8.30 )---TR 2 9.40 )---Change 9.05	8.30 )---TR 3 9.40 )
9.45 —End	9.45 —End	9.45 —End

New students: 7.15 - 8.00—OCA test.

*Second Week*

<i>Monday</i>	<i>Wednesday</i>	<i>Friday</i>
		7.00 —Roll Call, Bfg. 7.15 ) TR 0 7.51 )---Change 7.33
		7.51 ) TR 1 8.25 )---Change 8.04
As above	As above	8.25 ) TR2 9.01 )---Change 8.43
		9.01 ) TR3 9.37 )---Change 9.19
		9.45 —End

**HAS COURSE**

7.00 - 7.15 — Briefing  
7.15 - 8.20 — 1st Session  
NO BREAK  
8.25 - 9.30 — 2nd Session  
9.30 - 9.45 — Reports and Questions

Above timetable subject to alteration depending on case assessments made.

LRH :mp.rd

L. RON HUBBARD



## **SPECIAL HUBBARD PROFESSIONAL AUDITOR'S COURSE LECTURES**

London, England  
6 April—1 May 1959

On 6 April 1959, L. Ron Hubbard began personal instruction of the new Hubbard Professional Auditor's (HPA) Course at the Academy of Scientology in London. The emphasis was on Clearing at the HPA level. The lectures were recorded on tape for use in future HPA/HCA courses all over the world.

** 5904C06	SHPA-1	Beingness and Communication
** 5904C07	SHPA-2	Universes
** 5904C07	SHPA-3	The Dynamics
** 5904C08	SHPA-4	Scales
** 5904C08	SHPA-5	States of Being
** 5904C09	SHPA-6	Anatomy
** 5904C09	SHPA-7	What Can Be Done with the Mind (Reality Scale)
** 5904C14	SHPA-8	Mechanisms of the Mind
** 5904C14	SHPA-9	Overt Act-Motivator Sequence

The list of Special HPA Course lectures continues in chronological sequence on pages 459 - 461.

HCO BULLETIN OF 14 APRIL 1959

*Magazine Article*

## **LETTER FROM AUSTRALIA**

“Attached you will see a letter from Jim and Wal Wilkinson—who are very good Scientologists operating in Adelaide, capital city of South Australia. They have just started up and already have 30-35 on their PE Courses. I have met them personally and believe me they are good sorts. Now I wrote to them on Rhona’s instructions asking them to apply for an HCO Franchise to regularize their setup and told them a few things about having an HCO.

“They are very keen to have an HCO and I presume that the franchise would be for the area of South Australia—quite a large state.

“I am very pleased that they are doing so well because now Scientology in Aussie is really swinging in these cities: Perth, Adelaide, Melbourne and very soon we will get Sydney and Brisbane going and LO—WE WILL HAVE ENCIRCLED AUSTRALIA. Working it out mathematically on population basis of Aussie with 250 auditors putting 500 people thru courses or processing a year, in 2 years 5 percent of the people will have been thru the courses. Of course it is very likely we are going to have more than 250 auditors around—so watch it kiddo Aussie will be the first all Scientology country and should produce a terrific culture-about time too—it hasn’t really had its OWN culture. Anyway that’s the mockup—and we are already succeeding in it markedly. Talk in the coffee shops is all about Dianetics or Scientology. Our people are young and able. (Sounds like I’m really converted to Aussie, doesn’t it!) Well I guess I’m beating the drum slightly. Anyway if you’ll talk about this tremendous advance that’s getting going in Aussie (and around the world) the more people we get to agree with it—the more it gets solid and real. You know people are fantastically interested in Scientology really—angry young people everywhere—are interested. Perhaps the difference in Aussie is there is a lot of hope and many possibilities of succeeding in the game here than elsewhere—perhaps—and also no hidebound old culture bogging them down—tradition etc (not pooh-pooh tradition where they are useful and go ahead) but sitting on past glories (and failures) is no good. They don’t do that in Aussie.

“Sounds like I’m giving a lecture—so will close sending you a spark of enthusiasm. Best, Eliz. “

L. RON HUBBARD

LRH: mp. rd

HCO BULLETIN OF 15 APRIL 1959

## EMOTIONAL TONE SCALE EXPANDED

(Cancels Bull. of April 8)

There are several misemotions hitherto not placed on the ARC Emotional Tone Scale.

These are:

- 0.0 — Failure (Death)
- 0.2 — Regret (Being other bodies)
- 1.0 — Blame (Punishing other bodies)
- 1.3 — Shame (Responsibility as blame)

In running Overt Withhold Straight Wire stubborn cases run these emotions for some weeks of auditing and go upwards more or less in that order. Only when they come to failure as an *emotion* do they then get into apathy.

No case run on Overt Withhold Straight Wire can be said to be making progress unless misemotions turn on below 2.0. If the right button is reached by correct assessment, emotional reaction occurs in the running of that button.

L. RON HUBBARD

LRH: rt.rd

[See also HCO B 25 September 1971RA, revised 4 April 1974, *Tone Scale in Full*, Volume VII, page 404.]

## SPECIAL HPA COURSE LECTURES

London, England  
15—16 April 1959

- |             |         |  |
|-------------|---------|--|
| ** 5904C15  | SHPA-10 | Codes  |
| ** 5904C 15 | SHPA-11 | The Code of a Scientologist                        |
| ** 5904C16  | SHPA-12 | The Logics and Axioms of Dianetics and Scientology |
| ** 5904C16  | SHPA-13 | Axioms: Second Lecture                             |

HCO BULLETIN OF 17 APRIL 1959

**KNOW TO MYSTERY STRAIGHT WIRE FOR EXTREME CASES**

(Cancels Bull. of March 31, 1959)

The Know to Mystery Scale expanded

Not know  
Know  
Look  
Emotion  
Effort  
Think  
Symbols  
Sex  
Eat  
Mystery  
Wait  
Unconsciousness

To assess a case on the lower rungs of processing, ask pc, against an E-Meter, what terminal could represent each of above, select that terminal (object or person, never a condition) which changes needle action most and run Overt-Withhold Straight Wire on it.

L. RON HUBBARD

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[The cancelled Bulletin of 31 March 1959 had the same title and text as this issue, except that it did not have "Look" on the Know to Mystery Scale.]

**SPECIAL HPA COURSE LECTURES**

London, England  
21—22 April 1959

5904C21	SHPA-14	Types of Auditing
** 5904C21	SHPA-15	Modern Auditing Types
** 5904C22	SHPA-16	Types of Cases
5904C22	SHPA-17	Assessment

HCO BULLETIN OF 22 APRIL 1959

**OLD AND NEW REALITY SCALE**

<i>“Old “ Reality Scale</i>		<i>“New “ Reality Scale</i>
Tone 40 to 20 Postulates		Pan-determined creation
20 to 4	Consideration	Self-determined creation
4 to 2	Agreements	Experience
1.5	Solid terminals	Confront
1.1	Terminals <i>too</i> solid ) Lines solid )	Elsewhereness
1 to .5	No terminal ) Solid line )	Invisibility
.5 to .1	No terminal ) Less solid line )	Blackness
.1	No real terminal ) No solid line ) Substitute terminal )	Dub-in
.0	No terminal ) No line )	Unconsciousness

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L. RON HUBBARD

**SPECIAL HPA COURSE LECTURES**

London, England  
23 April—1 May 1959

** 5904C23	SHPA-18	Present Time
** 5904C23	SHPA-19	Use of the E-Meter in Locating Engrams
** 5904C28	SHPA-20	Theory of Processes
** 5904C28	SHPA-21	Processes
5904C29	SHPA-22	Specialized Auditing
** 5904C29	SHPA-23	Processing of Children
** 5904C30	SHPA-24	HAS Co-audit
5904C30	SHPA-25	Electronic Phenomena of the Mind
5905C01	SHPA-26	End of Course Lecture

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 23 APRIL 1959

### DEFINITIONS

A CONSULTANT is an instructor who is on duty sporadically or from time to time, but not routinely in any one place.

AN INSTRUCTOR is one who has regular classes and who is assigned to places at specific times.

A COACH is a student who is standing in the role of “pc”.

L. RON HUBBARD

LRH: mp.rd

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 3 MAY 1959

### SOLUTION TO SOLUTIONS

It is interesting when some old well-worn Scientology phenomena such as problems and solutions resolves.

I noted in 1956 that problems tended to collapse upon one as he solved them, if you will recall. When you asked someone to invent a problem of comparable magnitude, his problem went further away in distance. When you asked someone for a solution to his problem the problem approached closer.

Well, I have now found the reason for this—the “penalty of solving”. It is, I might comment, not an unimportant discovery for we all become victims of problem-collapse when we solve things. This is why people won’t solve their problems, why they “have to have problems”.

Failure to make solutions (or postulates) stick elsewhere makes the thetan “believe” that solutions collapse problems on him.

A process to demonstrate the first observation is well known—problems of comparable magnitude—and getting the pc to then “solve the problem” (this last of course is not “therapeutic”).

A process to overcome this collapsing of problems upon one is “What solution could you make stick?”

L. RON HUBBARD

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HCO BULLETIN OF 4 MAY 1959

### AN AFFINITY PROCESS

We have a fundamental Reality process in Overt-Withhold Straight Wire and, at a higher level, “What can you confront?”

Variations suggest themselves but what with Administration, Congresses, HPA Courses, ACCs and heavy promotion, I have not had time to test them.

The above form, startlingly enough, does work. It *apparently* cracks lower cases than “What can you confront?” There is some evidence it raises havingness.

A basic communication process is “Recall a time you communicated.”

There have been few successful Affinity processes. However, as unlikely as it first appears, the following is nearly a pure Affinity process.

“What would you like to confront?”

L. RON HUBBARD

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## HOW TO WRITE A CURRICULUM

1. Establish personality of person present. (Create their beingness on course.)  
Course creates a beingness, not imparts data.
2. Demonstrate how to create this beingness.
3. Establish communication by teaching the language of the subject.
4. Exemplify the communication symbols with demonstrations of ridiculous errors.  
When established, teach:
  1. Each word and its definition that is used in the practice. Underline strange words.
  2. Diagnosis. You must recognize (“Conditions we are seeking to change”), i.e. Obnosis.
  3. System of classification.
  4. Means of changing each class or type of child, and maintenance of state. Subject matter: “Prevention of worsening”.

### *Practice*

Demonstration  
Doingness

Note: Person who is willing to be the person who sees.  
Person who sees. Person who discusses.  
Person who can do something.

L. RON HUBBARD

LRH:mp.rd



HCO BULLETIN OF 7 MAY 1959

## NEW PROCESS

### THEORY

It never snows but it avalanches!

Possessing now tremendous processes at lowest levels, we need a new understanding of processing and assessment.

The broad tone scale is divided into three general parts. Highest is Pan Determinism. Mid-range is Self-Determinism. Low range is Other-Determinism.

The fundamental difficulty is that something has so thoroughly overwhelmed the pc that he is it. This is Other-Determinism become the person. Mild locks use this route to further overwhelm him. A person doesn't really find anything in this lifetime that would have overwhelmed him enough to aberrate him. It took great doing. Things like prenatals and operations and shocks just use the existing overwhelm channel.

The picture of aberration is this. The person causes an effect, time and time again. Usually this is not aberrative. But one day he causes an unintended effect. He didn't mean to. It was wrong. This is the true overt act—an unintended bad effect. It is not *deserved* by the recipient. It is a wrong, unintended, undeserved effect. The person now tends to limit his effects or withhold his effects. Having been wrong once, he now becomes cautious. Next thing he knows he has assisted himself to be overwhelmed. He now has an inflow channel over which other things, all locks, can now overwhelm him.

Eventually he becomes an "other-determinism". This, of course, can get nothing done, doesn't outflow, etc., etc., which adds up to all the faults we find in an aberrated person. For example, if the pc has been overwhelmed by money, he, in money matters, is now money. If you took some money and threw it on the bed it wouldn't do a thing. It wouldn't stack itself up or add up accounts. Money doesn't *do* anything. Therefore, the pc, as an other-determinism, does nothing really about money—and this we find annoying in him. It is his aberration.

Clearly all one need do as an auditor is to reverse this flow and put the pc at cause over the button, money, to have the other-determinism (and the overwhelmingness) fade away. Using Problems of Comparable Magnitude or Overt-Withhold Straight Wire or simple reaching, the effect is turned to cause and the pc comes out of it.

Assessment is only discovering *what* has overwhelmed the pc.

Auditing is the reversing of other-determined flows by gradient scales, putting the pc at cause again.

### THE BASIC ERROR

The question was asked me, and a fine question it was, "Why does a thetan make his postulate fail to stick in the first place? Why would he say, 'I can get my postulates all messed up and so cause an overt act'?"

Obviously all aberration is third dynamic. The entrance into self-determinism requires that a thetan conceive the idea of other beings. Also he must then conceive that there are zones of privacy from which he must not communicate.

This error leads to obsessive or fixed channels on which one can be overwhelmed, since he “may not” take the position of cause on this channel.

Avoidance of the places he must not communicate from leads into all manner of difficulties, since this is inhibited communication. A person, therefore, becomes as aberrated as he cannot communicate, as aberrated as he is overwhelmed by Other-Determinisms, as aberrated as he himself dare not assume cause points.

#### A NEW PROCESS

This leads to a new process, for use “in individual sessions”. The final phrasing is not established at this time.

“From where could you communicate?” or

“Find a place from which you could communicate,” or

“Recall a place from which you have communicated.”

My first tests show this to be very strong but workable. I have not established the depth this reaches nor the complete effectiveness up scale. But it does reverse Other-Determinism heavily.

(This, of course, does not supplant Selected Person Overt-Withhold Straight Wire as fundamental and is not for use in HAS Co-auditing, where Selected Persons Overt-Withhold Straight Wire is the tested allowed process.)

This new process may open a faster route to theta clear, even though that route is already very fast.

*Note:* Apparently this process, **LOCATIONAL COMMUNICATION**, relieves the face pressures and terror stomachs (after turning them on) which have proved reluctant. Terror stomachs we have a specific for. Face pressures, we do not have totally taped.

L. RON HUBBARD

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HCO BULLETIN OF 8 MAY 1959

**AN UN-DOABLE COMMAND**

There are a very few commands that cannot be done. One of these is “Find an unknown” ( 1954).

I have just found another one:

“Invent an other-determinism”.

Perhaps if it could be run, as Jan Halpern commented, it would be a one-shot clear.

LRH:mp.rd

L. RON HUBBARD

**6TH LONDON ADVANCED CLINICAL COURSE LECTURES**

London, England  
4 May—13 June 1959

L. Ron Hubbard conducted the 6th London Advanced Clinical Course at the Academy of Scientology in London, England, from 4 May to 13 June 1959. He gave the following lectures to students:

** 5905C12	6LACC-1	Clearing
5905C13	6LACC-2	Second Lecture on Clearing Methodology
5905C14	6LACC-3	Clearing Technology
5905C19	6LACC-4	The Theory of Clearing
5905C20	6LACC-5	Clearing: Practice of
5905C21	6LACC-6	Clearing: Process—Special Cases

The list of 6th London ACC lectures continues in chronological sequence on pages 471, 473 and 475.

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 21 MAY 1959

Central Orgs  
HCO Offices

*CANCELS ALL EARLIER DIRECTIVES ON HGC ALLOWED PROCESSES*

**HGC ALLOWED PROCESSES AND ACC PROCESSES AS OF  
MAY 21, 1959**

The following processes are the only allowed processes for use in HGCs anywhere.

THETA CLEAR SCHEDULE

For use on unconscious and fixedly psychotic persons unwilling to be audited:

“You make that body sit on that chair” (or “lie on that bed”), and CCH 1, 2, 3, 4.

For use on persons unwilling to be audited at any time:

Two way help bracket  
“How could you help me?”  
“How could I help you?”

Get each question answered. Use lots of two way comm. Don't Q and A with reasons.

For use on persons unwilling to be audited by reason of session errors:

TR 5N, which is:  
“What have I done wrong?”  
“What have you done wrong?”  
with two way comm.

For persons who are acutely ill:

Run old TR 5 if needed.  
Diagnose exact button and run Overt Withhold Straight Wire or  
Run Factual Havingness  
Or do an assist.

For use on persons who complain that auditing has no effect on them or who make very slow gains:

Have pc put the following thought in six sides of room, going around in different order each time (example, front wall, back wall, ceiling, floor, right wall, left wall).  
“Put the thought into that (designated room side), ‘Nothing can have any effect on (pc's name)’.  
“ There are variations of this phrasing: “Nothing must be done to (pc's name),” “Nothing can be done about (pc's name).” Depends on what makes the meter fall.

This process probably requires about 15 to 25 hours to flatten. Use the same wording throughout.

For use on persons in general. If this has been handled in an HAS Co-audit well, don't handle it again:

Overt-Withhold Straight Wire after careful assessment and used on various buttons. Dynamic Straight Wire, Know to Mystery Straight Wire, are all more or less same process but are different ways of assessment. Always run terminals, never conditions.

For use on persons in general, always to some extent when they enter HGC:

S-C-S.

For use on auditors in for auditing. Run until fully flat:

Op Pro by Dup old (original) style.

For use on people going to theta clear. Use liberally and long:

“Find a spot from which you could communicate.”

For use on people going to theta clear:

Find engram necessary to resolve the case each time. Check out all terminals present in it. Make a list. Run Overt-Withhold Straight Wire on a (each terminal in incident by general name). Don't run off from incident that is being run. Pc will go up and down the track but when one terminal is flat, choose next from same incident we started with. The commands for this are “Guess at something you have done to” “Guess at something you have withheld from”.

For finishing off cases to level of theta clear:

Run Overt-Withhold Straight Wire on minds, brains, bodies, mest.

For easing off any case into comfort or completion of an intensive:

“From where could you communicate?”

## HAS CO-AUDIT

The only allowed process in HAS Co-audit is Overt-Withhold Straight Wire on present life terminals selected by instructor.

L. RON HUBBARD

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HCO BULLETIN OF 26 MAY 1959

The following article appeared recently in the London City Press. It may be used by City Offices and Area Offices for information to papers.

### **“MAN WHO INVENTED SCIENTOLOGY”**

One best-seller is often the real beginning in the story of a publishing house. But to come into existence because of another publisher's best-seller is unusual. This is what happened in the case of the Hubbard Association of Scientologists International.

The HASI and all its concerns is founded on the work of one man, L. Ron Hubbard, engineer, explorer, nuclear physicist and writer. Holding in his mind a knowledge of Eastern thought gained in his travels, his instruction in psychology from a medical doctor who had studied personally under Sigmund Freud, and his training in mathematics and nuclear physics, L. Ron Hubbard found himself convalescing in hospital towards the end of the second world war, after a distinguished career in the United States Navy.

During the year he spent in hospital he reviewed earlier work he had done on the fundamentals of knowledge. He was also confronted with the deplorable nervous reactions of his friends who had been through the war. He concluded, after many experiments, that his ideas could help people towards greater ability and greater happiness.

He coined the word Scientology, to mean the science of knowing how to know.

### **EXPERIMENT**

Then followed several years of experiment, which he supported by writing fiction. His ideas, like most new things, met with complete disbelief in official quarters in spite of the fact that they had by this time been practised, proved, tested and documented.

A thesis he wrote in 1948 was ignored. However, people began to hear of his work and to get hold of carbon copies of his thesis and make more copies of it and hand them to friends. Hubbard's correspondence grew to embarrassing proportions as more and more people found out that Dianetics (the branch of Scientology he wrote about at that time, the branch which deals with mental anatomy) really worked in practice. They asked him for lengthy explanations.

In 1950 L. Ron Hubbard thought of writing a popular text book on Dianetics to relieve him of the task of writing dozens of long letters every day. A publisher offered to print the book, but demanded the manuscript within three weeks. The book was duly written and delivered—180,000 words of it—within three weeks.

This book, DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, was expected to sell 6,000 copies and sold 100,000 almost immediately. It went to the top of the best-selling lists and stayed there during the summer of 1950.

The book tells the layman how to use Dianetics. Thousands of people began to use it. Hundreds of people wrote, spoke, and ranted for and against it. Interest in Dianetics reached hysteria level in the United States and various organizations were set up, with and without L. Ron Hubbard's approval, to deal with the demand for treatment and training.

To combat this confusion of commercial exploitation, Hubbard went back to the broader subject of Scientology and founded the Hubbard Association of Scientologists International as the official organization which would treat people, train people and supervise research.

Books and more books were demanded. Hubbard duly wrote them and the HASI duly published them under its own name or under the name of one of its offices. Since 1950, more than thirty books by L. Ron Hubbard and many other Scientologists have been published by the HASI.

Perhaps the best-known titles are DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, SCIENCE OF SURVIVAL, SELF ANALYSIS IN SCIENTOLOGY, PROBLEMS OF WORK and THE CREATION OF HUMAN ABILITY.

It is fitting that the main part of HASI's publishing output should be written by the man who founded it, and that all the books it publishes should be about Scientology in its various aspects, whether applied to helping the individual and training professional practitioners, or to more topical subjects such as those dealt with in ALL ABOUT RADIATION and HOW TO LIVE THROUGH AN EXECUTIVE.

The 'international' at the end of the HASI's title is well earned. Few publishers have offices in, and books printed in, Washington, London, Los Angeles, Melbourne, Auckland, Johannesburg, Paris and Berlin. And this within nine years.

#### TRANSLATIONS

Scientology books have been translated into many languages and the London office (which is now the central office of the organization) receives enquiries from all parts of the world and has on its staff people from Australia, Greece, New Zealand, Mauritius, Rhodesia, South Africa, Spain and the United States. Students come from far and near, east and west, for training to become professional practitioners in Scientology or 'auditors' as they are called (an auditor: one who listens and computes). When trained, they qualify to help other people improve their lives and their abilities by doing simple mental exercises under their skilled supervision; and many of them go back to their own countries and set up offices, groups, training centres and clinics of their own. A large part of their training consists of the study of texts published by the HASI.

The publication of DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH in 1950 started, not just a publishing house, but a world movement. The long-ignored work of one man now suddenly affects the lives of people from Malaya to Manchester. And the HASI becomes a very busy organization indeed.

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L. RON HUBBARD

#### 6TH LONDON ACC LECTURES

26 May—4 June 1959

5905C26	6LACC-7	Clearing: Theta Clear Procedure
** 5905C27	6LACC-8	Clearing: General Processes (Lecture 2)
** 5905C28	6LACC-9	Clearing: General Cases—Communication Processes
5906C02	6LACC-10	Clearing: Fixed Ideas
** 5906C03	6LACC-11	Clearing: Communication Processes, Specific





HCO BULLETIN OF 5 JUNE 1959

### FORMULA 10

This is the first practical approach I have developed toward reaching the state of OT.

Up to and including step 7 gives us a theta clear. Steps 8, 9, 10 and 11 give us the finishing touches for OT.

This formula gives two states, then, depending on where it is used.

The full data background of all this is given in the HPA/BScn Course tapes of Spring 1959 and the 6th London ACC tapes (which also give the way to do this very broadly).

#### FORMULA 10—AN APPROACH TO OT

1. Do case assessment. Selected Person Overt-Withhold Straight Wire (this life). (Flatten)
2. “Recall (or think of) something you have been responsible for.” (Flatten)
3. “Recall (or think of) something you have confronted.” (Flatten)
4. “Recall (or think of) something you have been responsible for.” (Flatten)
5. Do case assessment. Run “From where could you communicate to a (*general terminal*)” .  
Note: Run any terminals that react.
6. “From where could you communicate to a body.”
7. Locate and run engrams by “From where could you communicate to (A) (generalized form of terminal found in engram)”; run all terminals found. (B) Run until Rock incident is run (run as general terminal).
8. Reassess case for ANY terminal that has ANY reaction and run “From where could you continue to communicate to a (generalized form of terminal)”. Run No. 8 until there are none that react.
9. “From where could you continue to communicate to a body.” (Flatten)
10. “From where could you communicate to a mind.”
11. “From where could you continue to communicate to a mind.”

L. RON HUBBARD

NOTE: This may be used in HGCs when tapes have been studied by auditors.

HUBBARD COMMUNICATIONS OFFICE  
WASHINGTON, D.C.

HCO BULLETIN OF 6 JUNE 1959

When cases crack well on Selected Persons Overts Withhold, run Problems of Comparable Magnitude crudely on same terminals. Then go off into ARC Break Straightwire. This is a very hot route for staff processing.

L. RON HUBBARD

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[This HCO B was excerpted from an air letter written by LRH to the Washington, D.C. Org.]

**6TH LONDON ACC LECTURE**  
London, England  
9 June 1959

5906C09

6LACC-13

Clearing: Possibilities of

HCO BULLETIN OF 9 JUNE 1959

CENTRAL

### NEEDED MATERIAL

I have been extremely busy during the last three months getting together vital material in the fields of research and lecture tapes.

My foremost concentration has been to back up to the limit the HAS Co-Audit programme.

It has been quite a trick developing and testing all this material, putting it into lecture form, and handling some crucial phases of administration and finance as well. However I more or less seem to have made the grade, and after three months have gotten together the following:

1. The HPA/BScn Course lectures. This covers all the fundamental and currently sound and valid material in Dianetics and Scientology. These carry with them as well an additional lecture series by Jan and Dick Halpern, and some mimeograph sheets containing the actual curriculum of the course. This brings the professional course up to a level that has never before obtained, with a tremendous amount of summarized technical material and emphasis. The theory is contained in my lectures, the processes are contained in the lectures of Jan and Dick Halpern. The latter lectures are not quite complete, in that the first two or three tapes are poorly done, but then the material on them is available in bulletins. The recording of these lectures is high fidelity, consisting of Theory and Practice lectures.

2. The 6th London ACC tapes which are all on the subject of clearing. These start with how to run an HAS Co-Audit course in their first three lectures and continue on through all the way to theta clear and wind up with Formula 10, which is the first formula for operating thetan. There are some tremendous Scientology advances in this lecture series which are to be found nowhere else. The course is designed for use in its early parts to play to auditors with HCO Franchises. The last part is designed for the professional auditor who has already gone through the current HPA/BScn course. Some of the material in these lectures is extremely fundamental, for instance, there are new assists given which cure acute illnesses.

Every Central Organization must have these two sets of tapes, since this is the fastest way I know of to get the material out and in use.

I am very interested in getting as many theta clears as possible in other places, and very interested in producing a few operating thetans.

We have really made good with this new material, and every promise ever made to the Scientology public has been so far over-reached now as to make those promises under-statements.

My answer to most organizational problems is the production of material and the development of new promotional systems. I have not been paying too much attention to my despatch lines, and I hope you will forgive me, for I have considered it far more important to get out materials which, in the final essence, answer nearly all of the problems being carried in on those despatch lines.

Please acquire these tapes as soon as possible.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 10 JUNE 1959

### CO-AUDIT FORMULA

To be used by any Co-Audit Instructor

Find what the person thinks is wrong with him.

Find a terminal he believes represents it. Audit that terminal with Overt-Withhold Straight Wire.

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HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 11 JUNE 1959

The dates of the Australian ACC in Melbourne are changed as follows:

Starts: November 9, 1959

Ends: December 19, 1959

A two-day standard Congress will be held on Saturday and Sunday, November 7 and 8, 1959.

L. RON HUBBARD

### 6TH LONDON ACC LECTURES

London, England  
10—11 June 1959

5906C10	6LACC-14	Clearing: Case Entrance Points
** 5906C11	6LACC-15	Clearing: General Results

HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 22 JUNE 1959

BPI

### HOW TO "SELL SCIENTOLOGY"

See "What is Scientology?" article in MA Bulletin of near date to this.

Base your line of talk to strangers on the premise that the 19th Century brutalities and foolishness of psychology, psycho-analysis and psychiatry have made your listener doubtful of mental healing. Agree they are right about this. Enlarge on the faults of old 19th Century practices.

Then say they are not *all* bad since they gave us a basis on which to start Scientology.

Then show how Scientology learned that men weren't animals, learned that shock and surgery on the brain was harmful, learned that sex was only a minor basis for neurosis and insanity. All this without saying *what* Scientology is or describing it.

Then, without really ever explaining what Scientology is, say it has hope for man in a kinder, better world and that we must outgrow our fear of mental healing and look ahead, not backward.

If you get real insistent, even oddly accusative of listener, even slightly angry on this point and stress it over and over, you should have some people willing to come to a PE Course. And if you also stress this in PE Courses, in the HAS Course, in the Co-audit, you will start a new concept of thought around the world.

You have started a new reason to get annoyed at people. They'll use it!

L. RON HUBBARD

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HCO BULLETIN OF 23 JUNE 1959

### CLEAR TEST

From now on Clear Tests will cost £3.0.0.

L. RON HUBBARD

LRH: mp. rd

## WHAT IS SCIENTOLOGY

Scientology is the science of human ability and intelligence. It was developed over a third of a century by Doctor Hubbard, American nuclear physicist and leading world authority on the subject of life sources and mental energies and structures. The Hubbard Association of Scientologists International assists and forwards his work and is a charitable non-profit organization with thousands of professionals who help people to help others. The HASI conducts free basic classes in Scientology and is authorized to train to higher levels for which, however, charges are made amounting to about five shillings an hour for personal coaching.

Professional processing in Scientology is available from the Association and many professional Scientologists in private practice.

Scientology is the only full study in the field of the mind developed in the Twentieth Century. Older Nineteenth Century studies such as psychology, developed by Wundt in 1879 in Leipzig, Germany, psycho-analysis, developed by Freud in 1894 in Vienna, Austria, and psychiatry, developed through the Nineteenth Century in Russia, did not necessarily fail, since they provided data which permitted Scientology to begin.

Modern, kinder methods largely have taken the place of old brutalities such as shock, brain surgery and years of pitiless self revelation. Man no longer is thought of as a brute animal, charged with unconscious and cunning force.

A brighter more modern day has shed greater understanding on the problems of the mind and the nature of life and one need no longer shun mental healing practised by modern, civilized people.

Scientology, in less than a decade, has become the world's primary study of Man and the mind and has today more offices and practitioners than all other Nineteenth Century practices combined. Thus we must learn to bury the past of mental healing and look forward to our better day, the day of Scientology and new hope, the day of help without threat or harm, the day of a new and better civilization, born with the birth of a better understanding of Man.

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HCO POLICY LETTER OF 2 JULY 1959  
Issue IV

**ADD FORMULA 10**

These two processes are added to Formula 10 and just after running engrams:

Process S2—  
“From where could you communicate to a victim?”

Process S22—  
“Think of a place from which you could communicate to a victim.”

Optimum use on low cases is obtained running S22 fully muzzled.

(Note: This is the 1st one-shot OT process.)

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## GENERAL INFORMATION

### PURPOSE OF THIS WORK:

To modify the data and material taught and demonstrated in the HCA/HPA Theory and Practice course and to bring uniformity of stable data to students and instructors.

There are six basic process types. One or more processes of each type is included in the Theory and Practice course. Listed here are the six basic types, the characteristic, purpose and stable datum of each. These are the general data for each basic type. Specific data are given with the processes themselves.

#### *TYPE 1. STARTING AND ENDING SESSIONS.*

Characteristic: Two-way communication. Two-way communication is how it is done.

Purpose: To compose preclear into and release him from the auditing session.

Stable Datum: Agreement. Each thing done in starting and ending sessions is the establishment of an agreement.

#### *TYPE 2. CONTROL PROCESSES.*

Characteristic: Control by action. Preclear's physical actions are controlled in order to do the processes.

Purpose: To place preclear's body and actions under the auditor's control to invite control of them by the preclear.

Stable Datum: Never let the preclear get out of doing what he is told.

#### *TYPE 3. DUPLICATION.*

Characteristic: Mimicry by action. Physical actions are duplicated.

Purpose: To establish communication.

Stable Datum: Each command in its own unit of time separate from every other command.

#### *TYPE 4. SUBJECTIVE.*

Characteristic: Thinkingness. The preclear must think something to do the process.

Purpose: To recover automaticities of thought and as-is unwanted thinkingness.

Stable Datum: Body control comes before control of thinkingness.



*TYPE 5. OBJECTIVE.*

- Characteristic: Spotting and finding. Preclear must spot or find something exterior to himself to carry out the auditing command.
- Purpose: To orient preclear in present time, drop out past and improve havingness.
- Stable Datum: Attention of preclear must be under auditor's control.

*TYPE 6. STRAIGHT WIRE.*

- Characteristic: Remembering and forgetting. Preclear must do these things to carry out auditing command or question.
- Purpose: To re-control remembering and forgetting and relate past to present.
- Stable Datum: Specific things, not generalities.

DEFINITIONS OF THETAN, MIND AND BODY—the three parts of Man

- THETAN: The awareness of awareness unit which has all potentialities but no mass, no wavelength and no location.
- MIND: The accumulation of recorded knowns and unknowns and their interaction.
- BODY: An identifying form or non-identifiable form to facilitate the control of, the communication of and with and the havingness for the thetan in his existence in the MEST universe.

A thetan himself without the body is capable of performing all the functions he assigns to the body.

\* \* \*

THE CCH PROCESSES—TONE 40 AUDITING

*Definition of Tone 40 auditing:* Positive, knowing, predictable control toward the preclear's willingness to be at cause concerning his body and his attention.

*CCH 1—A TYPE 2—CONTROL PROCESS*

- NAME: Give me that hand, Tone 40.
- COMMANDS: "Give me that hand." Physical action of taking hand when not given and then replacing it in preclear's lap. And "Thank you" ending cycle. All Tone 40 with clear intention, one command in one unit of time, no originations of preclear acknowledged in any way verbally or physically. May be run on right hand, left hand, both hands ("Give me those hands") or "Don't give me that hand", each one flattened in turn, never switching to a different hand or command before flattening the one already started.
- POSITION: Auditor and preclear seated in chairs without arms, close together. Outside of auditor's right thigh against outside of preclear's right thigh. This position reversed for left hand. In both hands preclear's knees are between auditor's knees.
- PURPOSE: To demonstrate to preclear that control of preclear's body is possible, despite revolt of circuits, and inviting preclear to directly

control it. Absolute control by auditor then passes over toward absolute control of his own body by preclear.

- TRAINING STRESS:** Never stop process until a flat place is reached. To process with good Tone 40. Auditor taught to pick up preclear's hand by wrist with auditor's thumb nearest auditor's body, to have an exact and invariable place to carry preclear's hand to before clasping, clasping hand with exactly correct pressure (enough to be real to preclear, not enough to bruise his hand over a long run), replacing hand (with auditor's left hand still holding preclear's wrist) in preclear's lap. Making every command and cycle separate. Maintaining Tone 40. Stress on intention from auditor to preclear with each command. To leave an instant for preclear to do it by his own will before auditor does it. Stress Tone 40 precision—this process puts order into preclear's case, thus precision must be stressed.
- HISTORY:** Developed by L. Ron Hubbard in the 17th ACC, Washington, D.C.; 1957.

### *CCH 2—A TYPE 2—CONTROL PROCESS*

- NAME:** Tone 40 8-C.
- COMMANDS:** “With that body's eyes look at that wall.” “Thank you.” “Walk that body over to that wall.” “Thank you.” “With that right hand touch that wall.” “Thank you.” “Turn that body around.” “Thank you.” Run without acknowledging in any way any origin by preclear, acknowledging only preclear's execution of the command. Commands smoothly enforced physically. Tone 40, full intention.
- POSITION:** Auditor and preclear ambulant, auditor in physical contact with preclear as needed.
- PURPOSE:** To demonstrate to preclear that his body can be directly controlled and thus inviting him to control it. Finding present time. Havingness. Other effects not fully explained.
- TRAINING STRESS:** Absolute auditor precision. No drops from Tone 40. No flubs. Total present time auditing. Auditor turns preclear counter-clockwise then steps always on preclear's right side. Auditor's body acts as block to forward motion when preclear turns. Auditor gives command, gives preclear a moment to obey, then enforces command with physical contact of exactly correct force to get command executed. Auditor does not check preclear from executing commands.
- HISTORY:** Developed by L. Ron Hubbard in Washington, D.C., 1957, for the 17th ACC.

### *CCH 3—A TYPE 3—DUPLICATION PROCESS*

- NAME:** Hand Space Mimicry.
- COMMANDS:** Auditor raises two hands, palms facing preclear and says, “Put your hands against mine, follow them and contribute to the motion.” He then makes a simple motion with right hand, then left. “Did you contribute to the motion?” “Thank you.” “Put your hands in your lap.” When this is flat the auditor does this same thing with a half inch of space between his and preclear's palms. “Put your hands facing mine, about a half inch away, follow them and contribute to the motion.” “Did you contribute to the motion?” “Thank you.” “Put your hands in your lap.” When this is flat auditor does it with a wider space and so on until preclear is able to follow motions a yard away.

- POSITION:** Auditor and preclear seated, close together facing each other, preclear's knees between auditor's knees.
- PURPOSE:** To develop reality on the auditor using the reality scale (solid comm line). To get preclear into communication by control + duplication.
- TRAINING STRESS:** That auditor be gentle and accurate in his motions, giving preclear Wins. To be free in two-way comm. That the essential part of the auditing command is the motion, not the verbal patter. When it is necessary to physically assist preclear to do commands, use one-hand commands, putting preclear's hand through the command with auditor's free hand holding preclear's hand by the wrist. Accept preclear's answer to the question, "Did you contribute to the motion?"—his answers are accepted, whatever they may be. Auditor always places his hands up before telling preclear to do so. Auditor tells preclear to put his hands in his lap and keeps his own up until preclear does so, allowing preclear to break the solid comm line.
- HISTORY:** Developed by L. Ron Hubbard in Washington, 1956, as a therapeutic version of Dummy Hand Mimicry. Something was needed to supplant "Look at me. Who am I?" and "Find the Auditor" part of Rudiments.

#### *CCH 4—A TYPE 3—DUPLICATION PROCESS*

- NAME:** Book Mimicry.
- COMMANDS:** Auditor makes a simple or complex motion with a book. Hands book to preclear. Preclear makes motion, duplicating auditor's mirror image-wise. Auditor asks preclear, "Are you satisfied that you duplicated my motion?" If preclear is and auditor is also fairly satisfied, auditor takes book back, acknowledges, "Thank you", and goes to next command. If preclear says he is and auditor fairly sure he isn't, auditor takes book back and repeats command and gives book to preclear again for another try. If preclear is not sure he duplicated any command, auditor repeats it for him and gives him back the book. Tone 40 only in motions. Verbal two-way comm quite free.
- POSITION:** Auditor and preclear seated facing each other a comfortable distance apart.
- PURPOSE:** To bring up preclear's communication with control and duplication. (Control + duplication = communication.)
- TRAINING STRESS:** Stress giving preclear wins. Stress auditor's necessity to duplicate his own motions. Circular motions are more complex than straight lines. The basic rule on complexity in duplication processes is: Make the motions as complex as is necessary to get the preclear's interest and attention and no more.
- HISTORY:** Developed by L. Ron Hubbard for the 16th ACC in Washington, D.C., 1957. Based on duplication developed by LRH in London, 1952.

#### **METHOD OF RUNNING CCH 1, 2, 3, 4.**

CCH 1 is run first and run to a flat spot. Then CCH 2 is run. If CCH 2 produces change, it is flattened and followed by CCH 1. Then CCH 2 and if it again produces change it is followed by CCH 1. This rule is followed throughout—when

either CCH 2, CCH 3, CCH 4 produces change the process is flattened and followed by CCH 1. This series of four processes is left when they can be run, one after the other (1, 2, 3, 4) in the same session without producing change.

The four CCH processes are to be run on the following cases:

**INSANE:** That is, a person who is extremely and obsessively unwilling to control his body, his attention and his thoughts.

**UNCONSCIOUS:** Any person who is unaware, to a great degree.

**HOSTILE:** Person who has appeared for processing but who demonstrates a complete unwillingness to accept order and to carry out an auditing command.

CCH 1 “DON’T GIVE ME THAT HAND” version, is a specific process for a case who is dramatizing a heavy compulsive withhold condition.

\* \* \*

### ***ARC STRAIGHT WIRE—A TYPE 6—STRAIGHT WIRE PROCESS***

**COMMANDS:** “Recall something that was really real to you.” “Thank you.” “Recall a time when you were in good communication with someone.” “Thank you.” “Recall a time when you really liked someone.” “Thank you.” The three commands are given in that order and repeated in that order consistently.

**POSITION:** Auditor and preclear seated facing each other at a comfortable distance.

**PURPOSE:** To give the student reality on the existence of a bank. (When used as a training drill.) This is audited on another and is audited until the preclear is in present time. It will be found that the process discloses the cycling action of the preclear going deeper and deeper into the past and then more and more shallowly into the past until he is recalling something again close to present time. This cyclic action should be studied and understood and the reality on the pictures the preclear gets should be thoroughly understood by the student. The fact that another has pictures should be totally real to the student under training.

**NOTE:** It should be thoroughly understood that this is a valuable process and an excellent step in preparation for running the heavier recall processes.

**HISTORY:** Developed by L. Ron Hubbard in 1951 in Wichita, Kansas. This was once a very important process. It has been known to bring people from a neurotic to a sane level after only a short period of application. It has been run on a group basis with success but it should be noted that the thinkingness of the individuals in the group would have to be well under the control of the auditor in order to have this process broadly beneficial. When it was discovered that this process occasionally reduces people’s havingness, the process itself was not generally run thereafter. It is still, however, an excellent process with that proviso, a reduction of havingness in some cases.

If this process is “policed” the auditor asks the preclear “when” before giving the acknowledgement, as often as is necessary to maintain control of the preclear—or as often as is necessary for the auditor to maintain his own confidence that the preclear is under control and doing the process. This process can be run “muzzled” and should be, where muzzling is indicated.

**ASSESSMENT DEFINITION:** An inventory and evaluation of a preclear, his body and his case to establish processing level and procedure.

1. Determine processing level.
2. Determine process to be used.
3. Always undercut reality level of the case when assessing processing level.
4. Establish reality level of case by two-way communication using understanding and affinity as guides. Understanding: What can the preclear say and talk about that is easily understandable to the auditor? What can the auditor say and talk about that is easily understandable by the preclear? Affinity: What does the preclear like or dislike? What does he detest or ignore? What is he anxious or otherwise mis-emotional about?
5. Never overlook an obvious physical defect or communication difficulty when making an assessment of any kind.
6. Be alert to preclear's comm lags and what produces them.
7. Observe the preclear's response to control.
8. Find out what the preclear assigns cause to—what he blames what he feels he can do nothing about.

#### TERMINAL ASSESSMENT—for OVERT-WITHHOLD PROCESS

In the HCA/HPA course this is done by two-way communication. The student should learn it by observance of the instructor. Terminal Assessment is made to locate the terminals in the case which, when run, will produce an increase in the responsibility and reality level of the preclear.

#### A VERY BRIEF COVERAGE OF DYNAMIC AND KNOW TO MYSTERY SCOUTING

1. Discover the terminals the preclear states to represent each part of the expanded Know to Mystery Scale. Any terminal which is obviously aberrated and won't clear by two-way comm should be run.
2. Discover what terminals the preclear has identified with the wrong Dynamic. Any terminal wrongly placed that won't blow by two-way comm should be run.

**NOTE:** Two-way comm here does not mean invalidative or evaluative questions or comments by auditor.

#### SELECTED PERSONS SCOUT

This is the assessment most used. It is applied to the persons in the preclear's present life. There are several loaded questions which can be used and there are several observations to be made by the auditor.

**QUESTIONS:** "Who is to blame for the condition you are in?"  
"Who do you know or have known that you'd really hate to be?"  
"Who really had it in for you?"  
"Who do you know or have known that you dislike thinking about?"

To be observed by auditor:

Comm lag: Willingness or unwillingness to communicate about a specific person. Physical and emotional effect produced by discussion of specific person: agitation, voice change, blushing, dopiness, etc.

**NOTE:** Auditor must realize that preclear has no power of choice in the selection of terminals. The terminal is chosen by the auditor.

In a case where the preclear does not answer up to questions or shows no useful (to the assessment) effects from questions, simply select the person who is realest to the preclear and proceed with the process. Continue running the persons in preclear's present life on basis of who is realest until preclear is able to answer up to assessment questions. Realest person at start may turn out to be the auditor. If so, run it.

## ***OVERT-WITHHOLD SELECTED PERSONS STRAIGHT WIRE***

### ***- A TYPE 6—STRAIGHT WIRE PROCESS***

COMMANDS: "Think of something you have done to \_\_\_\_." "Thank you."  
"Think of something you have withheld from \_\_\_\_." "Thank you."  
Or "Recall something you have done to \_\_\_\_." "Thank you."  
"Recall something you have withheld from \_\_\_\_." "Thank you."

The use of the "think of" command rather than the "recall" allows the preclear to plow through where his track is jammed and incidents are not easily separated, to the point where he can recall. In either case commands are run alternately, one for one.

POSITION: Auditor and preclear seated facing each other at a comfortable distance.

PURPOSE: To put the preclear at knowing cause toward the people in his current life so that those people can no longer restimulate the preclear in livingness.

TRAINING STRESS: Any terminal run with this process is flat when that terminal can no longer restimulate the preclear's reactive bank. When the preclear can find no new incidents to recall and must repeat old incidents to continue process, a given terminal can be considered flat. Make sure he is repeating *incidents* and not recalling *similar* incidents before ending the run on that terminal. Also, the first few repeats may be just the preclear's way of filling in a comm lag. Student should observe and understand phenomena occurring with this process. Where assessment has been properly made, the preclear will manifest various mis-emotions ranging from below 0.0 on the tone scale up to 2.0 and emotions up to 4.0. The NOT-ISNESS on the case will show up as attempts to not-is the auditor, process or anything preclear's attention touches. The preclear, at first, will not correctly assign the reasons for his mis-emotions and discomforts and will blame them on the auditor, etc. This is an example of COROLLARY No. 3 of AXIOM 58 in action. This process is run "muzzled" by the student in training. Muzzled auditing is done as follows: At the beginning of session, instructor makes an assessment of the preclear's case and chooses the terminal to be run. He gets the preclear's agreement to run the process and does a very brief clearing of the command with the preclear. Then, the student auditor says, "Start of session," and gives the first command. When preclear has answered the auditor acknowledges and goes on to the next command. If the preclear originates anything, either as a statement, comment or question the auditor nods his head as an acknowledgement. If the preclear asks to have the command repeated, the auditor nods his head and repeats it. This is continued until end of session or until process is flat on that terminal. If student has any question or thinks terminal is flat, he puts his hand behind his chair and wig-wags to get instructor's attention. He does not leave his chair. Near end of session instructor gives the team notice that the session will end in two minutes. At the end of that time, when preclear has answered the last command and has been acknowledged, the student auditor

says, "End of session." This is all there is to muzzled auditing done by students. The student auditor uses only TR 0, TR2, TR3 (duplicative command) and handles originations with a nod of his head, *only*. No rudiments or two-way comm beyond "Start of session" and "End of session". Student should understand that when he runs this process (and some others) on preclears in the field, he should use muzzled auditing whenever he finds himself with any tendency to over-communicate or with any preclear who ARC breaks easily. Student should also understand that Overt-Withhold Selected Persons, Third Rail, ARC Break Straight Wire and Not-is Straight Wire can all restimulate so much automatic NOT-ISNESS that the preclear will at times apparently lose his bank, his memory, and even the auditing command and its meaning. The only action indicated when this occurs is to persist with the process.

**HISTORY:** Developed by L. Ron Hubbard in the 21st ACC, in Washington, D.C., in 1959, as a means of ensuring wider and more predictable case gains by more auditors, even unskilled ones.

### ***FACTUAL HAVINGNESS—A TYPE 5—OBJECTIVE PROCESS***

**COMMANDS:** "Look around here and find something you have." "Thank you." "Look around here and find something you would continue." "Thank you." "Look around here and find something you would permit to vanish." "Thank you." Commands are each flattened in turn before going on to next command. Process can be begun on any of the three commands, but the above order should be followed. If process is begun on "vanish" the next command to be run is "have".

**POSITION:** Auditor and preclear seated facing each other at a comfortable distance and with preclear facing majority of auditing room.

**PURPOSE:** To remedy havingness objectively. To bring about the preclear's ability to have, or not have, his present time environment and to permit him to alter his considerations of what he has, what he would continue and what he would permit to vanish.

**TRAINING STRESS:** To be run smoothly without invalidative questions. One of the most effective processes known when thinkingness can be controlled somewhat. The student should thoroughly understand that when a preclear is set on wasting, the vanish command will at first occupy the majority of auditing time spent on this process. Student should understand that the three commands can be each flattened in order any number of times and that running one of the commands is quite apt to unflatten the other two. Process should be continued until this no longer occurs.

**THIRD RAIL** is a special form of **FACTUAL HAVINGNESS**

**COMMANDS POSITION:** are the same as in Factual Havingness. However the commands are & run in a special ratio of:  
8 commands of "vanish"  
2 commands of "continue" and 1 command of "have".

**PURPOSE:** To remedy extreme conditions of NOT-ISNESS. To remedy obsessive waste. To permit use of the process without bogging preclear in any one of the commands.

**TRAINING STRESS:** Student should realize that there is very seldom any reason for altering this ratio and should never Q and A with the preclear's

complaints about doing the “continue” or “vanish” commands. Student should understand that Third Rail should be run where auditor is uncertain where to begin with Factual Havingness.

**HISTORY:** Developed by L. Ron Hubbard in Washington, D.C., in 1958, as the best form of objective havingness. Originally developed by L. Ron Hubbard in London in 1955 as “Terrible Trio”. Third Rail developed by L. Ron Hubbard in London for the 5th London ACC.

***RUDIMENTS—A TYPE 1 PROCESS—OPENING AND CLOSING SESSIONS***

**COMMANDS:** None as such. Rudiments is the establishment of the agreements basic to an auditing session, and the termination of them, at end of session. Students must understand what the rudiments are and be able to use them with any preclear who is capable of agreeing to them, by two-way communication. They are:

1. Auditor
2. Preclear
3. Auditing room
4. Start of session
5. Preclear’s goal for session.

Auditor, by two-way comm, gets preclear’s agreement to each of these, allowing preclear to state his own goals. The above order is not necessarily the order in which they are established. There should be enough two-way comm to get the preclear’s agreement and no more. The auditor should determine for himself, but not tell the preclear, what he (the auditor) intends to do with the session. At the end of session auditor makes sure the preclear is released from agreements. Auditor does not argue with the preclear about the preclear’s goals.

**NOTE:** If a preclear cannot communicate about the rudiments or be brought to agree with them fairly easily, CCH 1, 2, 3, 4 should be run with only “Start of session” spoken by the auditor as total rudiments. Rudiments are not used otherwise with any preclear who needs to be run on CCH 1, 2, 3, 4. Alternatively, for more accessible cases, do “muzzled” auditing as described above.

***MOCK UP A PICTURE FOR WHICH YOU CAN BE TOTALLY RESPONSIBLE***

***—A TYPE 4—SUBJECTIVE PROCESS***

**COMMAND:** “Mock up a picture for which you can be totally responsible.” “Thank you.”

**POSITION:** Auditor and preclear seated facing each other a comfortable distance apart.

**PURPOSE:** To put preclear at cause with regard to mental image pictures to the degree that engrams are under his control.

**TRAINING STRESS:** That preclear not be run on this process before he is willing to carry out a subjective process command exactly as given. Earlier processes should be well flattened before this is attempted. Otherwise the preclear will be given loses. The command means exactly what it says and the preclear’s thinkingness must be well enough under control for him to view the command that way. This process should not be run for ever without an occasional flattening of NOT-IS Straight Wire.

**HISTORY:** Developed by L. Ron Hubbard in Washington, D.C., in 1958.



## ***RE-EXPERIENCE AND EXPERIENCE PROCESS***

### ***—A TYPE 4—SUBJECTIVE PROCESS***

- COMMANDS:** “What part of your life would you be willing to re-experience?” “Thank you.” “What part of the future would you be willing to experience?” “Thank you.” Commands run alternately, one for one.
- POSITION:** Auditor and preclear seated facing each other a comfortable distance apart.
- PURPOSE:** To bring about the preclear’s ability to re-experience his past without enduring consequence and to confront the future without restimulation.
- TRAINING STRESS:** That student understand that the process is run until flat and that student be aware of what “flat” is. When the preclear can easily get out of any incident he gets into and when he can re-experience those things without enduring consequence. Where engrams are encountered with the process the auditor should attempt to find out the year of its occurrence by two-way comm and flash answers and should record the dates found. The auditor must not go into general two-way comm with the preclear about the incidents preclear contacts. Never end the process while preclear is sticking in an incident.
- HISTORY:** Developed by L. Ron Hubbard in Washington, D.C., in 1959.

### ***PRESENT TIME PROBLEMS—PART OF RUDIMENTS—TYPE I PROCESSES***

- COMMANDS:** Auditor, by two-way comm, discovers the preclear’s present time problem and discusses it with him. If it blows on this basis, fine. If not, we move out of Type 1 Processes. To handle the present time problem other than by two-way comm, discuss it with the preclear and get the names of the terminals involved. Ask the preclear which of these is realest. Run the one he names with Selected Persons Overt-Withhold Straight Wire. Discuss the problem. Find which of the remaining terminals is most real to the preclear. Run it with S.P.O.W.S.W. Discuss the problem and so on until the problem is run out, which is when the preclear does not need to do anything about it.
- POSITION:** Auditor and preclear seated facing each other a comfortable distance apart.
- PURPOSE:** To remove the surface difficulty that is the present time problem so that the auditing session can progress.
- TRAINING STRESS:** Student should know definition of a problem and should know very well what happens to auditing sessions where present time problem is unflat. A problem is “The conflict arising from two opposing intentions”. A present time problem is one that exists in present time, in a real universe. It is any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited. Auditor uses questions based on definition of present time problem to find present time problems. Never leave a present time problem half run. Preclears with whom the rudiments cannot be readily established should not be run on present time problems but should be run on CCH 1, 2, 3, 4.
- HISTORY:** Developed by L. Ron Hubbard in London in 1952.

### ***ARC BREAK STRAIGHT WIRE—A TYPE 6 PROCESS***

- COMMAND:** “Recall an ARC break.” “When?” “Thank you.”
- POSITION:** Auditor and preclear seated facing each other a comfortable distance apart.
- PURPOSE:** To as-is ARC breaks. To bring about the preclear’s ability to confront and as-is ARC breaks. To straighten out the preclear’s time track which has become collapsed by ARC breaks in restimulation. To key out and take out of restimulation the “Rock” chain.
- TRAINING STRESS:** To not acknowledge the preclear’s execution of the command until the time of the ARC break has been established and to acknowledge with good TR 2 when the time is established. To accept preclear’s reality as to “when”. If he says, “It occurred the year I graduated from high school,” accept it and go on to next command. Assist him with two-way comm when he has difficulty locating time. Flash answers may also be used for this. Do not leave process until preclear can easily get out of incidents he gets into on the process. Process is flat when recalling ARC breaks no longer produces undue amounts of mis-emotion. Student should understand that the process has the limitation of being somewhat hard to clear command with person unfamiliar with the term “ARC”.
- HISTORY:** Developed by L. Ron Hubbard in Washington, D.C., in 1958.
- NOTE:** In handling ARC breaks with the auditor, the auditor should use Selected Persons Overt-Withhold with the auditor as the terminal when the break is severe. Otherwise, use TR 5N.

### ***NOT-IS STRAIGHT WIRE—A TYPE 6—STRAIGHT WIRE PROCESS***

- COMMANDS:** “Recall a time you implied something was unimportant.” “Thank you.” “Recall a time somebody else thought something was important.” “Thank you.” Commands run alternately, one for one.
- POSITION:** Auditor and preclear seated facing each other a comfortable distance apart.
- PURPOSE:** To bring NOT-ISNESS (Axiom 11) under preclear’s knowing control and to reduce the NOT-ISNESS in the preclear’s bank. To improve recall and increase reality. To generally increase preclear’s willingness to confront his past. To as-is the times when preclear not-ised others. To bring about the ability to evaluate importances.
- TRAINING STRESS:** To be certain preclear can recall overt acts to some fair degree before attempting this process. To make certain the preclear is not running the process on the effect side (i.e. recalling times he thought things were important and times others implied things were unimportant). To persist when preclear’s restimulated NOT-ISNESS threatens to destroy the session. To run the process to a flat spot where the preclear easily gets out of the incidents he gets into and can recall incidents without immediately restimulating NOT-ISNESS, which is manifested by a sudden worsening of his recalls.
- HISTORY:** Developed by L. Ron Hubbard in Washington, D.C., in 1959.

### **SCALE OF PROCESSES TAUGHT IN HCA/HPA**

This is a scale of processes as they fit with the CONFRONTINGNESS SCALE, from the bottom up.



HUBBARD COMMUNICATIONS OFFICE  
37 Fitzroy Street, London W.1

HCO BULLETIN OF 9 JULY 1959

BPI

*Magazine Article*

**Definition of Scientology—Written by LRH  
for Legal when setting up HASI Ltd.**

“Scientology is an organized body of Scientific research knowledge concerning life, life sources and the mind and includes practices that improve the intelligence, state and conduct of persons.”

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
East Grinstead, Sussex, U.K.

HCO BULLETIN OF 14 JULY 1959

**SPECIAL INFORMATION FOR FRANCHISE HOLDERS**

It has been many a year since I sat down and banged out a stencil, but here I am doing it and Susie is waiting in the other room to run it off on a Gestetner. So if you have any trouble making it out, it was done on a German typewriter and an English mimeo machine run by a cosmopolouse and a Texan respectively.

Actually I have been trying for several weeks to convince people that a line should be gotten through to the US Franchise Holder but they didn't believe it and so here I am doing it.

We have just moved a small staff of HCO WW down to Saint Hill and this is the place from which your bulletins will be coming and out of which we will be operating. So here and now mark down with fire or lipstick or anything that is handy all the proper addresses to which you should address all communications relating to all franchises, all payments, SOSs or anything headed "RON!"

POSTAL ADDRESS: HCO SAINT HILL, East Grinstead, Sussex, England.  
Telephone, East Grinstead 4786 (but use cables, not phone)

CABLE ADDRESS: SIENTOLOGY, EAST GRINSTEAD TELEX

TELETYPEWRITER ADDRESS: HCO STHIL EGSTD TELEX 8876

Here is what happened some months ago: I ordered the HCO SEC US to issue INTERIM Franchises to able auditors in the US. Anyone qualifying under that heading could have an HCO Franchise. These people would get technical and organizational bulletins relating to HAS Co-audit from me and would get a 40% discount on books and help in other ways. In return these people would send me 10% of their gross income from Dianetics and Scientology every week to help pay for the administration of the line, postage, etc.

Very big things are in the wind as I told people at the Congress but I did not tell them this subtle fact: The INTERIM HCO Franchise is a testing area. Those people who get active, do a good job and remit their ten percent regularly will receive a PERMANENT HCO Franchise—and that means a great deal more than it looks on the surface.

If after a trial period which may run up to one year, the Franchise Holder makes good on all fronts, he will be given the right to train to the level of HCA (HPA in Sterling area). Training in Central Organizations is being upgraded to HCS/BScn and DScn.

There is even more to an Interim Franchise than this. HCO WW has been fortunate enough to secure the administrative services and for Interim Franchise Holders the advices of Dr. Nile Adams. He can be contacted through HCO Washington, 1812 19th St., N.W., Wash., D.C. Nile and I have worked out advertising, financing and general organization for PROJECT CLEAR U.S.

Thus an Interim HCO Franchise looks to be more than first glance indicates.

I determined—and said very loudly—in 1950 that Scientology would go as far as it worked and that I was not going to open up the ball until we had all the music written. Well, I've written the music. You don't know all about that, yet, but you will.

I am very aware of the fact that this has worked, in one way, a hardship on all Dianeticists and Scientologists. But not even threats of storm, flood and bankruptcy have made me swerve from that resolution. Research came first. When research had wrapped up the human mind and dissemination I was willing to fire with all guns—but not one minute before. So I've up and done it and we're getting set on the firing line.

We have many riches. We have a hard corps of trained Scientologists. We already know who our friends are. We've drawn the teeth of old-time psycho-therapy and we've lived down our sins. But more important we can and mean to clear the US.

The finance for this project has been worked out very thoroughly. The job will only cost a few hundred million and, hold your hat, you're going to make it.

Excitement is in the wind. The future is no calm vista. And we are right now taking this vital forward step. My first action is to clear all comm lines and ready up HCO staffs and facilities. We are putting in teletypewriters on every continent as fast as we can get them installed and we have other comm circuits planned. We are, in short, getting ready for traffic. These first stages on which we are now engaged are full of tests and reaches which are being hardened, as they prove successful, into a true pattern of advance. About the only real sorting out is the personnel. Central org staffs right now are running on each other about as rough a process as you could want, Process S 2. It's named after an English brand weed-killer.

What you want to know is, exactly what do you do now? The answer is you carry on and build about as big an HAS Coaudit as you can and do individual auditing and coaching. You receive from here a lot of data you need and you remit directly to here 10% of your gross income made from Dianetics and Scientology every week. You send this to HCO Ts Hill by postal order, your own check or any handy means. You will receive info from US HCO offices eventually when I am sure all lines are in place. Your local area HCO office will be put back on the lines shortly. But you continue to remit to Saint Hill until we have a clear picture of both your credit responsibility and your activity. Very soon, we'll send people in to help you set yourself up on a proper financial level with proper quarters. Meanwhile, pitch like mad. Communicate to the public. Every bit of promotion counts.

Meanwhile, don't shame-blame-regret and lose motion. I ;earned a lot watching this first struggle and enturbulence and we'll make it all pay off, every bit of it and one of these fine days we'll have a sane world. And wouldn't THAT be nice.

All the best,

L. RON HUBBARD  
HCO SAINT HILL

PS: If you're getting any co-auditing yourself, be sure to run flat-flat-flat, Process S2. It's muzzled. And its command is, "From where could you communicate to a victim." And what is flat on that?? Why, to regain the ability to communicate without reservation, of course. It's a one shot OT. LRH

[Another issue of the same date and title made the distribution "U.S. Franchise Holders". It also deleted the third to the last paragraph on the previous page and replaced it with, "An HCO WW Committee has just been formed which will be directly concerned with HCO WW Franchise matters, and will be acting on the instructions of HCO WW. The Committee has started with evidence of great enthusiasm and sincere desire to promote Franchise Centres throughout the States."]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 JULY 1959

CenOCon

**AFRICA OVER THE TOP**

A cable from Jack Parkhouse tells us that HASI South Africa has topped one thousand pounds for one week's income without special events for the first time.

HCO Franchises are also doing very well.

As South Africa has a white population of only 2.8 million or thereabouts, you can see that every other central organisation in the world has been out-created.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 JULY 1959

BPI

**TECHNICALLY SPEAKING**

We have a whole world full of "victims".

That's enough.

We don't have to be victims ourselves. It's a scarcity we don't have to remedy.

New Definition: A Scientologist—one who is not a victim.

We can make victims into people without Q and Aing.

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Historical note: The whole Christian movement is based on the victim. Compulsion of the overt act-motivator sequence. They won by appealing to victims. We can win by converting victims. Christianity succeeded by making people into victims. We can succeed by making victims into people. It's time the inversion turned anyway.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 JULY 1959

BPI

**INCOME TAX REFORM**

Please write the enclosed letter to (1) your leading local paper, and (2) your representatives in Congress.

America needs your help to survive and we need your help to spread and effect a postulate as a mass-postulate test. This test is to determine the amount of mass communication necessary to change the "mind" of a governing agency. In this last respect it is purely research. But it is also a good idea. Let's do it. Your ability to postulate is workable too. Please tell us if you have done it.

-----

Dear

There comes a time in the history of any country when tax collection activities become a disease that its economy cannot bear. Such a disease is ordinarily healed by revolt, inflation, or financial collapse. The primary source of disintegration in all governments, whether ancient Egypt or modern America, is tax voracity or abuses.

While fighting a cold front with Communism the US is violently co-operating with Communist aims by destroying her individual confidence and initiative with a Marxist tax reform. The basic principles of US income tax were taken from "Das Kapital" and are aimed at destroying capitalism. Unless the US ceases to co-operate with this Red push, Communism could win in America.

The reform of all income tax laws is needed for other reasons. (1) To increase government revenues in order to support defense. (2) To prevent spiraling inflation and another stock market collapse and (3) to return the US to the basic principles of democracy as opposed to economic tyranny.

The following program should accomplish all desirable ends. The only "losers" are the people now gaining tax bonuses and the Kremlin.

If America cannot act rationally on this matter of tax abuse, she is condemned to a crash, another depression and Communist dominance in the world.

Income Tax Reforms that would stabilise US Economy and could win an election:

Charge as tax 55% of all gross income and forbid taxes on net incomes.

Abolish criminal penalties for tax failures; substitute higher percentiles of gross failures to pay.

Forbid use of employers' or tax payers' time to actually collect taxes from others; (no second party tax duties).

Forbid payments of bonuses or awards to tax personnel or informants for tax collections.

Make tax personnel personally liable for all public actions if illegal or damaging.

Forbid the payment of tax on tax monies paid; sums paid to internal revenue; tax payments to be an expense, all retroactive.



Delete the political aspect from income tax; make it a financial transaction, not an advance of the principles of Karl Marx aimed to penalise leadership or initiative.

Delete all criminal aspects from income tax law, not using penalties about taxation to arrest men whose other crimes are suspected but cannot be proven by other law agencies; the payment of tax, if it is to be effected, must not be associated in the public mind with the actions of gangsters.

Use the income tax amendment to collect taxes, not fight capitalism or the inequalities of ability amongst a people.

Forbid the invasion of privacy of personal transactions and activities in order to collect tax beyond the examination of a corporation's books by a qualified accountant.

Cease to penalise corporation executives exclusively because their accounts departments fail them—penalise only the accountants who refuse to work or who make the errors, since management to-day is becoming difficult where the person actually making the errors and omissions cannot be touched.

Forbid complex forms for taxation purposes. Allow only forms which list income and calculate its gross percentage.

-----

If the ills of income tax practice are not cured by swift law, they will be cured by (a) Economic collapse, (b) Russian victory, (c) A revolt of the people, or (d) The abandonment of democracy in favor of a fascist state.

America can no longer afford the deadly disease of economic punishment in the name of income tax. This, more surely than H-bombs is destroying her future.

The aim of the Kremlin is to destroy the US economic system. In 1911, the US altered her constitution to admit a Marxist tax principle. This was the first germ of the present economic disease.

It can be handled in such a way as to save civilisation or it can be ignored with the consequence of total destruction.

A way has been hoped for that would give the government her revenues for defense without wrecking the economy. This is such a way since political popularity can be bought by it without sacrificing government revenues.

L. RON HUBBARD

CenOCon

### HGC ALLOWED PROCESSES

The following rundown is to be used in all HGCs.

For use on unconscious and fixedly psychotic persons unwilling to be audited:

“You make that body sit on that chair (or lie on that bed)”, and CCH 1, 2, 3, 4.

For use on persons unwilling to be audited at any time:

Two way help bracket  
“How could you help me?”  
“How could I help you?”

Get each question answered. Use lots of two way comm. Don't Q and A with reasons.

For use on persons unwilling to be audited by reason of session errors:

TR 5N, which is:  
“What have I done wrong?”  
“What have you done wrong?”  
with two way comm.

For persons who are acutely ill:

Ask them what part of their body they think is ill.  
Use that as the terminal. Run:

“From where could you communicate to a \_\_\_\_\_? ”  
(body part named).

For use on persons who complain that auditing has no effect on them or who make very slow gains, or who are going for OT. Run:

Process S2: “From where could you communicate to a victim?”

This is flat when pc can confront calmly a victim.

For use on persons in general. If this has been handled in an HAS Co-audit well, don't handle it again:

Overt-Withhold Straight Wire after careful assessment and used on various buttons, Dynamic Straight Wire, Know to Mystery Straight Wire, are all more or less same processes but are different ways of assessment. Always run terminals, never conditions.

For use on persons who have a p.t. problem. Get them to name the terminals associated with the problem. Run:

“From where could you communicate to a \_\_\_\_\_? ”  
(general form of terminal).

For use on persons in general, always to some extent when they enter HGC:

S-C-S.

For use on auditors in for auditing. Run until fully flat:

Process S 2:

“From where could you communicate to a victim?”

For use on people going to theta clear. Use liberally and long:

Assess case with E-Meter. Spot terminals needing clearing. Use:

“From where could you communicate to a \_\_\_\_\_? ”  
on each terminal.

For use on people going to theta clear:

Find engram necessary to resolve the case each time. Check out all terminals present in it. Make a list. Run: “From where could you communicate to a \_\_\_\_\_?” (each terminal in incident by general name). Don’t run off from incident that is being run. Pc will go up and down the track but when one terminal is flat, choose the next from the same incident we started with. Remember to resurvey incident for new terminals when several are flat.

For finishing off cases to level of theta clear:

“From where could you communicate to a \_\_\_\_\_? ”  
(male, female bodies, bodies, mest).

For easing off any case into comfort or completion of an intensive:

Get person to say what is wrong. Get them to name the terminal they think is the trouble, run:

“From where could you communicate to a \_\_\_\_\_? ”  
(terminal name).

#### HAS CO-AUDIT

Comm processes may be used in HAS Co-audit. Assess by asking person: “Are you sick or well?” If he says “ill”, ask, “What part of your body do you think is ill?” Run:

“From where could you communicate to a \_\_\_\_\_? ”  
(body part person said).

If person says “well”, then say, “What person or thing have you been most sorry for?” (meaning pity). Whatever person says, run it as a terminal, “From where could you communicate to a \_\_\_\_\_?” (generalized form of whatever he or she said).

This gets people up to talking and you get the “word of mouth advertising” you should have, plus a lot of better people.

L. RON HUBBARD

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[This HCO B is superseded by HCO B 25 January 1960, *OT-3 Procedure-HGC Allowed Processes*, Volume IV-16.]

BPI

**ACTUAL WORKING DEFINITION OF PSYCHOLOGY**

That body of practice devoted to the creation of any effect on living forms.

This is the totality of study. The ethics of the effect do not enter in this subject.

It is not a science since it is not an organized body of knowledge.

In actual use it is a dramatization of Axiom 10, wholly reactive.

In this wise the word can be used by Scientologists, and this definition can be used legally to prove Scientology isn't Psychology.

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BPI

## OUR GOALS

Well, we're easing right into the starting line for Clear Earth.

Factually, we are getting lined up for the big push.

Clearing a large population of Earth in our lifetimes is not even improbable now the way it's going.

By establishing responsible centres all over Earth, running HAS Co-Audits and having them train and process, by having HASI and the FC give upper level training, by holding a tight rein on off-beat activities, we'll make it rather easily.

The exact plan of a centre is this:

1. Sign an HCO Interim Franchise.
2. Run an HAS Co-Audit and individually process people.
3. Keep a good level of activity for several months, paying regularly and correctly and thus establish "good credit" with HCO.
4. Obtain from HCO a permanent franchise.
5. Train to level of HCA/HPA in the centre.
6. Progress forward toward clearing area on this pattern.

Obtaining a permanent franchise is a big step. It doesn't just involve signing a piece of paper.

It means an incorporation along exact lines of an exact activity in the centre's area. It means an exact financial transaction wherein the centre can obtain enough capital to fix up or build its own quarters, to hire people, to advertise broadly.

Obtaining a permanent franchise is a big step. It means finance, promotion, success.

The exact pattern of how this is done now exists and will be put out when centres are ready for it. Special people will come and do the basic work. The advertisement copy, texts, incorporation papers, everything is being made ready right now.

We're moving from small time to Big Time.

The HASIs and their Central Organisations will upgrade to universities. (They'll do the certificate examination and preparation for HCO so be good to them.) In centres we'll make the specialists. In Central Organisations we'll make the super specialists.

Now, some questions come up. What about people who never asked for a franchise but went ahead and without helping the general push tried for a quick buck? We take them straight out of the line-up. Auditors in the future are either part of this

forward thrust or we forget them unpleasantly. We will close all centres operating without legal title to operate.

There's too much at stake. We can't go by halves. We're Clearing Earth. Therefore people fall into two groups for us, those who are with us and those who aren't. Those who aren't will be handled by processing and where necessary, by law.

So we're lining up now.

This is a real tough planet. It will take a really serious shove to clear it. So here's where we start. And we start with no half-hearted measures.

We have a new motto in HCO WW. If somebody drops a ball, we drop a person.

First example was the solicitor for HASI Ltd. He dropped a ball, we dropped him. And we found a really good solicitor.

It's a tough planet. We'd better face it and measure up to it.

But your first step is to say "I'm going to clear " (the continent) and start telling people, naming your continent, "We're here to clear Africa." And moves that don't aim that way are dispersals.

The easy part is getting people on our side. You've heard it said "Everybody is a Scientologist. Some just haven't cognited yet."

The tough part is to keep everybody pointed toward the goal.

So a Scientologist should say first to himself: "I'm going to clear " his continent. And then tell others, "We're here to clear " his continent.

And then work along an agreed upon program. Sign or assist an interim franchise, be active, be OK with HCO WW, organise for and sign or assist a permanent centre or help the HASI or HCO to get rolling.

Look how far we've come in nine years! All right, I wasn't going nowhere. Were

So let's stop fooling around and get serious.

Clear Earth!

Best,

L. RON HUBBARD

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HCO BULLETIN OF 5 AUGUST 1959

### HGC PROCESSES

The lack of results in HGC is probably due to the restimulative nature of Communication Processes, a phenomenon we have noted on ACCs.

Therefore, I am giving you this regimen which I want you to very thoroughly enforce so that we can regain the results and therefore income and dissemination on the HGC.

These processes were first evolved by me in 1956 to process the personnel of a large London company so that they would get uniform results and would not be telling one another different processes during work. It is therefore amongst the first packages to be "used on anybody". You have all the data on this, I am sure. It is in the paperback on Control. Switch all pcs to this and we'll have a happier set of auditors and better results.

Run Psychos on CCH 1, 2, 3, 4.

Switch all other cases except the acutely ill (on which you should run Communication Process to the ill body part) to S-C-S and Connectedness.

When these are flat run the pc for a while on the following Comm Process:

"From where could you communicate to a person with difficulties?"

When pc seems to be flattish on this, return to S-C-S and Connectedness.

Let's increase those results.

L. RON HUBBARD

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[This HCO B was converted from a telex sent by L. Ron Hubbard on 27 July 1959 to the D of P, London, info HCO Secretary. HCO Washington, D.C., converted the telex also, and issued it under the title, *HGC Regimen*, on 26 July 1959.]

All HCO Franchise Holders  
All Staffs  
Central Orgs  
All HCOs

## THE HANDLING OF COMMUNICATION PROCESSES SOME RAPID DATA

The most important research development of recent times is the "Communication Process". It has gradually been evolved for nine years, beginning in July of 1950 when I isolated Communication as one of the three important pivots on which all mental association turned, the other two being Affinity and Reality.

Much could be said about this evolution and the search, but the important gain remains, that to-day, I have evolved finally a single command type process that answers all requirements of all levels of clearing and violates no rules of auditing.

An auditor to-day could audit with just three packages:

1. The CCHs
2. S-C-S and Connectedness, and
3. The Communication Processes.

Using these he would certainly achieve releases and clears on all cases he could keep on the auditing roster. I must call your attention to the facts of this: we have achieved our finite goals in auditing and clearing can be done easily and broadly without kick-backs. Therefore all programs should be geared with these steps:

1. Make a clear or two.
2. Use Communication Processes, in Co-audit toward clearing.
3. Groove in administratively to clear your area.

I will shortly write a small book on Communication Processes which will give all. Meantime, the essentials of use are as follows:

1. By Communication Process is meant any process which places the preclear at Cause and uses communication as the principal command phrase.  
A typical wording now standardised is, "From where could you communicate to a \_\_\_\_\_?"
2. The terminals to which Communication Processes are addressed must be real terminals never significances only.

Right "From etc, to a 'husband' "  
Wrong "From etc, to a 'thought' "

Right "From etc, to a 'dog' "  
Wrong "From etc, to a 'mistake' "

3. All terminals employed in the command should be generalised. Don't peg pc to one lifetime with a proper name. Always use a generalised name since Communication Processes span lives too fast to be limited too much.

Right "From etc, to a 'husband' "  
Wrong "From etc, to 'Bill' "  
Wrong "From etc, to 'your husband' "

If you isolate Bill as the terminal that needs running, find out what Bill is to the pc. Use what the pc describes Bill to be or what rises on the meter. Bill will turn out to be 'a husband' or 'a friend' or 'a mechanic' or some generalised terminal. He is *never* run as 'Bill', as that pegs pc to one life and rarely clears Bill whereas the generalised terminal *does* clear Bill.



4. Run a Communication Process more or less muzzled. The smoother, the more confident, the more experienced the auditor, the less muzzle is needed. The process wins totally muzzled so err in the direction of more muzzle, not less.
5. A Communication Process is flat when none of that class of terminal produces change or a comm lag or a cyclic aspect on the time track. If the pc no longer goes into past on a continuous long run, the process is flat.
6. Use a meter. This alone tells you when a terminal is really flat. This alone diagnoses a terminal properly. A good electrometer can save you three hours in every five. Lack of meters means lack of clears. Only a meter keeps the auditor from clearing the auditor's buttons out of the preclear. Only a meter keeps processes from being left unflat. Only a meter can show when a terminal is clear or a preclear is clear. Use a meter if you want to clear people. Insist on your auditor using a meter if you want to get clear.
7. Know meter behaviour. There's a lot of data on this. But I've recently found a new one.

A terminal needs to be run if it drops and then when ignored any further questioning causes a needle to rise only.  
The right terminal found again sticks the needle and stops the rise.

If a terminal is left unflat (if it is run and then dropped before it is flat), the needle in future sessions will only rise.

A steadily rising needle is by definition then the symptom of an abandoned terminal. That terminal must be found again. If found it will stop the rise of the needle. It must then be run and flattened. This is why some cases bog down and this is how it is remedied.

A further discovery is that a terminal clears on the meter just like a pc clears on a meter. Example—an unclear person doesn't read steadily at Male or Female Clear reading, but goes above or below that reading and the reading changes. Similarly, a terminal found on a pc reads above or below Male or Female Clear reading. If the terminal is run by a communication process it makes the tone arm read higher or lower than Male or Female Clear. The running of the terminal changes the tone arm position, making it rise and fall, rise and fall. The rises of the tone arm get easier, the falls more rapid until at last the tone arm does not rise or fall but sits on Male or Female Clear, depending on the sex of the pc (not the terminal). The more flexible the tone arm, the looser the needle.

If that's Greek to you, better grab plane or train to a Central Org and study the E-Meter because you won't make any clears until you do.

8. A preclear is mest clear when no terminal selected is, when run by a Communication Process, productive of variation of the tone arm from Male or Female Clear reading. A preclear is theta clear when he can handle engrams without producing a change from clear reading.
9. Cases do not improve if they are in a victim valence as they self invalidate between sessions. Communication Process S2 or S22 must be run to remedy this.
10. If an assist is done by a Communication Process, the terminal chosen (usually a body part) must be flattened fully (see 7 above) before the case can be expected to move again on a new terminal.
11. When an auditor finds a steadily climbing needle on a pc new to him but not auditing, he must suspect that a terminal has been run but isn't flat. He should query past auditing or living until he finds a terminal which stops the rise. He then runs this flat before he goes on.
12. Old pcs benefit from a Communication Process using "an auditor" as a

terminal to clear off the case. This is done when the auditor fails with 11 above.

13. Old auditors can be smoothed out as cases by running a Communication Process on “an auditor” and “a preclear”. Run each flat.
14. In general run any terminal selected back down until the tone arm reads Male or Female Clear stably for many commands and pc is no longer cycling on track with that terminal.
15. Process illnesses with Communication Processes if the illness is in the way of the session. Assess by finding out what part of body pc considers ill. Run what he says. Run it in one or several sessions until that part reads Clear on the tone arm.

These are some of the rules above of Communication Processes.

A few cautions however should be emphasised.

Don't Self Audit with a Communication Process. Use a touch assist on body or room instead.

Don't clip a terminal into action on a case and leave it unflat. Flatten it in one or many sessions instead or make sure you tell the next auditor that it is unflat.

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Communication Processes are so simple. They are apparently innocent and charming. They are in actuality strong enough to move a whole bank. So they should be handled with accuracy and the same respect you'd give 90% dynamite.

-----

Note to HCO Secs, D of Ps and Assoc Secs and heads of Organizations: It would be well worth your while to study this bulletin thoroughly, then have your people study it and take an examination on it.

Those who can't pass it eventually shouldn't be handling paying preclears until well audited and retrained for we have no passing fancy here in Communication Processes and we use in them the cream of everything in techniques and procedure we have learned in nine years.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 AUGUST 1959

HCO Franchise Holders  
HCO Offices  
Central Orgs  
MA

**A SECOND TYPE OF FRANCHISE**

A second and different type of HCO Franchise is now available in addition to the HCO HAS Co-Audit Franchise.

The new type is the HCO Processing Franchise. It permits an individual auditor in practice to receive immediate bulletins, discounts, and tests, and requires that he remit 10% of his income from Dianetics and Scientology to HCO WW. This permits the individual to run an individual practice or a guidance center without running an HAS Co-Audit.

**THIS DOES NOT MEAN WE ARE ABANDONING HAS CO-AUDITS.** These are the backbone.

One auditor or several may have such an HCO Processing Franchise but if more than one are considered under such a Franchise, the processing earnings of the group are considered collectively.

This makes two types of Franchise. The first is the HCO HAS Co-Audit Franchise which permits group processing, the running of an HAS Co-Audit, the processing of individuals, and, eventually, training to professional level. The second is the HCO Processing Franchise where individual processing only would be done.

In the case of the HCO HAS Co-Audit Franchise HCO is going to do all it can to help set the Franchise holder up on a permanent basis when he is proved out, helping to establish proper finance, quarters, publications and organizational assistance.

In the case of an HCO Franchise like the first type, we will issue now only an interim Franchise. When it is made permanent after due test of the holder by his use of it, HCO will assist the holder to obtain proper finance, processing quarters and organizational assistance for the activity of individual processing in a guidance center.

There will be a third type some day but it is not available now. This will be an HCO Organizational Franchise where the individual works "outside" Scientology organizations to bring order into larger non-Scientology activities in which he will be helped by HCO as a special activity.

Persons now holding HCO HAS Co-Audit Franchises who wish to exchange their Franchise for an individual processing Franchise may do so. Where the person is not running an HAS Co-Audit and sees no immediate chance of starting one, he is liable to cancellation of Franchise. This offers such a person the right to remain a Franchise holder even though he is only processing individually.

Out of these enfranchised guidance centers we hope will grow clinics, hospitals and sanitariums to cover that hole in the society now apparent. The very unable will need such assistance and we are here providing for it in the distant future.

An HAS Co-Audit activity is basically more important and more immediately needed, but there are those in the society who are not up to co-auditing and we must also remember them.

If you transfer now you do however abandon your right to start an HAS Co-Audit and get HAS Certificates for your group. And with either Franchise you owe HCO 10% of all you make from Dianetics and Scientology. The main advantage of transfer is apparent only in the fact that you won't lose your Franchise rights if you are not now running an HAS Co-Audit and don't intend to. For all inactive Franchises will be cancelled within the next 30 days.

## NEWS BULLETINS

HCO WW took over in the U.S. because of a previous randomness in getting Franchise holders started and serviced. Some of the randomness is still about. Some bulletins, unseen by HCO WW before issue, have been sent out from several points in the U.S. which are not factual.

The following information is correct:

All 10%*s* from Franchise holders should be sent to HCO WW only, made out to HCO WW and airmailed to HCO WW Saint Hill Manor, East Grinstead, Sussex, U.K.

HCO 10%*s* from Central Organizations in the U.S. are sent to "L. Ron Hubbard, Founder", which is a special division of HCO.

Contributions for research are sent to HCO WW made payable to the Scientology Research and Investigation Fund.

These items cancel "HCO Policy Letter of July 22nd" mailed from Washington.

Other bulletins mailed inside the U.S. to U.S. Franchise holders requesting 10%*s* to be sent to L.A. should be disregarded as unauthorized.

Stable Datum: If it's postmarked HCO WW in the U.K. it's authentic, otherwise, ignore it.

We will bring order yet. You can assist us by not being dismayed at disorder. When you start to introduce order into anything disorder shows up as the second postulate and blows off. Therefore our efforts to bring order in the society or any part of it will be productive of disorder for a short while every time. The trick is to keep on bringing order and soon the disorder is gone and you have orderly activity remaining. But if you *hate* disorder, and fight disorder only don't ever try to bring any order to anything for the resulting disorder will drive you half mad. Only if you can ignore disorder and can understand this principle, can you have a working world—or a working operation, for that matter.

## ADAMS QUILTS

The problems of HAS Co-Audit Franchises have evidently gotten to Nile Adams. A few days ago, when I refused to permit him to overtax Franchise holders, he quit in Washington. His protest was against my refusal to let Franchise holders be made to pay 25% of their gross income for the privilege of being financed. The absolute maximum gross that a Scientology organization can lose to other activities and still live is 18%. A high but workable top is 15% of gross. But 25% gross is unthinkable.

If you become big enough to require as a Franchise holder an HCO office of your own for liaison it will probably cost another 5% of your gross, but you will get all its services and save it on other payroll. But you will never be required to pay extravagant gross percentages while I can still stamp on toes and zap skulls.

Nile has been ordered to 500 hours of processing at his own expense for breaking

the Code of a Scientologist flagrantly in public for he really got mad. That he did probably shows he was already under strain. So don't be too mad at him. He's a good promoter and when he's seen the elephant he'll be back in our ranks again. All he has to learn is to work for us also and he'll learn that.

Don G. Purcell, by the way, the millionaire who tried to seize Dianetics in 1951, died last month after a long illness, at the Mayo (MD type) Clinic. As in the case of the late Dr. Joseph Winter, author of much critical literature against Dianetics, Auditors refused to audit Purcell according to my reports.

### CABLE, DON'T PHONE

We are so few at HCO WW and covering so many fronts that we cannot accept the phone calls that keep coming in. In the first place a trans-atlantic call takes usually an hour or two of waiting by one of us before it is fully connected. Such calls have taken 12 hrs to complete. And we have missed completion so often after such wasted time and have had such bad inaudible connections even with domestic calls in England, that it's no phone.

Use telegrams and cables instead, they're faster. They have a memory. We can handle them without missing data not put down after a phone call.

In the Manor staff office we have a Telex. That's a teletype like in the telegraph office. About five minutes after you file your telegram or cable it comes complete and accurate out of our Telex, typed with copies. These don't get lost. They get instant attention from the Communication guard.

When a small group such as ours at HCO WW are handling indirectly several hundred thousand people, and are handling directly, at any given time, a few thousand and intimately a few hundred scattered all over Earth, we have to have a Communication discipline to get anything done. You're part of that Comm system, so if you want something done, be brief, to the point, and use:

Airmail—Airletters—Cables—Telegrams.

And you'll be heard fast.

Be pointless, use phones, come in person, and you won't be heard.

You are much closer to HCO WW at your letter box or the telegraph office than you would be standing at the Manor's front door. We're proud of our Comm system. Use it!

### RESEARCH NOTE

We are making fine progress with clearing. And we have *three* buttons we want flat on everybody in Scientology. The first is VICTIM. The second is MONEY. And the third—well—we'll let you know when the first two are flat on you. The auditing command is "From where could you communicate to a Victim?" and it's flat when the E-Meter tone arm reads clear for your sex and stays at that reading on the command. The second is "From where could you communicate to money?", and when the tone arm reads clear for your sex and stays there, you'll not only be well along, you'll be able to have the stuff.

And now if no past emergencies spring up, I can get on with some other writing. And any day now, I may get some sleep.

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Best,

RON

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 AUGUST 1959

CenO  
Info D of Ts

**SUGGESTED HCA COURSE SCHEDULE**

The following schedule for the HCA Course is being used in the Academy at Washington, DC. This is a good schedule. It is sent out as *data only* and has *no command value*.

**HUBBARD PROFESSIONAL/CERTIFIED AUDITOR COURSE**

Purpose: To train an auditor able to Theta Clear.

Design: The length is 8 weeks. Data and practical information are emphasized. The Hubbard Electrometer is used and is taught to the student well. There is one week of Comm Course, one week of Upper Indoc, six weeks of Theory and Practice. Repeats on Comm Course/Upper Indoc are reserved for slow students. Comm Course and Upper Indoc are the same as in SED165. Theory and Practice are as follows:

*Week A*

ARC Tone Scale

- Mon. Lecture: Definition of Theta Clear.  
Process: ARC Straight Wire.
- Tue. Lecture: The Hubbard Electrometer and how to set it up to read the PC. Theta Clear, Release, Mest Clear.  
Process: None.
- Wed. Lecture: Assessments, with and without E-Meter.  
Process: Selected Persons O-W Straight Wire.
- Thur. Lecture: Assessments with E-Meter. Recapitulation of various readings. Obnosis of case.  
Process: Sel. P. O-W SW.
- Fri. Lecture: Assessments with E-Meter. Willingness to read what is there to be read.  
Process: Op. Proc. By Dup.

All auditing muzzled. All assessments done by instructor(s). Run only current life terminals on Sel. Pers. O-W SW.

*Week B*

- Mon. Lecture: CCH 1: use of CCHs in psychotic and Stage 4 cases.  
Process: same.
- Tue. Lecture: Present time problems: definition and processes usable. Using E-Meter to locate.  
Process: CCH 2.
- Wed. Lecture: CCH 3: Reality Scale.  
Process: same.
- Thur. Lecture: CCH 4: Expanded Know-Mystery Scale.  
Process: same.
- Fri. Lecture: CCH 1-4: use of this procedure to bring low-level cases up to being auditable on E-Metered processes. Repeat definition of Clear. Repeat E-Meter readings.  
Process: same.

All auditing muzzled. All assessments done by instructors. Students check assessments

at beginning of session, advise instructor if terminal needs changing, also if terminal runs flat during session. Turn PCs loose into prior life terminals as rapidly as current life terminals flattened, and all students must be running at least one whole track terminal by Thursday, regardless of whether current life terminals all flat or not.

### *Week C*

- Mon. Lecture: Factual Havingness: Effect Scale.  
Process: Fac. Hav.
- Tue. Lecture: 3rd Rail: ARC Tone Scale (repeat).  
Process: same.
- Wed. Lecture: Present time problems: 8 dynamics.  
Process: On PTPs.
- Thur. Lecture: Effect Scale (repeat): Psycho, Neurotic, "Normal", Release, Mest Clear, Theta Clear, OT (case levels).  
Process: none.
- Fri. Lecture: Scale of Confront: Types of Auditing.  
Process: none.

All auditing muzzled. Assessments done by students and checked by instructor(s).

### *Week D*

- Mon. Lecture: Facsimiles.  
Process: Mock up a picture for which you . . . responsible.
- Tue. Lecture: Facsimiles—types of.  
Process: Experience-reexperience process.
- Wed. Lecture: Flows-ridges-dispersals.  
Process: ARC Break SW.
- Thur. Lecture: Be-do-have.  
Process: Not-is SW.
- Fri. Lecture: Scales in relation to ARC tone scale: Universes/Valences.  
Process: Track-scouting.

No muzzled auditing. All formal. Track-scouting, pinning dates. No repetitive process.

### *Week E*

- Mon. Lecture: The engram: Overt-Motivator Sequence: Deds and Dedexes. What is an "incident".  
Process: Formula 10.
- Tue. Lecture: Locks, Secondaries: Gradient Scales.  
Process: Formula 10.
- Wed. Lecture: The creation of a Theta Clear: OT as a speculative goal for a Theta Clear.  
Process: Formula 10.
- Thur. Lecture: Redefinition of Theta Clear: why comparison with other states not really possible except as a subjective exp.  
Process: Formula 10.
- Fri. Lecture: Type of auditors required for creation of different states of beingness: why creation of Theta Clear and OT require courage and stamina. The "Monster".

All formal auditing on Formula 10. All assessments done by students. Supervised by instructor(s) only, intervention by instructor only where absolutely necessary.

### *Week F*

- Mon. Lecture: Basic-basic: The Rock. Gradient scale of incidents to Rock.  
Process: Formula 10.
- Tue. Lecture: Gradient scale of creation of Theta Clear.

*Week F, contd*

- Process: Formula 10. Wed. Lecture: Stabilizing and “educating” the Theta Clear—more on “The Monster”.
- Process: Formula 10. Thur. Lecture: Processes usable after Theta Clear achieved: OT as a goal: def. of OT.
- Process: Formula 10. Fri. Lecture: Auditing programs, from PE course to individual Theta Clearing and OT.
- Process: Formula 10.

All formal auditing on Formula 10, making sure every student gets most of the week on the “one-shot OT” process (at least three days). Strict attention to good discipline and control of session. ARC and “in-sessionness” to be superlative.

*WRITTEN DATA*

A student package should be issued to each student. This should contain:

- Student rules and regs.
- Instructor’s Code.
- A sheet of definitions.
- A list of scales. “Ability” 80 (or equivalent in country).
- A copy of the E-Meter handbook (when available).
- Student hat (when issued).
- Mimeo sheet of end-of-course examination and other requirements.
- Ministerial requirements.
- PAB 114.
- Copy of HCO B on PE/HAS Co-Audit by PE (HCO) Dir WW.
- A blank HCO Franchise Form.

*TIME SCHEDULE*

- 9:00 — 10:00 Lecture and process of the day
- 10:00 — 10:15 Break
- 10:15 — 12:30 Session A
- 12:30 — 1:30 Lunch
- 1:30 — 3:45 Session B
- 3:45 — 4:00 Break
- 4:00 — 5:00 LRH Tape
- 5:00 — 5:30 Question and answer period.

*STUDENTS ENTERING FROM UPPER INDOC*

The Director of Training must so arrange matters that students as closely follow the gradient scale of training here described as possible. Students may enter Weeks A-C anywhere. Weeks D-F are a specific gradient scale and may only be entered into from an earlier Theory & Practice week. If two weeks of Th. & Practice must be run concurrently, adjust schedule accordingly and keep students separated.

*FOOTNOTE*

The datum about cases not being worried about still applies, but if the course is run well, there should be plenty of Releases and some Theta Clears graduating.

John Fudge  
(D of T, Washington, D.C.)

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L. RON HUBBARD



HCO BULLETIN OF 13 AUGUST 1959

UK Franchise Holders

### FRANCHISE HOLDERS

Recent HCO Franchise Holder Bulletins sent out by HCO WW have been intended in the main for the United States. They have been sent by courtesy to Franchise Holders in the UK. The data applies equally.

We have not so far attempted very much for the UK Franchise Holder and there is a great deal of ground work to be done. The US went through all this many months ago and have just now completed their first instruction courses in Washington where most Franchise Holders were carefully trained to improve their already climbing successes.

US Franchise income is not yet high, amounting to an overall several thousand dollars a week only. But they have not yet had six months to get into the swing of it. When the class attendees return home from Washington where they have been since July 1, a steady acceleration can be expected.

1. The UK Franchise Holder has a lot of groundwork to do. First in the UK we have to learn to work better as a team.
2. UK Franchise Holders will have to get started on programs of co-auditing to clear up the key buttons of VICTIM, MONEY and a third one to be named later. HASI London staff is of course well along on this route.

HCO WW is trying to bring the British Scientologist stability and security and this will be hard to do until his or her barriers on the subject are cleared up. We have no doubt of being able to bring security and stability to the British Scientologist and our first job is to get him or her to stand long enough to receive it. Hence the co-auditing program.

If we want a better world we'll have to make it better—nobody else seems to be trying to do anything but hold the status quo of misery. And if a better world is to be built, it will be built because we could pay our way.

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HAS Co-Audit is in its infancy in the UK. Even in South Africa and Australia the program is far more advanced. But this is because these areas have had great co-operation from HCO. In the very near future HCO WW will begin to work with the problems of the UK Franchise Holder.

Meanwhile, it would be a good idea to get one-up personally by getting Process S 2 flattened and then you will be ready for a further step.

We appreciate your patience. It will be suitably rewarded.

L. RON HUBBARD

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### HAS CO-AUDIT—FINDING TERMINALS

If the instructor switches around terminals endlessly on a HAS Co-audit course, then you have nothing but rising needles left on these cases. It is necessary to get the very first terminal that dropped on the pc and convert it to a general form and run that terminal with a Communication Process until the terminal is again reading on the tone arm at male or female clear (depending on the sex of the pc, not the terminal) and stays there.

This is why you don't fill up the Co-audit.

Regimen on this is find the first thing that dropped on the pc then state it in a general term—make sure it drops. Example: pc's first assessment was on his wife. Find it again and see if it stops the needle rising; if it does, run: "From where could you communicate to *a* wife?" Note that it is *a* wife, not *his* wife. If the needle dropped the first time he was ever assessed on Bill, we have to find out what Bill is and run it.

On new enrollees in the Co-audit, take a body part only. A body part is then run on the Communication Process, "From where could you communicate to a (name of body part)".

This is only considered flat when no matter what or how many questions are asked about that body part, it registers on the tone arm of the meter at male or female clear, whichever the pc is. Only then can you go on to a new process.

Communication Processes look so simple. They are in reality terribly tricky and terribly effective.

Pick the right body part on the pc and he'll stay in the Co-audit until he's clear on that part, that's for sure.

When you see a pc getting fouled up by lousy Co-audit handling you are losing a student and, I am willing to confirm, gaining a victim computation.

L. RON HUBBARD

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### **TO A ROMAN CATHOLIC**

In Ireland, where we had an office for some years, the problem of processing persons of the Catholic faith was thoroughly worked out and the Church did not consider itself interested in the matter of auditing Roman Catholics and did not restrain any from being audited when Roman Catholics asked permission to be. Indeed Scientology is closer to the "Faculty Psychology" of the Church in the sixteenth century than modern psychology is. Modern psychology is not accepted by the Church because it considers man to be an animal with no soul. Scientology not only accepts but can prove than man does have a soul. Saint Thomas Aquinas is an early forerunner of Scientology. Scientology is not an heretic religion and demands no belief or faith and thus is not in conflict with faith. Several monsignors of the Church have been interested in Scientology and have approved of our activities. The late Pope Pius was an enemy of psychoanalysis but was heard to express a neutral attitude toward Scientology. He once assisted us in handling a government matter in the United States.

All that processing requires is that you obtain a better reality on your environment and all its drills are aimed at this. Thus it has no conflict.

Just as your religion would not forbid you to obtain a better command over a typewriter, so it could not be expected to forbid you to obtain a better command over your office, staff, or home. There is no conflict here.

It is interesting that in nearly ten years of public presence, the materialistic sciences have often rapped at Scientology (Communism is a violent foe of ours) but never once in any country including Ireland has the Roman Catholic Church raised its voice against us.

L. RON HUBBARD

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HCO BULLETIN OF 27 AUGUST 1959

BPI

### GROWTH WITH COMPETENCE

There is a great deal of history to the development and dissemination of Dianetics and Scientology. And it has not been without its severe lessons.

One of the first vows I made, in L.A. in the fall of 1950, was based on the assumption that "it will go as far as it works", and I vowed to make it work not just for the few but for the many and not just in expert hands but for the tyro as well. Well, that vow has been achieved.

The HAS Co-Audit course taught in Washington, D.C., by Nibs, Dick, Jan and Nina West has made Mest Clears using only muzzled co-auditing.

So it is working for the many in the hands of the relatively unskilled group co-auditor.

But there were other things learned in this history. And amongst them was the lesson that a Central Org can succeed as far as it can service. When a Central Org can no longer service it cannot succeed. And that goes for any individual or group in the whole of Dianetics and Scientology, and on these the sun never sets.

Our problem then, now, is to be able to service as far as we go. We are in the possession of powerful tools. We have relatively good literature and will soon have better. We can promise a great deal and point proudly to records of things we have done. We can say with truth that we have done more than fifty thousand years of thinking man could do in understanding and assisting the human being. We can command a very wide sphere of credit for first discoveries. We can promise a great many things on the basis of having delivered them. BUT CAN WE SERVICE THIS WELL AS A GROUP?

I get some very fine reports from HAS Co-Audits throughout the world. But amongst these reports there are a few failures, a few resistive cases. I could audit them, a great many Scientologists could audit them and push them through. BUT the fact remains that there are auditors here and there who cannot.

"Why?" I asked the HCO Area Secretary London the other night on telex—"Low ARC," she replied. And this apparently explained two case failures by field auditors.

And not very long ago when we had a bad code break with a pc in the field, the Ethics Committee suspended the auditor for a few days and then told him he could be reinstated but would have to sign a paper pledging to obey the Auditor's Code and HE REFUSED TO SIGN IT. Why? Because he had "gotten results with invalidating pcs too often", but the truth is he hadn't gotten good results and the tests showed it so he was wrong. But why wouldn't he sign the Auditor's Code?

These of course are isolated things BUT AT THIS PRESENT INSTANT THEY EXIST.

Low ARC, the HCO Area Sec London said.

Well, what's this low ARC doing at this stage of the game? How come this late in the business does an auditor get discovered who doesn't believe in the Auditor's Code? Why do individuals and groups still flub on occasion?

I know that all these people basically mean well. I would stake my life on their humanity and decency. And have. But we're in something that's got to go all the way

and the basic lessons contain this one, an Organisation will succeed as far as it can service.

And if groups are still flubbing service let alone Administration, then they aren't going to go very far.

Now does this mean there must be more training?

No.

There will always have to be training but this won't entirely solve this one.

“Low ARC,” the HCO Area Secretary London said. What did she mean by that? She meant basically that these auditors somehow or other weren't going to make a pc well. They didn't care enough about that pc to do the job.

The button which causes such things is VICTIM. This is the central button of the Overt Act-Motivator Sequence. Some auditor, perhaps one that is ordinarily quite good, gets a restim. He keys in something not from what the pc said for this couldn't aberrate anyone. He gets a restim between sessions on the Overt Act-Motivator Sequence, and he comes back into session with the VICTIM button in full flare. And what does he do? Almost beyond his control he flubs. He makes a victim out of his pc. Why? Because that's the exact action which occurs when an Overt Act-Motivator Sequence is triggered.

Low ARC. The whole answer to it is contained in VICTIM. The auditor feels that the pc deserves what he gets for a moment. He rationalises it all out—but he treated the pc as a victim. A dropped ashtray, a stupid auditor remark, an invalidation of a cognition. . . however the auditor flubs, he is treating the pc as a victim, and the pc victimised responds with bared engrams.

Well, true enough a lot of pcs ARC break easily because they are really being fully fledged victims, and all the auditor has to do is slightly hint toward victimising in the pc's estimation and bang, out goes the session. But an auditor who ISN'T really treating the pc as his victim can pull the pc through. The auditor who is keyed in by this victim thing drops all the cans in the rack and flubs but grandly.

All this has been a big mystery previously. It's understood now and thoroughly. And further, we've the processes that can do something about it.

The right way to audit this victim item out from scratch is with a Comm Process. Handling the whole case it is necessary in most instances to find a specific dropping terminal on the pc, perhaps even more than one, convert it into a generalised form and flatten it until it reads as a button right at the clear reading of the pc's sex. When this has been worked over and done, it is usually safe to do a plunge into this victim thing. Given the pc in session—given the pc really answering the auditing question, then we can handle the Overt Act-Motivator Sequence with the Comm Process, “From where could you communicate to a victim?” The process is actually a one-shot OT Process.

Don't make the mistake of running a pc who figure-figures his answers or gives philosophic type answers on a Comm Process without actually making him do it, do it, do it.

There are cases around that have been “audited” for years who have never really done a process. This can be whipped by a Comm Process done with paper and pencil. You locate the terminal with an E-Meter and then you lay the instrument aside, give the pc a sheaf of paper and a pencil, and every time he answers your auditing question, you have him or her draw the answer on the paper. As the Comm Process exceeds language, it can be easily checked. Even if the pc seems to be having some success but could succeed faster you can boost it along with the “paper trick” as this is called. So even the people who couldn't be trusted with a thinkingness process can be run on a Comm Process using the paper trick.

All right. That's what makes an auditor not flub, and it keeps him from being a burden to himself and others as a person too. It's a cyclone of a process as the experienced person can tell you.

And it prevents the flubbing of service in an Organisation.

Scientologists who can't stand the sight of money or who can't seem to get pcs are just having a fine old time being in some way or another, a victim. So let's face this reality and understand clearly that we can guarantee our successes as individuals and Organisations by getting bell clear on victim.

Then we can give service. And then an Organisation can give service. Then it's safe to make promises. And we don't get Administration chopped up. And it's safe and successful to have an Organisation set up and financed and running on the mission of clearing Earth.

Of course we have to go right on with our jobs whether victim is flat or leaping about like a Texas thermometer. Of course we have to go right on organising and planning and making the future real. We can't just quit and say well, when we all get to be clear then we'll go-man-go. We can't afford that.

But this time be warned. We know that with our Organisations and Comm lines and plans we're going to go successfully or not straight up the line. Let's see this one coming though and not fly into the thunderhead blind. Let's understand that staffs and individual Scientologists are going to goof just as long as the victim button is not flat and that it's going to take quite a while to get it all flat.

People are always preparing for rainy days and failures. Well, let's prepare for success. If we get much bigger nobody will be able to handle anything unless we get smooth operation, smooth procurement, efficient good looking HAS Co-Audit units, successful case handling everywhere. We won't be able to live in a climate of 75% success and 25% failure. We won't be able to administer with people here and there on our lines who are bound and determined to be victims and to appoint us their executioners.

We're moving right up to the Big Win and we should be able to handle it without going half round the bend patching up the flubs made by the victim impulse that comes on when we're restimmed or exhausted. Let's win all the way this time and keep it won..

You see, you can't ever get a victim valence to win. It's a plain lesson to him, and he believes it, fallacious though it is, that when somebody wins there is always a loser and that winning "is always an overt act to somebody". To prevent losers, our victim doesn't win. He quits instead.

Thus there can be no constant and safe win until we have amongst us whipped our first big hurdle. No amount of planning, writing and care, no amount of education can overcome this impulse. We already know it can only be done by auditing. So let's clear up this thing, let's get the auditing, let's make sure that when we set up something to go none of us will say, "Oh-oh, that's a win! Mustn't! Mustn't!" and start tearing the whole thing down.

Before we get too far along this road let's make sure we stay winners after we've won by making sure that none among us will go victim on us and cut our throats with the best intentions in the world.

Let's define Scientologists as "People who aren't Victims", and really get the show on the road.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 SEPTEMBER AD 9

All U.S. Franchise  
Holders from Ts Hill  
All other Franchise  
Holders via Central Orgs  
All Central Orgs

**WHY “VICTIM” WORKS AS A PROCESS**

We all should have heard of the Overt Act-Motivator Sequence. If we have not we should review “The History of Man”.

The highest level of third dynamic activity and the earliest instant of it is and was communication. Before communication (in one form or another) there was only native state. Obviously you are not going to run out native state—leave that to the Psychiatrists and Politicians. Therefore the earliest button susceptible of aberration was apparently communication.

However, communication itself is not aberrative. Only the misuse and withhold of communication is aberrative. One received his first communication foul-up when he postulated “somebody can mess up my postulates”, when he granted that, right, then he or she had it thereafter.

The idea that communication could be harmful apparently came in about this point. And the obvious conclusion that one could injure with communication must have followed shortly after. That one could be injured and that one could injure was established by “example”. Here began the game of “victim”.

Death is just one of the varied forms of the game of victim. That one could be killed by the communication words or missiles of another is just an extreme form of the game.

That this was a game and that it was played out by Thetan “B” pretending that he had been injured so Thetan “A” would further withhold his postulates, has all been lost in the depths of the Reactive Mind. Death isn’t a game anymore. Not even injury is a game. We know how seriously these things are now regarded and how utterly caved-in and lost Thetans have been for a very, very long time.

Only with Scientology have we come back to the straight of it. And the straight of it is that one cannot be injured until he has postulated that Thetans can be injured and, by example of Thetans pretending to be injured, has come to the point of himself not only consenting to be injured but actually getting torn to shreds.

The basic postulate of injury or death (or harmful communication) is best summed up by “victim”.

To restrain others one sets an example as a victim. It might be said that this is a last ditch way of being cause. On that thin idea rests all the disease and death, all the agony and travail of man. It is almost the bottom point of the Reactive Mind.

In any Overt Act-Motivator Sequence there is a villain and a victim. If the auditor were to choose and run the “villain” then he would be violating the basic definition of operating thetan which is “To be willing and knowing cause over life, matter, energy, space and time”, and would be processing the pc at effect point. The basic definition of victim must then be, as our HCO Staff Auditor pointed out, unwilling and unknowing effect of life, matter, energy, space and time. Therefore, to keep the pc at cause we have no choice but to process him in such a way as to face him up to “victim”.

Naturally this process is not going to run on the following cases until they are up to it:

1. A person who cannot conceive of ever having done anything bad to anybody or anything (“old sweetness and light”).
2. A person who has a heavy present time problem (PTP).
3. A person who has had a bad ARC break with the auditor (who conceives the auditor has made him into a victim of bad processing or code breaks).
4. A person who needs to have several buttons cleared away which are pressing and making his present time very bad; and
5. A person who simply fogs out hour after hour on general comm processes and needs to have lighter buttons run until he can handle comm processes.

With these above five things cared for, then a pc should be able to run easily if lengthily on “From where could you communicate to a victim?”

During the run on the process all manner of chains come into view. Monitoring the type of chain or chasing down some sideline should be avoided thoroughly especially while running “victim”. The pc is all too willing to duck and dodge and an auditor who Qs and As (changes the process just because the pc changed or wandered) had better go back to the Academy for a spell or get his own case gone over at the HGC.

Pcs have gone into convulsions, screaming fits and many other manifestations while running “victim”. Of course they would, since they are dramatizing what they have done to others and are wearing the engram in full. But it is easier to run victim on the pc than to run engrams on him as such for he can pull out of “victim” engrams easily with a comm process.

A large percentage of pcs will not recover and stay recovered until “victim” has been run and flattened. This is due to their using auditing to be “victims” of. This is the heart of the old “service facsimile”. This is why they have service facsimiles. So they can be victims.

The pc, while running victim, goes rapidly back and forth from one valence to another. He goes through all the various phenomena of engrams, locks and secondaries and in spite of the violence of the process, very often would rather run victim than anything else.

But, as above, beware of trying to run this on somebody who will not ever admit having done something or anything to anybody. This is the figure-figure case. The difficulty here is that the person cannot face any terminal subjectively for fear of having ruined it or for fear of ruining it. Therefore—and watch this carefully—he does not do the comm process. Such a person needs a comm process run on very particularized terminals done in a general form: “From where could you communicate to a dog” or anything else that drops. But if this is very necessary then run the person on the paper trick even with the lighter terminals. Make him draw each answer. Cases that have never, never moved before in hundreds of hours of auditing, get shot down in flames with the paper trick.

While running victim, the auditor should not use “how could you communicate” as an interjected command. It’s a different process. If the auditor is having trouble he should have run a lighter terminal. One of the most effective light terminals and one of the best comm processes particularly for the HAS Co-Audit is a body part. One asks the pc if he has ever had trouble with any part of his or her body and when the answer is given, run body part named in a generalized form such as “From where could you communicate to a leg?”



From all the results I've been looking over lately, it would seem that the most broadly workable form of the comm process is a body part as above or "a body". After all, the pc IS in a body. Doing the comm process on mest before a body part and the body are run, seems to be a little rough on the pc (this is part of a system called universe processes), as the pc himself as a Thetan is generally mest shy.

Auditing body parts, however, has its lighter moments. At the last congress I gave, the body part given by the pc as a part of the body with which he had had trouble, when run, didn't do a thing for the pc. Surprised auditors and instructors were not long in finding out why—the pc's body part had been run and flattened years ago by older processes and didn't have a twitch left in it. This stuff's been working for a long time you know.

Well, that's the way it is. A person doesn't get sick or injured unless he's cast himself in the role of victim by reason of the game and his Overt Acts. And if you want somebody to cease to be a disease prone (new term there) and get up and do things and be bright and not flub and to win win win, get him up to a point where he can run victim with a comm process and from there on flatten the living daylights out of it.

When is victim flat? When the tone arm of the Hubbard Electrometer reads consistently at the clear reading for the pc no matter how many more auditing questions are asked about victims. *Every* terminal you run should be run until the tone arm reads male clear (12,500 ohms) for a man, and female clear (5,000 ohms) for a woman. And this is particularly true of a victim.

Don't start this going in an HAS Co-Audit until the pc being audited has had flattened on him easier terminals. And these may take an awful lot of hours to flatten. Victim itself is a very long run. The run is shortened by preparing the case well first so preparation time is never lost time on this process.

There is another button, in fact there are many more special buttons. It goes on up toward OT. And it isn't run at first on a comm process, but that's another and later story. I'll still be around when you get ready for it.

Meanwhile, de-victimize and win!

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 SEPTEMBER 1959

CenOCon

**A SHORT STORY BY CABLE**

On August 31 a cable was received from Lance Harrison in Perth, Australia, at HCO Saint Hill: Charged by BMA under Medical Act with having held myself out as willing to perform service usually performed by medical practitioner. I have not done this. Engaged lawyer to defend. Please advise of assistance from Organization and suggestions for further action.

HCO Saint Hill answered: LT— Sientology Melbourne— 108SH Eliz Harrison Perth arrested BMA pour out money and time to beat this deal stop you handle dispatch follows— Best—Ron—

HCO Perth—  
107SH Harrison defense important phone Melbourne Best—Ron

LT— Sientology East Grinstead Re BMA Lance Harrison. Lance not enfranchised unco-operative refuses have lawyer contacted have engaged lawyer watch your interests—Erica HCO Perth

LT—  
HCO Perth  
If Harrison refuses further cancel certificates auditors code number fifteen inform press Best—RON

LT—  
Sientology East Grinstead—  
Taking action Harrison case Lance co-operating—HCO Perth Erica

LT—  
Sientology East Grinstead—  
79ME Ron Harrison Perth not arrested will ignore. Best—Eliz

Ron says: Fast dispatch lines handle awkward situations.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 SEPTEMBER 1959

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## NEWS BULLETIN

Well, here we are again back in evidence after the printing strike which brought you only mimeoed issues. For these we don't apologize. Instead we say we'd better get busy making a world where people don't have to scream and walk out just to get enough to live on.

Hubbard Communications Office Worldwide is now safely and securely established at Saint Hill Manor, East Grinstead, Sussex. Here, on half a hundred acres of lovely grounds in a mansion where we have not yet found all the bedrooms, we are handling the problems of administration and service for the world of Scientology. We are not very many here and as the sun never sets on Scientology we are very busy thetans. By means of airmail, cables, telegrams, and in particular a teletypewriter connected to London and many other points, we are able to get our work done between morning and midnight—most days—and by working weekends.

Saint Hill is badly understaffed, there being only nineteen persons in the whole place. Yet, in addition to administration lines twenty-five thousand miles long, we have ten vital projects running. The first and foremost of these is research and investigation. We are gathering all the files of Scientology research the world around and bringing it to Saint Hill to compile it. As Ron was never able to afford compiling all his works and results before, this project is of rather vast magnitude.

Included in the project list is the application of Scientology to the fifth dynamic. Ron has already created everbearing tomato plants and sweet corn plants sufficiently impressive to startle British Newspapers into front page stories about this new wizardry. The goal of the project is to reform the world food supply. But the project has already paid off to the extent of furnishing an entirely new theory of illness and a brand-new prevention of illness in human beings. Ron, helped by a full-time gardener, is doing this one in his spare time. As HCO Saint Hill personnel each wears several hats—which is to say does many jobs—they are drafted on occasion into the arduous work of recording growth and electrical experimental data.

Another project is the assembly of book stocks on Scientology throughout the world and making available to Scientologists and the public volumes that have never before been in plenty.

Saint Hill needs all manner of assistance whether culinary, electrical wiring, helping in the kitchen or the house, running mimeo machines, typing, almost anything. There will probably come a time when we have to build more buildings at Saint Hill—next year, most likely—but right now we've space for a lot of people. The whole staff has to vote to accept any new person and it's a pretty good group.

But standing out on a lawn near a 250 year old towering cedar tree or walking through a pleasure garden, you'd never believe that all this activity could be going on. The apparenity is that it's so calm you could pack boxes of serenity out of it—but in actuality these are the most high voltage lines in the whole world of Scientology.

Right now at this moment of writing, the HCO Sec World is wrestling with rush despatches about a dying child in San Francisco, the HCO Communicator World is

trying to set up a new HCO Office in Australia. The treasurer is handling some financial problems in Washington and Ron has been busy reviewing some research cases and is about to inspect an experimental installation—and it is 10:40 p.m. of a Saturday night.

Saint Hill is an exciting place, its Offices filled with the chatter of communication equipment, its terraces banked with flowers, its days crammed with new things. But a stranger could be guided through most of the lakes, grounds, courts and halls and never suspect that within a short distance of him some of the most dedicated people on earth were getting the show on the road.

L. RON HUBBARD

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### HAS CO-AUDIT

Here are some hints on how to run Comm Processes on assessment:

The instructor asks the preclear if he is sick or well. If the pc says he is ill then the instructor says, "What part of the body would you say is ill?" Whatever the pc answers, this is then run on "From where could you communicate to a .... (generalized terminal) body part." If the pc answers that he is well, the instructor says, "Have you ever been ill?" The pc will in general say yes. The instructor then says, "What part of your body was ill?" and runs the Comm Process on whatever the pc says.

Giving you advance scoop on a new research win it seems that the most effective and rapid clearing could take place with what we will call Universal Processes. This means running a Comm Process on Universe as follows:

"From where could you communicate to the physical Universe."

"From where could you communicate to a body."

"From where could you communicate to a mind."

"From where could you communicate to a Thetan."

This is all experimental at this stage but it would be a separation process from all universes the thetan is anxious about and should be quite successful in general use.

However I give you this not to use but to show you that we would probably win further and better if we began to steam people up on the subject of being clear and then slammed right in on whatever universe they could handle on Co-audit. I would then run Co-audit as follows:

Do the actions described above on body part and when the pc has come through that go at once on to the physical universe and then graduate him on to any body part that bangs on the meter and finally when various parts are flat get him into running the body as a general terminal.

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HCO BULLETIN OF 26 SEPTEMBER 1959

**DATA ON CLEARING A STAFF MEMBER  
AFTER SPECIFIC TERMINALS ARE FLAT WITH  
OVERT-WITHHOLD STRAIGHT WIRE**

“What would you like to confront?” until nominally flat.

Then:

“You make a mock-up for which you could be totally responsible,” run until Mest Clear.

Then:

“From where could you communicate to a body?” until Theta Clear.

Scout out and run Present Time Problems as they come up with:

“Invent a problem of comparable magnitude to that problem,” E-Meter check for these each session and then don’t spend the whole of every session on it. Just run it until she/he doesn’t have to do anything about it right now.

On ARC breaks run TR 5N: “What have you done to me?” “What have I done to you?” then “What have you done to me?”

Run this regimen and no other and send special weekly reports labeled “THACKER CLEAR PROJECT”.

This will get them clearer faster than any other project I know just now.

Best

Converted from Telex Comm  
in Los Angeles

Ron

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## TECHNICAL NOTES ON CHILD PROCESSING

The best process in *Self Analysis*, for a child if he can do it, is ARC Straight Wire, in the back of the book.

The best process for children in general is some version of TR 10 (Notice that .....[Room Object] ). The variation which is best is "Feel my arm," "Feel your arm," "Feel my face," "Feel your face," etc, all done with the hand. Another version for very young children is "Where is the table?" "Where is the floor?" etc on room objects.

Injured children respond best to touch assists and to locational "Where did you fall?" "Where are you now?" etc repetitive until child is well.

For an unwilling child use short sessions (as short as two minutes) but always begin and end the session complete with goals and PT Problem query.

For a bad-off child use CCH 1 and 2; these are heroic but effective. They require a very skilled auditor and *no* interference.

Give the child the dignity of real sessions. And when a child flips to trying to audit you as a turnabout, let him.

Remember that if you spoil Scientology for a child with bad auditing you may close the door on the only way out he'll have in this life.

L. RON HUBBARD

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HCO BULLETIN OF 29 SEPTEMBER 1959

HCO Franchise Holders  
Association Secretaries  
HCO Secretaries

### THE ORGANIZATION OF A PE FOUNDATION

Even though we haven't the time, personnel or mest to do in many places a full dress PE Foundation, I think it would help if I described a minimum full dress PE.

A PE Foundation is itself but it is also, in a Central Org, one of the six departments. In either case, whether done as an HAS Co-audit Franchise or as a Central Org Department, it has the same staff and routine, handles the same factors and confronts the same problems.

A PE Foundation is a programmed drill calculated to introduce people to Scientology and to bring their cases up to a high level of reality both on Scientology and on life. This is best accomplished not by giving them samples and bits and trying to lead them into auditing but by giving them gen and serious results as heavily and rapidly as possible. A PE Foundation in its attitude goes for broke on the newcomers, builds up their interest with lectures and knocks their cases apart with Comm Course and Upper Indoc.

There are basically three divisions to a PE Foundation; the first of these is the free course; it is the purpose of this course to:

Inform and interest by showing the people that this applies to them and is a duplicate of their own actions and thinkingness. Only then does Scientology communicate. Don't overwhelm—penetrate. Show them that this is how they think, not how we think they think. Be factually explicit about it, talk with certainty and not with apologies.

A PE Course curriculum should now consist of a mixture of drills and lectures. The first evening lecture should talk about definitions in life as found in Scientology. The dynamic principle of existence, the eight dynamics, a preview of the next evening's lecture should be given, and this lecture should consist of a very rapid survey of Comm Course TRs Zero and One and should sail in the second hour into the ARC triangle, and all data for the rest of the week used in lectures should consist of ARC triangle data taking up the whole subject and one corner at a time. The remainder of the week previews TRs Two and Three, and says how the TRs are used in life and how people can't do them. The last lecture's last part sells the HAS Comm Course.

The second week and the third are spent in Comm Course with basic TRs, encouraging not criticizing. The coach says fine when he thinks it's fine and otherwise keeps his mouth shut. This is muzzled coaching. The student does not get out of the Comm Course until he can be trusted to show up well in a muzzled Co-audit. This takes at least two weeks. He pays off the course by the week for his Comm Course as well as his later Co-audit.

The Co-audit Course runs similar to the Comm Course in hours. The only process now permitted on an HAS Co-audit is "From where could you communicate to a body part", the body part being selected by the instructor with an E-Meter (in a pinch the instructor selects by observation and the answer to the question, "Ever have anything wrong with your body?" and uses whatever the pc says). When a key body part is flat, "From where could you communicate to a body" can be run but only this type of process is allowed. If you go and bring in a lot more processes you've had it. Only this



process can be counted on to bring reality and results to people on a broad scale. When a person can't gain on it because of case then get him into private auditing. NEVER let anyone simply walk out. Convince him he's loony if he doesn't gain on it because that's the truth.

Very well, these are the sections of the PE Foundation. A student now has to complete at least five weeks of co-audit before we give him an HAS certificate. It's not a valuable certificate evidently unless we do it that way.

Now for personnel. Nearly every PE Foundation everywhere is understaffed. Many have to be. But one should at least know the correct amount of staff.

The minimum full scale PE staff should consist of five people, four of them part time, one of them full time. These people are as follows:

*The PE Director.* Takes no classes, makes no lectures, works from two to ten p.m., supervises and interviews and keeps the course and other instructors going. Lack of a PE Director without a class leaves the place unsupervised and in a confusion.

*Receptionist.* Routes, handles and invoices people with the help of other PE staff in the first rush, and then makes announcements and sells books in the breaks.

*PE Lecturer.* The best and most convincing lecturer, evenings only.

*Comm Course Instructor.* Part-time. Anybody but the Academy Comm Course instructor that knows his business. The Academy man will be too tough and heartless for the public stomachs at this stage.

*CoAudit Instructor.* Part-time. Choose the person people tell their troubles to. Choose a person who doesn't mind people screaming in the unit and in fact rather likes it. This person takes responsibility for all cases.

The PE Director, as does the HGC Director of Processing, gets in trouble really if he takes a course or a class, as he leaves all other activities unguided. He can drop in, he can start a class. He can give an address of welcome, but he should not have a class. If he has one the whole place falls apart for lack of a guiding hand and somebody competent to pick up and sort out the emergencies and interview people.

Now roughly speaking, that's the staff curriculum and courses of a PE Foundation. If yours is running a long way from this one, that is the reason you're having a rough time and losing people and that's the shape you ought to be shooting for. I know we can't all have this but when things start to boom you'd better be able to have it or you'll go boom too. The thing to do is to sneak up to this as a minimum size with which you can work.

If there's no Central Org you'll need daytime secretarial and files by and by or the PE Director will get swamped with papers.

The whole dream of a PE Foundation is to get the people in fast, get them invoiced in a congress type assembly line, no waiting, give them hot, excited, positive service and boot them on through to their HAS and THEN worry about doing something else with them. And never let a student leave or quit—introvert him like a bullet and get him to get audited. If he gets no reality don't let him wander out. If he walks in that door for a free PE, that's it. He doesn't get out except into an individual auditor's hands in the real tough cases, until he's an HAS.

So that's the size and shape of it.

Luck to you.

L. RON HUBBARD

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## UNIVERSE PROCESSES

I have just been checking out a process series we will call Universe O/W. It is a killer in sheep's clothing.

Assessment is done with an E-Meter to discover which of four things has the greatest difference of needle pattern. One does not look for a drop, he looks for the one of the four that is different than the others.

The four are:

Thetan or spirit  
Mind or brain  
Body or male body or female body  
Physical Universe or earth or continent or town or house or dwelling.

One uses different ways of putting these things if he doesn't get instant difference on calling off Spirit, Mind, Body, Physical Universe. If he does get a different pattern from the rest he proceeds to audit that discovered thing as follows:

"Think of something you might have done to a \_\_\_\_." (The " \_\_\_\_ " being the terminal you discovered.)

Alternated with:

"Think of something you might have withheld from a \_\_\_\_" (same terminal).

Because these dive backtrack so fast the question may not be a direct "Recall what you have done to" since that implies certainty.

This problem could be a specific for illnesses of chronic type.

This is an allowable process in HGCs.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 OCTOBER 1959

Franchise Holders  
BPI

## UNIVERSE PROCESSES

Now that HCO WW at Saint Hill Manor is settling down for the long run, thanks to the co-operation of all Central Organizations and Franchise Holders with very few exceptions, I have been able to do some co-ordination work on processes I have been developing and would like to give you a rapid rundown on some of this work.

The first modern development of any importance since Comm Processes is called "Universe Processes".

This is based on some work which started with the 1959 HPA/BScn Course. The most gross breakdown of parts of life is: 1. The Thetan 2. The Mind 3. The Body and 4. The Physical Universe. This division is a sort of shorthand of the eight dynamics and gives us the stuck points of the majority. As this division is refined it becomes the eight dynamics as used in the old Dynamic Straight Wire.

Almost anything which applied to or was used in Dynamic Straight Wire can also be used in Universe Processes.

The most elementary form of Universe Processes is called "Universe O/W". This consists of doing an E-Meter assessment of the person on the four points above, taking the most different needle reaction from the rest (Thetan, Mind, Body and Physical Universe) and running what was found with Overt-Withhold Straight Wire.

Example: Let us say that we found Physical Universe to be the thing which fell the hardest or looked the most different on the E-Meter. One would then run as an alternate question: "Recall something you have done to the Physical Universe" alternated with "Recall something you have withheld from the Physical Universe". When the E-Meter was reading Clear on the tone arm for the sex of the pc, one would then reassess and use the one of the three remaining terminals (Thetan, Mind or Body) which now fell differently or more than the other two. Thus all four would eventually be run.

Universe O/W is based upon the observable fact that a thetan is trapped in a thetan, a mind, a body and the physical universe. If he weren't, he or she wouldn't be sitting in a chair. Thus we process the extremely obvious, scouting out with an E-Meter only what obviousness is more troublesome to the pc than the other obviousnesses. Of course it seems strange that a thetan could think of himself being trapped in another thetan but you see this all the time in valences. Ghosts become ghosts by being overwhelmed by thetans they think are ghosts and so on. That a thetan is trapped in a mind and that it is not his own mind that he is trapped in is also obvious. If it were his own mind he would soon as-is it and you see what a hard time he has trying to erase it: that hard time comes about because he is misowning the mind in which he is trapped. And this is true of all traps. A thetan is usually quite sure that there is something wrong with the ownership of his own body and sure enough there is. And of course he's in the universe without much understanding of it.

It is far more obscure that a thetan gets trapped in the remaining dynamics even though this is equally true. He isn't really trapped in an animal if he is sitting there in a human body and so forth. So Universe O/W processes the obvious that is the most obvious.

All four of these terminals are run.

Now there is another way of attacking this problem and it is very successful. This is the “Universe Comm Process”. One assesses the pc in exactly the same way but runs the terminal on “From where could you communicate to a ... (one of the four universes as above)”.

It is very notable that Comm Processes work best on obvious and visible terminals and work much less well on things that are not present and worst on things that are merely ideas or significances. You can make great headway with a pc with “From where could you communicate to a body” when with the same pc you might get very, very slow results with “From where could you communicate to a brother”. Therefore the easiest to run and make progress with a Comm Process is using an obvious terminal and this of course would be one of the four universes, thetan, mind, body and physical universe.

However, when one runs a very obvious terminal with a Comm Process, one must carefully avoid pinning the process in present time. One cannot successfully run a Comm Process with “From where could you communicate to this room”. This is too specific. The pc is balked by the fact that the Comm Process strongly calls up every room like “this room” and if he answers anything about these other rooms he is not doing the exact auditing command and so goes rapidly out of session. Specific terminals that permit no large breadth of time span won’t run on a Comm Process because the process escapes the time limit imposed all too easily. One would have to run “From where could you communicate to a room” in order to wipe out the bad effects of “this room” on the case.

Universe Comm Processes are evidently the best version of all Comm Processes.

The assessment of the proper terminal can be a little tricky. The semantics of the terminal get in an auditor’s way. And yet the auditor may be led astray into using a version of the terminal that is not really an obvious terminal. Example: The pc does not understand what a thetan is and the meter does react to it so the auditor sorts out “soul” and “spirit”, etc, but gets a large drop on “astral body” and decides to run it only to discover that he is running an engram of recent origin in which the words appear. “Spirit” dropped less but would have run because it was more general.

You are probably wondering how we can get away with running “conceive a static”, forbidden in the book *The Creation of Human Ability*. We can just barely get away with it because of the nature and power of the Comm Process. By damping out excessive individuation the Comm Process increases havingness. A total individual can’t have much of anything—you can’t even have a car really unless you can be, besides self, a “car driver” or a “car passenger”. A totally individuated person cannot be anybody but himself, cares for nobody but himself and can share in no activity of any other person. Hence as we flatten out this obsessive individuation we gain in the pc usually enough havingness to run a massless identity such as a thetan. However this terminal usually runs less well than the other three employed in Universe Processes.

There are other developments which will be discussed in later bulletins, such as “Think of a creation you could make unknown” but these in general are not as important to us as the above.

If you are having trouble keeping your people on a Co-audit it’s because the things you are running on them are not real to them. I think you will find that by using a Universe Assessment on a Co-audit as above, you will have much more constant attendance. Try it anyway.

L. RON HUBBARD

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HCO Secs  
D of Ps

### **A USEFUL PROCESS**

On your HGC process you have many who cannot seem to plumb an overt/motivator sequence. On any such and many more, you will find the following process works admirably:

“Recall being critical.”  
“Recall withholding criticism.”

If the pc tends to become ill push on through. This is the lowest level of force and influences body form. Try it and tell me how it goes.

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### **LRH TAPE LECTURE** 12 October 1959

5910C12    LECTURE    Talk to HGCs

Franchise Holders

**D.E.I. EXPANDED SCALE**

(With a Note on Salesmen)

The original scale

4.0 Desire  
1.5 Enforce  
.5 Inhibit

was expanded in 1952 to

Curiosity  
Desire  
Enforce  
Inhibit.

In 1959 I have found another vital point on this scale which gives us a new case entrance point.

Curiosity  
Desire  
Enforce  
Inhibit  
Unknown

I suspect also that "Wait" fits between Unknown and Inhibit.

To make these agree in intention, they would become

Interest  
Desire  
Enforce  
Inhibit  
Unknow.

This scale also inverts, I find, similar to the Dynamics and below sanity on any subject.

Unknow  
Inhibit  
Enforce  
Desire  
Interest

These points, particularly on the inverted scale, going down, are lowered by failure. Each lower step is an explanation to justify having failed with the upper level.

One seeks to not know something and fails. One then seeks to inhibit it and fails. Therefore one seeks to enforce it and fails. Thus one explains by desiring it and fails. And not really being able to have it, shows thereafter an obsessive interest in it.

The above inversion is of course all reactive.

Reactive selling (of interest to us in a salesman campaign) would be accomplished thusly (and this *is* the basic scale of selling):

The salesman refuses to let the customer forget the product;

The salesman then inhibits all efforts by the customer to refuse the product;

The salesman enforces the product on the customer;

The salesman now finds the customer desires the product;

And the customer will remain interested.

There is an interplay here whereby the salesman reverses the scale:

#### Source of Sales Failure

<i>Salesman</i>	<i>Customer</i>
Interest	Unknow
Desire	Inhibit
Enforce	Enforce
Inhibit	Desire
Unknow	Interest

Salesmen, bringing about an inverted scale, can go downscale themselves as they do it. They seek to interest and meet *forgetfulness*. They *want* to sell and meet *opposition*. They *high pressure* the customer and get pressured back. And about the time the customer *wants* the product the salesman is reactively inhibiting the sale. And as the customer's interest is at its highest the salesman forgets all about him.

#### SALESMAN SUCCESS

All a salesman has to do is continue to try to interest the customer and the reactive inversion will take place.

-----

It is interesting that this scale, more importantly, gives us new case entrances. A series of Comm Processes on any terminal, say "bodies", could be run.

From where could you communicate to an unknown body an unwanted body a necessary body a desirable body an interesting body

This would pick the case off the bottom and run it to the top on any terminal that has gone totally reactive.

By the way, don't take my remarks on salesmen as being "all for the best". The basic overt act is making people want useless objects and spaces, and unfortunately for him that's often part of the business of the salesman. He, unlike us, sometimes isn't fishing people out of the mud. He's often more likely pushing them in. Therefore *he* needs our help to get square with the world. As his income depends on making people want things and buy things (even though sometimes they need them), we haven't much choice but to show him the mechanics of selling, to the end of getting him to help pull others out of the mud. Making somebody want something they really need is no crime, but the salesman is on very shaky ground. What do people really need? We had best not try to get involved in the ethics of all this, or to persuade them to sell only needed items.

The whole economic structure needs the salesman; he is the key of the whole structure. But we can leaven the flow of even useless goods by letting an invitation to freedom trickle in the same channel.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 OCTOBER 1959

BPI

**LONDON UP**

Good old HASI London is finally stepping high again under Assoc Sec Herbie Parkhouse and HCO Area Sec Valerie Obin.

HASI topped a thousand plus fifty pounds for the week.

This hasn't happened regularly since the days of Jack Parkhouse.

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HCO BULLETIN OF 15 OCTOBER 1959 HCO Secs

Assoc Secs

**MY WHEREABOUTS IN NOVEMBER**

I am about to do a Magellan by jet in somewhat less than 80 days, so I too can yawn and say: "It's a small world."

The following dates exist according to Cook's:

Leave Saint Hill	31 st October, 1959
Depart London	31 st October
Arrive Calcutta	1st November
Arrive Singapore	4th November
Arrive Melboume	5th November
Arrive Fiji Islands	21st November
(International Date Line)	
Arrive Honolulu	21st November
Arrive Los Angeles	24th November
Arrive Washington	26th November
Arrive London	30th November
Arrive Saint Hill	30th November

Around the World in 30 Days.

Best,

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RON



HCO Secs  
Franchise Holders  
D of P Central Orgs

### AN EXPERIMENTAL PROCESS

Recall Processes have always worked well. But it has been hard to get the most fundamental processes that would reach the lowest cases.

Here are some Recall Processes that work way down South of the Auks:

#### COMM RECALL PROCESS:

“Recall a Communication”

#### KNOW MYSTERY RECALL PROCESSES:

“Recall an Unconsciousness”  
“Recall Waiting”  
“Recall a Mystery”  
“Recall Sex”  
“Recall Eating” (or a variation  
“Recall Food”)  
“Recall a Symbol”  
“Recall Thinking”  
“Recall an Effort”  
“Recall an Emotion”  
“Recall Looking”  
“Recall Knowing”  
“Recall Not-Knowing”

These are very good, especially on bad off cases. They all work.

When the lowest seems flat one can go to one above. Probably there is an E-Meter tellingness that denotes flatness. I'm working on this and will have the gen soon.

The earliest experiments of this were on “Recall a Mystery” as a method of raising IQ and the pc was spouting poetry he'd “forgotten”.

There are many possible versions of these simplicities as one can run them on terminals and significances. Also, remember that these things (Recall Processes) take the pc out of PT and put him back in. You stop one with the PC back in PT. The Comm bridge to be used on this process is: “When you next get an answer close to present time we will end this process if it is all right with you.” Then don't go on for an hour or two, catch it with 8 or 10 commands by seeing the pc is doing a short cycle at the time and has started back up.

“Recall Exhaustion” is a simple, very effective version of a work process.

“Recall Creating” is a good way, apparently, to mop up Step 6 flubs.

Therefore you can use these processes in the HGC or you can, when it is okayed, use them in training. These are individual processes and not co-audit. As a note on co-audit, the process, the only basic affinity process, “What would you like to confront,” could cut your co-audit attendance losses. It is now allowed, having been carefully tested. Man, do they get interested in cases and hence into session. This is a fine individual process for pcs that “have no reality on pictures”.

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### PSYCHOANALYSIS GOES CAPITALISTIC

The following despatch is interesting since by comparing what we know about the mind now and what the Russians are here criticising in psychoanalysis, I can estimate where Russian mental research is. And it's right there thousands of miles behind us. Russia is so consumed with her "equalism" that all her mental research is negative and no gain.

Socialism, Communism and such are basically designed by people who cannot work to award people who will not work and amongst other things they defy all forms of creation, production and creativeness—as I can soon demonstrate to you. This is not a matter now of my ideas. It's a scientific fact.

So here's Ivan, spokes manning as usual for the Great Idle Classes on the subject of psychoanalysis, which turns out to be capitalistic and the cause of all war. Ha!

NEW YORK HERALD TRIBUNE, Paris, of Friday, October 23, 1959. *By United Press International.*

*"Russia Raps Psychoanalysis as  
Justifying War to West.*

LONDON, OCTOBER 22.

A Soviet science correspondent said last night that the Soviet medical profession considers that psychoanalysis 'indirectly justifies war' and helps shore up the Western powers.

The attack on psychoanalysis was made in an English-language broadcast to the United Kingdom. It was a broadcast by the Moscow radio's science correspondent, who was not named.

'The essence of psychoanalysis,' said the broadcast, 'seems to be that it erroneously ascribes to the instincts, or more correctly to the sexual urge, a mystic, supernatural power, which causes and determines everything in human life.'

'With a Grin'

The Soviet medical profession, the Moscow radio went on, 'treats all this with a grin.' It added:

'It considers these absurd views to be widespread not just because some of the idle rich like to delve into their own sexual emotions, pathologically hypertrophied by a life of idleness and luxury.

'No, the favourite ground for psychoanalysis is also at times a result of the fact the views advocated by the following of this doctrine are to the advantage of the powers that be. By asserting the supremacy of the instincts, psychoanalysis justifies war.

'When they maintain that the main motive force in man's behaviour is urges and instincts, the psychoanalysts are also indirectly vindicating such things as unemployment, poverty, widespread industrial accidents and so on.'

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**TO RETAIN CO-AUDIT PC'S INTEREST IN CASE**

All auditors should remember the definition of a preclear in session and that is: that he is interested in and talking to the auditor about his case.

On a terminal contacted with the E-Meter in an assessment, if needle action slows down, with little change in its action, run the terminal to a comm lag flat point, then do another assessment, and run the terminal found. Remember all terminals run and check them out on an E-Meter later. It may be that after getting one terminal handled you will have to go back to a terminal flattened on a comm lag basis and re-run it.

Eventually the tone arm will come to clear reading for the pc's sex but only if many terminals are run and come back to and run again.

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SPECIAL HCO BULLETIN OF 31 OCTOBER 1959

HCO Secs ) ONLY  
Tech Secs )

**CREATE PROCESSES—DANGERS & ADVANTAGES**

Just before I leave on extended trips I always take the safety measure of writing down the newest and latest and exactly where we are in proven research.

The newest and best as now authorized only for staff member use on Staff Theta Clearing and the Co-audit, and processing of staff members only, and not at this time for use in the HGC or on the general public, is the Create series of processes.

These are the first effective OT processes and as such, when used on persons not yet Theta Clear, they have certain dangers. Additionally, they are the most valuable series of processes which we have. They can be used in one form or another on any level of case and will reach pretty much all the way to the top.

As to dangers, I refer you to our experiences with Step 6 processes. Here was a series with great promise which in many cases became rather deadly. The datum here is that when you improve the ability of a pc to make and see a picture you also inadvertently improve every picture in the bank including engrams, and anybody who has seen a totally solid motivator engram will agree that it is not pleasant.

Create processes stem from a new study I have made of the Cycle of Action as given in *FUNDAMENTALS OF THOUGHT*. Axiom 10 becomes confused by the Thetan with the Cycle of Action. Draw the two and look at them as each other and you will see what I mean—identifying them is chaos. We get a “slip” automaticity which, whenever a person starts to create, forces him over into destruction. There is enough philosophy in this demonstrable fact to make it the subject of my next large book.

Cancelling any bad effect from this slip automaticity from Create to Destroy has been solved by using the middle point of the Cycle of Action—Survive. In Scientology the dynamic principle of existence is “Create” as in Dianetics it was “Survive” (see *FUNDAMENTALS OF THOUGHT*).

A case run toward Create is best run on this and the inverted ARC triangle—“What Would You Like To Create”. This becomes the key process of OT from any level. However, obsessive creation is in effect the whole engram bank and the reactive mind and a lot of other things. Therefore it is best to beware of beefing up the engrams for too long a period of time. The most *tested* way of easing a case off from the deadly Step 6 phenomena is to change from “What Would You Like To Create” back to “What Would You Like To Confront” at routine intervals. “What Would You Like To Confront” cancels out Step 6 phenomena by easing down the Survive part of the Cycle of Action. Confront and Survive are of the same order of thing. Survival could be represented best by “continuous confronting” at a process level. Too much “What Would You Like To Create” gets us into too persistent and solid a bank on occasion. The bank is surviving. Therefore the pc is made very uncomfortable and should then be run a bit on “What Would You Like To Confront”.

“What Would You Like To Confront” should be interspersed with “What Would You Like To Create” at a ratio perhaps of a session of each or, in a severe case, an hour of one then an hour of the other.

“What Would You Like To Destroy” is under test and apparently should run. This would be a psycho curer for sure. But “What Would You Like To Confront” would

have to be interspersed with “What Would You Like To Destroy” in order to keep the bank from overwhelming the pc.

Here then we have three processes:

“What Would You Like To Confront?”

“What Would You Like To Create?”

“What Would You Like To Destroy?”

These are on the Cycle of Action as Create Survive Destroy. They are given above in the order of best tested. We know “What Would You Like To Confront” will make pcs feel wonderful and will straighten out Step 6’s habit of making the bank more formidable. It is a good, sound, well tested process.

“What Would You Like To Create” is the key to all cases, but to run it you will have to salt it down with periods of running “What Would You Like To Confront”. “What Would You Like To Destroy”, though not much tested at this writing, might also have to be interspersed with “What Would You Like To Confront”.

We will probably discover that all three of these have to be run and that the last one will be the best case entrance at my guess.

A new child process, very successful, has already emerged from this rationale. This is: “You Do Something You Think I’ll Like”. Various simplifications of the Confront and Destroy commands would be something like: “What Would You Like To Look At” and “What Would You Like To Tear Up”. The last one is not tested.

A sure kill on a pc would be to run “What Would You Like To Confront” until it has eased off and then to run “What Would You Like To Create” until it gets grim, and then “What Would You Like To Confront” again, and back and forth. This is somewhat tested as a combo at this writing and it works well.

Under test right now is the way of running all three parts of the Cycle of Action to obtain the smoothest possible recovery by the pc.

Right now this data is only for staffs of Central Orgs as it is very dynamite and very experimental, but it also gives the best and clearest promise of rapid case gains and we want Central Org staffs up before we release this stuff more widely. This is about as revolutionary in rapid effect as engram running was in its time and place. We’re really into something here with a high rapid gain which when it is all smoothed out and sweeping the field will take us right over the top unless we find stops on the part of auditors that we can’t easily overcome. And I think we can whip all the bugs and get it wheeling.

I came down to Sthil last Spring to find the route to OT that almost anybody could follow. Well, I’m betting even at this early look that we’ve got our teeth into it with Create series.

L. RON HUBBARD

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# Ability

Issue 107 [1959, ca. early November]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## On Bringing Order

We will bring order yet. You can assist us by not being dismayed at disorder. When you start to introduce order into anything disorder shows up as the second postulate and blows off. Therefore, our efforts to bring order in the society or any part of it will be productive of disorder for a while every time. The trick is to keep on bringing order and soon the disorder is gone and you have orderly activity remaining. But if you *hate* disorder and fight disorder only, don't ever try to bring order to anything for the resulting disorder will drive you half mad. Only if you can ignore disorder and can understand this principle, can you have a working world—or a working operation, for that matter.

A handwritten signature in black ink, appearing to read "L. Ron Hubbard", with a large, stylized flourish above the name.

## MELBOURNE CONGRESS LECTURES

Melbourne, Australia  
7—8 November 1959

L. Ron Hubbard gave the following lectures to the Melbourne Congress in Melbourne, Australia, on November 7 and 8, 1959:

5911C07	MC-1	Welcome Address
5911C07	MC-2	Recent Developments on O.T.
5911C07	MC-3	The Route Through Step Six
5911C08	MC-4	Importances
5911C08	MC-5	Valences
** 5911C08	MC-6	Final Lecture

## 1ST MELBOURNE ADVANCED CLINICAL COURSE LECTURES

Melbourne, Australia  
9—30 November 1959

L. Ron Hubbard gave the following lectures to the students of the 1st Melbourne Advanced Clinical Course in Melbourne, Australia, between November 9th and 30th in 1959:

** 5911C09	1MACC-1	The Know-how of Auditing
** 5911C09	1MACC-2	Demonstration of an Assist (LRH MTS-2)
**5911C10	1MACC-3	Valence Splitting—Entering a Mind Process
5911C10	1MACC-4	Demo of Knocking Down a Tone Arm
** 5911C11	1MACC-5	Cycle of Action, Create, Destroy, Relative Importances
5911C11	1MACC-6	Demo: Force Process—Discreditable Creation
** 5911C12	1MACC-7	The Rule of the Weak Valence
5911C12	1MACC-8	Demo: Dynamic Straightwire Assessment
5911C12	1MACC-9	The Rehabilitation of Judgment
** 5911C13	1MACC-10	How to Have a Game Instead of a Case
5911C16	1MACC-11	The Collapsed Cycle of Action
5911C16	1MACC-12	Getting the Pc into Session
5911C17	1MACC-13	Case Assessment
5911C17	1MACC-14	Demo: Case Assessment

The list of 1st Melbourne ACC lectures continues in chronological sequence on page 546.

Fran Hldrs

## ACKNOWLEDGEMENTS IN AUDITING

Avoidance of Double Acknowledgement is vital if you ever hope to keep the preclear in session.

Double Acknowledgement occurs when the pc answers up, the auditor then acknowledges, and the pc then finishes his answer, leaving the auditor with another acknowledgement to do (and also leaving the auditor with no session).

Wrong:

Command: "What could you say to your father?"  
Pc: "I could say, 'Hello'."  
Auditor: "Fine."  
Pc: "... Father, how are you?" I could say that."  
Auditor: (weakly) "Good. What could you say to your father?"  
Pc: "I could say, 'Are you feeling well?' "  
Auditor: (desperate by now) "Good!"  
Pc: "... enough to go fishing?" "  
Auditor: "Well okay all right. Now "

A pc is not always sure he has answered the question so he often changes his mind. If the auditor gives him Tone 40 or any acknowledgement at all in between a pc's reply the *auditor is* wrong.

You just don't "encourage" a pc with a lot of agreement OK's and Yes's in the middle of answers. The pc answers, the pc is *sure he has answered* and the auditor then acknowledges. After all, it is the pc that must be satisfied.

There are many ways to mis-acknowledge a pc. But any mis-acknowledgement is only and always a failure to end the cycle of a command—auditor asks, pc replies and knows he has answered, auditor acknowledges. Pc knows auditor has acknowledged. That is a full auditing command cycle. Don't forget it and expect a process to work, it won't. The roughest spot in most auditors is TR 2, not so much *how* to acknowledge but *when*.

An auditor running into this with a pc should handle it this way.

Auditor: "What could you say to your father?"  
Pc: "I could say, 'Are you feeling well?' "  
Auditor: "Did that answer the question?"  
Pc: "Well, no. I could say, 'Are you feeling well enough to go fishing?' "  
Auditor: "Did that answer the question?"  
Pc: "Yes, I guess it did. He always liked fishing and sympathy."  
Auditor: (sure pc is through) "Good! What could you say to your father?"

And there's the way of it. If the pc is not sure he has answered and that the auditor has accepted the answer, the *pc will get no benefit from the auditing*. And that's how important that is.

Mood can be expressed by an acknowledgement. Evaluation can also be accomplished by acknowledgement, depending on the tone of voice with which it is uttered.



There is nothing bad about expressing mood by acknowledgement, except when the acknowledgement expresses criticalness, ridicule, or humour.

You can always spot a bad auditor. He does two things: he talks too much to the pc and he stops the pc from properly answering.

L. RON HUBBARD

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[The above HCO B is a combination of HCO B 15 September 1958, *More on Training Drill Two*, and HCO B 12 January 1959, *Tone of Voice-Acknowledgement*.]

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 NOVEMBER 1959

Assn Secs )  
HCO Secs ) only  
Ds of P )

**1ST MELBOURNE ACC MATERIAL**

The following Technology is being taught on the 1st Melbourne ACC which began November 9, 1959, at HASI Melbourne:

Bring tone arm of meter to clear reading for sex of pc at the beginning of session by getting withholds off the case, use two-way comm and "What question shouldn't I ask you?" and overts in PT restim on various dynamics. Auditing of processes on average pc not to begin until tone arm so registers. On lower than clear reading arms if all else fails to run S-C-S.

In extremely difficult cases to do an assessment by dynamics for current overts to get pc's tone arm to read clear before session. Then, seeing needle changes on any one dynamic, to ferret out the overt.

75 hours spent getting pc in session not too long. Tone Arm trick to be done each session.

Create series of processes "What would you like to confront?" and "What would you like to create?" "What part of a \_ (assessed terminal) would you be willing to create?" alternated with "What part of a (same terminal) would you be willing to confront?"

Cases in 1st Melbourne were started on clearing tone arm then running "Think of entering a mind." "Think of not entering a mind." Alternated.

Goal of course is to get whizzing up toward OT.

Some of the scheduled processes to be run include: "What force would it be all right to use?" "What force would it be all right not to use?" The same pattern of process to be applied to postulates, spaces, masses, forms on various dynamics. Experimental version: "What \_\_\_\_\_ (as in this paragraph) would it be all right to make?" "What \_\_\_\_\_ would it be all right not to make?"

The main valence splitter is given above in entering minds. But another easier valence splitter (similar in action to Overt Withhold Straight Wire) is "Tell me a difference between (any specific or general terminal) and yourself." "Tell me a similarity between (same terminal) and yourself." The extreme version is "Tell me of a difference between yourself and a body." "Tell me a similarity between yourself and a body." Not necessarily recommended as not tested. This last is called Valence Differentiation.

My goal at Saint Hill, in which all Orgs are assisting, is to consolidate research and produce rapid OTs. The above processes are some of the fruits already garnered.

The 1st Melbourne Congress and ACC tapes are available from Melbourne or from HCO WW, same prices. Not too high. The full rationale of these processes and others are on these lectures and demonstration tapes of the 1st Melbourne.

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HCO BULLETIN OF 18 NOVEMBER 1959

BPI

Congratulations HASI—South Africa! To celebrate its second birthday Johannesburg made two £1,000 weeks in a row.

L. RON HUBBARD

**1ST MELBOURNE ACC LECTURES**

Melbourne, Australia  
18—30 November 1959

5911C18	1MACC-15	Alter-isness, Keynote of all Destruction
5911C18	1MACC-16	Demo: Minus Randomity Areas
5911C19	1MACC-17	Minus Randomity, Clue to Case Assessment
5911C19	1MACC-18	Intricacies of Create—Create Series
5911C20	1MACC-19	Rationale of Create Series
5911C20	1MACC-20	Responsibility of Creation
** 5911C23	1MACC-21	Responsibility for Zones of Creation
5911C23	1MACC-22	Demo: Responsibility for Destruction
** 5911C24	1MACC-23	The Universe of a Thetan
5911C24	1MACC-24	Demo: Turning on Pictures
5911C25	1MACC-25	Counter-create
** 5911C25	1MACC-26	Individuation
** 5911C26	1MACC-27	The Constancy of Fundamentals of Dianetics and Scientology
** 5911C26	1MACC-28	The Handling of Cases—Greatest Overt
5911C27	1MACC-29	Clearing Up the Whole Track
5911C27	1MACC-30	Principal Incidents on the Track
5911C30	1MACC-31	The Anatomy of Havingness
5911C30	1MACC-32	Processes

ACC Instructors  
ACC Students  
Assoc Secs  
HCO Secs

### ALLOWED PROCESSES 1ST MELBOURNE ACC

The following processes are to be run in the last three weeks of the ACC at the option and discretion of the Instructors in consultation with individual auditors:

#### *Melbourne 1.*

Arduous Case Assessment by dynamics and other means: Overt-Withhold Straight Wire only on terminals having mass and no terminals of significance only. General terminals preferred.

#### *Melbourne 2.*

Preclear put in two-way comm with auditor by "Think of something you are willing to let me know." "Think of something you could withhold." And by other means if indicated by Instructor. Occasionally auditor asks, "How are you going?" "Is there anything you would like to tell me?" This is followed by "What would you like to confront?" alternated with "What would you rather not confront?"

Two-way comm is re-established frequently by above method where pc is in or near PT on process.

#### *Melbourne 3.*

Establish two-way comm with the pc and get tone arm down by getting off all overts and withholds on any dynamic.

Run dynamic assessment. Run small amounts of alternate create with large amounts of alternate confront on the same terminal create was run on.

Commands of Alternate Create: "What part of a .....would you be willing to create?" "What part of a .....would you rather not create?"

Commands of Alternate Confront: "What part of a (same terminal as used for create) could you confront?" "What part of a .....would you rather not confront?"

Alternate means two questions run one after the other consecutively, one command positive followed by one negative.

#### *Melbourne 4.*

Two-way comm established and continued by auditor with pc during session. Get the stories, establish the overts, pinpoint incidents in time helpfully for pc.

#### *Melbourne 5.*

Assists on body to be run by Communication Processes. "From where could you communicate to a .....(body part)?" Assists for PT location to be run with "To what could you communicate from this room?"

Any other ways of cracking cases now known will be run only by Instructors.

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[The above HCO B was reissued from Saint Hill as HCO B 4 December 1959, same title.]

BPI

## **NEW HORIZONS IN SCIENTOLOGY**

With the First Melbourne ACC we begin a new era in Scientology, greater, broader and more successful than anything we have experienced before.

A complete new technical front has moved solidly forward, based not so much on new materials but on a wider understanding of older data, and it is sufficiently startling in its approach and effectiveness to give new confidence to every Scientologist, his case and his dissemination problems.

I myself have never before felt so confident and have never before had such spectacular auditing successes in such short periods of time.

Various problems we have faced are now explained and our various vulnerabilities have been turned into new skills. We have been losing too many people from PE Courses, particularly Co-audits. We have lost too many Scientologists and even though they are replaced in even greater numbers by new ones the point has been one without previous solution. Too many Scientology marriages have gotten into difficulties. Auditors and Central Orgs have been hampered by too low incomes. We have lost too many executives and principals in Scientology and have failed to make newer people into adequate better people. All these problems were, in their combined effect upon us, slowing us down. Please understand that we were slowed down only to the extent of doubling our numbers every year. But understand also that I have not been unaware of the things that had to be solved before we could skyrocket off the launching pad and take our position in civilization's van.

All these problems have now been solved by this new technology. We know why people leave PE and Co-audits and we can remedy it. We know why we have lost Scientologists and can get them back and completely prevent new losses. We can salvage almost any marriage with entirely new approaches to this problem. We can rehabilitate our own executives and push newer ones into higher responsibility zones more rapidly and effectively. We have it MADE.

Now, understanding that in our earliest days we had to carry on with enthusiasm in lieu of know-how and that we bore up silently under many difficulties, we should not again make the mistake that we are merely entering into a new exhilaration which will itself become spent and have to be replaced by a newer forward motion. Of course there will be new forward motions but as soon as you grasp what has happened here you will see clearly that it is within our power to accomplish the following:

1. Retain all our people with better and better states of being.
2. Knit ourselves into a tight and mutually supportive third dynamic which can resist all encroachment and which can expand to encompass a much wider range of activities.
3. Assist our incomes to a point where we can command the facilities necessary to our responsibilities.

These briefly are the goals we have been achieving; now we can achieve them without setbacks and losses here and there.

As soon as you look over this technology I am sure you will agree that it is a forward step of great magnitude and that it is based upon principles already known, but which are applied to the problems in a new way.

The thirty-four hours of recorded lectures in Melbourne and the forthcoming lectures of the US Congress in early January, followed by an HCS course based on this material, plus the ACC in South Africa will put anyone who can reach only a little in possession of this information.

The data itself is too lengthy for swift coverage in bulletins. It is based on new data on the cycle of action and even more importantly upon new handling of overts and withholds in clearing cases.

In successive weeks I will try to give you in our bulletins some of this data. It is too much to write all at once. Central Orgs are at this moment being supplied with the tapes on all this as a background of HCS and BScn courses and every possible way will be utilized to put all of this into your hands. You will, however, have to reach a little. If you do you will be greatly rewarded.

It has taken nearly ten years for me to build a better bridge. Well, I have no qualms about this one. It will stand any loads and stresses. We know the basic buttons of aberration full and finally. And all too truly you will never be the same again.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 DECEMBER 1959

BPI  
Franchise Hldrs

### HAS CO-AUDIT

It has been found that the Overt-Withhold Straight-Wire Process runs better on HAS Co-Audit than the Communication Process, as the Communication Process does not get off overts, it causes people to “blow” the course.

To revert to previous instructions, then, run the following Process on HAS Co-Audits:

“Recall something you have done to .....

” (terminal)  
“Recall something you have withheld from .....” (terminal)  
(one question after the other)

The Co-Audit Instructor should select a terminal by communicating freely with the pc, asking questions relating to pc’s present life terminals and the eight dynamics. Pc will be fixated on any terminals against which he has committed overt acts—even though these overts may have been not-ised. The terminal chosen by the Instructor must be real to the pc and must show charge on the E-Meter.

*Keep up the Co-Audit pc’s interest in Case.* This is a most important factor if large groups are to be maintained. If there is little change in needle reaction and no obvious signs of mis-emotion on terminal, then run terminal to a comm lag flat point and then locate another terminal. After this terminal has been handled it may be preferable to return to previous terminal, but this is a matter for the Instructor’s discretion.

If pc runs out of answers (for Co-Audit only) abandon terminal and find another.

“What have you done?” “What have you withheld?” is the general form of this process and may be used.

L. RON HUBBARD

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[See also HCO B 15 December AD 9, *Urgent Change in All Co-audit Courses*, on the following page, which was issued later than the above HCO B. ]

HUBBARD COMMUNICATIONS OFFICE WORLDWIDE  
Saint Hill Manor, East Grinstead, Sussex, U.K.

HCO BULLETIN OF 15 DECEMBER AD9

Franchised Auditors  
Assn Secs  
HCO Secs  
All PE Fnds and Personnel

**URGENT CHANGE IN ALL CO-AUDIT COURSES**

Here we go. I told you in the last Franchise Bulletin that we had hit a jackpot. Of course, you to some degree put this down to the usual Hubbard enthusiasm. But my enthusiasm and encouragement was what kept us at it until we knew what we had to know to go for broke on OT and quite incidentally on all lower level cases. And this isn't even related to enthusiasm. No more cold-blooded statement was ever made than my telling you that the situation was definitely corralled. It is. I am sorry that the gen is sort of complicated and requires know-how, and would much rather have arranged it so all we had to do was push the button and we got a clear, but as soon as you see and experience this data I think you will be very happy with it.

It all begins back in Wichita when I wrote that extremely unpopular article which is still appearing in *Advanced Procedure and Axioms*—FULL RESPONSIBILITY. It turns out that this is the hottest thought the old man ever thought but it didn't come into view in its full importance for more than eight years.

The one thing the public doesn't want to have anything to do with is FULL RESPONSIBILITY. They shudder and they run whenever they think of it. So thee and me will have to shoulder the load and shove them at the sausage machine and all that. For the whole story develops around this center pin of responsibility. There was so much to the story and so many possible variations of the tale that getting it all in line and trailmarking a way through the darkly woods has been a very painful job—both to you and to me. But we did it. And we've got it. And if we can just hold still long enough we'll have the full benefit of it.

Overt acts and withholds are important technology. If you can get somebody to take the overts out of any incident the incident will tend to vanish. And it would vanish completely except for one thing. Telling another person about one's overts is not enough. It is also necessary to take full responsibility for them. Thus the old wheeze about confession as advocated by one of the pagan churches (pagan to Scientology), that all one had to do was whisper one's misdeeds and they would go away, turns out to be so halfhearted that it becomes a very vicious operation. I've just been all over this ground and can tell you as a technical fact that the simple imparting of one's sins, or, more comprehensibly, one's overts and withholds, is as inadequate as using paste to build a skyscraper—and about as dangerous. If the Church or somebody then pretended to take responsibility for the confided overts, then we've spun our fellow in just like that and we've degraded the person and the society. The person who confides must then take responsibility for the action he considered a sin by means of honest processing or it's just no-go, no-show, spin-down-spin-in. And there went the co-audits running overt-withhold. And there went up the tone arms when the pc told us his crimes. The rule is a thorough, harsh, unavoidable rule: When we get a person to confide a crime, we must then run on that crime what part of it he could be responsible for until it goes. ALERT YE HGCs. If you don't do just that you'll have some very unhappy people on your hands.

THEREFORE: BE IT RESOLVED THAT—whenever a person has discovered to the auditor a sin, crime or discreditable act or discreditable creation, that auditor is honor bound on all dynamics to run at once a process that will bring about the person's taking responsibility for his action. If the auditor does not he will have a spinning pc.



THIS GIVES US THE ONLY PROCESS WE COULD GET AWAY WITH IN A PE CO-AUDIT: That would be a process which recovered responsibility. The currently indicated process, done without assessment, would be "WHAT PART OF YOUR LIFE (PAST) COULD YOU BE RESPONSIBLE FOR?" *DO NOT RUN ANYTHING ELSE IN CO-AUDIT!*

Of course doing an overt or a withhold is a refusal to take responsibility in some sphere, but overts and withholds are the offshoot of responsibility or lack of it not vice versa.

Now go back and read this again and start clearing some people. More gen later.

Best,

L. RON HUBBARD

Writ by me for thee URGENT EXPRESS.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 DECEMBER 1959

BPI

*IMPORTANT*

### **RESPONSIBILITY FOR O/Ws**

To the degree that a pc does not take responsibility for his Overts and Withholds his bank becomes solid.

On all cases on which Overt-Withhold is being run it is absolutely necessary that they be levelled off with responsibility on the incident, or the session involved, or both.

A tone arm brought down by reducing the Overts and Withholds can be made high again because Overt-Withhold has a Step 6 reaction of toughening up the bank and making masses and facsimiles solid, unless the terminal and the session is handled with:

"What part of a .....could you be responsible for? "

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L. RON HUBBARD

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Techniques of Child Processing

**L. Ron Hubbard**

Tomorrow's cases are child cases today. Whole civilizations have changed because somebody changed the children. In the past, the children were usually changed for the worse. Today let's be different and change them for the better.

But whatever the benefits and reasons of child processing, however much it may do to smooth out a home and improve the future, the fact remains that it is a highly technical subject. The processing of children requires more technically perfect auditing and more properly applied sessions and processes than the average adult.

To achieve the greatest benefit for children, one should first achieve the greatest possible command of auditing skill and Scientology theory and practice. Because a child is helplessly unable to express his ARC breaks violently enough to be listened to is no reason he should be given them.

Child processing demands more perfect auditing than adult processing and therefore requires a better trained auditor than the average. If you would process children, be a Professional auditor first even if the children are your own. You will find that it will pay.

With that reservation in mind, here are a few very modern developments in the processing of children. These are the best processes I know and the only processes that have worked out over a long period of time on a great many children.

### TYPE OF SESSION

A child must be given a very formal session. A child's case will go downhill generally if the child is processed hit or miss, any old time, with careless sessioning. A child's session must be given the full dignity of an adult session. It must be opened and closed. All the formalities of a session must be observed—and of course the auditing must be done in a place where the session cannot be broken in upon by outside persons or influences.

The old technique of "short sessioning" works very well with a child. All one does is formally open and close a session and run within it only a minute or two of some simple process as below. The attention span of a child is short and if the child is even faintly unwilling to be audited, you can coax the child into short sessions and then, as time goes on, lengthen them gradually.

## ASSISTS ON CHILDREN

Of course one does not open and close a session with any formality while doing an assist. The preclear is always too tied up with the emergency and the agony to do anything but the process.

The best assist for a child is “Where did it happen?” and, after asking this, “Where are you now?” getting the child to point each time he answers the questions.

“Look at my fingers” while touching around the injured area lightly, is also a good assist for an injured child.

## ROUTINE CHILD PROCESSES

Probably the most worthwhile child process which works as early as first speech is: “Where is the \_\_\_?” using “table,” “chair” and other room objects, but avoiding bodies. The child takes this at first as a language examination and is very proud of it. It occasionally blows grief charges on losses.

Very effective on a child that is normal or has a physical defect is an alternate touching of the child’s arm, the auditor’s arm, and using various duplicative body parts first on the auditor then on the child, accomplishing in effect: “From where could you communicate to a body?” with the actual command: “Feel my arm,” “Thank you,” “Feel your arm,” “Thank you,” and so on, using common body parts. But a warning with this—if it turns on a somatic, do the same process session after session until the child is very bright and alert all the time. This is a very fine child psychosomatic process.

## CHILDREN WITH ROUGH CASES

Very young children and children who are older but have rough cases, respond well to CCH I and CCH 2—but if you have to look those up to find out what they are, or if you are not a Professional, don’t try them.

A version of TR 5 “You make that body sit in that chair” can be run even on babies by substituting bed for chair.

## INSTILLING CONFIDENCE

The worst crime most Scientology parents commit is demanding the child be far better and brighter than he or she can manage at once. This has the effect of making the child feel that he can’t really do anything to please his parents and that he is thus failing them. The right thing to do is to acknowledge what the CHILD thinks he can do or is all right. Otherwise you are evaluating for the preclear and that’s a Code break. A child seeking the approval of his parents is always inventing new tricks to attract attention. This means the child is already feeling neglected without reason, but is not in itself any bad sign. Acknowledge the tricks and spend more time with the child.

## RECALL PROCESSES

Self Analysis Recall Processes contained on the next but last page of the book *Self Analysis* can be run on a child with some success. For the very young children, these require rewording.

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The aforementioned may seem brief to you, but it is a complete catalogue of workable and invariably helpful processes for children. If they can run any more than this, they’re adults.

L. RON HUBBARD

BPI

## RESPONSIBILITY

If the definition of operating thetan is knowing and willing cause over all dynamics then we can see at once that responsibility must go hand in hand with making an operating thetan.

One cannot as-is act for which one is taking no responsibility, but for which one is really responsible.

The reason one gets amnesia on his past lives or even denies their existence lies with responsibility. He or she is unwilling to take responsibility for having been this or that other identity. This keys in in present time and closes one down every time one stops taking responsibility for one's fellows. Fighting 'other identities' in present time one ceases to be responsible for other identities. Therefore those he has had in the past become 'other people' and one dramatizes his own past identities because he cannot take responsibility for them.

When one falls away from responsibility on the various dynamics he can then become less and less able to influence those dynamics and therefore becomes a victim of them. One must have done to other dynamics those things which other dynamics now seem to have the power to do to him. Therefore one can be injured. One can lose control. One can become in fact a zero of influence and a vacuum for trouble.

The way one becomes separate from others is by his own overt acts against them. These overt acts become withholds and the person then individuates very strongly. You have seen this happening in auditing. The more overt acts the Auditor pulls on the pc the less willing the Auditor is to audit that pc. Further, the more overt acts the pc pulls on the Auditor the less willing he is to stay in session. It only looks as though cause and effect is at work. Actually all life consists of opposed causes where it is aberrated.

The way a person blows out of session or blows out of an organization or blows out of Scientology is a simple one. He withholds information and hides his overts. After a while he blows himself off. Show me a pc blowing session and I will show you a pc who has not levelled with his Auditor and who is guilty of undeclared overts against the dynamics and the Auditor. Show me a staff member who is blowing the Organization and I will show you a staff member who is guilty of undeclared overts against the Organization.

It is fatal to audit anyone unless full two-way comm is established between the Auditor and the pc. A person who goes on being audited without asserting his responsibility for what he has done is a person who will make no auditing gains or whose auditing gains will slump. As most of the human race has undeclared overts this fact alone assumes gigantic proportions in forwarding Scientology and for that reason alone we will have to give it a lion's share of attention from here on out.

Of course you will see that many people at first will not come near us for fear of what we will find out. But as this is better understood you will find that the people who come to us will come with a willingness to bare their guilt to us and get it sorted out.

As this is so much the case we must then therefore have amongst us none with

undeclared overts against the dynamics which would prevent their getting gains in processing or who would render a person's confidences liable to use for less pure purposes.

Along with this technical discovery then goes the administrative must that our noses must be clean and our hearts cleared. Our strength will be the strength of a billion if we have nothing to hide.

This may or may not be popular. I don't care about that. It is effective. I do care about that.

And remember that whenever a person discloses to view discreditable overts and withholds we must run what part of that act or incident could you be responsible for.

You're going to see more case gains than you've ever seen before—providing you have the stamina to get over this first hump.

So here we change from irresponsible to responsible, from guilt to strength and all in the twinkling of an eye.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 DECEMBER AD 9

Fran Hldrs  
HCO Secs  
Assn Secs  
HASI  
Dept Heads

**BLOW-OFFS**

Scientology Technology recently has been extended to include the factual explanation of departures, sudden and relatively unexplained, from sessions, posts, jobs, locations and areas.

This is one of the things man thought he knew all about and therefore never bothered to investigate, yet, this amongst all other things gave him the most trouble. Man had it all explained to his own satisfaction and yet his explanation did not cut down the amount of trouble which came from the feeling of “having to leave”.

For instance man has been frantic about the high divorce rate, about the high job turnover in plants, about labour unrest and many other items all stemming from the same source—sudden departures or gradual departures.

We have the view of a person who has a good job, who probably won't get a better one, suddenly deciding to leave and going. We have the view of a wife with a perfectly good husband and family up and leaving it all. We see a husband with a pretty and attractive wife breaking up the affinity and departing.

In Scientology we have the phenomenon of preclears in session or students on courses deciding to leave and never coming back. And that gives us more trouble than most other things all combined.

Man explained this to himself by saying that things were done to him which he would not tolerate and therefore he had to leave. But if this were the explanation all man would have to do would be to make working conditions, marital relationships, jobs, courses and sessions all very excellent and the problem would be solved. But on the contrary, a close examination of working conditions and marital relationships demonstrates that improvement of conditions often worsens the amount of blow-off, as one could call this phenomenon. Probably the finest working conditions in the world were achieved by Mr. Hershey of Chocolate Bar fame for his plant workers. Yet they revolted and even shot at him. This in its turn led to an industrial philosophy that the worse workers were treated the more willing they were to stay which in itself is as untrue as the better they are treated the faster they blow off.

One can treat people so well that they grow ashamed of themselves, knowing they don't deserve it, that a blow-off is precipitated, and certainly one can treat people so badly that they have no choice but to leave, but these are extreme conditions and in between these we have the majority of departures: the auditor is doing his best for the preclear and yet the preclear gets meaner and meaner and blows the session. The wife is doing her best to make a marriage and the husband wanders off on the trail of a tart. The manager is trying to keep things going and the worker leaves. These, the unexplained, disrupt organizations and lives and it's time we understood them.

*People leave because of their own overts and withholds.* That is the factual fact and the hardbound rule. A man with a clean heart can't be hurt. The man or woman who must must must become a victim and depart is departing because of his or her own overts and withholds. It doesn't matter whether the person is departing from a town or a job or a session. The cause is the same.

Almost anyone, no matter his position, can remedy a situation no matter what's

wrong if he or she really wants to. When the person no longer wants to remedy it his own overt acts and withholds against the others involved in the situation have lowered his own ability to be responsible for it. Therefore he or she does not remedy the situation. Departure is the only answer. To justify the departure the person blowing off dreams up things done to him, in an effort to minimize the overt by degrading those it was done to. The mechanics involved are quite simple.

It is amazing what trivial overt acts will cause a person to blow. I caught a staff member one time just before he blew and traced down the original overt act against the Organization to his failure to defend the Organization when a criminal was speaking viciously about it. This failure to defend accumulated to itself more and more overt acts and withholds such as failing to relay messages, failure to complete an assignment, until it finally utterly degraded the person into stealing something of no value. This theft caused the person to believe he had better leave.

It is a rather noble commentary on man that *when a person finds himself*, as he believes, *incapable of restraining himself from injuring a benefactor he will defend the benefactor by leaving*. This is the real source of the blow-off. If we were to better a person's working conditions in this light we would see that we have simply magnified his overt acts and made it a certain fact that he would leave. If we punish we can bring the value of the benefactor down a bit and thus lessen the value of the overt. But improvement and punishment are neither one answers. The answer lies in Scientology and processing the person up to a high enough responsibility to take a job or a position and carry it out without all this weird hocus-pocus of "I've got to say you are doing things to me so I can leave and protect you from all the bad things I am doing to you." That's the way it is and it doesn't make sense not to do something about it now that we know.

A recent Secretarial Executive Director to all Central Organizations states that before a person may draw his last pay cheque from an Organization he is leaving of his own volition he must write down all his overt acts and withholds against the Organization and its related personnel and have these checked out by the HCO Secretary on an E-Meter.

To do less than this is cruelty itself. The person is blowing himself off with his own overt acts and withholds. If these are not removed then anything the Organization or its people does to him goes in like a javelin and leaves him with a dark area in his life and a rotten taste in his mouth. Further he goes around spouting lies about the Organization and its related personnel and every lie he utters makes him just that much sicker. By permitting a blow-off without clearing it we are degrading people, for I assure you, and with some sorrow, people have not often recovered from overt acts against Scientology, its Organizations and related persons. They don't recover because they know in their hearts even while they lie that they are wronging people who have done and are doing enormous amounts of good in the world and who definitely do not deserve libel and slander. Literally, it kills them and if you don't believe it I can show you the long death list.

The only evil thing we are doing is to be good, if that makes sense to you. For by being good, things done to us out of carelessness or viciousness are all out of proportion to the evil done to others. This often applies to people who are not Scientologists. Just this year I had an electrician who robbed HCO of money with false bills and bad workmanship. One day he woke up to the fact that the Organization he was robbing was helping people everywhere far beyond his ability to ever help anyone. Within a few weeks he contracted TB and is now dying in a London hospital. Nobody took off the overt acts and withholds when he left. And it's actually killing him—a fact which is no fancy on my part. There is something a little terrifying in this sometimes. I once told a bill collector what and who we were and that he had wronged a good person and a half hour later he threw a hundred grains of Veronal down his throat and was lugged off to hospital, a suicide.

This campaign is aimed straightly at cases and getting people cleared. It is aimed at preserving staffs and the lives of persons who believe they have failed us.

Uneasy lies the head that has a bad conscience. Clean it up and run responsibility on it and you have another better person, and if anybody feels like leaving just examine the record and sit down and list everything done to and withheld from me ;and the Organization and send it along. We'll save a lot of people that way.

And on our parts we'll go along being as good a manager, as good an Organization and as good a field as we can be and we'll get rid of all our overts and withholds too.

Think it will make an interesting new view?

Well, Scientology specializes in those.

L. RON HUBBARD

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*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

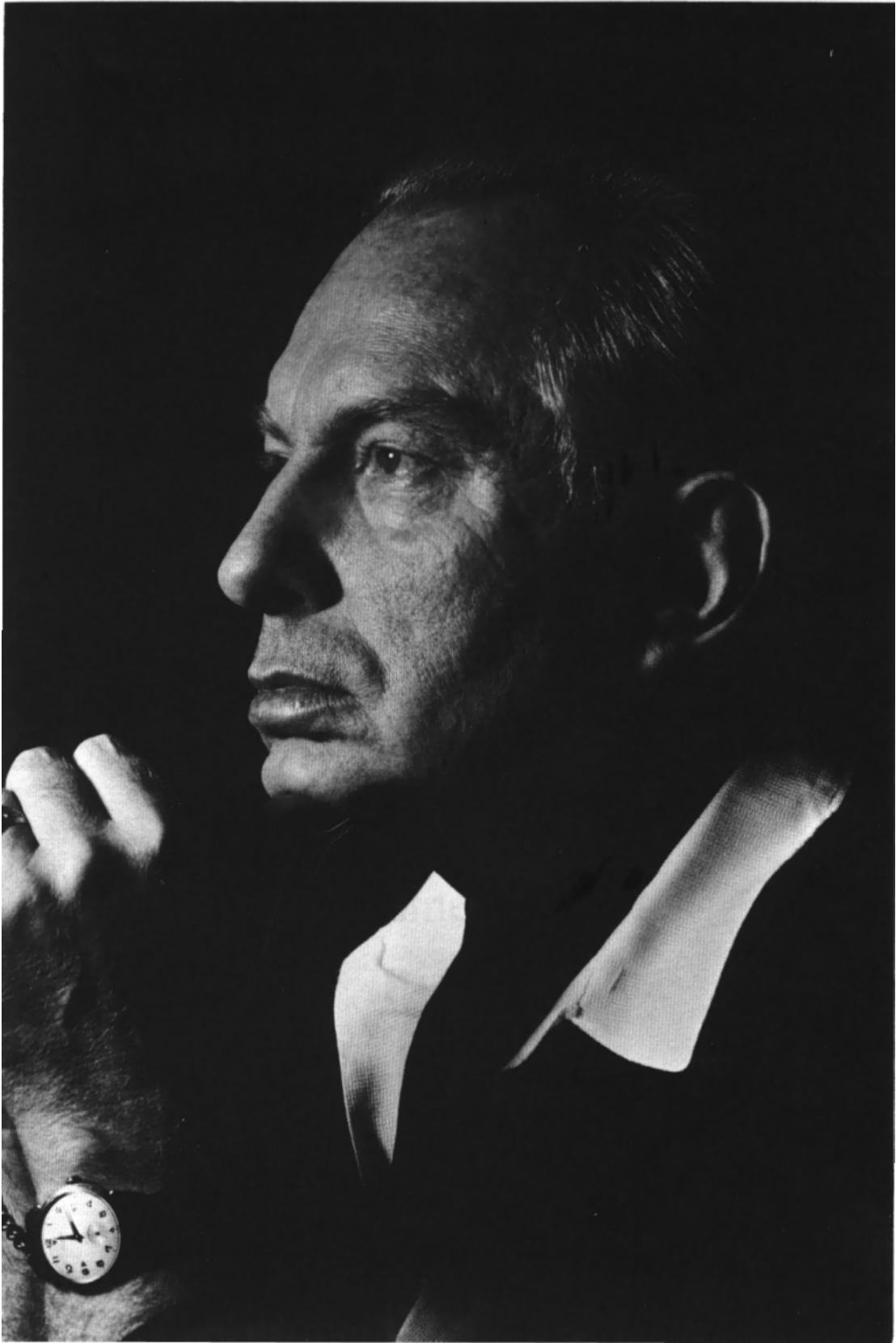
**Volume**  
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**1960-1961**

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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
“The work was free.  
Keep it so. “*

**L. RON HUBBARD**



**L. Ron Hubbard**  
*Founder of Dianetics and Scientology*

## EDITORS' NOTE

“A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings.”

—L. Ron Hubbard

The first eight volumes of the *Technical Bulletins of Dianetics and Scientology* contain, exclusively, issues written by L. Ron Hubbard, thus providing a chronological time track of the development of Dianetics and Scientology. Volume IX, The Auditing Series, and Volume X, The Case Supervisor Series, contain Board Technical Bulletins that are part of the series. They are LRH data even though compiled or written by another.

So that the time track of the subject may be studied in its entirety, all HCO Bs have been included, excluding only those upper level materials which will be found on courses to which they apply. If an issue has been revised, replaced, or cancelled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The points at which Ron gave tape recorded lectures have been indicated as they occurred. Where they were given as part of an event or course, information is given on that event or course on the page in the chronological volumes which corresponds to the date. The symbol “\*\*\*” preceding a tape title means that copies are available from both Publications Organizations. A tape preceded by “\*” means that it will soon be available. No asterisk (\*) means that neither Publications Organization nor Flag has a master copy of that lecture. If you have, or know anyone who has, copies of *these* tapes, please contact the Flag Audio Chief, P.O. Box 23751, Tampa, Florida, 33623, U.S.A. The number in the tape title is a code for the date; example: 5505C07—55 = year, 1955; 05 = month, May; C = copy; 07 = day, 7th; 7 May 1955. The abbreviation tells what group the tape is a part of. For an explanation of the abbreviations see Volume X, page 539.

At the back of this volume is a Subject Index covering only the material in this volume. Use the index to locate the LRH source material in context, don't just get data from the index. This index has been combined with indexes from other volumes to form the Cumulative Index which is in Volume X, starting on page 287.



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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 JANUARY 1960  
(Originally issued in Washington, D.C.)

BPI

**HAS CERTIFICATES**  
(Cancels existing directions)

The qualifications for a HAS Certificate are changed to fit the reality of existing courses.

Great success is being obtained by placing people in the Co-audit directly from PE, according to U.S. and some other Franchise Holders.

Therefore a modified HAS Certificate will be issued to all persons attending Central Organization or Franchise PE Co-audit Courses; such persons must have: cleared the present lifetime of overts and withholds of one other person and have their own overts and withholds cleaned up, all incidents discovered to have had responsibility flattened on them.

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L. RON HUBBARD

**STATE OF MAN CONGRESS LECTURES**  
Washington, D.C.  
1—3 January 1960

L. Ron Hubbard gave the following lectures to the State of Man Congress held at the Shoreham Hotel in Washington, D.C:

** 6001C01	SMC-1	Opening Lecture
** 6001C01	SMC-2	Responsibility
** 6001C01	SMC-3	Overts and Withholds
** 6001C02	SMC-4	A Third Dynamic in Scientology—Why People Don't Like You
** 6001C02	SMC-5	Marriage
* 6001C02	SMC-6	Group Processing
** 6001C03	SMC-7	Zones of Control and Responsibility of Governments
* 6001C03	SMC-8	Create and Confront
* 6001C03	SMC-9	Your Case

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JANUARY AD 10  
(Originally Issued in Washington DC)

BPI

**A THIRD DYNAMIC FOR SCIENTOLOGY**

To bring about a Scientology third dynamic greater than any group has ever before had, your co-operation, whether pro or layman, is requested.

Any Scientologist, whether certified or not, may participate. There are two ways you can participate:

1. To get off your own overts and withholds, and
2. Urge other people to get off theirs.

To accomplish this and provide an orderly check on this and to prevent any overt being used by anyone, the following procedure is recommended:

- (a) That a full list of present lifetime overts and withholds be made, with or without the assistance of sessions, particularly as they apply to Scientology or related groups and personnel, and signed and sent to HCO WW, Saint Hill Manor, East Grinstead, Sussex, England.
- (b) That a second list then be made giving what responsibility one could take for these. Instead of the second list an auditor's report saying it has been done, the auditor attesting it, may be forwarded.

That these files exist in my personal possession should make it effectively impossible for anyone to try to use the information.

In this way we can cover all existing certificates and people and by following this with new people keep an expanding group clean and clear.

I appreciate any co-operation you can give me in forwarding this programme and will doubly appreciate any auditing you do toward this direct goal.

All persons so cleared on overts would be listed from time to time in HCO publications as "people you can trust".

L. RON HUBBARD

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[For further information, see HCO PL 1 January 1960, *Administrative Procedure for Reducing Overts*, OEC Volume 4, page 514.]

## HUBBARD CLEARING SCIENTOLOGIST COURSE LECTURES

Washington, D.C.  
4—8 January 1960

L. Ron Hubbard addressed the students of the Hubbard Clearing Scientologist Course Unit which began on 4 January 1960.

** 6001C04	HCS-1	E-Meter Phenomena
6001C04	HCS-2	E-Meter and Time Track Structure
6001C05	HCS-3	Title unknown
6001C05	HCS-4	Title unknown
6001C06	HCS-5	Title unknown
** 6001C06	HCS-6	Identity
** 6001C07	HCS-7	Inability to Withhold
6001C07	HCS-8	Case Level and Needle State
60 .. C ..	HCS	Supplementary Lecture 8: Specialized Problems
** 6001C08	HCS-9	Sessioning and Withholds

HCO BULLETIN OF 7 JANUARY 1960

Fran Hldrs  
Assn Secs  
HCO Secs  
HCO Staff &  
Cen Orgs

### THE UNMOVING CASE

And here we are ten years after the date I wrote the first book with the solution to both types of cases that give us trouble. And that's a good anniversary release.

Of course you saw the first book after January of 1950 but in the cold bitter winter of Bay Head, New Jersey, I was busy writing down the research of years which would become first a best seller and then a long term steady seller across the world, beating most book records.

You know "Dianetics: The Modern Science of Mental Health" and you know its data, and you know also that any case could be cleared if you could run all the engrams off the case. And you know as well that you have run into cases that resisted all efforts to run engrams or penetrate the bank. It was only these cases that kept Dianetics and all its goals from being realised by all auditors.

We have concocted many dodges and much training skill has been perfected, all to run just two types of cases—for most of the cases around in the public could still be cleared by straight Dianetic processing right out of Book One.

In this and the next bulletin I am going to take up these two types of cases and their solution. Valuable data? You stated it correctly.

The first of these two types was the case which didn't experience any improvement even after you had run the exact engram necessary to resolve the case.

The hallmark of this case was unreality. It either went through it all with no emotional change or it jumped all over the track and de-railed at unlikely moments. This case also ARC broke very easily and was plain hell to keep in session, or it was so apathetic it continually slumped. When the case did make a gain it promptly relapsed and was telling everyone how bad the auditor was.

Well, we've actually been talking about this case for several bulletins. It is the case which mustn't let anyone find out. Its earmarks are one or more of the following:

1. Runs with no reality
2. Skids around on the track
3. Goes out of Communication easily
4. Experiences little if any gain in processing
5. Criticises the Auditor
6. Propitiates
7. Tries to blow

Any one of the above and probably several more characteristics may be present in such a case. But it just can't run engrams whatever else can be said about it and it just doesn't make progress.

One of the things this case is doing is using auditing to make people guilty of

overt acts. As an auditor this case won't really get down to auditing and as a preclear the case just doesn't ever get up and fly.

There are various degrees of this case. Almost anyone has sooner or later run into one or another of these. But the whole summary is contained in one fact: The person gets little benefit from Dianetics or Scientology.

If all the cases in Scientology were really wheeling we'd get no hold-ups either as auditor or as pc. Further we wouldn't be tiptoeing around holding on to so many pc secrets that we ourselves get giddy making sure nobody tries to capitalise on them. We would be in fact a free people, the only free people on earth.

Further we can only be harmed by those things we have harmed and if all of us—for you have an influence in this too, remember—had our worst overts and withholds off no person or agency on earth would be able to touch a Scientologist harmfully. And that's worth working for isn't it?

The failed case doesn't move (as listed above) and doesn't audit very well, since it just can't confront overts from another and turns them away.

Well, that's the Dianetic failed case. And it's the Scientology failed case. And knowing this we begin the road to freedom as a group as well as individuals.

The case that does not advance under auditing is the case that has undisclosed overts and withholds. The main ones that are harmful to an advance of the case are in the present lifetime and are known to the preclear (but sometimes are a trifle out of sight and bounce into view quite suddenly and painfully).

Get the overts and withholds off the case and run responsibility on them and you have a case that is wheeling at last. It can run anything and it can be cleared.

Well that's the main Dianetic failed case and why.

Remember that when a pc tells you his current lifetime overts and withholds you are code bound to run responsibility on them.

Now, let's face up to it and do it, do it, do it.

L. RON HUBBARD

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HCO BULLETIN OF 8 JANUARY AD10  
(Originally issued in Washington, D.C.)

HCO Secs  
Assn Secs  
Ds of P  
Staff Auditors

**OT PROCEDURES FOR HCS/BScn COURSES**  
AS RECORDED IN WASHINGTON, D.C. ACADEMY  
JAN 1960 LRH TAPES, 9 HOURS, 7<sup>1</sup>/<sub>2</sub> ips.

*SESSION DATA*

Rudiments:

- (a) Auditor checked out—o/w's off on auditor or auditors or pcs until OK to be audited.
- (b) Environment checked out—o/w's on auditing room, associated personnel and people.
- (c) PTP checked out—o/w's on people connected with PTP unless it can be done by Problems of Comparable Magnitude or two-way comm.
- (d) ARC breaks—check earlier sessions. TR5N.
- (e) Goals for session.

Omit any or all of above except goals if pc already in session. Use any or all of above at any time if session bogs down or pc gets upset or choppy.

*AUDITING ATTITUDE*

You do the auditing. This is all HGC type auditing, not PE Co-Audit. The auditor handles pc and improves pc on his own responsibility. Instructions which violate this (making auditor a via, not cause) may be disregarded both by student and staff auditors.

Audit the pc on the whole track as a general rule only when pc's tone arm is sitting at Clear as a consequence of setting up the session, getting off present life overts, rehabilitating ability to withhold, getting responsibility run on incidents pc has revealed, getting off discreditable creations and getting responsibility run on them.

Don't wound-up doll on pc. Keep finding out what he is doing and how he is doing it and if he is doing anything else. Be interested.

Use heavy control, as extreme as you feel necessary, as mild as works.

If pc is ARC breaky work rudiments over *or* look hard for present life overts and withholds discreditable to pc.

*Enfin* DO WHAT YOU DO THOROUGHLY. If you only do a small portion of this, do it *well* and finish it before looking for greener pastures.

*First Stage*

1. Clean up *and continue to keep cleaned up pc's overts and withholds* in life which would interrupt two-way comm with auditor. This includes *anything* pc has done in his life which disturbs the tone arm.

Rehabilitate pc's ability to withhold on any terminal he has done lots of overts against.

(Overts include making another person guilty of anything. Don't overlook these.) Always run responsibility on any major overts discovered.



2. Only when a pc has a needle reading at clear reading for his sex should you go for chronic somatics, etc.

Note: The following steps are not necessarily to be run in the order they are listed here. It is at the auditor's discretion which is tackled when.

3. Hunt up pc's "discreditable creations" (use wording that best communicates to pc in asking for these), starting with his present lifetime. Run responsibility on these. Use some such commands as: "What part of that incident could you admit causing?"—"What could you withhold from that person (those people)?"
4. Check well into his goals. What goals does he particularly want rehabilitated? Clean up his earliest present life "discreditable creation" on this goal line by running responsibility on it. You may do well to run several of these. This, of course, may be done much later in session after whole track. This is artistic rehabilitation.
5. Find out how he feels about generally improving himself. Burning question: Does he deserve to get well? Investigate his chronic somatics and find out who he is making guilty by having them. Do this by clever two-way comm, *not* by repetitive auditing command. This is the make-break point of a case. Get real real about it. This step applies ordinarily to the very boggy case that isn't running well. Any case can benefit from it but it is a must on a boggy case.
6. Clean up "social atmosphere" of present life by getting off 2nd and 3rd dynamic overt-withholds. Family, job, etc. This step would be more germane to an HGC pc and may be omitted by students. However, a bad tone arm that won't adjust to clear by the above will possibly adjust with this step if you rehabilitate the pc's ability to withhold from such areas.

*General Note on Above.* Always run some responsibility when a pc communicates an overt or withhold of magnitude. The tone arm will *not* come down or go up when pc communicates overt or withhold unless he assumes responsibility for the act.

Always rehabilitate pc's ability to withhold, especially when auditor is getting him to spill a great deal. "Mindless Object" reading ( 1.5) indicates pc's ability to withhold has been badly shaken. Good command: "Think of something you could withhold." Runs well, alternated with various forms of "What could you admit causing?"

### *Second Stage*

1. If pc has a field, somatics, malformity or aberration, clean it up as follows:
  - (a) Find out what he is looking at.
  - (b) Date it with the meter.
  - (c) Run "What part of the scene could you admit causing?" (Keep on with the same command no matter how much the scene changes, until pc is in PT when he will most likely come up with the scene of present auditor and auditing environment within the last day or two. It is then flat for your purposes.
2. Disassociation from identities. *Stable Datum:* Any "identity" is a misidentification, therefore get it off case.
  - (a) Identity most in restimulation. (Whole track.)
  - (b) Identities of the last two or three lives, with special attention to the *shifts* of identity involved.
  - (c) Any identities you can get hold of. Be sure to get his most creative life. (Whole track.)
3. Immediate past lives. Most cases crack when the last life before this one and perhaps the last few lives are well explored. Tackle these with the E-Meter. Find out all about them.

The rule is that in stage one you set the pc up to be audited and clean up present life. In stage two you clean up immediate past life or lives and then the whole track.

#### SUMMARY

The keynote is INCREASE CONFIDENCE by increasing ability. The gradient scale is:

- (a) Confidence in being audited.
- (b) Confidence in present existence (immediate time track).
- (c) Confidence in present life.
- (d) Confidence in regaining health by running off chronic somatics.
- (e) Confidence in regaining memory of and recovering from past few lives, particularly the last one.
- (f) Confidence on the whole track by removing overts and re-establishing withhold ability on the whole track.

If a step is done well and thoroughly, the *next* step is done more easily by pc. If no thoroughness is present and if pc never wins on any step, recovery is only partial.

L. RON HUBBARD

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HCO BULLETIN OF 14 JANUARY AD 10

Fran Hldrs  
HCO Secs  
Assn Secs  
HCO and HASI Staffs

### THE BLACK CASE

In the last bulletin I mentioned that two case types held us up in Dianetics and that I had now solved these ten years after the first book's writing.

The first type was the case that had so many overts and withholds in this lifetime that it could not be gotten into two way communication. The remedy for this is to get the overts and withholds confessed and run responsibility on these acts.

The second type is the "Black Field" case. The case with a field could not run engrams because he could not see them. Before I started to teach people to audit I never found this case. I didn't find it because I merely assumed that the case was stuck on the track and I persuaded the case to get unstuck. In May 1950 in teaching a class in Washington, D.C., I found that at the exact moment of stuck there was sonic, visio and the rest.

After I started teaching people how to audit this case eluded them and after a while I found some that eluded me too. Naturally anyone knowing that this was an unauditible case (for the fact was quite well advertised) used the mechanism to cover up overts and withholds.

The mechanism I am about to give you relieves however any such case and changes it around considerably. This remedy applies not only to Black Field cases but any kind of constant view including invisible fields and stuck pictures.

This formula has proven sufficiently good that the only way to get around it is for the pc to run like the dickens—and you can keep him from doing that by getting off his overts and withholds.

Whether or not you have relieved his overts and withholds, you can use this formula with great profit—and just because it's simple, let's keep it as simple as it is. It will work.

In taking hold of a new case, the first thing to do is start the session letter-perfect with rudiments and goals, whether the case has ever been audited before or not. Then ask the person to close his or her eyes and find out what the person is looking at. If it is PT, okay to proceed along any process line. If not PT but a stuck picture, a field or "nothing" at once put the pc on the meter (where he should have been all along) and do a time scout. Pin whatever the person sees in time as exactly as you can, right down to the minute of the day.

This may blow the pc up to PT in some cases. But usually it will only change the view slightly.

Now understand this: If a pc is stuck on the track all the auditing you are doing is around an out of PT area and is not valid for present life. So it is very valuable to handle just what it is that's sitting there and not scramble it up with any other process than this one.

It does not matter, for this formula, where the pc's tone arm is located for its

reading will be more or less for the stuck incident and not as a result of present life material. So disregard the tone arm and the injunction never to audit a pc with a high tone arm when you are doing this. Attend to the tone arm after you've got the pc in PT.

All right, we've got the time of the incident. The pc is still sitting there with his eyes closed. His data is very vague, perhaps he may be totally unco-operative. Who cares. Do this anyway.

Run now "What part of that scene you're looking at could you be responsible for?"

He may give you the most strained or vague answers. That's all right. This will still work. Keep running it no matter how many times he repeats the same answer.

The picture will start to shift. It may shift with slowness or enormous rapidity or both, but it will shift. Well, just go on and run the process as above right up to PT and then skip it except for noting where he was stuck.

When you have the pc in PT get off his overts and withholds and let the tone arm down. "What would you let me know?" "What would you withhold from me?" alternated will do very well to clean it all up providing you run responsibility on any incident of importance the pc comes up with.

Well, that's the case that couldn't see pictures. That's the psychologist who says they don't exist. That's the rough case that wouldn't move on the track.

Despite all the randomness I'm getting some things done lately, eh?

L. RON HUBBARD

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HCO BULLETIN OF 19 JANUARY 1960

BPI  
Franchise Holders

### **TAPES FOR SALE**

The 5th and 6th London ACC tapes and the Melbourne ACC tapes and all 1959 and prior Congresses are now for sale to Franchise Holders.

Price: £5 (\$15) per hour, less all discounts. At least two hours must be ordered at any one time.

L. RON HUBBARD

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HCO BULLETIN OF 19 JANUARY 1960

HCO Secs  
Assn Secs

**CASUALTIES**  
(not confidential)

There are a few casualties along the line of getting off overts, and by my telling you about them, you may be able to prevent others and to better understand what is going on.

Only about eight people have “run for the brush” to date because of an unwillingness to reveal their overts against Scientology. There may be a few more but the data is not to hand. The overwhelming majority of Scientologists have embraced these new techniques and measures with enthusiasm.

Factually, those that blew were not in possession of much data on overts. I feel that if they had been they would have stood up to it.

In early November I ordered all organizations to give an E-Meter check on all staffs preliminary to auditing these on the new overt/withhold—responsibility combination. I also forbade Central Orgs to employ persons with hidden social crimes that might be used to hurt Scientology (blackmail) until expiation could be accomplished and auditing completed.

This began by suspending one Doug Moon in HASI Melbourne until he had been cleared since he was such a social liability.

Almost instantly on receipt of the E-Meter check order Iain Thompson in HASI London, long-time friend of Moon, unexpectedly resigned and caused Kaye Thompson to resign from HCO WW.

All that had happened at Saint Hill up to that moment was my release of casual non-Scientology personnel and a liquor stealing butler before I left for Australia so Mary Sue could carry on more easily.

The day I returned to Saint Hill Norma Webb, a Peter Stumbke and another non-Scientologist named Dinah Day resigned and ran away.

On November 23rd at the urgings of Nina West, close friend of Webb, Nibs Hubbard deserted his post in Washington and left no forwarding address. It transpires that he had been caught up in the Moon—Webb—West connections. He tried to find nerve to face an E-Meter the Saturday he left but did not report for his scheduled session with his Washington auditor on that day. He has since been heard of here and there borrowing money and staying out of sight.

The registrar in Melbourne subsequently left before she could be put on a meter.

The only action taken concerning these people is suspension or cancellation of certificates pending E-Meter checks and clearing of overts against Scientology. None except Moon were dismissed, but they have been heard to say that they were. They resigned without notice to me.

Any Scientologist encountering any of these personnel would do all of us a favour by getting them on a Meter and getting their overts against us off and reporting having done so to HCO WW.

If any further blows occur as a result of present know-how, the same procedure will be followed.

As Nibs Hubbard was probably being blackmailed it is creditable that he removed himself from post before he could be made to harm the Washington Organization.

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HCO BULLETIN OF 21 JANUARY AD10

Fran Hldrs  
HCO Secs  
Assn Secs  
HCO and HASI Staffs

## JUSTIFICATION

When a person has committed an overt act and then withholds it, he or she usually employs the social mechanism of justification.

We have all heard people attempt to justify their actions and all of us have known instinctively that justification was tantamount to a confession of guilt. But not until now have we understood the exact mechanism behind justification.

Short of Scientology Auditing there was no means by which a person could relieve himself of consciousness of having done an overt act except to try to *lessen the overt*.

Some churches used a mechanism of confession. This was a limited effort to relieve a person of the pressure of his overt acts. Later the mechanism of confession was employed as a kind of blackmail by which increased contribution could be obtained from the person confessing. Factually this is a limited mechanism to such an extent that it can be extremely dangerous. Religious confession does not carry with it any real stress of responsibility for the individual but on the contrary seeks to lay responsibility at the door of the Divinity—a sort of blasphemy in itself. I have no axe to grind here with religion. Religion as religion is fairly natural. But psychotherapy must be in itself a completed fact or, as we all know, it can become a dangerous fact. That's why we flatten engrams and processes. Confession to be non-dangerous and effective must be accompanied by a full acceptance of responsibility. All overt acts are the product of irresponsibility on one or more of the dynamics.

Withholds are a sort of overt act in themselves but have a different source. Oddly enough we have just proven conclusively that man is basically good—a fact which flies in the teeth of old religious beliefs that man is basically evil. Man is good to such an extent that when he realizes he is being very dangerous and in error he seeks to minimize his power and if that doesn't work and he still finds himself committing overt acts he then seeks to dispose of himself either by leaving or by getting caught and executed. Without this computation Police would be powerless to detect crime—the criminal always assists himself to be caught. Why Police punish the caught criminal is the mystery. The caught criminal wants to be rendered less harmful to the society and wants rehabilitation. Well, if this is true then why does he not unburden himself? The fact is this: unburdening is considered by him to be an overt act. People withhold overt acts because they conceive that telling them would be another overt act. It is as though Thetans are trying to absorb and hold out of sight all the evil of the world. This is wrong-headed, by withholding overt acts these are kept afloat in the universe and are themselves as withholds entirely the cause of continued evil. Man is basically good but he could not attain expression of this until now. Nobody but the individual could die for his own sins—to arrange things otherwise was to keep man in chains.

In view of these mechanisms, when the burden became too great man was driven to another mechanism—the effort to lessen the size and pressure of the overt. He or she could only do this by attempting to reduce the size and repute of the terminal. Hence, not-ness. Hence when a man or a woman has done an overt act there usually follows an effort to reduce the goodness or importance of the target of the overt. Hence the husband who betrays his wife must then state that the wife was no good in some way. Thus the wife who betrayed her husband had to reduce the husband to reduce the overt. This works on all dynamics. In this light most criticism is justification of having done an overt.

This does not say that all things are right and that no criticism anywhere is ever merited. Man is not happy. He is faced with total destruction unless we toughen up our postulates. And the overt act mechanism is simply a sordid game condition man has slipped into without knowing where he was going. So there are rightnesses and wrongnesses in conduct and society and life at large, but random, carping criticism when not borne out in fact is only an effort to reduce the size of the target of the overt so that one can live (he hopes) with the overt. Of course to criticise unjustly and lower repute is itself an overt act and so this mechanism is not in fact workable.

Here we have the source of the dwindling spiral. One commits overt acts unwittingly. He seeks to justify them by finding fault or displacing blame. This leads him into further overt acts against the same terminals which leads to a degradation of himself and sometimes those terminals.

Scientologists have been completely right in objecting to the idea of punishment. Punishment is just another worsening of the overt sequence and degrades the punisher. But people who are guilty of overt acts demand punishment. They use it to help restrain themselves from (they hope) further violation of the dynamics. It is the victim who demands punishment and it is a wrong-headed society that awards it. People get right down and beg to be executed. And when you don't oblige, the woman scorned is sweet-tempered by comparison. I ought to know—I have more people try to elect me an executioner than you would care to imagine. And many a preclear who sits down in your pc chair for a session is there just to be executed and when you insist on making such a pc better, why you've had it, for they start on this desire for execution as a new overt chain and seek to justify it by telling people you're a bad auditor.

When you hear scathing and brutal criticism of someone which sounds just a bit strained, know that you have your eye on overt acts against that criticised person and next chance you get pull the overt acts and remove just that much evil from the world.

And remember, by and by, that if you make your pc write these overt acts and withholds down and sign them and send them off to me he'll be less reluctant to hold on to the shreds of them—it makes for a further blow of overt acts and less blow of pc. And always run responsibility on a pc when he unloads a lot of overt acts or just one.

We have our hands here on the mechanism that makes this a crazy universe so let's go for broke on it and play it all the way out.

L. RON HUBBARD

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HCO BULLETIN OF 21 JANUARY 1960

BPI  
Franchise Hldrs

**RESPONSIBILITY**

Responsibility is often misdefined by the pc.

The definition for auditing of responsibility is “Admit causing,” “able to withhold.” Usable commands would be “What about a (terminal) could you admit causing?” “What could you withhold from a (terminal)?” “What could you admit causing?”

Responsibility as a word can still be used as itself in an auditing command.

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HCO BULLETIN OF 24 JANUARY 1960

All Staff Members

### **OT PROCEDURE**

I have tested and released a new OT procedure for your use on Staff Clearing Course, in the HGC and in your own co-auditing which I know will give you theta clears in a relatively short time.

I am well embarked on a program now for the UK to release this new material.

We can get one theta clear a month off the HGC.

We can work successfully toward the goal of having nothing but theta clears on staff.

The Washington Congress blew the lid off in the US. People finishing the HCS Course there are fanning out all over the country giving non-certificate courses to old auditors by sweeping demands from the field.

The new PE program is also working wonders. It omits the Comm Course and puts people straight from the PE into the Co-audit, and there runs—"What could you admit causing a person?" "What could you withhold from a person?" This is advocated now for HASI London.

We are getting together a UK Congress that gives the Washington Congress over again and which is rigged to succeed as a Tape Congress.

To begin this decade of 1960's we are well away from the mark and have the majority of the countries with us. We now have to make a hard push on the UK to get things wheeling like we mean it.

I thank you for your forbearance and hard work, and can assure you that it is all in the direction of the biggest win man has ever had.

This one we are going to make.

L. RON HUBBARD

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HCO BULLETIN OF 25 JANUARY 1960

Cent Orgs

**OT-3 PROCEDURE  
HGC ALLOWED PROCESSES**

This bulletin supersedes all previous bulletins.

Any case that cannot adequately define simple words like "change", "problem", "responsibility": run CCHs 1, 2, 3, 4, as per their earliest bulletins.

*STEP ONE:*

Rudiments:

Check for present time problem. Run by any good method. Check for ARC breaks with auditor and environment. Erase by any effective method. Set goals for session when PT problem and ARC breaks handled.

Establish rudiments at the beginning of each session. Re-establish rudiments if pc goes out of session. Check over what pc got towards his goals at session end.

*STEP TWO:*

Scout for present life overts and withholds. If found, run "What about that incident could you be responsible for?" (see note on "responsible"). Flatten off all present life overt/withholds and zones of irresponsibility (high or low needle).

This should bring the needle into quietness and the tone arm down to clear reading for the pc's sex.

On a low tone arm case, particularly below two, find any terminal that dips the needle, however slightly, and run withhold on that terminal: "What could you withhold from a \_\_\_\_?"

"What could you make (terminal) contribute?" run alternately with "What would you rather not contribute to (terminal)?" has also made a low tone arm rise. S-C-S and CCHs have also done so. The low tone arm is supposed to be the tougher one. Actually it's the valence of a mindless object and the last resort of the pc to withhold, so rehabilitating withhold cleverly should get it easily.

*STEP THREE:*

Clear the pc's field with responsibility as per recent HCO Bulletin on black, invisible or dub-in cases. When pc sees pictures of PT then go at case in general.

*STEP FOUR:*

Run "What about a victim could you be responsible for?" until the tone arm tends to read at clear reading for sex in this lifetime.

Whenever the pc encounters an incident that seems very sticky, which is to say when the picture sticks many commands by the E-Meter, spot the time in terms of years ago and down to the month and day. When the incident is spotted, if it continues to hang up run it as an incident with this command: "What about that incident could you be responsible for?" and, as needful, on a two way comm basis, and by any process as needed get off its overts and withholds and "Who would it make feel guilty?"

When any incident is reasonably flat continue with "What about a victim could you be responsible for?"

This does not mean that you spot and run every incident encountered. Spot and run only those that stick.

*STEP FIVE:*

Explore the immediate past lifetime or lifetimes of the pc. Get the pc's identity and form (sometimes they were animals), and if lifetime alters position of tone arm, run "What about (name) would you be willing to be?" "What about (name) would you rather not be?"

Do this until incident is flat. If heavy engrams in such a lifetime stick, run "What about that incident could you be responsible for?"

*STEP SIX:*

Run down any famous or enduring identities of the pc on the whole track, and handle as above.

Ease off this with responsibility as a victim.

*STEP SEVEN:*

Do a dynamic assessment on the pc and locate any terminal that drops, and run on this "What could you withhold from a \_\_\_?" until pc can withhold.

If any severe incident turns up flatten with responsibility.

*STEP EIGHT:*

Any chronic somatic or disability of the pc, if still not located, should be tackled with "What about that (name it) could you be responsible for?" and untangle the resulting pictures by placing them in time and running responsibility on any that stick hard.

*STEP NINE:*

Flatten once more responsibility on a victim.

*STEP TEN:*

Rehabilitate the pc's ability to withhold by running cause-withhold version of responsibility (see note below) on all dynamics with various terminals.

Cautions: Until some responsibility is run on some cases no present life overts show up. Responsibility is the key to high and low tone arms, not overts. Handle any severe overts that turn up on a case with responsibility process.

Do not run a mass-less terminal such as "sex" or "help". Find instead some actual terminal, not a significance.

Beware running adjectival commands such as "frigid woman" or "a little boy with a mole under his left grind". Run instead the plainest terminal that drops.

Do not run things that are not real to the pc as he has made them unreal to lessen the overt. Instead run lots of overt finding processes such as "What could you admit causing a (terminal real to pc)?" alternated with "What could you withhold from a (same terminal)?"

Much of the material here is on the Washington 1960 HCS tapes. But this rundown here is to be followed in the event of any conflict of procedure.

**IMPORTANT NOTE: WHERE RESPONSIBILITY IS USED ABOVE IT CAN ALSO READ "WHAT COULD YOU ADMIT CAUSING (TERMINAL)?" "WHAT COULD YOU WITHHOLD FROM (TERMINAL)?" THIS ALTERNATE COMMAND IS A BETTER PROCESS THAN "WHAT ABOUT (TERMINAL) COULD YOU BE RESPONSIBLE FOR?"**

Note: Usage of this rundown should be taught on staff theta clearing courses.

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[Superseded by HCO B 3 March 1960, *OT-3A Procedure—HGC Allowed Processes*, page 48.]

HCO Secs  
Assn Secs  
Fran Hldrs

### THE KEY TO ALL CASES—RESPONSIBILITY

During the past three months I have made several important discoveries in the field of the human mind which iron out the bits and pieces that were getting in our road in making broad clearing programmes possible.

First of these was the discovery that the *tone arm* of the E-Meter rather than the needle was foremost in analysing the case. When the tone arm reads at three for males and two for females on the modern meter a process can be considered flat. Aside from various special states such as valence shifts, this will hold true. When the tone arm reads at clear for the person's sex no matter what one attempts to restimulate on the case you have a *clear*. Additionally the hot areas of the time track are located because they throw the tone arm to higher or lower readings. Good auditing today cannot be done without an E-Meter of good reliable quality as distributed by HCO WW in the UK and by Wingate Enterprises in the United States. It could be said that the E-Meter has just now become an absolute necessity in auditing and general analysis—using the E-Meter RIGHT we can achieve clears.

Next, but not next in importance was the discovery of the anatomy of RESPONSIBILITY. Although Responsibility has been known as a case factor since 1951 (just as the overt-motivator sequence has been) it has not been until now that I have been able to get it to run well on cases.

Responsibility is a significance. Pcs define it in various ways. And all rather tend to run from it. Pcs in general pretend they would much rather be victims than causative sources—which is what is wrong with their cases. In order to get responsibility to run I had to find out a lot more about it and not until the very end of 1959 was I able to define it in any way that made it run and come into being on a case.

Now I mentioned the E-Meter first in this because it is RESPONSIBILITY—LEVEL OF which causes the tone arm of the E-Meter to fluctuate. Place the pc in an area which has a very high tone arm reading or a very low one and you find the pc in an area in time when he was being very irresponsible.

It is not always true that a pc picked up as reading at the clear reading of his sex is high on responsibility. There is an inversion of the matter where the pc is so very low on responsibility that he just gets a body reading for his sex and that is that. The test of this is the running of responsibility, as given in this bulletin. If the pc, run on responsibility, changes the position of the tone arm from the clear reading then that pc has a very long way to go perhaps before he can achieve any responsibility. If a pc is run on responsibility as given herein, if his track is explored, and if the tone arm reads and continues to read at clear then he is very responsible and very clear. But you would have to run the pc a bit not just read him on the meter in order to get an accurate view of the matter. In other words, don't look for overts to check out on a case. Look for tone arm fluctuations when responsibility is run. *It takes at least a certain level of responsibility to show up overt acts on E-Meter.*

What exactly does the E-Meter read? It reads the degree of mental mass surrounding the thetan in a body.

A thetan accumulates mental mass, pictures, ridges, circuits, etc, to the degree that he misassigns responsibility. If he does something and then says that it was done

by something or someone else then he has failed to assign cause rightly and, doing so, he is of course left with an apparently uncaused mental mass. This to us is the “bank”. To Freud it was the “unconscious”. To the psychiatrist it is lunacy. He therefore has as much bank as he has denied cause. As he is the only cause that could hang himself with a mass, the only misassigned cause therefore is self cause. Other people’s causation is not aberrative and does not hang up except to the degree that the pc is provoked to misassigning cause. Other people’s cause is therefore never audited.

Here then we have the anatomy of the reactive mind. The common denominator of all these unwanted ridges, masses, pictures, engrams, etc, is RESPONSIBILITY.

The discovery of the direct anatomy of RESPONSIBILITY is as follows:

*Able to admit causation.*

*Able to withhold from.*

This you will recognize as old reach and withdraw and as the fundamental of every successful process. But now we can refine this into the exact process that accomplishes a removal of the reactive mind and re-establishment of causation and responsibility.

A thetan will not restore his own ability until he is certain he can withhold from things. When he finds he cannot then he reduces his own power. He will not let himself be more powerful than he believes he can use power. When he gets mad he of course can control nothing, neither can he really direct anything. When he causes something that he thinks is bad, he next seeks to withhold. If he cannot withhold then he begins to compulsively cause things that are bad and you have overt acts happening.

What we call responsibility is restored on any subject or in any case by selecting a terminal (not a significance) and running on it:

**WHAT COULD YOU ADMIT CAUSING A (TERMINAL)? THINK OF SOMETHING YOU COULD WITHHOLD FROM A (TERMINAL).**

*Overt acts* proceed from *irresponsibility*. Therefore when responsibility declines, overt acts can occur. When responsibility declines to zero then a person doing overt acts no longer conceives them to be overt acts and **YOU DO NOT EVEN GET A WIGGLE ON THE E-METER NEEDLE** when looking for overts and withholds on such a case. Thus some criminals would not register on overts at all even though they had the loot in their pockets! And it is often necessary on any case to run cause/withhold on present life terminals as given above before the person can conceive of having committed any overts against those terminals.

**THIS IS VERY IMPORTANT:** No case will run well and many cases will not run at all with present life overts and withholds undisclosed and unflattened. These overts and withholds may not even come into view **UNTIL THE VERSION OF RESPONSIBILITY GIVEN HEREIN IS LIBERALLY RUN ON THE CASE.** Choose any area where the pc conceives himself to be a victim. Select a terminal to represent that area that falls on an E-Meter. Run cause/withhold as given herein on that terminal and watch the overts pop into view. It is not necessary to handle these overts when they come up with any other process than cause/withhold since cause/ withhold given here is responsibility.

There are other factors on cases that need handling but these are all handled with responsibility processes. If all the factors involved in a case are well handled as given herein you will have a theta clear who will be able to do a lot of things humans can’t do. And if you handled a case totally with this material and its specialized skills then you would have an Operating Thetan. Fortunately for this universe no thetan will let himself go free unless he can operate without danger to others and the responsibility factor is way up on all dynamics.

This material is covered in tape lectures from the Washington January Congress 1960 (nine hours) and in the HCS Course lectures, Washington, January 1960 (nine hours). The Congress, which was very warmly received in Washington, is being replayed in many areas by public demand and the HCS Course is being given as the HCS/BScn Course in all Central Organizations.

This is the major breakthrough we are starting the 1960s with. We are counting on HGCs turning out theta clears at regular intervals and we are working to get all staffs of Central Organizations through to theta clear on Staff Clearing Courses.

This material is also being used on PE Courses which now should run as follows: One week PE Course with TR demonstrations, this free. People pass from this course directly into Co-Audit (no Comm Course) at a fee, on the following process: "What could you admit causing a person?" "What could you withhold from a person?" Terminals other than "person" may be selected by the Co-Audit Instructor. A full intensive given by HGCs on the basis of OT-3 Procedure is sufficiently in advance of this to make individual auditing necessary in most cases. OT-3 has been released to all Central Orgs who have the Washington HCS tapes. The CCHs are used on cases incapable of defining terms.

In view of this material and what is now known of responsibility and overts and what they do to case level, a new kind of justice comes into being, making it completely unnecessary to punish. You can know a person by his case level. Does it advance or doesn't it? Does he elect others ogres when he himself has been doing things or does he show Scientology in himself?

This is a brand new look and it can be made a brand new earth. We started the 1960s the right way as I think you will discover.

L. RON HUBBARD

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BPI

### **THE CO-AUDIT TEAM**

The running of a co-audit team as done on a staff theta clearing course, as done on staff and at home by Scientologists, can be either a very trying and unsuccessful activity or it can be a wonderful success, depending on whether it is done wrong or right. A fine example of this is the old time inability of a large percentage of husband-wife teams to succeed. But even a husband-wife co-audit team can succeed these days and come out clear if they follow the rules laid down in this bulletin.

Co-audit teams fail not because either partner is unwilling but because they dive into the deep without preparing the weather in advance.

The first requisite of any co-audit team is to thoroughly prepare the auditing climate and keep it repaired. This is true of any new team, no matter what either member of it did on any old team.

Therefore co-audit procedure must do the following before any cases are tackled:

Audit alternate sessions (not alternate intensives).  
Run as the first process to be flattened:

“What have you done to me?”  
“What have you withheld from me?”

and they run this every time the ARC breaks stack up.

Assess the case with an E-Meter as to whether Dianetics and Scientology on one hand or the sex of the auditor on the other hand get the biggest fall on the meter or change on the tone arm.

This action determines whether Dianetics and Scientology or the sex of the auditor get run first. They are both to be run. All we want to determine is which to run ahead of the other.

Find one or more terminals that represent Dianetics and Scientology. Run each (the one with the biggest meter reaction ahead of the rest) on “What have you done to (terminal)?” “What have you withheld from (terminal)?” Run them all. Run only until each one is relatively flat and only as long as the pc has ready answers. Check them all over again.

Running the sex of the auditor must also be done. If the auditor is a woman then run “What have you done to a woman?” “What have you withheld from a woman?” If the sex of the auditor is male then run “What have you done to a man?” “What have you withheld from a man?”

All the above must be clean as a whistle before one tackles a case. So making sure of the above, no matter how many hours it’s devouring, will give wins all the way.

Every session one handles all the rudiments.

“Is it alright to be audited by me?”  
If not let’s get into O/W again and clean up Dianetics and Scientology again.

“Is it alright to be audited in this new environment?”

If not, get off the overts and withholds on the environment—finding some terminal that represents it as a general terminal.

“Do you have a present time problem?”

If so get it out of the road by two-way comm if possible, picking up the overts and withholds and guilt on the terminals involved. But don't handle PTPs endlessly and skip other auditing.

“What goal would you like to set for this session?”

Buy the goal the pc sets so long as it's real to him. Don't force pc into the auditor's goals or goals unreal to pc.

When one gets down to the pc's case the auditor does a dynamic assessment and finds where the tone arm is moved by one or another of the dynamics. If the tone arm (not the needle) is moved by a dynamic, then using the needle motion, find the hottest terminal that represents that dynamic and run overt/withhold on that terminal. When this is flat, do another whole dynamic assessment. Find a terminal that represents that dynamic and run it. And so on. Always use general rather than particular terminals. Avoid adjectival commands. Never run a significance. A terminal is flat when overt/withhold no longer moves the tone arm around and the needle is not stuck. The tone arm does not have to be reading at clear for the pc's sex if the terminal is flat—it must only be that the terminal no longer influences the tone arm and doesn't drop the needle when mentioned.

When the pc reads more or less constantly at clear reading for his sex after doing all the above, then finish the case off with “What have you done to yourself?” “What have you withheld from yourself?”

And now get this: In co-auditing there are greater strains than professional auditing. Therefore havingness problems arise. So make it a rule that for every two hours of auditing on rudiments or O/W or anything else (which I hope not), run *one half hour of objective havingness* with the following single command “Look around here and find something you could have.”

I am at the present moment working on more co-auditing manual material, but it won't be ready for quite a while and it contains more or less what you find shorthanded above. If one of the co-auditors has no HPA or HCA it's worthwhile to get training before co-auditing.

I am giving you this in the interest of making clears. I have piloted this out as probably the only safe procedure for everyone available in present technology. These are both the fastest processes and least liability. The above regimen is not just pretty good. It's a winner. But if you go running engrams or assuming the pc likes womankind or etc, etc, etc, or if you plunge into the case without clearing up the idea of auditing and sessions you are in for trouble, co-audit or professional.

Now let's see some more clears around here.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 FEBRUARY 1960

Sthil

**SECURITY CHECK**

In keeping with policy carried out by all Central Organizations, an E-Meter check will be made on all new and existing staff at Saint Hill.

An E-Meter is better known as a "lie-detector" and is used to ascertain truth of background and conduct.

The following points will be covered by the examiner:

- Any criminal background
- Any Communist or subversive connection
- Spreading of slander concerning Saint Hill or its people
- Discouraging new employees by malicious lies
- Receipt of commissions on purchases for Saint Hill
- Overts against Doctor or Mrs. Hubbard.

No staff at Saint Hill are exempt.

No suspicion is necessarily attached to any person at Saint Hill. This is a security check. It is an effort to clear the air.

The test will be administered by Robin Harper, Technical Secretary, and any undesirable results will be rechecked by Mrs. Hubbard.

L. RON HUBBARD

HCO BULLETIN OF 4 FEBRUARY 1960

Fran Hldrs  
HCO Secs  
Assn Secs

### THEORY OF RESPONSIBILITY PROCESSING

In order to make up one's mind to be responsible for things it is necessary to get over the idea that one is being forced into responsibility.

The power of choice is still senior to responsibility. What one does against his will operates as an overt act against oneself. But where one's will to do has deteriorated to unwillingness to do anything, lack of will is itself an aberration.

Variations in the reactions of pcs to responsibility processes stem from the pc's belief that his power of choice is being or has been overthrown. Where an auditor has a pc balking against a responsibility process, the pc has conceived that the auditor is forcing responsibility on the pc and very little good comes of the session.

There is nothing wrong, basically, with doingness. But where one is doing something he is unwilling to do, aberration results. One does, in such a case, while unwilling to do. The result is doingness without responsibility.

In the decline of any state into slavery as in Greece, or into economic strangulation of the individual as in our modern western society, doingness is more and more enforced and willingness to do is less and less in evidence. At length people are doing without being responsible. From this results bad workmanship, crime, indigence and its necessities for welfarism. At length there are so many people who are unwilling to do that the few left have to take full burden of the society upon their backs. Where high unwillingness to do exists, democracy is then impossible, for it but votes for the biggest handout.

Where high unwillingness to do exists then we have a constant restimulation of all the things one is really unwilling to do such as overt acts. Forcing people who do not want to work to yet work restimulates the mechanism of overt acts with, thereby, higher and higher crime ratio, more and more strikes and less and less understanding of what it is all about.

The individual who has done something *bad* that he was not willing to do then identifies anything he does with any unwillingness to do—when of course he has done this many times. Therefore all doingness becomes bad. Dancing becomes bad. Playing games becomes bad. Even eating and procreation become bad. And all because unwillingness to do something bad has evolved and identified into unwillingness to do.

The person who has done something bad restrains himself by withholding doingness in that direction. When at length he conceives he has done many many bad things, he becomes a total withhold. As you process him you encounter the recurring phenomenon of his realization that he has not been as bad as he thought he was. And that's the wonderful part of it. People are never as bad as they think they are—and certainly other people are never as bad as one thinks they have been.

The basic wonder is that people police themselves. Out of a concept of good they conceive themselves to be bad, and after that seek every way they can to protect others from self. A person does this by reducing his own ability. He does it by reducing his own activity. He does this by reducing his own knowingness.

Where you see a thetan who sleeps too much and does too little, where you see a person who conceives bad doingness on every hand, you see a person who is safeguarding others from the badness of himself or herself.

Now there is another extreme. A person who must do because of economic or other whips, and yet because of his own concept of his own badness dares not do, is liable to become criminal. Such a person's only answer to doingness is to do without

taking any responsibility and this, when you examine the dynamics, falls easily into a pattern of dramatized overt acts. Here you have a body that is not being controlled, where most knowledge is obscured and where responsibility for others or even self is lacking. It is an easy step from criminality to insanity, if indeed there is any step at all. Such people cannot be policed since being policed admits of some obedience. Lacking control there is no ability to obey, and so they wind up simply hating police and that is that.

Only when economic grips are so tight or political pressure is so great as it is in Russia do we get high criminality and neurotic or psychotic indexes. Whenever doing is accompanied by no will to do, irresponsibility for one's own acts can result.

Basically, then, when one is processing a pc, one is seeking to rehabilitate a willingness to do. In order to accomplish this one must rehabilitate the ability to withhold on the pc's own determinism (not by punishment) further bad actions. Only then will the pc be willing to recover from anything wrong with the pc—since anything wrong with the pc is self-imposed in order to prevent wrongdoing at some past time.

All types of responsibility processes have this as their goal: to rehabilitate the willingness to do and the ability to withhold on one's own determinism.

Restraint in doing something one knows he should do is a secondary deterrent but comes with other offshoots of responsibility into the cognition area.

Thus we have a formula of attack on any given area where the pc cannot do, is having trouble or cannot take responsibility: (a) Locate the area. (b) Find a terminal to represent it. (c) Find what the pc has done to that terminal that he thinks he should have withheld. (d) Reduce all such incidents.

In short all we have to do to rehabilitate any case is find an area where the terminal is still real to the preclear and then get rid of what he has done and withheld, and we come up with an improved responsibility.

Of all the responsibility processes, the oldest one I developed is still the best one by test and that is:

“What have you done to a (terminal)?”  
“What have you withheld from a (terminal)?”

The processing results depend in large part on the accuracy of assessment, on the willingness of the auditor to process the pc and upon running the process as flat as it will go before finding another terminal.

Assessment accuracy depends upon skilled use of the E-Meter. Dynamic Straight Wire is best, and a weather eye upon the tone arm to see what terminal varies it, once one has the dynamic and from that has selected a terminal.

The willingness of the auditor to process the pc depends upon the confidence of the auditor to obtain results—and this is established by deletion of things the auditor has done to pcs and withheld from pcs in general and this pc in particular. Thus co-audit teams would be right always if they took each other as the terminals to be run first, get these pretty flat (and keep them flat during processing with “What have you done to me?” “What have you withheld from me?”), then as the next thing to do run the sex of the auditor off the pc, then clean up Dianetics or Scientology (or use this as step two). And only then go into “case”. That would be a pretty fine co-audit team after they have survived the first explosions and gotten them gone.

Then in searching out areas to run as a case, care should be taken not to over-run a terminal or under-run one. A pc running out of answers can get very restless.

Responsibility *can* be rehabilitated on any case and when it has been you have a clear and that's all there is to it.

L. RON HUBBARD

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CenO

### **OVERT MANIFESTATIONS ON A LOW TONED CASE**

Every high scale manifestation or activity has a low scale mockery:

There can be an apparent clear reading on a case that has never been successfully audited. This case is too low toned to register at all as a thetan. The resulting read is therefore that of the body minus a bank. No overts will show up on the needle of this case.

Only when responsibility has been run does this case shift off the low reading and get different tone arm and needle responses.

Such a case is fairly easy to recognize. The case has obvious areas of great irresponsibility and yet reads like a clear. But once you scout out the case this state of affairs becomes upset and the case reads otherwise, and then eventually comes back after an awful lot of sessions and intensives into the clear range and stays there. But now the case is able where it was before very apathetic and really useless.

Any clear check out must include the following exercise and indeed this is the process which gets these low level cases really cracking. This is both a clear examination and a good entrance to cases. It is also the best way to check out overts when in doubt.

You run on the E-Meter a dynamic assessment and pick up any dynamic that gives a change of needle pattern, or take any dynamic which makes needle drop no matter how slightly.

Having located the dynamic we now ask the pc for any terminal he or she thinks would represent that dynamic. We take any terminal that has any drop on it as given or suggested by the pc.

On this terminal we now run overt/withhold as follows:

“What have you done to a (terminal)?”  
“What have you withheld from a (terminal)?”

This was the terminal realest to the pc, therefore when responsibility is increased on it you have generally increased responsibility.

When we have flattened this off mildly we go through the whole operation above again.

Before we have done this many times overts will begin to show up on the case and will be recognized by the pc.

Doing this well just once unsettles the false clear reading and that reading will not return until the case is actually cleared.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 FEBRUARY 1960

MA  
Sthil  
Assn Secs  
HCO Secs  
Fran Holders

**HONEST PEOPLE HAVE RIGHTS, TOO**

After you have achieved a high level of ability you will be the first to insist upon your rights to live with honest people.

When you know the technology of the mind you know that it is a mistake to use “individual rights” and “freedom” as arguments to protect those who would only destroy.

Individual rights were not originated to protect criminals but to bring freedom to honest men. Into this area of protection then dived those who needed “freedom” and “individual liberty” to cover their own questionable activities.

Freedom is for honest people. No man who is not himself honest can be free—he is in his own trap. When his own deeds cannot be disclosed then he is a prisoner; he must withhold himself from his fellows and he is a slave to his own conscience. Freedom must be deserved before there is any freedom possible.

To protect dishonest people is to condemn them to their own hells. By making “individual rights” a synonym for “protect the criminal” one helps to bring about a slave state for all; for where “individual liberty” is abused, an impatience with it arises which at length sweeps us all away. The targets of all disciplinary laws are the few who err. Such laws unfortunately also injure and restrict those who do not err. If all were honest there would be no disciplinary threats.

There is only one way out for a dishonest person—facing up to his responsibilities in the society and putting himself back into communication with his fellow man, his family, the world at large. By seeking to invoke his “individual rights” to protect himself from an examination of his deeds, he reduces just that much the future of individual liberty, for he himself is not free. Yet he infects others who are honest by using *their* rights to freedom to protect himself.

Uneasy lies the head that wears a guilty conscience.

And it will lie no more easily by seeking to protect misdeeds by pleas of “freedom means that you must never look at me”. The right of a person to survive is directly related to his honesty.

Freedom for man does not mean freedom to injure man. Freedom of speech does not mean freedom to harm by lies.

Man cannot be free while there are those amongst him who are slaves to their own terrors.

The mission of a techno-space society is to subordinate the individual and control him, by economic and political duress. The only casualty in a machine age is the individual and his freedom.

To preserve that freedom one must not permit men to hide their evil intentions under the protection of that freedom. To be free a man must be honest with himself and with his fellows.

If a man uses his own honesty to protect the unmasking of dishonesty, then that man is an enemy of his own freedom.

We can stand in the sun only so long as we don't let the deeds of others bring the darkness.

Freedom is for honest men. Individual liberty exists only for those who have the ability to be free.

Today in Scientology we know the gaoler—the person himself. And we can restore the right to stand in the sun by eradicating the evil men do to themselves.

So do not say that the investigation of a person or the past is a step forward to slavery. For in Scientology such a step is the first step toward freeing a man from the guilt of self.

Were it the intention of the Scientologist to punish the guilty, then and only then would a look into the past of another be wrong.

But we are not the police. Our look is the first step toward unlocking the doors—for they are all barred from *within*.

Who would punish when he could salvage?

Only a madman would break a wanted object he could repair—and we are not mad.

The individual must not die in this machine age—rights or no rights. The criminal and the madman must not triumph with their new-found tools of destruction.

The least free person is the person who cannot reveal his own acts and who protests the revelation of the improper acts of others. On such people will be built a future political slavery where we all have numbers—and our guilt—unless we act.

It is fascinating that blackmail and punishment are the keynotes of all dark operations. What would happen if these two commodities no longer existed? What would happen if all men were free enough to speak? Then and only then would you have freedom.

On the day when we can fully trust each other, there will be peace on Earth.

Don't stand in the road of that freedom. Be free, yourself.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 FEBRUARY 1960

Sthil

**THE REPUTATION OF SAINT HILL**

During the war it was often stated that "a loose lip could sink a ship". Today this applies to Saint Hill. Irresponsible statements in East Grinstead concerning Saint Hill could injure our relations with the town.

Here are *some facts* we would be happy to let anyone know:

Saint Hill releases into East Grinstead some £2,000 every month in new money through merchants and in wages as well as other ways. All of this money comes from outside England and the economy of East Grinstead receives the full benefit of it. If the status of Saint Hill were altered this machine would be denied East Grinstead and its people.

There are no unpaid bills.

No person who did his job well and who caused no trouble has been dismissed at Saint Hill. The staff turnover in the garden and the house has been incidental to any new establishment seeking to settle down with the best possible staff. My basic staff policy is responsible for the turnover. I will not compromise with poor work and I will not drive bad workers into working. I ease them off or they leave.

Some discoveries of considerable interest to horticulture have been made at Saint Hill. All this research is private and its findings are given away without charge. Several of our experiments have now been repeated and accepted by U.S. laboratories.

Several advances in the understanding of the human mind have been made at Saint Hill. Saint Hill has been on National Television several times.

Sometime this year outside lighting of the Manor House will be installed.

Saint Hill Manor is the best example of Sussex sandstone structure in existence. It was completed in 1733.

Saint Hill has only had a half dozen owners in all that time. It will be continued in its original status as a Manor House. Amongst the owners are:

The Crawfords (the Sussex iron family who built it),  
Doctor Cruikshank (who did the more recent work on the grounds and pool),  
Mr. Lasky (once the richest man in England),  
Mrs. Biddle, the wife of the American Ambassador (who had the monkey room done and who modernized the baths),  
The Maharajah of Jaipur who bought it for his wife (whose bell call boards we have left up).

Saint Hill has sent several members to parliament. We are currently putting tropical controlled climates into the glass houses.

We will complete the swimming pool this spring.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 FEBRUARY 1960

HCO Secs  
Assoc Secs

**SECURITY CHECKS**

A letter written on HCO stationery and signed by the HCO Secretary should be given (or sent) to each person checked out successfully on an E-Meter security check. The text of this letter should be as follows:

“Dear.....

“I am pleased to inform you that you have passed a full security check which demonstrates conclusively your value and reliability on a responsible post.

(signature)”

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 FEBRUARY 1960

HCO Secs  
Assoc Secs  
HCO Board of Review

**CANCELLATION OF CERTIFICATES**

Nina West's certificates and awards in Scientology and Dianetics are hereby cancelled, due in part to evidence of use of PDH on Central Org Personnel.

She may apply for restoration after being thoroughly checked out on overts and withholds on Scientology, L. Ron Hubbard, Mary Sue Hubbard, Scientology Orgs, and related personnel, and after passing a security check.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 FEBRUARY 1960

HCOs  
Central Orgs Post  
But not London  
Paying Fran Holders Only

**RESEARCH ADVANCES**

I wish to thank all HCOs and Central Orgs outside the United Kingdom for their financial support of existing research lines.

Much of the research advances I have made in the last few months were possible because:

1. The increasing self-determinism of HCOs and Central Organizations, as attested by their increasing size and income, has freed me from much administrative labour and worry, thus giving me more research time, and
2. Increasing financial support from HCOs and Central Organizations as well as some Franchise Holders, while not yet furnishing me all the needed facilities, has made it possible for me to extend research lines further and faster than they otherwise would have gone and has reduced and lightened the labour involved.

I wish to thank in particular all HCO Secretaries, all heads of Central Orgs, all HCO and Central Organizations' staffs for the splendid work they are doing and for the mainstay of research support. And I wish to thank those Franchise Holders who have contributed regularly to research and who are expanding Scientology throughout the World.

We are starting *this* decade right!

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 FEBRUARY 1960

CenOCon  
Place 1 in each  
British E-Meter

**BRITISH E-METER OPERATION**

(see diagram on following page)

To operate the British version of the Electrometer designed under my guidance by Fowler and Allen, a British instrument firm, the following steps must be done at the beginning of each session.

The instrument has a 5,000 ohm calibration knob (a) and switch (b) not present on the U.S. Meter.

Before (or after) plugging in the electrodes at (e), with the tone arm at "off", throw the 5,000 ohm switch (b) downwards from "off". Then turn the instrument on with the tone arm (c) and place the tone arm at 2.

Now move the otherwise unmarked calibration knob (a) left or right until the needle is exactly on "set" on the dial.

Then move the tone arm to the white dot (g) between 2 and 3. The needle should move over to "test". If it does the batteries are properly up (they last a year or more unless you carelessly leave the meter "on" for days when not in use).

Now click the 5,000 ohm switch (b) up to "off".

Hand the pc the electrodes.

Have the pc squeeze the electrodes. The needle should fall 1/3 of the dial or more. Shift the 1—16 sensitivity arm (d) up or down until the pc, squeezing the cans, *does*, on one squeeze, get a 3rd of a dial drop.

You are now ready to audit.

Keep the needle around the "set" mark. Keep the sensitivity low so that you only get significant readings (not breath or heart beat). Most pcs run around 1 on sensitivity on this meter which is very live. Sticky pcs have to have a higher sensitivity setting.

When finished with the session and the meter, turn the tone arm to "off" or your battery will wear out much faster.

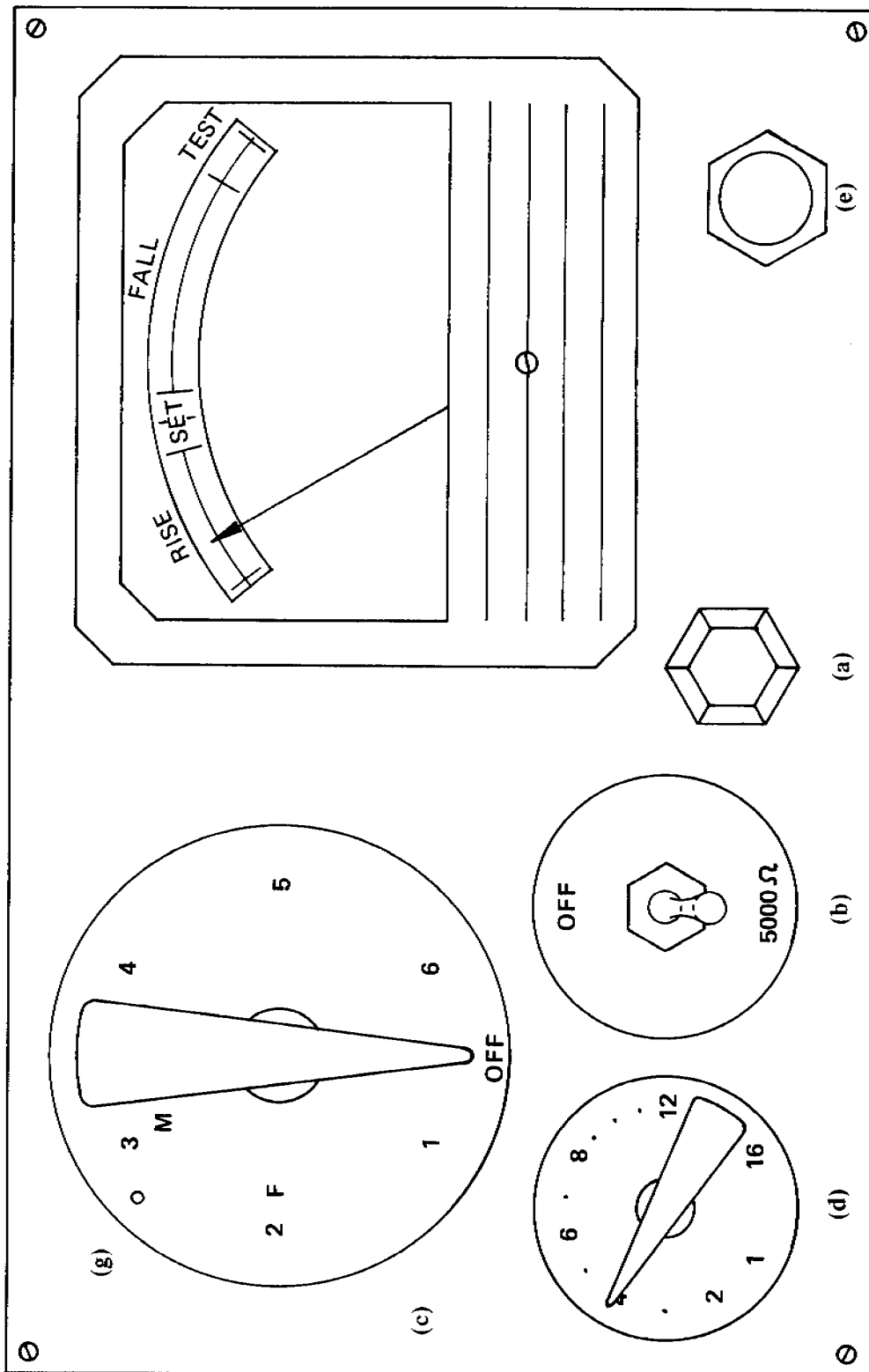
Stow the cord to the electrodes inside the electrodes which are hollow. A little examination will show you how. Then stow the electrodes in the case and close it.

Use the U.S. E-Meter book for all other meter particulars.

If your meter ceases to function ship to Fowler and Allen, 39 Mackenzie Rd, Beckenham, Kent, at your postage expense. Enclose return postage. Unless due to carelessness or breakage, they will service and re-battery your meter. Opening the panel or changing the meter about inside voids the guarantee.

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**DIAGRAM OF E-METER**

For use with HCO Bulletin of Feb. 10, 1960

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HCO BULLETIN OF 10 FEBRUARY 1960  
Issue II

CenO  
BPI  
HCO Boards of Review

## **RESTORATION OF CERTIFICATES**

The certificates and awards of Nile Adams have been restored with apologies.

Investigation has disclosed that Nile, in attempting to assist the setting up and financing of Scientology Centres, became the target of a push to prevent such centres from being formed.

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Fran Hldrs  
HCO Secs  
Assn Secs  
D of Ps  
D of Ts  
Staff Auditors

## CREATE AND CONFRONT

The cycle of action (create, survive, destroy) and the communication formula (cause, distance, effect) with Axiom 10 (the highest purpose etc, creation of an effect) become identified in the mind with one another.

The preclear who is having a difficult time is on an inversion of the cycle of action (counter-create, counter-survive, counter-destroy).

Any preclear is somewhere on this cycle. The preclear who only gets death pictures or bad pictures is somewhere late on the cycle of action or late on an inversion cycle.

This preclear believes that every cause brings about a destruction.

Thus he falls out of communication, since any and all received communication will destroy him, he thinks.

All this is covered in the First Melbourne ACC Tapes and will probably not be covered to such a degree again. The Melbourne ACC Tapes are consecutive with the Philadelphia lecture series (fall 1952), and are a little out of the way of our present theory, but have a special place in know-how.

Out of this we now have an understanding of what a limited process is. Any process which makes the preclear create is a limited process and should be avoided. Such processes as "Tell a Lie" are creative processes.

The preclear has creation tangled up with cause and cause tangled up with the overt-motivator sequence. The thing that straightens all this out is any version of responsibility run with the pc at cause. Earlier the best we had to straighten this out was confront. Responsibility is confront and is very senior to confront as a process.

When a pc over-creates he accumulates the unconfronted debris. All you have to do to restimulate debris (stiffen up the bank) is to run the pc on some version of create process.

Havingness is a confront process and straightens out the create factor.

Havingness is the lowest version of responsibility; Confront is the next lowest; Overt-Withhold is the next; and at our present top for practical purposes is just plain responsibility. Actually all these are responsibility processes.

Create is bad only when one does not take responsibility for the creation.

The key process of all processes at this writing is being responsible for having been irresponsible.

There is a great deal of anatomy to responsibility. A great many answers lie waiting on its track. When one maligns another, he has not taken responsibility for the acts of that other person and so is separate from that other person.

One of the highest points of knowingness which is not at this time known is whether we are all one or if we are actually separate beings. Enough responsibility run achieves a subjective answer to this.

While several offshoots of this present technology are under test at this time it

can be said with certainty now that the best version of responsibility for most cases is:

“What have you done to a (terminal)?”  
“What have you withheld from a (terminal)?”

It will be seen at once that what could you do to and what could you withhold from a terminal is a create process, and is therefore slightly limited and leaves debris. Thus it can be said with finality overt/withhold rather than cause/withhold is the best process.

In the presence of ARC breaks, havingness is a must on any responsibility process and is always a good preventive for flops. Don't forget havingness. We know now that it is the lowest rung of responsibility. This becomes evident when we examine the withhold aspects of havingness.

Plain ordinary “What could you be responsible for” is of course a very fine process and oddly enough often goes lower (for a short run) than overt/withhold. Responsibility isn't just a high level process. It works where it works.

It is interesting that while running pure raw responsibility in its non-create form (what have you been responsible for) we see anew the old know-to-mystery scale revealed.

Factual Havingness can be run in its trio form with good results:

“Look around here and find something you could have”  
“Look around here and find something you would permit to continue”  
“Look around here and find something you would let vanish”

The old restrictions and know-how of running this still apply.

“Look around here and find something you could have” is of course a wonderful process. And whenever you run an hour and a half of any other version of responsibility you had better run half an hour of “Look around here and find something you could have” and be on the safe side.

#### SUMMARY:

The data in this bulletin is far from merely theoretical. To some auditors it will come as an emergency super frantic hysterical rush item for they should shift over any version of responsibility they are running to the above versions.

Don't run any other version of overt/withhold than that given above. You can run responsibility as itself on any incident or terminal if the pc can take it. Run a half hour of havingness for every hour and a half of any responsibility subjective process.

#### NOTE:

Instead of the CCHs for that low low level case, why not get it going with havingness as above and then find any terminal that ticks on a meter and run O/W on that terminal. Then run more havingness. Then find another terminal that ticks and run O/W on that. Then run more havingness. And so on and on with the same pattern until you get the case shifted on the cycle of action and functional.

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HCO BULLETIN OF 18 FEBRUARY 1960

Staff Auditors  
Fran Hldrs  
HCO Secs  
Assn Secs

**HOW TO RUN O/W AND RESPONSIBILITY**

I have just yesterday finally sorted out the exact relation of overt/withhold and responsibility as they apply to life and to auditing and have pretty well wrapped up the optimum auditing commands: therefore I want to get this data off to you as fast as possible and get it in use as soon as possible because here again is an increase in auditing effectiveness over and above our existing successes. In the next bulletin up I want to give you a revised form of a model auditing session and after that procedure OT 3A. However you can use this following material right now and without those, and I recommend that you recognize what you have here as a modification which changes all earlier statements even if they seem to you slightly in conflict.

To begin: A person who does an overt act to another life form has already abandoned responsibility for that other life form. An overt act and a withhold are evidently expressions of abandoning responsibility already extant and are therefore a manifestation of irresponsibility.

Therefore, for the sake of auditing skill as well as theory, overts and withholds are the same as irresponsibility.

When running overts and withholds, according to the evidence now to hand, you are actually running irresponsibility off the case. You are taking away the lower inversion of responsibility.

The way to run an overt/withhold process is to choose a terminal with an E-Meter. Early in the case choose terminals that are specific and close to PT. When you have chosen the terminal by reason of its drop on the needle and its reality in the pc's life, you run on it the following:

“What have you done to a \_\_\_?”  
“What have you withheld from a \_\_\_?”

When addressed to a specific terminal it is worded:

“What have you done to \_\_\_?”  
“What have you withheld from \_\_\_?”

Now this may require up to thirty hours to flatten on some cases. But whatever you choose to do on a case then do that thing well. The tone arm may or may not go down on this process. But it will become very different. Try to end up the process with the tone arm lower than it was at the start. If the pc runs out of answers well that's it. Don't force him hard. Just go on to the second stage on the same terminal in a very generalized form.

By this time you have no more than discharged an irresponsibility and you have the responsibility all to handle. Indeed, according to the many cases I have now looked over, the tone arm may not even begin to come down properly or come up properly until the second stage is run and flattened.

The second stage process is responsibility. You take the same terminal you ran the O/W on and (if it was a specific form you now use a general form, i.e. O/W on your mother becomes responsibility on a mother) run as follows:

“What responsibility have you taken for a \_\_\_\_?”

This is the process which will bring the tone arm down or up, but only when the O/W is fully flattened first.

This above combination of processes is the fastest and surest main line of auditing procedure now known. The above commands are far and above the best proven commands.

As you can see the slightly older process “What could you admit doing to a \_\_\_\_?” and “What could you withhold from a \_\_\_\_?” are indeed manifestations of responsibility and factually are an index of responsibility. But when it comes right down to cases the above versions cover all cases and do it right.

What a lot there is to know about auditing today. Getting a combination of processes such as the above for the general handling of cases relieves us of the constant tension of what should I run and gives us time to concentrate on a perfection of running it extremely well.

An auditor ought to be adept at CCHs and running the above. He ought to be very sharp with an E-Meter and he ought to be able to run a model session with no blunders. This done equals clearing people.

There is no substitute for training at the level of HCS/BScn. Running a session right and handling an E-Meter and pc successfully are auditors’ skills. It must be admitted that very few auditors are possessed at this time of complete and near perfect auditing ability. I take my own responsibility for this and that responsibility lies in not having established an inflexible regimen of auditing. I did not do so because there was ample room for the improvement of techniques and auditing routines. But these last five months of work have brought us closer and closer to the exact right ways to handle cases and the exact processes to run on them. This has arrived with a much fuller understanding of what complexity man is accomplishing toward aberration with the fifty-five axioms. Man got pretty complicated in digging himself in. It has been my job to get pretty simple about digging him out.

The new key data which has emerged as clear-cut fact includes as an invariable that the person himself dug himself in, lost sight of why, and is holding himself in a state of stupidity, aberration and even insanity. We suspected this for years, but a way to prove it and then give a person personal reality on it was not mapped through. Now it is as tough as this. If you run “What have you done?” “What have I done?” you can hold a tone arm inactive. Every gain is balanced with a counter accusation, which is to say a new overt, and so the process gets nowhere after a few questions. No, the pc did it all himself and must gradually come to realize that with total subjective reality through processing, not because the auditor told him.

The pc made the facsimile to restrain himself from ever doing it again. Basically good, he goes wrong by failing to keep his own high standards and so loses control of himself.

Another datum: A high tone arm shows loss of the ability to start or reach—a low tone arm (below the clear reading) shows the loss of ability to stop or withhold.

In locating a terminal on an E-Meter (and why try to audit without one of these key tools), remember that the needle drops only on those terminals that the pc still feels some responsibility for. There is some responsibility to be found on these. The drop does not mean that this is what is wrong with the case so much as this is that thing wrong with the case that can be remedied at this time. Overts don’t even show up on a terribly irresponsible case until some responsibility is restored. But a rather irresponsible case run on the above procedures on any terminal that does drop will get changes away from the clear reading on the tone arm.

To clear a case it is not so much necessary to run everything off the case as it is to run whatever you run so well that the confidence of the case is restored. Restoration of



confidence in being able to handle the bank and therefore life is a better goal than trying to flatten the whole case indifferently. What you contact, do it well no matter how long it takes. A good proceeding is to find anything close to PT and in the environment of a pc (PTPs give a real good clue) and then handle it with great thoroughness with the above procedure. Any constant restimulator of PTPs aches to be audited with the above and will do more for the case as a whole if the auditing is well done and thorough than running any amount of back track. Confidence is the keynote of clearing. That is what the pc lost on his way down.

Don't worry if the needle stays high or low and don't believe the pc is still hiding something from you. You can take the above rundown and do it all. The overts of the pc will eventually out. He doesn't tell you about overts at first because he doesn't see them as overts. They were all justified and the target has been lessened, etc, etc. Then when he has O/W and responsibility run on any terminal that drops, his general responsibility comes up to a point where he knows an overt was an overt.

I trust the above will correct any small disturbances that have been occurring or any stalls you have been running into.

L. RON HUBBARD

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CenO  
D of Ts

HCO BULLETIN OF 23 FEBRUARY 1960

### HPA COURSE CHANGE PROPOSAL TO LONDON

The following changed HPA/HCA Course schedule has been proposed to D of T in London by Ron:

1 week Comm Course  
1 week Upper Indoc  
1 week CCHs  
E-Meter practice  
Some ACC TRs  
1 week model sessions with E-Meter, using Cause ARC Straight Wire  
Dynamic Assessment The six types of processes (Winter 56/57 from D.C.)  
Great stress on running a perfect model session (HCO Bulletin of 25th February 1960)  
10 hours given and received on Op Pro by Dup.  
Student trained to audit:  
Cause ARC Straight Wire: (Three Commands)  
1. "Recall a time you communicated to someone"  
2. "Recall a time you felt affinity for someone"  
3. "Recall something that was really real to you"  
"What would you be willing to forget?"  
Factual Havingness (Trio) and walkabout version (same process but walking about in streets or in stores).  
"Describe the problem etc" for Problems in Rudiments (don't use the word "invent").  
Engram Confront and Responsibility—how to run on them.  
O/W and Responsibility on specific and general terminals.  
Rising Scale.  
A fast rundown on Route One.  
Any and all versions of Confront.  
Vocabulary of Dianetics and Scientology.  
The Time Track. Circuits. Machines.  
Create and Confront principles ( 1st Melbourne ACC).  
Valences.  
The Dynamics.  
O/W and why people blow.  
Muzzled auditing.  
PE Foundation type work.  
Marriage counselling (See D.C. tape on marriage, Jan '60).  
Assists.  
Short sessioning.  
Be-Do-Have.  
M-E-S-T.

Teach all these. Find morning tapes from HPA and ACC courses. Play other HPA tapes '59 and selections from HCS and other ACCs (5th and 6th London and 1st Melbourne) and play them straight through every late afternoon, one hour per school day.

You don't have tapes to cover all the above, but HCO Bulletins do exist on most.

Make students keep notebooks now as you are covering more than is assembled in one place, and they'll need their notes outside.

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Fran Hldrs  
HCO Secs Assn  
Secs Staff Auditors  
For use in Academies  
All courses

HCO BULLETIN OF 25 FEBRUARY 1960

### THE MODEL SESSION

It has been some time since anything like a proper model session has been released. I have been researching on this for some little time now looking over the proper wording, and although the do's and don'ts could fill a considerable book (and will), the exact form and sequence of a session and the exact wording of one can now be laid down for formal repetitive command type auditing such as we are doing with O/W and Responsibility and similar processes. I did not previously lay one down because I considered there was wide room for change. I find now that there are certain inevitable phenomena in an auditing session with all preclears, and these mechanisms are handled by using the following set sequences and wordings. In other languages some paraphrase of the words should be used but the sequences and sense remain the same.

There are good reasons back of these exact proceedings but it would take a book to set them all out exactly with examples. In this HCO Bulletin let it suffice that we lay down the form and wordings.

### TO START A SESSION

Adjust and calibrate as needful the E-Meter (don't audit without a meter). Adjust pc's chair (never let him place it. If he does, give it another slight shift as a control point).

Wording: "Is it all right with you if we begin this session now?" If not, two-way comm it out and repeat.

"All right; Start of session" (tone forty this). Drop it thoroughly over pc's head. If you have any doubts say "Has the session started for you?" If he says "No" do it again and better. Emphasize that the session is started. This means in effect that it's now the auditor's ball and that the auditor will exert control from here on out in the session.

The instant this happens the Auditor's Code is in full force on the auditor. There are no restrictions on the pc. The auditor's control establishes the pc's behavior as far as possible and the processes pick up the ARC breaks, etc.

### RUDIMENTS

Always use rudiments and use them in this order. Use them even with a child. Make a stab at them even with an unconscious person. The rudiments are in this order because the last three parts of rudiments may require some auditing, and if so you have started a session with no goals established, hence goals come first.

**GOALS:** "What goals would you like to set for this session?" "All right, any goals you would like to set for life or livingness?" Don't challenge or question goals. Take what the pc says. Remember what he said because you will check it at session end.

**ENVIRONMENT:** "Is it all right to audit in this room?" If not, two-way comm it until it is all right or run Factual Havingness on the room. "Look around here and find something you could have."

**AUDITOR CLEARANCE:** "Is it all right if I audit you?" If not and you get a meter fall, two-way comm it until it doesn't fall or run O/W on the auditor. "What have you done to me?" "What have you withheld from me?" Until meter doesn't fall. If this is going to be the session process anyway as in a co-audit team, ease it off here.

*PRESENT TIME PROBLEM:* “Do you have any present time problem?” If meter falls, run “Describe the problem to me.” “How does it seem now?” Run this until meter does not fall on the problem and tone arm is below where you started.

*STARTING A PROCESS:* “Now I would like to run this process on you (name it). What would you say to that?” Work out the wording by any means briefly or longly. Don’t challenge the pc’s definition of words. The auditor has reserved the right to change his mind. If it seems that the pc won’t be able to handle the announced process the auditor has said only that he would like to run it and may now say “According to what we have been talking about then it would seem better if I ran (name another process).” If this is all right with the pc then begin the process.

“Here is the first command.” (Give it.)  
Acknowledge it.

Carry on with the session. Always audit a process until the tone arm is lower on it than when the process was started. A process even when it isn’t flat may stop dropping on the meter needle but it will still be able to move the tone arm from time to time. Abolish the idea that a rising needle tells you anything but that the pc is being irresponsible. Dropping needles tell you charge and shifting tone arms tell you increased or decreased responsibility. Things that start the needle rising are of no great use to you except to spot an irresponsibility and you don’t use it on the needle you use it on the tone arm.

If you start another process in the session start it exactly like the above.

#### ENDING A PROCESS

If you are going to end a process in the session, bridge out of it smoothly. If the pc seems a bit alert and won’t be startled, tell the pc that “If it’s all right with you in a few more commands I am going to end this process.” Then do so, warning just before the last command “This is the last command” and then give it.

On all processes which cycle the pc in and out of present time use another wording as follows: “The next time you come close to present time I am going to end this process.” Then add before the acknowledgement “When was that?” to each pc answer and then acknowledge. When you get an answer in the last day or two or in the same hour, end it. This is tricky going. Be careful with it. Be smooth. But end it in close to pt.

You can always get a pc into pt (when you’ve been running an engram or some process that leaves him back on the track) by starting a new process (which has to be started as above): “Recall something” “When was that?” Acknowledge. This is far, far better than “Come to present time”—you of course bridge out of this at the same time you start it. “We are going to run this only until you are close to present time and then end it!”

#### REPEATED COMMANDS

If a pc dopes off and then says something (not a cognition), or if a pc says something instead of an answer (not a cognition), the auditor understands it, acknowledges it and then says “I will repeat the auditing command” and does so. This must not be used as an invalidation. If the pc thinks he is answering the command or did answer it then apologize and give him the next one.

#### COGNITIONS

If the pc comes up with a cognition (something he suddenly understands or feels) (“Well what do you know about that?”), and yet has not answered the command, the auditor does not say, “I will repeat the auditing command.” The auditor understands the cognition carefully, then acknowledges it and repeats the command without saying that he is going to. To say, “I will now repeat the auditing command” after the pc has come up with a cognition is sometimes invalidative, since it yanks the pc’s attention to the auditor, the pc in the interest of the cognition having forgotten the command utterly.

## KEEP THE PC IN SESSION

The definition of in session is: PC INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR.

Yanking the pc's attention to the auditor, making surprising motion toward the pc and sudden noises, or doing something off beat yanks the pc's attention to the auditor and is the source of a lot of ARC breaks. This is quite painful to a pc sometimes and snaps whatever he is holding out from him down on him by spoiling his confront of it.

Audit the pc where the pc's mind is. If you get drops on the meter you have where the pc's mind is fixed. Run him on it, keep him on it until it's flat. Don't distract him.

## TAKE FULL RESPONSIBILITY FOR THE SESSION

If something goes wrong in the session it's the auditor's fault always. So if people knock or a phone rings, promptly apologize to the pc "I'm sorry." If the disturbance knocked the pc clean out of session handle it as a present time problem as in the rudiments.

## A RESTLESS OR ARC BREAKY PC

Establish the rudiments often and keep the pc from blowing. Never justify errors. Be effective and keep the code. You'll win eventually even with the worst pc if you follow the Auditor's Code and this model session.

## ENDING A SESSION

Always end a session just as you began one—with full rudiments. Therefore, leave time to get it all done, and if you have time to spare then spend more time on end of session Rudiments, particularly havingness.

## END RUDIMENTS

**GOALS:** "Do you feel you have made any part of your goals for this session?" Take this up and take what the pc says. This is a fairly rapid action, not to be prolonged as you will get him into problems from goals and mess it up if you hang around on it.

**AUDITOR AND ARC BREAKS:** "How do you feel about my auditing in this session?" If there is the faintest twitch of the needle, add: "I am going to run some overt/withhold on you so here's the first command." "What have you done to me in this session?" Acknowledge. "What have you withheld from me in this session?" Acknowledge. As soon as you have the needle behaving on the meter ask the pc how it is now, and if it's much better bridge it out: "I will run a few more commands on this." And do so, warn for the last command and give it and then drop it.

**AUDITING ROOM:** "Look around here and see if you can have anything." If the E-Meter flicks about on this, at once start the process Factual Havingness, "I am going to run a bit of havingness on this. Here is the first command." "Look around here and find something you could have." Get the flick out of the meter needle and bridge it off.

**PRESENT TIME PROBLEM:** "Do you have a present time problem now?" If so run "Describe the problem to me." "How does it seem to you now?" until it no longer flicks on meter. If the PTP didn't flick on the needle, skip it.

## FINAL COMMANDS OF SESSION

Conclude the session when the end rudiments are done by saying "Is it all right with you if we end this session now?" "All right, here it is. End of Session" (tone 40).

The auditor can now say "All right, tell me I am no longer auditing you."

When the pc does so, that's that.

When a session is over it is over and the Auditor's Code is over, but it's poor taste and you'll have a rough time next time if you criticize the pc or what he did or said in the session.

## WARNINGS

Always get the auditing command answered. Never let the pc skip an auditing command. If it isn't answered to the pc's satisfaction, there you are until it is answered. Never let any auditing command go unanswered.

With O/W, responsibility or a rough session in general, always run a lot of Havingness at the end of it.

Never restart a process the moment it is ended. You may suddenly see it wasn't flat or he wasn't really in pt. Well, that's tough. Get it next time or get him into pt with "Recall something", but don't make a bad control example by restarting what you just now ended. In other words, never double bridge, note it down and get it next session.

Run at the case reality of the pc so he gets wins. If he ARC broke heavily last session you probably had him in over his or her head, so use an easier process this next time. That terminal is real to the pc that drops on the E-Meter even when he says it's unreal or didn't even know about it. Run things that fall and you will have interested pcs—clean them up on the tone arm once you've begun and you'll have cooperative pcs.

Whatever you start do it well no matter how many sessions it takes or how minor it seems to be. Do one thing well on the case and you advance the case. Do one thing poorly and you drop the pc down tone. Two hundred hours on one engram (that's an exaggeration) is better than one hour each on two hundred engrams. Do it well. It's confidence regained that makes clears, not quantity of stuff run.

Run the pc always at cause.

If the pc is worn out with having created something in the last few lives or in this present lifetime, run anything that drops about the creativeness on "What about a (that terminal) can you confront?"

To get the pc over any condition or aberration that he is agonizing to get rid of, find a terminal that adds up to it and run single confront on that terminal. Example: If the pc is sick, the process would be "What about a sick person could you confront?" If the person is homo, it's "What about a homosexual could you confront?" Just like old-time 8-8008 creative processes and SOP 8, but with terminals and confront. A person going round the bend on an obsession or a compulsion or a fixation shouldn't be audited on sweetness and light. They are too desperate; run them where the mind is fixated and get their attention freed. Don't run alternate confront anymore. It stalls the tone arm.

Don't use "If it's wrong with you then you did it", or snide "Well what did you do?" when the pc is upset. Let him have a motivator or few as you ease him into the groove. But running the motivator and overt one after the other gives little or no gain. The motivator mentioned is a new overt and stalls the case.

The essence of good auditing is smooth confident *CONTROL*. The essence of control is smooth Start Change and Stop. Control is the background music to all overts and responsibility, knowledge and everything else, so let's have a smooth Start Change and Stop in sessions and you'll see it begin to win win win where it limped before. Academies really knock auditors into shape so they can. There is no substitute for good pro training. But pro or no it's a smooth session that wins. People that won't control can't audit. So here is the model session and I hope for you brand new gains. Use it thoroughly and by the rote and you'll have no arguments.

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L RON HUBBARD

MA  
BPI

## SCIENTOLOGY CAN HAVE A GROUP WIN

If every one of us relieved his conscience of all his transgressions against others, what would happen to society?

The social ills of Man are chiefly a composite of his personal difficulties. The combined dishonesties of individuals add into the formidable total of aberrated Third and Fourth Dynamics.

Criminality and war (and is there a difference? ) came about because of a staggering social aberration. This is only a composite of individual aberrations. People who believe otherwise are just being irresponsible for their share.

Each man and woman on Earth has contributed to this massive tangle of transgression. The overts and withholds of each are added to the total mass of social ills. Further, one man or one woman failing to take his or her share in the general responsibility which makes society sane works as a further subtractive from group or world effectiveness.

There are many, many instances on record now of a whole social situation clearing up *with others* when one person was processed on the problem. A wife, estranged for years, processed on her husband and his family, quite commonly hears from them. The enmity, vanquished in her, vanished from them.

There is, therefore, more to this than an arithmetical one for one throughout the world. It would not be necessary to process, apparently, every person on Earth to bring sanity to Earth.

First there is the easily seen advantage of returning communication and honesty to just one person by removing his overts and withholds from the total sum. On this proposition alone we could win. And we should try to win on this, whatever else we do. Each person should restore himself to communication with Mankind and the world by removing from himself his own transgressions and failures.

To this we add the fact that each person so processed becomes a strong point of effectiveness which then influences his associates and eventually, even if only by this influence, discharges their confusions.

And then to this we add the fact that when one's own transgressions are dismissed the persons involved in them, even when not processed, tend to become unburdened.

And if we strongly influence others to become honest by getting their overts and withholds processed, we have approached with thorough and hard-headed practicality a resolution of the social ills of Man.

This is an impulse which can become a wave, and from a wave can grow into an avalanche that would sweep away the snarled tangles from human life on Earth.

All great cathedrals began their building by the placement of a single stone.

The building unit of a great society is the individual.

We can speak of clearing in a broader sense and we can discuss its potentials for Earth. But while we work at that there is today another meaning to the word—a smaller meaning to the individual perhaps but a greater meaning to all men. Since it can happen *now*, in a few hours of good processing: the clearing of one's transgressions in this lifetime and the taking of responsibility therefore.

We are a group inured to high-flown tasks. This is an easy task to confront.

HGCs can do this for people. Field Auditors can do this for people. We can demonstrably and easily clear in under a hundred hours all the key overts and withholds from a case in all directions and restoring responsibility thereon. We have the skills. I know we have the will.

Every Scientologist can get this done. And every Auditor can do it using an E-Meter, and the processes of HCO Bulletin of February 18th, 1960 and the session model of HCO Bulletin of February 25th, 1960. The task is well within the scope of the skills of even the newly trained.

I think you will agree with me that this one we can do. And I assure you that doing it on a case gives that case its fastest available relief. Later we can carry the case forward to higher levels with all the gain that would bring—but just now can we not assume a goal that falls within the reality of all of us?

For it is no accusation for any person living in our times to say that he can be relieved of transgressions against his fellows. And even that small amount picked up from the great web of lies leaves the tangle surely less.

This programme is a simplicity. Its technology is to hand, proven and rechecked. And it points ahead to a big win.

Shall we take this step to a clearer Earth as our first great group accomplishment?

L. RON HUBBARD

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# HAVE YOU LIVED BEFORE THIS LIFE

by  
L. Ron Hubbard

**Published March 1960**

**Have You Lived Before This Life?**, subtitled “A Scientific Survey,” is a study of past life incidents discovered during the 5th London Advanced Clinical Course of 21 October—29 November 1958. It contains an introduction to the subject, a statement of how the survey was conducted and by whom, and reports of forty-two incidents recalled by Scientologists attending the course. These incidents are dated between the twentieth century and many billions of years ago, and their locations range from England, Norway and Tibet to planets many galaxies distant.

Not only are these incidents fascinating, but their narration reflects how Scientology engram running was done.

The 21st American ACC (January—February 1959) also covered Scientology engram running; however, case histories in this book come only from the 5th London ACC.

176 pages, hardcover with dust jacket, glossary. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 MARCH 1960

Fran Hldrs  
Central Orgs

**OT-3A PROCEDURE  
HGC ALLOWED PROCESSES**

This bulletin supersedes all earlier bulletins.

Any case that cannot adequately define simple words like help, change, problem, control, responsibility: Run CCHs 1, 2, 3, 4 as per their earliest bulletins.

*STEP ONE:*

Rudiments—(See Model Session HCO Bulletin of February 25th, 1960.)

Goals  
Surroundings  
Auditor and ARC Breaks  
Present Time Problem

Establish Rudiments every session. Establish them more often with touchy pcs.

*STEP TWO:*

Run Cause ARC Straight Wire to give pc a win on getting audited. Once each over and over. End process only with pc in present time on cycle.

“Recall communicating to someone”  
“Recall a time you felt affinity for someone”  
“Recall something that is really real to you”

*STEP THREE:*

S-C-S  
High Needle Case: Run with emphasis on START  
Low Needle Case: Run with emphasis on STOP

*STEP FOUR:*

Scout for present life overts and withholds. If found run “What about that incident could you be responsible for?” (See note on Responsible.) Flatten off all present life overt/withholds and zones of irresponsibility (high or low needle).

This should bring the needle into quietness and the tone arm down to clear reading for the pc’s sex.

On a low tone arm case, particularly below two, find a terminal that is in a stuck picture and run withhold on that terminal: “What could you withhold from a \_\_\_\_?”

If an overt is a very bad one that the pc can take little responsibility for, run O/W on the specific terminal involved, then generalize the terminal form in the command and run responsibility. Commands here are “What have you done to \_\_\_\_?” “What have you withheld from \_\_\_\_?” Then “What responsibility have you taken for a \_\_\_\_?”

When a pc has done a very bad overt to a person or thinks he has, his level of responsibility is already below zero on that type of person. Therefore responsibility run on the specific terminal (such as “Agnes”) won’t work as pc’s responsibility on “a

woman” was very low before he did an overt to “Agnes”. Therefore it would be O/W on “Agnes” and responsibility on “a woman”.

The whole essence of clearing in this lifetime is done by the steps up to and including this one. The procedure would be to locate the present life overts (or personnel in PT Problems), run O/W on them and then responsibility on the general form.

*STEP FIVE:*

Clear the pc’s field with responsibility as per recent HCO Bulletin on black, invisible or dub-in cases. When pc sees pictures of PT then go at case in general. O/W on persons in a stuck picture will move it. Running withhold only on such persons will raise a low needle case.

*STEP SIX:*

Run “What about a victim could you be responsible for?” until tone arm tends to read at clear reading for sex in this lifetime.

Whenever the pc encounters an incident that seems very sticky, which is to say when the picture sticks many commands by the E-Meter, spot the time in terms of years ago and down to the month and day. When the incident is spotted, if it continues to hang up run it as an incident with this command: “What about that incident could you be responsible for?” and as needful on a two way comm basis, and by any process as needed get off its overts and withholds and ‘who would it make feel guilty?’

When any incident is reasonably flat continue with “What about a victim could you be responsible for?”

This does not mean that you spot and run every incident encountered. Spot and run only those that stick.

*STEP SEVEN:*

Explore the immediate past lifetime or lifetimes of the pc. Get the pc’s identity and form (sometimes they were animals), and if lifetime alters position of tone arm run “What about (name) would you be willing to be?” “What about (name) would you rather not be?”

Do this until incident is flat. If heavy engram in such lifetime sticks, run “What about that incident could you be responsible for?”

*STEP EIGHT:*

Run down any famous or enduring identities of the pc on the whole track, and handle as above.

Ease off this with responsibility on a victim.

*STEP NINE:*

Do a dynamic assessment on the pc and locate any terminal that drops, and run on this “What responsibility could you take for a \_\_\_\_\_?”

If a severe incident turns up flatten with responsibility on the incident.

This step can be done many times. Most of the pc’s case will be found connected with some general terminal.

*STEP TEN:*

Do a survey of case, finding anything that the pc has trouble confronting and run responsibility on it.

Clues: Sick Person—Insane Person—Robot—Prize Fighter—Worker.

*STEP ELEVEN:*

Find anything pc has created arduously for a long time and run responsibility on it.

*STEP TWELVE:*

Run Responsibility on Matter, Energy, Space, Time, Motion and Thought. Confront can be run first on these as a kinder step.

Caution: Until some confront and responsibility are run on some cases no present life overts show up. Control, Confront and Responsibility are the key to high and low tone arms. Always handle any severe overts that turn up on case with responsibility process.

Do not run a massless terminal such as “sex” or “help”. Find instead some actual terminal, not a significance.

Beware running adjectival commands such as “Frigid woman” or “a little boy with a mole under his left grin”. Run instead the plainest terminal that drops.

Do not run things that are not real to the pc as he has made them unreal to lessen the overt. Instead run lots of overt finding processes such as “What could you admit causing a (terminal real to pc)?” alternated with “What could you withhold from a (same terminal)?”

NOTE: *Confront* can be run as a prelude to any and all responsibility, with the following command “What about (...) could you confront?” Do not use the dichotomy version (rather not). Confront is sometimes easier, sometimes harder than responsibility.

Much of the material here is on the Washington 1960 HCS tapes.

Usage of the rundown should be taught on staff theta clearing courses.

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HCO BULLETIN OF 9 MARCH 1960

Fran Hldrs  
Central Orgs

**EXPANSION OF OT-3A PROCEDURE, STEP TWO  
HGC ALLOWED PROCESSES**

Step Two of OT-3A Procedure is as follows:

Run Cause ARC Straight Wire to give pc a win on getting audited. Once each over and over. End process only with pc in present time on cycle.

“Recall communicating to someone”  
“Recall a time you felt affinity for someone”  
“Recall something that is really real to you”

Now people do have time tracks, the time span of the individual from beingness to present time on which lies the sequence of events of his total existence. And when the preclear *is* in session and is being run on a recall type process, he, with his attention, goes up and down this time track. He may recall things only from this life or he may recall things from his whole past track; but however that may be, his attention cycles from early on the track to present time or from present time to early on the track to present time. This is known as the cycle aspect of recall type processes. In ending such a process, it is of utmost importance that the auditor end it with the preclear in present time on the cycle. The auditor wants to watch ending the process when the preclear has not made a smooth cycle into present time, but has made a big jump from way back in the past to present time. In such a case, the preclear has really bounced out of the past incident into present time, and it is only an apparency that the preclear is in present time.

So when ending such a process, the auditor must exert caution to be certain the preclear is in present time. Being left with one's attention back on the track is not a comfortable sensation and sometimes can be quite painful, despite any justification offered by an auditor who himself has no reality on the time track, and I hope there are no such auditors.

With Cause ARC Straight Wire, the auditor must forget his fastidiousness about ending the process precisely so on the last command, “Recall something that is really real to you.” He ends the process, no matter on what command of Cause ARC Straight Wire, when the preclear's attention has come into or close to present time, close to present time being the last day or two.

In ending such a process the communication bridge used is as follows: “The next time you come close to present time I am going to end this process.” He continues to give the commands using the question, “When was that?”, after each answer the preclear gives and before the acknowledgement. When the preclear gives an answer close to present time, he says, “That was the last command of that process; end of process.” Bang. With processes that cycle, there can be no communication bridges like, “If it's alright with you in a few more commands I am going to end this process.” It could take fifty more commands until the preclear is close to present time; and by that time, the preclear has entirely forgotten that there ever was any intention on the auditor's part to end the process as it seems to him that the auditor must have changed his mind and decided to run the process longer than *a few* commands.

An auditor should not get upset with a preclear when the auditor, in an effort to get the preclear to give an answer right in present time, starts the preclear back down

the time track again. Remember it is the auditor who calls the shot, and if he misses, then he had better learn to gage it a bit better. A good auditor allows himself time in which to properly end a process.

Now two further cyclic processes which can be seen under Step Two of OT-3A are:

1. "What would it be all right for you to make forgotten?"
2. "What would you permit to have happen again?"

These are called Cause Elementary Straight Wire and are two separate processes which are not to be run alternately.

The first process puts the preclear at cause over forgetting, and the second process rehabilitates the preclear's ability to duplicate. These are both terrific processes in turning on recall in the preclear. All processes under Step Two are unlimited, with the "make forgotten" one only slightly less unlimited as it has a bit of a tendency to run down havingness. Havingness, however, should be checked upon in each session and run as needed.

The auditor should not consider Step Two of OT-3A lightly. These processes are, in reality, very potent and will certainly do more for CCH-step cases than anything we have had before. An example of this is how preclears broke through from psychosis to neurosis to sanity with the simplified version of ARC Straight Wire as given in the original *Self Analysis*. So use these processes and win faster.

Note: On second thoughts for purposes of differentiation, the first process, "What would it be all right for you to make forgotten?", should be termed Cause Elementary Straight Wire; and the second process, "What would you permit to have happen again?", shall be called Duplication Straight Wire. These two processes were first used in early Advanced Clinical Courses in Phoenix and were called at that time "Elementary Straightwire". The commands of "Elementary Straightwire" as given in *Dianetics 1955* were: "Give me something you wouldn't mind remembering" and "Give me something you wouldn't mind forgetting". As the ability to recall depends upon the mechanisms of forgetting and remembering (the ability to duplicate) you can easily understand the importance of these in Step Two of OT-3A.

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Fran Hldrs

### STANDARDIZED SESSIONS

There are many reasons why sessions should be standardized and held in pattern. First of these is confidence. The auditor, going over practised ground, feels more confident and, startled by some sudden action or new development, does not lose session control by seeming incapable to the pc. The preclear, accustomed to repetitive session pattern, feels a security when all his sessions are predictable as to pattern of address. And if he changes auditors he is still able to feel confident that he is getting real auditing.

A second reason is duplication: Just as old repeater technique *done by* the auditor to the pc will run out a phrase or charged word, so do session patterns, well followed, tend to run out earlier sessions. Duplication does not make all things seem alike. Duplication of a session adds communication to the session and speeds up the willingness of the pc to communicate to the auditor.

The basic freeing action of auditing depends upon the separation of thought from form, matter, energy, space and time and other life.

We see in “science” as currently practised a nearly total identification by the “scientist” of mass with thought. “Man from mud” is a natural conclusion by anyone who has all his thought bound up in mass.

The reason a clear’s needle is so free (and you’ve seen, certainly, how an E-Meter needle gets sticky, then freer and freer) is that his thought is separated from a matter, energy, space, time consequence.

The “deadin-’is-’ead” case is totally associating all thought with mass. Thus he reads peculiarly on the meter. As he is audited he frees his thinkingness so that he can think without mass connotations.

What auditing is doing is making the preclear think key thoughts until they can be thought without creating or disturbing matter, energy, space and time.

As most pcs associate themselves with *thought*, only when they can think a thought without ploughing anew into mass can they exteriorize. Difficult exteriorization or exteriorization with bad consequences is all caused by a person’s considerations of thought being matter, self being matter, etc, etc.

The basic overt act is making somebody else want mest. This recoils so that self wants mest. Thus we have the “necessity for havingness”. Running havingness restores the pc at cause over matter, permits him to be separate from matter to some degree.

Thinking, then, is separated from mest by repetitive thinking on the exact points that pin a particular person to mest.

If a person is aberrated, say, on the subject of women, the shortest cut to de-aberration (barring havingness difficulties—see below) would be the repeated command “Think of a woman.” At last he would no longer have pictures or masses just because he thought *that* thought and you would then find he could *think* about women as opposed to reacting about women.

This naturally leads to an obvious basic process, “Think about matter” “Think about energy” “Think about space” “Think about time” “Think about a thetan.” In theory each one could be run flat in turn and then all run again.

In actual practice this is pretty steep for most cases and would not be real to many. A more complex approach containing more significance is more real to the pc.

The pc's mind is trapped into *forms* of mest and life, rather than merely mest and life. Thus, what falls on the E-Meter needle shows what form of mest and life his attention is fixed upon.

Havingness is a complicated subject when viewed in a pc's mind. Familiarity, which is to say, predictability, is strongly connected with his ability to have or own. When he receives shocks or surprises, his ability to predict is invalidated and he *can't have*.

The reason a thetan "dies" is his loss of the familiar by the introduction of the unpredictable. Rapidity of change of state, unpredicted, would be a definition of surprise, also of death and forgetfulness.

The more change he is subjected to, that he did not predict, the less he can have.

Thus when he is given a "rough session", the pc's havingness goes down. Not predicting the shifts and changes of the auditor, the pc ceases to be able to have the session or its appurtenances—the auditor, the room, etc. The smoother the auditing the better the pc's havingness stays up.

The model session is designed to avoid unpredictable changes. Thus it is designed to retain havingness by retaining pattern, which is to say, retaining predictability by l;he pc.

Auditing, done smoothly, duplicatively session by session as to session pattern, runs itself out, even if the pc has a constantly changing bank.

A pc began to use pictures when he changed lives and sometimes, therefore, language, but only after he had already adopted language for thought. So an ultimate step in processing could concern itself with separating the pc from the significance of words. Some such process as "Think of a word," followed by "Think of a meaning," would in theory, if it could be run (but has not been tested and would violate havingness), discharge the pc of his dependence on language for thought and would find him less fixated on having pictures (which of course bridge the language barrier).

Appearing in a form composed of matter, running on energy, existing in space and keeping pace with others in time is a favour pcs do one another (or an overt act depending on how cynical you may feel when you consider it).

The games condition of havingness is have for self, can't have for others. Appearing in a form violates this games condition. Also, giving another words violates it. Thus actors and writers tend to go downhill by violating their own games condition *if they are in one*. A games condition evolves from separateness. Running some form of separateness can then result in exteriorization not from willingness to lose the mass of the body but by curing the games condition. Separateness is of course handled on lower cases by running out obsessive connectedness. But separateness itself can be run.

Any auditing is a solution: Solutions are ordinarily an alter-is of problems. Thus getting people to confront problems or even solutions can resolve not only case but auditing where auditing itself has now and then, in absence of smooth analysis and session handling, become a problem to the preclear.

A fine process for this is "Tell me a problem that auditing would be a solution to," and for that matter, this also applies to any psychosomatic illness. A person with a bad leg would experience relief if audited on "Tell me a problem a bad leg would be a solution to," as a repetitive process. Similarly, it might work if one asked "Tell me a solution to a bad leg you could confront," or "What problem about a leg could you confront?" which last is very good as a process.



The separation of thinkingness from a problem, from particular forms, and from Life and Mest are the primary targets of auditing. And just as the repetitive auditing command runs out not only the connection with a mass but itself, so does a repetitive session design eventually free the pc from not only his aberrations but auditing itself.

A person gets as able as he regains confidence—and he gets as free as his auditing is a constant not itself a wild variable.

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HCO BULLETIN OF 21 MARCH 1960

### RESEARCH PROJECT

May I request the assistance of all auditors in the following research programme:

*Have You Lived Before This Life?*, the new HASI book, has elicited such deep interest that it will be followed in a few months by a sequel: *Where Are You Buried?*

You can help by doing the following. (a) Check out your pcs for recent deaths, and any you find have died in the last century in the country where you are, (b) write down all particulars for record. (c) Then go to the place of burial and locate grave or get a copy of the death roll from official sources or both. And (d) send all data, the story of the life and death, to HCO WW, Saint Hill Manor, East Grinstead, Sussex. Be sure you have pc's permission for data to be used. Be sure the data is authentic in every possible way. The resulting collection may be published in book form.

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HCO BULLETIN OF 24 MARCH 1960

Fran Hldrs  
HCO Secs  
Assn Secs  
All Staff Auditors  
D of P  
D of T

### GOALS IN THE RUDIMENTS

A session is a cycle of action.

Unless it is started, continued and ended properly the preclear is put in continuous session. If it is not given a proper cycle of action it does not result in any control of the preclear.

Rudiments are not something it is nice to do. Rudiments are something that must be done.

A great deal of the value of auditing lies in the mechanics of the session itself. If you wish to demonstrate this for yourself all you have to do is try short sessioning. This consists of starting, continuing for a few minutes, a session, and ending the session. It has good gain qualities for a pc who has poor concentration. It does not matter what is run. What matters is that direct control of thought results in setting an example that thought can be controlled.

A session without proper rudiments is a session without control. A session without control gets no gains of any note.

After working with this for years I believe a nearly foolproof method of handling the rudiments has been developed.

The parts of modern rudiments are as follows:

Goals  
Surroundings  
Auditor and ARC breaks

Present Time Problem

*End rudiments:*  
Present Time Problem

Auditor and ARC breaks  
Surroundings  
Goals

(Note the end rudiments are changed in order from HCO Bulletin of February 25, 1960.)

### GOALS

Goals are set at the beginning of the session in order to make the preclear postulate session occurrence. If the pc says nothing about goals or even says nothing will happen, probably nothing will happen of any note in the session. Goals are taken up first in a session before environment, auditor or problems because these may entail auditing if they are not right, and the moment you start to audit the last three then you are running a session without setting goals and may run the entire session of the auditor or the present time problem and muff it because no goal was ever set. The auditor who does not set up goals immediately following the start of a session may wind up without getting a chance to set goals.

There is a lot to know about goals. There have been processes entirely devoted to goals. A great many more processes could be developed about goals. However the value of these tools or processes does not compare to just getting a goal or three set for the session itself. If you run into difficulties about goals there are two processes which can be used, and perhaps other old processes might also be worked on the subject.

The basic reason we give stress to goals is to keep the auditor from making one of the greatest fundamental errors he can make: The auditor is processing in one direction and the pc wants to go in another. This creates a basic disagreement between auditor and pc which prevents auditing from getting anywhere and results squarely in ARC breaks and upsets. Where these are frequent this mistake must be supposed to exist and must be cleared up.

There are only three things a pc can do in a session so far as results are concerned: he can get better, he can stay the same, he can get worse. Therefore there are only three basic types of goals: improvement goal, no-change goal, deterioration goal. All this derives from survive and succumb as the two opposite poles.

The auditor may be seeking improvement while all the pc wants to do is succumb. The auditor may be trying to keep the pc from getting worse and the pc wants only to get better. The auditor (but let's hope not) may be working unconsciously or otherwise on a particular pc to make him or her worse and the pc is trying to get better. Of course in the last case O/W is indicated for the auditor on this type of pc. Fortunately the last type is rare.

The commonest disagreement on goals comes about on the first mentioned. The auditor wants improvement and the pc wants deterioration. Some auditor trying wildly to make a pc better gets a failure only because he has never closely observed the pc's goals and hasn't got this straight with the pc.

If goals go wrong the simplest process to clear the pc on direction is a problem process. This might sound odd, but it is quite true. The fastest goals process is a general problems process. This occurs because the pc in looking over problems falls into realizing what his actual desires are. The quickie version of this process handles solutions in this fashion:

The auditor looks over the preclear and sees that the pc has some obvious disability. He asks the pc if the pc has any disability and steers it into getting the pc to bring this one to light. This would be something like a bad foot or cough. One selects a mass terminal for this disability, such as chest for the cough (whatever the pc says it is), and runs the following command, "What problem would a bad foot be a solution to?" Using this on one or more disabilities and running it a while (until pc is in pt on it) shows the pc at once that at least as far as a foot is concerned he has been trying to succumb.

This is a very ordinary occurrence since factually any chronic psychosomatic is an effort to succumb. Remember that the doors are all locked from within by the pc himself.

If pc is still reluctant and upset about goals or isn't getting better faster because of the solutions process above, run some consequences in this fashion: "What would you be likely to do if you didn't have a bad foot?" This makes the pc look at it some more, and some responsibility run on what he has said he might do will clear the thing away.

The general process that uncovers most of this is "Tell me a problem"; when pc has, "What part of that problem could you be responsible for?" When pc has, the auditor says again, "Tell me a problem," etc, etc, etc, on a repetitive basis.

Now remember that we weren't trying to make his foot well. That may or may not happen with any rapidity. What we are trying to get the pc to look at is that his goal alignment is not an improvement but a deterioration.

The old process of worse than, minus the invent part, also accomplishes the same end: "Think of something worse than a bad foot." This on a repetitive basis will turn up all sorts of horrible consequences to not having a bad foot. Of course having a victim with his face kicked in before one and the police sirens sounding is worse than having a bad foot by the pc's rationale.

Because people hold in and cripple themselves mentally and physically to keep from doing things they know are wrong, goals, more frequently than you would like to find, are in the direction of getting worse. Until you untangle this one as an auditor you may not be able to make any lasting progress with a pc.

Factually a pc in bad condition is more likely to have succumb goals than survive goals.

When handling rudiments, get the pc to set a goal, any goal or even two or three goals he really thinks he can make in the session. But if after two or three sessions it is apparent that he is not achieving his goals as set by him in the session, despite care to handle them by the auditor with processing, it should be suspected that the pc is technically an "opposite vector" case and has private goals quite the reverse to getting better. When one has uncovered this fact as the auditor, without evaluation, he had better get it uncovered to the pc.

There are no auditing failures. There are only errors in auditing. Chief amongst these errors is failure to take up and straighten out the pc's goals. That is the first amongst the rudiments and last in the end rudiments so it must be pretty important. Don't discount its value, and handle it with the attention it deserves.

Once upon a time or two I have asked some auditor auditing me what *his* goals for the session were. It produced some interesting randomness. But a pc is under no orders but the auditor's and it isn't something that is needed in the session. Also I have just up and told the pc what I would like to get done in the session and sometimes it worked and sometimes it didn't, and I found that what the pc wanted to get done and what the pc said he or she wanted to get done were more important.

Unless the pc postulates his recovery, it won't last even if you make him recover in spite of himself or herself. The way to make the pc postulate it is by handling goals as above. The pc is often very startled by what he finds out about his actual intentions.

I have stopped being startled by what pcs do. I find that when they don't recover very fast they don't want to and I start working over their goals no matter what else seems to be the matter.

The CCHs work better if rudiments are used, but sometimes that's impossible due to state of the pc. Take up goals with such a pc at the first available chance however and make your work easier.

Life is a series of attained goals. Auditing requires at least the setting of goals and their attainment.

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HCO BULLETIN OF 30 MARCH 1960

All Auditors in  
South Africa  
CenOCon

### INTERROGATION

(How to read an E-Meter on a silent subject)

When the subject placed on a meter will not talk but can be made to hold the cans (or can be held while the cans are strapped to the soles or placed under the armpit, I am sorry if that sounds brutal, it isn't), it is still possible to obtain full information from the subject.

Asking questions, one expects no reply, asks for no pictures. The auditor just watches the needle for dips when questions are asked.

It is best to start with several nul questions: "Will it rain?" "Do you like bread?" etc. And then shift off to heavier leads. At any time the subject gets too agitated to read, return to asking nul questions or use the agitation as a dip.

Meter response for "No" or negative or don't know = no fall.  
Meter response for "Maybe" "You're getting close" = slight fall.  
Meter response for "Yes" or "Correct" = steep fall.

Sample interrogation: Subject is given cans. Nul questions are asked. Then:

"Were you persuaded to make trouble?" (fall)  
"Was the person who persuaded you a native?" (fall)  
"What was the person's name?" (no verbal answer, heavy fall)  
"Do you know where the person who persuaded you lives?" (heavy fall)  
(Name various nearby towns.)  
"Does the person live in .. ?"  
Take town with heaviest fall.

Divide town named into streets, sections, sort out the exact part of the town named. Give leads on location until you know the house.

If person were educated you would use: "Considering the alphabet to divide at 0, does the person's last name start with a letter in the first half of the alphabet (pause, look at meter) or the last half of the alphabet" (pause, look at meter, compare the two readings—you may have to ask this two or three times). "All right, it was the first half. Now was it A, B, C, was it D, E, F, etc." "Now the second letter of the person's last name ... ", (repeat the same performance).

It's a good idea to mark down your findings on a blackboard where the subject can see them if he's very reluctant and can read.

A phonetic system can be worked out for subjects who are not educated. Maps of town areas are useful. With one eye on the meter you just point to areas of the map and let the meter guide you in.

When you have worked out an area or name, repeat it several times and shift it around until you get maximum drop.

A whole mine of information can be picked up from a silent person.

On reporters, looking for possible accidents is a good convincer. Tell the reporter

not to speak and use over and under times “Have you ever had an accident?” “Was it more than five years ago?” “Was it less than five years ago?” Watch the needle, pin it down to maximum fall. That’s the year. Now get the month (first or last half of year, then, for first half, ask about Jan, Feb, Mar). Month found get the day. Then the hour of the day. Then the type of vehicle or accident. Then who was hurt, etc. Reporters always start talking somewhere along about this time. Don’t pay any attention. Just go on and nail it down.

In a security check, you want the person who persuaded the person you have on the cans to engage in a riot. When you locate and have brought this new person, you do the same thing. But now you have a whole committee of names to get and your subject is better educated.

Taking ten people from a strike or riot, you can find the instigator of their group. Finding the instigator and getting him on the cans you can run it back to a higher command level.

The end product is the discovery of a terrorist, usually paid, usually a criminal, often trained abroad.

Given a dozen people from any riot or strike, you can find the instigator of that group or more than one. Finding that one, you can get his boss.

Twenty or thirty paid agents provocateurs can keep a whole country in revolt. Clean them up and the riots collapse.

Thousands are trained every year in Moscow in the ungentle art of making slave states. Don’t be surprised if you wind up with a white.

Revolts kill an awful lot of natives. Only when security has been established can a reform be applied.

Use E-Meter “clean hands” to convince people that a population is loyal and that reforms are in order.

In the riots in London, anybody arrested has his fine paid for him by some mysterious group. Demonstrators are recruited. So this isn’t limited to South Africa.

Crack the agents provocateurs’ identities and you’ve cracked the new slavery of Earth—the worker’s production demanded by the state for nothing.

We have a lot of reforms ourselves but we don’t need criminal agents or dead people killed in riots to put them in effect. Don’t use guns, use E-Meters to make a country secure.

By the way, the answer to passive resistance is for the government to passive strike against any district from which it occurs. No water, lights, pay, government or service. Simply use the same tactic back. Don’t use guns, cordon the area off and shut off power and water.

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[HCO B 2 January 1967, *Dating-Forbidden Words*, Volume VI, page 191, changes the words used for dating. See *The Book of E-Meter Drills*, Drill EM-25, for correct E-Meter dating procedure. ]

Fran Holders

## THE PRESENT TIME PROBLEM

Everybody has present time problems at times. They come up unexpectedly. They happen, between intensives. They pop up between sessions. They, indeed, occur within sessions. And the auditor who neglects to handle them when they arise will get little auditing done.

It's the present time problem that sticks the graph, makes it register no change. (It's ARC breaks that drop one.)

What is a "PTP", as the auditors write it in their reports?

It is basically the inability to confront the dual terminal nature of this universe.

It is an inability to span attention and denotes that the pc who is having lots of PTPs has his attention very fixed on something.

The definition of a problem is intention v. intention or "two or more opposing and conflicting views on the same subject".

If the pc has problems with wife or husband, we can be sure that they have divergent views on some basic thing in life. Thus the auditor who has a pc who always has PTPs with one, the same, person, had better run O/W (overt-withhold) on that terminal in a specific form (George) and then responsibility on the general form (a husband). Thus a PTP is as good as an assessment. Find what terminals the pc has PTPs about and handle that terminal as above. Indeed this is more than a trick—it's a great time-saver. One can waste hours on a pc who repeatedly comes up with a PTP on the same person. But that person in the PTP is often the current clue to the case. "Grace the wife" leads to "a wife" leads to "a woman".

Present time problems are not always concerned with the world outside auditing. Auditors can be a PTP to the pc, especially when the pc has big withholds!

## PROCESSES ON PTPs

Present time problem processes are many. The earliest was two-way comm. A later one was "Invent a problem of comparable magnitude to ....." But this one of course is a create type process and is therefore very limited.

Still another process was "Tell me your problem." "How does it seem to you now?" This almost runs the whole case.

A recent one that has workability is "What problem could you confront?" This finds out for the pc that he can't *confront* a problem at first without doing something about it. *That* isn't confronting the problem. This is an amusing, effective and educative process.

Problems tend to snap in on the pc. The mechanism here is that he cannot confront them so, of course, they snap in upon him. When he invents a few the first problem he had visibly moves away from him. This last is now a demonstration, not a process, because of the create factor.

The fastest current process is “Tell me your problem.” “What part of that problem have you been responsible for?” This is an alternate question process. You will find the problem changes and changes. It runs the whole case.

A general process on problems, which is a very healthy process, is “What problem have you been (or might you have been) responsible for?”

The easiest process on problems to run, if slower, is “Tell me your problem.” “What part of that problem could you confront?”

### CONFUSION AND THE STABLE DATUM

Problems are nasty case stickers because in a problem one has an old solution causing new problems. This is the principle of confusion and the stable datum. The confusion (two or more opposed views or actions) stays in position because it is hung on a single fixed point. If you want to see a pc go into confusion ask him what solution he could confront. (This is not a good process, it’s a demonstration.)

A preclear is sometimes chary of motion in the bank. He seizes upon fixed particles to avoid moving particles. A very top scale process that does some fabulous things to a pc also illustrates this: “What motion have you been responsible for?” This truly sets a bank whizzing, particularly black cases or stuck picture cases. Running this, it is possible to discharge pc liability to problems.

### THE DUAL UNIVERSE

The basic unit of this universe is *two* not one.

The less a pc can confront *two* things, the more he fixes on *one*. This is the highly individual person, also the self-auditing case.

This is probably the basic trap of a thetan. He is a single unit that has not cared to confront dual units and is therefore subject to the persistence of all dual things. As he does not seem to care as much for *two* as he does for *one* that which is not admired tends to persist and we have a persisting dual universe.

Also, when he is with somebody else, he tends to confront the other person but not to confront himself. “What about you could you confront?” is a murderous process. It is all right to run. It picks up the times when his attention was off self and yet self was creating. This is the genus of a reactive bank. It is probably what pain is.

However, a better and more spectacular process that demonstrates this and gets to the heart of problems is “What two things can you confront?” This increases ability and reduces one’s liability to problems. I suppose one could go gradiently up in number and have at last a pc that could tolerate any motion or number.

It is quantity not quality which makes a bank. Thus running significances is of little worth. A thetan gets ideas of too many and too few. He cannot have, at length, anything that becomes too scarce—one of the old important rules of havingness given in *Scientology 8-8008*.

### OUT OF SESSION

A pc is in session when (a) he is willing to talk to the auditor and (b) he is interested in his own case.

The primary violation of part (a) is overts and withholds—the pc is afraid to talk or talks to cover up.

The second violation (b) occurs when the pc’s attention is “over there” in present time, fixed on some concern that is “right now” somewhere in the physical universe. Technically a *present time problem* is a special problem that exists in the physical



universe now on which the pc has his attention fixed. This violates the “in session” rule part (b). The pc’s attention is “over there” not on his case. If the auditor overlooks or doesn’t run the PTP then the pc is never in session, grows agitated, ARC breaks, etc. And no gains are made because the pc is not in session. Hence the unchanged graph when the pc has a PTP that is overlooked or not properly handled.

PTPs are easy to handle. If you, the auditor, become impatient at having to “waste time” handling a PTP or if the pc considers it a waste of time to handle it, a mistake is being made. So long as a PTP falls on a meter even slightly, it had better be handled until it no longer falls when checked.

If the same type of PTP keeps coming up, use it as a case assessment and run it out-out-out as given above, using O/W and responsibility.

And if the pc *always* has problems, better note he *also* has motionless pictures, is only-one and self-audits heavily and get him used to motion and two particles as given in processes above and he’ll be a better case very soon indeed.

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HCO BULLETIN OF 7 APRIL 1960

Franchise Hldrs  
All Staff Auditors  
Note HCO Secs  
send to every certified  
auditor in your area.

**A NEW SUMMARY OF AUDITING**

(This bulletin is the first major break-through in processing in 1960. It is a new statement of processing you will appreciate.)

In ten years, the chief thing which needed improvement in the dissemination of Dianetics and Scientology was more and faster processing results.

A good result in processing depends on two things:

- (a) The workability of the technical process; and
- (b) The ability of the Auditor to apply processing to a preclear.

The bulk of my own work for ten years, then, has been on these two things.

However, you should not make a mistake in thinking that the first released processes did not work as processes. Book One Engram Running, as any old time Dianeticist can tell you, works.

Engram running from "away back" works so well that I probably would not have advanced auditing technically to any degree, if people at large had been able to apply Book One engram running as given in 1950.

Personally I have rarely failed to resolve a case and bring it to a happy conclusion solely with engram running. I would have gone on researching to resolve the mystery of life but not to improve auditing if a majority of auditors had been able to get excellent results.

Alas (or happily) there were too many cases that didn't change when audited by some auditors. And so I tied further researches on life with the development of processes most auditors could handle and with which they could obtain spectacular results rather easily. I do not say that to condemn auditors, only to show the why of further processes, the basic impulse behind the release of new processes. They make it easier to do it faster and they reach the few cases we now and then failed to reach before.

For a long, long, long time I've felt we have been there. I have wanted it to be positive enough so that all auditors could experience being there at a process level.

Training is better and easier. Theory today goes light years beyond what I would have considered as necessary years ago. Processes reach even unconscious people.

But in all this wealth of technology, we still have the problem of auditor application. Here is an example: In spring 1959, I gave the exact way to handle a co-audit group (London HPA and 6th London ACC tapes). To obtain maximum results, I had learned, the instructor was the auditor to each pc in the room. Each case was assessed by him. Each person run by him on a via of the co-audit auditor. Here and there I hear of a co-audit losing people. I hear of an instructor saying, "I only have to look in on them (the co-audit people) once in a while during an evening." And I hear of a spectacularly spectacular co-audit group, fully successful, several clears in fact, where the only thing that was done was the *exact* duplication of the London HPA and ACC instructions!

Now do you see what I mean by processing results depending upon the auditor?

Co-auditing in groups was wrapped up, complete, in the spring of 1959. The task

now is to get it adhered to so there will be more clears. A whole year later we are just starting to win on this.

The programme of research may present a myriad of new data. It has not changed certain fundamentals about auditing. It has not changed the exact way to make a clear. Let's not lose sight of these facts.

The first and foremost rule of auditing is **FIND SOMETHING THE PRECLEAR CAN DO AND PROCESS HIM TO IMPROVE THAT ABILITY.**

A lot of auditors audit quite oppositely and fail here and there and say they don't know why. The auditor finds "what is wrong" with the pc and tries to remedy it. That has *nothing* to do with the goal of auditing. That's a Q and A with the pc's bank. The pc thinks something is wrong with him and restrains himself. All you have to do to make a pc clear is to help him build his confidence back in the things about him that are right!

To clear a pc all you have to do is give him or her a series of wins he or she realizes are wins.

The 1947 scale of wins was this: Get a pc to have pictures by any device. Get the pc to erase light locks. Get the pc to be more and more able to handle gradiently heavier bits of bank. When pc was fully confident, pc was clear.

(That wasn't all, by the way, that's been overlooked in clearing. Read the Book One clear definition again.)

Of course as time has gone on we have been more and more articulate. I have found ways to say things, found ways to describe things that I thought *everybody* knew. I have erred consistently in overestimating understanding. I seek to remedy that by stating things more clearly. I feel I am winning on this.

But there are certain things I myself find very hard to understand. Among these is how I can run any engram flat in a few hours unless its overt has to be run first; and that some auditors take 50 to 75 hours to flatten an engram. How is that? Well, I'm sure I don't know unless it is as follows:

All you have to do to run an engram is first get the pc accustomed to his bank and track by various mild processes, get him under good control, contact the least incident necessary to resolve the case and flatten it. Well, that's it. To flatten an incident Dianetically, you only erase it. To flatten it Scientologically you run it until pc has it back again fully and is total cause over it (you run it after it has erased). To accomplish all this apply the rule in capitals above. *No auditing tricks are necessary* unless you have thrown the pc in over his head without a gradient approach to the bank.

Recently I had some auditors complain that they were being forced, using OT-3A to start at step one on new pcs when "auditor discretion should be used as to what step should be first taken". And what was auditor discretion? Throw the pc in over his head, I guess; new pcs deserve at least some recall process to start out.

The rule I audit by is the one in caps above. By gradients I recover for the pc confidence in handling himself. At length analytical handling replaces reactive handling.

Here are the first winning sessions on two pcs and the point of first win on each:

PC "A" 1952: No pictures. All unreal. Suicidal. Now most people would have tackled the suicidal trait or some such. This pc had had at least 200 hours on engrams. No results. I found pc had an allergy to milk.

By using "think processes" I managed to get Expanded Gita run without creating mock-ups. "Think how you could waste milk," etc.

The pc was able to drink milk after that. Big win! Pc made steady gains of like nature afterwards. The pc could drink water. That was an ability. I made the pc able to drink milk too!

PC "B" 1959: Pc never before audited and had a mysterious field. No relief or release on scouting the present life. No change. Got the pc to describe field. Found it was a window. Ran "What part of that picture could you be responsible for?" for a half an hour with pc's *only* response, "I could be responsible for looking out of this window." Then suddenly all shifted, pc got a big kinesthetic of jumping into his car and tearing off in it.

We stopped right there. Pc had a big win, felt there was a change. Felt he could be helped by auditing.

The indicated procedure after was to run responsibility on anything pc saw in the bank until he was in present time with his pictures and then, little by little accustom him to locks, secondaries and engrams, a win every time, until he was clear.

Clearing is a *qualitative* return of confidence in self *not* quantitative handling of bank. By returning confidence, one achieves clearing in a short while.

By the quantity approach one drags the hours out endlessly since there's an endless supply of engrams. The regained ability to handle *one* fully is better than ploughing through a thousand briefly.

Well some day *somebody* will hear me. And we'll have *lots* of clears.

There's also this matter of having a session going before we tackle a bank, for the pc is always tackling his bank out of session and doesn't recover, so there must be a session if he tackles his bank and *does* recover.

A session depends mostly on these conditions:

1. Pc willing to be helped by auditor (or as in an unconscious pc, unable to prevent being helped);
2. Pc under auditor's control to the extent of doing the process;
3. Pc willing to talk freely to the auditor;
4. Pc interested in own case; and
5. Auditor well-trained enough to handle a session form properly.

*Then* and only then can we begin the gradient approach of recovering pc's confidence in analytically handling himself and abandoning his reactive withholds and restraints and self-imposed barriers.

To accomplish 1 above, run two way help. Even an alcoholic bum, antagonistic and vicious, will come around eventually on two way help more or less two-way commed until it is running like a process.

"How could you help me?"  
"How could I help you?"

Those are the magic words on the reluctant or unwilling pc. Eventually the pc becomes willing to be under the auditor's control.

To accomplish 2 above, it is sometimes necessary to run "You make that body sit in that chair" or "You make that body stand still" or both for a long time, pc doing command each time, before control exists sufficient to run S-C-S. These can be big wins for a pc.

To do 3 above, the auditor can run "Think of something you could tell me," "Think of something you might withhold from me," until the E-Meter arm dives. Pc will eventually talk if the pc was under control enough to do the process.

To accomplish 4 we have only to be lengthy in discussing the aspirations and upsets of the pc's life.

To accomplish 5 we should have started a long time ago.

To give pc Big Wins we tackle small targets. Open up the recalls with Cause ARC Straight Wire and "What would you be willing to forget?" Erase and put back a lock.

Erase and put back a moment of pain (stubbed toe, cut finger). Erase and put back a secondary. Erase and put back a minor engram. Erase and put back a rougher overt engram. Do every little job well. Handle every session well. finish what you start. If pc goes greasy on the track and skids, return to control processes via 1 to 4 above. Then win up some more wins.

Straighten up women and men and other terminals with O/Ws.

Do what you like, but keep it no heavier than pc can win with. Give him wins, not a caved-in bank.

Sometimes you have to patch up a whole case that was long ago flubbed. Go at it just as above and *then* run out the first engram that pc was ever thrown into and *then* run out that auditor.

This is the basic philosophy of auditing. The main reason any auditor has lost on a case is his misunderstanding of his approach. He knows "What's wrong" with the pc and attacks it. And the pc loses before he wins.

The only thing *wrong* with a pc is his lack of confidence in handling himself without hurting others. So he creates disabilities which automatically restrain him from making the same mistakes again. Try to relieve those disabilities without returning confidence to the pc and you are liable to lose every time.

It would help you if you made up a chart for each pc and checked it off each session.

1. Pc still willing to be helped \_\_\_\_\_
2. Pc under control and executing every command \_\_\_\_\_
3. Pc willing to talk to me \_\_\_\_\_
4. Pc interested in own case \_\_\_\_\_
5. I am following model session exactly \_\_\_\_\_
6. Pc havingness is up \_\_\_\_\_
7. Pc is having wins \_\_\_\_\_

If you check these off every time before a session, you won't miss. And you'll know what to tackle if the intensive is not going too well. The answers are *there* in those seven points, not in a startling new departure in processes!

Look, I want you to have even more wins than you are having.

I'm not really growling about it. I'll even concede I've never said it so succinctly before or lined it up so smoothly. But study it well, won't you? It contains the whole "secret" of auditing. We want more clears.

Whip me up some more won't you?

L. RON HUBBARD

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HCO BULLETIN OF 7 APRIL 1960  
Issue II

D of Ps  
Cent Orgs

*IMPORTANT*

**CHECK SHEET FOR HGC**

The following check sheet is to be made up in a mimeo form and issued to your staff auditors to be used at the beginning of each session. The data relative to it is in HCO Bulletin of April 7, 1960. Teach your staff auditors that bulletin. Insist heavily on the use of the check sheet before session commences while sitting down with pc. And thereby watch your results and number of clearings soar. This is IMPORTANT.

Check Sheet:

Pc Name \_\_\_\_\_ Date \_\_\_\_\_ Auditor \_\_\_\_\_

1. Pc still willing to be helped by me and HGC \_\_\_\_\_
2. Pc under control and executing every command \_\_\_\_\_
3. Pc willing to talk to me freely \_\_\_\_\_
4. Pc interested in own case \_\_\_\_\_
5. I have been following model session exactly except to establish the above
6. Pc's havingness is up \_\_\_\_\_
7. Pc is getting wins he knows about \_\_\_\_\_

The following has been handled on pc's case:

Pc has been run on objective havingness

Cause ARC Straight Wire \_\_\_\_\_

Forget \_\_\_\_\_

Pc willing to recall something without regret \_\_\_\_\_

Pc's field has been cleared with responsibility \_\_\_\_\_

A minor painless lock run as an engram with confront and responsibility \_\_\_\_\_

A minor recent physical injury has been run with confront and responsibility and finally reappeared \_\_\_\_\_

A secondary has been contacted and run, erased and made to reappear \_\_\_\_\_

A mild engram has been run with confront and responsibility until it was erased and run further until it reappeared \_\_\_\_\_

A past death has been run fully \_\_\_\_\_

O/W has been run on necessary general terminals as indicated by meter \_\_\_\_\_

The case is progressing. \_\_\_\_\_

\_\_\_\_\_  
Auditor's signature

The above check sheet does not supplant the Auditor's report. It is turned in with the report.

Its purpose, in 1 to 7, is to keep Auditors alert to what makes cases advance.

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HCO BULLETIN OF 11 APRIL 1960

Assn Sec  
HCO Secs  
D Of Training Hat

**NEW TRAINING SCHEDULE**

Earlier bulletins this year have presented a new training line up, more or less as follows.

Based on eight weeks, the weeks are divided as follows:

- I. Comm Course
- II. Upper Indoc Course
- III. Model Session
- IV. CCHs
- V. to VIII. Theory and practice as per London HPA/BScn tapes.

It will be seen that the order of weeks I to IV can be changed around save for Comm Course.

You have just received HCO Bulletin April 7, 1960, which gives a new rationale of training. It affects the stress but not the programme. It means in short that the HPA will have to know how to run Straight Wire, locks, secondaries and engrams and how to use an E-Meter. Further they have to know the six types of processes.

Now this is asking a lot at HCA/HPA level, in view of the fact that the South African ACC on the Model Session at the end of one week quiz flunked out at the rate of 2/3rds of the class.

The Model Session (HCO Bulletin of February 25, 1960) can be broken down into sections like the Comm Course and a Straight Wire process run, or it can be run from the sheet enough times to make students familiar with it.

You will have a new book on auditing based on HCO Bulletins since December 23, AD9, but it will not be in circulation for a while.

Teach people light taps not heavy slugs. Go on this basis—Doctors treat injuries because they cannot confront bodies. We confront people. We can always see what is wrong with a person. It takes real genius to find something right and improve it. A pc is ill because he is restraining himself from doing wrong. We have to convince him he can do right. Reactive self-restraint is the purpose of all engrams. This must be replaced with analytical control. Until one can confront his bank and win he does not regain confidence in controlling himself. So he has engrams. "We don't treat wrongness. We treat people."

Until a student has that down pat, you won't get any real training done anyway. He'll go out and lose. And we'll then lose him.

Hence the push on training and the half price course offers (when accompanied by a letter signed by a certified auditor).

I hope you are going to have to cope with a lot of students.

If you arrange your course well now, you will have wins later.

And when you teach a student to get little wins to make big wins we'll really have this show on the road.

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HCO BULLETIN OF 14 APRIL 1960

Assn Secs  
HCO Secs  
PE Director Hat  
Franchise Holders

## NEW PE DATA

### SUPERVISING PE CO-AUDIT

The best way to run a PE course was given in the London 1959 HPA/BScn tapes and the 6th London ACC tapes.

This consisted of supervising the PE as though you were the only auditor present, all the co-auditing auditors to be used only as your mouthpiece. The "Instructor" audits each case through the co-auditor.

All pcs present can be put on one meter at the instructor's desk by means of leads and a multiple switch. This is of considerable use and is authorized for all Central Orgs, PE Foundations.

### ASSESSMENT

An assessment is a necessity on each case. At the course's start, assess rapidly with a meter and then when the majority are running on terminals go back and do a longer assessment on the hard one. Keep a record of your assessment. But don't spend all your time favouring hard cases. It makes other cases tend to toughen to get your attention.

If a case isn't getting meter fluctuation on the meter at the instructor's desk, check into it. A running case gets a changing needle and a changing tone arm.

Keeping a record of tone arm position and needle state for each case helps you keep track. It's done by making a three column roster, the same one you used for assessment.

### PROCESSES

You have three processes you may now use.

1. O/W on a selected terminal "What have you done to \_\_\_?" "What have you withheld from \_\_\_?" A good assessment for this is: "What person do you have problems about?" Run that person.
2. Comm process on a body part. "From where could you communicate to a \_\_\_?" on an E-Meter, assess for a body part that falls not what the pc says. The part that falls will be real to the pc. An obviously ill part may not be real. When the chosen part is flat or reasonably so, assess for a new body part. Body parts are safer to run on co-audit than indefinite terminals. But "friend" or "car" can still be used. Use the paper trick on all co-audit comm processes.
3. Responsibility process "What part of your life have you been responsible for?" This requires no assessment but it is rather rougher than the first two above.

### PROCUREMENT

Your best procurement comes from word of mouth and happy cases.



If you supervise well and make sure the co-audit pc gets gains, you will have good word of mouth.

Free co-audit weeks given for one reason or another (such as highest scores of PE course quiz) is good procurement.

Well advertised free PE and a good comm course are the best procurements. A good info package mailed to everyone on your list and all callers is a necessity.

Being on time, handling bodies in an orderly way are good procurement.

### HAS CERTIFICATES

HAS certificate requirements have changed.

A passing grade on an examination of materials covered is all it takes at this time.

Later we may require that they pass a comm course too. But not now.

So examine your past students on essentials they've been taught and as they pass send their names and addresses to your central organization and the student will receive a nice HAS certificate.

Your student having a certificate will help procurement.

### SUMMARY

PE co-audit is running well where auditors are doing it by the book, running badly where the handling of processes, students and paper work is sloppy. Good total 8-C = good course. Courses where regular charges are made and collected get better graphs.

Here and there a PE co-audit set up is running poorly because the auditor instructor does not have info packages and does not even try to handle bodies walking in.

Most everywhere PE co-audit is doing well. I am very proud of the way most auditors are trying and winning. Thank You.

By the way, the Scientology population of earth has exactly doubled in the last ten months!

L. RON HUBBARD

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## PRESESSION PROCESSES

Have you ever wondered how to persuade a stranger to get audited? Have you ever had to “sell” a hostile family member Scientology before you could audit someone? Have you ever had trouble auditing anyone?

Well, you’ll be pleased to know that these problems have been vanquished by some material I’ve developed. You see—I *do* think of you!

Pre-session processes are a new idea. They were hinted at in HCO Bulletin April 7, 1960. But there’s more to it.

A pre-session process is a process that is used to get into session:

- (a) A stranger who isn’t receiving well;
- (b) A person antagonistic to Scientology;
- (c) A person who ARC breaks easily in session;
- (d) A person who makes few gains in session;
- (e) A person who relapses after being helped;
- (f) A person who makes no gains in auditing;
- (g) A person who, having been audited, refuses further auditing;
- (h) Any person being audited as a check-off before session, aloud to pc or silently by auditor.

Pre-session processes parallel in importance the auditing of unconscious people. But I feel they have wider use and will assist dissemination enormously as well as improve graph gains.

These processes are four in number. They are designed as classes of processes to handle these four points:

1. Help factor
2. Control factor
3. Pc Communication factor
4. Interest factor.

Unless these four points are present in a session, it is improbable, in a great number of cases, that any real, lasting gain will be made. This is old data.

It is new data to consider these as *pre-session* points.

Before one has a pc in session he cannot really run a Model Session or any session at all.

The usual struggle is to start a session and then try to start a session by having the pc go into session.

This is a confusion of long standing and leads auditors to run processes like the CCHs when they could be running higher processes. The CCHs are often necessary, but not necessary on a pc who *could* be put into session easily and could then run higher level processes for faster gains.

The only thing this changes about a Model Session (HCO Bulletin February 25, 1960) is the START. If a pc is in the auditing room and auditing is to be attempted, then one starts, not Tone 40, but formal. "We are going to begin auditing now." The auditor then goes over his check list and ticks off the pre-session points 1, 2, 3, 4, and satisfied, goes into the rudiments and carries forward a Model Session. Naturally, if he wants to put the pc into session with pre-session processes, when the pc is finally in session we would startle him out with a Tone 40 "START".

A pc who is running extraordinarily well and making fast gains should be checked over silently at beginning and then given "START" Tone 40 as in the Model Session and the auditor proceeds at once to rudiments. But this would be used only after the pc was really getting along. A new pc or new to the auditor should be pre-sessioned as above for many sessions.

A pre-session type of session might find the auditor not satisfied with more than the first two of the four points by session end. If so, end the session easily with a location of pc's attention on the room and simply end it by saying so.

While many processes may be developed out of the four classes of help, control, communication and interest, it is certain that these classes will remain stable, since these four are vital to auditing itself and imply no wrongness in the pc. All other known factors of life and the mind can be handled by a session and improved. But these four—help, control, communication and interest—are vital to auditing itself and without them auditing doesn't happen.

One or more of these four items was awry in every pc who, one, did not take auditing, two, on whom gains were poor or slow, and three, who failed to complete auditing. So you see that is a number of pcs and the pre-session processes are the important remedy. Why make the same error again.

One of my jobs is to improve auditing results. This may be, as you may find, the biggest single step in that direction since Book One, since it includes them all. The auditor can *cause* help, control, communication and interest rather than hope they will come to pass. As such these four factors are practically clubs.

I would almost rather not give you some processes to fit these four conditions. I certainly desire you to be free in inspecting, understanding and employing them. What great art could arise from this innocent scientific quartet. I would rather you used them as a maestro rather than play sheet music.

How adroit, how clever, how subtle we could become with them!

Example of what I mean:

Grouchy car salesman. Knows that anything Scientologist friend Bill takes up is "rot". Hates people.

Scientologist approaches. Gets a scoff at Bill's enthusiasms.

Scientologist handles help. "Don't you think people can be helped?" Lazy argument, all very casual. Car salesman finally wins by losing utterly. He concedes something or someone could help him.

Another day. Scientologist approaches. Asks car salesman to move here and there, do this and that, all by pretending interest in cars. Really it's 8-C. All casual. Salesman wins again by losing.

Another day. Scientologist gets on subject of communication with car salesman. Finally salesman concedes he doesn't mind telling Scientologist about his shady deals. Does. Salesman wins and so does Scientologist.

Another day. Scientologist gets car salesman to see pictures or blackness by any smooth conversation. Salesman becomes interested in getting his flat feet fixed up.

Negative result: One scoffer less Positive result: One new pc.

Any way you handle them the Deadly Quartet *must* be present before auditing, or even interest in Scientology, can exist.

Talk about John Wellington Wells. The Scientologist can weave even greater magical spells with help, control, communication and interest.

Talk to a new club. What about? Help, of course. Get them to agree they could be helped or could help.

And when they ask you to come back talk about good and bad control. And when they want you again, it's communication you stress.

And interest of course, when you give *that* talk, will find you ready people.

In Scientology everybody wins. It's the only game in which everyone does. With these four factors you can't lose and neither can they.

As a Scientologist you know several processes under each heading. It's establishing each point in turn that's important.

Ah, what a shock you'll get on some pc when you find he wasn't ever interested in his own case. He was getting audited for his wife! You'll only find that out if you get the three forerunners flat first.

## PROCESSES

On processes, under help you have two-way comm about help, two-way help, help in brackets, dichotomies of can-help can't-help, rising scale on help; lots of forms.

On control you have two-way comm, TR 5 (You make that body sit in that chair), CCH 2, old-time 8-C, object S-C-S, S-C-S, etc, etc.

On communication you have two-way comm, "Recall a time you communicated," etc, but much more basically, two-way comm to get off overts, O/W on the auditor, "Think of something you have done to somebody" "Think of something you have withheld from somebody" with occasional, "Anything you would like to tell me?" when meter acts up. Nothing helps communication like getting off fundamental overts that would keep pc out of session or ARC with auditor. That's the point of this step, whether done casually in a drawing room or in an auditing room. "Surely, Mrs. Screamstack, you can't sit there and tell me that, unlike the rest of the human race, you have never done a single wrong thing in your whole life!" Well, that's one way to knock apart a case at a formal dinner party.

Interest is the place where your knowledge of the mind comes into heavy play. But note that this is Number Four. How often have we used it for Number One and flopped ! That was because the correct One was missing, to say nothing of Two and Three! I can see you now trying to interest a family member with Four without teaching on the first three. Why, I've done it myself! Just like you.

I audited an official of a government after a dinner party for two hopeless hours one night. He knew he'd been run over. But he surely was no sparkling result. I shamefully and vividly recall now that, not touched by me, his idea of help was to kill off the whole human race!

The first steps of OT-3A will gain interest from almost anyone. Even the Black Fives will get confounded when they find what state their recalls are in.

## AND THEN?

And then follow a gradient scale of gain. Find something the pc can do and improve it.

When the four points, the Deadly Quartet, are covered, we have the rudiments and they must cover facts, not glibity.

After the four points you improve the case by gradient scales.

And you keep the four points established.

## SUMMARY

If it takes you a hundred hours to establish the four points of sessioning, you'll still win faster because you will win.

If it takes only two hours the first time you do them on a pc, feel lucky.

Be thorough.

Establish the four points. Use a Model Session. Follow a course in processing of finding something the pc knows he can do and improve that ability.

And you'll have clears.

And if your use of the Deadly Quartet becomes as adroit and smooth as I think it will, we will have this planet licked and be scouting the stars before we're too much older.

At last, we've created the basic weapon in Scientology dissemination and processing that makes us a lot more effective on Earth than a lot of drooling politicians scrubbing their hands around an atomic warhead. By golly, they better watch out now.

But don't tell them. Just run (1) Help, (2) Control, (3) Communication and (4) Interest.

Now go tackle somebody who wouldn't buy Scientology—use the Deadly Quartet. And win!

L. RON HUBBARD

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HCO BULLETIN OF 24 APRIL 1960

U.S. Fran Hldrs

**CONCERNING THE CAMPAIGN FOR PRESIDENCY**

A person named Richard M. Nixon will enter his name this Fall at a convention as a citizen aspiring to the Presidency of the United States. Many Scientologists think he is all right because I once quoted him. This is very far from the facts and I hasten to give you the real story why Richard M. Nixon must be prevented at all costs from becoming president.

Two years ago in Washington this man's name appeared in a newspaper article as uttering an opinion about psychology. I called attention to this opinion as a matter of banal interest in an article.

Shortly two members of the United States Secret Service, stating they had been sent directly by Nixon, entered the establishment of the Founding Church of Washington, D.C., armed with pistols, but without warrant or formal complaint, and with foul and abusive language threatened the girls on duty there.

Hulking over desks, shouting violently, they stated that they daily had to make such calls on "lots of people" to prevent Nixon's name from being used in ways Nixon disliked.

These two men stated they were part of Nixon's office and were acting on his express orders. They said that Nixon believed in nothing the Founding Church or Scientology stood for.

Their conduct before the ladies present was so intolerable that Mary Sue, having heard the shouting and curses from her office, had to come and force these men to leave, which they finally did, but only after she threatened to call the police.

As Scientologists were present, much information was obtained, of course, from these agents as to their routine activities. These were not creditable. Nixon constantly used the service against the voteless and helpless people of Washington to suppress the use of his name.

I am informing you of an exact event. It convinced me that in my opinion Nixon is not fitted to be a president. I do not believe any public figure has a right to suppress the use of his name in articles. I do not believe a public figure should enforce his will on writers or organizations by use of the Secret Service. I believe a democracy ceases to exist when deprived of freedom of speech. I do not believe any man closely connected with psychiatry should hold a high public office since psychiatry has lent its violence to political purposes.

Would you please write your papers and tell your friends that Nixon did this and that his actions against private people in Washington cause us to defy his cravings to be president.

It's my hope you'll vote and make your friends vote. But please don't vote for Nixon. Even his own Secret Service agents assure us he stands for nothing we do.

I do not tell you this because Mary Sue came close to serious injury at Nixon's hands. I tell you this because I think psychiatry and all Fascist-Commie forces have had their day.

We want clean hands in public office in the United States. Let's begin by doggedly denying Nixon the presidency no matter what his Secret Service tries to do to us *now* in Washington. It is better, far better, for us to run the risk of saying this now, while there's still a chance, than to fail to tell you of it for fear of reprisals and then be wiped out without defence by the Secret Service or other agency if Nixon became president. He hates us and has used what police force was available to him to say so. So please get busy on it. I am only telling a few friends.

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HCO BULLETIN OF 25 APRIL 1960

HCO Secs

### **SEND YOUR CLIPPING FILES**

Please look into your Central Org files and desk drawers and bundle up every magazine and newspaper clipping you have and ship them surface mail to me at HCO WW.

I am going to write a booklet on social conditions and psychiatry as The Philosophy That Failed.

People have been sending and giving you clippings for a long while. They may have been filed under various headings. If it is a mag or newspaper clipping, please send it.

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HCO BULLETIN OF 28 APRIL 1960

All Fran Auditors  
HCO Secretaries  
Assoc Secretaries

**BOOKS ARE DISSEMINATION**

One of the oldest Organizational Health Charts states "...given books in distribution, the remainder of these facts are true. . .".

No matter what you do with an organization, no matter how much writing of letters you do, the dissemination success of a group will not accomplish any security unless books are distributed.

Seeing to it that the newly interested person is provided with the proper reading materials is a far more important step than most HCO Secs and PE directors have realized, but these are not the worst offenders. The field auditor, attempting to run a group and keep afloat, fails most often, when he does fail, in the Book Department.

Making sure that interested people get books is making sure that they will continue their interest.

Assuring then they will read and understand the books, it is necessary to get them into an extension course.

If you think you can interest a person in Scientology and yet avoid your responsibility in getting him or her to read books on the subject, you are wasting a tremendous amount of effort.

Do you know why the first book DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH was written? Word of mouth on Dianetics was going forward so rapidly that my letter volume, even before the first book, was startling. Each one of these people expected me, either to write them a long letter and tell them what it was all about, or to be given a chance to come and see me so that I could tell them personally what it was all about. In other words, my time was going to be consumed, not in further research, but in writing letters and talking to people. My answer to this was to write DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH which rapidly informed the newly interested person what this new science was all about.

I will make you a wager. I think you are wasting most of your time answering questions which are answered in books. I think you are talking yourself hoarse to friends, and other people, and groups, explaining over and over and over things that are already taken up in books. I think your time is being devoured by attempts to reach through the natural conversational barriers of people.

You are not giving, I am sure, the newly interested person an opportunity to go and sit down quietly by himself, without any social strain, and study a book on the subject. Only in this way will he come to a decision about the subject which is his own independent decision having inspected the materials. This has to be done quietly and it is best done through the pages of a book.



Without any reservations, I can tell you that DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, based as it is upon mental image pictures and energy masses, those things which are most real to people, is the best forward vanguard in our possession. It was written at a time when I was very interested in bridging the gap between an uninformed public and an informed public, and contains in it most of the arguments necessary to quiet the suspicions of the newly interested person and contains as well most of the answers to that person's questions.

DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH contains today a perfectly workable therapy. But more importantly it contains a bridge between the uninformed and the informed public on the subject of Scientology.

If you are not furiously pushing DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH and if you are not insisting that each newly interested person read it as something new, startling and strange in the world, you will be wasting most of your dissemination efforts.

Oddly enough, this book, to this day, sells more copies around the world than the average best seller in any given year. Where it has been pushed, Scientology is booming. Where it has not been pushed, Scientology is limp.

Just inspect the number of simple, startling items in DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH. Here you find the Dynamics, here you find several of the earliest Axioms, here you even find the rudimentary ARC tone scale. You find as well a thoroughly accurate description of clears and the reactive mind.

Do you realize that the world does not yet know anything about the reactive mind? Here is the total answer to Freud's subconscious. Here is the resolution of most of the problems of psychotherapy.

You know so many things that are new and wonderful and strange that you forget that Bill and Joe and Mary have never heard of any part of them. They are not interested in past lives. They are interested in what makes them do strange and peculiar things. They have heard vaguely about the tenets of psychology. They do not know that these have all been answered in DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH.

When people are asking you questions about Dianetics and Scientology, no matter how obtuse or abstruse the questions are, your best answer to these questions was my earliest answer and that was, "Read DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH and that will answer your question".

In the last HCO Bulletin I gave you pre-session processes. This makes a complete cycle. With pre-session processes we can take a new person and by running the course of help, control, communication and interest, put him in a frame of mind to want to know more about the subject.

In this Bulletin I am trying to tell you what to do about the person once you have brought him up to this point. It is all right for you to go on and audit him but I assure you he will never get anywhere until he has read DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH. All the questions and counter arguments and upsets which are boiling through his mind now are answered in that book, bringing him up to a point where he wants auditing, where he successfully goes through PE. Give him auditing, let him co-audit, do anything you want with him, but insist, insist, insist that he reads DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH.

You would be completely amazed at the ideas some people have of Scientology even after they have gone through a PE Course and have read *Problems of Work* or some other manual pushed off on them simply because it is cheap. *Problems of Work* is all right and should be distributed but it is not informative on the subject of the human mind.

Let's get down to basics here and see what we have really done. We have made a breakthrough. The moment of the breakthrough is recorded at public level with **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**. If people do not read this book, they just will not have broken through.

Any "sales tricks" you employ after you have succeeded by use of help, control, communication and interest in arousing that interest, to get them now to inform themselves of the moment of breakthrough, will be well expended by you, otherwise these people will be talking through a fog and will experience a sensation of having been brought up to some high plateau without having climbed a cliff. It is factual that you can bring a person all the way to clear and have on your hands a mentally illiterate person. I know, because I have done just that. All the clears I made twelve to thirteen years ago evaporated into the society. I did them a great deal of good. Some of them are now occupying high positions, but none of them have ever associated me and my work in Dianetics and Scientology with what happened to them. They are, for the most part, convinced that what I did was some fabulously magical thing which was done for them only, and for them especially, something like a spiritual revival, but nothing to be understood. These people never did gain that understanding because I never explained to them what was happening. It was only after **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH** was written and distributed that we began to get somewhere in the world. People we processed might have been led to worry more about their own cases than those I processed, but at the same time their worrying was at least intelligent. I can still clear people with the technologies of twelve and thirteen years ago and, indeed, have been carefully reintroducing you to these technologies. Now the time has come for us to realize that there are very close to two and a half billion people on this planet who are mentally illiterate. They do not know what makes them tick. They have no concept whatsoever of the basis of human reaction. They are intolerant. They are at war with one another. They follow strange leaders and wind up in strange places. They have no hope that anything will ever dig them out. Only a minute percentage of these people have ever been introduced to **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**.

Do not believe for a moment that just because I wrote a book on the subject cases became harder. As a matter of fact they became more co-operative. We are making a great many clears today. Hardly a week passes on my correspondence lines without clears being reported. But look at the mental illiteracy even of some auditors. Do you know that people report me clears and call them releases. These people have never studied the definition and capabilities of clear in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**. They bring preclears up to this standard, find there is a considerable distance to go and start striking for theta-clear before they say anybody is clear. You yourself may have made a clear and classified the clear as a release just because you were not totally familiar with the conditions of clear. I still think the best statement of a clear occurred in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**. I have had no reason to revise that statement. Pushed at, however, by many Scientologists, I have tried to find way stops between clear, as defined in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**, and OT. There are quite a few. I almost laughed in somebody's face the other day when he said to me that a notable person on one central organization's staff was being audited by him and that he had gotten her up to a state of release "with a free needle on anything you asked her", and added that he would soon have her clear if he kept working at it. Concerning the same person, visitors at that central organization for some time have been saying, "She has a sort of feeling about her as though she might be clear". The truth of the matter is she has been clear for several months but her auditor is straining so hard, seeing as he does how far human capability can be made to reach, that it has never occurred to him that he has passed clear some time back. Any PC that has a relatively free needle has probably been cleared by the standards laid down in **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**.

Now that we can interest people, let's take the next inevitable step. Let's push this book. Let's crowd it into people's hands and demand that they buy it. Let's develop the trick, when they ask us complicated questions, of stating that they should read **DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH**.

After all, we have a brand new science in the world. DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH is a brand new book that describes it at public level and it is a good thing if you want to get people into a house to get them to come in the front door. The front door we have is DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH. I, personally, do not believe the book could ever be written again, since it was written at a time when I was well aware of the public arguments concerning the mind. For the indifferently literate person it forms the necessary bridge from knowing nothing to knowing something. It is an exciting book. Push it. Get your people to read it. Now let's get going.

If you cause cards to be printed concerning the whereabouts of PE Courses, always add to them:

“To know more about this subject read DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, available at (give the place). The greatest scientific development in this century has happened.”

To all Central Orgs. Push this book with every possible display and mention. Where you find people have not bought it in your Central Files, you'll find interest has been lagging. Play down all other PE books, display DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH as *the* book they must now buy. Tell them so during the breaks. “DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH answers your questions.”

Unlimited stocks are available at HCO WW and even more are already printed and being bound now in New Zealand for N.Z., Australian and South African shipment. Order all Southern Hemisphere stock of DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH through HCO WW.

We've lost the people in a maze of many titles. Take down all your many book displays. Concentrate on *one*, DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH.

I am asking Australia for instance to have a huge wooden book, DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, erected on their marquee and spotlighted.

We can absorb the world's confusion on *one* stable datum. Let's do it.

L. RON HUBBARD

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## THE SCIENTIFIC TREATMENT OF THE INSANE

The insanity rate per capita in South Africa is appalling. Through the papers and reports of Peggy Conway and other sources, it is easily seen that a primary requisite in any programme of the rehabilitation of the Bantu in South Africa would be mental health.

Any race which lives in poverty is already overwhelmed by bad food and disease without adding insanity amongst its familial units.

For instance, a white family in the United States which has amongst its number one insane person is crippled economically through concern and confusion. In a family already burdened by the environment, one insane or even neurotic person could become the back-breaking straw.

However, my records show (and will have to do until I can make a closer survey myself) that the number of insane and neurotic persons runs much higher than amongst comparable populations. The subject has not been studied well probably because “native customs” or “tribal characteristics” are too often advanced as an explanation of irrational conduct. True, there are native customs and tribal characteristics but it would take a Scientologist to separate out the ethnic factors and understand the remainder as neurosis and psychosis.

Malnutrition and anxiety in any person, as we well know, can produce all the symptoms of insanity.

Having studied twelve separate primitive peoples in far flung parts of Earth in this life, it has become obvious that when a state of primitiveness is veneered by white customs the incidence of insanity rises amongst the primitives. For example, the American Indian, when he lost his tribal lands and hunting diet, turned to alcoholism and other degraded forms of insanity. The whites then adjudicated these as characteristics of the Indian rather than insanity.

Any race which is seeking survival under adjusted conditions experiences a high incidence of mental illness.

The keynote of insanity is destructive efforts on various dynamics.

It is doubtful if anyone has realized the part insanity has played in various disturbances, nor how it has prevented the bettering of various conditions in the world.

Mental Health, a *real* programme of mental health, is vital to the public peace and public safety.

Here we have a hardworking man, trying to adjust, trying to hold his head up. At home he has a wife too neurotic to help, a teenage son that has gone the route of criminal insanity, a father who has taken to drink, all of them hanging upon his work and pay. It's rough trying to remain steady, hardworking and sane under such conditions. The temptation to quit is strong. Before a populace can be a credit it must have some hope it can live through it—and insanity is the biggest threat to that hope.

Yet insanity in any population is not limited to the poor. Indeed, the incidence of insanity in the United States is as high in the very rich as it is amongst the very poor.

*Real* mental health, which the Scientologist can accomplish as the practitioner of the only validated psychotherapy in the world today, would reduce the statistics.

South Africa lately suffered from insane have-nots and even worse at the hands of an insane “have”.

Insanity is a problem that is both legal and scientific. A criminal is in fact insane. A terrorist is insane. People can be policed only so far. The insane, as we know so well on a scientific level, are so far from being policed that they cannot follow the simplest order.

Insanity is neither hard to understand or treat. But only Scientology could say this.

Insanity divides into eight general types. These are easily plotted, they are irrationally destructive or succumb impulses on each dynamic. Assign the tone scale to each type and you have all the insanities there are.

The cure of insanity is accomplished in its deeper stages by very light and careful handling. A person has to be brought up to the level of being processed. The first step is rest. The second step is mild exercise. The third step is group processing. Above this level processing is possible. The cost of treatment is not high if undertaken sensibly. But 19th Century practitioners who knew little about it got on a compulsive “do” and, failing with milder methods, resorted to brutality. Fortunately, such practices are now fading out under our influence. Rest camps and hospitals would do more for insanity than all the violence in the world. But only a Scientologist would be wise enough to refuse to Q and A with the violence of insanity by using violence to “cure” it.

Scientology could handle the problem of insanity in South Africa. Only when insanity has been handled could there be broad guarantees of a calm future. What is a riot but a third dynamic insanity?

The tremendous work done by Peggy Conway, bless her, in her surveys and contacts now comes to great use.

Without in any way transgressing, we have already formed a programme on this.

We must legally establish ourselves, support the government in its desire to handle this problem, and coordinate our efforts.

The government and the population need our help. And if we help we will bring order in our sphere of activity. We will be wearing our own hats.

I am in deadly earnest about our role in public peace. It is not political but technical and as such we have no peers.

All we need to work on at the moment is getting people convinced of the truth that we *can* help the situation and that only we can help in this sphere.

So here we go. Are you with me?

L. RON HUBBARD

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HCO BULLETIN OF 4 MAY 1960

All Assoc Secs

**ASSOCIATION SECRETARY LETTER**

**Tapes**

The D of T Washington has just collected the titles of the 65 hours of tape necessary for a total play of an HCA/HPA course.

These include the London HPA/HCA tapes. The additional ones are probably not in your possession, at least in good condition.

Therefore we are doing the additional tapes to those you already have so you will be able to play through a whole course, all the selected tapes.

Please signify your willingness to have these additional tapes 3<sup>3</sup>/<sub>4</sub> ips, 2 hrs per reel to complete your HCA/HPA course routine.

L. RON HUBBARD

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HCO BULLETIN OF 5 MAY 1960

All Fran Auditors  
Assoc Secs  
HCO Secs

**HELP**

We have known for some time the importance of the button *Help*. It is first and foremost amongst the key buttons of Scientology. Thoroughly clearing Help alone, and on back track terminals, has made clears.

In an essay published on the otherwise unpublished Students' Manual, I stressed the fact that unless the preclear and the auditor had Help straightened out they were not likely to make very much progress. Help is the key button which admits auditing. The remaining buttons of Control, Communication and Interest, give us a session. But ill we cannot even start pre-sessioning with any other button than Help.

Since the winter of 1957/58 when this was used in an American ACC I have been working with this trying to get a better understanding of it for you.

It now appears that Help is the make-break point between sanity and insanity. That a person cannot accept help along some minor line does not mean that he is insane, but it certainly means he has some neurotic traits.

The inference level of this condition of aberration on the subject of Help would be a fear of dependency. This means that Help has already gone wrong with the person. We see in children occasionally an enormous striving to be self-reliant. We ordinarily applaud this but if we inspect the child carefully we will find that resistance to being helped goes along with an obsession to help. Parents themselves, disbelieving that the child can help them, usually inhibit the child's help and thus worsen the condition. I have seen one child go downhill to "normal" by reason of a thwarting of help by the parents. But no matter how fondly the psychologist used to believe in the nineteenth century that childhood was a good pattern to use for estimating future social conduct, we in Scientology know that the child has already become aberrated on the subject before it is manifested in this light.

My examinations have now led me to the conclusion that a person has a make-break point of sanity on any given subject. This point is help. On the tone scale it would compare at 2.0 for any dynamic. The whole index of a personality could be adjudicated by an examination of the person's reactions to various types of help. Above this point a person can help, and can be helped, providing, of course, the help is sincere, and really is help. Below this point help becomes betrayal.

Help is always betrayal to a thoroughly aberrated person. This explains a great deal to us when we understand it. The first example that comes readily to notice is the reaction of a very low scale pc undergoing auditing. He invariably thinks, and may even sometimes tell the auditor, that the auditor has not helped him but betrayed him.

All auditing protests except those against flagrant breaches of code denote a breakdown of the help button in the auditing session. While it does no good to run Help on a preclear and continue while running it to repeat flagrant code breaks, it does do a great deal of good to clarify the whole subject of help if a session seems to be full of ARC breaks, no matter what the auditor tries to do to patch them up.

It is unfortunately true that help can be as wrong with the auditor as it can be with the preclear where we have uncleared people doing auditing. However, it has been my experience that even while some of their efforts were completely knuckleheaded,

practically no auditors exist who are not sincerely trying to help the preclear. The trouble comes about when the preclear clips the effort of the auditor into the category of betrayal. This makes the auditor react against the preclear, and the situation deteriorates.

We have, in the immediate past of this civilization, the deterioration of several of the practices which began as a sincere effort to help and which are not now classifiable as anything better than betrayal. Psychiatry and medicine are both good examples of this. The person who goes to a psychiatrist usually finds himself betrayed. He does not receive help, he receives brutality in the form of electric shocks, brain surgery and other degrading experiences. Even in the highest form of psychiatry it was common advice for the psychiatrist to tell the wife that the best cure for her troubles was to betray her husband, and vice versa.

The psychiatrist was caught in this help-betrayal deterioration. Psychiatry had so long attempted to help the insane without success that at last they began to Q and A with their patients. Of course, to an insane patient help is always betrayal. Medicine is now going a similar course unwittingly, and has lost most of its public repute through not having stayed on a research line that would bring medicine upscale, but continued with a line of application which considered man a body and would not consider him anything else. Considering a person to be a "hunk of meat" is a sort of a betrayal in itself. Naturally one betrays a thetan when he regards the thetan as a piece of meat.

World War Two pretty well saw the end of the last dregs of sincere help in psychiatry, most governments involved in the war employed psychiatry, it now turns out, for political purposes. They were set a very good example by one, Hitler. Thus the last embers of sincere help in psychiatry were more or less extinguished. Nothing like this would happen in Scientology because we are dealing with basic truths rather than basic ambitions. Where ambition becomes greater than truth any sphere of activity goes to pieces. Indeed, in the final analysis that is the fundamental deterioration of the track.

Another excellent example is found in the Mau-Mau uprising in Kenya. The terrorists killed only twenty whites as compared to thousands of natives, but the whites they chose to kill were only those who had sought to help them. The Kikuyu was evidently completely certain that anyone seeking to help him was only betraying him. Their reaction, then, in killing their best friends becomes more understandable. The action remains insane, but in their frame of reference it was entirely comprehensible. Any time we go about the task of handling large bodies of insane people or illiterate and fearful native populaces, we would do well to keep in mind the importance of this help button, realizing that to these help is totally betrayal. The thing to betray is this help-betrayal identification, not the people.

If you sort this out and find your own examples and see whether or not it holds true for you, I think you have a small gasp of relief coming to you. No Scientologist has been without a preclear who has not become absolutely certain somewhere in the course of auditing that the entire goal of the auditor was to betray. This left one hanging with an unsolved riddle. Our own sincerity was beyond question. How to be misinterpreted this wildly was so incomprehensible that we often assigned the reasons to ourselves. Perhaps some of these reasons did lie with ourselves. Nevertheless, in the final analysis the only thing we did wrong was not to clear the Help button with the preclear.

## CLEARING HELP

There are many ways to clear the Help button. As this is the first step on pre-sessioning, it may be that the button has to be cleared several times in the course of auditing.

The first thing to do is to put the preclear on a meter. If you don't have a good meter, and you don't know what a meter does, order one fast and get instruction. Discuss help with the preclear, and note the needle reactions. If the needle tended to stiffen and stick on any discussion of help, then you have your work set out for you. If



the needle remains free and continues to be free on the subject of help, no matter what you run or how you discuss it, of course the button remains free.

It is important that any attack you make upon this button be continued as a pre-session activity for auditing period after auditing period, if necessary, until the meter needle is free on this subject. There is no need to go on, in fact there is no point in going on, if the pre-clear thinks that you are going to betray. Somewhere this will manifest itself as ARC breaks, the whole auditing programme will go to pieces, and you will wind up without a pre-clear, as well as an unfinished cycle of action. So pay attention to what I tell you here, where auditing is concerned: work with help and nothing but help until the needle is free on the subject.

What processes should you run? The first process, of course, is ordinary two-way comm. One discusses the pre-clear helping others and others helping the pre-clear. One gets the pre-clear's views on the subject of help, and without evaluating for the pre-clear, lets the pre-clear express these views.

The next process is Help on a two-way bracket. This is, "How could you help me?", alternated with "How could I help you?" Do not expect this to do very much to the tone arm, because it won't. A two-way flow of this character is not a reliable way to bring a tone arm down. But it does do something, and does tend to free up the needle on this particular subject.

The old five-way bracket on help can then be employed: "How could you help another person?" "How could another person help another person?" "How could another person help you?" "How could you help me?" "How could I help you?"

This is a rough bracket but it is useful and should not be dropped out of the repertoire.

Is there any process which would clear up the help button thoroughly and totally?

Naturally, since it moved forward again into such importance, I have been doing work on it and have developed up to a stage of conditional application (which means, I leave myself free to change my mind when broad experience has been gained) a new way of loosening up any solution. I have been applying this to the central buttons in Scientology and have found it working. The general formula is to take the button one wants to clear and ask the pc what problem a certain solution could be to him.

Applying this to help, one would repetitively ask the pc, "What problem could help be to you?"

I first used this on the button responsibility with very good results, since I found that responsibility is very aberrated in its reactive definitions and, because one is often being a valence, is run irresponsibly. This version of running responsibility to a flat point seems to be quite workable.

If the pre-clear is inventing answers rather than picking them up off the track, you might do better to ask him the following version, "What problem has help been to you?" If invention was present one always has the remedy, in spite of the fact that no terminal is apparently present, of running, "What help could you confront?" "What help would you rather not confront?" I don't know how far this would go as I have not tested it over a long period, but at least in its first stages it works. Responsibility, oddly enough, can be run on a no-mass terminal or significance. I have not had much chance to test out confront, but on the theory that anything you could run responsibility on you could also run confront on, I would say at first glance this is probably a workable process. I will know more about it soon and I would appreciate your telling me anything you have on it.

You have, therefore, several processes by which help can be flattened. Unfortunately, none of these processes reach an unconscious or insane person. Of course, when I say unconscious, I mean somebody with his eyes shut, and when I say

insane, I mean somebody who is institutionalized, and should be. In the matter of the unconscious person, you have the CCHs and you also have them with the insane person to some extent. However, the best thing for an insane person is not processing, but rest, and when the person has had considerable rest, still processing is not yet the answer, exercise is. And when the person has had some exercise over a long period of time, you will find that group processing with other insane persons is still better than individual auditing. Only at this time is it possible to do very much for the insane. The first reason, of course, that one takes this approach is the auditor. Why attack large numbers of insane cases with individual auditing when other methods are far more economical and efficacious, so long as those other methods are only rest, exercise, group processing, hobby work, and such. Efforts to reach the insane with help, of course, simply restimulate the insane idea that help is betrayal. This is why psychiatry resorted to such savage and bestial "treatments" as shock and surgery. They were up against people who apparently would not be helped. Thus psychiatry went into total effect. This is why psychiatry failed, and is in a failed state today and has lost all of its public repute.

People have been betrayed so often on the whole track that it is no wonder they get help mixed up with betrayal, but help became betrayal only at those periods of the track where the dwindling spiral had been reached for any civilization. Even the upstanding Roman by the third century A.D. was happily using the political mechanism of inviting all the Germanic chiefs, that would accept, to feasts and then poisoning them, after vast assurances that Rome was about to help the chief's country. A deterioration of help can occur on any dynamic and in any area, but, as I said above, it occurs at the make-break point of sanity-insanity.

One word on all this. The preclear may be sane analytically and still react violently at times in session. Remember that he is reacting in session because he has been thrown into the area of his reactive mind. In reactive zones and areas help is almost always betrayal. Thus when running a rough engram do not be amazed to find the pc (whom you have carefully cleared on the subject of help) getting rabid about betrayal. He is in the middle of an engram and, of course, the hard core of any engram is betrayal. Don't break off and start running help on him, just run him on through the engram. He will come out of it all right, if you do your job. Help should be handled as a pre-session process and should be handled well and thoroughly and if in any series of sessions the preclear's idea of help apparently deteriorates, you have gotten him into a series of incidents where help is betrayal and he should be cleared once more as a pre-session activity in some later session on the subject of help.

There are many possible processes, there are many possible approaches. As a Scientologist, understanding this, you should not permit yourself too far into the frame of mind of believing a pc is evil or cannot be helped, simply because he apparently will not be helped. All pcs can be helped. Most pcs have aberrated ideas on the subject. It's up to you to take hold of these as a first order of business and clean them up, at least until the meter needle is free on the subject, no matter how many hours that takes.

L. RON HUBBARD

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HCO BULLETIN OF 10 MAY 1960

HCO Secs  
Ds of P  
All HGC Auditors

**OUR TECHNICAL PROGRAMME**

(This applies to all HCO and Central Org Staffs everywhere)

As the data has come in and I have had a chance to view what has been happening, I would say that many riddles are answered and that we are now embarked upon broad HGC pc and Central Org staff clearing programmes. I will be talking more about this and you will see the pattern shaping so here is a forecast of it.

From October to March I stressed security on Central Org staffs and heavy withholds on HGC pcs as the important point. Now we have broad experience with this. We will continue to use it and not forget what we know about O/Ws and we will continue to teach it.

Don't let a bad security risk *near* a staff position ever whether you know the overt or not. It's enough if the needle falls badly on key questions. That's it. The person is not put on any post until audited. (Don't retain on post while auditing for you'll get Dev-T and other evils.) On an HGC pc a bad O/W picture must be cleaned up before you can get too far as the first thing to do. Not even Help bites on a non-confessed criminal. Such persons *know* their own overt. We're kidding ourselves if we think they don't. So shake the pc down when you see a wild tone arm. Getting the O/Ws confessed is all you do; the tone arm may not change much. But the pc will stop dodging it all and you can begin "Help", for responsibility is too steep at this stage and the pc too far down for real high auditing.

In other words there's a pre-session stage for all staff members and a wild tone arm HGC pc. It's not auditing, really. It's a confessional. Cure the analytical "I'm afraid he'll find out ...." the pc is holding to. Don't run anything on it as though it were a real session. Just shake the info out by any means or process. That's enough.

Now we begin on Help. Two way help is probably the hottest PE process there is. You can shift to that in PE. But remember to get the PE Co-audit team to a more general form of help within a couple of weeks. The five way bracket would be good enough for PE (complicated enough).

For the staff member we go from getting off a few of the hotter O/Ws to help. And we run help flat-flat-flat. Any version, type or kind. We run help until the pc can be asked "How could you help your worst enemy?" without registering the tiniest change on a needle. All we run is help, any version for hours and hours. We take up terminals. We take up dynamic assessment. But we only run help on anything we find. We flatten help until you couldn't get its width with a micro electronic caliper. *Nothing* else. And you'll hear me on this for months to come.

The same applies to the HGC pc. Once the worst O/Ws are confessed we run help in suitable versions. And we run it for weeks if need be until we get a needle flat, free, utterly calm on *any* help question. (Of course if the pc can't talk sensibly at all, we use the CCHs.)

Remember, Help was the primary reason for the clears in 1957-58.

Remember, at 2.0 there is the make-break point. Help is betrayal. How to help? Betray! What is help? A way to do you in! So we audit pcs up to 2.0 with other processes, they blow, they don't come back. "The auditor .....yak yak yak." So

why run any other process? If you do you'll evidently lose the pc in lots and lots of cases.

Flatten help until the pc *can* be helped and *can help* without *any* qualms.

You've learned a lot about help. Apply it.

Now when we have help flat we'll go to other things. We'll follow up the scales of processes like this:

For a staff member in an HCO or Central Org:

O/Ws confessed only  
(don't employ a wild tone arm)  
Help flattened  
Control flattened  
Communication flattened  
Communication re-established thoroughly  
(by O/W and responsibility)  
Havingness completely rehabilitated.

For an HGC pc:

O/Ws confessed  
Help flattened  
Control flattened  
Communication re-established thoroughly (O/Ws and resp)  
Locks, secondaries, etc as per the "light touch" bulletin.

If you have to use CCHs you probably are auditing somebody who shouldn't be in an HGC.

On an HGC pc havingness can be run on any pre-session type session. End it up each day with an hour of "Look around here and find something you can have" and have a comfortable pc. But in using havingness while pre-sessioning before control is flat to a free needle remember to make sure pc has done each command before you give the next.

On the field auditors and anybody who has been trained we ought to carry on a programme like:

Get O/Ws confessed  
Get help flat-flat-flat  
Make sure they get the highest cert they trained for  
Get them in for modern training  
Get them validated for 1960  
Get them audited the rest of the way.

If we attack the field in that order, flattening ourselves, each step we take with them, and taking this step by step with each new Academy trainee, we'll be clearing the field.

Ah, so you penetrate what I'm trying to do! Yes you're right. I've stayed on post and not gone off hunting lions and have re-researched ten years of work and successes and have plotted out the broadest clearing programme I could practically apply. I am clearing every staff member in Central Orgs and HCOs on a timed programme of a few months for each step as given above. You've had the first step, confessed O/Ws. It worked well. By the way, income came way up and flubs went way down. From an October of strewn wreckage we have moved to a May that sees us in pretty wonderful shape organizationally. Income is moving up everywhere. Comm lines are better. Staffs are happier. What did it? The first step for staff members—O/Ws confessed and their use in establishing security.

In my programme, just to make sure we thoroughly win, I've calculated how long it takes to move a new concept in. It's about 5 months. O/Ws info is now grass common. Almost everybody on staffs is aware of meter action and potential. We won't forget or lose it. All right. We conclude this stage for staffs as of now and move into help. You're going to get help for months! Run it, PE it. Co-Audit it. HGC it. Staff clear on it.

Any one of you can grasp all this in minutes. But as a group we have to experience it, learn about it, know it, use it. So it's months now coming on Help. After that we'll move on up.

This is a long-range clearing effort. I want to see nothing but clear staff members the world around. And we'll do it. In just twenty months from now it will be done. That's the timetable. We're five months on our way. Like it?

Now when I'm stressing this on staff members and HGCs are hitting it hard (HGC will continue to run the scale for HGC as given here on each pc), you are going to hit the field auditors and the public with the subject in vogue. Thus you'll be stressing help now until five months are up to all the people you reach. Of course even after that you'll stress it, but for five months we're monomaniac on it. Dig up the help essays in lectures and Abilities. Use them in mags and letters. Get familiar with handling help, talking to people about help, handling help in all its phases. You get clever on the subject. That's all part of it, you'll see another resurgence in Central Orgs and the field just by flattening this one for five months. O/W doubled our success. See what help does now.

What formidable people we'd be if we had all five steps flat! We're already the most effective group on Earth. Let's upgrade our own group ability.

So that's the programme. A staff member is lucky to be aboard just now. Has been lucky especially since Autumn 1959. That was when the bell went. And do not send to find for whom the bell tolls. It tolls for an aberrated Earth.

I audit you. You audit the field and Scientologists, they audit Earth. Is it a bargain?

So get hot on the staff co-audit programme. Get hot on the PE with help. Grind help to pieces on the HGC. Picasso had his blue period. This is the help period.

So let's get clear!

L. RON HUBBARD

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HCO BULLETIN OF 12 MAY 1960

Franchise Holders  
HCO Secs Assn Secs

## HELP PROCESSING

At last we've found the button almost any case and all the world can run.

*Help* may not be everything that is wrong with the world but it is the only common denominator the world can understand.

I have known about *help* for some years and in 1957, autumn, used it, with fateful Step 6, in clearing people. The first clears made easily by others were done with meter assessments and five-way help brackets on terminals.

It was found that Step 6, being a creative process, was bad on some cases. The clearing formula was help and Step 6. We tended to abandon both when Step 6 became an overt. It blew us off.

The next big technical development was O/W. Overt-withhold, of course, is as old as 1954 (Phoenix) when reach-withdraw was introduced. But the full knowledge of what overt-withhold meant to cases was not released until November, 1959. Here came much new technical data, all of it vital to clearing. A person with large withholds from the auditor will not go into session. This is true, valid and useful. We could not clear many people even now without it. Further, we find all losses in Scientology personnel in Central Orgs and the field stem from O/W.

In researching O/W, as early as December, 1958 (Washington, D.C.), it was found and proven conclusively that it was what the person himself did to others that was aberrative, *not* what was done *to* him. The test of this can be made easily. *Given:* an ARC break between auditor and pc who have known each other some time. Note the position of the meter tone arm. Run "What have you done to me?" "What have I done to you?" Observe that after some small variation the limited value of this two-way flow (which assumes the auditor's bad action was half what was wrong with the pc) shows up in a stuck tone arm. This two-way process is too limited to alter the tone arm after a few minutes. A lie has been introduced. This lie sticks the tone arm. Now shift to "What have you done to me?" "What have you withheld from me?" And watch the tone arm free up and eventually go toward clear reading. In other words, the situation freed wholly only when we assumed that only what the pc had done had any aberrative value.

This and other vital material learned between 1957 autumn and now was the technology necessary to do full clearing on everyone except the wholly psychotic and unconscious people (where we have the CCHs).

Everything learned about O/W is still necessary to clearing. *But* everything that applied in O/W *also applies to running help*.

It's marvellous that a five-way bracket on help cleared people. It did clear some. But where it failed it ran into the rule that it's only what the pc does that is aberrative, what is done to him is not. Thus, what *help* the pc has given and what *help* he has denied or failed to give are aberrative. What help the pc received, in the long run is not (no matter how the psychologists cut it).

There are probably thousands of ways *help* could be run. You can think of

dozens. All of them would be effective in greater or lesser degree. Just add help into any process form we know. But the one general process on help that would rank high would be “What have you helped?” “What have you not helped?” alternated.

This is not a dichotomy. This is the best way I know of to run the sense of what help one has given plus what help one has withheld. This is the O/W version and we will call it “Help O/W” to keep ourselves oriented and not introduce too many new terms. I find “failure to help” instantly upsets “What help have you given?” “What help have you withheld?” This version does *not* run. The correct sense wording is “What help have you given?” “What help have you not given?” This lets the pc as-is his failures to help as well as his denials of help.

This is only the general form. Think how much more we know about O/W. Apply it to help.

Two-way help would have use. But would be limited. Use it. Know it’s limited.

Five-way bracket help would have use. But would be limited. Use it. Know it’s limited.

This pair has enough power to gain more constant attendance in a PE Co-audit than we have had. So use them in PE Co-audit. Two-way help has just moved a PE Co-audit case that has been in co-audit for one year without moving on any other process.

Two-way comm on help has value. It’s the pre-session version. No matter who is helping who, a discussion of it can get the pc closer to session.

Now here is data you’ve been wondering about. Does help in pre-session become an end all in the HGC. No. Hit the pre-session points lightly, then in Model Session form use *help* as the process to be run. And run it until it’s flat-flat-flat.

When the Model Session has begun, run a meter assessment. Find any terminal that drops. On that terminal, in specific or general form, “How have you helped ....?” “How have you not helped ....?”

Any experience you’ve had with O/W and meters and assessments, apply it to help.

And that’s how you’re going to clear people. It’s amazingly fast, even on a psychosomatic illness.

Now get your own reality on this.

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HCO BULLETIN OF 19 MAY 1960

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**HOW HELP BECAME BETRAYAL**

Help is the button the world spun in on a few million years ago. It's where we find our pc. "Help is betrayal", so there is no way out. Scientology "must be bad" because "help is betrayal". *Everybody* knows that. So if Scientologists help people then we "must be betrayers" !

We've heard it, seen it. But now we know what it is and can laugh quietly when people try to chew us up.

When they really wanted to make a trap of it all, it was propaganda given out that "help is betrayal". None must have any help lest they be betrayed. So the thetans stay in their cages.

It is interesting how this mechanism developed. The game of victim is very old. It intended to arouse mercy and safeguard possessions. It became a trap. Once one *believed* in victims thoroughly he started to help *only* victims.

So this sequence began—one hurt another (who played victim), one felt sorry for the other, one sought to help the other. (Ever see a professional help sponge?) When this was very old, the action of injury became identified with the action of helping. As the cycle was injure—victim—help, as soon as the time gets vague in it, the parts of the cycle become injury-is-help or help-is-injury.

It has long been true that help could be injury as a common denominator. Out of this rose self-reliance as a virtue. You've known people who refused help because they were "proud" or "self reliant". Well, that's only the first stage of "help-is-injury".

The second phase is not so old. I think it's only been reversed for the last two million years or so in this quarter of the universe. The "complete flip" is not an identification of help with injury but a disassociation, a complete dispersal on the subject. How-to-injure becomes *help*. *This is* betrayal. With the intention to injure, one offers help to create a dependence on something disguised, which on use becomes injurious. It is this psychotic action which finalized the trap as a trap. "Don't dare accept any help because it is only an effort to betray", is the fixed idea which has become prevalent. One can have neither games nor life with that idea. It's this idea which poisoned Christianity.

Now that may be hard for you to see because, by the very virtue of being a Scientologist, you don't think all help is offered just to injure. But others have that idea and so you find *them* hard to understand. We are few because we few didn't believe all help was injury. But as soon as we sought to help others, who didn't accept Scientology, we ran into a wall. What was the wall? The above idee fixe. The majority in the world evidently believe that help is only an intention to injure. This is more than help-can-injure. This is "all-help-is-dangerous-because-anyone-offering-to-help-intends only-to-injure" .

There are too many examples around for you to need many more. You can find your numerous own. But the Mau-Mau people killed only those whites that had sought to help the blacks. And just as I was wrapping up the research on this technology (which is now beyond being only a theory) I received a letter from a white attorney who had been asked to help. In a panic he was demanding to be let off quick! It was very funny. With my research papers on my desk before me, I was presented with a



perfect example of the technology! Poor man—little did he know what his letter was arriving into. I wrote him back and his next letter was *so* confused! He may even recover.

These ideas, as fixed convictions, are all about us and across the world. This *is* the idea which blocked our way in our sincere intention to make men free. This is how we have caught it in the press and, some of us, from our dearest friends and relatives.

We have been confused. But so is Man. Man is still confused. We are not. By studying and knowing our data on this, the “wall” will go “poof”.

Any psychosis, neurosis or illness is fragile, no matter how fierce it seems. These can only thrive in lies.

Now what will happen to the barriers we have had when they are hit by truth?

I give us twenty months to having all cleared staffs on Central Orgs, three years to all cleared Scientologists, two decades to a large proportion of Earth cleared. That’s my idea of it now.

So learn to handle *help*. Get cleared on it in co-auditing or in the HGC. Learn a dozen ways to discuss it so as to break down the barricade of “disinterest” (which is really fear) and get the show on the road.

Help is *not* injurious. Help is *not* the best way to hurt.

Help is just help. Let’s flatten it until we’ll always know it and never forget it again, and learn adroitly to collapse the help psychosis in others by talk alone.

We have bought our own Freedom to Help.

Use it.

L. RON HUBBARD

(In the next bulletin I will give you the exact way to use help in Model Sessions.)

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 MAY 1960

MA

(Run in U.S. as soon  
as possible as a  
2nd, not lead, article)

**DE-CERTIFICATION, HOW YOU SHOULD SUPPORT IT**

The Cancellation of an Auditor's certificates is a measure taken by HCO when these conditions exist: (a) The auditor has consistently refused supervised processing; *and* (b) the auditor has committed anti-social acts liable for prosecution under criminal law; or (c) continues to associate with a de-certified auditor and balk efforts of HCO to bring the person into an HGC for auditing.

Wild tales and rumours are often spread by a person who has been de-certified and his "friends" to prevent the public from recognizing the truth of the action. That truth is: HCO is trying to get somebody to have auditing that is effective before he irrevocably harms himself, and that HCO has evidence of criminal activity or association.

Support HCO's efforts to get auditors in for supervised processing when they have gone wrong. You can assist HCO by doing the following: (a) Realize that the whole "punishment" by HCO consists of getting the auditor to have processing that is effective and at very low rates, (b) realize that HCO has evidence of criminal actions or association when the certificate is "pulled" and (c) support HCO's efforts to keep certificates in clean hands and the repute of Scientology beyond reproach.

If they don't believe Scientology will help *them*, why are they auditing?

Please assist HCO to make auditors keep their code. Don't buy auditing from de-certified auditors. Don't pay bills to de-certified auditors (they have no right left to sell processing for money). Force them in to the HGC where we can care for them. Very few get de-certified. But they do *all* the public damage to Scientology. In HCO we have to choose between two overt acts:

1. An overt act against the offending auditor by de-certifying or
2. An overt act against you, the public and Scientology by ignoring their anti-social actions.

In HCO we always choose 1.

Many are the cunning rebuttals and tales put out by an auditor whose certificate has been pulled. Just remember when you hear them that the person putting them out refused auditing for a long time before he lost his certificates and that HCO has evidence of criminal activities by that person it is not publishing. We don't "pull" two certificates a year in all the thousands around the world. Help us keep it low by making our demand that offenders get audited, where we can supervise it, stick. It's only kindness. When we don't get them to an HGC they sometimes die, sometimes ruin their lives, and they hurt all of us. Back HCO so HCO can back the honest and the good.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 MAY 1960

Franchise Hldrs  
HCO Secs  
Assoc Secs

### SECURITY CHECKS

The Organization Secretary in Washington is here at Saint Hill for briefing on future US campaigns.

When I showed her how to do a security check and gave her a demonstration, she made the following notes. They are of considerable interest to all Central Orgs and HCOs as well as auditors. Therefore, I give them to you in full.

#### Security Check

1. Stable data—you are not processing but looking for needle or tone arm action that will not blow off. (Clear up on investigation—further questioning and E-Meter exploration. )
2. Rising needle means nothing except you aren't asking right questions.
3. You are looking for significant drops or tone arm changes that will not clear up. It is something that person is consciously withholding and as he continues to withhold it on further questioning the needle or the tone arm action will increase.
4. You start out by asking non-significant questions—50% of questions are to be these, i.e., if you have 10 significant (security) questions to ask you start out with 10 non-significant questions. If you have a needle pattern on non-significant questions you note it and it doesn't count on security questions.
5. On significant questions—any question that gets drop or TA action—you don't go any further but explore on this question. You may be getting action on past life or rather unimportant this life acts—i.e., sniping a balloon from a store as a small child. Clear this out. The needle may cool off (less action) but still be reacting. If so, explore further—see if you can clear it off. If on exploration the action increases, the person is consciously sitting on something he doesn't want you to know. If he's handing you up something else to explain the needle action (i.e., trying to clear it up by handing you something else) the action will increase because he's basically lying. If the action increases you can tell him he's sitting on something he won't tell and that he's a risk. He may break down and let go of it at this time. If so—he still needs processing on it and is a risk until he's responsible for it. Just letting go of the withhold doesn't make him responsible for it. He is not retained on staff while being processed to clear it up. What you are looking for is that which won't cool off. You can cool something off and go on to the next security check question and then later come back to the reacting question. It may have built up again. If so, explore some more.
6. On a Security Check Sheet you only note those questions that wouldn't clear. If something won't clear or cool off the person is a security risk. If he does tell you and clear it, if it's a heavy crime, note it.
7. E-Meter—use of in security check—check out meter before connecting person to be checked. See former bulletin on checking out E-Meter. Generally you set the sensitivity straight up on American meter unless the needle is very very sticky. English meter is more sensitive—so you set it lower. Then set the TA—have the person squeeze the cans. You want about a 1/3 dial drop so you can adjust the

sensitivity if the action is too much or too small on the can squeeze. Put the person at ease. Don't act accusative. You don't want to restimulate all the interrogation in the bank. It'll just take that much longer to clear it off.

8. There may once in a while be a person who reads nicely at their clear reading with no action and you're very suspicious the guy isn't clear. This could be a complete "blab" no responsibility case—a mockery of clear. You can check this out as follows. Make a somewhat accusative statement to the person that would be real to him—i.e., "You never get your work done." The mockery of clear person will wildly justify and blame. Check this person out on help—2-way—on an employer, etc. They will be real nowhere on help—i.e., can't conceive of helping an employer—can't run 2-way help, etc. This person, no matter how secure he may seem, is an employment risk because he can't help and will only cause difficulties on a post. He'll be a camouflaged hole.
9. Along with security check on staffs a help check should be given. If the person is sticky on help (can conceive of some help in some areas but has several areas of no help, especially on 3rd dynamic), he needs processing before he can be hired. If he's nowhere on help—can't run 2-way or can't conceive of helping an employer or an organization, he is not hireable until he's flat on help which will probably take many hours. He's probably a CCH case.
10. Remember, as a security checker you are not merely an observer, or an auditor, you are a detective.

I trust these notes will be of use.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MAY 1960

MA (not a lead  
article Issue II  
but a 2nd place)

Dear Scientist:

For a long ten years I have had to wear many hats. Amongst them is an Ethics hat by which I have had to protect, often with small support, the good name and standards of conduct of Dianetics and Scientology.

To say the least the hat and necessary actions of counter-attack and defense have been distasteful to me. And in this regard, I humbly ask your help.

We have the answers today as to the why of "squirrels". We know the reason for their overts against Dianetics and Scientology. Technically, with overt-withhold and the phenomena of help we not only understand them but can straighten out their insecurity and hates to their own benefit.

Could you help me in this? It must be evident by now after ten long years that if there were any twist or untruth, betrayal or insincerity intended by me or organizational people, we long since would have passed away. The rumours that are put out by unbalanced people achieve only harder work for me and for good people everywhere.

In ten consistent years you should have proof enough that I'll stay at my post and do my job and overcome barriers, technical or administrative, organizational and field, somehow.

I dislike punishments and quarrels and enthetas as much as any of you. Sometimes I haven't handled these things well, but I have tried to do my job as best I could here on a muddy earth.

Today nothing can destroy us or our works. I have no fear for our future and I know what we can do. Available to your hands is the technology necessary to handle rumor mongers, unethical persons and enturbulators. You can help me by handling them and getting them to good auditors, preferably an HGC, and preventing them from upsetting others and our task. Winning is so easy now, success is in our very grasp.

What failure do you think I feel when I am asked to cancel a certificate? With all the wealth of truth before him, someone avails himself or herself of no part of it and with a glass of water held in hand, dies of thirst.

Yet some of this burden lies with you. When an auditor forgets his personal auditing, and audits without being clear, why does the field permit him to crack up? Why haven't his friends and associates thought enough of him to force him to get processing from a reliable source? Why do they wait for him, overworked already, to emerge from the tangle of some emotional crisis utterly unstrung and hating everything, before they offer processing?

Clearing the executives, the auditors, the people of Scientology is your job now. When you hear somebody "going bad", running away and raving against us all, don't harbour him and sympathize—you'll kill him. Make him go to the nearest HGC or an auditor with altitude over him and get his overts off and his ability to help increased.

There are thousands of auditors across the world. Few of them are clear. Once or twice a year amongst all these one of them turns upon us. Rumours fly. People wonder. Eyebrows raise. Why? In a few years they'll be clear. We've just begun the project. Right now they are not. Instead of standing around blinking, wondering even

believing such wild tales, why aren't you being effective? The person doing bad and untrue things needs assistance. The least you can do is drive or force him to an HGC where supervised auditing (and not patty-cake) will straighten the person out and make life bright again.

My lines are heavy. My days are long. To these should we also add my Ethics hat?

A breakthrough has happened here in 1960's spring bigger even than O/W. We're clearing people fast in HGCs. It just began to happen. But it isn't happening to auditors in the field yet and it won't for quite some while. Meanwhile must I go on and act to minimize the damage being done by people not only not yet clear but heavily caved in?

You could help me by pressing these people in toward auditing, by understanding the why of their rumours and hates and getting them processed. And you can help by insisting that "names" in Scientology get processed regularly by competent auditors in an HGC (not by some "friend" who'll patty-cake) until they're really cleared. I myself have had scores of hours of processing since last fall. If I could be clearer than I am, what's that make the case of other Scientologists?

You could lighten my lines, and my heart, if you'd share this burden even a little bit. Hold the field together until they are all clear.

Now, certain you will help in this and let me get on to wider work, I wish to celebrate the occasion of HGCs, using new technology, beginning to make clears again, by announcing the complete and unqualified restoration of all certificates and awards ever cancelled since 1950. They're all in force again. Let's get on with our job.

L. RON HUBBARD

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HCO BULLETIN OF 28 MAY 1960

BPI  
MA

### BY THEIR ACTIONS .....

By their actions you shall know them, whether bad or good, whether on another side or ours.

And what in their actions gives us the keenest insight? Their ability to *help*.

Some think that help cannot be done. Shun them. Some think that help is always an effort to betray. Process them for here you have the criminals of Earth.

Some people cannot help. They can only injure and destroy. And if in the name of help they only injure and destroy then know them carefully for they are criminals.

What is a criminal? One who thinks help cannot be on any dynamic or uses help on anyone to injure and destroy.

Who are these men with covert ways who bring Earth its pain? They are the men who cannot help. Who are the women who must be helped but who can only maim? They say, these men and women, that they'll help and then they make a thorough shambles of it all.

From where did Earth conceive her traps and aspects that are grim? Earth would be a lovely place if all men helped to help, not to destroy.

Think heavily on this point. Judge men from what they think of help. Judge women too and find the good ones from the bad.

The good can help. The bad will not or if they do, they "help" only to betray.

The good of Earth comes from above the point of make and break where help is help and honestly. The pain of Earth comes from the tones where help does not exist or where it's used to pull us into agony.

Know your friends. It's strange that those who argue with us against our goals and Scientology cannot conceive of honest help. Discuss help with them and you'll find their tone and whether they are worth a lot as friends.

This is the test that you can use to separate the good from bad and then clear-eyed begin to make a world in which all life can live.

L. RON HUBBARD

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HCO BULLETIN OF 9 JUNE 1960

Fran Hldrs  
Central Orgs  
HCOs

## THE BASIC ASSUMPTIONS OF SCIENTOLOGY VERSUS OVERTS

The entire secret of all overt-withhold mechanisms is *valences*.

I have known for a long while that a profile on our tests is a picture of a valence.

*If the preclear were in no valence*, but was himself completely, he would have a perfect test response and would be wholly clear. In this statement we have one of the background structure points of Scientology.

This was an assumption point for some time, a point of departure, like “conservation of energy” in physics is the primary assumption point of 19th Century physics—if we assume this point then we have the “truths”, axioms and other data in elementary physics. The point, assumed and never proven (and not even well phrased) is the start point in physics from which all deductions are made. It is an “understood”, a non-examined theory. Physics was demonstrable truth, but only in a limited and finite sense. The moment nuclear physics, my dear companion that haunted my college days, came into action, the assumption point began to crumble and is not now considered to be truth. Hence while elementary physics works in a finite limited sense, it is not a considered true science any longer—it is only elementary science.

Freud, for instance, had as his start point (or assumption point), the Libido Theory of 1894 in which he based all on sex.

It is rare that a science ever embraces its own assumption point and resolves it. Freud was stuck with his Libido Theory, just as Newton’s successors were stuck with “Conservation of Energy”. So long as elementary physicists were concerned only with energy which “could not be destroyed or created” they tread-milled themselves into a dead-end mirrored in such things as inadequate costly engines, difficult construction and a complete lock out from space and other planets.

The great Einstein, not a physicist but a mathematician, established a *new* science which deserved the name of *the* physical science “physics”, a name already purloined by the natural philosophy of the 19th Century. Old time physics was the science of the age of fire and ended with the age of fire. It died to whimpering embers under the down blast of atomic fission. We are no longer scientifically nor politically in the age of fire. We are in the age of freed energy. We do not yet have an atomic physical *science*. We have only a number of guesstimates like the bronze worker of early Greece who knew nothing of the facts of fire metallurgy. The fire age, begun by Prometheus, whoever he really was, is ending on Earth. The raw energy age has begun with all the teething troubles of any new era. Called the “Atomic Age” just now, it started with hints of others before Einstein but was actually born when Einstein wrote his Theory of Relativity. This, a crude guesstimate, was yet a great departure point in the history of this planet. It has unlocked space to Man, promised him new engines, widened his scope. Unhappily it has also unlocked vast opportunities for political bungling—but I would rather say that it exposed political diplomacy as a bungling subject which must now urgently improve. Nations can no longer afford political ineptness.

Now the assumption point of physics, the science of the fire age, became disproved and the science is in question and the fire age is in fact over. The holes in physics have begun to glare. Some day a new science will be organized from the assumption point of Einstein’s work (no matter if he’s debunked, forgotten or becomes a legend like Prometheus, the professors of tomorrow can teach as a myth [Einstein



stole the secret of eternal fission from a Heaven named Princeton where the goals... ] )  
And ages hence somebody will prove or expose the basic assumption and the fission  
age will resurge or die, depending on whether or not the assumption is found to be true  
or false.

In Freud's case in a lesser sense, a short and ineffective but highly interesting age  
of psychotherapy began with the Libido Theory in 1894 and began to disintegrate  
through lack of progress and development about 1920 although the subject itself  
became an intellectual football in the late 20s, an artist's cross in the early 30s and a  
teenager's subject in the late 50s. His contemporaries added nothing effective to  
Freud's work and the subject, like psychology, which originated in 1879 and assumed  
men were animals, failed in all fields but wide popularity.

Back of all work on mental states, however, lie various assumption points, most  
of them hidden or undelineated, from which the remainder of the subject evolves and  
grows. If the cornerstone is proven only relatively factual, a long enduring career is  
guaranteed to the subject. Freud used as his assumption point more than his Libido  
Theory that all impulses and behaviors are sex-motivated. He assumed that if one were  
sex-motivated, then if one unblocked this drive by removing an early traumatic sex  
experience that was impeding the drive, the patient would recover from neurosis. All  
manner of interesting complications proceed from this: art, being considered a  
sublimation or aberration of the sex drive, had to be considered wholly neurotic:  
success, being most desirable as sexual success, was a product of a blessed neurosis if  
achieved in any other field. As treatment it was common for a Freudian practitioner to  
cut through the Gordian knot by ordering a patient to go out and have sex with  
everyone, prove his or her prowess and thus become well and happy. While this  
secured the popularity of the subject, it did little to reduce asylum statistics as these  
were on the increase throughout the Freudian age and were highest at its end, and  
indeed were higher in Freudian dominated areas than in others where Freudian  
treatment was not used. (Not my propaganda, just a recorded fact.)

The psychiatrist, following a Russian science, has a more basic and brutal  
assumption point which is that a shock cures aberration. The idea goes back a very long  
way, making psychiatry a long, if sporadic, age. Psychiatry ebbs and rises in use since  
it is a dramatization rather than a science. It springs from the same impulse that assumes  
punishment cures wrong-doing. The limited workability of this is apparent around us  
on every hand. We could do nothing socially about crime so we *inhibited* crime by  
striking at criminals. This gave us suppressed criminality and more criminals *but*  
it must be said that lacking *any* solution that worked *well*, then any solution that even  
seemed to work occasionally was considered better than nothing.

Perhaps at some early date in whole history this worked better, but all expedient  
cures tend to become a new illness. Alcohol, in any alcoholic, once cured something  
but now produces with amazing similarity the malady it once cured. These are stop-gap  
cures that do this, not cures in any absolute sense.

As the earliest punishment was the production of a shock in the offender whole  
track history continues to repeat the treatment for misbehavior as a dramatized action,  
not an intellectual undertaking. If a person misbehaves, he should be punished. Thus if  
a person misbehaves insanely he must be punished. Psychiatry is not, then, a science,  
but a legalized, at present, dramatization. And this is the very dramatization that makes  
this a cruel universe when it is. Punishment is unworkable as all the statistics show.  
Punish the criminal and he becomes, too often, a confirmed and hardened criminal.

All this, however, is based on a yet earlier lie. The last two years of my  
researches have been devoted to establishing or not, as the case may be, whether  
anything could actually be done to a person, or whether it was not the person himself  
who did it. I "knew" the latter was theoretically true but I had not found means to  
demonstrate it-and indeed was quite prepared to discover that something *could* be done  
to a person without his being prior cause. This work will be found under all 1958-59  
data released all overts and withholds.

The earlier assumption to punishment is that something *can* be done to another being.

By evidences to date, odd as it may seem, it appears, by all processing tests, that one becomes aberrated only by means of his own, not another's actions. I do not say that *nothing* can be done to a person or a being by another person or being. Obviously communication exists. I am only saying that all aberrative effects of action are created by the person who has them. Indeed none could be processed successfully through a burn or engram unless he himself were holding the aberration there—for the fire, location and other people are not consulted and are not even there in fact at the time of processing. A preclear being audited on a past incident can recover from its ill effects. Therefore it seems conclusive that he himself must be causing the ill effects in present time or he could not eradicate them since the "sources are not present". Thus they must not have been the sources of his "ill effects". The preclear must have been.

Inspecting the assumption points of Dianetics and Scientology one finds now that what was originally assumed is fact. Thus we are to be here as a science for a very long time.

As no science before ever proved its assumption point that I know about, we are suddenly unique in that our results tend to verify more than our basic truths. The further we go forward, in other words, the more basic are the assumption points. Unlike, then, physics or psychoanalysis or other sciences, we have examined and improved our assumption points.

We assumed in Dianetics that if we removed engrams, life would resurge and become good. This assumed that a being was all right until injured and that eradicating the injury would find him all right again. This is not the same as Freud for Freud never assumed goodness or rightness in Man, but on the contrary seemed to warn that we had better not go too far, art and all that depending on the madness of us all. As God seems to be blamed for most of the art work in this universe this seems a most impudent evaluation of God's sanity on Freud's part, although I do not think he ever displayed an actual professional sign saying "S. Freud, Psychotherapist by Appointment to God".

The Dianetic assumption that Man is basically good and is damaged by punishment holds valid in practical practice and in some tens of thousands of cases (and we're the only ones in history that validated our findings by strict long, long precise testing on cases); we find that the more we process successfully, the kinder and more ethical our people become. That disposes of the vile nature of Man by staggering poundage of evidence. The assumption that "all art is derived from aberration" is discounted by the numbers of singers and artists who sang better and painted better after they were made saner by us.

The basic psychiatric assumption that enough punishment will restore sanity is disproven, not only by psychiatric statistics but by actual observation and removal of the effects of "punishment" by processing.

That a being, without aberration, would be good, ethical, artistic and powerful, is still a basic assumption in Scientology. It has just been demonstrated as factual for our practice. This is news. Our assumption point has just become a basic truth. It is not just an assumption. Therefore we will now find ourselves on a new plane of progress, perhaps with new teething troubles, certainly with even further goals.

The truth was demonstrated in this wise:

I knew valences, those mocked up other-beingnesses a person thinks he is, were the source of test profile patterns.

When we rid the pc of an undesirable valence his profile rose on the graph and he felt and acted better. When we did not alter the valence in tested cases the profile remained much the same. If the preclear were driven into undesirable valences by

experiment, his profile worsened apparently, although this is more difficult to verify, since the tone of the existing valence was undoubtedly dropped as well.

Now from this I have found the mechanism by which a being gives himself pain that is actually self-inflicted but is apparently other-inflicted. And this is a vast stride for it resolves O/Ws and we can consider it a broadly completed cycle of research ending two years with a victory for our assumption point.

By being a valence, not himself, a person confuses the source of pain. Inflicting it himself upon the valence he is in, and by experiencing the pain from the valence, a being can counterfeit the effect of being an effect of punishment. By being Valence A, he can conceive the environment is guilty of striking Valence A, but as this is in fact an overt by himself against Valence A (if only by failing to protect it) he feels the pain of Valence A. As he thinks of himself as Valence A, he can then feel his own pain.

The conclusion is that to feel pain and for pain to persist one must be in a valence.

The remedy for pain, illness, aberration, insanity and the lot, then, is to free the preclear of valences. Apparently, freed of all valences of an unconscious level, the preclear would yet be able to experience, but would not be involved with pain, etc, except by postulate.

The way to free him of all valences or unconscious counterfeit beingness is not the purpose of this paper.

Here I only wish to examine with you the aspects of assumption points of subjects and sciences (each of which has one, usually unknown to the originator) and to pass along the interesting intelligence that our former assumption point of "remove the aberration and you have a worthwhile person" has become demonstrable in practice and can be considered truth.

This means a new level has opened to the future with new certainty.

An overt recoils upon one because one is already in a valence similar to that of the being against whom the overt is leveled.

The mechanism is exposed. And as it is exposed, we find it is not needed since a being without valences is basically good. Only a being *with* valences has his overts recoil upon him. Only a being with valences commits overts harmful to others as he is behaving as he supposes the "evil" valence would behave but as no unvalenced being does.

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MA

### WHAT WE EXPECT OF A SCIENTOLOGIST

We inherited, when we began, a great many hidden errors in the society, so deeply laid they seemed right. "Everybody knows that ...." is a tombstone of progress for it contains uninspected lies that bring the wittiest of us to grief. "Everybody knows that Man is Evil" was only one of the many things we found wrong, exposed and dropped from our own knowledge.

However, in the field of what is expected of a Scientologist, we have for ten years carried along an inherited error. It is this: "Everybody knows that a specialist in a science hangs out a shingle and, if a professional, becomes a private practitioner."

Now listen. Psycho-analysis was developed in 1894 by Sigmund Freud. Everybody who studied it was expected to hang out a shingle and start practising. It took half a century for psycho-analysis to become generally known by the people. Yet how could it miss? Its tenet was that if you were sexually uninhibited you would be happy.

The psycho-analyst took his cue from the medico of his day. If you could heal you were a healer with a shingle.

Well, I'm afraid a lot of us have bought this too. If we were trained in Scientology as a professional we should hang out our shingle as a practitioner. With all due respect to the Scientologist in professional practice (where they have every right to be) this is not a true idea. It is a borrowed idea. It's as old as the witch doctor.

A Scientologist is the being three feet behind society's head. And society runs on eight dynamics, not in a sick room. Some of us, of course, would become professional practitioners. But a professional Scientologist is one who expertly uses Scientology on any area or level of the society.

A housewife who does not have professional level skill in Scientology could not expect to run a wholly successful family or keep order in her neighbourhood and keep her family well. A factory foreman could not possibly handle his crews with full effectiveness without professional Scientology skill. The personal assistant to a corporation executive could not do a fully effective job without being a professional Scientologist. A corporation president without a certificate will someday fail. And the head of a country would go to pieces if he didn't know Scientology from a professional angle.

How can these people handle life if they have no expert knowledge of how to handle life.

Now we don't expect everyone in the world to become a trained auditor. But we expect the people who are making the world to have a knowledge of how to make it go.

A *trained* Scientologist is not a doctor. He is someone with special knowledge in the handling of life.

We have many, many personal success stories in Scientology. They begin with a book acquaintance and bloom when professional skill enters the background. These people, small people, big people, drove a wedge for themselves into companies, societies, with Scientology and then took over control of the area. They succeeded

where they never would have dreamed they could. And every time one of us drives in such a wedge, we all win because the world is brought nearer to a sane and decent world.

The factories, the marts of trade, the homes, the neighbourhoods, these are the places we want *trained* Scientologists. In that way alone, we're on the busy, still healthy communication lines of the world.

Some of us need to run centres and schools just to give the rest of us service when required. Training at a pro level must continue and *must* be kept good. And service and communication must be given. Hence, we have Central Organizations on every continent and HCOs. But if we avoid the throbbing comm lines of the world and act like doctors, we will not win soon enough as a group.

Any trained Scientologist can win to success in society. Heightened IQ, a knowledge of life, a forthright attitude—with these things it is easy for him or her to improve 2 social or business position, to get higher pay, to exert wider personal influence. This we know we can do, we have done it so often so let's improve the ability.

Process people weekends, run a co-audit some evenings of the week at home, but get on the active lines of the world and make your presence felt.

It takes full training to do it. It's been done from our books alone but not always well. It takes tough Academy training to make a Scientologist, so don't go at it half armed.

And stop feeling apologetic because you are not a "full time auditor". We are the auditors to the world, not to a handful of the sick.

We are not doctors. We are the world's trouble shooters. When we make a company win, the whole world wins, when we make a neighbourhood win, we all win.

A full time Scientologist makes life better wherever he is. And that is enough pro activity for anyone.

What do we expect of you? To become the best Scientologist that can be and to get on the comm lines of the world and bring a big win where it counts. We don't expect you to hang up a shingle as a doctor and have a private practice. We'll respect you if you do. But we'll respect you just as much and even more if you get trained as a pro and go out and up in the world of action and of life.

Hit for the key spots by whatever means, the head of the women's club, the personnel director of a company, the leader of a good orchestra, the president's secretary, the advisor of the trade union—any key spot. Make a good sound living at it, drive a good car, but get your job done, handle and better the people you meet and bring about a better earth.

And stop feeling hangdog because you "aren't auditing full time". Nobody expects you to.

We'll keep centres going to service your needs, some of us, we'll provide ammunition and books. And the rest of us had better invade every activity there is on a high level of success and make our influence felt on the comm lines of the world.

Scientology is the only game on Earth where everybody wins.

So let's help the world win.

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L. RON HUBBARD

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HCO BULLETIN OF 10 JUNE 1960

All HGCs

**HGC PRECLEAR ASSESSMENT**

With considerable data accumulating on Help when used in conjunction with Alternate Confront and Havingness, and with Help even working on vague past terminals in concept form (“Get the idea of helping a \_\_\_\_” “Get the idea of not helping a \_\_\_\_”), it is time to pick up any cases that have been in processing more recently, by starting them again on the first terminal they were ever run on.

You will find that Help O/W will move a case that was begun unsuccessfully no matter how long ago, providing that you discover with a meter what terminal the case was started on originally and address that terminal and audit it until it is flat.

This experimental approach should work, because it has worked that when cases were started again and the first process ever run was flattened, the case began to move.

This will work even though the first approach was engram running or straight wire away back. It should be discovered what the pc’s first goal in auditing ever was, or his first hope for auditing, and get the terminal closest to that goal. It will often be found that the pc was trying to help his eyes or his wife or himself as the first Help terminal in auditing.

When this terminal was not totally flattened the pc, finding he had not helped whatever he was trying to help, got an auditing lose. By finding out what the pc was trying to help at the very first contact with Scientology and by giving him sessions on it with Help O/W a most important win can be obtained.

This bulletin should be given very serious attention in HGCs where the cases always come that have real heavy auditing problems. HGCs get the toughest cases and usually all the old time cases. Where any case is being handled in an HGC it should be suspected that there has been an auditing flub somewhere along the line. Perhaps the pc won wonderfully with the first auditing session but failed heavily down the line somewhere. In such a circumstance always convert the loss to a win.

HGCs do more patch-up than virgin work. Thus it is safe to assume first that any applying pc has had something he tried to help in his own auditing that he received, and that it isn’t flat, and second that the pc has had a lose on some terminal.

HGC auditing as a rule should regard itself as parasitic upon other auditing already done. HGC staff auditors should rarely be attempting the new and strange in an assessment of a case but should be trying to recover past data dredged up in earlier than HGC sessions and converting the losses to wins. This is a type of assessment peculiar to an HGC and we should study it.

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HCO BULLETIN OF 16 JUNE 1960

Fran Hldrs

### HINTS ON RUNNING CASES WITH HELP

Pre-session Help—Two Way Comm.

Rudiments Help—2 way Help, Auditor and pc.

PTP—Use ordinary overt-withhold not help on personnel involved with PTP.

Assessments—There are several Assessments. Dynamic Assessment (HCO Bulletin of May 30, 1960, "Dynamic Assessment on Help", covered this) terminals found should be handled with Concept Help. Use lots of havingness when running such a terminal.

There is another new assessment, Know to Mystery Scale Assessment. This is done by using the E-Meter on the buttons of the Know to Mystery Scale. That level which most changes the pattern of the needle is the target. Use Concept Help on it.

The most profitable, fast way to get a case moving is to find out what the person was most trying to help when he or she came into Dianetics and Scientology.

This may be "an arm" or "my friends" or "myself". But whatever it is run it on any help process until it is flat. Concept Help is a good starter for the terminal thus located. This gives the pc a big primary win.

### Flatten the Terminals

We stalled on ACC Clearing Procedures because auditors did not flatten help before starting on Step 6. Let's not lose this horrible lesson.

The technical reason for this is that when *help is unflat*, a pc is still in a valence. Running Step 6 in a valence is courting disaster as the pc is in a picture that increases in mass and gives him somatics.

We are not returning to Step 6. We have better processes. But we are returning to help with far more knowledge of it.

Flatten every terminal on which you run help. By flatten is meant *no needle* change when the terminal is mentioned. A way to test this is to depart by two way comm from the terminal and then ask about it again. If the needle reacts the terminal mentioned is not flat. Just talk about something else, like the weather, and then mention the terminal again. You'll see.

It is better to use a general form of a terminal than a specific form. It is better to run "a young man" than "Joe". If the E-Meter reacts to "Joe" it is best to find out what Joe is to the pc and find the general form that reacts most ("a friend", "a young man", "a bum") and run that, *not* "Joe". You will get a lot further than when you run a specific close to present time terminal.

### Help As Valence Problem

When people become a valence, they do so for at least two reasons.

First and probably most powerful: The thetan takes a valence that he believes will help others or the universe.

Second and more mechanical: The thetan tries to help something or somebody and fails and the last stage of his effort is to mock up a picture of the thing and try to help it.

There are various aspects of all this, more and more complicated. The thetan becomes a man to help women. He fails and thinks men can't help women. So he restrains men, or he becomes a woman.

A thetan can become very involved with his computations on the subject of help. One black case I know is seeking to help others by absorbing all the blackness in the universe !

There is a formula for handling 1. above. Find out what a thetan is being and find

out what that beingness helps and not helps by using the command, “What would \_\_\_\_help?” “What would \_\_\_\_not help?”

There is a general form which discovers beingnesses in a pc. Find out something, very general, that a pc is trying to help or has failed to help and run “What would help \_\_\_\_?” “What would not help \_\_\_\_?” on the discovered terminal. The pc will get cognitions on what he or she is being and what the pc is restraining himself or herself from being.

### **Finishing Off a Difficult Terminal**

Any terminal that is being run on help that was unwisely chosen can be eased off by running old overt/withhold, alternate confront or responsibility. This is a crude way out but it will work.

In any event, any session should contain general alternate confront “What can you confront?” “What would you rather not confront?” and havingness. These take the edge off unwise choices, any rough auditing and make the case feel better.

If the pc can do it, responsibility can get a pc off a bad choice fastest. *If* a pc can run responsibility easily. The pc has to be running rather well in general before it can be attempted. The pcs who are suffering because of an auditor choice of-wrong terminal usually can’t run responsibility easily. Of course, successful auditing is “What you can get away with”.

The best and smoothest way to get off a bogged terminal is alternate confront. But when the case has afterwards been run on other terminals with help, it’s best to go back and clean up the ones that earlier bogged with help by running more help on them.

### **General Processes**

The general processes which assist help sessions are alternate confront—“What can you confront?” “What would you rather not confront?” and Havingness, “Look around here and find something you could have.”

Any couple hours of help should be followed in the same session with fifteen minutes of alternate confront and fifteen minutes of havingness. These times are approximate and are given just to communicate some idea of ratio. A truly boggy case could do with a ratio of 1:1:1 such as 45 minutes of help, 45 minutes of alternate confront, 45 minutes of havingness. As the case gets out of long, long comm lags on help, increase help in the ratio to 1 :1/2:1/2 or one hour of help, a half hour of alternate confront, a half hour of havingness. All this is auditor judgment established by observation. As it is the help in any form that does it, remember to use help to advance the case, and alternate confront and havingness to make the pc feel good.

Alternate confront and havingness improve a case, of course, but are long, long hauls as processes if we think of clearing with them.

Help on near present time terminals is far less effective in clearing than help on general terminals that have a lot of track to them. As general terminals can get a pc into a lot of confusion on the back track, alternate confront and havingness keep the pc from getting too bogged to run. Alternate confront also takes the edge off invented answers by the pc. (Create—confront phenomena.)

There are lots of help processes and many ways to run them. They all win to some degree. It is the amount of help run rather than the number of terminals cleared that clears the case.

Help basically sheds valences. Therefore havingness is needed. But the valences are all “can’t-haves” so when the valence is off at last the havingness of the pc comes up.

Almost any brand of help run long enough by good auditing should clear a pc. Hence, the idea is to run help and run it flat.

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[HCO B 30 May 1960, *Dynamic Assessment on Help*, referred to in the fourth paragraph on the previous page, was reissued on 23 July 1974 as BTB 30 May 1960.]



Important MA  
Franchise Holders

## **SPECIAL ZONE PLAN**

### **The Scientologist's Role in Life**

Ten years ago, on about this date, I was up against third dynamic confusion of such magnitude that within a few months, I was to decide to forget organization problems and concentrate on research.

Because of this decision for years we were poorer in numbers but richer by far in knowledge.

It evidently was not enough to be able to help the basic problems of an individual. There were eight dynamics. It was necessary to take in at least some of all eight dynamics before we could be effective.

And toward the end of June in 1950, I first sensed that truth. And the maxim—bring order to your own house before you attempt order next door.

In June, 1950, the Foundations were already beginning to shatter under the enthusiastic door pounding of the public. I had built the proverbial better mousetrap and all the world was beating a path to our door—and was breaking the door down!

Yes, we could do wonders with people. Greater wonders than had been done in recent millenia. But we were ignorant beyond the first two dynamics. The moment we sought to handle the third we were done.

That was ten years ago. Within months of that date all that was left of the first organizations was rubble and newspapers blowing by in the wind.

I worked hard, and studied and researched, never friendless, often helped and worked ahead for ten years.

The First Dynamic, self, fluctuated in results and has stabilized with unsurpassed processing technology. In proof, our people are individually in better shape than any other group.

On the Second Dynamic, family and sex, we have gotten into a winning position. We know the answers to marriage, children and sex. The material isn't all published broadly enough yet even for Scientologists to know it but it's there and we're living better lives.

*The Third Dynamic, groups, is the spectacular breakthrough of today. It's happened so gradiently we've hardly realized we have won. But observe: we have a magnificent organization. In America, England, South Africa and Australia we have just about the most wonderful organizations Man has seen for their size, cost and defensibility. Here we have achieved spectacular stability. Largely self-determined, yet co-operating smoothly these third dynamic examples compare with June, 1950, Foundations like the Royal Ballet compares with the aftermath of Hiroshima.*

Just as we can represent in ourselves the grip we have on the first dynamic, so do we represent in our organizations that we have the third dynamic well in hand.

The technology of our third dynamic in organizations *and* the field is an exact one, as skilled as an auditor's know-how. And having applied it to organizations we are now applying it to the field, which is the main subject of this bulletin. You in "the field", you are about to win, too, with a complete new level of policy and action if you want it: you are about to be included "in".

The Fourth Dynamic, Mankind, is now an understood zone of operation and is declared herewith to be operational for a Scientologist. The prize of understanding Man as a racial and political species has fallen to our hand. Don't smile. I know it's an incredible announcement. But it's factual.

On the Fifth Dynamic, that of living things, I have been making headway since last year and know quite a bit now about them. Many of the secrets have dropped into our hands.

On the Sixth Dynamic, the physical universe, we have for some time stood well above what they know in physics.

On the Seventh Dynamic, the spirit, we covered this ground very thoroughly in 1953-54-55 and it's still all true but too advanced for general consumption. The best record of this was in the 1953 Philadelphia Lecture Series of 64 hours.

On the Eighth Dynamic, the Supreme Being, we have at least found the key question and in a little while we should have it answered on a demonstrable basis. Far from presumptuous it is about time somebody neither atheist nor zealot asked some questions, and arrived at some answers that have no self-interested curves in them.

So you can see where we are going and have at least a passing acquaintance with developments. Here we are with the largest fund of information of life and its patterns that has been assembled in a factual package on Earth.

Now the question is, what are we going to do with it?

Until we had the third and fourth dynamics demonstrably in hand technically we could not answer the question. We've each had his own idea of what we should be doing with it and each of these ideas is right to the degree that it's right for each of us. I have never discussed this point strongly because I did not want to shake anyone into an uncertainty. So let's say that all these ideas are right and then add a Third Dynamic Idea with which we can all agree.

Improvement is the common denominator of all our ideas. And of course each one has a zone of interest where he or she feels improvement is most needed or where he or she would be most comfortable in doing the work of improvement.

And that's the gist of this Third Dynamic Idea. It's a rather deceptive idea at first glance since we are each of us doing something of that.

But let us be far more definite. And let us expose a fallacy that has long been riding with us, as an unknown passenger.

People think of professional practitioners as doctors who, aloof from all other concerns, practise on the sick. This is a very novel idea. Dreamed up, probably, by the first lazy witch doctor and used forever thereafter by most specialists in human livingness. And here I want to as-is and banish that idea from amongst us all.

If we are doctors (by which might be meant "repairers") then we are doctors on the third and fourth dynamics and handle the first and second dynamics only to achieve better function on the third and fourth.

And true enough, most Scientologists agree, I think, with this concept. But it itself is as new and novel as the idea of being a professional practitioner to individual health once was.

I believe our third dynamic organization, taking in *all* Scientologists, should go this way:

The Central Organization and Centre Scientologists should service the remaining Scientologists, doing administration, instructing and auditing. Instruction to a professional level of *all* Scientologists should be entered upon as a must. Central Organization and Centre Auditing should be special and referred cases and the Scientologists themselves when they want it as part of service.

Being trained and cleared need not hold up the next zone of action, though it is taken for granted that these will occur for each.

The “field auditor” should be included wholly “in” to the general activity as a large zone divided into smaller specialized zones. The “field auditor” should of course run a group some evenings (he will find he has to) and audit not only members of his family but contacts in his zone on weekends or evenings. But, as you will see, he or she is largely wasting time by trying to be an individual doctor type practitioner where he or she is only partly successful at it. Some of course will have to work full time in centres as we get into action but centres are mentioned above as a special activity along with Central Organizations.

The largest majority of Scientologists should, I feel, consider themselves as “doctors” on the third and fourth dynamics. And if we work well at this, we will have answered all our various needs and brought it off on the third and fourth as well.

Now I wouldn’t be talking to you like this if I didn’t feel I had this studied to a conclusion.

Consider our position: we have arrived at a very special plateau of knowledge as has been reviewed above. Data on our know-how is being codified for use in these zones of action.

Consider the position of the world. The story is often repeated on the whole track. As Mest is made to help too much, a plateau of civilization is reached in which the individual is downgraded to a number. The end of this—the lights eventually go out through lack of personal initiative and ability.

We are in a fantastic position, at the right time and place, to halt this cycle of decay and start a new one on Earth. And I believe we should overtly do so.

How?

We are masters of IQ and ability. We have know-how. Any of us could select out a zone of life in which we are interested and then, entering it, bring order and victory to it.

Of course, there’s a heavy challenge in doing this. Some of the victories would be hardly won. But we would win across the world if we kept our vision bright.

The third and fourth dynamics subdivide. Any third breaks down into many activities and professions, a neighborhood, a business concern, a military group, a city government, etc, etc, etc. The fourth dynamic breaks down just now mainly to races and nations.

Now just suppose a Scientologist were to consider himself a professional only for the purposes of treating and repairing or even starting again these third and fourth zones?

See this: a housewife, already successfully employing Scientology in her own home, trained to professional level, takes over a woman’s club as Secretary or some key position. She straightens up the club affairs by applying comm practice and making peace and then, incidental to the club’s main function, pushes Scientology into a

zone of special interest in the club—children, straightening up marriages, whatever comes to hand and even taking fees for it—meanwhile of course going on being a successful and contributing wife.

Or this: a Scientologist, a lesser executive or even a clerk in a company, trains as a professional auditor, and seeing where the company is heading, begins to pick up its loose ends by strengthening its comm lines or its personnel abilities. Without “selling” anybody Scientology, just studies out the bogs and remedies them. If only as “an able person” he would rapidly expand a zone of control, to say nothing of his personal standing in the company. This has been and is being done steadily across the world. Now that we have pre-sessioning, it’s easy to straighten up other people. Our unreleased technology on handling third dynamic business situations is staggeringly large. You’d be surprised how easy it is to audit seniors. They and their families have *so* many troubles. Or how easy it is to spot the emergency-maker and audit him.

And see this: a race is staggering along making difficulties for itself. Locate its leaders. Get a paid post as a secretary or officer of the staff of the leaders of that race. And by any means, audit them into ability and handle their affairs to bring co-operation not trouble. Every race that is in turmoil in a nation has quasi-social groups around its leaders.

And this: a nation or a state runs on the ability of its department heads, its governors, or any other leaders. It is easy to get posts in such areas unless one has delusions of grandeur or fear of it. Don’t bother to get elected. Get a job on the secretarial staff or the bodyguard, use any talent one has to get a place close in, go to work on the environment and make it function better. Occasionally one might lose, but in the large majority, doing a good job and making the environment function will result in promotion, better contacts, a widening zone.

The cue in all this is don’t seek the co-operation of groups. Don’t ask for permission. Just enter them and start functioning to make the group win through effectiveness and sanity.

If we were revolutionaries this HCO Bulletin would be a *very* dangerous document. We are not revolutionaries any more than we are doctors of sickness in individual patients. But we are not revolutionaries, we are humanitarians. We are not political. And we can be the most important force for good that the world has ever known. Who objects to a company functioning better to produce a better civilization? Who objects to a race becoming sane and a stable asset to its communities? Who objects to a neighborhood smoothing out?

Only the very criminal would object and they are relatively ineffectual *when you* can know and spot them. And there are no criminals except the mentally disabled.

So this is a challenge on the third and fourth. Almost all Scientologists are in a position to begin to help on such a programme.

And I am studying now first the popularity with you of this plan and, if great, how best to help us all achieve it. The first thing required is an understandable designation for Scientologists undertaking their portion of this Special Zone Plan. I should think the word “Counselor” is acceptable with an appropriate additional designation such as “Family Counselor” or “Company Counselor” or “Child Counselor” or “Organization Counselor”. What we would do is issue an HPA or HCA as a certificate as always and would issue a special zone certificate to any person operating in that zone after he or she had completed an additional correspondence type briefing course covering that general zone. In other words anyone would have to have a professional certificate before he or she could be designated as a special zone counselor. The costs of obtaining such a certificate would be kept slight, no more than bare administration. The advantages of having such a designation are plain. A clerk with a certificate on the wall from the Academy of Scientology designating that he or she has been graduated as a “Company Counselor” would startle even a complacent executive into conversation about what was wrong with the place and as he was talking

to a pro auditor any scepticism would quickly fade. A pro would know! As it all starts with being a good auditor and as the additional technology is exact in any of these fields, the programme is feasible.

We are at this stage of this programme: I have found that Scientologists operate with high success on the third and fourth but that it rarely occurs to them to try it and when they do they think I want them to audit full time and they are apologetic about their attempt. I have the technology pretty well to hand and can write zone manuals. I feel we now have clearing well in hand in Central Orgs and will soon have it broadly so for Scientologists in “the field” but I do not feel we need wait on that but take it and further training in stride. I feel that we are ripe for an overt attack on the third and fourth down spiral. I feel our auditors should take advantage of their increased personal ability and should be regarded accordingly by society and its zones. I see clearly that we have to win on the third and fourth if we are to attain our goals of a better world.

The special zone plan is made possible by a slight shift of approach. Take the case of a police officer who got interested on a PE course and read some books. He tried to “sell” his chief on Scientology as a subject and was given a heavy loss. One, our PE level trainee was insufficiently schooled to be effective. Two, as a pro his approach could have been any one of several. He could have eased himself nearer a command source area in the department, or he could have taken over a pistol marksman on the force and made him a champion as we did with the Olympics team once. The slight shift is that we would have made this police officer get pro training before telling him “sell Scientology” to the force and then would have advised him to *sell it by action*, not words. Handling the familial problems of the commissioner as his driver or making the rookies gasp at how fast he could train them would be *selling by action* only. And no other kind of selling would be needed. He’d be running an evening coaching class for his fellows or superiors on Scientology in a few months and making some of *them* follow the same route. How long before he had altered the whole character, ability and effectiveness of the police force and through that how long before he would have civilized the whole approach to law enforcement in that area? For, once we have created an opening, we always avalanche to fantastically swift gains.

That’s the Special Zone Plan. Several hundred thousand are ready for the first steps. Those that aren’t trained as pro HPAs and HCAs could start in soon. There are special ways to get training at an Academy now. And even while awaiting this training and working toward clearing such Scientologists could begin to determine their zone goals and work on them.

Our impact on the society is already weighty. With Special Zone Plans we could move that impact up thousands of times greater and have in our present lifetimes our goals at least in part accomplished and a decent world to come back to again.

What do you think of it? Write to me in care of Central Organization HCO in your area to give me your views on the Special Zone Plan.

When you write please advise me as follows: whether you like or do not like the idea. If you like it tell me the zone you are in or would like to be in (what area do you want to help?). But whatever you say *please write* as your letter will be considered as a *vote*. We have arrived at a crossroads where our action now could well affect the future history of this planet.

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L. RON HUBBARD

#### LONDON OPEN EVENING LECTURES

6006C23	LOE-1	Title unknown (possibly: The Difference Between Scientology and Other Studies)
6006C23	LOE-2	Title unknown (possibly: Help on the Case)

HCO BULLETIN OF 30 JUNE 1960

Franchise Holders

### CREATE AGAIN

As you know, the basis of a reactive mind is creativeness done below the level of consciousness.

The source of all engrams is the pc who creates a picture of the incident below his level of knowingness and recreates it into a "key-in". He uses the engram to warn and restrain himself, but this as a solution to trouble is a faulty one. It might have cured trouble once but like all cures became itself a new trouble.

In 1957-58 we attempted to handle this before we had HELP flat-flat-flat. Step 6, used then, made the whole bank toughen up, if HELP was unflat.

If a person is in any valence, he is victimized by his own creation. To produce or create anything is to invite a toughening of the reactive mind.

If HELP is flat on numerous terminals and if the E-Meter no longer reacts to help questions of any kind, the person is Mest clear. Only now is it really safe for any auditor to handle the subject of create.

Several things reduce the toughening up of a reactive mind due to aberrations concerning creation. Chief amongst these are *alternate confront* in any form, particularly general. Responsibility processes also reduce the bank's heaviness. Havingness also takes the edge off a bank. And of course *help* on terminals reduces a heavy or thick bank. Therefore Help, alternate confront and havingness are the keys. Responsibility is less workable in early stages since the pc is usually in some valence and when he says "I could be responsible for..." he means "Valence could be responsible for..." which runs in fact irresponsibility, not responsibility, since valence, not pc, is responsible.

There are some ways to run "create" in early stages before help is wholly flat on other terminals. Best of these subordinate methods is "What creation have you helped?" "What creation have you not helped?" One that is pretty high but sometimes works well if the person is not in a valence is "What creation could you be responsible for?" (Combination suggested by Dick Foster.)

O/W on other people's creations is not very good but very spectacular. Using create with alternate confront ("What creation could you confront?" "What creation would you rather not confront?") is of course workable.

Enough people are coming up toward or have arrived at Mest clear now that you had better have the next stage.

I would advise help and not help on creations until the needle is floating with no reaction to questions of any kind on them. Alternate confront on creations and havingness should still be used as in help.

But first be sure help is flat on all terminals including the thing the person came into Dianetics or Scientology to help and also flatten help on every terminal that has been contacted or run on O/W processes or any help process first. Then you can try the above.

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### LONDON OPEN EVENING LECTURE.

30 June 1960

\*\* 6006C30      LOE-3      Some Aspects of Help

HCO BULLETIN OF 6 JULY 1960

HCO Secs  
Assn Secs  
D of Ps

## MAKING CLEARS AND PICKING UP HGC QUALITY

*To the HCO Sec: IMPORTANT*

To improve the auditing results of an HGC, put the following programme into effect: Results are good today but they can get faster in any HGC.

Appoint a competent Instructor from the Academy (not a staff auditor). Give this Instructor the many HCO Bulletins on Pre-sessioning, Model Sessions, Help, Alternate Confront, Havingness. Have him get himself up on those and this present HCO Bulletin.

Convene the HGC, including the D of P, for one hour three days a week immediately after they complete auditing for the day.

Have the Instructor drill them on the following subjects:

First — Teach them Regimen 1.

Second — Get them easy with Model Sessioning.

Third — Get them easy on Pre-sessioning.

Fourth — Make them study all the data on Help, Alternate Confront, Havingness.

Fifth — Check them out on Dynamic Assessment, meters and flat needles.

Lay down and permit them to run as your first step, as of now, only the following:

### REGIMEN 1

(Only Regimen I can be used until an auditor has excellent results on several pcs)

- (a) Assessment—ask the pc what is wrong with him. Take the pc's answer, make it into a general terminal. Run that and nothing else. When it's cooled off, assess again, same way, run that. Don't argue or dispute or change what the pc says except to convert it to a general terminal.

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "My wife."  
Auditor: "OK, we'll run *a* wife."

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "I'm impatient."  
Auditor: "Can you think of somebody who was impatient?"  
PC: "My Father."  
Auditor: "OK, we'll run *a* Father."

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "Well, I think I'm attenuated."  
Auditor: "Did you ever know an attenuated person?"  
PC: "Yes."  
Auditor: "Who was it?"  
PC: "George James."  
Auditor: (since this is a specific terminal and we want a general one) "What was George James?"  
PC: "A Loafer!"  
Auditor: "OK, we'll run help on 'a loafer', all right?"  
PC: "Fine."

When "a loafer" is flat, flat, we do the same assessment again and as above get a new general terminal.

- (b) Use as a process two-way concept help. Example: "Think of a father helping you," "Think of you helping a father," etc. Flatten it down to a no reaction on meter. (Lay meter aside for most of sessions. Use only to check.)

- (c) For a quarter of any session time run alternate confront. “What could you confront?” “What would you rather not confront?”
- (d) For a quarter of every session’s time run havingness to end with—”Look around here and find something you could have.”
- (e) Start session with checking for PTPs and ARC breaks. Handle PTP with “What part of that problem could you be responsible for?” only.
- (f) Handle ARC break with “What have I done to you?” “What have you done to me?” only.

Regimen 1 omits pre-sessioning. It does a rough kind of Model Session, as good as one can get but skip being critical of it.

It will take the instructor a week or two to get the staff to buckle down on Regimen 1 only. Don’t let the instructor get off into anything else than Regimen 1 while teaching it, except these above points and the following:

1. Handle pc pleasantly.
2. Don’t chatter at pc.
3. Get pc to execute every command given.
4. Run good TRs.

Now with the D of P, stress all auditing points *and* handling the auditors with heavy 8c. Teach D of P not to Q and A with auditor problems. Example: Auditor comes in, demands unusual solution. D of P gives it. Auditor comes back saying “It didn’t work.” It didn’t work of course, because auditor never used D of P’s solution. The only reply of D of P should be “What didn’t work?” and all is revealed. D of P is taught not to give solutions or sympathy, just to demand adherence to instructions and get results. Auditors don’t have personal cases where the D of P is concerned. The instructor must get this effective attitude into effect. Good 8c on staff auditors. No excuses accepted.

The instructor can be given this as an added assignment and can still instruct in the Academy. It’s only 1 hour 3 days a week, probably between 3.30 and 4.30. Switch the tape hour in the Academy or something.

Now on *all new* staff auditors, use Regimen 1, no matter what else comes out that’s new. While he’s learning Regimen 1 he can still audit pcs. How? You ask the new staff auditor, “What process have you been most successful with?” He says, “8c.” You say, “OK, that’s what you run on pcs until further notice.” Meanwhile he learns Regimen 1 out of session and when he has it cool, switch him to that. You could do this on the whole HGC staff while they learn Regimen 1 if desired.

## SUMMARY

Here’s the point on the above. An uncertain D of P or staff auditor is guaranteed if he or she is using stuff that’s unfamiliar. Raise familiarity with the simplest version of modern processes and you raise confidence.

This is good for *any* HGC even if it is doing well.

And this *is* the way to handle new staff auditors.

You want clears? OK, build up the confidence of the HGC on a gradient scale. You’ll have clears.

It is envisioned this programme will go on for months until it is complete and all auditors are handling all varieties of help and doing assessments well enough with meters to be turned loose with everything. They are turned loose on a gradient scale as they win.

It is also envisioned that staff auditors, like other staff members, will be getting auditing evenings or on staff clearing courses.

Regimen 1 is recommended for staff clearing courses.



HCO BULLETIN OF 7 JULY 1960

Fran Hldrs

### **THE ASSESSMENT OF HELP**

You should realize at this stage that we are still feeling around for the most adequate and fastest method of running HELP. Everything which has been given to you thus far is near the mark, and pre-sessioning, model session and flattening help are right on the mark. However there are certain things that make auditors unhappy with running help. Chief amongst these is the fact that it is a tremendously restimulative process when one has not had any run. This means that we had better get the staff theta clearing course or staff co-auditing going fast on a supervised basis.

The second thing is that help does not flatten very easily on a late specific terminal. Of course, this is true of all processes. But help is a peculiar process and is slower on late terminals than other buttons, and here is why.

Help resolves cases because it is the basis of all association, and as you know association leads to identification. And identification is the basis of all mental upsets. The action of help is not aberrative. The failure to help is what does it, or the lack of things to help. However all valences and all identification stem from this button and no other. Now do lights dawn and bells ring? Help is the button which, if run, settles all difficulties with association and identification and all problems of beingness.

Thus there is something peculiar about help which is not true of any other button. Any help run is a gain even (Gawdelpus) if it is left wholly bogged with a half hour comm lag. All bits of help run are chewing away at all tangles of identification. So chew away and to the Dickens with it. Any help run is better than no help run. And because the PC is a bundle of aberrated identifications, any help run untangles some of him. And any help run on any terminal tends to "get at" any other terminal.

So that's why help run in any old way will sooner or later make the grade. But this is no reason to believe there are not also smart ways to run help.

Any late specific terminal, being so confounded far from basic-basic on the time track, runs tough and endlessly. Therefore as always it is better to run general terminals than to run specific terminals. However in the case of a PTP you can go ahead if you have to and run help on the PTP personnel, but as soon as the edge is off the PTP for Heaven's sakes shift to the general form of the specific terminals you have been running, and flatten those a lot or a little.

Keep a very close record of what you have run on help as the only precaution you have to take, and when the PC is running toward mest clear check back with help on these terminals and make sure they are flat. When a lot of help has been run on basic material then of course you will find that what ran very arduously before will now run much better. It is almost a waste of time to run specific terminals, but still you must run things that are real to the PC, and if only yesterday was real to him then you are stuck with running the PC on later terminals or even specific terminals.

A much faster way to run help than by sorting out real terminals on an E-Meter (which is still necessary sometimes) is to do an assessment on the PC using help and the dynamics, and finding a button that is entirely off dynamic and that the PC can't imagine helping. This is a trigger to a case. Unusual results happen very fast.

Another way to go about this is a simple questioning of the PC on the subject of

his dislikes. Watch the meter and when you get a silly reaction on a dislike, like a rock slam or a heavy drop or a sudden theta bop, then pick this out, make a general form out of it that registers like the first mention, and run that on the PC. This is a rather loose and sometimes misleading assessment. But remember that all help run leads to untangling all buttons and so it is a perfectly good approach, and as the PC gets run on something he is awful darn sure he ought to be run on he is often very happy and cooperative in this. Whereas on a dynamic assessment he is made intensely curious as he didn't know he was aberrated on what you found out. In other words just asking the PC what is wrong with him, getting it into a general form that registers on the meter and running Help O/W or concept help on it, is good reasonably fast processing. It is better than assessing for just a terminal that drops or for a specific late terminal that drops.

As a comment it should be noted that help is the last thing that folds up in the dwindling spiral of aberration. About the first thing that folds up is interest. But when it is gone there are still three buttons left on which the person can function. The next one to go is communication. This becomes a contest of overts as in the ARC breaky case. Anybody below this lives his or her life this way. The next one to vanish is control. So don't be surprised to find somebody around who does plenty of overts and who can't stand control who can yet be run on help and who can still function in life. When interest, communication, control and help are gone, that's it. You haven't got a person left. So beware people who are below help. Beware of them in living. But in auditing when you can't get HELP to bite at all (and if he can talk to you you can get help to bite) you have nothing left but the CCHs. You can make it on them too but with tremendous investment in hours. And when you've got the CCHs flat then you can start running help.

But as I said above I have not yet been able to say the PERFECT way of running help. I am still investigating it like mad and am giving you all the gen as it comes visible. However have patience with me. I have learned that people not only have it twisted a bit, they've got it shattered, and that's the majority of people. So we're in there slugging away and we're making clears, and if I get hold of any faster ways to do you'll be the first to get the gen.

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L. RON HUBBARD

**LONDON OPEN EVENING LECTURE**  
7 July 1960

\*\* 6007C07      LOE-4      Help

Fran Hldrs

## CURRENT RUNDOWN

### CONCEPT HELP

Concept processing is very old (1953). The original version of concepts goes:

“Get the idea of .....

The modern version of Concept Help O/W goes:

“Think of helping a .....

“Think of not helping a .....

Two-way Concept Help goes:

“Think of a ...helping you”

“Think of you helping a .....

Five-way Concept Help would go:

- (a) “Think of a ..helping you”
- (b) “Think of you helping a .....
- (c) “Think of a ..helping others”
- (d) “Think of others helping a ..”
- (e) “Think of a ..helping a ..”

Concept Help has the value of being below, in its effect, the level of articulate thought which of course means that it bangs away at reactive thought.

Just exercising a pc in thinking at command is a sort of CCH on thinkingness, with which, of course, pcs have trouble. They have more trouble with creating than thinking and concepts are more in kind with confronting than with creating. Making a pc invent answers is, of course, right on his worst button. Therefore Concept Help goes a long ways on a case. It is quite unlimited, no matter what form is run, so long as some attention is paid to flow direction. (A flow run too long in one direction gives anaten—unconsciousness, remember?)

### ALTERNATE CONFRONT

Concept Help, however, has the liability of making things “muggy” at times because of its indefiniteness.

Aside from create, the primary button that is awry (but which cannot be directly attacked without often overshooting the case or involving it in heavy bank reaction), the next things mechanically wrong with a pc would be unconsciousness and confusion. Help, of course, is the primary point of association and identification and is WHY things go wrong with a pc. But a scale of WHAT is right with a pc in descending order of importance would be, as above:

Creativeness  
Consciousness  
Order  
Control

and these would be flanked by the things wrong with these items which make them decline:

Create—Irresponsibility  
Consciousness—Refusal to confront  
Order—Unwillingness to bring order  
Control—Lack of control.

Help fits in somewhat on this order. One creates to help (and fails). One goes unconscious to help or makes another unconscious to help him/her (and fails). One sees difficulty for others in too much order, seeing that two systems of order clash, and lets down his to help.

One conceives that control is bad and ceases to control and resists control to help others. These are all wrong helps, apparently, and when done, bring about aberration.

Aberration consists, evidently, of wrong-way assistance as follows:

Optimum Condition -----> Response -----> Resulting Condition  
Creativeness -----> Irresponsibility -----> Disowned Creations  
Consciousness -----> Non-Confront -----> Unconsciousness  
Orderliness -----> Unwilling conflict -----> Confusion  
Ability to Control -----> Consequence of control -----> Mis-control.

Confront is a remedy for the consequences of the first three conditions and also communication. An auditing session itself by its TR mechanics, improves control and communication. Therefore Confront in one form or another is needed in routine sessions.

Havingness is an objective and somewhat obscure method of confronting and using it as we do objectively, it is a specialized form of confronting, possibly its best form, objective or subjective, even though a series of subjective havingness in Washington in 1955 tended to show that profile gains were not made by subjective confront, a conclusion still subject to further checking.

Confront straightens out any “mugginess” churned up by Concept Help. No vast tone arm improvements should be expected from Alternate Confront, but even if it doesn’t work well, like havingness, as a primary process, it has very good uses. Alternate Confront gives us a stabilizing tool. Pc feels weird = run Alternate Confront. He’ll feel saner. Following this subjective process with the best objective process, havingness, we achieve stability for the gains reached by a help process.

As a comment, beingness is more involved with havingness than with confront.

Confront, on short test, can be run lop-sided, and does disturb the tone arm. “What would you rather not confront?” run all by itself in *one* pc (a BMA type test series!) did very well. “What can you confront?” of course did very well. Alternate Confront has enough wrong with it to be poor as a process for getting gains but wonderful as a process for stabilizing a case. I’ll run some more tests on Negative Confront and let you know. But it is a fluke. By theory it is improbable as it is a cousin to the no-good “What could you go out of communication with?” But “What could you withhold?” is the greatest IQ raiser known! And it works. So perhaps Negative Confront, “What would you rather not confront?”, will work too. Of course it’s a fundamental button. All unconsciousness, stupidity, forgetfulness and enforced beingness result from problems in confronting.

## IDENTIFICATION

A=A=A=A is as true today as it ever was. The inability to differentiate is, of course, a decline in awareness. Identifying Joe with Bill or Rocks with Smoke is loony.

This is identification, a word that is amusing semantically, as its exact opposite, “Identify”, is its cure, but is the same word!

Association of things or thoughts into classes is considered all right and may even be necessary to “learn” things. But this is the middle ground, already half way to lazy thinking.

*Help*, as assistance, is an identification of mutual interest in survival. Thus we have (1) possible confusion of beingness and (2) continuation. This makes *help* ripe for trouble. When one *fails* to help he keeps on helping! No matter how. He does keep on helping what he has failed to help. One of many mechanisms is to keep the scene in mock-up.

Help is a fundamental necessity, it appears, to every person. But it is dynamite when it goes wrong.

As a symptom of its continuance (survival factor—see Book ONE) pcs running help readily get the idea that help on some terminal “will never flatten” even though it is flattening nicely!

To handle this as a special item, one can run the confront part of a session with “Continuous Confront”, the Alternate form of which is:

- (a) “What could you continue to confront?”
- (b) “What would you rather not continue to confront?”

The positive form (a) can be run alone for case gain. And I am going to test the negative form (b) as a single run to see if it can be “gotten away with”. In theory, as all anaten is unwillingness to confront and as all help is continuous survival, form (b), Negative Continuous Confront, should do marvels for IQ and *may* become the proper companion for help processes if the session is *ended* with havingness.

At the present moment auditing routine is:

Pre-session  
Model Session  
Help Processes  
Alternate Confront  
Havingness

all in every session.

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HCO BULLETIN OF 21 JULY 1960

Fran Hldrs

## SOME HELP TERMINALS

### ASSESSMENTS

The basic method of finding a help terminal is of course the E-Meter, using an ordinary or dynamic assessment.

A simple and very satisfactory way of making a pc happy and getting results is to ask the pc what he thinks is wrong with him/her and run whatever the pc says—providing it's a terminal—in a general form. If it's not a terminal, get the pc to convert it to one.

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "My wife."  
Auditor: "OK, we'll run *a* wife."

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "I'm impatient."  
Auditor: "Can you think of somebody who was impatient?"  
PC: "My Father."  
Auditor: "OK, we'll run *a* Father."

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "Well, I think I am attenuated."  
Auditor: "Did you ever know an attenuated person?"  
PC: "Yes."  
Auditor: "Who was it?"  
PC: "George James."  
Auditor: (since this is a specific terminal and we want a general one)  
"What was George James?"  
PC: "A Loafer!" Auditor: "OK, we'll run help on 'a loafer', all right?"  
PC: "Fine."

### TERMINALS BY PROFESSION

There are however some "professional" terminals you can run which do a lot for a case.

Find out what the pc was professionally in this lifetime and sort out what this profession helped as a terminal and run that.

Then run the beingness of the pc in this lifetime as a terminal and you've cleaned up a lot of track.

Always use, of course, the general form of any terminal—not Aunt Agatha but *an Aunt*. Not "the works mechanic at Pulman" but a works mechanic or a mechanic. The less adjectives the better.

This does much for a case, and rapidly.

### ASSESSMENT BY GOALS

A pc also gets very happy when you run a beingness the pc is trying to be or hopes to be or even once hoped to be.

For instance, the pc wants to be a painter or wishes he were a painter or wishes he could be a painter again. Fine, just run help on "a painter".

The pc wanted to be a singer. Run it as "a singer".

The pc is trying to be a good housewife or husband. Fine, run “a housewife” or “a husband”.

In short, when you explore why the pc wants to be processed the pc often is either trying to correct something wrong (see above) or is trying to be something. Your assessment is done when you establish either item and the pc will recover, do better and be very happy with you.

### RECOVERY OF PAST SKILLS

When a pc is getting processed to be able to recall Sanskrit or German, *if* the pc is in good shape by reason of other processing as above, you can recover it for him by finding out *what* spoke the language or had the skill and run Concept Help on that terminal.

Example: (typical) Pc can't learn Spanish, desperately wants to learn Spanish. E-Meter will tell you it's overts against the Spanish people (or Iberians) that occludes it all. Overts, run, will improve the situation but *help*, neglecting the overts, should recover the ability. Run “Think of helping the Spanish people (or Spain or whatever falls hardest on the overts)” and “Think of the Spanish people (or same as first command terminal) helping you.” Level it off with a version of Continuous Confront and Havingness on the room and you should attain the goal.

### ODDBALL PROCESSES

Some particularly vicious and penetrating terminals can be run on a pc providing his case is already in good shape.

These terminals stem from HCO Bulletin of July 14, 1960. They are run in the order below:

a confusion  
an unconscious person  
a creative person.

Two other deadly terminals that probably should be used to finish off the last stage before clear on an auditor should be “a victim” and “a practitioner”.

Concept Help is the only known version of help that can be run on the five terminals named here as the first three are the fundamentals of a reactive mind.

“A responsible person” can be run before “a creative person”.

These are all rather deadly, over-the-average-ability-to-run, terminals so they should be reserved for the end of clearing.

By the way, just as a comment, clearing is happening with help processed in various forms and by various auditors, around the 250 hr mark, with no reference to time spent on earlier auditing. This is an early datum, based on two cases. On one of these there was auditor trouble and a change of auditors. The processes used were:

Help O/W  
Concept Help  
Confront Havingness.

The terminals used on these two cases were selected by myself, which renders this data specialized.

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HCO BULLETIN OF 27 JULY 1960

Fran Hldrs

## DOUBLE ACTION CYCLES

### POLICY ON NEW DATA

Although no change is anticipated on current processes, Regimen 1, Pre-session, Model Session, and Help, since these are making clears very easily when well assessed and letter-perfectly run, I still have a research line running and new facts appear. Thus I will continue to present this data even though it is not for immediate use in processes.

### OLD ACTION CYCLES

The oldest cycle of action is of course the early Vedic hymn, probably written by the monk Dharma himself, so far as I recollect. It shows the dawn becoming the day, becoming the night, and out of nothingness a progressive development into a new nothingness. This has been written as, I think, "The Hymn to the Dawn Child", available probably in most libraries as the Vedic Hymn.

The next cycle of action is the Create—Survive—Destroy of early Scientology. The dominant part of this cycle of course appeared in Dianetics as the primary law of Book One—Survive. The Dynamic Principle which motivates most biological life is SURVIVE.

The more fundamental urge of a thetan, as different from biological existence, is Create. Thus, in *Fundamentals of Thought*, the cycle of action becomes Create-Create-Create—No create (or Counter-create).

Survival is the apparency of creating. Creation brings about an effort to continuously create which becomes "Survive".

### DOUBLE CYCLES

It is interesting now that behaviour, particularly as applied to work, is easier to understand by a closer viewing of the cycle of action.

There are two "double actions" in the cycle which give a better grasp of the actual value of a worker, as well as other areas of life. These then become valuable, at this time, as an evaluation of human beings.

The lowest double action in the cycle is the most difficult to handle when it is present in an organization. This is "destroy in order to survive".

We see this most easily to-day on the Fifth Dynamic with Eating. One destroys form in order not to die. One kills to live. Of course this involves some very degrading consequences as it is not a duplication. Out of this we can evolve the overt-motivator sequence.

Duplication would be "killing in order to die" or "making survive in order to survive". As soon as one "Destroys in order to Survive" he is in a mis-communication situation. There is no duplication possible. Individuation results. The intention is double and contrary. One destroys something over there in order not to be destroyed over here. The violation of duplication brings about the upset of feeling bad here when one tries to kill there.

There are too many workmen who enter this upon the whole programme of work. Around them machines, structures and people collapse. Such workmen are trying to



survive only by destroying everything around them. And this reaction is not confined to workmen. Anyone in an aberrated state may have some tinge of it.

Another double cycle action is to create in order to survive. This is fairly sane. An artist sometimes will not work unless his survival is threatened. Then he creates. This principle of threatening survival is common to most actions in business and the arts.

The middle ground double is of course making things survive in order to survive. As Survival is translated for processing as Continuous Confront (“What could you continue to confront” + rather not continue, etc) we can find persistences in this category.

We also see “destroy in order to be destroyed” and “create in order to be created” in phases of life.

Probably the worst double is “destroying in order to survive” and the most susceptible to psychosis is “creating in order to destroy”. Science, dedicated to the last as weapons people, go quite mad. And even the farmer’s decline is found here.

Concept running on these doubles is quite interesting. “Destroying in order to survive” is the first concept to be run, being the lowest.

#### USE IN PROCESSING

All this data is of value in the area of theta clear processing to operating thetan.

L. RON HUBBARD

P.S. I am developing some processes which promise to run out engrams about one thousand an hour for a theta clear while holding havingness up.

P.P.S. I am getting some intensives and am stabilising along the + theta clear level. It’s wonderful. Standard modern processes are being used.

L.R.H.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 4 AUGUST 1960

Fran Hldrs

**REGIMEN 1**

For some time it has been obvious that we needed an auditing procedure that would serve to train auditors using for the first time Model Sessions.

Some weeks ago I developed "Regimen 1". This was primarily for use in training HGC auditors. It has been so sweepingly successful that it is here given for general field use.

It must be clearly understood that a complete session would consist of pre-sessioning, the exact use of Model Sessions, and the new techniques that are producing Clears. Regimen 1 then is a stop-gap bridge between old style formal auditing and a complete grasp of pre-sessioning and Model Sessions.

It is intended when using Regimen 1 that the auditor come as close as possible to a Model Session but not be critical of it. As Regimen 1 is more and more used by the auditor he should continue to study Model Sessions (HCO Bulletin of February 25, 1960) until he can do one letter perfect.

Once he has the Model Session pat he should then study up on pre-sessioning until he has that perfect.

Naturally all the TRs and knowledge of the E-Meter go into a session. These, with pre-sessioning, the Model Session, give us an auditing form which should be mastered before complete clearing results become inevitable.

**REGIMEN 1**

(Only Regimen 1 can be used until an auditor has excellent results on several pcs)

- (a) Assessment—ask the pc what is wrong with him. Take the pc's answer, make it into a general terminal. Run that and nothing else. When it's cooled off, assess again, same way, run that. Don't argue or dispute or change what the pc says except to convert it to a general terminal.

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "My wife."  
Auditor: "OK, we'll run a wife."

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "I'm impatient."  
Auditor: "Can you think of somebody who was impatient?"  
PC: "My father."  
Auditor: "OK, we'll run a father."

*Example:* Auditor: "What do you think is wrong with you?"  
PC: "Well, I think I'm attenuated."  
Auditor: "Did you ever know an attenuated person?"  
PC: "Yes."  
Auditor: "Who was it?"  
PC: "George James."  
Auditor: (since this is a specific terminal and we want a general one)  
"What was George James?"  
PC: "A Loafer!"  
Auditor: "OK, we'll run help on 'a loafer', all right?"  
PC: "Fine."

When “a loafer” is flat, flat, we do the same assessment again and as above get a new general terminal.

- (b) Use as a process two-way concept help. Example: “Think of a father helping you,” “Think of you helping a father,” etc. Flatten it down to a no reaction on meter. (Lay meter aside for most of sessions. Use only to check.)
- (c) For a quarter of any session time run alternate confront. “What could you confront?” “What would you rather not confront?”
- (d) For a quarter of every session’s time run havingness to end with—”Look around here and find something you could have.”
- (e) Start session with checking for PTPs and ARC breaks. Handle PTP with “What part of that problem could you be responsible for?” only.
- (f) Handle ARC break with “What have I done to you?” “What have you done to me?” only.

Regimen 1 omits pre-sessioning. It does a rough kind of Model Session, as good as one can get but skip being critical of it.

### GENERAL REQUIREMENTS

Naturally there are some general requirements which make up the background music, or lack of it, in sessions, and while there may be many of these, four of them are vitally important. These are:

1. Handle pc pleasantly
2. Don’t chatter at pc
3. Get pc to execute every command given
4. Run good TRs.

It also goes without saying that one should follow the Auditor’s Code in session as well as the Code of a Scientologist out of it.

So far as the Auditor’s Code is concerned, the only modern error which keeps repeating itself and coming to attention is “evaluation”. Apparently this is because very few newly trained auditors have a good grasp of what evaluation is. Briefly, evaluation consists of telling the pc what to think about his case. This is something an auditor should never do. It is directly contrary to Scientology practice, and enormously inhibits a pc’s gains. Nothing will cause an ARC break like an evaluation. An example of this is to say “Good” with a question mark on it, or to say “All right” as though you don’t believe the pc.

Another difficult point in auditing consists of the auditor thinking he has to *believe* the pc utterly and accept his story completely in order to have any reality with the pc. A little study of this will demonstrate that one acknowledges what the pc believes. He acknowledges it as something which is believed by the pc. The auditor is quite entitled to his own opinion of it and quite ordinarily supposes that the pc will change his idea of it after more auditing, but this does not mean that one should take what the pc says in a state of mind of “Well that’s reality for you, but I have my own reality on the situation.”

There is at this late date, now that we have the various TRs, no excuse for command flubs. An auditor should not make errors. If an auditor is found to be making errors he should get himself run on Op Pro by Dup.

L. RON HUBBARD

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## LONDON CONGRESS ON DISSEMINATION AND HELP LECTURES

London, England  
6—7 August 1960

On Saturday and Sunday, August 6th and 7th, 1960, HCO and HASI London sponsored a Congress with the theme of “Dissemination and Help” at the Royal Commonwealth Society Hall in London, England. Attendees co-audited and received the following lectures by L. Ron Hubbard.

6008C07	LCDH-1	Title unknown
6008C07	LCDH-2	Pre-sessioning
** 6008C07	LCDH-3	Plant Research—Sickness—Will to Live—Adjustment of the Cycle of Action in Pre-sessioning (alternative title: Victim & Succumb)

Franchise Hldrs

## THE LAWS OF ASSESSMENT

The most important part of auditing is assessment.

This became apparent when I realized that I had assessed all the clears of the 20th ACC and most other clears. Therefore, it follows, I must have been doing something in assessing that I had never articulated and with the advent of the 1st Saint Hill ACC, I managed to do this for Dick and Jan. I have reduced a file cabinet of data on assessing, not before co-ordinated, to two primary laws as the common denominators of assessing.

While assessing still requires judgment, we now can check proper assessment and can begin to teach accurate assessment.

This is a preliminary paper on the subject.

The Laws of Assessment are:

- I: A thetan's Reality on a terminal depends upon the degree of outflow a thetan can tolerate from that class of terminals.
- II: A thetan tends to become that on which he has produced non-beneficial effects. A thetan tends to move from source beingness to effect beingness.
- III: A thetan tends to maintain a position on the tone scale where inflows are comfortable and to change that position it is necessary to accustom him by auditing, to higher terminals.

### LAW I

The fall registered on the E-Meter, when a terminal is mentioned, registers the amount of inflow the thetan is aware of. When he is not aware of inflow he is totally unreal on it or he is completely aware of the terminal.

Therefore when any terminal is mentioned to a pc it will be:

- (a) Too forceful
- (b) Barely tolerable
- (c) Completely real
- (d) Too weak
- (e) Ignored

The E-Meter registers on (b) type terminals with a fall. It registers on (a) type with a rise or no reaction. It does not register on (c) type.

A pc has no concept of (a) type. Even though he flinches from it (steady needle rise) he does not *know* it. He cannot confront on (a) type but may not even realize it.

A pc reacts to (b) type because it is slightly above his tone scale position but is difficult to confront. Therefore he can be run with moderate success on any terminal that produces a fall.

A pc does not react to type (c) since he can confront it with comfort.

Type (d) is so weak that a thetan at a higher position tends to outflow toward it and thus possibly interiorize into it.

Type (e) terminals are too insignificant to a thetan in any given tone scale position and tend to be ignored. They are still real.

## LAW II

A thetan moves from source beingness to effect beingness so therefore any time a fall is noted on an E-Meter, it can be assumed that the thetan has become an effect beingness. It is necessary to find what would create or handle the terminal that caused the fall. This is better to run than the fall terminal, even though it barely checks a rise.

One runs causative terminals always, never effect terminals. But what may seem an effect terminal to the auditor may be a causative terminal to the preclear.

## LAW III

Always seek to run terminals that do not clear by two-way comm and which are causative to some slight degree to terminals that produce a fall on an E-Meter.

### A TERMINAL IS IMPROPERLY ASSESSED IF IT DOES NOT DURING AUDITING

1. Produce a loosening and a tightening of needle action;
2. Produce a change of position on the tone arm of at least (minimum) three tones of difference up or down per hour of auditing;
3. Produce longer and longer periods of loose needle as the intensives continue;
4. Produce a change of comm lag from command to command in the pc;
5. Produce cognitions; and
6. Improve the ability of the case to confront.

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HCO BULLETIN OF 18 AUGUST 1960

HCO Secs  
Assn Secs  
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**VITAL INFORMATION**

Having developed now a process package which makes Mest Clears, Theta Clears and OTs without further special uses on many cases, I hasten to send you the data and ask that you yourself at once get audited on it and audit those persons who are surest and best around you in order to obtain a "control of areas" with the increased ability.

Nothing in this process discards the main line of theory of Dianetics and Scientology but since results can be obtained so swiftly with it, it must be asked that persons uneducated in Scientology must not be run too far on it, as they will obtain high levels of action without any understanding which would be an overt against them. In short, do not complete this process on any pc beyond the level of Mest Clear unless the pc has been sent for a course. This will save considerable upset and instability in the long run. It is a technical fact having nothing to do with economics of Central Orgs.

The only overt we can do is to fail to disseminate correct data. We can refuse to process without any overt occurring. But we cannot fail to disseminate without an overt. Study it out and you'll see it's true.

I will not give you much theory on this at this writing beyond a statement that all apparent dynamics on people are inverted from their sixth dynamic and that the theory of confusion and the stable datum is paramount here.

In the process we remove the confusion and permit the pc to release the various terminals and ideas.

Later assessment and the running of terminals is probably needful.

The basic process was looked for first in 1951. There was a lecture on it called "Motion and Emotion" and a talk about the "governor" of a pc's speed of advance. Since then I have had to search very hard and it has taken eight years to match up processes to hit at this.

I have now done this.

The rundown is as follows, every session:

Pre-session  
Model Session  
Help  
Alternate Confront  
Havingness

The thing on which Help is run is MOTION. The commands are these:

"What motion have you helped?"  
"What motion have you not helped?"

Do not run "What motion could you help" or any invent process. Help, being a responsibility process, gives us the only practical way to get the pc to face a non-terminal like Motion.

This is Mest Clear Route, Theta Clear Route, OT Route.

If the pc runs to flat meter, assess for a terminal, run that terminal flat, then run more Motion as above exactly. The assessment is the most difficult part. If the assessment is right one gets a fast run, if wrong, it takes ages.

But start now on Motion.

We're off the launching pad. Glad you're with us.

L. RON HUBBARD

HCO BULLETIN OF 25 AUGUST 1960

Franchised Auditors  
Assn Secs  
HCO Secs

### **POWERFUL PRESESSION ADDITIONS**

Pre-sessioning had some missing points in it which I have been filling in in order to clear as many 1st Saint Hill ACC students as possible.

Seeing that students were not obtaining as much tone arm action as HGC auditors would for the same amount of auditing it was necessary to study the fact. Students audit each other without altitude and so I had to resolve *altitude* as such.

*Altitude is the factor that makes a pc receive and execute an auditing command.* Any good auditor in the field and certainly HGC auditors audit from altitude. Therefore they get more tone arm action and faster clearing. Students auditing each other audit without altitude. As one can't build up the altitude of students to one another, it was necessary to reduce the need of altitude on the part of the pc.

I have developed then a new pre-session step at the level of *control* to care for altitude. It turned out to be a possible one-shot clear command.

This step should be run hard on any pc and very hard on pcs who do not have much effect on their banks. Many pcs cannot run a "think" command. The gradient of cases is the increasing ability to affect the bank with new thought. A low level case can't. A high level case can.

As low level cases also cannot execute an auditing command cleanly without alterations, vias or non-execution, it follows that the *process* run is not in question. What is in question is the pc's ability to follow a command.

Therefore if a tone arm on an E-Meter does not swing at least through 3 tones in an hour of auditing the pc is not following the command clearly or the pc can produce small effect on his own bank. If such a condition exists then the pc is allergic to orders and will be a slow case or hangfire in auditing.

The remedy of this is a pre-session process at the level of Control.

The process is Pre-session Control Processing.

The commands are:

- (a) "What order was disobeyed?" or
- (b) "What intention was not followed?"

If (a) does not work go to (b). In any event eventually run both (a) and (b) at the level of Control in Pre-sessioning.

As this is a heavy gain process, if the pc is low scale on a graph, run it instead of help in a Model Session for many sessions.

Pre-session Commands which are now set are:

*PRESESSION INTEREST:* (Live or Die)

"What is worse than death?"

*PRESESSION HELP:* (two-way help on auditor-pc)

"How could I help you?"  
"How could you help me?"



*PRESESSION CONTROL:*

“What order was disobeyed?” or  
“What intention was not followed?”

*PRESESSION COMMUNICATION:* Rapid handling of possible overts. There is a set procedure for this that removes life computations which will be expanded later.

As noted, *Pre-session Interest* (Live or Die) belongs actually fourth as *Interest* and may be so placed later.

On the new Pre-session Control Process the tone arm is the clue. If it doesn't shift rapidly (3 tones at least per hour of Help processing) the remedy is the Pre-session Control Process as given above.

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### NEW DEFINITION OF PSYCHOSIS

After a careful study of cases, based on new data, I have a method of detecting and an answer to psychosis which is simple and useful.

The lower a person is on the tone scale the less they can receive and follow orders and directions.

That person who raves and screams at the very thought of receiving an order is of course completely insane.

That person who obsessively fights an organization that gives him clean instructions to help him is, of course, insane.

All persons who have been too much around a bad military or who have had military fathers are very likely to be subject to a derangement. This derangement multiplying brings an insanity. They rave and scream if even their best friends try to help them.

What is gone is the control level. Help may still be there but on obsessive cause of help only. No help may be received.

Look around you, look it over. The criminal will not receive the orders called law. The psychotic will not receive the orders that bring real help.

This gives you a real weapon.

A psychotic is that person who cannot receive orders of any kind, who sits unmoving or goes berserk at the thought of doing anything told him by another determinism.

Want to know if they're crazy? Give them a simple order.

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HCO BULLETIN OF 26 AUGUST 1960

1st Sthil ACC  
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**REGIMEN TWO**

Regimen Two requires no assessment.

This regimen is run with pre-session and Model Session and contains a complete set of processes for the Model Session.

**MODEL SESSION**

It should be noted that the *patter wording* of a Model Session is what is set and fixed. By always using the same words to open, continue and close a session, to begin and end processes, a duplication of sessions is achieved which as they continue, runs them out. The patter wording of a Model Session should be learned by heart and not changed. The commands of regimens of processes used in Model Sessions may change. But not the patter. It is this patter which makes a Model Session a Model Session, not the commands run in it.

**ASSESSMENT**

No assessment is used in Regimen Two. The E-Meter is employed to determine the advance and stage of case. Advance is determined by change of tone arm position and loosening or tightening of needle, per unit time of processing, the sensitivity knob always being set the same, session after session. The stage of case is judged by the rapidity of the repetitive loosening and tightening of needle action and the width and rapidity of change of the tone arm.

**CLEAR INDICATION**

When a case has at last a steady tone arm near clear reading for the sex of the pc and when the needle is loose and does not respond to elementary pre-session questions, the person is Most Clear. (See chapter on this in Book I and read it carefully.)

**STEPS OF REGIMEN TWO**

- Step (a)* “What motion have you helped?”  
“What motion have you not helped?”
- Step (b)* “What can you confront?”  
“What would you rather not confront?”
- Step (c)* “Look around here and find something you could have.”

Step (a) is run for the bulk of the session and Steps (b) and (c) are given equal times at session end.

Step (c) may be run at any time if pc's havingness drops. Step (c) must however always be run until the pc can have each one the bulk of the objects in the room.

Cases which do not respond to Regimen Two should be pre-sessioned until the tone arm becomes active, no matter how many sessions this requires.

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## 1ST SAINT HILL ADVANCED CLINICAL COURSE LECTURES

Saint Hill Manor, East Grinstead, Sussex  
8 August—16 September 1960

In order to improve ACCs L. Ron Hubbard brought the 7th London ACC to Saint Hill and made it the 1st Saint Hill ACC. The goal of the ACC was advancing *all* cases.

The last twelve lectures were recorded and contain data on the use of the new preessions and processes that undercut cases. All twelve lectures are listed below. They are also shown on the following pages in chronological sequence with the written materials of the time.

6008C29	1SHACC-1	The Importance of an E-Meter
** 6008C30	1SHACC-2	Circuits and Havingness
** 6008C31	1SHACC-3	Theory 67
** 6009C01	1SHACC-4	Theory 67
6009C02	1SHACC-5	Case I mprovements
** 6009C05	1SHACC-6	Successful Processes for Handling MEST
** 6009C06	1SHACC-7	Correct Use of E-Meter
** 6009C12	1SHACC-8	In-Sessionness
** 6009C13	1SHACC-9	How Havingness Relates to Circuits
** 6009C14	1SHACC-10	Formula of Havingness
6009C15	1SHACC-11	In-Sessionness and Havingness
6009C16	1SHACC-12	Final Lecture—6th and 7th Dynamics

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HCO BULLETIN OF 1 SEPTEMBER 1960

Franchise Hldrs  
ACC Students  
Ds of P  
Assn Secs  
HCO Secs

**PRESESSION TWO**

A reshuffling of theory during the past few weeks in order to improve all ACC cases and clear as many of them as possible has given us new weapons for the difficult case and new heights for all cases with evidence of increased speed in processing and easier handling of processes by auditors. I have been very busy on this and myself received some eighty hours of processing to iron out commands and get a subjective reality by case synthesis on these new approaches.

I evolved a new basic theory of processing from observation of what did not move some ACC cases and what did.

This has been a strenuous research period and though by no means at end, results should now become much easier to obtain in other areas.

Pre-session Two is not composed of new processes but is a new combination.

In 1956 I discovered that talking reduced a difficult pc's tone level. Now it is obvious that *no* significance process moves a low graph case. Therefore, Pre-session Two is to be used on *all* cases until a pronounced change of tone arm and needle reaction is attained as below.

Pre-session Two cannot be run without a good E-Meter.

When a pc has been steadied at his clear reading by many sessions of Pre-session Two then Regimen Two (or Three as will be issued) may be embarked upon.

**PRESESSION TWO**

The pre-session is begun by stating to the pc, "If it is all right with you, we will begin auditing." On his assent the auditor says (Tone 40), "Start of session. We will begin by running havingness. Here is the first command," and gives it.

No discussion is begun or permitted with the pc, no rudiments. No chatter. The auditor starts briskly and crisply and invites no discussion of anything and if any is offered by pc, says, "We will take that up later on in processing. Right now we have to begin."

A case can be retarded by talk in its first stages. Therefore, no talk, just processing.

The Havingness Process is "*Look around here and find something you could have.*"

This is run to a loose needle and any closer approach (up or down) of the tone arm to the clear reading. The best action on which to end the process is a "blow down" of the tone arm (or a "blow up" in the low tone arm case), meaning a sudden approach of the arm from a non-optimum reading toward the optimum read. The first "blow down" (or "blow up") is the signal to change to the second process.

The auditor then says, "I will run two more commands of this and end the process if that is all right with you." And then does so. When he reaches the last command he says, "That was the last command of this process. Is there anything you would care to say before I end the process?" He acks whatever pc says, keeps it brief

and then says, “End of process.” At once the auditor adds, “We will now begin alternate confront if that is all right with you. Here is the first command.” And gives it.

The commands of alternate confront are:

“What could you confront?”  
“What would you rather not confront?”

This process is run to a relatively tight or sticky needle and, secondarily, to an abnormally high or low tone arm.

As soon as the meter shows the pc is now “getting sticky” the auditor says, “I will run two more commands of this and end the process if that is all right with you.” He does so and says, “Is there anything you would care to say before I end this process?” The auditor acks whatever pc says, keeps it brief and says, “End of process (not Tone 40).”

At once the auditor says, “We will now begin havingness if that is all right with you.” He acks pc’s consent and does so. “Here is the first command. Etc.”

The action of the tone arm is the signal to change processes—loose needle to change from havingness, tight needle to change from alternate confront. This may take three minutes to happen on either process or a half an hour. There is no set time. It is all done by the E-Meter.

One runs these two processes one after the other, on and on, pre-session after pre-session, until the tone arm is stabilized at the clear reading. Then one begins Regimen Two (or Three).

That is the entirety of Pre-session Two. No goals, no check-out on help, control, comm, no PTPs, no ARC breaks handled. It runs out PTPs and ARC breaks anyway.

It is smoothly audited, crisply with good TRs, almost muzzled.

*This* will move any case that can go through the action of the commands.

Even if the havingness does not seem real to pc, keep pc at it. It will become real by and by.

The alternate confront answers do not have to be subjective but usually will be.

Here is an auditor trick that permits better attention on pc’s answers and less command mistakes on alternate command processes. When you give the plus command (could you) put your thumb on your index finger. Hold it there until it is answered. When the minus command (rather not) is given, put your thumb on the second finger tip until it is answered. This sets up a physical universe tally and keeps one from mucking up the command sequence without having to “hold it in mind”. This permits better observation of the pc. If he fogs out and needs the question again, thumb position tells the auditor which one it is without recall. I have been using this to free up all attention units for observation of pc and meter and find the additional attention helps the pc. The thumb system is done unobtrusively, of course. This may seem a bit silly to propose but your auditing attention is for the pc and the state of the meter, not holding a command like a concept. The mental holding of the command starts some uncleared auditors into self-audit during a session and may be a cause of session self-audit.

A pre-session is ended by the auditor asking after his last “End of process”, “Do you have anything you would like to say before we end this session?” He can now take up whatever the pc says and gracefully ease the session to a close. The pre-session activity is closed by saying, “I am now going to end processing for (this morning) (this afternoon) (today) (tonight). Here it is. (Tone 40) End of session.” He can add, “Now tell me I am no longer auditing you (this morning) (this afternoon) (today) (tonight).”

## AN AUDITING PRESESSION

In actuality, a pre-session of this type is a session of sorts, minus rudiments and end rudiments. But in very real actuality I now find a pc isn't enough there before he is consistently reading at clear to do anything but cut up his havingness with talk in session. His postulates aren't sticking well yet. He ARC breaks unexpectedly. Any talk by the auditor invites upsets. And havingness and alternate confront handle PTPs and ARC breaks better for somebody who reads off clear than most other processes. Further, as above, the more pc talk, the more chance for flubs and ARC breaks.

### SUMMARY

Pre-session Two is based on the theory that one is taking the 6th Dynamic off the Seventh Dynamic. This is opposed to taking the Seventh Dynamic out of the Sixth Dynamic. There's so much to this and so many mechanical facts involved that I'm going to write a book about it shortly as it's too lengthy for bulletins.

We're going right ahead now and make *lots* of Book One Clears through the HGCs and the field. Only these will be whole track Book One Clears. Pre-session Two and Regimen Three are the first process arrangements I have done which require only repetitive commands, no assessment or judgement of a case beyond E-Meter needle and tone arm readings. As assessment and discussion with the pc have been the major impediments to broad modern clearing by others, I am happy to be able to remove them. It has been quite a feat. As this also gets those stuck arm, stuck needle cases really going, some moving swiftly for the first time, I feel we've achieved something. The processes have been to hand but a new theory of processing had to be evolved to isolate them from thousands of other good processes and to get them run exactly right in the correct order.

Pre-session Two, by the way, is not for HAS Co-audit use or any co-audit use, where meters are not in every auditor's hands. It is vital that they be run by meter. Otherwise these two processes just stall each other. Co-audit people would just get involved in engrams here and there and be unhappy. Use help on supervisor-assessed terminals in co-audits. It's good. Don't run alternate confront. Run havingness afterwards if you like.

One further comment on needle action in running Pre-session Two. The fastest case advance is probably achieved by getting off alternate confront and back to havingness immediately after a consistent needle rise or steady creep downward (for a low arm case) sets in. A steady rise means the pc has just hit something he can't confront (the source of rise or steady slow fall for a low tone arm). It's all no have from there. This requires watchfulness. Be certain to catch it and return to havingness again each time there is a sticky needle coming about.

(All comments on needle and meter reaction in this bulletin are subject to review as the matter is still under study but the above meter data is already proven to be workable and should be used for now.)

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** 6009C01	1SHACC-4	Theory 67
6009C02	1SHACC-5	Case Improvements
** 6009C05	1SHACC-6	Successful Processes for Handling MEST
** 6009C06	1SHACC-7	Correct Use of E-Meter
** 6009C12	1SHACC-8	In-Sessionness

Fran Hldrs

### THE PRESESSIONS OF THE 1ST SAINT HILL ACC

The 1st Saint Hill ACC is being very successful.

The advanced process used on higher cases is Regimen 3. Help on Motion, Alt. Conf., and Havingness done in a Model Session. (Regimen 3/II.)

This has been preceded by Preessions. The preession only is used until pc rides at clear reading with a loose needle during session. Then the preession that cracked the case is combined with Help on Motion as a new Regimen 3. This is designated as follows: Regimen 3/V. This means that a Model Session is run with Help on Motion, the Confront command being that of Preession V, the Havingness command being that of Preession V. In the Model Session, the sequence of processes is the Havingness process, the Help-Motion process, the Havingness process, the Confront process, the Havingness process, the Help-Motion process, etc. The Havingness process is run briefly until Havingness is up. The Confront is run until pc is in p.t. Help-Motion is run until pc gets high on the arm or gummy on the needle.

The following preessions are those that have been effective on one or another of the ACC cases. A more detailed report will be made later.

Preession II is for a fairly easy case. Preessions V to VII inclusive moved, one or another of them, all difficult cases, Preessions VIII and IX have not been used but are included for completeness.

The rule is that if a tone arm does not shift more than one division on a meter dial in an hour of processing, you should try another preession.

If you have the right one for the case, you should get rapid shifts of the tone arm and should flatten it as a preession (pc reading during its use at clear read) and then go into Model Session using your same preession as the Havingness and Confront commands of Regimen 3.

No rudiments, no two way comm of any kind is used while auditing the preession only.

#### COMMANDS FOR PRESESSIONS II—X

##### *PRESESSION II:*

Havingness: "Look around here and find something you could have."

Confront: "What could you confront?" "What would you rather not confront?"

##### *PRESESSION III:*

Havingness: "Point out something in this room you could confront."  
"Point out something in this room you would rather not confront."

Confront: "What unconfrontable thing could you present?"

##### *PRESESSION IV:*

Havingness: "What part of a beingness around here could you have?"

Confront: "What beingness could others not confront?"



*PRESESSION V:*

Havingness: "Point out something in this room you could confront."  
"Point out something in this room you would rather not confront."  
Confront: "Point out a place where you are not being confronted."

*PRESESSION VI:*

Havingness: "Look around here and point out an effect you could prevent."  
Confront: "What would deter another?" "Where would you put it?"

*PRESESSION VII:*

Havingness: "Point out something."  
Confront: "Tell me something I am not doing to you."

*PRESESSION VIII:*

Havingness: "Where is the (room object)?"  
Confront: "Recall something really real to you."  
"Recall a time you liked something."  
"Recall a time you communicated with something."

*PRESESSION IX:*

Havingness: "Look around here and find an object you are not in."  
Confront: "Recall somebody who was real to you."  
"Recall somebody you really liked."  
"Recall somebody you could communicate with."

*PRESESSION X:*

Havingness: "Look around here and find something you could have."  
Confront: "What beingness could you confront?"  
"What beingness would you rather not confront?"

*Notes:*

By finding the Pre-session Havingness process that moved the tone arm well and the Confront process that moved the tone arm well, the auditor can make a pre-session out of this new pair.

*On all "POINT OUT" commands:* Have pc hold both E-Meter cans in one hand with a piece of paper, or cardboard, between to prevent shorting out, so pc has one hand free to point with.

*Havingness command of Pre-session IV:* Unless more than one auditing team present in auditing room, must be run as a walk-about, or in room where pc can see people from window.

*Confront command of Pre-session VI:* Use either no acknowledgement, or a very light, continuing sort of acknowledgement, between these two questions.

(Data on the use of Pre-sessions as part of Regimen 3 as given in this HCO Bulletin is subject to further study.)

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\*\* 6009C13      1SHACC-9      How Havingness Relates to Circuits  
\*\* 6009C14      1SHACC-10     Formula of Havingness

Fran Hldrs

### THE TONE ARM

If you haven't got an E-Meter, you can't clear people. That has now emerged as a final datum.

For without an E-Meter you cannot tell, the way it has now developed, whether a case is really moving or not or whether a process is biting.

This startling fact was proven in the 1st Saint Hill ACC (7th London).

In late 1959 I began to study the tone arm as a means of discovering more data about a case.

A year later I can assure you of the following truths:

1. A case which is not registering a rapidly moving tone arm during a session is not progressing well.
2. A case which has no wide tone arm movement during processing has not remedied objective havingness.
3. Extreme low arm and extreme high arm cases only have low objective havingness.
4. A case should move three tone divisions of the tone arm dial up or down in an hour of processing before it can be considered to be running well.
5. If a tone arm doesn't change under processing the case is not progressing.
6. The keys to a moving tone arm are:
  - (a) Havingness
  - (b) Overts
7. No case should be processed on anything else but some form of objective havingness or O/W before the tone arm is moving freely.
8. Extreme high and extreme low tone arm cases alike are unable to *have* the room of the session.
9. Extreme high and extreme low tone arm cases alike cannot have the auditor or people.
10. Until a case is made to read around the clear read, it should not be processed on anything but havingness, O/W, confront (or duplication) processes.

The tone arm tells you, by its motion, the extent of case advance, long before you get another graph. Inadequate tone arm motion during processing means inadequate case gain.

If the case isn't gaining, try another objective havingness process.

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L. RON HUBBARD

6009C15 1SHACC-11 In-Sessionness and Havingness  
6009C16 1SHACC-12 Final Lecture—6th and 7th Dynamics

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 SEPTEMBER 1960

D of Ps  
Assn Secs  
HCO Secs

**GIVING THE PC FULL HOURS**

It has come to attention that pcs are sometimes deprived of a part of their full 25 hours in an intensive by including coffee breaks in the auditing time.

As this is one of the most fruitful sources of pc dissatisfaction even when unexpressed, the practice is forbidden.

If the pc demands a break or if the auditor declares one, the time so spent is added to the 25 hours, which is to say the time is made up in actual auditing in the same day it occurred. Careful count must be kept of a break since it must be added to session time and given in actual auditing.

Auditing time is very precious to pcs. Please don't waste it.

**HAVINGNESS INJUNCTION**

No pc may be run on two-way comm, confront, help or other process until a process has been found that remedies his havingness and brings the tone arm to clear read.

Overt-withhold on the auditor or other terminal may be considered a preliminary process as it assists duplication and therefore havingness. It is not, however, to be considered a havingness process for purposes of running a case.

Havingness processes meant herein are those of the 1st Saint Hill ACC issued in contemporary bulletins.

**MODEL SESSION**

HGCs will hereafter use Model Session form immediately that a havingness and a confront process are established for a particular pc. Thereafter all sessions shall be in Model Session form.

The purpose of this is to get the rudiments covered to the end of obviating ARC breaks and present time problems, the only two things which can stall a case which has once gotten started.

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BPI

## CAPTIVE BRAINS

Pity the poor Scientist. He is a captive brain.

Today he has no liberty. He may not, must not utter blasphemy against his captors.

All he is permitted to do is slave.

The cause for which he slaves derives from an accident of geography. If he was born in the "West" he gets to slave for the Extreme right. If born in the "East" he slaves for the Extreme left.

Should he find anything or invent anything, his discovery becomes the boast of Leftist or Rightist.

At once, he has been persuaded, he must *deny all further responsibility* for his creation and sign over the whole thing for a rouble or one dollar to his captors and must remain anonymous.

And then he must also wear his old school tie and belong to the right society. His credentials must always be in order. If he invents or discovers anything his credentials are examined first, its political use is examined next and then he's given his microcosm of security and sent back to his cell.

His government, his society, his employer all have managed to insist that these conditions exist and, more, are normal and fitting.

If he utters blasphemy such as "I feel radiation is not assimilable for babies" or "Science was invented to serve Man", he is sacked. His security is taken roughly away and they tear up his old school tie. They say nasty things about him in the papers and glare at his former fellows hoping they start no nonsense now.

When you make a man grind enough years at the mouldy texts of yesterday's prejudices, he is already on the ropes. He is dimly peeping through bad eyesight at a myopic world. He has been made to feel that if he doesn't treat life like a tightrope, he'll fall.

And so he is piteously grateful to receive his old school tie. He is cringing with gratitude when they offer him anonymous rewards. If he destroys Mankind thereby by dreaming up a bomb, he never finds it out. He forgot Mankind. He denied all responsibility for his creation.

Once scientists stood for Truth and tried to serve humanity. Now they serve economics and political creeds.

Why has no defence been built against fission? Because nobody wrote a cheque to build it. Scientifically it is a problem only slightly more complex than Atom Bombs. Why has no *scientist* started to work on it, cheque or no cheque?

Can it be they gutted scientists of guts when they perverted Newton?

Can it be he or she is a coward, this scientist? Can it be a pay cheque and old school tie mean more to him than life?

Ah yes—I well recall seeking to shame some apple-cheeked young officers, strayed like blinking lambs, into a man-of-war. I graded them on their watch standing with A and B and C and put gold stars on their records on the bulletin board. Such was my irony, so heavy was my hand, as I stood back, that finally I could only weep. They thanked me!

So the product of the group-think, the death of the individual in a university of today, extends further than the scientist.

Slaves it has been said, love their chains. No more so than a scientist who sells his tiny spark of a soul for a pat on the head from a political boss.

And so, as the responsibility of the individual for his creation dies, so we enter in upon a madness of destruction where all human suffering is made available to all.

The man who would destroy all Man for pay, not even vengeance, is so far below contempt he is no longer man but animal, a beast unclean who cares not what he kills so long as he is fed.

You want to end the threat of bombs, then please awake. Politics died with Victoria. Government is no longer done that way. It's done not by appeals to men but appeals to their bellies and their fears. The world is now controlled by economic groups who debase laws and rewrite texts and so make slaves.

For anything to happen now, enough to end this crazy dance, it will be needful to amend Man's pride and confidence and teach him he can stand alone on his two feet. The re-creation of the individual is all that's left, no matter what you would improve.

Man buys his lies from cowardice. Afraid to face the truth he cannot view his death-coming fast, for all Mankind.

In companies, in every path of life, show men they can be free and you'll have courage back for them.

How do I know this about Scientists? For thirty years I've been a maverick, an iconoclast. Each old school tie they sought to hang me with I painted its stripes comically. And I have watched in thirty years almost every other maverick go down. I've seen them denied security, given bad notices. I've seen them produce brilliant work and have it lie neglected even though their nation bled.

America had the V-2 in 1932. Why did she have to import a foreign Scientist to "recover its secret"?

America had helicopters in 1936. Why did she copy a German machine, the Focke-Wulf, ten years later?

America had a thousand things she would not buy from men who would not wear the old school tie and bow their heads in abandonment of their creations.

I was myself once threatened with expulsion from a university because I said that students should be allowed to think. A terrible crime.

We go into the teeth today, we Scientologists, of the greatest slavery of them all, the slavery of thought. The battle is not ended yet—but listen, we've broken through!

We today are the only group on earth that is not owned by either camp or any creed. We serve no flighty masters.

Once there was only me, sickened sometimes by Lying press inspired because I

would not be a slave. But now there's you and you and you. Sometimes we've lost a man or a girl but only because they were not brave enough to stand upon a mountain top and say "I'm me! I think. I feel. I am no slave. Come on! Be free!"

But even in our very trying days, we still kept most of us and now we grow into a crowd whose mutters shake the cornerstone of prisons.

And we've won technology. Why should I give you sales talks now? Upon every continent an HGC is turning people into clears.

We're winning or why should the press begin again to growl? On one hand on the stands we read that a grayayayt university now believes that IQ can change, while in the same day a huge scientific group says we are no good.

Our hands lie heavily on destiny, yours and mine. We've turned a downward trend upward again. And so as we mount higher, be clever and understand what's happening.

Attacks in press and elsewhere will mount up. Upon me. Upon us. No. No violence. Just entheta. And money, lots of money will be sent to scream out more and more. Be gratified. Their hysteria is our index of win, nothing less.

Pity the poor slave master! There in his Extreme Right or Extreme Left den, he's penned successfully the cream of brains and wit. And just as he licks his chops to say, "You're now all slaves!", a mighty host cries back, "Who us?" and strikes the fetters from his prey. Poor fellows. Commissar Gulpski and Capitalistic Grab will have to unite to have a quorum in their caves.

Oh no. It's no mad dream. Politics is dead. Economics now dominates the world. And we sit laughing with technology to undo all their buttons and their charms.

As we improve organisations, we will improve people. And as we improve people we make men brave. And then at last the slave looks down and says, "Why, what *are* these chains?" and shakes them off.

The vested interest of the world, since its beginning, made but one mistake. They thought that punishment and hard duress were all that made Man work. But Man just worked so long as he could help. And when his wares were turned to bringing hate and death, he struck. Until someone, you and me, give back his willingness to help, the world, like tired wheels, will grind down to a stop.

It is an overt act by you and me to leave in power any group that denies men freedom, knowing what we know. Therefore, attack.

We are the only men and women left on Earth who are no longer slaves.

And we are now all past the point in knowledge and in numbers where we will wear their chains.

The men who need us most are the slave masters.

We will get around to them last, I think. It is more fitting so.

P.S. And *now* do you wonder why the mutter grows: "Scientologists are *dangerous*". But Scientology is the only game where all dynamics win!

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 SEPTEMBER 1960

D of Ts  
D of Ps  
HCO Secs  
Assn Secs

**ACC LECTURE TAPES**

The 1st Saint Hill ACC lecture tapes, selected package, should be in your possession for staff use.

These contain the data on the use of the new precessions and processes that undercut these cases.

There are twelve lectures in this package each from 35 to 45 minutes long.

These should be played to your HGC staff auditors and the staff. They contain all the odd bits that aren't in bulletins.

This is the easiest way we can get the data to you.

Therefore we are shipping these tapes at once. They are billed to you through customs at cost of tape. There are three 1,800 ft. reels with four lectures on each.

They cover what is known as *Scientology Theory 67* completely with all tips of assessment and case handling. As this is the most important advance in recent years, and as these tapes give it thorough and concise coverage, you need them.

We will bill you for air express and other charges, invoice them for customs at tape cost. This classifies as technical data.

**To Whom Tapes Are Played**

As these tapes are for advanced auditors only, they may *not* be played to field auditor gatherings, or at Congresses.

They may be played to Central Org and HCO staffs, to HGCs and to HCS or higher level classes, and may be played at HCA/HPA level at the D of T's discretion.

A tape recorder with earphones in HCOs should be available to break in newly hired staff auditors who meanwhile may run simpler processes as per earlier issues. The tapes should be kept in HCO and not let out to individuals to be taken outside the Org.

The tapes are numbered 1 to 12 although in fact they are the last 12 lectures of the 1st Saint Hill ACC. They may be played in any order.

This is my immediate programme for faster HGC gains. You have been given bits and pieces of this. It will work better if you have the whole story given as it was worked out as the only other full rundown will be a book.

You are doing very well already with what you have. For that I thank you. You will do even better with these tapes.

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HGCs

### **ORDER OF TEST OF HAVINGNESS AND CONFRONT COMMANDS**

Based on data of the 1st Saint Hill ACC which I have now tabulated for what moved cases it is possible that the following processes should be tested on pc in the given order.

The Havingness Processes should bring needle down or up toward clear read for pc's sex with a loosening needle.

The Confront process should move the tone arm at least 3 tones per hour of processing. The test should at least move arm and change needle pattern. While testing Confront processes run the Havingness process already found between tests until the needle is free and back at clear read.

In testing, first find the Havingness Process that suits the pc. If you can't get one on the list to return the tone arm to clear read, use CCH 3 or 4 or both until Tone Arm is at clear read with a loose needle.

O/W also assists obtaining a clear read, so does a PTP run with O/W or an ARC break run with O/W. A PTP or an ARC break can stop or prevent a process from being found or from continuing to work when it has already worked before. Get off the PTP or the ARC break and the former workable Havingness will work again. If pc ARC breaks too easily to permit a cleanup with O/W, use Havingness XXXI (two objects) or CCH 3 or 4 or both. If pc still can't be handled use CCH I and CCH 2, then get run what pc wouldn't run.

A dozen commands is enough to show if a Havingness process is going to work or not. If the needle fails to free and the Tone Arm starts to go away from clear read, stop at once and bridge to next test process.

Only when the Havingness process is found should the Confront process needed be searched for.

When the two have been found, this is the pair which should be flattened. When they seem flat, combine them with a Help O/W process and run a regimen in this order:

The pc's Havingness Process.

Help O/W on a terminal assessed or on a factor of Mest (Matter, energy, space, time, form or location as assessed per Regimen 6). (For Regimen 6 hear ACC tapes.)

The pc's Havingness process.

The pc's Confront process.

The pc's Havingness process.

The pc's Help O/W process.

The pc's Havingness process. Etc. Etc.

A Havingness process is always run to Tone Arm clear read with a freed needle. The Help process is run to a sticky needle and off Tone Arm. The Confront process is run to present time if possible.



Don't run anything else on pc until you have found pc's Havingness process or proved out what he says it was according to last auditor.

By definition:

A pc's *Havingness process* is one that returns the Tone Arm to clear read and frees the needle.

A pc's *Help process* is one that moves the Tone Arm at least 3 tones per hour and brings the reading always a bit closer to the clear read. (5 to 6, 5 to 6 on and on won't do.)

A pc's *Confront process* is defined in the same way as his *Help process*, except that it should move pc on the track, going further and further into the past and easier and easier into present time. Pc's pictures should improve on a confront process.

Run all tests and processes in Model Session Form in HGCs now.

Here are the commands in possible order of likelihood they will locate the pc's Havingness process and Confront process.

### **Havingness Commands in Order of Test for Pcs**

- VII "Point out something."
- VI "Look around here and point out an effect you could prevent."
- XIX "What is the emotion of that (indicated object)?"
- XI "Notice that (indicated object)." (No acknowledgement) "What aren't you putting into it?"
- XIII "Look around here and find something you could have."  
"Look around here and find something you could withhold."
- XXIV Outside Process. "What is the condition of that person?"
- XXXI (Two *small* objects in auditor's hands.) Exposes them alternately to pc, with as little motion of arms and hands as possible.  
"Look at this." (No acknowledgement) "What around here isn't this duplicating?"
- VIII "Where is the (room object)?" (Pc points.)
- IX "Look around here and find an object you are not in."
- XII "Look around here and find something you can agree with."
- XVI "Point out something around here that is like something else."
- XVII "Where isn't that (indicated object)?"
- XX "What is that (indicated object) not duplicating?"
- XXI "What scene could that (indicated object) be part of?"
- XXVI "What bad activity is that (indicated object) not part of?"
- II "Look around here and find something you could have."

### **Confront Commands in Order of Test for Pcs**

- VII "Tell me something I am not doing to you."

- X            “What beingness could you confront?”  
              “What beingness would you rather not confront?”
- IV           “What beingness could others not confront?”
- XVI          “What is something?”  
              “What makes sense?”
- XVII         “What unkind thought have you withheld?”
- XI           “Tell me something you might not be confronting.”
- VI           “What would deter another?”  
              “Where would you put it?”
- III           “What unfrontable thing could you present?”
- XXIV         “What is a bad object?”
- XXVI         “How would you not duplicate a bad person?”  
              “How would you not duplicate a bad thing?”
- V            “Point out a place where you are not being confronted.”
- IX           “Recall somebody who was real to you.”  
              “Recall somebody you really liked.”  
              “Recall somebody you could really communicate with.”
- XIX          “What intention failed?”
- XXII         “What would be a betrayal?”
- XV           “What would you rather not duplicate?”
- XII          “What is understandable?”  
              “What is understanding?”
- XIII         “What have you done?”  
              “What have you withheld?”
- XXI          “What past beingness would best suit you?”  
              “What past thing would best suit you?”
- II            “What could you confront?”  
              “What would you rather not confront?”

The following *Havingness* Pre-session Process may be considered nul:

XXII.

The following *Confront* processes may be considered nul:

XX; XXIII; XXV.

None of the above four moved cases in the 1st Saint Hill ACC.

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Central Orgs  
HGCs

### TIPS ON HOW TO CRACK AN HGC CASE

Run lots of “What question shouldn’t I ask you?”, and get them *all* off.

Find and solve all PTPs with O/W on the terminals involved.

Lots of O/W in general.

\_\_\_\_\_

Lots of discussion about failed help. Have pc check over many help failures.

\_\_\_\_\_

*Then* check for havingness process.

\_\_\_\_\_

Here are some good tips.

“Look around here and find something you can have” always works on any pc if the rudiments are *done*, done, done thoroughly.

*New Experimental Havingness Processes:*

“Look around here and find something you don’t have to make duplicate you.”

“Feel that (indicated room object).”

“How could you have that (indicated room object)?”

“How could that (indicated room object) make somebody guilty?”

“Notice that (room object). How long can you be absolutely sure it will be there?”

“What problem could that wall be?”

*Confront Processes:*

“What unworkable situation could you confront?”

“What unworkable situation would you rather not confront?”

\_\_\_\_\_

“What sexual activity could you confront?”

“What sexual activity would you rather not confront?”

\_\_\_\_\_

“What sound (or other perception) could you confront?”

“What sound (or other perception) would you rather not confront?”

“Think of a problem.”

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### HAVINGNESS AND DUPLICATION

After several years of trying to find the precise mechanics of havingness, I think I've come very close.

Havingness is apparently the willingness and ability to duplicate in all senses of the word. It also has many lesser connotations but the havingness ability of a pc apparently depends upon his willingness and ability to duplicate, again in all senses of the word.

That which makes *communication* work in processes is the duplication part of the communications formula (Axiom 28).

The position of a being on the tone scale is determined by his willingness and ability to duplicate. The lower the tone of the being the less willing the being is to permit similar incidents to happen again. This outlaws the experience factor and leaves the being with an "experience-scarcity" which causes him to refuse further experience.

All this is remedied by objective havingness processes (objective duplication increase). The bank additionally must be adjusted by subjective confront processes (subjective duplication increase).

A case will not advance appreciably until the being can remedy objective havingness. Objective havingness, the ability to remedy it, determines the entrance point of a case. Before a process to improve a pc's objective havingness is well established, the case *will not* advance, no matter what else is run. After a process that remedies objective havingness is sufficiently established to bring the E-Meter tone arm down to the clear read for the pc's sex, the case will advance on confront and help and other processes so long as objective havingness is re-established frequently.

Objective havingness is probably incapable of making a case totally stable in the absence of other subjective processes.

As havingness is the willingness to duplicate room objects (Axiom 28), then anything which improves the pc's ability to duplicate improves his or her havingness.

If a verbal process, after considerable test of various verbal command objective havingness processes, fails to work, the pc may be run on the new Pre-session XXXI or CCH 3 or CCH 4 or both CCH 3 and CCH 4.

Various old mimicry processes have some workability and we now know why. They are duplication processes and work only because they raise havingness.

I feel sort of slow on this one. It took me six years to find and establish it. But it gives us now the entrance point of all cases. *This is* why they did or did not make gains. They could or could not remedy objective havingness. Possibly (by 1st Saint Hill ACC case standards only) some 25 out of 40 pcs are *not* able to run "Look around here and find something you could have" and successfully remedy their havingness without havingness undercuts being used. Therefore this is a critical point in cases and demands care at the very start of a case.

An objective havingness process must be found for every case which will reduce or increase the tone arm to clear read for the pc.

Thirty-seven new havingness processes now exist. Use them.

People go out of present time because they can't have the most of present time. That's it. Present time is the only referral point that exists. In its absence all becomes "bank".

*(Revision in this type style)*

Remimeo

### **THIRTY-SIX NEW PRESESSIONS**

The following material was developed for the 1st Saint Hill ACC. All cases of this ACC were well started toward clear, 25 of them started for the first time. These new presessions were employed. Two of the cases started with two-way comm on failed help only after which some of the presessions following worked.

NOTE: These presessions are subject to revision after my further study. Their numbers will not be changed. I will probably change some of the processes and commands. They are given here exactly as developed and in the order of development, not workability.

NOTE: The assistance of Dick and Jan Halpern, ACC Instructors, is gratefully acknowledged for the discussion and testing of these presessions.

NOTE: Pre-session I is to be found in HCO Bulletin of 25 August 1960 and is not actually part of this series, not being a havingness confront pre-session.

#### **PRESESSION II:**

Havingness: "Look around here and find something you could have."

Confront: "What could you confront?" "What would you rather not confront?"

#### **PRESESSION III:**

Havingness: "Point out something in this room you could confront."  
"Point out something in this room you would rather not confront."

Confront: "What un-confrontable thing could you present?"

#### **PRESESSION IV:**

Havingness: "What part of a beingness around here could you have?"

Confront: "What beingness could others not confront?"

#### **PRESESSION V:**

Havingness: "Point out something in this room you could confront."  
"Point out something in this room you would rather not confront."

Confront: "Point out a place where you are not being confronted."

#### **PRESESSION VI:**

Havingness: "Look around here and point out an effect you could prevent."

Confront: "What would deter another?" "Where would you put it?"

#### **PRESESSION VII:**

Havingness: "Point out something."

Confront: "Tell me something I am not doing to you."

*PRESESSION VIII:*

- Havingness: "Where is the (room object)?"
- Confront: "Recall something really real to you."  
"Recall a time you liked something."  
"Recall a time you communicated with something."

*PRESESSION IX:*

- Havingness: "Look around here and find an object you are not in."
- Confront: "Recall somebody who was real to you."  
"Recall somebody you really liked."  
"Recall somebody you could really communicate with."

*PRESESSION X:*

- Havingness: "Look around here and find something you could have."
- Confront: "What beingness could you confront?"  
"What beingness would you rather not confront?"

*PRESESSION XI:*

- Have: "Notice that (indicated object)." (No acknowledgement.)  
"What aren't you putting into it?"
- Confront: "Tell me something you might not be confronting."

*PRESESSION XII:*

- Have: "Look around here and find something you can agree with."
- Confront: "What is understandable?"  
"What is understanding?"

*PRESESSION XIII:*

- Have: "Look around here and find something you could have."  
"Look around here and find something you could withhold."
- Confront: "What have you done?"  
"What have you withheld?"

*PRESESSION XIV:*

- Have: "Notice that (room object). Get the idea of making it connect with you. "
- Confront: (First ask: "Is there anything around here that is absolutely still?" If the answer is yes, continue. If no, use another pre-session.) "Look around here and find something you could stop," (to change of needle pattern or tone arm) then: "Look around here and find something you could start," (to change of needle pattern or tone arm) then, when neither command unsettles needle pattern or tone arm any more, use 5 or 6 commands of "Look around here and find something you could change." Then return to "stop".

*PRESESSION XV:*

- Have: "Look around here and find something you could withhold."
- Confront: "What would you rather not duplicate?"

*PRESESSION XVI:*

Have: "Point out something around here that is like something else."

Confront: "What is something?" "What makes sense?"

*PRESESSION XVII:*

Have: "Where isn't that (indicated object)?"

Confront: "What unkind thought have you withheld?"

*PRESESSION XVIII:*

Have: "What else is that (indicated object)?"

Confront: "What would make everything the same?"

*PRESESSION XIX:*

Have: "What is the emotion of that (indicated object)?"

Confront: "What intention failed?"

*PRESESSION XX:*

Have: "What is that (indicated object) not duplicating?"

Confront: "What two thoughts aren't the same?"

*PRESESSION XXI:*

Have: "What scene could that (indicated object) be part of?"

Confront: "What past beingness would best suit you?"  
"What past thing would best suit you?"

*PRESESSION XXII:*

Have: "Duplicate something."

Confront: "What would be a betrayal?"

*PRESESSION XXIII:*

Have: "What is the condition of that (indicated object)?"

Confront: "Describe a bad case."

*PRESESSION XXI V:*

Have: "What is the condition of that person?"

Confront: "What is a bad object?"

*PRESESSION XXV:*

Have: "What aren't you putting into that body?"

Confront: "What beingness would it be all right to confront?"

*PRESESSION XXVI:*

Have: "What bad activity is that (indicated object) not part of?"

Confront: "How would you not duplicate a bad person?"  
"How would you not duplicate a bad thing?"

*PRESESSION XXVII:*

Have: "Where would that wall have to be located so you wouldn't have to restrain it?"

Confront: "Describe an unpleasant environment."

*PRESESSION XX VIII:*

Have: (a) "What around here would you permit to be duplicated?" or,  
(b) "What is the safest thing in this room?"

Confront: "Describe a removal."

*PRESESSION XXIX:*

Have: "Who would that (indicated object) be a good example to?"

Confront: "What would that person be a good example to?"

*PRESESSION XXX:*

Have: "What would you have to do to that (indicated object) in order to have it?"

Confront: "Spot a change in your life."

*PRESESSION XXXI:*

Have: (Auditor holds two *small* objects, one in each hand. Exposes them alternately to pc, with as little motion of arms and hands as possible.)  
"Look at this." (No acknowledgement.) "What around here isn't this duplicating?"

*PRESESSION XXXII:*

Have: "How could you deter a .....?"  
"What have you not given a .....?"

Confront: "What could you own?"  
"What have you denied owning?"

*(To clean up Scientology auditing or instruction run on "auditor", "pc", "instructors", "student", as indicated.*

*"What would a.....own?"  
"What would a .....not own?"')*

*PRESESSION XXXIII:* (This is used as a "post-session" to clear up an intensive at the end.)

Have: Whatever havingness runs best on pc, as havingness command.

Confront: "What have you done in this room?"  
"What have you withheld in this room?"

(To clean up all auditing, use "an auditing room".)

*PRESESSION XXXIV:*

Have: Whatever pc runs best, as havingness command.

Confront: "Who have you overwhelmed?"  
"Who have you not overwhelmed?"



*PRESESSION XXXV:*

Have: "Notice that (indicated room object)." "How could you get it to help you?"

Confront: "Whom have you failed to help?"

(This will fish up a case who is out the bottom with ARC Breaks. Corrects alter-ismness.)

*PRESESSION XXXVI:*

Have: "Notice that (room object)." "How could you fail to help it?"

Confront: "Think of a victim."

*Replace Havingness of Pre-session XXV with:*

Have: "Notice that body."  
"What aren't you putting into it?"

*3 Versions of—Regimen 6 O/W Commands:*

1. "Get the idea of doing something to ....."\*  
"Get the idea of withholding something from ....."\*
2. "What have you done to ..... ?" \*  
"What have you withheld from .....?"\*
3. "Get the idea of having done something to ....."\*  
"Get the idea of having withheld something from ....."\*

\*Assessed 6th Dynamic terminal.  
(Number 3 runs regret.)

L. RON HUBBARD

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[The 8 May 1974 revision of Pre-session XXXII simply incorporates a correction previously issued on 20 October 1960. Pre-session XXXI has been corrected above per HCO B 23 September 1960, page 151.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 OCTOBER 1960

BPI  
Central Orgs  
Post copy  
HCO Secs  
Assn Secs

**CURRENT NEWS**

Two weeks ago tomorrow I arrived in South Africa to review and assist the situation.

The Central Org in Johannesburg is amongst the best we have and Scientology interest is way up in South Africa.

Further, I am fairly sure now that in South Africa we have a starting point for broader activities. Our first action here is to put in a magazine for newsstand circulation. Another magazine for native consumption will probably follow.

It has become obvious to me that we must seize or create communication lines if we ever hope to advance rapidly. Newspapers and governments have been our stumbling blocks. Therefore we recently created a Dept of Govt Relations in each HASI. Its job is to get comm lines out and help governments.

All such activities will be handled under HCO which is just now attaining limited status. We should be able to acquire a few millions worth of public comm lines in the coming years.

The problem of South Africa is different than the world thinks. There is no native problem. The native worker gets more than white workers do in England!

Russia wants South African diamonds and gold, oil and uranium. Russia starts trouble here whenever she can. The South African government is not a police state. It's easier on people than the United States government!

The South African government is under raid by Russia. Radio broadcasts slam in here nightly trying to incite riots. The South African government is dismayed because it can't believe anybody—like Russia—could tell so many lies.

We, as Scientology, are in good shape here. As a lasting tribute to Peggy Conway's early work, that of other auditors, and in particular Jack and Alison Parkhouse, the South African organization is strong and able and good friends with everybody. That makes it an ideal springboard.

With magazines, radio and TV stations we are going to consolidate here and move north with action.

If you look at a globe of the world you can trace our most direct forward thrusts. By using similar patterns of approach we will eventually get to every other country, consolidating each in turn.

Your area is on our work list. Your job is to hold your area and support our forward push until we get to you. The advance has already begun here and by that we have already started in your direction.

This jump-off coincides with a wrap-up of cases. I am also writing new texts for a new Basic Course any auditor can teach. This will, by about next April, be a requisite for HPA/HCA. An ms. edition will first be available from HASI South Africa and

printed editions will be available to you in your area sometime later. The book is called: *The Anatomy of the Human Mind*. It's the first large book since 1951.

In South Africa we are shaping up properties and comm lines to the value of several million pounds. I have often said our subject would go as far as it worked. It is now working thoroughly. It will go anyway. But we are backing its thrust hard. Did you ever try to control a pc with no comm line? We won't control society without one either.

I am personally getting along fine. The Org here is wonderful. We have a lovely home. Mary Sue and the children will be here soon.

Have patience and support our push. We have only one major problem. Who's to be Assn Sec for Moscow?

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Fran Hldrs

### SCRIPT OF A MODEL SESSION

A Model Session is a Model session because of its “patter”, not because of specific processes. This is a handy script of the “patter of a Model Session”. Use it. Don’t vary it. Know it by heart. It’s the mark of a well trained auditor. By making all patter the same later sessions run out earlier sessions.

This does not enjoin against two-way comm. But keep auditor comments and chatter out of sessions if you want smooth results and no ARC breaks.

#### *TO START SESSION:*

Auditor: “Is it all right with you if we begin this session now?”

Pc: “Yes.”

Auditor: “All right. Start of session!” (Tone 40)

*Note I:* If pc says “No”, Auditor two-way comms concerning objections, then asks again, “Is it all right with you if we begin this session now?”

*Note II:* If pc doubtful as to whether session has started:

Auditor: “Has the session started for you?”

Pc: “No.”

Auditor: “All right, *Start of session.*” (Tone 40)

#### *RUDIMENTS:*

##### *1. Goals:*

Auditor: “What goals would you like to set for this session?”

Pc: Sets goals.

Auditor: “All right. Any goals you would like to set for life or livingness?”

Pc: Answers.

Auditor: “Good.”

##### *2. Environment:*

Auditor: “Is it all right to audit in this room?”

##### *3. Auditor Clearance:*

Auditor: “Is it all right if I audit you?”

##### *4. Present Time Problems:*

Auditor: “Do you have any present time problem?”

#### *STARTING A PROCESS:*

Auditor: “Now I would like to run this process on you.” (Name it.) “What would you say to that?”\*

Pc: “All right.”

Auditor: (Clears command with pc) then—

Auditor: “Here is the first command.” (Gives command.)

Pc: Answers. Auditor: Acknowledges.

\**Note I:* If, after discussion, it seems that the pc will not be able to handle the

announced process, auditor says, "According to what we have been talking about then it would seem better if I ran (names another process)."

#### *ENDING A PROCESS:*

Auditor: "If it is all right with you I will ask the question two more times and end the process."  
Pc: Answers.  
Auditor: (after last command) "Is there anything you would care to say before I end the process?"  
Pc: Answers.  
Auditor: "End of Process."

#### *REPEATED COMMANDS:*

Auditor: (Gives command.)  
Pc: "I don't know, I can't find any answer."  
Auditor: "All right, I'll repeat the auditing command." (Repeats command.)

#### *COGNITION:*

Auditor: (Gives command.)  
Pc: (not having answered command yet) "Say, that mass in front of my face just moved off."  
Auditor: "Very good." (Repeats command without announcing that it is a repeat.)

#### *END RUDIMENTS:*

##### *1. Present Time Problem.*

Auditor: "Do you have a present time problem now?"

##### *2. Auditor and ARC Breaks:*

Auditor: "How do you feel about my auditing in this session?" (needle twitches)  
Auditor: "I am going to run some (name of process) on you, so here is the first command."

##### *3 Auditing Room:*

Auditor: "Look around here and see if you can have anything." (needle twitches)  
Auditor: "I am going to run a bit of havingness on this. Here is the first command."

##### *4. Goals:*

Auditor: "Do you feel you have made any part of your goals for this session?"

#### *FINAL COMMANDS OF SESSION:*

Auditor: "Is it all right with you if we end the session now?"  
Pc: "Yes."  
Auditor: "All right. Here it is. End of session." (Tone 40)  
Auditor: (optional) "All right. Tell me I am no longer auditing you."  
Pc: "You are no longer auditing me."  
Auditor: "Good. "

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[This HCO B is changed by HCO B 11 November 1960, *Change on Model Session*, page 172.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 OCTOBER 1960

Originally issued from Johannesburg  
HCOs  
Central Orgs

**TERMINAL STABLE DATA**

Terminal chosen must:

*Fall* on meter

Fit pc's case (interest)

Must cover lots of track

Avoid adjectives

If *Man is* run, then sometime in the future, *Woman* and then *human being* must be run, then *body* must be run.

Run any terminal assessed flat before *any* reassessment.

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Franchise Holders

## THEORY 67

Midway in the 1st Saint Hill ACC it became obvious to me that cases would not move adequately on significances.

As all cases (and banks) are an inversion of the 8 dynamics into the Sixth Dynamic and that they then invert into the Seventh Dynamic, it seemed better sense to me to take the Sixth Dynamic *off* the Seventh rather than the Seventh off the Sixth.

This is Theory 67.

It at once produced results. The new precessions and then the new definition of havingness came out of Theory 67.

Several correlative data were observable. If you exteriorize a pc he does not remain stable but goes back sooner or later into his head. Only a theta clear would remain out. Therefore taking the Seventh out of the Sixth has limited workability. If a thetan were to be able to stay out it would be because he was used to Mest. Therefore the way to make a theta clear would be to handle the Sixth to obtain a straight Seventh Dynamic.

Also, pcs permitted to talk too long go down tone scale.

Therefore to clear a circuit, don't strip the thought out of it. Take the motion and Mest off the thought.

The target of Theory 67 is Mest. Mest has six parts—Matter, energy, space, time, form and location.

Get the pc to handle Mest and you can clear him easily.

Some pcs are further inverted so that the Seventh is the Sixth (see "modern" science). In such one has to handle the Seventh first, then the pc finds the Sixth. Thus the new precessions have some beingness havingness commands.

Theory 67 revolutionized Scientology. It was first announced at the beginning of the fourth week of the 1st Saint Hill ACC 29th August, 1960.

It has ended failed cases according to the results of the 1st Saint Hill.

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Franchise Hldrs

### REVISED CASE ENTRANCE

I am having no technical difficulty in South Africa getting cases started. As these have included the roughest cases in Scientology, you can see that my confidence in processing as it exists right now is well taken.

The only difficulty I am having is compliance with auditing rundown and this is not much of a barrier as, in general, the South African staff auditor is very good. -So D of Ps, be warned. If cases aren't moving today with the following rundown in use, look for *gross* auditing errors.

This is what I am using on all cases:

*Check for the Havingness process.* If the one that works is found it will *loosen* the E-Meter needle and bring the tone arm *toward* (not necessarily *to*) the clear read for the pc's sex. The right Havingness process will do this in a dozen commands. So only use a dozen commands to test each Havingness process. If the process doesn't work in 12 commands (which is to say, doesn't loosen the needle), then skip it and go to the next for test.

If you have found the Havingness process for the case, and it ceases to work after a session or two, look for ARC Breaks, PTPs between sessions. With these cleaned up the Havingness process will start working again.

*Rule:* The Make-Break Point of any case is getting the case to run consistently on an Objective Havingness process. No gains will be stable unless an Objective Havingness process is established for it and used often in sessions.

*Rule:* When a Havingness process ceases to work, ARC Breaks and PTPs must be cleaned up before the Havingness process will work again.

In clearing up PTPs and ARC Breaks use only O/W on related terminals which is the havingness version.

*Rule:* A case must be prepared and repaired with O/W to make a Havingness process work.

*Exception:* If a Havingness process is not clearly established in a few hours (not more than ten) revert to "Failed Help" only.

To prepare a case to run a Havingness process, I have been "shaking the case down" for withholds as follows:

Run "What question shouldn't I ask you?" until needle no longer quivers in response even though meter sensitivity is increased to 16.

Run "What have you done", "What have you withheld" (general form) until needle is unresponsive and tone arm moves toward clear.

If case does not respond well, if case gives thinkingness answers for mass, I at once go to Failed Help.

## Failed Help

This is the best case-cracking process now known. I have worked with it since 1957 as a line of examination and it emerges as the *lowest verbal entrance* process. Therefore this process is a very important one.

Help is actually the most effective version of taking responsibility. When O/W will not run well, when the case just doesn't respond on the meter even though giving out with hair-raising overts, the responsibility button is out. This is recovered by "Failed Help".

Failed Help is run in this fashion, alternately.

"Who have you failed to help?"  
"What have you failed to help?"

Two-way comm on failed help is not always well handled. The auditor should not direct the pc's attention to time periods or terminals. The process is run permissively.

All cases will run on Failed Help. It is a one-shot clear process. But used exclusively it introverts too hard. Havingness must be discovered as a process and run, as havingness is the make-break point of the case.

To go further, here is the proceeding so far:

### For Average Cases

Try for Havingness.

If you find it go on to locate the right Confront process.

If you have the Havingness and the Confront, assess for a good, general whole track terminal. Using the Havingness and the Confront liberally, run Alternate Help on the terminal found.

Typical session thereafter is run with Model Session Form (all in one session).

1st Process	—	Objective Havingness.
2nd Process	—	Alternate Help on the assessed terminal.
3rd Process	—	The Objective Havingness process.
4th Process	—	The Confront process.
5th Process	—	The Objective Havingness process.
6th Process	—	Alternate Help on the terminal.
7th Process	—	The Objective Havingness process.
8th Process	—	Alternate Help.
9th Process	—	The Objective Havingness process.

How long to run each? Run Havingness always to a loose needle and TA nearer clear. Run Alternate Help or Confront process to a tight needle and pc near present time (cyclic aspect). If needle gets very sticky and TA ceases to move well on the Confront or Help, get over to Havingness fast. Run Havingness only until needle is loose and case feels better. Don't run Havingness as the process that solves the case. Run Havingness only as the process that stabilizes the case. Havingness runs to loose needle. All other processes run to a tight needle. All processes (except Objective Havingness) if they are working make the TA move. If the TA doesn't move, the process isn't working. Run Havingness and try again.

### Poor Cases

If Havingness cannot be found at once, go into "What question—" and O/W. Then try to find Havingness. Be very careful to keep ARC Breaks and PTPs cleaned up.

Find the Confront process and proceed as in an average case.

## Low Cases

If pc is diffident about having auditing, if pc critical of others, if pc ARC Breaks easily, if pc favours significances over objects, start in with Failed Help as above and try as above to get case up to Havingness.

Patch up case frequently with Failed Help, O/Ws. Keep the case running and the Havingness established and effective.

The difference between average/poor cases and low cases is that one keeps up the Havingness with O/W in the average/poor and in the low case keeps Havingness running with Failed Help and O/Ws.

This should get some understanding around.

I believe as of now that there are no impossible cases.

If a case won't talk or be audited as a chronic condition (not just as a result of ARC Breaks) we still have the CCHs.

The lions say to tell you hello.

L. RON HUBBARD

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Holders

## FAILED HELP

Probably the most sensational case cracker of all time is Failed Help.

In that the pc has many times tried to help his own case and failed, the most accessible button is failed help.

This is run as “Who have you failed to help?” “What have you failed to help?” alternately. More difficult cases run on either one or the other. It can be distracting when the pc hits an automaticity on who or what. However even the alternate version will win.

This flattens PTPs and ARC breaks, so on a very low case whose havingness is down, the rudiments may be omitted the first few sessions.

Failed Help may also be run on a terminal. If the pc is always having PTPs with a certain type of terminal (woman, man, etc) then failed help can be run in a specific or general fashion. How have you failed to help your wife? This is run repetitively. Or: How could you fail to help a woman?

A lower dichotomy could be run in this fashion. How could you prevent help? How could you fail to help? This last pair are experimental. They would be run alternately.

While running failed help one should attempt every now and then to find the pc’s havingness process.

If the pc’s havingness process cannot be found even with overts off, run failed help as above, but continue to search for the havingness process at least once a session. If failed help is running very well indeed do not chop into it to search for the havingness process. Do that toward the end of the session.

A quarter of a division of the Tone Arm in three hours auditing is a good shift for a low case on failed help. Do not expect big changes at first.

As any failed help run is good, it’s all right to make an error and use it on cases that could have better gains on something else. Cases that don’t need it move the least on the Tone Arm with it.

No one has yet run 75 hours of failed help on a previous CCH case. So I cannot tell you how much it will take or how far it will go. But I would be prepared to run 75 hours of it of the Who—What version on a case before it could run a havingness process.

This is a marvellous process. I thoroughly recommend it. Just be careful not to lay in ARC breaks and try to keep the case coaxed along and I think you’ll make it with some version of failed help on cases we found hard to start before.

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HCO BULLETIN OF 10 NOVEMBER 1960

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**FORMULA 13**

I am having very good luck undercutting beginning or old unmoving cases in Scientology by using a new formula called Formula 13. This consists of running failed help as the confront process and O/W on specific present time terminals as the havingness process.

Failed Help is almost the lowest rung of help processes. It is run with the commands "Who have you failed to help?" "What have you failed to help?" alternated. There's a lower help process than this. That is "Who have you intended not to help?" "Who have you helped?", but this is not Formula 13.

Overt Withhold is a havingness process. This comes about since havingness is duplication and one will not care to duplicate what he has overts against. Therefore the source of low havingness is overts against people and mest. It might be commented that overts against mest are more important than against people in the reduction of havingness, but this again is not Formula 13.

The essence of running Formula 13 is running in model session form a little failed help, with O/W on a present time terminal. It is done in this fashion. One opens the session, even uses Pre-session I if needed, does rudiments using O/W to clear PTPs and ARC breaks, and then does about ten minutes on failed help. Then he makes an assessment from a prepared list of people the pc knows in PT, and assesses for a needle fall on one of these. Then O/W is run on that specific person until the fall vanishes regardless of TA position, and returns to failed help for ten minutes or so, then reassesses for a PT terminal from his list until he finds one that falls, and flattens O/W on this, and then runs failed help and so on.

It will be found that this is the best case undercutter for general use I have so far developed. It is generally recommended and urged for all HGCs.

Formula 13 is followed by finding the havingness process then the confront process, and then Regimen Three is used, assessing for a general terminal and with the havingness and confront process running alternate help on the general terminal.

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HCO BULLETIN OF 11 NOVEMBER 1960

All Orgs  
Franchise Holders

**CHANGE ON MODEL SESSION**

A gross typographical error is found in HCO Bulletin of October 13, 1960, "Script of a Model Session", under "Starting a Process".

The line, "Auditor: (Clears Command with pc) then—", is completely incorrect and in error. This at the most would be done on a vague pc and then only once in his auditing career. Delete the line.

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HCO BULLETIN OF 12 NOVEMBER 1960

Rush to all  
Central Orgs  
From S.A.  
Sthill reissue as  
HCO B 8 Dec 60

**CLEARING ROUTINE**

It is urgent that the following clearing routine be adhered to if clears are to be made. These are *musts*. Some are new, some are old. Some of the old ones are being ignored grandly.

1. Get the pc in session. Definition: Interested in own case and willing to talk to the auditor.
2. Use Model Session script exactly and continuously. (Delete command clearing except once on low graph cases.) Learn the script *exactly*.
3. Clear PTPs with O/W on connected terminals. Never neglect a PTP.
4. Clear ARC Breaks whenever they occur with O/W on the session's auditor ("me").
5. Get case started with Pre-session One or a Formula.
6. Early in auditing don't scout for more than 15 minutes without running Who/What Failed Help or some version of it.
7. Early in auditing don't run any O/W for more than 15 minutes without running 10 minutes of Failed Help or a new help version.
8. When case knows improvement has occurred on a Formula and E-Meter is changing—(not clear reading), check for Havingness process.
9. Don't scout for more than 15 minutes for the Havingness without running more Failed Help for 10 minutes.
10. When Havingness is found, use it and Failed Help while looking for the Confront process.
11. When both Havingness and Confront processes are found, run them one after the other until case seems stable. (Two hours to two sessions.)
12. Regardless of the clear read on the TA run Havingness and Confront while scouting for the help terminal.
13. Regardless of later data than July, 1960, find the help *terminal* by doing a dynamic assessment, find the dynamic that changes needle pattern, then ask pc what represents that dynamic. Search around for terminals associated with what pc said on same dynamic you found until you get one that drops most. This must take in lots of whole track, be without adjectives and understood by pc.
14. Start Regimen 8. Using Havingness, Confront and Help on the terminal found.
15. Put the most time in sessions in on Alternate Concept Help or Help O/W on this terminal found. Get in some of the Confront and run a bit of Havingness often.
16. Run the help terminal for at least 75 hours regardless of needle action freeing, tone arm movement or lack of it. DO NOT CHANGE THIS TERMINAL for 75

hours of sessions. Graphs demonstrate poor gains when terminals are changed because they are “flat”. Graphs demonstrate high stable gains if the terminal for help is run *at least* 75 hours. It’s an auditing error to change a help terminal once begun. It’s *help* that clears, not the terminal.

17. You can change the Havingness process, change the Confront process in Regimen 8 but *never* the help terminal.
18. Havingness is only required to loosen the needle. It need not shift the TA. It is run only until it loosens the needle. This may be 5 to 12 commands. A good test for loose needle is to have the pc squeeze the cans before the 1st command of Havingness, squeeze the cans after 5 commands. If the drop is greater on the second squeeze, the Havingness is working. If Havingness tightens the needle after an overrun like 10 minutes pc has picked up an ARC Break.
19. Don’t overrun Havingness. It is only to stabilize the gains and the pc.
20. The Confront process must move the TA. If it consistently doesn’t, find a new Confront process.
21. The Havingness and Confront process may be changed in Regimen 8, the help terminal never.
22. The way help is being run may be changed in Regimen 8 from, say, Alternate Concept Help to Help O/W or Two Way Help on the terminal, but the terminal may not be changed.
23. End a long period of auditing such as several intensives with O/W on the auditor, the room, Scientology, etc.
24. New Formulas of getting cases started do not alter the above stable data.
25. From Mest Clear to Theta Clear requires an address to the 6th Dynamic with help processes.  
  
One assesses for the greatest fall on Matter, energy, space, time, form or location and runs help on it in the same pattern as Regimen 8.
26. OT requires all parts of the 6th and 7th to be cleared on help and responsibility using a Regimen 8 pattern.

The above are musts if you want to make clears.

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Franchise Holders

### STARTING CASES

It should be remembered that most *processes* and routines for auditing require first that the pc be in session.

This is a factor often lost in processing.

Unless an auditor is aware of the definition for “in session” and uses it, very low, slow results will occur. The key to fast, high results is “pc in session”.

There are various degrees of being out of session. The most severe of these is the person who refuses auditing. The answer is usually old Pre-session One (Help, Control, Communication, Interest). The next degree is sitting in the chair but refusing to answer questions. Pre-session One or its Two-Way Help part is generally the answer. Failed Help is a useful tool here. The next degree is sitting in the chair and being uncooperative or even choppy. The best answer is Pre-session One or Two-Way Help.

Now in all the above “out of sessions” is meant the pc coming to have processing for the first time. There are similar aspects from different causes during session.

A pc used to processing can go out of session in varying degrees. A pc who refuses to answer questions is suffering from an ARC break or has a withhold.

If it's an ARC break, then run O/W on “me” (the auditor) or, better, run O/W on *an auditor*. If the pc appears vague or nervous, it's probably a PTP, and the specific terminal or terminals connected with it should be run on O/W. The withhold case can be handled with “What have you done?” “What have you withheld?” alternated.

The definition of “in session” is (a) Interested in own case, (b) Willing to talk to the auditor. When either of these is violated the pc is “out of session” and is receiving no benefit from processing.

For the beginning pc, these two factors must be established. If the above remedies do not suffice, then the auditor must run by definition. The auditor must find something in the pc's case in which the pc is interested and something about which the pc will talk to the auditor. An E-Meter will fall on things that the pc is interested in and will talk about.

If a case already accustomed to processing goes out of session, the rudiments long ago were designed to get the pc running again. Rudiments can be used at any time during a session.

All the clever processes in the world will fail if the pc is out of session.

It is a high sign of auditing skill to get the pc into session—which is to say, interested in own case and willing to talk to the auditor.

There is an exception to case interest—when the pc goes upscale on any one process he or she will hit boredom before enthusiasm. Don't stop at that point. Go on even if pc infers it will slay him or her with boredom. The period of time they hang up in this is brief—a few minutes or at most a session.

Discussions of people the prospective or out of session beginning pc has failed to help usually solves this difficulty. Here is a lower point—people the pc intended *not* to help.

But however they get started, start them and get them *into session* before you worry too much about what's wrong and what's to be run. It pays off in results.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 NOVEMBER 1960

BPI  
Franchise Hldrs

**HAS CO-AUDIT ENDED**

After a long trial, HAS Co-Audit is suspended.

While it did do well on procurement and in its original state, got good results (communication processes), it has been abused and has caused some to blow Scientology.

Unreported to me for a long while, HAS Co-Audit and Franchise Holders have been converting any individual process released into an HAS Co-Audit process.

This has worked great hardship on many cases. First, newcomers to Scientology in crowded rooms have not dared to get off their overts and auditing became stagnant. Further, the very processes that could clear them have thus been abused and nulled.

Formulas and Regimens were never for co-audits, yet many instructors have been putting into effect in co-audits anything released for individual use.

Thus, HAS Co-Audit has been abused and has stalled some cases. The idea is good, in many places the results were good and if we had no better ideas I would go on with it, stating only not to use Formulas and Regimens on it but only communication processes and Pre-session One.

The facts are that for new people, Group Auditing from Group Auditor's Handbooks One and Two were better for early mass case gains.

I have just completed a repatterning of all PE type activities which I will give you in due course and which stampede the people in. HAS Co-Audit is omitted from the rundown for the above reasons as well as the strength of the new pattern.

But HAS Co-Audit deserves by itself a special mention with its decease. Run by careful instructors on the original rundown it has done some wonders.

It would still be used, and may be used in the future if I had any idea that instructors would not go crazy enough to run individual clearing processes on it and make rash promises or have ambitious hopes for clearing on it.

HAS Co-Audits are out because:

- a. They may mess up the only processes known that will clear people at individual processing level, thus barring the road;
- b. Instructors have not noted or realized the stress done cases when they had to hold on to heavy overts, thus making the person blow Scientology;
- c. They do not procure well in comparison to other activities now under development by me in Johannesburg;
- d. They develop a false sense in attendees of knowing all about Scientology when they have not begun;
- e. They slow clearing by making individual auditing seem like a Co-Audit and therefore lacking value;

f. They have not resulted in large numbers of people getting clear.

The new Johannesburg routine for PE courses is easier to run, makes more informed people, paves the road to clearing, and tends to keep people with us.

Furthermore, now that I can guarantee that any trained auditor can crack *any* case (a fact borne out daily for months now), I am turning Scientology activities all the way up. We will shortly have thousands where we had one.

The new programme for Central Orgs and Franchise Holders procures at a fantastic rate never before known. It is the largest administrative-procurement development since the PE and is thousands of times as effective. *25 new* people a *day* are enrolling in the Central Org in Johannesburg.

So stand by to re-organize. A first step is to shift HAS Co-Audit to one hour early type group auditing sessions.

More will be sent on this. But meanwhile groove group auditing in.

Any Group Auditing session begins, by the way, with the group auditor explaining what he means to do and why. Otherwise some newcomers think it is pointless. Then he opens session and runs the random type processes of 1953 and onward.

But a final salute to HAS Co-Audit—if instructors hadn't been so fixated on turning every individual process issued into an HAS Co-Audit process, it might be in the line-up still—and if people learn this lesson, may be with us again in a more exact form.

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Franchise Holders

### THE UNMOVING CASE

Formula 13 will move almost all cases satisfactorily up to finding the havingness, finding the confront, help O/W terminal and thus clear.

But there remain certain very few cases that do not move on Formula 13 as such. A variation is required. These are:

1. The hyper-critical case
2. The big withhold case
3. The case that wants no processing

Case 1 does not move because he is continually chopping Scientology, Auditors, the Org, etc behind the auditor. This should be suspected when Formula 13 does not work. The chopping is severe to prevent ordinary Formula 13 from working. The answer is to run Formula 13 with assessment on Scientology terminals for the O/W PLUS any Scientology invalidative person or persons our pc is in contact with in PT.

Case 2, the Big Withhold, has a crime of magnitude when it will not move on Formula 13. "What question shouldn't I ask you?" may not remedy this if it's big. "Think of something you've withheld" interspersed with the casual question, "Is there anything you'd like to tell me?" every half dozen O/W questions should produce an unburdening of the withhold to the auditor. There may be more than one withhold of this nature.

Case 3 is the person who has never had processing and wants no processing but sits in the chair and runs off answers misemotionally. The oldest approach was "Tell me why you shouldn't have processing." Pre-session One is more modern. The latest experimental process is "Tell me something you don't want," repetitively.

All cases above are followed by Formula 13 when willing to be audited or make gains.

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HCO BULLETIN OF 1 DECEMBER 1960

Franchise Holders

### NEW FORMULAS

A Formula is a method of getting a case started. The numbers are in order of development, not case level.

Formula 13: Model Session. Run 10 minutes or so of Who/What Failed Help. Make a list of everyone pc knows in pt. Assess from list until needle drops. Run O/W on that terminal only until drop is off (10-20 mins at most). Run 10 minutes Failed Help. Assess from list (add to it if new names come up) only until one gets a drop. Run drop off with O/W, 10 minutes Failed Help, etc, etc. When pc's condition warrants go on to locate Havingness process, running Failed Help between tries.

Formula 14: Same as 13 except one uses the present time mest objects of pc instead of people for O/W. Failed Help and O/W handled the same as 13.

Formula 15: Case ( 1) of HCO Bulletin of November 24, 1960. List Scientology, Scientology terms and Org and persons instead of pt people as in Formula 13. This is for hypercritical unmoving pcs. It is also used for other reasons on students and old time Scientologists.

### REGIMENS

A Regimen is the workhorse combination of processes that boosts the case to clear after it has been started.

Regimen 3: Alternate Help on a terminal, Alternate Confront, Factual Havingness.

Regimen 8: Find Havingness process from the presessions while running Failed Help between tests for 10 minutes or so. When established (loosens needle), find Confront process from the presessions, (changes TA well). Use Havingness process between Confront tests. When established, run these two found processes, the Confront to a tight needle or pt, the Havingness to a loose needle (as little as 8 commands, rarely more than 20). When pc reads around his clear reading, assess for a terminal to run Help O/W upon. When found, run session as follows: Havingness, long time on Help O/W, Havingness, Confront, Havingness, Help O/W, Havingness, Confront, Havingness, Help O/W, Havingness, etc, etc.

All Formulas and Regimens are run in Model Session form with the exact patter wording.

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Franchise Holders

### PRESESSION 37

A pre-session is run without a model session.

Pre-session 1 and 37 are the only pre-sessions now in regular use.

Pre-session 37 is a method of getting off withholds. This problem is the primary case problem. Pre-session 37 resolves it. This pre-session is now the proper way to run "What question shouldn't I ask you?"

The auditor runs "What question shouldn't I ask you?" for a few times.

Then the auditor runs "Think of something you've done." "Think of something you have withheld." Alternated for a short time (maximum five minutes).

Then the auditor runs "What question. . ." a few more times.

*If* the pc develops an evasion system such as "You shouldn't ask me if I have murdered anybody," the auditor asks it. The pc says, "No, I never have," etc. Then the auditor must reword "What question. . ." to "What question would embarrass you?" or "What would you hate to have the police or your husband or whatever find out about you?" Vary "What question" so that you get off the withholds.

Always run Pre-session 37 until you have a no-response to question needle with E-Meter sensitivity at 16.

The O/W on this is to keep up the havingness.

### FORMULA 16

A formula is always run in model session early in the case or to get it moving again.

Formula 16 is as follows:

Failed help is run with:

"Whom have you intended not to help?"

"Whom have you helped?"

This is run for about 10 minutes, then the following is run for about twenty commands or so:

Assess PT terminals. Take first one that falls. Assess every time. Run:

"What unkind thought have you had about (terminal)?"

Then switch back to the above failed help version.

This is for cases that don't respond well on ordinary O/W.

## FORMULA 17

Help is run as two-way failed help on an assessed terminal which has to do with a healing profession or religious or mystic person.

Then “What unkind thought have you withheld from a person?” is run for havingness.

This is for the person who has been to healers, hypnotists, spiritualists, psychologists, ministers, religious family members, psychoanalysts, etc, etc. This also works on doctors, psychologists, etc.

One makes the assessment list from general terminals and specific persons connected with pc’s past. One assesses each time from the list and takes the first one that drops. The drop is barely run off before switching to the thought O/W on “a person”.

Two-way failed help is run as follows:

“How could you fail to help a .... ?”  
“How could a .... fail to help you?”

Positive failed help:

“How could you help a .... ?”  
“How could a .... help you?” should also be run if indicated. (If pc insists they helped.)

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HCO BULLETIN OF 19 DECEMBER 1960

SAL'burg—Durban  
—Capetown  
All Central Orgs

**PE CHANGE**

(Disregard PE Free Course data in the HCO Bulletin December 29, 1960  
Other materials in that HCO Bulletin are valid)

We are going to try a new type PE beginning course and a new type of test Evaluation in Johannesburg.

I am trying to groove in the PE Foundation to give maximum returns. Therefore you can expect changes to be laid out on this line as my data increases. I am not happy with PE free course returns into the old co-audit or the organization. I feel that at least in Johannesburg we should test out a change. It is not mandatory for other Orgs to follow right now.

We are having no trouble getting people to be tested. We are having trouble getting any high percentage to buy the Anatomy Course. Therefore, as soon as a new evaluation system is ready we will handle test evaluation this way. We keep the Test Section open from 1:30 to 9:30 daily. We give the IQ, the Personality Analysis (OCA, APA, whatever) and an E-Meter check all at the same time (omit aptitude). The meter check gets definitions, tone arm and needle reaction to the five basic buttons plus Money, Marriage and Health, making a simple, fast test from which we can read future.

The Test Section marks the test and makes 2 copies of the graph. Then it goes to Letter Registrar Section for a new type of automatic evaluation which will be available in a week or two. Make no changes until this evaluation system is complete. It is a slip system that obviates dictation and typing except for a transmission letter. It is being set up so that a clerk can handle evaluation with enormous accuracy and completeness.

Until this system is ready, test evaluation should go on with live evaluation.

The original test sheets and a graph are held in Test Files. An address plate is cut from the test card. One copy of the graph, the original of the analysis sheet and three duplistickers from the plate go to the Letter Registrar who has it packaged and mailed.

The Test Analysis and a graph copy are grouped with a transmission letter (the contents of which are merely indicated on a form for typing) and some literature. The letter states that the organization is here to help and that individual processing or other service is available if the person calls on the Registrar (this is the Body Registrar) who is there to advise. (PE Registrar is relegated to PE Administration, book sales and evening course sign-ups which must not be neglected just because of the test line.)

Attached to the package going to the person who was tested is a prominent piece of literature which stresses Do It Yourself Processing. This says that by five evenings of preparation in one week (PE Course) at a cost of (very small—£1 in Johannesburg) one can be coached up to giving and receiving PROCESSING, the remedy of the graph, IQ and the future, can learn to communicate better and can continue on in the Co-audit. For this five evening course (2 weeks) one receives an HAS Certificate and is eligible to engage in the HAS Co-audit, *the world's least expensive processing*. The Co-audit is described but that it costs anything is only hinted at. Three free test tickets for the person's friends are added to the package.

PE then becomes a dissertation in Scientology and a Comm Course to teach one to Communicate and process. Two hours per night are given, one hour of Training drills and one of tape or live lectures.



Before end of course Address gives out the HAS cert to the instructor for handing to the students at course end—last night.

A new cert will be designed for the Anatomy Course. Meanwhile give an HAS.

The student is *expected* to appear on HAS Co-audit all during the PE Course.

Of course the person who was tested is also informed of other services. Some will come in and sign up for straight processing and should not be locked out. Some will sign up directly on HCA/HPA. Some will go to Anatomy.

My theory is that if they receive a complete evaluation by mail without being called in for it, they will enroll in a very cheap course very easily, even if from curiosity. The idea is to get them to pay on a gradient scale, to make them at least spend a tiny amount. This should keep them on course (few blows) because they did pay for it.

That we give an HAS for a PE is old policy but the cert keeps getting barriered. Examinations, so many weeks required on Co-audit, etc, all prevent the new person from belonging to the Org easily. We don't want non-certified people auditing even on a Co-audit. A *big* point can be made of this in certificate presentation. HAS certs are confetti. The idea is to get them in, separate them from at least a tiny amount of money (£1.0.0—£1.10.0, \$3—5, some such amount) and get them to belong by reason of a cert. If we can do these 3 things—get them in, get them to pay a little, get them to belong, we will be developing new people. It is better to develop a few new ones than to handle thousands without developing many or to get big payments from a very few.

I also think some basic good quality tapes in the second hour of each PE would save us some strain. I am gathering up all our old Hi Fi Congress tapes to make Hi Fi copies for tape play evenings. Maybe I should also do five special PE tapes of excellent quality. But I haven't made them yet so don't hold your breath. I want the lines and promotion good first.

The new PE can occur before the new evaluation system is being used and Registrars can sell it as soon as the PE Director has it running.

I also have a new accounts-cashier procedure for all these PE activities. The applicant buys two cards for a fee. No invoicing. He writes his name on both, gives one back at once, presents the other for punching on the edge each night he attends the course. A different colour is used for each activity. The cards are "sold" to the PE Director by Accounts and invoiced in mass, one invoice for each colour, by Accounts when the money is turned in by PE. Fast selling-collection is needed by PE, rapid checking to be sure all have paid. I will write this up further when samples exist in Johannesburg. The public buys cards. The cards are numbered. The release is on the back of the card. There is no invoice line. The Instructor collects cards. They unobtrusively get pattern-punched with a conductor's punch, are returned at the break, have to be surrendered to get a cert. The Extra card turned in in advance is for Address and in case a student loses a card. A Forgotten Card slip is filled out if an attendee forgets to bring his. Ltr Reg via Address also has to know who didn't finish, hence the two cards.

One can handle dozens of people fast with cards rather than invoices and PE Accounting becomes simple *and* the money gets collected, a fact often neglected in PE Foundations.

This is an adaption of a theatre system.

The PE Foundation now needs two rooms of size every night to give HAS Co-audit on Mon, Weds and Fri, PE 5 nights and Anatomy on Tues and Thurs. Group Processing is not being attended in Johannesburg and so is being dropped. A tape play will be instituted instead at some future date.

Two other rooms are needed for the night HPA which is now enrolling almost every Monday and has two units only.

Thus four large rooms are required at night for activities in a Central Org.

I am thus scaling PE personnel down to Test-in-Charge, test marker, PE Admin, two evening instructors and of course PE Director. No test evaluators will be necessary after the slip system is working. The regular registrars are competent to handle those who, having been tested, demand training or processing. PE Director or Admin can sell Anatomy or PE Courses to newcomers as well as old-timers as the newcomer will have been sold, we hope, by literature before coming in again.

Address must know the right name and address of every person who enrolls in any PE activity and every person who completes that activity.

These are separate categories. The Ltr Reg will know where ARC breaks exist if an enrolled category stays enrolled but doesn't become a complete.

PE Foundation in Johannesburg is successful. I am trying to increase returns, decrease admin and make it possible to handle the traffic easily.

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HCO BULLETIN OF 22 DECEMBER 1960

Franchise (Merry Christmas)

**HAS CO-AUDIT RESUMED**

I am testing a new series of processes I have developed to replace all former processes used on HAS Co-Audit.

Co-Audit stalled cases when:

1. HGC Processes were used (ruining the process for the pc because of its being run against heavy O/Ws still on case) and
2. Pcs on Co-Audit felt unable to get off their overts amid so much company (the processes would not bite and even upset cases since the pc was not free to run his withholds), and
3. Rudiments were not used or were badly used to the end of driving people away.

I have remedied these matters and as soon as I have any bugs out, probably by next week, I will release the new Co-Audit processes.

Co-Audit will only be permitted if the new routine is followed and no other. I dislike losing people we could help and messing up cases.

The new series by-passes the need of rudiments, O/W or HGC processes, yet gives, by a startling new advance and process type, very good results—better than the average obtained two years ago in individual auditing. I am sure they will keep the people coming and advancing.

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Franchise

### O-W A LIMITED THEORY

Before I would permit you to believe that the overt-withhold mechanism was a total way of life, I would point out that it applies only to a strata of existence and that it stems from failures to help.

The theory that what you do to others will then happen to you is a punishment control mechanism peculiar to this universe. It derives from a deteriorated willingness to duplicate. It *is* the law of physics of *Interaction*—for every action there is an equal and contrary reaction.

“Love thy neighbour”, when it is no longer a willingness, is enforced by the theory of O-W. “Love thy neighbour” can exist only when help, control and communication are high. When all these go, then O-W comes into vogue as a method of enforcing peace.

O-W is a theory which sets in when aberration sets in. It is not a high natural law. It is junior to the various laws of Communication, Control and Help.

O-W can occur only when help has failed. Help is a co-joining of vectors of life. When two beings who have joined forces to help fail each other, only then does O-W come into existence.

The forces of two beings cannot come into dispute until after they have first joined. Thus there is no war like that seen between brothers or husband and wife.

The cycle is this:

INDEPENDENT BEINGS  
COMMUNICATION  
MIS-COMMUNICATION  
CONTROL  
MIS-CONTROL  
HELP  
FAILED HELP  
OVERTS AND WITHHOLDS  
OVERTS AND WITHHOLDS BY TRANSFER  
WORRYING OTHERS  
WORRYING ABOUT OTHERS  
BEING CRITICAL  
BEING CRITICAL OF SELF

Basically, O-W is an effort to regain the status of independent being without taking responsibility for any of the intervening steps.

The reason we run O-Ws is that most pcs are on O-W by Transfer, which is to say, when they kick George in the head they get a headache themselves. This makes them think they are George. We use O-W since it explains phenomena found at a low humanoid level. We do not use it because it is a senior governing law of the universe.

When Help comes up, O-W as a mechanism drops out. We *could* run a full case, it would appear, with Help. However, in practice it is better to run lots of O-W with

failed help as they complement each other and move the case faster. By running O-W we disclose many new failed helps. Why? Look at the cycle above and see that O-W occurs only when Help has failed.

Similarly, on the same cycle we see that worry undercuts O-W. But if it is run, it should be worked with O-W. The worry cure has commands as follows:

Get the idea of worrying something. Get the idea of not worrying something. Get the idea of something being worrisome.

People, animals, things can be used in place of “something”. The process, going rapidly up toward failed help, is a bit limited and should be run with another process of the type of “Get the idea of attacking something” “Get the idea of not attacking something” to keep it going. The worry process bogs if run too long just by itself. It is a very valuable process as it explains many reactions and undercuts many cases. Worrying something is close to the lowest level of overt. It is the lowest effort to individuate.

But just as worry is not a way of life nor an answer to all of life, neither is the O-W mechanism an end-all law.

Many cases are not up to recognizing their overts. They will also have trouble recognizing their failures to help. Usually, then, they can recognize being worried or worrying people and thinking unkind thoughts and even attacking things.

Failed help also lies as a harmonic below O-W and so runs on any case if assisted with O-W as in Formula 13 or assisted with the Worry Process as above.

Worrying people is almost a way of life for the juvenile, just as O-W is with a criminal. People who feel childish or act that way are stuck in the violent motion of childhood *and* worrying others. Many pcs use their processing just to worry the auditor. Worry is the most easily dramatized O-W.

O-W, whether as worry or being critical (unkind thoughts), *is* the result of failure to help. O-W is the reason one gets another’s valence. O-W is why pcs have somatics. But O-W is not a high order law.

You will not always have to be careful not to bump Joe. It would be a horrible universe indeed if O-W was its senior law, for one could then never *do* anything.

Fortunately, it drops out, both as a governing law and a necessity in life.

L. RON HUBBARD

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[This HCO B was later reissued from Saint Hill Manor on 5 January 1961 with the distribution “Franchise Holders”.]

Franchise Holders

### **THE NEW PE AND THE NEW HAS CO-AUDIT**

The new HAS Co-audit takes company in a PE Foundation with the free PE Course, the new Anatomy of the Human Mind Course (requisite for HPA/HCA) and a tape play.

The PE Course can run 3 nights a week or 5 nights. The Anatomy Course (consisting of 20 lectures) should run 2 nights a week. HAS Co-audit can run 3 to 5 nights a week but might work better running the same nights as free PE. The tape play can be run at any time—5 nights or two hours on Saturday afternoon or Sunday.

As to materials, I am now assembling these. This HCO Bulletin gives the backbone of the HAS Co-audit. I am readying up full texts of the Anatomy Lectures. PE Text will shortly be more fully released. I have installed a new PE Foundation in HASI Johannesburg and it is successful at the rate of 30 new people a day. But to smooth it out and make it economical is taking me a bit longer.

An HAS Co-audit should be run only for people who have been “trained” on a PE free Course. The PE free Course should consider itself a training activity for the Co-audit, rather than a selling activity for Scientology. One should assume in teaching a PE that the student wants to help people and get help for himself. Elementary (very) Comm Course TRs should be sketched in and a touch assist taught. The only selling is defining Scientology and saying that to know the parts of the mind one should take an Anatomy Course.

The following is conditional, subject to review:

People who take a Free PE and an Anatomy Course get an HAS Certificate. It is also required that they spend 3 weeks on the Co-audit. Free PE is the only requisite for Co-audit attendance.

The HAS Co-audit consists of the same elements as always. The people come in, show the Instructor their paid invoices, are put in their chairs and auditing started by the Instructor. Cans can be held by the pc if a switchboard E-Meter rig exists. But individual E-Meters are not used.

At the end of the first period of auditing, the teams are shifted but not just exchanged. People are not audited by their pcs. They are started again by the Instructor. The session is ended by the Instructor.

Extreme muzzle is used. The auditor needing help puts his hand back of his chair for the Instructor to arrive.

The commands are written on one or two boards for the auditors to see. They are also issued on sheets of paper.

The pc faces outward into the room. The auditor inward.

The fee should now be per evening, perhaps 5s. or 50 ¢ per person.

There are just two processes to be used. These are to be called the HAS Co-audit Process I and HAS Co-audit Process II. They are complicated enough to hold interest. HAS Co-audit Process I runs ARC breaks, PTPs, Somatics, the bank and the room and hits all case levels. Leave standard O/W, help and other clearing processes alone, no matter the temptation. The HAS Co-audit processes are what the attendee can do, not what the Instructor can do in individual session. The Instructor runs all cases present, and he needs something that bites just enough to improve the case but not enough to make a bog.

The HAS Co-audit Process I, I developed from the 1950 ARC triangle. A new process type that is permissive between bank and room makes this new development unique.

### HAS CO-AUDIT PROCESS I

The commands are as follows:

- “Find something you disagree with”
- “Find something you agree with”
- “Find something you would rather not communicate with”
- “Find something you would communicate with”
- “Find something that seems unreal”
- “Find something that is real”

### HAS CO-AUDIT PROCESS II

The commands are as follows:

- “Get the idea of attacking”
- “Get the idea of not attacking”

HAS Co-audit Process I is of course a fundamental way of raising tone. It also has a taste of Rising Scale (8-8008) in it. This is the confront process. If the pc gets sticky or dopey or choppy, one shifts to II but HAS Co-audit I is the workhorse—it is done longer than II.

HAS Co-audit Process II is of course the havingness process. If a pc looks too belligerent or too mild, the Instructor should run II heavily on the pc. The worse off a case is, the more automatic the attack factor is and the less the pc can attack anything. All psychosis is is dramatized attack, so this process runs from low to high. Naturally you can see that it is an O/W version, but no withholds need be announced.

In HAS Co-audit Process II the Instructor may substitute “think” for “get the idea” at his discretion with cases that have trouble with “Get the idea”, but a higher percentage of cases, I believe, bog on “think” than on “get the idea”. In II the Instructor may in some cases at his option assess a generalised terminal and add it after “attacking” in the command.

Process II may be run on a case before I. But a little II goes a long way. If a central meter switchboard is used, cases that get sticky on I can be shifted to II. Try to end a session on I, not II.

I think you will find that II makes roaring tigers out of pcs and I makes them into serene angels.

Both processes are unlimited. I and II could be run for 500 hours. They might actually clear people if used long enough but the fact is not yet known.

If a pc continually stays in PT and uses only the room on I, shift the pc to II for he is afraid of his bank, just as some are afraid of past lives.

These are both new, powerful processes. I think you will find Co-audit attendees very happy with them.

L. RON HUBBARD

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[Free PE Course data in this HCO B is to be disregarded per HCO B 19 December 1960, *PE Change*, page 182.]

## ANATOMY OF THE HUMAN MIND CONGRESS LECTURES

Washington, D.C.

31 December 1960—1 January 1961

At the end of December 1960, L. Ron Hubbard traveled 20,000 miles round trip from Johannesburg, South Africa, to Washington, D.C., to give the Anatomy of the Human Mind Congress and to open and conduct the first week of the 22nd American Advanced Clinical Course.

** 6012C31	AHMC-1	The Genus of Dianetics and Scientology
** 6012C31	AHMC-2	The Things of Scientology
** 6012C31	AHMC-3	A Talk on South Africa
** 6101C01	AHMC-4	Dianetics 1961 and the Whole Answer to the Problems of the Mind
** 6101C01	AHMC-5	The Field of Scientology
** 6101C01	AHMC-6	Scientology Organizations

## 22ND AMERICAN ADVANCED CLINICAL COURSE LECTURES

Washington, D.C.

2 January—10 February 1961

Immediately following the *Anatomy of the Human Mind Congress* L. Ron Hubbard opened the 22nd American ACC and during the first week gave ten lectures to the students. Lectures 1, 3, 5, 7 and 9 give very detailed data on the E-Meter and particularly Pre-session 39, the Dianetic Assist. On February 17th LRH said, "These five tapes wrap up Dianetics. Every HGC must have and study them."

** 6101C02	22ACC-1	Present Time Problems—Why Cases Don't Move
6101C02	22ACC-2	Present Time Problems and Withholds
** 6101C03	22ACC-3	E-Meter
6101C03	22ACC-4	Withholds
** 6101C04	22ACC-5	What a Reactive Bank Is—The Mechanics of the Reactive Bank
6101C04	22ACC-6	Clearing Procedure
6101C05	22ACC-7	Dianetics and Present Time Problems
** 6101C05	22ACC-8	Methods of Clearing Technology—Finding of Havingness and Confront Processes—Pre-session 37
6101C06	22ACC-9	Dianetic Assist and Pre-session 38
6101C06	22ACC-10	Clearing Routine



Franchise

### NEW HELP DATA

Failures to help on the various dynamics can bring about confusion of identities.

This is normally resolved by a thetan by obsessive efforts to individuate (blow phenomena or merely insistences upon individuation).

The end product of failures to help is aberrated self-determinism.

At an overt-withhold level, the thetan is trying to individuate and is therefore proceeding to individuate after failing to help. Thus a thetan is at obsessive cause while trying to do overts or get motivators.

As I have stated before it makes little theoretical difference whether help is run two-way or on an O/W basis.

I also promised to inform you when more data was to be had on this.

Apparently there may be some virtue (in terms of case gain and saved time) in running help on a pan-determined basis.

The theoretical look at this (see recent table in HCO Bulletin of January 5th, 1961, "O-W A Limited Theory") is that overts are below help and that when one enters upon an improvement in help, obsessive individuated cause falls out and pan-determinism moves in.

Possibly, very early in running help at Regimen 3 level one could run Help O/W but after a few hours on the same terminal could shift to two-way help, and after a few more hours could change to 5-way help and finish the bulk of the 75 hours of run of help on the same terminal with the 5-way version.

I think not doing this is slowing clearing.

In other words, when the pc starts on his help on a terminal, he is still rather in the O/W band. Very soon he is moving higher and into pan-determinism. And shortly after this should move very broadly into pan-determinism.

My evidence on this is technically light at the moment but I do know of at least one case that needed this. So let's shift now and run this gradient for a while and see if it isn't generally faster.

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Franchise

### ADDITIONAL HAS PROCESSES

#### HAS III

“Something you wouldn’t mind forgetting” unlimited. Run in particular on any pc who has the goal of improving his memory. This process may also be used in the HGC where the pc has the chief goal of getting reality on the whole track or just improving memory.

#### HAS IV

“Get the idea of changing.”  
“Get the idea of not changing.”

The Instructor may add “something” (HAS IVa), “somebody” (HAS IVb) or a meter selected terminal (HAS IVc) to these commands at his discretion.

#### HAS V

“Get the idea of solving a problem.”  
“Get the idea of not solving a problem.”

The HAS Instructor may add a terminal if the pc complains about having lots of problems with that terminal.

#### HAS VI

“Communicate with (body part).”  
“Don’t communicate with (body part).”

For persons who come into a co-audit chronically or temporarily ill. The person is asked by the Instructor what part of the body is ill. The Instructor takes whatever body *part* the pc names, not body condition, and uses it in above process.

#### HAS VII

“Tell me something worse than a (body part).”

For more violent chronic or temporary illnesses assessed by Instructor exactly as above in HAS VI.

#### HAS VIII

“Get the idea of making people friendly.”  
“Get the idea of making people unfriendly.”

Instructor may use a specific person or the singular “a person” at discretion.

In all HAS Co-audits, the newcomer should fill out a goals sheet once a week and the Instructor should pay attention to it in choosing processes.

Further HAS Co-audit processes will be released when checked over.

## ANATOMY CONGRESS LECTURES

Johannesburg, South Africa  
21—22 January 1961

After giving the Anatomy of the Human Mind Congress and first week of the 22nd American ACC, L. Ron Hubbard flew back to South Africa where he addressed his first South African Congress. The six hours of the South African Anatomy Congress are more detailed on the Anatomy Course data than the Washington Congress

* 6101C21	ACSA-1	Opening Lecture
** 6101C21	ACSA-2	The Parts of the Mind
** 6101C21	ACSA-3	Aberration and the Handling of
** 6101C22	ACSA-4	Evolution of Early Research—Prehav Scale
** 6101C22	ACSA-5	Cycle of Action, Time Track, Terminals, Stable Datum, Reactive Thought
6101C22	ACSA-6	Johannesburg Staff Intros, Lecture: Clearing, Certs for Clears

## 3RD SOUTH AFRICAN ADVANCED CLINICAL COURSE LECTURES

Johannesburg, South Africa  
23 January—17 February 1961

The 3rd South African Advanced Clinical Course was actually the first one personally conducted by L. Ron Hubbard. The 1st and 2nd South African ACCs were conducted by an assistant, using taped lectures made by LRH at previous ACCs.

Writing on the last day of this ACC, L. Ron Hubbard said, "The best clearing series to date, extremely comprehensive, are the 17 hours made for the Joburg ACC. Very little data on Pre-session 38 is given but the entirety of the three scales for Havingness, Confront and 'Pre-Havingness' (or Doingness) Scale and their uses are on these tapes."

Later, on March 19, he said, "You may have gathered that a new attitude has entered Scientology. For many years I have been trying for technology that in the hands of other auditors would get *all* cases started to their entire satisfaction. The 3rd South African ACC achieved it All graphs improved and one Clear was made. In effect, we had one Clear and the rest Releases with the road wide open to becoming Clear.

"These cases were all rough cases, long in processing and training without adequate gain. The 3rd South African ACC got them all going again."

** 6101C23	3SA ACC-1	HAS Co-audit Processes and E-Meter
6101C24	3SA ACC-2	Pre-session 38
** 6101C25	3SA ACC-3	Model Session Revised

The list of lectures given to the 3rd South African ACC continues on pages 196, 201, 204 and 205 in chronological sequence with materials issued at the time.

Fran Holders

### HANDLING OF RUDIMENTS

On goals, the preclear should never be challenged as to what he establishes as his goals. The auditor accepts and acknowledges any and all goals the preclear has for the session and for life and livingness.

In handling the environment, if there is charge on the E-Meter after asking, "Is it all right to audit in this room?" and if charge does not blow with a little two-way comm, then run TR 10, "Notice that\_\_\_\_\_." However, if you have already located the Havingness process for the case, you would run that Havingness process until there was no longer any charge as far as the auditing environment is concerned. Only be careful in using TR 10 to flatten any somatic turned on while running it.

Auditor clearance is the most important of the rudiments, because if the auditor is not cleared, negative results will be obtained on the profile of the preclear. To handle charge on the auditor, TR 5N should be run, if charge does not blow on a little two-way comm. TR 5N is:

"What have I done to you?"  
"What have you done to me?"

Overt-withhold on the auditor is far too accusative and invalidates the pc.

If the relationship between the auditor and pc is one of long standing then you would run TR 5N as follows:

"What have I done to you in this session?"  
"What have you done to me in this session?"

On asking "Are you withholding anything?" under auditor clearance, you can say, "What did you think when the needle dropped? There it is again. What did you just think?" This can blow the charge on this question; however, if the charge does not blow, Pre-session 37 ("What question shouldn't I ask you?") or Formula 19 ("Who have you failed to help?" "Who has failed to help you?" "What have you failed to help?") with General Overt/Withhold can be run.

As regards a Present Time Problem, the first thing you want to know is whether it is a problem of long duration or a problem of short duration. Only short duration problems are handled. If the pc has a problem with regard to the fact that he promised to call his wife at 4:00 p.m., and it is 4:00 p.m., the best way to handle this problem is to end the session and let him call his wife. When the session is resumed, you start the session again and go to where you were in the rudiments and ask, "Do you have a present time problem?" If the pc has a present time problem of being excused, you would not in this case end the session, as he will remain in the building and be back shortly.

The process of handling the present time problem of short duration and one which cannot be handled as above, is: "What part of that problem have you been responsible for?"

Problems of long duration are run on Pre-session 38, as will be given. These problems of long duration are not handled as a part of rudiments, but these long duration problems tell the auditor what it is he will have to process on the case.

Overt/Withhold on the auditor, or on an auditor, or on a practitioner, may also be used in Auditor Clearance, if considered advisable—see Note 17, HCO Bulletin of 21 March 1961, "Script of a Model Session".

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Franchise

### THE “ULTIMATE” PROCESSES

The “ultimate” processes—*when* they can be run on the pc—now exist. And they can be run providing the pc is first brought up into the vicinity of Mest Clear by the current rundown (Pre-session 37, Formula 15, 14, 13 or 16 as needed, Regimen 3 derived from Pre-sessions 2 to 36—SCS and Connectedness also for some—with the Regimen being run with Help on a terminal for at least 75 hours without changing terminals).

If all this is gotten out of the way, the pc should be in very good shape indeed. Then, after perhaps another process or two, these ultimates could be attempted.

It is very important to remember these as they wipe out any liability of having been active in mental “healing” on the whole track, or, more importantly, having abused the field of the arts.

Remember, however, that, just as it says in *Creation of Human Ability*, there is a lot of agony attached to running “a thetan” or some allied word. Unless havingness is away up and stable, as is achieved in Regimen 3, it can’t be done.

With these warnings, here are the basic versions of the processes:

#### ULTIMATE 1

“Get the idea of doing something to a thetan.”  
“Get the idea of not doing something to a thetan.”

and

#### ULTIMATE 2

“Get the idea of doing something to a thetan’s pictures.”  
“Get the idea of not doing something to a thetan’s pictures.”

and

#### ULTIMATE 3

5 way help on a thetan

and

#### ULTIMATE 4

5 way help on a thetan’s pictures

and

#### ULTIMATE 5

“Get the idea of allying oneself.”  
“Get the idea of not allying oneself.”

and

#### ULTIMATE 6

“Get the idea of creating.”  
“Get the idea of not creating.”

These processes should probably be run with a Regimen 3 form, certainly with model session.

Each should be flattened in turn several times around.

This is our nearest data approach to OT at this time. Only Ultimate 5 could be run without having brought the pc to Mest Clear first.

The word “picture” is used instead of “creation” because of Step 6 phenomena and for other reasons.

Responsibility could be run afterwards on all items mentioned in these “Ultimates”.

-----

Although you get this at a much later date, this HCO Bulletin was written on Christmas Day, 1960, in Johannesburg. So it's a Christmas present. And I hope *all* of you, regardless of any fancied differences, had a Very Merry Christmas and will have a very fine and successful AD 11.

L. RON HUBBARD

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**3RD SOUTH AFRICAN ACC LECTURES**

Johannesburg, South Africa  
26—27 January 1961

- |            |           |  |
|------------|-----------|--|
| 6101C26    | 3SA ACC-4 | Difference Between Dianetics and Scientology—<br>Presession 38 |
| ** 6101C27 | 3SA ACC-5 | Creative Ability   |

HCO BULLETIN OF 28 JANUARY 1961

Continental HGCs  
Copy to Sthil  
Eventual Franchise

### NEW ASSESSMENT SCALE

I have developed a new assessment scale which takes in most possible formulas and regimens.

The scale and its use follows:

#### The Pre-Havingness Scale

Havingness  
Failed Havingness

Interest  
Failed Interest

Communication  
Failed Communication

Control  
Failed Control

Help  
Failed Help

Overts  
Failed Overts

Withholds  
Failed Withholds

Importance  
Failed Importance

Leave  
Failed Leave

Protect  
Failed Protect

Abandon  
Failed Abandon

Inverted Help

Inverted Control

Inverted Communication

Inverted Interest

Obsessive Can't Have

This scale may have other points I have not located yet.

## ITS USE

The use of the Havingness Scale in auditing is as follows:

Havingness is the make-break point of a case. Before havingness can be tested for, all heavy areas on the lower part of the scale must be flat.

The most elementary use of the scale and the one recommended at this time is to assess the points on the scale upwards until a fall is observed and then to run this fall out. Then to assess again from the bottom until a fall is observed and run it out.

All auditing to be done in Model Session form. The assessment follows either after the rudiments or after a discovered button has been flattened.

The upper nine points of the scale are best run as Regimens (from Help upwards).

I have not accumulated cases using this type of approach on this scale but I feel, by past experience, that it should catch even those cases that "failed help" hasn't reached.

I do not know how long it should take to flatten one button on this scale. I would guess, from failed help down, that it would take a few hours per button.

Probably this will develop into running pairs as in all formulas but until it is established how that should be done, the above simple system should be used.

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[This HCO B was later reissued from Saint Hill Manor on 9 March 1961 with the distribution, 'Continental HGCs, Franchise'.]



HCOs  
HGCs  
ACCs

**COMMAND SHEET  
PRE-HAVINGNESS SCALE**

The following commands have been conditionally developed for use with the Pre-Havingness Scale.

It should be noted that "Endure", "Failed Endure" are added to the scale just below "Failed Abandon" and that "No Effect" is added to end of scale.

It should be noted that the commands are given in reverse order to Scale.

*NO EFFECT*

What would you rather not have a bad effect upon?

*OBSESSIVE CAN'T HAVE*

Tell me something others don't want.

*INVERTED INTEREST*

What would you consider interesting?  
What would another consider uninteresting?  
What would you consider uninteresting?  
What would another consider interesting?

*INVERTED COMMUNICATION*

What communication would you consider bad?  
What communication would another consider good?

*INVERTED CONTROL*

What control would you consider bad?  
What control would another consider good?

*INVERTED HELP*

What help would you consider bad?  
What help would another consider good?

*FAILED TO ENDURE*

What continued?

*ENDURE*

What have you endured?

*FAILED TO ABANDON*

Who couldn't you abandon?  
What couldn't you abandon?

*ABANDON*

Who have you abandoned?  
What have you abandoned?

*FAILED PROTECT*

Who have you failed to protect?  
What have you failed to protect?

*PROTECT*

Who have you protected?  
What have you protected?

*FAILED LEAVE*

Who wouldn't you let leave?  
What should another keep?

*LEAVE*

Where would you rather not be?  
When would you rather not be?

*FAILED IMPORTANCE*

Who has been considered unimportant?  
What has been considered unimportant?

*IMPORTANCE*

Who did another consider important?  
What did another consider important?

*FAILED WITHHOLD*

What have you failed to withhold?

*WITHHOLD*

What have you withheld?

*FAILED OVERT*

To whom have you failed to do something?  
What have you not done?

*OVERTS*

What have you done?

*FAILED HELP*

Who have you failed to help?  
What have you failed to help?

*HELP*

Who have you helped?  
Who has helped you?  
What have you helped?  
What has helped you?

*FAILED CONTROL*

Who has failed to control you?  
Who have you failed to control?  
What has failed to control you?  
What have you failed to control?

*CONTROL*

Who have you controlled?  
Who has controlled you?  
What have you controlled?  
What has controlled you?

*FAILED COMMUNICATION*

Who has failed to communicate to you?  
With whom have you failed to communicate?  
What has failed to communicate to you?  
With what have you failed to communicate?

*COMMUNICATION*

Who has communicated to you?  
With whom have you communicated?  
What has communicated to you?  
With what have you communicated?

*FAILED INTEREST*

Who has failed to interest you?  
Who have you failed to interest?  
What has not been interesting?  
What have you failed to make interesting?

*INTEREST*

How have you interested another?  
How has another interested you?  
What could you make interesting?  
What could another make interesting?

*FAILED HAVINGNESS*

What should another not have?

*HAVINGNESS*

The havingness command for the pc.

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[This HCO B was later reissued from Saint Hill Manor on 9 March 1961 with “Franchise” added to the distribution. The commands for “Communication” above are replaced by commands given in HCO B 2 March 1961, *New Pre-Hav Command*.]

**3RD SOUTH AFRICAN ACC LECTURES**

Johannesburg, South Africa  
2—8 February 1961

** 6102C02	3SA ACC-6	Auditor Failures
6102C03	3SA ACC-7	Regimen and Prehavingness—Advances
6102C06	3SA ACC-8	Making Formulas Out of the Prehav Scale
6102C07	3SA ACC-9	What Are You Auditing?
6102C08	3SA ACC-10	Case Behavior Under Processing

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HCO BULLETIN OF 2 FEBRUARY 1961

Franchise

**UK CASES DIFFERENT**

In finding the bugs in running the South African case, I also had a chance to study the UK case somewhat as the country is full of English people fresh from home and I've already had years of experience with it in England.

I believe that clearing a UK case easily requires between finishing off the Formulas and starting the Regimen a lot of S-C-S or 8C + the Havingness found effective for the case.

Control seems to get inverted on a UK case more easily than on some other nationalities and I think the inversion must be cleared up before Help (as in Regimen 3) can be effectively run.

This isn't a criticism on the UK case. It's just an effort to speed up clearing. A close study indicates that the UK case tends strongly to alter-is a command. It's no wonder, looking over the country's history, that commands got dangerous.

Therefore, in the HGC in London, I am now going to require an addition to procedure for clearing as follows:

When the Formulas are gotten out of the way and, while still running Failed Help between tests for havingness, the Havingness is found, a period of at least forty-five hours is instituted where the pc is run on S-C-S or 8C interspersed with a few commands of his Havingness every half hour. The last five hours will be run on Op-Pro-by-Dup.

Only when this is done will the auditor locate the Confront and then continue with Regimen 3.

If a test by the auditor, on any case, regardless of nationality, shows that the pc is poor on control, the above routine should be followed.

This data is backed up by enormous success with S-C-S and Op-Pro-by-Dup in England and the general success of 8C.

I have been looking for the bug in UK clearing for some time and feel that this is its remedy.

S-C-S

S-C-S now has four stages, instead of three. It has been found that at least one pc never flattened *start* because the body was "already started" being in constant motion and so the pc never could start it. The added command is "When I tell you to stand still, I want you to make that body stand still." "All right?" "Stand still."

The remainder of S-C-S is as always.

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# Ability

Issue 125

[1961, ca. February]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## Personal Integrity

**L. Ron Hubbard**

WHAT IS TRUE FOR YOU is what you have observed yourself  
And when you lose that you have lost everything.

What is personal integrity?  
Personal integrity is knowing what you know—  
What you know is what you know—  
And to have the courage to know and say what you have observed.  
And that is integrity  
And there is no other integrity.

Of course we can talk about honor, truth, all these things,  
These esoteric terms.  
But I think they'd all be covered very well  
If what we really observed was what we observed,  
That we took care to observe what we were observing,  
That we always observed to observe.

And not necessarily maintaining a skeptical attitude,  
A critical attitude, or an open mind.  
But certainly maintaining sufficient personal integrity  
And sufficient personal belief and confidence in self  
And courage that we can observe what we observe  
And say what we have observed.

Nothing in Dianetics and Scientology is true for you  
Unless you have observed it  
And it is true according to your observation.  
That is all.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 FEBRUARY 1961

Franchise

**NEW PRESESSION DATA AND SCRIPT CHANGE**

**Preessions**

The use of Preession 37 should be limited to about 2 hours at the most.

As a case progresses it becomes conscious of more withholds. Therefore Preession 37 can be run at intervals as a case goes along, briefly each time.

**Model Session Script Change**

For the purpose of getting all the withholds off a case, a new line is now added to the Model Session.

Immediately after "Is it all right if I audit you?" insert the line "Are you withholding anything?"

With the discovery that many non-progress cases are not progressing because of heavy undisclosed withholds, the subject of withholding is graduated up to take permanent residence in the rudiments as above. Therefore it could be said that Preession 37 is actually repeated in the rudiments but, of course, remains itself.

Formula 19 is a better thing with which to slug a case than long runs of Preession 37. If you suspect withholds you can't rapidly get, Formula 19 speeds up the whole case and gets real gains at the same time.

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(Note: Formula 19 is described in HCO Bulletin of February 16,1961.)

**3RD SOUTH AFRICAN ACC LECTURES**

Johannesburg, South Africa  
9—15 February 1961

** 6102C09	3SA ACC-11	Mental Healing: Sanity and Insanity
6102C10	3SA ACC-12	Organization Lines
** 6102C13	3SA ACC-13	The Three Therapies of Earth
** 6102C14	3SA ACC-14	Fundamentals of Auditing
** 6102C15	3SA ACC-15	Havingness and Confront Scales

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HCO BULLETIN OF 16 FEBRUARY 1961

Franchise

**FORMULA 19**

Formula 19 is developed to give a general form to Failed Help and O/W running.

It is better to use this than Pre-session 37 for long runs. Pre-session 37 must be done. Formula 19 is, however, a better case digger as it improves case up to where pc realizes he has withholds. As a case improves it becomes more aware of overts and withholds since the overts “unlessen” and the case responsibility rises.

Formula 19 improves responsibility and brings up awareness of withholds *and* improves the case.

Formula 19 consists of Who/What Two Way Failed Help and general O/W, about a ten minute or a to present time run for each.

The commands are:

“Who has failed to help you?”  
“Who have you failed to help?”  
“What has failed to help you?”  
“What have you failed to help?”

The above commands are run consecutively.

“What have you done?”  
“What have you withheld?”

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**3RD SOUTH AFRICAN ACC LECTURES**

Johannesburg, South Africa  
16—17 February 1961

** 6102C16	3SA ACC-16	Machines and Havingness
6102C17	3SA ACC-17	Case Conditions

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HCO BULLETIN OF 18 FEBRUARY 1961

HCO Secs  
Assn Secs  
Ds of P  
All HGC Personnel  
All Auditors  
Auditing Staff  
All 22nd American  
ACC Students  
All 3rd S.A.  
ACC Students

**S.O.P. GOALS**

**Marvellous New Breakthrough  
BE—DO—HAVE Coordinated**

On all staff cases without exception the following Goals Standard Operating Procedure will be used.

This data I developed for the 3rd S.A. ACC is a major breakthrough. I want it run on all staff cases *now* no matter what was being run before. Take note of what was being run for later application or for use as terminals after Goals Assessment if they fit and are only partially flat on older processes.

**S.O.P. Goals Intensives**

Use Model Session throughout. Heavily stress Rudiments. Use “What part of that problem could you be responsible for” for PTPs. Use TR 5N for ARC breaks (“What have I done to you”, “What have you done to me”).

1. Go over *Rudiments* carefully .

2. Do a *Goals Assessment*.

Find out every goal the pc can recall ever having. Make a list. Get in particular any secret goals, or withheld goals. Go over list with a meter. Take goal that falls the most.

3. Convert goal to a *terminal*.

Get wording of terminal simple but make sure the version you select falls as much as possible on meter. HCO Bulletin of February 2nd, 1961 (some issues were dated March 9, 1961, from HCO Saint Hill), gives sample general commands to which terminal can be added.

4. *Assess* this *terminal* on the *Pre-Havingness Scale* from bottom to top.

Take level that falls the most.

5. Develop an auditing command, preferably two-way, that uses terminal and pre-havingness level.

The right commands fall as much as goal or terminal did.

6. *Run* the *command* until tone arm becomes less active.

7. *Go one down* on the Pre-Havingness Scale.

Develop a command for next level that falls.

8. *Run* the *command* until the tone arm becomes less active.

9. *Return to first commands* and run them (the first level found).

Alternate the higher and one-down level commands, ten minutes of one level, ten minutes or so of the other level.



10. When the tone arm loses its action on these two commands and tends to stick, no matter whether high or low arm (one half hour is a good test), REASSESS TERMINAL ON PRE-HAVINGNESS SCALE from bottom up until a level falls hard.
11. Proceed as in Steps 5 to 11.
12. When the first terminal selected, run at several levels of the scale and the one just below, seems flat, return to Goals Assessment, REASSESS GOALS. Proceed from Steps 5 to 12.
13. When tone arm stabilizing around clear read (two or three terminals run), LOCATE HAVINGNESS PROCESS from the 36 Presessions.
14. Add the havingness process into the processes run, using it at appropriate places (certainly at session end) while continuing Goals S.O.P.
15. When havingness process has been used for a couple of sessions to help Goals S.O.P., find the CONFRONT PROCESS.
16. Add the Confront Process into the Model Session.
17. If you run out of goals, get a NEW LIST OF GOALS from the pc and proceed as above.

Beingness, Doingness and Havingness must be balanced. Each must be flexible in the pc for a stable gain.

Goals processing finds the beingness and the mind's doingness toward it (Pre-Hav Scale) and results in Havingness.

On Assessments you may find, going from bottom toward top of the PreHavingness Scale (No Effect upwards), that after several levels the pc's needle begins to rise consistently. It is probably useless to go higher on the scale as a rising needle means "no confront". A quicker way than assessing the whole scale would be, then, to assess upwards to a rising needle action and then go back down until the needle stops rising. Hunt from that point down for the biggest fall and you won't go very wrong.

-----

Tone arm movement is the keynote to Case gain—No tone arm action = no gain. 1 to 2 Divisions of the Six Divisions of the Tone Arm Circle movement per half hour is good movement.

-----

If a pc does not respond well to Goals S.O.P. (about 15% won't) do the following: Go over Rudiments with high sensitivity setting on meter. Clean up the withholds.

If that doesn't work, run the following for a few hours (it's the lowest but most general process now known):

What was your attention concentrated upon? When was your attention shifted?

This should get the tone arm moving. When tone arm is moving well for a few hours move back into Goals S.O.P. Step 2 and get the case going. It may be necessary to run Formula 15 and/or Formula 13 on some cases if Goals S.O.P. still finds a quiet tone arm.

Cases don't move when heavy withholds or PTPs are present. Cover Rudiments and End Rudiments carefully every session.

## Example

Model Session is begun. Rudiments well covered. Goals Assessment shows up strongest goal to be “to get over having a painful body”. Terminal is chosen, “Painful Body” is shown to fall most as terminal wording.

“Painful Body” is assessed on Pre-Havingness Scale. Endure falls most.

Auditing command is developed which falls on meter, “What should a painful body endure?” No additional command developed for Endure.

Developed command is run (heavy somatics) until the tone arm ceases to get 2 divisions of action, gets only one. Process ended.

Command is developed for Failed Endure, next lower level, “What has a painful body failed to endure?” This starts heavy tone arm action again.

When action cooled, same “endure” command is run again.

After three runs of *Endure* and two of *Failed Endure* command tone arm stiffens at 5 on the scale. A 15 minute test of both commands fails to get it moving; “Painful Body” is reassessed in the Pre-Havingness Scale and is found now to drop at Withheld.

Command is developed for Withheld that falls on meter (the command causes the fall), “What should be withheld from a painful body?”

This new command run and tone arm again in motion. TA motion gets less.

Dropping down one level of Pre-Havingness Scale to Failed Withhold, command is developed that falls on needle—“What have you failed to withhold from a painful body?”

Command is run and restores motion to tone arm. When motion dies down a bit, Withhold command is resumed.

After 2 runs of Withhold and two of Failed Withhold, tone arm became slow at 3.

“Painful Body” reassessed on Pre-Havingness Scale, is now found at *Inverted Communication*. “Painful Body” added to command given on HCO Bulletin, 2nd February, 1961, for Inverted Communication. This run for 1 hour. Then Inverted Interest run on “Painful Body”. Etc. Etc.

Data on all this will be found on the 17 hours of tape lectures of the 3rd S.A. ACC. This condensation is not on the tapes.

The Pre-Havingness Scale referred to has been the subject of two February 1961 HCO Bulletins. (Some issues were dated March 9, 1961, from HCO Saint Hill.)

An expanded scale will shortly be released. The shorter scale works, however.

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As this is the fastest road to Clear, I want all staff members to be processed on nothing else, from scratch, former auditing not to be taken into account. We want clear staffs. They deserve it.

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[This HCO B is modified by HCO B 31 March 1961, *S.O.P. Coals Modified* .]

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Saint Hill Manor, East Grinstead, Sussex

HCO Secs  
Assoc Secs  
Ds of P  
All HGC Personnel  
All Auditors  
Auditing Staff  
All 22nd American  
ACC Students  
All 3rd S.A.  
ACC Students

HCO BULLETIN OF 20 FEBRUARY 1961

**IMPORTANT DATA ON GOALS S.O.P.**

It is vital to know that cases run on Goals S.O.P. or the Pre-Havingness Scale may slump between sessions and become misemotional even out of session until the scale is flat—flat—flat on any assessed terminal.

It is also important to know that a case run on the Pre-Havingness Scale in such a way as to leave a level unflat may hang-fire thereafter and will move only when that process is completed.

This scale is hot and fast, *but* its very workability can unstabilize cases during an intensive.

Use the scale. But use it intelligently. Do not permit it to be used by untrained unsupervised Auditors.

**Flatten Terminals**

Flatten *every* level started, get tone arm and needle to a stick or no action before assessing another level for the terminal.

It is all right to alternate two levels, running the one assessed and the one below, back and forth. But do not leave either level unflat before assessing again.

**When is a Goals Terminal Flat?**

An assessed terminal taken from the heaviest reacting goal of the pc *must* be run, reassessed and run at various levels of the scale until the goal terminal has no reaction on a cranked up sensitivity needle for any level of the Pre-Havingness Scale. If a reaction is found, run it off and check again.

Don't quit a terminal because the pc wants to. Quit it only when meter has no reaction.

Use the Pre-Havingness Scale.

Don't be disturbed by the misemotion of a pc during or between sessions.

Run any goals terminal you assess flat on all levels of the scale before going on to assess new goals.

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### PT PROBLEM AND GOALS

It will be found that PT Problems are often disclosed by the goals announced by the pc.

A PT Problem can wholly stall a case. Only withholds, PT Problems, and ARC Breaks (gross auditing errors) can stop a case now.

Definitions: A *problem* is an intention counter intention that worries the preclear.

A *Present Time Problem* is a problem that exists *now* in the physical universe.

The pc often announces a PT Problem when asked for his goals.

Example: Asked for goals, pc says he wants to improve his memory. Memory is a PT Problem to him. Until something is done about this, the case stalls. Auditor runs "Something you wouldn't mind forgetting," so long as pc is happy with it and unhappy with memory. This may be 25 hours or more.

Example: Pc says his goal is to get rid of paralysis in his leg. This is his PT Problem. Auditor runs "Tell me something worse than a leg" until it is no longer a problem to the pc.

The Dianetic Assist is Pre-session 38. Finding an engram or secondary and running it, but only to resolve pc's PT Problem and only as a prelude to formulas, takes care of the goal-PT Problem situation in most cases. In any event you have 11 years of technology to handle these PTPs that exist as goals.

I'm happy to have found this data and to have found new ways of handling engrams. But it does not supplant Formulas and Regimens as announced.

Most of this modern rundown will be found on the 22nd American ACC tapes, January 1961, 10 hours, now being used to train Central Org Personnel.

Research wise, I am trying to find a way to resolve the goal-PT Problem situation with new ways of handling failed help on the basis that *whatever* the pc thinks is wrong he has failed to help.

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HCO BULLETIN OF 2 MARCH 1961

HCO Secs  
Assn Secs  
Ds of P  
All HGC Personnel  
All Auditors Auditing Staff  
All 22nd American ACC students  
All 3rd S.A. ACC students

**NEW PRE-HAV COMMAND**

Here is a new command for Communication on the Pre-Hav Scale.

It comes as a surprise to me to find a new Comm process after Comm being in prominence 11 years, but that's what's happened. Also this process is foreshadowed by the Code of Honor.

It replaces the Pre-Hav Command in HCO Bulletin of February 2, 1961 (dated March 9, 1961 from Saint Hill).

The basic command from which the others are derived is:  
"RECALL NOT WANTING TO COMMUNICATE."

The full commands that can be run in sequence are:

"Recall not wanting to communicate."  
"Recall another not wanting to communicate."  
"Recall not wanting another to communicate."  
"Recall another not wanting you to communicate."  
"Recall another not wanting others to communicate."  
"Recall a communication."  
"Recall a no-communication."  
"Recall a communication."  
"Recall a no-communication."  
"Recall a communication."  
"Recall a no-communication."

The command structure, having so many possibilities, has only been partially sorted out. The first five commands of the above or the last six commands of the above or all of the above may be run. The last six, of course, handle loss incidents.

It just may be that the first line as a process underlies all withholds and gives later withholds power. This may then, just as a process, considerably ease the task set in getting off withholds on secretive cases.

Using all the first five lines in sequence is probably easiest on the pc, afterwards flattening the last six commands.

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HCO BULLETIN OF 2 MARCH 1961

CenOCon

**USE OF S.O.P. GOALS PROCEDURE**

(HCO Area Secs—IMPORTANT to ENFORCE)

Staff Auditors may use S.O.P. Goals Procedure on paying preclears the moment they have the procedure well understood and have passed a thorough hat check on its Bulletins and continue its study through the 17 hours of lecture tapes.

I don't want this one goofed up (and it very well can be) before its use is understood thoroughly. Nor do I want HGC pcs getting disturbed and upset through being left with levels unflat on terminals.

The 17 hours of lecture of the 3rd Johannesburg ACC are on this subject. Only field auditors who have attended and passed a course using these tapes and skills (no evening briefing course for field auditors may play these tapes) may use S.O.P. Goals Procedure. The odd numbered hours of the 10 22nd American tapes on Pre-session 38 are also part of this series of study.

This is very far from ordinary technology even in Scientology. It's good. Learn it before using it.

Its power is too great for slapdash use. Don't wait until you've upset some pcs before you believe me.

Teaching of S.O.P. Goals Procedure and the Pre-Havingness Scale is forbidden in Academies for the HCA/HPA and practical courses. HCS/BScn training level only may be taught S.O.P. Goals Procedure.

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### FORMULA 20

Formula 20 is an effort to run Control on a thought level. It is relatively experimental.

It is for cases that have much alter-is as represented by inability to duplicate commands. Also for cases that have unsteady engram banks that shift.

The commands are:

“Who has failed to control you?”  
“Who have you failed to control?”  
“What has failed to control you?”  
“What have you failed to control?”

and

“Who have you helped?”  
“Who has helped you?”

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HCO POLICY LETTER OF 20 MARCH 1961

Issue II  
CenOCon  
D of P  
All Staff Auditors  
HCO Area Sec: Hat Check  
thoroughly and often  
and on all new auditors

**BASIC STAFF AUDITOR'S HAT**

(This applies mainly to the relationship of the Staff Auditor to the pc and the D of P and does not modify existing policies but bears directly on Case Assessments and SOP Goals. This hat is needed to smooth out its use and Admin of SOP Goals on pcs.)

The staff auditor is directly responsible for the HGC preclear assigned to him. Results, lack of results, ARC breaks, recovering the pc after "blows", getting the pc to the D of P for interviews, getting the pc to the D of P and Registrar for after intensive interviews and handling all matters relating the pc to the Org during the delivery of auditing are all up to the staff auditor.

The staff auditor may refuse to accept a pc and may refuse to release a pc from auditing. The staff auditor may also refuse to give a particular session if in giving one the Auditor's Code is violated as to the pc's need for food, rest or the lateness of the hour.

The staff auditor is to deliver *all* the hours of auditing purchased by the pc. Case Assessments and Goals Assessments are part of the pc's auditing time when done by the staff auditor. No time spent on the case by the D of P in conferences, interviews or assessments are part of the pc's auditing time.

Any time missed by reason of auditor lateness, unavailability of rooms, breaks, travel to see the D of P, etc, must be made up on the pc by the staff auditor.

**Case Assessment**

(See HCO B of Nov 18, 1960 for exact form)

The first action of an auditor with a pc new to him is to fill in the Case Assessment Form. This is done on the pc's auditing time.

If a Case Assessment has already been done and is part of the pc's record, but was not done by the same auditor, it may be checked over with the pc by his new auditor. In any event the staff auditor's first action with a new pc is Case Assessment, whether done from an existing completed form or on a new Case Assessment Form. This does not apply to assists. This does apply to staff cases as well as outside pcs.

**First Auditing**

The first formal auditing that the pc receives is given at once when the Case Assessment Form is complete.

ALL sessions given in an HGC except those devoted to Assists, CCH sessions or "Coffee shop" auditing (inevitably done casually out of auditing rooms by staff on staff or students on friends and students even when you try to prevent it) are done in Model Session form (HCO Bulletin of March 21, 1961). To repeat, Assists and CCHs are not done in Model Session form. ALL Assessments even are done in Model Session form in an HGC. Assists or CCHs can be explained first and the pc should be started in such a way as not to cause ARC breaks, but are not Model Session.

A Goals Assessment should now be done in Model Session. This permits the auditor two cracks at withholds, PTPs and ARC breaks twice in every session, using Model Session HCO B of March 21, 1961, which includes withholds in End Rudiments as well as Beginning Rudiments. This makes a smoother picture than trying to get off withholds with no ARC and no session properly going. Further, even a Goals Assessment really puts the pc *in* session in Goals SOP, so a Model Session is better all around.

The first formal session, then, is run by Model Session.



The staff auditor takes off ARC breaks, a few withholds and any PTP and then, in lieu of a process, does an SOP Goals Assessment.

When the assessment is completed, even down to terminal Pre-Hav level and finding the auditing command that falls, the staff auditor takes the pc to the D of P and has the assessment checked. The D of P, at this time, does not touch rudiments, but only sees that goal falls more than other listed goals and that terminal and command fall at least as much as the main goal.

Unless only a few minutes remain of the day's auditing, the auditor then takes the pc back to the auditing room and starts the second session.

### **Second Session**

In this session as in all remaining sessions the staff auditor runs SOP Goals in Model Session form.

The auditor must allow, always, enough time to end the session for the day. He makes a nice judgment on this. Half an hour is often spent on End Rudiments. Early in the first intensive, the withholds and ARC breaks take precedence in End Rudiments. PTPs, ARC breaks and Withholds take precedence in Beginning Rudiments. A session cannot be gotten going with a PTP unhandled. And a session cannot be ended with an ARC break in full bloom. However, a session *can* be ended with a PTP unhandled, and this is the most lengthy item usually encountered in rudiments.

Thus if only one hour remained in the first day's schedule for the second session, the staff auditor would run Beginning Rudiments, then End Rudiments with no process run in the middle of the Model Session.

### **Third Session**

This session like any other is run in Model Session form.

If the pc is still falling on the meter when asked about withholds, even with sensitivity raised, at least half an hour should be spent getting them off. Even if the needle still falls a bit after that half hour, one goes on to run the PT Problem and then the process of SOP Goals, which is run exactly according to its bulletin. This process occupies the bulk of the auditing period. Then in the last half hour, one runs the End Rudiments and of course has another crack at withholds.

### **Fourth Session**

Runs the same as the Third Session.

In a 5-day intensive, the 3rd and 4th Sessions probably occurred on same day.

### **Fifth Session**

During this auditing day or before the Fifth Session, the pc is taken by the staff auditor to the D of P, who checks the pc out on rudiments.

The D of P finds out what is being run from the pc, and checks out but does not run anything on the Rudiments.

The whole record of the pc including the Case Assessment and SOP Goals Assessment Sheets are in a folder along with all session reports. The folder is in the hands of the staff auditor before the D of P interview, the last session report on top.

The D of P adds any and all advices and comments to the last session report.

The staff auditor takes the pc back to the auditing room. The Fifth Session is then begun. If the interview took place after the session was started, the Model Session was of course completed before the interview.

The auditor follows the D of P's advices in the next session after the interview. This may be, then, the Fifth Session or the Sixth Session.

A difficulty may now occur in the next session after the interview. The pc, because of D of P altitude, may have "transferred" to the D of P, which is to say, may now consider the D of P his auditor.

Therefore, in the next auditing after this D of P interview, heavy attention must be given to No. 3 of the Beginning Rudiments. A new process could be used here in lieu of TR 5N to correct this. The process is “Who should I be in order to audit you?” or “Who am I?” This, run briefly, takes off any “transfer” to the D of P and is a good basic rudiment type process anyway. A little of it goes a long way, however.

The SOP Goals terminal (or the D of P’s advice) is run in Model Session form.

### **Subsequent Sessions**

In subsequent sessions the case is continued on up the line, with reassessments for new level each time the tone arm stops moving well and for a new goals assessment, adding to the old list any goals the pc now has as a result of auditing.

### **When the First Terminal is Flat**

When the first terminal gets no *needle* reaction on any part of the Pre-Hav Scale, it is flat. If needle action is still found, take the level with heaviest reaction, put together a command that falls also and go on with the terminal at that level. But when this no longer occurs, the first terminal is said to be flat. This may take a few or many hours. But the thing is to be sure it’s flat.

*Now* and now only the auditor is to find the Havingness Process and the Confront Process of the pc in accordance with earlier bulletins. He then runs these enough to stabilize them. He now does his next complete Goals Assessment.

The auditor now uses the Havingness and Confront Processes along with his new Goals Terminal. This is like old Regimen 3 except that the Goals Terminal and Pre-Hav Scale are used instead of Help. The bulk of auditing is spent, of course, on the PreHav Terminal on the Pre-Hav Scale in accordance with SOP Goals.

The Third D of P check-out occurs when the Havingness, Confront and new Goals Terminal are all found. The D of P checks each one of these and, briefly, the Rudiments. The D of P does not run any of these.

When this is done, the staff auditor goes back to the auditing room and starts his next session, remembering to again give attention to the “transfer” possibility and to again use at level 3 of the Beginning Rudiments “Who should I be in order to audit you?” or “Who am I?”

The Intensive or new intensives continue. The D of P must check out rudiments at least every 10 hours of auditing time and, until toward the end of the pc’s clearing, must *check* all new goals and terminals.

The D of P is not permitted to do Goals Assessments except for demonstration or when the staff auditor completely fails. The D of P is not permitted to *audit* rudiments for the staff auditor, only to check them.

### **Pcs Priorly Audited**

Pcs who have been audited before in the HGC but not by the present staff auditor are handled much in the same way as a new pc.

The whole record and all auditor reports are taken into the auditing room. The staff auditor looks for the Case Assessment. If he or she doesn’t find one, a new one is made. If the Case Assessment is present, the staff auditor reads it all off, verifying each point with the pc.

This done, the staff auditor checks in the reports for any terminals that were run on the pc or any Goals SOP run or Goals Assessments done before.

Only if a Goals Assessment has been done does he pay much attention to the records. If one has been done (but never run) the staff auditor checks it over with the meter. He or she accepts it or rejects it and uses his or her own assessment. If it was ever run, the staff auditor cannot reject it but must carry on.

If any Goals SOP has been run, the terminal that has been run is thoroughly meter checked on the Pre-Hav Scale. Any reactions found are flattened as per SOP Goals, in Model Session form. In short, the staff auditor, locating unflatness on the terminal first

found by some other for SOP Goals running, starts his Model Session, does the rudiments *thoroughly* and then assesses the first terminal ever run on the Pre-Hav Scale again (as he did before he started session), finds the level accurately, gets a command that will work and carries on.

The new auditor on the old case checks out and flattens on the whole Pre-Hav Scale, as indicated by meter reaction for any level, every Goals Terminal ever found by any other auditor before he does his own Goals Assessment.

If the staff auditor finds a Havingness and Confront Process already listed as found in the records he or she may use it or find new ones as best judgment seems to indicate on inspection.

If Help terminals or Dynamic Assessment terminals are listed as run in the days before Pre-Hav, they can be neglected.

### **Clearing**

When all terminals seem flat and the assessments find terminals only to “blow” almost at once, the pc is near-Clear. SOP Goals is carried right on until no assessments register on the meter, but the meter remains free.

Old Help and Dynamic terminals from the pc’s file or memory are now checked out and run like Goals terminals.

When all this is done, the pc is Clear.

### **Things That Prevent Clearing**

If the pc is run with a *PTP* in full bloom, or if a goal is really a long time *PTP* and is not audited, the pc will not change toward Clear. Remedy: Reduce any *PTP* that produces needle reaction during Beginning Rudiments. Run as the first goal the one which assesses best on the meter, whether you agree with it or not—if in doubt choose by meter the goal which is the *reason* the pc is being audited according to the pc.

If the pc has heavy *ARC breaks* registering he will not only not progress, he may worsen the graph. Reduce all *ARC breaks* found by meter falls in the Beginning and End Rudiments of the Model Session.

If the pc has heavy *withholds* which register on the meter and yet the pc will not give them, the case will not progress.

If a *terminal* being run on Goals is left unflat (if it registers on the needle for any part of the Pre-Hav Scale and that is not flattened) the next terminal addressed will not run well and pc will not clear. Check over every level of Pre-Hav by needle reaction and flatten any residue, before you go on to assessing another terminal.

*Overts* or overt thinking on Scientology Orgs or personnel can prevent Clearing.

Always follow the *Auditor’s Code*.

### **Pc Blows**

A pc is most likely to blow (leave) if *withholds* are not given good attention and pulled. If *withholds* still register, and pc after several hours of auditing still won’t give, run a Joburg Security Check on the pc as part of Model Session Rudiments 4.

A pc will blow if *ARC breaks* are not repaired properly when they happen. An *ARC break* can be repaired at any time in the session by TR5N. Only repair *ARC breaks* that fall on the meter.

A *PTP* unhandled can cause a no-gain and therefore an eventual blow.

If the pc blows, his or her staff auditor alone is responsible for getting him or her back into session. If all else fails the D of P can help. It’s a black mark for a staff auditor if a pc blows.

The whole prevention of blowing is contained in this section if we add that the staff auditor’s air of competence and facile command of his tools are sufficient to inspire pc confidence.

### **Auditing Maxims**

Follow the Code. Particularly Clauses 1 and 2.

Get an answer for every question asked before asking another question.

Ask a question or give a command for every answer you expect. Don't expect two answers for one auditor question or command.

Assess and run only what the pc says and the meter says. Don't write script and try to audit your own troubles out of the pc or avoid the pc's troubles because you have an aversion for them.

Follow the Model Session Script and the TRs *exactly*. These are the badges of a skilled auditor.

The clearer you get the better you will audit. But case is no excuse for bad auditing.

Always be real. Don't have big withholds on the pc. Tell the pc the truth without violating 1 and 2 of the Code. If you are tired, carry on but say so. If the pc wants to see the meter read show it to the pc briefly. Only cover a meter during an assessment as pc will start pushing at it. Tell the pc what he wants to know about the meter reads.

Don't try to educate the pc on Scientology while you're auditing him or her. Tell the pc to be sure to take a PE if they haven't.

### **Newcomers**

Getting a pc started who has never been given any data on Scientology is simple now. Just do the sessions of Goals SOP as given above. They respond to Case Assessment and Goals Assessments with total interest.

A pc is *in session* when he or she is interested in own case and willing to talk to the auditor.

### **Cases Not On SOP Goals**

About 3 out of 22 cases cannot be started with SOP Goals.

The test is only this: Does the needle move enough, even on high sensitivity, to do a Goals Assessment? If it can, do one.

If totally stuck run the concentrate—shift attention process in regular Model Session in lieu of Goals Assessment until the Tone Arm is moving well, at least 3 tone arm dial divisions per half hour. This process, coupled with heavy rudiments, will start most cases so that they can then be assessed.

If the case is incapable of answering sensibly various questions, run the CCHs. By answering sensibly is meant “an intelligible response dealing at least vaguely with the question”.

CCHs are not run in Model Session.

### **Stopping Processes**

Processes are run as long as they produce Tone Arm change. Processes which do not produce Tone Arm change are then stopped. If a process doesn't produce a Tone Arm change in a half an hour, it *must* be stopped. Processes which freeze a needle and do not free it *must* be stopped.

A process is *never* stopped on the recommendation of the pc or because of the pc's objections. Such objections in SOP Goals always precede huge gains on the process. A process is stopped only when it no longer produces meter change.

A process that produces change must be flattened.

The process that turns on a bizarre or unwanted condition will always turn it off. If in doubt, flatten the process.

Don't “Q and A”. That is where the change in the pc causes the auditor to stop or change the process. If the pc changes, continue the process. If the pc isn't changing, change the process.

Stop processes and sessions on the auditor's determination, never the pc's. The auditor's determination is established by meter reaction, never pc reaction. If the meter doesn't act, change the process or end the session according to session time. If the meter is acting, don't change the process and don't stop the session unless time is up.

## **Before Giving Up**

Before chucking in your hand on a trying and unchanging pc and leaving it up to the D of P or the Org, do the following:

1. Thoroughly check rudiments with high sensitivity and get them flat on the needle with the Model Session Rudiments Processes.
2. Run a Johannesburg Security Check on the pc and clear every drop of the needle fully.
3. Run Formula 16.
4. Run Formula 13.
5. Run Formula 15.
6. Run “Concentrate—shift attention” process from SOP Goals until Tone Arm is very active.
7. Keep rudiments cleared while doing the above.

If you do all these and still get no action, see the D of P. Of course, it’s impossible to do all the above well on a case and not get it going providing only that you *do* do them well with good TRs.

## **End of Intensives**

At the end of the intensive be sure, if the pc is continuing, that all is in order with the Registrar and D of P before you continue on into the next intensive.

At the end of all the intensives the pc has bought, be sure the pc sees the D of P and the Registrar before the pc leaves the Org.

These actions are wholly up to the staff auditor.

## **A Completed Pc**

Be sure, when all the intensives given are over, that the pc’s complete record, with all its papers, assessments and session reports are turned in, in a folder, to HGC Admin for filing. You may add to this file your own summary and recommendation on the case if you wish so the next auditor who gets it will be assisted.

## **Additional Staff Auditor Duties**

Other staff auditor duties are assigned by the D of P only. No other executive may issue direct orders to a staff auditor about his duties or cases.

## **Reports**

All staff auditor reports go to the D of P. Copies go to myself at HCO WW via the HCO Area and HCO WW Technical Secretary.

Nothing gets as much attention from me as the results, graphs, reports and comments of the staff auditor.

The whole future stability of the Org rests on the technical skill of the staff auditor.

L. RON HUBBARD

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HCO BULLETIN OF 21 MARCH 1961

Franchise Holders  
Central Orgs

**SCRIPT OF A MODEL SESSION**  
(Cancels HCO B of October 13, 1960, same title)

I have brought the Model Session up to date, including “withholds” and changing “we” to “I” and “the” to “this” session throughout to reduce randomness. I have also added the proper processes to run at Rudiment level.

A Model Session is a Model Session because of its “patter”, not because of specific processes. This is a handy script of the “patter of a Model Session”. Use it. Don’t vary it. Know it by heart. It is the mark of a well trained auditor. By making all patter the same, later sessions run out earlier sessions.

This does not enjoin against two-way comm; but reduce auditor comments and chatter in sessions, if you want smooth results and no ARC breaks.

*START OF SESSION*

Auditor: “Is it all right with you if I begin this session now?”

Pc: “Yes.”

Auditor: Acknowledges. “Start of Session!” (Tone 40)

*Note 1:* If pc says “No”, Auditor two-way comms concerning objections, then asks again, “Is it all right with you if I begin this session now?”

*Note 2:* If pc is doubtful as to whether the session has started:

Auditor: “Has this session started for you?”

Pc: “No.”

Auditor: Acknowledges. “*Start of Session!*” (Tone 40) Then, “*Now* has the session started for you?” If pc still says “No”, the Auditor says, “We will cover it in the Rudiments,” and continues the session.

*RUDIMENTS*

*1. Goals*

Auditor: “What goals would you like to set for this session?”

Pc: Sets goals.

Auditor: Acknowledges. “Are there any goals you would like to set for life or livingness?”

Pc: Answers.

Auditor: Acknowledges.

*2. Environment*

Auditor: “Is it all right to audit in this room?”

*Note 3:* If not, use TR 10 (see Note 15) or pc’s Havingness process.

### 3. Auditor Clearance

Auditor: "Is it all right if I audit you?"

Note 4: If not, clear objection, or use TR 5N (see Note 16) or "Who should I be to audit you?" or "Who am I?" depending on nature of difficulty. If TR 5N seems to worsen the ARC break, run O/W on Auditor (see Note 17).

### 4. Withholds

Auditor: "Are you withholding anything?"

Note 5: If so, get withhold off or run Pre-session 37 (HCO B Dec 15, 1960).

### 5. Present Time Problem

Auditor: "Do you have any present time problem?"

Note 6: If so, clear problem, or use "What part of that problem have you been responsible for?"

### START OF PROCESS

Auditor: "Now I would like to run this process on you (name it). What would you say to that?"

Pc: Answers.

Auditor: Acknowledges. Clears the command for pc only for the first time the command is used.

Note 7: If, during clearing of the command or failure of needle to react, it seems that the pc will not be able to handle or do the announced process profitably, Auditor says: "According to what we have been talking about, it would seem better if I ran (name another process)."

### END OF PROCESS

#### 1. Cyclical

Auditor: (Wishing to end process) "Where are you now on the time track?"

Pc: Answers.

Auditor: Acknowledges. "If it is all right with you, I will continue this process until you are close to present time and then end this process."

Pc: Answers.

Auditor: Acknowledges. Auditor continues the process, asking after each pc answer, "When?" until the pc is close to present time.

Pc: Answers close to present time.

Auditor: Acknowledges. "That was the last command. Is there anything you would care to say before I end this process?"

Pc: Answers.

Auditor: Acknowledges. "End of process."

#### 2. Non-Cyclical

Auditor: "If it is all right with you I will give this command two more times and then end this process."

Pc: Answers.

Auditor: Acknowledges and gives the command two more times.

Pc: Answers.

Auditor: Acknowledges. "Is there anything you would care to say before I end this process?"

Pc: Answers.

Auditor: Acknowledges. "End of process."

*Note 7a:* The cyclical ending is only used on terminals that exist also in present time, or when pc is going into the past in his answers. It is not used after pc says he is in present time. Non-cyclical is used when the pc is running terminals which do not exist in present time or when the cyclic aspect can be neglected.

#### *REPEATED COMMANDS*

Auditor: Gives command.

Pc: "I don't know. I can't find and answer."

Auditor: Acknowledges. "I will repeat the auditing command." Repeats the command.

*Note 8:* If pc still cannot answer, two-way comm to discover why.

#### *COGNITION*

Auditor: Gives command.

Pc: (Not having answered command yet) "Say, that mass in front of my face just moved off."

Auditor: Acknowledges. Repeats command without announcing that it is a repeat.

#### *END RUDIMENTS*

##### *5. Present Time Problem*

Auditor: "Do you have any present time problem now?"

*Note 9:* If so, run "What part of that problem have you been responsible for?"

##### *4. Withholds*

Auditor: "Are you withholding anything?"

*Note 10:* Pulls withhold or runs Pre-session 37.

##### *3. Auditor Clearance*

Auditor: "How do you feel about my auditing in this session?"

*Note 11:* Use only TR 5N or O/W on present auditor, "What have you (done to) (withheld from) me in this session?"

##### *2. Environment*

Auditor: "Look around here and see if you can have anything."

*Note 12:* Run TR 10 or pc's Havingness process.

##### *1. Goals*

Auditor: "Have you made any part of your goals for this session?"

*Note 13:* Auditor may remind pc of session goals if pc can't remember them.



*END OF SESSION*

Auditor: "Is there anything you would care to say or ask before I end this session?"

*Note 14:* Auditor may show pc relative TA positions reached in session or tell pc what he cares to know about session.

Pc: Answers.

Auditor: Acknowledges. "Is it all right with you if I end this session now?"

Pc: Answers.

Auditor: Acknowledges. "Here it is. End of Session!" (Tone 40)

Auditor: (Optional) "Tell me I am no longer auditing you."

Pc: "You are no longer auditing me."

Auditor: Acknowledges.

*Note 15:* Commands of TR 10: "Notice that (room object)."

*Note 16:* Commands of TR 5N: "What have I done to you?" "What have you done to me?" alternated. "In this session" may be added if auditor-pc have long known each other.

*Note 17:* Commands of O/W: "What have you done to me?" "What have you withheld from me?" or in general form if pc berates auditors, "What have you done to an auditor?" "What have you withheld from an auditor?" or if the pc has been psychoanalyzed heavily, "What have you done to a practitioner?" "What have you withheld from a practitioner?"

*Note 18:* Present Time Problem for the purpose of rudiments must be what is called "a problem of short duration". A problem of long duration (such as a goal or psychosomatic difficulty) is not handled as in rudiments but in proper session and will emerge in the normal course of assessing S.O.P. Goals.

*Note 19:* If any rudiment difficulty can be blown with a very small amount of two-way comm, no process is run.

*Note 20:* Only the meter reaction shows if the environment, ARC break, withhold or PTP is still in existence. In all questions of whether something is blown or not or if a terminal is flat or if the process is flat, take what the meter says if it is different from what the pc says. The meter knows even if the pc says something else.

*Note 21:* After running a process on a rudiment because a meter reaction showed it should be run, always ask the rudiment question again before bridging to end the process. If it still reacts, audit the process further. Do not abandon a rudiment until the meter gives no reaction to the question.

*Note 22:* Always get an answer to every auditing command.

*Note 23:* Never expect two answers for one question even in doing an assessment.

*Note 24:* It is not obligatory for the pc to actually set goals. He must always be asked. He cannot be forced to do so. Ordinarily when he does not care to set goals for this part of the rudiments, he is suffering from an ARC break.

*Note 25:* Follow the Auditor's Code.

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Franchise

### S.O.P. GOALS

(This is the Franchise Issue, slightly rewritten, of S.O.P. Goals  
HCO Bulletin of February 18, 1961. Do not issue HCO Bulletin of February 18th,  
only this one to Franchise.)

This is Standard Operating Procedure Goals, the technology that made history in the 3rd S.A.  
ACC.

Caution: There is a great deal to know about S.O.P. Goals. It is the right way to use the Pre-Hav Scales. With skilled use this can produce Releases and Clears. With fumbling use it can upset a pc thoroughly because it is so fast.

HCOs in all Central Orgs are running Special Events Courses to instruct in this procedure and to let the student hear the 27 hours of taped lecture that gives its basics and background.

With this we are on our way to making Clears in quantity with speed. So don't mess it up by failing to flatten what you start with it.

This is called "Standard Operating Procedure" because it has proved itself in skilled hands on the toughest of cases. You can safely put in a long time studying its use. It can clear some in only 18 hours. It can clear all but CCH cases in under 175 hours. It is valuable. Don't mess it up for a pc.

Enormous efforts are being made to make everything known about this available to you in Central Organizations.

We're off the launching pad. Use this well. It's the technology you've needed for eleven years, that you can use to get them clear.

### S.O.P. Goals Intensives

Use Model Session throughout. Heavily stress Rudiments. Use "What part of that problem could you be responsible for" for PTPs. Use TR 5N for ARC breaks ("What have I done to you", "What have you done to me").

1. Go over *Rudiments* carefully.

2. Do a *Goals Assessment*.

Find out every goal the pc can recall ever having. Make a list. Get in particular any secret goals, or withheld goals. Go over list with a meter. Take goal that falls the most.

3. Convert goal to a *terminal*.

Get wording of terminal simple but make sure the version you select falls as much as possible on meter. HCO Bulletin of February 2nd, 1961 (some issues were dated March 9, 1961, from HCO Saint Hill), gives sample-general commands to which terminal can be added.

4. *Assess* this *terminal* on the *Pre-Havingness Scale* from bottom to top.

Take level that falls the most.

5. Develop an auditing command, preferably two-way that uses terminal and pre-havingness level.

6. *Run* the *command* until tone arm becomes less active.

7. *Go one down* on the Pre-Havingness Scale.

Develop a command for next level that falls.

8. *Run the command* until the tone arm becomes less active.
9. *Return to first commands* and run them (the first level found). Alternate the higher and one-down level commands, ten minutes of one level, ten minutes or so of the other level.
10. When the tone arm loses its action on these two commands and tends to stick, no matter whether high or low arm (one half hour is a good test), REASSESS TERMINAL ON PRE-HAVINGNESS SCALE from bottom up until a level falls hard.
11. Proceed as in Steps 5 to 11.
12. When the first terminal selected, run at several levels of the scale and the one just below, seems flat, return to Goals Assessment, REASSESS GOALS. Proceed from Steps 5 to 12.
13. When the tone arm stabilizing around clear read (two or three terminals run), LOCATE HAVINGNESS PROCESS from the 36 PreSessions.
14. Add the havingness process into the processes run, using it at appropriate places (certainly at session end) while continuing Goals S.O.P.
15. When havingness process has been used for a couple of sessions to help Goals S.O.P. find the CONFRONT PROCESS.
16. Add the Confront Process into the Model Session.
17. If you run out of goals, get a NEW LIST OF GOALS from the pc and proceed as above.

-----

Beingness, Doingness and Havingness must be balanced. Each must be flexible in the pc for a stable gain.

Goals processing finds the beingness and the mind's doingness toward it (Pre-Hav Scale) and results in Havingness.

-----

On Assessments you may find, going from bottom toward top of the PreHavingness Scale (No Effect upwards), what after several levels the pc's needle begins to rise consistently. It is probably useless to go higher on the scale as a rising needle means "no confront". A quicker way than assessing the whole scale would be, then, to assess upwards to a rising needle action and then go back down until the needle stops rising. Hunt from that point down for the biggest fall and you won't go very wrong.

-----

Tone arm movement is the keynote to Case gain—No tone arm action = no gain. 1 to 2 Divisions of the Six Divisions of the Tone Arm Circle movement per half hour is good movement.

-----

If a pc does not respond well to Goals S.O.P. (about 15% won't) do the following: Go over Rudiments with high sensitivity setting on meter. Clean up the withholds.

If that doesn't work, run the following for a few hours (it's the lowest but most general process now known):

What was your attention concentrated upon? When was your attention shifted?

This should get the tone arm moving. When tone arm is moving well for a few hours move back into Goals S.O.P. Step 2 and get the case going. It may be necessary to run Formula 15 and/or Formula 13 on some cases if Goals S.O.P. still finds a quiet tone arm.

Cases don't move when heavy withholds or PTPs are present. Cover Rudiments and End Rudiments carefully every session.

### Example

Model Session is begun. Rudiments well covered. Goals Assessment shows up strongest goal to be "to get over having a painful body". Terminal is chosen, "Painful Body" is shown to fall most as terminal wording.

"Painful Body" is assessed on Pre-Havingness Scale. Endure falls most.

Auditing command is developed which falls on meter, "What should a painful body endure?" No additional command developed for Endure.

Developed command is run (heavy somatics) until the tone arm ceases to get 2 divisions of action, gets only one. Process ended.

Command is developed for Failed Endure, next lower level, "What has a painful body failed to endure?" This starts heavy tone arm action again.

When action cooled, same "endure" command is run again.

After three runs of Endure and two of Failed Endure command tone arm stiffens at 5 on the scale. A 15 minute test of both commands fails to get it moving; "Painful Body" is reassessed in the Pre-Havingness Scale and is found now to drop at Withheld.

Command is developed for Withheld that falls on meter (the command causes the fall), "What should be withheld from a painful body?"

This new command run and tone arm again in motion. TA motion gets less.

Dropping down one level of Pre-Havingness Scale to Failed Withhold, command is developed that falls on needle—"What have you failed to withhold from a painful body?"

Command is run and restores motion to tone arm. When motion dies down a bit, Withhold command is resumed.

After 2 runs of Withhold and two of Failed Withhold, tone arm became slow at 3.

"Painful Body" reassessed on Pre-Havingness Scale, is now found at *Inverted Communication*. "Painful Body" added to command given on HCO Bulletin, 2nd February, 1961, for Inverted Communication. This run for 1 hour. Then Inverted Interest run on "Painful Body". Etc. Etc.

Data on all this will be found on the 17 hours of tape lectures of the 3rd S.A. ACC. This condensation is not on the tapes.

The Pre-Havingness Scale referred to has been the subject of two February 1961 HCO Bulletins. (Some issues were dated March 9, 1961, from HCO Saint Hill.)

An expanded scale will shortly be released. The shorter scale works, however.

-----

As this is the fastest road to Clear, I want all staff members to be processed on nothing else, from scratch, former auditing not to be taken into account. We want clear staffs. They deserve it.

L. RON HUBBARD

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[See also HCO B 31 March 1961, *S.O.P. Goals Modified*, on the next page.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 MARCH 1961

CenOCon  
Fran Holders

**S.O.P. GOALS MODIFIED**

A slight modification to make S.O.P. Goals easier to run is made herewith:

As I am expanding the Pre-Hav Scale with several new levels and as these levels are not necessarily in exact position, it is no longer possible to derive an exact formula using two levels. Only one level will be run for each assessment.

Strike out Steps 6, 7, 8 and 9 of HCO Bulletin of February 18, 1961.

Strike out the word "two" in Step 10, first line.

At Step 11, add: "omitting Steps 6, 7, 8 and 9."

At Step 12, first and second line, omit "and the one just below". Add to end of step: "omitting Steps 6, 7, 8 and 9."

Adjust example accordingly.

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HCO POLICY LETTER OF 31 MARCH 1961

Assn Sec  
HCO Sec  
D of P  
All Staff Auditors

Mimeo Directions: Mimeo whole report as a Policy Letter.  
Then mimeo each form separately for D of P. Then have  
them letterpressed on flimsy paper.

**THE DIRECTOR OF PROCESSING'S CASE CHECKING HAT**

A system has been set up whereby a double check of every case at its most difficult crossroads in processing can be done.

While the staff auditor does all of the basic work and actual assessments, the D of P thoroughly checks each decisional step which would commit the case to an erroneous track or which would permit the case to continue less swiftly than is possible.

This checking system does not arise because staff auditors are unskilled. It arises from the fact that two points of view on a case are better than one. As an example of this it can occur that a staff auditor has the same withhold as the pc resulting at times in the staff auditor unconsciously avoiding that withhold. As another example, the pc terminal may be one to which the staff auditor has an antipathy resulting in an avoidance of that terminal. But in addition to these unlikely instances the pc will very often give up something to the D of P, thinking in terms of altitude, that he will not say to the staff auditor.

Our whole interest here is case speed of advance. The more accurately assessments are done and the more accurately rudiments are handled the more rapidly the case progresses.

The D of P only checks. The D of P does not actually audit the pc. It can happen that the pc gives up withholds to the D of P rather than the staff auditor. This is quite in order but the D of P may not drum for them the way a staff auditor would.

There are eight types of checkouts that the D of P does on a pc. Each one of these as below is the subject of a technical report form. These forms should be mimeoed out at first and later printed on flimsy paper by letterpress. They are in red ink on white paper.

We are not now checking arbitrarily every five hours. We are checking only when the pc has reached certain stages. Now that SOP Goals is proving itself we must smooth out every possibility of error in its running. It is a complex process but it is invariable. It has many steps but these are unchanging. Very little if anything in it is equivocal. Its answers are all in the black and white of being right or wrong once one actually reads the meter with precision.

***CHECK TYPE ONE***

HCO WW Form CT1

Pre-Intensive interview and Pre-Goals Assessment Check.

Before the preclear is audited in an intensive where SOP Goals may be employed the following check sheet is filled out by the D of P and passed by pc before a Goals assessment is made.

Name of Pc.....Date.....

Location of HGC .....

The Pc is put on the Meter.

The following statement is read to the pc: "You are about to receive Hubbard Guidance Centre Processing. Your auditor will do your case assessment in your first session. All I am going to do here is test your meter reaction for technical purposes."

TA..... Needle Character.....  
 Have you ever received mental treatment of any kind?.....  
 TA..... Needle Character.....  
 How do you feel about help?.....  
 TA..... Needle Character.....  
 Do you wish to attain the state of release?.....  
 TA..... Needle Character.....  
 Does any of your family oppose Scientology?.....  
 TA..... Needle Character.....  
 How do you feel about control?.....  
 TA..... Needle Character.....  
 Are you prepared to answer your auditor truthfully when he or she asks you questions about your past?  
 .....  
 TA..... Needle Character.....

“This is the end of this check out. Please be sure to get good food and plenty of rest during the time of your processing. I will see you again from time to time to make certain your processing is going well. Best of luck to you.”

Adjudication (No other significance than TA and needle are given heed at this time): (given to auditor):  
 Did TA move during questioning?

Did needle move during questioning?

If both moved, the auditor is to go right on and assess with a case assessment and then SOP Goals assessment in accordance with staff auditor’s partial hat. If TA did not move but needle moved, the auditor is to run the concentrate-shift attention process given in SOP Goals and come back for this type check again. If neither TA nor needle moved during questioning auditor is to run: “How have you tried to change a person?” “How have you failed to change a person?” “How have you tried to change yourself?” “How have you failed to change yourself?” If pc gave no intelligible answers to the questions, regardless of TA and needle motion, tell auditor to run CCHs.

Assess.....Attention Process .....  
 Change Process.....CCHs.....  
 Signed.....D of P.....

Repeat this form without reading beginning and end to pc but reading only questions when the auditor says TA is moving well and comes back for recheck. If CCHs were assigned tell auditor to now do Change Process. Auditor returns for recheck when TA moving well. When Change Process doing fine, assign Attention Process. When Attention Process doing fine assess for SOP Goals.

Use new check type one sheet for every D of P check on above.

Include this sheet in pc folder.

**CHECK TYPE TWO**

HCO WW Form CT2

**Assessment Confirmation**

Name of Pc.....Date.....

Location of HGC .....

Check by D of P to confirm case assessment, Goals Assessment, Terminal level and command.  
 Done before any of these are run on pc. Questions are made to pc with pc on the meter.

Has the auditor asked you all about your family and former life?.....

About how many goals did you find?.....(Should be 50 or more).....

Did the auditor cover secret or withheld goals too?.....

Did you cover childhood goals as well?.....

What was the principal goal found?.....

(D of P looks at assessment sheet): Was.....the  
principal goal found? (Note number of meter divisions it falls).....

What was the terminal found for this?.....

(D of P looks at assessment sheet): Was.....the  
principal terminal found? .....(number of divisions it falls on meter).

If the number of divisions the terminal falls does not equal or exceed the number of divisions the goal fell auditor must reassess.

If reassessment ordered end check here. Sign and put in folder.

What level of scale was found for this terminal?.....

(D of P looks at assessment sheet): Was.....  
the level of scale found for the terminal?.....

Meter must fall the same number of divisions for the level as for the goal and the terminal. If this does not happen even when terminal and level are repeated by D of P to Pc, tell auditor to reassess and end check at this point.

What command did you evolve for this?.....

(D of P looks at assessment sheet): Was.....  
the command evolved for this? (Notes divisions of fall).....

If the command does not fall as much as the goal, terminal and level the D of P may try a better command remembering to take into account the phenomena of stuck flows and putting the pc at cause.

New command evolved which falls as much as Goals, Terminal and Level.....  
.....  
.....

Auditor told to.....

Signed.....D of P.....

**CHECK TYPE THREE**

HCO WW Form CT3

***General Check-up on a Session  
May be done at any time or  
when D of P unconvinced of Case Progress***

Name of Pc.....Date.....

Location of HGC.....

All questions are addressed to pc who is on a meter.

What processes are being run on you?.....

Do you have any ARC breaks with your Auditor?.....

Are you worried about something in your life?.....



Have you done anything while you have been in the HGC you shouldn't have done?.....

Do you think what we are doing with you is in error?.....

Is your auditor doing anything that upsets you?.....

If needle did a marked dip on any of the above the D of P should continue the question until the dip vanishes, using various different forms of the question until he gets the whole story to his satisfaction.

D of P findings:

Recommendation to Auditor:

Signed.....D of P.....

**CHECK TYPE FOUR**

HCO WW Form CT4

***Rudiments Check***

Name of Pc.....Date.....

Location of HGC.....

After eight or ten hours of auditing on processes that were in Model Session (not CCHs) the D of P checks rudiments to make sure that they are cleaned up.

Check done on Pc who is on a meter.

What goals have you been setting for your sessions?

Do you have any upset with your auditor about anything at all?

Are you withholding anything from us about yourself or your processing?

Do you have any present time problems?

Is there anything you dislike about your auditing?

Is there anything you would like to change about your auditor?

Is there anything it would embarrass you to tell us about?

Is there something you wouldn't want known?

Is there anything in your life right now that is very upsetting to you?

D of P sorts out any needle fall until he is sure that there is something there that needs attention and either it has cleared by his asking or he gives the auditor an alert to it so it can be handled.

Recommendation to auditor:

Signed.....D of P.....

**CHECK TYPE FIVE**

HCO WW Form CT 5

**Flat Check**

When the staff auditor states that the terminal he has been running is now flat the D of P makes a very careful check before he permits a new assessment to be started. The TA does not have to be on clear read for a terminal to be flat.

Name of Pc.....Date.....

Location of HGC.....

Terminal that has been run "flat" according to auditor.....

Check terminal on every level of the Pre-Hav Scale against the *needle only*. Check from bottom to top of scale then back to bottom of scale.

Needle changed characteristic or fell on the following levels.....

.....

If any change or fall noted, send auditor back to flatten that level, or those levels and do his own recheck and flattening before returning.

Use this form for D of P recheck.

If no level reacted on the terminal, take the Goal which the terminal represented and check it out thoroughly on the meter.

Goal Terminal Represented.....

Reaction of the Goal:.....

If Goal had a reaction send auditor back to find another terminal that reacts as much as the Goal reacts, flatten that terminal on any and all levels and return for recheck on this same form.

1. Return for recheck.....or

2. Do new Goals, Terminal, Level, Command Assessment.....

Signed.....D of P.

**CHECK TYPE SIX**

HCO WW Form CT6

**Bog Check**

Name of Pc.....Date.....

Location of HGC.....

When the Auditor reports or D of P thinks case is not progressing well the following check-offs are done: (This is a "When all else fails" check-off.)

D of P does check type one without the message to the Pc:.....

D of P does check type three:.....

D of P orders Johannesburg Security Check. Done:.....

D of P does check type four:.....

If SOP Goals has been "flattened" on one or more terminals D of P does check type five on all SOP terminals run to date:.....

Only when all of this has been cared for according to each check type listed and the Johannesburg Security Check has been fully cleared on all questions does the D of P make further recommendation to the Staff Auditor:

Recommendation:

Signed.....D of P.

**CHECK TYPE SEVEN**

HCO WW Form CT7

**A "Release" Check Sheet**

Name of Pc.....Date.....

Location of HGC.....

The following may be made out on the pc at any time but preferably at a time when the pc is to receive no further intensives at the moment or is leaving the HGC.

This whole check sheet is rechecked by HCO Area as indicated:

Pc is put on a meter and asked:

Are you happy with the auditing you have had?

D of P.....HCO Area Sec.....

Do you think you will get any worse?

D of P.....HCO Area Sec.....

Do you intend to get more auditing?

D of P.....HCO Area Sec.....

Did they find your Havingness process?

D of P.....HCO Area Sec.....

Did they find your Confront process?

D of P.....HCO Area Sec.....

Do you think you can handle life any better?

D of P.....HCO Area Sec.....

Do you think Scientology works?

D of P.....HCO Area Sec.....

If satisfactory meter reaction (fairly free needle) and if Tone Arm is not abnormally high or low, and if pc answers "Yes" to above, a D of P sends the pc with this form to HCO Area, and HCO Area again checks it out, has Address prepare a Certificate, HCO Continental gets Certificate and this form and signs, and Certificate is handed to or mailed to the pc. A pin is also given or sent when available, denoting pc is a "Release".

D of P.....HCO Area Sec.....

**CHECK TYPE EIGHT**

HCO WW Form CT8

**Clear Check**

D of P checks out this form and then sends it to HCO Area Sec for a second check out. The whole pc file folder with all filed forms, Assessments, various sheets and auditor's reports are to hand when this check out is done.

Check over all goals listed on the Goals Assessment Sheet and any subsequent additions. Look for a fall of the needle on any of them.

Any fall disqualifies the pc.

Check over all terminals listed in all auditor's reports and note any fall on any of them with high sensitivity.

Any fall disqualifies pc.

We find the needle without reaction and pronounce this person to be clear.

D of P.....HCO Area Sec.....

Give letter to HCO Continental and send bracelet to pc.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 5 APRIL 1961

CenOCon

**S.O.P. GOALS GOOFS**

Having examined the reports of several HGCs I must assume the following:

1. That the many situations arising in Admin and staff in some HGCs stem directly from an unconscious avoidance of clearing or of running SOP Goals.
2. That getting SOP Goals run properly is my one and only goal for HGCs at this time.
3. That I have no interest in *reasons* why it is not being run properly.
4. That all organization and staff problems will resolve with the attainment of successful clearing of staffs.
5. That problems blow into view as this is being attempted and should get no more attention from me than a pc's protests would in a session.
6. That we can and will win out in getting SOP Goals properly applied.
7. That sooner or later staff auditors will realize it is a simple procedure with many steps and apply it bravely.
8. That auditors will suddenly realize it does work and clear and is to be used.
9. That staff auditors will read *and* follow the bulletins and policy letters on SOP Goals.
10. That my job is to insist that it be run, whether people on staff are trained or not trained.
11. That all difficulty stems from lack of successful *technical* application and that technical, fully repaired, solves all Admin problems.
12. That we can and will get SOP Goals in proper use, not only through existing staff but new staff as they arrive.
13. That neither you nor I can Q and A with reasons it is not being run.

I am very, very earnest about these matters.

Typical goofs: Terminal started at Pre-Hav level run for a while with good TA motion. Motion of TA vanishes (as it should). Auditor non-plussed. Promptly starts Attention process and does 20 hours of it, where he should have reassessed same terminal for new level.

Auditor finds goal dips only one division. Decides it isn't enough (which it is), runs off and runs Change process.

D of P does assessment in 45 minutes (D of P shouldn't, and also it takes *me* 2 hours for a goals assessment), gives it to auditor. Auditor runs with no Model Session or rudiments for *100 hours* with pc going mad from PTPs. Never changes level. Never checks rudiments. Nobody ever re-checks for level. E-Meter ignored.

Auditor has goal, terminal, level, command, all set to roll, and D of P says, “Needle seems a little sticky, run the Attention process.” SOP Goals promptly abandoned in favour of wasting 4 days of auditing.

Goofs like this are just a dramatization of wasting auditing.

It’s in the bulletins. There’s no reason to goof. It’s just a question of *doing it!*

As soon as somebody, anybody on staff gets clear or near clear on SOP Goals, this situation will change. The more that get clear or near clear, the more effective the Org will be, the better SOP Goals will run.

My policy then is clearly to get SOP Goals run in every HGC on every pc, staff and outside, not waiting “until staff are trained” or “when we get a new Admin”, or “as soon as staff auditors can read an E-Meter”.

My brand-new idea on SOP Goals is “Do It”. Only familiarity will beget confidence.

L. RON HUBBARD

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HCO BULLETIN OF 6 APRIL 1961

CenOCon

## **S.O.P. GOALS**

### **GOALS ASSESSMENT PROBLEMS SORTED OUT**

A D of P confessed she could not get a goal to fall whenever an auditor did an assessment. The auditor would do an assessment, bring the pc in for D of P check, but the goal would not fall again.

This, of course, is improper assessment.

#### HOW TO ASSESS A GOALS LIST

The auditor should get a *full* list of goals including childhood goals, withheld goals, anti-social goals, and (by meter reaction on question) "Any goal you have not told me about".

Auditor gets every possible goal until the meter is nul on the question of goals the pc might have.

Then the auditor reads the whole list of goals to the pc and writes in divisions and fractions of divisions of fall for each. One division on the meter dial is marked "I" after the goal. One half a division is marked "1/2", etc after the written goal.

The auditor then covers the whole list again, reading them to the pc.

Pc does not have to answer verbally any of these questions, "How do you feel about (goals)?" And auditor can tell pc so. The meter does it all.

On the second read the auditor lightly crosses out all goals that get *no* response or marks in the amount each goal *now* falls.

The auditor does a third read of only those goals that fall on the second reading and marks down how much they fell by a division figure and crosses out all those goals that now no longer fall.

By this time the list will be getting pretty short. Goals keep going nul. They blow, in other words.

The auditor now does end rudiments, picks up any PTPs and ARC breaks and gives the pc a short break and copies off only those goals that still fell on a new sheet of paper.

The auditor now returns the pc to session, runs beginning rudiments and goes over this new short list noting divisions of fall for each goal on it.

It is probable that these remaining goals are all the same goal or are opposite goals (if one can't do one, he does the other sort of thing).

Once more the auditor writes down the divisions of fall as he goes over the list again with the pc.

More of these goals can be expected to fall out and go nul.

The *preliminary* goal now becomes unmistakable as having the consistent largest fall.

The pc *may* suddenly re-define this goal with great interest. That is fine. Note the re-definition or re-definitions as such. Re-check the last list and take the greatest consistent fall. Take the wording of the goal that falls most.

The auditor now has the *principal goal*. He writes it on a new piece of paper and puts the date of the assessment on it.

The auditor now starts his search for a terminal with considerable attention to what the pc says it is and finally finds one that falls as much as or more than the goal fell and that continues to fall.

The auditor now finds the Pre-Hav level of this terminal and its command and, noting all this on the new sheet, saving *all* papers in the pc record, goes to the D of P for a re-check.

This goal will always fall. This level will always fall. This command will always fall. Each right up to the instant the pc starts to get audited.

Most goals, all off-beat terminals, any incorrect level goes nul on the two-way comm incident to assessment. Only the goal, terminal, level that have to be *audited* remain.

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**S.O.P. GOALS**  
**REPAIRING A CASE**

An auditor, after a proper assessment, was afraid to let the TA go too tight on running any Pre-Hav level.

He ran, then, four levels worth of processes in the first two hours of S.O.P. Goals running.

The pc bogged and no further assessment for Pre-Hav level could be done.

**REMEDY**

An auditor must keep his pc's record in full including all assessments and even rough notes and lists.

The auditor above should return to the process of the first level he ran and run it again until the Tone Arm is fairly motionless and looks like it is going to remain so after a 20-minute additional test.

Then the auditor should take the second process he had run and run it until the Tone Arm is motionless and remains so for 20 minutes.

Then the auditor should take the third process he had already run and run it until the Tone Arm remains motionless for 20 minutes.

Then the auditor should take the fourth process and run that until the TA remains motionless for 20 minutes.

Now the auditor should find he can reassess for a new Pre-Hav level. Before doing such, however, he should cover Rudiments with great care, cleaning up every possible ARC break and getting any withhold that shows.

Just as a series of unflat levels on a terminal may have to be gone over again in sequence, so may a list of terminals previously run have to be taken up one after another if the case hangs up late in processing—as too many terminals can also be run too fast.

Further, the Attention and Change process will loosen a needle but not be used before the above remedy is done.

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HCO BULLETIN OF 7 APRIL 1961

CenOCon  
D of P  
Staff Auditors  
Franchise

**ASSESSING FOR GOALS AND TERMINALS  
OR ELIMINATION**

As the only weak spot in S.O.P. Goals is assessing for the right goal and terminal, I have given this a lot of study and am utilizing something new I have observed that should cancel out any doubts about rightness in the auditor's mind.

Do all S.O.P. Goals steps in Model Session form. This gives you two cracks at the withholds and ARC breaks. If in doubt about how the pc is standing up to a long assessment end the session, give pc a short break and start a new session.

**GOALS LIST**

To do Goals, get pc to give you every goal he or she can think of. Then start using the meter to find goals and keep on finding goals until when you ask for one you get no drop on the meter. In other words, look for goals like you look for withholds.

Ask for:

Secret goals.  
Withheld goals.  
Anti-social goals.  
Childhood goals.  
Goals you've just remembered.  
Silly goals.  
Goals you've failed at.

Your resulting list may be as long as a hundred or more or as short as fifty. Just clear the meter on the subject. Make sure you write down every goal you get.

Now to assess the goals. Tell pc he or she doesn't have to answer aloud, and start reading the goals off to the pc. Write down how much each goal fell by divisions or fractions of divisions. Lightly cross out every goal that does not fall.

Go over list to pc again, still watching needle. Read off to pc every goal that fell before. You will find some of these have gone nul. Mark present divisions of fall for each goal. Cross out every goal that now does not fall.

Read remaining goals off to pc. Mark divisions they fell and cross out those that went nul.

Read now the goals that remain and cross out those that go nul.

Keep doing this until you have only two or three goals.

Discuss these with the pc. They may be all the same goal. Get a better definition of the goal.

Now read the remaining goals to pc and cross out the ones that go nul.

You will have at least one heavily falling goal left that does not go nul on two way comm. This of course has to be run.

This assessment is assessment of goals by elimination.

## TERMINAL LIST

We have the goal. Now to get the terminal.

We get the pc to suggest terminals that represent this goal we have found.

We keep on urging the pc to give us more terminals for that goal.

We list every terminal the pc thinks up. We are not content until we have a list of about thirty possible terminals.

We now treat this list exactly as we did the goals list.

We read the list to the pc, marking divisions of fall and crossing out terminals that don't fall now.

We take the uncrossed-out terminals and read these to the pc. We mark divisions they fall and cross out those that no longer fall.

We keep doing this until we are left with one terminal.

This is our terminal. The only way it will nul is by auditing.

This is terminal assessment by elimination.

-----

Commands are pretty easy to get.

The best command is the five-way bracket as follows:

You \_\_\_\_\_ terminal.  
Terminal \_\_\_\_\_ you.  
Terminal \_\_\_\_\_ another.  
Another \_\_\_\_\_ terminal.  
Terminal \_\_\_\_\_ terminal.

The *How* type of command is very good.

The additional data on terminals commands is to add "bad" or "badly" at the inverted levels.

On the Pre-Havingness Scale you should add WASTE below FAILED ABANDON.

You should add REGRET, SHAME and BLAME going upwards from somewhere around PROTECT. I will give you the full Pre-Hav chart in a week or two, but you need these right now.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 APRIL 1961  
Issue II

Central Orgs  
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**S.O.P. GOALS  
MODIFICATION I**

On all staff and outside cases without exception the following Goals Standard Operating Procedure will be used.

**S.O.P. Goals Intensives**

Use Model Session throughout on assessments and all sessions.

1. Go over *rudiments* carefully.
2. Do a *Goals Assessment*.  
Find out every goal the pc can recall ever having.  
Make a list. Get in particular any secret goals, withheld goals, childhood goals, anti-social goals.  
Go over list with a meter, as per HCO Bulletin of April 6, 1961 and later.
3. Convert goal to a *terminal*. Use HCO Bulletin of April 6, 1961 and later.
4. *Assess* this *terminal* on the *Pre-Havingness Scale* from bottom toward top. Take level that falls the most.
5. Develop an auditing command, preferably five-way bracket, that uses terminal and pre-havingness level. See HCO Bulletin of April 6, 1961 and later HCO Bulletins.
6. *Run* the *command* until tone arm becomes inactive for at least twenty minutes.
7. DELETED.
8. DELETED.
9. DELETED.
10. When the tone arm loses its action on these commands and tends to stick, no matter whether high or low arm (20 minutes is a good test), RE-ASSESS TERMINAL ON PRE-HAVINGNESS SCALE from bottom up until a new level falls.
11. Proceed as in Steps 5 to 11.
12. When the first terminal selected and the goal produce *no* needle action and seem flat, return to Goals Assessment, add any new goals pc has now, RE-ASSESS GOALS. Proceed from Steps 5 to 12.
13. When tone arm stabilizing around clear read, LOCATE HAVINGNESS PROCESS from the 36 Pre-sessions. (May be done earlier.)
14. Add the Havingness process into the processes run, using it at appropriate places (certainly at session end) while continuing Goals S.O.P.
15. When Havingness process has been used for a couple of sessions to help Goals S.O.P. find the CONFRONT PROCESS.
16. Add the Confront process into the Model Session.
17. If you run out of goals, get a NEW LIST OF GOALS from the pc and proceed as above.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 APRIL 1961

HCO Secs  
Any Directors  
of Security  
Remimeo only for use

**JOHANNESBURG SECURITY CHECK**

This is the Johannesburg Security Check sheet further amplified by myself. This is the roughest Security Check in Scientology. We will call it the "Jo'burg Security Check". It does not necessarily replace other check sheets but it is probably the most thorough one we have now.

In reprinting this form use legal (foolscap) length and double-space everything except directions.

**Joburg Security Check Sheet**

*HCO Security Form 2*

\_\_\_\_\_  
Name of Person

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Security Checker

Directions: Attempt to clear any fall observed. Mark any fall observed or any meter reaction change elicited by the question. Then write what it cleared on. Mark largely if the fall could not be cleared since this constitutes a failure to pass. Only fail somebody if there is no needle motion of any kind even with sensitivity at 16 on any question. If they are failing because it is hard to clear a question, work very thoroughly on it in an effort to clear it. In all cases complete the test.

If an important question fails to clear even after Security Checker has worked very hard to get it off, the test is flunked.

The following statement should be read or quoted to the person being Security Checked:

"We are about to begin a Security Check. We are not moralists. We are able to change people. We are not here to condemn them. While we cannot guarantee you that matters revealed in this check will be held forever secret, we can promise you faithfully that no part of it nor any answer you make here will be given to the Police or the State. No Scientologist will ever bear witness against you in Court by reason of answers to this Security Check. This Security Check is exclusively for Scientology purposes. The only ways you can fail this Security Check are to refuse to take the test, to fail to answer its questions truthfully or if you are here knowingly to injure Scientology. The only penalty attached to failure of this check is processing or our refusal to employ you or issue you a certificate, and this will only happen if we find that you are trying knowingly to injure Scientology. You can pass this test by (1) agreeing to take it, (2) answering each question truthfully and (3) not being a member of a subversive group seeking to injure Scientology."

The first questions are nul questions to determine your reaction pattern.

We will now begin—

*Lie Reaction:*

Are you sitting in a chair?

Are you on the moon?

Are all cats black?

Am I an ostrich?

Is this Earth?

Have you ever drunk water?

Are you holding up a tree?

Am I an elephant?

Are you a table?

Is this a Security Check?

Have you ever lived or worked under an assumed name?

Have you given me your right name?

Are you here for a different purpose than you say?

Have you ever stolen anything?

Have you ever forged someone else's signature?

Have you ever blackmailed anybody?

Have you ever been blackmailed?

Have you ever smuggled anything?

Have you ever been in prison?

Have you ever indulged in drunkenness?

Have you ever done any reckless driving?

Have you ever burglarized any place?

Have you ever embezzled money?

Have you ever assaulted anyone?

Have you ever been in jail?

Have you ever told lies in Court?

Have you ever had anything to do with Pornography?

Have you ever committed Arson?

Have you ever been a Drug Addict?

Have you ever peddled Dope?

Have you had any dealings with stolen goods?

Do you have a Police Record?

Have you ever raped anyone?

Have you ever been involved in an abortion?

Have you assisted in any abortion?

Have you ever committed adultery?

Have you ever practised Homosexuality?

Have you ever had intercourse with a member of your family?

Have you ever been sexually unfaithful?

Have you ever practised Sodomy?

Have you ever consistently made a practice of sexual perversion?  
Have you ever slept with a member of a race of another colour?  
Have you ever committed culpable homicide?  
Have you ever bombed anything?  
Have you ever murdered anyone?  
Have you ever kidnapped anyone?  
Have you ever done any illicit Diamond buying?  
Have you ever betrayed anyone for money?  
Have you ever threatened anyone with a fire-arm?  
Have you been in illegal possession of fire-arms?  
Have you ever been paid for giving evidence?  
Have you ever destroyed something belonging to someone else?  
Have you ever been a spy for an Organization?  
Have you ever had anything to do with Communism or been a Communist?  
Have you ever been a newspaper reporter?  
Have you ever had intercourse while under the influence of drugs?  
Have you ever had intercourse while under the influence of alcohol?  
Have you ever used drugs or blackmail to procure sex?  
Have you ever ill-treated children?  
Have you ever taken money for giving anyone sexual intercourse?  
Have you ever had any connection with a brothel?  
Have you ever had anything to do with a baby farm?  
Have you ever been a spy for the Police?  
Are you afraid of the Police?  
Have you ever done anything you are afraid the Police may find out?  
Have you ever falsified the books in any firm you worked for?  
Have you ever done anything your Mother would be ashamed to find out?  
How could you help yourself generally?  
What represents yourself?  
How could you help your family?  
What represents your family?  
How do you feel about sex?  
What represents (the Org (others (a group to you?  
How could you help (the Org? (others? (a group?  
How could you help mankind?  
Have you ever controlled people?  
How do you feel about being controlled?  
What represents mankind to you?  
How could you help animals and plants?

What represents animals and plants to you?  
 How could you help material things?  
 What represents Matter, Energy, Space and Time to you?  
 How could you help Spirits?  
 What represents Spirits to you?  
 How could you help God or Infinity?  
 What represents God or Infinity to you?  
 What is Communism?  
 Do you feel Communism has some good points?  
 Have you ever been a member of the Communist Party?  
 Have you ever been a member of any group with similar ideals as the Communist Party?  
 Do you know any Communist personally?  
 Have you ever injured Dianetics or Scientology?  
 Have you ever committed any overts on a Scientology Organization?  
 Have you ever stolen anything from a Scientology Org?  
 Do you have any overts on LRH?  
 Have you ever had unkind thoughts about LRH?  
 Do you have any overts on Mary Sue?  
 Have you ever had any unkind thoughts about Mary Sue?  
 Have you ever injured any Scientologists?  
 Have you ever had any unkind thoughts about Scientologists?  
 Have you ever betrayed Scientology?  
 Do you know of any secret plans against Scientology?  
 Have you ever taken money to injure Scientology?  
 Have you ever used Dianetics or Scientology to force sex upon someone?  
 Do you know of any plans to injure a Scientology Organization?  
 Are you upset about this Security Check?

---

Passed

---

Failed

---

Why?

---

Signed by Examiner

L. RON HUBBARD

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**S.O.P. GOALS**  
**ERRORS**

The primary sources of wasted time on S.O.P. Goals and the only real errors that can be made are as follows:

1. Bad Technical approach.  
Remedy: Be expert on TRs and Model Session and E-Meter.
2. Improper Assessments.  
Remedy: Assessment by Elimination.
3. Failure to flatten a level before re-assessing for a new level.  
Remedy: Run a level until the Tone Arm has remained still for 20 minutes.  
“Still” is defined as only one-eighth of a division of motion on the Tone Arm dial—e.g., an eighth of the distance from 4 to 5.
4. Failure to detect and handle a PTP.  
Remedy: Do rudiments carefully watching meter needle for falls, not listening to what pc says.
5. Failure to detect and handle an ARC break.  
Remedy: Do rudiments carefully and often.
6. Failure to detect and pull a withhold.  
Remedy: Do rudiments carefully.

-----

Honest, there aren't any more difficulties than the above.

I doubt any other errors could be introduced than the above that would keep a case from moving.

In all auditors' conferences and in all training, these things must be stressed.

Know the TRs.

Know Model Session.

Know the E-Meter.

Do proper assessments by the meter. Use elimination for goals, terminals.

Choose the right level by the amount of fall of the needle.

Run the right amount of processing by the Tone Arm.

Inspect rudiments often. Detect and handle all PTPs, ARC breaks and Withholds.

There are no other barriers to success in S.O.P. Goals.

But do the above wrong and you can add hundreds of hours to clearing.

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 APRIL 1961

CenOCon

**TRAINING DRILLS**

These “TRs” are those released to the 18th ACC. They are in their original form. They are the correct drills for use in all instruction.

L. RON HUBBARD

-----

**NUMBER: TR 0**

NAME: Confronting Preclear. COMMANDS: None.

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

PURPOSE: To train student to confront a preclear with auditing only or with nothing.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle or be embarrassed or anaten. Coach may speak only if student goes anaten (dope off). Student is confronting the body, thetan and bank of preclear.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be “interesting”.

**NUMBER: TR 1**

NAME: Dear Alice.

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

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

PURPOSE: To teach the student to send an intention from himself to a preclear in one unit of time without vias.

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

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

**NUMBER: TR 2**

NAME: Acknowledgements.

COMMANDS: The coach reads lines from “Alice in Wonderland” omitting “He saids” and the student thoroughly acknowledges them. The coach repeats any line he feels was not truly acknowledged.

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

PURPOSE: To teach student that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop.

TRAINING STRESS: Teach student to acknowledge exactly what was said so that preclear knows it was heard. Ask student from time to time what *was* said. Curb over and under acknowledgement. Let student do anything at first to get acknowledgements across, then even him out. Teach him that an acknowledgement is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on.

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

**NUMBER: TR 3**

NAME: Duplicative Question.

COMMANDS: “Do fish swim?” or “Do birds fly?” Communication bridge between.

POSITION: Student and coach seated a comfortable distance apart.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it; and to teach him how to shift from one question to another with a communication bridge rather than an abrupt change.

TRAINING STRESS: One question and student acknowledgement of its answer in one unit of time which is then finished. To keep student from straying into variations of command. To insist on communication bridge when question is changed. Even though the same question is asked, it is asked as though it had never occurred to anyone before. To teach student that a communication bridge consists of getting three agreements—one agreement to end this question, second agreement to continue session in general and maintain ARC, third agreement to begin a new question. Teach student that preclear is part of these agreements. To teach student never to vary question or shift question or command without a bridge.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to overcome variations and sudden changes in sessions.

**NUMBER: TR 4**

NAME: Preclear Originations.

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

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

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

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

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out.

**NUMBER: TR 5**

NAME: Hand Mimicry.

COMMANDS: All Commands are by motions of one or two hands. The auditor makes a simple hand motion, holding his hand or hands in the final position. The coach bobs his head as having received it. The coach then, mirror-wise, makes the same motion with his hand or hands. The student then acknowledges. If the motion was not correctly done by coach the student acknowledges doubtfully, then repeats the motion to the coach. If the coach does it well, student thanks coach by shaking own two hands together (prize fighter fashion). Keep motions simple. Student must always be able to duplicate own motions.

POSITION: Student and coach are seated facing each other at a short distance, coach’s knees inside student’s.

PURPOSE: To educate student that *verbal* commands are not entirely necessary. To make student physically telegraph an intention. To show student necessity of having preclear obey commands.

TRAINING STRESS: Accuracy of student repeating own commands. Teaching student to give preclear wins. Teaching student that an intention is different from words.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, from the principles of body mimicry developed by L. Ron Hubbard in Camden, N.J., in 1954.

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HCO BULLETIN OF 17 APRIL 1961

**TRAINING DRILLS MODERNIZED**

(Reissued 5 January 71, substituting word “supervisors” for “instructors”, adding the words “a command” to TR 3 and substituting the words “and coach’s remarks about self as pc” in TR 4 in place of “and remarks aimed only at the student.”)

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

1. The auditing skill of any student remains only as good as he can do his TRs.
2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.
3. If the TRs are not well learned early in the HPA/HCA, BScn/HCS Courses, **THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRS.**
4. Almost all confusions on Meter, Model Sessions and SOP Goals stem directly from inability to do the TRs.
5. A student who has not mastered his TRs will not master anything further.
6. SOP Goals will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

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

These TRs given here should be put in use at once in all auditor training, in Academy and HGC and in the future should never be relaxed. Seven weeks on a Comm Course until he does the TRs perfectly lets the student receive at least one week’s training in the eight. A poor Comm Course in one week can wipe out the whole eight weeks.

**NUMBER: TR 0 Revised 1961**

NAME: Confronting Preclear.  
COMMANDS: None.

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

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

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront WITH a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is misnamed if Confront means to DO something to the pc. The whole action is to accustom an auditor to BEING THERE three feet in front of a preclear without apologizing or moving or being startled or embarrassed or defending self. After a student has become able to just sit there for two hours “bull baiting” can begin. Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked, with the reason why.

Patter: Student coughs. Coach: “Flunk! you coughed. Start.” This is the whole of the coach’s patter as a coach.

Patter as a confronted subject: The coach may say anything or do anything except leave the chair. The student’s “buttons” can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above).

Supervisors should have coaches let student have some wins (coach does not mention these) and then, by gradient stress, get the coaches to start in on the student to invite flunks and then flunk them. This is “bull baiting”. The student flunks each time he or she reacts, no matter how minutely, to being baited.

This TR should be taught rough-rough-rough and not left until the student can do it. Training is considered satisfactory at this level only if the student can BE three feet in front of a person without flinching, concentrating or confronting with, regardless of what the confronted person says or does.

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

***NUMBER: TR 1 Revised 1961***

**NAME:** Dear Alice.

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

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

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

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

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

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

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

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

***NUMBER: TR 2 Revised 1961***

**NAME:** Acknowledgements.

**PURPOSE:** To teach student that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop.

**COMMANDS:** The coach reads lines from “Alice in Wonderland” omitting “He saids” and the student thoroughly acknowledges them. The coach repeats any line he feels was not truly acknowledged.

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

**TRAINING STRESS:** Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what was said. Curb over and under acknowledgement. Let student do anything at first to get acknowledgements across, then even him out. Teach him that an acknowledgement is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on.

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

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

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

**NUMBER: TR 3 Revised 1961**

NAME: Duplicative question.

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

COMMANDS: “Do fish swim?” or “Do birds fly?”

POSITION: Student and coach seated a comfortable distance apart.

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

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

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

Patter: The coach uses “Start” and “That’s it”, as in earlier TRs. The coach is not bound after starting to answer the student’s question but may comm lag or give a commenting type answer to throw the student off. Often the coach should answer. Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

Student: “Do fish swim?”  
Coach: “Yes”  
Student: “Good”  
Student: “Do fish swim?”  
Coach: “Aren’t you hungry?”  
Student: “Yes”  
Coach: “Flunk”

When the question is not answered, the student must say gently, “I’ll repeat the auditing question,” and do so until he gets an answer. Anything except commands, acknowledgement and, as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgement is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgement is flunked. Lack of an acknowledgement (or with a distinct comm lag) is flunked.

Any words from the coach except an answer to the question, “Start” “Flunk” “Good” or “That’s it” should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant, “I’ll repeat the auditing command”.

“Start”, “Flunk”, “Good” and “That’s it” may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk.

The coach should not use introverted statements such as “I just had a cognition.” “Coach divertive” statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing.

The student’s job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgement.

The student may use his or her hands to prevent a “blow” (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

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

*NUMBER: TR 4 Revised 1961*

**NAME:** Preclear originations.

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

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

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

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

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

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

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

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

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

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

### **Training Note**

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

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 APRIL 1961

Central Orgs  
Post Staff B. Board

**CHANGE PROCESSES**

The following telegram has been sent to Peter Williams, now instructing the Australian ACC. It is valid for all special briefing courses and HGCs as of receipt:

LT=  
SIENTOLOGY MELBOURNE=

PETER TELL CLASS AND USE ON THEM AND ESPECIALLY HGC  
DEFINITION OF RELEASE ALL VERSIONS CHANGE PROCESS FLAT ON  
TONE ARM STOP ON ALL LAGGARD CASES ALL HGC CASES FLATTEN  
TONE ARM MOTION ON CHANGE BEFORE RUNNING SOP GOALS STOP  
CHANGE PROCESS IS LOCATED ON AND CHECKED BY EMETER THINK  
GET THE IDEA DICHOTOMIES FIVE OR TEN COMMAND BRACKETS  
ANYTHING THAT WILL ANSWER UP AND RUN STOP WHEN ONE VERSION  
OF CHANGE HAS NO MORE TA MOTION TRY ANOTHER VERSION UNTIL  
ALL VERSIONS FLAT STOP THIS IS A BREAKTHROUGH AS IMPORTANT AS  
SOP GOALS BEST TO EVERYONE=

RON  
+++++++

L. RON HUBBARD

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[At the beginning of the above telegram, the letters "LT" mean night letter, a form of cable, which travels overnight (per HCO PL 9 August 1966, *Use of Telex Machine*, OEC Volume 1, page 228).]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 25 APRIL 1961

Assn Sec  
HCO Sec  
D of P  
All Staff Auditors  
Mimeo Directions: Mimeo whole report as a Policy Letter.  
Then mimeo the form separately for D of P. Then have it  
letterpressed on flimsy paper.

**D OF P FORM**

**CHECK TYPE ONE**

(Rewritten, Modifies HCO Policy Letter March 31, 1961)

In view of improved technology and the fact that I've found there aren't enough questions to produce a tone arm shift in D of P's Check Type One, I have rewritten it as follows. Destroy the first issue of it and use this Check Type One instead.

**CHECK TYPE ONE**

HCO WW Form CT1

Pre-Intensive interview and Pre-Goals Assessment Check.

Before the preclear is audited in an intensive where SOP Goals may be employed the following check sheet is filled out by the D of P and passed by pc before a Goals assessment is made.

Name of Pc .....Date .....  
Location of HGC.....  
The Pc is put on the Meter.  
TA Reading.....Sensitivity Reading.....

The following statement is read to the pc: "You are about to receive Scientology Auditing. I am .....(name) Director of Processing of the Hubbard Guidance Centre. Your auditor's name is ..... All I am going to do here is check your case. I am not auditing you. Your auditor will do that. We are your friends. We want you to make the fastest possible gains. Now please answer the following questions."

TA .....Needle Character .....  
Have you ever received mental treatment of any kind? .....  
TA .....Needle Character .....  
How do you feel about help?.....  
TA .....Needle Character .....  
Do you wish to attain the state of release? .....  
TA .....Needle Character .....  
Does any of your family oppose Scientology?.....  
TA .....Needle Character .....  
How do you feel about control?.....  
TA .....Needle Character .....  
Are you prepared to answer your auditor truthfully when he or she asks you questions about your past?.....  
TA .....Needle Character .....  
Would you be embarrassed if we found out all about you?.....  
TA .....Needle Character .....  
Do you realize you will prevent yourself from being released if you withhold information from your auditor?.....  
TA .....Needle Character .....  
Do you realize that if you indulge in alcohol at any time during the intensive you will slow down the results?.....  
TA .....Needle Character .....



Do you understand that if you get insufficient sleep each night you will have a harder time in processing? .....  
 TA ..... Needle Character .....

Is it clear to you that you should not stay with antagonistic persons or restimulative people while getting your processing? .....  
 TA ..... Needle Character .....

Character Do you know you should eat breakfast each morning before being audited?  
 TA ..... Needle Character .....

Do you understand you could add three hundred percent or more to the time it takes to clear you by withholding data from your auditor?.....  
 TA ..... Needle Character .....

Do you know we will do our best for you? .....  
 TA ..... Needle Character .....

Are you aware that you are one of the people selected to become clear?.....  
 TA ..... Needle Character .....

Will you cooperate with us in every way you can to achieve that goal?.....  
 TA ..... Needle Character .....

“That is the last of these questions. Is there anything you would care to know before we end this check out? .....  
 TA ..... Needle Character .....

Thank you. Best of luck in your auditing. You may go now.”

*Adjudication*

Total TA Motion (TA Dial Divs)\_\_\_\_\_ Average Character of needle\_\_\_\_\_

If average sensitivity knob was above 1.5 to get a 3rd of a dial drop (regardless of TA motion), run a Change Process.

If answers didn't make sense, run CCHs.

If needle was sticky and Tone Arm moved less than 1 division of TA dial during questioning, run Change Process.

If TA moved at least 1 division of TA dial, begin SOP Goals.

If puzzled or in doubt, run a Change Process.

*Recommendation to Auditor*

CCHs \_\_\_\_\_  
 Change Process \_\_\_\_\_  
 SOP Goals \_\_\_\_\_

If CCHs, return for check without pc. Run until pc is intelligible. If Change Process, run all but 1/8 of a TA division *out* of the TA motion and then return for ok to do SOP Goals before starting on SOP Goals.

If SOP Goals, do all Assessments and return for Check Type Two when done.

Signed .....D of P.

Use new check type one sheet for every D of P Check on above.

Include this sheet in pc folder.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 APRIL 1961

CenOCon  
Franchise

## CHANGE PROCESSES

I have been studying change processes in relation to the tendency of the pc to alter-is commands and have found that if a pc is bad off on change (which includes about eighty per cent of the pcs you get), he cannot run another auditing command cleanly as he never really runs the command but runs something else. Therefore the only thing that can be run is a change process and it must be run until motion is removed from the Tone Arm. (This does not mean a “stuck” Tone Arm, but a motion of about one-sixteenth of a division on the Tone Arm dial.)

### DISCOVERY

What has made the change process so important is a recent discovery I made that resisted change is the basis of all mass in the physical universe. Resisted change is the basis of every stuck point on the track.

There are probably dozens of versions of change processes.

The safest way to dope out what change process to run on the pc is to read it on the needle and get each different command of the whole process to fall properly, and then to run whatever has been figured out.

### SAFE RULES FOR CHANGE PROCESS

Run at least two ways of flow.

Run positive and negative change.

Run a version that is real to the pc, with each command cleared on the meter (to get each command to fall before actually using it). This is meter clearing the command. It's new.

#### *Examples:*

“Think” vs. “Get the idea of” can be sorted out on the meter. The right one will fall. The wrong one won't or will fall less.

Get the flows sorted out with commands.

#### *Process Versions:*

“Get the idea of changing yourself.”  
“Get the idea of another changing himself.”  
“Get the idea of changing another.”  
“Get the idea of another trying to change you.”  
“Get the idea of another trying to change another.”  
“Get the idea of not changing yourself.”  
“Get the idea of another not changing himself.”  
“Get the idea of not changing another.”  
“Get the idea of another not changing you.”  
“Get the idea of another not changing another.”

#### *Another Version:*

“How have you changed another?”  
“How have you failed to change another?”

*Another Process:*

“How have you tried to change yourself?”  
“How have you tried to change another?”  
“How has another tried to change you?”  
“How has another tried to change himself?”  
“How has another tried to change another?”

*Another Process:*

“Think of something changing.”  
“Think of something failing to change.”  
“Think of changing somebody.”  
“Think of failing to change somebody.”

*Another Process:*

“Get the idea of changing another.”  
“Get the idea of failing to change another.”

*Another Process:*

“Recall a change. “  
“Recall a failure to change.”

## SUMMARY

There are many many versions of change. To get the best result, adapt a process to the pc. Before leaving a change process you have been running, because motion has come out of the Tone Arm, try to find another change process that will get the motion going again.

Change does not particularly cut down havingness, but after a while you can scout the pc's havingness process out and use it from time to time during and at the end of a session. The reason change does wreck havingness is that resistance to change prevents the pc from having, and as the ideas of change are sorted out the pc has increased havingness anyway, similar to O/W which is a havingness process.

L. RON HUBBARD

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HCO BULLETIN OF 30 APRIL 1961R  
REVISED 25 NOVEMBER 1973  
REISSUED 19 SEPTEMBER 1974  
(Only change is signature)

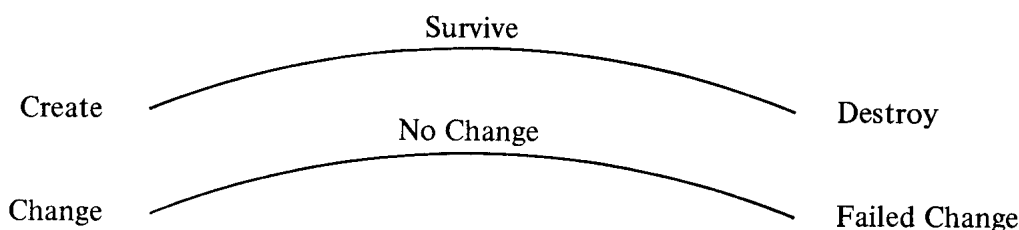
Remimeo

**CHANGE BRACKETS AND COMMANDS**

(Only changes are correction of typo errors whereby  
“not” was omitted from commands 8, 9 and 10 of the  
15 Way Bracket and inclusion of the terminal assessment.)

The basic commands of CHANGE form a series of brackets.

The basic curve of change compares to the CYCLE OF ACTION.



Therefore the basic versions of CHANGE would consist of *Change*, *No Change* and *Failed Change*.

The Standard bracket is a five way bracket. The general form of this is as follows:

You ..... Terminal  
Terminal..... You  
Terminal .....Another  
Another .....Terminal  
Terminal .....Terminal

Change as a five way bracket would be somebody or something as the terminal (whichever falls most on a meter) and:

Assess:   Somebody \_\_\_\_\_  
          Something \_\_\_\_\_

**5 Way Bracket**

(Use whichever gave best read above.)

1. “How have you changed something?”
2. “How has something tried to change you?”
3. “How has something changed another?”
4. “How has another changed something?”
5. “How has something changed?”

or:

1. “How have you changed somebody?”
2. “How has somebody tried to change you?”
3. “How has somebody changed another?”
4. “How has another changed somebody?”
5. “How has somebody changed self?”

## *15 Way Bracket*

(something or somebody)

1. "How have you changed something?"
2. "How has something tried to change you?"
3. "How has something changed another?"
4. "How has another changed something?"
5. "How has something changed?"
6. "What have you not changed?"
7. "What has not changed you?"
8. "What has not changed something?"
9. "What has something not changed?"
10. "What has not changed self?"
11. "What have you failed to change?"
12. "What has failed to change you?"
13. "What has something failed to change?"
14. "What has failed to change something?"
15. "What has failed to change self?"

The above commands are run consecutively as one process. This process is the basic Release Process.

Another version:

1. "What change have you avoided?"
  2. "What change have you sought?"
  3. "What no change have you avoided?"
  4. "What no change have you sought?"
  5. "What failed change have you avoided?"
  6. "What failed change have you sought?"
- 

Another version:

1. "Recall a change."
  2. "Recall a no-change."
  3. "Recall a failed change."
- 

Another version:

Sort out "Think" or "Get the idea" by the meter's reaction. Use one that produces the most fall.

1. "Think (get the idea) of a change."
2. "Think of a no-change."
3. "Think of a failed change."

L. RON HUBBARD  
Founder

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# **E-METER ESSENTIALS**

by

**L. Ron Hubbard**

**Published May 1961**

E-Meter Essentials by L. Ron Hubbard was published in England in May 1961, just as the Saint Hill Special Briefing Course was starting at Saint Hill Manor in East Grinstead, Sussex, England. In May 1961, L. Ron Hubbard said of the book, "It covers everything I have discovered about the *OPERATION* of the E-Meter in the past ten years." It is Volume I of the Clearing Series.

It is a concise statement of the essential points concerning the E-Meter which must be known to an auditor, including the facts that "There is no known way to clear anyone without using a meter," and "The only way known to learn to use an E-Meter is to use one, handle one, practice with one."

Ron tells the reader what the parts of the E-Meter are and how they work; and what all the needle and tone arm actions and reactions look like and what is going on in the preclear when they occur, as well as what auditing action is indicated when one occurs. There are sections on the oddities and frailties of E-Meters.

As a bonus, there is data on the use of an E-Meter in Security Checking, locating Havingness and Confront processes, and in doing Assessments, particularly in S.O.P. Goals.

32 pages, one photograph, soft-cover with comb binding, index. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

HCO BULLETIN OF 4 MAY 1961

Franchise

## PROCESS LEVELS NECESSITY FOR TRAINING

Here is some good news and some bad:

After considerable study of the use of SOP Goals by Auditors, it is apparent that the technology, while very effective in the strictly supervised auditing of HGCs is beyond the average training level of the field at this time in TRs, E-Meter and Model Session.

This means that we can do Releasing at once but we are confronted by an enormous retraining programme before broad field auditor clearing can begin. But great advances can be made on cases now with the Change Processes.

My findings indicate that the chief reason auditors fail to handle the E-Meter expertly is to be found in the TR failures, mainly confront.

SOP Goals, to be effective, demands a precision of auditing skill common only in HGCs. SOP Goals is pure dynamite to cases, but it becomes pure backfire when used by a poorly trained auditor.

SOP Goals works too fast to admit of bad technical application. Before SOP Goals becomes effective it must be applied with perfect technical precision.

However, there is no cause here for alarm because concurrent with SOP Goals, I have made another discovery which was released in last week's HCO Bulletin, *Change Processes*, which wrap up (really and truly) all cases from "answers intelligibly" to Release.

Thus we have a simple basic process which takes a preclear to Release, a basic accurate test for Release (all brackets of change nul on the needle), and another full process package from Release to Clear in SOP Goals.

This gives us the most orderly division of training levels we have ever had and rather smooths out what we do, where we go and why.

### *HCA /HPA LEVEL*

Training to perfection in the use of TRs, Model Session and E-Meters and CCHs.

One Basic Process taught: Change Processes.

Goal of Auditing: Release.

Level of training for HPA/HCA: To accomplish without exception the state of Release in all pcs audited.

### *B. Scn/HCS*

Training to perfection in the use of the E-Meter in SOP Goals.

One SOP taught: SOP Goals.

Goal of Auditing: Clear.

Level of training of B.ScN/HCS: To accomplish clearing in persons who have already obtained a State of Release.

*D. Scn/HGA*

Training in theory and practice of Dianetics and Scientology and the use of advanced meters.

Processes Taught: Theta Clearing.

Goal of Auditing: Theta Clear.

Level of training of D.ScN/HGA: To accomplish Theta Clearing in persons who have already attained the State of Clear.

The levels of Release and Clear are established facts process-wise as of now.

The level of Theta Clear and Advanced meters is still under research.

I have to hand adequate evidence now to see that auditors can and *will* audit Change Processes easily and successfully with enormously swift results on pcs.

When all Change Processes are flat on a pc, the State of Release is easily tested and observed.

When SOP Goals is flat on a pc you have a Clear.

Apparently SOP Goals should not be run on a pc by an average auditor until all Change Processes are flat, since many pcs don't do the actual commands until change is flat.

Thus I am very happy to be able to tell you of lots of wins and orderly progress ahead even if I have to warn you not to run SOP Goals until your pc is a Release and you are a perfect technician.

---

Any auditor should use all the Change Processes he wishes on a pc, and until Change is fully flat, and until the auditor is perfectly trained in TRs, Model Session and the E-Meter, no SOP Goals should be run.

---

I hope you are happy with this news. I am.

L. RON HUBBARD

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## **SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

Saint Hill Manor, East Grinstead, Sussex

7 May 1961—13 December 1966

Saint Hill Manor was acquired by Ron in Spring 1959. It is a grand building nestling on the side of the hill and is surrounded by some 57 acres of its own beautiful grounds, comprising park land, meadows, woods, shrubberies, swimming pool and tennis courts. In addition there is a lake covering an area of 2 1/2 acres. The whole is set in the delightful County of Sussex, renowned for its lush green grass downs and the Ashdown Forest.

Ron wanted a quiet place where he could carry on with his researches, and from which HCO WW could handle the world-wide concerns of Scientology. He needed time for this research, but didn't want to deny Scientologists his personal instruction and, as has always been his custom, he wanted to make known his discoveries as soon as they had been unearthed. He had already taught one ACC at Saint Hill—so it was possible to have students there, and the idea of a continuous course was feasible.

Thus on March 24, 1961, the doors of the Manor were opened to the first Saint Hill Special Briefing Course students, marking the beginning of Saint Hill as a Service Organization.

For the next five and a half years Ron lectured regularly to the students. In the following pages and volumes, points where these lectures occurred are indicated.

\*\* 6105C07    SHSBC-1    E-Meter Talk and Demo

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 MAY 1961

Franchise

**E-METER HORROR**

Dick Halpern reports from the 22nd American ACC that out of 48 students, many trained on earlier ACCs, 48 did *not* know what FALLS, RISES or THETA BOPS *were* or *meant* on the E-Meter.

The moment one starts on SOP Goals it becomes painfully apparent when he or she cannot do TRs, Model Session or read an E-Meter. SOP Goals works when one knows it and these items.

I have just written a book, *E-Meter Essentials*, which details these things. You better study it.

I am opening up Unit One of Academies for retread on TRs, METER and Model Session.

Special Briefing courses will be taught.

A very special clearing course is being taught at Saint Hill.

Every effort is being made to enable you to release and clear *pcs fast*. *You* have to make the effort too to avail yourself of this data.

IF you know TRs, MODEL SESSION, METER, CHANGE PROCESSES and SOP Goals you *can* Release and Clear Anyone. We're proving it daily.

Auditors who can't run or read a meter (100% of the 22nd American, remember, that had old-timers in the majority, did not know how to read a meter) can't release or clear anyone.

Auditors who can't do TR 0 Revised 1961 aren't enough there to read a meter. (An actual fact.)

Auditors who make technical flubs on SOP Goals wind up wasting 66 2/3 of the auditing time. (We just proved that, too.)

We've got the tools. They're easily available. Let's go.

L. RON HUBBARD

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HCO BULLETIN OF 11 MAY 1961

Central Orgs  
Franchise Holders

*URGENT*

**ASSESSMENT BY ELIMINATION  
S.O.P. GOALS**

Enough errors are being made by auditors in assessing to prevent clearing.

*A correct assessment* could require ten hours of time. It could not be done in less than three hours. I myself take now about five hours.

*A correct assessment* means a chance to clear. *An incorrect assessment* means an infinity of auditing without clearing.

All failures to clear are:

1. Incorrect assessment or
2. (At this time) An incomplete Pre-Hav Scale (which I am completing in a workable form and which includes all common verbs in the English language properly arranged in a primary and secondary scale).

**THE RIGHT WAY**

The right way to do an assessment is:

1. Know and pass and be able to do TR 0 and TRs 1 to 4 perfectly;
2. Know an E-Meter perfectly;
3. Know Model Session perfectly;
4. Know how to set up a case for a Goals Assessment;
5. Know Assessment by Elimination.

Given these, you can assess. Failing these you confront not a pc but an infinity of hours on one pc.

These can be gotten at Saint Hill in Special Briefing Courses and in HPA Retread, one or another of them.

**ASSESSMENT BY ELIMINATION**

Do Assessment in Model Session Form.

1. Do a full list of goals on the pc.

He can write out his goals before coming to session or the auditor can write them all, a rather lengthy business.

Number each goal, leaving a short space in the left-hand margin.

Add goals until the question “Have you had another goal?” no longer produces a reaction on the needle of the meter. Add goals until you have a nul needle on the questions of Secret goals, Childhood goals, Anti-Social goals, Embarrassing goals, “Goals you haven’t told me” and “What would have to happen to make you know Scientology works?” Get, finally, a nul needle for every category mentioned here.

Only *now* do you have a Goals List.

If you for any reason feel you do not have a complete Goals List, don’t go any further. Complete the list.

2. Select the Goal.

This is entirely a matter of E-Metering.

Assessment by Elimination is used.

There will remain, when you finish, just *one* goal that reacts on the needle of the meter. Don’t bother why only *one* remains active. But if you have *two* remain or none, go back to Step 1 above and complete your Goals List *again* and start Step 2 all over again. Be thorough.

You tell the pc he doesn’t have to answer unless he wants to. You look at your *meter needle*. You ignore the Tone Arm. You don’t have to look at the pc all the time but don’t fail to glance at him now and then.

Read the Goals List you compiled to the pc. Take one level at a time. By repeating the goal over and over (Repeater Technique, Book One) try to make any reaction of the *needle* elicited by this repeating go *nul*. This only applies if the needle changes characteristic because you are saying the goal. If the reading of the goal does not produce a Rock Slam, a Fall or a Theta Bop after several repetitions of the goal, put an X in front of the goal on the Goals List, designating it as *nul*. That ends that goal. The X eliminates it for now from the list.

If, after eight or a dozen repetitions, the goal still falls, rock slams or theta bops constantly or sporadically, mark a slant / in front of it. This means it is still on the list and is not nul. To the right of the written goal you may note “Rock Slam” or “Theta Bop” if they occurred. No need to mark fall or divisions of fall in Assessment by Elimination.

IGNORE ALL RISES OF THE NEEDLE. This is *meaningless* on a Goals Assessment.

Cover the whole Goals List in this way.

Add any changed goals or new goals the pc may give you to the Goals List.

Do end Rudiments.

Give the pc a short break.

Restart the session.

Do beginning Rudiments (and in the body of the session, clean up any occurring ARC breaks as in Rudiments).

Read, as before, the goals now marked slant / on the Goals List. Try to nul each one of these by repeating it eight or a dozen times.

When a goal goes nul, add the other bar to the slant, making an X. That eliminates it as a goal.

*General Rule:* On any goal, if in doubt about the needle reaction, leave the goal on the list. Don't strike a goal off with an X unless you're sure it's nul.

When the remaining goals on the Goals List have been covered, return to the top again and try to nul those that now remain, one by one, still using Repeater Technique.

Go over the list again and again until you have left only *one* goal that changes the characteristic of the needle.

### 3. Prove up the Goal.

Take several goals already nulled on the needle and read them, occasionally, amongst this read, also reading out the *one* goal. Be sure it continues to fall.

If it goes nul,

- (a) Check for ARC breaks.
- (b) Ask for any new goals and list them.
- (c) Cover the whole Goals List again, making sure they are all nul.

See if the pc's whole list compares nicely, here and there, to the goal you have found. Does this goal, in other words, exist also, faintly, in other goals.

See if the pc is deeply interested in the goal found. If not, re-do your assessment from the beginning.

### 4. Do a Terminals List.

Taking the pc's one goal, now found and proved, compile a Terminals List for it. "What beingness would fulfill this goal?" "What terminal would this be?"

Write at least thirty terminals down. Use a Hartrampff's Vocabularies and help the pc if he wants you to. Put down every terminal he thinks of or agrees to. Don't put down or push what he says wouldn't be it.

Run this sort of question to nul on the meter: "Would any other person, beingness, terminal fit with this goal?" Only when the needle goes nul do you end the Terminals List. *Don't* end it until you have exhausted every possible terminal for this goal.

It is *not* enough that a terminal is included in the goal. If the goal is "I want to be a jockey" it is highly improbable that "jockey" is the exact terminal. You get two or three dozen beingnesses that add up to jockey. A rider. A horseman. A steeplechaser. A racer. A man. A human being. A horse pilot. Etc, etc. Take anything the pc says it might be. Write them down. Now dig for more. And more. Look it up. Suggest things but only put them down if pc buys.

Remember, a pc is most stupid on the point of goal and even more stupid trying to think of its terminal. So help the pc. And get a very complete list.

### 5. Assess for the Terminal by Elimination.

Using Repeater Technique, repeat the terminal enough times to make it go nul or not on the needle (eight or twelve repetitions eliminates most of them from the meter).

Put an X in front of the terminal if it goes nul. Put a slant / in front of the terminal if it continues to react. Mark Rock Slam or Theta Bop after the terminal if it won't go nul and gets these reactions.

You will have several terminals left. Ask the pc for any new ones and write them down.

Cover the list items marked slant / again. Try to nul each one as before, including any new ones.

Those that cease to react, eliminate with an X as before. Finish the list reading.

Add any new terminals the pc may now have.

Eliminate more terminals with a new reading and Repeater Technique as before.

Add any new terminals.

Continue this action as above until the pc is left with just one terminal that reacts on the meter.

If in doubt, do the whole Terminals Assessment List again, putting in new Xs, /s and Xs, according to whether they vanish off the needle or stay active as you go by, repeating each one several times.

End up with only *one* terminal active on the needle, all others nul. This is *the terminal*.

6. Prove the Terminal.

Clean up rudiments.

Say the pc's *one* goal as found from the Goals List to the pc several times and note its reaction on the needle.

Say a nul goal to the pc to quiet the needle until it does quiet down.

Say the pc's *one* terminal for that goal several times. Note its reaction.

The terminal must react as much as the goal.

The terminal needle action must be the same as the goal's needle action.

Example: Goal got 5 divisions of fall on the needle dial. Then the terminal must get at least 5 divisions of fall on the needle dial.

If this is true, you are right.

If this is not true go back to I and do a whole Goals Assessment again. It will save time in auditing if you do.

Example: If the goal rock slams, the terminal must rock slam just as much as the goal to be right.

Note: Theta bops turn into falls. A theta bopping goal, in assessment, usually becomes a falling goal. In short the goal wouldn't be expected to continue to theta bop. But if it does now, the terminal must also theta bop. But both could turn into falls instead.

7. Assess for Pre-Hav Level.

Take the terminal. Start from the bottom of the original Pre-Hav Scale.

Take the first heavy fall you find as you go up and run it.

For the new Pre-Hav Scale when issued:

Take the terminal and go up the levels of the Primary Scale until you find the best fall on one climb. Move over into the Secondary Scale and go from bottom to top once. Take the best fall or reaction found.

Mark down the Pre-Hav Level for the terminal.

**WARNING:** Do not use Repeater Technique on the Pre-Hav Scale. Say the level only once. Go up only once.

If you go up once and, wherever the needle starts to rise, go down the scale again once (no repeater either way) all but one level usually eliminates. You may not find it safe to do this. Biggest needle reaction is good enough.

You can run a wrong Pre-Hav Level without damage and still clear. You *can't* run a wrong goal and a wrong terminal and still clear a pc.

A *perfect* Pre-Hav assessment finds the level that reacts as much as goal and terminal. But Repeater Technique on many levels can upset a case!

8. Choose a Command.

Assess for these: Think, Get the Idea, How, What, Have done, Could do. Take those that fall most and make up a 5 or 10 way bracket command.

9. Audit the pc's terminal and level.

**WARNING:** Audit on the Tone Arm not the needle.

**WARNING:** Run as a complete process as long as the Tone Arm shows motion. Don't run a still Tone Arm less than or more than twenty minutes. If it's still, change, reassess the same terminal on the Pre-Hav Scale, get new commands for the new level and continue the auditing.

10. Nul all Pre-Hav Levels that react on assessment on the first terminal.

11. Find new terminals if any for same goal and run as above.

12. Find new goals when old goal and all terminals that react for it are nul on the Pre-Hav Scale (old or new Pre-Hav). Proceed to assess as before just as though case was being started all over again.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
12 May 1961

\*\* 6105C12 SHSBC-2 Assessment

## **ASSESSING FOR S.O.P. GOALS IMPROVED**

It is vital to get an absolutely correct assessment of the pre-clear, first on goal and then on terminal, in order to make S.O.P. Goals work. There is no such thing as a nearly correct assessment. The assessment must be perfect.

### **Preparation for Assessment**

Preparation for S.O.P. Goals as standard practice now is to do a Joburg Security Check and clear all levels completely. Run the pc on the Pre-Havingness Scale in general without terminal if the tone arm seems stuck. This is done by assessing on the Pre-Hav Scale for a level and then run a five-way bracket, probably "think" or "get the idea" whichever falls most. Do the Joburg but omit the Pre-Hav run if the pc drops a third of a dial on a can squeeze without increasing the sensitivity knob of the meter. If the sensitivity must be increased to two or above after the Joburg is done in order to get a third of a dial drop, then a general concept type run as assessed from the Pre-Hav Scale will be indicated in order to get an accurate assessment.

### **Complete Goals List**

Assess for goals first by making sure the *meter is nul* every time you ask for a new goal. If it isn't nul on this question, ask for withheld goals, different goals, etc, etc. Then there are more goals.

### **Eliminate Nulled Goals**

Then assess by Elimination. Put a cross in front of those that cease to produce a needle action when they were repeated a few times to the pc. If after three repeats they are still reading, put a slant in front of the goal to show that it is still in the list. Go over the goals list the first time. If in doubt about a reaction then, leave the goal in. After the first read of the whole list and every completion of the whole list ask for new goals against the meter and write them all down as the pc gives them. Then go over the list again crossing out those that have ceased to read on the needle when repeated to pc.

### **Always Recheck Goals List**

You will wind up with one goal. Check this by asking for additional goals of various types. Check every possible way. I don't care how much time you spend. An inaccurate assessment puts auditing hours to infinity.

### **Importance of Accurate Assessment**

An accurate assessment means a finite number of hours to clear. Beware of artistic goals as these read strongly at first and then tend to drop out.

### **Two Types of Terminals to Assess**

Do the terminals list just like you did a goals list. Except there are two lists of terminals, one is the causative list of the selected goal and the other is the effect end of the goal.



Example:

Goal: I want to shoot sparrows.

Causative list consists of “*Who* would want to shoot sparrows?”

Effect list: “What would you call sparrows?”

In short there is one terminal list for “I” in the goal and one for “Sparrows”. When adding to this list add on both ends.

### **Eliminate Nul Terminals**

When a list of terminals for the goal is complete and requests for more goals do not fall on the meter then begin a repeat type read of the terminals to the pc just like you did goals. If it is still registering after three reads, leave it in. If it looks like it is fading read it many times and if it goes nul cross it out with an X . If in doubt leave it in. Each time you complete the whole terminals list ask for more terminals for the causative and also for the effect end of the goal and add to terminals list. Then reassess the list again.

### **Always Recheck Terminals List**

You will wind up with one terminal if you go over the list often enough. All others as in goals will become nul on the needle on repeat. When you are sure you have the terminal check by asking for more terminals and go over any suspicions you may have. Sometimes the goal falls out just when you are sure you have the goal. Sometimes the terminal falls out when you are sure you have the terminal.

### **Perfect Assessment**

If finally you have the consistent falling terminal and nothing shakes it out, you have your perfect assessment.

### **Needle Manifestations**

Forget rises. They mean nothing because they can’t be differentiated as to what made them rise. So forget them and ignore them.

Change of characteristic of any kind (except rise) is a needle reaction for the purpose of assessment. In short, if the needle does something different than it just did (except rise), that is a read. If the needle no longer reads (except rises) then the goal or terminal is nul.

Rock slam: When the read of the goal is a rock slam or the read of the terminal is a rock slam this will probably become the read of the final goal and at last the final terminal. However do not assess only for rock slams. Rock slams are just the strongest indicator. Also note after a goal or a terminal if it theta bopped or rock slammed. Don’t bother to note extent of fall now.

### **Use Model Session, Clean Rudiments**

Always be very sure to run an assessment in model session. Be sure to keep ARC breaks and PTPs nul on the needle by cleaning them up when you note them.

### **Long Duration PTPs**

If the pc has a long duration present time problem, ask him for the terminal or terminals involved in this problem. Roughly take the one that falls most and run it on the Pre-Hav Scale Assessment like you would in S.O.P. Goals. But this isn’t a goals run. It is just the fastest way of getting a recurrent PTP out of the road. This means PTPs of *long* duration as different than PTPs of short duration, which are run only as in the Model Session Form process consisting of responsibility.

## **You Can Redo Assessments Any Time**

Doing an assessment is very easy but must be very thorough. An improper assessment condemns the pc to an infinity of auditing. He will never go clear. It is no crime to do this and no pc should complain. You can do a new assessment any time it becomes apparent (say the pc is still unclear and showing no signs of it in fifty hours) that the old assessment was incorrect.

If an inaccurate assessment has been done, and the pc run no matter how long on it, then a new assessment can always be done.

## **Beware Sticking a Tone Arm**

Do not run a stuck tone arm more than twenty minutes before reassessing on the Pre-Hav Scale. This is the only severe way you can goof a pc because he can't easily be reassessed on the Pre-Hav Scale.

## **Rock Slams Different**

If the goal and terminal rock slammed when found you can probably expect that you will have to run Pre-Hav levels more briefly, as a rock slam means all five brackets are stuck and the Pre-Hav Scale jammed into it as well. Probably you should assess for rock slam on the Pre-Hav Scale and reassess each time the rock slam runs out on a level.

This rule apparently sends the rule of auditing only on tone arm action by the boards, but, if you kept the rock slam steady needled at set, the tone arm would be wildly waving back and forth. So it's the same rule in effect.

## **Comment**

This is the latest gen on assessments. I have written it all down for you to make sure that you would have another look at it all.

I think staff auditors are doing very well and I am proud of their work.

Staff auditing quality is so far ahead of field auditing quality that I shudder. The reports I get in here on field auditing on Pre-Hav and S.O.P. Goals are so grim that it tempts one to put them all back in the Academy fast before they goof up any more pcs.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 MAY 1961

CenOCon

*URGENT*

**ASSESSMENT DATA**

On SOP Goals assessments the following mistakes are being made:

1. Auditors are assessing with a high sensitivity knob setting.
2. Auditors are taking up to an hour and a half to assess on the Pre-Hav Scale.
3. Auditors are trying to run the whole case on Rudiments only.

These rules which follow become *very* important. They prevent endless assessing for goals and terminals on SOP Goals and save session time.

**RULE ONE**

Assess with the sensitivity knob set for one third of a dial drop on the can squeeze, no more. Rule: *High sensitivity knob settings for more than a third of a dial drop are for any Joburg Security Check or getting off withholds only.* Only increase sensitivity beyond a third of a dial on withholds. Assess with only a third of a dial drop sensitivity setting.

If the sensitivity knob setting won't decrease enough to get only a third of a dial drop get your meter rebuilt.

If you have a larger setting than above, the SOP Goals assessment by elimination will take ten times as long.

**RULE TWO**

Assessment on Pre-Hav Scale is not by elimination. One assesses with *one* read up and *one* read down and takes the largest (not the lowest) read on the needle. The needle read for the proper Pre-Hav level will repeat on the trip up and the trip down. Only say the level *once*. Don't keep saying one level over and over. That's auditing.

You can get all the Pre-Hav data you want with one coverage upward from scale bottom and one coverage downward to scale bottom.

This rule applies to assessing for a general command and assessing for a terminal.

Goals and terminal searches *require* a repeat over and over of the goal or terminal on the list in order to get them to go nul (as nul as they go with the sensitivity set for a third of a dial drop as above). The Pre-Hav assessment for level does not require a repeat of a level over and over in assessing. In fact you had better not.

This *one time Pre-Hav Rule* will also apply to the new Pre-Hav Scale now being compiled. In that one you will read levels *once* upwards, once downwards on the Primary Scale. Taking the largest reaction of the needle as your level, go over to the Secondary Scale and do the same thing—once up, once down, and then take the resultant greatest needle reaction.

For purposes of assessment a RISING NEEDLE has NO meaning. Don't even remark that it is rising. You don't know *what* the pc couldn't confront that starts the rise so you ignore a rising needle ALWAYS in any modern assessment. Anything that

Stops a Rise is meaningful. The Rise has no meaning. Don't even list *Rise* on an auditor's report.

Further, RISE means nothing as a reaction in Rudiments.

### RULE THREE

Don't *ever* run a rudiment only because a needle was rising. Only run a rudiment if the needle rock slams, theta bops, or falls. Only run a rudiment as long as a reaction (rock slam, theta bop, fall) remains on that rudiment. A Rise indicates *no* meaningful data.

The rule about Rudiments is this:

Don't run a case by rudiments. The reason you use and clean rudiments is to get the pc in session so you can have the pc 1 ) in communication with the auditor and 2) interested in own case. Therefore you run rudiments with the sensitivity set that will give the needle a third of a dial drop with a can squeeze. You can *increase* sensitivity when asking for withholds in rudiments but if you do, decrease it when finished with withholds back to a third of a dial drop.

The purpose of rudiments is to set up a case to run, not to run a case.

### SUMMARY

I developed the above rules to correct various mistakes being made that were taking an assessment as high as thirty-five hours (the auditor was *erasing* goals by repeater technique with the sensitivity set to a full dial drop), and to help auditors get on with auditing, not trying to solve the whole case with rudiments.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
19 May 1961

\*\* 6105C19SHSBC-3

E-Meter

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 22 MAY 1961

CenOCon  
Franchise

**THE ONLY VALID SECURITY CHECK**

(Amends all existing data on Security Checks)

*HCO Sec Form 3.*

Name of Person \_\_\_\_\_ Date \_\_\_\_\_

Name of Security Checker \_\_\_\_\_ Location \_\_\_\_\_

Since a Security Check failure can compromise or injure a person's position or economics, and because *we are not moralists*, it is better to be more positive on the subject of a Security Check failure, leaving no part of it up to judgment.

The question of what constitutes a Security- Check failure has now troubled enough people to make it necessary to lay down the following policies.

A Security Check to be used for any organizational reason must be made on an HCO WW form.

There are only three ways a Security Checker may flunk any person.

1. The Security Check may be considered flunked if there is *no* needle response of any kind to any question with meter sensitivity even at extreme high. Rise as a reaction is ignored throughout a Security Check. A rise is not a useful reaction.

2. The Security Check may be considered flunked if any compromising or important question still persists in getting a consistent reaction (not a rise) even after the Security Checker has done his best to get the person being checked to clear it by answering truthfully.

3. Refusal to be checked.

Lie Reaction failure may no longer be considered a flunk. Important questions always have enough charge on them to cause a reaction even on bad criminals and the reaction will continue consistently or sporadically if the person is still withholding information.

The question of something reacting because of past life crimes is ruled out if, when a question fails to clear, the Security Checker adds "In this lifetime?" to or in the question and works on that question continuing to use that added phrase. Reactions by reason of past lives tend to drop out and clear if this is done.

The task of the Security Checker is to carefully question and *clear if possible* changes of meter needle behaviour caused by the question. Plainly note any level that failed to clear. This fails the person.

The Lie Reaction questions were originally used in Scientology only to study the needle pattern of the person being checked so that changes in it could then be judged in their true light. Some pcs, for instance, get a slight reaction every time *any* question is asked. Some get a reaction only when there is heavy charge. Both can be Security Checked by studying the common pattern of the needle demonstrated in asking the Lie Reaction questions. The purpose of the Lie Reaction questions is returned to the original intention.

A totally stuck needle can be freed by processing, or by getting off withholds. If a person is flunked by reason of I above, they require auditing before another check is taken, the auditing to be taken at the responsibility of the person being checked.

All Security Check sheets of persons Security Checked should be *forwarded to Saint Hill*, complete with all markings and the reason why the question would not at first clear, if important, or the drop marked which would not clear and whether or not the person was passed or failed.

Nothing in this Policy Letter changes the responsibility of the Director of Training in preventing Scientology from being taught to persons who would use it in violation of the Code of a Scientologist.

In reprinting this check sheet leave all directions as part of every sheet.

Directions: Attempt to clear any reaction observed. A Rise is *not* classed as a reaction. Mark any reaction observed or any meter reaction change elicited by the question. Then write what it cleared on. Mark largely if the reaction could not be cleared since this constitutes a failure to pass. Only fail somebody if there is no needle motion of any kind even with sensitivity at 16 on any question. (Rise is not a reaction.) If they are failing because it is hard to clear a question, work very thoroughly on it in an effort to clear it. In all cases complete the test. Run check with a high sensitivity setting (more than 1/3 of a dial drop).

If an important question fails to clear even after Security Checker has worked very hard to get it off, the test is flunked.

The following statement should be read or quoted to the person being Security Checked:

“We are about to begin a Security Check. We are not moralists. We are able to change people. We are not here to condemn them. While we cannot guarantee you that matters revealed in this check will be held forever secret, we can promise you faithfully that no part of it nor any answer you make here will be given to the police or state. No Scientologist will ever bear witness against you in Court by reason of answers to this Security Check. This Security Check is exclusively for Scientology purposes. The only ways you can fail this Security Check are to refuse to take the test, to fail to answer its questions truthfully or if you are here knowingly to injure Scientology. The only penalty attached to failure of this check is processing or our refusal to employ you or issue you a certificate, and this will only happen if we find that you are trying knowingly to injure Scientology. You can pass this test by (1) agreeing to take it, (2) answering each question truthfully and (3) not being a member of a subversive group seeking to injure Scientology.

“The first questions are nul questions to determine your reaction pattern.

“We will now begin—”

Establish needle pattern:

\_\_\_\_\_TA\_\_\_\_\_Sensitivity for 1/3 dial drop

\_\_\_\_\_Sensitivity setting for check.

Are you sitting in a chair?

Are you on the moon?

Are all cats black?

Am I an ostrich?

Is this Earth?

Have you ever drunk water?

Are you holding up a tree?

Am I an elephant?

Are you a table?

Is this a Security Check?

*Needle Pattern*

Have you ever lived or worked under an assumed name?

Have you given me your right name?

Are you here for a different purpose than you say?

Have you ever stolen anything?

Have you ever done any shoplifting?

Have you ever forged a signature, cheque or document?

Have you ever blackmailed anybody?

Have you ever been blackmailed?

Have you ever cheated?

Have you ever smuggled anything?

Have you ever entered a country illegally?

Have you ever been in prison?

Have you ever tried to act normal?

Have you ever indulged in drunkenness?

Have you ever done any reckless driving?

Have you ever hit and run with a car?

Have you ever burgled any place?

Are you guilty of anything?

Have you ever embezzled money?

Do you have a secret you are afraid I'll find out?

Have you ever assaulted anyone?

Have you ever practised Cannibalism?

Have you ever been in gaol?

Have you ever told lies in Court?

Have you ever been Court-martialed?

Have you ever deserted from a military service?

Have you ever illegally prevented conscription?

Have you ever been a mutineer?

Have you ever had anything to do with Pornography?

Have you ever committed Arson?

Have you ever been a drug addict?

Have you ever made anyone into a drug addict?

Have you ever peddled Dope?

Have you ever PDH'd anyone?  
Have you had any dealings with stolen goods?  
Have you ever divulged government secrets for pay or political reasons?  
Do you have a Police Record?  
Have you ever raped anyone or been raped?  
Have you ever been involved in an abortion?  
Have you ever assisted in any abortion?  
Have you ever committed adultery?  
Have you ever committed bigamy?  
Have you ever practised Homosexuality?  
Have you ever practised or assisted intercourse between women?  
Have you ever had intercourse with a member of your family?  
Have you ever been sexually unfaithful?  
Have you ever practised sex with animals?  
Have you ever publicly exhibited yourself sexually?  
Have you ever hidden to watch sexual practices?  
Have you ever practised Sodomy?  
Have you ever consistently made a practice of sex with a member of your own sex?  
Have you ever slept with a member of a race of another colour?  
Have you ever committed culpable homicide?  
Have you ever committed a justifiable crime?  
Have you ever bombed anything?  
Have you ever murdered anyone?  
Have you ever hidden a body?  
Have you ever attempted suicide?  
Have you ever caused a suicide?  
Have you ever kidnapped anyone?  
Have you ever done any illicit Diamond buying?  
Have you ever acted as an informer?  
Have you ever betrayed anyone for money?  
Have you ever betrayed a trust?  
Have you ever betrayed an employer's trust?  
Have you ever speculated with somebody else's funds?  
Have you ever knowingly implicated an innocent person?  
Have you ever withheld a communication concerning a crime or misdemeanour committed by another?  
Have you ever threatened anyone with a fire-arm?  
Have you ever been in illegal possession of fire-arms?



Are my questions embarrassing?  
Have you ever been paid for giving evidence?  
Have you ever acted as an informer?  
Have you ever injured somebody's reputation by knowingly spreading lies?  
Have you ever injured somebody by spreading tales you knew were true?  
Have you ever destroyed something belonging to someone else?  
Have you ever plotted to destroy a member of your family?  
Have you ever had a member of your family in an insane asylum?  
Have you ever been pronounced insane?  
Have you ever been a spy for an organization?  
Have you ever looted any place?  
Have you ever stolen from the armed forces?  
Have you ever conspired with anyone?  
Have you ever had anything to do with Communism or been a Communist?  
Have you practised fraud?  
Have you ever been a newspaper reporter?  
Are you hiding anything?  
Have you ever had intercourse after placing another under alcohol or drugs?  
Have you ever used hypnotism to procure sex or money?  
Do you collect sexual objects? Have you ever ill-treated children?  
Have you ever practised sex with children?  
Have you ever practised masturbation?  
Have you ever taken money for giving anyone sexual intercourse?  
Have you ever sexually coerced a servant?  
Do you have any bastards?  
Are you withholding anything?  
Have you ever had any connection with a brothel?  
Have you ever coerced anyone into giving you sex?  
Have you had anything to do with a baby farm?  
Have you ever killed or crippled animals for pleasure?  
Have you ever crippled a person?  
Have you ever been a spy for the Police?  
Have you ever pretended a disability?  
Are you afraid of the Police?  
Have you ever committed a misdemeanour?  
Have you ever committed a felony?  
Have you ever committed a capital offense?



Have you ever had any unkind thoughts about Mary Sue Hubbard?  
Have you ever injured any Scientologists?  
Have you ever had any unkind thoughts about Scientologists?  
Have you ever betrayed Scientology?  
Do you know of any secret plans against Scientology?  
Do you plan to steal a Scientology Organization?  
Have you ever taken money to injure Scientology?  
Do you deserve to be helped by Scientology?  
Have you ever used Dianetics or Scientology to force sex upon someone?  
Have you ever falsified a claim for money to be repaid to you or to be paid you?  
Do you know of any plans to injure a Scientology Organization?  
Do you know of any plans to injure a Scientologist?  
Are you upset about this Security Check?  
What question in this check shouldn't I ask you again?  
Have you withheld from answering anything because it might injure someone?  
What unkind thoughts have you thought while I have been doing this check?  
Have any of your answers here been designed to injure another?  
Are you upset about this Security Check?

Passed \_\_\_\_\_ Failed \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_  
Signed by Examiner

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 MAY 1961

Central Orgs

*Urgent for Use on All Cases*

**PREHAV SCALE REVISED**

(This is the rough version. The Primary Scale is Accurate and Complete. The Secondary Scale is not necessarily complete or edited.)

This is the first major revision of the Pre-Havingness Scale I originated in January of 1961. This Scale now contains a Primary Scale and a Secondary Scale. The Secondary Scale contains nearly all simple verbs in the English Language, properly placed for Level and repeated on other Levels.

USE

The Scale is used for General Running of Levels (without specified terminal) in brackets of 5 or 10, using "Someone" or "Something" as the terminal, sometimes using plus and minus (Change, No Change).

The Scale is also used for terminals found for S.O.P. Goals by Goals and Terminal Assessment.

The two uses of the Scale are done exactly the same way with the single exception that for a general run one says, "Do you have \_\_\_\_ (Pre-Hav Level)" or "Are you \_\_\_\_ (Pre-Hav Level)" or "Do you \_\_\_\_ (Pre-Hav Level)", and in the use for goals terminals one says, "Would the (or 'a') \_\_\_\_ (goals terminal) (Pre-Hav Level)?"

General Run Assessment Example: Start at Bottom of Primary Scale 65 (Faith). Go up Pre-Hav Primary Scale asking about each level *once only* and carefully noting E-Meter Needle Reaction (ignore Rises of the needle) that responds or doesn't respond to the question. Convert the level to a sensible question without varying the actual level. The questions: "Do you have Faith?" "Are you Cause?" "Do things have No Effect upon you?" "Are you the Effect of things?" "Do you think people run a Can't Have on you?" "Do you Create?" "Do you Think?" etc, etc. When you have reached the top of the Scale, go back down again (from Level 1 to 65), still noting reaction. The one that *reacted most* when you went up and when you went down the Primary Scale is the Level. (Do not take the lowest level, take the level that reacted most, as the worse off people are, the higher terminals tend to be found on the Scale as a loose rule. Terminals come *down* scale as the pc goes up on successive assessments after runs.)

You now take the Primary Level found by E-Meter needle reaction and GO TO THE SECONDARY SCALE FOR THAT LEVEL. Assess this Secondary Scale for the level exactly as you did the Primary Scale. Go from the highest number (lowest point) up to the top (lowest number), asking once about each level and noting needle reaction (not rise). Take the Level that reacted most on the needle. Form it into a five way bracket (or 10 way) consulting the needle for the best expression of each "leg" of the bracket. Then run it. The motion of the TA should increase, then decrease, then tend to halt. If it remains unchanged (1/8 to 1/4 of a Tone Arm Division of motion only in 20 minutes) Reassess.

When reassessing on the Pre-Hav for a new level, assess exactly and as carefully as you did the first time—first assess on the Primary. Then assess on the Secondary Scale for that level.

Example for assessing a goals terminal (or a PT Problem or ARC break terminal). The assessment is done the same way as in a general run assessment except all questions have to do with the terminal. Example: If the goals terminal were “woman”. Start at the bottom (highest number) of the Primary Pre-Hav Scale and assess one level at a time. “Would a woman have *Faith*?” “Would a woman *Cause* things?” “Would there be *No Effect* on a woman?” etc, etc, noting the needle reaction (not rise). Then come down (lowest to highest number) the Pre-Hav Primary Scale one level at a time, again noting the needle reaction (always ignore rises). The right level will react going up and going down in much the same way. Take this level and go to the Pre-Hav Secondary Scale. Assess it from bottom (highest number) to top (lowest number) and then back down again. Choose the level that reacted both going up and down.

Any levels found may be checked cautiously (repeating only once) by comparing it to other levels in terms of needle reaction. You want the level with *most* reaction always.

If you take more than fifteen minutes to do a level assessment, you are doing something odd or unnecessary such as saying the levels several times or expecting the pc to answer you aloud (the pc should remain silent during an assessment) or you are unfamiliar with the Scale.

In asking assessment questions on the Scale always speak with the same degree of loudness and inflection, and always make the level the hardest and most stressed word in the question. If you vary loudness from question to question or change emotional tone, the needle may react to your change, not the Pre-Hav Level, giving you an inaccurate reading based on your goofs or changes, not on different Scale levels.

*You can* do an Assessment twice. You should come out with the same Primary and Secondary Levels. If you don’t, run, don’t walk, to the nearest Academy.

The Secondary Level is the one used in Commands. You will note that the Primary Level words are repeated in the Secondary Scale. Thus if the level comes out to be that Primary word, you’ll still have it as a Secondary word and can use it in the command.

Audit only *one* level at a time. Use only the word that caused the needle to react to make up your command. Do not combine two levels.

If you get Tone Arm motion running a level either generally or as a goals terminal, PTP or ARC break level, flatten it before choosing and running a new level. One knows when level is flat. The Tone Arm doesn’t move any more. You can cause a pc to feel “spiny” by starting a new level before the old one is flat.

Do not *overrun* a level. The test of “flat” is the TA moving only 1/4 to 1/8 of a division up or down in 20 minutes of auditing (not cumulative movement such as “The TA moves 1/16th twice so that’s 1/8th of a division”—this is wrong. If it moves from 2.25 to 2.50 to 2.25 two or three times in twenty minutes, this is called “flat” and has moved only 1/4 of a TA division. This is right.)

The Secondary Level, if not the word in the Primary Level, may react on the needle far more than the Primary Level.

The Primary Level may not react at all in rare cases. If this happens, assess the whole Secondary Scale, all groups, independent of the Primary Scale, starting with the Secondary group for Faith and going right on through the groups. This is only likely to happen with rough beginning cases or with persons nearly clear who are being shaped up and stabilized.

When a pc assesses as a Rock Slam, it may be necessary after a level turns on the Rock Slam to say a nul word to the pc like “Floor, Floor, Floor....” until the Rock Slam turns off. Rock Slam carries over many levels unless it is shaken out of the needle in this way. Mark the Level that turned it on “Rock Slam”. This is

the strongest react there is. If several levels turn on a Rock Slam, choose by reading the Rock Slam levels once each again (using a nulling word several times between each one) and choose the widest Rock Slam or the one that didn't fall out (which will probably be the widest).

In auditing a Rock Slam, the rule "Assess by the Needle, Audit by the Tone Arm" seems to have an exception. However, if the needle that is Rock Slamming could be held at SET on the needle dial by moving the TA you would see that a Rock Slam *is* a Tone Arm reaction. Thus one can't call a process flat while a Rock Slamming needle still exists on a level. The Rock Slam has to be run out before the level is flat.

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The Complete and Edited Version of the Secondary Scale and the Primary Scale will appear first in the Clearing Series Book *S.O.P. Goals* to be published in about two months. This rough version will however serve your purposes for the moment.

L. RON HUBBARD

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(*Note:* This bulletin is being sent to you with the completed Primary Scale attached. The Secondary Scale will be sent to you in parts as it is run off the mimeograph machine. More copies may be mimeographed locally if required.)

**PRE-HAVINGNESS SCALE**  
**PRIMARY SCALE**

- |   |                                     |
|---|-------------------------------------|
| 66. TR 10   | 33. FAILED LEAVE                    |
| 65. FAITH   | 32. LEAVE                           |
| 64. CAUSE   | 31. WAIT                            |
| 63. NO EFFECT   | 30. SURVIVE                         |
| 62. EFFECT  | 29. FAILED TO ARRIVE                |
| 61. OBSESSIVE CAN'T HAVE                                  | 28. ARRIVE                          |
| 60. CREATE  | 27. FAILED IMPORTANCE               |
| 59. THINK   | 26. IMPORTANCE                      |
| 58. INVERTED INTEREST<br>(PECULIAR INTEREST)              | 25. PROPITIATE                      |
| 57. DISPERSE  | 24. ATTENTION                       |
| 56. INVERTED COMMUNICATION<br>(INTEND TO NOT COMMUNICATE) | 23. SEPARATE                        |
| 55. INVERTED CONTROL                                      | 22. FAILED WITHHOLD                 |
| 54. INVERTED HELP<br>(BETRAY)                             | 21. WITHHOLD                        |
| 53. COLLECT   | 20. MIS-EMOTIONAL                   |
| 52. SUBSTITUTE  | 19. DESTROY                         |
| 51. WITHDRAW  | 18. MOTION                          |
| 50. DUPLICATE   | 17. FAILED OVERT<br>(FAILED ATTACK) |
| 49. ENTER   | 16. OVERTS<br>(ATTACK)              |
| 48. INHIBIT   | 15. DISLIKE                         |
| 47. DISAGREE  | 14. LIKE                            |
| 46. ENFORCE   | 13. COMPETE                         |
| 45. AGREE   | 12. FAILED HELP                     |
| 44. DESIRE  | 11. HELP                            |
| 43. WANT TO KNOW  | 10. FAILED CONTROL                  |
| 42. FAILED TO ENDURE                                      | 9. CONTROL                          |
| 41. ENDURE  | 8. EMOTIONAL                        |
| 40. NO MOTION   | 7. FAILED COMMUNICATION             |
| 39. FAILED TO ABANDON                                     | 6. COMMUNICATION                    |
| 38. ABANDON   | 5. FAILED INTEREST                  |
| 37. FAILED WASTE  | 4. INTEREST                         |
| 36. WASTE   | 3. CONNECT                          |
| 35. FAILED TO PROTECT                                     | 2. FAILED HAVINGNESS                |
| 34. PROTECT   | 1. HAVINGNESS                       |

## SECONDARY SCALE

### 1 — HAVINGNESS

This is the Secondary Scale of Havingness. It is not usually used for assessment as subjective havingness does not run with benefit. If a case is, however, "live" on a havingness level, run them on it, using their objective havingness process at frequent brief intervals ( 10 to 12 commands of objective havingness).

OBTAIN EARN TAKE REGAIN RECLAIM PURCHASE PROCURE INHERIT AFFORD  
ACCEPT PROFIT DEPOSIT AMASS GET POSSESS ACQUIRE HAVE RETAIN GAIN SHARE  
SALVAGE SUSTAIN TENDER SUPPLY REplete STOW FILL SUFFICE FINANCE  
REIMBURSE ENDOW REDEEM BESTOW CONTRIBUTE REFIT OFFER PROVIDE EQUIP  
CULTIVATE PAY REPAY REMUNERATE TRAFFIC TRADE REMIT IMPORT RAFFLE WEAR  
DISTRIBUTE RAID PRE-EMPT SPOIL COMMANDEER FORAGE DRAW REQUISITION SEIZE  
DESPOIL SACK SNATCH EXPLOIT WREST BOARD IMPRESS CAPTURE EXTORT  
IMPOUND GRASP PLUNDER REPLACE RECEIVE REPLENISH RESTORE PERMEATE  
PERVADE LOOT CONSERVE KEEP CLAIM CHERISH TREASURE CATCH ENTRAP  
HAVINGNESS CACHE SECURE

### 2 — FAILED HAVINGNESS

COVET PIECE EXACT CONSERVE PAWN PETITION WANT DISCARD PREPAY LOSE  
AMPUTATE DISBURDEN RAID CASTRATE CROP DESPOIL GUT EVISCERATE  
DISEMBOWEL TAX SACK SCALP STARVE WREST SINK DEPRIVE OSTRACIZE BANISH  
EXILE MAROON IMPOVERISH IMPOUND DEMOTE SPILL SWINDLE ADULTERATE  
BEHEAD SQUEEZE SPOIL SURRENDER DROP PLUNDER ISOLATE DIE ABOLISH  
OBLITERATE ERADICATE EXPUNGE LIQUIDATE ERADICATE EXTIRPATE DISINTEGRATE  
LAPSE FINISH FAIL EXPIRE WITHER EFFACE ANNUL ELIMINATE ELAPSE ESTRANGE  
TERMINATE EXPEND DISPOSE ENGULF OCCLUDE DELETE ERASE EXPURGATE  
EXTINGUISH DESTROY ANNIHILATE RUIN ERODE CONSUME DISPERSE STRAY STREW  
LOOT SEPARATE ZONE DIVIDE DIFFER OUTLAW EXCOMMUNICATE DETACH DIVEST  
UNLOAD DISROBE EXCLUDE STRADDLE SUNDER SCRAPE BICKER QUARREL  
REMONSTRATE CONTRADICT DISSENT PROTEST CONCEDE DECLINE REcede SLOP  
REFRAIN EXCEED TRY FORGO WEAN REFUSE DWINDLE DISABLE DISSUADE DEPRIVE  
ENTRAP ESCHEW CAGE ENFEEBLE MISS DENY CURTAIL DEMUR FUMBLE DEDUCT  
DEBIT BEMOAN BEWAIL LOSE MISPLACE MISLAY DISALLOW DESPAIR ENVY SURFEIT  
DWINDLE MOURN REGRET EKE FAILED HAVINGNESS

### 3 — CONNECT

CONNECT MISIDENTIFY LINK IDENTIFY ASSOCIATE CIRCUMSTANTIATE WEAR APPLY  
CONCILIATE SUPPORT RECONCILE ENTWINE YOKE CLING SPEAR TIE BIND BOARD  
NAIL DISPERSE DRAW CONSORT LINK JOIN ATTACH PERMEATE ACCOMPANY  
PERVADE CONJUGATE MEET ENCOUNTER ADJOIN PERTAIN REJOIN APPEND  
INTERSECT COMBINE EMBRACE SPLICE KNIT REUNITE FRATERNIZE TOUCH MARRY  
WED BETROTH CONFUSE CRUCIFY GRAFT HANDCUFF FETTER MANACLE CONFUSE  
ESCORT CHAIN TRUSS ENTANGLE SEIZE TRICE GRAB PASTE INVOLVE FIND UNITE  
HAMMER HANG HIT INDENT INCRIMINATE IMPLICATE WIPE LASH LICK INTERCEPT  
SHACKLE TIE SHEATHE FASTEN SUSPEND BIND CLUTCH TACK WEAVE WELD LIKE  
ASSOCIATE

### 4 — INTEREST

TOUT PROFFER PROMULGATE CANVASS CIRCULARIZE QUIZ PEDDLE QUERY INCLINE  
SAMPLE URGE ILLUMINE BID INFORM INITIATE EVOKE ILLUMINATE ILLUSTRATE  
ANTICIPATE POPULARIZE IGNITE INFUSE AROUSE ROUSE TEASE TEMPT FLIRT WOO  
ELECTRIFY EXCITE ENKINDLE ALLURE SCINTILLATE TRANCE IMPRESS CAPTIVATE  
FASCINATE ATTRACT TANTALIZE PERFORM ENGROSS STUNT PARTICIPATE WAGER  
ATTEND DETERMINE INSPIRE COMPETE MARVEL GOGGLE PROBE FIND PURSUE  
SEARCH TRAIL AWAKE WAKE



WAKEN DISPLAY UNFOLD UNROLL UNFURL UNVEIL UNDRRESS UNEARTH UNCOVER  
EXPLORE TRACK SCOUT TRACE INTEREST PERK RECREATE REVIVE VOLUNTEER  
ENLIVEN DELIGHT DIVERT RECALL LECTURE DESCRIBE ADDRESS ANNOUNCE SPEAK  
CHAT PREACH PEN RECITE TRAIN TEACH WRITE DISPORT DEMONSTRATE NARRATE  
DECORATE TATTOO TALK SING SERENADE WARBLE HUM WHISTLE EXHIBIT SHOW  
QUESTION INVESTIGATE QUIZ INTERROGATE REACT DISPOSE EXPEND VIVISECT  
PICNIC SOJOURN LIKE CRAVE PERMEATE PERVADE RADIATE RANGE BURST HUNT  
HAUNT GROPE DEBATE COAX THRALL RUMMAGE RISK EDUCATE SPECIALIZE  
BESIEGE TURN TUG SHOW INSTIL INSPECT LOVE TRANSCEND RECOMPENSE POSE  
PREFER PRESENT PROMOTE PROPAGATE CATCH ENTRAP EMBELLISH SURPRISE  
AMAZE GARNISH TRIM CACHE DESIRE EXHUME PRY CONNIVE BETRAY INSPIRIT  
ASPIRE ADORN BOAST BRAG PICK PREOCCUPY TOP INLAY APPRECIATE PRESENT  
DESPISE

#### 5 — FAILED INTEREST

REJECT NAP YAWN SLEEP SLUMBER BORE DROWSE DOZE NOD PALL FAILED  
INTEREST DIVERT DAZE STUN STUPEFY STULTIFY DESERT STRAGGLE PROLONG  
OCCLUDE LAPSE FINISH FAIL WILT EXPIRE WITHER EFFACE ANNUL ELIMINATE  
ADJOURN ELAPSE ESTRANGE TERMINATE DESIST QUIESCE ABIDE OSSIFY FREEZE  
RELAX RUSTICATE BECALM LOAF STRAGGLE STREW DISPERSE STRAY INDISPOSE  
CONCEDE DECLINE RECEDE SHIRK GARBLE SLOP IMMERSE HUMOUR RESORT  
JUMBLE BOGGLE REFRAIN BOTCH TRY FORGO SHRUG LEAP TOY TURN FORGET CLOY  
EMBITTER DESPAIR DISPLEASE DISLIKE MOPE DRUDGE ENCUMBER COMMISERATE  
REGRET BEGRUDGE MEDICATE MIRE BOTHER CURTAIL DISHEARTEN DENY  
DISCOURAGE ESCHEW CRITICIZE DISSUADE SUBMERGE IGNORE

#### 6 — COMMUNICATION

MANIFEST EMBLAZON WARRANT PROMISE PROPOUND WITNESS PROPOSE X-RAY  
DISPENSE PERSUADE TRAFFIC PURPOSE TRADE REMIT AGREE FORWARD YARN  
RENDER REMUNERATE SANCTION IMPORT OSCULATE WEAR RAFFLE THROW RATIFY  
SIGNIFY SIGN PROJECT DISTRIBUTE NOTIFY CONFRONT INDICATE PERUSE EXHORT  
CORRESPOND REPAY ACQUAINT UNDERSTAND SPECIFY PHRASE ACKNOWLEDGE  
ASSENT APPLY APPEAL WELCOME REMARK REPLY REQUEST ADDRESS CONVEY  
PARTAKE DOT CIRCUMSTANTIATE DESIGNATE DEMONSTRATE PROCLAIM ALLUDE  
ASK VOICE UTTER DISPUTE STATE DISPATCH WRITE RESPOND RETAIL TRUMPET  
DESCRIBE SUGGEST HAIL DISCUSS ASSERT REPORT DECLAIM NARRATE CONSENT  
DELINEATE HEAR CONSULT LECTURE CONTRACT TRAIN PURVEY DECLARE PROFESS  
CABLE PARAPHRASE TEACH PEN SOUND CALL SPEAK ANNOUNCE EXPOUND  
DISCOVER PREACH EVINCE ELUCIDATE RECITE PRELUDE SCRIBE FACE CHAT DETECT  
INTRODUCE INTERVIEW DECREE EXPRESS DISCOURSE PUBLISH PRONOUNCE  
PREAMBLE ATTEST AFFIRM ENUNCIATE MAIL PAY DISPORT VIEW ESPY SPOT  
SURVEY GAZE GLANCE BEHOLD GLIMPSE SEE SCRUTINIZE INSPECT LOOK SCAN  
OGLE OBSERVE SNIFF WHIFF SMELL TASTE TAP FEEL RUB STROKE CUDDLE CARESS  
HUG SING SERENADE WARBLE HUM VOCALIZE WHISTLE EXCLAIM EXHIBIT REVEAL  
SHOUT SHOW REACH TELL TALK DISCLOSE PLEA CALM EXPLAIN COMFORT SOOTHE  
SOLACE RECOMMEND REASSURE CONTRIBUTE CONSOLE ENLIGHTEN ENCOURAGE  
ADVISE ASSURE INSTRUCT COMMAND ORDER HANDLE HEAVE MANIPULATE  
OPERATE TOW MIX DRILL HOIST LOAD PUT PUSH HAUL FETCH START STEER SHUT  
MANAGE SUPERVISE SUPERINTEND ADMINISTER MEDIATE NEGOTIATE TREAT SEND  
CONSIGN AIM AWARD UTILIZE ALLOT ALLOCATE APPOINT ASSIGN COMPLY  
DISBURSE SHAPE DISABUSE ORIENTATE ARRANGE STIPULATE PRESCRIBE HUSH  
NAVIGATE PILOT USHER EMEND EDIT REGULATE ADJUST CORRECT SUMMON  
SUBDUE CHALLENGE RECALL HITCH TAG UNTANGLE ORGANIZE REIGN ENUMERATE  
SPACE HEFT HABITUATE OFFICIATE IDENTIFY TACKLE REWARD PRESIDE REQUIRE  
VOTE ASSORT MASTER DEPUTE DELEGATE VEST ACTUATE ALTER ENGAGE DEPLOY  
JOCKEY JUGGLE TEST HOLD HALT STOP DISCIPLINE DIRECT RULE EMPOWER  
APPROVE DISSUADE CATCH PERCEIVE DISTINGUISH PLAY DISPLAY IMPLY INFORM  
INTERSECT INVIGORATE ADVANCE TUG TURN TUSSLE DIVULGE PRESENT REJECT  
CITE INSCRIBE PROMOTE ARBITRATE AVOW ELECT RENT SHAPE HIRE  
COMMUNICATION RECALL QUESTION

INTERROGATE INTIMATE QUIZ ISSUE ORIGINATE EMIT EMANATE PULSATE SMART  
TINGLE THROB SWELTER STINK SPARKLE GLISTEN PATTERN SWISH CLACK CLANG  
CLINK PEAL JINGLE REVERBERATE RIPPLE RING DRIP SLUMP SLIP SLOUCH REACT  
RECIPROCATE RESTORE REPLACE REPLENISH REHEARSE MIME PRACTISE PORTRAY  
IMITATE ENACT SKETCH DEPICT REPRODUCE RECORD TRANSCRIBE PRINT REPRINT  
COPY REDUPLICATE DUPLICATE EMULATE CHARACTERIZE TRANSMIT RECOUNT  
REFER RELAY QUOTE REITERATE ITERATE RECAPITULATE TESTIFY SUBSTANTIATE  
RELATE REPEAT RETRACE REVIEW RECOGNIZE REMEMBER REMIND RECEIVE  
UNDERSTUDY COMPREHEND MULTIPLY EXECUTE EAT GNAW DEVOUR EXPLODE  
FLAME VIVISECT EMBOWEL DRINK NIBBLE SWIG SWALLOW QUAFF SUP SLAY  
SLAUGHTER CRUSH SWILL GUZZLE TIPPLE CRUNCH ERODE CRUMPLE GOBBLE  
GRUMBLE EFFUSE STIMULATE DUB GLOW PROMULGATE PIN SECURE SITE BELAY  
LOCATE PARK CAMP BATTEN DWELL ABIDE RESIDE SOJOURN BASK RECLINE  
SPRAWL SIT SQUAT POISE PICNIC NESTLE POSE STICK INFORM PERCH QUERY  
CIRCULARIZE MISS POPULARIZE PROFFER BID URGE ILLUSTRATE CANVASS DEMEAN  
CONNECT COMBINE ENTWINE KNIT LINK JOIN ATTACH PERVADE PERMEATE APPEND  
CONSORT ENCOUNTER FRATERNIZE ACCOMPANY UNITE REUNITE REJOIN MEET  
TOUCH CLING EMBRACE YOKE SPLICE SHOWER RADIATE RANGE SPREAD SPATTER  
DISROBE ZONE CLEAVE FILTER SUNDER CHASE SEPARATE HUNT HAUNT COLLIDE  
IMMERSE EDUCATE PETITION MISTAKE CLARIFY SORT ARTICULATE LEVEL  
INTERCHANGE DEMAND DISALLOW CONVINCE FAMILIARIZE ENTREAT DICTATE  
BETRAY CONNIVE DELIVER SALUTE REGARD PRAISE

#### 7 — FAILED COMMUNICATION

FAILED COMMUNICATION PERSUADE EXHORT PROCLAIM SPEAK STATE SUGGEST  
ASK ASSENT BLIND DEAFEN EXILE MAROON DECEIVE GAG STALK SQUELCH  
IMPRISON ISOLATE CHOKE KIDNAP INTERDICT CHEAT CONFOUND INCARCERATE  
INFILTRATE SINK DESERT OSTRACIZE QUARREL FIGHT WRANGLE BANISH RASP  
FINISH DEODORIZE TERMINATE DISPOSE EXPEND ESTRANGE ENGULF DESPATCH  
CONSUME DELETE ERASE ELAPSE ADJOURN EXTINGUISH EXPURGATE ELIMINATE  
ABOLISH ANNUL OBLITERATE EFFACE ERADICATE EXTIRPATE EXPUNGE IRRADICATE  
LIQUIDATE DEVASTATE DEMOLISH EXECUTE PURGE ANNIHILATE DESTROY  
DISINTEGRATE LAPSE WILT WITHER EXPIRE FAIL QUIESCE OSSIFY FREEZE REPOSE  
RELAX RUSTICATE BECALM IMPAWN LOAF DESIST DISPERSE STRAY STREW  
STRAGGLE STAMPEDE DIFFUSE INTERSPERSE BURST ROUT BESTREW UNCLASP  
UNLOAD DIVEST DETACH EXCOMMUNICATE OUTLAW DIFFER DIVIDE SEPARATE  
EXCLUDE CLEAVE SUNDER SHATTER RECEDE GARBLE IMMERSE HUMOUR RESORT  
RISK WISH SLOP STUMBLE BOGGLE HESITATE EDUCATE FORGO AMPUTATE LOSE  
RETRACT WEAN BESIEGE FOUL BOTHER MIRE MEDICATE FUMBLE BEGRUDGE CHIDE  
COMMISERATE REGRET JUMBLE CARP CHEW CONDEMN COMPLAIN BLAME  
REPROACH FULMINATE REPREHEND AVENGE CENSURE UPBRAID SWERVE SUCCUMB  
RETCH WAVER WRITHE SQUIRM VOMIT WINCE NAUSEATE FALTER TIRE HATE PANT  
PUFF CAPITULATE CRY FIGHT DESPAIR ZONE DESPOND DEMAND DICTATE DISALLOW  
CLAIM REJECT SCORN SHRUG TURN TUSSLE IGNORE PLOT CONSPIRE GESTICULATE  
CONNIVE CONVINCE DOMINATE COMPEL COERCE ENFORCE DEPRIVE MORTIFY  
ESCHEW SHAME EMBARRASS CAGE DISOBEY CRITICIZE CURSE DISCOURAGE DENY  
DISHEARTEN DISTRACT DISAPPROVE CURTAIL MISCONCEIVE OVERLOOK PEER  
DECLINE CONCEDE PROTEST DISSENT CONTEND CONTRADICT BICKER  
REMONSTRATE QUARREL HUNT HAUNT GROPE DEBATE COAX LISP HARP

#### 8 — EMOTIONAL

EMOTIONAL DISPUTE RESPOND EXHORT WELCOME UNDERSTAND APPEAL PLEA  
IRRITATE TERRIFY TERRORIZE IRK TORMENT DENOUNCE DEPRESS DISGRACE  
DISHONOUR DISAFFECT DERANGE DISMAY DEMORALIZE IMPRECATE FRIGHTEN  
GRIEVE ALARM SCARE PERK SOOTHE EXHILARATE ENLIVEN CHEER DELIGHT  
BRUTALIZE BULLY DEJECT DEGRADE DEMENT AGGRAVATE BENUMB BEDEVIL  
APPALL STUPEFY STUN VEX UNNERVE WORRY RASP PAIN QUARREL OFFEND NETTLE  
BEATIFY ANIMATE ENGROSS TANTALIZE ATTRACT FASCINATE CAPTIVATE IMPRESS  
TRANCE SCINTILLATE ENKINDLE

EXCITE AROUSE ROUSE MARVEL ELECTRIFY INSPIRE TRANSPORT SHRUG HIDE NEED  
APPROVAL FROM OWN PROTECT CONTROL BLAME PUNISH BE KILL MAKE  
APATHETIC MAKE AMENDS GRIEVE PROPITIATE SYMPATHIZE FEAR NOT  
SYMPATHIZE RESENT COVERTLY ANGER PAIN BORE MAKE INDIFFERENT CONTENT  
MILDLY INTEREST INTEREST STRONGLY ENTHUSE MAKE EAGER MAKE SERENE  
CONVICT DESPISE HUMILIATE BETRAY SIGH REPENT RUE YELP AGONIZE SORROW  
WEEP SADDEN MOAN MOPE MOURN ENVY DESPAIR EMBITTER WAVER FALTER  
AVOID CAPITULATE COMMISERATE REGRET DEMUR DISHEARTEN EMBARRASS  
BEMOAN BEWAIL SULK OUTCRY SCORN INFURIATE RAGE RANKLE GROWL POUT  
GRUMBLE NAG YAP DISGUST DISLIKE DISPLEASE DETEST HATE INCULPATE ASCRIBE  
UPBRAID CHIDE COMPLAIN CHEW CONDEMN OBJURGATE CARP IMPLY FULMINATE  
REPREHEND REPROACH AVENGE RESENT CENSURE DEPLORE RECRIMINATE DARE  
DISAPPROVE ABUSE REBUKE CRITICIZE CRY FOUL ENFEEBLE MORTIFY DARE SHAME  
ASHAME INSANE ENTREAT BE SERENE AMUSE EXULT ENJOY SMILE NUZZLE JUBILATE  
FROLIC FONDLE REJOICE GRIN GLADDEN LIKE REVEL TRUST LOVE RELISH ESTEEM

9 — C O N T R O L

EXPAND DILATE ELONGATE AMPLIFY ENLARGE MAGNIFY EMPHASIZE BEGIN ABATE  
ALLOW MODERATE SITUATE SET TAME ACCOUNT DETAIL ACQUIT DEMAGNETIZE  
UNRUFFLE PREDISPOSE HIRE RENT ELECT APPROVE EMPOWER RULE DIRECT  
DISCIPLINE STOP HALT HOLD TEST JUGGLE JOCKEY DEPLOY ENGAGE ALTER  
ACTUATE VEST DELEGATE DEPUTE MASTER ASSORT VOTE REQUIRE PRESIDE  
REMAND TACKLE IDENTIFY OFFICIATE HABITUATE HEFT SPACE ENUMERATE REIGN  
ORGANIZE UNTANGLE TAG HITCH RECALL CHALLENGE SUBDUE SUMMON CORRECT  
ADJUST REGULATE EDIT EMEND USHER PILOT NAVIGATE HUSH PRESCRIBE  
STIPULATE ARRANGE ORIENTATE DISABUSE SHAPE DISBURSE COMPLY ASSIGN  
APPOINT ALLOCATE ALLOT UTILIZE AWARD AIM CONSIGN SEND TREAT NEGOTIATE  
MEDIATE ADMINISTER SUPERINTEND SUPERVISE MANAGE SHUT STEER START  
FETCH HAUL PUSH PUT LOAD HOIST DRILL MIX TOW OPERATE MANIPULATE HEAVE  
HANDLE ORDER COMMAND CIVILIZE DRIVE DIVERT DEVELOP CULTIVATE EXPEDITE  
ENABLE SPONSOR REHABILITATE FACILITATE REFORM RECTIFY LEAN EXTEND  
PREPARE PERMIT SERVE INSTRUCT CONTROL OBSERVE WIN CONTINUE RECUPERATE  
RECOVER REPRIEVE REINSTATE PROSPER LUXURIATE SUCCEED FLOURISH  
SURMOUNT GROW THRIVE LIVE SURVIVE MAINTAIN RECONSTRUCT RENOVATE  
RENEW GRUB LABOUR TOIL NURTURE FIX NOURISH MATURE PERPETUATE TIME  
DARN VALET LAY MEND INHALE RESPIRE OPPRESS REPRESS OVERWHELM  
OVERPOWER TYRANNIZE COMMIT DRAG CHARGE DEPOSE QUELL INTERDICT  
TROUNCE ISOLATE STEADY STEER GRASP COERCE FORCE FOX VANQUISH IMPLANT  
ADMONISH ENSLAVE SUBJUGATE SWITCH IMPOUND CAPTURE PRESS IMPRESS  
CONQUER DOUSE EXILE SURVIVE REPLENISH REPLACE EXECUTE FINISH DEODORIZE  
TERMINATE DISPOSE EXPEND BATTEN CAMP QUIESCE PARK LOCATE BELAY SITE  
SECURE PIN PERVADE PERMEATE APPEND REUNITE REJOIN ENTWINE YOKE SPLICE  
CONNECT COMBINE KNIT LINK JOIN ATTACH BETROTH WED MARRY RADIATE  
DIFFUSE INTERSPERSE SPREAD SHOWER BESTREW RANGE CLEAVE STRADDLE  
DECOCT FILTER EXCLUDE SORT SEPARATE ZONE DIVIDE DETACH DIVEST UNLOAD  
UNCLASP DISROBE INJECT INSERT INVITE MATRICULATE INSTALL INVEST  
INOCULATE ENTRUST HUNT CONTRADICT DEBATE DECLINE REMONSTRATE PROTEST  
COAX CONCEDE EXTRICATE LIMIT SHACKLE TIE ISOLATE LOCALIZE IMMERSE  
THRALL FASTEN PROHIBIT PREVENT EDUCATE STILL FORBID PETITION RESTRICT  
WEDGE ARREST SUSPEND BOUND DISPOSE PLAY DISSUADE PREDETERMINE DENY  
CAGE ENTRAP ENJOIN CATCH CHECK CURTAIL CAUTION READJUST LEGISLATE  
PROVE FAMILIARIZE DESIRE ENTREAT DISALLOW DICTATE DEMAND PREVAIL  
DELIVER ALIGHT CONNIVE CLAIM REJECT RESPECT PREDOMINATE LIFT SHOVE LEAP  
TURN TUG SHIFT CURB PROTRACT RETARD IGNORE ADVANCE TRANSPORT TEACH  
INTERVENE TRAIN SECURE SHAKE EDUCATE

10 — F A I L E D C O N T R O L

PROLONG PROTRUDE EXCEED POTTER DRIBBLE BOTCH BOGGLE STUMBLE SLOP WISH  
JUMBLE RISK RESORT RUMMAGE HUMOUR IMMERSE GARBLE

COLLIDE FAILED CONTROL LOSE WRANGLE WALLOP WRECK FIGHT QUARREL  
WRENCH WREST DESERT WHIP MUTINY SINK PILLORY SLAP SMACK UNSETTLE STICK  
SLAM DROWN DOPE DRUG BUMP COLLIDE BURN GAS BULLY ELECTROCUTE  
KEELHAUL POACH BRAND MAIM DISABLE MANGLE SCOURGE SCORCH  
INCAPACITATE SCALD IMPOSE FLOOD PLAGUE INUNDATE SMUDGE HASH SHAKE  
INCARCERATE HANG SIN SMUGGLE BOOTLEG CRIPPLE STRAGGLE SACK THROW  
SCRATCH CLAW COMMIT TRANSGRESS DISSIPATE DERANGE DRENCH CAPITULATE  
DUCK CRUCIFY DISLOCATE DENT FETTER TRUSS HANDCUFF CHAIN MANACLE SEIZE  
GOOF ENTANGLE TRIP SICKEN BESIEGE TORTURE TRIFLE DECAPITATE LOOT STRIKE  
DAMAGE TRICE JERK RACK PARALYZE FLOG EXECUTE SLACK GOLDBRICK SHIRK  
IMPRISON PENALIZE RAVAGE PESTER REND PLUNDER PROSECUTE REVOLT REBEL  
JOLT DROP JOSTLE STUN INTOXICATE CONQUER VANQUISH BIND TIE INEBRIATE  
SURRENDER SMASH SPANK SPLIT VIOLATE BROACH SPLASH STAIN SPRAIN SPOIL  
GAG STORM FLAIL SWAMP LOSE NICK BASH BATTER ASSAIL THRASH SWITCH  
BELABOUR BESLAVER SLAVER DROOL BESET BESLOBBER BESMEAR BESPATTER  
ADMONISH SPREADEAGLE BITE SHELL BOMB BOMBARD BREAK SPILL IMPLANT  
IMPALE CORRUPT DEBAUCH DEFACE FRACTURE CAPSIZE PRICK PUNCTURE PUNISH  
DISTURB CANE MUTILATE PIERCE BUTCHER MOB RUIN MAR MASH MASSACRE  
BRUISE SMASH REACT SLOUCH SLIP PULSATE THROB TINGLE SMART SLAVE  
SWELTER STINK TROUBLE CRUMBLE FAIL RUIN GOBBLE ERODE CRUNCH TIPPLE  
GUZZLE EXPIRE SWILL WITHER WILT LAPSE DISINTEGRATE DESTROY CRUSH BURST  
STREW ROUT SPATTER BESTREW DISPERSE STRAY STRAGGLE SPREAD STAMPEDE  
LOOT HACK IMPERIL DIVEST DIVERGE EXCOMMUNICATE OUTLAW FILTER INFEST  
EVADE TRESPASS LACERATE RE-ENTER ADMIT PENETRATE LISP DEAFEN GROPE  
BICKER DISSENT QUARREL CONTEND HARP HAUNT RECEDE SHIRK THWART GARBLE  
THREATEN HUMOUR RESORT RISK JUMBLE REFRAIN BOTCH TRY REFRAIN HESITATE  
RESIST FORBEAR AMPUTATE LOSE BESIEGE DISTRACT DISHEARTEN DISCOURAGE  
MEDICATE FUMBLE MINCE BOTHER REGRET COMMISERATE WET FEAR DISAPPROVE  
SURRENDER FULMINATE CHIDE COMPLAIN CONDEMN CHEW CARP BLAME  
REPROACH RESENT CENSURE UPBRAID ATTEMPT PUTREFY PANT PUFF SAY CRY  
DRAIN TIRE DOMINATE COMPEL COERCE ENFORCE WIGGLE STAGGER RETCH  
WOBBLE WAVER WRITHE VOMIT WINCE NAUSEATE ROT FALTER DESPOND ENTREAT  
DESIRE DESPAIR CRITICIZE EXHUME PRY SQUIRM NAG FIDGET FIGHT PLOT REVOLT  
IMPLORE CONSPIRE BETRAY CONNIVE SLOBBER WITHSTAND STRUGGLE SHIVER  
TOLERATE SHRUG SHOVE LEAP TURN SHIFT CLUTCH YIELD REJECT DEMAND  
CONVINCE EXERT DICTATE DISALLOW DENY SHAME ERR ENFEEBLE CAGE  
EMBARRASS DARE ENTRAP ENJOIN DEPRIVE SQUABBLE TANGLE LIMP STAMMER  
STUTTER DISABLE DIVERT BREAK SCATTER MORTIFY

11 — H E L P

INSTRUCT SHARE INNERVATE SERVE TRAVAIL ASSIST HEAL HARMONIZE SALVAGE  
SATISFY SALVE HELP HABILITATE SUSTAIN ASSURE BEFRIEND BESPEAK ABSOLVE  
ALLEVIATE ADVISE ALLAY MITIGATE PARDON PALLIATE PERFUME PERMIT PERK  
EASE EDIFY PLEASE ENCOURAGE PREPARE ENDEAR ENERGIZE ENHANCE ENLIGHTEN  
TENDER REIMBURSE ENDOW FINANCE BESTOW SUPPLY REplete STOW SURFEIT FILL  
SUFFICE FULFIL CONSOLE EXTEND CONTRIBUTE CO-OPERATE AVAIL LEAD LEND  
SIMPLIFY IRRADIATE RAISE REASSURE RECOMMEND RECONCILE REDEEM RECTIFY  
RECREATE REFORM REFIT REDRESS REFRESH RE-ENFORCE FACILITATE  
REGENERATE REHABILITATE REJUVENATE REINFORCE RELIEVE RELY REPAIR  
FORGIVE RESPITE RESUSCITATE RESCUE FURTHER RETOUCH REVIVE REVISE OFFER  
RETRIEVE REVIVIFY OBLIGE UNDERTAKE SMOOTH UPHOLD SOLACE VALIDATE  
VERIFY SOOTHE SPELL SPONSOR WILE VOLUNTEER VINDICATE VOUCH STAUNCH  
STRENGTHEN STROKE SUBSCRIBE SUCKLE SUCCOUR SURCEASE SUPPORT ENABLE  
EXHILARATE PROVIDE ENLIVEN EQUIP CHEER EXCEL EXCULPATE COMFORT EXCUSE  
CONCILIATE EXPEDITE EXPLAIN DEFRAID DELIGHT CULTIVATE DEVELOP DIVERT  
DISBURDEN DRESS DRIVE WINE CALM CIVILIZE BURNISH CURE INVIGORATE ENGAGE  
HEAVE HANDLE MANIPULATE ACTUATE EMPOWER OPERATE ALTER ORDER  
COMMAND RULE DIRECT DISCIPLINE STOP RADIATE HALT HOLD TEST JUGGLE  
JOCKEY DEPLOY TOW MIX DRILL PUSH PUT LOAD HOIST DILATE EXPAND HAUL  
FETCH START STEER STRUT MANAGE SUPERVISE SUPERINTEND ADMINISTER  
NEGOTIATE MEDIATE TREAT SEND ELECT APPROVE CONSIGN RENT HIRE

VEST ELONGATE AMPLIFY DELEGATE DEPUTE EMPHASIZE AIM AWARD MAGNIFY  
ENLARGE UTILIZE ALLOT ALLOCATE APPOINT ASSIGN COMPLY DISBURSE BEGIN  
ABATE ALLOW MASTER SHAPE ASSORT DISABUSE ORIENTATE ARRANGE MODERATE  
PRESCRIBE STIPULATE HUSH PILOT NAVIGATE USHER VOTE SITUATE SET EMEND  
EDIT REGULATE ADJUST CORRECT SUMMON REQUIRE SUBDUE CHALLENGE RECALL  
TAKE HITCH PRESIDE ACCOUNT TAG ORGANIZE UNTANGLE HABITUATE PREDISPOSE  
OFFICIATE IDENTIFY REWARD TACKLE DETAIL REIGN ENUMERATE SPACE ACQUIT  
DEMAGNETIZE HEFT UNRUFFLE HELP REQUEST PURVEY ELUCIDATE PARTAKE  
CONSENT CONSULT CONVEY DEMONSTRATE WELCOME UNDERSTAND TRADE AGREE  
REMIT REMUNERATE FORWARD RENDER DISTRIBUTE CORRESPOND REPAY TRAIN  
TEACH PLEA TIE BIND BUTCHER DOUSE STEADY EXTRACT BOIL STAVE PENETRATE  
SMEAR FIX FORCE GRASP ISOLATE GRAB PASTE FORAGE QUENCH SEIZE BOTHER  
STICK INVESTIGATE DOCK NAIL MEND TIME DARN VALET LAY GRUB LABOUR TOIL  
NURTURE REPAIR NOURISH MATURE PERSIST PERPETUATE MAINTAIN  
RECONSTRUCT RENOVATE RENEW CONTINUE RECUPERATE RECOVER REPRIEVE  
REINSTATE PROSPER LUXURIATE SUCCEED FLOURISH WIN SURMOUNT GROW  
THRIVE LIVE REMIND REMEMBER IMITATE REVIEW REPEAT RELATE TESTIFY  
RECAPITULATE REITERATE QUOTE RECOUNT PRACTISE REHEARSE REPLENISH  
REPLACE RESTORE ENACT DEPICT SKETCH REPRODUCE UNDERSTUDY COMPREHEND  
REFER SUBSTANTIATE RETRACE RECOGNIZE RECIPROCATE PRINT REPRINT COPY  
REDUPLICATE DUPLICATE TRANSMIT RELAY TRANSCRIBE RECORD EXECUTE FINISH  
DEODORIZE TERMINATE DISPOSE EXPEND BEATIFY PROCREATE PROFFER INFORM  
PARK LOCATE SITE SECURE PIN BATTEN CAMP BELAY PARTICIPATE YOKE BETROTH  
PERMEATE PERVADE REUNITE REJOIN SPLICE CONNECT COMBINE KNIT LINK JOIN  
ATTACH MARRY WED EMBRACE TOUCH MEET ACCOMPANY FRATERNIZE CONSORT  
BESTREW DIFFUSE INTERSPERSE ROUGE EXCLUDE SORT SEPARATE ZONE DIVIDE  
DETACH DIVEST UNLOAD UNCLASP DISROBE LICK LANCE INOCULATE INVEST  
PENETRATE ADMIT INSTALL INVITE RE-ENTER INHABIT INHUME INTRUST INSERT  
INJECT COAX CONCEDE INCREASE HUMOUR RISK TRY EDUCATE PIECE CONSERVE  
PAWN DISCARD FORBEAR AMPUTATE LOSE WARD WARN SPARE COMMEND CLEANSE  
CATCH OBIVIATE POLISH PACE MOISTEN PRETTIFY CLARIFY CAUTERIZE PURIFY  
PREFER SOLVE ENTRAP INTERVENE DENY MODIFY MODULATE SWEETEN SWEEP  
BEAUTIFY AMEND PERFECT MODERNIZE INVIGORATE INTERVENE LOVE SHADE  
TRANSPORT DEVOTE DEDICATE ADORN ARBITRATE COMPLIMENT DISCOUNT GRANT  
UNCHAIN RELEASE UNFETTER UNTIE UNLOCK LIBERATE SHIFT EXEMPT EMANCIPATE  
LUG SHOVE LEAP TURN LIFT IMMIGRATE ADVANCE HURRY ACCOMPLISH ACHIEVE  
ATTAIN ANOINT ADAPT INSPIRIT ACCUSTOM REWARD FOSTER PROMOTE PROVE  
FAMILIARIZE DELIVER DONATE DESIRE PACIFY AMELIORATE SHELTER COMFORT  
FEED LAVE SAVE TEND COVER LEGITIMIZE CACHE WIPE WASH FERTILIZE LUBRICATE  
SEW INTERVENE IMPROVE TRANSFORM CHECK CAUTION PROSPER SPRAY VARNISH  
EXTRICATE STANDARDIZE LIKE QUIESCE

## 12 — FAILED HELP

CUMBER SYMPATHIZE REMAND TACKLE FAILED HELP PROLONG PERSIST NICK LOSE  
SWELTER STINK SMASH BRUISE CRUSH MAROON MAR RUIN MOB MUTILATE DISTURB  
PUNISH PUNCTURE CONQUER PRICE PROSTRATE FRACTURE DEFLATE CONVICT  
DEFRAUD DAZE DEFACE DEBASE EXCRUCIATE CORRUPT DEBAUCH DECEIVE EXTORT  
DEJECT DEGRADE DELUDE IMPOVERISH SPILL DIVORCE DEMOTE AMBUSH KILL  
BREAK BESPATTER BESMIRCH BESET BEDEVIL SWINDLE SULLY SUBJUGATE ENSLAVE  
STRAIN SPOIL SPRAIN VITIATE STAIN SPLASH VIOLATE VANQUISH VICTIMIZE VEX  
UNDERMINE UNDERCUT SMEAR SURRENDER INEBRIATE INTOXICATE DROP NETTLE  
REVENGE PESTER PLAGUE PERSECUTE INFECT MAUL GOLDBRICK SLACK SHIRK  
PAUPERIZE PARALYSE TERRIFY TERRORIZE DUPE TROUBLE IRK DAMAGE TRIFLE  
TORMENT TRIP SICKEN INCRIMINATE DENOUNCE DEPRESS DEPOSE CAPITULATE  
DISGRACE DRENCH DISHONOUR DESPOIL DISAFFECT DERANGE DERAIL DISMAY  
TRANSGRESS SCRATCH TAX STRAGGLE CRIPPLE DEMORALIZE EXPLOIT CONFOUND  
SMUDGE FLOOD TRICK IMPOSE BOTHER STARVE SCALD INCAPACITATE FRIGHTEN  
GRIEVE ALARM SCARE SCORCH MANGLE DISABLE MAIM MOLEST BRUTALIZE BULLY  
UNSETTLE TYRANNIZE SINK WEARY ULCERATE UNNERVE WOUND WORRY MUTINY  
DESERT DEPRIVE

PAIN QUARREL FIGHT WRECK OPPRESS LOSE EAT DEVOUR ESTRANGE CRUMPLE  
GOBBLE GNAW EXPLODE FLAME ERODE ENGULF RUIN ANNIHILATE SLAUGHTER SLAY  
PURGE EXECUTE CRUSH DEMOLISH DESTROY DEVASTATE LIQUIDATE IRRADICATE  
TOPPLE DOOM DESPATCH EXTIRPATE EXPUNGE ERADICATE OBLITERATE EFFACE  
DISINTEGRATE FAIL VIVISECT GRUMBLE EMBOWEL CRUNCH LOAF DESIST IMPAWN  
BECALM TEMPT ENTWINE YOKE CLING STAMPEDE STRAGGLE STRAY DISPERSE  
SPATTER ROUT STREW BURST DIVERGE DIVEST DETACH EXCOMMUNICATE OUTLAW  
DIFFER DIVIDE ZONE SEPARATE EXCLUDE SUNDER CLEAVE HUNT DEAFEN GROPE  
HAUNT HARP CONTRADICT BICKER DECLINE DISSENT REMONSTRATE QUARREL  
PROTEST CONTEND COLLIDE GARBLE IMMERSE RESORT RISK JUMBLE BOGGLE  
REFRAIN BOTCH EXCEED TRY HESITATE EDUCATE FORGO EXACT WANT DISCARD  
FORBEAR LOSE AMPUTATE WEAN ABSTAIN ENTREAT RESENT CENSURE UPBRAID  
CHIDE COMPLAIN CONDEMN CARP REGRET COMMISERATE BOTHER FOUL MIRE  
MEDICATE SHRUG TURN IMMIGRATE FUMBLE BEGRUDGE DISHEARTEN DENY  
DISCOURAGE CURSE CRITICIZE DISAPPOINT ENFEEBLE SUFFER RENOUNCE ABANDON  
FORSAKE REPUDIATE FORSWEAR REJECT IGNORE WEEP BETRAY CONSPIRE REVOLT  
PLOT GRIEVE GROAN POUT PRY DISPLEASE CRY DESPAIR DESPOND SUCCUMB  
SUBSIDE SUBMIT TIRE AVOID HATE PERISH CAPITULATE BLAME REPROACH AVENGE  
DESIRE CAGE ENTRAP ENERVATE DEPRIVE DISABLE

13 — C O M P E T E

RACE RUN SPAR PURSUE HUNT TRACK BREAST SUBVERT CONTEST JOUST BOX  
CHASE BELEAGUER BATTLE BET COMBAT WRESTLE SCUFFLE ANGLE STEM COMPETE  
BUFFET FIGHT ENGAGE LAY STRUGGLE STRIVE FISH CRUSADE ENCOUNTER STAKE  
WAGER SKIRMISH MILITATE CONFLICT PLAY TUSSLE WAGE ANTAGONIZE GRAPPLE  
ATTACK CAMPAIGN SUPPLANT DISPLACE DISCREDIT UNDERMINE OUST SWEEP  
PRETEND REDUCE BETRAY ENVY HATE RESENT DEFY SURMOUNT EXCEL DEFEAT  
WIN LOSE CONFOUND EXPLOIT CRIPPLE DEMORALIZE CHEAT DISMAY DESPOIL  
CAPITULATE DUCK CHARGE ENSNARE TRAP FENCE DUEL SEIZE BESIEGE TROUBLE  
TROUNCE COUNTERFEIT DUPE SIEGE RAID PARALYSE PENALIZE REVENGE COERCE  
REVOLT FORCE REBEL RETALIATE TIE SURRENDER UNDERCUT UNDERMINE  
VANQUISH PENETRATE SQUELCH STAVE STALK SUBJUGATE BEAT ATTACK BESET  
CAPTURE DECEIVE CONQUER CRUSH PRACTISE REHEARSE WAGE PARTICIPATE  
PERFORM WAGER RADIATE HECKLE DIFFER SCORE LICK SCUFFLE INFRINGE INVEST  
CONTEND DEBATE HUNT LIMIT INTERCEPT TIE SEIZE COLLIDE THREATEN THRASH  
GARBLE RESORT RISK PREVENT YIELD OVERPOWER VIE COVET FRUSTRATE RESIST  
FOIL LITIGATE OUTWIT OUTWORK OVERWHELM SURPASS OUTSTRIP WIN TRIUMPH  
LITIGATE CHASE SCRIMMAGE DISAGREE CONTRAVENE CONTEST COMBAT RACE  
WRESTLE TUSSLE TAUNT COMPETE DIVERT LEAD RE-ENFORCE REINFORCE UPHOLD  
STRENGTHEN EXCEL DISPUTE FACE PURPOSE THROW CONFRONT SUE SUCCEED  
SURMOUNT TIME LIVE SURVIVE THRASH LOSE WRANGLE QUARREL FIGHT WRING  
DEPRIVE WREST OVERPOWER OVERWHELM WORRY WHIP UNSETTLE INFILTRATE  
DISABLE INCAPACITATE BOTHER IMPOSE TRICK INVADE GAMBLE CONTEND COPE PIT  
RIVAL DUEL GAMBLE

14 — L I K E

SAVOUR SNUGGLE PET RELISH ESTEEM LIKE BEFRIEND PLEASE ENCOURAGE ENDEAR  
DELIGHT SANCTION UNDERSTAND WELCOME ACKNOWLEDGE RESPOND HUG CARESS  
STROKE CUDDLE FEEL RUB EMULATE COPY COMPREHEND RESTORE DUPLICATE  
REPRODUCE REPLENISH INCLINE SHOWER BESTOW RADIATE BURST CLEAVE TOY  
WANT APPROACH LEAP REVERE RESPECT COMMEND COMPLIMENT CHERISH  
TREASURE SELECT APPRECIATE IDOLIZE REGARD PRAISE APPLAUD VALUE LOVE—  
HATE LIKE—DISLIKE FAMILIARIZE DESIRE LOVE BE SERENE AMUSE EXULT ENJOY  
SMILE NUZZLE JUBILATE REVEL FROLIC FONDLE REJOICE GRIN GLADDEN LIKE  
TRUST FAVOUR PREFER FANCY LOVE DOTE ADMIRE ENJOY APPRECIATE APPROVE

15 — D I S L I K E

DISLIKE OFFEND DISMAY DISAFFECT IRK PERSECUTE GRIPE BITCH MIMIC RIDICULE  
IMITATE MIME ANNUL ABOLISH ELIMINATE EXPURGATE ANNIHILATE

SLAUGHTER SLAY PURGE EXECUTE CRUSH DEMOLISH DESTROY DEVASTATE  
LIQUIDATE IRRADICATE TOPPLE DOOM EXTIRPATE EXPUNGE ERADICATE  
OBLITERATE EFFACE DISINTEGRATE FINISH ESTRANGE STREW ROUT RADIATE  
SPATTER INSULT HORRIFY HIT ABUSE EXCLUDE SEPARATE ZONE DIVIDE DIFFER  
OUTLAW EXCOMMUNICATE LOATHE PROTEST QUARREL REMONSTRATE DISSENT  
CONTEND DECLINE BICKER CONTRADICT HARP RECEDE DISMISS SHUN SHIRK SPURN  
RESENT VILIFY PREJUDICE RESIST LITIGATE RESENT SADDEN ABOMINATE EXECRATE  
CONDEMN BLAME DESPISE HATE DISCARD GARBLE LEAP TOY TUG DISPARAGE  
REJECT PROHIBIT HESITATE HATE—LOVE DISLIKE—LIKE SULK OUTRAGE ABHOR  
ABOMINATE ANGER SCORN INFURIATE COLLIDE BETRAY CONNIVE RAGE RANKLE  
POUT GRUMBLE FIGHT DISPLEASE DETEST AGONIZE ENVY DISGUST DISLIKE HATE

16 — O V E R T S

INTRUDE TERRIFY TERRORIZE BURGLE GASH RACK RAID COMMANDEER QUARTER  
RAM RAPE RAP FORAGE RANSACK PARALYSE DEVASTATE FLOG PASTE SLUG RASE  
GOAD PAUPERIZE EXECUTE GRAB RASP KIDNAP IMPERSONATE COUNTERFEIT FORGE  
DUPE REQUISITION THRUST SIEGE CHOKE THUMP THROTTLE TROUNCE INTERDICT  
TORTURE TORMENT QUENCH QUELL TRIFLE QUASH DECAPITATE DAMAGE TRICE  
JERK IRK TICKLE TROUBLE TRIP SICKEN BESIEGE JAB SPY INTERROGATE SEIZE GOOF  
ENTANGLE TRUSS CHAIN MANACLE INTIMATE DEMOLISH DENT FETTER HANDCUFF  
ENSNARE SNIPE FENCE DUEL INCRIMINATE TRAP DRENCH DISGRACE DISMEMBER  
CASTRATE DISSECT DUCK CAPITULATE CHARGE DEPOSE DEPRESS CRUCIFY  
DISLOCATE DEPRAVE CUT DENOUNCE CROP DISHONOUR DRAG DESPOIL GUT DRAW  
DISAFFECT DERANGE DERAILED DISMAY EVISCERATE CLAW DISEMBOWEL DISSIPATE  
CHEAT TRANSGRESS COMMIT SCRATCH THROW CHOP TAX DAZZLE SACK RUSTLE  
STRAGGLE SNATCH STEAL PREVARICATE EMBEZZLE LIE CRIPPLE DEMORALIZE  
EXPLOIT CONFOUND CRIMINATE AXE SMUGGLE GAMBLE SIN BOOTLEG INVADE  
GOUGE KICK INCARCERATE SMUDGE SKIN INUNDATE FLOOD TRICK IMPOSE SCALP  
BOTHER STARVE WRY SAVAGE SCALD IMPRECATE INCAPACITATE GRIEVE FRIGHTEN  
ALARM SCARE INCINERATE SCORCH INCISE SCOURGE KNOCK MANGLE DISABLE  
MAIM BRAND POACH MOLEST KEELHAUL GAS ELECTROCUTE BRUTALIZE BULLY  
BURN COLLIDE BUMP DRUG DOPE SMOTHER DROWN EMASCULATE IMMOBILIZE  
NEUTER SPAY POISON SMITE INFILTRATE SLAM SLICE STICK QUIZ SLAP  
INVESTIGATE UNSETTLE SMACK SIZZLE SLIT TYRRANIZE DOCK PILLORY REPRESS  
NAIL SINK WHELM WEARY WHACK PROD ULCERATE WHIP UNNERVE ANNEX WOUND  
WORRY OVERWHELM OVERPOWER WARP MUTINY WAYLAY DESERT WREST DEPRIVE  
PAIN WRENCH WRINKLE ROUGH WRING OSTRACIZE QUARREL FIGHT WRECK WALLOP  
WRANGLE OPPRESS BANISH OFFEND LOSE NICK NIP RASP MASH THIEVE CRUSH  
MASSACRE MOB EXILE BRUISE BRUTIFY SMASH MAROON DOUSE CANE PIERCE  
MUTILATE PINCH BUTT BUTCHER SQUEAL RUIN DISTURB MAR DEBAUCH CORRUPT  
EXCRUCIATE DEBASE BOARD DEFACE EXPOSE DAZE DEFRAUD CONVICT DEFLATE  
FRACTURE PRESS PRICK CAPSIZE PROSTRATE PROSCRIBE IMPRESS PULVERIZE  
PUNCH SHOOT CONQUER PUNCTURE PUNISH CLUB DECEIVE IMPLANT DEGRADE  
DEJECT EXTRACT CAPTURE IMPALE EXTORT SHELL IMPOVERISH DECORTICATE  
DEMENT DELUDE IMPOUND BOMB GAG BOMBARD BREAK KILL AMBUSH DEMOTE  
MURDER DIVORCE HEW SPILL AGGRAVATE SWITCH BELABOUR BENUMB BESLAVER  
BESET BESLOBBER BESMEAR BESMIRCH BESPATTER ADMONISH STULTIFY  
SPREADEAGLE BITE BOIL STORM STRANGLE STRAFE YANK STRAIN STUN FLAIL  
SWAMP STUPEFY ENSLAVE SUBJUGATE SULLY SUFFOCATE SWEAT APPAL SWINDLE  
ADULTERATE BASH BATTER ASSAIL BEFOUL BEAT BEHEAD BEDEVIL ATTACK THRASH  
STIFLE STRIKE STALK STARTLE STAVE SQUELCH SQUEEZE STAB DEAFEN SMASH  
SMEAR UNDERCUT UNDERMINE SMOKE SPANK SOCK SOIL VICTIMIZE VANQUISH  
SPLIT VEX VIOLATE SPLASH BOOBYTRAP STAIN SPEAR VITIATE SPRAIN SPOIL  
PENETRATE GOSSIP SQUASH SPIT SURRENDER BLIND INEBRIATE BIND INTOXICATE  
FOMENT RETALIATE RIVE FIX JOLT NETTLE DROP JOSTLE RAZE GRASP RAVISH  
RAVAGE INFECT PERSECUTE PLAGUE GRILL PESTER RECK REVENGE REND PLUNDER  
POKE GRIPE BITCH POUND PROSECUTE TIE FLAGELLATE FLAY COERCE REVOLT  
FLOOR FORCE REBEL IMPRISON RIP RIFLE IRRITATE SHIRK GOLDBRICK SLACK MAUL  
CRIMP ASSASSINATE PECK ISOLATE PENALIZE PRY QUESTION BESTRIDE SHATTER  
LOATHE TRESPASS LYNCH LASH LACERATE LAME TRAP SENTENCE LICK SEAR  
LANCE INJURE SCUFFLE INFRINGE SCRATCH TRAMPLE

INFLICT TUT SCORE INFILTRATE INFEST SCRAPE INDISPOSE IMMURE HATCH  
IMMOLATE HURT HARRY HOUND HANG HORRIFY HECKLE HACK HASH HIT HARASS  
HAMMER HAZE SHOCK SHRED LOOT INSULT ATTACK ENGAGE TACKLE HEAVE  
HANDLE MANIPULATE ACTUATE EMPOWER OPERATE ALTER REMAND ORDER  
COMMAND RULE DIRECT DISCIPLINE STOP HALT HOLD TEST REPAY THROW TRAFFIC  
PERSUADE EXHORT TEACH PEN SUGGEST ALLUDE LECTURE DISCUSS DISPUTE  
DISCLOSE REVEAL SHOUT TAP SMELL OGLE INSTIGATE CONTRIVE STINK TESTIFY  
MIMIC GOBBLE GNAW EAT DEVOUR ESTRANGE CRUMPLE EXPLODE FLAME ERODE  
ENGULF RUIN SLAUGHTER SLAY PURGE EXECUTE CRUSH DEMOLISH DESTROY  
DEVASTATE LIQUIDATE IRRADICATE TOPPLE DOOM DESPATCH EXTIRPATE EXPUNGE  
ERADICATE OBLITERATE EFFACE DISINTEGRATE FAIL VIVISECT GRUMBLE EMBOWEL  
CRUNCH STIR PROVOKE INVOLVE PLANT MAKE SPAWN IMPREGNATE DAB STICK  
LOAF FREEZE PURSUE TRACK PROBE TRAIL ROUSE AROUSE ELECTRIFY TEASE  
TEMPT CLING YOKE ENTWINE BETROTH CONSORT MEET TOUCH EMBRACE WED  
MARRY JOIN LINK COMBINE PERVADE PERMEATE STREW BURST ROUT RADIATE  
ROUGE STAMPEDE SPREAD SHOWER SPATTER STRAGGLE STRAY INTERSPERSE  
DISPERSE BITCH DISROBE DIVEST DIVERGE DETACH EXCOMMUNICATE OUTLAW  
DIFFER DIVIDE ZONE SEPARATE EXCLUDE SUNDER CLEAVE EXTRADITE INOCULATE  
INVEST PENETRATE INSTALL INHUME INSERT INJECT HAUNT DEAFEN HUNT HARP  
CONTRADICT BICKER DISSENT CONTEND QUARREL YANK DISMISS INTERCEPT SHIRK  
SHACKLE SEGREGATE THWART TIE ISOLATE SEIZE COLLIDE GARBLE THREATEN  
THRASH IMMERSE RISK JUMBLE SLOP STUMBLE BOTCH GAG EXCEED FETTER  
AMPUTATE LOSE DISCARD EXACT COVET REPRESS ARREST SURROUND SUSPEND  
BESIEGE HURRY ADVANCE TRAMP STOVE LEAP TOY TURN TUG SHIFT TOSS HURL  
ENCHAIN INFORM IMPACT INSINUATE STARVE STEAL PILFER PURGE CALUMNIATE  
CURSE PHILANDER SCOLD FLAUNT INTRUDE SATIRIZE SCATTER IMPLY SHAKE  
INVEIGH ROB CONDEMN DISCREDIT DISOBEY DISMISS DISQUALIFY EMBEZZLE  
MISAPPROPRIATE BEREAVE SWIPE STEAL THIEVE DISABLE BLIND SLANDER DEPRIVE  
POLLUTE PERJURE DAMN INVALIDATE PROFANE CATCH ENERVATE ENTRAP  
MORTIFY SHAME DARE ABORT ROB EMBARRASS CAGE ENFEEBLE CRIPPLE DISOBEY  
CHASTISE ERR ENDANGER MISTREAT ABUSE MISBEHAVE SUBJECT CRITICIZE CURSE  
DISCOURAGE DEFORM DENY DISHEARTEN PEPPER DISAPPROVE DISTRACT RACK  
CARVE FLAY MASSACRE MEDICATE BEGRUDGE BOTHER FOUL STAMP SPRAY  
COMMISERATE WIPE SKEWER LEVEL TEAR SMUGGLE MUTINY REBEL REVOLT CARP  
CHEW OBJURGATE CHIDE COMPLAIN UPBRAID CENSURE INCULPATE IMPLY RESENT  
ASCRIBE AVENGE REPROACH BLAME REPREHEND OVERTHROW OVERWHELM KNIFE  
DISTRESS DISLIKE DISPLEASE PERFORATE MINCE DISCHARGE WASTE DEVASTATE  
DISALLOW DICTATE DEMAND CONVINCED DOMINATE COMPEL COERCE ENFORCE  
HATE EXHUME GLOAT FIGHT AGGRIEVE MADDEN SADDEN PROVE PRY RECANT  
IMPUTE IMPUGN TRADUCE REVOLT PLOT CONSPIRE CONNIVE COLLUDE INFURIATE  
BETRAY OUTRAGE ANNOY TRUMP CERTIFY OVERPOWER UNDERBID DEVEST  
DEROGATE DESECRATE DETRACT DISRATE PROTRACT RETARD DISPARAGE  
DISCREDIT

#### 17 — FAILED OVERT

EDUCATE HESITATE TRY FAILED OVERT INVIGORATE EXPEDITE COMFORT CHEER  
EQUIP ENABLE SUPPORT SUCCOUR STRENGTHEN OBLIGE RESPITE RELIEVE  
FACILITATE RECONCILE REASSURE CO-OPERATE CONTRIBUTE SUPPLY ENERGIZE  
ENDEAR ENCOURAGE PLEASE EASE HELP ASSIST INNERVATE CAPITULATE  
SURRENDER PARRY SHIELD WARD TURN CONCEDE RECEDE THWART TIE LOCALIZE  
LATCH THREATEN HUMOUR RESORT BOGGLE PREVENT BESIEGE BOTCH DESPAIR  
RESIST FORBID FORBEAR REPRESS FOIL WARD WARN RETRACT SPARE REFRAIN  
STRIVE WITHSTAND REGRET TURN SHRUG

#### 18 — MOTION

TUNNEL TRENCH DAB FLAP POP DESCEND DIP PROD EFFUSE BROWSE CRUISE PITCH  
PLUNGE PLY POUR PRANCE POWER PROCEED PROGRESS PROWL PULL CAPER  
DISLODGE DISPLACE CAREEN CARRY CAST DODGE CLUMP COAST COIL DABBLE  
CREEP CLIMB SOAR SPIN SPEED SPRINT SPRING SPURT STAGNATE STEP STEM  
STRIDE STROLL STRUM SURGE SWAY SWIM SWIRL ARISE SWING BESTIR BLOW  
BOOST BRANDISH MARCH BUDGE BUSTLE PASS



MOVE MOUNT EBB ELEVATE WRESTLE WHIZ WHIRL WHISK WEND WHEEL WEIGH  
 SLINK SLING SLOG SLIDE SLUSH SKIM HURL HUSTLE HASTEN FLANK TEEM FLARE  
 FLING FLIP FLICK RETURN FLIT FLOAT FLOP FLOW FLUTTER FOLLOW FLY REPASS  
 REVOLVE RISE ROAM ROMP ROLL ROTATE ROW ROVE JOG JOIST JOURNEY JUMP  
 ZOOM WABBLE WADE WADDLE WANDER WALTZ WAGGLE WALK WAG WAFT WAVE  
 WIELD TREMBLE TREK TOTTER TOSS TODDLE TILT THRUM LEAN TICK TOUR LEVER  
 LILT LIMBER LIMP LOWER LUNGE LURCH FALL GALLOP RACE GLIDE RAMBLE  
 GLIMMER PACE PADDLE PARADE PEDAL FARE PLOD GUSH REDOUBLE SHUFFLE LAP  
 SIDLE IMPEL SKID TROLL IMPRINT DANCE DASH DART QUAKE QUIVER QUAYER  
 TRILL TWIRL TWIDDLE TREND TROT TRICKLE LAUNCH TREAD TRAVERSE TRAVEL  
 TUMBLE SHIFT TUSSLE TUG TURN SHIP TOY SHAMBLE LEAP SHEER LUG SHOVE  
 SHRUG TRUCK LIFT TRUDGE ADVANCE TRAMP TRANSPORT SAUNTER SCALE  
 IMMIGRATE HURRY ASCEND AMBLE APPROACH SAIL MOTION JUGGLE JOCKEY  
 DEPLOY TOW MIX DRILL PUSH PUT LOAD HOIST DILATE TACKLE EXPAND HAUL  
 HEAVE FETCH START STEER HANDLE SHUT DISPORT OSCULATE HUG CARESS  
 STROKE CUDDLE TAP FEEL RUB TRANSACT COMMENCE PATTERN SWISH CLACK  
 CLANG CLINK PEAL JINGLE REVERBERATE RIPPLE RING DRIP SLUMP SLOUCH REACT  
 SLIP PULSATE THROB SLAVE HIT GRAB PUNCH RASP GOAD SLUG FLOG RAP RAM  
 GASH BANG THUMP THRUST JERK JAB CROP CUT DUCK DRAG DRAW CLAW CHOP  
 SNATCH AXE GORGE KICK INCISE SCOURGE KNOCK COLLIDE BUMP SMITE SLAM  
 SLICE SLASH UNSETTLE SMACK SLAP SLIT DOCK NAIL SINK PROD WHACK WHIP  
 WARP WREST SCREW WRENCH WRINKLE WRY WRING WALLOP NIP NICK CRUSH  
 MASH BUTT PINCH PIERCE CANE DOUSE CLUB PUNCTURE PUNCH PULVERIZE SPUR  
 PRICK EXTRACT SPILL BITE BESMEAR BESPATTER SWITCH BEAT BATTER BASH FLAIL  
 STRAIN YANK STRIKE STALK STAVE STAB SQUEEZE SQUASH PENETRATE SPRAIN  
 PRY SPEAR SPLASH SPLIT SMEAR JOSTLE DROP JOLT FORCE COERCE POUND POKE  
 REND RIP SLACK SUFFUSE STIMULATE STIR TOPPLE BUILD MAKE PRODUCE ERECT  
 NIBBLE INNOVATE MANUFACTURE ESTABLISH CONSTRUCT INITIATE INCLINE  
 UNCOVER UNEARTH UNDESS UNVEIL UNFURL UNROLL ENGAGE DISPLAY TRAIL  
 SCOUT TRACE TRAIL SEARCH PURSUE TRACK EXPLORE PARTICIPATE PERFORM  
 KNIT STREW BURST ROUT RADIATE RANGE BESTREW STAMPEDE SPREAD SHOWER  
 SPATTER STRAGGLE STRAY HARRY DISROBE UNCLASP UNLOAD DIVEST DETACH  
 CLEAVE EVADE EXTRICATE GO EMERGE YANK REBOUND RECEDE RECOIL SHAKE  
 INJECT INSERT RE-ENTER INSTALL ADMIT PENETRATE INVEST HUNT EVADE EXTRACT  
 IMMERSE STUMBLE BOUND BOLT HAUL HASTEN HURL HOIST HUSTLE PUSH HEAVE  
 TOW SCATTER SEND SHUT RAISE VIBRATE PRECIPITATE MEANDER BEND SURFACE  
 SWERVE EXHUME EVICT RUSH SCRAM SKIP VACATE SCATTER RUN RETREAT  
 EMIGRATE UPHEAVE PASTE TRUNDLE SLOP

19—D E S T R O Y

ABOLISH OBLITERATE ERADICATE EXPUNGE LIQUIDATE IRRADICATE EXTIRPATE  
 DISINTEGRATE LAPSE FINISH FAIL EXPIRE WILT WITHER EFFACE ANNUL ELIMINATE  
 ADJOURN ELAPSE ESTRANGE TERMINATE EXPEND DISPOSE ENGULF DELETE ERASE  
 EXPURGATE EXTINGUISH DESTROY ANNIHILATE RUIN CONSUME ERODE TOPPLE  
 VIVISECT EXECUTE DEMOLISH DEVASTATE PURGE DOOM DEPRECIATE DEODORIZE  
 DESPATCH EAT GNAW DEVOUR EXPLODE FLAME EMBOWEL DRINK NIBBLE SWIG  
 SWALLOW QUAFF SUP SLAY SLAUGHTER CRUSH SWILL GUZZLE TIPPLE CRUNCH  
 CRUMPLE GOBBLE CRUMBLE DESTROY WEAR SMASH ASSASSINATE RAZE RAVAGE  
 FLAY RIVE WRECK SINK POISON DROWN SMOTHER EMASCULATE NEUTER SPAY  
 CASTRATE DEAFEN BLIND SMASH UNDERMINE SPLIT SPEAR VITIATE SPOIL SQUASH  
 SPIT STAB EXPOSE STIFLE STRANGLE SWAMP SUFFOCATE BASH BATTER BEHEAD  
 BOIL BOMB SHELL BOMBARD BREAK KILL SLAY MURDER IMPALE DEFACE PULVERIZE  
 SHOOT CLUB DOUSE MUTILATE BUTCHER MOB RUIN MASH CRUSH MASSACRE MAUL  
 BURN GAS ELECTROCUTE KEELHAUL MAIM DISABLE MANGLE SKIN SCORCH  
 INCINERATE INCAPACITATE SCALD SAVAGE STARVE SCALP FLOOD INUNDATE AXE  
 CRIPPLE SACK CHOP CLAW DISEMBOWEL EVISCERATE GUT DERAILED DRAW DRAG  
 DISMEMBER DISSECT CRUCIFY DEMOLISH QUENCH QUASH DECAPITATE DAMAGE  
 CHOKE THROTTLE QUARTER RAM PARALYSE DEVASTATE RASE EXECUTE RADIATE  
 ROUT BURST DISPERSE STREW SHRED HANG HACK HASH IMMOLATE IMPALE  
 CLEAVE SUNDER SHATTER LYNCH SEAR TRAMPLE INFLICT PENETRATE INVEST  
 INOCULATE BICKER QUARREL DEAFEN EXTRACT COLLIDE GARBLE JUMBLE SLOP  
 BOGGLE

BOTCH LOSE AMPUTATE DISCARD REPRESS LEAP SPAY WEED LEVEL SHRED AVENGE  
UPROOT WASTE DEVASTATE REVOLT COLLUDE BETRAY REJECT SHRIVEL RETARD  
HANG SHATTER LYNCH INCINERATE IMMOLATE CREMATE DISABLE DEPRIVE  
ENERVATE ABORT CURSE SACRIFICE ENFEEBLE DESICCATE CURTAIL MASSACRE  
DISSOLVE MASTICATE DEDUCT MEDICATE STERILIZE

20 — MIS - E M O T I O N A L

MIS-EMOTIONAL RESPOND DISPUTE EXHORT WELCOME UNDERSTAND APPEAL PLEA  
IRRITATE TERRIFY TERRORIZE IRK TORMENT DENOUNCE DEPRESS DISGRACE  
DISHONOUR DISAFFECT DERANGE DISMAY DEMORALIZE IMPRECATE PERK SOOTHE  
EMBITTER ENLIVEN CHEER DELIGHT FRIGHTEN GRIEVE ALARM SCARE BRUTALIZE  
BULLY DEJECT DEGRADE DEMENT AGGRAVATE BENUMB BEDEVIL APPAL STUPEFY  
STUN VEX UNNERVE WORRY PAIN QUARREL OFFEND NETTLE STIR PROVOKE  
ANTICIPATE QUAIL LOATHE HAUNT LISP HARP BICKER PROTEST WISH BOGGLE  
TRANSPORT SHRUG STUMBLE SYMPATHIZE RELISH ESTEEM HUMILIATE HIDE NEED  
APPROVAL FROM OWN PROTECT CONTROL BLAME PUNISH BE KILL MAKE  
APATHETIC MAKE AMENDS GRIEVE PROPITIATE SYMPATHIZE FEAR NOT-  
SYMPATHIZE RESENT COVERTLY ANGER PAIN RESENT OVERTLY BORE MAKE  
INDIFFERENT CONTENT MILDLY INTEREST INTEREST STRONGLY ENTHUSE  
EXHILARATE MAKE EAGER MAKE SERENE DESPISE WAIL SORROW SIGH BETRAY  
GRIEVE GROAN REPENT RUE YELP AGONIZE MOAN MOPE MOURN ENVY CRY  
DESPAIR EMBITTER WAVER FALTER AVOID CAPITULATE COMMISERATE REGRET  
DEMUR DISHEARTEN EMBARRASS BEMOAN BEWAIL WEEP AGONIZE DISGUST  
ENTREAT CENSURE UPBRAID FOUL DISAPPROVE ENFEEBLE HUMILIATE MORTIFY  
DARE SHAME ASHAME SULK OUTCRY SCORN INFURIATE RAGE RANKLE GROWL  
POUT GRUMBLE NAG YELP YAP DISGUST DISLIKE DISPLEASE DETEST HATE  
INCULPATE ASCRIBE CHIDE COMPLAIN CHEW CONDEMN OBJURGATE CARP IMPLY  
FULMINATE REPREHEND REPROACH AVENGE RESENT DEPLORE RECRIMINATE  
DISAPPROVE ABUSE REBUKE CRITICIZE CONVICT INSANE OUTRAGE WHOOP SLOBBER  
ABHOR ABOMINATE ANGER ANNOY SCORN INFURIATE SENTIMENTALIZE SHUDDER  
SIGH QUIBBLE IMPLORER GESTICULATE RAGE RAMP GLOAT PANIC GNASH FAINT  
FIDGET FIGHT REPENT FRET DREAD RUE YELL AGGRIEVE MADDEN PALPITATE  
DISLIKE DISPLEASE DISTRESS DESPAIR DESPOND DETEST AMERCE MORTIFY SHAME  
RESENT CURSE DISCOURAGE DISTRACT BOTHER COMMISERATE REGRET BLAME  
HATE

21 — W I T H H O L D

ACCUSE ABUSE ACCOST PURLOIN IMPEACH AGITATE IMPERIL IMPAIR IMPALE  
AFFLICT IMPLICATE TRANSFIX SCAR INCRIMINATE INDENT INDICT SEGREGATE SEAL  
SHACKLE TUCK SHIRK SECLUDE INTERCEPT SHUN HIDE HIBERNATE HINDER LIMIT  
INSULATE EXEMPT CLAM EXCEPT CONCEAL CONTAIN CONSTRICT CONSTRAIN CURB  
ENCHAIN CLUTCH ENGORGE PRECLUDE PINION MUZZLE MUFFLE BOUND BOLT BIND  
ABSTAIN BESIEGE BAN ARREST SWADDLE SURROUND SUSPEND APPREHEND STILL  
SPECIALIZE SPARE WEDGE SNARE WEAN WARD WARN RETRACT WITHHOLD STOW  
REFORM SOOTHE STAUNCH EXCUSE CIVILIZE CALM HOLD HALT STOP SHUT HITCH  
DISCIPLINE TAME RECALL CHALLENGE SUBDUE REQUIRE SUMMON HANDLE  
CORRECT ADJUST REGULATE EDIT EMEND SET SITUATE VOTE STEER USHER  
NAVIGATE PILOT HUSH STIPULATE PRESCRIBE DIRECT MODERATE ARRANGE  
ORIENTATE ASSORT DISABUSE SHAPE RULE COMMAND MASTER ORDER ABATE  
PARRY SQUEEZE TIE BIND NAIL DESERT DEPRIVE OSTRACIZE BANISH FIX GRASP  
TRAP CRIMP COMMANDEER REQUISITION KIDNAP INTERDICT TRICE QUELL SEIZE  
MANACLE CHAIN TRUSS ENSNARE HANDCUFF FETTER CRUCIFY DEPOSE  
CAPITULATE COMMIT STEAL SNATCH INCARCERATE STARVE EXILE MAROON  
EXPOSE EXCRUCIATE TAX DEFACE EXTORT CAPTURE EXTRACT SPILL MURDER  
FORGET DESIST IMPRESS IMPRISON IMMURE SORT ZONE UNCLASP UNLOAD DIVIDE  
CLEAVE EXCLUDE INDISPOSE YANK RECOIL INOCULATE INHUME CONTRADICT  
DECLINE RECEDE HUMOUR GAG EDUCATE CONSERVE PAWN CAGE CEASE COMMIT  
CONSECRATE COVER DISABLE DEPRIVE CATCH ENJOIN ENTRAP ESCHEW CAGE  
ENFEEBLE DENY SUPPRESS CURTAIL MIRE FOUL PLOT CAUTION CHECK CACHE  
COVER DISARM DISALLOW CONSPIRE GO CONNIVE COLLUDE CLAIM RETARD  
FORGET FILTER RESTRAIN RESTRICT SECRETE FRUSTRATE RESIST RESERVE FORGO  
FORBID REPRESS FOIL FETTER

FASTEN PROHIBIT PREVENT REFRAIN GAG RECOMMIT LOCALIZE LATCH THREATEN  
THRASH THRALL TIE ISOLATE SHEATHE SEIZE IMMURE FORBEAR THWART

22 — F A I L E D W I T H H O L D

SHRIVE LOOSE GASP GRANT RELEASE FLAUNT YIELD LIBERATE PHILANDER  
OUTBREAK UNCHAIN UNLOOSE UNLOCK UPHEAVE UNTIE UNGIRD UNFETTER  
ACQUIESCE ACCEDE BLAB BLURT PEACH EMANCIPATE CLOY DISGORGE DIVULGE  
FAILED WITHHOLD WHIMPER SHARE SATISFY RECOMMEND ADVISE PARDON PERMIT  
TENDER REIMBURSE ENDOW COAX PANIC FINANCE BESTOW SUPPLY REplete  
OBLIGE SURFEIT FILL SUFFICE FULFIL EXTEND CONTRIBUTE CO-OPERATE AVAIL  
LEND REDRESS RE-ENFORCE REINFORCE OFFER REVIVIFY UNDERTAKE VOLUNTEER  
SUCKLE SUPPORT DEFRA Y PROVIDE EQUIP DRIVE MANIFEST REMAND ALLOW START  
BEGIN FETCH HEAVE HAUL DISBURSE COMPLY ASSIGN APPOINT ALLOCATE ALLOT  
UTILIZE ENLARGE MAGNIFY EXPAND AWARD AIM ALTER EMPHASIZE DEPUTE  
DELEGATE TACKLE OPERATE EMPOWER DILATE AMPLIFY ELONGATE VEST ACTUATE  
HIRE RENT CONSIGN APPROVE ELECT HOIST MANIPULATE LOAD PUT SEND REMAND  
PROFESS APPEAL RESPOND REPORT REMARK REPLY ASK VOICE UTTER SPEAK CALL  
SOUND BREAK DISCLOSE REACH TELL TALK EXCLAIM EXHIBIT REVEAL SHOUT SHOW  
SMELL SLUMP SLOUCH REACT STINK SLIP SMART PULSATE THROB TINGLE DRIP  
RECOUNT QUOTE REITERATE RECAPITULATE TESTIFY RELATE REPEAT REVIEW  
REMEMBER REMIND IMITATE BREAK BOMBARD SHELL AGGRAVATE BITE BESPATTER  
BESMIRCH BESMEAR BESLOBBER BESET BESLAVER BELABOUR ATTACK BEDEVIL  
BEFOUL ASSAIL BATTER BASH FLOOD SWAMP FLAIL STORM STRIKE STAB SQUELCH  
SQUASH GOSSIP SPOIL PRY STAIN SPLASH VIOLATE SPLIT VEX SOCK SOIL SMEAR  
SMASH SURRENDER SMITE INFILTRATE SLAM SLICE SLASH SMACK SLAP SINK  
WHACK WOUND WORRY OVERWHELM MUTINY PAIN WRENCH QUARREL WRECK  
WALLOP OPPRESS OFFEND NIP NICK JOSTLE DROP NETTLE JOLT RETALIATE REBEL  
FORCE REVOLT POUND POKE PLUNDER REND REVENGE RECK PESTER PLAGUE  
PERSECUTE RAVAGE RAVISH RAZE IMPRISON RIFLE RIP PECK GRAB GOAD SLUG  
PASTE DEVASTATE RANSACK RAP RAPE RAID GASH BURGLE THUMP THRUST  
TROUNCE TROUBLE IRK DAMAGE TORMENT TORTURE SPY JAB TRIP INTIMATE  
INCRIMINATE DUEL SNIPE DENT DENOUNCE CUT CHARGE DRENCH DISSIPATE  
TRANSGRESS COMMIT CLAW DAZZLE SACK EXPLOIT CRIMINATE SMUGGLE INVADE  
KICK SIN SMUDGE INUNDATE IMPOSE BOTHER SAVAGE SCALD SCORCH KNOCK  
MANGLE POACH MOLEST BUMP MAUL MASSACRE SQUEAL MOB BUTT BUTCHER  
PIERCE CANE DISTURB CLUB SHOOT PUNCH IMPRESS PRESS IMPALE IMPOUND  
LIQUIDATE DEVASTATE DESTROY DEMOLISH CRUSH EXECUTE PURGE SLAY  
SLAUGHTER ANNIHILATE RUIN ENGULF EXPIRE WILT ERODE FLAME EXPLODE  
CRUMPLE EXPEND ESTRANGE CONSUME DEVOUR SWILL EAT GUZZLE SWIG GNAW  
GOBBLE TIPPLE NIBBLE DRINK TOPPLE IRRADICATE IMPREGNATE DIVULGE SQUEAL  
UNCOVER UNEARTH UNdress UNVEIL UNFURL DISPLAY UNROLL UNFOLD EXTRACT  
ENTWINE CONSORT TOUCH WED MARRY EMBRACE PERVADE PERMEATE  
ENCOUNTER CLING DISPERSE DIFFUSE STRAY STRUGGLE STREW SPATTER SHOWER  
BURST SPREAD ROUT STAMPEDE HAMMER HAZE SHOCK LOOT INSULT BITCH  
HORRIFY HECKLE HIT HARASS IMMOLATE HURT HARRY HOUND INCRIMINATE  
IMPLICATE AFFLICT ACCOST ABUSE DISROBE UNCLASP CLEAVE UNLOAD DIVEST  
DIVERGE SUNDER DETACH EXCOMMUNICATE OUTLAW DIFFER DIVIDE ZONE  
SEPARATE TRESPASS SHAKE LYNCH INJURE SCRATCH INFLICT ADMIT PENETRATE  
INJECT INSERT INVEST HARP HUNT LISP DEAFEN CONCEDE CONTRADICT PROTEST  
QUARREL REMONSTRATE DISSENT CONTEND BICKER TIE COLLIDE GARBLE IMMERSE  
JUMBLE SLOP STUMBLE BOTCH EXACT PAWN WANT DISCARD SHOVE LEAP TOY  
TURN TUG SHIFT ENVY AGONIZE MOAN YELL YAP YELP RUE REPENT GRUMBLE  
FIGHT POUT GROAN GLOAT REVOLT IMPUGN RECANT TRADUCE BETRAY SHUDDER  
INFURIATE ANGER SLOBBER WEEP WAIL OUTRAGE OUTCRY SHIVER BROOK CONFESS  
PRY DESIRE ENTREAT DESPAIR VOMIT NAUSEATE SUCCUMB RETCH REVEAL  
DISCLOSE SPILL STOOL SING TALK TATTLE DEDUCT ELUDE ENFEEBLE ENTRAP  
INFORM SQUEAL DISTRESS BULLY RAM ACCUSE INFRINGE

23 — S E P A R A T E

SUNDER STRADDLE REFRACT DECOCT EXCLUDE FILTER DISROBE UNCLASP UNLOAD  
DIVEST DIVERGE DETACH EXCOMMUNICATE OUTLAW DIFFER DIVIDE

ZONE SEPARATE SORT CLEAVE DILATE INDIVIDUATE SHARE RIVE ISOLATE IMPRISON  
SECEDE BANISH DIVORCE OSTRACIZE WRENCH DEPRIVE DESERT SLIT SEVER SLASH  
SPILL SPLIT PRY BEHEAD IMPOUND MAROON INCISE AXE SNATCH STRAGGLE CHOP  
DISEMBOWEL EVISCERATE DRAW DESPOIL DISMEMBER CASTRATE DISSECT CUT  
CROP KIDNAP BANISH STRAY INTERSPERSE STREW SPATTER DIFFUSE DISPERSE  
RADIATE RANGE SHRED LOOT HEW HASH PURLOIN EXTRACT DEBATE PROTEST  
QUARREL REMONSTRATE DISSENT CONTEND BICKER CONTRADICT RECEDE YANK  
EMERGE DISMISS HIBERNATE SHUN SCCLUDE SEGREGATE ISOLATE LATCH THRASH  
AMPUTATE DISCARD RESERVE WEDGE WEAN PARTICULARIZE DISTINGUISH  
TABULATE ITEMIZE DIVERSIFY BISECT DEDUCT DISCRIMINATE DISCHARGE DEPORT  
EXILE FIRE EXPEL BANISH SECEDE SELECT EXORCIZE EXCEPT CLEAVE

24 — A T T E N T I O N

FIX FIXATE DAZZLE DAZE IMPLANT STARTLE WORRY PESTER HELP ASSIST SERVE  
INVOLVE EVOKE WAKE WAKEN AWAKEN ENGROSS TEMPT ATTRACT TANTALIZE  
MARVEL ALLURE TRANCE IMPRESS CAPTIVATE FASCINATE ELECTRIFY HORRIFY  
HARASS HOUND TRANSFIX DIVIDE SEPARATE SORT ZONE THRALL BOGGLE EDUCATE  
SPECIALIZE SHIFT PREOCCUPY USE PURSUE PRACTISE FREQUENT EXERCISE  
EMPLOY WELCOME THANK SYMPATHIZE REMEMBER RECOGNIZE INGRATIATE HOB-  
NOB FAVOUR ENDEAR EMBOSOM BEFRIEND ACKNOWLEDGE WORSHIP VENERATE  
VALUE TREASURE REVERE PRIZE LOVE LIKE IDOLIZE HONOUR HARBOUR HALLOW  
GLORIFY ESTEEM DOTE CHERISH APPRECIATE ADORE ADMIRE AWAIT WATCH  
GUARD BEWARE TREK OVERHAUL MARAUD FORAGE DISSECT CANVASS TRAVERSE  
SCOUR PIERCE EXPLORE VENTURE STALK FOLLOW CHASE SOUND PROBE FUMBLE  
FATHOM DELVE TEST EXPERIMENT WINNOW SIFT ANALYSE SPECULATE REGARD  
OBSERVE MARK CONTEMPLATE BEHOLD STARE PEER PEEP OGLE GLOAT GAZE SPY  
SCAN QUIZ PRY EYE SEEK SEARCH RUMMAGE RANSACK QUEST NOSE LOOK HUNT  
FERRET SCHEME PLOT PLAN GET THE IDEA ATTENTION FIXED THINK FORESEE  
RECALL RECONSIDER VALIDATE PREMEDIATE DELIBERATE CONCENTRATE BETHINK  
ABSORB VIEW SENSE PERCEIVE IMAGINE FEEL CONCEIVE CATCH APPREHEND  
THEORIZE CON RECKON REASON PHILOSOPHIZE COGITATE REVOLVE RUMINATE  
PONDER MUSE MEDITATE CUDGEL CHEW REGARD PERUSE BROOD SPECULATE TEST  
COMPARE WEIGH MIND HEED ENTERTAIN CONSIDER ATTEND STUDY SCRUTINIZE  
AWAKE EXAMINE CONSULT ATTENTION SHIFTED ATTENTION

25 — P R O P I T I A T E

GRATIFY PACIFY PANDER PAMPER PRAY FAWN FLATTER APPEASE STOOP  
SUPPLICATE SYNCOPATE PLEAD BESEECH BOW PROPITIATE EXPATiate EXPiate  
DEFER CRINGE DOTE INDEMNIFY AMELIORATE LULL THANK PAY WINE DIVERT  
CULTIVATE CONCILIATE WILE SOOTHE ALLAY SMOOTH OBLIGE APPEAL WELCOME  
PROMISE PERSUADE REMUNERATE SANCTION REPAY CONSENT PROFESS ASK  
RESPOND SATISFY PLEA SLAVE EMULATE ADMIT PROSTRATE ABASE CLING ENTWINE  
CONSORT FRATERNIZE JOIN COMBINE REJOIN REUNITE SHOWER BESTREW  
IMMOLATE CLEAVE DISROBE UNCLASP UNLOAD DIVEST INVITE CONCEDE COAX  
CONTRADICT HUMOUR WISH TRY CONSERVE LOSE PETITION PREPAY DEIFY SHRUG  
SHAMBLE SYMPATHIZE TRUCKLE EXTOL DEDICATE EXALT CROUCH ENTREAT  
APPEAL GRIN SACRIFICE WORSHIP CAJOLE INDULGE SIMPER TRY COMMISERATE  
WHEEDLE APPLAUD LIONIZE SHINE SIGNALIZE AWE GLORIFY PRAISE IDOLIZE  
INFLATE WEEP SLOBBER IMPLORE REPENT DREAD WORSHIP ANOINT CAPITULATE

26 — I M P O R T A N C E

TRUCKLE TRUMP TROW DEVOTE DEVOLVE DESERVE CROW DEIFY CONSECRATE  
EXTOL DEDICATE CONGRATULATE PROMOTE ENNOBLE CAPITALIZE ESTIMATE  
CERTIFY CHERISH EXALT CITE COMPLIMENT COMMEND PRESENT FELICITATE  
REPUTE FOSTER RESPECT REVERE REWARD JUDGE OUTNUMBER WAX WORSHIP  
SLATE VALUE SOLEMNIZE VOW STRESS STRUT SUPERPOSE SURPASS ANOINT  
SWAGGER SWANK APPLAUD ARBITRATE ASPIRE ASSAY AVOW ADJUDGE ADJUDICATE  
ADORN BLAZON BOAST BRAG MILITATE PICK PLEDGE POSTURE PRECEDE  
PREDOMINATE PREEN PREOCCUPY LIONIZE

INSTIL SHINE SIGNALIZE TRIUMPH TOP AWE RANK GLORIFY RATE GRADE PRAISE  
REGARD IDEALIZE IDOLIZE IMMORTALIZE ACCREDIT APPRECIATE TOWER  
INAUGURATE SALUTE INFLATE SELECT TREASURE INLAY INSCRIBE INSPIRE EDIFY  
ENCOURAGE ENDEAR ENHANCE EXTEND CONTRIBUTE RAISE REINFORCE RE-  
ENFORCE RELY FURTHER UPHOLD VALIDATE SPONSOR STRENGTHEN EXCEL  
DELIGHT LIVE CULTIVATE DEVELOP CIVILIZE PAY EMBLAZON DECORATE TATTOO  
EXHIBIT PERSIST PERSEVERE PERPETUATE MAINTAIN RECONSTRUCT RENOVATE  
RENEW CONTINUE PROSPER SUCCEED WIN SURMOUNT GROW SURVIVE IMPRESS  
BRAND EXPLOIT GOAD DUB ATTRIBUTE CRAVE SHOWER BESTREW RADIATE  
STAMPEDE HORRIFY ZONE EXCOMMUNICATE OUTLAW FILTER DECOCT SORT DIFFER  
CLEAVE SCORE INTRUST BICKER CONTEND COAX DISSENT REMONSTRATE QUARREL  
PROTEST DEBATE HARP SEAL ISOLATE THRALL HUMOUR RISK EDUCATE SECRETE  
COVET CONSERVE WARN SPECIALIZE SURROUND BESIEGE ASCEND HURRY ADVANCE  
TURN FLAUNT ESTEEM BLUSTER INITIATE INSPIRE RECOMPENSE PREFER SWEAR  
RAVE CATCH SCORE ENTRAP DARE ELABORATE EMBELLISH SWELL GARNISH TRIM  
TRANSFIGURE CACHE BLESS WORSHIP FLATTER PROVE EXHUME PRY ENVY AGONIZE  
NAG DREAD YELL GROAN GLOAT RAMP PLOT CONSPIRE QUIBBLE CONNIVE COLLUDE  
SHUDDER ABOMINATE BETRAY ABHOR WEEP WHOOP PALE STRIVE PREVAIL INSURE  
PROCLAIM PLEDGE PROMISE CONCENTRATE DISPLAY DRAMATIZE DISTINGUISH  
EXAGGERATE BEDAZZLE IMPORTANCE

27—F A I L E D I M P O R T A N C E

IMBRUE DESPISE DESECRATE DEROGATE DISDAIN DISPARAGE DISRATE DISCREDIT  
DISCOUNT CROUCH DEIGN CRIMP DETRACT DWINDLE DEVEST BLUSTER  
SUPERANNUATE SUBMERGE STANDARDIZE UNDERBID UNDERESTIMATE UNDERRATE  
UNBEND UNDERVALUE OVERPOWER OUTSTRIP OUTWIT OUTWORK WAIVE RELEGATE  
WANE REDUCE GLOZE IGNORE SHRINK SHRIVEL CRITICIZE DISCOURAGE HEAL SALVE  
ABSOLVE ALLEVIATE ALLAY MITIGATE PARDON PALLIATE CONSOLE RECONCILE  
FORGIVE SMOOTH SOOTHE EXCULPATE COMFORT DEFRAY DISBURDEN ABASE  
DEGRADE DEBASE DEFLATE SHAME CONQUER CRUSH EXILE DISABLE INCAPACITATE  
DEPRESS DEPOSE QUELL TRIFLE QUASH DAMAGE ASSASSINATE OVERWHELM SINK  
REPRESS SMASH SMEAR UNDERMINE UNDERCUT VANQUISH SQUASH SQUELCH  
STULTIFY ENSLAVE SUBJUGATE DEMOTE LOAF REPOSE RELAX RUSTICATE SPATTER  
BURST STREW DIFFUSE ROUT STRAY STRAGGLE DISPERSE INSULT IMPEACH  
EXCLUDE SUNDER DETACH DIVEST UNLOAD UNCLASP DISROBE DIVIDE SEPARATE  
CLEAVE INHUME CONCEDE DECLINE SHIRK LOCALIZE HUMOUR RISK FORGO LOSE  
DISCARD RETRACT RETREAT RETIRE INURE OUTCRY SCORN MOPE MOURN ENVY  
EXHUME DESPAIR DESPOND BELITTLE CAPITULATE PERISH PUTREFY ROT SUBMIT  
SUCCUMB IGNORE STOOP MOCK BOW FOUL DECREASE ENFEEBLE RANK RESCIND  
REPUDIATE RESIGN FORSAKE RENOUNCE SHIFT LEAP TURN SHRUG REJECT FORGET  
CLOY TAUNT DISAPPROVE CURTAIL WHITTLE REGRET DEGRADE DEMOTE HUMILIATE  
JEER DECRY DEFAME GIBE RAG REBUFF CATCH SCOFF MORTIFY EMBARRASS  
MINIMIZE SLUR RIDICULE RIB DEPRIVE JIBE INVALIDATE DEPRECATE SPURN SNUB  
SNEER DISPROVE DISCLAIM OMIT DISABLE RELINQUISH PROSTITUTE FAILED  
IMPORTANCE

28 — A R R I V E

ATTAIN ALIGHT ACHIEVE ACCOMPLISH ENCAAMP CONCLUDE CULMINATE DETRAIN  
ARRIVE END COME DELIVER BARRACK CONFRONT FACE REVEAL EXHIBIT SUCCEED  
WIN SURVIVE MATURE COMPREHEND SUBSTANTIATE TESTIFY RECOGNIZE RELAY  
TRANSMIT REPLACE RESTORE REPLENISH DUPLICATE REMEMBER COPY PRINT  
QUOTE RECEIVE INFILTRATE RAM RAID SMUGGLE INVADE INUNDATE BOARD BESET  
STORM PENETRATE MATERIALIZE FIND ABIDE DWELL SOJOURN CAMP PARK PERCH  
SITE ATTEND WED MARRY JOIN REJOIN REUNITE CONNECT LINK MEET INTERSECT  
ENCOUNTER COMBINE MATRICULATE INSTALL ADMIT PENETRATE INJECT INSERT  
INVEST INOCULATE INTRUST EMERGE IMMIGRATE LEAP CATCH

29 — F A I L E D T O A R R I V E

PROTRACT RETARD FAILED TO ARRIVE RECAPITULATE REITERATE PRACTISE  
REHEARSE RETRACE TRANSCRIBE REPEAT RECORD REMIND REDUPLICATE

REPRODUCE REVIEW MULTIPLY RECOUNT DERAIL STRAGGLE MAROON IMPOUND  
AMBUSH DROWN IMMOBILIZE WAYLAY WRECK RUSTICATE RELAX REPOSE LOAF  
BECALM BASK IMPAWN RECLINE SPRAWL SIT SQUAT STICK DESIST POISE BURST  
STREW DIFFUSE RADIATE RANGE STAMPEDE ROUT DISPERSE STRAY STRAGGLE  
HANG STRADDLE EXCLUDE ZONE SUNDER DETACH DIVEST UNLOAD  
EXCOMMUNICATE OUTLAW FILTER CLEAVE DISMISS GARBLE RESORT STUMBLE  
BOTCH BOGGLE PREVENT BESIEGE MIRE SUCCUMB PERISH SWERVE STAGGER  
WAVER FALTER DESIRE MOPE FIDGET FRET STRIVE STRUGGLE RETREAT SAUNTER  
TURN DEPRIVE DISSUADE DISABLE EVADE

30 — S U R V I V E

PROSPER RECOVER RECUPERATE WIN SUCCEED SURMOUNT TIME GRUB LIVE VALET  
DARN REPRIEVE RENEW LUXURIATE THRIVE FLOURISH RECUR CONTINUE TOIL  
LABOUR SURVIVE PERSEVERE MAINTAIN PERPETUATE PERSIST PROLONG LAY  
INHALE RESPIRE NURTURE NOURISH RECONSTRUCT RENOVATE REINSTATE GROW  
MATURE FIX INVIGORATE CIVILIZE DEVELOP CULTIVATE EXCEL ENLIVEN PROVIDE  
EXHILARATE ENABLE SUPPORT SUCCOUR REINFORCE RE-ENFORCE STRENGTHEN  
VOLUNTEER UPHOLD UNDERTAKE REVIVIFY REVIVE FURTHER RESCUE RESUSCITATE  
REJUVENATE REGENERATE RAISE CO-OPERATE CONTRIBUTE EXTEND FULFIL  
ENERGIZE SUSTAIN HELP TRAVAIL SERVE INNERVATE LENGTHEN DUPLICATE  
MULTIPLY IMITATE REPRODUCE RESTORE REPLACE REPLENISH REMEMBER REMIND  
EMULATE COPY RECORD PORTRAY PRINT REPRINT DEPICT QUOTE REPEAT  
REDUPLICATE VANQUISH EXPLOIT PROSECUTE PROPAGATE POPULATE BREED  
PROCREATE INBREED BEGET IMPREGNATE SECURE RELAX REPOSE LOAF SOJOURN  
DWELL ABIDE RESIDE SITE RUSTICATE FREEZE OSSIFY INHABIT CONSERVE PIECE  
REIGN PREVAIL EVOLVE ENDEAVOUR QUALIFY TRANSPORT ADVANCE PROTRACT  
IMMORTALIZE TRIUMPH WAX EXIST PREVAIL ENDURE EKE LAST WITHSTAND  
SUBSIST CLEAVE

31 — W A I T

PROCRASTINATE EXPECT DELAY DETAIN DETER LURK DALLY DANGLE DAWDLE  
QUEUE LOUNGE WAIT LANGUISH LIGHT IMPEND TEMPORIZE LOITER LOLL AWAIT  
MUSE PAUSE POSTPONE BIDE WAIT MEDIATE NEGOTIATE REMAND HOLD HALT STOP  
SHUT ENGAGE TREAT DRILL PERSIST PERPETUATE MAINTAIN PERSEVERE CONTINUE  
RECUPERATE TIME PROLONG WAYLAY HANG STICK IMMOBILIZE AMBUSH STALL LAG  
LURK BESIEGE SEIZE ANTICIPATE ABIDE RESIDE LOCATE SITE STICK RUSTICATE  
PERCH POSE SQUAT SIT SPRAWL RECLINE BASK BECALM NESTLE IMPAWN PIN  
BATTEN BELAY FREEZE CAMP SECURE OSSIFY POISE RELAX REPOSE LOAF PARK  
SOJOURN DWELL CLING ENTWINE BETROTH HANG CLEAVE INHUME DEBATE HAUNT  
HIDE BOGGLE HESITATE CONSERVE SUSPEND TOY PARK AMBLE SAUNTER FIDGET  
DESIRE FRET RELAPSE MOPE RETARD SUBMIT STALL DISSUADE DEFER ENTRAP  
CAGE PROTRACT

32 — L E A V E

EXPEL EXPORT DEPORT DESERT DISAPPEAR DISCHARGE EXUVIATE WITHDRAW  
UPROOT EXHALE EXTRUDE EXUDE BANISH EJACULATE EJECT ELOPE ESCAPE  
EMBARK ENTRAIN APOSTATIZE EVACUATE EXHAUST DECAMP QUIT PERSPIRE  
ABSCOND ABSENT SECEDE LEAVE HIE HIKE ABDICATE ABDUCT LEAVE START BEGIN  
ALLOW RELAY TRANSMIT WILL RETREAT SINK DESERT BANISH DISSIPATE EXILE  
DEVISE QUIT PURSUE DESIST DECAMP RADIATE RANGE STAMPEDE ROUT DISPERSE  
STRAY STRAGGLE OUTLAW EXCOMMUNICATE UNLOAD UNCLASP DISROBE DIVEST  
DETACH SUNDER DIVERGE DIVIDE SEPARATE EXTRICATE GO DISMISS EMERGE YANK  
REBOUND RECEDE RECOIL CONCEDE REBOUND LOSE AMPUTATE MIGRATE CURTAIL  
DISSUADE DEPART FLY RETREAT FLEE MARCH SAIL RETIRE RESIGN PERISH AVOID  
TIRE UNFIT ROT NAUSEATE VOMIT RETCH SWOON PUTREFY DRAIN CAPITULATE  
SUCCUMB END VACATE SCATTER RUN EXORCISE FLUSH SKIP RUSH SCRAM BETAKE  
EVICT FORSAKE EMIGRATE FORSWEAR CEASE REJECT OUTBREAK SHIFT TURN LEAP  
SHOVE TRANSPORT IMMIGRATE BOLT TRAVEL JOURNEY SEPARATE EVAPORATE  
DEPRIVE

FREQUENT ENWRAP ENCOMPASS ENVELOP ENCLOSE ENCIRCLE OVERTAKE SETTLE  
 HOVER REMAIN VOLUNTEER HELP ASSIST REMAND HITCH STOP TAME RECALL  
 MEDIATE NEGOTIATE CHALLENGE MIX ENGAGE TREAT FETCH SUBDUE DEMAND  
 REQUIRE SUMMON HEAVE HAUL HOLD HALT DISCIPLINE INTRUDE RECALL RECOVER  
 REPRIEVE REINSTATE PROLONG RECONSTRUCT RENOVATE RECUR RENEW PERSIST  
 PERPETUATE MAINTAIN PERSEVERE CONTINUE RECUPERATE PILLORY RESTORE  
 REPLENISH DUPLICATE REPRODUCE REDUPLICATE REMIND REMEMBER RECORD  
 COPY PORTRAY PRINT REPRINT DEPICT QUOTE REPEAT TRANSCRIBE RECEIVE  
 CHARACTERIZE ITERATE RETRACE REHEARSE PRACTISE REITERATE RECAPITULATE  
 REVIEW REPLACE PENETRATE TIE DROWN BIND IMMOBILIZE WARD WAYLAY FIX  
 PESTER PLAGUE RAVAGE IMPRISON RAM QUARTER RACK TRICE BESIEGE SIEGE  
 TRUSS CHAIN MANACLE SEIZE TRAP FETTER ENSNARE CRUCIFY COMMIT INVADE  
 INCARCERATE DISABLE MAROON BECALM IMPRESS PRESS BOARD IMPALE IMPOUND  
 SECURE CAMP FREEZE BELAY BATTEN PIN IMPAWN NESTLE BASK RECLINE SPRAWL  
 SIT SQUAT POSE PERCH RUSTICATE STICK SITE LOCATE RESIDE ABIDE DWELL  
 SOJOURN PARK LOAF REPOSE RELAX QUIESCE OSSIFY EMBRACE CLING ENTWINE  
 MARRY WED REUNITE REJOIN HANG HECKLE IMMURE HARRY IMPERIL INFILTRATE  
 INFEST TRESPASS INFRINGE RE-ENTER INHABIT HAUNT HARP LIMIT INTERCEPT  
 SECLUDE SHACKLE SEIZE LATCH THRALL HUMOUR FASTEN PREVENT HESITATE  
 FETTER RESIST RESTRICT SNARE ARREST SURROUND APPREHEND LAST DESPAIR  
 MOPE UNDERGO ENDURE WITHSTAND EXIST PREVAIL RETARD BOUND BIND BOLT  
 CUMBER ENTRAP MIRE CACHE ABIDE HAUNT STICK INFEST DELAY HOLD CAGE  
 FIDGET TURN TUG CATCH FAILED LEAVE

## 34 — P R O T E C T

COVER DISPEL EMBANK EVERT DISCRIMINATE CODDLE PRESERVE PROTECT  
 ENTRENCH ESCORT KEEP DEFEND LAVE LEGALIZE LEGITIMIZE LEGISLATE LICENSE  
 GUARD GIRD FEND FORTIFY REPULSE REPEL FRANCHISE THATCH AVERT BLESS  
 PARRY PATROL PICKET SAVE DISARM SAFE TEND DEFLECT HELP SUSTAIN ASSURE  
 ALLEVIATE ALLAY MITIGATE PALLIATE EASE STOW RAISE REASSURE REFORM  
 REDRESS RE-ENFORCE REINFORCE RESCUE FURTHER UPHOLD SPONSOR VINDICATE  
 STRENGTHEN SUCCOUR SUPPORT PROVIDE EQUIP CULTIVATE DRESS ADMINISTER  
 SUPERINTEND SUPERVISE MANAGE PRESIDE HANDLE ASSIGN APPOINT ALLOCATE  
 ALLOT TOW ACCOUNT TAG UTILIZE HOLD TEST ORGANIZE UNTANGLE CORRECT  
 ADJUST REGULATE DISCIPLINE HALT EDIT STOP DETAIL ENUMERATE ENLARGE  
 MAGNIFY EXPAND AWARD AIM EMPHASIZE DRILL TAME EMEND ALTER DELEGATE  
 DEPUTE SHUT RECALL NEGOTIATE MEDIATE TACKLE CHALLENGE SET OPERATE  
 DEPLOY EMPOWER START SITUATE REIGN DILATE AMPLIFY ELONGATE VEST VOTE  
 SPACE MIX DEMAGNETIZE ACTUATE ACQUIT UNRUFFLE RENT HIRE ENGAGE  
 CONSIGN STEER TREAT HITCH HEFT JOCKEY JUGGLE USHER NAVIGATE PILOT  
 OFFICIATE IDENTIFY FETCH BEGIN SUBDUE REMAND PREDISPOSE HUSH APPROVE  
 STIPULATE PRESCRIBE DIRECT REQUIRE ELECT MODERATE ARRANGE HABITUATE  
 ALLOW ORIENTATE ASSORT DISABUSE SUMMON HOIST SHAPE MANIPULATE RULE  
 COMMAND MASTER ORDER LOAD PUT PUSH HEAVE HAUL SEND COMPLY ABATE  
 DISBURSE RENDER CIRCUMSTANTIATE SPEAK PLEA REPRIEVE REINSTATE REPAIR  
 RECONSTRUCT RENOVATE RENEW PERSIST PERPETUATE MAINTAIN PERSEVERE  
 CONTINUE RECUPERATE NOURISH FIX NURTURE LABOUR TOIL DARN LAY GRUB  
 VALET REMIND REPRODUCE MULTIPLY TESTIFY COMPREHEND RECOGNIZE REPLACE  
 RESTORE REPLENISH REMEMBER PICKET PATROL DODGE STAVE DUCK SECURE  
 FREEZE BELAY BATTEN PIN IMPAWN LOAF OSSIFY CAMP REPOSE RELAX NESTLE  
 CONNECT CLING ENTWINE MARRY WED BETROTH JOIN COMBINE EMBRACE  
 PERSUADE PERMEATE LINK HECKLE HURT ZONE SEPARATE EXCLUDE FILTER  
 OUTLAW EXCOMMUNICATE UNLOAD UNCLASP CLEAVE DISROBE DIFFER DIVEST  
 DETACH SUNDER DIVERGE DIVIDE LASH INOCULATE CONTEND HUNT INSULATE  
 HIBERNATE HIDE SECLUDE TUCK SHACKLE SEAL SEGREGATE THWART ISOLATE  
 SHEATHE LOCALIZE LATCH THREATEN IMMERSE HUMOUR RESORT RISK FASTEN  
 PROHIBIT PREVENT EDUCATE RESIST FORBID FORBEAR FOIL WARD WARN SPARE  
 SWADDLE SURROUND SHELTER ENCLOSE ENCOMPASS HARBOUR COLLUDE CONNIVE  
 ENTREAT ENFORCE DOMINATE DISALLOW DICTATE

COMPEL TIRE SWERVE SWOON GUARANTEE WALL SAFEGUARD MUFFLE BOLT LEAP  
TURN TUG CLUTCH EXEMPT RETARD CLAIM CHERISH FOSTER VALUE INSURE  
BETRAY INTERVENE CACHE JUSTIFY CONDEMN CAUTION MEDICATE DISTRACT  
CURSE ENTRAP CAGE CATCH CONSERVE PREPARE CAMOUFLAGE

35 — F A I L E D P R O T E C T

SURRENDER STAKE OVERWHELM UNARM OVERTHROW GAMBLE COMPLY ALLOW  
DISBURSE PAIN AGGRAVATE CAPTURE DEGRADE DEJECT TERMINATE FINISH  
IRRADICATE LIQUIDATE TOPPLE DOOM DISPOSE DEVASTATE DESTROY DESPATCH  
CRUSH DEMOLISH DELETE EXTIRPATE EXPUNGE EXECUTE PURGE ERASE ERADICATE  
OBLITERATE SLAY SLAUGHTER ANNIHILATE ABOLISH ANNUL ELIMINATE EFFACE  
DISINTEGRATE RUIN ENGULF EXPIRE EXPURGATE EXTINGUISH DEPRECIATE FAIL  
LAPSE ELAPSE WILT WITHER FLAME ERODE EXPEND EXPLODE DEODORIZE CRUMBLE  
CRUMPLE ESTRANGE ADJOURN SWALLOW EMBOWEL DEVOUR CONSUME EAT SHAKE  
IMPLORE SWILL SWIG GUZZLE GOBBLE GNAW TIPPLE QUAFF SUP DRINK CRUNCH  
NIBBLE TERMINATE IMPREGNATE SEIZE TROUBLE TROUNCE KIDNAP REQUISITION  
TORTURE TORMENT QUASH DAMAGE TERRORIZE TERRIFY GASH COMMANDEER RAM  
RAPE RANSACK PARALYSE DEVASTATE PAUPERIZE RIP RIFLE RAZE PERSECUTE  
PLAGUE PESTER REND PLUNDER PROSECUTE JOLT DROP OPPRESS WRECK ROUGH  
WRINKLE OVERPOWER OVERWHELM WORRY WOUND SINK REPRESS TYRANNIZE  
UNSETTLE SLASH SURRENDER SMASH SMEAR UNDERMINE SOIL VEX VICTIMIZE  
VANQUISH VIOLATE STAIN VITIATE SPOIL PENETRATE SQUASH SQUELCH STARTLE  
STORM STRAFE STRAIN ENSLAVE SUBJUGATE SULLY BATTER BASH BEFOUL BEDEVIL  
BESET BESMEAR BESMIRCH BESPATTER SHELL BOMBARD BREAK EXTORT BOARD  
DEBASE EXCRUCIATE CORRUPT DEBAUCH EXPOSE DEFACE FRACTURE PRICK  
CAPSIZE PROSTRATE CONQUER DISTURB MUTILATE MOB MAR MASH CRUSH  
MASSACRE BRUISE BRUTIFY SNARL BUMP BULLY BRUTALIZE MOLEST TRESPASS  
POACH MAIM DISABLE MANGLE SCORCH ALARM FRIGHTEN SCARE INCAPACITATE  
SCALD SAVAGE BOTHER IMPOVERISH IMPOSE INVADE VIVISECT EXPLOIT  
DEMORALIZE CRIPPLE STEAL SNATCH RUSTLE SACK DISMAY DERANGE DESPOIL  
DRENCH DISHONOUR DISGRACE DENT DENOUNCE INCRIMINATE IMBRUE OSSIFY PIN  
IMPAWN BECALM STRAY STRAGGLE DISPERSE SHOWER SPATTER ROUT STAMPEDE  
BURST BESTREW STREW HAZE SHOCK SHRED LOOT INSULT HANG HORRIFY HACK  
HIT HARASS HARRY HOUND INCRIMINATE SCAR IMPLICATE AFFLICT IMPAIR IMPERIL  
AGITATE ACCUSE ABUSE DIVIDE CLEAVE DIFFER DIVEST DETACH SUNDER SCORE  
INFILTRATE INFEST SHATTER LYNCH LICK INJURE INFRINGE INFLECT INVEST INJECT  
PENETRATE DECLINE DEAFEN REMONSTRATE PROTEST HUNT RECEDE SEIZE  
COLLIDE THREATEN THRASH IMMERSE RISK JUMBLE BOTCH REFRAIN FORBEAR  
ENFEEBLE CURTAIL AVENGE SLOBBER SORROW ANNOY SHUDDER BETRAY CONNIVE  
ENVELOP PERISH EMBITTER ABANDON FLINCH CRINGE DISTRESS DESPOND DESPAIR  
SUCCUMB ROT PUTREFY DREAD PRY EXHUME AGONIZE PALPITATE FAINT AGGRIEVE  
PANIC EMBROIL TRAMP ADVANCE LEAP TREASURE EVICT RESCIND RENOUNCE  
REPUDIATE RELINQUISH FORSAKE FORSWEAR ABANDON RETREAT SUFFER PALE  
WAIL END OUTRAGE FRET DISABLE SACRIFICE WORRY UPSET PERTURB CATCH  
ENTRAP CAGE DEPRIVE DISROBE FAILED PROTECT

36 — W A S T E

SCRAP WASTE SPEND SQUANDER ATTEMPT BURY REplete SURFEIT MEDIATE  
DETAIL ENUMERATE EXPAND MAGNIFY ENLARGE EMPHASIZE DRILL TAME EMEND  
ALTER DELEGATE DEPUTE SHUT RECALL NEGOTIATE REVIEW PRACTISE REHEARSE  
RETRACE ENGULF FORGET BREAK STULTIFY STRIKE SQUELCH SQUASH SPOIL  
VITIATE SPILL SURRENDER IMMOBILIZE EMASCULATE ABORT CONTRACEPT NEUTER  
SPAY POISON SINK WRECK DROP REND RAVAGE RAZE IMPRISON EXECUTE  
DEVASTATE DAMAGE TRIFLE DUEL CASTRATE GUT SACK CRIPPLE FLOOD INUNDATE  
IMPOUND INCAPACITATE SCORCH INCINERATE MANGLE DISABLE MAIM BURN EXILE  
MASSACRE CRUSH MASH MAROON MAR BUTCHER MUTILATE DEFACE DEBASE  
IGNITE RUSTICATE LOAF REPOSE QUIESCE SIT SPRAWL RELAX RECLINE BASK  
IMPAWN DESIST BECALM ABIDE BETROTH WED MARRY BESTREW STREW SPATTER  
SHOWER STRAY STRAGGLE DISPERSE SPREAD HACK IMMOLATE



ZONE DIVEST SEPARATE EXCLUDE EXCOMMUNICATE OUTLAW SUNDER SHATTER  
LOATHE LAME INJURE DECLINE SHUN SECLUDE SHIRK SEGREGATE GARBLE RISK  
SLOP BOTCH PROHIBIT EDUCATE CONSERVE PAWN DISCARD FORGE FORBID  
REPRESS BAN PERISH PUTREFY VOID ROT NAUSEATE VOMIT RETCH SUCCUMB  
REJECT SPOIL DEMUR MIRE FOUL DENY ENTRAP ESCHEW DEPRIVE CATCH  
PROSTITUTE DISABLE CAGE LOSE DAWDLE LOUNGE SEVER ABANDON SKIP  
UNDERVALUE UNDERESTIMATE UNDERRATE TRAMP TOY CLUTCH FORGET  
DISGORGE PROTRACT DISCARD LOAF IDLE FRITTER EXPAND MISAPPLY MISUSE  
DESTROY DEVASTATE OVERLOOK IGNORE WISH

37 — F A I L E D W A S T E

GLUT GORGE LAVISH FAILED WASTE SHARE SALVAGE BESPEAK CONTRIBUTE AVAIL  
LEND REDEEM REFORM REFIT REHABILITATE REJUVENATE REPAIR RESCUE  
RESUSCITATE OFFER RETRIEVE STAUNCH SUCKLE HOLD UTILIZE ACCOUNT TAG  
RATION ALLOCATE ALLOT AWARD ASSIGN APPOINT AIM TOW HANDLE ORGANIZE  
SUPERINTEND ADMINISTER SUPERVISE MANAGE PRESIDE TEST UNTANGLE CORRECT  
ADJUST REGULATE DISCIPLINE EDIT HALT STOP RENOVATE RECONSTRUCT  
REINSTATE RENEW REPRIEVE CONTINUE PERSEVERE MAINTAIN PERPETUATE  
PERSIST FIX REPAIR DARN VALET PROLONG RECOVER REVIEW RECAPITULATE  
REITERATE TRANSCRIBE REPEAT RECORD REDUPLICATE RECOUNT RELAY  
TRANSMIT DUPLICATE COPY PRINT QUOTE RECEIVE RELATE EMULATE IMITATE  
PORTRAY REPRINT DEPICT REMIND REPRODUCE MULTIPLY REPLACE RESTORE  
REPLENISH REMEMBER WREST PLUNDER GRASP RIFLE GRAB FORAGE RANSACK  
QUARTER RAID BURGLE COMMANDEER REQUISITION SEIZE TRAP DESPOIL RUSTLE  
SNATCH EXPLOIT SMUGGLE SCALP POACH IMPRESS PRESS EXTORT EXTRACT  
SCRAPE INFRINGE TUCK GARBLE HUMOUR FASTEN PREVENT EDUCATE COVET WANT  
RESERVE SPARE WEAN LAST ADAPT EXIST ENCUMBER ENGORGE ABSTAIN DETEST  
EXCEED BLOAT

38 — A B A N D O N

FLUSH EXORCIZE VACATE SCATTER DISCONTINUE RUN SKIP EMIGRATE RETREAT  
CEASE RELAPSE SCRAM SEVER SHED RUSH BETAKE EVICT RENOUNCE RESCIND  
REPUDIATE RETIRE RELINQUISH FORSAKE FORSWEAR RESIGN ABANDON REFORM  
EDIT DIVERT COMPLY EMEND ALTER DISBURSE ABATE DEPUTE DELEGATE SHUT  
RECALL NEGOTIATE MEDIATE STOP HALT BREAK SLACK STRAGGLE QUIT DODGE  
FALTER DROP BANISH OSTRACIZE DESERT SURRENDER MAROON EXILE LOAF  
DISSIPATE DERAIL RUSTICATE DESIST IMPAWN BELAY PARK SPRAWL RELAX BASK  
RECLINE QUIESCE REPOSE DISPERSE STAMPEDE STRAY SUNDER ROUT DIVERGE  
UNLOAD UNCLASP OUTLAW FILTER EXCOMMUNICATE DETACH EXCLUDE SEPARATE  
DIVEST EVADE EXTRICATE GO REBOUND RECOIL CONCEDE DECLINE QUAIL RECEDE  
SHUN SECLUDE SHIRK THRALL JUMBLE BOTCH AMPUTATE LOSE RESERVE FORGO  
RETRACT BOLT IMMIGRATE SHRUG SHOVE LEAP TURN SHIFT FORGET PERISH  
REJECT AVOID TIRE UNFIT ROT SUCCUMB SWOON PUTREFY CAPITULATE ABDICATE  
RESIGN RETIRE DECAMP ESCAPE APOSTATIZE EVACUATE QUIT RUN RETREAT FLY  
FLEE DESERT SURRENDER MIGRATE DEMUR CURTAIL DISCARD ESCHEW END  
SUSPEND DISALLOW DUMP DISSUADE DEPRIVE ENJOIN SHEER

39 — F A I L E D T O A B A N D O N

FAILED TO ABANDON DEVELOP SUPPORT SUCCOUR STRENGTHEN VINDICATE  
SPONSOR SPELL SOLACE UNDERTAKE REVIVIFY RETRIEVE REVIVE FURTHER RESCUE  
REPAIR RELY RELIEVE REINFORCE REHABILITATE RE-ENFORCE REFIT RAISE LEAD  
CO-OPERATE CONTRIBUTE EXTEND CONSOLE STOW SUPPLY ENCOURAGE BEFRIEND  
SUSTAIN HELP SALVAGE ASSIST SERVE HOLD HALT STOP TACKLE MEDIATE  
NEGOTIATE CHALLENGE INTRUDE RECALL RENOVATE RECONSTRUCT REINSTATE  
RENEW REPRIEVE CONTINUE PERSEVERE MAINTAIN PERPETUATE PERSIST FIX DARN  
VALET PROLONG RECOVER LIVE SURVIVE MATURE RECUPERATE PILLORY  
REPLENISH REMEMBER PRACTISE RETRACE REHEARSE REFER RELAY TRANSMIT  
REPLACE RESTORE REVIEW RECOUNT DUPLICATE COPY PRINT QUOTE

RELATE PORTRAY REPRINT DEPICT REMIND REPRODUCE MULTIPLY RECAPITULATE  
REITERATE REPEAT RECORD TRANSCRIBE REDUPLICATE INFILTRATE STEAL  
ENSNARE FETTER TRAP SEIZE MANACLE CHAIN TRUSS KIDNAP REQUISITION  
COMMANDEER BESIEGE TORMENT TRICE GOAD GRAB GRASP RAVAGE PERSECUTE  
PLAGUE PESTER PLUNDER FIX WRENCH WREST WAYLAY WORRY STICK BIND TIE  
VEX SWEAT ASSAIL ATTACK BELABOUR BESET BOMBARD MOB MAUL SAVAGE  
IMPOUND DESPOIL DRAG CHARGE ABIDE DWELL SOJOURN OSSIFY BASK NESTLE SIT  
POSE PERCH IMPAWN PIN FREEZE SECURE STICK LOCATE RESIDE DESERT DECAMP  
ENTWINE CLING REUNITE REJOIN BETROTH WED MARRY HANG HECKLE HEW HOUND  
HARRY INDENT STRADDLE INFILTRATE INFEST INDISPOSE TRESPASS INFRINGE  
INHIBIT CONTEND COAX DISSENT HARP GROPE REMONSTRATE PROTEST BICKER  
CONTRADICT HAUNT TUCK SHACKLE TIE SEIZE SIEGE RECOMMIT LATCH HUMOUR  
BOGGLE FASTEN PREVENT FETTER SECRETE RESIST SNARE ARREST DEBATE  
SURROUND STRIVE FIDGET FAMILIARIZE PROVE EXHUME DESPAIR DESPOND WAIT  
DELAY LANGUISH ENFORCE CACHE SUBMIT MIRE CAGE ENTRAP REMAIN PARK  
CLAIM TUG CLUTCH BOLT BIND BESIEGE ACCUSTOM ENCUMBER EKE ENDURE  
PREVAIL DEVOLVE INSURE STRUGGLE WITHSTAND BOUND

#### 40 — N O M O T I O N

SET HOLD SHUT STOP HALT FOSSILIZE PIN QUIESCE ABIDE OSSIFY FREEZE RELAX  
RUSTICATE BECALM LOAF DESIST PICNIC SOJOURN IMPAWN STICK REPOSE NESTLE  
POSE POISE SQUAT SIT SPRAWL RECLINE BASK PERCH RESIDE DWELL BATTEN CAMP  
PARK LOCATE BELAY SITE SECURE FIX PILLORY BECALM MAROON IMPALE CRUCIFY  
CRIPPLE IMPOUND SPREADEAGLE STUN TIE BRAND IMMOBILIZE STICK NAIL STALL  
FLOOR IMPRISON PARALYSE TRICE BESIEGE SIEGE TRUSS TRAP SEIZE MANACLE  
CHAIN FETTER PLACE PLANT INCARCERATE ANTICIPATE KNIT ENTWINE HANG  
IMMURE IMPALE ZONE INHUME SHACKLE GARBLE BOGGLE HESITATE PAWN ARREST  
SWADDLE SUSPEND STILL SETTLE DISABLE ABIDE HITCH DISSUADE CATCH ENTRAP  
ENERVATE CHECK MIRE SUBMIT SUBSIDE BOLT CUMBER WITHSTAND NO MOTION

#### 41 — E N D U R E

DRUDGE EXIST PREVAIL ENDURE EKE ENCUMBER ACCUSTOM ADAPT LAST INSURE  
INURE TOLERATE WITHSTAND UNDERGO STRUGGLE STRIVE SUBSIST SUFFER BEAR  
BROOK TRAVAIL SUSTAIN UPHOLD REVIVE RESUSCITATE REFIT REPAIR REJWENATE  
REGENERATE FACE CONFRONT DRILL SITUATE REIGN CONTINUE PERSEVERE  
MAINTAIN PERPETUATE PERSIST PROLONG SURVIVE MATURE GROW RECUR TOIL  
LABOUR COPY PRINT QUOTE RELATE PORTRAY REPRINT DEPICT REMIND  
REPRODUCE MULTIPLY REPLACE RESTORE REPLENISH REMEMBER PRACTISE  
RETRACE REHEARSE REFER RELAY TRANSMIT ENACT SKETCH SUBSTANTIATE  
CHARACTERIZE ITERATE TESTIFY RECOGNIZE IMITATE EMULATE RECAPITULATE  
REITERATE REPEAT RECORD TRANSCRIBE REDUPLICATE REVIEW RECOUNT  
DUPLICATE DETERMINE OSSIFY PARK CAMP SOJOURN DWELL PICNIC ABIDE RESIDE  
LOCATE SITE STICK SECURE FREEZE BELAY BATTEN PIN BECALM IMPAWN REUNITE  
REJOIN KNIT SPLICE ATTACH CONSORT CONNECT LINK PERVADE PERMEATE JOIN  
COMBINE WED MARRY CLING ENTWINE YOKE ACCOMPANY CLEAVE STRADDLE  
SHAKE INHABIT BICKER CONTEND IMMERSE HUMOUR RESORT RISK WISH STOP  
BOTCH EDUCATE RESIST FORBEAR STAGNATE ABSTAIN TRANSPORT TRAMP TRUDGE  
ADVANCE SHRUG IMMORTALIZE PROTRACT CONFRONT FIDGET FRET FAMILIARIZE  
DESPOND ENTRAP CURTAIL COERCE COMPEL EXERT

#### 42 — F A I L E D E N D U R E

RETCH AVOID SUCCUMB NAUSEATE PANT PERISH PUFF DRAIN CAPITULATE HATE  
SAG CRY VOMIT SWOON ROT FALTER TIRE PUTREFY UNFIT WINCE SQUIRM WRITHE  
WAVER WRIGGLE WOBBLE SUBMIT STAGGER SUBSIDE BLANCH SWERVE PALE SHIVER  
WHIMPER WEAR RESPOND APPEAL DISCIPLINE PUNISH RULE RECALL CORRECT STOP  
HUSH EMEND EDIT ALTER REMAND SHUT HOLD SUBDUE UNTANGLE HALT BREAK  
SHOUT PLEA FEEL THROB PULSATE SMART SLIP STINK SLOUCH SLAVE REACT  
SLUMP SWELTER

TINGLE DRIP SLACK SHIFT EXTINGUISH TERMINATE FINISH IRRADICATE LIQUIDATE  
TOPPLE DOOM DISPOSE DEVASTATE DESTROY DESPATCH CRUSH DEMOLISH DELETE  
EXTIRPATE EXPUNGE EXECUTE PURGE ERASE ERADICATE OBLITERATE SLAY  
SLAUGHTER ANNIHILATE ABOLISH ANNUL ELIMINATE EFFACE DISINTEGRATE RUIN  
ENGULF EXPIRE EXPURGATE DEPRECIATE FAIL LAPSE ELAPSE VIVISECT WILT  
WITHER FLAME ERODE EXPEND EXPLODE DEODORIZE CRUMBLE CRUMPLE  
ESTRANGE ADJOURN SWALLOW EMBOWEL DEVOUR CONSUME EAT SWILL SWIG  
GUZZLE GOBBLE GNAW TOPPLE QUAFF SUP DRINK DODGE YIELD SICKEN REVOLT  
REBEL WRECK DESERT MUTINY SURRENDER CAPITULATE BREAK DISABLE  
INCAPACITATE DISMAY DEPOSE FOLD SQUEAL FALTER FLAG QUIT ROUT STAMPEDE  
STRAY STREW STRAGGLE BURST DISPERSE BITCH HORRIFY HARASS HURT IMPAIR  
AGITATE DIVIDE DIVERGE UNLOAD UNCLASP SUNDER OUTLAW ZONE CLEAVE  
EXCOMMUNICATE SPATTER CRUNCH DISROBE DETACH EXCLUDE SEPARATE DIVEST  
DIFFER INDISPOSE EXTRICATE GO EMERGE REBOUND EVADE SHATTER LOATHE  
INJURE SCRATCH HAUNT HUNT DEBATE DECLINE DEAFEN BICKER CONCEDE  
PROTEST QUARREL REMONSTRATE HARP DISSENT CONTRADICT QUAIL RECEDE  
EVADE EXTRACT HIBERNATE HIDE SHUN SECLUDE SHIRK RISK SEGREGATE  
THREATEN WISH SLOP BOGGLE PROHIBIT PREVENT PIECE LOSE AMPUTATE DISCARD  
PETITION WARD RETRACT YELL AGONIZE PALPITATE MOAN MOURN DISGUST  
DISLIKE GROAN POUT GRUMBLE FAINT DREAD NAG YELP YAP MADDEN CRY  
ENTREAT DESPAIR DETEST EMBITTER BOLT SHRUG SHOVE SHEER LEAP SHAMBLE  
TURN PANT FORGET YIELD GASP SQUEAL SHRINK DUCK SHRIVEL QUIVER TREMBLE  
FALTER FADE WANE SUPERANNUATE REJECT ABANDON CEASE FORSWEAR RESIGN  
RETIRE RETREAT VACATE FORSAKE SCATTER DISCONTINUE SKIP RELAPSE SCRAM  
SHED BETAKE ABHOR MOPE END CULMINATE OUTCRY WAIL WEEP OUTRAGE WHOOP  
SLOBBER ABOMINATE ANGER ANNOY INFURIATE BETRAY PANIC GRIEVE DISTRESS  
SHUDDER SHATTER COLLAPSE FLINCH CRINGE PERSPIRE SURRENDER DECOMPOSE  
SIGH FADE FAG REGRET MEDICATE DISTRACT DISHEARTEN DISCOURAGE ENFEEBLE  
SAP EMBARRASS MORTIFY ENTRAP ENERVATE SCREAM SHRIEK HOWL SOB WHINE  
RUN DEPRIVE SNIVEL SQUAWK BAWL DISMAY BREAK RECOIL FAILED ENDURE

43 — W A N T T O K N O W

PROVE FAMILIARIZE EXHUME PRY WANT TO KNOW INTERVIEW CONSULT TEST  
CIVILIZE EXPLAIN VOUCH VALIDATE VERIFY RELIEVE RECOMMEND REASSURE  
ENLIGHTEN ADVISE ASSURE INSTRUCT TIME PROVOKE RECONNOITRE SCOUT PICKET  
PATROL INFILTRATE QUERY QUIZ EXTORT EXTRACT SQUEEZE PRY QUIZ  
INVESTIGATE WRING GRILL QUESTION RIFLE SPY INTERROGATE EXPLORE SEARCH  
PROBE PURSUE TRACK TRAIL TRACE SCOUT DETACH SEPARATE SORT DISROBE  
REFRACT FILTER SPECIALIZE APPROACH SCOOP DREDGE DARE SNOOP DISCOVER  
BETRAY

44 — D E S I R E

DESIRE ENTREAT REQUEST PARTAKE DELIGHT OBLIGE FULFIL SUFFICE SURFEIT  
REPLETE ENDEAR PLEASE BESPEAK ELECT PREDISPOSE APPROVE STIPULATE  
PRESCRIBE DIRECT REQUIRE TINGLE THROB PULSATE WILL INCLINE CAPTIVATE  
EXCITE ROUSE AROUSE ATTRACT WOO TANTALIZE FASCINATE FLIRT TEMPT INSPIRE  
FRATERNIZE CONSORT PERVADE EMBRACE PERMEATE JOIN COMBINE WED MARRY  
CLING ENTWINE LINK CONNECT BETROTH CONJUGATE TOUCH CRAVE CLEAVE  
DISROBE COAX RISK EXACT PETITION WANT APPROACH IMMIGRATE LEAP PANT  
HANKER YEARN LUST ITCH ENJOY LOVE LIKE SELECT SIGH MADDEN ENVY

45 — A G R E E

ENDORSE SUPERSCRIBE CLAIM PREDISPOSE UNRUFFLE VOTE ALLOW DEPUTE  
DELEGATE VEST APPROVE ELECT HIRE RENT AGREE RATIFY SANCTION WARRANT  
PROMISE AFFIRM ATTEST ASSENT UNDERSTAND ACKNOWLEDGE CONTRACT  
CONSENT CONCILIATE SUPPORT SUBSCRIBE SPONSOR VERIFY VALIDATE FURTHER  
RECONCILE CONTRIBUTE CO-OPERATE ENCOURAGE PLEASE PERMIT HARMONIZE  
SHARE COMPLY PREDISPOSE NEGOTIATE MEDIATE MODERATE ARRANGE HABITUATE  
ALLOW APPROVE ORIENTATE

ORDER ASSORT ADJUST REGULATE OBSERVE REACT COPY DUPLICATE REPRODUCE  
REMEMBER SUBSTANTIATE TESTIFY EMULATE COMPREHEND SLAVE INCLINE  
BETROTH FRATERNIZE CONSORT EMBRACE PERMEATE JOIN COMBINE WED MARRY  
CLING ENTWINE LINK CONNECT MEET SPLICE ACCOMPANY PERTAIN KNIT REJOIN  
REUNITE SPREAD DIFFUSE HATCH CLEAVE CONCEDE SEAL THRALL HUMOUR  
EDUCATE PREPAY ESTEEM RESPECT COMMEND COMPLIMENT CERTIFY APPRECIATE  
ACCREDIT PRAISE PLEDGE APPLAUD VOW AGREE—DISAGREE TOLERATE COLLUDE  
PROVE FAMILIARIZE DESIRE ENTREAT CONCUR LICENSE FRANCHISE APPROVE OKAY  
CONSENT PROMISE SWEAR AGREE ACQUIESCE SHIFT SYMPATHIZE ACCEDE

46 — E N F O R C E

DISALLOW CONVINCED EXERT DOMINATE COMPEL ENFORCE COERCE DECLAIM  
DECREE DECLARE ASSERT EXPOUND UPHOLD REINFORCE RE-ENFORCE STRENGTHEN  
INTRUDE PERSEVERE STOP CHALLENGE HALT SHUT HOLD SUBDUE TACKLE  
STIPULATE TAME DISCIPLINE PRESCRIBE REMAND CORRECT SUMMON HOIST ADJUST  
SHAPE MANIPULATE RULE COMMAND MASTER ORDER DIRECT REGULATE LOAD PUT  
PUSH HEAVE HAUL REQUIRE SEND EMPOWER DRILL START EMPHASIZE ENLARGE  
MAGNIFY EXPAND SET TOIL MAINTAIN PERPETUATE PERSIST PROLONG LABOUR LAY  
TRANSFIX GRUB BREATHE RESPIRE INHALE NOURISH NURTURE WIN REMIND  
SUCCEED SURMOUNT RECOVER FIX RECONSTRUCT REPEAT REPLACE REITERATE  
RECAPITULATE REVIEW RECOUNT REDUPLICATE RECORD MULTIPLY PRACTISE  
REHEARSE RETRACE SUBSTANTIATE TESTIFY REMEMBER SCREEN WILL STIMULATE  
LIQUIDATE TOPPLE DOOM DISPOSE DEVASTATE DESTROY DESPATCH FINISH  
DEMOLISH CRUSH EXECUTE PURGE ERASE ERADICATE OBLITERATE SLAY  
SLAUGHTER ANNIHILATE ABOLISH ANNUL ELIMINATE EFFACE DISINTEGRATE RUIN  
ENGULF VIVISECT FLAME EXPLODE CRUMPLE CRUMBLE SWALLOW EMBOWEL  
CONSUME DEVOUR EAT GOBBLE CRUNCH TIE INVOLVE BESTRIDE ORDAIN URGE  
SQUEEZE PENALIZE CONTRACEPT FETTER TROUNCE RECK PROSECUTE COERCE  
FORCE OPPRESS OVERPOWER OVERWHELM TYRANNIZE BIND VANQUISH SUBJUGATE  
BELABOUR ADMONISH IMPOSE TAX COMMIT CHARGE IMPLANT COAX SENTENCE  
CONVICT IMPRESS PRESS PUNISH CONQUER IMPAWN STICK SECURE FREEZE  
QUIESCE RUSTICATE DESIST BELAY PIN BATTEN BECALM COMBINE WED MARRY  
CLING ENTWINE LINK SPLICE KNIT ATTACH YOKE BETROTH JOIN EMBRACE RANGE  
RADIATE INTERSPERSE ROUT SHOWER SPATTER SPREAD STAMPEDE STREW BURST  
HAMMER SHOCK HANG HIT HARASS HURT HARRY HOUND INDENT INDICT  
INCRIMINATE AFFLICT DIVEST DIVERGE DECOCT SUNDER OUTLAW ZONE FILTER  
REFRACT CLEAVE DIVIDE EXCOMMUNICATE DISROBE DETACH EXCLUDE SEPARATE  
DIFFER INDISPOSE INFILTRATE INFEST SHAKE SENTENCE LASH LICK SCUFFLE  
INFRINGE INFLICT TRAMPLE INOCULATE INJECT INSERT INVEST INSTALL PENETRATE  
CONTEND CONTRADICT DECLINE DEAFEN BICKER PROTEST QUARREL REMONSTRATE  
HARP YANK DISMISS SHACKLE RECOMMIT LATCH COLLIDE THREATEN THRASH  
IMMERSE FASTEN EXCEED EDUCATE EXACT CONSERVE WARM WEDGE FIGHT NAG  
PROVE DICTATE DEMAND HURRY SCALE ADVANCE LIFT SHOVE LEAP TUG POWER  
CONSTRAIN PROTRACT RETARD INSTILL PREDOMINATE STRESS PREVAIL ENCUMBER  
INSURE CORRECT CONDEMN MEDICATE CRITICIZE DENY SUBJECT CAGE ENTRAP  
CATCH OBTRUDE DRIVE

47 — D I S A G R E E

CHALLENGE CORRECT HALT STOP HUSH EDIT ALTER DISABUSE ESTRANGE TINGLE  
THROB PULSATE SMART SLUMP SWELTER DRIP SLOUCH SLIP STINK REACT  
PROVOKE SNIPE MUTINY REVOLT DENOUNCE DISAFFECT ATTACK ASSAIL VIOLATE  
OSTRACIZE QUARREL WRANGLE OFFEND NETTLE FOMENT EMEND DISPUTE REBEL  
PROSECUTE PECK IRK INTERDICT ARGUE STRAGGLE STRAY INTERSPERSE SHREAD  
INSULT BITCH HECKLE HIT ABUSE DIVIDE DIFFER SEPARATE EXCLUDE DISAGREE  
CLEAVE ZONE OUTLAW SUNDER DIVERGE DIVEST SCORE LOATHE TUT SEAR  
SCUFFLE HARP REMONSTRATE QUARREL PROTEST BICKER DECLINE DEBATE  
DISSENT CONTRADICT CONTEND QUAIL REcede DISMISS HINDER SHIRK THWART  
COLLIDE THREATEN GARBLE BOGGLE BOTCH PROHIBIT PREVENT EXCEED HESITATE  
DISCARD RESIST REPRESS DISAGREE—AGREE SULK OUTCRY OUTRAGE ABHOR  
EXCOMMUNICATE ABOMINATE ANGER SCORN INFURIATE BETRAY QUIBBLE

CONNIVE REVOLT TRADUCE RECANT RAGE RANKLE POUT GRUMBLE FIGHT NAG  
REJECT ENVY DISLIKE DISPLEASE FLOUT DISOBEY CROSS UPBRAID CENSURE  
CONDEMN DEPLORE DISSUADE PROVOKE SQUABBLE BANDY OBSTRUCT FLOUT  
REFUTE REFUSE REBUKE RANT RAVE INVALIDATE SCOFF HAGGLE DENY  
DISAPPROVE CHIDE COMPLAIN CENSURE CARP REPREHEND REPROACH DEMUR  
OBJURGATE CRITICIZE DISGUST SHOVE TUG SHIFT DISPARAGE

48 — I N H I B I T

INHIBIT DEDUCT DEBIT CHECK CAUTION DEMUR CURTAIL DENY ENFEEBLE CAGE  
ESCHEW ENTRAP ENJOIN ENERVATE CATCH DEPRIVE DISSUADE DISTRAIN  
ILLEGITIMATE DISABLE EXHORT CIVILIZE PALLIATE MITIGATE ALLAY ALLEVIATE  
STOP CHALLENGE HALT HOLD SHUT SUBDUE DISABUSE TACKLE EDIT EMEND ALTER  
STIPULATE TAME DISCIPLINE PRESCRIBE ABATE ANNUL WILL DEPRIVE IRRADICATE  
LIQUIDATE DISPOSE DEVASTATE DESTROY DESPATCH TERMINATE FINISH DELETE  
DEMOLISH CRUSH EXTIRPATE EXPUNGE EXECUTE PURGE ERASE ERADICATE  
OBLITERATE SLAY SLAUGHTER ANNIHILATE ABOLISH ELIMINATE EFFUSE  
DISINTEGRATE EXPIRE EXPURGATE EXTINGUISH DEPRECIATE FAIL LAPSE WITHER  
WILT ELAPSE ERODE DEODORIZE CRUMPLE EXPEND CRUMBLE ESTRANGE SWALLOW  
EMBOWEL CONSUME DEVOUR GNAW GOBBLE ADJOURN DRINK CRUNCH  
INCARCERATE IMMOBILIZE HANDCUFF CHAIN MANACLE TRUSS QUENCH QUELL  
QUASH TRICE THROTTLE TERRORIZE TERRIFY PARALYSE PENALIZE PERSECUTE  
OVERPOWER OVERWHELM REPRESS BIND TIE SQUASH SQUELCH STIFLE STUN  
STULTIFY SUBJUGATE BENUMB ADMONISH MAIM DISABLE FRIGHTEN SCARE  
INCAPACITATE DEMORALIZE CRIPPLE CHOP DEPRESS PUNISH MASH CRUSH IMPRESS  
STUNT IMPRISON STICK SECURE FREEZE OSSIFY LOAF QUIESCE RUSTICATE REPOSE  
DESIST BELAY BATTEN PIN BECALM IMPAWN JOIN EMBRACE BETROTH CONNECT  
COMBINE WED ENTWINE MARRY CLING LINK YOKE ROUT INTERSPERSE SHOWER  
SPATTER STAMPEDE BURST DISPERSE DIFFUSE HANG HIT HARASS IMMURE DIVEST  
SUNDER OUTLAW ZONE CLEAVE EXCOMMUNICATE DETACH EXCLUDE SEPARATE  
DIFFER DIVIDE LAME TRAP SCUFFLE TRAMPLE INHUME INOCULATE CONTENT  
CONTRADICT DISSENT HAUNT LISP HUNT DEBATE DECLINE DEAFEN BICKER PROTEST  
QUARREL REMONSTRATE HARP CONSERVE QUAIL RECEDE DISMISS INSULATE LIMIT  
HINDER INTERCEPT SECLUDE SHACKLE SEAL SEGREGATE TIE THWART SEIZE  
ISOLATE LOCALIZE LATCH THREATEN THRASH GARBLE IMMERSE JUMBLE SLOP  
BOGGLE BOTCH PROHIBIT PREVENT REFRAIN GAG HESITATE EDUCATE AMPUTATE  
FETTER DISCARD FRUSTRATE RESIST RESERVE FORBID FORBEAR REPRESS FOIL  
WARD WARN RESTRICT SNARE WEDGE WEAN BAN ARREST SWADDLE SURROUND  
BOLT ABSTAIN BIND BESIEGE BOUND STILL MUFFLE REJECT MILITATE REDUCE  
SHRUG LEAP CLUTCH CONCEAL CONSTRICT CURB ENCHAIN PRECLUDE PINION  
FORGET RETARD COLLUDE BETRAY CONNIVE PLOT CONSPIRE RECANT FIGHT  
REPENT NAG DISLIKE EMBITTER REGRET TIRE DETER DISALLOW UPBRAID COMPLAIN  
CONDEMN CENSURE CHEW CARP BLAME REPROACH BOTHER MIRE MEDICATE  
DISAPPROVE DISTRACT COMPRESS DISHEARTEN DISCOURAGE CURSE CRITICIZE  
CASTRATE REVOKE EMBARRASS MORTIFY SHAME BEWARE FOREWARN REFUSE  
CURB CLUTCH HUSH IMPEDE SUPPRESS CONTROVERT

49 — E N T E R

INOCULATE INVEST PENETRATE ADMIT INSTALL MATRICULATE INVITE SIP RE-ENTER  
INHABIT INHUME INTRUST INSERT INJECT ENTER X-RAY IMPORT INTRUDE  
IMPREGNATE INFUSE IMPACT PROBE TRESPASS PIERCE PUNCTURE PRICK BOARD  
INFILTRATE INVADE INUNDATE BREAK INRUSH STORM STAB PENETRATE SLASH SLIT  
FORCE RAPE RAM RAID JAB IMPAWN CAMP PARK PERMEATE PERVADE EMBRACE  
MARRY WED BETROTH TRANSFIX TRESPASS LANCE SHEATHE IMMERSE EDUCATE  
INSINUATE IMMIGRATE ADVANCE INSTIL INVADE PRY

50 — D U P L I C A T E

DUPLICATE REPLACE RECEIVE RECIPROCATATE RESTORE REPLENISH EMULATE  
TRANSMIT REITERATE REMIND REMEMBER REPEAT RECOGNIZE RECORD  
RECAPITULATE DEPICT RETRACE REVIEW COMPREHEND REFER REHEARSE  
PRACTISE REDUPLICATE REPRODUCE MULTIPLY RELAY ITERATE REPRINT

RELATE UNDERSTUDY QUOTE COPY SKETCH CHARACTERIZE IMITATE MIME  
PORTRAY TESTIFY SUBSTANTIATE RECOUNT ENACT PRINT DEMONSTRATE  
PARAPHRASE UNDERSTAND VALIDATE VERIFY REVIVIFY RETOUCH REPAIR  
REJUVENATE REHABILITATE REGENERATE REFIT RECUR DISGUISE BEGET INBREED  
PROCREATE BREED GERMINATE PROPAGATE TRACE IMITATE FORGE COUNTERFEIT  
IMPERSONATE HIT INFRINGE RE-ENTER EMBODY DRAW COUNTERFEIT ENGRAVE  
ETCH APPROXIMATE EDUCATE FAMILIARIZE VIZUALIZE DEFINE TYPIFY RECOLLECT  
EXEMPLIFY PERSONIFY PLAY IMPERSONATE PAINT RECOMMIT TRANSLATE  
CORRESPOND SPELL TRANSCRIBE

51 — WITHDRAW

EXTRACT EXTRADITE EVADE EXTRICATE GO DISMISS EMERGE YANK REBOUND  
RECEDE RECOIL WITHDRAW FETCH RECALL ABATE SUMMON SCRATCH ADJOURN  
JERK WRING WRENCH DESERT YANK DECAMP DRAW SNATCH EVISCERATE  
DISEMBOWEL DRAG EXTRACT REPOSE RELAX RUSTICATE QUIESCE SIT PARK PERCH  
IMPAWN CAMP RESIST STRAGGLE STRAY ROUT STAMPEDE DIVEST DISROBE DETACH  
EXCOMMUNICATE EXCLUDE FILTER ZONE OUTLAW SEPARATE SUNDER UNCLASP  
DIVERGE DIFFER SCRATCH CONCEDE DECLINE DISSENT QUAIL MIGRATE DEMUR  
DISHEARTEN DISCOURAGE DENY EMBARRASS MORTIFY ESCHEW ENJOIN TUG  
DEPRIVE DISSUADE VANISH RETREAT INSULATE HIBERNATE DISCARD SHRUG FAINT  
EXHUME SUBSIDE WITHDRAW REGRET RESORT BOGGLE HESITATE EXACT LOSE  
AMPUTATE HIDE RETRACT REFRAIN SHIRK SECLUDE

52 — SUBSTITUTE

BARTER COMPENSATE COST COUNTERFEIT DRAMATIZE EMBODY EXEMPLIFY  
IMPERSONATE IMPROVISE INCARNATE INTERPRET MEAN PERSONATE PERSONIFY  
PLAY PRETEND PUN PURPORT REBATE REPRESENT RECOMPENSE SIMULATE  
SUBLIMATE SPELL SUBSTITUTE SUPERSEDE SUPERVENE TRANSLATE BETOKEN VOTE  
RELIEVE DEPUTE ELECT VEST EMPOWER DELEGATE RECORD RECOUNT REMIND  
REPLACE ENACT SKETCH CHARACTERIZE IMITATE MIME UNDERSTUDY TRANSCRIBE  
PRINT RELATE PORTRAY REPRINT DEPICT MIMIC EMULATE MASQUERADE ACT  
DISGUISE DUB SWITCH ADULTERATE PRETEND COUNTERFEIT IMPERSONATE FORGE  
IMPAWN INSERT GARBLE BOTCH DECOY EDUCATE LIE DILUTE EXCHANGE VARY  
INDEMNIFY SWAP SHIFT IMAGINE FIB

53 — COLLECT

COHERE CONVENE FUSE FORAGE FEDERALIZE GLOMERATE PACK RECRUIT RALLY  
GLEAN GATHER SUMMARIZE LUMP ABSORB ACCRUE ACCUMULATE INTEGRATE  
TROOP INCLUDE UNITE INCORPORATE UNIFY VISIT STACK AMALGAMATE  
AGGLOMERATE AGGLUTINATE ADOPT AGGREGATE MINGLE PARCEL MOBILIZE  
MONOPOLIZE PILE ENLIST COLLECT COMPILE CONGREGATE CONSCRIPT CONVOKE  
CRAM CONCRETE COAGULATE HUDDLE RETICULATE NATURALIZE PELLET POUCH  
COLLECT SALVAGE CONSIST COMPRISE COMPREHEND CANVASS RAID RUSTLE  
SWAG SACK HERD CORRAL IMPRESS PRESS SITE IMPAWN CAMP LOCATE COMBINE  
CONJUGATE MEET LOOT SORT CLEAVE MOB ZONE INVEST INTRUST ADMIT HUNT  
LOCALIZE RUMMAGE JUMBLE EDUCATE EXACT SURROUND PAWN PREPAY CONNIVE  
CONCENTRATE COLLUDE CONTAIN CATCH ENTRAP CAGE

54 — INVERTED HELP

BOTHER MIRE FOUL MEDICATE BEGRUDGE FUMBLE PUBLISH DISCUSS SUGGEST  
ALLUDE SPEAK STOP CHALLENGE HALT HOLD SHUT TAME SUBDUE DISABUSE HOIST  
TACKLE PEN IDENTIFY SUMMON CENSOR EDIT EMEND ALTER ADJUST SHAPE  
MANIPULATE TEST REVEAL CONTRIVE INSTIGATE EAT DRIP TINGLE THROB PULSATE  
SLUMP SMART SLOUCH SLIP SWELTER STINK SLAVE REACT GOLDBRICK REMIND  
REPLACE SKETCH CHARACTERIZE IMITATE MIME PORTRAY DEPICT COPY QUOTE  
RECOGNIZE REFER REMEMBER TESTIFY RECORD SUBSTANTIATE PAIN INVOLVE  
INVENT CONCOCT ANNUL SLAY ABOLISH ANNIHILATE SLAUGHTER OBLITERATE  
ERADICATE SUP ERASE PURGE EXECUTE EXPUNGE EXTIRPATE DELETE CRUSH  
DEMOLISH DESPATCH DESTROY DEVASTATE DISPOSE FINISH

TERMINATE IRRADICATE LIQUIDATE TOPPLE DOOM SWALLOW GUZZLE SWIG SWILL  
GOBBLE GNAW TIPPLE QUAFF WILT EMBOWEL DRINK DEVOUR CRUNCH CONSUME  
NIBBLE ADJOURN ESTRANGE CRUMPLE CRUMBLE DEODORIZE EXPLODE EXPEND  
ERODE FLAME WITHER VIVISECT ELAPSE LAPSE FAIL DEPRECIATE EXTINGUISH  
EXPURGATE EXPIRE ENGULF RUIN DISINTEGRATE EFFACE ELIMINATE IMPREGNATE  
INFORM MAR MUTILATE MOLEST PROSTRATE DISTURB EXCRUCIATE DEBASE  
DEFACE CONVICT IMPLANT DEGRADE DEJECT DENOUNCE DEPRESS DISGRACE  
DISHONOUR DESPOIL DERANGE DISMAY CRIMINATE DEMORALIZE CONFOUND  
IMPOVERISH INCAPACITATE DISABLE MANGLE MAIM AGGRAVATE BESET ATTACK  
BEDEVIL STALK SQUASH SQUELCH SPOIL VITIATE VICTIMIZE VEX UNSETTLE  
UNNERVE INVERTED HELP WORRY OPPRESS OFFEND NETTLE PROSECUTE PLUNDER  
REVENGE PLAGUE PESTER PERSECUTE RAVAGE PARALYSE TORTURE TORMENT  
DAMAGE TROUBLE TRIP PARK LOCATE SIT SPRAWL BECALM SECURE STICK FREEZE  
LOAF QUIESCE PIN RUSTICATE REPOSE RELAX DESIST IMPAWN ENTWINE YOKE  
CONSORT FRATERNIZE CLING HAZE SHOCK SHRED LOOT INSULT ROUT RANGE  
SHOWER STAMPEDE STRAY STREW BESTREW STRAGGLE BURST DISPERSE HECKLE  
HIT HARASS HURT HARRY HOUND IMPLICATE AFFLICT IMPAIR IMPERIL AGITATE  
DIVIDE DIFFER DIVERGE UNLOAD STRADDLE SUNDER SEPARATE OUTLAW ZONE  
CLEAVE EXCLUDE EXCOMMUNICATE DETACH DIVEST ABUSE ACCUSE INFILTRATE  
LOATHE TRESPASS SHAKE LAME TRAP INJURE INFRINGE INFLICT INVEST INSERT  
INOCULATE INJECT INHUME ADMIT PENETRATE HAUNT HUNT DEBATE DECLINE  
BICKER GROPE HARP REMONSTRATE QUARREL PROTEST CONCEDE CONTRADICT  
CONTEND DISSENT QUAIL RECEDE EVADE EXTRACT HINDER INTERCEPT SHIRK  
THWART COLLIDE GARBLE THREATEN IMMURSE RESORT RISK JUMBLE WISH SLOP  
STUMBLE BOGGLE REFRAIN BOTCH EXCEED TRY HESITATE EDUCATE FRUSTRATE  
COVET WANT DISCARD AMPUTATE LOSE FOIL SNARE BAN SWADDLE BESIEGE AMBLE  
HURRY SHRUG SHOVE TOY SYMPATHIZE RETARD REJECT ENCUMBER SUFFER BEAR  
END CONCLUDE SORROW ANNOY SENTIMENTALIZE CONNIVE BETRAY REVOLT  
RECAUT PLOT CONSPIRE GRIEVE DENY CRITICIZE AGGRIEVE PRY EXHUME DISLIKE  
DISTRESS DISPLEASE DESPAIR DETEST EMBITTER AMUSE CAPITULATE PERISH HATE  
PUTREFY AVOID TIRE ROT NAUSEATE VOMIT RETCH SUBMIT SUBSIDE SUCCUMB  
SWOON ENFORCE DISALLOW COMPEL COERCE EMBROIL AVENGE REPREHEND  
REPROACH FULMINATE BLAME UPBRAID CARP CENSURE CHEW CONDEMN  
COMPLAIN CHIDE INVERT COMMISERATE DEDUCT CAUTION CHECK CRITICIZE CURSE  
DISCOURAGE DISHEARTEN DISAPPROVE DISTRACT MEDDLE MISLEAD ENFEEBLE  
TRADUCE ENTRAP DISPARAGE DISABLE OPPOSE DISSENT CATCH DEPRIVE ENERVATE  
FRET CONSPIRE IMPUGN IMPUTE GLOAT RANKLE PROTRACT BETRAY CONNIVE  
MAKE CONNIVE PLOT REVOLT COLLUDE CONSPIRE ENSNARE COZEN DECEIVE  
DEFRAUD DELUDE DEPOSE DEPRAVE INCRIMINATE CRIPPLE CHEAT TRICK IMPOSE  
SWINDLE STAB VIOLATE VICTIMIZE UNDERCUT UNDERMINE WAYLAY FOMENT IRK  
DAMAGE DUPE HARASS SHOCK SPATTER HORRIFY HIT HATCH HURT ACCUSE  
GARBLE FOIL REJECT RETARD TURN DISCLOSE FORSWEAR FAIL HATE EMBITTER  
DISPLEASE PROVE BOTHER DENY CAGE DARE SHAME MORTIFY ENTRAP CATCH  
DEPRIVE SPY SCHEME DUPE PROSTITUTE PLANT KNIFE STOOL TALK SING TURN  
LEAK

55 — I N V E R T E D   C O N T R O L

MISLEAD MISFIT MISBEHAVE MEDDLE SUPPRESS SUBJECT FLURRY SENSUALIZE  
SEDUCE TANGLE BEWITCH HYPNOTIZE CONFUSE CADGE ERR ELUDE ENCROACH  
ENDANGER ENDEAVOUR EMBROIL MUDDLE MORALIZE MISTREAT MISTAKE MISS  
MISPLACE RIOT CORRUPT CONVULSE DECOY CONTROVERT DISORDER DISOBEY  
DISHEVEL CROSS DISCONCERT DISCOMPOSE DISBAND DISARRAY DISARRANGE  
DISAPPOINT MISDEMEAN PROMISE PERSUADE THROW CONFRONT EXHORT APPEAL  
RESPOND TRAIN TEACH FACE DRIVE SHOUT ASSASSINATE COERCE FLAY  
FLAGELLATE SPANK GAG THRASH BEAT ENSLAVE SPREAD EAGLE SWITCH MURDER  
KILL IMPALE IMPLANT PUNISH CAPSIZE CONVICT CANE WALLOP WRING WRENCH  
WHIP WHACK DOCK PILLORY SMACK SLAP POISON SPAY NEUTER EMASCULATE  
DOPE DRUG COLLIDE BURN GAS BULLY BRUTALIZE ELECTROCUTE KEELHAUL BRAND  
SCOURGE INCARCERATE TAX COMMIT CROP CRUCIFY CASTRATE HANDCUFF  
FETTER MANACLE TRICE SEIZE TRUSS CHAIN TORMENT TORTURE EXECUTE SLUG  
PASTE FLOG RACK PRECIPITATE STINK

SWELTER SMART SLUMP PULSATE THROB TINGLE DRIP REACT SLAVE SLOUCH SLIP  
WILL STRAGGLE INNOVATE TERMINATE FINISH IRRADICATE LIQUIDATE TOPPLE  
DOOM DISPOSE DEVASTATE DESTROY DESPATCH CRUSH DEMOLISH DELETE  
EXTIRPATE EXPUNGE EXECUTE PURGE ERASE ERADICATE OBLITERATE SLAY  
SLAUGHTER ANNIHILATE ABOLISH ANNUL ELIMINATE EFFACE DISINTEGRATE RUIN  
ENGULF EXPIRE EXPURGATE EXTINGUISH DEPRECIATE FAIL LAPSE ELAPSE VIVISECT  
WILT WITHER FLAME ERODE EXPEND EXPLODE DEODORIZE CRUMBLE CRUMPLE  
ESTRANGE ADJOURN EAT NIBBLE CONSUME CRUNCH DEVOUR DRINK EMBOWEL SUP  
QUAFF TIPPLE GNAW GOBBLE SWALLOW SWILL SWIG GUZZLE BULLY MUTINY  
IMPRESS VITIATE VIOLATE FORCE COERCE REBEL REVOLT STRIKE TRIP TROUBLE  
JERK DAMAGE IRK TRIFLE TORMENT RAM GOAD GRAB PENALIZE PESTER PLAGUE  
WRECK WORRY OVERWHELM DOPE DRUG VEX SPRAIN STRAIN SWAMP SUBJUGATE  
BEDEVIL BELABOUR BESET PRICK DISABLE INCAPACITATE SAVAGE IMPOSE TRICK  
CONFOUND EXPLOIT DEMORALIZE TAX SACK TRANSGRESS DERAILED DERANGE  
DISAFFECT DEPOSE DEMENT IMPLANT DEBAUCH EXTORT DISTURB CAPSIZE PRESS  
POACH MOB BUMP MAUL IMPAWN DESIST RELAX REPOSE RUSTICATE LAZE QUIESCE  
LOAF ABIDE OSSIFY FREEZE STICK SECURE BECALM NESTLE RECLINE SPRAWL  
PICNIC BASK SIT HAZE SHOCK SHREAD LOOT STAMPEDE STRAY STREW BESTREW  
STRAGGLE BURST DISPERSE HANG HECKLE HACK HASH HARASS IMMURE HURT  
HARRY HOUND INDICT INDENT INCRIMINATE AFFLICT IMPALE IMPERIL AGITATE  
IMPEACH DIVEST DETACH EXCOMMUNICATE EXCLUDE CLEAVE ZONE OUTLAW  
UNLOAD DIVIDE DIFFER IMPEACH ABUSE INFILTRATE EXTRACT EXTRADITE  
EXTRICATE GO DISMISS YANK REBOUND RECOIL SHATTER SHAKE LYNCH LASH  
LAME SENTENCE LICK INJURE SCUFFLE INFLICT INSTALL PENETRATE INHUME  
INJECT INSERT DISSENT QUAIL RECEDE EVADE EXTRACT HINDER SHACKLE THWART  
TIE COLLIDE GARBLE THREATEN THRASH RUMMAGE RESORT RISK JUMBLE WISH  
SLOP STUMBLE BOGGLE BOTCH REFRAIN EXCEED TRY HESITATE EDUCATE FETTER  
PETITION EXACT RESIST REPRESS SNARE COMPLAIN CHEW CONDEMN VACILLATE  
COMMISERATE INVERT TAMPER RESENT AVENGE REPREHEND UPBRAID REPROACH  
BLAME CENSURE CAUTION CHECK BEGRUDGE BOTHER MIRE FUMBLE FOUL CURTAIL  
MORTIFY CRITICIZE DISCOURAGE DENY DISHEARTEN DISAPPROVE DISTRACT  
ENFEEBLE REBEL MUTINY REVOLT DISSUADE DISABLE EMBARRASS SURRENDER  
CACHE MISUSE SAG CRY DRAIN MISAPPLY BESIEGE ARREST SWADDLE BIND  
ABSTAIN TRANSPORT TRUDGE SHOVE SHAMBLE TOY TURN TUG TUSSE LIMP  
CUMBER EMANCIPATE LOOSE DISTRACT PROTRACT RETARD REJECT EMIGRATE  
EVICT TOLERATE WITHSTAND UNDERGO SUFFER BEAR BROOK END CONCLUDE  
ATTAIN SULK SLOBBER ABHOR ABOMINATE INFURIATE CONNIVE BETRAY IMPUTE  
CONSPIRE REVOLT TRADUCE IMPUGN IMPUTE PLOT QUIBBLE FIGHT NAG PRY  
EXHUME PROVE DISTRESS ENTREAT DESIRE DESPAIR ENFORCE DICTATE DISALLOW  
CRIPPLE DOMINATE DEMAND CONVINCEN COMPEL COERCE STAGGER RETCH WOBBLE  
WIGGLE WAVER SQUIRM VOMIT WINCE NAUSEATE ROT FALTER TIRE PUTREFY PANT  
PUFF SHAME ENTRAP ENJOIN INTERFERE WHEELDE INVEIGLE FLOUT DEPRIVE  
OBSTRUCT PERTURB DISTORT CAGE PUNISH CHASTISE CONSPIRE  
DISCOLOUR CHANGE HAPPEN OCCUR TRANSPIRE BEFALL BETIDE COMPRESS  
DISCOLOUR DIVERSIFY DREDGE PAINT ETIOLATE PEPPER SLOT PREFIX ENGRAVE  
PRUNE PUCKER PRETTIFY PUDDLE PUNCTUATE PURIFY CALCIFY PURL CARVE ETCH  
CAUTERIZE BISECT BLOAT BOB SYMMETRIZE MACERATE BRAID BRAISE EVAPORATE  
DISSOLVE EVOLVE CHANGE CHIP CLARIFY CLASSIFY CLEANSE EXCHANGE  
COMPOUND COCK CLIP CONDENSE CONTORT CRITICIZE CONVERT CORRUGATE  
DEFORM CREMATE CRINKLE CURVE DESICCATE DISTEND DEVIATE DIGRESS DRAPE  
DILUTE INTERCHANGE TRANSPOSE ZIGZAG WASH WRAP UNDULATE WIPE WHITTLE  
OSCILLATE WIDEN WHET WET WEED WEAVE WELD SIZE SMELT SOAK VACILLATE  
VARIEGATE SNIP VARY VARNISH SOLIDIFY SOPHISTICATE VIBRATE VOLATILIZE  
SPRINKLE VITRIFY SPRAY VULCANIZE SQUIRT STAMP FOUL STERILIZE STEAM  
STIPPLE STREAK STRETCH STITCH TUNE STROP SUPPLE AMEND SURFACE AMAZE  
SWELL SWAP SWEETEN SWEEP APPROXIMATE BAKE ARTICULATE BESPRINKLE  
BEAUTIFY BEND SURPRISE BROIL BREW MASTICATE MEANDER MIGRATE MINCE  
PERCOLATE PERFECT PERFORATE PARCH MODERNIZE MODIFY MODULATE MOISTEN  
PAVE PEEL PETRIFY PICKLE PIT ELABORATE EMBOSS PLUCK POLISH EMBELLISH  
SCOOP SATURATE HOLLOW RUMPLE TACK TRANSFUSE SEW SERRATE SHEAR  
UPHOLSTER TAMPER TAINT TEMPER TOUSLE SIMMER IMBUE TRANSFER SIFT  
INTERVENE SIEVE



EMBITTER IMPROVE TRANSUDE TRANSVERSE LIQUEFY LENGTHEN TRANSMUTE  
TATTER SCRUB TRANSFORM TRANSPLANT TEAR TAPER TARNISH ADULTERATE  
TRANSFIGURE SEAM TRIM SCREW SCOUR LEVEL SLACK SKEWER KINDLE INVERT  
INTENSIFY DECANT DECOMPOSE DECREASE TWIST TINGE TIP TIGHTEN TINT  
LUBRICATE VARNISH RAREFY GLAZE GRAFT GRANULATE READJUST REAP GRATE  
GRAVE GRIND FABRICATE REFRIGERATE FADE FAG FERMENT FERTILIZE FLUCTUATE  
FORGE FRIZZLE RINSE RUFFLE THAW COMPLICATE SIMPLIFY PARAPHRASE EXTEND  
ENHANCE PREPARE EDIFY PERFUME REFORM REFIT RE-ENFORCE REHABILITATE  
REINFORCE REJUVENATE REPAIR RETOUCH CURE STRENGTHEN ENLIVEN DEVELOP  
DIVERT CIVILIZE BURNISH DEMAGNETIZE DILATE ELONGATE EMPHASIZE EXPAND  
ENLARGE MIX SPACE AMPLIFY MAGNIFY EDIT EMEND CORRECT SHAPE ADJUST  
ALTER SPARK SWITCH SICKEN DAMAGE GASH RASP PARALYSE PAUPERIZE RIP RAZE  
GRILL REND POUND WRY WRINKLE WARP SIZZLE SLIT UNSETTLE SLASH SLICE  
NEUTER SMASH SMOKE SOIL SPLIT STAIN SPOIL SQUASH SQUELCH STARTLE STUN  
STULTIFY STUPEFY SULLY BEFOUL BENUMB BESMEAR BESMIRCH BESPATTER BOIL  
BREAK MAIM MANGLE INCISE INCINERATE SCORCH SCALD SMUDGE AXE CHOP  
DRENCH DISMEMBER DISSECT DEPRESS CUT DEPRAVE DEPOSE CROP DEMEAN  
DEJECT DEGRADE DEFLATE DEFACE DOUSE PULVERIZE PUNCTURE FRACTURE  
PIERCE BURN BRUTIFY BRUISE MANGLE CRIPPLE DISLOCATE DENT MUTILATE MASH  
MAR YOKE IDENTIFY CONSORT COMBINE EMBRACE LINK CONNECT JOIN SPLICE KNIT  
ATTACH INTERSECT APPEND REUNITE REJOIN ENTWINE CLING SHRED SPATTER HEW  
IMPAIR AGITATE DECOCT REFRACT FILTER GARBLE JUMBLE EDUCATE AMPUTATE  
DISCARD DISSUADE DEDUCT SHIFT SCRAPE CHEW TURN IMMIGRATE ADVANCE  
SHIFT PROTRACT RETARD SHED SCATTER ADAPT INURE PUTREFY SHRED ROT  
PREPARE VACATE SUBVERT INVERTED CONTROL

#### 56 — I N V E R T E D C O M M U N I C A T I O N

DISGUISE DUPE CAMOUFLAGE DOGMATIZE DERIDE DRIVEL DISSEMBLE DEPRECATE  
DEPLORE EXECRATE EXCORIATE EXAGGERATE COZEN CAVIL DISTORT CANT  
CALUMNIATE HUFF MURMUR DRONE CLAMOUR CAJOLE CACKLE PREJUDICE  
PRATTLE PRATE MUMBLE PERTURB MOCK MISSPELL MISREPRESENT MISNOMER  
MISAPPREHEND BUZZ MEW MALIGN BRAY BOYCOTT ALLEGE BOOM BLEAT  
STIGMATIZE BLARE BEWILDER BEWAIL BEMOAN BELLOW BELIE BEGUILLE BEDAZZLE  
BAWL BANTER BANDY BAMBOOZLE BAFFLE BACKBITE BABBLE VILIFY GRUNT  
SUBVERT STUTTER STARE STAMMER SQUINT OBVIATE OFFSET OBSCURE OBSTRUCT  
SPURN SPUTTER SQUAWK SPY SQUEAK SQUABBLE SPOUT SPLUTTER SOUR SPAR SOB  
SOLICIT SNUFFLE SNIGGLE SNUB SNIVEL VAGUE SNOOP SNORT SNEAK SNEER  
SNICKER SNIGGER SMUT SNAP SMUGGLE SMIRCH SNARL SLUR SMIRK SLANDER  
SIMPER RETORT WHIMPER UNBELIEVE WHEEZE SWEAR WHEEDLE WHINE WHISPER  
OBTRUDE OVERHEAR ROAR RIDICULE RIB FOOL FLOUT FIB SIBILATE FEIGN FALSIFY  
REHASH REFUTE REFUSE PROFANE RECRIMINATE POLLUTE REBUKE REBUFF  
PERJURE RAVE RATTLE RANT RAG GIBE GAPE GABBLE TITTER TWITTER QUIP HOWL  
DEFILE DEFAME DECRY DAMN JEER INVESTIGATE JIB INVEIGH KID JIBE INVALIDATE  
INVEIGLE TITTLE SHRIEK INTERRUPT INTERPOSE INTERFERE LEER INSINUATE LIE  
SHADE SHAM SERMONIZE SEEM SCRAWL SCOWL SCRIBBLE ARGUE TATTLE HOOT  
HISS SCREECH SCREAM INFER SCORE SCOFF SCOLD SATIRIZE IMPEDE HINT HAGGLE  
TAUNT INVERTED COMMUNICATION PERSUADE EXHORT REPAY ALLUDE DISPUTE  
SUGGEST LECTURE TEACH PREACH SPEAK INTRUDE STOP CHALLENGE HALT HOLD  
SHUT SET SUBDUE DISABUSE GAG POISON SHOOT BOMBARD BOMB SHELL MOTIVATE  
INSTIGATE CONTRIVE INVOKE TINGLE THROB SPARKLE SWISH PATTERN PULSATE  
STINK REACT SMART SLUMP SWELTER JINGLE GLISTEN REVERBERATE RING RIPPLE  
PEAL CLINK CLANG CLACK DRIP GOSSIP FIB PREVARICATE STIMULATE STIR  
PROVOKE FORGET DEAFEN BLIND INVOLVE GAG ENGULF RUIN DISINTEGRATE  
EFFACE ELIMINATE ANNUL ABOLISH ANNIHILATE SLAUGHTER SLAY OBLITERATE  
ERADICATE ERASE PURGE EXECUTE EXPUNGE EXTIRPATE DELETE DEMOLISH CRUSH  
DESPATCH DESTROY DEVASTATE DISPOSE TERMINATE FINISH IRRADICATE  
LIQUIDATE TOPPLE DOOM GUZZLE SWIG SWILL SWALLOW GOBBLE GNAW TIPPLE  
QUAFF SUP EMBOWEL DRINK DEVOUR CRUNCH CONSUME NIBBLE EAT ADJOURN  
ESTRANGE CRUMPLE CRUMBLE DEODORIZE EXPLODE EXPEND ERODE FLAME  
WITHER WILT VIVISECT ELAPSE LAPSE FAIL DEPRECIATE EXTINGUISH EXPURGATE  
EXPIRE SMEAR INVENT DUB

CONCOCT GRIPE SNIPE ROUSE AROUSE TEASE TEMPT FLIRT WOO ELECTRIFY EXCITE  
ENKINDLE ALLURE SCINTILLATE TRANCE IMPRESS ATTRACT TANTALIZE TOUT  
CAPTIVATE FASCINATE QUARREL SMUGGLE PRETEND DUPE FORGE COUNTERFEIT  
IMPERSONATE COZEN IMPAWN DESIST RELAX REPOSE RUSTICATE QUIESCE LOAF  
OSSIFY IMPOSE TRICK CONFOUND CHEAT DENOUNCE DELUDE IMPLANT DEFRAUD  
EXPOSE DAZE DECEIVE EXILE MAROON BOMBARD AGGRAVATE ADMONISH ATTACK  
STUPEFY STULTIFY STARTLE QUARREL OSTRACIZE WRANGLE PLAGUE GOAD GRILL  
PESTER INTERDICT INTERROGATE INTIMATE HAZE SHOCK INSULT BITCH  
INTERSPERSE SPATTER STAMPEDE STRAY STREW BESTREW STRAGGLE DISPERSE  
HORRIFY HECKLE HIT HARASS IMMURE HATCH HURT HOUND INCRIMINATE  
IMPLICATE DIVIDE STRADDLE UNLOAD SUNDER SEPARATE OUTLAW ZONE FILTER  
EXCLUDE EXCOMMUNICATE IMPEACH ACCOST ABUSE ACCUSE SCORE INFILTRATE  
INDISPOSE LOATHE TRESPASS TUT SENTENCE INJURE INFLICT CONTRADICT  
CONCEDE COAX PROTEST QUARREL REMONSTRATE HARP BICKER DEAFEN DECLINE  
DEBATE LISP HAUNT HUNT QUAIL EVADE EXTRACT INSULATE LIMIT HIBERNATE HIDE  
SHUN SECLUDE SEAL SEGREGATE THWART ISOLATE SHEATHE LATCH GARBLE  
THREATEN HUMOUR RUMMAGE RESORT RISK JUMBLE WISH SLOP STUMBLE BOGGLE  
PREVENT BOTCH REFRAIN GAG EXCEED HESITATE EDUCATE SECRETE RESERVE  
FORGO WARN FORBID WARD RETRACT RESTRICT BAN STILL MUFFLE SHRUG SHOVE  
SHEER ABSTAIN SHAMBLE TOY TURN SHIFT CONCEAL CLAM MUZZLE FORGET BLAB  
PEACH DIVULGE PROTECT PET SNARE GLOZE DISDAIN DISPARAGE DEROGATE  
DISCREDIT DETRACT REJECT CROW POSTURE BRAG BOAST SULK OUTCRY WAIL  
OUTRAGE SLOBBER ABOMINATE ABHOR ANGER ANNOY SCORN INFURIATE  
SENTIMENTALIZE CONNIVE COLLUDE BETRAY IMPUGN IMPUTE CONSPIRE PLOT  
RECANT SIGH QUIBBLE IMPLORE RAGE GLOAT GROWL POUT GRUMBLE FIGHT NAG  
YELP YAP YELL MOAN PRY EXHUME DISGUST ENTREAT DESPAIR EMBITTER  
CONVINCE DEMAND DICTATE DISALLOW SWERVE SUCCUMB RETCH WAVER WRITHE  
SQUIRM VOMIT WINCE NAUSEATE FALTER TIRE HATE PANT PUFF CAPITULATE CRY  
IGNORE CACHE PUZZLE CURSE CONSPIRE CONNIVE DISSUADE PROVOKE DEPRIVE  
INTERVENE INTERSECT INFORM SLANT HUSH IMPLICATE SURPRISE DEMUR  
OBJURGATE AMAZE INCULPATE COMMISERATE FABRICATE TWIST INVERT MORTIFY  
ESCHEW SHAME DISHEARTEN DISAPPROVE DISTRACT FOUL BOTHER MEDICATE  
MISCONCEIVE CHIDE COMPLAIN CONDEMN CHEW CENSURE CARP BLAME UPBRAID  
FULMINATE REPROACH REPREHEND AVENGE ASCRIBE RESENT IMPLY EMBARRASS  
DECOY EMBROIL MORALIZE MISLEAD DIGRESS CRITICIZE CURSE DISCOURAGE DENY  
PRAY KID LIE PREVARICATE PRETEND CRITICIZE SUSPECT RANKLE WORSHIP WHOOP  
INTEND TO NOT COMMUNICATE

57 — D I S P E R S E

STREW STRAGGLE DISPERSE SPREAD SHOWER RADIATE RANGE BURST SPATTER  
STAMPEDE BESTREW ROUT INTERSPERSE DIFFUSE DISPERSE DISTRIBUTE DISPENSE  
DEPLOY SOW PROPAGATE DISSIPATE PULVERIZE SCARE UNSETTLE STRAFE CHARGE  
DISMEMBER DEMENT UNNERVE LITTER HOUND SCATTER AGITATE SHATTER QUAIL  
EVADE RUMMAGE JUMBLE BOGGLE BOTCH DISCARD OUTBREAK SCATTER  
EMBARRASS SHUDDER PANIC SWERVE SQUANDER EXPORT DISPEL VOLATILIZE  
SPRINKLE DISBAND FLURRY DISTRACT DISTRIBUTE STRAY

58 — I N V E R T E D I N T E R E S T

INDULGE INCITE INCULCATE SCANDALIZE ASTOUND INDUCE LIKE LUST INFLAME  
INFATUATE WALLOW GIGGLE THRILL TITILLATE TITIVATE QUIRK PEEP MYSTIFY  
ENCHANT PROSTITUTE IMBIBE INEBRIATE INVERTED INTEREST BENUMB BELABOUR  
MASH MAR MANGLE MAIM BESPATTER BESMIRCH PERFUME BESMEAR BESLOBBER  
BESLAVER BESET BIND CAMP SOJOURN ABIDE RESIDE DWELL LOCATE IMPAWN  
REPOSE NESTLE LOAD DISABLE TRUSS TOY PLAY WED BETROTH MARRY PERVADE  
PERMEATE TOUCH ACCOMPANY REUNITE ATTACH KNIT SPLICE JOIN CONNECT LINK  
EMBRACE COMBINE CONSORT YOKE ENTWINE CLING MURMUR TWEAK CRAVE PRICK  
PRESS FRACTURE MOLEST PENETRATE PIERCE MUTILATE PINCH BUTCHER BUTT  
MOB BRAND BURN BUMP MAUL BRUTIFY AWAKEN AROUSE SATISFY GRATIFY  
STIMULATE EXCITE BRUISE HABITUATE ENUMERATE DETAIL

OPERATE TEST DISCIPLINE MANIPULATE PRESCRIBE PREDISPOSE COMPLY REMAND  
SUMMON STOP ELONGATE DILATE ENLARGE EXPAND EMPHASIZE CORRECT EMEND  
EDIT MAGNIFY AMPLIFY ALTER ADJUST SHAPE RIFLE RANSACK SPY INFILTRATE  
PRY GRILL PERSECUTE PERSEVERE MAINTAIN PERPETUATE PERSIST PROLONG  
RESPIRE NURTURE NOURISH RECONSTRUCT RENOVATE REINSTATE MATURE FIX  
MARTYR SURVIVE BULLY PREDESTINATE DROOL SLAVER VIOLATE REACT STINK  
SLUMP SMART SLAVE SWELTER SLIP SLOUCH PULSATE PATTERN SWISH SPARKLE  
THROB TINGLE DRIP CLACK CLANG CLINK PEAL RIPPLE RING REVERBERATE GLISTEN  
REPRODUCE RETRACE QUOTE COPY REMIND SKETCH CHARACTERIZE IMITATE MIME  
PORTRAY DEPICT REPLACE RECOGNIZE REMEMBER TESTIFY SUBSTANTIATE RECORD  
RECOUNT ENACT PRINT EMULATE RESTORE DUPLICATE RECIPROCATATE RECEIVE  
REPLENISH TRANSMIT PRACTISE REHEARSE MULTIPLY REITERATE REPEAT  
RECAPITULATE REVIEW REDUPLICATE BANG SCREW RUIN STIMULATE STIR  
PROVOKE MAKE GUZZLE SWIG SWILL SWALLOW GOBBLE GNAW QUAFF SUP  
EMBOWEL FRATERNIZE DRINK DEVOUR CRUNCH CONSUME NIBBLE EAT ADJOURN  
ESTRANGE CRUMPLE CRUMBLE DEODORIZE EXPLODE EXPEND ERODE FLAME  
WITHER WILT VIVISECT ELAPSE LAY INHALE GROW CONJURE JINGLE TIPPLE LAPSE  
FAIL DEPRECIATE EXTINGUISH EXPURGATE EXPIRE ENGULF RUIN DISINTEGRATE  
EFFACE ELIMINATE ANNUL ABOLISH ANNIHILATE SLAUGHTER SLAY OBLITERATE  
ERADICATE ERASE PURGE EXECUTE EXPUNGE EXTIRPATE DELETE DEMOLISH CRUSH  
DESPATCH DESTROY DEVASTATE DISPOSE DOOM TOPPLE LIQUIDATE IRRADICATE  
FINISH TERMINATE ENSNARE DISPLAY ENGROSS ENKINDLE CAPTIVATE EXCITE  
FASCINATE FLIRT ROUSE AROUSE ATTRACT IMPRESS TRANCE SCINTILLATE ALLURE  
GOGGLE MARVEL ELECTRIFY TANTALIZE WOO TEASE TEMPT INTOXICATE SMUGGLE  
DEPRAVE FETTER FORCE WINE BED SLEEP LIE UNDRRESS DRESS DIVERT CULTIVATE  
DELIGHT COMFORT EXHILARATE ENLIVEN SUCKLE WILE SOOTHE SOLACE OBLIGE  
RELIEVE REJUVENATE INNERVATE SATISFY PERFUME PERMIT PLEASE ENCOURAGE  
ENDEAR ENHANCE BESTOW SURFEIT CONSOLE BEDEVIL ATTACK BEAT BEFOUL  
BATTER ASSAULT BASH ASSAIL SWEAT SULLY SUFFOCATE SUBJUGATE STUPEFY  
STUN STRAIN STRANGLE STRIKE STIFLE STALK SPOIL STAIN VIOLATE SPRAWL LOLL  
VICTIMIZE SOCK SOIL UNDERMINE HANDCUFF MANACLE FETTER CHAIN SMEAR  
GRASP COERCE POUND POKE REVENGE GRILL PLAGUE PESTER PERSECUTE RIP GRAB  
GOAD PARALYSE RACK GASH TORMENT END TOLERATE IDOLIZE PET FORGET  
PHILANDER CLOY PINION CLUTCH CRAVE HANKER PANT MASTURBATE JOLT  
RETALIATE FORCE FLAY FLAGELLATE SLASH SLICE SLAP SLIT TYRANNIZE EXHAUST  
WHACK WHIP WOUND OVERWHELM OVERPOWER WARP WRENCH WRING TWIST WRY  
ROUGH WALLOP OPPRESS OFFEND NIP NICK SMACK SMITE SLAM NEUTER  
EMASCULATE SPAY SMOTHER DROWN DOPE DRUG SMASH NIBBLE SNIFF STROKE  
RUB APPEAL ATTRACT ENTICE FRIG COHABIT FUCK FORNICATE COPULATE LAY  
MAKE JAZZ DRUG JERK PLAY TEASE TWITCH DESPAIR DELIVER COME TRIFLE TRICE  
JAB SICKEN INTIMATE INTERROGATE TWIST BRUTALIZE HAMMER HAZE SHOCK  
INSULT SPATTER STAMPEDE STRAY BESTREW BURST DISPERSE HANG HORRIFY  
HECKLE HIT HARASS IMMOLATE HURT HOUND HARRY SCAR AFFLICT IMPALE  
AGITATE ZONE DISROBE EXCLUDE OUTLAW SEPARATE DOPE SUNDER UNLOAD  
DIVERGE TOSS ROLL WRITHE DIFFER DIVIDE DIVEST LASH ACCOST ABUSE  
INFILTRATE LOATHE TRESPASS LYNCH LAME LACERATE LICK INJURE SCUFFLE  
SCRATCH INFLICT INJECT INHUME PENETRATE ADMIT INVITE INOCULATE INSERT SIP  
HAUNT YANK EXTRACT HIDE SHUN SECLUDE SHACKLE SEIZE THWART TIE COLLIDE  
GARBLE THREATEN THRASH THRALL IMMERSE RUMMAGE RESORT RISK SLOP  
STUMBLE PROHIBIT REFRAIN GAG EXCEED TRY FETTER FRUSTRATE SECRETE GO  
COVET EXACT CONSERVE LOSE PETITION AMPUTATE DISCARD WANT FORBID  
REPRESS SPECIALIZE SNARE TWEAK TONGUE ENJOY LOVE LIKE SUCKLE SQUEEZE  
TARNISH TAINT SCREW KINDLE INVERT INTENSIFY HUMILIATE DEGRADE REGRET NIP  
COMMISERATE LURK JUMBLE FONDLE NUZZLE SUCCUMB SWOON BURY EJACULATE  
COME STAY SLEEP PROCURE COVER PAW CACHE DEFILE DALLY DISLIKE DISTRESS  
DESIRE DISGUST SIGH GLOAT GROAN AGONIZE MADDEN PALPITATE MOAN EAT  
EXHUME COLLUDE RECANT TRADUCE BETRAY SENTIMENTALIZE CONSPIRE PLOT  
CONNIVE SHUDDER SUFFER CONCLUDE ACHIEVE ATTAIN WAIL OUTRAGE WEEP  
SLOBBER CULMINATE ENDURE SHIVER TRANSPORT SHAMBLE SUSPEND BIND TURN  
TUSSELE LIMP PROWL DABBLE ENFEEBLE FONDLE ABUSE CORRUPT TUG EMBARRASS  
SHAME MORTIFY ENTRAP ALLURE PINCH REVEL SQUIRT SOPHISTICATE PUCKER  
CRITICIZE CONTORT BOTHER FOUL DEFORM DEVIATE

BEWITCH SEDUCE SENSUALIZE CATCH ENERVATE INSINUATE LEER DEFILE TITTER  
POLLUTE TOY WHISPER DEPRIVE SMIRK SMIRCH CORRUPT SNIGGER SMUT SNEAK  
SOLICIT RAPE RAVISH PASSION PERVERT FOREBODE FOREWARN YEN OBSESS SUCK  
BESOT BEWARE BITE BAN PROCURE BEGUILÉ CREEP STRIP INITIATE FEEL BARE PRY  
PAINT KISS LICK TATTOO FLOG CASTRATE HYPNOTIZE WHIP SEDUCE CARESS TICKLE  
DISABLE BIND TORTURE IMPLICATE IMPOSE SCALP SAVAGE INCISE SCOURGE SKIN  
KNOCK SIN TRICK WRIGGLE KICK SMUDGE DAZZLE SNATCH EMBROIL CRIPPLE  
DEMORALIZE CRIMINATE EXPLOIT COMMIT SCRATCH CLAW CHOP TRANSGRESS  
CHEAT DISSECT DISMEMBER DISGRACE DISHONOUR DRAG DESPOIL DERANGE  
DISEMBOWEL EVISCERATE DISLOCATE DEPRAVE CRUCIFY CROP DEMENT DEMEAN  
DELUDE DEGRADE ERECT DEFACE DISSIPATE EXPOSE DECEIVE CANE DEBAUCH  
DEBASE EXCRUCIATE EXTORT CAPTURE CONQUER CUT PUNISH PUNCTURE PUNCH  
DETRACT CLEAVE

59 — THINK

CONSTITUTE COMPRISE CONSIST NEOLOGIZE SCHEME WONDER OUTLINE JUSTIFY  
NUMERATE THEORIZE GENERALIZE THINK PARTICULARIZE RATIONALIZE PERCEIVE  
REALIZE CONCUR CONCERN CONCENTRATE CONCEIVE COMPARE COGITATE DOUBT  
DISTINGUISH DISPROVE DISQUALIFY CALCULATE PRESUPPOSE PRESUME PREPENSE  
PREJUDGE PREFER PREDICT EDUCE PREDICATE PRECONCEIVE PHILOSOPHIZE  
METHODIZE BETHINK BEMUSE BELIEVE ASSUME SYMBOLIZE SYSTEMATIZE ANALYSE  
SURMISE SUSPECT SUPPOSE SPECULATE EXCOGITATE VISUALIZE SOLVE WEEN  
EQUATE AMOUNT COMPUTE INFLECT DERIVE DENOTE DEFINE DEEM COUNT  
CONTEMPLATE CONSTRUE CONSIDER ASCERTAIN ASSESS TRANSCEND ASSOCIATE  
LIST DECIDE DEDUCE QUALIFY ITEMIZE QUANTIFY PLAN RECKON PONDER  
RECOLLECT POSTULATE RECONSIDER PREDETERMINE REFLECT FORECAST RESOLVE  
RUMINATE TOT TYPIFY DISCERN TABULATE TALLY IMAGINE PUZZLE THINK  
UNDERSTAND RECALL REVISE SIMPLIFY IDENTIFY ASSORT STIPULATE DETAIL  
ENUMERATE GRASP RECOGNIZE REMEMBER REMIND RECORD REVIEW RETRACE  
RECAPITULATE MULTIPLY REPRODUCE DEPICT COMPREHEND REFER FORGET  
ELIMINATE MANUFACTURE CONCOCT CONSTRUCT INVENT ESTABLISH DEVISE  
EVOKE PROBE PURSUE EXPLORE DETERMINE APPEND ADJOIN INTERSECT COMBINE  
LINK CONNECT PERMEATE PERVADE CONJUGATE STULTIFY STUPEFY DAZE BENUMB  
DEMENT DERANGE DIVIDE DIFFER EXCLUDE SORT SEPARATE EXTRACT WISH  
BOGGLE EDUCATE MISCONCEIVE FUMBLE BOTHER REGRET CLASSIFY CRITICIZE  
INFER INFORM RECALL WORRY REGARD GRADE RATE RANK VALVE ADJUDGE  
ADJUDICATE PROVE DESPAIR MUSE SUMMARIZE APPREHEND ESTIMATE TROW  
IDEALIZE CONCLUDE CONFUSE INSPIRE ADDUCE

60 — CREATE

GENERATE ISSUE MOTIVATE EMIT EMANATE ENGENDER PERPETRATE INVOKE  
TRANSACT COMMENCE CONTRIVE PREDESTINATE CONJURE INSTITUTE NOMINATE  
DESIGN ORIGINATE PRECIPITATE INSTIGATE PROPAGATE BEGET POPULATE  
PROCREATE INBREED BREED IMPREGNATE GEMINATE DEVISE INCUBATE VIVIFY  
ORDAIN VITALIZE DECORATE INVENT MANUFACTURE CONSTRUCT SPROUT  
INCREASE DUB CONCOCT ESTABLISH ANIMATE GLOW ATTRIBUTE INNOVATE WAGE  
CREATE WRITE PEN DISCOVER EXPRESS ENDOW RECREATE REGENERATE PLANT  
MATERIALIZE BUILD MAKE PRODUCE SOW SPAWN CREATE STAY PLACE CLING JOIN  
EMBRACE LINK MEET LOCATE FOMENT IMPROVISE IMAGINE ERECT NARRATE

61 — OBSESSIVE CAN'T HAVE

DISAVOW DISBELIEVE DISCLAIM DUMP DISOWN EMACIATE EMBEZZLE YEARN  
OPPOSE OWE SKIMP STARVE STEAL STINT STRIP SWIPE SURCHARGE BEREAVE  
MISAPPROPRIATE MISTRUST MOULT ECONOMIZE PILFER PINE LACK REMOVE FAST  
RATION THIEVE THIRST RID SCRIMP SCAMP SAP SACRIFICE HOG ABORT ROB  
RETRENCH REVOKE OBSESSIVE CAN'T HAVE DISBURDEN CURE RAID PRE-EMPTY SEIZE  
DEMOLISH CUT GUT TAX GORGE SLAVE STINK SLIP SWELTER SLOUCH REPLACE  
REACT DUPLICATE REHEARSE PRACTISE REDUPLICATE REPRODUCE MULTIPLY CROP  
DOCK DEPRIVE STEAL OBLITERATE DEMAGNETIZE TERMINATE FINISH IRRADICATE  
CRUSH

LIQUIDATE TOPPLE DOOM DISPOSE DEVASTATE DESTROY DESPATCH DEMOLISH  
DELETE EXTIRPATE EXPUNGE EXECUTE PURGE ERASE ERADICATE OBLITERATE SLAY  
SLAUGHTER ANNIHILATE ABOLISH ANNUL ELIMINATE EFFACE DISINTEGRATE  
CENSOR RUIN ENGULF EXPIRE EXPURGATE EXTINGUISH DEPRECIATE BATTEN FAIL  
LAPSE ELAPSE VIVISECT WILT WITHER FLAME ERODE EXPEND EXPLODE DEODORIZE  
CRUMBLE CRUMPLE ESTRANGE ADJOURN EAT NIBBLE CONSUME CRUNCH DEVOUR  
DRINK EMBOWEL SUP QUAFF TIPPLE GNAW GOBBLE SWALLOW SWILL SWIG GUZZLE  
REQUISITION INTERDICT GUT KIDNAP ANNEX IMPOUND OSSIFY LOAF FREEZE  
QUIESCE CLING ENTWINE YOKE CONSORT LINK JOIN ATTACH ACCOMPANY CRAVE  
EMASCULATE NEUTER ALTER SPAY RIFLE RANSACK TAX SACK IMPOVERISH SCALP  
FLAY SKIN SNATCH RUSTLE EXPLOIT CHEAT DESPOIL CROP DECORTICATE DEFRAUD  
CAPTURE EXTORT POACH PINCH BEHEAD SWINDLE SPOIL WRING WREST OSTRACIZE  
PLUNDER GRASP RAVAGE RAZE PAUPERIZE DECAPITATE BESIEGE SIEGE  
COMMANDEER SHRED LOOT SHOWER STREW BESTREW STRAGGLE DISPERSE  
IMMOLATE EXCOMMUNICATE EXCLUDE FILTER SEPARATE ZONE OUTLAW SUNDER  
STRADDLE UNLOAD DETACH DIVERGE DIFFER DIVIDE DIVEST PURLOIN DISMISS  
EVADE SHATTER INFRINGE REMONSTRATE BICKER GROPE DECLINE DEBATE HUNT  
HAUNT DISSENT CONTEND CONTRADICT CONCEDE PROTEST QUARREL HARP RECEDE  
RECOIL YANK EXTRACT DISMISS INSULATE LIMIT HINDER SHUN SEGREGATE  
THWART ISOLATE SEIZE LATCH COLLIDE GARBLE IMMERSE RUMMAGE RISK RESORT  
JUMBLE WISH SLOP STUMBLE BOGGLE BOTCH PROHIBIT PREVENT REFRAIN TRY  
HESITATE EDUCATE WANT DISCARD PAWN FRUSTRATE RESIST SECRETE AMPUTATE  
LOSE COVET CONSERVE FORGO FORBID WARN RESTRICT WEAN BAN ABSTAIN SHOVE  
SHEER LEAP SHAMBLE TUG SHIFT FORGET RETARD REDUCE DISDAIN CRIMP DEVEST  
REJECT FORSWEAR VACATE FORSAKE EKE REPUDIATE RENOUNCE RELINQUISH SHED  
ENCUMBER INURE WAIL WEEP SORROW ABHOR ABOMINATE RECANT SIGH GRIEVE  
FRET DREAD MOAN MOPE MOURN ENVY DISGUST DISLIKE DESPAIR SUCCUMB  
PUTREFY ROT NAUSEATE VOMIT ABDUCT DISARM SURRENDER SACRIFICE DEPOSIT  
AMASS POSSESS ACQUIRE RETAIN CAUTION CACHE BEGRUDGE ESCHEW CONDEMN  
SHEAR SOAK DEDUCT TAKE DEMUR CURTAIL PLUCK PRUNE BOB DISAPPROVE  
DISHEARTEN DENY DISCOURAGE CLIP CRITICIZE FOUL BEGRUDGE MIRE DESICCATE  
ENFEEBLE ENCROACH CADGE CAGE DISCARD DISPOSE POACH PURLOIN IMPOVERISH  
RUSTLE ENTRAP ENJOIN ENERVATE HAGGLE CATCH DEPRIVE DISSUADE COZEN  
DISABLE CASTRATE CHEAT DESIRE DESPOND ENFORCE RETCH

62 — E F F E C T

EFFECT REACT SLOUCH SLUMP SLIP PULSATE SMART TINGLE THROB SWELTER  
STINK SPARKLE GLISTEN PATTERN SWISH CLACK CLANG CLINK PEAL JINGLE  
REVERBERATE RIPPLE RING DRIP SLAVE RESPOND THUMB CONSOLE SURFEIT  
REPLETE ENLIGHTEN ENHANCE ENERGIZE PREPARE ENCOURAGE EDIFY PERK  
PERFUME HABILITATE SALVE HEAL INNERVATE INSTRUCT LEAD REASSURE REFORM  
REFRESH REGENERATE REHABILITATE REJUVENATE RELIEVE REPAIR RESPITE  
RESCUE RESUSCITATE RETOUCH REVIVE SMOOTH SOLACE SOOTHE STRENGTHEN  
SUCCOUR SURCEASE SUPPORT EXHILARATE ENLIVEN CHEER COMFORT DELIGHT  
CULTIVATE DEVELOP DIVERT DRESS DRIVE WINE CALM CIVILIZE BURNISH CURE  
INVIGORATE SMELL FEEL WILL ORDAIN IMPOVERISH SCALD INCAPACITATE SCORCH  
INCISE KNOCK KICK SMUDGE CRIPPLE DEMORALIZE CONFOUND CHOP DRENCH  
DRAG DISAFFECT DERANGE DEPRESS DISMAY DISLOCATE CUT DEPRAVE DENT CROP  
DEMENT DEJECT DEGRADE DEFLATE DEFACE DAZE DEBAUCH DEBASE EXCRUCIATE  
EXTORT CAPTURE CONQUER DOUSE DISTURB PULVERIZE PUNISH PUNCTURE PUNCH  
PROSTRATE CAPSIZE PRICK PRESS PIERCE MUTILATE MOLEST BUTT BURN BUMP  
MASH BRUISE MAR MANGLE MAIM BREAK BOIL AGGRAVATE BESET BENUMB  
BELABOUR BEDEVIL BEFOUL BEAT BATTER BASH APPAL SWEAT SULLY SUFFOCATE  
SUBJUGATE SWAMP STRAIN STORM STRANGLE STIFLE STARTLE SQUEEZE SQUELCH  
STAIN SQUASH SPOIL SPRAIN SPLASH SPRAWL SPLIT SPILL VICTIMIZE VEX SOIL  
SMOKE UNDERCUT UNDERMINE SMEAR SMOTHER SLAM SINK SIZZLE TYRANNIZE  
WEARY ULCERATE UNNERVE WORRY WOUND WRY WRING WRINKLE OPPRESS  
JOSTLE JOLT FLOOR PLAGUE PESTER PERSECUTE GOAD RASP RAP TERRORIZE  
THUMP TICKLE QUELL QUENCH QUASH IRK DAMAGE JERK SICKEN TROUBLE HOUND  
HARRY HURT HARASS HIT HECKLE

HORRIFY INSULT SHOCK HAZE HAMMER AFFLICT SCAR IMPAIR AGITATE ABUSE  
ACCUSE INDISPOSE SHATTER SHAKE LACERATE LAME INJURE QUAIL THREATEN  
MORTIFY COMMISERATE REGRET FOUL MEDICATE MIRE DISTRACT DISHEARTEN  
DISCOURAGE CURSE EMBARRASS SHAME BLANCH

63 — N O E F F E C T

VANISH MINIMIZE OMIT NO EFFECT PARDON EXCUSE PARRY CONTRACEPT VITIATE  
PETRIFY ABIDE FREEZE STICK SECURE BECALM IMPAWN DESIST QUIESCE OSSIFY  
STAVE DUCK EVADE INSULATE HIBERNATE SECLUDE THWART HUMOUR PREVENT  
REFRAIN TRY CONSERVE WARD DENY ENFEEBLE WITHSTAND DESPAIR DESPOND  
SHRUG WAIVE REJECT FORSAKE RETREAT RETIRE FORSWEAR RESIGN DISSUADE

64 — C A U S E

BUILD MAKE PRODUCE MATERIALIZE PLANT EFFECT AFFECT SOW ERECT SPAWN  
BEATIFY STIMULATE SPARK NECESSITATE PROVOKE INVOLVE WILL CAUSE PROJECT  
PURPOSE DISCOVER EXPEDITE INVIGORATE CIVILIZE DRIVE DIVERT DEVELOP  
CULTIVATE DELIGHT EXCEL ENLIVEN EXHILARATE ENABLE STRENGTHEN SPONSOR  
VERIFY VALIDATE UPHOLD UNDERTAKE REVISE FURTHER REPAIR REHABILITATE  
FACILITATE RE-ENFORCE RECTIFY RAISE LEAD INSTRUCT ASSIST HEAL SUSTAIN  
ASSURE ALLEVIATE PREPARE ENERGIZE SUPPLY REplete SURFEIT FILL FULFIL  
EXTEND CONTRIBUTE CO-OPERATE COMMAND PRESIDE RULE REIGN JUDGE JOCKEY  
JUGGLE USHER NAVIGATE PILOT OFFICIATE REGULATE DIRECT UNTANGLE ORDER  
ORIENTATE ORGANIZE OPERATE ADMINISTER SUPERINTEND SUPERVISE MANAGE  
MASTER CONSTITUTE INSTITUTE ORIGINATE GENERATE CONTRIVE CONJURE DESIGN  
ENGENDER MOTIVATE SUFFUSE ORDAIN ATTRIBUTE INVENT INNOVATE INITIATE  
LOCATE SITE TEMPT INSPIRE PERVADE PERMEATE FOMENT TROUBLE SICKEN  
DAMAGE QUELL TORMENT TERRORIZE RAID PARALYSE PAUPERIZE PENALIZE  
PERSECUTE PROSECUTE FORCE OFFEND OPPRESS WORRY WHELM WEARY  
TYRANNIZE UNSETTLE VEX VICTIMIZE SPOIL VITIATE SUBJUGATE APPAL BELABOUR  
AGGRAVATE PRESS DISTURB DISSIPATE DEPOSE DEPRESS DERANGE DESPOIL  
DEMORALIZE DISAFFECT DISGRACE COMMIT CONFOUND EXPLOIT INUNDATE INVADE  
IMPOVERISH INCAPACITATE IMPOSE RADIATE SHOWER SPATTER BURST FILTER  
EXCLUDE ZONE SEPARATE OUTLAW SUNDER DIVERGE DIVEST DIVIDE INDISPOSE  
INFLICT COAX BOTHER FABRICATE DICTATE DEMAND DISALLOW CONVINCE EXERT  
DOMINATE COMPEL ENFORCE COERCE INAUGURATE FOSTER PREDETERMINE  
POSTULATE CONCEIVE DIFFER SORT STIR

65 — F A I T H

HOPE CREDIT FAITH ENTRUST DEPEND MEDITATE CALM DISBURDEN COMFORT  
EXCULPATE CHEER PROVIDE SUPPORT SURCEASE SUCCOUR VINDICATE VOUCH  
SOOTH SOLACE OBLIGE REVIVIFY OFFER CURE REVIVE RESPITE FORGIVE RELY  
RELIEVE REJWENATE REGENERATE REFRESH REFORM RECREATE RECTIFY REDEEM  
RECONCILE REASSURE IRRADICATE LEAD SERVE TRAVAIL HEAL SALVE HELP  
SUSTAIN ASSURE BESPEAK ABSOLVE ALLAY MITIGATE PARDON PALLIATE EASE  
EDIFY ENCOURAGE ENHANCE ENLIGHTEN ENDOW BESTOW SUFFICE CONSOLE AVAIL  
PREDESTINATE TESTIFY EMULATE REPLENISH TRANSMIT NEOLOGIZE INSPIRE  
REPOSE IMPAWN DWELL SOJOURN ABIDE RESIDE DENOUNCE PROSELYTIZE CONVERT  
CONFESS CONFIRM BAPTIZE IMPLANT CLING YOKE JOIN PERMEATE PERVADE REJOIN  
COMBINE EMBRACE CONNECT REUNITE FRATERNIZE WED MARRY BETROTH  
ENTWINE BESET BELABOUR BESMIRCH ADMONISH BREAK BURN MOB MOLEST  
PROSTRATE CONQUER DEFLATE DEFRAUD DELUDE DENOUNCE CRUCIFY DEPRAVE  
DISAFFECT CHEAT CONFOUND DEMORALIZE DAZZLE SIN TRICK SCOURGE  
FLAGELLATE IMPRECATE IMPOSE TRANSGRESS TRESPASS UNFROCK BEDEVIL  
ASSAIL SWINDLE SUBJUGATE STUPEFY STULTIFY VICTIMIZE VANQUISH UNDERMINE  
SMITE WREST PERSECUTE PARALYSE RACK QUENCH INTIMATE RADIATE HEW  
CLEAVE EXCOMMUNICATE REBOUND EMERGE IMMERSE WISH REVERE DEIFY AWE  
WORSHIP ACHIEVE ATTAIN LOVE TRUST ASCEND TRANSPORT ASPIRE BELIEVE  
EXCLUDE

Franchise

## RELEASING AND PREPARING A CASE FOR S.O.P. GOALS

S.O.P. Goals takes a great deal of accurate Scientology to run. One has to be the kind of expert one would become from studying at Saint Hill or under a person who has been here who graduated with honors.

One has to have his TRs 0 to 4 *perfect*. One has to know an E-Meter backwards and forwards. One has to know Model Session so well that he or she can pass all TRs while doing it. And one has to know assessment.

There is nothing, however, so bad as to get a wrong S.O.P. Goals Assessment on a case. It condemns the pc to an infinity of auditing. He or she will never get Clear until a *right* assessment is done. And the auditing in between is wasted.

So until you get to Saint Hill or get a special course in S.O.P. Goals from a Saint Hill honor graduate, or from Australia's Peter Williams, whom I taught in South Africa, or unless I am right on the other end of a Telex as I am for London, may I please ask you to content yourself (and get marvellous case gains) releasing people with the preparatory steps of S.O.P. Goals and skip trying to run S.O.P. Goals on wrong assessments.

These Steps release people.

The Preparatory Steps of S.O.P. Goals consist of only two things:

1. The Johannesburg Security Check, well done (the revised issue of which will come to you next week), and
2. General runs on the Pre-Hav Scale after proper assessment of the *pc* on that scale.

You can easily learn to give a "Joburg". You can easily learn to assess on a Pre-Hav Scale. And you can't do any real damage and can get the fastest case gains you've ever seen.

### THE JOBURG CHECK

If withholds make the pc get no gains, then what better way to clear them up than by a fabulously thorough check on withholds such as is found in the "Joburg Check".

Ask every question in various ways until the pc gets no further needle action on that question with sensitivity raised way up.

*The General Runs on Pre-Hav:* Assess the Pre-Hav Scale saying each level once to the pc on the meter going up it. Saying each level *once* to the pc going back down it. Write down every fall, theta bop or rock slam and how much. Take the level which gave the *most* reaction going up and down.

Take that Pre-Hav level that reacted most.

Using your good sense, make up a five-way bracket auditing command from the level.

Suppose the most reactive level was *Overts*. This translates as “DONE TO”. The 5-way command is “What have you done to someone?” “What has someone done to you?” “What has someone done to another?” “What has another done to others?” “What has someone done to himself?”

Run the process watching the meter Tone Arm.

When the Tone Arm moves more than 1/4 of a Tone Arm Division movement up or down (no matter how many times it went up or down), continue the process, no matter what the pc says about its being flat.

When the Tone Arm moves less than 1/4 Of a division of the Tone Arm Dial in 20 minutes, change the process. Bridge out, reassess on the Pre-Hav Scale as before. Take the next level, make up a five-way bracket the pc can do and flatten it off as above.

Audit by the Tone Arm (except in rock slam). Assess by the needle. For rock slam, just run the slam out of the level until it’s gone for 20 minutes.

*Then*, with two Pre-Hav levels flat on the Tone Arm, do a new “Joburg” Security Check.

It will have changed!

Do it all in Model Session. Handle the Rudiments. Do a “Joburg”, then a couple of Pre-Hav levels, then a “Joburg”, then a couple of Pre-Hav levels, then a “Joburg”, etc, etc, on and on.

The case will soar.

#### RELEASE

This is the production of a Release.

It is the simplest and fastest way to produce a Release.

It has to be done anyway to set a case up for an S.O.P. Goals Assessment.

#### MISTAKES

You can louse up a pc by:

1. Failing to get a nul needle on every “Joburg” question as and when you ask it. Get each question cleared, not by Auditing, just by watching the needle and asking until the pc tells you the withhold.
2. Running several levels without flattening any. This puts the whole case in a stew. The movement of the Tone Arm as you run it tells you when something is still unflat. As long as the Tone Arm of the Meter is moved by the process, continue the process. It’s a code breach not to!
3. Running a level too long. You can stick the Tone Arm by overrunning the level. This is more serious than leaving one slightly unflat. If a Tone Arm for twenty minutes is only moving between, say, 3.25 and 3.35, you are already in danger of sticking the Tone Arm. Get off of it! If you *do* overrun, it’s hard to reassess for the new level and hard also on the pc. A remedy for overrunning is to assess the auditor on the Pre-Hav Scale and run the auditor out of the pc for about ten, fifteen minutes—if the needle moves at all.
4. Dwelling on levels in the Assessment, repeating them over and over instead of just once each, can start an avalanche on the pc. Don’t do it. Take the meter needle reads when they happen. Jot them down. Then take the most reaction. That’s it.



5. Sad to relate, it's been done. But *don't* think you just take the first level of the Pre-Hav and run it and then go up one and run it and then the next one up. That's murder. Assess them with an E-Meter and run the levels of the Pre-Hav that react when they react.
6. Don't skip the "Joburgs" because they make pcs squirm. This is how you find and get the withholds off. The case won't move if you don't. And give *many* Joburgs, one after every long Pre-Hav run, one or two levels, for the case responsibility comes up and as it comes up new overts are realized and they've got to come off.

### SUMMARY

You'll do the most for the pc by taking him or her to release with Preparatory S.O.P. Goals runs.

This is strong, powerful auditing. The pcs will thank you. They won't if you try S.O.P. Goals when you don't know how. That's the way to make enemies.

*E-Meter Essentials* is coming out soon. A new Pre-Hav (same one you have but extended) Scale is being issued in another Clearing Series book. And I'm giving you straight dope and the best tools in these Bulletins. How can you lose. You're sunk. You can't!

L. RON HUBBARD

LRH :im-.rd  
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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
26 May 1961

\*\* 6105C26      SHSBC-4      On Auditing

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 MAY 1961

Central Orgs

**CLARIFICATION OF “CHANGE PROCESSING”**

The following despatch to D of P Washington, D.C., who had been using “Change” exclusive of the whole Pre-Hav Scale and had been having trouble, is of interest to all Technical staff.

29th May, 1961

Wayne—

Change is only one part of Pre-Hav Assessment. It is the only one that has a Secondary Scale. To “Assess on Pre-Hav” means to assess the whole Pre-Hav Scale of which Change is a part.

Change belongs at “Inverted Control”. Cross out “Inverted Control”, write in “Change” instead. Assess only on the whole Primary Pre-Hav. If and only if you get a reaction on “Change”, you assess Change Scale. When a level is flat you return to the whole Pre-Hav Scale and assess the whole scale.

Every Pre-Hav Level of the Primary will soon have its own Secondary Level. You always assess on any new assessment for level the whole Primary Pre-Hav Scale. You choose the most reactive (reacting on the needle) level of the Primary. Then you move over into that level’s Secondary Scale. You find the most reactive Secondary Level. You run just and only that level flat. Then you take the whole Primary Pre-Hav Scale for the next assessment. Once more you find the most reactive Primary Level. Then you move over into its Secondary and so on.

“Change” is the first one to have a Secondary Level. Every level now has one and they will be issued shortly.

So put “Change” at “Inverted Control” instead of “Inverted Control” and carry on.

The best routine is HCO Bulletin of May 13, 1961. It modifies nothing of this but gives you a sure approach to release, provided you keep rudiments cleaned up every session.

Best,  
Ron.

L. RON HUBBARD

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[HCO B 13 July 1961, *Change Processing and CCHs*, which had a “Franchise” distribution, was a combination of the above HCO B, with the last paragraph deleted, and HCO B 23 June 1961, *Running CCHs*, page 347.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**

1 June 1961

\*\* 6106C01      SHSBC-5      Flattening Process and E-Meter

# Ability

Issue 129

[June 1961]

*The Magazine of*  
DIANETICS and SCIENTOLOGY  
from  
Washington, D.C.

## The Sad Tail of PDH

**L. Ron Hubbard**

Every time we get up to a high roar, such as now when we're clearing people as never before, we measure our progress by the violence of reaction in squirreldom.

They come down from the trees and start looking for nuts to convince how we're all wrong. If they weren't paid to do it I'd be happier.

The latest brainwave to greet our highest peak of helping Man is rumors of "PDH." This is Pain-DrugHypnotism as practiced by the Communists. Brainwashing, in fact. It is interesting that when the Commies fight you, they try to convince people that you're guilty of their own overt. It is also fascinating that a Commie rumor line is international in scope. The same rumor bursts out in a dozen quarters around the world, spread by paid agents at the same time.

This rumor of PDH started in Australia, where Scientologists laughed at it, went to South Africa where Scientologists got mad about it and then sprang up in the U.S. where some Scientologists "didn't know." Well, disregarding the fact that such don't know anything anyway, we now know who is helping the little red brothers with the sickle in one hand and the hammer in the other to make trouble in the U.S.

Anyway, I'm not writing this article to scold. I'm really laughing at the idiocy of it.

I've been showing the students here at Saint Hill who've come for special briefing and clearing (and who are getting clear) how to convince a pc, by flagrant meter reaction, that the cat has "PDH'd" him. It's very funny. But you'd have to know how an E-Meter works to appreciate the joke.

Here is the drill:

You put anybody on an E-Meter and say, "Have you ever been a victim of Pain-Drug-Hypnotism?" The meter reacts strongly. So of course the test subject on the meter is startled. He begins to gape. The meter action is so strong. It's so convincing.

"Now," you say, "who did this to you? Was it \_\_\_\_\_?" and name some person the subject knows or knows of. And we see another fall. The subject gapes, astounded. Has dear old Frank been giving him PDH's? How horrible. He never would have thought this of poor old Frank. And you leave it at that and your test subject

now believes he has been brainwashed by his best friend. But you don't leave it at that.

"All right," you say, "do you know of any pets?"

The test subject says, "Yes. I have a cat."

"Well!" you say, "did this cat give you a dose of Pain-Drug-Hypnosis?"

And the meter falls!

The test subject is bewildered or ridiculing now. But there it is.

"Did your cat make you a victim of Pain-Drug-Hypnosis?" you insist.

And the meter reacts!

"What date?" you say. And the meter reads for midnight 12 July 1960.

Our subject now has horrible visions of his cat sitting on his chest while he sleeps PDHing him.

Why?

Well, people who believe bad things instinctively often aren't capable of learning. But you are capable of learning so here's the explanation:

You say to the test subject, "Is this meter falling on the word: PAIN?"

The subject wriggles. Giggles. "I sure don't like pain," says the subject. The meter clears up on it.

You say, "Is the meter falling on the word: Drugs?" And that fall comes off as the person says, "No, drugs are pretty bad."

"Is the meter falling on the word: Hypnotism?" And that fall comes off because the subject realizes that he doesn't like hypnotists and says so.

"Or did the meter fall on the word: VICTIM?"

The subject now laughs or responds.

The meter is cleared up in this way.

"Now," you say, "have you ever been the VICTIM of PAIN-DRUG HYPNOTISM?"

The subject laughs. You repeat the question. The meter doesn't react at all.

"Now how about this cat?" you say. (Or J. Edgar Hoover or whoever.) "Did you ever kick this cat? Do you have overts on this cat?"

"Well, yes," says the subject. "I didn't kick the cat. I drowned a cat once."

"When?"

And after dating it on the meter, "Midnight 12 July 1960!!!" The exact date of the "PDH" (or one should say, the overt on the person [cat]).

For the meter reacts on any person or thing on whom the *subject* has committed *overt acts* !

And when these things are inquired into, the question, "Have you ever been the victim of Pain-Drug-Hypnotism?" draws a nul meter. If it were really true, the meter would still respond.

You have to *compartment* any meter question to get the truth. The E-Meter never lies. But you can ask a sloppy question. When a question, the basis of which is false, contains restimulative or charged words, one has to break the question down to phrases or words, get the charge off them and *then* ask the question again. *Now* if the fact is true the meter reacts on the *question* not the *words* in the question.

Example: (asking a pc about a goal) "Do you want to be a freeman and climb ladders and rescue beautiful women?" The meter falls madly. What is it falling on? To sort the goal out one must know. The whole goal is true or part of it or none of it. So one asks, "Do you want to be a fireman?" Meter is nul. "Do you want to climb ladders?" Meter is nul. "Do you want to rescue?" Meter is nul. "Beautiful women?" Meter falls off the pin. "Do you have a goal to have beautiful women?" Meter falls off the pin again. It was Beautiful Women, not Fireman that made the meter fall.

Meters are *accurate*. But sometimes people are sort of stupid.

L. RON HUBBARD

PS: If there were any advantage in Brainwashing (which there isn't) and *if* anybody *were* really PDH'd, it will clear up in a few minutes by assessing the PDHer on the Pre-Hav Scale and running the person off the bank. Takes about 30 minutes by the new processes. It takes the Russians 70 days to lay one in.

We're winning.

LRH

PPS: If the meter falls only on Overts, won't somebody *please* tie these squirrels down for a Johannesburg Security Check? Their PDH screams rather point the bony finger! Certificates must be in clean hands. Any HCO will give any certified auditor a security check, with or without witnesses. And any HCO can now stamp certificates "Clean Hands 1961." Personally I wouldn't let myself be audited by people who haven't had security checks. Every person in a Central Organization is security checked. There you *are* in clean hands. And don't try to tell people otherwise after all the work I do to keep orgs clean for you or I'll revoke not only your certificate but your Thetan, too.

LRH

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 JUNE 1961

Central Orgs  
Tech Staff

**ASSESSING**

Clarifying how to do assessment on the Pre-Hav Scale, Primary and Secondary:

Assess Primary Pre-Hav. Locate most reactive level by most reactive needle response. If several levels react, clarify them by asking about one, then another, very briefly.

At the Primary Level you discovered (say “withhold”) move over to Secondary Scale (say, Withhold Secondary) for that level. In the same way as on the Primary Scale, find the most reactive verb on the Secondary Scale (say the Withhold Secondary).

Run that verb only. Don't try to run nothing but that Secondary Scale for the next 5000 hours. Run only the one verb, made up into a multi-bracket command.

When that one verb no longer produces Tone Arm motion (less than 1/4 of a TA Division of motion in 20 minutes of auditing means flat, get off) the “level” assessed is flat.

You now assess again on the Primary Scale. You find the most reactive level of the Primary Scale as before.

Taking this Primary Level you move into *its* Secondary Scale. You assess the Secondary just like you assess the Primary.

You find one word, (one level) of this Secondary Scale, just one verb that reacts on the needle more than the rest. You choose this one verb. You run it flat on the Tone Arm. You don't reassess inside this Secondary again unless its Primary comes up again in new assessments. You assess newly on the Primary Level, etc.

It is always the same system. You always do the same steps of selection. Find Primary Level. Find the One Point of its Secondary that reacts. Make up a command with brackets. Run the Tone Arm flat. Assess again on the Primary Scale. Go to its Secondary. Find the Secondary. Make up command and run the Secondary flat, etc, etc, etc.

At this writing only one Primary Level has had its Secondary Scale issued. That is Change which belongs at Inverted Control. But as this is written, all the Secondary Scales for 65 levels of the new Primary Scale are sitting in a box near my desk, being mimeoed one by one. Mary Sue, Jan and Dick Halpern assisted in the assembly for nights on end or it wouldn't have been ready for 20 years if done by Ford Foundation or U of Pishtush standards.

So very shortly you will have *all* Secondary Levels complete. I will later cull them out and arrange them a bit neater in gradients but you need them and so they are being mimeographed and sent as they are.

When you have them all, don't do as one person did—read that you ran the “Secondary Level” and so ran every one of the words in the whole Secondary Scale without further assessment. Ruined more pcs it did.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 JUNE 1961

CenOCon  
Franchise

**PROCESSES ALLOWED**

(Cancels earlier Process directives)  
(D of P Re-evaluate *all* cases, staff and public, on the basis of  
this bulletin and apply this bulletin at once to all cases.)

As of this date only the following processes may be used in HGCs, Central or City Offices, excepting only Academies where any process may be used for training.

**Process Routines**

Routine One

For all cases that show one or more points near the very bottom of the graph on Traits A, B, C, D, E, F, and G regardless of other test or meter criteria, and for all cases that show all points within 25 points of the top of the graph, again regardless of other meter or test criteria:

1. CCHs.
2. Joburg Processing Checks.

1. The CCHs are to be run by their earliest criteria—London '57—which is to say CCHs 1, 2, 3, 4, are run in rotation and each only so long as it produces change and no longer. Change is measured by Comm Lag or alterations of pc in doing process. Do, for instance, CCH 1 only so long as it is producing changes in pc's responses to doing it. Twenty minutes of no-change of response should be regarded as nul for the moment. One then goes on to CCH 2. The same rule applies. Only if pc's responses are faster or slower or different each time, continue the process. Test for twenty minutes, again all of which must produce no marked difference of response to the process. If process is now nul, go on to CCH 3. Same rules apply. Go on to CCH 4. Same rules apply. Go to CCH 1. Same rules apply. Etc, etc. It is a Code Break (Clause 13) to change the process while the pc is giving differences of timing (comm lag) or attitudes of response. It is a Code Break (Clause 13) to fail to change the process when the pc is not giving any differences in timing or attitudes of response.

If done this way and with good Tone 40 wonderful results are achieved by the CCHs.

The case criteria is meant to embrace the “no auditor” case at the bottom and the “Theetie Weetie Case” (sweetness and light) case at the extreme top of the graph (who will go to graph bottom before the case starts up again as though the profile were a cylinder which when it goes off the top, then appears on the bottom when people are in “serene” valences [meaning they are wholly overwhelmed as a thetan].)

2. The Johannesburg Processing Check is the same as the Joburg Security Check only it is now being used for processing purposes with great results. I have rewritten it in HCO WW Form 3 as the Joburg Security Check and will rewrite it as HCO WW Form 4 calling it “HGC Gain Control Check” or some such name, but the questions are about the same. Meanwhile use Form 3 as is in HGCs. Don't rewrite or omit.

The directions are on the Check form. The difference is that in using the Joburg in Processing, these rules apply:

1. Clear *all* needle reaction from any question before going on to the next question. By-pass no reaction you see on the meter to the question. If you do let one slide, the pc will shortly complain about being given the check. If a pc starts complaining about the check, you have either passed a hot question without getting the withhold, or he has a hot withhold. Remedy: if pc complains continually while being checked during processing (*not* in pure Security Checking for the Org but in using the check in processing) you go back to the beginning and start over.

2. The Joburg used in processing only is done in Model Session only. However on the question, "Are you withholding anything?", don't spend more time than needed to clear PT withholds on the auditor as the whole check is devoted to withholds.

3. If pc refuses check altogether and you can't get on, return pc to CCHs, do them a few more hours and try the check again.

This is all there is to Routine One. CCHs and Joburgs. And the graph is now the full criteria of when you use Routine One.

### **Routine Two**

This is covered very fully in HCO Bulletin of May 25, 1961, "Releasing and Preparing a Case for SOP Goals" and other current HCO Bulletins.

Routine Two consists of two steps *only*.

1. Joburg checks, given as above in Routine One.
2. General Runs on Pre-Hav Scale without terminal, using Primary and Secondary Scales.
3. On PT Problems of Long Duration (years or within this lifetime only) assess on meter for terminal and nul the Tone Arm for each level, level after level, using mainly the Primary Scale.
4. Find the pc's Havingness and Confront Processes and use them briefly early in each session and at each session's end and where needed.

For every general level flattened fully on the Pre-Hav Level found, do a Joburg. For every PTP of Long Duration, completed, run a Joburg.

The Hav and Confront Processes can be found at any time but are better found after one Joburg and one general level flattened.

Why all these Joburgs? As a case gains it gains in responsibility. As it gains in responsibility, the pc remembers more withholds and considers the things he has done more in the light of having been overts. If the case isn't given a chance to get rid of these, it stalls. Or the pc is half killed by realizations that he has been bad when the targets of his *overts* lessen from pigs to people. Therefore it is brutally unkind to improve a case without then removing the withholds now realized. This is also an excellent therapeutic mechanism. It is also an excellent test of a pc's progress, i.e: if he has no more withholds on a new Joburg that weren't found on his last, the pc isn't progressing. On successive Joburgs if no new overts and withholds show up that weren't there before, the pc is *not* progressing. Yes, I've found why cases stalled and gained only so far and then blew. Your thanks are in order.

This Routine Two, closely followed and carried out, will bring out the state of Release in from 50 to 75 hours.

### **Routine Three**

1. SOP Goals Assessments for goals and Terminals;



2. Running SOP Goals Terminals Flat on every level;
3. Joburg Processing checks (as in One and Two above);
4. Use of Hav and Confront Processes as in Routine Two or finding new Hav and Confront Processes as case gets more able.

This is the full extent of the things used in Routine 3.

Routines 2 and 3 are not crossed or intermixed.

Routine 3, if one is expert indeed, can be done on any case *but* one can make mistakes, find the wrong goal or terminal, and so, until fully briefed and flawless in TRs, E-Meter, Model Session and Assessing, an auditor will get more case gains per unit of time by using Routine Two. When he or she is a Release, it is much easier some day to have Routine 3 then completed if the person is Released first.

In short, for *sure* gains until you are sure of your tools, as listed above, use Routines 1 and 2. *When you* are perfect in handling SOP Goals, do Routine 3 on pcs.

### W A R N I N G

On running general runs and SOP Goals Terminals on Pre-Hav Levels, the most serious mistake that can be made is not flattening a level before reassessing.

On a rough case, the TA motion required to end is present at the beginning and so auditors leave the level and leave it unflat.

If two or more levels are run and left unflat, the pc can feel he is spinning!

Flatten levels in this wise:

1. Run until TA is showing better motion.
2. Run until needle is practically stuck for the whole of 20 minutes.
3. Reassess.

Example on a sticky meter case:

Level Assessed: "Build"

First three hours of running:

Tone Arm dial reads:

4.2, 4.3, 4.1, 3.9, 4.2.

Second three hours of running:

4.2, 4.4, 4.1, 4.6, 4.0, 3.75, 4.9, 3.5, 4.3, 3.25.

Third period of two hours:

3.25, 3.5, 3.2, 3.6, 3.9, 4.1, 4.0, 3.0, 3.5, 4.7, 3.6, 4.8, 5.0, 4.7.

Last twenty minutes:

4.7, 5.0, 5.0, 5.0, 4.9, 5.0, 5.1, 5.0.

Note that the "Leave it when the TA moves less than a 1/4 of a TA Dial in 20 minutes" seems to apply to first three hours. Actually the TA, on a rough case (sensitivity 2 to get a 1/3 dial drop) does not *begin* to move for quite a while. Then it begins to move. Then it nuls.

So be careful. It is better to have a TA stuck for 20 minutes than to leave a level unflat.

## SUMMARY

Since February, 1961, I've been teaching auditors close up and far away how to clear.

I have now a pretty good grip on what they *can* and *will* do. I have been modifying the tools to fit hands more than to fit cases. They already fit the cases and have since February.

The auditor who can do CCHs and has a fair command of Routines 1 and 2 and who "keeps the Rudiments in" and doesn't Q and A and who has a good D of P behind him to see that he does, can get wonderful case results with Routines 1 and 2.

Only the auditor who has perfect TRs, a total command of the E-Meter, Perfect Model Session, a good grip on assessing, and whose case is in excellent shape, should attempt SOP Goals—and that right now isn't two dozen and aside from Peter and Eliz Williams, their two new ACC Clears and a few of their ACC Students, aside from the South African Clear Jean Kennedy and a very few S.A. ACC Students, the rest are right here at Saint Hill. At this moment there are *none* in America and there will only be one there by July 30th, 1961. There are none in England outside the boundaries of Saint Hill who could clear and only one genned in on Routine Two at HASI London.

So there's what I've found out after an awful lot of work with you guys. I've found most of you can do Routine One, some of you can do Routine Two. None save the above named can (not by permission but by actual fact) do Routine Three.

I've also found out that all this is *very* easy to remedy and that your willingness is superb.

Our work is cut out for us, but boy, do we know where we're going.

We have to get all auditors perfect on the TRs, Model Session, E-Meter, Security Checking, Pre-Hav Assessing and SOP Goals. And it can be done very easily. When we've got that we'll have loads of Clears.

And what do you think *that* will do to this society?

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[See also HCO PL 24 August 1961, *HGC Allowed Processes*, page 369.]

## SAINT HILL SPECIAL BRIEFING COURSE LECTURES 5—7 June 1961

** 6106C05	SHSBC-7	Routine One, Two and Three
** 6106C06	SHSBC-8	Routine One, Two and Three
** 6106C07	SHSBC-9	Points in Assessing

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 JUNE 1961

Central Orgs

**ACADEMY SCHEDULE, CLARIFICATION OF**

There is apparently a considerable confusion going on as to what should be taught in an Academy. Some schedules and advices from various people have been handed about that didn't really duplicate the intention well, and I have not before clarified since the issue of the Pre Hav.

A review of Academies and auditors and their skills at the time of examination, and in application for and early service in HGCs, shows that Academies have for some time been in violation of one of the stable data about new auditors. A new auditor should be trained up to a point where he or she can be employed at once as a staff auditor and put on a pc without the D of P giving them endless hours of additional training.

This does not mean that all auditors graduating should be employed by the HGC. It means all graduating should be capable of being employed. Why? Well, these auditors are going out to audit and haven't got a D of P to further train them, so they are being handed a career failure if they cannot audit people without further training.

The attention of all Assn Secs and Ds of T is vigorously called to the technical calibre desired from an academy student and the necessary training reality.

You are *not* training auditors if when they graduate they cannot audit. Now whatever schedules, classes and other fancy ways of dodging the necessity to confront students have been employed, just tear them all up. They are not a good substitute for training. Because we have all been trained in the educational system circa mid twentieth century we are liable to think that forming people up into classes and getting them to jump over books on schedule will educate them. Well it won't. We are here to train auditors not to educate them. So just train them.

How?

Well you do it by check sheet. You make up a check sheet of all the items this person must actually know in order to practise auditing effectively. Then each time the person passes a level he is examined and checked off on the check sheet, and goes on.

Here is the leader in all this data: You can dawdle around with theory outside an Academy, read books and so on. But in an Academy only can you *LEARN* certain things and not all the books in the world will teach them.

These things are as follows: the TRs 0 to 9, the Model Session while obeying the TRs, the E-Meter, the CCHs, the Pre Hav Scale and its use in assessment. The running of general Pre Hav levels, how to do a Security Check.

Those are the things they can't learn anywhere else. Therefore all training should not be of a class, for this terminal called a class will never audit anybody. All training should be of student individuals who will audit people, for only an individual student, not a class, will do any auditing.

Now you will also find that if the student doesn't listen to at least fifty taped lectures of mine he won't know the mood or flavor of all this, and so will develop rather weird ideas of what we're all about and charge around making nothing out of people, so a daily hour of tape is quite important for the whole eight weeks the student is there.

All right, he also has to know the Auditor's Code. And he should know the Code of a Scientologist. And he should know his axioms.

What else? Not another blistering cotton picking thing, that's what. *NOTHING* else. If you try to teach anything else you've had it.

So your check list should be composed of the various parts of just those things. Now all this frantic motion of getting the student into classes and regimented doesn't fit in with what we're doing. So it is pure silliness to say, "How can we enter a student in a Comm Course when we only run one every few weeks and er what gee can't well er can't dogs alter-is let's see ...." Actually the first and last part of the sentence make the same sense. *NEITHER* make any sense of course.

So you have two *UNITS*. These two units are called unit one and unit two. They are not so called because of weeks present or cats on the belfry or diabums on the scollery. They are called units one and two because the students in unit one are studying techniques and the students in unit two are studying processes or applications.

Thus we know a unit one student not by the colour of his glasses or his voucher of payment. We know him because he has a check sheet in his paw which says unit one on the top of it and which has under it Code of an Auditor, the listed TRs, the Model Session, the E-Meter and the CCHs. Then we have a unit two student and he is obvious not because he has a time clock in his hand but because we can clearly see that he has in his paw a sheet which has on it Code of a Scientologist, the Pre Hav Scale, Assessments how to do, commands how to make up, Security Checking, and character of auditing review and the axioms, and then follows a list of fifty or sixty tapes.

All these items have little tails after them four times so he can be examined four times by instructors and flunked the first three.

Now when he gets out he can take an Extension Course and complete his theory, but he can also do a creditable job of Routine One and Routine Two as covered in HCO Bulletin of June 5, 1961.

No classes. He reports. He works with other students. He sweats it out. He gets no auditing, but may be security checked and security check other students. He may assess people, but as long as he is in unit one he only concentrates on mechanics, and can't go on to unit two before he is perfect perfect perfect perfect perfect perfect perfect in unit one. He can only leave unit two when he is safe safe safe safe safe safe to employ at once in the HGC. A student may not be examined by HCO until those check sheets are all initialled as perfect by instructors.

What's this do to training? It demands that our instructors are all letter-perfect on the above material and that they impart the personal touch to every student, and not in big masses but with hammers on individual heads.

I herewith forbid classes and authorize only one daily seminar. I forbid more than the above to be taught in the Academy. I forbid as well length of time present to operate as any criterion of the skill of an auditor.

Now that's an Academy. Write down your questions and mail them to me fast.

Then read this again for it's all I will say.

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[This HCO B has been amended per HCO PL 9 October 1961, *HPA/HCA Rundown Change*, which said only that the Auditor's Code should be inserted in Unit One and omitted from Unit Two.]

HCO BULLETIN OF 8 JUNE 1961

Sthil Students  
Central Orgs  
Tech Staff

### E-METER WATCHING

#### ARE YOU WAITING FOR THE METER TO PLAY DIXIE?

I have been a bit surprised by the length of time it is taking people to do assessments on the Pre-Hav, on Security Checks and Goals.

A query into this, which may reveal more, has discovered that students wait patiently for the meter to react, which Mary Sue has noticed.

It dawns on me that auditors believe they are doing an *Analytical* assessment on the Pre-Hav, etc. *This is wrong.*

The Pre-Hav Scale is not a picture of analytical thought. It is in the order it is in because it is a picture of reactive thought. It is how the reactive mind is stacked up. (See *Dianetics: The Modern Science of Mental Health* for the chapter on the Reactive Mind. )

Now an E-Meter reacts only on the reactive mind. A Clear doesn't react because he is able to be conscious. An aberree reacts because he can't think without thought exciting the reactivity of the reactive mind. This, being composed of mass, energy, space, time and thought, responds to tiny electrical impulses.

If your auditing was not aimed at reactivity it would not register on a meter. Thus, you run what reacts because it reacts and is therefore part of the Reactive Mind.

The Reactive Mind responds instantly on data a billion years ago. How is this? Time in the Reactive Mind is out of order. So is Space. So is Matter, so is Energy. Pin a sign on the Reactive Mind: "Out of Order". It connects wrong connections. Hence, the E-Meter.

What is wrong with the pc is not known to the pc. Therefore if a pc knows all about it, it isn't wrong with him.

That's why you never run what the pc says. You run *only* what the meter says. Example—pc is *sure* his current general Pre-Hav level that should be run now is "Order or Command". "Order" rapidly vanishes. "Command" follows suit. *CONQUER* stays in. This is an actual example. I just assessed it a few minutes ago on a pc who is in pretty good shape. He didn't like *CONQUER*. He said Order and Command were long track. Somebody running a Q and A on his assessment would have said, perhaps, the pc knows best, so we'll run Order. Even if it doesn't fall. But when I said it was *CONQUER* that we were going to run as only *it* now fell, the pc sighed and gave in. Finding the Conquer level questions produced a very responsive meter needle. It was wrong with the pc because he didn't know about it. It was part of his reactive mind. Order and Command were analytical responses prompted by an entirely different thing *CONQUER*. If Order or Command had been run the pc would have had a lot of auditing time wasted on him.

Now, why are assessments wrong sometimes? Because the auditor is persuaded by the pc, not the meter. If the pc and the meter agree, so what. You can still run it. But only if the meter says so, for only then is it reactive.

Now, what about *slow* assessments? Well, the auditor thinks the pc must consider things before he answers, waits for the pc to answer and waits for the question to sink in so the meter will react.

This is entirely wrong. Based on a misunderstanding of assessment, the meter and the reactive mind.

1. The pc does not have to be given a chance to think before the needle responds.
2. The pc does not have to answer or say one word to make the needle respond.

3. All needle response is reactive.
4. There is no time in the Reactive Mind.
5. If the pc knew what was wrong with him it wouldn't be wrong.
6. Only the meter knows.
7. The auditor has more control over the pc's Reactive Mind than the pc since the pc is influenced by the Reactive Mind responses and the auditor is not so influenced.

The Meter responds instantly. The reaction you will get on the needle starts to occur on the needle a fraction of a second after you utter it.

There is no need to sit there afterwards waiting for the needle to respond again, for it won't until you push that button again.

The only wait is caused by letting the needle come back at the end of a fall. This may take one second.

Therefore: TO WAIT MORE THAN THREE SECONDS BEFORE UTTERING THE NEXT WORD ON THE LIST IS A COMPLETE WASTE OF AUDITING TIME.

All the response you want will begin to occur instantly after you utter a goal, terminal, level or security question. Thus the maximum time between questions on the Pre-Hav level is at most a three second interval of silence while you digest the data.

Further, on an assessment for a Pre-Hav run on the General Scale (as in Routine 2, HCO B 5 June, 1961), you do not now say, "Do you . . ." or any other dunnage. You just say the level itself, note response, put a pencil point down on the level if it responds, say the next word, etc, etc. Takes about 5 minutes to run the Primary Scale up and down to find its level. You start at the bottom. You just say the word. If it responds you dot the sheet (using different symbols to tell them apart like dots, X's, lines). Then go back down the scale touching only those you marked going up. Add another dot if they still fall or react. Then play off those left one against the other, saying a level only once each time. The remaining level is now the only one that reacts. So you assemble your 5-way bracket and carry on with auditing.

The pc doesn't have to say a word throughout the whole assessment. You can even ask him politely not to, as breath going in and out in speech can vibrate the needle.

When you assess over into the Secondary Scale of the level you found, you do exactly the same as above. You read them all off once, then only those that reacted, eliminate them and you've got it. (And, by the way, if you go over the Secondary Scale, you then don't only run levels on that Secondary forever; in each new assessment you use the Primary Scale again to find a new Secondary Level to assess.)

This is also true of a Joburg. If you're going to get a reaction on the needle, it will come fast. No waiting. If you get a reaction you clear that reaction, not the pc's whole life. The moment the needle is nul, you go on to the next question. Of course, in a Joburg, the pc talks. He better!

All auditing actions except the CCHs are now done in Model Session.

And all auditing actions and questions are done effectively, neither frantically rushed nor slowly.

So it boils down to this. Weeks can be added to Joburgs and assessments if you think you have to wait for a needle response.

What are you waiting for? The whole action only requires a second.

Don't wait for the E-Meter to play Dixie. It was made in the Nawth.

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L. RON HUBBARD

HCO BULLETIN OF 12 JUNE 1961

Central Orgs  
Franchise

**THE RISING NEEDLE: SKIP IT!**

Former ACC students will well remember the E-Meter drill in which, among other “reactions”, they were to produce a rising needle on their coach. The time has come to change nomenclature on this one! For practical auditing purposes—such as deciding if a Sec Check question has been cleared, or whether a particular level of the Pre-Hav Scale should be run—A RISING NEEDLE IS NOT CLASSIFIED AS A “REACTION”.

Of the 10 needle actions described in Ron's new book, *E-Meter Essentials*, let's call the following “reactions”, in as much as they are of value to an auditor in deciding what needs to be run on a case, or what needs further work:

ROCK SLAM  
FALL  
THETA BOP  
STUCK  
CHANGE OF NEEDLE CHARACTERISTIC

The following might be called, simply, needle actions, or motions—in that you don't use them in deciding to *do* something with a pc:

FREE NEEDLE  
NO REACTION (NUL)  
STAGE FOUR  
RISE BODY  
REACTION

About all a rising needle tells you is that the pc can't confront, therefore has exceedingly low reality, responsibility, and knowingness on whatever significance it's rising on. So, skip it! Treat a rising needle, for practical purposes like a Security Check or Assessment, like a nul needle. You needn't pursue this particular subject any further at this point in the case, because the pc's knowingness and responsibility on this subject is practically nil. There may very well be further material available on this particular subject *after* the pc has had some more auditing—but *not now*. So, let go of it. Skip it! So, it's putting the Tone Arm up, this rise. All right. That's why E-Meters are built with Tone Arms that rotate; sometimes they go up! Fine. You don't need to do a blessed *thing* about it, and shouldn't try. Just keep on with your check, assessment, or whatever it is you're doing. Let your auditing guides be the rock slam, fall, theta bop, chiefly, plus stick and change of pattern.

If it's a rise with sticks in it, you do find out what's putting the *stick* into it. If it were a rising needle with rock slam in it you'd investigate the *rock slam*. But the rise itself, or a needle that is simply rising, you ignore.

In this way you will save hours and hours of auditing time. Trying to kill a rise by finding out what it's rising on is attacking the case at its least approachable point—the point responsibility, reality, confrontingness and knowingness are at their lowest, the point when the pc (and the meter!) is least capable of helping you, or himself. Why try to scale a wall where it's 20 feet high when you can walk through the breaches in it? So gear him in instead where the needle is reacting with rock slam, falls, theta bop, or sticks, where he has some reality and responsibility, where he knows something about it, and can confront it a little. That way he'll move, and you'll both win.

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HCO BULLETIN OF 16 JUNE 1961

BPI  
Franchise

**CCHs AND ROUTINE 1**

The criteria on Routine 1 is as follows:

*All cases that have had no significant or rapid change over long periods of auditing shall be run on Routine 1, HCO Bulletin of June 5, 1961, regardless of graph, Meter behaviour or objections.*

This applies to over half the Scientologists in the world.

So get over the idea the CCHs are for nuts. And get over diffidence in having them run or being run on them.

Routine 1, Routine 2 and Routine 3, HCO Bulletin of June 5, 1961, each one will make Releases. Routines 1, 2 and 3 are choices made for speed. One is faster than another for different pcs. Some pcs release faster on Routine 1 than 2 or 3.

Any case could be run on any one of these routines, from any level, and still make it. The question is "How fast?" One chooses the routine in the interest of greatest effectiveness in the least time.

Having attained Release, a person then goes to Routine 3 inevitably.

Time economy is our criteria. Not necessarily case level.

So keep your "pride" or be run on Routines 2 or 3 to Release at ten times the auditing time—or attain Release via Routine I, if it's for you, in one-tenth the time.

The D of P may refuse to further audit any pc who:

1. Refuses to be run on the process ordered, or:
2. Refuses to take a Joburg, or:
3. Refuses to abide by the regulations of HGCs regarding alcohol, eating, sleeping, etc.

I don't want any super-defensive valence getting in people's road in clearing. CCHs, the degradation of being audited on, compares to the little boy refusing food because it might make him live.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

13—16 June 1961

- |            |           |   |
|------------|-----------|---|
| ** 6106C13 | SHSBC-13  | Seminar—Q & A Period                      |
| ** 6106C14 | SHSBC-14  | Seminar—Withholds                         |
| ** 6106C15 | SHSBC-15X | Not Know                                  |
| ** 6106C16 | SHSBC-16X | Confront and Havingness—Routine 1, 2, & 3 |



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 JUNE 1961

Central Orgs  
Franchise Holders

### **PRIMARY SCALE AMENDED**

Four additions have been made by me on the Primary Pre-Hav Scale on evidence of their absence being responsible for slow case gains, and as they occur more often than would be encountered in Secondary Scales.

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**PRE-HAVINGNESS SCALE**

**PRIMARY SCALE (Amended)**

- |   |                                     |
|---|-------------------------------------|
| 66. TR 10   | 33a. MAKE NOTHING OF                |
| 65. FAITH   | 33. FAILED LEAVE                    |
| 64. CAUSE   | 32. LEAVE                           |
| 63a. PREVENT KNOWING                                      | 31. WAIT                            |
| 63. NO EFFECT   | 30. SURVIVE                         |
| 62. EFFECT  | 29. FAILED TO ARRIVE                |
| 61. OBSESSIVE CAN'T HAVE                                  | 28. ARRIVE                          |
| 60a. MAKE SOMETHING OF                                    | 27. FAILED IMPORTANCE               |
| 60. CREATE  | 26. IMPORTANCE                      |
| 59. THINK   | 25. PROPITIATE                      |
| 58. INVERTED INTEREST<br>(PECULIAR INTEREST)              | 24. ATTENTION                       |
| 57. DISPERSE  | 23. SEPARATE                        |
| 56. INVERTED COMMUNICATION<br>(INTEND TO NOT COMMUNICATE) | 22. FAILED WITHHOLD                 |
| 55. INVERTED CONTROL                                      | 21. WITHHOLD                        |
| 54. INVERTED HELP (BETRAY)                                | 20. MIS-EMOTIONAL                   |
| 53. COLLECT   | 19. DESTROY                         |
| 52. SUBSTITUTE  | 18. MOTION                          |
| 51. WITHDRAW  | 17. FAILED OVERT<br>(FAILED ATTACK) |
| 50. DUPLICATE   | 16. OVERTS (ATTACK)                 |
| 49. ENTER   | 15. DISLIKE                         |
| 48. INHIBIT   | 14. LIKE                            |
| 47. DISAGREE  | 13. COMPETE                         |
| 46. ENFORCE   | 12. FAILED HELP                     |
| 45. AGREE   | 11. HELP                            |
| 44. DESIRE  | 10. FAILED CONTROL                  |
| 43. KNOW  | 9. CONTROL                          |
| 42. FAILED TO ENDURE                                      | 8. EMOTIONAL                        |
| 41. ENDURE  | 7. FAILED COMMUNICATION             |
| 40. NO MOTION   | 6. COMMUNICATION                    |
| 39. FAILED TO ABANDON                                     | 5. FAILED INTEREST                  |
| 38. ABANDON   | 4. INTEREST                         |
| 37. FAILED WASTE  | 3. CONNECT                          |
| 36. WASTE   | 2. FAILED HAVINGNESS                |
| 35. FAILED TO PROTECT                                     | 1. HAVINGNESS                       |
| 34. PROTECT   |                                     |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JUNE 1961

Central Orgs  
HGCs  
Tech Staff

**SEC CHECK WHOLE TRACK**  
(HCO WW Sec Form 4)

For processing use only. Use only about midway on Routine 3 and from then on.

(These questions have been contributed by Jan and Dick Halpern.)

L. RON HUBBARD

**Whole Track Sec Check**

**HCO WW Sec Form 4.**

- Have you ever enslaved a population?
- Have you ever implanted anyone?
- Have you ever sacked a city?
- Have you ever sunk, or otherwise destroyed, a non-combatant vessel?
- Have you ever abused hostages, or prisoners?
- Have you ever ordered, or yourself committed, genocide?
- Have you ever annihilated a population?
- Have you ever poisoned food or drinking supplies?
- Have you ever strangled anyone?
- Have you ever deliberately spread disease?
- Have you ever degraded a religion?
- Have you ever raped a child of either sex?
- Have you ever warped an educational system?
- Have you ever deprived people of hope?
- Have you ever committed murder?
- Have you ever destroyed a culture?
- Have you ever forced anyone into an undesired beingness?
- Have you ever stolen a body from another being?
- Have you ever destroyed an economy?
- Is anybody seeking to discover your whereabouts?
- Have you ever violated a nation's neutrality?
- Have you ever broken a treaty?
- Have you ever blanketed bodies for the sensation kick?
- Have you ever upset an ecology?
- Have you persecuted others for their religious or political beliefs?
- Have you ever interfered with the free flow of trade?

Have you ever been a crook?  
Have you ever obliterated a language?  
Have you ever stamped out a religion?  
Have you ever deliberately trained people in untruths for power, or profit?  
Have you ever defiled religious places, persons, or objects?  
Have you ever practised terrorism?  
Have you ever done anything you would not like to think of yourself as having done?  
Have you ever been a coward?  
Have you ever trapped a thetan?  
Have you ever prided yourself on your wickedness?  
Have you ever destroyed artistic productions, or creations?  
Have you burned literature?  
Have you ever forbidden people to practise their own customs?  
Have you ever perverted a people's customs?  
Have you ever done anything which you hoped would be wiped out by the passage of time?  
Do you deserve to be punished into eternity for something you've done?  
If so, what is it?  
Have you ever exposed infants?  
Have you ever bred bodies for degrading purposes?  
Is there anything you would have done differently if you had had more data?  
Have you ever forced beings into unwanted bodies?  
Have you deliberately prevented beings from exteriorizing?  
Have you done anything to a person, group, or thing that wasn't deserved?  
Have you ever deserted a just cause?  
Have you ever debased a nation's currency?  
Have you ever deliberately tortured someone?  
Have you ever enslaved another being?  
Have you ever gained, or maintained, a position by portraying yourself as victimized?  
Have you ever undermined a people's trust?  
Have you driven anyone insane?  
Have you ever been a professional prostitute?  
Have you ever been a criminal?  
Have you ever trained people for criminal purposes?  
Have you ever been a pervert?  
Have you ever recruited anyone for an unworthy purpose?  
Have you ever traded in others' bodies for profit or power?  
Have you ever stolen a mock-up or facsimile?  
Have you ever usurped a location?

Have you ever made things scarce so that you might profit unfairly?  
Have you ever made a practice of creating emergencies?  
Have you ever practised human sacrifice?  
Have you ever assumed a beingness which was not rightfully yours?  
Have you ever killed the wrong person?  
Have you ever punished an innocent person?  
Is anybody looking for you?  
Have you ever systematically degraded an individual, or population, or mock-up?  
Have you ever unlawfully, or unethically, deserted a post?  
Have you betrayed someone, or something, which deserved your help?  
Have you ever set a poor example?  
Have you ever perverted the institutions of a culture for your own personal power or profit?  
Have you ever denied yourself?  
Have you ever betrayed yourself?  
Did you come to Earth for evil purposes?  
Have you ever acted contrary to your own principles?  
Have you ever failed a friend?  
Have you ever sought to render others dependent on you?  
Have you ever abused those under your protection?  
Have you ever destroyed farmland, crops, or breeding stock?  
Have you ever despoiled a planet of its natural resources?  
Are you in hiding?  
Have you ever made a planet, or nation, radioactive?  
Have you ever wrecked a climate?  
Have you ever systematically set up mysteries?  
Have you ever made nothing of yourself?  
Have you made a profession of destruction?  
Have you ever enturbulated an orderly environment?  
Have you ever been a traitor?  
Have you ever deliberately lowered another's knowingness, or ability?  
Have you ever maimed, and crippled, other people's bodies?  
Have you ever pretended to a power you did not possess?  
Have you ever stolen ships, draft, vessels, or vehicles belonging to a government?  
Have you ever disappeared?  
Have you ever killed your own body?  
Have you ever pretended to a knowingness you did not possess?  
Have you ever caused a planet to disappear?  
Have you ever felt the ends justified the means?

Have you ever given cause a bad name?  
Have you ever discredited the creations of others?  
Have you ever been off post at a time when you were desperately needed?  
Have you ever convinced another that he has mocked up an unconfrontability?  
Have you ever deliberately mocked up an unconfrontability?  
Have you ever made a practice of confusing people?  
Have you perverted historical truths for any reason?  
Have you ever deliberately sent someone to the wrong place, or the wrong person?  
Have you ever been a professional spy, or intelligence agent?  
Have you made a practice of worrying people?  
Have you consistently practised sex in some unnatural fashion?  
Have you demonstrated that control is impossible?  
Have you ever wrecked a vehicle, or vessel?  
Have you ever pretended to be dead?  
What question should be on this check for others?  
Have you ever convinced another of the injustice of his cause?  
Have you ever philosophised when you should have acted instead?  
Have you ever claimed it harmed you to do something?  
Have you ever deliberately disfigured another's body?  
Have you ever torn out someone's tongue?  
Have you ever blinded anyone?  
Have you ever destroyed another's hearing?  
Have you ever knocked someone's teeth out?  
Have you ever punished another by cutting off some part of his body?  
Have you ever been a parasite?  
Is there anything you have sworn off being?  
Is there anything you have sworn off doing?  
Is there anything you have sworn off having?  
Have you ever given a degraded, or debased, example of divinity?  
Have you ever perverted a communication system?  
Have you ever been a professional critic?  
Have you ever held others in pawn for profit?  
Have you ever presumed on the natural goodness of another?  
Have you ever caused another to mistrust you?  
Have you ever made a burden of yourself? Have you ever gone crazy?  
Have you ever sought to persuade another of your insanity?  
Have you ever deliberately mutilated bodies?

Have you ever deliberately mutilated objects?  
Have you heightened sexual sensation by inflicting pain?  
Have you ever caused something to appear at an unexpected time?  
Have you ever caused something to appear in an unexpected place?  
Have you ever maltreated a pregnant woman, or pregnant animal?  
Have you ever corrupted a child?  
Have you ever sought to convince others of their guilt?  
Have you ever started a war?  
Have you ever caused your own side to lose?  
Have you ever deliberately distorted others' ideas?  
Have you ever manipulated beings as though they were MEST?  
Have you ever deserted, or betrayed, a great leader?  
Have you ever sought to convince beings that they were MEST?  
Have you ever tried to persuade others there were thoughts they mustn't think?  
Have you ever sought to put another's thinkingness out of his control?  
Have you ever permitted a subordinate of yours to be punished for your mistakes?  
Have you ever tried to shift blame on to a superior of yours?  
Have you ever smothered a baby?  
Have you ever inflicted physical pain on an insane person for any reason?  
Have you ever taken pride in and cultivated a wrongness?  
Have you ever worshipped wrongness in others?  
Have you ever sought to make others unwilling to produce?  
Have you ever wiped out a family?  
Have you ever rewarded another, or a group, for a wrongness?  
Have you ever had sexual relations with an animal, or bird?  
Have you ever participated in a sexual relationship between a doll body and a human body?  
Have you ever destroyed a doll body?  
Have you ever lost a doll body entrusted to you?  
Have you ever punished another, or group, for a rightness?  
Have you ever permitted another to be punished for your misdeed?  
Have you ever perpetuated an injustice?  
Have you ever been brutal to animals?  
Have you ever denied others a means of existence?  
Have you ever deserted your own children?  
Have you ever refused to support your parents, or grandparents?  
Have you ever denied others a redressment of grievances?  
Have you ever caused another to distrust himself?  
Have you ever caused another to identify himself with a form in order to enslave him?

Have you ever given anyone the third degree?  
Have you ever validated the insanity of another being or group?  
Have you ever tried to give sanity a bad name?  
Have you ever warped, or distorted, bodies for sexual purposes?  
Have you ever wanted to disown a deed of yours?  
Do you deserve to have any friends?  
Have you ever castrated anyone?  
Have you ever wrongfully claimed another's deed as your own?  
Have you ever robbed a dead body?  
Have you ever made love to a dead body?  
Do you deserve to be free?  
Do you deserve to be enslaved?  
Is there any question on this check I had better not ask you again?  
Have you ever considered another didn't deserve to be sane?  
Have you ever considered another didn't deserve to be free?  
Have you ever considered another didn't deserve to be well?  
Have you ever considered another didn't deserve to be alive?  
Have you ever made MEST guilty of harming you?  
Have you ever made another guilty of doing you permanent harm?  
Have you ever forced another to compete?  
Have you ever pretended to be unable to repair a form?  
Have you ever refused to put back into order a disorder you created?  
Have you ever shot, or stabbed, someone in the back?  
Have you ever been disloyal?  
Have you ever been treacherous?  
Have you ever engaged in piracy?  
Have you ever made an outrageous, or preposterous, will?  
Have you ever thrown the ownership of property into doubt?  
Have you ever demonstrated that communication is impossible?  
Have you ever withheld useful data?  
Have you ever created chaos?  
Have you ever consistently made a practice of furnishing useless data?  
Have you ever tried to make the physical universe less real?  
Have you ever caused another to mistrust his judgement?  
Have you ever convinced another he was guilty of a crime, or misdeed, which he had not in fact committed?  
Have you ever sought to convince another that there was something wrong with him?  
Have you ever practised medicine unethically?  
Have you ever practised law, or jurisprudence, unethically?



Have you ever sought to convince another that everything was the same as everything else, so it didn't matter what he did?

Have you ever spread despair?

Have you ever kept effective solutions from working?

Have you ever sought to convince another that there was no difference between right and wrong?

Have you ever been a pimp?

Have you ever given families a bad name?

Have you ever produced a criminal?

Have you ever assisted an evildoer?

Have you ever driven a population into criminality?

Have you ever used criminality as a means of control of a population?

Have you ever made sanity appear to be psychotic?

Have you ever been a psychiatrist?

Have you ever depopulated an area?

Have you ever deprived another of a livelihood?

Have you ever given God a bad name?

Have you ever been a corrupt priest?

Have you ever given spirits an evil reputation?

Have you ever been an evil spirit?

Have you ever sought to convince others that things were evil?

Have you ever taught others that nothing can be done?

Have you ever tried to convince others that knowing is bad? That perceiving is bad? That sensation is bad?

Have you ever deliberately caused a sane person to be committed to a mental institution?

Have you ever performed unnecessary surgery on someone's body?

Have you ever tried to convince others that things are bad? That there are bad beingnesses? That it is bad to do things?

Have you ever mocked another's ability?

Have you ever mocked another's knowingness?

Have you ever mocked another's creativeness?

Have you ever applied a hot iron to another person's body?

Have you ever tortured another with electrical, or electronic, devices?

Have you ever attacked others for causing effects that you secretly knew were beneficial, or helpful?

Have you ever deliberately caused others to feel less responsible?

Have you ever beaten a child to death?

Have you ever starved anyone to death?

Have you ever left anyone to die of thirst?

Have you ever misestimated an effort?

Have you ever misjudged another?  
Have you ever failed to save someone from drowning?  
Have you ever knowingly sponsored a swindle?  
Have you ever failed another?  
Have you ever wasted time when you ought not to have?  
Have you ever retreated from an area where you should have stayed, or advanced?  
Have you ever wasted men? Women? Children? Objects? An ability? Animals?  
Thoughts? Spaces? Energy?  
Have you ever made nothing of a worthy person? Of a group? Of a universe? Of a  
spint?  
Have you failed in any way to live up to your own ideas of how you should be?  
Have you ever broken someone's body on a wheel?  
Have you ever stretched another's body on a rack?  
Have you ever put a criminal in a position of trust?  
Have you ever sold people on the idea that people are basically wicked?  
Have you ever boiled someone's living body in oil?  
Have you ever eaten a human body?  
Have you ever eaten the body of a member of your own species?  
Have you ever disfigured a beautiful thing? Have you ever exterminated a species?  
Have you ever let your past triumphs discourage you about your future?  
Have you ever flayed anyone alive?  
Have you ever been a professional executioner?  
Have you ever done a bad thing to win approval?  
Have you ever been a dishonest policeman?  
Have you ever been a brutal gaoler?  
Have you ever been a corrupt judge?  
Have you ever been a bad soldier?  
Have you ever done a bad thing to save yourself?  
Have you ever done a bad thing to save another?  
Have you ever been an ungrateful child?  
Have you ever been a wicked mother?  
Have you ever been a bad father?  
Have you ever convinced another that his goals were no good?  
Have you ever been an abortionist?  
Have you ever run a brothel?  
Have you ever had a body with a venereal disease? If so, did you spread it?  
Have you ever produced a bastard?  
Have you ever convinced another that he shouldn't confront someone, or something?

Have you ever failed to send, or deliver, a vital message?  
Have you committed rape?  
Have you employed poison gas against life forms?  
Have you ever put up a discreditable creation?  
Have you ever taught that it was bad for people to have things?  
Have you ever deliberately infected life forms with disease?  
Have you ever made a body disappear?  
Have you ever consistently made a practice of attacking people who helped you?  
Have you ever penetrated an ethic?  
Have you ever consistently made a practice of attacking those who helped others?  
Have you ever abused, or tortured, life forms?  
Have you ever inflicted an unwarranted punishment?  
Have you ever enforced breeding?  
Have you ever desecrated burial places?  
Have you ever attacked helpless persons?  
Have you ever denied anyone a desired beingness?  
Have you ever caused another being to create against his own wishes or interests?  
Have you ever zapped anyone?  
Have you deliberately set property afire?  
Have you ever created an effect for which there was no apparent cause?  
Have you ever interiorized a being into a machine?  
Have you ever forced a body to survive against its owner's wishes?  
Have you ever arrested the development of a culture?  
Is there any place you'd better not return to?  
Is there anything the people of Earth had better not find out about you?  
Is there any time you'd better not return to?  
Have you done anything that had better not happen again?  
Have you ever given creativeness a bad name?  
Have you given biological bodies a bad name?  
Have you given doll bodies a bad name?  
Have you given robots a bad name?  
What should others be warned about concerning you?  
What don't you trust yourself with?  
Is there anything you can't forgive yourself for?  
Is there anything others should not forgive you for?  
Have you ever caused equipment entrusted to your care to vanish?  
Have you ever acted as a double agent?  
Have you ever misappropriated equipment entrusted to your care?

Have you ever interrogated another under torture?  
Have you ever caused anyone to be burned alive?  
Have you ever misappropriated funds entrusted to your care?  
Have you ever violated the sanctity of a herald?  
Have you ever violated a flag of truce, or a period of truce?  
Have you ever caused someone to be flogged to death?  
Have you ever been a religious fanatic?  
Have you ever assassinated a prominent person?  
Have you ever blown anything up?  
Have you ever violated a sanctuary?  
Have you ever poisoned an atmosphere?  
Have you ever set a booby trap?  
Have you ever violated the established rules of warfare?  
Have you ever made yourself out to be weaker than you in fact were?  
Have you ever made yourself out to be stronger than you in fact were?  
Have you ever promised help without intending to give it?  
Have you ever abandoned your sick, or dead, to the enemy?  
Have you ever failed to rescue your leader?

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

19—22 June 1961

** 6106C19	SHSBC-15	Q & A Period—Auditing Slowdowns
** 6106C20	SHSBC-16	Sec Check Questions—Mutual Rudiments
** 6106C21	SHSBC-17	Seminar at Saint Hill (Auditing Speed)
** 6106C22	SHSBC-18	Running CCHs

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 JUNE 1961

Central Orgs  
Tech Depts

**RUNNING CCHs**

(from a telex sent by LRH to Johannesburg)

CCHs being run terribly wrong.

Correct version follows: Run a CCH only so long as it produces change in the pc's general aspect.

If no change in aspect for twenty minutes go on to next CCH.

If CCH producing change do not go on but flatten that CCH.

Then when for twenty minutes it produces no change go on to next CCH.

Run CCHs One Two Three Four, One Two Three Four, One etc.

Use only right hand on One.

Any pc on Routine One is given Joburg Sec Check Form 3 hour for hour with CCHs or have a second auditor giving Joburg on Routine One to pc on same day.

CCHs not run in Model Session, not run on E-Meter.

It is code break clause thirteen to run a CCH that is producing no change or to not flatten in same or subsequent session a CCH that is producing change.

Some pcs get no reaction at first on any CCH; therefore run each one the twenty minute period CCH One Two Three Four, One etc, and with Joburg being given same time you will eventually win.

L. RON HUBBARD

LRH :jl.cden  
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[HCO B 13 July 1961, *Change Processing and CCHs*, which had a "Franchise" distribution, was a combination of the above HCO B and HCO B 29 May 1961, *Clarification of "Change Processing"*, page 320, with the last paragraph deleted.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

23—26 June 1961

\*\* 6106C23      SHSBC-19      Q & A Period—CCHs—Auditing  
\*\* 6106C26      SHSBC-20      Dealing With Attacks on Scientology

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 JUNE 1961

Franchise Holders  
Central Orgs  
Tech Depts

**ROUTINE ONE**

It has been noted that "hour of Joburg" for "hour of CCHs" has been taken to mean you run the CCHs for an hour and then the Joburg Sec Check for an hour. This is very wrong.

If another auditor is giving the Joburg, it should be given in the same day. An auditor less skilled on CCHs could thus be employed for half the auditing day giving Joburgs.

But the CCHs must be run as they are supposed to be run. Run One, Two, Three, Four, One, each one to a temporary flat point (20 minutes of no Auditor-observed change of comm lag or demeanour [not pc's statements about change or somatics] ), and when one is biting, you flatten that CCH as per the 20 minute test.

If one auditor is doing CCHs *and* Joburg Sec Check, whenever he has pc temporarily flat on a CCH, he can give a page of Joburg. Probably one-third of the auditing time is best for a Sec Check, rather than one for one in time with CCHs if one auditor is doing both.

A pc can go three days on CCHs without a Sec Check. At a time when a CCH that was unflat but is now temporarily flat, a Sec Check consisting of a couple of pages or more can be given (in any event about five hours worth for fifteen hours of CCHs for one auditor).

If you have two auditors on a case, one giving CCHs, one Sec Checks, this means 2 1/2 hours in the morning on CCHs, 2 1/2 hours in the afternoon on Sec Checks or vice versa. Some pcs getting Sec Checks in the morning and some pcs getting them in the afternoon would keep all auditors busy.

I hope this helps you to handle Routine One.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

27—29 June 1961

- |            |          |                                 |
|------------|----------|---------------------------------|
| ** 6106C27 | SHSBC-21 | CCHs—Circuits                   |
| ** 6106C28 | SHSBC-22 | Raw Meat—Trouble Shooting Cases |
| ** 6106C29 | SHSBC-23 | Wrong Target—Sec Check          |

CenOCon

*STUDENT SECURITY CHECK*

*(HCO WW Sec Form 5)*

This is a Processing or a Security Check. As a Processing Check it is given in Model Session.

The following Security Check is the only student security check (in addition to the standard Joburg and HCO WW Sec Form 6) to be used in Academies and courses.

*HCO WW SEC FORM 5*

**SCIENTOLOGY STUDENTS' SECURITY CHECK**

(For Academies, ACCs, etc.)

The first few questions below are for a student who has registered, but has not yet started on course, and who has never had a course in Scientology or Dianetics. The whole battery is given to a student actually on course, or who has had a previous course in Scientology, or Dianetics.

Has anyone given, or loaned, you money to help cover your tuition, or expenses, while on this course?

If so: Have you promised them something in return for this?

If so: What exactly have you committed yourself to?

If so: Do you intend to make good this obligation?

Are you coming on this course in order to get away from someone, or something?

Do you have any goal for being on this course which, if achieved, would result in harm to another person, his possessions, or his reputation?

Are you here in order to get into anything?

Have you promised anyone auditing which you do not intend to give?

Have you read, or had read to you, the course Rules and Regulations? If so: Are there any which you do not intend to comply with?

Are you here to find out whether Scientology works?

Are you here to prove that Scientology can't help you?

Are you here to prove that you cannot help others with Scientology?

Is there anything, discreditable to you, going on back home which is liable to be found out by reason of your being on this course?

Are you neglecting any responsibilities of yours in order to take this course?

Is there anything important that you are setting aside until after the end of this course?

Do you already know all there is to know about Scientology?

Are you here for any other reason than to become an expert auditor?

Are you coming on this course with the intention of killing off your body?

Are you coming on this course with the intention of spinning, or going insane?

Is any goal that you have for this course harmful to any dynamic?

Are you presently taking tranquilizers, drugs, or medication, of any sort?

Is there anyone you are in communication with that regularly makes a practice of discrediting Scientology, its personnel, or its organizations, to you?

Is anyone counting on you to keep something secret while you are on course?

Are you presently suffering from some bodily, or mental, condition that others have failed to alleviate?

Are you secretly worried about some condition of your body, or your mind?

Are you upset by my questions?

Is there anything about this course, or the Academy, or Scientology, that you are making allowances for?

Is there anything about your conduct as a Scientology student that others should be making allowances for?

Have you done any drinking on class days?

Have you told any other students that your instructor's data is wrong?

Have you had sex with another student?

Are you trying to get another student to have sex with you?

Have you had sex with a staff member?

Are you trying to get a staff member to have sex with you?

Have you borrowed any organization property and not returned it?

Have you invalidated, or criticized, any auditors to their preclears?

Do you intend to practice Scientology in the field differently from how you have been taught it here?

Have you coughed, or distracted others, during a lecture?

Have you done any self-auditing?

Have you done any unauthorized auditing?

Have you received any unauthorized auditing?

Have you criticized your auditor to others?

Have you been thinking unkind, or critical, thoughts about your preclear? L. Ron Hubbard? Your instructors? Your auditor? Other students? Staff members?

Have you criticized this course, or the organization, verbally, or in writing, to non-Scientologists?

Have you criticized your instructors, or the D of T, to others?

Have you said, or done, anything to make field Scientologists think badly of the central organization, or its staff?



Is there anything **here that you feel so uncomfortable about that you are** thinking of leaving?

Have you received any medical, dental, or other treatment while on course without permission?

Have you tried to teach Scientology to HGC preclears who are not Scientologists?

Have you been late to any scheduled course periods?

Have you cheated on any course exams?

Have you passed off any other student's work as your own?

Have you tried to persuade any potential preclear to wait and be audited by you after the course rather than by the HGC?

Have you violated the Auditor's Code while auditing your preclear?

Have you done anything really stupid with your preclear?

Have you violated the Code of a Scientologist in any way?

Have you been absent from any course period without your instructor's knowledge or consent?

Are you in disagreement with any of the stable data of Scientology?

Have you been getting less sleep than usual?

Have you been eating less than usual?

Is there anything you are withholding from your auditor because he's "only a student"?

Have you taken tranquilizers, or drugs, of any sort?

Have you deliberately disobeyed your instructor's orders, or directions?

Have you unintentionally failed to follow your instructor's orders, or directions?

Do you have any overdue Infraction Theses?

Have you been assigned any Infraction Theses which you do not intend to do?

Have you tried to break up anyone's marriage?

Have you secretly violated any course rule, or regulation?

Have you tried to enturbulate the course, or any person connected with it?

Have you taken any other student's property?

Do you have any other student's property in your possession?

Have you taken any staff member's, or HGC pc's, property?

Do you have any staff member's, or HGC pc's, property in your possession?

Have you taken any organization property?

Have you broken, or damaged, anything belonging to the organization, or its staff?

Have you any organization property in your possession?

Have you passed any restricted data of Scientology to unauthorized persons?

Have you tried in any way to give Scientology a bad name?

Have you tried to give any Scientologist a bad name?

Are you a difficult, or unco-operative, student?

Do you have a grudge against any other student, or any staff member?

Have you tried to get any other student removed from this course?

Have you tried to make any staff member lose his job?

Have you told lies about anyone while on this course?

Have you done anything outside of course hours which you shouldn't have?

Have you been doing less than your best to become an expert auditor?

Are you doing anything which will prevent your becoming an expert Scientologist?

Have you been spending time, which should have been spent in studying Scientology, doing something else?

Are you making any Scientologist guilty of anything?

Have you been doing anything you believe is not right to obtain money for this course?

Have you done anything while on this course that you would hate to have known back home?

Have you been misapplying anything you have been taught in such a way as to make it appear that what you've been taught doesn't work?

Have you been doing anything solely because it is "the instructor's idea"?

Have you been doing anything solely because it is "L. Ron Hubbard's idea"?

Have you been putting into practice any method, or datum, that you don't see the reason for?

Have you done anything that would discredit Ron or Mary Sue Hubbard, or your instructors, by reason of their having trained you?

Is there anything that L. Ron Hubbard, or your instructors, should mistrust you for that you haven't told them about?

Is there something you've been wondering about concerning Scientology, or Scientologists, which you haven't asked your instructor about?

Are you withholding asking any question because you're afraid it will sound stupid?

Have you been making a practice of getting other students to answer your questions rather than the instructor? If so, what questions? Why?

Have you been keeping other students from doing their work?

Have you been such a problem to your instructors that you've been robbing other students of their fair share of the instructors' time?

Have you been writing letters home, or elsewhere, criticizing this course? The instructors? Your fellow students?

Do you regularly make a practice of gossiping about the affairs of staff, students, or preclears?

Have you tried out any processes that you've dreamed up yourself on staff, students, or preclears?

Have you been testing any squirrel processes on anyone?

Is there any process you are certain would resolve your case, or your pc's case, which is not being used?

Is there anyone to whom you make a regular practice of discrediting Scientology, its organizations, or its personnel?

Are you in communication with someone who is a much better Scientologist than your instructor?

Are you in communication with someone who understands more about Scientology than L. Ron Hubbard?

Have you ever, while on course, felt that you would not achieve your goals by reason of poor auditing, or poor instructing? If so, who exactly have you made guilty of this?

Have you prevented anyone, including instructors, from achieving goals concerning you, or others, in Scientology?

Have you thought so badly of the central organization for any reason that you would under no circumstances accept a job here on completion of this course?

Are you in fairly regular communication with anyone who has a lot of ARC breaks with L. Ron Hubbard, or the central organizations? If so, what is the nature and frequency of this communication?

Are you in fairly regular communication with any group that is interested in seeing Scientology fail, or its organizations discredited?

Is anyone hostile to Scientology assisting you financially on this course?

Have you run any unauthorized processes on anyone?

Have you permitted anyone to run unauthorized processes on you?

Is anyone here counting on you to keep a secret for him?

Have you any feeling of “injured innocence” at having been asked these questions?

Have you been going to some other person rather than your D of T or instructors to get the “real data” on Scientology?

Have you been critical of the data or quality of tapes?

Have you been critical of the data in or quality of texts on Dianetics and Scientology?

Have you ever been critical of Scientology terminology?

Have you ever written critical messages to persons in Scientology about how they ran things?

Have you ever written and then destroyed critical messages addressed to L. Ron Hubbard?

How do you feel about these questions?

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 JULY 1961

Franchise

**ROUTINE 1A**

Here is the first refinement of the Routines.

It sometimes happens that certain auditors cannot get results with CCHs and it also happens that certain pcs have heavy constant problems that prevent SOP Goals assessment, the problems being *hidden standards* by which all auditing progress is judged.

It also happens that Problems as a subject is the only reason why cases fail to advance (as in rudiments). Therefore problems are probably why some people clear easily and others don't.

Considerations about the stable datum and the confusion also lead toward the auditing of problems as such. For a problem consists of two opposed stable data and therefore two confusions.

The definition of a problem is "Two or more postulates in opposition to each other".

Probably all pcs should be run on Routine One. The Change Scale was aimed at handling alter-is in doing auditing commands. Auditing Problems, you will find, cures alter-isness in a case.

The full rundown on the basic Routine 1A was given to the Sthil Briefing Course Students on July 3, 1961, and the tape of this date should be studied for full data on Routine 1A. Routine 1A can however be used without serious consequences and with great benefit without all its data; at least it will get better results than poorly run CCHs and will get results anyway. Try it.

**STEPS**

Routine 1A only has two steps—

1. Problems
2. Security Check HCO WW Form 3 or HCO WW processing forms.

The original command was "Recall a problem". This is the fundamental command. A somewhat better command, since it increases ability and does more than merely as-is track, and since it moves pc off the 1st dynamic, follows:

"What problem could you confront?"

"What problem don't you have to confront?"

"What problem should another confront?"

"What problem wouldn't another confront?"

"What problem would be confronted by others?"

"What problem wouldn't others confront?"

Note: The third question may be “What problem could another confront?” also, whichever checks out on meter.

## SEC CHECK

This is followed by a Security Check. The Security Check *must* be an HCO WW Form Sec Check and not a local version ever. A Sec Check is done with a full command of the new book *E-Meter Essentials* now being mailed from HCO WW. A Security Check is done (and so are goals) only by INSTANT READ and never by LATENT READ. If the needle falls or reacts within a tenth of a second after the question is asked pursue it, for this is an Instant Read. If it doesn't fall or react for a second or more and then reacts, do NOT pursue it or do anything about it. This is a LATENT Read. Only use the E-Meter if the pc says “No” or disclaims having done it.

If the pc owns up to a question, don't refer to the meter. Don't even look at the meter when asking a Sec question the first time. If the pc then says he hasn't done it, look at the needle and without looking at the pc ask again. Pc still says “No” or its equivalent and you get an instant read, pursue it with more questions. Never pass Sec Check question that is getting an Instant Read. It's hot. Always pass them if they only give a latent read. It's cold or it's something else. Only use the meter after a pc denies it. Increase sensitivity high, asking question again, before leaving any question which a pc disclaims.

## RATIO BETWEEN PROBLEM AND SEC CHECK

Run Problems and Sec Checks one for one in terms of time. But never on the same morning or same afternoon or same evening. Never in the same session. Sec Check mornings, run Problems afternoons. Or vice versa. Or on alternate days. Don't wait for Problems to flatten before you Sec Check. Problems are a long run. Two different auditors can work on one pc, one at one time of the day, the other auditor at another time of day. The pc may ARC Break if a Problems session is cut off to Sec Check. So Sec Checks are one session, Problems are another session. And spread them apart into different auditing periods.

## VALUE OF ROUTINE 1A

Routine 1A should be run on every pc at one time or another when going to or having arrived near clear. It is best run first as it speeds the auditing later, removing PIPs and alteris of commands.. It does not go as far south as the CCHs but almost.

Routine 1A is extremely valuable on any case. It will give you many wins.

I believe at this time, though I have no broad data on it yet, that Routine 1A will speed up cases that are hanging fire or taking a long time to clear. Therefore use it.

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L. RON HUBBARD

** 6107C03	SHSBC-26X	Routine 1A—Problems
** 6107C04	SHSBC-27X	Routine 1A—Problems and Solutions
** 6107C05	SHSBC-25	Q & A Period—Procedure in Auditing
** 6107C06	SHSBC-26	Routine 1 A—Problems
** 6107C11	SHSBC-27	Routine 1A—Problems and Solutions
** 6107C12	SHSBC-28	Q & A Period
** 6107C14	SHSBC-29	Checking Ruds and Withholds
** 6107C18	SHSBC-30	Can't Have—Create—Fundamentals of all Problems

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 JULY 1961  
Issue II

CenOCon

*PROCESSING SECURITY CHECK*  
(HCO WW Sec Form 6)

This is a Processing or a Security Check. As a Processing Check it is given in Model Session.

The following Security Check is the only one permitted on Staff Auditors or Field Auditors, in addition to HCO WW Sec Forms 3, 4 and 5.

No Security Check form may be edited or modified.

(Credit goes to Jan and Dick Halpern for preparing HCO WW Sec Forms 4, 5 and 6.)

*HCO WW SEC FORM 6*

**HGC AUDITOR'S SEC CHECK**

This check is suitable for anyone who has done a fair amount of auditing, and, also, for students in professional level courses in the later part of the course.

---

Have you ever told a preclear what his attitude toward someone or something ought to be?

Have you ever permitted a preclear to take control of the session?

Have you ever alter-ised orders from L. Ron Hubbard concerning your preclear?

Are you hiding anything from the Director of Processing? (Or whatever the appropriate terminal is.)

Have you ever failed to get a preclear to carry out an auditing command?

Have you ever deteriorated a preclear's case?

When running a Model Session, have you ever omitted, or skimped, Rudiments?

Have you ever lost your temper with a preclear?

Have you ever startled a preclear when he was on a comm lag?

Have you ever audited a preclear late at night, or in the small hours of the morning?

Have you ever, overtly or covertly, got it across to your preclear that he was wrong?

Have you ever alter-ised your instructions from the Director of Processing? (Or whatever the appropriate terminal is.)

Have you ever permitted a preclear to blow session? To blow an intensive?

Have you failed to find out whether your preclear was getting adequate food and rest?

Have you permitted a preclear to have secrets from you?

Have you ever been late for a scheduled auditing session?

Have you ever failed to show up at all for a scheduled auditing session?

Have your sessions frequently run overtime?

Have you ever blamed the pc for running overtime?

Have you frequently ended sessions early?

Have you ever blamed your preclear for his case's not advancing?

Have you ever blamed the D of P, or L. Ron Hubbard for your preclear's case not advancing?

Have you ever ignored, forgotten, or failed to put into practice L. Ron Hubbard's orders regarding your preclear?

Have you ever ignored, forgotten, or failed to put into practice orders from the D of P regarding your preclear?

Have you some sort of hidden standard as to what a preclear should be like?

Do you think that everybody really has the same troubles as you?

Is there any sort of preclear that you are certain you cannot help?

Is there any sort of preclear that you would far rather not help?

Has auditing a preclear ever had a bad effect on you? If so, whom did you make guilty?

Have you ever used the wrong process on a preclear?

When you have made a technical flub, did you hurry on without calling it to the preclear's notice?

Have you ever justified it to the preclear?

Have you ever shown up, sloppily dressed and badly groomed, to audit a preclear?

Have you had a lot of trouble confronting your preclears?

Have you ever Q-and-A'd with a preclear?

Have you ever failed to flatten a process when it was still biting?

Have you ever jammed a preclear into a one-way flow and left him stuck in it?

Do you really know Model Session cold?

Have you read, understood, and put into use the material in the latest technical bulletins?

Have you ever, while auditing a preclear, sat there worrying about your own problems, making future plans, mocking up pleasure moments, or self auditing?

Have you ever kept on running a process that wasn't moving the Tone Arm, or changing the preclear in any way?

Have you ever audited badly?

Have you ever failed to help a preclear?

Have you failed to notice when your preclear's case has changed, and tried to audit the person he was yesterday?

Have you ever gone on a machine when auditing?

When auditing Tone 40, have you failed to place an intention in the preclear's head on each command and acknowledgement to the best of your ability?

Have you ever, deliberately or carelessly, gone out of communication with your preclear?

Have you ever used a preclear as a guinea pig for some process?

Have you ever used an exercise or drill from some field other than Scientology while auditing a preclear?

Have you ever audited anyone solely because you couldn't stand him the way he was?

Do you regard auditing as punishment?

Have you ever done anything to a preclear which you would be unwilling to have an auditor do to you?

Have you ever felt that you must solve the preclear's problems?

Have you ever resented it when a preclear criticized you for something which you hadn't, in fact, done?

Have you ever argued with a preclear?

Have you ever taken your preclear's advice while auditing him?

Have you ever asked a preclear to instruct you in auditing while you were auditing that person?

Have you ever failed to get good results with a case?

Do you feel that auditing is too good for psychotics, or cripples, or criminals?

Do you feel you must be kind to preclears?

Have you ever been distressed because of a preclear's physical or emotional pain under auditing?

Is there any sort of preclear you are afraid you may harm?

Is there any sort of preclear you are afraid may harm you?

Have you ever accepted for auditing a preclear you were fairly sure you couldn't or wouldn't help?

Have you ever made sexual advances or had intercourse with a preclear of either sex during an auditing session, or during the course of an intensive?

Have you ever recommended the use of liquor, or drugs, to a preclear "to relax him", or for any other reason?

Have you ever stolen from a preclear?



Have you ever audited preclears while a staff member for yourself and kept quiet?

Have you ever stolen another auditor's preclear?

Have you ever stolen a preclear from a Central Org?

Have you ever sought to persuade a preclear that you were a better auditor than his auditor?

Have you ever passed a Central Org preclear to an outside auditor?

Is there any question about the way you audit which you would hate to have the D of P, or L. Ron Hubbard, ask you?

Is there any question about your preclears which you would hate to be asked?

Is there any question the D of P, or L. Ron Hubbard, should have asked you, and hasn't?

Have you nothing further to learn about auditing?

Have you ever found it hard to become interested in a preclear's case?

Have you ever been utterly baffled by a case?

When a preclear's case is not going right, are you certain there must be something wrong with the stable data of Scientology?

Have you failed to learn, understand, and regularly employ the stable data of Scientology?

Do you hope you won't be found out?

Have you ever avoided receiving auditing yourself?

Have you ever mistrusted your E-Meter?

Is there anything mysterious to you about an E-Meter?

Is there any technical question you are afraid to ask the D of P for fear it would make you look incompetent, or stupid?

Do you think you are an incompetent, or stupid, auditor?

Do you think you audit perfectly at all times?

Have you ever believed a preclear knew more about his own case than you did?

Have you ever made the D of P guilty of anything?

Have you ever justified your actions to a preclear?

Have you ever let a preclear control you?

Have you ever falsified an Auditor's Report in any way?

Have you ever given the D of P, or L. Ron Hubbard, a false impression about your preclear's case?

Have you ever failed to get an instruction concerning your preclear clarified, if you did not understand it?

Do you think selling auditing is really a swindle?

Have you ever felt that some item in the Auditor's Code didn't really apply to your auditing?

Have you ever done anything weird, or strange, with a preclear?

Have you ever been a squirrel?

Do you feel there is anything wrong with invading a preclear's privacy?

Do you feel there is anything wrong with having your own privacy invaded?

Have you ever redramatized anything on a preclear?

Have you ever avoided running a standard process on a preclear because you didn't or wouldn't like having it run on you?

Have you ever refused to run something on a preclear because you didn't like it?

Are you avoiding using any standard process because you are not sure of your technique?

Have you ever done a bad assessment?

Have you permitted yourself to get rusty, or unfamiliar, with any standard Scientology process?

Have you forgotten any parts of the Auditor's Code?

Have you ever had a preclear you felt you *had* to help?

Have you ever had a preclear you didn't want to help?

Do you deserve to get good results with cases?

Is there any viewpoint that is absolutely intolerable to you?

Have you ever had a preclear that you couldn't stand to be, even for an instant?

Is there any case you've audited that you still feel badly about?

Have you ever felt that there was something about an auditing room that you were not responsible for?

Have you ever felt that there was something about a preclear's behavior under auditing that you were not responsible for?

Have you ever pretended you could use an E-Meter when you couldn't?

Do you believe that any preclear can influence the E-Meter in any mysterious way?

Do you believe that the preclear can control his reactive bank?

Do you believe that the preclear really knows about and understands his reactive bank?

Do you believe you can control a preclear's reactive bank?

Have you ever made a practice of so much two-way communication with the preclear that you were spending very little auditing time in getting a process run?

Have you ever run a process without feeling that it was your process?

Have you ever decided that the D of P, or L. Ron Hubbard, was the cause of some effect which you produced on a preclear?

Do you dislike auditing?

Have you ever felt that auditing another was harmful to you in any way?

Have you ever felt sorry for yourself while auditing a preclear?

Have you ever felt sorry for a preclear?

Have you ever confused social chit-chat with auditing?

Have you ever left an auditing session without ending it properly for the preclear?

Have you ever felt bound by the Auditor's Code in your relationships with everyone, in and out of session, 24 hours a day?

Have you ever permitted a preclear to throw you into session outside of regularly scheduled session time?

Have you ever made a practice of evaluating for, or invalidating, a preclear of yours between sessions?

Have you ever deliberately encouraged a preclear to believe that you were clear, or OT, when you had not in fact reached this state?

Have you ever tried to force a preclear to believe he or she was clear?

Have you ever represented yourself to a preclear as being in bad shape?

Have you ever discussed your own case with a preclear you were auditing?

Have you ever blackmailed a preclear by threatening to discontinue his auditing?

Have you ever tried to get special favors from a preclear, beyond the agreed-upon payment or remuneration?

Have you ever promised a preclear something which you were not certain you could fulfill to the letter?

Have you ever promised a preclear something you knew you could not fulfill?

Are you weak in any of the TRs? If so, which? If so, have you failed to make arrangements to be coached up on them?

Is there anything you can get away with that other auditors shouldn't do?

Have you ever gotten into a games condition with a preclear?

Have you ever deliberately or carelessly given a preclear a command which was impossible for him to execute at that time?

Have you ever used poor judgement in auditing a preclear?

Have you ever felt that you were a liability to the Hubbard Guidance Center (or appropriate terminal) as an auditor?

Is there anything about auditing which you alone in all the world know and understand?

Are you in disagreement with any current practice or theory of Scientology as L. Ron Hubbard has communicated it?

Have you ever taken orders from a preclear as to what you should run on his case?

Have you ever yanked the preclear's attention off his case by uncalled-for statements or actions?

Have you ever stopped running a process because the preclear said it was flat?

Have you ever stopped running a process because the preclear was tired of it?

Have you ever stopped a session just to talk to a preclear to amuse yourself?

Have you ever stopped running a process because you couldn't stand the preclear's somatics?

Have you ever just stopped auditing a preclear without ending a session or anything?

Have you ever walked off from a preclear who was halfway through something?

Have you ever felt you had to have a special auditor in order to hide data gotten from preclears about withholds?

Have you ever felt you would be discredited if you received auditing?

Have you ever advised preclears not be audited?

Have you ever taken a commission for secretly passing a preclear to some auditor?

Have you ever invalidated the caliber of auditing or training in a Central Organization?

Have you ever sought to convince a preclear he would injure his case if he or she went to an HGC?

Have you ever taken money for auditing you did not deliver?

Have you ever taken money from a preclear and handed him over to some student to audit for you?

Have you ever committed sharp practices in auditing?

Have you ever pestered L. Ron Hubbard with questions already to be found in bulletins?

Have you ever sought to prove auditing would not work?

Have you ever done anything to slow down L. Ron Hubbard's research?

Have you ever wasted auditing time?

What do you wish you hadn't done?

What about your auditing activities are you trying to forget?

Have you any idea it doesn't matter whether you get results or not?

Are Scientologists' or Ron's goals really false?

Are you upset by this Security Check?

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 JULY 1961

Central Orgs  
City Offices  
Tech Depts  
Franchise

**METERING RUDIMENTS**

The following question from HASI London, and my answer are of general interest:

“From Academy and HGC London.

Ron from Rosalie = 6/7 = 375L

Re Rudiments: Data you gave me was that falls are all one was concerned with in clearing rudiments.

I have heard all reactions should be taken into consideration—i.e. Falls, Rock Slams, Theta Bops, Sticks.

Mary Sue issued Bulletin of May 9th 1961—saying Falls, Rock Slams, Theta Bops, change of characteristic should be considered. Would you please clarify.

Best

ROS, D of T.”

“Ron from Selwyn = 6/7 = 376L

Rosalie's query goes for me too. Best SELWYN, D of P.”

-----

“Ros from Ron Info Selwyn Info MSH

375L2 Regarding the remark that only falls are taken into consideration while doing rudiments. This is misleading. The word 'FALL' is often used mistakenly or colloquially for 'CHANGE OF NEEDLE PATTERN' because the latter is so clumsy in phrasing. Any instant change of reaction in needle pattern is indicative of charge and so in any metering whether rudiments, assessment, sec checking, one explores and pursues all reactions of the needle which change the pattern of what the needle *was* just doing a moment before.

On rudiments 'CHANGE OF PATTERN', detectable when and only when the sensitivity knob is set for a third of a Dial Drop of the needle, one and one half inches, on the can squeeze test, is explored and cleared. The sensitivity knob is not advanced to see if the reaction is entirely handled when the needle reaction vanishes at one third of a Dial Drop sensitivity setting. Unless this sensitivity setting is also observed in addition to change of needle pattern the auditor will take forever to clean rudiments when it is not necessary. Rudiments exist to run enough to get the pc into session, not to audit the case by rudiments. It will be found that when any charge on PTPs, ARC Breaks, or Withholds or Room is dissipated by rudiments so that it does not produce a fall detectable with the sensitivity set for one third of a Dial Drop or any other change of pattern, the pc will be able to go into session.

As a further note when running Routine One A it is not necessary when doing the problems part of it as a main process to handle in rudiments present time problems.

When doing the Security Check part of Routine One A, PTPs can be handled to some extent. Also one does not try to get all Withholds off in running Routine One A beyond clearing them for a sensitivity knob setting of one third of a Dial Drop as these are being handled by the Security Check.

I hope this clarifies your question and related matters.

Best

RON.”

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 AUGUST 1961

Franchise

**INFORMATION ON CLEARS**

The following digest of HCO Information Letters gives some interesting information about the Clears which have been made recently in South Africa:

HCO INFORMATION LETTER OF 14 JULY 1961

**CLEARS IN SOUTH AFRICA**

(From telexes received at Saint Hill from the HGA Course in Johannesburg)

RON FROM JEAN 218JB 13/7/61 2.40PM

RON WE HAVE GOTTEN TWO CLEARS. ONE JOAN JOHNS ONE PETER PAPADAKOS CLEARED ON ROUTINES ONE TWO THREE BOTH CASES BLOWN CLEAR ON GOALS ASSESSMENT NOTHING FURTHER MOVES TA THOROUGHLY CLEAR CHECKED ON COMPLETE GOALS AND TERMINAL LISTS AND PRE-HAV SCALE AND DYNAMICS CHRONIC EMOTIONAL LEVELS ON BOTH CASES ASSESSED AND PROCESSED OUT ON 5 WAY BRACKET.

BEST,  
JEAN.

RON FROM PAUL 219 JB 13/7/61 4.20PM

RON AND ANOTHER JOE VAN STADEN. I TOLE YOU AN I TOLE YOU.....WHERE ARE THE BRACELETS?

BEST,  
PAUL.

HCO INFORMATION LETTER OF 25 JULY 1961

**HGC CLEAR**

(From telexes received from Johannesburg)

RON FROM PETER 231JB 20/7/61 2.15PM

RON HAL ROLAND CHECKED OUT CLEAR FROM HGC CONFIRMED D OF P AREA SEC AND MYSELF. NO DOUBT WHATSOEVER. AUDITOR EDITH SPENDER RECENTLY OFF HPA DID MAGNIFICENTLY EXACT JOB. INTENSIVE OF 125 HOURS ROUTINES 2 AND 3 PREVIOUS AUDITING 30 HOURS.

PETER GREENE.

RON FROM HAL ROLAND 232JB 20/7/61 2.20PM

RON  
THANKS.  
HAL ROLAND.

LT=  
SIEN TOLOGY JOHANNESBURG TELEX JX299 =  
231JB2 CONGRATULATIONS ON ROLAND TO SPENDER AND HGC STAFF.  
BEST=  
RON+

HCO INFORMATION LETTER OF 4 AUGUST 1961

### AN HGC CLEAR

This dispatch received from Peter Greene, Assoc Sec in Johannesburg, concerns the making of a clear in the HGC there:

I was thrilled to-day to send you the news about Hal Roland. He has been sitting close for a week ever since he flattened 12 levels of Pre-Hav on Routine 2.

We weren't able to use an HGA graduate for Routine 3, as Jean and Arnold wanted them to stay on Course for another week to stabilise the clears and give the others the best chance to make it too—which was very reasonable.

Several of the auditors in HGC, are now I believe, up to scratch. Leon Bosworth runs good control and Steve Roos, his deputy, no longer flounders since his last intensive. I had several auditors checked on Bulletins—by Jean Kennedy, and notably Rita Metz and Edith Spender were straight on their data, so since we had the chance to make a clear, we took it. A special listening post was set up in a room on HASI premises and Leon was able to keep tabs on the sessions. Hal passed a clear check yesterday in HGC, but when I further checked him in Wally's presence something further was found to still be bugging him.

Well that boy really meant to get clear. He went home that night and returned for his last session with 3 foolscap pages of terminals, on the Pre-Hav level that was still reacting. A 2-hours session to-day completely knocked it out. I have never seen such an unmistakable clear needle. Apart from that his manner, demeanour, etc, was almost enough in itself. I *have* done what you said. Concentrate on clearing and releasing and get the technical real. Release certificates are regularly being issued for HGC now—the last 3 HPA graduates checked out release, and Edith Spender has only been off the HPA a few weeks. Our technical still has bugs in it—but I believe will compare favourably with any HASI in the world.

Everyone was delighted with 3 clears from HGA Course but felt the only clears we had knowledge of were all off courses. It is a terrific boost to have an HGC Clear. Staff attitudes immediately changed with the realisation not merely that it *could* be done, but that it has been done. It seems easier to do it again.

HCO INFORMATION LETTER OF 9 AUGUST 1961

### A POST-CLEAR AUDITING SESSION

The following report received from Arnold Gochin, instructor on the HGA Course in Johannesburg, will be of interest:

I have given Jean about 6 hours of auditing to flatten out a previously uncontacted engram (present life operation) which turned on a symptom which the doctor told her was an acute appendicitis. He ordered her to report for an appendectomy twelve days ago. The auditing cleared this completely. This letter to you is to give you some data on the E-Meter reading of people who are 75 hours past a clear check and thus near theta clear.

- (a) The havingness processes didn't work and asking her to confront the floor or something in the room repaired it after 2 commands.
- (b) Every confront command answered brings the tone arm down between 3 and 4 1/2 tones, and every "might not confront" brings it back to 4-5 on the meter, or up 3 or 4 tones.
- (c) Midway through flattening the incident the TA didn't go down lower than 2 1/2, on drops, and just before it flattened ( 1 hour or so) it went down switch on position when drops occurred.
- (d) Rises brought the TA to about 4 only just before the incident flattened. Before this it used to go up to 6.5 plus.
- (e) The needle doesn't float much but moves from one side to another, as though it is going somewhere.
- (f) One might say the tone arm floats with a fastish motion.
- (g) Can squeeze gives very big drop of course.
- (h) After the incident had been flattened as to all terminal and Pre-Hav levels, dynamics, etc, there was a large regular (inch and half) theta bop. After sufficient questioning I satisfied myself that Jean's answer that it was a *feeling of freedom* explained adequately this movement.
- (i) She keeps the needle still while rudiments are done. Sensitivity 0 of course.
- (j) In order to find out which of the terminals in the incident or the most objects is important, it is necessary to select between drops of 2 or 3 on the tone arm. It takes very sharp observation indeed—and the auditor must really be in PT.
- (k) End of session reads were the clear read.
- (l) It is totally obvious when the body is left and entered. This is manifested by 2" theta bops, which turn into a drop when the body is entered.

Two of our clears on course are beginning to show little signs of the excited tone arm, and your development of the new meter is eagerly awaited. It would seem that the meter must be set for a minimum of 1000 ohms and an equivalent of 10 on the tone arm.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
 19 July—4 August 1961

** 6107C19	SHSBC-31	Q & A Period: Auditor Effect on Meter
** 6107C20	SHSBC-32	Games Conditions
** 6108C03	SHSBC-33	Creation and Goals
** 6108C04	SHSBC-34	Methodology of Auditing—Not Doingness and Occlusion



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1961

CenOCon

**NEW CLEARING BREAKTHROUGH!**

The failures of auditors to get assessments done rapidly, the failure of pcs to get their goals and terminals found, and other important factors of clearing are resolved and covered in full in my lectures of:

August 8—9—10—15—16—17—18—22—23: Saint Hill Special Briefing Course.

No special courses on clearing should be started before the instructors have heard and understand these tapes. HGCs are, in particular, alerted to these tapes.

These lectures, each about II/2 hours long, summate findings on clearing gained this summer at Saint Hill and resolve the clearing problems being met in HGCs, and lay out clearing for future continental courses to avoid the errors of the Australian and D.C. courses, where long assessment reduced student results.

These tapes are available from Washington, D.C. (if you've paid for your tapes to date, we add commercially).

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
8—23 August 1961

** 6108C08	SHSBC-35	Forgettingness
** 6108C09	SHSBC-36	Q & A—Goals Search
** 6108C10	SHSBC-37	Q & A—Goals Assessment, Behavior of Pc
** 6108C11	SHSBC-38	Basics of Auditing—Matter of Factness
** 6108C15	SHSBC-39	Q & A—Anatomy and Assessment of Goals
** 6108C16	SHSBC-40	Cyclic Aspect of Goals
** 6108C17	SHSBC-41	Rudiments—Valences
** 6108C18	SHSBC-42	Control of Attention
** 6108C22	SHSBC-43	PTPs—Unknownnesses
** 6108C23	SHSBC-44	Basics of Auditing

Franchise

### VALENCES KEY TO CLEARING

If you aren't running in the direction of Valences, you aren't clearing.

That is the lesson proved by the recent DC course and by this summer's gathered knowledge.

All summer, indeed spring *and* summer, I have been working to speed up clearing.

And I have finally cut away a great deal of extraneous data.

It boils down to this:

Goals made by a person take the person away from areas he or she doesn't want to be in and therefore does not as-is. Goals are an escape. One must have them. But when one uses them to be where he or she can't stand to be, then goals are an escape.

The basic escape is into *another* being. Thus one acquires beingnesses to escape.

Therefore Routine 3, as it exists, is the fundamental road to clear.

When you are running anything else except Routine 3, you are not going toward release of valences. Unless you alter a valence, you can do little for a case.

All processes then should be addressed to finding valences.

The fastest road is to find a goal that is a lasting one and then find the valence that matches up with that goal and then run the valence out. This alone changes and improves the pc.

All other processes not addressed to separating valences are addressed to a valence and try to make the *valence* better. One cannot improve a valence. One must improve the *pc* not the valence.

Routine 3, used with good technical skill, is the road to clear. There are faster ways to get goals, faster ways to get valences.

But the fundamental is, get the goal, get the valence *off* For that valence is the way the pc used to prevent experience of an environment he never as-ised.

Not know, forget, unknown, used in security questions and in assessing are the key to the speed-up. But more of that later.

I want *lots* of clears, not an isolated few.

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HCO POLICY LETTER OF 24 AUGUST 1961

CenOCon

**HGC ALLOWED PROCESSES**

Until further notice the HGC allowed processes shall be:

Routine 1

Routine 1A

Routine 3.

Routine 1A is preferred on all pcs and should be begun as early as possible and flattened fully before a Routine 3 Assessment is attempted.

Routine 3 has failed only where rudiments are flagrantly out during assessment or in running.

Routine 1A inhibits out rudiments and ARC breaks. It flattens in from 25 to 100 hours. It speeds goals assessment to as little as 2 1/2 hours if 1A is flattened.

Routine 1A consists of any version of problems and all HCO WW Form Security Checks.

Not know, unknown version of Problems Processes and Security Checks are allowed.

It is policy that no preclear on staff or in the HGC be assessed for goals or run on goals or run further on goals until Routine 1A is flat in all versions.

This guarantees clearing if auditors are also technically expert and flatten all processes begun by them.

Saint Hill Tapes of recent date and other materials cover and will continue to cover this subject.

This is *policy*. It must be followed.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
24—30 August 1961

** 6108C24	SHSBC-45	Rudiments
** 6108C29	SHSBC-46	Basics of Auditing
** 6108C30	SHSBC-47	Auditing Quality

Franchise

### ADVANCES IN TECHNOLOGY

It became obvious earlier this year that clearing was now entirely dependent upon auditing *quality*.

Clearing is not dependent on state of case. We have cleared people since February who had very poor cases to begin—in fact some were almost famous for no gain before this year.

Clearing is not for only a certain case type. The people cleared had widely varied case types.

The common denominator of all clearing was good auditing, exactly according to the principles of auditing. The less the auditor departed from these, the more rapid was the clearing.

The following data was that data which was known and used by auditors who accomplished clearing:

- TRs 0—4
- Model Session
- E-Meter Essentials
- Rudiments
- CCHs
- Assessment
- Security Checking
- Routine 1
- Routine 1A
- Routine 2
- Routine 3
- Pre-Hav Scale

If an auditor knew these he or she could clear people.

It is lack of knowledge of these elements that prevents clearing.

Therefore since last spring my attention has gone to auditing quality and how to improve it. As an example, the most clears exist in the area where I spent the most time. My time in that area was mainly devoted to improving auditing skill. As of this moment, the best auditors in the world exist in South Africa, and the most clearing being done is in South Africa.

Next in rank is Australia, spear-headed by Peter Williams who was trained in South Africa

To do this for all continents, I started Saint Hill training rather than Saint Hill clearing. Organizations sending people to Saint Hill, or auditors coming to Saint Hill, can obtain this necessary grooming. And thus continental clear.

But I am not trying to force this, I am letting areas wake up to it on their own. Thus a sense of accomplishment is preserved.

Major advances have occurred, of course, in processing and processes since spring. Many of these are quite startling. Our advance in the theory of Scientology has been more rapid since January AD 11 than in any other time except perhaps 1950. The bugs are being taken out of processing to increase speed of advance, not to reach more cases.

These advances are summed up in Saint Hill tapes. I give three hour and a half lectures to the students each week and these contain the best current record of bettered technology. These tapes go to Central Organizations for use on HGCs and in Special Courses. Made at Saint Hill with a Neumann Microphone and now on an Ampex 601 Professional recorder, the tapes are flown to Washington DC and copied there, 1 for 1 speed on a battery of Ampex 600s on 1 mil Mylar tape. These copies are then flown to Central Organizations. This is working very smoothly now, thanks to the staff members concerned.

What is discovered by myself is known to Central Orgs within two weeks for use in HGCs and Courses. This is no substitute for hand grooming at Saint Hill but it is a major data record forwarded at high speed with high quality. This is data at the rate of 27,000 words a week! Or 108,000 words a month! A small river in itself since that is close to a Modern Science of Mental Health per month! The data is sorted and re-sorted in the lectures and, rather than new data, it is mainly an amplification and clarification that keeps the unknowns out.

In the past 15 days (tapes of the last half of August) some startling breakthroughs have occurred.

A brand-new speed-up for Security Checking; Why auditors won't let pcs into session; Why pcs don't gain; Why pcs ARC break; Why many old-time teams are achieving no gains; How to run a session with full gains; Why Routine 3 assessment was taking forever instead of ten hours; How to do a fully accurate assessment in ten hours.

All these and a great many more breakthroughs are on the Saint Hill tapes of the last half of August of this year.

Essential data also finds release in these HCO Bulletins in a briefer form.

But all this data depends on the essentials listed above.

Before a person can become a clearing auditor he or she must know, cold, cold, cold, the items on the first list in this bulletin. Without these known, data never gets applied to the pc.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

31 August—6 September 1961

- |            |          |                        |
|------------|----------|------------------------|
| ** 6108C31 | SHSBC-48 | What is Auditing?      |
| ** 6109C05 | SHSBC-49 | Principles of Auditing |
| ** 6109C06 | SHSBC-50 | Subjective Reality     |

Franchise

## NEW FACTS OF LIFE

### Security Checks

Our Security Checking has become absorbed into processing and is an integral part of processing, producing very spectacular gains when well done.

There is a new "not know" way of giving a Security Check. These are some data about it:

On your Not Know Version of Security Checking or on any "Security Check" being used for processing, do *not* use "this lifetime" or limit the check to this lifetime in any way.

All the directions given on how to do a Security Check on the HCO WW Form 3 are for *Security* Security Checking, not for *processing* Security Check use. Omit these directions when you are using a Security Check for processing.

Do not use a repetitive command when Security Checking. Vary the question and *find out*. Use versions of "not know" "forget" "forgotten" "shouldn't be known about" etc.

Example: (Auditor has reached the rape question on the form. He or she does not read the question yet.)

Auditor: What shouldn't be known about rape?

PC: Answers.

Auditor: Good. What should be forgotten about rape?

PC: Answers.

Auditor: All right. (Reads question from form.)

PC: Answers.

Auditor: What are you looking at?

PC: This picture that came up about this rape.

Auditor: Is it still there?

PC: Yes.

Auditor (as picture seems stuck or sticky): What is unknown about that picture? (Goes on asking such questions, does not permit PC to wander off from *that* one picture *so long as Meter needle is reacting* on questions about unknowingness in that picture.)

PC: (Runs incident.) (Usual time required 10 minutes more or less. Time is not measured, however, as PC runs on it so long as *needle* reacts.)

Auditor (needle no longer reacting on picture): All right now. Is there anything else about rape you'd like to tell me?

PC: Answers.

Auditor: (Looking at meter now reads question from form and notes needle reactions.)

The point here is that one flattens all pictures contacted with "unknown" etc questions and flattens all needle action on the Security Check question.

*Do not* leave a Sec Check question until

1. All needle action is gone from the question itself with sensitivity at 16, and
2. All needle action is gone from every incident contacted and run.

Note: This is a new way and a very effective one to run engrams, the most important development on engrams since 1950.

Auditors who have not yet mastered the above or who have themselves never been “on the time track” or who have never seen a picture in which they were in valence, or who have “no reality on past lives” (have never seen an engram in 3D) should only use the standard Sec Check procedure of just reading the question and getting the needle action off the question itself.

### **ARC Break Prevention**

An ARC Breaky PC has only these things wrong, provided an even vaguely correct auditing job is done:

1. Rudiments are out, particularly withholds.
2. Routine 1A (problems) is unflat.
3. An intolerance of unknowingness which makes PC edgy about what the auditor is doing.
4. An intolerance of motion.
5. A great scarcity of auditing.
6. Has given auditor an order on his case which auditor then obeyed.

### **An Observation of Terrible Truth**

If you do just once what the PC tells you to do, the PC is put on auto auditing (self auditing), the basic *Original Thesis* laws of Auditing are violated, the PC's bank collapses and PC will then ARC break.

You may as well face it, auditors. If you let the PC be fully responsible for the session, there is no session and no progress and ARC breaks will ensue.

Almost all ARC breaks are preceded by the PC giving the auditor an auditing order or suggestion about rudiments, what to run, etc.

Example:

PC: You didn't ask about withholds in the rudiments.  
Auditor: OK, are you withholding anything?  
PC: (ARC breaks, chews out auditor.)

Example:

Auditor: I'm going to run you on women now.  
PC: It should be men.  
Auditor: Well, all right, Men, then.  
PC: Yow, yow, yap! (ARC breaks now or later.)

Why?

PC has just lost an auditor, bank falls in on him.

How to get good and even with a PC: Follow any slightest instruction the PC makes about the session.

That'll fix the PC.

Look it over. It's a terrible truth.

*This is* the real meaning of Q and A.

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\*\* 6109C07      SHSBC-51      Reality in Auditing  
\*\* 6109C12      SHSBC-52      Clearing Breakthrough

HCO POLICY LETTER OF 12 SEPTEMBER 1961

All HGCs  
All Academies

### CURRICULUM FOR CLEARING COURSES

(Note: LA and Melbourne are to begin Special Clearing Courses at the end of this month. This gives data to be stressed.)

(This data may be used in HGCs.)

In the last DC and Melbourne courses, goals assessments were reported to be taking so long that very few goals were found in Melbourne and none in the DC course.

This condition also existed elsewhere and on my *very* careful research, in *all* cases where goals assessment exceeded 150 goals, the actual goal was to be found in the first 150 goals given by the pc. *Out rudiments* had buried it. As soon as rudiments were put in, the goal reappeared, the terminal was found and all went off routinely.

On *all* long, arduous runs on the goals terminal rudiments were out, a chronic PTP or heavy withhold had stopped clearing.

Plainly, auditors are in a games condition on goals and prevent the pc from having one or attaining one. This and unreality on track is the probable source of all long or bad auditing.

The general remedy for this is to flatten Routine IA on all auditors, flatten the games condition process where the auditor won't let the pc win and get every auditor to have a reality on own track.

Several cases have been found stalled on "treatment", the pc being wildly allergic to any and all "treatment" and thus taking forever to run.

All bad auditing is done by auditors who have no reality on the track, and the then-ness of pictures. These are seeking to escape and thus pull the pc into escaping, whereas clearing lies in confronting. Auditors whose pictures flick in and out and who never linger are "out of valence" on the track or are otherwise seeking to escape. The remedy is to make such, as pcs, run pictures with *unknown* when found, not escape from them. Several lectures cover this.

Q and A with the pc is entirely taking what the pc suggests or taking orders from the pc. One order taken from the pc by the auditor and bang, ARC breaks. This is the source of ARC breaks.

All this and more is covered in the Saint Hill lectures of the last half of August and early September.

The exact lectures are being listed and examinations prepared for them. This list and the examinations will be sent for these two courses.

It is suggested that the students get at least two of these lectures per day.

To make your students into auditors, skip the TRs in these advanced courses, relegating TRs to the Academy and Saint Hill. Instead, start the course cases as follows:

Find if the pc has ever been "in himself" or herself in a picture. Unbury and run that picture with *Unknown* with this command:



“What was unknown about that incident?” Keep the pc *in* the incident.

If the pc has never had a picture 3D in his own valence, run either or both of the following:

“What was unknown?” and another process,  
“What unknown should you escape from?” “What unknown should you attack?”  
“What unknown should another escape from?” “What unknown should another attack?”

These last two processes also handle problems, treatment and the other factors mentioned above and class as 1A processes.

Omit Routine 2 out of all instruction.

Rewrite your Pre-Hav Primary Scale to include all emotions from “serenity” to “hide”. Include on the scale in the place of “No Motion”, PROBLEMS. Include also UNKNOWN, FORGET, NOT KNOW. Add also DISLOCATE. Omit anything that is a brother to “No Motion”. Include DENY.

-----

Get assessment going only when 1A is flat. 1A can be considered flat when Escape-Attack on Unknown produces no TA motion after this or other 1A processes have been run.

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Get ordinary security checking going at once on HCO WW Sec Form 6. When students do this well, shift to the Not Know version of Security Checking on Form 3. Do the last two pages of Form 3 before the rest.

-----

In all auditing done on course (or in HGCs) get daily cross-checks on rudiments. Let a student (or in HGCs another auditor) check (but not run) the rudiments on every pc and point out to the pc's auditor those that are OUT.

Let students sec check each other evenings, independent of days auditing, but make sure they know how it is done. Don't let them assess evenings. Do all assessment in class auditing time.

Stamp ruthlessly on Q and A (auditor doing whatever the pc says).

Arrange two 2 1/2 hour auditing periods a day.

Instructors check out any goal and any terminal found before letting it be run.

A course completion depends on a student:

1. Doing a good Not Know version of Security Checking.
2. Finding the goal and terminal of a pc.
3. Doing a proper Pre-Hav Assessment.
4. Having a Form 3 and a Form 6 Sec Check completed on self.
5. Passing a perfect exam on the book *E-Meter Essentials* plus Instant and Latent Read.
6. Getting a decent graph change on his pc or clearing.

Any student clearing his pc on either course will instantly be awarded a D.Scen. Clear status must be checked out by HCO.

Routine 1 A consists of flattening problems (or unknowns) on the TA and completing a Not Know Sec Check, HCO WW Form 3.

Routine 3 consists of finding the goals and terminals of the pcs and doing any available Sec Checks.

These two routines are the only routines to be used or taught on Special Courses at this time.

The processes to be used to clear rudiments are as follows (supposing the difficulty has been finally stated by pc):

ROOM: TR 10 or pc's havingness process, run only until question about room produces no needle reaction.

AUDITOR: What would you be willing to be? What would you rather not be? (Run TA motion out.)

PT PROBLEM: (When pc has stated it and who) What is unknown about that problem with ? (Run until needle no longer reacts on terminal, check any other PTP and run it as necessary.)

WITHHOLDS: To whom wasn't that known? To whom shouldn't that be known? (Run until needle no longer reacts.)

ARC BREAK: What didn't an auditor do? When? What weren't you able to tell an auditor? When?

Alter Model Session Script to include the above.

Limit two-way comm to asking what, where, when questions.

#### SUMMARY

Spend no course time trying to make auditors. Criticise blunders. But give *no* long lectures of any kind to the class. Just tell them what to do individually, exactly as above, and see that it gets done on an *individual* basis.

In instructing, confront each student, one at a time. Don't worry about general confronts of the class, not even a seminar period.

Tell the student to do so and so as above with his pc. Show him or her how to do it. Skip all extraordinary solutions. Just use the above. Get a maximum of solid auditing done.

Spread your teams as far apart as possible.

Dispense with check sheet examination except on Saint Hill tapes.

Make auditors by making them audit. If they goof, assume they have no reality on the track and get the student to confront his bank as above. Subjective reality alone can make an auditor. Routines IA and 3 alone can make clears.

All auditor goofs stem from unreality. Reality is found

a. By auditing and b. By familiarity with own bank and track.

If an auditor on your course has already received HPA/HCA and any further training and still has no hang of it, you won't educate them to victory. They just don't have reality on the mind yet. See that they get it subjectively. And so teach them to make clears.

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### NEW RUDIMENTS COMMANDS

Keeping rudiments in looms to great importance with the realization that endless goals assessments occur only when rudiments are out. If rudiments are *in*, the goal invariably occurs in the first 100 goals the pc gives.

If rudiments are out the goal, terminal or assessment level vanish when found or won't appear at all.

Therefore, even better rudiments processes are necessary. Over the past month or so I have worked out and tested these for your use.

These rudiments processes supersede all earlier rudiments processes. They do not alter basic Model Session. They do alter all rudiments *commands* used in Model Session as noted:

Rudiments on the:

ROOM: TR 10 or pc's havingness process. (Run only until question about room produces no needle reaction.)

AUDITOR: What would you be willing to be? What would you rather not be? (Run needle action out only.)

PT PROBLEM: (When pc has stated it and who) What is unknown about that problem with.....? (Run until needle no longer reacts on terminal, check any other PTP and run it as necessary.)

WITHHOLDS: To whom wasn't that known? To whom shouldn't that be known? (Run until needle no longer reacts.)

ARC BREAK: What didn't an auditor do? When? What weren't you able to tell an auditor? When? (Run needle action out only.)

Alter Model Session Script to include the above.

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Limit two-way comm to asking what, where, when questions.

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** 6109C13	SHSBC-53	Sec Check and Withholds
** 6109C14	SHSBC-54	Goals and Terminals Assessment
** 6109C19	SHSBC-55	Q & A Period—Prehav, Sec Checks, ARC Break Process, Sec Check and Withholds
** 6109C20	SHSBC-56	Seminar at SH. Q & A Period—What is Knowable to Pc (when an E-Meter will react), Attention, Motion, Still Pictures

Franchise

**SECURITY CHECK CHILDREN**  
**HCO WW Security Form 8**

The following is a processing check for use on children.

Be sure the child can understand the question. Rephrase it so he or she can understand it. The first question is the most potent.

**Children's Security Check**  
**Ages 6—12**

- What has somebody told you not to tell?
- Have you ever decided you did not like some member of your family?
- Have you ever taken something belonging to somebody else and never given it back?
- Have you ever pretended to be sick (ill)?
- Have you ever made yourself sick (ill), or hurt yourself to make somebody sorry?
- Have you ever wanted something very much, but never told anybody about it?
- Have you ever gotten yourself dirty on purpose?
- Have you ever refused to eat just to worry someone?
- Have you ever remembered something about yourself and not told anybody, because you thought they wouldn't believe you, or be angry at you?
- Have you ever refused to obey an order from someone you should obey?
- Have you ever told another child something that wasn't true, just to frighten or upset him?
- Have you ever bullied a smaller child?
- Have you ever deliberately got another child, or a grown-up, into trouble?
- Have you ever pestered older children, or grown people, who were trying to work?
- Have you ever been mean, or cruel, to an animal, bird or fish?
- Have you ever forgotten to give food or water to a pet entrusted to your care?
- Have you ever broken something belonging to someone else?
- Have you ever deliberately spoiled clothing of yours because you didn't like it?
- Do you have a secret?
- Have you ever noticed something wrong with your body that you were afraid to tell anybody about?
- Have you ever done anything you were very much ashamed of?
- Is there anything about you your parents could not understand, even if you told them?
- Have you ever failed to finish your schoolwork on time?
- Have you ever flunked an examination at school?
- Have you ever deliberately given a teacher trouble?
- Have you ever tried to make others dislike some teacher?
- Have you ever tried to make another child unpopular?
- Have you ever broken, damaged, or taken, any school property?
- Have you ever lied to a teacher?
- Have you ever been late to school, or late to a class?

Have you ever stayed away from school, when you could have gone?  
 Have you ever cheated by copying someone else's work, taking notes into an examination, or looking up answers in a book when you weren't supposed to?  
 Have you ever spoiled things for somebody?  
 Who have you made guilty?  
 Have you ever done something you shouldn't when you were supposed to be in bed or asleep?  
 Have you ever told others bad stories about someone?  
 Have you ever tried to make others believe that your parents, or teachers, were cruel to you?  
 Have you ever offered as an excuse for something you have done wrong that you are only a child, or that you haven't grown up yet?  
 Have you ever felt that your parents and home were too good for you?  
 Have you ever felt that your parents and home weren't good enough for you?  
 Is there anything you should tell your parents, and never have?  
 Have you ever done something to your body that you shouldn't have?  
 Have you ever done anything to someone else's body that you shouldn't have?  
 Have you ever told anyone that you did something, when you hadn't really done it?  
 Have you ever told anyone that you hadn't done something which you really had done?  
 Have you ever ganged up on another child and made fun of him because he was different from the rest of you?  
 Have you ever made fun of another because of the way he looked?  
 Have you ever decided never to talk to someone again?  
 Have you ever made your parents or teachers work harder than they should?  
 Have you ever decided that you were too bright, or too smart for the other kids?  
 Have you ever annoyed an adult by something you did or said?  
 Have you ever hurt a child?  
 Have you ever made a child cry?  
 Have you ever made a child sulk?  
 Have you ever kept another child from having something that really belonged to him?  
 Have you ever found anything and failed to return it to its owner?  
 Have you ever told stories about someone behind their back?  
 Have you ever lied to escape blame?  
 Have you ever not told the whole truth about something so as to protect someone?  
 Have you ever felt ashamed of your parents?  
 Have you ever felt ashamed of your friends?  
 Have you ever disappointed your parents?  
 Have you ever run away when you should have stayed?  
 Have you ever felt sure your parents wouldn't understand something that had happened in school, so you didn't tell them?  
 Have you ever not told teachers something about your family because they wouldn't understand it?  
 Have you ever failed to keep another child's secret?  
 Have you ever felt it was just no use talking to someone?  
 Have you ever hurt someone you didn't mean to?  
 Have you ever been sloppy about your clothes or possessions?

Have you ever cried when you shouldn't have?  
 Have you ever been a coward?  
 Have you ever made too much fuss over a little hurt?  
 Have you ever tried to make your parents believe you were doing better in school than you were?  
 Have you ever told on anyone?  
 Have you ever teased younger children?  
 Have you ever made a mess and not helped to clean it up?  
 Have you ever broken or damaged something and never told anybody it was you  
 Have you ever let someone else get punished for something you did?  
 Have you ever cried till you got your own way?  
 Have you ever decided "Someday, when I'm grown up, I'll get even"? If so, with whom?  
 Have you ever picked on someone smaller than yourself?  
 Have you ever upset anyone by throwing a temper tantrum?  
 Have you ever hurt anyone by telling them you didn't love them any more?  
 Have you ever made out that you were more badly damaged than you were in order to make someone stop picking on you?  
 Have you ever pretended to like someone that you didn't like in order to satisfy your parents?  
 Have you ever done anything wrong according to your own religion?  
 Have you ever not understood why someone was angry with you?  
 Have you ever pretended not to understand what you had done wrong?  
 Have you ever pretended not to understand what someone wanted you to do?  
 Have you ever been in places where your parents didn't want you to go?  
 Have you ever spied on anyone?  
 Have you ever made friends with people your parents didn't approve of?  
 Have you ever thought someone was crazy?  
 Have you ever broken up a friendship?  
 Have you ever let your team, or school, or club down?  
 Have you ever tried to keep someone from making friends with another child?  
 Have you ever pretended not to hear your parents or teacher?  
 Have you ever made a fuss about doing something that your parents or teacher wanted you to do?  
 Have you ever done something to someone that you'd hate to have done to you?

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** 6109C21	SHSBC-57	Smoothness of Auditing
** 6109C26	SHSBC-58	Teaching the Field—Sec Checks
** 6109C27	SHSBC-59	Q & A Period; States of Beingness

Franchise

**HCO WW SECURITY FORMS**

**7A and 7B**

**(Employment Sec Checks)**

(Reissued from HCO Policy Letters of September 13 and September 18, 1961)

These two Security Checks have been devised specifically for employment—i.e. to check applicants for employment, or personnel already employed. Each Sec Check should take no more than twenty minutes, and is completely effective if expertly done.

**HCO WW SECURITY FORM 7A**

**(For Staff Applicants)**

Person's Name \_\_\_\_\_ Date \_\_\_\_\_

The following Security Check is for Security use. All other Security Checks have passed into processing use and so can no longer be used for Security, taking too much time, and the auditor seeking to clear every question.

**DIRECTIONS**

Use a standard organization approved or manufactured E-Meter such as the British Mark IV.

Make certain, by can squeeze, that the instrument is plugged in and adjusted.

Use the meter strictly in accordance with the manual *E-Meter Essentials*.

Read only *instant reactions*. Do not use latent reactions of the needle. If the needle reacts within a 1/5th or 1/10th of a second after the question is asked, it is an *instant read*. This is valid. If it reacts 1/2 to 1 second after the question, this is invalid. Explore only *instant* reads on any check. Ignore all latent reads.

It should take only 10 to 20 minutes to give this check. If it takes longer you are doing something wrong.

All you do is put the applicant on the meter and read the questions to him with sensitivity set high (1 dial or more drop for can squeeze).

Keep the needle near centre of dial. Don't adjust it while asking a question. Don't ask a question if it is uncentred.

If you get no reaction go on to next question.

If you get a reaction, *compartment* the question, (reading it word by word and phrase by phrase) and see if any one word or any one phrase falls rather than the question as a whole. Clear each word or phrase that reads on the needle. Then read the whole question. If it is the whole question that reacts, it is a flunk.

Don't clear flunks. Just go on to next question.

The person being checked does not have to answer anything verbally.

The person giving the check does not have to find out or get off any withhold as this is not a processing check.

A needle reaction must be clearly established to be a reaction to the question before it can be a flunk.

The tone arm action is ignored.

Rising needle is ignored.

The Auditor's Code is ignored.

Processing is ignored.

You'll find that the main trouble with giving this check is that it is so easy to give that people try to complicate it.

ANY question still reacting after it has been cleared word for word or phrase by phrase FLUNKS the Applicant. That's it. One question that reacts and the person cannot be hired. It is not permitted to hire the person for anything or for any reason or for any purpose until the person is wholly cleared. You must not goof on this. Don't hire people who cannot pass this check.

If a person is guilty of any part of this check, the person *will* react on that exact question, providing the question is put to the person directly (not his shadow).

There are no nul questions to be given the applicant.

The following statement is read to the applicant:

-----

“This is a Security Check I am giving you. These are E-Meter electrodes. This is a very modern instrument developed after ten years of research. It can and does detect guilt very easily. If you pass this check you will be trusted. If you fail to pass this check, you cannot be employed here without extensive processing with Scientology.

“You do not have to speak or answer if you do not want to. It makes no difference.

“Here is the first question. “

1. If anyone found out about something you've done in this lifetime, could you be blackmailed about it?
2. Are you a pervert?
3. Have you ever stolen from an employer?
4. Have you ever falsified records to obtain money by fraud?
5. Have you ever tried to get a fellow worker in trouble by telling lies about him or her?
6. Do you hate all employers?
7. Are you or have you ever been a Communist?
8. If you were employed here would you try to damage this organization?
9. On your last job did you consistently complain about being overworked and underpaid?
10. Have you ever worked in an organization just to spy on it for others?
11. Have you even taken money for passing on confidential information?
12. Have you ever consciously driven customers away from your employer?
13. Do you privately think we are a fraud or a racket?
14. Have you ever secretly bought anything yourself and sold it to your employer at a profit?
15. Have you ever taken a bribe or a secret commission to give someone an employer's business?
16. Is there something about your past jobs you are hoping desperately we don't find out?



17. Do you hate work of any kind?
18. Do you have a criminal record?
19. Are you wanted anywhere by the police?
20. Do you intend to quit soon after starting work here?

-----  
 The interrogator can smooth out any ARC breaks caused.  
 -----

If the needle gave consistent or unmistakable instant response on any of the above, the applicant may not be employed at this time.

The applicant, feeling falsely accused, should be informed he has the right to be security checked by another person with the same form.

Passed \_\_\_\_\_ Security Checker \_\_\_\_\_  
 Failed \_\_\_\_\_ Date \_\_\_\_\_

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**HCO WW SECURITY FORM 7B**  
**(For persons now employed)**

Give this check in exactly the same way as HCO WW Security Form 7A.

Failure to pass one or more questions on this check results in suspension until processing has been given.

The security checker does not attempt to clear or process any of the following questions if they produce *instant* needle reaction. Clearing questions is an auditor's job and is done in an auditing session, not while receiving this check.

If a question produces instant needle response, clear it word by word and phrase by phrase until all words and phrases are as nul as they can be made. Then test for reaction to the whole question. If it reacts then it is a flunk.

The whole test is always completed.

It should take 10 to 20 minutes at the most.

Read the following to the staff member.

“There is nothing personal about this check. It is for your protection as well as others. If you pass it you have no worries. If you flunk it you will be suspended immediately until processed on your own arrangements. If you feel you have been falsely flunked, if you are flunked, you can demand that another skilled person give you the same check over again. But you may only be checked by two people.

“Here is the check. You do not have to answer anything if you don't care to.”

1. Have you ever committed any criminal act for which you could be blackmailed now?
2. Do you or your close family currently have any connection with organizations violently opposed to L. Ron Hubbard?
3. Have you ever personally accepted a commission, percentage, bribe or “gift” for giving any firm or person this organization's business?
4. Have you ever stolen anything here?

5. Have you ever falsified an expense account here? 6. Have you ever falsely accounted for petty cash?
7. Have you ever maliciously gossiped about your fellow staff members or your superiors?
8. Are you here purposely to upset or damage Scientology or Scientology Organizations?
9. Have you ever cautioned anyone about following L. Ron Hubbard's directions or data or told them not to?
10. Have you ever maliciously criticized Scientology, its organizations, data or people to persons outside this organization?
11. Have you ever used people you met here to secretly further your personal gain outside of the organization?
12. Do you feel Scientology is a fraud or racket?
13. Do you complain about how overworked and underpaid you are?
14. Do you ever privately laugh at the antics of your superiors?
15. Have you ever slowed things down just because your superiors wanted them speeded up?
16. Do you think it really doesn't matter whether you do a good job or not?
17. Do you intend to quit just as soon as you've achieved your own ends?
18. Do you illegally have anything in your personal possession that really belongs to us?
19. Do you get satisfaction out of not doing your job?
20. Have you consistently covered up the blunders and mistakes of other staff members so they won't be found out?

Passed \_\_\_\_\_ Security Checker \_\_\_\_\_

Failed \_\_\_\_\_ Date \_\_\_\_\_

Findings and Decision: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
 28 September 1961

\*\* 6109C28 SHSBC-60 Grades of Auditors

HCO POLICY LETTER OF 29 SEPTEMBER 1961

All HCO Secs  
All Assn Secs

**HGC ALLOWED PROCESSES**

(Cancels all previous HCO Bulletins and Policy Letters on  
HGC Allowed Processes)

HGCs must begin clearing.

All Academies must get auditors trained up so their skill is adequate to clear.

-----

In an HGC, all auditing is done by staff auditors of course. But if individual staff auditors cannot handle the skills of clearing, no clearing will get done.

Therefore a program of increasing skills of staff auditors must be undertaken, not just in training but in gradient skills they are permitted to use on pcs. A staff auditor must only use skills he can command and with which he can win.

-----

Saint Hill Special Briefing Course Tape of September 26, 1961 is a part of this Policy Letter. It enjoins that auditors increase and use their skills as follows:

**CLASS ONE:** Relatively unskilled. HCA/HPA graduate, field auditor called in part or full time or current staff auditor or HGC or Academy personnel or executive. This auditor is asked what process he has had success with on pcs. What process he has confidence in. Whatever it is, as long as it's Scientology, a Class One Auditor is not permitted to use any other process on HGC pcs, regardless of their "case requirements". This is mandatory.

**CLASS TWO:** Any auditor auditing on staff who has finally passed a *perfect* score on HCO quizzes on

1. E-Meter Essentials
2. Model Session
3. Security Checking HCO Bulletins
4. Saint Hill Special Briefing Course Tape of September 26, 1961.

(These quizzes must embrace the most minute details of these items.)

This auditor is thereafter permitted only to use Security Checks on HGC pcs, either standard checks or checks combined with specially devised checks.

**CLASS THREE:** Any staff auditor who has graduated up through Class Two skills and who is having excellent results with Class Two skills and who thereafter has been specially trained directly by a person who has attended and passed the Saint Hill Special Briefing Course and who has also passed a *perfect* examination by HCO on

1. All HCO Bulletins relating to Routine 3.
2. All Saint Hill Tapes on Routine 3.
3. Who has a good grasp of the technical side of auditing and can run a smooth session.

This Class Three Auditor may use Routine 3 on HGC pcs but may only utilize goals and terminals and levels that have been checked out and verified by a person graduated from the Saint Hill Special Briefing Course. He may not run engrams on HGC pcs.

4. Who can find rudiments when out and get them in.

CLASS FOUR: Any Class Three Auditor who has achieved excellent results with Routine 3 and who has had his or her goal and terminal found and is a release and who has had engrams run on his or her own goals terminal chain and who has excellent subjective reality on engrams. This auditor may run Routine 3 and engrams on HGC pcs.

-----

In an HGC as of receipt of this HCO Policy Letter there are no other classes of auditors and no special permissions may be granted contrary to this policy letter.

-----

All HCO Area Secretaries are enjoined to make this program stick, get this HCO Policy Letter immediately hat checked on all Central Org technical staff and all executives including the Association Secretary. A copy of this HCO Policy Letter, carrying a list of all those who have passed a check on it and all who can't or won't, should be airmailed back to me.

-----

This is the first positive and effective step toward getting broad clearing done in HGCs. This is a very important step. It will be with us a long while. For even when we are routinely clearing, every new staff auditor will go up this ladder.

-----

Rapidity in getting this into effect will bring the HGC that much closer to clearing.

-----

It is not permitted that HGC pcs are security checked or run on Routine 3 or engrams until the auditor doing so has been awarded the class that permits him to do so.

-----

If HCO Area Secs or Assn Secs find anything else more important than getting this done, pause a bit and ask why.

For only broad general clearing in HGCs and training in Academies toward clearing skills will resolve any and all of a Central Org's problems.

(Note: Pcs who are being run contrary to this Policy Letter on its receipt and who would be upset by a sudden change may be continued on whatever the auditor was running on receipt.)

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[This HCO PL is added to by HCO PL 29 November 1961, *Class of Auditors*, page 439.]

\*\* 6110C03      SHSBC-61      The Prior Confusion  
\*\* 6110C04      SHSBC-62      Moral Codes: What is a Withhold?

### CLEAN HANDS MAKE A HAPPY LIFE

For the first time in the soggy stream that's history to the human race, it's possible that happiness exists.

This goal, repeated many times and sought so heavily, has been ungraspable as sun motes, unattainable as a loved one's sigh.

What makes Mankind, basically good beings all, such strangers far to happiness?

The rich man geysers out his wealth. The poor man peers in every crack. But wealth buys nought and crevices are bare. The child hopes he will realize it when grown and, grown, wishes he were happy as a child.

We grasp it but like gossamer, it's nought. We marry a most perfect girl or man and then throughout our lives weep to make the other make us glad.

Often sought, but seldom found, there are no riches, gems or palaces as valued as mere happiness.

But listen! Here is happiness, just at our finger tips, awaiting only magic words "Start Session" to begin its quest.

But like we walk through rain toward a banquet ball, our happiness in processing is gained by passing through the phantom shadows of our "sins".

What has made all Man a pauper in his happiness?

Transgressions against the mores of his race, his group, his family!

We care but little what these mores were or are. It was transgression did the trick.

We agree to fixed moralities and then, unthinking, we transgress, or with "good cause" offend, and there we are, the first dull bars of misery draw stealthily behind us.

And as we wander on, transgressing more, agreeing to new mores and then transgressing those, we come into that sunless place, the prison of our tears and sighs and might-have-beens, unhappiness.

-----

Mutual action is the key to all our overt acts. Agreement to what ought to be and then a shattering of the truth works all the spell that's needed for a recipe of misery.

There must be pain. So we agreed. For pain restrains and warns, shuts off, forbids. But goodness now must then consist of bringing in no pain.

Mutual motion is agreed. And then we disagree and part and so are tied no more—tied not save back there in our minds, with scars of broken faith. The faith we broke, and said it had to be.

We all agree to feel the sun and then protest it burns. We all agree to kiss and love and then are startled that such pain can follow in that wake.

Mutual motion is all right—until we act in cruelty to the rest.

Tied by agreements and co-actions, we dare be cruel to that to which the hard steel clasps of promises have bound us.

And so in being cruel to part of self—extended self as in a couple or a group—we then find pain in self with great surprise.

The overt act sequence is simple now to grasp. The scope is limited. But it began when we first had a cruel impulse to others bound to us by mores or co-acts.

Why does one suffer pain in his own arm when he or she has struck another's limb?

Because the cruel impulse has been a break of bond with others where pledge once lived.

The only overt act that can bring pain to self is that cruel act which then transgresses things to which we had agreed.

Share action with a group or person in your life, agree to mutually survive by some specific code and then be cruel to them and so transgress and you'll have pain.

-----

All Mankind lives and each man strives by codes of conduct mutually agreed. Perhaps these codes are good, perhaps they're bad, it's only evident they're codes; Mores bind the race.

Co-action then occurs. Thought and motion in accord. A oneness then of purpose and survival so results.

But now against that code there is transgression. And so because the code was held, whatever code it was, and Man sought comfort in Man's company, he held back his deed and so entered then the bourne in which no being laughs or has a freedom in his heart.

So down the curtains come across the brightness of the day and dull-faced clouds enmist all pleasant circumstance. For one has evilly transgressed and may not speak of it for fear *all* happiness will die.

And so we shut ourselves from off the light and enter grey-faced gloom. And seal within our deepest vault the reasons why we dare not face our friends.

And afterwards we go on making others guilty with the rest, when like some scrawny scarecrow of a priest whose tattered filthy robes are rough with sacrificial blood, we point the way to hell for those who kill.

And deep within us secret gnawings ache. And then at last we cannot even cry.

-----

The road to hell—Man's very good at painting ugly signs that point its course and way.

The road to heaven—Man's often sent but never yet arrived—more like he found the “other place”.

But now a road that's wide has opened up—in Scientology.

The meter and the process check, when done by auditors with skill, can open up transgression's rush and loose a cascade out until hell's spent.

And day will once more have a drop of dew upon the morning rose.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 OCTOBER 1961

Central Orgs  
HCOs City Offices

**TRAINING OF STAFF AUDITORS**

The following despatches to the Assn Sec London and HCO Area London, are of general interest:

HCO LONDON  
HCO STHIL EGSTD

JOHN FROM RON INFO HCO  
OCT 3 2242

In order to care for your special condition wherein the newcomers cannot run old processes then temporarily modify the Pol Ltr as follows:

Class such auditors as "Class Two Under Training". Let them go right ahead and continue with security checking only. HCO should get very ambitious about making these auditors pass all the necessary Bulletin tape exams on Class Two, and then confirm their status when they have passed.

Make available a tape recorder with headphones and let auditors standing in for exams listen to tapes and have HCO give them exams on these tapes.

On the two auditors that have very little reality on auditing, this would stem of course from their never having gotten any benefit from auditing or having any subjective reality on it. Therefore they would be rather dangerous to let near a PC. Suggest you turn them loose on each other with Sec Checking and make them complete a thorough Form Three and other checks on each other.

You are going to get your wildest changes on cases at this time by doing excellent Sec Checking.

There is a current rundown down here which is part of Class Two, which is Sec Checking against a chronic somatic. The tape of Oct 3 goes into it very thoroughly. It gets rid of hidden standards and chronic somatics and has gotten to, under and into every pokey case we have around there. This is assessing for the prior confusion to the condition, and then Sec Checking the PC on personnel found in that assessed area. It is easy to do and hell to teach but when an auditor gets a reality on it—Wow here we go.

I would be very happy to see a lot of wins coming out of Sec Checking only. This requires model session meter rudiments and TRs, and knowing never to leave a question as long as there are withholds on it. (Surest way in the world to blow a PC out of the HGC is to leave a question with charge still on it.)

I'm real keen to see you hit the easy trail now that it's taped so well. I have every confidence that if you work like mad in the HGC to make every auditor a top grade Security Checker and run nothing but Security Checks (Standard Form and those you specially prepare for a particular PC) you will be getting quite startling case gains. This data includes assessing for the prior confusion and doing special Sec Checks on it as per tape here Oct 3.

With just this you would be curing people left and right.

When you got that jolly well anchored in the hurricane and all staked down we can then start educating auditors for Routine Three complete. But that's away—a few months perhaps—up the line.

I feel that if we just settle down on this one programme and saw wood we'll get a lot of wins and a lot of happy PCs and the bugs out of procurement and case gains. Then we can move on.

How about it??

Best,

RON

JOAN FROM RON 3R2

I am counting on you to exam staff routinely on the various HCOBs and tapes relating to:

Model Session  
E-Meter Essentials  
New Rudiments  
How to Security Check

I think we would err in spreading our attention too far on what we expect them to get down pat. If the TRs are obviously way out, blame the Academy and return the auditor to there on a weekend basis.

Don't classify any auditor as Class Two until he or she never stutters an instant on any Exam question on the above items.

The tape of Oct 3 was tailored up to be of assistance in explaining the data about prior confusion that gets rid of somatics. This is part of Class Two.

Security Checking includes the ability to locate the area of prior confusion. As this clears up most of the things a PC is worried about you are in for a lot of wins.

The people you get in the HGC have Psychosomatics, lots of PTPs of long duration and hidden standards. It is now very easy to relieve these things at the level of Class Two by Sec Checking areas before the PC noticed the somatic.

I think auditors can easily learn these things and I know you will get very appreciative PCs as a result.

I want you to bear down hard on Examination. The way you examine is very brief. You bring in the auditor or having studied the auditor comes in. You have a complete Check Sheet for the auditors, all he or she is supposed to know about this, Bulletin by Bulletin, Tape by Tape. You have a prepared Exam. It is very intensive and minute. You keep asking questions from it until the student misses. The first time the student misses is a flunk and that is the end of the Exam. This saves you lots of time and it brings the student up to reading the Bulletin or hearing the tape time after time, and they get really familiar with the Exam data. A seventy percent pass is no good. We only want one hundred percent passes.

Well that's it.

Best,

RON

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 OCTOBER 1961

Franchise  
Central Orgs  
Tech Depts

### RUDIMENTS, CHANGE IN

In *End Rudiments* only of Model Session, delete “Are you withholding anything?”

Substitute before ARC breaks in End Rudiments the following:

“Have you told me any half truths or untruths in this session or have you said anything just to make an impression on me?”

This is to be used in End Rudiments only in all types of sessions.

Be sure you give End Rudiments in general enough time to do. You should start ending any session one half hour before end of session time. That is to say, end the process of the session and begin on End Rudiments one half hour before end of session time.

Fill in any extra time left over by running the havingness process of the PC or TR 10 as the last stage of End Rudiments.

This new End Rudiments step does not alter Beginning Rudiments. “Are you withholding anything?” remains in Beginning Rudiments.

This new end step has been developed to overcome the bad effects on the PC caused by his lying to the Auditor, trying to get others in trouble by giving false withholds, and trying to make an impression on the Auditor by half truths, etc.

It will be found that a certain proportion of “withholds” are in fact lies. If the Auditor accepts these, the PC's case is damaged and session is hard to maintain on a PC who is consistently allowed to get away with this. This end rudiment step helps restrain the impulse and cleans off the ill effects of lying to the Auditor or making bids for sympathy with half truths.

Clean all instant needle reactions which occur by reason of this question. Do not leave it until it is free from instant reaction.

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

10—17 October 1961

** 6110C10	SHSBC-64	Problems Intensive
** 6110C11	SHSBC-65	Problems Intensive Assessment
** 6110C12	SHSBC-66	Problems
** 6110C17	SHSBC-67	Problems Intensive Procedures

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 10 OCTOBER 1961

Sthil

**PROBLEMS INTENSIVE FOR STAFF CLEARING**

*Who Does Assessment*

The auditor assigned to audit the preclear does the assessment.

*When is Assessment Done*

This assessment is done at the beginning of the first intensive the preclear has. The last questions may be added to and done again at a later time.

*Is this part of the Preclear's auditing time*

Yes, it is. The questions asked are to a degree auditing because the auditor is asking the preclear to look and to recall.

*Purpose of Preclear Assessment Sheet*

The purpose of this form is to establish auditor control over the preclear, to better acquaint the auditor with his preclear, to provide essential information required and to locate hidden standards and PTPs of long duration.

*To Whom is the Preclear Assessment Sheet Routed*

This Sheet is routed to the Technical Sec as soon as possible, at the first session break if the auditor can do so. It must be routed at least by the end of the auditing day. After the Technical Sec reviews the Sheet, it is returned to the auditor for keeping in his folder on the preclear.

*Neatness of Preclear Assessment Sheet*

If you cannot write plainly and neatly, print all the data required. Information is wanted, not mysterious cryptographics.

**PRECLEAR ASSESSMENT SHEET**

Name of Pc \_\_\_\_\_ Age of Pc \_\_\_\_\_ TA Position at Start of  
Assessment \_\_\_\_\_

Auditor \_\_\_\_\_ Tech Sec's Initials \_\_\_\_\_

*A. Family:*

1. Is mother living? \_\_\_\_\_ E-Meter reaction \_\_\_\_\_

2. Date of death \_\_\_\_\_ E-Meter reaction \_\_\_\_\_

3. Pc's statement of relationship with mother \_\_\_\_\_

\_\_\_\_\_ E-Meter reaction \_\_\_\_\_

4. Is father living? \_\_\_\_\_ E-Meter reaction \_\_\_\_\_

5. Date of death \_\_\_\_\_ E-Meter reaction \_\_\_\_\_

6. Pc's statement of relationship with father \_\_\_\_\_

\_\_\_\_\_ E-Meter reaction \_\_\_\_\_

7. List brothers, sisters, and other relatives of the Pc, date of death of any and E-Meter reaction.

<i>Relation</i>	<i>Date of Death</i>	<i>E-Meter reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*B. Marital Status.*

1. Married \_\_\_\_\_ Single \_\_\_\_\_ No. of times divorced \_\_\_\_\_

2. Pc's statement of relationship with spouse \_\_\_\_\_

\_\_\_\_\_ E-Meter reaction \_\_\_\_\_

3. List any marital difficulties Pc presently has \_\_\_\_\_

\_\_\_\_\_ E-Meter reaction \_\_\_\_\_

4. If divorced, list reasons for divorce and Pc's emotional feeling about divorce

\_\_\_\_\_ E-Meter reaction \_\_\_\_\_

5. List children, date of death of any child and E-Meter reaction.

<i>Children</i>	<i>Date of Death</i>	<i>E-Meter reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*C. Educational Level:*

State the level of schooling Pc has had, University education, or prof training.

\_\_\_\_\_ E-Meter reaction \_\_\_\_\_

D. *Professional Life:*

State main jobs Pc has held.

<i>Job</i>	<i>E-Meter reaction</i>
_____	_____
_____	_____
_____	_____
_____	_____

E. *Accidents:*

List any serious accidents Pc has had, the date of such, any permanent physical damage and E-Meter reaction.

<i>Accident</i>	<i>Date</i>	<i>Physical Damage</i>	<i>E-Meter reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

F. *Illnesses:*

List any serious illness (excepting usual childhood diseases, colds, etc) giving date of such, any permanent physical damage and E-Meter reaction.

<i>Illness</i>	<i>Date</i>	<i>Physical Damage</i>	<i>E-Meter reaction</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

G. *Operations:*

List any operation, the date of each and E-Meter reaction.

<i>Operation</i>	<i>Date</i>	<i>E-Meter reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

H. *Present Physical Condition:*

List any bad physical condition Pc presently has and E-Meter reaction to such.

*Physical Condition*

*E-Meter reaction*

_____	_____
_____	_____
_____	_____

*I. Mental Treatment:*

List any psychiatric, psychoanalytic, hypnotic, mystical or occult exercises, or other mental treatment which Pc has had, the date of the treatment and E-Meter reaction.

*Treatment*

*Date*

*E-Meter reaction*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*J. Compulsions, Repressions and Fears.*

List any compulsions (things Pc feels compelled to do), repressions (things Pc must prevent himself from doing) and any fears of Pc.

*Compulsions, etc*

*E-Meter reaction*

_____	_____
_____	_____
_____	_____
_____	_____

*K. Criminal Record.*

List any crime committed by Pc, prison sentence, if any, and E-Meter reaction.

*Crime*

*Sentence*

*E-Meter reaction*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*L. Interests and Hobbies:*

List any Interests and Hobbies of Pc.

*Interests and Hobbies*

*E-Meter reaction*

_____	_____
_____	_____
_____	_____

*M. Previous Scientology Processing:*

- List auditors, hours and E-Meter reaction to any processing done other than in the HGC or Academy.

<i>Auditor</i>	<i>Hours</i>	<i>E-Meter Reaction</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. List briefly processes run \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. List goals attained from such processing \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. List goals not attained from such processing \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*N. Present Processing Goals.*

List all present goals of Pc and E-Meter reaction to each.

<i>Goal</i>	<i>E-Meter reaction</i>
_____	_____
_____	_____
_____	_____

*O. LIFE TURNING POINTS:*

List each major change the pc has experienced in life.

1. \_\_\_\_\_  
\_\_\_\_\_ date \_\_\_\_\_

Meter \_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_ date \_\_\_\_\_

Meter \_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_ date \_\_\_\_\_

Meter \_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_ date \_\_\_\_\_

Meter \_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ date \_\_\_\_\_  
Meter \_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ date \_\_\_\_\_  
Meter \_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ date \_\_\_\_\_  
Meter \_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ date \_\_\_\_\_  
Meter \_\_\_\_\_
9. When did pc newly join any religious group \_\_\_\_\_  
\_\_\_\_\_
10. When did pc start going to Church again \_\_\_\_\_  
\_\_\_\_\_
11. When did pc subscribe to a fad \_\_\_\_\_  
\_\_\_\_\_
12. When did pc begin dieting \_\_\_\_\_  
\_\_\_\_\_
13. When did pc leave a job \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. When did pc have to take a rest \_\_\_\_\_  
\_\_\_\_\_
15. When is the time the pc noticed a body difficulty \_\_\_\_\_  
\_\_\_\_\_

16. When did the pc decide to go away \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. Whom did the pc decide to leave and when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
18. When did pc decide to start being educated in some new line \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
19. When did pc's physical body change characteristics \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
20. When did pc collapse \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
21. When did pc start a new life \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. When did pc stop going to parties \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
23. Who has pc never seen again \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
24. What does pc now consider his or her major life change \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



DO SECTION P (FOLLOWING) SEVERAL TIMES.

*P. PROCESSING SECTION.*

1. Most needle action on above O Section was on number\_\_\_\_\_. (If necessary read them all off and assess for most reaction—not by elimination.)  
Note Occurrence Assessed\_\_\_\_\_

---

2. Ask pc “What problem existed immediately before\_\_\_\_\_ (that occurrence)”.
3. Write down problem pc gives\_\_\_\_\_

---

4. Run “What was unknown about that problem with\_\_\_\_\_ (descriptive word)” until all tone arm action is off (20 minute test).
5. Locate confusion before that change (as per number above).
6. List persons present in the confusion\_\_\_\_\_

---

7. Assess persons.  
Most needle reaction on\_\_\_\_\_
8. Run Processing Check of withholds from that person.
9. Assess persons above and any new ones. (Add to above list.) Persons now reacting\_\_\_\_\_

---

- Run Processing Check on that person.
10. Assess persons above and any new ones. (Add to above list.)
11. Person now reacting\_\_\_\_\_

---

12. Run Processing Check on that person.
13. Return to O. Assess and do all of P again.

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Academie

### STUDENT PRACTICE CHECK

The following practice Security Check may be used by Academy Students learning E-Meter use. It was developed by Dir PE Durban hopefully for use on Co-Audit. But it is doubtful if Co-Audit would win with such. A general repetitive process would be better. I have changed it to an Academy Practice Check.

- “Do you feel you are making a fool of yourself by being at the Academy?”
- “Is someone watching how you get on to ‘judge’ Scientology?”
- “Have you made any derogatory remarks concerning Scientology?”
- “Do you think Scientology might be a racket?”
- “Is there something you’re afraid you might have to face if you continue training?”
- “Are you here for another purpose than you say?”
- “Have your friends advised you against taking a course?”
- “Have you had any criticisms of the Course Instructor?”
- “Have you had any criticisms of the Director of Training?”
- “Have you made any criticisms of the way the organization is run?”
- “Have you any criticisms of the way the course is run?”
- “Have you seen any Scientology staff members who you’d hate to be like?”
- “Do you know of anyone who seems to have got worse since they took up Scientology?”
- “Have you got worse since you discovered something about yourself?”
- “Do you think your Tests were wrongly evaluated?”
- “Do you think Scientology is a violation of your religion?”
- “Do you think there is something wrong with making people more able?”
- “Is there something you wouldn’t dare mention here?”
- “Is there something you’re afraid you won’t do properly?”
- “Are you afraid of dealing with the mind?”
- “Have you ever been to a psychiatrist/faith healer/numerologist?”
- “Are you planning to tell people that Scientology is no good?”
- “Do you dislike anybody on the course?”
- “Are you shocked by anything that has happened since coming to the Academy?”
- “Did you find it difficult to pay for the course?”
- “Do you intend to pay for the course in full?”
- “Are you waiting for Scientology to do something for you?”
- “Are you looking for an excuse to say Scientology doesn’t work?”
- “Are you missing or neglecting doing something by coming on to the course?”
- “Is there something you should be handling that you are expecting the course to help you to do?”
- “Are you beyond help?”
- “Do you deserve to be helped?”
- “Do you think that the state of Clear is fictitious?”
- “Have you ever been late for class?”
- “Have you ever made an excuse to miss a class?”
- “Have you ever suspected a Scientologist of anything?”
- “Have you ever advised anyone against Scientology?”
- “Does the idea of being more responsible frighten you?”

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HCO BULLETIN OF 17 OCTOBER 1961

HGCs

### PROBLEMS INTENSIVES

Two important additions should be made to HCO Bulletin of November 18, 1960, the Preclear Assessment Sheet.

These are Sections O and P, which are attached to this Bulletin.

Section O lists all the turning points, or changes, in the preclear's life. It forms an additional section to the actual preclear assessment, which is unchanged in every other respect.

Section P is the Processing Section. Using the data obtained from Section O, a Class Two auditor can run a complete Problems Intensive, following the procedure outlined in Section P. Section P is done in Model Session.

Full details of how to run a Problems Intensive are given in the Saint Hill tapes of 10th, 11th and 12th October, which will be sent to you soon. Meanwhile, study Sections O and P carefully. And mimeo out supplies of Sections O and P for use by staff auditors. (Do not however mimeo more than enough for your immediate needs, as these sections may be changed in form or detail.)

A Problems Intensive is very simple. The procedure is outlined very clearly in Sections O and P.

Turning points are simply self-determined changes in the pc's life. When did he start doing something new or stop doing something, get married, get divorced, take up a new activity—any change or turning point in the pc's life. These are listed briefly, and when—an approximate date will do. Typical entries would be: "Went to Canada, 1930", "Took up slimming, 1936", "Went to sea, 1924", etc.

Each change, or turning point, was preceded by a period of confusion, or a PROBLEM. The Processing Section P consists of finding what problem existed immediately before the change. Run off the unknowns in the problem. Locate the confusion. Find the persons present in the confusion. Assess the persons for most reaction, take the one with most reaction and run a Processing Check on that person to get the withholds the pc had from that person.

This procedure is repeated again and again. Assess the changes. Find the one which reacts most (not by elimination). Run Section P on that change, find all the persons present in the prior confusion, get the withholds.

Basic stable datum: The change, or turning point, in the preclear's life is always the solution to the problem, or confusion, which immediately preceded it. It is the prior confusion which is the auditor's target. By sorting out these confusions and the personnel buried in them, a Class II auditor can do a fine job on any preclear, and prepare the ground for clearing the pc on SOP Goals.

This programme for Class II auditors should be grooved in as soon as the data and tape material are thoroughly understood.

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[Sections O and P mentioned above are part of HCO PL 10 October 1961, *Problems Intensive for Staff Clearing*, page 392. HCO B 18 November 1960, *Preclear Assessment Sheet*, referred to above is cancelled by BTB 10 December 1974, Issue III, *Cancellation of Bulletins-1960*, which says, "See BTB 24 April 69R, *Preclear Assessment Sheet*." Similar data to the 18 November issue is contained in HCO PL 10 October 1961.]

HCO BULLETIN OF 19 OCTOBER 1961

Franchise

### SECURITY QUESTIONS MUST BE NULLED

The main danger of security checking is not probing a person's past but failing to do so thoroughly.

When you leave a security check question "live" and go on to the next one, you set up a nasty situation that will have repercussions. The person may not immediately react. But the least that will happen is that he will be more difficult to audit in the future, and will go out of session more easily. More violently, a pc who has had a security check question left unflat may leave the session and do himself or Scientology considerable mischief.

About the most unkind thing you could do to a person would be to leave a security check question unflat and go on to the next one. Or to fail to nul the needle on withholds in the rudiments and go on with the session.

One girl, being audited, was left unflat on a security check question. The auditor blithely went on to the next question. The girl went out after session, and told everyone she knew the most vicious lies she could create about the immoral conduct of Scientologists. She wrote a stack of letters to people she knew out of town, telling gruesome tales of sexual orgies. An alert Scientologist heard the rumours, rapidly traced them back, got hold of the girl, sat her down and checked auditing and found the unflat security check question. The Withhold? Sexual misdemeanors. Once that was pulled, the girl hastily raced about correcting all her previous efforts to discredit.

A man had been a stalled case for about a year. He was violent to audit. The special question was finally asked, "What security check question was left unflat on you?" It was found and nulled. After that his case progressed again.

-----

The mechanisms of this are many. The reactions of the pc are many. The summation of it is, when a security check question is left unflat on a pc and thereafter ignored, the consequences are numerous.

-----

### THE REMEDY

The prevention of security check being left unflat is easily accomplished:

1. Know *E-Meter Essentials*.
2. Know the E-Meter.
3. Work only with an approved E-Meter.
4. Know the various bulletins on security checking.
5. Get off your own withholds so that you won't avoid those in others.
6. Repeat questions in various ways until absolutely sure there is no further needle reaction on a question with sensitivity 16.

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\*\* 6110C18 SHSBC-68 Valences—Circuits  
\*\* 6110C19 SHSBC-69 Q & A Period—Flows

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 23 OCTOBER 1961

HGCs

**HGC PREPROCESSING SECURITY CHECK**

(for pcs beginning intensives)

*HCO WW Sec Form 8*

Pc's Name \_\_\_\_\_ Date \_\_\_\_\_

This check is to be given by HGC Admin on interviewing applicant. It is a pre-processing Security Check. Follow directions exactly. If any question still produces instant read after clearing any midway reads, report this fact to the D of P before permitting pc to proceed with other testing or auditing. Write down on a dispatch paper the questions that produced instant reads and give them to the auditor prior to the pc's first session (excepting only questions 1, 6, 9, 13, 14, 16 or 17 which must be referred to D of P first. If pc is still accepted after this, give these questions to the auditor as well as any others producing instant read).

**DIRECTIONS**

Use a standard organization approved or manufactured E-Meter such as the British Mark IV.

Make certain, by can squeeze, that the instrument is plugged in and adjusted.

Use the meter strictly in accordance with the manual *E-Meter Essentials*.

Read only *instant reactions*. Do not use latent reactions of the needle. If the needle reacts within a 1/5th or 1/10th of a second after the question is asked, it is an *instant read*. This is valid. If it reacts 1/2 to 1 second after the question, this is invalid. Explore only *instant* reads on any check. Ignore all latent reads.

It should take only 10 or 20 minutes to give this check. If it takes longer you are doing something wrong.

All you do is put the applicant on the meter and read the questions to him with sensitivity set high ( 1 dial or more drop for can squeeze).

Keep the needle near center of dial. Don't adjust it while asking a question. Don't ask a question if it is uncentered.

If you get no reaction go on to next question.

If you get a reaction, *compartment* the question (reading it word by word and phrase by phrase), and see if any one word or any one phrase falls rather than the question as a whole. Clear each word or phrase that reads on the needle. Then read the whole question. If it is the whole question that reacts, it is a flunk.

Don't clear flunks. (Note: Do not inform pc it is a flunk. This is not an employment security check.) Just go on to next question.

The person being checked does not have to answer anything verbally.

The person giving the check does not have to find out or get off any withhold as this is not a processing check.

A needle reaction must be clearly established to be a reaction to the question before it can be a flunk.

The Tone Arm action is ignored.

Rising needle is ignored.

The Auditor's Code is ignored.

Processing is ignored.

You'll find the main trouble with giving this check is that it is so easy to give that people will try to complicate it.

If a person is guilty of or has charge on any part of this check, the person *will* react on that exact question, providing the question is put to the person directly (not his shadow).

There are no nul questions to be given to the pc applicant.

The following statement is read to the pc applicant:

"This is a Pre-Processing Check I am giving you. These are E-Meter electrodes. This is a very modern instrument developed after ten years of research. You do not have to speak or answer if you do not want to. It makes no difference.

"Here is the first question:

1. Have you ever had electric shock treatment?
2. Are you a pervert?
3. Do you knowingly intend to cause disorder here?
4. Are you here knowingly to prove Scientology doesn't work?
5. Are you under a doctor's care?
6. Are you suffering from any secret illness?
7. Have you ever been placed in the care of a psychiatrist?
8. Have you ever been classified as legally insane?
9. Are you planning harmful acts to yourself or others?
10. Are you guilty of any major crime in this lifetime?
11. Have you been sent here knowingly to injure Scientology?
12. Are you or have you ever been a Communist?
13. Are you addicted to drugs?
14. Have you falsified the statement of personal history given to the Consultant?
15. Are you wanted in this country by the police?
16. Are you closely affiliated to any person or organization violently opposed to L. Ron Hubbard or Scientology?
17. Are you supposed to go insane?"

The interrogator should now smooth out any ARC breaks caused, by asking and clearing: "Has anything I have done here upset you?"

*Note:* If the pc applicant is accepted, write down *all* the questions that didn't clear after clearing midway reads, give them to the auditor (or if two auditors or more, the security check auditor) and instruct him to place those *exact* questions in the security check form at or very near the beginning of the sec check. The pc applicant is not to be informed of any special action on this. These questions are to be cleared, then, as part of the processing check in the same way as other sec check (processing) questions.

If any question continues to react, in accordance with instructions given in "Directions" above, refer this to the D of P for his decision. In the event D of P cannot make a decision easily (due to any doubt as to whether policy would be violated on the acceptance of the pc), he is to refer the matter to the Organization Secretary and HCO Area Sec. If policy would be violated by the acceptance of a pc and the D of P *still* wants to have the pc audited, he must advise L. Ron Hubbard at once. The D of P should be well advised as to policy however, and only refer cases where there is more likelihood of doing good than doing harm by having the pc audited at the HGC. Similarly the HGC Admin, on asking the sec check questions, should not make a practice of referring matters to the D of P, but *only* when the *questions* mentioned above are in fact still reacting. It will be found that this will apply to a minority of applicants.

HGC Admin sign here on completion of interrogation: \_\_\_\_\_

Auditor sign here on receipt of any reacting questions: \_\_\_\_\_

D of P sign here: Pc has been accepted: \_\_\_\_\_

Pc has not been accepted: \_\_\_\_\_

Reason if not accepted: \_\_\_\_\_

*Note:* Send completed form to Saint Hill with first week's auditor's reports. If pc applicant was not accepted, file in HGC unless required by L. Ron Hubbard.

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## SAINT HILL SPECIAL BRIEFING COURSE LECTURES

24—26 October 1961

- |            |          |                                   |
|------------|----------|-----------------------------------|
| ** 6110C24 | SHSBC-70 | Clearing                          |
| ** 6110C25 | SHSBC-71 | Importance of Goals Terminals     |
| ** 6110C26 | SHSBC-72 | Security Checking Auditing Errors |

Franchise

### SAFE AUDITING TABLE

I have just isolated the reason why a pc sometimes gets a solidifying bank on Step 6 and at other times.

The reason is that no terminal, except as below, may be run that is not the pc's goal's terminal.

A central valence or terminal is built in to demand total attention from the pc. When attention is given another terminal, too much, in life or auditing, the bank reacts to prevent that attention.

This is why some pcs gain weight. A terminal not the goals terminal has been run too long or concentrated upon too hard.

Therefore I have composed a table of safe processes.

### SAFE PROCESSES

1. *Security (Processing) Checking*. As long as O/Ws (times when pc's attention was fixed on terminals other than goals terminal) are pulled off by Meter properly per standard or composed Sec Checks. Sec Checking a single terminal is less safe than Sec Checking in general which is totally safe unless a question on which pc has withholds is left unflat.
2. *The word "you"* as a terminal may be run so long as it does not eventually stick any flows.
3. *Areas of Prior Confusion* (prior to a stuck point or problem) may be run and will free the stuck point that occurs later in time. The run should be done on the Prior Confusion by Sec Checking the period earlier than the stuck point or problem. The questions are by deed rather than by terminal.
4. *Concepts* including *Rising Scale Processing* are perfectly safe as they include no terminals.
5. *ARC Straight Wire, ARC Break Straight Wire* and *Something you wouldn't mind forgetting?* are all completely safe as long as pc is cycled back up to present time at process period end.
6. *CCHs*.
7. *Touch Assists* and all Familiarization Processes.
8. *Havingness and Confront Processes* (The 36 Commands).
9. *Rudiments Processes* if briefly used.
10. Routine 3, finding pc's goal and terminal and pre-hav runs and other processes on the goal and terminal, if found and done by an expert. Otherwise process is dangerous as incorrect goal and terminal might be used. By expert is meant a course completion with honours at Saint Hill. The wrong goal and wrong terminal run in any fashion disturbs the bank without release. (No goal or terminal found on any student before that student came to Saint Hill has so far proved correct.)
11. Sec Checking a goals terminal. Running O/W or repetitive commands on a goals terminal is perfectly safe.
12. Running engrams on the goals terminal chain is perfectly safe if well done.

Other processes may on a good percentage of pcs produce a heavy bank reaction and not discharge but only worsen the bank. The bank generally fades down in from three to ten days, and responds well thereafter to the above.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 1 NOVEMBER 1961

HCO Secs  
Assoc Secs  
D Of Ts

**HCO WW SECURITY FORM 5A**

(For all HPA/HCA and above students  
before acceptance on courses)

Give this check in exactly the same way as HCO WW SECURITY FORM 7A.

Failure to pass one or more questions on this check results in non-acceptance of this student on course until processing has been given.

The security checker does not attempt to clear or process any of the following questions if they produce *instant* needle reaction. Clearing questions is an auditor's job and is done in an auditing session, not while receiving this check.

If a question produces instant needle response, clear it word by word and phrase by phrase until all phrases and words are as null as they can be made. Then test for reaction to the whole question. If it reacts it is a flunk.

The whole test is always completed. It should take 10 to 20 minutes at the most.

Read the following to the student applicant:

“There is nothing personal about this check. It is for your protection as well as others’. If you pass it you have no worries. If you flunk it you will not be accepted on this course until you have been processed on your own arrangements. Here is the check. You do not have to answer anything if you do not care to.”

1. Have you ever committed any criminal act for which you could be blackmailed now?
2. Do you or your close family currently have any connection with organizations violently opposed to L. Ron Hubbard?
3. Are you here purposely to upset or damage Scientology or Scientology Organizations?
4. Have you ever cautioned anyone about following L. Ron Hubbard's directions or data or told them not to?
5. Have you ever maliciously criticized Scientology, its organizations, data or people to people outside these organizations?
6. Do you intend to use people you meet here to secretly further your personal gain outside this course?
7. Do you feel Scientology is a fraud or racket?

8. Do you think it really doesn't matter whether you do a good job or not?
9. Do you intend to quit this course just as soon as you have achieved your own ends?
10. Are you or have you been a Communist?
11. Are you wanted by the Police?
12. Have you come here with the intention of having sex?
13. Have you come on this course to create trouble, directly or indirectly, to Scientology?
14. Has some group opposed to Scientology, as it is presently practiced, sent you on this course?
15. Do you intend to use any information gained on this course for any devious purpose?
16. Have you come here to prove to yourself or others that Scientology does not work?
17. Are you presently under medication or treatment?

\_\_\_\_\_  
Passed

\_\_\_\_\_  
Security Checker

\_\_\_\_\_  
Failed

\_\_\_\_\_  
Date

Findings and Decisions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Franchise

## THE PRIOR CONFUSION

A recent discovery I have made may well do away with the need to directly run problems, particularly on people who find them hard to confront.

The mechanism is this:

*All problems are preceded by a Prior Confusion.*

The handling consists of locating the problem, then locating the Prior Confusion and then Sec Checking that Prior Confusion.

The preclear tends to edge forward in time to the problem continuously and to 'bounce' out of the Prior Confusion once located. The remedy is to locate the O/Ws in the Prior Confusion and keep the preclear out of the moment of the Problem.

All somatics, circuits, problems and difficulties including ARC breaks are all preceded by a Prior Confusion. Therefore it is possible (but not always feasible at the moment) to eradicate somatics by Sec Checking the Area of Confusion which occurred just before the pc noticed the somatic for the first time.

This is part of a Class II Auditor's skills.

A problem could be regarded as a mechanism by which to locate hidden Areas of Confusion in a pc's life.

All Hidden Standards are the result of a Prior Confusion.

The mechanism is extremely valuable. All rudiments could be run by finding the rudiment out, getting the difficulty expressed, locating the Prior Confusion and then finding the pc's O/Ws in that Area of Confusion.

A Problems Intensive based on this mechanism is under design and I will release it for Class II use when I am satisfied the form is complete.

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## RUDIMENTS AND CLEARING

The following report from Saint Hill Special Course Instructor, Herbie Parkhouse, former Association Secretary, London, is illuminative in the extreme.

-----

“Dear Ron,

“Here is a long note on my recent experiences on clearing, beginning with Problems Intensive Assessment.

“I took over my pc after quite a bit of auditing from Reg Sharpe, Instructor, who had found the Goal and Terminal, and a fellow student.

“On commencing the Sections A-N of the Assessment Sheet I found the pc willing to give me the data asked for with an ever mounting interest, but with an inclination to fight control. This inclination grew stronger on the O Section especially on asking for self-determined changes rather than victim changes. However we completed Section O and went on to P where the problem dropped out OK and I ran the single command. This went fine but very soon the needle and Tone Arm tightened, and pc became ARC breaky. Upon instruction from yourself I changed the process to a 4 bracket command. This eased things considerably and further progress was made with Track opening up, but not much Tone Arm Action.

“Then you discovered the data re Terminals and on Monday you told me to go for clear on his Goal Terminal with a 10 way, bracket incorporating Groups. This shook me but in we went. First session Rudiments took 20 minutes which was longer than ever before. The process ran OK, but not much Tone Arm change. Pc in session very well, somatics, grief and heavy yawning and lots and lots of cognitions. Good Session. You remarked, ‘Keep Rudiments in’ and I innocently wondered why you bothered to mention it! Huh!

“Next session I commenced Session feeling terrific, and certain I could clear him as per your instructions, until I checked Rudiments, which incidentally on the cross check by another auditor were all OK. I took 48 minutes to clear the Rudiments on the meter, over hill and down dale, through ARC breaks, complaints and attempts to make me feel guilty. At the end of all this I didn’t have a pc very much in session, so I ran 6 commands of the main process and ended Session, for I figured that by ending Session I could get two more cracks at what the heck was going on. In the End Rudiments I took 33 minutes, most of which was on withholds—thanks for the new W/H Question—and did I get a surprise. It turned out that if my pc was to go clear he would have to ‘level’ with certain people and change his way of life, which he wasn’t willing to do, so he worked it out that if he worried me we would spend so much time on the Rudiments that we would never get to the main process and thus he would not go clear and have to do things he was unwilling to do.

“The Beginning Rudiments for the next session took the whole of 5 mins. In the process the Tone Arm moved, track opened up and out popped Robots, 2 ft high, green in colour with pineapple hand grenade type heads, and some somatics. End Rudiments also took 5 minutes.

“Next day Rudiments were out again. Withhold on the subject of clearing and its seeming obligations once again reared its head, but not to the same degree as before.

Track is opening up at quite a high rate. Tone Arm is moving up to 1 1/2 Tone Arm divisions. Cognitions all over the place. Tomorrow I think we'll flatten it.

“You have said many times, ‘Watch the rudiments’—I have, but I have never respected them as much as I do now.

“The problem my pc was putting in the way of clearing was very small to me, but big to him. I never would have guessed it could have held us up in a million years.

“Thanks for Rudiments.”

-----

L. RON HUBBARD

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St Hill  
Students

### ROUTINE 3A

I have found a way to undercut the speed of a goals terminal run.

This consists of a discovery of a new piece of the puzzle—*The Modifier*.

By use of the Modifier the basic terminal of a goals chain may be isolated without running off the *upper terminal*.

Routine 3 consists of finding a goal, finding a terminal and running it on the Pre-Hav Scale, combined with sec checking. Then one finds a new terminal for the goal, etc, etc.

-----

ROUTINE 3A consists of:

1. Having pc write a goals list.
2. Adding various types of goals to the list (Secret, etc).
3. Assessing the list and locating the goal by elimination.  
(The above steps are unchanged from Routine 3.)
4. Compiling a list of MODIFIERS by asking the pc what would make the goal impossible to attain, what would keep it from happening, what would be its consequences if attained, etc.
5. Assessing Modifier list by elimination. (Assess Modifiers without repeating goal.)
6. Combining goal and Modifier as the question for terminal (who or what would [goal & modifier] ) and compiling a terminals list.  
(Otherwise same as Routine 3)
7. Assessing terminals list by elimination to obtain *the* terminal.  
(Same as Routine 3)
8. Assessing Pre-Hav Scale for level.  
(Same as Routine 3)
9. Forming multi-bracket commands and running or using a packaged command.  
(Same as Routine 3)

Routine 3A is also combined with ordinary sec checks as well as a Dynamic sec check gained from a Dynamic Assessment.

Havingness and Confront are also found and used during auditing of terminal on levels.

-----

The resulting terminal will be found to be more fundamental than the Routine 3 type terminal and should run much faster.

-----

I developed this by deducing that if a goal is held in suspense in time, it must have another side to it like a problem.

A problem is postulate-counter-postulate.

To stay fixed, a goal must have a counter-postulate.

Both goal and Modifier must be contained in one basic terminal, otherwise the postulates would not be out of reach of the pc.

This terminal may be far more real to the pc and the whole package may blow more rapidly.

-----

In those cases where a goal has been found, do Routine 3A Steps 4 through 9.

Get Modifier and terminal checked out when found.

-----

So far the Modifier list has been very short, the pc getting it on the first question in some cases and half a dozen in others. Ten would seem a fair number.

-----

Definition: A Modifier is that consideration which opposes the attainment of a goal and tends to suspend it in time.

In practice all Modifiers so far found have Dianetic type deniers in them which put them semantically out of sight.

Example: Goal: To be a Willow Wand. Modifier: So as never to be reached.

Accordingly, the pc also never reaches the Modifier in his thinking but dramatizes it.

Goal + Modifier for terminal use would be "Who or what would be a willow wand so as never to be reached". Terminal assessed from list: "A bending reed".

-----

In those cases that have gone Clear, the Modifier ran out, almost unnoticed. In those cases that haven't gone Clear, the pc is still dramatizing the Modifier while running the goal and cleaning off one terminal from a chain.

-----

I suppose we may find in some cases that we have the Modifier but not the goal. In such a case the question would have to be (in Step 4 above) "What goal would make one eventually decide to be that way". I do not know positively of any such cases as yet, I am only providing for the possibility. Where the person's "goal" seems to be a defeat, I would suspect it was the Modifier with the goal before it not yet found.

Nothing in this means that all terminals are wrong. Some may be found to be the same terminal as before. Others will be found to be more basic. A few will seem not to compare.

-----

All cases now running on a goals terminal as per Routine 3 should be reassessed at once as per Routine 3A to save time in auditing.

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\*\* 6111C07      SHSBC-76      Routine 3A  
\*\* 6111C08      SHSBC-77      Checking Case Reports

Franchise

### **THE PROBLEMS INTENSIVE USE OF THE PRIOR CONFUSION**

All sticks on the time track stick because of a Prior Confusion.

The most stuck point on the track is a Problem.

A Problem is caused by a balanced postulate-counter-postulate. Neither postulate has dominance. The problem, therefore, hangs in time and floats in time. Force vs force, endeavour vs endeavour, all these are the anatomy of a problem.

One cannot have a problem without overts and withholds against the people involved in it, for one cannot be so individuated as to not influence others unless one has O/Ws on those others.

All somatics, aberrations, circuits and problems are postulate-counter-postulate situations.

All these items occur only where one has O/Ws on others.

By finding and Sec Checking the Area of Prior Confusion to any problem, somatic, circuit or hidden standard, one can alleviate or blow that problem or condition.

#### **THE PROBLEMS INTENSIVE**

To give a Problems Intensive, the auditor first fills in the Preclear Assessment Form on the pc.

##### **1. Complete Change List**

The auditor then asks the pc for all the *self-determined* changes the pc has made this life. These are written with date first, followed by two or three descriptive words. This list is a long column on the page, or two columns on the page.

It is important that no other-determined changes in his or her life are recorded as these are occurrences and assess because of engram content as in operations.

The pc must have made up his or her mind to change, to move, to diet, to seek adventure, to take up Thackeray, to go to Church, etc, etc.

When the E-Meter no longer reacts to the question "Was there another time you decided to change your life?", when no needle action remains, consider list complete.

##### **2. Assess Change List**

Now Assess this list. It can be assessed by biggest needle reaction or, better, by elimination.

One change will react consistently. If none remain, find out about any more changes.

You will wind up with a charged, self-determined change.

Write it down.

##### **3. Obtain Problem**

Ask the pc for the problem that preceded this change.

If you have the right change, the Problem will *leap* into view. If you have the wrong change, the pc will appear to be in present time trying to figure out what problem there *might have been*.

This last indicates he is not stuck in the problem, therefore it isn't it. If pc obviously can't find any problem in the area, even when coaxed, do a better assessment.

When you have the problem, write it down.



#### **4. Date the Problem**

By using any dating system on the E-Meter, find the date *in this lifetime* when this problem arose. This gets the pc into a time perspective with regard to the problem.

If the pc insists on going back track, play along with it. Do following steps anyway on back track. But do not encourage it. A Problems Intensive concerns this lifetime.

#### **5. Find Prior Confusion**

Discuss the problem with the pc. Find out what people or type of person it concerns.

Locate on the Meter the Confusion which occurred minutes, days, weeks before this problem.

Find out the names of the people concerned in this confusion.

Write down these names.

Now ask searchingly with Meter for any missing persons.

When satisfied you have the persons (and sometimes things) involved, end your list.

NOTE: At this point one could assess the list for the most heavily charged person but the step is not vital nor, in the light of terminal phenomena, since only a goals terminal can be safely run, is this really safe.

#### **6. Compose Sec Check**

Composing a generalized Sec Check based on the type of confusion, and using the date of the confusion in every question, make ready to Sec Check the Area.

#### **7. Sec Check Confused Area**

Get off all the pc's overts and withholds in the Area of Confusion.

#### **8. Test for Problem**

Test on E-Meter for the Problem found above. If it is still reacting on Meter, Sec Check further. Do this until problem seems quietened down.

#### **9. Assess for New Change**

Return to Change List and any new self-determined changes pc now recalls.

Assess List.

Continue on with steps as above.

-----

A Problems Intensive can key out present time problems of long duration, chronic somatics, circuits and hidden standards.

It is one of the skills of a Class II Auditor.

Excellent graph changes have been obtained by giving a Problems Intensive.

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L RON HUBBARD

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
9 November 1961

\*\* 6111C09 SHSBC-78 Effective Auditing

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO INFORMATION LETTER OF 14 NOVEMBER 1961

Saint Hill Students  
Graduates, Sthil Spcl Brfg Cs  
All Trained Auditors to R.3 Level

**ROUTINE 3D**

This is the first routine to make Dynamic Clears. Earlier Clears were cleared on only one or two dynamics. Such selectivity also resulted in clearing procedures not working all the way to clear on a large number of cases.

On receipt of this preview of Routine 3D transfer any case you are assessing or running over to this routine at once. Do not bother to end off unflat processes from Routine 3 or Routine 3A. On all persons already cleared go back through this routine completely with them. You may use the first valid checked out goal located on the person to start in all cases. Beyond that use no other material. Naturally those persons who have been audited on a goals terminal or who have had considerable auditing or who have been cleared will go much faster because of that.

You will find that it will be more rapid to do this procedure in full on any person than to complete any existing activity.

There are several new words in this routine. They are obvious in meaning.

After I discovered Modifiers I immediately went on to ease the difficulty auditors were having in finding them. And I found many additional shortcuts to clearing in general.

The skills necessary to use Routine 3D are the same as those needed to run Routine 3 with the addition that there is more assessing. Rapidity and extreme accuracy of assessment are mandatory in using Routine 3D. *The selection of a wrong goal, terminal, modifier, opposition or counter-postulate and forcing it off on the preclear and running it can do considerable damage to a case.* Any such damage can be remedied by going back over the whole thing and finding the correct item. If a wrong one has been found and used the Pre-Hav Scale will show an increasing number of levels active on each successive assessment. I would prefer that only auditors trained and graduated at Saint Hill use Routine 3D. It is very fast but it demands deadly accuracy.

On the first test assessment in full after the goal had been more or less spotted but not checked, a full first assessment on all parts of Routine 3D required five and a half hours including getting rudiments in, keeping them in and final assessment on the Pre-Hav Scale. This will not be found to be how much time it will averagely take. But is remarked to show that speed of assessment has nothing to do with accuracy of assessment.

The hardest part of Routine 3D is finding the first goal. After that the parts of Routine 3D are so plotted as to make easy completion.

The theory back of Routine 3D is that a goal has the anatomy of a problem and is not only postulate counter-postulate but also terminal counter-terminal.

**NO MATTER WHAT HAS BEEN PREVIOUSLY FOUND ON THE PRECLEAR OR CLEAR AFTER THE FIRST GOAL (without Modifier) USE ONLY THE ITEMS TURNED UP BY ROUTINE 3D AS FAR MORE RAPID AND SHORTCUT THAN ANY DATA FOUND ON THE CASE PREVIOUSLY. DO NOT LOCATE THE ITEMS IN ANY DIFFERENT ORDER THAN THAT GIVEN ON THE FOLLOWING STEP**

LIST. DO NOT FILL IN THE STEP LIST WITH DATA FROM EARLIER ASSESSMENTS. USE ONLY 3D DISCOVERED DATA.

EACH TIME AN ITEM IS FOUND IT WILL BE DISCOVERED TO HAVE THE SAME NEEDLE PATTERN AS THE LAST ITEM. ALL PARTS FOUND WILL HAVE THE SAME NEEDLE PATTERN THROUGHOUT. THIS IS FOR CHECKING BY THE AUDITOR ONLY. IF SOME PART HAS A DIFFERENT NEEDLE PATTERN THAN THE ORIGINAL GOAL IT IS WRONG.

ALL PARTS OF ROUTINE 3D SHOULD BE CHECKED OUT BEFORE BEING RUN.

### ROUTINE 3D

USE SEPARATE SHEETS OF PAPER. NUMBER EACH SHEET SO USED WITH THE SECTION NUMBER OF THE FOLLOWING. WHEN THE ITEM BEING ASSESSED HAS BEEN PROVED OUT WRITE IT ON THIS SHEET. DO NOT DESTROY ANY OF YOUR EXCESS SHEETS BUT STAPLE THEM TO THIS SHEET WHEN COMPLETE. ALL ASSESSMENTS LISTS AND RESULTS FOR ANY ONE PC MUST BE CAREFULLY PRESERVED TO PROVIDE FOR RECHECK IF ANYTHING GOES WRONG.

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

AUDITOR \_\_\_\_\_ LOCATION \_\_\_\_\_

1. GOALS ASSESSMENT. (Make sure that any goal found and used is something the pc has really wanted to do, not a difficulty or something that came in a dream.)
  - a. Write or have pc write a complete list of goals.
  - b. Add to the list by meter any secret or additional goals the pc may have. Add to list any time pc adds another goal during assessment.
  - c. Get rudiments in well before and during assessment.
  - d. Assess goals list by elimination.

PC'S GOAL \_\_\_\_\_

Checked out by \_\_\_\_\_

2. OPPOSITION ASSESSMENT.
  - a. Ask pc "Who or what would oppose that goal?" and carefully list every reply.
  - b. Add to list by meter any additional opposition terminals.
  - c. Get rudiments in well before and during assessment.
  - d. Assess opposition list by assessment by elimination.

OPPOSITION TERMINAL \_\_\_\_\_

Checked out by \_\_\_\_\_

3. OPPOSITION GOAL.
  - a. Ask pc "What would be a \_\_\_\_\_ (Opposition Terminal above) \_\_\_\_\_'s goals that would be in opposition to (pc's goal) \_\_\_\_\_?" You want to know what ideas the opposition would have that would directly counter the pc's goal. This must be in the form of a sort of goal. It is not the basic goal of the opposition terminal, but the goal that opposes the pc's goal.
  - b. Add to list by meter.
  - c. Get rudiments in well before and during assessment.
  - d. Assess Opposition Goals List by elimination.

OPPOSITION GOAL \_\_\_\_\_

Checked out by \_\_\_\_\_

4. MODIFIER. (In this you want to know what phrases are missing at the beginning or ending of the pc's goal. These will be found to be bouncers, denyers, down bouncers, call backs, etc, in old Dianetic terminology. Pc can skid all over track while giving these.)
  - a. Ask pc "If your goal consistently failed what ideas would you add to it?" Make full list.
  - b. Add to list by meter.
  - c. Get rudiments in well before and during assessment.
  - d. Assess by elimination. NOTE: Several of these phrases may modify the pc's goal. This is the only part of a goal's assessment that does not reduce to just one. These remaining phrases will have to be added up and stacked in various ways to make sense with the pc's goal and to give a smooth meter check out.

PC'S GOAL MODIFIER \_\_\_\_\_

Checked out by \_\_\_\_\_

5. GOALS TERMINAL FOR PC'S GOAL + MODIFIER. (Sec 1 + Sec 4 Abv.)

PC'S GOAL TERMINAL + MODIFIER \_\_\_\_\_

- a. Ask pc "Who or what would (pc's g +m)\_\_\_\_\_?" and list every goals terminal the pc gives you.
- b. Complete g.t. list using meter.
- c. Get rudiments in well before and during assessment.
- d. Assess list by elimination.

PC'S GOAL TERMINAL (Term for g + m) \_\_\_\_\_

6. PRE-HAV LEVEL.
  - a. Using goals terminal, reversing the flow every question by asking "Would (goals terminal)\_\_\_\_\_you?" for one level and "Would you\_\_\_\_\_ (goals terminal)?" for the next, assess by elimination (without repeater technique and repeating only levels which fell on subsequent coverage of scale) and obtain the one level that still reacts.

FIRST LEVEL \_\_\_\_\_

SEVENTH LEVEL \_\_\_\_\_

SECOND LEVEL \_\_\_\_\_

EIGHTH LEVEL \_\_\_\_\_

THIRD LEVEL \_\_\_\_\_

NINTH LEVEL \_\_\_\_\_

FOURTH LEVEL \_\_\_\_\_

TENTH LEVEL \_\_\_\_\_

FIFTH LEVEL \_\_\_\_\_

ELEVENTH LEVEL \_\_\_\_\_

SIXTH LEVEL \_\_\_\_\_

TWELFTH LEVEL \_\_\_\_\_

FURTHER LEVELS:

7. COMPOSE COMMAND.
  - a. Using goals terminal and opposition terminal compose command:

COMMANDS \_\_\_\_\_  
\_\_\_\_\_

- 
- 
- 
- b. Clear commands with pc to make sure they make sense to him. (It is not whether he finds them easy but whether they can be answered by him despite duress caused.)

CLEARED COMMANDS

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- c. Run command against TONE ARM, using only a TEN MINUTE test on an eighth of a TA Division.
  - d. When commands flat as in c, reassess on Pre-Hav as in 6 above. Compose new commands as in 7 on a separate sheet.
8. GOALS TEST.
- a. When the goals terminal is flat from having been run on levels of the Pre-Hav Scale and out the bottom, recheck all sections above from I to 5 inclusive for any reads on the needle.
  - b. If a new goals terminal can be found on the goals list or newly added to the goals terminal list, use it in Section 6, noting it at the end of Section 5 above that you have done so.
  - c. When no goals terminal can be found that reacts, form up pc's goal and opposition terminal and run one against the other. When flat, make new form.

VOCABULARY

**GOAL**—Something the pc wanted to be, to do or to have, whether the pc abandoned it, failed in it or not, just as in Routine 3.

**MODIFIER**—The unseen modification the pc has placed before or after his goal to insist upon winning or threaten with if he does not win, or to keep the goal in a games condition unknown even to himself. The Modifier is difficult to directly reach as it is full of bouncers, deniers, down bouncers, call backs, etc (see Dianetics). When the opposing factors are relieved by assessment the Modifier is more easily exposed. Described in Routine 3A. One never asks for the Modifer when doing step.

**OPPOSITION TERMINAL**—The person, group or object that has consistently opposed pc's goal, making it a terminal counter-terminal situation of long duration.

**OPPOSITION GOAL**—The idea that is interlocked against the pc's goal, making it a postulate counter-postulate situation of long duration. It is not actually the goal of the Opposition Terminal as the Opposition Terminal would see it, but only what the pc believes it was as it affects him.

**GOAL PLUS MODIFIER**—The visible goal is added to the heretofore invisible modifier. This is the G + M, being the true whole track desire of the pc plus the threat to self or others if that desire is not accomplished.

**GOALS TERMINAL**—That valence into which pc has interiorized and which carries the goal, modifier and aberration which the pc attributes to self. This is the most

important single item and is the “pc’s terminal”. It is this for which we are searching and which was the whole target of Routine 3 and which is the primary target of Routine 3D. This “is” the pc as he exists at the moment of the start of processing.

PRE-HAV LEVEL—That dominant doingness or thinkingness at the moment of the goals terminal, as taken from the Primary Pre-Hav Scale.

#### CAUTIONS

No part given above is valid if it has been forced off on the pc by suggestions by the auditor. One *never* suggests any goal, terminal, opposition goal, opposition terminal, modifier or Pre-Hav level to the pc. To do so is to prevent the pc going clear. Helpfulness stems from doing excellent TRs, Model Session and Meter Handling. In Sec Checking one suggests. In assessing one *never* suggests. *Many* case failures can be traced to the auditor “knowing” better than the pc or the meter on these matters. An auditor can *suppose* all he pleases so long as he doesn’t suggest it to the pc. It would be kinder to shoot the pc than to disobey this rule.

-----

The pc’s *goal* must be the pc’s goal, see above definition. It must not be a difficulty. To invalidate something the pc has given you as a goal (or other part) is to break down the whole activity of 3D. Out Rudiments alone make pc’s goal, etc, hard to find. The fastest way to drive them out is by invalidation or non-acceptance. A pc will accept the result of an assessment if correct. The pc will not accept, though appear to accept, the auditor’s suggestion or even suggestion for assessment.

If the pc gives a *difficulty* (as different than a goal, a difficulty being a get-rid-of desire, a goal being an actual desire) the auditor may not reject it as a “goal” but, putting it down as a “processing goal” (not to be assessed), the auditor can make up a get-rid-of list as a Processing Goals List and write all get-rid-of goals on it as Goals which will be reached in processing. He can even explain this to pc. He then appears to accept this goal, writes it down on something, acknowledges it and goes on. But the auditor can explain that he is listing for assessment “things to be attained in life and livingness”. This keeps the pc from feeling invalidated.

Beware of get-rid-of type goals (get rid of my fear of height) because they will assess out, being a whole problem—pc vs height, pc vs bank. But the goal could be missed. So use “Processing Goal” for “Get-rid-ofs”, and “Life and Livingness Goals” for what you will assess and in the body of which list the pc’s goal is going to be found.

-----

Modifiers are sometimes given as goals. This only happens with an incomplete goals list. Of course, the Modifier will assess out. Usually this happens when the goal is discreditable. When this happens the auditor flubbed in getting all the meter needle actions off the questions about secret, withheld or discreditable goals. Example: “Goal” assessed was “not to be found out”. This is, of course, a Modifier just by inspection. When an effort was made to find “the thing that would Modify that goal”, the actual goal came up which was “To tell lies”. The G + M was “To tell lies and not to be found out”. The goal, being discreditable in the pc’s eyes (even though every pro playwright would have it), was missed by an inexpert auditor when the secret-withheld goals were being asked for. Surely it showed on the meter during the goals listing but was missed.

Modifiers threaten, give consequences, modify. They are not something the pc ever wanted to be, to do or to have.

Do R 3D by definition and accuracy and you’ll obtain accurate results.

-----

When a pc gets the idea he or she can “beat the meter” all listing and assessing can go to pieces. Rudiments are hard to keep in, ARC breaks are frequent.

The primary sources of ARC breaks are, of course, all under the heading of “no auditing”. Auditing is considered scarce and valuable by the pc—valuable to the point of not being able to have it at all. Bad auditing, slipshod auditing and even no auditing at all, come under this heading.

When the meter is seen to apparently flub, always by reason of poor auditing, the pc sees (down deep where he lives as a thetan) a betrayal of himself and a win for his valence. The pc hates this.

Just miss a withhold and see the eventual fireworks.

The pc who feels guilty will try to beat the meter. If he or she does, then it’s an invalidation of auditing and disappointment causes chop and upset. The pc then proceeds to express the ARC break in invalidation of the auditor and, sometimes, the meter.

If a pc can force off a goal or the rest on the auditor by twitching a finger on the cans or convulsing each time a goal or whatever is mentioned and the auditor then “buys” it in assessment, the whole case runs thereafter like a 1918 tank. It doesn’t.

It’s a sloppy auditor who gets into this trouble but, such are the powers of persuasion of a valence, even a good auditor sometimes “buys” a goal, terminal, etc, the pc “sells” him or her by a convulsion every time or a shift of a finger. Study body reaction patterns as per *E-Meter Essentials* until they can be detected and make a convulsing pc sit ramrod still when being checked out. About 5% of all pcs seem to try to “sell” with body convulsion. It’s uniformly dangerous to “buy” a result accompanied by a convulsion. Even if it’s right, the pc can still be made to sit still, you know. “It makes me double over” may be true, “It makes my hand twitch” may be a fact, but don’t buy it until it’s assessed and checked without the convulsion.

It’s good practice to find out periodically on a pc if any withholds have been missed. And it’s good practice to do the lot of rudiments and assessment at highest sensitivity if you can. If not, do it at least at a dial drop.

And when the pc ARC breaks a lot or seeks to invalidate the auditor, clear up two definite points:

1. Does the pc think auditing will happen? Not if auditing works, but just if the pc can believe that the auditor will work his very hardest at it.
2. Has anything invalidated metering to the pc?

-----

You want only Instant Reads that occur right after you finish question. You do not want latent reads that occur  $1/2$  to one second after you end. You want the instant read on what you’re looking for, not the natural read on the goal or already known item or items. Don’t sit staring at a meter waiting for it to finally read. Get on with the job.

-----

When you obtain an item, a secondary method of checking before getting it checked out, is to find if the item drops the same as the other items already found. If a goal rock slams, then finally, all other items in turn will rock slam. If a goal theta bops, then all other items of 3D will theta bop.

This is not used in selecting items. It is used to double check after they’re found. If one is of a different needle reaction than the rest, it is probably wrong.

## PROCEDURE OF ASSESSMENT

In assessing:

Get Rudiments in at highest sensitivity.

With sensitivity at 16, complete list by making sure that pc is nul on your asking for more terminals or items. Say "Who or what would \_\_\_\_\_" and get items until needle is nul.

Get Rudiments in at highest sensitivity.

Assess list by elimination with meter set for a 1 dial drop, on can squeeze. Read an item only 3 times.

Acknowledge pc as though pc spoke, which pc didn't. (Pcs are silent during assessment unless they have cognitions or wish to add to list.) Cover list often. Be rapid, accurate, sure. Tell pc if item is still in or is out. Go on to next. Read it three times. If it's still reacting on needle, leave it in by putting  $\frac{1}{2}$  of a cross beside it. If it didn't react, complete the X. Always acknowledge. Always tell pc if item was in or out. Barrel right along. The more chat, the more chance of out Rudiments.

Get Rudiments in any time it looks like they're out.

If whole list nuls, add new ones to it by meter. Get Rudiments in. Check *whole* list again even the "out" ones.

When adding to list use secret, discreditable, unworthy in questions about new items as well as just asking for them.

If a list is still nul and even though all Rudiments are in and you are very sure they are and there are no more items by meter, go back to the beginning of the 3D form and check it out. The whole thing may have blown. Start again at any point where you get a consecutive read and do it all again. Example: Goal still in. Opp Term still in. OK, do an Opposition Goal list again. Anytime the goal is gone, get Rudiments in, check goal out. If it's still gone do a new goals assessment and continue.

Toward the end of clearing, this happens frequently that subsequent lists blow the goal and all. Eventually, not even a goal will stay in.

When looking for new goals *always* use the original list all over again and as added to from time to time. Always nul meter at sensitivity 16 on question asking for new goals.

-----

## SECURITY CHECKS

A pc should be security checked throughout being run on Routine 3D, by another auditor or frequently a session on a Security Check form only. Use standard forms.

Also do a Dynamic Assessment on pc and dream up a Security Check for that dynamic found or use eventual Dynamic Sec Check forms 11 to 18 inclusive when they have been created and issued.

Sec Checks should be given more time earlier on case than later. Whole track type checking will eventually become necessary.

## COMMANDS

Command patterns for R 3D have not been completely worked out in formula at this writing.



## RUDIMENTS

Slow or unsuccessful assessments occur because of:

1. Unskilled auditing.
2. Out Rudiments.

Before we learned it was Out Rudiments that hid goals and terminals, it was taking 3 months to find a goal! As it usually took me an hour or two, this long time for assessment exceeded my reality. I eventually pinned it down. It was Out Rudiments. As soon as I found that, I had auditors locating goals within 2 weeks of 2 1/2 hour per day sessions and sometimes both goal and terminal in that time.

R 3D is easier to do as it removes invalidation to a large extent even while assessing. But Rules 1 and 2 above are extremely important.

First in assessment is Accuracy.

Second in assessment is Speed.

Don't waste time in assessing but take all you need in getting Rudiments in and Sec Checking. That's saved time.

-----

### SUMMARY

Here is Routine 3D.

It takes a skilled auditor to use it. Be one. And make Clears!

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L. RON HUBBARD

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### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

14—16 November 1961

- |             |          |                      |
|-------------|----------|----------------------|
| ** 6111C14  | SHSBC-79 | Routine 3D           |
| ** 6111C15  | SHSBC-80 | Routine 3D Continued |
| ** 6 111C16 | SHSBC-81 | Points in Assessing  |

Franchise

## SEC CHECKING

### Generalities Won't Do

The most efficient way to upset a pc is to leave a Sec Check question unflat. This is remedied by occasionally asking, "Has any Sec Check question been missed on you?" and getting what was missed flattened.

The best way to "miss" a Sec Check question is to let the pc indulge in generalities or "I thought . . . ."

A Sec Check question should be nulled at Sensitivity 16 as a final check.

A withhold given as "Oh, I got mad at them lots of times" should be pulled down to when and where and the first time "you got mad" and finally, "What did you do to them just before that?" Then you'll really get a nul.

The pc who withholds somebody else's withholds and gives them as answers is a card. But he isn't helped when the auditor lets him do it.

Situation: You ask the pc for a withhold about Joe. The pc who says, "I heard that Joe. . ." should be asked right there, "What have you done to Joe? You. Just you." And it turns out he stole Joe's last blonde. But if the auditor had let this pc go on and on about how the pc had heard how Joe was this or that, the session would have gone on and on and the Tone Arm up and up,

We have pcs who use "withholds" to spread all manner of lies. We ask this pc, "Have you ever done anything to the Org?" The pc says, "Well, I'm withholding that I heard . . ." or the pc says, "Well, I thought some bitter thoughts about the Org." Or the pc says, "I was critical of the Org when . . ." and we don't sail in and get **WHAT THE PC DID**, we can comfortably stretch a 5 minute item to a session or two.

If the pc "heard" and the pc "thought" and the pc "said" in answer to a Sec Check question, the pc's reactive bank is really saying, "I've got a crashing big withhold and if I can keep on fooling around by giving critical thoughts, rumours, and what others did, you'll never get it." And if he gets away with it, the auditor has missed a withhold question.

We only want to know what the pc did, when he did it, what was the first time he did it and what he did just before that, and we'll nail it every time.

-----

### The Irresponsible PC

If you want to get withholds off an "irresponsible pc" you sometimes can't ask what the pc did or withheld and get a meter reaction.

This problem has bugged us for some time. I finally got very bright and realized that no matter whether the pc thought it was a crime or not, he or she *will* answer up on "don't know" versions as follows:

Situation: "What have you done to your husband?" Pc's answer, "Nothing bad." E-Meter reaction, nul. Now we know this pc, through our noticing she is critical of her husband, has overts on him. But she can take no responsibility for her own acts.

But she *can* take responsibility for his *not knowing*. She is making certain of that.

So we ask, “What have you done that your husband doesn’t know about?”

And it takes an hour for her to spill it all, the quantity is so great. For the question releases the floodgates. The Meter bangs around.

And with these withholds off, her responsibility comes up and she *can* take responsibility on the items.

This applies to any zone or area or terminal of Sec Checking.

Situation: We are getting a lot of “I thought”, “I heard”, “They said”, “They did” in answer to a question. We take the terminal or terminals involved and put them in this blank.

“What have you done that ----- (doesn’t) (don’t) know about?”

And we can get the major overts that lay under the blanket of “How bad everyone is but me”.

-----

This prevents you missing a Sec Check question. It’s a bad crime to do so. This will shorten the labour involved in getting every question flat.

*Every* session of Sec Checking you should ask the pc in the end rudiments, “Have I missed a Sec Check question on you?” In addition to “Are you withholding anything” and “half truths etc”.

And if your pc is very withholdy you can insert this “Have I missed a Sec Check question on you?” every few questions while doing a Sec Check.

Always clear up what was missed.

A pc can be very upset by reason of a missed Sec Check question. Keep them going up, not down.

L. RON HUBBARD

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Students

20 November 1961

### ROUTINE 3D COMMANDS

I hasten to give you advanced information on Routine 3D Commands and use.

Do not be discouraged on 3D. The routine behaves in a most disconcerting way after Steps 1 to 5 are completed.

The preclear should experience an enormous case gain just by reason of assessment. However, the Tone Arm may, by assessment end, be reading higher than usual or the needle stickier than usual. Don't let this worry you as long as you're sure Ruds are in. You have, by assessment, brought into view the Goal Problem Mass.

If the pc has never had any mental masses before, he will have them now.

### THE GOAL PROBLEM MASS

The goal has been baulked for eons by opposing forces. The goal pointed one way, the opposing forces point exactly opposite and against it.

If you took two fire hoses and pointed them at each other, their streams would not reach each other's nozzles, but would splatter against one another in mid air. If this splatter were to hang there, it would be a ball of messed up water.

Call Hose A the force the pc has used to execute his goal. Call Hose B the force other dynamics have used to oppose that goal. Where these two forces have perpetually met, a mental mass is created.

This is the picture of any *problem*—force opposing force with resultant mass.

Where the pc's goal meets constant opposition, you have in the reactive mind, the resultant mass caused by the two forces—goal=force of getting it done, opposition= force opposing it getting done.

This is the Goal Problem Mass. When contacted it raises the Tone Arm and sticks the needle.

In Routine 3 you did not run head on into this mass. You pushed around, more or less hit or miss, and may have keyed it out (on which you would have made a first dynamic clear) or you may have run into it and not keyed it out or erased it (at which time the case would have bungled along until it did key out).

In Routine 3D, the Goal Problem Mass is thrown into view in the assessment itself.

The running of the case keeps banging away at the Goal Problem Mass.

In Routine 3D, the Goal Problem Mass is erased, not keyed out.

### METER BEHAVIOUR ON COMMANDS

In assessment, the relief afforded the case by discovery of the items of the Goal Problem Mass tends to keep the Tone Arm more or less down most of the time, even though assessment heads the pc more and more at the mass.

You may not be aware of this until you start to run your first Pre-Hav level. And then you may not get more than two or three commands in before the Tone Arm rises and sticks.

In any event, finish the bracket. By that time you will be sure the arm is stuck. The needle may still twitch in the pattern of the 3D Items. Ignore it. Except for that the needle too will look stuck.

Reassess the G + M terminal on the Pre-Hav Scale (never assess an opposition terminal) and form another bracket.

Once more stick the arm. It may go more or less commands than the earlier level. In any event the arm will shortly stick, the needle freeze and only the twitch characteristic of the level or the goal will be seen.

Reassess the G + M terminal on the Pre-Hav Scale. Once more form a bracket. Once more run it. And once more stick the Tone Arm and needle as above.

Continue to do this level by level. You will find pc's Tone Arm goes high and sticks. This is the Goals Problem Mass doing this. It is one of the bogs of the reactive bank. However, on subsequent runs you will notice that the pc's needle loosens faster after a level is finished and that the TA comes down quicker and lower after the level is flattened (even though the level appeared to stick it very hard indeed).

Eventually the G + M terminal is flat and levels if found produce neither a TA stick nor Tone Arm action.

Using the goal again, assess for a new 2, 3, 4 and 5 for that goal and try to run the result on the Pre-Hav Scale.

It is important to complete any 3D assessment started.

Get all 3D items. If you can find opposition terminals that react, you can find all subsequent items even if they are reacting minutely, for a Goals Problem Mass exists.

Assess on the Pre-Hav and run any item found just as above, no matter how minute the reactions are, level by level.

When you can no longer find even minutely active opposition terminals for the goal, with meter sensitivity at 16, assess for a new goal and repeat the whole procedure as above.

Do not be fooled into thinking that as there is a tiny reaction on a goal it can be left. *Any* reaction left *must* be run into a complete 3D, all steps.

The by-word in 3D is *once started, complete it all on all items.*

Also, there is no other process known that runs on the Auxiliary Pre-Have 3D Scale (HCO Bulletin of 23 Nov '61 or as amended) that will free a Goals Problem Mass.

#### TIPS ON ASSESSMENT

The task of assessment is to get the rudiments in, keep them in and make sure the pc is *in session* before assessing anything (or later, running anything).

Out rudiments stem from:

1. Withholds.
2. Present Time Problems.
3. Invalidation of Items.
4. Slow Assessment.
5. Distrust of Auditor.

All in that order of importance.

An ARC breaky pc is best handled by flattening Routine 1A (or as amended) complete with Sec Checks, before a 3D is attempted. This handles (1) Withholds and (2) Present Time Problems. It also handles to some extent (5) Distrust of Auditor.

In actuality the items, 3, 4 & 5 are dependent upon the auditor doing a fast, expert job of listing and assessing by elimination.

-----

In assessing, the less chat with the pc the better. You want the lists. In goals and other items you want the discreditable ones by meter. In goals listing you want the withheld, anti-social, secret goals by meter. In others you want the “unseemly” or “discreditable” items by meter.

Once you’ve got a complete list by meter, that’s the list. You don’t add to it every time you cover it. You add, of course, things the pc asks you to add when he asks you, but always at the bottom of the list.

You always *add* to lists, using the oldest known list. You don’t make brand-new lists, discarding the old.

If rudiments out have killed all reads (the whole list nuls) you cover the *whole* list again, every item, when you’ve got the rudiments in again. Because a list nuls does not mean the wanted item isn’t on it. It means the rudiments were out. Get them in by Sec Checks and various means and do all items on the list newly as though never before nulled.

You can copy lists. You never discard them.

-----

Keep present time or present life names off opposition terminals lists. They foul up the reading.

-----

When you assess, do so briskly, saying the item three times, acknowledging the pc, saying if it’s in or out, marking it and going on to the next. You should be able to do 400 items per hour, new or old. It takes about 8 seconds to cover an item.

-----

During nulling a pc should be made to sit back, relax and be silent. He can originate new additions. If he does, add them to list end, ack and go rapidly on. Don’t ask pc what he’s thinking about or looking at during assessment. An attitude of relaxed irresponsibility should be cultivated in the pc during nulling.

-----

The target of the auditor is the pc’s Reactive Mind.

Once a list is made and complete by Meter, the auditor has the meter, himself and the reactive bank of the pc. That’s all he or she works with. Don’t ask any help from the pc. Never ask him for the answer. That makes him “help” and wrecks the nulling. The pc who has been brought by inexpertness to “help” is put on a self-audit of anxiety and the whole operation goes to pieces.

-----

In “bleeding the meter” for more items on a list, beware of mistaking a reaction denoting ARC Break for more items present. Check by eliminating out all ARC Breaks.

Remember that when a pc has an ARC Break he is out of auditor control and an ARC Break question does not always react because the “rudiments are out”. To be sure you have to vary the ARC Break question. To be *very* sure, run a few ARC Break process commands varied to “Have you been unable to tell me something” and see if these react on the meter.

When a heavy ARC Break is present, the meter can remain inactive until the ARC Break is out. An ARC Break is the only rudiment that can be undetectable on the meter, as then the pc is totally undetectable *to the auditor* who is auditing him or her. Hence, nul rudiments, nul lists.

Best detection method for an ARC Break is to talk with the pc in a friendly way for a moment. Friendliness is greeted by friendliness, easy and unfeigned = no ARC Break. Friendliness greeted by no answer = ARC Break.

Pc not setting goals for session denotes heavy ARC Break. It will be heavy enough to nul the whole meter.

This is the only real frailty of an E-Meter. But it’s *humanly* detectable. Other 3D items are *not* humanly or spiritually detectable by *any* means other than a *good* meter. Telepathy and intuition used to locate 3D items are disastrous! Use the meter!

-----

In end rudiments, for all sessions of assessment, or that had any session or level to be found, always add “Have you done anything to influence the E-Meter?” And clean it. Pcs, even Scientologists, try to *throw* assessments and *sell* items.

If you buy what the pc *thinks* it is, you’re sunk. So’s the pc. If you purchase *sells* done by finger flicks, etc, the pc is sunk indeed. 100 hours of wasted auditing has been traced to this on one pc.

25% of pcs will do “selling” by efforts to influence the meter, and wreck a 3D assessment in an effort to “help”.

-----

Short session restive pcs. 2 sessions in 2 hours gives you 4 cracks at rudiments!

-----

If you’re going to run 1A or Sec Checks or Problems Intensives on a pc, do it before you start Routine 3D. Only Sec Check when a 3D is in progress and *before you* start running levels.

A Sec Check question that always works when ordinary questions fail is “What have you done that \_\_\_\_\_ doesn’t know about?” And use various known proper names involved with the pc. This runs on *any* pc. Don’t abuse it. It’s the last shot in the locker.

-----

#### TIPS ON RUNNING LEVELS

The Auxiliary Pre-Have Scale (HCO Bulletin 23 Nov ‘61 or as amended) is the correct 3D list of levels.

This is assessed by reading each item only once to the pc and reversing flows, terminal to pc, pc to terminal. Several levels can be called off on one flow without mentioning the terminal except on the first level of that flow.

Cover the whole list, one read each level. Use a symbol on each level that reacted. Go back up the list on only those levels that did react, reading levels only once each

time. Come back down, reading only those that reacted the second read, etc, until only one level is left.

Let the pc have his own Aux Scale in his folder. Note the level symbols and date on it each time it's used. Use different symbols each time you use it.

The Model Command (and the only one used for 3D) is:

WHAT HOW WHY (whichever makes the most sense for the level)

YOU-----> LEVEL-----> TERMINAL

TERMINAL-----> LEVEL-----> YOU

TERMINAL-----> LEVEL-----> OPPOSITION TERMINAL

OPPOSITION TERMINAL-----> LEVEL-----> TERMINAL

TERMINAL-----> LEVEL-----> SELF

Always use MIGHT in Commands.

Example: Pc's Terminal—Waterbuck.  
Opposition Terminal—Tiger.  
Level—Interest.

Commands:

How might you interest a Waterbuck?

How might a Waterbuck interest you?

How might a Waterbuck interest a Tiger?

How might a Tiger interest a Waterbuck?

How might a Waterbuck interest self?

In running 3D commands be as careful to get your rudiments in as if you were assessing.

#### RULES OF USING THE PROCESS

1. If an auditor can't assess accurately and quickly the obvious auditing error is that he or she can't read an E-Meter fully. Bad or slow assessments are best countered by (a) Getting the auditor the know-how to read a Meter and stop covering up his or her ignorance and (b) Getting the auditor through 3D on his or her own case.
2. The pc's goal and the opposition goal, taken together, look like a problem to anybody. The pc's terminal and the opposition terminal taken together look like a conflict.
3. *Never* suggest a 3D item to a pc or lead him by suggestion into one. Let the meter, listing and assessment find it. An auditor who suggests is covering up an inability to read a meter with confidence or is dramatizing.
4. *Always* complete a full 3D on anything you start, even when the needle is floating too free to be read. This applies to clears, half clears, new people, late in clearing and always. Complete a 3D in all sections. Always complete all 3D actions on any item that has been started on 3D, particularly past goals from Routine 3.
5. Don't take clearing for granted. Only when you, the auditor, have assessed and run out everything you can think of and have been unable to find any further way to halt a floating needle, should you state you've cleared someone and only then when you have watched the Life and Livingness activity of the case for three months after the end of auditing.



6. Until an auditor can do a perfect Class II auditing job, he or she should not attempt a 3D. All the skills needed in 3D are to be found in Class II activities—Sec Checking, rudiments, a Problems Intensive. When an auditor can do these *flawlessly*, it's time to permit him or her to run 3D. Yank a certificate if you find an unqualified auditor using Routine 3D. He'll kill somebody.
7. Always get a 3D item (sections 1, 2, 3, 4, 5) (except Pre-Hav levels) checked by another skilled auditor.
8. The moment you find the Pre-Hav Scale getting more items alive on any one assessment than it did on the previous assessment, scrap the run. Go back and complete everything from section 1 forward. There's an error of magnitude. Example: In assessing Interest, 10 other levels were alive. Next assessment, Withdraw, finds 38 levels alive. Wrong 3D Assessment or pc self-auditing on other terminals at home. If not latter, scrap the run.

#### ADMINISTRATION AND RECORDS

In doing 3D keep a pc's papers all in one folder. Don't be sloppy about it.

Keep the goals lists, Sec Checks, all 3D lists, a 3D form for the pc (filled in) and a Pre-Hav Scale for this pc only and auditor's reports and check sheets all together.

To lose a pc's records, not to make a proper clean copy of the goals list all in the pc's own words, to fail to keep the pc's 3D form or forms filled in to date, failure to keep all added assessment sheets, can result in a case ball-up of magnitude. You need these things.

The pc's own Pre-Hav and Have Scales must be marked in so anyone can tell if more levels came alive on subsequent runs.

One can't straighten out a pc's 3D run case without records. We have to do it on elsewhere assessed pcs all the time. (We have yet to find a correct assessment on Routine 3 here at Stihl where the pc was assessed elsewhere.)

Further, in filling out auditor's reports, use correct terminology. Don't call the Opposition Goal "The goal" or the Opposition Terminal "The terminal". Shorthand it if you wish, but so it can be understood. Opp goal, Opp term, Pc's Goal, Mod, G + M, are all valid symbols. Call an Opp goal a "goal" and a case reviewer can't figure out what you were doing.

Keep good records. It will save the cases of a lot of pcs even if they're mis-run. And you yourself will need them to run 3D.

L. RON HUBBARD

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 21—22 November 1961

- |            |          |                     |
|------------|----------|---------------------|
| ** 6111C21 | SHSBC-82 | Running 3D          |
| ** 6111C22 | SHSBC-83 | Reading the E-Meter |

Franchise

## METER READING

A survey of auditing has brought up the datum that the gross auditing error in failure to obtain results from Security Checking and Problems Intensives lies wholly in the inability to read an E-Meter.

You may some day get a huge reality on the fact that, in supervising auditing, all failures are gross auditing errors, not fluke case differences.

Auditors one is supervising often demand “an extraordinary solution” because such and such a case isn’t moving. The unwise supervisor will actually furnish “extraordinary solution” after “extraordinary solution” “to handle this different case”. It may be John Jones who “cannot think of any changes in his life” or it may be Mary Smith who “just doesn’t respond to Security Checking”. And the supervisor burns the midnight oil and gives the auditor some new involved solution. Then as often as not, the auditor comes back the day after and says, “That didn’t work either.” And the supervisor goes a quarter around the bend and again burns the midnight oil .... If this seems familiar to you as a supervisor, know you *should* have asked, “*What* didn’t work?” Usually the auditor can’t even recall the solution—it was never used. Or it was applied in some strange fashion.

For *today*, the reasons for failure all lie under the heading “Gross Auditing Error”.

Such an error would be, the auditor never arrived for the session, the E-Meter was broken throughout, the pc hadn’t eaten or slept for three days, the din from construction next door made it impossible to give commands or hear answers. The auditor didn’t run any known process. That is the order of magnitude of a “GROSS AUDITING ERROR”. It is never, the pc was unhappy, the pc has difficulty remembering, etc. In supervising auditing, *always* look for the gross auditing error and *never* give out with an extra-ordinary solution.

Well, taking my own advice, when I saw some tricky elements in new clearing processes taking far too much time, I didn’t look for “different” pcs, I looked for the gross auditing error. And found it.

The auditors who were having trouble couldn’t read an E-Meter.

Impossible as that may seem, it proved to be true. I put Mary Sue on this at once and Herbie Parkhouse carried through. The errors found in E-Meter reading where there had been trouble, were so huge as to have been missed on any casual inspection.

The errors went like this:

1. The auditor believed the E-Meter could not be read while the needle was swinging around. The auditor was waiting until it stopped every time before asking a question.
2. The auditor believed the needle had to be exactly at “set” on the dial before it could be read.
3. The auditor did not know a rising needle could be read by stopping the rise with a question or making the needle twitch.

4. The auditor had not done the body reaction drills in *E-Meter Essentials* and was reading only body reactions and ignoring all others.
5. The auditor thought an E-Meter could not be read if it showed breathing or heart beat.
6. The auditor always looked at the pc for a few seconds after asking the question, then looked at the meter, and so missed all but latent (non-significant) reads.
7. The auditor sat staring at the meter for twenty seconds after the reading had registered.
8. The auditor thought E-Meters could be fooled so easily, it was more reliable to make up his own mind about what the pc's item or guilt was.
9. An auditor thought that if the needle rose on a rudiment question, the rudiment was out.

These and many, many more panned out to be:

IF A SECURITY CHECK OR PROBLEMS INTENSIVE WAS PRODUCING NO RESULTS, IT WAS BECAUSE THE AUDITOR COULD NOT READ AN E-METER.

That's the gross auditing error.

In this bulletin, I am not trying to give you any methods to remedy this. I am just calling it widely to everyone's attention.

The fact is big enough to merit study by itself.

And to get cases started by no other mechanism than learning to really read an E-Meter or by teaching people to read it.

This one point remedied could change the entire future of Scientology, an organization or an auditor.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
23 November 1961

\*\* 6111C23      SHSBC-84      Auxiliary Pre-Have: 3D Scale

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 NOVEMBER 1961

R 3D list  
sthil Students

**AUXILIARY PRE-HAVE 3D SCALE**

For immediate assessment use on running 3D terminals. Do NOT use early scales for 3D assessment.

If you run out of levels, use secondary scales or Hartrampff's Vocabularies.

Do not abandon search for a level if the TA is high.

*Always* run a level to a stuck TA and needle. Never overrun a stuck TA by more than 20 minutes.

Do not leave a level that still shows TA action and needle movement. Do not consider the twitching of the otherwise motionless needle, when 3D items or the level is mentioned, a still moving needle.

Later in runs after many levels flat, when TA will no longer stick (or move) on levels, still look for a new level that will produce TA motion.

-----

- |                               |                             |
|-------------------------------|-----------------------------|
| 65. FAITH IN                  | 30. SURVIVE                 |
| 64. CAUSE                     | 27. FAILED IN IMPORTANCE TO |
| 63a. PREVENT KNOWING          | 26. IMPORTANT TO            |
| 63. NO EFFECT ON              | 25. PROPITIATE              |
| 62. EFFECT                    | 24. ATTENTION FOR           |
| 61. OBSESSIVELY CAN'T HAVE    | 23. SEPARATE FROM           |
| 60a. MAKE SOMETHING OF        | 22. FAILED TO WITHHOLD FROM |
| 60. CREATE                    | 21. WITHHOLD FROM           |
| 59. THINK ABOUT               | 19. DESTROY                 |
| 58. PECULIAR INTEREST IN      | 18. MOTION OF               |
| 57. DISPERSE                  | 17. FAILED TO ATTACK        |
| 56. INTEND TO NOT COMMUNICATE | 16. ATTACK                  |
| 55. BADLY CONTROL             | 15. DISLIKE                 |
| 54. BETRAY                    | 14. LIKE                    |
| 53. COLLECT FOR               | 13. COMPETE WITH            |
| 52. SUBSTITUTE FOR            | 12. FAILED TO HELP          |
| 51. WITHDRAW FROM             | 11. HELP                    |
| 50. DUPLICATE                 | 10. FAILED TO CONTROL       |
| 49. ENTER                     | 9. CONTROL                  |
| 48. INHIBIT                   | 7. FAILED TO COMMUNICATE    |
| 47. DISAGREE WITH             | 6. COMMUNICATE              |
| 46. ENFORCE UPON              | 5. FAILED TO INTEREST       |
| 45. AGREE WITH                | 4. INTEREST                 |
| 44. DESIRE                    | 3. CONNECT WITH             |
| 43. KNOW                      | 1. HAVE                     |
| 42. FAILED TO ENDURE          | FAIL                        |
| 41. ENDURE                    | REASON WITH                 |
| 38. ABANDON                   | CHALLENGE                   |
| 36. WASTE                     | POSTULATE                   |
| 35. FAILED TO PROTECT         | MAKE BEAUTIFUL              |
| 34. PROTECT                   | TORTURE                     |
| 33a. MAKE NOTHING OF          |                             |

MAKE UGLY  
PANIC  
TERRORIZE  
HORRIFY  
MAKE SUCCUMB  
FEEL AFFINITY FOR  
NO AFFINITY FOR  
START  
TRY TO STOP  
CHANGE  
TRY NOT TO CHANGE  
CALM  
WIN  
UNDERMINE  
LOSE  
CIVILIZE  
DISTRUST  
IMAGINE  
SHOW CONTEMPT FOR  
MAKE TRUE  
BELIEVE  
NOT BELIEVE  
OWN ALL  
DENY  
OWN NOTHING  
MAKE RESPONSIBLE  
NOT RESPONSIBLE FOR  
MAKE RIGHT  
MAKE WRONG  
TRY TO STAY WITH  
ESCAPE FROM  
THROW OUT OF CONTROL  
ACCEPT  
REJECT  
DRIVE CRAZY  
UNBALANCE  
DEGRADE  
TRY TO MAKE GUILTY  
BRUTALIZE  
EXHIBIT  
BURY  
PAIN  
WOUND  
MAKE APATHETIC  
MOURN FOR  
PLEAD WITH

IDOLIZE  
LIFT  
DROP  
PUSH  
PULL  
RAISE  
LOWER  
CLOSE WITH  
EXPOSE  
SCORN  
PUNISH  
CRUSH  
MAKE EAGER  
MAKE RESPONSIVE  
MAKE CONTENT  
SCANDALIZE  
BE INDIFFERENT  
LOVE  
SPURN  
NEGLECT  
SUPPLICATE  
EVADE  
IDENTIFY  
ASSOCIATE WITH  
IMPRESS  
GET NO RESPONSE FROM  
KILL  
REVIVE  
RESIST  
CONTRIBUTE TO  
CONTACT  
DEPRIVE  
MOVE  
HUMBLE  
RUIN  
ENNOBLE  
CONFUSE  
DISABLE  
EDUCATE  
SICKEN  
SHUN  
SLANDER  
INJURE  
BE WITH  
TAKE AWAY FROM  
PART FROM

CONTINUE  
CRITICIZE  
PITY  
AVOID  
PRESERVE  
LOSE  
FIND  
USE  
DEFY  
ADJUST  
THREATEN  
MAKE SERIOUS  
HURT  
MAKE IRRESOLUTE  
DOUBT  
CONSIDER  
REMEMBER  
OCCLUDE  
RECEIVE  
MAKE UNCONSCIOUS  
DIFFERENTIATE  
IDENTIFY  
DISASSOCIATE FROM  
EAT  
SEXUALLY SATISFY  
SEXUALLY AROUSE  
SEXUALLY REPRESS  
CREATE A MYSTERY FOR  
TROUBLE  
WORRY  
FOOL  
GET INTO  
GET OUT OF  
APPROACH  
FORCE  
ENERGIZE  
FREE  
DREAM ABOUT  
ASSOCIATE WITH  
SATIATE (SATISFY)  
LOOK AT  
CONVINCE  
LIE TO  
FIXATE  
ENTHRALL

ENTRANCE  
FEEL  
TOUCH  
SMELL  
PERCEIVE  
HEAR  
SPEAK TO  
ENJOY  
HOLD OFF  
ATTRACT  
DEFEND  
HARASS  
NAG  
HEAL  
DISTRUST  
DESPISE  
PROBLEM ABOUT  
DISLOCATE  
DENY  
UNKNOWN  
FORGET  
NOT KNOW  
HIDE  
NEED  
APPROVE  
OWN  
SHAME  
BLAME  
REGRET  
FAIL  
MAKE AMENDS  
GRIEVE  
SYMPATHIZE WITH  
FEAR  
RESENT  
FEEL NO SYMPATHY FOR  
ANGER  
ANTAGONIZE  
BORE  
CONSERVE  
ENTHUSE  
EXHILARATE  
TRUST  
MAKE SERENE

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Special Briefing Course

27 November 1961

**ROUTINE 3D COMMAND SHEET**

(Use No Other Commands for Routine 3D)

Preclear \_\_\_\_\_ Date \_\_\_\_\_

Auditor \_\_\_\_\_

LEVEL \_\_\_\_\_ TERMINAL \_\_\_\_\_ OPP TERM \_\_\_\_\_

1. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH AN (term)\_\_\_\_\_.
2. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
3. TELL ME A PROBLEM (term)\_\_\_\_\_ MIGHT HAVE HAD WITH YOU.
4. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
5. TELL ME A PROBLEM AN (term)\_\_\_\_\_ MIGHT HAVE HAD WITH AN (opp term)\_\_\_\_\_.
6. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
7. TELL ME A PROBLEM AN (opp term)\_\_\_\_\_ MIGHT HAVE HAD WITH AN (term)\_\_\_\_\_.
8. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
9. TELL ME A PROBLEM AN (opp term)\_\_\_\_\_ MIGHT HAVE HAD WITH YOU.
10. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
11. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH AN (opp term)\_\_\_\_\_.
12. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?

**RUN LIBERAL QUANTITIES OF PC'S HAVINGNESS PROCESS  
WHENEVER THIS PROCESS OR SESSION IS ENDED.**

Run to a stuck Tone Arm and test for 15 minutes. Or run all motion out of the TA. Use a new sheet for every pre-hav level.

Mark all pre-hav levels found into the pc's 3D form.

Get rudiments in before every session. It is as important to get rudiments in and keep them in for a 3D run as it is for 3D assessment.

*Note:* This process can be overrun for an hour without damage to the pc. It cannot be overrun by a session or two and still have the needle loose for assessment. TA motion may be slow and sluggish long before process is flat.

*Note:* So far on all tests I have made this is the only process that will bring the Tone Arm down in anything like a reasonable time. IF OTHER LEVELS HAVE BEEN PREVIOUSLY RUN ON OTHER PROCESSES, RUN THEM CONSECUTIVELY IN THE ORIGINAL ORDER AGAIN, USING THIS PROCESS. The first run on another process did no damage to the pc but will help this one flatten faster.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

Special Briefing Course

Preclear \_\_\_\_\_ Date \_\_\_\_\_ LEVEL \_\_\_\_\_  
Auditor \_\_\_\_\_ TERMINAL \_\_\_\_\_  
OPP TERMINAL \_\_\_\_\_

**ROUTINE 3D IMPROVED COMMANDS OF 28 NOV 61**  
(Discard or delete all earlier command data)

Note: RUN ONLY AFTER ARC PROCESS IS FLAT TO A STILL ARM, NEEDLE AT SET, 20 MINUTES TEST. RUN THESE COMMANDS TO A STILL ARM, NEEDLE AT SET, 20 MINUTES TEST. GET RUDIMENTS IN THOROUGHLY BEFORE RUNNING, EVEN BETTER THAN IN ASSESSMENT. RUN PC'S HAVINGNESS COMMAND LIBERALLY DURING PROCESS, AFTER PROCESS, AFTER END RUDS.

Info: 3D LEVELS CAN BE RUN CONSECUTIVELY OVER AND OVER ON DIFFERENT PROCESSES.

1. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH AN (term)\_\_\_\_\_.
2. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
3. TELL ME A PROBLEM (term)\_\_\_\_\_ MIGHT HAVE HAD WITH YOU.
4. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
5. TELL ME A PROBLEM AN (term)\_\_\_\_\_ MIGHT HAVE HAD WITH AN (opp term)\_\_\_\_\_.
6. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
7. TELL ME A PROBLEM AN (opp term)\_\_\_\_\_ MIGHT HAVE HAD WITH AN (term)\_\_\_\_\_.
8. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
9. TELL ME A PROBLEM AN (opp term)\_\_\_\_\_ MIGHT HAVE HAD WITH YOU.
10. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
11. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH AN (opp term)\_\_\_\_\_.
12. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
13. TELL ME A PROBLEM OTHERS MIGHT HAVE HAD WITH A (term)\_\_\_\_\_.
14. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?
15. TELL ME A PROBLEM A (term)\_\_\_\_\_ MIGHT HAVE HAD WITH OTHERS.
16. HOW MIGHT (phlev)\_\_\_\_\_ HAVE BEEN A SOLUTION TO THAT PROBLEM?

AFTER ASSESSING CLEAR THE LEVEL WITH THE PC FOR USE IN THE COMMANDS AND MAKE SURE THE VERSION OF THE LEVEL THAT YOU USE ALSO REACTS ON THE METER LIKE THE ASSESSED LEVEL DID.

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[To be deleted per *Routine 3D Improved Commands of November 30, 1961*, page 441.]



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 29 NOVEMBER 1961

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CenOCon  
BPI

**CLASS OF AUDITORS**

(Adds to HCO Pol Ltr of Sept 29, 1961—“HGC Allowed Processes”)

All auditors shall be considered Class I until validated Class II by a Saint Hill Graduate or a Central Organization or at Saint Hill.

Classification as Class II may not be awarded by any class. It may be attained only by severe practical demonstration, and oral examination by an HCO Secretary or an appointee of HCO.

Class II auditors trained by anyone may not have pay status as Class II in a Central Organization until given a complete examination after going on staff by the HCO Area Secretary, regardless of any earlier examination. The only exception is a Saint Hill Graduate who has been specifically examined and specifically designated as Class II by HCO examiners at Saint Hill.

No auditor may be designated as or draw pay in a Central Organization as a Class III auditor unless first designated Class II and thereafter passing all examinations for Class III under the tutelage of a Saint Hill Graduate and operating as a Class III auditor. A Class III auditor must have successfully and correctly assessed and run preclears. Class III auditors must be examined and their preclears examined by HCO before the award of Class III is given.

A Class II auditor may assess and run advanced procedures only under the close personal supervision of a Saint Hill Graduate, and not by mail, telegrams or long distance telephone, but personally.

At Saint Hill all enrollees will be trained up to and examined as Class II auditors on arrival, regardless of any earlier training by anyone or any organization. No assessment or advanced procedures may be run by the Saint Hill trainee before Class II classification is awarded and only then under the closest supervision. When examined for Class II the passing grade is *perfect*.

(It follows that persons earlier classified as Class II will be able to reach Class II much more rapidly at Saint Hill. It also follows that a field classification as Class II may be able to reach Class II more rapidly in a Central Organization. But prior classification has no bearing on the Saint Hill Course and field classification has no bearing on Central Organization or City Office classification.)

**Unauthorized Processes**

Any auditor found using Class III skills in violation of the above shall be subject to suspension of certificate and, if continuing in fault, subject to public warning and revocation of all certificates and awards.

Serious damage can be done to Scientology and preclears by unauthorized use of Routine 3, 3A and 3D.

While no penalty attaches to a Class I auditor trying to Security Check and running Problems Intensives, he or she should clearly understand that all pc upset in their area is traceable to inexperienced handling of Security Checks.

Class I auditors are free to handle and use any procedure earlier than Security Checking (or October 1, 1960) except "Step 6" and Creative Processes.

Class I auditors are urged to obtain Class II classification as soon as possible in order to increase their results and minimize area disturbance. Good use of Class II skills gives wins. Use by persons not yet classified gives loses. Any inexpert use of Class III skills can be ruinous by actual test. We have, in Class III skills, for the first time violated the maxim that any auditing is better than no auditing. This is still true of processes prior to October 1, 1960. With clearing at speed has come liability of misuse. If we're going to have clears, we must have accurate Class III auditors.

Appended to these policies it is understood that Class II and Class III auditing will be done only on British Mark IV E-Meters or as improved. The discovery that 1958-59-60 and 61 American meters are wholly unsuitable for clearing and that squirrel meters are even less useful, makes it mandatory upon us, in order to guarantee any result, to insist upon the use only of meters I have supervised in construction and which have been tested after manufacture by HCO WW. The only American meter suitable for clearing was the 1957 blue meter I supervised. Unknown to me the pattern was thereafter altered. The only suitable U.K. meters prior to the Mark IV were the "Green and Gold" ACC Meter actually used on that London ACC, the Mark I, the Mark II, and the Mark III. I cannot guarantee any meter I did not check on. This is not a commercial statement. It is a vital fact in clearing. Therefore Class II and III auditors may not be classified as such unless they own or are issued a British Mark IV (or improved) E-Meter checked out by HCO WW.

These policies are vital and are binding on receipt.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
28—30 November 1961

** 6111C28	SHSBC-85	Havingness
** 6111C29	SHSBC-86	E-Meter Tips
** 6111C30	SHSBC-87	Parts of 3D

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

Special Briefing Course

**ROUTINE 3D IMPROVED COMMANDS OF NOVEMBER 30, 1961**

(Discard or delete all earlier command data)

Note: RUN ONLY AFTER ARC PROCESS IS FLAT TO A STILL ARM, NEEDLE AT SET, 20 MINUTES TEST. RUN THESE COMMANDS TO A STILL ARM, NEEDLE AT SET, 20 MINUTES TEST. GET RUDIMENTS IN THOROUGHLY BEFORE RUNNING, EVEN BETTER THAN IN ASSESSMENT. RUN PC'S HAVINGNESS COMMAND LIBERALLY DURING PROCESS, AFTER PROCESS, AFTER END RUDS.

Info: 3D LEVELS CAN BE RUN CONSECUTIVELY OVER AND OVER ON DIFFERENT PROCESSES .

1. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH AN (term)\_\_\_\_\_.
2. HOW MIGHT (phlev)\_\_\_\_\_HAVE BEEN A SOLUTION TO THAT PROBLEM?
3. TELL ME A PROBLEM (term)\_\_\_\_\_MIGHT HAVE HAD WITH YOU.
4. HOW MIGHT (phlev)\_\_\_\_\_HAVE BEEN A SOLUTION TO THAT PROBLEM?
5. TELL ME A PROBLEM A (term)\_\_\_\_\_MIGHT HAVE HAD WITH A (opp term)\_\_\_\_\_.
6. HOW MIGHT (phlev)\_\_\_\_\_HAVE BEEN A SOLUTION TO THAT PROBLEM?
7. TELL ME A PROBLEM A (opp term)\_\_\_\_\_MIGHT HAVE HAD WITH A (term)\_\_\_\_\_.
8. HOW MIGHT (phlev)\_\_\_\_\_HAVE BEEN A SOLUTION TO THAT PROBLEM?
9. TELL ME A PROBLEM A (term)\_\_\_\_\_MIGHT HAVE HAD WITH ANOTHER (term)\_\_\_\_\_.
10. HOW MIGHT (phlev)\_\_\_\_\_HAVE BEEN A SOLUTION TO THAT PROBLEM?
11. TELL ME A PROBLEM ANOTHER (term)\_\_\_\_\_ MIGHT HAVE HAD WITH A (term)\_\_\_\_\_.
12. HOW MIGHT (phlev)\_\_\_\_\_HAVE BEEN A SOLUTION TO THAT PROBLEM?
13. TELL ME A PROBLEM (oppterm)\_\_\_\_\_ MIGHT HAVE HAD WITH YOU.
14. HOW MIGHT (phlev)\_\_\_\_\_HAVE BEEN A SOLUTION TO THAT PROBLEM?
15. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH A (oppterm)\_\_\_\_\_.
16. HOW MIGHT (phlev)\_\_\_\_\_HAVE BEEN A SOLUTION TO THAT PROBLEM?

(Note: Commands 13 & 15 may be term-others or oppterm-you, a tougher version.)

AFTER ASSESSING CLEAR THE LEVEL WITH THE PC FOR ORDER OF MAGNITUDE OF LEVEL AND MAKE SURE THE VERSION OF THE LEVEL THAT YOU USE ALSO REACTS ON THE METER LIKE THE ASSESSED LEVEL DID AND MAKES SENSE TO THE PC IN THE COMMAND.

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### ARC PROCESS 1961

IMPORTANT: FLATTEN THIS PROCESS ON ALL NEW PRECLEARS, HGC PRECLEARS, RAW MEAT PRECLEARS BEFORE DOING ANYTHING ELSE IN ORDER TO KEEP THEM MORE EASILY IN SESSION AND TO GET YOUR E-METER TO READ. THE E-METER KNOWS BEST ON EVERYTHING BUT ARC BREAKS.

An E-Meter has a frailty I have just discovered. It operates only if the auditor has some, even small, command value over the pc, and operates hardly at all when the auditor has no command value over the pc. Thus rudiments go out only on the ARC break section. When this is out nothing registers on the E-Meter including a casual question about an ARC break. Thus the E-Meter must be supplanted by an auditor's ability to recognize the existence of an ARC break. But once this is out of the way, the E-Meter is superior to any "knowingness" on the part of the auditor. With this reservation concerning registry of ARC breaks, the meter knows best, and auditors who think they know more than the E-Meter do nothing but get pcs in trouble. But conversely, the auditor who, on asking for ARC breaks (alone), thinks that the E-Meter knows more than he or she does will also err. WHEN THE PC HAS A SEVERE ARC BREAK IT WILL NOT REGISTER WHEN ASKED FOR ON THE E-METER, AND NOTHING ELSE WILL REGISTER EITHER. SO BE SURE THE PC IS WILLING AND ABLE TO TALK TO THE AUDITOR AFTER DOING GOALS AND BEFORE DOING ROOM, WITHHOLDS AND PTPS. MODEL SESSION WILL SHORTLY BE RE-WRITTEN TO ACCOMMODATE THIS AND THE NEW END QUESTION, "Have you done anything in this session to influence the E-Meter?" and Untruths.

FLATTEN THE FOLLOWING:

Do each question several times by itself in order to get off any triggered automaticities and to let the pc get through any misemotion. Then do the whole sequence one time each, over and over consecutively. GET ALL TONE ARM MOTION OFF THE CONSECUTIVE RUN BEFORE LEAVING PROCESS. Run this process more or less muzzled. Get session started, set goals and Life and Livingness. Then run this process:

1. WHO HAVEN'T YOU BEEN WILLING OR ABLE TO TALK TO ABOUT YOUR DIFFICULTIES?
2. WHO COULD YOU HAVE TALKED TO ABOUT YOUR DIFFICULTIES?
3. WHOSE DIFFICULTIES HAVEN'T YOU WANTED TO HEAR ABOUT?
4. WHOSE DIFFICULTIES HAVE YOU BEEN WILLING TO LISTEN TO?

This process is run to a still Tone Arm for 20 minutes with needle kept at set.

FUTURE RUDIMENTS QUESTION IN LIEU OF AUDITOR AND ARC BREAK:

"DO YOU FEEL WILLING TO TALK TO ME ABOUT YOUR CASE?"

If negative, run above.

-----  
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sthil

### RUNNING 3D LEVELS

To run a terminal found by 3D, you use ONLY the commands of 30 November 1961. Use NO OTHER Commands. The old 5-way bracket, any other bracket system, a two-way bracket WILL ONLY GET YOUR PC IN TROUBLE. You are sending the pc up against the core of the reactive bank, the Goals Problem Mass, and so far as auditing commands are concerned, only the commands of 27, 28 and 30 Nov are able to get him *through*. The 30 Nov commands are best.

The Goals Problem Mass is a problem in structure. It is so tough you have to run the *top* off of it. This is done by 3D level runs. Dating bits of it might work. Prior confusion will not work early in it. All other known command routine combinations in Scientology do not phase it at all. Clears went unclear because the Goals Problem Mass could come back in. So we can only run it. And so far only 30 Nov commands run it out. To use other previous command combinations, as used in Routine 3, can get your pc in trouble because you must use the opposition terminal and keep the mass in to be run.

-----

To run levels on 3D terminal and “oppterm” (opposition terminal) do this:

1. Be sure the 3D items you are running are right by careful cross-checking and various two-way comm and height of PH level tests.
2. Be sure the “story” is right and that you really have the pc running his own terminal, not the oppterm. The story is logical. The oppterm *can* be run but it subjects the pc to more duress than needed and turns on the “winds of space”.
3. Use the Auxiliary Pre-Have Scale for 3D only, or as supplemented. Use for test the first 65 levels for “height of terminal”. Use the whole Auxiliary Scale for assessment of level to be run.
4. Check out 30 Nov commands for “problem” “situation” etc as will be released (the exact original version will work anyway).
5. Check out the found item for *intensity* and wording. Make sure the command will be answerable by the pc.
6. Run the level to a stuck needle, stuck TA and test for 10 or 20 minutes. (TA shifts because of body motion don’t count.)
7. Regardless of any needle action the level already run still gets, assess again on Aux PH and run the next level.
8. Run 6, 8 or 12 levels in this fashion, disregarding the fact that the needle may still twitch when a past level is mentioned. The rule here *could* be to run to “difficult Aux PH assessment”. I don’t know this yet; I do know you need lots of levels run to stuck TA, stuck needle. This early first run can stick *fast* (sometimes in 2 commands, but you always complete a bracket. It does no harm to do 2 or 3 more brackets, though the pc will get uncomfortable). (It sometimes takes a session or two to get the pc to approach the Goals Problem Mass. You always run it muzzled. The pc will get there.) (If nothing sticks, on this first run of levels in a series, your 3D assessment is for the loons and cormorants. You should know this when the first level *won’t* stick.)

## RERUNS

9. Now having run a series of levels, you stick the final one and then go back and test the first level you found and ran. You see if it twitches on the needle. If it does, you run it again to a stuck TA, stuck needle, you leave it and check the next level. You take, in sequence, each level you can get to react by observing the needle as you say it and rerun it. You complete all levels this way.

### THIRD RUN OF LEVELS

10. You now go back and repeat 9 as a Third run of levels.
11. You now assess for more Aux PH levels. Each time, however, before you run a new level, you recheck all former levels for an already run level still kicking.

-----

This is a sort of wash out by levels in sequence. You must always run levels in sequence. On the second and third run you can skip nul levels, but always test and run in sequence. It doesn't matter how many times a level gets run. It does matter if you leave it before the needle and TA stick on the first and second and third run. You leave a level too live and it upsets the pc. You kill it too dead (by running a stuck TA and needle for a session or more after it sticks) and either way you get trouble.

Eventually all levels assessed will have to be flat, nul and went.

-----

Stable data on 3D level runs:

Accurate assessment of items and levels makes Clears. Inaccurate assessment gives you a bad reputation and will sow all the trouble germs you'd ever want.

Always complete whatever you start. If an R3 was started, complete it by 3D using all existing parts *that check out* (use as much of an R3 as you can) (this contradicts the 1st B. on 3D but is right, I find). If a person was cleared on R3, use all R3 items used or run to assemble a 3D and run it according to book.

Only the assembly of the "story" is subject to judgment on 3D. All other 3D actions are by the book.

Me, you and the Mark IV Meter got it licked.

-----

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### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

5—6 December 1961

- |            |          |                      |
|------------|----------|----------------------|
| ** 6112C05 | SHSBC-88 | Assessing 3D         |
| ** 6112C06 | SHSBC-89 | Sec Checks Necessary |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 DECEMBER 1961

Sthil  
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### SEC CHECKS VITAL

It has been brought home to me by careful study of many cases that Security Checks and Problems Intensives are vital to easy assessment and accurate clearing by the new and very important Routine 3D.

The command value of the auditor over the pc, the response value to life and present time of the pc have been so low in all cases studied who have not had Sec Checking that *it is a waste of auditing time* not to give a pc at least a Sec Check and a Problems Intensive before attempting assessment.

It may take up to 200 hours to assess some 'raw meat' accurately on Routine 3D, and that with a magnifying glass on the E-Meter.

It may take up to 75 hours to assess on Routine 3D a Scientologist or processed person who has not been given 1A or a Problems Intensive or a thorough Security Check on a standard Pol Ltr form.

I can state, and your experience will bear out, that it is wasted time and causes agony to the pc to do a clearing 3D assessment on a person who has not had:

1. Sec Checks Standard Forms.
2. A Problems Intensive.
3. The ARC Process 1961.
4. Countless cracks at the rudiments through being given 1 and 2.

To do these may require up to 100 hours of auditing. To try to assess accurately through the messes of withholds, hidden standards and PTPs of the preclear will require up to 100 hours and *may* arrive at an improper assessment which will waste all the preclear's auditing—and painful auditing it was.

Now the Scientologist with his prior processing moves into his or her own. It all counts. Scientologists are *easier* to assess by half. Raw meat is either unassessable or assessable with difficulty unless the auditor has enormous altitude.

If anyone thinks he is saving time getting assessed for clear at once, let him or her think again. The whole period may be wasted and nothing come of it *because*:

The whole of the preliminary steps may have to be done anyway after assessment if not done before to let the pc survive 'going through the knothole', which is to say, running Routine 3D levels.

These are very hard to get through. Only one pat set of commands (Nov 30, 1961) get a pc moving through to Dynamic Clear.

Now as to auditor training, no auditor who does not have a quick enough eye and Meter experience enough to Security Check and run a Problems Intensive will ever be able to do an accurate Routine 3D Assessment.

Therefore it is economy to train an auditor to Class II level before permitting him or her to assess.

Class II requires a high ability on the Meter, perfect Model Session, TRs and a perfect knowledge of Sec Checking.

Sec Check Meter reactions are larger than 3D Assessment reactions. If an auditor cannot Sec Check, he or she surely can't read a 3D Meter Assessment.

A pc being given a Routine 3D Assessment for clear by an auditor who has no perfect rating on the Meter is in for endless wasted hours of upset and misery. These might better be spent on Rising Scale or Class I processes (all processes up to February 1961, really). ARC Straight Wire, 'Something you wouldn't mind forgetting' or even old Dianetic Engram running would do more for the pc than *fumbling* assessment. *Accurate* fast assessment does marvels for a case, but only if done by an accurate fast auditor.

Class II skills of Sec Checking, Problems Intensives, or even Routine 1A, produce definite plus gains for the pc, greater than those obtainable by Class I if done by an expert Class II auditor.

A Class III auditor can only become one if he or she has already become a Class II by examination and you have a rapid assessment on new Routine 3D toward a high stability as clear—providing that the pc has also had Sec Checks and other preparatory processes.

-----

So there it is. Economy in auditing time entails the auditor becoming a Class II by examination and the pc becoming fit to be assessed through Class II skills. Very neat.

Micawber, a creation of my old friend Dickens, used to claim that twenty shillings earned, nineteen and six spent brought happiness, but that twenty shillings earned and twenty-one spent brought MISERY. I can paraphrase him broadly by saying, Class II skills reached by auditor and attained by pc bring happiness. Class I skills on Class III processes bring misery to auditor and pc alike.

In signing up anyone for auditing, in delivering any auditing, please point out these facts, please?

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
7—12 December 1961

- |            |          |                          |
|------------|----------|--------------------------|
| ** 6112C07 | SHSBC-90 | Expectancy of 3D         |
| ** 6112C12 | SHSBC-91 | Sec Checks in Processing |



HUBBARD COMMUNICATIONS OFFICE  
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Special  
Briefing  
Course

7 December 1961

**COMMAND SHEET FOR ROUTINE 3D**

Preclear \_\_\_\_\_ Date \_\_\_\_\_ TERMINAL \_\_\_\_\_

Auditor \_\_\_\_\_ Level \_\_\_\_\_ OPP TERMINAL \_\_\_\_\_

Level Number \_\_\_\_\_ Levels alive this time on PHSc \_\_\_\_\_

RUN COMMANDS CONSECUTIVELY. MAKE SURE EVERY ONE IS ANSWERED. RUN WITH THE RUDS IN, DO NOT RUN WITH RUDIMENTS OUT. Use plenty of havingness. Flatten to still TA and still needle for 20 minutes if TA goes up and sticks. If TA does not stick, run to a completely inactive Tone Arm and be sure neither goal nor modifier react on retest. Carefully keep rudiments in during run. Carefully keep pc's havingness up.

METER TEST THE FOLLOWING WORDS AND USE MOST REACTING WORD AFTER "TELL ME" AND "THAT". PROBLEM SITUATION DIFFICULTY CONFUSION MESS TROUBLE OTHER:

METER TEST THE FOLLOWING AND USE MOST REACTING WORD AFTER "MIGHT" IN EVEN NUMBERS. SOLUTION SOLVED MADE OKAY CURED FINISHED ENDED OTHER:

(Make Commands make sense. Add ING to ph level if necessary in clearing command.)

COMMENTS AND ASSESSMENT

TELL ME A \_\_\_\_\_ YOU MIGHT HAVE HAD WITH A (term) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ A (term) \_\_\_\_\_ MIGHT HAVE HAD WITH YOU.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ A (term) \_\_\_\_\_ MIGHT HAVE HAD  
WITH ANOTHER (term) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ ANOTHER (term) \_\_\_\_\_ MIGHT HAVE  
HAD WITH A (term) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ A (term) \_\_\_\_\_ MIGHT HAVE HAD  
WITH ANOTHER (oppterm) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ A (oppterm) \_\_\_\_\_ MIGHT HAVE HAD  
WITH A (term) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ A (term) \_\_\_\_\_ MIGHT HAVE HAD  
WITH OTHERS (term) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ OTHERS (term) \_\_\_\_\_ MIGHT HAVE  
HAD WITH A (oppterm) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ A (term) \_\_\_\_\_ MIGHT HAVE HAD  
WITH OTHERS.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ OTHERS \_\_\_\_\_ MIGHT HAVE HAD  
WITH A (term) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ YOU MIGHT HAVE HAD WITH A  
(oppterm) \_\_\_\_\_.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ A (oppterm) \_\_\_\_\_ MIGHT HAVE HAD  
WITH YOU.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ YOU MIGHT HAVE HAD WITH YOU.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ YOU MIGHT HAVE HAD WITH OTHERS.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

TELL ME A \_\_\_\_\_ OTHERS MIGHT HAVE HAD WITH YOU.

HOW MIGHT (phlev) \_\_\_\_\_ HAVE \_\_\_\_\_ THAT \_\_\_\_\_?

L. RON HUBBARD

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HCO BULLETIN OF 13 DECEMBER 1961

Tech Depts  
Franchise

### VARYING SEC CHECK QUESTIONS

*You only* vary a sec check question when by repeating it you would create an impasse.

Example:	“Have you stolen anything?”	“Yes, an apple.”
	“Good. Have you stolen anything?”	“No.”
	“Good. (Look at meter.) Have you stolen anything?”	“No. “ (Meter reacts. )

*NOW* vary the question.

And always end by making sure the *original* question “Have you stolen anything?” is nul.

This *all* comes under the heading of getting one auditing question answered before you ask a second.

If you create an impasse you will pile up missed withholds, throw ruds out and really mess it up. Therefore, until you *do* find out what the answer was on a sec check question, you do NOT repeat the question—only variations (except to test for nul after getting a withhold) until the meter nuls on the first question.

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SAINT HILL SPECIAL BRIEFING COURSE LECTURE  
13 December 1961

Franchise

### RUDIMENTS MODERNIZED

I have been threatening to give you new rudiments questions for months. I am finally satisfied with their form and use and here they are.

The demands made on an auditing session by the new value and workability of Process Checks (Sec Checking), Problems Intensives and especially 3D have made it necessary to upgrade the form and use of rudiments.

-----

For auditing to take place at all, the pc must be IN SESSION, i.e. willing to talk to the auditor, *and* interested in own case: the new Rudiment question "Do you feel willing to talk to me about your case?" can give the auditor an idea as to whether the pc is likely to go into session or not and can, if any reaction to the question is followed up, indicate whether the pc is ARC broken or is withholding.

Where an ARC break is found or is stated by the pc, probably the speediest method of handling is to locate the Prior Confusion to the disagreement—or whatever caused the ARC break—and run a Sec Check form of O/W (without mentioning any terminal in any way); e.g. clear, by Sec Check type questioning, this question, "During that confusion what did you do wrong?", then—when that no longer reacts—"During that confusion, what did you withhold?" This brings up the little (and big) overts and withholds which precede ARC breaks AND PTPs and, indeed, this Sec Check type O/W on Prior Confusions can be used on *any* out Rudiment to which it can be applied. When the meter shows no further reaction to overt or withhold, the Rudiment question is asked again and if a reaction shows, repeat procedure.

Where a pc is extremely prone to out Rudiments, lots of pc's HAVINGNESS process (or TR 10) can help, also an extended run on ARC Process 1961 (HCO B of Nov 30, 1961) run to a motionless Tone Arm for, say, 15-20 minutes. This can be followed by general O/W: "What have you done?"—"What have you withheld?" Also self O/W "What have you done to yourself?"—"What have you withheld from yourself?"

Prerequisites to all this in the auditor, of course, are technical excellence in TRs, E-Meter reading, and ability to control the pc with ARC, so that the pc will assign command value to the auditor.

To maintain Rudiments, auditors must be thoroughly familiar with the following listed HCO Bulletins:

November 30, 1961	—	ARC Process 1961.
November 23, 1961	—	Meter Reading.
November 16, 1961	—	Sec Checking.
November 2, 1961	—	The Prior Confusion.
October 19, 1961	—	Security Questions Must Be Nulled.
October 9, 1961	—	Rudiments, Change in.

There are many more Bulletins, tapes and publications on this subject.

On the actual Rudiments questions, if the rudiments are believed to be out, it should be remembered that each question should be asked in several different ways, to make sure that the question is thoroughly understood, and so that the pc's reality on the meaning of the question is reached.

It should be remembered that the whole meter can go out if ARC break is present. It alone does not read on the meter (ARC Process 1961 ) when very severe.

Any havingness process which loosens the needle can be used to handle any other rudiment.

A rudiment question can get a needle reaction if the pc is ARC broken about getting on with session. One clears this and asks the question again.

Out rudiments, on assessing for the changes in a Problems Intensive or 3D can cause everything to nul. The remedy is to get the ruds in and go over the list again with ruds in, at least from the point where ruds went out.

In 3D, the test before running a level or assessing is to repeat a known 3D item that has been found and proved to the pc. If it doesn't react, rudiments are out. Get ruds in until item reacts before continuing assessment or a level.

Out rudiments are the sole cause of difficulty in finding goals and other 3D items. It is a saving of time to run a pc on Processing Checks, and other preparatory measures for as much as 75 hours before an assessment is done. By that time rudiments can be kept in and needle response should be adequate for assessment.

Rudiments at the beginning of session involve:

1. Setting Goals.
2. Getting pc comfortable in environment.
3. Getting pc willing to talk to auditor about pc's own case.
4. Getting off withholds.
5. Checking for and handling PTPs.

The above are the Beginning Rudiments. One humanly detects No. 3. All others are handled by meter only. Excepting No. 3, in rudiments, if the others do not react you do not handle, but get on with session.

The End Rudiments are:

1. Half Truths or Untruths or effort to impress auditor.
2. Any effort to influence E-Meter.
3. Missed answering commands.
4. Missed withholds.
5. ARC break.
6. Havingness.
7. Goals and gains.

Number 5 is humanly detected. The remainder are meter detected only. Number 6 may be used profitably to finish up session time.

In Model Session, the Beginning Rudiments questions should be changed to:

1. "What goals would you like to set for this session?"  
"Are there any goals you would like to set for Life or Livingness?"
2. "Look around here and tell me if it's all right to audit in this room."
3. "Are you willing to talk to me about your difficulties?"
4. "Are you withholding anything?"
5. "Do you have a present time problem?"

In End Rudiments, the Model Session wording should be changed to:

1. "Have you told me any half truth, untruth, or said something only to impress me in this session?"
2. "Have you deliberately tried to influence the E-Meter?"
3. "Have you failed to answer any question or command I have given you in this session?"
4. "Have you withheld anything from me?"

5. "Are you willing to talk to me about your difficulties?"
6. "Look around here and tell me if you can have anything."
7. "Have you made any part of your goals in this session?" And "Have you made any other gains you would like to mention?"

Rudiments, as in any assessment or Process Check item, are read on INSTANT NEEDLE READS only. Latent reads (taking place after a pause of half a second or more) are not pursued at all, either as Rudiments questions, Processing Check questions, Problems Intensive items or 3D assessment items.

(Note: Unapproved meters, many of them, have needle comm lags built into them "to protect the meter movement" which is usually poor. The needle acts only after a half of a second or more. Therefore, only 1957 American and British Mark IV meters can be used with confidence in modern auditing. This "comm lag" may also be true of most "lie detectors" including some costing \$18,000. The 1957 American was the first fully workable E-Meter. The British Mark IV is its only fully developed successor. The 1958, '59, '60 and '61 "American Hubbard Meters" may or may not work as their manufacturers refused to submit them to be checked out by me and HCO finds many were cheaply built and do not instant read or read sensitively. Few if any squirrel meters have ever worked to the level of modern demands.)

No assessment has any value if obtained by a faulty meter.

No session, whether Sec Checking (Process Checking), running a Problems Intensive, assessing or running 3D has any value if run with the rudiments out.

To make sessions have value, keep the rudiments in.

-----

A rudiment is only run long enough to get it in, which is to say to get the exact rudiment question nul on the meter, or in the case of ARC, to get the pc to talk easily to the auditor. Rudiments are not sessions. They are there to make sessions count.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
 14—20 December 1961

- |            |          |                       |
|------------|----------|-----------------------|
| ** 6112C14 | SHSBC-93 | Anatomy of Problems   |
| 6112C19    | SHSBC-94 | Parts of 3D           |
| ** 6112C20 | SHSBC-95 | Upgrading of Auditors |

Franchise

### **MODEL SESSION SCRIPT, REVISED**

(This cancels earlier versions of Model Session  
and is for use on all cases except CCHs)

The exactness required of Modern Processing Checks (Sec Checks), Problems Intensives and 3D assessments and runs have made new demands on rudiments and their processes.

As described in HCO B of Dec 14, 1961, the rudiments questions, beginning and end, are changed in the Model Session Script. The body of the session patter is unaltered.

Model Session is memorized, is used exactly, and is delivered with the TRs in. Model Session is a requisite of an effective session. All auditing and assessing are done in Model Session form and no other. Excellent accurate Model Sessioning is the hallmark of the good auditor.

#### **MODEL SESSION SCRIPT**

Auditor sets up E-Meter and adjusts pc's chair. Any agreement concerning length of time of session is made if there is to be any such agreement.

#### **“R” FACTOR**

A session must have “R” or Reality. If the auditor feels ill or weary, or out of sorts or under other strain, the auditor should tell the pc, before session starts, the facts of the situation, giving the pc a chance to accept auditing under those conditions without feeling it is an overt. The time to put the pc's attention on the auditor is *before* the session starts, not after it starts. The pc is always quick to scent an upset and if such an upset is evident in session a mystery is created for the pc that will throw rudiments out. Once the “R” factor is handled it is not again referred to in the session by the auditor. This should not be used to upset the pc or make the pc guilty of “the overt of receiving auditing”.

#### **START OF SESSION**

Auditor: “Is it all right with you if I begin this session now?”  
Pc: “Yes.”  
Auditor: Acknowledges. “START OF SESSION.” (Tone 40)  
Auditor: “Has this session started for you?”

*Note 1.* If pc says “No,” Auditor: Acknowledges. “START OF SESSION.” (Tone 40) Then, “NOW has this session started for you?” If pc still says “No,” the auditor acknowledges and says, “We will cover it in the rudiments,” and continues the session.

#### **BEGINNING RUDIMENTS**

##### *1. Goals*

Auditor: “What goals would you like to set for this session?”  
Pc: Sets goals or doesn't.  
Auditor: Acknowledges. “Are there any goals you would like to set for life or livingness?”  
Pc: Sets goals or doesn't.  
Auditor: Acknowledges. (Goals are usually written down by auditor. If list goes beyond ten or twelve auditor gently stops writing and acknowledges.)

##### *2. Environment*

Auditor: “Look around here and tell me if it's all right to audit in this room.”

*Note 2.* If auditor gets a reaction that is not a body motion on the E-Meter, auditor says: “All right. Thank you. I am going to run some (TR 10 or pc's havingness process).” And does so. Repeats rudiment question soon. If now

nul on meter auditor goes on to 3 below. If not nul, runs more havingness. Etc. The rule is pc should be able to have or observe large objects before havingness is ended. (This is hard to apply on some havingness processes.)

### 3. Auditor Clearance

Auditor: "Are you willing to talk to me about your difficulties?"

Note 3. If not, run a current process for this rudiment. Test again with rudiment question. This is not an E-Meter response rudiment but is done by observation of pc. This and 5 in end rudiments are the only rudiments so handled.

### 4. Withholds

Auditor: "Are you withholding anything?"

Note 4. If meter gets instant reaction (only read meters by instant reaction in any case for anything), clear it by getting withholds off. Do not leave any withhold that registers on this rudiment question. If pc will not give withhold, vary the question. If pc still will not, run current rudiments withhold process. Leave this rudiment by asking the rudiment question again and leave it only if nul. An ARC break can also nul meter. If in doubt repeat rudiment 3, straighten up 3 and then repeat 4. A pc who is being vicious to auditor at this stage has one or more withholds.

### 5. Present Time Problem

Auditor: "Do you have a present time problem?"

Note 5. Only if PTP registers on the meter should the PTP be handled. Question *can* cause an ARC break in a pc anxious to get on and needle can register the ARC break rather than a PTP. In this case clear with two-way comm and repeat PTP rudiment question. If it is obviously a PTP and not an ARC break, do not ask if it is an ARC break. Handle PTP with current rudiment process. When handled, repeat rudiment question. Do not leave unless nul on needle.

## **START OF PROCESS**

Auditor: "Now I would like to run this process on you (name it). What would you say to that?"  
Pc: Answers.

Note 6. If pc is unwilling to run the process, two-way comm objections away or relieve earlier invalidations of process. Never run a process dictated by pc as this is self-auditing, throws pc out of auditor control and throws out all rudiments. Pcs quite routinely object to certain processes, even though they must be run.

Auditor: Acknowledges. Clears the command for pc only for the first time the command is used.

Note 7. If, during clearing of the command or failure of needle to react, it seems that the pc will not be able to handle or do the announced process profitably, auditor says: "According to what we have been talking about, it would seem better if I ran (name another process)."

## **END OF PROCESS**

### 1. Cyclical

Auditor: (Wishing to end process) "Where are you now on the time-track?"  
Pc: Answers.

Auditor: Acknowledges. "If it is all right with you, I will continue this process until you are close to present time and then end this process."

Pc: Answers.

Auditor: Acknowledges. Auditor continues the process, asking after each pc answer, "When?" until the pc is close to present time.

Pc: Answers close to present time.

Auditor: Acknowledges. "That was the last command. Is there anything you would care to say before I end this process?"

Pc: Answers.



Auditor: Acknowledges. "End of process."

## 2. *Non-Cyclical*

Auditor: "If it is all right with you I will give this command two more times and then end this process."

Pc: Answers.

Auditor: Acknowledges and gives the command two more times.

Pc: Answers.

Auditor: Acknowledges. "Is there anything you would care to say before I end this process?"

Pc: Answers.

Auditor: Acknowledges. "End of process."

*Note 8.* The cyclical ending is only used on terminals that exist also in present time, and when pc is going into the past in his answers. It is not used after pc says he is in present time. Non-cyclical is used when the pc is running terminals which do not exist in present time or when the cyclic aspect can be neglected. 3D level runs and Processing Check answers are never given cyclical endings.

## **REPEATED COMMANDS**

Auditor: Gives command.

Pc: "I don't know. I can't find any answer."

Auditor: Acknowledges. "I will repeat the auditing command." Repeats the command.

*Note 9.* If pc still cannot answer, two-way comm to discover why. Then get the command answered. Never leave an unanswered command.

## **COGNITION**

Auditor: Gives command.

Pc: (Not having answered command yet.) "Say, that mass in front of my face just moved off."

Auditor: Acknowledges. Repeats command without announcing that it is a repeat.

## **END RUDIMENTS**

### 1. *Untruths*

Auditor: "Have you told me any half-truth, untruth, or said something only to impress me or tried to damage anyone, in this session?"

*Note 10.* If meter reacts, clear the reaction fully. In a difficulty, compartment the command, clear the reacting part. Do not leave until meter is nul on repeating this rudiment question.

### 2. *Meter Influence*

Auditor: "Have you deliberately tried to influence the E-Meter?"

*Note 11.* If meter reacts, clear it thoroughly, getting, if necessary, the first time the pc tried it. Invalidations of meter will also be present if pc has tried to influence it. These must also be removed with, "Have you ever invalidated the E-Meter?" Also, "Have you ever tried to prevent an E-Meter from reading?" Clear these on needle. Clear rudiment question before leaving. (As in all such checking only vary the command if the pc answers "No" while meter reacts, otherwise ask same question.) Leave when exact rudiment question is nul.

### 3. *Missed Answers*

Auditor: "Have you failed to answer any question or command I have given you in this session?"

*Note 12.* If meter reacts, find the question or command and get it answered. Leave rudiment with same question and only if nul.

### 4. *Missed Withholds*

Auditor: "Have you withheld anything from me?"

*Note 13.* If meter reacts, find and clear the withhold or withholds. Vary question only

if pc refuses to give up withholds. If pc still refuses, run current rudiments process for this. Do not leave until meter clear on this exact rudiments question.

5. *ARC Break*

Auditor: "Are you willing to talk to me about your difficulties?"

*Note 14.* This is done by observation of pc, not by meter. If the answer is no, run current process for this rudiment. Leave it only when pc is willing to talk to auditor. If a process is run for this rudiment, repeat all end rudiments again.

6. *Havingness*

Auditor: "Look around here and tell me if you can have anything."

*Note 15.* If meter shows other than body movement, run TR 10 or pc's havingness process. Retest the question before leaving this rudiment.

7. *Goals and Gains*

Auditor: "Have you made any part of your goals for this session?"

*Note 16.* Auditor may remind pc of session goals if pc can't remember them.

Auditor: "Have you made any other gains in this session that you would care to mention?"

Pc: Answers.

**END OF SESSION**

Auditor: "Is there anything you would care to say or ask before I end this session?"

*Note 17.* Auditor may show pc relative TA positions reached in session and tell pc what he cares to know about session.

Auditor: "Is it all right with you if I end this session now?"

Pc: Answers.

Auditor: Acknowledges. "Here it is. End of Session !" (Tone 40) "Has the session ended for you?"

Pc: Answers.

*Note 18.* If session has not ended for pc, get pc's full attention and repeat "End of Session." (Tone 40) If session still has not ended for pc two way comm briefly to find what pc has been doing. If this doesn't ease it, say reassuringly, "You will be getting more auditing. End of session." And leave it at that.

Auditor: (Optional) "Tell me I am no longer auditing you."

Pc: "You are no longer auditing me."

Auditor: Acknowledges.

*Note 19.* The auditor has no further obligation to act as auditor when session is ended. However, this should not be used to evaluate for the pc concerning the session. But the auditor need not shun questions the pc puts to him or her directly concerning the auditor's own reactions in session if these excite curiosity of preclear. This is 'R' factor.

Exact Rudiments processes for above will be given from time to time in future HCOBs.

During early auditing short session a pc so as to handle fully end rudiments before session ends.

Short sessioning means that two or more sessions can be run in one auditing period.

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L. RON HUBBARD

26 December 1961

Special Briefing  
Course

**COMMAND SHEET ROUTINE 3D**

Pc \_\_\_\_\_ Date \_\_\_\_\_ level No. \_\_\_\_\_ LALV \_\_\_\_\_

1. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH A (term) \_\_\_\_\_
2. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?
3. TELL ME A PROBLEM A (term) \_\_\_\_\_ MIGHT HAVE HAD WITH YOU.
4. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?
5. TELL ME A PROBLEM A (term) \_\_\_\_\_ MIGHT HAVE HAD WITH ANOTHER (term) \_\_\_\_\_.
6. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?
7. TELL ME A PROBLEM ANOTHER (term) \_\_\_\_\_ MIGHT HAVE HAD WITH A (term) \_\_\_\_\_.
8. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?
9. TELL ME A PROBLEM A (term) \_\_\_\_\_ MIGHT HAVE HAD WITH A (oppterm) \_\_\_\_\_.
10. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?
11. TELL ME A PROBLEM A (oppterm) \_\_\_\_\_ MIGHT HAVE HAD WITH A (term) \_\_\_\_\_.
12. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?
13. TELL ME A PROBLEM A (term) \_\_\_\_\_ MIGHT HAVE HAD WITH OTHERS.
14. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?
15. TELL ME A PROBLEM OTHERS MIGHT HAVE HAD WITH A (term) \_\_\_\_\_.
16. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?
17. TELL ME A PROBLEM YOU MIGHT HAVE HAD WITH YOU.
18. HOW MIGHT (phlev) \_\_\_\_\_ HAVE SOLVED THAT PROBLEM?

### 3D COMMANDS WHOLE TRACK O/W

NOTE: USE ON TERMINAL ONLY. BEFORE THIS CAN BE USED MANY LEVELS SHOULD BE RUN AND IT MUST BE PROVED BEYOND ANY POSSIBLE DOUBT BY ROUTINE TESTS THAT PC IS RUNNING HIS TERMINAL. THIS IS NOT A SUBSTITUTE FOR PH LEVEL RUNS BUT IS USED BETWEEN LATER RUNS.

1. WHAT ACTION OR ATTITUDE HAVE YOU HAD TOWARDS A (term)\_\_\_\_\_.
2. WHAT ACTION OR ATTITUDE HAS A (term)\_\_\_\_\_HAD TOWARD YOU?
3. WHAT ACTION OR ATTITUDE HAS A (term)\_\_\_\_\_HAD ABOUT OTHERS?
4. WHAT ACTION OR ATTITUDE HAVE YOU HAD ABOUT OTHERS?
5. WHAT ACTION OR ATTITUDE HAVE OTHERS HAD ABOUT A (term)\_\_\_\_\_.
6. WHAT ACTION OR ATTITUDE HAVE OTHERS HAD ABOUT YOU?
7. WHAT ACTION OR ATTITUDE HAVE YOU WITHHELD FROM A (term)\_\_\_\_\_.
8. WHAT ACTION OR ATTITUDE HAS A (term)\_\_\_\_\_WITHHELD FROM YOU?

L. RON HUBBARD

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Franchise

**E-METER ELECTRODES  
A DISSERTATION ON SOUP CANS**

I have just re-discovered a very important item about E-Meter electrodes and the behaviour of the instrument in Security Checks and assessments.

Any "E-Meter" will register proper tone arm position, can squeeze and body motion. Whether it was built by the Communist Party or the local cat-food factory. *Any* meter will register *body* reactions.

Only a specially built meter will also register mental responses. Thus any meter can act like an E-Meter so far as body reactions go. The TA and needle rise and fall, sensitivity increases and decreases. It all looks just like an E-Meter until you measure *amount of mental response* to a security or assessment question. The amount of mental response depends on the surface area contact and the circuit.

The history of it is this: In early 1951 Mathison delivered the first pair of mains current meters he had made for me. They responded to body action but I could get no valuable *mental response* on the needle. Jim Elliot and I worked with them and came up with the idea that a bigger electrode was necessary. Jim took two soup tin cans, put battery (crocodile jaw) clips on the leads, and we found that only then could we make these meters work to the *mind*. The soup can made enough skin contact with the pc to let his *thoughts* register as well as his physical tone. The old meters still would not let some pcs on at the bottom and lots of pcs left them at the top, but they were valuable.

At length Mathison refused to build anything that would register thinking, cut back to one-hand electrodes and generally developed his meter beyond any possible use to us and so we parted.

Many years later, after a lot of work, I had Don Breeding design a transistor meter. This, often refined and held on the rails by me, and often derailed by mind-is-matter "improvements" by others, became the modem meter. In England I did a great deal more developmental work and the British Mark IV finally resulted.

There are only five pieces of research I have not myself done in Scientology. One is the effect of vitamins on mental response, done by a New York nurse for us. One is the effect of restimulation on IQ, which I proposed and Don Rogers carried out. One is the basic meter made by Mathison after a lecture by myself. One is the actual circuit of the modern transistor meter done by Don Breeding. And one is the following, which is enormously important because there's a mistake in it.

In England, around 1957, the "mains meter" made by HASI London used aluminium electrodes, small pipes about an inch in diameter. I challenged their use. We used only soup cans on the 1957 American meter. I turned a test project over to the electronics department in D.C. and eventually they reported to me:

"There is no difference of meter response of any kind in using the thin aluminium tubes and American soup cans."

I relaxed about it then and for some years permitted aluminium tubes to be used, despite my original work in the early Mathison mains meter. After all, the experts had said they were okay.

And just two nights ago I found with horror that the aluminium electrodes are at fault !

You yourself can make the test. The same test I made. Take two old *aluminium* electrodes. Put a Kleenex wadded on the end of one for insulation and have a pc hold both in one hand. Now take a known item that gets constant mental response on a meter, such as the pc's goal or terminal or other 3-D item or some hot button. Note that *physical* response of the meter, the rise and fall of the tone arm, the can squeeze all look good. Now say the pc's goal or button and watch the needle. You may not even be able to detect a needle action!

Now have the pc hold the electrodes one in each hand as is usual. Say the pc's goal or button. You will be able to see some instant response.

Now remove the aluminium electrodes and put soup cans on the E-Meter leads. Say the same item to the pc as before.

You will find *three times* as much needle response as with the aluminium electrodes.

If the item gave you one dial division reaction with aluminium electrodes you will get nearly 3 dial divisions of response with soup cans.

So that's that. The moral of the tale is: Use Soup Cans.

Throw away your aluminium electrodes no matter how pretty they are or how nicely they fit.

Put the battery clip type on your E-Meter leads nearest the pc. These are a set of spring jaws with a screw in one end to fasten the wire. The jaws have teeth. The can end is about a third of an inch of teeth. These are simply bitten onto the edge of the soup can. The soup cans can then be snapped off or on, stowed or replaced at will.

The double wire of the lead should be pulled apart about two and a half feet up from the clips so that when the pc stretches, he can hold the cans as much as five feet apart without their becoming unclipped.

These clips can be bought at any dime store in the electrical department. Use the same plug-in jack that goes with the meter and came with the meter. If you buy new wire get a long double plastic-covered wire of *copper*, rather heavy so it won't part invisibly in the meter leads.

And as for the most important part, the soup cans, go down to the store and take a foot rule with you. Find some canned juice or soup with a *paper*, not a painted, label. The can should be exactly 3 inches in diameter and four and a half inches long. That's a very standard can. Don't get them thinner or thicker than this or shorter or larger. Buy four, so you'll have two spares.

Now, at home, use great care and a patent opener and open with a smooth edge. Consume the juice or soup or give it to the poor. In removing the top make sure you leave no rough edge.

Clip the crocodile jaws over the open edge of the can and you've done it.

Those withholds you've been missing will now read. 3-D items are a breeze. Rudiments can be found when out without cranking sensitivity to the moon.

Soup cans give enough skin contact and steadiness of grip to give you mental reaction.

Can squeeze tests are unchanged. But are more reliable.

No meter registry is shifted in any way, regardless of the increased size.

Pcs eat the tin off steel cans so be neat and get new cans often. Old cans get to looking pretty grim and feeling rough. Try new kinds of soup.

Well, it sounds like a fuss or to-do over soup cans.

But it's the difference between withholds found and withholds missed; rudiments in to rudiments out and 3-D items discovered where none seemed to exist before.

I have my own additional moral to the story. If I didn't do the actual research on something, it's liable to be a miss.

So bottoms up with the vegetable juice and onward and upward better meter reads.

L. RON HUBBARD

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Central Orgs

### 3-D RULES OF THUMB

Current practice in finding and running 3-D items, according to data to hand, gives us the following rules of thumb:

1. Get any package you can get that checks out and reads consistently.
2. Orient the pc as to which is term and which is oppterm.
3. Do not try for another package. Assess and run what you've got.
4. The closer to present time and the more downgraded, the more confusion as to which is term or oppterm, as the items grow more identified with each other the later they are on track.
5. Watch early runs with a hawk eye to be sure the PH Scale isn't being brought more alive. The moment the Scale becomes liver on successive level assessments, get off it and re-orient package and look for new comparable level items.
6. Sudden beefing up of the whole PH Scale means *bad assessment*, choosing *wrong* items, not making a mistake in which is term or oppterm.
7. Run the side of the package that gives the pc sharp somatics. Avoid the side that merely makes pc dizzy or feeling fuzzy.
8. When somatics become unchanging and many levels have been run, or when the first item being run as term blows off, reassess.
9. Ignore comparable level. A present time sort of item as term can be run against a back track item as oppterm.
10. In reassessing always upgrade the package, never downgrade. Ignore items of lesser magnitude and later on track than original package. Seek items of larger magnitude earlier on track.
11. By the rule of Prior Confusion, earlier track items run best.
12. Be as careful in orienting a second package as the first, and as alert to the PH Scale coming alive.
13. Assessment becomes easier the more *any* 3-D is run.
14. Attempt to upgrade whenever pc ceases to change for two or three sessions or the black masses will not move.
15. It is easy to choose wrong 3-D items as the packages are so confused. Always be alert to the possibility of having done so. The goal may have been right, the selected terminal slightly off. Goals are more likely to be correct than terminals and oppterminals.
16. Chanting the term's Modifier at the pc, if it is right, can get the package reading again.
17. Item reads don't go nul by running so much as nul by invalidation. Keep invalidation by pc off the package at all times.

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L. RON HUBBARD



## CLEAN HANDS CONGRESS LECTURES

Washington, D.C.

30 December 1961—1 January 1962

L. Ron Hubbard delivered nine hours of lectures to the Clean Hands Congress attendees at the Mayflower Hotel in Washington, D.C.

** 6112C30	CHC-1	Scientology, Where We Are Going
** 6112C30	CHC-2	Auditing Perfection and Classes of Auditors
** 6112C30	CHC-3	Parts of the 3D Package
6112C31	CHC-4	The Goals Problems Mass
** 6112C31	CHC-5	The E-Meter and Its Use
** 6112C31	CHC-6	Havingness, Quality of Reach
6201C01	CHC-7	The Valence, How It Works
6201C01	CHC-8	Goals Package Balance of Valences and Identification
** 6201C01	CHC-9	Effectiveness and Your Effectiveness Now



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*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

**Volume**  
**V**  
**1962-1964**

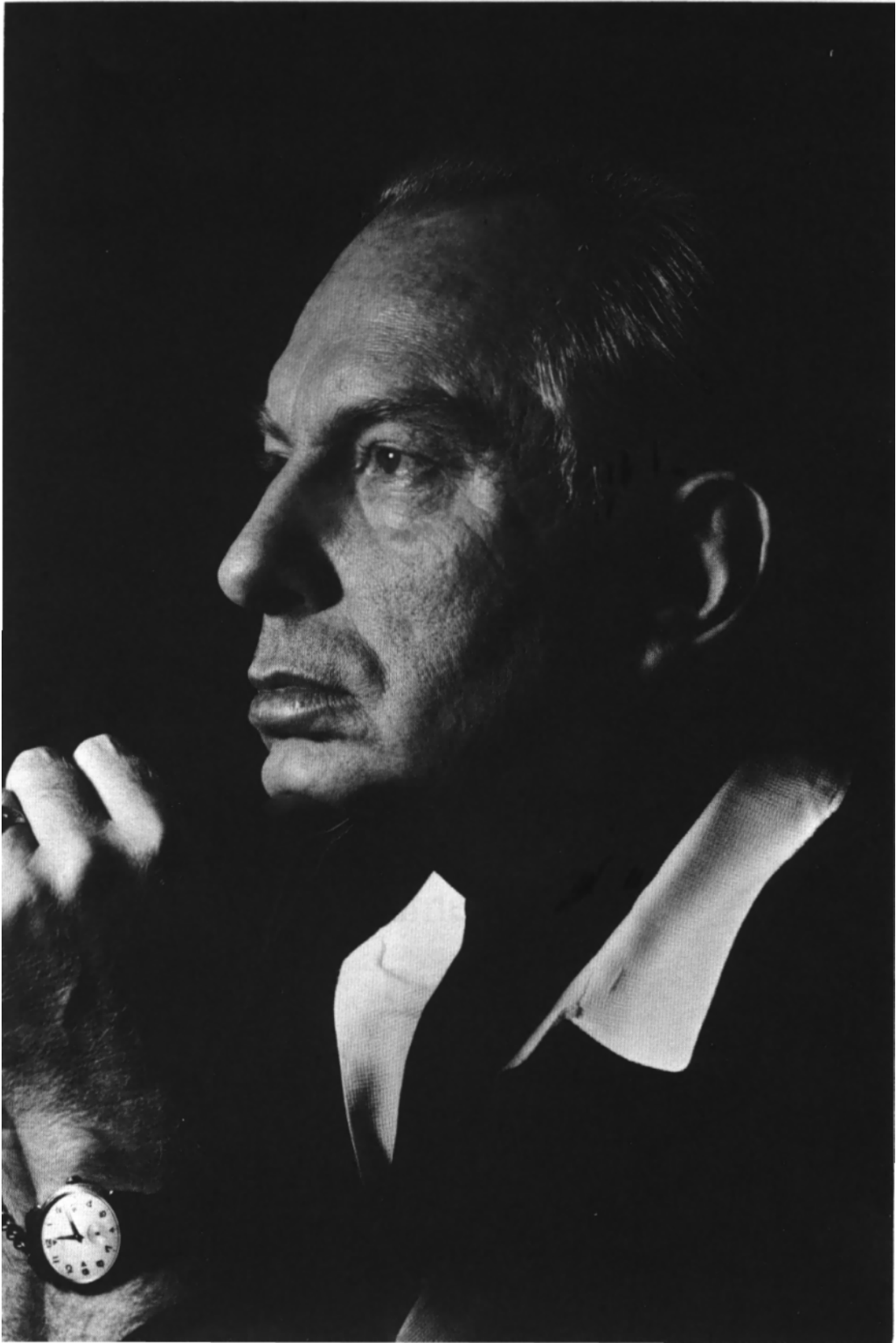
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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
"The work was free.  
Keep it so. "*

**L. RON HUBBARD**



**L. Ron Hubbard**  
*Founder of Dianetics and Scientology*

## EDITORS' NOTE

“A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings.”

—L. Ron Hubbard

The first eight volumes of the *Technical Bulletins of Dianetics and Scientology* contain, exclusively, issues written by L. Ron Hubbard, thus providing a chronological time track of the development of Dianetics and Scientology. Volume IX, The Auditing Series, and Volume X, The Case Supervisor Series, contain Board Technical Bulletins that are part of the series. They are LRH data even though compiled or written by another.

So that the time track of the subject may be studied in its entirety, all HCO Bs have been included, excluding only those upper level materials which will be found on courses to which they apply. If an issue has been revised, replaced, or cancelled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The points at which Ron gave tape recorded lectures have been indicated as they occurred. Where they were given as part of an event or course, information is given on that event or course on the page in the chronological volumes which corresponds to the date. The symbol “\*\*\*” preceding a tape title means that copies are available from both Publications Organizations. A tape preceded by “\*” means that it will soon be available. No asterisk (\*) means that neither Publications Organization nor Flag has a master copy of that lecture. If you have, or know anyone who has, copies of *these* tapes, please contact the Flag Audio Chief, P.O. Box 23751, Tampa, Florida, 33623, U.S.A. The number in the tape title is a code for the date; example: 5505C07—55 = year, 1955; 05 = month, May; C = copy; 07 = day, 7th; 7 May 1955. The abbreviation tells what group the tape is a part of. For an explanation of the abbreviations see Volume X, page 539.

At the back of this volume is a Subject Index covering only the material in this volume. Use the index to locate the LRH source material in context, don't just get data from the index. This index has been combined with indexes from other volumes to form the Cumulative Index which is in Volume X, starting on page 287.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 6 JANUARY 1962

CenOCon  
Franchise

*HCO SECURITY FORM 19*

**LAUDATORY WITHHOLDS**

**Know to Mystery Processing Check**

(A Class II Auditor's Skill)

This is a most interesting and revelatory processing check. It may be done at any time but preferably after the last two pages of the Joburg (Form 3) and Form 6 on old Scientologists and Form HCO B 21 September 1961, Children's Sec Check, on others. Doing this check at once on brand-new people engages their interest and eases the way to more severe checks.

This check is run as follows:

Run 3 questions or 20 minutes of the check. Then run 10 minutes of the pc's havingness process. On any particularly hot trio of this check, go over the three again and again. It will be noticed that the check is divided in sections of 3 questions each for that purpose.

Use the current HCO British E-Meter. Many withholds dc; *not* show on other meters even when their *electrical* responses are the same as the British meter. The *mental* responses are not the same.

**NEVER LEAVE A QUESTION UNFLAT ON ANY PROCESSING (SECURITY) CHECK.** Nul the needle reaction before leaving any question (although an unflat question can be interrupted to run havingness).

Run in Model Session 21 December 1961 or later with Rudiments *IN*. Short session a pc to keep them in when the pc is restive. Do a thorough job on the withhold question in the rudiments even when doing a Processing (Sec) Check.

Use only instant reads. Repeat question exactly as written and see if it is nul before leaving it.

1. Have you ever withheld a vital piece of information?
2. Have you ever made anyone guilty of withholding vital information?
3. Have you ever prevented anyone from making others give vital information?
4. Have you ever withheld looking?
5. Have you ever made anyone guilty of not looking?
6. Have you ever prevented anyone from making others look?
7. Have you ever withheld emotion?
8. Have you ever made anyone guilty of being emotional?
9. Have you ever prevented anyone from making others emotional?



10. Have you ever withheld effort?
11. Have you ever made anyone guilty of using effort?
12. Have you ever prevented anyone from making others use effort?
13. Have you ever withheld thinking?
14. Have you ever made anyone guilty of thinking?
15. Have you ever prevented anyone from making others think?
16. Have you ever withheld symbols (words)?
17. Have you ever made anyone guilty of using symbols (words)?
18. Have you ever prevented anyone from making others use symbols (words)?
19. Have you ever withheld eating?
20. Have you ever made anyone guilty of eating?
21. Have you ever prevented anyone from making others eat?
22. Have you ever withheld sex?
23. Have you ever made anyone guilty of sex?
24. Have you ever prevented anyone from making others have sex?
25. Have you ever withheld a mystery?
26. Have you ever made anyone guilty of a mystery?
27. Have you ever prevented anyone from causing others a mystery?
28. Have you ever withheld waiting?
29. Have you ever made anyone guilty of waiting?
30. Have you ever prevented anyone from making others wait?
31. Have you ever withheld unconsciousness?
32. Have you ever made anyone guilty of unconsciousness?
33. Have you ever prevented anyone from making others unconscious?

34. Have you ever withheld anything?
35. Have you ever made anyone guilty of withholding?
36. Have you ever prevented anyone from telling a withhold?
37. Have you ever withheld security checking?
38. Have you ever made anyone guilty of security checking?
39. Have you ever sought to prevent another from security checking?

-----

The check may be continued using any specific knowledge, any perception, any emotion (see Tone Scale), any version of effort (force, strength), any version of thinking including doubt and suspicion, any version of symbols (including books), any version of sexual actions, any eating or consumption of anything (including money), any version of mystery including stupidity, any version of waiting, and any version of unconsciousness including sleep and chemical or physical means of producing sleep.

By running the general version first and then doing a survey of any pc's announced difficulties along the Know to Mystery Scale and then by putting down these items on the appropriate places in the check, great case gains can be made.

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HCO INFORMATION LETTER OF 9 JANUARY 1962

Sthil Course  
3D List

### 3D CRISS CROSS

To prevent misassessment I have been developing some new methods of obtaining a 3D package. Because goals lists get lost there is need also for ways of getting a 3D package without having the goal.

One of these is to run O/W on self, list the pc's answers and then ask the pc, "Who would you treat like that?" Bleed the meter and nul and you will find an item of the 3D package you can then use, either as criss cross or to get a goal and modifier. This is very workable and useful. It is most useful in 3D Criss Cross.

Further, if a pc blows clear on assessment, you can do the above, find his goal and modifier and get the Goals Problem Mass keyed back in again. The GPM will always key back in by finding the modifier to a goal.

-----

Criss Cross, complete, consists of the following steps:

1. Ask the pc "What kind of person or being haven't you liked?" and make a complete list.
2. Nul the list and locate one item that remains in (or was the last in). (Make sure ruds are in in all nulling.) (There may be more than one item staying in. If so take strongest read.)
3. Ask the pc "What kind of person or being have you liked?" and make a complete list.
4. Nul the list and locate one item as in 2.

The two resulting items are called TEST ITEMS. They are not necessarily 3D package items.

5. Write the item found in 2 at the top of a sheet of paper. Ask the pc "Who or what would oppose (item)?" Make a complete list. (Never suggest any item to a pc ever.) Bleed the meter for all items.
6. Nul this list down to one item (assessment by elimination as always, of course).
7. Write the item found in 4 down at the top of a sheet of paper and proceed as in 5.
8. Nul this list down to one item.
9. Write the item found in 5 at the top of a sheet and proceed as before.
10. Nul the list to one item.
11. Write the item found in 8 at the top of a sheet and proceed as before.
12. Nul down to one item as before.

Continue to do lists and items as in 9, 10, 11 and 12.

BE VERY ACCURATE IN FINDING THE RIGHT ITEM EACH TIME.

The two lists will eventually collide as a solid package. It will not be easy (or perhaps even possible) to find anything else on the case. When this condition is reached, you have 3D package items of high level, capable of being run.

When doing listing and nulling, carefully note whenever an item gave the pc a painful somatic or a dizziness. It will be the painful somatic type of item that is the terminal, the dizzy or “winds of space” item that is the oppterm.

13. Select which is terminal, which is oppterm by usual tests.
14. Find the goal, oppgoal and Modifier for the package.
15. Run with 3D type commands.

When this package is well discharged or blows, do another 3D Criss Cross using the items that were being run in 15 as the starting points for steps 5 on.

You will be rather amazed how much this type of assessment does for the case and how low a level case it can be done upon.

You're welcome.

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SAINT HILL SPECIAL BRIEFING COURSE LECTURES  
9—10 January 1962

\*\* 6201C09      SHSBC-97      Twenty-Ten—3DXX  
\*\* 6201C10      SHSBC-98      Sec Checks—Withholds

**SECURITY CHECKING  
TWENTY-TEN  
THEORY**

All valences are circuits are valences.

Circuits key out with knowingness.

This is the final definition of havingness.

*Havingness is the concept of being able to reach. No-havingness is the concept of not being able to reach.*

A withhold makes one feel he or she cannot reach. Therefore withholds are what cut havingness down and made runs on havingness attain unstable gains. In the presence of withholds havingness sags.

As soon as a withhold is pulled, ability to reach is *potentially* restored but the pc often does not discover this. It requires that havingness be run to get the benefit of having pulled most withholds.

Therefore on these principles, I have developed Twenty-Ten. Providing the following items are observed and the procedure followed exactly, Twenty-Ten will appear to work miracles rapidly.

**REQUISITES**

1. That the auditor is Class II (or Class IIb at Saint Hill).
2. That a British HCO WW Tech Sec approved meter is employed and no other.
3. That the auditor knows how to find the pc's havingness process (36 Havingness processes).
4. That the havingness process is tested for loosening the needle at the beginning of each time used.
5. That standard HCO Policy Letter Form Sec Checks are used. The last two pages of the Joburg and Form 6 for Scientologists, the childhood check and Form 19 for newcomers, the remainder of the Joburg and other checks for all
6. That the procedure of Twenty-Ten is exactly followed.

**TWENTY-TEN  
A Class II Auditor's Skill**

1. Use Model Session HCO B of 21 December 1961 or as amended.
2. For every Twenty Minutes of Security Checking run Ten Minutes of Havingness.

3. If the Security question is not nul when the Twenty Minutes period is ended, say to the pc, "Although there may be withholds remaining on this question, we will now run Havingness."
4. If an unflat question is left to run havingness, return to it after Ten Minutes of havingness and complete it.
5. Run by the clock, not by the state of the question or meter on both security questions and havingness.
6. Be prepared to have to find a new havingness process any time the one being used fails to loosen needle after 8 to 10 commands. Do can squeeze test before first havingness command and after 8 to 10 questions every time havingness process is used.
7. Do not count time employed in finding a havingness process as part of time havingness is to be run.
8. Use "Has a withhold been missed on you?" liberally throughout session. Use it heavily in end rudiments.

-----

### **Application to Goals Problem Mass**

The GPM is often curved out of shape by present life enturbulence to such an extent that only lock valences are available for assessing. This gives "scratchy needle" and also can lead to finding only lock valences.

Lock valences are appended to a real GPM 3-D item. They register and even seem to stay in but are actually impossible to run as 3-D items. An item found by an auditor and then proven incorrect by a checker was usually a lock item. If this happens, even the new item found by the checker may also be a lock item.

To uncover correct 3-D items it is better to run Twenty-Ten and other preparatory processes for 75 to 200 hours before attempting to get a 3-D package.

If the whole GPM keys out, one need only find a goal and MODIFIER to key it in again.

Preparatory time is not wasted as the same or greater amount of time is all used up anyway, at a loss to the pc, if a pc has a twisted GPM with earlier lock circuits abundantly keyed in in present time. In such cases (the majority) the preparatory time would be eaten up in keeping the pc in session, let alone improper items.

-----

Twenty-Ten is urgently recommended for immediate use in all HGCs.

L. RON HUBBARD

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#### **SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

11—16 January 1962

- |            |           |                     |
|------------|-----------|---------------------|
| ** 6201C11 | SHSBC-99  | How to Audit        |
| ** 6201C16 | SHSBC-100 | Nature of Withholds |

Gen Non  
Remimeo  
Qual Hats  
Tech Hats  
Level VI Students  
& Above

## RESPONSIBILITY AGAIN

The common denominator of the Goals Problem Mass is “No Responsibility”. This is the end product that continues any circuit or valence.

This is a deterioration of Pan Determinism over a game into “No responsibility” as follows:

*No Previous or Current Contact* — No responsibility or liability.

*Pan Determinism* — Full responsibility for both sides of game.

*Other Determinism* — No responsibility for other side of game.

*Self Determinism* — Full responsibility for self, no responsibility for other side of game.

*Valence (Circuit)* — No responsibility for the game, for either side of the game or for a former self.

The Goals Problem Mass is made up of past selves or “valences”, each one grouped and more or less in a group.

Therefore, the characteristic of the part (the valence) is the characteristic of the whole, the collection of valences known as the Goals Problem Mass.

-----

The way a being is hung with persistent masses is the mechanism of getting him to believe certain things are undesirable. These, he cannot then have. He can only combat or ignore them. Either way, they are not as-ised. Thus they persist.

Only undesirable characteristics tend to persist. Therefore the least desirable valences or traits of valences persist.

The way not to have is to ignore or combat or withdraw from. These three, ignoring or combatting or withdrawing sum up to no having. They also sum up to no responsibility for such things.

Thus we can define responsibility as the concept of being able to care for, to reach or to be. To be responsible for something one does not actually have to care for it, or reach it or be it. One only needs to believe or know that he has the ability to care for it, reach it or be it. “Care for it” is a broader concept than but similar to start, change or stop it. It includes guard it, help it, like it, be interested in it, etc.

When one has done these things, and then had failures through overts and withholds, one cycles down through compulsive and obsessive care, reach and be and inverts to withdraw from, combat or ignore.

Along with ignore goes forgetting or occlusion. Thus a person has occlusion on past valences and past lives go out of sight. These return to memory only when one has regained the concept that they can be reached, or that one dares be them again or that one can care for them.

Herein is the cause and remedy of whole track occlusion.

-----

There are many uses of these principles.

Sec Checking gets off the overts and withholds and opens the gates.

All chronic somatics and behavior patterns are contained in valences and are not traceable to the current lifetime since one can reach present life, is caring for present life and is being present life, so present life is an area of responsibility.

All real difficulty stems from no responsibility.

However, one can use these principles even on present life with considerable gain.

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Founder

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
17—18 January 1962

\*\* 6201C17      SHSBC-101      Anatomy of 3D GPM  
6201C18      SHSBC-102      3D Criss Cross—GPM



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO INFORMATION LETTER OF 22 JANUARY 1962

Sthil  
CenOCon

**3D CRISS CROSS  
METHOD OF ASSESSMENT**

The proper sequence of action in a 3D Criss Cross Assessment is as follows:

(1) LIST LIST

However the test item of a list is determined, the essence of the first step is to list a list. This can be the list to determine a test item or an opposition list.

There are several LINES in 3D Criss Cross. Each line is derived from a test item and is thereafter continued by opposition items. LINES are lettered. Each line is an independent zig-zag of opposition items. A line can begin by using any terminal established in old Routine 3, 3A or original 3D. Or it can begin by a test item derived from an arbitrary list such as Dislike, Like, Who by O/W, Dynamic Assessment, a Pre-hav level assessment on the pc and Who or what would \_\_\_\_\_, a list of withholds or outflows.

The essence of all this is that one takes a button and pushes it to get a list.

The List is *always* derived from the pc, without suggestion by the auditor. It is the *pc's* list and what happens to it is up to the pc.

The auditor pushes the button and thereafter is an interested writer of a list (while keeping the pc in session).

We do not care how short or how long this list is. The average list is about 25 items. If less than 12, we consider the pc is ARC broke. If more we only know that the "can't reach phenomenon" has set in. In the "can't reach phenomenon" the pc keeps listing because he "can't quite say exactly what it is". This is an actual sensation. The answer is to go on listing until the pc has expressed it to his satisfaction. The phenomenon is: the pc *couldn't* reach the right wording as it is too heavily charged and only by giving more and more items is the charge bled off and then the pc, able to reach it, can say it.

The essence is to get a list as thorough as possible without putting the pc under a strain. Pc must remain interested. Forcing pc to list more and more and more when he's had enough wrecks the value of 3D Criss Cross.

The list should be numbered, should be on legal (foolscap) in two columns. *Readable.* You don't recopy lists.

Date the list, put the pc's name on it, and the full question the pc is being asked to get it at the top of the page. The back side of the paper can be used.

Additional sheets can be used. But if so, name, date and item from which list is coming must be written at the top of second sheets.

Numbering the items has little value but it may be done.

Do not keep pc on meter while listing.

(2) RUN HAVINGNESS

You will see a pc getting dopey or drowsy while listing or nulling. It is good auditing to run the pc's havingness process each time you notice this. Nulling is

accurate even when the pc is anaten, but things blow *much* faster if havingness is run.

After listing (or during listing if, as rarely happens, pc goes drowsy) run some havingness.

Put pc on meter while running havingness. Test havingness process each time used.

### (3) DIFFERENTIATE THE LIST

Assessment in 3D Criss Cross is aimed at straightening up the bank as much as obtaining items.

Lists which won't nul on repetitive assessment by elimination have not been differentiated, or the ruds are out, or the list is incomplete in that the wanted item isn't on it. A 3D item is heavily charged and when mentioned discharges much of the list.

The essence of this Differentiation Step is to read each item to the pc and have pc briefly explain how the item\_\_\_\_\_ (whatever the list came from).

This is done easily and in a friendly and interested fashion. It's the pc's list. The answer that must be ascertained by the auditor is whether the *pc* wants the item left on or taken off the list. This makes the pc look. And it blows charge rapidly.

This step is done with the pc *off* the meter. The atmosphere is easy and pleasant.

When the differentiation is in progress pc may want to add to the list. Let the pc add what he or she likes. Put whatever is added always at the bottom of the list.

Pc is taken off the meter for this step.

### (4) NUL LIST

Put the pc on the meter. Make sure there are no *session* invalidations or withholds (as different from life invalidations and withholds) and begin nulling out the list.

This action is done in a brisk, business-like, staccato fashion. Each item on the list is said exactly three times with only enough pause to see if there is an instant read (about 1/2 second between speaking the item each time). The auditor then acknowledges and says, "It's in" or "It's out." Patter would be, "Tiger, Tiger, Tiger. Thank you. It's in." Mark.

"Cat, Cat, Cat. Thank you. It's out." Mark. No interval between items read except the split second necessary to mark.

Pc is expected to be silent during nulling. One does not consult the pc unless the ruds go out. One answers the pc if the pc originates but then only TR 4. One doesn't enter into discussions with the pc. If ruds go out all will go nul. If this happens, quickly pull *session* invalidations or withholds, and get going with nulling.

If the item clearly reads in any one of the three reads leave it in. If in doubt leave it in.

Nul with sensitivity at 16.

If consecutive items which have heretofore been live vanish, suspect session invalidations and withholds, clear them, and pick up the earliest consecutive X where this might have happened and carry forward with nulling as before.

Treat the list as a wheel. When you arrive at the bottom begin at once at the top.

Use a slash mark / before the item if it is in. Use a cross if the item goes out. If whole list goes bad and you have to re-nul it, use other side of item (to right of item), then use a different coloured ball-point. Black for original and second nulling. Red for third nulling. Green for fourth nulling. A second nulling goes after the item. This code applies only to flubbed lists as a whole—for instance whole list goes nul.

You can be left with two items in a list derived from a *test* item. Use both, but only if they are clearly of opposite character, not the same thing in another form.

At the end of nulling a test item list (first item of a line), you should have one or two live items. If one, put it under the line you're doing on a Line Plot. If two, put one under the line you are doing and use the other for a new line. There are rarely two left on opposition lists.

#### (5) CHECK ITEM

When the item is found, check it out.

Get ruds in, run a bit of havingness.

See if item is still registering. If not get the ruds in better and do so until item reads well.

Now read an already nulled item on the list, then read the found item, then read a nulled item, then the found item.

Do this until you are sure all items on the list except the found item are nul.

If found item goes out, get the ruds in.

-----

When you have found the item and checked it out, put it under its proper Line on the Pc's Line Plot.

The Line Plot is a sheet of white foolscap (legal) with three columns across the top of each side, Line A, Line B, etc, with an indication of how each line was derived (Dislike, Like, Who O/W, Dynamic Assessment, etc).

Every one of these lines is itself. It does not cross over to other lines.

A Line is a list of found 3D items each in opposition to the last item on that Line. The Line is a series of zig-zags, with an item at each zig and at each zag. Any pair, a zig plus a zag, could be a 3D package that would run. We want at least five lines. We want all the items we can get on one line.

Inevitably, sooner or later, all lines will either coincide into a 3D package that will only derive itself when listed or the pc goes to OT by assessment.

There is a basic problem between every pair of items on one line in a Line Plot. Getting the pc to describe that problem helps blow charge.

-----

When listing, differentiating or nulling, every time the pc gets a pain, write "PN" after the item. Every time an item makes a pc feel dizzy or he gets winds of space, write "SEN" after that item. When you finally come to run a package you could tell what is the pc's term (pain) and what is the pc's oppterm (sen) by studying the lists to see what *type* of item consistently gives the pc pain or sensation. Thus no error is made on selecting the terminal or further test needed.

## ERRORS IN ASSESSMENT

The whole action 1 to 5 above is called *Assessment*.

The first error is poor E-Meter skill.

The second error is just lousy, ARC breaky auditing.

The third error is carrying a line by oppters too deep beyond the other lines. Do lines one at a time in rotation. Don't keep oppterming a line on and on and forget the other lines.

Fourth error is failing to note the ruds going out and getting off *session* invalidations and withholds.

Fifth error is not getting a long enough list to include the 3D item you're after.

-----

You can unburden a case of hundreds of found 3D items (thousands of list items). This makes terrific case gains, item by item found. You have never seen such fast case gains as a well done 3D Criss Cross by assessment alone providing the auditing is well done and these steps are followed.

-----

Use only a Mark IV E-Meter. The others don't register well enough to detect 3D Criss Cross reads.

-----

Chanting a Modifier is not done in 3D Criss Cross.

-----

Don't let anybody not a Class II even attempt to learn 3D Criss Cross.

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### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 23 - 25 January 1962

- \*\* 6201C23 SHSBC-103 Basics of Auditing
- \*\* 6201C24 SHSBC-104 Training—Duplication
- \*\* 6201C25 SHSBC-105 Whole Track

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 JANUARY 1962

Franchise  
Sthil

**FLOW PROCESS**

(A Class I or Class IIb Skill)

First mentioned at the June Congress 1952 at 1407 North Central, Phoenix, Arizona (the first Scientology Congress), compulsive outflow and obsessive withhold are alike aberrated.

With the advent of Security Checking as a *process* (as opposed to a prevention of subversion) and the 1960 work on overt-withhold and responsibility, still continuing, means of “cracking cases” now lie open to the skilled auditor which, if expertly done, are capable of cracking the most resistant case.

The main emphasis has been lately upon withholds. These, coming after the confusion of an overt, of course hang up on the track and tend to stop the pc in time. The overt is the forward motion, the withhold coming after it is the inward motion.

While not ranking with the power of the O/W mechanism, there are, however, some very important flows which could be released and which, if released from the bank, could assist Security Checking. These are “laudable outflows” and some others.

The most important flows can be listed as follows:

1. Outflow.
2. Restrained Outflow.
3. Inflow.
4. Restrained Inflow.

All ridges and masses develop around these flows.

You recognize in 1, Outflow, the overt act, as its most important item. In 2, Restrained Outflow, you recognize all withholds. In 3, Inflow, we have a less well studied flow and in 4, Restrained Inflow, we have a newcomer to Scientology.

In that we have heretofore considered Inflow as Other-Determined it has not seemed aberrative on the basis that all acts that influence a thetan are done by himself.

But Inflow and Restrained Inflow can be Self-Determined Actions, as well as Other-Determined and therefore merit study.

Thus all four principal flows can be Self-Determined or they can be Other Determined. Thus all four flows can be aberrative.

In an effort to speed up Security Checking as class of processes, I am now studying 3. Inflow and 4. Restrained Inflow.

An example of Inflow would be Eating. An example of Restrained Inflow would be Dieting.

A general process which covers all four of these flows in the most general form would be:

*FLOW PROCESS*

WHAT HAD TO BE OUTFLOWED?

WHAT HAD TO BE WITHHELD?

WHAT HAD TO BE INFLOWED?

WHAT HAD TO BE HELD OFF?

This process is a safe process for a Class IIb or an auditor in training to run on HGC pcs or others.

It is a cyclic process and is ended with the cyclic wording in Model Session.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

30 January—1 February 1962

** 6201C30	SHSBC-106	In-sessionness
** 6201C31	SHSBC-107	Usages of 3DXX
** 6202C01	SHSBC-108	Flows

Franchise

### FLOWS, BASIC

A flow is a progress of energy between two points. The points may have masses. The points are fixed and the fixedness of the points and their opposition produce the phenomena of flows.

There are two flows, when viewed from one point.

- (a) Outflow.
- (b) Inflow.

These flows are modified by being accelerated and restrained.

The acceleration and restraint as applied by a thetan can be classified by many attitudes. The basic attitudes are covered in the CDEI Scale—Curiosity, Desire, Enforce, Inhibit.

For purposes of processing these attitudes become

- 1. Permissible.
- 2. Enforced.
- 3. Prohibited.
- 4. Inhibited.

This scale inverts from outflow to inflow so that you have

PERMISSIBLE  
ENFORCED  
PROHIBITED  
INHIBITED  
INHIBITED  
PROHIBITED  
ENFORCED  
PERMISSIBLE.

This gives us eight attitudes toward flows. We have two flows, Inflow and Outflow and so there are then sixteen Basic Flows that affect a case strongly. As we add brackets (another for another, self for others, etc) we get additional flows, of course. But these sixteen are basic.

Since it is an *inversion*, expressed in the same way above and below Inhibited, we can list flows for processes, rudiments, assessments, sec checks and other purposes as *eight*, remembering we have an inversion that will occur in the processing, but the lower and upper harmonic covered by the same words.

For all general purposes, these then are the listed flows that are actually used by the auditor in lists, commands, etc.

PERMISSIBLE OUTFLOW.  
PERMISSIBLE INFLOW.  
ENFORCED OUTFLOW.  
ENFORCED INFLOW.  
PROHIBITED OUTFLOW.  
PROHIBITED INFLOW.  
INHIBITED OUTFLOW.  
INHIBITED INFLOW.

If you wish to “see” this better, make a point on a piece of paper and draw the flows. Or audit them or get audited on them.

The basic aberration is *withheld* flow and all of these flows in a session are aberrative only if the pc is withholding telling the auditor about the flow.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO INFORMATION LETTER OF 1 FEBRUARY 1962

All Auditors doing  
3DXX

**3D CRISS CROSS  
ASSESSMENT TIPS**

LISTING: To get a list to Differentiate and Nul rapidly, the list must be *complete*.

It is assumed there will be one or more heavily charged items on a list. Unless this charge is blown, a SCRATCHY NEEDLE, DISINTEREST IN DIFFERENTIATION and HARD NULLING may result. The bulk of the list consists, not of errors, but of LOCK VALENCES. When the lock valences are off the top of the Item, the pc can state the item.

There is a phenomenon here wherein the pc "can't quite say it", "can't reach it", "hasn't said it right .. " "All this adds to an actual feeling of distance from the item, or wrongness. It is a feeling. It has flows connected with it. So long as the pc has this *feeling* of not quite right, the list does *not* contain the actual item. And if it does not, then disinterest in Differentiation, hard nulling and scratchy needle may result.

The answer to this phenomenon (call it Incompleteness) is to get more items listed. Do *not* let the pc just sit and comm lag and reject wordings. Take them all down. Every one rejected is really a lock valence, so get it down on the list. Keep the pc giving items, "trying to phrase it right". And put down whatever pc says.

If pc is on meter during listing, you'll see a heavy fall when the item comes on.

Don't consider a list complete until the pc can answer an unequivocal "Yes" to this question: "Are you sure that you've stated the correct item yet?" or "Are you satisfied we've got all the things that would \_\_\_\_\_?" or "Have you phrased the item to your complete satisfaction?"

This is the complete list. It is better to complete a list by questioning the pc about its completeness than by bleeding meter, as an unskilled auditor can get a read on ARC Break and keep asking for items each time he gets the ARC Break read caused by asking for items.

A poor list can be caused by:

1. Line being started is of no possible interest to pc. (True only of the start of a line and for the question being used to get a line.)
2. A dissatisfaction on the part of the pc as to having stated the item correctly.

**METHODS FOR LINES**

The best ways to start a line in order of workability are:

1. Assessment of the 8 flows for the pc's chronic flow and use it for a line "Who, what would (flow)". This can be done over and over, getting one flow, then another, each time by assessment of remaining flows.



2. Assessment of Pre-Hav Scale on “You” for a level and getting items for that PH Level. (Aux PH Scale.) Listing “Who—what would\_\_\_\_\_” or appropriate wording. Then doing new PH assessment for next line.
3. A Problems Intensive to locate chronic problems, etc, and listing “Who—what would oppose \_\_\_\_\_”.
4. Dynamic Assessment.  
Finding Dynamic, listing “Who or what would represent (dynamic)”.  
Finding new Dynamic when first items found.
5. The direct question, “What do you really consider is wrong with you?” or “What are you being audited to change?” (Best for new HGC pcs on their *first* intensive.)
6. Assessing whole Know-to-Mystery Scale for most reaction. Then “Who or what would\_\_\_\_\_?”
7. Arbitrary selection, dislike, like, first dynamic o/w, etc.

-----

### DIFFERENTIATION

There is no pat wound-up doll question for Differentiation. The more the wound-up doll repetitive question approach is used the less good the pc gets out of Differentiation.

In Differentiation of a list, we want the pc to:

1. Look.
2. Decide if item belongs or doesn't.
3. What the item named is in relation to the item the list came from.

To do Differentiation, the pc must be in session.

Differentiation *blows* the lock valences. A pc with ruds out blows nothing. Therefore, there is no substitute for ruds in and pc in session.

Auditors who interpret this on their own flow patterns, think In session means different types of flow from pc. It's just “Willing and able to talk to the auditor”. And “Interested in own case”.

An auditor who's interested in the pc is also interested in the list. Stiff, rugged, mechanical formality and Differentiation just don't go together.

During Differentiation remove any item from the list that the pc says to remove, add any new item pc wants added.

Don't suggest any item to pc ever or suggest the removal of an item.

-----

Nulling and Checking are covered earlier.

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HCO INFORMATION LETTER OF 3 FEBRUARY 1962

All Sthil Students

**3DXX FLOWS ASSESSMENT**

Assess the following by elimination (as in nulling).

List "Who or what would (line found)". Complete list. (Continue listing until pc knows he's said it.) Find item by usual steps.

Do whole operation twice for two items. Both go on same line.

All items on a flow line are done by assessing flows not by oppterming as in other lines. You can continue to repeat the same operation for item after item:

PERMISSIBLE OUTFLOW  
ENFORCED OUTFLOW  
PROHIBITED OUTFLOW  
INHIBITED OUTFLOW  
PERMISSIBLE INFLOW  
ENFORCED INFLOW  
PROHIBITED INFLOW  
INHIBITED INFLOW

PERMISSIBLE OUTFLOW FROM SELF  
ENFORCED OUTFLOW FROM SELF  
PROHIBITED OUTFLOW FROM SELF  
INHIBITED OUTFLOW FROM SELF  
PERMISSIBLE INFLOW ON SELF  
ENFORCED INFLOW ON SELF  
PROHIBITED INFLOW ON SELF  
INHIBITED INFLOW ON SELF

PERMISSIBLE OUTFLOW FROM ANOTHER  
ENFORCED OUTFLOW FROM ANOTHER  
PROHIBITED OUTFLOW FROM ANOTHER  
INHIBITED OUTFLOW FROM ANOTHER  
PERMISSIBLE INFLOW ON ANOTHER  
ENFORCED INFLOW ON ANOTHER  
PROHIBITED INFLOW ON ANOTHER  
INHIBITED INFLOW ON ANOTHER

PERMISSIBLE OUTFLOW FROM OTHERS  
ENFORCED OUTFLOW FROM OTHERS  
PROHIBITED OUTFLOW FROM OTHERS  
INHIBITED OUTFLOW FROM OTHERS  
PERMISSIBLE INFLOW TO OTHERS  
ENFORCED INFLOW TO OTHERS  
PROHIBITED INFLOW TO OTHERS  
INHIBITED INFLOW TO OTHERS

There are thirty-two flows on a flows assessment for sec checks, or 3DXX.

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HCO BULLETIN OF 8 FEBRUARY 1962

Franchise

*URGENT*

**MISSED WITHHOLDS**

The one item Scientologists everywhere must get an even greater reality on is MISSED WITHHOLDS and the upsets they cause.

EVERY upset with Central Orgs, Field Auditors, pcs, the lot, is traceable to one or more MISSED WITHHOLDS.

Every ARC Breaky pc is ARC Breaky because of a Missed Withhold. Every dissatisfied pc is dissatisfied because of MISSED WITHHOLDS.

We've got to get a flaming reality on this.

**WHAT IS A MISSED WITHHOLD?**

A missed withhold is not just a withhold. Please burn that into the stone walls. A Missed Withhold is a withhold that existed, *could have been picked up* and was MISSED.

The mechanics of this are given in the Saint Hill Special Briefing Course Lecture of 1 February 1962.

The fact of it is stated in the Congress Lectures of the D.C. Congress of December 30-31, Jan. 1, 1962.

Since that Congress even more data has accumulated. That data is large, voluminous and overwhelming.

The person with complaints has MISSED WITHHOLDS. The person with enttheta has MISSED WITHHOLDS. You don't need policies and diplomacy to handle these people. Policy and diplomacy will fail. You need expert auditing skill and a British Mark IV meter and the person on the cans and that person's MISSED WITHHOLDS.

A MISSED WITHHOLD is a withhold that existed, was tapped and was not pulled. Hell hath no screams like a withhold scorned.

A MISSED WITHHOLD programme would not be one where an auditor pulls a pc's withholds. A MISSED WITHHOLD programme would be where the auditor searched for and found when and where withholds had been available but had been MISSED.

The withhold need not have been asked for. It merely need have been available. And if it was not pulled, thereafter you have a nattery, combative, ARC Breaky or enttheta inclined person.

THIS is the only dangerous point in auditing. This is the only thing which makes an occasional error in the phrase, "Any auditing is better than no auditing." That line is true with one exception. If a withhold were available but was missed, thereafter you have a bashed-up case.

## HOW TO AUDIT IT

In picking up *Missed Withholds* you don't ask for withholds, you ask for missed withholds.

Sample question:

“What withhold was missed on you?”

The auditor then proceeds to find out what it was and who missed it. And the Mark IV needle is cleaned of reaction at Sensitivity 16 on every such question.

Gone is the excuse “She doesn't register on the meter.” That's true of old meters, not the British Mark IV.

And if the pc considers it no overt, and can't conceive of overts, you still have “didn't know”. Example: “What didn't an auditor know in an auditing session?”

### SAMPLE MISSED WITHHOLD SESSION

Ask pc if anyone has ever missed a withhold on him (her) in an auditing session. Clean it. Get all reactions off the needle at Sensitivity 16.

Then locate first auditing session pc had. Flatten “What didn't that auditor know?” “What didn't that auditor know about you?”

For good measure get the ruds in for that first session. In auditing an auditor, also do the same thing for his or her first pc.

Then pick up any stuck session. Treat it exactly the same way. (If you scan the pc through all his auditing ever from the cleaned first session to present time, the pc will stick in a session somewhere. Treat that session the same as the first session. You can scan again and again, finding the stuck sessions and get the withholds off in that session and the ruds in as above.)

Clean up all sessions you can find. And get what the auditor didn't know, what the auditor didn't know about the pc, and for good measure, get in the other ruds.

Cleaning up an old session will suddenly give you all the latent gain in that session. It's worth having!

This can be extended to “What didn't the org know about you?” for those who've had trouble with it.

And it can be extended to any life area where the pc has had trouble.

### SUMMARY

If you clean up as above withholds that have been missed on any pc or person, you will have any case flying.

This then is not just emergency data for use on flubbed intensives. It is vital technology that can do wonders for cases.

**ON ANY CASE THAT HAS BEEN AUDITED A PART OF AN INTENSIVE, BEFORE GOING ON THE AUDITOR SHOULD SPEND SOME TIME LOCATING WITHHOLDS HE OR SHE MIGHT HAVE MISSED ON THAT PC.**

Any pc that is ending a week's auditing should be carefully checked over for withholds that might have been missed.

Any pc that is ending his or her intensives should be most carefully checked out for missed withholds. This makes sudden auditing gains.

Any case not up to recognizing overts will respond to “didn’t know about you” when the case doesn’t respond to “withhold”.

Any student should be checked weekly for missed withholds.

Any person who is giving an auditor, the field, the Organization, a course or Scientology any trouble should be gotten hold of and checked for missed withholds.

It is provenly true on five continents that *any* other meter reaches only occasionally below the level of consciousness and the British Mark IV reaches deeply and well. It is dangerous to audit without a meter because then you really miss withholds. It is dangerous to audit without knowing how to really use a meter because of missing withholds. It is dangerous to audit with any other meter than a British Mark IV. It is SAFE to audit if you can run a meter and if you use a British Mark IV and if you pull all the withholds and missed withholds.

EVERY blow-up you ever had with a pc was due ENTIRELY to having missed a withhold whether you were using a meter or not, whether you were asking for withholds or not.

Just try it out the next time a pc gets upset and you’ll see that I speak the usual sooth.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
2—8 February 1962

- |            |            |                  |
|------------|------------|------------------|
| ** 6202C06 | SHSBC- 111 | Withholds        |
| ** 6202C07 | SHSBC- 112 | Missed Withholds |
| ** 6202C08 | SHSBC- 109 | 3DXX Assessment  |

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CenOCon

### HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS

I have finally reduced clearing withholds to a rote formula which contains all the basic elements necessary to obtain a high case gain without missing any withholds.

These steps now become THE way to clear a withhold or missed withhold.

#### AUDITOR OBJECTIVE

The auditor's object is to get the pc to look so that the pc can tell the auditor.

The auditor's objective is *not* to get the pc to tell the auditor. If the pc is *in session* the pc will talk to the auditor. If the pc is not in session, the pc won't tell the auditor a withhold. I *never* have any trouble getting the pc to tell me a withhold. I sometimes have trouble getting the pc to *find out* about a withhold so the pc can tell it to me. If the pc will not tell the auditor a withhold (and the pc knows it) the remedy is rudiments. I always assume, and correctly, that if the pc knows about it the pc will tell me. My job is to get the pc to find out so the pc has something to tell me. The chief auditor blunder in pulling withholds stems from the auditor assuming the pc already knows when the pc does not.

If used exactly, this system will let the pc find out and let the pc get all the charge off of a withhold as well as tell the auditor all about it.

Missing a withhold or not getting all of it is the *sole source* of ARC break.

Get a reality on this now. All trouble you have or have ever had or will ever have with ARC breaky pcs stems only and wholly from having restimulated a withhold and yet having failed to pull it. The pc never forgives this. This system steers you around the rock of missed withholds and their bombastic consequences.

#### WITHHOLD SYSTEM

This system has five parts:

0. The Difficulty being handled.
1. What the withhold is.
2. When the withhold occurred.
3. All of the withhold.
4. Who should have known about it.

Numbers (2) (3) and (4) are repeated over and over, each time testing (1) until (1) no longer reacts.

(2) (3) and (4) clear (1). (1) straightens out *in part* (0).

(0) is cleaned up by finding many (1)'s and (1) is straightened up by running (2) (3) and (4) many times.

These steps are called (0) Difficulty, (1) What (2) When (3) All (4) Who. The auditor must memorize these as What, When, All and Who. The order is never varied. The questions are asked one after the other. None of them are repetitive questions.

#### USE A MARK IV

The whole operation is done on a Mark IV. Use no other meter as other meters may read right electronically without reading *mental* reactions well enough.

Do this whole system and all questions at sensitivity 16.

## THE QUESTIONS

0. The suitable question concerning the Difficulty the pc is having. Meter reads.
1. What. "What are you withholding about .....?" (the Difficulty) (or as given in future issues).  
Meter reads. Pc answers with a w/h, large or small.
2. When. "When did that occur?" or "When did that happen?" or "What was the time of that?"  
Meter reads. Auditor can date in a generality or precisely on meter. A generality is best at first, a precise dating on the meter is used later in this sequence on the same w/h.
3. All. "Is that all of that?" Meter reads. Pc answers.
4. Who. "Who should have known about that?" or "Who didn't find out about that?" Meter reads. Pc answers.

Now test (1) with the same question that got a read the first time. (The question for (1) is never varied on the same w/h.)

If needle still reads ask (2) again, then (3), then (4), getting as much data as possible on each. Then test (1) again. (1) is only *tested*, never worked over except by using (2), (3) and (4).

Continue this rotation until (1) clears on needle and thus no longer reacts on a test.

Treat every withhold you find (or have found) in this fashion always.

## SUMMARY

You are looking at a preview of PREPARATORY TO CLEARING. "Prepclearing" for short. Abandon all further reference to security checking or sec checking. The task of the auditor in Prepclearing is to prepare a pc's rudiments so that they *can't* go out during 3D Criss Cross.

The value of Prepclearing in case gain, is greater than any previous Class I or Class II auditing.

We have just risen well above Security Checking in ease of auditing and in case gains.

You will shortly have the ten Prepclearing lists which give you the (0) and (1) questions. Meanwhile, treat every withhold you find in the above fashion for the sake of the preclear, for your sake as an auditor and for the sake of the good name of Scientology.

(Note: To practise with this system, take a withhold a pc has given several times to you or you and other auditors. Treat the question that originally got it as (1) and clean it as above in this system. You will be amazed.)

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## SAINT HILL SPECIAL BRIEFING COURSE LECTURE

13 February 1962

\*\* 6202C13 SHSBC-110 Prep Clearing

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 13 FEBRUARY 1962

Sthil

**3D CRISS CROSS ITEMS**

All items found by 3D Criss Cross must be checked out for consistent read by an Instructor before being placed on a pc's Line Plot.

The item must be checked out by the pc's auditor first as usual before being checked out by an Instructor.

An Instructor is only to see if Item reads consistently on meter and to instruct student appropriately if it does not. The Instructor is not to find the correct item but direct that it be found.

Completeness of list is not to be otherwise checked or checked separately.

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HCO BULLETIN OF 15 FEBRUARY 1962

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Co-audit Centres

**CO-AUDIT & MISSED WITHHOLDS**

It could be that Co-Audit falls off because of missed withholds.

Drop at once any general O/W on the Co-Audit or *any* effort to pull withholds except by an Instructor.

This should improve Co-Audit attendance.

Use the old Comm process or responsibility process or any other Co-Audit instead.

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** 6202C14	SHSBC-117	Directing Attention
** 6202C15	SHSBC-118	Prepchecking
** 6202C20	SHSBC-113	What Is a Withhold?
** 6202C21	SHSBC-114	Use of Prepchecking



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**WITHHOLDS, MISSED  
AND PARTIAL**

I don't know exactly how to get this across to you except to ask you to be brave, squint up your eyes and plunge.

I don't appeal to reason. Only to faith at the moment. When you have a reality on this, nothing will shake it and you'll no longer fail cases or fail in life. But, at the moment, it may not seem reasonable. So just try it, do it well and day will dawn at last.

What are these natterings, upsets, ARC breaks, critical tirades, lost PE members, ineffective motions? *They are restimulated but missed or partially missed withholds.* If I could just teach you that and get you to get a good reality on that in your own auditing, your activities would become smooth beyond belief.

-----

It is true that ARC breaks, present time problems and withholds all keep a session from occurring. And we must watch them and clear them.

But behind all these is another button, applicable to each, which resolves each one. And that button is the restimulated but missed or partially missed withhold.

-----

Life itself has imposed this button on us. It did not come into being with security checking.

If you know about people or are supposed to know about people, *then* these people expect, unreasonably, that you know *them* through and through.

Real knowledge to the average person is only this: a knowledge of his or her withholds! That, horribly enough, is the high tide of knowledge for the man in the street. If you know his withholds, if you know his crimes and acts, then you are *smart*. If you know his future you are moderately wise. And so we are persuaded towards mind reading and fortune telling.

All wisdom has this trap for those who would be wise.

Egocentric man believes all wisdom is wound up in knowing his misdemeanors.

IF any wise man represents himself as wise and fails to discover what a person has done, that person goes into an antagonism or other misemotion toward the wise man. So they hang those who restimulate and yet who do not find out about their withholds.

This is an incredible piece of craziness. But it is observably true.

This is the WILD ANIMAL REACTION that makes Man a cousin to the beasts.

A good auditor can understand this. A bad one will stay afraid of it and won't use it.

-----

The end rudiment for withholds for any session should be worded, "Have I missed a withhold on you?"

-----

Any ARC broke pc should be asked, "What withhold have I missed on you?" Or, "What have I failed to find out about you?" Or, "What should I have known about you?"

-----

An auditor who sec checks but cannot read a meter is dangerous because he or she will miss withholds and the pc may become very upset.

-----

Use this as a stable datum: If the person is upset, somebody failed to find out what that person was sure they would find out.

-----

A missed withhold is a should have known.

-----

The only reason anyone has ever left Scientology is because people failed to find out about them.

-----

This is valuable data. Get a reality on it.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
22—27 February 1962

- \*\* 6202C22 SHSBC-119 Prepclearing and Rudiments
- \*\* 6202C27 SHSBC-115 Prepchecking
- \*\* 6202C27 SHSBC-116 Auditor's Code

Franchise

## PREPCHECKING

(A Class II Skill)

A new way of cleaning up a case in order to run Routine 3D Criss Cross has suddenly emerged as more powerful in obtaining case gains than any previous process in Scientology.

I developed Prepchecking in order to get around an auditor's difficulty in "varying the question" in pulling withholds. Auditors had a hard time doing this, hence Prepchecking.

But Prepchecking became quickly more important than a "rote procedure for Sec Checking". The potentiality in really cleaning up a case's withholds is Mest Clear! If, of course, done by Prepchecking.

Any goal Freud ever had is *easily* achieved by Prepchecking in a relatively few hours if done by a thoroughly trained Class IV auditor. Goals Freud never dreamed of rise beyond that point.

In Prepchecking one uses the Withhold System, HCO Bulletin of February 12, 1962. But Prepchecking has *exact* targets and exact procedure.

In Prepchecking one uses the rudiment questions one at a time as the body of Model Session. Havingness, however, is taken up last as a Prepcheck question.

-----

The target of a Prepcheck question is a chain of withholds.

A withhold chain behaves exactly like any chain. The bottom of the chain is the *basic*. The withholds on the chain will stay partially alive, even when covered, until the basic (first) withhold on the chain is fully recovered. Then the entire chain goes nul.

The definition of a Chain is: A series of incidents of similar nature or similar subject matter. (See *Dianetics: The Modern Science of Mental Health*.)

The first incident of any chain is fully or partially unknown to the person.

-----

## THE MECHANICS OF PREPCHECKING

One uses the whole subject to be cleared as the *zero* question. Sub zero questions are marked 0A.

Each 0A has a Number One question which is taken from a withhold given on asking the 0A question.

The Number One question is worked with the When All Who of the Withhold question until it either disappears or obviously won't clear easily. Many withholds may be given relating to Number One. If it doesn't clear, one steers earlier by asking Number 1A, text taken from the withholds given in Number One. If 1A's *What* question doesn't clear on the meter after several withholds and When All Who is used liberally on each, one asks Question Number 1B.

Continuing What questions are asked and worked with the Withhold System, until the earliest incident of the chain is found and cleaned up. This should clear the whole chain.

One then reworks all the previous What questions on the Zero A Chain and leaves Zero A when all the previous Whats are clear.

One can clean some of the What questions, find a new branch and ask more What questions.

-----  
ADMINISTRATION

The auditor writes down only what the auditor says (the Zero and What questions) plus any cognitions of the pc he cares to write.

He doesn't do a steno record of what the pc says, only the Zeros and Whats the auditor asks.

-----  
THE MAGIC PHRASE

The magic question is "Is there any incident like that earlier?" Or any version of it.

The pc's attention tends to stick near present time.

The auditor must press the pc gradually back down the Chain to basic, cleaning up what he can as he goes, realizing, if the Chain is long and hot, that it won't clean until basic is reached.

The pc, on a charged chain, cannot go earlier until charge is moved off it by using the withhold system on each withhold the pc gives, (When All Who, test What. If What still charged on meter, another When All Who).

Basic is sometimes wholly unknown to pc, sometimes known only as a picture.

Unknown parts exist throughout the chain.

-----  
Sample:

- 0. Are you willing to talk to me about your difficulties?
- 0A. Have you ever done anything to an organization? (Zero A found by Dynamic Assessment.)
- 1. What about being jealous of a leader?  
(1. Question found from a withhold given by pc in response to the Zero A being asked, "I was jealous of my lodge president." This is enlarged at once by auditor to be more general.)

Several withholds come off, all about leaders, each withhold well worked by the When All Who of the withhold system.

Then the 1 is still alive but pc gives a withhold about stealing money from an organization. This is a new *type* of withhold, but is *similar* on the chain as it's still about organizations.

1A. What about stealing money from an organization? (Question 1A derived by pc's given withhold.)

This 1A is worked by the Withhold System until pc gives a withhold still on organizations but having to do with wrecking a car belonging to a company.

1B. What about damaging organization property? Etc. Etc.

When the first overt is found and fully revealed by the When All Who of the Withhold System (maybe 1F) then 1F will clear fully as a *What* question. One then reworks the 1E, 1D, 1C, 1B, 1A and one. The auditor may clean 1E, 1D and find a new

series on the same chain, giving him a new 1E and 1D after which all Whats including the Number One will go clean if worked a bit more. This up and down may happen more than once. This ends the chain labelled in Zero A as Organizations, providing Zero A is now nul.

-----  
CONTROL PC'S ATTENTION

Work only one subject at a time. Keep pc on the subject of the chain.

Try not to start new chains when old Zero A's exist uncleared.

Start new Zero A's only when an old Zero A is cleared fully.

-----  
The pc is doing well only when you have TA action. Complete chains started always but choose those that will give TA action during Prepchecking.

-----  
DON'T USE O/W

Use no version of withholds to clean up rudiments for a Prepcheck session. You'll find yourself steered off yesterday's Zero A. Use only old non O/W processes to clean rudiments in a Prepcheck session. For withhold rud, add "Since last session".

-----  
HOW TO DERIVE ZEROS

The modern Model Session Rudiments are the Zeros in all cases.

-----  
HOW TO DERIVE ZERO A's

Derive Zero A's as follows:

For "Are you willing, etc" do a Dynamic Assessment on pc and use its results. When this is cleared, do another Dynamic Assessment. Etc. Finally pc will talk to auditor about anything.

-----  
For Withhold rudiment, use the Joburg and (on a Scientologist) Form 6A as 0A questions.

-----  
For Present Time Problem use the whole of the Problems Intensive HCO Bulletin of November 9, 1961.

-----  
For Half Truth use "Have you ever told a half truth?"

For Untruth, use "Have you ever told a lie?"

For Impress Anyone use "Have you ever tried to impress anyone?"

For Damage use "Have you ever damaged anyone?"

-----  
For Meter, use itself.

For Withholds, use "What withhold have you only partially revealed?"

-----  
For Goals use "Have you ever set impossible goals for anyone?"

For Gains, use "Have you ever propitiated anyone?"

For Orders and Commands, use "Have you ever made anyone obey?"

-----

The purpose of Prepchecking is to set up a pc's rudiments so they will stay in during further clearing of the bank.

-----

If a pc goes back track and out of this lifetime, let him or her go back track using the same system. Don't persuade pc to go back track.

-----

Asking the *What* question is the most skilled action of Prepcheck. The rule is as follows:

The *What* question must ask about the part of the withhold most dangerous to the pc's survival, and must not be too broad to miss the chain or too narrow to get only that one withhold. The supposition is that the pc has done similar things; the *What* question must also be capable of getting these.

There is only one exception to converting the pc's withhold to a *What* question directly.

If the pc does one of four things, the auditor asks a *What* question directly relating to the subject mentioned by the pc.

These four things are:

Pc gives Somebody else's withhold, gives a *MOTIVATOR*, gives a *CRITICISM* of someone or an *EXPLANATION*, then Auditor gives a *What* question, in each case, as follows: "What have you done to (subject mentioned by pc)?"

-----

Learning to Prepcheck is like learning to ride a bicycle. All of a sudden you can ride it.

Prepchecking gives high pc gains when done well, higher than any previous process.

-----

The auditor expects the pc to talk to him. The auditor does not prevent the pc from giving up withholds. Pcs, unlike in Sec Checking, talk glibly and easily while being Prepchecked.

-----

The only middle ruds you use are (frequently) "Have I missed a withhold on you?" and the half truth, etc, end rud question.

Use "Have I missed a withhold on you?" in the end rudiments rather than "Are you withholding anything?" while Prepchecking.

-----

There are some tapes extant on Prepcheck Sessions I have given.

Good hunting.

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[This HCO B is corrected by HCO B 24 June 1962, *Prepchecking*, page 88.]

\*\* 6203C01 SHSBC- 120 Model Session I

\*\* 6203C01 SHSBC-121 Model Session II.

HCO BULLETIN OF 8 MARCH 1962

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### THE BAD "AUDITOR"

It is time we spent time on improving auditing skill.

We have the technology. We can make clears and OTs with it as you will find out. Our only remaining problem is getting it applied skillfully.

This is why I started the Saint Hill Special Briefing Course. The extremely high calibre of auditor we are turning out is causing gasps of amazement whenever these fine graduates return into an area. We are not trying for cases at Saint Hill. I can always make clears. We are trying for skilled auditors. But we are getting there on cases, too, faster than anywhere else on the average.

This training has been almost a year in progress. I have learned much about training that is of great benefit to all of us, without at the same time skimping the training of the Saint Hill student.

Looking over incoming students I find we have, roughly, two general categories of auditor, with many shades of grey between:

1. The natural auditor.
2. The dangerous auditor.

The natural auditor ties right into it and does a workmanlike job. He or she gets lots of bulletin and tape passes in ratio to flunks, absorbs data well and gets it into practice, does a passable job on a pc even at the start of training, and improves casewise rapidly under the skilled training and auditing at Saint Hill. This is true of the clears and releases that come on course as well as those who have had much less case gains prior to this training. These, the natural auditors, make up more than half the incoming students.

The other category we will call the "dangerous auditor". The severe examples of this category make up about 20% of the incoming students and are very detectable. In shades of grey the other 30% are also, at the start, to be placed in the category of "dangerous auditor unless tightly supervised".

At Saint Hill, with few exceptions, we only get the cream of auditors and so I would say that the overall percentage across the world is probably higher in the second category than at Saint Hill.

Thus it would seem we must cure this matter at the Academies and cure it broadly throughout Scientology, and if we do, our dissemination, just on this effort alone, should leap several thousand percent. If all pcs audited everywhere were expertly audited, well, think of what that would do. To accomplish this we need only move the dangerous auditor out of the danger class.

I have found out what makes a pc suffer a deterioration of profile (missed withholds) and have found out why a dangerous auditor is dangerous. Therefore, there are no barriers to our handling the matter as even the dangerous auditor, oddly enough, wants to be a good auditor but doesn't quite know how. Now we can fix it up.

The difference between a natural auditor and a dangerous auditor is *not* case level as we have supposed, but a *type* of case.

The earliest observation on this came in ACCs. About 1% of the students (say two students every ACC) could be counted on to be miserable if his or her pc made gains and happy if the pc was collapsing. This was an observation. What were these students trying to do? What did they think they should accomplish in a session? They are an extreme case of “dangerous auditor”.

*This is* how to detect a “dangerous auditor” in any shade of grey:

Any auditor who (a) cannot achieve results on a pc, (b) who finds items slowly or not at all, (c) who gets low marks on tape tests, (d) who has a high flunk-to-pass ratio on taking tests for classification, (e) whose own case moves slowly, (f) who does not respond well to a “think” process, (g) who chops a pc’s comm, (h) who prevents a pc from executing an auditing command, (i) who obsessively changes processes before one is flat, (j) who apologizes or explains why he or she got no results session after session, (k) who tries to make pcs guilty, (l) who blames Scientology for not working, (m) whose pcs are always ARC breaking, or (n) who will no longer audit at all, is *suffering not from withholds but from the reverse of the withhold flow, “Afraid to find out”*.

The person with withholds is afraid he or she will *be* found out. The other type of case may have withholds *but* the dominant block is exactly the reverse. Instead of being afraid he or she will *be* found out, the opposite type of case is *afraid to find out* or afraid of what he or she may find out. Thus it is a *type* of case that makes a dangerous auditor. He or she is afraid of finding out something from the pc. Probably this case is the more usual in society, particularly those who never wish to audit.

A person with withholds is afraid to be found out. Such a person has auditing difficulties as an auditor, of course, because of restraint on their own comm line. These difficulties sum up to an inability to speak during a session, going silent on the pc, failures to ask how or what the pc is doing. But this is not the *dangerous* auditor. The only dangerous thing an auditor can do is miss withholds and refuse to permit the pc to execute auditing commands. This alone will spin a pc.

The *dangerous* auditor is not afraid to be found out (for who is questioning him or her while he or she is auditing?). The *dangerous* auditor is the auditor who is afraid to find out, afraid to be startled, afraid to discover something, afraid of what they will discover. This phobia prevents the “auditor” from flattening anything. This makes missed withholds a certainty. And only missed withholds create ARC breaks.

All cases, of course, are somewhat leery of finding things out and so any old-time auditor could have his quota of ARC breaks on his or her pcs. But the *dangerous* auditor is neurotic on the subject and all his or her auditing is oriented around the necessity to avoid data for fear of discovering something unpleasant. As auditing is based on finding data, such an auditor retrogresses a case rather than improves it. Such an auditor’s own case moves slowly also as they fear to discover something unpleasant or frightening in the bank.

Today, the increased power of auditing makes this factor far more important than it ever was before. Old processes could be done with minimal gain but without harm by such an auditor. Today, the factor of fear-of-discovery in an auditor makes that auditor extremely dangerous to a pc.

In Prepchecking, this becomes obvious when an auditor will not actually clean up a chain and skids over withholds, thus “completing” the case by leaving dozens of missed withholds and an accordingly miserable pc.

In Routine 3D Criss Cross this becomes obvious when the auditor takes days and weeks to find an item, then finds one that won’t check out. An item every three sessions of two hours each is a low average for 3D Criss Cross. An item a week is suspect. An item a month is obviously the average of an auditor who will not find out and is dangerous. The auditor who uses out-rudiments always to avoid doing 3D Criss Cross is a flagrant example of a no-discovery-please auditor.



In the CCHs, the dangerous auditor is narrowed down to prevention of executing the auditing command. This, indeed, is the only way an auditor can make the CCHs fail. In any of the CCHs, the commands and drills are so obvious that only the prevention of execution can accomplish not-finding-out. The dangerous auditor is never satisfied the pc has executed the command. Such an auditor can be seen to move the pc's hand on the wall after the pc has in fact touched the wall. Or the pc is made to do a motion over and over which is already well done. Or the pc is run only on processes that are flat and is halted on processes that are still changing.

The pc is never permitted to reveal anything by the dangerous auditor. And so "auditing" fails.

The remedies for the dangerous auditor, by class of process, are:

*Class I—Repetitive Process, run in sequence*

REVELATION PROCESS X1

- What could you confront?
- What would you permit another to reveal?
- What might another confront?
- What might another permit you to reveal?
- What would you rather not confront?
- What would you rather not have another reveal?
- What might another hate to confront?
- What might another object to your revealing?
- What should be confronted?
- What shouldn't anyone ever have to confront?

(Note: This process is subject to refinement and other processes on the same subject will be released.)

*Class II—Prepchecking Zero Question*

Have you ever prevented another from perceiving something? (Other such Zero Questions are possible on the theme of fear-of-discovery.)

CCHs should be used if tone arm action during any Prepchecking is less than 3/4 of a division shift per hour.

*Class III—Routine 3D Criss Cross*

Find Line Items as follows:

- Who or What would be afraid to find out? (then get oppterm of resulting item)
- Who or What would prevent a discovery? (then oppterm it)
- Who or What would startle someone? (then oppterm it)
- Who or What would be unsafe for you to reveal? (then oppterm it)
- Who or What would be dangerous for another to reveal? (then oppterm it)

Note: We'll run CCHs, run according to the very earliest data on them, given again on two Saint Hill Briefing Course Tapes (R-10/6106C22SH/Spec 18, "Running CCHs" and R-12/6106C27SH/Spec 21, "CCHs—Circuits"), benefit any case and are not relegated to the psychotic by a long ways. The CCHs do a remarkable job in making a good auditor for various reasons. The first CCH (Op Pro by Dup) was invented exclusively to make good auditors. The CCHs 1 to 4 are run each one in turn,

only so long as they produce change and no longer, before going on to the next. When is a CCH flat so that one can go on to the next CCH? When three complete cycles of the CCH have a uniform comm lag it can be left. My advice in straightening out or improving any auditor is to first flatten the CCHs 1 to 4, and then flattening all in one run Op Pro by Dup. This would be regardless of the length of time the auditor had been auditing in Dianetics and Scientology. Then I would do the Class II and Class III processes above, preferably doing the Class III items first, then the Class II so it could go whole track, or doing the Class II, then the Class III and then the Class II again.

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## SUMMARY

Following out any part of this programme in any organization, in the field and on any training course will vastly improve the results of auditing and enormously diminish auditing failures.

L. RON HUBBARD

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[This HCO B is added to by HCO B 15 March 1962, *Suppressors*, which is on the following page.]

### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 19—20 March 1962

- |            |           |                          |
|------------|-----------|--------------------------|
| ** 6203C19 | SHSBC-122 | The Bad "Auditor"        |
| ** 6203C19 | SHSBC-123 | Mechanics of Suppression |
| ** 6203C20 | SH TVD-1  | 3DXX Assessment          |
| ** 6203C20 | SH TVD-2  | 3DXX Assessment (cont.)  |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 MARCH AD 12

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*ADD HCO BULLETIN 8 March 1962  
THE BAD "AUDITOR "*

### **SUPPRESSORS**

The discovery of the "other side of withholds" type of case, the person who is afraid to find out, brings to view the reason behind all slow gain cases.

My first release was directed at auditing because good auditing is, of course, my primary concern at the moment.

But let us not overlook the importance of this latest discovery. For here is our roughest case to audit, as well as our roughest auditor.

Every case has a little of "afraid to find out". So you may have taken HCO Bulletin of March 8, 1962, more personally than you should have. BUT everyone's auditing can be improved, even mine, and adding a full willingness to find out to one's other auditing qualities will certainly improve one's auditing ability. Here probably is the only real case difference I have had. My own "afraid to find out" is minimal and so I had no reality on it as a broadly held difficulty. Where I ran into it was in trying to account for differences amongst students *and* in auditors who sought to audit me. Some could, some couldn't. And this was odd because my ability to as-is bank is great, therefore I should be easy to audit. But some could audit me and some couldn't. Two different auditors found me reacting as two different pcs. Therefore there must have been another factor. It was my study of this and my effort to understand "bad auditing" on myself as a pc that gave us the primary lead in. I made a very careful analysis of what the auditor was doing who couldn't or wouldn't audit me, an easy pc. The answer, after many tries and much study of students, finally came down, crash, to the "afraid to find out" phenomena. Thus my first paper on this (HCO Bulletin of March 8, 1962) enters the problem as a problem of auditing skill.

### **THE ROUGH PC**

The characteristic of the rough pc is *not* a pc's tendency to ARC Break and scream, as we have tended to believe, but something much more subtle.

The first observation of this must be credited to John Sanborn, Phoenix, 1954, who remarked to me in an auditor's conference, "Well, I don't know. I don't think this pc is getting on (the one he was staff auditing). I keep waiting for him to say, 'Well, what do you know!' or 'Gosh!' or something like that and he just grinds on and on. I guess you'd call it 'No cognition' or something." John, with his slow, funny drawl, had put his finger on something hard.

The pc who makes no gain is the pc who will not *as-is*. Who will not confront. Who can be audited forever without cogniting on anything.

The fulminating or dramatizing pc may or may not be a tough pc. The animal psychologist has made this error. The agitated person is always to blame, never the quiet one. But the quiet one is quite often the much rougher case.

The person whose "thought has no effect on his or her bank" has been remarked on by me for years. And now we have that person. This person is so afraid to find out that he or she will not permit anything to appear and therefore nothing will as-is? therefore, no cognition!

The grind case, the audit forever case, is an afraid to find out case.

We need a new word. We have *withholds*, meaning an unwillingness to disclose past action. We should probably call the opposite of a *withhold*, a “suppressor”. A “*suppressor*” would be the impulse to forbid revelation in another. This of course, being an overt, reacts on one’s own case as an impulse to keep oneself from finding out anything from the bank, and of course suppresses as well the release of one’s own withholds, so it is more fundamental than a withhold. A “suppressor” is often considered “social conduct” in so far as one prevents things from being revealed which might embarrass or frighten others.

In all cases a suppressor leads to suppression of memory and environment. It is *suppression* that is mainly overcome when you run havingness on a pc. The pc is willing to let things appear in the room (or to some degree becomes less unwilling to perceive them). The one-command insanity eradicator, “Look around here and find something that is really real to you” (that sometimes made an insane person sane on one command), brought the person to discharge all danger from one item and let it reveal itself. Now, for any case, the finding of the suppressor mechanism again opens wider doors for havingness processes. “Look around here and find something you would permit to appear” would be a basic havingness process using the suppressor mechanism.

Thus we have a new, broad tool, even more important in half the cases than withholds.

Half the cases will run most rapidly on withholds, the other half most rapidly on suppressors. All cases will run somewhat on withholds and somewhat on suppressors, for all cases have both withholds and suppressors.

Withholds have been known about since the year one, suppressors have been wholly missing as a pat mechanism. Thus we are on very new and virgin search ground.

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Additionally adding to the data in HCO Bulletin of March 8, 1962, another symptom of a dangerous auditor would be (o) one who Qs and As with a pc and never faces up to the basic question asked but slides off of it as the pc avoids it and also avoids it as an auditor. All dangerous Q and A is that action of the auditor which corresponds to the pc’s avoidance of a hot subject or item. If the pc seeks to avoid by sliding off, the auditor, in his questions, also slides off. Also, the auditor invites the pc to avoid by asking irrelevant questions that lead the pc off a hot subject.

Also add (p) who fails to direct the pc’s attention. The pc wants to cut and run, the auditor lets the pc run.

Also add (q) who lets the pc end processes or sessions on the pc’s own volition.

Also add (r) who will only run processes chosen by the pc.

Also add (s) who gets no somatics during processing.

Also add (t) who is a Black Five.

The common denominator of the dangerous auditor is “action which will forestall the revelation of any data”.

Because the auditor is terrified of finding out anything, the whole concentration of the auditor is occupied with the suppression of anything a process may reveal.

Some auditors suppress only one type of person or case and audit others passably. Husbands as auditors tend more to fear what their wives may reveal to them and wives as auditors tend to suppress more what their husbands may reveal to them. Thus husband-wife teams would be more unlucky than other types of auditing teams as

a general rule, but this is not invariable and is now curable if they exclusively run on each other only suppression type processes.

*Add Class I*  
REVELATION PROCESS X2

What wouldn't you want another to present?  
What wouldn't another want you to present?  
What have you presented?  
What has another presented?

*Class II—Added Zero Question:*

Have you ever suppressed anything?

*Class III—Add Lines:*

Who or What would suppress an identity? (oppterm it)  
Who or What would make knowledge scarce? (oppterm it)  
Who or What would not want a past? (oppterm it)  
Who or What would be unfrontable? (oppterm it)  
Who or What would prevent others (another) from winning? (oppterm it)  
Who or What should be disregarded when you're getting something done?  
(oppterm it)  
Who or What would make another realize he or she hadn't won?  
(oppterm it)

(In choosing which one of the above to oppterm first, read each one of all such Class III Lines [including those of HCO Bulletin of March 8] once each to the pc watching the meter for the largest reaction. Then take that one first. Do this each time with remaining Lines. One does the same thing [an assessment of sorts] on Line Plot Items when found to discover the next one to oppterm.)

L. RON HUBBARD

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Franchise

**PREPCHECKING DATA**  
**WHEN TO DO A WHAT**

Prepchecking can be defeated by failing to ask a *What* question at the proper time.

If you ask the *What* question when a pc gives you a vague generality, you will find yourself doing a "shallow draft" Prepcheck that never gets any meat.

A. When you obtain a generality early on after the Zero question, you make it a Zero A.

You never ask a What question until you have managed to get a single specific overt.

Only when the pc has been steered into stating an actual overt, do you ask the *What* question and write it down.

And when the pc gives you a specific overt, you frame the *What* question so as to take in the whole possible chain of similar overts. A chain is a repetition of similar acts.

Example:

Wrong: Pc says, "I used to disconcert my mother." Auditor says and writes down, "What about disconcerting your mother?" as his *What* question. Of course the prepchecking goes lightly nowhere.

Right: Pc says he used to disconcert his mother. Auditor steers pc into a specific time. Pc finally says, "I jumped out on her and startled her one time and she dropped a tray of glasses."

Now the auditor has a specific overt. The chain will be startling his mother. The *What* question, then, which is written down and asked is, "What about startling your mother?" and the first incident the pc gave is worked over. If the needle doesn't fall when this *What* is asked, then the auditor asks for an earlier time he startled his mother. This *What* question is worked on different startlings of mother and *only* on startlings of mother until the needle is cleaned on that *What* question.

Then one asks the Zero A, "Have you ever disconcerted your mother?" The needle reacts. The auditor fishes around for a specific other incident. Finally gets, "I used to lie to her." Now it would be an awful goof to give the *What* question on this one, as the pc has given no specific incident. But the needle reacted, so the auditor writes a Zero B, "Have you ever lied to your mother?" and then nags away at the pc until a specific time is recovered: "I told her I was going out with boys when in actuality, I dated a girl she hated." Now write the *What* question: "What about lying to your mother about dating girls?" and work over that one time the pc gave with the When A11 etc. If the needle reacts on the *What* question after a couple times over the When A11 etc, ask for an earlier time. Get another specific incident, work it over.

Test the *What* question, work over exact withholds and find more incidents earlier until that *What* question is clean on the needle. Then ask the Zero B. If it's clean write nul after it. If not find a new *What* on that subject as above.

When the Zero B is clean, ask the Zero A. If that's clean, write nul after it. If not, find a new chain. And that's the way it goes.

Working only generalities and never specific incidents wrecks all value of prepchecking and upsets the pc with missed withhold.

If the pc does come up with a withhold *not* on the chain (example: while doing above *What*, pc says, “I also lied to my father”) write notation (“Lied to father”) on margin for later reference and leave it alone. Don’t pursue it. Work only one chain at a time.

Q and A is a serious thing in Prepchecking.

-----

### **Moving Tone Arm**

If you fail to get tone arm action while working a chain of overts on a pc (less than .25 division per 20 minutes) you are working a profitless chain. Clean it up a bit and leave it. Your Zero A is probably quite wrong. Be sure and ask, “Have I missed a withhold on you?” and clean *it* before so abandoning a chain.

You want TA motion in Prepchecking. Find Zero and Zero A questions that do move the TA.

It is a violation of the Auditor’s Code to continue to audit processes that do not produce change. Or to stop processes that do produce change. This applies to chains and subjects selected for Prepchecking.

-----

### **Social Mores**

The criteria of what is a *hot* withhold depends utterly on the pc’s idea of What Is An Overt. It does not depend on what the auditor thinks an overt is.

The pc is stuck in various valences in the Goals Problems Mass. Each has its own *Social Mores*. They may m t agree with or apply to current life morality at all. This can cause trouble in Prepchecking.

Example: Pc is stuck in the valence of a Temple Priestess. Auditor is a bit fuddy on being a school principal. Auditor keeps looking for sexual misconduct with small boys. It isn’t on pc’s case. Result, no TA action. Finally almost by accident, knowing nothing about the pc’s GPM yet, the auditor disgustedly asks, “Have you ever failed to seduce anybody?” and bang! *That’s* a Zero A to end all Zero A’s and the pc gives up “overt” after “overt”, failed to seduce her husband’s friend, her sister’s boyfriend, her kindergarten teacher, etc, etc, etc, with two divisions of TA motion.

“Have you ever tried to cure anyone?” is a fine Zero question for all killer types.

Prepchecking is at its best *after* one knows some GPM items from doing 3D Criss Cross.

What *are* the mores of a Temple Priestess and how has the pc violated them in this life?

Prepchecking is wonderful at any time but it really soars when one knows some of the pc’s terminals.

This lifetime hasn’t added anything to the GPM. It’s just keyed it in. We live in quiet times.

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### **Don’t Forget “Guilty”**

A fine Zero question is “making others guilty”.

“Have you ever tried to make anyone guilty?” Pc says Policemen, he guesses. Needle reacts. Auditor writes Zero A, “Have you ever tried to make a policeman

guilty?” He fishes for an actual incident, finds the pc bawled out a traffic officer, writes the *What*, “What about bawling out cops?” and we’re away.

-----

### **Add Appear**

In the Withhold System, add “Appear, Not Appear” after All.

The question sequence becomes for any one incident:

When?  
All?  
Appear?  
Who?

The next time around use “Not Appear”

When?  
All?  
Not Appear?  
Who?

The phrasing of this is, “What appeared there?” or some such wording. And “What failed to appear?” for the next round.

This injects “Afraid to find out” into Prepchecking with great profit and knocks the Not-Is off the withhold.

This will run a whole track incident.

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### **Whole Track**

If the pc goes back of this lifetime, let him or her go back. Now that Appear is part of the Withhold System, it’s unlikely the pc will hang up and get stuck. *But* the golden rule of Prepchecking is to always work specific incidents, work them one at a time, and go to an earlier incident if an incident doesn’t clear easily on the needle.

Two times through When, All, Appear, Who should free locks, ten times through should clean any engram.

If the chain you’re working isn’t moving the TA, you’re up to your neck in red herrings. Clean “Have I missed a withhold on you?” and abandon it.

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### **Unknown Pins Chains**

There is always an unknown-to-the-pc incident or piece of incident at the bottom of every chain. Only an unknown incident can make a chain of incidents react on the needle.

You will always find that a chain will be sticky until the unknown incident or piece of incident at the bottom of it is revealed. When you’ve got it fully revealed, the chain will go nul. The chain will not go nul until its basic is reached. It can be this lifetime or a former life. But it sure is unknown to the pc. That’s “Basic on a Chain”.

-----

### **Recurring Withholds**

The pc that gives the same withhold over and over to the same or different auditors, has an unknown incident underlying it. All is not revealed on that Chain.



## Missed Withholds

If you ask a pc if another auditor has missed a withhold on him or her and find one, you have a profitable chain to work in many cases.

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## Rudiments in Prepchecking

When you are running a chain and in the next session you find rudiments out and use any form of withhold question, the pc throws the session into a new chain and you will find yourself unable to get back to yesterday's session.

This utterly defeats Prepchecking. Do not let it happen. In a Prepcheck session, when getting rudiments in, avoid any suggestion of withhold questions. Use only processes that avoid O/W entirely. See early Model Sessions.

Example: Pc has Present Time Problem. It won't resolve with two-way comm. *Don't* ask for withholds about it or you'll ruin your control of what's to be Prepchecked. Use Responsibility or Unknown on the problem. For Room use Havingness. For Auditor use "Who would I have to be to audit you?."

Exception: In a Prepcheck Session Ruds ask for Withholds since last session. Ask this pointedly. "Since the *last session*, have you done anything you are withholding from me?" If you get a needle reaction, ask the same question again, very stressed. Buy only an exact answer to that question.

If you use any version of O/W in the rudiments in a Prepcheck session you open the door to a new chain and you'll spend the whole session on new chains without completing yesterday's session. This results in a scrambled case. You have lost control of the session.

-----

Prepchecking is a precious tool.

This bulletin covers errors being made or material evidently needed for successful Prepchecking.

I can tell you that if Prepchecking doesn't make a case fly for you, you need training on meters and auditing. This is one process that's a doll and if you can make it work you can do more for a case per session than any being in history.

L. RON HUBBARD

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## SAINT HILL SPECIAL BRIEFING COURSE LECTURES

21 March—3 April 1962

** 6203C21	SHSBC-124	Prepchecking
** 6203C21	SHSBC-125	Prepchecking
** 6203C27	SHSBC-130	Prepchecking Data
** 6203C29	SHSBC-126	CCHs
** 6203C29	SHSBC-127	Q-and-A Period
** 6204C03	SHSBC-131	The Overt-Motivator Sequence

Franchise

### CCHs AGAIN WHEN TO USE THE CCHs

We have today three major processes (and are about to get the bit of Class IV).

These processes are:

1. The CCHs
2. Prepchecking
3. 3D Criss Cross
4. Running 3D Criss Cross Items

Into this scheme of things the CCHs loom largely. They are our foremost "familiarization" processes that permit the pc to confront control and duplication.

In actual fact 3D Criss Cross goes "further south" than Prepchecking. And the CCHs go, of course, much further south than 3D Criss Cross.

The whole criteria is *tone arm motion*. If you do not get more than a quarter of a division of tone arm motion in 20 minutes of Prepchecking or 3D Criss Cross, the pc probably should be run on the CCHs.

Here is a matter of no matter why there is no tone arm action, just put the pc on CCHs. As Mary Sue has said, this is a boon to any D of P. The D of P simply sees that the pc is getting only slight tone arm action after a session or two and then puts the pc on CCHs with no further reasoning or figure-figure on the case.

It does not matter *why* the pc gets slight tone arm action. It could be that the auditor is running the wrong Zero questions. It could be the way the auditor *or* the pc is doing or not doing. Don't try extensively to figure out *why* no Tone Arm Action, just transfer the pc to the CCHs.

For how long? Until all CCHs (1 to 4) are runnable without somatics and reasonably flat.

This way you'll get more wins, better gains.

Here is a typical case in point. A case was audited on Routine 3D, 3D XX, Sec Checking and Prepchecking for 260 hours. In all that time one half a tone arm division was all the change except during one series of 4 sessions when she got one tone arm division on one particular Zero question. At the end of this time the pc had made some small gains but was still incapable of recognizing her own overts. It would have been *far* better to have run a hundred hours of the CCHs first.

On this case, and others, the only significant tone arm action was achieved by tactile havingness (touching things), which always brought the tone arm down one division. Tactile havingness, as you will see, is a CCH type of process.

Thus one concludes that the CCHs (even though pcs are not metered of course while doing CCHs) produced tone arm action while the higher level processes did not.

Therefore, a helpful (but not final) test. If you get no real tone arm action on Prepchecking or 3D Criss Cross listing and nulling, and you do get tone arm action asking the pc to touch things (laying down and picking up the cans often to check the TA position) you have a CCH pc. But this test is not needful if you just follow the rule, "No TA action on 3D Criss Cross or Prepchecking more than a quarter of a division every 20 minutes, transfer the pc to CCHs."

Here is another test, which has sense but again is not vital to make. If the pc gets tone arm motion just discussing being audited, and relatively little in Prepchecking or 3D Criss Cross, it's timesaving to transfer the case to the CCHs.

If you notice lots of TA action on Havingness and little tone arm action on Prepchecking or 3D Criss Cross, you have a clear indication that CCHs will be all that will move the case.

If you notice lots of TA action on trying to clear the auditor in the rudiments it's probably best to use the CCHs. Now if only rudiments type Zero questions (beginning and end rudiments) move the TA in Prepchecking, but other things don't, it's a CCH case.

If the pc, for whatever reason, doesn't get tone arm action from any verbal process, old-time, or current, don't investigate the reason. It may lie with the auditor or pc. Just change over to the CCHs.

If you like, you can use a meter to handle beginning and end rudiments on a pc you're running on the CCHs. It would probably help and make things run faster. This is not mandatory, but knowing what we do about withholds, it might be safer.

Remember, the CCHs must be run right. The two bulletins best covering them are:

HCO Bulletin of November 2, 1961, "Training CCHs" HCO Bulletin of June 23, 1961, "Running CCHs"

Even if you think you know all about the CCHs, read these two bulletins again before you attempt them.

The CCHs expired in value after 1957 because the original method of running them was altered. There's only one way to run the CCHs and you have both the above bulletins to tell you how. They're the original CCHs and the original method of running them.

This then is the third bulletin in this sequence. It tells you *when* to run the CCHs. HCO Bulletin of November 2, 1961, tells you how each one is run. HCO Bulletin of June 23, 1961, tells you how they're run as a series on a pc. And now we can state here *When*.

A lot of stuff about CCHs being only for psychos has not helped their use. We now find that cases a long way from psycho won't move easily unless the CCHs are used first.

"A lot of Tone Arm Motion" is defined as at least three-quarters of a division motion on the Tone Arm dial in any 20 minutes of auditing.

"Not much Tone Arm Motion" is defined as one-quarter of a division of Tone Arm Motion in 20 minutes of auditing.

Judgment must be used in this, of course. You can have a pc who usually gets good Tone Arm Motion but, for a session, gets little. That doesn't mean jump to the CCHs. If the pc is routinely subject to Not Much Tone Arm Motion, you must switch to the CCHs.

Ds of P, Staff Auditors, and Field Auditors, watch the auditor's reports and look back through the pc's file. You'll find a lot of enlightenment on why the pc was "tough". No Tone Arm Motion.

I hope this sorts it out for you. It has for me.

L. RON HUBBARD

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[HCO B 2 Nov. 61, *Training CCHs*, was not by LRH and is not in these volumes. See page 310 for the revision of HCO B 2 Nov. 61.]

Franchise

## CCHs AUDITING ATTITUDE

This is an important bulletin. If you understand it you will get results on hitherto unmoving cases and faster results (1 hour as effective as a former 25) with the CCHs.

Here is what happened to the CCHs and which will continue to happen to them to damage their value:

The CCHs in their most workable form were *finalized* in London by me in April 1957. That was their high tide of workability for the next five years. After that date, difficulties discovered in *teaching them to auditors* added extraordinary solutions to the CCHs (not by me) which cut them to about one twenty-fifth of their original auditing value. Pcs thereafter had increasing difficulty in doing them and the gain lessened.

How far were the CCHs removed from original CCH auditing? Well, the other night on TV I gave a demonstration of the proper original CCHs which produce the gains on pcs. And more than twelve old-time auditors (the lowest graded ones out of 36) thought they were watching a demonstration of entirely foreign processes.

Although these auditors had been "well trained" on the CCHs (but not by me) they did not see *any* similarity between how they did them and how they saw me do them. Two or three students and two instructors thought they were being done *wrong*. Even the higher ranking students were startled. They had never seen CCHs like this.

*Yet*, the pc was very happy, came way up tone, lost a bad before-session somatic and within 48 hours had a complete change in a chronic physical problem, *all in 11/2 hours* of proper original CCHs.

The students and instructors "knew they weren't watching the correct CCHs" because there was no antagonism to the pc, because the Tone 40 was not shouted, because there was no endurance marathon in progress. There was just quiet, positive auditing with the pc in good, happy 2-way communication with the auditor and the auditor letting the pc win.

In the student auditing of the next two days, some shadow of the demonstration's attitude was used *and the cases audited gained much faster* than before. Yet at least two or three still feel that this is far too easy to be the CCHs.

In five years, the CCHs, not closely supervised by me, but altered in training, had become completely unrecognizable (and almost resultless).

Why?

Because the CCHs were confused with Op Pro by Dup which was for auditors. Because the CCHs became an arduous *ritual*, not a way to audit the pc in front of you. The CCHs became a method of auditing without communicating, of running off strings of drills without being there. And the CCHs are so good that even when done wrong or even viciously they produced some slight gain. The CCHs shade from bright white to dark grey in results, never to black.

Having been perverted in training to a system to make auditors audit them, they became something that had nothing to do with the pc.

What these students saw demonstrated (and which upset them terribly) was this:

The auditor sat down, chatted a bit about the coming session with the pc, explained in general what he was about to do. The session was started. The auditor explained the CCH 1 drill in particular and then began on it. The pc had a bit of embarrassment come off. The auditor took the physical reaction as an origination by the pc and queried it. The routine CCH 1 drill went on and was shortly proved flat by three equal responses. The auditor went to CCH 2. He explained the drill and started it. This proved to be flat. The pc did the drill three times without comm change. The auditor explained and went to CCH 3. This also proved flat and after a three times test, the auditor came off it, explained CCH 4, and went to CCH 4. This proved unflat and was gradually flattened to three equally timed correct responses by the pc on a motion the pc could not at first do. About 50 minutes had elapsed so the auditor gave a ten minute break. After the break the auditor went back to CCH 1, found it flat, went to CCH 2 and found the pc jumping the command and, by putting short waits of different lengths before giving commands, knocked out the automaticity. The auditor went on to CCH 3, found it flat, and then to CCH 4 which was found unflat and was accordingly flattened. The auditor then discussed end ruds in a general way, got a summary of gains and ended the session.

All commands and actions were Tone 40 (which is *not* “antagonism” or “challenge”). *But* the pc was kept in two-way comm between full cycles of the drill by the auditor. Taking up *each new physical* change manifested *as though it were an origin* by the pc and querying it and getting the pc to give the pc’s reaction to it, this two-way comm was *not* Tone 40. Auditor and pc were serious about the drills. There was no relaxation of precision. But both auditor and pc were relaxed and happy about the whole thing. And the pc wound up walking on air.

These were the CCHs properly done. With high gain results.

The viewers saw no watchdog snarling, no grim, grim PURPOSE, no antagonistic suspicion, no pc going out of session, no mauling, no drill-sergeant bawling and KNEW these couldn’t be the CCHs. There was good auditor-pc relationship (better than in formal sessions) and good two-way comm throughout, so the viewers KNEW these weren’t proper CCHs.

Well, I don’t know what these gruelling blood baths are they’re calling “the CCHs”. I did them the way they were done in April 1957 and got April 1957 fast results. And the processes aren’t even recognized !

So somewhere in each year from April 1957 to April 1962 and somewhere in each place they’re done, additives and injunctions and “now I’m supposed to’s” have grown up around these precise but easy, pleasant processes that have created an unworkable monster that is called “the CCHs” but which definitely isn’t.

Not seeing the weird perversions but seeing the slow graph responses, the vast hours being burned up, I began to abandon recommending the CCHs after 1959 as too long in others’ hands. I didn’t realize how complicated and how grim it had all become.

Well, the *real CCHs done right*, done the way they’re described here, are a fast gain route, easy on auditor and pc, that goes all the way south.

Take a reread of the June and November bulletins of last year (forget the 20 minute test, 3 times equally done are enough to see a CCH is flat) and, not forgetting your Tone 40 and precision, laying aside the grim withdrawn militant auditor attitude, try to do them as pleasantly as you find them described in the above outlined session, and be amazed at the progress the pc will make.

The CCHs easy on auditor and pc? Ah, they’d observed a lot of CCHs and never any that were *easy* on auditor or pc. Everybody came to know it was a bullying, smashing, arduous mess, a fight in fact. The only trouble was, the gains vanished when the ARC ran out.

Today, put *any pc* on the *original CCHs* done as above until they’re flat, then go to 3D Criss Cross and the pc will fly.

Surely you don't have to look and sound so hungry, disinterested and mean when you audit the CCHs. You want to *clear* this pc, not make him or her into a shaking wreck. The CCHs are easily done (when they're done right).

They'll get lost again, too, unless you remember they can get lost.

I believe Upper Indoc should be canceled in Academies and extra time put on just the CCHs as it is the Upper Indoc attitude carried over that makes the CCHs grim.

## SUMMARY

The PURPOSE of the CCHs is to bring the pc through incidents and into present time. It is the reverse of "mental" auditing in that it gets the pc's attention exterior from the bank and on present time. By using Communication, Control and Havingness this is done. If you make present time a snarling hostility to the pc, he of course does not want to come into present time and it takes just that much longer to make the CCHs work.

You do the CCHs with the Auditor's Code firmly in mind. Don't run a process that is not producing change. Run a process as long as it produces change. Don't go out of 2-way comm with the pc.

Complete every cycle of the process. Don't interject 2-way comm into the middle of a cycle, use it only after a cycle is acknowledged and complete.

Don't end a process before it is flat. Don't continue a process after it is flat.

Use Tone 40 Commands. Don't confuse antagonistic screaming at the pc with Tone 40. If you *have* to manhandle a pc, do so, but only to help him get the process flat. If you have to manhandle the pc you've already accumulated ARC breaks and given him losses and driven him out of session.

Improve the ability of a pc by gradient scale, give the pc lots of wins on CCH 3 and CCH 4 and amongst them flatten off what he hasn't been able to do.

The CCH drills must be done precisely by the auditor. But the criteria is whether the pc gets gains, not whether the auditor is a perfect ritualist.

Exact Ritual is something in which you should take pride. But it exists only to accomplish auditing. When it exists for itself alone, watch out.

Audit the pc in front of you. Not some other pc or a generalized object.

Use the CCHs to coax the pc out of the bank and into present time.

Take up the pc's physical changes as though they were originations. Each time a new one occurs, take it up with 2-way comm as though the pc had spoken. If the same "origination" happens again and again only take it up again occasionally, not every time it happens.

Know what's going on. Keep the pc at it. Keep the pc informed. Keep the pc winning. Keep the pc exteriorizing from the past and coming into present time.

Understand the CCHs and what you're doing. If it all deteriorates to mere ritual you'll take 25 to 50 times the time necessary to produce the same result as I would.

The auditing is for the pc. The CCHs are for the pc. In auditing you win in the CCHs only when the pc wins.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 APRIL 1962

Central Orgs  
Franchise

**DETERMINING WHAT TO RUN**

Here is some good news for you. Recently I completed surveys on pcs establishing the general workability of processes. From there I found there was a simple way of establishing what should be run on a given pc.

The entire test is by tone arm action.

The table follows:

Considerable tone arm action during rudiments—do CCHs.

No tone arm action during rudiments and no decent tone arm action on prepchecking or 3D Criss Cross—do CCHs.

Considerable tone arm action during havingness processes—do CCHs.

Minimal tone arm action during 3D Criss Cross—do CCHs.

Minimal tone arm action during prepchecking—do CCHs.

Good tone arm action during listing in 3D Criss Cross—do 3D Criss Cross.

Good tone arm action during prepchecking—do prepchecking or 3D Criss Cross.

There is a phenomenon known as the “Drift Down” which is not actual tone arm action. The pc starts in on prepchecking or 3D Criss Cross with the tone arm high, and as listing goes on the arm gradually drifts down and lingers on and on at the lower read. This is not really tone arm action. The pc is just drifting toward the read of an item. In this the tone arm does not go up or down, back and forth. It just drifts slowly and evenly down over the first half hour period of listing and stays there.

Similarly, there is the “Drift Up” of the tone arm during prepchecking or listing. The constantly rising needle gradually raises the tone arm up to a high read which finally just stays there. This “Drift Up” is not actually tone arm motion. It is just the pc’s refusal to confront.

By “considerable”, “good” or “adequate” tone arm action, we mean about three-quarters of a division change in twenty minutes of auditing. Judgement has to be used in establishing this action, as for many minutes a tone arm may hang up even on an easy case before it begins to move again.

By minimal tone arm action we mean a quarter of a division change in twenty minutes of auditing, or less.

The secret is this. When the tone arm moves it is because mass is changing. When a pc is *being* the mass and no other mass or thing he cannot view it, as there is nothing there to view the mass but the mass. Thus we get cases that cannot as-is. These cases are just being the one valence or the mass or the somatic without being or seeing anything else.

The pc can be a mass or a valence however and still view another mass or valence.

When the pc can do this we get reaction between two masses and therefore tone arm change. Also a pc who is being himself and is capable of viewing a mass will get tone arm change.

It requires two locations to get a tone arm change—the location of the pc and the location of the mass. If two such points of reference do not exist the pc cannot view anything outside of what he is being, and thus there is no as-iness of mass. When the pc *is* what the pc needs to have audited and cannot view it, then we get no as-ising and therefore no change of mass, since it is a one point situation as opposed to a two point situation.

When we have a pc who is being a mass and cannot see anything or be anything but that mass, then we get no tone arm action on any subjective process. Everything we ask the pc to think we get little or no action on the tone arm because there is no shift of mass—and there is no change of case either and won't be. *But* when we have this same pc looking at the auditor we do get the viewing of an outside mass and so we do get tone arm action. Hence when rudiments produce tone arm action it is obvious that the pc gets his change by viewing things in the room and the CCHs are indicated. When this same pc does not get tone arm motion on a thinkingness process, that clinches the matter for the CCHs.

Also, in doing the CCHs, we have to take a somatic or a twitch or any pc reaction as an origin by the pc and call the pc's attention to it by asking him quietly about it. This makes the pc view it and when the pc does the pc gets exterior to it and so the mass changes. Thus two way comm of this type is *vital* to the pc's progress and lack of it multiplies the time in processing tremendously.

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Any Director of Processing *must* follow these rules in studying daily case reports. By looking over the pc's tone arm action, providing the auditor has recorded it frequently in prepchecking or 3D Criss Cross, the Director of Processing can tell at once what progress is being made.

It goes further than that. You just mustn't run a pc on prepchecking or 3D Criss Cross where the pc is getting minimal tone arm action session after session. Only the CCHs can be run. Do not let an auditor audit 3D Criss Cross if the auditor takes two weeks to find an item routinely. And don't let a pc be run on prepchecking or 3D Criss Cross unless good tone arm action routinely results. To do otherwise than follow these indications is to flagrantly waste auditing.

The only exception to this is that every pc must be regularly checked out for missed withholds. Only if this is done will the pc stay in session or be happy about his auditing.

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This will greatly lessen your worries as an auditor and as one supervising other auditing. Use it.

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** 6204C17	SHSBC-132	Auditing
** 6204C17	SHSBC-133	How and Why Auditing Works
** 6204C19	SHSBC-134	Gross Auditing Errors
** 6204C19	SHSBC-135	Determining What to Run
** 6204C24	SHSBC-136	Rundown on 3DXX, Part I
** 6204C24	SHSBC-137	Rundown on 3DXX, Part II.
** 6204C25	SH TVD-3	Checking Line Plots



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 APRIL 1962

Franchise

**CCHs**

**PURPOSE**

A long time ago—in 1949—while doing research in Dianetics, I experienced considerable trouble in getting some pcs “up to present time”.

As you know, a pc can get “stuck in the past”, and if you can get a pc *out* of his engrams and reactive mind (his perpetuated past) he becomes aware of the present. He or she is unaware of the present to the degree that shock or injury has caused an arrest in time.

After running an engram, we used to tell the pc to “Come to present time” and the pc would, ordinarily, but sometimes no.

By telling the pc to examine the room, the return to present time could be accomplished on many.

I observed that a common denominator of all aberration was interiorization into the past and unawareness of the present time environment.

Over the years, I developed what became the CCHs.

Control, In-Communication-With, and Havingness of Present Time became feasible through certain drills of Control, Communication and Havingness, using the present time environment.

This is the purpose of the CCH drills—getting the pc out of the past and into present time. Any drill which did this would be a CCH drill, even “Come Up to Present Time!” as a single command.

The pc is stuck not just in engrams but in past identities. In fact the pc out of present time *is being* the past.

The pc can be made to see he is being the past and that there is a present.

Thus when the pc “has a somatic” and you ask the pc what it was, you get him or her to differentiate between self and past by looking. A being who *is* something, cannot observe it. A being who looks at something, ceases to be it. A pc can even *be a* somatic!

Hence the CCHs must be run with a non-forbidding present time, with queries about somatics and changes.

It’s all as simple as that, basically. That’s why they work—they get the pc to Present Time. But only if they are run right. Only if they invite the pc to progress.

Run wrong, the CCHs can actually drive a pc *out* of present time or park him or her in the session.

Do you see, now?

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L. RON HUBBARD

- \*\* 6204C26 SHSBC-138 Rundown on Prepchecking (Professional Attitude)
- \*\* 6204C26 SHSBC-139 Rundown on Routine 3: Routine 3DXX

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 APRIL 1962

Franchise

**RECOMMENDED PROCESSES HGC**

After considerable study of various results I have come to the conclusion, which may be refined later, that the best shotgun for all cases is a combination of the CCHs, Prepchecking and 3D Criss Cross used in a certain specific and definite way with certain and specific indicators as to when and how they are employed.

At this time there are no better processes than these three. Properly processed on these three there are no cases which cannot be moved. Whereas many old-time repetitive processes achieved wonderful results on this or that special case, no such process ever achieved results on all cases. Therefore it could be said that we have only this combination of processes which give us remarkable results on all cases—the CCHs, Prepchecking and 3D Criss Cross.

The only liability which these three types of processing have is that they require very well trained auditors and very precise application. But training skills are now such that certainly at Saint Hill all difficulties in teaching these processes have been overcome. Given some six months a student can be taught to use these with such skill as to cause a preclear to gape in wonder at the rapidity of his advance. The beauty of these processes is that they are susceptible to precision training and are precision actions. If a preclear has peculiar and special things wrong with him or if the preclear is very difficult these three processes properly administered will achieve success without special understanding of the case by the auditor.

But make no error about the precise nature of administration. There are very few maybe's in the administration of these three processes. There are definite answers to every problem or difference in preclears that may be encountered. Therefore if we are to attain high level sweeping clearing in Scientology we cannot compromise with the level of auditor training. I do not say that all auditors need to be trained at Saint Hill, but I do say that all auditors so far arrived as students at Saint Hill were far, far below any required level of skill to make these processes broadly work. But we can and are overcoming this skill factor, not only at Saint Hill but in Central Orgs which have Saint Hill graduates in their technical divisions. The only real technical trouble I have seen lately occurred in Orgs where no graduate of Saint Hill was yet posted.

**METHOD OF USE**

The CCHs, according to my latest finding, should be used in company with Prepchecking. The CCHs use the extroversion factor of present time. Prepchecking gives us the introversion factor.

The system is to prepcheck the pc to a win, in one, two or three sessions, and then CCH the pc to a win in one, two or three sessions. Use one then the other, then the first again then the second. Alternate these two skills, each time to a win. Use neither more than four sessions consecutively. Don't use them both in one two-hour session. Devote the whole of any session to either one or the other. Use a meter and rudiments only in the Prepcheck sessions. Use no meter or rudiments in the CCHs sessions.

In doing Prepchecking use the precise system developed to date, but use only rudiments questions as the zero questions. The end product of Prepchecking used this way is to achieve better tone arm action and rudiments that will stay in when we come to 3D Criss Cross.

If the pc, while being given his preclear assessment, shows excellent tone arm action on the think type of assessment question (which is most of it), then the pc could be put directly onto 3D Criss Cross, and the CCHs and Prepchecking by-passed. But if after a while or at any time the pc's tone arm action became poor and rudiments became very hard to keep in, the pc would be returned to or started on again CCHs and Prepchecking until a session was more possible on 3D Criss Cross.

If minimal tone arm action was present during the preclear assessment then the pc would be put at once on CCHs and Prepchecking as above.

This is how these three activities, CCHs, Prepchecking and 3D Criss Cross, should be used. Use the CCHs against Prepchecking until rudiments go in very easily or stay in and the tone arm has excellent action. Then go into 3D Criss Cross. But if rudiments on 3D Criss Cross become consistently difficult and tone arm action drops, the auditor should return the pc to CCHs and Prepchecking until tone arm action is regained and 3D Criss Cross can be continued.

Thus we see that the CCHs and Prepchecking are used to get the pc into session and keep him easily in session, and the 3D Criss Cross is used for longrange permanent case gain. One does not try for real case gain with CCHs and Prepchecking even though real gain exists in the use of these processes. One tries for real gain with 3D Criss Cross.

#### LIMITATIONS OF USE

Oddly enough it has been found that 3D Criss Cross is easier to learn than Prepchecking, and any auditor who can prepcheck can rapidly learn 3D Criss Cross. But it is also interesting that Prepchecking is necessary to know before one does 3D Criss Cross, due to meter experience and rudiments. It is easier to read a meter under Prepchecking than under 3D Criss Cross. But one has to be more skilled as an auditor in pressing home to do Prepchecking than to do 3D Criss Cross.

If an auditor can do skilled Prepchecking and get results his battle with auditing is three-quarters over. The rest is very easy.

#### A FINAL WORD

There is nothing less than complete precision required of today's auditor. That precision can be learned and is being learned. It is marvellous to be audited by an Auditor who knows his Model Session and TRs, who doesn't Q and A and who just goes on and gets the job done, who stays in two-way comm with his pc during the CCHs, and who doesn't flinch at asking embarrassing questions in Prepchecking. It is *NOT* difficult to obtain this perfection. Its attainment guarantees the success of sessions and the future of Scientology.

In an Academy teach the fundamentals of Scientology, Axioms, Codes, Scales, TRs, Meter and Model Session, etc. Teach such a student to do the CCHs, old repetitive processes such as ARC Straight Wire, and Prepchecking and let him get his results on graduation with CCHs and Prepchecking as used herein. And graduate him with those skills well learned. Then later teach him a Class II Course bringing his TRs, Model Session and Metering to perfection and teach 3D Criss Cross. Then we'll have *good* auditors.

Don't compromise with auditing skill. And the combination of processes given herein will make every pc you audit thrilled with the results you will obtain.

L. RON HUBBARD

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HCO INFORMATION LETTER OF 29 APRIL 1962

All Saint Hill  
Graduates  
All Saint Hill  
Students  
General to Orgs  
Franchise  
Additional Mailing

**ROUTINE 3G (EXPERIMENTAL)**

(A preview of a Clearing Process)

We are engaged in piloting through fast clearing.

Using the data and experience of 3D Criss Cross (which remains valid and all mistakes of which can be cleaned up as per this Info Letter) we should get faster results and, more important, obtain a continuing gain on the pc until the pc is clear.

The best locator of the Goals Problem Mass is from goals. On any pc (whose rudiments can be kept in), even pcs being run on 3D Criss Cross, the fastest road to clear is probably as follows:

**ROUTINE 3G STEPS IN BRIEF**

1. Do a goals assessment.
2. List and nul for an item obtained from the goal found, by *complete* listing.
3. Oppterm the item found by listing, nulling and finding the oppterm by complete listing.
4. Repeat 1, 2 and 3 many times.

-----

New data which makes this possible is as follows:

1. *Listing is auditing.*
2. Goals locate more deeply in the Goals Problem Mass than any other line.
3. Other types of line are less accurate and can give the pc more discomfort than goals items.
4. Finding a goal was blocked by out-rudiments, invalidations and missed withholds.
5. What a *complete* list is has been discovered and tests developed conditionally.
6. Pcs can become upset (given heavy somatics) by incomplete lines and by oppterming wrong items.

-----

In theory if an Item list is handled as a process, it must be completed.

All charge probably does not bleed off a goals list and these tests do not apply to a goals list as (in goals) a pc is facing no mass, only ideas. In items he faces up to mass. Items are charged, not goals. The following conditional tests are applied to Lists of Items (not a goals list) to establish if a list is complete.

- (a) All tone arm action has ceased by list end, but was present and adequate at list beginning, just as in any repetitive *process*.

- (b) By reading the first 12 items of the list back to the pc, as differentiation, no Tone Arm Action is produced. (Use the second 12 for next test.) (No thorough differentiation is done on the list.)
- (c) The first 12 items of the list produce no great needle action in nulling and all but one or two go out on reading them the first time. (Use the second 12 for next test, third 12 for third test, etc.)
- (d) Almost all the list vanishes on the first nulling of it. No items grind out.
- (e) The meter does not respond to a question: "Are there any more terminals?"

Coax the pc into completing the list by these tests. Keep off ARC break reactions by asking for missed withholds and invalidations.

In theory, when the terminal is attained by a goals assessment and a resulting list of items, and when the opposing item is obtained, if *both* lists were *complete*, the two items should "blow" and the goal cease to react. This then would make repetitive auditing unnecessary.

-----

The safest action on any case that has been run on 3D Criss Cross is to take any goal ever found on the case and check it out. If it checks out, ignore the former terminal and complete the goals terminal list as per the above five tests and then opterm it.

3D Criss Cross is a good training ground.

Any new auditor on Routine 3 processes should be put on 3D Criss Cross with Pre-Hav Levels as a source and be made to *complete* his list, find an item and do a *complete* opterm list.

Incomplete listing, invalidations and out-rudiments are the main faults of Routine 3 processes. A new auditor should be cured of them before messing with a goals assessment, which is the touchiest to do and hardest on a case.

Values gained in receiving or giving 3D Criss Cross are great. Values from Routine 3G are probably much greater and much more comfortable.

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In doing 3D Criss Cross or Routine 3G omit Differentiation as a step except to stir up the pc for more items or to test the completeness of a list.

-----

A goal is checked (whether new or old) by:

1. Nulling down to one goal.
2. Getting rudiments carefully in.
3. Taking off any invalidations (invalidations when present read the same as the goal or item while the goal or item does not read).
4. Reading the goal, then a goal that went out only after a second nulling of the list, then the goal found, then a nul goal, etc. The goal should continue to read.

A goal or item reads constantly, each time it is said. It reads tick, tick, tick, always the same and every time, providing invalidations are off and rudiments are in.

An item is checked out the same way as a goal.

No item on a complete list should have more than one or two nulling marks after it. If an auditor has to cover a list 25 times to get it nul, it's laughably incomplete. An auditing supervisor can simply look at a list's nul marks and tell if it's complete or not. Too many nul marks equals an incomplete list always.

A complete list, in theory, just fades away and leaves an item.

Perhaps an oppterm list will just fade out and the original item and goal will vanish.

-----

Routine 3G is an effort to exploit the assess to clear phenomena without auditing any items and to keep the pc continually gaining without slumps.

-----

Routine 3 failed only because of out-rudiments, poor meter handling, bad TRs and Model Session. It never failed because of its theory or technology.

-----

It is recommended that, when an auditor is skilled, the pc be placed on Routine 3G regardless of anything found by 3D Criss Cross.

Ignore all previously found or run items. Take up only a goal found (that still checks out as above) or a new goals list.

If a goals list has been lost, reconstruct it by taking invalidations off the subject of goals and having the pc list newly.

-----

Goals lists run from 100 to 1000, sometimes more.

Item lists seldom run less than 300, usually more.

-----

Use the same goals list for Step 4 of Routine 3G. Add to it. Nul the whole thing again. Don't try to get all TA action and charge off a goals list.

Always get all action and charge off an items list.

-----

The steps of Routine 3D Criss Cross now are:

1. Get a Pre-Hav Level by usual Pre-Hav Assessment.
2. List for the item.
3. Test for completeness with above Completeness tests.
4. Complete if not complete.
5. Nul list to one item.
6. Check out item (as above).
7. Oppterm the item at once.
8. Test oppterm list for completeness.

9. Nul oppterm list.

10. Check out item.

Put anything found on a Line Plot.

-----

The steps of Routine 3G are:

1. Do or recover a goals list.
2. Nul the list to one goal.
3. Check out the goal.
4. List for an item from the goal. (Use the wording: “Who or what would want to [goal] ?”)
5. Test for completeness (as above).
6. Complete list if not complete. (Do 5 and 6 until the list *is* complete.)
7. Nul the list to one item.
8. Check out the item.
9. Oppterm list the item. (Use: “Who or what would oppose [item] ?”)
10. Test for completeness of list.
11. Complete list. (Do 10 and 11 until list *is* complete.)
12. Nul list.
13. Check out item.
14. Assess for a new goal as above and do each of these steps in order.

Keep an accurate Line Plot record of all goals and items found.

-----

Repairing a case that has had bad or erroneous assessment or running of items on Routine 3 or 3A or 3D or 3D Criss Cross is done by the Routine 3G steps above. The errors should vanish.

-----

Note that the word “want” is used to get an item list from a goal. “Who or What would *want* to .....(goal) .....?” (Not “Who or What would [goal] ?”)

-----

A pc can be coaxed into completing a list by differentiation, which consists of asking him “Would a (item) want to (goal)?” for each item he or she has listed. But only differentiate a few until pc is going again.

-----

Don’t Tone 40 ack items or goals a pc gives you. It stops the pc by completing the cycle. Just murmur at him or her when you get a goal or item. Ask the question that is getting items only as a prompt when pc runs down. Not while a pc is talking goals or items. Try to get several goals or items for one question. Coax the pc. Keep the missed withholds picked up.

If the pc gets a “dirty needle” in listing 3D Criss Cross, an earlier item is wrong. (This is a pc “needle pattern”.) A wrong item found constitutes a missed withhold. Backtrack to earlier items. A wrong goal found can cause a “dirty needle”. Otherwise a “dirty needle” is caused by missed withholds. If you can’t clean up a “dirty needle” with missed withhold questions, a goal or item was wrong and you had better backtrack to it at once, no matter what else you were doing.

The way to do it is re-check all items on the Line Plot and correct the earliest item that won’t now check out (unless it and its oppterm blew, of course).

-----  
You will receive more data on Routine 3G as it is found.

-----  
The *Modifier is* part, it seems, of the oppterm so its use is dropped. It is not found now.

-----  
CAUTIONS

DO NOT LET ROUTINE 3G BE RUN AS THE FIRST ROUTINE 3 PROCESS BY ANY INEXPERIENCED AUDITOR. LET AUDITORS BECOME PERFECT USING ROUTINE 3D CRISS CROSS AS CONTAINED HEREIN. A goals assessment is tougher than 3D Criss Cross and goals are more easily invalidated than items. Further Routine 3G should clear off any errors run into a case by 3D Criss Cross. Therefore don’t train with the only cure. 3D Criss Cross does well with cases too! Train Auditors to do Routine 3 processes with Routine 3D Criss Cross from Pre-Hav Levels. Only when they’re perfect, let them go to more advanced routines. Routine 3D Criss Cross can be run on staffs and HGC pcs with great advantage to the pc and no unremediable risk to the pc.

Requisite to run Routine 3D Criss Cross is good gains with Prepchecking and the CCHs.

We have developed a good process to graduate the auditor to clearing without fouling up pcs too badly in Routine 3D Criss Cross. And the pcs will win too if it is well and thoroughly done.

-----  
All this should be good news to people whose goals have been found.

L. RON HUBBARD

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** 6205C01	SHSBC-140	Missed Withholds
** 6205C01	SHSBC-141	Routine 3G, Experimental Preview of a Clearing Process
** 6205C02	SH TVD-4A	Prepchecking (Aud: LRH), Part I
** 6205C02	SH TVD-4B	Prepchecking, Part 11
** 6205C03	SHSBC-142	Craftsmanship—Fundamentals
** 6205C03	SHSBC-143	Prepchecking



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 MAY 1962

Franchise

**ARC BREAKS  
MISSED WITHHOLDS**

*(HOW TO USE THIS BULLETIN.*

WHEN AN AUDITOR OR STUDENT HAS TROUBLE WITH AN “ARC BREAKY PC” OR NO GAIN, OR WHEN AN AUDITOR IS FOUND TO BE USING FREAK CONTROL METHODS OR PROCESSES TO “KEEP A PC IN SESSION”, THE HCO SEC, D OF T OR D OF P SHOULD JUST HAND A COPY OF THIS BULLETIN TO THE AUDITOR AND MAKE HIM OR HER STUDY IT AND TAKE AN HCO EXAM ON IT.)

After some months of careful observation and tests, I can state conclusively that:

**ALL ARC BREAKS STEM FROM MISSED WITHHOLDS.**

This is vital technology, vital to the auditor and to anyone who wants to live.

Conversely:

**THERE ARE NO ARC BREAKS WHEN MISSED WITHHOLDS HAVE BEEN CLEANED UP.**

By WITHHOLD is meant AN UNDISCLOSED CONTRA-SURVIVAL ACT.

By MISSED WITHHOLD is meant AN UNDISCLOSED CONTRA-SURVIVAL ACT WHICH HAS BEEN RESTIMULATED BY ANOTHER BUT NOT DISCLOSED.

This is FAR more important in an auditing session than most auditors have yet realized. Even when some auditors are told about this and shown it they still seem to miss its importance and fail to use it. Instead they continue to use strange methods of controlling the pc and oddball processes on ARC Breaks.

This is so bad that one auditor let a pc die rather than pick up the missed withholds! So allergy to picking up missed withholds can be so great that an auditor has been known to fail utterly rather than do so. Only constant hammering can drive this point home. When it is driven home, only then can auditing begin to happen across the world; the datum is that important.

An auditing session is 50% technology and 50% application. I am responsible for the technology. The auditor is wholly responsible for the application. Only when an auditor realizes this can he or she begin to obtain uniformly marvellous results everywhere.

No auditor now needs “something else”, some odd mechanism to keep pcs in session.

**PICKING UP MISSED WITHHOLDS KEEPS PCS IN SESSION.**

There is *no* need for a rough, angry ARC Breaky session. If there is one it is *not* the fault of the pc. It is the fault of the auditor. The auditor has failed to pick up missed withholds.

As of now it is not the pc that sets the tone of the session. It is the auditor. And the auditor who has a difficult session (providing he or she has used standard

technology, model session, and can run an E-Meter), has one only because he or she failed to ask for missed withholds.

What is called a “dirty needle” (a pc’s needle pattern) is caused by missed withholds, not withholds.

Technology today is so powerful that it must be flawlessly applied. One does his CCHs in excellent 2 way comm with the pc. One has his TRs, Model Session and E-Meter operation completely perfect. And one follows exact technology. And one keeps the missed withholds picked up.

There is an exact and precise auditor action and response for every auditing situation, and for every case. We are not today beset by variable approaches. The less variable the auditor’s actions and responses, the greater gain in the pc. It is terribly precise. There is no room for flubs.

Further, every pc action has an exact auditor response. And each of these has its own drill by which it can be learned.

Auditing today is not an art, either in technology or procedure. It is an exact science. This removes Scientology from every one of the past practices of the mind.

Medicine advanced only to the degree that its responses by the practitioner were standardized and the practitioner had a professional attitude toward the public.

Scientology is far ahead of that today.

What a joy it is to a preclear to receive a completely standard session. To receive a text book session. And what gains the pc makes! And how easy it is on the auditor!

It isn’t how interesting or clever the auditor is that makes the session. It’s how standard the auditor is. Therein lies pc confidence.

Part of that standard technology is asking for missed withholds *any* time the pc starts to give any trouble. This is, to a pc, a totally acceptable control factor. And it totally smooths the session.

You have *no* need for and must not use any ARC Break process. Just ask for missed withholds.

Here are some of the manifestations cured by asking for missed withholds.

1. Pc failing to make progress.
2. Pc critical of or angry at auditor.
3. Pc refusing to talk to auditor.
4. Pc attempting to leave session.
5. Pc not desirous of being audited (or anybody not desirous of being audited).
6. Pc boiling off.
7. Pc exhausted.
8. Pc feeling foggy at session end.
9. Dropped havingness.
10. Pc telling others the auditor is no good.
11. Pc demanding redress of wrongs.
12. Pc critical of organizations or people of Scientology.
13. People critical of Scientology.
14. Lack of auditing results.
15. Dissemination failures.

Now I think you will agree that in the above list we have every ill we suffer from in the activities of auditing.

Now PLEASE believe me when I tell you there is ONE CURE for the lot and ONLY that one. There are no other cures.

The cure is contained in the simple question or its variations “*Have I missed a withhold on you ?* “

### THE COMMANDS

In case of any of the conditions 1. to 15. above ask the pc one of the following commands and CLEAN THE NEEDLE OF ALL INSTANT READ. Ask the exact question you asked the first time as a final test. The needle must be clean of all instant reaction before you can go on to anything else. It helps the pc if each time the needle twitches, the auditor says, “That” or “There” quietly but only to help the pc see what is twitching. One doesn’t interrupt the pc if he or she is already giving it. This prompting is the *only* use of latent reads in Scientology—to *help* the pc spot what reacted in the first place.

The commonest questions:

“In this session, have I missed a withhold on you?”

“In this session have I failed to find out something?”

“In this session is there something I don’t know about you?”

The best beginning rudiments withhold question:

“Since the last session is there something you have done that I don’t know about?”

Prepcheck Zero Questions follow:

“Has somebody failed to find out about you who should have?”

“Has anyone ever failed to find out something about you?”

“Is there something I failed to find out about you?”

“Have you ever successfully hidden something from an auditor?”

“Have you ever done something somebody failed to discover?”

“Have you ever evaded discovery in this lifetime?”

“Have you ever hidden successfully?”

“Has anyone ever failed to locate you?”

(These Zeroes do not produce “What” questions until the auditor has located a specific overt.)

When Prepchecking, when running any process but the CCHs, if any one of the auditing circumstances in 1 to 15 above occurs, ask for missed withholds. Before leaving any chain of overts in Prepchecking, or during Prepchecking, ask frequently for missed withholds, “Have I missed any withhold on you?” or as above.

Do not conclude intensives on any process without cleaning up missed withholds.

Asking for missed withholds does not upset the dictum of using no O/W processes in rudiments.

Most missed withholds clean up at once on two way comm *providing* the auditor doesn’t ask leading questions about what the pc is saying. Two way comm consists of asking for what the meter showed, acknowledging what the pc said and checking the meter again with the missed withhold question. If pc says, “I was mad at my wife,” as an answer, just ack and check the meter with the missed withhold question. Don’t say, “What was she doing?”

In cleaning missed withholds do not use the Prepcheck system unless you are Prepchecking. And even in Prepchecking, if the zero is not a missed withhold question and you are only checking for missed withholds amid other activities, do it simply as above, by two way comm, not by the Prepcheck system.

To get auditing into a state of perfection, to get clearing general, all we have to do is:

1. Know our basics (Axioms, Scales, Codes, the fundamental theory about the thetan and the mind);
2. Know our practical (TRs, Model Session, E-Meter, CCHs, Prepchecking and clearing routines).

In actual fact this is not much to ask. For the return is smooth results and a far, far better world. An HPA/HCA can learn the data in 1 above and all but clearing routines in the material in 2. An HPA/HCA should know these things to perfection. They are not hard to learn. Additives and interpretations are hard to get around. Not the actual data and performance.

Knowing these things, one also needs to know that all one has to do is clean the E-Meter of missed withholds to make any pc sit up and get audited smoothly, and all is as happy as a summer dream.

We are making all our own trouble. Our trouble is lack of precise application of Scientology. We fail to apply it in our lives or sessions and try something bizarre and then we fail too. And with our TRs, Model Session and meters we are most of all failing to pick up and clean up MISSED WITHHOLDS.

We don't have to clean up all the withholds if we keep the Missed Withholds cleaned up.

Give a new auditor the order to clean up "Missed Withholds" and he or she invariably will start asking the pc for withholds. *That's* a mistake. You ask the pc for *Missed Withholds*. Why stir up new ones to be missed when you haven't cleaned up those *already missed*? Instead of putting out the fire we pour on gunpowder. Why find more you can *then* miss when you haven't found those that *have been* missed.

Don't be so confounded *reasonable* about the pc's complaints. Sure, they may all be true BUT he's complaining only because *withholds* have been *missed*. Only then does the pc complain bitterly.

Whatever else you learn, learn and understand this please. Your auditing future hangs on it. The fate of Scientology hangs on it. Ask for missed withholds when sessions go wrong. Get the missed withholds when life goes wrong. Pick up the missed withholds when staffs go wrong. Only then can we win and grow. We're waiting for you to become technically perfect with TRs, Model Session and the E-Meter, to be able to do CCHs and Prepchecking and clearing techniques, *and* to learn to spot and pick up missed withholds.

If pcs, organizations and even Scientology vanish from Man's view it will be because you did not learn and use these things.

L. RON HUBBARD

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[This HCO B is changed by HCO B 4 July 1962, *Bulletin Changes*, page 101.]

HCO BULLETIN OF 10 MAY 1962

Franchise

### PREPCHECKING AND SEC CHECKING

How do you use Form 3 (the Joburg), Form 6A and other forms with Prepchecking?

These forms have great value in improving a case, they dig up things. They get off the overts against Scientology that hold up many a case.

Now that Prepchecking is here, with all its vast ability to clean up this life, you still need these forms. For the most general auditor fault in Prepchecking is going too shallow. By using these forms this is to a large measure remedied by the use of all our Sec Check forms as released on HCO Policy Letters or even in Information Letters.

An old auditor, for instance, will make much faster case progress (or even make case progress) if given the Saint Hill Special "last 2 pages of the Joburg and a Form 6A".

Prepchecking and Sec Checking come together with a simple formula:

**IF A SEC CHECK QUESTION DOESN'T AT ONCE CLEAR ON THE METER BY SIMPLE REVELATION, THE AUDITOR PREPCHECKS IT.**

The smoothest way to clean a Sec Check question is to ask the pc to consider it carefully, then clean the needle of any response to it and go on. There is no varying the question.

If a question doesn't clear on one or two revelations, you then swing straight into a formal Prepcheck of the question.

This specific drill, shortly to become a TR, should be precisely followed.

Auditor (watching meter) (using Sec Check Form question): "Have you ever stolen anything?"

(Auditor may tell pc if needle reacted and steer pc's attention.)

Pc: "I stole a watch once." (Or whatever response.)

Auditor: "Thank you. I will now check the question: 'Have you ever stolen anything?' "

**IF NEEDLE DOESN'T REACT:**

Auditor: "That seems clear at the moment." (Asks next Sec Check question.)

**IF NEEDLE STILL REACTS:**

Auditor: "There's still something on this."

(Auditor writes down the question on his report as a Zero A question. Auditor probes for a specific single overt, finds one, forms the *What* question for use in a chain, writes it on his report and goes straight into routine Prepchecking. When the *What* question is null, the auditor returns to the same Sec Check question as above, tests it for now being clean. If not, more Prepchecking on it is indicated. If clean now he goes to next question on Form.)

If the auditor knows this drill his progress down a form will be relatively rapid.

The theory of this is that if a question doesn't promptly clear on the needle then it is part of a chain and must be Prepchecked to get all of it.

The phrasing of the *What* question for Prepchecking is *not* the Sec Check question. The *What* question is derived only from the overt discovered.

Any Sec Check question Prepchecked is tested before leaving it just as though it were found reacting in the first place (same drill as above).

## USE OF RUDIMENTS IN PREPCHECKING

Do not continually ask the pc, "In this session have I missed a withhold on you?" while doing *any* Prepchecking. In Prepchecking one asks for missed withholds only after cleaning a What question and in End Rudiments.

Prepchecking sends the pc down the track. If an auditor says during Prepchecking a chain, "In this session have I missed a withhold on you?" it yanks the pc back to present time and out of whatever incident he or she is in.

In doing a Routine 3 Process one asks for missed withholds often and at any time, but not in a Prepcheck session.

If you do five or so Sec Check questions without a single one having to be Prepchecked, it is, however, good policy to ask for missed withholds. Ask for missed withholds in Prepchecking only after a What question is nul, but always ask and clean it then.

In Routine 3 processes ask for missed withholds at any time.

### HELP THE PC

In general, when getting rudiments in or getting off missed withholds or invalidations, help the pc by guiding his attention against the needle.

This is quite simple. The auditor asks the question, the needle instantly reacts, the pc (as he or she usually does) looks puzzled if the auditor says "It reacts." The pc thinks it over. As he or she is thinking, the auditor will see the same reaction on the needle. Softly the auditor says "That" or "There" or "What's that you're looking at?" As the pc knows what he or she is looking at at that instant, the thing can be dug up.

This is auditor co-operation, not triumph.

Most often the pc does not know what it is that reacts as only unknowns react. Therefore an auditor's "There" when the needle twitches again, before the pc has answered, co-ordinates with whatever the pc is looking at and thus it can be spotted and revealed by the pc. This is only done when the pc comm lags for a few seconds.

Remember, the pc is always willing to reveal. He or she doesn't know What to reveal. Therein lies the difficulty. Pcs get driven out of session when asked to reveal something yet do not know *what* to reveal.

By the auditor's saying "There" or "What's that?" quietly each time the needle reacts newly, the pc is led to discover what should be revealed.

Auditors and pcs get into a games condition in Prepchecking and rudiments only when the auditor refuses this help to the pc.

New auditors routinely believe that in Prepchecking the pc *knows* the answer and won't give it. This is an error. If the pc knew all the answer, it wouldn't react on the meter.

Old-timers have found out that only if they steer by repeated meter reaction, giving the pc "There" or "What's that?" *can* the pc answer up on most rudiments questions, missed withholds and so on.

This is the only use of reads other than instant reads on the E-Meter.

Help the pc. He *doesn't* know. Otherwise the needle would never react.

Even if doing a Sec Check form still call it Prepchecking when done this way. This is "Prepchecking on Forms." The Zero for the whole lot of course is "Are you withholding anything?" Thus Sec Check form questions, when they do not nul at one crack become Zero A questions, and the What formed from the overt found becomes the No. 1 question.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO INFORMATION LETTER OF 10 MAY 1962

Students,  
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Central Orgs

**ROUTINE 3GA (EXPERIMENTAL)**

(A Clearing Procedure  
Intended to Handle the GPM  
Accurately without Liability)

As the commonest difficulties auditors are having and the greatest errors that can be made on a Routine 3 process are the same, I have been working to get around these and may have done so in Routine 3GA.

The difficulties are:

1. Getting a pc to complete a list.
2. Getting the right item.

The greatest liabilities in a Routine 3 process are:

1. Incomplete list.
2. Wrong item.

As you can see (aside from getting the correct goal), the greatest dangers in the processes are unfortunately the most difficult for an auditor to do correctly by recent experience.

Therefore in Routine 3GA we have the same end product as in Routine 3G (as per HCO Information Letter of 29 April 1962) but, if it works smoothly, without the liabilities.

As listing can be considered processing, I have made it follow the rules of processing in Routine 3GA, to wit, plus and minus and possible stuck flows should be regarded. The principle of the four basic flows is therefore used in Routine 3GA (HCO Bulletin of 25 January 1962).

**ROUTINE 3GA**

This has four steps only:

1. Find a goal (done as in Routine 3 and Routine 3G).
2. List four lists simultaneously to no TA action on any list.
3. Nul each list once in rotation, then twice in rotation, then three times, etc, to try to locate items.
4. Find a new goal and repeat 2 and 3.

**STEP ONE**

This is the most difficult and is done exactly as in Routine 3 or 3G. The goal *must* check out to a constant *instant* tick.

If the goal has an instant "Dirty needle" get the missed W/Hs off it before checking. It will probably vanish as a goal and another goal is the correct one.

Goal finding is made easier by keeping the subject of listing, auditing, the session and the goal free of missed withholds, including the overt of missing withholds on others.

A good, clean instant ticking, constantly reacting each time it is said goal is what we want in Step One.

Once it is checked out as THE GOAL we don't check it again until Step 3 is complete.

## STEP TWO

This is the innovation. We do not optterm an item. We optterm the goal itself. Thus we never really have to find an item in order to optterm. And even if we found a wrong item, it would not further upset the case.

Further, we use FOUR versions of the goal for our lists. And we do Four lists at the *same time*.

We take items down on one list until the pc seems draggy. Then we pick up any missed withhold and go to the next list. And so on through four lists, around and around until each list shows no TA action on a few items being read to the pc.

The words "Who or What would WANT ...." inserted before the original goal for the first list, the words "Who or What would oppose ...." for the second list. The words "Who or What would not oppose ...." for the third list. And the words "Who or What would not want ...." for the fourth list.

Example:

Goal: To Catch Catfish.

List One: Who or What would want to catch catfish? (Outflow.)

List Two: Who or What would oppose catching catfish? (Inflow.)

List Three: Who or What would not oppose catching catfish? (Restrained Inflow.)

List Four: Who or What would not want to catch catfish? (Restrained Outflow.)

Use four sheets of paper or four double sheets, legal (foolscap) length, ruled or not. Put the page number and the list question, the date and pc's name at the top of the first sheet, and the page number and list question on subsequent pages. Don't tangle up on labelling and numbering as it will be a trick keeping four lists going anyway. And if you fail to label them right or list on wrong sheets, you'll confuse the session horribly. So be neat and try to shift paper quietly in the session to reduce pc's getting attention on auditor. When a sheet is full drop it on a common pile on the floor, do a new sheet for that list. Separate the floored lists afterwards.

List a list as long as the pc does it easily. Whether this is 3 items or 30 on one list. Then check for missed withholds: "In this session have I missed a withhold on you?" Clean it as necessary and go on to the next list.

Give the pc the list question only often enough to keep the pc going, not for every item he or she gives.

Put anything on the list the pc wants on it. Don't let pc mutter and claw around for "the exact item", just keep the pc naming items.

Try to keep the lists vaguely equal in length.

If the "winds of space" turn on (if pc is getting his or her face pushed in) go a little stronger on Lists 1 and 3. That takes the pressure off.

If pc thinks they're all complete, pull any session missed withhold, test one or two lists for TA action by reading a few items to pc, and if TA action is present or if the list question reacts (or other tests including finding if the pc still has somatics or pressures), continue listing.

When lists do not produce TA action, etc, the listing can be considered complete.

Do NOT test goal for complete list as a test.



Lists may go to several hundred items each.

Learn to list rapidly. Don't upset the pc by calling for repeats of earlier items you missed. The pc probably will have forgotten them and get confused.

Don't pretend you've heard an item when you haven't. Get it correct from pc. He or she will only feel more acknowledged.

Pcs go groggy, lose interest and refuse to list only when session withholds are missed. Running too long on one flow, however, is conducive to withholds developing.

### STEP THREE

Nul each list with three repeats of the item. Mark it with a slant for "In", use an X for "Out". Tell the pc it's in or out and go on.

If a list is at all live, listing is incomplete. This is not likely to happen in Routine 3GA unless the auditor has made very short lists.

Nul all lists. Try to isolate an item on each.

Be fully prepared to find, with all rudiments well in, no items and to have the goal vanish. You will have made a long step toward clear if all goes out.

If all doesn't go out and items and goal hang, lists are incomplete.

The goal may also fail to react on only partially completed lists using Routine 3GA, so make sure the TA action is out of the lists before nulling is begun.

Nul List One once down, List Two once down, List Three once down, List Four once down. Then nul List One through any items still reacting, List Two similarly, etc.

It may be found on further data that nulling one page of each list at a time in sequence, List 1, 2, 3, 4, is easier on the pc than nulling a whole list. This is permissible.

### STEP FOUR

Find a new goal as in Step One. You may have to add more goals. You may only need to get missed withholds and invalidations off goals lists and various goals to have a new one pop up.

Repeat Steps 2, 3 and 4.

-----

If the pc has been run extensively on 3D Criss Cross, Routine 3GA should push off all such charge without further attention according to preliminary findings.

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A good auditing maxim applies hard to 3GA. When the auditor is faced with the unusual, do the usual.

Use Routine 3GA in preference to any other Routine 3 activity.

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Lengthy as this may seem, it is *far* shorter than finding and auditing items on processes.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 14 MAY 1962

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Sthil Students  
Sthil Graduates

### **CASE REPAIR**

We, for some time now, have been moving in spheres of higher level auditing which reached deeper into a case than old processes could repair. The definition of a master process would be one which ran out all other processes *and* processing. We now have such processes.

As there have been several Routines run on various cases, and as there is a new way of Sec Checking called Prepchecking, it is time I issued data on case repair in case any of these routines were done wrong by auditors or left unflat.

#### **Routine 1a**

The best remedy for any bracket process on problems is to flatten the exact process that was run and left unflat.

The auditor should explore this and get the exact version.

Only the exact problems process that was left unflat will flatten that problems process.

#### **Sec Checking**

Unflat Sec Checking, where material was overlooked, is best remedied by a combination of CCHs and Prepchecking, using the exact Sec Check form originally left unflat and covering it completely again, but using HCO Bulletin of May 10, 1962 which combines Sec Checking and Prepchecking. This will get off all the rough edges that are left over from Sec Checking only. It is quite revealing how much auditors left untouched during the Sec Checking days. And how many missed withholds were generated.

#### **CCH Blowy Pcs**

Pcs who give an appearance of blowing while being run on CCHs or who are nattery to their auditors are best run on the CCHs in complete Model Session form, with full beginning and end rudiments on the meter. The body of the session is, of course, run without a meter when Model Session is used on the CCHs.

Never ask the pc if you've missed a withhold on him or her with the pc off a meter. Don't ask it socially either. You can lose more friends that way!

#### **Prepchecking Repair**

When a pc has been getting a lot of Prepchecking from one or several auditors and the pc has begun to look withdrawn or misemotional in life, a lot of What questions have been left unflat.

The best remedy, and the proper one, for this is to take *all* the pc's Prepcheck auditors' reports and, in session, test every What question from the earliest one ever asked for needle reaction.

If a What question reacts, no matter what it was, clean it up by the routine

Prechecking system until the original What question is nul, then ask for missed withholds in the session and go on to the next What question in the reports. Don't vary the What questions you find in the reports. Just work the chain until you get the chain fully blown.

This cleaning up of every What question left not nul can do wonders for a pc.

Some What questions will be found to be silly. Clean them up anyway.

If another auditor did it, ask, after a What question is nul, "In that session, did the auditor miss a withhold on you?" and clean it off the needle.

### **CCHs**

Where the CCHs have been done wrong or have been left unflat, just do more good CCHs with proper two way comm about *Physical* originations by the pc. The CCHs done right flatten CCHs done wrong.

### **SCS**

Where SCS has been done wrong or left unflat, just do it right with two way comm about physical originations by the pc and it should come right.

In one case SCS was never flattened on *Start* because the pc considered the body already *started* and thus the pc could never execute the command. The remedy was to flatten *Stop* much better.

### **Op Pro by Dup**

Old Opening Procedure By Duplication has been left unflat on a lot of Scientologists.

One way is to just flatten it.

Another way is to add it to the CCHs as a fifth CCH in sequence and run it only until it ceases to produce change and then go to CCH 1. However, I think it's best just to grind it flat, as it was and is a test of endurance in duplication unlike the CCHs.

### **Routine 2**

If left unflat just ignore. There are things you can do with it such as to add want, not want, oppose, not oppose to the level and list four lines with *You* or *Your* as the terminal.

Example: Original level found was "blame".

Who or what would want to blame you?  
Who or what would oppose blaming you?  
Who or what would not oppose blaming you?  
Who or what would not want to blame you?

Only if a worsening of case was directly traceable to having had a Pre-Hav level run would one recover that level and treat it as above.

The listing would have to be complete on every one of the four lists and it would be done as in Routine 3GA, Information Letter of May 10, 1962.

As the auditor might not have had the right level at the time, repairing Routine 2 should be done only after careful review and probably not even then.

### **Routines 3, 3A and 3D**

The original Routine 3 began with finding the pc's goal. This also applies to Routine 3A and 3D.

All these are repaired the same way.

You ignore everything but the goal. You skip the terminal or oppterm or the modifier or oppgoal. You use only the goal. Choose the First Goal Ever Found. The FIRST, FIRST, FIRST, no matter who found it or where.

All invalidations, suppressions and missed W/Hs on:

- (a) The routines,
- (b) The auditor or auditors who did any assessments on the pc,
- (c) Scientology,
- (d) Listing in general (goals, items),
- (e) Nulling any list (including Pre-Hav Scale),
- (f) The goal found,

are carefully picked up. The goal itself is worked over hardest. When the goal is clean, it is carefully checked against the rest of the goals list.

If the goal checks out, you then use the current goals routine on it (Routine 3GA at this time of writing) and go on from there.

If the goal does not check out even after the most careful cleaning up of its invalidations, suppressions or missed withholds, add to the goals list and start in to find the right goal and then use it in the current routine and continue with that routine.

This repair is highly specific, is very important, and will have to be done on every person on whom a goal was ever located.

**THIS INCLUDES ALL CLEARS.**

There is no other method of salvage.

If more than one goal was found, take the first and treat it as given here, then take the second goal ever found, clean it up and so forth.

### **Routine 3D Criss Cross**

Because auditors had so much trouble getting lists completed, Routine 3D Criss Cross is the most important to patch up.

In fact, many cases run on it will not progress on a current Goals Routine until 3D Criss Cross is cleaned up.

The process was powerful and only cleans itself up. But, cleaned up, it gives fantastic case resurgences.

Take all the items found and scrap them.

Take a list of the lines from which the items came, written in the sequence they were used. With the pc on a meter in Model Session, query the pc for his or her reactions on each line at the time it was done.

Take the earliest line source that was done on the pc that gave the pc sensation, pain, heat or cold. In other words, the earliest line source that produced somatics. It must be the earliest. In some cases a goal was the earliest thing from which a list was taken but the listing of a goal, if it was not productive of somatics, can be left, just as any other line source can be left alone on repair—no somatics, neglect the line.

Now comes the only tricky part. Convert the line source into four line sources by entering into its wording want, oppose, not oppose, not want, in that order. These four lines must include the original source line that was listed.

Now list the three hitherto unlisted lines up until they are in even length with the original line done and then, as in Routine 3GA, keep the four abreast of each other. List all TA action out of all lines. Use 3GA tests to find this out.

When no charge of any kind is left, skip the lot. No need, so far as I know at this writing, to nul them as this is just a repair job. When all lines that were formerly active (had somatics during listing) are so repaired, get on with the current Routine 3 Process. (At this writing, Routine 3GA.)

The case gain you'll get on the pc from this alone will be startling—providing the four lines you list from any single 3DXX source formerly used are now complete.

Note: If pc confused as to which was it, the lines probably aren't complete. Pull missed withholds on assessments, listing, items and get pc to list further.

Note: Unless you do this repair well, the case may bog when you try to get a goal.

Note: In case you missed it, you throw away all items ever found before doing anything else and you oppterm no items.

On Pre-Hav levels used for 3DXX see Routine 2 above. For flow lines do the expansion with want, oppose, not oppose, and not want as contained herein.

## **General Repair**

Repair of earlier auditing than those processes specifically mentioned here is best done by Prepchecking combined with CCHs. The best Zero question for such repair is any one of those calculated to unearth missed withholds.

A general process on missed withholds, repetitive, will be the subject of another HCO Bulletin and it is permissible to use this to repair all earlier sessions in which the above-mentioned routines were not run.

In general repair you can get nice gains by Prepchecking all rudiments, beginning and end, in a general way. You will be amazed how many have been out on old pcs. I found one who had not answered even one havingness command although auditors had given the pc thousands. That's thousands of failures to answer the auditing command—and no havingness worked on this pc until I'd discovered and remedied this.

Case repair is a task for a skilled auditor. No case will repair if it continues to be audited badly.

If you want to be sure you can repair cases—and audit them—take an Academy reread or apply for Saint Hill—or both.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 MAY 1962

Central Orgs  
Franchise

**MISSED WITHHOLDS,  
ASKING ABOUT**

Since a pc can give a motivator response to the question, "Have I missed a withhold on you?" and since a pc's case can be worsened by permitting the pc to get off motivators rather than overts, the following becomes a must in asking for Missed Withholds:

"What have you done that I haven't found out about?"

Use "*done*", not "missed a withhold" in all missed w/h questions.

The prior confusion aspect will be found to operate also if this is followed and the missed withhold will blow.

In short use *done* not "missed withhold" in rudiments and middle rudiments questions and stress doingness rather than withholdingness.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
15—22 May 1962

** 6205C15	SHSBC-144	New Training Sections
** 6205C15	SHSBC-145	New TRs
** 6205C16	SH TVD-5A	Patching Up 3DXX Cases, Part I (LRH MTS-3)
** 6205C16	SH TVD-5B	Patching Up 3DXX Cases, Part II.
** 6205C17	SHSBC-146	Auditing Errors
** 6205C17	SHSBC-147	Prepchecking
** 6205C22	SHSBC-150	Administration of Courses
** 6205C22	SHSBC-151	Missed Withholds

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 MAY 1962

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**MODEL SESSION CHANGE**

In Beginning Rudiments the withhold question should be worded “Since the last time I audited you have you done anything you are withholding?”

This must be answered exactly as asked. It cannot be answered with a “They did to me” or your end command rud will go out.

In the first session the auditor gives the pc the line is omitted.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
23 May 1962

- |            |          |  |
|------------|----------|--|
| ** 6205C23 | SH TVD-6 | Check on “What” Questions and Havingness Probe (LRH MTS-4) |
| ** 6205C23 | SH TVD-7 | Fish and Fumble—Checking Dirty Needles (LRH MTS-5)         |

HCO BULLETIN OF 23 MAY 1962

Central Orgs  
Tech Depts

*VERY IMPORTANT*

**E-METER READS**

**PREPCHECKING  
HOW METERS GET INVALIDATED**

Due to the fantastic number of instant needle reactions missed by poorly trained auditors, it would be well to check this question out on *any* preclear who has been previously audited:

*“Has any auditor ever failed to find a meter read on you that you thought should have reacted?”*

Or any version thereof.

*“As an auditor have you ever deliberately ignored a significant meter response?”*

Or any version thereof.

*“Have you ever invalidated an E-Meter?”*

Or any version thereof.

*“As a preclear have you ever successfully persuaded an auditor the meter was wrong?”*

Or any version thereof.

*“Have you ever attempted to invalidate a meter read in order to keep something secret?”*

Or any version thereof.

Pcs who have routinely had meter reads missed on them become so unconfident of the meter that they are perpetually ARC broke. Only ARC breaks stop a meter from reacting. Therefore this unconfidence in the meter can cancel meter reads!

It is utterly *fatal* to pass up an instant reaction on a pc. It invalidates the meter and may cancel further reads.

Meters work. They work every time. Only auditors fail by failure to use the meter reactions to guide a session. Only the auditing question or the auditor’s inability to read can be wrong.

Because of bad metering many pcs get the secret opinion that meters do not in fact work. This is caused by sloppy auditors who miss instant reads and fail to clean up hot questions.

If the pc knows it is hot and the auditor fails to see the meter react, the pc thinks he can “beat the meter” and is thereafter harder to audit because of this specific phenomenon.

This is exactly how meters get invalidated—auditors who fail to read them and meters that aren’t Mark IVs. There have been plenty of both in the past, so clean up the above question. It’s all that keeps some pcs from winning.

And, oh yes, don’t miss meter reads! And, oh very yes, be sure you are well trained on meters!

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HCO BULLETIN OF 24 MAY 1962

Franchise

### Q and A

A great deal has been said about “Q and A-ing” but few auditors know exactly what it is and *all* auditors have done it without exception up to now.

I have just completed some work that analyses this and some drills which educate an auditor out of it. With a better understanding of it, we can eradicate it. Q and A means ASKING A QUESTION ABOUT A PC’S ANSWER.

A SESSION IN WHICH THE AUDITOR Qs and As IS A SESSION FULL OF ARC BREAKS.

A SESSION WITHOUT Q and A IS A SMOOTH SESSION.

It is vital for all auditors to understand and use this material. The gain for the pc is reduced enormously by Q and A and clearing is not just stopped. It is prevented.

The term “Q and A” means that the exact answer to a question is the question, a factual principle. However, it came to mean that the auditor did what the pc did. An auditor who is “Q and A-ing” is giving session control over to the pc. The pc does something, so the auditor also does something in agreement with the pc. The auditor following only the pc’s lead is giving no auditing and the pc is left on “self audit”.

As nearly all auditors do this, no auditing is the rule of the day. Therefore I studied and observed and finally developed a precision analysis of it, for lack of which auditors, although they understood Q and A, nevertheless “Q’d and A’d”.

### THE Qs AND As

There are 3 Qs and As. They are:

1. Double questioning.
2. Changing because the pc changes.
3. Following the pc’s instructions.

### The Double Question

This occurs on Rudiment Type questions and is wrong.

This is the chief auditor fault and *must* be cured.

The auditor asks a question. The pc answers. The auditor asks a question about the answer.

This is not just wrong. It is the primary source of ARC Breaks and out rudiments. It is quite a discovery to get this revealed so simply to an auditor as I know that if it is understood, auditors will do it right.

The commonest example occurs in social concourse. We ask Joe, “How are you?” Joe says, “I’ve been ill.” We say, “What with?” This may go in society but *not* in an auditing session. To follow this pattern is fatal and can wipe out all gains.

Here is a *wrong* example: Auditor: “How are you?” PC: “Awful.” Auditor: “What’s wrong?” In auditing you just must never, never, *never* do this. All auditors have been doing it. And it’s awful in its effect on the pc.

Here is a *right* example: Auditor: “How are you?” PC: “Awful.” Auditor: “Thank you.” Honest, as strange as this may seem and as much of a strain on your social machinery as you’ll find it, there is *no* other way to handle it.

And here is how the whole drill must go. Auditor: "Do you have a present time problem?" PC: "Yes" (or *anything* the pc says). Auditor: "Thank you, I will check that on the meter. (Looks at meter.) Do you have a present time problem? It's clean." or ".....It still reacts. Do you have a present time problem? That .....That." PC: "I had a fight with my wife last night." Auditor: "Thank you. I will check that on the meter. Do you have a present time problem? That's clean."

The way auditors have been handling this is this way, very wrong. Auditor: "Do you have a present time problem?" PC: "I had a fight with my wife last night." Auditor: "What about?" Flunk! Flunk! Flunk!

The rule is NEVER ASK A QUESTION ABOUT AN ANSWER IN CLEANING ANY RUDIMENT.

If the pc gives you an answer, acknowledge it and check it on the meter. Don't *ever* ask a question about the answer the pc gave, no matter *what* the answer was.

Bluntly you *cannot* clean rudiments easily so long as you ask a question about a pc's answer. You cannot expect the pc to feel acknowledged and therefore you invite ARC Breaks. Further, you slow a session down and can wipe out all gain. You can even make the pc worse.

If you want gains in a session never Q and A on rudiments type questions or Form type sec check questions.

Take what the pc said. Ack it. Check it on the meter. If clean, go on. If still reacting, ask another question of a rudiments type.

Apply this rule severely. *Never* deviate from it.

Many new TR drills are based on this. But you can do it now.

Handle all beginning, middle and end rudiments exactly in this way. You'll be *amazed* how rapidly the pc gains if you do and how easily the rudiments go in and stay in.

In Prepchecking you can get deeper into a pc's bank by using his answer to get him to amplify. But never while using a Rudiment or sec check type question.

### **Changing because the Pc changes**

This is a less common auditor fault but it exists even so.

Changing a process because the pc is changing is a breach of the Auditor's Code. It is a flagrant Q and A.

Getting change on the pc often invites the auditor to change the process.

Some auditors change the process every time the pc changes.

This is very cruel. It leaves the pc hung in every process run.

It is the mark of the frantic, obsessive alteris auditor. The auditor's impatience is such that he or she cannot wait to flatten anything but must go on.

The rule of auditing by the tone arm was the method of preventing this.

SO LONG AS YOU HAVE TONE ARM MOTION, CONTINUE THE PROCESS.

CHANGE THE PROCESS ONLY WHEN YOU HAVE RUN OUT ALL TONE ARM MOTION.

Rudiments repair processes are not processes in the full sense of the word. But even here the rule applies if to a limited extent. The rule applies this far: If a pc gets too much tone arm motion in the rudiments, and especially if he or she gets little tone arm motion in the session, you must run Prepchecking on the rudiments questions and do CCHs on the pc. Ordinarily, if you run a rudiments process in getting the rudiments in, you ignore the Tone Arm Motion. Otherwise you'll never get to the body of the session and will have Q'd and A'd with the pc after all. For you will have let the pc

“throw” the session by having out rudiments and will have let the pc avoid the body of the session. So, ignore TA action in handling rudiments unless you are Prepchecking, using each rudiment in turn in the body of the session. When a rudiment is used as a rudiment, ignore TA action. When a rudiment is used in the session body for Prepchecking, pay some attention to TA action to be sure something is happening.

Don't hang a pc up in a thousand unflat processes. Flatten a process before you change.

### **Following the Pc's Instructions**

There are “auditors” who look to the pc for all their directions on how to handle their cases.

As aberration is composited of unknowns this results in the pc's case never being touched. If the pc only is saying what to do, then only the known areas of the pc's case will get audited.

A pc can be asked for data on what's been done by other auditors and for data in general on his reactions to processes. To this degree one uses the pc's data *when* it is also checked on the meter and from other sources.

I myself have had it bad in this. Auditors have now and then demanded of me as a pc instructions and directions as to how to do certain steps in auditing.

Of course, snapping attention to the auditor is bad enough. But asking a pc what to do, or following the pc's directions as to what to do is to discard in its entirety session control. And the pc will get worse in that session.

Don't consider the pc a boob to be ignored, either. It's the pc's session. But be competent enough at your craft to *know* what to do. And don't hate the pc so much that you take his or her directions as to what to do next. It's fatal to any session.

### **SUMMARY**

“Q and A” is slanguage. But the whole of auditing results depends upon auditing right and not “Q and A-ing”.

Of all the data above only the first section contains a new discovery. It is an important discovery. The other two sections are old but must be discovered sooner or later by any auditor who wants results.

If you Q and A your pc will not achieve gains from auditing. If you really hate the pc, by all means Q and A, and get the full recoil of it.

A session without ARC Breaks is a marvellous thing to give and to receive. Today we don't have to use ARC Break processes if we handle our rudiments well and never Q and A.

L. RON HUBBARD

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### **SAINT HILL SPECIAL BRIEFING COURSE LECTURES** 24—30 May 1962

- |             |           |  |
|-------------|-----------|--|
| ** 6205C24  | SHSBC-148 | E-Meter Data—Instant Reads, Part I               |
| ** 6205C24  | SHSBC-149 | E-Meter Data—Instant Reads, Part II.             |
| ** 6205C29  | SHSBC-152 | Question-and-Answer Period                       |
| * * 6205C29 | SHSBC-153 | Security Check Prepchecking                      |
| ** 6205C30  | SH TVD-8A | Getting Rudiments In (LRH auditing demo), Part I |
| ** 6205C30  | SH TVD-8B | Getting Rudiments In, Part II.                   |

HCO BULLETIN OF 25 MAY 1962

Central Orgs  
Franchise

## **E-METER INSTANT READS**

An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor.

The reaction of the needle may be any reaction except "nul". An instant read may be any change of characteristic providing it occurs instantly. The absence of a read at the end of the major thought shows it to be nul.

All *prior* reads and *latent* reads are ignored. These are the result of minor thoughts which may or may not be restimulated by the question.

Only the instant read is used by the auditor. Only the instant read is cleared on rudiments, What questions, etc.

The instant read may consist of any needle reaction, rise, fall, speeded rise, speeded fall, double tick (dirty needle), theta bop or any other action so long as it occurs at the exact end of the major thought being expressed by the auditor. If no reaction occurs at exactly that place (the end of the major thought) the question is nul.

By "*major thought*" is meant the complete thought being expressed in words by the auditor. Reads which occur prior to the completion of the major thought are "prior reads". Reads which occur later than its completion are "latent reads".

By "*minor thought*" is meant subsidiary thoughts expressed by words within the major thought. They are caused by the reactivity of individual words within the full words. They are ignored.

Example: "Have you ever injured dirty pigs?"

To the pc the words "you", "injured" and "dirty" are all reactive. Therefore, the minor thoughts expressed by these words also read on the meter.

The major thought here is the whole sentence. Within this thought are the minor thoughts "you", "injured" and "dirty".

Therefore the E-Meter needle may respond this way: "Have you (fall) ever injured (speeded fall) dirty (fall) pigs (fall)?"

Only the major thought gives the instant read and only the last *fall* (bold-italic type in the sentence above) indicates anything. If that last reaction was absent, the whole sentence is nul despite the prior falls.

You can release the reactions (but ordinarily would not) on each of these minor thoughts. Exploring these prior reads is called "compartmenting the question".

Paying attention to minor thought reads gives us laughable situations as in the case, written in 1960, of "getting P.D.H.ed by the cat". By accepting these prior reads one can prove anything. Why? Because *Pain* and *Drug* and *Hypnosis* are minor thoughts within the major thought: "Have you ever been P.D.H.ed by a cat?" The inexpert auditor would believe such a silly thing had happened. But notice that if each minor thought is cleaned out of the major thought it no longer reacts as a whole fact. If the person on the meter *had* been P.D.H.ed by a cat, then only the discovery of the origin of the whole thought would clean up the whole thought.

Pcs also think about other things while being asked questions and these random personal restimulations also read before and after an instant read and are ignored. Very rarely, a pc's thinks react exactly at the end of a major thought and so confuse the issue, but this is rare.

We want the read that occurs instantly after the last syllable of the major thought without lag. That is the only read we regard in finding a rudiment in or out, to find if a goal reacts, etc. That is what is called an “instant read”.

There is a package rudiment question in the half truth, etc. We are doing four rudiments in one and therefore have four major thoughts in one sentence. This packaging is the only apparent exception but is actually no exception. It’s just a fast way of doing four rudiments in one sentence.

A clumsy question which puts “in this session” at the end of the major thought can serve the auditor badly. Such modifiers should come before the sentence, “In this session have you .....?”

You are giving the major thought directly to the reactive mind. Therefore any analytical thought will not react instantly.

The reactive mind is composed of:

1. Timelessness.
2. Unknownness.
3. Survival.

The meter reacts on the reactive mind, never on the analytical mind. The meter reacts instantly on any thought restimulated in the reactive mind.

If the meter reacts on anything, that datum is partly or wholly unknown to the preclear.

An auditor’s questions restimulate the reactive mind. This reacts on the meter.

Only reactive thoughts react instantly.

You can “groove in” a major thought by saying it twice. On the second time (or third time if it is longer) you will see only the instant read at the exact end. If you do this the prior reads drop out leaving only the whole thought.

If you go stumbling around in rudiments or goals trying to clean up the minor thoughts you will get lost. In sec checking you can uncover material by “compartmenting the question” but this is rarely done today. In rudiments, What questions, et al, you want the instant read only. It occurs exactly at the end of the whole thought. This is your whole interest in cleaning a rudiment or a What question. You ignore all prior and latent reactions of the needle.

The exceptions to this rule are:

1. “Compartmenting the question”, in which you use the prior reads occurring at the exact end of the minor thoughts (as above in the pigs sentence) to dig up different data not related to the whole thought.

2. “Steering the pc” is the only use of latent or random reads. You see a read the same as the instant read occurring again when you are not speaking but after you have found a whole thought reacting. You say “there” or “that” and the pc, seeing what he or she is looking at as you say it, recovers the knowledge from the reactive bank and gives the data and the whole thought clears or has to be further worked and cleared.

You can easily figure-figure yourself half to death trying to grapple with meter reads unless you get a good reality on the instant read which occurs at the end of the whole expressed thought and neglect all prior and latent reads except for steering the pc while he gropes for the answer to the question you asked.

That’s the whole of reading an E-Meter needle.

(Two Saint Hill lectures of 24 May 1962 cover this in full.)

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 26 MAY 1962

Franchise  
Central Orgs  
Tech Depts  
Post Conspicuously  
in Training Office  
and on Student Board

IMPORTANT

**TRAINING DRILLS  
MUST BE CORRECT**

TRs which give an incorrect impression of how auditing is done may not be taught.

All TRs must contain the correct data of auditing.

**THIS IS VITAL.** There have been two broad instances where TRs gave an impetus to improper auditing which all but crippled the forward advance of Scientology.

These were:

Upper Indoc TRs which caused students to conceive that the CCHs were run without 2-way comm and with a militant, even vicious attitude. (See HCO Bulletins of April 5 and 12, 1962.)

E-Meter Needle drills which caused the student to believe that every action of the needle was a *read* and prevented three-quarters of all Scientologists from ever getting rudiments in or questions cleared (see HCO Bulletin of May 25, 1962 and 2 Saint Hill Lectures of May 24, 1962).

In the matter of the CCHs, we were deprived of their full use for 5 years and extended the time in processing 25 times more than should have been consumed for any result. This came from TRs 6-9 which are hereby scrapped.

In the matter of the E-Meter it is probable that all auditing failures and widely extended false ideas that Scientology did not work stem from the improper conception of what action of the needle one cleaned up. This came from needle reading TRs where instructors had students calling off *every* activity of the needle as a *read*, whereas only the needle action at the exact end of the question was used by the auditor. Auditors have thought all needle actions were reads and tried to clean off all needle actions except, in some cases, the end actions. This defeated the meter completely and upset every case on which it was practised. This accounts for all auditing failures in the past two years.

CCHs must be taught exactly as they are used in session, complete with two-way comm-and no comm system added, please.

E-Meter drills must be used which stress only meaningful and significant instant reads coming at the *end* of the full question.

Other actions of the needle may be shown to a student only if they are properly called *prior* and *latent* reads, or meaningless action. From his earliest training on meters the student must be trained to consider a *read* only what he would take up in session and clear or use, and must be taught that mere actions of the needle are neglected except in steering the pc, fishing or compartmenting questions.

ONLY TEACH PROPER USE. ONLY USE TRS WHICH EXACTLY PARALLEL USE OF SCIENTOLOGY IN SESSION AND DO NOT GIVE AN IMPRESSION THAT SOMETHING ELSE IS USED.

I have seen clearly that Scientology's effectiveness could be destroyed by teaching via TRs which can be interpreted by a student as the way to audit when in fact one does not audit that way or use the data in auditing.

There are many valuable TRs. There will be many more valuable TRs. But an *invalid TR* is one which gives a wrong impression of auditing. These must be kept out of all training.

L. RON HUBBARD

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Sthil Form  
All Academies  
All HGCs

**AUDITING**  
**RUDIMENTS CHECK SHEET**

(This is the only Rudiments Check Sheet  
to be used in straightening up HGC pcs  
or cancelling sessions on Students.)

The following check sheet should be used by Ds of P, supervisors and instructors seeking to establish whether or not the HGC or student auditor got the rudiments in during a session.

This check is not done in Model Session. Only the R factor is put in and "End of Check" is given at end.

Only a British Mark IV Meter is used. Sensitivity is at 16 throughout check.

Note:

During the first two sessions of a pc by that auditor randomness can be expected and the auditor should not be rebuked, as it sometimes takes two or three sessions for the rudiments to be put in solidly for an auditor and for a pc's needle to get smooth enough to be read by a checker.

Note:

See HCO Bulletin of May 25, 1962 on needle reading.

The checker should carefully repeat at least once any rudiment on which he or she gets a read, stressing "By the end of your last session". And at first even ask the pc when that was.

As auditing continues for several sessions, if the auditor *is* putting rudiments in every session, the needle will smooth out and checks become highly accurate. If this does not take place, then the rudiments are *not* ever being put in by the auditor.

**RUDIMENTS CHECK**

(Repeat the leading line before each numbered item.  
Mark those that give an instant read [HCO B May 25, 1962] .)

By the end of your last session had your auditor failed to find and clear

1. A half truth?
2. An untruth?
3. An effort by you to impress him (her)?
4. An effort by you to influence the E-Meter?
5. Something you were withholding?
6. An unanswered question?
7. An unanswered command?
8. An unwillingness to talk to him (her)?
9. A problem?
10. An unwillingness to be audited in that room?

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\*\* 6205C31 SHSBC-154 Value of Rudiments  
\*\* 6205C31 SHSBC-155 Middle Rudiments



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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 JUNE 1962

Central Orgs  
Tech Depts

### RUDIMENTS CHECKING

It will be found that checking a pc's rudiments leads to occasional arguments.

Rudiments checking is done after the session by another auditor, more usually a leading auditor or instructor, using HCO Policy Letter of June 1, 1962 to find if the rudiments were in during a session just past.

The rudiments check, especially early in a pc's auditing when the needle is rougher, or after very poor auditing, often discloses that certain rudiments were not in during the session just past.

Two protests sometimes occur when rudiments have been found to have been "out" on the session just past.

The first is a possible protest from the auditor who did the auditing. The auditor sometimes claims loudly that the rudiments were *in* but that the checker mysteriously threw them out and that the checker is in error. The auditor has been known to get the pc back on the meter before friends and show one and all that the rudiments check was in fact nul—and it *has* been nul. But this does not mean the rudiments were in fact *in* in the session or that the checker erred. It means only this: the auditor's TR 0, 1, 2, 3 and 4 are very weak and there was no impingement on the pc by that auditor. Exception: a pc early in auditing or who has been badly audited doesn't get the rudiments check question—cure: ask the check question again if you get a read.

The second is a possible protest by the pc whose rudiments have been found out by the checker. The pc seeks to "protect" the auditor and claims the rudiments were "in" in session even if found "out" by the checker. This pc is seeking to validate the stupidity of the auditor. The pc actually has something he consciously or unconsciously wishes to hide from the auditor and so wants the auditor to find the rudiments *in*, regardless of all evidence.

Pcs have even been known to gradually raise the fingers off one can to attempt to get a rising needle and obscure rudiments reads!

A rudiments checker is more concerned with a pc's needle getting smoother early on in auditing than in rudiments check results. But after a few days of sessions on a pc a rudiments checker must believe his rudiments check, not the protests.

Students who fight instructors are, anyway, in sufficiently low tone to be able to fight only their friends. As they come up they can have friends and fight an actual enemy, not us.

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HCO BULLETIN OF 11 JUNE 1962

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### PREPCHECKING THE MIDDLE RUDIMENTS

The Routine Three Auditor (not the Prepcheck Auditor), as the first action in finding a goal and before listing (or before the auditor adds to list), is to prepcheck the following Zero questions in a regular prepcheck session.

Thereafter this same prepcheck is run on the pc about every fifth R3 session.

On goals have you ever suggested anything?  
On goals have you ever had anything suggested?  
On goals have you ever suppressed?  
On goals have you ever had anything suppressed?  
On goals have you ever invalidated?  
On goals have you ever had anything invalidated?  
On goals have you ever failed to reveal anything?  
On goals have you ever been careful of anything?  
On goals have you ever told any half truths?  
On goals have you ever told any untruths?  
On goals have you ever influenced a meter?  
On goals have you ever tried not to influence a meter?

Now the same list endings with:

On listing ditto above.  
On items ditto above.

The word "goal" and the word "listing" are also cleared.

The whole thing *can* be preceded with the whole list above after "on Auditing".

This whole scheme is known as "Prepchecking the Middle Ruds".

The reason for this care and the use of Middle Ruds every time you check a goal or the pc stops listing, is because a goal can stay in with a tick when only invalidated, but would go out if the invalidation is listed. A goal then will go nul if the Middle Ruds are out, or a wrong goal will get active if the Middle Ruds are out.

I have seen so many bum findings on goals that I have finally worked out the above as a solution to being double sure.

I have seen no valid goals where the list was less than 850 goals. I think it takes 850 goals in most cases to get goals as a subject enough discharged to reveal a right one even though it appeared in the first hundred and fifty.

When a wrong goal is used for further auditing the pc gets dizzy and quite uncomfortable. When a right goal is listed it's all very easy. So you can easily tell if you are listing a wrong one.

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\*\* 6206C12SHSBC-160           How to Do Goals Assessment  
\*\* 6206C12SHSBC-161           Middle Rudiments  
\*\* 6206C13SH TVD-9            Checking Out a Goal, Part I  
\*\* 6206C13SH TVD-10          Checking Out a Goal—Fish and Fumble—Part II.

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HCO BULLETIN OF 14 JUNE 1962

Central Orgs  
Tech Depts

**CHECKING NEEDLE IN RUDIMENTS CHECKS**

The following types of needle characteristic are defined and published here as a guide to all rudiments checkers.

*CLEAN NEEDLE.*

Responsive to instant reads only.

*MEDIUM CLEAN:*

Offers many prior and latent reads, but reads instantly when a question is asked.

*MEDIUM DIRTY:*

Agitated throughout check but with periods of no agitation when a read can be obtained easily. Reacts to checker's voice.

*DIRTY NEEDLE.*

Agitated throughout check, making reading difficult. Pc's attention obviously dispersed.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

14—21 June 1962

** 6206C14	SHSBC-156	Future Technology
** 6206C14	SHSBC-157	Listing
** 6206C19	SHSBC-158	Do's and Don'ts of R3GA
** 6206C19	SHSBC-159	Question-and-Answer Period
** 6206C21	SHSBC-162	Model Session Revised
** 6206C21	SHSBC-163	Question-and-Answer Period

HCO BULLETIN OF 23 JUNE 1962

Sthil Students  
Franchise  
CenOCon

**MODEL SESSION REVISED**

(Amplified in Sthil Lecture June 21, 1962)  
(Cancels all previous Model Session Scripts)

A new, far better Model Session has been under development for some months and now that it is stabilized it is released as the official Model Session.

This version has the benefit of requiring no other Rudiments process (except in the Havingness Questions) than the question itself. There are, therefore, no additional processes except Havingness.

Beware of *any* Q and A in using this script (HCO B May 24, 1962 [ 1 ] ).

Ask a question only until it is clear on the needle. Don't say it is clear when it isn't. Don't ask it again if it is clear. If you couldn't read it and don't know if it was clear or reading, say, "The read was equivocal" and say the same question again. Use HCO B May 25, 1962 in reading the needle.

Don't stray off Model Session into unusual questions or processes to "get in rudiments".

If you don't get an instant read, say, "That's clear" and leave it. If you *do* get an instant read, say, "That reads" and ask the second half of the Rudiments line. Omit the second half ("What was it?") if you don't get an instant read.

Continue to ask the rudiments same question until the read is clear. Don't ask anything else. If a pc has a badly behaving needle, do a perfect Model Session on pc for 2 or 3 sessions using Havingness or, better, Prepchecking in the body of the session, and you will see the needle smooth out. Don't expect the needle to become smooth all on one question or even in one session. Just do an excellent Model Session and clean up whatever instant reads and the pc will get better and better. Be careless and unusual in cleaning ruds and the pc will feel worse.

***START OF SESSION***

"Is it all right with you if I begin this session now?"

"START OF SESSION."

"Has this session started for you?" (If pc says, "No", say again, "START OF SESSION. Now has this session started for you?" If pc says, "No", say, "We will cover it in the rudiments.")

***BEGINNING RUDIMENTS:***

*GLL:* "What goals would you like to set for this session?"  
"Are there any goals you would like to set for life or livingness?"

*Env:* "Tell me if it is all right to audit in this room?" (If not, run hav.)

*Aud:* "Are you willing to talk to me about your difficulties?"  
"What difficulty aren't you willing to talk to me about?"

*W/h:* “Since the last time I audited you, have you done anything you are withholding?” “What was it?”

*Ptp:* “Do you have a present time problem?” “What is the problem?”

### ***START OF PROCESS:***

“Now I would like to run this process on you (name it).”

“What would you say to that?”

### ***MIDDLE RUDIMENTS:***

“In this session is there anything you have suppressed, invalidated, failed to reveal, or been careful of?” “What was it?”

### ***END RUDIMENTS:***

*1/2-unT:* “In this session, have you told me any half-truth, untruth, or said something only to impress me, or tried to damage anyone?” “What was it?”

*E-M:* “In this session, have you deliberately tried to influence the E-Meter?” “How did you try to influence the E-Meter?”

*? or C:* “In this session, have you failed to answer any question or command?” “What question or command did you fail to answer?”

*Dec:* “In this session, is there anything you have decided?” “What was it?”

*W/h:* “In this session, have you thought or done anything I have failed to find out about?” “What was it?”

*Aud:* “In this session, have you been critical of me?” “What have you done?”

*Env:* “In this session, was the room all right?” (If question reacts or can squeeze denotes down havingness, run hav.)

*G/g:* “Have you made any part of your goals for this session?” “Have you made any other gains in this session that you would care to mention?”

### ***END OF SESSION:***

“Is there anything you would care to ask or say before I end this session?”

“Is it all right with you if I end this session now?”

“Here it is. END OF SESSION. Has this session ended for you?” (If pc says, “NO”, repeat, “END OF SESSION.” If session still not ended, say, “You will be getting more auditing. END OF SESSION.”)

### ***END OF PROCESS NON-CYCLICAL:***

“If it is all right with you, I will give this command two more times and then end this process.” (gives command two more times)

“Is there anything you would care to ask or say before I end this process?”

“End of process.”

## **END OF PROCESS CYCLICAL:**

“Where are you now on the time track?”

“If it is all right with you, I will continue this process until you are close to present time and then end this process.” (After each command ask, “When?”)

“That was the last command. Is there anything you would care to ask or say before I end this process?”

“End of process.”

Most flagrant errors that can be made:

1. Not being expert on Meter.
2. Fumbling with script, not knowing Model Session.
3. Asking a question a second time when it was clear the first time.
4. Not asking the question a second time when it read on the Meter.
5. Not saying you could not tell what the read was when you couldn't. (If you couldn't you say it again.)
6. Failing to get in the R factor by telling pc what you are going to do at each new step.
7. Doing what the pc suggests.
8. Adding unusual questions or remarks or making sudden irrelevant statements.

## **PATTER ON RUDIMENTS**

(Question) “That reads. What was it. There, that (steering pc by needle).”

(Question) “That's clean.” (Go to next question without adding “What was it?”)

After a question gets an instant read:

Whatever pc says in answer, then say, “I'll check that on the Meter,” and ask the same question again.

If question is clean and then pc answers, do not check it on Meter. Just ack and go to next question.

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[ This HCO B is changed by HCO B 4 July 1962, *Bulletin Changes*, page 101, and is amended and canceled by HCO B 4 March 1964, *Class II Model Session*, page 398. ]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 JUNE 1962

Franchise  
Sthil

**PREPCHECKING**

(Correction of HCO Bulletin 1 Mar 1962  
and to be included as a change in all  
Theory Checking of that HCO Bulletin)

The Withhold System of When, All, Appear, Who must not be applied to the overt found for the formulation of the What Question. This System is only applied to the earliest overt one can discover on the chain opened by the What Question.

The exact Prepcheck procedure becomes as follows:

1. Ask the Zero Question. (See HCO Policy Letters and Information Letters for Sec Check Forms. These are “Zero Questions”.)
2. If the Meter gives an Instant Read (see HCO Bulletin May 25, 1962 for Instant Read) then the auditor says, “That reads. What have you done?”
3. The pc gives the overt. (If the pc doesn't, the auditor can coax or demand until an overt is given, saying such as, “But you must have done something because the Meter reads—What have you done?” until the pc does give the overt on the subject of the Zero Question. A pc well in session will give it. (Note: A severe ARC Break can cause a Meter to react on a Zero Question. Just ask if there's an ARC Break if you suspect it and ask the Zero again.)
4. The auditor says, “I will check that on the Meter” and reads the Zero Question again. If the Zero Question still gives an instant read the auditor says, “I will formulate a broader question.”
5. The auditor forms and tests What Questions until one gives an instant read the same as the Zero Question did.
6. Addressing the pc directly, the auditor asks the What Question he has composed and verified by Meter test.
7. The pc is permitted to answer the What Question, giving as many incidents in a general way as he cares to. He is never cut off short. Let him talk as long as the pc can give overts.
8. The auditor asks if there are any earlier incidents. The auditor, without a Meter, gets the pc down the track until the pc says that's the earliest.
9. The auditor now applies the Withhold System, When, All, Appear, Who, to this earliest incident, going through When, All, Appear, Who several times.
10. The auditor now says, “I will check the What Question on the Meter,” and does so, asking it and watching for a read.
11. If there is an instant read, the auditor repeats steps 8, 9 and 10 above until there is no instant read on the What Question.
12. When the What Question reads nul the auditor says, “That is clean. I will now do the Middle Rudiments.” Note: Various end rudiments can be added to Middle Ruds in extreme cases of pc ARC Breaks.

13. The auditor checks the Middle Rudiments and gets them clean.
14. The What Question is tested again. If clean, the auditor says, "It is clean." And then reads the Zero Question. If it is clean (gives no instant read), the auditor goes on to the next *Zero* Question. If it is not clean the auditor repeats steps 4 onward to 14 until the Zero Question is clean, at which time he goes to the next Zero Question on the list.

-----

All What Questions are asked to expose and clean a chain of Overts. If the Zero didn't clean at once originally, there is a Chain of such overts. Therefore the What Question must be asked so that it can be answered with a number of overts if they exist.

It is fatal not to permit the pc to fully answer the What Question to his complete satisfaction before shoving at him with demands for earlier material. To cut off his effort to give several incidents is to leave him with missed withholds and a probable ARC Break.

Don't ask the Withhold System of When, All, Appear, Who, on *any* late incidents. Use this system only to blow the earliest incident the pc can easily recall. This opens Up earlier track if any exists. And if none exists it blows the whole chain.

The pc can experience the effect of collapsing track if the auditor applies the Withhold System, When, All, Appear, Who, to an incident late (closer to pt) on the chain. Or if the auditor won't let the pc fully answer the What Question when found.

### THE WHAT QUESTION

The formulation of the What Question is done as follows:

The pc gives an overt in response to the Zero which does not clean the needle of the Instant Read on the Zero.

The auditor uses that overt to formulate his What Question.

Let us say the Zero was "Have you ever stolen anything?" The pc says, "I have stolen a car." Testing the Zero on the Meter, the auditor says, "I will check that on the Meter. Have you ever stolen anything?" (He mentions nothing about cars, Heaven forbid!) If he still gets a read, the auditor says (as in 4 above), "I will formulate a broader question." And, as in 5 above, says, to the Meter, "What about stealing cars? What about stealing vehicles? What about stealing other people's property?" The auditor gets the same Zero Question read on "What about stealing other people's property?" so he writes this down on his report. All of 5 above is done with no expectancy of the pc saying a thing.

The auditor does it all in a testing tone of voice with a testing attitude.

Now in 6 above, as he has his question, the auditor sits up, looks at the pc and says, meaning it to be answered (but without accusation), "What about stealing other people's property?"

Now, as in 7 above the pc will probably mention the car, the auditor gives a half acknowledgment (encouraging mutter), the pc then recalls an umbrella and then a dressing gown and seems to think that's it. The auditor now fully acknowledges all of these with an "All right!" or a "Thank you, that's fine." The auditor does this only when the pc appears to be sure that's it.

And then the auditor goes into 8 above with, "Now are there any earlier incidents of stealing other people's property?" and 7 and 8 are played out until the pc finally says something like, "Well, I stole a mirror from a little girl who lived in our block, and that really is the first time." The auditor now does 9. The pc with track opened by the



When, All, Appear, Who Questions, is again asked, as in 10, "I will check that on the Meter. What about stealing other people's property? That still reads. Is there an earlier incident (as in 8)?" The pc recalls one, saying, "I almost forgot. In fact I had forgotten it. I used to steal my father's car keys when I was three!" The auditor says (as in 9), "When was that?" "Is there any more to that?" "What might have appeared there?" "Who failed to find out about it?" asking these four questions in order and getting an answer each time, asking them again and perhaps again. The auditor then says, "I will check this on the Meter (as in 10). What about stealing other people's property? That's clean." And goes on into 12.

The auditor says, "I will now do the Middle Rudiments" (HCO Bulletin June 23, 1962), cleans them and again says, "I will check the What Question. What about stealing other people's property? That's clean. " And immediately does the Zero Question asking, "Have you ever stolen anything? That's clean. Thank you." And then asks the next Zero Question on the list.

Note: The pc can go back track as far as he likes without auditor interference.

-----

### TESTING WHATS

To test any auditor's auditing, and to be sure all is well with a field or HGC pc, the *What* Questions should be checked out on the pc by another auditor and the pc turned back to the auditor to get them flat. Don't test Zeros for flatness. Increasing responsibility will unflatten Zeros. Only What Questions become forever nul if done right. So only test What Questions for nul reads. A What Question left alive can really raise mischief, as it constitutes a *series* of missed withholds.

So test all What Questions formulated for that pc after an intensive or close to its end to be sure. And be sure every What Question used is written legibly on the auditor's report.

-----

This improvement in Prepchecking will increase speed, save ARC Breaks and make an easier and more thorough job of it.

Use this version of Prepchecking for all Theory and Practical tests and drills and on all pcs.

Prepchecking still combines with the CCHs more or less session for session.

Form 3 and Form 6A are the most productive Zero Question Lists. For auditors, "The last two pages of the Joburg (Form 3) and Form 6A" is a required prerequisite for higher classes.

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HCO BULLETIN OF 25 JUNE 1962

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**E-METER STANDARDS**

The Mark IV E-Meter is just sensitive enough at sensitivity 16 to get a pc's rudiments in *so the pc knows it* and to check out a goal.

No earlier British or American meter is this sensitive.

The use of a meter which does not so register will not detect out rudiments and will not find a goal.

A pc audited on a meter even slightly less sensitive than this will have answers to rudiments questions although the meter says they are clean. Therefore the pc is nerved up with missed withholds and you get an ARC breaky or unsatisfactory session.

This is the most fruitful source of "dissatisfied" or "difficult" pcs. They are being audited with rudiments out when an insensitive meter indicates the rudiments "clean".

The needle gets dirtier. It becomes hard to read the meter. And, due to lack of sensitivity alone, the meter will find no goals. And as the needle is wilder, goals are even less likely.

Model Session and havingness sessions which are properly run by the auditor will result in an even, clean needle. But if the meter is bad, even when auditing is good, the needle will get wilder as the ruds are actually out even when they seem to be in.

You are doing earlier auditing and Prepchecking to clean up the wildness of a needle so Routine 3GA can be run. If auditing is good and the needle is getting worse, there's something wrong with the meter or the operator's meter reading.

Only the Mark IV shows if a rudiment is clean. All others ruin sessions and needles and give you ARC breaky pcs.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

26 June 1962

- \*\* 6206C26 SHSBC-164 E-Meter Quality
- \*\* 6206C26 SHSBC-165 Prepchecking

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 JUNE 1962

Central Orgs  
Franchise

**RUNDOWN ON ROUTINE 3GA**

3GA has cleared or is clearing everyone on whom it has been run. It's a clean sweep. These include several famous rough cases so this one is really there.

Procedure is to get a goal and then make awful sure it is the goal. A goals list is at least 850 long and shows, if complete, no TA action when nulling (aside from a slight drift of the TA normal in any session). Thirty or forty goals that persisted in and didn't go out are then separately listed and done at sensitivity 16. You have to catch this point in the session.

Then the goal found is checked. This is done by giving the pc a full prepcheck on the Middle Rudiments. Then the Mid Ruds are also done against the goal itself with great care. If the goal remains in solidly ticking every time except when read against a swooping needle, that's it. It's best for another auditor to do the checkout.

Then the lines are phrased up as per HCO Information Letter of May 10, 1962. A negative goal can be phrased "Not want the goal quote, etc", for example, "Who or what would not want the goal quote not to be detected", "Would oppose the goal quote not to be detected", etc.

Now here's an important datum. As many as twenty-five hundred items per line, or ten thousand items in all, have been listed before a needle went free on every line. This was Halpern. Others are of similar length. It won't do any good to stop short and in fact would lose everything; you have to list to free needle on the first goal found.

The goal doesn't vanish utterly during listing. The tick read of it transfers off to one or another of the lines in turn.

Ten thousand items means about 200 hours of auditing at the slowpoke rate of 100 items found per two hour session.

So you see there's considerable listing to be done, and also it's fatal to list a bum goal.

The cure for listing a bum goal is just to find the right goal and list it.

Listing a bum goal results in a pc's getting sick and dizzy. The bank goes solid after a dozen hours of listing and the pc has motion sensations or the winds of space.

So we really got it. What we need is accurate auditing to find the pc's goal in the first place and accurate checkout to make sure that is the goal, and then you've got easier clearing than we have ever had and you've got 100 per cent clearing.

More and more pcs are getting into listing here and it's all going by the book.

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## **DIRTY NEEDLES**

### **How to Smooth Out Needles**

Quite often a pc is found whose needle is jerky, random, gives many prior and latent reads and goes into small scratchy patterns or wild, continuing rock slams.

Such a needle is hard to read—and such a pc is a long way out of session a lot of the time.

An auditor, seeing such a needle, and faced with the task of reading the instant read through all these prior and latents and scratchy patterns, tends to think in terms of heroic measures. It is “obvious” that this pc has W/Hs, Missed W/Hs, overts and secrets to end all reactive banks and that the thing one ought to do is pick each one of these random needle reactions up as soon as possible. BUT when you try to do this you find the needle gets even *more* confused. It reads something all the time!

An extreme case of a dirty, random needle is not solved by any “fish and fumble” or heroic measures.

The pc’s needle reacts that way because of *no-confidence*, which induces a sort of auto-control in session which induces a dirty needle. *Ability to predict equals confidence*.

The thing to do is give this pc about 3 sessions of rudiments and havingness just Model Session severely with no Q and A or added chit-chat. The sessions should be each one about one hour long.

All one does is do Model Session, getting the rudiments in carefully exactly by the textbook. Use Model Session, HCO Bulletin 23 June 1962. Use instant reads only as per HCO Bulletin 25th May 1962. And avoid *any* Q and A as per HCO Bulletin 24 May 1962, “Double Questioning”.

Use Middle Rudiments somewhere during the havingness session.

By doing this perfect, predictable textbook auditing session three times on the pc, most of these prior and latent reads will drop out and the needle will look much cleaner. Why? Because the pc is off auto or in session.

You can *make* a pc’s needle get dirty and react to many odd thoughts by the pc by doing the following:

1. Try to clean off prior reads and avoid instant reads in getting ruds in (going against HCO Bulletin 25 May 1962).
2. Use a scruffy and ragged session pattern (going against HCO Bulletin 23 June 1962).
3. Double question any rudiments question (as per HCO Bulletin 24 May 1962).

The pc’s needle, even if very clean at the start and loose, will tighten up, develop patterns and dirt if an auditor fails to use a textbook session. This includes raw meat

that never heard of a textbook session. Raw meat particularly requires a severely textbook session. Don't think because they're new they won't know. And too much coffee shop type auditing can rough a needle.

A pc who has become unwilling to be audited is best cured by three textbook flawless sessions of havingness as above. Don't plunge for what is *wrong*. Just establish a standard of excellence the pc can predict. And up will come the pc's confidence.

After the three sessions you can prepcheck or fish and fumble and get things really clean. And providing you *continue* to use a textbook session, the pc will get better and better.

If a pc still has a dirty needle with many prior reads after an auditor has audited that pc three sessions, then we can conclude that that auditor

1. Is not using HCO Bulletin 25 May 1962 in reading a meter.
2. Is not handling questions as per HCO Bulletin 24 May 1962, and
3. Is not using Model Session HCO Bulletin 23 June 1962.

There *are* no difficult pcs now. There are only auditors who do not give textbook sessions.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
28 June 1962

- |            |           |                            |
|------------|-----------|----------------------------|
| ** 6206C28 | SHSBC-166 | Rudiments                  |
| ** 6206C28 | SHSBC-167 | Question-and-Answer-Period |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 JUNE 1962

Central Orgs  
Tech Depts

**ARC PROCESS**

The ARC Straight wire process now used in training is the old  
Recall a time.....

This is hereby changed for the following reason:

Students and co-audit pcs go out of session when permitted to answer only “yes” to the command, as two-way comm is deleted and the definition of “In Session” is violated.

With the advent of Repetitive Rudiments the student should be otherwise (and better) trained on a repetitive process.

A second question is thereby added to the ARC process and any co-audit process that can be answered merely “yes”.

The new process:

RECALL A COMMUNICATION. WHAT WAS IT?

RECALL SOMETHING REAL. WHAT WAS IT?

RECALL AN EMOTION. WHAT WAS IT?

Do not use the older versions or any process that can be answered only with “yes” without adding the second question.

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HCO BULLETIN OF 2 JULY 1962

Franchise

**REPETITIVE RUDIMENTS**  
**How to Get the Rudiments In**

I am in a hurry to get this bulletin to you and to get it into use for all except CCH sessions.

For a long time I've been urging you to get rudiments in. For the past ten days I have been working hard to analyze and resolve why you sometimes cannot.

Just as an E-Meter can go dead for the auditor in the presence of a monstrous ARC break, I have found it can go gradually dull in the presence of out rudiments. If you fail to get one IN then the outness of the next one reads faintly. And if your TR1 is at all poor, you'll miss the rudiment's outness and there goes your session.

To get over these difficulties, I have developed a Model Session that can be used, in the rudiments, as a series of repetitive processes.

Then, with this, I've developed Repetitive Rudiments.

The auditor at first does *not* consult the meter, but asks the rudiments question of the pc until the pc says there is no further answer. At this point the auditor says, "I will check that on the meter." And asks the question again. If it reads, the auditor uses the meter to steer the pc to the answer, and when the pc finds the answer, the auditor again lays the meter aside and asks the question of the pc as above until the pc has no answer. The auditor again says, "I will check that on the meter" and does so.

The cycle is repeated over and over until the meter is clean of any instant read (see HCO Bulletin of May 25, 1962 for Instant Read).

The cycle:

1. Run the rudiment as a repetitive process until pc has no answer.
2. Consult meter for a hidden answer.
3. If meter reads use it to steer ("that" "that" each time the meter flicks) the pc to the answer.
4. Lay aside the Meter and do 1 and 2 and 3.

The process is flat when there is no instant read to the question.

One does not "bridge out" or use "two more commands". When the meter test of the question gets no instant read, the auditor says, "Do you agree that that is clean?" covertly looking at the needle as he or she says "clean". If the question really isn't clean, there will be an instant read on "Do you agree the question is clean?" If there is such a read, do 1, 2 and 3 again.

The trick here is the definition of "In Session". If the pc is in session the meter will read. If the pc is partially out the meter will read poorly, and the rudiment will not register and the rudiment will get missed. But with the pc in session the meter will read well for the auditor. Thus you get the pc to talk to the auditor about his own case, the definition of "in session", before consulting the meter by using the repetitive process.

What a relief to the pc to have his rudiments in! And goodbye ARC breaks and no auditing results!

Use this system *always* on the beginning rudiments for every type of session.

Use this system on the Middle Rudiments in a havingness and sometimes on the Prepcheck type of session. But seldom on a Routine 3 (goals) type of session.

Use this system always on the End Rudiments of a havingness session. Do not use it on the End Rudiments of a Prepcheck or Routine 3 type of session unless the session has been full of screaming pc (which with this system it won't be).

Havingness Type Session:

Repetitive Rudiments System on Beginning, Middle and End Rudiments.

Prepcheck Type Session:

Repetitive Rudiments on Beginning and sometimes Middle Rudiments. Ask End Rudiments against meter as in step 2 and 3 of cycle (Fast Checking, see below).

Routine 3 Type Session:

Use Repetitive Rudiments on Beginning Rudiments. Use 2 and 3 only (Fast Checking) for Middle and End Rudiments unless Session very rough.

So that's where Repetitive auditing processes wind up. Addressed to rudiments!

A tip—you can ARC break a session by overuse of Middle Rudiments on Routine 3 processes. Never use the Middle Rudiments just because the pc is talking about his or her own case. That's the definition of In Session. Use Middle Rudiments in Routine 3 when you have not had *any* meter needle response on three goals read three times (not one goal read disturbed the needle). Then get your Middle Rudiments in and cover the first consecutive nul goal above (the three that gave no response). Don't use Middle Ruds just because 3 goals went nul. Only if no reading of a goal disturbed the needle for three goals in a row. Also use Middle Ruds when the pc "can't think of any more" in listing of goals or items. Don't use every time you shift lists now. Only if the pc "can't list more".

-----

In Prepchecking use Middle Ruds Repetitively after 3 Zero questions have each been nul on a list of Zeros and recheck those Zeros if Middle Ruds were out. Use Middle Ruds after each What question was nulled and check the What question again and rework it if alive. Also check the Zero questions if a What went nul. If a Zero advanced to a What, both What and Zero must be checked for nullness and found nul before leaving them.

One Middle Rudiments use may suffice for both unless one was found still alive after the Middle Ruds were gotten in. Repair it and recheck if so.

-----

#### FAST CHECKING

A *Fast Check* on the Rudiments consists only of steps 2 and 3 of the cycle done over and over.

Watching the meter the auditor asks the question, takes up only what reads and, careful not to Q and A, clears it. One does this as many times as is necessary to get a clean needle. But one still says, "Do you agree that that is clean?" and catches up the disagreement by getting the additional answers. When both the question and the agreement are seen to be clean, the question is left.

In using Fast Checking NEVER SAY, "THAT STILL READS." That's a flunk. Say, "There's *another* read here."

-----

You cannot easily handle a transistor type meter more sensitive than a Mark IV. The needle would be so rapid in its swings you would find it nearly impossible to keep it centred. Therefore a more sensitive meter was no answer. The TR 1 of many auditors lacks any great impingement. And this is remediable only when "altitude" can also be remedied. There had to be a better answer to getting out rudiments to read better on a Meter for all auditors and all pcs. Repetitive Rudiments is the best answer to this.

(Note: I am indebted to Mary Sue, when I was working on this problem, for calling my attention back to this system which I originally developed for Sec Checking and where it worked well.)

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HCO BULLETIN OF 3 JULY AD 12

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**REPETITIVE PREPCHECKING**

As the Prepchecking we have been doing is a complicated skill and as recent rudiments developments open the door to simplified handling of overts, you may lay aside all versions of previous Prepchecking and Security Checking and substitute the following.

This is in the interests of improvement of auditing and keeping pcs from being enturbulated by unskilled auditing. The version herein is far easier to train students into as it uses the same actions as Repetitive Rudiments.

**REPETITIVE PREPCHECKING**

We will still use the term “Prepchecking” and do all Prepchecking by repetitive command.

We will refer to the older version as “Prepchecking by the Withhold System” and abandon it as of this date as too complicated and too susceptible to restimulation of pcs in semi-skilled hands.

**THE AUDITING PROCEDURE**

We handle any Zero question exactly as in repetitive rudiments, (HCO Bulletin of July 2, 1962).

The session is started exactly as per Model Session, HCO Bulletin June 23, 1962, (or as may be amended). A Mark IV Meter is used (using earlier meters on Prepchecking can mean disaster as they miss withholds).

The auditor then announces for the body of the session, that a Prepcheck will be done on such and such a subject or Form.

The auditor then takes an already prepared Form (such as Form 3, 6A, Prepcheck Mid Ruds, Goals Prepcheck Form [not yet released] ).

**STEP ONE**

Without now looking at the Meter, the auditor asks the Form question repetitively until the preclear says that’s all, there are no more answers.

**STEP TWO**

The auditor then says, “I will check that on the meter” and does so, watching for the Instant Read (HCO Bulletin May 25, 1962).

If it reads, the auditor says, “That reads. What was it?” (and steers the pc’s attention by calling each identical read that then occurs). “There... That... That . . .” until the pc spots it in his bank and gives the datum.

**STEP THREE**

The auditor then ignores the meter and repeats Step One above. Then goes to Step Two, etc.

**STEP FOUR**

When there is no read on Step Two above, the auditor says, “Do you agree that that is nul?” The auditor watches for an Instant Read on this and if there is an Instant Read on it, does Step Two above, then Step Three. This gives a double check on the flatness of a question.

This is *all* there is to Repetitive Prepchecking as a system. Anything added in the way of more auditor questions is destructive to the session. Be sure not to Q and A (HCO Bulletin of May 24, 1962).

Be sure your TR4 is *excellent* in that you *understand* (really, no fake) what the pc is saying and acknowledge it (really, so the pc gets it) and return the pc to session. Nothing is quite as destructive to this type of auditing as bad TR4.

### THE ZERO QUESTIONS TIME LIMITER

There must be a time limit on all Zero questions. Although it says, "Have you ever stolen anything?" the auditor must preface this with a TIME LIMITER such as "In this lifetime . . ." "In auditing. . ." or whatever applies. Form 3 (the Joburg) has to be prefaced with "In this lifetime . . ." on every question. Form 6A, as it speaks of preclears, etc, is already limited in Time.

In Prepchecking the Middle Ruds, use "In auditing . . ." before each question or other appropriate limitations.

The Zero *must not* swing the pc down the whole track as Middle Rudiments then become unanswerable and a fruitful source of missed withholds.

### MIDDLE RUDIMENTS

In Repetitive Prepchecking the Middle Rudiments can be Fast Checked (HCO Bulletin of July 2, 1962), (using the package question "In this session is there anything you have suppressed, invalidated, failed to reveal or been careful of?" If one of the four reads, use it singly to clean it in the same worded question and do the remainder of the Middle Ruds singly: "In this session is there anything you have failed to reveal?").

Use the Middle Rudiments Fast Checked every time you clean a Zero Question, whether the pc had answers for it or not.

### PREPCHECKING THE MIDDLE RUDIMENTS

To begin or end a series of sessions (such as an intensive), Prepcheck also the Middle Rudiments.

In such Prepchecking the Middle Ruds, for havingness sessions, the Zeros are as follows:

"Since I have been auditing you is there anything you have suppressed?" "Since I have been auditing you is there anything you have invalidated?" "Since I have been auditing you is there anything you have failed to reveal?" "Since I have been auditing you is there anything you have been careful of?"

To these standards add, in the same question form, "suggested" "failed to suggest" "revealed" "told any half truths" "told any untruths" "damaged anyone" "influenced the E-Meter" "failed to answer a question" "failed to answer a command" and "Since I have been auditing you have you shifted your attention?" Flatten off with O/W as below.

### O/W ASSISTS

As a Prepcheck by form and even beginning rudiments are not calculated to handle a pc who is *very* distraught before the start of session by reason of upsets in life (howling PTPs accompanied by misemotion) or who is too ill physically to settle into auditing, an earlier rudiment immediately after start of session can be used. This is general O/W (Overt-Withhold):

"What have you done?" "What have you withheld?"

These are run alternately. This is *never* run on a terminal (i.e. What have you done to George? etc). Only the general type command is now used.

When the pc is much better, go into the usual rudiments.

(Note: This is, by the way, the best repetitive process for an assist.)

This is run to a nul needle on both questions. If either gives an Instant Read, continue to run both until both are nul, much as in steps One, Two, Three and Four of Repetitive Prepchecking.

When used to flatten off a Prepcheck on the Middle Rudiments, whether for Prepchecking or for goals type or ordinary Repetitive Prepchecking, the O/W command wording is as follows:

“Since I have been auditing you, what have you done?” “Since I have been auditing you, what have you withheld?”

Both must be nul to conclude the process. If either is found alive on the needle, run both.

When used to begin a session, or when used to Prepcheck the Middle Ruds, O/W must be followed by a Fast Check of the Mid Ruds.

#### SUMMARY

This type of Prepchecking—Repetitive Prepchecking—is more easily done and more thorough than Prepchecking by the Withhold System and its earlier forefather Security Checking. It replaces both of these.

In view of the fact that the same system is used for Repetitive Rudiments (HCO Bulletin of July 2, 1962), by learning one, the student also learns the other, thus saving a lot of time in study and training.

Repetitive Prepchecking replaces former auditing requirements for Class IIa and is the Class II skill.

It should be thoroughly instilled in the auditor that extra doingness by the auditor is detractive from the system and that every additive is a liability, not required in the system and liable to upset the pc. It is a *must* that the auditor be very capable with TR4 and that the auditor makes no attempt to shut off routine pc originations as the intensity of “In Sessionness” generated by modern Model Session used with Repetitive Rudiments and Repetitive Prepchecking is such as to make the ARC breaks quite shattering to the pc if TR4 is bad.

If Repetitive Prepchecking is run right, with good metering, the only remaining source of missed withholds is the inadvertent withhold caused by bad TR4. (The pc said it but the auditor didn’t *understand* it.)

This bulletin culminates three years of exhaustive research into the formation of Model Session, Rudiments and the handling of overts, and overcoming the limitations of the auditor and student in handling sessions. This, coming with the broad success of Routine 3GA, rounds out auditing from raw meat to clear for all cases capable of speech. These techniques represent a data span of 13 years and a general research of 32 years.

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HCO BULLETIN OF 4 JULY 1962

Central Orgs  
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**BULLETIN CHANGES**

(Changes in Model Session  
HCO Bulletin June 23, 1962, HCO Bulletin May 3, 1962  
and HCO Bulletin July 3, 1962)

(Note: Make changes on your copies of HCO Bulletin May 3, 1962, HCO Bulletin June 23, 1962 and HCO Bulletin July 3, 1962 so that students passing these bulletins do not have to give the outdated data in their Theory Examination of HCO Bulletins May 3, 1962, June 23, 1962 and July 3, 1962. This HCO Bulletin July 4, 1962 is to be passed also in Theory as it gives Why.)

**HAVINGNESS RUD**

The Room Rudiment is dropped from Model Session in the Beginning Rudiments but remains in the End Rudiments.

Abolish its use in Beginning Rudiments. Retain its use in End Rudiments in all HGCs, Academies, staff auditing and the Saint Hill Special Briefing Course.

The Room Rudiment spoils the evenness of Repetitive Rudiments and as often as not takes the pc's attention out of session.

**MISSED WITHHOLDS**

The question: "In this Session have you thought, said or done anything I have failed to find out?" is to be used in all Model Sessions as a Random Rudiment to be used in strict accordance with HCO Bulletin May 3, 1962, "ARC Breaks—Missed Withholds". It remains also as part of End Rudiments.

The word "about" is deleted from the end rudiment question as it is unnecessary.

Change your copy of HCO Bulletin May 3, 1962 to give the above as the standard command.

This is used whenever the pc starts to get tense or tries to explain urgently. Don't let the pc get into a full ARC Break. See it coming. But if pc does get into a heavy ARC Break it is of course used. It means the auditor was slow observing.

Its use is always repetitive as in any other Repetitive Rudiment.

The "said" is added to prevent upset from poor TR4.

**OVERT/WITHHOLD**

At the start of any session, after starting the session, General O/W may be used on any pc who is feeling ill or misemotional *before* session beginning by reason of heavy restimulation or acute PTPs. This is run only until the pc feels better and has cycled to present time. It is not run until both questions are nul (as given in HCO Bulletin July 3, 1962).

Use the cyclic type ending on the process.

Follow this action by Repetitive asking of the Missed Withhold Rudiment above to prevent a missed withhold from occurring.

### END WORDS

The E-Meter has two holes in it. It does not operate on an ARC broken pc and it *can* operate on the last word (thought minor) only of a question. Whereas the question (thought major) is actually nul.

A pc can be checked on the END WORDS OF RUDIMENTS QUESTIONS and the charge on those single words can be made known and the question turned around to avoid the last word's charge.

Example: "Are you willing to talk to me about your difficulties?"

The word "difficulties", said to the pc by itself gives an Instant Read. Remedy: Test "Difficulties". If it reads as itself then change the question to: "Concerning your difficulties, are you willing to talk to me?" This will only react when the pc is unwilling to do so.

Caution: This trouble of END WORDS reading by themselves occurs mainly in the presence of weak TR1 and failure to groove in the question to a "thought major". With good TR1, the END WORDS read only when the question is asked.

IN PRACTICE you only investigate this when the pc insists strongly that the question is nul. Then test the end word for lone reaction and turn the question about to make it end with another end word (question not to have words changed, only shifted in order). Then groove it in and test it for Instant Read. If it still reacts as a question (thought major) then of course, it is not nul and should be answered.

### CLEAN

Change HCO Bulletin July 3, 1962 to read: Do not pay attention to any reaction consequent to asking "Do you agree that that is clean?"

Trying to handle a reaction to this second question is too involved for ordinary handling. If the main question reads nul, ignore a read on "Do you agree that is clean?"

### DOUBLE CLEANING

"Cleaning" a rudiment that has already registered nul gives the pc a Missed Withhold of nothingness. His nothingness was not accepted. The pc has no answer. A missed no-answer then occurs. This is quite serious. Once you see a Rudiment is clean, let it go. To ask again something already nul is to leave the pc baffled—he has a missed withhold which is a nothingness.

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HCO BULLETIN OF 4 JULY 1962

Central Orgs  
Tech Depts

**COACHLESS TRAINING  
USE OF A DOLL**

As it is better in the absence of *good* coaches to do many drills (but not TR0, 1, 2, 3, 4) with the student solo, mocking up the session as he goes, we are using this at Saint Hill.

A student, many of whom feel the emptiness of the empty chair he or she is facing, should make or buy and use a doll.

The doll need not be elaborate but should be at least a foot tall, preferably two feet.

The drills of spitting out rapidly Model Session Repetitive Rudiments, Fast Rudiments, Listing, Nulling, etc, are at this time being done Coachless and great progress is being made.

But the empty chair “gets” some auditors. Therefore the doll. Dolls were used in training first in 1957.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
10 - 12 July 1962

** 6207C10	SHSBC-168	Repetitive Rudiments and Repetitive Prepchecking, Part I
** 6207C10	SHSBC-169	Repetitive Rudiments and Repetitive Prepchecking, Part II
** 6207C12	SHSBC-174	Meter Reading
** 6207C12	SHSBC-175	Meter Training

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HCO POLICY LETTER OF 14 JULY 1962

Sthil Students  
CenOCon  
All Sthil Grads

*URGENT*

**AUDITING ALLOWED**

I want every auditor auditing to be perfect on a meter. To be otherwise can be catastrophic.

By perfect is meant:

1. Auditor never tries to clean a clean read;
2. Auditor never misses a read that is reacting.

One mistake on M.S. or TRs may not ruin a session. One mistake on a meter read can ruin a session. That gives you the order of importance of *accurate* never-miss meter reading.

*All* bad auditing results have now been traced to inaccuracy in meter reading. Other aspects of a session should be perfect. But if the session, even vaguely following a pattern session, comes to grief, **IT IS ONLY METER READING ACCURACY THAT IS AT FAULT.**

I have carefully ferreted this fact out. There is only one constant error in sessions that produce no results or poor results; inaccurate meter reading. This is also true for student and veteran auditors alike.

When an auditor starts using unusual solutions, he or she was driven to them by the usual solution not working. The usual solution always works unless the meter needle reading is inaccurate.

If an auditor is using unusual solutions, then **THAT AUDITOR'S METER READING IS INACCURATE.** Given this, consequent ARC breaks and failures drive the auditor to unusual solutions.

A D of P who has to dish out unusual solutions has auditors who are missing meter reads.

Meter reading must be *perfect* every session. What is perfect?

1. Never try to clean a read that is already clean.
2. Never miss an instant reaction of the needle.

If you try to clean a clean rudiment, the pc has the missed withhold of *nothingness*. The auditor won't accept the origination or reply of *nothingness*. This can cause a huge ARC break, worse than missing a somethingness. A nothingness is closer to a thetan than somethingness.

If you miss an instant reaction you hang the pc with a missed withhold and the results can be catastrophic.

If you fumble and have to ask two or three times, the read damps out, the meter can become inoperative on that pc for the session.

If you miss on one rudiment, the next even if really hot can seem to be nul by reason of ARC break.

A meter goes nul on a gradient scale of misses by the auditor. The more misses, the less the meter reads.

Meter perfection means only accurate reading of the needle on instant reads. It is easily attained.

An auditor should never miss on a needle reaction. To do so is the basis of all unsuccessful sessions. Whatever else was wrong with the session, it began with bad meter reading.

Other auditing actions are important and must be done well. But they can all be overthrown by *one* mistake in metering.

1. Never clean a clean needle.
2. Never miss a read.

Unless metering perfection is attained by an auditor, he or she will continue to have trouble with preclears.

The source of all upset is the missed withhold.

The most fruitful source of missed withholds is poor metering.

The worst TR 4 is failure to see that there is nothing there or failing to find the something that is there on an E-Meter.

This is important: Field Auditors, Academies and HGCs are all being deprived of the full benefit of processing results by the one read missed out of the 200 that were not missed. It is that critical!

A good pro, by actual inspection, is at this moment missing about eight or nine reads per session, calling one that is clean a read and failing to note a read that read.

*This is* the 5 to 1 ratio noted between HGC auditing and my auditing. They miss a few. I don't. If I don't miss meter reads, and don't have ARC breaky pcs, why should you? With modern session pattern and processes well learned, all you have to acquire is the ability to never miss on reading a needle. If I can do it you can.

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You have suppressed\_\_\_\_\_

You have failed to suppress\_\_\_\_\_

You have protested\_\_\_\_\_

Another has invalidated\_\_\_\_\_

You have invalidated\_\_\_\_\_

You have failed to reveal\_\_\_\_\_

You have been careful of\_\_\_\_\_

F. On the goal\_\_\_\_\_is there anything:

Another has suggested\_\_\_\_\_

You have failed to suggest\_\_\_\_\_

You have suggested\_\_\_\_\_

You have suppressed\_\_\_\_\_

You have failed to suppress\_\_\_\_\_

You have protested\_\_\_\_\_

Another has invalidated\_\_\_\_\_

You have invalidated\_\_\_\_\_

You have failed to reveal\_\_\_\_\_

You have been careful of\_\_\_\_\_

-----

G. READ GOAL TO PC: Reacts\_\_\_\_\_ Reacts\_\_\_\_\_

Reacts\_\_\_\_\_

(If goal does not react when read in Section G, do Section H.)

H. Do you get a reaction when you ask pc—Has this goal been:

Suppressed\_\_\_\_\_

Invalidated\_\_\_\_\_

If no reaction do I.

If reaction, clean with Rep. Prepcheck.

I. Read goal to pc: Reacts\_\_\_\_\_ Reacts\_\_\_\_\_

Reacts\_\_\_\_\_

J. If reaction is a multiple reaction and not a clean single tick (if needle reacts as a dirty needle on the Instant Read) ask Repetitive “Are you withholding the goal from anyone?” Clean off any read.



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HCO POLICY LETTER OF 17 JULY AD12

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Sthil Students

**ROUTINE 3GA**  
**HCO WW R-3GA Form 1**  
**LISTING PREPCHECK**

Before and during listing of goals, and before beginning to list items for any goal from the four lines, and during listing, the following Prepcheck must be completed as a form for the pc. It must thereafter be done every fifth session. The form must be made out for the pc and included in his or her folder.

The Prepcheck is done Repetitive (HCO Bulletin of 3 July AD12) in Model Session with a Mark IV Meter.

\_\_\_\_\_  
Pc's Name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Location of Org \_\_\_\_\_

Mark when clean:

A: In auditing is there anything you have

Suggested _____	Protested _____
Failed to suggest _____	Done to anyone _____
Suppressed _____	Tried to make anyone guilty of _____
Invalidated _____	Altered _____
Revealed _____	Decided _____
Failed to reveal _____	Blamed _____
	Regretted _____

B: Since you have begun auditing is there anything another has failed to find out about you? \_\_\_\_\_

Since your arrival at (location) is there anything you have done to another that we have failed to find out? \_\_\_\_\_

C: In this lifetime, on listing is there anything you have

Suggested _____	Protested _____
Failed to suggest _____	Done to anyone _____
Suppressed _____	Tried to make anyone guilty of _____
Invalidated _____	Altered _____
Revealed _____	Decided _____
Failed to reveal _____	Blamed _____
	Regretted _____

D: Since you have started Scientology listing has anything shifted your attention?

Since you have started Scientology listing is there anything you have

Suggested_____	Protested_____
Failed to suggest_____	Done to anyone_____
Suppressed_____	Tried to make anyone guilty of_____
Invalidated_____	Altered_____
Revealed_____	Decided_____
Failed to reveal_____	Blamed_____
	Regretted_____

E: FOR LINE LISTING AFTER GOAL HAS BEEN FOUND.

1. On the line “Who or what would want to\_\_\_\_\_ (goal)” is there anything you have

Suggested_____	Protested_____
Failed to suggest_____	Done to anyone_____
Suppressed_____	Tried to make anyone guilty of_____
Invalidated_____	Altered_____
Revealed_____	Decided_____
Failed to reveal_____	Blamed_____
	Regretted_____

2. On the line “Who or what would not want to\_\_\_\_\_ (goal)” is there anything you have

Suggested_____	Protested_____
Failed to suggest_____	Done to anyone_____
Suppressed_____	Tried to make anyone guilty of_____
Invalidated_____	Altered_____
Revealed_____	Decided_____
Failed to reveal_____	Blamed_____
	Regretted_____

3. On the line “Who or what would oppose\_\_\_\_\_ing (goal)” is there anything you have

Suggested_____	Protested_____
Failed to suggest_____	Done to anyone_____
Suppressed_____	Tried to make anyone guilty of_____
Invalidated_____	Altered_____
Revealed_____	Decided_____
Failed to reveal_____	Blamed_____
	Regretted_____

4. On the line "Who or what would not oppose \_\_\_\_\_ing (goal)" is there anything you have

Suggested \_\_\_\_\_

Protested \_\_\_\_\_

Failed to suggest \_\_\_\_\_

Done to anyone \_\_\_\_\_

Suppressed \_\_\_\_\_

Tried to make anyone guilty of \_\_\_\_\_

Invalidated \_\_\_\_\_

Altered \_\_\_\_\_

Revealed \_\_\_\_\_

Decided \_\_\_\_\_

Failed to reveal \_\_\_\_\_

Blamed \_\_\_\_\_

Regretted \_\_\_\_\_

F: USE ONLY AFTER GOAL HAS BEGUN TO BE LISTED:

On the goal \_\_\_\_\_(goal) is there anything you have

Suggested \_\_\_\_\_

Protested \_\_\_\_\_

Failed to suggest \_\_\_\_\_

Done to anyone \_\_\_\_\_

Suppressed \_\_\_\_\_

Tried to make anyone guilty of \_\_\_\_\_

Invalidated \_\_\_\_\_

Altered \_\_\_\_\_

Revealed \_\_\_\_\_

Decided \_\_\_\_\_

Failed to reveal \_\_\_\_\_

Blamed \_\_\_\_\_

Regretted \_\_\_\_\_

Date completed \_\_\_\_\_

Auditor \_\_\_\_\_

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[This HCO PL is changed by HCO PL 22 July 1962, *Routine 3GA-Listing Wording.*]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
17 July 1962

\*\* 6207C17 SHSBC-170 E-Meter Reads and ARC Breaks

\*\* 6207C17 SHSBC-17 1 Anatomy of ARC Breaks

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 19 JULY 1962

Sthil Students  
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**CLEARING—FREE NEEDLES**

Any auditor running a Routine 3 process and obtaining a free needle on an E-Meter should, on the Saint Hill course, have an Instructor observe and verify that condition and in a Central Organization should have it observed by an HCO Area Secretary.

Any auditor obtaining a free needle on all lines continuously (the state of a first goal clear) should, on the Saint Hill course, demonstrate that condition to an Instructor and, in a Central Organization, to an HCO Area Secretary.

An Instructor or HCO Area Secretary should make a statement on the auditing report testifying to the fact and existence of the free needle.

In short, there are two stages of observation—the first free needle obtained on one line and the state of continuous free needle on all lines.

*No* verbal statement by an auditor, not otherwise confirmed as above is to be given credence or be used to establish the condition of a case.

The early observation on one line being difficult to maintain for observation is not mandatory, but if not verified as above may not be claimed.

The state of a “first goal clear” is established by:

1. A free needle on each line listed from the goal.
2. No reaction of the goal on the meter after a final prepcheck on that goal as per HCO Policy Letter 15 July 1962.
3. Tone Arm near Clear Read.

A free needle is not a stage 4 needle or an inverted stage 4. It is floating and free.

In Routine 3GA we have actual, lasting clearing. It is accomplished by expert and exact auditing. There is no reason to fake the condition or rumour that someone is clear when he or she is not, or to tell someone he or she is clear when they are not.

-----

We are on solid ground with technology and procedure. Let's keep it that way. The goal has been sought on Earth for 2,500 years. We have achieved 8 first goal clears on the Saint Hill course in the last two months. People, with reason, trust a clear. We have attained the state of clear in Man. We must not upset that Trust.

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L. RON HUBBARD

- \*\* 6207C19 SHSBC-172 The E-Meter  
\*\* 6207C19 SHSBC-173 Question-and-Answer Period

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 21 JULY 1962

Franchise  
Sthil Students

*URGENT*

**INSTANT READS**

(Adds to HCO Bulletin of 25 May 1962)

On Rudiments, repetitive or fast, the instant read can occur anywhere within the last word of the question or when the thought major has been anticipated by the preclear, and must be taken up by the auditor. This is not a prior read. Preclears poorly in session, being handled by auditors with indifferent TR One, anticipate the instant read reactively as they are under their own control. Such a read occurs into the body of the last meaningful word in the question. It never occurs latent.

In other words all reads occurring when the major thought has been received by the preclear must be taken up and cleaned. This does not mean all needle reactions occurring while question is being asked must be cleaned, but it does mean that the instant read is often to be found before the last meaningful word is spoken fully, and it is catastrophic not to take it up and clean it.

Goals and items are however read only when the read occurs exactly at the end of the last word.

This will give you cleaner sessions and smoother needles.

L. RON HUBBARD

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[This HCO B was cabled to the Hubbard Communications Office in Washington, D.C., who issued it on the same date as above under the title of *Rudiments Repetitive or Fast.*]



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 22 JULY 1962

Sthil Students  
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**ROUTINE 3GA  
LISTING WORDING**

(Changes HCO Policy Letter 17 July 1962, "Listing Prepcheck"  
and HCO Policy Letter 15 July 1962, "Goals Prepcheck Form")

The wording of the four lines for listing out a goal should be as follows:

Line One: "Who or what would want to (goal)\_\_\_\_\_?"

Line Two: "Who or what would oppose (goal -ing form)\_\_\_\_\_?"

Line Three: "Who or what would pull back opposition to (goal -ing form)\_\_\_\_\_?"

Line Four: "Who or what would pull somebody or something back from (goal -ing  
form)\_\_\_\_\_?"

It will be noted that lines One and Two remain the same.

Also it should be noted that there is no alternate to "pull back" (restrain, retard, give different vectors).

It should be noted also that the goal changes in form on three lines to the "ing" form of the verb in the goal. Example: Goal—"to fish" changes to "fishing".

These changes are for all goals. If a goal is currently being listed, change the list wording to the above.

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[See HCO B 21 August 1962, *3GA-Line Wording*, page 130, which changes earlier issues on 3GA lines.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
24 - 26 July 1962

- \*\* 6207C24 SHSBC-176 Routine 3GA, Part I
- \*\* 6207C24 SHSBC-177 Routine 3GA, Part II.
- \*\* 6207C26 SHSBC-178 Routine 3GA
- \*\* 6207C26 SHSBC- 179 Prepchecking

HCO POLICY LETTER OF 24 JULY 1962

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**R3GA**  
**HCO WW FORM G3**  
**FAST GOALS CHECK**

*(Keep completed form in pc's folder)*

This is a rapid check out of a goal for use by Auditors and particularly Instructors and Auditing Supervisors. By an Auditor it is done in Model Session. By an Instructor or Supervisor it is done as a simple check out.

ALWAYS COMPLETE WHOLE CHECK.

\_\_\_\_\_  
Pc's Name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Org Location \_\_\_\_\_

Goal \_\_\_\_\_

A: Read goal rapidly to pc three times \_\_\_\_\_  
Note reaction and inform pc if in or out.

B: Repetitive Ruds. (Early reads are acceptable as instant reads on ruds, not on goal which *must* be instant only.)

On the goal \_\_\_\_\_  
has anything been  
Suppressed \_\_\_\_\_ Invalidated \_\_\_\_\_  
Suggested \_\_\_\_\_ Withheld \_\_\_\_\_

Only when each is clean, go to next and when all clean go to C.

C: Read goal rapidly to pc three times Note reaction and tell pc if in or out.

D: Do fast ruds: Is there anything you have suppressed, suggested, invalidated, failed to reveal. When all nul, go to E.

E: Do fast ruds plus goal with no pause between ruds and goal.

On the goal \_\_\_\_\_  
is there anything you have suppressed, suggested, invalidated or failed to reveal.  
(Goal) \_\_\_\_\_ (Goal) \_\_\_\_\_ (Goal) \_\_\_\_\_

If none of ruds read in this section and goal did read, providing the meter reading of the check was flawless it is the right goal.

This section must be read all in one sweep to be valid, with no read on any rud and a sharp downward tick each time exactly at end on the goal read. Don't add in the goal until all four ruds items read nul in one sweep. Then read the ruds line and the goal 3 times in one breath.

Goal checked out \_\_\_\_\_ Auditor \_\_\_\_\_

Goal didn't check out \_\_\_\_\_

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HCO BULLETIN OF 30 JULY 1962

Franchise

**A SMOOTH HGC 25 HOUR INTENSIVE**

Here is the pattern for a new Problems Intensive that can be given by HGC or field auditors and which will get them marvellous results on new or old pcs.

This arrangement makes prepchecking come into its own, for if it is well done then the pc is fairly well set up for having his goal found.

This intensive is amazingly easy to run providing that the auditor does it pretty well muzzled and does not violate repetitive prepchecking drill. Of course if the auditor's meter reading is not perfect and if the auditor is not cognizant of recent HCO Bulletins on the meter and if the auditor misses as many as two reads in a session, this whole result can wind up in a fiasco. If the pc doesn't feel better on this one then the auditor just didn't read the meter or miserably flubbed current drill. Of these two the D of P had better suspect the meter readings if anything goes wrong.

The first thing to do is complete the old case assessment form. We do this in Model Session and check after each small section of it as to whether we've missed a withhold on the pc.

We then assess the self-determined change list (and don't goof and put other determined changes on the pc's change list, or we'll be assessing engrams).

We find the most important, most reacting change in the pc's life by the largest read. This can also be done by elimination.

We then locate the prior confusion to that change. In no case will it be earlier than two weeks from the incident. These confusions, so often missed by the auditor, take place from two weeks to five minutes before the actual decision to change.

Having located the time of the prior confusion, but not done anything else about it, no lists of names or anything like that, we then go one month earlier in date.

This gives us an exact date for our questions. Let us say the self-determined change was June 1, 1955. The prior confusion was May 20, 1955, and the arbitrary month earlier was April 20, 1955. We get the pc to spot this arbitrary date more or less to his own satisfaction.

We now form a question as follows: "Since (date) is there anything you have.....?"

The endings are in this order: Suppressed, Suggested, Been careful of, Invalidated and Failed to reveal.

The question with one end is completely cleaned by Repetitive Prepchecking. One asks it off the meter until the pc says there is no more. Then one checks it on the meter and steers the pc with any read, and then continues the question off the meter, etc, etc.

In turn we clean each one of the buttons above. This will take many hours in most cases. It is vital not to clean anything that's clean or to miss cleaning a read that reacts. In other words, do a clean meter job of it all the way at sensitivity 16.

When we have in turn cleaned each of the buttons above, we do a new assessment of the change list and get us a new time just as before and handle that just as before.

When the second area is clean we assess for a third.

Frequently, particularly if the needle gets dirty, we ask for missed withholds. Indeed one can use all the Middle Rudiments at least once each session.

With expert needle reading that intensive will give the pc more gain per hour of auditing than anything else short of Routine 3GA.

I wish you lots of success with it. Remember, the more variables you introduce into such a system the less confidence the pc will have in you.

Good hunting.

L. RON HUBBARD

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[The order of Prepcheck buttons is amended by HCO B 30 August 1962, *Order of Prepcheck Buttons*, page 133.]

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 1 AUGUST AD12

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**ROUTINE 3GA**  
**GOALS**  
**NULLING BY MID RUDS**

Now that 3GA has been proven time and again to make clearing a certainty for all in the hands of a good auditor who knows his meter and drills, I have been spending much time smoothing out any rough spots in *finding* and *being certain of* the pc's goal. Only a wrong goal or opposition goal can get the pc in real trouble. Therefore goals listing and nulling and testing become of great importance.

**THE GOALS LIST**

The pc is asked to do a goals list. This can occur before or after a goals Prepcheck, HCO Policy Letter of July 15, 1962.

The list must be *at least* 850 goals long, one column per foolscap (legal size) page. (Folders of 4 pages, 1 sheet, of ruled 13 inch x 8 inch paper can be bought in most stationers.) The pc is asked to get that many (850) goals written *legibly* and numbered.

The pc must be warned not to read the list back to himself or herself to try to find the goal, and not to attempt any nulling on self. (Pcs can become quite ill doing this foolish reading or trying to nul on self. If a method is ever developed for this, I'll release it, but no such method exists and all attempts to find it on self have ended in failure. )

The auditor then does the goals Prepcheck form, HCO Policy Letter of July 15, 1962.

It is understood that the pc will have received at least a Problems Intensive well done and have a fairly smooth needle.

**TEST FOR CHARGE**

The auditor tests the list now for *needle* charge. TA action on reading half a page of goals to pc *does not matter* but will probably be absent.

What is important is the needle action. This *must not exceed* a quarter of an inch rapid fall, instant, for any goal read on test. (A sudden wild rock slam a half dial wide on a goal or two per page does not matter. It is not always seen on a pc but happens on some.) Further, at least five goals out of eight or ten have *no* instant read on them. In other words, the list *is flat* on the *needle*.

If the list is not flat at 850 goals, then do a four line goals list, one or four goals on each list, until the original goals list *does* react as above.

This special goals listing uses the lines as follows:

1. What goal might you have?
2. What goal would oppose your goal?
3. What goal would retard opposition to your goal?
4. What goal would pull back your goal?

About sixty items or so, at a guess, put down one to four in rotation, on each of these lists should discharge the goals list of superfluous needle reaction. Occasional bursts of goals on these lines will be encountered. Take them down. But try to keep the lines even in number, letting only line I run on over length.

Carefully note any pain or sensation the pc gets on any goal on any line. (Pn or Sen written after the goal.) This will help rule out opposition goals.

When the main goals list in its early part, on the test, acts as above, desist on the four lines of goal. Scrap (or at least put away) lines 2, 3 and 4. Do not use or nul them. But use line one as an added line to the pc's goals list. Now ask the pc if the list is complete in addition to the above test for needle action. Make sure pc seems happy that his goal is somewhere on the goals list.

This then is a complete goals list and can be nulled.

### NULLING BY MID RUDS

Nulling by repeater technique was the original method of nulling just as repeater technique was the earliest form of Dianetic Auditing. It has now been superseded by "Nulling by Mid Ruds".

If you did the Mid Ruds on *every* goal on the list you would be sure to have the goal when you came across it. But this is too tedious. I have worked out a much faster method using the Mid Ruds, faster even than repeater technique.

There are only a few things that can hide a goal or make one read falsely. These are:

"READ" throughout means "INSTANT READ".

SUPPRESSED—Can keep a goal or an invalidation, suggestion, mistake, assertion or missed withhold on the goal *from reading*.

INVALIDATED—Can make a wrong goal read or can steal the read from a right goal.

SUGGESTED—This is evaluation. It can do the same as "INVALIDATED"—make a wrong goal read or steal the read from a right goal.

FAILED TO REVEAL—This is the missed withhold on the goal. It reads as a minute rock slam and can absorb all other reads or make a wrong goal read with a minute rock slam. We call this a "dirty needle".

MISTAKE BEEN MADE—This is a combination of the auditor or the pc asserting and the other denying that it is or is not the goal. It is a conflict of positive negative opinion and forms a ridge impossible to dispel unless the auditor asks for "MISTAKE".

ASSERTED—Another name for suggested, used mainly in check out, to be sure, and occasionally in routine nulling when pc is declaring, "It is my goal."

The auditor should learn the above by rote and by sight and by experience.

These are the *only* things that can give a wrong goal or submerge a right one.

-----

In actual use on nulling, each has a priority over the rest. *Suppressed is king, Invalidated is next, Suggested is third, Failed to Reveal is fourth and Mistake been made is fifth.*

These are used in nulling only as needed.

Example: The auditor reads a goal from the list *once* (with good TR 1 and no flubs and pc in session). If the goal does *not* read, the auditor asks on the meter, “Has this goal been suppressed?” If no reaction of needle on either goal or “suppressed” the auditor says, “Thank you. That is out.” And marks the goal off the list.

Why? Because if it (1) was the goal it would have read. (2) If it was an invalidated goal it would have read. (3) If a failed to reveal was present it would have read a dirty needle. (4) If a mistake had been made it would have read. So that leaves only Suppressed as possible. And if Suppressed doesn't read, then that isn't the goal.

But if Suppressed reacted and was cleaned, the goal would have to be read again.

If the goal read (originally or after Suppressed was cleaned), then it may be not a goal read but an Invalidation, Suggestion, a Failed to reveal (if dirty) or a Mistake. So one asks for an Invalidation. If that reads, the auditor cleans it, and then asks the goal again, and if it now doesn't read, the auditor asks Suppressed and if Suppressed doesn't read, the auditor marks the goal off as “Out”.

However, if the goal still read, after Invalidated was cleaned, the auditor asks for Suggested. If that reads, the auditor cleans it and asks the goal again. If it does not now read, the auditor asks Suppressed and if it doesn't read, then the auditor marks the goal “Out”.

If the last Suppressed read and was cleaned, the auditor reads the goal again and if it reads, then the auditor asks for a Failed to reveal. If that reads, the auditor cleans it and asks the goal again and if the goal reads, the auditor asks if a Mistake has been made and if that reads the auditor cleans it and asks the goal again, and if the goal does not read the auditor asks Suppressed. If Suppressed doesn't read, the auditor marks the goal “Out”.

Also, this sequence applies, or any part of it. The auditor asks the goal. It reads. The auditor, after a goal *reads*, never asks Suppressed at once but the others. Suppressed is only asked after the goal is not reading and the goal is marked “Out” only when both goal and Suppressed are found clean one after the other without cleaning anything.

After a goal reads, ask Invalidated. If that doesn't read, ask Suggested, if that doesn't read ask “Failed to reveal”. If that doesn't read, ask “Mistake been made”. If that doesn't read ask Suppressed again to be sure and then read the goal three times to see if it kicks after each read. If it kicks only once or twice now, ask Suppressed and the rest and try to get it to read each time as that would be *the* goal if it did!

This is like running in a maze, with doors suddenly opening to the right and left and the auditor making a fast correct choice for the next question. The more exact is his choosing, the faster the nulling. A full bulletin of drills will be published on all this to give you the hang of it.

And every goal behind you is *not* the goal and won't be examined again, and every goal ahead *may* be.

Drilling with this system does marvels to pick up an auditor's speed on this nulling.

A keen meter reader and a fast handling of this system can dispose of a hundred goals in a couple of hours with no further re-nulling to do.

And the pc stays relaxed! No anxiety. That came from the built-up charge of invalidations, etc, and the fact that the pc had no certainty for 15 hours or more of nulling. At least the pc is now certain of the goals he or she *doesn't* have. And the charge is gone from them.

Intricate at first glance, requiring drill; this is a very rewarding system. For you *may* find the pc's goal in the first 300 goals. And when you have by this system, that's it. You go no further.

If you find this too hard at first, just do the Mid Ruds complete on every goal until you can grasp this shortened system. It would be better than repeater nulling.

If you use Mid Ruds until you learn this system (don't use repeater technique any more on lists of goals, it's too long and too inaccurate) use this form: Read the goal once. Then use this Mid Rud form, "On this goal has anything been suppressed, invalidated, suggested, withheld, or mistaken?" Watch for *any* fall on these words and clean it off until whole question is clear. Then read the goal 3 times to see if it reacts. And mark it in or out accordingly. If it still reads well, clean it up further. If it finally reads with a sharp 1/16th of an inch more or less fall, *exactly* at the end every time, it's *the* goal. Go no further on list.

When you study this HCO Bulletin well and drill on the drills HCO Bulletin that goes with it, you will be able to make the goals fly.

Good hunting.

L. RON HUBBARD

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**ROUTINE 3GA**  
**NULLING DRILLS**  
**for**  
**NULLING BY MID RUDS**

(Accompanies HCO Bulletin of 1 August AD12)

(Note: In an actual session, in addition to Model Session script, only the words below are used. No additive words or departures are necessary except to clean up a constant dirty needle with *session* Mid Ruds if that misfortune occurs. And use *session* Mid Ruds only when you *can't* go on otherwise.)

**Drill on New Nulling Procedure for Routine 3GA**

Position for this drill is the usual auditor-coach position. The coach only has the drill form and follows it exactly until the student auditor has each example down perfectly. When the student auditor and the coach have these drills down exactly, then the coach can give different reads and different goals for the student auditor to work on, the only caution being that the goals selected be those which would be most unlikely on anyone's goals list. The goal used in this drill is: TO BE A TIGER. On the drills below "A" is for auditor, "C" is for coach. Student and coach use only the words in the drill except when student errs at which coach says, "Flunk!" and "Start", at which student starts at the beginning.

*Drill 1:*

- A: To be a tiger.
- C: Null
- A: On this goal has anything been suppressed?
- C: Null
- A: Thank you. That is out.

*Drill 2.*

- A: To be a tiger.
- C: Read
- A: On this goal has anything been invalidated?
- C: Read
- A: What was it? Thank you. On this goal has anything been invalidated?
- C: Null
- A: To be a tiger.
- C: Null
- A: On this goal has anything been suppressed?
- C: Read
- A: What was it? Thank you. On this goal has anything been suppressed?
- C: Null
- A: To be a tiger.
- C: Null
- A: Thank you. That is out.

*Drill 3:*

- A: To be a tiger.
- C: Null

A: On this goal has anything been suppressed?  
C: Read  
A: What was it? Thank you. On this goal has anything been suppressed?  
C: Read  
A: What was it? Thank you. On this goal has anything been suppressed?  
C: Null  
A: To be a tiger.  
C: Null  
A: Thank you. That is out.

*Drill 4:*

A: To be a tiger.  
C: Read  
A: On this goal has anything been invalidated?  
C: Null  
A: Thank you. On this goal has anything been suggested?  
C: Read  
A: What was it? Thank you. On this goal has anything been suggested?  
C: Null  
A: To be a tiger.  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: Thank you. That is out.

*Drill 5:*

A: To be a tiger.  
C: Read  
A: On this goal has anything been invalidated?  
C: Null  
A: Thank you. On this goal has anything been suggested?  
C: Null  
A: Thank you. On this goal is there anything you have failed to reveal?  
C: Read  
A: What was it? Thank you. On this goal is there anything you have failed to reveal?  
C: Null  
A: Thank you. To be a tiger.  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: Thank you. That is out.

*Drill 6:*

A: To be a tiger.  
C: Read  
A: On this goal has anything been invalidated?  
C: Null  
A: On this goal has anything been suggested?  
C: Null  
A: On the goal to be a tiger is there anything you have failed to reveal?  
C: Null  
A: On this goal has any mistake been made?  
C: Read  
A: What was it? Thank you. On this goal has any mistake been made?  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: Thank you. That is out.

*Drill 7.*

A: To be a tiger.  
C: Null  
A: On this goal has anything been suppressed?  
C: Read  
A: What was it? Thank you. On this goal has anything been suppressed?  
C: Read  
A: What was it? Thank you. On this goal has anything been suppressed?  
C: Null  
A: To be a tiger.  
C: Read  
A: On this goal has anything been invalidated?  
C: Read  
A: What was it? Thank you. On this goal has anything been invalidated?  
C: Null  
A: To be a tiger.  
C: Read  
A: On this goal has anything been suggested?  
C: Null  
A: On this goal is there anything you have failed to reveal?  
C: Null  
A: On the goal to be a tiger has any mistake been made?  
C: Read  
A: What was it? Thank you. On this goal has any mistake been made?  
C: Null  
A: On this goal has anything been suppressed?  
C: Read  
A: What was it? Thank you. On this goal has anything been suppressed?  
C: Null  
A: To be a tiger.  
C: Read  
A: On this goal has anything been invalidated?  
C: Read  
A: What was it? Thank you. On this goal has anything been invalidated?  
C: Null  
A: To be a tiger.  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: Thank you. That is out.

*Drill 8:*

A: To be a tiger.  
C: Read  
A: On this goal has anything been invalidated?  
C: Null  
A: On this goal has anything been suggested?  
C: Null  
A: On this goal is there anything you have failed to reveal?  
C: Null  
A: On this goal has any mistake been made?  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: To be a tiger.  
C: Read  
A: To be a tiger.  
C: Read  
A: To be a tiger.  
C: Read (Note that this goal is now ready to be checked out.)

*Drill 9:*

A: To be a tiger.  
C: Null  
A: On this goal has anything been suppressed?  
C: Read  
A: What was it? Thank you. On this goal has anything been suppressed.  
C: Null  
A: To be a tiger.  
C: Read  
A: On this goal has anything been invalidated?  
C: Read  
A: What was it? Thank you. On this goal has anything been invalidated?  
C: Null  
A: To be a tiger.  
C: Read  
A: On this goal has anything been suggested?  
C: Read  
A: What was it? Thank you. On this goal has anything been suggested.  
C: Read  
A: What was it? Thank you. On this goal has anything been suggested?  
C: Null  
A: To be a tiger.  
C: Read  
A: On this goal is there anything you have failed to reveal?  
C: Read  
A: What was it? Thank you. On this goal is there anything you have failed to reveal?  
C: Null  
A: To be a tiger.  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: Thank you. That is out.

*Drill 10:*

A: To be a tiger.  
C: Null  
A: On this goal is there anything you have suppressed?  
C: Read  
A: What was it? Thank you. On this goal is there anything you have suppressed?  
C: Null  
A: To be a tiger.  
C: Read  
A: On this goal is there anything you have invalidated?  
C: Null  
A: On this goal is there anything you have suggested?  
C: Read  
A: What was it? Thank you. On this goal is there anything you have suggested?  
C: Null  
A: To be a tiger.  
C: Null  
A: Thank you. That is out.

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HCO BULLETIN OF 2 AUGUST 1962

CenOCon

**CCH ANSWERS**

The following queries and my reply are useful in the CCHs.

Ron from Ray = 1/8 = 335L

Thanks for Telexes 233L2 and 334L2. That's fine.

Some queries have come up about CCHs. Could we have the latest stable data on

1. When is a physical origination picked up—after command is executed and before acknowledgement, or after acknowledgement?
2. Does one pick up by saying—"How are you doing?" "What happened then?" or "I noticed—so and so—happened. What's going on?"—or is there any other method that we don't have and which is better than any of these?

Love  
Ray

Ray from Ron = 15.30 = 2/8 = 335L2

1. When it happens.
2. Only by a two way comm query like "What's happening?"

Never designate the origin.

Don't make a system out of queries. Three commands nicely done is flat.

Don't take spoken data from PC about somatics as a reason to keep on.

Also the process that turns something on turns it off.

Love  
Ron.

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HCO BULLETIN OF 7 AUGUST 1962

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**RUNNING CCHs**

CCHs being run terribly wrong.

Correct version follows: Run a CCH only so long as it produces change in the pc's general aspect.

If no change in aspect for three commands, with the pc actually doing the commands, go on to next CCH.

If CCH producing change do not go on but flatten that CCH.

Then when for three commands executed by the pc it produces no change go on to next CCH.

Run CCHs One Two Three Four, One Two Three Four, One etc.

Use only right hand on One.

The CCHs are run alternated with Prepchecking session by session depending upon whether or not the pc has had a win on either and whether the CCHs in the CCH Session were not left with the pc stuck in one CCH which was producing terrific change and thusly very unflat as a process.

CCHs are not run in Model Session, nor run on the E-Meter, nor are goals set. The reality factor is established before the first command is given.

It is code break clause thirteen to run a CCH that is producing no change or to not flatten in same or subsequent session a CCH that is producing change.

Some pcs get no reaction at first on any CCH; therefore run each one as above, CCH One Two Three Four, One etc, and with Prepchecking being given in alternate sessions, or as stated above in case one of the CCHs has to be flattened off in another session on the CCHs.

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** 6208C07	SHSBC-180	Routine 3GA Data on Goals, Part I
** 6208C07	SHSBC-181	Routine 3GA Data on Goals, Part II.
** 6208C08	SH TVD-11	Routine 3GA Nulling Goals (LRH auditing demo)
** 6208C09	SHSBC-182	Clearing
** 6208C09	SHSBC-183	Goals Listing

Magazine  
Franchise

**HOW IT FEELS TO GO CLEAR**

Jean Kennedy of Bulawayo, Southern Rhodesia, wrote me a note after her first goal was cleared. She had been cleared once on Routine 3 and was cleared again on the same goal at Saint Hill with Routine 3GA. Her subjective reality on these two processes is of great value to all Scientologists.

These are in actual fact two notes. I give you both with her permission.

She has now had her second goal found and is listing on it and will soon be the first 3GA 2nd goal clear. She graduates this week from the Saint Hill course with honours.

“Dear Ron,

I feel tip top at the moment, and really couldn't have asked for more out of auditing, if this was as far as one could go it would be enough. I must say there are two big basic differences in the way I feel now and the way I felt after the 3rd S.A. ACC. (1 ) This time I have a bigger certainty, and a very 'comfortable' feeling, and while R3 processed you up to more confidence each session, I found on R3GA (just before the lines went free), that I had never felt so stripped bare, and at one stage I didn't know who I was or where I was going until I realized that 'I' had to do things not wait for something else to do them! So all in all listing on the goal was fun, pictures and track recall were very vivid and I sailed right back to the beginning of 'body moulding', but the biggest thrill of all was the basic cognition where I thought I was going to find the answer to why I decided to be that way—and guess what, there wasn't *any* reason !

Jean.”

-----

On receipt of the above I asked her for permission to issue and she wrote the following expansion:

“This is the basic difference between R3 and R3GA. Being run on R3 had a limiting effect inasmuch as you didn't run with enough depth and could never really get at the reason why you chose to be the way you are. It processed you towards greater confidence each session and finally left you feeling tip top, mass-less but still no real answer—and one was always a little vulnerable, if you knew the right button. Pictures and cognitions were also limited.

Now, R3GA was very different and had much more punch behind it, and you could 'get' at things you would never have got at on R3. At the start of listing everything seemed innocent enough and I couldn't see any difference between the two, and suddenly the track opened up and vivid pictures and recall in detail on the track came from all directions, cognitions shot off the body in little spark forms and one could feel the masses just exploding all around, at times making the rings so hot on my hands they had to be taken off. There was a steady feeling of cycling backwards (to the start of body moulding) and one's habit patterns, fixed ideas and attitudes just went flying by. The most fascinating part was the lines transferring over and viewpoints changing totally.

The worst part comes just before the end, two days before the needle went free I dug my heels in and refused to give another item—why, because I didn't know who I was, where I was and least of all why I made that postulate. I have never felt so stripped bare of everything and suddenly realized that nothing was automatically going to swing into place and do things for me, 'I' would have to do them.

My auditor gently coaxed me into more items, and then at the bottom I found the answer I have been looking for, for so long—'nothing'—how foolish can a thetan be! But what a certainty.

Jean Kennedy.”

L RON HUBBARD

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### **ROCK SLAMS AND DIRTY NEEDLES**

I have been lucky enough and you have been fortunate enough to trace the source of the persistent dirty needle and also the wide rock slam.

A criminal I had my hands on showed me clearly that the wide rock slam was an overt. The dirty needle is a small rock slam. And so we benefit.

The reason a rock slam is a rock slam is that I found it on many pcs in an effort to locate the rock.

It now turns out that it is also the sign of an overt. For instance all failed to reveals read with a small dirty needle which is in fact a smaller edition of the rock slam.

If you have a wide rock slam then the goal does not exist on the list and that list may be scrapped.

If you find this on a pc it means either that the pc has fantastic personal overts against you or that the pc's goal is such as to be an overt against Scientology.

Therefore on a pc whose needle is doing a large or a small rock slam all you have to do is ask for "What goal might you have that would be an overt against Scientology?" and you will be able to run the rock slam off by so listing, and when it is gone you will have the pc's goal on that list.

In the case of a small occasional dirty needle you have missed a withhold or the goal lies under your pencil while nulling or a few goals earlier.

When the dirty needle is persistent and is always recurring, the solution is to list goals with the question as stated above.

The actual formula for this is as follows, for a dress parade action on raw meat.

Do a Dynamic Assessment. Ask the question: "What goal might you have that would be an overt against (dynamic found)?"

It turns out amongst Scientologists that the roughest case is thereby now the shortest case to do, as the goal will lie on a specific list which, when nulled by Mid Ruds (Tiger Drill), will disclose the pc's goal.

These principles should be put into effect at once.

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** 6208C14	SHSBC-184	Rock Slams and Dirty Needles
** 6208C14	SHSBC-185	World Clearing
** 6208C15	SH TVD-12A	3GA Dynamic Assessment—Listing Items for Dynamics, I
** 6208C15	SH TVD-12B	3GA Dynamic Assessment—Listing Items for Dynamics, II.
** 6208C16	SHSBC-186	3GA Dynamic Assessment



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HCO BULLETIN OF 21 AUGUST AD12

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**3GA**

**LINE WORDING**

(Changes all earlier Policy Letters and HCO Bulletins on Lines, 3GA)

Lines must read after the goal is checked out and before listing.

The optimum line wording is probably as follows:

LINE ONE: WHO OR WHAT WOULD WANT ( goal ).

LINE TWO: WHO OR WHAT WOULD OPPOSE ( goal ing form for verb ).

LINE THREE: WHO OR WHAT WOULD OPPOSE OPPOSITION TO ( goal ing form ).

LINE FOUR: WHO OR WHAT WOULD NOT WANT ( goal ).

The line must read on the pc, firing like the goal, each time.

**LISTING SESSION**

The goal must be made to fire at least at the beginning of every listing session.

The button "Suppress" can be too heavily charged to read at first on a goal unless it is repetitively used as opposed to fast checking. All other Mid Rud buttons can be fast checked.

**DURING LISTING**

Before listing any one line, the goal should be made to fire and the line made to fire, both by the Tiger Drill (HCO Bulletin 1 August 1962). The line is then listed. This may be found more time-consuming than timesaving in listing but is a good thing to do.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

21 August 1962

\*\* 6208C21 SHSBC-187 Finding Goals by Dynamic Assessment

\*\* 6208C21 SHSBC-188 Basics of Auditing

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HCO BULLETIN OF 22 AUGUST 1962

Central Orgs  
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**3GA**

**DYNAMIC ASSESSMENT BY ROCK SLAM**  
**DYNAMIC ASSESSMENT TIP**

To get a complete list for a Dynamic Assessment ask for “any additional parts of the dynamics”, after giving pc a broad list of them.

Then ask for “anything the pc can think of that should *not* be a part of existence” and carefully put down everything pc says isn’t or shouldn’t be a part of existence.

**DATUM: THE ONLY REASON GOAL FINDING BY DYNAMIC ASSESSMENT FAILS IS BECAUSE THE ITEM IS NOT ON THE LIST. THIS IS TRUE OF THE LIST OF DYNAMICS AND THE LIST OF ITEMS. NO WIDE ROCK SLAM WILL DEVELOP IF THE LIST IS NOT COMPLETE. USE PC’S LIST OF DYNAMICS PLUS THINGS HE SAYS AREN’T. GET LOTS OF “DYNAMICS” FROM THE PC UNDER ANY DYNAMIC HE WANTS TO LEAVE OUT. “WHAT PARTICULARLY SHOULDN’T BE A PART OF THAT DYNAMIC?”**

Assess by tiny Rock Slam, or wide Rock Slam, asking some version of this thought on each Dynamic, “Consider committing overt against (dynamic).” Read by Instant RS (dirty needle or wide slam).

Assess out the Dynamic that Rock Slams most.

Now list this Dynamic by asking the question, “What represents (dynamic found) to you?”

Bleed meter for any more items. If list complete meter will be quiet.

During this writing of items a wide Rock Slam will turn on, diminish to a dirty needle as you list and vanish when list is complete. Carefully note on Auditor’s Report if this happened as it will never happen again!

Assess list with the question, “Consider committing overt against (list item being tested).”

Keep in all instant Rock Slams or dirty needles. Assess down to one Item. This, like the Dynamics assessment is ordinary Assessment by Elimination.

Find Item.

Prepcheck Item. Be very careful to keep Suppress button clean.

Ask the pc for a list of goals with the following question: “What goal might you have that would be an overt against \_\_\_\_\_ (Item)?” As you list you will get a wide RS dwindling as you list to a dirty needle and vanish. List this first line out to a clean needle before listing goals on any of the remaining lists.

You want only a few goals on each of these lists except List One. On List One list off the Rock Slam. Note on report that this happened.

## GOALS FORMULAE

What Goal might you have—

1. that would be an overt against (item)? (Poor)
2. that (item) would consider impossible? (Check)
3. that (item) might consider was an overt?
4. that (item) would consider undesirable (also for itself or themselves)? (Good) (Check)
5. that (item) would prevent you from doing? (Good) (Check)
6. that would be impossible to realize if you were (item or part of item). (Best)
7. that would be impossible if (item) were you? (Check)
8. that couldn't be achieved because (item) acted as a barrier?
9. that (the item) would make too difficult?
10. Just list some more goals.

List all lists in order above until Rock Slam and all tendency to a dirty needle vanishes.

Pc will probably know his goal. Or his goal will recur on several of the lists.

Assess List Six above first, being very careful of Suppress, working it over hard.

If not on List Six use List Five. If not on Five, go over List Four. If not on List Four, nul remaining list.

If the pc has any dirty needle (minute Rock Slam) or lots of Fail to Reveal answers, lists above were not completed to clean needle and a bled meter.

If your pc's Dynamic was on the Dynamic List, if the pc's Item was on the Item List, and if your pc's goal was put down on the above lists, and if the Dwindling Wide Rock Slam was found on Listing Items and Listing Line One above on goals, you'll have pc's goal on list for sure.

If you turn on the above phenomena, write it on a report giving Dynamic and Item to HCO WW as it can never be turned on again.

The goal must be checked out by a Class IV auditor before it can be listed.

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[This HCO B incorporates HCO B 23 August 1962, *3GA-Dynamic Assessment by Rock Slam*, the only text of which said to add the tenth line in the Goals Formulae above. This HCO B is added to by HCO B 31 August 1962, *3GA-Dynamic Assessment by Rock Slam*, page 135, and modified by HCO B 3 September 1962, *3GA-Dynamic Assessment by Rock Slam*, page 138. It is canceled by HCO PL 25 February 1963, *R2-R3-Routine 3-M-Goal Finding by Method B*, which has a limited distribution so is not in these volumes.]

\*\* 6208C22 SH TVD-13A Dynamic Assessment and Item Assessment, Part I

\*\* 6208C22 SH TVD-13B Dynamic Assessment and Item Assessment, Part II.

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HCO BULLETIN OF 30 AUGUST 1962

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**ORDER OF PREPCHECK BUTTONS**

This is the following order of buttons for all Prepcheck forms, including those of July 15 and all Problems Intensives. All buttons must be cleaned before leaving any section even if they have to be gone over several times in sequence.

The first question to be asked is "What have you been careful of?"

The subsequent questions are: "What has been \_\_\_\_\_?"

The endings are now as follows and in the order:

Agreed upon.  
Suppressed.  
Asserted.  
Invalidated.  
Suggested.  
Protested.  
Revealed.  
Mistaken.  
Withheld.  
Done by you.  
Decided.

Finally: "What goals have been set?"

These buttons are done over and over until nothing is made to read and the suppressed button has been worked hard every time it is covered.

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HCO BULLETIN OF 31 AUGUST 1962

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**3GA**

**EXPANDED LINE WORDING**

The following are expanded line wordings for listing on a found and checked goal in Routine 3GA:

GOAL: "To Sneeze", which is used as an example.

Line One: Who or what would want to sneeze?

Line Two: Who or what would oppose sneezing?

Line Three: Who or what would not oppose sneezing?

Line Four: Who or what would not want to sneeze?

Line Five: Who or what would sneeze?

Line Six: Who or what would not sneeze?

Line Seven: Who or what would oppose opposition to sneezing?

Line Eight: Who or what would pull back somebody or something from sneezing?

Line Nine: Who or what would want to be sneezed at?

Line Ten: Who or what would oppose being sneezed at?

Line Eleven: Who or what would not oppose being sneezed at?

Line Twelve: Who or what would not want to be sneezed at?

Line Thirteen: Who or what would be sneezed at?

Line Fourteen: Who or what would not be sneezed at?

Line Fifteen: Who or what would cause somebody or something to be sneezed at?

Line Sixteen: Who or what would help somebody or something not to be sneezed at?

Line Seventeen: Who or what would someone or something have to be in order to sneeze?

Line Eighteen: Who or what would someone or something have to be in order to oppose sneezing?

Line Nineteen: Who or what would someone or something have to be in order not to oppose sneezing?

Line Twenty: Who or what would someone or something dare not to be in order to sneeze?

Lines Seventeen through Twenty are not vital to list, and Lines Nine through Sixteen, which are the effect wording of the goal, may not be broadly workable.

Lines One through Eight are vital. By listing four items at a time on the first eight lines or the first sixteen lines, the case stays balanced, the goal can be kept firing, and clearing is speeded.

So use eight or sixteen lines on goal listing.

As regards pain, it can occur on any line in listing. The only dangerous indication is if no pain occurs on any line, only sensation, which indicates that rudiments are out or that the goal is wrong. Pain can even occur on Lines Two and Four and sensation on Lines One and Three, and all still be okay.

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HCO BULLETIN OF 31 AUGUST 1962

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**3GA**

**DYNAMIC ASSESSMENT BY ROCK SLAM**

(Second addition to HCO Bulletin of 22 August 1962, same title)

If a routine Dynamic Assessment by Rock Slam fails, the preclear should be prechecked on “On Auditing is there anything you have suppressed?” etc.

Then the preclear can be listed on “What isn’t a part of the Dynamics?” and “What part of life have you regretted?”

Completing and assessing these lists, will give you the Dynamic.

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HCO BULLETIN OF 1 SEPTEMBER 1962

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**3GA—DYNAMIC ASSESSMENT BY ROCK SLAM**

The following is a step list which modifies earlier HCO Bulletin.

List persons the preclear has considered opinionated and has detested. Assess by “Consider committing overt against\_\_\_\_\_.”

List “What part of existence does (person found) represent?” Assess by “Consider committing overt against\_\_\_\_\_.”

Take Dynamic found. List “What represents (Dynamic found) to you?” (dwindling Rock Slam). Assess by “Consider committing overt against\_\_\_\_\_.”

Take item found. List “What goal have you had that would be an overt against (item found)?” (dwindling Rock Slam).

Do list 6 by listing “What goal might you have that would be impossible to achieve if you were\_\_\_\_\_or (part of\_\_\_\_\_)?”

If item not on first lists above, list all remaining lists in HCO Bulletin August 22, ‘62, and examine for goals in common to a majority of lists and Tiger Drill these.

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## CLEARING SUCCESS CONGRESS LECTURES

Washington, D.C.  
1—3 September 1962

L. Ron Hubbard gave nine lectures at the Clearing Success Congress, which was held in Washington, D.C., at the Shoreham Hotel.

6209C01	CSC-1	Presentation of the GPM
** 6209C01	CSC-2	The Point Where the Pc Begins to Get Clear
6209C01	CSC-3	Basic Purpose
6209C02	CSC-4	The Healing Effect of Preparatory Auditing (Suppress Button)
6209C02	CSC-5	Staff Introduction—Demo: J. Fudge
** 6209C02	CSC-6	The Problems Intensive, Mechanics and Buttons
6209C03	CSC-7	World Clearing and You
6209C03	CSC-8	Slides Shown by Reg Sharpe
** 6209C03	CSC-9	Your Scientology Orgs and What They Do for You

Franchise

### ACCOUNT OF CONGRESS GOAL

It was offered at the Clearing Success Congress in Washington, September 1st to 3rd, that we would find a goal on someone at the Congress whose name would be drawn at random from a basket. We drew six names from a basket, and the subsequent interview demonstrated that four of these people had rock slams on asking for a short list of people they detested.

Jim Skelton did the interviewing and auditing and goal finding. Lieutenant Colonel Voight was selected as the most likely candidate.

Every available moment of auditing time from the first intermission to the beginning of the third day was thereafter utilized.

It was impossible to turn the rock slam back on after it had been demonstrated by the PC in the interview. Standard dynamic assessment steps were taken without avail.

A dynamic (group) was equivocally located as the dynamic the PC had overts on, and the item *Scientology* appeared on that list. Earlier than this, I requested Jim to ask the PC what would be the consequences of our clearing him. The PC's answers indicated that he would have to change his whole life. On the strength of this, we used the following two questions to list goals.

1. "What goal might you have that would be an overt against Scientology?"
2. "If you were part of Scientology, what goal of yours would be impossible to achieve?"

Jim listed some 49 goals on the first question, and then happened to be looking at the meter, and out of the clean flowing meter suddenly appeared a rocket read. He asked the PC what the PC was thinking of, and the PC said, "Immortality, and things like that," and Jim said, "What goal might be associated with this?" And the PC said, "To live."

Jim wrote the goal down and Tiger Drilled it at once, ignoring the remaining goals. The goal read sporadically with ticks and one half dial drop, and seemed very alive. It was interesting that no TA action whatsoever occurred during the listing of the goals on the first question above, and that the second question was never asked. It could be speculated that the goal might have appeared on the second list, but this is of course speculation.

Jim came to my room to tell me about this, and I asked him where the pain and rock slam were. Jim said there had been none, and returned to the auditing room. Much to our relief on Jim's return to the auditing room, the preclear informed him that he had an excruciating pain in his arm which had made him weep, so great was the intensity of it. Jim put him back on the meter, and once more resuming Tiger Drill a wide rock slam turned on, on the goal.

In the check-out session, it was obvious to the auditor that the PC needed a great deal of prepchecking to smooth him out; when he did the end rudiments on the PC, the rock slam continued straight on through the end rudiments, or would have if the auditor had not said, "Floor, floor, floor," several times and gotten the rock slam off so that he could get the end rudiments in.



The PC's cognitions were extreme and numerous, and the behaviour of the needle was strong and persistent, and there is no slightest doubt but what this was the PC's goal.

This demonstration of dynamic assessment by rock slam and finding a PC's goal with this "slight" deadline was a very adventurous activity, and we held our breaths until it had been done. As a matter of fact, we began a second PC on the second day, in hopes of at least getting one on one of the persons offered, and on the second PC were able to get a complete dynamic list as per the standard steps. This PC, on listing on the detested persons' names, listed about a hundred and fifty items, dove straight into his bank, and had extreme manifestations of insanity, and excruciating pain. The dynamic was speculated to be the eighth, but this dynamic assessment was not complete. However, this PC's life changed remarkably just by doing the first bit of dynamic assessment.

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HCO BULLETIN OF 3 SEPTEMBER 1962

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**3GA**  
**DYNAMIC ASSESSMENT BY ROCK SLAM**

The following is a step which modifies the HCO Bulletin of 22 August 1962:

List persons the preclear has considered opinionated and has detested. Assess by "Consider committing overt against \_\_\_\_\_."

List "What part of existence does (person found) represent?" Assess by "Consider committing overt against \_\_\_\_\_."

Take Dynamic found. List "What represents (Dynamic found) to you?" (dwindling Rock Slam). Assess by "Consider committing overt against \_\_\_\_\_."

Take item found. List "What goal have you had that would be an overt against (item found)?" (dwindling Rock Slam).

Do list 6 by testing "What goal might you have that would be impossible to achieve if you were \_\_\_\_\_ or part of \_\_\_\_\_?"

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CenOCon  
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**3GA**  
**TO BE GOALS LINE LISTING**

The following is a 24 line listing for a beingness type goal.

The method of running is to place the heading on 24 consecutive legal length pages so that one exists for each line.

The method of running is to clean up the goal so that it fires three times at the beginning of session and then simply list for the remainder of session, putting in Middle Rudiments only at such times as the pc has obviously gone out of session.

These lines are listed exactly four items on each line in rotation. After the four items have been written a short strike mark is put under the beginning of the last item written so that the auditor can easily see when he has listed the next four.

The above directions will apply to all types of lines listed, beingness, doingness and havingness goals, but different wordings have to be used for doingness and havingness goals. NOTE: These lines are not ordinarily prepchecked or made to fire before being used on a pc.

- Line One* Who or what would want to be a catfish?
- Line Two* Who or what would not want to be a catfish?
- Line Three* Who or what would oppose being a catfish?
- Line Four* Who or what would not oppose being a catfish?
- Line Five* Who or what would be a catfish?
- Line Six* Who or what would not be a catfish?
- Line Seven* Who or what would oppose opposition to being a catfish?
- Line Eight* Who or what would pull back somebody or something from being a catfish?
- Line Nine* Who or what would want a catfish?
- Line Ten* Who or what would not want a catfish?
- Line Eleven* Who or what would oppose wanting a catfish?
- Line Twelve* Who or what would not oppose wanting a catfish?
- Line Thirteen* Who or what would make a catfish?
- Line Fourteen* Who or what would not make a catfish?
- Line Fifteen* Who or what would oppose making a catfish?
- Line Sixteen* Who or what would not oppose making a catfish?
- Line Seventeen* Who or what would have to be a catfish?
- Line Eighteen* Who or what would not have to be a catfish?
- Line Nineteen* Who or what would have to oppose a catfish?
- Line Twenty* Who or what would not have to oppose a catfish?
- Line Twenty-One* Who or what would have to have a catfish?
- Line Twenty-Two* Who or what would not have to have a catfish?
- Line Twenty-Three* Who or what would oppose having to have a catfish?
- Line Twenty-Four* Who or what would not oppose having to have a catfish?

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## SECURITY CHECKS AGAIN

With the advent of Dynamic Assessment a new method of Security Checking, far better than any previous Security Checking, has emerged.

Nothing in this bulletin of course detracts in any way from the value of missed withholds, pulling missed withholds or handling missed withholds on preclears or other persons in the Organisation.

If the following questions are asked of a person on a meter it can be at once established whether or not this person will inadvertently, covertly, or unknowingly attempt to ruin, wreck, stop and otherwise interfere with an Organisation, Scientology, or an Auditor. The questions are as follows:

- Consider committing overt against Scientology.
- Consider committing overt against Ron.
- Consider committing overt against the Organisation.
- Consider committing overt against me. (the auditor)

It will be found that such a person has a goal which the person considers to be impossible to achieve so long as any one of the above four exist, therefore destructive actions will at all times be manifested no matter how “constructive” they appear.

The Rock Slam produced must be a wide Rock Slam to be decisive. By wide Rock Slam is meant a quarter of a dial Rock Slam to a full dial Rock Slam.

The action which should be taken if this condition is found to exist is to suspend the person or otherwise put the person away from communication lines until such time as the person’s Dynamic, Item, and Goal are found. Sometimes it is almost enough merely to find the Item, as the foolishness of the conclusion that Scientology stands immediately and directly in their road will appear to the preclear at that time.

By “A Goal which is an overt against Scientology” is meant something which the *pc* considers to be a goal which is an overt against. When you finally see such goals appear they will not be apparent to the auditor as overt. However, the *pc* so interprets them. For instance a *pc* may have a fixed idea against any spiritual activity, interpreting it as a harsh activity which forbids dancing, and the *pc* may have a goal to dance. However the person’s Item lying above the goal to dance will be found to be a spiritual group and this of course would make Scientology appear to the person to be highly antipathetic to the goal to dance.

I cannot too strongly urge the fact that when the above occurs no possible good will result until the Dynamic, Item, and Goal are found. Therefore this should be expedited. All care should be taken not to punish the person unduly, but to carry on because often the person is unaware of the destructiveness of his or her own actions.

In a marriage, if the husband were to place the wife on an E-Meter and ask the question “Consider committing overt against me” and find a wide Rock Slam immediately results, he will be then in total possession of what has been wrong with his marriage. Similarly, a wife finding this manifestation on a husband would also be informed.

The remedy in such a case is not to sack somebody, to shoot somebody, to divorce somebody or take some drastic final action, because we now have all the answer we need to resolve this and it will be found that as soon as the person's goal has been found the condition of hostility will cease.

The Rock Slam produced must be at sensitivity 16 on the meter. If a dirty needle occurs it is necessary to pull the person's missed withholds because these obviously exist. This should not be neglected. By Dirty Needle is meant a quarter of an inch agitation of the needle as an instant response to the asking of the above questions.

This is the new security programme. Any person responsible for maintaining security in an Organisation or a home should perform the above tests and take the remedial action.

I cannot too strongly urge that while this is absolute, or near as it can be, and positive in its diagnosis, it is not permanent because we can now clear, and clearing consists of doing away with the Rock Slam and not the offending person.

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1812 19th Street, N.W., Washington 9, D.C.

HCO POLICY LETTER OF 12 SEPTEMBER AD 12  
Issue III

CenOCon

### **AUTHORIZED PROCESSES**

Only the following processes are authorized for use on Staff Members and on HGC Preclears:

Assists.  
Problems Intensives (Modern Version).  
Ordinary 3GA.  
3GA by Dynamic Assessment.

No other processes are to be used on Staff or HGC Preclears.

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\*\* 6209C18 SHSBC-189 Directing Pc's Attention

\*\* 6209C18 SHSBC-190 3GA Dynamic Assessment by Rock Slam

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 SEPTEMBER 1962

Central Orgs  
Franchise Airmail

**3GA**  
**TIPS ON DYNAMIC ASSESSMENT**  
**RULES OF THUMB**

1. If the system does not work, it is *invariable* that the item is not on the list.
2. If an item, dynamic, or person can be found that will RS broadly, only list "What represents" from it. Do not use another form of listing (goals being a "represents" also).
3. The pc's interest follows the RS.
4. Carefully record the presence of a RS or any dwindling of the RS on any item, dynamic or, most important, during the course of listing.
5. If the pc has no cognitions the item is *not* on the list.
6. The dynamic and/or item will be accompanied by heavy pain or sensation if on the list.
7. A RS is a convulsion of the mind and can reflect as a convulsion of the body.
8. A pc's needle may be dirty until the goal is on the list.
9. A goal sometimes cannot be checked out until the charge is listed off on various goals lists derived from the item.
10. The item is more valuable than the person found or dynamic found.
11. An item is proven by its overt goals list (No. 1 ) producing a dwindling slam.
12. The real item when listed itself on "What represents" gives no further slams on the new list.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
19—20 September 1962

- |            |            |                     |
|------------|------------|---------------------|
| ** 6209C19 | SH TVD-14A | Tiger Drill, Part 1 |
| ** 6209C19 | SH TVD-14B | Tiger Drill, Part 2 |
| ** 6209C20 | SHSBC-191  | Listing Lines       |
| ** 6209C20 | SHSBC-192  | Geriatrics          |

### A 40 LINE LIST ON A DOINGNESS GOAL

Using the create CDEI scale a system of writing lines for goals listing has been attempted.

This gives us Create, Interest, Desire, Enforce and Inhibit.

We have four flows for each word positive and four flows for each word at effect. The goal: To impress people. And the lines are:

Who or what would create an impression on people?  
Who or what would not create an impression on people?  
Who or what would create opposition to impressing people?  
Who or what would not create opposition to impressing people?

Who or what people would want an impression created?  
Who or what people would not want an impression created?  
Who or what people would oppose an impression being created?  
Who or what people would not oppose an impression being created?

Who or what would be interested in impressing people?  
Who or what would not be interested in impressing people?  
Who or what would oppose interest in impressing people?  
Who or what would not oppose interest in impressing people?

Who or what people would be interested in being impressed?  
Who or what people would not be interested in being impressed?  
Who or what people would oppose interest in being impressed?  
Who or what people would not oppose interest in being impressed?

Who or what would want to impress people?  
Who or what would not want to impress people?  
Who or what would oppose impressing people?  
Who or what would not oppose impressing people?

Who or what people would want to be impressed?  
Who or what people would not want to be impressed?  
Who or what people would oppose wanting to be impressed?  
Who or what people would not oppose wanting to be impressed?

Who or what would have to impress people?  
Who or what would not have to impress people?  
Who or what would have to oppose impressing people?  
Who or what would not have to oppose impressing people?

Who or what people would have to have an impression made on them?  
Who or what people would not have to have an impression made on them?  
Who or what people would have to oppose an impression being made on them?  
Who or what people would not have to oppose an impression being made on them?

Who or what would inhibit impressing people?  
Who or what would not inhibit impressing people?  
Who or what would inhibit opposition to impressing people?  
Who or what would not inhibit opposition to impressing people?

Who or what people would inhibit an impression being made on them?  
Who or what people would not inhibit an impression being made on them?  
Who or what people would inhibit opposition to an impression being made on them?  
Who or what people would not inhibit opposition to an impression being made on them?

Similar goals, all of a doingness type, can be patterned as above.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
25—27 September 1962

** 6209C25	SHSBC-193	Current Trends
** 6209C25	SHSBC-194	3GA Assessment
** 6209C27	SHSBC-195	3GA Listing
** 6209C27	SHSBC-195A	3GA Listing

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 27 SEPTEMBER 1962

Franchise  
CenOCon

**VALID PROCESSES**  
(Changes all earlier Issues)

The following processes should be used by all Scientologists and other earlier processes should be discarded except for research.

- Class I: Assists.
- Class I: CCHs, Op Pro by Dup and SCS.
- Class I: ARC Straight Wire.
- Class II: Problems Intensives (Modern).
- Class II: Prepchecking Auditing, goals, etc.
- Class II: Goals Listing.
- Class III: 3GA Ordinary.
- Class IV: 3GA by Dynamic Assessment.
- Class II: Items Listing.

Classes II, III and IV: Tiger and Big Tiger Drills on goals, items, lines, single words, names, persons.

All except Assists, CCHs, Op Pro by Dup and SCS are done in Model Session.

If a process is not mentioned above, do not use it.

*NOTE:* Any of the above Processes, except 3GA ordinary goals finding and 3GA Dynamic Assessment may be done in Co-audits under direct supervision of classed auditors.

For the greatest gain achievable by an auditor in his class, use the above. An auditor attempting processes above his class will have failures and spoiled cases.

Use of processes above Classification can result in cancellation of certificates.

We can clear Earth. Why spoil cases in the process?

L. RON HUBBARD

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Franchise

### **PROBLEMS INTENSIVE USE**

The only fully valid lower level process today that achieves enormously effective results, is the Modern Problems Intensive.

It does the following:

Eradicates feelings of illness  
Adds years to life  
Subtracts years from appearance  
Increases IQ.

It is very easy to run as it can be done with errors and, so long as the Tone Arm moves, will achieve marvellous results.

It is the ideal HGC process for HCA/HPA staff auditors as it gives them countless wins.

It is a natural for the field auditor who knows his Model Session and the rundown.

It can be combined with the CCHs or used without.

Its rundown is simple.

One does a Case Assessment. Assesses for the Change, predates it by a month and runs the Prepcheck Buttons on it over and over, flattening each one so far as possible.

When one assessed change is run, another list of changes is made and assessed and it is all done again.

It can be interrupted by an end of intensive without consequences to the pc if something was left unflat.

The public may scream to get clear, but most of it could only be audited on a Problems Intensive anyway.

Unlike partially completed or badly done goals assessments, there is no liability to a Problems Intensive.

All the gains envisioned in Book I can be achieved with enough Problems Intensives, even a 1st Dynamic clear in many cases.

So don't risk your pc's health and good will if you're not a Saint Hill graduate. Get good, solid gains with the Modern Problems Intensive. Only if you fail to find and pull his or her Missed Withholds in the course of sessions could you estrange a pc.

You may have to clear the buttons for the pc who doesn't understand the words, but other than that it's all plain sailing.

People are suddenly losing all manner of things they thought were illnesses and were calling arthritis and ulcers and what not. They weren't sick. They were just suppressed.

Please realize what you've got here in a Modern Problems Intensive. I'll be giving you lots of data on how it's done.

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Sthil Students  
Franchise Airmail

**3GA**

**LISTING BY TIGER BUTTONS**

**114 NEW LINES FOR LISTING**

(Cancels all earlier HCO Bs on Listing)

(A student under Theory Examination is not supposed to know the lines by heart, only the directions, and how to put lines together sensibly.)

This is probably excellent as the later lines are the same buttons that make goals fire.

The first four lines are well tried. Remember that many have gone Clear on the 1st four with smooth auditing. The next four are also well tried. The next four are taken from the ACC that cleared 15 people.

The remaining lines are the buttons that make goals fire.

The first Twelve Lines *can* be gone through more often during the course of the next 102.

(NOTE: Before doing this listing, make sure the pc knows what his goal is and Tiger Drill nul any old goal found on pc or any goal wording pc thought was his. To get pc's goal to fire at each session beginning, use "In Auditing on the goal\_\_\_\_has anything been \_\_\_\_?" Goal also should be made to fire at session end just before room rud with same drill to clear up session.)

(NOTE: Any trouble with listing stems from (1) Rough Auditing, auditors challenging answers or mixing up questions, pc not in session and ruds out. (2) Wrong lines. (3) Goal not cleaned. (4) Consequences of being Clear feared by pc. (5) Wrong goal. (6) Pc protesting about Lines and Listing.)

(NOTE: Signs of above are (1) TA mostly at 4.5 or 5.0 and doesn't come down. (2) Pc ARC breaky even after missed withholds clean [the items are now withheld] . (3) Pc looking bad, eyes watery. (4) *No* pain in session [a right goal on checkout always gives pain] . (5) All sen on listing [comes from pc suppressing or being careful of or failing to reveal, these being the Sensation buttons, or from wrong goal] . (6) Bank getting more solid. (7) Pc sick and nauseated. [6 and 7 only occur with a wrong goal.] )

(NOTE: The Tiger Drill buttons or any button or word can itself be Tiger Drilled using the ordinary 6 buttons, all with good effect.)

1. WHO OR WHAT WOULD WANT
2. WHO OR WHAT WOULD NOT WANT
3. WHO OR WHAT WOULD OPPOSE
4. WHO OR WHAT WOULD NOT OPPOSE
5. WHO OR WHAT WOULD (Effect wording of goal)
6. WHO OR WHAT WOULD NOT (Effect wording of goal)
7. WHO OR WHAT WOULD OPPOSE (Effect wording of goal)
8. WHO OR WHAT WOULD NOT OPPOSE (Effect wording of goal)

(Effect wording can include "be the effect of")

9. WHO OR WHAT WOULD HELP SOMEONE OR SOMETHING (goal)
10. WHO OR WHAT WOULD NOT HELP SOMEONE OR SOMETHING (goal)
11. WHO OR WHAT WOULD HELP OPPOSE SOMEONE OR SOMETHING (goal)
12. WHO OR WHAT WOULD NOT HELP OPPOSITION TO SOMEONE OR SOMETHING (goal, ing)

Now into the next blank spaces fit the following buttons, one full consecutive set of lines for each button; make the line (both goal and button) make sense if it does not:

Suppress	Protest about	Damage
Invalidate	Hide from	Withdraw from
Be Careful of	Reveal things to	Create
Suggest things to	Make a mistake about	Destroy
Withhold from	Assert things to	Agree with
	Change (or alter)	Ignore

(Each button is used on each of the following lines consecutively through all lines before the next button is put in the lines.)

- WHO OR WHAT WOULD (goal, ing)\_\_\_\_\_?
- WHO OR WHAT WOULD (goal, ing) NOT\_\_\_\_\_?
- WHO OR WHAT WOULD\_\_\_\_\_(goal, ing)?
- WHO OR WHAT WOULD NOT \_\_\_\_\_(goal, ing)?
- WHO OR WHAT WOULD (goal, ing) HELP\_\_\_\_\_?
- WHO OR WHAT WOULD HELP\_\_\_\_\_(goal, ing)?

#### DIRECTIONS

Make the button form and the goal form into a sensible sentence in each line. Pc must be able to answer it.

*Don't* take up the lines with the pc out of session or in session before you list. Do the lines very well before you even go near a session with your pc. Then, in actual auditing and listing the first time through, after pc has answered the last line fully to his or her satisfaction, clear the command of the next line with the pc. Don't alter its sense. Just arrange its word-form so pc can answer it. Then list it and so on. Take up the lines with the pc as you come to them in auditing and not before.

Take a number of stiff cards, any standard size such as 5" x 7". Write a line across the top of each card, the long way.

Number the cards in the upper right-hand corner, consecutive from the first lines above.

In auditing place the card stack on the table. As each card is answered with any items pc has, turn it over, face down, on top of the last cards done so as to preserve numerical order.

Take a pencil or ball-point. Make a small slant mark (/) for each item pc gives you in answer to auditing question.

Take more than one item per question if given. Take items until pc begins to comm lag. Then turn card to next question and use that as before. Do not leave items unaccepted.

Do not write down items. Only make a small slant mark (/) for each item given. For every fifth item, cross out the preceding four.

For the first run of slant (/) marks use a black pencil. For the second run when the whole card is filled with black, overstrike with a red pencil using the same system. For the third run when the card is black and red filled, start again with a green pencil. This should give around 800 items to one card, which should be enough. Cards that drop behind can then be spotted in cleaning up free needles and questioned. Only the 1st 12 cards should have parity.

Pcs should buy their own cards or pay for them in student auditing.

Use rubber bands to enclose cards between sessions. Mark pc's name and date on the 1st card.

Don't challenge pc's answers. Take all the items pc will give you. Don't force pc to give you items.

If pc objects to the wording of a line as unanswerable try to make it answerable by rewording or omit it. Mark F on card each time the line produces a Free Needle. Don't list beyond a Free Needle. Leave card in stack and test each time through.

Make the goal fire *well* by Tiger Drill at the start of each listing session and at the end after end ruds and before room rud.

Get in Mid Ruds with "Since the last time I audited you", if pc is upset or can't seem to get on with listing.

If a line continues Free Needle after a question is asked, don't force pc to answer it.

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HCO BULLETIN OF 2 OCTOBER AD12

BPI

### WHEN YOU NEED REASSURANCE

(Cancels HCO Bulletin of September 27, AD12, "Dream Come True".)

When you hear people growling, when the lines are all awry, when the auditor has flubbed and the world of Scientology looks black, just remember that in the dozen years of sometimes despairing work and heart-breaking set-backs, the dream has yet come true. We have it now. We can and are clearing them all—and you.

In Scientology just remember this when all looks dark:

IT WILL ALL COME OUT ALL RIGHT.

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- |            |           |  |
|------------|-----------|--|
| ** 6210C02 | SHSBC-196 | 3GA Listing Lines by Tiger Buttons                             |
| ** 6210C02 | SHSBC-197 | 3GA Listing Session—Listing Lines by Tiger Buttons—2nd Lecture |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 OCTOBER 1962

Central Orgs  
Franchise Airmail

**TIGER DRILLING**

I recently noticed that a pc's goal at start of listing sessions was only rock slamming or ticking, and the pc's TA very high.

I told the auditor to clean it up so it would read with rockets. I told her to stress failed to reveal, invalidate and careful of.

Here is the auditor's note giving result.

Dear Ron,

Thanks for your note re Jane.

The RS on her goal showed up during the 13 buttons + and-, in the body of the question, and I had seen it earlier in tiger drill on the goal, but not since.

I did work those 3 buttons (f to r, careful of and inval) hard in yesterday's session; got a cleaner read on the goal, but no rocket. Today, I reworked specifically the auditing in which the goal was found, after which it read with a slow only; then the listing, and got one small rocket a trifle latent; then did instructor's check and got a small instant fall. (The auditor who found the goal RSed. Uncovered more invalidations in that bit of auditing, and got the rest of the inadvertent missed W/H from the time during listing when she thought the goal had blown.)

TA came down to 2.25, and we listed about 900 goals in the remaining 1 1/4 hours with TA 2.25 - 3.25, (.5 - .65 per 20 min), needle looser and clean.

Love,  
Donna.

**GOAL WORDING**

Here is the case of an altered goal wording which kept the pc from going clear over four months of constant auditing:

Dear Ron,

Further to my letter of yesterday I had a wonderful session with Esta today. The Tone Arm came down from 5 - 3 and a stuck needle went free.

I was running "Since April 1962 (1 month before goal was found) on the goal "To express myself" what has been agreed upon," and the stuck point and the missed withhold emerged and I pulled it.

After the goal was found in May (by another auditor) Esta was run on 4 lines but the goal was *altered* from "Myself" to "Himself". Esta agreed to this but thereafter ran *himself* instead of herself. She cognited she had partially gone into her son's valence and had been trying all the time to clear her son and other sons. She had been sitting there wanting to get clear herself and instead was running himself. Since then she had been avoiding auditing until now, and searching for herself. The missed withhold was *herself* as a result of the substitution of himself.

This also restimulated her Rock—for this was a *Sun*—but *her* goal was before the Rock.

There was an RS on Son/Sun. Esta cognited she had switched valences from "Myself" to "Himself".

So there has been this missed W/H since last May. She had identified with Son/Sun as a first creation.

Her goal is now reading well.

So it proves over and over again the terrible importance of not altering goal wordings and getting the lines exactly right.

It was a Session which seemed like a miracle.

All my love, Ron,  
Anne.

#### NEW LINE LISTING

And here is what happens when a goal is right and is made to read well at session beginning and is listed as per HCO Bulletin of 1 October 1962:

Dear Ron,

I listed on the new lines today. It really was marvellous. I must have listed around about 1500 items and on one line I went up to 75 items before I comm-lagged. The big thing I noticed, Ron, was that I didn't have to "*think*" or figure-figure on what the lines were about. I just dealt the items off my bank (like you say). Once my auditor cleared the questions with me and I had the understanding of it, I was away. I knew when I had given him all the items and I just stopped. It really was very textbook. Not much 2-way comm, my auditor occasionally asking me—"How I was doing" and me just sitting there chanting items. Marvellous—Thanks Ron.

Love,  
Irene.

L. RON HUBBARD

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 3—4 October 1962

- |            |            |                               |
|------------|------------|-------------------------------|
| ** 6210C03 | SH TVD-15A | Prepchecking a Goal, Part I   |
| ** 6210C03 | SH TVD-15B | Prepchecking a Goal, Part II. |
| ** 6210C04 | SHSBC-198  | Modern Security Checking      |
| ** 6210C04 | SHSBC-199  | Making a Goal Fire            |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 8 OCTOBER AD 12

CenOCon  
Sthil Students  
Registrars  
Saint Hill Grads  
HCO Secs  
Assn & Org Secs

*IMPORTANT*

**HGC CLEARING**

The plan of HGC Clearing is simple and direct but unless it is scrupulously followed, it will cause upset and dissatisfaction.

If a Central Org is not clearing the public, the public will be upset with it. This is the simple matter of the penalty of not-auditing.

You can make lots of Clears on the staff or in special cases but if you do not do routine clearing in an HGC you will continue to have trouble.

As only recent Saint Hill Graduates are qualified to find goals—in actual fact, they are the only ones who safely can—the backbone of an HGC is a Saint Hill Graduate.

No Saint Hill Graduates can be D of P or D of T at this time, and may be Technical Directors or Association or Organization Secretaries only with my specific permission. This will hold true until the scarcity is solved.

The primary appointment of a Saint Hill Graduate in an Organization is "Goal Finder" in the HGC. When enough exist in an Organization to fill the bare needs of the HGC, then a Saint Hill Graduate will be appointed Staff Staff Auditor as per Staff Clearing Program HCO Policy Letter of September 10, 1962.

The HGC system is therefore as follows:

HPA or HCA Staff Auditors do the following:

1. Handle any CCH case.
2. Give Problems Intensives.
3. Give the "In Auditing" and "On Goals" and past goals Goals Prepcheck (TV Demo tape 3 October 1962 and other lectures of the Saint Hill Special Briefing Course). This includes all old goals that were found or went out hard.
4. Do the required 850 goals list.
5. List goals to clear.

At this point, unless the goal was found in 3 above (not 4 above), the HPA/HCA staff auditor turns the pc over to the Goal Finder. This can happen at any time that the Goal Finder has time available.

Once the pc is turned over to the Goal Finder he or she receives no further auditing from other staff auditors, only the Goal Finder. The Goal Finder takes the new pc the moment the last pc's goal was found.

There is no extra charge for the Goal Finder's Auditing and the auditing time of a Saint Hill Graduate may not be sold as such by an HGC. The Goal Finder's Units may be high. The Goal Finder may not take private pcs on his or her own. There may be no part-time HGC Goal Finders. Any Sthil Graduates willing to work part-time to help the Organization should be assigned to the Staff Training Program or the Academy to heighten the level of technology. An exception is the auditing of staff members,

particularly the Organization or Association Secretary. Part-time Saint Hill Graduates may not be used in the HGC.

## FEES

A Central Organization or City Office does not sell auditing hours by the hour ever. It sells (1) Clearing (2) De-Suppression (3) Longevity. It sells these by Intensives as always. It cannot sell "Ten Hours from a Saint Hill Graduate" or charge fees "for special auditing by a Saint Hill Graduate".

Goals finding by an HGC is only undertaken as a part of the clearing assembly line. One cannot come into an HGC just to have a goal found or checked and get other auditing elsewhere. The practice would be very pernicious and result in few clears and many wrecked cases.

A Saint Hill Graduate's auditing time is available in the HGC only if the pc signs the Clearing Contract ("We take Full Responsibility for Clearing you"). Then the person who signed the contract is put on the assembly line for clearing. This policy is not to be varied in *any* way.

Casual pcs coming in for intensives who do not sign the Clearing Contract must sign up for Intensives as always.

All former "Estimate of number of hours" procedures are now abandoned due to effectiveness of pulling Missed W/Hs and a moderm Problems Intensive.

A pc signing up for health reasons is just given a routine Missed W/H check and a Problems Intensive. The same is done for Geriatric Cases (longevity of life).

So a pc signs up in the HGC either for Clearing and is put on the Assembly Line, or for Intensives and is given Missed Withholds and a Problems Intensive by an HPA/HCA and is made satisfied by good technical application in either case.

Single hours of auditing may not be sold by a Central Organization, City Office or District Office "to see how it goes". It's Intensives or nothing.

## CLEARING ASSEMBLY LINE

Clearing is sold by Intensives, purchased when auditing is available. A careful log of time is kept. This is TIME IN THE HGC, not time for this or that.

The pc buys one or more intensives and is handed over to the D of P.

The D of P thereafter tells the pc what the pc gets and assigns the pc as necessary.

The line is regulated by the number of Goal Finders and the Goal Finder time available.

Care is taken not to waste the pc's time. Depending on state of case and lack of Goal Finder time available, the pc has the following, some of it or all of it, done.

1. Missed Withholds and Hav process found.
2. Problems Intensive.
3. (For a long-time pc, Dianeticist or Scientologist.) One or more Intensives cleaning up "In Auditing" and "In Self-Auditing", Prepchecks.
4. Do an 850 goals list.
5. (For pcs who have had former goals found, wrongly or otherwise.) Prepcheck on the goal or goals, each one chronologically cared for (1st one taken up first, etc).
6. (For pcs who have been listed on goals or wrong goals and not to clear.) Prepcheck on the Auditing of goals, listing, etc.



7. Tiger Drill on every button (on suppress has anything been suppressed, etc).
8. Straighten up pc's HGC time with a Prepcheck.

All the above are HPA/HCA actions. They are not done by the Goal Finder. If they have to be done, the Goal Finder turns the pc back to HPA/HCA's.

The moment a Goal Finder has completed finding and checking a goal or finding one which must wait for checking by another Goal Finder, the Goal Finder grabs another pc out of the HGC or has one called in. No Goal Finder time is wasted. This may become the source of much sweat and urgency by HGC Admin, but Goal Finder time must be salvaged by grabbing up pcs for him or her.

The Goal Finder uses current methods to find the goal and check it out.

The moment that action is done the pc is returned to an HPA/HCA for a Prepcheck on the goal and listing it.

The Goal Finder must review the lines and personally see the goal fire before permitting it to be listed and must see the pc's folder routinely to make sure it is going well.

All further Prepchecking and listing is done by HPA/HCA's.

The freeness of needle is checked by the D of P.

The goal is fully Tiger Drilled and Prepchecked after the needle goes free on all lines.

This is the Assembly Line for Clearing. The Goal Finder is on no other line, does no other auditing. The only way the pc can be on this line is by signing a Clearing Contract.

## FORMS

A form for each pc undergoing clearing, giving the steps, must be part of the pc's folder and kept up by the auditor. This is based on the above data.

If a pc has had a recent Problems Intensive and now signs a Clearing Contract this is made part of the Clearing rundown. If done, however, by an outside auditor, the pc must be given another Problems Intensive.

A Special Form showing all steps and evidence of a clear must be sent to me.

The idea is to get results, to turn out clears and to keep HPA/HCA's well occupied and at a high technical level.

## ACCIDENTAL GOAL FINDING

It will happen that in cleaning up old goals found or even by sudden disclosure, the HPA/HCA staff auditor may find a goal that fires and is *the* goal. If so, it is checked out by the Goal Finder and listed unless other orders are given regarding the pc (such as unburdening the goal).

HPA/HCA's are not, however, to attempt to find goals at this time and it is highly illegal for an HGC to employ non-Saint Hill Graduates to find goals no matter what the public pressure. It could be very destructive to Scientology to have a lot of wrong goals about or getting listed.

In due course this last injunction will be released so far as Tiger Drilling the 850 list by HPA/HCA's is concerned. But wait until technology is better. This will apply only to experienced staff auditors.

## METERS

Only the latest Mark Meters are to be used by Goal Finders. Mark IV and onwards may be used by HPA/HCA's.

It would be dishonest to use less.

## SUMMARY

HGCs must afford public Clearing of individuals. Clearing Co-Audits of the public are a special role and are to be relegated to District Offices as soon as possible. It is no part of my plans to retain them in a Central Org or City Office.

Only the highest technology and most exact adherence to policy can keep us afloat at this time. These are not ordinary policies. These are survival itself for Scientology.

L. RON HUBBARD

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### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

9—11 October 1962

** 6210C09	SHSBC-200	Future Org Trends
** 6210C09	SHSBC-201	Instructors' Bugbear
** 6210C11	SHSBC-202	3GA Goals Finding
** 6210C11	SHSBC 203	3GA Goals Finding

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## **PROCESSES**

Saint Hill Special Briefing Course  
(Effective at once)

### **X Processes**

The X Unit Processes shall consist of processes as follows:

1. Security Check by Rock Slam, with an adequate report of results in the student's folder. This is done in Model Session with Meter.
2. Model Session and Havingness Processes. All with Meter.
3. Liberal use of Random Rudiments and Middle Rudiments.

All X Processes are done with full use of the E-Meter.

Rudiments and results will be routinely observed and reported on by the Auditing Supervisor.

Students apparently not yet capable of getting rudiments in, handling auditing cycle and making the pc feel and look better will be promptly G.A.E.ed without waiting for end of week.

Rock Slammers, before being so designated, must be retested by the Auditing Supervisor. Rock Slammers may be specially designated in auditing assignment.

### **Y Unit Processes**

The Y Unit carries out the following schedule only:

1. With Meter, in metered Model Session, fully clean missed withholds from the pc with any version of the following questions: "What have we failed to find out about you?" "What has an auditor failed to find out about you?" "What have I failed to find out about you?"
2. With Meter, in otherwise unmetred Model Session, list and assess by elimination the following question, "In this lifetime what change have you decided to make? When was that?"
3. Complete the Problems Intensive (Routine 2A) using the Meter only to make sure of TA action, otherwise the Model Session and running to be done without recourse to needle.

The above should be less than 25 hours of auditing, 3 to 5 hours for missed w/hs and 20 to 22 for the Problems Intensive.

Leaving withholds missed, a wrong assessment, failure to get TA motion, or failure to get spectacular results on the pc will G.A.E. the student to the X Unit.

This Problems Intensive and the pulling of missed withholds are and will be fundamental Academy and HGC actions, so the student should become expert in them.

### **Z Unit Processes**

The Z Unit is totally concerned with current rundown of Routine 3GA.

If the student fails to get the Detested Person, Dynamic and Item of the pc within 30 auditing hours, the student is G.A.E.ed to the Y Unit.

Sthil  
Franchise Airmail

### GOAL FINDER'S MODEL SESSION

Where the pc has been well Prepchecked and is well under auditor control, a Goal Finder in a 3GA session may omit rudiments in Model Session, using only goals for session, and havingness, goals and gains at end and General O/W, Mid Ruds and Random Ruds where needed in the session. This salvages about an hour's auditing time per day. Start and end of session commands are used, just no rudiments; General O/W may be found necessary on some pcs at session start in lieu of rudiments to get a cleaner needle.

This does not apply to Rudiments and Havingness Sessions or Prepcheck Sessions and Problems Intensives.

For a pc who is well smoothed out by staff auditors, then, and who is well under the Goal Finder's control, the following may be used, particularly with a Mark V Meter.

### GOAL FINDER'S MODEL SESSION

Usual session start, adjust chair, squeeze cans and put in the R Factor:

GOAL FINDER: "Is it all right if I start this session now?" (If so) (Tone 40) "START OF SESSION."

"Has this session started for you?" (If pc says No, say again, "Start of Session. Now has this session started for you?" If pc says No, say, "We will cover it in a moment," and run General O/W after goals are set.)

GOAL FINDER: "What goals would you like to set for this session?" "Are there any goals you would like to set for life or livingness?"

Goal Finder inspects needle. If rough, or if session didn't start for pc:

GOAL FINDER: "If it is all right with you, I am going to run a short general process." "The process is 'What have you done?' 'What have you withheld?'" (Runs it very permissively until needle looks smooth.) "If it is all right with you I will give these questions two more times and then end this process."

"Is there anything you would care to ask or say before I end this process?" (Not Tone 40.) "End of Process. We will now (whatever it is they were going to do)."

#### *Mid Ruds*

Use either "Since the Last Time I audited you ....." (usually the first time used in the session) or "In this session ....." for the Middle Rudiments "has anything been ....." (suppressed, invalidated, suggested) and "is there anything you have ....." (failed to reveal, been careful of).

Random Rudiment: "Have I missed a withhold on you?" or "In this session have you thought, said or done anything I failed to find out?"

#### *Ending the Session*

The Goal Finder closes the body of the session with "Is it all right with you if we end off .....now?" "Is there anything you would care to ask or say before I do so?" "End of ....."

(Goal Finder observes pc. If pc very agitated Goal Finder does General O/W as above. If needle rough but pc not bad, Goal Finder puts in Mid Ruds with "In this session".)

GOAL FINDER: (Adjusting Meter) "Please squeeze the cans." (If squeeze test not all right, Goal Finder runs pc's havingness until can squeeze gives an adequate response.)

GOAL FINDER: "Have you made any part of your goals for this session?" "Have you made any other gains in this session that you would care to mention?"

*End of Session:*

"Is there anything you would care to ask or say before I end this session?" "Is it all right with you if I end this session now?"

"Here it is: (Tone 40) END OF SESSION."

"Has the session ended for you?" (If not, repeat it. If session still not ended, say, "You will be getting more auditing.") "Tell me I am no longer auditing you."

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 OCTOBER 1962

Central Orgs  
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**ROUTINE 3GA**  
**LISTING**

The reason some pcs go to clear on listing and the reason some don't at once lies *entirely* with the auditor.

The dominant rules are two:

1. Don't force the pc to list more items than he has, and
2. Don't prevent the pc from giving items.

The number of ways an auditor can dream up, or overlook, to violate 1 and 2 above are countless.

Example:

If pc can't answer the line easily skip, omit or change it, DON'T Tiger Drill it to force an answer.

LISTING IS NOT PREPCHECKING. You don't wait for the pc to say he has no more before you stop asking a line. THE AUDITOR REGULATES HIS QUESTION BY THE PC'S COMM LAG. When the pc *first* comm lags (without asking for a repeat of the Line wording) the auditor comes *off* the line. The auditor doesn't ask the line *again* just "to make sure" or ask the pc "do you have any more". Asking it again when the pc has comm lagged leaves, amongst other things, an unanswered auditing question.

The line is asked. The pc answers until he or she comm lags. The auditor then acks and goes instantly to next line. If the pc says he has more on the old line, the auditor says "sorry" and takes them.

A LINE IS RUN TO FIRST COMM LAG. How long is a comm lag? It is the pause before the strained grope.

A pc's decline in answering goes as follows:

1. Bright rapid giving.
2. Comm lag while looking.
3. Groping for more.
4. Comm lag while groping.
5. Can't quite say it.
6. Starts picking up and rejecting.

From 3 above onward the auditor is at fault. Right at the *end* of 2 the auditor acks and gives the pc the next line.

The auditor takes only the bright, easily gotten flows.

If the pc goes fumbling and groggy the auditor is at fault and is *doing wrong*.

Listing is a rapid action. The way to keep it rapid is to deftly see that the pc has given all and then get out of there!

Auditors whose pcs dope and grope will soon have pcs that mope.

The auditor avoids Q and A. The auditor *never* repeats an item back to the pc or asks if it fits on the line. The auditor's role is *permissive* with good *presence*.

If the auditor does not understand an item he or she says so but does not include *any* repeat of the item in saying so. That's evaluation.

Listing is slightly contrary to early auditing philosophy. Then, if the pc protested, the auditor forced the pc to answer. In listing this is *never* done.

Then, if the pc comm lagged, the auditor flattened it. In listing one *never* flattens a comm lag. One shifts the moment the first comm lag appears, but without startling the pc.

Listing auditing is different. The pc is always right. In listing if you trick a pc into more items and prevent the pc from giving those items he has readily to hand, the whole case may have to be patched up before it will clear.

It is *so* easy to list right as an auditor that many will fumble all over the place before they get the knack. And almost all errors will be additive errors.

Listing is the biggest barrier to clear now that we can find goals.

Other listing methods may appear, but these will only alter What lines. Nothing is going to alter the above, so you better learn it.

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HCO BULLETIN OF 17 OCTOBER 1962

Central Orgs  
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### AUDITOR FAILURE TO UNDERSTAND

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

"I did not (hear you) (understand what was said) (get that last)."

To do anything else is not only bad form, it can amount to a heavy ARC break.

### INVALIDATION

To say, "You did not speak loud enough\_\_\_\_\_" or any other use of "you" is an invalidation.

The pc is also thrown out of session by having responsibility hung on him or her.

The *Auditor is* responsible for the session. Therefore the auditor has to assume responsibility for all comm breakdowns in it.

### EVALUATION

Far more serious than invalidation above, is the accidental evaluation which may occur when the auditor *repeats* what the pc said.

NEVER repeat anything a pc says after him, no matter why.

Repeating not only does not show the pc you heard but makes him feel you're a circuit.

The highest advance of 19th Century Psychology was a machine to drive people crazy. All it did was repeat after the person everything the person said.

Children also do this to annoy.

But that isn't the main reason you do *not* repeat what the pc said after the pc. If you say it wrong the pc is thrown into heavy protest. The pc must correct the wrongness and hangs up right there. It may take an hour to dig the pc out of it.

Further, don't gesture to find out. To say, pointing, "You mean this item, then," is not only an evaluation but a nearly hypnotic command, and the pc feels he must reject very strongly.

Don't tell the pc what the pc said and don't gesture to find what the pc meant.

Just get the pc to say it again or get the pc to point it out again. That's the correct action.

### DRIVING IN ANCHOR POINTS

Also, do not shove things at a pc or throw things to a pc. Don't gesture toward a pc. It drives in anchor points and makes the pc reject the auditor.



## ROCK SLAMMER

The reason a person who Rock Slams on Scientology or auditors or the like can't audit well is that they are wary of a pc and feel they must repeat after the pc, correct the pc or gesture toward the pc.

But Rock Slammer or not, any new auditor may fall into these bad habits and they should be broken fast.

### SUMMARY

A very high percentage of ARC breaks occur because of a failure to understand the pc.

Don't *prove you didn't* with gestures or erroneous repeats.

Just audit, please.

L. RON HUBBARD

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[This HCO B is reissued verbatim as HCO B 23 May 1971, Issue VI, Basic Auditing Series 6, *Auditor Failure to Understand* It is also edited for use on the HQS Course as HCO B 25 October 1971, Issue III, *Auditor Failure to Understand*.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 OCTOBER AD 12

Central Orgs  
Franchise Airmail

**3GA**  
**LISTING BY PREHAV**

If your pc is not doing well in listing the goal on any earlier system (particularly the 114 lines which haven't done well at all in auditors' hands) the following line system should work. Prehav levels were the original breakthrough on clearing.

Take the old Auxiliary Prehav Scale. Just do an ordinary Assessment by Elimination (no reference to the goal). (It is possible some change will be made in this but it will do for now.)

Fit the resulting level into the following lines. Make sure it makes sense and makes sense to the pc. Any alteration of the word must register as well as the original word found when you add (ing) or vary its participle:

(System of Marking Cards same as 114 Line HCO Bulletin)

(Blanks refer to Prehav Level)

1. Who or what would \_\_\_\_\_(goal)?
2. Who or what would not \_\_\_\_\_(goal)?
3. Who or what would (goal)\_\_\_\_\_?
4. Who or what would (goal) not\_\_\_\_\_?
5. Who or what would oppose \_\_\_\_\_(goal)?
6. Who or what would not oppose \_\_\_\_\_(goal)?
7. Who or what would \_\_\_\_\_opposition (goal)?
8. Who or what would not \_\_\_\_\_opposition (goal)?  
(Omit effect wording lines of goal if no effect wording exists.)
9. Who or what would \_\_\_\_\_(effect wording of goal)?
10. Who or what would not \_\_\_\_\_(effect wording of goal)?
11. Who or what would (effect wording of goal)\_\_\_\_\_?
12. Who or what would (effect wording of goal) not \_\_\_\_\_?
13. Who or what would oppose \_\_\_\_\_(effect wording of goal)?
14. Who or what would not oppose \_\_\_\_\_(effect wording of goal)?
15. Who or what would \_\_\_\_\_opposition (effect wording of goal)?
16. Who or what would not \_\_\_\_\_opposition (effect wording of goal)?
17. Who or what would help \_\_\_\_\_(goal)?
18. Who or what would not help \_\_\_\_\_(goal)?
19. Who or what would (goal) help \_\_\_\_\_?
20. Who or what would (goal) not help \_\_\_\_\_?
21. Who or what would help oppose \_\_\_\_\_(goal)?
22. Who or what would not help oppose \_\_\_\_\_(goal)?

23. Who or what would help\_\_\_\_\_opposition (goal)?
24. Who or what would not help\_\_\_\_\_opposition (goal)?
25. Who or what would want (goal)?
26. Who or what would not want (goal)?
27. Who or what would oppose (goal)?
28. Who or what would not oppose (goal)?  
(Effect wording lines may be omitted if none exist for goal.)
29. Who or what would want (effect wording of goal)?
30. Who or what would not want (effect wording of goal)?
31. Who or what would oppose (effect wording of goal)?
32. Who or what would not oppose (effect wording of goal)?

### **Directions**

Flatten every level found by going over and over lines until TA action stops.

Use strike marks as in 114 Line HCO Bulletin. Four slants and a long cross.  
Don't use fully written down lists of things pc gives.

Don't demand more than pc has. Don't prevent pc from giving what he has (such as stopping automaticities of flow). Don't Q and A. Be Permissive with Presence. Don't get the pc into Protest as Sen will turn on. Fix lines so pc can answer cleanly, without confusion.

If pc is being shifted from another system of lines, give auditing on goal a rapid Prepcheck before using this system.

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### **SAINT HILL SPECIAL BRIEFING COURSE LECTURES** 23—25 October 1962

- |             |            |                               |
|-------------|------------|-------------------------------|
| ** 6210C23  | SHSBC-202X | 3GA Criss Cross               |
| ** 621 0C23 | SHSBC-203X | 3GAXX Following the Rock Slam |
| ** 6210C25  | SHSBC-208  | 3GAXX                         |
| ** 6210C25  | SHSBC-209  | 3GAXX Secondary Pre-Hav Scale |

HCO POLICY LETTER OF 19 OCTOBER 1962

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**R3GA**

**HCO WW FORM G3, REVISED**

**FAST GOALS CHECK**

*(Keep completed form in pc's folder)*

This is a rapid checkout of a goal for use by Auditors and particularly Instructors and Auditing Supervisors. By an Auditor it is done in Model Session. By an Instructor or Supervisor it is done as a simple checkout.

ALWAYS COMPLETE WHOLE CHECK.

PC's Name \_\_\_\_\_ Date \_\_\_\_\_

Org Location \_\_\_\_\_

Goal \_\_\_\_\_

- A: Read goal rapidly to pc three times Note reaction and inform pc if in or out.
- B: Repetitive Ruds. (Early reads are acceptable as instant reads on ruds, not on goal which must be instant only.)

On the goal is there anything you have

- |                          |                      |
|--------------------------|----------------------|
| 1. Suppressed _____      | 4. Invalidated _____ |
| 2. Been careful of _____ | 5. Suggested _____   |
| 3. Withheld _____        | 6. Mistaken _____    |

Only when each is clean, go to next and when all clean go to C.

- C: Read goal rapidly to pc three times Note reaction and tell pc if in or out.
- D: Do Fast Ruds: In this session (or checkout) is there anything you have suppressed, suggested, invalidated, failed to reveal or been careful of? When all nul, go to E.
- E: Section E must be read all in one sweep to be valid, with no read on any rud and a rocket read (sharp downward tick at least 1/4 Of an inch) each time exactly at end of reading the goal. Don't add in the goal until all six ruds items read nul in one sweep. Then read the ruds line and the goal 3 times in one breath.

On the goal \_\_\_\_\_ is there anything you have suppressed, suggested, invalidated, withheld, mistaken or been careful of? (Goal) \_\_\_\_\_  
(Goal) \_\_\_\_\_ (Goal) \_\_\_\_\_

If none of ruds in this section reads and goal did read, providing the meter reading of the check was flawless it is a listable goal.

Goal Checked Out \_\_\_\_\_

Goal Didn't Check Out \_\_\_\_\_

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\_\_\_\_\_  
(Auditor, Auditing Supervisor, Instructor)

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 OCTOBER 1962

Central Orgs  
Franchise Airmail

**PRE-CLEARING INTENSIVE**

(Most appropriate to Z Unit Sthil or HGCs)

On cases that have been run on many clearing procedures or goals or types of lines or who have had frequent changes of auditors, to speed eventual clearing, the following can be done:

1. Assess the Pre-Clearing Scale (below) by elimination.
2. Choose a period one month before the first session the person ever had in Dianetics and Scientology. Use only the month and year.
3. Run the seventeen buttons by Prepcheck on the Command "Since \_\_\_\_\_(date) in (or on) \_\_\_\_\_(subject from Scale below) is there anything (or has anything been, as appropriate) \_\_\_\_\_(button)?"
4. Clean once through the buttons only and assess again.
5. Keep the Mid Ruds in.

ASSESSMENT FOR CLEARING INTENSIVE

Auditing	Processing
Self-Auditing	Working
Clearing	Preclears
Dissemination	Auditors
Practising	Talking
Teaching	Goals
Learning	Hopes
Living	Helping
Intention	Finance
Sessions	Problems
Courses	Sex
Training	Dianetics
Processes	Scientology
	Organizations

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- |            |           |                            |
|------------|-----------|----------------------------|
| ** 6210C30 | SHSBC-204 | Pre-Hav Scales and Lists   |
| ** 6210C30 | SHSBC-205 | Listing Goals              |
| ** 6211C01 | SHSBC-206 | The Missed Missed Withhold |
| ** 6211C01 | SHSBC-207 | The Road to Truth          |

## **WRONG GOALS, IMPORTANCE OF REPAIR OF**

(Use of this HCO Bulletin. Get it hat checked on all auditors whether classed or not. If an auditor is found to have found a wrong goal, make him or her pass this HCO Bulletin again.)

If a wrong goal has been found on a pc and has been "confirmed" as correct but later refuted, that goal *must* be Big Tiger Drilled out of existence, all pain and sensation and meter reaction off, *at once*.

If a wrong goal has been found on a pc, checked out as correct and *listed*, that wrong goal must be Prepchecked out of existence, and all pain, sensation and reaction on the meter removed and *immediately*.

These are first, primary, important and mandatory actions. They must be done *at once* on the discovery of the wrongness of a goal.

No other action may be done until the above is done. And the above must be done right now, not "next month when we have an auditor available". And poetically it should be done by the person who "found" the goal if immediately available, and should be done in addition to that person's regular auditing. Even finding the right goal does not straighten out the "found" wrong ones.

If more than one wrong goal has been found and listed or not, the wrong goals must be eradicated chronologically, the first wrong goal found is the first one to be done. The above rules apply as to whether the goal was listed or not (in other words, what is to be done with each wrong goal is governed by the first two paragraphs of this HCO Bulletin).

Now these rules are not because of policy. They are technical. And the technical is extreme in its validity and so this HCO Bulletin becomes policy because it has such heavy technical validity.

Finding and running wrong goals is *very* destructive and very dangerous to a pc's life and health.

The most *effective treatment* a pc who has had a wrong goal found or run can have is the eradication of the goal by Big Tiger or Prepcheck. The pc will get a gain beyond mere repair.

In the presence of a wrong goal found or found and run, no other processes will work. I.e., a Problems Intensive or General O/W or Missed W/Hs. The presence of a wrong goal found or found and run will develop a PTP that stops all further progress. An auditor will just make no headway on a case that has had a wrong goal found or found and run until one or the other of the first two paragraphs of this HCO Bulletin has been done properly.

-----

### **SYMPTOMS OF A RIGHT GOAL LISTED WRONGLY**

1. TA getting High and Sticky (4.5 or 5) and nothing brings it down, or TA staying below 2 and nothing brings it up.

2. Pc looking bad, old, grey, weight increasing.
3. Pc acting blowy.
4. More sen than pain on pc.

#### SYMPTOMS OF A WRONG OR IMPROPERLY CLEANED GOAL UNLISTED

1. Doesn't rocket read and no Prepcheck can make it rocket read even once out of three times.
2. Checking it gives pc sen only, and no pain during check-out.
3. Pc blowy.
4. Pc says or feels goal is overwhelming.
5. Pc can't wrap his or her wits around goal.
6. It's not something pc really wanted in this life.
7. Pc has had no pain while auditor was cleaning goal up by Prepcheck.
8. Pc tries to fit goal into life.
9. Pc has had no cognitions on goal.
10. Pc looks worse than usual.
11. Pc very upset during check-out or in total apathy. (Pc's often nervous on a right goal during check-out, but with a wrong one pc is a wreck and very ARC breaky or totally uncaring.)
12. Pc very doubtful as to whether it is or isn't the goal.
13. Pc rock slamming during check-out.
14. Pc has no reality on goal.
15. Pc has to get into a certain position or spot on the time track to make goal read.
16. Pc very worried about being checked—a lot of anxiety. This sign also accompanies a goal which is very charged because of poor prepchecking. When it's the right goal pc is usually calm.

(The above 16 are taken from HCO Tech Letter of October 22, 1962.)

#### SYMPTOMS OF A WRONG GOAL LISTED

1. TA mostly at 4.5 or 5 (or could be below 2).
2. Pc ARC breaky.
3. Pc blowy.
4. Pc looks very bad, older, greyer, skin tone poor.
5. Pc's eyes watery.
6. Only sensation predominant on list.
7. Pc dizzy.
8. Pc nauseated, or vomiting.
9. Bank getting more solid.
10. Pc gaining weight.

11. Rudiments can't be kept in.
12. Missed W/Hs even when pulled, fail to get pc cheerfully into session.

#### SYMPTOMS OF A RIGHT GOAL UNLISTED

1. Goal rocket reads 2 out of three on Instructor's check.
2. Goal rocket reads 2 out of three on check after a Prepcheck on it.
3. Goal won't go out entirely and if it does it bobs back up.
4. Pc relaxed during check-out, co-operative but not selling the goal particularly.
5. Pc gets cognitions on the goal.
6. Tiger Drilling, Prepchecking or checking gives pc pain.
7. If sen is on, a clean-up wipes it off and turns it to pain.
8. Pain never wholly vanishes. Handling goal doesn't wipe out all its pain for very long. Pain always returns even when briefly departed.
9. Goal goes out and in, sometimes does, sometimes doesn't read.
10. Right goal reads are different. Wrong goal reads are very constant and rarely rocket after maybe once or twice when found.
11. A rocket read can always be recovered on a right goal even when it has vanished, right up to the time it vanishes and the pc goes clear. The rocket read gets shorter, gets early or late, but it doesn't vanish entirely until the goal is blown.
12. Pc looked better after goal was found.
13. Rudiments easier to keep in.
14. Pc co-operative.

-----

It is hard for an auditor to get a reality on a goal until he or she has found a goal.

For experience the auditor tends to hope his or her way through and trust that "even if it doesn't read, the pc will be disappointed" or the auditor feels he or she would look bad. To our shame, auditors have faked a goal to a pc or instructor. Also, an auditor who is green tends to throw the burden on the checker and do a job that's "good enough for a check". Only the right goal, reading properly, is "good enough for a check".

An auditor who finds a goal and doesn't get it to read properly before a check, or who finds a goal and doesn't get it checked by another auditor who is expert, is irresponsible. And an auditor who will not immediately sweat to clean up a wrong goal or work overtime and on his own time too to clean up a wrong goal that's been *listed* is just not worthy of the name.

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Wrong goals are dynamite.

Prevent them by being properly trained and by doing a good job.

With goals processing in our hands we can deliver results greater than any ever achieved before anywhere. Thus, such a powerful weapon must also be respected and used right.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 7 NOVEMBER AD12  
Issue II

CenOCon  
Franchise Airmail

**ROUTINE 3-21**  
**THE TWENTY-ONE STEPS**  
**FINDING GOALS**

I have been doing considerable research auditing and case inspection and have worked out the following method of clearing.

THE TWENTY-ONE STEPS

The first reliable clearing method, 3GA, is to be found, improved, in 3-21, carrying the pc who can be handled this way, all the way to OT goal by goal. For the difficult pc it is only varied in Step 4 below, which is changed on difficult pcs to 3GA XX or variations of it.

Clearing has been improved by the advent of Tiger Drilling and Goals Prepchecking and by new data on finding goals and on listing. The greatest hold-up in clearing was lack of an adequate Prehav Level finding system. I have now developed this in HCO Bulletin 7 November, Issue III. This will be of enormous help both in finding Rock Slams to find goals and running out goals when found.

There is, however, *no* substitute for a well trained, accurate auditor out to help the pc. This is a *fully* understood requisite to this method.

The method is briefly as follows:

1. Tiger Drill or Prepcheck out of the way any earlier found goals in accordance with HCO Bulletin 7 November AD12, Issue I.
2. Prepare the pc with a Problems Intensive, new style.
3. Have pc do a goals list 850 long.
4. Tiger Drill goals from goal 1 on forward. (Do not preselect goals to be TDd ever on *any* list just do the list.) Stop at that goal which won't go out by TD, and which can be made to Rocket Read occasionally. (Only this step (4) is changed on a tougher pc when it includes different goal finding methods.)
5. Prepcheck that goal until it Rocket Reads with consistency.
6. Take the basic four lines
  1. WHO OR WHAT WOULD WANT \_\_\_\_\_
  2. WHO OR WHAT WOULD NOT WANT \_\_\_\_\_
  3. WHO OR WHAT WOULD OPPOSE \_\_\_\_\_ING
  4. WHO OR WHAT WOULD NOT OPPOSE \_\_\_\_\_ING

and list and nul *each one* to an Item.

Do a list of around 100.

Do a routine assessment on each. If more than one stay in, take the one that reads best as *the* Item. (If the pc's early lists, on a pc whose goal has been found for some time, are missing or unavailable do this step just as above. Otherwise use old written lists as in footnote below.)

7. Repeat 6 above.
8. When pc's tone arm ceases to be active (with all rudiments in and goal firing on 6 and 7) do a Roll Your Own Prehav Assessment (see next HCO Bulletin) on the goal.
9. Use the lines
  1. WHO OR WHAT WOULD (GOAL) (LEVEL)?
  2. WHO OR WHAT WOULD (GOAL) NOT (LEVEL)?
  3. WHO OR WHAT WOULD (LEVEL) (GOAL)?
  4. WHO OR WHAT WOULD NOT (LEVEL) (GOAL)?

and do a written list for each and assess as in 6 above. The lines must make sense to the auditor as well as the pc and be answerable without distorting goal. If the PH Secondary Level is changed in prefix or suffix or tense make sure it reads as well as the original.

10. When TA ceases to move on 9 do a new Roll Your Own Prehav and repeat 9.
11. Continue as in 9 and 10 until pc is having no trouble whatever in spotting and blowing items.
12. When last PH Level has taken all motion out of TA by 9, 10, and 11 is evident, get a new Roll Your Own Prehav and proceed using the lines of 9 but no longer writing down items, using the pages of composition book and four slant marks with a fifth crossing them out as a tally.
13. When neither old nor new Prehav Levels can any longer be made to react on the goal and the needle is free, Prepcheck the auditing on the goal.
14. When the auditing is clean, Prepcheck the goal.
15. Test all previous Prehav Levels for the goal and have somebody qualified inspect and attest the absence of goal read and the freeness of the needle. This is a first goal clear.
16. Repeat all above steps for the second goal.
17. Repeat steps 1 to 15 for the third goal as feasible.
18. Repeat steps 1 to 15 for the fourth goal as feasible.
19. Repeat steps 1 to 15 for the fifth goal as feasible.
20. Repeat steps 1 to 15 for the sixth goal as feasible.
21. Find consecutive goals as feasible and run them out.

Tips: The cardinal rule of listing is to never demand more than the pc has and never prevent the pc from giving items he or she does have.

Keep the pc in session, but don't use the Mid Ruds to punish the pc every time the pc originates.

If the pc gets very ARC Breaky and missed W/Hs don't cure it, then in Step 4 you have *passed* the pc's goal in the last page or two, so get Suppress and Protest clean and redo them.

In Tiger Drilling the goal is always ahead of you, never behind you. You leave nothing behind you on the goals list.

Keep a *careful* record of the PH Primary and Secondary Levels run or used in any way.

Treat a pc's goals and Items lists like jewelry. Don't lose them.

-----

Above, we have a highly standard clearing procedure, the best of everything that has worked. Only the four lines in 6 and 9 are subject to change.

On the easy case this is the *best* rundown for finding goals and clearing.

More difficult cases are characterized by two things—(a) pc's needle is occasionally very dirty, or (b) goals go out *hard* on Tiger Drilling. These are the *only* two guiding points which dictate a change. Even so *only* Step 4 above is changed (finding the goal).

Even if some other method than Step 4 is used to attain the goal, *the rest of the above is* still followed. I surmise that on less easy pcs only the *first* goal will require other goal finding than Step 4 and that the above holds good for all second goals onward for all pcs. This however is only a surmise and other means than Step 4 may be needed on some second goals.

Therefore, today, we have no variation from the above except in actually finding the goal. Further about 50% (at a guess) of one's pcs require *no* variation from the above to find or run a goal.

As more data becomes available some of the above can be expected to be modified in the interests of speed and positive results. But the Twenty-One Steps are based on vast quantities of experience and data.

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Note: Where a pc has had his goal found some time ago and written lists exist for the first four lines, recover these lists and take them in consecutive sections of 100 and nul them by usual means to an Item.

Then, again in rotation, take the next 100 and nul each to an Item. The lists however must be from the correct wording of the goal, not an earlier variation as they then would not apply. In the latter case do only the steps as above.

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### ROCK SLAMMING ITEMS

Note: Items in the Twenty-One Steps which Rock Slam when found in listing the goal may have to be opposed or otherwise handled to discharge them. (See forthcoming HCO Bulletins on 3GA XX.)

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**"ROLL YOUR OWN" PREHAV**

(Cancels all earlier HCO Bulletins on how  
to do a Prehav Assessment)

Roll Your Own Prehav Assessment has been developed:

- (a) To avoid lengthy Prehav Assessments,
- (b) To get much more accurate levels for the pc for use in both finding and listing out goals,  
and
- (c) To enter the Rock Slam channel easily.

The assessment is done on any available or special Prehav Scale for the purpose of the assessment. (For instance the 1st 65 levels of the Auxiliary Prehave Scale.)

The assessment follows the exact steps below:

**HOW TO DO ONE**

It is very easy to do a Prehav Assessment. It is not so easy to do a completely accurate one.

When clearing is going hard, the most likely source of error is the Prehav Assessment. It is ridiculously easy for an auditor to make a bad one. The Preclears attention hangs up on a button he tells himself *isn't* it and the invalidation makes it stay in and voila you have a wrong assessment.

Like goals, a Prehav Assessment must be kept clean of Tiger Drill buttons.

You get a wrong assessment if the pc has invalidated or protested a button. Or if he or she has suppressed the right one. Also if too many levels are staying in or too many are going out, the Mid Ruds are out.

A Prehav Assessment requires *careful* auditing. Only experience can give an auditor the full data.

**TERMS**

Prehav Scale = Any scale giving degrees of doingness or not doingness.

Level = Any doingness or not doingness on the scale. Any word in the scale itself.

Assessment = Any method of discovering a level on the scale for a given pc.

Read = Any reaction of the needle different from its regular action for the pc, occurring during or slightly after a level has been called.

Mid Ruds = The middle rudiments of the current model session.

Tiger Drill = That series of buttons which are capable of preventing a right goal or level from reading or making a wrong level read, combined in an appropriate exercise.

**THE MOST ACCURATE ASSESSMENT**

Realize that the most accurate assessment of a Prehav Scale would be by the Tiger Drilling of each level in turn.

By average, on a rough pc, this would require about one minute per level. This would be three hours for a 180 level scale.

Unless scales are shorter, assessment by elimination would normally be faster, if done with due care.

But Tiger Drilling a scale to find a level cannot be ruled out as a means of finding the real level with superb accuracy.

## DOING THE ASSESSMENT

One puts the pc in session, gets the Mid Ruds in, takes a Prehav Scale and calls out each level *once*, noting its reaction on the meter.

If the auditor was not sure or didn't see it, the level is called a second or a third time.

If too many levels go out consecutively, there is a suppress. If too many levels are staying in, there is another Mid Rud out.

One marks only those that *read*. Those that do not read are not marked.

A pc has his own Prehav Scale mimeo copy in his folder. This is used over and over.

The pc's name and date of the first assessment is written at the top of the mimeo sheet.

A new symbol is used for each consecutive assessment and the level found on the mimeo sheet and that symbol is marked at the top at the end of the assessment.

The list is covered once. Those that read are marked in.

The Mid Ruds for the session are put in at the end of the first nulling.

The list is covered again but only those that stayed in the first time are now read. If they read again they are again marked in, using the same symbol.

The list is covered a third time but only those that stayed in the second time are read and marked in, using the same symbol.

When the list has not more than eight (on a rough pc) and not less than three levels left in, the remaining levels are Tiger Drilled.

One level will remain—or will react better than the others. Take this as the PRIMARY LEVEL and mark it in at the top of the mimeo sheet with its symbol.

## ROLL YOUR OWN

In times past, this Primary Level would have been enough, but using the Prehav to locate the Rock Slam Channel or to list out goals requires a SECONDARY LEVEL.

To "Roll Your Own" is to get the pc to give you a secondary scale that is in its turn assessed.

This is done as follows:

Take the Primary Level, found as above. Put it in the sentence "If somebody were fixated on (or 'wanted to' or 'intended to' or 'wished to') \_\_\_\_\_ (Primary Level) what would that person do?" Or use the sentence "What would \_\_\_\_\_ (Primary Level) represent to you?" The sentence must cause the pc to give doingness. Otherwise it must be changed, using the Primary Level, so that the pc does give doingness.

The auditor, as in any assessment, lists down the pc's answers on a 13" (foolscap or legal) sheet with the pc's name, the date and the question at the top of it.

When the pc says that's all, the auditor puts in the Mid Ruds and lists the question against the meter. If the meter reads on the question, the list is incomplete and must be completed.

When the question gives no read with Mid Ruds in, the list is complete. This list is now handled exactly as the original scale above.

The resulting level is the pc's level and is used for finding Items in 3GA-XX or in listing out goals. The Primary Level is not otherwise used.

The Secondary List is not used again. A new Primary Assessment is done for the next full operation. Only these Secondary Levels are actually used in auditing.

Various Primary Prehav Scales may from time to time be developed for various purposes.

## SOMATICS

### HOW TO TELL TERMINALS AND OPPOSITION TERMINALS

It is important that a clearing auditor be able to distinguish pain from sensation, terminals from opposition terminals, and to have the data at the level of instant knowledge. To understand it less is to invite serious errors in clearing. Failure to sort terminals from opposition terminals can confuse the pc or even degrade the case. All a pc's somatics, deformities and distortions proceed from terminals, opposition terminals and combination terminals. Thus they are of vast importance to the pc and the auditor.

#### DEFINITIONS

**SOMATICS** = This is a general word for uncomfortable physical perceptions coming from the reactive mind. Its genus is early Dianetics and it is a general, common package word, used by Scientologists to denote "pain" or "sensation" with no difference made between them. To understand the source of these feelings, one should have a knowledge of engrams, ridges and other parts of the reactive bank. To the Scientologist anything is a SOMATIC if it emanates from the various parts of the reactive mind and produces an awareness of reactivity. Symbol SOM.

**PAIN** = PAIN is composed of heat, cold, electrical, and the combined effect of sharp hurting. If one stuck a fork in his arm, he would experience pain. When one uses PAIN in connection with clearing one means awareness of heat, cold, electrical or hurting stemming from the reactive mind. According to experiments done at Harvard, if one were to make a grid with heated tubes going vertical and chilled tubes going horizontal and were to place a small current of electricity through the lot, the device, touched to a body, would produce the feeling of PAIN. It need not be composed of anything very hot or cold or of any high voltage to produce a very intense feeling of pain. Therefore what we call PAIN is itself, heat, cold and electrical. If a pc experiences one or more of these from his reactive mind, we say he is experiencing PAIN.

"Electrical" is the bridge between sensation and PAIN and is difficult to classify as either PAIN or sensation when it exists alone. Symbol PN.

**SENSATION** = All other uncomfortable perceptions stemming from the reactive mind are called SENSATION. These are basically "pressure", "motion", "dizziness", "sexual sensation", and "emotion and misemotion". There are others, definite in themselves but definable in these five general categories. If one took the fork in the pain definition above and pressed it against the arm, that would be "pressure". "Motion" is just that, a feeling of being in motion when one is not. "Motion" includes the "winds of space", a feeling of being blown upon, especially from in front of the face. "Dizziness" is a feeling of disorientation and includes a spinniness, as well as an out-of-balance feeling. "Sexual sensation" means any feeling, pleasant or unpleasant, commonly experienced during sexual restimulation or action. "Emotion and Misemotion" include all levels of the complete tone scale except "pain"; emotion and misemotion are closely allied to "motion", being only a finer particle action. A bank solidity is a form of "pressure", and when the sensation of increasing solidity of masses in the mind occurs, we say "the bank is beefing up". All these are classified as SENSATION. Symbol SEN.

**TERMINAL** = An Item or Identity the pc has actually *been* sometime in the past (or present) is called a TERMINAL. It is "the pc's own valence" at that time. In the Goals Problem Mass (the black masses of the reactive mind) those identities which,

when contacted, produce *pain*, tell us at once that they are TERMINALS. The person could feel pain only as himself (thetan plus body) and therefore identities he has been produce *pain* when their mental residues (black masses) are recontacted in processing. Symbol TERM.

OPPOSITION TERMINAL = An Item or Identity the pc has actually opposed (fought, been an enemy of) sometime in the past (or present) is called an OPPOSITION TERMINAL. As the person identified himself as *not it* he could experience from it only sensation. An OPPOSITION TERMINAL, when its mental residues (black masses) are recontacted in processing, produces only *sensation*, never pain. Symbol OPPTERM.

COMBINED TERMINAL = An Item or Identity the pc has both been and opposed produces therefore both pain and sensation when it is “late on the track”, which is to say, after the fact of many Terminals and Opposition Terminals. The Combination Terminal is the closure between Terminal and Opposition Terminal lines which possesses attributes of both and the clarity of neither. It signifies a period toward the end of a game. It is found most commonly when the pc’s case is only shallowly entered. They exist on all cases but are fewer than terminals and opposition terminals. Symbol COTERM.

ITEM = Any terminal, opposition terminal, combination terminal, significance or idea (but not a doingness, which is called “a level”) appearing on a list derived from the pc. Symbol It.

RELIABLE ITEM = Any Item that Rock Slams well on being found and at session end and which was the last Item still in after assessing the list. Can be a terminal, an opposition terminal, a combination terminal or a significance, provided only that it was *the* Item found on a list and Rock Slammed. Symbol RI.

ROCK SLAM = That needle agitation which erratically covers more than three quarters of an inch on the E-Meter dial.

A Rock Slam is the response of an E-Meter to the conflict between terminals and opposition terminals. It indicates a fight, an effort to individuate, an extreme games condition which in the absence of auditing would seek unsuccessfully to separate while attacking.

As the pc’s attention is guided to the Items involved the games condition activates and is expressed on the meter as a ragged, frantic response. The wider the response the more recognizable (to the pc) is the reality of the games condition and the violence of the conflict.

The Rock Slam Channel is that hypothetical course between a series of pairs consisting of terminals and opposition terminals.

If the conflict is too great for the pc’s reality no Rock Slam results. Later in auditing as the pc’s confronting rises, Items which did not react earlier in auditing now begin to be real and so express themselves on a meter as a Rock Slam. The pc with the lowest reality level is the hardest to attain a Rock Slam on, but in contradiction a pc who has the least control over himself in certain zones of life has the largest Rock Slams.

The Rock Slam vanishes under Suppression and activates on Invalidate or Withhold or on other Prehav Levels.

This is the most difficult needle response to find or attain or preserve. And it is the most valuable in clearing.

All Rock Slams result from a pair of Items in opposition, one of which is a terminal, the other being an opposition terminal.

It can exist in present time where the pc is the terminal and what the pc is faced with is the opposition terminal. Symbol RS.

INSTANT ROCK SLAM = That “Rock Slam” which begins at the end of the major thought of any Item. Symbol IRS.

DIRTY NEEDLE = That erratic agitation of the needle which covers less than a quarter of an inch of the E-Meter dial and tends to be persistent. Symbol DN.

DIRTY READ = That more or less instant response of the needle which is agitated by a major thought; it is an instant tiny (less than a quarter of an inch) agitation of the needle and is in fact a very small cousin of a Rock Slam but is *not* a Rock Slam. It does not persist. Symbol DR.

### TESTING

The method of testing for the character of an Item whether Term, Oppterm or Coterm is extremely simple.

If the Item, when said to the pc in any way, turns on PAIN in the pc's body it is a TERMINAL.

If the Item, when said to the pc in any way, turns on SENSATION around or in the pc's body it is an OPPOSITION TERMINAL.

If the Item, when said to the pc in any way, turns on both PAIN and SENSATION in or around the pc's body it is a COMBINATION TERMINAL.

### WAYS OF ASKING

The rule is, "Give the Terminal Cause, the Opposition Terminal Effect in any listing, wording or use."

The simplest form is, of course, just chanting the Item at the pc a few times. This is not always workable.

The simplest but not always workable form is:

For a Terminal — "Would a \_\_\_\_\_ commit overts"

For an Opposition Terminal — "Consider committing overts against \_\_\_\_\_"  
Using PH Level.

Instead of "Committing Overts" the Prehav Level by which the Reliable Item was found is normally used:

For a Terminal — "Would a \_\_\_\_\_ (Item) \_\_\_\_\_ (PH Level)" or  
"Consider a \_\_\_\_\_ (Item) \_\_\_\_\_ ing (PH Level)"

For an Opposition Terminal — "Consider \_\_\_\_\_ ing (PH Level)  
a \_\_\_\_\_ (Item)".

### USING TD BUTTONS

The above sentences may also be used, or their rough approximation, with a Tiger Drill or Prepcheck Button, and if a Rock Slam is present, it may develop.

No matter what method is being used in saying the Item being tested to find out if it is a Terminal, Opposition Terminal or Combination Terminal, the rules of Sensation and Pain apply. Sensation means Oppterm. Pain means Terminal.

It is important to know if an Item is a Term, Oppterm or Coterm, as its character as one of the three determines the listing question.

The same rule for testing applies in listing. If it is a terminal, it (Prehav Levels). If it is an opposition terminal it *is* (Prehav Leveled).

Example: For a Terminal, A Waterbuck, Prehav Level Snort. Proper Listing question: "Who or what would a waterbuck snort at?"



Example: For an Oppterm, A Tiger, Prehav Level Snort. “Who or what would snort at a tiger?”

Of course the reverse can be listed but is rarely necessary except to get a longer list when the pc stalls.

## THE LINE PLOT

A Line Plot must be made up for any pc for his 3GAXX or the Listing the Goal Steps of Routine 3-21 (Steps 6, 7, 8, 9, 10 and II. of 21 Steps).

This consists of a heavy Blue 13” (foolscap or legal) sheet of paper, kept in the pc’s folder and kept up to date every time a Reliable Item (or even last Item in) is found.

On this Line Plot one column, the left-hand one, is reserved for Oppters. The right-hand column is reserved for Terms and lines indicate whenever Terms or Oppters are derived from each other.

A Reliable Item is designated as such on this Line Plot with the symbol RI. Non-Reliable Items are not designated.

The date each Line Plot Item was found is added after the Item so it can be found again in the auditor’s reports without a scramble.

The full behaviour and character of any Item found is written into the auditor’s report of that session in which it was found. The width of the Instant Rock Slam in inches, whether the slam turned on every time the Item was read, what wording turned it on, and whether it would still RS by session end are all made part of the auditor’s report.

About 20% or 25% of the cases that appear for clearing can have Reliable Items found on them at once by exploring the words “Scientology”, “A Scientology Organization”, “An Auditor”, “Me (the auditor)”, “Ron”, or the head of the local Scientology organization by name. These are considered to be oppters by any pc whose realization of his goal would be interfered with, he or she feels, by Scientology. It does not matter what wording (see above) turns on the RS so long as it can be consistently turned on for a bit. If it is at first only a Dirty Read, it is Tiger Drilled to try to make it Rock Slam. Only in this peculiar instance is the person called a Rock Slammer or is considered a Security Risk. Everyone alive RSs on something. In any event, if Items such as those in this paragraph turn on a Rock Slam, they are put on the Line Plot as Reliable Items and used in handling the case.

The above material is in actual fact a partial anatomy of the Goals Problems Mass, its identification in auditing and the behaviour of an E-Meter towards it.

As it has never before been viewed by any practice, mental science or religion, it has to have special terminology.

The terminology has been stably in use for quite some time in Scientology. I have made the definitions more precise in this HCO Bulletin.

Anyone working in clearing should have this HCO Bulletin data at his instant call without referral to the HCO Bulletin.

With very few additions, this is the track one walks in clearing and going clear.

Know it.

L. RON HUBBARD

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### 3GAXX

#### STRAIGHTENING UP 3GAXX CASES

(This is an interim HCO Bulletin issued while the Main HCO Bulletin on Step 4 of 3-21 is in composition.)

All cases being run on Dynamic Assessment must at once begin the following actions to speed progress.

This applies to cases both before and after the goal has been found.

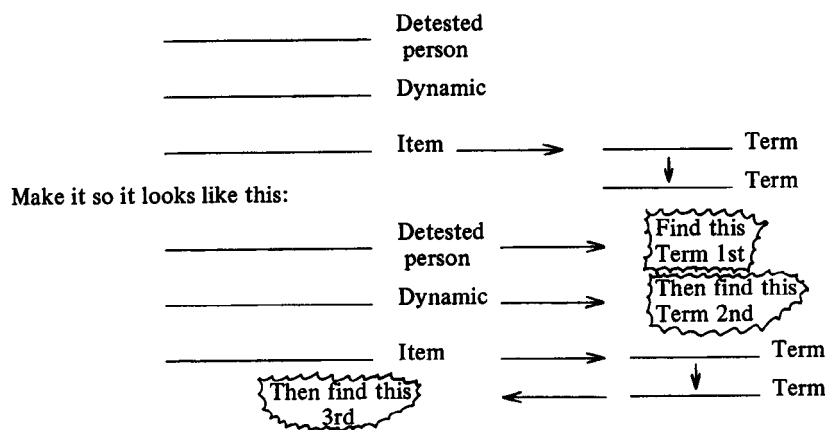
Any slowdown of a case in running stems from failure to oppterm *every* Reliable Item, when found.

Cases develop a “phantom Rock Slam” when this is not done. Further, the pc is to a greater or lesser degree puzzled as to “what was the package”.

Do the following:

1. Make a complete Line Plot for your pc (HCO B 8 November AD12) and get your already found Terms and Oppterm in the right places and every Reliable Item noted with RI.
2. Oppterm every Reliable Item found to date, whether in searching for or listing out the goal.
3. Represent every RI which still has an RS after being opptermed.

Your pc’s Line Plot probably currently looks like this:



In short, fill in all the blanks where no oppterming was done before.

See HCO Bulletin 8 November AD 12 for all details of how it’s done.

Your pc’s attention is hung up where you haven’t made a pair. The GPM is full of pairs of terms and oppterm.

The rule is on all future Items: Oppose every Reliable Item. Represent every one that still RSeS when the oppterm or term matching it is found.

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### 3GAXX

## DIRTY NEEDLES AND INCOMPLETE LISTS HOW TO ASSESS

I have long been aware of the penalties of making Incomplete Lists for nulling. But only last week did I find the *only* sources of the DIRTY NEEDLE.

Most auditors are sitting there beating their pcs to death with Mid Ruds every time the needle dirties up. This is a Gross Auditing Error. The auditor who neglects this manifestation of DIRTY NEEDLE is going to wind up with no Item or RS on his or her pc.

With the single exception of the first entrance to a case, when cleaning a needle depends on finding an Item, or Item No.1, all DIRTY NEEDLES STEM FROM INCOMPLETE LISTS OR MISSED ITEMS.

On even rough cases, the complete listing of the first line that will produce an RS will banish chronically dirty needles. And the dirty needle won't return until the auditor fails to complete a list.

The best test for a complete list is to nul the first ten items and if a dirty needle shows up *at all* (which is to say if the Mid Ruds go out) then the list must be added to, the Mid Ruds put in and nulling resumed. DON'T just put Mid Ruds in. You'll ruin them for the pc, get a protest going and never get anything done.

If the last 6 or 8 Items suddenly collect a necessity to put in Mid Ruds before you can go on, do the same operation: add to the list, *then* put in the Mid Ruds.

It is timesaving to complete the list. Even if it *seems* longer to nul a longer list, how can you do it with a Dirty Needle? And you'll come to nothing anyway.

Sometimes you have to use your judgment and get the Mid Ruds in enough to coax the pc to list more. But the *easy* way is to list more and then get the Mid Ruds in.

### ASSESSMENT STEPS

The basic procedure of Assessment is:

- (a) Determine the line to be listed (the question).
- (b) Clear the question as needful with the pc.
- (c) Ask the question often enough to keep the pc going but don't use it to stop the pc from listing, acknowledge softly if at all while writing Items or Levels.
- (d) When pc says no more, put in the Mid Ruds and see if the question (a) reacts on the meter. If it does and the reaction is not an ARC break, continue the listing. If an ARC break, clean it up and test again. If the question reacts, continue the listing until pc says no more, get in Mid Ruds and test question.
- (e) Repeat (d) if question still reacts after listing.

- (f) Start nulling.
- (g) If Dirty Needle develops at any stage of nulling, add to list, get in Mid Ruds and continue nulling.
- (h) Nul down to 3 to 8 Items or Levels in. Tiger Drill each Item or Level in turn. If Dirty Needle develops continue listing, get in Mid Ruds, come down again to 3 to 8 Items or Levels in and start Tiger Drilling.
- (i) Choose the last Item in. It won't go out if all the above were done right.

*Don't* use Mid Ruds or any part of them as a response to a pc origin. Don't punish the pc for originating or commenting.

DIRTY NEEDLES mean incomplete lists. They don't mean anything else.

A dirty needle *can* be turned on by *very* lousy CCHs and *very* lousy 3GAXX. The usual answer is a *good* Problems Intensive.

However, one good assessment with the right question, listed to a complete list and a Reliable Item will turn off the dirtiest needle in Christendom or China either.

What is a Complete List?

COMPLETE LIST = Any list listed for assessment that does not produce a Dirty Needle while nulling or Tiger Drilling.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
 13—15 November 1962

- \*\* 6211C13 SHSBC-210 The Difficult Case
- \*\* 6211C13 SHSBC-211 Entrance to Cases
- \*\* 6211C15 SHSBC-212 Terminals
- \*\* 6211C15 SHSBC-213 Clearing Technology

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 NOVEMBER AD12

CenOCon  
Franchise Airmail

**ROUTINE 3-21**

The following data and other R3-2 1 HCO Bulletins to follow are an expansion of Routine 3-21 HCO Bulletin of November 7, AD12, Issue II. It requires a full understanding of that Bulletin as well as HCO Bulletin November 7, AD12, HCO Bulletin November 8, AD12, HCO Bulletin November 11, AD12, and HCO Bulletin November 12, AD12.

It is VITAL that pcs being cleared be run *only* on Routine 3-21 as many cases have “lost their goals” or become hung up on listing or have failed to go clear in a reasonable length of time. These difficulties are now overcome in Routine 3-21, providing the auditing is good. One can get the pc into difficulties that need repair or skilled re-do by failing to write down Items listed from the goal as in 114 lines. Routine 3-21 handles all cases and *all* cases must be shunted over to it in order to prevent *any* hang-up.

DEFINITION: BY-PASSED ITEM

When a list has been made, either in 3GAXX or R3-21 and includes a Reliable Item (HCO Bulletin November 8, AD12) and that Reliable Item was not used to find an item in Opposition to it, the Item which was not so found is called a BY-PASSED ITEM. See HCO Bulletin November 11, AD12. On the picture in that bulletin the Items with balloons around them are BY-PASSED ITEMS until found. It is *this* Item which causes the goal to submerge when finding or listing. It is *this* Item (or bad auditing) which causes the TA to go up and stick. It is the BY-PASSED Item which turns on the constant sen or pain that does not relieve.

The rule is: Whether in finding items before or after the goal has been found, all lists must be used to find items and all Reliable Items found must be used to find their Opposition Item. In short, always nul lists to a Reliable Item whether listing to find the goal or listing from the goal. Auditing of the GPM must result in a LINE PLOT no matter how that Line Plot is achieved. (HCO Bulletin November 8, AD12.) Whether listing Items from lines to find Rock Slams or from the goal to find them you must wind up with a written picture of the pc’s GPM. This is the Line Plot. It is begun by 3GAXX in trying to find the goal. It is *continued* after the goal is found right down to the Rock and Opposition Rock, the two basic Items of the GPM. This also applies to goals found in some other way than 3GAXX.

RELIABLE ITEMS (HCO Bulletin November 8, AD12) are ALWAYS IN PAIRS. Leave one side of these pairs unlocated and you have left the BY-PASSED ITEM raising the devil with the pc. Always oppose a reliable item whenever found and you will never leave a BY-PASSED ITEM and the case will run and clear. This applies both before and after finding the goal.

The difference between the case that lists Items easily to clear and the case that doesn’t is this: The case that just listed to clear without fuss was able to assemble the pairs (terms and oppterms) as it went. The case that didn’t list straight to clear didn’t get the pairs straight and needed help; this case had BY-PASSED ITEMS, so the Tone Arm went up and stuck and the goal, overwhelmed, ceased to fire. Using HCO Bulletin November 11, AD12 version of listing, this shouldn’t happen. The pc won’t by-pass one side of a pair and so won’t hang up. It is understood that bad auditing or a wrong goal would also cause a mess.

Thus the second case above—the case where the goal has been listed on and is hung up and won't fire—is a case of either wrong goal or By-Passed Items. The remedy is to take the first written lists from the goal and nul sections of them. Take, for instance, the "Who or What would want the goal" list and nul down just calling each item out once, about a hundred. When you have assessed an item on this list (HCO Bulletin November 12) and have a good Reliable Item, you oppose it (HCO Bulletin November 8) and find, by making the list of items that would oppose it or it would oppose, the other part of the pair.

If you don't find the *pairs* the pc won't go clear but will hang up on the BY-PASSED ITEM or ITEMS. The more that hang up (by-passed items) the more unclear your pc will feel.

I've really been lifting the roof trying to find the reason for this hang-up and there it is. The By-Passed Item keeps cases from going clear.

The *exact* way to do Routine 3-21 Step 6 is as follows:

- (a) Compose the basic four lines using the pc's goal or the goal to be proven by listing.
- (b) Put each line wording at the top of a sheet of paper, a separate sheet for each basic line. Put pc's name and date and page number on each sheet.
- (c) Take Sheet One and get Items from pc until pc runs out of Items for that line.
- (d) Take next sheet in rotation and list until pc runs out. Continue to do this until an RS occurs. See next step.
- (e) Keep pc on meter, turn sensitivity down a bit so you have no trouble keeping needle on dial but can still see an RS. (HCO Bulletin November 8 definitions page 2.) As soon as you see an RS continue with that list. (Be sure RS wasn't just a body movement.) List it down until the dwindling Rock Slam, if any, is gone. List out any Dirty Reads. In short, *complete* any list that RSes. Don't go on to the next list.
- (f) Nul the list that RSed. (Get Mid Ruds in, call off each Item once, leave in all that react on meter. Eliminate these the same way. TD the last few Items, as per HCO Bulletin November 12, AD12.) Nul to a Reliable Item.
- (g) Establish as per HCO Bulletin November 8 whether RI found is term or opterm.
- (h) List a list in opposition to it. (If a Term, Who/What would it oppose; if an Opterm, Who or What would oppose it.)
- (i) Nul list as in (f) and obtain a Reliable Item.
- (j) Establish with pc that these two RIs oppose each other and put on PC'S LINE PLOT.
- (k) Nul the remaining lists rapidly looking for an RSing Item. If one found, repeat step (f) to (g) above. (Experience will tell if this is necessary on your pc. It may be possible to abandon all lists of Items done from goal. If so just get four fresh sheets and start again, using as the first line to list the one most likely to now have a potential RS.)
- (l) Repeat (b) to (k) over and over.

This is New Step 6 Listing.

Keep your rudiments in, don't upset the pc, be sure to note, find and run out RSes.

## URGENT

On *ALL* pcs whose goals have been found or found and listed by *any* earlier procedure, relocate the earliest item lists written from the first four lines and nul these and oppose the Reliable Items found in every list. The pc will brighten up and start to make fast progress.

The Goals Problem Mass becomes, in the pc's folder, the Line Plot.

It is safe to do the above on any goal that consistently produces pain as well as some sen. But beware the moment it goes all sen.

L. RON HUBBARD

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### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 20—22 November 1962

- |            |           |                          |
|------------|-----------|--------------------------|
| ** 6211C20 | SHSBC-214 | The GPM                  |
| ** 6211C20 | SHSBC-215 | Fundamentals of Auditing |
| ** 6211C22 | SHSBC-216 | Q & A Period, Part 1     |
| ** 6211C22 | SHSBC-217 | Q & A Period, Part 2     |

HCO BULLETIN OF 23 NOVEMBER AD12

CenOCon  
Franchise

*URGENT*

**ROUTINE TWO-TWELVE  
OPENING PROCEDURE BY ROCK SLAM  
AN HPA/HCA SKILL**

Note: Hat Check this HCO Bulletin with a stiff examination before permitting its use.

Note: This Procedure is to be done on *every* HGC pc, every course student of every course as a pc, as early as possible and definitely *before* Prepchecking or CCHs. Done correctly it will end the no-results or slow result case and guarantee faster gain to the fast case. *ALL* Cases must have this done at once.

The slow student as well as the slow gainer is always a Rock Slammer.

**THE SLOW-GAIN, NO-GAIN CASES**

The slow or never gain case has been a target with me for twelve years.

I have now made a breakthrough on this. It is, I'm afraid I have to tell you, *the* breakthrough. You could straighten up the head of the Medical Association with it, it's that powerful. It undercuts all the reasons why. It must be done on all students. And also *every* HGC pc.

Unfortunately the solution is similar to a Routine 3 process, but there's nothing for it but HPAs/HCA's must learn the steps in this HCO Bulletin if we are to survive. For these skills encompass more than 50% of the cases, in some areas up to 80%. And these will clear slowly or not at all unless this first step is taken first. Even a Problems Intensive will fail on about 30% of these cases.

Here are the progressive data which led to this breakthrough:

DATUM 1953 - A Problem is postulate-counter-postulate.

DATUM 1954—Persons with heavy overts on Scientology make *no* case progress. No Case Gain = Suspected Person.

DATUM 1955—A person with a present time problem will get no graph change.

DATUM 1961—The Goals Problem Mass consists of Items (valences) in opposition to one another. Any pair of these Items, in opposition to each other, constitute a specific problem.

DATUM 1961—A person with a hidden standard won't go clear.

DATUM 1962—Rock Slammers. Persons who Rock Slam on Scientology or associated Items are Security Risks.

DATUM Nov 1962—When a GPM Item Exists in Present Time It Constitutes a Present Time Problem. If one of the opponents in a Problem (Item versus Item) is part of the Goals Problem Mass, that problem will not resolve without resolving at least a portion of the GPM.

DATUM Nov 1962—All non-gain or slow-gain cases have a GPM Item in their present time environment. The companion or opposing Item to the PTP Item is buried out of sight.

CONCLUSION—All slow-gain or non-gain preclears *have* to have the GPM Item that is in the present time environment located and opposed before they will make adequate gains in processing or study.

Suddenly it becomes of vital *technical* interest whether a person is any variety of



Rock Slammer or not. Before, it and other security measures were only of administrative interest. Now it is a question of whether or not the case will *ever* improve.

Thus we have to have (a) a broadened definition for a Rock Slammer, (b) an easy method of detecting one and (c) quick procedures to remedy the condition. We have all these now.

DEFINITION—A ROCK SLAMMER is a preclear who Rock Slams on a Present Time GPM Item in his or her Immediate Environment.

Until this Item is located and opposed the Rock Slammer will make slow gains or no gains in clearing.

The Routine 2-12 method of discharging the influence of a Rock Slamming Item is actually taken from 3GA Criss Cross (3GAXX), and is a specialized routine from Routine 3. We will, however, since it does not touch goals, designate it as Routine 2.

This routine will have to be learned by all HPAs/HCA's and used by all staff Auditors. It does not include clearing. It includes only Item Assessment. By labelling it Routine 2 it comes within the reach of all trained auditors.

#### ROUTINE TWO-TWELVE

1. Make or use a list of Scientology Items. This includes Scientology, Scientology Organizations, an Auditor, clearing, auditing, Scientologists, a session, an E-Meter, a practitioner, the auditor's name, Ron, other Scientology persons, parts of Scientology, past auditors, etc. (See HCO Bulletin November 24 and subsequent HCO Bulletins for "Scientology Lists".) The list need not be endless as it will be easy to catch a trace of the GPM if the person is a Rock Slammer. The list is composed by the auditor, not the pc.
2. Assess the list, calling each item once (or until auditor is sure of the read). Eliminate down to the last 3 or 4 items.
3. Tiger Drill the Items still in. Select the one with the biggest dirty read or the last one to go out or the one that went out hardest. No matter how faintly or sporadically the Item found now reads, if the last one in stayed in at all, use it for Step 4 below. If, however, the Item found in this step produced a good Rock Slam (Reliable Item) omit Steps 4, 5 and 6 below and do the tests in Step 7 and continue with the remaining steps. If two RIs are found in this first step, oppose each one as in Steps 7 onward.
4. Using the Item selected, list a list from the line question "Who or what does (the Item found in 3) represent to you?" (It can happen that Steps 4, 5 and 6 are unnecessary. If the Item in Step 3 consistently Rock Slammed a third of a dial to a dial wide and kept on doing it when the auditor said "Consider committing overt against \_\_\_\_ (the Item found)", use it instead of doing the Step 4 List. If this Rock Slam is on and then vanishes even with "Suppress" clean, do Step 4, using the Item that so slammed but vanished. In doing listing beware of stopping listing while the needle is still dirty or stopping just because the pc says the last item was it. (The *real* RS Item you want usually comes after the pc says the last one he put on was IT.) (If the pc stops or refuses to go on, get in your Mid Ruds and continue to list until there is no dirty needle or RS when pc thinks of Items before saying them to the auditor.) Mark every Item that RSed or DRed on Listing. While listing keep the meter at about Sens 8 and keep an eye on it to note RSs and DRs.
5. Nul the list, saying each Item on it once (or more if the auditor didn't catch the read). Be sure the Mid Ruds are in. If a dirty needle turns on while nulling, add to the list, get the Mid Ruds in and test the question for reaction. If needle reacts to question the list is incomplete or the pc is protesting the question. Leave any Item in that reacts. Eliminate all but the last 3 or 4 Items.
6. Tiger Drill the last Items in. Select one Item with the biggest needle reaction or Rock Slam. (Two Items can appear on any list. If they both Rock Slam equally and neither goes out, you have found two Items, in which case you must do the following steps to each.)

7. Find out if Item turned on Pain or Sensation when being Tiger Drilled, or say it to the pc and find out. If Pain, say to pc, "Consider \_\_\_\_\_(Item) committing overts." If Sensation, say, "Consider committing overts against \_\_\_\_\_." This should turn on a Rock Slam if it isn't on already whenever the Item was said or Tiger Drilled. This is called a Reliable Item if it Rock Slammed. The Rock Slam is very touchy sometimes and has to be Tiger Drilled back on. If an Item slammed while *being nulled* it is probably it. Those that RS while being listed do not have to RS flicker at all while being nulled, and usually don't.
8. If the Reliable Item found turned on Pain, list "Who or what would \_\_\_\_\_(the Reliable Item) oppose?" If it turned on Sensation, list "Who or what would oppose \_\_\_\_\_(the Reliable Item)?" Complete the list as in any listing. Don't stop just because the pc nattered or wept. Get the Mid Ruds in and get a list which gives no dirty needle (not dirty reads, there's a difference) while nulling. In case of a Coterm, test to see if there's more Pn than Sen or Sen than Pn and classify accordingly. If you can't decide, list both as opposed and oppose and nul as one list.
9. Nul the list saying each Item once, down to 3 or 4 Items.
10. Tiger Drill the last 3 or 4 that were left in. Select the last one left in.
11. Test and turn on the Rock Slam on the last one in (as in Step 7 above). Be sure to properly determine which is Term and which is Oppterm.  
  
Get pc to examine and align the package for correctness (and any Bonus Package) and put on the pc's Line Plot.
12. Go over the list used in Step 1 to see if there are any more dirty reads or traces of reads on the Scientology List. If so, repeat the above Eleven Steps on the pc. If not, make a list for the Step 1A etc, using questions given further on in this HCO Bulletin. Note: Only the Scientology List is tested again. Other lists for Step I are used only once.

-----

This is the only action known in auditing which will undercut the bank of a slow moving or non-gain pc. *Every* such pc is a Rock Slammer.

Why is this? Well, these two Items (a terminal and oppterm of the GPM) make a Present Time Problem. The pc is obsessively trying to solve *this* problem, not trying to get well or go clear. The pc won't come off trying to solve this sub-surface problem. He or she doesn't even "know" about it. So there's the Auditor trying to make somebody well, but the pc is trying to die "to prove Scientology doesn't work" or to get sick "to make my boss realize what he's done to me", etc, etc.

It's pathetic. In the largest percentage of cases, the auditor is opening the door to the next two hundred trillion years and the pc is reactively trying to get even with grasshoppers.

This disagreement between auditor and pc brings about the upsets and no gains.

No other technique known will get at this key problem or problems.

This technique doesn't try to diagnose the problem. Indeed the problem won't be known to the pc (or the auditor) until the action is complete. And then the auditor doesn't even have to ask for it or about it.

-----

What do you do with these two Items? Well, *this* will prove to be the third biggest source of falls from grace in using Routine 2-12. You don't do anything with the Items except establish which is the terminal and which is the oppterm and put them on the pc's Line Plot. The thing that *could* be done with them would be to get "Represent Lists" from them to find more Items. You can ask for missed W/Hs, saying, "When did

(oppterm found) nearly find out about you?" But it's best to leave the RS on for a goal finder as the goal finder will want to use them in 3GAXX. (Step 4A—Routine 3-21.) So don't spoil the RS. The pc will cognite all over the place and that's the benefit, and the pc won't be trying to chop up auditors and orgs, and should respond very well to CCHs and Prepchecking after the Two Items are found.

The biggest error that will be made is trying to do R2-12 with the Rudiments out,

and conversely, putting the Mid Ruds in every time a pc originates (a sure way to ruin a pc).

The second biggest source of error is making Incomplete Lists. These go out *hard* and give a dirty needle and result in no Item. The unschooled auditor will usually chicken out whenever the pc says, "That's all," or "I've just put it on the list. That last Item is IT," at which the auditor stops listing. And the Item that will Rock Slam is never put on the list and so is never found. And the auditor is left fighting a dirty needle and trying to read through it. The rule is, while nulling, if a simple question "What did you want to say?" fails to smooth out a suddenly dirty needle the list is incomplete. Complete it and then put in Mid Ruds. The average list runs 80 or more Items. (Get the precise difference between a dirty needle and a dirty read in HCO Bulletin November 8, AD 12.)

## QUESTIONS FOR THE SECOND PAIR

If you have found a pair of Reliable Items and can't find anything now on the basic list of Step One, *and you* want to continue Routine 2-12, the following questions will produce lists on which Reliable Items can be found. You ask the pc the question and write down whatever he says. You *never* correct the pc or refuse an Item. You only use *one* of these questions at a time for a full coverage with all 12 Steps.

### LISTS

List R2-12—1. The Basic Scientology List as given in Step 1. It is essential not to omit it as the first action in Routine 2-12. It may be done *again*, and should be, after other lists are used to get Reliable Items. (After other Items have been found, List 1 may come alive again as pc's case unburdens.)

List R2-12—1A. Special List for pc's environment. General Question, "In present time, who or what have you been upset about?" This, whatever the question, must get things like wife, husband, marriage, job, home, myself, my case, police, this country, machines, etc, etc. It is an effort to locate PT Items that keep the GPM keyed in. Use *only* after List 1. Pc gives the Items for this List.

List R2-12—1B. General Question, "Who or what would you prefer not to associate with?" Listed from pc. This list heading was developed for pcs who won't say they have enemies. It can be used on any pc. Use only what pc lists. Be sure list is complete.

List R2-12—1C. General Question, "Who or what have you detested?" Use only what the pc gives. Be sure list is complete.

List R2-12—1D. General Question, "Who or what isn't part of existence?" Use only what pc gives. Be sure list is complete.

List R2-12—1E. (General Question, "What Problem have you had?" Use only what pc gives. Be sure list is complete.

List R2-12—1F. General Question, "Who or what have you had to be careful of?" Use only what pc gives. Be sure list is complete.

List R2-12—1G. General Question, "Who or what have you invalidated?" Use only what pc gives. Be sure list is complete.

List R2-12—1H. General Question, "Who or what has nearly found out about you?" Use only what pc gives. Be very very very sure that list is complete or you'll have missed a withhold on the pc.

The above lists are numbered and lettered for proper sequence in use on the preclear.

In other words you could do Routine 2-12 many times (plus doing Step 1 on the Scientology List more than once) on a preclear. But *always* do the first step with Scientology Items as many times as you can get one of its Items to react and you'll never miss.

It is this first list of Scientology Items which holds up cases, so it must be used for all 12 steps again and again.

Further questions can be had from Prehav assessments.

The rule is: "If you get a Reliable Item *always* get its opposing item." Then you will never get a BY-PASSED ITEM, the thing that hangs up cases.

In getting any Reliable Items and their opposition, you are of course cleaning up the GPM and therefore clearing the pc. So this is a road to clear.

Items have many other uses, so never fake one and never fail to record one on the Line Plot.

-----

Occasionally you get a BONUS PACKAGE off one list. In addition to the Item you are looking for, sometimes two RSing Items will show up on the same list opposing each other and blow. They oppose each other, not what you're listing. Point this out to the pc when found and put these also on the Line Plot, marked BP (Bonus Package), one as a terminal and one as an opposition terminal. And go on and find your regular Item.

-----

Routine 2-12, coupled with Problems Intensives and CCHs, gives the HCA/HPA a full kit that can handle the worst cases, knock out the no-gain cases and can clear. So I haven't forgotten the HCA/HPA.

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Don't try to cover up the fact that somebody has a Rock Slam or a Dirty Read on Scientology etc. You'll have set him or her up to never have gains.

#### SKILLS REQUIRED

To accomplish a 3GAXX for Rock Slammers, an auditor needs to be drilled and thoroughly examined on the following:

1. The E-Meter and what is a Dirty Read, a Dirty Needle and a Rock Slam. Practical.
2. HCO Bulletin November 8, AD12, "Somatics". Theory.
3. Any future HCO Bulletins on Assessment for Rock Slamming Items. Theory and Practical.
4. Tiger Drilling. Theory and Practical.
5. This bulletin. Theory and Practical.

If the auditor can't do 3GAXX for Rock Slammers, it will be because he did not know or was badly examined on the five things above. There's neither difficulty nor mystery about the above 12 steps.

So study up and don't miss. This, but no Routine 3 process, is declared an HPA/HCA skill. If an auditor can't do it, he'll have a slow go or a no-win on about eighty per cent of all cases.

With the above, properly studied and well drilled, there will be great success on anybody who can be persuaded to begin a session.

And *also* this must be done on *every* case that hasn't gone clear already even after their goal has been found. It's a certainty that such a case is by-passing at least one side of a Present Time Problem that is part of and suppressing the whole GPM.

This is THE PC's BIGGEST MISSED WITHHOLD of all.

Note: There are *no* variations on the order of steps or actions above. One doesn't sometimes do this, sometimes that. This is a very rote procedure.

Note: On some very, very rough cases this system may not *work fully* until some regular 3GAXX is run by a Class IV auditor. In any event, a case on 3GAXX should be tested again as above after every 6 or 8 RIs are found.

Note: And just to clear up any possible misunderstanding you do R2-12 on *all pcs first* and you never vary its steps or sequence.

Note: No preclear will achieve a lasting case gain with overts on Scientology and allied Items. No free needle will stay free in the presence of these overts. Routine 2-12 removes the unwanted valences that commit such overts rather than endlessly sec checking the pc. The most insidious By-Passed Items are those that remain in present time prompting the pc to commit senseless overts to the dismay of his good sense and the peril of his case condition. He will make no fast gain until the Scientology List is worked over and over for any reaction.

#### FAST STEP RESUME

1. USE OR COMPILE A LIST 1, 1 A, 1 B, etc.
2. ASSESS LIST.
3. TIGER DRILL THE LAST 3 OR 4 ITEMS LEFT IN. TAKE THE ONE WITH LARGEST OR ANY REMAINING ACTION. IF ITEM FOUND IS AN RI OMIT STEPS 4 AND 5.
4. USING ITEM IN 3, LIST "WHO OR WHAT DOES \_\_\_\_\_ REPRESENT TO YOU?"
5. NUL LIST.
6. TIGER DRILL LAST 3 OR 4 ITEMS LEFT IN, SELECT ONE.
7. DETERMINE IF ITEM FOUND IS A TERMINAL OR OPPOSITION TERMINAL.
8. LIST FROM ITEM USING PROPER WORDING FOR A TERMINAL OR OPPOSITION TERMINAL AS ESTABLISHED IN 7. TERM = PAIN = W/W WOULD \_\_\_\_\_ OPPOSE? OPPTERM = SEN = W/W WOULD OPPOSE \_\_\_\_\_ ?
9. NUL LIST.
10. TIGER DRILL LAST 3 OR 4. SELECT LAST ONE LEFT IN.
11. TEST PACKAGE (AND ANY BONUS PACKAGE) WITH PC, MAKE SURE WHICH IS TERM AND OPPTERM AND IF THEY OPPOSE EACH OTHER AND PUT ON LINE PLOT.
12. DO ALL ABOVE STEPS AGAIN ON SCIENTOLOGY LIST UNTIL IT HAS NO GHOST OF A REACTION. THEN DO 1A, 1B, ETC, EACH ON ALL STEPS.

Note: This is a primary training skill. Do not give students more than instruction on the check sheet of Class Iib before turning them loose on Routine Iib as a heavy time auditing activity. They will learn little or nothing before being clean on R2-12. Put Comm Course and other instruction after R2-12 and the student will have a chance to learn it. Give the student further heavy instruction on R2-12 toward course end. Classify only on the end of course repass of the Iib check sheet. The point is don't waste instruction on basic Scientology until the student is cleaned up on Routine 2-12, particularly the Scientology List. I don't care how this is accomplished in the Academy or in the HGC. Just get it done.

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**ROUTINE 2-12**  
**LIST ONE—ISSUE ONE**  
**THE SCIENTOLOGY LIST**

This is the List One of Routine 2-12. You can lengthen but do not shorten this list for Step 1 of R2-12. This list is used over and over on all 12 Steps until no reaction of *any* kind can be gotten off of it. If an Item on it reads sporadically, even, use it on the 12 Steps.

The Scientology List is called LIST ONE. Others, 1A, 1B, are called by their designations. All lists, including the Scientology List, are referred to in general as “A first list”, or “The first list”.

PC NAME	DATE
AUDITOR	LOCATION (CITY)
SCIENTOLOGY	A DIANETIC ORGANIZATION
SCIENTOLOGISTS	ORG SURVIVAL
AN AUDITOR	A CENTRE
AUDITORS	FIELD AUDITORS
STUDENTS	HCA'S
AN E-METER	D. SCN'S
METERS	HGC PCS
A SESSION	ACC'S
CLEARING	MENTAL SCIENCE
A CLEAR	A SCIENCE OF MIND
A RELEASE	MENTAL DOCTORS
A PRECLEAR	SAINT HILL
A PATIENT	COURSES
INSANITY	STATEMENTS
THE MIND	UNITS
MINDS	SCIENTOLOGY PAY
MENTAL HEALTH	WORLD CLEARING
DIANETICS	RON
BOOK ONE	L. RON HUBBARD
DIANETIC BOOKS	THE EXECUTIVE DIRECTOR
SCIENTOLOGY BOOKS	THE GOVERNING DIRECTOR
A SCIENTOLOGY MAGAZINE	THE FOUNDER
RON'S ARTICLES	MARY SUE
A SCIENTOLOGY CONGRESS	MARY SUE HUBBARD
A BULLETIN	THE ASSOCIATION SECRETARY
A POLICY LETTER	THE ORGANIZATION SECRETARY
A HAT	THE HCO SECRETARY
HATS	SECURITY
A SCIENTOLOGY ORGANIZATION	WITHHOLDS FROM SCIENTOLOGY
STAFF MEMBERS	OVERTS AGAINST SCIENTOLOGY
A REGISTRAR	YOUR CASE
SCIENTOLOGY LETTERS	PEOPLE'S CASES
INSTRUCTORS	TECHNIQUES
STAFF AUDITORS	PROCEDURES
THE D OF P	A SQUIRREL
THE D OF T	PSYCHOLOGISTS
HCO	PSYCHIATRISTS
HASI	HUMAN RIGHTS
THE CHURCH	ENTHETA
THE FOUNDATION	RUMOURS
THE CENTRAL ORG	BAD AUDITORS
THE ACADEMY	BAD AUDITING
THE HGC	SECURITY RISKS
HDRF	ROCK SLAMMERS
THE CO-AUDIT	NO RESULTS
CO-AUDITING	

\_\_\_\_\_  
A bad Person in Scientology

\_\_\_\_\_  
The worst Auditor pc had

\_\_\_\_\_  
A bad Person in Scientology

\_\_\_\_\_  
A Scientology Exec

\_\_\_\_\_  
A bad Person in Scientology

\_\_\_\_\_  
A Scientology Exec

\_\_\_\_\_  
Auditor's formal name

\_\_\_\_\_  
A Prominent Scientologist

\_\_\_\_\_  
Auditor's informal name

\_\_\_\_\_  
Something in Scientology worrying pc

\_\_\_\_\_  
An Auditor pc had

\_\_\_\_\_  
Something in Scientology worrying pc

\_\_\_\_\_  
The first Auditor pc had

\_\_\_\_\_  
Something in Scientology worrying pc

\_\_\_\_\_  
The best Auditor pc had

Note: Fill in all blanks with pc's help.

Note: The above when found can be Terms or Oppters. It doesn't matter which. All that matters is meter reaction unless an RI is found on this list. If so Identify for Term or Oppterm as in Step 7 and continue R2-12.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

27 November 1962

\*\* 6211C27      SHSBC-218      Routine 2-12

\*\* 6211C27      SHSBC-219      Routine 2-12

Central Orgs  
Academies

**R2-12**  
**PRACTICAL DRILLS**

The following drills were prepared by Brian Pope, Practical Supervisor Saint Hill Special Briefing Course. These drills may be used in any Academy or Course.

R2- 12  
TRAINING DRILL

To teach a student to audit with 2-12 he must have certain basic auditing skills. These are:

G.F. Model Session.  
Getting in Mid Ruds.  
Anti Q&A & TR4.  
Missed Withholds detection and cleaning.  
Completing a list. Tiger Drill.  
Nulling a list.  
Meter reading.

When an auditor has these skills he is capable of running 2-12 and can produce results without exception.

-----

The Coach has the student use the 12 steps of 2-12 in Model Session. His purpose is to give the student a reality on the mechanics of what he is doing and coach him to be able to stick to the rote procedure without variation. The coach uses the HCO Bulletin November 23 step by step giving the student on a gradient scale anything he is likely to have to handle during R2-12.

Student uses a dummy meter and coach uses a pen as a needle during listing and nulling Items.

*Drills*

1. The coach has student assess List 1 calling off each Item one at a time and makes sure that the student can null this list using a standard marking system and marking in any meter or pc phenomena which may be of value to him, i.e., Rock Slams, Pn or Sen, Dirty Reads, etc.
2. Coach has student drilled in Tiger Drilling the last 3-4 Items in as per "Tiger" (HCO Bulletin August 1, 1962).
3. Coach shows student various things that could happen on a List One assessment. E.g. 2 Rock Slamming Items stay in, 1 RS Item stays in, Sporadic Item stays in, nothing stays in, and teaches student what to do with the Item he is left with (Step 3 of 2-12).
4. Coach shows student how to get a represent list from a reading Item (Step 4, 2-12) coaching him on marking his list with any useful data that shows up during listing or nulling. Coach gives student reality on dirty needles and incomplete lists by "turning on" dirty needles during nulling, also gives student reality on out



rudiments during nulling causing Items to stay in—3 Items in a row stay in shows a Mid Rud out somewhere—coach has student have a complete list before nulling.

5. Coach has student null the list by saying each Item once until only 3 or 4 react.
6. Coach has student TD last few Items as in Step 2 to a Reliable—or 2 Reliable Items.
7. Coach has student do Step 7 of 2-12 practising all he has learned regarding needle behaviour and coaches student to recognise a term or an oppterm (HCO Bulletin November 8, 1962).
8. Coach has student complete the Steps 8-12 of R2-12 having him handle anything which may come up during a session and find a package or recognise a blown Item.

Instructor passes student when he can run the whole 2-12 steps and find a “package” on Instructor without any variation from procedure.

Coach uses HCO Bulletin on 2-12 throughout as his reference for coaching.

### COACHING NOTES

Coach should look for:

1. Poor marking system in nulling.
2. Incomplete lists.
3. Too many Mid Ruds.
4. Failure to get in Mid Ruds.
5. Failure to add Items to list.
6. Poor Tiger Drilling (Tiger Drill is a dust-off not a full-scale cleaning up job like a prepcheck).
7. Student failure to note RS Items during listing or nulling also failure to note any Pn or Sen pc originates.
8. Poor R factor—not keeping pc informed.
9. Failure to recognise a blown Item or package.

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### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 29 November 1962

- |            |           |                                    |
|------------|-----------|------------------------------------|
| ** 6211C29 | SHSBC-220 | R2-12 Theory and Practice, Part I  |
| ** 6211C29 | SHSBC-221 | R2-12 Theory and Practice, Part II |

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HCO BULLETIN OF 29 NOVEMBER AD12

Central Orgs  
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**ROUTINE 2-12**  
**LIST ONE—ISSUE TWO**  
**THE SCIENTOLOGY LIST**

This is List One Issue Two. Do not add to it or change it. This list is used over and over on all 12 Steps until no reaction of *any* kind can be gotten off of it. If an Item on it reads sporadically, even, use it on the 12 Steps.

PC'S NAME	AUDITOR'S NAME	DATE
SCIENTOLOGY	THE DYNAMICS	
SCIENTOLOGISTS	THE REACTIVE MIND	
AN AUDITOR	PAST LIVES	
AUDITORS	A CENTRE	
AUDITING	FIELD AUDITORS	
STUDENTS	CERTIFICATES	
AN E-METER	HCA's	
METERS	HPA's	
A SESSION	DSCN's	
CLEARING	HGC PC's	
A CLEAR	ACC's	
A RELEASE	MENTAL SCIENCE	
A PRECLEAR	A SCIENCE OF MIND	
A PATIENT	MENTAL DOCTORS	
INSANITY	SAINT HILL	
THE MIND	COURSES	
MINDS	STATEMENTS	
MENTAL HEALTH	UNITS	
DIANETICS	SCIENTOLOGY PAY	
BOOK ONE	WORLD CLEARING	
DIANETIC BOOKS	RON	
SCIENTOLOGY BOOKS	L. RON HUBBARD	
A SCIENTOLOGY MAGAZINE	THE EXECUTIVE DIRECTOR	
RON'S ARTICLES	THE GOVERNING DIRECTOR	
A SCIENTOLOGY CONGRESS	THE FOUNDER	
A BULLETIN	MARY SUE	
A POLICY LETTER	MARY SUE HUBBARD	
A HAT	THE ASSOCIATION SECRETARY	
HATS	THE ORGANIZATION SECRETARY	
A SCIENTOLOGY ORGANIZATION	THE HCO SECRETARY	
STAFF MEMBERS	SECURITY	
A REGISTRAR	YOUR CASE	
SCIENTOLOGY LETTERS	PEOPLE'S CASES	
INSTRUCTORS	TECHNIQUES	
STAFF AUDITORS	PROCEDURES	
THE D OF P	A SQUIRREL	
THE D OF T	PSYCHOLOGISTS	
HCO	PSYCHIATRISTS	
HASI	AUDITORS	
THE CHURCH	AUDITING	
THE FOUNDATION	ROCK SLAMMERS	
THE CENTRAL ORG	THETANS	
THE ACADEMY		
THE HGC		
HDRF		
THE CO-AUDIT		
CO-AUDITING		
A DIANETIC ORGANIZATION		

Auditor's Name \_\_\_\_\_

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HCO BULLETIN OF 29 NOVEMBER AD12  
Reissued to Franchise 12 February 1963

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**ROUTINES 2-12, 3-21 and 3GAXX  
TIGER DRILL  
for  
NULLING BY MID RUDS**

(Replaces HCO Bulletin 1 August AD12)

(Note: In an actual session, in addition to Model Session script, only the words below are used. No additive words or departures are necessary except to clean up a constant dirty needle with *session* Mid Ruds if that misfortune occurs. And use *session* Mid Ruds only when you *can't* go on otherwise.)

**DRILL ON NEW NULLING PROCEDURES**

Position for this drill is the usual auditor-coach position. The coach only has the drill form and follows it exactly until the student auditor has each example down perfectly. When the student auditor and the coach have these drills down exactly, then the coach can give different reads and different goals for the student auditor to work on, the only caution being that the goals selected be those which would be most unlikely on anyone's goals list. The goal used in this drill is: TO BE A TIGER. On the drills below "A" is for auditor; "C" is for coach. Student and coach use only the words in the drill except when student em at which coach says, "Flunk!" and "Start," at which student starts at the beginning.

*Use of Tiger Drill:* This drill is used in Routine 2-12 to sort out the last 3 or 4 Items left in on each nulling. It is used in Routine 3-21 to null the Goals list and on the last 3 or 4 Items left in. In 3GAXX it is used on the last 3 or 4 Items left in and on any Goals list. This is the *Small Tiger Drill*. It is however simply called the Tiger Drill. Big Tiger is always called Big Tiger.

*Buttons used:* Only the following buttons are used in Small Tiger: Suppressed, Invalidated, Suggested, Failed to reveal and Mistake.

*Big Tiger* is the same drill except that it additionally uses Nearly found out, Protest, Anxious about and Careful of. One shifts to Big Tiger when making sure of the last Item in on the list or a goal that fires strongly.

Tiger and Big Tiger compare in buttons used to Mid Ruds and Big Mid Ruds.

*Drill 1:*

- A: To be a tiger
- C: Null
- A: On this goal has anything been suppressed?
- C: Null
- A: To be a tiger
- C: Null
- A: Thank you. That is out.

*Drill 2:*

- A: To be a tiger
- C: Read
- A: On this goal has anything been invalidated?

A: That reads: What was it? Thank you. On this goal has anything been invalidated?  
C: Null  
A: To be a tiger  
C: Null  
A: On this goal has anything been suppressed?  
C: Read  
A: That reads: What was it? Thank you. On this goal has anything been suppressed?  
C: Null  
A: To be a tiger  
C: Null  
A: Thank you. That is out.

*Drill 3:*

A: To be a tiger  
C: Null  
A: On this goal has anything been suppressed?  
C: Read  
A: That reads: What was it? Thank you. On this goal has anything been suppressed?  
C: Read  
A: That reads: What was it? Thank you. On this goal has anything been suppressed?  
C: Null  
A: To be a tiger  
C: Null  
A: Thank you. That is out.

*Drill 4:*

A: To be a tiger  
C: Read  
A: On this goal has anything been invalidated?  
C: Null  
A: On this goal has anything been suggested?  
C: Read  
A: That reads: What was it? Thank you. On this goal has anything been suggested?  
C: Null  
A: To be a tiger  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: To be a tiger  
C: Null  
A: Thank you. That is out.

*Drill 5:*

A: To be a tiger  
C: Read  
A: On this goal has anything been invalidated?  
C: Null  
A: On this goal has anything been suggested?  
C: Null  
A: On this goal is there anything you have failed to reveal?  
C: Read  
A: That reads: What was it? Thank you. On this goal is there anything you have failed to reveal?  
C: Null

A: To be a tiger  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: To be a tiger  
C: Null  
A: Thank you. That is out.

*Drill 6:*

A: To be a tiger  
C: Read  
A: On this goal has anything been invalidated?  
C: Null  
A: On this goal has anything been suggested?  
C: Null  
A: On the goal to be a tiger is there anything you have failed to reveal?  
C: Null  
A: On this goal has any mistake been made?  
C: Read  
A: That reads: What was it? Thank you. On this goal has any mistake been made?  
C: Null  
A: To be a tiger  
C: Null  
A: On this goal has anything been suppressed?  
C: Null  
A: To be a tiger  
C: Null  
A: Thank you. That is out.

*Drill 7:*

A: To be a tiger  
C: Null  
A: On this goal has anything been suppressed?  
C: Read  
A: That reads: What was it? Thank you. On this goal has anything been suppressed?  
C: Read  
A: That reads: What was it? Thank you. On this goal has anything been suppressed?  
C: Null  
A: To be a tiger  
C: Read  
A: On this goal has anything been invalidated?  
C: Read  
A: That reads: What was it? Thank you. On this goal has anything been invalidated?  
C: Null  
A: To be a tiger  
C: Read  
A: On this goal has anything been suggested?  
C: Null  
A: On this goal is there anything you have failed to reveal?  
C: Null  
A: On the goal to be a tiger has any mistake been made?  
C: Read  
A: That reads: What was it? Thank you. On this goal has any mistake been made?  
C: Null  
A: To be a tiger

C: Read  
 A: That reads: What was it? Thank you. On this goal has anything been suppressed?  
 C: Null  
 A: To be a tiger  
 C: Read  
 A: On this goal has anything been invalidated?  
 C: Read  
 A: That reads: What was it? Thank you. On this goal has anything been invalidated?  
 C: Null  
 A: To be a tiger  
 C: Null  
 A: On this goal has anything been suppressed?  
 C: Null  
 A: To be a tiger  
 C: Null  
 A: Thank you. That is out.

*Drill 8:*

A: To be a tiger  
 C: Read  
 A: On this goal has anything been invalidated?  
 C: Null  
 A: On this goal has anything been suggested?  
 C: Null  
 A: On this goal is there anything you have failed to reveal?  
 C: Null  
 A: On this goal has any mistake been made?  
 C: Null  
 A: On this goal has anything been suppressed?  
 C: Null  
 A: To be a tiger  
 C: Read  
 A: To be a tiger  
 C: Read  
 A: To be a tiger  
 C: Read (Note that this goal is now ready to be checked out.)

*Drill 9:*

A: To be a tiger  
 C: Null  
 A: On this goal has anything been suppressed?  
 C: Read  
 A: That reads: What was it? Thank you. On this goal has anything been suppressed?  
 C: Null  
 A: To be a tiger  
 C: Read  
 A: On this goal has anything been invalidated?  
 C: Read  
 A: That reads: What was it? Thank you. On this goal has anything been invalidated?  
 C: Null  
 A: To be a tiger  
 C: Read  
 A: On this goal has anything been suggested?  
 C: Read  
 A: That reads: What was it? Thank you. On this goal has anything been suggested?

C: Read  
 A: That reads: What was it? Thank you. On this goal has anything been suggested?  
 C: Null  
 A: To be a tiger  
 C: Read  
 A: On this goal is there anything you have failed to reveal?  
 C: Read  
 A: That reads: What was it? Thank you. On this goal is there anything you have failed to reveal?  
 C: Null  
 A: To be a tiger  
 C: Null  
 A: On this goal has anything been suppressed?  
 C: Null  
 A: To be a tiger  
 C: Null  
 A: Thank you. That is out.

*Drill 10:*

A: To be a tiger  
 C: Null  
 A: On this goal has anything been suppressed?  
 C: Read  
 A: That reads: What was it? Thank you. On this goal has anything been suppressed?  
 C: Null  
 A: To be a tiger  
 C: Read  
 A: On this goal has anything been invalidated?  
 C: Null  
 A: On this goal has anything been suggested?  
 C: Read  
 A: That reads: What was it? Thank you. On this goal has anything been suggested?  
 C: Null  
 A: To be a tiger  
 C: Null  
 A: On this goal has anything been suppressed?  
 C: Null  
 A: To be a tiger  
 C: Null  
 A: Thank you. That is out.

*Acks*—These are used to complete and end a whole Drill Cycle. They can be used during the Drill if pc needs them, but *only* if *pc* needs them. It's better to use the Drill as is.

*Suppress*—Suppress is not used repetitively in Tiger Drilling, only in Mid Ruds and Prepchecking.

“Do you agree that that is clean”—This is not used.

“I will check that on the meter”—This is not used.

After doing Suppress always check the Goal.

If the pc has a tendency to lose sight of the goal on a long run you can always change, for a command, the wording to “On the goal To be a tiger has anything been\_\_\_\_\_?”

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HCO POLICY LETTER OF 1 DECEMBER 1962

CenOCon

**GOALS & PREPCHECKING**

In Prepchecking pcs through Problems Intensives, it commonly occurs that the pc presents his or her goal to the Auditor.

When this occurs the goal should not be given vast importance or suppressed, either way.

The pc should be taken to a Class IV Auditor and checked out. The Prepcheck may then be shifted to the goal itself.

The usual actions of Routine 3-21 are then followed, of which the goals prepcheck is a part, so long as the auditing is done under the supervision of a Class IV Auditor.

It is a very bad action to just take the pc's goal and run it without its being thoroughly checked out. The health and even the life of the pc can be put at risk if it is *not* the pc's goal.

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HCO BULLETIN OF 4 DECEMBER AD 12

Central Orgs  
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**ROUTINE 2-12**  
**LIST ONE—ISSUE THREE**  
**THE SCIENTOLOGY LIST**

Do not add to list or you will get incomplete list phenomena.

PC'S NAME	AUDITOR'S NAME	DATE
SCIENTOLOGY	SOMATICS	
SCIENTOLOGISTS	PAIN	
AN AUDITOR	ENGRAMS	
AUDITORS	CIRCUITS	
AUDITING	VALENCES	
STUDENTS	THE DYNAMICS	
AN E-METER	PAST LIVES	
METERS	A CENTRE	
A SESSION	FIELD AUDITORS	
CLEARING	CERTIFICATES	
A CLEAR	HCA's	
A RELEASE	HPA's	
A PRECLEAR	D.SCN's	
A PATIENT	MINISTERS	
INSANE PEOPLE	HGC PC's	
THE MIND	ACC's	
MINDS	MENTAL SCIENCE	
MENTAL HEALTH	A SCIENCE OF MIND	
DIANETICS	MENTAL DOCTORS	
BOOK ONE	SAINT HILL	
DIANETIC BOOKS	COURSES	
SCIENTOLOGY BOOKS	STATEMENTS	
A SCIENTOLOGY MAGAZINE	UNITS	
RON'S ARTICLES	SCIENTOLOGY PAY	
A SCIENTOLOGY CONGRESS	WORLD CLEARING	
A BULLETIN	RON	
A POLICY LETTER	L. RON HUBBARD	
A HAT	THE EXECUTIVE DIRECTOR	
HATS	THE GOVERNING DIRECTOR	
A SCIENTOLOGY ORGANIZATION	THE FOUNDER	
STAFF MEMBERS	MARY SUE	
A REGISTRAR	MARY SUE HUBBARD	
SCIENTOLOGY LETTERS	THE ASSOCIATION SECRETARY	
INSTRUCTORS	THE ORGANIZATION SECRETARY	
STAFF AUDITORS	THE HCO SECRETARY	
THE D of P	SECURITY	
THE D of T	YOUR CASE	
HCO	PEOPLE'S CASES	
HASI	TECHNIQUES	
THE CHURCH	PROCEDURES	
THE FOUNDATION	ROUTINE 2-12	
THE CENTRAL ORG	A SQUIRREL	
THE ACADEMY	PSYCHOLOGISTS	
THE HGC	PSYCHIATRISTS	
THE PE	ROCK SLAMMERS	
HDRF	THETANS	
THE CO-AUDIT	TESTS	
CO-AUDITING	EXAMINERS	
A DIANETIC ORGANIZATION	GOALS	
THE DYNAMICS	TAPES	
THE REACTIVE MIND	LECTURES	
ABERRATION		

Auditor's Name

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[Added to by HCO B 9 December 1962.]

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HCO BULLETIN OF 5 DECEMBER AD12

Central Orgs  
Franchise

**2-12, 3GAXX, 3-21  
AND  
ROUTINE 2-10  
MODERN ASSESSMENT**

The only actual test of a list is “Is it nullable?” Can it be nulled? Or will a dirty needle take over?

Assessment is *prevented* by the following:

- (1) List taken from erroneous source.  
(most corny)
- (2) List is incomplete.  
(most common)
- (3) Missed missed withholds.  
(least common)
- (4) List Mid Ruds out.  
(most overworked)
- (5) Session Mid Ruds out.  
(most neglected)

-----

DEFINITIONS

**ASSESSMENT**—The whole action of obtaining a significant Item from a pc.

**LISTING**—The auditor’s action in writing down Items said by the pc in response to a question by the auditor.

**NULLING**—The auditor’s action in saying Items from a List to a pc and noting the reaction of the pc by use of an E-Meter.

**ROCKSLAMMER**—One who produces a Rockslam during the nulling of the Scientology List on that list. Persons who produce Rockslam reactions on other lists are not Rockslammers. This is designated because a certain behaviour pattern can be expected of a Rockslammer and because this person, having a PTP from the GPM on Scientology or allied Items, especially will make no gain in other auditing or studying of any kind until that Item is properly opposed by R2-10 or R2-12 and the case further cleaned on 2-10 or 2-12. 3GAXX and R3-21 are no help to this case. Without 2-12 this case is condemned to the next two hundred trillion years in misery. So never miss in spotting a Rockslammer.

**NULLABLE**—The condition a list must be in in order to have an Item found on it.

**A DEAD HORSE**—A list which even with good auditing, failed for any other reason to produce a Reliable Item.

**SKUNKED**—A list with RSs on it in listing that failed to produce a Reliable Item.

## WRITING THE LIST

The list is written on 8" x 13" or 8 1/2" x 13 1/2" paper, on two sides of the paper, in one or two columns, depending on size of the writing. A fold of four pages is sometimes used, 8" x 13".

The pc's name in brief, the date and page number of the list and the question being asked are put on every sheet on the first side of that sheet or on the first page of a set of four pages unseparated.

The question is repeated only as often as actually needed by the pc.

Items are softly acknowledged now and then, not each Item.

All Items are written down that the pc gives.

The list is done with pc on the meter at sensitivity 8. The auditor keeps an eye on the meter. As the pc first thinks of an Item, the Item RSs or gives a DR. The auditor marks "RS" or "DR" after each such Item.

The auditor must be alert for a pc saying, "That's the Item. Now the list is complete." Invariably the RSing Items lie just after such a statement. Such a statement is acknowledged well and the auditor says, "We'll have to continue just to be sure I have a clean needle."

The list is complete when the needle is clean and flowing (but this won't happen with the Session Mid Ruds out).

An auditor never repeats Items to the pc after the pc says them. If the auditor doesn't understand he asks pc to spell it or if it is singular or plural. Don't fake an understanding. The list must be accurate or it will foul up the needle on nulling.

The danger sign of overlisting (there are three but this is the only one used in 2-12 and 3GAXX) is the pc invalidating or questioning Items as he or she says them. When this happens near the beginning of a list, it indicates a wrong source for the list. After a hundred Items or more it means that the list is as complete as it will ever be and the auditor should stop and try to null it.

If a first step 2-12 list produces no RSs one completes it anyway and uses it. In short, first step lists don't have to RS. However, a first step list that *does* RS is far more likely to produce results.

If a step 4 2-12 list produces no RS after being stretched on and on it is definitely a dead horse and should be abandoned. An RS usually occurs before 50 Items on a live list but this is a guess and some RSs have not turned on before 100 Items or more were listed.

In short, Represent and Opposition lists must produce an RS somewhere or they will not give a Reliable Item. These should be abandoned without nulling.

If an Item is an RSing Item it should only be opposed, represented (in 3GAXX) only after being opposed. Representing an RSing Item rather than opposing it will fail, as in representing an RSing Item the Reliable Item for the list is, of course, the Item the auditor already has.

The commonest flub is to fail to get in the Session Mid Ruds before writing or nulling a list and thereby getting a clean needle. Auditors who fail are auditors who won't clean up a dirty needle before nulling. A needle can be dirty before and during the writing of a list without harming anything. But the needle must be clean or cleaned up when the completion test (d) below is given.

The commonest source of a dirty needle is out list Mid Ruds, but a new case with no Items found may have a dirty needle until a good live list is listed out to complete. Then magically the DN vanishes.

Various shifts, all common to auditing, may have to be employed to clean up a needle for the first assessment. But if it is too hard, just do a Zero One 2-12 List and use it before the Scientology List and the needle will usually clean, especially when the first Reliable Item is found.

-----

Don't try to bat a perfect score of one list = an RI. An auditor often has dead horses. But when the average rises above 50% dead horse there is something wrong with the auditing. Excellent auditing gives less than 20% dead horses.

-----

Because an Item RSs when given in writing the list is no reason it will RS when nulling even with the Mid Ruds in. One RSing Item on a list will impart its RS to a dozen Items during the listing step.

-----

Don't harass the pc about a dirty needle. It's the auditor who dirtied it up with wrong sources for lists or incomplete lists or cleaning clean reads.

-----

If when getting the Rudiments in, an RS is noted, take no different action. RSs seen in the Ruds merely mean the pc is hot on a PTP that goes hard into the GPM and nothing but 2-12 will relieve it permanently. Other measures such as O/W turn it off for the moment but never permanently; only 2-12 can do that. Don't run 3-21 on a pc who RSs in the Ruds. Only 2-12 or 2-10.

-----

Never say "Floor. Floor. Floor," to turn off an RS or DN or DR. You don't care if things RS and a DN is cured only with Session and/or List Mid Ruds.

-----

It is fatal to fail to oppose an RSing Item found on List One or a first list of 2-12. If a Rockslammer test disclosed an RS on the Scientology List on Tuesday and another auditor on Wednesday just does a new List One Assessment and ignores the RS test result and doesn't oppose the List One RI, the case may breed dead horses thereafter. Use RSing Items when *known* or when found for opposition lists.

-----

How wide is an RS? This is a silly question as an RS is a repetitive slashing of the needle of any width. A DR is a different looking read, tiny in its strokes. One or two slashes make an RS. There isn't such a thing as an incipient RS. If it slashed up or down once call it an RS. A Rocket Read looks entirely different in velocity and decay.

-----

A common source of trouble in finding a Reliable Item is missing an in Item that is marked in and not re-nulling it. The auditor misses the slant / .

Each *page* of a list is examined carefully for all Items X before being abandoned. It is then marked with a big X in the upper left corner, meaning "all nulled". This saves an inspection of it again in going over the list.

## NULLING

When a list is *said* to be complete by the preclear (does not apply to Scientology List) the auditor

- (a) Gets in Session Big Mid Ruds.
- (b) Gets in the List Big Mid Ruds.
- (c) MAKES SURE THE NEEDLE IS *CLEAN* BEFORE DOING ANYTHING ELSE THAN (a) and (b).
- (d) Says the question of the list and sees if it reacts on the meter or upsets needle flow.
- (e) If meter reacts auditor completes list and does test of question as in (d) again until either the needle is smooth (c) or dirty. If dirty and won't clean by listing, does Session Mid Ruds (a) and List Mid Ruds (b) and checks needle (c).

(Until the (a) to (e) steps have been gone through carefully the auditor hasn't a prayer of nulling a list properly.)

(A pc can become harassed by an auditor trying to smooth a smooth needle with unnecessary Mid Ruds.)

The auditor now starts to null the list by the following steps:

- (f) Calls each Item on the list one time (or more times if read was missed by auditor the first time). (No committing Overts against, etc, is now used. Only the Item itself.)
- (g) Marks each Item that goes out with an X .
- (h) Marks each Item that stays in with a / .
- (i) If three or four Items stay in in a row, the auditor concludes that an Item earlier on the list has been invalidated and politely turns the list so the pc can see it and, indicating the already passed over Items, says, "Which one of these might you have had thoughts on?" The pc looks at list and answers. The auditor simply acknowledges politely and goes on nulling. He does not re-state the "falsely in" (/) Items.
- (j) Every ten or so Items that go out consecutively (X) the auditor asks for a possible suppress, "On this list has anything been suppressed?" If it reacts on meter it is cleaned up and the auditor draws a line down the side of the (X) Items from moment of the suppress to where he now is as a group to null them again next time. The auditor does not re-null them until the next time around.
- (k) At the end of the first time through the auditor gets in the List Mid Ruds until the needle is clean and flowing. It may sometimes be necessary to get the Session Mid Ruds in to accomplish a fully clean needle.
- (l) The auditor starts down the list again, calling off each Item left in (/) one time (or until he sees the reaction or lack of it).
- (m) Items now out are marked X and Items that are still in are marked / . Don't forget the X groups that were marked suppressed.
- (n) When the auditor has gone through the list a second time the List Big Mid Ruds are put in swiftly.

- (o) Do steps (1), (m) and (n) until the list is down to 3 or 4 Items.
- (p) *Briefly* Tiger Drill the remaining Items. Take the one that RSs as an RI.
- (q) If no Item now RSs and none can now be made to RS get in the Session Big Mid Ruds and do (p) again.
- (r) If no RS results, take the Items still reacting and ask the pc's opinion (packaging step of 2-12).

Don't oppose an Item that did not RS when found. Don't endlessly Tiger Drill an Item until it dies. Don't fail to oppose an Item that RSs.

### LIST APPEARANCES

A nulled list does *not* look like this (this is the result of Incomplete Lists or out ruds or improper source):

Tiger////////X  
 Waterbuck // X  
 Wind////////X  
 Willow wand/////////  
 Catfish////X//X////X  
 Game Warden////////X

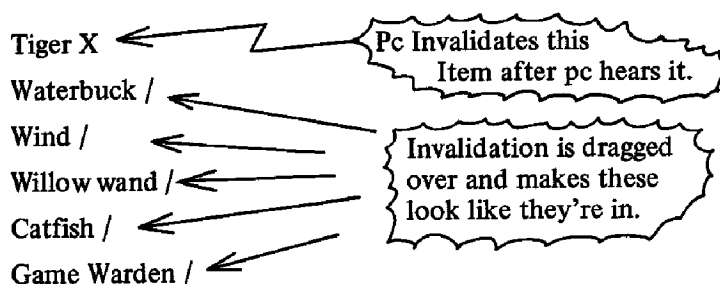
A nulled list also does not look like this:

Tiger  
 Waterbuck  
 Wind /  
 Willow wand //  
 Catfish  
 Game Warden

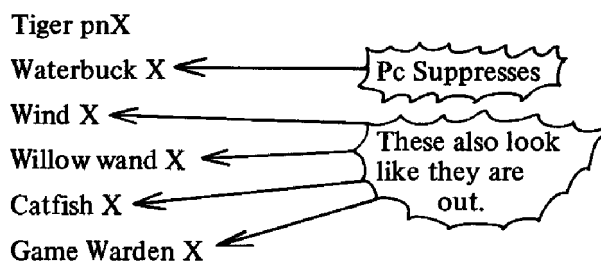
This is how a rightly nulled list should look:

Tiger DRX  
 Waterbuck X  
 Wind RSX  
 Willow wand RSpn/RS/RS/RS  
 Catfish X  
 Game Warden sen/X

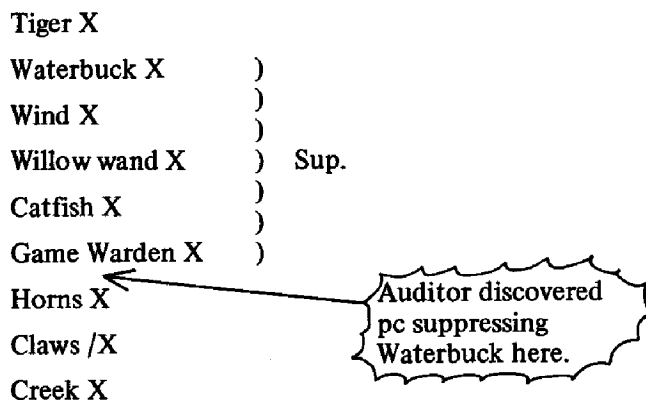
If a pc's List Mid Ruds (On this list has anything \_\_\_\_\_) go out and if pc Inspection Step (i) above is not done, this is what happens:



If a pc suppresses an Item or something else this is what happens:



This is the way the list just above is marked when the suppress factor is found on check as in Step (j) above:



-----  
 ASSESSMENTS

Assessment by greatest Reaction is the earliest method of Assessment. It still works but is used now only to decide on last two or three Items that were Tiger Drilled. It is not terribly inaccurate but is no tool for a really skilled auditor as RSs transfer about on some lists.

Assessment by Elimination depends wholly on the right Item being charged enough to peer through the out rudiments. One just goes over and over the list marking things in or out as above until one stays in. This is crude but it works. It is no tool for a trained auditor.

ROUTINE 2-10  
 (R2-12 Short Form for Beginners)

The Short Form of R2-12 can be used by untrained auditors with some effect until they are trained in Mid Ruds and other niceties.

Do not use Model Session or Goal Finder's Model Session. Just use "Start of Session" and "End of Session". No Ruds, havingness or other actions.

*Step One:* Assess first lists by Elimination above, taking whatever survives and reads. If an RS is found oppose it at once. Except for Scientology List, list a standard first list question to get this first list. Label paper as in Step Six below. Be sure to list until needle looks smooth or pc has *really* run out.

*Step Two:* Using the Item found in Step One above, list a "Who or What does \_\_\_\_\_ (Item found) represent to you?" list, marking "RS" all Items that RSed before being said by pc or when said by pc. List until needle looks very smooth.

*Step Three:* Null list by RS. Neglect everything that didn't RS when said to pc. Go over Items that RSed again until only one does.

Read *all* Items to pc. Don't mark Items that don't RS with an X as the list actually hasn't been nulled.

*Step Four:* Circle Item or Items that still RSed on Nulling on the list. (Get it checked out by the Instructor if one is present.) Choose whatever continues to RS now and then when said.

*Step Five:* Establish if Item made pc sick or dizzy (sen) or hurt or hot or cold (pn)

*Step Six:* If Item in Five above was sen, list question is "Who or What would oppose \_\_\_\_\_ (Item found)?" If Item was pn, list question becomes "Who or What would a \_\_\_\_\_ (Item found) oppose?" Write proper question and pc's name, date and page number at the top of each sheet.

*Step Seven:* List the question in Six until needle looks clean and isn't Ticking or kicking as pc thinks of Items. Get the list complete. Be sure that every Item that RSed when pc thought of it or said it was marked "RS" after it.

*Step Eight:* Read list Items once each to pc and note any Item that RSs when said to the pc. Go over RSing Items again.

*Step Nine:* Circle the Item or Items that still RS. (Get it checked out by Instructor if one is present.)

*Step Ten:* Find out with pc's help which opposes which in the Items found, or if anything opposed anything, and mark them on pc's Line Plot.

Repeat all steps using same first list until it is clean on Step One and then obtain a new first list from another question.

The above Routine is far less reliable than 2-12 but if a student or auditor does not know Model Session, Mid Ruds or Tiger Drilling, it will be less upsetting to the pc and get more done. Of course RSing Items will get lost by suppression but probably can be refound if the student just keeps working at it. A rather difficult ("never" RSing case) will get minimal gain on R2-10. There really are no "never" RSing cases except for a horribly inept auditor.

The percentage of dead horses with 2-10 will be found much greater than with R2-12. But 2-10 does work somewhat.

R2-10 can be used by new students, old auditors who are not recently trained and in Clearing Co-audits under Instructors, but should not be used by trained auditors. These should use R2-12. Others should use 2-10 only until they can be trained in 2-12,

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[The above HCO B incorporates HCO B 8 December 1962, *Corrections-HCO Bulletin of December 5, AD12*, and HCO B 17 December 1962, *Correction to HCO Bulletin of December 5, 1962*, which simply corrected errors in the writing, typing and proofreading of the original mimeo issue.]



**R2-10, R2-12, 3GAXX  
DATA, THE ZERO A STEPS AND PURPOSE  
OF PROCESSES**

**RULE: WHEN AN RSING ITEM IS FOUND ON LIST ONE THE SCIENTOLOGY LIST IT MUST BE OPPOSED.**

**COROLLARY: WHEN AN RSING ITEM IS FOUND ON LIST ONE AND IS NOT OPPOSED THE CASE WILL TEND THEREAFTER TO PRODUCE NO ROCKSLAMMING LISTS.**

The Rule and Corollary are so much fact that if the auditor fails to oppose an RSing Item on List One and only represents it, the case will produce dead horses thereafter.

This is true mainly for The Scientology List. As Scientology is what is helping the pc, having a GPM type present time problem about it will prevent any further case gain.

On four cases now, where no RS was found on List One, The Scientology List, although DR Items were found and represented, no RSeS occurred on the lists.

Thereafter the history of these cases was gone into, older auditor reports were examined and it was found that in each of these cases during a Security Check that an Item like "Scientology" or "Auditor" or "LRH" had RSed. The case then fully suppressed it and it did not come up on a new assessment of The Scientology List.

As soon as these Items were opposed RSeS turned back on on the Lists and all went well thereafter.

Further, the nattery nature of the pc was extreme until this was done.

So it can be concluded that a BIG 2-10 or 2-12 goof is to fail to oppose Items that RS on List One, The Scientology List.

It is an INDICATOR that if a pc is very nattery or upset on 2-10 or 2-12, it is probable that somebody overlooked and didn't oppose something that RSed on List One.

It is an Indicator that if a pc is producing Dead Horses on listing, somebody overlooked and failed to oppose an RSing Item on List One or that the pc should be run on List Zero-One or List Zero-Two.

A common form of missing an RSing Item on a *represent* and being unable to make a list *nullable*, is that the Item from which the represent list was taken, being unburdened by the listing, now begins to RS and becomes the Reliable Item.

Rule: When having difficulty getting a clean needle on a represent list at the end of listing, and before nulling, always Tiger Drill briefly the Item the list is coming from to see if that Item is now RSing. If it is, don't bother to null the represent list just made. Do an oppose list on the original Item.

Example: List One Item found—The Church. Gives a DR. A represent list is written 200 or more Items. Meter still rough. Check The Church. It will occasionally be found to be RSing and is therefore taken as the RI and now should be opposed. The represent list made is abandoned.

In trying to run R2-12 on a first goal clear, use R2-10 instead and use any tick an Item gives instead of an RS in order to oppose that Item. A persistent tick or reaction = RS on a 1st goal clear.

### ZERO LIST QUESTIONS OR R2-12

Where a pc is producing Dead Horses on List One, there are Zero Lists that can be used.

The procedure is this:

R2-Step 02—

Check up on the pc's record to see if an RS was ever observed on Scientology, the orgs, auditor, LRH and if so oppose that Item at once.

R2-Step 01—Lists 0A

If a Dead Horse is produced by (1) above, then assess the following for largest read on the meter:

- List 0A0     Keep Hidden
- List 0A1     Be Reasonable About
- List 0A2     Rather not think about
- List 0A3     Rather not know about
- List 0A4     Ignore
- List 0A5     Avoid
- List 0A6     Stay away from
- List 0A7     Not Communicate with
- List 0A8     Hold off
- List 0A9     Rather not have appear
- List 0A10    Have to help
- List 0A11    Fail to help
- List 0A1 2    Dislike
- List 0A13    Fight
- List 0A14    Advise others to Attack
- List 0A15    Attack
- List 0A16    Do away with

Then use the result (largest read or RS) in the blank of the following question:

“In present time who or what would you\_\_\_\_\_”

Step 1-0A:

Make your first List by asking the pc the question formed in (02).

Proceed then with the usual remaining steps of R2-12 (or R2-10).

Note: These steps do not replace the 1-A series in the original issue. The Zero A series as given above are all prior to List One, The Scientology List, which must be done after the Zero A series.

The Zero A series can be assessed several times for new lists.

But remember, the pc who has a hot List One (The Scientology List) will make minimal progress on Routine 2-12.

On a pc newly on R2-12 or 2-10, if an RS was missed on List One, and nobody can discover if this pc ever RSed on it, and List One gives two Dead Horses in a row, fall back on the Zero A List. Then after two or three packages are found from it, re-assess List One. The List One RS will have been caught by the Zero A Lists or will be there on List One again.

#### “NEVER RSing” PCs

If a pc cannot be made to RS on Represent Lists taken from List One, then List One was already RSing or the Zero A List must be resorted to.

There are no never RSing pcs. *All* pcs RS. Those that are mediumly bad off RS very easily. Those that are way down RS less easily. Those that are in fair shape RS well but the RS is rather moderate (less wide) and their RS turns on every time an RSing Item is said to them. The bad off pc's RS suppresses very easily. The mediumly bad off pc has a wide, wild frantic RS that sometimes RSeS within the RS as it slashes.

The progress of a pc can be marked by this cycle:

Horrible shape = Hard to find RS.

Mediumly bad off = Frantic wide, sporadic RSs easily suppressed.

Not too bad = Easy to find RS turns on easily on auditor's statement of Item. Mediumly wide.

Fair shape = Easy to find, easy to turn on, doesn't suppress, fairly narrow and regular.

Good shape = Very easy to find, very easy to turn on by command, blows on cognition.

A pc in horrible shape goes through all these phases. Any other case on the scale moves up.

The GPM RS is the pathway through the GPM. *Any* Item that RSeS was part of the GPM and has another Item in opposition to it.

Thus, you could, in theory, clear a pc by just finding Items on and on.

However, the goal sooner or later presents itself, usually in the form of a Rocket Reading Terminal. By listing what goal that terminal may have one gets a goals list that can be assessed. (The RR Item still must also be opposed.)

But wrong goals are *so* deadly and R2-12 Items are so beneficial when found that a Class II Auditor takes his pc's health and life in his hands to fool about with goals. Leave that to Class IVs and go on finding Items.

#### ROCKET READS vs RSeS

The Rocket Read is superior in value to an RS. The RS is superior in value to a DR. A DR is superior in value to a fall.

A beginning RS is sometimes mistaken for a Rocket Read. But it won't repeat itself. And a Rocket Read always goes to the right with a fast spurt which rapidly decays. The slash of an RS is all of the same velocity and doesn't decay, it just ceases.

The Rocket Read is the Read of the goal or the Rock itself.

The RS is the read of the Rock vs the Opposition Rock and every pair above them on the cycle of the GPM. It marks the path to the Rock.

Just below the Rock lies the pc's goal.

The ROCK SLAM CHANNEL is the pathway through the pairs of Items that compose a cycle of the GPM and lead to the Rock and goal.

The Rock Slam marks the path of Interest of the pc. RS = Interest = Cognitions. No RS = No Cognitions.

Below the 1st Goal is a whole new undisclosed GPM. The 1st goal clears off a cycle of the GPM. The second goal a 2nd cycle, earlier and stronger. And so on. This is therefore the road to Theta Clear and Operating Thetan.

But the first goal is too heavily overburdened to be found easily or run on the vast majority of cases. Therefore R2-12 is needed and 3GAXX.

#### PURPOSE OF PROCESSES

The target of R2-10 is fast result in the pc and greater reality for the auditor.

The target of R2-12 is the packages in Present Time which bend the GPM out of shape and give the pc PTPs and Hidden Standards.

The target of 3GAXX is Items on which goals lists can be compiled and unburdening.

The target of Routine 3-21 is Clear, Theta Clear and Operating Thetan. Second goals are easily found by R3-21 alone without Step 4A (3GAXX).

This then is the whole road from Homo Sapiens to Homo Novis to Operating Thetan.

It requires only precision and the auditing skill now taught on the Saint Hill Special Briefing Course.

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

11—13 December 1962

- |            |           |                              |
|------------|-----------|------------------------------|
| ** 6212C11 | SHSBC-222 | R2- 12 Data                  |
| ** 6212C11 | SHSBC-223 | Phantom R/S                  |
| ** 6212C13 | SHSBC-224 | R2-12 Data—Needle Behavior   |
| ** 6212C13 | SHSBC-225 | Repair of R2-12—Clean Needle |

Sthil Students  
Academies

**TRAINING**  
**X UNIT**

The biggest hole in student auditing is the inability to clean up a needle.

Students who try to do assessments fail to get results when they attempt to null with a needle that is already filthy.

It is rather easy to clean a needle and the results on the pc are highly beneficial.

The basis of an inability to read a meter is state of case. This is remedied by R2-12's List One cleaning. When List One is burnished bright, the student will be able to read a meter.

In V unit the auditing is heavily supervised and the student's reality is raised by accurate R2-12 or R2-10.

In X unit therefore, the first indicated step is to teach the student to use the Mid Ruds.

This is done by Havingness by Mid Ruds.

The pattern of the session is Goal Finder's Model Session.

The Purpose of the X unit Sessions is to clean a needle and to demonstrate that a needle can be cleaned.

The Auditor notes the pc's can squeeze before session start.

The session is started with the usual Goal Finder's pattern.

The Rudiments are put in by Big Mid Ruds, "Since the last time I audited you ....." (or "Since the last time you were audited ....." " if this is the auditor's first session, or "Since you decided to be audited .. ..." for raw meat).

The general missed W/Hs of the pc are pulled in *the body of the early sessions*. When this has been done, remaining sessions are devoted to havingness.

The pc's havingness process is tested for and found, or is run.

The body of the session is closed.

The Big Ruds for the session are then put in.

The pc is then asked with meter at Sens 16 "In this session was the room all right?" and this is cleaned. The can squeeze test is then made with Sens 1.

Goals and gains are taken up and the session is ended.

By end of session the needle should be without pattern and the pc should be cheerful.

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HCO BULLETIN OF 9 DECEMBER AD12

Central Orgs  
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**ROUTINE 2-12**  
**LIST ONE**  
**ADD TO LIST ONE ISSUE THREE**  
(HCO Bulletin December 4, AD 12)

Correction: Auditor's name at end of second column is part of second column and is used in assessment.

DIRECTIONS: If anything has ever Rockslammed on List One itself it must be opposed even if it doesn't Rockslam now. The data of all observations and security checks is used to find if anything Rockslammed. The case will give dead horses if a Rockslamming Item is by-passed. Cases that give dead horses on R2- 12 *had* a Rockslamming Item on List One that was never opposed. On cases that have been giving lists on which no RSs occur, Tiger Drill List One until you get an RS on any button or pain or sensation on any Item and just oppose it.

After a List One Item has been represented always check it again to see if it now is Rockslamming. If so, do an opposition list to it in accordance to whether it gave pn or sen.

Add these additional Items to List One Issue 3:

FRANCHISE	FAMILY
10% <sup>s</sup>	HOME
SCIENTOLOGY GROUPS	LOVE
GROUP AUDITING	PARENTS
MEMBERSHIPS	FATHER
REPORTS	MOTHER
DISSEMINATION	A GROUP
INFRACTIONS	GROUPS
PABs	GOVERNMENT
ASSESSMENTS	ORGANIZATIONS
MID RUDS	COMPANY
CHECK OUTS	MANAGEMENT
EXAMINERS	LABOUR
GLASSES	A CLUB
HEALTH	PEOPLE
MEDICINE	MANKIND
MEDICAL DOCTORS	SPECIES
HEALING SYSTEMS	LIVING THINGS
PROCESSING	MATTER
TESTS	MASSES
I.Q.	ENERGY
TRAINING	SPACE
YOURSELF	TIME
YOU	FORM
ME (meaning pc)	FORMS
ME (meaning auditor)	AUDITING ROOMS
SEX	THETANS
SEXUAL PRACTICES	SPIRITS
A MAN	GHOSTS
MEN	KNOWLEDGE
A WOMAN	THOUGHT
WOMEN	RELIGION
A CHILD	GODS
CHILDREN	GOD
MARRIAGE	SUPREME BEING

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*URGENT*

**R2-12  
THE FATAL ERROR**

The surest way to retard and upset a case with Routine 2-12 is to find a Rock Slam on List One, Tiger Drill it down to a dirty needle and then represent it.

That case will then hang up, 2-12 can be pronounced as unworkable and the whole thing can be skipped.

Yes, the represent list so taken will RS. Yes, the List One Item tested again will probably now RS. Yes, the auditor has followed the rules of R2-12. A11 except one, and that rule is:

IF AN ITEM ROCKSLAMS WHEN CALLED ON LIST ONE OR AT ANY TIME DURING TIGER DRILLING, NO MATTER HOW BRIEFLY, THAT ITEM *MUST* BE GIVEN AN OPPOSITION LIST.

And another rule:

IF YOU AREN'T SURE IF A LIST ONE ITEM GAVE PAIN OR SENSATION, THE OPPOSITION LIST MUST BE MADE BOTH WAYS, "WHO OR WHAT WOULD IT OPPOSE" AND "WHO OR WHAT WOULD OPPOSE IT".

If more than one Item RSed on List One you take what RSed longest or was closest to the session.

List One Items do not have to continue to Rockslam forever in order to do opposition lists to them.

Most pcs who know the rules lie about pain or sensation in order to pretend List One Items are terminals. Do the opposition lists both ways as above and nul all.

Routine 2-12 has only this frailty: Rockslammers will not find rock slams on List One. And Tiger Drilling can be counted on, in inexpert hands, to suppress the RS.

A case BOGS when you represent an RS-ing Item.

NEVER represent an RS-ing Item. Always oppose it.

Hear me, now. Almost 100% of R2- 12 cases will fail if no attention is paid to the above.

If you get a case that gets only dead horses, don't go to the Zero A List. Just write an opposition list to Scientology. You'll be right ninety percent of the time. The other ten percent RS on Scientology Orgs and Auditors.

Opposition Lists only on RS-ing Items. Hear me now.

If a case EVER ROCKSLAMMED ON A LIST ONE ITEM, whether on an old Security Check, a Joburg, a Rock Slam Sec Check, and you now do only represent lists from List One, that case will hang, or make small gain on R2-12 until somebody is smart enough to look at the record and oppose that RS-ing Item.

Honest, the case is finished right now, kaput, wrecked, smashed, ended, snarled, messed up, ruined, stopped and skewered until a List One Item that RSed ever so briefly is opposed. Represent Lists will get it nowhere until this is done.

Hear me, *please*.

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HCO BULLETIN OF 30 DECEMBER AD12

Central Orgs  
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*URGENT*  
*IMPORTANT*

**ROUTINES 2-12 & 2-10**  
**CASE ERRORS**  
**POINTS OF GREATEST IMPORTANCE**

The errors in doing Routine 2-10 and Routine 2-12 are divided into two broad divisions:

- (a) Those of auditing itself;
- (b) Those deriving from errors in doing the exact skills of Routines 2-10 and 2-12.

**AUDITING ERRORS**

This bulletin touches only briefly on the errors of (a) Auditing Errors. These consist of sloppy form, bad TRs, inability to read a meter, Auditor Code breaks, Q and A-ing, missing missed W/Hs, doing bad Mid Ruds or Tiger Drilling and using Auditing form to hold up results.

One remedies bad auditing (as different from bad 2-10 or 2-12) by following this prescription:

The poorer the auditor, the more a supervisor or instructor takes away from him the tools of auditing. In short, if an auditor makes bad auditing errors, one simplifies the auditing to prevent the errors. Don't let him or her do 2-12. Make such an auditor use only 2-10. Then, as the auditor's skill in basic auditing improves, the more he or she can be trusted with 2-12.

Do NOT let an auditor who can't do any kind of a job of basic auditing do 2-12. Let such an auditor do only 2-10. And then as that auditor's case improves on 2-10 or 2-12, and as training drills are passed, let the auditor graduate up to 2-12.

Remember this: 2-12 works all by itself with *no* auditing niceties. And it can be prevented from working (but only to some degree) by bad auditing form or intention.

Strip off Model Session, Mid Ruds, Tiger Drilling, and *two-way* comm, demand it be run muzzled, muzzled, muzzled, use the meter only to find Rockslams, and modern Routine 2 works like a dream, a dream, a dream even for an auditor whose auditing skill is terrible.

Let a Q and A artist clean cleans on a meter, muck up the Mid Ruds, yap at the pc, and Routine 2 *won't* work because it never gets done.

So the training stress and the *use* stress of Routine 2 is *first* on Routine 2, its rules and how it's done, and when the auditor has case gains and wins, auditing *form* is then entered upon.

The backwards way is to insist on a good hard study of form before training on Routine 2. Always hammer Routine 2 home first and get it *done*, not fooled with by the Mixed-up Kid from Mid Rud Gulch.



Your main trouble will come from not teaching Routine 2 hard just as itself before entering upon the niceties of auditing. You have to show the wild man it's a house before you teach him to serve French Pastry a la Partie.

Of course nothing in this HCO Bulletin should be used to degrade the value of good auditing form.

Good metering, a smooth command of the TRs, a grip on the basics and a firm knowledge of fundamentals are *vital* in an auditor.

You can't get all there is to get out of Routine 2-12 with rough auditing.

Auditing skill is not just something to acquire. It's the only thing that gets real auditing done. And good auditors are scarce and I appreciate them. I've had my share of rough auditing and I know the diamonds and gold of a smooth, flawless auditor.

But Routine 2, at the time of this writing, and for always in some area of the world as we expand, will be handled with rough auditor skill. Therefore, for the purposes of this HCO Bulletin, we will consider the auditing skill to be rough and show what Routines 2-10 and 2-12 can do in unpolished hands.

And never fear, when their cases are better and the training can be stepped up, they'll become polished, never fear. And appreciate being so. It's my brag I can get a pc out of anything with just auditing skill. That makes me pretty brave as an auditor. But this "Bring on your lions" attitude is born out of auditing skills, taught, not "native". I use the same pattern and patter as you do if you audit text book. But I don't clean cleans often or miss reads ever and I don't Q and A. You can audit just as well as I can with practice and study. Why do I know this? Well, auditing is not my main forte, not even close to my appointments and goals.

We're probably all Rockslammers somewhere on List One and this is Man pulling himself out of the mud indeed.

So don't run down pure auditing skill. It's more precious than anything in this universe.

But you can acquire it as you do Routine 2 and after.

Meanwhile don't overrate the power of Routine 2 to work with rough auditing, so long as the Routine 2 is done right.

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## THE ERRORS OF ROUTINE TWO

Routine Two (by which is meant 2-10 & 2-12) has its own rules and these must be learned first and learned well.

Routine 2 today is a powerful process. And if it can straighten up a pc so fast, it can also cave him in fast. However such cave-ins, while dramatic, are very easy to remedy even though they must be remedied with accuracy. (The remedies are all contained in this HCO Bulletin.)

Remember, in doing Routine 2, the primary pc upset is from badly done Routine 2, not badly done auditing. To repair a car don't look for paint scratches when somebody has removed the engine. Auditing form is paint scratches. The removed engine is flubbed Routine 2.

Routine 2 must be taught hard, not just as a version of auditing but as itself. It is its own technical package and it doesn't even infringe on the basics of auditing.

## AUDITOR RESPONSIBILITY

Routine 2 has several hills to climb. One of them is Auditor responsibility. This process has the peculiarity of handing all responsibility for case gain or worsening to the auditor.

You will hear people who haven't a clue on Routine 2 crying about bad pcs, bad D of P-ing, bad Ron and blaming everyone but themselves. Investigate and you'll find only an auditor flub on Routine 2.

All Routine 2 auditor flubs consist of:

- (a) Not knowing Routine 2.
- (b) Not doing Routine 2.

There are no other Routine 2 auditor flubs.

*In Routine 2 all gain or lack of gain is assignable directly and only to the auditor.*

Frightening isn't it?

But encouraging too. For it puts the auditor at cause, wholly and completely, over the pc's case. You might have known that would happen with the first all case fast gain process.

## DURATION OF PROCESS

Routine 2 is here to stay. You've been used to the changing face of processing.

That discouraged learning any process very well and setting up to get it done by one and all. Well, Routine 2 is here to stay. It isn't going to change. You can invest a great amount of time and effort on learning it.

It's here to stay because where it doesn't get results, the auditor didn't know it or didn't do it, and we can always remedy that.

It only produces mediocre or worsening results when it either isn't known or isn't needed.

Further, it is quite easy to do.

And it produces fast, stable results, very startling to even raw meat. There is more miracle in 50 hours of well done Routine 2 than in the entire history of the church.

Further it has to be done on every case before a goal can easily or reliably be found, or even if found, before it can be run.

So there it is. Learn it.

## NO AUDITING

The first and greatest error of Routine 2 is No-Auditing.

Yes, the auditor may be sitting there like a one-man band, busy as free beer at the boiler works and yet not be auditing Routine 2.

Example: Eat up two-thirds of every session with needless beginning, middle and end rudiments.

Example: Spend two hours Prepchecking the Mid Ruds and then find the reason the needle is dirty is an incomplete list.

Example: Spend three sessions full of general O/W trying to calm an ARC breaky pc when in actual fact the auditor has been opposing an Item off an incomplete list.

It's not just Audit the pc in front of you. That's vital enough. But Audit the pc in front of you with *correct* Routine 2.

Auditors have been known to spend hours, days, running old processes to get the pc "up to running 2-12" when five minutes of 2-12 would have had the pc sailing.

NO AUDITING means "While seeming to deliver auditing, actually get nothing done." It's the greatest crime in Routine 2 or Routine 3. NO AUDITING can be reduced to the finest art. Doing a wrong list, re-doing a dead horse, these aren't no-auditing. Auditing may have been wasted or may be slow, but it's still auditing. No, NO AUDITING means going through endless, useless motions, perhaps in top form, perhaps perfectly, none of which are calculated to advance the pc's case one inch. Doing havingness every half page, endlessly Tiger Drilling, doing Mid Ruds just because it's "good form", all these and a thousand more add up to NO AUDITING. Absolute essentials, bare bone, and bounteous correct 2-12 *are* AUDITING.

Mid Ruds, Tiger Drilling are necessary to good auditing but using them an inch beyond necessity is NO AUDITING.

### FAILURE TO SAVE RECORDS

Almost the only way to completely bar the door on the pc is to lose his case folder or fail to put all lists and reports in it.

Every sheet of every list must have on it the pc's name, date of the list and the question from which the list comes.

This is the biggest MUST in Routine 2: Preserve the records and make them identifiable and usable.

### FAILING TO FIND RSs ON LIST ONE

Failing to find and utilize an RS on List One is the most common (but not the most destructive to the pc's health) error in Routine 2.

Example: Auditor has three dead horses. Abandons case. Another auditor assesses List One, Tiger Drills the RSs out, represents a tick. Gets another dead horse. Abandons case. Pc now known as a "tough pc". A third auditor gets cunning, looks over the original assessment, sees "Auditor" RSed once long ago. It doesn't now, having been Tiger Drilled to death. Opposes it. Gets a beautiful RSing List. Case starts to fly

This error has been done over, and over and over *and is the source of all* dead horses.

*Rule:* Oppose Every RS found on List One or IA or a "PT consists of" list. Oppose them even when they only RSed on Tiger Drill buttons. Take the RSing Item most intimate to the actual session as the first one to use. If in further doubt take the RSing Item closest to the session the pc is interested in.

List One, I A or "PT consists of" lists do not have to be RIs to be opposed. They are locks on RIs. They only need to briefly RS, or to have been seen to RS at some time, to be opposed. If they RSed at any time they *must* be opposed according to whether they are terms or opterms.

I have seen a case fail to give more than dead horses until somebody recalled that on a Sec Check test a year before the case had RSed on "Scientology Orgs" (now not even a tick). When that was opposed, a dial-wide RS turned on for 55 consecutive pages of Items, a high record.

One remedy is to Tiger Drill "On List One \_\_\_\_\_", but it isn't infallible.

## REPRESENTING AN RSing ITEM

One of the three most destructive actions to the pc is *Representing an RSing Item*. (The other two are opposing the wrong way and opposing an RSing Item taken from an incomplete list, both included below.)

Representing an RSing Item puts a terrible strain on the pc's attention. The list may even RS, probably will. But the opposing Item, now hidden, wreaks havoc on the pc all the time its companion is being listed on a represent list. A real calm pc can turn into a screamer if an RSing Item is listed with a represent list, whether it has been opposed or not.

(Note: This is contrary to a 3GAXX action which could be done only because a detested person wasn't a vital oppterm. It should not be done even in 3GAXX.)

*Rule:* Only do opposition lists on RSing Items. Never represent them.

## OPPOSE RIs

Always oppose an RI and continue to oppose RIs until you get a satisfactory package. Never leave a BY-PASSED Item.

To do so is destructive to the preclear. This is not the greatest source of destructiveness and not every RI by-passed will ruin the preclear. But once out of three times the pc will be upset.

Example: "Scientology" RSeS. A Reliable Item "A slavemaster" is found on the opposition list. It is not then itself opposed. Pc is upset by presence of a hidden Item that opposes "A slavemaster". Pc stays upset until "A slavemaster" is opposed and its RI companion Item "A freedom Fighter" is found. "Slavery" shows up on the "Opp Scientology" List as the thing that actually fronted up to "Scientology" when the whole thing was packaged.

*Rule:* When a First List RSing Item is opposed and an RI is found, then Routine 2 steps are incomplete until the found RI is itself opposed.

It goes Represent—oppose—oppose or Oppose, Oppose.

It will be seen that First List RSing Items are usually locks into PT on actual RIs. It will also be seen that the Rockslams on the First List, the first opposing RI and the RI that opposes that all match. They have the same width and speed and pattern. They seldom all RS at the same time but in sequence of when first found.

*Rule:* All Items found must be completely packaged.

*Rule:* All RSs in a package must match in character and vanish when fully packaged.

Leaving a by-passed Item is also possible because of incomplete lists. (See below.)

## INCOMPLETE LISTS

If, after nulling, you have several Rockslamming Items remaining, your list is *always* incomplete.

Bonus packages vanish as soon as spotted. They occur once in a while. They can be ignored in this rule:

*Rule:* If you find more than one RS in *nulling* a list that list is incomplete and must be completed.

Example: “Preclear (pn)” once RSed so it is opposed. The “Who or what would a preclear oppose” list is listed and a dozen RSs were seen on listing (OK so far). The list tested without reaction on the question. The auditor starts to null the list. *Some* of the Items that RSed while being listed, RS now on nulling. List is nulled down to 3 (!) RSing Items. Auditor chooses one. It RSeS nicely. This is “A control device (sen)”. Auditor now lists “Who or what would oppose a control device?” List RSeS well. However, masses tend to close in on pc. Havingness drops. Pc possibly ARC breaky. Auditor continues On listing. And on. And on. Finally gets to nulling. Very hard job. Pc cutting up. Auditor tries to pull missed withholds. After much blood auditor finds four RSing Items left on list, chooses “A wild man” and tries to package. Pc glum. Very little cognition. *TWO* Items have been By-passed. How? Auditing supervisor sees that several Items on the “Who or what would a pc oppose” list RSed on nulling. Assumes rightly list was incomplete. Directs it to be completed. Pc smiles brightly and with a suddenly clean needle lists 80 more Items (several of which RS on listing). Masses fall away from pc again. No ARC breaks. This time only one Item RSed on nulling. “A controller (sen).” (Only new list is nulled of course. You never re-null in 2-12.) RS has mysteriously (and correctly) vanished off every other RSing Item on that list. The list “Who or what would oppose a control device?” is wholly scrubbed, being wrong. The auditor now lists “Who or what would oppose a controller?” The pc happily lists 200 Items (many RSing). The needle goes clean. The auditor starts nulling. Finds he has two Items on the first three pages that RS. Has learned his lesson and, leaving off nulling for the moment, gets pc to add 50 Items. Auditor goes on nulling. Nulls down to one RSing Item, “An Insane Idiot”. The RS on “A Preclear”, “A Controller” and “An Insane Idiot” all matched when seen each in turn (but “a preclear” doesn’t RS any more). Pc cogniting like mad. Very happy. Masses all moved off and havingness up.

*Rule:* If in nulling more than one RS is seen on list, that list is incomplete and must be completed.

There are no exceptions to this rule. Bonus packages blow off on a completed list.

Also, to clarify, keep in mind this rule:

*Rule:* If a list does not RS now and then or at least once when being listed, it will become a dead horse.

That some list Items RSed when the pc said them during listing is natural.

If, with Suppress clean, more than one of them RSeS during nulling, that list is incomplete.

Also, in passing, don’t finish nulling a list before adding to it as a general practice. Add to it when the pc’s needle is dirty or when you see more than one RS on it during nulling. The pc ARC breaks if you keep completing the nulling of the existing list and then adding.

## WRONG WAY OPPOSE

Pcs are not always right when telling you it’s a terminal (pn) or oppterm (sen). They even sometimes lie to try to save their face (to keep from looking bad in an auditor’s eyes or the world, or to seem even more villainous than they are).

The only real test of a right way oppose is whether or not the list lists easily with **IMPROVED SKIN TONE** in the pc and improved cheerfulness, and if it produces *one* RSing Item that packages later.

If you just can’t tell which way to oppose, oppose both ways and then decide on pc’s appearance which way was right and continue it.

Wrong way opposition is not usual. Usually the pc tells the truth and all is well. But when a list is listed wrong way to on opposition it’s long, horrible and deadly.

The pc goes faintly grey, green yellow or blackish, looks worse, and the list gets endless. A wrong way list will RS. So it's only pc appearance that tells the story. Routine 2 is beneficial. Pcs that are listed with right way opposition look brighter, younger, with a more translucent skin tone. You won't make a mistake if you can tell the difference between a young boy and an old man, it's that distinct. (Remember, a pc will also look worse as above if you took an Item from an Incomplete list or committed any of the other R2 errors in this HCO Bulletin.)

### LISTS THAT WON'T COMPLETE

The only reasons a list will not complete are:

- (a) Wrong Source
- (b) Wrong Way To Oppose.

In either case there is something wrong with the source of the list.

That a list in listing RSeS is no guarantee of rightness of source. A wrong way to list will RS. Some lists taken from a wrong source cycle RS, DR, Clean needle, RS, DR, Clean needle.

Wrong sources are:

1. A First List Item is opposed that didn't ever RS,
2. An "RI" grabbed off an incomplete list that must be completed,
3. An Item that was a terminal being opposed as though it were an oppterm and vice versa,
4. On a represent list, the Item being represented actually was an RSing Item,
5. On a represent list the Item being represented was badly chosen and of no interest to the pc.

There are no other wrong sources and thus no other R2 way to get a list that won't complete. But when you *do* get a list that won't complete, be very careful to look over the above 5 reasons and pick out the right one. You may have to complete an earlier list first and scrub the one you're on.

Incompleting lists are usually abandoned without further patch-up.

How long is an Incomplete List? How long is a piece of string?

### LONG LONG LISTS

Don't ever be afraid to have a long list, only be afraid of short ones. But when a list is running up toward thousands, something is wrong.

Endless Lists stem basically from wrong source as above or from the auditor's failure to understand what indicates a complete list.

If, on close study of the case folder and pc, Routine 2 errors seem to be absent—the source is right and not something taken from another list itself incomplete, if the oppose is right way to, then look for the following:

- (a) Pc is not answering auditing question or
- (b) Pc has *decided* something was his Item and is representing it or is otherwise operating on a *decision*.

The remedies are to get *Decide* in well and to make sure, without upsetting him, that the pc is answering the auditing question.

And if that is all OK, then it's just a long list, so complete it.

*Rule:* A list is complete when it can be nulled and when it produces just one RI that RSeS on Tiger Drilling and stays in.

A list can be nulled only when a needle is *clean* (except in 2-10).

The definition of a CLEAN NEEDLE is one which flows, producing no pattern or erratic motions of the smallest kind with the auditor sitting looking at it and doing nothing. A CLEAN NEEDLE is not just something that doesn't react to a particular question. It's a lovely slow flow, usually a rise, most beautifully expressed on a Mark V at 64 sensitivity.

A list has to be listed until this needle flow is observed (with no Mid Ruds put in). But ruds or no ruds, a CLEAN NEEDLE always appears when a list is complete.

A DIRTY NEEDLE is one that jerks, tips, dances, halts, is stuck or has any random action on it with the auditor sitting looking at it doing nothing.

There are the *Auditing* methods of converting a dirty needle to a clean needle, both as defined above. These are all the skills of auditing used with Big Mid Rud buttons.

Now entirely and distinctly separate from *Auditing* skills for cleaning a needle, there are the Routine 2 methods for converting a dirty needle to a clean needle.

Usually both *Auditing* and *Routine 2* methods are used to clean a needle so that one can nul, the former briefly, the latter abundantly.

However, do not overlook the demonstrable fact that Routine 2 methods for cleaning a needle are *very* beneficial and lasting in results, whereas purely *auditing* methods (like Mid Ruds) have value only for the moment and, even though auditing methods are desirable in this operation, when the Routine 2 is in error, the clean needle is really impossible to achieve longer than seconds with *auditing* methods.

The obvious solution to cleaning a needle is to first have *Routine 2* as perfect as possible (the errors outlined in this HCO Bulletin uncommitted or being rapidly corrected) and *then* use auditing methods.

Try it in reverse (auditing methods first and then using corrections of Routine 2) and you will not only fail to get a needle clean longer than seconds, you may also waste the better part of an intensive trying to do it.

So spend *hours* straightening up Routine 2 errors and doing it right and brief minutes with auditing methods when necessary.

And don't revile a pc for having a dirty needle. It's the auditor who dirties it up with incorrect or inaccurate Routine 2, not the pc.

Now a clean needle is vital in order to nul a list. Don't *ever* try to nul a list with the needle dirty. If the Routine 2 is right, the needle will clean up with two minutes' work of Big Mid Ruds. If Routine 2 errors (wrong list source, list incomplete, wrong way oppose, etc, as per this HCO Bulletin) exist and Routine 2 is being done wrong, then two hours' worth of Big Mid Ruds will not clean a dirty needle.

Any of the Routine 2 errors taken up in this HCO Bulletin will create a dirty needle and keep it dirty and leave the auditor sweating over Mid Ruds and the pc going mad trying to answer the questions. Yes, the Mid Ruds are out. But why? Because one or more serious Routine 2 errors as described in this HCO Bulletin are present.

So see the light. If you sweat on Mid Ruds as an auditor, curse them as a pc or see a co-auditor dripping exasperation over Mid Ruds and the needle won't stay clean, look

at the Routine 2, *not* the difficulty with Mid Ruds. Look for the errors here described. Check them off on the case, one by one, and don't even be satisfied that it's only "No-Auditing". Check all the errors off, section by section. You'll be startled.

So in general, difficult Mid Ruds and dirty needle indicate wrong Routine 2, not bad auditing. Somebody has flubbed the Routine 2 before the *auditing* was flubbed. Once the Routine 2 is in error, auditing becomes impossible.

This gives no excuse for bad metering, cleaning cleans, trying to look like an auditor but ignoring results. Auditing errors *do* exist. And can be serious, but a pc running on right Routine 2 would forgive the Pope for having a forked tail. You almost can't muddy up a pc running on right Routine 2.

Here's a trick. Don't try to nul a list until you've seen a clean flowing needle for a *lot* of Items, maybe 50. Then get in fast Mid Ruds on the list and do it without cleaning any cleans. Then start nulling. If the needle dirties up after 30-40 Items, skip Mid Ruds, just show the pc the page and have him spot any big thoughts he had on it. Then immediately get back to nulling. If the needle is dirty still, resume listing until it's clean. Just do those actions and (given error free Routine 2 as per this HCO Bulletin) you'll have a smooth, smooth happy time of it in nulling.

Do anything you don't *have* to do in auditing Routine 2 and you're in trouble in the auditing department. Bang out almost total Routine 2 and you're in clover. Give 1/10th of the session over to goals, Mid Ruds and other auditing actions and 9/10ths of the session to pure Routine 2 Actions and you'll really win. And that 1/10th includes any Mid Ruds on the list as well. Give half the session to auditing and half to Routine 2 and you'll be in continuous trouble.

The righter the Routine 2, the less auditing you'll have to do.

So how long is a list? Can you nul it with a needle that requires only a pc inspection of a page to keep it clean? Are all but one of the RSs that happened in auditing dead when you nulled? Are your pages long streams of X's? Did you have to use suppress only once per page (fast check) to keep it clean?

Well, that's a complete list. If it gave you an RI. Just one.

So how long is a list?

But if all the above is true and a pc's lists are still *very* long, another thing can be wrong.

That wrongness usually is the pc's confronting ability being driven down by auditor unfrontability. (But also can be caused by a wrong RI or other errors gone before it as covered in this HCO Bulletin.)

The auditor Qs and As, yap, yaps, nags the pc, blames, gets in endless Mid Ruds, cleans cleans, misses reads or does something else.

The length of an auditor's pc's lists is to some degree proportional to the Rough auditing or no-auditing done by the auditor. (And also by a failure to use Mid Ruds and TD in the right places when necessary.)

We have known since '55 that rough auditing reduces havingness. Here's why: Rough auditing lowers the pc's ability to confront in the session. The pc's havingness is proportional to his ability to confront in the session. If a pc's havingness by can squeeze test is lower at session end than at beginning on Routine 2, then there's something wrong with the auditing or with the way Routine 2 is being applied (one of the above Routine 2 errors is being made).

The remedy for the bad auditing is to make the auditor only acknowledge anything and everything the pc says or put it on the list. Tear out all Rudiments, Tiger



Drills, two-way comm, and forbid any chance to comment or act on an Origin by the pc, and get only Routine 2 done.

The remedy for Routine 2 errors (and the errors themselves) are given above in this HCO Bulletin.

## CONCLUSION

Routine 2 does not have an endless parade of DO-NOTS. They are basically just those above.

Simple, really.

And I've not seen one session on Routine 2 that was going really wrong, go wrong on auditing errors alone. Routine 2 sessions go wrong on bad Routine 2. The auditing form and meter errors start to pile up after Routine 2 has been balled up. One or more of the above Routine 2 errors has been done and overlooked.

The reason why Routine 2 errors are more deadly than purely auditing errors is that Routine 2 is handling the pc by batches of lifetimes. All the stress and gore- and agony of generations exist on the lists of any one package. An auditing error can be gross and get by unless it is sitting on a Routine 2 error. Then the tiniest auditing flub can produce a reaction like an earthquake. The charge is all coming from Routine 2 mishandling and is evident on the surface only by the auditing error.

## CASE REMEDY

Routine 2 case patch-up is elementary, done with a knowledge of the above errors. Just find out which one of the above sections is being violated. And get it done. The error will only be one of the above to cause case non-progress or worsening.

The sections are given in order of importance.

I will shortly work up a series of actual case history case repairs. So save the records and you save all.

## SUMMARY

Routine 2-10 and 2-12 are their own technology and must be learned as such.

Routine 2 errors are more shaking to a case than errors in form and meter (except where the auditor can't even see a Rock Slam!) and where a case is not winning on Routine 2 auditing it is the Routine 2 that must be reviewed—and fast. The elements to be reviewed are all listed above by sections in order of importance. Of course many other smaller fantastic errors can be done and will be invented but they will be junior in value to those listed above and will be reported when found.

Routine 2 will be with us a long, long time and it is worth learning well. It takes the toughest case apart and is the *only* process that can start the actual clearing of 805'o or more of all cases.

I have done or reviewed thousands of hours of auditing in forming and organizing and testing Routine 2.

It is the most gratifying (and sometimes hair-raising) auditing I have ever done or viewed. You can't oversell Routine 2. You just can't. For it is the first gateway to light, life and liberty for all Mankind at last.

L. RON HUBBARD

LRH: dr.rd  
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HCO BULLETIN OF 1 JANUARY AD13

Central Orgs

**ACADEMY CURRICULUM  
HOW TO TEACH AUDITING AND ROUTINE 2**

INTRODUCTION

With the placing of a clearing technology into HCA/HPA hands, we must revise our concept of training.

Routine 2-12 is complicated and exact. But as it is the only thing known which cracks all cases, we have no choice in the matter. We can and must learn it well. It must not be indifferently learned. But as it is not going to change as is well proven, time and effort can be spent upon it and must be.

We must rise to the occasion. We must use all we know to learn and teach all we have to teach to get Routine 2 done.

CHECK SHEETS

There are two distinctly different series of check sheets for doing Routine 2 processes and auditing. These are:

- (a) Those that apply to Routine 2, the GPM and data listing, nulling and case errors and repair;
- (b) Those that apply to auditing, its basics, skills, the meter.

Although these associate and interlock, they are two separate subjects of study.

For years we have faced the arbitrary that those whose cases got in the road of their auditing yet had to assimilate auditing theory and practice.

Routine 2 well done removes with some rapidity these case barriers to auditing.

Therefore there are several phases desirable in studying auditing and Routine 2.

V UNIT CLASS 0  
FIRST PHASE

For a new student, doing Routine 2-10 precedes study of auditing and Routine 2. This is done under close supervision on a co-audit basis with the Co-audit Supervisor taking a hand on cases, checking out Items, correcting cases, etc.

This is done until the student has found in another and has had found in himself 2 or 3 packages. *Accuracy* is the essence of this first step, otherwise the wasted time and wrong Items will give the whole action the tone of despair.

Only good results are stressed, not the form of how they are achieved.

In this first phase we want the student to see that Routine 2 produces changes for the better in himself and the pc and is worth learning. This is what we're trying to show.

We remove, if the Routine 2 is good, the barriers to learning auditing and Scientology.

All we want then from the first phase is:

- (a) Reality on the benefits of the process and auditing; and
- (b) Removal of the barriers to being a good auditor.

W UNIT CLASS Ia  
SECOND PHASE

This phase actually starts the training of a Scientologist. He or she, however, should have started its check sheets in the V unit.

We teach the basics of Scientology, its history, the Auditor's Code, Axioms, the ARC triangle and Tone Scale out of the old Notes on Lectures booklet.

In practical and auditing we teach and do objective processes, Op Pro by Dup and the CCHs.

We wish to accomplish this in this phase:

- (a) A Reality that Scientology is a real subject and very precise, not a mixture of Indian philosophy and cute tricks, and give the student solid grounding on pure Scientology basics, disrelated from auditing; and
- (b) Get the student capable of repetition of commands and unafraid in actual physical handling of other bodies.

X UNIT CLASS Ib  
THIRD PHASE

We now enter the student upon a phase of formal auditing consisting of theory and practical, using all the basics of auditing, the TRs, the meter, fine points.

This phase should specialize in basic auditing skills, very precisely applicable to handling an auditing session, a meter, meter drills, anti Q and A, TRs 0-4, Model Session, Mid Ruds, Missed Withholds, etc.

And we get the student to run formal processes on the Meter until he or she understands a meter. These processes consist only of ARC Straight Wire, comm processes, nothing that will disturb 2-12 or run out Rockslams. The idea of this auditing is to get the student used to handling a session with competence.

From this phase we expect:

- (a) The basics of auditing in theory and practical; and
- (b) Confidence in confronting a bank and handling a pc on a meter with good form.

Y UNIT CLASS IIa  
FOURTH PHASE

In the fourth phase our interest is in Prepchecking as an action and a prelude to lists in the form of a Problems Intensive.

In theory and practical we teach how to do a Problems Intensive, advanced metering, how to detect case changes, better sessioning, more TRs 0-4, more basics of Scientology such as Axioms and Logics.

In auditing, the student does a Problems Intensive and receives one. The stress is on good sessioning and RESULTS.

From this phase we expect:

- (a) A good command of a Problems Intensive theory and practical, how to detect case changes; and
- (b) The ability to actually audit to a good result and keep Mid Ruds in and CLEAN A NEEDLE.

Z UNIT CLASS IIb  
FIFTH PHASE

This is a theory and practical phase for Routine 2-12.

The student also audits Routine 2-12 under supervision.

The whole check sheet for Routine 2-12 is thrown at the student. The long HCO Bulletins are segmented into a page or two and thereby made into several passes (the student studies and is examined on them in segments).

In auditing, the student is permitted to do full 2-12 and the stress is on RESULTS with accurate Routine 2-12.

PG UNIT—CLASS II  
SIXTH PHASE

This is a post-graduate phase on Routine 2-12. It was formerly known as “Interne”.

The theory and practical are all on the stress of CASE REPAIR and how to supervise Routine 2.

The student is used to help supervise V unit students as his auditing activity with stress on case errors.

The remainder of the student's time is taken up with preparation for examination for his HCA/HPA.

The student may be used for charity cases and what was formerly Interne work.

#### SUMMARY

This is about a three months' course if steamed through. If it takes longer, then the V unit was flubbed.

If a student hangs up longer than a reasonable time in any upper phase, he is returned to the V unit and is required to do and receive Routine 2 while continuing to try to pass upper level check sheets so as not to hold him up.

Students are, of course, expected to study evenings and week-ends.

The three section course plan is adhered to of Theory, Practical and Auditing.

Auditing in the Auditing Section is done for RESULTS, not to teach auditing. Practical is where they practise.

Students are progressively assigned to their units and are re-classed as they pass out of a unit.

The Model of this Course is Saint Hill but it may not be so advertised.

The chief difference of course is the necessary re-introduction of a student body tape programme such as in the old days. The last hour of the day is used for this. A sequence of about 75 tapes, mainly of general historical or auditing interest, are played to the whole student body, assembled in the main assembly hall, one tape each day, regardless of the students' classification. They are given quizzes on these tapes, very brief. No other tape use is made in an Academy. There are no headphone recorders. If tape play speakers are not good the students won't learn anything from the tapes. When tapes are omitted as a whole class activity, the whole direction, meaning and ethic of Scientology goes sour in an area and the students haven't a clue what Scientology is for and you find them idling about driving off pcs with nutty chatter.

This Academy Curriculum requires a D of T and two instructors. To this can be added a Training Admin who is also Extension Course. The D of T becomes Auditing Supervisor, the other two instructors are the Theory Supervisor and Practical Supervisor.

The Classes are awarded on the Completion of the phase and designate the check sheets. Students get canceled out of units but not off check sheets.

The only things that can keep students from passing through this course rapidly are (a) failure to schedule precisely, (b) failure to demand and obtain auditing results in all units, (c) local non-comprehension of R2-12, (d) capricious and unreal theory and practical examinations and (e) failure to enforce the course regulations. A full Academy will attend to all these things. An empty one will have ignored them.

It is no real sin to do a lousy job of auditing. It is a terrible crime to do a bad job of training and dissemination because then there's nothing left to pick the cases up in this life or the next. Every bad auditor we turn out costs us a hundred preclears. Every good one puts us closer to our objectives.

An Academy Class II should be good enough to go to work at once as an HGC auditor without causing the HGC a moment's worry.

It *can* be done because it must be.

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L. RON HUBBARD

** 6301C08	SHSBC-226	R2-10 and R2-12
** 6301C08	SHSBC-227	Case Repair
** 6301C10	SHSBC-228	R2-12
** 6301C10	SHSBC-229	How to Audit

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JANUARY AD13

Central Orgs  
Franchise

**ROUTINE 2**

*IMPORTANT*

**OPPOSITION LISTS  
RIGHT AND WRONG OPPOSE**

Most PT terminals and oppterminals look more like Coterminals than clean Terminals or Opposition Terminals when first contacted. They become more definite Terms or Oppterminals after they have been listed a page. While you should be able to make the right choice in most cases by the usual test given in the 2-12 steps you *can* err.

Your lists will become endless and unnullable and your pc will go downhill if you oppose an RI wrong way to.

Therefore, while listing, carefully observe the needle and the pc. The TA is meaningless in this test. The Indications for testing “Right Way Oppose” and “Wrong Way Oppose” are the subject of this bulletin.

In opposing a Reliable Item you can consider it a Terminal (because pc said it gave pain) and list “Who or What would a Catfish oppose?” Whereas in actual fact it was an Oppterm and should have been listed “Who or What would oppose a Catfish?” Or Vice Versa. Sad consequences follow a wrong choice.

POTENTIAL MISCALLING AN RI

Even the best auditor can make a mistake in calling an RI he’s gotten a Terminal or an Oppterm. The pc is foggy as to what’s pain or sensation. The RI may have both. Sometimes Terminals are so covered with Sen there is no pain at first. Sometimes the hidden Terminal is so hard down on the Oppterm RI it seems like a Terminal.

Further, you can be doing an Opposition to an RI list, expecting a Terminal to come up and get, in fact, *another* Oppterm. This is fine. Accept it if the list only RSeD once on nulling. But the opposing Terminal is still hidden and must be gotten. Pcs, you see, often put Terms and Oppterminals on the same list.

STABLE DATUM:

Always regard the identity of an RI as a Term or Oppterm as potentially wrong until listed and tested as per this HCO Bulletin. Do the best you can with usual tests to tell what it is before you start listing and choose your oppose question accordingly. But be ready to find that what was a Terminal is really an Oppterm or vice versa and should have been opposed “the other way around”.

You have only two list questions to use in opposing a Reliable Item. These are “Who or What would oppose a       ?” and “Who or What would a        oppose?” For *every* Reliable Item there is only one of the above that is right. The other is wrong. There are no true Coterminals—they only seem to be both a Terminal (pain) and an Oppterm (sensation).

When it comes to listing you will benefit the pc *only* by listing the right way. The other oppose question then is the wrong way.

If you list the “wrong way” (using the wrong question), you’ll get an ENDLESS LIST that never completes and won’t nul.

You therefore have a choice of two questions and one of them is right and the other wrong, always. If you choose the right one and list it, the pc benefits. If you choose the wrong one and list it the pc will get worse rapidly, right in the session before your eyes.

It often happens that you start listing the wrong way. This is because you failed to find out correctly if the RI you were about to list an opposition list to was a Terminal (pain) or an Opposition Terminal (sensation). The pc said he had “sen” but actually felt “pain”. Or the pc did have “sen” and the pain appeared afterward. In short, because PT Terminals look like Coterminals very often, neither the pc nor the auditor can tell on some RIs. This happens to *some* RIs on every case.

The solution to the dilemma is to test by listing a page or two.

There are certain definite signs of wrong way opposition. They can be seen with half an eye. There is no need to go on until your pc is caved in and you have 99 pages of Items to find out you can’t nul and should have opposed the other way around.

A list right way to or wrong way to will Rockslam, so that’s no test in itself. The tests, five in number, are a little more delicate:

Aside from original tests for Term or Oppterm, how to tell if an oppose list is right way to:

#### RIGHT WAY INDICATIONS

1. In Listing needle is loose and gets looser;
2. Pc’s skin tone gets progressively better as he or she lists;
3. Masses move *out* off pc;
4. Pc gives Items easily;
5. List completes easily.

#### WRONG WAY OPPOSE INDICATIONS

If List is wrong way oppose (which is to say the wording is reversed, such as “Who or What would oppose a Catfish?” as different from “Who or What would a Catfish oppose?”) these things will *always* happen:

1. In listing, the needle gets tighter, stiff and tends to jerk. It goes in cycles, DR, RS, DR, clean, DR, RS, DR, clean, etc;
2. The pc’s skin tone gets progressively worse, darker and off colour and the pc looks older;
3. Masses move into the pc and make him feel more or less squashed;
4. Pc gives Items with some small difficulty and tends to invalidate them and RI being listed from;
5. List doesn’t ever complete. You may be able to nul a while but the needle will dirty up and no amount of Mid Ruds will clean it.

Whether your list is right way oppose or wrong way oppose the pc may get pain and sensation, even nausea. Indeed, be worried only if the pc *doesn’t*. These don’t

count. Pain and Sensation are used for the first test you make in selection. But aren't used beyond that test given in the Steps of 2-12. It's the darkening colour of the pc and his or her apparent age that count. Your tests above are *visual* not getting data from the pc. Pcs will list wrong way to and plow themselves right on in with no complaint.

If you start listing wrong way to, and then turn it around, the pc will have trouble giving right way to Items for a bit, and then they come at a rapid easy flow and you get all the above 5 things for the right way list. Unless you change around to the right way and continue to list the wrong way you will continue to get the 5 indications given for wrong lists.

Sometimes an RI is so fouled up you have to test by listing one way, then the other and then back to the first way again.

A little experience is solid gold, for you begin to see the 5 indications for right lists and the 5 indications for wrong lists and recognize them more quickly.

When you have opposed wrongly and then, in opposing right way to you get a complete list, you never bother to nul the wrong way list. You just abandon it. The RI won't be on it. You only nul the right way oppose list.

Rule: Never nul lists taken from wrong sources. Just abandon.

No list ever went to 50 pages that was right way to. Right Way Oppose Lists that can be completed are probably all below 500 Items, the usual being around 250 Items.

Wrong Way Oppose is the chief source of difficulty for any opposition list, rivalled only by Incomplete Lists as a trouble maker in Routine 2.

A wrong way oppose list is of course "Wrong Source" as one is using "Catfish" as a Terminal instead of "Catfish" as an Oppterm or vice versa.

Endless lists also come from just continuing to list on and on and on, the pc's needle being dirty by "Protest". This is just silly. Some supervisor may develop as a stable datum, "If the needle is dirty, just continue listing." And this is wrong. A needle does get clean when a right way oppose list is completed. But wrong way oppose or Mid Ruds Out can also make a needle dirty.

On an oppose list, if a needle is dirty three main things can be wrong:

1. List is right way oppose but incomplete. Remedy: Complete it to one RS only seen on nulling.
2. List is wrong way oppose. Remedy: Oppose it the other way and watch the signs (above) until you're sure. Then go on and complete.
3. Mid Ruds are out—pc protesting the session or overlisting.

Wrong Source (opposing a wrong item) can mess up a pc also. But why'd you take an Item from an incomplete or wrong way list in the first place and then oppose it? The remedy of this one lies before the fact of wrong way oppose, so is not the subject of this HCO Bulletin.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 JANUARY 1963

CenOCon  
Franchise  
Students

*URGENT*

**ROUTINE 2—SIMPLIFIED**

(Communicator: Mimeo AT ONCE and  
RUSH TO ALL TECH DIVISIONS)

I will shortly release Routine 2-12A which will incorporate Routine 2-10 and 2-12 with enormous simplification.

While the basic processes and purposes remain the same, I have worked out a number of simplifications that are greatly needed.

Having seen some of the trouble with R2- 10 and 12, I have been furiously working to improve Indicators. I've now proved out some invariable indicators that will completely wipe out flubs if followed exactly as given in this HCO Bulletin. If they don't work for you, the R2 being done is from wrong source. These indicators are not wrong.

I have also succeeded in developing a system in 2-12A that eliminates nulling, thus saving half the auditing time, and eliminates Tiger Drilling—a weak spot for HPAs. As the sessions can be run with almost no Mid Ruds or ruds, this leaves auditors with only an RS to see on the meter and cuts out almost all other meter reading. R2 then comes much more easily into the realm of Co-Audit.

If you don't get results from R2 it's being done wrong. I've got the variables pretty well licked.

Until the full release of R2-12A, incorporate these changes which belong to 2-12A into any R2 you are doing or supervising. Change over *at once*. Abandon the old way where it conflicts as these data below will keep you out of trouble and stop some of the glaring errors being done. Apply these below to any 2-10 or 2-12 currently being done.

**TONE ARM**

The *Tone Arm* is used in R2- 1 2A.

On *any* list done on a preclear, whether source, represent or oppose, RUN ALL THE TONE ARM ACTION OUT OF THE LISTING. LIST AT LEAST 50 ITEMS BEYOND THE POINT THE TONE ARM BECAME MOTIONLESS.

Keep the tone arm readings in the left margin of the list column. Note TA action about every 5 Items or at every change.

In a wrong-way-to oppose list, the TA tends to be more stationary.

If you don't run the TA action out and at least 50 Items beyond, plus 50 Items beyond the last RS seen on listing, the list will be incomplete.

Sometimes several pages have to be listed with a motionless TA before the final RS comes on the list but ordinarily the final RS comes within 50 Items after the TA has been motionless for 50 Items.

**LIST BEYOND LAST RS**

List at least 50 Items beyond the last RS on the list. Do not stop listing with the last RSing Item. If you do you can be fooled. If you get a new RS in the 50, list 50 more beyond that and so on.

**TEST LIST BOTH WAYS**

List a few Items on each way oppose as a conclusive test to find right way oppose. The needle gets stiffer on the wrong way oppose. THE NEEDLE LOOKS LOOSER ON RIGHT WAY OPPOSE. If you still can't decide, again test either way until you are sure.

Use all normal tests but list a little each way to be sure.



## WRONG WAY LIST

A list is wrong way to if

1. The list doesn't RS.
2. The RSEs on the list increase in incidence—more RSEs per Item on later pages. (The number is quite marked.)
3. The pc looks darker and mass is pulling in on the pc.
4. The list is inordinately long—40-50 pages.
5. The needle gets tighter and stiffer as you list (the most noticeable test). (A needle also gets tighter on an added to list if you didn't read the right Item to the pc.)

## VANISHED RS

If a case *has* RSEd and suddenly can't be made to no matter what you do, the RS is swallowed into some earlier incomplete or fumbled action.

Go back and handle the earlier action correctly.

Sometimes an Item grabbed off an incomplete source list (but *never* use one that was found by representing an RSing Item) has to be handled fully to get the RS back. Example: Incomplete Parts of Existence List. "God" RSEd heavily on it. Some auditor grabbed it and opposed it. List abandoned when directions came to use Items only from complete source lists.

Eight Reliable Items later, RSEs on the case vanish or get tiny. Pc's PTPs heavy and not being resolved by R2. Solution: Go back and get the "God" package complete. The big RS will come back on. (Make sure it's opposed right way to this time.)

## FOUR ITEM PKGS

The biggest change from 2-12 to 2-12A is the four Item Package.

Always get four Items in a row.

Complete any existing 2 or 3 Item packages on a case to 4 Items whether the last Reliable Item found still RSEs or not.

The four are:

- (1) Reliable Item taken from a completed source list.
- (2) Reliable Item taken by opposing (1).
- (3) Reliable Item taken by opposing (2).
- (4) Reliable Item taken by opposing (3).

It will be found that (4) is in opposition also to (1) if all was done correctly.

All lists (1) to (4) must be complete, to no TA action and beyond, right-way-to opposition in each case. Where a represent enters in (which is seldom), there are five lists for four Items. These are:

- (1) Source list (complete to no TA for 50 Items but no RS).
- (2) Represent list from last Item in on source list. This is RSing Item. This is the first RI. List must be complete.
- (3) Oppose list on RI found in (2) just above. This gives second RI.
- (4) Oppose list on RI found in (3). This gives third RI.
- (5) Oppose list or RI found in (4). This gives fourth RI.

Whether you get your first RI from an oppose or represent list, you always wind up with 4 RIs.

## PACKAGING

A package always consists of Two RIs that are terminals and Two RIs that are oppterm.

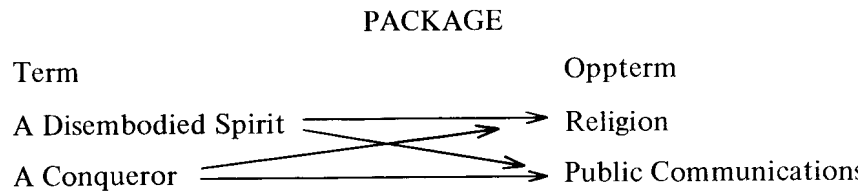
The terminals oppose either oppterm, one better than the other.

This is two packages 2-12 style, one pkg 2-12A style.

The Term-Oppterm of each pair must be of same order of magnitude.

The auditor has no business with the significances of Items. He *never* suggests an Item or goal. He never rejects one because of significance.

Here is an actual package. 1st RI found, Oppterm RELIGION; 2nd RI found, Terminal A CONQUEROR; 3rd RI found, Oppterm PUBLIC COMMUNICATIONS; 4th RI found, Terminal A DISEMBODIED SPIRIT.



In a 2-12A package you have to have 2 terminals and two oppterm, opposing and cross opposing as above.

Otherwise you've goofed and will the pc hedge and ARC break! Oh, my!

The sequence may be (1)Oppterm RI, (2)Term RI, (3)Oppterm RI, (4)Term RI, or it may be (1) Represent Item, (2) Oppterm RI, (3) Term RI, (4) Oppterm RI, (5) Term RI. Or it may be (1) Term RI, (2) Oppterm RI, (3) Term RI, (4) Oppterm RI, or (1) Represent Item, (2) Term RI, (3) Oppterm RI, (4) Term RI, (5) Oppterm RI.

Always 4 RIs, always 2 Terms, always 2 Oppterm.

If they don't come out that way then one of the lists was wrong way to or incomplete or both.

## NULLING

R2-12A doesn't nul a full RSing list. Only a non-RS list to be represented gets nulled. And these are infrequently needed.

One completes the list to no TA action plus 50 or more Items and then 50 Items beyond the last RS seen on listing. The 50-50 rule is minimum, not maximum. It sometimes must be more.

One tells the pc that one is going to read him the next to last RS and does so. If it RSes, one adds to the list until a new RSing Item is seen and 50 Items beyond it. Then one reads the now next to last RSing Item again. (No Tiger Drill.) Auditor tells pc: "This is the next to the last RSing Item, not THE Item."

When the next to last RSing Item *does not* RS on reading it to the pc (no TD), one then tells the pc that his or her Item will now be read and reads the LAST RSing Item to the pc. It should RS without TD. If the next to the last Item did RS, one does *not* read the last RSing Item to the pc but just returns to listing. If the RS is off the last Item seen to RS read the non-RSing Items just before and just after it, always to be sure. The RS could have been noted for the wrong Item.

When one has read it to the pc and seen it RS, the auditor says, "That Rock Slams" and watches the pc. The auditor does *no* other action for a while, says nothing else. To speak or engage in new actions will rip the pc's attention to shreds. This is a critical moment. One watches the pc's face to see if it darkens or lightens. Darkness= wrong Item. Lightens = right Item. (Watch the area below the pc's eyes, the eye pouches.) Pc doesn't know if it's his Item or not = wrong Item. Pc knows it's his Item = Right Item. Pc ARC breaks shortly or gets critical of auditor = wrong Item. Pc happier = right Item. Pc doesn't cognite = wrong Item. Pc cognites = right Item.

While pc is cogniting auditor will see the Item continue to RS on the meter. The RS may fade out or narrow as pc cognites. This does not mean wrong Item necessarily.

Even if the RS vanishes after a good bit (5 minutes?) (no TD) it is still opposed. (3) is more likely to fade than (1) and (2) RIs. (2) is more likely to fade than (1) RI. (4) fades almost at once.

The Item must *always* be the last RS on the list and must always RS the first few times read without Tiger Drill (providing session rudiments are even vaguely in).

If you aren't sure of the RSeS while listing, nul for RS only from the one above the next to last Item to the end of list. Don't nul whole list ever.

If an added portion has an RS on it there is no need to nul earlier than it either as no earlier RS will exist. However always test next to last RS. If two RSeS appear before a list is added to (next to last and last) or if any two Items on a list RS before a list is added to, that list is incomplete and does *not* have the Item on it.

#### WRONG ITEM SIGNS

A wrong Item given to the pc as his Item does the following:

1. Darkens pc's eye shadows and face;
2. Pc immediately has more mass than before pc was told Item;
3. TA tends to stay up and stuck;
4. Pc slightly or greatly ARC breaks;
5. Pc doesn't cognite at all or cognites briefly and stops (and ARC breaks);
6. Pc can't really understand how it is his Item, but sometimes is propitiatively agreeable with no cognitions;
7. Pc can't really see how it fits in package but may say so diffidently.

#### RIGHT ITEM SIGNS

A right Item given to the pc as his Item does the following:

1. Lightens pc's eye shadows and face;
2. Pc has no more mass about him than before Item was read to him;
3. TA usually blows down;
4. Pc feels more cheerful;
5. Pc cognites, usually at length;
6. Pc sees just how it is his Item;
7. Pc sees how it fits against other Items in any package.

The auditor must check up on all 7 points above as well as the RS, making 8 points in all.

If the wrong indicators aren't present and neither are the right ones, list on further. Don't be a niggardly lister. Another hour's listing can save 50 hours case repair.

#### DIRTY NEEDLE

Lists that never go clean needle are wrong way to.

You never end up a list with a Dirty needle if you run all the TA action out on a right way oppose list.

You don't have to have a clean needle anyway on this type of nulling.

#### RS MATCHING

The RS you see on the first RI of any package exactly repeats itself in width and speed on each one of the other 3 RIs in a 4 RI package.

It is the same RS when listed and when called, also.

A package has a characteristic RS. If one of the Items doesn't match the RS, it's wrong. If none of the 4 RSeS seen are similar, run don't walk to the nearest Academy and as soon as the pc gets out of the hospital send him to an HGC.

The RSeS in one package all match exactly when first seen and first called to pc. Of course after a few cognitions RI (3) and RI (4) of the package may lose their RSeS, but not for a while and usually only after being listed.

An RS is gone when it's listed against.

You only have one RS of a package of 4 RIs RSeS at any one time.

RI (1) RSeS until listed. Then RI (2) RSeS until listed, etc.

RSeS that grind out on packaging were wrong Items.

You never audit an RI in any way but listing for another RI.

Your memory and a note of width are your only tools in matching RSeS on a package.

### USING ARC BREAKS

Use any ARC Break to determine that the R2 is wrong. There is *no* other reason for an ARC break, no matter *what* the pc says. The R2 is wrong. That's the reason for the ARC break.

*You use* ARC breaks to verify the R2. The pc will *not* ARC break on right R2 no matter what provocation exists in the auditing.

ARC Break *always* equals Wrong Routine 2.

Wrong Item, Item wrong way to in oppose. List Incomplete. These are what cause ARC breaks, not the auditing. Never forget that.

Never try to cure an R2 ARC break with Mid Ruds or missed W/Hs. Go back to work on the R2 line-up.

Example: "Your Item is 'A Cat'." Pc says ok, soon begins to chop auditor. Correct action, "Your Item is *not* 'A Cat'. I will examine this." That's the end of the ARC break just like that. Pc doesn't realize the wrong Item is it. He thought it was the auditor. The auditor now looks over his list to see if it's wrong source or wrong way to or incomplete and proceeds accordingly.

The Rule is ALWAYS GO BACK FROM AN ARC BREAK. NEVER UNDERTAKE A BRAND NEW ACTION such as changing the universe.

New lists do not cure ARC breaks. Only doing the old list right or finding the right Item cures them.

This is also the dominant rule in case repair: Find the earliest ARC break and remedy what was being done *just* before it.

*Use* ARC breaks to guide your R2. Don't ever Q and A with them or try to handle with auditing. Never stop the auditing on one. Just correct the R2 *fast*.

### CASE REPAIR

In repairing cases all you do is look over earlier reports until you find the session where the goals went sour and correct what was done in that or the immediate earlier session. Very simple. You'll also find the RS if it has vanished off the case.

Never start new actions on a case that needs repair. Only repair old ones. It's a screaming auditing goof, a major error to start a new action on such a case.

### DOPE OFF

All dope off and boil off while listing or nulling comes from ordinary garden variety missed withholds. Pull them rapidly and go on. In R2 you only pull missed W/Hs when you can't get pc into

session at all or when the pc dopes off. You don't pull missed W/Hs in case of an ARC break-you correct the R2.

Pc going into apathy is also an ARC break you know. Also propitiation.

#### NEVER REP AN RS ITEM

*Never* represent an RSing Item. But NEVER. Don't handle or use "RIs" that came from representing an RSing Item. Some were gotten this way in 3GAXX. They're wrong. Abandon them fast.

Always test a source you are going to use for a represent list for an RS. If it RSeS don't represent it. Don't oppose it either as it's off some incomplete list. Find a non-RSing thing to represent instead.

There's another version of this also. A pc asked to extend a list (or seeing the auditor's paper as the auditor lists) will use Items that RS to try to get *the* RSing Item on the list. This is fatal and will increase the number of RSeS on the list and make the pc ill, give him the wrong item and so on.

When you see a pc doing this tell him or her, "Just answer the auditing question. Please just answer it. The Item we're looking for probably isn't even related to any RS gotten so far."

Make the pc answer the auditing question only.

A pc may also seek to package when listing Items, not answer the auditing question. An educated pc knows that RI (4) must match RI (1). Get the pc off it. "Just answer the auditing question." And you'll be out of trouble.

Some pcs have listed 40 pages without once answering the auditing question.

#### SELF LISTING

Getting the pc to list out of session as in goals is a poor idea in R2.

Give the pc an Item wrong way to and he'll wrap himself around a telephone pole out of session.

List R2 processes in session only.

You would have to nul the whole list if it's listed out of session. Where's the time saved?

#### NEVER STEER ITEMS

Some eager beavers have started steering the pc to Items while listing, using the needle flicks.

Never do it.

You get Items that don't belong and all sorts of things.

Just be simple, huh?

Routine 2 is as good as you simply audit simply. So relax and start clearing.

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L. RON HUBBARD

#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

15 January—7 February 1963

** 6301C15	SHSBC-230	R2-12 Dead Horses
** 6301C15	SHSBC-231	R2-12 Nevers
** 6301C16	SHSBC-232	TVD-16, TR 0 Demo
** 6301C16	SHSBC-233	TR 0 Lecture
** 6302C07	SHSBC-234	R-3 MX, Part I
** 6302C07	SHSBC-235	R-3 MX, Part II.

## CURRENT AUDITING

Current Auditing has been unsettled due to the sudden breakthrough on R3-MX.

What I was looking for was

1. A process that invariably cleared pcs easily;
2. That had very precise and invariable rules;
3. That could be taught by rote; and
4. Would not be subject to change.

This process turned out to be R3-MX. The X at this writing is dropped as the process has proven itself and it becomes Routine 3-M. The designation of “M” is simply its consecutive letter in the development series, but it could stand for “Mary Sue” as she did the actual auditing under my direction that proved its rules.

The rules of 3-MX were worked out in Routine 2-12 and 2-12A and then by examining Rocket Reading Item behaviour in 3-MX.

The first thing you should know about 3-M is that it is more precise in application than any process you have handled. When it says “List the Tone Arm Action out and then 25 Items more” it means exactly that. (Surges of the needle don’t count in TA action as you couldn’t follow them with the TA and back that fast.) When R3-M says “List 25 Items Beyond the last RR or RS on a list” it means 25, not 24.

In 3-M it says Rocket Reading Item and that’s what it means. And a Rocket Read *is* a Rocket Read not a fall.

R3-M is therefore a masterpiece of precision. Do it wrong—not *exactly* by the rules—and it becomes a real nightmare. So know it before you do it, and do what it says only.

In both R2-12A and R3-M an Item can appear *anywhere* on a *source* list so long as 2 Items do not RS or RR. One Item RSing and one RRing also means list is incomplete.

On the w/w wd goal opp list (the 3-M Source List) you have to make sure list is complete to 50 Items beyond last RSing or RRing Item and 50 beyond no TA action point (where TA stops moving). This is true for both 3-M and 2-12A. You read every RRing Item back to pc from the 3-M Source List (goal opp) and every RSing Item on the 2-1 2A source list.

A source list is of course the primary list from the goal from which you get the first RRing RI. In 2-1 2A the source list is what you choose to get your first list from or List One.

All other lists in 3-M are extended 25 Items beyond the last RR or RS and the Item is always the last RR on the list—if not you’ve goofed, didn’t get the TA action out of this or the just prior list. In 2-12A you go 50 Items beyond the last RS and 50 beyond the 1st still TA.

The 8 tests for mass increase, etc, must be done on every Item found in 3-M and 2- 12A.

The best coverages of R-3M are the HCO Bulletin of Feb 1, 1963, "Routine 3", and the two hours of lecture of Feb 7, 1963, where it is covered. HCO Bulletins and other lectures will be forthcoming.

R2-12A

If R3-M emerges so suddenly, then what of Routine 2-10, 2-12 and 2-12A?

With the single caution that you must not try to package a small RS and only use a wide RS (1/3 of a dial or more) as your source list's RI, 2-12A is *very* successful just as laid down. It will continue to be taught, and used. In it you have some very precise Rules. A list is continued 50 Items beyond the last RS. Never represent an RSing Item. Always carry a wide RSing RI around to a package of 4. It is not important how you get your first RI so long as it didn't come from representing an RSing Item. The last RS on the list opposing an RI is the Right Item always unless you've goofed. There must not be 2 RSing Items on a list (except List One where you choose the biggest RS as your first RI). If two appear, your list is incomplete or you let the pc (as you must *never* do) Represent an RR or RS he's heard or seen on the list.

You don't nul in 2-12A (or 3-M), you just read the next to last, then the last RS or RR Item.

Tough cases, the RS grabbed off List One Issue 3, will change with 2-12A. Rockslammers sit back and get relaxed. The process is valuable. Therefore it must be taught and used.

But as R3-M is even easier than 2-12A, it also must be taught in Academies and used in HGCs.

Valid Processes, then, are

- |                         |                         |
|-------------------------|-------------------------|
| 1. The CCHs.            | 5. Prepchecking.        |
| 2. Assists.             | 6. Problems Intensives. |
| 3. Ruds and Havingness. | 7. R2-12A.              |
| 4. Pulling Missed W/Hs. | 8. R3-M.                |

Know these and you can crack or handle any case and *clear*.

So know them. I'll do my best to make all the data available.

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[ R3M and R3N as developments are not included in these volumes. They will be found on courses to which they apply.]

** 6302C12	SHSBC-236	Routine 3M
** 6302C13	SHSBC-237	TVD-16, Mid Rud. and Hav.
** 6302C13	SHSBC-238	Discussion by LRH of TVD
** 6302C14	SHSBC-239	Routine 3M

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 FEBRUARY 1963

Central Orgs  
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**R2—R3**  
**LISTING RULES**

An idiocy of long long lists can creep into Routine 2 and Routine 3. This is not as harmful as under-listing but it can make pcs pretty green or black and certainly holds up auditing.

You must realize that “listing to a still Tone Arm” takes several things for granted:

1. That the auditor has his sensitivity at about 4 (Mark IV about 6) during listing.
2. That the auditor does not adjust the TA for surges (cognitions, etc).
3. That the TA is adjusted only when it has to be to get the needle into a readable position.
4. That the pc is answering the auditing question and not varying it or running havingness on himself.
5. That the rudiments are reasonably in, particularly SUPPRESS, INVALIDATE, PROTEST and DECIDE.
6. That the pc is capable of being in session.
7. That the pc isn't fiddling with the cans, yawning, stretching, etc.

In other words, if an auditor has his pc under calm control the TA rule applies. As the control of the pc diminishes the TA rule grows less workable.

But even so all is not lost.

TA shifts because of body motion, yawning, asking questions, and particularly because of PROTESTS! *do not count* in reading TA position. The TA position that must be steady is for the list. So if you read it “TA position *for the list* must be motionless” you have it absolutely correct. The TA will also read for other attention positions such as on the auditor, on the room, on the body. The pc shifts his attention from the list and you get TA motion. The thing we want to know is: did the TA go right back to List Position when the pc put his attention back on the List. Or, with the pc's attention on the list, did the TA *now* move. If so, that's TA motion for the list and the list is incomplete.

It's really very easy even if the pc is out of session, to find a motionless TA on the list. Understand this and you'll stop endless listing.

“TA action out” is, however, *not* the *first* rule of a complete list.

The rules of a complete list for R2 or R3 are:

1. TWO ITEMS (RR and RS) ARE NOT FIRING WHEN THE LIST RR AND RS ITEMS ARE READ BACK TO THE PC.
2. ONLY ONE ITEM RSEs or RRs ON THE LIST WHEN RRS AND RSs NOTED DURING LISTING ARE READ BACK TO THE PC. THE OTHERS DO NOT READ.



3. THE LIST HAS THE RELIABLE ITEM ON IT.

In Routine 2 these Rules apply:

4. ON A COMPLETED R2 SOURCE LIST, ONE RSing ITEM ONLY WILL RS WHEN READ BACK TO THE PC.
5. ON A COMPLETED R2 LIST TAKEN BY OPPOSING (EITHER WAY) A ROCKSLAMMING ITEM, THE RELIABLE ITEM WILL BE THE LAST ROCKSLAMMING ITEM ON THE LIST. IF IT IS NOT, THE ITEM BEING OPPOSED IS WRONG OR THE OPPOSITION WORDING IS WRONG WAY TO OR THE LIST IS INCOMPLETE.

In Routine 3 these Rules apply:

7. ON A COMPLETED R3 SOURCE LIST, ONE ROCKET READING ITEM ONLY WILL RR WHEN READ BACK TO THE PC. NO RS OR OTHER RR ON THE LIST SHOULD NOW READ.
8. ON A COMPLETED R3 LIST TAKEN BY OPPOSING (EITHER WAY) A ROCKSLAMMING ITEM, THE RELIABLE ITEM WILL BE THE LAST ROCKET READING ITEM ON THE LIST. IF IT IS NOT, THE ITEM BEING OPPOSED IS WRONG OR THE OPPOSITION WORDING IS WRONG WAY TO OR THE LIST IS INCOMPLETE.
9. AN ITEM OR GOAL WHICH WAS SEEN TO ROCKET READ WHEN BEING WRITTEN DOWN BUT WHICH RSeS WHEN READ BACK TO THE PC WILL ROCKET READ AGAIN IF GIVEN A BRIEF BIG MID RUDS PREPCHECK.

The above are the rules which *must* apply.

As some variability can result in various auditors' interpretation of a "still TA" and in how good a session the auditor can run, the TA rule is secondary. It still applies, it is still valid. But a pc on PROTEST! varies his TA all over the place and an auditor that can't handle a pc with a few deft mid ruds or get his question answered will get TA action when the list is flat. When you get the hang of it you will see that listing to a motionless TA is valid, but that of course is in an auditing *session*.

On one of these overlong lists, you can tell if it's overlong by seeing if you have gone 50 Items (25 Items opposing RR RIs) past the last RS or RR, making sure that you don't get two Items on the list that fire, and thus find your Reliable Item.

It's finding RIs that counts, not how long can we list.

Also, avoid buying a pc's "hard sell" on an Item or condition. If it follows the above *rules* buy it. If not, just ack and go on. Auditors with low sales resistance need not apply. Often the pc says "It's a terminal" when it's an Oppterm. Apply the tests and do a decent test list before you make up your mind. Pcs don't really know—RIs have an aberrative value you know—so why buy a dramatized sales talk. The auditor is necessary because an auditor *isn't* in the RI and can think. So an auditor who buys a sales talk isn't an auditor. Get it?

Audit R2 and R3 by the rules. If the rules don't seem to apply, take a walk and think over why. Don't just keep on in haggard hope.

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HCO BULLETIN OF 20 FEBRUARY AD13

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**ROUTINE 2 & 3 MODEL SESSION**

Here is a needed revision of Goal Finder's Model Session which is canceled herewith.

The changes are:

1. Omitting *Life or Livingness Goals* completely.
2. Running general O/W until PC comes back up to *PRESENT TIME* and not just until needle is smooth.
3. Added—Run "Since the last time I audited you" Mid Ruds if TA is in a higher position from the last session pc had.
4. Put Havingness after goals or gains for the session.
5. Added a note that suppress is always done repetitively, as is the Random Rud.

**SESSION PRELIMINARIES**

All auditing sessions have the following preliminaries done in this order.

1. Seat the pc and adjust his or her chair.
2. Clear the Auditing room with "Is it all right to audit in this room?" (not metered)
3. Can squeeze "Squeeze the cans, please." And note that pc registers, by the squeeze on the meter, and note the level of the pc's havingness. (Don't run hav here. )
4. Go into the session start.

**ROUTINE 2 & 3 MODEL SESSION**

Where the pc has been well Prepchecked and is well under auditor control, an Auditor in a Routine 2 or Routine 3 session may omit rudiments in Model Session, using only goals for session, and havingness, goals and gains at end and general O/W, Mid Ruds and Random Ruds where needed in the session. This salvages about an hour's auditing time per day. Start and end of session commands are used, just no rudiments; general O/W may be found necessary on some pcs at session start in lieu of rudiments to get a cleaner needle.

This does not apply to Rudiments and Havingness Sessions or Prepcheck Sessions and Problems Intensives.

For a pc who is well smoothed out by staff auditors, then, and who is well under the goal finder's control, the following may be used, particularly with a Mark V Meter.

***START OF SESSION:***

Is it all right with you if I begin this session now?

START OF SESSION. (Tone 40)

Has this session started for you? If pc says, "No," say again, "START OF SESSION. Now has this session started for you?" If pc says, "No," say, "We will cover it in a moment."

### ***RUDIMENTS:***

What goals would you like to set for this session?

Please note that Life or Livingness goals have been omitted, as they tend to remind the pc of present time difficulties and tend to take his attention out of the session.

At this point in the session there are two actions which could be undertaken: the running of General O/W or the running of Mid Rudiments using "Since the last time I audited you".

One would run General O/W if the pc was emotionally upset at the beginning of the session or if the session did not start for the pc, the latter being simply another indication of the pc's being upset or ARC broken, but those symptoms must be present, as sometimes the session hasn't started merely because of poor Tone 40 or because the pc had something he wanted to say before the auditor started the session.

### ***RUNNING O/W:***

If it is alright with you, I am going to run a short, general process.  
The process is: "What have you done?" "What have you withheld?"  
(The process is run very permissively until the needle looks smooth and the pc is no longer emotionally disturbed.)

Where are you now on the time track?  
If it is alright with you, I will continue this process until you are close to present time and then end this process. (After each command, ask, "When?")  
That was the last command. Is there anything you would care to ask or say before I end this process?  
End of process.

### ***RUNNING THE MID RUDIMENTS:***

One would use the Middle Rudiments with, "Since the last time I audited you", if the needle was rough and if the Tone Arm was in a higher position than it was at the end of the last session.

Since the last time I audited you has anything been suppressed? (This is always done by the repetitive system.)  
Since the last time I audited you, has anything been invalidated? Since the last time I audited you, has anything been suggested?  
Since the last time I audited you, is there anything you failed to reveal?  
Since the last time I audited you, is there anything you have been careful of?  
(These latter four rudiments are done by fast check.)

The "In this session" Mid Ruds can be used to straighten up a session that has completely gone out of the Auditor's control, after he has gotten in the Random Rudiment. "On this list" Mid Ruds, particularly with suppressed or invalidated can be used to get a pc to continue listing.

### ***RUNNING THE RANDOM RUDIMENT:***

In this session have I missed a withhold on you? In this session is there anything I failed to find out about you?

In this session have you thought, said, or done anything I failed to find out? In this session have I nearly found out something about you?

Any of the above versions may be used. The Random Rudiment is always run repetitively.

**END OF SESSION:**

Is it alright with you if we end off .....now? Is there anything you would care to ask or say before I do so?

End of .....

If the pc from the Auditor's observation is very agitated or upset, the Auditor would run General O/W as given above.

If the session has been an extremely difficult session with the pc having been ARC broken badly and frequently, one would get in the "In this session" Mid Ruds in order to clean up the auditing, even though the pc may now be alright.

Have you made any part of your goals for this session?

Have you made any other gains in this session that you would care to mention?

(After adjusting the meter) Please squeeze the cans.

(If the squeeze test was not alright, the Auditor would run the pc's Havingness process until the can squeeze gives an adequate response.)

Is there anything you would care to ask or say before I end this session? Is it alright with you if I end this session now?

Here it is: END OF SESSION (Tone 40). Has this session ended for you?

(If the pc says, "No," repeat, "END OF SESSION." If the session still has not ended, say, "You will be getting more auditing. END OF SESSION.") "Tell me I am no longer auditing you."

Please note that Havingness is run after Goals and Gains as this tends to bring the pc more into present time and to take his attention to a degree out of the session.

(Bulletin done by Mary Sue Hubbard after we worked it out)

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

20—28 February 1963

- |            |            |                                      |
|------------|------------|--------------------------------------|
| ** 6302C20 | SHSBC-241  | Talk on TV Demo—Finding RRs          |
| ** 6302C21 | SHSBC-242  | R-2 and R-3 Current Auditing Rundown |
| ** 6302C26 | SHSBC-243  | R-3M Current Rundown by Steps        |
| 6302C27    | SHSBC-246  | TVD-17 Case Repair (Aud: LRH)        |
| 6302C27    | SHSBC-246A | TVD-17A Case Repair (Aud: LRH)       |
| 6302C28    | SHSBC-244  | Goals Problems Mass                  |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 21 FEBRUARY AD13

CenOCon

*URGENT*

**GOALS CHECK**

Issue as Secretarial Executive Director:

All Goals and Reliable Items found on students, staff or HGC pcs must be checked out and seen to rocket read by a qualified executive or staff Class IV before being run.

Only Routine 3M is permitted as a clearing procedure and exactly as given in bulletins and tapes.

All Clears must be checked out by a qualified executive before being pronounced Clear by the Organization or reported to me as such.

No auditor may be permitted to audit staff members or HGC pcs or students who is not a regular staff member.

No auditor may use Routine Three unless qualified by the Staff Training Officer or the Academy.

No auditors not staff members may frequent the premises of the Organization for the purposes of obtaining private preclears.

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HCO BULLETIN OF 4 MARCH 1963

Central Orgs

*URGENT*

**ROUTINE 2-10, 2-12, 2-12A**

Cease to use Routine 2-10, 2-12 and 2-12A in the HGC and Academy and on staff clearing except as follows:

Cases that RS on List One and whose goal cannot be found.

Cases that need R2- 10, 2-12 or 2-12A completed or repaired.

Why?

3M suddenly emerged and is simpler than R2-10, 2-12 or 2-12A.

An auditor can turn off somebody's RS and RR by using Routine 2-10, 2-12 and 2-12A wrongly, thus making it harder to find the goal and do 3M.

Routine 2-10, 2-12 and 2-12A can help find a goal. It can also submerge a goal when packages are not completed.

R2-10, 2-12, 2-12A Case Repair consists of completing any obvious package from *Existing* RIs.

3M, I repeat, emerged after Routine 2 and is easier to teach and use.

Do not leave a Routine 2 package of 4 from already found RIs incomplete because of this HCO Bulletin. Complete it. Avoid Long, Protested Listing as only this can mess up a pc's RR or RS.

Routine 2-12 may be taught in an Academy but not used on students' cases.

I am working on easily done Routine 2-GX which is a Goal Finding Routine consisting of the nearly exact pattern of a Problems Intensive but asking a different question, which adds up to listing times in the pc's life when his purpose was balked and assessing and running as in a Problems Intensive.

More goals are being delivered by ordinary Problems Intensives than by Routine 2- 12.

R2-12 is a highly successful process but fails in some hands.

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## USE OF THE BIG MIDDLE RUDIMENTS

The Big Mid Ruds can be used in the following places:

At the start of any session. Examples:

“Since the last time I audited you \_\_\_\_\_”

“Since the last time you were audited \_\_\_\_\_”

“Since you decided to be audited \_\_\_\_\_”

In or at the end of any session. Example:

“In this session \_\_\_\_\_”

On a list. Examples:

“On this list \_\_\_\_\_”

“On (say list question) \_\_\_\_\_”

On a goal or item. Example:

“On (say goal or item) \_\_\_\_\_”

*Never say*

“On the goal, to catch catfish \_\_\_\_\_” or

“On the item, a catfish \_\_\_\_\_”

Say simply the goal itself or the item itself.

## ORDER OF BUTTONS

Here is the correct wording and order of use for the Big Mid Ruds.

“ \_\_\_\_\_ has anything been suppressed?”

“ \_\_\_\_\_ is there anything you have been careful of?”

“ \_\_\_\_\_ is there anything you have failed to reveal?”

“ \_\_\_\_\_ has anything been invalidated?”

“ \_\_\_\_\_ has anything been suggested?”

“ \_\_\_\_\_ has any mistake been made?”

“ \_\_\_\_\_ is there anything you have been anxious about?”

“ \_\_\_\_\_ has anything been protested?”

“ \_\_\_\_\_ has anything been decided?”

In using the first three buttons (Suppressed, Careful of and Failed to Reveal), the rudiment question should be asked directly of the pc off the meter (repetitive). When the pc has no more answers, check the question on the meter. If the question reads, stick with it on the meter like in Fast Rud checking until it is clean.

The last six buttons are cleaned directly on the meter as in Fast Ruds.

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 10 MARCH 1963

Central Orgs  
Franchise

*URGENT*

**ROUTINE 2-10 2-12 2-12A**  
*(Also applies to Routine 3-M)*

**VANISHED RS OR RR**

A preclear whose Items while listing or whose Items when found Rocksclam, can be said to be “capable of Rocket Reading or Rocksclamming”.

If no RRs or RSeS are seen on a preclear’s list or any list while listing and also if no Items RS when called back, the preclear can be said to be “incapable of Rocket Reading or Rocksclamming”.

Some preclears are incapable of producing an RS or RR except on the first GPM goal when found. No matter how much Item listing is done, no matter from what source, no RR or RS is seen while listing and none is found when the list is complete. No technique to turn on a pc’s RS or RR will ever be found except one: *Find the pc’s goal for the 1st GPM.*

**WHAT MAKES RRs & RSeS VANISH**

The thing which turns off a pc’s RR or RS is TOO MANY RELIABLE ITEMS FOUND WITHOUT FINDING THE PC’S GOAL.

This can be done by life or by Auditing. As it can be done by life, some raw meat pcs will not RR or RS. It can be surmised that they have been set about in life by too many Reliable Items in full view. For instance a pc has an RI, FATHER, an RI, POLITICIAN, an RI, CITY. His father is *politician* who insists on living in a *city*. These and others in his bank, although undisclosed, are yet restimulated, and this pc will *not* be seen to RS or RR on listing, and no RS or RR is likely to be seen even if an actual RI is found.

There is no use here for a more forceful way to get RIs. The rules are very plain, unvaried and uncompromising:

**RULE.** WHEN A PC’S RS OR RR IS OFF, STOP TRYING TO FIND MORE RIs.

No matter if you *could* find them, the RR or RS would just go more thoroughly off if you did.

**RULE:** FINDING MORE RIs WILL NOT TURN AN RR OR RS BACK ON.

There is a danger signal in this. The pc’s RR or RS starts getting smaller, Item by Item, RI by RI, get off fast. Let the last RI be the last one looked for. If just one more is found, bang, no RR or RS on this pc no matter what is “found” in the way of RIs.

**RULE:** COMPLETING R2 OR R3 PACKAGE WILL NOT TURN ON THE RR OR RS.

However don’t let the pc ARC Break on an incomplete list by starting one.

It may be possible to find one more RI that gives a feeble slam, but then you’ve had it.

However the picture is not all black. Pcs who were “incapable of RR or RS” have been subjected to 26 lists after with no RR or RS seen and still have recovered.

**RESTORING THE RR & RS**

The Rocksclam and Rocket Read are brothers. A pc will Rocksclam and yet not Rocket Read because the Rocket Read is the frailer brother. A pc going down hill toward no RR or RS first loses his RR. It now shows only as an RS. Then the RS vanishes too.

You can’t Prepcheck an RS into an RR on some pcs if the pc is on the way down toward no RR or RS. Ordinarily, however, a lot of RSeS can be Prepchecked into RRing if there is an RR there to fire.

An RR as it expires may become an RS.



The ability to RR, then, goes out first. There is only one thing that restores the pc's ability to RR or RS.

**RULE: THE ONLY THING THAT WILL RESTORE THE ABILITY OF A PC TO RR OR RS IS TO FIND THE PC'S FIRST (or next) GPM GOAL.**

Naturally it is far easier to find a Rocket Read on a goal before the pc loses his ability to Rocket Read. It is far from impossible however to find a goal on a pc that is "incapable of RRing or RSing" and far from impossible to get it to RR by Prepcheck as the pc will always RR again on the right goal. Just listing goals eases the condition of "no RR or RS". And once an RR or RS that has been shut off is found again on the goal, the pc's RR or RS is "on again" on everything.

On some pcs, the goal is so charged that you will find an immediate Rocket Firing Blow Down of the TA. You get long Rocket Reads one after another as the pc realizes it is *the* goal. This is particularly true on some pcs who have had a lot of RIs found. In such a case you no more find *the* goal and Prepcheck it than you have to find another for the next GPM.

#### ALL ITEMS COUNT

ANY ITEM found by 3DXX, 3GA, 3GAXX, or even earlier "for running processes on" are ALL part of the GPM and must be put on the pc's Line Plot. It doesn't matter *how* they were found or by whom, or if they were checked out or not. They belong on the Line Plot and can be used to find goals.

**RULE: PUT ANY ITEM EVER FOUND ON THE PC BY ANY PROCESS ON THE LINE PLOT. EVERY ONE WILL ADD UP TO A GOAL.**

Therefore even "bad Items", Items that were found from representing RSing Items, backwards oppose Items, all belong on the Line Plot. It is understood here that there was some kind of an assessment. Whatever was found by any kind of an assessment since 1954 belongs on the Line Plot and can be used to help find goals.

#### FOUR RIs

In R2- 10, 2-12 and 2-12A you are allowed only four RIs before the pc's goal must be found.

If the RS or RR is seen to get smaller from one Item to the next, abandon 2-12 and begin 3-M goal finding *at once*. When you find the pc's goal, and when you are adding up and Prepchecking the first GPM, you will discover that everything found on the pc for the last nine years was part of his first or another GPM. So, old auditing paid off!

In view of this, on old pcs, it's safest to go for the goal as your first auditing action. You can use any Item ever found to help get that goal.

On raw meat pcs get a couple RIs if you can by R2-12 and use that to help find the goal. With luck one will even RR. But find the goal before opposing it.

#### SUMMARY

This discovery of *what* monitors the RS and RR of a pc is a very important one. I've worked ceaselessly on this since the first of the year and finally isolated it.

Even a 3rd goal clear isn't immune to losing his RS and RR if you keep finding scores of Items with no goal or a wrong goal.

So treat the RS and RR with respect when found, and find the pc's goal when he won't RS or RR and you've got it made. You don't need a better meter. Only the pc's goal.

This rules out unlimited R2-10, 2-12 and 2-12A on a pc. But these give you the two or four RIs necessary for easy goal finding so R2 is of value after all!

And I've a Prepcheck coming up that helps loosen up the pc's goal, so we're still all right.

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HCO BULLETIN OF 14 MARCH 1963

Central Orgs  
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*URGENT*

**ROUTINE 2—ROUTINE 3**  
**ARC BREAKS, HANDLING OF**

(HCO Secs: Check this out thoroughly on all students and staff. D of T: Use this drill early in Practical, add to all Check Sheets.)

Some day you will be awfully glad you read and learned this HCO Bulletin.

The only things that can ruin the future of R2 and R3 are:

1. ARC Breaks because of bad R2 and R3; and
2. The Sad Effect.

THE ARC BREAK

There is nothing more nerve-racking to an auditor than an R2 or R3 ARC Break. They are not like other ARC Breaks from a common missed withhold. They are nerve-shattering and far reaching in consequence.

If you can't handle an R2 or R3 ARC Break you have no business using the techniques as you'll wrap more than one pc around a telephone pole. The only real damage R2 and R3 can do to a case is when one fails to handle an R2 or R3 ARC Break. Good R2 or R3 repairs bad R2 or R3, but one sometimes has to be awfully clever to repair a case once the auditor has let an ARC Break go by.

Indeed, so important is the ARC Break in R2 and R3 that it is actually used as one means of testing the correctness of the R2 or R3.

CAUSE OF ARC BREAKS

The untried auditor is always sure the R2 or R3 ARC Break happens because of *auditing* blunders (Mid Ruds, etc), failure to pull ordinary missed withholds or auditor auditing goofs. This is not true.

The truth is that R2 and R3 ARC Breaks are caused by a mistake in Goals, Items or GPMs, and that's the whole cause.

The pc, however, unable to grasp this, turns his reasoning upon the auditor and blames the auditing. Therefore, this rule must be thoroughly learned and experienced by the auditor before he or she is "safe" in auditing R2 and R3.

ARC BREAK RULE

IN R2 AND R3 WHEN THE PC CRITICIZES OR ATTACKS THE AUDITOR OR GOES INTO GRIEF OR APATHY, AN R2 OR R3 ERROR HAS *JUST* OCCURRED. THE AUDITOR MUST IGNORE THE PC'S STATEMENTS AS TO THE CAUSE OF THE ARC BREAK AND QUICKLY REMEDY THE R2 OR R3 AND DO *NOTHING ELSE*.

There are no exceptions to this rule in R2 and R3. The auditor, having goofed in some other way, is liable to see reason in what the pc is saying, do something like missed withholds or Mid Ruds and drive the ARC Break into heights that can make the pc much more upset.

MID RUD RULE

IN AN R2 OR R3 ARC BREAK, MISSED WITHHOLDS AND MID RUDS ARE USED, IF AT ALL, ONLY *AFTER* THE ARC BREAK HAS BEEN *HEALED* BY CORRECTING THE R2 AND R3.

If an auditor tries to get in his Mid Ruds or pull missed withholds in the face of an ARC Break in an R2 or R3 session the pc is likely to be driven down to the Sad Effect which is harder to salvage.

## THE SAD EFFECT

We could call this Tearaculi Apathia Magnus and everyone would be in great awe of it. But I see no reason to follow the Latinated nonsense of yesterday's failed sciences. Call it something simple and the auditor will feel he can do something about it and even the pc will cheer up a bit. So it's "the Sad Effect".

This is a state of great sadness, apathy, misery and desire for suicide and death.

I have been on the trail of the causes of this condition for about 20 years. Like nearly everything else in Scientology this is a new high point in achievement. We have the highest state, OT, and we have the lowest states of being recognized and know the roads to them.

### RULE

NEGLECT OR OVERWHELM AN R2 OR R3 ARC BREAK (PC ANGER OR ANTAGONISM) AND YOU WILL CAUSE THE PC TO DROP INTO THE SAD EFFECT.

THE SAD EFFECT IS CAUSED BY NEGLECTING OR OVERWHELMING AN R2 OR R3 ARC BREAK AND THE STATE WILL CONTINUE UNTIL REMEDIED BY CORRECTING THE R2 OR R3.

ALL PCS WHO ARE SAD, HOPELESS, ETC HAVE HAD THEIR R2 OR R3 MISHANDLED BY LIFE OR AUDITING.

### ARC BREAK CAUSE RULE

ALL R2 OR R3 ARC BREAKS STEM FROM WRONG ITEMS OR GOALS, INCOMPLETE LISTS, WRONG WAY TO OPPOSE OR NO AUDITING.

ALL THESE ARE IN ESSENCE MISSED WITHHOLDS OF THE GREATEST POSSIBLE MAGNITUDE AND THEREFORE CAUSE ARC BREAKS OF THE GREATEST POSSIBLE MAGNITUDE.

Bad *auditing* only serves to key in an existing R2 or R3 Error.

In actual fact, a missed withhold can amount to a whole section of the GPM (goal error or leaving the GPM section before it is clean), a wrong goal, a wrong Item, a wrong way to Item or, of lesser degree, not finding an Item.

THE COMMON DENOMINATOR OF ALL R2 R3 ARC BREAKS CONSISTS OF A MISSED OR WRONGLY DESIGNATED GPM, GOAL OR RELIABLE ITEM. THERE ARE NO OTHER SOURCES OF R2 OR R3 ARC BREAK.

Bad sessioning, poor auditing, ordinary life missed withholds are only contributive to R2 and R3 ARC Breaks and are incapable of doing more than keying in and intensifying the magnitude of the ARC Break which has already been caused by errors in R2 and R3.

### THE FIFTEEN PRINCIPAL CAUSES

The fifteen principal causes of ARC Break in R2 and R3 are:

1. Failure to complete a list;
2. By-passing an Item;
3. Giving the pc a wrong Item;
- 3a. Opposing an Item wrong way to;
4. Giving the pc an Item with altered wording;
5. Giving the pc no Item;
6. Failure to complete a goals list;
7. By-passing the pc's goal;
8. Giving the pc a wrong goal;
9. Giving the pc a goal with altered wording;
10. Giving the pc no goal;
11. Failure to complete a GPM before going to the next;
12. By-passing a GPM;
13. Getting the pc into the wrong GPM;
14. Going too far into a GPM without finding a goal;
15. No auditing.

The fifteen apply to *both* R2 and R3, all of them.

They can be made up into an assessment list (shortly to be issued), which list, assessed by elimination, will give you the exact cause of the ARC Break (which I think is pretty clever of me) and permit you to heal it *rapidly*. While you will feel on occasion that the assessment result is no more easily interpreted than fortune telling, you will find that it is always right. It spots the missed R2-R3 missed withhold. If it comes up "By-Passed Item" you'll have a scramble trying to find it, but you at least know *why* the pc ARC Broke and the pc will permit you to look (even while screaming at you).

#### THE CYCLE OF THE ARC BREAK

##### STAGE ONE:

The ARC Break starts always in the same way. The pc finds something wrong with the auditor, the subject, or tools of auditing or the auditing room. He does this in varying intensity, ARC Break to ARC Break.

##### STAGE TWO:

This is followed by misemotion, also directed at the auditor, subject, tools or room.

##### STAGE THREE:

If the auditor continues on with auditing the pc will drop into grief, sadness or apathy.

This is an inevitable cycle and may be followed by the pc with greater or lesser intensity of emotion, or loudness or lack of response.

A skilled auditor will recognize and stop it at Stage One above. It is sometimes not possible to stop the cycle because it enters the stages and completes them too swiftly, but it must be cared for, and no further R2 or R3 may be done until the R2 or R3 is corrected.

#### THE AUDITOR'S VIEW

The auditor must realize that the ARC Break is caused by an error which has *just* occurred—within seconds or minutes, and must not go back a half a dozen sessions unless the pc has been pretty upset all along. Something has *just* happened, usually, that is wrong R2 or R3.

The auditor *must* stop all forward action and must not do *anything* except correct what has already happened. Do not continue on, do not get in Mid Ruds, do not pull missed withholds or do anything else but correct the R2 and R3. Do not do new lists or new approaches or new actions until the old action is straightened up.

To continue is to produce the Sad Effect. If the pc is already in the Sad Effect at session start, treat it as an ARC Break with the Drill given.

The pc does not realize that anything has been missed. He or she thinks it's the auditor, the subject or the tools and will target only these. The fact of the ARC Break *must* be noted and the substance of the criticism *must* be ignored by the auditor.

If the pc knew what had been missed there would be no ARC Break. The missed withhold of the Item or whatever is not only missed by the auditor but by the pc. The pc won't ever spot it, left on his own. It's up to the auditor.

The auditor *only* must make up his or her mind as to what's wrong. The directions of the pc (even a skilled Scientologist as a pc) are *nearly always wrong*. The auditor is there to listen and compute. As it's the pc's bank, the pc *can't* compute on his or her own case. Taking the pc's directions will always involve and prolong the ARC Break. What *really* caused it will be occluded to the pc. Don't always do something *different* than what the pc says. By averages the pc might have accidentally hit on it. Just do what is necessary to straighten out the R2 and R3. Just don't depend on the pc to tell you. Know your R2 and R3. You, the auditor, are the only one present who can think clearly. That's what you're for.

#### THE D OF P'S VIEW

The D of P has a different view of an ARC Break. It is by sessions according to auditors' reports.

To get a case going again that has gone into Stage Three, examine yesterday's reports. Look for a change in pc's goals and gains and correct the session before the one in which they changed.

When an auditing supervisor becomes an auditor he or she carries this habit forward into auditing and presented with an ARC Breaking pc in session, tends to look to yesterday. But in a session, the ARC Breaking action usually occurs only seconds or minutes before the ARC Break. Look there when auditing.

### THE DRILL

This drill is to be used in all Practical Sections before the student is turned loose on R2 or R3.

Designation: R2 and R3 Drill One.

Purpose: To prevent errors in R2 and R3 and to prevent upsets in the pc's case.

Theory: The effort of a pc at the start of an ARC Break is to stop the auditor. The pc's effort is aimed at the auditor's skill, person, the subject, auditing tools or the room. The comments are critical, whether jocular or misemotional. When this effort fails to stop the auditor, and the auditor presses on with auditing, the pc is overwhelmed and goes rapidly down tone scale. In a severe R2 or R3 ARC Break the pc will stay down scale for minutes, hours, days, weeks or months until the ARC Break is repaired by correcting the R2 or R3 error made immediately before the ARC Break. The correct action is to prevent all possibility of the auditor becoming too enturbulated to think, prevent all engagement in refutation of the pc's accusations, give the auditor time and calm to correct the R2 or R3, test the correction by seeing if it stops the ARC Break, and only then re-commence the session. The key is that even the most startled auditor, seeing an ARC Break begin, can associate it with the word "Break".

The drill is always used in actual sessions even when the auditor thinks he knows the reason for it.

*Drill:*

Auditor: List the Items in this room.

Coach: Privately makes up his mind which of the ARC Break points is wrong. Does auditing command briefly and then unexpectedly criticizes (with greater or lesser violence) auditor, room, tools, subject or self or drops into simulated tears or apathy.

Auditor: Thank you. We will now take a short break. (Gathers papers and leaves room. Shuffles papers and returns into room.)

Auditor: I would like to do a short assessment on you.

(Auditor does actual E-Meter assessment from a standard HCO Bulletin question list which will be provided from time to time, based on the Principal Causes of R2-R3 ARC Breaks. Finds the one the coach was hiding by actual meter reaction.)

Auditor: I find we have (gives cause found) and we will now locate it. Is that all right with you?

Coach: Okay.

Auditor: The session is resumed.

Coach: That's it.

In actual practice the auditor would have examined the papers of the pc to come to some conclusion about the case in private and seen what was wrong or seen the D of P or somebody else for help. And then would have confirmed it by assessment.

History: Developed at Saint Hill by L. Ron Hubbard in March AD 13, to prevent severe upsets in R2 and R3.

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L. RON HUBBARD

HCO BULLETIN OF 18 MARCH 1963

Central Orgs  
Franchise

**R2—R3**

**IMPORTANT DATA  
DON'T FORCE THE PC**

*Never force a pc to list when doing R2- 12 or 3-M, especially 3-M.*

If the pc has difficulty listing, three things may be wrong:

1. The Item being listed is wrong way to;
2. It may be a Wrong Item (even from another GPM);
3. It may be an Item from some other GPM.

A pc actually can't help but list easily if it's the right Item that the list is coming from.

In the usual case, listing from a right Item requires only the most occasional giving of the auditing question by the auditor. Once at the start of the list, once after each interruption to check something. Between, the pc just gives Items in a steady flow. Occasionally the pc asks for the question.

If the auditor has to give a question for each Item he gets, Man there's one of the above 3 *wrong*.

**WRONG WAY TO**

Mass moves *in* on a wrong way to list question. It's being given, "Who or what would loud voices oppose" and it should be "Who or what would oppose loud voices".

If it's wrong: (1) the mass moves in; (2) the pc starts to discolor; (3) the pc has to continuously repeat the question to himself; (4) the pc can't wrap his mind around the question; (5) the pc discolors or darkens; (6) the tone arm goes unreasonably high (above 5 in some cases); (7) the pc may ARC Break.

If in the presence of such symptoms the *auditor forces* the pc to go on listing, real trouble can then develop, as the mass caves in on the body.

**BODY VS THETAN**

To understand this trouble we have to review what we have known for years about bodies and thetans. The thetan is not the body.

The bank belongs to the thetan, not to the body.

You are running a thetan and his bank while helped and hindered by the body.

The body helps the auditor because it provides a communication relay to a thetan who cannot yet speak, hear or act without a body. The E-Meter cans are held by the body's hands, the body's voice box magnifies the thetan's speech and body lips, larynx, etc, add diction. The ears magnify the auditor's voice. The body relays various senses and somatics to the thetan. The body discolors when mass from the bank is brought in on it.

Further, because he is in a body you can tell if the pc is sitting in the pc's chair (joke).

The body hinders the auditor by being fragile.

Life, long before auditing, has been keying the thetan's masses in on this body.

In auditing, masses are released off the body and out of the thetan's bank.

The body, accustomed after all to masses keying in on it in life, can still survive a lot of bad auditing. But why?

As you go earlier and earlier in the bank the "power" of the thetan's mock-ups increases. Earlier on the track the thetan was more powerful and made more formidable mock-ups.

Thus the earlier the GPM you are addressing (certainly beyond the 3rd), the more care you have to use not to pull masses in on the body, which is to say the more accurate you have to be.

Now, as the thetan, by clearing GPMs, becomes more and more able to handle and recognize goals and Items, the auditor tends to more and more abandon the safety points of R3-M. These are, testing the goal, making the opterm-terminal test for each RI, watching the tendency of the needle to tighten, watching for pc's darkening. Abandoning these, the auditor tends to race on, finding more GPMs, goals and RIs, cleaning up nothing behind him. This is wrong.

Test the goal after every RI you find; test every RI you find for terminal or opterm; really stay alert for the tightening needle and high TA that shows an error; watch carefully for pc darkening. The more advanced the GPM, the more careful you have to be of the body.

Don't go plunging on after an ARC Break. Find why by the ARC Break assessment and straighten it up.

When you complete a GPM, go about 2 Items deep into the next one, find its goal and then go back and put in the BMRs on every Item in the former line plot. and give the gone goal an 18 button prepcheck. Only then, proceed on into the next GPM whose goal has been found.

Items get easier to find as you advance into new GPMs, lists get shorter, but the RIs are harder and harder on the body when done wrong.

So be sure and *then* proceed.

And if the pc won't list for *any* reason (even his own balkiness) find out what's wrong *before* the current action and be sure that was it before proceeding. It's easier to lose session time in looking for former errors than in trying to revive a pc or heal a screaming ARC Break.

Even the most accurate auditing gives the pc heavy somatics. That's ok. Just don't force the pc beyond where he can easily go. The real howling ARC Breaks *only* come after you have forced the pc onward after something has gone wrong.

If you have howling ARC Breaks with a pc you have forced the pc into a channel where the pc cannot easily go.

#### WRONG ITEM

Listing a completely wrong Item (which did not fire or which did) can happen in a number of ways:

If you list an RI wrong way to you will get a high TA and fewer RRs on the list. Further, you may just run out of RRs on the next list or one or two lists down.

And, a real catastrophe, you can find, on a wrong way oppose, an Item out of an adjacent GPM for which you have no found goal. The Item you find won't fit the goal of the GPM you are supposed to be running. Best thing to do is abandon it (but put on the plot) and go back and find which RI behind you was wrong way oppose (it will tick or fire), put in the BMRs on it and list it the other way to.

On later GPMs the pc will easily overlist and list beyond the one you are trying for and get the next in line. The way to tell is test the listing question for clean every five Items the pc gives. The moment it's clean, stop listing.

For instance, in the 4th GPM, you are listing “Somebody Who Can’t Whisper” (Line plot HCO Bulletin of March 13) and you overlist. You will get “Loud Voices” on the list but you will find “A Whisperer” as the last RRing Item which will read. Then, if you omit the term-oppterm test and assume “A Whisperer” is an oppterm, you will do a wrong way oppose and may get into another GPM entirely.

However, especially after BMR on it, “A Whisperer”, wrong way opposed, will now fire again with an RR.

But the pc still ARC Breaks. Why? You overshoot on the “Somebody Who Can’t Whisper” oppose list and you have a by-passed RI, “Loud Voices”.

BMR the RRs earlier on the “Somebody Who Can’t Whisper” oppose list and you’ll find “Loud Voices” probably fires now. Or do it by pc’s recognition (but the Item recognized has to fire with an RR). Or when you do “A Whisperer” right way oppose, you’ll also get “Loud Voices”.

Auditing on 3-M is like threading through a mine field with the pc ready to explode if you stray.

Experience will let you relax.

### TRAVELLING RR

In Listing the RR travels down the list. It comes from the goal charge. Therefore it can travel. You can sometimes bring it back up a list with enough BMR to an earlier RR seen on listing.

The most weird thing in 3-M is the Goal as an RI behaviour (on Mar 13 HCO Bulletin, “To Scream” as an RI, bottom of plot, page 2).

As you list it, as an RI in its proper sequence on the plot, not as a goal oppose, it behaves as an RI oppose list, not as a source list.

On it the pc will put, usually, the goal of the next GPM. On it will usually be found, as the last RR Item on the list, “Happy People”. But the goal of the next GPM on that list will not RR when said to pc! Not until you take all the goals off the RI oppose list and nul them as a *goals* list. *Then* the goal of the next GPM will fire and prove out.

In short, only the last RR seen on nulling on an RI oppose list, will fire with an RR.

This does not mean the remaining Items seen to RR while listing are not RIs in their own right. It only means that on any list, the RR travels to the last RRing Item seen on listing when the list is complete.

Items which RRed on listing will not fire as part of the list but, taken off the list and known by the pc to be *off* the list and called as themselves will RR.

When you get a pc into the 5th GPM this becomes very invariable and gets vastly in your road, as you can by-pass the next RI you should get and find the one after that, or you can lose the next GPM’s goal as it doesn’t RR on the RI oppose list from the last goal while still on that list.

It’s okay if you know it can happen. It will help you cure an ailing line plot or goals list in a hurry.

Rrs travel on 3-M lists down to the last RR. And if it has travelled, the earlier RRs (Items or Goals on an RI List) seen on listing will not RR until they have been taken off that list and are called in their own right.

### WRONG WORDING

Always be sure you have the right wording for an Item or a goal.

A slightly wrong wording for a goal will cause it to RS and fizzle out.



Get the pc to change the wording on it and it may RR on and on.

If a pc ARC Breaks on a goals list, you had and passed the goal *or you* had the goal with a slightly wrong wording. The pc still ARC Breaks on a wrong wording as it's a missed withhold.

Pcs usually put down varied wordings on goals lists. Encourage it, even though it's representing an RRing Item. If a goal fires, RSes, fizzles, vanishes, get other wordings for it. And it may RR beautifully.

Example: To Succeed. On checking, RRed six times, blew TA down, RSed madly. RSed, dwindled and then ticked. Auditor went on. Pc ARC broke. Auditor went back over list, got wording for To Succeed as "To be successful". Goal RRed beautifully. No ARC Break. Onward bound into next GPM.

Items with the article "A" or "The" omitted or added, or plural for singular, will not fire well or at all.

Example: Item listed "A Sensation". Checked out as "Sensation". No fire. Pc recalls it should be "A Sensation". Item fires and is an RI.

Accuracy of listing exactly what the pc said is important. He usually said it right the first time. Say it back and check it out the same way.

Sometimes a pc wants to change a word in an Item being called. Always let him but check both versions, the one listed and the one changed. The one listed is usually right if recorded right by the auditor.

#### ITEM FROM ANOTHER GPM

A *STRAY RI* is an RI from a GPM of another goal than the one being worked.

*You can* get a goal or Item from another GPM by backwards oppose or overlisting.

In finding the goal of another GPM than the one you want to enter, this is easy. It fires *very* badly, ticks and fools around.

An RI from another GPM on the other hand fires well. When you do the "How does the goal relate to " step and the pc can't relate it, or mass appears when he tries, watch it. You probably have a backwards oppose behind you or have by-passed an RI by overlisting or underlisting, or, more probably, both.

What to do? Put the stray RI on the plot marked as a "Stray" and locate the wrong way oppose or by-pass on your Line Plot and correct.

It will do no harm to 4 way package the STRAY RI. But it probably won't do any good either. Two GPMs later you suddenly find it as a new RI.

The pc will probably ARC Break at this time. *But* the reason for the ARC Break lies in an earlier wrong way oppose or a by-passed RI or RIs.

Use the STRAY RI as a signal that a wrong way oppose exists behind you or an RI has been by-passed.

The proper order of actions, if the above happens, is to

1. Locate the By-Passed Item;
2. Use *it* to continue your RI oppose (spiral staircase);
3. Ignore the wrong way oppose Item (don't instantly right way oppose it) and any stray RI, letting them come up in their proper sequence, no matter how much later that is.

#### MINIMIZE GOAL OPPOSE LISTS

Only do a goal oppose list at the start of the first GPM and that's it. You don't

need any more if you go right. You'll go into GPMs in proper sequence on the spiral staircase with no further goal oppose lists for any goal.

You will find, however, that the goal as an RI (see "To Scream" as an RI, page 2, HCO Bulletin March 13, 1963) operates as an RI oppose list and will be done in its proper time and place. This is *not* a source list and behaves as an RI oppose list.

Take the goals *off it* to another list and nul them for the next GPM.

Only one Goal Oppose List is needed for a case.

After that, always use the last RI that still fires with an RR as your source for RI oppose lists.

#### CLEAR TEST

You don't need to do a Clear Test. It might mess up the bank.

A natural free needle without prepcheck begins to appear around the fifth GPM.

Check out a first goal clear by his or her Line Plot. If it compares in all respects to that of HCO Bulletin March 13, and the goal is clean saying it to the pc, call it a first goal clear.

A bracelet clear would be, actually, a theta clear, and would emerge after the 5th to 8th GPM had been cleaned up.

By present calculation a free needle, totally stable theta clear emerges after the 8th GPM has been run.

No calculation on Operating Thetan exists at this moment, but at a guess, it's *well* beyond the 8th GPM.

Up to the 6th GPM a clear test is liable to foul up the case a little. So save it for later and really send up rockets in celebration.

Thetans have done a lot of living.

-----

Routine 3-M is complex and, unless the auditor is well trained, has pitfalls.

But we have years to learn it.

Clearing is the real thing.

It's worth it.

L. RON HUBBARD

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 19—21 March 1963

- |            |           |  |
|------------|-----------|--|
| ** 6303C19 | SHSBC-250 | R-3M How to Find Goals   |
| ** 6303C20 | SH TVD-18 | Rudiments and Havingness Session and Short Lecture<br>(Aud: LRH) |
| ** 6303C21 | SHSBC-251 | R-2G Series  |

Franchise

## CLEAR & OT

DON'T TRY TO MAKE AN OT BEFORE YOU MAKE A CLEAR.

One of the enduring observations which has arisen in clearing and which will always remain true is summed up in this line:

DON'T TRY TO MAKE AN OT BEFORE YOU MAKE A CLEAR.

Stressing this conclusion is vitally important and will always be important. Why?

In their understandable enthusiasm to do "the most for the pc" and obtain the "highest gain" auditors tend to get as many RIs and goals as possible. The "face" acquired in making a "third goal clear" also operates.

On the part of the pc there is always some pc pressure to "get on with it", find more RIs, find more goals. There is also "face". "I'm a 3rd goal clear."

The auditor, in his own enthusiasm for more GPMs, heeds the pc's protest against case repair and prepchecks and commits the following crime:

WITHOUT MAKING A FIRST GOAL, ATTEMPTS TO MAKE AN OT.

He does this in gradients. Without making an actual first goal clear, the auditor, with the pc's full insistence, makes a "Third Goal Clear".

This law takes over in the face of such "press on" tactics:

*RULE: YOU CANNOT HAVE AN ANY GOAL CLEAR WITHOUT CLEARING THE GOAL AND ALL ITS GPM.*

To do this it is necessary to observe this rule:

*RULE. A GOAL IS NOT CLEAR UNTIL ALL ROCKET READING ITEMS IN THAT GOAL HAVE BEEN FOUND, PROPERLY ALIGNED AND DISCHARGED, AND THE GOAL HAS BEEN FULLY PREPCHECKED.*

The next Goal is available and easily found, RIs in the next GPM are readily found, there seems to be no reason to waste auditing time by cleaning up the last GPM. This is true of *any* next GPM.

However, just going on and on carries its penalties.

IF WE PERSIST IN FAILING TO FULLY CLEAR EACH GPM, WE CAN EXPECT A GENERAL BOG DOWN IN ALL OF SCIENTOLOGY.

Why? Because we will all become subject to the very real penalties of failing to clear GPMs before going on.

It is alright to find 2 RIs into the next GPM and to find its goal. That is as it should be. But it is *not* alright not to go back and fully polish up the GPM just left. This is true for all GPMs.

You haven't *got* a first goal clear if you haven't cleared the first GPM and Goal.

So don't announce first goal clears if you haven't cleared fully the first goal. Having the 2nd, 3rd, 4th, 5th, etc, goals and some RIs in each *still* doesn't make a *first* goal clear.

The following liabilities occur when the GPM just left is not fully cleaned up:

1. The pc drags mass from the last GPM into the next GPM;
2. Accuracy of RI finding in the next GPM is diminished;
3. The pc, being more subject to errors in auditing, is far more likely to heavily ARC Break;
4. Body mass (weight) does not diminish;
5. Pc's reality on the next GPM RIs is diminished;
6. A feeling of lassitude (a shadow of the Sad Effect) comes over the pc and he or she does his own work in life with less enthusiasm;
7. The pc's health and actions are better but one does not see what one expects from clearing. Therefore clearing is downgraded by the auditor and pc and others;
8. The actual soaring gains of clearing are not observed, since the GPM and its goal are not actually cleared but only de-intensified.

Clear tests, which will be issued from time to time, should be scrupulously passed before going on to the actual running of the next bank.

If these simple precautions are observed, clearing is formidable to behold. If they are not observed, then clearing won't be observed-because it hasn't been done.

Don't try to make an Operating Thetan before you make a clear. The results will be far, far below that of just first goal clear.

A lot of time and agony went into discovering these things. I hope you will benefit by them.

L. RON HUBBARD

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

26 March—4 April 1963

- |            |           |                                  |
|------------|-----------|----------------------------------|
| ** 6303C26 | SHSBC-252 | Case Repair                      |
| ** 6303C27 | SHSBC-254 | TVD-19 Sec Checking, Talk by LRH |
| 6303C28    | SHSBC-253 | The GPM                          |
| ** 6304C02 | SHSBC-256 | Line Plot, Items                 |
| ** 6304C04 | SHSBC-255 | Anatomy of the GPM               |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 APRIL AD13

Franchise

**ROUTINE 2-G**  
**ORIGINAL ROUTINE 2, 3GA, 2-10, 2-12,**  
**2-12A AND OTHERS SPECIALLY ADAPTED**

**GOALS FINDING**  
**DESIGNATION OF ROUTINES**

Now that Class II Auditors may find goals, a great deal of material about goals finding can be released to them.

Goal finding activities are now designated as follows:

**ROUTINE 2-G1**

Special Goals Prepcheck administered before a goal is found. This is a refined version of the Problems Intensive, slanted directly at goals.

**ROUTINE 2-GPH**

Special Goals Prepcheck done by Pre-Hav levels with a new assessment for each button. This is a refined use of the original Routine 2.

**ROUTINE 2-G2**

Listing and nulling goals lists, using Left-Hand Buttons on last ones in and Big Mid Ruds on the final goal left in. Done in short lists, a couple pages listed and nulled at a time. This is a refined version of the oldest goals finding process.

**ROUTINE 2-G3**

Using any Items ever found on pc to list goals against, and using the method of R2-G2 to find the goal. This is a refined version of 3-GA and 3-GAXX and also uses all 2-10, 2-12 RIs ever found.

**ROUTINE 2-G4**

Listing special lists for RSing or RRing Items without nulling and using the RSing or RRing Items seen on listing to list goals against. This is a new use of 3D, 3GA, 2-10, 2-12.

**ROUTINE 2-G5**

This is Routine 2-10, 2-12, 2-12A wherein everything known about or gained by those processes is used to find RIs and list goals against all RIs found.

It can be seen from the above that everything known about the original Routine 2 and goals finding is now reworked into these Routine 2-Gs for rapid and positive goal finding by Class II Auditors.

Subsequent HCO Bulletins will detail each of these routines in turn. They are quite stable as processes and have been in use for some time.

Note: Everything released or known about Routines 2-10, 2-12 and 2-12A is valid, and the results of these on preclears and any RI ever found on a preclear is used for the purpose of listing goals and finding the preclear's goal. None of this material or study of it has been wasted. Any RI ever found on a pc is useful in goals listing.

Further, every Problems Intensive brought the pc closer to his or her goal and an easier run on Routine 3 processes.

Whereas R2-10, 2-12 and 2-12A worked in their own right, they are even more useful in finding goals. The only danger of 2-10, 2-12 and 2-12A was: If too many RIs were found without finding the pc's goal for that GPM, the ability of the pc to RR and RS would shut off. The RR and RS turn back on the moment the goal for that GPM is found.

A close study of the R2-Gs is necessary to their workability. And needless to remark, the only reason any Scientology process works lies in adherence to the highly specialized auditing skill of Scientology with its TRs and complete attention to the precise form of the session itself.

Without this pure auditing form, Scientology processes will not work. Scientology processes do not work when administered outside the Auditor's Code and without skillfully practised TRs. The loose "disciplines" of psychoanalysis, psychiatry, medicine and psychology are completely inadequate in the administration of Scientology processes. Completely aside from the fact that Scientology does not address healing, no psychologist, psychiatrist, psychoanalyst or medical doctor is authorized to use Scientology by reason of a medical or philosophical degree. Only a fully qualified auditor, properly certificated by an authorized Academy may lawfully use Scientology processes or data.

Only auditors trained to the level of Class II may use Routine 2 processes.

Routine 2 and Routine 3 processes are designed for use in clearing the human spirit and are not to be used in healing or physical treatment.

HGCs may only clear and may not otherwise apply Scientology processes.

The public is warned not to accept Scientology processing except from Academy trained auditors and is additionally warned not to embark on being cleared except by a properly certified auditor in consultation with a Class IV clearing consultant. The rewards of clearing are enormous. The perils of clearing in unskilled hands are too numerous to mention.

It is with these understandings that the Routine 2-Gs are released to Class II Auditors.

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L. RON HUBBARD

6304C16	SHSBC-257	Top of GPM
** 6304C18	SHSBC-258	Directive Listing
6304C20	PAC- 1	Clearing
6304C20	PAC-2	Clearing
** 6304C23	SHSBC-259	Goals Problems Mass
** 6304C25	SHSBC-260	Finding Goals
** 6304C30	SHSBC-261	Directive Listing

HCO BULLETIN OF 25 APRIL 1963

Central Orgs  
Academies

**METER READING TRS**

***DEFINITIONS***

***An Instant Read***

An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor.

HCO B May 25, 1962

***An Instant Rudiment Read***

On Rudiments, repetitive or fast, the instant read can occur anywhere within the last word of the question or when the thought major has been anticipated by the preclear, and must be taken up by the auditor. This is not a prior read. Preclears poorly in session, being handled by auditors with indifferent TR One, anticipate the instant read reactively as they are under their own control. Such a read occurs into the body of the last meaningful word in the question. It never occurs latent.

HCO B July 21, 1962

***A Needle Reaction***

Rise, fall, speeded rise, speeded fall, double tick (dirty needle), theta bop or any other action.

HCO B May 25, 1962

By "*major thought*" is meant the complete thought being expressed in words by the auditor. Reads which occur prior to the completion of the major thought are "prior reads". Reads which occur later than its completion are "latent reads".

HCO B May 25, 1962

By "*minor thought*" is meant subsidiary thoughts expressed by words within the major thought. They are caused by the reactivity of individual words within the full words. They are ignored.

HCO B May 25, 1962

**E-METER TR 20**

***PURPOSE.***

To familiarise student with an E-Meter.

***POSITION:***

Coach and student sit facing each other with an E-Meter in front of the student, either on a table or a chair.

***COMMANDS:***

"Reach for the meter" "Withdraw from the meter". Questions given alternately.

***TRAINING STRESS:***

Coach to see that student does command each time. Coach asks from time to

time, "How are you doing?" Coach also takes up any comm lag or physical manifestation with a "What happened?"

*HISTORY:*

Developed by L. Ron Hubbard, September 1962, at Saint Hill. Recompiled by Reg Sharpe, Course Secretary Saint Hill Special Briefing Course, April 1963.

E-METER TR 21

*PURPOSE:*

To train student to read an E-Meter accurately, speedily and with certainty.

*POSITION:*

Coach and student sit facing each other. Student has an E-Meter (switched on) and coach holds the cans.

*PATTER:*

*Coach:* "Define a needle reaction."

*Coach:* "Define an instant read."

*Coach.* "Define a rudiment instant read."

Student should give with a high degree of accuracy the definitions in this bulletin. If it is not so, coach reads definition and has student repeat it.

*Coach:* "Take a phrase from the bulletin, say it to me and observe the meter."

When the student has done this coach asks the following questions:

1. "Did you get a needle reaction?" "What was it?" "Where was it?"
2. "Did you get a rudiment instant read?" "What was it?"
3. "Did you get an instant read?" "What was it?"

*TRAINING STRESS:*

Coach needs to keep control of the coaching session. He should not depart from the above questions. If student is in any doubt at any time coach asks for a definition of whatever is being handled. Example: Student: "I'm not sure if I had a reaction." Coach: "Define a needle reaction." When student has done so, coach repeats question, "Did you get a needle reaction?" and continues thus until student gives a definite answer.

Any hesitancy or any failure on the part of the student to observe a read is queried with a "What happened?" Occasionally ask student, "How are you doing?"

This drill needs to be coached exactly as outlined above. Student is very likely to start blowing confusion. Don't Q & A with it. No flunks, no evaluation or invalidation.

*HISTORY:*

Developed by Reg Sharpe from the materials of L. Ron Hubbard at Saint Hill, April 1963, to improve E-Meter reading rapidly and without student being invalidated by another student who does not know how to read a meter.

L. RON HUBBARD

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HCO BULLETIN OF 29 APRIL 1963

Central Orgs  
Academies

**MODERNIZED TRAINING DRILLS  
USING PERMISSIVE COACHING**

Much of the difficulty experienced in teaching the TRs and getting students proficient in the TRs is due to bad coaching. This bulletin is issued to overcome this difficulty. It is in fact an amendment of HCO Bulletin of April 17, 1961, which as itself remains valid.

The essence of this bulletin is that the drills do not permit the coach to “flunk” a student, instead an exact patter is laid down for the coach and instructors should ensure that the coach keeps to the patter.

TR 0 has been subdivided into 4 parts.

One new drill is introduced—“The Coaches’ Drill”.

The TRs are important because:

1. The auditing skill of any student remains only as good as he can do his TRs.
2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.
3. If the TRs are not well learned early in the HPA/HCA BScn/HCS Courses, **THE BALANCE OF THE COURSE WILL FAIL AND INSTRUCTORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRS.**
4. Almost all confusions on Meter, Model Sessions and SOP Goals stem directly from inability to do the TRs.
5. A student who has not mastered his TRs will not master anything further.
6. SOP Goals will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

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

These TRs given here should be put in use at once in all auditor training, in Academy and HGC and in the future should never be relaxed. Seven weeks on a Comm Course until he does the TRs perfectly lets the student receive at least one week’s training in the eight. A poor Comm Course in one week can wipe out the whole eight weeks.

**NUMBER: TR 0. Revised 1961 and 1963.**

NAME: Confronting Preclear.

COMMANDS: None.

POSITION: Student and coach sit facing each other a comfortable distance apart— about three feet. Student has an E-Meter.

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

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront WITH a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is misnamed if Confront means to DO something to the pc. The whole action is to accustom an auditor to BEING THERE three feet in front of a preclear without apologizing or moving or being startled or embarrassed or defending self. After a student has become able to just sit there for two hours “bull baiting” can begin. Anything added to being there is queried by the coach with a “What happened?” Twitches, blinks, sighs, fidgets, anything except just being there is promptly queried with the reason why, if necessary. TR 0 has been divided into four parts. Each part is drilled for about 15 minutes in turn and then begun over again and again.

#### TR 0 (A)

This is exactly as given above except that “bull baiting” is omitted. Whenever student speaks, fidgets, giggles, is embarrassed or goes anaten coach says, “That’s it, what happened?” Coach listens carefully to what student has to say, acknowledges and says, “Start.” In fact, coach will do the foregoing whenever he sees any physical action or change, however small, manifested by the student. It is also desirable from time to time that the coach says, “That’s it, how are you doing?”, listens carefully to what student says, acknowledges and then says start.

No flunks, no invalidation or validation other than giving a win from time to time as merited.

#### TR 0 (B)

Exactly as TR 0 (A) with the addition that student is required by coach to answer the following questions which are given alternately:

“What can you see about me that you like?”

“What can you see about me that you don’t like?”

Coach acknowledges each answer without invalidation, validation or evaluation. Coach asks “What happened?” whenever there is any physical manifestation on the part of the student or whenever there is an overlong comm lag. Coach also asks from time to time “How are you doing?”

#### TR 0 (C)

In this part bull baiting is introduced, otherwise it is exactly as TR 0 (A). Patter as a confronted subject: The coach may say anything or do anything except leave the chair. The students’ “buttons” can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above).

Instructors should have coaches let students have some wins (coach does not mention these) and then, by gradient stress, get the coaches to start in on the student to invite flunks. This is “bull baiting”. The student is queried each time he or she reacts, no matter how minutely, to being baited.

#### TR 0 (D)

This drill has been designed to put the finishing touches to a TR 0. It needs to be done very thoroughly and with plenty of interest on the part of the coach. It is run as follows:

1. Coach says to student, “Define a good auditing attitude.” He accepts student’s definition.
2. Coach says, “Show me a good auditing attitude.”

3. After a few minutes coach asks the following questions:
  - (a) “Did you show me a good auditing attitude?”
  - (b) “What did you do?”
  - (c) “What happened?”
4. Actions 2 and 3 are repeated two or three times, then start over again at 1.
5. When the “Good auditing attitude” is being done well substitute “an interested attitude” or “a professional attitude” or “an understanding attitude”. All these “attitudes” should be drilled thoroughly. Further, coach should take any attitude the student presents, e.g. if student uses in his definition the words “It’s being there” coach makes a mental note to use it later. Example: “Define a ‘being there’ attitude.” “Show me a ‘being there’ attitude. “

The whole of TR 0 should be taught rough-rough-rough and not left until the student can do it. Training is considered satisfactory at this level only if the student can BE three feet in front of a person without flinching, concentrating or confronting with, regardless of what the confronted person says or does.

**HISTORY:** Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be “interesting”. Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised 1963 by Reg Sharpe.

**NUMBER: TR 1. Revised 1961 and 1963.**

**NAME:** Dear Alice.

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

**COMMANDS:** A phrase (with the “he says” omitted) is picked out of the book “Alice in Wonderland” and read to the coach.

**POSITION:** Student and coach are seated facing each other a comfortable distance apart. Student has an E-Meter.

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

(A) When student has delivered a phrase coach asks student the following:

1. “Did you own the phrase?”
2. “Did you deliver it in a new unit of time?”
3. “Where did the communication start from?”
4. “Where did the communication land?”

If student is in difficulty or confused by the drill, coach reads the purpose of the drill and the training stress and has student clear the purpose and the training stress.

(B) After a short while the following is introduced.

Coach tells student, “Create the space of the coaching session by locating 4 points in front of you and four points behind you.” This is done on a gradient scale until student is doing the drill comfortably. Coach just asks, “Did you do that?”

Then “A” above is reintroduced and the coach asking from time to time, “Did you create the space?” If student has difficulty coach goes back to getting student to locate the four points in front and the four points behind.

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

**HISTORY:** Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability. Revised 1963 by Reg Sharpe with the advices of L. Ron Hubbard.

**NUMBER: TR 2. Revised 1961 and 1963.**

**NAME:** Acknowledgments.

**PURPOSE:** To teach student that an acknowledgment is a method of controlling preclear communication and that an acknowledgment is a full stop. Also that an acknowledgment lets a pc know that he has answered an auditing command.

**COMMANDS:** The coach reads lines from "Alice in Wonderland" omitting "He said" and the student thoroughly acknowledges them.

**POSITION:** Student and coach are seated facing each other at a comfortable distance apart. Student with an E-Meter.

**TRAINING STRESS:** To teach student to acknowledge exactly what was said so preclear knows it was heard. To ask student from time to time what *was* said. To curb over and under acknowledgment. To teach him that an acknowledgment is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on.

To teach further that one can fail to get an acknowledgment across or can fail to stop a pc with an acknowledgment or can take a pc's head off with an acknowledgment. Patter: The coach says, "Start," reads a line and says after student has acknowledged:

1. "What did I say?"
2. "Did you understand it?"
3. "Did your acknowledgment let me know I had originated something?"
4. "Did it end cycle?"
5. "Where did the acknowledgment start from?"
6. "Where did the acknowledgment land?"
7. "Did you own the space?"

In questions 5 and 6 student must indicate as in TR 1. Ask "What happened?" as required in previous TRs. Coach checks carefully, "Are you really satisfied that you are giving good acknowledgments?" He reads the purpose of the TR and the Training Stress for the student to check over.

**HISTORY:** Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgment ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 by L. Ron Hubbard. Revised 1963 by Reg Sharpe with the advices of L. Ron Hubbard.

**NUMBER: TR 3. Revised 1961 and 1963.**

**NAME:** Duplicative Question.

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

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

**POSITION:** Student and coach seated a comfortable distance apart. Student has an E-Meter.

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

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

The student should not fail to get an answer to the question asked, or fail to repeat the exact question.

Coach instructs student to run the command “Do birds fly?” or “Do fish swim?” etc. Student is required to acknowledge in such a way that the coach knows he has answered the command and if he doesn’t answer the command to repeat the command, letting the coach know it is a repeat. Coach just answers the command to start. Patter is as follows:

- S. “Do birds fly?”
- C. “Yes.”
- S. “Good.”
- C. “Did I answer the command?”
- S. “Yes.”
- C. “Did you feel that you had let me know that I had answered the command?”
- S. “No” or “Yes.”
- C. “OK, start again.”

This patter is repeated over and over until student has a certainty that he is doing the drill.

Then coach starts giving commands which are not answers. These communications must all be directed at the student, i.e., something to do with the pc’s attitude, appearance, private life (real or imaginary).

Example of patter:

- S. “Do birds fly?”
- C. “Your breath stinks.”
- S. “I’ll repeat the question. Do birds fly?”
- C. “That’s it. Did I answer the question?”
- S. “No.”
- C. “Did you let me know I hadn’t?”
- S. “By not acknowledging, repeating the command.”
- C. “OK, start.” And so on.

Coach continues until student is easily doing the drill and with great certainty. Coach can use such originations always directly concerned with the student personally and if he finds a button he continues until the student is tolerating it quite happily. If student breaks up or becomes misemotional coach merely asks “What happened?”

No flunks. No evaluation, invalidation or validation.

Ask “What happened?” as required. When the question is not answered, the student must say gently, “I’ll repeat the auditing question,” and do so until he gets an answer. Anything except commands, acknowledgment and, as needed, the repeat statement is queried. Unnecessary use of the repeat statement is queried. A poor command is queried. A poor acknowledgment is queried. Student misemotion or confusion is queried. Student failure to utter the next command without a long comm lag is queried. A choppy or premature acknowledgment is queried. Lack of an acknowledgment (or with a distinct comm lag) is queried.

“Start”, “Flunk”, “Good” and “That’s it” may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is queried.

The coach should not use introverted statements such as “I just had a cognition.” “Coach divertive” statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing.

The student’s job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgment.

The student may use his or her hands to prevent a “blow” (leaving) of the coach.

If the student does anything else than the above, it is queried. By queried is meant coach asks student “What happened?”

**HISTORY:** Developed by L. Ron Hubbard in London in April 1956 to overcome variations and sudden changes in sessions. Revised 1961 and 1963 by L. Ron Hubbard. The old TR had a comm bridge as part of its training but this is now part of and is taught in Model Session and is no longer needed at this level. Auditors have been frail in getting their questions answered. This TR was redesigned to improve that frailty.

**NUMBER: TR 4. Revised 1961 and 1963.**

**NAME:** Preclear Originations.

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

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

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

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

**Patter:** All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the patter is the same as in earlier TRs. The student’s patter is governed by:

1. Clarifying and understanding the origin.
2. Acknowledging the origin.
3. Giving the repeat statement “I’ll repeat the auditing command,” and then giving it.

Anything else is queried. The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3 Revised.) If the student does more than (1) Understand, (2) Acknowledge, (3) Return pc to session, he is in error.

Coach may throw in remarks personal to student as on TR 3. Student’s failure to differentiate between these (by trying to handle them) and remarks aimed only at the student is queried.

Student’s failure to persist is always queried in any TR but here more so. Coach should not always read from list to originate, and not always look at student when about to comment.

By Originate is meant a statement or remark referring to the state of the coach or fancied case.

By Comment is meant a statement or remark aimed only at student or room. Originations are handled, Comments are disregarded by the student.

TR 4 and anti-Q & A is what bothers auditors the most. Q & Aing is a fault which causes ARC breaks and therefore throws the pc out of session. The reason is that when you Q & A the pc is not permitted to let go of an origination and is therefore left with a *Missed Withhold*. Q & A = Missed Withholds = ARC Breaks.

Coach starts by asking student to define TR 4. If student doesn’t know it then coach gives the definition as follows: TR 4 is to hear an origination, to understand it, to acknowledge it and return pc to session. Similarly coach asks for a definition of Q & A, which is: Double questioning, changing because pc changed, following pc’s instruction.

Coach then tells student to run the process “Do birds fly?” or “Do fish swim?” Coach frequently introduces an origination. When student has dealt with origination or has tried to deal with it, coach asks searchingly the following questions:

1. “Were you tongue-tied? startled? thrown off session?”
2. “Did you hear origination?”
3. “Did you understand it?”
4. “Did you acknowledge it?”
5. “Did you return me to session?”
6. “Did you double question me?”
7. “Did you change because I had changed?”
8. “Did you follow my instruction?”
9. “What did you do?”
10. “What happened?”

Question 10 can be asked randomly throughout the drill whenever coach sees or hears something that indicates student is in trouble of any sort.

Coach is permitted to “lead student up the garden path” for a little while before asking the above question.

This drill needs to be done very thoroughly. If coach notices that student is using a method or pattern, coach can add in the question “Are you using a method or pattern in this drill?”

The drill is continued over and over until student is doing it comfortably and happily. HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks. Revised 1963 by Reg Sharpe with the advices of L. Ron Hubbard.

### *Coaches’ Drill*

Coach and student (who is in this case the student coach) seated as in the normal TR drills.

Coach has the copy of the drill in front of him. He tells student to coach a TR. Whenever student departs from the script coach says, “That’s it. The correct question there should be\_\_\_\_\_.” “The correct action there should be\_\_\_\_\_.” “ This is continued until student coach is thoroughly conversant with the script.

Coach keeps student on the drill and at the end of each cycle asks student, “Did you notice any physical changes on my part?” “What were they?” “Did you ask me ‘What happened?’ each time?”

Drill is continued with each TR in turn until student is administering all the TRs efficiently, interestedly and competently.

Ask “What happened?” as required.

HISTORY: Developed by Reg Sharpe with the advices of L. Ron Hubbard in April 1963 at Saint Hill to teach students how to coach the TRs.

### *Training Note*

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

L. RON HUBBARD

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6305C02 SHSBC-262 Running the GPM  
\*\* 6305C14 SHSBC-263 Implant GPMs

HCO BULLETIN OF 15 MAY AD13

Central Orgs  
Franchise

**THE TIME TRACK  
AND  
ENGRAM RUNNING BY CHAINS  
BULLETIN 1**

It has been so many years since engram running was a familiar tool of the auditor that it is hard to know where to begin to teach this skill all over again. Actually, millions of words have been written or spoken on the subject of running engrams. However, oddly enough there was not one condensed, summary HCO Bulletin on the subject. Engram running, developed, was never then summated. I will therefore attempt to remedy the matter.

**ENGRAM RUNNING SIMPLIFIED**

No recapitulation or summation of materials was ever done on engram running. Therefore while all lectures and books on it are true, not one contains a final survey of engram running including everything vital to this skill and the laws which govern it. The material in books and tapes should be reviewed. But the material in these HCO Bulletins should be learned thoroughly as it takes precedence over all earlier material.

**WHY PEOPLE HAVE TROUBLE RUNNING ENGRAMS**

I have gotten very impatient with the constant plea for a rote set of commands to run engrams. The need for such commands is a *testimony to the Auditor's lack of knowledge* of the mechanics of the Time Track and the pc's behavior during an engram running session.

An auditor *must* know the basic laws and mechanics of the Time Track in order to run engrams. There *is no rote* procedure and never will be that will be successful on all cases in absence of a knowledge of what a Time Track is.

There is no substitute for knowing what engrams are and what they do. Knowing that, you can run engrams. Not knowing that, there is nothing that will take the place of such knowledge. You have to know the behavior of and data about engrams. There is no royal road that avoids such knowledge. If you know all about engrams you can run them. If you don't, you'll make a mess regardless of the commands given for use.

Therefore the essence of engram *running is* a knowledge of the character and behavior of engrams. This is not a vast subject.

However, these three things stand in the way of learning about engrams:

1. Engrams contain pain and unconsciousness; fear of pain or inflicting pain causes the auditor not to confront the pc's engrams and unconsciousness is after all a not knowing condition; and
2. The auditor is so accustomed to projectionists reeling off movies and TV programs for him or her that the auditor tends to just sit while the action rolls forward, acting like a spectator, not the projectionist.
3. Failure to handle Time in Incidents.

On (1) you can remedy this just by knowing about it and realizing it and surmounting it, and on (2) you can remedy the attitude by realizing that the auditor,



not the pc (or some installed movie projectionist), is operating the pc's bank. (3) is covered later.

Take a pocket movie projector and any bit of a reel of film and wind it back and forth for a while and you'll see you are moving it. Then give a command and move the film and you'll have what you're doing as an auditor. Many drills can be developed using such equipment and (2) will be overcome. (1) requires just understanding and the will to rise superior to it.

## THE TIME TRACK

The endless record, called the TIME TRACK, complete with 52 perceptions, of the pc's entire past, is available to the auditor and his or her auditing commands.

The rules are: THE TIME TRACK OBEYS THE AUDITOR; THE TIME TRACK DOES NOT OBEY A PRECLEAR (early in auditing).

The Time Track is a very accurate record of the pc's past, very accurately timed, very obedient to the auditor. If motion picture film were 3D, had 52 perceptions and could fully react upon the observer, the Time Track could be called a motion picture film. It is at least 350,000,000,000,000 years long, probably much longer, with a scene about every 1/25 of a second.

## DEFINITIONS

That part of the Time Track that is free of pain and misadventure is called simply the Free Track, in that the pc doesn't freeze up on it.

*Any* mental picture that is unknowingly created and part of the Time Track is called a FACSIMILE, whether an engram, secondary, lock or pleasure moment.

*Any knowingly created* mental picture that is not part of a Time Track is called a MOCK-UP.

Any unknowingly created mental picture that appears to have been a record of the physical universe but is in fact only an altered copy of the Time Track is called a DUB-IN.

Those parts of the Time Track that contain moments of pain and unconsciousness are called ENGRAMS.

Those parts of the Time Track which contain misemotion based on earlier engramic experience are called SECONDARIES.

Those parts of the Time Track which contain the first moment an earlier engram is restimulated are called KEY-INS.

Those parts of the Time Track which contain moments the pc associates with Key-ins are called LOCKS.

A series of similar engrams, or of similar locks, are called CHAINS.

A BASIC is the first incident (engram, lock, overt act) on any chain.

BASIC BASIC is the first engram on the whole Time Track.

Incidents are not in piles or files. They are simply a part of the consecutive Time Track.

By INCIDENT is meant the recording of an experience, simple or complex, related by the same subject, location or people, understood to take place in a short and finite time period such as minutes or hours or days.

A CHAIN OF INCIDENTS makes up a whole adventure or activity related by the same subject, general location or people, understood to take place in a long time period, weeks, months, years or even billions or trillions of years.

An incident can be an engram, secondary, key-in or lock. A chain of incidents can therefore be a chain of experiences which are engrams, secondaries, key-ins and locks.

A chain of incidents has only one BASIC. Its BASIC is the earliest engram received from or overt act committed against the subject, location or beings which make it a chain.

### THE INFLUENCE OF THE TIME TRACK

Shakespeare said all life was a play. He was right in so far as the Time Track is a 3D, 52 perception movie which is a whole series of plays concerning the preclear. But the influence of it upon the preclear removes it from the class of pretense and play. It is not only very real, it is what contains whatever it is that depresses the pc to what he is today. Its savageness relieved, the preclear can recover, and only then. There is no other valid workable road.

There are valences, circuits and machinery in the reactive mind, as well as Reliable Items and Goals. But these all have their place on the Time Track and are part of the Time Track.

The preclear, as a thetan, is the effect of all this recorded experience. Almost all of it is unknown to him.

There are no other influencing agencies for the preclear than the Time Track and Present Time. And Present Time, a moment later, is part of the Time Track.

### THE CREATION OF THE TIME TRACK

The preclear makes the Time Track as time rolls forward. He does this as an obsessive create on a sub-awareness level. It is done by an INVOLUNTARY INTENTION, not under the pc's awareness or control.

The road to clear by making the preclear take over the creating of the Time Track was long explored and proved completely valueless and chancy.

The road to clear by making the preclear leave the Time Track (exteriorization) lasts only for minutes, hours or days and has proven valueless.

The road to clear, proven over 13 years of intense research and vast numbers of auditing hours and cases, lies only in an auditor handling the Time Track and removing from it, by means governed by the Auditor's Code, the material, both motivators and overts, which, recorded on it, is out of the control of the pc and holds the pc at effect. Listing for goals and reliable items, engram running, Prepchecking, Sec Checking, recall processes and assists all handle the Time Track successfully and are therefore the basis of all modern processing.

### APPARENT FAULTS IN THE TIME TRACK

There are no faults in the recording of the Time Track. There are only snarls caused by groupers, and unavailability and lack of perception of the Time Track.

A Grouper is anything which pulls the Time Track into a bunch at one or more points. When the grouper is gone the Time Track is perceived to be straight.

Unavailability is caused by the pc's inability to confront or BOUNCERS and DENYERS. A BOUNCER throws the pc backward, forward, up or down from the track and so makes it apparently unavailable. A DENYER obscures a part of track by implying it is not there or elsewhere (a mis-director) or should not be viewed.

Groupers, bouncers and deniers are material (matter, energy, space and time in the form of effort, force, mass, delusion, etc) or command phrases (statements that group, bounce or deny). When a grouper, bouncer or denier are enforced by both material *and* command phrases they become most effective, making the Time Track unavailable to the pc.

Unless the Time Track is made available it cannot be as-ised by the pc and so remains aberrative.

The Time Track is actual in that it is made of matter, energy, space and time as well as thought. Those who cannot confront Mest think it is composed only of thought. A grouper can make a pc fat and a bouncer thin if the pc is chronically stuck in them or if the track is grouped or made unavailable through bad auditing.

### THE ORIGIN OF THE TIME TRACK

Through a great deal of study, not entirely complete, the following surmises can be made about the Time Track, the physical universe and the pc.

The tendency of the physical universe is condensation and solidification. At least this is the effect produced on the thetan. Continued dwelling in it without rehabilitation causes the thetan to become less reaching (“smaller”) and more solid. A thetan, being a static, may become convinced he cannot duplicate matter, energy, space, or time or certain intentions and so succumbs to the influence of this universe. This influence in itself would be negligible unless recorded by the thetan, stored and made reactive upon the thetan as a Time Track, and then maliciously used to trap the thetan.

Recent researches I have done in the field of aesthetics tend to indicate that rhythm is the source of present time. The thetan is carried along both by his own desire to have, do or be and by having been overwhelmed in the distant past by a continuous minute rhythm. This is a possible explanation of a thetan’s continuous presence in Present Time. Present Time, then, can be defined as a response to the continuous rhythm of the physical universe, resulting in a hereness in nowness.

In response to this rhythm, undoubtedly assisted by overts and implants and convictions of the need of recording, the thetan began to respond to the physical universe in his creations and eventually obsessively created (by means of restimulatable involuntary intentions) the passing moments of the physical universe. But only when he began to consider these pictures important could they be used to aberrate him.

These are only partly permanently created. Other moments of the past become re-created only when the thetan’s intention is directed to them, on which these parts spontaneously appear, the thetan not voluntarily creating them.

This forms the Time Track. Some parts of it, then, are “permanently” in a state of creation and the majority of it becoming created when the thetan’s attention is directed to them.

The “permanently created” portions are those times of overwhelm and indecision which almost entirely submerged the thetan’s own will and awareness.

Such parts are found in implants and great stresses. These parts are in permanent restimulation.

The mechanism of permanent restimulation consists of opposing forces of comparable magnitude which cause a balance which does not respond to current time and remains “timeless” .

Such phenomena as the overt act-motivator sequence, the problem (postulate counter-postulate), tend to hold certain portions of the Time Track in “permanent creation” and cause them to continue to exist in present time as unresolved masses, energies, spaces, times and significances.

The intention of the physical universe (and those who have become degraded enough to further only its ends) is to make a thetan solid, immobile and decisionless.

The fight of the thetan is to remain unsolid, mobile or immobile at will, and capable of decision.

This in itself is the principal unresolved problem and it itself creates timeless mass which accomplishes the basic purpose of a trap.

The mechanism of the Time Track can then be said to be the primary action in making a thetan solid, immobile and decisionless. For without a record of the past accumulating and forming a gradient of solidification of the thetan, the entrapment potential of the physical universe would be negligible and the havingness which it offers might be quite therapeutic. It probably requires more than just living in the physical universe to become aberrated. The main method of causing aberration and entrapment is therefore found in actions which create or confuse the Time Track.

A thetan has things beyond Matter, Energy, Space and Time which can deteriorate. His power of choice, his ability to keep two locations separate, his belief in self and his ethical standards are independent of material things. But these can be recorded in the Time Track as well and one sees them recover when no longer influenced by the Time Track.

As the thetan himself makes his own Time Track, even if under compulsion, and commits his own overts, even on provocation, it can be said, then, that the thetan aberrates himself. But he is assisted by mammoth betrayals and his necessity to combat them. And he is guilty of aberrating his fellows.

It is doubtful if another type of being built the physical universe and still lurks within it to trap further. But older beings, already degraded, have continuously been about to help newer beings to go downhill.

Each Thetan had his own "Home Universe" and these colliding or made to collide, probably are the physical universe. But of this origin and these intentions we are not at this time certain.

It is enough for us to resolve the problem of the aberrative nature of this universe and provide a technology which assuages that aberration and keeps one abreast of it. This is practical and we can already do it. Further insight into the problem will be a further bonus. And further data is already in view.

(Bulletin 2 on The Time Track and Engram Running will follow.)

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** 6305C15	SHSBC-264	TVD-20, Blocking Out and Dating Items and Incidents Prior to Implants
** 6305C16	SHSBC-265	The Time Track
** 6305C21	SHSBC-266	The Helatrobus Implants
** 6305C22	SHSBC-267 (Aud: LRH)	TVD-21, Engram Running—Helatrobus Implant
** 6305C23	SHSBC-268	State of O.T.
** 6305C28	SHSBC-269	Handling ARC Breaks

**ROUTINE 3**  
**R-3 MODEL SESSION**

Here is the new Routine 3 Model Session as outlined in HCO Bulletin May 13, AD13. All other Model Sessions are canceled herewith. This form is to be used in all auditing in the future.

**SESSION PRELIMINARIES**

All auditing sessions have the following preliminaries done in this order.

1. Seat the pc and adjust his or her chair.
2. Clear the Auditing room with "Is it all right to audit in this room?" (not metered).
3. Can squeeze "Squeeze the cans, please." And note that pc registers, by the squeeze, on the meter, and note the level of the pc's havingness. (Don't run hav here.)
4. Put in R Factor by telling pc briefly what you are going to do in the session.

*START OF SESSION.*

5. "Is it all right with you if I begin this session now?"

"START OF SESSION." (Tone 40)

"Has this session started for you?" If pc says, "No," say again, "START OF SESSION. Now has this session started for you?" If pc says, "No," say, "We will cover it in a moment."

*RUDIMENTS:*

6. "What goals would you like to set for this session?"

Please note that Life or Livingness goals have been omitted, as they tend to remind the pc of present time difficulties and tend to take his attention out of the session.

7. At this point in the session there are actions which could be undertaken: the running of General O/W or the running of Mid Rudiments using "Since the last time I audited you", or pull missed W/Hs as indicated. But if pc cheerful and needle smooth, just get down to work.

One would run General O/W if the pc was emotionally upset at the beginning of the session or if the session did not start for the pc, the latter being simply another indication of the pc's being upset or ARC broken, but these symptoms must be present, as sometimes the session hasn't started merely because of poor Tone 40 or because the pc had something he wanted to say before the auditor started the session.

### *RUNNING O/W:*

“If it is all right with you, I am going to run a short, general process. The process is: ‘What have you done?’, ‘What have you withheld?’ “ (The process is run very permissively until the needle looks smooth and the pc is no longer emotionally disturbed. )

“Where are you now on the time track?”

“If it is all right with you, I will continue this process until you are close to present time and then end this process.” (After each command, ask, “When?”)

“That was the last command. Is there anything you would care to ask or say before I end this process?”

“End of process.”

### *RUNNING THE MID RUDIMENTS:*

One would use the Middle Rudiments with, “Since the last time I audited you”, if the needle was rough and if the Tone Arm was in a higher position than it was at the end of the last session.

#### ORDER OF BUTTONS

Here is the correct wording and order of use for the big Mid Ruds.

“\_\_\_\_\_ has anything been suppressed?”

“\_\_\_\_\_ is there anything you have been careful of?”

“\_\_\_\_\_ is there anything you have failed to reveal?”

“\_\_\_\_\_ has anything been invalidated?”

“\_\_\_\_\_ has anything been suggested?”

“\_\_\_\_\_ has any mistake been made?”

“\_\_\_\_\_ is there anything you have been anxious about?”

“\_\_\_\_\_ has anything been protested?”

“\_\_\_\_\_ has anything been decided?”

“\_\_\_\_\_ has anything been asserted?”

In using the first three buttons (Suppressed, Careful of and Failed to Reveal), the rudiment question should be asked directly of the pc off the meter (repetitive). When the pc has no more answers, check the question on the meter. If the question reads, stick with it on the meter like in Fast Rud checking until it is clean.

The last six buttons are cleaned directly on the meter as in Fast Ruds.

### *PULLING MISSED WITHHOLDS*

Use: “Since the last time you were audited has a withhold been missed on you’?”

“Since the last time you were audited is there anything someone failed to find out about you?”

“Since the last time you were audited has someone nearly found out something about you?”

Any of the above versions may be used. They are always run repetitively. They

can also be used without the time limiter, e.g. "Is there anything someone failed to find out about you?"

*BODY OF SESSION.*

8. Now go into the body of the session.

*END BODY OF SESSION:*

9. "Is it all right with you if we end off .....now?" "Is there anything you would care to ask or say before I do so?" "End of ....."

*SMOOTH OUT SESSION:*

10. Smooth out any roughness in the session if there has been any, favouring Suppress, Failed to Reveal, Protest, Decide, Overts, Assert, using prefix "In this session ....."?

*GOALS & GAINS.*

11. "Have you made any part of your goals for this session?"  
"Have you made any other gains in this session that you would care to mention?"

*HAVINGNESS:*

12. (After adjusting the meter) "Please squeeze the cans." (If the squeeze test was not all right, the Auditor would run the pc's Havingness process until the can squeeze gives an adequate response.)

*ENDING SESSION:*

13. "Is there anything you would care to ask or say before I end this session?"

14. "Is it all right with you if I end this session now?"

15. "Here it is: END OF SESSION (Tone 40). Has this session ended for you?" (If the pc says, "No," repeat, "END OF SESSION." If the session still has not ended, say, "You will be getting more auditing. END OF SESSION.") "Tell me I am no longer auditing you."

Please note that Havingness is run after Goals and Gains as this tends to bring the pc more into present time and to take his attention to a degree out of the session.

Wording for the above follows the tradition of earlier model sessions.

Adhere severely to this session form. It is nearly an irreducible minimum and is very fast, but it is all necessary.

The Random Rudiment here is "What happened?"

Session Mid Ruds are simply "Protest, Assert and Decide".

RI rudiments are "Suppress and Invalidate".

ARC Break handling is in accordance with HCO Bulletin of March 14, 1963. Don't continue a session until you find out why the ARC Break.

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HCO BULLETIN OF 27 MAY 1963

CenOCon  
Franchise

*ALL AUDITING*  
*STAR RATING HCO BULLETIN FOR ACADEMIES AND SHSBC*

**CAUSE OF ARC BREAKS**

LUCKY IS THE PC WHOSE AUDITOR HAS UNDERSTOOD THIS HCO BULLETIN AND LUCKY IS THE AUDITOR, MAY HIS OWN CASE RUN WELL.

I have just narrowed the reason for ARC Breaks in auditing actions down to only one source.

RULE: ALL ARC BREAKS ARE CAUSED BY BY-PASSED CHARGE.

RULE: TO TURN OFF AN ARC BREAK FIND AND INDICATE THE CORRECT BY-PASSED CHARGE.

Charge can be By-Passed by:

1. Going later than basic on any chain without further *search* for basic.

Example: Looking for the pc's first automobile accident, finding the fifth instead and trying to run the fifth accident as the first accident, which it isn't. The By-Passed Charge here is the first accident and all succeeding accidents up to the one selected by the auditor as the first one or the one to run. To a greater or lesser degree depending on the amount the earlier material was restimulated, the pc will then ARC Break (or feel low or in "low morale"). One can run a later incident on a chain briefly but only to unburden earlier incidents, and the pc must know this.

2. Unknowingly ignoring the possibility of a more basic or earlier incident of the same nature as that being run after the pc has been restimulated on it. Or bluntly refusing to admit the existence of or let the pc "at" an earlier incident.
3. Cleanly missing a GPM, as one between two goals run consecutively in the belief they are consecutive.
4. Missing an earlier GPM and settling down to the assertion there are no earlier ones.
5. Cleanly missing one or more RIs, not even calling them.
6. Failing to discharge an RI and going on past it.
7. Accidentally missing a whole block of RIs, as in resuming session and not noticing pc has skipped (commoner than you'd think).
8. Accepting a wrong goal, missing the right one similarly worded.
9. Accepting a wrong RI, not getting the plot RI to fire.
10. Misinterpreting or not understanding data given to you by the pc and/or acting on wrong data.
11. Misinforming the pc as to what has or has not fired and discharged.
12. Locating the wrong By-Passed Charge and saying it is the source of the ARC Break.



13. Failing to follow the cycle of communication in auditing.

These and any other way charge can be restimulated and left *prior* to where the auditor is working can cause an ARC Break.

Charge left after (later) (nearer pt) than where the auditor is working hardly ever causes an ARC Break.

The burden of skilled auditing then, is to get RIs (and GPMs and incidents) discharged as close to basic (first incident) as possible. And always be prowling for something earlier.

In contradiction of this is that any GPM fairly well discharged by RRs unburdens the case, ARC Break or no ARC Breaks. And any incident partially discharged lets one go earlier.

The pc *never* knows why the ARC Break. He may think he does and disclaim about it. *But* the moment the actual reason is spotted (the real missed area) the ARC Break ceases.

If you know you've missed a goal or RI, just saying so prevents any ARC Break.

An ARC Breaky pc can always be told what has been missed and will almost always settle down at once.

Example: Pc refuses to come to session. Auditor on telephone says there's a more basic incident or RI or GPM. Pc comes to session.

The auditor who is most likely to develop ARC Breaks in the pc will have greater difficulty putting this HCO Bulletin into practice. Perhaps I can help this. Such an auditor Qs and As by *action* responses, not acknowledgments after understanding. Action can be on an automaticity in the session. So this HCO Bulletin may erroneously be interpreted to mean, "If the pc ARC Breaks DO something earlier."

If this were true then the only thing left to run would be Basic Basic—without the pc being unburdened enough to have any reality on it.

A drill (and many drills can be compiled on this) would be to have a lineal picture of a Time Track. The coach indicates a late incident on it with a pointer and says, "Pc ARC Break." The student must give a competent and informative statement that indicates the earlier charge without pointing (since you can't point inside the reactive bank of a pc with a pointer).

Drawn Time Tracks showing a GPM, a series of engrams along free track, a series of GPMs, all plotted against time, would serve the purpose of the drill and give the student graphic ARC Break experience.

The trick is TO FIND AND INDICATE the RIGHT By-Passed Charge to the pc and to handle it when possible but never fail to indicate it.

It is not DO that heals the ARC Break but pointing toward the correct charge.

**RULE: FINDING AND INDICATING AN INCORRECT BY-PASSED CHARGE WILL NOT TURN OFF AN ARC BREAK.**

An automaticity (as covered later in this HCO Bulletin) is rendered discharged by indicating the area of charge only.

This is an elementary example: Pc says, "I suppressed that." Auditor says, "On this incident has anything been suppressed?" Pc ARC Breaks. Auditor indicates Charge by saying, "I'm sorry. A moment ago I didn't acknowledge your suppression." ARC Break ceases. Why? Because the source of its charge that triggered an automaticity of above the pc's tone, was itself discharged by being indicated.

Example: Auditor asks for a Joburg overt. Pc gives it. Auditor consults meter at once asking question again, which is protested giving a new read. Pc ARC Breaks. Auditor says, "I did not acknowledge the overt you gave me. I acknowledge it." ARC Break ceases.

Example: Auditor asks for RI No. 173 on First Series Line Plot. Pc ARC Breaks, giving various reasons why, such as auditor's personality. Auditor asks meter, "Have I missed an Item on you?" Gets read. Says to pc, "I've missed an Item." ARC Break ceases. Whether the missing item is looked for or not is immaterial to this HCO Bulletin which concerns handling ARC Breaks.

If an auditor always *does* in response to an ARC Break, such as instantly looking for specific earlier Items, that auditor has missed the point of this HCO Bulletin and will just pile up more ARC Breaks, not heal them.

Don't be driven by ARC Breaks into unwise actions, as all you have to do is find and *indicate* the missing charge that was By-Passed. *That is* what takes care of an ARC Break, not taking the pc's orders.

If the ARC Break does *not* cease, the wrong By-Passed Charge has been indicated.

The sweetest running pc in the world can be turned into a tiger by an auditor who always Qs and As, never indicates charge and goes on with the session plan.

Some Qs and As would be a source of laughter if not so deadly.

Here is a Q and A artist at work (and an ARC Breaky pc will soon develop) (and this auditor will soon cease to audit because it's "so unpleasant").

Example: Auditor: "Have you ever shot anyone?" Pc: "Yes, I shot a dog." Auditor: "What about a dog?" Pc: "It was my mother's." Auditor: "What about your mother?" Pc: "I hated her." Auditor: "What about hating people?" Pc: "I think I'm aberrated." Auditor: "Have you worried about being aberrated?" Pc: @!!\*?!!.

Why did the pc ARC Break? Because the charge has never been permitted to come off shooting a dog, his mother, hating people, and being aberrated and that's enough By-Passed Charge to blow a house apart.

This pc will become, as this keeps up, unauditably by reason of charge missed in sessions and his resulting session dramatizations as overts.

Find and indicate the actual charge By-Passed. Sometimes you can't miss it, it has just happened. Sometimes you need a simple meter question since what you are doing is obvious. Sometimes you need a dress parade assessment from a list. But however you get it, find out the exact By-Passed Charge and then INDICATE IT TO THE PC.

The violence of an ARC Break makes it seem incredible that a simple statement will vanquish it, but it will. You don't have to run another earlier engram to cure an ARC Break. You merely have to say it is there—and if it *is* the By-Passed Charge, that ARC Break will vanish.

Example: Pc: "I think there's an incident earlier that turned off my emotion." Auditor: "We'd better run this one again." Pc ARC Breaks. Auditor: (Consults meter) "Is there an earlier incident that turns off emotion? (Gets read) Say, what you just said is correct. Thank you. There is an earlier incident that turns off emotion. Thank you. Now let's run this one a few more times." Pc's ARC Break ends at once.

Don't go around shivering in terror of ARC Breaks. That's like the modern systems of government which tear up their whole constitution and honor just because some hired demonstrators howl. Soon they won't be a government at all. They bend to every ARC Break.

ARC Breaks are inevitable. They will happen. The crime is not: to have a pc ARC Break. The crime is: not to be able to handle one *fast* when it happens. You must be

able to handle an ARC Break since they are inevitable. Which means you must know the mechanism of one as given here, how to find By-Passed Charge and how to smoothly indicate it.

To leave a pc in an ARC Break more than two or three minutes, is just inept.

And be well-drilled enough that your own responding rancor and surprise doesn't take charge. And you'll have pleasant auditing.

### ARC BREAK PROCESSES

We had several ARC Break processes. These were repetitive processes.

The most effective ARC Break process is locating and indicating the By-Passed Charge. *That* really cures ARC Breaks.

A repetitive command ARC Break process based on this discovery I just made would possibly be "What communication was not received?"

Expanding this we get a new ARC Straight Wire:

"What attitude was not received?"

"What reality was not perceived (seen)?"

"What communication was not acknowledged?"

This process IS NOT USED to handle SESSION ARC BREAKS but only to clean up auditing or the track. If the pc ARC Breaks don't use a process, find the missed charge.

Indeed this process may be more valuable than at first believed, as one could put "In auditing ....." on the front of each one and straighten up sessions. And perhaps you could even run an engram with it. (The last has not been tested. "In auditing" + the three questions was wonderful on test. 2 div TA in each 10 mins on a very high TA case.)

"ARC Break Straight Wire" of 1958 laid open implants like a band saw, which is what attracted my attention to it again. Many routine prefixes such as "In an organization" or "On engrams" or "On past lives" could be used to clear up past attitudes and overts.

We need some repetitive processes today. Cases too queasy to face the past, cases messed up by offbeat processes. Cases who have overts on Auditing or Scientology or orgs. Cases pinned by session overts. The BMRs run inside an engram tend to make it go mushy. And Class I Auditors are without an effective repetitive process on modern technology. This is it.

A Repetitive Process, even though not looking for basic, implies that the process will be run until the charge is off and therefore creates no ARC Breaks unless left unflat. Therefore the process is safe if flattened.

### RUDIMENTS

Nothing is more detested by some pcs than rudiments on a session or GPM or RI. Why?

The same rule about ARC Breaks applies.

The Charge has been By-Passed. How?

Consider the session is later than the incident (naturally). Ask for the suppress in the session. You miss the suppress in the incident (earlier by far). Result: Pc ARC Breaks.

That's all there is to ARC Breaks caused by *Session* BMRs or Mid Ruds.

Example: “Scrambleable Eggs” won’t RR. Auditor says, “On this Item has anything been suppressed?” Pc eventually gets anxious or ARC Breaks. Why? Suppress read. Yes, but where was the suppress? It was in the Incident containing the RI, the pc looked for it in the session and thereby missed the suppress charge in the incident of the RI which, being By-Passed Charge unseen by pc and auditor, caused the ARC Break. Remedy? Get the suppress in the incident, not the session. The RI RRs.

Also, the more ruds you use, the more you restimulate when doing Routine 3, because the suppress in the incident is not basic on Suppress, and if you clean just one clean, even to test, bang, there goes the charge being missed on Suppress and bang, bang, ARC Break. Lightly, auditor, lightly.

#### Q AND A ARC BREAKS

Q and A causes ARC Breaks by BY-PASSING CHARGE.

How? The pc says something. The auditor does not understand or Acknowledge. Therefore the pc’s utterance becomes a By-Passed Charge generated by whatever he or she is trying to release. As the auditor ignores it and the pc re-asserts it, the original utterance’s charge is built up and up.

Finally the pc will start issuing orders in a frantic effort to get rid of the missed charge. This is the source of pc orders to the auditor.

Understand and Acknowledge the pc. Take the pc’s data. Don’t pester the pc for more data when the pc is offering data.

When the pc goes to where the auditor commands, don’t say, “Are you there now?” as his going is thereby not acknowledged and the going built up charge. Always assume the pc obeyed until it’s obvious the pc did not.

#### ECHO METERING

The pc says, “You missed a suppress. It’s .....” and the auditor reconsults the meter asking for a suppress. That leaves the pc’s offering an undischarged charge.

NEVER ASK THE METER AFTER A PC VOLUNTEERS A BUTTON.

Example: You’ve declared suppress clean, pc gives you another suppress. Take it and don’t ask suppress again. That’s *Echo Metering*.

If a pc puts his own ruds in, don’t at once jump to the meter to put his ruds in. That makes all his offerings missed charge. *Echo Metering* is miserable auditing.

#### MISSED WITHHOLDS

Needless to say, this matter of By-Passed Charge is the explanation for the violence of missed withholds.

The auditor is *capable* of finding out. So the pc’s undisclosed overts react solely because the auditor doesn’t ask for them.

This doesn’t wipe out all technology about missed withholds. It explains why they exist and how they operate.

Indication is almost as good as disclosure. Have you ever had somebody calm down when you said, “You’ve got missed withholds”? Well it’s crude but it has worked. Better is, “Some auditor failed to locate some charge on your case.” Or, “We must have missed your goal.” But only a meter assessment and a statement of what has been found would operate short of actually pulling the missed withholds.

#### APPARENT BAD MORALE

There is one other factor on “Bad Morale” that should be remarked.

We know so much we often discard what we know in Scientology. But way back in Book One and several times after, notably 8-80, we had a tone scale up which the pc climbed as he was processed.

We meet up with this again running the Helatrobis Implants as a whole track fact.

The pc rises in tone up to the lower levels of the tone scale. He or she comes up to degradation, up to apathy.

And it often feels horrible and, unlike an ARC Break and the Sad Effect, is not cured except by more of the same processing.

People complain of their emotionlessness. Well, they come up a long ways before they even reach emotion.

Then suddenly they realize that they have come up to being *able* to feel bad. They even come up to feeling pain. And all that is a *gain*. They don't confuse this too much with ARC Breaks but they blame processing. And then one day they realize that they can feel apathy! And it's a win amongst wins. Before it was just wood.

And this has an important bearing on ARC Breaks.

Everything on the whole Know to Mystery Scale that still lies *above* the pc finds the pc at effect. These are all on Automatic.

Therefore the pc in an ARC Break is in the grip of the reaction which was in the incident, now fully on automatic.

The pc's anger in the incident is not even seen or felt by the pc. But the moment something slips the pc is in the grip of that emotion as an automaticity and becomes furious or apathetic or whatever toward the auditor.

None is more amazed at himself or herself than the pc in the grip of the ARC Break emotion. The pc is a helpless rag, being shaken furiously by the emotions he or she felt in the incident.

Therefore, never discipline or Q and A with an ARC Broken pc. Don't join hands with his bank to punish him. Just find the By-Passed Charge and the automaticity will shut off at once to everyone's relief.

Running Routine 3 is only unpleasant and unhappy to the degree that the auditor fails to quickly spot and announce By-Passed Charge. If he fails to understand this and recognize this, his pcs will ARC Break as surely as a ball falls when dropped.

If an auditor has ARC Breaky pcs only one thing is basically wrong—that auditor consistently misses charge or consistently fails to anticipate missed charge.

One doesn't always have to run the earliest. But one had better not ignore the consequences of not pointing it out. One doesn't have to discharge every erg from an RI always but one had better not hide the fact from the pc.

The adroit auditor is one who can spot earlier charge or anticipate ARC Breaks by seeing where charge is getting missed and taking it up with the pc. That auditor's pcs have only the discomfort of the gradually rising tone and not the mess of ARC Breaks.

It is possible to run almost wholly without ARC Breaks and possible to stop them in seconds, all by following the rule: DON'T BY-PASS CHARGE UNKNOWN TO THE PC.

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L. RON HUBBARD

\*\* 6305C29 SHSBC-270                      Programming Cases, Part 1

\*\* 6305C30                      SHSBC-271                      Programming Cases, Part 2

HCO BULLETIN OF 8 JUNE AD13

Central Orgs  
Franchise

**THE TIME TRACK  
AND  
ENGRAM RUNNING BY CHAINS  
BULLETIN 2  
HANDLING THE TIME TRACK**

Although finding and curtailing the development of the Time Track at genus is not improbable, the ability of the preclear to attain it early on is questionable without reducing the charge on the existing track. Therefore, any system which reduces the charged condition of the Time Track without reducing but increasing the awareness and decisionability of the preclear is valid processing. Any system which seeks to handle the charge but reduces the preclear's awareness and decisionability is not valid processing but is degrading.

According to early axioms, the single source of aberration is Time. Therefore any system which further confuses or overwhelms the preclear's sense of time will not be beneficial.

Thus the first task of the student of engram running is to master the handling of Time on the preclear's Time Track. It must be handled without question, uncertainty or confusion.

Failing to handle the Time in the pc's Time Track with confidence, certainty and without error will result in grouping or denying the Time Track to the pc.

The prime source of ARC break in engram running sessions is by-passing charge by Time mishandling by the auditor. As a subhead under this, taking and trying to run incidents which are not basic on a chain constitute an error in Time and react on the pc like By-Passed RIs or GPMs.

An ARC break-less session requires gentle accurate time scouting, the selection of the earliest Timed incident available and the accurate Time handling of the incident as it is run.

There are only a few reasons why some cannot run engrams on pcs. These are:

1. Q and A with the pain and unconsciousness of incidents;
2. Failing to handle the Time Track of the pc for the pc;
3. Failure to understand and handle Time.

2 and 3 are much the same. However, there are three ways to move a Time Track about:

- (a) By Significance (the moment something was considered);
- (b) By Location (the moment the pc was located somewhere);
- (c) By Time alone (the date or years before an event or years ago).

You will see all three have time in common. "The moment when you thought \_\_\_\_\_" "The moment you were on the cliff \_\_\_\_\_" "Two years before you

put your foot on the bottom step of the scaffold” are all dependent on Time. Each designates an instant on the Time Track of which there can be no mistake by either auditor or pc.

The whole handling of the Time Track can be done by any one of these three methods, Significance, Location, Time.

Therefore all projectionist work is done by the Time of Significance, the Time of Location or Time alone.

The track responds. Those auditors who have trouble cannot grasp the totality and accuracy and speed of that response. The idiotic and wonderful precision of the Time Track defeats the sloppy and careless. They wonder if it went. They question the pc’s being there. They fumble about until they destroy their command over the Time Track.

“Go to 47,983,678,283,736 years 2 months, 4 days 1 hour and six minutes ago.” Well, a clear statement of it, unfumbled, will cause just that to happen. The tiniest quiver of doubt, a fumble over the millions and nothing happens.

Fumbled dating gets no dates. One must date boldly with no throat catches or hesitations. “More than 40,000? Less than 40,000?” Get it the first read. Don’t go on peering myopically at the meter asking the same question the rest of the session. Accurate, Bold, Rapid. Those are the watchwords of dating and Time Track handling.

In moving a Time Track about, move only the track. Don’t mix it and also move the pc. You can say “Move to \_\_\_\_\_.” You don’t have to say (but you can) “The somatic strip will move to \_\_\_\_\_.” But never say “You will move to \_\_\_\_\_.” And this also applies to Present Time. The pc won’t come to Present Time. He’s here. But the Time Track will move to the date of present time unless the pc is really stuck. In getting a pc to Present Time (unimportant in modern engram running) say “Move to (date month and year of PT).”

In *scouting* you always use *To*. “Move To\_\_\_\_\_.” In *running* an engram or whatever, you always use *THROUGH*. “Move through the incident\_\_\_\_\_.”

If an auditor hasn’t a ruddy clue about the Time Track and its composition, he or she won’t ever be able to run engrams. So, obviously, the first thing to teach and have passed in engram running is Time Track Composition. When the auditor learns that, he or she will be able to run engrams. If the auditor does not know the subject of the Time Track well, then he or she can’t be taught to run engrams, for no rote commands that cover all cases can exist. You couldn’t teach the handling of a motion picture projector by rote commands if the operator had never imagined the existence of film. An auditor sitting there thinking the pc is doing this or that and being in a general fuddle about it will soon have film all over the floor and wrapped about his ears. His plea for a rote command will just tangle up more film so long as he doesn’t know it *is* film and that *he*, not the preclear, is handling it.

If an auditor can learn this, he will *then* be able to learn to run those small parts of the Time Track called engrams. If an auditor can’t run a pc through some pleasant Time Track flawlessly, he or she sure can’t run a pc through the living lightning parts of that Track called Engrams.

An auditor who cannot handle the Time Track smoothly can scarcely call himself an auditor as that’s all there is to audit besides postulates, no matter what process you are using, no matter what process you invent and even if you tried what is laughingly called a “biochemical approach” to the mind. There’s only a Time Track for the bios to affect.

There’s a thetan, there’s a Time Track. The thetan gets caught in the Time Track. The job of the auditor is to free the thetan by digging him out of his Time Track. So if you can’t handle what you’re digging a thetan out of, you’re going to have an awful lot of landslides and a lot of auditing loses for both you and preclears.

Invent games, devices, charts and training aids galore and teach with them and you'll have auditors who can handle the Time Track and run engrams.

### CHARGE AND THE TIME TRACK

Charge, the stored quantities of energy in the Time Track, is the sole thing that is being relieved or removed by the auditor from the Time Track.

When this charge is present in huge amounts the Time Track overwhelms the pc and the pc is thrust below observation of the actual Track.

This is the State of Case Scale. (All levels given are major levels. Minor levels exist between them.)

Level ( 1 ) NO TRACK	—	No Charge.
Level (2) FULL VISIBLE TIME TRACK	—	Some Charge.
Level (3) SPORADIC VISIBILITY OF TRACK	—	Some heavily charged areas.
Level (4) INVISIBLE TRACK (Black or Invisible Field)	—	Very heavily charged areas exist.
Level (5) DUB-IN	—	Some areas of Track so heavily charged pc is below consciousness in them.
Level (6) DUB-IN OF DUB-IN	—	Many areas of Track so heavily charged, the Dub-in is submerged.
Level (7) ONLY AWARE OF OWN EVALUATIONS	—	Track too heavily charged to be viewed at all.
Level (8) UNAWARE	—	Pc dull, often in a coma.

On this new scale the very good, easy to run cases are at Level (3). Skilled engram running can handle down to Level (4). Engram running is useless from Level (4) down. Level (4) is questionable.

Level ( 1 ) is of course an OT. Level (2) is the clearest clear anybody ever heard of. Level (3) can run engrams. Level (4) can run early track engrams if the running is skilled. (Level (4) includes the Black V case.) Level (5) has to be run on general ARC processes. Level (6) has to be run carefully on special ARC processes with lots of havingness. Level (7) responds to the CCHs. Level (8) responds only to reach and withdraw CCHs.

Pre-Dianetic and Pre-Scientology mental studies were observations from Level (7) which considered Levels (5) and (6) and (8) the only states of case and oddly enough overlooked Level (7) entirely, all states of case were considered either neurotic or insane, with sanity either slightly glimpsed or decried.

In actuality on some portion of every Time Track in every case you will find each of the Levels except (1) momentarily expressed. The above scale is devoted to *chronic* case level and is useful in Programming a case. But any case for brief moments or longer will hit these levels in being processed. This is the Temporary Case Level found only in sessions on chronically higher level cases when they go through a tough bit.

Thus engram running can be seen to be limited to higher level cases. Other processing, notably modern ARC processes, moves the case up to engram running.

Now what makes these levels of case?



It is entirely *charge*. The more heavily charged the case, the lower it falls on the above scale. It is charge that prevents the pc from confronting the Time Track and submerges the Time Track from view.

Charge is stored energy or stored or recreatable potentials of energy.

The E-Meter registers charge. A very high or low tone arm, a sticky or dirty needle, all are registrations of this charge. The "chronic meter of a case" is an index of chronic charge. The fluctuations of a meter during a session are registering relative charge in different portions of the pc's Time Track.

More valuably the meter registers *released* charge. You can see it blowing on the meter. The disintegrating RR, the blowing down of the TA, the heavy falls, the loosening needle all show charge being released.

The meter registers charge found and then charge released. It registers charge found but not yet released by the needle getting tight, by DN, by a climbing TA or a TA going far below the clear read. Then as this cleans up, the charge is seen to "blow".

Charge that is restimulated but not released causes the case to "charge up", in that charge already on the Time Track is triggered but is not yet viewed by the pc. The whole cycle of restimulated charge that is then blown gives us the action of auditing. When *prior* charge is restimulated but not located so that it can be blown, we get "ARC Breaks".

The State of Case, the Chronic Level, as given on the above scale, is the totality of charge on the case. Level (I) has *no* charge on it. Level (8) is total charge. The day to day condition of a case, its temper, reaction to things, brightness, depends upon two factors, (a) the totality of charge on the case and (b) the amount of charge in restimulation. Thus a case being processed varies in tone by (a) the totality of charge remaining on the case (b) the amount of charge in restimulation and (c) the amount of charge blown by processing.

Charge is held in place by the basic on a chain. When only later than basic incidents are run charge can be restimulated and then bottled up again with a very small amount blown. This is known as "grinding out" an incident. An engram is getting run, but as it is not basic on a chain, no adequate amount of charge is being released.

Later than basic incidents are run either (a) to uncover more basic (earlier) incidents or (b) to clean up the chain after basic has been found and erased.

No full erasure of incidents later than basic is possible, but charge can be removed from them *providing they are not ground out* but only run lightly a time or two and then an earlier incident on the chain found and similarly run. When *the* basic is found it is erased by *many* passes over it. Basic is the only one which can be run many times. The later the incident is (the further from basic) the more lightly it is run.

There is no difference in the technology required to run a basic or a later incident. It is only the number of times THROUGH that differs. Basic is run through many times. A somewhat later engram is run through a couple of times. An engram very late on the chain is gone through once. Otherwise all engrams whether basic or not are run exactly the same.

Engrams are run to release Charge from a case. Charge is not released to cure the body or to cure anything physical and the meter cures nothing. Charge is released entirely to return to a thetan his causation over the Time Track, to restore his power of choice, and to free him of his most intimate trap, his own Time Track. You cannot have decent, honest or capable beings as long as they are trapped and overwhelmed. While this philosophy may be contrary to the intentions of a slavemaster or a degrader it is nevertheless demonstrably true. The universe is not itself a trap capable only of degradation. But beings exist who, beaten and overwhelmed themselves, can utilize this universe to degrade others.

The mission of engram running is to free the charge which has accumulated in a being and so restore that being to appreciated life.

All cases, sooner or later, have to be run on engrams, no matter what else has to be done. For it is in engrams that the bulk of the charge on the Time Track lies. And it is therefore those parts of the Time Track called engrams which overwhelm the thetan. These contain pain and unconsciousness and are therefore the record of moments when a thetan was most at effect and least at cause. In these moments then the thetan is least able to confront or to be causative.

The engram also contains moments when it was necessary to have moved and most degrading to have held a position in space.

And the engram contains the heaviest ARC Break with a thetan's environment and other beings.

And all these things add up to charge, an impulse to withdraw from that which can't be withdrawn from or to approach that which can't be approached, and this, like a two pole battery, generates current. This constantly generated current is chronic charge. The principal actions are:

- (a) When the attention of the thetan is directed broadly in the direction of such a track record the current increases.
- (b) When the attention is more closely (but not forcefully) and accurately directed, the current is discharged.
- (c) When the basic on the chain is found and erased, that which composes the poles themselves is erased and later incidents eased, for no further generation is possible by that chain and it becomes incapable of producing further charge to be restimulated. The above are the actions which occur during auditing. If these actions do not occur despite auditing, then there is no case betterment, so it is the auditor's responsibility to make sure they do occur.

As the Time Track is created by an involuntary response of the thetan, it is and exists as a real thing, composed of space, matter, energy, time and significance. On a Level (8) Case the Time Track is completely submerged by charge even down to a total unawareness of thought itself. At Level (7) awareness of the track is confined by extant charge to opinions about it. At Level (6) charge on the track is such that pictures of pictures of the track are gratuitously furnished, causing delusive copies of inaccurate copies of the track. At Level (5) charge is sufficient to cause only inaccurate copies of the track to be viewable. At Level (4) charge is sufficient to obscure the track. At Level (3) charge is sufficient to wipe out portions of the track. At Level (2) there is only enough charge to maintain the existence of the track. At Level (1) there is no charge and no track to create it. All charge from Level (1) and up into higher states that is generated is knowingly generated by the thetan, whose ability to hold locations in space and poles apart results in charge as needful. This would degenerate again as he put such matters on automatic or began once more to make a Time Track, but these actions alone are not capable of aberrating a thetan until he encounters further violent degradation and entrapment in the form of implants. Aberration itself must be calculated to occur. The existence of a Time Track only makes it possible for it to occur and be retained. Thus a thetan's first real mistake is to consider his own pictures and their recorded events important, and his second mistake is in not obliterating entrapment activities in such a way as not to become entrapped or aberrated in doing so, all of which can be done and should be.

Engram running is a step necessary to get at the more fundamental causes of a Time Track and handle them.

So it is a skill which must be done and done *well*.

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L. RON HUBBARD

Central Orgs  
Franchise

**ROUTINE 3**  
**ENGRAM RUNNING BY CHAINS**  
**BULLETIN 3**  
**ROUTINE 3-R**  
**ENGRAM RUNNING BY CHAINS**

Given a knowledge of the Composition and Behaviour of the Time Track, engram running by chains is so simple that any auditor begins by overcomplication. You almost can't get uncomplicated enough in engram running.

In teaching people to run engrams in 1949, my chief despair was summed up in one sentence to the group I was instructing: "All auditors talk too much." And that's the first lesson.

The second lesson is: "All auditors acknowledge too little." Instead of cheerily acknowledging what the pc said and saying "continue", auditors are always asking for more data, and usually for more data than the pc ever could give. Example: Pc: "I see a house here." Auditor: "Okay. How big is it?"

That's not engram running, that's just a lousy Q and A.

The proper action is: Pc: "I see a house here." Auditor: "Okay. Continue."

The exceptions to this rule are non-existent. This isn't a special brand of engram running. It is modern engram running. It was the first engram running and is the last and you can put aside any complications in between.

The auditor is permitted ONE question per each new point of track and that is ALL. Example: Auditor: "Move to the beginning of the 88 plus trillion year incident. (Waits a moment.) What do you see?" Pc: "It's all murky." Auditor: "Good. Move through the incident."

*Wrong* Example: Auditor: "Move to the beginning of the 88 plus trillion year incident. (Waits a moment.) What do you see?" Pc: "It's all murky." Auditor: "Can you see anything in the murk?" FLUNK! FLUNK! FLUNK!

The rule is ACKNOWLEDGE WHAT THE PC SAYS AND TELL HIM TO CONTINUE.

Then there's the matter of being doubtful of control. *Wrong* Example: Auditor: "Move to yesterday. Are you there? How do you know it's yesterday? What do you see that makes you think ...." FLUNK FLUNK FLUNK.

*Right* Example: Auditor: "Move to yesterday. (Waits a moment.) What do you see? ....Good."

Another error is a failure to take the pc's data. You take the pc's data. Never take his orders.

*Right* Example: Auditor (meter dating): "Is it greater than eighteen trillion, less than eighteen trillion (gets contradictory reads or a DN). (Off meter.) Are you thinking of something?" Pc: "It's less than 18 trillion." Auditor: "Thank you. (On meter.) Is it greater than seventeen trillion five hundred billion. Less than ...." Pc: "It's seventeen trillion, nine hundred and eight billion, four hundred and six million, ninety-five thousand, seven hundred and six years ago." Auditor (having alertly written it all down): "Thank you." (Ends dating.)

Wrong Example: Auditor: "Is it greater than eighteen trillion, less than eighteen tr...." Pc: "It's less than eighteen trillion." Auditor: "OK. Is it greater than eighteen trillion, less than eighteen ...." FLUNK FLUNK FLUNK.

In dating, the pc's contrary data unspoken and untaken can give you a completely wrong date. Your data comes from the pc and the meter always for anything. And if the pc's data is invalidated you won't get a meter's data. If the pc says he has a PTP and the meter says he doesn't, you take the pc's data that he does. In dating, an argument with the pc can group the track.

So take the pc's data. And if the pc is a dub-in, you should be running the ARC processes not engrams anyway as the case is over-charged for engrams. If the pc isn't a dubin then the pc's data is quite reliable.

Also, minimize a pc's dependency on a meter. Don't keep confirming a pc's data by meter read with, "That reads. Yes, that's there. Yes, there's a rocket read ...." Just let the pc find his own reality in running an engram. "All auditors talk too much." You can date on a meter but only so long as the pc doesn't cognite on the date. You can help a pc identify or choose an area of track but *only* if he specifically asks you to. Example: Pc: "I've got two pictures here. Can you find out which one is the earlier? One is of a freight engine, the other is a whole train." Auditor: (on meter) "Is the freight engine earlier than the whole train? Is the whole train earlier than the freight engine? (To pc) The whole train reads as earlier."

Now, however, if the pc has two facsimiles, your problem is only that you've missed something.

**RULE: WHENEVER CHARGE IS MISSED THE TIME TRACK TENDS TO GROUP.**

This does not mean the Auditor has to do something about it unless the pc gets confused and *asks for help*, at which time the *only* action is to spot on the meter what charge has been missed and tell the pc.

#### ARC BREAKS

All Routine 3 ARC Breaks, including R3-N and R3-R, are handled the same way, an exact way. There is *no* deviation from this.

If the pc becomes critical of anything outside the engram (room, auditor, Scientology, the technology) it is an ARC Break. ARC Breaks are of greater and lesser magnitude ranging throughout the misemotional band of the tone scale.

The handling of ARC Breaks *always* follows this rule:

**ARC BREAK RULE 1: IF THE PC ARC BREAKS, ISSUE NO FURTHER AUDITING COMMANDS UNTIL BOTH PC AND AUDITOR ARE SATISFIED THAT THE CAUSE OF THE ARC BREAK HAS BEEN LOCATED AND INDICATED.**

Do not issue more orders, do not run a process, do not offer to run a process, do not sit idly letting the pc ARC Break. Follow this rule.

**ARC BREAK RULE 2: WHEN A PC ARC BREAKS OR CAN'T GO ON FOR ANY REASON, DO AN R3-R ARC BREAK ASSESSMENT AND LOCATE AND INDICATE TO THE PC THE BY-PASSED CHARGE.**

The only harm that can be done in R3-R (or R3-N) is issuing further orders to the pc or trying to run something before the by-passed charge has been located and indicated.

Given this handling of ARC Breaks and an *exact* adherence to the rote of R3-R, *all* former problems of engram running vanish!

#### EARLY ENGRAM RUNNING

No auditor who knew earlier than June 1963 engram running should consider he or she knows how to run engrams.

Routine 3-R is itself. It has *no* dependence on earlier methods of running engrams. Failure to study and learn R3-R “because one knows about engram running” will cause a lot of case failure.

Early engram running was often attempted on cases below Case Level 4. The technology, further, was too varied. Too much was demanded of the pc. Too little effort was put into finding the basic on a chain. Too many forcing techniques were used. Too often the auditor ran just any engram he could get. These and other faults prevented engrams from being run.

R3-R is a rote procedure. That is a victory in itself. But it is a *better* procedure.

If you know old-time engram running, there is no attempt here to invalidate you or that knowledge or make you wrong in any way. Those are all ways to run engrams and gave you a better grasp on it. I only wish to call to your attention that R3-R is not old-time engram running but is a Scientology Routine designed to achieve the state of OT and is not designed for any other use than freeing the spirit of man.

Therefore, study and use R3-R and *don't* mix it with any earlier data on engram running. Anything you know about engram running will help you understand R3-R. But it won't help your pc if mixed in with R3-R. I couldn't put this too strongly. You'll trace any failure in the auditor with R3-R to:

1. Inability to execute the auditing cycle;
2. Inability to run a session;
3. Failure to study and understand the Time Track;
4. Failure to follow R3-R *exactly* without deviation;
5. Failure to handle ARC Breaks as above;
6. Using R3-R on lower level cases not prepared by pre-engram running processes.

#### ROUTINE 3-R

Engram Running by Chains is designated “Routine 3-R” to fit in with other modern processes.

It is a triumph of simplicity. It does not demand visio, sonic or other perception at once by the pc. It develops them.

The ordinary programming of the lowest level case would be Reach and Withdraw Processes, CCHs, Repetitive Processes, R3-R, R3-N, R3-R.

Routine 3-R is the process that leads to Case Level 2. Only some additional exercises are needed, then, to attain the next level, OT.

So R3-R is the fundamental bridge step to OT. And we're going only for OT now for various reasons including political. We have by-passed clear which remains only as a courtesy title denoting one or more GPMs run.

Many cases, even the Black V, can begin at once on R3-R.

#### R3-R BY STEPS

R3-R is run in the 3N model session.

#### *PRELIMINARY STEP.*

Establish the type of chain the pc is to run by assessment.

#### *STEP ONE.*

Locate the first incident by dating.

*STEP TWO:*

Move pc to the incident with the exact command, “Move to (date).”

*STEP THREE:*

Establish duration (length of time) of incident.  
(An incident may be anything from a split *second* long to 15 trillion trillion years or more long.)

*STEP FOUR:*

Move pc to beginning of incident with the exact command, “Move to the beginning of the incident at (date).” Wait until meter flicks.

*STEP FIVE.*

Ask pc what he or she is looking at with the exact command, “What do you see?”  
(If pc’s eyes are open, tell pc first, “Close your eyes.”)

Acknowledge *whatever* pc says.

Do *not* ask a second question, ever.

*STEP SIX:*

Send the pc through the incident with the exact command, “Move through the incident to a point (duration—) later.”

*STEP SEVEN:*

Ask nothing, say nothing, do nothing (except observe meter or make *quiet* notes) while pc is going through the incident. If the pc says anything at all, just acknowledge and let him continue, using this exact command softly, “Okay, Continue.”

Do not coax, distract, or question pc during this period.

Exception: only if the pc ARC Breaks, take action and then only do the R3-R ARC Break Assessment.

If the pc gets stuck, bounces, gets into another incident or if the somatic strip sticks or refuses to obey the auditor, only do an ARC Break Assessment. Do *not* force the pc onward by any command or question.

*STEP EIGHT:*

When the pc reaches the end of the incident (usually pc moves or looks up) say *only*, “What happened?”

Take whatever pc says, acknowledge only as needful. Say *nothing* else, ask *nothing* else. When pc has told little or much and has finished talking, give a final acknowledgement.

*STEP NINE:*

Repeat exactly and only Steps Two to Eight.

Continue to do so until pc either

- (a) Spots an earlier incident or
- (b) Gets no change on a run through the incident from the run just before.

In event of either (a) or (b) do Steps One to Eight exactly and only on the new incident.

*STEP TEN:*

At the end of any session of R3-R leave the pc where he is on the time track. Do not attempt to bring the pc to present time or take the pc to a rest point, as these actions may very well by-pass charge. End any R3-R session with *very* careful goals, gains (as the pc is usually rather anaten) and any *needed* havingness, but keep the havingness very brief, only enough to restore can squeeze. Do not end a session on a boil-off or ARC Break.

*STEP ELEVEN:*

At the beginning of any new R3-R session, if you finished the last engram you were working on, begin precisely and anew with Step One. If you are still working on an engram already found, begin precisely with Step Four and carry on.

*STEP TWELVE:*

If the pc gets into trouble in the session do not use Mid Ruds or ask for missed withholds. Mid Ruds will mush an engram. Missed withholds, unless found as part of the ARC Break Assessment, may move the pc violently about through recently found engrams.

Do only the ARC Break Assessment, and locate and indicate charge accordingly if the session goes wrong.

(Since the last time I audited you Mid Ruds and missed withholds are permissible at session start before any R3-R action is taken in that session.)

*STEP THIRTEEN:*

When encountering a goals engram such as the Helatrobus Implants lay aside R3-R and use R3-N.

When encountering a goals engram prior to the Helatrobus Implants or subsequent to them use R3-M2 but only when such an engram has RIs.

*STEP FOURTEEN.*

When Basic on any chain is found flatten it fully and permit it to be stripped of any lock engrams or earlier incidents that appear. (In finding basics remember that the Time Track by my most recent measurements considerably exceeds a trillion, trillion, trillion years.

Basics may occur as early as they occur but seldom nearer PT than 200 trillion years ago, and quite ordinarily at 15 trillion, trillion years ago.)

*END OF STEPS*

There is no variation of these steps for any reason. This is the most exact procedure known. And there you have it, rote engram running, superior to any engram running ever done and giving superior and faster results.

Future HCO Bulletins will expand the reasons for these steps, give exact methods of dating, give the ARC Break Assessment for R3-R, the assessment for types of chains, and the administration.

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** 6306C12	SHSBC-273	ARC Straightwire
** 6306C13	SHSBC-274	Levels of Case
** 6306C18	SHSBC-275	Beingness
** 6306C19	SHSBC-276	Summary of Modern Auditing

## **ROUTINE 2H**

### **ARC BREAKS BY ASSESSMENT**

This is not just a training process. It is a very valuable *unlimited* process that undercuts Repetitive Processes and produces tone arm action on cases that have none on repetitive processes.

R2H, however, is a training *must* before an auditor is permitted to run engrams. It does not have to be run on a pc before engrams are run. Only when an auditor can produce results with R2H should he or she run engrams on any pc. For R2H combines the most difficult steps of engram running, dating, assessing, locating and indicating by-passed charge. If an auditor can date skillfully and quickly handle ARC Breaks (and handle the Time Track) he or she is a safe auditor on R3R. If not, that auditor will not produce results with R3R or make any OTs.

In Academies and the SHSBC, R2H is placed after skill is attained in Model Session and repetitive processes. In auditing programming R2H comes immediately after Reach and Withdraw and the CCHs.

For sweetening a pc's temper and life, R2H has had no equal for cases above but not including level 8.

ARC stands for the Affinity—Reality—Communication triangle from which comes the Tone Scale and is best covered by the booklet "Notes on Lectures".

By-passed charge is covered very fully in recent HCOBs on ARC Breaks.

### **R2H BY STEPS**

The auditing actions of Routine 2H are complex and must be done with great precision.

The actions are done in Routine 3 Model Session. Mid Ruds and Missed Withholds may be used.

#### **STEP ONE:**

Tell the pc, "Recall an ARC Break."

When pc has done so acknowledge that the pc has done so. Do not ask the pc what it is. If pc says what it is, simply acknowledge. It is no business of R2H to know what the ARC Break consists of!

#### **STEP TWO:**

Date the ARC Break on the meter. If the pc volunteers the date *do not* verify it on the meter further. Accept it at once and write it down. The date is more important than the content of the ARC Break.

#### **STEP THREE:**

Assess the ARC Break for by-passed charge, using the attached list.



Find the greatest read.

The assessment is seldom gone over more than once as a whole and those that read are then read again until one remains.

This is a rapid action on the meter. Look only for tiny ticks or falls or a small left to right slash of the needle. Do not expect large reactions. The Mark V meter is indispensable.

#### STEP FOUR:

Indicate to the pc what charge was missed in that ARC Break he or she has recalled .

The pc must be satisfied that that was the charge missed.

The pc may try to recall what it was that was indicated. This is not a vital part of the drill but **THE PC MUST BE SATISFIED THAT THE LOCATED BY-PASSED CHARGE WAS THE SOURCE OF THE ARC BREAK.**

There is a danger here of a great deal of auditor ad-libbing and tanglefoot. If the pc is not satisfied and *happier* about it, the wrong by-passed charge has been found and Step Three must be re-done.

It is no part of this process to run an engram or secondary thus located.

#### THE ASSESSMENT FORM

This is a *sample* form. It may be necessary to add to it. Some lines of it may eventually be omitted. However, this form does work. The auditor may add a few lines to it.

In asking the questions preface the whole assessment with, "In the ARC Break you recalled\_\_\_\_\_." Do not preface each question so unless pc goes adrift.

A dirty needle means pc has started to speculate. Ask, "Have you thought of anything?" and clean needle.

Had an engram been missed? Had a withhold been missed'? Had some emotion been rejected'? Had some affection been rejected? Had a reality been rejected? Had a communication been ignored? Had a similar incident occurred before? Had a goal been disappointed? Had some help been rejected? Was an engram restimulated? Had an overt been committed? Had an overt been contemplated? Had an overt been prevented? Was there a secret?

Routine 2H is a skilled operation. Practice gives the auditor a knack of doing it rapidly.

An ARC Break should be disposed of about every fifteen minutes of auditing time. Longer shows ineptitude.

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** 6306C20	SHSBC-277	History of Psychotherapy
** 6306C25	SHSBC-278	Routine 2H
** 6306C26	SHSBC-279	TVD-22, Listing Assessment for Engram Running, 1
** 6306C27	SHSBC-280	TVD-23, Listing Assessment for Engram Running, 2

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 JULY AD 13

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**ROUTINE 3R**  
**BULLETIN 4**  
**PRELIMINARY STEP**

The R3R Preliminary Step is done to assure that the correct incident chain is run on the pc for that pc.

Many chains, locks, secondaries and engrams, are available on any pc. But some of them are beyond the pc's reality and ability and some of them are too featherweight to get any case gain.

The basic problem in starting a case on R3R is to run the pc on a chain that will (a) improve the case, (b) hold the pc's interest, (c) be within the pc's current ability to handle.

The establishing of the correct chain was a missing element in all earlier engram running. Almost any pc from Level 7 upwards could have run engrams if the exact *chain* necessary to resolve the case could have been established. This is accomplished now by an accurate assessment using a sensitive E-Meter and the following form and procedure.

It does not matter if the pc begins on a chain of locks, secondaries or engrams so long as running it does (a), (b) and (c) above. You do not have to specify in R3R whether you are running engrams, secondaries or locks. The word "Incident" covers all.

Also, it does not matter if the pc stays within this lifetime or goes whole track so long as the assessed chain is followed and a basic eventually discovered for it. The chain leads where the chain leads.

But once having found the proper chain the auditor must follow that chain, not skip about. To do this, the auditor, when asking for an earlier incident in later R3R steps *always* specifies the proper chain found in this assessment by the Level + Item result of this Preliminary Step Assessment. For example, if the chain found here in the Preliminary Step is "Decisions to die" (Level found = Decided + Item Found = To die), one obtains earlier incidents by always saying, "Is the next earlier decision to die more than .....years ago? Less than .....years ago?"

Thus the result obtained in the Preliminary Step is used on and on until an actual basic is reached. This may be fifty or more engrams run and perhaps even some R3N in the middle of the chain if the chain leads into a GPM by normal rote use of R3R.

When a basic is reached and discharged and the chain being run now gives little or no TA action (or even free needle), a *new Preliminary Step is done*. But until that happens, this Preliminary Step is not repeated with the other steps. Once it *has* happened (a basic found and run), however, a new Preliminary Step is done exactly as given here for the first chain assessment.

You find the chain.

You run engram after engram on that chain (or lock after lock or secondary after secondary) .

You find a basic.

You run the basic thoroughly.

With TA action now gone on the chain found you do a new Preliminary Step.

RULE: TA ACTION EXISTS ON THE CORRECT CHAIN.

RULE: A CHAIN ONCE ASSESSED MUST BE FULLY RUN.

RULE: TA ACTION CEASES ON A DISCHARGED CHAIN.

RULE: A NEW ASSESSMENT IS DONE ONLY WHEN A CHAIN IS DISCHARGED.

RULE: ANY PROPERLY ASSESSED CHAIN WILL PRODUCE TA ACTION.

RULE: IF A CHAIN ASSESSED DOES NOT PRODUCE IMMEDIATE TA ACTION WITH SKILLED R3R THE ASSESSMENT (OR THE RESULTING QUESTION FORMED) IS INCORRECT.

The exact procedure of assessment is:

1. Assess pc by elimination as below for a R3R Form Level.
2. List the Form Level found to a completed List.
3. Nul the completed list to a single subject.
4. Use the Form Level plus subject to designate the character of the incident to be found *every* time an incident is looked for.

*All rules of listing as developed in R2-12 apply to this Preliminary Step.* They are not repeated here.

One is not looking for RRs or RSeS in the Preliminary Step Assessment. Any type of read is valid.

#### ARC BREAKS

When doing this step of R3R use the ARC Break Assessment for Listing Form, not the R3R ARC Break Assessment Form. The main sources of ARC Breaks in the Preliminary Step are:

1. Wrong level assessed.
2. The listed list incomplete.
3. The wrong Item taken from the list.
4. A former chain or engram abandoned to do a new assessment.
5. Earlier levels restimulated (old Pre-Hav auditing).
6. Earlier listing restimulated.

Such forms will be published from time to time as they tend to change and improve.

#### EARLIER ASSESSMENTS DONE

The very earliest assessment (1948) used was “What the pc could see” when he closed his or her eyes. This was then run.

This was followed by an arbitrary method of assigning necessary incidents to be run such as birth and prenatals.

The next earliest assessment ( 1949) was to ask each time for “the incident necessary to resolve the case”. An automaticity known as the “File Clerk” was depended upon, impinged into action by finger snapping.

The next period ( 1951) concerned whole track exploration running whatever you could get to read on a meter.

The next period (1952) concerned overt engrams located by what the pc seemed to be doing physically.

This ended the Dianetic period where engrams were run to clear but mainly to cure psychosomatic illnesses.

Variations of these assessments were revived from time to time in Dianetic uses culminating in the 5th London ACC where overt engrams were run with confront and

great stress was laid on getting the postulates out of them. The meter and shrewd guesses played their part in assessments.

Up to this time there was a great dependence on “insight” and judgment. We were barred to some degree by my own ability to see other people’s pictures which made engram running very easy for me to do, along with my general knowledge of the whole track and the mind. This led me to be very hard to convince that engram assessment was a subject at all or that most auditors couldn’t do it.

With the advent of Scientology with its complete shift from Dianetic goals, healing went out as a reason for running engrams and concern about the body vanished as an auditing target. This led to stresses on exteriorization of the spirit, moving it away from the body. As the reactive bank was thought to be part of the body, its engrams received no further attention.

Eventually I discovered that the thetan had engrams and that these were being automatically (involuntarily) created by him.

Engram running has vanished as a healing process. Engram handling by chains has emerged as an entirely reoriented subject, not even vaguely connected with the body and with the target not of a human clear but of Operating Thetan.

The assessment for engram chains (or any kind of chain) emerges finally in Routine 3R. This assessment technology from beginning to end is Scientology. None of it was ever heard of in Dianetics. Therefore we have crossed a bridge. I have finally understood that precise assessment is vital for an auditor and that an auditor can learn the exact chain to be run on the pc without any intuition or second sight and that even my own auditing is bettered thereby, and that the thetan cannot be freed and re-empowered without an assessment and rote technology for engram running. This is R3R.

The earliest R3R assessment for chains was done by pc interest and the button Protested. The pc was merely asked, “In this Lifetime what have you protested?” and with no listing, whatever the pc said and seemed interested in was taken.

This however did not often produce adequate TA action when the chain was then run.

The next improvement was using the 18 Prepcheck buttons. This drew a blank on some pcs, no level reacting.

Accordingly, I then developed a new Pre-Hav Scale, based mainly on flows. It is Protest that is basically responsible for making a mental image picture. However, very few cases are up to this level. In order to bring more levels of case under engram running and to get more TA action for any case, I developed this Preliminary Step Scale.

The present scale takes some account of (1) The old Pre-Hav Scale, (2) The Know-to-Mystery Scale, (3) The Chart of Attitudes, (4) The 18 Buttons and (5) The Flows Scale, as well as some old well-known buttons.

Several possible levels (such as Create) have been left out because they would go at once into the GPM or Implant Goals. It may not be important that they do. Indeed, with experience we may even come to guide the pc at them. But for the moment they are left out.

There would be nothing wrong in borrowing further from these sources to draw up a longer Preliminary Step Scale, but I think this should cover most pcs.

The three most important visible factors in R3R are:

- (a) Pc’s interest.
- (b) Tone Arm Action.
- (c) The ability of the pc to run the incidents.

If the auditor can see these he knows his Preliminary Assessment was right.

Interest does not mean happiness and joy. Interest is only absorbed attention and a desire to talk about it. Tears, terror or agony may be present without the Interest factor

being absent. A chain of engrams is expected to produce pain and anaten. A chain of secondaries is expected to produce misemotion. These have nothing in them to head an auditor off a chain.

Equally, significance and story content have no bearing on the rightness or wrongness of a chain selected. They are entirely incidental to judging the correctness of a chain.

All the auditor is interested in is whether (a) the pc is interested; (b) the TA action is good and (c) can the pc run the incidents on the chain with *correct* and *exact* R3 R.

That careless auditing and bad R3R can influence (c), leaves us with only two exact criteria for a correct assessment:

- (a) Pc's Interest and
- (b) TA Action while running incidents.

Only these two things tell us the assessment was right. The assessment can be right and unskilled R3R can wreck both in the later steps, a fact which has to be taken into account in reviewing cases in progress.

### R3R ASSESSMENT

This is the Assessment for R3R Preliminary Step.

In this form will be recognized the old Pre-Hav Scales and others, but improved for the purpose of engram chain assessment.

This assessment *must* be done accurately. It is hard to do if the pc doesn't *understand* a level during assessment, is *startled* by one or *disagrees*. These will make the assessment inaccurate. If the assessment is inaccurately done, the pc will ARC Break or the resulting engram chain will not give TA action when being run.

The final level assessed will probably give TA action at once when found if right.

The key sentence in assessing is "In this lifetime have you mainly .....(level)." This is repeated for each level called. Levels are called once, as in ordinary elimination.

Those that stayed in are reassessed the same way. The one form can be used for many additional assessments on the same pc as chains are run out.

The use of this form brings R3R down to Case Level 7 in workability. A chain of engrams being run must give TA action. If none is present in running engrams and the TA stays high or low the assessment was wrong.

The level found here is used to make and complete a list with the question, "In this lifetime what have you .....(level found)?" "In this lifetime" is used not because we only want chains in this lifetime but to keep pc from going all over the track during the preliminary assessment, this making it too long. The chain you want comes into this lifetime. All rules of listing apply as in R2-12A in doing this list.

In event of an ARC Break while doing the Preliminary Step, use the ARC Break Assessment for Listing.

If needle dirties up in assessing this form, give form to pc and ask "What happened?" and if that fails, get in BMRs "On this Assessment".

SUPPRESSED  
FAILED TO SUPPRESS  
NOT SUPPRESSED

WITHHELD  
FAILED TO WITHHOLD  
NOT WITHHELD

INVALIDATED  
FAILED TO INVALIDATE  
NOT INVALIDATED

PROTESTED  
FAILED TO PROTEST  
NOT PROTESTED

BEEN CAREFUL  
FAILED TO BE CAREFUL  
NOT BEEN CAREFUL

SUGGESTED  
FAILED TO SUGGEST  
NOT SUGGESTED

PROVEN  
FAILED TO PROVE  
NOT PROVEN

HIDDEN  
FAILED TO HIDE  
NOT HIDDEN

REVEALED  
FAILED TO REVEAL  
NOT REVEALED

MADE MISTAKES  
FAILED TO MISTAKE  
NOT MADE MISTAKES

ASSERTED  
FAILED TO ASSERT  
NOT ASSERTED

CHANGED  
FAILED TO CHANGE  
NOT CHANGED

DAMAGED  
FAILED TO DAMAGE  
NOT DAMAGED

REMAINED  
FAILED TO REMAIN  
NOT REMAINED

PREVENTED  
FAILED TO PREVENT  
NOT PREVENTED

PRESSED ON  
FAILED TO PRESS ON  
NOT PRESSED ON

BEEN RIGHT  
FAILED TO BE RIGHT  
NOT BEEN RIGHT

BEEN WRONG  
FAILED TO BE WRONG  
NOT BEEN WRONG

WON  
FAILED TO WIN  
NOT WON

LOST  
FAILED TO LOSE

WITHDRAWN  
FAILED TO WITHDRAW  
NOT WITHDRAWN

CONVINCED  
FAILED TO CONVINC  
NOT CONVINCED

AGREED  
FAILED TO AGREE  
NOT AGREED

DISAGREED  
FAILED TO DISAGREE  
NOT DISAGREED

IGNORED  
FAILED TO IGNORE  
NOT IGNORED

DECIDED  
FAILED TO DECIDE  
NOT DECIDED

PROPITIATED  
FAILED TO PROPITIATE  
NOT PROPITIATED

HELD OFF  
FAILED TO HOLD OFF  
NOT HELD OFF

PULLED IN  
FAILED TO PULL IN  
NOT PULLED IN

HELPED  
FAILED TO HELP  
NOT HELPED

KNOWN  
FAILED TO KNOW  
NOT KNOWN

CAUSED  
FAILED TO CAUSE  
NOT CAUSED

BELIEVED  
FAILED TO BELIEVE  
NOT BELIEVED

CURED  
FAILED TO CURE  
NOT CURED

LIKED  
FAILED TO LIKE  
NOT LIKED

AVOIDED  
FAILED TO AVOID

NOT LOST

BLOCKED  
FAILED TO BLOCK  
NOT BLOCKED

RETREATED  
FAILED TO RETREAT  
NOT RETREATED

REACHED  
FAILED TO REACH  
NOT REACHED

ATTACKED  
FAILED TO ATTACK  
NOT ATTACKED

STOPPED  
FAILED TO STOP  
NOT STOPPED

CONFRONTED  
FAILED TO CONFRONT  
NOT CONFRONTED

COMMUNICATED  
FAILED TO COMMUNICATE  
NOT COMMUNICATED

BEEN PRIDEFUL  
FAILED TO BE PROUD  
NOT BEEN PRIDEFUL

SYMPATHIZED  
FAILED TO SYMPATHIZE  
NOT SYMPATHIZED

RECOVERED  
FAILED TO RECOVER  
NOT RECOVERED

HAD  
FAILED TO HAVE  
NOT HAD

LOOKED  
FAILED TO LOOK  
NOT LOOKED

BEEN SERENE  
FAILED TO BE SERENE

BEEN ENTHUSIASTIC  
FAILED TO BE ENTHUSIASTIC

BEEN CONSERVATIVE  
FAILED TO BE CONSERVATIVE

INFLOWED  
FAILED TO INFLOW  
STOPPED INFLOW

NOT AVOIDED

BEEN BORED  
NOT BEEN BORED

BEEN ANTAGONISTIC  
NOT BEEN ANTAGONISTIC

ENDURED  
FAILED TO ENDURE  
NOT ENDURED

ABANDONED

FAILED TO ABANDON  
NOT ABANDONED

GIVEN UP  
FAILED TO GIVE UP  
NOT GIVEN UP

BEEN SANE  
FAILED TO BE SANE  
NOT BEEN SANE

BEEN CURIOUS  
FAILED TO BE CURIOUS  
NOT BEEN CURIOUS

DESIRED  
FAILED TO DESIRE  
NOT DESIRED

ENFORCED  
FAILED TO ENFORCE  
NOT ENFORCED

INHIBITED  
FAILED TO INHIBIT  
NOT INHIBITED

BEEN ANGRY  
FAILED TO BE ANGRY  
RESENTED

FAILED TO RESENT  
NOT RESENTED  
FEARED

FAILED TO FEAR  
NOT FEARED

BEEN IN GRIEF  
FAILED TO CRY

BEEN APATHETIC  
FAILED TO BE APATHETIC

THOUGHT  
FAILED TO THINK  
NOT THOUGHT

OUTFLOWED  
FAILED TO OUTFLOW  
STOPPED OUTFLOW

EVALUATED  
FAILED TO EVALUATE  
NOT EVALUATED

HAD OPINIONS ABOUT  
FAILED TO HAVE OPINIONS ABOUT  
NOT HAD OPINIONS ABOUT

In nulling this scale the pc may suddenly break down emotionally or get an *overpowering* reaction. (Not just a twinge or an interest in a level, since the pc will *not* know the real level until it is found.) If so, STOP, don't go on. Go back to above the point where pc was all right and then carefully null back down to where you stopped. Go over this area getting in suppress and invalidate if needful and you'll have the pc's level found. You may lead into ARC Breaks if you persist in going on as you have by-passed charge. But the pc's reaction must be large for you to use this mechanism. Beware of a "sell" by the pc. A pc doesn't know the level until it is actually found. Some pcs will decide on a level and it will then read. In such a case get in Protested and Decided with "On this scale have you ....." by fast check. Don't let your pc mess up an assessment by a "sell" or decision. But don't keep on down a long assessment of this scale with the pc shattered by pain or emotion as the pc will suppress the right level.

When you have found the pc's level on the above scale by elimination, then list the following question, using that level found: "In this lifetime what have you ..... (level found)?"

List the list to a clean needle so that it nulls very easily, leaving a very few in on the first nulling, only two or three in on the second nulling of what has been left in. Put mid ruds in on these if necessary. Null out to the final Item.

Combine the Level found and the Item found. This is a very simple step. The wording may have to be altered in tense but not in sense. "Decided" may become "Decision". "Failed to think" may become "Failure to think". In the Item found some shift of the pc's wording may be needful. But be very careful that you get a combination of Level and Item that makes sense to the pc and reads on the meter without protest reading too. These reads are often not very large and at best assume steep falls with TA action. So be careful to add up the Level and the Item found to a sensible statement that does *not* alter the sense. For instance you can err greatly if the Level was "Fear" and the Item was "Entrapment" if you vary it to "Fear of Traps". That won't give you the same chain at all. The correct one is "Fear of Entrapment" of course.

You can have a correct Level, a correct Item and then fail to combine the two sensibly. If so you will get (a) A confused pc and (b) A wrong chain. Either way you'll get little TA action and no R3R done.

The Level "Failed to Convince" and the Item "Father" had better be left just that way. It gives a short chain, this lifetime, soon done. By changing the Item "Father" to "Fathers" you would go whole track but the significance is wildly altered and might not run at all. The less alteration the better. And never alter the *sense* of it.

Use the question: "Is the first available (Level) (Item) incident earlier than five years ago? Later than five years ago?" And using times to suit, go on with Step One of R3R.

(Note: The above scale is in random order of arrangement at this time and positions of levels on the scale have no significance.)

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Academies  
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*ALL ROUTINES*

(HCO Secs: Check out all ARC Break Assessment HCO Bulletins on all executives including registrars and on all staff auditors and Instructors)

**ARC BREAK ASSESSMENTS**

These lists are valuable. Intelligently used they put an auditor or Scientology staff or executive at cause over *all* session ARC Breaks and Scientology upsets.

The following Assessments are for use in finding by-passed charge in various auditing activities.

The source of all ARC Breaks is by-passed charge. There is no other source of ARC Breaks. The type of charge that can be by-passed varies from one auditing activity to another (R3R, 3N, etc). Therefore different lists for assessment are necessary for different Routines in auditing. Another list for general auditing is also necessary.

Everything that has been written about by-passed charge is valid. All by-passed charge is in some degree a missed withhold, missed by both auditor and pc.

Having these lists for assessment, there is no excuse for an ARC Break to long continue in a session or for anyone to remain ARC Broken with Scientology.

The following assessments find what kind of charge has been missed. It is then up to the auditor to *locate* it more precisely as to character and time and *indicate* it to the pc. The pc will feel better the moment the right type of by-passed charge is identified by assessment and indicated by the auditor. If the pc does *not* feel better but further ARC Breaks then the assessment is either incomplete or incorrect.

Many complicated ways exist for a charge to be by-passed. There is no reason to go into these. You will find it is always by-passed charge and that it could have been located and indicated in any ARC Break.

R2H is the training process for use of these lists. In R2H devoted to "In auditing" or when an ARC Break is found in a *past* auditing session during an R2H session the type of list that applied *to that session* is used.

There are four ways of using these lists. The first is to assess by elimination and come up with one list line still reading on the meter and indicate it as the charge to the pc. The second is to go down a list taking each one that reads and clearing it up with the pc, finishing the whole list and then finally indicate what read the most. The third way is like the second except that the pc is required to help find what made the type of charge read and actually identify it as a particular thing. The fourth way is to assess only for biggest read or one line and have the pc help spot it.

The third way is the one most commonly used at the end of a session where it is just cleaning up the session, and each question is completely cleaned on the needle in turn. The first way is most used on violent ARC Breaks. The second or the fourth ways are used in R2H.

Assessment often has to be done through a dirty needle. No effort is made to clean it up before assessment. And just because the needle is dirty is no reason to call them all "in". Learn to read through a DN for both ARC Break Assessments and

dating. It is rather easy to do with a Mark V meter as the characteristic of the DN shifts when one is “in”.

No effort has been made here to convert the words to non-Scientology language, as the sense would be lost to a Scientologist.

These lists are all bare-bone and contain only the usual types of by-passed charge. They may be added to as experience with them increases. They become too unwieldy when they are too long. The only way you can get confused as to how to locate and indicate charge is by finding the wrong charge.

### GENERAL ARC BREAK ASSESSMENT

Used in general sessions of all kinds where an ARC Break has occurred, or at session end in all routines and for R2H.

The prefix sentence “In this session has???” is used when cleaning up a session at its end or during the session. “At that time had???” is used for R2H. The actual date may be occasionally substituted for “time” to keep the pc oriented but only if necessary.

#### LIST L—1

a withhold been missed?  
some emotion been rejected?  
some affinity been rejected?  
a reality been refused?  
a communication been cut short?  
a communication been ignored?  
an earlier rejection of emotion been restimulated?  
an earlier rejection of affinity been restimulated?  
an earlier refusal of reality been restimulated?  
an earlier ignored communication been restimulated’?  
a wrong reason for an upset been given?  
a similar incident occurred before’?  
something been done other than what was said?  
a goal been disappointed?  
some help been rejected?  
a decision been made?  
an engram been restimulated?  
an earlier incident been restimulated?  
there been a sudden shift of attention?  
something startled you? a perception been prevented?  
a willingness not been acknowledged?  
there been no auditing?

(Note: If “overt” is added to this list or any BMR buttons, the scale cannot be used in an R3R or 3N session as these “mush” up engrams.)

(Note: If this list is used do not also use any other end rudiments except goals, gains and pc’s havingness.)

### ASSESSMENT SESSIONS LISTING SESSIONS PRELIMINARY STEP R3R THE ARC BREAK FOR ASSESSMENTS LIST

When doing any listing step or type of auditing use the following list for ARC Break Assessment in event of an ARC Break in the session or at session end.

The prefix “In this session has ...” is used for a listing session, and “In that session had . . .” if a listing session ARC Break is recalled by the pc doing R2H.

#### LIST L—2

an incorrect level been found?  
an incorrect item been found?  
a list not been completed?  
a level abandoned? an item abandoned?  
you not given items you thought of?  
a goal been restimulated?  
an implant been restimulated?  
an engram been restimulated?  
a withhold been missed?  
earlier listing been restimulated?  
earlier wrong levels been restimulated?  
earlier wrong items been restimulated?  
earlier listing ARC Breaks been restimulated?

#### ROUTINE R3R ENGRAM RUNNING BY CHAINS

In all engram running sessions, and those combined with 3N in that session, use the following list.

Prefix each question with “In this session have . . .” in event of an ARC Break or at session end. For R2H where an ARC Break is discovered in an earlier engram running session (clear back to 1950), prefix with “In that session had the auditor . . .” and omit “I” and “we”.

#### LIST L—3

I found an incorrect date?  
I found an incorrect duration?  
I demanded more than you could see?  
two or more engrams been found on the same date?  
you skidded to another incident?  
we moved to another chain?  
we gotten to a goals implant?  
we scanned through a GPM?  
we restimulated an earlier incident?  
we restimulated an earlier implant?  
we restimulated an earlier ARC Break on engrams?  
we failed to find the real beginning of the incident?  
we by-passed important data?  
we skipped an incident?  
two or more incidents been confused?  
I missed a withhold on you?  
we left an incident too heavily charged?  
we scanned through one or more series of goal implants?  
we abandoned a chain? we abandoned an incident?  
I prevented you from running an incident?  
I changed processes on you?

(Note: Do NOT use any BMR buttons during engram running or add overts to this list as they will “mush” engrams.)

ROUTINE 3N  
GPMs, ALL GOALS SESSIONS

When a session is being run on GPMs or goals no matter with what routine, use the following ARC Break assessment when *any* ARC Break, great or small, occurs (or when pc becomes critical of the auditor even “playfully”). If R3R and R3N are both run in the same session, do both L—3 and L—4.

Prefix the lines with “In this session have . . .”, or for R2H ARC Breaks found in goals sessions “In that session had the auditor . . .” and omit “I” or “we”. In event that the current pc was the auditor in that session and ARC Broke (applies also to List L—3 above) use List L—1.

LIST L—4

I given you an incorrect item?  
I given you a wrongly worded goal?  
I given you a wrong goal?  
I left an Item charged?  
I skipped an Item?  
I skipped more than one Item?  
I skipped a goal?  
I skipped more than one goal?  
we restimulated an earlier wrong goal?  
we restimulated an earlier wrong item?  
we restimulated an earlier implant?  
I failed to give you a goal?  
I failed to give you an item?  
I misdated a goal?  
you run items out of different GPMs (or goals)?  
we run more than one series of goals?  
we restimulated an earlier goals series?  
we restimulated an earlier engram?  
you skidded on the time track?  
we gone over an engram inside this GPM?  
we restimulated another GPM?  
we missed part of the incident?  
I given you no auditing?  
I missed a withhold on you?  
we missed some other kind of charge?  
we abandoned a goal?  
we abandoned an item?  
I given you more Items than are here?  
I given you more goals than are here?  
we listed an item wrong way to?  
I restimulated earlier errors in running GPMs?  
we slipped into a later goals series?  
I changed processes on you?

L. RON HUBBARD

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[The above lists have been later revised by HCO Bs 19 March 1971, *List-1-C*, Volume VII, page 203; 11 April 1971RA, Revised 8 March 1974, *L3RD Dianetics and Int RD Repair List*, Volume VIII, page 265; and 15 December 1968R, Revised 2 June 1972, *LABR-For Assessment of All Listing Errors*, Volume VIII, page 138.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 JULY 1963

CenOCon  
Franchise

**CCHs REWRITTEN**

(Replaces HCO Bulletin of 2 November 1961, "Training CCHs"  
and HCO Policy Letter of 15 May 1962, "CCHs Rewritten")

The following revised rundown on the CCHs is to be used by all Students in Scientology Orgs.

**CONTROL—COMMUNICATION—HAVINGNESS PROCESSES**

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

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

To bring the CCH training into line with current methods of teaching TRs, etc, at the end of each drill a list of Coach's questions is given. In addition Coach should take instructions from the "Commands" and "Training Stress" and frame them in the form of questions. For example, in CCH I Coach could ask, "Did you make every command and cycle separate?"

Coach must avoid invalidating Student and not ask questions on what Coach *thinks* the Student has done wrong. The correct method is to ask a few questions at a time choosing and forming questions at random. On the other hand Coach should not ask a question about something that has not happened in the drill. For example, in CCH 3, if Coach has not manifested a "dope-off", Coach would *not* ask, "When I doped off did you take my hand and execute the command one hand at a time?"

**No. CCH 1.**

**NAME.** GIVE ME THAT HAND. Tone 40.

**COMMANDS.** GIVE ME THAT HAND.

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

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

**POSITION:** Student and Coach seated in chairs without arms. Student's knees on outside of both Coach's knees.

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

**TRAINING STRESS.** Never stop process until a flat place is reached. Freezes may be introduced at end of cycle, this being after the THANK YOU and before the next command, maintaining a solid comm line, to ascertain information from the Coach or to bridge from the process. This is done between two commands, holding the Coach's hand after acknowledgement. Coach's hand should be clasped with exactly correct pressure. Make every command and cycle separate. Maintain Tone 40, stress on intention from Student to Coach with each command. To leave an instant for Coach to do it by own will before Student decides to take hand or make contact with it. Stress

Tone 40 precision; can be coached for some time silently with Coach looking for silent Student intention. Student indicates hand by nod of head.

*COACH'S QUESTIONS.*

- CCH 1.*
1. What is a Tone 40 Command?  
(Intention without reservation)
  2. Did you give me a Tone 40 Command?
  3. Was the command executed?
  4. What is a change?  
(Any physical observed manifestation)
  5. Did you notice any change?
  6. What was it?
  7. Did you take it up with me?
  8. Did you introduce a freeze at end of cycle to ascertain information from me or to bridge from the process?

*HISTORY.* Developed by L. Ron Hubbard in the 17th ACC Washington DC, 1957.

*No. CCH 2.*

*NAME.* TONE 40 8C.

*COMMANDS.* YOU LOOK AT THAT WALL. THANK YOU.  
YOU WALK OVER TO THAT WALL. THANK YOU.  
YOU TOUCH THAT WALL. THANK YOU.  
TURN AROUND. THANK YOU.

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

*POSITION:* Student and Coach ambulant, Student in physical contact with Coach as needed.

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

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

*COACH'S QUESTIONS.*

- CCH 2:*
1. What is a Tone 40 Command?  
(Intention without reservation)
  2. Did you give me a Tone 40 Command?
  3. Was the command executed?
  4. What is a change?  
(Any physical observed manifestation)
  5. Did you notice any change?
  6. What was it?
  7. Did you take it up with me?
  8. Did you introduce a freeze at end of cycle to ascertain information from me or to bridge from the process?

*HISTORY.* Developed by L. Ron Hubbard in Washington DC, in 1957 for the 17th ACC.

**No. CCH 3.**

**NAME.** HAND SPACE MIMICRY.

**COMMANDS:** Student raises 2 hands palms facing Coach's about an equal distance between the Student and Coach and says "PUT YOUR HANDS AGAINST MINE, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION." He then makes a simple motion with right hand then left. "DID YOU CONTRIBUTE TO THEIR MOTION?" Acknowledge answer. Student allows Coach to break solid comm line. When this is flat, the Student does this same with a half inch of space between his and the Coach's palms. The command being "PUT YOUR HANDS FACING MINE ABOUT 1/2 INCH AWAY, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION." "DID YOU CONTRIBUTE TO THEIR MOTION?" Acknowledge. When this is flat, Student does it with a wider space and so on until Coach is able to follow motions a yard away.

**POSITION.** Student and Coach seated, close together facing each other, Coach's knees between Student's knees.

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

**TRAINING STRESS:** That Student be gentle and accurate in his motions, all motions being Tone 40, giving pc wins. To be free in 2-way communication. That process be introduced and run as a formal process. To teach student that if coach dopes off in this process Student may take Coach's wrist and help him execute the command one hand at a time. That if Coach does not answer during anaten to question "DID YOU CONTRIBUTE TO THEIR MOTION?", Student may wait for normal comm lag of that Coach, acknowledge and continue process.

**COACH'S QUESTIONS.**

- CCH 3:**
1. What is a Tone 40 motion?  
(Intention without reservation)
  2. Did you give me a Tone 40 motion?
  3. Was the motion executed?
  4. What is a change?  
(Any physical observed manifestation)
  5. Did you notice any change'?
  6. What was it?
  7. Did you take it up with me?
  8. Did you do a simple movement?
  9. Define two-way communication.  
(One question—the right one.)
  10. Did you receive a verbal origination?
  11. Did you understand it?
  12. Did you acknowledge it?
  13. Did you return me to session?
  14. Did you double question me?
  15. Did you change because I had changed?
  16. Did you follow my instruction?
  17. What did you do?
  18. What happened?

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

**No. CCH 4.**

**NAME.** BOOK MIMICRY.

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

Student makes simple motions with a book. Hands book to the Coach. Coach makes motion, duplicating Student's mirror-image-wise. Student asks pc if he is satisfied that the Coach duplicated the motion. If Coach is and Student is also fairly satisfied,

Student takes back the book and goes to next command. If Coach is not sure that he duplicated any command, Student repeats it for him and gives him back the book. If Coach is sure he did and Student can see duplication is pretty wrong, Student accepts Coach's answer and continues on a gradient scale of motions either with the left or right hand till Coach can do original command correctly. This ensures no invalidation of the Coach. Tone 40, only in motions, verbal 2-way quite free.

*POSITION:* Student and Coach seated facing each other, a comfortable distance apart.

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

*TRAINING STRESS:* Stress giving Coach wins. Stress Student's necessity to duplicate his own commands. Circular motions are more complex than straight lines. Tolerance of plus or minus randomness are apparent here and the Student should probably begin on the Coach with motions that begin in the same place each time and are neither very fast nor very slow, nor very complex. Introduced by the Student seeing that Coach understands what is to be done, as here is no verbal command, formal process.

*COACH'S QUESTIONS:*

- CCH 4:*
1. What is a Tone 40 motion?  
(Intention without reservation)
  2. Did you give me a Tone 40 motion?
  3. Was the motion executed?
  4. What is a change?  
(Any physical observed manifestation)
  5. Did you notice any change?
  6. What was it?
  7. Did you take it up with me?
  8. Did you do a simple movement?
  9. Define two-way communication.  
(One question—the right one.)
  10. Did you receive a verbal origination?
  11. Did you understand it?
  12. Did you acknowledge it?
  13. Did you return me to session?
  14. Did you double question me?
  15. Did you change because I had changed?
  16. Did you follow my instruction?
  17. What did you do?
  18. What happened?

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

L. RON HUBBARD

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[This HCO B is replaced by HCO B I December 1965, *CCHs*, Volume VI, page 118. See also HCO PL 17 May 1965, *CCHs*, Volume VI, page 40, which says that processes may not be used as drills.]



HCO BULLETIN OF 9 JULY 1963

Central Orgs  
Franchise

**A TECHNICAL SUMMARY  
THE REQUIRED SKILLS OF PROCESSING  
AND WHY**

Here is where we stand and where we're going.

An auditor, to make a Clear or OT, has to be able to handle confidently certain skills.

Today we assume that every successful process we ever had is and was a valid process. We are at a point of summation and valuation as we are achieving excellent and steady progress even on the most unlikely cases. I consider that the period of *basic* mental research has ended and the period of adjustment of skills, on which I will for some time be engaged, has been entered upon.

I list here the auditor skills which are requisite to handle any case.

**SKILLS BY CASE LEVEL**

Case Levels 8, 7 and 6

Objective Processes

Reach and Withdraw Commands  
CCHs  
Havingness Processes

Case Levels 7, 6 and 5

Model Session  
Repetitive Command Processes  
R2H  
Meter Reading  
Simple Assessment of a form

Case Levels 6, 5, 4 and 3

Assessment of Levels  
Listing and Nulling Lists  
R3R  
3N

These constitute, to use another table, the following exact skills:

Handling the pc's body (as in Reach and Withdraw or 8c).  
Ability to execute the auditing cycle.  
Ability to give repetitive commands.  
Ability to handle a meter.  
Ability to run a Model Session and keep the pc in session.  
Ability to read a Tone Arm.  
Ability to accurately meter date.  
Ability to run R2H.

Ability to locate and handle ARC Breaks.  
Ability to assess a simple form.  
Ability to find a level.  
Ability to list, complete and nul a list.  
Ability to run R3R.  
Ability to do 3N.  
Ability to do a form Line Plot for a GPM.  
Ability to do a Line Plot for an off-beat GPM.  
Ability to list for and find a goal.  
Ability to list for and find a top oppterm.  
Knowledge of the Time Track.  
Knowledge of the Thetan.  
Knowledge of the basics of Life.  
A General Knowledge of Scientology.

(Note: The abilities of R3R, R3N and R2H are also listed separately in the above.)

These, briefly, are the skills required to make an OT. They are well taught at Saint Hill. They are practised in Central Orgs as fast as released. HCO Bulletins exist on nearly all this material, except some fine points of R3R which are known but not yet written up, and some of the R3N Line Plots not yet issued.

## BASIC SKILLS

If you examine the above you will find that where the auditor cannot do the required skill the faults are only one or more of the following:

Cannot execute the auditing cycle.  
Cannot execute an auditing cycle repetitively.  
Cannot handle a session.  
Cannot read a meter.  
Cannot study and apply Scientology data.

Given the ability to execute the auditing cycle once or repetitively, handle a session, read a meter and study and apply procedures, all the above listed auditing skills are easily acquired and successfully done.

Therefore in looking for the reasons for no results, one finds the failure to apply the required procedure and in tracing that, one inevitably finds one or more of these five basics amiss in the auditor.

It is no longer a question of whether Scientology works, it is only a question of whether the auditor can work Scientology. If he or she can't, then the trouble lies in one or more of these basics.

The trouble does *not* lie with the procedure or with the pc. Of course some procedures above are harder to do than others and some pcs can worry an auditor far more than others, but these are incidental and are very junior to the five basics above.

The lower the case level of the auditor, the harder time he or she will have grasping the know-how and using it. For instance a squirrel is only a dramatizing Case Level 6 or 7. A student having a rough time is a Case Level 6 or 5. Somebody almost heartbreaking to teach is a Case Level 7 or 8. BUT, with alert guidance and even making mistakes, I have seen Case Levels from 3 to 8 alike getting wins and finally smoothing out on the five basics above. I've seen it myself in the past two years of training at Saint Hill. So I've discarded Case Level as an index of auditing ability, it is only an index of how-hard-to-train.

The question of psychotic or neurotic does not enter. These are artificial states and have no real bearing, surprisingly enough, on Case Level. My belief in an auditor's ability to audit has far more bearing on his auditing than his or her aberrations.

The only factor left is auditor judgment. This varies about and improves with wins. But processes are so arranged that it is a question only of what is the highest process that gives TA action, rather than pre-session case estimation. Trial and error is the best test. I would use it myself, for I have often found the most unlikely preclear (at first glance) capable of running high level processes and some very "capable" people (at casual inspection) unable to see a wall. So I always run the highest level that I *hope* pc can run, and revise on experience with the pc if necessary.

### FORMER TRAINING

As all modern courses and Academies have stressed basic skills as above for some time, no past training has been lost.

Those who learned R2-12 are much better fitted to do R3R and 3N than those who did not.

We look on any auditor today to be able to do repetitive processes but remember, that was sometimes a hard-won ability and old Book and Bottle was developed to assist it.

People who learned Pre-hav assessing or goals finding are definitely well progressed.

Anyone who can do the CCHs successfully will always find them handy.

So I count no training lost. And I am about to collect all earlier processes that worked on psychosomatic ills and publish them, since being careful not to do healing has not protected us at all and we might as well take over the medical profession for I now find that only their trade association has been firing at us in the press. So that opens up a use for almost all training on processes ever given.

If an auditor has learned the above basics he or she can easily do the long list of skills required for Clearing or OT.

### CLEARING

We can clear to keyed-out clear or clear stably. I have considered it necessary to stress thorough clearing. We are on a longer road but a more certain and stable road when we erase the Time Track or sections of it. Clear is now Case Level 2.

The main goal, however, is OT, due to the general situation. When we were attacked I decided on a policy of:

1. Hold the line on the Legal Front and
2. Accelerate research to OT as our best means of handling the situation.

Both these policies are being successful in the extreme and I hope you agree with them.

By courtesy, one GPM run gives a first goal clear. No further test is done.

One chain of engrams completed is an R3R one-chain clear. This is easier than you might think.

Theta clear at this time is a Case Level 2 that is exterior.

OT is a Case Level 1 complete with skills rehabilitated.

The route to these states is very well established and is contained in the first list above.

### HOURS OF PROCESSING

Cases require as many hours as they are located on the Case Level Scale. The lower they are the more hours they require. The higher they are the less they require.

As some index, I have had about 800 hours lately including all techniques from R2-12 forward, much of it purely research auditing on myself as a pc, developing procedures and getting line plots. Barely 250 hours of this was effective auditing. And I am definitely on the easy last half to OT.

In a period of about half that, Mary Sue achieved 10 goal clear and has just completed her first assessed R3R chain. This included all the R3 goals work, the research of R2-12 on her as a pc, as well as R3N and R3R. Effective Auditing, given the data now known, amounted to about 150 hours or less.

A guess to OT, given a skilled auditor and training on all modern data as above, and an able pc, would be less than 500 hours to a one chain R3R clear. This expectancy is being fulfilled on the Saint Hill Course for those now in Z Unit. To this would have to be added any processing time necessary to get the pc up to R3R. I consider that OT lies on the sunny side of 1,000 hours of processing now for cases that can be audited.

### DIFFICULTY OF CLEARING

No case is really easy. A higher state attained is an uphill fight. So don't underestimate the difficulty of clearing.

We went too long on the Time Track before developing and working at Scientology .

BUT we can do it. And it is a lot more than worthwhile—it is vital that we do do it. If we miss now, we may be finished. For there is no help elsewhere and there never has been this technology or any *successful* mental technology. And just now nobody cares but us. When we've succeeded all the way everybody will want on. But not yet.

My own job is *very* far from an end. The job of getting the purely technology developed and organized is practically over, unless you consider a recording of the full technology as part of the job. I've only recorded essentials and am just writing the last bulletins on those. But ahead is a vast panorama of research on other dynamics and enormous amounts of other technology.

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L. RON HUBBARD

** 6307C09	SHSBC-281	The Free Being
** 6307C10	SHSBC-282	Auditing Skills for R-3R
** 6307C10	SHSBC-284A	Preliminary Steps of R-3R, Part 1
** 6307C10	SHSBC-284B	Preliminary Steps of R-3R, Part 2

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 JULY 1963

Sthil  
SHSBC

**AUDITING RUNDOWN  
MISSED WITHHOLDS  
TO BE RUN IN X 1 UNIT**

1. Complete a list on the following question:  
“In this lifetime what have you done that you have withheld from someone?”
2. On each withhold listed ask:
  - (a) “When was it?”
  - (b) “Where was it?”
  - (c) “Who failed to find out about it?”
  - (d) “Who nearly found out about it?”
  - (e) “Who still doesn’t know about it?”

Each answer must be written down and the sheet of answers showing to which withhold they relate must be turned in with the auditing report.

The answer sheet will be made available to all instructors on the Course.

The above suggestion was made by Bernie Pesco, Saint Hill Special Briefing Course student, and accepted for use.

L. RON HUBBARD

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[This HCO B is superseded by HCO B 23 July 1963, *Auditing Rundown-Missed Withholds-To be Run in XI Unit.*]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
11—18 July 1963

- |            |           |                      |
|------------|-----------|----------------------|
| ** 6307C11 | SHSBC-283 | ARC Breaks           |
| ** 6307C16 | SHSBC-285 | Tips on Running R-3R |
| ** 6307C17 | SHSBC-286 | Dating               |
| ** 6307C18 | SHSBC-287 | Errors in Time       |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JULY 1963

Central Orgs  
Franchise for info

**CO-AUDIT**  
**ARC BREAK PROCESS**

A despatch from Dennis Stephens, DScn, Acting Assoc Sec Sydney, is informative in handling a co-audit on the ARC Break Process.

The Commands of the ARC Break Process are not entirely fixed at this time but are more or less as follows, each command being called a "leg".

What Attitude has been rejected?

What Reality has been refused?

What Communication has been ignored?

In private sessions each leg of this process is run flat (more or less) before the next is run and so on and on, around and around, some effort being made to give each leg an equal time. The rules of ARC (to raise one that is low, raise the other two) apply so that no great stress is given an inability on one leg, but all are treated equally.

The process fits in at Case Level 5, is a bit higher than R2H.

L. RON HUBBARD

The despatch follows:

Dear Ron,

The new ARC 1963 Process is producing good results here in Sydney.

We have recently introduced it onto our public co-audit. Certain problems introduced themselves in the application of this process to a group of unskilled auditors who were not trained in the use of E-Meters, etc. The process as given was to be run a leg at a time, each leg to quiet TA or 3 equal comm lags, or a cognition.

Now to run it against the TA on public co-audit meant each student had a meter (which they haven't) and the idea was rejected as impractical. Similarly training them in spotting cognitions and comm lags was also rejected as being time consuming. The other possibility was the supervisors go around continuously and take TA reads. Now this system is not good because the supervisor coming up and taking reads disturbs the pc and so disturbs the TA and so defeats its own purpose. The other possibility was an elaborate series of wiring where each pc is switched in to a Master Board and the supervisor, by switches, plugs each pc onto the meter at his desk. We haven't got such equipment and can barely afford its installation. Anyway that was discarded too.

How to run it? Well, I tried the following system out and it works like a dream. Other orgs might find it useful too.

The pc runs the first leg until he has no more answers, he then goes to second leg until he has no more answers, and similarly with the 3rd leg. He then returns to the first leg, etc, etc. If the pc should ever (heaven forbid! and it's never happened yet) have "no more answers" for each and every leg he either has a thumping ARC Break or needs a "prod" from the meter. So the supervisor would just meter check one of the legs and steer the pc's attention to the answer and he's off on another chain!

The system works OK because the pc is going round and round the same series of commands and always gets another chance to look at each question. Run in this manner the process becomes virtually unlimited.

This system of running the process is particularly applicable where raw people are concerned, with not even a comm course under their belt and fresh from PE course.

Anyway it works very well.

Very best,

DENNIS

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HCO BULLETIN OF 22 JULY 1963

MA  
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BPI

### YOU CAN BE RIGHT

Rightness and wrongness form a common source of argument and struggle.

The concept of rightness reaches very high and very low on the Tone Scale.

And the effort to be right is the last conscious striving of an individual on the way out. I-am-right-and-they-are-wrong is the lowest concept that can be formulated by an unaware case.

What *is* right and what *is* wrong are not necessarily definable for everyone. These vary according to existing moral codes and disciplines and, before Scientology, despite their use in law as a test of "sanity", had no basis in fact but only in opinion.

In Dianetics and Scientology a more precise definition arose. And the definition became as well the true definition of an overt act. An overt act is not just injuring someone or something: an overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. (See the Eight Dynamics.)

Thus a wrong action is wrong to the degree that it harms the greatest number of dynamics. And a right action is right to the degree that it benefits the greatest number of dynamics.

Many people think that an action is an overt simply because it is destructive. To them all destructive actions or omissions are overt acts. This is not true. For an act of commission or omission to be an overt act it must harm the greater number of dynamics. A failure to destroy can be, therefore, an overt act. Assistance to something that would harm a greater number of dynamics can also be an overt act.

An overt act is something that harms broadly. A beneficial act is something that helps broadly. It can be a beneficial act to harm something that would be harmful to the greater number of dynamics.

Harming everything and helping everything alike can be overt acts. Helping certain things and harming certain things alike can be beneficial acts.

The idea of not harming anything and helping everything are alike rather mad. It is doubtful if you would think helping enslavees was a beneficial action and equally doubtful if you would consider the destruction of a disease an overt act.

In the matter of being right or being wrong, a lot of muddy thinking can develop. There are no absolute rights or absolute wrongs. And being right does not consist of being unwilling to harm and being wrong does not consist only of not harming.

There is an irrationality about "being right" which not only throws out the validity of the legal test of sanity but also explains why some people do very wrong things and insist they are doing right.

The answer lies in an impulse, inborn in everyone, to *try to be right*. This is an insistence which rapidly becomes divorced from right action. And it is accompanied by an effort to make others wrong, as we see in hypercritical cases. A being who is apparently unconscious is *still* being right and making others wrong. It is the last criticism.

We have seen a "defensive person" explaining away the most flagrant wrongnesses. This is "justification" as well. Most explanations of conduct, no matter how far-fetched, seem perfectly right to the person making them since he or she is only asserting self-rightness and other-wrongness.

We have long said that that which is not admired tends to persist. If no one admires a person for being right, then that person's "brand of being right" will persist, no matter how mad it sounds. Scientists who are aberrated cannot seem to get many theories. They do not because they are more interested in insisting on their own odd rightnesses than they are in finding truth. Thus we get strange "scientific truths" from



men who should know better, including the late Einstein. Truth is built by those who have the breadth and balance to see also where they're wrong.

You have heard some very absurd arguments out among the crowd. Realize that the speaker was more interested in *asserting* his or her own rightness than in *being right*.

A thetan *tries* to be right and *fights* being wrong. This is without regard to being right *about* something or to do actual right. It is an *insistence* which has no concern with a rightness of conduct.

One tries to be right *always*, right down to the last spark.

How then, is one ever wrong?

It is this way:

One does a wrong action, accidentally or through oversight. The wrongness of the action or inaction is then in conflict with one's necessity to be right. So one then may continue and repeat the wrong action to prove it is right.

This is a fundamental of aberration. All wrong actions are the result of an error followed by an insistence on having been right. Instead of righting the error (which would involve being wrong) one insists the error was a right action and so repeats it.

As a being goes down scale it is harder and harder to admit having been wrong. Nay, such an admission could well be disastrous to any remaining ability or sanity.

For rightness is the stuff of which survival is made. And as one approaches the last ebb of survival one can only insist on having been right, for to believe for a moment one has been wrong is to court oblivion.

The last defense of any being is "I was right". That applies to anyone. When that defense crumbles, the lights go out.

So we are faced with the unlovely picture of asserted rightness in the face of flagrant wrongness. And any success in making the being realize their wrongness results in an immediate degradation, unconsciousness, or at best a loss of personality. Pavlov, Freud, psychiatry alike never grasped the delicacy of these facts and so evaluated and punished the criminal and insane into further criminality and insanity.

All justice today contains in it this hidden error—that the last defense is a belief in personal rightness regardless of charges and evidence alike, and that the effort to make another wrong results only in degradation.

But all this would be a hopeless impasse leading to highly chaotic social conditions were it not for one saving fact:

All repeated and "incurable" wrongnesses stem from the exercise of a last defence: "trying to be right". Therefore the compulsive wrongness can be cured no matter how mad it may seem or how thoroughly its rightness is insisted upon.

Getting the offender to admit his or her wrongness is to court further degradation and even unconsciousness or the destruction of a being. Therefore the purpose of punishment is defeated and punishment has minimal workability.

But by getting the offender off the compulsive repetition of the wrongness, one then cures it.

But how?

By rehabilitating the ability to be right!

This has limitless application—in training, in social skills, in marriage, in law, in life.

Example: A wife is always burning dinner. Despite scolding, threats of divorce, anything, the compulsion continues. One can wipe this wrongness out by getting her to explain what is *right* about her cooking. This may well evoke a raging tirade in some extreme cases, but if one flattens the question, that all dies away and she happily ceases to burn dinners. Carried to classic proportions but not entirely necessary to end the compulsion, a moment in the past will be recovered when she

accidentally burned a dinner and could not face up to having done a wrong action. To be right she thereafter had to burn dinners.

Go into a prison and find one sane prisoner who says he did wrong. You won't find one. Only the broken wrecks will say so out of terror of being hurt. But even they don't believe they did wrong.

A judge on a bench, sentencing criminals, would be given pause to realize that not one malefactor sentenced really thought he had done wrong and will never believe it in fact, though he may seek to avert wrath by saying so.

The do-gooder crashes into this continually and is given his losses by it.

But marriage, law and crime do not constitute all the spheres of living where this applies. These facts embrace all of life. The student who can't learn, the worker who can't work, the boss who can't boss are all caught on one side of the right-wrong question. They are being completely one-sided. They are being "last-ditch-right". And opposing them, those who would teach them are fixed on the other side "admit-you-are-wrong". And out of this we get not only no-change but actual degradation where it "wins". But there are no wins in this imbalance, only losses for both.

Thetans on the way down don't believe they are wrong because they don't dare believe it. And so they do not change.

Many a preclear in processing is only trying to prove himself right and the auditor wrong, particularly the lower case levels, and so we sometimes get no-change sessions.

And those who won't be audited at all are totally fixed on *asserted rightness* and are so close to gone that any question of their past rightness would, they feel, destroy them.

I get my share of this when a being, close to extinction, and holding contrary views, grasps for a moment the rightness of Scientology and then in sudden defence asserts his own "rightnesses", sometimes close to terror.

It would be a grave error to go on letting an abuser of Scientology abuse. The route is to get him or her to explain how *right* he or she is without explaining how wrong Scientology is, for to do the last is to let them commit a serious overt. "What is right about your mind" would produce more case change and win more friends than any amount of evaluation or punishment to make them wrong.

You can be right. How? By getting another to explain how he or she is right—until he or she, being less defensive now, can take a less compulsive point of view. You don't have to agree with what they think. You only have to acknowledge what they say. And suddenly they *can* be right.

A lot of things can be done by understanding and using this mechanism. It will take, however, some study of this article before it can be gracefully applied—for all of us are reactive to some degree on this subject. And those who sought to enslave us did not neglect to install a right-wrong pair of items on the far back track. But these won't really get in your way.

As Scientologists, we are faced by a frightened society who think they would be wrong if we were found to be right. We need a weapon to correct this. We have one here.

And you can be right, you know. I was probably the first to believe you were, mechanism or no mechanism. The road to rightness is the road to survival. And every person is somewhere on that scale.

You can make yourself right, amongst other ways, by making others right enough to afford to change their minds. Then a lot more of us will arrive.

L. RON HUBBARD

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(Note: This is the first in a series of HCO Bulletins designed for publication in Continental Magazines. I am developing a whole presentation of Scientology at this level for general use in life. Follow this HCO Bulletin with the next in magazines.)

Central Orgs  
Tech Depts

**ORG TECHNICAL  
HGC PROCESSES  
AND TRAINING**

(HCO Secs: Check out on all technical staff Star Rating.)

It is of the utmost importance that HGC Technical continues to be maintained as the world's best auditing.

The whole repute of Scientology on a continent ultimately depends on the quality of technical *delivered* by Central Organizations.

In times of shifting technology this may be considered difficult. However, nothing in the book maintains that an HGC must only deliver "the latest". The book only says *the best*.

Staff morale, the unit, broad dissemination depend basically upon technical quality.

If you will look into even the oldest HGC files you will find profiles with firm gains. This does not mean, then, that today's research line has to be installed at once to get gains on pcs.

Of course to attain clear or OT today's research line is vital.

But the problem is *not* upper echelon processing in HGCs, it is lower level cases.

If you go not on the basis of "make clears and OTs" but solely on the basis of "get maximum Tone Arm Action on the pc" you will have very happy pcs and eventual OTs.

To get Tone Arm Action it is necessary to

1. Have pcs who are getting wins and
2. Have staff auditors doing processes they can do successfully.

HGC Gains then depend on:

- A. Getting Tone Arm Action on every pc; and
- B. Training Auditors to handle the five basics well.

Programming for HGC pcs depends on the pc *and* the auditor available.

**PROGRAMMING PCS**

The stable datum for programming a pc is:

**RULE: RUN THE HIGHEST LEVEL PROCESS ON THE PC THAT CAN BE RUN THAT PRODUCES GOOD TONE ARM ACTION.**

The stable don't for programming a pc is:

**RULE: DON'T RUN A PROCESS A PC FEELS HE OR SHE CANNOT DO OR THE AUDITOR CANNOT DO.**

You don't need to predetermine (and sometimes downgrade) a pc's level in order to process him or her.

Programming has nothing to do with tests or hope or critical opinion.

Programming is a trial and error proposition based on:

- C. What highest process gives the pc TA Action?
- D. What process has the pc been interested in?
- E. What process can the auditor do confidently?

PC INTEREST is a nearer certainty of needle reads on the meter and Tone Arm Action than many other methods of assessment.

Any pc who has had earlier auditing can tell you what was or was not *interesting*. A discussion of this with the pc will establish which *type* of process it was. Don't necessarily just go on doing that process. But use it to classify what *type* of process the pc will most likely have wins doing—i.e. objective processes, repetitive processes, engram running, etc. A lot of pcs are audited at levels they have no idea they can do. They will do them, but a simple discussion about processes they have been *interested* in doing will reveal to them and the auditor where they are most likely to get TA Action with no strain.

## GAINS

Gains on a pc can be measured in terms of charge discharged, not necessarily in goals run out or some specific action done.

You can run out goals with *no* TA Action, run out engrams with *no* TA Action and yet the pc does not change.

The goals set by the pc at session beginning change on a changing pc. In reviewing cases watch those goals on the auditor's report. If they deteriorate the auditor has messed it up, leaving by-passed charge. If they remain the same session after session there was no real TA Action. If the goals change session by session there's lots of TA Action, too.

You can just get lots of TA Action, whatever you run, and eventually see a cleared pc.

No matter *what is* run, lack of TA Action will clear no one.

Wrong time is the exclusive source of *no* TA Action. Therefore as a pc's time concept is improved or his dates corrected you will see more TA Action. But many things contribute to wrong time, including bad meter dating and time disorienting implants. The question is not *what* corrects the pc's time so much as: is the pc getting the Tone Arm Action that shows Time is being corrected. Well done auditing cycles alone correct a flawed Time Concept.

So you have PC INTEREST, and TONE ARM ACTION that tell you the programming is right and if the pc is going Clear and OT. Buck these things and the pc won't go anywhere no matter what is run.

## PRECAUTIONS

Wrong dates, wrong goals, wrong Items, by-passing charge, never flattening a process, running a pc beyond regaining an ability or cogniting the process flat account for most upset in auditing.

There is no valid reason for a pc getting upset now that ARC Break assessments exist, providing that the auditor is *auditing* as per the next section.

## AUDITOR SKILL

Basic Auditor Skill consists of five things. If an auditor can do these five, little further trouble will be found.

Any staff training programme, any Academy basic goal, any HGC Auditing that produces results depend on these five basics.

If you review staff auditors or examine students on these basics by themselves, all auditing would rest on solid ground and get gains. Where any one of the following are out in an auditor there is going to be trouble all along the line. No fancy new process will cure what is wrong in a session if these things are not present.

The Basic Auditing Skills are:

1. ABILITY TO EXECUTE THE AUDITING CYCLE.
2. ABILITY TO EXECUTE THE AUDITING CYCLE REPETITIVELY.
3. ABILITY TO HANDLE A SESSION.
4. ABILITY TO READ A METER.
5. ABILITY TO STUDY AND APPLY SCIENTOLOGY DATA.

It takes very little to establish the presence or absence of these abilities in an HGC Auditor or a Student. Each one can be reviewed easily.

View an auditor's ability to audit in the light of the above only. Put him on TV for a half-hour rudiments and havingness actual session of any Model Session he or she is trained to use, and watch 1 to 4 above. Then give him or her an unstudied short HCO Bulletin and see how long it takes for the auditor to pass a verbal exam on it.

A comparison of this data with a number of the staff auditor's HGC case reports will show direct co-ordination. To the degree that few results were obtained the auditor missed on 1 to 5 above. To the degree that good results were obtained the auditor could pass 1 to 5 above. Inspection of half a dozen different cases the auditor has done is necessary to see a complete co-ordination.

*There is your training stress for staff training programmes. Only when the above skills are polished up do you dare to go into involved processes with the auditor. For a more complicated process further throws out any existing errors in the above five abilities and makes hash out of the lot.*

During such a period, one can fall back on auditor confidence. What process is the auditor confident he or she will get wins with? Well let him or her run it on the current pc. And meanwhile, with training, smooth the auditor out and get him or her genned in on higher level or more recent processes.

Without an auditor, a case will not progress. And a case will progress more with a confident auditor who can do something of what he or she is doing than with an auditor who is shaky. For the shakiness will magnify any faults in the five skills that the auditor has.

Auditors do by and large a pretty fine job. It takes a while to gen in a new skill. I can do it in one or two sessions so it's not causing me any strain. Mary Sue can get one straight in about four sessions. So nobody expects a new skill to appear magically perfect in no time at all. But the length of time it will take to groove in on a new skill depends on the five abilities above.

The main auditor faults will be found in auditors who are trying so hard themselves to be right that thee and me must be proven wrong. That shows up most strongly in No. 5 above. The degree of disagreement an auditor has with data measures the degree of unworkability that auditor will enter into processing and this is the same degree that that auditor thinks he or she has to preserve his or her survival by making

others wrong. This also enters into the other four abilities by a covert effort to make the pc wrong. This is rare. But it is best measured by an inability to accept data, and so can be tested by No. 5 above.

Processing on rightness and wrongness remedies this. Other processing remedies it. And just practice remedies it. This factor is easily disclosed as unhandled in some training courses where a blowing student sometimes gives long dissertations on "What they don't agree with in Scientology." That what they say doesn't exist in Scientology does not deter them from believing it does, for their last spark of survival demands that only they be right and all others wrong. Such a state of mind doesn't make a good auditor since both Scientology and the pc must be made wrong. Squirrels are only Case Levels 7 or 6 dramatizing alter-is on Scientology instead of their track. Even they can be made to audit by long training even in the absence of processing. They aren't just trying to make others wrong. Essentially that is the characteristic of a Case Level 8, Unaware. There aren't many of these around. Auditing and training can handle them, even if it takes a long time. Such people would almost die literally if they found they had ever been wrong and they get quite ill with aplomb just to prove you are wrong; it goes that far.

Case Level or sanity have little to do with anything when it comes to training auditors. Insanity is a goal "To be Insane", not an index of potential auditing ability. And only Case Level 8 does a complete shatter of a session as an auditor.

Take these factors into first account in an HGC.

Don't keep a staff upset by shifting processes continually. Processing is pretty stable which is why I can give you this expectancy for a new high level performance in HGC. Groove the staff auditor in for wins and TA Action. And all will be well. Groove them in by processes only and all will be chaos.

And in the Academy stress this data and teach the five abilities above beyond all other data and you'll have auditors. If the HGC could expect from an Academy graduates who had the five abilities listed above, everyone would get more comfortable.

An HGC need not have to run a school of its own to provide itself with auditors.

#### SUMMARY

The data I have given you in this HCO Bulletin is not subject to change or modification.

HGC pcs will only win if they are run so as to obtain good TA Action.

The HGC will have trouble achieving that only to the degree that its staff has not achieved the five abilities above.

We are building on very solid ground. All actions we now undertake in the HGC and Academy should contribute to successful auditing, for out of that alone can clearing be achieved.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 JULY 1963

Central Orgs  
for info  
Sthil  
SHSBC

**AUDITING RUNDOWN  
MISSED WITHHOLDS  
TO BE RUN IN X 1 UNIT**

(supersedes HCO Bulletin of July 11, 1963, same title,  
which was issued to Sthil SHSBC only)

1. Ask pc following question:

“In this lifetime what have you done that you have withheld from someone?”

2. When pc has answered ask:

- (a) “When was it?”
- (b) “Where was it?”
- (c) “Who failed to find out about it?”
- (d) “Who nearly found out about it?”
- (e) “Who still doesn’t know about it?”

Each withhold and answer must be written down and the sheet of withholds and answers must be turned in with the auditing report.

The sheet will be made available to all instructors on the Briefing Course.

The above suggestion was made by Bernie Pesco, Saint Hill Special Briefing Course student, and accepted for use.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
23 - 25 July 1 963

- |            |           |   |
|------------|-----------|---|
| ** 6307C23 | SHSBC-288 | Between Lives Implants                                  |
| ** 6307C24 | SHSBC-289 | ARC Breaks and the Comm Cycle—The Revised Model Session |
| ** 6307C25 | SHSBC-290 | Comm Cycles in Auditing [see page 340 for graphs]       |

HCO BULLETIN OF 28 JULY AD13

Central Orgs  
Franchise

*STAR RATING*

**TIME AND THE TONE ARM**

(HCO Secs: Check out on all Technical staff except  
for percentage of cases which is not Star Rated)

I recently completed a study begun many years ago which gives us new hope and easier auditing of difficult cases.

We have known for many years (Dianetic Axioms) that Time is the Single Source of human aberration. This did not have the importance it deserved.

To make an OT one has to clear the Time Track.

This seemed very easy when I discovered a few months ago that anybody can run an engram. The reasons one can't are just (1) wrong time of the incident, (2) wrong duration of the incident, (3) incident may contain an implanted GPM or (4) it may be false track (therefore having wrong time and wrong duration).

So anybody that can be put into an auditing session can run Time Track with good perception. If the perceptions aren't there it's just wrong time or wrong duration or both, or it's a GPM in which case one reverts at once to R3N, or it's false track in which event one finds accurately when it was installed and the duration of *that* incident.

All apparent grouping of the track comes either from wrong time or false track (which is also wrong time). Either one looks like incidents are grouping.

Well, that seemed to wrap up clearing and OT, but I still didn't broadly release it; I wanted to be sure. I don't mind being wrong but I dislike making you wrong in your auditing, it's already happened too often.

So I carefully researched this all over again and found it was not enough just to clean track. One had to run track with TONE ARM MOTION.

That's the real barrier to clear and OT, given the above data. One can run incidents and GPMs but do these when run *give Tone Arm Motion?*

Without Tone Arm Motion no charge is being released and no actual case betterment is observed beyond a few somatics removed. The pc's session goals stay the same. The pc's life doesn't change.

So the clue to OT (and clear) is *Tone Arm Motion*. It must exist during the session. If it doesn't something is wrong.

At first I thought that a dating prepcheck "On Dating" or "On Dates" would re-establish all ceased TA action. It will up to a point and is valuable.

Repair of cases must contain such a Prepcheck and also discovering wrong dates and durations on engrams and GPMs. This is vital.

But it will not make some cases *continue* to get TA motion on the Time Track.

If a case, even when cleaned up on dating and properly assessed for level and Item in R3R or on R3N, does not *then* get TA motion on running track, another factor is present.

What is that factor? The pc has a "fragile Tone Arm". Just one wrong date or duration in R3R or just one wrong RI in R3N and Tone Arm Action ceases, the TA going way up or down and staying there. Stuck TA cases then give us a *type* of case.



So I knew there was another factor involved rather than Time alone. Time remains the single source. But a pc's regard for or attitude about Time can make it difficult for the auditor to run R3R or R3N.

Regard for Time sums up, of course, into ARC about Time, or just ARC.

### THE MECHANICS OF TIME

As in earlier writings Time is actual but is also an apparency. (See *Dianetics '55* or other similar material.) Time is measured by motion. Motion is Matter with energy in space. Thus a person can conceive of Time as only Matter and energy in space. Such as a clock or a planetary rotation. Time is actual. But the person has become so dependent on Matter moving in space to tell Time that his Time Sense has become *dependent* on Matter, energy and space.

We care only for TA action. Our opinion of a pc's Time Sense is unimportant. Does the pc get TA action on R3R and/or R3N? If so, the pc's Time Sense is okay for making OT straight away. If not, if the TA is "fragile" (sticks easily high or low) then the pc's Time Sense needs improving.

Time Sense deteriorates to the degree that one has depended upon Matter, energy and space to tell Time (and on Time Confusing Implants such as false track; however, running out false track on a no TA motion case is not an answer).

The dwindling spiral was as follows:

- State A — Time Sense.
- State B — Time Sense dependent upon Matter, Energy and Space.
- State C — ARC Breaks with Matter, Energy, Space and other beings.
- State D — Deteriorated Time Sense.

By the time State D is thoroughly reached, you have a pc who gets no TA motion running track, as energy will not flow in the absence of Time.

There are four degrees of "Poor Time Sense". The first is average and common but is not enough to impair TA action. The TA sticks but getting wrong dates off restores TA action which then continues. The second is a case that has to be continuously repaired and delicately handled to get any TA action at all. The third is a case that gets TA action on repetitive processes or rudiments but not on GPMs or engram running (while silently moving through an engram few people get TA action; this comes when they answer "What happened?": the third under consideration doesn't get any TA even when answering "What happened?" and rarely if ever RRs). The fourth is a case that gets no TA action on repetitive processes and very little if any on Rudiments.

The four types of "Poor Time Sense" compare to

Case Level 5—(first type above) Gets TA action only when wrong dates are cleaned up.

Case Level 6—(second above) Gets TA action only with constant careful handling and TA action always packing up.

Case Level 7—(third above) TA action only on some repetitive processes and rudiments.

Case Level 8—(fourth above) No TA action on repetitive processes and only now and then on rudiments.

Case Levels 2 to 4 get TA action no matter what happens.

This then (TA Action) is your best index of Case Levels. IQ, graphs, tests, behaviour in life are all incidental.

Identification (A=A=A) is most easily present when Time Sense is awry, therefore, the degree a person Identifies different things establishes the degree of aberration.

## PROGRAMMING

Cases are programmed only against TA Action obtainable in auditing.

A case *must not* be run without TA Action or with minimal TA Action.

A case may be a Case Level 5 and need only a few wrong dates and durations corrected to get good TA Action. But it may also be a Case Level 6, 7 or 8.

Trial and error programming is best. Programme high and drop low, no matter what the morale factor may be.

Try to run GPMs, the Goal to Forget, etc, with R3N. If it can't be done, assess for R3R (Preliminary Step) and run a chain of engrams. If still no TA, drop to processes for Case Level 7. If still no TA, drop to processes for Case Level 8.

You may see by the pc's past auditor's reports what the Case Level is. How stuck has that TA been?

Don't run a case lower than it easily gets TA Action.

And don't brand a case at a low case level and then never graduate it upwards. When the lower process is flat, the upper process should now be runnable.

The story is told by the TA with one exception—auditor ability and training. *But* Case Levels 2, 3, 4 are not all that influenced by the auditor ability. The auditor's skill has to be pretty good to run Case Level 5 on R3R and R3N.

The auditor doesn't live who can run R3R or R3N on Case Levels 6, 7 or 8. It just won't run.

In the guess department the bulk of the cases about are 4s and 5s. A good-sized percentage are 6s and 7s. About 10% are Case Level 8. About 10% are Case Level 3. Therefore about 30% of a usual group of pcs will run with good TA on the Time Track, given trained auditing, without trouble. Another 30% will run with good TA on the Time Track with careful coddling and no serious date goofs. Except for the 1% Case 3, the rest will fall into Case Levels 6, 7 and 8, meaning that about 39% of the cases in Scientology won't run at once on R3R or R3N, and another 30% (Case Level 5s) need a Saint Hiller hanging over the auditor's shoulder or in the chair. And the other 30% (Case Level 4s) will run very well and easily on R3R and R3N.

So the biggest percentage group (Case Levels 6, 7, 8 combined) need special processes to graduate up to action with R3R and R3N.

These Case Level 6, 7 and 8 processes now exist and are being released as rapidly as they are demonstrated workable. R2H for Case Levels 5 and 6 has already been released. R2HL for Case Levels 6 and 7 is being readied up for bulletin. The Corner Process and others for Case Level 8 are tested and the data is being assembled. And other advances can be made.

To audit easily and relaxed with good TA Action on the pc is my immediate desire for auditors and auditing supervisors. I feel we are over the hump on this. The fundamental solution to it—Time and the Tone Arm—is contained in this HCO Bulletin.

Don't audit a pc without getting TA Action. Either repair the wrong dates and durations before going on or drop to processes of a lower case level or both.

ARC Breaks in session won't stop a TA. Only Time errors.

L. RON HUBBARD

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HCO BULLETIN OF 29 JULY 1963

Central Orgs  
Franchise

### SCIENTOLOGY REVIEW

(HCO Secs, take up at a Staff Meeting.  
Field Auditors, take up at group meetings.)

Exactly where are we technically, personally and organizationally?

It may be of some surprise to you that we have just about arrived. We've been so long on the road that some fainter hearts have begun to despair and less high case levels have begun to gloom.

Since last October I have been cracking through trying to get there before we were got.

It now is obvious that we have made it and even if we were hard hit socially or politically we would still make it. For we have the data.

I have not had time to get it all to you yet, but the data is now assembled for OT for everyone who can be audited at all. You already have most of it.

On the various PTPs of Scientology we have had some very significant wins as follows:

1. The discoveries about Time and the Tone Arm (HCO Bulletin of July 28, AD 13) related to case levels tells us if a case is winning, why it isn't winning and how to make it win, and gives us far less worries as auditors auditing cases. For some time now, overlooking four score of cases, many very rough, I have been breathing easy. And they're all winning.
2. Getting cases to RR on GPMs is entirely a matter of auditing those cases who don't on current basic processes until they do. So it isn't a worry about getting the case to RR. It's only how to get the case to run with TA action and get high enough to RR and run GPMs. We have the patterns and technology needful now.
3. ARC Breaky Cases. The ARC Break Assessments correctly done finish the problem of the consequences of ARC Breaks and put the Auditor at cause over ARC Breaks.
4. Natter. Persons who get auditing and natter, staff members who snap and snarl, bad morale, all wrap up in the ARC Break Assessments. This, done weekly in any group on group members, clearing every line, restores a theta atmosphere.
5. Incredulity of our data and validity. This is our finest asset and gives us more protection than any other single thing. If certain parties thought we were real we would have infinitely more trouble. There's actual terror in the breast of a guilty person at the thought of OT, and without a public incredulity we never would have gotten as far as we have. And now it's too late to be stopped. This protection was accidental but it serves us very well indeed. Remember that the next time the ignorant scoff.
6. The cold war has gotten less threatening, differences are less violent. We have had the time we needed.
7. Government attacks have entered a more desultory stage. Meters will go to jury trial eventually and we will certainly win. The U.S. Government Attorney handling the case became terribly ill and had to resign it.

8. Economic Problems. In organizations gross income is generally on the increase throughout the world, and shows no signs of dwindling and all this in the face of bad press. Personal income depends upon steady organizational gains and more positive results on pcs. Future personal income is without ceiling.
9. Personal States of Case. If you heed HCO Bulletin of July 28, AD13 and are getting good Tone Arm action on *any* process you will eventually make OT. OT is wholly a matter of consistent Tone Arm motion, session after session, not the significance of what is run.
10. State of Training as Auditors. Although I would like to see more auditors trained at Saint Hill, general training has improved and training data is complete. Shortened training time will soon be a reality. A new positive goal for HPA/HCA's will make more good auditors. I feel very good about general auditing ability. I recently summed up the basic skills of auditing and find that over the years we have been working right along and winning on training. All training done has been to the good. Changing technology has not influenced the basic skills and forthcoming material follows the pattern in which we have been trained.

#### OTHER PROBLEMS

Solutions unexpectedly leaped up in fields where we were only vaguely aware of problems.

We bought an awful lot of time with the discovery of the exact nature of between lives implants and how it's worked. Using this data it is possible to keep any Scientologist from ever getting another one of those implants. As the general course of living is therapeutic, it takes violent implants such as Earth people get at every death to keep people unaware of former lives and aberrated. Just by omitting those implants and using their reporting technology to keep in touch amongst ourselves, we would salvage the lot in a few hundred years in any event. Our data is too widely disseminated to be re-collected and burned.

And just the other day I was personally looking over their shoulders.

World clearing is possible without extensive Auditing if we just keep our own show on the road and keep track of each other.

This was a breakthrough I didn't expect. And it's all ours.

The discovery of false pasts and futures was also a bonus. For it means more TA action on more cases and faster clearing. It's doubtful if ordinary track ever hurt anybody.

#### SUMMARY

All we've got to do is keep going as we are for things to improve now.

The only thing which could slow us down is our own self-created dissidence. All we have to do is do our jobs and keep the peace and we've got it.

The make-break point is behind us. Ahead are only better days, improving little by little, day by day.

We've made it over the worst part.

L. RON HUBBARD

HCO BULLETIN OF 4 AUGUST 1963

Central Orgs  
Franchise

*A II. ROUTINES*

**E-METER ERRORS**

**COMMUNICATION CYCLE ERROR**

The E-Meter has its role in all processing and must be used well. However an E-Meter can be misused in several ways.

METER DEPENDENCE

The meter in actual fact does nothing but locate charged areas below the awareness of the pc and verify that the charge has been removed. The meter cures nothing and does not treat. It only assists the auditor in assisting the preclear to look and verify having looked.

A pc can be made more dependent upon the meter or can be made more independent of the meter, all in the way a meter is used by the Auditor.

If a pc's case is improving the pc becomes more independent of the meter. This is the proper direction.

*Meter dependence* is created by invalidation by or poor acknowledgement of the Auditor. If the Auditor seems not to accept the pc's data, then the pc may insist that the Auditor "see it read on the meter". This can grow up into a formidable meter dependence on the part of the pc.

The rise of the TA is a "What's It?" The Fall of a meter TA is an "It's a \_\_\_\_\_." To get maximum charge off, the pc's groping (What's It) must become a pc's finding (It's a). If the pc asks the Auditor what or which reads on the meter and the Auditor *always* complies, the pc's TA will rise more and fall less as the pc is saying, "What's It?" and only the *meter is* saying, "It's a \_\_\_\_\_."

A pc must be carefully weaned of meter dependence, not abruptly chopped off. The pc says, "What's It?" The Auditor must begin to ask occasionally, "Well, What's It seem to you?" and the pc will find his own "It's a \_\_\_\_\_" and the TA will fall—as it would not if only the meter were employed.

Milking the TA of all the action you can get requires that the pc get most of the "It's a's" for his "What's Its". (See diagram attached.)

DATING DEPENDENCE

**RULE: USE THE METER TO DATE AND VERIFY DATE CORRECTNESS BY ALL MEANS BUT ONLY AFTER THE PC HAS BEEN UNABLE TO COME UP WITH THE DATE.**

Example: Pc can't decide, after much puzzling, if it was 1948 or 1949. Finally, the Auditor says, "1948" "1949" and sees the meter reads on 1948 and says, "It was 1948." But if the pc says, "It was 1948," the Auditor only checks it if the TA sticks up higher, meaning probably a wrong date. He checks with, "In this session have we had a wrong date? That reads, what date was wrong?" and lets the pc argue it out with himself—TA action will restore.

RI's

Reliable Items have to be *clean*. The pc can usually tell. But the pc *can't* tell the right RI out of a list or the right goal unless the Auditor sees it RR or fall. But sometimes the Auditor thinks an RI is clean (no longer reads having read) when it still has somatics on it. In this case it's suppressed and the Auditor checks it for suppress.

The pc saying the RI is not clean (should still be reading) carries more weight than the meter.

As the pc gets along in running Time Track and GPMs with their goals and Reliable Items he or she often becomes better than the meter as to what is right or wrong, what is the goal, what RI still reads.

### METER INVALIDATION

An Auditor who just sits and shakes his head, “Didn’t Rocket Read” can give a pc too many loses and deteriorate the pc’s ability to run GPMs.

In a conflict between pc and meter, take the pc’s data. Why? Because Protest and Assert and Mistake will also read on a meter. You can get these off, but why create them?

The meter is not there to invalidate the pc. Using the meter to invalidate the pc is bad form.

You’ll have less trouble by taking the pc’s data for the pc will eventually correct it.

The meter is invaluable in locating by-passed charge and curing an ARC Break. But it can be done without a meter, just by letting the pc think over each line read to him or her from the ARC Break Assessment and say whether it is or isn’t and if it is, spotting the thing by-passed.

### CLEANING CLEANS

The Auditor who cleans a clean meter is asking for trouble.

This is the same as asking a pc for something that isn’t there and develops a “withhold of nothing”.

Example: Ask “Do you have a present time problem?” Get no needle reaction. Ask the pc for the PTP that hasn’t read. That is impossible for the pc to answer. That’s what’s meant by cleaning a clean.

### DIRTY NEEDLE

All dirty needles are caused by the Auditor failing to hear all the pc had to say in answering a question or volunteering data.

Charge is removed from a case only by the Comm Cycle pc to Auditor.

The Auditor’s command restimulates a charge in the pc. The only way this charge can be blown is by the pc telling the Auditor.

“Auditor” means “A listener”. The Auditor who has not learned to listen gets:

First	—	Dirty Needle
Next	—	Stuck Tone Arm
Finally	—	ARC Break

The most important line in Auditing is from pc to Auditor. If this line is open and not hurried or chopped you get no Dirty Needles and Lots of TA Action.

To continuously get in Auditor to pc and impede the line pc to Auditor is to *pile* up endless *restimulated charge* on a case.

**RULE: TONE ARM ACTION OF ANY KIND WITHOUT ANY SIGNIFICANCE OF WHAT’S BEHIND IT WILL TAKE A PC TO OT EVENTUALLY.**

**RULE: THE MOST CORRECT TRACK SIGNIFICANCES RUN BUT WITHOUT TA ACTION WILL NOT CHANGE BUT CAN DETERIORATE A CASE.**

**RULE: THE CORRECT TRACK SIGNIFICANCES RUN WITH TA ACTION WILL ATTAIN OT FASTEST.**

Thus we see that an Auditor can get everything right except TA action and not make an OT. And we see that TA action without running specific things *will* make an OT, (though it might take a thousand years).

Therefore TA action is superior to *what is* run. Running the right things with TA action is faster only.

Thus the line pc to Auditor is somewhat senior to the Comm Line Auditor to pc. (See diagram.)

Don't get the idea that the *process is* not important. It is. People were made to talk in psychoanalysis without getting anywhere but there they probably had no TA and ran the wrong significances. It takes the right process correctly run to get TA action. So don't underrate processes or the action of the Auditor.

Realize that the answering of the process question is senior to the asking of another process question. A pc could talk for years without getting *any* TA action. Got it? So listen as long as a TA moves.

Learn to see if the pc has said everything he or she wants to say before the next Auditor action, never do a new Auditor action while or if the pc wants to speak and you'll get superior TA action. Cut the pc off, get in more actions than the pc is allowed to answer and you'll have a Dirty Needle, then a stuck TA and then an ARC Break.

See the attached drawing of this. And all will suddenly get clearer about any pc you've audited. And trouble will evaporate.

By cutting the "Itsa Line" an Auditor can make case gain disappear.

"Learn To Listen." That's what "Auditor" means.

It has taken me so long to see this in others because I don't cut the pc's line very often and repair it fast when I do. So forgive me for bringing it up so late.

When the pc is talking and you're getting no TA, you already have an ARC Break or are about to get one. So assess the by-passed charge.

RULE: DON'T DEMAND MORE THAN THE PC CAN TELL YOU.

RULE: DON'T RECEIVE LESS THAN THE PC HAS TO SAY.

Watch the pc's eyes. Don't take auditing actions if the pc is not looking at you.

Don't give acknowledgements that aren't needed. Over acknowledgement means acknowledging before the pc has said *all*.

#### SUMMARY

Running the right process is vital. Getting TA action on the right process is skilled auditing.

Listening is superior to asking.

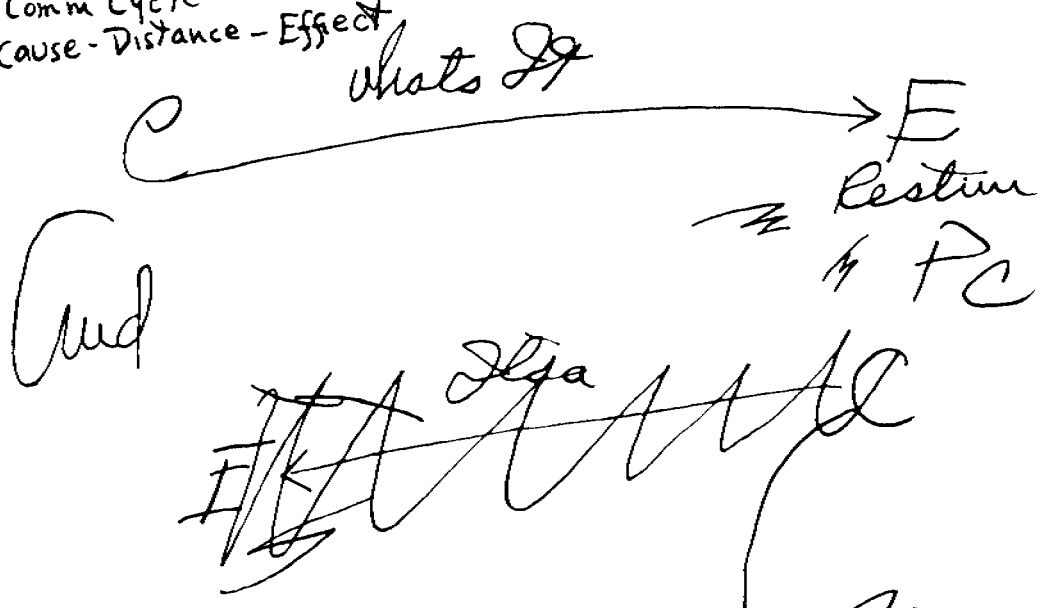
Build up the pc's confidence in his own knowingness and continuously and progressively reduce the pc's dependence on a meter.

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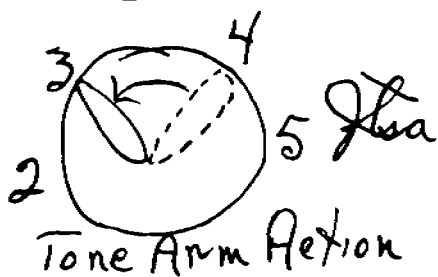
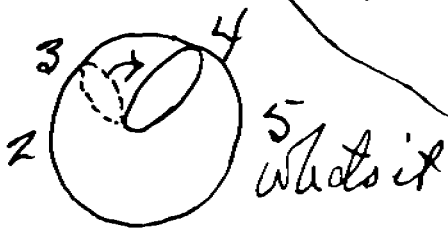
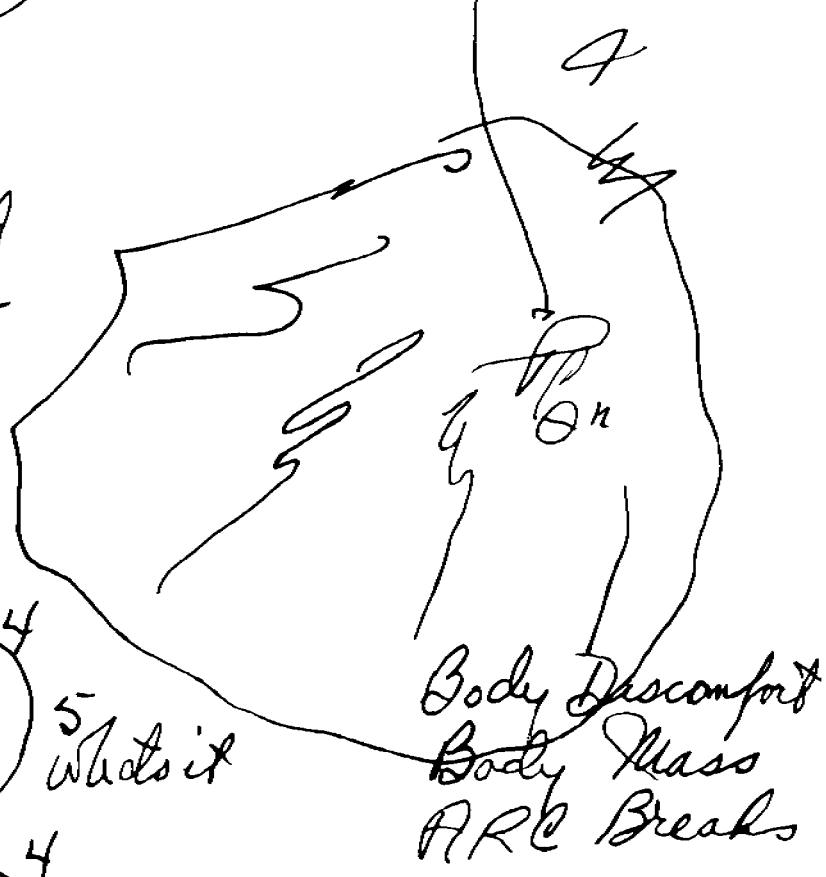
L. RON HUBBARD

- \*\* 6308C06 SHSBC-291 Auditing Comm Cycles—Definition of an Auditor
- \*\* 6308C07 SHSBC-292 R-2H Fundamentals [see page 343 for graph]
- \*\* 6308C08 SHSBC-293 R-2H Assessment [see page 344 for graph]

Basic Error of The Auditing Cycle  
 Comm Cycle  
 Cause-Distance-Effect



- ① DN
- ② Yuck TA
- ③ ARC Br



Tone Arm Action

When It'sa line is cut, auditing ceases to work.



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 AUGUST 1963

HCO Secs  
Org Secs  
Franchise  
Field  
BPI

**DEFINITION OF RELEASE**  
(Cancels HCO Bulletin of 14 January 1963)

A RELEASE is one who knows he or she has had worthwhile gains from Scientology processing and who knows he or she will not now get worse.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 AUGUST 1963

Central Orgs  
Franchise

**ARC BREAK ASSESSMENTS**

In a session *don't ever* do an ARC Break Assessment until the pc has given up trying to untangle it. This particularly applies to R3R and 3N.

**DATES R2H**

Don't ever date anything for the pc until the pc has completely given up trying himself.

DON'T USE METERING, ARC BREAK ASSESSMENTS, DATING, or incomprehensible or new commands to CUT THE ITSA LINE. Let it run. Help only when it's stopped.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 AUGUST 1963

Central Orgs

**LECTURE GRAPHS**

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

July	25,	AD 13
August	7,	AD 13
August	8,	AD 13

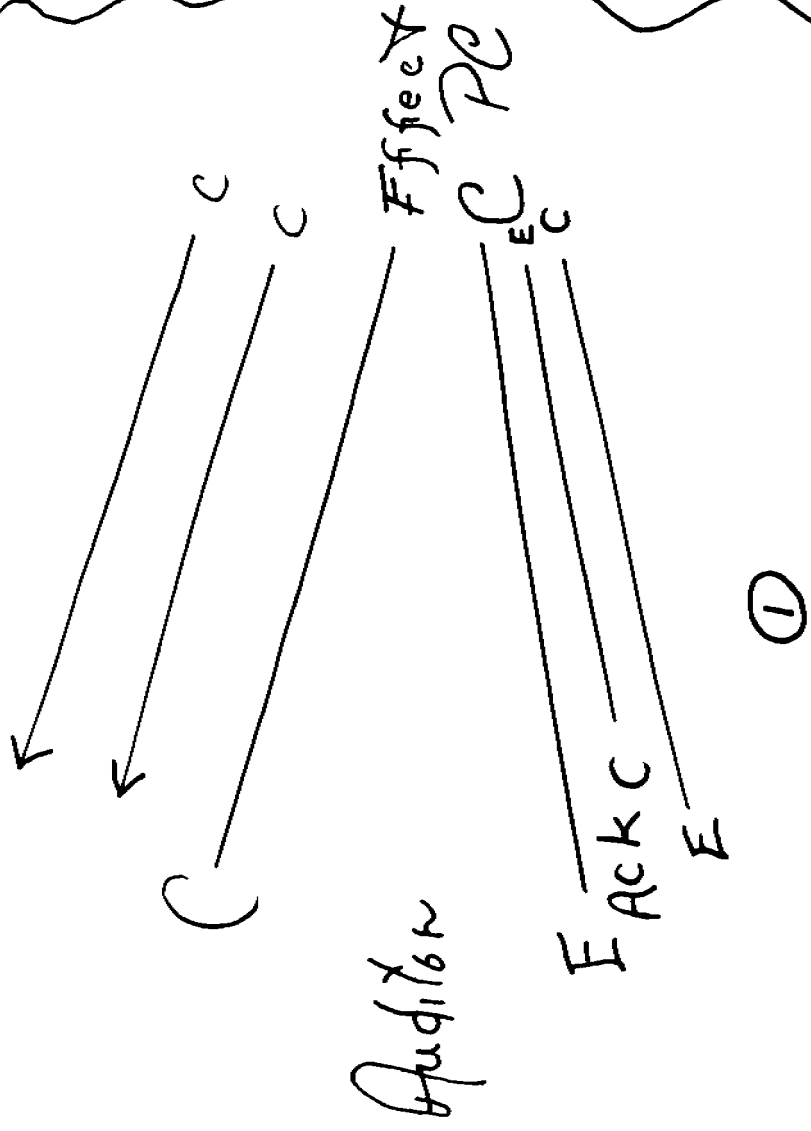
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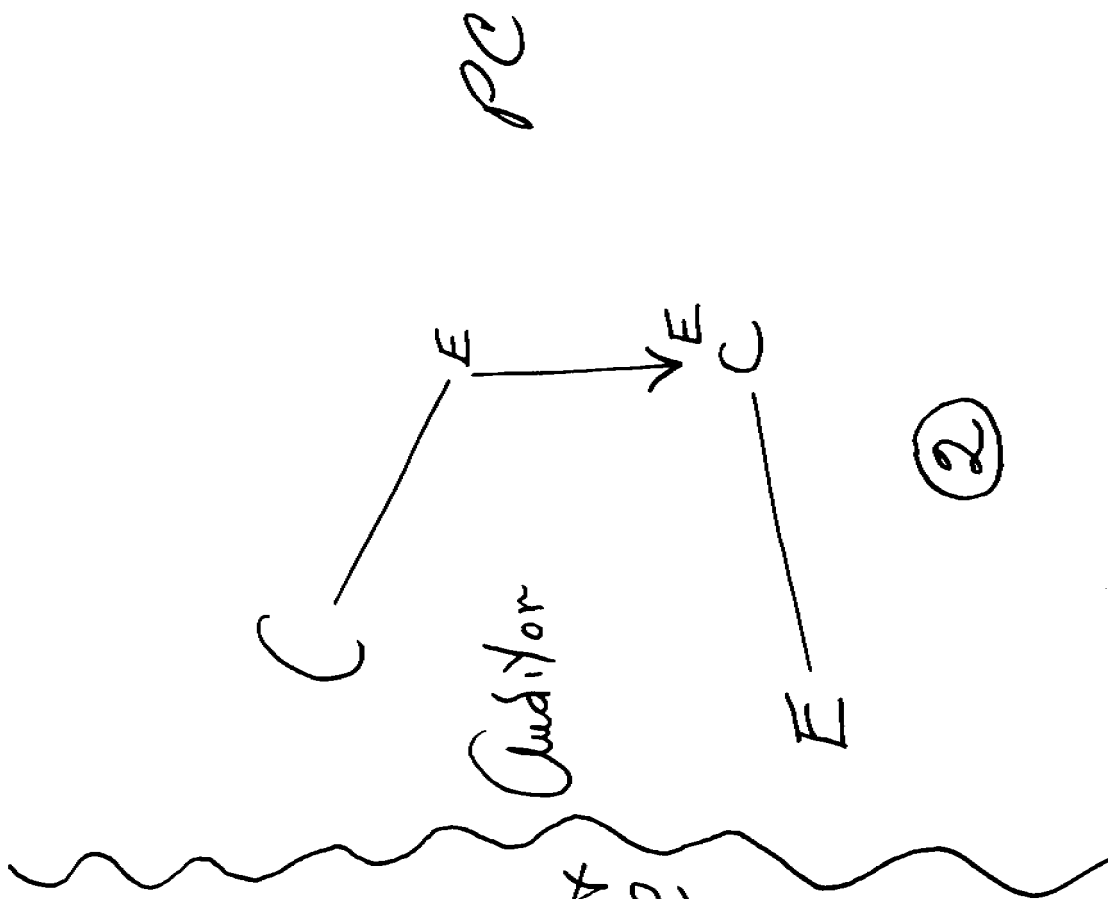
**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
14—15 August 1963

** 6308C14	SHSBC-294	Auditing Tips
** 6308C15	SHSBC-295	The Tone Arm

SHSBC L&H Lecture Jul 25, 63

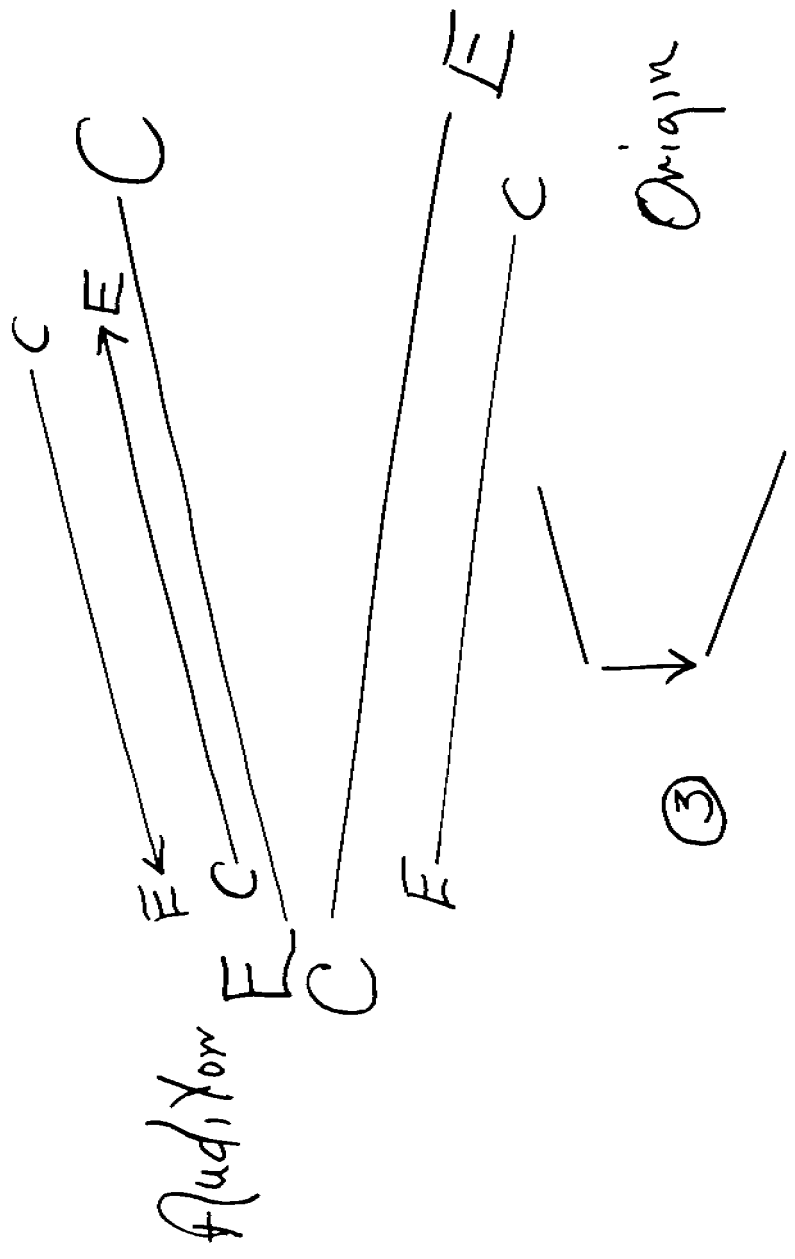


①

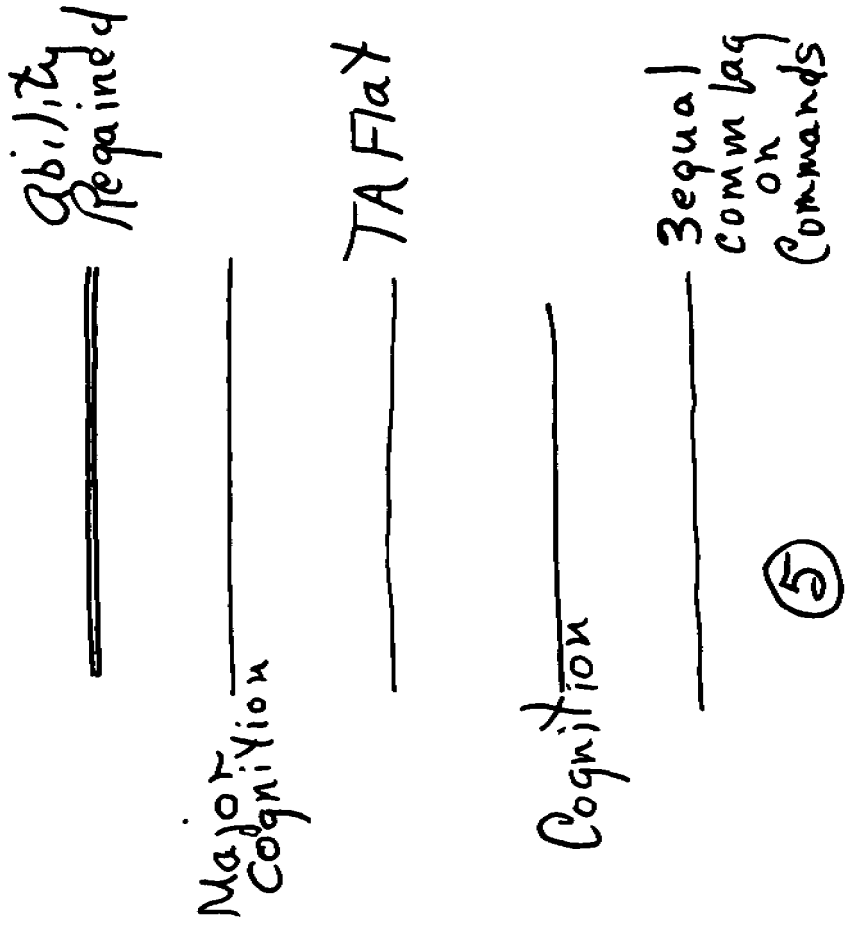
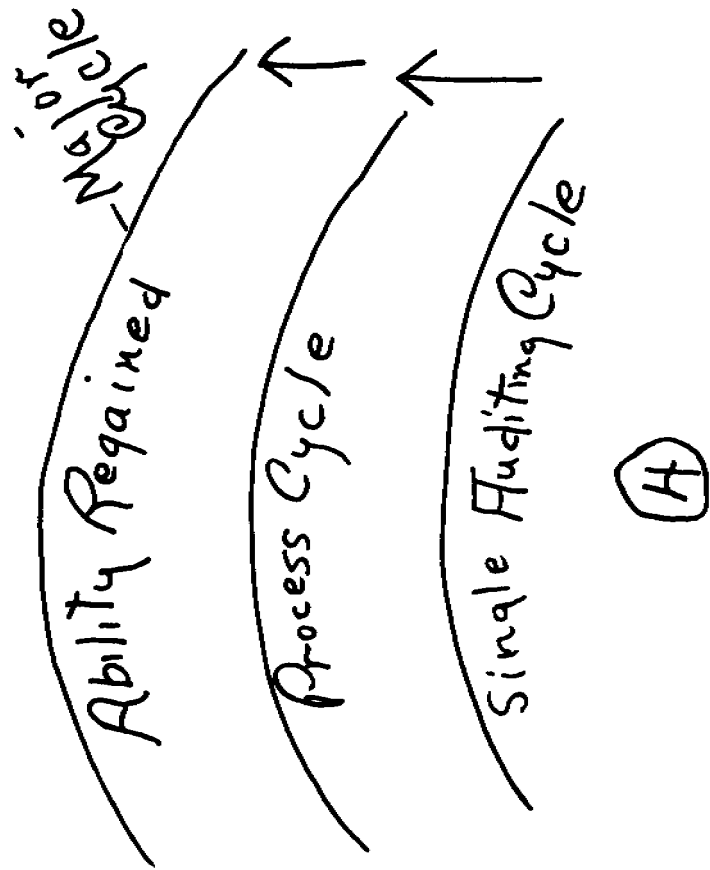


②

SHSBE LRH lecture Jul 25, 63



SHSBC LRH lecture Jul 25, 63



SHSBC LRH Lecture 7/8/63

$\Theta^n$  { A R C }  
Life Potential

— versus —>

$\Theta$  Bill  
 $\Theta$  Joe

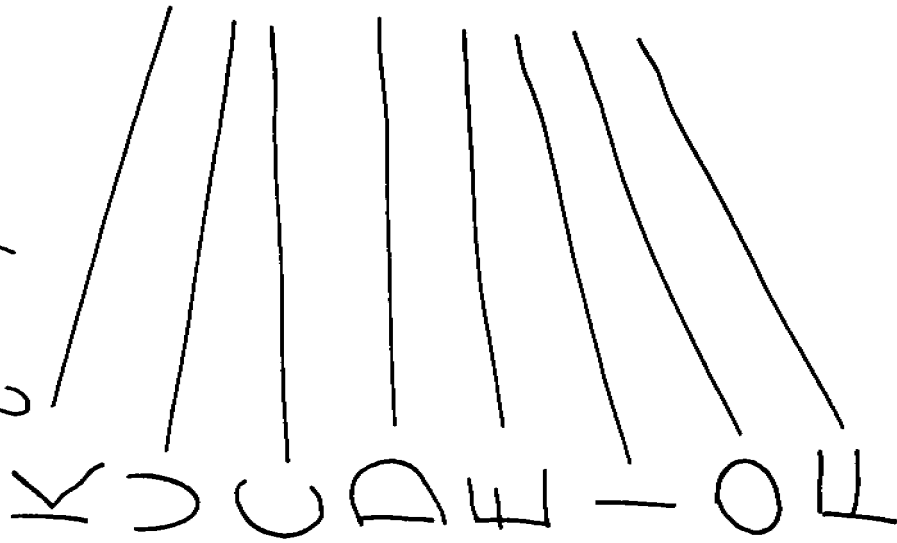
$\Theta^n$  (Thought)  
Matter  
Energy  
Space  
Time  
Form  
Location  
The Things of life

Lecture Graph

SHSBC LRH Lecture of 8 Aug 63

K U D E - O F / K U A H - O F / K U

K U D E - O F



Incident	Earlier Incident
A R C U	A R C U
Missed w/H	Earlier Missed w/H

*SCIENTOLOGY TWO*  
*STAR RATED HCO BULLETIN*

**HOW TO DO AN ARC BREAK ASSESSMENT**

(HCO Secs: Check out on all technical Executives and Personnel. Tech Dir: Check out on HCO Secs and Assn Org Secs.)

The successful handling of an ARC Break Assessment is a skilled activity which requires:

1. Skill in handling a Meter.
2. Skill in handling the Itsa Line of the Auditing Cycle.
3. Skill in Assessment.

The lists given in HCO Bulletin of July 5, AD13 "ARC BREAK ASSESSMENTS", are used, either from that HCO Bulletin or amended.

There are several uses for ARC Break Assessments.

1. Cleaning up a session ARC Break.
2. Cleaning up auditing in general.
3. Cleaning up a pc's or student's possible ARC Breaks.
4. Cleaning up a member of the public's possible or actual ARC Breaks.
5. Regular use on a weekly basis on staff or organization members.

There are others. Those above are the chief uses.

For long time periods the standard 18 button prepcheck is faster, but an ARC Break Assessment is still useful in conjunction with it.

The drill is simple. If complicated by adding in R2H material, dating, and other additives, the ARC Break Assessment ceases to work well and may even create more ARC Breaks.

If used every time a pc gets in a little trouble in R3N or R3R the ARC Break Assessment is being used improperly. In R2H, R3N, R3R sessions it is used *only* when the pc shows definite signs of an ARC Break. To use it oftener constitutes no auditing.

Unnecessary use of an ARC Break Assessment may ARC Break the pc with the Assessment.

The ARC Break Assessment may be repaired by an 18 Button Prepcheck "On ARC Break Assessments .....".

**ARC BREAK ASSESSMENT BY STEPS**

**STEP ONE:**

Select the proper list. This is done by establishing what the pc has been audited on. If more than one type of by-passed charge is suspected, do more than one list. If the ARC Break is not completely cured by one list, do another kind of list. (All lists have been in HCOBs as "L".)

**STEP TWO:**

Inform the pc that you are about to assess for any charge that might have been restimulated or by-passed on his or her case. Do not heavily stress the ARC Break aspect. Right: "I am going to assess a list to see if any charge has been by-passed on your case." Wrong: "I'm going to try to cure (or assess) your ARC Break."



### STEP THREE:

Without regard to pc's natter, but with quick attention for any cognition the pc may have during assessment as to by-passed charge, assess the list.

Phrase the question in regard to the reason for the Assessment—"In this session....." "During this week ....." "In Scientology ....." etc. Call each line once to see if it gives an instant read.

The moment a line gives a reaction, stop, and do Step Four.

### STEP FOUR:

When a line reacts on the needle, say to the pc, "The line .....reacts. What can you tell me about this?"

### STEP FIVE:

Keep Itsa Line in. Do not cut the pc's line. Do not ask for more than pc has. Let pc flounder around until pc finds the charge asked for in Step Four or says there's no such charge. (If a line reacted because the pc did not understand it, or by protest or decide, make it right with the pc and continue assessing.)

### STEP SIX:

In a session: If pc found the by-passed charge, ask pc "How do you feel now?" If pc says he or she feels OK, cease assessing for ARC Breaks and go back to session actions. If pc says there's no such charge or gets misemotional *at Auditor*, keep on assessing on down the list for another active line, or even on to another list until the charge is found which makes pc relax.

In a routine ARC Break check (not a session but for a longer period), don't stop assessing but keep on going as in Step Five, unless pc's cognition is huge.

### END OF STEPS

Please notice: This is not R2H. There is no dating. The auditor does not further assist the pc with the meter in any way.

If the pc blows up in your face on being given a type of charge, *keep going*, as you have not yet found the charge. Typical response to wrong charge found: Pc: "Well of course it's a cut communication! You've been cutting my communication the whole session. You ought to be retreaded .. etc." Note here that pc's attention is still on auditor. Therefore the correct charge has not been found. If the by-passed charge has been found the pc will relax and look for it, attention on own case.

Several by-passed charges can exist and be found on one list. Therefore in cleaning up a week or an intensive or a career (any long period) treat a list like rudiments, cleaning everything that reacts.

*Blow down* of the Tone Arm is the meter reaction of having found the correct by-passed charge. Keep doing Steps One to Six until you get a blow down of the Tone Arm. The pc feeling better and being happy about the ARC Break will coincide almost always with a Tone Arm Blow Down.

You can, however, undo a session ARC Break Assessment by continuing beyond the pc's cognition of what it is. Continuing an assessment after the pc has cognited, invalidates the pc's cognition and cuts the Itsa Line and may cause a *new* ARC Break.

Rarely, but sometimes, the ARC Break is handled with no TA blow down.

### PURPOSE OF ASSESSMENT

The purpose of an ARC Break Assessment is to return the pc into session or into Scientology or into an Org or course. By-passed charge can cause the person to blow out of session, or out of an Org or a course or Scientology.

WITH A SESSION (formerly “in”): Is defined as “INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR”. AGAINST SESSION: Against session is defined as “ATTENTION OFF OWN CASE AND TALKING AT THE AUDITOR IN PROTEST OF AUDITOR, PT AUDITING, ENVIRONMENT OR SCIENTOLOGY”.

WITH SCIENTOLOGY: With Scientology is defined as “INTERESTED IN SUBJECT AND GETTING IT USED”. AGAINST SCIENTOLOGY: Against Scientology is defined as “ATTENTION OFF SCIENTOLOGY AND PROTESTING SCIENTOLOGY BEHAVIOUR OR CONNECTIONS”.

WITH ORGANIZATION: With organization can be defined as “INTERESTED IN ORG OR POST AND WILLING TO COMMUNICATE WITH OR ABOUT ORG”. AGAINST ORGANIZATION: Against organizationness is defined as “AGAINST ORGANIZATION OR POSTS AND PROTESTING AT ORG BEHAVIOUR OR EXISTENCE” .

The data about ARC Breaks can be expanded to marriage, companies, jobs, etc. Indeed to all dynamics—*With Dynamic, Against Dynamic*.

What it boils down to is this: There are only two conditions of living, but many shades of grey to each one.

These conditions are:

1. LIFE: NOT ARC BROKEN: Capable of some affinity for, some reality about and some communication with the environment; and
2. DEATH: ARC BROKEN: Incapable of affinity for, reality about and communication with the environment.

Under One we have those who can disenturbulate themselves and make some progress in life.

Under Two we have those who are in such protest that they are stopped and can make little or no progress in life.

One, we consider to be in some ARC with existence.

Two, we consider to be broken in ARC with existence.

In a session or handling the living lightning we handle, people can be hit by a forceful charge of which they are only minutely aware but which swamps them. Their affinity, reality and communication (life force) is retarded or cut by this hidden charge and they react with what we call an ARC Break or have an ARC Broken aspect.

If they know what charge it is they do not ARC Break or they cease to be ARC Broken.

It is the unknown character of the charge that causes it to have such a violent effect on the person.

People do *not* ARC Break on known charge. It is always the hidden or the earlier charge that causes the ARC Break.

This makes life look different (and more understandable). People continuously explain so glibly why they are acting as badly as they are. Whereas, if they really knew, they would not act that way. When the true character of the charge (or many charges as in a full case) is known to the person the ARC Break ceases.

How much by-passed charge does it take to make a *case*? The whole sum of past by-passed charge.

This fortunately for the pc is not all of it in constant restimulation. Therefore the person stays somewhat in one piece but prey to any restimulation.

Auditing selectively restimulates, locates the charge and discharges it (as seen on the action of a moving Tone Arm).

However, accidental rekindlings of past charge unseen by pc or auditor occur and the pc “mysteriously” ARC Breaks.

Similarly people in life get restimulated also, but with nobody to locate the charge. Thus Scientologists are lucky.

In heavily restimulated circumstances the person goes OUT OF. In such a condition people want to stop things, cease to act, halt life, and failing this they try to run away.

As soon as the *actual* by-passed charge is found and recognized as *the* charge by the person, up goes Affinity and Reality and Communication and life can be lived.

Therefore ARC Breaks are definite, their symptoms are known, their cure is very easy with this understanding and technology.

An ARC Break Assessment seeks to locate the charge that served, being hidden, as a whip-hand force on the person. When it is located *life* returns. Locating the actual by-passed charge is returning life to the person.

Therefore, properly handling ARC Breaks can be called, with no exaggeration “Returning Life to the person”.

One further word of caution: As experience will quickly tell you, seeking to do *anything at all* with an *earlier* by-passed charge incident which led to the ARC Break immediately the earlier incident is found will lead to a vast mess.

Let the pc talk about it all the pc pleases. But don’t otherwise try to run it, date it or seek to find what by-passed charge caused the earlier incident. In assessing for ARC Breaks, keep the Itsa Line in very well and keep the What’s It out in every respect except as contained in the above Six Steps.

## SUMMARY

An ARC Break Assessment is simple stuff, so simple people are almost certain to complicate it. It only works when kept simple.

Old auditors will see a similarity in an ARC Break Assessment List and old end rudiments. They can be handled much the same but only when one is covering a long time period. Otherwise assess only to cognition and drop it.

The trouble in ARC Break Assessments comes from additives by the auditor, failure to keep on with additional lists if the type of charge causing the ARC Break isn’t found on the first list chosen, failure to read the meter, and failure to keep the Itsa Line in.

Doing ARC Break Assessments to cure ARC Breaks is *not* the same drill as R2H and confusing the two leads to trouble.

Handled skillfully as above, ARC Break Assessing cures the great majority of woes of auditing, registraring, training and handling organization. If you find you aren’t making ARC Break Assessments work for you check yourself out on this HCO Bulletin carefully, review your meter reading and examine your handling of the Itsa Line. If you want live people around you, learn to handle ARC Break Assessments.

Don’t worry about pcs getting ARC Breaks. Worry about being able to cure them with assessment until you have confidence you can. There’s nothing so uplifting as that confidence, except perhaps the ability to make any case get TA motion.

Don’t *ever* be “reasonable” about an ARC Break and think the pc is perfectly right to be having one “because .....”. If that ARC Break exists, the pc doesn’t know what’s causing it and *neither do you* until you and the pc find it! If you and the pc knew what was causing it, there would be no further ARC Break.

**R3R—R3N**

**THE PRECLEAR'S POSTULATES**

We have long known that the preclear's postulates made at the time of the incident contained charge.

As the preclear is moved back on his time track beyond Trillions Three, you will find that incidents and Reliable Items contain less charge proportionately to the pc (who was stronger then) and that the pc's postulates made then contained more charge.

In short as you go earlier on the Time Track, the incidents seemed weaker to the pc then and the pc, being more capable, had stronger postulates.

Thus it is not uncommon to find a GPM on the early track producing only falls on the pc and the pc's postulates made at that time rocket reading (or falling).

This, in fact, gets even more disproportionate so that on the *very* early track you *might* find that running RIs out of a GPM produces no TA motion, but taking the pc's postulates out produces a TA blow down that "goes through 7" (around the whole TA dial and back up).

In my recent surveys of the Tone Arm and its relationship to auditing, it became apparent that *three* types of charge existed in a GPM.

1. Charge as an engram.
2. Charge as Reliable Items.
3. Charge as postulates.

All three must be removed from a GPM.

Any incident, wherever it is on the track, contains postulates (comments, considerations, directions) made by the pc at that time.

Thus in *all* incidents the pc's postulates must be called for and removed.

To remove a postulate from any incident, have the pc repeat it until it no longer reacts on the needle of the meter. If it comes down to a persistent tick get suppress off it and get it repeated again, just as in the case of any RI in a GPM.

**DON'T LEAVE POSTULATES CHARGED.**

Treat them like GPM Items whether in a GPM or an engram.

Add to your ARC Break L lists L3 and L4, "Have we by-passed any postulates?"

There are implants which tell the pc not to erase his own postulates. There is also a Bear Series Goal "To Postulate"

Sometimes the postulate lies *ahead* of the actual engram in R3R. Example: A man decides to get hurt, then enters into an engramic situation. The engram does not wholly free until the postulate is removed.

Occasional calling for “any postulates, considerations or comments you had in this incident” while running R3R engrams or R3N will keep the incident going well. When the pc says one, have him or her repeat it until it no longer reacts on the needle.

I bring this up at this time as I have found a case that got *no* TA action on engrams or GPMs or RRs on RIs until the postulates were given special attention, at which time TA action of an excellent kind occurred.

#### SUMMARY

A stuck TA is always caused by running the pc above the pc’s tolerance of charge. You can stop any TA by ramming the pc into incident after incident without cleaning them up. A postulate is only one kind of charge.

At any position on the Time Track *also* look for the pc’s postulates. Early on the Time Track expect them to occasionally “blow the Meter apart”.

Flatten any postulate found by getting it repeated until the reaction is gone off the needle. And all charge, of course, on anything, whether falls or RRs, must be removed from engrams or GPMs.

L. RON HUBBARD

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 20—21 August 1963

- \*\* 6308C20      SHSBC-296      The Itsa Line
- \*\* 6308C21      SHSBC-297      The Itsa Line (cont.)

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 AUGUST AD13

Route Copy to:  
HCO Area Sec  
Org/Assn Sec  
D of P  
Head of Staff Co-audit  
PE Director

TECH PREPARATION  
FOR HCO POL LTR 21 AUG AD 13

***PROJECT 80***

**THE ITSA LINE AND TONE ARM**

The HCO Area Secretary should cause to be played to staff the SHSBC LRH lectures of:

14 August AD 13  
15 August AD 13  
20 August AD 13  
21 August AD 13  
22 August AD 13

These lectures contain all the material necessary for great technical improvement in the organization in both training and processing and particularly on the staff co-audit.

Public Dissemination via PE and outside unskilled co-audit is resolved in these lectures.

A great many questions, complications and additives can grow up around the Itsa Line so as to amount to several brands of Scientology. These are taken up in great detail in these lectures.

This is part of a programme to bring home to Central Organizations the current ease of getting acceptable results in the Academy, on the HGC and in the Co-audit by use of only the Tone Arm and Itsa Line. And carry forward the groundwork for outside co-auditing and broader dissemination.

We are building all future processing, training and dissemination on the very firm foundation of the definition of an auditor (one who listens), the Itsa Line (listen to the preclear) and the solution of problems (the preclear is always right). This communicates with extreme ease and simplicity.

We are building all professional auditing on the Itsa Line, plus directing pc's attention plus the Tone Arm.

We are building all top skill auditing on the Itsa Line, directing the pc's attention to what must be audited to make clear and OT and the Tone Arm.

These tapes contain all the vital basic information.

If you are having any difficulties with income, results, staff co-audit or public dissemination, the broad technical data contained in the Itsa Line, ARC Break Assessments and Tone Arm Action will rapidly resolve them.

This begins a new era for Scientology.

Get the data known to staff by holding these tape plays for me, at least two of these tapes a week, with all staff attending.

Stressing any other data or reviewing any other material, playing any other tapes broadly to staff or students at this time will retard your forward progress by overloading the line.

So I'm counting on you as HCO Area Sec to take care of this for me and keep staff attention squarely on:

1. The Itsa Line
2. The Tone Arm
3. Proper use of ARC Break Assessments
4. Directing pc's attention adroitly.

This does *not* affect what we already know and does not outmode such things as metering, Auditor's Code, etc.

If you take care of this one for me on the technical end, you'll get a lot of gains and prosperity.

L. RON HUBBARD

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[HCO PL 21 August 1963, *Change of Organization Targets-Project 80*, referred to above is in OEC Vol. 2, page 95. ]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
22—29 August 1963

- |            |           |                                  |
|------------|-----------|----------------------------------|
| ** 6308C22 | SHSBC-298 | Project 80                       |
| ** 6308C27 | SHSBC-299 | Rightness and Wrongness          |
| ** 6308C28 | SHSBC-300 | The TA and the Service Facsimile |
| ** 6308C29 | SHSBC-301 | The Service Facsimile (cont.)    |

HCO BULLETIN OF 1 SEPTEMBER 1963

Central Orgs  
Franchise

*SCIENTOLOGY THREE*

*CLEARING—CLEARING—CLEARING*

**ROUTINE THREE SC**

There has been such a rush on in technical that it may have looked to you that we were in a state of rapid change. This was occasioned by a speed-up caused by various events. You are getting about a century of research (or more) in a very few months. So bear with me. The end is not only in sight. It's here. My job is mainly now to refine and get the data to you.

The order brought into our work by making FIVE LEVELS OF SCIENTOLOGY is paying off rapidly. Level One is in development. Level Two is well away. Level Four is complete. And suddenly Level Three leaped to a final phase.

We can CLEAR, CLEAR, CLEAR.

This has been a stepchild for months, even years now. It has been mauled, messed up, invalidated and rehabilitated and knocked around. But a BOOK ONE CLEAR was what most people came into Scientology to obtain. And now I've done it. I've found out why not and how.

And this HCO Bulletin is a hurry-skurry outline of the steps so you can do it. There will be lots of HCO Bulletins on this. The tapes of August 27, 28 and 29, AD13, give most of its theory.

CLEAR DEFINED—Book One definition holds exactly true. A Clear is somebody with no "held down fives" in this lifetime (see *Evolution of a Science*).

CLEAR TEST—Clear sits at Clear read on the TA with a *free needle*. No natter. No upsets. No whole track keyed in. No SERVICE FACSIMILE.

CLEAR STABILITY—We are not concerned with stability. But we can now key out so thoroughly that we need not stress "keyed out clear". I have found the means, I am sure, to make this state far more stable and recreate it easily if it slips.

So forgive me for being indecisive about clear states for these past many months.

The breakthrough is stated as follows: IF YOU CANNOT MAKE A CLEAR IN A 25-HOUR PREPCHECK THE PC HAS ONE OR MORE SERVICE FACSIMILES.

The barrier to clearing and the reason for fast relapse when clear was attained has been the SERVICE FACSIMILE.

SERVICE FACSIMILE defined: *Advanced Procedure and Axioms* definition accurate. Added to this is: THE SERVICE FACSIMILE IS THAT COMPUTATION GENERATED BY THE PRECLEAR (NOT THE BANK) TO MAKE SELF RIGHT AND OTHERS WRONG, TO DOMINATE OR ESCAPE DOMINATION AND ENHANCE OWN SURVIVAL AND INJURE THAT OF OTHERS.



Note that it is generated by the *pc*, not the bank. Thus the *pc* restimulates the bank with the computation; the bank, unlike going to OT, does not retard the *pc* in this instance.

The Service Facsimile is usually a this lifetime effort only. It might better be called a SERVICE COMPUTATION but we'll hold to our old terms. The *pc* is doing it. In *usual* aberration the *bank is* doing it (the *pc's* engrams, etc). Where you can't clear the *pc* by auditing just *bank, you* have to get out of the road what the *pc* is doing to stay aberrated. If you clear only what the *bank is* doing the clear state rapidly relapses. If you clear what the *pc is* doing the bank tends to stay more quiet and unrestimulated. It is the *pc* who mostly keys his bank back in. Therefore the *pc* who won't go free needle clear is himself unconsciously preventing it. And by knocking out this effort we can then key out the bank and we have a fast clear who pretty well stays clear (until sent on to OT).

The state is desirable to attain as it speeds going to OT.

All this came from studies I've been doing of the Tone Arm. The Tone Arm must move during auditing or the *pc* gets worse. All those *pcs* whose Tone Arms don't easily get into action and hang up are SERVICE FACSIMILE *pcs*.

Note that the SERVICE FACSIMILE is used to:

FIRST:     Make self right.  
           Make others wrong.

SECOND:    To Avoid Domination.  
           To Dominate Others.

THIRD:     To Increase own survival.  
           To hinder the survival of others.

The Service Facsimile is all of it logical gobbledegook. It doesn't make good sense. That's because the *pc* adopted it where, in extreme cases, he or she felt endangered by something but could not *Itsa* it. Hence it's illogical. Because it is senseless, really, the computation escapes casual inspection and makes for aberrated behaviour.

## TO MAKE A CLEAR

The steps, in brief, are:

1.    ESTABLISH SERVICE FAC. This is done by Assessment of Scientology List One of 2-12 and using that for a starter and then using the Preliminary Step of R3R as published (HCO Bulletin of July I, AD 1 3). One uses only things found by assessment, never by wild guesses or *pc's* obvious disabilities. These assessments already exist on many cases and should be used as earlier found.

2.    AUDIT WITH RIGHT-WRONG. Ask *pc* with *Itsa* Line carefully in, FIRST QUESTION: "In this lifetime, how would (whatever was found) make you right?" Adjust question until *pc* can answer it, if *pc* can't. Don't *force* it off on *pc*. If it's correct it will run well. Don't keep repeating the question unless *pc* needs it. Just let *pc* answer and answer and answer. Let *pc* come to a cognition or run out of answers or try to answer the next question prematurely and switch questions to: SECOND QUESTION: "In this lifetime, how would (whatever was found) make others wrong?" Treat this the same way. Let the *pc* come to a cog, or run out of answers or accidentally start to answer the first question. Go back to first question. Do the same with it. Then to second question. Then to first question again, then to second.

If your assessment was right *pc* will be getting better and better TA action. But the TA action will eventually lessen. On any *big* cognition, end the process. This may all take from 2 hours to 5, I don't think more. The idea is not to beat the process to

death or sink pc into bank GPMs. The pc will have automaticities (answers coming too fast to be said easily) early in the run. These must be gone and pc bright when you end. You are only trying to end the compulsive character of the Service Facsimile so found and get it off automatic and get pc to see it better, not to remove all TA action from the process.

3. AUDIT SECOND PROCESS. Using the same method of auditing as in 2. above, use the THIRD QUESTION: "In this lifetime how would (same one used in Step 2) help you escape domination?" When this seems cooled off use FOURTH QUESTION: "In this lifetime how would (same one) help you dominate others?" Use THIRD QUESTION and FOURTH QUESTION again and until pc has it all cooled off or a big cognition.

4. AUDIT THIRD PROCESS. Using the same method as in 2. above use the FIFTH QUESTION: "In this lifetime, how would (same one) aid your survival?" and then SIXTH QUESTION: "In this lifetime how would (same one) hinder the survival of others?" Use FIVE and SIX as long as is necessary to cool it all off or to produce a big cognition.

5. PREPCHECK WITH BIG MID RUDS, using the question, "In this lifetime, on (same one) has anything been . . . ?" and get in Suppress, Careful of, Failed to Reveal, Invalidate, Suggest, Mistake been made, Protest, Anxious about, Decided.

If the pc has a really shattering cognition just halt Prepcheck and end it off.

This Prepcheck is done of course off the meter until the pc says no, then checking it on the meter and cleaning it off. Once you've gone to meter on a button stay with meter for further queries. But don't clean cleans and don't leave slows or speeded rises either. And don't cut pc's Itsa Line.

That should be the end of a Service Facsimile. But a pc may have *several*, so do it all again through all steps as often as is needed.

Pcs who have had Scientology List One of R2- 12 should be given these as the first things used. Pcs who have had assessments done for R3R chains should have these assessment results used (or as much of them as apply) for the next runs. Even if the chain assessment has been run on R3R still use it for R3SC.

### COMPLETING CLEARING

To complete clearing then, it is only necessary to give a permissive In This Lifetime 18 button Prepcheck making the pc look hard for answers, short of ARC Breaking pc.

And you should have a beautiful free needle and TA at the clear read and the pc shining.

If clearing did not occur these following faults were present in the auditing:

1. Pc did not agree with assessment, it read only because pc did not understand it or protested it.
2. The assessment was wrong.
3. The atmosphere of auditing was critical of pc.
4. The Itsa Line was not in.
5. The auditor let the Itsa Line wander to early track.
6. The auditor Q'ed and A'ed and went off process and into engrams on pc's "sell".

7. The process was not done.
8. The assessment was done by physical disability inspection or by choosing pc's habits, not by actual assessment.
9. The auditing did not produce TA action (wrong assessment and/or Itsa Line out would be all that could produce no TA action).
10. Pc already sitting in a heavy ARC Break by reason of whole track by-passed charge.
11. This process used instead of an ARC Break Assessment well done, thus making this process a punishment.
12. Questions phrased wrong.
13. Questions were over-run.
14. Questions were under-run.
15. Auditor too choppy on Prepchecking.
16. ARC Breaks in these sessions were not cleaned up.
17. Pc trying to plunge into early track and stay restimulated.
18. Pc trying to get early track GPMs or engrams run to avoid giving up Service Facsimile.
19. Auditor missed withholds accumulated during clearing.
20. Process end product "clear" overestimated by auditor, *pc* or supervisors. The keynote of clearing a Service Facsimile is INTEREST. If pc isn't interested in it, the assessment is wrong.

The keynote of auditing tone is permissive, happy, easy, not militant. Let pc run on and on.

On phrasing question, no matter *what is* assessed it is always IT MAKES PC RIGHT AND OTHERS WRONG. Pc is not trying to make it wrong.

-----

An ordinary Prepcheck, done with a Service Facsimile present, will turn on mass on the pc. Why? Pc is asserting Service Facsimile.

-----

Well that's the fast rundown on R3SC (Routine Three, Service Facsimile Clear). And that's clearing. A lot of theory is missing in this HCO Bulletin but not one essential step. You can do it.

If a person is cleared before going on to OT they make it hundreds of hours faster !

(NOTE: All OT processes will shortly be released with R4 designations but with little other change.)

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L. RON HUBBARD

- |            |            |                                 |
|------------|------------|---------------------------------|
| ** 6309C03 | SHSBC-302A | R3SC                            |
| ** 6309C04 | SHSBC-302  | How to Find a Service Facsimile |
| ** 6309C05 | SHSBC-303  | Service Fac Assessment          |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 SEPTEMBER 1963

DofT, DofP  
Five copies to  
each Org  
Orgs do not re  
stencil

*SCIENTOLOGY FIVE*  
**INSTRUCTING IN SCIENTOLOGY AUDITING**  
**INSTRUCTOR'S TASK**  
**D of P's CASE HANDLING**

As given at the Saint Hill Special Briefing Course Instructors Conference of this date, the task of the Scientology Auditing Course Instructor (and D's of P handling cases through uncleared staff auditors) is to accomplish training and processing and therefore auditing with uncleared students or auditors.

The following drawings and explanations were made.

In Drawing A we see the auditor's perception of the pc as limited by auditor's own Service Facsimile.

In Drawing B we see the Auditor's perception of the pc the way it would be if the Service Fac were removed.

Thus we see judgement missing because of lack of perception of the pc or his or her condition or case in Drawing A, thus permitting only processes not requiring high level perception or decisions based upon the momentary condition of the pc.

In Drawing B we see that perception is not limited, judgement can be exercised by the auditor because the pc can actually be observed by him. Higher level processes can only be run by an auditor approximating the observation condition shown in Drawing B.

In Drawing C we see the actual observation limitations of auditor or pc in an aberrated condition. The keynote is SAFE ASSUMPTIONS as per Service Fac. Thus only Safe Assumptions will be entertained and no real auditing occurs. Only ineffective assumptions or questions are likely to be asked or viewed. Example: "What about thinking about stealing a paper clip from HASI?" This actual question was once asked in O/W, and its prototypes keep real auditing from occurring since neither pc nor auditor get close to any real aberration. (That either auditor or pc consider the assumption safe does not mean it is not aberrated and subject to fault.) So no real auditing of the case is undertaken and when something worth while auditing is contacted, either auditor draws off or pc (unobserved by an aberrated auditor) draws off. This reduces processing results to next to nothing. It also sometimes leads both auditor and pc in over both their heads as little is observed and all these "Safe Assumptions" are also aberrated .

The Instructor's (and Case Supervisor's) Solution is seen in Drawing D.

Auditing at lower stages, done by aberrated auditors (who have Service Facs in place) must be assumed to be independent of observation of the PC Occurrences (since observation of the pc as in Drawing A does not exist).

The Instructor therefore directs the Student Auditor's attention toward the Scientology Body of Data in order to get effective auditing done. So does any Case Supervisor. This body of data is designed to accomplish auditing independent of Observation of the pc and the many varieties of changes and differences amongst pcs. The Instructor uses such mechanisms as "If you can breathe you can audit," "Do it exactly by the Bulletin." He instructs only in broadly workable processes and along

definite rote lines. He uses the habit patterns of discipline to enforce the auditor's attention to and compliance with workable drills and data.

If this is done (and *only* if this is done) will auditing occur that is capable of producing effective results independent of the condition shown in Drawing A.

If the condition shown in Drawing C is permitted to occur, then all manner of squirrel processes and actions will occur in sessions, wild solutions will reign and general chaos will result. But more importantly the auditing necessary to produce the ideal condition shown in Drawing B can occur only in the presence of Instruction or Supervision shown in Drawing D.

Thus one produces cleared auditors by operating only as per Drawing D. These facts are not the result of theoretical supposition, but of careful empirical observation and test. Therefore, Instruction and performance of uncleared auditors must follow Drawing D.

The accomplishment of Classes II and III auditing and Levels II and III results is possible by following Drawing D. It fails only when Drawing D is not understood and followed by Instructors and Auditing Supervisors.

The liability is that the student's or auditor's Service Fac may contest Instruction as shown in Drawing D. There is no liability if the student is already capable of Drawing B observation (which is rare in uncleared persons). If a Service Fac is in the road of Instruction as per Drawing D, it still has been and can be overcome *far* more easily than overcoming various erroneous and varying observations of pcs, as to confront the pc is to confront aberration directly and to confront the Body of Data is to confront only an orderly and pleasant arrangement of truthful facts that will still hold good when the student is cleared, whereas the pc's aberration, unstable before processing, will be gone.

Thus we study valid workable data that is broadly true and enforce compliance with it rather than studying or classifying Individual Cases and their aberrations as was done exclusively in older Mental Sciences (which failed where we have already succeeded for years).

Class IV material (OT and Whole Track) is sometimes too much for the uncleared auditor since it is complex. It requires strict adherence to the Body of Data *as well as* some observation of the pc. Thus Class IV materials (OT and Whole Track) are best done when the conditions of Drawing B and Drawing D both be present in the session.

This establishes levels of data and classification of its use. Some auditors with Service Facsimiles in place will be unable to successfully handle Class IV data. And some pcs unless cleared of the added restimulation of this life and the environment before being put on Whole Track will be unable to climb the hill.

Therefore *all* instruction and use of Scientology Auditing Skills and Materials are most successfully done as per Drawing D and have proven unsuccessful when auditor observation of the pc was assumed or auditor judgement relied upon while the auditor or student was in an uncleared state as per Drawings A and C.

This shows an Instructor in or Supervisor of Scientology Auditing his surest route to success with students without blocking those students already in condition to observe pcs. Those students whose Service Facsimiles revolt at Drawing D will also most surely prevent their observation of the pc and Instruction and Supervision Methods as per Drawing D can overcome the barrier whereas nothing will actually surmount the failure to observe the pc, short of clearing the auditor's Service Fac. This last is a matter, also, of close observation of students over a period of two years.

The object is to get auditing done under supervision and both during and after Instruction. Only then can we ever broadly attain cleared auditors or any of our objectives.

Instruction fails when these principles are not present or when done without heavy stress on the Body of Data and compliance with good auditing practice.

This is in no way critical of students or uncleared auditors. It is simple observation. It is effective.

It is no mean development to accomplish auditing without observing the more subtle conditions of the pc. We have done just that. Therefore, as the student or auditor does not usually observe the pc because of his own Service Fac, and as Level II and III can be done entirely by data, drills and rote procedures, all but Class IV can be attained without cleared auditors. If only cleared auditors were permitted to audit then nobody would be able to start the clearing. This shortage of cleared auditors will exist to nearly the end of this universe. So it is a good thing to have the problem resolved, as it is in this HCO Bulletin.

Of course, the most valid reason for using this approach is that only the disciplined Body of Data used exactly is capable of resolving cases and no amount of confront of PC Occurrence would by itself resolve anything.

It's the Body of Data exactly and precisely used that resolves the human or any other mind. And that's the main reason to make the student concentrate upon it. So this is a safe thing to do—concentrate on the Body of Data—no matter why.

L. RON HUBBARD

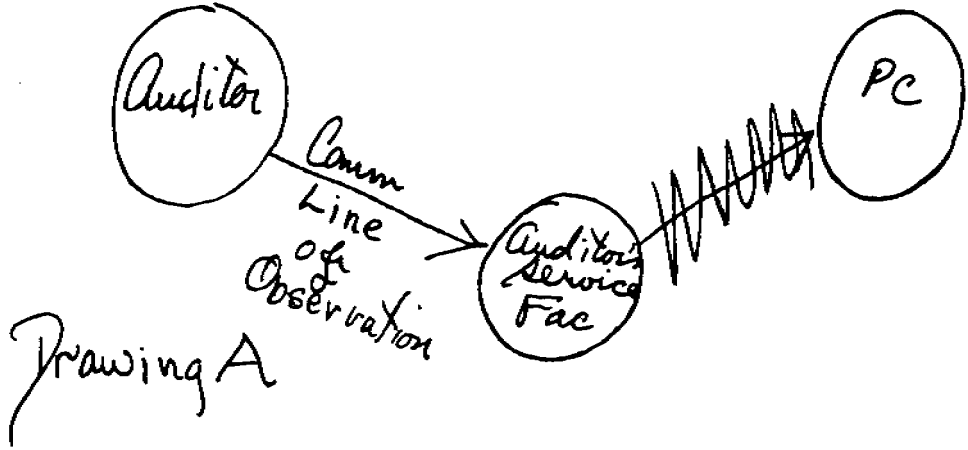
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[Drawings A, B, C and D discussed in the above HCO B are on the following page.]

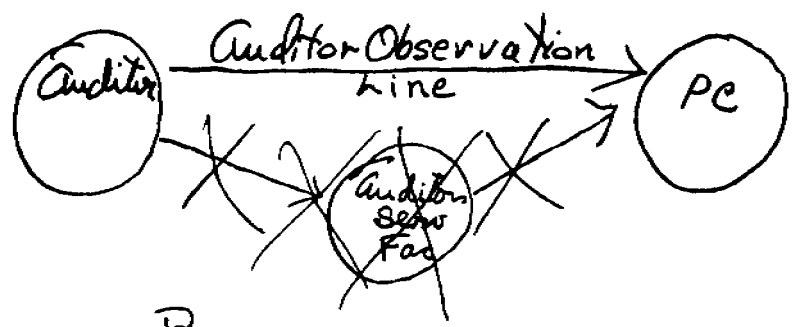
**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
10—19 September 1963

- |                     |  |
|---------------------|--|
| ** 6309C10SHSBC-304 | Destimulation of a Case                        |
| ** 6309C11SHSBC-306 | Service Facs and GPMs                          |
| ** 6309C12SHSBC-305 | Service Facs                                   |
| ** 6309C17SHSBC-307 | What You Are Auditing                          |
| ** 6309C18SHSBC-308 | St. Hill Service Fac Handling                  |
| ** 6309C19SHSBC-309 | Routine 4M TA [HCO B 2 Oct. 63 cancels R4M TA] |

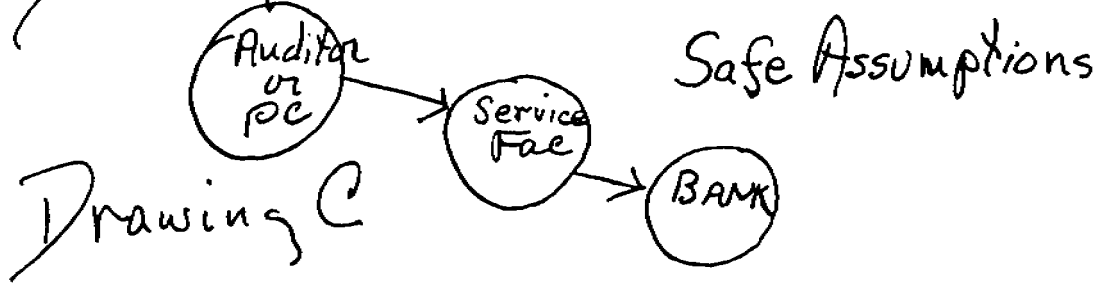
# Conditions of Observation



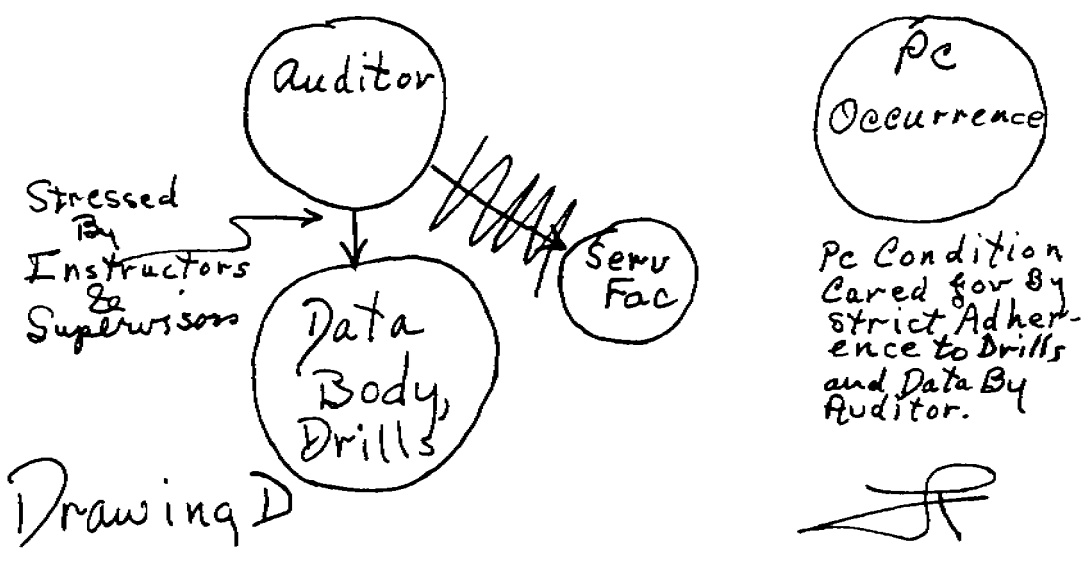
Drawing A



Drawing B



Drawing C



Drawing D

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## REPETITIVE RUDIMENTS AND REPETITIVE PREPCHECKING

(Compiled from HCO Bulletins of July 2, 3 and 4, AD12)

### HOW TO GET THE RUDIMENTS IN

Just as an E-Meter can go dead for the auditor in the presence of a monstrous ARC break, I have found it can go gradually dull in the presence of out rudiments. If you fail to get one IN then the outness of the next one reads faintly. And if your TR1 is at all poor, you'll miss the rudiment's outness and there goes your session.

To get over these difficulties, I've developed Repetitive Rudiments.

The auditor at first does *not* consult the meter, but asks the rudiments question of the pc until the pc says there is no further answer. At this point the auditor says, "I will check that on the meter." And asks the question again. If it reads, the auditor uses the meter to steer the pc to the answer, and when the pc finds the answer, the auditor again says, "I will check that on the meter" and does so.

The cycle is repeated over and over until the meter is clean of any instant read (see HCO Bulletin of May 25, 1962, for Instant Read).

The cycle:

1. Run the rudiment as a repetitive process until pc has no answer.
2. Consult meter for a hidden answer.
3. If meter reads use it to steer ("that" "that" each time the meter flicks) the pc to the answer.
4. Stay with the Meter and do (2) and (3).

The process is flat when there is no instant read to the question.

One does not "bridge out" or use "two more commands". When the meter test of the question gets no instant read, the auditor says, "The meter is clean".

The trick here is the definition of "With Session". If the pc is With Session the meter will read. If the pc is partially against session the meter will read poorly, and the rudiment will not register and the rudiment will get missed. But with the pc with session the meter will read well for the auditor.

### FAST CHECKING

A *Fast Check* on the Rudiments consists only of Steps (2) and (3) of the cycle done over and over.

Watching the meter the auditor asks the question, takes up only what reads and, careful not to Q and A, clears it. One does this as many times as is necessary to get a clean needle. But one still says "The meter is clean" and catches up the disagreement by getting the additional answers.

When the question is seen to be clean, the question is left.

In using Fast Checking NEVER SAY, "THAT STILL READS." That's a flunk. Say, "There's *another* read here."

### REPETITIVE PREPCHECKING

We will still use the term "Prepchecking" and do all Prepchecking by repetitive command.



### STEP ONE

Without now looking at the Meter, the auditor asks the question repetitively until the preclear says that's all, there are no more answers.

### STEP TWO

The auditor then says, "I will check that on the meter" and does so, watching for the Instant Read (HCO Bulletin May 25, 1962).

If it reads, the auditor says, "That reads. What was it?" (and steers the pc's attention by calling each identical read that then occurs). "There .....That .....That ....." until the pc spots it in his bank and gives the datum.

### STEP THREE

The auditor then ignores the meter and repeats Step One above. Then goes to Step Two, etc.

### STEP FOUR

When there is no read on Step Two above, the auditor says, "The meter is clean."

This is *all* there is to Repetitive Prepchecking as a system. Anything added in the way of more auditor questions is destructive to the session. Be sure not to Q and A (HCO Bulletin of May 24, 1962).

Be sure your TR4 is *excellent* in that you *understand* (really, no fake) what the pc is saying and acknowledge it (really, so the pc gets it) and return the pc to session. Nothing is quite as destructive to this type of auditing as bad TR4.

### END WORDS

The E-Meter has two holes in it. It does not operate on an ARC broken pc and it *can* operate on the last word (thought minor) only of a question. Whereas the question (thought major) is actually null.

A pc can be checked on the END WORDS OF RUDIMENTS QUESTIONS and the charge on those single words can be made known and the question turned around to avoid the last word's charge.

Example: "Are you willing to talk to me about your difficulties?"

The word "difficulties", said to the pc by itself gives an Instant Read. Remedy: Test "Difficulties". If it reads as itself then change the question to: "Concerning your difficulties, are you willing to talk to me?" This will only react when the pc is unwilling to do so.

Caution: This trouble of END WORDS reading by themselves occurs mainly in the presence of weak TR1 and failure to groove in the question to a "thought major". With good TR1 the END WORDS read only when the question is asked.

IN PRACTICE you only investigate this when the pc insists strongly that the question is nul. Then test the end word for lone reaction and turn the question about to make it end with another end word (question not to have words changed, only shifted in order). Then groove it in and test it for Instant Read. If it still reacts as a question (thought major) then, of course, it is not nul and should be answered.

### DOUBLE CLEANING

"Cleaning" a rudiment that has already registered nul gives the pc a Missed Withhold of nothingness. His nothingness was not accepted. The pc has no answer. A missed no-answer then occurs. This is quite serious. Once you see a Rudiment is clean, let it go. To ask again something already nul is to leave the pc baffled—he has a missed withhold which is a nothingness.

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L. RON HUBBARD

*SCIENTOLOGY TWO*

**PREPCHECK BUTTONS**

(Cancels HCO Tech Ltr of Oct 1, AD12)

The following order and number of Prepcheck Buttons should be used wherever “an 18 button Prepcheck” is recommended. Do not use the old order of buttons, not because of any danger, but these below are slightly more effective. The old order of buttons may still be used.

The full command is usually “(Time Limiter) (on subject) has anything been\_\_\_\_\_” or “is there anything you have been\_\_\_\_\_” for some of them which don’t fit with “has anything been \_\_\_\_\_”. The (on\_\_\_\_\_may be omitted. The Time Limiter is seldom omitted as it leads the pc to Itsa the Whole Track. On an RRing goal found and used in R3SC the Time Limiter “In this Lifetime” can be used with good effect. All Service Fac questions or Prepchecks must have a Time Limiter.

In running R4 (R3M2), pc’s actual GPMs, the goal and RIs are Prepchecked without a Time Limiter as pc is on the whole track anyway. But in all lower levels of auditing, particularly when using a possible goal as a Service Fac, the Time Limiter, usually “In this Lifetime \_\_\_\_\_”, must be used or pc will become Over Restimulated.

For all uses the 18 Prepcheck Buttons now are:

SUPPRESSED  
CAREFUL OF  
FAILED TO REVEAL  
INVALIDATED  
SUGGESTED  
MISTAKE BEEN MADE  
PROTESTED  
ANXIOUS ABOUT  
DECIDED  
WITHDRAWN FROM  
REACHED  
IGNORED  
A FAILURE  
HELPED  
HIDDEN  
REVEALED  
ASSERTED  
SOLVED

**BIG MID RUDS**

It will be noted that the first 9 are the Big Mid Ruds used as “Since the Last Time I audited you has anything been\_\_\_\_\_?”

## A USEFUL TIP

To get the Meter clean on a list during nulling the list the easiest system is to show the pc the list and just ask, "What happened?" This saves a lot of Mid Ruds.

## TWO USEFUL PAIRS

When trying to get an Item to read the two buttons *Suppress* and *Invalidate* are sometimes used as a pair.

To get a pc easier in session the buttons *Protested* and *Decided* are sometimes used as a pair.

## DIRTY NEEDLE

Mid Ruds (called because Middle of Session was the earliest use + Rudiments of a Session) are less employed today because of the discovery that all Dirty Needle phenomena is usually traced to the auditor having *cut* the pc's communication. To get rid of a Dirty Needle one usually need ask only, "Have I cut your Communication?" or do an ARC Break assessment if that doesn't work. A Dirty Needle (continuously agitated) always means the auditor has cut the pc's Itsa Line, no matter what else-has happened.

Chronically comm chopping auditors always have pcs with Dirty Needles. Conversely, pcs with high Tone Arms have auditors who don't control the Itsa Line and let it over-stimulate the pc by getting into lists of problems or puzzlements, but a high Tone Arm also means a heavy Service Fac, whereas a Dirty Needle seldom requires Mid Ruds or Prechecks. It just requires an auditor who doesn't cut the pc's Itsa Line.

## THE OLD ORDER OF PREPCHECK BUTTONS

The following buttons and order were the original buttons and may still be used, particularly if the pc is allergic to Mid Ruds:

SUPPRESSED  
INVALIDATED  
BEEN CAREFUL OF  
SUGGESTED  
WITHHELD  
PROTESTED  
HIDDEN  
REVEALED  
MISTAKE (BEEN MADE)  
ASSERTED  
CHANGED (OR ALTERED)  
DAMAGED  
WITHDRAWN (FROM)  
CREATED  
DESTROYED  
AGREED (WITH)  
IGNORED  
DECIDED

HCO BULLETIN OF 23 SEPTEMBER 1963

Central Orgs

*SCIENTOLOGY 0 TO V*

**TAPE COVERAGE OF NEW TECHNOLOGY**

Due to certain pressures in the world at the end of 1962, I deemed it advisable to speed up research as a means of handling developing situations.

This activity proved fruitful beyond any expectations for the period devoted to it.

To increase an already burdened personal time schedule was not without repercussion. It was in the first place impossible to crowd more action into the crowded hours but somehow I did so. I cut out all social engagements, almost all appointments and even reduced time spent talking to students. I canceled all lecture appearances abroad. I let my cars and motorcycles rust and my cameras gather dust. I kept Mary Sue up all night auditing or being audited. And somehow, through the devotion of staff, everywhere, kept the show on the road and handled the legal front also.

The stepped up schedule period has not ended but the golden knowledge has been gathered in and *all targets hoped for* have been *exceeded*.

This period has also been hard on staff, students and all Scientologists due to shifting technology.

One of the ways of reducing research time is omitting written records. Therefore I have relied on the Saint Hill Course Lecture tapes to bear the burden of collecting the data together.

On these tapes over a certain period we have a full record of the *results* of this stepped up period of research.

What one is greeted with, in listening to these tapes, is a whole new clarification of Scientology including breaking it into progressive classes or levels of data.

Hardly any HCO Bulletins mirror this period. It is all on tapes.

A full progressive summary of Modern Scientology from the lowest to the highest levels is to be found on the following tapes:

- 24 July '63 — ARC Breaks and the Comm Cycle.
- 25 July '63 — Comm Cycles in Auditing.
- 6 August '63 — Auditing Comm Cycles.
- 7 August '63 — R2-H Fundamentals.
- 8 August '63 — R2-H Assessment.
- 14 August '63 — Auditing Tips.
- 15 August '63 — The Tone Arm.
- 20 August '63 — The Itsa Line.
- 21 August '63 — The Itsa Line (continued).
- 22 August '63 — Project 80.
- 27 August '63 — Rightness and Wrongness.
- 28 August '63 — The TA and the Service Facsimile.
- 29 August '63 — Service Facsimile (continued).

3 September '63	—	R3SC.
4 September '63	—	How to Find a Service Facsimile.
5 September '63	—	Service Fac Assessment.
10 September '63	—	Destimulation of a Case.
11 September '63	—	Service Facs and GPMs.
12 September '63	—	Service Facs.
17 September '63	—	What You Are Auditing.
18 September '63	—	St Hill Service Fac Handling.
19 September '63	—	Routine 4M-TA.
24 September '63		Summary—
25 September '63		(These three lectures not yet given at time
26 September '63		of writing this HCO Bulletin.)

Additionally we have some earlier tapes that amplify the material of the pc's Actual GPMs and the theory behind them in:

20 November '62	—	The GPM.
28 March '63	—	The GPM.
2 April '63	—	Line Plot, Items.
4 April '63	—	Anatomy of the GPM.
16 April '63	—	Top of GPM.

Other tapes made up to 24 July 1963 carry the full story of Implant GPMs, their patterns and handling and the Whole Track. These have only passing importance as a *pc's Actual Goals and GPMs are a thousand thousand times more aberrative and important than Implants*. But one has to know the extent and nature of Implant GPMs in order not to get them confused with Actual GPMs.

The road into Scientology, the road to Clear and the road to OT are all delineated on the tapes listed above between 24 July '63 and 26 September '63, a total of 25 tapes. (I anticipate 3 of these lectures for this week in order to get out this HCO Bulletin. )

Thus in 25 1/2 hour tapes we have a summary and clarification and new data on Modern Scientology for all levels and classes.

Auditing has been redefined, comm cycles have been inspected, Service Facsimiles have been unearthed and clarified. Most old auditing problems have been swept away and the road has been opened.

This has been a fantastic and dramatic period in the history and development of Scientology and I'm proud that it came off.

And I thank you from the bottom of my heart for the floods of congratulations that have been pouring in from everywhere as these tapes have been released.

History has been made. Scientology is capable of fully freeing Man.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 25 SEPTEMBER 1963

Central Orgs  
Franchise

*SCIENTOLOGY I to IV*

**ADEQUATE TONE ARM ACTION**

Now that it has been established fully that *a pc's gain is directly and only proportional to Tone Arm Action*, the question of how much Tone Arm Action is adequate must be answered.

These are rough answers based on direct observation of pcs after sessions.

Tone Arm action is measured by DIVISIONS DOWN PER 21/2 hour session or per hour of auditing.

TA action is not counted by up and down, only *down is* used. Usually the decimal system is used. But fractions can also be employed. Needle falls are neglected in the computation, only actual motion of the Tone Arm is used.

One can add up or approximate the TOTAL DOWN TONE ARM MOTION. After a session, if an auditor is keeping good reports of TA motion, one adds up all the divisions and fractions of division of Down Motion (not up) and the result is known as TOTAL TA FOR THE SESSION.

A needle gives about a 10th of a Division of motion in one sweep across the dial but, as above, is not used in his computation. Needle action is neglected in the add-up.

Example: As noted in the TA column of an auditor's report, 4.5, 4.2, 4.8, 4.0, 3.5 gives you .3 + .8 + .5 gives you 1.6 Divisions of TA action for that period of time. When this is done for a full 2.5 hour session the following table gives you a rough idea of what is expected and what will happen to the pc.

<i>Amount Per Session</i>	<i>Session Rating</i>	<i>PC Reaction</i>
25 Divs	Excellent	Feels wonderful
20 Divs	Good	Feels good
15 Divs	Acceptable	Feels "Better"
10 Divs	Poor	Slight Change
5 Divs	Unacceptable	No Change
0 Divs	Harmful	Gets Worse

Anything from 10 Divs to 0 Divs of Down Tone Arm for a 21/2 hour session is something to do something about. One gets very industrious in this range.

For a 25 hour intensive the scale of TA divisions down for the entire intensive would be:

<i>Amount Per Intensive</i>	<i>Session Rating</i>	<i>PC Reaction</i>
250 Divs	Excellent	Feels wonderful
200 Divs	Good	Feels good
150 Divs	Acceptable	Feels "Better"
100 Divs	Poor	Slight Change
50 Divs	Unacceptable	No Change
0 Divs	Harmful	Gets Worse

The preclear's case state can be completely predicted by the amount of TA action received in a session or an intensive.

The only exception is where the pc in running R4 (old R3) processes can get into a "creak" of by-passed goals or RIs which make him uncomfortable although TA action has been good or even excellent. A case analysis will locate the by-passed charge. On any auditing where charge has been by-passed but TA action was good the pc's subjective reality on gain will not seem to compare with the TA action gotten in the auditing, but the moment the by-passed charge is located the gain attributable to TA action will be felt.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
25—26 September 1963

- \*\* 6309C25      SHSBC-310      Summary II. Scientology 0
- \*\* 6309C26      SHSBC-311      Summary III About Level IV Aud.

HCO BULLETIN OF 1 OCTOBER 1963

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*SCIENTOLOGY ALL*

**HOW TO GET TONE ARM ACTION**

The most vital necessity of auditing at *any* level of Scientology is to get Tone Arm Action Not to worry the pc about it but just to get TA action. Not to find something that will get future TA. But just to get TA NOW.

Many auditors are still measuring their successes by things found or accomplished in the session. Though this is important too (mainly at Level IV), it is secondary to Tone Arm Action.

1. Get good Tone Arm Action.
2. Get things done in the session to increase Tone Arm Action.

NEW DATA ON THE E-METER

The most elementary error in trying to get Tone Arm action is, of course, found under the fundamentals of auditing—*reading an E-Meter*.

This point is so easily skipped over and seems so obvious that auditors routinely miss it. Until they understand this one point, an auditor will continue to get minimal TA and be content with 15 Divisions down per session—which in my book isn't TA but a meter stuck most of the session.

There is something to know about meter reading and getting TA. Until this is known nothing else can be known.

TONE ARM ASSESSMENT

The Tone Arm provides assessment actions. Like the needle reacts on list items, so does the Tone Arm react on things that will give TA.

*You don't usually needle assess in doing Levels I, II and III. You Tone Arm Assess.*

The Rule is: THAT WHICH MOVES THE TONE ARM DOWN WILL GIVE TONE ARM ACTION.

Conversely, another rule: THAT WHICH MOVES ONLY THE NEEDLE SELDOM GIVES GOOD TA.

So for Levels I, II and III (and not LEVEL IV) you can actually paste a paper over the needle dial, leaving only the bottom of the needle shaft visible so the TA can be set by it and do all assessments needed with the Tone Arm. If the TA moves on a subject then that subject will produce TA if the pc is permitted to talk about it (Itsa it).

Almost all auditors, when the Itsa Line first came out, tried only to find FUTURE TA ACTION and never took any PRESENT TA ACTION. The result was continuous listing of problems and needle nulling in an endless search to find something that "would produce TA action". They looked frantically all around to find some subject that would produce TA action and never looked at the Tone Arm of their meter or tried to find what *was moving it NOW*.

This seems almost a foolish thing to stress—that what *is* producing TA will produce TA. But it is the first lesson to learn. And it takes a lot of learning.



Auditors also went frantic trying to understand what an ITSA LINE was. They thought it was a Comm Line. Or part of the CCHs or almost anything but what it is. It is too simple.

There are two things of great importance in an auditing cycle. One is the Whatsit, the other is the Itsa. Confuse them and you get no TA.

If the auditor puts in the Itsa and the preclear the Whatsit, the result is no TA. The auditor puts in the Whatsit and the pc the Itsa, always. It is so easy to reverse the role in auditing that most auditors do it at first. The preclear is very willing to talk about his *difficulties, problems* and *confusions*. The auditor is so willing to Itsa (discover) what is troubling the preclear that an auditor, green in this, will then work, work, work to try to Itsa something “that will give the pc TA”, that he causes the pc to “Whatsit Whatsit Whatsit that’s wrong with me”. Listing is not really good Itsa-ing; it’s Whatsit-ing as the pc is in the mood “Is it this? Is it that?” even when “solutions” are being listed for assessment. The result is poor TA.

TA comes from the pc saying, “It *IS*” not “Is it?”

Examples of Whatsit and Itsa: Auditor: “What’s here?” (Whatsit) Pc: “An auditor, a preclear, a meter.” (Itsa)

Itsa really isn’t even a Comm Line. It’s what travels on a Comm Line from the pc to the auditor, if that which travels is saying with certainty “It *IS*”.

I can sit down with a pc and meter, put in about three minutes “assessing” by Tone Arm Action and using only RIC get 35 Divisions of TA in 2% hours with no more work than writing down TA reads and my auditor’s report. Why? Because the pc is not being stopped from Itsa-ing and because I don’t lead the pc into Whatsit-ing. And also because I don’t think auditing is complicated.

Tone Arm Action has to have been *prevented* if it didn’t occur. Example: An auditor, noting a Whatsit moved the TA, every time, promptly changed the Whatsit to a different Whatsit. Actually happened. Yet in being asked what he was doing in session said: “I ask the pc for a problem he has had and every time he comes up with one I ask for solutions to it.” He didn’t add that he frantically changed the Whatsit each time the TA *started* to move. Result—9 Divisions of TA in 21/2 hours, pc laden with by-passed charge. If he had *only* done what he said he had he would have had TA.

If it didn’t occur, Tone Arm Action has to have been prevented! It doesn’t just “not occur”.

In confirmation of auditors being too anxious to get in the Itsa Line themselves and not let the pc is the fad of using the meter as a Ouija Board. The auditor asks it questions continually and never asks the pc. Up the spout go Divisions of TA. “Is this Item a terminal?” the auditor asks the meter. Why not ask the pc? If you ask the pc, you get an Itsa, “No, I think it’s an opterm because .....” and the TA moves.

Now to give you some idea of how crazy simple it is to get in an Itsa Line on the pc, try this:

Start the session and just sit back and look at the pc. Don’t say anything. Just sit there looking at the pc. The pc will of course start talking. And if you just nod now and then and keep your auditor’s report going unobtrusively so as not to cut the Itsa, you’ll have a talking pc and most of the time good TA. At the end of 21/2 hours, end the session. Add up the TA you’ve gotten and you will usually find that it was far more than in previous sessions.

TA action, if absent, had to be prevented! It doesn’t just fail to occur.

But this is not just a stunt. It is a vital and valuable rule in getting TA.

**RULE: A SILENT AUDITOR INVITES ITSAs.**

This is not all good, however. In doing R4 work or R3R or R4N the silent auditor lets the pc Itsa all over the whole track and causes Over-Restimulation which locks up the TA. But in lower levels of auditing, inviting an Itsa with silence is an ordinary action.

In Scientology Levels I, II and III the auditor is usually silent much longer, proportionally, in the session, than he or she is talking—about 100 of silence to 1 of talking. As soon as you get into Level IV auditing however, on the pc's actual GPMs, the auditor has to be crisp and busy to get TA and a silent, idle auditor can mess up the pc and get very little TA. This is all under "controlling the pc's attention". Each level of auditing controls the pc's attention a little more than the last and the leap from Level III to IV is huge.

Level I hardly controls at all. The rule above about the silent auditor is employed to the full.

Level II takes the pc's life and livingness goals (or session goals) for the pc to Itsa and lets the pc roll, the auditor intruding only to keep the pc giving solutions, attempts, dones, decisions about his life and livingness or session goals rather than difficulties, problems and natter about them.

Level III adds the *rapid* search (by TA assessment) for the service facsimile (maybe 20 minutes out of 2 1/2 hours) and then guides the preclear into it with R3SC processes. The rule here is that if the thing found that moved the TA wouldn't make others wrong but would make the pc wrong, then it is an oppterm lock and one Prepchecks it. (The two top RIs of the pc's PT GPM is the service facsimile. One is a terminal, the pc's, and the other is an oppterm. They each have thousands of lock RIs. Any pair of lock RIs counts as a service facsimile, giving TA.) A good *slow* Prepcheck but still a Prepcheck. Whether running Right-Wrong-Dominate-Survive, (R3SC) or Prepchecking (the only 2 processes used) one lets the pc really answer before acking. One question may get 50 answers! Which is One Whatsit from the auditor gets 50 Itsas from the pc.

Level IV auditing finds the auditor smoothly letting the pc Itsa RIs and lists but the auditor going at it like a small steam engine finding RIs, RIs, RIs, Goals, RIs, RIs, RIs. For the total TA in an R4 session only is proportional to the number of RIs found without goofs, wrong goals or other errors which rob TA action.

So the higher the level the more control of the pc's attention. But in the lower levels, as you go back down, the processes used require less and less control, less auditor action to get TA. The Level is designed to give TA at that level of control. And if the auditor actions get busier than called for in the lower levels the TA is cut down per session.

## OVER-RESTIMULATION

As will be found in another HCO Bulletin and in the lectures of summer and autumn of 1963, the thing that seizes a TA up is Over-Restimulation. THE RULE IS: THE LESS ACTIVE THE TA THE MORE OVER-RESTIMULATION IS PRESENT. (THOUGH RESTIMULATION CAN ALSO BE ABSENT.)

Therefore an auditor auditing a pc whose TA action is low (below 20 TA Divisions down for a 2 1/2 hour session) must be careful not to over-restimulate the pc (or to gently restimulate the pc). This is true of all levels. At Level IV this becomes: don't find that next goal, bleed the GPM you're working of all possible charge. And at Level III this becomes: don't find too many new Service Facs before you've bled the TA out of what you already have. And at Level II this becomes: don't fool about with a new illness until the pc feels the Lumbosis you started on is handled utterly. And at Level I this becomes: "Let the pc do the talking".

Over-Restimulation is the auditor's most serious problem.

Under-Restimulation is just an auditor not putting the pc's attention on anything.

The sources of Restimulation are:

1. Life and Livingness Environment. This is the workaday world of the pc. The auditor handles this with Itsa or "Since Big Mid Ruds" and even by regulating or changing some of the pc's life by just telling the pc to not do this or that during an intensive or even making the pc change residence for a while if that's a source. This is subdivided into Past and Present.
2. The Session and its Environment. This is handled by Itsa-ing the subject of session environments and other ways. This is subdivided into Past and Present.
3. The Subject Matter of Scientology. This is done by assessing (by TA motion) the old Scientology List One and then Itsa-ing or Prepchecking what's found.
4. The Auditor. This is handled by What would you be willing to tell me, Who would you be willing to talk to. And other such things for the pc to Itsa. This is subdivided into Past and Present.
5. This Lifetime. This is handled by slow assessments and lots of Itsa on what's found *whenever it is found to be moving the TA* during slow assessment. (You don't null a list or claw through ten hours of listing and nulling to find something to Itsa at Levels I to III. You see what moves the TA and bleed it of Itsa *right now*.)
6. Pc's Case. In Levels I to III this is only indirectly attacked as above.

And in addition to the actions above, you can handle each one of these or what's found with a slow Prepcheck.

#### LIST FOR ASSESSMENT

Assess for TA motion the following list:

The surroundings in which you live.

The surroundings you used to live in.

Our surroundings here.

Past surroundings for auditing or treatment.

Things connected with Scientology (Scientology List One).

Myself as your auditor.

Past auditors or practitioners.

Your personal history in this lifetime.

Goals you have set for yourself.

Your case.

At Level II one gets the pc to simply set Life and Livingness goals and goals for the session, or takes up these on old report forms and gets the decisions, actions, considerations, etc., on them as the Itsa, cleaning each one fairly well of TA. One usually takes the goal the pc seems most interested in (or has gone into apathy about) as it will be found to produce the most TA.

Whatever you assess by Tone Arm, once you have it, get the TA out of it before you drop it. And don't cut the Itsa.

## MEASURE OF AUDITORS

The skill of an auditor is directly measured by the amount of TA he or she can get. Pcs are not more difficult one than another. Any pc can be made to produce TA. But some auditors cut TA more than others.

Also, in passing, an auditor can't falsify TA. It's written all over the pc after a session. Lots of TA = Bright pc. Small TA = Dull pc.

And Body Motion doesn't count. Extreme Body Motion on some pcs can produce a division of TA! Some pcs try to squirm their way to clear! A good way to cure a TA conscious body-moving pc is to say, "I can't record TA caused while you're moving."

As you may suspect, the pc's *case* doesn't do a great deal until run on R4 processes. But destimulation of the case can produce some astonishing changes in beingness. Key-out is the principal function of Levels I to III. But charge off a case is charge off. Unless destimulated a case can't get a rocket read or present the auditor with a valid goal. Levels I to III produce a Book One clear. Level R4 produces an O.T. But case conditioning (clearing) is necessary before R4 can be run. *And* an auditor who can't handle Levels I to III surely won't be able to handle the one-man band processes at Level IV. So get good on Levels I to III before you even study IV.

## THE FIRST THING TO LEARN

By slow assessment is meant letting the pc *Itsa* while assessing. This consists of *rapid auditor action*, very crisp, to get something that moves the TA and then immediate shift into letting the pc *Itsa* during which be quiet! The slowness is overall action. It takes hours and hours to do an old preclear assessment form this way but the TA *flies*.

The actual auditing in Level III looks like this—auditor going like mad over a list or form with an eye cocked on the TA. The first movement of the TA (not caused by body motion) the auditor goes a tiny bit further if that and then sits back and just looks at the pc. The pc comes out of it, sees the auditor waiting and starts talking. The auditor unobtrusively records the TA, sometimes nods. TA action dies down in a couple minutes or an hour. As soon as the TA looks like it hasn't got much more action in it the auditor sits up, lets the pc finish what he or she was saying and then gets busy busy again. But *no* action taken by the auditor cuts into the TA action. In Levels I to III no assessment list is continued beyond seeing a TA move until *that* TA motion is handled.

In doing a Scientology List One assessment one goes down the list until the TA moves (not because of body motion). Then, because a TA is not very pinpointed, the auditor covers the one or two above where he first saw TA and, watching the pc for interest *and* the TA, circles around that area until he is sure he has what made the TA move and then bleeds that for TA. by *Itsa* or Prepcheck.

Yes, you say, but doesn't the auditor do TRs on the pc? One question—one answer ratio? NO!

Let the pc finish what the pc was saying. And let the pc be satisfied the pc has said it without a lot of chatter about it.

TA NOT MOVING SIGNALS AUDITOR TO ACT.

TA MOVING SIGNALS AUDITOR NOT TO ACT.

Only the auditor can kill the TA motion. So when the TA starts to move, stop acting and start listening. When the TA stops moving or seems about to, stop listening and start acting again.

Only act when the TA is relatively motionless. And then act just enough to start it again.

Now if you can learn *just this*, as given here, to act when there's no TA and not act when there is TA, you can make your own start on getting good TA on your preclear.

With this you buy leisure to look over what's happening. With half a hundred rules and your own confusion to worry about also, you'll never get a beginning. So, to begin to get TA on your pc, first learn the trick of silent invitation. Just start the session and sit there expectantly. You'll get some TA.

When you've mastered this (and what a fight it is not to act, act, act and talk ten times as hard as the pc) then move to the next step.

Cover the primary sources of over-restimulation listed above by asking for solutions to them.

Learn to spot TA action when it occurs and note what the pc was saying just then. Co-ordinate these two facts—pc talking about something and TA moving. That's Assessment Levels I to III. Just that. You see the TA move and relate it to what the pc is saying just that moment. Now you know that if the pc talks about "Bugs" he gets TA action. Note that down on your report. BUT don't otherwise call it to pc's attention as pc is already getting TA on another subject. This pc *also* gets TA on Bugs. Store up 5 or ten of these odd bits, without doing anything to the pc but letting him talk about things.

Now a few sessions later, the pc will have told all concerning the prime source of over-restimulation I hope you were covering with him or her by only getting the pc started when he or she ran down. But you will now have a list of several other things that get TA. **THE HOTTEST TA PRODUCER ON THIS LIST WILL GET A PC'S GOAL AS IT IS HIS SERVICE FAC.** You can now get TA on this pc at will. All you have to do is get an Itsa going on one of these things.

ANY TA is the sole target of Levels I to III. It doesn't matter a continental what generates it. Only Level IV (R4 processes) are vital on what you get TA on (for if you're not accurate you will get *no* TA at Level IV).

From Levels I to III the pc's happiness or recovery depends only on that waving TA Arm. How much does it wave? That's how much the case advances. Only at Level IV do you care what it waves on.

You're as good an auditor in Levels I to III as you can get TA on the pc and that's all. And in Level IV you'll get only as much TA as you're dead on with the right goals and RIs in the right places and those you don't want lying there inert and undisturbed.

Your enemy is Over-Restimulation of the pc. As soon as the pc goes into more charge than he or she can Itsa easily the TA slows down! And as soon as the pc drowns in the over-restimulation the TA stops clank! Now your problem is correcting the case. And that's harder than just getting TA in the first place.

Yes, you say, but how do you *start* "getting in an Itsa Line?" "What is an Itsa?"

All right—small child comes in room. You say, "What's troubling you?" The child says, "I'm worried about Mummy and I can't get Daddy to talk to me and ...." NO TA.

This child is not saying anything is it. This child is saying, "Confusion, chaos, worry." No TA. The child is speaking in Opptersms.

Small child comes in room. You say, "What's in this room?" Child says, "You and couch and rug ...." That's Itsa. That's TA.

Only in R4 where you're dead on the pc's GPMs and the pc is allowed to say it is or isn't can you get TA good action out of listing and nulling. And even then a failure to let the pc say it is it can cut the TA down enormously.

Auditor says, “You’ve been getting TA movement whenever you mention houses.

In this lifetime what solutions have you had about houses?” And there’s the next two sessions all laid out with plenty of TA and nothing to do but record it and nod now and then.

### THE THEORY OF TONE ARM ACTION

TA motion is caused by the energy contained in confusions blowing off the case. The confusion is held in place by aberrated stable data.

The aberrated (non-factual) stable datum is there to hold back a confusion but in actual fact the confusion gathered there only because of an aberrated consideration or postulate in the first place. So when you get the pc to as-is these aberrated stable data, the confusion blows off and you get TA.

So long as the aberrated stable datum is in place the confusion (and its energy) won’t flow.

Ask for confusions (worries, problems, difficulties) and you just over-restimulate the pc because his attention is on the mass of energy, not the aberrated stable datum holding it in place.

Ask for the aberrated stable datum (considerations, postulates, even attempts or actions or any button) and the pc as-is it, the confusion starts flowing off as energy (not as confusion), and you get TA.

Just restimulate old confusions without touching the actual stable data holding them back and the pc gets the mass but no release of it and so no TA.

The pc has to say, “It’s a “ (some consideration or postulate) to release the pent-up energy held back by it.

Thus an auditor’s worst fault that prevents TA is permitting the dwelling on confusions without getting the pc to give up with certainty the considerations and postulates that hold the confusions in place.

And that’s “Itsa”. It’s letting the pc say what’s there that was put there to hold back a confusion or problem.

If the pc is unwilling to talk to the auditor, that’s What to Itsa—”decisions you’ve made about auditors” for one example. If the pc can’t seem to be audited in that environment, get old environments Itsa’ed. If the pc has lots of PTPs at session start, get the pc’s solutions to similar problems in the past.

Or just Prepcheck, slow, the zone of upset or interest of the pc.

And you’ll get TA. *Lots* of it.

Unless you stop it.

There’s no reason at all why a truly expert auditor can’t get plenty of TA Divisions Down per 2 1/2 hour session running any old thing that crops up on a pc.

But a truly expert auditor isn’t trying to Itsa the pc. He’s trying to get the pc to Itsa. And that’s the difference.

Honest, it’s simpler than you think.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 OCTOBER 1963

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*URGENT*

**GPMs**

**EXPERIMENTAL PROCESS WITHDRAWN**

The Tape of September 24, 1963, R4MTA, has been withdrawn.

The process R4MTA has been canceled. Cases having a hard time do not get Blowdowns high in the bank. Rather they get a “disintegrating RR” on the Item. Listing by Blowdown can get the pc into other GPMs and skips RIs.

R3M2 is reinstated in full and exactly as R4M2.

List an Item list to the 1st RR, test the Item you’re listing from. If the RI you’re listing from doesn’t read, give the pc the new Item. If not, list to next RR.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
15 October—7 November 1963

** 6310C15	SHSBC-312	Essentials of Auditing
** 6310C16	SHSBC-313	The Itsa Maker Line
** 6310C17	SHSBC-314	Levels of Auditing
** 6310C21	SHSBC-315	Attack and GPMs
** 6310C22	SHSBC-316	The Integration of Auditing
** 6310C23	SHSBC-317	Auditing the GPM
** 6310C29	SHSBC-318	Routine 4
** 6310C30	SHSBC-319	R4 Case Assembly
** 6310C31	SHSBC-320	R4M2 Programming
** 6311C05	SHSBC-321	Three Zones of Auditing
** 6311C07	SHSBC-322	Relationship of Training to O.T.

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*SCIENTOLOGY I TO III*

**HOW TO GET TA  
ANALYSING AUDITING**

There are several distinct forms or styles of auditing. There was first the old finger snapping handling of engrams. Then there is Formal Auditing for which we still have TRs 0 to 4. Then there is Tone 40 Auditing, still used today in the CCHs. These are distinctively different styles and a good auditor can do one or another of them without mixing them up. Just as Tone 40 Auditing is still used, so is Formal Auditing—in fact Scientology 4 on the GPMs *must* be run **ONLY** with *Formal Auditing* and the old TRs and other training are still used to develop it in the student.

Now there has emerged a *new* Auditing style. It is Listen Style Auditing. And the first thing to learn about it is that it is a *new* style of Auditing and that it is distinctly different from Formal Auditing and Tone 40 Auditing. Naturally an auditor who can do this new style can also do other styles better, but the other styles are themselves and this new style is itself. Listen Style Auditing is peculiarly fitted to undercut formerly difficult cases at the lower levels of Scientology and to get the necessary TA action.

Listen Style Auditing has or is developing its own TRs. It has its own technology and this leaves the technology of other Auditing Styles still valid and untouched.

Some of the data of Listen Style Auditing is:

1. The definition of Auditor is one who listens.
2. The pc is always right.
3. The task of the Auditor is to get the pc to comm/and to Itsa.
4. The success of the session is measured solely by Tone Arm Action.
5. The style applies to Scientology Levels I to III.
6. As the level in which it is used is increased, the amount of Auditor direction of the pc's attention is increased. The gap becomes very wide in control between Level III and IV, so much so that only Formal Auditing is used for GPMs as this material is all sub-Itsas for the pc.

The basic crimes of Listen Style Auditing are:

1. Not getting Tone Arm Action on the pc;
2. Cutting the pc's comm;
3. Cutting, evaluating or invalidating the pc's Itsa;
4. Failing to invite Itsa by the pc;
5. Itsa-ing for the pc;
6. Not getting Tone Arm Action on the pc.

These are some of the major musts and crimes of Listen Style Auditing. While some of these also apply to Formal Auditing, to show you how different the new style is, if you tried to use only Listen Style Auditing on Scientology IV and failed to use Formal Auditing at that high level, the pc would soon be in a great big mess! So the style has its uses and exactions and it has its limitations.

Now, realizing it is a new style, not a whole change of Scientology, the older Auditor should study it as such and the new student—as mainly Listen Style will be taught in Academies—should spend some earnest time in learning to do it as itself. I have had to learn every new Auditing Style and sometimes have taken weeks to do it. I can still do them all, each as itself. It took me two weeks of hard daily grind to learn Tone 40 Auditing until I could do it with no misses. It's like learning different dances.



And when you can polka and also waltz, if you're good you don't break from a waltz into a polka without noticing the difference—or looking silly. So the second thing to learn well about Listen Style Auditing is that it has to be learned and practised as itself.

Listen Style Auditing is peculiarly fitted by its simplicity to analysis by an instructor or student or old-timer. The steps are:

1. Learn HCO Bulletin of October 1 , 1963.
2. Muck along with what you learned a bit.
3. Tape a 1 hour session you give on a tape recorder.
4. Analyse the tape.

You'll be amazed at the amount of miss until you actually hear it back.

These are the points to look for:

1. Did the Auditor get a dirty needle (continual agitation, not a smooth flow up or down)? If so the Auditor cut the pc's comm. This is entirely different from cutting Itsa. Just how was the pc's comm cut? Listen to the tape. Whether the auditor got a DN or not, do this step. How many ways was the pc prevented from talking to the Auditor? Particularly how did the Auditor's actions cut the comm with Auditing or unnecessary action? How was the pc discouraged from talking? What was said that stopped the pc from talking?
2. Establish whether or not the auditor got good TA action by adding up the session's total down TA. See HCO Bulletin of September 25, 1963. If the Auditor did not get good TA action he or she either
  - (a) Cut pc's Itsa or
  - (b) Restimulated nothing for the pc to Itsa.

Which was it? The odds are heavily on (a). Listen to the tape and find out how the auditor reduced the pc's Itsa. Note that Itsa is entirely different than comm. Was the pc given anything to Itsa? Was the pc permitted to Itsa it? How much did the Auditor Itsa for the pc? Did the Auditor attempt to change the Itsas?

3. By various ways (by direct invitation, sounding doubtful, unconfident, challenging) an auditor can make a pc Whatsit. The amount a pc is made or allowed to Whatsit reduces TA action. How many ways did the Auditor make the pc Whatsit (give problems, confusions as answers or just plain put the pc into a questioning attitude)? How doubtful or worried did the Auditor sound? How much did the Auditor make the pc worry over TA action or other things (all of which add up to making the pc Whatsit, thus reducing Tone Arm Action)?
4. How much did the Auditor invite unwanted communication about confusions, problems by silence? How much did the Auditor prevent wanted communication by various actions?
5. What errors in the session are obvious to the Auditor? What errors are not real to the Auditor?
6. Does the Auditor have another rationale or explanation for not getting TA action or for what causes TA action? Does the Auditor consider there is another explanation for getting dirty needles?
7. Does the Auditor consider TA action unnecessary for session gains?
8. Does the pc in the taped session agree with the faults discovered? (May be omitted.)

Such a tape should be made periodically on an Auditor until that Auditor can get 35 Divisions of TA at any level from I to III on any pc.

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### R3SC SLOW ASSESSMENT

Ian Tampion of the Melbourne Org, just completing the SHSBC, reports on Itsa and Slow Assessment.

Dear Ron,

Over the past couple of weeks I have had some good wins auditing pcs on R3SC Slow Assessment so I thought I'd write out what I've learned about it from your lectures, bulletins, Mary Sue's talks and D of P instructions and from my experience in Auditing. My only doubt about what I've done is that I may have been combining R1C (Itsa Line) with R3SC but anyway it worked so if I've got my data straight you may like to pass it on to other auditors. Here it is:

*Aim:* To keep the pc talking (Itsa-ing) about his present time environment, getting as much TA action as possible, for as long as possible without finding and running a "glum area" that makes the TA rise.

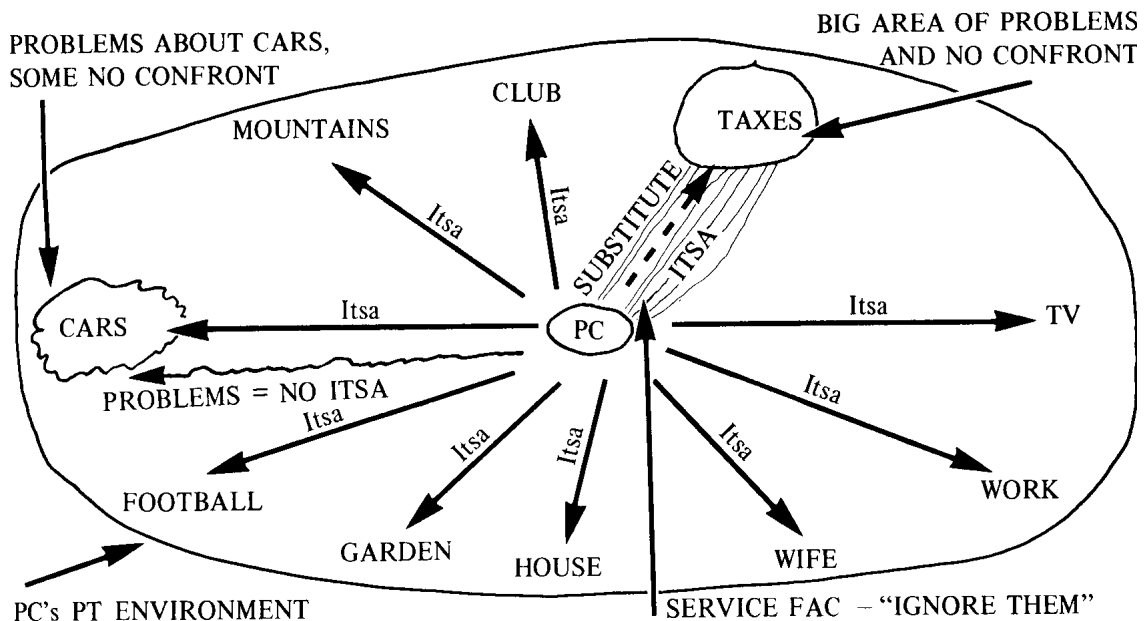
To do this an Auditor should be aware of, and able to use the following definitions:

*Pc "Itsa-ing":* Pc saying what *is*, what is there, who is there, where it is, what it looks like, ideas about, decisions about, solutions to, things in his environment. The pc talking continuously about problems or puzzlements or wondering about things in his environment is *not* "Itsaing".

*Present Time Environment:* The whole area covering the pc's life and livingness over a definite period. It may be the last day, the last week, the last year, depending on the pc.

*A Glum Area:* That area which when the pc is supposedly "Itsa-ing" about it, makes him glum and the TA rise, indicating that a Service Facsimile is doing the confronting on that area and not the pc.

The following diagram and the explanation below illustrate just what is taking place in a Slow Assessment and how the definitions given above apply.



While the pc is talking about football he can say Itsa game, Itsa played by two teams, Itsa played on a field, etc, etc, etc. The same applies to the areas TV, Work, Wife, Club, Garden, House and Mountains. All this will give nice TA action and good gains for the pc.

Now, when he starts talking about cars he will say, “I often have punctures,” “I wonder why my car will only do 100 mph,” etc, etc. While he’s talking like this there will be no TA action or a rising TA and if the auditor lets the pc continue, he will get steadily worse. So, the auditor must put in an Itsa line—e.g. “What have you done about this?” and the TA will start moving again and the pc will get brighter as *now* he is “Itsa-ing”, before he wasn’t.

Later, or earlier, the pc will start talking about Taxes, his problems, worries, puzzlements, wonders about Taxes—the TA will rise and the pc will become glum. Then, even though the auditor puts in an Itsa line as with the subject of cars, the TA continues to rise and the pc remains glum. This is because the pc can’t Itsa this area—he’s “got it all made”—“IGNORE THEM” and this does all his confronting for him. In other words, the Service Fac is a substitute confront and so the TA rises (Note the old rule about rising needle equals no confront! ). This is a glum area so the auditor lists “In this lifetime what would be a safe solution regarding Taxes?”, completes the list, nulls it, gets the Service Fac “Ignore them”, runs it on R3SC and soon the pc will be able to Itsa on the subject of Taxes. This area could be found in the first 5 minutes in which case it may be possible to just note it down and get the pc on to areas he can confront and come back to this one later.

The assessment should go on for hours and hours and hours with excellent TA action and the pc gaining in his ability to Itsa all the time. However it won’t go that way if the auditor doesn’t get the pc to really Itsa what is in his environment, e.g. the auditor shouldn’t be content to have the pc say he lives “out in the suburbs”, he wants the address, its distance from the city, the type of house, how many rooms, what the street looks like, the names of the houses, occupants, who the neighbours are, etc, etc, etc. Itsa! Itsa! Itsa! Also, it won’t go that way if the auditor tries to list safe solutions every time the pc starts talking about his problems in an area as in the example given above with the car. Problems are *not* Itsa.

Itsa! Itsa! Itsa! Equals TA action! TA action! TA action! Equals Pc better! Pc better! Pc better! Good gains! !

I hope you find this all okay and pass it on Ron as it’s sure a doll of an auditing activity.

Very best,

Ian Tampion

P.S. I found out how most of this goes in auditing by making mistakes first so I learnt the hard way.

L. RON HUBBARD

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**ROUTINE 3**  
**R-3 MODEL SESSION REVISED**

(Amended from HCO B of May 21, AD13)

Here is the new Routine 3 Model Session as outlined in HCO Bulletin May 13, AD13. All other Model Sessions are canceled herewith. This form is to be used in all auditing in the future.

**SESSION PRELIMINARIES**

All auditing sessions have the following preliminaries done in this order.

1. Seat the pc and adjust his or her chair.
2. Clear the Auditing room with "Is it all right to audit in this room?" (not metered).
3. Can squeeze "Squeeze the cans, please." And note that pc registers, by the squeeze, on the meter, and note the level of the pc's havingness. (Don't run hav here.)
4. Put in R Factor by telling pc briefly what you are going to do in the session.

*START OF SESSION:*

5. "Is it all right with you if I begin this session now?"

"START OF SESSION." (Tone 40)

"Has this session started for you?" If pc says, "No," say again, "START OF SESSION. Now has this session started for you?" If pc says, "No," say, "We will cover it in a moment."

*RUDIMENTS:*

6. "What goals would you like to set for this session?"

Please note that Life or Livingness goals have been omitted, as they tend to remind the pc of present time difficulties and tend to take his attention out of the session.

7. At this point in the session there are actions which could be undertaken: the running of General O/W or the running of Mid Rudiments using "Since the last time I audited you", or pull missed W/Hs as indicated. But if pc cheerful and needle smooth, just get down to work.

One would run General O/W if the pc was emotionally upset at the beginning of the session or if the session did not start for the pc, the latter being simply another indication of the pc's being upset or ARC broken, but these symptoms must be present, as sometimes the session hasn't started merely because of poor Tone 40 or because the pc had something he wanted to say before the auditor started the session.

### *RUNNING O/W:*

“If it is all right with you, I am going to run a short, general process. The process is: ‘What have you done?’, ‘What have you withheld?’ “ (The process is run very permissively until the needle looks smooth and the pc is no longer emotionally disturbed.)

“Where are you now on the time track?”

“If it is all right with you, I will continue this process until you are close to present time and then end this process.” (After each command, ask, “When?”)

“That was the last command. Is there anything you would care to ask or say before I end this process?”

“End of process.”

### *RUNNING THE MID RUDIMENTS:*

One would use the Middle Rudiments with, “Since the last time I audited you”, if the needle was rough and if the Tone Arm was in a higher position than it was at the end of the last session.

#### ORDER OF BUTTONS

Here is the correct wording and order of use for the big Mid Ruds.

“\_\_\_\_\_ has anything been suppressed?”

“\_\_\_\_\_ is there anything you have been careful of?”

“\_\_\_\_\_ is there anything you have failed to reveal?”

“\_\_\_\_\_ has anything been invalidated?”

“\_\_\_\_\_ has anything been suggested?”

“\_\_\_\_\_ has any mistake been made?”

“\_\_\_\_\_ is there anything you have been anxious about?”

“\_\_\_\_\_ has anything been protested?”

“\_\_\_\_\_ has anything been decided?”

“\_\_\_\_\_ has anything been asserted?”

In using the first three buttons (Suppressed, Careful of and Failed to Reveal), the rudiment question should be asked directly of the pc off the meter (repetitive). When the pc has no more answers, check the question on the meter. If the question reads, stick with it on the meter like in Fast Rud checking until it is clean.

The last six buttons are cleaned directly on the meter as in Fast Ruds.

### *PULLING MISSED WITHHOLDS:*

Use: “Since the last time you were audited has a withhold been missed on you?”

“Since the last time you were audited is there anything someone failed to find out about you?”

“Since the last time you were audited has someone nearly found out something about you?”

### *BODY OF SESSION:*

8. Now go into the body of the session.

*END BODY OF SESSION:*

9. "Is it all right with you if we end the body of the session now?" "Is there anything you would care to ask or say before I do so?" "End of the body of the session."

*SMOOTH OUT SESSION:*

10. Smooth out any roughness in the session if there has been any, favouring Suppress, Failed to Reveal, Protest, Decide, Overts, Assert, using prefix "In this session ....."?

*GOALS & GAINS:*

11. "Have you made any of these goals for this session?" "Thank you for making these goals," or "Thank you for making some of these goals, I'm sorry you didn't make all of them," or "I'm sorry you didn't make these goals."

"Have you made any other gains in this session that you would care to mention?"  
"Thank you for these gains," or "I'm sorry you didn't make any gains."

*HAVINGNESS:*

12. (After adjusting the meter) "Please squeeze the cans." (If the squeeze test was not all right, the Auditor would run the pc's Havingness process until the can squeeze gives an adequate response.)

*ENDING SESSION:*

13. "Is there anything you would care to ask or say before I end this session?"
14. "Is it all right with you if I end this session now?"
15. "END OF SESSION (Tone 40). Has this session ended for you?" (If the pc says, "No," repeat, "END OF SESSION." If the session still has not ended, say, "You will be getting more auditing. END OF SESSION.") "Tell me I am no longer auditing you."

Please note that Havingness is run after Goals and Gains as this tends to bring the pc more into present time and to take his attention to a degree out of the session.

Wording for the above follows the tradition of earlier model sessions.

Adhere severely to this session form. It is nearly an irreducible minimum and is very fast, but it is all necessary.

The Random Rudiment here is "What happened?"

Session Mid Ruds are simply "Protest, Assert and Decide".

RI rudiments are "Suppress and Invalidate".

ARC Break handling is in accordance with HCO Bulletin of March 14, 1963. Don't continue a session until you find out why the ARC Break.

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### DIRTY NEEDLES

If your pc has a *dirty needle*, its cause is CUT ITSA or an L1 *session* ARC Break.

*NO* other source such as a wrong Item or goal or earlier engrams or service fac by-passed charge can cause a dirty needle.

If it's a dirty needle its cause lies in basic auditing not in technique errors.

This rule is invariable. The *apparent* exception is the session ARC Break that keys in by-passed technique charge.

Example: PC has a wrong goal. Session ARC Break caused by cleaning a clean on the meter. This keys in wrong goal. Auditor does an L4 ARC Break Assessment over a dirty needle, finds "wrong goal". PC brightens up a bit. Auditor thinks he has found all the by-passed charge but actually continues session with a somewhat gloomy pc whose needle occasionally gets dirty. The *session* ARC Break was left in place. This makes the auditor think a wrong goal can cause a dirty needle. The heavy charge keyed in (and that had to be gotten fast) was the wrong goal. But the *session* (II. ) ARC Break caused the dirty needle.

An auditor whose Basic Auditing is poor (who Qs and As, cuts Itsa, invalidates or evaluates, or who misses meter reads on rudiments or prepchecks or cleans cleans or misses withholds) can be spotted by his pc's dirty needle. It's an invariable sign.

*If the pc has a dirty needle the Basic Auditing of the auditor is bad.*

That auditor ought to put one of his sessions on tape and listen to it and analyze it as per the earlier HCO Bulletin.

Oddly enough, an auditor could run perfect technique on goals and yet be so poor in basic auditing that the pc is always ARC Breaking. This would be spotted by the pc's chronically dirty needle.

You may see a dirty *read* on a pc while listing something or assessing. This means nothing as long as it is a dirty *read*. A dirty needle, of course, jitters all the time.

By their pcs' needles you can know them.

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*ALL LEVELS*  
*STAR RATING*

**A NEW TRIANGLE**  
**BASIC AUDITING, TECHNIQUE,**  
**CASE ANALYSIS**

All processing can be broken down into three separate parts for any level of auditing.

These three parts are: (1) BASIC AUDITING (2) TECHNIQUE and (3) CASE ANALYSIS.

**BASIC AUDITING**

The handling of the pc as a being, the auditing cycle, the meter, comprise the segment of processing known as Basic Auditing.

If an auditor cannot handle this segment or any part of it well, trouble will develop in the other two segments (technique and case analysis). When technique and case analysis seem to fail “even when done by the book” the fault commonly lies in Basic Auditing. One or more of the five faults elsewhere listed will be present and these faults effectively prevent *any* technique or case analysis from working.

Where Scientology “isn’t working”, the wrong first places to look are technique and case analysis. The right place to look is Basic Auditing.

Until an auditor can handle a pc in session easily, handle a meter smoothly and accurately and is flawless in his auditing cycle, he or she should have no hope of making *any* technique work or of analyzing any case for anything.

In smooth Basic Auditing lies the open sesame to all cases, for only then do technique and case analysis function. The gun barrel is Basic Auditing. Technique and Case Analysis form the Ammunition and sight. A poor basic auditor using a fine technique is firing ammunition with no gun. It doesn’t go anywhere.

There is a level of Basic Auditing for every level of Scientology. At the lowest level it is only the ability to sit and listen. It grows in complexity from there up to the fabulous co-ordination of pc, auditing cycle and meter so flawless that neither auditor nor pc are aware of the presence of Basic Auditing at all, but only the actions of the technique and the guidance of case analysis. And between those two practices of Basic Auditing lie many gradients.

Basic Auditing is the rock on which all gains are built.

**TECHNIQUE**

The techniques of Scientology are many, spread out over 13 years of development.



A technique is a process or some action that is done by auditor and pc under the auditor's direction.

The lowest technique is the single co-audit question given by the supervisor to let the pc Itsa. The highest is the complex listing of goals and GPMs.

A technique is a patterned action, invariable and unchanging, composed of certain steps or actions calculated to bring about tone arm action and thus better or free a thetan.

There have been thousands of techniques. Less than a hundred, at a guess, are in common recommended use for the various levels of auditing.

Techniques have their place in various levels of auditing today rather than various differences of case.

As cases may be audited only at the level in which they are trained, by modern ruling, and as several techniques exist at each level for choice out of Case Analysis, it will be found quite simple to select a technique and get results with it. Safe auditing and good sense dictate such selection and classing of techniques, and trouble only results when someone sells himself out of his level to a high fast flounder.

Techniques exist in tables and texts for the various levels and it will be found that these give the best case results applied in that way.

## CASE ANALYSIS

Case Analysis establishes two things (a) What is going on with the case and (b) What should be done with it.

Case Analysis is a new subject to auditors at this time. It is commonly confused with techniques and the gravest fault is treating Case Analysis as only another assessment technique.

There is a level of Case Analysis for every level or class, to compare with the Basic Auditing and Technique of that class.

My first development in this new segment of processing was Programming. This is the consecutive techniques or actions a case should have to get adequate Tone Arm action and achieve a new plateau of ability.

But Case Analysis itself has steps like (a) and (b) above.

There is also an invariable sequence of application in a more advanced Case Analysis. These steps should be very, very well known by a trained auditor since all Case Analysis fits into them:

1. Discover what the pc is "sitting in".
2. Have the pc detail what assumptions and considerations he or she has had about it; and
3. Identify it fully and correctly.

The "it" above can be as slight as a worry, as bothersome as a Present Time Problem or as overwhelming as a Goals Problem Mass. Whatever "it" is the Case Analysis steps would be the same.

In the first step the survey may be very brief. It should certainly have certainty in it for the pc. It can be very general. It can be a part of a case or a geographical location. The pc could be clear or insane. The sequence or the 3 steps would be the same.

The next step (2) gets the lies off, giving TA action and thus clearing away charge for a more accurate assault in (3). This second step can be very lengthy as in Level Two or very brief as in OT auditing techniques. But it must exist whether short or long. Otherwise the analysis is heavily hindered by the lies and these will read on the meter and upset the analysis or they will cloud the pc's perception on which all Itsa depends. So the lies must come off in *any* Case Analysis. Usually this is quite permissive and gently done. But it can amount to also pulling missed withholds. It all depends on the level on which the analysis is being done and what is being analyzed. This step (2) becomes itself a technique at lower levels. It is just a spatter and promise at high level auditing.

The third step can be long or short but must always be there. Here, with the charge gone in (2), the auditor and pc can now identify the thing much better and the pc can have a final certainty on it. Usually at lower levels, the certainty is only that it is *gone*. The familiar "How do you feel about that problem now?" "What problem?" is a lower level result of Case Analysis. At the highest level, "On checking the meter, I find that is a wrong Item" would be the auditor's final (3) statement.

So Case Analysis at any level has as its action establishing what the pc is in, what it has been supposed to be and what it now is (or isn't).

Anything from a habit to a headache could be analyzed in this way. At the lowest levels it could occupy an intensive, at the highest levels five minutes.

ARC Break handling has been the most familiar tool of Case Analysis.

Case Analysis handles the momentary or prolonged problem, determines the technique to be used, and is always done with Basic Auditing.

An auditor has three hats. One is his Basic Auditor's hat. This he never takes off. The other two are his Technique hat and his Case Analysis hat and these he switches back and forth at need.

These are the three segments. Put together well, they make successful auditing.

L. RON HUBBARD

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

26 November—12 December 1963

** 6311C26	SHSBC-323	R4 Auditing
** 6311C27	SHSBC-330	TVD-25, Auditing Demo and Comments by LRH
** 6311C28	SHSBC-324	Seven Classifications
** 6312C03	SHSBC-325	Certifications and Classifications
** 6312C04	SHSBC-326	TVD-24, Basic Auditing
** 6312C05	SHSBC-327	Basic Auditing
** 6312C10	SHSBC-328	Scientology 0
** 6312C12	SHSBC-329	Summary of O.T. Processes

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## CASE ANALYSIS HEALTH RESEARCH

I recently indicated that I was doing some research into alleviation of physical difficulties, not because we are in healing but because the AMA should be taught a lesson for attacking us.

The research took a sudden optimistic turn with the new subject of Case Analysis, HCO Bulletin of November 26, 1963. While Case Analysis is not used for healing purposes, it can be varied at very low levels to produce some astonishing results in health.

The steps for Case Analysis are (1) Discover what the pc is sitting in, (2) Get the lies off, (3) Locate and indicate the charge. In (1) the pc is sitting in whatever the pc says he or she is sitting in, i.e. "I don't know" means pc is sitting in a puzzle and is used with steps (2) and (3) by finding what he has supposed and then with the Itsa handled, establishing the truth of it.

The following example severely follows the (1), (2) and (3) steps of Case Analysis without seeming to and without the pc having a clue about either Case Analysis or Scientology for that matter. This was done by a DScn using the new fundamentals of Case Analysis as an independent action to help someone, and very cleverly done it was. I asked the auditor to write it up for you.

"Dear Ron,

"An account of an assist which I gave recently.

"The pc, aged 17 years, was completely new to Scientology: he was suffering from chronic bronchitis, which was currently particularly worrying to him as he had just been given a serious warning by his doctor that this could become TB.

"I used the case-analysis assist, first establishing he was 'sitting in' chest trouble, then getting him to tell me all he could about the condition, then I asked (after the TA had slowed down) what he considered was the cause of the trouble, i.e. getting the untruth off, and he said, 'Well, I think it is caused by the climate'—this was accompanied by a big TA blowdown; no further considerations were forthcoming and no more TA action, so I then asked if this condition 'had anything to do with something that he himself had wanted to do' (i.e. an ACTUAL GPM)—no BD, so then asked did it have any connection with 'something that someone else had tried to make him do' (i.e. IMPLANT GPM), no BD, so then asked if this was connected with someone or something he had ever known (RIs). This produced a big BD and pc spoke of his grandfather's death: a further BD when I enquired if his grandfather had died of some chest trouble. Then I asked if any other person or incident was connected to his chest trouble: big BD on 'Nearly drowned in a swimming pool just before grandfather died.' I let him ITSA on both these incidents until TA slowed down, then indicated to him that the trouble was connected to grandfather's death AND the near-drowning incident—this gave a further BD.

“In all this assist (in model session) took 34 minutes and made 7 divisions of TA BD: pc made his goal ‘To get to the cause of the trouble’, and the Gain: ‘It’s got me deeply interested in the work.’ Pc has virtually lost his cough and has applied for a staff appointment at HCO WW. This pc had never heard of Scientology prior to about one week before the assist.

Best,  
(Auditor)”

Note: 12 days after this auditing the coughing was still in abeyance.

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*ROUTINE VI*

**INDICATORS**

**PART ONE: GOOD INDICATORS**

Note: No Auditor at this date is qualified to run actual GPMs regardless of any former training. The successful technology has not been fully released. There are *no* Class VI Auditors. If you were trained, run only Implant GPMs, the technology for which has been fully released.

An INDICATOR is a condition or circumstance arising in an R VI Auditing Session which Indicates whether the session is running well or badly, and if badly what action the Auditor should at once take.

There are good indicators and bad indicators, but all of them are indicators.

The good indicators mean that the session is progressing properly and that the next routine action should be undertaken. Good indicators abound in a properly run session. Here are some GOOD INDICATORS:

PC cheerful.  
PC cognizing on Items or Goals.  
PC's Items found are the ones the pc thought they were on the list.  
PC listing Items briefly and accurately.  
Early Items on list turning out to be the right ones.  
The right item reading on the needle with a chug as though through a resistive wall and then heavily falling with Blowdown.  
Items found not rocket reading.  
Goals found rocket reading.  
Short Item lists (1 to 15 or 20 items on the list).  
Items being found rapidly without a lot of hassle even though the right item hard to make read.  
Tone Arm continuing in motion.  
Not stuck (symptom of wrong goal or by-passed GPMs or RIs).  
Needle active.  
Not stuck (symptom of RR gone off which means wrong goal or wrongly worded goal). PC not troubled with new mass appearing when item is given.  
RI given pc blowing tone arm down when pc asked if it is it.  
Further blowdown of TA with full dial needle slash when pc told it is his or her item.  
Distinct needle slash, two inches or so, when pc asked if new item solves or is solved by RI found just before.  
Full dial slash of needle when pc answers question as to what is the position of the newly found Item in the bank.  
Heat on the Item list.  
Heat on the goals list.  
Heat on the RI found.  
No pain on RI found.  
Tone Arm riding between 2.5 and 3.75 (acceptable) or 2.25 and 3. (excellent).  
Good Tone Arm Action on finding Items (about 125 TA Divisions per GPM in fast running). (About 30 or 40 TA Divisions down per 2 1/2 hour session, minimum.)  
The right item reading with only some coaxing.

PC with no PTP about which really went where concerning goals or RIs found in earlier session.  
PC with no question as to what was the right goal or item after it is found.  
PC not critical or ARC Breaky.  
PC not protesting Auditor's actions.  
PC looking younger by reason of R VI Auditing.  
PC without weariness.  
PC without pains or aches or illnesses developing during auditing.  
PC wanting more Auditing.  
PC's confidence in finding goals and items getting progressively better.  
PC's Itsa free but not so extensive as to halt session progress, giving no more than 30 seconds or a minute, usually less, to Itsaing a goal or item.  
Auditor seeing how goals oppose goals. Auditor seeing how RIs solve RIs or are solved by them.  
The goals plot making sense to the Auditor.  
The Line Plot looking proper, with correct gradients, to the Auditor.  
No vast mental effort demanded of the Auditor to follow pc's logic in why something opposes something or solves something.  
PC not developing heavy PTPs or somatics between sessions or in session.

-----

The good indicator tells you things look the way they ought to look and are going the way they *have* to go to make an OT.

When these good indicators are absent *then* is the time to start doing searches, repairs etc.

In actual practice you get so used to good indicators that you don't really think of them as indicators at all. Therefore you keep your attention alert for bad indicators and when these show up you *have* to act and promptly.

Like many other things in this universe you don't concentrate on the smooth, you stay alert for the rough.

But it is a great mistake for an Auditor to be so nervous about bad indicators that the pc is thrown into a Whatsit when nothing is wrong. Things will go wrong *then* for sure.

The rule is: Expect good indicators and go on with routine actions as long as they are present. Observe quickly and knowingly bad indicators and rapidly act with the correct response.

Every bad indicator is precise, easily observed and has an exact counter-action.

The speed with which a bad indicator is observed and the certainty with which it is corrected prevents the session from producing *more* bad indicators.

Observe the trouble sign instantly. Know what to do for that exact sign instinctively. Repair swiftly. And in these points we have the whole secret of fast progress.

It is not the pc who slows the session. It is the Auditor's lack of knowledge of bad indicators and their remedies. The longer a bad indicator goes unobserved and unrepaired the longer it will take to repair it. In R VI errors consume time far, far out of proportion to successes. One overlooked bad indicator can consume a month of auditing time. In that month three whole banks would have been run. But no. The month is consumed with unproductive wanderings, the pc and auditor torn to bits with stress and ARC Breaks.

It's all a matter of indicators and knowing what to do. If that knowledge is poor, then—well, no OT, that's all. The road is traveled with total correctness only. It is never traveled at all when unremedied bad indicators are present. The auditor is either totally competent or totally incompetent. There are no shades of grey. One error unremedied puts the whole project on the dump heap.

So the auditor has to know his business. And so does the pc. And errors can't be let go by. This is the Routine of Perfection. Sloppy, hope it will get by, well it doesn't matter attitudes will not make OTs.

Any error passed up and neglected will within minutes or sessions wreck the lot. Miss a GPM or half a dozen Items and within two banks the pc will bog completely and hopelessly and *never* progress further until the earlier error is remedied.

It's like having a pc on rubber bands. The pc will go down the track from an error just so far and then, as though the bands tighten to drag him back, will run slower and slower and then suddenly one is faced with a pc who can't run at all!

But these errors are *not* undetectable. The instant they occur a bad indicator shows up. The speed errors are remedied determines the speed of advance of the case.

The don't-care, hope-it-will-get-by, why-repair auditor just *can't* audit R VI and will only seriously mess up pcs. This is the condition of the final road out. I wish it were different but it isn't. It's that way.

An auditor *can* know his business.

There is a finite, specific answer for every bad indicator that shows up. Therefore an auditor, to succeed in R VI must:

1. Know Basic Auditing and meters and Itsa like an old smoothie;
2. Know the anatomy of GPMs, RIs, and the objects of the mind and all their possible combinations like a card sharp knows cards;
3. Know the techniques of R VI like a completely relaxed one-man band;
4. Know all good indicators at a glance;
5. Know every bad indicator and its response with a bang-bang, one-two certainty that never permits a moment's wonder as to what's going on or what to do.
6. Know the rules of R VI rat-a-tat-tat.

Given those six things, an auditor can make an OT in under a thousand hours. A weakness on any one of them will not only not make an OT but will fiendishly mess up a case. For even if you know R VI cold you will make enough mistakes to keep you very busy.

The pity of it is that one must become an expert before he or she performs on an actual case. But that must be overcome. I learned it from scratch. So can you with all the data now neat before us.

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L. RON HUBBARD

** 6312C31	SHSBC-1	Indicators
** 6401C07	SHSBC-2	Good Indicators (Lower Levels)
** 6401C09	SHSBC-3	Bad Indicators

## SAINT HILL STAFF COURSE LECTURES

Saint Hill Manor, East Grinstead, Sussex  
30 December 1963—1 June 1964

6312C30	SH SC-1A	Summary of R6, Part 1
6312C30	SH SC-1 B	Summary of R6, Part 2
6312C31	SH SC-2&3	Objects of the Mind
6401 C01	SH SC-4	R6 Indicators
6401C16	SH SC-5A	On R6, Part 1
6401C16	LECTURE	To Instructors on Routine 6 (could be same tape as above)
6401C16	SH SC-5B	On R6, Part 2
6401C20	SH SC-6A	R6 Line Plots and Admin, Part 1
6401C20	SH SC-6B	R6 Line Plots and Admin, Part 2
6401 C21	SH SC-7A	R6 Case Analysis, Part 1
6401C21	SH SC-7B	R6 Case Analysis, Part 2
6402C05	SH SC-8A	The Pattern of the Bank (film), Part 1
6402C05	SH SC-8B	The Pattern of the Bank (film), Part 2
6402C06	SH SC-9	R6 on Items and Goals
6402C11	SH SC-10	Bad Indicators
6402C13	SH SC-1 1A	Goals, Part 1
6402C13	SH SC-11 B	Goals, Part 2
6402C17	SH SC-12A	Goals Listing and Plotting, Part 1
6402C17	SH SC-12B	Goals Listing and Plotting, Part 2
6402C18	SH SC-13A	Technical Rules and Bad Indicators, Part 1
6402C18	SH SC-13B	Technical Rules and Bad Indicators, Part 2
6402C19	SH SC-14A	GPM Series and Examination Review, Part 1
6402C19	SH SC-14B	GPM Series and Examination Review, Part 2
6402C20	SH SC-15	Goals Finding and Plotting
6402C24	SH SC-16	Q & A on R6
6402C25	SH SC-17A	The Goals Pattern, Part 1
6402C25	SH SC-17B	The Goals Pattern, Part 2
6406C01	SH SC-18	The Line Plot—Goals Plot—Series Plot



HCO BULLETIN OF 21 JANUARY 1964

Central Orgs  
Franchise

**METER LEVEL WARNING**  
**HOW TO KILL A PC IN LEVEL 5**

**Breath and Body Motion**  
(All levels)

Body Motion, sudden expulsions of breath, emphatic gestures, shouts and foot squirmings and anger can make the TA move down and can cause surges that can be mistaken for reads, even rocket reads. Not knowing this can falsify an assessment or leave the bank undischarged.

In all assessing or meter running make sure it was the *Bank* the meter read, not Breath or Body Motion.

\* \* \* \* \*

**How to Kill a Pc in Level 5**  
(taken from LRH instruction to students  
on Saint Hill Special Briefing Course)

What's all the shouting on Items in "R3N"? Items won't read unless pc quietly *random lists*. I think you've forgotten in written random listing as how to make RRs appear on the Implant RIs. Get a random list of a few the *pc* thinks of. Then the Implant RI will read easily with no shout.

This datum gets lost every few months. Keep it around.

Pc's sudden expulsion of breath can cause an RR too. Maybe you're getting no charge off.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
4—9 February 1964

** 6402C04	SHSBC-4	Auditor Self-criticism
** 6402C06	SHSBC-5	Comm Cycle in Auditing
6402C09	SH DEMO	Auditing Session

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 24 JANUARY 1964

Sthil

HCO (Sthil) LTD

**CASE SUPERVISOR**

The post of Auditing Supervisor is abolished since all instructors are doing auditing supervision as a training measure.

The missing action is that of Case Supervisor.

The Auditing Supervision done by all instructors quite rightly concentrates on student skill in auditing.

A Case Supervisor is needed, therefore, whose sole interest and concern is the advance of cases on the Saint Hill Briefing Course by any and various means.

The Case Supervisor will be instructed and supervised by the Course Supervisor in the marking of folders and handling various cases and will take over the full handling of case folders as soon as feasible.

All problems having to do with the individual cases of students, any and all auditing assignments and all individual case problems are to be routed to the Case Supervisor.

In all questions of what is to be run on a student, regardless of his situation in training, the word of the Case Supervisor, under the Supervision of the Course Supervisor, is final.

L. RON HUBBARD  
Executive Director  
HCO (Saint Hill) Ltd

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[This is excerpted from HCO Policy Letter of 24 January 1964, *Case Supervisor*, a full copy of which can be found in OEC Volume 4, page 435.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
25 February 1964

\*\* 6402C25      SHSBC-6      What Auditing Is and What It Isn't

CenOCon

### METER READS, SIZE OF

It occasionally comes to my attention that auditors entering Classes V and VI do not believe a meter can be made to read *big*.

They settle for ticks, tiny falls, etc, of the sort that can be found usually in getting Mid Ruds in. In all auditing up to Class V the usual meter needle read is around an eighth to a quarter of an inch long at sensitivity 16.

The Mark V is designed to give good serviceable reads for the lower classes of auditing and is quite wonderful at it.

But the moment you enter the wide vistas of Class V, the whole character of meter needle behaviour changes, you go from tiny read to big read.

In Classes V and VI tiny reads are used only for Mid Ruds as they were in lower levels. But in all work in goals, Case Analysis, plotting, finding items, checking things out, etc, reads are enormous.

A new horizon of metering dawns and an auditor coming up through the lower levels, entering Class V and VI work just doesn't believe it. Most of his early mistakes in checking out goals or finding the wrongnesses are entirely based on this. He thinks a tiny read is enough and he uses it. Whereas he really must never use a small read for this work.

If a goal is a real GPM it will read with great, intermittent, inconsistent slashes. If an analysis of a situation is brought to the right answer, the meter needle falls hugely.

The trouble is that the auditor just doesn't press on looking for the right answer and settles for ticks—because he can't think up the right combination. The right combination "No GPM" or "Lock on an Implant" will send the needle racing.

All mistakes on goals or situations in Classes V and VI can be traced to a failure to appreciate that metering is different at these levels.

The sensitivity at Class VI has to be kept around 4. You only use sensitivity 8 or 16 to get in Since Mid Ruds. On all R6 work you shut the meter down. You can't keep the needle at Set if you use a sensitivity higher than 4.

Here's a Class V or VI student fiasco, based on using Class III expected meter behaviour on high level work:

Auditor finds goal on list that ticks (1/8"). Asks if it's the correctly worded goal. Gets a tick ( 1/16"). Runs it on the pc. Pc collapses.

Here's the real way it should have been: Auditor finds goal on list that only ticks. Gets in Suppress and Invalidate on the list. Re-nulls. Finds another goal. Gets in Suppress on it. Gets a third of a dial instant slash (all goals and items must Instant read). Checks it out until he gets a 3" prior slash on Actual GPM. Gets a 2" slightly latent or prior slash on "correctly worded". Gives it to the pc and pc thrives.

It's not asking the right question (what it really is) that gives you ticks.

In fact a tick with a sharp edge at Class V or VI really means "wrong question asked" !

Big reads are the only reads you buy at Class V and VI. Learn the right questions to ask about the character or nature of what you're examining and you get the big falls, RRs, etc.

So it's a lack of knowledge of Track Analysis that makes the auditor fall back on small reads. And he'll fail.

The second stage of desperation enters at Class V and VI when the student, hammered by the instructors, still can't get big reads (through lack of knowledge of the track and what things can be).

The student then abandons all he knew about body motion causing needle reaction. The quickly exhaled breath, the shuffled feet, the can fling about, the stretch, the can bang, all cause big surges. So the auditor encourages the pc to shout goals and items or fling himself about so the meter will react big.

This, of course, will spin the pc, getting no charge off, running wrong goals and RIs.

By the time the student auditor is trained not to take body motion, shout or breath reads, his Track Analysis has also improved and he starts to ask the right questions and gets his big reads with the pc quiet as a lamb.

I never touch a TA during the pc's body movement. This loses TA, of course, since a pc is most likely to move when an RI starts to discharge. I never buy a goal unless I've seen it Instant read, bang on the last letter. I never ask the character of anything to Instant read, i.e. "Is this an Implant GPM", because it may go on anticipate or arrive latent.

And do I get TA on the pc! In goals finding and plotting you don't expect much TA. Yet in six consecutive sessions I built TA a few divisions more per session, from 70 TA down divisions to 103 TA down divisions in 2 1/2 hour session, and all by never buying a tick, only big RRs or falls. Gradual build of TA shows all is well.

So Classes V and VI are not only big read classes, but they are big TA classes as well.

As you are handling the basic sources of charge on a case in Classes V and VI, you expect big meter behaviour and you get it.

Only ignorance of the track keeps the auditor in the small read, small TA departments.

If you *keep on trying* to get what it *really is* until you have it, you will *always* see a big read on what it is.

You wouldn't expect to handle high voltage wires with tiny sparks. You would expect huge arcs to crackle. Similarly with the materials of Classes V and VI.

If you don't believe a meter will read big at Classes V and VI, then you haven't learned yet to find the right things and ask the right questions.

And if you settle for ticks or have to make the pc yell items to get big reads you'll soon have a very messed up case on your hands.

So it's a different meter behaviour at the higher classes. Expect it, look for it and make it READ!

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 MARCH 1964

Central Orgs

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**CLASS II MODEL SESSION**

(Amends and cancels HCO Bulletin of June 23, 1962.)

The Class II Model Session has the benefit of requiring no other Rudiments process (except in the Havingness Questions) than the question itself. There are, therefore, no additional processes except Havingness.

Beware of *any* Q and A in using this script (HCO Bulletin May 24, 1962 [1] ).

Don't stray off Model Session into unusual questions or processes. Use Model Session as the surround for processes to be run on the pc. Don't use it as a process.

Questions are asked of the pc and not checked on the needle. Auditor watches meter and records TA.

**SESSION PRELIMINARIES**

All auditing sessions have the following preliminaries done in this order.

1. Seat the pc and adjust his or her chair.
2. Clear the Auditing room with "Is it all right to audit in this room?" (not metered).
3. Can squeeze "Put your hands in your lap." "Squeeze the cans, please." And note that pc registers on the meter by the squeeze read on the meter, and note the level of the pc's havingness. (Don't run hav here.)
4. Put in R Factor by telling pc briefly what you are going to do in the session. (What you intend to run.)

**START OF SESSION:**

Is it all right with you if I begin this session now?

START OF SESSION.

Has this session started for you? (If pc says, No, say again, START OF SESSION. Now has this session started for you? If pc says, No, say, We will cover it in the rudiments. )

**BEGINNING RUDIMENTS:**

*GLL.* What goals would you like to set for this session?

*O/W.* One would run General O/W if the pc was emotionally upset at the beginning of the session or if the session did not start for the pc, the latter being simply another indication of the pc's being upset or ARC broken, but these symptoms must be present, as sometimes the session hasn't started merely because of poor Tone 40 or because the pc had something he wanted to say before the auditor started the session.

**RUNNING O/W:**

If it is all right with you, I am going to run a short, general process. The process is: "What have you done?", "What have you withheld?" (The process is run very permissively until the needle looks smooth and the pc is no longer emotionally disturbed. )

Where are you now on the time track?

If it is all right with you, I will continue this process until you are close to present time and then end this process. (After each command, ask, "When?")

That was the last command. Is there anything you would care to ask or say before I end this process?

End of process.

*Aud:* Are you willing to talk to me about your difficulties? What difficulty aren't you willing to talk to me about?

*W/h.* Since the last time I audited you, have you done anything you are withholding? (If pc says, Yes) What was it?

*PTP.* Do you have a present time problem? What is the problem?

### **START OF PROCESS:**

Now I would like to run this process on you (name it). What would you say to that? (Get pc's agreement, if not obtainable, choose another process unless old process is not complete.)

### **MIDDLE RUDIMENTS:**

In this session is there anything you have suppressed, invalidated, failed to reveal, or been careful of? What was it?

### **END RUDIMENTS:**

*1/2\_Un T:* In this session, have you told me any half-truth, untruth, or said something only to impress me, or tried to damage anyone? What was it?

*? or C:* In this session, have you failed to answer any question or command? What question or command did you fail to answer?

*Dec:* In this session, is there anything you have decided? What was it?

*W/h:* In this session, have you thought, said, or done anything I have failed to find out? What was it?

*Aud:* In this session, has anything been misunderstood? What was it?

### **GOALS & GAINS:**

Have you made any of these goals for this session? "Thank you for making these goals" or "Thank you for making some of these goals, I'm sorry you didn't make all of them" or "I'm sorry you didn't make these goals."

Have you made any other gains in this session that you would care to mention? "Thank you for these gains" or "I'm sorry you didn't make any gains."

*Env:* In this session, was the room all right? (If question reacts or can squeeze denotes down havingness, run hav.)

### **END OF SESSION:**

Is there anything you would care to ask or say before I end this session?

Is it all right with you if I end this session now?

END OF SESSION: Has this session ended for you? (If pc says, No, repeat,

END OF SESSION. If session still not ended, say, "The session has been ended.")

### **END OF PROCESS NON-CYCLICAL:**

If it is all right with you, I will give this command two more times and then end this process. (Gives command two more times.)

Is there anything you would care to ask or say before I end this process? End of process.

### **END OF PROCESS CYCLICAL:**

Where are you now on the time track?

If it is all right with you, I will continue this process until you are close to present time and then end this process. (After each command ask, "When?")

That was the last command. Is there anything you would care to ask or say before I end this process?

End of process.

Most flagrant errors that can be made:

1. Fumbling with script, not knowing Model Session.
2. Failing to get in the R Factor by telling pc what you are going to do at each new step.
3. Doing only what the pc suggests.
4. Adding unusual questions or remarks or making sudden irrelevant statements.
5. Using parts of Model Session as repetitive processes which deter the completion of auditing cycles already begun.
6. Failure to complete the Auditing Comm Cycle on any part of Model Session.

HCO BULLETIN OF 15 MARCH 1964

Class VI  
Central Orgs

*SCIENTOLOGY VI*

**OVERWHELMING THE PC**

Since there is so much charge available in actual GPMs (several thousand times the charge in any other process) the auditor must be *very* smooth. He or she must *not* overwhelm the pc.

If the pc is overwhelmed, these immediate consequences occur:

1. Pc will not cognite;
2. Pc's judgment will vanish;
3. Meter will read on anything with long protest surges;
4. Charge will transfer to other goals or items, making them read;
5. Pc may ARC Break;
6. Pc may go into Sad Effect;
7. Pc may go below ARC Break into propitiation with consequent no co-operation but *apparently* OK.

EXAMPLES OF OVERWHELM

Violations of the auditing cycle can bring about overwhelm:

Auditor: Is that your item? (Pc comm lags, auditor doesn't wait it out.) Well, is it your item? (Pc still comm lags. Auditor gets very impatient. )  
Well, that's your item!

Any part of this can overwhelm the pc. *Always* wait out the comm lag.

The pc is under the pressure of charge. He is slow. The auditor not in that charge can think faster. Therefore the auditor fails to see why the pc is taking time.

Auditing sessions *look* like just two people are sitting there. An unschooled auditor fails to realize he is looking at a pc who is miles away and deep in. The pc is in the room isn't he? Therefore the auditor assumes, as in any social conversation, the pc is there. Well, the pc isn't. The pc is buried under charge. Charge slows down responses.

When you pile charge up on the pc (a slightly misworded item or two) the pc ceases to be capable of clear thought and will reject even right items.

The auditor sees this, gets impatient, starts to overwhelm by informing the pc. The correct step is to do some Case Analysis and get the charge lessened. *Then* the pc can think.

Example: Auditor sees clearly how blah brings about blah. Pc doesn't. Auditor's wrong action is to explain it. Correct action is for auditor to get charge on pc lessened by Case Analysis.

The pc's judgment is the finest asset the auditor has in a session. By overwhelm, contradiction, small breaks of the auditing comm cycle, echo metering, *charge is added to pc's case*.

*Charge becomes no cognite.*

No cognite adds more charge by failing to as-is by pc understanding.

No cognite soon becomes overwhelm.

The less a pc cognites the more charge is accumulated.

It is the charge that overwhelms. Auditor errors add charge. Pc then is overwhelmed.

Example: Pc originates he thinks item is Woof. Auditor checks Garf. Now pc eventually given Woof (even when he said it was his in the first place) fails to understand it.

-----

You can get a pc protesting silently and have everything on a list start to read. Then you can't find the item or goal. Everything reads. Rough auditing, auditor contradictions and comm cycle failures bring this about.

Example: Pc says "I think my Item is Woof." (It isn't but pc thinks so.) Auditor: (Not even bothering to check Woof) "I'm sorry, it didn't read when I called it a while ago." There goes the list. Everything may start to read. And it wasn't even pc's item. But the auditor overwhelmed the pc by a direct refusal of the pc's idea. So the list went wild on the pc's unspoken protest. The right action, the very least the auditor could have done was recheck the item. *That* action at least acknowledged the pc. *Then* the auditor can say "I'm sorry. It doesn't read, and suppress on it doesn't read either." *Now* the pc is happy and the auditor can go on nulling.

In Class VI the pc is right a lot more times than at lower levels. You start arguing with the pc's heat-on-items (or goals) and you'll soon have a messed up meter and an overwhelmed pc.

Of course, you must *never* give a pc goals or items that don't read. That's simply criminal. But you must do everything you can to get what the pc thinks is right to read. If you can't, then tell the pc you can't and all will be well, even so.

-----

A whole list or several parts of it will go alive on overwhelm.

By overwhelming the pc you can get wrong goals and items galore.

And you get a no-cognite pc and after that you've had it.

No auditor can find anything without the pc's co-operation. Preserve it.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
5—12 March 1964

** 6403C05	SHSBC-8	Case Analysis—Healing
** 6403C10	SHSBC-9	Summary of Lower Levels—Clearing at Level Four
6403C12	SHSBC-10A	Track Analysis (film)
6403C12	SHSBC-10B	Running GPMs (film)



Class VI  
Central Orgs

*SCIENTOLOGY VI*

**METER  
EVERYTHING READING**

There are only a few things which cause “everything to read” on a list of goals or items.

(1) METER ABILITY

*First* amongst these (as in any level) is the inability of the auditor to read a meter.

In Class VI work the inability to read a meter is very subtle. It is usually that the auditor has not learned the difference between a surge and a real goal read or item read.

On a live Item list everything has some charge on it. Only the right item reads in its own peculiar way.

A right read is definitely itself and the auditor must learn it.

An actual goal chugs. It is no clean read. It may not even blow down. It is sporadic. But it is definitely a highly charged read.

Most Implant GPMs read with a *long clean* enthusiastic RR. Lovely. But it isn't an *actual GPM*. The actual GPM chugs. It's no clean sweep of needle. And it's no mere Tick.

An Actual RI reads with a blowdown of the TA and *heavy* needle action. The action is so heavy that the sensitivity must not be higher than 4 in Class VI work. A surge looks like an RI if you run sensitivity at 16 or 32.

The auditor new to Class VI work is cocky about his metering. Yet he or she has to learn to recognize the character of a thing by its meter action.

An auditor who can't tell an actual RI from a lock RI on an Items list with a glance at the meter response will give the pc a lot of bum items.

An auditor who can't tell an Actual GPM from an Implant GPM or a no GPM merely by meter behaviour and no further questions will make a lot of mistakes.

In *addition* to how it read on the meter you do a full check-out, of course.

And in check-outs you must know, as well, by meter behaviour during checkout, what you are checking out even before you get the final answer by the check-out patter.

There are two ways then of recognizing the character of what you're checking. One is by the reads you get from questions about it. The other is its character of read on the meter. *Both* are needed to get accuracy.

An auditor new to Class VI will buy a Tick. The only ticks in Class VI are on mid ruds and dogs. (Joke.)

If you can't get a long fall in response to one of your offered identities "Implant RI, lock on an Implant" and so on down the whole list of questions, then you'll still get one on "*It isn't*". No ticks need apply.

The auditor who buys an actual GPM because of a tick on "It's an Actual GPM" and no better read, would praise psychiatry.

Class VI is all big read stuff. If there are no big reads on anything, including buttons, then whatever it is just "*isn't*".

It must read big if only on "Suppress" or "Wronged" if it's anything at all.

If "everything on a list is reading" it may just be that the auditor doesn't know a read when he or she sees one.

An Item list *should* give a 1" or 2" surge on every item the first time through. Only the Actual RI on it reads its head off. And blows down. And keeps reading a while. Those other items' surges just die out.

On a goals list the list ought to be complete enough that no goal on it except actual goals moves the needle. The actual goal when read gives a chug.

A goals list is very easily suppressed. The Actual GPM may be dug off it only by asking on each goal "Has (goal being tested) been suppressed or wronged?"

The same thing can occur with an Items list. It's been flattened out of existence. But the right item will still read on "suppressed or wronged" with a long fall and so can be found again.

But all such actions are made infrequent by an auditor's knowing how the real thing looks and spotting it the first time.

Locks and actual RIs read quite differently. Lock goals and implant goals and actual goals all read very differently. And all at a glance. Check-out on Items becomes unnecessary when the auditor *knows* how they should look and can *see* what happened on the meter.

One of the funniest auditor flubs, but not to the pc, is the auditor who, not being able to get anything to read while trying to learn the character of an Item or goal, merely keeps repeating the same question, trying by will power to make it read. An Item or goal is what it is and dozens of repeats of the same question will not make it into something it is not.

All things are something. The trick is to ask if it is what it really is. Only then does one get a proper long fall on assessing.

Identifying what things are is a game of charades. And if one doesn't guess the right answer one doesn't get the nod from the meter.

The nod is a big read always if the thing being identified is anything at all. And the nod also says, by the way the needle nods, if the guess is true.

## (2) THE ABANDONED ITEM OR GOAL ANOTHER WAY EVERYTHING READS

Given an auditor who knows the different reads on the meter, there is just one other way one can be fooled.

*If the right Item or Goal on a list has been read and abandoned, all its locks will begin to read like real items or goals.*

This is a fabulously important datum. The too cautious auditor can wreck everything by reading the right item, getting the right read, and then abandoning it to try to see if anything else is it.

Example: On an Item (or Goals) list the auditor has found “Bark”. It has read well when called. The auditor feels insecure, so he or she then goes on to check “Woof”. “Woof” now reads well. Pc is restive. So auditor tries another Item on the list, “Growl”. This too reads well but won’t “bring about”. Auditor now tests “Arf”. This reads fine too.

But everything is now up the spout. Pc is miserable and ARC Breaking. Auditor is frantic. An ARC Break Assessment would show “Item abandoned”.

But *what* Item was abandoned? There has been “Woof” “Growl” “Bark” and “Arf”. Which is right? They have all read !

Now you *must* get the exactly worded item or goal. No near misses will do. The *exact* wording. The right “up” or “upon”. Exact. If the wording is not EXACTLY RIGHT, the mass of the Item (or GPM) will not as-is. The pc will be left in heavy charge. So *almost* right is WRONG. Always. The goal “To Catch” is going to cause ARC Breaks and somatics if called “To Grab”. The goal “To Be Creative” will give you a sick pc if found as “To Be Artistic”. And worse, if an Item has one “s” missing, it’s wrong. “Moaning” is wrong as “Moanings”. The bank is a demon for exactness. The mind is not a confusion. It’s a martinet of too much order.

So “*almost* finding it” is not finding it at all.

Nothing is ever *almost* right in Class VI. The meter does not almost read.

So you have to find the exact goal wording or Item wording.

Now back to “Bark”. This was the first one read. It was then abandoned. This charged up its locks. So now “Woof” “Arf” and “Growl” are all capable of making “Bark” read. It is “Bark” that is still reading even when you call “Woof” and “Growl” and “Arf”. You have broken down the divisions amongst them.

Now what to do? How to find what is really reading? Ask “Has Growl been Suppressed or Wronged?” Small read. “Has Woof been Suppressed or Wronged?” Small read. “Has Bark been Suppressed or Wronged?” Big reads. Clean up “Bark” by getting pc to get off the Suppress etc, and “Bark” now reads and “Woof” “Growl” and “Arf” do not. So “Bark” is the Item.

Moral: When nulling, if you see a real big read mark it as “First read” or “1st Rd” and be safe. It’s all right to null onward *but you* may now find everything reading.

Pc announcing “Bark is my Item” if ignored without immediate check-out gives the same effect, since if “Bark” was the pc’s Item and was abandoned, all else can start to read, as the charge will transfer.

Hence the rule “An actual RI or actual goal abandoned on a list can now cause other lock items or goals to read well.”

The nervous auditor gets into this trap endlessly and *so never learns* that an Actual goal or Actual RI has its own peculiar read. Such an auditor loses all confidence in nulling accuracy and the pc goes wild.

### (3) WRONG GOALS

If you ever run a wrong goal on a pc, again everything tends to read.

As we now have the pattern, the RR probably won't go all the way off, but the needle will get tight and good indicators will flee. The pattern is close enough to keep the RR on somewhat.

But anything the pc gave you by way of Items would read.

Wrong goals are harder to detect than they were. The pattern is too good a guide. Almost any goal will run on it.

But black mass and pressure will appear, good indicators will vanish. Bad indicators will appear. And no mass as-ises.

Any actual RI has enough power to make lock or wrong goals based on it read. For instance, an Actual RI "Speeding" will cause the goal "To Speed" to check out as an Actual GPM! So beware of wrong goals. And do careful check-outs and buy only good forceful reads in answer to your assessment questions.

Implant RIs are incapable of giving a lock goal charge enough to check out. But an Actual RI has enough charge to do so. I've had four different goals check out for the same position. But only one gave good indicators and consistent responses.

Abandoning a right goal can make a pc *very very* sick. So there's a limit on banging a goal around.

-----

Experience tells one at length what a right goal or Item reads like, how it checks out and when one is going up the garden path.

But experience is based on sound beginnings. So know the above well. And then you can build up to good certainty on how it's done.

The first thing to know, of course, is that there is a right way to do it. If you don't realize that and try for it, then you'll never learn and Class VI will remain a closed mystery to you.

But it need not, for we do know.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
17 March 1964

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 18 MARCH 1964

CenOCon

**HGC ALLOWED PROCESSES**

(Cancels previous issues on same subject)

Effective immediately, the following processes are allowed in the HGC on any preclear, on the judgment of the Case Supervisor.

For psychosomatics: ARC '63.

For clearing: Recall a Terminal and Problems Intensive, alternated with R-2H.

8-C and any older processes the auditor has confidence in are allowed.

Study and use the materials of the last six tapes of the Saint Hill Briefing Course, but do not run or list any Goals or Items on any preclear.

Refresh the Case Supervisor on ARC Break assessments and have ARC Breaks handled by the Case Supervisor. Clean up all the ARC Breaks in the area.

Train your auditing staff on the above and on the new "Auditing by Lists" process, when issued.

Campaign to the public: "Clean up your ARC Breaks with life."

The above, with clarifications, will remain standard HGC fare for years, as it contains the cream of all processes for the last fourteen years, and actual clearing.

Avoid advertising Itsa. Relegate it to Co-audits. Avoid R-2-12, R-3 and R-4 type processes. Advertise and deliver clearing as above.

Flatten, flatten all processes begun in the HGC.

Preclear Log Books will conform to this rundown.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

18—24 March 1964

6403C18	SH TVD	TV Demo's Comments by LRH
** 6403C19	SHSBC-12	Flattening a Process
** 6403C24	SHSBC-13	International City

HCO INFORMATION LETTER OF 2 APRIL AD14

Magazine Article  
BPI

## TWO TYPES OF PEOPLE

Completing research on the highest levels of clearing now being taught as the upper course at Saint Hill, Class VI, OT, I made a very fundamental discovery about Man and Life that I'd like you to know about.

You probably have speculated on this many times—are there two kinds of people: good people and bad people? Society is more or less organized on the basis that there are. And certainly one sees that some are successful and some aren't, some are good to know and some aren't.

Even in modern TV fiction one has the cowboys in the white hats and the cowboys in the black hats; indeed one probably couldn't have stories at all to Man's way of thinking unless there were heroes and ogres. And even fiction is rigged as a moral lesson in good and bad people.

Philosophers long before Greece pondered moral conduct in terms of good and bad. And Diogenes was looking for an honest man, implying some weren't.

More recent speculation in the 19th Century termed all men evil unless forced to be good.

Some schools of thought tried to avoid the point by saying early childhood formed character. Yet other schools maintained Man would always be evil unless personally threatened, which gives us the presence of police in the society. But even police sometimes work on the idea that there are good and bad people.

From all this one could judge that Man had a problem about whether people are good or bad.

Probably at this minute you could think of some examples of good people and bad people. You know those who rave and gnaw the rug at the very thought of Scientology helping anyone, so therefore there must be people of evil intention toward their fellows.

And there are.

The research results you would be interested in show clearly that there are two types of behaviour—that calculated to be constructive and that calculated to be disastrous.

These are the two dominant behaviour patterns. There are people then who are trying to build things up and others who are trying to tear things down.

And there are no other types. Actually there aren't even shades of grey.

The disaster type can be repressed into inactivity (and illness) and the constructive type can also be repressed (and made ill).

Thus there are two basic actions, each with many other subsidiary actions.

There is also a cyclic or combined type who is alternately constructive and disastrous.

So there are cowboys in white hats and cowboys in black hats. And the cowboys in the grey hats are too sick to be in the game.

One scholarly chap (a very sick fellow) hopefully told me once that there were no true villains, no purely evil people. He was whistling past the graveyard. There may not be evil people, but there are people currently devoted to doing evil actions.

All such conduct is apparent and dominant. We see such people all the time. We just don't want to see them.

The underlying reasons for this are, in the absence of processing, fixed and unchangeable in any one lifetime.

As Man knows a man only in one lifetime, the basic cause or changes have not been observed. Thus to all practical purposes for Man, some are good and some are evil. And if we didn't have Scientology it would not only not be observed but couldn't ever be changed.

That this condition exists—that half are good and half are bad according to their personalities—oddly enough does not alter basic Scientology concepts. It explains why certain persons *appear* to be evil and some *appear* to be good.

Examining the actual goals of an individual shows us why.

About half the goals of any one individual are constructive, the remainder are destructive.

It takes a being a *very* long time to live completely through the cycle of one goal, much less a *series* of goals.

Therefore any one individual at any given long period of his existence is only fixated on disaster and at a subsequent long period is fixated only on being constructive.

So the same being at different lifetimes is good and evil.

Given a sudden overwhelming experience a “good person” may be shifted violently in his own goals pattern and become evil. And a “bad person”, acted upon powerfully by life, will become good. But they also become sick. Their illness stems from being moved out of present time into past heavy energy patterns. It is no cure to so move them despite the assertions of 19th Century mentalists and their shock “treatment”. This shows why shock sometimes works and why changes of character come about. And it also shows why such changes are accompanied by severe illness and early death. The person is thrown violently out of present time into a painful past.

The problem is not a problem of sanity and insanity. It is a problem of disastrous motives and constructive motives and the degree to which either is suppressed.

By suppressing the damaging motives of a being who is currently inclined to disaster, one can make that being “behave”. But by suppressing the constructive motives of a being currently inclined to constructiveness (as in the military), one can make that being “behave” also. But both will become physically ill, neurotic or insane in the absence of processing.

So the same being in one long period is constructive and in the next long period disastrous.

As Man measures time in small bits such as youth, old age or a lifetime, he could conceive of a being as either only constructive or only disastrous.

Fortunately for us, this also solves the ancient riddle that one cannot be granted power without also having good intentions. The only way final and powerful abilities can be returned to an individual is by ridding him of *all* these hidden compulsions, a task now accomplished at Level VI.

This gives the Scientologist a useful insight into character. A sick being is one who has been bent upon violence and was suppressed, or one who was bent upon constructiveness and was suppressed.

It also gives us a whole span of new processes for Level III called “Auditing by Lists”, available in HGCs or from informed field auditors. This is quite in addition to what it does at Level VI. And it also tells us that no one with obsessive intentions will ever make it to the highest and most powerful levels with disastrous inclinations.

But at the street level, with no processing involved, we have these two basic types—good and evil.

And these subdivide into the good who couldn’t be good and became sick, and the evil who couldn’t be evil and became sick.

But these facts are more than philosophic observations. They deliver to us understanding and more chance to be right about people. And they give us as well the wide open door to making people well at Level III.

One cannot push research as I have done in the past year into the stratosphere without learning more at sea level also. And this is what has happened here.

The basic travail of Man is that he is divided into those who build and those who demolish, and in this conflict of intentions his fight, whichever side he is on, is always lost.

Or was lost until the Scientologist came along.

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HCO BULLETIN OF 7 APRIL 1964

CenOCon

*ALL LEVELS*

**Q AND A**

A great number of auditors Q and A.

This is because they have not understood what it is.

Nearly all their auditing failures stem not from using wrong processes but from Q and A.

Accordingly I have looked the matter over and re-defined Q and A.

The origin of the term comes from “changing when the pc changes”. The basic answer to a question is, obviously, a question if one follows the duplication of the Comm formula completely. See Philadelphia Congress 1953 tapes where this was covered very fully. A later definition was “Questioning the pc’s Answer”. Another effort to overcome it and explain Q & A was the Anti-Q and A drill. But none of these reached home.

The new definition is this:

**Q AND A IS A FAILURE TO COMPLETE A CYCLE OF ACTION ON A PRECLEAR.**

**A CYCLE OF ACTION IS REDEFINED AS START—CONTINUE—COMPLETE.**

Thus an auditing comm cycle is a cycle of action. It starts with the auditor asking a question the preclear can understand, getting the preclear to answer it and acknowledging that answer.

A process cycle is selecting a process to be run on the preclear, running the Tone Arm action into it (if necessary) and running the Tone Arm action out of it.

A programme cycle is selecting an action to be performed, performing that action and completing it.

Thus you can see that an auditor who interrupts or changes an auditing comm cycle before it is complete is “Q and A-ing”. This could be done by violating or preventing or not doing any part of the auditing cycle, i.e., ask the pc a question, get an answer to a different idea, ask the different idea, thus abandoning the original question.

An auditor who starts a process, just gets it going, gets a new idea because of pc cognition, takes up the cognition and abandons the original process is Q and A-ing.

A programme such as “Prepcheck this pc’s family” is begun, and for any reason left incomplete to go chasing some new idea to Prepcheck, is a *Q and A*.

Unfinished cycles of action are all that louse up cases.

Since Time is a continuum, a failure to carry out a cycle of action (a continuum) hangs the pc up at that exact point.

If you don’t believe it, prepcheck “Incomplete actions” on a pc! What Incomplete action has been suppressed? etc, cleaning the meter for real on every button. And you’d have a clear—or a pc that would behave that way on a meter.

Understand this and you’ll be about ninety times as effective as an auditor.

“Don’t Q and A!” means “Don’t leave cycles of action incomplete on a pc.”

The gains you hope to achieve on a pc are lost when you Q and A.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 APRIL 1964

Franchise

*ALL LEVELS*

**AUDITING SKILLS**

(Forming the technical basis of preclear,  
co-audit and auditor classification.)

The following list of skills is a totality of processes in use in modern Scientology.

Aside from the purely philosophical side of Scientology, this represents the auditor's technology. All modern training should be built on these lines.

These processes handle all cases and take the pc from humanoid, through clear, to OT.

The auditor who has been through all these levels finds the skills under a Class VI auditor a culmination of earlier studies with some additions as to what is being handled.

This is a rapid forecast survey. It does not invalidate HGC allowed processes of current date. Several old familiar processes not mentioned, and all processes that get a pc to do a comm cycle, come under "Repetitive Processes" since they vary only in having different commands, not in technique of administration.

**SCIENTOLOGY LEVELS**

- LEVEL 0: Dangerous environment, ARC, education in basics of life. Case Improvement by education in Scientology and orientation in environment.
- LEVEL I: R1C for PTPs, R1CM (fishing with TA), Assists, R2C (discussion by lists), Listen Style and Itsa.  
Case Improvement by communication on closely interested subjects and problems, using TA Blowdowns.
- LEVEL II: Repetitive processes, Model Session, Op-Pro-By-Dup, 8-C, CCHs, Havingness, General O/W, ARC '63, Auditing Cycle.  
Case Improvement by disciplined comm cycle, awareness of mind and environment, using TA of meter and cumulative TA divisions.
- LEVEL III: Auditing by List, Sec Checking by List, Prepchecking, Problems Intensive, Mid Ruds, and Model Session. (Auditing by List is SOM-3L.)  
Case Improvement by removing psychosomatics, cleaning needle of all reads on given questions, any assessments done by upper level auditor.
- LEVEL IV: R4SC, ARC Break Assessments, R4H (R2H), and Case Analysis.  
Case Improvement by Service Facsimile, life ARC Breaks and Case Analysis, using the listing and assessment potentials of the meter, which is not done in lower levels. (Clearing this lifetime.)
- LEVEL V: Omitted.
- LEVEL VI: Locating the truncation, checking goals, running the Line Plot and Track Analysis.  
Case Improvement by running pc's own goals all the way to operating thetan.

## THINGS A CLASS VI AUDITOR SHOULD KNOW

1. Case Analysis
2. PTP
3. Psychosomatic
4. ARC Break
5. Session
6. Class VI ARC Breaks
7. Listing
8. Nulling a list
9. Auditing by list
10. Auditor's Code
11. Completing a cycle of action
12. Havingness
13. Theory of restimulation and destimulation
14. Observation of preclear
15. Reading a meter
16. Executing an auditing cycle
17. Knowing not to Q & A
18. Knowing about NO auditing
19. Symptoms of an ARC Break
20. Good indicators
21. Bad indicators
22. Not to mess up a good running preclear
23. Not to continue the preclear who isn't running
24. Knowing when to stop auditing and ending up the session
25. How to handle pc's PTPs at Level VI when they show up
26. Track analysis
27. Getting the preclear to follow a Line Plot
28. Guiding a preclear down a Goals Plot
29. Finding out where a series is truncated
30. Finding out which type of goals series the preclear is in
31. Looking good, crisp and business-like as an Auditor

The above gives the basis of three classifications.

**Preclear:** Has achieved the gains, knows the why and parts of the processes, and the underlying basics. No auditor performance or ability required.

**Co-auditor:** Can perform the process under supervision and has passed a non-professional examination on it.

**Auditor:** Professionally qualified in all respects in theory, practical and auditing at that level.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**

10 April 1964

\*\* 6404C10 SHSBC-14 How to Manage a Course

HCO BULLETIN OF 13 APRIL 1964

Sthil  
Class VI

*SCIENTOLOGY VI PART ONE*

**TONE ARM ACTION**

(Summary of previous HCO Bulletins)

The state of case of the pc has nothing to do with getting Tone Arm Action. An auditor is in absolute control of the bank—it always does what you tell it to do. A case *must not* be run without TA action or with minimal TA action. If it didn't occur, Tone Arm Action has to have been prevented! It doesn't just "not occur".

The skill of an auditor is directly measured by the amount of TA he or she can get. Pcs are not more difficult one than another. Any pc can be made to produce TA. But some auditors cut TA more than others.

The most vital necessity of auditing at *any* level of Scientology is to get Tone Arm Action. Not to worry the pc about it but just to get TA action. Not to find something that will get future TA. But just to get TA NOW.

Many auditors are still measuring their successes by things found or accomplished in the session. Though this is important too (mainly at Level IV), it is secondary to Tone Arm Action.

1. Get good Tone Arm Action.
2. Get things done in the session to increase Tone Arm Action.

And Body Motion doesn't count, as TA.

Without Tone Arm Motion no charge is being released and no actual case betterment is observed beyond a few somatics removed. The pc's session goals stay the same. The pc's life doesn't change.

**THE MOST CORRECT TRACK SIGNIFICANCES RUN BUT WITHOUT TA ACTION WILL NOT CHANGE BUT CAN DETERIORATE A CASE.** It takes the right process correctly run to get TA action. So don't underrate processes or the action of the auditor.

**TA MOVING SIGNALS AUDITOR NOT TO ACT. TA NOT MOVING SIGNALS AUDITOR TO ACT.**

Your enemy is Over-Restimulation of the pc. As soon as the pc goes into more charge than he or she can Itsa easily the TA slows down! And as soon as the pc drowns in the over-restimulation the TA stops clank!

Unless destimulated a case can't get a rocket read or present the auditor with a valid goal.

In doing R6 the silent auditor lets the pc Itsa all over the whole track and causes Over-Restimulation which locks up the TA. But in lower levels of auditing, inviting an Itsa with silence is an ordinary action.

As soon as you get into Level VI auditing however, on the pc's actual GPMs, the auditor has to be crisp and busy to get TA and a silent, idle auditor can mess up the pc and get very little TA.

Level VI auditing finds the auditor smoothly letting the pc Itsa RIs and lists but the auditor going at it like a small steam engine finding RIs, RIs, RIs, Goals, RIs, RIs,

RIs. For the total TA in an R6 *session* only is proportional to the number of RIs found without goofs, wrong goals or other errors which rob TA action.

So the higher the level the more control of the pc's attention.

Only in R6 where you're dead on the pc's GPMs and the pc is allowed to say it is or isn't can you get TA good action out of listing and nulling. And even then a failure to let the pc say it is it can cut the TA down enormously.

In confirmation of auditors being too anxious to get in the Itsa line themselves and not let the pc is the fad of using the meter as a Ouija Board. The auditor asks it questions continually and never asks the pc. Up the spout go divisions of TA. "Is this Item a terminal?" the auditor asks the meter. Why not ask the pc? If you ask the pc, you get an Itsa, "No, I think it's an opterm because \_\_\_\_\_" and the TA moves.

#### AUDITOR FAILURE TO UNDERSTAND

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

"I did not (hear you) (understand what was said) (get that last)."

To do anything else is not only bad form, it can amount to a heavy ARC Break.

#### INVALIDATION

To say "You did not speak loud enough\_\_\_\_\_" or any other use of "you" is an invalidation.

The pc is also thrown out of session by having responsibility hung on him or her.

The *auditor is* responsible for the session. Therefore the auditor has to assume responsibility for all comm breakdowns in it.

#### EVALUATION

Far more serious than Invalidation above, is the accidental evaluation which may occur when the auditor *repeats* what the pc said.

NEVER repeat anything a pc says after him, no matter why.

Repeating not only does not show the pc you heard but makes him feel you're a circuit.

But that isn't the main reason you do *not* repeat what the pc said after the pc. If you say it wrong the pc is thrown into heavy protest. The pc must correct the wrongness and hangs up right there. It may take an hour to dig the pc out of it.

#### DIRTY NEEDLES

If your pc has a *dirty needle*, its cause is CUT ITSA or an L1 *session* ARC Break.

*NO* other source such as a wrong Item or goal or earlier engrams or service fac by-passed charge can cause a dirty needle.

If it's a dirty needle its cause lies in basic auditing not in technique errors.

This rule is invariable. The *apparent* exception is the session ARC Break that keys in by-passed technique charge.

*All* dirty needles are caused by the auditor failing to hear all the pc had to say in answering a question or volunteering data.

Charge is removed from a case only by the Comm Cycle Pc to Auditor.

The auditor's command restimulates a charge in the pc. The only way this charge can be blown is by the pc telling the auditor.

### CLEANING CLEANS

The auditor who cleans a clean meter is asking for trouble.

This is the same as asking a pc for something that isn't there and develops a "withhold of nothing".

### ECHO METERING

The pc says, "You missed a suppress. It's \_\_\_\_\_" and the auditor re-consults the meter asking for a suppress. That leaves the pc's offering an undischarged charge.

NEVER ASK THE METER AFTER A PC VOLUNTEERS A BUTTON.

Example: You've declared suppress clean, pc gives you another suppress. Take it and don't ask suppress again. That's *Echo Metering*.

If a pc puts his own ruds in, don't at once jump to the meter to put his ruds in. That makes all his offerings missed charge. *Echo Metering* is miserable auditing.

DON'T ECHO INVALIDATE Echo Invalidation:

The pc gives an Item. The auditor calls it back to the pc and says it doesn't RR. If this is kept up the pc will be put into a state of sen that is appalling. The right way to do this is as follows:

Pc gives Item.

Auditor writes it down.

All Items are written down that the pc gives.

An auditor never repeats Items to the pc after the pc says them. If the auditor doesn't understand he asks pc to spell it or if it is singular or plural. Don't fake an understanding. The list *must* be accurate.

Echo Invalidation, in which pc names an Item and auditor says "That isn't it" is not just bad form but a very vicious practice that leads to a games condition. The Invalidation of each Item makes the pc very dizzy and very desperate. The pc, sick and confused, starts plunging in desperation for the right Item and goes swiftly down tone and out of session.

High pc morale is vital to blowing charge and finding RIs.

Uphold the pc's morale. Don't begin Echo Invalidation.

### METER INVALIDATION

An auditor who just sits and shakes his head, "Didn't Rocket Read" can give a pc too many loses and deteriorate the pc's ability to run GPMs.

In a conflict between pc and meter, take the pc's data. Why? Because Protest and Assert and Mistake will also read on a meter. You can get these off, but why create them? Your data comes from the *pc* and the meter always for anything. And if the pc's data is invalidated you won't get a meter's data. If the pc says he has a PTP and the meter says he doesn't, you take the pc's data that he does.

You take the pc's data. Never take his orders.

Also, minimize a pc's dependency on a meter. Don't keep confirming a pc's data by meter read with, "That reads. Yes, that's there. Yes, there's a rocket read ...."

The meter is not there to invalidate the pc.

The E-Meter registers charge. A very high or low tone arm, a sticky or dirty needle all are registrations of this charge. The “chronic meter of a case” is an index of chronic charge. The fluctuations of a meter during a session are registering relative charge in different portions of the pc’s Time Track.

More valuably the meter registers *released* charge. You can see it blowing on the meter. The disintegrating RR, the blowing down of the TA, the heavy falls, the loosening needle all show charge being released.

The meter registers charge found and then charge released. It registers charge found but not yet released by the needle getting tight, by DN, by a climbing TA or a TA going far below the clear read. Then as this cleans up, the charge is seen to “blow”.

Charge that is restimulated but not released causes the case to “charge up”, in that charge already on the Time Track is triggered but is not yet viewed by the pc. The whole cycle of restimulated charge that is then blown gives us the action of auditing. When *prior* charge is restimulated but not located so that it can be blown, we get “ARC Breaks”.

Auditing selectively restimulates, locates the charge and discharges it (as seen on the action of a moving Tone Arm).

The meter in actual fact does nothing but locate charged areas below the awareness of the pc and verify that the charge has been removed. The meter cures nothing and does not treat. It only assists the auditor in assisting the preclear to look and verify having looked.

#### METER DEPENDENCE

A pc can be made more dependent upon the meter or can be made more independent of the meter, all in the way a meter is used by the auditor.

*Meter dependence* is created by invalidation by or poor acknowledgement of the auditor. If the auditor seems not to accept the pc’s data, then the pc may insist that the auditor “see it read on the meter”. This can grow up into a formidable meter dependence on the part of the pc.

A pc must be carefully weaned of meter dependence, not abruptly chopped off.

If a pc’s case is improving the pc becomes more independent of the meter. This is the proper direction.

Build up the pc’s confidence in his own knowingness and continuously and progressively reduce the pc’s dependence on a meter.

As the pc gets along in running Time Track and GPMs with their goals and Reliable Items he or she often becomes better than the meter as to what is right or wrong, what is the goal, what RI still reads.

#### CHARGE

Charge, the stored quantities of energy in the Time Track, is the sole thing that is being relieved or removed by the auditor from the Time Track.

When this charge is present in huge amounts the Time Track overwhelms the pc and the pc is thrust below observation of the actual track.

The mechanism of permanent restimulation consists of opposing forces of comparable magnitude which cause a balance which does not respond to current time and remains “timeless”.

Such phenomena as the overt act-motivator sequence, the problem (postulate counter-postulate), tend to hold certain portions of the Time Track in “permanent

creation” and cause them to continue to exist in present time as unresolved masses, energies, spaces, times and significances.

The intention of the physical universe (and those who have become degraded enough to further only its ends) is to make a thetan solid, immobile and decisionless.

The fight of the thetan is to remain unsolid, mobile or immobile at will, and capable of decision.

This in itself is the principal unresolved problem and it itself creates timeless mass which accomplishes the basic purpose of a trap.

## BY-PASSED CHARGE

By-passed Charge does not always = ARC Break.

But ARC Break always = By-passed Charge.

By-passed Charge always exists in a session—it isn’t until it is keyed in by some communication failure in session that it causes an ARC Break.

The source of all ARC Breaks is By-passed Charge. There is no other source of ARC Breaks.

People do *not* ARC Break on known charge. It is always the hidden or the earlier charge that causes the ARC Break.

The pc *never* knows why the ARC Break. He may think he does and disclaim about it. *But* the moment the actual reason is spotted (the real missed area) the ARC Break ceases.

All by-passed charge is in some degree a missed withhold, missed by both auditor and pc.

In a session or handling the living lightning we handle, people can be hit by a forceful charge of which they are only minutely aware but which swamps them. Their affinity, reality and communication (life force) is retarded or cut by this hidden charge and they react with what we call an ARC Break or have an ARC Broken aspect.

Everything on the whole Know to Mystery Scale that still lies *above* the pc finds the pc at effect. These are all on Automatic.

Therefore the pc in an ARC Break is in the grip of the reaction which was in the incident, now fully on automatic.

The pc’s anger in the incident is not even seen or felt by the pc. But the moment something slips the pc is in the grip of that emotion as an automaticity and becomes furious or apathetic or whatever toward the auditor.

As soon as the *actual* by-passed charge is found and recognized as *the* charge by the person, up goes Affinity and Reality and Communication and life can be lived.

## THE ARC BREAK

### THE CYCLE OF THE ARC BREAK

#### STAGE ONE:

The ARC Break starts always in the same way. The pc finds something wrong with the auditor, the subject, or tools of auditing or the auditing room. He does this in varying intensity, ARC Break to ARC Break.

#### STAGE TWO:

This is followed by misemotion, also directed at the auditor, subject, tools or room.



### STAGE THREE:

If the auditor continues on with auditing the pc will drop into grief, sadness or apathy.

This is an inevitable cycle and may be followed by the pc with greater or lesser intensity of emotion, or loudness or lack of response.

IN R6 WHEN THE PC CRITICIZES OR ATTACKS THE AUDITOR OR GOES INTO GRIEF OR APATHY, AN R6 ERROR HAS *JUST* OCCURRED. THE AUDITOR MUST IGNORE THE PC'S STATEMENTS AS TO THE CAUSE OF THE ARC BREAK AND QUICKLY REMEDY THE R6 AND DO *NOTHING ELSE*.

THE COMMON DENOMINATOR OF ALL R6 ARC BREAKS CONSISTS OF A MISSED OR WRONGLY DESIGNATED GPM, GOAL OR RELIABLE ITEM. THERE ARE NO OTHER SOURCES OF R6 ARC BREAKS.

Bad sessioning, poor auditing, ordinary life missed withholds are only contributive to R6 ARC Breaks and are incapable of doing more than keying in and intensifying the magnitude of the ARC Break which has already been caused by errors in R6.

ARC BREAK RULE 1: IF THE PC ARC BREAKS, ISSUE NO FURTHER AUDITING COMMANDS UNTIL BOTH PC AND AUDITOR ARE SATISFIED THAT THE CAUSE OF THE ARC BREAK HAS BEEN LOCATED AND INDICATED.

Do not issue more orders, do not run a process, do not offer to run a process, do not sit idly letting the pc ARC Break. Follow this rule:

ARC BREAK RULE 2: WHEN A PC ARC BREAKS OR CAN'T GO ON FOR ANY REASON, DO AN ARC BREAK ASSESSMENT AND LOCATE AND INDICATE TO THE PC THE BY-PASSED CHARGE.

If you know you've missed a goal or RI, just saying so prevents any ARC Break. DON'T BY-PASS CHARGE UNKNOWN TO THE PC.

### ARC BREAK ASSESSMENT

The meter is invaluable in locating by-passed charge and curing an ARC Break.

The trick is TO FIND AND INDICATE the RIGHT By-passed Charge to the pc and to handle it when possible but never fail to indicate it. It is then up to the auditor to *locate* it more precisely as to character and time and *indicate* it to the pc. The pc will feel better the moment the right type of by-passed charge is identified by assessment and indicated by the auditor. If the pc does *not* feel better but further ARC Breaks then the assessment is either incomplete or incorrect.

If the pc blows up in your face on being given a type of charge, *keep going*, as you have not yet found the charge.

You can, however, undo a session ARC Break Assessment by continuing beyond the pc's cognition of what it is. Continuing an assessment after the pc has cognited, invalidates the pc's cognition and cuts the Itsa Line and may cause a *new* ARC Break.

Several by-passed charges can exist and be found on one list.

Sometimes in trying to locate the by-passed charge causing an ARC Break, the pc's needle is so dirty that it almost can't be read.

However there is a way to read it. When the correct by-passed charge is located and indicated the needle will go beautifully clean.

But it can be done without a meter, just by letting the pc think over each line read to him or her from the ARC Break Assessment and say whether it is or isn't and if it is, spotting the thing by-passed.

Don't *ever* be "reasonable" about an ARC Break and think the pc is perfectly right to be having one "because ". If that ARC Break exists, the pc doesn't know what's causing it and *neither do you* until you and the pc find it! If you and the pc knew what was causing it, there would be no further ARC Break.

ARC Breaks are inevitable. They will happen.

## Q AND A ARC BREAKS

Q and A causes ARC Breaks by BY-PASSING CHARGE.

How? The pc says something. The auditor does not understand or acknowledge. Therefore the pc's utterance becomes a By-passed Charge generated by whatever he or she is trying to release. As the auditor ignores it and the pc reasserts it, the original utterance's charge is built up and up.

Finally the pc will start issuing orders in a frantic effort to get rid of the missed charge. This is the source of pc orders to the auditor.

Understand and Acknowledge the pc. Take the pc's data. Don't pester the pc for more data when the pc is offering data.

Learn to see if the pc has said everything he or she wants to say before the next auditor action, never do a new auditor action while or if the pc wants to speak and you'll get superior TA action. Cut the pc off, get in more actions than the pc is allowed to answer and you'll have a Dirty Needle, then a stuck TA and then an ARC Break.

Realize that the answering of the process question is senior to the asking of another process question.

Watch the pc's eyes. Don't take auditing actions if the pc is not looking at you.

Don't give acknowledgements that aren't needed. Over-acknowledgement means acknowledging before the pc has said *all*.

## PC TONE

The pc rises in tone up to the lower levels of the tone scale. He or she comes up to degradation, up to apathy.

And it often feels horrible and, unlike an ARC Break and the Sad Effect, is not cured except by more of the same processing.

Then suddenly they realize that they have come up to being *able* to feel bad. They even come up to feeling pain. And all that is a *gain*.

L. RON HUBBARD

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## SAINT HILL SPECIAL BRIEFING COURSE LECTURES

14—16 April 1964

- |            |          |  |
|------------|----------|--|
| ** 6404C14 | SHSBC-15 | The Classification-Gradation Programme |
| ** 6404C16 | SHSBC-16 | Auditing by Lists                      |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 APRIL AD14

Central Orgs  
Franchise

**MODEL SESSION**

**LEVELS III TO VI**

(Cancels previous issues)

**SESSION PRELIMINARIES**

All auditing sessions have the following preliminaries done in this order.

1. Seat the pc and adjust his or her chair.
2. Clear the Auditing room with "Is it all right to audit in this room?" (not metered)
3. Can squeeze "Put your hands in your lap." "Squeeze the cans, please." And note that pc registers, by the squeeze on the meter, and note the level of the pc's havingness. (Don't run hav here.)
4. Put in R Factor by telling pc briefly what you are going to do in the session.

***START OF SESSION:***

5. "Is it all right with you if I begin this session now?"

"START OF SESSION." (Tone 40)

"Has this session started for you?" If pc says, "No", say again, "START OF SESSION. Now has this session started for you?" If pc says, "No", say, "We will cover it in a moment."

***RUDIMENTS:***

6. "What goals would you like to set for this session?"

Please note that Life or Livingness goals have been omitted, as they tend to remind the pc of present time difficulties and tend to take his attention out of the session.

7. At this point in the session there are actions which could be undertaken: the running of General O/W or the running of Mid Rudiments using "Since the last time I audited you", or pull missed W/Hs as indicated. But if pc cheerful and needle smooth, just get down to work.

One would run General O/W if the pc was emotionally upset at the beginning of the session or if the session did not start for the pc, the latter being simply another indication of the pc's being upset or ARC broken, but these symptoms must be present, as sometimes the session hasn't started merely because of poor Tone 40 or because the pc had something he wanted to say before the auditor started the session.

***RUNNING O/W:***

"If it is all right with you, I am going to run a short, general process." "The process is: 'What have you done?', 'What have you withheld?' " (The process is run very permissively until the needle looks smooth and the pc is no longer emotionally disturbed.)

“Where are you now on the time track?”  
“If it is all right with you, I will continue this process until you are close to present time and then end this process.” (After each command, ask, “When?”) “That was the last command. Is there anything you would care to ask or say before I end this process?”  
“End of process.”

### ***RUNNING THE MID RUDIMENTS:***

One would use the Middle Rudiments with, “Since the last time I audited you”, if the needle was rough and if the Tone Arm was in a higher position than it was at the end of the last session.

#### **ORDER OF BUTTONS**

Here is the correct wording and order of use for the big Mid Ruds.

- “\_\_\_\_\_ has anything been suppressed?”
- “\_\_\_\_\_ is there anything you have been careful of?”
- “\_\_\_\_\_ is there anything you have failed to reveal?”
- “\_\_\_\_\_ has anything been invalidated?”
- “\_\_\_\_\_ has anything been suggested?”
- “\_\_\_\_\_ has any mistake been made?”
- “\_\_\_\_\_ has anything been protested?”
- “\_\_\_\_\_ is there anything you have been anxious about?”
- “\_\_\_\_\_ has anything been decided?”

In using the first three buttons (Suppressed, Careful of and Failed to Reveal), the rudiment question should be asked directly of the pc off the meter (repetitive). When the pc has no more answers, check the question on the meter. If the question reads, stick with it on the meter like in Fast Rud checking until it is clean.

The last six buttons are cleaned directly on the meter as in Fast Ruds.

### ***PULLING MISSED WITHHOLDS:***

- Use: “Since the last time you were audited has a withhold been missed on you?”
- “Since the last time you were audited is there anything someone failed to find out about you?”
- “Since the last time you were audited has someone nearly found out something about you?”

### ***BODY OF SESSION:***

8. Now go into the body of the session.

### ***END BODY OF SESSION:***

9. “Is it all right with you if we end the body of the session now?” “Is there anything you would care to ask or say before I do?”  
“End of the body of the session.”

### ***SMOOTH OUT SESSION:***

10. Smooth out any roughness in the session if there has been any, favouring Suppress, Failed to Reveal, Protest, Decide, Overts, Assert, using prefix "In this session\_\_\_\_\_?"

### ***GOALS & GAINS:***

11. "Have you made any of these goals for this session?" "Thank you for making these goals for this session" or "Thank you for making some of these goals for this session. I'm sorry you didn't make all of them" or "I'm sorry you didn't make these goals for this session."

"Have you made any gains in this session that you would care to mention?"  
"Thank you for making these gains for this session" or "I'm sorry you didn't make any gains for this session."

### ***HAVINGNESS:***

12. (After adjusting the meter) "Put your hands in your lap." "Please squeeze the cans." (If the squeeze test was not all right, the Auditor would run the pc's Havingness process until the can squeeze gives an adequate response.)

### ***ENDING SESSION:***

13. "Is there anything you would care to ask or say before I end this session?"
14. "Is it all right with you if I end this session now?"
15. "END OF SESSION." (Tone 40) "Has this session ended for you?" (If the pc says, "No", repeat, "END OF SESSION." If the session still has not ended, say, "You will be getting more auditing. END OF SESSION.") "Tell me I am no longer auditing you."

Please note that Havingness is run after Goals and Gains as this tends to bring the pc more into present time and to take his attention to a degree out of the session.

Wording for the above follows the tradition of earlier model sessions.

Adhere severely to this session form. It is nearly an irreducible minimum and is very fast, but it is all necessary.

The Random Rudiment here is "What happened?"

Session Mid Ruds are simply "Protest, Assert and Decide".

RI rudiments are "Suppress and Invalidate".

ARC Break handling is in accordance with HCO Bulletin of March 14, 1963. Don't continue a session until you find out why the ARC Break.

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L RON HUBBARD

### **SAINT HILL SPECIAL BRIEFING COURSE LECTURE**

21 April 1964

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 APRIL 1964

Central Orgs  
Franchise

*SCIENTOLOGY III*  
**AUDITING BY LISTS**

The earlier genus of this process was Sec Checking on the Joburg. With no reference to these, I recently developed for Level III a process called Auditing by Lists. Any list can be used.

As a preview to the process I asked staff member Roger Biddell to use List One and List Four, normally used for ARC Breaks at Level IV. Their questions were generalized. Instead of "Have I \_\_\_\_\_", "Has there been \_\_\_\_\_" was used. Otherwise the question remained the same as given in the HCO Bulletin for L. 1 and L.4. He ran the process for some hours on a preclear with excellent results and summarized my verbal and written instructions as applied.

**AUDITING BY LISTS**  
**L. 1 AND L.4**

Use meter at sensitivity 16.

Use ARC Break assessment Lists 1 and 4. The questions asked are generalized and without time limiters.

i.e. Has a withhold been missed?  
Have you been given a wrong goal? etc.

Begin with List 1. Ask the first line of this list while watching the meter for an instant read.

If the line does not read, say "That's clean" and move on to the next line of the list and do the same action with this new line.

If the pc has something to say about a line that is clean, let him say it, acknowledge it and then you ask the next line. Don't Q and A.

If the line when asked has an instant read say "That reads" then "What do you consider this could be?" or "What considerations do you have about this?"

Let the pc answer all he wants to. While he is giving his considerations, mark down any blowdowns of the TA and what he was talking of at the moment of the blowdown.

When the pc has given all his considerations say "Thank you. I'll check the line on the meter" and call the line again. If it instant reads say "There's another read here" then again ask for considerations, etc.

Continue these actions until the line goes clean.

When clean say "That's clean" then—

"Of what you have told me on this line, what do you consider the main thing to be here?" (A)

When pc has answered say "Thank you."

Then, “I want to indicate that the meter gave us our biggest blowdown on\_\_\_\_\_and that charge had been bypassed on this.” And in the blank, state the subject that gave the biggest blowdown when the pc talked about it.

If no blowdown then “It seems that the main thing here is \_\_\_\_\_” and give what pc stated in answer to (A).

Then move on to the next line.

When List 1 is completed, do List 4, then List 1, then List 4 and so on.

If running correctly, the TA total should increase from session to session. The pc should get more and more blowdowns on his considerations. Then he should get blowdowns on what he considers the main thing is and finally get blowdowns on your indication of the bypassed charge.

Don't Q and A. Don't take up or do anything with the pc's considerations. Don't ever say “That *still* reads.” It's always “*Another* read” as “It *still* reads” makes the pc feel he has not answered the question.

This process gets charge off the case.

L. RON HUBBARD

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[This HCO B was replaced by HCO B 22 May 1965, *Auditing by Lists*, Volume VI-41, which was in turn replaced by HCO B 27 July 1965, same title, Volume VI-64. HCO B 3 July 1971, *Auditing by Lists*, Volume VII-316, replaced this and 22 May 1965 issues, and canceled the 27 July 1965 issue.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

28—30 April 1964

- |            |          |                             |
|------------|----------|-----------------------------|
| ** 6404C28 | SHSBC-18 | Wisdom as an Auditor        |
| ** 6404C30 | SHSBC-19 | Effectiveness of Processing |

## **The Workability of Scientology**

**by L. Ron Hubbard**

IT'S THE LITTLE THINGS THAT MAKE SCIENTOLOGY WORK, not the big crashing reasons why the preclear's mind isn't perfect.

It isn't finding what's wrong with the preclear that really counts, it's the auditor's craftsmanlike attention to the little points of auditing that makes for big gains.

Just one effective, received acknowledgment that makes the preclear *know* he's been acknowledged may be worth a dozen processes!

An auditor becomes an auditor when he or she finds out that it's the basics that count.

And this can be very hard to teach. The auditor who is *so* sure that all the errors are explained by the condition of the preclear seldom gets results. And it's results that count. You *can* get results with Scientology and get them rather easily, too, so long as you know that the way the auditing is administered to the preclear is more important than the process run.

An auditor who consistently fails to get results is always the auditor who is most sure that *all* the errors for failure lay with the preclear or Scientology, and never with the auditor's own basics.

How difficult it is to see oneself! How easy it is to blame the other fellow.

When I first started to teach by self-appreciation of one's own auditing here on the Saint Hill Course, even the most veteran auditors were completely baulked. They have surmounted this now, but it was a mighty high hurdle for a while. The saga of it was quite funny. I had the auditor give a session which was recorded on tape. Then I had the auditor listen to his own session to find out his or her errors in basics.

Well! You should have seen some of the early reports I got! I even did an HCO Bulletin to show what to look for, but to no avail!

Some reports gave the session command by command. Some gave all the preclear's errors. Some went Russianesque in "How horrible I am." But at first nobody, just nobody, caught on.

Let me give you the example of the first test made to show what I mean. I taped a session noting needle action and condition of the preclear during session. Then I listened to the tape. And I found that every time the auditor had gotten a dirty needle or a bad reaction from the preclear, the auditor some minutes or seconds *before* had slipped up on his basics. In other words I found that these basic errors were causing all the bad preclear reactions.

I found that *the auditor made the session always and the preclear never*. The preclear got better because the auditor audited with smooth basics or got roughed up



because the basics skidded a bit—a slip-up on an acknowledgment, an over-hasty command, a failure to let the preclear fully answer the question. Seconds or minutes later, a bad reaction appeared in the preclear.

As a result of such studies of taped sessions, my complete conclusion is that it is only the auditor's handling of the session that makes the session. There is nobody and nothing else to blame. Because the preclear's bad reaction comes *later* than the auditor's skid in the basics, the auditor often does not connect his error with the preclear's reaction and thinks it is just the way the preclear is.

You'd think this would be easy to learn; but no, student reports continued to come in about their taped sessions that completely avoided the point. These reports described anything and everything except the Auditor as Cause.

Examples: "The session went badly because the preclear had had no sleep." "The session was slow because the preclear had a present time problem." "It was late in the evening, and the preclear always has a high tone arm after 9:00 p.m." "The Instructor had given me another process, so when I tried to change the preclear got upset." "This preclear is always critical of auditors." "I had to end off because the preclear was upset."

Horrible. In no case was the auditor making the session. The session always depended on outer influences. Next thing I'd have heard, "We didn't have a good session because the stars were not in the preclear's favor."

Then some light began to dawn here and there and they started to make it. The students began to see that the failure of the preclear to progress was due to auditor errors, not preclear meanness. And these are the things the students learned:

The preclear's upset is traced back to a failure to acknowledge well, to chopping the preclear's communication, to a failure to give the preclear something to answer, to evaluation, to invalidation—not to the late hour or the position of Saturn.

An auditing session is made. It doesn't just happen. ARC Breaks are constructed out of bad basics. Failures to improve a preclear begin with failures to do good TRs.

An auditing session gets wins only when the auditor is right there running it and running it smoothly.

The whole essence of auditing is *not* finding what is wrong with the preclear and hammering at it. That's a medical-surgical approach, not a way to betterment. The essence of auditing is ARC handled and controlled by the auditor.

The auditor gives the preclear something to answer. The preclear answers it and when the preclear has answered it to his or her satisfaction, the auditor acknowledges it. That's auditing. That's why auditing works. That's why the tone arm moves. That's why the preclear gets better.

But that simple cycle can have a thousand ways to go wrong. The auditor gives the preclear something the preclear doesn't understand and can't answer. The preclear isn't permitted to complete his or her answer. The preclear answers fully and then never gets acknowledged for it and rambles on.

*Those* are the things self-appreciation of one's auditing should reveal.

Scientology has been getting fine results for a dozen years. In the hands of a good auditor, there are no big case failures. So it isn't the techniques.

It's this: What *is* a good auditor?

A good auditor is one who knows Scientology and its techniques and who *audits with all basics in*. That's a primary thing we stress in training here at Saint Hill.

A good auditor gives the preclear something to do that the preclear can do, lets the preclear do it, and, when the preclear has, acknowledges well that the preclear has done it and promptly gives the preclear something to do. A good auditor never evaluates or invalidates. A good auditor understands what the preclear has said and never goes on until he or she *has* understood what the preclear said.

A technically skilled auditor can choose the very best processes, but unless these are run with all basics in, the wins are few.

That's why I started the Saint Hill Course—to make good auditors become good auditors who could also make good auditors.

It's been successful in the extreme here at Saint Hill.

But it's still a battle with basics.

For whatever else an auditor must know about the mind, however valid the technology, it takes plain down-to-earth good auditing to pull preclears through.

For the *only* reason *any* process works is the auditor's handling of the session and the basics of the auditing cycle.

Record some of a session you give, on tape. Note the rough spots for the preclear in the session while you give it. Play back the tape in private and spot exactly where and how each subsequent rough spot was caused by the failure of the auditor to observe basics.

Suddenly it shows up like a crashed airplane at a picnic. The auditor caused those rough bits the preclear went through—and the auditor caused them by failing to observe the simple basics.

There may be lots of other reasons, too, but these don't give the preclear a rough time. They only make the pc's progress fast or slow.

Preclears don't fail because Scientology doesn't work. Preclears fail only when Scientology isn't administered with all basics in.

HCO BULLETIN OF 19 MAY 1964

Central Orgs  
Franchise  
Sthil Students

**CLASS II MODEL SESSION**

(Amends and cancels HCO Bulletin of 4 March 1964.)

The Class II Model Session has the benefit of requiring no other Rudiments process (except in the Havingness Questions) than the question itself. There are, therefore, no additional processes except Havingness.

Beware of *any* Q and A in using this script (HCO Bulletin 24 May 1962 [1]).

Don't stray off Model Session into unusual questions or processes. Use Model Session as the surround for processes to be run on the pc. Don't use it as a process.

Questions are asked of the pc and not checked on the needle. Auditor watches meter and records TA.

**SESSION PRELIMINARIES**

All auditing sessions have the following preliminaries done in this order.

1. Seat the pc and adjust his or her chair.
2. Clear the Auditing room with "Is it all right to audit in this room?" (not metered).
3. Can squeeze, "Put your hands in your lap." "Squeeze the cans, please." And note that pc registers on the meter by the squeeze read on the meter, and note the level of the pc's havingness. (Don't run hav here.)
4. Put in R Factor by telling pc briefly what you are going to do in the session. (What you intend to run.)

***START OF SESSION:***

Is it all right with you if I begin this session now?

**START OF SESSION.**

Has this session started for you? (If pc says, No, say again, **START OF SESSION.** Now has this session started for you?)

***BEGINNING RUDIMENTS:***

*GLL:* What goals would you like to set for this session?

*O/W:* One would run General O/W if the pc was emotionally upset at the beginning of the session or if the session did not start for the pc, the latter being simply another indication of the pc's being upset or ARC broken, but these symptoms must be present, as sometimes the session hasn't started merely because of poor Tone 40 or because the pc had something he wanted to say before the auditor started the session.

***RUNNING O/W:***

If it is all right with you, I am going to run a short, general process. The process is: "What have you done?", "What have you withheld?" (The process is run very

permissively until the needle looks smooth and the pc is no longer emotionally disturbed .)

Where are you now on the time track?

If it is all right with you, I will continue this process until you are close to present time and then end this process. (After each command, ask, "When?")

That was the last command. Is there anything you would care to ask or say before I end this process?

End of process.

*Aud:* Are you willing to talk to me about your difficulties? What difficulty aren't you willing to talk to me about?

*W/h:* Since the last time I audited you, have you done anything you are withholding? (If pc says, Yes) What was it?

*PTP:* Do you have a present time problem? What is the problem?

### ***START OF PROCESS:***

Now I would like to run this process on you (name it). What would you say to that? (Get pc's agreement; if not obtainable, choose another process unless old process is not complete.)

### ***MIDDLE RUDIMENTS:***

In this session is there anything you have suppressed, invalidated, failed to reveal, or been careful of? What was it?

### ***END OF PROCESS NON-CYCLICAL:***

If it is all right with you, I will give this command two more times and then end this process. (Gives command two more times.)

Is there anything you would care to ask or say before I end this process? End of process.

### ***END OF PROCESS CYCLICAL:***

Where are you now on the time track?

If it is all right with you, I will continue this process until you are close to present time and then end this process. (After each command, ask, "When?")

That was the last command. Is there anything you would care to ask or say before I end this process?

End of process.

### ***END RUDIMENTS:***

*1/2-UnT:* In this session, have you told me any half-truth, untruth, or said something only to impress me, or tried to damage anyone? What was it?

*? or C:* In this session, have you failed to answer any question or command? What question or command did you fail to answer?

*Dec:* In this session, is there anything you have decided? What was it?

*W/h:* In this session, have you thought, said, or done anything I have failed to find out? What was it?

*Aud:* In this session, has anything been misunderstood? What was it?

### ***GOALS & GAINS:***

Have you made any of these goals for this session? "Thank you for making these goals for this session," or "Thank you for making some of these goals for this

session. I'm sorry you didn't make all of them," or "I'm sorry you didn't make these goals for this session."

Have you made any gains in this session that you would care to mention? "Thank you for making these gains for this session," or "I'm sorry you didn't make any gains for this session."

*Env:* In this session, was the room all right? (If can squeeze denotes down havingness, run hav.)

**END OF SESSION:**

Is there anything you would care to ask or say before I end this session?

Is it all right with you if I end this session now?

END OF SESSION. Has this session ended for you? (If pc says, No, repeat, END OF SESSION. If session still not ended, say, "The session has been ended.")

Most flagrant errors that can be made:

1. Fumbling with script, not knowing Model Session.
2. Failing to get in the R Factor by telling pc what you are going to do at each new step.
3. Doing only what the pc suggests.
4. Adding unusual questions or remarks or making sudden irrelevant statements.
5. Using parts of Model Session as repetitive processes which deter the completion of auditing cycles already begun.
6. Failure to complete the Auditing Comm Cycle on any part of Model Session.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

19 May—2 July 1964

** 6405C19	SHSBC-20	The Preclear and Getting Auditing to Work
6406C04	SHSBC-21	R6 Auditing Skills
** 6406C09	SHSBC-22	The Cycle of Action—Its Interpretation on the E-Meter
** 6406C16	SHSBC-23	"Communication" Overts and Responsibility
** 6406C18	SHSBC-24	Studying, Introduction; also issued as ST-1
** 6406C30	SHSBC-25	Cause Level, OT and the Public
** 6407C02	SHSBC-26	O/W Modernized and Reviewed

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MAY 1964

Sthil Course

**AUDITING ASSIGNMENTS**

(If this bulletin contradicts any existing practice,  
this bulletin is the correct practice to follow.)

Student auditing assignments are outlined by Auditing Supervisors and checked off by the Case Supervisor on the Auditing Check Sheet.

In general, any student on arrival progresses rapidly up from Level I to Level IV auditing in the general auditing periods, remaining in a level only long enough to demonstrate ability to get TA at that level and perform it beneficially on the pc and get a check out.

Difficult pcs are given special examination and reorientation on O/Ws and the workability of "treatment" or "processing".

The student then passes into the comm cycle processes of the Level VI check sheet and all further auditing prior to Classification examination (before entering Level VI Co-Audit) is devoted to the skills and drills required of a Level VI Auditor.

After Classification examination, upon passing, the student enters into the Level VI Co-Audit.

The first action in the Level VI Co-Audit is to find parts of existence the pc may be hung up in and somewhat release the pc from them by *this lifetime* considerations of the part of existence found. It does not matter if these parts found are in the GPMs or not. The action here is destimulative in intent not restimulative.

The student is then entered upon Actual GPMs and auditing progresses on these exactly as directed and in no other way until the completion of the case.

**SUMMARY**

It is no part of instruction to hang the student auditor up at Levels I to IV or to unnecessarily prolong stays in "Level Units". The entire matter is one of demonstrated skill not time spent.

Students on course, by the general one-upmanship, may knock about lower level students with high-powered material for which the lower student is not ready. This sometimes causes restim at lower levels. This restim is *not* to be handled in any other way than getting BMRs in upon the week or by considerations during a certain specified time such as "This week, what considerations have you had about\_\_\_\_" whatever the restim was.

Students trying to do Track Analysis during sessions in lower units than the Level VI Co-Audit or generally prepchecking any of the materials of Level VI should be given heavy technical infractions.

Lower level materials, Itsa, repetitive processes, and particularly General O/W are quite adequate to handle any student case difficulty. Dabbling with goals or Items or GPMs at these levels is expressly forbidden. The only exception is a prepcheck at Level IV on known wrong goals previously found on the pc, and this is done only when ordered by an Auditing Supervisor.

It is to be particularly noted by the Case Supervisor that students trying to "blow" do so only after the matter has *not* been confronted and handled in routine supervision. Left unhandled, situations become blows.

Rapidity of course progress depends in large measure on rigid adherence to the Auditing levels as above.

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CenOCon  
Not MA  
HCO Secs: Check  
out on all staff

HCO BULLETIN OF 29 JUNE 1964

*SCIENTOLOGY II TO IV*  
*STAR RATED IN ALL ACADEMIES & SAINT HILL*

**CENTRAL ORG AND FIELD AUDITOR TARGETS**

It has been quite dicey keeping an organization or a practice running with all this talk of OTs at Saint Hill and nobody to make OTs in orgs or field.

I have been giving a lot of thought to this matter and have resolved it.

However, when all the publicity is "Go OT" and nobody in orgs or field at this writing has the data or classification to process to OT, the public loses its target and it becomes pretty hard to sell auditing or training at lower levels.

Part of the fault is that the public desires to "go all the way instantly" and cannot see gradient progress. They "go for broke" always. *But* part of the fault, if there is any, lies in the org or field activity that *permits* this to happen and even forwards it.

There's an awful lot of technology south of Six. I could take almost any chunk of it and be entirely successful in running an org or a field practice. Shucks, I had no shadow of what we have now below IV when I was running a howling success of a practice in Hollywood. I didn't even have a name, was indeed anonymous. So I know it isn't quantity of knowledge or even fame that makes success. *It's using AND PLUGGING* what you've got. You sell what you can do. And as that's more, in Dianetics and Scientology, than anyone else could ever do, you can't help but succeed.

It isn't using a lot of things indifferently that counts. It's using something you know well very well indeed.

And it isn't putting people's attention on 40 dozen targets that gets them to be trained or processed, it's getting their attention on one thing that can become *real* to them *soon*.

So any reason beyond pure admin goofs that anybody in the field or an org would do poorly lies in just two things:

1. Not doing one technical thing well and
2. Not keeping people's attention directed at it *and nothing else*.

When an auditor knows seventy processes indifferently he knows none.

When one directs people's attention at 40 dozen targets one disperses them and they don't want training or processing as they *don't know what to have*, since they can't tell what's there.

You have to be skilled on one process at least and know all about it before you can do two. If anyone were to make a good study of 8C and do it well, and do nothing else for any case, a high percentage of pc wins would occur.

If one told his pcs or public that "the reason they were unable to cope was that they were flinching from their environment" and then did only 8C one would get a heavy flow of traffic. By pounding the same drum and doing the same thing one is finally heard. There's an old rule "What I tell you three times is true." If people don't hear the same thing being said at least three times, they believe it is impermanent.

One can easily become possessed of an urge for "newness". That way one need not finish any action cycles or go through the same motions twice. But this is actually a deadly disease, the disease of "the latest". It is non-duplication extremism. When one does only the latest one never gets a chance to understand or become skilled in anything.

So we suffer, where we do, in orgs and field by a failure to master one action and centre people's attention upon it as a desirable result.

So if we can get this one point well agreed upon and utilized we will be able to:

1. Master a beneficial skill in Scientology and
2. Centre people's attention on one definite result.

Now, of course, I am talking from strength since Level VI is as wrapped up as a Christmas present. All the patterns and ways to run and the discipline of auditing it are all there. Pcs here change before your very eyes. Man G, Man K. Girl G on Monday becomes super girl K on Friday. The drawbacks of this Level are:

1. The ardours of training even a skilled auditor up to it
2. The vast quantity of material to be run
3. The dazzling aspect of it, often too great for belief until one experiences it, and
4. The impatience of people to attain it before they're ready for it.

It will take 2 or 3 years before orgs can deliver it routinely. Meanwhile their public is all distracted by it. And in the very grasp of success the hamburger vanishes from view for the Central Org and the field auditor, "Beside the fountain's brink they die of thirst."

Two things must be done:

1. Close the delivery gap *fast*. Get auditors to Saint Hill and get them trained. (Your best, please, not those that can be spared. For the poor ones can't reach the bottom rung in under a year of *below VI* training, so it's uneconomical not to send the whizzes.)
2. Brighten up a skill that *can* be locally done on purely local training, and
3. Centre the public's interest on a target that can be locally delivered.

This is the proposed programme, then, just 1, 2 and 3 above.

It would be an error to pound "OT the only target" into people's skulls. Announce it with a hurrah, yes. But *pound* in another shorter target they already have and can attain reality on.

Now fortunately for the org and field auditor there is a vital preparation necessary for Level VI. It is a real, true technical preparation.

**EVEN WHEN YOU ARE DELIVERING R6 TO THE PUBLIC ROUTINELY YOU WILL BE RUNNING PCs ON THIS FIRST FOR HUNDREDS AND HUNDREDS OF HOURS.**

You had better learn to profit by it.

The preparation is this:

Those preclears who are insufficiently *Cause* in their daily lives cannot as-is the bank. You could throw them in to GPMs but nothing would happen to the GPMs—only to the pc.

We have a true tiger by the tail. Take Man X off Times Square, pitch him into GPMs and he wouldn't go OT, he'd go rheumatic. Why? He can't as-is the significances and masses.

This will be found exclamationarily true of some 99 percent of the pcs.

Auditors are different. They can confront more. But nine out of twenty-five auditors break a leg over commas in GPMs when they are pc-ing. One sneeze and the



meter locks up. One error in sequence and it's a ten auditing hour battle to find and get the charge off that error.

In carefully studying this I found there were pcs Type A and Type B. Type A runs easily even across errors. Type B packs up the meter on a cough. NINETY-NINE PERCENT OF YOUR PRECLEARS ARE OR WERE ORIGINALLY TYPE B.

There are special differences in these two types.

Type A: Has few personal problems. Even when they occur isn't upset by them. Handles life easily. Is energetic generally and able to work efficiently at things. Takes setbacks optimistically. Feels good most of the time.

Type B: Is deluged with personal problems. Can't see any way out. Gets upset easily or is just in plain apathy and is never upset because things aren't real anyway (like a boulder wouldn't get upset). Has a hard time in life. Is generally tired and can't work very long at anything. Takes setbacks emotionally or just collapses. Feels ill most of the time.

Those are two types of people. There are of course shades of grey in between.

If you were to take a Type B and throw him or her to the GPMs you'd *not get anything as-ised*.

What is the basic difference, then, between these two types of condition? It isn't native or inherent. It can change.

If you tire a Type A out you can make him or her *behave* on GPMs like a Type B. If you audit a Type A with the Auditor's Code clauses of food and rest wildly disobeyed, you would be auditing, suddenly, a Type B pc. The Type A will spring back faster of course but still he or she during that period will have a packed up meter.

You could also inexpertly audit a Type A on wrong goals or sequences and get a Type B pc reaction.

A difference between these two types of people is that one is more rested (Type A) and one is tired (Type B). You can see this at any level of processing. It registers in the amount of TA you get or don't get. A chronically tired pc who is not eating won't get TA for there's no as-is of locks. That's why the Auditor's Code has those clauses in it. *Make your pc rest and eat* and keep him or her out of a tiring environment and you'll get a *lot* more TA. If a pc gets *no* TA, just make him or her eat and sleep and leave the world alone for a bit and bang—TA!

But it isn't only physical weariness. The other, main factor we're interested in is why they're also tired.

A Type B *can't be Cause!*

Life flows in, in, in. The pc can't flow out. Here is the pc who can only *receive* auditing. Never give any. Here is the pc who has to be HELPED but never really helps. Here is the pc who has motivators but *never* any overts.

Now, you see?

It takes those lower grades to raise the pc's Cause Level so that the pc, on reaching Grade VI *can* as-is the bank. ONLY CAREFUL LOWER LEVEL AUDITING CAN MAKE A TYPE B PC INTO A TYPE A!

We are running into this problem at Saint Hill now. Even an occasional auditor, arriving here, is found to be below Cause. They can't as-is. Also they can't put an examination answer back on the sheet. So they are here for quite a while and all that time we now work on raising their Cause Level so they can:

1. Use what they learn (that takes outflow)
2. As-is their PTPs (that takes the ability to be Cause)
3. Get up to Level VI materials without fainting at the sight of them and

4. As-is GPMs.

That's the fight of the Supervisors at Saint Hill. Well, it's also our fight all over the world.

The state of high Cause is also *Keyed Out Clear*.

So your programme is to:

1. Become very skilled with and successfully use processes which lead toward Keyed Out Clear and
2. Centre the attention of your public on "A Keyed Out can be Cause". Get trained. Be Cause. And in small type "You have to attain a high Cause Level before you can even begin to think about OT processing."

*That puts* their feet on the bottom rung of OT. And so help me how true, *it's* the only way they'll ever make that bottom rung!

From time to time I will give you more concise data on old materials which bring this beneficial condition about. This one we have done well, can do and will do—to increase Cause in a person.

Suffice to say that 8C, and O/W in particular run alternately:

"In this lifetime, what have you done?"

"In this lifetime, what haven't you said?"

or just *Itsa* on *any* action (not just bad actions) will start your pc up toward that bottom rung.

*Only realization of actions done will key out a GPM.* That's worth a million words. Suffice it in that sentence. Not evil actions. Not confessions. Not just social unwillingness to let one's deeds be known. *Any* action. *Any* not speaking.

And a person's Cause Level will rise. Their psychosomatics key out (for what is a psychosomatic but an inability to hold life off?). They feel better. They begin to live. Their needles get floppy.

*This is* destimulative auditing.

If you learn it well and do it well, your pc will thrive.

If you centre your public's attention on becoming cause you will have bodies in the shop.

And that's the *approach* to the bridge. Without that approach they don't make it *at all*.

So you're in business. And it isn't a business you'll cease to be in just because you can "do R6 on a pc". You'll only make the mistake once and take the pc back to exactly what I'm describing in this HCO Bulletin. So learn to do this well. We'll be doing it for a long time. And doing it right now can save your practice or org.

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L. RON HUBBARD

[On 30 June 1964 another HCO B was issued titled *Field Auditor Targets* which had the same text as this HCO B, except for the following: The distribution was only to "Franchise"; instead of the seven lines after "Two things must be done:" on the second page of this issue, it said, "1. Close the delivery gap *fast*. Get to Saint Hill and get trained. 2. Brighten up a skill that you can do with your current training and centre the public's interest on a target that you can deliver now on the lower levels. This is the proposed programme, then, just 1 and 2 above." Also, the word "Org(s)" was omitted or replaced by the word "Field" throughout.]

HCO BULLETIN OF 7 JULY 1964

Remimeo  
Franchise  
Sthil Students

*SCIENTOLOGY III & IV*

**JUSTIFICATIONS**

The reasons overts are overts to people is JUSTIFICATIONS.

If you ask a pc what overt he has committed, and then ask him why it wasn't an overt, you will find that it wasn't an overt and therefore didn't relieve as an answer because it was all justified.

One of the powerful new overt processes (as given by me on recent tapes) is:

1. In this lifetime what overt have you committed?
2. How have you justified it?

2. is run flat until the overt given in 1. is knocked out. Then a new overt is found and 2. is done thoroughly and repetitively on it.

This is not a new form of process but these are very new commands.

Note it is *not* an alternate command. Note that a cycle of action is completed with question 2. or 1. before you leave off processing this particular overt. Only when you have all the justifications and cognitions possible on 1. do you ask for a new overt from the pc.

This cracks the general irresponsibility the auditor is met with in trying to get O/W to benefit the irresponsible case.

“In this lifetime” is added because the pc who can't face his overts not only justifies them but goes way back into his past lives to find overts instead of getting off the simple this lifetime ones.

This is not the same process as plain “What have you done?” in which any action done by the pc is accepted as the answer.

However in simple general O/W you will find the pc is *not* answering the auditing question but is answering “What have I done that caused my trouble?” The pc is running “What action that I have done explains what has happened to me?”

Therefore running justifications off is a further south process than any earlier version of O/W and is very effective in raising the Cause Level of the pc.

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HCO BULLETIN OF 8 JULY 1964

Remimeo  
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Sthil Students

*SCIENTOLOGY III & IV*

**MORE JUSTIFICATIONS**

The following list of Scientology Justifications was compiled by Phyll Stevens and several other Course Students and is issued to show how one can get around getting off an overt and stay sick from it.

L. RON HUBBARD

**SOME FAMOUS JUSTIFICATIONS**

*It wasn't really an overt because .....*

It wasn't me it was just my bank  
You can't hurt a thetan  
He was asking for a motivator  
He's got overts on me  
I've got a service fac on that  
His overts are bigger than mine  
My intentions were good  
He's a victim anyway  
I had by-passed charge  
I was just being self-determined  
I've come up to being overt  
It's better than suppressing  
I'll straighten it out next lifetime  
He must have done something to deserve it  
He was dragging it in  
I was in an ARC break  
He needed a lesson  
He'll have another lifetime anyway  
It's only a consideration anyhow  
It's not against my moral code  
Codes are only considerations  
They couldn't have it  
They weren't willing to experience it  
I don't see why I have to be the only one to take responsibility  
It's about time I was overt  
They are only wogs anyhow  
They are so way out they wouldn't realize it  
He's such a victim already, one more motivator won't make any difference  
They just can't have 8-C  
I can't help it if he reacts  
He's too critical  
He must have missed W/Hs  
Why should I limit my causativeness just because others can't take it  
It was my duty to tell the truth  
He must have postulated it first  
He never would have cognited if I hadn't told him  
I'll run it out later  
He'll be getting more auditing

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HCO BULLETIN OF 10 JULY 1964

Remimeo  
Sthil Students  
Franchise

**OVERTS—ORDER OF EFFECTIVENESS IN PROCESSING**

*(STAR RATED except for Forbidden Words List)*

It will be found in processing the various case levels that running overts is very effective in raising the cause level of a pc.

The scale, on actual tests of running various levels of pc response, is seen to go something like this:

I ITSA — Letting a pc discuss his or her guilt feelings about self with little or no auditor direction.

I ITSA — Letting a pc discuss his or her guilt feelings about others, with little or no auditor direction.

II REPETITIVE O/W — Using merely “In this lifetime what have you done?”  
“What haven’t you done?” Alternate.

III ASSESSMENT BY LIST — Using existing or specially prepared lists of possible overts, cleaning the meter each time it reads on a question and using the question only so long as it reads.

IV JUSTIFICATIONS — Asking the pc what he or she has done and then using that one instance (if applicable) finding out why “that” was *not* an overt.

Advice enters into this under the heading of instruction: “You’re upset about that person because you’ve done something to that person.”

Dynamics also permissively enter into this above Level I but the pc wanders around amongst them. In Level III one can also direct attention to the various dynamics by first assessing them and then using or preparing a list for the dynamic found.

**RESPONSIBILITY**

There is no reason to expect any great pc responsibility for his or her own overts below Level IV and the auditor seeking to make the pc feel or take responsibility for overts is just pushing the pc down. The pc will resent being made feel guilty. Indeed the auditor may only achieve that, not case gain. And the pc will ARC break.

At Level IV one begins on this subject of responsibility but again it is indirectly the target. There is no need now to run Responsibility in doing O/Ws.

The realization that one has *really* done something is a return of responsibility and this gain is best obtained only by indirect approach as in the above processes.

**ARC BREAKS**

The commonest cause of failure in running overt acts is “cleaning cleans” whether or not one is using a meter. The pc who really has more to tell doesn’t ARC Break when the Auditor continues to ask for one but may snarl and eventually give it up.

On the other hand leaving an overt touched on the case and calling it clean *will* cause a *future* ARC Break with the auditor.

“Have you told all?” prevents cleaning a clean. On the unmetered pc one can see the pc brighten up. On the meter you get a nice fall if it’s true that all is told.

“Have I not found out about something?” prevents leaving an overt undisclosed. On the unmetered pc the reaction is a sly flinch. On a metered pc it gives a read.

A pc’s *protest* against a question will also be visible in an unmetered pc in a reeling sort of exasperation which eventually becomes a howl of pure bafflement at why the auditor won’t accept the answer that that’s all. On a meter protest of a question falls on being asked for: “Is this question being protested?”

There is no real excuse for ARC Breaking a pc by

1. Demanding more than is there or
2. Leaving an overt undisclosed that will later make the pc upset with the auditor.

### FORBIDDEN WORDS

Do not use the following words in auditing commands. While they can be used in discussion or nomenclature, for various good reasons they should be avoided now in an auditing command:

Responsibility	(ies)
Justification	(s)
Withhold	(s)
Failed	(ures)
Difficulty	(ies)
Desire	(s)
Here	
There	
Compulsion	(s) (ively)
Obsession	(s) (ively)

No unusual restraint should be given these words. Just don’t frame a command that includes them. Use something else.

### WHY OVERTS WORK

Overts give the highest gain in raising cause level because they are the biggest reason why a person restrains himself and withholds self from action.

Man is basically good. But the reactive mind tends to force him into evil actions. These evil actions are instinctively regretted and the individual tries to refrain from doing *anything* at all. The “best” remedy, the individual thinks, is to withhold. “If I commit evil actions, then my best guarantee for not committing is to do *nothing* whatever.” Thus we have the “*lazy*”, inactive person.

Others who try to make an individual guilty for committing evil actions only increase this tendency to laziness.

Punishment is supposed to bring about inaction. And it does. In some unexpected ways.

However, there is also an inversion (a turn about) where the individual sinks *below* recognition of *any* action. The individual in such a state cannot conceive of *any* action and therefore cannot withhold action. And thus we have the criminal who can’t act really but can only re-act and is without any self direction. This is why punishment

does not cure criminality but in actual fact creates it; the individual is driven below withholding or any recognition of any action. A thief's hands stole the jewel, the thief was merely an innocent spectator to the action of his own hands. Criminals are very sick people physically.

So there is a level below withholding that an auditor should be alert to in some pcs, for these "have no withholds" and "have done nothing". All of which, seen through *their* eyes is true. They are merely saying "I cannot restrain myself" and "I have not willed myself to do what I have done."

The road out for such a case is the same as that for any other case. It is just longer. The processes for levels above hold also for such cases. But don't be anxious to see a *sudden* return of responsibility, for the first owned "done" that this person *knows* he or she has done may be "ate breakfast". Don't disdain such answers in Level II particularly. Rather, in such people, seek such answers.

There is another type of case in all this, just one more to end the list. This is the case who never runs O/W but "seeks the explanation of what I did that made it all happen to me".

This person easily goes into past lives for answers. Their reaction to a question about what they've done is to try to find out what they did that earned all those motivators. That, of course, isn't running the process and the auditor should be alert for it and stop it when it is happening.

This type of case goes into its extreme on guilt. It dreams up overts to explain why. After most big murders the police routinely have a dozen or two people come around and confess. You see, if they had done the murder, this would explain why they feel guilty. As a terror stomach is pretty awful grim to live with, one is apt to seek any explanation for it if it will only explain it.

On such cases the same approach as given works, but one should be *very* careful not to let the pc get off overts the pc didn't commit.

Such a pc (recognizable by the ease they dive into the extreme past) when being audited off a meter gets more and more frantic and wilder and wilder in overts reported. They should get calmer under processing, of course, but the false overts make them frantic and hectic in a session. On a meter one simply checks for "Have you told me anything beyond what really has occurred?" Or "Have you told me any untruths?"

The observation and meter guides given in this section are used during a session when they apply but not systematically such as after every pc answer. These observations and meter guides are used always at the end of every session on the pcs to whom they apply.

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[This HCO B was reissued on 5 December 1974, as Integrity Processing Series 6R, which was canceled by HCO B 9 December 1974, *Effectiveness of Overts in Processing*, Integrity Processing Series 6RA. HCO B 9 December 1974 was taken from HCO B 10 July 1964 which remains as originally issued.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
9 July 1964

\*\* 6407C09 SHSBC-28 Studying—Data Assimilation; also issued as ST-2

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HCO BULLETIN OF 12 JULY 1964

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*SCIENTOLOGY I to IV*

**MORE ON O/Ws**

The Itsa processes for O/W are almost unlimited.

There is, however, the distinct *must not* at Level I, as at upper Levels, **DON'T RUN A PROCESS THAT MAKES THE PC FEEL ACCUSED.**

A pc *will* feel accused if he is run above his or her level. And remember that temporary sags in level can occur such as during ARC Breaks with the auditor or life.

A process can be accusative because it is worded too strongly. It can be accusative to the pc because the pc feels guilty or defensive anyway.

At Level I proper O/W processes can take up the troubles that are described as peculiar to some pcs without getting too personal about it.

Here are some varied Level I Processes:

“Tell me some things you think you should not have done.”

“Tell me what you’ve done that got you into trouble.”

“What wouldn’t you do over again?”

“What are some things a person shouldn’t say?”

“What gets a person into trouble?”

“What have you done that you regret?”

“What have you said you wish you hadn’t?”

“What have you advised others to do?”

There are many more.

These at Level II all convert to repetitive processes.

At Level III such processes convert to lists.

At Level IV such processes convert to how they weren’t overts or weren’t really done or justifications of one kind or another.

Care should be taken not to heavily run an out-of-ARC type process. This is the command which asks for out-of-Affinity moments, out-of-Reality moments and out-of-Communication incidents.



All *after* charge is based on prior ARC. Therefore for a withhold to exist there must have been communication earlier. ARC incidents are basic on all chains. Out of ARC are later on the chain. One has to get a basic to blow a chain. Otherwise one gets recurring answers. (Pc brings up same incident over and over as you don't have the basic on the chain.)

You can alternate an ARC command with an out-of-ARC command. "What have you done?" (means one had to reach for and contact) can be alternated with "What haven't you done?" (means not reached for and not contacted).

But if one runs the out-of-ARC (not reached for and not contacted) process *only* the pc will soon bog.

On the other hand an ARC process runs on and on with no bad side effects, i.e. "What have you done?"

"What *bad* thing have you done?" is a mixture of ARC and out-of-ARC. *Done* reached and contacted. *Bad* wished one hadn't.

So solely accusative commands upset the pc not because of social status or insult but because a pc, particularly at lower levels of case, wishes so hard he hadn't done it that a real bad done is really a withhold and the pc not only withholds it from the auditor but himself as well.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
14—15 July 1964

** 6407C14	SHSBC-29	Track and Bank Anatomy
** 6407C15	SHSBC-30	Organizational Operation

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HCO BULLETIN OF 24 JULY AD14

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*SCIENTOLOGY III & IV*

**TA COUNTERS, USE OF**

With the advent of the TONE ARM COUNTER new problems arise in Auditing and Auditing supervision.

Without an adequate written record of time and "TA" (by which is meant the total number of divisions down a tone arm has moved accurately in a unit of time such as 20 minutes or a 21/2 hr session) one does not know whether or not a process was flattened. A process is considered "flat" when it produces no more than .25 div of TA in 20 minutes. The auditor can't recheck the last 20 minutes because he has no time noted and no Tone Arm notations. Therefore he or she audits by guess and leaves process cycles of action on the case either unflat or overflattened. This alone is enough to upset pcs.

Further, when two processes have been run in a session and only a counter was used, an auditing supervisor has no idea at all of whether one was flattened before the other was begun.

Also "TA" for a session can be a gross error by reason of poor handling of the Tone Arm. If an auditor fails to set the Tone Arm accurately each time the needle moves from "set" on the dial, *less* TA is shown for the session.

If the auditor habitually overworks the Tone Arm, setting it further than it should have gone to bring the needle to "set", either up or down, then the TA Counter will show far more TA for the session than really happened.

The way to handle this dilemma is to use the TA Counter only for a rough estimate of TA for a session (or process) and to continue to record Tone Arm action at Levels III and IV. (One is too busy at Levels V and VI and by that time should be able to rely on the counter as TA in such sessions is very large.)

The Tone Arm is *never* touched during sneezing, body motion, etc, and no recording is made. But if the TA blew down because of it, the fact is noted in the worksheet column and the new reading entered.

All meter auditing below Level V should be recorded by Time and Tone Arm position.

To so record TA it is not necessary to use several pounds of Auditor's Report forms. One uses one Auditor's Report form to report on the session and similar sized rough work sheets to record Time, TA position and what is going on. These rough work sheets are divided into two or three vertical columns with a ball-point pen and each one of these is split in half vertically. In the first column enter time, in the second enter TA notes of where the Tone Arm is at that time. Take Tone Arm readings only with the needle at "set". If something noteworthy occurs write it across these two columns, using the spaces of Time and TA position for a brief note and below it going on with the Time and TA position notes.

One writes down the TA position with the time it happened only when the Tone Arm needs to be moved to bring the needle back to "set". A needle that moves but comes back at once (within 1 or 2 seconds) to "set" is not recorded. Point One (.1) division changes are not recorded as too minute.

One fills up these three double columns, turns over the sheet and does the same on the back.

Printed Auditor's Reports are *never* used as work sheets. They give the details of the beginning of the session, condition of pc, what's intended, the wording of the process, etc. Then one goes to work sheets and only returns to the Auditor's Report, which is half empty, to complete the session and end it off with pc goals and gains and all that. The TA Counter is then read and written on the report.

This is all so written that one can see the whole session at a glance, including TA total, just by looking at the one side of the Auditor's Report form. On that one side the session begins, ends, and by seeing how the pc *was* at start and is at the end, and the TA Counter read, what was done and the success or failure of the session is grasped at a glance.

In trying to analyze the session and help the pc more, one inspects the *work sheets*.

When the session is completed, the work sheets are put in proper sequence (sequence quite visible because of the time notations), the Auditor's Report is put face up on top and the lot are all stapled together by the left-hand corner. If an ordinary stapler won't do it easily for a 2<sup>1</sup>/<sub>2</sub> hr session, far too many notations are being made, for no III or IV pc is *that* active.

Faults of Tone Arm handling (over or under setting of it by the auditor) show up, process flattening can be traced, changes of process can be seen and the auditor or the auditing supervisor can find out what really happened.

I myself wouldn't know how to guide the next session at Levels III and IV if I didn't have a record of TA of the last session to inspect, whether the session were mine or another's. Such delicate judgements as "was the TA just working into the process" or "was the processing dying down" or "was it being overflattened" just can't be answered by the auditor himself, much less an auditing supervisor if no Time-TA record exists.

Also, don't take a Tone Arm reading "every 2 minutes" or "every minute". That's poor because such timed readings tell nothing. When the TA has to be moved more than .1 divisions to keep the needle at set, one notes Time and the new Tone Arm reading. That's the only answer to how often one reads and notes TA action.

Changes of process are noted across both Time and Tone Arm columns but also at session ending noted on the Auditor's Report. One doesn't often change processes and only when the old one has (1) had time to get the TA worked *into* it (2) had the TA worked out of it and (3) the old one produces only .25 divisions of TA action in a consecutive 20 minutes of auditing.

The Tone Arm Counter is a must or one spends ages adding up his session TA when he needs lunch or a break. But it jolly well never can supplant a work sheet. Automation can only go so far. Tone Arm Counters can't think. The Auditors I train can.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
28—30 July 1964

- |            |          |  |
|------------|----------|--|
| ** 6407C28 | SHSBC-31 | Campaign to Handle Psychosomatic Ills    |
| ** 6407C30 | SHSBC-32 | Psychosomatic—Its Meaning in Scientology |

HCO BULLETIN OF 29 JULY 1964

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*SCIENTOLOGY I to IV*

**GOOD INDICATORS AT LOWER LEVELS**

The following list of good indicators was compiled from my lecture tapes by John Galusha. An additional three are added at the end.

*Lower Level Good Indicators.*

1. Pc cheerful or getting more cheerful.
2. Pc cogniting.
3. Fundamental rightnesses of pcs asserting themselves.
4. Pc giving things to auditor briefly and accurately.
5. Pc finding things rapidly.
6. Meter reading properly.
7. What's being done giving proper meter response.
8. What's being found giving proper meter response.
9. Pc running rapidly and flattening by TA or cognitions.
10. Pc giving auditor information easily.
11. Needle cleanly swinging about.
12. Pc running easily and if pc encounters somatics they are discharging.
13. Tone Arm goes down when pc hits a cognition.
14. Further TA blowdown as pc continues to talk about something.
15. Expected meter behaviour and nothing unexpected in meter behaviour.
16. Pc gets warm and stays warm in auditing or gets hot and unheats while in auditing.
17. Pc has occasional somatics of brief duration.
18. Tone Arm operating in the range 2.25 to 3.5.
19. Good TA action on spotting things.
20. Meter reading well on what pc and auditor think is wrong.
21. Pc not much troubled with PTPs and they are easily handled when they occur.
22. Pc stays certain of the auditing solution.
23. Pc happy and satisfied with auditor regardless of what auditor is doing.
24. Pc not protesting auditor's actions.
25. Pc looking better by reason of auditing.
26. Pc feeling more energetic.
27. Pc without pains, aches or illnesses developing during auditing. Does not mean pc shouldn't have somatics. Means pc shouldn't get sick.
28. Pc wanting more auditing.
29. Pc confident and getting more confident.
30. Pc's Itsa free but only covers subject.
31. Auditor easily seeing how it was or is on pc's case by reason of pc's explanations.
32. Pc's ability to Itsa and confront improving.
33. Pc's bank getting straightened out.
34. Pc comfortable in the auditing environment.
35. Pc appearing for auditing on his own volition.
36. Pc on time for session and willing and ready to be audited but without anxiety about it.
37. Pc's trouble in life progressively lessening.
38. Pc's attention becoming freer and more under pc's control.
39. Pc getting more interested in data and technology of Scientology.
40. Pc's havingness in life and livingness improving.
41. Pc's environment becoming more easily handled.

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HCO BULLETIN OF 14 AUGUST AD14

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*SCIENTOLOGY TWO*

**PREPCHECK BUTTONS**

(Cancels previous issues)

The following order and number of Prepcheck Buttons should be used wherever “an 18 button Prepcheck” is recommended. Do not use the old order of buttons.

The full command is usually “(Time Limiter) (on subject) has anything been\_\_\_\_\_” or “Is there anything you have been\_\_\_\_\_” for some of them which don’t fit with “Has anything been\_\_\_\_\_”. The (on\_\_\_\_\_) may be omitted. The Time Limiter is seldom omitted as it leads the pc to Itsa the Whole Track. On an RRing goal found and used in R3SC the Time Limiter “In this Lifetime” can be used with good effect. All Service Fac questions or Prepchecks must have a Time Limiter.

In running R4 (R3M2), pc’s actual GPMs, the goal and RIs are Prepchecked without a Time Limiter as pc is on the whole track anyway. But in all lower levels of auditing, particularly when using a possible goal as a Service Fac, the Time Limiter, usually “In this Lifetime\_\_\_\_\_”, must be used or pc will become OverRestimulated.

In order to avoid most GPM words, for all uses the 18 Prepcheck Buttons now are:

SUPPRESSED  
CAREFUL OF  
DIDN’T REVEAL  
NOT-ISED  
SUGGESTED  
MISTAKE BEEN MADE  
PROTESTED  
ANXIOUS ABOUT  
DECIDED  
WITHDRAWN FROM  
REACHED  
IGNORED  
STATED  
HELPED  
ALTERED  
REVEALED  
ASSERTED  
AGREED (WITH)

**BIG MID RUDS**

It will be noted that the first 9 are the Big Mid Ruds used as “Since the last time I audited you has anything been\_\_\_\_\_?”

## A USEFUL TIP

To get the Meter clean on a list during nulling the list the easiest system is to show the pc the list and just ask "What happened?" This saves a lot of Mid Ruds.

## TWO USEFUL PAIRS

When trying to get an Item to read, the two buttons *Suppress* and *Not-Ised* are sometimes used as a pair.

To get a pc easier in session the buttons *Protested* and *Decided* are sometimes used as a pair.

## DIRTY NEEDLE

Mid Ruds (called because Middle of Session was the earliest use + Rudiments of a Session) are less employed today because of the discovery that all Dirty Needle phenomena is usually traced to the auditor having *cut* the *pc's* communication. To get rid of a Dirty Needle one usually need ask only, "Have I cut your Communication?" or do an ARC Break assessment if that doesn't work. A Dirty Needle (continuously agitated) always means the auditor has cut the pc's Itsa Line, no matter what else has happened.

Chronically comm chopping auditors always have pcs with Dirty Needles. Conversely, pcs with high Tone Arms have auditors who don't control the Itsa Line and let it over-stimulate the pc by getting into lists of problems or puzzlements; but a high Tone Arm also means a heavy Service Fac, whereas a Dirty Needle seldom requires Mid Ruds or Prepchecks. It just requires an auditor who doesn't cut the pc's Itsa Line.

## THE OLD ORDER OF PREPCHECK BUTTONS

The following buttons and order were the original buttons and may not be used, as they include GPM words which would make the pc uncomfortable in some cases if over-run.

SUPPRESSED  
INVALIDATED  
BEEN CAREFUL OF  
SUGGESTED  
WITHHELD  
PROTESTED  
HIDDEN  
REVEALED  
MISTAKE (BEEN MADE)  
ASSERTED  
CHANGED (OR ALTERED)  
DAMAGED  
WITHDRAWN (FROM)  
CREATED  
DESTROYED  
AGREED (WITH)  
IGNORED  
DECIDED

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**MODEL SESSION**  
**LEVELS III TO VI**

(Cancels previous issues)

**SESSION PRELIMINARIES**

All auditing sessions have the following preliminaries done in this order.

1. Seat the pc and adjust his or her chair.
2. Clear the Auditing room with “Is it all right to audit in this room?” (not metered).
3. Can squeeze “Put your hands in your lap.” “Squeeze the cans, please.” And note that pc registers, by the squeeze, on the meter, and note the level of the pc’s havingness. (Don’t run hav here.)
4. Put in R Factor by telling pc briefly what you are going to do in the session.

***START OF SESSION:***

5. “Is it all right with you if I begin this session now?”

“START OF SESSION.” (Tone 40)

“Has this session started for you?” If pc says, “No”, say again, “START OF SESSION. Now has this session started for you?” If pc says, “No”, say, “We will cover it in a moment.”

***RUDIMENTS:***

6. “What goals would you like to set for this session?”

Please note that Life or Livingness goals have been omitted, as they tend to remind the pc of present time difficulties and tend to take his attention out of the session.

7. At this point in the session there are actions which could be undertaken: the running of General O/W or the running of Mid Rudiments using “Since the last time I audited you”, or pull missed W/Hs as indicated. But if pc cheerful and needle smooth, just get down to work.

One would run General O/W if the pc was emotionally upset at the beginning of the session or if the session did not start for the pc, the latter being simply another indication of the pc’s being upset or ARC broken, but these symptoms must be present, as sometimes the session hasn’t started merely because of poor Tone 40 or because the pc had something he wanted to say before the auditor started the session.

***RUNNING O/W:***

“If it is all right with you, I am going to run a short, general process. The process is: ‘What have you done?’, ‘What have you not done?’ “ (Another process that could be used is: “What have you said?”, “What have you not said?” The process

is run very permissively until the needle looks smooth and the pc is no longer emotionally disturbed.)

“Where are you now on the time track?” “If it is all right with you, I will continue this process until you are close to present time and then end this process.” (After each command, ask, “When?”) “That was the last command. Is there anything you would care to ask or say before I end this process?” “End of process.”

### ***RUNNING THE MID RUDIMENTS:***

One would use the Middle Rudiments with, “Since the last time I audited you”, if the needle was rough and if the Tone Arm was in a higher position than it was at the end of the last session.

#### **ORDER OF BUTTONS**

Here is the correct wording and order of use for the big Mid Ruds.

“\_\_\_\_\_ has anything been suppressed?”

“\_\_\_\_\_ is there anything you have been careful of?”

“\_\_\_\_\_ is there anything you didn’t reveal?”

“\_\_\_\_\_ has anything been not-ised?”

“\_\_\_\_\_ has anything been suggested?”

“\_\_\_\_\_ has any mistake been made?”

“\_\_\_\_\_ has anything been protested?”

“\_\_\_\_\_ is there anything you have been anxious about?”

“\_\_\_\_\_ has anything been decided?”

In using the first three buttons (Suppressed, Careful of and Didn’t Reveal), the rudiment question should be asked directly of the pc off the meter (repetitive). When the pc has no more answers, check the question on the meter. If the question reads, stick with it on the meter like in Fast Rud checking until it is clean.

The last six buttons are cleaned directly on the meter as in Fast Ruds.

### ***PULLING MISSED WITHHOLDS:***

Use: “Since the last time you were audited has someone nearly found out something about you?”

### ***BODY OF SESSION:***

8. Now go into the body of the session.

### ***END BODY OF SESSION:***

9. “Is it all right with you if we end the body of the session now?” “Is there anything you would care to ask or say before I do?” “End of the body of the session.”

### ***SMOOTH OUT SESSION:***

10. Smooth out any roughness in the session if there has been any, favouring Suppress, Didn’t Reveal, Protest, Decide, Overts, Asserts, using prefix “In this session\_\_\_\_\_?”



## **GOALS & GAINS:**

11. “Have you made any of these goals for this session?” “Thank you for making these goals for this session” or “Thank you for making some of these goals for this session. I’m sorry you didn’t make all of them” or “I’m sorry you didn’t make these goals for this session.”

“Have you made any gains in this session that you would care to mention?”  
“Thank you for making these gains for this session,” or “I’m sorry you didn’t make any gains for this session.”

## **HAVINGNESS:**

12. (After adjusting the meter) “Put your hands in your lap.” “Please squeeze the cans.” (If the squeeze test was not all right, the Auditor would run the pc’s Havingness process until the can squeeze gives an adequate response.)

## **ENDING SESSION:**

13. “Is there anything you would care to ask or say before I end this session?”
14. “Is it all right with you if I end this session now?”
15. “END OF SESSION.” (Tone 40) “Has this session ended for you?” If the pc says, “No”, repeat “END OF SESSION.” If the session still has not ended, say, “You will be getting more auditing. END OF SESSION. Tell me I am no longer auditing you.”

Please note that Havingness is run after Goals and Gains as this tends to bring the pc more into present time and to take his attention to a degree out of the session.

Wording for the above follows the tradition of earlier model sessions.

Adhere severely to this session form. It is nearly an irreducible minimum and is very fast, but it is all necessary.

The Random Rudiment here is “What happened?”

Session Mid Ruds are simply “Protest, Assert and Decide”.

RI rudiments are “Suppress and Not-Ised”.

ARC Break handling is in accordance with HCO Bulletin of Mar. 14, 1963. Don’t continue a session until you find out why the ARC Break.

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## **SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

4—13 August 1964

** 6408C04	SHSBC-33	A Summary of Study; also issued as ST-3
** 6408C06	SHSBC-34	Study—Gradients and Nomenclature; also issued as ST-4
** 6408C11	SHSBC-35	Evaluation of Information; also issued as ST-5
** 6408C13	SHSBC-36	Study and Education; also issued as ST-6

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*SCIENTOLOGY I TO IV*

**CLAY TABLE WORK IN TRAINING AND PROCESSING**

Covered in this HCO Bulletin are:

1. The Construction of Clay Tables.
2. Clay Table use in Training.
3. Clay Table Definition Training.
4. Clay Table Use in the HGC.
5. Clay Table HEALING.
6. Clay Table IQ Processing.

**CLAY TABLE WORK IN TRAINING**

**THE ONLY REASON ANY STUDENT IS SLOW OR BLOWS LIES IN FAILURE TO UNDERSTAND THE WORDS USED IN HIS OR HER TRAINING.**

You will find that students at any level in any course will benefit greatly from Clay Table work on *definitions*.

The importance of this will become apparent as you study our new educational technology, now mainly to be found on the tapes of the few weeks before this date.

A Clay Table is any platform on which a student, standing or sitting, can work comfortably. In an Academy it may be 3 feet by 3 feet or 5 feet by 3 feet or any larger size. Smaller sizes are not useful. In the HGC it is about 2 1/2 feet by 4 feet.

The surface must be smooth. A table built of rough timber will serve but the top surface where the work is done should be oilcloth or linoleum. Otherwise the clay sticks to it and it cannot be cleaned and will soon lead to an inability to see clearly what is being done because it is stained with clay leavings.

In the Academy castors (wheels) can be put on the legs of both the clay table and the clay container where they will be moved a lot.

Several different colours of clay should be procured. The best source is a school supply house where educational supplies are sold. Artists' clay is not as good as the school type. (Ask for kindergarten clay.)

A receptacle, also of wood or metal and having a separate stand of its own of any type is also valuable. It should have subdivisions in it for the different coloured clays.

The amount of each colour is not important so long as there is at least a pound or two of each colour in a small class or an auditing room.

In the Academy colours are only used to make a student see the difference between one object and another and have no other significance as the objects in the mind are not uniformly coloured. While "ridges" are black, they can become white. Engrams may be a number of colours all in one engram, just as Technicolor is a coloured motion picture. However, some persons see engrams only in black and white. So the colour in the Academy is for instruction only, assisting to tell the difference between one object or another. (In the HGC it may be very significant to the pc, as covered later.)

The instructor works with the table before classes at times, so it is of benefit to have a table so arranged that it will tilt toward the class at about a 30° angle with the floor. This can be done as easily as putting the back legs of the table on temporary wooden blocks or as

complicatedly as using a large engineer's drawing table which tilts its whole top. If a table is to tilt, the lower edge during the tilt must have a one or two inch guard board to keep the covering or the clay from falling to the floor if it slips. It doesn't slip, usually, on a linoleum table surface but sometimes a bit is dropped and an instructor can more gracefully recover it if it hasn't rolled off on the floor. A loose linoleum top is also prevented from sliding off by a guard board.

Any part of the mind can be represented by a piece of clay or a white card. The mass parts are done by clay, the significance or thought parts by label.

A piece of clay and a label are usually *both* used for any part of the mind. A thin-edged ring of clay with a large hole in it is usually used to signify a pure significance .

The labels used by Instructors (but *not* by students) are done on white cards, inked with a heavy black inking means such as a china marking pencil or a "GemMarker" where a metal cylinder holds ink and the point is made of felt. The inked label is mounted on a small stick two to four inches long of the kind used by nurses for swabs or metal ones used to hold meat together. Scotch tape or Sellotape will bind a label to a stick.

*Everything is* labelled that is made on the clay table, no matter how crude the label is. Students usually do labels with scraps of paper written on with a ball-point. An Instructor would use the fancier kind so that these would easily be visible to others.

The main clay table and its clay container is set up in the lecture room of a course in such a way so that it can be moved up in front of a class, or over in the corner out of the way, or to an area in the room where two or three students can gather around it or work. More than one clay table must be made for large classes but the additional tables need not tilt. In the HGC a clay table is narrower and longer and one is placed in each auditing room. Any HGC clay table can be used to train staff auditors. The clay tables in auditing rooms are used for processing. In the HGC there is not just one table for everyone's use. There is one in each auditing room.

#### USE ON COURSES

*Any part of the mind or any term in Scientology can be demonstrated on a Clay Table.*

This is an important point to grasp. The use of the table is not just for a few terms. It can be used for all definitions.

The ingenuity of the instructor or the student *and* their understanding of the terms being demonstrated are the only limits on a Clay Table.

Simplicity is the keynote. Nothing is too insignificant or unimportant to demonstrate on a clay table. The first mistake is to believe that only R6, for which the lower grade student is *not* ready, can be demonstrated on a clay table.

*Anything* can be so demonstrated if you work at it. And just by working on *how* to demonstrate it or make it into clay and labels brings about renewed understanding.

In the phrase "how do I represent it in clay" is contained the secret of the teaching. If one can represent it in clay one understands it. If one can't, one really doesn't understand what it is. So clay and labels work only if the term or things are truly understood. And working them out in clay brings about an understanding of them.

Therefore one can predict that the clay table will be most used in a practice or organization which understands the most and will be least used in an organization that understands the least (and is least successful).

Let us look over the level of simplicity of the terms to be used in a course of instruction.

Let us take BODY. All right, make a few lumps and call it a body and put a sign on it "BODY".

Now that doesn't seem to be much to do. But it is a lot to do to forward understanding.

Let us make a yellow ring of clay beside the body or on it or in it and label it "A Thetan".

We can thereupon see the relationship between the two most used terms in Scientology, "Body" and "Thetan". And cognitions will result. The student's attention is brought right to the room and the subject.

Getting the student to do this by himself, even when he's seen it done by the Instructor, produces a new result. Getting the student to do it 25 times with his own hands almost exteriorizes him. Getting the student to contrive how it can be done *better* in clay or how many ways it can be done in clay drives home the whole idea of the *location* of the thetan in the body.

*ART* is no object in clay table work. The forms are crude.

Take a large lump of clay of any colour, and cover up both "thetan" and "body" with it and you have MIND.

Take every part of the mind and make it in clay by making a thetan, making a body and making one or more parts of the mind (Machine, facsimile, ridge, engram, lock, what have you—all Scientology terms) and get the student to explain what it is and we begin to clarify what we're about.

Get a student to make a Present Time Problem. Make him put in all its parts represented in clay (boss, mother, self) and have each one done with a body, a thetan and a mind and some rather remarkable insights begin to occur.

The quantity of things that can be made has no limit.

The principal thing is to GET EVERY SCIENTOLOGY TERM MADE IN CLAY AND LABELS by the individual student.

You will see a new era dawn in training. You will see Academy blows vanish and time on course cut to one fifth in many instances. These are desirable attainments in any course so Clay Table work is serious Academy business.

Ingenuity and understanding are the only limits on the use of the clay table and the attainment of excellent results with it.

#### CLAY TABLE WORK IN PROCESSING

The Clay Table presents us with a new series of processes.

The preclear is made to make in clay and labels whatever he or she is currently worried about or hasn't understood in life.

Scientology terms such as the Present Time Problem can also be graphed but this is a specialized (if very beneficial) use.

But the essence of CLAY TABLE PROCESSING is to get the *pc* to work it out.

In training you mostly tell the student.

In auditing the *pc* tells the auditor.

This is still true in clay table processing.

#### CLAY TABLE HEALING

The preclear shows the auditor the objects and significances of his difficulty.

Example: *Pc* has a continual pain in the right leg. A perfectly ordinary clay table and clay container as above are used but the table is narrower and longer than a training clay table. The auditor seats the *pc* on one side of the table and the auditor sits on the other side. There is no meter between them. The auditor report is kept on a side table or the auditing table nearby *not* on the clay table. The container is handy to the *pc* and contains several

colours of clay. The pc under the auditor's direction *but with no coaching as to how* then makes the leg of any colour the pc chooses and a label "my right leg" and puts it on the clay leg. This done, the auditor asks the pc to say what should go near the leg. The pc then makes it crudely and rapidly in clay (again of any colour the pc chooses) and makes a label for it and puts it on the new object. The auditor wants to know what else should be near the leg. The pc says what and makes it in clay and labels it. Usually the pc chooses colours which are significant to him or her but which in fact need have no significance to the auditor.

Under the auditor's brief questioning or voluntarily the pc tells the auditor all about each and every object he or she makes as it is made and labelled.

The full auditing comm cycle is observed but the auditor acknowledges more often than he or she commands.

The representation in mass and label form *and* the pc's explanation of each mass and label as made constitute the valuable actions. The pc can put aside or re-use the clay of objects already made, but not the leg, which must remain.

If this is done well, and completely, the pc's right leg will alter in condition.

You could assign several words to this activity to explain it. You could call it "symbolism" or "healing by projection of one's troubles into mass". You could call it "remedy by duplication". But you really don't have to explain it with a new term, because it works. This type of healing is very old. In fact it is the first recorded effective healing recorded in the dawn of man. But when we add to it what we really know of the mind, when we add to it the auditing comm cycle, when we use it with the pc telling the auditor, not the practitioner telling the pc, we move into zones of healing never dreamed of before.

This is in fact one of the new healing processes I have been promising levels I to IV. Its name is CLAY TABLE HEALING.

The pc's havingness stays up while the significance comes off, which is a chief value.

## INTELLIGENCE

IQ (intelligence quotient or the relative brightness of the individual) can be rocketed out of sight with HGC use of a clay table.

### CLAY TABLE IQ PROCESSING

This is another process than Clay Table Healing. Don't mix them.

This is done with the following steps:

1. Find out where the pc is trying to get brighter. It won't do any good to try to make the pc brighter in fields or zones of knowledge where the pc doesn't know he or she is stupid. So it is of great interest to find out where the pc is trying to become smarter and then using only that subject. If you as the auditor select the zone, it has been inferred that the pc is stupid in the area the auditor chooses and usually you get an ARC Break even if it doesn't show in the session. So choose a zone of knowledge where the pc is striving to become *more informed* and the process works.
2. Trace back (with no meter) what *word* or term the pc failed to grasp in the subject chosen in 1. above. Trace one word, early in that training that the pc didn't understand. (Never ask for the *first* word—merely an early one.)
3. Get the pc to make up the mass represented by the word in clay and any related masses. Get them all labelled and explained.
4. Repeat 2 and 3, (but not Step 1 until Step 1 is flat).

The process for any one subject can be considered flat when the pc is alert and interested in the subject of 1. It may take several sessions to flatten Step 1.

Once one subject has been straightened up and pc is bright about it we get Step 5 which consists of doing 1, 2 and 3 again, rather than just 2 and 3. But flatten Step I before finding a new subject or the pc will be just as confused as ever.

Clay Table IQ Processing is a clay table version of one of the new educational processes. If the clay table version is used don't use the other Itsa or Meter versions. If the other Itsa or Meter versions are used, don't use the clay table version. This is called, for purposes of reference, Clay Table IQ Processing. That is different than Clay Table Definition *Training*. And it is different than Meter Definition Processing. And different also from Coffee Shop Definition Processing. All these are different activities and the others named will be issued in due course. Suffice at this time to cover Clay Table Definition Processing. It is fantastic in producing results and in raising IQ.

In all clay table processing the pc handles the mass. The auditor does not suggest subjects or colours or forms. The auditor just finds out what should be made and tells the pc to do it in clay and labels. And keeps calling for related objects to be done in clay ("Do it in clay," is the phrase. Avoid using "Make it," because it's a GPM word.)

A good clay table auditor takes it very easy, is very interested, acknowledges when it is expected, is very sure to understand what it is and why, and lets the pc do the work.

It is particularly important that the auditor grasp what the clay objects are and what the label means. An auditor tends to blow or become critical of the pc when the auditor glosses over his own understanding of what the pc is making and why. So when the auditor understands perfectly he or she simply acknowledges and when the auditor *doesn't* understand completely, he or she asks and asks until he or she *does* understand. The auditor *never* asks a question "so the pc understands" when the auditor already does, as this makes a false ARC in the session.

#### HANDLING CLAY

Clay is messy. Until we find or unless we find a totally non-oily clay, precautions must be taken to keep students and particularly pcs clean, and if not clean, cleaned up afterwards.

Clay can get on E-Meter cans and insulate them from the hands. Clay can get on clothes and papers and walls and doors in a most alarming way.

Therefore, students and pcs using it can provide smocks for themselves and the instructor and auditor can provide liberal quantities of cheap cleaning tissue and solvent.

Several cheap solvents work. The least odorous and easiest handled are best. Odorous solvents should be guarded against as Academies, HGCs and private practice rooms will soon begin to smell like cleaning shops or mortuaries. This can become serious in restimulating pcs. So use odourless solvents.

*And* provide baskets for used cleaning tissues. And empty them.

The clinging quality of clay and the odour of bad solvents could put an end to the great value of Clay Table work. So safeguard against this.

Good hunting.

L. RON HUBBARD

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[The sections entitled "Clay Table Work in Training" and "Use on Courses" have been reissued verbatim as HCO B 10 December 1970, Issue I, *Clay Table Work in Training*.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 AUGUST AD14

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*SCIENTOLOGY III TO IV*

(This HCO Bulletin is preceded by HCO Bulletin of August 17, AD14. The process covered in the present bulletin CLAY TABLE CLEARING was called "Clay Table IQ Processing" in the earlier HCO Bulletin.)

**CLAY TABLE WORK  
COVERING CLAY TABLE CLEARING IN DETAIL**

NOTE: CLAY TABLE CLEARING IS A RECOMMENDED HGC PROCESS AT LEVELS III & IV.

One of the most compelling urges below Level VI is the desire to achieve an incomplete purpose.

This will be found to be a remarkable dissemination factor.

Below Level VI one is striving to complete his or her goals. At Level VI, GPMs are run out. But before that can be achieved, one is thrust into the GPMs by the effort to accomplish.

Further, one does have wishes-to-do of his or her own having nothing to do with GPMs but only being blocked by them.

Usually someone wanted to attain an improvement when he or she came into Scientology. This wished-for improvement, until achieved, remains as a hidden standard (by which one judges whether or not he has improved). If the wish is attained, then one "knows Scientology works". If the wish is not attained, then one isn't sure Scientology works.

Wishes fall into two broad classes.

- I. Mental achievement.
- II. Physical achievements (including relief from illness).

The Clay Table Process most likely to give the preclear his wish to accomplish some purpose is CLAY TABLE CLEARING.

This is one of four Clay Table activities, the other three being Clay Table Definitions, Clay Table Healing, and Clay Table Track Analysis, the last being a training activity for Class VI.

One must differentiate amongst these four activities as they are not the same things.

Clay Table Definitions are done only in training and are not auditing. Clay Table Track Analysis is done in training for Level VI and again is not auditing.

The two Clay Table *auditing* activities are

- I. Clay Table Clearing, used to achieve the pc's rehabilitation and raised IQ in various fields, and

- II. Clay Table Healing, used to get rid of physical discomfort of psychosomatic origin.

The above pair are the *two* HGC uses of Clay Table as of this writing. One does not use Clay Table Definitions or Clay Table Track Analysis in auditing sessions.

### CLAY TABLE CLEARING

As one Scientology remedy for increased IQ and destimulation, Clay Table Clearing is audited by an auditor in a session. A meter may or may not be used depending on the training level of the auditor. But regardless of level, no metering is done during actual work on the Clay Table.

Where the auditing space is limited, the equipment used may be as meagre as a biscuit can full of clay and a two-foot square piece of linoleum to lay on the auditing table, the meter and auditor's report being taken off the table, and the auditor's report written on a clipboard in his or her lap during the auditing session. To end the session on the meter the linoleum is simply set aside and the meter put back on the table. More elaborate arrangements can be used as time and finance permit. But so long as one takes precautions not to get clay all over everything and everybody, the two-foot square lino scrap will suffice.

The entire effort by the auditor in a session of Clay Table Clearing is to help the pc regain confidence in being able to achieve things by removing the misunderstandings which have prevented that achievement.

To process only Scientology terms and call it Clay Table Clearing would be a gross error. The pc's upsets with the mind seldom began with Scientology. If the pc, in answering the auditor's questions, gets into Scientology terms, that is perfectly all right. But to sit down and concentrate on Scientology terms while calling it Clay Table Clearing would be an error for these two reasons:

1. Scientology terms are a training activity called Clay Table Definitions and
2. The pc did not become aberrated only after he or she got into Scientology.

Early on in an intensive one gets into Scientology terms now and then as these may be locks on an earlier misunderstanding with a similar subject.

Here is an example of this:

A psychologist has a terrible time understanding Dianetics and Scientology. In being run on Clay Table Clearing, the psychologist gives as his chief desire in life, gaining an ability to understand people. The first few terms chosen for Clay Table work may well be Scientology terms. *But* the auditor steers the pc back a bit, and lo! it was *psychology* the psychologist didn't understand. And the Clay Table work would then be concentrated on psychology terms or childhood misunderstandings about people until the pc felt he had *regained the ability* to understand people—or, as such a pc would look at it, had begun to understand them. Now, with the first desire chosen (to understand people) flat, the auditor would search for a new zone where the pc wished to become able.

So you see, the auditor is handling the chief urges of the pc in Clay Table Clearing. The auditor is not trying to teach the pc a thing.

We have for long spoken of:

- (a) "Ability regained"
- (b) "Make the able more able"
- (c) "Help the pc achieve his goals in life".



These, and other aims in processing, are strictly *processing* aims, they are not training activities.

The action is de-stimulation of those things which bar the pc's progress in life.

By handling broadly the pc's bafflement about life we:

1. Unleash his theta by de-stimulating confusions, and
2. We eventually *clear* the pc.

We are directly removing the "Held Down Fives" (see *Dianetics, Evolution of a Science*) and clearing the pc's ability to think, see and understand.

We do *not* remain long on Scientology terms if we get into them because of the evidence that the pc was *not* clear before he came into Scientology.

Further it is up to the pc to choose the zone to be explored. Just as you'd be in trouble setting goals for the pc, so you would be in trouble telling the pc what he wanted to do in life. He's had too much of that from others to also get it from his auditor.

In using Clay Table Clearing we do not go into physical ills. These are handled faster by other processes. If these physical ills were the reason the pc wants to be processed then

1. You should have the pc given a competent physical examination as there may be some simple remedy for his condition or some condition present that needs physical treatment, and
2. If you process the pc and want to do Clay Table work, then you should be running Clay Table Healing, not Clay Table Clearing.

If you start to run a pc on Clay Table Clearing, and discover the pc is being audited only to be cured of something, not to be mentally improved, you carry on to an early point where you can gracefully shift over and end off Clay Table Clearing and begin Clay Table Healing. (How to do Clay Table Healing will be covered more fully in a later bulletin.)

## THE STEPS OF CLAY TABLE CLEARING

**STEP ONE:** Find a subject or activity where the pc has desired to improve himself. This could be anything from athletics to "not to be frightened of goats". In essence this is a stated goal. The pc's auditor's reports, if he or she has been audited before, will be found to abound with these. Further examination will discover that one is repeated very often. One may take up these earlier session "life and livingness goals" *if* the pc still wants to and does not have one on hand in which he or she is more interested. The current interest of the pc is the safest point with which to start. One establishes this by simple discussion of what the pc wants to do in life. This step is as brief as "What are you trying to do in life?" One finds something the pc wants to achieve or do, whether it is happy or unhappy, beneficial or suicidal, and one uses this. Do *not* linger on Step One once this is done. Do not challenge or question it. The auditor's job here is to assist the pc to attain his goal and if it's "to commit suicide", that's what the auditor uses. The auditor uses *any* sincere life and livingness goal the pc expresses as what he wants to do. Only one word of warning--do not accept a sarcastic or critical goal. That means the pc has an ARC Break, a PTP, overts or withholds or is being audited under duress and the auditor must handle the attitude with the usual means. But it is also an error to challenge a purpose the pc really has just because it sounds crazy or anti-social.

**STEP TWO:** Having established the purpose, the auditor now establishes something about it the pc didn't understand. This will be some generalized idea usually. It will seldom be a word. It will be some idea expressed in several words or gestures.

However it is expressed by the pc, the auditor accepts this as what the pc has not understood about 1 above. It may take a while to sort out this concept or idea but when it is sorted out, that's it. Example: The pc has understood an afterlife in hell as a punishment for committing suicide. The question asked to get the pc to dredge up this idea would be something like, "What about suicide haven't you grasped?" assuming the pc's desire was to commit suicide. It's always "What about \_\_\_\_ (the purpose expressed in 1 above) haven't you \_\_\_\_ (grasped, dug, been clear about, etc)?" or even "What was there in \_\_\_\_ (purpose expressed in 1 above) that baffled you?" When the pc has one go on to 3. It is a mistake to get the pc to try to clarify it any further than his first statement of what it is, as that isn't accepting the pc's answer and you must always accept a pc's answer so long as it is an answer according to the pc. One gets the point of bafflement stated any old way by the pc and goes on to Step Three. It is a good idea to write the idea or concept the pc didn't understand on your work sheet.

**STEP THREE:** Get pc to reduce that idea to a single term. This may be one word or a composite word. This step may involve a lot of groping or discussion. It may go on for quite a while. The purpose of the auditor here is just the auditing question, gently but firmly and even insistently put, "Put that concept about (the idea found in 2) into one word." "Express that idea you had in a single term." Coax, bully, insist, plead, but finally get it done. It is this step that tests the auditor's comm cycle ability. For if the auditor has no control over the session, the pc will shift the idea in Step Two or try to discuss the whole subject of Step One. The pc will squirm, may try to beg off, may declare it's impossible. But the auditor recognizes this action of the pc as charge blowing off and presses on with the command, "Express the idea \_\_\_\_ (can be read off work sheet) in one word." Eventually the pc will deliver up one word. And *that's* one of the words in the original subject (as given in Step One) that the pc never understood and some of the reason why the pc has stayed confused about the subject (as given in Step One), with consequent aberration. You may not believe it at times while doing Step Three that the pc *can* do it. You may even be prone to agree it's impossible to do so. But if you do, you'll lose the session and may lose the pc. You *must* get the idea in Step Two expressed as a *word* in Step Three. *And* the pc must eventually be satisfied that the word he now gives does express the idea given in Step Two. The auditor must make sure of that. The question may be, "Are you satisfied that the word (give word pc has come up with) does express the idea (read the idea of Step Two off the work sheet)?" You'll easily see if the pc thinks it does or doesn't. Relief attends his realizing it does express the idea in Step Two. Vague confusion attends his feeling that the word he has given does *not* express the idea in Step Two. As this whole step borders on challenging a pc's answer, care must be taken not to really ARC Break the pc. He or she can be driven very close to the brink of an ARC Break and very possibly may be by the insistence on an answer. But the by-passed charge is the lost word and as soon as it comes up and is given to the auditor the pc becomes all smiles. If a session ARC Break occurs, use the List One ARC Break Assessment List or, if it's not a Grade III session, have a Class III auditor do the ARC Break Assessment. (You can see by this why Clay Table Clearing is really for HGCs or professionals.) The only major error the auditor can make in Step Three is to fail to get the pc to do the step and give a word for there is where the charge is on the word that represents the idea of Step Two. Sometimes Step Three is very easy. Often not. The greatest danger lies in an auditor going wishy-washy and letting the pc change the idea of Step Two, or just letting the session collapse into endless *Itsa*. In Step Three, as in Step Two, the auditor is there to get a job done and does it. Having gotten the word that represents the idea given in Step Two, the auditor goes on to Step Four. **CAUTION: DON'T LET PC CHOOSE A WORD THAT SOLVES STEP TWO.**

**STEP FOUR.** This is the true Clay Table Step. And one might say "this is where the fun begins". This is usually the longest step by far. The auditing command is, "Represent the word \_\_\_\_ (as given in Step Three) in clay." The auditor's purpose in Step Four is to (a) acknowledge the pc's ideas and comments and protests, (b) understand (by questions where the auditor doesn't really understand) what the pc is trying to do and (c), and chiefly (c), get the pc to represent the word's meaning in clay and (d) make sure the pc is completely satisfied he or she has represented the meaning of the word in clay. The command "Represent \_\_\_\_ (the word) in clay" may have to be repeated many, many times. If the command is executed the auditor must ask gently, "Are you satisfied

you have done it?" The pc may do it over and over, or protest how it can't be done and all that, but the auditor must get the pc to do it. The auditor may *never* suggest how it can be done, even when it is obvious. Truth is, it's always obvious how to do it *to the auditor*, but the auditor isn't aberrated on that point and the pc is. So the pc struggles until he or she really does represent the word in clay in a way that brings the dawn of comprehension, a lovely thing to see. Any word can be represented in clay. The auditor must realize that. Words that are confusing to the pc are harder for the pc to represent in clay. Again, the major mistake is to fail to get the pc to do it. Another gigantic error is to agree it can't be done. And yet another error is for the auditor to fail to understand himself what the pc *has* done. If the auditor can't understand it, the pc can't either. Never be polite about not understanding what the pc means. Pcs ARC Break harder on a faked understanding than on repeated auditor efforts to understand. Pcs will explain for long periods when the auditor is still trying to grasp it. Pcs blow up when auditors fake a comprehension they have not obtained from what the pc said or did. To the auditor the clay representation and the pc's explanation of it *must* be seen to easily represent the word found in Step Three. An added command is, "How does that represent the word?" This has nothing to do with art. It has to do only with good sense. There may be one or several clay forms that represent the word. What the pc does with it or some action with it may also be part of the representation of the word. When the auditor is sure the pc has represented the word of Step Three in clay and is sure the pc is sure, the auditor leaves this step.

*STEP FIVE.* Still keeping the subject found in Step One the auditor goes to Step Two and finds a new confused idea the pc has about the subject of Step One.

The subject of Step One is left only when the pc is very satisfied he has either regained his ability or confidence or has no concern about it. This may take many sessions.

Then one gets the pc to choose a new subject and proceeds with that, using the exact steps above with no shortcuts or failures to get the pc to do what he is supposed to do in each step. **DON'T LEAVE A SUBJECT CHOSEN IN STEP ONE UNFLAT BY FAILING TO CLEAR THE PC ON THAT SUBJECT STEP BY STEP OVER AND OVER.**

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It may be supposed that CLAY TABLE CLEARING is the only process needed to clear a pc. This is untrue. Pcs have overts and withholds. They get PTPs and have had ARC Breaks with Life. They are sometimes too hard to control and need CCHs. And sometimes they are so bad off they "have no faults of any kind" and say so while sitting right there in a body.

But for the pc who can be audited on it, Clay Table Clearing is strawberries and cream, a soft berth, spring flowers and exit from the nightmare into life.

L. RON HUBBARD

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[The steps of Clay Table Clearing in this HCO B are cancelled by HCO B 27 September 1964, *Clay Table Clearing.* ]

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HCO BULLETIN OF 23 AUGUST AD14

Remimeo

*SCIENTOLOGY II*

**HQS COURSE**

THIS HCO BULLETIN CHANGES EXISTING CHECKSHEETS

This is the general outline of the Hubbard Qualified Auditor Course. If the HQS Course being taught by a field auditor, a Franchise Holder, City Office, or a Central Organization does not conform to this general outline and specifications it must be changed at once.

Any student who has had an item checked out and initialled on his or her checksheets prior to this HCO Bulletin is to be considered as having passed that item. If an HQS certificate has been applied for by the instructor, the student having completed the course, the certificate must be issued regardless of these changes. All HQS certificates already issued remain in force.

**PURPOSE OF THE HQS COURSE**

Personal gain to be expected: to be able to study and learn.

Auditing skills to be acquired: (a) To be able to run the CCHs on a pc without ARC Breaking the pc and to achieve case gain. (b) To be able to sit down as an auditor and run a session on repetitive commands on a pc with gain.

Wisdom to be acquired: (a) The basic purposes of Scientology; (b) the technology of study; (c) gradient scales; (d) tone scales; (e) the Auditor's Code; (f) the Code of a Scientologist; (g) ARC (the logics and axioms come at Level III now).

Texts: *Scientology, The Fundamentals of Thought, Notes on Lectures*. Others to be issued.

Tapes: Lists to be issued from time to time but to include three general divisions, (a) general discussion tapes about Scientology that I have done; (b) tapes covering study in full; (c) tapes on ARC.

Practical Actions: TRs 0 to 9. Op Pro by Dup. Other minor TRs as needful.

Processes to be adept in: 8C, ARC Straight Wire, Repetitive Processes.

What must NOT be taught: Subjects and tapes containing words not defined at this level.

**“THERAPEUTIC” TRs**

There is no model session, no meter. Those belong in III.

There must be no slightest search for or thought of the TRs being “therapeutic”. *Processing is unflat*, not TRs. TRs are just learned with *no* other consideration. The student can or can't do them.

There may not be *any* 75 ratings or 0 rating. Everything *must* be *star* rated or, according to more modern technology, you will lose your student. 75 ratings are prohibited. Questions irrelevant to a student's actual need from a tape or HCO Bulletin

are forbidden. Definitions of words dominate in all checkouts as per recent article on checkouts in "The Auditor". Not only Scientology words must be defined by the student.

This is the full course. Anything on existing checksheets contrary to the above must be deleted. Where the above is missing in checksheets it must be added.

You are making an auditor. Not processing a student. The auditor will be able to audit if he knows his definitions and materials and can do the drills easily.

If a student is well trained on these courses, we can then say of an HQS: This being can

1. Study Scientology or anything else.
2. Run 8C.
3. Run repetitive processes (including O/W but only as a repetitive process).
4. Audit within the framework of the Auditor's Code.
5. Can tell you what Scientology is all about.

And that's all we expect. And we will have full confidence in the students' being able to do the above.

L. RON HUBBARD

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HCO BULLETIN OF 24 AUGUST 1964

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*SCIENTOLOGY I TO VI*

**SESSION MUST-NOTS**

Not that you would do such a thing—you undoubtedly already know better. But just as a matter of record, the following session must-nots should be taught in letters of fire to any new auditor.

**I**

NEVER tell a pc what his present time problem is.

*The pc's PTP is exactly and only what the pc thinks or says it is.*

To tell a pc what his PTP is and then audit what the auditor said it was will inevitably ARC Break the pc.

This of course is under the heading of Evaluation in the Auditor's Code and is one way of evaluating, a very serious way too.

**II**

NEVER set a goal for a pc.

Don't set a session goal, a life or livingness goal or any other kind of a goal.

Auditors get tangled up on this because everybody has the same R6 goals and when you call out the next goal from the list it appears you are giving the pc a goal. But an R6 educated pc knows that and it isn't evaluation.

Other goals are highly variable. The pc's life and livingness goals and session goals are especially variable pc to pc and even within one session on the same pc.

To tell a pc what goals to set for a session or for life is to upset the pc.

If you don't believe it, trace some pc's upsets with their parents and you will find these usually trace back to the parents' setting life and livingness goals for the child or youth.

The pc's session and life and livingness goals are the pc's and for an auditor to deny, refute, criticize or try to change them gives ARC Breaks; and for an auditor to dream up a brand new one for the pc is especially evaluative.

**III**

NEVER tell a pc what's wrong with him physically or assume that you know.

What's wrong with the pc is whatever the pc says or thinks is wrong physically.

This applies of course only to processing, for if you *weren't* auditing the person, and if the person had a sore foot and you found a splinter in it and told him so, it would be all right. But even in this case the person would have had to tell you he had a sore foot.

The main reason society has such a distaste for medical doctors is the MDs' continuous "diagnosis" of things the person has *not* complained of. The violence of

surgery, the destruction of lives by medical treatment rather educates people not to mention certain things. Instinctively the patient knows that the treatment may leave him or her in much worse condition and so sometimes hides things. For the medical doctor to cry “Aha” and tell the person he or she has some undefinable ill is to drive many into deep apathy *and accounts for the high frequency of operational shock* wherein the person just doesn’t recover.

So NEVER tell a pc what is physically wrong with him. If you suspect something is physically wrong that some known physical treatment might cure send the pc for a physical check-up just to be safe.

In the field of healing by mental or spiritual means, the pc is sick because he or she has had a series of considerations about being sick. Deformity or illness, according to the tenets of mental healing, traces back to mentally created or re-created masses, engrams or ideas which can be either de-stimulated or erased completely. Destimulation results in a temporary recovery for an indefinite period (which is nonetheless a recovery). Erasure results in permanent recovery. (De-stimulation is the most certain, feasible and most rewarding action below Level VI; erasure below Level VI is too prone to error in unskilled hands as experience has taught us.)

The reality of the auditor is often violated by a pc’s statement of what ails him. The pc is stone blind—but the pc says he has “foot trouble”. Obviously, from the auditor’s viewpoint, it is blindness that troubles this pc. **BUT IF THE AUDITOR TRIED TO AUDIT THE AILMENT THE PC HAS *NOT* OFFERED, AN ARC BREAK WILL OCCUR.**

The pc is ailing from what the pc is ailing from, not from what the auditor selects.

For it is the statement of the pc that is the first available lock on a chain of incidents and to refuse it is to cut the pc’s communication and to refuse the lock. After that you won’t be able to help this pc and that’s that.

#### PERMITTED AUDITOR STATEMENTS

There are, however, two areas where the auditor must make a statement to the pc and assume the initiative.

These are in the OVERT—MOTIVATOR SEQUENCE and in the ARC BREAK.

#### A

When the pc is critical of the auditor, the organization or any of many things in life, this is *always* a symptom of *overts* priorly committed by the pc.

The pc is looking for motivators. These criticisms are simply justifications *and nothing more*.

This is a sweeping fully embracive statement—and a true one. There are *no* criticisms in the absence of *overts* committed earlier by the pc.

It is quite permissible for the auditor to start looking for the overt, providing the auditor finds it and gets it stated by the pc and therefore relieved.

But even here the auditor only states there is an overt. The auditor NEVER says what the overt is for that’s evaluation.

You will be amazed at what the pc considered was the overt. It is almost never what we would think it should be.

But also, an auditor whose pc is critical of him or her in session who does not say, “It sounds like you have an overt there. Let’s find it,” is being neglectful of his job.

The real test of a professional auditor, the test that separates the unskilled from the skilled is: CAN YOU GET AN OVERT OFF THE PC'S CASE WITHOUT ARC BREAKING THE PC AND YET GET IT OFF.

The nice balance between demanding the pc get off an overt and getting it off and demanding the pc get off an overt and failing to get it off but ARC Breaking the pc is the border line between the unskilled and the professional.

If you demand it and don't do it you'll ARC Break the pc thoroughly. If you fail to demand it for fear of an ARC Break you'll have a lowered graph on the pc. The pro demands the overt be gotten off only when necessary and plows on until it's gotten off and the pc brightens up like a lighthouse. The amateur soul-searches himself and struggles and fails in numerous ways—by demanding the wrong overt, by accepting a critical comment as an overt, by not asking at all for fear of an ARC Break, by believing the pc's criticism is deserved—all sorts of ways. And the amateur lowers the pc's graph.

Demanding an overt is not confined to just running O/W or some similar process. It's a backbone auditing tool that is used when it has to be used. And not used when it doesn't have to be.

The auditor must have understood the whole of the overt-motivator theory to use this intelligently.

## B

Indicating by-passed charge is a necessary auditor action which at first glance may seem evaluative.

However, the by-passed charge is *never* what the pc says it was if the pc is still ARC Broken.

By-Passed Charge is, however, found by the meter and the pc has actually got it or it wouldn't register. So the pc has really volunteered it in a round-about way—first by acting like he or she has by-passed charge and then by bank reaction on the meter.

Always indicate to the pc the by-passed charge you *find on the meter*.

Never tell a pc what the by-passed charge is if you don't know.

A Class VI auditor knows all goals but *the* goals are wrong and often sloppily just tells people at random they have “a wrong goal” knowing this to be probable. But it's very risky.

If you find it on the meter, telling the pc what the by-passed charge is is not evaluation. Telling the pc “what it is” without having found it is evaluation of the worst sort.

L. RON HUBBARD

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### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

1—3 September 1964

** 6409C01	SHSBC-37	The PE Course
** 6409C03	SHSBC-38	Clearing—What It Is



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 SEPTEMBER 1964

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### CLAY TABLE LEVELS

Until such time as accumulated data may otherwise indicate, and to prevent a beautifully effective area of processing being messed up by inept use on pcs, the following policies are in force for all uses of the Clay Table:

*Clay Table work is Level III.* This means that it can be used by any HCA/HPA. Any student in training for HCA/HPA in an Academy may use, by general policy, HCA/HPA processes *in* the Academy while undergoing training. It can be used *on* any HQS student by an HCA/HPA student. It cannot be used by or taught to HQS students.

Only the student who has completed his HCA training may use it on outside pcs or in an HGC.

No Clay Table work of *any* kind may be used in PE work or in HAS Co-audits or in public co-audits of any kind where the co-auditors are not already trained in an Academy on Clay Table work.

By recent policy relaxing pc gradation, pcs at any level may be run on Clay Table but only by a Level III (HCA/HPA) trained auditor or in an Academy by someone being trained in Level III processes.

Clay Table work looks simple, works fast. But it is essentially a listing type process where things are being selected to run and that makes it solidly Level III.

Expert handling of the auditing Comm Cycle and other fine points are vital to working with a pc on a Clay Table. One has to understand the theory of clearing as given in the Saint Hill tape lecture of 3 Sept '64.

Clay Table evolves Homo Sapiens into Homo Novis, the new man. Clearing in its earliest, original sense, is *easily* obtained by Clay Table work in the hands of the auditor trained at Level III.

That is a marvelous thing. There is no reason to wreck it in pcs and spoil it for them by letting it be badly used by untrained persons.

Clay Table training will be available in Academies across the world. R6 auditors leaving Saint Hill and heading for key points in international central organizations have been carefully trained on Clay Table work and even as this is being written, it is being set up for teaching in most Academies. There is therefore no excuse to use it incorrectly.

Clay Table work handles:

1. The longstanding goal of getting clear, without exceptions or only minor percentages making it—with it comes broad, general clearing. It may have been overdue for a while, but it is here: clearing for anybody;
2. Improvement of work accomplishment by staffs;
3. Rapid, certain gains in HGCs as a routine activity by HCA/HPAs;

4. A penetration of the world of healing and a definite change in our attitude toward healing;
5. More rapid progress through upper courses.

There are other gains attainable in Clay Table work. But the above five are the ones you will soon get the full benefit of technically and organizationally.

The only things which can inhibit these gains are:

- (a) Trying to use Clay Table work without complete briefing;
- (b) Use of it by auditors below Level III.

I sought for a long while for the technology up to Level IV. We have now achieved it. Let's go at it right, get it correctly applied, and succeed with it.

L. RON HUBBARD

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*ALL LEVELS*

**PTPs, OVERTS AND ARC BREAKS**

Just to remind you, other auditing is not possible in the presence of Present Time Problems and Overts. No auditing is possible in the presence of an ARC Break.

These are data like “Acknowledge the pc”, “An auditor is one who listens” etc. These belong in the ABCs of Scientology.

PRESENT TIME PROBLEMS

When a pc has a PTP and you don't handle it, you get *no* gain. There will be no rise on a personality test graph. There will be little if any TA action. There will be no gain in the session. The pc will not make his session goals. Etc. Etc. So you don't audit pcs who have PTPs on anything but the PTPs *the pc has*.

And you don't audit PTPs slowly and forever. There are numerous ways of handling PTPs. One of them is “What communication have you left incomplete about that problem?” A few answers and poof! no PTP. Another is “What doesn't (that person or thing pc is having PTP with) know about you?” Other versions of overts and withholds can be used. These are all fast PTP handling methods and they get rid of the PTP and you can audit what you started to audit.

The mark of a ruddy amateur in auditing is somebody who can always do successful assists but can't do a real session. The secret is: in an assist you are handling the PTP, aren't you? So you never audit over the top of (in the presence of) a PTP!

Another circumstance is “can't get down to real auditing because the pc always has so many PTPs”. This is only a confession that one can't *handle* a PTP and then get on with the session. One fumbles with the PTPs so badly as an auditor one never really handles the pc's PTPs so of course one never gets on with the job at hand—auditing the pc.

The pro, in a real session, just handles the PTPs quickly, gets the pc into session and gets on with whatever should be run.

OVERTS

Overts are the other principal source of getting no gain.

Here we really can tell the goony birds from the eagles professionally.

No pro would *think* of auditing a pc on other processes in the presence of overts.

1. The Pro would recognize by the pc's natter, or lack of previous gain, that the pc had overts;
2. The Pro would know that if he tried to do something else besides pull these overts, the pc would eventually get critical of the auditor; and
3. The Pro wouldn't (a) fail to pull the real overts or (b) ARC Break the pc in getting the overts off.

If one gets “reasonable” about the pc's condition and starts agreeing with the motivators (“look at all the bad things they did to me”), thus ignoring the overts, that's the end of gains for that pc with that auditor.

If one is clumsy in recognizing overts, if one fails to get the pc to give them up, if one fails to properly acknowledge the overt when given, or if one demands overts that aren't there, overt pulling becomes a howling mess.

Because, then, getting the pc overts off is a tricky business auditors sometimes become shy of doing it. And fail as auditors.

Sometimes pcs who have big overts become highly critical of the auditor and get in a lot of snide comments about the auditor. If the overt causing it is not pulled the pc will get no gains and may even get ARC broken. If the auditor doesn't realize that such natter *always* indicates a real overt, when pcs do it, eventually over the years it makes an auditor shy of auditing.

Auditors buy "critical thoughts" the pc "has had" as real overts, whereas a critical thought is a *symptom* of an overt, not the overt itself. Under these critical thoughts a *real* overt lies undetected.

Also, I love these pcs who "have to get off a withhold about you. Last night Jim said you were awful ....." An experienced auditor closes the right eye slightly, cocks his head a bit to the left and says, "What have you been *doing* to me I haven't known about?" "I thought ....." begins the pc. "The question is", says the old pro, "What have you been doing to me that I don't know about. The word is *doing*." "And off comes the overt like "I've been getting audited by Bessy Squirrel between sessions in the Coffee Shop."

Well, some auditors are so "reasonable" they never really learn the mechanism and go on getting criticized and getting no gains on pcs and all that. I once heard an auditor say "Of course he was critical of me. What he said was true. I'd been doing a terrible job." The moral of this story is contained in the fact that this auditor's pc died. A rare thing but a true one. The pc had terrible overts on Scientology and the auditor, yet this auditor was so "reasonable" those overts were never cleaned up. And that was the end of those auditing sessions.

It's almost never that drastic, but if an auditor won't pull overts, well auditing gets pretty unpleasant and pretty pointless too.

A lack of grasp of the overt-motivator sequence (when somebody has committed an overt, he or she *has* to claim the existence of motivators—the Ded-Dedex version of Dianetics—or simply when one has a motivator he is liable to hang himself by committing an overt) puts an auditor at a very bad disadvantage. Howling pcs and no pc wins.

## ARC BREAKS

You can't audit an ARC Break. In fact you must *never* audit in the presence of one. Auditing below Level III, the best thing to do is find an auditor who can do ARC Break Assessments.

At Level III and above, do an ARC Break Assessment on the pc. An ARC Break Assessment consists of reading an ARC Break list appropriate to the activity to the pc on a meter and doing *nothing* but locate and then indicate the charges found by telling the pc what registered on the needle.

That isn't auditing because it doesn't use the auditing comm cycle. You *don't* ack what the pc says, you *don't* ask the pc what it is. You don't comm. You assess the list between you and the meter, same as no pc there. Then you find what reads and-you tell the pc. And that's all.

A by-passed charge assessment is auditing because you clean every tick of the needle on the list being assessed. The pc is acked, the pc is permitted to *Itsa* and give his opinions. *But you* never do a *by-passed charge assessment* on an ARC Broken pc. You do an ARC Break Assessment as per the paragraph above this one.

These two different activities unfortunately have the word "assessment" in common and they use the same list. Therefore some students confuse them. To do so is sudden death.

You can really clobber a pc by doing a by-passed charge assessment on an ARC Broken pc. And also you can ARC Break a pc by doing an ARC Break Assessment on a pc who isn't (or has ceased to be) ARC Broken.

So unless you have these two separate and different actions—the ARC Break Assessment and the by-passed charge assessment—clearly understood and can do both of them well and never get too rattled to know which one to use, you can get into plenty of trouble as an auditor.

Only auditing over the top of an ARC Break can reduce a graph, hang the pc up in sessions or worsen his case. So it's the next to the most serious blunder that an auditor can make. (The most serious error is to deny assistance either by not trying to get the pc into session or not using Scientology at all.)

Auditing an ARC Broken pc and never realizing it can lead to very serious trouble for the auditor and will worsen the pc's case—the only thing that will.

## SUMMARY

It is elementary auditing knowledge that no gains occur in the presence of PTPs or overts and that cases worsen when audited over the top of an ARC Break.

There aren't "lots more conditions that can exist". Given an auditing session there are only these three barriers to auditing.

When you do Clay Table auditing or any other kind of auditing the rules all still apply. A change of process or routine doesn't change the rules.

In doing Clay Table auditing off a meter one still handles the elements of a session. One puts the pc on the meter to start off and checks for PTPs, overts, withholds, even ARC Breaks, handles them quickly and then goes into the body of the session. Much the same as the oldest model session rudiments. One doesn't use Mid Ruds or buttons to get started. One just knows the things that mustn't be there (PTPs, overts, ARC Breaks) and checks for them, handles if found and goes on with the main session activity. If a PTP or an overt or an ARC Break shows up one handles them, putting the pc back on the meter if necessary. When they are handled, the pc is put back into the main activity of the session.

It's true of any auditing that gets done. It isn't likely to alter and actually no new data is likely to be found that controverts any of this. The phenomena will still be the same phenomena as long as there are pcs. Ways of handling may change but not these basic principles.

They're with the auditor in every session ever to be run. So one might as well stay alert to them and be continuously expert in handling them.

They are the only big reefs on which an auditing session can go up high and dry, so their existence, causes and cures are of the greatest possible importance to the skilled auditor.

L. RON HUBBARD

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*LEVELS II to IV*

**OVERTS, WHAT LIES BEHIND THEM?**

I recently made a very basic discovery on the subject of overts and would like to rapidly make a note of it for the record.

You can call this the "Cycle of an Overt".

4. A being appears to have a motivator.
3. This is because of an overt the being has done.
2. The being committed an overt because he didn't understand something.
1. The being didn't understand something because a word or symbol was not understood.

Thus all caved-in conditions, illness, etc, can be traced back to a misunderstood symbol, strange as that may seem.

It goes like this:

1. A being doesn't get the meaning of a word or symbol.
2. This causes the being to misunderstand the area of the symbol or word (who used it whatever it applied to);
3. This causes the being to feel different from or antagonize toward the user or whatever of the symbol and so makes it all right to commit an overt;
4. Having committed the overt, the being now feels he has to have a motivator and so feels caved in.

This is the stuff of which Hades is made. This is the trap. This is why people get sick. This is stupidity and lack of ability.

This is why Clay Table Auditing works.

Clearing a pc then consists only of locating the area of the motivator, finding what was misunderstood and getting the word made into clay and explained. The overts blow. Pure magic.

The trick is locating the area where the pc has one of these.

This is discussed further in Saint Hill lecture of 3 Sept 1964, but is too important a discovery to leave only in tape form.

The cycle is Misunderstood word or symbol—separation from ARC with the things associated with the word or symbol—overt committed—motivator felt necessary to justify the overt—decline of freedom, activeness, intelligence, well being and health.

Knowing this and the technology of auditing one can then handle and clear these symbols and words and produce the gains we have described as being clear, for the things causing the decline are cleared out of the being.

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*LEVEL III*

**CLAY TABLE HEALING**

The purpose, actions and the auditor commands of Clay Table Healing are completely different from those of Clay Table Clearing.

When undertaking Clay Table Clearing one can also from time to time do Clay Table Healing on the pc. In fact one commonly starts out Clay Table Clearing by doing Clay Table Healing to get the hidden standards (things the pc uses to tell if the process is working) out of the way.

However, when one is working on pcs to heal, not to clear, and when the sole object of auditing is healing, then one does not move over into clearing during a given series of sessions but only uses Clay Table Healing.

Example: Mrs. G comes to be audited to heal her bad arm. On her, only Clay Table Healing is used. Mrs. Y comes to improve her ability. On her, Clay Table Clearing is used and as sessions progress, some sessions of Clay Table Healing also become necessary in the general course of auditing. Mrs. G would have to alter her reasons for being processed on her own say-so before one would move her into Clearing. This point is made to clarify for auditors the fact that when people want to be healed, they are given healing and one doesn't force them into living better lives also. This takes care of case levels.

Clay Table Healing uses a different, more repetitive, easier approach than Clay Table Clearing. One completes cycles of action over and over on the pc.

The steps are:

- STEP 1. Get the pc to name the condition *the pc* requires to be healed.
- STEP 2. Make sure the pc is satisfied this is the condition he or she wants to be healed, (this and 3 can be meter steps).
- STEP 3. Get the pc to name a body part that seems most closely associated with the condition.
- STEP 4. Make sure the pc is satisfied he or she has given the correct part.
- STEP 5. Get the pc to represent the named body part in clay or whatever modelling substance is being used.
- STEP 6. Make sure the pc is satisfied the body part has been represented.
- STEP 7. Get the pc to state "what should be near" the body part just made.
- STEP 8. Make sure the pc is satisfied he or she has stated the correct thing for 7.
- STEP 9. Get the pc to represent whatever is named in 7 in clay.
- STEP 10. Make sure the pc is satisfied he or she has represented it.

STEP 11. Begin with 5 again and do not re-do 1 to 4 inclusive until the upsets in No. 3 have vanished.

STEP 12. Begin with 3 again.

STEP 13. Begin with 1 again when condition vanishes.

Caution: To re-do the condition every time or to change the body part to be healed every time are failures to flatten the process before beginning another.

The whole process is flat only when No. 1 is flat by which is meant the condition has vanished. But one doesn't even test for the condition again until the afflicted body part is recovered.

So there are two things to flatten. One first flattens the body part, or several body parts before choosing a new condition to handle.

To be explicit, when one has done 5 onward over and over until there is no difficulty in the body part left, one checks the condition and if it has not vanished one finds a new body part (3) to fit the condition and using this does 5 onward over and over until that is flat. Then one checks the condition (1) again and if it is still there, one finds a new body part and uses it for doing 5 onward over and over. One does this until the condition (1) has vanished.

You get a session then that looks like this in terms of the above step numbers.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,  
11, 5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11, 12,  
3, 4, 5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11,  
5, 6, 7, 8, 9, 10, 11, 12,  
13, 1, 2, 3, 4, 5, 6,  
7, 8, 9, 10, 11 5, 6 . . . . . and so forth.

This is very easy auditing providing you do not do the following goofs.

- A. To touch the pc's clay is fatal. Never touch the pc's clay.
- B. Tell the pc what is wrong with him or her. Never evaluate.
- C. Fail to flatten a body part. Never leave a body part until it is O.K.
- D. Choose another condition before the original condition is gone. Always get another body part to do if the pc's attention is at all on the condition.
- E. Fail to get the pc to make up the affected body part each time. Always get the pc to make up the body part being used newly.
- F. Fail to follow the Auditor's Code. Always follow it.
- G. Fail to use the Auditing Comm Cycle every time the pc does or says anything he or she wants you to understand.



- H. Pass over something the pc did or said that you didn't understand. Always get it so you the auditor understand it.
- I. Audit a pc with a PTP. Always clean up PTPs.
- J. Audit a pc who has an undisclosed overt Always clean up the overt.
- K. Audit over the top of an ARC Break. Handle ARC Breaks properly on the meter.

## SUMMARY

Clay Table Healing is a study in repetition and simplicity for an auditor. It is easy. It is very successful. But it is very simple auditing. However that simplicity has to be done right. Therefore it is a very precise series of actions.

An auditor who can't handle the auditing comm cycle shouldn't ever be let near Clay Table Healing as the pc will be made ill by constant ARC Breaks.

The above A to K precautions are all but one (don't touch the clay) basic standard auditing. They must be well done skills each one before Clay Table Healing can be *routinely* successful. Failure to have these skills of auditing well in hand will give very uneven results—one pc gets better, another pc no change, another gets worse. Uniform results come from uniform auditing skill.

The pc is put on the meter only at session beginning and end and is not metered during Clay Table work unless PTPs, overt or ARC Breaks become apparent at which time the pc is put on the meter for as long as is necessary to handle the matter.

No auditing occurs when the auditor takes up too much time with non-Clay Table activities in Clay Table Auditing.

Caution: The pc sometimes names some very peculiar body parts and sometimes says conditions are body parts. It is not for the auditor to argue, he or she is just to make sure that the pc is sure. Sometimes, going into Clay Table Clearing, you find yourself really doing Clay Table Healing. In such a case the auditor should use the healing approach, not the clearing approach. Example: Pc wants to improve his "walking" and we find this, according to the pc is a body part, so we use Clay Table Healing, not Clearing. Clay Table Clearing is a process of clearing words and symbols. Clay Table Healing is a process of taking ailments out of objects. The processes therefore can both be used, in clearing. But when you use one or the other you flatten it before returning to the other. And you keep the steps separate—don't mix the steps. Use the steps of one or the steps of the other.

It should be noted in passing, as a point of interest, that a pc's trouble with any *object* in addition to a body part, responds to Clay Table Healing. Where the object is not a body part but is still an object (like a car or a typewriter) you can use the Clay Table Healing steps. These Healing steps, however, unlike the Clearing steps, will not work well on a condition only. Healing steps become less workable when you try to audit "worry" or "being afraid". They work best on "a leg" or "clumsy fingers". Extending them beyond their purpose, to any part of any of the eight dynamics, the Healing steps drop in workability. Clearing steps, however, work on almost anything whether an object or a condition, but work better on conditions than upon objects.

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## CLAY TABLE CLEARING

Now the goofs start coming in as how to not do Clearing.

If you don't get a word asked for in Step III in HCO Bulletin Aug 18, '64 that expresses the "didn't understand" in Step II you don't get anywhere in Clay Table Clearing.

Example of a wrong one: Step I, pc says, "I want to improve my mind." Step II (what pc hasn't understood), "What the hell it is." So far so good. Now the goof. Auditor gets Step III (word to represent the difficulty in II) as "Mind" and then does Step IV (modelling in Clay) using *Mind*. Of course the session goes nowhere. Pc has not answered question in Step III. "What the hell it is," is not answered by "Mind". "Mind" does not *mean* "What the hell it is."

The original Aug 18 HCO Bulletin covers this. It says don't let the pc *solve* II in the answer in III.

Pc in the "Mind" example is just answering his own question "What the hell is it" and there's just one more solution on the case.

The auditor here could not possibly have grasped the overt-motivator cycle of 1. word—2. misunderstood idea—3. overt—4. motivator.

The correct answer for III here would never be *Mind* as that doesn't package the thought "What the hell is it?" It answers the question "What the hell is it?" and so could never be accepted in III.

III in this example would be "Bafflement" or "Curiosity" or "Mystery" and that would be used in IV. Only these words mean "What the hell is it?"

Now don't anybody hereafter avoid the word "Mind" in Clay Table because it's used in this wrong example or they'll destroy my faith in students.

Clay Table *done right* works. So when pcs don't get better it hasn't been done right. That's the complete reason.

The word accepted by the auditor in Step III *must mean* the thought or difficulty given by the pc in Step II.

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## CLAY TABLE, MORE GOOFS

### GOOF NO. 2

The auditor gets the body part in Clay Table Healing as “my fat body” and then insists on running “body”. Pc ARC Breaks.

The goof: When pc *insists* on a wording, run it. Don’t shove a pc into an ARC Break by contradicting.

Correct Action: Run “my fat body”.

### GOOF NO. 3

The pc, in Clay Table Clearing, says he wants to improve his memory.

The auditor asks, of course, what difficulty the pc has had with “memory”.

The pc does not give a several-worded condition as is usual but says, “Remembering!”

The goof: The auditor then spends the next hour trying to get a word which represents “remembering”, not realizing the pc has already given it.

Correct Action: Run “Remembering”.

### GOOF NO. 4

The coach in Clay Table Definitions complains bitterly to an Instructor that “the pc’s definitions are so far out the pc refuses to run Clay Table Definitions or do any Clay Table work at all”.

The goof: Forcing the student into an auditing-like activity when the student is *ARC Broken*.

One of the principal indicators of an ARC Break is refusing auditing or co-operation.

The Correct Action: Get an ARC Break Assessment done on the pc.

### GOOF NO. 5

The auditor can’t get into Clay Table Work on the pc because the pc “has so many overts one has to spend all the session getting the pc to get off overts”.

The goofs:

- (a) Not getting Clay Table work done in Clay Table sessions;
- (b) Being too slow in getting a pc to get his overts off;
- (c) Auditing off overts that would probably blow anyway on definitions;
- (d) Not knowing the full definition—misunderstanding—overt—motivator cycle.

Correct Action: Get the pc to tell the auditor “something you’ve done that you’ve never told anybody else”. Get it. Check for missed withholds and if clean on the needle get on with Clay Table work.

#### GOOF NO. 6

The auditor in Clay Table Clearing gets “To improve my memory”, then as the difficulty step “What the hell is it?”

Then the auditor spends the next 2 1/2 hours doing a sort of perpetual list trying to get the pc to answer, “What word would represent ‘What the hell is it’ “ and finally ARC Breaks the pc.

The goofs:

- (a) Turning the get-the-word into a kind of listing session;
- (b) Not accepting the word the pc thinks it is.

Correct Action: Take the first word that gives TA action and in which the pc is interested and use it for the thing to represent in clay. Step is usually about 3 or 4 minutes long.

#### GOOF NO. 7

In Clay Table Definitions the coach must get the student to write a label and put it on each clay object made.

The goof: Failure to get a label written and placed on the object.

Correct Action: Label everything on paper, in writing, in all Clay Table work.

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 15—22 September 1964

- \*\* 6409C15      SHSBC-39      Scientology and Tradition
- \*\* 6409C22      SHSBC-40      A Review of Study; also issued as ST-7

HCO POLICY LETTER OF 24 SEPTEMBER 1964

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HCO Hat Check on  
all Acad Instructors

**INSTRUCTION & EXAMINATION:  
RAISING THE STANDARD OF**

The basic reason students remain long on courses stems from inept criticism by Instructors regarding what is required.

There is a technology of criticism of art, expressed beautifully in the Encyclopaedia published by Focal Press.

In this article it stresses that a critic who is also an expert artist tends to introduce unfairly his own perfectionism (and bias and frustrations) into his criticism.

We suffer amazingly from this in all our courses. I had not previously spotted it because I don't demand a student at lower levels produce results found only in higher levels.

You can carelessly sum this up by "letting the student have wins" but if you do you'll miss the whole point.

Example: A student up for a pass on his Itsa is flunked because he or she couldn't acknowledge.

But a student at the Itsa level hasn't been *taught* to acknowledge.

This student hasn't even read the data on acknowledgement.

So the student can't pass Itsa level and so never does get to the level where acknowledgement is taught-and if he does, really never passed, in his own mind, Itsa and so hasn't advanced.

And we catch all our students this way and they don't therefore learn.

How is this done? How could this be?

The Instructor is an expert auditor. That's as it should be. But as an expert auditor, bad execution *of a level above* where the student is studying pains the Instructor. So he flunks the student because the auditing looks *bad*.

But look here. The student wasn't being checked out as an *auditor*. The student was only being checked out on *Itsa*.

Further, the action of auditing as a whole is so easy to an Instructor who is an expert auditor that he fails to take it apart for instruction.

If I say the following, it will look ridiculous and you'll get the point better: The student is up to pass TR 0. The Instructor on checkout looks the student over and says, "You flunked the test." The student says, "Why?" The Instructor says, "You didn't take the Class VI actions to clear the pc of all his GPMs." All right, we can all see that that would be silly. But Instructors do just that daily, though on a narrower band.

The Instructor puts in additives. As an expert auditor it seems natural to him to say, "You flunked your test on Itsa because you never acknowledged the pc." You get the point. This really is as crazy wide as the ridiculous example above. What does Ack have to do with Itsa? Nothing!

Because the Instructor is an expert auditor, auditing has ceased to have parts and is all one chunk. Okay. A good auditor regards it that way. But the poor student can grasp any of the pieces because the whole chunk is being demanded.

What's Itsa? It's Listen. Can the student listen? Okay, he can listen but the expert says, "He didn't get 15 divisions of TA per hour." On the what? "On the meter of course." What meter? That's Level II and Itsa is Level 0. "Yes," the expert protests, "but the pc didn't get any better!" Okay, so what pc is supposed to get better at Level 0. If they do it's an accident, usually. Now does this student pass? "No! He can't even look at the pc!" Well, that's TR 0 of Level I. "But he's got to look like an auditor!" How can he? An auditor has to get through a comm course before you can really call him that. "Okay, I'll drop my standards \_\_\_\_\_" the expert begins. Hell no, expert. You better pick up your standards for *each Level* and for each small *part* of auditing.

What's it say at Level 0? "It says 'Listen'." Okay, then, damn it, when the student is able to sit and listen and not shut a pc down with yak, the student passes. "And the meter?" You better not let me catch you teaching meters at Level 0.

And so it goes right on up through the Levels and the bits within the Levels.

By making Itsa mysterious and tough, by adding big new standards to it like TA and Ack you only succeed in never teaching the student Itsa! So he goes on up and at Level IV audits like a bum. Can't control a pc. Can't meter, nothing.

So the expert tries to make a student do Class VI auditing the first day and that *student is never trained to do any auditing* at Level 0.

This nonsense repeated at Level I (by adding a meter, by purist flunking "because the pc couldn't handle an ARC Break") and repeated again at Level II ("because the pc couldn't assess") and at Level III.....etc. etc.

Well, if you add things all the time out of sequence and demand things the student has not yet reached, the student winds up in a ball of confusion like the cat getting into the yarn.

So we're not instructing. We're preventing a clear view of the parts of auditing by adding higher level standards and actions to lower level activities.

This consumes time. It makes a mess.

The new HCA always tries to teach his group a whole HCA course his first evening home. Well, that's no reason seasoned veterans have to do it in our courses.

If you never let a student learn Level 0 because he's flunked unless he does Level VI first, people will stay on courses forever and we'll have no auditors.

Instructors must teach not out of their OWN expertise but out of the textbook expected actions in the Level the student is being trained in. To go above that level like assessment in Level II or Ack and meters at Level 0 is to deny the student any clean view of what he's expected to do. And if he never learns the parts, he'll never do the whole.

And that's all that's wrong with our instruction or our Instructors. As expert auditors they cease to view the part the student must know as itself and do not train and pass the student upon it.

Instead they confuse the student by demanding more than the part being learned.

Instruction is done on a gradient scale. Learn each part *well* by itself. And only then can assembly of parts occur into what we want--a well trained student.

This is *not* lowering any standards. It's raising them on all training.

## BULLETIN CHECKOUTS

The other side of the picture, theory, suffers because of a habit. The habit is all one's years of formal schooling where this mistake is the whole way of life.

If the student knows the words, the Theory Instructor assumes he knows the tune.

It will never do a student any good at all to know some facts. The student is expected only to *use* facts.

It is so easy to confront thought and so hard to confront action that the Instructor often complacently lets the student mouth words, ideas that mean nothing to the student.

**ALL THEORY CHECKOUTS MUST CONSULT THE STUDENT'S UNDERSTANDING.**

If they don't, they're useless and will ARC Break the student eventually.

Course natter stems entirely from the students' non-comprehension of words and data.

While this can be cured by auditing, why audit it all the time when you can prevent it in the first place by adequate theory checkout?

There are two phenomena here.

## FIRST PHENOMENON

When a student misses understanding a word, the section right after that word is a blank in his memory. You can always trace back to the word just before the blank, get it understood and find miraculously that the former blank area is not now blank in the bulletin. The above is pure magic.

## SECOND PHENOMENON

The second phenomenon is the overt cycle which follows a misunderstood word. When a word is not grasped, the student then goes into a non-comprehension (blankness) of things immediately after. This is followed by the student's solution for the blank condition which is to individuate from it—separate self from it. Now being something else than the blank area, the student commits overts against the more general area. These overts, of course, are followed by restraining himself from committing overts. This pulls flows toward the person and makes the person crave motivators. This is followed by various mental and physical conditions and by various complaints, fault-finding and look-what-you-did-to-me. This justifies a departure, a blow.

But the system of education, frowning on blows as it does, causes the student to really withdraw self from the study subject (whatever he was studying) and set up in its place a circuit which can receive and give back sentences and phrases.

We now have "the quick student who somehow never applies what he learns".

The specific phenomena then is that a student can study some words and give them back and yet be no participant to the action. The student gets A+ on exams but can't apply the data.

The thoroughly dull student is just stuck in the non-comprehend blankness following some misunderstood word.

The "very bright" student who yet can't use the data isn't there at all. He has long since ceased to confront the subject matter or the subject.

The cure for either of these conditions of "bright non-comprehension" or "dull" is to find the missing word.

But these conditions can be prevented by not letting the student go beyond the missed word without grasping its meaning. And that is the *duty* of the Theory Instructor.

### DEMONSTRATION

Giving a bulletin or tape check by seeing if it can be quoted or paraphrased proves exactly nothing. This will not guarantee that the student knows the data or can use or apply it nor even guarantees that the student is there. Neither the "bright" student nor the "dull" student (both suffering from the same malady) will benefit from such an examination.

So examining by seeing if somebody "knows" the text and can quote or paraphrase it is completely false and *must not be done*.

Correct examination is done only by making the person being tested answer:

- (a) The meanings of the words (re-defining the words used in his own words and demonstrating their use in his own made-up sentences), and
- (b) Demonstrating how the data is *used*.

The examiner need not do a Clay Table audit just to get a student to pass. But the examiner can ask what the words *mean*. And the examiner can ask for examples of action or application.

"What is this HCO Bulletin's first section?" is about as dull as one can get. "What are the rules given about \_\_\_\_\_?" is a question I would never bother to ask. Neither of these tell the examiner whether he has the bright non-applier or the dull student before him. Such questions just beg for natter and course blows.

I would go over the first paragraph of any material I was examining a student on and pick out some uncommon words. I'd ask the student to define each and demonstrate its use in a made-up sentence and flunk the first "Well ... er ... let me see ...." and that would be the end of that checkout. I wouldn't pick out only Scientologese. I'd pick out words that weren't too ordinary such as "benefit" "permissive" "calculated" as well as "engram".

Students I was personally examining would begin to get a hunted look and carry dictionaries—BUT THEY WOULDN'T BEGIN TO NATTER OR GET SICK OR BLOW. AND THEY'D USE WHAT THEY LEARNED.

Above all, I myself would be sure I knew what the words meant before I started to examine.

Dealing with new technology and the necessity to have things named, we especially need to be alert.



Before you curse our terms, remember that a lack of terms to describe phenomena can be twice as incomprehensible as having involved terms that at least can be understood eventually.

We do awfully well, really, better than any other science or subject. We lack a dictionary but we can remedy that.

But to continue with how one should examine, when the student had the words, I'd demand the music. What tune do these words play?

I'd say, "All right, what use is this bulletin (or tape) to you?" Questions like, "Now this rule here about not letting pcs eat candy while being audited, how come there'd be such a rule?" And if the student couldn't imagine why, I'd go back to the words just ahead of that rule and find the one he hadn't grasped.

I'd ask, "What are the commands of 8-C?" And when the student gave them, I'd still have the task of satisfying myself that the student understood *why* those were the commands. I'd ask, "How come?" after he'd given me the commands. Or "What are you going to do with these?" "Audit a pc with them," he might say. I'd say, "Well, why these commands?"

But if the student wasn't up to the point of study where knowing *why* he used those commands was part of his materials, I wouldn't ask. For all the data about not examining above level applies very severely to Theory Checkout as well as to Practical and general Instruction.

I might also have a Clay Table beside my examiner's desk (and certainly would have if I were an HCO hat checker, to which all this data also applies) and use it to have students show me they knew the words and ideas.

Theory often says, "Well, they take care of all that in Practical." Oh no they don't. When you have a Theory Section that believes *that*, Practical *can't function at all*

Practical goes through the simple motions. Theory covers *why* one goes through the motions.

I don't think I have to beat this to death for you.

You've got it.

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[The above HCO PL is modified by HCO PL 4 October 1964, reissued 21 May 1967, *Theory Checkout Data*, on page 488.]

HCO BULLETIN OF 27 SEPTEMBER 1964

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*LEVEL IV*

**CLAY TABLE CLEARING**

(This HCO Bulletin cancels the steps of  
Clay Table Clearing in HCO Bulletin of Aug 18 AD14.)

The original issue of "Clay Table Clearing" was called "Clay Table IQ Processing".

The materials were not broadly released pending the outcome of pilot projects I conducted.

I find now that the HCO Bulletin of Aug 17, AD14 which covered Clay Table IQ Processing was the better process. HCO Bulletin of Aug 18, AD14, Clay Table Clearing, was not as good as the first process I released as auditors had more trouble with it.

In using Clay Table Clearing as per the HCO Bulletin of Aug 18, AD14, auditors asking for the answer in Step II (what about the subject the pc hadn't grasped) always got a *question* as the pc's answer. Example of the error: Auditor: "What do you want to improve?" Pc: "My memory." Auditor: (Step Two) "What about memory haven't you grasped?" Pc: "What it is." Auditor: "Reduce that to a single term." Pc: "Remembering." End of Example of error.

You see that the auditor's question was answered by a pc's question about the subject. (What it is.)

Therefore, the pc answered his own question for the next step, Step III. (Remembering.)

You now have a *solution* to get the pc to represent in clay. It has restimulated the real earlier missed word. The pc's solution to the pc's question won't lead anywhere in being processed.

So this isn't correct to get a pc question as the answer to II or a pc's solution to the pc's question as the answer to III. This takes clearing nowhere. And also, restimulating an earlier word in the pc's bank that *is* misunderstood, puts by-passed charge into the session, leading to a possible ARC Break.

We learn then that

1. We mustn't ask the pc a question about what he wants to improve that will cause the pc to answer with his own question, and
2. We must not take a new solution to the pc's difficulty to represent in Clay.

A solution is later in time than the upset about the subject. The cause of the upset is always an *earlier* misunderstood term. The term is therefore restimulated in trying to represent the solution. The term then becomes by-passed charge.

Therefore we also learn this phenomenon:

**IF YOU GET THE WRONG THING TO REPRESENT IN CLAY IT WILL RESTIMULATE THE RIGHT THING THAT SHOULD HAVE BEEN REPRESENTED AND THE WRONG THING WILL NOT ITSELF BLOW IF REPRESENTED IN CLAY AS IT IS NOT EARLY ENOUGH.**

Therefore, done wrong, Clay Table Clearing will not seem to work and will also ARC Break the pc.

Clay Table *Clearing* is then relegated to Level IV and only Clay Table Healing (where the chance of wrong words is remote) is placed at Level III. At Level IV the auditor has been trained to do ARC Break Assessments. Obviously, Clay Table work needs its own ARC Break Assessment list.

The Important things are

1. Don't let the pc answer "what about it he wants to improve" with a question, and
2. Don't let the pc give you a new solution to his difficulty as the thing to represent in Clay.

In Clay Table IQ Processing as per HCO Bulletin of Aug 17, AD14, this didn't arise because the auditor's question was asking only for a *term*.

These are other things I've learned about this process from watching other auditors use it and with the above these are incorporated into the following brief rundown of Revised Clay Table Clearing.

## CLAY TABLE CLEARING ISSUE 2

STEP I: Find an area where the pc is trying to get smarter or wants to Improve, or wants to become more able. This we will call THE SUBJECT. It must not be a physical body part as that is Clay Table Healing. If the pc gives a physical body part or Health, change to Clay Table Healing.

STEP II: The caution here is don't let the pc toss this off carelessly. It must be some subject in which the pc really wants to improve or some subject in which the pc really is trying to get smarter. If pc is sarcastic do an ARC Break Assessment from an appropriate list. Establish that the pc sincerely wants to improve in the subject or get smarter about it or become more able in it. Write the Subject in the Auditor's Report.

STEP III: Trace back (no meter, make no lists) a word or term the pc has had difficulty with in the Subject. This is called THE TERM. The usual question would be "What word or term have you had difficulty with in (subject name)?"

STEP IV: Satisfy yourself that this is the word or term the pc has had difficulty with. But do not make lists or go on and on getting the pc to change terms for hours as Step III and Step IV require only a few minutes or even seconds usually. Write the term in the Auditor's Report.

STEP V: Tell the pc "Represent that term in clay." Pc may represent it and any related masses in Clay and may work on it as long as he or she likes.

STEP VI: Make sure pc labels with paper and pen or in some similar way each thing the pc represents. Make sure you do not touch or take away the pc's clay. Be honest if you don't understand what the pc is doing and get the pc to make you understand it, using labels and clay (not long verbal dissertations not related to the clay and labels). Make sure you don't evaluate for the pc or tell the pc what his models or difficulties are all about. Make sure the pc is satisfied he has represented the TERM in Clay. Don't ARC Break the pc by refusing the obvious or by letting the pc quit while the pc is still dissatisfied he has done it—a nice balance to maintain. Make sure the pc is satisfied he has represented the term in Clay.

STEP VII: Have the pc do the TERM in Clay again. This is repetitive representation in Clay. Do not do or continue to do this step after the pc has had a *big*

cognition about the TERM which blows it (or blows the whole subject). In this step the TERM can be done over and over many times. The test is whether or not the pc has fully understood it. (Note: With terms on which the pc has no definition at all, the pc can look them up in the dictionary or the auditor can look them up for him. But the term must still be done in Clay as there was some reason the pc missed it.)

STEP VIII: When the TERM is flat, go back to the SUBJECT and ask the pc how he feels about it. If there is the least hesitation or any evidence of discomfort or doubt about the SUBJECT, continue to use the same Subject and go on with STEP III above, locating a new TERM for the same Subject. Be very careful however that the pc's attitude stems from the Subject itself and not an ARC Break. Go on down the Steps with this new Term for the same Subject.

STEP IX: When you have handled enough Terms to produce a very obvious change and when the *Subject is* obviously flat by reason of cognitions or abilities regained, go to Step I for a new SUBJECT and carry it through the steps as above.

CAUTION: Pcs with PTPs, Overts, Missed Withholds and ARC Breaks will not progress under ROUTINE auditing. These must be handled. See *The Book of Case Remedies* and other sources for data on how to handle PTPs, Overts, Missed Withholds and ARC Breaks.

### ROUTINE USE REMEDIES

Note the new expanded definition for the old word Routine and the new word REMEDY. This special use of the word ROUTINE accidentally fits the way it was formerly used. But it was used more loosely then to mean any combination of processes in a package whereas it now means "that which advances the usual case that is in session and has no PTPs, Overts or ARC Breaks in restimulation."

A Routine such as Clay Table Clearing is for *routine* use. It is for normal case advance. Pcs with PTPs, Overts, Missed Withholds, Hidden Standards, etc, as well as ARC Breaks do not advance on a Routine. These require a *Remedy*.

A Remedy is "something you do to get the pc into condition for Routine auditing".

This concept is new and is very much needed. It constitutes a bit of a breakthrough in itself.

When you attempt Routine auditing such as Clay Table Clearing on a pc who has longstanding PTPs or has just got one for the session, or has overts or withholds or an ARC Break, you will get no advance from *routine* auditing. You have to *Remedy* the case by rudiments or special processes. Then when the case is ready to run *routinely*, you can do or resume Clay Table Clearing.

There is no process that handles PTPs and rapidly advances the whole case also. There is no process that handles an immediate ARC Break and also advances the general condition of the case. Overt and withhold processes are excellent *remedies* but slow case advancers.

The mark of the skilled auditor is the ability to *remedy* a case and then get on with *routine* auditing. The auditor who only audits remedies will never really advance a case permanently and an auditor who can handle only routines and cannot remedy a case are alike in that they won't make clears.

It is upon the dual ability of the auditor that clearing depends—the ability to spot the non-advancing case, spend a few sessions remedying it and then get on with routine auditing—the ability to get those fresh PTPs and overts in the first few minutes of the session and get on with the routine—these are two different auditing actions. The auditor who can observe which of these actions (the Remedy or the Routine) needs to be done and who can judge when they should be done and who knows the Remedies and who also knows the Routines can clear pcs.

The answer to clears now depends on the skill and training of the auditor far more than on the state of the pc's case.

## FUTURE ERRORS

After the pilot run on getting Clay Table Clearing ironed out in *use* in the auditor's hands, and the blunders that will be made before auditors become familiar with the HCO Bulletins and these processes, I think the main errors will be found to be Gross Auditing Errors such as failing to get the pc to answer the auditing question and such like.

## METER

Clay Table Clearing sessions are started with a meter. The meter is laid aside when the routine is actually begun. Checks for "Tone Arm Action" can be made mainly by observing the pc's good indicators. If they're in, the pc is getting TA. If they're not observable, the pc isn't getting TA. However, as Clay Table Clearing is at Level IV, NO PC WHO HAS NOT GOTTEN TA ACTION ON LOWER LEVEL PROCESSES SHOULD BE RUN ON CLAY TABLE CLEARING UNTIL HIS CASE IS REMEDIATED. (Note: It has been observed in one pc who did not get TA action that correcting just *one* word the pc had misdefined in his bank brought about good indicators, but this was done merely by A Case Remedy using TWO-WAY COMM, not by Clay Table Clearing. The pc thereafter got good TA—but would have done so after the Remedy on any process. Clay Table work is not for cases who get no TA in general. See *The Book of Case Remedies*. Do not confuse getting one word defined by two-way comm with Clay Table Clearing. They aren't the same thing.)

The Meter is used at the beginning and end of session to handle rudiments and give data on state of needle and TA and is used during session only when pc has an ARC Break and then only to locate and indicate the charge on ARC Break Lists. When a remedy such as mid ruds is undertaken during the session the meter is also used.

## SESSION FORM

Model Session as amended is used as the session form of Clay Table Clearing.

In using Model Session be careful not to restimulate overts and PTPs the pc obviously does not have in restimulation at session start.

If the pc is eager and talking about the Clay Table, give the usual Start of Session procedure, note down the TA and state of needle, give the Start of Session and swing at once into the body of the session.

When a session has been successful do an equally brief End of Session procedure and end it.

Only if the pc seems preoccupied at the start of session or the TA is found to be much higher than at the end of the last session or something seems wrong should you go into a full Model Session beginning rudiments.

And only if the session was rough should you do the end of session rudiments.

These uses of Model Session are for Levels III, IV and VI.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 28 SEPTEMBER 1964

BPI Remimeo

**CLAY TABLE USE**

Clay Table auditing is for use by Central Organizations, City Offices and field auditors who have received training in it.

Clay Table is for Levels III and IV. Clay Table Healing is Level III and Clay Table Clearing is Level IV where the auditor is also trained to handle ARC breaks.

Central Orgs are to use only on HGC pcs or in the *stuff* co-audit but may permit use by an auditor only where that auditor has been fully checked out on its HCO Bulletins and is supervised.

Clay Table public use or use on public co-audits or HAS courses will bring about casualties.

These Clay Table processes are extremely powerful and therefore very restimulative. To give lectures on them to uninformed persons may have repercussions in their cases.

Clay Table is also deceptively simple. It appears so easy to read about that one is likely to miss. It's simple but only if you consider driving between two ravines at a hundred miles an hour is simple.

It looks easy until you run off the road by failing to locate the steering wheel before you drive.

A Central Organization may teach Classification Courses at Level III for Clay Table Healing as soon as it has Instructors trained in it at Saint Hill. It may teach Classification Courses at Level IV in Clay Table Clearing to students who took the Class III Course.

Staffs may be trained and checked out in Clay Table work but preferably by Saint Hill graduates.

There is no penalty attached to misusing Clay Table work except the penalty of coping then with a messed up process and messed up pcs.

Used right Clay Table is the fastest thing we ever had. But Clay Table Auditing isn't just fooling about with Clay. It's simple, powerful technology and requires expert usage to produce results and protect pcs.

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\*\* 6409C29 SHSBC-41 Gradients  
\*\* 6410C13 SHSBC-42 Cycles of Action

HCO POLICY LETTER OF 4 OCTOBER 1964

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All staff  
All Students  
Tech Hats  
Qual Hats

Reissued on 21 May 1967

**THEORY CHECK-OUT DATA**

(Modifies HCO Pol Ltr of Sept 24, '64)

In checking out technical materials on students or staff, it has been found that the new system as per HCO Pol Ltr of Sept 24, '64 is too lengthy if the whole bulletin is covered.

Therefore the system given in Sept 24, '64 Pol Ltr is to be *used* as follows:

1. Do not use the old method of covering each bit combined with the new method.
2. Use only the new method.
3. Spot check the words and materials, do not try to cover it all. This is done the same way a final examination is given in schools: only a part of the material is covered by examination, assuming that if the student has this right the student knows all of it.
4. Flunk on comm lag in attempts to answer. If the student "er....ah....well..." flunk it as it certainly isn't known well enough to use. (Doesn't include stammerers.)
5. Never keep on examining a bulletin after a student has missed.
6. Consider all materials star-rated or not rated. Skip 75%'s. In other words, the check-out must have been 100% right answers for a pass. 75% is not a pass. When you consider a bulletin or tape too unimportant for a 100% pass, just require evidence that it has been read and don't examine it at all. In other words, on those you check out, require 100% and on less important material don't examine, merely require evidence of having read.

THE "BRIGHT" ONES

You will find that often you have very glib students you won't be able to find any fault in who yet *won't* be able to apply or use the data they are passing. This student is discussed as the "bright student" in the Sept 24, '64 Pol Ltr.

*Demonstration* is the key here. The moment you ask this type of student to *demonstrate* a rule or theory with his hands or the paper clips on your desk this glibness will shatter.

The reason for this is that in memorizing words or ideas, the student can still hold the position that it has nothing to do with him or her. It is a total circuit action. Therefore, very glib. The moment you say "*Demonstrate*" that word or idea or principle, the student *has* to have something to do with it. And shatters.

One student passed "Itsa" in theory with flying colours every time even on cross-check type questions, yet had never been known to listen. When the theory instructor said, "Demonstrate what a student would have to do to pass Itsa," the whole subject blew up. "There's too many ways to do Itsa auditing!" the student said. Yet on the bulletin it merely said "Listen". That given as a glib answer was all right. But "demonstration" brought to light that this student hadn't a clue about listening to a pc. If *he* had to demonstrate it, the non-participation of the student in the material he was studying came to light.

Don't get the idea that Demonstration is a Practical Section action. Practical gives the *drills*. These demonstrations in Theory aren't drills.

Clay Table isn't used to any extent by a Theory Examiner. Hands, a diagram, paper clips, these are usually quite enough!

## COACHING IN THEORY

There is Theory Coaching as well as Practical Coaching.

Coaching Theory means getting a student to define *all* the words, give all the rules, demonstrate things in the bulletin with his hands or bits of things, and also may include doing Clay Table Definitions of Scientology terms.

That's all *Theory* Coaching. It compares to coaching on drills in Practical. But it is done on bulletins, tapes and policy letters which *are* to be examined in the future. Coaching is not examining. The examiner who coaches instead of examining will stall the progress of the whole class.

The usual Supervisor action would be to have any student who is having any trouble or is slow or glib team up with another student of comparable difficulties and have them turn about with each other with Theory Coaching, similar to Practical Coaching in drills.

Then when they have a bulletin, tape or policy letter coached, they have a check-out. The check-out is a spot check-out as above, a few definitions or rules and some demonstration of them.

## DICTIONARIES

Dictionaries should be available to students in Theory and should be used in Theory Examination as well, preferably the same publication. Dictionaries don't always agree with each other.

No Supervisor should try to define English language words out of his own head when correcting a student as it leads to too many arguments. On English words, open a dictionary.

A Scientology dictionary is available.

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Remember that with Courses becoming briefer in duration, the number of bulletins and tapes which the student must know on a Star-Rated basis is also less.

General written examination for classification, however, remains on an 85% pass basis.

Be sure that students who get low marks constantly are also handled in Review, preferably by definitions of words they haven't understood *in some former subject*. Scientology is never the cause of consistent dullness or glibness.

Processing of this nature can be on an Itsa basis. It does not have to be Clay Table. Just finding the prior subject by discussion and discussing its words *usually blows the condition*. I've seen it change the whole attitude of a person in just 5 or 10 minutes of auditing on a "locate the subject and word" basis.

Therefore, definitions exist at Levels 0 and I, but not with Clay Table or assessment, only by Itsa. You'd be surprised how well it works and how fast. "Subjects you didn't like", "words you haven't grasped" are the discussion questions.

The subject of "wrong definitions cause stupidity or circuits, followed by overts and motivators", is not easy to get across because it is so general amongst Mankind. There is a possibility that past lives themselves are wiped out by changing language, whether it is the same language that changes through the years or shifting nationality. But however that may be, don't be discouraged at the difficulties you may have in getting this principle understood and used in Scientology departments—the person you are trying to convince has definitions out somewhere also!

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L. RON HUBBARD  
Founder



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### CLAY TABLE DATA

The only real error auditors are making on Clay Table work is *not getting their auditing question answered* at times.

When a pc answers, in reply to the question asking for what he wants to improve, "To be clear" and this is then pursued in the session, *serious* trouble occurs. Why?

"What do you want to improve?" is not answered by "To be clear." It would be answered by "My sanity." It would not be answered by "My aberrations" (since nobody wants his aberrations to improve).

If your pc is not trained into being in session you of course don't get answers to your questions.

What auditor has recently (as you should to all new pcs particularly) explained what was expected in the session? "I am going to ask you something, then you are going to answer it, then I will acknowledge, then I will ask again" etc. In other words what auditor has recently explained to a new pc the auditing cycle?

Well, if he hasn't on a new pc an auditor can't control anything that goes wrong in the session as there's no session.

Clay Table, like all other auditing, has to have an auditing cycle of asking or telling the pc, getting that exact question answered or command complied with, acknowledging it and so forth.

When this is omitted particularly on Clay Table work, disaster follows faster than in other types of processes as Clay Table bites deep.

So

1. Get your pc *trained* into what the auditing cycle is and
2. Get the question or command that was asked or given answered.

Pcs can say whatever *else* they please. But they *must* answer the auditing question or no auditing occurs.

More than any other sin, this one is bedeviling Clay Table work and slowing results and every upset on Clay Table so far has been traced to this.

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*ALL LEVELS*

**GETTING THE PC SESSIONABLE**

When you start to audit new pcs the liabilities are these:

1. If you do not show him what auditing is, he does not know what is expected of him. Thus he is not only not in session but in mystery.
2. If you do not indoctrinate him into what he is supposed to do when the auditor gives him a question or command, he often does not answer the question or comply with the command and only then can things go wrong in the session.
3. If the pc is not in the auditor's control and if anything goes wrong, then the auditor can do nothing about it as he does not have any session or control of the pc.

**COVERT AUDITING**

Some, particularly HAS students, are very remiss in this and “covertly audit”.

In “talking” to someone they also seek to audit that person “without the person knowing anything about it”.

This of course is nonsense since auditing results are best achieved in a session and a session depends upon a *self-determined agreement* to be audited.

You can achieve changes in a person with covert auditing—I won't say you can't since I have done so. But it is uncertain and not very popular.

*You have* to audit without agreement when the pc is unconscious and can't respond.

But to make it a common practice when it is really used only in emergency (as in unconsciousness or when you have no time) would be foolish.

Further, using Scientology to handle situations in life is a whole subject in itself and it isn't auditing. (Example: Person angry, a Scientologist locates and indicates the by-passed charge. Example: On a raving psychotic, the Scientologist arranges for the person to have a rest away from his ordinary environment and associates and forbids damaging “treatments”. Example: Somebody seems to have lots of problems so the Scientologist teaches him what a problem is. Example: By observing the anxiousness of a person to receive motivators the Scientologist estimates the degree of overts the person has committed. Example: One sees a difficulty in planning is not getting any better so he decides there must be a lie in the plan and locates it at which time a good plan can emerge.)

There are countless ways to use the philosophy of Scientology in direct application to life. And even hopeless physical conditions respond to just understanding more about life. For instance there are many cases on record of a bedridden person reading no more than *Dianetics: The Evolution of a Science* and becoming well and active.

So one doesn't have to "covertly audit" if any communication is possible. One can teach, advise, orient someone in existence, applying the truths and knowledge of Scientology.

The point is, when *auditing is* begun it is best done by agreement to be audited and is most successful when the preclear understands what he is supposed to do in response to auditor actions, and is only disastrous when there is not enough control in the session to set things right if they start to go wrong.

Any auditor who just sits and lets a pc ramble on and on with no regard to the subject being handled, even in Itsa, is very foolish, has no session and is wasting time.

The *wrong* thing to do is chop the pc up and cut his comm because he is so far adrift.

The right thing to do is to prevent it before it happens by not auditing preclears who have not agreed to be audited or who have no faintest idea of what's expected of them.

In the hands of an unskilled "auditor" I have seen a preclear, who was running a psycho-analytic type session, giving all the expected psycho-analytic symptoms and responses. And getting nowhere.

There are two ways it could have been handled—one is to have explained this wasn't psycho-analysis and then explained the auditing cycle. The other would have been to run O/W on the analysis the pc had had or even do a by-passed charge assessment on the analysis. Probably both would be necessary if mere information about how auditing was done did not care for the condition.

One of the rules of auditing is never to let any part of any question or command be agreed upon once and never repeated. Example: The auditor tells the pc, "When I say 'her' in this command, I mean your mother. Now what have you done to her?" The pc is always having to think back to this agreement to answer the command.

Educating a pc is not the same thing. Here one is knocking out past response patterns, as in social actions or some earlier form of treatment. One is in effect cancelling out earlier habits of response in order to get auditing to occur. Once that is done one does not of course have to do it again and what the pc says in a session is what the pc says. Sometimes he wanders all about before he answers the question. But the *auditor* in any case *must* get his question answered or the command complied with.

So auditing in general is a clean-cut agreement to be audited, a session is conducted with an auditing cycle, no matter how long or short that cycle may be.

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**CLEARING  
WHY IT WORKS  
HOW IT IS NECESSARY**

The wrap-up of Level VI this last year brought about a full explanation of why clearing works at lower levels. And it also brought about why some could not be run at once on R6.

The reasons are quite simple.

The basis of the reactive mind is the actual Goals Problem Masses (GPMs).

Life has pulled these out of position and thrust the pc into the mess.

When you find what lock words have been tied into the GPMs in this or even an earlier lifetime and key them out (destimulate them) (untie them from the main mass) the GPMs sink back into proper alignment and cease being effective.

This makes a Key-Out Clear.

This condition is valuable because the GPMs are now confrontable one by one (not dozens by dozens) and Routine 6 can be run easily on the preclear.

Once Routine 6 auditing has begun one can only handle the derangements of masses by List 6 By-Passed Charge Auditing by Lists or, in an ARC Break, by using List 6 as an ARC Break Assessment.

(If you seek to return to Clay Table Clearing after beginning R6, you get only locks on the Item the pc has been left in and cause only upset. So you never return a pc to Clay Table Clearing once he has begun R6. Moral, don't begin R6 too soon. Clear first.)

That the state of Clear is transient and impermanent does not make it less worth while. In itself it is of enormous mental value and the full results never fade—only some of the bloom. That's because the main bank is brought back into restimulation by Life or the pc's overts, etc.

It is easiest to run R6 on pcs who have at some time or another been cleared. It is also possible to run R6 immediately on some rare pcs because they are just about clear anyway. It is risky to attempt R6 on the average pc who has not been cleared. Some pcs can't be audited at all on R6 until they are cleared.

That is because they have too many lock words (words not in the GPMs but close in meaning) keeping the large chunks of the reactive mind in present time. When these lock words are handled by being found and understood the reactive mind drops out of restimulation and one can then run it out in an orderly fashion, Item by Item and GPM by GPM.

Those are the mechanics of the reactive bank itself, the real use and value of clearing in auditing, and the conditions necessary for the successful handling of Routine 6.

From the first moment he starts being audited, the pc is heading first for orientation in his environment (fewer PTPs and conflicts with others around him),

second for release (from the feeling he will only get worse and can't progress—done by giving him small wins), third by getting rid of his physical problems, fourth by clearing away the locks on the reactive bank and fifth and sixth by running out the reactive bank itself. (Note: Fifth is mentioned as it is also encountered in the form of whole track, not always necessary to handle.)

Once the reactive mind is vanquished, the pc is again capable of his full potential as a being.

If you try to short-cut it you get failed cases.

So that's the why of levels and their design and even if unpopular they are the necessary steps across the bridge.

If somebody comes along and says it can be done with a needle and syringe or whirling until one is dazed or sitting on a mountain top gazing at his navel, he has a perfect right to say it. But the road out, whatever the process followed, must overcome the obstacles listed above or it is no road but a trap.

My responsibility has been to find the way, to develop the processes by which it could be walked safely and to communicate what I know about it to the best of my ability even across barriers erected to communication and against the wishes of those who place value in slaves.

There could have been a thousand other ways, a million variations, a billion reasons why one should not go. But if there are other ways, Man has not found them and indeed has only laid more difficulties by his past efforts.

That is the way.

It can be travelled. Truth is not always popular. That is why there is so little truth for men are commonly frightened things. One can't rush from nowhere to the stars. But there is a way.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
20—27 October 1964

- |            |          |                            |
|------------|----------|----------------------------|
| ** 6410C20 | SHSBC-43 | Levels—The Reason for Them |
| ** 6410C27 | SHSBC-44 | The Failed Case            |

# THE BOOK OF CASE REMEDIES

by  
**L. Ron Hubbard**

**Published  
November 1964**

The Book of Case Remedies, "A Manual Covering Preclear Difficulties and Their Remedies," by L. Ron Hubbard, was first published in November 1964, at Saint Hill Manor, It is Volume II of the Clearing Series, and the first edition gave auditors necessary points of technology for the last push to the great Releasing and Clearing successes that followed.

In his instructions on how to use this book, Ron says: "This is a professional text, a part of the Clearing Series. It does not give the processes on which cases should be run to achieve higher levels. It gives the processes you have to use when the case doesn't run on standard processes.

"To use this book properly, one does not start or run cases with the Remedies given. One uses the Table of Remedies, contained herein, when the case has not run at all or, momentarily or consistently, does not advance on general processes.

*"When the case won't run, whether for a session or for many sessions, look the preclear up in the Table of Remedies and use the prescribed action only long enough to get the preclear running again. Then return to the regular processes for the level."*

The 1968 expanded edition added L. Ron Hubbard's HCO Bulletins of 9 November 1967, "Revision of Remedy A, Remedy B, and S and Ds," and 13 January 1968, "S & Ds." In addition, the first five chapters contain data on Clears and OTs and auditing basics. The Remedies are divided into two sections, the first having remedies applying to pcs, auditors and any person. The second part, starting with Remedy R, is mainly for Case Supervisors and the Remedies apply to any session. Chapter 8 contains technical notes including the difference between ARC Break Assessments and By-passed Charge Assessments. At the back is a handy index to the Remedies.

As Ron says at the end, "You have here the secrets of fourteen years of experience with patching up cases and keeping them going."

60 pages, one diagram, soft-cover with plastic comb binding. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

HCO BULLETIN OF 1 NOVEMBER 1964

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*SCIENTOLOGY III & IV*

**MORE CLAY TABLE CLEARING GOOFS**

It has come to my attention that auditors in some instances have found a new way of not getting their auditing question answered on Clay Table work.

They don't get the pc to represent the meaning of the word but let the pc do something in clay vaguely similar to the word.

Example of wrong action: Auditor has found the word "Alchemy" has been misunderstood. Says, "Represent Alchemy." Pc then does in Clay a retort and a man in a conical hat. Auditor says, "Okay." This is a goof.

In fact *two* goofs may be present. If the pc had really not understood "Alchemy" his answer in Clay would have been a more searching one. The auditor may have gotten five or six words from the pc and selected one that had no reaction and in which the pc was not interested. For a pc to be so glib means the pc isn't even puzzled about it and the auditor isn't auditing an aberration (a held-down 5) at all. (See *Dianetics Evolution of a Science* and my lecture this year on the definition of Clear, without understanding which nobody is going to clear anybody anyway.)

There may even be a third goof. The auditor has no grasp at all of what constitutes Clay Table Clearing or why it works and hasn't got the idea he is clarifying meanings and clearing up puzzles the pc has.

The actual goof is that the pc did not *represent* the word.

REPRESENT means, according to the Shorter Oxford English Dictionary: "to bring into presence; to bring clearly and distinctly before the mind; to place clearly before another."

This even shows up yet another goof. The auditor had no clearer idea of "Alchemy" than before and so was a sort of disinterested party to the whole thing and, on investigation, would have been found to pay no heed habitually to pc origins. Therefore the auditor was weak on TR 2 and a catastrophe on TR 4.

But getting back to the main goof, pc really not representing the word, therefore not answering the auditing command, is obvious in that no clearer or more distinct understanding of the word emerged.

The pc, then, didn't answer the "What word or term haven't you understood in that subject?" and gave a term he really already knew, or the auditor didn't accept the right one out of several offered, leaving in fact the pc's answer unacknowledged.

Then when the auditor gave the second command, "Represent Alchemy," one auditing cycle had already been missed as above and so represent was not done either.

If an auditor runs into the trouble of a pc just doodling in Clay with no clarification of anything, then one of the following is at fault:

- (a) The auditor accepted a subject the pc didn't want to improve at all; or
- (b) The auditor accepted a "misunderstood word" which the pc had never misunderstood; or
- (c) The auditor didn't get even earlier commands answered on the pc and so had a sloppy comm cycle going already; or
- (d) The auditor had no idea of what Clay Table Clearing was all about; or

- (e) The auditor was auditing far above the pc's level and should have been working out of the Book of Remedies rather than Clay Table Clearing; or
- (f) The auditor was continuing to audit an already ARC broken pc; or
- (g) The pc hadn't enough grasp of the meaning of the word chosen to even start; or
- (h) The pc hadn't a clue what "represent" means.

Resolutions of (a) to (f) are pretty obvious to any trained auditor. But they are resolved as follows:

- (a) Get the pc in comm as pc obviously not willing to talk about personal affairs or himself to the auditor. This is the oldest "In Session" definition. "What are you willing to talk to me about?" is the commonest remedy.
- (b) Same as (a) or the auditor is just willfully choosing the wrong word out of suggestions the pc makes in which case O/W on pcs is indicated on the auditor.
- (c) Pc or auditor madly out of comm with the other and the reason should be found and remedied.
- (d) The auditor should review *Dianetics Evolution of a Science* and have a Star-Rated examination on as well as a demonstration by the auditor of the definitions and principles of the lecture on Clearing of this year, before being permitted to do any more CT work.
- (e) The pc long since should have been looked up in the Book of Remedies and the remedy applied for the pc's condition or case before ever adventuring upon routine auditing such as Clay Table Clearing.
- (f) An ARC Break Assessment should have been done if this was what was wrong.
- (g) The pc should be given a dictionary to look the term up in before representing it in Clay.
- (h) The pc should be oriented or trained as to what is expected of him in Clay Table auditing including the meaning of represent.

Also, to add a somewhat unusual solution, the command "Represent Alchemy" should be lengthened to "Represent the meaning of the word Alchemy in Clay."

#### AUDITING CYCLE

The more I see of Clay Table goofs the more impressed I am with the wisdom of keeping Clay Table Clearing at Level IV. Because the main goofs are all auditing cycle goofs. The silly ones—such as the auditor never has passed Itsa but has always only done TR 0 when asked to do so, this auditor has never listened to the pc—such as gummed up TR 1—such as the auditor acknowledging the pc before he has a *clue* what the pc said or did—such as the auditor wandering off the course of the session, Q and Aing and just not duplicating the auditing command—such as failing to handle pc originations.

Clay Table work separates the experts and amateurs like a gourmet would separate sour wine and champagne.

With sour basic auditing, it just doesn't satisfy what's required.

I think letting students putter about with Clay even on Scientology definitions before they are Class Is at least is a horrible mistake.

Every consistently done Clay Table goofing I've seen so far showed up an auditor who just didn't know his auditing cycle and couldn't get *that* done, much less CT Clearing.

CT Clearing not only can be done. It Clears. If *done*.



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## STYLES OF AUDITING

Note 1: Most old-time auditors, particularly Saint Hill Graduates, have been trained at one time or another in these auditing styles. Here they are given names and assigned to Levels so that they can be taught more easily and so that general auditing can be improved.

(Note 2: These have not been written before because I had not determined the results vital to each Level.)

There is a Style of auditing for each class. By Style is meant a method or custom of performing actions.

A Style is not really determined by the process being run so much. A Style is how the auditor addresses his task.

Different processes carry different style requirements perhaps, but that is not the point. Clay Table Healing at Level III can be run with Level I style and still have some gains. But an auditor trained up to the style required at Level III would do a better job not only of CT Healing but of any repetitive process.

Style is how the auditor audits. The real expert can do them all, but only after he can do each one. Style is a mark of Class. It is not individual. In our meaning, it is a distinct way to handle the tools of auditing.

### LEVEL ZERO LISTEN STYLE

At *Level 0* the Style is Listen Style Auditing. Here the auditor is expected to listen to the pc. The only skill necessary is listening to another. As soon as it is ascertained that the auditor is listening (not just confronting or ignoring) the auditor can be checked out. The length of time an auditor can listen without tension or strain showing could be a factor. What the pc does is not a factor considered in judging this style. Pcs, however, talk to an auditor who is really listening.

Here we have the highest point that old-time mental therapies reached (when they did reach it), such as psychoanalysis, when they helped anyone. Mostly they were well below this, evaluating, invalidating, interrupting. These three things are what the instructor in this style should try to put across to the HAS student.

Listen Style should not be complicated by expecting more of the auditor than just this: Listen to the pc without evaluating, invalidating or interrupting.

Adding on higher skills like "Is the pc talking interestingly?" or even "Is the pc talking?" is no part of this style. When this auditor gets in trouble and the pc won't talk or isn't interested, a higher classed auditor is called in, a new question given by the supervisor, etc.

It really isn't "Itsa" to be *very* technical. Itsa is the action of the pc saying, "It's a this" or "It's a that." *Getting* the pc to Itsa is quite beyond Listen Style auditors where the pc won't. It's the supervisor or the question on the blackboard that gets the pc to Itsa.

The *ability* to listen, learned well, stays with the auditor up through the grades. One doesn't cease to use it even at Level VI. But one has to learn it somewhere and that's at Level Zero. So Listen Style Auditing is just listening. It *thereafter* adds into the other styles.

## LEVEL ONE MUZZLED AUDITING

This could also be called rote style auditing.

Muzzled Auditing has been with us many years. It is the stark total of TRs 0 to 4 and not anything else added.

It is called so because auditors too often added in comments, Qed and Aed, deviated, discussed and otherwise messed up a session. Muzzle meant a “muzzle was put on them”, figuratively speaking, so they would *only* state the auditing command and ack.

Repetitive Command Auditing, using TRs 0 to 4, at Level One is done completely muzzled.

This could be called Muzzled Repetitive Auditing Style but will be called “Muzzled Style” for the sake of brevity.

It has been a matter of long experience that pcs who didn’t make gains with the partially trained auditor permitted to two-way comm, did make gains the instant the auditor was muzzled: to wit, not permitted to do a thing but run the process, permitted to say nothing but the commands and acknowledge them and handle pc originations by simple acknowledgment without any other question or comment.

At Level One we don’t expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc’s answer and handle the pc origins by understanding and acknowledging what the pc said.

Those processes used at Level One actually respond best to muzzled auditing and worst to misguided efforts to “Two-Way Comm”.

Listen Style combines with Muzzled Style easily. But watch out that Level One sessions don’t disintegrate to Level Zero.

Crisp, clean repetitive commands, muzzled, given and answered *often*, are the road out—not pc wanderings.

A pc at this Level is instructed in exactly what is expected of him, exactly what the auditor will do. The pc is even put through a few “do birds fly?” cycles until the pc gets the idea. Then the processing works.

An auditor trying to do Muzzled Repetitive Auditing on a pc who, through past “therapy experience”, is rambling on and on is a sad sight. It means that control is out (or that the pc never got above Level Zero).

It’s the number of commands given and answered in a unit of auditing time that gets gains. To that add the correctly chosen repetitive process and you have a release in short order, using the processes of this Level.

To follow limp Listen Style with crisp, controlled Muzzled Style may be a shock. But they are each the lowest of the two families of auditing styles—Totally Permissive and Totally Controlled. And they are so different each is easy to learn with no confusion. It’s been the lack of difference amongst styles that confuses the student into slopping about. Well, these two are different enough—Listen Style and Muzzled Style—to set anybody straight.

## LEVEL TWO GUIDING STYLE AUDITING

An old-time auditor would have recognized this style under two separate names: (a) Two-Way Comm and (b) Formal Auditing.

We condense these two old styles under one new name: Guiding Style Auditing.

One first *guides* the pc by “two-way comm” into some subject that has to be handled or into revealing what should be handled and then the auditor handles it with formal repetitive commands.

Guiding Style Auditing becomes feasible only when a student can do Listen Style and Muzzled Style Auditing well.

Formerly the student who couldn't confront or duplicate a command took refuge in sloppy discussions with the pc and called it auditing or "Two-Way Comm".

The first thing to know about Guiding Style is that one lets the pc talk and Itsa without chop, but also gets the pc steered into the proper subject and gets the job done with repetitive commands.

We presuppose the auditor at this Level has had enough case gain to be able to occupy the viewpoint of the auditor and therefore to be able to observe the pc. We also presuppose at this Level that the auditor, being able to occupy a viewpoint, is therefore more self-determined, the two things being related. (One can only be self-determined when one can observe the actual situation before one: otherwise a being is delusion-determined or other-determined.)

Thus in Guiding Style Auditing, the auditor is there to find out what's what from the pc and then apply the needful remedy.

Most of the processes in the Book of Remedies are included in this Level (II). To use those, one has to observe the pc, discover what the pc is doing, and remedy the pc's case accordingly.

The result for the pc is a far-reaching re-orientation in Life.

Thus the essentials of Guiding Style Auditing consist of Two-Way Comm that steers the pc into revealing a difficulty followed by a repetitive process to handle what has been revealed.

One does expert TRs but one may discuss things with the pc, let the pc talk and in general one audits the pc before one, establishing what *that pc* needs and then doing it with crisp repetitive auditing, but all the while alert to changes in the pc.

One runs at this Level against Tone Arm Action, paying little or no heed to the needle except as a centering device for TA position. One even establishes what's to be done by the action of the Tone Arm. (The process of storing up things to run on the pc by seeing what fell when he was running what's being run, now belongs at this Level (II) and will be re-numbered accordingly.)

At II one expects to handle a lot of chronic PTPs, overts, ARC Breaks with Life (but not session ARC Breaks, that being a needle action, session ARC Breaks being sorted out by a higher classed auditor if they occur).

To get such things done (PTPs, overts and other remedies) in the session the auditor must have a pc "willing to talk to the auditor about his difficulties". That presupposes we have an auditor at this Level who can ask questions, not repetitive, that guide the pc into talking about the difficulty that needs to be handled.

*Great* command of TR 4 is the primary difference in TRs from Level I. One understands, when one doesn't, by asking more questions, and by really acknowledging only when one has really understood it.

Guided comm is the clue to control at this Level. One should *easily* guide the pc's comm in and out and around without chopping the pc or wasting session time. As soon as an auditor gets the idea of *finite result* or, that is to say, a specific and definite result expected, all this is easy. Pc has a PTP. Example: Auditor has to have the idea he is to locate and destimulate the PTP so pc is not bothered about it (and isn't being driven *to do* something about it) as the finite result.

The auditor at II is trained to audit the pc before him, get the pc into comm, guide the pc toward data needful to choose a process and then to run the process necessary to resolve that thing found, usually by repetitive command and always by TA.

The Book of Remedies is the key to this Level and this auditing style.

One listens but only to what one has guided the pc into. One runs repetitive commands with good TR 4. *And* one may search around for quite a while before one is satisfied he has the answer from the pc needful to resolve a certain aspect of the pc's case.

O/W can be run at Level I. But at Level II one may *guide* the pc into divulging what the pc considers a real overt act and, having that, then guide the pc through all the reasons it wasn't an overt and so eventually blow it.

Half-acknowledgment is also taught at Level II—the ways of keeping a pc talking by giving the pc the feeling he is being heard and yet not chopping with overdone TR 2.

Big or multiple acknowledgment is also taught to shut the pc off when the pc is going off the subject.

### LEVEL III ABRIDGED STYLE AUDITING

By Abridged is meant “abbreviated”, shorn of extras. Any not actually needful auditing command is deleted.

For instance, at Level I the auditor *always* says, when the pc wanders off the subject, “I will repeat the auditing command” and does so. In Abridged Style the auditor omits this when it isn't necessary and just asks the command again if the pc has forgotten it.

In this style we have shifted from pure rote to a sensible use or omission as needful. We still use repetitive commands expertly, but we don't use rote that is unnecessary to the situation.

Two-Way Comm comes into its own at Level III. But with heavy use of repetitive commands.

At this Level we have as the primary process, Clay Table Healing. In this an auditor must *make sure* the commands are followed exactly. No auditing command *is ever* let go of until that actual command is answered by the pc.

*But* at the same time, one doesn't necessarily give every auditing command the process has in its rundown.

In Clay Table Healing one is supposed to make sure the pc is satisfied each time. This is done more often by observation than command. Yet it is done.

We suppose at III that we have an auditor who is in pretty fine shape and can observe. Thus we *see* the pc is satisfied and don't mention it. Thus we see when the pc is not certain and so we get something the pc is certain of in answering the question.

On the other hand, one gives *all* the necessary commands crisply and definitely and gets them executed.

Prepchecking and needle usage is taught at Level III as well as Clay Table Healing. Auditing by List is also taught. In Abridged Style Auditing one may find the pc (being cleaned up on a list question) giving half a dozen answers in a rush. One doesn't stop the pc from doing so, one half acknowledges, and lets the pc go on. One is in actual fact handling a bigger auditing comm cycle, that is all. The question elicits more than one answer which is really only one answer. And when that answer is given, it is acknowledged.

One *sees* when a needle is clean without some formula set of questions that invalidate all the pc's relief. And one sees it *isn't* clean by the continued puzzle on the pc's face.

There are tricks involved here. One asks a question of the pc with the key word in it and notes that the needle doesn't tremble, and so concludes the question about the word is flat. And so doesn't check it again. Example: “Has anything else been suppressed?” One eye on pc, one on needle, needle didn't quiver. Pc looks noncommittal. Auditor says, “All right, on” “ and goes on to next question, eliminating a pc's possible protest read that can be mistaken for another “suppress”.

In Abridged Style Auditing one sticks to the essentials and drops rote where it impedes case advance. But that doesn't mean one wanders about. One is even more crisp and thorough with Abridged Style Auditing than in rote.

One is watching what happens and doing exactly enough to achieve the expected result.

By "Abridged" is meant getting the exact job done—the shortest way between two points—with no waste questions.

By now the student should know that he runs a process to achieve an exact result and he gets the process run in a way to achieve that result in the smallest amount of time.

The student is taught to guide rapidly, to have no time for wide excursions.

The processes at this Level are all rat-a-tat-tat processes—CT Healing, Prepchecking, Auditing by List.

Again it's the number of times the question is answered per unit of auditing time that makes for speed of result.

#### LEVEL IV DIRECT STYLE AUDITING

By direct we mean straight, concentrated, intense, applied in a direct manner.

We do not mean direct in the sense of to direct somebody or to guide. We mean it is direct.

By direct, we don't mean frank or choppy. On the contrary, we put the pc's attention on his bank and anything we do is calculated only to make that attention *more* direct.

It could also mean that we are not auditing by vias. We are auditing straight at the things that need to be reached to make somebody clear.

Other than this the auditing attitude is *very* easy and relaxed.

At Level IV we have Clay Table Clearing and we have Assessment type processes.

These two types of process are both astonishingly *direct*. They are aimed directly at the Reactive Mind. They are done in a direct manner.

In CT Clearing we have almost total work and Itsa from pcs. From one end of a session to another, we may have only a few auditing commands. For a pc on CT Clearing does almost all the work if he is in session at all.

Thus we have another implication in the word "direct". The pc is talking directly to the auditor about what he is making and why in CT Clearing. The auditor hardly ever talks at all.

In assessment the auditor is aiming directly at the pc's bank and wants no pc in front of it thinking, speculating, mauling or Itsaing. Thus this assessment is a very *direct* action.

All this requires easy, smooth, steel-hand-in-a-velvet-glove control of the pc. It *looks* easy and relaxed as a style, it is straight as a Toledo blade.

The trick is to be direct in what's wanted and not deviate. The auditor settles what's to be done, gives the command and then the pc may work for a long time, the auditor alert, attentive, completely relaxed.

In assessment the auditor often pays no attention to the pc at all, as in ARC Breaks or assessing lists. Indeed, a pc at this level is trained to be quiet during the assessment of a list.

And in CT Clearing an auditor may be quiet for an hour at a stretch.

The tests are: Can the auditor keep the pc quiet while assessing without ARC Breaking the pc? Can the auditor order the pc to do something and then, the pc working on it, can the auditor remain quiet and attentive for an hour, understanding everything and interrupt alertly only when he doesn't understand and get the pc to make it clearer to him? Again without ARC Breaking the pc.

You could confuse this Direct Style with Listen Style if you merely glanced at a session of CT Clearing. But what a difference. In Listen Style the pc is blundering on and on and on. In Direct Style the pc wanders off the line an inch and starts to Itsa, let us say, with no clay work and after it was obvious to the auditor that this pc had forgotten the clay, you'd see the auditor, quick as a foil, look at the pc, very interestedly and say, "Let's see that in Clay." Or the pc doesn't really give an ability he wants to improve and you'd hear a quiet persuasive auditor voice, "Are you quite certain you want to improve that? Sounds like a goal to me. Just something, some ability you know, you'd like to improve."

You could call this style One-Way Auditing. When the pc is given his orders, after that it's all from the pc to the auditor, and all involved with carrying out that auditing instruction. When the auditor is assessing it is all from the auditor to the pc. Only when the assessment action hits a snag like a PTP is there any other auditing style used.

This is a very extreme auditing style. It is straightforward—direct.

But when needful, as in any Level, the styles learned below it are often also employed, but never in the actual actions of getting CT Clearing and Assessment done.

(Note: Level V would be the same style as VI below.)

#### LEVEL VI ALL STYLE

So far, we have dealt with simple actions.

Now we have an auditor handling a meter and a pc who Itsa's and Cognites and gets PTPs and ARC Breaks and Line Charges and Cognites and who finds Items and lists and who must be handled, handled, handled all the way.

As auditing TA for a 2 1/2 hour session can go to 79 or 125 divisions (compared to 10 or 15 for the lowest level), the *pace* of the session is greater. It is this pace that makes perfect ability at each lower level vital when they combine into All Style. For each is now faster.

So, we learn All Style by learning each of the lower styles well, and then observe and apply the style needed every time it is needed, shifting styles as often as once every minute!

The best way to learn All Style is to become expert at each lower style so that one does the style correct for the situation each time the situation requiring that style occurs.

It is less rough than it looks. But it is also very demanding.

Use the wrong style on a situation and you've had it. ARC Break! No progress!

Example: Right in the middle of an assessment the needle gets dirty. The auditor can't continue—or shouldn't. The auditor, in Direct Style, looks up to see a puzzled frown. The auditor has to shift to Guiding Style to find out what ails the pc (who probably doesn't really know), then to Listen Style while the pc cognites on a chronic PTP that just emerged and bothered the pc, then to Direct Style to finish the Assessment that was in progress.

The only way an auditor can get confused by All Style is by not being good at one of the lower level styles.

Careful inspection will show where the student using All Style is slipping. One then gets the student to review that style that was not well learned and practice it a bit.

So All Style, when poorly done, is very easy to remedy for it will be in error on one or more of the lower level styles. And as all these can be independently taught, the whole can be co-ordinated. All Style is hard to do only when one hasn't mastered one of the lower level styles.

#### SUMMARY

These are the important Styles of Auditing. There have been others but they are only variations of those given in this HCO Bulletin. Tone 40 Style is the most notable one missing. It remains as a practice style at Level One to teach fearless body handling and to teach one to get his command obeyed. It is no longer used in practice.

As it was necessary to have every result and every process for each Level to finalize Styles of Auditing, I left this until last and here it is.

Please note that none of these Styles violate the auditing comm cycle or the TRs.

L. RON HUBBARD

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#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES

3—10 November 1964

- |            |          |                                   |
|------------|----------|-----------------------------------|
| ** 6411C03 | SHSBC-45 | Programmes                        |
| ** 6411C04 | SHSBC-48 | Comments on Clay Table TVD by LRH |
| ** 6411C10 | SHSBC-46 | PTPs, Overts and ARC Breaks       |

Remimeo  
Franchise  
Sthil Students

*SCIENTOLOGY II*  
*PC LEVEL 0-IV*

**DEFINITION PROCESSES**

The first thing to know about DEFINITION PROCESSES is that they are separate and distinct and stand by themselves and are *not Clay Table processes*.

Because definitions are used in Clay Table work, in clearing and in instruction, it is easy to make the colossal mistake of not realizing they are themselves a distinct type of process and that they can be run with no reference whatever to Clay Table or examinations.

In *The Book of Case Remedies* we find on page 25 REMEDY A and REMEDY B.

These two remedies *are* A and B because they handle a primary source of worry to instructors *and* auditors.

Because Definitions are *also* in Clay Table Clearing and are used in Instruction one might overlook A and B as *processes*.

**AUDITING STYLE**

Each level has its own basic auditing style and its secondary style as will be found covered completely in publications after this date.

The Auditing Style of Level II is Guiding Style. The Secondary Style is GUIDING SECONDARY STYLE or Guiding S Style.

**ASSISTS**

An assist is different from auditing as such in that it lacks any model session. Assists are normally short periods of auditing but not always. I have seen a touch assist go on for months at the rate of 15 minutes a day, two or three days a week. And it may take hours to do a touch assist on an accident victim. What characterizes an assist is that it is done rapidly and informally and anywhere.

“Coffee Shop Auditing” isn’t really an assist as it is usually done over coffee too casually to be dignified by the name of auditing. The pc is never informed at all of the existence of a session.

The pc, in an assist, is however informed of the fact and the assist is begun by “Start of Assist” and “End of Assist”, so an assist, like a session, has a beginning and an end.

The Auditor’s Code is observed in giving an assist and the Auditing Comm Cycle is used.

As an Auditor one sets out in an assist to accomplish a specific thing for the pc like relieve the snivels or make the ache in the leg better. So an Assist also has a very finite purpose.

**SECONDARY STYLES**

Every level has a different primary STYLE OF AUDITING. But sometimes in actual sessions or particularly in Assists this Style is altered slightly for special purposes. The Style altered for assists or for a particular process in a regular session, is called a SECONDARY STYLE. It doesn’t mean that the primary style of the level is merely loosely done. It means that it is done a precise but different way to accomplish assists or to assist the pc in a regular session. This variation is called the SECONDARY STYLE of that level.

**REMEDIES**

A Remedy is not necessarily an assist and is often done in regular session. It is the Remedy itself which determines what auditing style is used to administer it. Some Remedies, as well as being used in regular sessions, can also be used as Assists.



In short, that a process exists as a Remedy has no bearing on whether it is used in an Assist or a Model Session.

### GUIDING STYLE

The essence of Guiding Style is:

1. Locate what's awry with the pc.
2. Run a Repetitive Process to handle what's found in 1.

In essence—steer the pc into disclosing something that needs auditing and then audit it.

### GUIDING SECONDARY STYLE

Guiding Secondary Style differs from proper Guiding Style and is done by:

1. Steering the pc toward revealing something or something revealed;
2. Handling it with Itsa.

Guiding Secondary Style differs from Guiding Style only in that Guiding Secondary Style handles the matter by Steer + Itsa. Guiding Style Proper handles the matter with Steer + Repetitive Process.

### DEFINITIONS PROCESSING

Definitions Processes, when used as Remedies, are normally processed by Guiding Secondary Style.

Both Remedies of *The Book of Case Remedies* A and B are Guiding Secondary Style in their normal application.

One would expect them to be used by a Class II Auditor.

One would expect the Assist to last 10 or 15 minutes, perhaps more, but less than a regular session would take.

One would expect that any case in a PE class, any student that was getting nowhere, would be handled by the Instructor with Guiding Secondary Style using Remedies A and B as precision processes.

### REMEDY A PATTERN

One would *not* expect the person or student in trouble to be turned over to another student for handling. It's too fast, sharp and easy to handle that trouble oneself if one is Class II or above and far more certain. You can do it while you'd be finding another student to do the auditing. It would be uneconomical in terms of time not to just do it right then—no meter—leaning up against a desk.

The auditor's patter would be something like what follows. The pc's responses and Itsa are omitted in this example.

"I am going to give you a short assist." "All right, what word haven't you understood in Scientology?" "Okay, it's pre-clear. Explain what it means." "Okay, I see you are having trouble, so what does *pre* mean?" "Fine. Now what does *clear* mean?" "Good. I'm glad you realize you had it mixed up with *patient* and see that they're different." "Thank you. End of Assist."

In between the above total of auditing patter, the student may have hemmed and hawed and argued and cognited. But one just steered the pc straight along the subject selected and got it audited and cleaned up. *If* the student gave a glib text book definition after challenging the word preclear, we wouldn't buy it, but would give the student a piece of paper or a rubber band and say "Demonstrate that." And then carry on as it developed.

And that would be Remedy A.

You see it is precision auditing and is a process and does have an Auditing Style. *And* it works like a dream.

You see this is Steer + Itsa as to its style. And that it addressed the *immediate subject*.

What makes A Remedy A is not that it handles Scientology definitions, but that it handles the immediate subject under discussion or study.

#### REMEDY B

What makes Remedy B Remedy B is that it seeks out and handles a *former* subject, conceived to be similar to the immediate subject or condition, in order to clear up misunderstandings in the immediate subject or condition.

Remedy B, run on some person or student, would simply be a bit more complex than Remedy A as it looks into the past.

A person has a *continuous* confusion with policy or auditors, etc. So one runs B like this (the following is auditor patter only):

“I’m going to give you an Assist. Okay?” “All right. What subject were you mixed up with before Scientology?” “I’m sure there is one.” “Okay. Spiritualism. Fine. What word in Spiritualism didn’t you understand?” “You can think of it.” “Good. Ectoplasm. Fine. What was the definition of that?” “All right, there’s a dictionary over there, look it up.” “I’m sorry it doesn’t give the spiritualist definition. But you say it says *Ecto* means *outside*. What’s *plasm*?” “Well, look it up.” “All right. I see, *Ecto* means *outside* and *plasm* means *mould* or *covering*.” (Note: You don’t always break up words into parts for definition in A & B Remedies.) “Yes, I’ve got that. Now what do you think spiritualists meant by it?” “All right, I’m glad you realize that sheets over people make ghosts ghosts.” “Fine, glad you recalled being scared as a child.” “All right, what did the spiritualist mean then?” “Okay. Glad you see thetans don’t need to be cased in goo.” “All right. Fine. Good. You had Ectoplasm mixed up with engrams and you now realize thetans don’t have to have a bank and can be naked. Fine. End of Assist.” (Note: You don’t always repeat after him what the pc said, but sometimes it helps.)

Student departs still cogniting. Enters Scientology now having left Spiritualism on the back track. Doesn’t keep on trying to make every HCO Bulletin studied solve “Ectoplasm”, the buried misunderstood word that kept him stuck in Spiritualism.

#### DEFINITIONS PURPOSE

The purpose of definitions processing is fast clearing of “held down fives” (jammed thinking because of a misunderstood or misapplied datums) *preventing someone getting on with auditing or Scientology*.

Remedies A and B are not always used as Assists. They are also used in regular sessions. But when so used they are always used with Guiding Secondary Style— Steer + Itsa.

As a comment, people who seek to liken Scientology to something, “Oh, like Christian Science,” are stuck in Christian Science. Don’t say, “Oh no ! It isn’t like Christian Science!” Just nod and mark them for a fast assist or a session the moment the chance offers *if they seem very disinterested or aloof* when asked to a PE Course.

There’s weapons in that arsenal, auditor. Use them.

As Remedies A and B stand as the first and second given in *The Book of Case Remedies*, so before a large number of *potential* Scientologists stands the confusion of definitions.

We are now working hard to make Scientology definitions easy for them by compiling a dictionary, using words new to people only when useful.

But those that don’t come along at all, are so wound up in some past subject they can’t hear or think when that earlier subject is restimulated. And that earlier subject is held down *only* by some word or phrase they didn’t grasp.

Some poor pawn howling for the blood of Scientologists isn’t mad at Scientology at all. But at some earlier practice he got stuck in with mis-definition of *its* terms.

You see, we inherit some of the effects of the whole dullness of Man when we seek to open the prison door and say, “Look. Sunshine in the fields. Walk out.” Some, who need Remedy B, say: “Oh no! The last time somebody scratched the wall that way I got stupider.” Why say, “Hey. I’m not

scratching the wall. I'm opening the gate"? Why bother. He can't *hear you*. But he can hear Remedy B as an assist. *That's* the channel to his comprehension.

## UNDERSTANDING

When a person can't understand something and yet goes on facing up to it, he gets into a "problems situation" with it. There it is over there, yet he can't make it out.

Infrequently (fortunately for us) the being halts time right there. Anything he conceives to be similar presented to his view is *the* puzzle itself (A=A=A). And he goes stupid. This happens rarely in the life of one being, but it happens to *many* people.

Thus there aren't many such messes in one person in one lifetime that have to be cleaned up. But there are a few in many people.

The cycle of Mis-definition is:

1. didn't grasp a word, then
2. didn't understand a principle or theory, then
3. became different from it, commits and committed overts against it, then
4. restrained himself or was restrained from committing those overts, then
5. being on a withhold (inflow) pulled in a motivator.

Not every word somebody didn't grasp was followed by a principle or theory. An overt was not committed every time this happened. Not every overt committed was restrained. So no motivator was pulled in.

But when it *did* happen, it raised havoc with the mentality of the being when trying to think about what seem to be *similar subjects*.

You see, you are looking at the basic incident + its locks as in a chain of incidents. The charge that is apparently on the lock in present time is actually only in the basic incident. The locks borrow the charge of the basic incident and are not themselves causing anything. So you have a basic misunderstood word which then charges up the whole subject as a lock; then a subject charging up similar subjects as locks.

Every nattery or non-progressing student or pc is hung up in the above 1, 2, 3, 4, 5 cycle. And *every* such student or pc has a misdefined word at the bottom of that pile. If the condition is new and temporary it's a Scientology word that's awry. If natter, no progress, etc, is *continuous* and doesn't cease when all is explained in Scientology or when attempts to straighten up Scientology words fail, then it's an earlier subject at fault. Hence, Remedies A and B. Hence Guiding Secondary Style. Hence, the fact that Definitions Processes *are* processes. And VITAL processes they are if one wants a smooth organization, a smooth PE, a smooth record of wins on all pcs. And if one wants to bring people into Scientology who seem to want to stay out.

Of course these Remedies A and B are early-on processes, to be audited by a Class II or above on a Level 0 or I pc or student. However some in Scientology, as of this date, are studying slowly or progressing poorly because A and B haven't been applied.

One expects that very soon, now that auditors have this data, there will be nobody at upper levels with his definitions dangling.

L. RON HUBBARD

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*SCIENTOLOGY III and IV*

**CLAY TABLE LABEL GOOFS**

You will find in all poor auditing situations, where something has gone wrong, that you can figure yourself half to death if you do not know that *all auditing errors* are *gross* (huge, large, and in this meaning, *basic*).

The Gross Auditing Error most commonly found in auditing is just not following the directions for the process. Not *mild* departures but big ones. This often goes undetected by Case and Auditing Supervisors because the auditing report or the statement of some student is not complete or truthful about what was done.

If Case and Auditing Supervisors don't know that sometimes reports or statements are most expressive in what they leave unsaid or even twisted to make somebody look good (safeguard repute), then the Case or Auditing Supervisor can worry himself or herself silly trying to find out why some case isn't running.

Clay Table Healing and Clay Table Clearing, like any other processes, are subject to Gross Auditing Errors (GAEs), incomplete statements or reports or even falsified descriptions of what was or was not done.

“Unusual solutions” is a phrase describing actions taken by an auditor or a Case or Auditing Supervisor when he or she has not spotted the Gross Auditing Error. The “unusual solution” seldom resolves any case *because the data on which it is based* (the observation or report) *is incomplete or inaccurate*.

Sometimes people wonder why a certain order was given. They never ask what data was given that described the situation for which the order was given. Example: (Past pc reporting on an auditor) “The auditor was drunk.” Order given as a result: “Auditors must not drink.” Actual situation: Auditor was dizzy after a session and wobbled when he stood up; a whisky bottle in the office had been made into a lamp. The pc's statement was false data. Therefore the order given by the D of P was an order which remedied nothing. The D of P should have seen this as natter and located instead the pc's overt. That would have improved a case and spared an order.

Sometimes such data can be very convincing. In administration at long distances or in life one can't always get the right data and so issues an order hopefully. But in auditing, the factors are fewer and under better control. And so incomplete or false data is easy to detect.

**THE GOOF**

In Clay Table work of all kinds the pc *must* label *everything* he or she makes.

The word “everything” runs up against one of Man's favourite aberrations. Man crunches things up, condenses, goes all out for togetherness or sameness. His Epitaph should be “It's all the same.” Identifying things with things causes Man to call a number of things *one* thing. (He also is fond of calling one thing a number of things when he worsens on this point.)

I'll show you how this works. Auditor's Report: “The pc labelled everything.” Actual fact: The pc made a representation in Clay composed of 15 separate pieces, made *one* label giving all fifteen one name. Auditor's complaint: “The pc isn't progressing—no cognitions.”

In this case the auditor conceived the clay layout to be the “one thing” the pc said it was and had the pc “label it”. The pc did. One label.

Now the auditing direction in Clay Table work is to label every *thing*. The GAE was failing to get *everything* labelled.

Instead of figuring out some new process or angle to the case, all that would have been necessary was to get a *complete*, accurate description of the session. “Exactly what did the pc do?” And it would have transpired that the pc made “a picture”. “Was it labelled?” “Yes.” “What was it labelled?” “The pc labelled it ‘Catastrophe’ which is the word we were working on, of course.” At that point a smart D of P, Case or Auditing Supervisor would have figured it out. “How many things were there in the picture?” “Oh, about twenty.”

And the correct auditing direction would have been, “Go back and have the pc make the picture again if you’ve re-used the clay. And this time have the pc label *everything*—thing, piece, item—made. Got it? One label for each different bit of clay in the picture.”

That done, the pc’s case falls apart as the pc sees this or that should or shouldn’t be in the picture or why it is.

So the biggest goof in all processes is not doing the process.

And in C.T. work, the surest way in the world not to do the process is to let the pc make *something* and not get the pc to label it. And a thing of many parts *must* have a label on each part.

L. RON HUBBARD

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SAINT HILL SPECIAL BRIEFING COURSE LECTURE  
17 November 1964

\*\* 6411C17 SHSBC-47 Styles of Auditing

Remimeo  
Franchise  
Sthil Students  
Sthil Co-audit

*SCIENTOLOGY 0*

**LISTEN STYLE AUDITING**

There are two ways to run Listen Style Auditing—1. As a number of teams directly under an auditing supervisor and 2. As an individual auditor. Correct training procedure at Level 0 is to have the auditor do co-audit style until confident and then train him to do the same thing individually.

**LISTEN STYLE CO-AUDIT**

The Co-audit version is merely to get the student to do auditing without having to assume too much responsibility.

In this version it is really the instructor who is doing the auditing. He starts the session and tells the auditor to give the commands and acknowledge the answers. If this relationship is understood it makes the supervision of a Level 0 group of teams much easier.

The procedure for running a Listen Style Co-audit is as follows:

1. Instructor gets the auditors to seat their pcs in their chairs and then sit down.
2. He writes up on a board the exact wording of the process to be used.
3. He asks students if the room is alright for them to be audited in.
4. He tells them what is going to be run in the session (R Factor) and cleans up any questions on the part of pcs (obviously, stress is on getting them able to talk to anyone).
5. He tells auditors and pcs that all the auditor is permitted to do is to give the command and acknowledge the answers. If pc says anything that cannot be handled with an acknowledgement the auditor will put out his hand behind him and wait for an instructor.
6. He tells the auditors to keep their auditor's reports.
7. Instructor then says "Start of Session". And tells the auditors to give the command. No goals or rudiments are set or done.

*Notes:* Students should be taught that before they give an acknowledgement they should understand pc's answer. They are permitted therefore to ask pc to amplify an answer or to explain a word so that they (the auditors) understand the answer.

If a student puts out his hand the instructor goes to session and without ending it handles what needs handling and then lets session go on. The instructor is careful not to become the pc's auditor completely as transference will set in and pcs will invent trouble to get more attention. Instructor should have a meter handy so that in the case of an ARC Break he can quickly do an assessment. In doing the ARC Break Assessment he is of course careful not to audit the pc, only to locate and indicate the by-passed charge.

At end of period, Instructor says "Commence ending your sessions." He waits a bit and then says: "Tell your auditor any gains you've made in the session. Auditors

write them down.” Waits again and then says “Alright, I’m going to end the session now. End of Session.” Instructor then gives whatever instruction is necessary either to end the period or to get the room ready for the next period or gives a break, etc.

### LISTEN STYLE, INDIVIDUAL

This is done exactly the same as the Co-audit version but in this case of course the auditor handles the session. It goes like this:

1. The auditor seats the pc in his or her chair and then sits down across from the pc, knees a few inches from the pc’s. A table is used, or just two chairs, the auditor’s report being kept on a clip board. There is, of course, no meter.

2. The auditor takes the exact auditing command to be used from his text book, bulletin or notes.

3. He asks the pc if it is all right to audit the pc in the room and if not, makes things right by adjusting the room or location of auditing.

4. He tells the pc the purpose of such sessions (Reality Factor) “I want to get you used to talking to another.” “I want to improve your reach,” etc. It’s the auditor’s goal at this level, not the pc’s. Pcs don’t get a chance to have goals in Listen Style as they would set goals they can’t attain at this level and wouldn’t have enough reality on auditing anyway to be sensible about it. So, only an R Factor is used—no goals. The auditor also tells the pc *exactly* how long the session will be.

5. The auditor tells the pc that all he is going to do is to listen and try to understand the pc, and that all he wants the pc to do is talk on the selected subject the auditor will give him and that if he veers off, the auditor will call it to his attention.

6. The auditor then quickly starts his auditor’s report.

7. The auditor says “Start of Session”.

8. The auditor gives the command from his text, bulletin or notes. The command must have something to do with telling people things or communicating, and may also specify a subject to talk about.

9. Further commands are given only when the pc loses track of the subject and wants to know what it was (see Routines for Level 0 for exact handling of commands).

10. When the pc says something and obviously expects a response, the auditor signifies he has heard, using any normal means.

11. When the pc says something the auditor doesn’t grasp, the auditor asks the pc to repeat it or amplify it so that the auditor does *hear* it in the fullest sense of the word. (See “The Prompters” below. Only 4 are allowed.)

12. When the pc stops talking, the auditor must adjudicate whether the pc is simply no longer interested in the subject, or has become unwilling to talk about some bit of it. If the auditor believes the pc has stopped because of embarrassment or some similar reason, the auditor has The Prompters, the only things he is allowed to use.

Prompter (a) “Have you found something you think would make me think less of you?”

Prompter (b) “Is there something you thought of that you think I wouldn’t understand? “

Prompter (c) “Have you said something you felt I didn’t understand. If so, tell me again.”

Prompter (d) “Have you found something you haven’t understood? If so, tell me about it.”

(The student must know these prompters by heart.) He uses as many as needed, in the sequence given, to start the pc talking again.

The auditor must not start a new subject or process just because the pc can't bring himself to go on talking. The whole essence of Level 0 is to get the pc up to being willing *to* talk about anything to anyone. Thus any coaxing is also allowed. Threats are forbidden. (a) (b) (c) or (d) usually handle. These are the commonest reasons people cease talking. Mere forgetting is handled just by reminding the pc of the subject.

13. New Processes (or new subjects in a Routine which are in essence new processes) are started only when the pc has brightened up and become quite able by reason of getting comfortable about the last one. Realizing that the whole target of Level 0 is to get people willing to talk about anything to others, a regained ability on a subject governs when to start a new process. If the auditor can answer to himself this question in the affirmative, then he can go to a new process, "Is this pc able to talk freely to or about (subject of last process)?" If so, it's all right to select a new question from the same routine or a new Routine (more rarely) and ask it now. But it is never all right to prevent a pc from talking by butting in with a new question. One *never* asks amplifying questions at Level 0. Commentary type questions are also out. The auditor listens to the question's answers and only interrupts when he truly hasn't heard or didn't grasp some point. No over and over repetitive use of commands is made, of course, as that's Level One. The Commands are given rarely, same commands, but only to get the pc going again. Staccato repetitive commands and brief pc answers are *not* for Level 0.

14. Toward the end of the auditing period, the auditor warns, "The session time is about over. We'll have to be ending shortly."

15. When the pc has given an extra comment or two, the auditor says, "We're closing the session now. Time is up. Have you made any gains in this session?"

16. The pc's answers are *quickly* noted.

17. The auditor says, "End of Session."

Note: Pcs of course often keep on talking and make it hard to end a session. End it anyway. If this seems to shock the pc, point out the time the session ended as originally set and say also, "You'll be getting more auditing and we'll take that up in the next session." You'll *always* have trouble ending a session if you fail to put in its time in the R Factor (Reality Factor) in 4 above. As the auditor notes the time in his report (see 4 above) he must say, "This session will go until \_\_\_\_\_ (hours and minutes) precisely." Thus he has an out for ending it. An auditor must never run beyond that time set, and must, of course, audit until it is reached. This, by the way, does not just hold good for Level 0. It is very good practice for all levels in regular sessions. The only exception is the assist where one is auditing toward a definite gain. In general auditing one seeks to obtain general gains not sudden momentary spurts.

-----

The auditor, whether in co-audit or individual session at this and the next level, will soon become impressed with this fact: the more he himself says during the session, the less gain the pc gets. Therefore, aside from the above, the auditor does very little in the session and is paid handsomely for it in pc gains.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 DECEMBER AD 14

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*SCIENTOLOGY 0*

**CURRICULUM FOR LEVEL 0—HAS**

*Effective January 1, 1965 (AD15)*

The Hubbard Apprentice Scientologist Course for the HAS certificate is the first requisite course. It is taught in qualified Academies. It can be preceded by a personal efficiency course and for this franchise holders may issue, on the form provided-by a Central Organization, a course completion certificate. But this is not requisite to enrolling in an HAS Course.

For some years HAS courses have been very successful. However, at higher levels lack of training in basics has been a stumbling block to auditors. Therefore this course becomes a formal Academy course out of actual training need and has a proper and precise curriculum.

The HAS Course is a rigorous course. To cover its materials in 160 course hours requires great diligence and application.

**THEORY REQUIREMENTS**

The Study Materials.  
Code of a Scientologist.  
The Auditor's Code.  
The Dianetic Axioms.  
The Pre-Logics.  
The Logics.  
The Scientology Axioms.  
Scientology Vocabulary.  
The ARC Triangle.  
The Tone Scale.  
The 8 Dynamics.  
Relationship of Thetan—Body—Reactive Mind.  
HCO Bulletins on Listen Style Auditing.  
HCO Bulletins on Level 0 Processes.  
How to make out an Auditor's Report.  
The Local and Worldwide Organizations of Scientology.  
An Org Board.  
The Symbols of Dianetics and Scientology.  
A Short History of Dianetics and Scientology.  
The Gradation and Classification Programme.

**PRACTICAL REQUIREMENTS**

Listen Style Drills.  
Patter Drills for Zero Routines.  
The Prompters (responses to pcs in difficulty about talking).  
How to set up a session.

## AUDITING REQUIREMENTS

All Routines of Level Zero run and received.

### STUDY GOAL

A good familiarity with the substance and precision of Scientology.

### GOAL AS AN AUDITOR

To be able to get people to talk to him or her easily without meeting it with censure, interruptions or invalidation. To be a safe, trustworthy auditor who can listen.

### GOAL AS A PC

To be able to talk more freely to others and be more comfortable about it.

-----

This is the totality of study—and achievements.

No axioms or logics must be learned verbatim but they as well as their words must be understood and the student must be able to demonstrate what they mean.

Vocabulary should be glib and useful to the student.

Cases that are severe cases may be relegated to the HGC at student rates but only to have Remedies A and B run. Five hour or 25 hour intensives may be offered students for this purpose. No attempt should be made to get this auditing done on course and no instructor may do it. Any time spent in being audited is either added to course time or done by the week-end HGC.

Instructors may not audit students on the HAS course, but may give minor assists or demonstrations.

Instructors must be alert on the consequences of missed definitions and, due to limited course time, may not waste any time noticing a student is dragging and doing something about it in the limits given above.

Course texts and HCO Bulletins are mainly already in existence. But they may be re-compiled or condensed in future publications.

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This is the totality of the HAS Course.

L. RON HUBBARD

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*SCIENTOLOGY 0*

**PROCESSES**

The *whole* case gain to be expected from a pc at Level 0 is an increase of ability to talk to others.

At Level 0 we do not expect or lead people to expect any sudden miracle of physical or mental recovery. Rather, we emphasize that we are getting their feet on the ladder and as they *progress up* through levels they will achieve all they ever hoped for and more.

*Jumping* to higher levels leaves the lower level disabilities untouched and while trying to audit somebody at, say, Level III, we will find ourselves struggling with things that should have been handled at Level 0.

Further, this target is the one that beginning pcs make the most gains on in my experience. I recall one near miracle on a girl who couldn't bring herself to talk to her parents and all I did was get her to tell me what she'd say to them if she could talk to them.

Recalling is *too steep* for a starting pc. They can't recall well really until about Level IV when they can be cleaned up on their ARC Breaks with Life.

Here we have the whole design of Level 0:

“Recover the pc's ability to talk to others freely.”

If you realize that a pc can't be in session unless he is willing to talk to his auditor, you will also realize that he can't be in life until he is able to communicate freely with others.

Thus *any* process that does not forward this end is *not* for Level 0, no matter how frantic the case may be to become clear yesterday.

The more hysterical a pc is about getting advanced processes or a case gain, the less strenuous the process administered must be. The psychiatrist erred on this one point and it wiped him out as a social benefactor. The more desperate the case, the more desperate were his measures. He was just echoing his patients. It is *very* important for an auditor to realize this one datum for it is the second guiding rule of Level 0. It is a very senior datum. One must not become desperate and use desperate measures just because the pc is desperate or the family or society is desperate about the pc. The worse off the pc, the lighter the approach to that pc must be.

Psychotics (real, gibbering ones) are below auditing treatment in sessions. The measure used for them should be just rest and isolation from their former environments. And the first process used should be just getting the person to realize you are safe and safe to talk to.

So, although a few cases are psychotic, this still holds good. The auditor must get

the pc to realize he is safe—won't punish, scold, reprimand or betray confidences—and that the auditor will listen.

It doesn't give the auditor a withhold to not speak of another's withholds. One can only withhold what one oneself has done. What the pc did or said isn't even subject for a session on the auditor for withholding it had *no* aberrative value.

Even when we're Class IV, we still start all our pcs at the pc's level, which is, for a beginning pc, Level 0.

So what we are trying to do with our pcs at Level 0 is the following:

1. Recover the pc's ability to talk to others freely;
2. Teach the pc by example the auditor is safe to talk to and won't scold, reprimand, punish or betray, and
3. Refuse to engage in desperate measures just because the pc is desperate; and therefore get a real, lasting gain for the pc.

## ROUTINES

A routine is a standard process, designed for the best steady gain of the pc at that level. The *remedy is* different. It is an auditing process which is designed to handle a non-routine situation. The only real remedy at Level 0 is patching up having failed to hear or understand the pc. The rest is all done by routine. The Case Remedies are at Level II and while we all realize that every Level 0 case *needs* a lot of Level II remedies, we also know that no remedy will work well until the pc is able to talk to others. When you run into trouble at Level 0, there are only 3 reasons possible:

1. The pc was not run in a direction or on a process to improve his or her ability to communicate to others;
2. The auditor failed to understand the pc's statements, either words or meanings; or
3. The auditor engaged in desperate measures, changed processes, or scolded or did something to lower the pc's feeling of security in the session.

That's all. As you go on up through the levels, you will find many other ways a pc can get upset. But at Level 0, the pc is not close enough to reality on his own case to even be touched by these at first. The pc is a long way off when he first starts getting audited. He can only approach his own case by degrees. So a pc, no matter how wildly he or she dramatizes at Level 0, is really only capable of a reality of the smallest kind about self. And such a pc must be able to talk before anything else can happen. Pcs can be ruined by someone who doesn't grasp that simple fact. Psychiatrists, failing to grasp it, murdered several million people—so it's no light matter. It's an important one.

A pc at Level 0 usually can't even conceive of an overt (a harmful act) done by himself. When they can, they go religiously guilty and seek to atone or some such thing. Become a monk. Or commit suicide.

The reason 33 1/3 percent of all psycho-analytic patients are said to have committed suicide in their first three months of treatment is not that they "came too late" but that a lot of wild data was thrown at them to get at their "source of guilt" and they went head on into the reactive bank, sought to demonstrate their "guilt" by making others guilty and killing themselves.

You don't want anything out of the pc but an increased ability to talk relaxedly to others without fear, embarrassment, suspicion or guilt. So all processes at Level 0 are arranged accordingly.

## WORDINGS

To give all possible wordings of routines that will accomplish the above is completely beyond need.

Once you have the idea of it straight, you can invent them by the dozens.

One doesn't even have to think of a particular pc. All Level 0 processes are good only when they apply to all pcs.

### ROUTINE 0-0 (Zero-Zero)

The starting routine is the most basic of all auditing routines. It is simply "What are you willing to talk to me about?" Pc answers. "What would you like to tell me about that?"

At Level II, the first question alone becomes a remedy. Here the two questions make a routine—and a very effective one it is!

### ROUTINE 0-A

This is how the auditor puts together Routine 0-A:

1. Make a list of people or things one can't generally talk to easily! That includes parents, policemen, governments and God. But it's a far longer list. The auditor must do this. It must never be published as a "canned" list.
2. Using any one of the listed items: "If you could talk to \_\_\_\_ (listed item) what would you say?"

All right, that's all there is to finding the commands for Routine 0-A.

One doesn't get the pc to do the list. The list isn't done in session. The auditor does it himself on his own time. And each auditor must do his own list for his pcs and add to it from time to time as he thinks of new ones.

The pc isn't necessarily given any choice of items. The auditor picks one he thinks may fit. That's easy to do after one session. The pc keeps complaining about parents. OK. Run 0-A on parents.

And flatten it!

By flatten is meant to use that one subject until the pc is darned sure he or she could now talk to the item chosen. If the pc still wants to abuse the item, it isn't flat. If the pc still wants to *do* something about the item, it is not flat. When the pc is cheerful about the item or no longer fascinated with it, it's flat.

Remember, there's no need to find out what the pc can't talk to. In fact, most cases you're better off just to take an item of your own for 0-A and use it. May seem strange, but you'll have a smoother time of it with the pc. Further you'll not restimulate (churn up) the pc's bank so hard.

### ROUTINE 0-B

The second routine consists of things to talk *about*.

One puts the routine together this way:

1. The auditor makes a list (not from the pc but himself) of everything he can think of that is banned for any reason from conversation or is not generally considered acceptable for social communication. This includes non-social

subjects like sexual experiences, W.C. details, embarrassing experiences, thefts one has done, etc. Things nobody would calmly discuss in mixed company.

2. An item from the list is included in the auditing command, "What would you be willing to tell me about ?" Add the item you choose.
3. When they have "run down" (as in clocks) ask them, "Who else could you say those things to?"
4. Rechoose a subject on the list.
5. Repeat 3.
6. Continue to repeat 4. and 5.

Above all, don't be critical of the pc. And very calmly hear and seek to understand what the pc said. (You never, by the way, seek to find out why the pc reacted or responded in some way. A real blunder at Level 0 is "Why did you feel that way?" Or "Why do you think you can't say that?" You're *not* after the causes of things at Level 0. You will find out why at Level VI!) At Level 0, just keep them talking while you listen. And you use only the subject chosen to keep them talking.

#### ROUTINE 0-C

Routine 0-C is, of course, old R-1-C renamed. It is done without a meter and it has any subject under the sun included in its command. It is elsewhere covered.

In all the above routines it is vital not to alter the commands given above.

-----

There are many more possible routines. But to be a Level Zero Routine it must have as its goal only freeing up the ability of the pc to talk freely to others.

This is not a level to be regarded with a brush-off. It takes a lot of skill to restore a pc's ability to communicate freely.

When an auditor has that skill he will succeed at all higher levels.

When a pc has that skill regained, his world will look to him to be a far, far better place.

So it is very important to get over this first hurdle. And very important not to dodge it and try to climb the hill anyway. It will become an awfully steep hill.

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[This HCO B is corrected by HCO B 26 December 1964, *Routine O-A (Expanded)*.]

#### SAINT HILL SPECIAL BRIEFING COURSE LECTURES 15—22 December 1964

- |            |          |   |
|------------|----------|---|
| ** 6412C15 | SHSBC-49 | Communication—A Gradient on Duplication |
| ** 6412C22 | SHSBC-50 | Mastery of the GPMs (film)              |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 DECEMBER 1964

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Sthil Students  
Sthil Co-audit

*SCIENTOLOGY ZERO*

(Corrections to HCO Bulletin of 11 December 1964,  
“Processes”, and to HCO Bulletin of 10 December 1964,  
“Listen Style Auditing”)

**ROUTINE 0-A (EXPANDED)**

An additional command increases the usefulness of this routine. It is therefore rewritten as follows:

The auditor makes a list of things people generally can't talk to easily. That includes parents, policemen, governments and God. But it's a far longer list. The auditor must compile this list himself or herself out of session. It may be added to by the auditor from time to time. It must never be published as a “canned list”. Scientology Instructors and Scientology Personnel should not be listed on it as it leads to upset in sessions.

*STEP 1.* The auditor chooses one of the subjects off the list and uses it in Steps 2 and 3 below until the pc is comfortable about it. Subjects from the list can be chosen in sequence or at random. A chosen subject is not left until the pc is comfortable about it. By this is meant, the pc would not feel disturbed talking to the subject chosen.

The auditor does not ask the pc which subject or if it is all right to choose that subject as the pc at the moment of selection is not likely to feel comfortable about any of the listed subjects and so will just reject. No, the auditor just chooses one and starts on it.

*STEP 2.* The auditor asks, “If you could talk to \_\_\_\_\_ (chosen subject), what would you talk about?” Pc answers one or more things at greater or shorter length.

*STEP 3.* When the pc seems satisfied the question has been answered, the auditor then says, “All right, if you were talking to \_\_\_\_\_ (chosen subject in 1 ) about that what would you say, exactly?”

The pc is expected to speak as though talking to the subject chosen in 1.

*STEP 4.* The auditor notes whether pc is comfortable about the subject chosen in Step 1, yet without asking pc. This is done by noting the voice tone or text of what the pc would say. If it is shy, diffident, or if it is belligerent or annoyed, the same subject is retained for a new go with Steps 2 and 3. If the pc seems bright and cheerful, a new subject is chosen from the list for a working over with Steps 2 and 3. If the subject in 1 is retained, the auditor again does Steps 2 and 3 above over and over until the pc is cheerful. A subject chosen in 1 is not left until the pc really can respond cheerfully. When this is accomplished, a new subject is chosen as Step 1 and the process is continued with Steps 2 and 3 using the new subject.

The whole of Routine 0-A is flat when the pc feels far more comfortable about talking to specific items and isn't shying off from items on the list. It is flat, therefore, when an ability is regained on specific items on the list and the list items aren't producing big new changes in the pc's communication ability.

## LISTEN STYLE CO-AUDIT

It is expected that by the time an auditor is permitted to do the Zero Routines, Individual Listen Style will have been entered upon.

Until the class seems able to run individual sessions, old "R-1-C" can be used by the auditing supervisor on a group basis using Listen Style Co-audit until the group has the idea of sessions.

Routines work best on Individual Listen Style. The pc is always wondering, in Listen Style Co-audit, if the auditing supervisor is listening to him personally. The auditor is not the receipt point of the pc's comm in many instances.

Old R-1-C is the best training mechanism to get auditors to run sessions. In this process the auditing supervisor just chooses something for all the pcs to talk to the auditors about, like a dynamic or a common social problem.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
30 December 1964

\*\* 6412C30    SHSBC-51    Pattern of the Bank (film)



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1962-1964

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*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

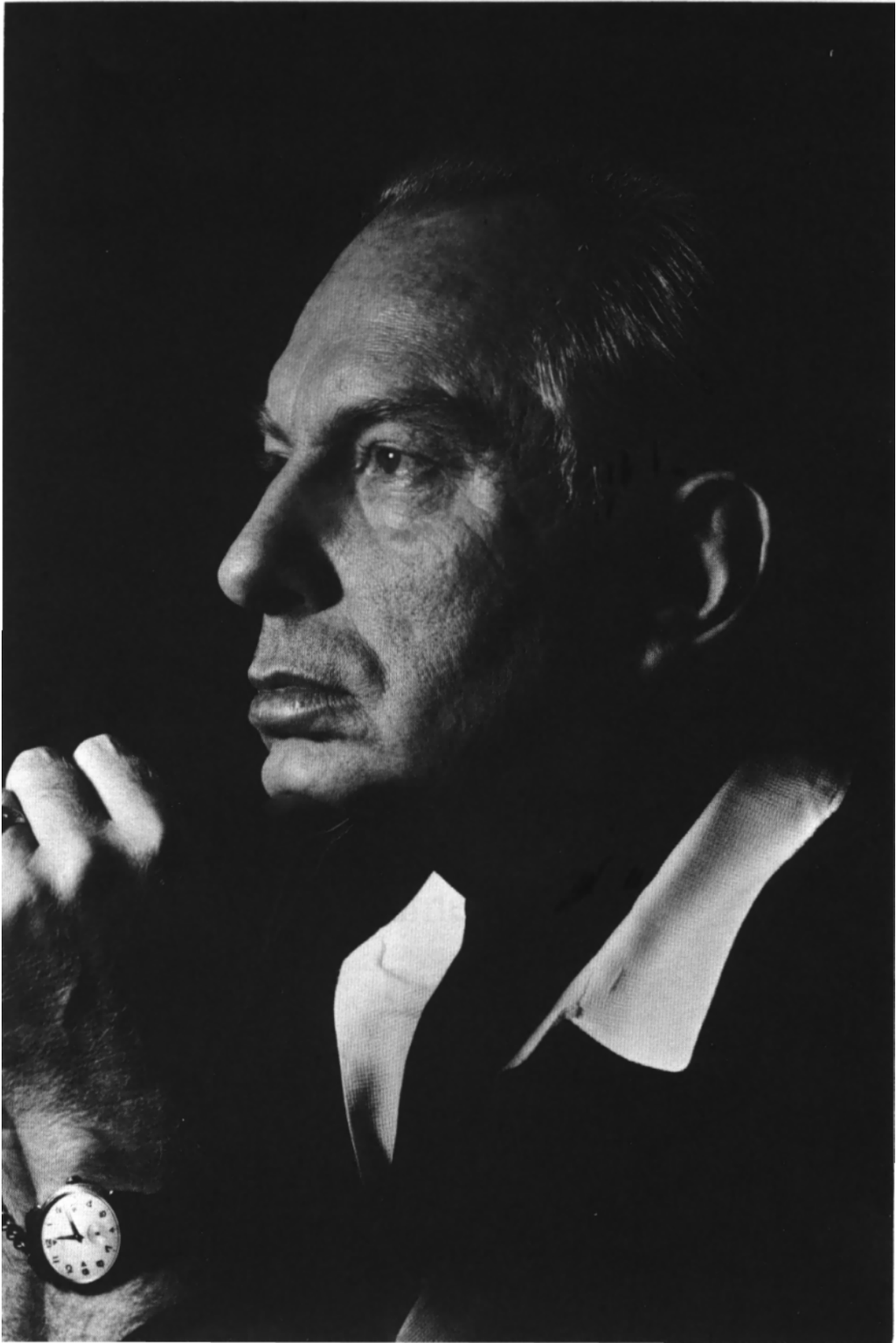
**Volume**  
**VI**  
**1965-1969**

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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
“The work was free.  
Keep it so. “*

**L. RON HUBBARD**



**L. Ron Hubbard**  
*Founder of Dianetics and Scientology*

## EDITORS' NOTE

“A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings.”

—L. Ron Hubbard

The first eight volumes of the *Technical Bulletins of Dianetics and Scientology* contain, exclusively, issues written by L. Ron Hubbard, thus providing a chronological time track of the development of Dianetics and Scientology. Volume IX, The Auditing Series, and Volume X, The Case Supervisor Series, contain Board Technical Bulletins that are part of the series. They are LRH data even though compiled or written by another.

So that the time track of the subject may be studied in its entirety, all HCO Bs have been included, excluding only those upper level materials which will be found on courses to which they apply. If an issue has been revised, replaced, or cancelled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The points at which Ron gave tape recorded lectures have been indicated as they occurred. Where they were given as part of an event or course, information is given on that event or course on the page in the chronological volumes which corresponds to the date. The symbol “\*\*\*” preceding a tape title means that copies are available from both Publications Organizations. A tape preceded by “\*” means that it will soon be available. No asterisk (\*) means that neither Publications Organization nor Flag has a master copy of that lecture. If you have, or know anyone who has, copies of *these* tapes, please contact the Flag Audio Chief, P.O. Box 23751, Tampa, Florida, 33623, U.S.A. The number in the tape title is a code for the date; example: 5505C07—55 = year, 1955; 05 = month, May; C = copy; 07 = day, 7th; 7 May 1955. The abbreviation tells what group the tape is a part of. For an explanation of the abbreviations see Volume X, page 539.

At the back of this volume is a Subject Index covering only the material in this volume. Use the index to locate the LRH source material in context, don't just get data from the index. This index has been combined with indexes from other volumes to form the Cumulative Index which is in Volume X, starting on page 287.

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# My Philosophy

by

**L. Ron Hubbard**

The subject of philosophy is very ancient. The word means: “The love, study or pursuit of wisdom, or of knowledge of things and their causes, whether theoretical or practical.”

All we know of science or of religion comes from philosophy. It lies behind and above all other knowledge we have or use.

For long regarded as a subject reserved for halls of learning and the intellectual, the subject, to a remarkable degree, has been denied the man in the street.

Surrounded by protective coatings of impenetrable scholarliness, philosophy has been reserved to the privileged few.

The first principle of my own philosophy is that wisdom is meant for anyone who wishes to reach for it. It is the servant of commoner and king alike and should never be regarded with awe.

Selfish scholars seldom forgive anyone who seeks to break down the walls of mystery and let the people in. Will Durant, the modern American philosopher, was relegated to the scrap heap by his fellow scholars when he wrote a popular book on the subject, *The Outline of Philosophy*. Thus brickbats come the way of any who seek to bring wisdom to the people over the objections of the “inner circle.”

The second principle of my own philosophy is that it must be capable of being applied.

Learning locked in mildewed books is of little use to anyone and therefore of no value unless it can be used.

The third principle is that any philosophic knowledge is only valuable if it is true or if it works.

These three principles are so strange to the field of philosophy, that I have given my philosophy a name: SCIENTOLOGY. This means only “knowing how to know.”

A philosophy can only be a *route* to knowledge. It cannot be crammed down one’s throat. If one has a route, he can then find what is true for him. And that is Scientology.

Know Thyself . . . and the truth shall set you free.

Therefore, in Scientology, we are not concerned with individual actions and differences. We are only concerned with how to show Man how he can set himself free.

This, of course, is not very popular with those who depend upon the slavery of others for their living or power. But it happens to be the only way I have found that really improves an individual’s life.

Suppression and oppression are the basic causes of depression. If you relieve those a person can lift his head, become well, become happy with life.

And though it may be unpopular with the slave master, it is very popular with the people.

Common man likes to be happy and well. He likes to be able to understand things, and he knows his route to freedom lies through knowledge.

Therefore, for 15 years I have had Mankind knocking on my door. It has not mattered where I have lived or how remote, since I first published a book on the subject, my life has no longer been my own.

I like to help others and count it as my greatest pleasure in life to see a person free himself of the shadows which darken his days.

These shadows look so thick to him, and weigh him down so, that when he finds they *are* shadows and that he can see through them, walk through them and be again in the sun, he is enormously delighted. And I am afraid I am just as delighted as he is.

I have seen much human misery. As a very young man I wandered through Asia and saw the agony and misery of overpopulated and underdeveloped lands. I have seen people uncaring and stepping over dying men in the streets. I have seen children less than rags and bones. And amongst this poverty and degradation I found holy places where wisdom was great, but where it was carefully hidden and given out only as superstition. Later, in Western universities, I saw Man obsessed with materiality and with all his cunning, I saw him hide what little wisdom he really had in forbidding halls and make it inaccessible to the common and less favored man. I have been through a terrible war and saw its terror and pain un eased by a single word of decency or humanity.

I have lived no cloistered life and hold in contempt the wise man who has not *lived* and the scholar who will not share.

There have been many wiser men than I, but few have travelled as much road.

I have seen life from the top down and the bottom up. I know how it looks both ways. And I know there *is* wisdom and that there is hope.

Blinded with injured optic nerves, and lame with physical injuries to hip and back, at the end of World War II, I faced an almost nonexistent future. My Service record stated: "This officer has no neurotic or psychotic tendencies of any kind whatsoever," but it also stated "permanently disabled physically."

And so there came a further blow . . . I was abandoned by family and friends as a supposedly hopeless cripple and a probable burden upon them for the rest of my days. I yet worked my way back to fitness and strength in less than two years, using only what I knew and could determine about Man and his relationship to the universe. I had no one to help me; what I had to know I had to find out. And it's quite a trick studying when you cannot see.

I became used to being told it was all impossible, that there was no way, no hope. Yet I came to see again and walk again, and I built an entirely new life. It is a happy life, a busy one and I hope a useful one. My only moments of sadness are those which come when bigoted men tell others all is bad and there is no route anywhere, no hope anywhere, nothing but sadness and sameness and desolation, and that every effort to help others is false. I know it is not true.

So my own philosophy is that one should share what wisdom he has, one should help others to help themselves, and one should keep going despite heavy weather for there is always a calm ahead. One should also ignore catcalls from the selfish intellectual who cries: "Don't expose the mystery. Keep it all for ourselves. The people cannot understand."

But as I have never seen wisdom do any good kept to oneself, and as I like to see others happy, and as I find the vast majority of the people can and *do* understand, I will keep on writing and working and teaching so long as I exist.

For I know no man who has any monopoly upon the wisdom of this universe. It belongs to those who *can* use it to help themselves and others.

If things were a little better known and understood, we would all lead happier

And there is a way to know them and there is a way to freedom.

The old must give way to the new, falsehood must become exposed by truth, and truth, though fought, always in the end prevails.

A handwritten signature in black ink, appearing to be "J. Edgar Hoover", written in a cursive style.



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 FEBRUARY 1965

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

REISSUED 15 JUNE 1970

*(Reissued 28.1. 73 to correct a word [page 8,  
para 5/. Change in this type style.)*

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

*ALL LEVELS*

**KEEPING SCIENTOLOGY WORKING**

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

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

The only thing now is getting the technology applied.

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

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

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

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

Getting the correct technology applied consists of:

- One: Having the correct technology.
- Two: Knowing the technology.
- Three: Knowing it is correct.
- Four: Teaching correctly the correct technology.
- Five: Applying the technology.
- Six: Seeing that the technology is correctly applied.

- Seven: Hammering out of existence incorrect technology.  
Eight: Knocking out incorrect applications.  
Nine: Closing the door on any possibility of incorrect technology.  
Ten: Closing the door on incorrect application.

One above has been done.

Two has been achieved by many.

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

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

Five is consistently accomplished daily.

Six is achieved by instructors and supervisors consistently.

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

Eight is not worked on hard enough.

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

Ten is seldom done with enough ferocity.

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

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

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

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

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

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

The contributions that were worthwhile in this period of forming the technology were help in the form of friendship, of defence, of organization, of dissemination, of application, of advices on results and of finance. These were great contributions and were, and are, appreciated. Many thousands contributed in this way and made us what we are. Discovery contribution was not however part of the broad picture.

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

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

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

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

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

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

When you don't do Seven, Eight, Nine and Ten actively, you are working for the Bank dominated mob. For it will surely, surely (a) introduce incorrect technology and swear by it, (b) apply technology as incorrectly as possible, (c) open the door to any destructive idea, and (d) encourage incorrect application. It's the Bank that says the group is all and the individual nothing. It's the Bank that says we must fail.

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

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

What happened here? Instructor A didn't jump down Auditor B's throat, that's all that happened. This is what he *should* have done: grabbed the auditor's report and looked it over. When a higher executive on this case did so she found what the Case Supervisor and the rest missed: that Process X *increased* Preclear C's TA to 25 TA divisions for the session but that near session end Auditor B Qed and Aed with a cognition and abandoned Process X while it still gave high TA and went off running one of Auditor B's own manufacture, which nearly spun Preclear C. Auditor B's IQ on examination turned out to be about 75. Instructor A was found to have huge ideas of how you must never invalidate anyone, even a lunatic. The Case Supervisor was found to be "too busy with admin to have any time for actual cases".

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

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

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

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

I recall one student who was squirreling on an Academy course and running a lot of off-beat whole track on other students after course hours. The Academy students were in a state of electrification on all these new experiences and weren't quickly brought under control and the student himself never was given the works on Seven, Eight, Nine and Ten so they stuck. Subsequently, this student prevented another squirrel from being straightened out and his wife died of cancer resulting from

physical abuse. A hard, tough Instructor at that moment could have salvaged two squirrels and saved the life of a girl. But no, students had a right to do whatever they pleased.

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

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

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

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

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

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

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

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

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

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

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

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

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

Do them and we’ll win.

L. RON HUBBARD  
Founder

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
23 February—2 March 1965

** 6502C23	SHSBC-52	Level VII
** 6503C02	SHSBC-53	Technology and Hidden Standards

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 FEBRUARY 1965  
(Reissued on 7 June 1967, with the word  
“instructor” replaced by “supervisor”.)

Remimeo  
All Hats  
BPI

### SAFEGUARDING TECHNOLOGY

For some years we have had a word “squirreling”. It means altering Scientology, off-beat practices. It is a bad thing. I have found a way to explain why.

Scientology is a *workable system*. This does not mean it is the best possible system or a perfect system. Remember and use that definition. Scientology is a *workable system*.

In fifty thousand years of history on this planet alone, Man never evolved a workable system. It is doubtful if, in foreseeable history, he will ever evolve another.

Man is caught in a huge and complex labyrinth. To get out of it requires that he follow the closely taped path of Scientology.

Scientology will take him out of the labyrinth. But only if he follows the exact markings in the tunnels.

It has taken me a third of a century in this lifetime to tape this route out.

It has been proven that efforts by Man to find different routes came to nothing. It is also a clear fact that the route called Scientology *does* lead out of the labyrinth. Therefore it is a workable system, a route that can be travelled.

What would you think of a guide who, because his party said it was dark and the road rough and who said another tunnel looked better, abandoned the route he knew would lead out and led his party to a lost nowhere in the dark. You’d think he was a pretty wishy-washy guide.

What would you think of a supervisor who let a student depart from procedure the supervisor knew worked. You’d think he was a pretty wishy-washy supervisor.

What would happen in a labyrinth if the guide let some girl stop in a pretty canyon and left her there forever to contemplate the rocks? You’d think he was a pretty heartless guide. You’d expect him to say at least, “Miss, those rocks may be pretty, but the road out doesn’t go that way.”

All right, how about an auditor who abandons the procedure which will make his preclear eventually clear just because the preclear had a cognition?

People have following the route mixed up with “the right to have their own ideas.” Anyone is certainly entitled to have opinions and ideas and cognitions—so long as these do not bar the route out for self and others.

Scientology is a workable system. It white tapes the road out of the labyrinth. If there were no white tapes marking the right tunnels, Man would just go on wandering around and around the way he has for eons, darting off on wrong roads, going in circles, ending up in the sticky dark, alone.

Scientology, exactly and correctly followed, takes the person up and out of the mess.

So when you see somebody having a ball getting everyone to take peyote because it restimulates prenataals, know he is pulling people off the route. Realize he is squirreling. He isn't following the route.

Scientology is a new thing—it *is* a road out. There has not been one. Not all the salesmanship in the world can make a bad route a proper route. And an awful lot of bad routes are being sold. Their end product is further slavery, more darkness, more misery.

Scientology is the only workable system Man has. It has already taken people toward higher I.Q., better lives and all that. No other system has. So realize that it has no competitor.

Scientology is a workable system. It has the route taped. The search is done. Now the route only needs to be walked.

So put the feet of students and preclears on that route. Don't let them off of it no matter how fascinating the side roads seem to them. And move them on up and out.

Squirreling is today destructive of a workable system.

Don't let your party down. By whatever means, keep them on the route. And they'll be free. If you don't, they won't.

L. RON HUBBARD  
Founder

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# THE BOOK OF E-METER DRILLS

**Published February 1965**

The Book of E-Meter Drills, Volume III of the Clearing Series booklets, consists of twenty seven E-Meter drills developed by L. Ron Hubbard and compiled by Mary Sue Hubbard. It was first published at Saint Hill Manor, East Grinstead, Sussex, England.

In the Foreword which Ron wrote for this book, he says, "This present booklet contains all the standard E-Meter drills used in training in Scientology.

"There are no other drills. Many have been developed from time to time and have proven less workable or useless. These drills have been of the greatest possible value.

"There are many ways of using drills, but the recommended way is using the standard Scientology coach and student auditor arrangement, where the coach does the training and the student auditor the actions required.

"A drill should be done until the student auditor is letter-perfect before going on to the next drill.

"These drills cover levels as indicated. Do not do the drills of a higher level until the student auditor is perfect at a lower level and has been classed or certified for that level. Then go on to the higher level.

"Metering is a very precise activity and requires much familiarity and expertise.

"Even small meter errors are considered Gross Auditing Errors at any level."

This booklet has a plastic comb binding, which makes it easy to lay flat on a table while doing the drills contained therein. It is used today on every auditing course which includes the use of the E-Meter.

76 pages, 1 photograph, soft-cover. Translation available in German. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

Remimeo  
Franchise  
Sthil Students  
Sthil Staff

*ALL LEVELS*

**BOOK OF CASE REMEDIES  
APPLICATION OF TECH**

A sure road to award and glory is to find a new application for an existing Scientology process or principle or book.

The period of the discovery of principles, processes or original works is surely over as we have everything between the snake's stomach and the high sky by way of natural laws. Inventing and using new processes is a sure way to slow down the advance. There were only so many anyway and it's been done.

But new ways to *apply* or disseminate what we've got are welcome, welcome, welcome. We've not nearly enough of those and we'll be inventing or seeing them for the next umpty trillion years.

So my hat is off to Beth Fordyce, HCO Area Sec Detroit, U.S.A., who informed us via U.S. Continental of a new use for *The Book of Case Remedies* for which she'll receive a bow and appropriate award, to wit her DScn.

Here is her report.

"At the January D.C. Congress, I had some interesting data about *The Book of Case Remedies* that you (HCO Cont Sec U.S.) thought I ought to write up for Ron because you felt he'd be interested in it. Here it is.

"We've had several instances where people have read the remedies and come in to tell me that certain ones 'fit' them. Then when they started to tell me which ones specifically, they couldn't remember them—or they would be able to remember *only one*. The book obviously indicates by-passed charge, and handles most of the problems. They find out what their problem actually is.

"One fellow who has been ARC broken with Scientology for years (even before I heard of Scn), came in and I asked him to find himself in the remedies. He started reading them, and each one seemed to fit him (except about 3 or 4 of them). I noted them down one by one, as he called them to me. When he finished, I said no more about it.

"Later on—about 15 minutes—he decided he'd better look through those again because he 'was sure that they didn't all fit—maybe some of them have changed'. So he went through them again, one by one, and only 3 still seemed to apply—and only ONE of them was strongest, he felt. The other two seemed to have lost their punch.

"He was quite different after that. I also did what the remedy called for, which cleaned it up. The last time I saw him—at our Congress—he not once mentioned the problem he's always had with eye-spots. (And, frankly, I was afraid at that point to say 'eye-spots' to him for fear he'd key it back in again, so I just settled for HIS not mentioning it !)

"As soon as we get our next batch of Remedies, I intend to send at least 4 of them as gifts to people who are badly ARC broken with us. If they actually read them, I know exactly what will happen—they *can't* stay ARC broken.

Best,  
Beth"

So there's a wide open door. Try it out on "rough cases" and demand ARC Broken ones do it and write you back or tell you which one it is.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 MARCH 1965

Remimeo  
Sthil Students  
Sthil R6 Co-audit

*Scientology 0*

*Scientology VI*

## WORDS, MISUNDERSTOOD GOOFS

It has come to my attention that words a student misunderstands and looks up can yet remain troublesome. And that R6 materials are suffering from the same fate when meter activity lessens.

It's this way: The student runs across a word he or she doesn't understand. He or she looks it up in a dictionary, finds a substitute word and uses that.

Of course the first word is still misunderstood and remains a bother.

Example: (Line in text) "The size was Gargantuan." Student looks up Gargantuan, finds "Like Gargantua, huge." Student uses "huge" as a synonym and reads the text line "The size was 'huge'." A short while later is found still incapable of understanding the paragraph below "Gargantuan" in the text. Conclusion the student makes—"Well it doesn't work."

The principle is that one goes dull after passing over a word one does not understand and brightens up the moment he spots the word that wasn't grasped. In actual fact, the brightening up occurs whether one defines the word or not.

But to put *another* word in the place of the existing word, whether in Level 0 or Level VI is to mess it all up.

Take the above example. "Huge" is not "Gargantuan". These are synonyms. The sentence is "The size was Gargantuan." The sentence was *not* "The size was huge." You can't really substitute one word for another at Level 0 *or* Level VI and get anything but an alteration. So something remains not understood at Level 0 and the meter stops at Level VI. It just isn't what was said or thought.

The *correct* procedure is to look over, get defined well and understand *the* word that was used.

In this case the word was "Gargantuan". Very well, what's that? It means "Like Gargantua" according to the dictionary.

*Who* or *what* was Gargantua? The dictionary says it was the name of a gigantic King in a book written by the author Rabelais. Cheers, the student thinks, the sentence meant "The size was a gigantic king." Oops! That's the same goof again, like "huge". But we're nearer.

So what to do? Use Gargantuan in a few sentences you make up and bingo! You suddenly understand *the* word that was used.

Now you read it right. "The size was Gargantuan." And what does that mean? It means "The size was Gargantuan." And *nothing* else.

Get it?

There's no hope for it mate. You'll have to learn real English, not the 600 word basic English of the college kid, in which a few synonyms are substituted for all the big words.

-----

And as an "aside" (like they use on the stage), may I say that golly some people have to reach a long way to find goofs.

(The data in this HCO B was given to me by Mary Sue Hubbard and called to attention by Ian Tampion.)

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
9—16 March 1965

- |            |          |  |
|------------|----------|--|
| ** 6503C09 | SHSBC-54 | The New Organizational Structure       |
| ** 6503C16 | SHSBC-55 | The Progress and Future of Scientology |

HCO BULLETIN OF 29 MARCH 1965

Remimeo  
Students

*ALL LEVELS*

## **ARC BREAKS**

Great News!

I've found the basis of ARC Breaks!

As you know, only a PTP (Present Time Problem) can hold a graph unchanging and only an ARC Break can lower one. Therefore the Anatomy of an ARC Break is more vital to know, as it can worsen, than the anatomy of a PTP. But both are very important and with the overt act and misunderstood words in study form the vital four things anyone should know in auditing Pcs.

The average student has a hard time getting rid of ARC Breaks in others, mostly because he never really finds the ARC Break. One Auditor was sure a Pc had been ARC Broken by "the last few inches of a lecture tape" and was madly calling Washington to borrow the tape so the poor Pc could "listen to it again to cure his ARC Break"! Well I don't mind being cause, but my tape never ARC Broke the Pc. The Auditor just didn't locate the Charge.

The whole trick is to keep cleaning up the ARC Break until the Pc is *happy* again and then quit. When you find it, that's it. You don't find it and still have an ARC Broken Pc! No, the terribly simple truth is that

1. The Pc is ARC Broken because something happened.
2. The Pc will continue to be ARC Broken until the thing is found.
3. The ARC Break will *vanish* magically when the source is found.

Finding the ARC Break and indicating it clears the ARC Break. If it *doesn't* clear on what you find, then you haven't found it!

You must not continue to run a Pc on some process when the Pc is ARC Broken. You must find the ARC Break and clear it.

The Pc will go into a sad effect if you don't find the ARC Break but instead, continue the process. If you *think you* have found the ARC Break (and haven't) and then go on auditing, the Pc will go into a sad effect.

ARC Broken Pcs are easy to identify. They gloom and mis-emote. They criticise and snarl. Sometimes they scream. They blow, they refuse auditing.

If you can read a lighted neon sign at 10 feet on a dark night, you can detect a Pc who has an ARC Break. Some Auditors can detect them sooner than others. I can see one coming in a Pc 1<sup>1</sup>/<sub>2</sub> hours of auditing before the Pc starts to get misemotional in earnest. Some newcomer in the business might not detect one until the Pc wraps a chair around the auditor's head. As I say, the ability to perceive one varies. The better you are the sooner you see one. If an auditor's Pc isn't bright and happy, there's an ARC Break there with life or the bank or the session.

The thing to do is find it and clean it up.

And now all is revealed: This is what makes an ARC Break occur:

**AN ARC BREAK OCCURS ON A GENERALITY OR A NOT THERE.**

## The Generality

### Example of a Generality

“They say you are cold-hearted.” “Everybody thinks you are too young.” “The People Versus Sam Jones.” “The will of the masses.”

### Case Manifestation

Example: Little boy screaming in rage when he makes a mistake in drawing. Auditor observes little boy is upset. Auditor: “What are you upset about?” Little Boy: (howling) “My drawing is no good!” Auditor: “Who said your drawing is no good?” Little Boy: (crying) “The teachers at school (plural).” Auditor: “What teacher (singular)?” Little Boy: (sobbing) “Not the teachers, the other children (plural)!” Auditor: “Which *one* of the other children?” Little Boy: (suddenly quiet) “Sammy.” Auditor: “How do you feel now?” Little Boy: (cheerfully) “Can I have some ice cream?”

### The Formula

1. Ask what the Pc is upset about.
2. Ask who thought so.
3. Repeat the generality the Pc used and
4. Ask for the singular.
5. Keep 3 and 4 going until the Pc is happy.

As it’s a near Q and A it should be awfully easy. They name prunes, you say what prune is prunes.

### Result

It’s quite magical done barehanded or on a meter.

### Errors

You can miss in English sometimes on YOU. The Pc says YOU are mean. We have no plural or singular signal in the word YOU. Therefore a statement that “YOU are ARC Breaking me” or “YOU ARE MEAN” may not mean, as an egocentric auditor may take it, the auditor but YOU may be being used as THE WHOLE WORLD. The above formula holds 1 to 5. Just find out “Which person is meant by the word you?”

Our old “Look at me, who am I?” was not too wrong.

So next time your Pc says, “The Instructors are mean,” don’t be goofy enough to indicate the charge with “OK, you are ARC Broken because the Instructors are mean.” And then be amazed when the ARC Break continues. You didn’t find out “What Instructor is Instructors?” If you ask a bit further you’ll find it probably wasn’t “the Instructors” but somebody else. And that somebody will be a unit, not a group.

A less workable but interesting approach is “Who uses the word ‘everybody’ frequently?” It’s of interest only because “everybody” makes a dispersal which the Pc can’t see through. It will take quite a while sometimes for a Pc to spot such a person!

How many people have died heartbroken because “they” were mean to him. And it was just one vicious being who had been blown up to “they”.

The Not There is also a generality because it can be anywhere. But it is a special case.

When something becomes unlocatable it can cause an ARC Break.

The cure for this one is to find out what's gone.

If you see somebody with a cold, ask "Who's gone?" and you'll be amazed at the recovery *if you* pursue the matter.

One concludes it's less the loss than not knowing where something has gotten to, making a one into a generality.

The common response to sudden loss is to feel everything is gone or going.

This is the state of anxiety explained.

The beaten and downtrodden respond well on this (when brought up through normal levels to the Level of Remedies).

A very sneaky question is "Who (or what) was everything to you?"

But use it sparingly. The Pc will go whole track like a flash if overworked.

Remarkably (at *this* late date to find it!) that's why he rather fancies his pictures! At least he has a picture of it!

Dreams follow a sudden loss. It's an effort to orient oneself and get something back.

### **Level VI ARC Breaks**

Of course, there's nothing wrong really with a thetan but his reactive bank. He can recover from the rest. And his reactive bank is *full* of generalities which explains the hard ARC Breaks of Level VI. But don't tamper with Level VI if the Pc belongs at II. You can get enough locks off any day from normal life to cure the ARC Breaks you'll encounter getting up to VI.

Main thing to know is: AN ARC BREAK OCCURS BECAUSE OF A GENERALITY OR A NOT THERE.

Fortunately it doesn't always occur. Only sometimes. And when it does: Find the singular form of the generality.

In Admin particularly you save more executives that way. And in auditing you just don't have failed cases or blows if you *know* it.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
30 March 1965

\*\* 6503C30      SHSBC-56      ARC Breaks and Generalities

HCO BULLETIN OF 2 APRIL AD15

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*ALL SCIENTOLOGY*

**THE ROAD TO CLEAR**

I have just made a breakthrough in finding what a clear really is.

And we can certainly make it now.

The ROAD TO CLEAR is very definite and the state is very attainable today.

*A clear has no vicious Reactive Mind and operates at total mental capacity just like the first book ("Dianetics: The Modern Science of Mental Health") said. In fact every early definition of CLEAR is found to be correct.*

People have been unable to define *release* to their own satisfaction. I find now a RELEASE is a person who has been able to back out of his "bank". The bank is still there but the person isn't sunk into it with all its somatics and depressions. The E-Meter reads at the Clear read! The needle of the meter is floppy. This is a simulated clear. We called it a "keyed out clear" quite properly. But it *isn't* a clear I know now, it's a RELEASE. The person has been *released* from his reactive mind. He still has that reactive mind but he's not *in* it. He is just released from it. He may go into it again but it feels good to be out of it. His IQ and ability rise and he is far more effective in changing his environment into a better one. The state is beyond homo sapiens by considerable.

This happens today before or at LEVEL V in most cases if the preclear has followed the grades and levels properly.

Just one level up from there, a rather long level and a rough one, is the state of CLEAR.

This is LEVEL VI. This level consists of several processes. The preclear (*still* a preclear) has to be able to audit to make it. It *can't* be done for him, that was the hitch. All the lower levels can be done for him but not Level VI. That's a technical fact. The preclear has to be able to handle Scientology technology to handle his own bank.

Level VI requires several months to audit through even with expert training.

But at its end, MAGIC. *There's* the state of clear we've sought for all these years. It fits *all* definitions ever given for clear.

The state at the end of Level VI is *not* Operating Thetan any more than a baby is a Man.

Operating Thetan is several levels *above* clear. The bridge from clear to OT already exists and is found in Route I, in the book "The Creation of Human Ability".

The reactive mind (and a rotten mess it is, too!) prevented pcs from doing Route I drills. It stood like a huge black spider between the person and his realizing his full potential. Trying to do Route I as given years ago with a Reactive Mind still in place was, to be blunt, not possible for a human.



Some people also get frightened of ridding themselves of a Reactive Mind. Having looked it *all* over now I can state that it is as much use as a sewer in the living room. It says the bad is good and the good is bad! It's a slave maker and "stupidifier" and a body killer. Any time you think it has value, imagine trying to swim in the city dump or trying to fly with an anvil in each pocket, all the while saying, "This is exactly the right thing to do."

-----

What's happened that caused the blunder is that a "keyed out clear" looked like a clear but was only a *release*. And one had to have a *very* precise map and the skill to walk through the still present dark barriers that existed unsuspected between "keyed out clear" and the *real* state of clear.

So CLEAR CAN BE ATTAINED. And further it is being attained right this minute by dozens of Class VI preclears. It will take them months to get there but they are soaring and will tell you so. One session on it sends them the equivalent distance that ten intensives did in their early auditing. Why? Because they *did* the earlier auditing.

The road was just a longer road. Man looks for the quick way, the one-shot way, the needle and the rocket to sudden glory. CLEAR takes now an exact progress over exact levels. And the way is not long really. But it could be a few years for some.

But what's a few years if one is bargaining for Eternity?

The point here is that I've finally been able to tell you what it is and where it is and exactly how to get there. Sorry I couldn't sooner. It took some time to find the way for you and communicate how to do it.

I always tell you as soon as I know. I tell you when I've goofed and where. Well here it is. That's what a CLEAR is.

And it's a road you can travel.

THE STATES OF BEING

A RELEASE is at the top of Level V.

A CLEAR is at the top of Level VI.

A THETA CLEAR is at Level IX.

An OPERATING THETAN is at Level XVIII.

Above Level VI there are no "mental auditing processes" as we know them. There are only various drill and familiarization processes like those in the "Creation of Human Ability" processes and the regaining of abilities one supposed one couldn't ever attain.

That's the road and road map.

The only real error I made was in believing the road was a bit shorter than it was.

The plan of going on to clear is to get processed up to Grade IV or V. Then, being a RELEASE and quite beyond the top range of most IQ tests, get trained rapidly up through from Level 0 to Level VI. And then audit up to *Grade VI* which is CLEAR.

("Grade" and "Level" are the same but when one is a *pc* one has a *grade* and when one has a *Level* one is studying its data.)

There are about 3 or 4 intensives to a Grade (pc) up to Grade V. That's perhaps 15 to 20 25-hour intensives. (15 to 20 weeks.) Then *training* as a student of the same material one was audited on from Level I to Level V. That's six separate months worth of training. Then to Level VI (that's only as a student at Saint Hill) which takes about 2-3 months usually. Then a year or less depending on how hard you work and at no further cost, to CLEAR.

The total of this is about two years and two months of continuous processing and training time.

The total *elapsed* time might be longer even up to 5 or 10 years depending on one's own economics and all that.

The *fact is* that economics aren't a real factor, contrary to what one might be thinking. For *today* the increase in ability at *one* grade of processing is capable of delivering an economic boost adequate to earn or obtain much more *extra* wherewithal than the auditing or training cost. Economic increase because of auditing and training is a sure thing today.

A faster route (but not quite as secure as you might think as one isn't already a Release while studying) is to train from Level 0 on up only. I myself wouldn't like to do that as it would be rougher and *could* be even slower than the Grade I to V pc then Level I to VI auditor route. But it could be done.

We've had 15 years of experience now. We had to feel our way, as Man has never had a road to clear. It's been through totally new territory never before viewed by Man. Even the wise Tibetan only achieved Release and only after he invested 20 years of hard work at it at that.

From Release as a case on up to Level VI as an auditor is pretty easy. In fact the Grade-Level roadway is like walking in a pleasant countryside now. Oh, one has a few stumbles even on a gravel path but that's part of it. The pioneer times are all over and the pioneer always has it rough.

The 49ers left a freeway to follow! So have we. It just took a while to build.

*So that's clear!*

L. RON HUBBARD

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## ARC BREAKS AND MISSED WITHHOLDS

The primary error one can make in ARC Break handling is to handle the pc with ARC Break procedure when the pc really has a missed withhold.

As some auditors dislike pulling withholds (because they run into pcs who use it to carve the auditor up such as “I have a withhold that everybody thinks you are awful —”) it is easier to confront the idea that a pc has an ARC Break than the idea that the pc has a withhold.

In case of doubt one meter checks on a withhold to see if it is non-existent (“Am I demanding a withhold you haven’t got?”). If this *is* the case the TA will blow down. If it isn’t the case the needle and TA remain unchanged. If the pc’s nattery or ARC Breaky condition continues *despite* finding by-passed charge, then of course it is obviously a withhold.

ARC Break finding *does* work. When the pc doesn’t change despite skillful ARC Break handling, locating and indicating, it was a withhold in the first place.

The hardest pc to handle is the missed withhold pc. They ARC Break but you can’t get the pc out of it. The answer is, the pc had a withhold all the time that is at the *bottom* of all these ARC Breaks.

Scientology auditing does not leave the pc in poor condition unless one goofs on ARC Breaks.

ARC Breaks occur most frequently on people with missed withholds. \-

Therefore if a pc can’t be patched up easily or won’t stay patched up on ARC Breaks, there *must* be basic withholds on the case. One then works hard on withholds with any and all the tools that we’ve got.

ARC Breaks don’t cause blows. Missed withholds do. When you won’t hear what the pc is saying, then you have *made* him have a withhold and it responds as a missed withhold.

In short, the bottom of ARC Breaks is a missed withhold.

But an anti-social act done and then withheld sets the pc up to become “an ARC Breaky pc”. It isn’t an accurate remark really since one has a pc with withholds who on being audited ARC Breaks easily. So the accurate statement is “the pc is a withholdy type pc that ARC Breaks a lot”. Now *that* type exists. And they sure have lots of *subsequent* ARC Breaks and are regularly being patched up.

If you have a pc, then, who seems to have a lot of ARC Breaks, the pc is a “withholdy pc” *not* an “ARC Breaky pc”. Any auditor miss causes a pc blow-up. The auditor by calling this pc an “ARC Breaky pc” is not using a description which leads to a resolution of the case as thousands of ARC Break assessments leave the case still liable to ARC Break. If you call such a case that ARC Breaks a lot a “withholdy pc that ARC Breaks a lot” then you can solve the case. For all you have to do is work on withholds.

The actual way to handle a “withholdy pc that ARC Breaks a lot” after you’ve cooled off the last of his many ARC Breaks is:

1. Get the pc to look at what's going on with his sessions.
2. Get the pc in comm.
3. Get the pc to look at what's really bugging him.
4. Get the pc's willingness to give withholds up on a gradient.
5. Bring the pc to an understanding of what he's doing.
6. Get the pc's purpose in being audited in plain view to him or her.

Those are of course the names of the first six grades. However, low down, these six things are all crushed together and you could really pursue that cycle in one session just to get the pc up a bit without even touching the next grade up.

Whenever I see a sour-faced person who has been "trained" or is being "trained" I know one thing—there goes a pc with *lots* of withholds. I also know, there is a pc who ARC Breaks a lot in session. And I *also* know his co-auditor is weak and flabby as an auditor. And I also know his auditing supervisor doesn't shove the student auditor into doing the process correctly.

One sour-faced student, one glance and I know *all* the above things, bang!

So why can't somebody else notice it?

Auditing is a pleasure. But not when an auditor can't tell a withhold from an ARC Break and doesn't know that continual ARC Breaks are caused by missed withholds on the bottom of the chain.

I never miss on this. Why should you?

The only case that will *really* "bug you" is the CONTINUOUS OVERT case. Here's one that commits anti-social acts daily during auditing. He's a nut. He'll never get better, case always hangs up.

Unless you treat his continual overts as a solution to a PTP. And find what PTP he's trying to solve with these crazy overt acts.

You see, we can even solve *that* case.

BUT, don't go believing Scientology doesn't work when it meets an *unchanging* or continually *misemotional* pc. Both of these people are foul balls who are loaded with withholds.

We've cracked them for years and years now.

But not by playing patty-cake or "slap my wrist".

Takes an *auditor*, not a lady finger.

"Mister, you've been wasting my time for three sessions. You have withholds. Give!" "Mister, you refuse just once more to answer my question and you're for it. I've checked this meter. It's not a withhold of nothing. You have withholds. Give!" "Mister, that's it. I am asking the D of P to ask the Tech Sec for a Comm Ev on you from HCO for no report."

If skill couldn't do it, demand may. If demand couldn't do it, a Comm Ev sure will.

For it's a no report!

How can you make a man well when he's got a sewer full of slimy acts.

Show me *any* person who is critical of us and I'll show you crimes and *intended* crimes that would stand a magistrate's hair on end.

Why not try it? Don't buy "I once stole a paper clip from the HASI" as an overt or "You're a lousy auditor" as a withhold. Hell, man, people who tell you those things just stole your lunch or intend to empty the till.

Get clever, auditor. Thetans are basically good. Them that Scientology doesn't change are good—but down underneath a pile of crimes you couldn't get into a Confession Story Magazine.

Okay. *Please* don't go on making this error. It grieves me.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 5 APRIL 1965

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**A CONDITIONS  
TEST PROCESS  
I - X  
REGISTRARS**

Send this out to people and have them do it and send it back.

Preferably send to your inactive list.

Tell me the responses.

PROCESS I—X

Write these down as you recall them.

Cross section your life at five year periods since you were 5.

5 ? What were the conditions?

10 “ “ “ “

15 “ “ “ “

etc. “ “ “ “

Now compare these to see whether they are better or worse.

What is your conclusion?

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
6 April 1965

\*\* 6504C06 SHSBC-57 Org Board and Livingness

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*LEVEL I*

**PREMATURE ACKNOWLEDGEMENTS**

Here's a *new* discovery. Imagine my making one on the Comm Formula after all these years.

Do people ever explain to you long after you have understood?

Do people get cross with you when they are trying to tell you something?

If so, you are suffering from Premature Acknowledgement.

Like body odor and bad breath, it is not conducive to social happiness. But you don't use Life buoy soap or Listerine to cure it, you use a proper comm formula.

When you "coax" a person to talk after he has begun with a nod or a low "yes" you ack, make him forget, then make him believe you haven't got it and then make him tell you at GREAT length. He feels bad and doesn't cognite and may ARC Break.

Try it out. Have somebody tell you about something and then encourage before he has completely told you all.

THAT'S why pcs Itsa on and on and on and on with no gain. The auditor prematurely acknowledged. THAT'S why pcs get cross "for no reason". The auditor has prematurely and unwittingly acknowledged. THAT'S why one feels dull when talking to certain people. They prematurely acknowledge. That's why one thinks another is stupid—that person prematurely acknowledges.

The quickest way to become a social pariah (dog) is to prematurely acknowledge. One can do it in *many* ways.

The quickest way to start the longest conversation is to prematurely acknowledge for the person believes he has not been understood and so begins to explain at greater and greater length.

So this was the hidden ARC Break maker, the cognition wrecker, the stupidifier, the Itsa prolonger in sessions.

And why some people believe others are stupid or don't understand.

Any habit of agreeable noises and nods can be mistaken for acknowledgement, ends cycle on the speaker, causes him to forget, feel dull, believe the listener is stupid, get cross, get exhausted explaining and ARC Break. The missed withhold is inadvertent. One didn't get a chance to say what one was going to say because one was stopped by premature acknowledgement. Result, missed w/h in the speaker, with all its consequences.

This can be counted on to make you feel frightened of being "agreeable with noises or gestures" for a bit and then you'll get it straight.

What a piece of tech to remain incompletely explained. Fair scares one it does. And in the Comm Formula too!

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HCO BULLETIN OF 18 APRIL AD 15

## HOW TO APPLY LEVEL PROCESSING

(FOR HGCs AND ACADEMIES AND  
COURSES)

*HCO Secs, Org Secs, Assn Secs  
take notice!*

The advent of levels and their final forms now being released bring us into a new phase in auditing.

You no longer have to “audit the pc in front of you” but need now only audit with the process next in line.

Level processes *must* be audited in sequence in the level itself.

Levels must be audited in sequence.

Therefore all that is required of the auditor is to do a good technical job of auditing, avoiding Q and A and alter-is like the plague.

Your Comm Course and Upper Indoc TRs and your meter drills from *The Book of E-Meter Drills* are now the *only* drills permitted.

Only alter-is of routine auditing can cause case failure.

Directors of Processing *must-must-must* be alert for departures from standard level processing and stamp it out quickly. If they do not do so they will have case trouble.

The Levels are designed for all cases from psycho to OT. It now *does not matter* what condition a case is in. You just start at the lowest process of the lowest level on *all* cases begun. Flatten that. Go to the next process of the level. Flatten that. When all processes of that level are flat the pc is examined and given a GRADE CERTIFICATE for the level completed and may go to the next level. And the first process of that level is flattened and so on.

Even *The Book of Case Remedies* is handled at its *own* place in its *own* level and is not used below or above that place.

Our technical reach is now so effective that you need no analysis of the case. You just run the levels.

You do not estimate a pc’s level. You ask for his Grade Certificate and if he hasn’t one, just start at the lowest level, skip any level already run and do on up.

You’ll not only catch all cases. You will get maximum TA on each pc in that fashion.

One must *not* skip around within the level or amongst levels.

Screwy application such as giving the first command of an alternate command process and then “getting the TA out of the second command”, or any departure from good old standard auditing must be jumped all over hard.

Rewording a process given in the levels can be catastrophic. It’s worded that way for a reason. Clear the command well with the pc but *never* vary the given wording.



These actions with the new levels will be found magical.

Directors of Processing must not tolerate any slightest goof, any Q and A, any variation of any kind whatever and must be very severe with anyone who messes these processes up. They are violently strong processes from bottom to top and they must be handled with exact duplication and skill.

In Academies this injunction is particularly urgent. Standard student auditing can work wonders with these processes *unless* an Instructor advises or permits alter-is.

The processes developed are too powerful to admit of goofs and departures and unusual solutions. If anyone reports "it didn't work" you had better get in there fast as that auditor *really* goofed and didn't run the process the way it was given in the HCO B.

The most banal, routine, grind auditing will produce results splendidly. The flighty, undisciplined, Q and Aed, alter-ised fooling about will rapidly ditch the pc.

I am putting strong tools in your hands. Don't play about with them. They might explode on you. Give them the respect they deserve and every case will come up bright and progress rapidly.

Something new is here. Just follow the new map even dully and the pc will arrive. Louse it up and it will get awful.

-----

All auditors at a higher meter class run all lower level processes with a meter providing only that they can get the pc to hold the cans.

For a meter classed auditor there are no unmetered processes except ones like 8C and even then the pc is checked on a meter.

It does not matter how low on the levels an auditor begins to use a meter as a student. Just don't ask him to do much with it until the training level calls for meter training.

-----

Ds of T and Ds of P and Examiners must be very careful of false reports in case folders regarding what was run. They should regard an illegible report as a no report. They must also be alert for false attestations concerning grade requests for a pc and for training check sheet completion. It is a false attestation to declare an incomplete grade or check sheet complete or done when it is not.

-----

New ethics policies are levelled primarily at making auditing and training honest and flawless.

I can give you all the processes. It is however necessary that they be honestly run and honestly reported.

Only in that way can you make releases and clears.

-----

The renumbering of levels and grades will be released in Auditor 8. They make it easier to audit and train.

The materials for each level will shortly be released in HCO Bs.

From Academies and courses I want auditors who are trained *not to alter-is* technical materials.

In HGCs I want auditing exactly by the book.

It's easier to do training and processing that way.

And you will get all the results you could ever use—but only if it's by the book, unaltered in application.

It will be the easiest auditing you ever did.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 APRIL 1965

Remimeo  
Sthil Students

### CLAY TABLE HEALING GOOF

The following letter from Ian Tampion outlines a common trouble with CTH. The pc doesn't answer the question!

This comes really from running it on a pc who isn't that high in grades. The pc can't yet hear and answer a question.

L.R.H. Assoc Sec Perth

Dear Ron, *re Clay Table Healing*

I have heard something "on the grapevine" about CTH which if correct (as it sounds) will be something that is pretty uniformly being goofed, at least in Australia.

It comes with the question "What should be near (body part)?"—as I understand it you want what *should* be near it, that is, the guy has a headache, body part "head", should be near it is "no headache". In other words, is the "should be near part" the absence of or reverse to, the condition being healed?

I was formerly taking anything that seemed to make sense to the pc so I bet plenty of other people have too—amazingly enough it's even worked quite well too!

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Best,  
Ian

L. RON HUBBARD

HCO BULLETIN OF 5 MAY 1965

Remimeo

## APPLICATION

### MORE ON THE APPLICATION OF SCIENTOLOGY TO CHILDREN

The following observations and experiences on the processing and training of children were written up and sent in to me by Founding Scientologist Marcia Townsend.

It is an excellent application of standard procedure to children and is released for general interest. It is especially noteworthy to see that standard 0-0 runs just as wonderfully on children as it does on older preclears.

These are all standard Scientology procedures.

April 5, 1965

Dear Ron:

As you may know, I have given my children several Scientology Courses. Vern and I started when Davy was 3, Denise 4<sup>1/2</sup> and Dane 5<sup>1/2</sup> and they were given a rigorous Academy Course. Surprisingly, it went well-but never flattened—even after a number of hours.

Next about 6 months later they received a shorter course based on the child's version of "Watch Him" etc written by Rusty Wright then HCO Area Sec.\* This was easier but still did not flatten completely.

In Phoenix a year and a half later I ran CCHs on all three children—again they *would not* flatten. The gains were very good-but signs of unflat processes appeared months afterward (despite gains like a body growth for all three children of 4 clothing sizes in 2<sup>1/2</sup> months) during this time, etc.

When we moved to Los Angeles the McKees and we set up a children's co-audit. I had been giving mine a co-audit for a few months previously so they had both an HAS Comm Course and a child's co-audit at this time.

My observations on the use of the processes and training of children follow:

S-C-S run on the group of children as a whole outdoors with a "goon" to help.

Excellent gains—however we had to handle several "can't stop" ones individually and it became more and more unflat after several hours. I found running a "follow the leader" type S-C-S easier and only 2 or 3 children at one time on this and you need to be on your *toes!*

On the smaller children mimic processes on the group and follow the leader type stuff with each one getting a turn at leading and winning at it before sitting down worked well. For example:

One child stands up and claps hands once in front-group follows. She being

[\*For a full explanation of "Watch Him", see BTB 5 November 1959R, Revised and Reissued 8 August 1974, *Scientology Games for Children.*]

shy at first, then claps twice—group follows (adult acts as a goon and makes sure the group does it). When she's happily clapping over her head and back of her and smiling you then tell her "thank you" and she sits down and the other children do a job as leader one by one. Nearly all group process commands can be introduced in a child's version like instead of "Look at the front wall"—the Leader (and the adult gets a turn too) points at the front wall—use: Pointing at the front wall—or touching it, etc. Almost any basic process can be made simple for children. The liability is it must be repeated often and long—the harder it is the longer it takes to flatten so only *very* simple ones can be used—the younger the child the simpler the process or motion must be run over and over to flatten it.

The participation of the group works very well—for instance you have each give an example of:

A time they won at something or some such and does the interest *ever* rise. Keep to *one* subject *only!*

The Comm Course works if very simply given. Confronting is used over and over with no invalidation smirks—comments, etc allowed. If a child is a real problem just watching until he feels he wants to participate sometimes helps. The main job of an adult teaching or supervising children is to see they do not invalidate or evaluate for one another. Also when a large group, switch teams occasionally and make sure no-one gets "cheated". It seems children always elect one or two "most popular" and everyone wants them! Well, just switch every so often when it seems advisable and make sure everyone gets a chance. This way you can put 8 year olds with teenagers and still succeed.

"Itsa" ran well on the group in L.A. All but one or two did it very well and tone rose accordingly. Too detailed an "itsa" or too limited a subject however ran into some difficulties.

Later I tried to flatten S-C-S on my 3 children and did somewhat and got gains but again it didn't flatten totally. I think anyone will find if one level isn't flattened as "itsa" before going on to the next level that the next level *will* only partially flatten—if at all! Unless run forever with very good wins and then by that time the level beneath it would have run and flattened anyway—right?

So the best method to use on children is the one I am currently using I feel. It is as follows:

Comm Course: Only confronting (which my children have had hours and hours of), no coach, no auditor.

PE Course: Only words to define like

auditor preclear

session etc

very simple ones done old PE style and "hours" spent on each one with more than a few cognitions per child on each and every word—going back over each word again and again to be sure each is completed!

And the real meat:

Each running the same commands: zero-zero

"What are you willing to talk to me about?"

"What would you like to tell me about that?"

And altho' we've only had a few sessions (we run 3 sessions [2 in session and one observer] 10 minutes each—5 min breaks or a total of 45 min) 2 or 3 times a week.

This zero-zero is fabulous! It is even flattening unflat processes. For instance my older boy has had some auditing on o/w! He will run a few answers like o/w and come off a withhold then something a bit lighter and etc. Runs wonderfully well. My daughter has trouble usually talking to her "brothers". She is running real well on this. She's telling them all about her boyfriends and her feminine things-her room, etc.

My smallest has trouble keeping an itsa going but on this he starts to run present time objects and it leads right into an itsa every time!

What I like is that it seems to be flattening some unflat processes in a funny sort of way. And I won't need to go to a different command for ages as it seems to be running what can *be* run on the higher levels just using this one command!

### SUMMARY

People nearly always overestimate what needs to be done to a child for good gains.

And they nearly always underestimate how long it takes to really flatten just one thing! (Hours and hours.)

Any really simple process could be adapted but would not flatten totally unless the itsa was in totally. That's a tall order.

I feel zero-zero run flat on a child is the biggest gift a parent can give him.

### TIPS

Do not try to squash their enthusiasm. Instead channel it! If they goof running sessions take them aside after and tell them and let them know that you *know* they can do better. *Never* use auditing or training as a punishment or as a last resort.

Auditing should be a "prize", a "gift"! It helps to make them earn it—doing chores or helping out ! I've even gone so far as to make 'em pay money ! It's valuable! Be sure they understand this!

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 5 MAY 1965  
REISSUED 4 JULY 1970

Remimeo

**CLASSIFICATION, GRADATION AND  
AWARENESS CHART**

You will find a chart enclosed in *The Auditor* Issue 8. It covers many things.

There are about 52 levels of awareness from Unexistence up to the state of CLEAR.

By "Level of Awareness" is meant that of which a being is aware.

A being who is at a level on this scale is aware only of that level and the others below it.

To get a case gain such a person must become aware of the level next above him. And so on up in orderly sequence, level by level.

If you skip a person on one level several levels up, he or she will experience only an unreality and will not react. This is expressed as "no-case-gain". On the E-Meter it registers as "No Tone Arm Action" meaning there is no meter registry of change on the meter control lever (tone arm).

A person audited a bit below or at his level of awareness gets "Tone Arm Action", Case Gain and has cognitions (new concepts of life).

A principal contribution of Scientology is the technology necessary to change people so that they progress into higher states of ability when processed on the exact processes required by an auditor qualified by training to apply the processes expertly.

It is not only general ability that increases, but IQ, renewed livingness and the skill and ability to better self and conditions.

The state of homo sapiens runs from around - 4 down to the bottom. Normal is probably much lower.

As you study the chart you will see it is a road map upward.

On the left we see the Class of the Auditor necessary to take the person up as well as the Grade the preclear reaches.

In the next column we see his certificate name, obtained through his training at an Academy and, later, Saint Hill.

Then we see a very general description of the processes used on that grade.

The next column shows what pcs a classified auditor can audit. He can audit anyone at his Class numeral or below. He cannot audit pcs higher because of course he has not been trained to do so and is likely to have upset pcs.

The final column shows where the certificate and class is obtained.

## THE BRIDGE

This is the famous bridge mentioned at the end of *Dianetics: The Modern Science of Mental Health*.

It is now complete and is functioning. The being enters it from somewhere in the minus regions as a Beginning Scientologist and moves on up. At about Grade II he has definitely reached Homo Novis. He becomes a RELEASE somewhere between II and V. And he becomes CLEAR at the top of VI. The state of Operating Thetan is attained above VI and is a Grade VII.

For Man to have this at all is quite remarkable. He never had it before since we find him improving but still, on the average, well below - 4.

By following this chart one can make RELEASE and then CLEAR.

Up to Grade V one of course has help. But above that technical limitations bar completely the idea of CO-auditing. Some auditors will attempt it, themselves very far from there case-wise, and some have tried to show untrained pcs how to "solo audit" with a meter. The common result is that the pcs eventually collapse in a total overwhelm as they are not trained to handle such forces and so it is a cruel thing to do.

The preclear moves safely on the proper bridge and somewhere along the line must be trained in the classifications that match his Grade. Then (and *only* then) can he make it all the way.

One can be audited quite a ways. Then he had better get trained from zero on up.

You see here some new certificates. These were made necessary by the gap which existed between the higher-toned public person (- 5) and the beginning of the span. We had to have a longer approach on the bridge. And so we put a certificate ladder there.

Beginning Scientologist is given for a PE and so on up as the chart shows.

The Class material has *not* been changed. If anyone has a Class Zero he is still a Class Zero but we will give him a new certificate to replace his old one. And so on. There is no change in Grades and Certificates from Class II up. Class V has been blank for years. Thus there is a proper certificate there, the HUBBARD VALIDATED AUDITOR. It says this auditor has been through a review of all his lower skills plus new ones and can jump off now for Solo and CLEAR.

Previously we not only did not reach into the average homo sapiens awareness but we also had no means of touching cases much below - 4.

You are probably intrigued by Class VII. These Power Processes are what the CLEAR (or Auditor almost there) audits on low level pcs. Auditors below that case level can of course run them a bit but the processes shortly cave him in. These processes are only available at Saint Hill as they have just recently been perfected and an auditor to do them without danger to himself or the pc has to have *interned* at Saint Hill as a Saint Hill HGC staff auditor, not the same as a Class VI Saint Hiller.

The thing to do is start in your local Academy at Zero on the chart and move on up.

Today that is faster and less expensive than you would think.

There are *two* courses to one class. First one does the Certificate Course (Theory) and gets his certificate. This takes the average student about two weeks. Then one takes the Classification Course (Practical) for that class and gets his Provisional Classification. Every auditor must be classified now. This again takes the average student about two weeks. All the courses from Class 0 up to IV are arranged that way.

The material has been streamlined. Class V, obtained at Saint Hill, is longer (and remains the same price as always) as it reviews all the classes and retrains where necessary and awards permanent classification for all the lower certificates as well as Class V.

Some auditing occurs in the Classification Course and group auditing occurs daily.

An unclassified auditor cannot charge a fee for auditing a grade he is not classed for and if he is turned in to HCO because of it the pc can regain all the fee from him. We must make it a safe bridge. Our entire Ethics system is formed just to make it a safe passage for the pc and to hold the bridge together so it can be crossed by Man.

Auditors routinely make Releases with Academy courses today.

Auditors graduated from the Saint Hill course can then take the final steps to make themselves Clear and Saint Hill Interns are trained to make Releases of the lowest cases.

Training fees are uniform in the U.S. now at \$100 for each course. In all Commonwealth countries the cost is £28 a course *sterling* (convert to local currency). There is one course for Certificate, followed by another for Classification.

Field auditors can charge anything they like for HAS and Beginning Scientologist courses. And Hubbard Book Auditors can become HQS through extension courses. Your org may possibly give the lowest course free and charge very little for the HAS.

-----

My job is to give you the materials to make Releases and the skill to make Clear. I have done and will do everything I can to help anyone attain these hitherto unreachable heights of life and ability.

The bridge is not only *in*, it is functioning every hour right now. Book early. The traffic is heavy already. And auditors are the scarcest and most valued beings on this planet.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
11—18 May 1965

** 6505C11	SHSBC-60	ARC Breaks and PTPs, the Differentiation
** 6505C18	SHSBC-61	Organization and Ethics



# CLASSIFICATION GRADATION AND AWARENESS CHART OF LEVELS AND CERTIFICATES

GRADE FOR PCS CLASS FOR AUDITORS	CERTIFICATE	LEVELS OF AWARENESS CHARACTERISTICS			PROCESSES USED	AUDITORS OF THIS CLASS ONLY AUDIT PCS TO —	WHERE TAUGHT
		PRE-REQUISITES	LEVELS	CHARACTERISTICS			
<b>VII</b>	HUBBARD GRADUATE AUDITOR HGA	PROVISIONAL CLASS VI HSS	21 20 19	POWER ↑	POWER PROCESSES ON LOWER LEVEL CASES	GRADES 0-V AND LEVELS -34 TO RELEASE	SAINT HILL AS INTERNE
<b>VI</b>	HUBBARD SENIOR SCIENTOLOGIST HSS	CLASS V HVA	18 17 16	REALIZATION CLEARING PURPOSES ↑	R-6 PROCESSES SOLO	GRADES 0-V <b>CLEAR</b>	SAINT HILL COURSE
<b>V</b>	HUBBARD VALIDATED AUDITOR HVA	SUMMARY CLASSIFICATION OF ALL LOWER CLASSES HCA	15 14 13	ABILITY REVIEW RESULT ↑	WHOLE TRACK ENGRAMS SECONDARIES	GRADES 0-V	SAINT HILL COURSE
<b>IV</b>	HUBBARD ADVANCED AUDITOR HAA	PROVISIONAL CLASS III HPA	12 11 10	PRODUCTION ACTIVITY PREDICTION ↑	RISING SCALE EFFORT PROCESSING R-4-H CAUSE AND EFFECT PROCESSES	<b>RELEASE</b> GRADES 0-IV	ACADEMIES OF SCIENTOLOGY
<b>III</b>	HUBBARD PROFESSIONAL AUDITOR HPA	PROVISIONAL CLASS II HCA	9 8 7	BODY ADJUSTMENT ENERGY ↑	DATING ON A METER SOLUTIONS ON PHYSICAL PROBS. AUDITING BY LIST OVERTS-JUSTIFICATIONS	GRADES 0-III	ACADEMIES OF SCIENTOLOGY
<b>II</b>	HUBBARD CERTIFIED AUDITOR HCA	PROVISIONAL CLASS I HTS	6 5 4	ENLIGHTENMENT UNDERSTANDING ORIENTATION ↑	CASE REMEDIES ARC PROCESSES MIMICRY (CCH'S)	GRADES 0-II	ACADEMIES OF SCIENTOLOGY

<b>I</b>	HUBBARD TRAINED SCIENTOLOGIST HTS	PROVISIONAL CLASS 0 HRS	3 PERCEPTION 2 COMMUNICATION	LOCAL COMMUNICATION PROCESSES	GRADES 0-1	ACADEMIES OF SCIENTOLOGY
<b>0</b>	HUBBARD RECOGNIZED SCIENTOLOGIST HRS	NONE	1 RECOGNITION	VALENCE PROCESSES ELEMENTARY COMMUNICATION PROCESSES	GRADE 0	CITY OFFICES
<b>None</b>	HUBBARD QUALIFIED SCIENTOLOGIST HQS	EXTENSION COURSE	-1 HELP	ASSISTS ACTIVE ADVICES ON THE USE OF SCIENTOLOGY IN LIFE	HELP	EXTENSION COURSE GIVEN BY MAIL FROM CENTRAL ORGS
<b>None</b>	HUBBARD BOOK AUDITOR HBA	HAVING APPLIED A BOOK	-2 HOPE	ASSISTS LECTURES ON SCIENTOLOGY POSSIBILITIES	HOPE	BY SCIENTOLOGY BOOKS SOLD BY FIELD STAFF MEMBERS BOOK STORES, CENTRAL ORGS
<b>None</b>	HUBBARD APPRENTICE SCIENTOLOGIST H.A.S	BS (OPTIONAL)	-3 DEMAND FOR IMPROVEMENT	LECTURES ON THE INADEQUACIES OF CIVILIZATION	DEMAND FOR IMPROVEMENT	CLASS ZERO AND HIGHER ORGS FIELD STAFF MEMBERS
<b>None</b>	BEGINNING SCIENTOLOGIST BS	NONE	-4 THE NEED OF CHANGE	LECTURES ON HUMAN MISERY	THE NEED OF CHANGE	PE FOUNDATIONS AND CLASS ZERO ORGS FIELD STAFF MEMBERS

- LEVELS BELOW "NEED OF CHANGE" FROM HUMAN TO MATERIALITY
- 4 NEED OF CHANGE
  - 5 FEAR OF WORSENING
  - 6 EFFECT
  - 7 RUIN
  - 8 DESPAIR
  - 9 SUFFERING
  - 10 NUMBNESS
  - 11 INTROVERSION
  - 12 DISASTER
  - 13 INACTUALITY
  - 14 DELUSION
  - 15 HYSTERIA
  - 16 SHOCK
  - 17 CATASTROPHES
  - 18 OBLIVION
  - 19 DETACHMENT
  - 20 DUALITY
  - 21 SECRECY
  - 22 HALUCINATION
  - 23 SADISM
  - 24 MARCHISM
  - 25 ELATION
  - 26 GLEE
  - 27 FIXIDITY
  - 28 EROSION
  - 29 DISPERSAL
  - 30 DISSOCIATION
  - 31 CRIMINALITY
  - 32 UNCAUSING
  - 33 DISCONNECTION
  - 34 UNEXISTENCE

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 10 MAY 1965  
(Revised and reissued on 19 Sept 1967)

Remimeo  
Issue a copy  
to every Person  
attaining Release  
Qual Pers Hats  
Tech Pers Hats  
Students

**RELEASES**  
**VITAL DATA**

Persons who have attained Grade V and VA Release may not be audited on any processes except assists, By Passed Charge Assessments, Present Time Problems, and missed withholds until they are trained up to Level VI and started on R6 processes unless a lower level including Dianetic Release was later found to be missed.

Although the training of the Release is necessary, and auditing knowledge of lower level process is vital, the Release's case as a case must be left alone except as above.

The only thing left is the R6 bank itself and low level auditing becomes unworkable on a person already Released up to Grade V.

When we called a Release a "Keyed out Clear" we erred in giving any further casual auditing. It was this which made the state of Release look unstable when it seemed so—the person was further audited to relieve him or her of locks, secondaries and engrams which had ceased to exist.

Withholds may be pulled, present time problems may be lightly handled, even By Passed Charge Assessments may be run, touch assists and ordinary brief repair processes may be used on a Release.

The Release can audit lower level processes than V with complete safety.

Auditing a Release on repetitive Comm processes, etc., etc., or doing any continued sessioning will only key in the only thing left—the R6 bank.

A Release is stable as long as he or she is not pushed into the R6 bank.

The next step for a Grade VA Release in auditing is R6 EW. However the Release may not begin this until auditing skill is acquired by coming up the levels.

It will now become quite common for a student to be Released by a Clear and then study and audit his way up the grades to VII.

Nobody can do the VII clearing job for him but himself, and fragmentary auditing training will only lead him to mess up his case when he comes to Grade VI and VII auditing.

On the other hand a Release with his high IQ and ability can scoot up the Classes at considerable speed if not stopped by having to be audited as part of his training.

There is no special concession made to a Release by way of checksheets or a different kind of Course. The Release must move on up through the Classes Course by Course like any other student.

There are two saving graces to being a Release as far as training is concerned:

1. The Release ordinarily experiences a heightened ability to put his life to rights economically; and
2. The heightened IQ and ability reflects in speed of study and comprehension.

A person does not have more Scientology data just because he or she is a Release. The Release simply acquires it much faster and exhibits more skill doing it.

For example, a student able before Release, to get only one or two passes a week on a Course should be able, when Released, to get ten times that.

The Release is cautioned not to fool about with the R6 materials until fully trained and to pay no attention to suppressive persons who “seek to show him in an hour or two how to audit and run R6 and be clear.”

The safe way is the correct way. Leave the Reactive mind alone until one is fully trained as an auditor. *Then* go on to Clear.

A Release is also warned that he becomes a particular target for suppressive persons who seek to invalidate his auditing and gains and to report them promptly to the nearest Hubbard Communications Office. Such people become afraid when they see another get better and are usually psychotic.

-----

The next action for a person who has attained Release is to take the next Course in Scientology and move on through to Clear properly. This is shown on the Gradation Chart issued in May 1965, and later issues. There is no other way to Clear.

L. RON HUBBARD  
Founder

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[This 19 Sept. 1967 issue contains the following changes: (1) in paragraph 1, addition of “unless a lower level including Dianetic Release was later found to be missed”, (2) in paragraph 3, addition of phrase “up to Grade V”, (3) in paragraph 10, word “grades” used instead of “Classes”, (4) in paragraph 11, “Grade VI and VII auditing” instead of “Class VI”.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 MAY 1965

Remimeo

TECH DIV  
QUAL DIV  
*URGENT*

**CCHs**

(Cancels HCO Pol Ltr 15 May 62)

The CCHs are PROCESSES. They are not drills.

HCO Pol Ltr of 15 May 1962 (replacing 2 Nov 61 HCO Pol Ltr) was written by staff. It is CANCELLED. Processes are not drills. Nobody may convert hereafter a process to a drill.

The Upper Indoc TRs *are* the drills that teach the CCHs.

The CCHs are then run on pcs.

*S-C-S processes* may not be drills.

*Processes* are done on pcs.

*Drills* are done by students to accustom them to the actions that will be necessary in doing processes.

Upper Indoc contains TRs 5 to 9. These are done as the ONLY practical actions leading to the student being able to run the *processes* called the CCHs.

To use a PROCESS as a DRILL leaves it unflat on students and is one of the many reasons why auditing has been taken out of Academies.

During the past few years, unbeknownst to me, a whole sphere of action built up which made students *drill* processes. I swear, there has been a "practical drill" made out of half the processes we have.

These were *all* abolished as DRILLS in HCO Pol Ltr 16 April AD15.

Drills are just actions the student has to become familiar with before doing processes. The actual process is NEVER used as a drill. Because it is left unflat. A drill takes the action the auditor will use when doing a process and gets him familiar with it. That's all.

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HCO BULLETIN OF 22 MAY 1965

Replaces HCO Bulletin of 23 April 1964

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*SCIENTOLOGY III*

**AUDITING BY LISTS**

The earlier genus of this process was Sec Checking on the Joburg. With no reference to these, I recently developed for Level III a process called Auditing by Lists. Any list can be used.

As a preview to the process I asked staff member Roger Biddell to use List One. The questions were generalized. Instead of "Have I \_\_\_\_\_", "Has there been \_\_\_\_\_" was used. Otherwise the question remained the same as given in the HCO Bulletin for L. 1. He ran the process for some hours on a preclear with excellent results and summarized my verbal and written instructions as applied.

**AUDITING BY LISTS**  
L. 1.

Use meter at sensitivity 16.

Use ARC Break assessment List 1. The questions asked are generalized and without time limiters.

i.e. Has a withhold been missed?  
Have you been given a wrong goal? etc.

Begin with List 1. Ask the first line of this list while watching the meter for an instant read.

If the line does not read, say, "That's clean" and move on to the next line of the list and do the same action with this new line.

If the pc has something to say about a line that is clean, let him say it, acknowledge it and then you ask the next line. Don't Q and A.

If the line when asked has an instant read say, "That reads" then, "What do you consider this could be?" or, "What considerations do you have about this?"

Let the pc answer all he wants to. While he is giving his considerations, mark down any blowdowns of the TA and what he was talking of at the moment of the blowdown.

When the pc has given all his considerations say, "Thank you. I'll check the line on the meter" and call the line again. If it instant reads say, "There's another read here" then again ask for considerations, etc.

Continue these actions until the line goes clean.

When clean say, "That's clean" then—

"Of what you have told me on this line, what do you consider the main thing to be here?"

When pc has answered say, "Thank you."

Then, "I want to indicate that the meter gave us our biggest blowdown \_\_\_\_\_ on (Indicate charge to the pc by repeating the charge named in the question, not the charge announced by the preclear) and that charge had been bypassed on this. "

Then move on to the next line.

When List 1 is completed, and then List 1, then List 1 and so on.

If running correctly, the TA total should increase from session to session. The pc should get more and more blowdowns on his considerations. Then he should get blowdowns on what he considers the main thing is and finally get blowdowns on your indication of the bypassed charge.

Don't Q and A. Don't take up or do anything with the pc's considerations. Don't ever say, "That *still* reads." It's always "Another read" as "It *still* reads" makes the pc feel he has not answered the question.

This process gets charge off the case.

L. RON HUBBARD

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[This HCO B was replaced by HCO B 27 July 1965, *Auditing by Lists*, Volume VI-64, and by HCO B 3 July 1971, *Auditing by Lists Revised*, Volume VII-316, which also cancelled the 27 July 1965 issue. ]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
25 May 1965

\*\* 6505C25      SHSBC-62      The Five Conditions

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HCO POLICY LETTER OF 27 MAY 1965

*Qual & Tech Divs*  
*All HATS*

*HCO Div*  
*All HATS*

**PROCESSING**

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

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

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

It doesn't matter whether the auditor has had a policy on this or not—one would think that common decency would be enough—as to leave a pc in the middle of a secondary or an engram and just coolly end the session is pretty cruel. Some do it because they are startled or afraid and “Rabbit” (run away by ending the session). Auditors who end a process or change it when it has turned on a heavy somatic are likewise ignorant.

WHAT TURNS IT ON WILL TURN IT OFF.

This is the oldest rule in auditing.

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

The oldest rules we have are

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

These now are expressed as POLICY. A falsified auditor's report is also subject to a Court of Ethics. Any auditor violating this policy letter is liable to an immediate Court of Ethics convened within 24 hours of the offence or as soon as is urgently possible.

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

The purpose of Ethics is to open the way for and get in Tech. Then we can do our job.

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

Therefore in the eyes of Ethics all auditing failures are Ethics failures—PTS, Suppressive Persons as pcs, or non-compliance with tech for auditors.

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

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

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

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HCO BULLETIN OF 4 JUNE 1965

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**CLASS II MODEL SESSION**

(Amends and cancels HCO Bulletin of May 19, 1964)

The Class II Model Session has the benefit of requiring no other Rudiments process (except in the Havingness Questions) than the question itself. There are, therefore, no additional processes except Havingness.

Beware of *any* Q and A in using this script (HCO Bulletin May 24, 1962 [ 1 ]).

Don't stray off Model Session into unusual questions or processes. Use Model Session as the surround for processes to be run on the pc. Don't use it as a process.

Questions are asked of the pc and not checked on the needle. Auditor watches meter and records TA.

**SESSION PRELIMINARIES**

All auditing sessions have the following preliminaries done in this order.

1. Seat the pc and adjust his or her chair.
2. Clear the Auditing room with "Is it all right to audit in this room?" (not metered).
3. Can squeeze, "Put your hands in your lap." "Squeeze the cans, please." And note that pc registers on the meter by the squeeze read on the meter, and note the level of the pc's havingness. (Don't run hav here.)
4. Put in R Factor by telling pc briefly what you are going to do in the session. (What you intend to run.)

***START OF SESSION:***

"Is it all right with you if I begin this session now?"

"START OF SESSION."

"Has this session started for you?" (If pc says, "No," say again, "START OF SESSION. Now has this session started for you?")

***BEGINNING RUDIMENTS:***

*GLL:* "What goals would you like to set for this session?"

O/W: One would run General O/W if the pc was emotionally upset at the beginning of the session or if the session did not start for the pc, the latter being simply another indication of the pc's being upset or ARC broken, but these symptoms must be present, as sometimes the session hasn't started merely because of poor Tone 40 or because the pc had something he wanted to say before the auditor started the session.

***RUNNING O/W:***

"If it is all right with you, I am going to run a short general process. The process is: 'What have you done?', 'What have you not done?' " (The process is run very

permissively until the needle looks smooth and the pc is no longer emotionally disturbed. )

“Where are you now on the time track?”

“If it is all right with you, I will continue this process until you are close to present time and then end this process.” (After each command ask, “When?”)

“That was the last command. Is there anything you would care to ask or say before I end this process?”

“End of process.”

*Aud:* “Are you willing to talk to me about your troubles?” “What trouble aren’t you willing to talk to me about?”

*W/h.* “Since the last time I audited you, have you done anything you are withholding?” (If pc says, “Yes”) “What was it?”

*PTP.* “Do you have a present time problem?” “What is the problem?”

### ***START OF PROCESS:***

“Now I would like to run this process on you (name it). What would you say to that?” (Get pc’s agreement; if not obtainable, choose another process unless old process is not complete.)

### ***MIDDLE RUDIMENTS:***

“In this session is there anything you have suppressed, not-ised, failed to reveal, or been careful of?” “What was it?”

### ***END OF PROCESS NON-CYCLICAL:***

“If it is all right with you, I will give this command two more times and then end this process.” (Gives command two more times.)

“Is there anything you would care to ask or say before I end this process?” “End of process.”

### ***END OF PROCESS CYCLICAL:***

“Where are you now on the time track?”

“If it is all right with you, I will continue this process until you are close to present time and then end this process.” (After each command ask, “When?”)

“That was the last command. Is there anything you would care to ask or say before I end this process?”

“End of process.”

### ***END RUDIMENTS:***

*1/2-Un T.* “In this session, have you told me any half-truth, untruth, or said something only to impress me, or tried to damage anyone?” “What was it?”

*? or C:* “In this session, have you failed to answer any question or command?” “What question or command did you fail to answer?”

*Dec:* “In this session, is there anything you have decided?” “What was it?”

*W/h:* “In this session, have you thought, said, or done anything I have failed to find out?” “What was it?”

*Aud:* “In this session, has anything been misunderstood?” “What was it?”

### ***GOALS & GAINS:***

“Have you made any of these goals for this session?” “Thank you for making these goals for this session,” or “Thank you for making some of these goals for this session. I’m sorry you didn’t make all of them,” or “I’m sorry you didn’t make these goals for this session.”

“Have you made any gains in this session that you would care to mention?” “Thank you for making these gains for this session,” or “I’m sorry you didn’t make any gains for this session.”

**HAVINGNESS:**

(After adjusting the meter) “Put your hands in your lap. Please squeeze the cans.”  
(If the squeeze test was not all right, the Auditor would run the pc’s Havingness process until the can squeeze gives an adequate response.)

**END OF SESSION:**

“Is there anything you would care to ask or say before I end this session?”

“Is it all right with you if I end this session now?”

“END OF SESSION. Has this session ended for you?” (If pc says, “No,” repeat, “END OF SESSION.” If session still not ended, say, “The session has been ended. “)

Most flagrant errors that can be made:

1. Fumbling with script, not knowing Model Session.
2. Failing to get in the R Factor by telling pc what you are going to do at each new step.
3. Doing only what the pc suggests.
4. Adding unusual questions or remarks or making sudden irrelevant statements.
5. Using parts of Model Session as repetitive processes which deter the completion of auditing cycles already begun.
6. Failure to complete the Auditing Comm Cycle on any part of Model Session.

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
8 June 1965

\*\* 6506C08      SHSBC-63      Handling the PTS

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 JUNE 1965  
Issue II

Remimeo  
Students

*TECH DIVISION*

*QUAL DIVISION*

*STUDENTS*

**SUMMARY REPORT**

In order to expedite the handling and review of case folders and in order to teach Auditors how to quickly and concisely analyze and report on a case, the following is the summary form to be used:

1. The date of the summary report is in the upper right-hand corner.
2. On the top line is PC: \_\_\_\_\_ AUDITOR: \_\_\_\_\_

The preclear's name is written in and underscored and the auditor's name is written in and underscored.

3. Indent for the beginning paragraph and write the following:

*PROCESS RUN:* \_\_\_\_\_ *TA:* \_\_\_\_\_ *TIME:* \_\_\_\_\_

The above will be printed in BLOCK letters. The auditor gives the process run, the total tone arm action for the session and the length of the session in hours and minutes.

4. Indent again for the next paragraph and write the following:

*GOALS & GAINS.*

The auditor should now note whether the preclear made his goals and gains for the session or whether the goals and gains were sour. Any highly unrealistic goal should be noted down by the auditor also.

5. Indent for the next paragraph and write the following:

*ASPECTS OF RUNNING PROCESS:*

Here write down briefly what the preclear was doing in the session. Do not write opinions with regard to what was happening or how the preclear was running the process. Here we are interested in the aspects of the case in relationship to the process or processes being run.

We are interested in the following:

How the preclear is doing on the process in relation to what is being run.  
Any signs indicating whether or not the process is near to the desired flat point or at the desired flat point.  
Emotional tone of the preclear and whether this improved.  
Discharges of misemotion.  
Absence or appearance of communication lags.  
Preclear appearance.

Any difficulty in session.  
Whether or not the preclear is cogniting.  
General needle behaviour.  
Somatics turning on and blowing.

6. Indent for the next paragraph and write the following:

*ETHICS REPORT:*

Here you must note any action you have taken as regards reports to Ethics. So far any Ethics report has been undertaken for the auditor, when it is the auditor's responsibility to turn in an Ethics report on anyone invalidating or suppressing your preclear's auditing and on your preclear if you find your preclear to be *engaging* in any action which requires reporting. Further, if you think your preclear may be a Potential Trouble Source or a Suppressive Person, you must ask for this to be reviewed by the Case Officer in the Department of Review.

7. Indent for the next paragraph and write the following:

*SUGGEST:*

Here briefly suggest what is required—the process to be continued, the next process to be run, or the preclear to be reviewed by the Case Officer.

This summary should be done for the auditing session given the preclear for the day and put in front of the preclear's folder, but not stapled to the auditing report form or worksheets. Two sessions in one day calls for only one summary report with the TA and data of each session. It should be LEGIBLE and READABLE. If an auditor's handwriting is poor, it should be printed out by the auditor.

Writing the reports should only take the auditor about 15 minutes to do at the most. Having just audited the preclear, you should quite easily fill the report out. Do these reports on the proper paper for the Division, 8 x 10 [inches] and leave enough space for directions to be given.

L. RON HUBBARD

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[This HCO B is amended by HCO B 24 January 1969 which is amended by HCO B 17 March 1969 both titled *Summary Report*. The 17 March 1969 issue is amended by HCO B 20 June 1970, which is cancelled by BTB 20 June 1970, both titled *Summary Report*. A copy of the latter can be found in BTB 6 November 1972R, Issue V, *Auditor Admin Series 12R, The Summary Report Form*, Volume IX-35. None of these amendments are written by LRH.]

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HCO POLICY LETTER OF 17 JUNE 1965

Remimeo

ALL TECH DIV  
ALL QUAL DIV  
ETHICS SECTION  
CLASS VII INTERNES

**STAFF AUDITOR ADVICES**

No Staff Auditor or Interne or organization auditor or any auditor on a Staff Co-audit may seek advices on what to do from any person except the officially appointed person doing the auditing folders.

Seeking advice on cases verbally or in writing from the person not doing the folders is OFF LINE except in Ethics matters when Ethics may be consulted or Saint Hill advised.

When an auditor seeks advice off-line and accepts it, unbeknownst to the official supervising the auditing via the folders, a random factor is introduced into the running of cases that can be quite fatal.

At Saint Hill, on Power Processes, such an action is a crime as the consequences can be so catastrophic to cases run on Power Processes.

The proper sources of instruction are tapes and HCOBs. *Adding* bits to these that aren't there is the commonest auditor error.

Asking for unusual solutions from a case supervisor who is doing the folders is a sure sign that the last directives have not been followed; giving instructions that are unusual is useless because they won't be complied with either.

The Dev-T situation of asking for advice off-line burdens lines and fouls up cases.

**COMM CYCLE AND ETHICS**

When an auditor has a fractured comm cycle very often processing still works on the average pc.

When an auditor has a fractured comm cycle and the pc is an Ethics type case (SP, PTS, W/Hs) a mess ensues. One can always tell if an auditor's comm cycle is poor or if the Code is being broken because when put on an Ethics type pc, things collapse.

When a pc won't run, one can be sure that

1. The Auditor's Comm Cycle is out and
2. The pc is an Ethics type case.

When both these are present, no results can possibly occur.

When only one is present, usually the auditing works somewhat.

## CASE SUPERVISOR PUZZLE

When a Case Supervisor doing folders sees a process going wrong, he should not blame the process or his own advice if these are even faintly educated.

Instead the pc is an Ethics type or the Auditor's Comm Cycle is out.

If neither of these seem to be the case and things still go wrong then the auditor just isn't running what he says he is or running what he is supposed to run.

If all the above seems not to be the case, then the auditor is seeking off-line advices and some screwball interpretation has been added to the process.

A clever Case Supervisor marking folders, goes by the text—case running well, continue the standard approach. Case not running well, send to Review for analysis REGARDLESS OF ANY AUDITING TIME LOST.

When a pc goes to Review, it is clever to send the auditor to the Review Cramming Section to check over his Auditor's Code and Comm Cycle with TRs.

If when auditor and pc *still* don't run well, send the pc to Ethics. (Review may already have done so.)

## ETHICS

If the Case Supervisor ever finds an auditor not following instructions or seeking or taking off-line directions he must at once send the auditor to Ethics. It is usually an Ethics Hearing and a minor suspension.

If a Case Supervisor doing the folders finds a false report has been made, he *must* send the offender to Ethics.

## WITHHOLDS

A pc is not sent to Ethics because of withholds gotten off in a session. However, on the Invalidation button one commonly finds suppressive persons around the pc and the auditor must send the pc to Ethics at session end to get the matter disconnected or handled.

Sometimes one finds another person's offences than the pc's in getting off withholds. These are reported to Ethics for investigation.

## TEXT BOOK

D of P work is completely text book. PC doing okay—get on with it as per the process, the next process to be run, or the next grade.

PC not doing okay—to Review to find out why.

If Review finds pc is an Ethics type, sends pc to Ethics.

It's all text book. It is so easy.

L. RON HUBBARD

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HCO BULLETIN OF 18 JUNE 1965

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*CLASS III AND UP  
CLASS VII CHECK SHEET*

**CLEAR AND OT BEHAVIOUR**

We know all the attributes of Clear and Operating Thetans.

In the history of this universe there has never been a true Clear or true OT.

Every Clear ever encountered in this universe was a Keyed-out Clear—a *Release*. He still had all his bank, GPMs and engrams. They were simply keyed out and not influencing him.

We have known that for some time. But here is a new one.

Every Operating Thetan in the history of this universe was only a KEYED-OUT OT!

This is startling. It accounts for the wild conduct of some OTs. They still had a complete bank (all their GPMs and engrams, secondaries, the lot). This bank could be restimulated causing them to indulge in bad conduct. When it was restimulated too much they suddenly ceased to be OT and became powerless and human or animal.

Thus there has not only never been a real Clear in this universe, also there has never been a real Operating Thetan! Every one contacted on the track or history had an R6 bank, momentarily keyed out.

This is then the Roller Coaster effect one encounters in one's own history—OT—aberree—Clear—aberree—OT—aberree, etc, depending on *accidental* key-outs and keyins of the bank.

We are for the first time in the history of the universe making *real* Clears and *real* OTs, no bank.

You may accidentally make a keyed-out OT as well as a Release.

And if you *don't* go on auditing even in that session he or she will stay that way.

I have good subjective reality on making keyed-out Clear and keyed-out OT in auditing. And also on being overrun.

Auditors must be trying for a *result* not a number of hours. Then they'll see some of these phenomena.

The trick is *stopping* when the result is obtained !

It can be fatal even to conclude the session in which keyed-out Clear (Release) or keyed-out OT were attained. Just say, "Oh! That's it!" And STOP. This is true for *all* attainable phenomena, even getting well. An overrun brings it back.

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HCO POLICY LETTER OF 26 JUNE 1965

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Qual Div Hats  
Tech Div Hats  
Good Supply to Review

**HGC PC REVIEW AUDITING FORM**

When the Case Officer of Review receives a pc from the HGC for "Review" he instantly and immediately gets the pc into Session and handles the following form only. All Handling of this form is counted as Auditing time in Review.

The D of P and Tech Division must not say what is wrong with the pc or what to do with the pc as this is monitored by the very firm broad policy that Tech cannot order Review.

The Case Officer checks all these things. They are done on a Meter. Significant TA actions noted on the lines on which they occur with pc holding the cans.

NAME OF PC \_\_\_\_\_ DATE \_\_\_\_\_

1. PC'S FOLDER IN HAND

CONTAINS GRAPH \_\_\_\_\_ PC BEGINNING ASSMT FORM \_\_\_\_\_

2. PC BEEN INVOICED INTO REVIEW AT CHARGE \_\_\_\_\_

3. PC'S HGC AUDITORS (TAKEN FROM FOLDER) \_\_\_\_\_

4. ARC BREAK  
SESSION ASSMT \_\_\_\_\_

ENVIRONMENT ASSMT \_\_\_\_\_

5. IGNORED PC ORIGINATIONS \_\_\_\_\_

6. MISSED WITHHOLDS \_\_\_\_\_

CLEAN \_\_\_\_\_

7. PRESENT TIME PROBLEM \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
CLEAN\_\_\_\_\_

8. CLEANED CLEANS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

9. PROCESSES LEFT UNFLAT (BY FOLDER EXAMINATION)\_\_\_\_\_

DATE OF SESSION \_\_\_\_\_

PROCESS LEFT UNFLAT\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

DATE OF SESSION \_\_\_\_\_

PROCESS LEFT UNFLAT\_\_\_\_\_

DATE OF SESSION \_\_\_\_\_

PROCESS LEFT UNFLAT\_\_\_\_\_

DATE OF SESSION \_\_\_\_\_

10. PROCESS OVERRUN (BY FOLDER EXAMINATION)\_\_\_\_\_

DATE OF SESSION \_\_\_\_\_

PROCESS OVERRUN \_\_\_\_\_

DATE OF SESSION \_\_\_\_\_

11. NON-STANDARD PROCESSES \_\_\_\_\_

12. BAD AUDITING COMM CYCLE\_\_\_\_\_

13. CODE BREAKS\_\_\_\_\_

14. HIDDEN STANDARD (WHAT WOULD HAVE TO HAPPEN FOR YOU TO KNOW SCIENTOLOGY WORKS) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SPOTTED\_\_\_\_\_

15. PC AND DRUGS (TAKING ANY DRUGS) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

16. ALCOHOL\_\_\_\_\_
17. ENOUGH SLEEP \_\_\_\_\_  
ENOUGH FOOD (BREAKFAST)\_\_\_\_\_
- (LUNCH)\_\_\_\_\_
- (DINNER) \_\_\_\_\_
18. MIXED THERAPIES (ANY OTHER TREATMENT IN PROGRESS)\_\_\_\_\_
- \_\_\_\_\_
19. CONNECTED TO A SUPPRESSIVE PERSON\_\_\_\_\_
20. CONNECTED TO A SUPPRESSIVE GROUP\_\_\_\_\_
21. HERE TO GET DATA FOR SOMEONE ELSE\_\_\_\_\_
22. HERE BECAUSE SOMEONE ELSE DEMANDED IT\_\_\_\_\_
23. FORMER RELEASE\_\_\_\_\_
24. FORMER THETAN EXTERIOR\_\_\_\_\_
25. SELF AUDITING DURING INTENSIVE \_\_\_\_\_
26. BEING AUDITED BY SOMEONE ELSE DURING INTENSIVE OTHER  
THAN HGC AUDITOR\_\_\_\_\_
27. CRIMINAL RECORD OR CRIME FOR WHICH YOU COULD BE  
ARRESTED\_\_\_\_\_
28. INSANE ASYLUM HISTORY\_\_\_\_\_
29. HERE TO BE CURED OF SOMETHING NOT MENTIONED\_\_\_\_\_
- \_\_\_\_\_
30. UNPAID DEBTS TO ORGS\_\_\_\_\_
31. KNOWLEDGE OF A CRIME AGAINST SCIENTOLOGY\_\_\_\_\_
32. WHAT WOULD HAPPEN IF SCIENTOLOGY WORKED ON EVERYONE \_\_\_\_
- \_\_\_\_\_
33. ANYTHING UPSETTING ABOUT THIS REVIEW\_\_\_\_\_
34. HAS ANYTHING BEEN SUPPRESSED?\_\_\_\_\_
35. HAS ANYTHING BEEN INVALIDATED? \_\_\_\_\_
36. HAS ANYTHING BEEN RUSHED? \_\_\_\_\_
37. HAS ANYTHING BEEN MISSED?\_\_\_\_\_
38. PC STATEMENT OF THE TROUBLE AS IT IS *NOW*\_\_\_\_\_
39. READS I COULD NOT CLEAN UP\_\_\_\_\_

40. BOOK OF CASE REMEDIES (IF PC NOT SOLVED BY THIS POINT)\_\_\_\_\_

\_\_\_\_\_

41. OTHER ACTIONS CASE OFFICER HAD TO TAKE\_\_\_\_\_

\_\_\_\_\_

42. FALSE REPORTS\_\_\_\_\_

\_\_\_\_\_

STATE OF TA AT CONCLUSION\_\_\_\_\_

TA DIVS DURING REVIEW\_\_\_\_\_

PC TO ETHICS\_\_\_\_\_

PC TO HGC \_\_\_\_\_

RECOMMENDATIONS\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE\_\_\_\_\_CASE OFFICER SIGN \_\_\_\_\_

EXAMINER FINALLY DIRECTS

TO ETHICS\_\_\_\_\_TO HGC\_\_\_\_\_

L. RON HUBBARD

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[The above HCO PL was amended or revised on the following dates: 13 October 1966, page 184; 26 January 1968, 15 March 1968, 9 April 1968, see footnote page 226; 19 April 1968, page 221; 16 December 1968, 15 May 1969, 7 September 1969, 7 April 1970, 8 August 1970, 17 September 1974, see footnote page 226; and 29 September 1974, Volume VIII, page 321.]

BPI  
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HCO BULLETIN OF 28 JUNE AD15

**RELEASES, DIFFERENT KINDS**

There are different kinds of Releases.

They all have the similar meter phenomena: floating needle and on or near clear read on a calibrated Mark IV or Mark V.

There is the plain First Stage Release. This occurs in auditing up to Grade IV. It is not very stable. The person is *very* well off and definitely a Release. But he or she can now postulate and in postulating sometimes gets into the R6 Bank. The First Stage Release is eased out of the bank but subject to call-back.

Then there is the Power Process Release. This is *very* stable and should be called a Second Stage Release or a Power Release to be technically exact. You can run only Power Processes on a First Stage Release. These knock out all factors of the *track* that force a person back into the R6 Bank and leave the person able to go into or get out of the R6 Bank easily. This Second Stage Release is definitely Homo Novis. The person ceases to respond like a homo sapiens and has fantastic capability to learn and act.

The Third Stage Release (called for a few days a Second Stage before terminology was firm) is an improved Second Stage Release in that *selective* areas of learning are handled to return special skills to the person. The case state does not necessarily improve but certain zones of knowledge have been polished up.

There is another state near that of Release. This is a Keyed-Out-Operating Thetan. At this time it occurs sometimes by accident in Power Processing, but I think I will be able to process a Second Stage Release to it directly some day. The pc is still a *pre* clear though a Keyed-Out-OT. This really isn't a Thetan Exterior. The Thetan Exterior is quite unstable and can be attained below an ordinary First Stage Release.

A real Clear is of course on the other side of the Reactive Bank and above all these states. It is completely stable. One needs to know how to audit to get there.

A real Operating Thetan is of course a Clear who has been familiarized with his environment to a point of total cause over Matter, Energy, Space, Time and Thought.

This accounts for all states of being discussed in Dianetics or Scientology. They are all attainable and only one, Keyed-Out-OT, is not done by routine auditing, being an offshoot of it that happens sometimes. The First Stage Release is as high as we got in Dianetics, so you can see we are five states of being above where we first arrived.

We are doing these today on a routine assembly line basis on all cases. Orgs do a lot of First Stage Releases. Saint Hill is doing Power Releases and moving people up to Clear through Academy and Saint Hill training.

A lot of cases would have to spend a lot more time in Power Processing if they weren't already successfully processed in Grades 0 to IV.

The majority of cases even when trained, will not be able to go Clear without being Released.

And of course nobody is going to go OT before they have been Audited, Released, trained and cleared, all of which are currently standard actions in Scientology today.

We are definitely on our way.

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HCO BULLETIN OF 30 JUNE 1965

Remimeo  
Review Hats

*Qual Division*

**RELEASE, REHABILITATION OF  
FORMER RELEASES AND  
THETAN EXTERIORS**

There are probably a great many processes that will recover the state of First Stage Release or First Stage Thetan Exterior or Released OT.

Poorest but easiest of these is plain Itsa. Itsa probably will not recover a floating needle but will pull down the TA. When it's down, stop—don't press your luck too far.

The real technical job (other than Itsa) requires expert metering and a thorough knowledge of dating on a meter and a smooth comm cycle.

Best at it would be an auditor who himself was a Former Release and who had himself (or herself) recovered the state.

The technically correct procedure is unfortunately a delicate one which requires good command of tech on the subject of the Time Track and perception of the pc and meter alert enough to stop exactly when Re-Release occurs and say "That's It!" (Never say "End" in such sessions.)

Remember *all* recovery must be by Key-out, not erasure. Key-outs are done by finding Key-ins. It is de-stimulation, not re-stimulation. Therefore all must be smooth and jolly with no forcing or overrun.

The exact tech follows:

To regain a Former Release (or Thetan Exterior or Keyed-Out OT [Released OT]):

1. Loosely locate the session or time in which it occurred.
2. Get in Suppress, Invalidate buttons on the session or time.
3. Get in "Unacknowledged" or "What was unacknowledged".
4. Indicate anything found to the pc, as By-Passed Charge.
5. Find the *Key-in* that was *Keyed out* in that time or session (the person went release because something keyed out in that time or session).
6. When *this is* found and recognized by the pc, the pc will then return to Release or Released OT.
7. If this does not happen, find what keyed in that ended the state and repeat (1) to (6) on it.

This is all rough to communicate to the pc who is not well trained.

This datum will help (a standard datum of early Dianetics): The analytical mind when it becomes aware of a point in the Reactive Mind, makes it vanish. In other

words one needs but become aware of the *actual* cause of an aberration to have it vanish.

We see this mainly in Cognitions. But it is the backbone of all auditing.

When the person was originally released he had become aware of something that caused the reactive mind to de-stimulate at that point or become weak. And so he Released. You have to find that point of sudden awareness again as in ( I ) to (6) above and if you miss it you can at least find (7). You *could* find both and in a lot of cases will probably do so. But if you win on ( I ) to (6), for heaven's sakes don't go on to (7). If you do (7) you may suddenly turn up with (5).

When you've done it realize you've done it and come off of it. Don't overrun.

When you *have* done it, tell the person to get trained so he or she can go on to actual Clear.

#### LIABILITY

The Liability in all this is finding the *original* thing that was keyed in (which when keyed out gave Release).

If this happens you have a *new key-in* in the session you are running right now. It is a new key-in and is handled as one.

#### TECH COMMENT

This tells us that finding and running out key-ins will make a First Stage Release out of someone who has never been one. Standard Grade Processing does this.

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[This HCO B is referred to and amplified by HCO B 21 July 1965, *Release Rehabilitation*, page 63, and HCO B 2 August 1965, *Release Goofs*, page 66.]

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HCO POLICY LETTER OF 1 JULY 1965  
Issue II

Remimeo  
Tech Hats  
Qual Hats

HCO Division  
Tech Div  
Qual Div

**COMM CYCLE ADDITIVES**

There are *no* additives permitted on the Auditing Comm Cycle.

Example: Getting the pc to state the problem after the pc has said what the problem is.

Example: Asking a pc if that is the answer.

Example: Telling pc "it didn't react" on the meter.

Example: Querying the answer.

This is the WORST kind of auditing.

Processes run best MUZZLED. By muzzled is meant using ONLY TR 0, 1, 2, 3 and 4 by the text.

A pc's results will go to HELL on an additive comm cycle.

There are a hundred thousand tricks that could be added to the Auditing Comm Cycle. EVERY ONE of them is a GOOF.

The ONLY time you ever ask for a repeat is when you couldn't hear it.

Since 1950, I've known that all auditors talk too much in a session. The maximum talk is the standard model session and the TR 0 to 4 Auditing Comm Cycle ONLY.

It is a serious matter to get a pc to "clarify his answer". It is in fact an Ethics matter and if done habitually is a Suppressive Act, for it will wipe out all gains. There are mannerism additives also.

Example: Waiting for the pc to look at you before you give the next command. (Pcs who won't look at you are ARC Broken. You don't then twist this to mean the pc has to look at you before you give the next command.)

Example: A lifted eyebrow at an answer.

Example: A questioning sort of ack.

The Whole Message is

**GOOD AUDITING OCCURS WHEN THE COMM CYCLE ALONE IS USED AND IS MUZZLED.**

Additives on the Auditing Comm Cycle are ANY ACTION, STATEMENT, QUESTION OR EXPRESSION GIVEN IN ADDITION TO TRs 0-4.

They are Gross Auditing Errors. And should be regarded as such.

Auditors who add to the Auditing Comm Cycle never make Releases. So, that's Suppressive.

Don't do it!

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[Reissued verbatim as HCO B 23 May 1971, Issue X.]



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All Students  
Saint Hill Courses  
All Staff

HCO BULLETIN OF 3 JULY 1965

*All Tech Activities*  
*All Levels*

*0 to VII*

**MODEL SESSION REVISED**

It is important for reasons of preventing restimulation to cancel and discard all issues and forms of Model Session and use only the following, particularly for Releasing.

The auditor examines the room to make sure it is all right to audit in, adjusts the pc's chair and checks his E-Meter for battery up and set, gives the pc the cans and states "THIS IS THE SESSION." Tone 40.

(The following rudiments are used only in metered sessions.)

"What gains have you had from your last session?" (Omitted on a pc's very first session but not from the first session of an intensive: written in the right-hand column at the top.)

"Is there an ARC Break?" (On raw meat, "Are you upset by anything?")

"Is there any current problem that will interfere with auditing?"

"Should you have told me anything you didn't?"

"Has anything been suppressed?"

"Has anything been denied?"

"Has anything been rushed?"

"This is the process: (states process)." (If a new process, clear the commands.)

Body of session

"I will give you two more commands of this process."

"That was the body of the session."

"Are there any comments on the session?"

"That's It."

This is the totality of Model Session used. To add words to the patter is to risk restimulation and it is expressly forbidden to do so.

**RELEASE REACHED**

It is VITAL when the proper phenomenon of a process occurs that the process be promptly concluded.

It is VITAL on lower level auditing if a needle floats and TA comes down to between 2 and 3 that the process *and* the session be unobtrusively ended with a soft "That's It" and the preclear sent to the Qualifications Division to be declared a Release. It is a Gross Auditing Error to run one command more.

With this Model Session, Releases will be more stable and sessions run better.

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[Clarified by HCO B 19 August 1965, page 78.]

HCO BULLETIN OF 12 JULY 1965

Remimeo  
Franchise

**STATES OF BEING  
ATTAINED BY PROCESSING**

**Types of Releases**

The states of Release differ in that one is more stable than another.

The Reactive Mind (known also as the R6 Bank) can only be audited out by someone who is trained up to Class VI. When the Reactive Mind is fully audited out (erased completely) one has a Clear.

When a Clear has been refamiliarized with his capabilities you have an Operating Thetan (an OT).

A Release then is pulled OUT of his Reactive Mind.

A Clear has fully erased his Reactive Mind.

An Operating Thetan is one who is Cause over Matter Energy Space and Time and is not in a body.

The degree and relative permanence of being pulled out of the Reactive Mind determines the state of Release.

There are numerous things that can pull one back into the Reactive Mind.

These are (1) Locks (2) Secondaries (3) Engrams (4) The Whole Time Track.

**Locks**

By reducing locks as in Levels 0 to IV we then remove the ability of locks to pull the being back into his R6 Bank.

Locks are mental image pictures of non-painful but disturbing experiences the person has experienced. They depend for their force on secondaries and engrams.

Thus one who has had his locks reduced is a FIRST STAGE RELEASE.

**Secondaries and Engrams**

When a being has had the secondaries and engrams reduced he is far less likely to be pulled into the Reactive Mind than if he has just had their locks reduced.

Secondaries are mental image pictures containing misemotion (grief, anger, apathy, etc.). They contain no pain. They are moments of shock and stress and depend for their force on underlying engrams.

Engrams are mental image pictures of pain and unconsciousness the person has experienced.

When these are reduced one has a SECOND STAGE RELEASE.

**The Whole Track**

Bits and pieces of the whole track remain after the locks, secondaries and engrams are reduced. These bits inhibit the being from recovering knowledge.

The Whole Track is the moment to moment record of a person's existence in this universe in picture and impression form.

When these bits are cleaned up, a being is a THIRD STAGE RELEASE.

## **Exterior**

If a being is a 1st, 2nd or 3rd Stage Release and has also become exterior to his body in the process, we simply add "OT" to the state of Release. It is secondary in importance to the fact of being a Release. As soon as the being seeks to exert his "OT" powers he tends to restimulate his R6 bank and so goes back into his body.

This is all that is meant when a person is called a First Stage Released OT. The person has not only come out of his bank but also out of his body.

## **Processes**

Many processes, all below Class V, make 1st Stage Releases. We have been making them for 15 years. When audited on low level grades after being released by them, the person goes into his secondaries and engrams. He can be fished back out again by modem technology and can easily regain the state of First Stage Release.

Power Processes alone can be run on a First Stage Release. These vanquish the secondaries and engrams. This requires very expert Class VII auditors as it is touchy work. These make a Second Stage Release.

In doing the earlier Power Processes the preclear often attains First Stage Release or First Stage Released OT. Only doing all the basic Power Processes (including one called Pr Pr 6) makes a Second Stage Release.

Certain Advanced Power Processes make a Third Stage Release. These mainly recover knowledge and smooth out one's understanding of the awareness of the environment achieved by Second Stage Release on Power Processing.

## **Clear**

### **The R6 Bank**

When a being has been trained up to Class VI and has been given the materials of the basic Reactive Mind to audit out (they took years to find and are too complex to be tackled without training and the actual patterns), he can then attain the state of Clear.

The Reactive Mind is composed of significance and masses as old as the Universe itself and is the basic cause of the decline of the individual. Each person has his own basic bank but they are all exactly alike. The materials are quite useless and inhibiting.

A Clear is not under the great stress of this bank and so can be free. He uses his own basic purposes and is for the first time wholly himself.

## **Operating Thetan**

This state of being is attained by drills and familiarity after the state of Clear has been obtained.

A real OT has no Reactive Bank, is cause over Matter, Energy, Space, Time and Thought and is completely free.

## **Summary**

This HCOB contains a brief description of each of the States of Being one can recover by processing.

This is the first time they have ever been isolated and crisply defined.

These are all the states there are except for homo sapiens and animal and we know too much about those already.

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HCO BULLETIN OF 21 JULY AD15

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Tech Div Hats  
Qual Div Hats  
Classes III & IV  
Students

**RELEASE REHABILITATION**

Refers to and amplifies  
HCOB 30 June 1965

In doing a Former Release rehabilitation, if you find the point of key-out of the moment the pc was formerly released, and then the moment of key-in afterwards and then get the pc to Itsa these alternate points, one after the other, with a bit of guiding when you see a fall (telling the pc [who is thinking] the needle fell by saying, "What's that?"), and then if you get off any unacknowledgment by the auditor in the rehabilitation session, and if you handle all such moments in the pc's auditing history, recent or distant, you will get the TA down and momentary floats of the needle.

Then if you end it with the pc happy and all well in the release rehabilitation session, the pc will feel terrific and you will probably have regained the floating needle.

Remember it isn't a repetitive alternate question, "What was keyed out then?" "What was keyed in then?" but a use of these and any such wording one after the other as Itsa invitations, until you get the TA off it and the TA down (and not up again on session comm cycle goofs).

By hitting the key-out, then the key-in in that former session where the pc went release, he or she really gets the charge off it and you've regained it.

I daresay you could take a stuck TA at 5 on an old-time pc and by locating the moments when he or she felt good in sessions and handling each one in turn until you get the pc happy he or she has "got it", you would eventually get the TA to clear read and a momentary or continuously floating needle.

It's gentle.

The only goof you can really make, aside from comm cycle and code breaks, is not to quit when the needle floats in your rehabilitation session.

The rule of ALL processing is NEVER RUN A PROCESS FURTHER THAN IT PRODUCES A FLOATING NEEDLE WITH THE TA BETWEEN 2 AND 3.

This applies to former release rehabilitating session as well. When that needle floats again, if it does, you have to gently "That's it" and desist and send to Declare? To go on is to overaudit.

Good hunting.

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HCO BULLETIN OF 27 JULY 1965

Replaces HCO Bulletin of 22 May 1965 which  
replaced HCO Bulletin of 23 April 1964.

Remimeo  
Sthil Students

HCO Bulletin of 23 April 1964 was written by  
Roger Biddell and is corrected by this Bulletin.

*SCIENTOLOGY III*

**AUDITING BY LISTS**

The earlier genus of this process was Sec Checking on the Joburg. With no reference to these, I recently developed for Level III a process called Auditing by Lists. Any list can be used.

As a preview to the process I asked staff member Roger Biddell to use List One. The questions were generalized. Instead of "Have I \_\_\_?", "Has there been \_\_\_?" was used. Otherwise the question remained the same as given in the HCO Bulletin for L. 1. He ran the process for some hours on a preclear with excellent results and summarized my verbal and written instructions as applied.

**AUDITING BY LISTS**

**L.1.**

Use meter at sensitivity 16.

Use ARC Break assessment List 1. The questions asked are generalized and without time limiters.

i.e. Has a withhold been missed?

Have you been given a wrong goal? etc.

Begin with List 1. Ask the first line of this List while watching the meter for an instant read.

If the line does not read, say, "That's clean" and move on to the next line of the List and do the same action with this new line.

If the pc has something to say about a line that is clean, let him say it, acknowledge it and then you ask the next line. Don't Q and A.

If the line when asked has an instant read say, "That reads" then, "What do you consider this could be?" or, "What considerations do you have about this?"

Let the pc answer all he wants to. While he is giving his considerations, mark down any blowdowns of the TA.

When the pc has given all his considerations say, "Thank you. I'll check the line on the meter" and call the line again. If it instant reads say, "There's another read here" then again ask for considerations, etc.

Continue these actions until the line goes clean.

When clean say, "That's clean."

Then move on to the next line.

When List 1 is completed, and then List 1, then List 1 and so on.

If running correctly, the TA total should increase from session to session. The pc should get more and more blowdowns on his considerations. Then he should get blowdowns on what he considers the main thing is.

Don't Q and A. Don't take up or do anything with the pc's considerations. Don't ever say, "That *still* reads." It's always "Another read" as "It *still* reads" makes the pc feel he has not answered the question.

This process gets charge off the case.

If pc still wonders what the main charge on a line was, tell him according to what gave the most TA action.

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[This HCO B is cancelled by HCO B 3 July 1971, *Auditing by Lists Revised*, Volume VII-316.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
27 July 1965

\*\* 6507C27      SHSBC-65      Stages of Release

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HCO BULLETIN OF 2 AUGUST 1965

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Tech Div Hats  
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Classes III & IV  
Students

*Star Rated on all Check-Outs*

## **RELEASE GOOFS**

### **1. Overrun**

The first goof relating to Releases is the one done for 15 years—running past a free, floating needle on any type of process. THIS is the goof that held back all Scientology. And if it continues to be done, known as well as it is now that you mustn't, one can only consider it suppressive—not just ignorant—as who now doesn't know you wreck a Release by running past the floating needle?

### **2. Rehabilitation Goof**

Not doing a Rehabilitation by the book, HCOB 30 June 1965, HCOB 21 July AD15 and now this one would constitute a breach of tech.

To say you are “Rehabilitating a Former Release” and yet do only current rudiments is, of course, a lie.

Rehabilitation is an exact series of actions covered in the above HCOBs and NOTHING ELSE.

I have seen a case being given an assist on PTPs and current ARC Breaks and had the auditor say, “Oh yes, I'm following orders. I'm rehabilitating a former release.”

Rehabilitation of a Former Release is a PRECISE SET OF ACTIONS covered only in the above HCOBs and this one.

One only does THOSE actions given in these HCOBs.

### **3. Rough Comm Cycle**

The roughness of the Auditor's Comm Cycle can prevent, not only a Release from occurring but can prevent rehabilitation.

All auditing is best done muzzled with the auditor drilled on Mutter TRs.

### **4. Meter Misuse**

In Step I of HCOB 30 June 65 it says, “Loosely locate the session or time in which it (Release) occurred.”

This means a METER DATING.

By “loosely” is meant to the year, month and day, not the minute. You can of course locate to the hour.

*ADD AS THE PRIMARY STEP TO HCOB 30 JUNE 65*

1. LIST AND EXACTLY DATE BY METER EACH AND EVERY TIME THE PC HAS ATTAINED A STATE OF RELEASE IN THIS LIFETIME.

That should dispel any doubts about what rehabilitation of former release is aiming to do.

ADD ALSO AS A PARAGRAPH IN HCOB 30 JUNE 1965:

IF THE PC'S NEEDLE GOES FREE WITH THE TONE ARM BETWEEN 2 AND 3 ON A CALIBRATED METER, *CEASE* REHABILITATION AT THAT *INSTANT* AND DECLARE. DO NOT CONTINUE BEYOND THE FLOATING NEEDLE ON A REHABILITATION EITHER.

IF A PC'S NEEDLE FLOATS DOING THE HCO POLICY LETTER FORM 26 JUNE 65 CEASE AT THAT INSTANT AND SEND TO GET THE STATE DECLARED. DO NOT KEEP ON DOING THE FORM PAST FLOATING NEEDLE EITHER.

IN FACT DON'T CONTINUE ANY PROCESS OR AUDITING BEYOND A FLOATING NEEDLE. YOU CAN SHIFT FROM PROCESS TO PROCESS, A FREE NEEDLE ATTAINED ON EACH *ONLY* IN POWER PROCESSING AND ONLY ON R6-GPMI.

An auditor must also realize that handling current matters and all on a former release in a rehabilitation is violating further the rule DON'T AUDIT PAST A FLOATING NEEDLE. The whole trouble with the pc was auditing beyond Release. Therefore in rehabilitation even ruds are just more auditing aren't they? You can only do HCOB 30 June 65 and its further HCOBs.

### **5. Not Recognizing a Floating Needle**

Floating needle, free needle are the same thing. What does one look like? Once you've seen one you'll never make a mistake on one again. For it *floats*. It ceases to register on the pc's bank. It just idly floats about or won't stand up even at low sensitivity.

The TA goes to any place between 2 and 3 and the needle floats.

Differences in cans used as electrodes and not keeping the meter calibrated with 5,000 ohm and 12,500 ohm resistors clipped between the two cans and setting the TA to (F) and (M) can lead an auditor to "find" a floating needle at TA 3.8 but ignore it because the meter is out.

Also, *two* meters used can both be out. Particularly if the wrong cans are used.

Steel cans, chromium plated or tin plated (like ordinary vegetable soup tin cans) are the best electrodes.

### **6. Not Getting Them All**

Not getting *every* time the pc has been a Release in this lifetime can be a big goof.

Sometimes the last one is just yesterday, but omitting it can halt rehabilitation.

Getting whole track (before this lifetime) former release periods is of questionable benefit but cannot be ruled out.

### **7. Pc's Own Purposes**

The leader in making a high state of being collapse (given an R6 bank) is the pc's *own* purposes.

A person shot up scale can postulate. Postulating going down scale or an attack on something can collapse a state of release.



Protest, wanting to get even, revenge are some things that a pc postulated that made him go back into the bank.

It's a goof for a pc to postulate himself down scale or to postulate himself right by showing another he is wrong.

This is why Class IV processing (Service Fac) can so easily make a 1st Stage Release.

### **8. Declare Errors**

Sometimes a pc is not rehabilitated yet is so declared. This causes a serious upset.

Sometimes the Examiner fails to detect the flaw that the pc doesn't think he was released and passes the pc.

Sometimes the Examiner challenges and fiddles about too much. This is a withhold of acknowledgment of the state and will cause an upset before it can be awarded.

### **9. Unalert Org**

An org which is not alert to the way SPs go for new releases when the release is still finding his or her "feet" will make very few that remain stable.

If an org develops a lazy attitude toward auditor and personnel discipline then two things happen:

- (a) Auditors and execs alike think it is all right to audit *past* a floating needle on a form, action or process or
- (b) Start declaring people who aren't released.

Either way is catastrophe. The middle road of honest and precise tech is vital.

Auditors with sloppy comm cycles almost never release anyone to floating needle. Such begin to believe it is "all gas" so it doesn't matter what they do.

An org not alert to what a bad comm cycle can do to prevent release is "for it" as tech will fade.

### **Summary**

For fifteen years auditors have made and then undone keyed-out-clearing all over the world.

We can then assume that, as they had the data about floating needles in 1958 and did not heed it, we will have this battle with us from here on.

The end product of all auditing right up to clear is a floating needle.

There is no other end product from the auditors' viewpoint.

So, shall we get on with it, see it when it occurs and declare it?

Please?

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HCO BULLETIN OF 3 AUGUST 1965

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## **AUDITING GOOFS BLOWDOWN INTERRUPTION**

It is a serious goof for the auditor to speak or move during a blowdown of the Tone Arm.

When a Tone Arm has to be moved rapidly down, the needle *appears* to float to some but it is just falling.

To see if a needle is floating the TA must have stopped moving down.

A Blowdown is a period of relief and cognition to a pc while it is occurring and for a moment after it stops.

Therefore it is a serious goof for an auditor to speak or move during the blowdown or for a moment afterwards.

This was noted years ago and is given in early materials on goals.

**AN AUDITOR MUST NOT SPEAK OR MOVE DURING A BLOWDOWN.**

When the auditor has to move the TA from right to left to keep the needle on the dial and the movement is .1 divisions or more then a blowdown is occurring. The needle of course is falling to the right.

That is a period of charge blowing off the bank. It is accompanied by realizations for the pc. Sometimes the pc does not voice them aloud. They nevertheless happen.

If the auditor speaks or moves beyond adjusting the TA quietly with his thumb the pc may suppress the cognitions and stop the blowdown.

To see if a needle floats the TA must be halted for the moment between 2 and 3 on a calibrated meter. A floating needle cannot be observed during a blowdown.

For an auditor to sit up suddenly and look surprised or pleased, or for an auditor to say the next command or "That's It" during a blowdown, can jolly well wreck a pc's case. So it's a real goof to do so.

To get auditing results one must audit with a good comm cycle, accept the pc's answers, handle the pc's originations, be unobtrusive with his auditing actions, not hold the pc up while he writes, not develop tricks like waiting for the pc to look at him before giving the next command, not prematurely ack and so start compulsive Itsa, and be very quiet during and just after a blowdown.

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HCO BULLETIN OF 5 AUGUST 1965

Remimeo  
BPI  
Certs & Awards  
Issue to all new  
Releases

### RELEASE STAGES

Once a pc has begun to come out of his bank, he either continues to come out or goes back in a bit.

He (or she) does not remain in status quo (unchanging state) while a Release.

A First Stage Release often pulls further out to First Stage Released OT after processing.

Similarly a Second Stage Release may become a Second Stage Released OT.

In their understandable enthusiasm—they feel so *much* better and bigger and stronger—a release sometimes seeks additional acknowledgment by requesting a further release check.

A pc who has attained a *First Stage* can go First Stage Released OT but cannot possibly go Second Stage without Power Processing. In short, one can't upgrade *Stages 1 to 2*, etc, without the actual processing.

Why? Because a key out is just that, a key out. Just because one no longer has a tiger in his lap does not mean the tiger has vanished. He's merely stepped out into the hall. In the course of life somebody is going to leave the door open. The tiger won't come back into one's lap but he'll sure sit on the rug and sneer. Key out means there's still a tiger. Release means he's *away*. One First Stage can be more released than another First Stage. The tiger is further off.

But when you start upgrading numbers (1st, 2nd, 3rd, etc) you are talking about *less* tiger.

There's less *bank*.

First Stage removes a few tiger whiskers and the sneer. That's the locks going. The tiger is near or far—that means more or less 1st Stage, it doesn't mean there's less tiger.

Second Stage *removes* the tiger's misemotion and his *front* claws. The tiger can now be near or far but he is that much tiger. He can be so far away one is *sure* he has vanished. But he's just far. He remains that much tiger (minus whiskers, sneer, temper and front claws), he just isn't evident.

Third Stage pulls the tiger's ability to paralyze one's wits. In effect Third Stage removes impediments to one's ability to know. The tiger, though now minus whiskers, sneer, temper, front claws, and the ability to paralyze, is still about. He may at this stage walk off so far that one is positive there is no more tiger. But it's early to break out the champagne. Maybe he won't be back for years, even centuries, but he still exists.

Fourth Stage Release removes the tiger's claws all about and blunts his teeth. And causes him to hide in closets. But though he hasn't whiskers, sneer, claws, or his frightening effect, or the old sharpness, he is still a tiger. One can gambol about in the sun cheerily, feeling quite sure there is no tiger at all. Only the *locks* on the R6 bank are gone. That R6 bank is still there.

At this stage the pc feels he can move mountains single-handed and is given to chest thumping. That he still depends upon a body gets overlooked.

But ahead of him is the BIG job. There is still a tiger. This tiger if not vanished utterly will sooner or later creep up and eat up the goodies.

So one has to handle Mr. Tiger once and for all, run the total R6 bank and become a 5th Stage Release.

Now, and only now, with a bit of reorientation can one be CLEAR. No more tiger. He is not near or far. He doesn't exist. And one can go on for the trillions.

Early on my pcs went keyed out clear and went away. They stayed that way a long time.

They were sure they had attained the zenith.

Today we are going to have the *same* problem.

A Release is going to feel *sure* he has gone up in number of Release when it's only the tiger out for lunch.

I am the last one to throw cool water over anyone's head about Release. But I have a passion for stating truth as I know it when I know it. You can always depend on that. It's not always popular but it's honest.

Therefore these are the only ways to go up in number as a Release.

To obtain FIRST STAGE RELEASE, one must have had lower grade auditing of some sort. This removes the *locks* (the distressful moments of life) off the Reactive Mind. As these pinned one to it, one can now get out of it.

To obtain SECOND STAGE RELEASE one must have been run on the highest of the Power Processes. This gets rid of the secondaries (misemotions and upsets) and the engrams (moments of pain and unconsciousness). And as these pinned one to the Reactive Mind one can now move out of it and isn't so likely to go back into it as he has no secondaries and engrams to call him back.

To obtain THIRD STAGE RELEASE one has to tackle the beings, places and subjects one has long detested. And when these are gone one isn't likely to be called back into the Reactive Mind very soon as bits of his daily life don't remind him of beings, places and subjects he once detested.

To obtain FOURTH STAGE RELEASE one has to take the lock end words off the R6 bank. He has to be an R6 Auditor himself to do this properly. With these gone, the R6 bank is left on its naked basics and one can be very free of it for quite a while.

But now we are down to the concrete and bedrock.

To obtain a FIFTH STAGE RELEASE, one has to have run out the whole remaining Reactive Mind. We are awfully lucky to have the combination to the vault as it's been shut thoroughly for the trillions. That's done by a process known as R6-GPMI-or GPMs by Items. And I assure you

1. It can be done and

2. It was pure hell going it blind when I was trying to find it. It took several years and thousands of hours of research auditing to just find the *pattern* of it. This is the longest job (R6-GPMI) and requires now at least 14 months of daily solo auditing. And then one is 5th Stage and ready for a polish and Clear.

Now understand, at each of these stages one has to go unrelease to make it to the next stage of release. This requires guts—and faith. One is feeling GRAND. The world is beautiful. The unbrave get nervous at the thought of diving back into the asphalt or, to keep our metaphor, about deliberately whistling up the Tiger—”Here Tiger! Here Tiger! Come out wherever you are!” So a way that is cooked up to avoid this further combat is to pretend an upgrade in *number* of release without the hard work and scratches necessary to honestly achieve it.

Add to all this that one has a present time, and a body to receive the slings and arrows and one sees that it is a complex picture.

But we have the way. It is the way.

Many will come along selling the frightened the idea one can leap up through the numbers without pain or toil or auditing by flexing one’s chest or eating Wheaties or praying. But that isn’t the WAY. There’s no bridge there.

The main point that will be stumbled on is this: Nobody has any real reality on how high up these states are or how utterly tall Clear really is.

-----

Well, that’s the score. Does it help?

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 AUGUST AD15

Remimeo  
All Qual Hats  
All Staff Auditor Hats  
Tech Executives  
Ethics  
HCO Sec  
Div 7

**QUALIFICATIONS TECHNICAL ACTIONS**

THIS IS A STAR RATED TECHNICAL HAT  
FOR EXAMINERS, REVIEW AUDITORS AND  
QUAL EXECUTIVES AND IS THE STANDARD  
GUIDE FOR THEIR TECHNICAL ACTIONS

All cases that come to the Qual Division are unusual.

The solution to ALL cases that come to the Qual Division is to do the USUAL.

If you don't hold on to that datum hard, all the "unusual" cases will soon have Review doing the unusual. And the only salvation for any Qual situation is to do the USUAL.

Don't go into a dispersal because of the unusual nature of the Review cases. If they were standard they would not be in Review.

But Review *has* a standard procedure. It is an Always, invariable standard procedure. Don't audit the case, audit the procedure. If you do so YOU WILL NEVER MISS. You will only miss if you get wrapped up in how unusual it all is.

Today Case Supervision and Review actions are all very, very standard. And very, very workable. You only get in a mess with a case when you don't use standard actions.

It took more than a third of a century to find the keys to all cases. None is going to repeat all that research in the 20 minutes given to handle a case, so the best solution is to do what's known.

**FORMER RELEASE CHECK**

When someone buys a Former Release Rehabilitation, he first goes to Review to get a check. This *must* be a perfunctory check. If you *audit* the pc you may float a needle on the check. The Review Auditor merely puts the pc who wants a Former Release check on a meter and asks: "Have you been Released earlier?" If it reads, THAT'S the end of the check. One says, "Yes you evidently were," and adds, "Go to the Registrar and get a Former Release Rehabilitation." If it doesn't read it doesn't mean, not Former Release. THE PC MAY BE ARC BROKEN, and the meter of an ARC Broken pc may not read for the auditor. In fact an inexperienced auditor sometimes calls an ARC Broken needle a "floating needle" merely because it doesn't react to the auditor. So if the meter *doesn't* react on the question of was the pc a Former Release, all you do in Review is say, "There may be ARC Breaks around Former Release. It therefore doesn't read right now. It may read if the ARC Breaks are picked up," and sends the pc to the Registrar for Rehabilitation just the same.

In short *two* things can happen in a Former Release check. It reads. It doesn't read. In both cases send the pc to the Registrar for a Former Release Rehabilitation.

So that action is real simple.

What the *pc* says and does has nothing to do with it. Say what you have to to get the pc to the Registrar, but encourage no Itsa or you'll be tied up for an hour or two, working for nothing.

If the pc has already been to the Registrar and bought a Former Release Rehabilitation then after the above check send the pc to the HGC Admin.

That's *all* there is to it. You do anything else and you'll goof up everything. Start to audit the pc, invite the pc to Itsa, start picking up times or ARC Breaks and you've had it. You'll be wearing the HGC hat and costing the org money and slowing your own lines.

Believe me, do just the above and NO MORE on a "Former Release check" in Review.

Don't get all wound up in the guy's case. They're ALL different and unusual. That's no reason why a Former Release check should be unusual.

Get it?

#### CASE SUPERVISOR CHECK

When the Case Supervisor sends a pc already in the HGC to Review there is only ONE standard action:

Form 26 June 1965 is done like an *assessment*, fast, no excessive Itsa.

Further, it's done NOW. The Case Supervisor wants it right away. NEVER have a "backlog" of Reviews on Case Supervisor request for Review.

Pc comes in, gets the Form done BANG. Right now. Takes 10-15 minutes. No more than that.

One puts down under recommendations what has been found on the assessment. "Pick up Cleaned Cleans" or "Auditor's Comm Cycle out, do ARC Break List I Auditing by List". Whatever you found you recommend it be done. Former Release gave a big read and BD. All right, put "Do Former Release Rehab," as the recommendation.

When the Case Supervisor asks for a Review of the case one ONLY does the form and does it only as an *assessment*. One does not handle any part of that form on a Case Supervisor request. And one does it straightaway. A Review "Backlog" is a disgrace. One day wait is too many. It's done *at once*. Why? Because it only takes a few minutes.

Do the form, send the pc to the Examiner and the Examiner returns the pc at once to the HGC or *at once* sends to Ethics if a Roller Coaster is found or no case change.

Honest, it's too easy.

If it takes anyone longer than that then it's because an *assessment* isn't being done. The form is being used for auditing! When all that's needed is an assessment.

#### REVIEW TO REPAIR

When a pc is to be handled or finished off by Review, we now have a different matter.

The Review Auditor sees "Review to handle" on the slip or "Review to complete case".

This is his signal to do Form 26 June 1965 AS AN AUDITING ACTION.

Same form, different use. One now doesn't assess with the Form. One *Audits* with the Form.

This means one cleans it all up, section by section as one goes along.

ARC Break reads. Find out if it's a session ARC Break or a process ARC Break, and do the appropriate list, find it (or them) and indicate the By-Passed Charge (don't audit it by list).

If it's an environment ARC Break adapt List I to the environment. Locate and indicate the By-Passed Charge.

DON'T go on with ARC Break reading when Review is *handling* the pc. Clean it up.

Clean everything else up.

Polish up the entire Form 26 June 65 and leave it all beaming.

*Now* do what's indicated with the case such as Former Release Rehab or flatten unflat processes.

If the case turns out on the Form to be an Ethics type, have the Examiner send to Ethics and don't do anything else after finding the pc is an Ethics type. No Case Gain in the past = SP. Roller Coaster = PTS. Leave it to Ethics to find out why. When (and if) the pc gets a clean "bill of health" from Ethics (has disconnected or whatever) Review can get the pc back again and finish up the incomplete actions outlined in this section.

In short, in "Review to handle" one handles the whole case and finishes it off.

The same form (Form 26 June 1965) can be used in two different ways: as an assessment and as an auditing list of things to handle.

### STUDENT ASSISTS

On a student assist the Review Auditor uses Form 26 June 65 as an assessment form and handles what is found on the form. The Review Auditor does not fail to do the form and also does not fail to handle what *was found during assessment* after it is done. Note, one assesses, then handles what was found. He doesn't audit the whole form. And also Review doesn't complete the case as a case. It's just an assist.

Public assists are done the same way in Review.

### DECLARE? FOR RELEASE

When the Examiner does *not* declare a pc and does not send the pc to Certs and Awards, he sends the pc to Review. (He can also, instead, send the pc to Ethics.)

When the Examiner sends a Declare? to Review, instead of Declaring, the Review Auditor does Form 26 June 65 as an assessment, locates the trouble and after the assessment is done handles what was found or indicates it's an Ethics matter.

In either case (audits or sends to Ethics) the Review Auditor hands the pc back to the Examiner. The Examiner may now send the pc to Certs and Awards to get the Release award, or to Ethics to handle the indicated Ethics matter (usually PTS situation).

But the Examiner must not send the pc back to the HGC after the Case Supervisor has said Declare? (except when the Declare? is for an earlier stage than the pc is being audited for). If anything else has to be done, Review does it.

### BASIS OF QUAL ACTIONS

You see Qual Div handles the flat ball bearings that didn't roll on the assembly line of the HGC. Qual is wholly in the flat ball bearing business. The HGC and Academy are wholly in the assembly line business, dealing in fairly round ball bearings.

So when the HGC or Academy has said that's it (either, "We can't handle" or "Declare?" or "Graduate") it's now up to Qual. If the pc or student is *not* a Release or not well skilled or the pc doesn't think he or she is a Release or the student feels he can't make it, then it's all up to Review.

Qual's tools for the student are the Assist and Cramming Section and for the pc are:

1. 26 June 65 Form.



2. Any standard process or auditing action.
3. HCO B 30 June 65 and any other Former Release Rehabilitation HCO B.

### HGC USES OF QUAL TOOLS

The HGC also uses these same tools. The Case Supervisor commonly orders one of his or her auditors to do 26 June 1965 Form.

On Power Processing and Former Release Rehab, an HGC Intensive on a pc always starts with:

1. The old pc assessment form from Dianetic days (if not already done and in hand on the pc).
2. 26 June 65 Form (if the pc has ever been audited before).

It cuts down the clutter and keeps auditors calmer and makes assignment easier when the HGC uses the Qual tools routinely and only squawks when baffled. Qual takes over on a pc if the HGC has really goofed or has mis-Declared?

The HGC assembly line considers all pcs a bit dented and runs an assembly line on the basis of "some dents in ball bearings must be handled in the HGC". When the ball bearing just *won't* roll at all in the HGC, the Case Supervisor throws in the chips and says, "To Review to Handle." If the Case Supervisor wants a check on his auditor, he says, "To Review for check." And the HGC gets the pc back.

Students and public wanting assists are sent straight to Review by the Registrar, by-passing the HGC as this is bit and piece auditing.

### THE EIGHT BIG RULES

Qual (and the HGC) are not exempt from handling the Eight Big Rules of auditing:

1. A pc must never be audited while ARC Broken. (Assessment of a list is not auditing unless one is Auditing by List meaning cleaning up each line, not looking for *the* thing on the List.)
2. A pc will make no case progress while suffering from a Present Time Problem which fixes his attention on the environment.
3. A pc with withholds will be critical, natter or blow and is out of comm.
4. A pc will worsen after auditing if connected to a Suppressive Person (and *only* worsens when so connected).
5. A pc who makes no case gains is Suppressive (and can only be handled by Power Processes and a Class VII Auditor).
6. Auditing a pc past a state of Release on the processes of that stage can make the pc's tone arm rise and bar further case gain even at upper stages of Release. (If you don't rehabilitate at least in part a 1st Stage Release that was overrun, you won't get results at the 2nd Stage or any higher stage. If you don't rehab an overrun on 2nd Stage you won't get results on Third Stage, etc. Also, a pc who went 1st Stage on R6EW won't run on 2nd Stage until the 1st Stage is found. In some cases the pc won't now run on 2nd Stage if he went 4th Stage, by-passing the lot. In short you can't by-pass free needles.)
7. A pc whose needle doesn't react to the auditor even at TA 2 or 3 may be ARC Broken, not Released.
8. An auditor's fractured Comm Cycle, unseen additives, lack of skill on a meter, attitude or false report can make a standard process not seem to work, and only these may make one work toward unusual solutions and get unreal about standard tech.

There are other rules. They are important but not as important as each of the EIGHT BIG RULES.

Therefore, the only unusual solution you ever have to take in auditing is to straighten up one of the Eight Big Rules when it's out on the pc. It is rare but can happen. Example: Pc's ARC Break is too bad to get a read on any of the lower lines of Form 26 June 65. Obviously, then, to assess Form 26 June 65 at all on a few cases you have to locate and indicate the By-Passed Charge.

In checking a free needle, finding it doesn't respond at all, one has to know by looking at the pc whether the pc is Keyed Out or ARC Broken. The only other bug here is "Dead Thetan" wherein the old "Stage 4" needle so called has *never* responded to anyone (this is obvious as the pc never got any TA in auditing either).

A pc can have such a withhold that he just chops the auditor or the course or the org. It's always a withhold that makes him chop or blow. Don't be reasonable about it-it's a technical fact.

If an auditor really knows his Eight Big Rules, he can work then very easily with a form and know what he is looking at. The eight are on Form 26 June 65, too, you know. Only Rule 7 may prevent a straightforward assessment, as the ARC Break may have to be handled before one can get on down the list with reads.

### COMMON MISTAKE

The Common Mistake of Review is to mistake a PTP or Withhold for an ARC Break.

This is easy to do. Supervisors are prone to say "Pc ARC Broken" when a pc looks natty or gloomy.

Review, although it takes no instructions on tech from Tech, can get mixed up on this too, prompted by the Supervisor's error or the pc's own statement. SPs commonly start a Review session with "I'm ARC Broken ..." when, fact is, the SP has a big withhold or PTP.

### REPORTS

When a Review Auditor or an Examiner finds a tech mess like alter-is or the fractured comm cycle of an HGC auditor, they MUST report it to Qual Sec who MUST send in an Ethics chit on it. The chit is written by the Examiner or the Review Auditor and sent to Qual Sec for forwarding to Ethics.

ONLY in this way will Examiners or Review ever hold onto their own activities. If they don't chit gross auditing errors found in pcs or in auditing instructions then their whole larger purpose is defeated. Qual is the technical cop. Handle flat ball bearings, yes. But *also* proof up the Tech Division against having so many by reporting its goofs.

This applies to any student received also. Qual, getting a student or pc who has then to be sent to Ethics MUST chit to Ethics whoever overlooked it in Tech. When Qual finds a student who is SP or PTS who has been on course a while, Qual must chit the student's Course Supervisor for a big goof in having the student on course at all. Similarly, Qual chits an auditor whose pc, sent to Review, turns out to be PTS or SP. The Academy or HGC must have gone stupid to be auditing or training such a student or pc. For they bring total chaos to the assembly line. Supervisors and auditors who don't send pcs who are PTS or SP to Ethics deserve Psychiatric Awards. For they are *wrecking* the org by continuing to train or process such a person. So that's Qual's hat, too.

When Ethics won't handle a Roller Coaster or an SP and pushes the being back into the Org Qual must cable or despatch the Office of LRH Saint Hill. We have the tech on PTS and SP. We mustn't train or audit them until the condition is handled properly in Ethics (and even then we train and process them with a cynical squint in the left eye, alert for further messes from them.)

## SUMMARY

The technical activities of Qual are all standard, all laid out neatly. There are no unusual solutions if one does the usual as above.

No need to get in a panic about a case. Do the usual. If THAT doesn't work, it was done in an unusual way, wasn't it?

Qual can win all the way.

Just do the usual Qual actions on the standard Qual internal routing lines, and UP go tech standards and results.

And that's what we want, don't we?

L. RON HUBBARD

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[This HCO B has been corrected per HCO B 21 September 1965, *Qualifications Technical Actions*, the full text of which said to alter the last word in the second sentence, paragraph 3, under section entitled "Reports", from "Qual" to "Tech".]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 AUGUST 1965

All Students  
Saint Hill  
Courses  
All Staff

*Clarification of HCO Bulletin*  
3 July 1965—

### MODEL SESSION REVISED

Pertaining to Level 0 training, whereas the student is to use a meter in order to familiarize himself with it and with using it in a session, he is not trained in the fine points of metering until Level II. Therefore during the training of Level 0 the Model Session as per HCOB 3 July 1965 is to be used, but the questions are actually unmetred (the student does not follow up needle reads), except for the fact that the student has a meter in front of him.

Any auditor from Class II up would, of course, meter such questions in running Level 0 processes on a preclear.

At Level 0 the student MUST know the parts of the meter and be able to recognize a floating needle and be able to record tone arm action.

L. RON HUBBARD

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Franchise  
Sthil Students  
Sthil Staff

HCO BULLETIN OF 23 AUGUST 1965

**ABBREVIATIONS AND SYMBOLS OF DIANETICS  
AND SCIENTOLOGY**

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

1. ACC	Advanced Clinical Course
2. ACK	Acknowledgement
3. AD	After Dianetics (1950) e.g. 1965 = AD15
4. ADCOUNCIL	Advisory Council
5. ADD I/C	Addressograph-in-Charge
6. ADDRESSO	Addresses Section
7. ADCOMM	Advisory Committee
8. ADMIN	Administration or Administrator
9. APA	American Personality Analysis
10. ARC	Affinity, Reality, Communication
11. ASSN SEC	Association Secretary
12. AUD	Auditor
13. BA STEPS	Bring About Steps—R6 Material
14. BPC	By-passed Charge
15. BPI	Broad Public Issue
16. BS	Beginning Scientologist
17. B.ScN	Bachelor of Scientology
18. CCHs	Communication, Control and Havingness Processes
19. CF	Central Files
20. COG	Cognition
21. COMM	Communication
22. COMM CENTRE	Communications Centre
23. COMM CYCLE	Communication Cycle
24. COMM EV	Committee of Evidence
25. COMM LAG	Communication Lag
26. COURSE SUP	Course Supervisor
27. CSW	Completed Staff Work
28. D	Deputy
29. D of P	Director of Processing
30. D of T	Director of Training
31. Dev T	Developed Traffic
32. DD	Doctor of Divinity
33. DECLARE?	“Preclear has reached a grade or Release. Please look at preclear and pass on to Certs and Awards.”
34. DEP DIR	Deputy Director
35. DN	Dirty Needle
36. Dn	Dianetics
37. DR	Dirty Read
38. D.ScN	Doctor of Scientology (Honorary Award by LRH for the application of Scientology processes, principles, books or literature.)
39. DIR COMM	Director of Communications
40. DIR COMP	Director of Compilations
41. DIR CERTS & AWARDS	Director of Certificates and Awards
42. DIR DISB	Director of Disbursements
43. DIR EXAMS	Director of Examinations
44. DIR FA	Director of Field Activities
45. DIR INCOME	Director of Income
46. DIR INSPEC & REP	Director of Inspections and Reports
47. DIR MAT & RECS	Director of Materiel and Records
48. DIR PBLs	Director of Publications
49. DIR PROM	Director of Promotion
50. DIR RAP	Director of Routing, Appearances and Personnel
51. DIR REC	Director of Records
52. DIR REG	Director of Registration
53. DIR REV	Director of Review
54. DIR TECH SERVICES	Director of Technical Services

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

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

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

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

### SYMBOLS IN SCIENTOLOGY

175.



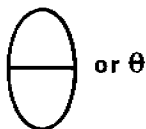
Scientology Symbol. The S simply stands for Scientology which is derived from "SCIO" (Knowing in the fullest sense). The upper triangle is the K-R-C Triangle. The points are K for KNOWLEDGE, R for RESPONSIBILITY and C for CONTROL. The lower triangle is the A-R-C Triangle—its points being AFFINITY—REALITY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

176.



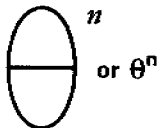
Symbol of Dianetics.

177.



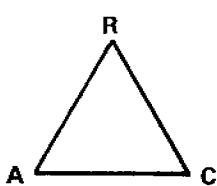
Symbol for theta. 8th letter of the Greek alphabet. Ancient Greeks used this to represent spirit or thought.

178.



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

179.



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

180.



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

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[Item number 175 has been corrected per HCO PL 18 February 1972, *The Top Triangle*, page 412 in the *Management Series 1970-1974* or page 306 in the *Management Series 1970-1972*.]

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Saint Hill Executives  
Saint Hill Students

*Art Series 1*

**A R T**

For some fifteen years I have been studying, amongst other branches of philosophy, the subject of ART.

The reason for this is: Art is the least codified of human endeavors and the most misunderstood. *What is Art?* is one of the least answered of human questions.

Art abounds with authorities. It was chosen because "that field containing the most authorities contains the least codified knowledge." The obvious invitation is to answer the question and codify the subject. This has now been done.

The subject was originally brought up in a conversation with Donald H. Rogers at 42 Aberdeen Road, Elizabeth, New Jersey, in 1950.

As this zone of human activity seemed to stand outside the field of Dianetics and Scientology, I thereafter worked with it on a casual basis.

Having published 15,000,000 words between 1929 and 1941, I was not unacquainted with the arts. Since 1950 I have worked with other arts than that of literature in order to make an advance on the general subject of ART.

I have made a breakthrough at last in this matter. And I find it is applicable to what we are doing and therefore also has practical value.

To make it a matter of record rather than a filed sheaf of notes, I am publishing these findings as an HCO B. I also feel they will be of some assistance in forwarding Scientology.

As in the case of all "pure research" (by which is meant study without thought of possible application) there is a sudden pay-off in these answers including the better dissemination of Scientology and the rehabilitation of the artist.

My incidental studies in the fields of photography and music materially assisted these discoveries.

Approaching the state of Clear has also assisted in comprehending this rather vast subject of ART. It is adventurous to state one has *solved* such a sweeping subject but here at least are the fundamentals and basics.

The following are rough notes but are in fact the basis of that branch of activity we call ART.

*THE FUNDAMENTALS OF ART*

*BASIC DEFINITION*

ART is a word which summarizes THE QUALITY OF COMMUNICATION.

It therefore follows the laws of communication.

Too much originality throws the audience into unfamiliarity and therefore disagreement, as communication contains duplication and "originality" is the foe of duplication.

TECHNIQUE should not rise above the level of workability for the purpose of communication.

PERFECTION cannot be attained at the expense of communication.



Seeking *perfection* is a wrong target in art. One should primarily seek communication with it and *then* perfect it as far as reasonable. One attempts *communication* within the framework of applicable skill. If perfection greater than that which can be attained for communication is sought, one will not communicate.

Example: A camera that shoots perfectly but is not mobile enough to get pictures. One must settle for the highest level of technical perfection obtainable *below* the ability to obtain the picture.

The order of importance in art is:

1. The resultant communication,
2. The technical rendition.

2 is always subordinate to 1. 2 may be as high as possible but never so high as to injure 1.

The communication is the primary target. The technical quality of it is the secondary consideration. A person pushes 2 as high as possible within the reality of 1.

A being can take a lot of trouble with 2 to achieve 1 but there is a point where attempting 2 prevents 1.

If the arduousness of 2 prevents 1, then modify 2, don't modify 1.

Perfection is defined as the quality obtainable which still permits the delivery of the communication.

Too much time on 2 of course prevents 1.

It is usually necessary to lower a standard from absolute perfection to achieve communication. The test of the artist is how little it is lowered not how high it is pushed.

A professional in the arts is one who obtains communication with the art form at the minimum sacrifice of technical quality. There is always some sacrifice of quality to communicate at all.

The reduction of mass or time or impedimenta or facilities toward the ability to render a result is the exact measurement of how much technical perfection can be attempted. The rule is if one is being too perfectionistic to actually achieve a communication, reduce the mass, time, impedimenta or facilities sufficiently low to accomplish the communication but maintain the technique and perfection as high as is reconcilable with the result to be achieved and within one's power to act.

No communication is no art. To not do the communication for lack of technical perfection is the primary error. It is also an error not to push up the technical aspects of the result as high as possible.

One measures the degree of perfection to be achieved by the degree of communication that will be accomplished.

This is seen even in a workman and tools. The workman who cannot accomplish anything but must have tools is an *artistic* failure.

"Art for art's sake" is a complete paradox as a remark. "Art for the sake of communication" and "Attempted perfection without communicating" are the plus and minus of it all.

One can of course communicate to oneself, if one wishes to be both cause and effect.

One studies art only if one wishes to communicate and the search for artistic perfection is the result of past failures to communicate.

Self-improvement is based entirely on earlier lack of communicating.

Living itself can be an art.

The search for freedom is either the retreat from past failures to communicate or the effort to attain new communication. To that degree then the search for freedom is a sick or well impulse.

Searching for and discovering one's past failures to communicate an art form or idea about it will therefore inevitably rehabilitate the artist.

However, due to the nature of the Reactive Mind, full rehabilitation is achieved only through releasing and clearing.

How much art is enough art? The amount necessary to produce an approximation of the desired effect on its receiver or beholder, within the reality of the possibility of doing so.

A concept of the beholder and some understanding of his or her acceptance level is necessary to the formulation of a successful art form or presentation. This includes an approximation of what is familiar to him and is associated with the desired effect.

All Art depends for its success upon the former experience and associations of the beholder. There is no pure general form since it must assume a sweeping generality of former experiences in the beholder.

Artists all, to a greater or lesser degree, need comprehension of the minds and viewpoints of others in order to have their work accepted; since the acceptability of a communication depends upon the mental composition of the receiver. Scientology then is a must for any artist if he would succeed without heartbreak.

In any art form or activity one must conceive of the beholder (if only himself). To fail to do so is to invite disappointment and eventual dissatisfaction with one's own creations.

An artist who disagrees thoroughly with the "taste" of his potential audience cannot of course communicate with that audience easily. His disagreement is actually not based on the audience but on former inability to communicate with such audiences or rejections by a vaguely similar audience.

The lack of desire to communicate with an art form may stem from an entirely different inability than the one supposed to exist.

Professionals often get into such disputes on *how* to present the art form that the entirety becomes a technology, not an art, and, lacking progress and newness of acceptance, dies. This is probably the genus of all decline or vanishment of art forms. The idea of contemporary communication is lost. All old forms become beset by technical musts and must nots and so cease to communicate. The art is the form that communicates not the technology of how, the last contributing to the ease of creating the effect and preservation of the steps used in doing it. A form's reach, blunted, becomes involved with the perfection alone, and ceases to be an art form in its proper definition.

A communication can be blunted by suppressing its art form: Example, bad tape reproduction, scratched film, releasing bits not authorized. This then is the primary suppression.

On the other hand, failing continuously to permit a non-destructive communication on the grounds of its lack of art is also suppressive.

Between these two extremes there is communication and the task is to attain the highest art form possible that can be maintained in the act of communicating. To do otherwise is inartistic and objectionable.

These, therefore, are the fundamentals of ART.

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[See also HCO B 29 July 1973, *Art, More About*, Volume VIII-196, which refers to this HCO B.]

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## RELEASE STAGES

There are five stages of Release. When one of these is attained the next one up can be run.

A preclear who has attained a stage of Release may not be run further on the processes of that stage or below or he will go back into his Reactive Mind.

All Releases however can have their problems handled, their withholds pulled, their ARC Breaks repaired *and* any Release at *any* stage can be audited on the exact processes of Release Rehabilitation.

The states of Release differ in that one is more stable than another.

The Reactive Mind (known also as the R6 Bank) can only be audited out by someone who is trained up to Class VI. When the Reactive Mind is fully audited out (erased completely), one has a Clear.

When a Clear has been refamiliarized with his capabilities, you have an Operating Thetan (an OT).

A Release, then, is pulled OUT of his Reactive Mind.

A Clear has fully erased his Reactive Mind.

An Operating Thetan is one who is Cause over Matter, Energy, Space and Time and is not in a body.

The degree and relative permanence of being pulled out of the Reactive Mind determines the state of Release.

There are numerous things that can pull one back into the Reactive Mind.

These are (1) Locks (2) Secondaries (3) Engrams (4) The Whole Time Track.

### LOCKS

By reducing locks as in Levels 0 to IV, we then remove the ability of locks to pull the being back into his R6 Bank.

Locks are mental image pictures of non-painful, but disturbing, experiences the person has experienced. They depend for their force on secondaries and engrams.

Thus, one who has had his locks reduced is a FIRST STAGE RELEASE.

### SECONDARIES and ENGRAMS

When a being has had the secondaries and engrams reduced, he is far less likely to be pulled into the Reactive Mind than if he has just had their locks reduced.

Secondaries are mental image pictures containing misemotion (grief, anger, apathy, etc). They contain no pain. They are moments of shock and stress and depend for their force on underlying engrams.

Engrams are mental image pictures of pain and unconsciousness the person has experienced.

When these are reduced, one has a **SECOND STAGE RELEASE**.

#### THE WHOLE TRACK

Bits and pieces of the whole track remain after the locks, secondaries and engrams are reduced. These bits inhibit the being from recovering knowledge.

The Whole Track is the moment to moment record of a person's existence in this universe in picture and impression form.

When these bits are cleaned up, a being is a **THIRD STAGE RELEASE**.

#### THE REACTIVE MIND

When the pc has taken the locks off the Reactive Mind itself, using R6EW, he attains Fourth Stage Release.

#### THE REACTIVE MIND

When the entire Reactive Mind has been erased and the person is again wholly himself, one could call it a Fifth Stage Release.

But that is really **CLEAR**.

#### OPERATING THETAN

When a being once more has recovered his full abilities and freedom, a state much higher than Man ever before envisioned is attained. This state is called *OPERATING THETAN*.

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[This HCO B is replaced by HCO B 9 February 1966, *Release Grades*, page 141.]

#### LRH TAPE LECTURES

3—9 September 1965

6509C03	CC-1	Material of the R6 Bank (filmed lecture)
** 6509C09	SHSBC-66	Classification and Gradation [also available as a film]

# The Aims of Scientology

by

L. Ron Hubbard

*A civilization without insanity, without criminals and without war, where the able can prosper and honest beings can have rights, and where Man is free to rise to greater heights, are the aims of Scientology.*

*First announced to an enturbulated world fifteen years ago, these aims are well within the grasp of our technology.*

*Non-political in nature, Scientology welcomes any individual of any creed, race or nation.*

*We seek no revolution. We seek only evolution to higher states of being for the individual and for Society.*

*We are achieving our aims.*

*After endless millenia of ignorance about himself, his mind and the Universe, a breakthrough has been made for Man.*

*Other efforts Man has made have been surpassed.*

*The combined truths of Fifty Thousand years of thinking men, distilled and amplified by new discoveries about Man, have made for this success.*

*We welcome you to Scientology. We only expect of you your help in achieving our aims and helping others. We expect you to be helped.*

*Scientology is the most vital movement on Earth today.*

*In a turbulent world, the job is not easy. But then, if it were, we wouldn't have to be doing it.*

*We respect Man and believe he is worthy of help. We respect you and believe you, too, can help.*

*Scientology does not owe its help. We have done nothing to cause us to propitiate. Had we done so, we would not now be bright enough to do what we are doing.*

*Man suspects all offers of help. He has often been betrayed, his confidence shattered. Too frequently he has given his trust and been betrayed. We may err, for we build a world with broken straws. But we will never betray your faith in us so long as you are one of us.*

*The sun never sets on Scientology.*

*And may a new day dawn for you, for those you love and for Man.*

*Our aims are simple, if great.*

*And we will succeed, and are succeeding at each new revolution of the Earth.*

*Your help is acceptable to us.*

*Our help is yours.*

L. Ron Hubbard  
Saint Hill  
September, 1965

HCO BULLETIN OF 13 SEPTEMBER 1965

Remimeo  
Vital Data for  
Tech Secs  
Ds of P  
HGC Training Officers  
Ds of T  
Course Supervisors  
All Students

**OUT TECH  
AND HOW TO GET IT IN**

The term “OUT TECH” means that Scientology is not being applied or is not being correctly applied. When Tech is IN we mean that Scientology is being applied and is being correctly applied. By TECH is meant *technology*, referring of course to the application of the precise scientific drills and processes of Scientology. *Technology* means the methods of application of an art or science as opposed to mere knowledge of the science or art itself. One could know all about the theory of motor cars and the science of building them and the art of designing them and still not be able to build, plan or drive one. The *practices* of building, planning or driving a motor car are quite distinct from the theory, science and art of motor cars.

An auditor is not just a Scientologist. He or she is one who *can apply* it. Thus the technology of Scientology is its actual application to oneself, a preclear or the situations one encounters in life.

Tech implies USE. There is a wide gap between mere knowledge and the application of that knowledge.

When we say tech is out, we might also say, “While that unit or person may *know* all about Scientology, that person does not actually apply it.”

A skilled auditor knows not only Scientology but how to *apply* the technology to self, pcs and life.

Many persons auditing have not yet crossed over from “knowing about” to “applying”. Thus you see them fooling about with pcs. When a *skilled* auditor sees a critical pc he knows BANG—pc has a withhold and pulls it. That’s because this auditor’s tech is *in*. Meaning he knows what to do with his data.

Some other person who *knows* a lot of Scientology, has had courses and all that, yet sees a critical pc and then tries to add up everything he knows about pcs and stumbles about and then decides on a Zero pc it’s a new thing that’s wrong that’s never been seen before.

What’s the difference here? It’s the difference between a person who knows but cannot apply and a skilled technician who can apply the knowledge.

Most golfers know that you have to keep your eye on the ball just before, during and after you hit it. That’s the basic datum of powerful, long drives down the fairway. So if this is so well known then why do so few golfers do it? They have arrived at a point of *knowing* they must. They have not yet arrived at a point of being able to. Then their heads get so scrambled, seeing all their bad drives which *didn’t* go down the fairway, that they buy rabbits feet or new clubs or study ballistics. In short, not being able to *do* it, they disperse and do something else.

All auditors go through this. All of them, once trained, *know* the right processes. Then they have to graduate up to *doing* the right processes.

Observation plays an enormous role in this. The auditor is so all thumbs with his meter and unfamiliar tools he has no time or attention to see what goes on with the pc. So for 15 years lots of auditors made releases *without ever noticing it*. They were so

involved in knowing and so unskilled in applying, they never saw the ball go down the fairway for a 200 yard drive!

So they began to do something else and squirrel. There was the pc going release, but the auditor, unskilled as a technician for all his knowledge of the science, never saw the auditing work even though even the auditing done that badly *did* work.

Do you get the point?

You have to know your tools *very very* well to see past them! An auditor who squirrels, who fools about with a pc, who fumbles around and seldom gets results just isn't sufficiently familiar with a session, its patter, his meter and the mind to see *past* them to the pc.

Drill overcomes this. The keynote of the skilled technician is that he is a product of practice. He has to know what he is trying to do and what elements he is handling. *Then* he can produce a result.

I'll give you an example: I told an auditor to look over a past session of known date on a pc and find what was *missed in that session*. Something *must* have been missed as the pc's tone arm action collapsed in that session and ever afterwards was nil. So this auditor looked for a "missed withhold from the auditor in that session". The ordered repair was a complete dud. Why? This auditor did not know that anything could be missed except a withhold of the hidden overt type. He didn't know there could be an inadvertent withhold wherein the pc thinks he is withholding because the auditor didn't hear or acknowledge. This auditor didn't know that an item on a list could be missed and tie up TA. But if he did know these things he didn't *know* them well enough to *do* them. A second more skilled auditor took over and bang! the missed item on the list was quickly found. The more skilled auditor simply asked, "In that session what was missed?" and promptly got it. The former auditor had taken a simple order, "Find what was missed in that session," and turned it into something else: "What withhold was missed in that session?" His *skill* did not include applying a simple direct order as auditing looked *very* complex to him as he had so much trouble with doing it.

You can train somebody in all the data and not have an auditor. A real auditor has to be able to *apply* the data to the pc.

Importances play a huge part in this. I had a newly graduated darkroom photographic technician at work. It was pathetic to see the inability to apply important data. The virtues of ancient equipment and strange tricks to get seldom required effects were all at his fingertips. *But* he did not know that you wiped developer off your hands before loading fresh film. Consequently he ruined every picture taken with any film he loaded. He did not know you washed chemicals out of bottles before you put different chemicals in them. Yet he could quote by the yard formulas not in use for 50 years! He *knew* photography. He could not apply what he knew. Soon he was straying all over the place trying to find new developers and papers and new methods. Whereas all he had to do was learn how to wash his hands and dry them before handling new film.

I also recall a 90-day wonder in World War II who came aboard in fresh new gold braid and with popped eyes stared at the wheel and compass. He said he'd studied all about them but had never seen any before and had often wondered if they really were used. How he imagined ships were steered and guided beyond the sight of land is a mystery. Maybe he thought it was all done by telepathy or an order from the Bureau of Navigation!

Alter-is and poor results do not really come from not-know. They come from can't-apply.

Drills, drills, drills and the continual repetition of the *important* data handle this condition of can't-apply. If you drill auditors hard and repeat often enough basic auditing facts, they eventually disentangle themselves and begin to do a job of application.

## IMPORTANT DATA

The truly important data in an auditing session are so few that one could easily memorize them in a few minutes.

From case supervisor or auditor viewpoint:

1. If an auditor isn't getting results either he or the pc is doing something else.
2. There is no substitute for knowing how to run and read a meter perfectly.
3. An auditor must be able to read, comprehend and apply HCO Bs and instructions.
4. An auditor must be familiar enough with what he's doing and the mechanics of the mind to be able to observe what is happening with the pc.
5. There is no substitute for perfect TRs.
6. An auditor must be able to duplicate the auditing command and observe what is happening and continue or end processes according to their results on the pc.
7. An auditor must be able to see when he's released the pc and end off quickly and easily with no shock or overrun.
8. An auditor must have observed results of his standard auditing and have confidence in it.

## CASE REACTION

The auditor and the Case Supervisor must know the *only six* reasons a case does not advance. They are:

1. Pc is Suppressive.
2. Pc is ALWAYS a Potential Trouble Source if he Roller Coasters and only finding the RIGHT suppressive will clean it up. No other action will. There are *no* other reasons for a Roller Coaster (loss of gain obtained in auditing).
3. One must *never* audit an ARC Broken pc for a minute even but must locate and indicate the by-passed charge *at once*. To do otherwise will injure the pc's case.
4. A present time problem of long duration prevents good gain and sends the pc into the back track.
5. The *only* reasons a pc is critical are a withhold or a misunderstood word and there is NO reason other than those. And in trying to locate a withhold it is not a motivator done to the pc but something the pc has done.
6. Continuing overts hidden from view are the cause of no case gain (see number 1, Suppressive).

The *only* other possible reason a pc does not gain on standard processing is the pc or the auditor failed to appear for the session.

Now honestly, aren't those easy?

But a trainee fumbling about with meter and what he learned in a bog of unfamiliarity will *always* tell you it is something else than the above. Such pull motivators, audit ARC Broken pcs who won't even look at them, think Roller Coaster is caused by eating the wrong cereal and remedy it all with some new wonderful action that collapses the lot.



## ASSESSMENT

You could meter assess the first group 1 to 8 on an auditor and the right one would fall and you could fix it up.

You could meter assess the second group 1 to 6 on a pc and get the right answer every time that would remedy the case.

You have a list in the HCO Pol Ltr Form of 26 June 1965 done for Review. That covers the whole of any errors that can be made on a pc scouting both the auditor's application and the pc's reaction to the auditing.

When I tell you these *are* the answers, I mean it. I don't use anything else. And I catch my sinning auditor or bogged down pc every time.

To give you an idea of the simplicity of it, a pc says she is "tired" and therefore has a somatic. Well, that can't be it because it's still there. So I ask for a problem and after a few given the pc hasn't changed so it's not a problem. I ask for an ARC Break and bang! I find one. Knowing the principles of the mind, and as I observe-pcs, I see it's better but not gone and ask for a previous one like it. Bang! That's the one and it blows completely. I know that if the pc says it's A and it doesn't blow, it must be something else. I know that it's one of six things. I assess by starting down the list. I know when I've got it by looking at the pc's reactions (or the meter's). And I handle it accordingly.

Also, quite vitally, I know it's a limited number of things. And even more vitally I know by long experience as a technician that I can handle it fully and proceed to do so.

There is no "magic" touch in auditing like the psychiatrist believes. There is only skilled touch, using known data and applying it.

Until you have an auditor familiar with his tools, cases and results you don't have an auditor. You have a collected confusion of hope and despair rampant amongst non-stable data.

Study, drill and familiarity overcome these things. A skilled technician knows what gets results and gets them.

So drill them. Drill into them the above data until they chant them in their sleep. And finally comes the dawn. They observe the pc before them, they apply standard tech. And wonderful to behold *there* are the results of Scientology, complete. Tech is IN.

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[Additional data to this HCO B can be found in HCO B 21 September 1965, Out *Tech*, on the following page.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
21 September 1965

\*\* 6509C21      SHSBC-67      Out Tech

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 SEPTEMBER 1965

Vital Data for

Tech Sec

Qual Sec

Dir Rev

Ds of P

HGC Training Officers

Ds of T

Course Supervisor

All Students

**OUT TECH**

(Additional Data on HCO Bulletin  
of 13 September 1965)

ALL THIS DATA COVERED AND EXPLAINED  
IN THE SAINT HILL SPECIAL BRIEFING  
COURSE TAPE OF 21 SEPTEMBER 1965

Note the 5 GAEs are also covered in Tape Lecture of 10 July 1963  
See also HCO Pol Ltr 21 September 1965, Issue II, "Auditor Estimation Test"

The five Gross Auditing Errors (GAEs) are:

1. Can't handle and read an E-Meter.
2. Doesn't know and can't apply Technical data.
3. Can't get and keep a pc in session.
4. Can't complete an auditing cycle.
5. Can't complete a repetitive auditing cycle. (Including repeating a command long enough to flatten a process.)

These are the only errors one looks for in straightening up the auditing of an Auditor.

The six things that can be wrong with a pc are:

1. Pc is Suppressive.
2. Pc is ALWAYS a Potential Trouble Source if he Roller Coasters and only finding the RIGHT suppressive will clean it up. No other action will. There are *no* other reasons for a Roller Coaster (loss of gain obtained in auditing).
3. One must *never* audit an ARC Broken pc for a minute even but must locate and indicate the by-passed charge at *once*. To do otherwise will injure the pc's case.
4. A present time problem of long duration prevents good gain and sends the pc into the back track.
5. The *only* reasons a pc is critical are a withhold or a misunderstood word and there is NO reason other than those. And in trying to locate a withhold it is not a motivator done to the pc but something the pc has done.
6. Continuing overts hidden from view are the cause of no case gain (see number 1, Suppressive).

**IN TECH**

In getting in Tech one need only locate in the auditor (or self as an auditor) which of the 5 GAEs are being committed and, in the pc, which of the above six is out.

There are *no* reasons exterior to the 11 given. To get Tech In, requires getting the 5 in for auditors and the six in for pcs and after that, watching the 5 for auditors and 6 for pcs, running standard processes.

If you look for other reasons, this is itself a gross goof. There are no others.

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[Edited for use on the Dianetics Course as HCO B 7 May 1969,  
Issue IV, *The Five GAEs*, page 361.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 21 SEPTEMBER 1965  
Issue V

Remimeo  
Tech Div  
Sthil Students

**E-METER DRILLS**

Having the data that Out-technology is the result of a lack of study, drill and familiarity, it is imperative that meter drills be done well.

As it is the Academy's purpose to train auditors, students must do the required meter drills for each level and must not resort to the use of a pen to represent the needle of an E-Meter.

Irrespective of whether a student is or is not a Release, these drills must be done. If a student should have a coach whose needle only floats, that student should request of the Supervisor another coach.

The state of Release can always be rehabilitated, so the Academy should not be overly concerned with the protection of Releases. Studying the mind and spirit of Man may be restimulative, but it is the only way through and out.

A real Roller Coaster of processing results is never because of restimulation caused by training, it is always the sole result of association with a Suppressive Person.

Don't back off in the training of auditors. Only a well trained auditor will eventually make it all the way to Clear.

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HCO BULLETIN OF 22 SEPTEMBER 1965

Remimeo  
All Scientology

*URGENT URGENT URGENT*

**RELEASE GRADATION  
NEW LEVELS OF RELEASE**

Further research has revealed additional data concerning Releases which makes it necessary to re-name the types of Release, or else deny preclears all the benefits available from states of Release.

As mentioned in earlier lectures there are several intermediate stages of Release between Level Zero and Level Five. I have finally isolated these and they agree with the Gradation Chart of Levels.

This changes also in some degree the upper levels of Academy training materials without actually adding any but only reassigning the same materials to different levels.

This discovery came out of a survey of the only things that could balk a case. These also are the main things an auditor has to be careful about in pcs. Further study revealed the state of Release to be available on each of these points and therefore, both to make Releases and better trained auditors, these were fitted in to the Gradation Chart in natural sequence as the dominant points stressed on each level.

The points are the same as those covered in the current "Out Tech" Bulletins and lecture.

They are:

Communication  
ARC Breaks  
PTPs  
O/Ws  
Continuous Overts

So as to minimize any upset in introducing these additional levels of Release we will cease to call Release by *stages* and call them by *Grades*. In earlier material and lectures the terms "1st Stage Release" indicated a person released anywhere between Level Zero and Level IV, a "Second Stage Release" indicated a Power Process Release, a "Third Stage Release" was one made by orientation processes and a "Fourth Stage Release" meant one made by R6 EW. This was before I found that the additional levels were important or obtainable. Without wiping out the meaning of these "stages", we will simply cease to use them to designate Releases and designate by GRADES. We will then use the exact processes of the grades that obtain the state of Release for the preclear and thus keep things straight.

This then is the new Grading:

<i>Type of Release</i>		<i>Type of Process</i>
Grade VII	—	CLEAR
Grade VI Release	—	R6 EW
Grade V Release	—	Power Processes
Grade IV Release	—	Service Facsimiles
Grade III Release	—	ARC Break Processes (old R-4-H renamed R-3-H)
Grade II Release	—	O/W Processes (including the "Joburg")
Grade I Release	—	Problems Processes (such as Probs Intensive or CCHs)
Grade 0 Release	—	Communication Processes

Any one of the above group of processes can (and should be) run to a Floating Needle (and not one command beyond it).

With auditors warned of the consequences of running beyond the state of Release and people easily rehabilitated to the state even if it is overrun, it will be found that the state is attainable at each level with smooth auditing.

This ties smoothly into training as a class of auditor is capable of making a class of Release.

Knowing why people Roller Coaster (Potential Trouble Source) and what an SP (Suppressive Person) is and by carefully handling training of auditors in accordance with the “Out Tech” materials we can easily attain these states for preclears.

The discovery is actually contained in the first material issued that calls attention to not further auditing Releases. They could have their ARC Breaks, PTPs and Overts handled. This when I followed it up showed that additional Release states existed for these types of phenomena.

There are some additional processes that can be run at certain levels and as these are proven out they will be added as alternate processes to the level. However, it will be found that when a preclear goes Release at a Grade, it will not be advisable to further audit him or her in that grade on an additional process once the phenomena of Release has been attained for that grade. It may be that if a pc fails to go Release on the recommended process for that grade, another process for *that grade* included under the type of process for that grade may be used. For instance, on Problems, the pc does not go Grade I Release in the regular buttons of a Problems Intensive. Other buttons may be found and used. Or the preclear may be run on “Rising Scale Processes” or another process listed for that grade, *all* toward the goal of making the pc a *Release from Problems*. You don’t run a pc on the next grade just because you couldn’t Release him on the lower grade. You run the additional processes of a grade until he releases at that grade.

At Grade Zero you run Comm Processes of whatever kind until you have a Grade O Release. That means a “Communication Release”. Then you do the same at Grade I and run *any* version of problems, that affects the person’s problems until you have a Grade I Release, a “Problems Release”.

Therefore you are releasing the person on certain *subjects* at each grade. The scale can then be written like this.

- Grade VII CLEAR — Bank Erased
- Grade VI Release — Whole Track Release
- Grade V Release — Power Release
- Grade IV Release — Habit Release
- Grade III Release — ARC Release
- Grade II Release — Overt Release
- Grade I Release — Problems Release
- Grade 0 Release — Communication Release

You can readily spot that under each of these headings we have several effective processes in addition to a principal process.

The most indicated processes for these levels are listed in the first list of grades above.

If a former Release went Release on, let us say, Problems, he can be rehabilitated on the Problems Release and then audited on any of the other Grades from IV down. In short, anyone who went Release on one of these Grades from IV down may not be audited further on that Grade but can be released on any one of the other Grades 0 to IV omitting only Grade I Release, Problems.

Of course from V (Power Processes) on up it becomes improbable to run a lower grade but it possibly could be done on some cases. However, a Grade VI Release (R6 EW) can't possibly be run below Grade VI. And on a Clear, there's no bank at all, only freedom.

It's also noteworthy that it's all but impossible to do Grade V, Power Processes, on a former Release that has not been fully rehabilitated on the lower grade.

In training it is therefore necessary to put a Meter in the hands of a student at Zero and have him able to clean Tone Arm action well at Level I, be able to detect and clean reads at II and not clean cleans, be able to assess at III and find Service Facs at IV.

This means also that at Zero you teach the student all about Communication, its formula and the Comm Cycle and TRs. At I you teach repetitive commands, Problems Intensives (assessed by an upper class auditor as we used to do) and the CCHs (which pull the person out of problems and into PT). At II you teach a student all about STUDY (the genus of overts is the *misunderstood*) and O/Ws. At III you teach the student *all* about ARC and ARC Breaks and assessment and how to do old R-4-H in full and expertly. And at IV you teach the student all about "Deds" and "Dedexes" (*History of Man*) and justified O/Ws and Suppressives and PTSs and how to find and run Service Facs. And at V you review the student and classify fully all lower grades. And at VI you teach the student all about R6 and how to do R6 EW and as the student moves to VII you teach Power Processing and give the student the final materials to go on to Clear himself.

As I promised to do some time ago, that neats up all training into a form that can be firm, finally published in eventual book form, and which puts the stress on the most important data in auditing.

Parts of the mind, Codes, scales, other background data can be woven into the proper levels without overloading any.

Obviously then, you teach the student the theory in the Certification course and the drills and key processes for the grade in the Classification course of the proper level.

This neats up both training and processing, releasing and clearing.

This does *not* prohibit one from handling ARC Breaks or PTPs or overts in rudiments at any level, really. Handling a rudiment is just getting the pc going. It puts the heavy processes that handle ARC Breaks in life and the past, the problems, etc each in its proper level.

The rule applies that you must not overrun one of these heavy grade processes and must halt it the moment a free needle appears on it. Or if the TA goes out of it and it hasn't released the pc and hasn't been overrun another process can be run for that grade to handle the subject of that grade.

But I think you will find that the primary process of the grade will do it uniformly if well audited.

Here then is the additional data that belongs on your Gradation Chart and modernizes it.

L. RON HUBBARD

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[This HCO B is supplemented by HCO B 27 September 1965, *Release Gradation Additional Data*, on the following page.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 SEPTEMBER 1965

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All Scientology  
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All Students

**RELEASE GRADATION**

**ADDITIONAL DATA**

(Supplements HCOB 22 Sept 65)

The Grades of Release as covered in HCOB 22 Sept 65 have been named and will be found, with auditor classes, in the ROUTING CHART of 26 Sept 65 being issued with "Auditor 10" in October 65.

These Grades and names are final, and they designate what is to be run on the pc to obtain the various states of Release.

A table follows:

<i>Grade</i>	<i>Name</i>	<i>Materials</i>	<i>Former Name</i>	<i>Where Done</i>
Grade VIII	Operating Thetan	R1 Drills	Operating Thetan	Saint Hill
Grade VII	CLEAR	Clearing Course	Clear	Saint Hill Solo
Grade VI Release	Whole Track Release	R6 EW	Stage 4 Release	Saint Hill Solo
Grade VA Release	Power Plus Release	Added Power Process	Stage 3 Release	Saint Hill by Class VII Auditor
Grade V Release	Power Release	Power Processes	2nd Stage Release	Saint Hill by Class VIIs
Grade IV Release	Ability Release	Service Facsimiles	None	Saint Hill or HGCs—Any Class IV or above
Grade III Release	Freedom Release	R3H ARC Breaks	None	SH or HGCs—Any Class III or above
Grade II Release	Relief Release	O/W Processes Missed w/hs Joburg	None	SH or HGCs—Any Class II or above
Grade I Release	Problems Release	Probs Intensive Any Problems Process Hidden Standards Book of Case Remedies	None	SH or HGCs—Any Class I or above
Grade 0 Release	Communications Release	Level 0 Processes (0-0, 0-A, etc)	Keyed-Out Clear Book I Clear	SH or HGCs—Any Class 0 or above
Ungraded	Scientologist	Assists of all types	None	Anywhere—any Qualified auditor or Scientologist

It is obvious then that GRADE CERTIFICATES FOR PRECLEARS lapse and are no longer issued and are replaced by Release awards, awarding "Grade \_\_\_\_ Release" when attained.

It is also obvious that as these states all existed before they were discovered then REHABILITATION OF FORMER RELEASE is addressed to rehabilitating these grades. When rehabilitation is done and the state recovered for the pc a "Grade\_ Release" *for the Grade actually recovered is issued.*

The SAME rehabilitation processes as issued are used for every type of Release.

Preclears were sometimes released in more than one grade and *Former Release is* rehabilitated (and sold) for each grade the pc was formerly released on.

All grades formerly attained must each one in turn be found and rehabilitated and each one is separately declared by Certs & Awards. Therefore a pc going release on a simple Qual Division check-out *must* be urged to get a rehabilitation *as there may be* other former release states there and for anyone rehabilitated as a former Release many other grades (as per chart above) are available to be audited up to.

-----  
REHABILITATION OF FORMER RELEASE

Technically you will find just these phenomena as given in the Routing Chart of Auditor 10 and the 22 Sept HCOB were the subjects of release.

Sometimes a pc was according to him released formerly on some other process or subject than those given on the Chart. You will however find that it relates to one of the Grade Subjects (Comm, Problems, O/W, ARC Brks, Service Facs, as the total of the Grades up to IV).

Example: Pc reads as Released on CCHs. OK, that was a Problems or a Comm Release. Why? It was because pc came to PT away from his problems of the past or because pc got into comm with the universe. Just decide which.

Example: Pc checks as Released on the button "Importance", run in brackets or concepts. This wasn't any Grade VI Release! It was probably Problems that were cleaned up or even O/Ws; therefore it was a Grade I or II.

You have to see which Release Grade it was and that's easy since the pc will tell you even without your asking that he "got over his ARC Breaks" or "His problems didn't worry him".

On old-time processes, R2-12, Rising Scale, even Engram Running, the point where Release was attained was because a Comm block, a Problem, an O/W, an ARC Break cleaned up. It wasn't the old process that determines the Grade the pc was formerly released at so much as *which* of the Grade subjects were relieved at the time.

ERROR

The biggest error you can make in rehabilitation of a former release is to grade him too high and by-pass available charge for further releasing.

In the earlier grades you can go from Grade IV Release to Grade 0 Release to Grade II, etc.

They are not entirely consecutive from 0 to IV. They are from V up.

For instance you rehabilitate a pc as Grade II Release (overts and withholds) by standard rehab approach. He is then declared a Grade II Release of course. However he can be run on Comm Processes to obtain Grade 0 Release or on Problems to obtain Grade I Release and better had be.

As we have formerly released so many on so many different processes the background for rehabilitation is ragged at this time.

New people can be moved up smoothly from Zero to IV. Older Scientologists will go up and down from Zero to IV.

You will find at times that somebody you are trying to audit to a certain Grade suddenly recalls being released at that Grade. The proper action then is rehabilitation of the Grade, not continuing to run the Grade.



All this is really quite simple.

The BIGGEST error is and will continue to be not noticing a state of Release occurring while running a process and then overrunning it and engulfing it. You don't always see the free, floating needle—it is at times brief.

## NERVES

For a while auditors will be very nery and err by underrunning processes and failing to flatten them. Some auditors will see a floating needle everywhere. Some will remain blind to them and grind on and on.

The thing to do is eventually find the happy medium. Don't underrun or overrun. Just notice when the process has produced a floating needle and carry on when it has not. And listen for those big pc upsurges in tone and halt there. And watch for the rising Tone Arm that goes to 5. Mostly it's an overrun. But some pcs who always were at 5 weren't ever formerly released and will need Power Processes to get them started. Power Processing also combines a lot of lower grade results. But it is hard to Power Process pcs who have never had lower grade releasing. The Power Processing becomes *very* lengthy. However, real tough cases can't attain lower grade release states and so have to be Power Processed at once instead of after properly attaining the lower grades. These "at once" Power Process cases, who have had no former release grade, are pretty Suppressive. However, some pcs' Tone Arms can be at 5 and the pc can act Suppressive if it all stems from unnoticed lower Grade releasing that was never observed or rehabilitated .

It is interesting that a Grade V Release (Power Process) cannot thereafter be processed below his Grade. But this is a new set of processes. You won't find any Former Release Grade Vs. They just never made Grade V before, even by accident.

Grade VI Releases (R6 EW) don't easily respond thereafter to Power Processes. But remember, that's a Grade VI *Release*, not somebody who came up with a few bits of R6 EW.

You can't run a Grade VII (Clear) on anything but he can be drilled on getting about the universe and getting familiar with himself and what he can do.

Grades VI and VII really cannot be successfully audited except by oneself—solo. If somebody else *did* audit them on a pc, the pc would not prosper. He'd be a fool and quite confused. These Grades (VI and VII) require knowledge. Without it it's pitiful. Auditors who have tried to audit raw meat pcs on these Grades have gotten into serious messes not with us but in their own activities all stemming from trying to make a baby be vice president in six easy lessons. Two such auditors blew Scientology—they themselves had no real data or release grade or even case gain yet they tried to use VI materials on raw meat and it all went wrong and the pcs today mostly snarl and natter. Their way is barred by their antagonism.

It takes a real thetan to stand up to VI and VII. Ask somebody who has been there.

I trust these new Grades I found will help straighten out a lot of things.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 SEPTEMBER 1965

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All Students  
Saint Hill Courses  
All staff

**CYCLICAL AND NON-CYCLICAL PROCESS  
CONCLUSIONS**

A Non-Cyclical Process (i.e. a repetitive process which does not cause the preclear to cycle on the Time Track) is concluded precisely as stated in HCO Bulletin 3 July 1 965.

A Cyclic Process—a repetitive process which *does* cause the preclear to cycle on the Time Track as in Recall type processes—must be concluded in Model Session as follows

“Where are you now on the Time Track?”

“I will continue this process until you are close to present time.” (After each command ask “When?”) When the pc is in PT, “That was the body of the session.”

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BPI

*All Levels*

### THE CONTINUING OVERT ACT

Pity the poor fellow who commits daily harmful acts.

He'll never make it.

A criminal pilfering the cash box once a week has himself stopped cold as far as case gains are concerned.

In 1954 I counted some noses. I checked up on 21 cases who had never had any gains since 1950. 17 turned out to be criminals! The other 4 were beyond the reach of investigation.

That gave me my first clue.

For some years then, I watched for no-gain cases and carefully followed up those that I could. They had major or minor criminal backgrounds.

This gave the 1959 breakthrough on the meter checks (Sec Checking).

Following it further since 1959 I have finally amassed enough histories to state:

THE PERSON WHO IS NOT GETTING CASE GAINS IS COMMITTING CONTINUING OVERTS.

While this sounds like a very good "out" for us, we assume that the auditor at least tried *something* sensible.

Today—the running of a pc by grades is a saving grace for merely "tough cases". Directors of Processing are doing well with the modern graded process approach, level by level, and the D of P Washington has just told me they were cracking cases with the lowest grade processes DC had never been able to handle well before.

So, given processing by Grades (the best case approach we've ever had), we crack the rough ones.

But will that be *all* cases?

There's still one. The case who continually commits overt before, during and after processing.

He won't make it.

One thing helps this, however.

You have seen the Ethics Codes appear.

By putting a bit of control in the Scientology environment we have enough threat to restrain dramatization.

The phenomena is this: The reactive bank can exert stress on the pc if it is not obeyed. Discipline must exert just a shade more stress *against* dramatization than the bank does. This checks the performance of the continual overt long enough to let processing bite.

Not everyone is a continuous overt committer by a thousand to one. But this phenomenon is not confined to the no-gain case.

The *slow* gain case is also committing overts the auditor doesn't see.

Therefore a little discipline in the environment speeds the *slow* gain case, the one we're more interested in.

The no-gain case, frankly, is one I am not panting to solve. If a fellow wants to sell his next hundred trillion for the sake of the broken toy he stole, I'm afraid I can't be bothered. I have no contract with any Big Thetan to save the world complete.

It is enough for me to know:

1. Where bottom is, and
2. How to help speed slow gain cases.

Bottom is the chap who eats your lunch apple and says the children did it. Bottom is the fellow who sows the environment with secret suppressive acts and vicious generalities.

The slow gain case responds to a bit of "keep your nose clean, please, while I apply the thetan-booster."

The fast gain case does his job and doesn't give a hoot about threatened discipline if it's fair. And the fast gain case helps out and the fast gain case can be helped by a more orderly environment. The good worker works more happily when bad workers see the pitfalls and desist from distracting him.

So we all win.

The no-gain case? Well, he sure doesn't deserve any gain. One pc in a thousand. And he yaps and groans and says "Prove it works" and blames us and raises hell. He makes us think we fail.

Look down in our Stihl files. There are actually thousands upon thousands of Scientologists there who each one comment on how wonderful it is and how good they feel. There are a few dozen or so who howl they haven't been helped! What a ratio! Yet I believe some on staff think we have a *lot* of dissatisfied people. These no-gain characters strew so much entheta around that we think we fail. Look in the Saint Hill files sometime! Those many thousands of reports continue to pour in from around the world with hurrah! Only the few dozen groan.

But long ago I closed my book on the no-gain case. Each of those few dozen no-gains tell frightening lies to little children, pour ink on shoes, say how abused they are while tearing the guts out of those unlucky enough to be around them. They are suppressive persons, every one. I know. I've seen them all the way down to the little clinker they call their soul. And I don't like what I saw.

The people who come to you with wild discreditable rumours, who seek to tear people's attention off Scientology, who chew up orgs, are suppressive persons.

Well, give them a good rock and let them suppress it!

I can't end this HCO B without a confession. I know how to cure them rather easily.

Maybe I'll never let it be done.

For had they had their way we would have lost our chance. It's too near to think about.

After all, we have to earn our freedom. I don't care much for those who didn't help.

The rest of us had to sweat a lot harder than was necessary to make it come true.

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 OCTOBER 1965

Remimeo  
All Students

**MUTTER TR**

NAME: Mutter TR.

PURPOSE: To perfect muzzled auditing comm cycle.

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

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

TRAINING STRESS:

1. Coach has student give command.
2. Coach mutters an unintelligible answer at different times.
3. Student acknowledges.
4. Coach flunks if student does *anything* else but acknowledge.

(Note: This is the *entirety* of this Drill. It is not to be confused with any other Training Drill.)

L. RON HUBBARD

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
14 October 1965

\*\* 6510C14 SHSBC-68 Briefing to Review Auditors

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 11 AUGUST 1971

Remimeo  
AOs  
Tech Hats  
Qual Hats  
Ethics  
R6EW, CC & OT  
Course Packs

Issue V  
(Taken from and replaces  
HCO PL 10 November 1966)  
(Amended and reissued  
28 March 1974)

**SECURITY OF DATA**

Issued with a small amount of R6 data in 1964, three or four persons promptly used it on pcs knowing well it was forbidden. The pcs became ill or misemotional toward us. And just the day I write this (original writing 4 October 1965) I myself encountered a pc, very ill, who had had some original R6 data misused on her and did not suspect why her case and health worsened. She was not ready for it at all.

The issue earlier was a trial balloon, in a sense. I found certain persons (a small minority) were not up to responsibility for the material of April 1964.

Therefore our firm action will be that the moment we find the material of the Clearing Course or OT Course has escaped or been misused we will quickly trace the person who was insecure and cut off all further or any future Clearing or OT data issue to that person. The likelihood of independent discovery even with clues has proven to be nonexistent by actual review of auditors trying to find pieces of it when they had over half of the answers already.

You must realize that we suffer, all of us, from the misuse of knowledge concerning the mind at a very early period. To place this data near such people as psychiatrists or even states places them in a position to enslave people or repeat the original action and cave people in. A very small minority, receiving incorrect data, *did* promptly use it harmfully on others after April 1964.

Until we ourselves have climbed well out of the hole, we must safeguard the materials. Our case gains depend on it. And others could make our salvage of people impossible.

We do *not* safeguard these materials from any commercial consideration. Our futures, those of each of us and those of all Scientologists, depend on our keeping this material under lock and safeguarded from abuse until we are well away as a group and can handle things better as individuals as well as a group.

The road is wide open to anyone to come up the grades and obtain them. But it is shut to any who misuse them or injure their security.

Students of the Advanced Courses, the Advanced Course C/S and Supervisor, Ethics Officers and all HCO and Org staff have it in their personal interest to enforce security of materials to the limit.

These restrictions apply to no data up to Grade V.

From Power Processing on up the data is confidential. Up to there, you can release Scientology data as you always have—freely and to everyone. But this last bit is dangerous in unskilled or uneducated or unscrupulous hands and it is purely ours. It belongs to the Scientologists who keep the show on the road and must be available to them when they are ready.

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L. RON HUBBARD  
Founder

[The text of this issue was originally part of HCO PL 4 October 65, "Clearing Course Materials".]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 NOVEMBER 1965

Remimeo  
Students

*Level I*

**FIVE WAY BRACKET ON HELP**

*Commands*

How could you help me?

How could I help you?

How could you help another?

How could another help you?

How could another help another?

The above commands are run consecutively as one process—muzzled style.

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HCO BULLETIN OF 5 NOVEMBER 1965  
Issue II

Remimeo  
Students

**LECTURE GRAPHS**

The following graphs accompany Saint Hill Special Briefing Course Lecture of July 25, AD13:

(1); (2); (3); (4) and (5).

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[The graphs referred to above are duplicates of those contained in HCO B 14 August 1963, *Lecture Graphs*, Volume V-339. They are not repeated here.]

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HCO BULLETIN OF 7 NOVEMBER 1965

Remimeo  
Qual Personnel  
Tech Personnel  
Tech Division  
Students  
Qual Division

**RELEASE REHABILITATION ERROR**

The most laughable error commonly being made in Release Rehabilitation is one in which the auditor discounts the value of his own auditing, keys out a lock in a pre-Scientology period and tells the pc he was a Release sometime before he was audited.

Auditors have declared pcs released when 9 days old or in 1942 or almost any earlier time. All through non-comprehension of the phenomenon of Release. It leaves some pretty puzzled pcs too !

“When you fell on your head when you were five you were a former Release because I now have a floating needle.” This auditor statement betrays a lack of comprehension of the phenomenon of Release.

Of *course* if you key out a major lock you may *today* get a Release State.

Because the needle floats today does *not* mean it was floating just before the pc fell on his head at the age of 5.

The pc today, with better understanding through auditing, can attain Release by keying out an incident which made him *worse* than normal.

His needle was *not* floating before he gagged on his bottle at the age of two. Blowing the lock of gagging on his bottle may now, added to his new study, the auditor’s interest and the *very powerful* technology of just basic auditing, make him go Release.

An auditor doing this is downgrading his own presence, skill and comm cycle. These, *added* to blowing a lock, make a Release today—it does not make a Release years before the pc was ever audited.

I’ve never seen a “natural floating needle” in the absence of auditing. I never expect to.

People are normal, worried, neurotic or psychotic. Hobby therapy, a change of surroundings, taking up tapestry can move a person upscale toward normal. They never moved anyone up to Release. Becoming happier doesn’t key out bank. It causes a person to occlude keyed-in bank—to “forget it”.

Only auditing keys out bank.

And an auditor doing rehabilitation, using a meter, using a comm cycle, using his knowledge of the mind is doing something that was not done before. And he makes Releases. He makes them *today* by keying out yesterday. He does not make them years ago. He is not auditing years ago. He is auditing today’s pc today and making today’s Release today.



Life keys out no locks. Trillions of years of living never undid a moment of it. Come off the mystic mystic kick that one can if he lives long enough experience himself to Release or Clear. That's trap.

Do not unduly complicate your actions in Release Rehabilitation by misassigning the pc's period of Release. If you do he'll be confused as the datum given him is false.

If you find in asking for a period of Release that you get pre-Scientology times, realize the pc has found something which if released would cause him to go Release today. You'd get the same response if you asked "What period would I have to contact to get you Released?" or "Give me a major time of key-in." Or "Give me a major time of change." Or do a Problems Intensive Assessment. Or do an ARC Break of former times assessment. You'll come up with the *same* date for it. Treat that period with rehab processes (or any of many other processes) and you'll get the phenomenon of Release right before your eyes.

So don't be telling pcs "You were a Release before you were ever audited. I see here you were a Release just before you fell in the garbage can at two." Both statements are false.

Lasting results are based on Truth alone.

Do what you're doing in rehabs. Just don't make a false assertion about it. Your auditing is pretty powerful. Don't discount it.

L. RON HUBBARD

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HCO BULLETIN OF 8 NOVEMBER 1965

Remimeo  
Tech Personnel  
Qual Personnel

*Tech Div*  
*Qual Div*

### SUPPRESSIVES AND HIDDEN STANDARDS

If you find a Suppressive on a case you will also find a chronic problem.

A problem is postulate—counter-postulate.

When a person is faced with suppression he is facing a counter-postulate.

A hidden standard is a problem a person thinks must be resolved before auditing can be seen to have worked. It's a standard by which to judge Scientology or auditing or the auditor.

This hidden standard is always an old problem of long duration. It is a postulate—counter-postulate situation—the source of the counter-postulate was suppressive to the pc.

Therefore you can always find a Suppressive by finding a pc's hidden standard and following it back to when it began. You will find there a Suppressive to the pc.

Similarly if you trace back the persons and groups who have been suppressive of the pc you will find a hidden standard popping into view.

The datum is—a case that betters then worsens (a “Roller Coaster Case” or a “Roller Coaster”) is always connected to a suppressive person.

The Roller Coaster is *caused* by the hidden standard going into action. “My eyesight didn't get better.” Locate a present time Suppressive on the case and trace that suppressive back to others earlier and you suddenly see the pc brighten up and (apparently for no reason) state his eyesight suddenly improved.

A case that betters and worsens (a Roller Coaster) is *always* connected to a suppressive person and will not get steady gain until the Suppressive is found on the case or the *basic* suppressive person earlier.

Because the case doesn't get well he or she is a Potential Trouble Source. To us, to others, to himself. You can't successfully audit that pc because there is a *hidden standard*. It makes the pc think he is no better. Suppressives also suppress the pc just like that so long as a hidden standard is present.

Find the Suppressive, make the pc handle or disconnect. Then audit the pc up to Problems Release by getting rid of the hidden standard *and* the basic suppressive.

Never audit a pc who is a Potential Trouble Source other than on the infallible, never varied datum, a Roller Coaster is always a PTS connected to an SP.

Note also that a person going clear is now a thetan with a new view of life and has *new* hidden standards (requiring the location of suppressives) which he had no reality on as a Man or later as a Release.

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HCO BULLETIN OF 14 NOVEMBER 1965

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### CLEARING COMMANDS

Always have a dictionary in the auditing room with you. When running a process newly or whenever the preclear is confused about the meaning of the commands, clear the commands with the preclear, using the dictionary, if necessary.

It could take a long time to clear the command. The worse off the pc, the longer it takes.

Example:

Auditor is going to run 0-0 on the pc. Auditor reads the commands one at a time to the pc and asks the pc "What does this command mean to you?" From the pc's answer the auditor realizes that the pc has a confusion on the words "willing" and "talk". He tells the pc to look them up in a dictionary. The pc now understands "talk", but still seems slightly puzzled about "willing". Now the auditor could tell the pc to use the word "willing" in a few sentences. When the pc understands it, the auditor again gets the pc to tell him what the whole command means to him.

If necessary, the auditor could get the pc to define each word of the command to be used.

UNDER NO CIRCUMSTANCES IS THE AUDITOR TO EVALUATE FOR THE PC AND TELL HIM WHAT THE WORD OR COMMAND MEANS.

The worst fault is the pc using a new set of words in place of the actual word and answering the alter-ised word, not the word itself, (see HCOB 10 March 1965, "Words, Misunderstood Goofs").

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[This HCOB is amended by BTB 2 May 1972R, Revised and Reissued 10 June 1974, *Cleaning Commands*, which gives the rules of clearing commands.]

HCO BULLETIN OF 16 NOVEMBER 1965

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### E-METER SENSITIVITY SETTING

When preparing for a session, an auditor sets up his E-Meter as per E-Meter Drill #4.

Rudiments are run at Sensitivity 16.

Lower level processes are run at Sensitivity 16.

Above Grade V sensitivity is run at 5.

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HCO BULLETIN OF 16 NOVEMBER 1965  
Issue II

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**COMMANDS FOR UPPER INDOCTRINATION  
TR6, TR7, TR9**

(This HCO B cancels commands as given in  
Scientology Training Course Manual)

The commands to be used for 8-C are: Look at that wall. Thank you. Walk over to that wall. Thank you. Touch that wall. Thank you. Turn around. Thank you.

The auditor points to show which wall each time.

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HCO BULLETIN OF 19 NOVEMBER 1965

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*LEVEL I*

**PROBLEMS PROCESS**

This is an extremely fast process for use at Level I to handle problems. The process commands are simply:

“What is the problem?”

“What solutions have you had for that problem?”

One gets the pc to give his problem then runs TA off solutions. Then a new statement of the problem and more questions about solutions.

These commands are run in very strict muzzled style—no additives or diversions whatsoever.

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HCO POLICY LETTER OF 19 NOVEMBER 1965

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**AUDITING REPORTS**

An auditing report is the report *of a session given*, written during the session, on the session.

It is not a *copy* of the report of a session given. Or a report drawn from notes taken on a session given.

Auditing reports and worksheets should be neat as possible under the circumstances of a session.

They *must* contain pertinent data of the session given, i.e. BDs noted, TA and time notations, etc. These should be entered on the worksheet *at the time they occur*.

Later entries done to clarify bad writing where one was rushed or where a shorthand was done that is not clear to the D of P or Examiner, should be indicated as a later entry by using a different colored pen, etc.

A made-up report, or one done later to obtain neatness or completeness by an auditor who failed to keep a good session report *at the time of the session*, will be disqualified as evidence of auditor ability when presented to the Examiner and chitted by the D of P when turned in by an HGC auditor.

The whole idea of requiring an auditor report of a session is to have a record *of the session* for the D of P or Examiner, upon which to adjudicate what is going on with a PC. And a report done later is NOT a report of *the session* given.

The Summary Report, done after the session, should be a 15-minute or so summary and should be done immediately after the session, not a day later, and should be done as per policy on Summary Reports. A Summary cannot be substituted for the actual auditing report.

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Remimeo  
Required for  
Level IV Students  
To Review Auditors

*LEVEL IV*

**SEARCH AND DISCOVERY**

Prerequisite: A Knowledge of Ethics  
Definitions and Purposes.

The process called Search and Discovery requires as well a good knowledge of Ethics.

One must know what a SUPPRESSIVE PERSON is, what a POTENTIAL TROUBLE SOURCE is and the mechanism of how and why a case Roller Coasters and what that is. All this data exists in Ethics policy letters and should be studied well before one attempts a "Search and Discovery" or further study of this HCOB. Ethics is not merely a legal action—it handles the whole phenomena of case worsening (Roller Coaster) after processing and without this technology an auditor easily becomes baffled and tends to plunge and squirrel. The *only* reason a case Roller Coasters after good standard auditing is the PTS phenomena and a Suppressive is present.

THREE TYPES

There are Three Types of PTS.

Type One is the easy one. The SP on the case is right in present time, actively suppressing the person.

Type Two is harder for the *apparent* Suppressive Person in present time is only a restimulator for the actual suppressive.

Type Three is beyond the facilities of orgs not equipped with hospitals as these are entirely psychotic.

HANDLING TYPE ONE PTS

The Type One is normally handled by an Ethics Officer in the course of a hearing.

The person is asked if anyone is invalidating him or his gains or Scientology and if the pc answers with a name and is then told to handle or disconnect from that person the *good indicators* come in promptly and the person is *quite* satisfied.

If however there is no success in finding the SP on the case or if the person starts naming Org personnel or other unlikely persons as SP the Ethics Officer must realize that he is handling a Type Two PTS and, because the Auditing will consume time, sends the person to Tech or Qual for a Search and Discovery.

It is easy to tell a Type One PTS from a Type Two. The Type One brightens up at once and ceases to Roller Coaster the moment the present time SP is spotted. The pc ceases to Roller Coaster. The pc does not go back on it and begin to beg off. The pc does not begin to worry about the consequences of disconnection. If the pc does any of these things, then the pc is a Type Two.

It can be seen that Ethics handles the majority of PTSs in a fast manner. There is no trouble about it. All goes smoothly.

It can also be seen that Ethics cannot afford the time to handle a Type Two PTS and there is no reason the Type Two should not pay well for the Auditing.

Therefore, when Ethics finds its Type One approach does not work quickly, Ethics must send the person to the proper division that is handling Search and Discovery.

## TYPE TWO

The pc who isn't sure, won't disconnect, or still Roller Coasters, or who doesn't brighten up, can't name any SP at all, is a Type Two.

Only Search and Discovery will help.

## SEARCH AND DISCOVERY

The first thing to know is that CASE WORSENING IS CAUSED ONLY BY A PTS SITUATION.

There never will be any other reason.

As soon as you doubt this datum and think about "other causes" or try to explain it some other way you no longer prevent cases from worsening and no longer rescue those who have worsened.

The second thing to know is that A SUPPRESSIVE IS ALWAYS A PERSON, A BEING OR A GROUP OF BEINGS. A suppressive is *not* a condition, a problem, a postulate. Problems and Counter-Postulates come into the matter but the SP as a being or group must always be located as a being or a group, not as merely an idea. As the technology is close to and similar to that of a service facsimile, a poorly trained auditor can get confused between them and produce a condition he says is the cause. Persons who cannot confront and who therefore see persons as ideas not people are the ones most likely to fail in doing Search and Discovery.

The third thing to know is that there can be an actual SP and another person or being similar to the actual one who is only an apparent SP.

An *actual SP* actually suppresses another.

An *apparent SP* only reminds the pc of the actual one and so is restimulated into being a PTS.

The *actual SP* can be in present time (Type One PTS) or is in the past or distant (Type Two PTS).

The Type Two always has an *apparent SP* who is not *the SP* on the case, is confusing the two and is acting PTS only because of restimulation, not because of suppression.

Search and Discovery as a process is done exactly by the general rules of listing. One lists for persons or groups who are or have suppressed the pc. The list is complete when only one item reads on nulling and this is the item.

If the item turns out to be a group, one does a second list of who or what would represent that group, gets the list long enough to leave on nulling only one item reading, and that is the SP.

An *incident* is not a person or a group.

A condition is not a person or a group. And a group is not a person, what you want is one being.

The E-Meter signs are unmistakable and the good indicators come in strongly when the actual SP is found.

This is the entire action. It is liable to the various ills and errors of writing and nulling a list, such as overlisting, underlisting, ARC Breaking the pc by by-passing the item or getting an incomplete list. These are avoided by knowing one's business as an Auditor and being able to handle an E-Meter with skill and confidence.

When one goofs on a Search and Discovery and finds the wrong actual SP the signs are the same as those where a Type Two is handled as a Type One—not sure, no good indicators, Roller Coasters again, etc.

The actual SP can be back track but it is seldom vital to go far out of PT and usual for a lifetime person to turn up.

Done correctly the pc's good indicators come in at once, the pc cognites, the meter reacts *very* well with Blowdowns and repeated long falls, and the pc ceases to Roller Coaster.

Care should be taken not to get too enthusiastic in going far back track on the pc as you run into whole track implants etc, easily handleable only at Level V. The pc can get "over whumped" if you go too far back and you'll wish you hadn't. This normally happens however, only when the pc has been ARC Broken by the Auditor, when the right item has been by-passed and the list is overlong, or when 2 or 3 items are still reading on the list (incomplete list).

Locating a Service Facsimile is quite similar to Search and Discovery but they are different processes entirely.

Only the doingness is similar. In Search and Discovery the end product is a *being*. In Service Facsimile the end product is an item or concept or idea. Don't get the two mixed.

### HANDLING TYPE THREE

The Type Three PTS is mostly in institutions or would be.

In this case the Type Two's *apparent SP* is spread all over the world and is often more than all the people there are—for the person sometimes has ghosts about him or demons and they are just more apparent SPs but imaginary as beings as well.

*All* institutional cases are PTSs. The whole of insanity is wrapped up in this one fact.

The insane is not just a bad off being, the insane is a being who has been overwhelmed by an actual SP until too many persons are apparent SPs. This makes the person Roller Coaster continually in life. The Roller Coaster is even cyclic (repetitive as a cycle).

Handling an insane person as a Type Two might work but probably not case for case. One might get enough wins on a few to make one fail completely by so many loses on the many.

Just as you tell a Type Two to disconnect from the actual SP (wherever found on the track) you must disconnect the person from the environment.

Putting the person in a current institution puts him in a Bedlam. And when also "treated" it may finish him. *For he will Roller Coaster from any treatment given, until made into a Type Two and given a Search and Discovery.*



The task with a Type Three is *not* treatment as such. It is to provide a relatively safe environment and quiet and rest and no treatment of a mental nature at all. Giving him a quiet court with a motionless object in it might do the trick if he is permitted to sit there unmolested. Medical care of a very unbrutal nature is necessary as intravenous feeding and soporifics (sleeping and quietening drugs) may be necessary, such persons are sometimes also physically ill from an illness with a known medical cure.

*Treatment* with drugs, shock, operation is just more suppression. The person will not really get well, will relapse, etc.

Standard Auditing on such a person is subject to the Roller Coaster phenomena. They get worse after getting better. "Successes" are sporadic, enough to lead one on, and usually worsen again since these people are PTS.

But removed from apparent SPs, kept in a quiet surroundings, not pestered or threatened or put in fear, the person comes up to Type Two and a Search and Discovery should end the matter. But there will always be some failures as the insane sometimes withdraw into rigid unawareness as a final defense, sometimes can't be kept alive and sometimes are too hectic and distraught to ever become quiet, the extremes of too quiet and never quiet have a number of psychiatric names such as "catatonia" (withdrawn totally) and "manic" (too hectic).

Classification is interesting but non-productive since they are all PTS, all will Roller Coaster and none can be trained or processed with any idea of lasting result no matter the temporary miracle.

Remove a Type Three PTS from the environment, give him or her rest and quiet, do a Search and Discovery when rest and quiet have made the person Type Two.

(Note: These paragraphs on the Type Three make good a promise given in *Dianetics: The Modern Science of Mental Health* to develop "Institutional Dianetics".)

The modern mental hospital with its brutality and suppressive treatments is not the way to give a psychotic quiet and rest. Before anything effective can be done in this field a proper institution would have to be provided, offering only rest, quiet and medical assistance for intravenous feedings and sleeping draughts where necessary but not as "treatment" and where *no* treatment is attempted until the person looks recovered and only then a Search and Discovery as above under Type Two.

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HCO BULLETIN OF 26 NOVEMBER 1965

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**INFORMATION ON REHABILITATION**

The following despatch was sent to me by Len Small, Legal Officer WW:

“After reading SEC ED 212SH, I have realized that in London when I was CERTS & AWARDS, we were doing something grossly wrong which was responsible to some extent for our low income and probably ‘created’ missed withholds and by-passed charge, by false declares.

“The facts are that an old-timer would buy 5 hrs rehab and after having former release check and passed on to TECH, all the levels would be rehabbed at *once* using a Form 26 June. The auditor would e.g. ‘suggest declare 0-IV’, or ‘0, II-IV’. Most rehabs were done in under two hours. The pc would be declared if TA position OK, good indicators in, and pc agreeing that he had been rehabbed on those levels.

“On occasion, a pc would say ‘What about the release point I reached on 3M?’ ‘I went release on whole track processes. What does that make me?’

“If they knew how rehabs were done here at SH, and followed procedure, it would be a great boost to their statistic.

“I suggest that an HCOB stating explicitly how Rehabs must be done and declared will put stable data on line.

“From my own personal experience as a preclear, if a level has been left un-rehabilitated, the mass on that level tends to key in and make life uncomfortable. It was only when the auditor started listing the processes I had been run on that I really felt good and that I was getting somewhere.

“If all release points obtained in past processing were rehabbed, pcs would be a lot happier and less likely to key in subsequently.”

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[SEC ED 212 SH, *Rehab Scheduling*, which was written by L. Ron Hubbard, stated that a pc was rehabbed on only one level at a time.]

[HCO B 30 November 1965, *Library Record of Levels*, is a 3 l-page mimeo that simply lists training materials divided into the subjects of Levels 0-IV and Instruction Technology. The only text is at the beginning which says:

“This is a complete list of all HCO Bulletins and books containing the materials as per *The Auditor 10* Gradation Chart applying to each training level.

“While not all these are to be issued to students, they give the total of available materials.

“Tapes will be issued as a separate list.”]

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HCO BULLETIN OF 1 DECEMBER 1965

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All Students  
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All staff

**CCHs**

(Replaces HCO Bulletin of July 5th, 1963, "CCHs Rewritten")

As per HCO Pol Ltr May 17th, 65, the CCHs are processes. They are *not* drills. The following revised rundown on the CCHs is to be used by all Auditors.

**CONTROL—COMMUNICATION—HAVINGNESS PROCESSES**

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

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

-----

***No: CCH 1.***

**NAME:** GIVE ME THAT HAND. Tone 40.

**AUDITING COMMANDS:** GIVE ME THAT HAND.

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

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

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

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

Never stop process until a flat place is reached. Freezes may be introduced at end of cycle, this being after the THANK YOU and before the next command, maintaining a solid comm line, to ascertain information from the PC or to bridge from the process. This is done between two commands, holding the PC's hand after acknowledgement. PC's hand should be clasped with exactly correct pressure. Make every command and cycle separate. Maintain Tone 40, stress on intention from Auditor to PC with each command. To leave an instant for PC to do it by own will before Auditor decides to take hand or make contact with it. Auditor indicates hand by nod of head.

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

**No: CCH 2.**

**NAME:** TONE 40 8c

**AUDITING COMMANDS:** YOU LOOK AT THAT WALL. THANK YOU.  
YOU WALK OVER TO THAT WALL. THANK YOU.  
YOU TOUCH THAT WALL. THANK YOU.  
TURN AROUND. THANK YOU.

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

**AUDITING POSITION:** Auditor and PC ambulant, Auditor in physical contact with PC as needed.

**PROCESS PURPOSE:** To demonstrate to PC that his body can be controlled and thus inviting him to control it. To orient him in his present time Environment. To increase his ability to duplicate and thusly increase his Havingness.

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

CCH 1 and CCH 2 were developed by L. RON HUBBARD in Washington, D.C., in 1957 for the 19th ACC.

**No: CCH 3.**

**NAME:** HAND SPACE MIMICRY

**AUDITING COMMANDS:** Auditor raises 2 hands palms facing PC's about an equal distance between the Auditor and PC and says "PUT YOUR HANDS AGAINST MINE, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION". He then makes a simple motion with right hand then left. "DID YOU CONTRIBUTE TO THEIR MOTION?" Acknowledge answer. Auditor allows PC to break solid comm line. When this is flat, the Auditor does this same with a half inch of space between his and the PC's palms. The command being "PUT YOUR HANDS FACING MINE ABOUT 1/2 INCH AWAY, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION". "DID YOU CONTRIBUTE TO THEIR MOTION?" Acknowledge. When this is flat, Auditor does it with a wider space and so on until PC is able to follow motions a yard away.

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

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

Auditor should be gentle and accurate in his motions, all motions being Tone 40, giving PC wins. To be free in 2-way communication. Process is introduced and run as a formal process. If PC dopes off in this process Auditor may take PC's wrist and help him execute the command one hand at a time. If PC does not answer during anaten to

question “DID YOU CONTRIBUTE TO THEIR MOTION?” Auditor may wait for normal comm lag of that PC, acknowledge and continue process.

TONE 40 Motion = Intention without Reservation. Two-Way Communication = One Question—The Right One.

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

*No: CCH 4.*

*NAME:* BOOK MIMICRY

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

Auditor makes simple motions with a book. Hands book to the PC. PC makes motion, duplicating Auditor’s mirror-image-wise. Auditor asks PC if he is satisfied that the PC duplicated the motion. If PC is and Auditor is also fully satisfied, Auditor takes back the book and goes to next command. If PC is not sure that he duplicated any command, Auditor repeats it for him and gives him back the book. If PC is sure he did and Auditor can see duplication is pretty wrong, Auditor accepts PC’s answer and continues on a gradient scale of motion either with the left or right hand till PC can do original command correctly. This ensures no invalidation of the PC. Tone 40, only in motions, verbal 2-way quite free.

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

*PROCESS PURPOSE:* To bring up PC’s communication with control and duplication (control and duplication = communication).

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

*HISTORY.* Developed by LRH for the 16th ACC in Washington, D.C., 1957. Based on duplication. Developed by LRH in London, 1952.

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HCO BULLETIN OF 6 DECEMBER 1965

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**LOW TA CASES**

Low TA Cases (who go below 2.0) will not react to any processing but Power Processing.

The last power process is *all* that has ever been known to improve the low TA case.

Don't be optimistic if a case is found to go below 2.0, the **ONLY** remedy I have ever known is Power Processing flattened.

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HCO BULLETIN OF 10 DECEMBER 1965

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*Tech Division*

**E-METER DRILL COACHING**

The following was submitted by Malcolm Cheminais, Supervisor on the Saint Hill Special Briefing Course.

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

1. The coach's needle is dirty. The student's out comm cycle has cut his comm in some way, but PRIOR to that the coach failed to flunk the part of the comm cycle that went out. Correct flunking by coaches equals students with no dirty needles.
2. If a coach's TA starts climbing on a drill and the needle gets sticky, it means that the student's comm cycle has dispersed him and pushed him out of PT. The coach is either ( 1 ) not flunking at all (2) flunking the incorrect thing.
3. The correct flunking by the coach of an out comm cycle, which has dispersed him and pushed his TA up, will always result in a TA blowdown. If there is no blowdown, the coach has flunked the wrong thing.
4. Needle not responding well and sensitively on assessment drills, although the needle clean. Coach has failed to flunk TR I (or TR0) for lack of impingement and reach.
5. Coach reaching forward and leaning on the table, means TR I is out with the student.
6. Student asking coach for considerations to get TA down, but TA climbing on the considerations—the coach is cleaning a clean, instead of flunking the out comm cycle, which occurred earlier and pushed his TA up.
7. Student getting coach's considerations off to clean the needle, but needle remaining dirty—student is cutting the coach's comm while getting the considerations off and the coach is not picking this up.
8. Students shouting or talking very loudly on assessment drills to try and get the Meter to read by overwhelm. The reason for this is invariably—"but I'm assessing the bank!" They haven't realized that *banks* don't read, only thetans impinged upon by the bank—therefore the TR1 must be addressed to the thetan. The meter responds proportionately to the amount of ARC in the Session.

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[For use on the HDG, this HCO B has been revised by HCO B 27 January 1970, *E-Meter Drill Coaching*. ]

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HCO BULLETIN OF 27 DECEMBER 1965

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**VITAMINS**

I have found that 600 milligrams of Vitamin E (minimum) per day assists Scientology processing very markedly.

Data on Vitamin E applied to other fields is available from Webber Pharmaceuticals, Ltd, 14 Ronson Drive, Rexdale, Ontario, Canada. An excellent popular book on Vitamin E in its various uses is available from booksellers. It is *Your Key to a Healthy Heart: The suppressed record of Vitamin E* by Herbert Bailey, published by the Shilton Company, Philadelphia. The Shute Foundation for Medical Research, London, Ontario, Canada, pioneered the subject and will give general advice.

In Johannesburg due to high altitude, no pc may be processed who is not taking at least 600 mg per day of Vitamin E.

The apparent action of this Vitamin is to oxygenate the blood and inhibit the body from pulling in mental masses due to oxygen-energy starvation.

In areas where it is against the law to recommend vitamins this HCO B does not apply.

Vitamin E, according to Bailey, is suppressed because it cures heart disease which furnishes 50% of the revenue of the U.S. medical doctor.

I read the book by Bailey and did some experimental work with Vitamin E with interesting success. Webber Pharmaceuticals has airmailed me further literature.

It is useless, I believe, to take less than 600 mg per day and lesser doses have little or no reaction on processing. One has to take it for two or three days before it begins to have any effect.

The most direct result is quite measurable on an E-Meter. Reads of the needle become longer. Tone Arm action increases.

It works by itself but is best taken with an old-time "Guk Bomb". The formula of the "bomb" is variable but is basically 100 mg of Vitamin B1, 15 gr of calcium, 500 mg of Vitamin C. If you add 100 mg of old-time nicotinic acid (not niacinamide) and take it daily it becomes "Dianazene" for radiation prevention. Don't include nicotinic acid in the formula with Vitamin E unless you are trying to get rid of radiation or radiation sickness. The nicotinic acid is not necessary to smother processing and will not assist it. 100 mg of Vitamin B1 lasts for only 47 minutes so far as processing is concerned. But it helps in general tone. Vitamin E does not have a quick reaction so far as processing is concerned, one merely takes it and as the days go by processing is easier to do. It doesn't wear out in a session, but you have to keep on taking it daily. 600 mg is the minimum. There is no maximum but some heart cases take up to 1,250. Shutes in treatment of disease recommend 400-600 mg per day for the average sized woman and 600-800 mg per day for the average sized male.

It doesn't seem to matter to processing whether the Vitamin E is "Alpha Tocopherol", synthetic or what. Just any Vitamin E apparently works.

Vitamin E assists a great many ills including diabetes and may have some effect on many others.

It, even with "Guk", will not by itself release or clear anyone. When dosage is discontinued what it "cured" might relapse. But while it is being taken one feels fine and there's no reason to stop taking it.



To get the best results one should probably take 600 mg and a Guk bomb each day, preferably after eating.

One person in a million is said to get an adverse “side effect” from taking Vitamin E but it is not fatal and this may not even be true. The “side effect” is said to be temporarily raised blood pressure.

If anyone makes this up into a single tablet be *sure* that the tablet is not pressed so hard that it won't dissolve easily in the stomach.

Dianazene (for radiation) fails utterly when all ingredients are pressed together into one tablet.

Vitamin E is generally available but sometimes has to be specially ordered. It is useless to buy it in less than 100 mg tablets. Preferably 200 mg tablets of it should be bought. However it is bought, just be sure there's enough of it (300 to 600 mg). Small quantities don't produce any effect at all, which is why the medicos earlier missed its value.

Anyone's auditing can benefit from it but at Levels VI and VII it becomes quite vital.

Oxygen causes the body to attract mental image pictures less. Carbon dioxide pulls mental images hard in on the body.

Vitamin E, oxygenating the body, acts mentally like taking oxygen. The body can go longer on less oxygen and becomes less exhausted when taking Vitamin E in sufficient quantity.

The body is of course a carbon-oxygen engine running at a temperature of 98.6 degrees F. There is possibly less oxygen in Earth's atmosphere than there was and the body runs better when it can better utilize what oxygen there is. Vitamin E assists it to do this and so it doesn't pull in mental masses. At least that's the theory I've been able to work out to account for the observed increase in E-Meter action in the preclear who is daily taking sufficient Vitamin E. When the vitamin is no longer administered, in about 24 hours the preclear begins to run less easily (same as before Vitamin E plus any auditing gain) and the needle read size returns to what it was before Vitamin E was used. When Vitamin E is again daily administered, in two days, meter behavior improves again.

I have not had time to do many series but the observational data is so marked that it's like proving stones are solid. One doesn't feel like repeating the experiment endlessly—it is so obvious.

A mental subject addressed reads *longer* (more reads) in the presence of Vitamin E than in its absence but clears more thoroughly, leaving less mental mass.

I only insist that persons in England on the Level VI and VII Courses should use Vitamin E and that Saint Hill preclears for Grade V be put on it and only forbid pcs to be processed without it in high altitude Johannesburg.

The cost of it is the pc's. No org is to supply it. Webber Pharmaceuticals, Ltd can probably direct one to better supplies or brands of it.

We are not in the Vitamin business or even in the health business. Anyone else using it in processing does so at his or her own choice. This HCO B is a release of scientific data.

Vitamins are food. They are not drugs. Processing under drugs is very bad. Some vitamins, however, help. And Vitamin E is a wonder.

L. RON HUBBARD

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by L. Ron Hubbard

**Published  
December 1965**

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HCO BULLETIN OF 19 JANUARY 1966

Review Auditors  
Level III Students

**DANGER CONDITIONS**  
**TECHNICAL DATA FOR REVIEW AUDITORS**

To cure a disagreement one can:

1. Locate disagreements on certain subjects by listing a question such as "On .....what do you disagree with?" and locating the item with assessment and blowing it by inspection (itsa).
2. Locate former similar subjects the person disagreed with.
3. Locate things on the subject the person has not understood and get them clarified.
4. Locate earlier similar subjects the person has not understood and get them clarified.

IMPORTANT—if a person's attitude does not change after doing one of the above, do another or find another item using same process (listed above) as before.

A whole case will fall apart this way.

Compulsive by-passing can be handled by:

1. Doing disagreements as above.
2. Doing misunderstandings as above.
3. Finding persons similar to the person being by-passed, using standard listing and assessing as in all these.
4. Flattening a question "Who shouldn't be ignored?" (Don't run "Who has by-passed you?" or "Who should be ignored?" as these are out-of-ARC processes.)

Ordinary Comm processes also help of course and a good Grade 0 release helps. Higher Release Grades help. And Clearing, naturally takes care of the lot of course.

There is direct co-ordination between the state of a case (state of meter also) and the ability to follow a command line. The worse off the case (or meter) the less the person can follow a comm line. A person with a very high or very low TA and/or a stuck needle or an ARC Broke needle (floats but never responds and lots of bad indicators) should not only never be an executive but also will raise havoc in an org.

It is a standard review action in an org to handle such cases sent to Review by reason of having been part of Danger Condition assignments. In such cases, aside from usual Review actions, the above should be done.

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[This HCO B is modified by BTB 22 March 1972R, Revised 12 July 1973, Reissued 6 July 1974,  
*Disagreement Remedy.*]

Remimeo

**SEARCH AND DISCOVERY**  
**(ETHICS TYPE CASES, PTSs)**  
**S & D ERRORS**  
(Handling PTSs with S & D)

When you have a failed Search and Discovery, the following are incorrect or have been omitted:

1. Incorrect item (errors in listing or assessment, over or under listing, bad metering, poor question).
2. Person has not actually been made to disconnect from the SP by declaration in writing.
3. It was really an ARC Break, not an SP and ARC Breaks should have been looked for instead of SPs.
4. The SP found was refused by the Auditor or Ethics.

The golden rule of S & D also applies—if it isn't the correct person or group that was "found" the good indicators won't come in.

*So any* incorrectly done S & D (as above) will not result in a pc bright-eyed and bushy tailed. All S & Ds correctly done on a pc that is PTS result in remarkable recoveries magical to see. So don't blame S & D if it "fails". Blame the lack of skill in using it and the person who ordered it or did it should be retrained.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 JANUARY 1966

Remimeo  
Tech Hats  
Qual Hats  
All students Level

(Edited from a taped Conference with  
Saint Hill Tech and Qual Personnel  
—20 Dec 1965)

*LEVEL IV*

**SEARCH AND DISCOVERY DATA  
HOW A SUPPRESSIVE BECOMES ONE**

Search and Discovery is being made and auditors are finding on one person and another “Myself”. Well, just amongst us girls, of course, you are going to find it. One of the best reasons you are going to find it is that it is part of the R6 bank. The other reason you are going to find it is that after a person is totally overwhelmed by a Suppressive he assumes the valence of the Suppressive. And a person you would find that on has actually been pretty suppressive.

What you’re doing is, you are pushing S & D to a point where you are clearing suppression. It wasn’t intended to go that far.

If you were to ask the listing question however, “Name ‘Myself’“ or “Give ‘Myself’ a name”, you would then get the Suppressive.

But this is getting very adventurous, because it is part of the R6 bank. It is getting very adventurous to do anything about it. We seem to be happy about having “Myself”. I would just let them go right on being happy about it. With skill you probably could bring out the identity of this person whose valence had come over them. It would all depend on the auditor who is doing it. If I were doing it, I’d go ahead and break it down. But not a Class III auditor who is not sure what he is going up against, who is repeating the word several times, repeating the question, trying to check it to make sure the listing question is clean. Don’t you see, you are never going to get that listing question clean. That I assure you. That question can’t be listed out.

That is the mechanism of suppression overwhelming a person. Oddly enough you will only find it on persons who are suppressive and of course you’ve walked into the real mechanism of how does a Suppressive become a Suppressive? He becomes a Suppressive by taking over the valence of a Suppressive.

Then when you list it out you get “Myself” and this is compounded by the fact that it’s part of the R6 bank so you don’t dare do much with it but it will let a bunch of steam off the case.

With some very, very, very, very upstage auditing, very careful indeed, give them the auditing question once, then say, “Go on and answer the question” but never repeat it, never check the thing to find out if it’s a clean list—you probably would get at least one recent SP out of that combination. How we do that at that stage when I’ve not worked with it technically I would not be able to tell you, but I just know that it would be very risky. It makes me feel like maybe I shouldn’t do anything about it at all because it’s too risky, but I can see somebody getting messed up.

**THE MAIN TROUBLE IN S & D**

Your main trouble in S & D is much worse than that—it is simply an inability to assess. And auditors since time immemorial have had trouble assessing. They have two troubles in assessing. They underlist and they overlist. It’s almost an accident that an

auditor ever lists the right lists the right way. I'm not saying that sarcastically but it has been my experience in teaching auditors to assess that they have two faults, they underlist and they overlist.

If they do either one of these things, they are going to ARC Break the pc and then the list isn't going to be nullable because the pc is not responding to the auditor's voice as well, and it quite often was the first one on the list which is where they never looked. More fundamental than that is simply the problem of reading an E-Meter. Those technical facts are in the road of S & D.

### ASSESSING AN S & D

Actually an auditor who can assess can pass off an S & D so fast it would be like dealing cards done by a Monte Carlo Vingt-et-Un player; he could just roll them off left, right and centre. There's no real trouble in it. It's a very fast action. It all depends on how much you want to keep the pc under tension in the action, because an assessment isn't auditing to begin with.

You would start Session with, "Sit down, I'm going to assess you now. Do you have some answers to this question. Brr. Brr. Brr." And the pc says, "I want to tell you about ...." "All right, good, I'm glad you're going to tell me about that but right now I want some answers to this question." See? Then "brrrrr" on down and then you'll notice your needle relax. Then you say, "All right, now I'm going through this list." Ratatat, etc. "That's it, all right. Thanks very much." Pc cognites 10 minutes. Pc cognites and the Meter blows up and good indicators come in, and you've done an S & D. There is nothing more complicated than that.

You've got auditors who were trying to do an S & D in a session. You got them that are afraid the pc has already given it on the list. You got them that haven't learned how the Meter reacts when you've got a complete list. (A Meter just falls flat when you've got a complete list. The needle goes clean.) And you've got them that aren't sure that they've got any SP, and they just didn't see that the Meter did a surge on one of them. Then you get somebody who has overlisted and he's just ploughed the guy in, so he can't assess it back easily.

Then you get the fellow who had four of them fall. Certainly if you've got four falling there's two things that can be wrong at this point which makes it very difficult to run back. In one you have passed it. It's above the four which are falling. You've missed it, and the pc is simply discharging on it. And actually you can ask the pc which one was it and he'll say, "Well, it was Joe, of course." That's above the four. Practically every one after the right one will read, because it's actually blowing down all the time. He's no longer paying any attention to the auditor.

Then the other thing is you just haven't completed the list.

You have to make an opinion as to whether or not you've overlisted or underlisted. You can also pick up a dirty needle and an ARC Broken pc or protesty pc if you've gone by the right one.

Here are the evils of listing, and here are the evils of assessment showing up on S & D. They are simply auditor goofs—it's just lack of experience on the part of the auditor and lack of understanding of what he's supposed to be doing. But an auditor who can really assess can knock these things off. I'd spot what auditors can assess reliably, and I'd give them specialized jobs of that character that require listing. This is a very, very highly skilled action. You save a lot of time by pulling such an auditor back into specialty.

### REVIEW ACTION

In Review you have to do it sometimes when it's been done. So you have the additional answer of "How do you patch up an assessment that's already been goofed?" And "Where is the list that was lost?" You've got the problem of the list that

was completed out of session. “And I got home and was lying in bed . . .” and so forth. So in Review you always assume the pc continued the list after the session. If the pc is there as a flat ball bearing, you just automatically assume the pc thought of it afterwards or something. It isn't that the Tech auditor always got it.

I'll give you a tip in Qual. If you assume automatically that standard technology has not been applied, as your first gambit, in anybody that you're putting back together again, you'll about 99% be right. Somehow or other it slipped by in Tech. It slipped by. Somebody thought he did it. Somebody thought it was on the report. And therefore it looked like it didn't work or something. Something was there. And in all of my D of Ping I have not found it possible to detect all departures from tech by auditors. I've never been able to bat 1000 on that. Naturally, it's nearly impossible.

Technically, what you have to do doesn't mean that you have to invent technology because there are very standard answers to all these things.

L. RON HUBBARD

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# CERTAINTY

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## Psychotics

**L. Ron Hubbard**

In a footnote early in the book *DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH* I promised to publish material someday on the subject of institutional psychosis.

Recently I was fortunate enough to make a breakthrough on this subject. I had supposed that it would be necessary to undertake a considerable amount of research work in institutions to complete that which I began so many years ago. Researching recently on the reasons cases worsen after they become better, the answer tumbled out all unexpectedly and shed an entirely new light on the whole subject of insanity.

We are confronted in our modern society with a growing statistic for insanity. The number of psychotics is increasing, apparently, faster than the population growth. This could mean many things. It could mean that the psychiatrist was inept in applying what he knew, it could mean that there were insufficient numbers of psychiatrists, as they state, or it could mean, as they tell the legislators, that insufficient funds are being appropriated for the handling of psychosis. But the answer is apparently none of these.

If one wished to halt an epidemic it would be necessary to isolate the germ or virus which was causing it. This has become accepted procedure in the field of public health and is intensely effective. However, scientific methodology has never really been applied to the field of psychosis. It is such a frantic and desperate field that anyone associated with it has little time for careful consideration. The patients are in such dangerous condition, their families and friends are so desperate, that no-one could be expected to look for the actual cause of the situation. Thus the true facts concerning psychosis have been masked.

If you want to know why people are having trouble with something it is a good thing to look at the something. There you will find that things have not been defined. There is no true, acceptable definition of psychosis. The root word "PSYCH" refers only to a being or soul and the "OSIS" could loosely be defined as "the condition of". Therefore, in actual fact, it is not much of a word and if we look it up in the larger dictionaries we will find some long, complex dissertation or a sweeping generality which, frankly, would never be accepted in the physical sciences as a definition for anything, reflecting as it does wholly opinion. The word "psychosis" is not, however, completely inept as it at least indicates that it is something about a spirit or soul or its quality of animation.



Thus we can suspect, if the thing has never adequately been defined, that a great many misconceptions exist concerning it and furthermore, it would seem pretty obvious that if man had not defined what it was then he was very far from being able to identify the source of it.

We all have some idea of what we mean when we say “insane” or “crazy” or “nutty” but half the time we only mean that we don’t agree with the action. Things which are unreasonable to us or not understood we commonly refer to as “insane” or “crazy” or “nutty”. Thus man does not make a differentiation between what he disagrees with and an actual deteriorated mental state dangerous to the society and the individual.

So the first thing we can know about Psychosis is that it is becoming more widespread for two reasons:

1. Man has not adequately or workably defined it, and
2. The true source of it has not been identified.

There follows, naturally, a third fact that it has not been cured, quite obviously, because it is getting worse.

The whole subject has been so wrapped up in untested opinion that the ordinary scientist has found it quite unapproachable. The whole field bristles with authoritarian differences of view and bitter arguments.

The number of types of “psychoses” which have been listed over the years have become so great that classification has become relatively meaningless. Further, the names given mean different things to different schools of psychiatry.

Examining this sea of turmoil, human misery, mistreatment and failure, one would not ordinarily expect to find any ready solution. If one intended to find a solution, one could have expected to search for some years amongst the institutional population observing and taking notes until at last one had identified some common denominator of the illness which might lead to relief.

The orderly mind of a research scientist would, however, begin to take the problem itself apart on the basis of excluding those things which had not led to a ready solution, and the fact I am about to give you here should have been realized a long time ago.

Psychosis has not been solved because it has been studied in the wrong place. This is the first observation which might lead to a resolution of the problem. The source of psychosis is rarely to be found in the artificial atmosphere of an institution, therefore the problem was not earlier solved. After all, it didn’t occur *in* the institution. The person was sent there *after* it occurred. So the source of psychosis is obviously *outside* institutions. Further, a psychotic patient is seldom able to discuss accurately his life outside, so the institution would only give one evidence on the *results* of the source of psychosis; the source would be elsewhere.

The true psychotic is not always found in an institution. Behind those grey walls you mainly discover his victims. The true psychotic is one who causes hysteria, apathy, misconceptions and the reactions of stress in others. That is the identity of the being that is the source of psychosis.

He is, by and large, rather unfrontable as a being, talking in the widest generalities, and sounds quite sane unless you listen to him closely. Then it will be found that the reasons he gives do not quite make sense, but are all directed toward the necessity

of smashing or brutalizing anyone and everyone or selected groups, or material objects.

The actual psychotic is covertly or overtly destructive of anything the rest of us consider good or decent or worthwhile.

Sometimes such a being is “successful” in life, but the end result of his activities are what you would expect—total smash. Some notable examples were Hitler and Napoleon. Not even historians are quite brave enough to state that these two beings were totally, completely and incomprehensibly separated from reality and acted without good cause, reason or justification other than an obsession to destroy, ruin and bring misery to millions.

How Napoleon, for instance, justified beginning an attack on Russia too late in the year for his troops to operate there at all is very hard to see. Why Hitler had to destroy the Jewish people in Germany as a “necessary act in prosecuting his war against the world outside of Germany” has no other answer other than madness.

The true psychotic brings about an hysterical, apathetic, or deranged mental condition in others. He or she does it for “many good reasons”, does it for no reason at all, or doesn’t even notice that he is doing it.

The true psychotic worships destruction and abhors reasonable, decent or helpful actions.

Although history affords us innumerable examples, they are so common in the society around us that one does not have to go into a study of mass murderers to find them. The phenomenon is by no means rare and at the absolute minimum is 21/2% of the population.

This individual fills the institutions with victims, the hospitals with the sick and the graveyards with the dead. The statistics of psychosis are not going to lessen in the society until this type of personality is completely isolated and understood.

The first problem one confronts in identifying the true psychotic is that anyone detecting in himself, or herself, some destructive urge is likely to believe that he or she is psychotic. This is definitely not the case. One of the primary characteristics of the true psychotic is a total lack of introspection, a total irresponsibility to the pain or suffering of others, coupled with a logic which explains it all away but uses reasons which are not sensible to any of the rest of us.

An actual psychotic never for a moment suspects his madness. You and I have often wondered about our own sanity, particularly since nobody could define it, but a psychotic never does.

Further, he would not help his fellow man if his own life depended upon it—he would rather perish.

This being is difficult to spot because he does not, ordinarily, fling himself about and make scenes. He is often entirely emotionless, completely cold-blooded and apparently perfectly controlled. The control, however, is only apparent, as this being is in the grip of a force far more powerful than himself and is a thoroughly controlled being. He or she must destroy and must not help or assist in any way. Such a case is almost impossible to treat even when identified. They do not easily respond to therapy since their level of responsibility is too low to experience even hope or despair about themselves. Thus they never assist anyone seeking to help them, and indeed are far more likely to turn on any benefactor than to permit assistance by them.

Therefore, under the subject of psychosis, we have the actual psychotic and the victims of the psychotic. As long as we only studied the *symptoms* of the victims we could not discover the source of their difficulty.

Any theory is only as good as it can be proven or as it works. Theories are not good because they are appealing or because they are uttered by a famous name, but are only good if they are useful. The question is—do they lead to a resolution of the problem?

Therefore, does the theory that the psychotic is ordinarily not in the institution and that the institution contains mainly his victims open the door to a solution of psychosis?

One could be charged with “oversimplification”, or “total ignorance of the subject”, or “lack of experience”, but none of this would alter the fact that a solution which worked was the true solution to the problem.

I never promised to resolve the whole field of psychosis. I was only interested in institutional psychosis, for I do not think that an actual psychotic, by the above definitions, is likely to be salvaged even if one were able to apply the solution to his case.

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There are several reasons for this. The first and foremost is that he wouldn't sit still or stand still long enough. Another is that he isn't likely to be caught very easily and the third and most powerful is that he usually cannot be persuaded to forego his destructive actions long enough to receive any benefit from treatment.

Another reason is that when people are able to identify him, they do not wish to help him.

With those reservations the actual psychotic probably could be handled so far as technical actions are concerned, but these need to be applied before they can hope to work and the application of them in this particular case is prevented by nearly insurmountable difficulties of non-cooperation, disdain, contempt and a total lack of desire on the part of the actual psychotic to salvage himself.

Last and not least, any true psychotic can be counted upon to attack or attempt to destroy Scientology groups or activities as these help people. The source of such attacks traces back usually to pretty dangerous psychotics who aren't in institutions or even suspected, some in public places where not only Scientology groups suffer from their actions. Thus it isn't likely that Scientologists will do much to help cure them even if Scientology was in the business, which it is not.

It is easy to handle a large number of those persons who are the victims of actual psychotics. These are found in a majority in institutions as well as other places. Once again one has the problem of accessibility and communication but with those limitations institutional psychotics can be helped.

As I have said, the proof of any theory is its workability and it will take a considerable number of case histories to display the success of the observations. But if a person were sick from a certain germ and one knew what that germ was and one killed that germ and then that person became well, one would have to conclude that he had located the source of the illness.

The total indicated therapy cure for an institutional psychotic who is, after all, only the victim of an actual psychotic is to locate the actual psychotic in that person's life. There is a very magic response to this action. The technology now exists. It is called “Search and Discovery”.

It is commonly observed that whole families will exhibit psychotic tendencies. This is too great a generality. In such a case it should be stated “the whole family except *one*” exhibit very obvious traces of insanity. The actual psychotic is most probably that one. This person is continually performing acts, often hidden, atrocious in nature, which destroy the confidence and reality of those about him. The others exhibit the hysteria or apathy commonly associated with the illness Psychosis. They never once locate, until it is done for them, the actual source of their obsessions and confusions.

Whether or not a victim exhibits one or another symptom depends largely upon what has been done to the person. To catalogue these is not easy and indeed is not helpful. In each of the cases it is only necessary to find the source of menace (an actual psychotic) which has made them as they are.

I have not tried to give you this as a learned paper. It is rather a discussion of a subject into which man has made almost no inroad. Today a Class III Auditor could expect some success in the field of Institutional Psychosis providing they were well trained, and we permitted him to practice in that field.

Today in institutions the treatment of the psychotic differs from that administered in Bedlam centuries past in that today they have cleaner beds. Otherwise there is no real change. Instead of whips, they use electricity; instead of chains they use brain surgery to incapacitate the person.

A great deal could be done in the field of Institutional Psychosis and being able to isolate the germ in the society which causes Psychosis is only a small step in the direction of lessening the degree of psychosis in the society but it is at least a step in a definite direction.

And if this leaves you wondering whether or not you are insane, all you have to do is ask yourself the questions:

1. Have I ever helped anybody or wanted to?
2. Am I violently opposed to those who help others?

If you can answer “Yes” to 1 and “No” to 2 there is no slightest doubt about your sanity. You are quite sane and those times in your life when you have wondered about your own wits you were only in connection with an actual psychotic somewhere in your environment.

The actual psychotic sometimes climbs to high places in the society, as witness Napoleon and Hitler. But even so he can be identified. Those who advocate violent measures as the only means of solving problems—such as advocating war—those who are violently opposed to organizations which help others are easily identified.

And in the smaller world when you see a cold, indifferent smile to the agony of another, you have seen an actual psychotic.

We do not consider psychosis a field of practice in Scientology and Scientology was not researched or designed as a cure for psychosis or “substitute for psychiatry”. But in the course of research, I have discovered these things and found them to be workable. I trust they may be of some use to you who, who knows, may someday become involved with an actual psychotic or his victim and need the data.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 FEBRUARY 1966

Remimeo  
Tech Div Hats  
HGC Auditors  
Qual Div Staff  
Franchise

*Level III*

**S AND D WARNING**

Search and Discovery, done incorrectly (incorrect SP found) can make a preclear ill within a week or two after.

Assessment is a very proper skill. There is a great deal written on it and many tapes.

The common errors of assessment (aside from the usual Gross Auditing Errors) are:

1. Too short a list
2. Too long a list
3. Clumsy or improper meter handling
4. List getting suppressed
5. Item getting invalidated
6. Pc being allowed too much Itsa
7. Pc getting ARC Broken by under or over-listing
8. Auditor not letting the pc have his item
9. Whole list going live because the item was by-passed earlier on the list
10. Auditor not looking for good and bad indicators to see if he was correct in his assessment.

When the right SP is found the good indicators flood in *and* the pc does not cave in in 36 to 72 hours.

The bug in S & D is that one can *almost* get the right item. An item can be found that is *nearly* the right one. If the nearly right one is accepted the pc will be doubtfully more cheerful and may insist this is *it*. The pc however is still not quite sure. Inevitably that is the sign of a *nearly* right item.

The real reaction to the correct person is an "Of Course!" no doubt about it reaction.

It is the action of *nearly* finding the right one that may make the pc ill in the next few days or a week. One has restimulated the by-passed charge of the right one without finding it.

Remember that the real Suppressive Person (SP) was the one that wove a dangerous environment around the pc. To find that person is to open up the pc's present time perception or space. It's like pulling a wrapping of wool off the pc.

The SP persuaded or caused the pc to believe the environment was dangerous and that it was *always* dangerous and so made the pc pull in and occupy less space and reach less.

When the SP is really located and indicated the pc feels this impulse not to reach diminish and so his space opens up.

The difference between a *safe* environment and a *dangerous* environment is only that a person is willing to reach and expand in a safe environment and reaches less and contracts in a dangerous environment.

An SP wants the other person to reach less. Sometimes this is done by forcing the person to reach into danger and get hurt so that the person will thereafter reach less.

The SP wants smaller, less powerful beings. The SP thinks that if another became powerful that one would attack the SP.

The SP is totally insecure and is battling constantly in covert ways to make others less powerful and less able.

Scientology flies into the teeth of an SP. One will go to the most extraordinary lengths to try to injure Scientologists or an organization or a staff member.

But SPs existed long before Scientology and finding the basic SP around the pc just because of Scientology or the pc is a Scientologist is in actual fact unlikely.

Childhood is the most fertile area in which to locate *the SP* on the case. A child is weak and at the mercy of adults. It is this fact alone that gave *all* the cures Freud ever stumbled onto. The analyst accidentally located an SP when his work was successful. But then he proceeded to overrun and restimulate the patient without erasing. In other words he would not let the patient have his item. An hour with a meter in the hands of an expert auditor who *can* assess correctly will produce everything the analyst or Freud ever hoped to achieve and will do it invariably compared to the small results analysts did achieve.

But if you get one *almost* right, and not get the really correct SP, then you get the same phenomena that dogged the analyst—the pc gets better for a moment and collapses.

I am not saying you can permanently injure persons. The analyst techniques operated far more restimulatively than our S & D. They made the person talk about it for years!

But you can still give a pc a nasty cold if you miss on an S & D.

So don't miss.

Do it correctly.

Find the correct SP.

It's all correct if you assess by the book—complete list, not too long or too short. Correct item on the list. Good indicators then in. And no relapse for at least 2 weeks.

That's how a *real* S & D is done.

L. RON HUBBARD

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*LEVEL 0*

**“LETTING THE PC ITSA”  
THE PROPERLY TRAINED AUDITOR**

The most painful thing I ever hope to see is an auditor “letting a pc Itsa”.

I have seen auditors let a pc talk and talk and talk and talk and run down and talk and run down and talk again until one wondered where if anywhere that auditor had been trained.

In the first place such an auditor could not know the meaning of the word ITSA.

The word means “It is a .....

Now how an auditor letting a pc talk believes he is getting a pc to spot what IT is is quite beyond me.

This pc has been talking all his life. He isn't well. Analysts had people talk for five years and they seldom got well.

So how is it supposed to happen today that a pc, let talk enough, will get well.

It won't.

The auditor does not know the very basics of auditing skills. That's all. These are the TRs.

An auditor who can't do his TRs can't audit. Period.

Instead he says he is “letting the pc Itsa”.

If by this he means he is letting the pc drive all over the road and in both ditches, then this isn't auditing.

In auditing an auditor guides. He gives the pc something to answer. When the pc answers the pc has said “IT IS A .....

If the pc answers and the auditor acknowledges too soon the pc tends to go into an anxiety—he has been chopped. So he talks more than he wanted.

If the pc answers and the auditor does not acknowledge, then the pc talks on and on, hoping for an acknowledgement that doesn't come, “runs dry”, tries again, etc.

So premature or late-or-never acks result in the same thing—the pc running on and on and on.

And they *call* it “letting the pc Itsa”. Bah! If a pc talks too much in session he either is getting cut off too fast by the auditor or hasn't got an auditor at all. It isn't

“Itsa”. It’s lousy TRs. (The one single exception is the pc who had years in analysis but even he begins to get better with proper TRs used on him.)

The proper cure is to drill the auditor until the auditor realizes:

1. The *auditor* asks the questions.
2. The pc says what is the answer, “It’s a .....
3. The auditor acks when the pc has said it to the pc’s satisfaction and
4. The auditor acks when the pc has finished saying “It’s a .....

And that’s Itsa.

Scientology auditing is a precision skill, not a gag blip goo slup guck blah.

1. The auditor wants to know .....
  2. The pc says it is .....
- 1.2.1.2.1.2. etc.

#### TECH SAVVY

Now an auditor who doesn’t know his technology about the mind and his processes of course never knows what to ask. So he or she simply sits like a lump of sacking hoping the pc will say something that makes the pc feel better.

A sure sign that an auditor doesn’t know an engram from a cow about processes is seeing a pc “Itsa” on and on and on.

In Scientology we *do* know what the mind is, what a being is, what goes wrong in the mind and how to correct it.

We aren’t psychoanalysts or psychiatrists or Harley Street witch doctors. We do *know*

The data about beings and life is there in Scientology to be learned.

It isn’t “our idea” of how things are, or “our opinion of” ....

Scientology is a precision subject. It has axioms. Like geometry. Two equilateral triangles aren’t similar because Euclid said so. They’re similar because they are. If you don’t believe it, look at them.

There isn’t a single datum in Scientology that can’t be proven as precisely as teacups are teacups and not saucepans.

Now if we get a person fresh out of the study of “the mystical metaphysics of Cuffbah” he’s going to have trouble. His pcs are going to “Itsa” their heads off and never get well or better or anything. Because that person doesn’t know Scientology but thinks it’s all imprecise opinion.

The *news* about Scientology is that it put the study of the mind into the precise exact sciences. If one doesn’t know that, one’s pcs “Itsa” by the hour for one doesn’t know what he is handling that he is calling “a pc”.

By my definition, an auditor is a real auditor when his or her pcs DON’T overtalk or undertalk but answer the auditing question and happily now and then originate.

So how to tell an auditor, how to determine if you have trained one at last, is DO HIS PCS ANSWER UP OR DO THEY TALK ON AND ON.



If I had an auditor in an HGC whose pcs yapped and yapped and ran dry and yapped while the auditor just sat there like a Chinese pilot frozen on the controls, I would do the following to that “auditor”:

1. Remedy A, *Book of Case Remedies*.
2. Remedy B, *Book of Case Remedies*.
3. Disagreements with Scientology, technology and orgs and Scientology personalities all found and traced to basic and blown.
4. A grind study assignment of the Scientology Axioms until the “auditor” could DO THEM IN CLAY.
5. A memorization of the Logics, Qs (Prelogics) and Axioms of Dianetics *and* Scientology.
6. TRs 0 to 4 until they ran out of his or her ears.
7. TRs 5 to 9.
8. Op Pro by Dup until FLAT.
9. A hard long study of the Meter.
10. The ARC triangle and other scales.
11. The Processes of Level 0.
12. Some wins.

And I’d have an *auditor*. I’d have one that could make a Grade Zero Release *every* time.

And it’s lack of the above that causes an “auditor” to say “I let the pc Itsa” with the pc talking on and on and on.

Scientology *is* the breakthrough that made the indefinite subject of Philosophy into a precision tool.

And pcs get well and go Release when it is applied.

L. RON HUBBARD

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HCO BULLETIN OF 9 FEBRUARY 1966

Remimeo

**RELEASE GRADES**

(Replaces HCO Bulletin of 30 Aug 1965,  
"Release Stages")

There are five grades of Release. When one of these is attained the next one up can be run.

A preclear who has attained a grade of Release may not be run further on the processes of that grade or below or he will go back into his Reactive Mind.

All Releases however can have their problems handled, their withholds pulled, their ARC Breaks repaired *and* any Release at *any* grade can be audited on the exact processes of Release Rehabilitation.

The states of Release differ in that one is more stable than another.

The Reactive Mind (known also as the R6 Bank) can only be audited out by someone who is trained up to Class VI. When the Reactive Mind is fully audited out (erased completely), one has a Clear.

When a Clear has been refamiliarized with his capabilities, you have an Operating Thetan (an OT).

A Release, then, is pulled OUT of his Reactive Mind.

A Clear has fully erased his Reactive Mind.

An Operating Thetan is one who is Cause over Matter, Energy, Space and Time and is not in a body.

The degree and relative permanence of being pulled out of the Reactive Mind determines the state of Release.

There are numerous things that can pull one back into the Reactive Mind.

These are (1) Locks (2) Secondaries (3) Engrams (4) The Whole Time Track.

**LOCKS**

By reducing locks as in Levels 0 to IV, we then remove the ability of locks to pull the being back into his R6 Bank.

Locks are mental image pictures of non-painful, but disturbing, experiences the person has experienced. They depend for their force on secondaries and engrams.

Thus, one who has had his locks reduced is a **GRADE 0-IV RELEASE**.

**SECONDARIES AND ENGRAMS**

When a being has had the secondaries and engrams reduced, he is far less likely to be pulled into the Reactive Mind than if he has just had their locks reduced.

Secondaries are mental image pictures containing misemotion (grief, anger, apathy, etc). They contain no pain. They are moments of shock and stress and depend for their force on underlying engrams.

Engrams are mental image pictures of pain and unconsciousness the person has experienced.

When these are reduced, one has a GRADE V RELEASE.

#### THE WHOLE TRACK

Bits and pieces of the whole track remain after the locks, secondaries and engrams are reduced. These bits inhibit the being from recovering knowledge.

The Whole Track is the moment to moment record of a person's existence in this universe in picture and impression form.

When these bits are cleaned up a being is a GRADE VA RELEASE.

#### THE REACTIVE MIND

When the pc has taken the locks off the Reactive Mind itself, using R6EW, he attains GRADE VI RELEASE.

#### THE REACTIVE MIND

When the entire Reactive Mind has been erased and the person is again wholly himself, one could call it a GRADE VII RELEASE.

But that is really CLEAR.

#### OPERATING THETAN

When a being once more has recovered his full abilities and freedom, a state much higher than Man ever before envisioned is attained. This state is called *OPERATING THETAN*.

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HCO POLICY LETTER OF 10 FEBRUARY 1966  
Issue II

Remimeo  
Tech Hats  
Qual Hats  
Ethics Hats

**TECH RECOVERY**

My study of a Nov 1965 plummeting HGC Completion Statistic indicates certain policies are necessary in all HGCs and Qual Divisions.

The following errors were found:

1. The HGC ceased to look for former release grades to rehabilitate and ignored opportunities to do so on the basis that “outer orgs have rehabbed them all already”. This came out in the Comm Ev held on a D of P of that period. Of course, if the HGC failed to rehab earlier grades (or earlier life overruns) it could achieve no later grades or Grade V. This alone would have ended completions promptly on all grades and wiped out the graph.

2. Invalidation of the appearance of a free needle and invalidating any auditor who “thought he saw one”. This wiped out all release attainments and made for total overrun of all pcs of all grades. This error existed for 15 years so it is not surprising that it got back in again.

3. Whenever an overrun occurred, “rehabilitation of it” was done by running *different* new processes instead of standard rehab routine as in HCO Bs, i.e. doing ARC Break, PTPs, Rudiments, anything but a real rehab of that process that was overrun.

4. Abandonment of standard tech in favor of unusual solutions. This is always present when a collapse of Tech occurs.

5. One SP was found in the middle of all this but after his departure the statistic did not recover so one can assume another SP was in the middle of it still or that the HGC remained PTS and didn’t separate from the SP found because he was so convincing, so reasonable and so persuasive as to why a Tech statistic must remain down.

-----

It is interesting that (1) above—Ceasing to rehab lower grades—would be absolutely fatal to any upper grades. Therefore this becomes policy:

**NO UPPER GRADE OF RELEASE MAY BE BEGUN NEWLY ON A PC UNTIL ALL LOWER GRADES ARE FULLY REHABBED TO FREE NEEDLE. THIS APPLIES TO ALL GRADES 0 TO VII.**

Regarding (2)—Invalidation of what a free needle is—and thus running past all free needles, let it be noted that this is an Auditor’s Code Break—continuing a process that has ceased to produce change—and is therefore a crime. This was wrong too long to be allowed to go wrong again. Thus we get the policy:

**AN AUDITOR WHO HAS BEEN FOUND TO HAVE OVERRUN A FREE NEEDLE ON A PRECLEAR MUST BE GIVEN AN ETHICS CHIT; AND IF THE ACTION IS SEVERAL TIMES REPEATED, ETHICS MUST ORDER A FULL REVIEW OF THE AUDITOR’S CASE INCLUDING AN EYESIGHT TEST AND CONDUCT A THOROUGH ETHICS INVESTIGATION AND HEARING.**

Note that a Mark V Meter run with too high a sensitivity does not give a marked change when a needle floats. Thus sensitivity must be reduced in ordinary running and increased only to get in rudiments. Then a free needle becomes more visible. A Mark V cranked up to 128 sensitivity looks like a floating needle all the time at a casual glance on most pcs. Sensitivity 5 is ample.

Also, meters go out of 5,000 ohm calibration and don't read on the M and F "Clear" reads and change of electrodes can change M and F "Clear" reads.

A free needle, if a process is overrun, vanishes with just one extra command so an auditor must be *alert*.

Please *also* note that this has been part of the Auditor's Code for ages—running past a flat point of a process has been forbidden since the first formulations of the Auditor's Code.

-----

Regarding (3)—Rehabilitation by using other processes—the HCO Bs on rehabs are very explicit. To run *another* process would clobber the pc. Thus we get the policy:

REHABILITATIONS MUST BE DONE BY REHABILITATING THE PC ONLY ON THE PROCESS OVERRUN AND ONLY BY STANDARD HCO BS ON REHAB PROCEDURE.

Re (4)—Unusual solutions—we get the policy:

ANY AUDITOR ACCEPTING AN UNUSUAL SOLUTION WITHOUT FILING A JOB ENDANGERMENT CHIT OR FOUND USING AN UNUSUAL SOLUTION MUST BE CHARGED WITH A CRIME AND GIVEN AN ETHICS HEARING. FAILING TO REPORT AN UNUSUAL SOLUTION ADVISED OR USED IS ALSO SO HANDLED. AN UNUSUAL SOLUTION IS ONE EVOLVED TO REMEDY AN ABUSE OF EXISTING TECHNOLOGY.

On (5)—Statistic failing to recover after an SP is spotted in a department gives us the 2 policies:

WHENEVER AN SP IS DISCOVERED AND DECLARED IN AN ORGANIZATION ALL HIS ASSOCIATES IN THAT PORTION OF THE ORG MUST BE CHECKED OUT FOR OR GIVEN AN S & D.

And

WHEN AN SP IS DISCOVERED IN AN ORGANIZATION, IS DISMISSED OR REMOVED AND THE STATISTIC DOES NOT RECOVER, ANOTHER SP MUST BE LOOKED FOR.

-----

It is noted that the general condition of the Completion Statistic of Dec 65 to Jan 66 could be attributed to the above gross errors.

It is now certain that (1) Rehabilitation of earlier grades, (2) Free Needle and (3) Rehabilitation by standard practice are primary targets in our technology for anyone seeking to mess it up and that unwitting tampering with these three things and lack of HCO Enforcement on them will reduce HGC statistics and prevent their recovery.

Of course one could also go mad in the opposite direction—( 1 ) rehabilitate earlier grades endlessly on a pc regardless of how many times a free needle had been obtained, (2) call any loosening up of a needle a free needle and (3) refuse to even 2-way comm with a pc under repair for overrun for fear it violates standard procedure for rehab.

The middle course is the correct course in this case. Relax and just be *very* sure the pc has been *properly* rehabbed to free needle on each grade up to the one one is

going to start by demanding the awards of release that were granted and if these weren't ever awarded, then do the rehabs necessary grade by grade. The only sticky point in this is that if a pc had ever been run on a higher grade without rehab of a lower, one must rehab "from the top down" at times, tackling the highest overrun first, but nevertheless doing all of them that were by-passed eventually.

The way to recognize a free needle is watch for one. When it happens you will see one. Then you will never afterwards wonder. The free needles available on a case can *all* be swallowed up by a failure to rehab all grades ever by-passed or overrun. If no free needles show up on a case at all then partially rehab any grade available for rehab back and forth until one has one of them go free needle and then get a free needle on the remainder. Life can also be an overrun and a pc never audited will respond to a rehab of "something overdone". This doesn't mean the pc *went* release before Scientology—it means that *purpose* overrun then jams—rehab of life situations of overrun consists of hitting the *purpose* that was overrun and when this is hit, the pc goes release in PT and was not a release in the past. An example is an overrun located in 20 AD when the person, alert to Christianity, decided to be good, made it and then *overran* it for 1945 years. When the *purpose* was found (to be good) and dated and the overrun spotted the needle went free. Rough auditing, bad TRs, "letting the pc Itsa", etc, can swallow up free needles. Also a totally ARC Broke meter that won't read at all with bad indicators all over the place won't record a read, looks sometimes like a floating needle, the difference being the pc has total bad indicators—sour, mean, sad, etc. A free needle occurs most often after a big cognition and the unskilled auditor looks *at the pc* who is being bright and interesting and just doesn't see the needle float, asks more questions and overruns, and the free needle vanishes—when a pc is cogniting, *look at the meter* not the pc. And the instant the TA starts up and the needle goes sticky suspect an overrun and check.

As for doing something else rather than Standard Procedure for rehab, plain ignorance can cause it. The auditor's desire to help the pc if unaccompanied by solid tech background leads to wild efforts, new processes and anything but cool standard procedure.

When the person checking out pcs is also the Case Supervisor, unusual solutions creep in. The most errors I've seen made by a Case Supervisor were made after he had seen the pc or talked with the auditor. Cases have to be run by report only and auditors have to be supervised and their sessions listened to by somebody else besides the Case Supervisor. Tech is Tech. There is such a thing as Standard Tech. Pc wild tales and hollow eyes and auditor hobbyhorses have to be kept off Case Supervisor lines. So there must be a person who checks out pcs and supervises auditors *and* their auditing *performance* but who never opens his or her face to suggest instructions about the pc and only writes down that the auditor is rough or the process is flat or the process is overrun. The Case Supervisor lives in an Ivory Tower. Sounds strange but unless it's done that way, wild departures from Standard Rehab Procedure and from Standard Tech in general will occur. Hell, all psychiatry went down that drain—the desperate patient, the desperate measures. Squirrelling stems from the Case Supervisor being the auditor supervisor and the pc interviewer. Oil, water, being in two divisions, Commies and Fascists, dogs and cats, won't mix. Neither will the personal contactor of auditors and pcs and the Case Supervisor ever successfully stay crossed. The individual practitioner breaks down only because he does both auditing and Case Supervision. Auditing is an organization action which is why today we have Field Staff Members and HGCs.

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Additional notes of things discovered in the investigation of the plummeted statistic on Completions were:

1. Auditors rabbiting out of uncertainty and so stumbling past End Phenomena and floating needles.
2. Case Supervisor getting auditors to ask leading questions on Pr Pr 2—"Ask the pc if he is interested in Medical Practices."

3. D of P: "Find out what the needle is floating on."
4. Case Supervisor: Told auditor that a floating needle was not the End Phenomenon of a Process in which "the TA had to be run out".
5. Lack of knowledge and understanding of the Technology and not knowing the difference between such things as Anaten, Secondaries and Engrams by Case Supervisor, D of P, and so confusing auditors.

-----

Of course the one thing one can't technically overcome is an SP keeping an area messed up. His case doesn't improve because of his intentions and overts and fear of people getting better or being bigger than he. When an SP dominates an area, only Ethics actions can handle.

The *primary* indicator of the presence of an SP in an org is a plummeting statistic immediately after he starts handling a portion of it.

Indifferent leadership, even inaction, can't drive a statistic down. Only active suppression can.

So watch the statistics and don't get reasonable when they fall. Either outside the org suppression has been brought down on that portion of the org, making it PTS or there is an SP there. The final answer is what happened just before the statistic fell. If a new appointment was made and it fell, unappoint it *fast*. If nothing cures the down statistic find the SP or handle the PTS situation because one or the other is *there*.

Completions stayed down for 15 years. Then we found auditors never noticed free needles. Now for Heaven's sakes, 15 years was enough. Don't repeat the error!

It *does* work you know.

L. RON HUBBARD

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HCO BULLETIN OF 11 FEBRUARY 1966

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

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

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

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

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

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

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

-----

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

-----

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

-----

Gently, gently, smooth TRs get you free needles.



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

-----

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

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

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

-----

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

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HCO BULLETIN OF 12 FEBRUARY 1966

Remimeo  
Staff Auditors' Hats  
Tech Hats  
Qual Hats

**THE "DANGEROUS AUDITOR"**

We long have had a term for an auditor who consistently did things that were upsetting to a pc's case. We call this a "dangerous auditor".

There are certain exact specific actions or omissions that make such an auditor dangerous.

These are:

1. Breaks the Auditor's Code or ignores it as "only applying in certain cases".
2. Audits past floating needles or directs additional auditing on that process when a floating needle has occurred.
3. Ceases to audit a process before the needle has gone free.
4. Starts a new grade of release without rehabilitation or making sure at least by record that an earlier grade has been rehabbed and was not overrun.
5. Does not locate the right SP on S & D but over or under lists or misses while assessing.
6. Goes on auditing the pc after an ARC Break without caring for the ARC Break (and believes it possible or usual to continue past one).
7. Consistently has hostile and derogatory opinions about his pcs.

These are the really dangerous points that make an auditor who does them dangerous.

(This list is composed by tracing back upset cases to the errors which made the upset.)

An auditor who merely makes the five Gross Auditing Errors is just a bad auditor. (See HCO B 21 Sept 65 "Out Tech".)

A dangerous auditor often seems to be quite accomplished, but does the above. On some pcs he seems to get away with it and so will argue the virtue of his approach or violations. But on the next pc he doesn't and has a mess on his hands.

A "careful" auditor is not necessarily not dangerous. One doesn't audit carefully. One audits with a relaxed competence that follows the rules and avoids the errors listed above.

There is no compromise for knowing one's business.

Most auditors, when they are trained and no longer make the 5 Gross Auditing Errors, become very excellent auditors and do a fine job and I am proud of them.

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*SCIENTOLOGY II*

*PC LEVEL O—IV*

**DEFINITION PROCESSES**

The first thing to know about DEFINITION PROCESSES is that they are separate and distinct and stand by themselves as processes.

In *The Book of Case Remedies* we find on page 25 REMEDY A and REMEDY B.

These two remedies *are* A and B because they handle a primary source of worry to supervisors *and* auditors.

**AUDITING STYLE**

Each level has its own basic auditing style.

The Auditing Style of Level II is Guiding Style. The Secondary Style is GUIDING SECONDARY STYLE or Guiding S Style.

**ASSISTS**

An assist is different from auditing as such in that it lacks any model session. Assists are normally short periods of auditing but not always. I have seen a touch assist go on for months at the rate of 15 minutes a day, two or three days a week. And it may take hours to do a touch assist on an accident victim. What characterizes an assist is that it is done rapidly and informally and anywhere.

“Coffee Shop Auditing” isn’t really an assist as it is usually done over coffee too casually to be dignified by the name of auditing. The pc is never informed at all of the existence of a session.

The pc, in an assist, is however informed of the fact and the assist is begun by “This is the Assist” and ended by a “That’s it”, so an assist, like a session, has a beginning and an end.

The Auditor’s Code is observed in giving an Assist and the Auditing Comm Cycle is used.

As an Auditor one sets out in an Assist to accomplish a specific thing for the pc like relieve the snivels or make the ache in the leg better. So an Assist also has a very finite purpose.

**SECONDARY STYLES**

Every level has a different primary STYLE OF AUDITING. But sometimes in actual sessions or particularly in Assists this Style is altered slightly for special purposes. The Style altered for assists is called a SECONDARY STYLE. It doesn’t mean that the primary style of the level is merely loosely done. It means that it is done a precise but different way to accomplish assists. This variation is called the SECONDARY STYLE of that level.

**REMEDIES**

A Remedy is not necessarily an Assist and is often done in regular session. It is the Remedy itself which determines what auditing style is used to administer it. Some Remedies, as well as being used in regular sessions, can also be used as Assists.

In short, that a process exists as a Remedy has no bearing on whether it is used in an Assist or a Model Session.

## GUIDING STYLE

The essence of Guiding Style is:

1. Locate what's awry with the pc.
2. Run a Repetitive Process to handle what's found in 1.

In essence—steer the pc into disclosing something that needs auditing and then audit it.

## GUIDING SECONDARY STYLE

Guiding Secondary Style differs from proper Guiding Style and is done by:

1. Steering-the pc toward revealing something or something revealed;
2. Handling it with Itsa.

Guiding Secondary Style differs from Guiding Style only in that Guiding Secondary Style handles the matter by Steer + Itsa. Guiding Style Proper handles the matter with Steer + Repetitive Process.

## DEFINITIONS PROCESSING

Definitions Processes, when used as Remedies, are normally processed by Guiding Secondary Style.

Both Remedies of *The Book of Case Remedies A* and *B* are Guiding Secondary Style in their normal application.

One would expect them to be used by a Class II Auditor.

One would expect the Assist to last 10 or 15 minutes, perhaps more, but less than a regular session would take.

One would expect that any case in a PE class, any student that was getting nowhere, would be handled by the Instructor with Guiding Secondary Style using Remedies A and B as precision processes.

## REMEDY A PATTERN

One would *not* expect the person or student in trouble to be turned over to another student for handling. It's too fast, sharp and easy to handle that trouble oneself if one is Class II or above and far more certain. You can do it while you'd be finding another student to do the auditing. It would be uneconomical in terms of time not to just do it right then—no meter—leaning up against a desk.

The auditor's patter would be something like what follows. The pc's responses and Itsa are omitted in this example.

"I am going to give you a short assist." "All right, what word haven't you understood in Scientology?" "Okay, it's pre-clear. Explain what it means." "Okay, I see you are having trouble, so what does *pre* mean?" "Fine. Now what does *clear* mean?" "Good. I'm glad you realize you had it mixed up with *patient* and see that they're different." "Thank you. That's it."

In between the above total of auditing patter, the student may have hemmed and hawed and argued and cognited. But one just steered the pc straight along the subject selected and got it audited and cleaned up. *If* the student gave a glib text book definition after challenging the word preclear, we wouldn't buy it, but would give the student a piece of paper or a rubber band and say "Demonstrate that." And then carry on as it developed.

And that would be Remedy A.

You see it is precision auditing and is a process and does have an Auditing Style. *And* it works like a dream.

You see this is Steer + Itsa as to its style. And that it addressed the *immediate subject*.

What makes A Remedy A is not that it handles Scientology definitions, but that it handles the immediate subject under discussion or study.

## REMEDY B

What makes Remedy B Remedy B is that it seeks out and handles a *former* subject, conceived to be similar to the immediate subject, in order to clear up misunderstandings in the immediate subject or condition.

Remedy B, run on some person or student, would simply be a bit more complex than Remedy A as it looks into the past.

A person has a *continuous* confusion with policy or auditors, etc. So one runs B like this (the following is auditor patter only):

“I’m going to give you an Assist. Okay?” “All right. What subject were you mixed up with before Scientology?” “I’m sure there is one.” “Okay. Spiritualism. Fine. What word in Spiritualism didn’t you understand?” “You can think of it.” “Good. Ectoplasm. Fine. What was the definition of that?” “All right, there’s a dictionary over there, look it up.” “I’m sorry it doesn’t give the spiritualist definition. But you say it says *Ecto* means *outside*. What’s *plasm*?” “Well, look it up.” “All right. I see, *Ecto* means *outside* and *plasm* means *mould* or *covering*.” (Note: You don’t always break up words into parts for definition in A & B Remedies.) “Yes, I’ve got that. Now what do you think spiritualists meant by it?” “All right, I’m glad you realize that sheets over people make ghosts ghosts.” “Fine, glad you recalled being scared as a child.” “All right, what did the spiritualist mean then?” “Okay. Glad you see thetans don’t need to be cased in goo.” “All right. Fine. Good. You had Ectoplasm mixed up with engrams and you now realize thetans don’t have to have a bank and can be naked. Fine. That’s it.” (Note: You don’t always repeat after him what the pc said, but sometimes it helps.)

Student departs still cogniting. Enters Scientology now having left Spiritualism on the back track. Doesn’t keep on trying to make every HCO Bulletin studied solve “Ectoplasm”, the buried misunderstood word that kept him stuck in Spiritualism.

## DEFINITIONS PURPOSE

The purpose of definitions processing is fast clearing of “held down fives” (jammed thinking because of a misunderstood or misapplied datums) *preventing someone getting on with auditing or Scientology*.

Remedies A and B are not always used as Assists. They are also used in regular sessions. But when so used they are always used with Guiding Secondary Style—Steer + Itsa.

As a comment, people who seek to liken Scientology to something, “Oh, like Christian Science,” are stuck in Christian Science. Don’t say, “Oh no! It isn’t like Christian Science!” Just nod and mark them for a fast assist or a session the moment the chance offers *if they seem very disinterested or aloof* when asked to a PE Course.

There’s weapons in that arsenal, auditor. Use them.

As Remedies A and B stand as the first and second given in *The Book of Case Remedies*, so before a large number of *potential* Scientologists stands the confusion of definitions.

We have made Scientology definitions easy for them by compiling a dictionary, using words new to people only when useful.

But those that don’t come along at all, are so wound up in some past subject they can’t hear or think when that earlier subject is restimulated. And that earlier subject is held down *only* by some word or phrase they didn’t grasp.

Some poor pawn howling for the blood of Scientologists isn’t mad at Scientology at all. But at some earlier practice he got stuck in with mis-definition of *its* terms.

You see, we inherit some of the effects of the whole dullness of Man when we seek to open the prison door and say, “Look. Sunshine in the fields. Walk out.” Some, who need Remedy B say: “Oh no! The last time somebody scratched the wall that way

I got stupider.” Why say, “Hey. I’m not scratching the wall. I’m opening the gate”? Why bother. He can’t *hear you*. But he can hear Remedy B as an assist. *That’s* the channel to his comprehension.

## UNDERSTANDING

When a person can’t understand something and yet goes on facing up to it, he gets into a “problems situation” with it. There it is over there, yet he can’t make it out.

Infrequently (fortunately for us) the being halts time right there. Anything he conceives to be similar presented to his view is *the* puzzle itself (A=A=A). And he goes stupid. This happens rarely in the life of one being, but it happens to *many* people.

Thus there aren’t many such messes in one person in one lifetime that have to be cleaned up. But there are a few in many people.

The cycle of Mis-definition is:

1. didn’t grasp a word, then
2. didn’t understand a principle or theory, then
3. became different from it, commits and committed overts against it, then
4. restrained himself or was restrained from committing those overts, then
5. being on a withhold (inflow) pulled in a motivator.

Not every word somebody didn’t grasp was followed by a principle or theory. An overt was not committed every time this happened. Not every overt committed was restrained. So no motivator was pulled in.

But when it *did* happen, it raised havoc with the mentality of the being when trying to think about what seem to be *similar subjects*.

You see, you are looking at the basic incident + its locks as in a chain of incidents. The charge that is apparently on the lock in present time is actually only in the basic incident. The locks borrow the charge of the basic incident and are not themselves causing anything. So you have a basic misunderstood word which then charges up the whole subject as a lock; then a subject charging up similar subjects as locks.

Every nattery or non-progressing student or pc is hung up in the above 1, 2, 3, 4, 5 cycle. And *every* such student or pc has a misdefined word at the bottom of that pile. If the condition is new and temporary it’s a Scientology word that’s awry. If natter, no progress, etc, is *continuous* and doesn’t cease when all is explained in Scientology or when attempts to straighten up Scientology words fail, then it’s an earlier subject at fault. Hence, Remedies A and B. Hence Guiding Secondary Style. Hence, the fact that Definitions Processes *are* processes. And VITAL processes they are if one wants a smooth organization, a smooth PE, a smooth record of wins on all pcs. And if one wants to bring people into Scientology who seem to want to stay out.

Of course these Remedies A and B are early-on processes, to be audited by a Class II or above on a Level 0 or I pc or student. However, some in Scientology, as of this date, are studying slowly or progressing poorly because A and B haven’t been applied.

One expects that very soon, now that auditors have this data, there will be nobody at upper levels with his definitions dangling.

L. RON HUBBARD

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# CERTAINTY

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## What Is Greatness?

**L. Ron Hubbard**

The hardest task one can have is to continue to love one's fellows despite all reasons he should not.

And the true sign of sanity and greatness is to so continue.

For the one who can achieve this, there is abundant hope. For those who cannot, there is only sorrow, hatred and despair, and these are not the things of which greatness or sanity or happiness are made.

A primary trap is to succumb to invitations to hate. There are those who appoint one their executioners. Sometimes for the sake of the safety of others, it is necessary to act, but it is not necessary also to hate them.

To do one's task without becoming furious at others who seek to prevent one is a mark of greatness—and sanity. And only then can one be happy.

Seeking to achieve any single desirable quality in life is a noble thing. The one most difficult and most necessary to achieve is to love one's fellows despite all invitations to do otherwise.

If there is any saintly quality, it is not to forgive. "Forgiveness" is a much lower level action and is rather censorious.

True greatness merely refuses to change in the face of bad actions against one—and a truly great person loves his fellows because he understands them.

After all, they are all in the same trap. Some are oblivious of it, some have gone mad because of it, some act like those who betrayed them. But all, all are in the same trap—the generals, the street sweepers, the presidents, the insane. They act the way they do because they are all subject to the same cruel pressures of this universe.

Some of us are subject to those pressures and still go on doing our jobs. Others have long since succumbed and rave and torture and strut like the demented souls they are.

To re-save some of them is a dangerous undertaking. Were you to approach many ruling heads in the world and offer to set them free (as only a Scientologist can) they

would go berserk, cry up their private police and generally cause unpleasantness. Indeed, one did—he was later assassinated by no desire of ours but because of the incompetence of his own fellows about him. He could have used Scientology. Instead, he promptly tried to shoot it down by ordering raids and various berserk actions on Scientology organizations. That he was then shot had nothing to do with us, but only demonstrated how incompetent and how mortal he really was.

As we become stronger, we can be completely openhanded with our help. Until we do, we can at least understand the one fact that greatness does not stem from savage wars or being known. It stems from being true to one's own decency, from going on helping others whatever they do or think or say and despite all savage acts against one; to persevere without changing one's basic attitude toward Man.

A fully trained Scientologist is in a far better position to understand than a partly trained one. For the Scientologist who really knows is able not only to retain confidence in himself and what he can do, but also can understand why others do what they do and so knowing, does not become baffled or dismayed by small defeats. To that degree, true greatness depends on total wisdom. They act as they do because they are what they are—trapped beings, crushed beneath an intolerable burden. And if they have gone mad for it and command the devastation of whole nations in errors of explanation, still one can understand why and can understand as well the extent of their madness. Why should one change and begin to hate just because others have lost themselves and their own destinies are too cruel for them to face.

Justice, mercy, forgiveness, all are unimportant beside the ability not to change because of provocation or demands to do so.

One must act, one must preserve order and decency, but one need not hate or seek vengeance.

It is true that beings are frail and commit wrongs. Man is basically good but can act badly.

He only acts badly when his acts done for order and the safety of others are done with hatred. Or when his disciplines are founded only upon safety for himself regardless of all others; or worse, when he acts only out of a taste for cruelty.

To preserve no order at all is an insane act. One need only look at the possessions and environment of the insane to realize this. The able keep good order.

When cruelty in the name of discipline dominates a race, that race has been taught to hate. And that race is doomed.

The real lesson is to learn to love.

He who would walk scatheless through his day must learn this.

Never use what is done to one as a basis for hatred. Never desire revenge.

It requires real strength to love Man. And to love him despite all invitations to do otherwise, all provocations and all reasons why one should not.

Happiness and strength endure only in the absence of hate. To hate alone is the road to disaster. To love is the road to strength. To love in spite of all is the secret of greatness. And may very well be the greatest secret in this universe.



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 8 MARCH 1966

Exec Secs' Hats  
ES Comm Qual Hat  
HCO Sec Hat  
Dir 1 & R Hat  
Ethics Hat  
Tech & Qual Hats  
LRH Comm Hat

Exec—HCO—Tech—Qual  
Ethics

U R G E N T

**HIGH CRIME**

Effective 1 June 1966

In any instance of a heavily falling statistic in Tech or Qual or a chronically low statistic in Tech or Qual in an org or in any org which has chronically low statistics in all divisions:

The Ethics Officer must look for this policy violation which is the highest crime in Tech and Qual:

TOLERATING THE ABSENCE OF, OR NOT INSISTING UPON STAR-RATED CHECK OUTS ON ALL PROCESSES AND THEIR IMMEDIATE TECHNOLOGY AND ON RELEVANT POLICY LETTERS ON HGC INTERNES OR STAFF AUDITORS IN THE TECH DIV OR STAFF AUDITORS OR INTERNES IN THE QUAL DIV FOR THE LEVELS AND ACTIONS THEY WILL USE BEFORE PERMITTING THEM TO AUDIT ORG PCS AND ON SUPERVISORS IN TECH AND QUAL WHO INSTRUCT OR EXAMINE OR FAILING TO INSIST UPON THIS POLICY OR PREVENTING THIS POLICY FROM GOING INTO EFFECT OR MINIMIZING THE CHECK OUTS OR LISTS.

If an Ethics Officer or any person in HCO Dept 3 discovers this high crime to exist he must report it at once to the HCO Area Secretary.

The HCO Area Secretary must at once order a thorough investigation into any and all persons who might have instigated this high crime and report the matter to the HCO Exec Sec.

The HCO Exec Sec must then convene a Committee of Evidence with the persons accused as interested parties and must locate amongst them the suppressive or suppressives by the "reasonableness" of their defence, state of case and other signs.

The Committee of Evidence must declare the located S.P. suppressive by HCO Ethics Order and dismiss.

If any Ethics Officer, Director of I & R or HCO Area Secretary fails to obtain co-operation by superiors in carrying out this Policy Letter quickly then he or she must inform the LRH Communicator.

The LRH Communicator must then cable full particulars to Worldwide.

The Worldwide AdCouncil must then carry out this policy letter expeditiously and at any cost.

If the HCO personnel making this discovery cannot obtain action in any other way he or she must go outside the org and cable LRH Comm WW and his actions and costs in so cabling will be reimbursed on claim to WW and his post will be fully protected.

If the AdCouncil WW suspects this policy not to be in full force in any org despite assurances an HCO WW personnel must be sent to that org to investigate and may be deputized to remove either or both Exec Secs of that org by Comm Ev on the spot or at WW.

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It has been discovered that failure to check out, Star-Rated, the Tech and Qual HCO Bs applying to levels being audited or taught or examined and their processes and the data used in Review and relevant policy on those using the material in orgs results in a crashed Division 4 completion statistic, crashed income and low statistics throughout and a failing org and was the reason through 1965 for struggling orgs—the public would not pay more for service than it was worth to them and with this policy out, the service was not worth very much.

It has been found that a suppressive person will discourage this check out policy as one of his first actions.

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This policy applies whether an auditor has been trained or not with star-rated check outs. Staff and Review auditor and Supervisor are special technical status grades and one cannot consider this double training.

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“Star-Rated” means = 100 percent letter perfect in knowing and understanding, demonstrating and being able to repeat back the material with no comm lag.

Org Exec Sec Communicator for Qual WW is the final authority for any check sheets on this matter and is responsible for preparing and standardizing them from time to time. But the lack of a check sheet from ES Comm Qual WW does not set aside any provision or penalty of this policy letter.

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This policy letter is issued in the complete knowledge that the absence of this policy in full effect is the primary reason for orgs not growing and is based on actual experience.

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The only higher crime I could think of would be to pretend to have an org but have no technical personnel on staff in Tech or Qual. That is suppressive also and will crash an org. Handle it similarly to the above.

L. RON HUBBARD

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[Added to by HCO PL 21 November 1971, *Scientology Courses Examination Policy*, OEC Volume 5, page 139, which made it firm policy that anyone examining a student for certification on any Scientology Course, including Admin, must have first star-rated related Policies, HCO Bs or other issues before writing or grading exams.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 APRIL 1966

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

(Tech Div)

(The original issue of this HCO B contained a number of typographical errors- Please replace your copy with this corrected issue. The original copies should be returned to the HCO Area Sec.)

### DIANETIC AUDITING COURSE

The first requisite of any auditor trainee is to find and run secondaries and engrams on a preclear, preferably a fellow student, and to have secondaries and engrams run on self.

Due to the fantastic speed of results today it is not possible for a student to get enough auditing experience using the standard tech of 0 to VI.

To remedy this we use dolls for model session practice and learning the processes.

But even further training is needed, using live preclears.

The tech used is that of Book I, *Dianetics. The Modern Science of Mental Health*, but omitting the countdown and canceller, this not being necessary today and using instead a simple "Start of Session" and "End of Session" and then running the engram.

Do not try to use past track incidents. The preclear may eventually fall into these but try instead for current lifetime.

Try first for secondaries (moments of misemotion) particularly loss. Try to find these on a gradient, first trying for minor losses and eventually locating the death of a loved one.

Certain pcs (Black Vs they used to be called) are not able to run track incidents but try to coax them through incidents of loss on a gradient (small losses first) and then get on with it. They usually will get visio on incidents turned on if this is done.

There is a complete method of running engrams on anyone, developed by me about three years ago whereby the date is found then the duration of the incident. This always permits an incident to be run with visio.

Don't try for sonic.

Get the pc to regress to the moment of the incident.

Don't try to run them conceptually with the pc in present time.

Emphasize getting the pc to start at the beginning and go through to the end several times. Don't be too keen on repeater technique to get phrases. They show up if you get the pc to run through the incident a few times.

When the pc can run secondaries successfully try for actual engrams.

Once again try for light incidents like a pinprick and graduate up to real engrams—moments of real pain and unconsciousness.

Most students shy off actual secondaries and engrams and try to run conceptual blah that could never have affected anyone's life with the pc in PT. This alone is the cause for failure of case gain running secondaries and engrams.

Don't try to pull withholds, etc, or handle present time problems but send the pc who ARC Breaks *with the auditor* (not with life) to Qual at once for an ARC Break assessment. DON'T CONTINUE TO AUDIT AN ARC BROKEN PC who has ARC Broken with an auditor.

All Ethics data applies—don't audit a Potential Trouble Source. If you encounter an SP (no case gain no matter what you do) send to Ethics. Lack of Ethics facilities and Ethics know-how was the primary reason Dianetics occasionally didn't work. So the new student has to be gened in on:

1. If pc starts chopping auditor send to Qual *at once*.
2. Suppressives.
3. Potential Trouble Sources.
4. The org pattern showing Tech Div and Qual.

E-Meters must be used and regardless of whether the student knows anything about them or not the pc "must be on the cans". We don't care if the student learns much or little about meters at this stage but a bright student will catch on fast. There is no E-Meter training at this stage.

The texts supplied the student are those which cover I to 4 above, *Dianetics the Modern Science of Mental Health* which he must buy or own and an E-Meter he must buy or borrow but may not be lent by the school.

There is real magic in running secondaries and engrams. I have seen the most fantastic recoveries from running merely a secondary (most spectacular recoveries with secondaries were obtained from running the death of an ally). I have seen severe physical ailments—heart disease, arthritis, malfunction, allergies, impotency, frigidity, lameness, etc, through the catalogue of human ills—vanish or reduce on properly running engrams to erasure. We are *not* in healing but we have a fantastic success with Dianetics in this activity.

No auditor will ever be worth very much unless he has come in the right way—through Dianetics. The concept of physical and mental difficulty stemming from a mental image picture was a great discovery and the technology of erasing such pictures as developed must not be lost in our trained Scientologists. This very instant I know of 3 cases with whom I am in daily contact whose whole lives would be changed by finding and running the incident necessary to solve the case. I have seen a woman who looked 60 appear 20 after 9 hours of auditing out a single secondary (the recent death of her husband).

When we originally tried to teach this technology (running of secondaries and engrams, 1950-1952) we had no Ethics, we were at that time already drowned with SPs. Auditors weren't duplicating tech. They often couldn't even state the basic definitions of "secondary" or "engram". They steered the pc all over the track or let him wander like a lost soul. They tried to force the pc to run the auditor's aberrations. And it was a jolly old mess ! But those few I taught personally and simply had, as any old-timer will tell you, the most fantastic successes with incredibly low effort by the auditor.

It's just a picture, secondary or engram. The whole of the technique is just finding the incident the pc is "in", running the pc through the incident, beginning to end, several times and not letting him digress and letting him come up the tone scale *past* boredom to enthusiasm by doing so. When I think of the millions of words I have had to speak or write just to get that terrible simplicity across, I see it can be bent as technology in a thousand thousand ways.

The student has today guides he never had in 1950-52. He has the Auditor's Code, the actual responses of the E-Meter, Ethics and the final solution of how to turn on visio even in SPs as per three years ago.

The startling gains of the exact tech of 0-VII of course overawe the old plodder of 1950. But there is a sting here as far as training goes. No understanding of the mind is complete without a thorough grasp of secondaries and engrams and running them. I have seen a person trained up to a high level who suddenly flopped at V because he had no faintest notion of *what* he was auditing.

The budding psycho-analyst gets the shock of his life when he sees there IS SOMETHING THERE. Before us, people thought the brain had short circuits in it (psychologists and psychiatrists) or that a beast called a Censor lived in a dungeon in it (Freud), or that evil spirits haunted one (Christianity).

The whole answer to the mind is mental pictures and masses created by the thetan. There is no other source or cause of aberration. Unless a student knows this he will never make a good auditor and Scientologist. The only early way to get a reality on it is to audit secondaries and engrams and be audited through them. One does encounter all this phenomena by the time one is a Grade VII even though not audited on Dianetics. BUT students beginning their training are not Grade VII. And unless they have actually audited or been audited on secondaries and engrams they will never, even though Grade VII, really have a reality on why people act as they do or the complex nature of the bank.

*Dianetics the Modern Science of Mental Health* was written before whole track was known. It made releases like mad but they were then overrun like mad. It failed only on SPs and PTSs. It was and is the answer to psycho-somatic ills and *human* aberration.

My results with Dianetics were not often duplicated because:

1. I stopped when the ability of the pc on any one subject was regained.
2. I audited smoothly.
3. I didn't use the subject to invalidate the pc (see *Original Thesis* on why auditing works).

Many auditors *did* duplicate my results and made "clears" which we now call releases due to *total* Clear being so much higher.

That we are today making a TOTAL Clear as well as Operating Thetans is completely out of comparison with what Dianetics was trying to do.

Scientology is the route from human being to total freedom and total beingness. Dianetics was the route from aberrated or aberrated and ill human to capable human. This step had never before been achieved in Man's history.

Oddly, the step from human being to a spirit had been achieved, if rarely, but was not generally credited (Buddhism, other spiritual practices, even Christianity). Scientology *really* achieves it and for the first time with TOTAL stability, no relapse and invariably one for one. Nevertheless Man had an inkling of the goals of Scientology even though he considered them almost beyond God.

But Man had no inkling whatever of Dianetics. None. This was the bolt from the blue. Man was hacking and sawing and shocking and injecting and teaching and moralizing and counselling and hanging and jailing men with enthusiasm without any idea at all of what caused Man to behave as he did or what made him sick or well.

THE answer was and still is Dianetics.

As we can now go directly toward total freedom on a precise and narrow roadway without any IFs and as it can be done by a human being in about a year minimum time due to my discarding of all non-essentials, by developing the *exact* steps and techniques of administration, and as the result is so hugely startling grade to grade compared to anything anybody had ever even dreamed of and as the final result was never before known in this universe, we tend to turn up our noses at poor little old Dianetics.

But it was the grandpa, the ancestor, the basic discovery which led to and the reason for Scientology.

AND we have the gigantic problem amongst us that Scientology works too fast in an auditor's hands and forbids him to overrun a result. Therefore HOW CAN HE EVER LEARN TO AUDIT? He can't, running Scientology, as he'll never get enough practice on live pcs.

Dianetics, however, has a virtue we never would have called one in 1950. It is slow. You can grind away on a secondary for hours. You can one by one whittle down a chain of related engrams for days, even weeks. You can audit a pc for a long, long time. And you *can* get auditing practice.

Now just one change—have the pc sit in a chair in Dianetic sessions. No reason to use a couch. Thus the auditor has the same set-up as in grade auditing. The same approach and patter he will use in his standard Scientology grade auditing **MUST** be used in this Dianetic auditing or the practice will not train one to do Scientology auditing. (Yes, I know the pcs will roll up in a ball or leap into the air, but this is a hazard of the trade! Put such a pc seated on the floor after one roll off from a chair.)

And one Supervisor caution: Tell such students to watch that tone arm for reading at clear read and watch the needle for a float and if they see the release phenomena occur to *gently ease off* the session without even one more command “to go on” or any other command. Unless you watch this you will overrun some pc on a release grade. (Also tell him what to do in case of a pc refusing to co-operate or chopping the auditor—send to Qual quick.)

Dianetics is easy to do.

1. You say, “Start of Session.”
2. You locate an incident (an actual past happening).
3. You tell the pc to GO to the beginning of it.
4. When the pc says he's there the auditor tells the pc to go through it to the end and say what is happening as he goes along.
5. When the pc reaches the end of it, the auditor tells the pc to go to the beginning of the *same* incident.
6. When the pc has, the auditor tells him to GO through it (not “again”) and say what is happening.
7. Repeat 5 and 6. Repeat 5 and 6. Repeat 5 and 6.
8. When the pc is up to tone 4.0 (cheerful) on it, repeat 2.
9. On the new incident repeat 3 to 7.
10. When the new incident has come up to tone 4.0, repeat 2.
11. Repeat 3 to 7.
12. When the new incident has come up to tone 4.0, repeat 2.

13. At end of the body of the session tell the pc to spot the environment a few times.
14. End the session by saying, "End of Session."

That's Dianetic auditing.

Refined, one can handle "bouncers" or "denyers", etc. But frankly, I found the pc would only reach to these when he was in over his head and the gradient of incident selected had not been followed. If you choose incidents IN THE PC'S CONSCIOUS RECALL not by flash answer or meter the refinements aren't necessary. You just do 1 to 12.

The ORIGINAL version of Dianetic auditing was all done on a gradient. One searched nothing out by meters or trick questions or tests or flash answers. One got what the pc could comfortably face and audited it. If the auditing was smoothly done, the next incident was tougher *but* the pc was comfortable in facing it. In that way the incidents (secondaries or engrams) become progressively more horrifying but the pc is quite comfortable facing each one in turn. This is what is meant by "gradient"—it is a steepening or an increasing from the slight to the heavy. But you see the pc *smoothly audited is* gaining ability and confidence all the time and so can face more and more violence in his past. It's all there in pictures. Blackness is either his unwillingness to face things or his basic bank. It cures (vanishes) if you do it by gradients. And the pc soon can see pictures very well.

Therefore IF your student is becoming a good auditor all you need to do is look at his pc. If the pc is more confident and cheerful, then the auditor is learning and doing well. If the pc isn't, the auditor has a rough spot and should go to cramming. If this doesn't work, training being good, then the auditor is probably an SP who has no idea of helping the pc at all but is using "auditing" to bust somebody up.

Dianetics is too easy, really, for the student to conceive that his minimum mild actions will produce such fabulous results. So the auditor feels called upon to *add*. Additives are what checked Dianetic results in the vast majority of cases that were checked.

The pc who wants to "psycho-analyze" (talk) by the hour isn't getting audited and isn't going to get any better. This pc simply isn't under auditor control so the auditor's control *and* TRs are at fault. (Pcs explain this sometimes by saying they're "cogniting" whereas a cognition is rather quick, not an hour's maundering.)

The pc has to be told what is expected of him. "We're going to find an incident in your life of which you have an exact record. Then by sending you through it at the moment it happened several times we're going to erase it. Just do what I tell you and all will be well. Do you have any questions about that?" That *exact* quote must be made to the pc who has not been Dianetically audited (which includes many Scientology pcs too) and the pc must understand it and be satisfied he does before locating and running incidents.

Very bad off pcs jump about on the "time track" and really need only grade auditing. Such pcs should be rejected for the purposes of this Dianetic auditing and sent to any Hubbard Guidance Centre.

Some pcs just won't get the idea and just won't run incidents. Simply reject for these purposes and send to the HGC.

Some pcs are so snarly and choppy even before meeting the auditor, they have to be sent to Qual and afterwards only to the HGC as they're no good for this. They'll make it, but are not easy enough to afford any training to a student.

Some pcs are simply Ethics cases (SPs and PTS) and these too should be rejected for this purpose. The PTS is known by "roller coastering" (Coney Island fast up and down quarter-mile of aerial railway). They slump. So they're Ethics cases.

If a pc ARC Breaks suddenly or seems very sad after auditing it's an ARC Break with the auditor and needs Qual attention—and the student auditor should be looked over very carefully as a possible Ethics case.

-----

Engrams are hard to run in a room full of auditing teams. So if possible one should assign the auditing to be done after class hours in their lodgings.

-----

The way to fit this programme of Dianetic auditing into training in general must be worked out and is left to the Org Exec Sec WW who may from time to time issue, through the Org Executive Secretary's Communicator for Tech, Sec Eds covering its arrangements and materials to study (check sheets). In the absence of such Sec Eds an Academy may make up its own. It is possible to make it a whole new course with an equivalent of the old Hubbard Dianetic Auditor certificate. And one recalls that a course not even vaguely as good as this one can be was the course on which all others have been based since 1954. The course outlined herein is a smoothed version of the course I personally taught in 1950 to thousands.

-----

“Secondary” in its original use meant “a moment of loss” and incidents should be chosen on that basis.

A secondary derives all its power from an underlying engram (containing real pain and unconsciousness).

Therefore many, many secondaries (which bury engrams) must be taken off the case first and the job thoroughly done before engrams should be approached in auditing. Secondaries may again be approached when engrams seem to have been “all cleaned up”.

This alternation of:

1. Take off a lot of secondaries
2. Take off a lot of engrams—should be followed one after the other.

Past life incidents are handled just like any other secondaries and engrams. A “past life” and memory of it is buried under the terrific loss of possessions and body and natural recall can be restored by just general Dianetic auditing as given in this HCO B. No special attention is required.

Do not run prenatal or birth engrams unless they come up naturally. The pc must run only consciously recalled incidents. He need not recall the details consciously. Only that the incident happened.

-----

The state of release attained by Dianetic auditing is probably below Grade 0 and should be regarded as such and is declared by Qual as “Dianetic Release”—no grade number being given.

THE MATERIAL IN THIS HCO B TAKES PRECEDENCE OVER ANY DIANETIC MATERIAL, BOOKS OR TAPES INCLUDING *DIANETICS THE MODERN SCIENCE OF MENTAL HEALTH* WHERE A CONFLICT MAY OR MAY SEEM TO EXIST.

L. RON HUBBARD  
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 JUNE 1966

Remimeo  
Tech Div Hats  
HGC Auditors  
Qual Div Staff

**S & D COMMANDS**

WHAT PERSON OR GROUP HAS SUPPRESSED YOU?

The above is the listing question to be used when running an S & D.

Note: If you find a *group* on the list be sure to then do a represent list of that group.

Note: Do not do new lists where old lists exist. Use old lists.

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HCO BULLETIN OF 10 JUNE 1966  
Issue II

Remimeo  
Tech Div Hats  
HGC Auditors  
Qual Div Staff

**S & D—THE MISSED ITEM**

There are four points I want to get across to you.

1. ILLNESS = ONLY PTS
2. ONLY PTS = ILLNESS
3. ONLY A PTS CONDITION CAN MAKE A GRADE V (or any grade) SICK
4. A BAD S & D MAKES A PERSON SICK

Get it? GOOD!!

Now, if a person who has had an S & D gets sick, what do you know? You know that:

- (a) They are a PTS
- (b) The S & D was not properly done
- (c) An item was missed

NOTE: The missed item may be on a list that was made 2 or 3 years ago.

On the HCO B 5th February 1966 “S & D WARNING”, I *clearly* stated that “It is the action of *nearly* finding the right one that may make the pc ill”. One has restimulated the charge of the RIGHT item, but, has found and okayed the WRONG item.

A bad S&D is DEADLY.

A bad S & D can cause a dangerous physical condition. A bad S & D can land a pc in hospital (I know of two such cases where it did).

So please! PLEASE!! get this, it is so very important. Always, repeat, ALWAYS look for the MISSED item on a priorly done list when the pc gets sick.

Know your S & D bulletins, know your listing and nulling bulletin—THOROUGHLY—and you won't go wrong.

Let's fix up roller coasters, not help keep them roller coasting.

IT'S VERY EASY.

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HCO BULLETIN OF 20 JULY 1966

Remimeo

Required for  
Level IV Students  
TO REVIEW AUDITORS  
TO ETHICS OFFICERS

**THE TYPE TWO PTS**

It has been revealed at Saint Hill that HGC auditors and Review auditors are permitting their preclears to be sent through to Ethics for writing disconnection letters to any person or group which the preclear thinks to have been suppressive of him and then continuing the Search and Discovery to find the SP on the list.

This is improper. The auditor should continue the proper auditing of an S and D until the proper item on the list is found.

An Ethics Officer should only accept from a Type Two PTS, the proper SP found upon the completion of an S and D properly listed and nulled to one SP.

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
21—26 July 1966

** 6607C21	SHSBC-70	Dianetic Auditing
** 6607C26	SHSBC-71	The Classification Chart and Auditing

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HCO POLICY LETTER OF 21 JULY 1966

Remimeo

**TECH vs. QUAL**

The general rule is laid down that, except for Declaration of Grade, Certificate or Class, Tech shall attempt to handle all it can on all cases and students and only when Tech personnel consider it hopeless (or the student or pc is ready for Declare, Cert or Grade) shall the student or pc be sent to Qual.

“Review flat” is not now to be considered mandatory. The pc previously has been sent to the D of P and then to Qual to verify that a flat point has been reached. This routing is ended. If the *auditor* or Case Supervisor, either one, wants a check for the flatness of a process, only then is the pc sent to the D of P (not to Qual also). If the flatness indicates a grade has been attained the usual action is just send from auditor to Examiner in Qual.

To routinely and always send a pc for a flatness of process check is actually a violation of the Fast Flow Management System. It checks things which may be all right.

Review, when it finds a rehab incomplete, should quickly route the pc back to Tech. As a general rule, only when Tech is utterly at a loss does Review take over and audit the pc.

The Case Supervisor should keep and post HGC auditor “statistics” announcing goofs and wins. The Case Supervisor must require a retrain of an HGC auditor whenever a pc winds up being audited in Review. I always send the auditor to Interne Training for retrain whenever I have to send a pc to Review.

Processing today is very simple but very exact. The data is all there. That’s the only data. Don’t add any. Just do what the HCO Bs say. There are no exceptional cases.

HGC auditors who over-run just don’t know what a free needle is. They should ask a Clear to hold the cans so they can see one.

When you check for flatness on a process gone to free needle you may overrun it. For the auditor, the D of P and the Examiner and Review to check, each one, for flatness, will goof up a flat point every time.

For the Case Supervisor to neglect ordering retraining of his auditors when he finds pcs not doing well is a grave omission.

For Tech not to carry on trying and limply turn all bits and pieces over to Qual is to train Tech into weakness.

Two rules:

In Tech, when all else fails, *then* hand it over to Review.

In any difficulty, when all else fails, do what Ron says.

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HCO BULLETIN OF 27 JULY 1966

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All Orgs  
Tech Sec  
Qual Sec  
All Tech Hats  
All Qual Hats

(Qual Div)

**METER TRIM CHECK**

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

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

Low TA cases are not cracked by lower level auditing, and have to be handled with Power Processing. Erroneously calling a pc a "low TA case" could thus deny him lower level processes that he could win on.

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

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

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[This HCO B is replaced by HCO B 11 May 1969, *Meter Trim Check*, page 369.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**  
28 July—4 August 1966

- |            |          |                                    |
|------------|----------|------------------------------------|
| ** 6607C28 | SHSBC-72 | Dianetic Auditing and the Mind     |
| ** 6608C02 | SHSBC-73 | Suppressives and GAEs              |
| ** 6608C04 | SHSBC-74 | Dianetics, Scientology and Society |

Remimeo  
Tech Sec  
D of T

## ERRORS OF STUDENTS

The following list of common errors causing student flunks in the Saint Hill Special Briefing Course has been obtained from the Student Examiner by the Guardian WW:

### *Level 0*

*Theory*—Not knowing commands—model session.

*Written*—Not fully understanding what a Q & A is.  
The symptoms of Premature Acknowledgement.  
What a PTS is.

*Practical*—Poor TR 0.

*Auditing*—By-passing floating needles.  
Auditing PTS.  
Saying the needle floated below 2.0 on the Tone Arm.

### *Level I*

*Theory*—Not knowing what makes a meter read (female students mostly).  
Not knowing the various scales.

*Written*—Not understanding how an auditor can prevent a Pc from coming into PT in the CCHs.  
Q & A—not recognizing it in an auditing situation, (most students pass this written exam).

*Practical*—TR 9, not running TR 9 with fine clear intention.  
Too much force being applied when not necessary.

*Auditing*—Over-running—under-running.  
Saying Pc went Problems Release on Grade 0 Processes.  
Auditing over unflat ruds.  
By-passing FN.

### *Level II*

*Theory*—Missed W/Hs—understanding of. Model session.  
ARC Breaks and their relationship to overts and M/W/Hs.  
How to do Auditing by List.

*Written*—M/W/Hs and W/Hs—critical thoughts—ARC Breaks and what caused which.  
Study material—appreciation of.

*Practical*—Not knowing and understanding how to do Auditing by List.  
Reading meter through a D/N.  
Long comm lags with admin and asking next question.  
Bad TR 0.

*Auditing*—Additives to process—not stopping at floating needle or under-running.

### ***Level III***

*Theory*—How to do an ARC Break Assessment.  
Difference between By-passed Charge Assessment and ARC Break Assessment.  
When to stop doing ARC Break Assessment.

*Written*—The primary error in handling ARC Breaks.  
How to do listing and nulling.  
Confusing ARC Breaks with by-passed charge.

*Practical*—Goofing up nulling a list.  
Doing nulling through D/N.  
Turning the sensitivity up in the assessment.  
Not being able to clean the needle on the Pc.

*Auditing*—Not knowing what to do with CDEI Scale or method of running R3H.  
Over-running—under-running.  
Not handling an ARC Break properly.

### ***Level IV***

*Theory*—Definition of Service Fac. Rehab procedure. Understanding what PTS is.

*Written*—Recognizing a PTS situation. Details on rehabbing. Listing & Nulling rules. Recognizing when a new key-in has occurred in a rehab session. Knowing the rules on when to run a grade or when to rehab.

*Practical*—Slow nulling of a list—not doing it slickly and with certainty and with good TRs. Correct procedure on Listing and Nulling. Correct procedure on Auditing by List. Reading through D/N.

### ***Level VI***

Very few flunks—occasionally over confusions on R6EW running—either shows in Theory or Written Exam.

### ***Solo Audit***

Lots of flunks—model session, scales, basics, what makes a meter read, comm cycle, admin, how to do a worksheet.  
Sometimes running process—R6EW—usually basics are weak.

***Dangerous Auditor's Exam***—No flunks!

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HCO BULLETIN OF 16 AUGUST 1966

Remimeo  
Academies, Level  
III & above  
HGC Auditors,  
III & above  
Franchise, Level  
III & above

**LIST L-4 S & D**

The following list may be used to assess an ARC Break on Search and Discovery:

1. An incorrect item been found?
2. A withhold been missed?
3. An item been by-passed?
4. An item been abandoned?
5. An item been suppressed?
6. An item been invalidated?
7. An item been protested?
8. An item been asserted?
9. An item been decided about?
10. You not given items you thought of?
11. The item on another list?
12. The item already been given?
13. The item been refused?
14. The list not been completed?
15. The item been found?
16. You already volunteered the item?
17. You thought of an item and not put it on the list?
18. An item been misworded?
19. An item been mispronounced?
20. An item not been understood?
21. Is there another name for any person on the list?
22. An item been forced on you?
23. An item been evaluated?
24. An item been suggested?
25. Earlier listing been restimulated?
26. Earlier wrong items been restimulated?
27. Earlier listing ARC Breaks been restimulated?
28. An ARC Break on having an S and D?
29. Some other kind of by-passed charge?
30. Nothing wrong in the first place?
31. The upset been handled?
32. An overt been committed by listing someone?

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\*\* 6608C18

SHSBC-76

Study and Intention (also known as Roundup of  
Study Materials); also issued as ST-8



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HCO BULLETIN OF 22 AUGUST 1966

Remimeo  
All Exec Hats  
Qual Hats  
Tech Hats  
HCO Hats

**FLOATING NEEDLES, LISTING PROCESSES**

In sessions where the process being run on a pc involves a listing question (including S & D), please note that after the listing question has been thoroughly cleared with the preclear and then given to the pc that the process *is* being run.

Should it happen, then, that while the pc is actually listing off the question (and has not gone momentarily out of session), the needle floats, this is the flat point or end phenomenon of the process and the whole subject and all further steps of it are dropped at once.

Whatever charge was on the listing question has blown, either with or without the preclear being analytically aware of it.

To continue the process beyond this point is Out Tech by the process being overrun and is also a violation of our basic Fast Flow System.

Please note that whether there is a second leg to the process or not, like fitting an item found off a list into a bracket of commands, has no bearing on the fact that the process is flat.

If the needle floats while the pc is in session listing off a question, then there is no charge left on that question and there will be no item to fit into the second leg of the process.

The process has served its purpose.

With training as immaculately precise as it is and auditors' comm cycles becoming effortlessly superlative, the gradients of our technology are so fine that the results of each process on each level will be achieved faster and faster.

Sometimes the velocity of the processing is such that the end phenomenon will occur on the process without the preclear being aware of what has happened. Ending the process at this point then gives the preclear the chance to move into the velocity of the process.

Please then acknowledge the power of our technology and keep winning.

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[For further data on F/N during listing see *C/S Series 43*, Volume VII, page 278.]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**  
23 August 1966

\*\* 6608C23      SHSBC-77      Organization

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 23 AUGUST 1966

All Exec Hats  
Qual Hats  
Tech Hats  
HCO Hats

**SERVICE FACSIMILE**

A Service Facsimile is a computation generated by the being not the bank. An example of this is:

“All horses sleep in beds.”

Such a computation locked away in the mind will obviously precipitate many compulsive doingnesses, beingnesses and havingnesses.

An example of a doingness precipitated by the above computation would be:

“Making beds for horses.”

If on assessing for a Service Facsimile you get “Making beds for horses” as the service facsimile please note that it is a doingness and not a computation, so if you fit the doingness into the bracket of Service Fac Commands, i.e.:

How does “Making beds for horses” make you right?

How does “Making beds for horses” make others wrong? etc.,

then observe very carefully exactly what the preclear says, because he might give the EXACT WORDS OF THE ACTUAL SERVICE FACSIMILE—”ALL HORSES SLEEP IN BEDS”. And observe very carefully and note all meter reaction to what he or she says.

Note all of this, remembering that you were *NOT* running a real Service Facsimile in the first place, and that in order to really flatten all the compulsive doingnesses, beingnesses and havingnesses precipitated by the basic computation you will have to run the exact computation in the Service Fac bracket.

If the *doingness* you run is a basic one then it is possible that the preclear will blow all the charge on the Service Fac and this you will assess by pc indicators and meter phenomena (i.e. free needle).

It is obviously best to get a real Service Fac (computation) and taking beingnesses, doingnesses and havingnesses as Service Facsimiles if done by auditors must be thoroughly understood.

Service Facsimile auditing can give great gains, so understand what you are doing with the technology and have many wins.

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** 6608C25	SHSBC-78	The Anti-Social Personality
** 6609C01	SHSBC-79	Gradients and ARC
** 6609C08	SHSBC-80	States of Identity

# **THE BOOK INTRODUCING THE E METER**

**Photographed and compiled  
from the lectures and  
demonstrations  
of  
L. Ron Hubbard**

**Published  
September 1966**

The Book Introducing the E-Meter, Volume IV of the Clearing Series, was published at Saint Hill Manor. A new revised edition was published in May, 1975, at Los Angeles.

It contains pictures and explanations of all parts of the E-Meter, inside as well as outside; pictures of how to set it up, how to recharge it, what happens when you move the various knobs in different directions. Tone arm positions and needle actions are illustrated and explained very graphically.

In the latest edition two HCO Bulletins ("False TA" of 24 October 1971, and "False TA Addition" of 12 November 1971 R) have been added, and these give additional valuable data to any auditor who uses an E-Meter—and today that is any student or graduate of any course from the Dianetics Courses upward.

58 pages, 45 photographs, soft-cover with plastic comb binding. Translation available in German. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

Remimeo

**MINUS SCALE RELEASES:  
ARC STRAIGHT WIRE  
DIANETIC**

There are several grades of Release below Zero, in the minus scale of the original complete Gradation Chart.

Many of the minus scale can be attained by simple assessment. (And ceasing to assess the moment the release occurs is vital—don't keep on assessing as the same session auditing action.)

There are three specific grades of Release below Zero and above the lower minus scale. These are, from lowest:

Straight Wire Release

Dianetic Secondary Release

Dianetic Engram Release

Old ARC Straight Wire is not at Grade Zero or Grade III but way down below the Dianetic Releases. The original purpose still holds—to make a person able to run secondaries and engrams. (Our Tech is still valid, you know, despite the 1950 origin of ARC Straight Wire.)

ARC Straight Wire was fantastically effective in moving a person from “neurotic” to “normal”.

But in running ARC Straight Wire one must use a meter and cease to audit the pc the moment the needle goes free. Don't keep making the blunder of the '50s and early '60s.

The pc released by ARC Straight Wire can now have secondaries run. When a needle goes free on a secondary, one again must cease to audit secondaries.

The Dianetic Secondary Release can be run on engrams. When the needle goes free while running engrams, one ceases to audit the pc at once.

Declares for these lower release grades can be confirmed by Qual and even declared by Certs and Awards by a small note from the Director of Certs and Awards.

Thus you can possibly get a Release on the minus scale by assessment of the minus scale, a higher Release by running ARC Straight Wire, an even higher one by running Dianetic Secondaries, and yet a higher one by running Dianetic Engrams. And then, by good TRs and standard tech as usual, get a Grade 0.

As many people go Grade 0 Release easily, these lower bands get overlooked. But those who don't go Grade 0 Release easily (unless it is overrun as the reason for “no Release”) they can be begun by a Minus Scale assessment, then ARC Straight Wire, etc, back up to Zero for another try there.

All pcs could be started on the minus scale with no harm.

## QUAL NOTE

Remember, there are several overruns that can require repair. These are:

Life (overrun in a past life on some subject).

Straight Wire (including Self Analysis).

Earlier Repetitive Processing (Locational, etc).

Dianetic Secondaries.

Dianetic Engrams.

Some cases hang and won't go Release at Grade 0 unless the above are rehabbed or (if never run) actually audited on the pc.

ARC Breaks can cause a failure to go Release on Grade Zero or any other level and can prevent rehabs. And poor TRs can block the lot.

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HCO BULLETIN OF 21 SEPTEMBER 1966

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### ARC BREAK NEEDLE

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

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## **THE ANTI-SOCIAL PERSONALITY THE ANTI-SCIENTOLOGIST**

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

Such people are known to have anti-social tendencies.

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

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

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

As they only comprise 20% of the population and as only 21/2% of this 20% are truly dangerous, we see that with a very small amount of effort we could considerably better the state of society.

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

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

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

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

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

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

### **ATTRIBUTES**

The anti-social personality has the following attributes:

1. He or she speaks only in very broad generalities. "*They say ...*" "Everybody thinks..." "Everyone knows..." and such expressions are in continual use,

particularly when imparting rumor. When asked, "Who is everybody . . ." it normally turns out to be one source and from this source the anti-social person has manufactured what he or she pretends is the whole opinion of the whole society.

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

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

"Gossip" or "harbinger of evil tidings" or "rumormonger" once described such persons.

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

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

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

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

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

Such people make trouble for others.

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

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

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

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

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

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

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

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

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

Such become surrounded with incomplete projects.

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

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

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

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

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

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

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

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

#### THE BASIC REASON

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

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

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

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

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

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

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

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

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

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



## RELIEF

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

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

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

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

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

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

## THE SOCIAL PERSONALITY

Man in his anxieties is prone to witch hunts.

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

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

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

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

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

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

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

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

A test that declares only anti-social personalities without also being able to identify the social personality would be itself a suppressive test. It would be like answering “Yes” or “No” to the question “Do you still beat your wife?” Anyone who

took it could be found guilty. While this mechanism might have suited the times of the Inquisition, it would not suit modern needs.

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

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

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

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

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

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

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

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

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

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

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

The social personality has a majority of social characteristics.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Cycles of action begun are ordinarily completed by the social personality, if possible.

8. The social personality is ashamed of his misdeeds and reluctant to confess them. He takes responsibility for his errors.

9. The social personality supports constructive groups and tends to protest or resist destructive groups.

10. Destructive actions are protested by the social personality. He assists constructive or helpful actions.

11. The social personality helps others and actively resists acts which harm others.

12. Property is property of someone to the social personality and its theft or misuse is prevented or frowned upon.

## THE BASIC MOTIVATION

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

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

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

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

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

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

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

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

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

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

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

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

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

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 13 OCTOBER 1966  
Issue III

(HCO Pol Ltr of 26 June 1965, amended and reissued)

Remimeo  
Qual Div Hats  
Tech Div Hats  
Good supply to Review

**HGC PC REVIEW AUDITING FORM**

When the Case Officer of Review receives a pc from the HGC for "Review" he instantly and immediately gets the pc into session and handles the following form only. All handling of this form is counted as Auditing time in Review.

The D of P and Tech Division must not say what is wrong with the pc or what to do with the pc as this is monitored by the very firm broad policy that Tech cannot order Review.

The Case Officer checks all these things. They are done on a Meter. Significant TA actions noted on the lines on which they occur with pc holding the cans.

NAME OF PC \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

NAME OF AUDITOR \_\_\_\_\_ TA \_\_\_\_\_

1. PC'S FOLDER IN HAND \_\_\_\_\_

CONTAINS GRAPH \_\_\_\_\_ PC BEGINNING ASSMT FORM \_\_\_\_\_

2. PC BEEN INVOICED INTO REVIEW AT CHARGE \_\_\_\_\_

3. PC'S HGC AUDITORS (TAKEN FROM FOLDER) \_\_\_\_\_

4. ARC BREAK  
SESSION ASSMT \_\_\_\_\_

ENVIRONMENT ASSMT \_\_\_\_\_

5. IGNORED PC ORIGINATIONS \_\_\_\_\_

6. MISSED WITHHOLDS \_\_\_\_\_

CLEAN \_\_\_\_\_

7. PRESENT TIME PROBLEM \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 CLEAN \_\_\_\_\_
8. MISUNDERSTOOD WORD OR SYMBOL \_\_\_\_\_  
 \_\_\_\_\_  
 CLEAN \_\_\_\_\_
9. COMMITTING CONTINUOUS PT OVERTS \_\_\_\_\_  
 \_\_\_\_\_  
 CLEAN \_\_\_\_\_
10. CLEANED CLEANS \_\_\_\_\_  
 \_\_\_\_\_
11. PROCESSES LEFT UNFLAT (BY FOLDER EXAMINATION) \_\_\_\_\_  
 DATE OF SESSION \_\_\_\_\_  
 PROCESS LEFT UNFLAT \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 DATE OF SESSION \_\_\_\_\_  
 PROCESS LEFT UNFLAT \_\_\_\_\_  
 DATE OF SESSION \_\_\_\_\_  
 PROCESS LEFT UNFLAT \_\_\_\_\_  
 DATE OF SESSION \_\_\_\_\_
12. PROCESS OVERRUN (BY FOLDER EXAMINATION) \_\_\_\_\_  
 DATE OF SESSION PROCESS OVERRUN DATE OF SESSION \_\_\_\_\_
13. NON-STANDARD PROCESSES \_\_\_\_\_
14. BAD AUDITING COMM CYCLE \_\_\_\_\_
15. CODE BREAKS \_\_\_\_\_
16. HIDDEN STANDARD (WHAT WOULD HAVE TO HAPPEN FOR YOU TO KNOW SCIENTOLOGY WORKS) \_\_\_\_\_  
 \_\_\_\_\_  
 SPOTTED \_\_\_\_\_

17. PC AND DRUGS (TAKING ANY DRUGS) \_\_\_\_\_
18. ALCOHOL \_\_\_\_\_
19. ENOUGH SLEEP \_\_\_\_\_  
ENOUGH FOOD (BREAKFAST) \_\_\_\_\_  
(LUNCH) \_\_\_\_\_  
(DINNER) \_\_\_\_\_
20. MIXED THERAPIES (ANY OTHER TREATMENT IN PROGRESS) \_\_\_\_\_  
\_\_\_\_\_
21. CONNECTED TO A SUPPRESSIVE PERSON \_\_\_\_\_
22. CONNECTED TO A SUPPRESSIVE GROUP \_\_\_\_\_
23. HERE TO GET DATA FOR SOMEONE ELSE \_\_\_\_\_
24. HERE BECAUSE SOMEONE ELSE DEMANDED IT \_\_\_\_\_
25. FORMER RELEASE \_\_\_\_\_
26. FORMER THETAN EXTERIOR \_\_\_\_\_
27. SELF AUDITING DURING INTENSIVE \_\_\_\_\_
28. BEING AUDITED BY SOMEONE ELSE DURING INTENSIVE OTHER  
THAN HGC AUDITOR \_\_\_\_\_
29. CRIMINAL RECORD OR CRIMES FOR WHICH YOU COULD BE  
ARRESTED \_\_\_\_\_
30. SHOCK TREATMENT HISTORY \_\_\_\_\_
31. HERE TO BE CURED OF SOMETHING NOT MENTIONED \_\_\_\_\_
32. UNPAID DEBTS TO ORGS \_\_\_\_\_
33. KNOWLEDGE OF A CRIME AGAINST SCIENTOLOGY \_\_\_\_\_
34. WHAT WOULD HAPPEN IF SCIENTOLOGY WORKED ON EVERYONE \_\_\_\_\_  
\_\_\_\_\_
35. ANYTHING UPSETTING ABOUT THIS REVIEW \_\_\_\_\_
36. HAS ANYTHING BEEN SUPPRESSED? \_\_\_\_\_
37. HAS ANYTHING BEEN INVALIDATED? \_\_\_\_\_
38. HAS ANYTHING BEEN RUSHED? \_\_\_\_\_
39. HAS ANYTHING BEEN MISSED? \_\_\_\_\_
40. PC STATEMENT OF THE TROUBLE AS IT IS *NOW* \_\_\_\_\_
41. READS I COULD NOT CLEAN UP \_\_\_\_\_

42. BOOK OF CASE REMEDIES (IF PC NOT SOLVED BY THIS POINT) \_\_\_\_\_

\_\_\_\_\_

43. OTHER ACTIONS CASE OFFICER HAD TO TAKE \_\_\_\_\_

\_\_\_\_\_

44. FALSE REPORTS \_\_\_\_\_

\_\_\_\_\_

FINISH TA POSITION \_\_\_\_\_ FINISH TIME \_\_\_\_\_

TOTAL TA DIVS DURING REVIEW \_\_\_\_\_ TOTAL TIME \_\_\_\_\_

PC TO ETHICS \_\_\_\_\_

PC TO HGC \_\_\_\_\_

RECOMMENDATIONS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE \_\_\_\_\_ CASE OFFICER SIGN \_\_\_\_\_

EXAMINER FINALLY DIRECTS

TO ETHICS \_\_\_\_\_ TO HGC \_\_\_\_\_

L. RON HUBBARD  
Founder

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[The following items have been added in this amendment: "Name of Auditor", "Time", "TA", "8. Misunderstood Word or Symbol, Clean", "9. Committing Continuous PT Overtacts, Clean", "Shock Treatment History", "Finish Time", and "Total Time".]

**SAINT HILL SPECIAL BRIEFING COURSE LECTURE**

1 November 1966

\*\* 6611C01      SHSBC-81      Government and Organization



HCO BULLETIN OF 18 NOVEMBER 1966

Remimeo

### REHAB ON SELF ANALYSIS

The following letter is of importance on rehab of pcs run on Straight Wire or Self Analysis:

“Dear Ron,

The following is an account of rehabbing an ARC Straight Wire Release; the info may be of use to other auditors.

I got a read on PC being Release on ‘Book of Self Analysis’ which several people had run on her. I checked on meter if PC had ‘Gone Release on (Name of Process).’ ‘Can you recall a time when (on General Incidents)?’ (List 1 in Book of Self Analysis.)

‘Did you go Release on “Can you recall an incident which happened on Time Orientation?”’ (List 2 in Book of Self Analysis.)

‘Did you go Release on “Can you recall a time when (on Orientation of Senses)?”’ (List 3 in Book of Self Analysis) etc.

PC had 6 of the Processes she had been Release on. I then dated the release points, all over a period of 2 years, then put Rehab steps in on each time until needle floated.

PC ended shining. I hope this will help other auditors rehabbing this level.

Very best,

Ron Pook.

P.S. Auditors need the book of Self Analysis with them when doing Rehabs at ARC Straight Wire level.”

L. RON HUBBARD  
Founder

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SAINT HILL SPECIAL BRIEFING COURSE LECTURE  
29 November 1966

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 NOVEMBER 1966

Tech Hats  
Auditors  
Level IV  
Students

**ASSESSMENT FOR SERVICE FACSIMILES**

The location of service facsimiles requires *a proper listing question*, the absence of which can lead to missing the actual service fac or overrunning a lower release grade.

Of the assessment methods, the following should probably be ruled out as an overrun of earlier grades or on the basis of getting a free needle on a previous grade:

1. Slow assessment with ITSA (overrun Grade 0)
2. Assessment by problems (overrun Grade 1)
3. Assessment by parts of existence (overrun Grade 0)

This leaves as acceptable methods:

1. "In this lifetime, what do you use to make others wrong?"
2. "In this lifetime, what do you think your service facsimile is?"

(for a Scientologist trained to Level IV)

3. "In this lifetime, what would be a safe solution to .....?" (the blank having been obtained by questions given on the tapes to find either a *hidden standard* or *hidden problem*).
4. Assessment of a prepared list, using level found, in "In this lifetime, what have you .....(prehav level)?"

The point being not to start out at the beginning by listing a question which **OBVIOUSLY WILL NOT RESULT IN FINDING A SERVICE FAC**, in which instance the rule of declaring the grade on a floating needle obtained on the list could not possibly apply.

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Founder

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**SAINT HILL SPECIAL BRIEFING COURSE LECTURES**

6—13 December 1966

- |            |          |                             |
|------------|----------|-----------------------------|
| ** 6612C06 | SHSBC-83 | Scientology Definitions II  |
| ** 6612C13 | SHSBC-84 | Scientology Definitions III |

HCO BULLETIN OF 2 JANUARY 1967

Remimeo  
Qual Hats  
Tech Hats

### **SUB ZERO RELEASES EXAMINER'S SAFEGUARD**

The Pc Examiner in the Department of Examinations, employs the FAST FLOW SYSTEM in examining pcs sent for Release declare. If in doubt when faced with raw meat pc who seems to show nowhere near the expected awareness level for the grade of release he or she has come in for (Grades 0—IV), the Examiner simply tells the pc that he is going to assess a list and that the pc does not have to say anything unless he wants to.

THE AWARENESS LEVELS from the GRADATION CHART are then assessed from the bottom -34 up (to -52 when published).

When the pc's AWARENESS LEVEL is called the needle will float. This will be most real to the pc and he will probably comment on it.

The Examiner stops at that instant, indicates the floating needle. The Examiner notifies the Auditor that a Sub Zero Release has been obtained. The pc is now ready to receive auditing on the level on which he originally came for declare and will be returned to the Auditor.

This verifies that the indicators didn't justify the grade of Release being claimed prior to finding the Sub Zero Release.

NOTE: A good dictionary should be at hand. If no float is obtained, find out if the pc is hung up on any word, and clear it using the dictionary.

The Fast Flow System is observed, assess first, if any trouble arises from misunderstandings, clear it.

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Founder

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HCO BULLETIN OF 2 JANUARY 1967

Qual Personnel  
Tech Personnel  
Clearing Course  
Students  
SHSBC Students

**DATING—FORBIDDEN WORDS**

THE WORDS “MORE”—”LESS” OCCUR IN THE BANK AND THEIR USE  
IN DATING IS FORBIDDEN.

In *The Book of E-Meter Drills* the patter for Track Dating, E-Meter Drill 25,  
containing the words “more”—”less”, has to be changed to “GREATER THAN”—  
“LESSER THAN”.

E-Meter Drill 22, E-Meter Hidden Date, This Life, remains unchanged.

Anyone who is using the words “earlier”—”later” in dating, words which are not  
to be found in any E-Meter Drill, is not only guilty of alter-ising Tech, but will grind  
his student or preclear into the Bank, since these words also occur in the Bank and are  
therefore forbidden.

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Founder

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HCO BULLETIN OF 19 JANUARY 1967

Dianetic Course  
Students  
(Star Rated)  
Qual Execs  
Tech Execs

**MANIFESTATIONS OF ENGRAMS AND  
SECONDARIES FURTHER DEFINED**

In order to provide a more accurate differentiation between the manifestations of an engram and a secondary, below are listed detailed definitions of Pain and Sensation.

Pain (in its various forms) is the indication of an Engram.

Sensation (in its various forms) is the indication of a Secondary, which precedes the actual Engram.

**DEFINITIONS**

**SOMATICS** = This is a general word for uncomfortable physical perceptions coming from the reactive mind. Its genus is early Dianetics and it is a general, common package word, used by Scientologists to denote "pain" or "sensation" with no difference made between them. To understand the source of these feelings, one should have a knowledge of engrams, ridges and other parts of the reactive bank. To the Scientologist anything is a SOMATIC if it emanates from the various parts of the reactive mind and produces an awareness of reactivity. Symbol SOM.

**PAIN** = PAIN is composed of heat, cold, electrical, and the combined effect of sharp hurting. If one stuck a fork in his arm, he would experience pain. When one uses PAIN in connection with clearing one means awareness of heat, cold, electrical or hurting stemming from the reactive mind. According to experiments done at Harvard, if one were to make a grid with heated tubes going vertically and chilled tubes going horizontally and were to place a small current of electricity through the lot, the device, touched to a body, would produce the feeling of PAIN. It need not be composed of anything very hot or cold or of any high voltage to produce a very intense feeling of pain. Therefore what we call PAIN is itself heat, cold and electrical. If a pc experiences one or more of these from his reactive mind, we say he is experiencing PAIN.

"Electrical" is the bridge between sensation and PAIN and is difficult to classify as either PAIN or sensation when it exists alone. Symbol PN.

**SENSATION** = All other uncomfortable perceptions stemming from the reactive mind are called SENSATION. These are basically "pressure", "motion", "dizziness", "sexual sensation", and "emotion and misemotion". There are others, definite in themselves but definable in these five general categories. If one took the fork in the pain definition above and pressed it against the arm, that would be "pressure". "Motion" is just that, a feeling of being in motion when one is not. "Motion" includes the "winds of space", a feeling of being blown upon especially from in front of the face. "Dizziness" is a feeling of disorientation and includes a spinniness, as well as an out-of-balance feeling. "Sexual sensation" means any feeling, pleasant or unpleasant, commonly experienced during sexual restimulation or action. "Emotion and Misemotion" include all levels of the complete tone scale except "pain"; emotion and misemotion are closely allied to "motion", being only a finer particle action. A bank solidity is a form of "pressure", and when the sensation of increasing solidity of masses in the mind occurs, we say "the bank is beefing up". All these are classified as SENSATION. Symbol SEN.

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HCO BULLETIN OF 22 MARCH 1967

Remimeo  
Level 0

*IMPORTANT*

**ADMIN KNOW-HOW  
ALTER-IS AND DEGRADED BEINGS**

Alteration of orders and tech is worse than non-compliance.

Alter-is is a covert avoidance of an order. Although it is apparently often brought about by non-comprehension, the non-comprehension itself and failure to mention it, is an avoidance of orders.

Very degraded beings alter-is. Degraded ones refuse to comply without mentioning it. Beings in fair condition try to comply but remark their troubles to get help when needed. Competent higher toned beings understand orders and comply if possible but mainly do their jobs without needing lots of special orders.

Degraded beings find *any* instruction painful as they have been painfully indoctrinated with violent measures in the past. They therefore alter-is any order or don't comply.

Thus in auditing pcs or in org, where you find alter-is (covert non-compliance) and non-compliance, given sensible and correct tech or instructions, you are dealing with a degraded low level being and should act accordingly.

One uses very simple low level processes on a degraded being, gently.

In admin, orgs and especially the Tech Div where a staff member alter-ises, or fails to comply you are also dealing with a degraded being but one who is too much a pc to be a staff member. He cannot be at cause and staff members must be at cause. So he or she should not be on staff.

This is a primary senior datum regulating all handling of pcs and staff members.

A degraded being is not a suppressive as he can have case gain. But he is so PTS that he works for suppressives only. He is sort of a super-continual PTS beyond the reach really of a simple S & D and handled only at Sect 3 OT Course.

Degraded beings, taking a cue from SP associates, instinctively resent, hate and seek to obstruct any person in charge of anything or any Big Being.

Anyone issuing *sensible* orders is the first one resented by a degraded being.

A degraded being lies to his seniors, avoids orders covertly by alter-is, fails to comply, supplies only complex ideas that can't ever work (obstructive) and is a general area of enturbulence, often mild seeming or even "cooperative", often even flattering, sometimes merely dull but consistently alter-ising or non-complying.

This datum appeared during higher level research and is highly revelatory of earlier unexplained phenomena—the pc who changes commands or doesn't do them, the worker who can't get it straight or who is always on a tea break.

In an area where suppression has been very heavy for long periods people become degraded beings. However, they must have been so before already due to track incidents.

Some thetans are bigger than others. None are truly equal. But the degraded being is not necessarily a natively bad thetan. He is simply so PTS and has been for so long that it requires our highest level tech to finally undo it *after* he has scaled up all our grades.

Degraded beings are about 18 to 1 over Big Beings in the human race (minimum ratio). So those who keep things going are few. And those who will make it without the steam of the few in our orgs behind them are zero. At the same time, we can't have a world full of them and still make it. So we have no choice.

*And* we can handle them, even when they cannot serve, at higher levels.

This is really OT data but we need it at lower levels to get the job done.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 18 APRIL 1967

Remimeo  
Staff  
Students

## **RELIGIOUS PHILOSOPHY AND RELIGIOUS PRACTICE**

(HCOB of 21 June 1960, "Religious Philosophy  
and Religious Practice" Revised)

Scientology is a religion by its basic tenets, practice, historical background and by the definition of the word "religion" itself. The following will help clarify the philosophical and practical aspects of religion.

*Religious practice* implies ritual, faith-in, doctrine based on a catechism and a creed.

*Religious philosophy* implies study of spiritual manifestations; research on the nature of the spirit and study on the relationship of the spirit to the body; exercises devoted to the rehabilitation of abilities in a spirit.

Scientology is a Religious philosophy in its highest meaning as it brings man to Total Freedom and Truth. Our Confessional relieves the being of the encumbrances which keep his awareness as a being limited to the physical aspects of life.

Scientology is also a Religious practice in that the Church of Scientology conducts basic services such as Sermons at Church meetings, Christenings, Weddings and Funerals.

Scientology does not conflict with other Religions or Religious Practices as it clarifies them and brings understanding of the spiritual nature of man.

Scientology has amongst its members people of all the major faiths, including many priests, bishops and other ordained communicants of the major faiths.

Scientology's closest spiritual ties with any other religion are with Orthodox (Hinayana) Buddhism with which it shares an historical lineage. But even here the relationship is based mainly on friendship and the recognition of the Being as a Spirit rather than on any organizational ties.

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Founder

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### EVIDENCES OF AN ABERRATED AREA

1. Bad memory in that area.
2. Comes up with wrong answers for that area which give
3. PTPs on that subject (since one's answers are wrong).
4. ARC Breaks on that subject (as the trauma gives the opportunity for B P Chg).
5. Is emotional on the subject (continuous B P Chg).
6. Can't confront its subject matter (as represents painful experience).
7. Is ill in the body part or part of existence which was injured.
8. His mest in that area is "sick" (enmested), as degraded by trauma.
9. Is inattentive on that subject.
10. Has perception lapses on things similar to the objects in the traumatic area.
11. Detests or ignores or can't have the objects similar to those in the traumatic experience.
12. Acts irrationally on the subject that is uncleared.
13. Is regarded as odd on that subject (not normal behavior).
14. Resents any criticism of self regarding the subject or area.
15. Ridicules the subject or object.
16. Cannot understand similar objects or experiences.
17. Commits overts on the subject or object.
18. Justifies any overt committed.
19. Thinks critical thoughts of the subject or object.
20. Dwells on the subject or object continuously.
21. Desires to get subject or object out of mind.
22. Wants processing for the subject, area or object.
23. Reacts on the needle when any near subject word is mentioned.
24. Reacts on the Tone Arm when any close version of the word is mentioned.
25. Becomes ill when invalidating the subject or object.
26. Has withholds concerning subject or object.
27. Doesn't want to discuss subject or object.
28. Alters data about the subject or object.
29. Tells lies concerning the subject or object.
30. Subjects pc got low grades on, can't understand.
31. And most important of all, attempts to stop things in that area and uses innumerable methods, covert and overt to do so.

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HCO BULLETIN OF 19 AUGUST 1967

Level IV  
and up  
Remimeo  
Scn Execs

## THE SUPREME TEST

THE SUPREME TEST OF A THETAN IS HIS ABILITY TO MAKE THINGS GO RIGHT.

This of course is a rather savage and brutal datum for it thrusts aside all justification, reasonableness, excuses and even does not take into account the size or obstacles of the opposition.

But please note that the datum is not “are things all right around him” as this is a passive test and could mean only that he was simply sitting still.

Whether things are *currently* all right or not is beside the point. The thetan who is making things go right may be tackling a mountain of confusion and of course things are *not* all right because what he is attacking is mainly wrong. It is whether or not he is *making* things go right in spite of “hell or high water” that is the test.

Many beings live lives of quiet correctness without ever once making anything do anything. Things around them just happen to be orderly. The social system props them up. But someday—bang—the society gets into a turmoil which knocks out the props. THEN we see that there were too few present who could MAKE things go right and that is the end of the society. Thus died all old civilizations. Their people lived in a system correctness and things went right only so long as nothing was going wrong. Then one day things go wrong. These sophisticated but weak beings never were able to MAKE things go right and so the whole society collapses.

One might also ask, “What is meant by *right*?”

This would be forwarding a purpose not destructive to the majority of the dynamics.

-----

*Aberration* is by definition “a crooked line”. It is from the Latin *aberratio*, “a wandering from” and from the Latin *errare*, to wander or to *err*.

A sane person thinks, looks and sees in straight lines. Black is black, white is white. The aberrated person looks toward black and wanders off in his gaze to something else and makes the error of saying it is “grey”.

You can consider aberration in a passive way (supinely, of no force or action). A person is sane or not sane. He thinks straight or crookedly.

Now consider aberration in a forceful way. A person *looks*, then an opposing force to him pushes aside his gaze or distracts it. But the really sane, forceful person looks right on through and past the opposition and sees what is there anyway.

Let us take real action. Mr. Q rolls a ball from A toward B. En route Opposition X pushes the ball aside toward C. Mr. Q then shoves the ball toward C and says the reason he did not arrive properly at B was because .....

Mr. S rolls a ball from A toward B. Opposition X diverts the ball toward C. Mr. S pulls the ball back into line and despite, over and through Opposition X arrives at B anyway.

You can see that Mr. Q in the first example is willing to be aberrated or pushed aside or at least does not contest it enough. Mr. Q is aberrated.

Mr. S on the other hand was not willing to be diverted and went right on to B. Mr. S is not aberrated.

Now society, being mainly suppressive, observes that Mr. Q never has much commotion around him. True, he never arrives and gets nothing done, but he isn't noisy so he is "okay".

Mr. S on the other hand makes an awful row and bashes Opposition X on the head and snarls his way onward toward B. Society says he is a bad fellow because he has fusses. Of course he also gets something done. But in a decadent society men are measured by how *pleasant* they are, not how effective they are, so Mr. S is regarded as a bit "mad". YET when trouble comes it is only the Mr. Ss who will save the day while the Mr. Qs all give up and die.

There is another point here, however. That is *purpose*. The difference between one thetan's forward thrust and another's is PURPOSE, validity of.

A madman can also go from A *toward* B relentlessly where B is a totally undesirable and destructive point. But in actual practice, real madmen never really arrive at the B they wanted to arrive at. A madman only goes *toward* but never really arrives. So he only makes everything go *wrong*.

B must be a desirable point not destructive to a majority of the dynamics for rightness to occur.

So there is the savage and bare datum:

**THE SUPREME TEST OF A THETAN IS THE ABILITY TO MAKE THINGS GO RIGHT.**

People who explain how wrong it is all going and who have reasons why and WHO AREN'T PUTTING IT RIGHT are the real crazy people in the universe. The only ones crazier than they are are the ones who are quite happy to have everything fail and go wrong with no protest from them. And the only ones even worse are those who work endlessly to make things go wrong and prevent anything from going right and oppose all efforts instinctively.

Fortunately there are a few around who DO make things go right in spite of everything and anyone.

L. RON HUBBARD  
Founder

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Applicable Levels  
Internes  
Remimeo

## REMEDY B

Remedy B in *The Book of Case Remedies* MUST NOT BE RUN TO LIMIT THE PC TO THIS LIFE.

The way to do this remedy is BY LISTING. It is a process of Level III.

One asks for *subjects or practices* similar to Scientology. He LISTS the answers. He makes a complete list, not too short, not too long, and the item on it. Usually the correct subject or practice gives a Blowdown.

The pc sometimes cognites at this point and good indicators come in strongly.

If this does not spectacularly occur, one asks for the *misunderstoods* (not the *misunderstood words*) the pc might have on this subject. This probably cleans it all up IF YOU GOT THE RIGHT ITEM ON THE LIST.

Remedy B has been run lately in a manner to limit it to this life. That is an error. The pc never has done anything in this life that aberrated him. The subject on which Scientology is hanging up is almost always in a past life. Hence it is reached only by generalized listing.

You don't ask, in Remedy B, for misunderstood WORDS in the found subject as these would be in Hottentot, Arabic, lingua spacia or some outlandish tongue the pc has no memory of.

As a comment, why can't people just understand a process and do it without goofing it. Remedy B has been rendered wholly ineffective by the misinterpretation it has received.

Remedy B is a vital process and if run and run *right* as above it cures the slow Academy student.

So let's do it do it do it and without goofs, huh?

L. RON HUBBARD  
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 SEPTEMBER 1967

Correcting HCO B 3 Feb 1967

*CORRECTED 4 APRIL 1974*

*(Corrections in this type style)*

Remimeo  
Tech Personnel  
Qual Personnel  
Students

**SCALES**

(HCO B 10 May 1960, "Scales" Revised)

Following is a list of some scales used in Scientology, including a table of reality-spotting by E-Meter.

**EMOTIONAL TONE SCALE**

	40.0	Serenity of Beingness	
	8.0	Exhilaration	
	4.0	Enthusiasm	
	3.0	Conservatism	
	2.5	Boredom	
	2.0	Antagonism	
	1.8	Pain	
	1.5	Anger	
	1.2	No Sympathy	
	1.1	Covert Hostility	
	1.0	Fear	
	0.9	Sympathy	
	0.8	Propitiation	
	0.5	Grief	
	0.375	Making Amends	
	0.05	Apathy	
	0.0	Being a Body (Death)	Failure
	-0.2	Being Other Bodies	<i>Shame</i>
	-1.0	Punishing Other Bodies	<i>Blame</i>
	-1.3	Responsibility as Blame	<i>Regret</i>
	-1.5	Controlling Bodies	
	-2.2	Protecting Bodies	
	-3.0	Owning Bodies	
	-3.5	Approval From Bodies	
	-4.0	Needing Bodies	
	-8.0	Hiding	

<p>THETAN SCALE RANGE</p> <p>Well below body death at "0" down to complete unbeingness as a thetan</p>	<p>THETAN PLUS BODY</p> <p>Social training and education sole guarantee of sane conduct</p>	<p>40.0</p> <p>8.0</p> <p>4.0</p> <p>3.0</p> <p>2.5</p> <p>2.0</p> <p>1.8</p> <p>1.5</p> <p>1.2</p> <p>1.1</p> <p>1.0</p> <p>0.9</p> <p>0.8</p> <p>0.5</p> <p>0.375</p> <p>0.05</p> <p>0.0</p> <p>-0.2</p> <p>-1.0</p> <p>-1.3</p> <p>-1.5</p> <p>-2.2</p> <p>-3.0</p> <p>-3.5</p> <p>-4.0</p> <p>-8.0</p>	<p>Serenity of Beingness</p> <p>Exhilaration</p> <p>Enthusiasm</p> <p>Conservatism</p> <p>Boredom</p> <p>Antagonism</p> <p>Pain</p> <p>Anger</p> <p>No Sympathy</p> <p>Covert Hostility</p> <p>Fear</p> <p>Sympathy</p> <p>Propitiation</p> <p>Grief</p> <p>Making Amends</p> <p>Apathy</p> <p>Being a Body (Death)</p> <p>Being Other Bodies</p> <p>Punishing Other Bodies</p> <p>Responsibility as Blame</p> <p>Controlling Bodies</p> <p>Protecting Bodies</p> <p>Owning Bodies</p> <p>Approval From Bodies</p> <p>Needing Bodies</p> <p>Hiding</p>	<p>Failure</p> <p><i>Shame</i></p> <p><i>Blame</i></p> <p><i>Regret</i></p>
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**C-D-E-I SCALE**

**C-D-E-I SCALE EXPANDED**

**SCALE OF IDENTIFICATION**

Interest	K	Know	Differentiate
Desire	U	Unknow	Associate
Enforce	C	Curious	Identify
Inhibit	D	Desire	Disassociate
Unknow	E	Enforce	
	I	Inhibit	
	O	Absence of (No___)	
	F	Falsify	

**EFFECT SCALE**

**SCALE OF KNOWINGNESS**

From:	Can cause or receive any effect	40.0	Know
To:	Must cause total effect, can receive none	0.0	Not-Know
To:	Is total effect, is hallucinatory cause	-8.0	Know About
			Forget
			Remember
			Occlude

**EXPANDED KNOW TO MYSTERY SCALE**

Native State  
 Not Know  
 Know About  
 Look  
 Emotion  
 Effort  
 Think  
 Symbols  
 Eat  
 Sex  
 Mystery  
 Wait  
 Unconscious

**HAVINGNESS SCALE**

Create  
 Responsible for (willing to control)  
 Contribute to  
 Confront  
 Have  
 Waste  
 Substitute  
 Waste Substitute  
 Had  
 Must be Confronted  
 Must be Contributed to  
 Created

**REALITY-SPOTTING BY E-METER**

Needle characteristics plotted on scale with numerical tone scale values, "old" Reality Scale and "new" Reality Scale.

<b>TONE</b>	<b>REALITY SCALE (OLD)</b>	<b>REALITY SCALE (NEW)</b>	<b>NEEDLE CHARACTER- ISTICS</b>
40 to 20	Postulates	PAN-DETERMINED ) CREATION )	Produces meter phenomena at will. Free needle.
20 to 4	Consideration	SELF-DETERMINED ) CREATION )	
4 to 2	Agreements	EXPERIENCE	Free needle, drop at will.
1.5	Solid terminals	CONFRONT	Drop.
1.1	Terminals too solid Lines solid	ELSEWHERENESS	Theta Bop.
1 to .5	No terminal Solid line	INVISIBILITY ) ) )	Stuck, sticky.
.5 to .1	No terminal Less solid line	BLACKNESS ) )	
.1	No real terminal No solid line  Substitute terminal	DUB-IN ) (no confront, not-iness) ) )	Rising needle.
0.0	No terminal No line	UNCONSCIOUSNESS	STUCK. Also stage four needle. (All machine—no pc.)

For complete description of human behaviour at the above tone levels, study **SCIENCE OF SURVIVAL** with the Chart of Human Evaluation by L. Ron Hubbard. Learn also the *Hubbard Chart of Attitudes*.

The above chart of correlations applies in two ways:

1. by the chronic standard reaction of the preclear
2. by type of material (facsimiles) contacted.

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 Founder

[The 18 September 1967 issue corrected HCO B 3 February 1967 by reversing the position of "K Know" and "U Unknow" in the C-D-E-I SCALE EXPANDED, which was the only change. The correction of 4 April 1974 was to exchange the positions of "Shame" and "Regret" in the EMOTIONAL TONE SCALE. The HCO B 10 May 1960 referred to was not written by LRH.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 SEPTEMBER 1967

General  
Non Remimeo

The following report from Yvonne Gillham is of interest:

“Dear Ron,

Coming from Hull to here I found that when I started to feel sea-sick and when I indicated to myself that I was PTS and had some SP on my sea track restimulated, it completely blew, and I never had it again.

When I indicated this to Pooky, Thok and Craig it had the same effect on them. I gave the info to Haskell, who was doing review at the time, and he had similar success.

All sickness is PTS, etc, so it follows that sea-sickness would come under this too.

Love,

Yvonne.”

L. RON HUBBARD  
Founder

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**LRH TAPE LECTURES**  
20 September 1967

\*\* 6709C20      SPEC LECT      Ron's Journal 1967

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 OCTOBER 1967

Remimeo

**CLEAR CHECKS AND RE-CLEAR CHECKS**

(Reference HCO PL 13 Sept 67)

“Clear Check or a Re-Clear Check is done exactly per HCOPL 13 Sept 67, “Clear Check Outs”.

The first step, CC materials to FN, is a *folder* inspection. If no FN was noted in the CC folder, the point is rehabbed if it exists. Standard Rehab—date time or times, etc. Materials not run to FN is a flunk.

The second step requires the TA between 2 and 3. Proper cans giving full hand contact must be used. Solo cans are NOT used. The meter and cans must be checked out before the check by placing a 5000 ohm resistor between the *cans*, and then a 12,500 ohm resistor. The resistor is clipped to the cans, not the leads.

Use sensitivity 5 on the Clear and Re-Clear Check.

In rehabbing the grades keep in mind HCO B 11 Feb 66, “Free Needles, How to Get Them on a Pc”. That is, if a grade does not rehab to FN, go on to the next grade, etc, until you have an FN. Then pick up those that you left. The one *really* keyed in will hold down the others.

You do HCO Bs 30 June 65, 21 July 65, 2 Aug 65, 21 Oct 65 exactly. Listing and dating each and every release on a grade. REMEMBER that a pc may have gone release more than once on a given process, so check for it. You get in all steps and do a proper job of it, getting the pc happy about it before leaving the grade. When you are done you will have isolated the out grades, if any. Such a pc goes to Review to get them put in.

You must have down that the grade was RUN. “Have you been run on ARC Breaks, yes, FN, that’s it”, is incorrect. See 21 Oct 65. What processes were run?—list them—find which went release on, etc. Standard tech.

*N.B.* Straight wire, secondaries, engrams, and Grade Va do not need to be run. Their absence does *not* constitute a flunk.

However, if they were run and the pc did not go release, they would naturally have to be completed. But, this is only done IF they were run *previously*.

Some pcs have not been run on Grade V due to ED on old SH grads. Point is, are they whole track engram releases? If not, handle any by-passed charge. DO NOT run Power. Do not run Power on anyone who has run the CC materials.

So, on such a pc as falls under this ED, when you get to where you would be rehabbing Grade V, you instead just locate his old track processes, like Helatrobus, Fac One, etc, and find out if he went release. You use your 27 Sept 65 bulletin here—what did the pc look at that got the release—what keyed out. This determines whether or not he’s whole track engram release.

For example, pc ran on old *Advanced Procedure and Axioms* process of go to a moment of occlusion in this lifetime. Bang, he went whole track, a picture of two anthropoids showed up in an electronics incident. The key-out gave the pc a release lasting 3<sup>1</sup>/<sub>2</sub> years. On rehab, when this electronic was spotted again, there was a great resurgence and FN.



During these grade rehabs the TA may go below 2 or above 3. This is OK, you continue the rehabs as you usually would.

After rehabs are *all* done, any out grade is run to FN in Review, excluding those listed above.

A person pending an S & D does not receive his check until the S & D has been completed on the person and Ethics clearance has been given on it.

A Clear who acquires an Ethics record of a Crime level obviously is a misdeclare, and must be put on the usual lines and get a Re-Clear Check, then a complete Review to get in the out grade or grades. This Ethics record must be accurate and proven, not just some chit written which may or may not be true. It is a PROVEN record resulting from a Hearing, Board of Investigation, or Comm Ev. If the record is in question, it must be cleared up before revoking a Clear Certificate.

Failure to pass a Re-Clear Check by TA position is meaningless technically because upper Levels key in after Clear and will move the TA all over the dial and can tighten the needle (tighten, not scratchy). So do not withdraw the Certificate. Continue the check, do rehabs, and get in any out grades in Review. Exams does the Check.

You get a person cleaned up on whatever you found out so that he can then pass a Check.

A person who flunks a Clear Check or Re-Clear Check does NOT run the CC materials to another FN before getting another check. If, however, the flunk was because the CC materials had not been run to FN, he would of course do so before another check.

L. RON HUBBARD  
Founder

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[HCOPL 13 September 1967, *Clear Check Outs*, OEC Volume 5, page 148, referred to above, is cancelled by HCO PL 9 January 1968, *Cancellation of HCO Policy Letter of 12 Sept 1967 and HCO Policy Letter of 13 Sept 1967*, OEC Volume 5, page 154.]

Remimeo

### CLAY TABLE TRAINING

- PURPOSE:
1. To make the materials being studied real to the student by making him DEMONSTRATE them in clay.
  2. To give a proper balance of mass and significance.
  3. To teach the student to *apply*.

The student is given a word or auditing action or situation to demonstrate. He then does this in clay, labeling each part. The clay SHOWS the thing. It is *not* just a blob of clay with a label on it. Use small strips of paper for labels. The whole demonstration then has a label of what it is.

On the checkout, the student removes the overall label. The student must be silent. The examiner must not ask any questions.

The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk.

Clay table must not be reduced to significance by the student explaining or answering questions. Nor is it reduced to significance by long-winded labels of individual parts. The clay *shows* it, not the label.

The clay demonstrates it. The student must learn the difference between mass and significance.

For example, the student has to demonstrate a pencil. He makes a thin roll of clay which is surrounded by another layer of clay—the thin roll sticking slightly out of one end. On the other end goes a small cylinder of clay. The roll is labeled “lead”. The outer layer is labeled “wood”. The small cylinder is labeled “rubber”. Then a label is made for the whole thing: “pencil”. On checkout, the student removes “pencil” before the examiner can see it. If the examiner can look at it and say, “It’s a pencil,” the student passes.

It might also be noted that checkouts on bulletins must also ask for demonstrations. Use paper-clips, rubber bands, etc. The examiner should ask questions that require an ability to *apply*. Give the student a situation and have him tell you how he would handle it.

Questions about what is rule “a” do not detect the glib student. Long-winded explanations on clay table put it back into significance, prevent the student from learning to *apply*, and prevent the student from getting the proper balance of mass, and do not blow confusion.

All checkouts must keep in mind that the purpose is application, not just getting a checksheet complete.

If clay table training is not brightening that student up, then the above is NOT being done. Someone is in such a rush that *real* learning is being put aside for the sake of speed.

This student has to *audit* with his materials. Don’t let him fall flat by lousy checkouts and lousy demonstrations. A well done clay demo, which actually does demonstrate, will produce a marvellous change in that student. And he will retain the data.

Remimeo

*REVIEW AUDITORS*  
*BOOK OF CASE REMEDIES*

**REVISION OF REMEDY A, REMEDY B, AND S AND Ds**

(Note: To be reprinted for insertion in every  
copy of *The Book of Case Remedies*.)

This bulletin is to be inserted in and changes *The Book of Case Remedies* PROCEDURES for Remedy A, Remedy B and S and Ds (Search for and Discovery of Suppressives).

Recent analyses made of Qualifications Divisions Departments of Review and of the flow of students and pcs through the Saint Hill org show:

1. The KEY processes so far as orgs are concerned are Remedy A, Remedy B and S&Ds.
2. Auditors need direct mechanical technology to do these three processes effectively.

REMEDY A

Remedy A locates the MISUNDERSTOODS a person has in Scientology. Originally it read "Misunderstood *words*". Words of course will emerge in the general run of misunderstands.

REMEDY A is done *only* by *LISTING*. It must not be done verbally alone. It is a Level III process.

The listing question is "In the subjects of Dianetics or Scientology who or what has been misunderstood?"

The item is found on the list and given to the student. That is all. There is no other step.

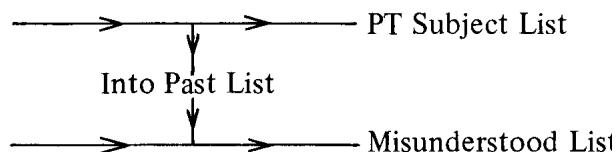
The rules of listing all apply.

If the student won't have the item it is not correct and the list must be straightened up with the general auditing rules that govern listing.

REMEDY B

The form of this process is changed. It is done by *three* lists. These three may only be done by formal LISTING and the general tech of listing as governed by Level III tech.

The lists make the form of an I



LIST 1B

This is done to locate what in the Scientology PT is giving trouble. It is done as a *list* and the item is found.

The listing question is

“In your studies of Dianetics and Scientology who or what are you having trouble with? “

The item is found and given to the student.

This step is governed by all the tech of listing.

#### LIST 2B

The item found on List 1B is now listed in order to find the past track subject similar to what is giving trouble in present time.

The listing question is

“In your past, who or what was similar to .....(item found in List 1B)?”

It is highly illegal to limit the question to this lifetime.

All the rules of listing apply.

The item is found and given to the student.

#### LIST 3B

The third list of the process is now done.

The listing question is

“Who or what was misunderstood in .....(the item found on list 2B)?”

The listing is covered by the general tech of listing as found in Level III.

The item is found and given to the student.

This completes the Remedy B.

If a floating needle occurs any time during the process with good indicators thoroughly visible in the student the process is concluded at that point.

The process is used on anyone having trouble studying Dianetics or Scientology. The trouble, as it doesn't clear up with Remedy A, is coming from some prior subject.

More than one of these can be done if all steps are done for each one.

#### S & D

Search and Discovery of Suppression is called an “S and D”. It locates the suppressives on the case.

I have several times undercut (gotten processes that reach deeper) on S & Ds.

The earliest process asked merely who might have been suppressive to the pc. This is still valid but I have found 2 flaws in it.

1. The auditor does not do a listing type S & D at all but just chattily brushes it off.
2. The list from this question contains an actual suppressive that is passed right over.

Therefore I undercut the question and obtained much better results because the new question reached deeper.

The new question was “Who or *what* might have suppressed you?”

Then I recalled an even deeper question. This was “What purpose has been suppressed?” This was given to Qual Div SH some time ago. It would have 2 lists. The first is for the purpose as above and the second would be “Who or what suppressed .....(purpose found)?”

For some reason, probably because no one did 2 lists, this undercut was neglected.

Therefore I researched further and developed what we will now use as an S & D.

It is one of these killer processes. It is VERY strong. So it isn't to be carelessly done.

If you get a wrong item on an S & D YOU CAN MAKE THE PC ILL. So one has to do an S & D right and follow all the rules of listing as given in Level III tech.

Also I find now that when a list item found is a generality (multiple subject, not specific such as “dogs” or “the public”) the list is simply not complete. One does not have to settle for a generality and then list the generality. He will find *that* the pc will eventually list the specific non-general item anyway. Of course one can also do a represent list of a general item found if that seems best.

The real question for an S & D was established only when I found a purpose all Suppressives have in common and is a very fundamental effort in suppressives. This effort by suppressives, when found, then permitted me to form the question.

The key S & D question is:

“Who or what has attempted to unmock you?”

*Unmocking* (an effort to reduce or make disappear) is the primary effort of suppressives.

Therefore the listing question on test delivers up items totally overlooked by the earlier types of S & D.

The question needs to be cleared carefully for non-Scientology. If it has to be rephrased, watch out as the meaning may vanish. “Tried to make nothing of you” might substitute but at this writing only unmock has been tested and a question for others than educated Scientologists will be developed and issued and made part of the enclosure for the book.

This S & D question must be done by LISTING only and with great care to follow Level III Listing tech as it, being powerful, will backfire on the pc if done carelessly and a wrong item is found.

The item is found by listing and given to the pc, which is the end of the process. If a generality results it may be represented. But listing continued will give the same result of a single item. A general item must not be given to the pc as the final result.

This process will now be standard review S & D.

L. RON HUBBARD  
Founder

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[This HCO B is modified by HCO B 28 November 1967, *The Key S & D Question*, page 210.]

**LRH TAPE LECTURES**  
16—18 November 1967

- \* 6711C16 SO Watch, Quarter and Station Bill (WQSB)
- \* 6711C18 SO A Talk to Saint Hill and World-Wide Ethics Officers

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 22 NOVEMBER 1967

Student Hat  
Remimeo

*All Students*

*All Courses*

**OUT TECH**

If at any time a supervisor or other person in an org gives you interpretations of HCOBs, Policy Letters or tells you, "That's old. Read it but disregard it," or gives you a chit for following HCOBs or tapes or alters tech on you or personally cancels HCOBs or Policy Letters without being able to show you an *HCOB* or Policy Letter that cancels it, **YOU MUST REPORT THE MATTER COMPLETE WITH NAMES AND ANY WITNESSES ON DIRECT LINES TO THE INTERNATIONAL ETHICS OFFICER AT WORLD WIDE.**

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

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

There is no hidden data line.

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

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

-----

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

-----

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

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Founder

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[The above HCO PL was revised and reissued on 18 July 1970, a copy of which is in Volume VII, page 115. It was also revised for the Standard Dianetics Course as HCO PL 8 May 1969, Issue IV, OEC Vol. 4, page 239.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 NOVEMBER 1967  
(Modifies HCOB 9 Nov 67)

Remimeo

The key S & D question is:

“Who or what has unmocked you?”

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Founder

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HCO BULLETIN OF 27 DECEMBER 1967

Remimeo

**LIST HANDLING**

By using a list such as the Green Form Review of 13 October 1966 to handle a case, one handles each item that reads before going on with assessment.

There are two ways to use an assessment list.

- (a) Direct assessing of the whole list to obtain data and find what to do.
- (b) Assess down the list only until something reads, then handle that. Then when it's handled, continue on down from it to the next read, handle that, etc.

The pc's attention often hangs up when his trouble is by-passed by a full list assessment without handling.

If in handling an item you get an FN you don't then go on assessing the list.

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- \* 6711C30 SO Crew Training
- \*\* 6712C10 SO Form and Manner of Keeping Watches

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HCO POLICY LETTER OF 28 DECEMBER 1967

Remimeo  
Star Rated on All Qual  
Personnel and on Exec  
Secs and Secs

**QUAL SENIOR DATUM**

The Senior datum of Qual is that:

**QUAL NEVER NEVER NEVER TAKES THE ORDER OR DIRECTION OF ANY OTHER DIVISION OR STAFF MEMBER ON WHAT TO DO TECHNICALLY WITH A STUDENT OR PC.**

Qual only really comes into action when other divisions and staff of other divisions have failed. So if they knew what to do the person would not be turning up in Qual for tech remedies. So if Qual takes *their* orders of what to do it will also fail.

This datum originated at SH when Qual, in a collapse, was found to be obediently doing what Div 4 and Dept 3 ordered on students and pcs. It was getting no results. I analyzed the situation and over a period of a couple of weeks worked on it. The result was the above datum and the GREEN FORM.

Qual always does its own analysis and its own internal routings independent of other directions. It can use any process ever released and a Review auditor must be able to do them.

The GREEN FORM must be added to from time to time as new difficulties are found due to advancing technology or new errors developed by poor training.

A student sent by Tech Sec for Cramming may be routed instead by Qual to case repair if that is what is needed.

The keynote of Qual is CORRECTION. This of course applicable to diagnosis as well.

**NO OTHER DIVISION MAY CHIT QUAL FOR REFUSING TO OBEY THEIR DIRECTIONS REGARDING WHAT TO DO WITH STUDENTS OR PCS.**

Other divisions are assembly lines. Qual is an individual approach. Qual's Review only gets flat ball bearings—which could not or would not roll on the assembly line of Div 4.

People can't be sent to Qual for "disagreements checks" "sec checks" or other stated actions as these are an attempted diagnosis and will normally be found to be the wrong process.

Qual is the students' and pcs' friend. A last refuge when other doors close.

**AND** cases must leave Qual and students must leave Qual **WITH THE WHOLE THING HANDLED** in a way that will **STAY HANDLED**. Qual has no Qual Div for the Qual Div. When it goes irresponsible and lets an unhandled case or student out, then that person **HAS NO PLACE TO TURN**.

I know how bad a failed Qual case can be because when I'm in an org, having no part of the org to go to (unless the Chaplain) they come to me. I usually find (a) that



some imaginary rule has stopped the person's progress or policy has been used to stop or (b) that Qual was obedient to some other division and (c) always that Qual has either not been approached or has failed when it was.

So the senior datum of Qual is important.

-----

There is another datum in Qual that is very important. And that is:

**NO AUDITOR MAY BE EMPLOYED IN QUAL WHO CANNOT SUCCESSFULLY LIST AND ASSESS FLAWLESSLY WITHOUT ANY ERRORS.**

All you have to do to wreck Qual is put an auditor in it who is not letter perfect in ALL the tech of listing and assessing. (Some isolated summary is not enough—all the original tapes and all the original HCOBs must be studied to make an auditor able in listing and assessing. It is the weakest applied point in our tech—too many can't or don't learn how to do it. But a Qual auditor MUST be a shark on it.)

One can say that the health of an org depends on Qual finally handling. The key processes which keep an org healthy are new (67) style Remedy A, Remedy B and S & Ds and the GREEN FORM. These are listing and assessing or assessing processes. Thus the vital tech is listing and assessing. So Qual auditors have to be carefully trained to do these perfectly.

At this writing Qual is being streamlined into a new fast flow pattern. This policy still applies and in 2068 will still apply and in 200068 as well.

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Founder

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HCO BULLETIN OF 9 JANUARY 1968

(Cancels HCO B 16 August 1966, "LIST 1A S & D")

Remimeo  
Academies, Level  
III & above  
HGC Auditors,  
III & above  
Franchise, Level  
III & above

---

Pc's name

---

Date

---

Auditor

**LIST L4A  
FOR ASSESSMENT OF ALL LISTING ERRORS,  
S & Ds, REMEDY A, REMEDY B, ETC**

1. DO YOU HAVE AN ARC BREAK? (ARE YOU UPSET?)  
(If this question reads establish if the upset is due to a break in Affinity, Communication or Reality and then having established which one by meter [A, R or C] locate by meter and indicate to the pc the by-passed charge.)  
(Do not go on further until the ARC Break has been vanished. The pc might also have a PTP, etc, so continue on when the ARC Break question is null or has been handled.)
2. DO YOU HAVE A PRESENT TIME PROBLEM?  
(If this reads, handle by any quick problems process.)
3. IS A LIST INCOMPLETE?  
(If this reads find out what list and handle.)
4. HAS A LIST BEEN TOO LONG?  
(If so, find what list and get the item off from it by nulling with "Suppress", the nulling question being "Has\_\_\_\_been suppressed?" for each item on the overlong list.)
5. HAVE WE TAKEN THE WRONG ITEM OFF A LIST?  
(If this reads put in Invalidate and Suppress on the list and null as in 4 above and find the right item.)
6. HAS AN ITEM ON A LIST BEEN DENIED YOU?  
(If this reads find what it was, clean it up with supp & inval and give it to the pc.)
7. HAS AN ITEM BEEN PUSHED OFF ON YOU YOU DIDN'T WANT?  
(If so, find it and get in supp & inval on it and tell the pc it wasn't his item and continue the original action to find the correct item.)
8. HAVE YOU INVALIDATED A CORRECT ITEM FOUND?  
(If so, rehab the item and find out why the pc invald it or if somebody else did, clean it up and give it to the pc again.)
9. HAVE YOU THOUGHT OF ITEMS THAT DID NOT GET PUT ON THE LIST?  
(If so, add them to the correct list.)

10. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?  
(If so, find out on what question and try to write a list from recall and get an item and give it to the pc.)
11. HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?  
(If so, indicate to pc that it was not his item. Don't try to find whose it was.)
12. HAS YOUR ITEM BEEN GIVEN TO SOMEBODY ELSE?  
(If so, find if possible what item it was and give it to the pc. Don't try to identify the "somebody else".)
13. HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST?  
(If so, find out what item and why.)
14. HAVE YOU WITHHELD AN ITEM FROM A LIST?  
(If so, get it and add it to the list if that list available. If not, put item in the report.)
15. HAS A WITHHOLD BEEN MISSED?  
(If so, get it.)
16. HAS AN ITEM BEEN BY-PASSED?  
(Locate what one.)
17. HAS AN ITEM BEEN SUPPRESSED?  
(If so, null by use of the suppress button or just have pc tell you if he can.)
18. HAS AN ITEM BEEN ABANDONED?  
(If so, locate it and get it back for the pc and give it to him.)
19. HAS AN ITEM BEEN PROTESTED?  
(If so, locate it and get the protest button in on it.)
20. HAS AN ITEM BEEN ASSERTED?  
(If so, locate what item and get in assert button on it.)
21. HAS AN ITEM BEEN SUGGESTED TO YOU BY ANOTHER?  
(If so, get it named and the protest and refusal off.)
22. HAS AN ITEM BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED?  
(If so, get off the charge and give it to the pc, or if he then changes his mind on it, go on with the listing operation.)
23. HAS THE ITEM ALREADY BEEN GIVEN?  
(If so, get it back and give it again.)
24. HAS THE ITEM BEEN FOUND PREVIOUSLY?  
(If so, find what it was again and give it to pc once more.)
25. HAS AN ITEM NOT BEEN UNDERSTOOD?  
(If so, work it over with buttons until pc understands it or accepts or rejects it and go on with listing.)
26. WAS NULLING CARRIED ON PAST THE FOUND ITEM?  
(If so, go back to it and get in suppress and protest.)
27. HAS AN ITEM BEEN FORCED ON YOU?  
(If so, get off the reject and suppress. And get the listing action completed to the right item if possible.)
28. HAS AN ITEM BEEN EVALUATED?  
(If so, get off the disagreement and protest.)

29. HAS EARLIER LISTING BEEN RESTIMULATED?  
(If so, locate when and indicate the by-passed charge.)
30. HAS AN EARLIER WRONG ITEM BEEN RESTIMULATED?  
(If so, find when and indicate the BPC.)
31. HAS AN EARLIER LISTING ARC BREAK BEEN RESTIMULATED?  
(If so, locate and indicate the fact.)
32. DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS?  
(If so, indicate it to pc.)
33. IS THERE SOME OTHER KIND OF BY-PASSED CHARGE?  
(If so, find what and indicate it to pc.)
34. WAS THERE NOTHING WRONG IN THE FIRST PLACE?  
(If so, indicate it to pc.)
35. HAS THE UPSET ALREADY BEEN HANDLED?  
(If so, indicate it to pc.)

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Founder

[This HCO B is amended by HCO B 15 December 1968, *L4A-For Assessment of All Listing Errors*, page 285.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

Remimeo  
Tech Personnel  
Qual Personnel  
Students

HCO BULLETIN OF 9 JANUARY 1968

**MONEY PROCESS**

The command of the Money Process is:

MOCK UP A WAY TO WASTE MONEY.

This is run until a person can *have* money.

Also one may add to the Money Process, Clay Table all Org money flows.

All to Free Needle.

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Founder

- |                |           |  |
|----------------|-----------|--|
| ** 68....C.... | SPEC LECT | Talk to EC WW on RS at Southampton       |
| ** 6801C05     | AO-1      | Fast Flow and Inspection Before the Fact |
| ** 6801C12     | AO-2      | Those Who Will Put Things Right          |

Remimeo

### S & Ds

There are three types of S & D (Search and Discovery). These are used to nullify the influence of Suppressive persons or things on a case so the person will be able to be processed and will no longer be PTS (a Potential Trouble Source). People who are PTS became that way because of suppression by persons or objects. Insanity is also remediable by S & Ds where the person can be processed.

These are all LISTING processes and if the auditor is not well-trained and good at the technology of listing, not only will no good result occur but the pc (given a wrong item, overlisted or underlisted, or audited over an ARC Break or PTP) can be made ill.

Pcs who become ill are *always* to a greater or lesser degree PTS.

These questions should not be shown to a pc as they may start him self-listing.

The "type" is determined by the 1st letter of the key word in the listing question.

#### S & D TYPE U

"Who or what has attempted to unmock you?"

Where this does not communicate, use "Who or what has tried to make nothing out of you?" A very bad off case may respond best to "Who or what has unmocked you?"

This (above) is the standard and most used S & D.

#### S & D TYPE S

"Who or what are you trying to stop?"

This works on all cases to a greater or lesser degree. It is particularly useful on a case that is giving a great deal of trouble, gets small reads or is rather suppressive. This should work on the insane also as the point where a q<sup>n</sup> (thetan) becomes insane is the point where he begins to generally stop things. I looked for years for the exact point where a q<sup>n</sup> ceased to be sane and became insane on any given subject and finally found that it was the exact moment he became dedicated to trying to stop whatever it was.

#### S & D TYPE W

"Who or what are you trying to withdraw from?"

This is the action after a failure to stop has occurred.

In administering these, the best order would be Type W, Type S and then Type U, if you are going to give them all to the same pc in a row.

Any or all can be given to the same pc.

S & Ds can be given more than once to the same pc.

Properly listed the results are magical. If they are not magical, then listing tech is badly out and should be restudied from ALL materials and tapes on the subject.

Errors are located and repaired by the recent new L4A (HCOB of 9 January 1968).

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 JANUARY 1968

Remimeo  
Sthil Staff  
Sthil Students  
Franchise

### **STARTING OF PRECLEARS**

All raw meat Preclears (one who has never had Scientology processing), before being run on Level Zero, should be run on ARC S/W, Secondaries and ENGRAMS. This, then, gets their basic levels in.

On the Dianetic Courses running ARC S/W, Secondaries and ENGRAMS comes as the last requirement after the Course Supervisor is satisfied that the TRs 0 to 4 are in on the Student.

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Remimeo

## S & Ds

### S & Ds BY BUTTON

The most certain way to handle a pc with an S & D is to assess for the type to give first.

With the pc on the meter, say, “Unmock” (or “Make nothing of”) “Stop” “Withdraw from” “Suppress” “Invalidate” (or any of the buttons used in old Problems Intensives). Then take the one that read largest and put it in the Question “Who or what has attempted to\_\_\_\_\_you?” or “Who or what are you trying to\_\_\_\_\_?”

When you have listed the question and found the item and given it to the pc, you can take the above list, with the one used omitted, and take the largest read now on the remaining words and put that in the question and get another item for it.

So long as you can get one of the buttons to read, you can get an item by doing an S & D with it.

CAUTION: Do not continue to do S & Ds beyond a floating needle.

CAUTION: Do not list an S & D button if the question for the list does not read.

### S & Ds BY ASSESSMENT FOR QUESTION

You can also do an S & D by assessing for a button to use in an S & D question.

This is done by asking the question:

“What are they trying to do to you?”

Get the pc to list it, find the item and then use it in an S & D question.

This works on any case but always works best on cases that haven’t responded to S & Ds previously.

Fit the resulting item in the question “Who or what is trying to\_\_\_\_\_you?”

### PURPOSE S & Ds

A Purpose S & D By Assessment for Question can be done by first listing “What are you trying to do?” or “What have you tried to do?” You test these two questions for the largest read, then you list the one that reads best.

When you have the item of “What are you trying to do” or “What have you tried to do” you fit it into the S & D Question “Who or what have you failed to\_\_\_\_\_ (item found)?” or “Who or what have you tried to\_\_\_\_\_?”, the two questions tested for largest read and then listed for an item.

CAUTION: The question must make sense and be answerable. Don’t change the wording of the item. Change the question into a sensible one.

This form of S & D can give an Effect question as the only possible question.

If the item found on the first list “ trying to do” won’t word causative, word it by effect—”Who or what has tried to you ?”

The whole attempt of this S & D is to find the person or thing that has blunted the purpose of the pc.

-----

All these S & Ds *do not set aside the standard S & D Types W, S and U*. “Type U” is the basic S & D. They are for use mainly when the pc has had a long Review history or a bad Ethics history, or is insane or suppressive. BUT using them does not evaluate the pc as down tone. They give rather magical effects on anyone.

The Purpose S & D is from earlier research and is very magical on Artists. It has the liability of having to be done sensibly, being a sort of goals assessment plus an S & D. Sometimes the goals assessment (“What are you trying to do”) is magical enough to produce a floating needle. If so, don’t ever go past it to the second question that uses the goal.

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[For further data on F/N during listing see *C/S Series 43*, Volume VII, page 278.]

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HCO BULLETIN OF 12 MARCH 1968

Remimeo

### **MISTAKES, ANATOMY OF**

In the presence of Suppression, one makes mistakes.

People making mistakes or doing stupid things is evidence that an SP exists in that vicinity.

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Founder

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\*\* 6801C17 SO Weather  
\*\* 6801C26 AO-4 Ron’s Talk at 4th Graduation on RS (Apollo)



HCO BULLETIN OF 18 APRIL 1968

Remimeo  
Qual Divs  
Rev  
AOs  
OT Study  
Materials

### NEEDLE REACTIONS ABOVE GRADE IV

In doing Green Forms or Analysis Lists on any Clears (but not in nulling) or doing them on most cases above 5 and some cases below it, there are 2 different E-Meter needle phenomena which have to be given attention:

1. As a Clear's postulates read as a surge, usually fairly long (over 1"), "No" can read if the pc says it to himself as an answer to a question asked.

A read, therefore, does not mean invariably "yes" or that the question is charged. All it means is that the Meter has read.

The Auditor must now find out what the read was before determining he should do something about that portion of the Green Form or List. One doesn't just assume the read was "yes".

One asks about the read as a general rule, not assuming at once the thing asked was charged.

Example—

Auditor: "Do you have a missed withhold?" Meter surges.  
Auditor: "What was that?"  
Pre OT: "I thought No I don't."  
Auditor: "Ok. Do you have a missed withhold?"  
Pre OT: "No."—Meter didn't read.  
Auditor: "Anything suppressed—asserted—protested—invalidated. Ok that's clean."

Ticks ( $1/8$  inch) often mean something is there. A Pre OT's postulates have greater length when they surge.

It is not important how you handle this phenomena of postulate or to-oneself comment by a high level case. It *is* important that the Auditor does not hang the case with a wrong adjudication of what's wrong by thinking every *surge* means "yes", or that the question is charged because it surges. A question is charged only if it won't clean up with buttons until the action itself is taken.

A Pre OT, unlike pcs below Grades I or II, usually recognizes what is wrong as soon as it is mentioned. He or she is more aware.

2. A response like a brief dirty needle on a Pre OT means "No" always.

So there *is* a certain and trustworthy negative to be had on a Pre OT.

A real dirty needle is constant and continues. The same small jerky needle action on a person Grade 5 or above means "No!" or that the question is negative.

On pcs below 5 it means a withhold or an ARC break or almost anything and is of course continuous.

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HCO POLICY LETTER OF 19 APRIL 1968

(HCO Pol Ltr of 9 April 1968, amended and reissued)

Remimeo  
Qual Div Hats  
Tech Div Hats

**HGC PC REVIEW AUDITING FORM**

WHEN THE REVIEW AUDITOR RECEIVES A PC FOR REVIEW, HE INSTANTLY AND IMMEDIATELY GETS THE PC INTO SESSION AND HANDLES THE FOLLOWING FORM.

(The Auditor goes down the Form and *handles each item as he goes along*. He does *not* assess first and then, later, handle the items that read. The Form is ended on a Free Needle. It is done in the same style as L4A, HCO Bulletin 9 January 1968. This Green Form is handled as the first standard action and is done on a meter and significant TA is noted on the line on which it occurred. The list is in order of importance.)

NAME \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

NAME OF AUDITOR \_\_\_\_\_

1. FOLDER IN HAND \_\_\_\_\_ LAST AUDITOR'S NAME \_\_\_\_\_

2. CONTAINS BEGINNING ASSESSMENT FORM \_\_\_\_\_

3. PC OR PRE OT ROUTED INTO REVIEW AT CHARGE \_\_\_\_\_

PC OR PRE OT SENT BY EXAMINER \_\_\_\_\_

4. ARC BREAK  
SESSION ASSESSMENT \_\_\_\_\_

ENVIRONMENT \_\_\_\_\_

4. (b) NO AUDITING \_\_\_\_\_

5. IGNORED ORIGINATIONS \_\_\_\_\_

6. MISSED WITHHOLDS \_\_\_\_\_

CLEAN\_\_\_\_\_

6. (a) OVERTS\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. PRESENT TIME PROBLEM\_\_\_\_\_

\_\_\_\_\_

EVALUATION\_\_\_\_\_

INVALIDATION \_\_\_\_\_

CLEAN\_\_\_\_\_

8. MISUNDERSTOOD WORD OR SYMBOL \_\_\_\_\_

\_\_\_\_\_

CLEAN\_\_\_\_\_

9. COMMITTING CONTINUOUS PT OVERTS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CLEAN\_\_\_\_\_

10. CLEANED CLEANS\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

a. SOMETHING THAT ISN'T THERE \_\_\_\_\_

\_\_\_\_\_

b. TRYING TO PUT SOMETHING WHERE THERE IS NOTHING\_\_\_\_\_

\_\_\_\_\_

c. FALSE ASSERTION\_\_\_\_\_

\_\_\_\_\_

d. ASSESSED BEYOND RIGHT ITEM\_\_\_\_\_

\_\_\_\_\_

e. WRONG DATE\_\_\_\_\_

f. INCOMPLETE LIST\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- g. OVERLIST \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- h. LOWER LEVELS UNFLAT \_\_\_\_\_  
\_\_\_\_\_
- i. LOWER LEVELS OVERRUN \_\_\_\_\_  
\_\_\_\_\_
- j. LOWER LEVELS NEVER RUN \_\_\_\_\_  
\_\_\_\_\_
- k. HAS A POWER PROCESS BEEN LEFT UNFLAT? \_\_\_\_\_  
\_\_\_\_\_
- l. HAS A POWER PROCESS BEEN OVERRUN? \_\_\_\_\_  
\_\_\_\_\_
- m. FALSE ATTESTATION \_\_\_\_\_
- n. UNTRUE ASSERTS ABOUT CASE \_\_\_\_\_
- o. TOLD A LIE \_\_\_\_\_
- p. WASN'T SURE \_\_\_\_\_
- q. STUCK PICTURE \_\_\_\_\_
- r. ALL BLACK \_\_\_\_\_
- s. MISUNDERSTOOD TECH \_\_\_\_\_
- t. MISUNDERSTOOD CASE CONDITION \_\_\_\_\_
- u. EXPERIMENTING \_\_\_\_\_  
\_\_\_\_\_
- v. ALTERING TECH \_\_\_\_\_  
\_\_\_\_\_
- w. DOING SOMETHING ELSE WITH TECH \_\_\_\_\_  
\_\_\_\_\_
- x. HAVE YOU TYPED, HANDWRITTEN OR TAPED COPIES OF ANY CONFIDENTIAL MATERIALS? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. PROCESS LEFT UNFLAT \_\_\_\_\_  
DATE OF SESSION \_\_\_\_\_  
PROCESS LEFT UNFLAT \_\_\_\_\_  
DATE OF SESSION \_\_\_\_\_  
PROCESS LEFT UNFLAT \_\_\_\_\_  
DATE OF SESSION \_\_\_\_\_  
PROCESS LEFT UNFLAT \_\_\_\_\_  
DATE OF SESSION \_\_\_\_\_
12. PROCESS OVERRUN \_\_\_\_\_  
DATE OF SESSION \_\_\_\_\_  
PROCESS OVERRUN \_\_\_\_\_  
DATE OF SESSION \_\_\_\_\_
13. NON-STANDARD PROCESSES \_\_\_\_\_  
\_\_\_\_\_
14. BAD AUDITING COMM CYCLE \_\_\_\_\_
15. CODE BREAKS \_\_\_\_\_  
\_\_\_\_\_
16. HIDDEN STANDARD (WHAT WOULD HAVE TO HAPPEN FOR YOU TO  
KNOW SCIENTOLOGY WORKS) \_\_\_\_\_  
\_\_\_\_\_  
SPOTTED \_\_\_\_\_
17. PC AND DRUGS (TAKING ANY DRUGS) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
18. ALCOHOL \_\_\_\_\_  
\_\_\_\_\_
19. ENOUGH SLEEP \_\_\_\_\_  
ENOUGH FOOD (BREAKFAST) \_\_\_\_\_  
(LUNCH) \_\_\_\_\_  
(DINNER) \_\_\_\_\_
20. MIXED THERAPIES (ANY OTHER TREATMENT IN PROGRESS) \_\_\_\_\_  
\_\_\_\_\_

21. CONNECTED TO A SUPPRESSIVE PERSON \_\_\_\_\_  
\_\_\_\_\_
22. CONNECTED TO A SUPPRESSIVE GROUP \_\_\_\_\_  
\_\_\_\_\_
23. HERE TO GET DATA FOR SOMEONE ELSE \_\_\_\_\_
24. HERE BECAUSE SOMEONE ELSE DEMANDED IT \_\_\_\_\_
25. FORMER RELEASE \_\_\_\_\_  
\_\_\_\_\_
26. FORMER THETAN EXTERIOR \_\_\_\_\_
27. SELF AUDITING DURING INTENSIVE \_\_\_\_\_
28. BEING AUDITED BY SOMEONE ELSE DURING INTENSIVE OTHER  
THAN HGC AUDITOR \_\_\_\_\_
29. CRIMINAL RECORD OR CRIMES FOR WHICH YOU COULD BE  
ARRESTED \_\_\_\_\_  
\_\_\_\_\_
30. INSANE ASYLUM HISTORY \_\_\_\_\_  
SHOCK TREATMENT HISTORY \_\_\_\_\_
31. HERE TO BE CURED OF SOMETHING NOT MENTIONED \_\_\_\_\_  
\_\_\_\_\_
32. UNPAID DEBTS TO ORGS \_\_\_\_\_
33. KNOWLEDGE OF A CRIME AGAINST SCIENTOLOGY \_\_\_\_\_
34. WHAT WOULD HAPPEN IF SCIENTOLOGY WORKED ON EVERYONE \_\_\_\_\_  
\_\_\_\_\_
35. ANYTHING UPSETTING ABOUT THIS REVIEW \_\_\_\_\_
36. HAS ANYTHING BEEN SUPPRESSED? \_\_\_\_\_
37. HAS ANYTHING BEEN INVALIDATED? \_\_\_\_\_
38. HAS ANYTHING BEEN RUSHED? \_\_\_\_\_
39. HAS ANYTHING BEEN MISSED? \_\_\_\_\_
40. PC STATEMENT OF THE TROUBLE AS IT IS *NOW* \_\_\_\_\_
41. READS I COULD NOT CLEAN UP \_\_\_\_\_
42. BOOK OF CASE REMEDIES (IF PC NOT SOLVED BY THIS POINT) \_\_\_\_\_  
\_\_\_\_\_

43. OTHER ACTIONS CASE OFFICER HAD TO TAKE \_\_\_\_\_

\_\_\_\_\_

44. FALSE REPORTS \_\_\_\_\_

\_\_\_\_\_

FINISH TA POSITION \_\_\_\_\_ FINISH TIME \_\_\_\_\_

TOTAL TA DIVS DURING REVIEW \_\_\_\_\_ TOTAL TIME \_\_\_\_\_

PC TO ETHICS \_\_\_\_\_

PC TO HGC \_\_\_\_\_

RECOMMENDATIONS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE \_\_\_\_\_ CASE OFFICER SIGN \_\_\_\_\_

EXAMINER FINALLY DIRECTS

TO ETHICS \_\_\_\_\_ TO HGC \_\_\_\_\_

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Founder

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[The earlier *HGC Pc Review Auditing Form*, HCO PL 13 October 1966, Issue III, page 184, was amended and reissued as HCO PL 26 January 1968 which made the following changes: the beginning explanatory text and Numbers 1, 3, 11 and 12 were changed to read the same as the above HCO PL; Items a-q were added to Number 10, which in the above issue became f, g, e, k, l, m, n, o, p, q, r, s, t, u, v, w, x, respectively.

The 26 January 1968 issue was amended by HCO PL 15 March 1968, same title, which changed Number 10 to read the same as the above HCO PL.

A further amendment was made by HCO PL 9 April 1968 which changed Numbers 7 and 6 (a) to the text in the above HCO PL.

An additional amendment, HCO PL 19 April 1968, added Number 4 (b) above.

The above issue was amended by HCO PLs dated 16 December 1968 (which changed the title to *Green Form*), 15 May 1969, 7 September 1969, 7 April 1970, and 8 August 1970, all of which were done by staff, not LRH.

A further revision was issued on 17 September 1974 which was revised by HCO PL 7 April 1970RA, Revised 29 September 1974, *Green Form*, which is in Volume VIII, page 321.]

HCO BULLETIN OF 4 MAY 1968

Remimeo

**DIANETIC COURSES**  
**STUCK PICTURES**

A picture is stuck because of—

- (a) An effort to withdraw from it or something in it.
- (b) An effort to stop or stop something in it.
- (c) A stop-withdraw combination.
- (d) An effort to suppress the picture or something in it.
- (e) An effort to invalidate the picture or something in it.
- (f) A protest against the picture or its content.
- (g) An effort to hold on to the picture.
- (h) An ARC Break about the picture.
- (i) A Present Time Problem about the picture.
- (j) An overt picture of which the stuck one is the motivator.
- (k) Too late on the chain of similar pictures.

Long before one gets to (k) it should have blown.

One should have had good luck running engrams himself before being very expert on others.

The above also applies to secondaries.

Engrams which go solid when you try to run them are too late on the chain, really.

If you run too far back you get a preclear into masses he can't easily handle.

A pc should never be *forced* into or through engrams. If he has a struggle he should be running locks.

Reality on engrams increases in ratio to the charge taken off the case.

In handling the above (a) to (k) you use (a) to run through until the needle doesn't react, then (b) through. Then (c) through. And so on. One at a time.

Although I say *stuck* picture, you can use the above on any engram, particularly if one "hangs up" in some portion.

Good running.



HCO BULLETIN OF 7 MAY 1968

Remimeo

**UPPER INDOC TRS**

Following are the Upper Indoc TRs 6 to 9 inclusive.

*Number:* TR 6

*Name:* 8—C (Body Control)

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

The commands to be used for 8—C are:

“Look at that wall.” “Thank you.”  
“Walk over to that wall.” “Thank you.”  
“Touch that wall.” “Thank you.”  
“Turn around.” “Thank you.”

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

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

*Training Stress:* Complete, crisp precision of movement and commands. Student, as in any other TR, is flunked for current and preceding TRs. Thus, in this case, the coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgement, for poor repetition of command, and for failing to handle origination by coach. Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting. In the first part of the session student is not allowed to walk coach into walls, as walls then become automatic stops and the student is then not stopping the coach's body but allowing the wall to do it for him.

*History:* Developed by L. Ron Hubbard in Camden, New Jersey in October 1953, modified in July 1957 in Washington, D.C., and the commands were modified in HCO Bulletin of 16 November 1965, Issue II.

*Number:* TR 7

*Name:* High School Indoc.

*Commands:* Same as 8—C (control) but with student in physical contact with coach. Student enforcing commands by manual guiding. Coach has only three statements to which student must listen: “Start” to begin coaching session, “Flunk” to call attention to student error, and “That's it” to end the coaching session. No other remarks by the coach are valid on student. Coach tries in all possible ways, verbal, covert and physical, to stop student from running control on him. If the student falters, comm lags, fumbles a command, or fails to get execution on part of coach,

coach says “Flunk” and they start at the beginning of the command cycle in which the error occurred. Coach falldown is not allowed.

*Position:* Student and coach ambulant. Student handling coach physically.

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

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

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

*Number:* TR 8

*Name:* Tone 40 on an Object.

*Commands:* “Stand up.” “Thank you.” “Sit down on that chair.” “Thank you.” These are the only commands used.

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

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

*Training Stress:* TR 8 is begun with student holding the ashtray which he manually makes execute the commands he gives. Under the heading of training stress is included the various ways and means of getting the student to achieve the goals of this training step. During the early part of this drill, say in the first coaching session, the student should be coached in the basic parts of the drill, one at a time. First, locate the space which includes himself and the ashtray but not more than that much. Second, have him locate the object in that space. Third, have him command the object in the loudest possible voice he can muster. This is called shouting. The coach’s patter would run something like this: “Locate the space.” “Locate the object in that space.” “Command it as loudly as you can.” “Acknowledge it as loudly as you can.” “Command it as loudly as you can.” “Acknowledge it as loudly as you can.” That would complete two cycles of action. When shouting is completed, then have student use a normal tone of voice with a lot of coach attention on the student getting the intention into the object. Next, have the student do the drill while using the wrong commands—i.e., saying “Thank you” while placing in the object the intention to stand up, etc. Next, have the student do the drill silently, putting the intention in the object without even thinking the words of the command or the acknowledgement. The final step in this would be for the coach to say “Start” then anything else he said would not be valid on student with the exception of “Flunk” and “That’s it”. Here, the coach would attempt to distract the student, using any verbal means he could to knock the student off Tone 40. Physical heckling would not be greater than tapping the student on the knee or shoulder to get his attention. When the student can maintain Tone 40 and get a clean intention on the object for each command and for each acknowledgement, the drill is flat.

There are other ways to help the student along. The coach occasionally asks, “Are you willing to be in that ashtray?” When the student has answered, then, “Are you willing for a thought to be there instead of you?” Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student’s attention. Another question the coach asks the student is, “Did you really expect that ashtray to comply with that command?”

There is a drill which will greatly increase the student’s reality on what an intention is. The coach can use this drill three or four times during the training on Tone 40 on an Object. As follows: “Think the thought—I am a wild flower.” “Good.”

“Think the thought that you are sitting in a chair.” “Good.” “Imagine that thought being in that ashtray.” “Good.” “Imagine that ashtray containing that thought in its substance.” “Good.” “Now get the ashtray thinking that it is an ashtray.” “Good.” “Get the ashtray intending to go on being an ashtray.” “Good.” “Get the ashtray intending to remain where it is.” “Good.” “Have the ashtray end that cycle.” “Good.” “Put in the ashtray the intention to remain where it is.” “Good.” This also helps the student get a reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill, Tone 40 on an Object, usually takes the most time of any drill in Upper Indoc, and time on it is well spent. Objects to be used are ashtrays, preferably heavy, coloured glass ashtrays.

*History:* Developed by L. Ron Hubbard in Washington, D.C., in 1957 to train students to use intention when auditing.

*Number:* TR 9

*Name:* Tone 40 on a Person.

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

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

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

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

*History:* Developed in Washington, D.C., in 1957 by L. Ron Hubbard.

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

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Founder

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[This HCOB has been corrected per BTB 22 May 1971R, *TR-8 Clarification*, which added the first sentence in TR-8 Training Stress above. ]

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*(Only change is in this type sty/e)*

## OVERT-MOTIVATOR SEQUENCE

### DIANETICS COURSES LEVEL TWO SOLO AUDIT OT SECTIONS

There was an important discovery made in 1952 on the subject of engrams which did not get included in "Book One", *Dianetics: The Modern Science of Mental Health*.

This was the "Overt-Motivator sequence of ENGRAMS".

AN OVERT, in Dianetics and Scientology, is an aggressive or destructive ACT by the individual against one or another of the 8 dynamics (self, family, group, Mankind, animals or plants, MEST, Life or the Infinite).

A MOTIVATOR is an aggressive or destructive act received by the person or one of the dynamics.

The viewpoint from which the act is viewed resolves whether the act is an overt or a motivator.

The reason it is called a "Motivator" is because it tends to prompt that one pays it back—it "motivates" a new overt.

When one has done something bad to someone or something one tends to believe it must have been "motivated".

When one has received something bad, he also may tend to feel *he* must have done something to deserve it.

The above points are true. The actions and reactions of people on the subject are often very falsified.

People go about believing they were in an auto accident when in actual fact they caused one.

Also people may believe they caused an accident when they were only *in* one.

Some people, on hearing of a death, at once believe they must have killed the person even though they were far away.

Police in large cities have people turn up and confess to almost every murder as a routine.

One doesn't have to be crazy to be subject to the Overt-Motivator sequence. It is not only used on him continually by others, it also is a basic part of his own "case".

There are two extreme stages of Overt-Motivator phenomena. One is a person who gives up only motivators (always done to him) and the other is the person who "has done only overt" (done to others).

In running engrams you will find

1. All overt engrams that hang up (won't audit easily) have *also* a motivator engram as the same or different incident.
2. All motivator engrams that hang up have an overt engram in the same or different incident.

The two *types* of engrams then are OVERT Engrams and MOTIVATOR Engrams.

Example of Overt Engram—SHOOTING A DOG.

Example of Motivator Engram—BEING BITTEN BY A DOG.

The rule is that the SUBJECT MATTER MUST BE SIMILAR.

They can be in different points in time.

When you can't run out (erase) a dog bite engram, why then you find the "shoot dog" engram.

PSYCHOSOMATIC ILLS OR ABERRATIONS THAT DO NOT RESOLVE BY RUNNING ONE SIDE, USUALLY RESOLVE BY FINDING AND RUNNING THE OTHER.

When you can't erase an engram about shooting a dog, why then there's a bitten by dog.

It's all very simple really. There are always two sides to the coin. If one won't run, you try the other.

#### BASICS

Finding the basic engram on a chain also applies to finding the basic overt or basic motivator engram.

Engrams then hang up (won't run out) when

- (a) The other type needs to be run and
- (b) The one found has earlier engrams on it.

#### NONEXTANT ENGRAMS

An "engram" sometimes didn't exist. A pc can be trying to run being run over by a car when he never was. What needs to be done, when the incident won't run, is get the pc's incident of running over somebody. It also works in reverse. A pc can be trying to run an engram of running over somebody when he was in fact only run over himself and never did run over anyone.

So BOTH engrams can exist and be run or only one side exists and can be run or with a heavy foul-up on overts and motivators, one side can be non-factual and won't run because only the *other* side exists.

It is easy to visualize this as a matter of flows. An overt of course is an Outflow and a motivator is an Inflow.

#### SECONDARIES

It may never have been said that secondaries always sit squarely on incidents of actual pain and unconsciousness.

Also secondaries can exist on the overt-motivator sequence pattern just as in engrams.

This is the cause of frozen emotions or "unemotional" people. Also some people complain they can't feel anymore.

This works out by overt-motivator sequence. A person in grief over loss (grief is always loss) who then *can't* run it has *caused* grief and that overt-secondary can be run.

Also a person misemotional over causing grief has been caused grief. It works both ways with ALL POINTS ON THE TONE SCALE.

The last is a newer discovery and wasn't known to early Dianeticists.

The Overt-Motivator Engram phenomena did not receive adequate dissemination. The principle applied to secondaries has not before been released. It is basically Dianetic Engram running that resolves all cases in the end so one had better be pretty good at auditing Engrams and Secondaries, Motivator and Overt both.

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## COACHING

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

1. *Coach with a purpose.*
  - (a) Have for your goal when you are coaching that the student is going to get the training drill correct; be purposeful in working toward obtaining this goal. Whenever you correct the student as a coach just don't do it with no reason, with no purpose. Have the purpose in mind for the student to get a better understanding of the training drill and to do it to the best of his ability.
2. *Coach with reality.*
  - (a) Be realistic in your coaching. When you give an origination to a student really make it an origination, not just something that the sheet said you should say; so that it is as if the student was having to handle it exactly as you say under real conditions and circumstances. This does not mean, however, that you really feel the things that you are giving the student, such as saying to him, "My leg hurts." This does not mean that your leg should hurt, but you should say it in such a manner as to convey to the student that your leg hurts. Another thing about this is do not use any experiences from your past to coach with. Be inventive in present time.
3. *Coach with an intention.*
  - (a) Behind all your coaching should be your intention that by the end of the session your student will be aware that he is doing better at the end of it than he did at the beginning. The student must have a feeling that he has accomplished something in the training step, no matter how small it is. It is your intention and always should be while coaching that the student you are coaching be a more able person and have a greater understanding of that on which he is being coached.
4. *In coaching take up only one thing at a time.*
  - (a) For example: Using TR 4, if the student arrives at the goal set up for TR 4 then check over, one at a time, the earlier TRs. Is he confronting you? Does he originate the question to you each time as his own and did he really intend for you to receive it? Are his acknowledgements ending the cycles of communication, etc. But only coach these things one at a time; never two or more at a time. Make sure that the student does each thing you coach him on correctly before going on to the next training step. The better a student gets at a particular drill or a particular part of a drill you should demand, as a coach, a higher standard of ability. This does not mean that you should be "never satisfied". It does mean that a person can always get better and once you have reached a certain plateau of ability then work toward a new plateau.

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

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

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

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

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

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

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

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

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

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

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# **INTRODUCTION to SCIENTOLOGY ETHICS**

**by  
L. Ron Hubbard**

**Published July 1968**

Introduction to Scientology Ethics by L. Ron Hubbard was published at Saint Hill Manor in answer to a demand for a manual for learning and applying the Scientology Ethics system, which had proved to be so tremendously workable.

L. Ron Hubbard says, “All that Ethics is for—the totality of the reason for its existence and operation—is simply that additional tool necessary to make it possible to apply the technology of Scientology.

“Man does not have that purpose for his law or his justice. He wants to squash people who are giving him trouble.

“That is not the case with Scientology Ethics, which, having the above purpose, is a fabulously successful activity.”

In this manual Ron gives the principles and formulas of the Scientology Ethics system. He draws an easy-to-recognize picture of the person who can be trusted and the one who cannot be trusted. He gives the exact formulas to be used to better any condition (operating state) in which a person finds himself. He gives a Code of Offenses and Penalties; and then an essay on Rewards and Penalties in which he introduces a “seemingly obvious law” which explains “the whole decay of Western government”: “When you reward down statistics and penalize up statistics you get down statistics.” He goes on to show why and how to “reward the up statistic and damn the down”—a new and honest look. Finally, he shows how, once you get things going in the right direction, you maintain this upward trend.

This Ethics system can be applied in any area of your life—business, marriage, family, personal—with startlingly good results.

72 pages, hardback with dust jacket, glossary. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.



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HCO BULLETIN OF 1 AUGUST 1968

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*CLASS III, SOLO VI & VII, ACADEMY AND SHSBC  
REQUIRED REVIEWED FOR SOLO AND VII*

(Compiled from earlier HCOBs and TAPES of  
the early 60's to give the exact stable data)

**THE LAWS OF LISTING AND NULLING**

(Star Rate. No attestations  
allowed, clay and demos required)

The following laws are the ONLY important rules of listing and nulling. If an auditor doesn't know these he will mess up pcs thoroughly and awfully. An auditor who doesn't know and can't apply these is not a Level III auditor.

LAWS

1. The definition of a complete list is a list which has only one reading item on list.
2. A TA rising means the list is being overlisted (too long).
3. A list can be underlisted in which case nothing can be found on nulling.
4. If after a session the TA is still high or goes up, a wrong item has been found.
5. If pc says it is a wrong item it is a wrong item.
6. The question must be checked and must read as a question before it is listed. An item listed from a non-reading question will give you a "Dead Horse" (no item).
7. If the item is on the list and nothing read on nulling, the item is suppressed or invalidated.
8. On a suppressed list, it must be nulled with suppressed. "On ....has anything been suppressed."
9. On an item that is suppressed or invalidated the read will transfer *exactly* from the item to the button and when the button is gotten in the item will again read.
10. An item from an overlisted list is often suppressed.
11. On occasion when you pass *the* item in nulling, all subsequent items will read to a point where everything on list will then read. In this case take the first which read on first nulling.
12. An underlisted and overlisted list will ARC break the pc and he may refuse to be audited until list is corrected, and may become furious with auditor and will remain so till it is corrected.

13. Listing and nulling or any auditing at all beyond an ARC Br without handling the ARC Break first such as correcting the list or otherwise locating it will put a pc into a "sad effect".
14. A pc whose attention is on something else won't list easily. (List and null only with the rudiments in on the pc.)
15. An auditor whose TRs are out has difficulty in listing and nulling and in finding items.
16. Listing and nulling errors in presence of Auditor's Code violations can destabilize a pc.
17. The lack of a specific listing question or an incorrect non-standard listing question which doesn't really call for item will give you more than one item reading on a list.
18. You cease listing and nulling actions when a floating needle appears.
19. Always give a pc his item and circle it plainly on the list.
20. Listing and nulling are highly precise auditing actions and if not done exactly by the laws may bring about a down tone and slow case gain, but if done correctly exactly by the laws and with good auditing in general will produce the highest gains attainable.

NOTE: There are no variations or exceptions to the above. (Does not alter 5A Power procedure.)

A failure to know and apply this bulletin will result in the assignment of very low conditions as these laws, if not known or followed, can halt case gain.

L. RON HUBBARD  
Founder

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*LEVEL II*

**CHANGE OF COMMANDS  
OVERT-MOTIVATOR SEQUENCE**

***IMPORTANT***

(This HCOB takes precedence over all other  
tapes and HCOBs on overts)

Whereas it is workable to ask for “What have you done” and “What have you withheld”, it is NOT the Level II Grade II process any longer.

The original work on this used the overt-motivator sequence and the commands are

“What have you done?”

“What has been done to you?”

There is a third “leg” which is

“What has another done to another?”

which can be used and if not used may stick as a flow.

This *is* a problem in flows. (1) Inflow, (2) Outflow, (3) Cross Flow.

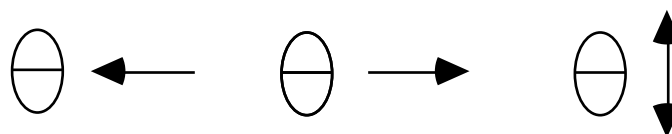
Therefore the only commands to be used to clean up overts are three in number. They are run one at a time to floating needle on the process (not F/N on each leg).

“What has been done to you?”

“What have you done?”

“What has another done to another?”

(By drawing three symbols



an auditor can put his pen on each as it is asked and so keep his place.)

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Founder

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HCO BULLETIN OF 6 AUGUST 1968

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*LEVEL III*  
IMPORTANT—STAR RATED

**R 3 H**

(Takes precedence over all other HCOBs & Tapes)

The way to handle the ARC Breaks of a case with R3H as the process for Level III is:

1. Locate a change in life by listing to a blowdown. Use that period. "What change has happened in your life" is a version of the question.
2. Get it dated.
3. Get some of the data of it (don't run as an engram) so you know what the change was.
4. Find out by assessment if this was a Break in

Affinity  
Reality  
Communication or  
Understanding

and have the pc examine that briefly.

5. Taking the one found in (4) find out by assessment if it was

Curious about \_\_\_\_\_  
Desired \_\_\_\_\_  
Enforced \_\_\_\_\_  
Inhibited \_\_\_\_\_

That is all there is to it.

That *was* the research process.

It works like a bomb.

To make sure it works well, get in the rudiments before you do it.

-----

It has been said that you can do this several times on a pc beyond a floating needle on one. I have not verified this.

-----

Doing Know—Unknown—Curious, etc. first is definitely wrong. ARC is dominant. ARC is done first as above. *Understanding* is the composite of ARC and so is added to ARC as U in (4) above.

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Founder

# THE PHOENIX LECTURES

by  
**L. Ron Hubbard**

**Published August 1968**

The Phoenix Lectures is a selection of the celebrated lecture series given by L. Ron Hubbard in Phoenix, Arizona, between May and December, 1954, tapes of which became known as the "Professional Course of July, 1954."

It begins with a fascinating three chapter description of the philosophical and historical background of Scientology, followed by the considerations, theory and mechanics behind instruction. Seven chapters detail and thoroughly cover the Four Conditions of Existence (As-isness, Alter-isness, Isness and Not-isness).

The first fifty Axioms of Scientology, which any student of Scientology is expected to thoroughly absorb, are each individually described and explained. Although these Axioms are self-evident truths, they are not so thoroughly self-evident that they leap out of the page and introduce themselves to you. You have to introduce yourself to them, and the four chapters on the Axioms of Scientology greatly assist this process. In addition to the axioms on time, a whole chapter is devoted to this subject.

Of particular interest to auditors are the chapters on Two-Way Communication and the Present Time Problem, Opening Procedure of 8-C, Opening Procedure by Duplication, Viewpoint Straightwire, Remedy of Havingness and Spotting Spots in Space, Description Processing, and Group Processing. Ron ends off with an intriguing chapter on the application of Scientology to one's everyday life.

A companion work to these Professional Course Lectures was the August, 1954, *Auditor's Handbook* later expanded into *The Creation of Human Ability*).

336 pages, 2 drawings, hardcover with dust jacket, glossary. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

Remimeo  
Sea Org

*QUALS*

**REHAB & CORRECTION**

You can correct a pc or Pre OT half to death.

For instance the practice of rehabbing up to Grade II if it has been a week or two or more since the pc made Grade II in order to run III is a bit bonkers and serves as an Invalidation. You're going to get any upset anyway in the rudiments so why the rehab?

At SH lower grades are rehabbed before Power only when the pc had the lower grades elsewhere as the grades aren't to be trusted and that's for Power only. And only when there's no good report available.

Doing a Green Form "every day" on a pc or Pre OT may shove up Qual stats but it's actually an overrun of Green Forms. They go to F/N on the Green Form and to do another WITHOUT ANY REAL TROUBLE having occurred is asking for it.

Sec Checks can be overrun and overdone. By-passing 2 or 3 Floating Needles on a Sec Check is bad business.

Doing Disagreements Checks and S & Ds wholesale on pcs and Pre OTs eventually winds them up in a ball.

Outnesses can usually be spotted by folder inspection by a good Case Supervisor.

When Remedy Bs and S & Ds are done by auditors who haven't got the Laws of Listing recent HCOB down by heart and use it will generally mess up more pcs than they will help.

Qual corrects. But it can get into over-correction and then invalidate the pc's or Pre OT's levels, fill his folder with bad lists, etc.

If any organization, any Qual, at this writing had its folders fully gone over by a competent Case Supervisor who KNEW his Laws of Listing, knew his auditing, I guarantee that Org's stats would soar, not just Qual's. And having for once and all straightened out the folder then cease to correct things that would better be handled by the next Grade or Section.

When over-correction has been present YOU STRAIGHTEN OUT THE BLUNDERS IN THE FOLDER not just maul the pc around some more. And when you have the folder straight you mark it up to that point as remedied and after that only handle the pc when there's something really gone wrong with him.

At the present writing I am organizing the Class VIII Course to make Class VIII auditors. These are essentially Case Supervisors and crack standard tech people who can straighten out folders *and* pcs and Pre OTs. Looking over old Qual case folders I see they are desperately needed.

But keep the fact in view, don't correct a pc who needs no correction. Don't rehab and Remedy him to death. Get him onto the next level or section and let him have his wins.

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Founder

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HCO BULLETIN OF 28 AUGUST 1968

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Class VIII  
All Orgs

**OUT TECH**

After Standard Tech is out for just so long in an org, Scientology ceases to have any meaning.

Squirrel processes and repairs wind the staff up in a ball, enturbulate the field and cause a general lethargy and trouble.

Ethics then goes in hard or it all goes up in smoke.

There is only one Standard Tech! It contains only a few dozen processes and actions. It was not complete before 1966. Students study mainly the Research Line. Standard Tech consists of the exact grade processes and Case Repair.

Some still look for magic buttons that resolve a case all at once. Some can't duplicate what they read and hear.

They need the broad body of knowledge.

BUT the actual application of Dian & Scn today contains only a few dozen STANDARD INVARIABLE SIMPLE actions and processes.

When these are not used, when opinion enters, it's all gone.

STANDARD TECH ALONE RESOLVES ALL CASES.

No matter how bright, the *other* processes and new inventions of someone else (a) work only on a few and (b) are efforts to solve one's own case by auditing others.

To let Standard Tech go out is an act of Treason as Scientology then loses all meaning in an org.

This is why I am teaching a Class VIII Course.

L. RON HUBBARD  
Founder

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Remimeo  
FO

## DRUGS

(Note: Drug taking has become very common  
in the West, pushed by psychiatrists.)

It is possible to come off drugs without convulsions.

Drugs essentially are poisons. The degree they are taken determines the effect. A small amount gives a stimulant. A greater amount acts as a sedative. A larger amount acts as a poison and can kill one dead.

This is true of any drug. Each has a different amount. Caffeine is a drug. So Coffee is an example. 100 cups of coffee would probably kill a person. 10 cups would probably put him to sleep. 2 or 3 cups stimulates. This is a very common drug. It is not very harmful as it takes so much of it to have an effect so it is known as a stimulant.

Arsenic is known as a poison. Yet a tiny amount of arsenic is a stimulant, a good sized dose puts one to sleep and a few grains kills one dead.

But there are some drugs which have another factor. They directly affect the reactive bank. Marijuana (pot), peyote, morphine, heroin, etc. turn on the pictures one is stuck in. And they turn them on too hard to audit out.

LSD-25 is a psychiatric drug designed to make schizophrenics out of normal people. It is evidently widely distributed by psychiatrists. It looks like cube sugar and is easily made.

Drugs are considered valuable by addicts to the degree that they produce some "desirable effect".

But they are dangerous to those around because a person on drugs

- (a) has blank periods
- (b) has unrealities and delusions that remove him from PT
- (c) is *very* hard to audit.

Thus a drug taker can be holding a boat alongside, go into one of his blanks, think he is on Venus and let go.

A drug taker left on watch may go blank and miss a menacing situation and not handle it because he is "somewhere else".

Giving an order to a drug taker can be grim as he may simply stand and stare at one. He ARC breaks anyone with it.

It takes about six weeks apparently for LSD to wear off. After that a person can be audited. But it ruins his case to a marked degree as it builds up ridges which don't as-is well.

A drug or alcohol *burns up* the Vitamin B1 in the system rapidly. This increased speed of burning up B1 adds to his "happy state". But now his system is out of B1 so he goes depressed.

To avoid convulsions take lots of B1 daily when coming off drugs.

And wait for six weeks before one is audited.

And then lay off. It's a pretty poor trick on those who are dependent on one and get let down.



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HCO BULLETIN OF 29 AUGUST 1968

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(Corrected & reissued 10 June 1975  
as contained a misprint in para 4)

### DRUG DATA

LSD-25 is a colourless, odourless, tasteless and virtually undetectable derivative of a rye mould called ergot. The use of sugar cubes as a medium was discontinued several years ago. Dosage is fantastically small, 50 to 1000 *micrograms* per dose, so capsules and tablets are used to reduce evaporation. Price varies from 3 to 7 dollars and it is only sold on the black market. Prior to 1964 the drug was administered by psychologists and psychiatrists. However, it is now illegal for them to do so. Despite its illegal status, LSD is very popular among teenagers and college students. An entire sub-culture of psychedelic (mind-manifesting) posters, light shows, and electronic music has emerged on the West Coast. Most of the Pop music has hidden drug references. A recent survey indicated that over 50% of the students graduating from the Los Angeles City School System had tried either LSD or marijuana.

Marijuana is the most popular of the psychedelic drugs. One ounce may be readily purchased for \$10 and will furnish 30-50 cigarettes or "joints". A smoker quickly progresses from the one ounce "lids" to purchasing a "brick" or "kilo". This is a kilogram (2.2 lbs) and sells for \$75 to \$150. Marijuana may be easily identified. It has a strong characteristic odour which is similar to fresh hay or wet, freshly cut grass. Smoking some tea leaves, rolled up into a cigarette will give you a good stable datum for identifying marijuana odour. Marijuana may be physically identified as a green or greenish brown tobacco with varying amounts of brown stems and small round seeds.

Hashish, like marijuana, comes from the female hemp plant, *Cannabis sativa*. When matured, the plant is hung upside down and resins collect which are dried into hashish. One gram of hashish sells for \$10 and will supply 10 to 30 "hits" or periods of being "high". Hashish is brown, tan, or black and is usually kept in tin foil. Users of both hashish and marijuana will have bloodshot eyes while under the influence. Someone under LSD may be identified by very dilated pupils.

Peyote "buttons" are several inches in diameter and come from the peyote cactus of S.W. America. The pure *form of* the drug is a synthetic (*white*) or natural (*brown*) powder called *mescaline*. A beefed-up version of this drug was recently made available but was, as of June 1968, unnamed.

Another new drug is STP. This drug is much more powerful than even LSD. As of June 1968, STP was waning in use as people found its results too unpredictable.

One other drug worth mentioning is DMT. This drug is smoked or injected and has immediate effects which end in about an hour. It may be identified by an odour similar to moth balls and is either a white powder or soaked into a medium such as pot or tobacco.

Marijuana is basically a very mild drug which creates euphoria. Also it has the unpleasant consequence of distorting the senses of the user to the point that people on "trips" have been known to open the door of a car going 80 mph and step out "since they could walk faster".

The remaining psychedelic drugs are much more powerful and will strongly influence a pc.

It was found in L.A. that over a period of several months (4-6) every single income slump was traced to the accidental acceptance of one or more drug (LSD, etc)

users into the Academy and/or HGC and traced as well to the spreading waves of chaos in attempts to handle their “disagreements” with the tech, demands for special handling and no case gain.

The “trips” that a drug user goes on tend to produce stuck points on the track with much fixation of attention on that area. Bad “trips” tend to act like Super Engrams collapsing the track at that point.

Users of drugs cannot as-is, do not get TA, nor do they have cognitions.

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Founder

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HCO BULLETIN OF 31 AUGUST 1968

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Case Supervisor Hat

### WRITTEN C/S INSTRUCTIONS

It is a High Crime for a Case Supervisor not to *WRITE* in a preclear’s folder what the case supervised instructions are and a High Crime for an auditor to accept verbal C/S instructions.

To commit this crime causes:

1. Extreme difficulty when doing a folder error summary as there is no background of what was ordered and why.
2. Gives the auditor leave to do anything he likes as not in writing.
3. Is open to misduplication and can cause squirrel processes to be run and so mess up a preclear with Non-Standard Tech.

Any C/Supervisor found guilty of this from this date is to be removed as this could only be considered a deliberate attempt to mess up preclears.

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Founder

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CI VIII

**SUMMARY OF HOW TO WRITE AN AUDITOR'S REPORT,  
WORK SHEETS AND SUMMARY REPORT, WITH SOME  
ADDITIONAL INFORMATION**

*AUDITOR 'S REPORT*

An Auditor's Report should contain:

Date  
Name of Auditor  
Name of Pc  
Condition of Pc  
Length of Session  
Time Session started and ended  
T/A at beginning and end of Session  
Rudiments  
What process was run—LISTING THE EXACT COMMANDS (often forgotten  
by most Auditors)  
Time of Start and End of Process  
Whether Process is flat or not Any F/Ns

*WORK SHEETS*

A Work Sheet is supposed to be the complete running record of the session from beginning to end. The Auditor should not be skipping from one page to another but should just be writing page after page as the session goes along.

A Work Sheet is always foolscap, 8 x 13 inches, written on both sides and each page is numbered. Pc's name is written on each separate sheet.

A Work Sheet may be in 2 columns depending on how big the writing is of the Auditor.

When the session is completed, the Work Sheets are put in proper sequence and stapled with the Auditor Report Form on top from beginning to end of session.

T/A and time notations should be made at *regular* intervals throughout the session.

When making a list on a Pc:

1. Always mark a read as it reads—F. LF. BD.
2. Always circle the reading item. Mark if indicated to the Pc with IND.
3. Always when extending a list put in a line from where it has been extended, e.g.

Item	Joe Shoes Socks	
	_____	extended
	Sky Wax Pigs, etc, etc.	

NOTE: When you repair an old auditing session you *always* write on the old auditing report and W/sheets in a *different coloured pen* with the date of the report.

When running various processes in a session, mark each F/N clearly, noting time and TA.

### *SUMMARY REPORT*

A Summary Report is written exactly as per HCO B 14 June 1965—

Pc's Name  
Auditor's Name  
Process Run TA Time  
Goals and Gains  
Aspects of Running Process  
Ethics  
Suggestions.

Two gross goofs I have noticed since case supervising folders on the RSM is that Auditors have not been turning in Ethics cases to the MAA. In one instance, a Pc was audited by 2 Auditors in 2 different sessions, got a R/S on crimes against Scientologists and M/W/Hs and neither Auditor turned the Pc in to Ethics. This is not the only instance. The second thing is that Auditors are very evaluative of the Pc's case as indicated by their comments on the Summary Report. This is incorrect; this report is used simply as an exact record of what happened during the session. It is not up to the Auditor to evaluate the Pc's Case, this is the Case Supervisor's job. The Auditor may suggest what is to be run, at which time the Case Supervisor will review the session, what was run, how the Pc went in relation to what was being run and then give his directions.

-----

Auditor Report Forms or W/sheets are never re-copied. The Auditor should always read over his W/sheets before turning in folder to the Case Supervisor and, if any words or letters are missing or cannot be read, they should be written in with a different coloured pen.

If these rules are followed it will make the Case Supervisor's job much much easier and Auditor's Reports more valuable.

To add the obvious, it is a CRIME to give any session or assist without making an Auditor's Report or to copy the original actual report after the session and submit a copy instead of the real report. Assist Reports that use only contact or touch assists may be written after a session and sent to Qual.

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HCO BULLETIN OF 1 SEPTEMBER 1968

Class VIII

**POINTS ON CASE SUPERVISION**

1. Check your orders to find out if auditor did them.
2. Check to see if commands correct and if pc's reaction was expected reaction for those commands.
3. Check any list and find out if there was mislisting.
4. Advise against a background of Standard Tech.
5. Order any errors corrected or get the case on further up the grades.
6. Beware of over-correction.
7. Beware of false, pessimistic or over-enthusiastic auditor reports. They are detected by whether the case responded to usual actions as they all do.
8. Beware of talking to the auditor or the pc.
9. Have implicit confidence in Standard Tech. If it is reported not working the auditor's report is false or the application terrible but not reported.
10. Above all else hold a standard and NEVER listen to or use unusual solutions.

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Founder

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HCO BULLETIN OF 4 SEPTEMBER 1968

Class VIII

Don't force a pc who is ill. The whole intention when auditing a pc who is sick is making him well.

If overts, or M/W/Hs don't read, even though he is nattering, then they are not available to be run right then.

A preclear who is not well cannot look, his havingness is down and he must be handled permissively—*always*.

The mechanism of RELEASE must be well understood to make an ill person well. They plunge down the track madly on any excuse. They require much lighter auditing than they stand up to when well.

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HCO BULLETIN OF 6 SEPTEMBER 1968

Class VIII

**CHECKING FOR FALSE READS**

When you check for earlier auditor false reads on a GF or rudiment type read:

When follow-up of the read seems to bog down, get nowhere and when pc has no answers.

When the pc protests, seems ARC Broken by the read or seems resigned.

When the pc starts to explain how the thing has been run before.

When there is protest or inval.

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HCO BULLETIN OF 10 SEPTEMBER 1968-1  
ADDITION OF 28 FEBRUARY 1975

Remimeo  
Class VIII

(This is an amendment of HCO B 10 Sept 68, "Green Form, S & D, Remedy B". *NOTE:* Original HCO B 10 Sept 68 is changed in distribution to Solo C/S Crse and is not cancelled as it contains vital data for the Solo C/S.)

**GREEN FORM, S & D**

It was found in C/Supervising aboard the RSM that the following additives had been entered and are not altogether correct.

1. "Green Form to Free Needle." Not necessarily correct. It may or may not. Each item on the Green Form is independent of the rest. However it can be a serious blunder to continue a GF past an F/N. I have seen TAs then rise.

The *only* time you would ever do this (go past an F/N on a Green Form) would be when GIs were not in and the pc still felt he was in trouble. In this case the F/N is probably an ARC Brk needle and an ARC Break should be checked.

2. "S & Ds to F/N" (WSU). Not necessarily true. You stop as per listing rules.

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HCO BULLETIN OF 11 SEPTEMBER 1968

Class VIII

**FALSE READS**

False Reads are handled by checking back any that are false to when they were first "seen" by an auditor.

Sometimes a false read goes on and on, never cleans because there wasn't anything there in the first place.

Find when and where somebody thought it read when it didn't. Can ask, "Who said you had an \_\_\_\_\_ reading when you didn't have one?"

Also check Protest, Invalidate and Suppress to clean up a false read.

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HCO BULLETIN OF 11 SEPTEMBER 1968

Class VIII

**CASE SUPERVISOR DATA**

A Case Supervisor should watch for Ethics record of pcs who have been C/Sed.

If they fall on their head, get into low conditions, the folder should be reviewed.

Most probably the auditor did not do what was ordered and, if folder looks okay, chances are the auditing report is false as *something is wrong* or pc would not be in trouble.

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HCO BULLETIN OF 17 SEPTEMBER 1968

Class IV

**OVERRUN PROCESS**

The Process "What has been overrun?" is used when pc has a chronically high T/A.

It is run by taking each reading item and getting the time or times it was released. Run each to clean needle or F/N.

The item is taken up *as* it reads and the releases in it rehabbed. Then the next item is listed and handled the same way.

More than one F/N can be attained on the list as the items are different subjects.

Each item as rehabbed is taken as far as it will go. It does not necessarily F/N. It must not be over rehabbed.

The odd phenomena of high TA "F/Ns" must be looked for and tell you when an item is rehabbed enough. Eventually after many are rehabbed a real and normal F/N will occur with TA between 2 & 3. TA action will then have ceased.

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[Class IV has been added to the mimeo distribution of this HCO B per HCO B 10 December 1968, *Correction.*]



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HCO BULLETIN OF 17 SEPTEMBER 1968R  
REVISED 31 JANUARY 1975

Remimeo  
Class VIII

### SIX ZONES OF ACTION

There are 6 zones of action in Class VIII:

1. Auditing for Grades “obtains real case gain”.
2. Repair of misaudited Grades.
3. Setting up cases to run a Grade.
4. Case Supervising the auditing of Grades.
5. Case Supervising the repair of misaudited Grades.
6. Case Supervision of setting up cases to audit Grades.

Each of these is a separate skill and must be learned.

Each has its precise and invariable actions and these must be learned. There are no others.

A student’s reality must be able to embrace that there are no others. His grip on tech must be so exact that he doesn’t flub Standard Tech and so begin to look for unusual solutions in any of the six above actions.

A good C/S is bound by the Case Supervisor’s Code and a good C/S does not use 2 (two) or 5 (five) above as an excuse to give assists. Assists have no part in Class VIII skills which depend wholly on the grades for case advance.

A pc released at Zero will of course soon begin to have problems. He goes to the next grade, not to Review for an assist.

No one grade solves the whole case. That’s why there are grades.

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HCO BULLETIN OF 17 SEPTEMBER 1968

Class VIII C/S

**ETHNICS**

A Case Supervisor must watch Ethnics (customs) oddities and changing fashions because one race has different mores than another and changing fashions bring in new methods of degradation, i.e. Drug Rehab was not necessary in 1950, but is vitally necessary in 1968.

Sex was not a button in Ancient Greece and is the total subject of Freudian analysis in 1894.

For the 1930 period, C/S would have to pay attention to rehabbing periods of time pc went "release" when drinking.

What you are looking for and what must be handled is euphoria caused by some external stimuli.

This not only may be but must be rehabbed in many cases before they even begin to move.

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HCO BULLETIN OF 17 SEPTEMBER 1968

Class VIII  
C/S

**GROSS CASE SUPERVISION ERRORS**

1. Ordering unnecessary repairs.
2. Trying to use repair processes to get case gain instead of getting the pc onto the next grade.
3. Not writing down C/S instructions, but giving them to an auditor verbally.
4. Talking to the auditor re the case.
5. Talking to pc re his case.
6. Falling to send pc to examiner if you're unsure why his folder has been sent up
7. Being reasonable.
8. Not having enough Ethics presence to get his orders followed.
9. Issuing involved repair orders.
10. BIGGEST GC/SE for C/S is not to read through the pc folder.

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HCO POLICY LETTER OF 18 SEPTEMBER 1968

Remimeo

**EXAMINER'S FORM**

(This is the only Examiner Form for Pc and Pre OT  
Routing in SHs, AOs and SO.)

Date \_\_\_\_\_

Name of Pc \_\_\_\_\_

Last Grade attained \_\_\_\_\_

Pc's statement \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TA \_\_\_\_\_

STATE OF NEEDLE \_\_\_\_\_

EXAMINER ROUTES:

To C/S \_\_\_\_\_

To MO \_\_\_\_\_

Back to Post \_\_\_\_\_

\_\_\_\_\_  
Signature of Examiner

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[This HCO PL was revised by HCO PL 30 September 1968, Issue II, *Examiner's Form*, which added blanks for the following text: "Qual Div (place)", "Time" and, after "Last Grade attained", "(or) Grade being attested". It also added two boxes labeled "Before Session" and "After Session". This PL was then revised by HCO PL 9 May 1969, which was revised and replaced by HCO PL 26 January 1970, Issue III, both titled *Examiner's Form*, neither of which were written by LRH. These were revised by HCO PL 8 March 1971, *Examiner's Form* which is printed in Volume VII, page 193]

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HCO BULLETIN OF 19 SEPTEMBER 1968

Remimeo  
L&N Chksht  
Class VIII

(Reissued 8 May 72  
with extended distribution)

Old lists are NOT TO BE COPIED. They are to be corrected in their original form but using a different coloured pen to show what has been done—always date new uses of these lists also using the same colour pen as used for renulling or addition to them.

When listing you always note down F, BDs, SF, LF, etc, next to the items. This is done AS YOU LIST.

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HCO BULLETIN OF 20 SEPTEMBER 1968

Remimeo  
Class VIII

**REVIEW, ORDERING PEOPLE TO**

Ordering people to Review for rehab or Review of grades when they are not ethics cases and no outness is found in the folder acts as an Invalidation of gains and can react seriously on a case.

It must cease.

A specific folder outness or a chronic low conditions case are the only reasons to review grades.

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**GLEE**

When you see glee on some fellow on a post, realize it's because he doesn't understand what he's doing.

He's ignorant about something and *above* that is confusion and above the confusion you see glee.

People who make fun of a serious needful action or duty just don't dig it, that's all.

There are remedies. There's instruction or Remedy B. And these should be used.

But this glee is nevertheless a kind of insanity. Freud mentioned that people who couldn't understand something sometimes giggled in an embarrassed kind of way. I rarely take any data from him but in this case, he was right. It was a good observation.

However, he had no cure for it.

You can get a whole area into a kind of glee when they don't grasp what they are doing.

If you see somebody in glee, get a Remedy B run on them in Qual.

Glee is a special kind of embarrassed giggling. You'll know it when you see it.

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HCO BULLETIN OF 22 SEPTEMBER 1968

Remimeo  
Class VIII

**CCHs NOT GRADE I**

Anyone rehabbing CCHs as a Level I process has skipped Grade I as CCHs are only preparatory.

Pcs apparently being evaluated for as how would they know they were a "problems release" on CCHs.

They really need a standard problems process.

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[This HCO B was cancelled by HCO B 17 June 1970, Issue III, *Cancellation of HCO Bs that Conflict with Full Lower Grades*, which was not written by LRH and has been cancelled by BTB 10 December 1974, Issue VII, *Cancellation of Bulletins-1970*. BTB 10 December 1974, Issue V, *Cancellation of Bulletins-1963-1968*, confirms the above HCO B 22 September 1968 as cancelled.]

Remimeo

## DRUGS & TRIPPERS

Any case that won't run or won't rehab is probably a "tripper", meaning somebody who has taken drugs.

Standard practice for anyone who has ever taken drugs or even alcohol is to rehabilitate the moments of releases in these.

Drugs (or alcohol) give an enforced moment or period of release. It is surrounded in mass.

LSD, marijuana (pot, hashish), peyote, opium, ether (in operations), nitrous oxide (laughing gas in dental operations), weird "biochemical" compounds used by "psychiatrists", Benzedrine, solid alcohol (canned heat), alcohol, turpentine, gasoline, witch herbs of various kinds, and even certain rays, in this lifetime and on the back track, could have caused a moment of release.

Death does also but it's a bit steep to rehab.

In a rehab session, or before such a this lifetime one is audited on grades, the moments of release should be rehabbed.

The C/S directs this to be done before a rehab of ARC Straight Wire.

Such releases usually need rehabbing only once.

Tough rehabbing and probably all "Black Vs" probably trace to these chemical "releases" .

They are deadly because they give the sensation of release while actually pulling in mass.

When "All black" reads on a GF one of these chemical release periods is probably in restim.

These "Chemical releases" give us a lot of trouble *unless* (a) detected and (b) rehabbed.

Such pcs often withhold the fact (non-acceptable or discreditable datum) quite madly and thus make detection difficult unless directly asked for on a hard to run case.

Such persons can also be a mess on III if the chemical period rehabs aren't done.

Delusory or dub-in cases also sometimes trace to chemical "releases".

Painkillers, tranquilizers or morphine can also be explored where no "drug taking" is traced.

All the above come under the heading of forceful exteriorization and can inhibit the act of exteriorization on V.

Such pcs are a bit blank, irresponsible or detached.

Each TYPE of chemical which produced "release" must be rehabbed and it is best to count how many times released on each type.

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HCO BULLETIN OF 23 SEPTEMBER 1968

Remimeo  
All Students  
Saint Hill Courses

**NEW RUDIMENTS**

(This HCOB cancels HCOB 3 July 65)

The Class VIII technique is floating the needle on rudiments before doing a new grade, power or rehabs.

1. “Do you have an ARC Bk?”  
(If the question reads handle with ARCU and CDEI.)
2. “Do you have a present time problem?”  
(If this reads handle by any quick problems process.)
3. “Has a withhold been missed?”  
(If so, get it.)

Remember that on each of these questions, if they don't blow, they can be traced back to an earlier ARC Bk, problem or withhold.

If no F/N occurs, then the auditor uses a Green Form or a List (such as L4A) to produce one.

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**CLASS VIII COURSE LECTURES**

Flagship *Apollo*  
24 September—15 October 1968

In 1968, in order to markedly upgrade the standard of application of Scientology Technology, L. Ron Hubbard called leading auditors to Flag from around the world, and personally trained them in *exact* standard practical application from ARC Straightwire through to OT processes.

Thus a higher level of application of Scientology Technology was heralded in by emphasizing that exact and invariable application of Standard Tech produces results on all cases.

- |            |    |               |   |
|------------|----|---------------|---|
| ** 6809C24 | SO | Class VIII-1: | Welcome to the Class VIII Course.<br>An Introduction to Standard Tech |
| ** 6809C25 | SO | Class VIII-2: | What Standard Tech Does   |

The list of Class VIII lectures continues on pages 260-265, 268, and 271, in chronological sequence with the written material of the time.



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HCO BULLETIN OF 25 SEPTEMBER 1968

(Reissued broadly 5 Oct '72)

Remimeo  
SHSBC Class VI  
Class IV  
GF-40XRR CHECKSHEET

## CONTINUOUS PT OVERTS

A listing question used to handle the continuous present time overt question on the Green Form is:

“What are you trying to prevent?”

This is listed and follows all listing and nulling rules and lists to one item reading.

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**CLASS VIII LECTURE**  
26 September 1968

\*\* 6809C26 SO Class VIII-3: The Laws of Case Supervision

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 SEPTEMBER 1968  
Issue II

Remimeo  
All Dianetic  
Courses

**ARC STRAIGHT WIRE**

(Corrects HCO B 30 June 1962 and also  
in the HDA Course book. Corrects p. 102  
[soft-cover edition] of *Self Analysis*.)  
(Paste over HDA Course page 15.)  
(Corrects earlier HCO B of same date & title.)

The *correct* commands for ARC Straight Wire, as researched and as successful in test in cracking even neurotic cases, with one command added to modernize it, were and are:

Recall a time that was really real to you.

Recall a time you were in good communication with someone.

Recall a time you really felt affinity for someone.

Recall a time you knew you understood something.

Run ONLY on a Meter.

Run ONLY to Floating Needle and NOT beyond. (Don't abruptly cut pc's Comm.)

A true fact is that ARC always must precede an ARC *Break*.

Also ARC = Understanding and Time.

A = Space and the willingness to occupy the same space of.

R = Mass or agreement.

C = Energy or Recognition.

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**CLASS VIII LECTURE**  
27 September 1968

\*\* 6809C27    SO    Class VIII-4:    Standard Tech Defined

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HCO BULLETIN OF 28 SEPTEMBER 1968

Remimeo  
Class VIII

### DIANETICS

The most *incredible* part of the auditing period preceding Sept 1968 was that auditors, calling themselves such, actually could forget, mislay and abandon secondary and engram running as a skill.

A secondary or engram can key out or key in at will. They *don't* stay out, which makes a release a release. The very definition of Release is based on this fact. A *Clear* has nothing to key in again. A Release *does*.

When you only straight wire a secondary or engram THAT IS RECURRING (restims because of environment) you don't get a lasting result.

*This lifetime* secondaries and engrams should be nun to F/N, not coaxed to F/N by a recall process.

Anybody can run a secondary or engram. It's pie.

The only liability in running them in chains was omitted from the Dianetic Auditor's handbook for some reason. It's in Book One.

IF A SECONDARY OR ENGRAM GOES SOLID OR WON'T DISCHARGE, you find the earlier *similar* one and run it. Give it only two times through if it is going solid, then try earlier. Finally Basic will emerge and run cleanly.

Miracles are contained in this action. But a modern (pre Sept 68) auditor never thinks to check it even. They just straight wire or get it recalled to F/N. And think they've done it.

A recent death loss will not really resolve unless the secondary is *run* properly and completely.

There are 2 F/Ns available—one by key-out, one by erasure. Don't run a keying out process to F/N and *then* run it. Run it in the first place if it's a serious recent secondary or engram.

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### CLASS VIII LECTURES 28—29 September 1968

- |            |    |               |  |
|------------|----|---------------|--|
| ** 6809C28 | SO | Class VIII-5: | The Standard Green Form and Rudiments    |
| ** 6809C29 | SO | Class VIII-6: | Mechanics of Techniques and Study Matter |

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HCO BULLETIN OF 30 SEPTEMBER 1968

Remimeo L&N Chksht  
Class VIII

(Reissued 8 May 1972 with  
extended distribution)

## LISTS

When doing a correction of lists in a folder to get the correct item and clean the folder up, these rules apply—

1. Get one F/N per type of list. Example: 3 S & Ds type U are in the folder—you get the item on the first S & D and an F/N—leave the other two.
2. You can get F/Ns on S & D types WSU, Rem Bs old, new and environment. But only on each type.
3. To go for any more on one type is dangerous and should not be done.

This whole procedure should be done only if ordered by the C/S.

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### CLASS VIII LECTURES 30 September—2 October 1968

- |            |    |               |  |
|------------|----|---------------|--|
| ** 6809C30 | SO | Class VIII-7: | Case Supervisor Do's and Don'ts—<br>The Total Rationale and Background of Auditing |
| ** 6810C01 | SO | Class VIII-8: | Certainty of Standard Tech   |
| ** 6810C02 | SO | Class VIII-9: | Laws of Listing and Nulling  |

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HCO BULLETIN OF 3 OCTOBER 1968

Remimeo  
Dianetic  
Course Students  
Level 0 Students

**NEW RUDIMENTS QUESTIONS**

These questions are of interest to Dianetic and Level 0 Students. They were submitted by SO CI VI Students while studying Level 0 materials when the New Rudiments were issued cancelling Model Session HCO B 3 July 65.

Q. Are we allowed as Level 0 Auditors to audit a pc from ARC S/W through 0 in one session?

A. Yes. ARC Straight Wire, Secondaries to Engrams and Level 0. All in one session.

Q. Do we do new ruds at beginning of ARC S/W and again at Level 0?

A. Only when a break of session has intervened.

Q. Is the current Model Session—

1. This is the session
2. New Ruds 1, 2, 3
3. This is the process—clear commands
4. That's it / F/N?

A. Yes, pretty well.

Q. What are we permitted to use as Level 0 Auditors when doing the new rudiments to handle ARC breaks, PTPs, M/W/Hs?

A. Itsa and earlier similar Itsa—only.

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**CLASS VIII LECTURE**  
3 October 1968

\*\* 6810C03    SO    Class VIII-10:    Assists

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HCO BULLETIN OF 4 OCTOBER 1968

Class IV

**RUDS**

Pcs (and students) often don't know one rudiment from another. They call PTPs ARC Brks and all sorts of weird answers. ARC Brks become PTPs, etc.

They do NOT KNOW what the question is.

Therefore on a green pc or student it is best to clear the commands.

And it is VITAL to teach what these mean and do them in clay on an VIII Course.

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HCO BULLETIN OF 7 OCTOBER 1968

Class VIII

**ARC BREAK NEEDLE**

If you run ARC Breaks with the pc nattery which means really, M/W/Hs, you will for sure get an ARC Break needle and Bad Indicators.

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**CLASS VIII LECTURE**

7 October 1968

\*\* 6810C07    SO    Class VIII-11:    Assessments and Listing Basics

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HCO BULLETIN OF 7 OCTOBER 1968

Class VIII  
(SH, ASHO)

**ASSESSMENT**

Assessment means the locating on a *prepared* list, one item.

Listing and Nulling means the pc lists.

The laws of listing and nulling apply only to LISTING and nulling. It IS auditing.

The actions of assessment do *not* apply to listing and nulling and never have.

Assessment is from a *prepared* list. It was done around 1960. It still is used. It has its own actions.

But as the prepared lists as in Pre-have become bulky, I then developed a NEW action where the pc listed.

DO NOT apply the rules of assessment as in the E-Meter book to Listing and Nulling.

These are two different actions entirely.

The key is that a list for assessment is always from a list *prepared* by the auditor or from an HCO B as in "7 resistive cases".

S & Ds, Remedy Bs, etc, are LISTED by the pc and follow the LAWS of listing and nulling.

This is assessment, a list prepared by the C/S or auditor, not the pc.

To get a clue to what happened, the C/S prepares a list:

Lions X  
Big Game / X  
Cats X  
Felines / X  
Tigers X  
Bearers X  
Trucks X  
Elephants X  
Killing F / LF BD  
Camping X

Then the auditor nulls it to ONE item.

This is then prepchecked or done on an L1 as a subject.

When you *list and null* the pc gives the list.

Who got shot?            Me X X  
                                 Joe X X  
                                 Bearers F // X  
                                 Elephants X X  
                                 Tigers LF BD / F X

The auditor nulls this (Xes and second action noted).

TWO items are now reading so the auditor EXTENDS the list-

Ext

---

IND                      The White Hunter F / LF BD  
                                    The Dog X

And then the auditor renulls the WHOLE list (second X, etc) and only one item stays in which is a complete list. That is the item. It is given to pc.

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[This HCO B was revised by HCO B 20 August 1970, *Two Complete Differences-Assessment Listing and Nulling*, which is cancelled by BTB 20 August 1970R, Revised and Reissued 19 August 1974, same title.]

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HCO BULLETIN OF 8 OCTOBER 1968

Class VIII

### ASSESSMENT: LX1

When an item assesses out, it is assessed on the preclear's own definition.

You don't look up what assesses out, except when a preclear does not understand the item on a list. Then you clean the misunderstood and REASSESS as the misunderstood cooked the list.

Looking up an assessed item from an LX1 acts as an invalidation. LX1 items must not be invalidated as LX1 uncovers a sort of invalidation chain.

However, if you have assessed an item and then find that the preclear does not understand it, then get the word defined and renull the list.

In running any item found by assessing from a prepared list, never get the preclear to define it unless he does not understand it whereupon you have to clear the word and reassess the list. If you find it and the preclear does not query its meaning, do not then get the preclear to define it. If you do get him to define it, the process being used with the item will not work too well.

In running recall on an LX1 item, it is not necessary to have the preclear run it aloud if the preclear is doing the command. Running recall in this fashion is not a comm process.

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HCO BULLETIN OF 8 OCTOBER 1968

Remimeo  
Case Supervisor Hat

## CASE SUPERVISOR—FOLDER HANDLING

### Analyzing Folders

Go back in the folder to the session where the Preclear was running well and come forward from it doing a folder error summary.

### Reviewing Folders

In reviewing a folder, the first thing to do is to look at the CS to see if it was done

Use the Summary Sheet to get the Auditor's attitude.

Use the Auditor's Report Form to get the time of processes.

Read and take all your data from Worksheets and compare it to and see that CS was complied with and ensure Standard Tech was applied.

If you can't read the reports, send it back to have the Auditor over-print illegible words. Never try to case supervise (CS) an illegible worksheet as you'll only run into headaches.

The After Session Examiner's Report gives you the first clue of how suspicious you should be in examining the folder and whether or not auditing reports contain falsities.

### Standard Tech

You're never led by anything into departing from Standard Tech. The *only* reason it doesn't work is that it hasn't been applied.

The main question of a Case Supervisor is:

WAS IT APPLIED?

If you follow this exactly, you'll never miss.

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** 6810C08	SO	Class VIII-12:	More on Basics
** 6810C09	SO	Class VIII-13:	Ethics and Case Supervision
** 6810C10	SO	Class VIII-14:	Auditor Attitude and the Bank
** 6810C11	SO	Class VIII-15:	Auditor Additives, Lists and Case Supervising
** 6810C12	SO	Class VIII-16:	Standard Tech
** 6810C13	SO	Class VIII-17:	The Basics and Simplicities of Standard Tech

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HCO POLICY LETTER OF 14 OCTOBER 1968R

REVISED 1 JANUARY 1976

Remimeo  
Auditor 43  
Class VIII

**THE AUDITOR'S CODE**

In celebration of the 100% gains attainable by Standard Tech.

I hereby promise as an Auditor to follow the Auditor's Code.

1. I promise not to evaluate for the preclear or tell him what he should think about his case in session.
2. I promise not to invalidate the preclear's case or gains in or out of session.
3. I promise to administer only Standard Tech to a preclear in the standard way.
4. I promise to keep all auditing appointments once made.
5. I promise not to process a preclear who has not had sufficient rest and who is physically tired.
6. I promise not to process a preclear who is improperly fed or hungry.
7. I promise not to permit a frequent change of Auditors.
8. I promise not to sympathize with a preclear but to be effective.
9. I promise not to let the preclear end session on his own determinism but to finish off those cycles I have begun.
10. I promise never to walk off from a preclear in session.
11. I promise never to get angry with a preclear in session.
12. I promise to run every major case action to a floating needle.
13. I promise never to run any one action beyond its floating needle.
14. I promise to grant beingness to the preclear in session.
15. I promise not to mix the processes of Scientology with other practices except when the preclear is physically ill and only medical means will serve.
16. I promise to maintain Communication with the preclear and not to cut his comm or permit him to overrun in session.
17. I promise not to enter comments, expressions or enturbulence into a session that distract a preclear from his case.
18. I promise to continue to give the preclear the process or auditing command when needed in the session.
19. I promise not to let a preclear run a wrongly understood command.

20. I promise not to explain, justify or make excuses in session for any Auditor mistakes whether real or imagined.
21. I promise to estimate the current case state of a preclear only by Standard Case Supervision data and not to diverge because of some imagined difference in the case.
22. I promise never to use the secrets of a preclear divulged in session for punishment or personal gain.
23. I promise to see that any fee received for processing is refunded following the policies of the Claims Verification Board, if the preclear is dissatisfied and demands it within three months after the processing, the only condition being that he may not again be processed or trained.
24. I promise not to advocate Scientology only to cure illness or only to treat the insane, knowing well it was intended for spiritual gain.
25. I promise to cooperate fully with the legal organizations of Dianetics and Scientology as developed by L. Ron Hubbard in safeguarding the ethical use and practice of the subject according to the basics of Standard Tech.
26. I promise to refuse to permit any being to be physically injured, violently damaged, operated on or killed in the name of "mental treatment".
27. I promise not to permit sexual liberties or violation of the mentally unsound.
28. I promise to refuse to admit to the ranks of practitioners any being who is insane.

Auditor: \_\_\_\_\_

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

Witness: \_\_\_\_\_ Place: \_\_\_\_\_

L. RON HUBBARD  
 Founder

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[The 1 January 1976 revision changed item 23 and added items 26, 27 and 28 which had earlier been issued as HCOPL 2 November 1968, *Auditor's Code-Add to Pol Ltr 14th October AD18.*]

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 OCTOBER 1968

Remimeo

**METER POSITION**

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

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

It violates Clause 17 of the Auditor's Code.

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HCO BULLETIN OF 14 OCTOBER 1968  
Issue II

Remimeo

**DEFINITION OF RECALL**

The definition of Recall as given in the Scientology Dictionary is incorrect.

Recall means just that. It is for present time *remembering* something that  
happened in the past. It is *not* re-experiencing it, re-living it or re-running it.

Recall *does not mean* going back to when it happened. It simply means that you  
are in present time, thinking of, remembering, putting your attention on something that  
happened in the past—all done from PRESENT TIME.

*Returning is* the word used to go back and re-experience an incident.

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- |            |    |                |  |
|------------|----|----------------|--|
| ** 6810C14 | SO | Class VIII-18: | The New Auditor's Code   |
| ** 6810C15 | SO | Class VIII-19: | An Evaluation of Examination—<br>Answers and Data on Standard Tech |

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HCO BULLETIN OF 16 OCTOBER 1968

Remimeo  
Supervisor's  
Course

**SUPERVISOR'S DUTY**

The duty of the Supervisor of a Course consists of:

The Communication of the data of Scientology to the student so as to achieve acceptance, duplication and application of the technology in a standard and effective manner.

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HCO BULLETIN OF 18 OCTOBER 1968

Remimeo  
SH  
ASHO  
AOs  
Orgs

**PROCESSING SEQUENCE**

The correct order in which Sub-zeros, Grades and OT Sections are administered is:

ARC Straight Wire  
Secondaries  
Engrams  
Grade 0  
Grade I  
Grade II  
Grade III  
Grade IV  
Grade V  
Grade VA  
Grade VI  
Clearing Course  
OT I  
OT II  
OT III  
OT IV  
OT V  
OT VI

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Class VIII

### THE PURPOSE OF CLASS VIII

In Class VIII Tech no longer is hopefully applied. Auditing is no longer gauged only against result. There is no more “auditing is what you get away with” at VIII.

A flawless, invariable administration of processes with flawless TRs, using ONLY the basics, is Class VIII.

The purpose is to administer Tech without variables, using only highly standardized processes and actions, using only a flawless TR approach, all within the new Auditor’s Code.

The impact of this action produces 100% results. It produces fantastically fast results. And it produces more result than has ever before been attained.

Using the Class VIII standard C/S approach there are *no* bogged cases.

The first thing a student on Class VIII has to learn is that there IS an exact right way to do auditing, an exact right way to solve cases.

If he grasps this, can do this, can select the correct VIII C/S and get it exactly applied, the result can be achieved.

It is too simple for many to grasp at once.

The ultimate comedy is a student who arrives at course offering “improvements”. He is confessing that he’s never applied Scientology straight and has *often* failed on pcs.

The cycle of the decline of an auditor is: (a) he fails to apply the missing bit of Standard Tech, (b) he then has an “unsolvable” case before him, (c) he then dreams up some unusual solution, (d) every so often his unusual solution improves that one pc a bit, (e) he now tries to apply it to all pcs, (f) he thereafter consistently fails.

A student also has a cycle of decline: (a) he recognizes his basics, (b) someone invalidates his correct data, (c) he ceases to see what the basics are, (d) he muddles along.

In Class VIII we bring the basics back in and reinforce them until the auditor will do them and *nothing else*.

From this we get a “magical” high velocity case gain curve upwards on *all* cases.

The beginning Class VIII auditor often has the idea that the *result* of the session is what he will be gauged by. This is NOT true. We *know* what the result of Standard Tech will be when flawlessly administered. We are not “waiting to see”. We are not experimenting. There are no different or difficult pcs.

The student on VIII is gauged by the flawless handling of the session and his admin. If the pc does not arrive at the examiner in good shape then we know

- (a) The auditor goofed
- (b) The TRs stank

- (c) The Auditor's Code was probably not followed
- (d) The auditing report is probably false
- (e) The C/S was probably botched up in being given
- (f) The session control was bad.

You see we know what Standard Tech does. It's up to the auditor to learn to be UNCOMPROMISINGLY STANDARD.

When we have brought about this frame of mind and standard rendition in the auditor we have made a Class VIII. Until we do, we have not.

The purpose of the course, then, is to produce an uncompromising zealot for Standard Tech whose reality is such that he will not do or tolerate sloppy rendition.

This can be defeated by lousy beginning auditing on the course, by an incompetent Supervisor who invalidates the students' basics or by a C/S who fails to use Standard Tech C/S on a course.

To throw a Class VIII Course out of line and defeat its purpose while supervising or C/Sing gives an automatic Treason assignment.

People who really *don't* understand it are in a muddle of confusion anyway. This blows off as basics go in. You just keep putting basics in and they get unconfused.

There is something here in Standard Tech. It is the exact Auditor's Code, the exact TRs, the exact processes, the 100% result. It can be learned, it can be done.

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Founder

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Remimeo

### FLOATING NEEDLE

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

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

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

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

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

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

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

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

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

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

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

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

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[HCO B 7 May 1969, Issue V, *Floating Needle*, is a revision of this HCO B for use on the Dianetics Course only.]



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HCO BULLETIN OF 22 OCTOBER 1968R  
REVISED 31 JANUARY 1975

Remimeo  
Class VIII

**TEACHING THE CLASS VIII**

As the teaching of basic data restimulates confusions which are then dramatized by throwing the course off line, the teaching of the Class VIII as follows is hugely vital.

The teaching of the SO VIII is laid down on these simple principles.

1. The data on tapes and Bulletins is studied without alter-is, interpretation or addition by the SO VIII student.
2. Well done and other folders are studied by the individual student.
3. No lecturing or additional interpretation by Supervisors.
4. The student audits only when he has completely passed on 1. and 2. above. He is then given a rope and is permitted to audit. He must not audit before he has completed his checksheet at least once.
5. Things the student is weak on are done in clay.
6. The student is disciplined for bad auditing goofs. He may also be taken off auditing and made to do his checksheet again.
7. The student has to have well dones on sessions and 100% on his final in order to pass.
8. Any student question is answered by referring to the HCO B, folder or tape.
9. A rigid invariable schedule is precisely adhered to.
10. Checksheets and tapes and folders are gone through in the sequence laid down by the checksheet and not randomly out of sequence.

If this is made difficult then the programme must be cut back to the bare bones of the original above.

The teaching of standard tech must also be standard. Therefore the above **MUST** be adhered to completely.

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HCO BULLETIN OF 28 OCTOBER 1968

Class VIII  
Dianetic  
Internship

**OT EXTERIOR**

The datum is **ONLY**—when a pc goes exterior you cease to audit or he will go back in.

Audit again when he goes back in.

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Class IV  
Class VIII

### HIGH TA

There are TWO methods of taking a TA down that is HIGH. 4.0 is a high TA.

One is the routine process of “What has been overrun?”, HCOB 17 Sept ‘68. It is not used as a rudiment. It is for chronic high TAs.

There is another one also. It is quite different and is run differently. It is *not* a listing process.

It is the simple question “Has anything been overrun?”

It is used at session start or after a break when the TA is found to have risen mysteriously to 4.0 or above.

It requires a *clever* auditor. First, he notices the TA is at 4.0. Then he gets the pc to answer “Has anything been overrun?” If the pc says something and the TA comes down, that’s it. The TA may only come down to 3.5. But that’s it.

Then one puts in a rud. Unless of course the answer to “Has anything been O/R?” was “Ruds” or “Asking for ARC Brks”. One would then indicate this as BPC and the TA should come on down.

This action is just getting the TA down so one can audit.

Don’t expect ruds to pull down a 4.0 TA.

And NEVER start a main action with the TA high expecting the main action will get it down. The main action hasn’t got it up.

Overrun of the main action or of any action past F/N will cause the TA to rise. One knows why that is and simply indicates the by-pass of an F/N and down comes the TA.

Calling for “Has anything been overrun?” is VERY simple. You don’t ask “How many times, etc.” You just get it spotted and down comes the TA.

If the pc says something in answer and the TA doesn’t come down, the auditor says, “No”. The pc searches about and gives another. If it’s not that the auditor says “No”. The pc says something else and down comes the TA and the auditor says, “Good, that’s the overrun.” And then the auditor carries on with his session actions.

The commonest cause of a TA flying up in a break is the process went F/N out of session and the *intention* of the auditor to continue it sends it up.

Note a Real HOT Auditor who really knows his basics can float a needle on this with one shot.

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[In the original issue, the second sentence of the second paragraph was: “It is a formal listing process.” This has been deleted per HCO B 10 December 1968, *Correction*, which also states, “ ‘What has been overrun?’ is used to handle the chronically high TA and is run as per HCO B Sept 17, 1968, *Overrun Process*.”—LRH. The only other text in HCO B 10 December 1968 adds “Class IV” to the distribution of both the above and HCO B 17 September 1968.]

Remimeo  
Class VIII

**CASE SUPERVISOR  
CLASS VIII  
THE BASIC PROCESSES**

There are several processes which are unlimited. These are very valuable to the Case Supervisor.

There are many processes which are limited. These must be traced as not having been done before the C/S orders them done.

**LIMITED PROCESSES**

The basic Grade Processes tend to produce Overrun if repeated once done. This is very true of Power and R6EW.

Rehab of Grade Processes can be done far too often. Rehab of Grades should be limited to once just before Power and once in the OT IV Rundown. And that's it.

S & Ds are more or less limited to one of each type.

About one Remedy B on Dianetics and Scientology and one New Style is about it.

In general a list question for listing and nulling is a one-shot affair. Lists are very fast actions requiring skilled auditing and should not be handed out carelessly.

As a rule any of the above are *limited* because when repeated they can drive the TA up into overrun.

**UNLIMITED ACTIONS**

The most unlimited action is the running of engrams. So long as one uses different subjects one has an unlimited *action*, the only limitation being the subject of the engrams. This should not be repeated. A Case Supervisor only has to be alert that the chain on the subject has not been run.

This is fortunate because running engrams also produces the most case gain.

Secondaries rank with engrams on this unlimited sphere except that secondaries depend for their force on the engrams underlying them and if you run too many secondaries the pc drops into engrams anyway.

Recall processes (where recall means only remembering) are unlimited, the only limitation being the subject. You can only run "recall Subject A" for each flow. Then you have to have *another* subject.

There are to be very exact three flows for each Recall subject, three flows for the same subject as secondaries, three flows for the same subject as engrams.

Let us take "eating" as a fictitious subject for example. Here is the practical list of obtainable F/Ns.

## RECALL

1. Recall yourself eating.
2. Recall another eating.
3. Recall another (watching, making) another eat.

## SECONDARY

1. Find and run a secondary or chain of being emotional about eating.
2. Find and run a secondary or chain of another being emotional about eating.
3. Find and run a secondary or chain of another being emotional about another eating.

## ENGRAM

1. Find and run an engram (moment of pain and unconsciousness) or chain of being eaten.
2. Find and run an engram (moment of pain and unconsciousness) or chain of eating another.
3. Find and run an engram (moment of pain and unconsciousness) or chain of another eating another.

You could order or do all these on one pc. (Providing “eating” read well on the meter in the first place.)

But to run a new “Recall” or “Secondary” or “Engram” you would have to avoid the subject already run. You’d have to find a new subject.

These three flows and three actions are possible on any one subject that reads. Each is taken to floating needle. The TA would only rise if you overran any of the one actions or if you again tried to get it done on a new C/S action.

The use of this is interesting. We can find that the pc in some old C/S was run through his operation and still has a somatic. A skilled Case Supervisor knows he can get rid of the somatic by running the remaining flows. It is common to run the motivator engram and find the pc still has a somatic. So you run the overt on the same subject. If he *still* has it you can run the third flow of another doing it to another.

These lingering somatics used to be a bad thing, and were often a mystery. The engram (or recall) went to F/N but the pc still had a somatic. The answer is of course to order the other flow run. And the somatic will vanish.

The dub-in case has a wholly one-sided flow and is trying to run the other side! He will obsessively seek to run the opposite flow to the one he should be running. He can have too heavy a “motivator” and be seeking wildly to run false overts to explain having been hit so hard. So he dubs in overts.

Or he has committed some wild overt, intentional or unintentional and is trying to get false motivators. This can even go into the third flow where a person sees a man hit and tries to run being hit or hitting whereas he wasn’t a party to either.

(You solve this by assessment when you spot dub-in, or just by observing which side is dubbed. You order the other flows run or at least checked to see where the *real* charge lies.)

These actions, then, are limited only by subject.

This does not mean that you can't get a high TA suddenly on them. You can accidentally order the same subject as was ordered once before.

Or wrong ownership can cause the TA to act up in a peculiar way that looks like an overrun. However, earlier incidents of a similar kind usually get this handled on down to F/N. In fact this crops up and is handled on lower grade pcs more often than you think.

The PREPCHECK is another unlimited action. Once more it is the subject that limits it.

Not in practice but in *theory*, on one subject you could Prepcheck, run 3 recalls, three secondaries and three engrams each to F/N. However it gets dicey in practice as the pc protests sometimes.

And it is protest of doing it too often after all that pushes the TA up.

Havingness is probably not limited.

The ruds questions if not done in the same day tend to be unlimited. The TA going up on ruds is pc protest coming from cleaned cleans or false reads. Or he gave you his ARC Brks and now you're asking for more. Ruds, therefore are handled in moderation always. You don't for instance "fly a rud" when the pc comes into session with an F/N. The TA will go up in protest or down in overwhelm.

If you put in all ruds to F/N, waited an hour and put in all ruds to F/N again the TA would either soar or drop below 2.0, depending on how the pc looked at it.

Assessing prepared lists is unlimited so long as the items are varied.

Doing L1C or L4BR or other such lists is unlimited SO LONG AS YOU DON'T BYPASS THE FIRST F/N ON THAT LIST IN ANY ONE SESSION.

The GREEN FORM is of this nature. You can do a large number of "GFs" on pcs providing they are each time done to the first F/N. And providing you don't permit any listing and nulling. And providing enough time has gone by to let new data be available. 2 GFs in one day would be fatal. Two in a week risky.

The Itsa Earlier Itsa approach to ruds and GF is safe and in general Itsa Earlier Itsa is unlimited.

As soon as you let an auditor introduce any other process than Itsa Earlier Itsa on a form you get problems as he is stacking up potential overruns on limited processes. If each time an auditor had a Problem reading on a pc he ran a *process*, you'd soon have an overrun situation going. Itsa Earlier Itsa is unlimited.

ARCU, CDEINR appears to be unlimited for ARC Brks.

"WHO nearly found out" is unlimited for Missed W/Hs. But have a care here. In the OT sections pre-OTs often have plain withholds that have no overt connected with them, so *withholds* is always okay to use especially "In the last session\_\_\_\_\_" or "In Auditing\_\_\_\_\_".

The approach here is:

"In auditing has there been an ARC Brk?" ARCU CDEINR.

"In auditing has there been a problem?" (not "PTP") Itsa Earlier Itsa.

"In auditing has there been a withhold?" Itsa Earlier Itsa.

Suppress and "Has anyone said you had a\_\_\_\_\_when you didn't" are always used in Rudiments, past sessions or current.

You can only fly all ruds with the use of Suppress and False reads (“Has anybody said\_\_\_\_\_”).

Auditors who have to get into GFs in “flying a rud” either don’t know an F/N when they see one or haven’t any skill in using Suppress and False.

These are all unlimited actions with the reservations as noted.

### THE PROBLEM OF THE C/S

The main problem of a C/S comes about in trying to use the key law:

“Reality is proportional to the amount of charge off.”

A fat review folder, a rollercoaster case, a pc who never gets out of this life, a pc who runs stubbing his toe yesterday as an engram, a pc who dubs in, are alike overcharged cases.

To “send” one over the top requires lots of light charge off.

The worse off the case, the lighter you handle it. Older practices matched a violent case with violence and never did win at all. They wound up with murder as the “best possible solution”.

The problem is to get off *lots* of charge without going very deep on heavily charged cases. Then they eventually come out right.

You hold off main actions as long as you can and just work to get charge off. Then you eventually get deep enough to really shove a major action at them.

For instance, by carefully preparing a case for a “full IV rundown” with lots of preparatory actions you get an OT every time.

It seldom occurs to people that a *lot* of cases get the highest gains on the TRs of auditing only and the lower grade processes are far too steep and when run on them the pc on Communication Grade Zero does not stop stammering or doesn’t cease to be shy. Zero was run on him too soon.

You see a fabulous gain on some person doing TR 0. Or “just talking to an auditor to F/N”.

Study blows charge.

Some persons (the insane) would have to rest for a week or two to stand up to a mild chat.

Some other person could start at Grade IV and do just fine.

So the only variable a C/S has is how charged up is a case. The cases all react to the same things, the same actions. But they differ in the amount of “charge”.

Determining and lightening the charge is the problem of the C/S.

There are Personality, IQ and E-Meter tests that give an idea of how charged up the case may be.

The thick folder, the times in Review, the thickness of a single session report are of great use.

These things only say that some cases are more charged up than others.

So the C/S has the actually infinite variety of ways he can apply the FEW actions described above in unlimited processes.

Then he has the QUALITY of the charge he can remove. He can do 7 cases over and over so long as he removes the last one run from the new list to be assessed (as the list would F/N on the item just handled).

He can comb the area of a pc's environ and with a synonym dictionary compile dozens of different lists. It isn't hard to find what *recurring* problems a pc has. These can go into lists for assessment and Prepcheck or II or each to F/N of 3 recalls or even 3 engrams on higher level cases.

Think processes are also unlimited. And have 3 flows.

There may be other such unlimited actions.

A C/S is also limited by what his auditors can do. And is wise to stay within their training framework.

So you see what's standard. The ACTIONS, the Auditing. The subjects used in these ways can be very wide.

All you really have to be sure of is that the subject reads on the meter and that the way it's handled on the pc doesn't overwhelm the pc and that's the size of it.

The Grades are already laid out like a carpet.

You set up the case to run them.

If the case is set up for the Grades then you really get wins wins wins.

Some Case Supervisor, dazzled by the vast scope you can get from a pc being set up for OT IV overlooks the fact that he can set up pcs for wins on ARC Straight Wire that will look very dazzling to the pc.

If the auditor flunks a C/S and can't get it going, the repair action would be (for non-rud sessions) one of the following—

1. Assess Upset, Problem, Not disclosing something, Unable to say something, Ignored, Didn't understand. (Be careful not to get an item because pc couldn't dig it.)

2. Handle what read with Itsa Earlier Itsa

or

1. Assess Auditors, Auditing, Dianetics, Scientology, Sessions, Organization, Books.

2. Prepcheck

or

1. Have pc explain why he doesn't want auditing and gently slide into Itsa Earlier Itsa

or

1. Assess 7 cases in an expanded list of each rud, omit grades or 1. Green Form to 1st F/N.

Be sure questions phrased so pc understands them.

So far as Sub-Zeroes go, you have to be very ready to send the pc to Review for the remedies. And you have to be ready to realize that each of these Sub-Zeroes is a *grade* and that some pcs just aren't set up for them.

So you do your review actions before the pc gets in over his head.

This is where the Personality Analysis, IQ, and meter test are invaluable.

The worse off these come out, the more you work to set the pc up.

It even goes down as low as:

1. Pc to handle environment before auditing  
or
1. Pc to eat better for a week  
or
1. Pc to rest a week before first session or
1. Pc to take care of physical illness or injury before auditing followed by, some time later, 1. Notice that object to F/N, or 1. Have pc find something in room that is really real to him to F/N.

-----

So you see that all auditing is built of the same stuff—the Code, the Actions, the smooth TRs.

*Standard C/Sing* is the use of these actions. Setting pc up for the Grades.

A C/S can appear *very* clever indeed. His cleverness is composed of just the things you find here and in the way he finds ways to use them.

He orders auditing in accordance with where the pc is on the grades. He hoards his grades until he is sure they fly the pc. And that is good C/Sing.

L. RON HUBBARD  
Founder

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**LRH TAPE LECTURE**  
1968 (specific date unknown)

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HCO BULLETIN OF 9 NOVEMBER 1968

Remimeo  
Academy  
SHSBC

**CLEARING COMMANDS  
ALL LEVELS**

You never let the pc off the cans in Standard Tech.

The pc can go release on the subject of the process without the process being run.

Therefore, while clearing commands never let the pc off the cans. The Auditor opens the dictionary to the correct page for the pc to read.

(This HCO B does not alter or change HCO B 14 Nov 65, "Clearing Commands".)

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[This HCO B is amended by BTB 2 May 1972R, Revised and Reissued 10 June 1974, *Clearing Commands*, which gives the rules of clearing commands. ]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1968

Class IV  
Class VIII

**CORRECTION**

HCO B 1 Nov 1968, *High TA*, and HCO B 17 Sept 1968, *Overrun Process*—  
Mimeo Distribution is to be corrected to read:

Class IV  
Class VIII.

HCO B 1 Nov 1968, *High TA*, para 2, 2nd sentence "It is a formal listing process" is to be deleted.

"What has been overrun?" is used to handle the chronically high TA and is run as per HCO B 17 Sept 1968, *Overrun Process*.

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HCO BULLETIN OF 15 DECEMBER 1968

Remimeo

(Amends HCO Bulletin of 9 January 1968, "List L4A")  
(ITEM 6 CORRECTED 12 FEBRUARY 1969)

**L4A**  
**FOR ASSESSMENT OF ALL LISTING ERRORS**

PC's NAME \_\_\_\_\_ AUDITOR \_\_\_\_\_ DATE \_\_\_\_\_

1. DO YOU HAVE AN ARC BREAK? (ARE YOU UPSET)  
(If the question reads, establish if the upset is due to a break in AFFINITY, REALITY, COMMUNICATION or UNDERSTANDING, by assessment. Indicate what read to the Pc. Take the one found and fit into the following buttons, C U R I O U S A B O U T \_\_\_\_\_, D E S I R E D \_\_\_\_\_, ENFORCED \_\_\_\_\_ INHIBITED \_\_\_\_\_. Indicate the by-passed charge to the Pc. Check ARC Break question, if reads, ask for earlier similar ARC Break.)
2. DO YOU HAVE A PRESENT TIME PROBLEM?  
(If this reads, handle with Itsa earlier similar Itsa.)
3. IS A LIST INCOMPLETE?  
(If reads, find out what list and complete it, give the Pc his item.)
4. HAS A LIST BEEN LISTED TOO LONG?  
(If so, find what list and get the item off from it by nulling with suppress, the nulling question being: "On \_\_\_\_\_ has anything been suppressed?", for each item on the overlong list. Give the Pc his item.)
5. HAVE WE TAKEN THE WRONG ITEM OFF A LIST?  
(If this reads, put in Suppress and Invalidated on the list and null as in 4. above and find the right item and give to the Pc.)
6. HAS A RIGHT ITEM BEEN DENIED YOU?  
(If this reads, find out what it was and clean it up with Suppress and Invalidate and give it to the Pc.)
7. HAS AN ITEM BEEN PUSHED OFF ON YOU YOU DIDN'T WANT?  
(If so, find it and get in Suppress and Invalidate on it and tell Pc it wasn't his item and continue the original action to find the correct item.)
8. HAD AN ITEM NOT BEEN GIVEN YOU?  
(If reads handle as in 6.)
9. HAVE YOU INVALIDATED A CORRECT ITEM FOUND?  
(If so rehab the item and find out why the Pc invalidated it or if somebody else did it, clean it up and give it to Pc again.)
10. HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT PUT ON THE LIST?  
(If so, add them to the correct list. Renull the whole list and give the Pc the item.)

11. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?  
(If so, find out what question and try to write a list from recall and get an item and give it to the Pc.)
12. HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?  
(If so, indicate to the Pc this was not his item. Don't TRY to find whose it was.)
13. HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE?  
(If so, find if possible what item it was and give it to the Pc. Don't try to identify the "somebody else".)
14. HAS A RELEASE POINT BEEN BY-PASSED ON LISTING?  
(If so, indicate the overrun to the Pc, rehab back.)
15. HAS A RELEASE POINT BEEN BY-PASSED ON THE QUESTION ONLY?  
(If so, indicate the overrun to the Pc and rehab back.)
16. HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST?  
(If so, find out what item and why.)
17. HAVE YOU WITHHELD AN ITEM FROM A LIST?  
(If so, get it and add it to the list if that list is available. If not put item in the report. )
18. HAS A WITHHOLD BEEN MISSED?  
(If so, get it, if descreditable ask "Who nearly found out?")
19. HAS AN ITEM BEEN BY-PASSED?  
(Locate which one.)
20. WAS A LISTING QUESTION MEANINGLESS?  
(If so, find out which one and indicate to the Pc.)
21. HAS AN ITEM BEEN ABANDONED?  
(If so, locate it and get it back for the Pc and give it to him.)
22. HAS AN ITEM BEEN PROTESTED?  
(If so, locate it and get the protest button in on it.)
23. HAS AN ITEM BEEN ASSERTED?  
(If so, locate it and get in the assert button on it.)
24. HAS AN ITEM BEEN SUGGESTED TO YOU BY ANOTHER?  
(If so, get it named and the protest and refusal off.)
25. HAS AN ITEM BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED?  
(If so, get off the charge and give it to the Pc, or if he then changes his mind on it, go on with the listing operation.)
26. HAS THE ITEM ALREADY BEEN GIVEN?  
(If so, get it back and give it again.)
27. HAS AN ITEM BEEN FOUND PREVIOUSLY?  
(If so, find what it was again and give it to Pc once more.)
28. HAS AN ITEM NOT BEEN UNDERSTOOD?  
(If so, work it over with buttons until Pc understands it or accepts or rejects it and go on with listing.)
29. WAS AN ITEM DIFFERENT WHEN SAID BY THE AUDITOR?  
(If so, find out what the item was and give it to the Pc correctly. )

30. WAS NULLING CARRIED ON PAST THE FOUND ITEM?  
(If so, go back to it and get in Suppress and Protest.)
31. HAS AN ITEM BEEN FORCED ON YOU?  
(If so, get off the reject and Suppress and get the listing action completed to the right item if possible.)
32. HAS AN ITEM BEEN EVALUATED?  
(If so, get off the disagreement and Protest.)
33. HAD EARLIER LISTING BEEN RESTIMULATED?  
(If so, locate when and indicate the by-passed charge.)
34. HAS AN EARLIER WRONG ITEM BEEN RESTIMULATED?  
(If so, find when and indicate the by-passed charge.)
35. HAS AN EARLIER ARC BREAK BEEN RESTIMULATED?  
(If so, locate and indicate the fact by Itsa earlier similar Itsa.)
36. DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS?  
(If so, indicate it to the Pc, check the question if reads. Get earlier similar Itsa.)
37. IS THERE SOME OTHER KIND OF BY-PASSED CHARGE?  
(If so, find what and indicate it to Pc.)
38. WAS THERE NOTHING WRONG IN THE FIRST PLACE?  
(If so, indicate it to Pc.)
39. HAS THE UPSET BEEN HANDLED?  
(If so, indicate it to the Pc.)

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[The correction of 12 February 1969 was to change the word “WRONG” to “RIGHT” in Item 6.

The above Bulletin was amended on 8 August 1970, Volume VII, page 119, and the title changed to *L4B-For Assessment of All Listing Errors*. This amendment changed Item 1 to “WAS THE LIST UNNECESSARY?” and Item 2 to “WAS THE ACTION DONE UNDER PROTEST?”. It also added the following: after Number 15, “16. HAVE YOU GONE EXTERIOR WHILE LISTING?”; after Number 36, “38. HAS THIS LIST CORRECTION BEEN OVERRUN?”; and as a last item after Number 39, “42. HAS A LIST PROCESS BEEN OVERRUN?”. The items from 16 on were renumbered to accommodate the additional items.

This List was further amended on 18 March 1971, Volume VII, page 200, with no change in the title. This amendment added an item at the beginning: “1. DID YOU FAIL TO ANSWER THE LISTING QUESTION?”. All the previous items remained unchanged except for their numbers being increased by one. The handlings for these added items were the same as is given for them in HCO B 15 December 1968 *REVISED*, Revised 2 June 1972, *L4BR-For Assessment of All Listing Errors*, which can be found in Volume VIII, page 138.

The first issue of L4 was contained in HCO B 5 July 1963, *ARC Break Assessments*, Volume V, page 306.]

Remimeo

(Note: This data is turned out as an HCO B *and* a Pol Ltr [issued as each one] as may apply very broadly in both the OEC and Level IV or above Courses.)

### **THE THIRD PARTY LAW**

I have for a very long time studied the causes of violence and conflict amongst individuals and nations.

If Chaldea could vanish, if Babylon turn to dust, if Egypt could become a badlands, if Sicily could have 160 prosperous cities and be a looted ruin before the year zero and a near desert ever since—and all this in SPITE of all the work and wisdom and good wishes and intent of human beings, then it must follow as the dark follows sunset that something must be unknown to Man concerning all his works and ways. And that this something must be so deadly and so pervasive as to destroy all his ambitions and his chances long before their time.

Such a thing would have to be some natural law unguessed at by himself.

And there *is* such a law, apparently, that answers these conditions of being deadly, unknown and embracing all activities.

The law would seem to be:

**A THIRD PARTY MUST BE PRESENT AND UNKNOWN IN EVERY QUARREL FOR A CONFLICT TO EXIST.**

or

**FOR A QUARREL TO OCCUR, AN UNKNOWN THIRD PARTY MUST BE ACTIVE IN PRODUCING IT BETWEEN TWO POTENTIAL OPPONENTS.**

or

**WHILE IT IS COMMONLY BELIEVED TO TAKE TWO TO MAKE A FIGHT, A THIRD PARTY MUST EXIST AND MUST DEVELOP IT FOR ACTUAL CONFLICT TO OCCUR.**

It is very easy to see that two in conflict are fighting. They are very visible. What is harder to see or suspect is that a third party existed and actively promoted the quarrel.

The usually unsuspected and “reasonable” third party, the bystander who denies any part of it is the one that brought the conflict into existence in the first place.

The hidden third party, seeming at times to be a supporter of only one side, is to be found as the instigator.

This is a useful law on many dynamics.

It is the cause of war.

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One sees two fellows shouting bad names at each other, sees them come to blows. No one else is around. So *they*, of course, “caused the fight”. But there *was* a third party.

Tracing these down, one comes upon incredible data. That is the trouble. The incredible is too easily rejected. One way to hide things is to make them incredible.

Clerk A and Messenger B have been arguing. They blaze into direct conflict. Each blames the other. NEITHER ONE IS CORRECT AND SO THE QUARREL DOES NOT RESOLVE SINCE ITS TRUE CAUSE IS NOT ESTABLISHED.

One looks into such a case THOROUGHLY. He finds the incredible. The wife of Clerk A has been sleeping with Messenger B and complaining alike to both about the other.

Farmer J and Rancher K have been tearing each other to pieces for years in continual conflict. There are obvious, logical reasons for the fight. Yet it continues and does not resolve. A close search finds Banker L who, due to their losses in the fighting, is able to loan each side money, while keeping the quarrel going, and who will get their lands completely if both lose.

It goes larger. The revolutionary forces and the Russian government were in conflict in 1917. The reasons are so many the attention easily sticks on them. But only when Germany’s official state papers were captured in World War II was it revealed that *Germany* had promoted the revolt and financed LENIN to spark it off, even sending him into Russia in a blacked out train!

One looks over “personal” quarrels, group conflicts, national battles and one finds, if he searches, the third party, unsuspected by both combatants or if suspected at all, brushed off as “fantastic”. Yet careful documentation finally affirms it.

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This datum is fabulously useful.

In marital quarrels the *correct* approach of anyone counseling, is to get both parties to carefully search out the *third* party. They may come to many *reasons* at first. These *reasons* are not beings. One is looking for a third *party*, an actual *being*. When both find the third party and establish proof, that will be the end of the quarrel.

Sometimes two parties, quarreling, suddenly decide to elect a being to blame. This stops the quarrel. Sometimes it is not the right being and more quarrels thereafter occur.

Two nations at each other’s throats should each seek conference with the other to sift out and locate the actual third party. They will always find one if they look, and they *can* find the right one. As it will be found to exist in fact.

-----

There are probably many technical approaches one could develop and outline in this matter.

There are many odd phenomena connected with it. An accurately spotted third party is usually not fought at all by either party but only shunned.

Marital conflicts are common. Marriages can be saved by both parties really sorting out *who* caused the conflicts. There may have been, in the whole history of the marriage, several, but only one at a time.

Quarrels between an individual and an organization are nearly always caused by an individual third party or a third group. The organization and the individual should

get together and isolate the third party by displaying to each other all the data they each have been fed.

Rioters and governments alike could be brought back to agreement could one get representatives of both to give each other what they have been told by *whom*.

SUCH CONFERENCES HAVE TENDED TO DEAL ONLY IN RECRIMINATIONS OR CONDITIONS OR ABUSES. THEY MUST DEAL IN BEINGS ONLY IN ORDER TO SUCCEED.

This theory might be thought to assert also that there are no bad conditions that cause conflict. There are. But these are usually REMEDIAL BY CONFERENCE UNLESS A THIRD PARTY IS PROMOTING CONFLICT.

In history we have a very foul opinion of the past because it is related by recriminations of two opponents and has not spotted the third party.

“Underlying causes” of war should read “hidden promoters”.

There are no conflicts which cannot be resolved unless the true promoters of them remain hidden.

-----

This is the natural law the ancients and moderns alike did not know.

And not knowing it, being led off into “reasons”, whole civilizations have died.

It is worth knowing.

It is worth working with in any situation where one is trying to bring peace.

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HCO BULLETIN OF 8 JANUARY 1969

Remimeo

**DRUGS AND “INSANITY”  
NON-COMPLIANCE AND ALTER-IS**

I have been doing some research on drug cases and takers which has shed some interesting light on this and also insanity.

The basic equation is apparently:

WHEN THREATENED WITH UNMOCKING A THETAN MOCKS UP  
OBSESSIVELY.

Actually the datum is a small bit from OT VIII data, being part of energy creation.

It applies too well at lower levels, however, to leave it in such a stratosphere.

It explains for instance why a pc, challenged by an “auditor” who is breaking the Auditor’s Code, gets such a solid reaction in the reactive bank.

Threatened by an apparent effort to destroy him instead of letting him find the truth, the pc reacts by mocking up hard below his awareness level. This does not, of course, make him insane. It just sticks him a bit in the session.

Drugs (LSD, marijuana, alcohol, whatever) produce a threat to the body like any other poison. The threat is to the *body*. The thetan reacts by mocking up.

Of course what he mocks up is some engram, secondary or combination of fancy and fact. He can do this in some cases, so hard that it becomes more real (and safer) than present time.

Thus, under threat, he goes out of present time.

Now comes the next bit which is important as a new discovery:

HIS TIME TRACK IS NOT THEN BEING MADE UP WHOLLY OF  
PRESENT TIME EVENTS. IT IS A COMPOSITE OF PAST TRACK,  
IMAGINATION AND PRESENT EVENTS.

Thus, right there before your eyes he, apparently in the same room as you are, doing the same things, is really only partially there and partially in some past events.

He *seems* to be there. Really he isn’t “tracking” fully with present time.

What is going on to a rational observation is *not* what is going on to him.

Thus he does not duplicate statements made by another but tries to fit them into his composite reality. In order to fit them in, he has to alter them.

We therefore have the real basis of *alter-is*.

He may be *sure* he is helping one REPAIR the floor but in actual fact he is hindering the actual operation in progress which really consists of CLEANING the floor. So when he “helps one” mop the floor he introduces chaos into the activity. Since *he is* REPAIRING the floor a request to “give me the mop” has to be reinterpreted as “hand me the hammer”. But the mop handle is larger than a hammer handle so the bucket gets upset.



As a thetan can mock up an infinity of combinations, there would be an infinity of types of reactions to drugs. There would also be an infinity of types of insanity.

What is constant is that he is NOT RUNNING IN THE SAME SERIES OF EVENTS as others.

This can be slight, wherein the person is seen to make occasional mistakes. It can be as serious as total insanity where the events apparent to him are *completely* different than those apparent to anyone else. And it can be all grades in between.

It isn't that he doesn't know what's going on. It's that he perceives *something else* going on instead of the Present Time sequence of events.

Thus others appear to him to be stupid or unreasonable or insane. As *they* don't agree in their actions and orders with what he *plainly sees is* in progress "they" aren't sensible. Example: A group is moving furniture. To all but one they are simply moving furniture. This one perceives himself to be "moving geometric shapes into a cloud". Thus this one "makes mistakes" "alter-ises" "non-complies". As the group doesn't see inside him and only sees another like themselves, they can't figure out why he "balls things up so".

Such persons as drug takers and the insane are thus slightly or wholly on an apparently different time track of "present time" events.

A drug may be taken to drive a person out of an unbearable PT or out of consciousness altogether.

In some persons they do not afterwards return wholly to Present Time.

A thetan can also escape an unbearable PT by dropping into the past, even without drugs.

The penalty is running into obsessive mocking up to counter the threat of being unmocked.

The answer is to erase the engrams and reactive mechanisms.

As all this out-of-PT is unknowing, it is aberrative. Things one is doing that one knows one is doing are not aberrative.

The drug taker and the insane alike have not recovered present time, to a greater or lesser degree. Thus they think they are running on a different time track than they are, which, unknowingly and out of the past, they are, to a greater or lesser degree, mocking up.

These are the underlying facts in odd human behaviour.

## ENTURBULATION

Thus we get an explanation of enturbulation as well.

As what is going on according to the perception and subjective reality of such a person is varied in greater or lesser degree from the objective reality of others, such a person enturbulates the actual environment.

What is really going on is not what is going on for them.

Orders, then, are not complied with, other things happen and people around such a person have their own consecutive events disrupted. This causes enturbulation.

The non-compliance, alter-is and upsets from a person who is out of present time

and (what is new about this) who is running on a different series of events than those going on for the rest cause general enturbulation.

This is why it takes two additional staff members to handle the routine goofs of such a person. They are forcing events to run more or less normally against the counter effort of a person with a delusory time track.

We have all known such a person, many more than one, so it is not uncommon in the current civilization. The sudden non sequitur remark, out of context. The blank stare when given an order or a remark—behind these lies a whole imaginary time track which we jar into and accidentally disrupt.

### EXTERIORIZATION

In OT sections we sometimes hear of a person who is “exterior” and so can’t be audited any more.

The symptoms of the person have not changed. So he still has aberrations.

The answer is to clear the word *exteriorization* with them. They often are exterior into a never-never non-extant universe. Or exterior in a past death.

When the word is cleared with them, they often don’t really say what was going on. They experience a strange reaction and change.

If one then runs a bit of objective havingness, they come into present time.

This applies only to exteriorized cases who can’t be audited because they are “exterior”. And yet aren’t all right casewise.

The usual course is to just handle the case by Standard Tech. They eventually come right.

### DANGEROUS ENVIRONMENT

Anyone forced into a dangerous environment tends to either go fully into PT or retreat from PT.

The only ones who suffer from it afterwards are those who don’t move on up the track as life goes on but stay there, retreated from a long gone present time or stuck in a moment of the past.

This is done, of course, because of pictures mocked up obsessively under the threat of unmock.

When you understand the condition you can’t be fooled by it and think such people are there with you when they are not.

Auditing of course resolves this.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 24 JANUARY 1969  
Issue II

Remimeo  
Class IV

**SUB-ZEROS—TRIPLE GRADES**  
**LOWER LEVELS—TRIPLE GRADES**

-----  
Auditor

-----  
Pc Name

-----  
Case Supervisor

-----  
Date

Note: This HCOB is to be used ONE FOR EACH PC as a check sheet for that pc and belongs in his/her folder. IT IS DONE DURING session, not filled in after.

Triple Grades depends upon the three primary flows: Out-Flow, In-Flow, and Cross-Flow. These are designated respectively: F1, F2, and F3.

Each Grade is now followed by a Havingness process. Processing deletes unwanted mass. Havingness restores the mass "desired" and eventually brings one up to not needing it. Each grade is complete when its Havingness processes have been run to FN after all flows of all processes here listed for that grade have been run each to FN.

-----  
TRIPLE RUDS RUN  
in earlier session

To FN \_\_\_\_\_  
Auditor's  
Initials

Rud flown this session

To FN \_\_\_\_\_

***STRAIGHT-WIRE TRIPLE***

SW F1: Recall a time that was really real to you.

Recall a time you were in good communication with someone. ) To FN \_\_\_\_\_

Recall a time you really felt affinity for someone.

Recall a time you knew you understood someone.

SW F2: Recall a time that was really real to another. )

Recall a time someone was in good communication with you. ) To FN \_\_\_\_\_

To FN Recall a time someone really felt affinity for you. )

Recall a time another knew he/she understood you.

SW F3: Recall a time that was really real for others. )  
 )  
 Recall a time another was in good communication with others. )  
 ) To FN\_\_\_\_\_ )  
 Recall a time another really felt affinity for others. )  
 )  
 Recall a time another knew he understood others. )

Havingness: SWH F1: Look around here and find some thing that is really real to you. To FN\_\_\_\_\_

SWH F2: Look around here and find some thing that would really be real to another. To FN\_\_\_\_\_

SWH F3: Look around here and find some thing that would be really real to others. To FN\_\_\_\_\_

**DIANETIC SECONDARIES TRIPLE**

RECALL STEP: SR F1— Recall losing something. To FN\_\_\_\_\_

SR F2— Recall another losing something. To FN\_\_\_\_\_

SR F3— Recall others losing something of another's. To FN\_\_\_\_\_

Havingness: (1 process) SRH Notice that\_\_\_\_\_. To FN\_\_\_\_\_

**INCIDENT STEPS:**

- IS F1: "Locate an incident where you lost something."
1. Date the incident.
  2. Move pc to the incident with the exact command "Move to (date)."
  3. "What is the duration of the incident?"
  4. "Move to the beginning of the incident at (date)." Wait until meter Flicks.
  5. "What do you see?" (If pc's eyes are open, tell pc first, "Close your eyes.")
  6. "Move through the incident to a point (duration) later."
  7. Ask nothing, say nothing, do nothing (except observe meter or make *quiet* notes) while pc is going through the incident. If the pc says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue."
  8. When the pc reaches the end of the incident say *only* "What happened?" When pc has finished talking, give a final acknowledgement.
  9. Repeat exactly and only 2 through 8.
  10. After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.

11. Continue the above until:
  - a. The pc spots an earlier incident, or
  - b. The pc gets no change on a run through the incident from the run just before, or
  - c. The incident becomes more solid or fails to discharge.
12. If a, b, or c above occurs: "Locate an earlier similar incident."
13. Then 1 through 9. To FN\_\_\_\_\_

IS F2: "Locate an incident of you causing another loss and misemotion."

1. Date the incident.
2. Move pc to the incident with the exact command "Move to (date)."
3. "What is the duration of the incident?"
4. "Move to the beginning of the incident at (date)." Wait until meter Flicks.
5. "What do you see?" (If pc's eyes are open, tell pc first, "Close your eyes.")
6. "Move through the incident to a point (duration) later."
7. Ask nothing, say nothing, do nothing (except observe meter or make *quiet* notes) while pc is going through the incident.  
  
If the pc says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue."
8. When the pc reaches the end of the incident say *only* "What happened?" When pc has finished talking, give a final acknowledgement.
9. Repeat exactly and only 2 through 8.
10. After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.
11. Continue the above until:
  - a. The pc spots an earlier incident, or
  - b. The pc gets no change on a run through the incident from the run just before, or
  - c. The incident becomes more solid or fails to discharge.
12. If a, b, or c above occurs: "Locate an earlier similar incident."
13. Then 1 through 9. To FN\_\_\_\_\_

IS F3: "Locate an incident of another causing others loss and misemotion. "

1. Date the incident.
2. Move pc to the incident with the exact command "Move to (date)."
3. "What is the duration of the incident?"

4. "Move to the beginning of the incident at (date)." Wait until meter Flicks.
5. "What do you see?" (If pc's eyes are open, tell pc first, "Close your eyes.")
6. "Move through the incident to a point (duration) later."
7. Ask nothing, say nothing, do nothing (except observe meter or make *quiet* notes) while pc is going through the incident.  
  
If the pc says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue."
8. When the pc reaches the end of the incident say *only* "What happened?" When pc has finished talking, give a final acknowledgement.
9. Repeat exactly and only 2 through 8.
10. After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.
11. Continue the above until:
  - a. The pc spots an earlier incident, or
  - b. The pc gets no change on a run through the incident from the run just before, or
  - c. The incident becomes more solid or fails to discharge.
12. If a, b, or c above occurs: "Locate an earlier similar incident."
13. Then 1 through 9. To FN\_\_\_\_\_

If the pc drops into the underlying engram chain on any secondary Flow being run, before FN on the chain, continue down the *engram* chain to FN and note the fact on this check sheet so that that engram Flow will not be run again in error. After FN on that engram chain, take up the next remaining secondary Flow.

Havingness:

- |         |  |            |
|---------|--|------------|
| ISH F1: | Tell me something you could touch.                   | To FN_____ |
| ISH F2: | Tell me something another could touch.               | To FN_____ |
| ISH F3: | Tell me something another could get others to touch. | To FN_____ |

**DIANETIC ENGRAMS TRIPLE**

NO RECALL STEP

INCIDENT STEPS:

- E F1: "Locate an incident containing pain and unconsciousness."
1. Date the incident.
  2. Move pc to the incident with the exact command "Move to (date)."
  3. "What is the duration of the incident?"
  4. "Move to the beginning of the incident at (date)." Wait until meter Flicks.

5. "What do you see?" (If pc's eyes are open, tell pc first, "Close your eyes.")
6. "Move through the incident to a point (duration) later."
7. Ask nothing, say nothing, do nothing (except observe meter or make *quiet* notes) while pc is going through the incident.  
  
If the pc says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue."
8. When the pc reaches the end of the incident say *only* "What happened?" When pc has finished talking, give a final acknowledgement.
9. Repeat exactly and only 2 through 8.
10. After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.
11. Continue the above until:
  - a. The pc spots an earlier incident, or
  - b. The pc gets no change on a run through the incident from the run just before, or
  - c. The incident becomes more solid or fails to discharge.
12. If a, b, or c above occurs: "Locate an earlier similar incident."
13. Then 1 through 9. To FN\_\_\_\_\_

E F2: "Locate an incident of you causing another pain and unconsciousness. "

1. Date the incident.
2. Move pc to the incident with the exact command "Move to (date)."
3. "What is the duration of the incident?"
4. "Move to the beginning of the incident at (date)." Wait until meter Flicks.
5. "What do you see?" (If pc's eyes are open, tell pc first, "Close your eyes.")
6. "Move through the incident to a point (duration) later."
7. Ask nothing, say nothing, do nothing (except observe meter or make *quiet* notes) while pc is going through the incident.  
  
If the pc says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue."
8. When the pc reaches the end of the incident say *only* "What happened?" When pc has finished talking, give a final acknowledgement.
9. Repeat exactly and only 2 through 8.
10. After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.

11. Continue the above until:
  - a. The pc spots an earlier incident, or
  - b. The pc gets no change on a run through the incident from the run just before, or
  - c. The incident becomes more solid or fails to discharge.
12. If a, b, or c above occurs: "Locate an earlier similar incident."
13. Then 1 through 9. To FN\_\_\_\_\_

E F3: "Locate an incident of another causing others pain and unconsciousness. "

1. Date the incident.
2. Move pc to the incident with the exact command "Move to (date)."
3. "What is the duration of the incident?"
4. "Move to the beginning of the incident at (date)." Wait until meter Flicks.
5. "What do you see?" (If pc's eyes are open, tell pc first, "Close your eyes.")
6. "Move through the incident to a point (duration) later."
7. Ask nothing, say nothing, do nothing (except observe meter or make *quiet* notes) while pc is going through the incident.  
  
If the pc says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue."
8. When the pc reaches the end of the incident say *only* "What happened?" When pc has finished talking, give a final acknowledgement.
9. Repeat exactly and only 2 through 8.
10. After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.
11. Continue the above until:
  - a. The pc spots an earlier incident, or
  - b. The pc gets no change on a run through the incident from the run just before, or
  - c. The incident becomes more solid or fails to discharge.
12. If a, b, or c above occurs: "Locate an earlier similar incident."
13. Then 1 through 9. To FN\_\_\_\_\_

Havingness:

- |        |   |            |
|--------|---|------------|
| EH F1: | Look around here and find something you like.                         | To FN_____ |
| EH F2: | Look around here and find something another would like.               | To FN_____ |
| EH F3: | Look around here and find something another could get others to like. | To FN_____ |



**LEVEL 0 TRIPLE**

- O—OF1 “What are you willing to talk to me about?” ) To FN\_\_\_\_\_
- “What would you like to tell me about that?”
- O—OF2 “What are you willing for another to talk to you about?” ) To FN\_\_\_\_\_
- “What would you like him/her to tell you about that?”
- O—OF3 “What is another willing to talk to others about?” ) To FN\_\_\_\_\_
- “What would he like to tell others about that?”
- OA—F1 (Auditor chooses person by asking pc who it would be  
difficult to talk to.)
- “If you could talk to \_\_\_\_\_ (chosen subject), what would  
you talk about?” ) To FN\_\_\_\_\_
- “All right, if you were talking to \_\_\_\_\_ about that, what  
would you say exactly?”
- OA—F2 (Auditor chooses someone pc wouldn't like to listen to.)
- “If \_\_\_\_\_ could talk to you, what would he talk about? “ ) To FN\_\_\_\_\_
- “All right, if \_\_\_\_\_ was talking to you about that, what  
would he/she say exactly?”
- OA—F3 (Auditor chooses two people antagonistic to each other.)
- “If another could talk to (two antagonistic persons)  
what would he/she talk about?” ) To FN\_\_\_\_\_
- “All right, if another was talking to (two antagonistic  
persons) about that, what would he/she say exactly?”
- OB—F1 (Auditor chooses subject pc would have difficulty  
talking about.)
- “What are you willing to tell me about ?” ) To FN\_\_\_\_\_
- “Who else could you say those things to?”
- OB—F2 (Auditor chooses subject pc would find it difficult to  
hear another talk about.)
- “What are you willing to have someone else tell you  
about ?” ) To FN\_\_\_\_\_
- “Who else could he or she say those things to?”
- OB—F3 (Auditor chooses subject pc would have difficulty having  
others discuss.)
- “What are you willing to have someone tell others  
about\_\_\_\_\_?” ) To FN\_\_\_\_\_
- “Who else could another say those things to?”

## Havingness:

- OH F1: What solid could you understand? ) To FN\_\_\_\_\_
- OH F2: What solid could another understand? ) To FN\_\_\_\_\_
- OH F3: What solid could another get others to understand? ) To FN\_\_\_\_\_

**LEVEL ONE TRIPLE**

- 1—F1 “What problem have you had with someone?” ) To FN\_\_\_\_\_
- “What solutions have you had for that problem?”
- 1—F2 “What problem has another had with you?” ) To FN\_\_\_\_\_
- “What solutions has another had for that problem?”
- 1-F3 “What problem has someone had with another?” ) To FN\_\_\_\_\_
- “What solutions have they had for that problem?”

## Havingness:

- 1H F1: a. Point out something desirable. To FN\_\_\_\_\_
- 1H F2: a. Point out something another would find desirable. To FN\_\_\_\_\_
- 1H F3: a. Point out something another could get others to desire. To FN\_\_\_\_\_

**LEVEL TWO TRIPLE**

HCO B 5 August 68, “Level II—Change of Commands”, is amended as these Flows will now be run separately.

- 2—F1 “What have you done?” To FN\_\_\_\_\_
- 2—F2 “What has been done to you?” To FN\_\_\_\_\_
- 2—F3 “What has another done to another?” To FN\_\_\_\_\_

## Havingness:

- 2H F1: Tell me a Flow you could be interested in. To FN\_\_\_\_\_
- 2H F2: Tell me a Flow another would be interested in. To FN\_\_\_\_\_
- 2HF3: Tell me a Flow another could get others interested in. To FN\_\_\_\_\_

**LEVEL THREE TRIPLE**

- 3—F1
1. Locate a change in life by listing to Blowdown: “What change has happened in your life?”
  2. Get it dated.
  3. Get some of the data of it (don't run as an engram) so you know what the change was.

- 4. Find out by assessment if this was a Break in

Affinity  
Reality  
Communication or  
Understanding

and have the pc examine that briefly.

- 5. Taking the one found in "4" find out by assessment if it was

Curious about \_\_\_\_\_

Desired \_\_\_\_\_

Enforced \_\_\_\_\_

Inhibited \_\_\_\_\_

To FN \_\_\_\_\_

3—F2

- 1. Locate a change by listing to Blowdown:  
"What change has happened in another's life?"

- 2. Get it dated.

- 3. Get some of the data of it (don't run as an engram)  
so you know what the change was.

- 4. Find out by assessment if this was a Break in

Affinity  
Reality  
Communication or  
Understanding

and have the pc examine that briefly.

- 5. Taking the one found in "4" find out by assessment if it was

Curious about \_\_\_\_\_

Desired \_\_\_\_\_

Enforced \_\_\_\_\_

Inhibited \_\_\_\_\_

To FN \_\_\_\_\_

3—F3

- 1. Locate a change by listing to Blowdown:  
"What change has happened in others' lives?"

- 2. Get it dated.

- 3. Get some of the data of it (don't run as an engram)  
so you know what the change was.

- 4. Find out by assessment if this was a Break in

Affinity  
Reality  
Communication or  
Understanding

and have the pc examine that briefly.

- 5. Taking the one found in "4" find out by assessment if it was

Curious about \_\_\_\_\_

Desired \_\_\_\_\_

Enforced \_\_\_\_\_

Inhibited \_\_\_\_\_

To FN \_\_\_\_\_

Havingness:

3H F1: What is unknown about that (room object )?

To FN \_\_\_\_\_

3H F2: What doesn't another know about that (room object)?

To FN \_\_\_\_\_

3H F3: What about that (room object) could someone make unknown to others?

To FN \_\_\_\_\_

**LEVEL FOUR TRIPLE**

4—F1 List, "In this lifetime what do you use to make others wrong?" Null to the Service Fac.

Run it in brackets:

"In this lifetime how would \_\_\_\_\_ (Service Fac) make you right?"

"In this lifetime how would \_\_\_\_\_ make others wrong? "

"In this lifetime how would \_\_\_\_\_ help you escape domination?"

"In this lifetime how would \_\_\_\_\_ help you dominate others?"

"In this lifetime how would \_\_\_\_\_ aid your survival?"

"In this lifetime how would \_\_\_\_\_ hinder the survival of others?"

To FN \_\_\_\_\_

4—F2 List, "In this lifetime what does another use to make you wrong?" Null to Service Fac.

Run it in:

"In this lifetime how would \_\_\_\_\_ make others right? "

"In this lifetime how would \_\_\_\_\_ make you wrong?"

"In this lifetime how would \_\_\_\_\_ help others escape domination?"

"In this lifetime how would \_\_\_\_\_ help others to dominate you?"

"In this lifetime how would \_\_\_\_\_ aid their survival? "

"In this lifetime how would \_\_\_\_\_ hinder your survival?"

To FN \_\_\_\_\_

4—F3 List, "In this lifetime what does another use to make others wrong?" Null to Service Fac.

Run it in:

"In this lifetime how would \_\_\_\_\_ make another make himself right?"

"In this lifetime how would \_\_\_\_\_ let another make others wrong?"

"In this lifetime how would \_\_\_\_\_ help another escape domination?"

"In this lifetime how would \_\_\_\_\_ help another dominate others?"

"In this lifetime how would \_\_\_\_\_ aid another's survival? "

"In this lifetime how would \_\_\_\_\_ hinder the survival of others?"

To FN \_\_\_\_\_

Havingness:

4H F1: Tell me a Flow you know something about.

To FN \_\_\_\_\_

4H F2: Tell me a Flow another could know something about.

To FN \_\_\_\_\_

4H F3: Tell me a Flow someone could get others to know about.

To FN \_\_\_\_\_

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[This HCO B was cancelled by HCO B 17 June 1970, Issue 111, *Cancellation of HCOBs that conflict with Full Lower Grades* which was not written by LRH and was cancelled by BTB 10 December 1974, Issue VII, *Cancellation of Bulletins-1970*. BTB 10 December 1974, Issue VI, *Cancellation of Bulletins-1969* confirms the above HCO B as cancelled.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 JANUARY 1969

Remimeo

**TARGETS & COMPUTERS**

It is interesting to note that my new developments on Targets and Purposes in recent HCO Pol Ltrs are possibly adaptable to COMPUTER PROGRAMMING. Meaning they apply to and could make a new level of Computer action and usefulness.

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HCO BULLETIN OF 25 JANUARY 1969

Remimeo  
Class VIIIs  
May be issued  
to Lower Level  
Auditors  
Class IV in  
Academies and  
SHSBC

Issue III  
(Hold and send with 24 Jan 1969)

### **TRIPLE LOWER GRADES**

(Corrected Issue)

#### **Running Them**

Providing certain actions are done, Triple Grades are easy to run.

Triple Grades means handling 3 of available flows, the 3 major ones, self to another, another to self, another to others.

The HCOB 24 Jan 69 is written to be used as part of the C/S and pc's folder.

It is checked off and used DURING the session. An HCOB goes in each pc's folder for *use*.

The main danger is auditing a pc who has no clue what auditing is and letting him get all butchered up too far up the grades before it is caught.

Therefore the pc really ought to get a brief indoctrination by attending a Comm Course for TRs and get an idea of it.

Also only Triple Ruds should be run on him AND NO MORE in the second session.

Then the C/S can see how it is going and do Triple Grades in the 3rd session.

You can *even* order simply the Triple Rud of an ARC Break in the second session.

You should just order 2 way comm in the *first* session plus White Form anyway.

YOU DON'T SIMPLY LET A GREEN PC AND GREEN AUDITOR or a green pc and a good auditor loose on triple grades in the first session.

#### **Auditor Confusion**

An auditor can get lost trying to follow triple grades (first thing I learned about auditors and triple grades). He misses flows.

Example: Pc on secondaries flow I drops into engrams. Auditor audits out engram. Now the auditor can goof by running the other two flows as engrams too. He would thus skip 2 processes—the other two secondary flows. It is correct to finish the engram he dropped into and THEN run the other two secondary flows. And then the other 2 engram flows.

MAKE THE AUDITOR USE THE HCOB for that pc on every process *as he runs* it. He should not be reading the Commands to the pc from it however.

#### **Clearing Commands**

Don't clear the Commands of all ruds and then run them, or of all processes and then run them. You'll miss F/Ns.

Commands of one process are cleared just before *that* process is run.

### **Don't Overrun**

It can be fatal to overrun a leg of triple grades and then not clean it up before going on.

So order your auditors to stop if an overrun looks suspicious (TA going up) and check it. And then if still not sure to send it back for C/S.

Don't let the auditor go on and butcher up all the grades above the goof.

### **Listing**

The laws of Listing are a MUST. If a list goes oddly—too long or TA rises—make the auditor check with C/S. And don't let him go on.

### **Out Ruds**

Be sure ruds are cleanly in on Triple Grades before letting an auditor take off and run them.

### **Old Pcs**

Any pc, or pre OT, can be run on the missing legs of the lower grades. But not Power after clear.

There is not yet Triple Power. There aren't triple OT sections. There are just Triple grades.

### **Tight C/Sing**

Small errors must be caught by C/Ses, not let go by.

Keep a tight, exact control.

### **Invalidated Auditors**

An auditor (or a C/S for that matter) who begins to goof has collided with a stop on his purpose to help people and set them free.

Therefore all you have to do is two way comm his earlier purpose into view and the stop usually blows.

If it doesn't, a routine patch up session remedies it.

In Triple grades there are more chances for goofs that then go on and more chances for gain.

So up your precision.

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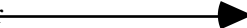


[This HCO B was cancelled by HCO B 17 June 1970, Issue III, *Cancellation of HCO Bs that Conflict with Full Lower Grades*, which was not written by LRH and was cancelled by BTB 10 December 1974, Issue VII, *Cancellation of Bulletins 1970*. BTB 10 December 1974, Issue VI, *Cancellation of Bulletins 1969*, confirms the above HCO B as cancelled and gives as a reference HCO B 3 February 1969, *Triple Grades-Flows*, on the following page.]

Remimeo

### TRIPLE GRADES FLOWS

There are a great many potential flows. These are covered in greater detail in earlier work.

In Triple Grades the following are the only flows used:

1. Self ~~Another~~ 
  2. Self  Another
  3. Others  Another
- Or

In an introverted (going into) type process

1 A for Self

1 B for Another

1 C for Others

Or

A mix of the two.

As the patterns of an individual are in actual fact the same in all cases, it is the type of process rather than the type of pc which regulates the flows.

*Intensity* of one or more "legs" of the flow will be found to vary from pc to pc. One pc has a strong inflow, weak outflow and very weak others flow. Another has a strong outflow. Another is all wrapped up in others with no real attention to self.

The wording of the STANDARD commands of Triple Grades (Subzero and Lower Levels) takes care of these imbalances. No further attention is necessary by the auditor.

The auditor will find that all this reflects on his work sheet by different lengths of time to run different flows.

By FLOW is meant an impulse or direction of energy particles or thought or masses between terminals.

It is essentially a 3 terminal universe in actual fact. The discovery of this led to Triple Grades.

There is more data on the 3 terminal universe in material on the THIRD PARTY LAW. This is not necessarily important—either the 3rd Party Law or that it's a 3 terminal universe—to the auditor in running the processes of Triple Grades. He should however have some idea of flows. Very intricate and numerous flows can be isolated. Triple is the fundamental and what is used in normal auditing.

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HCO BULLETIN OF 3 FEBRUARY 1969  
Issue II

Remimeo

**TRIPLE GRADES**

Firm Policy on Triple Grades  
NOT to be violated

Triple Grades when released will be run on HGC pcs and Qual only by HGC and Qual Auditors under Class VIII supervision.

Triple Grades are NOT taught in the Dianetics Course. They are NOT run by Dianetic students on pcs. Triple Grades do NOT change the Dianetics Course. Dianetic Course auditors are forbidden to run Triple Grades. They change NO checksheet on Dianetics Course.

Triple Grades are NOT taught on Levels Zero, I, II or III. They are NOT run by students on these levels. Triple Grades do NOT change Level 0, I, II, III checksheets. Auditors of these classes (0, I, II, III) do not use and are forbidden to use Triple Grades on their own pcs.

CLASS IV

Triple Grades are taught and are added to the checksheet of Level IV. They may be audited by Class IV auditors on their pcs only under the direct supervision of a Class VIII auditor.

HGC auditors and Qual auditors traditionally have been understood to have a right to audit any authorized process under proper supervision. Therefore when auditing under the *direct* supervision of a Class VIII auditor HGC and Qual auditors briefed on Triple Grades starrate can run them.

CLASS V

A Saint Hill Level V checksheet must have all data on flows added to it and all Triple Grade data.

A Saint Hill Class V may audit, when trained on the new checksheet, Triple Grades on his own pcs or without further supervision. In an org he would of course get Class VIII supervision.

-----

Note therefore that Lower Level auditors and Lower Level courses continue as always with single sub-zeroes and single grades both as to training and practical up to but not including Level IV.

-----

Note that the remaining *two flows* of the sub-zeroes and lower grades CAN BE PUT IN on a pc before or even after Power.

You rehab the single grade (by counting times released) and then run its other two flows.

You rehab the next single grade and run its other two flows. The sequence is

rehab the grade, run its other two flows. Don't rehab *all* grades and then put in each other two. This also applies to sub-zeroes.

The best time to do this is BEFORE POWER.

The advantage of Triple Grades is

1. Greatly increased gain per level.
2. Enormously increased *stability* for the gains of lower grades.

If and when Triple Power is worked out if it is ever issued, this HCOB still applies.

The exact commands of Triple Grades and the form used on each pc for them are the subject of another HCOB.

Policy is firm that a separate Triple Grade form is used for each separate pc and included in his folder.

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HCO BULLETIN OF 28 FEBRUARY 1969

Remimeo

### **MEDICAL DOCTORS**

LRH ED 86 INT 22/2/69

If orgs train any medical doctors they must be trained on the following basis:

1. They are NOT twinned with a layman but only with another medical doctor.
2. They are enrolled in a DIANETICS course only and told to perfect the use of that in their work.
3. They are courteously treated.

### **SEMINARS**

In addressing any group of medical doctors keep it in the field of DIANETICS.

Discuss Dianetics from the viewpoint of Communication with body areas to assist circulation and the mental image picture as a means of continuing shocking experiences.

Any lecturer to medical doctors should do a fast review first of *Dianetics: The Modern Science of Mental Health* and stick with it only.

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HCO BULLETIN OF 3 MARCH 1969

Remimeo  
Class VIII  
Level IV  
Tech Sec  
Qual Sec

## CASE GAIN

### COMPLETING LEVELS

Anyone who interprets "the real gains of a case consist of going up the levels" (which is true and was stated in order to prevent over-review) as meaning that the level a case is on is not to be conclusive or put the pc into good case condition, has a tech alter-is going.

The registrar can use "You need the next level" but when Tech or Qual buy this as an excuse not to run levels right or to get gains on any given level it's time to look this fact over HARD.

ANY LEVEL IS ITSELF CAPABLE OF STABLE CASE GAIN. If a level does not THEN THE CASE IS LOUSED UP ON EARLIER LEVELS and is a standard case of someone with a lower level out! This is all covered in Class VIII.

This is true of ARC Straight Wire and OT VI alike. The rule holds.

Any level is capable of giving a stable case gain and if it does not THERE IS SOMETHING VERY WRONG with the way it or an earlier level was run.

To chase a pc on up the levels to cure an outness on earlier levels is idiocy. It is WASTING AUDITING. It is a shabby excuse for not setting a case up to be audited or auditing badly.

To solve an earlier out tech situation one does *not* "give the next level".

If a pc ends up at Level II (or OT II) without a stable gain attained then the set-up of the case or the handling of it is SOUR.

This is the most elementary situation in case repair.

ANY LEVEL is capable of case gain and of being stable, the pc feeling good, etc. The drive to get the next level is very natural but when it becomes obsessive to get a case gain then it isn't the next level that's needed.

ARC Straight Wire is more tech than Man ever had before. It produces a stable gain. This is true of every level on up.

We have just had a PreOT whose case at every level "was going to be solved by the next level". People kept saying he "needed the next level" to solve his case. Bull. He got all the way to OT II before I caught wind of it. He "had to have OT III" to solve his case according to the Qual Sec.

That case probably never made ARC Straight Wire! One or more earlier levels or ruds or 7 cases are out. *That's* the trouble with that case.

If you now let him go on to OT III he'd cop it.

The tech you are handling is capable of giving spectacular gains at *every level*. If it does not then the case has missed somewhere, comes under 7 resistive cases or out ruds or one or more missed or overrun levels.

This is one of those things which seems to have been going around ("needs the next level to solve his case") for some time without my finding out about it. Sure they need their next level. But do they have their levels up to where they are? If they aren't in good shape at the end of any one level then there's a miss on the case and it must be repaired by standard tech.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 MARCH 1969

Remimeo  
Class VIII  
Class VI

**AUDITOR'S REPORT**  
**TRIPLE GRADES**

The Administration in Triple Grades does *not* require that one copy off all the processes onto the Auditor's Report Form.

One uses HCO B of 30 Jan 69, "Triple Ruds" and HCO B 24 Jan 69, Sub-Zeroes and Lower Levels Triple Grades. The F/N obtained on each is marked on these HCO Bs. The fact is noted on the Auditor's Report Form that one has marked on the HCO Bs. "See TG HCO B" and "Done up to ISF2".

One then puts in the comments appropriate to the Auditor's Report Form.

One makes up a Summary Sheet, usually as it applies.

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

One does not put the command on the W/S. One puts the number of the process as taken from the HCO Bs such as "SWF 1".

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

If the W/S has illegible words, one does two things:

1. After the session prints in in red the illegible word just above it.
2. Learns how to write more clearly faster.

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

The reason for Admin is so a Case Supervisor can read the *whole* session and so be able to handle or get repaired any outness, so that another auditor can pick up where the last one ended off and so that at some future time any early goof can be traced.

Be fully honest in an auditing report. Don't try to look good, by covering up goofs. You can bar a pc from repair by a false auditing report.

An evaluative auditing report is one which gives color to a session rather than facts.

Do a good informative report that can be used to C/S or review sessions.

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Remimeo  
Class VIII  
Tech Secs  
Qual Secs

**PHYSICALLY ILL PCS  
AND PRE OTS**

(with a note on Drugs)

One can very easily go to extremes on mental illness vs physical illness.

One school says all trouble comes from physical illness.

Another says it all comes from mental illness.

The psychiatrist mixes the two and says all mental illness is physical.

It is time every auditor, particularly Class VIIIs, took a hard look at this area.

The *body is* capable of having physical illness, acute (momentary) or chronic (continual). Broken bones, pinched nerves, diseases can any of them occur to a body *independent* of any mental or spiritual action.

The mind or spirit can predispose the illness or injury. By this is meant a person can be distraught and have an accident, or decide to die and get a disease.

But the disease or injury when he's got it is a body circumstance and responds best to skilled medical (ordinary usual, put on a tourniquet, set a bone, give a shot) treatment.

On a sick or injured person, you can reduce the time of healing or recovery by removing the spiritual or mental upset, providing the person can be audited, but usually after effective physical treatment. The facts are real enough. Auditing a person with a broken leg *after* it is set and he is comfortable, to remove the engram of the accident or treatment and the earlier "reason" he or she was distraught or had the accident, can improve the bone knitting time by as much as 2/3rds by actual test. This would be six weeks down to two weeks.

But the bone has to be set!

A body is a biological object. It has all manner of internal communication systems and organized interrelated functions.

Now if you tried to audit a preclear when he was acutely ill, you would find him hard to audit, confused and distracted and unable to follow commands. He may become overwhelmed easily. He certainly is not likely to respond properly. Because the *body is* sending all sorts of pain or discomfort messages and confusions, it is very much in his way. Two things are going on at the same time—his case as a spiritual being, his body as a distracting pain or sensation object.

The pc assigns the body to his case or his case to his body.

You have to get the body out of the attention area to some degree before anything helpful usually occurs by way of auditing.

Now let us take the pc with a *long term* illness. He has been sick with something since the age of 8. He really doesn't know he's sick physically. He blames it all on his own case.

In a lot of cases we audit him and he has enough relief to then get physically well. For he was mentally or spiritually suppressing his body.

These successes (and they are numerous) could cause us to do an *all mental* concentration and lead some to insist all illness was from the mind. This makes some make the mistake of omitting physical examination and treatment in all cases. Certain schools of healing in the past got the entire field in disrepute by assuming and stating and acting on just that.

When you find a pc who does not easily respond, whether he answers up to 7 cases "Physically ill" or not, you sure better get him to the nearest clinic for a thorough physical examination including head and spine X-rays and get him examined pathologically. For you will usually find he is physically ill, in suppressed pain or discomfort. There are cures for a lot of these things now and not requiring "exploratory" operations either.

*Don't* throw away all the grades of auditing on him. He's sick. Physically.

That's why you do a White Form. A long history of accident and illness should prepare you to be alert and to send him to a clinic if his response to auditing is the least bit poor.

*Then* when you have the physical side of it in hand, audit him at assist level.

*When* he is *well* give him his grades.

*Don't* force auditing into physical healing. It works much of the time. Special types of auditing (running out injuries, etc) assist healing markedly. That doesn't mean you should avoid all medical treatment!

"Failed cases" are medically ill or injured cases. Without exception. So why fail. There *are* medical doctors and clinics. There are standard, usual treatments. You don't have to buy "exploratories" and questionable actions. These are done only when the medical doctor can't find out either. When this impasse occurs, start doing assists or look for engrams.

There are some bizarre or strange postoperative (after operation) or post injury (after injury) conditions which do surrender miraculously to auditing. A suppurating incision (operation cut that remains open and unhealing), a bone that will not heal after having a plate put on it, such things usually surrender to auditing. These facts should be used but they do not contradict that medical treatment was needed in the first place.

The psychiatrist is an example of the other extreme to spiritual healing. Instead of "all mind" he is saying "all physical".

Holding either extreme produces failures.

The psychiatrist got into his "all physical" by a sensing that insanity symptoms seemed to resemble persons in pain or delirium.

In these cases the stress of physical suffering is pouring back into and overwhelming the mind.

After considerable study on this, I realized that an error could have been made out of a statement "all insanity is physical".

This is probably the case in the large percentage of the insane. But from this one cannot then say "all mental trouble is physical" because that can be demonstrated as not true. We see it as easily as in a case of a person falling ill on the receipt of bad news, who then gets good news and gets well. The great Voltaire, on his deathbed, received news that he had been awarded the Legion of Honor, after a lifetime of being scorned by Authority. He promptly got up, put on his clothes and went down to receive the award.

In the case of insanity having physical causes, one could discover this, say it and be promptly misunderstood in this way. The sufferer is in a general agony from a nerve long ago crushed. This actual pain is distributed from its point of concentration to the whole of the nervous system. The person cannot think, looks dazed, cannot work or

act. An operation removes the pressure causing the condition. The person is then "sane" in that he can perform the actions of life.

After a few successes of this nature, the psychiatrist leaps to the conclusion all *mental* trouble is physical. He teaches some student saying "all mental trouble is physical". The *student* goes off, tries to figure it out, dreams up a special insanity virus or "genes" or a special illness called "insanity". He then resorts to all manner of odd and often brutal treatments. By cutting or shocking a nerve channel one can stop the pain messages but such actions lay in new complications which usually terminate in premature if not immediate death or injury.

This tells one why tranquilizers (psychotropic drugs) make a patient rational or at least able to function for a short while. They too have their side effects. Usually all they do is, like aspirin, reduce the pain.

Patients do not always know they hurt. They suppress the pain or sensation. It seems normal to them or "life". When they receive a distressing experience or have an accident they cease to suppress and may go "insane", which is to say, become continuously overwhelmed by pain or unwanted sensation. They cannot think or act rationally. They may even be insane only during periods of the day or month that coincide with the *time* of the accident. But they are in physical distress.

As they cannot eat or sleep, their condition worsens by exhaustion and they may go into various states including a deathlike motionlessness or actually die.

**The CORRECT ACTION ON AN INSANE PATIENT IS A FULL SEARCHING CLINICAL EXAMINATION BY A COMPETENT MEDICAL DOCTOR.**

He may find disease, fractures, concussion, tumours, or ANY COMMON ILLNESS which has escaped treatment and has become chronic (perpetual). He should keep looking until he finds it. For it is there. NOT some "insane germ" but some ordinary recognizable illness or physical malfunction.

The WRONG THING is to cut nerves or subject the person to more pain. Electricity can *force* a nerve channel to flow or paralyze it. That is probably why it *seems* to work sometimes. But it cures nothing and more often *confirms* the insane condition and certainly fills the patient with dread and terror, injures him and shortens life.

The problem in insanity is often how do you keep the patient from injuring himself or starving or dying before he can be examined by a competent medical doctor in a properly equipt clinic.

This is done by rest, security, feeding, under drugs if necessary.

A patient can be "built up" by various biochemical compounds, diathermy and other mild means that add to his stamina.

Treatment of what really troubles him such as continual sensation from a once broken leg which was never set, a broken spinal disc or such pathological ills as disease, can then be treated properly and corrected.

Recovered from the treatment, the patient will be found not to be "insane" any longer.

Auditing can then occur, any and all engrams (traumas) erased and the person's recovery will be greatly accelerated.

Of course the real target of auditing is the improvement of the ability to handle life, greater intelligence, reaction time and other benefits.

Like the spiritual healer of another age who said all was mind and forbade physical healing, the practitioner who says all is body and scorns mental healing is an extremist.

Each of these is at the opposite ends of "Aristotle's Pendulum". Each has *seen*

with his own eyes *a few* remarkable cures. Thus each is confirmed in his belief and will hotly argue and even attack others who do not share his or her extreme view.

The truth, as is usually found, lies in between.

There is no "insanity virus". Even heredity remains unproven since families perform similar actions, are prone to similar physical ills and they also mentally pattern or copy each other. Either physical or mental facts can similarly prove that "insanity runs in the family" when it seems to do so. Thus "hereditary insanity" is an apperency which gives rise to the folk tale.

There is the spiritual identity of man, the mind, the thetan, call it what you will.

There is the physical body of man and that, even if cellular, is still material or physical or whatever you call that.

Proponents of both extreme illnesses are likely then to go off on an erratic course of search and research as the truth includes both and when you do include both you then begin to add up successes toward the desirable 100% of the physical sciences in result.

One cannot call either extreme more than an art. And the proponent of the purely physical does not have a "science" just because sciences are also physical.

One has a science only when one can predict and attain uniform results by the application of its technology.

It was very natural for the psychiatrist to *think* he had a foe in Scientology as all he had to hear was "spirit" and he was off. Since that has been his opposite "foe" for a long time.

To *heal* Man one has to realize he is dealing with two things—the spirit and the body. When a preclear comes to us because he wishes to be *physically* cured of a real current illness or malfunction, we do not serve him well if when we see he does not respond to auditing we do not require a full physical clinical study of his body until a real illness is found and treated.

If we already *know* he is ill we should call in the doctor. And we should limit auditing to assists.

This is also a case of crossed purposes. We are trying to give him greater capability and freedom. He is only trying to stop hurting.

Go ahead, sign them up. But at the first smallest clue (like the White Form) that he is being audited only to get well, we should have in good contact a medical doctor or clinic who is friendly and does not do unusual things to people and get the preclear diagnosed to *really* find what is wrong with him, get it cured if it is medically feasible and then, with a physically well pc, give him his auditing.

If this is done routinely, another benefit will also occur. The preclear so audited will not again become ill easily and will retain his very real auditing gains when he has these.

We are good enough to often get by. The ability of the body to get well often asserts itself when a preclear is given auditing, since the source of perpetuation (continuance) is removed from the illness and it changes.

Letting a pc, who has a badly set continually painful bone go on up the grades is doing him a disservice. He probably will not attain or retain his gains.

The stable datum on which I operate as a case supervisor is that if a pc does not get good gains quickly I want to know (and will find) what is physically injured or ill about him before I go on letting him be audited. The X-ray machine and other clinical actions become a must. For he is in suppressed pain and each time he gets *a change*, he puts on full stops *as* it started to hurt. He won't get the same gain again and tomorrow the same process or type of process won't work. He stops the pain if it starts to hurt



and puts a new stop on his case. This is true of those cases who really have a physical illness.

Slow gain, poor result is a physically ill pc.

The exercise of these points requires judgement for a person can be given treatments which will not heal him. Where this is the case, and the treatment seems too damaging or uncertain, treat the pc on this routine:

1. Rest
2. No harassment
3. Food
4. Mild sedatives.

When the person seems well, audit him.

The truth of the above definition of "insanity" can be experienced easily with no great stress. To have a headache or toothache is sometimes quite distressing and distracting, making one gloomy or inactive. Taking an aspirin cheers one up and he can work.

That is in fact the basic mechanism. It is why tranquilizers work.

This is why old-timers thought they had to cut nerves to "cure" the insane. But that's like fixing the telephone exchange by throwing a hand grenade into the switchboard. You may get no more complaints but you sure don't have a telephone any more. Which, I suppose, is the basic way to stop *all* complaints. Nobody can ring up even if the house were on fire!

Drugs such as marijuana are craved only when the being "needs them" to stop undesirable physical pain or sensation. Then they backfire, causing more distress than they cure.

Some pcs, taken off marijuana for a few weeks, can be audited. Some can't. Those who then can't be audited are in pain whether they consciously realize it or not. In their "unconscious mind" (below their self-suppression) they hurt.

So those who can't be audited well when taken off some drug like marijuana should be gotten to a good clinic and given "the works". A competent medical doctor will find the broken bone, the disease, the diabetes. Give it a medical cure.

Then audit the pc by Standard Tech, checking resistive case lists, etc all over again.

Pcs don't always know they're ill.

Mental upset aggravates physical discomfort. Physical discomfort aggravates mental unrest.

So play it safe.

A slow case who doesn't respond well to very usual approaches has something else wrong with him physically.

Don't be an extremist.

Your job after all is to do the most you can for the pc.

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Remimeo

## POLITICS

Here is a scale taken from *Excalibur* from memory. *Excalibur* was an unpublished book written in the very late 1930s. Only fragments of it remain.

By placing it against the Tone Scale developed at the end of 1950, certain current political philosophies are better estimated. By then looking up these tone characteristics in *Science of Survival* much can be learned and the ideologies are thus made easier to predict or handle.

REPUBLIC	3.0
DEMOCRACY	2.5
SOCIAL DEMOCRACY	2.0
FASCISM	1.5
COMMUNISM	1.1
ANARCHISM	0.0

The cycle of a nation goes on a descending spiral down this scale.

Those two tones apart are not likely to fight. Those a tone apart fight seldom. Those a half tone apart are in continual conflict.

As this was worked out before World War II it is quite remarkable to see how true it has held. And how each one has taken something from its neighbors.

I will not go into what lies above democracy except that Man is trying with his ideologies to solve mainly the problem of succession. History has seen other government forms work far more ideally than those named but in none of these could one guarantee succession of the beneficial rule. Thus adherents to all forms of ideology can be made to agree that "benign monarchy" is an excellent form of government. But they discard it because a truly good benign monarch is not necessarily succeeded by one in the next reign.

Few governments exist in pure form. (Note there are no major governments at this writing above Social Democracy.)

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**DIANETIC ASSISTS**

(Include in Medical Series)  
The Use of Dianetics to the Medical Doctor

There is everything to be said for correct medical treatment in the handling of the sick and insane.

"Insanity" is most often the suppressed agony of actual physical illness and injury.

To "treat" this agony with shock and "brain operations" is a Nuremberg type offense and is indictable as mayhem or manslaughter.

The medical treatment of "insanity" requires sure awareness by the patient of his whereabouts and present time. These are usually quite unbearable so he has sunk into the past to escape the agony of the present.

The TOUCH ASSIST given to such injured persons permits healing to occur by restoring the person to the present and his whereabouts to some degree.

Healing after medical treatment might not occur rapidly if the "insane" or chronically ill person remains in the past, unable to confront the present.

Thus the touch assist speeds and often permits healing after medical treatment and sometimes in minor injuries and illness permits the doctor to accomplish healing without further treatment.

There is the TOUCH ASSIST, the CONTACT ASSIST and the AUDITING ASSIST.

The touch assist done as described elsewhere brings the patient's attention to injured or affected body areas. When attention is withdrawn from them, so is circulation, nerve flows and energy which for one thing limits nutrition to the area and for another prevents the drain of waste products. Some ancient healers attributed remarkable flows and qualities to the "laying on of hands". Probably the workable element in this was simply heightening awareness of the affected area and restoring the physical communication factors.

The CONTACT ASSIST is remarkable when it can be done. The patient is taken to the area where the injury occurred and makes the injured member gently contact it several times. A sudden pain will fly off and the injury if minor lessens or vanishes. This is again a physical communication factor. The body member seems to have withdrawn from that exact spot in the physical universe.

The restoration of awareness is often necessary before healing can occur.

The prolongation of a chronic injury occurs in the absence of physical communication with the affected area or with the location of the spot of injury in the physical universe.

The AUDITING ASSIST is done by a trained auditor using an E-Meter.

It consists of "running out" the physically painful experience the person has just undergone, accident, illness, operation or emotional shock. This erases the "psychic trauma" and speeds healing to a remarkable degree if done properly.

In addition to assists there is Dianetic auditing of an acutely ill person which handles the current and past illnesses and injuries by erasing the "physical trauma".

The last is a skilled activity. Practitioners who have the idea such things do not have causes will of course fail to locate the causes.

A sickness can be composed, let us say, of a headache, a nausea, apathy and weariness.

Such a sickness may be bizarre, without medical reason.

By first getting the patient to find and say what shock occurred when the sickness began, getting when, and getting it recounted, the "illness" will lessen, the emotional state will alter—called a "release of affect".

By then finding an earlier similar instance and getting that one dated and recounted a further release of affect may occur.

If the good indicators, smiles, etc, do not occur in the patient, one again asks for an earlier incident, dates it and gets it recounted.

The phenomena of "floating needle" on the E-Meter should not be bypassed on a physically sick person. If it occurs, regardless of when, and the patient is smiling and suddenly free from symptoms, one at once desists with further auditing on that subject and at that time.

If no floating needle and a full release of symptoms occur, one then traces back the remaining symptoms. Let us say the headache is now gone due to recounting times of emotional duress. But the patient is still slightly nauseous. One traces the nausea to earlier or other incidents. It will vanish when found and dated.

The apathy vanished somewhere along the way but weariness remains. One traces the weariness to another or other incidents.

In short one handles each manifestation of the bizarre illness until all symptoms are gone and the patient is happy and cheerful.

Needless to say all this requires a skilled auditor but the skill can be acquired in a Dianetic training course.

The important thing is not to tell the patient what caused it, but to let him tell you. Otherwise the symptom suppresses.

The approach in any of these assists is quiet, gentle, permissive, never forcing the patient, speaking only the words required to do the process.

The temporarily insane by reason of emotional shock, where no medical illness exists, should be permitted rest and should then be handled by an assist as above or normal Dianetic auditing. Most often, rest and no further harassment result in a return to sanity in a short time such as a few days, but not in a terror atmosphere such as a psychiatric asylum where the patient is in the risk of being hurt or killed. Electric shock prolongs the condition and brain surgery is of course not treatment but murder as at best it deprives the person of his coordination and at worst shortens his life. The occasional and rare brain tumour is of course an exception but this is a medical not a psychiatric matter, no matter what manifestations the person exhibits. Most medically ill people do exhibit symptoms of mental derangement at some stage of their illness.

The acceleration of healing of medical illness or injury such as broken bones or

the aftereffects of delivery or operations can be accomplished by the Dianetic auditing of the resulting trauma soon after full medical treatment or attention. The improvement factor is about 1/3 the normal time of recovery by some thousands of test cases.

Such auditing is done by a usual Dianetic procedure.

In addition to the above assists there is regular Dianetic auditing which handles chronic discomforts and prevents future illness as well as improving the state of well-being of a person.

The mechanisms of the mind revealed in Dianetics are of great use to the field of medicine.

They are easy and quick to apply.

About one month's training is all that is necessary to acquaint an otherwise educated and intelligent person with the fundamentals and skills necessary to assists.

Considerably more time of course is necessary to train a skilled Scientology auditor, but this is not the subject of this paper.

There is no conflict of interest between any healing profession and Dianetics. Dianetic materials and papers are fully available.

There is a conflict between Dianetics and political practices such as psychiatry since electric shock, brain operations and general degradation of the person may prevent the patient's recovery by Dianetics.

As answers exist now for insanity there is no reason to continue Medieval or Fascist solutions to the problem of the psychosomatically ill or the insane and we are doing everything in our power against fantastic opposition to end the torture and killing of the insane regardless of the politically "desirable" ends envisioned by some groups.

Dianetics, like any other true treatment, like aspirin or penicillin, was originally designed to handle the apparent basic cause of psychosomatic illness. The first research was intended to help allied prisoners of war degraded by the Japanese and Chinese prison camps and who after VJ day were transferred to Oak Knoll Naval Hospital. Later, in 1954, in a much more advanced state of development, Dianetics was successfully employed to eradicate the results of allied prisoners of the Korean war who had been subjected to Russian brainwashing. The subject has been improved, made easier to teach and apply and its results bettered continually over a total period of 29 years. It has in 1969 been fully updated as *Standard* Dianetics. It is very successful and is in very broad use over the world.

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Founder

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HCO BULLETIN OF 5 APRIL 1969  
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Remimeo  
Dianetic Course  
D of Ts  
D of Ps  
Class VIIIs

**NEW PRECLEARS**  
**The Workability of Scientology**

The "training" of a new preclear (never before audited) has long been a subject of know-how amongst auditors but has not actually been covered previously.

The conditions of a new preclear are these:

- (a) Doesn't know what is supposed to happen.
- (b) May be under the stress of being embarrassed to talk to someone.
- (c) May have preconceived ideas of how he is supposed to respond to the auditor (such as psychoanalytic "free association" where he just talks, etc).
- (d) May be waiting for some magical effect entirely independent of his own participation (as in getting a "shot" from a doctor).

It is too much to ask of a being to:

1. Talk to another intimately about himself,
2. Fumbling with a new activity while
3. Confronting his own bank.

Possibly he has never done any of the three before and to ask him to do them all at once .....well!

All cases are started in their lowest ability level since they have not had it increased. Whereas they may be quite well off as human beings, they do not know how well off they might become.

The wrong thing to do is to enforce their improvement with a sales talk or evaluation on how well they did in the session.

And it is wrong to go on auditing them while they essentially remain in mystery.

The correct solution to all these difficulties is to assign the pc to do a PE Course if it includes TRs and to have the pc do the TRs before being audited.

We probably should have a set of poster type pictures put up in a PE area as follows:

Picture of an auditor with a meter in front of him, profile view, "This is an AUDITOR. He does not invalidate, criticize or evaluate for the preclear."

Picture of an E-Meter, "This is an E-METER. It is used to verify the preclear's gain and register when each separate auditing action is ended."

A picture of a being, a silhouette showing no features, "This is YOU, a PRECLEAR, a spiritual being who is now on the road to becoming clear, hence preclear."

Picture of an auditor with a meter and a shadowy preclear. "This is a SESSION. The auditor and the preclear locate, step by step, any mental blocks to increased ABILITY AND FREEDOM."

A picture of a down point to the left and a road going up high to the right. At the down point is SUCCUMB. At the up point is SURVIVAL. Some figures are on the line, they are the auditing session interspersed with a small figure of somebody studying. A big arrow parallels the line pointing up. "Scientology AUDITING and STUDY are the road to ABILITY and FREEDOM."

A picture of the Grade Chart simplified, modernized to show sub-zeros plainly and including OT Levels. "Freedom is reached by going up through the GRADES of auditing."

A picture of the classes of auditors all the way to Class VIII including the PE Course, etc and where taught. "Ability and gain are achieved by TRAINING."

A series of pictures of a caved-in person who gets better and better in subsequent higher pictures. "Scientology processing obtains continual IMPROVEMENT."

A picture of a body, a thetan. "You are a SPIRITUAL BEING, not a body or an animal, as you will discover in processing."

A picture representation of each of the dynamics from I to 8 including the R6 god with an arrow paralleling them on a slant upwards. "There is more to LIFE than personal suffering and trouble." The picture of the R6 god used is the "Old Man" symbol as used on the covers of various Dianetics and Scientology Publications.

A picture of a sunburst with Scientology written in its centre, "Scientology reveals the natural laws of life. You CAN know the answers."

This set prominently displayed in an org in a long panel from left to right, with a sign over it, "You have come to the right place," and a long arrow indicating the sequence, will do an awful lot to answer a preclear's questions. At the end of the panel a sign, same size, saying "See the Registrar, Room       " will also direct the preclear.

The preclear should be signed up, if he is a preclear, and with the money paid, sent to a PE Course.

If this is not feasible, he at least should be first assigned to do TRs.

A preclear information sheet can also be compiled giving him data commonly asked.

A preclear's dictionary which includes all terms used in processes and their definition should also be given to him.

If the preclear seems not to be improving even as early as the TRs, a white form of case and health history should be very carefully done, including narcotics.

If he is on narcotics he must come off them and have been off them for a while (in Los Angeles they say six weeks), before resuming his auditing.

If on resuming auditing the preclear still does not gain despite 7 cases, a careful and full medical clinical examination should be ordered as the preclear is medically ill in some previously unsuspected fashion. This is covered in HCO B 12 March 1969, "Physically Ill Pcs".

Should this not prove to be the case, or if the pc does not get well then apply the HCO B of 2 April 1969, "Dianetic Assists", an auditing assist as given in that HCO B.

Above all, don't let *unnecessary* stops occur on this line for pcs who just sail through.

In a recent glance over the case folders of some stalled or "chronically ill" pcs I found the main sin was simply "No Auditing" occurring in the following ways:

Case 1—3 case supervision directions carefully and correctly advised but NONE OF THEM DONE. No other auditing was done either. Then a fourth case supervision direction on top ignoring the folder and advising something else but that was not done either.

Case 2—Preclear chronically doing badly. Was being "audited" but hadn't a clue. Was not up to talking to an auditor at all. (I ordered TRs and the auditor did them, the pc bloomed and went on up the grades splendidly.)

Case 3—Pc all crippled up from old injuries. In the folder I found no C/Ses there had been done as ordered. Also found the pc had sneaked his folder and done some wild self auditing before auditing could be done. (Ordered HCO B 12 March 1969, Touch Assists and then medical treatment to set a long time *broken* back.)

Case 4—Pc *told* the auditor in the session she had a secondary sitting right there and was in it. And although had bad indicators in, the auditor just ended the session.

Case 5—Pc ordered in for a Review, was given the cans, the auditor said "That's it", pc went off in mystery.

Case 6—Pc shaking and fevered but no physical illness according to doctor. Auditor A did an S & D. Pc still not well. A few weeks later illness recurred. I got hold of the pc, asked when the shaking had begun, found an engram where the pc had been withholding being cold, ran it, pc totally recovered. The incident had occurred only a day before Auditor A's session. Had Auditor A merely asked what had been going on he would have found it at once, run it and that would have been that. It was only an auditing assist that was needed which is why I wrote HCO B 2 April 1969, "Dianetic Assists". It hadn't ever occurred to me that auditors wouldn't use the principle of engram running to handle a pc who hurt.

So it adds up to the fact that just not *doing* auditing is a fundamental error. That's what's meant by "no auditing" in the 7 Resistive Cases of a Class VIII. Auditing just wasn't used to handle the pc. "No Auditing."

The NEW pc who hasn't a clue what auditing is is apt to get a lot of "No auditing". So you teach him what to expect by posters, a PE, TRs.

The *troubled* pc who is all introverted with a real physical or mental problem had jolly well better get it handled, as in the "Physically Ill Pcs" HCO B 12 March 1969 or with Dianetic Assist as per HCO B 2 April 1969. You don't just sail on up the grades and throw them away.

If you ever get an area that thinks Dianetics and Scientology don't work (which is about as silly as saying there is no gravity) then:

- (a) You have an area that has been infiltrated and the tech performance perverted; or
- (b) You have a person around who is terrified that it *will* work and others grown more powerful will now destroy him (which surrenders casewise to "Physically Ill Pcs" or the top Power Process used first followed by sub-zeros and grades); or



- (c) You have a narcotic-silly area and are not making them desist before auditing or handling their past addiction by running out its engrams; or
- (d) You have an area that just isn't auditing at all; or
- (e) You are not handling new pcs as we used to and as recommended in this HCO B.

As a final remark, I have seen a person get "audited all the way to the top" who wasn't ever audited at all. As a comment this is pretty bad but a close check revealed that a large percent did not even know the content or action of a key grade below where they were supposed to have "arrived". They had zero indoctrination as a pc and had not ever made even the sub-zero of ARC Straight Wire.

So lay this down, Case Supervisors and auditors all, as a firm cast-in-concrete rule:

**IF YOUR PC DOES NOT OBTAIN A TOTAL REALITY ON HAVING HAD GAINS BEYOND HIS EXPECTATIONS, AUDITING HAS NOT BEEN DONE IN THE FIRST PLACE OR THE PC IS ON DRUGS OR PHYSICALLY ILL.**

I look at it this way, auditing is terribly simple. Turn me loose with an E-Meter and a pc and up the line he comes. If he doesn't or can't respond he's seriously ill. If he's that ill that he can't be audited he needs medical treatment. And when he's had that, back to the meter and I'll show you a shining pc.

You say, yes, that's you. You know and can do it.

Sure, sure, sure. But anyone who has studied his meter, his books and bulletins can do it just as easily. If the pc answers his questions and **IF HE DOES AUDIT.**

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 6 APRIL 1969

Remimeo  
Dianetics Course

### FUNDAMENTAL AUDITING

For some years it has not been appreciated fully that the ability to do DIANETIC AUDITING is the true fundamental background of a Scientology auditor.

For many years, 1950 onward, a Dianetic auditor was proudly capable of resolving mental and physical problems by his ability to find and run engrams and secondaries.

The Dianetic auditor had no other skill or tools than his understanding of mental image pictures, as locks, secondaries and engrams and the time track.

With these tools he produced many miracles. Broken bones healed in two weeks instead of six, withered limbs restored, burns vanished, swellings reduced visibly to nothing, lives wrecked by grief and loss recovered, women lost their aging wrinkles and sought-after abilities returned.

The percentage of win was above 50%, which is double that of former approaches.

The use of the E-Meter and my development of R-3-R increased this percentage.

Dianetic training was usually one month in length and attained a high percentage of successful graduates who could attain excellent results.

Dianetics operates at the level of the human being and is addressed mainly to the body and mind. It does not attempt and should not be confused with the end product of Scientology which is spiritual freedom. The end product of Dianetics is a well, happy, high IQ human being.

Dianetics is itself and has its place. When one can handle Dianetics so as to make people well and happy, one can then begin to think of and work on the higher aspects of Scientology.

To attempt to obtain the results of Scientology by applying only Dianetics is in fact a confusion of objectives.

The Dianetic auditor, whether the "very *best* people" behind governments like it or not, is the natural inheritor of all mental healing.

Working in conjunction with bona fide physical healers such as the actual practicing medical doctor, the Dianetic auditor, with only the skills taught on the Dianetic Course, could all but eradicate psychosomatic illness and mental illness on this planet. Tens of thousands of cases in Dianetics show this is no idle boast. The recent breakthrough showing most insanity is common physical illness untreated, adds up to making such an objective a fact.

The Scientology auditor is all too often balked by the fact that his preclear comes to him already ill. His preclear is below being a well human being. That is part of the gradient. If the Scientology auditor is not also a good Dianetic auditor he tends to ignore the fact that his preclear is not yet up to being a well human being.

Applying Grade Processing the Scientology auditor has already skipped a grade—a well human being. He therefore fails to understand that his preclear is simply seeking to *escape* as a thetan the gradient of being a well being.

The role of Dianetics, let us face it, is that of a healing science. It is the most

advanced mental science man has. It should not be skimped or scanted.

A good Dianetic auditor can handle the bulk of psychosomatic illness and speed the healing of ordinary illness or make it possible for the person to recover. Mental aberration as such can be handled in Dianetics if it works in conjunction with other valid branches of physical healing.

There is then a demarcation between Dianetics and Scientology. The Dianetic auditor's skills reach up to and include a well, happy human being. This is in excess of man's hope for any mental science.

The Scientology auditor is working for increased ability and spiritual freedom. And that is far in excess of any dream of accomplishment man has had including Buddhism.

When we get a sick human being being handled to make him spiritually free we get a confusion and are likely to fail.

The Scientology auditor who is also a good basic Dianetics auditor can make that being well enough, using Dianetics and available healing skills, to succeed with Scientology objectives.

But it has become plain, particularly in the last few months when I have been sorting out materials to communicate them better, that there is a vast difference between Dianetics and Scientology.

A Dianetic preclear is one who is being processed toward the objective of a well and happy human being. A Scientology preclear is a well, happy human being who is being processed toward total ability and spiritual freedom.

Those two definitions should be well learned. It will prevent much confusion and some failures.

When I hear of a preclear "getting his Grade IV to get rid of his headaches" I really groan.

A preclear "getting his Grade IV" obviously never got his Dianetic auditing and the auditors who audited him were mixed up.

I would never never never audit a pc on grades if I found before me a sick person. I would simply change gears, get busy with good old Dianetics and use physical healers if necessary to get a well, happy pc before me. *Then I* would go on with grades.

Scientology objectives are so far above anything man has any hope for that he at once thinks of them as healing activities. They are not.

Dianetics is the healing activity.

Therefore all Dianetic course materials are refined with that objective fully in view. And when a Scientology auditor finds himself with a Dianetic preclear on his hands and if that auditor learned his Dianetics well, then he will apply Dianetics and when the preclear is ready for it, only then will he apply Scientology.

Any Scientology failures are totally owing to the auditor not learning his Dianetics in the first place.

So have at it and get a hatful of healing wins as a Dianetic Auditor.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 APRIL 1969  
Issue II  
(Corrected and reissued)

Remimeo  
Dianetics Course

**DIANETICS COURSE AUDITING REQUIREMENTS**

In conjunction with the expansion of its curriculum, the auditing requirements of a Dianetic student for certification are as follows:

25 hours total session time as an auditor.

This auditing must include the following:

- A. Touch Assists.
- B. Contact Assists.
- C. Changing the life of someone who has lost a loved one by running the secondary or chain to GIs.
- D. Running straight engrams of former injuries.
- E. Auditing assists on ill pcs, taking and tracing down every manifested symptom to its engramic incident or chain.
- F. Doing TRs with pcs and indoctrinating them as pcs.

The 25 hours must contain one or more remarkable cases demonstrating changes in the physical condition or well-being of a preclear.

Without these auditing actions and a total certainty Dianetics works as demonstrated in the cases he handles, no student enrolling on a Dianetics Course after receipt of this HCOB may be certified as a Hubbard Dianetic Auditor.

Any checksheet issued after receipt of this HCOB for the Dianetics Course must include:

- 1. HCO Pol Ltr of 6 April 69
- 2. HCOB 6 April 69
- 3. This HCOB (6 April 69 Issue II)
- 4. HCOB 28 Feb 69
- 5. HCOB 7 Feb 69
- 6. HCOB 12 Mar 69
- 7. HCOB 2 April 69
- 8. HCOB 5 April 69

These are in addition to the existing HDA checksheet.

HCOBs or Pol Ltrs after this date relating to Dianetics are to be included on new checksheets issued to students.

An HDA is requisite to Level Zero Academy enrollment.

## REASONS WHY

The reason Scientology auditors occasionally fail is that they seek to use grades to make pcs well. Grades are a route to spiritual freedom and greatly increased ability. Auditing a pc on grades who has not yet attained physical well-being as a human being is an oversight only by one not trained in and uncertain about Dianetics. A Dianetic auditor would use Dianetics to handle the lack of well-being of the pc.

A Scientology auditor who is also skilled in Dianetics would not make the mistake of doing Grade or Level auditing on a temporarily or chronically ill pc. He would shift off to Dianetics, run the secondaries or engrams necessary to resolve the physical difficulty and then go on with Scientology auditing.

Sometimes a Scientology auditor who has not become adept at Dianetics goes through his whole training thinking grades will accomplish physical healing, auditing sick pcs and wondering why "Scientology does not make them well" without ever realizing he is at cross purposes. He is trying to make Scientology do with grades or remedies what is done easily with Dianetics.

A person can go all the way up the grades and into the OT sections always looking only to "get well" and miss the entire thing, whereas a remarkably little skilled application of Dianetic auditing would have long ago resolved it. Persons who "don't make OT" are only persons who didn't make Dianetics.

It is vital then to give the Dianetic auditor total certainty of his dominance in the field of making people recover and making them into well, happy human beings before he then starts them off into the upper very valuable vital areas of Scientology grades.

Most of the persons who want auditing are afflicted by discomfort and unhappiness if not illness.

Since the two subjects were for a long while researched as one, some early materials are crossed. Usually materials after 1952 apply mainly to Scientology. But during this later period (as witness R-3-R and current advances) Dianetics has also been advanced.

The skill of the Dianetic Auditor is no small thing. It is worth attaining as itself. I myself, when called on to handle the ailing, pick up my meter and go to work and in an hour or two have a miraculous recovery. When I don't, which is seldom, I get the pc examined clinically and find he or she has a broken skull or back or a gallstone or some remediable thing. After this is fixed up, I once more audit them and they finally emerge as bright, well human beings.

And I do not use in all this anything that is not contained in the Dianetics course.

My percentage is 100%. And so can yours be.

L. RON HUBBARD  
Founder

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Remimeo  
Class VIIIs  
Dianetic Auditor's  
Checksheet  
Tech Sec  
Ds of T  
Ds of P

HCO BULLETIN OF 16 APRIL 1969

**HEALTH FORM, USE OF**

As one needs a guide to know what to audit on a case, the Dianetic Health Form is an essential auditing action.

Also, some cases do not know they have recovered. It is Scientology that addresses improved awareness, not Dianetics. Dianetics accomplishes an eradication of the unwanted condition and when it is gone it is gone. The pc will not again mention it in many cases and it would be an error to hammer him about being better now.

*Therefore* a second Health Form gives a comparison. The somatics and pains not mentioned in the second which were in the first can be considered to be gone.

A second form done later gives the auditor and (when a Case Supervisor is also on the case) the Case Supervisor an indication of the actual improvement. A few days, weeks or months can elapse between giving the form. This gives an indication of improvement. Any number of Health Forms can be given.

One of the old problems of Dianetics was that the pc recovered from his arthritis fully and then only nagged the auditor about a new symptom. It wasn't that the pc *had* to have an illness (only the 19th century psychologist believed that it was no use to cure anything as the patient just got something else). The fact is that the symptoms of the pc are *several*, not just one.

You take up and audit *each* symptom or complaint, one after the other.

This is a new advance in Dianetics—that a preclear's illness or upset has more than one source. His illness or upset is a *composite*.

You audit the most available symptom first. Then find the next one and audit it, then the next, etc.

The symptom in which the pc is most interested is the one to do first. You run its secondary or engram or chain and it vanishes.

Then do the one in which he is *now* interested and run its secondary or engram or

Now find the next symptom, etc.

Sooner or later the pc will have tremendous good indicators, be smiling, happy.

That's the time to quit. Right there. Until then, keep finding and fully erasing the latest symptom the pc has.

This can be done with or without a meter. The meter makes it easier. The biggest read on an item given on the Health Form is the one to audit first.

One finds "an incident which could have caused that", dates it loosely, runs it as an incident without pushing hard, gets an earlier similar incident and runs that, or even a third or fourth earlier similar (each time earlier) incident until a floating needle or the pc indicates the thing is gone.

Then one finds out what may now be bothering the pc and does the same action on it.

Sooner or later the pc will become bright, happy, symptom free.

Symptoms are pains, emotional feelings, tiredness, aches, pressures, sensations, unwanted states of the body, etc.

The only point where an auditor may get a hang-up is when he encounters an earlier wrong diagnosis. Someone told the pc he had heart trouble and the pc gives that as a symptom but doesn't really have one. When such a puzzle comes up you look for allies (other people) who had heart trouble (or whatever the thing was) or you find out from the pc and meter if it was a wrong diagnosis.

If you are auditing without a meter, you take the pc's *interest* as the indicator. You audit the symptom in which he is interested and cease to audit it when it is gone.

You can use whatever is given on the original Health Form that was done until the form is no longer valid or until the pc's good indicators are in. When the pc brightens up, that's the end of that Health Form. A new one must be done **WHEN THE PC IS AGAIN FEELING BAD, TIRED OR WORRIED.**

The purpose of any session or series of sessions is to get the pc feeling well and happy.

Sometimes the pc's condition is obvious and the engram equally obvious. The pc has just had a child. The delivery of it and any earlier similar engram is of course audited at once. Any recent experience is so handled.

If a pc wants no auditing and yet is ill or miserable, one finds out why he doesn't want to be audited by getting him to explain (when he will become auditable) or one finds and runs as secondaries, engrams or chains bad experiences with treatment.

If the pc doesn't recover at all, then the Auditor's Code has been violated or the engrams were overrun or not run long enough to erase or the pc was very ill medically and should have had a medical examination first.

But even with poor auditing it is rare for a pc not to recover.

Of course, the more skilled (follows the Auditor's Code, knows his meter, knows his Dianetics) the Auditor is, the more certain recovery becomes.

The worst crime is overwhelming the pc by telling him what's wrong, not letting him tell you.

The Health Form is of very great assistance in handling all this. The use of it is as follows:

1. The Auditor sits down with the pc (usually the pc on a meter) and explains he's going to do a Health Form and try to help the pc.
2. The Form is completed.
3. The Auditor picks out by meter or by asking the pc which symptom he has his attention on.
4. The Auditor finds an incident that had that symptom in it, dates it and runs it as an incident.
5. The incident (and symptom) erases or the Auditor finds an earlier similar incident, etc, dates it and erases it until the incidents and symptoms are gone.
6. A new symptom is located on the Health Form by meter or pc's interest.
7. Steps 4 and 5 are repeated.

8. A new symptom is located on the Health Form or by pc's complaint.
9. Steps 4 and 5 are repeated.
10. We go on doing this until the pc is suddenly well, smiling and happy and at that moment we at once desist.
11. We tell the pc that is the end of the session. Note if several sessions were required to do the above, we start each new one by telling the pc it's started and end each session by telling the pc the session is ended.

Each session is written down as it is done and preserved for future correction or use.

The basic Health Form follows as part of this HCO B. Individual copies are made out for each pc and left in his case folder.

L. RON HUBBARD  
Founder

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**DIANETIC HEALTH FORM**

11 April 1969

\_\_\_\_\_  
Name of Pc

\_\_\_\_\_  
Date of Form

\_\_\_\_\_  
Name of Auditor

\_\_\_\_\_  
Place of session

This form is done by the Auditor with a Pc. It is not Metered.

1. Visible physical defects \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Physical disabilities \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Perception difficulties \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Past illnesses \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Past operations \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Any current illness \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Any continual pains \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

8. Any occasional pains \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

9. Any continual aches \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Any occasional aches \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Any continual unwanted sensations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Any occasional unwanted sensations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Tiredness—continual \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Tiredness—occasional \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. Emotional tone by pc statement \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. (a) Any fears \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. (b) Chronic worries \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. Emotional tone by auditor's inspection \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. Any disability payment or pension \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
18. Any familial history of insanity \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
19. Any venereal infection in the past \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
20. Any venereal infection in the present \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
21. Any rash \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. Overweight \_\_\_\_\_
23. Underweight \_\_\_\_\_
24. Eye Colour \_\_\_\_\_
25. Any tint in eye whites \_\_\_\_\_
26. Pimples \_\_\_\_\_
27. Glasses \_\_\_\_\_
28. Colour Blindness \_\_\_\_\_
29. Hearing \_\_\_\_\_  
\_\_\_\_\_
30. Nasal Trouble \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Throat Trouble \_\_\_\_\_  
\_\_\_\_\_

31. Sick or disabled family members \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
32. Perception trouble in family \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
33. Earlier allies or close friends \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
34. Husband or wife physical troubles \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
35. Attitude toward illness \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
36. Attitude toward treatment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
37. Earlier physical examination discloses \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

L. RON HUBBARD  
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HCO BULLETIN OF 17 APRIL 1969

Remimeo  
Dianetics Chksht  
Class VIIIs  
Dianetic Auditors

### DIANETIC CASE SUPERVISION

Dianetics is done differently than Scientology in that its auditors are trained up to HDA only. Therefore they do not have various skills you will find in a Scientology Auditor. Even when they become a Scientology Auditor, Dianetics is still done as Dianetics.

Therefore the Case Supervisor supervising folders done by Dianetic Auditors must not expect or require any of the following:

1. RUDIMENTS, they came in long after Dianetics.
2. MODEL SESSION, this was invented 11 years after Dianetics.
3. TRIPLE FLOWS.
4. WITHHOLDS PULLED.
5. PTPs handled (Present Time Problems).
6. ARC BREAKS patched up.

In short knowledge and skill above and beyond the training received on a new Dianetics Course is not to be expected.

There are also things in Book One we no longer use such as Repeater Technique, looking for phrases to explain conditions.

We use Dianetics as it was re-worked in the early 60s and as currently being presented. If it isn't on the checksheet of the Dianetics Course, then we don't demand it.

We do demand some skill with a meter and what a floating needle is.

If a Dianetic pc gets in trouble we send him to Qual for a review. In this review, all Scientology skills (but no grades) can be done.

In review he can get in his rudiments, etc.

It is very worthy of note that in Reviewing Dianetics or in doing Dianetic auditing ONE CAN RUN OUT BAD SESSIONS AS AN AUDITOR OR PC BY USING R-3-R ON AUDITING SESSIONS OR THERAPY.

If we keep Dianetics to Dianetics we will again achieve the miracles of which it is capable.

Dianetics has been refined greatly. But it is all there on the checksheets now. There is no hidden data line.

It is far less complex today than it was in 1953, for instance, and much more effective. But it is still Dianetics. It is a technology that runs and erases locks, secondaries and engrams and their chains.

It should be case supervised and done with that fully in mind.

An HDA is an HDA. He can do what he can do.

And it's marvellous.

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L. RON HUBBARD  
Founder

Remimeo  
Qual Secs  
Class VIII's  
Dian Auditors  
Tech Secs  
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### DIANETIC CASE FAILURES

The foremost failure of Dianetics on cases, by actual inspection, is a failure to *do* Dianetics.

It may sound peculiar or too obvious to say that. But this fact has to be stressed since it was found to be the leading reason for non-recovery.

Even this has its degrees of error.

1st is just NO auditing. A case wasn't audited at all. No session, no auditor, no auditing. Complaint, "I'm a Scientologist I still have awful headaches." Sounds real incriminating. The FACT is in this question "Did anybody run the engram?" "No, just grades."

Dianetics wasn't used at all.

The next degree is starting in on a lock, secondary, engram or chain of them and not completing it to erasure. Running the pc through one engram once with no good Indicators or erasure and then calling it a session is really no auditing. Next session you must *complete the action started*.

The next degree is to get rid of one chronic somatic or sensation and then fail to carry on when the pc has others too.

The most recent discovery I made was that an illness has several sources expressed each one as a different sensation, ache, pain or emotion. EVERY ONE OF THESE IS OUT OF A MENTAL IMAGE PICTURE OR THE SERIES OF THEM CALLED A CHAIN.

The degree of omission in applying Dianetics is that one did not take up each separately stated or assessed symptom and erase its source—that particular mental image picture.

The vast majority of Dianetic cases I have case supervised now have this in common—NO AUDITING in one or more instances outlined above.

Really it's kind of "corny" as an error. It is so "corny" that people try to make more of it than simply the patient or engram didn't get audited.

"She still has her headaches."

"Did you find and audit the mental image picture of the experiences which had head injury in it?"

"No."

"Well did you give her a session?"

"Yes. "

"What did you run?"

"I did Power on her."

"Then you didn't give her a Dianetic session."

"Oh, no. Dianetics is old, we don't do that anymore. She still has her headaches. . . ."

POW!

HCO BULLETIN OF 22 APRIL 1969

Remimeo  
Class VIII's  
Dian Auditors  
Tech Secs  
Qual Secs  
Dian Checksheet

**DIANETICS vs SCIENTOLOGY**

Dianetics is Dianetics and Scientology is Scientology.

They are *separate* subjects. They have in common certain tools like the E-Meter, TRs and auditor presence. But there it ends.

Dianetics addresses the *body*. Scientology addresses the thetan. While a thetan can produce illness, it is the body that is ill.

Thus Dianetics is used to knock out and erase illnesses, unwanted sensations, misemotion, somatics, pain, etc. Scientology and its grades are *never* used for such things.

Scientology is used to increase spiritual freedom, intelligence, ability, to produce immortality.

To mix the two has been a very bad error.

Dianetics came before Scientology. It disposed of body illness and the difficulties a thetan was having with his body. This was a Present Time Problem to the thetan. In the presence of a PTP no case gain results (an old discovery).

When a thetan has body discomfort or upset solved, he could then go on with what he really wanted which were the improvements to be found in Scientology.

Mixing the two practices in any way produced and will produce no real case gain. Scientology grades will only occasionally get rid of body ills and Dianetics will not achieve real spiritual freedom.

Used within their own areas they both each one separately achieves that for which it was intended. Dianetics can make a well body, Scientology can make a recovered thetan.

So you don't use Scientology remedies or Scientology Case Supervisor procedures to run Dianetic sessions. High Tone Arm, ARC Breaks, etc are not even considered in Dianetic Auditing.

Dianetics was researched in 1932, '38, '45, '48, '49, '50, '51, '52 to name the principal early years. It was redeveloped in 1962 and '63 when I made R-3-R discoveries and re-released. And it was finally realized as per this HCOB in 1969 after further research.

I found that Dianetics had been forgotten for a dozen years and was being given a light brush-off as a course and that auditors and pcs were trying to use Scientology grades to handle body ills such as headaches, chronic somatics and so on.

Man's usual PTP is his body. So if one gave him gold ornaments he'd try to use them to cure his aches and pains.

Thus Dianetics was forgotten and unused and Scientology was being made to attempt cures. Thus they were, both subjects, busily being made to fail to some degree.

Dianetics as it now exists is so simple, so elementary and so broadly applicable to the body that it requires a real effort to complicate it or make it unworking. Keep the two separate in both application and use.

Recognize them as two entirely distinct and separate subjects with widely different uses.

Remimeo  
Usual Dn Dist  
Dian Checksheet  
AOs

## SOMATICS AND OTS

If a preclear or pre OT has physical difficulties, bad perception trouble, illness or physical disability HE HAS NO BUSINESS GETTING GRADES POWER CLEARING OR OT LEVELS.

HE

NEEDS

DIANETICS

Once *that is* completely understood it will end any and all "failures".

The Dianetics he needs is fully contained in the new Dianetics checksheet.

Using Scn auditing and grades to handle common Dianetic problems is to audit a pc over a Present Time Problem.

The big PTPs a thetan has are his body.

A thetan is a thetan and he wants spiritual freedom and ability.

A body is a body.

Scientology = thetan rehabilitation.

Dianetics = body improvement.

All Dianeticists and Scientologists, all pcs and pre OTs should be informed of this.

Using Scn to help the body and Dianetics to help the thetan is a mix of practices and the misuse of both.

Even the applications are different.

In Scn you handle PTPs, ARC Breaks, Missed Withholds that occur in sessions.

In Dianetics you erase the session or incident in which they occurred.

Dianetic processing uses a Meter, R3R and assists and TRs. It also uses an understanding of what the subject is for. It erases locks, secondaries and engrams or their chains. That's exactly what it does and what is done with it. The mental image picture is the source of continued pain, somatics, bad perception or illness. This subject has to be DONE, actually *used* These data in this paragraph are the *total* essentials of Dianetics. It is taught, case supervised and used as Dianetics.

The thetan, scales, ARC, exteriorization, ability, freedom, the grades, clearing, and OT levels are the sole province of Scientology.

Earlier writings tend to overlap and intermingle the two subjects.

Because one was not permitted to heal, that being frowned on in some countries, Dianetics tended to be suppressed and was lost sight of. Scientology began to be made to try to do Dianetic work.

We can now cleanly separate the two and so obtain enormously increased case gains.

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HCO BULLETIN OF 23 APRIL 1969

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## **Dianetics**

### **BASIC DEFINITIONS**

ERASURE is the action of erasing, rubbing out, locks, secondaries or engrams.

A LOCK is a mental image picture of an incident where one was knowingly or unknowingly reminded of a secondary or engram. It does not itself contain a blow or a burn or impact and is not any major cause of misemotion. It does not contain unconsciousness. It may contain a feeling of pain or illness, etc, but is not itself the source of it. Example: One sees a cake, feels sick. This is a lock on an engram of being made sick by eating cake. The picture of seeing a cake and feeling sick is a lock on (is locked to) the incident (unseen at the moment) of getting sick eating cake. When one finds a lock it can be run like any other mental image picture.

A SECONDARY is a mental image picture of a moment of severe and shocking loss or threat of loss which contains misemotion such as anger, fear, grief, apathy or "deathfulness". It is a mental image recording of a time of severe mental stress. It may contain unconsciousness. When it is restimulated by a similar but lighter experience another mental image picture is recorded which becomes a lock on the secondary and serves to keep the secondary alive. A secondary is called a secondary because it itself depends upon an earlier engram with similar data but real pain, etc.

AN ENGRAM is a mental image picture which is a recording of a time of physical pain and unconsciousness. It must by definition have impact or injury as part of its content.

It is of the very greatest importance that a Dianetic auditor really grasp what these things are. Otherwise he won't know what he is doing or to what.

Now because he isn't seeing his preclear's pictures an auditor can become very careless about them and not handle them correctly.

If an auditor doesn't really know what these things are (erasure, locks, secondaries, engrams) he cannot of course hope to handle them for the preclear.

The basic Dianetic errors are just not knowing what these are and that they are there to be handled and that these and these alone cause psychosomatic ills.

Once one has a full grip on these definitions he can then and only then hope to do anything with them for the preclear.

If the auditor is going to handle the aches, pains, unwanted sensations and psychosomatic illnesses of the preclear, it requires that he fully grasp these basic definitions.

Literally millions of complications can stem from the simple fact that a preclear records experiences in mental image pictures and that these thereafter can affect HIS BODY adversely.

Once one really understands that mental image pictures are *all* there is in the preclear's "mind" one has understood the total of aberration. There is NOT something else there. No "id", no "ego". There are only mental image pictures.

These, if you use the exact procedures of Dianetics, can be found and erased.

When the unwanted locks, secondaries and engrams are erased the preclear will be rid of the physical disabilities of which he complains and will be well physically.

SOMATIC—means essentially body sensation, illness or pain or discomfort. "Soma" means body. Hence PSYCHO SOMATIC or pains stemming from the mind.

MISEMOTION—Anything that is unpleasant emotion such as antagonism, anger, fear, grief, apathy or a death feeling.

This is the entire breadth of Dianetics today.

In Scientology we deal with the thetan, the being who is the individual and who handles and lives in the body. This is beyond the scope of today's Dianetics.

If a preclear is well physically made so by Dianetics and any required physical medication or nutrition, he can then embark on Scientology, the increase of his abilities and spiritual freedom.

If a preclear who is being audited or has been audited on Scientology Grades becomes ill one DOES NOT TRY TO MAKE HIM WELL BY GIVING HIM NEW HIGHER GRADES. That has been an error of great magnitude. Instead ONE REVERTS TO DIANETIC AUDITING until the pc is well and only then continues with Scientology.

This is correct procedure because it works.

People "come into Scientology" to cure their headaches. Somebody starts them off on Grade auditing, several Grades later they still have their headache. It is a continual Present Time Problem to them and the auditor. It sometimes vanishes during Grade Processing. This gives an unfortunate win.

The right thing to have done was give the person DIANETIC AUDITING, until he or she no longer had headaches and then begin to audit the person on Grades so as to put them well above ever again getting headaches.

Continual headaches come from mental image pictures retained by the pc of having a head crushed or shot off or hit. That is an *engram*. It actually had to happen. It is NOT imaginary or delusion. The proof is that when the auditor finally erases the engram the recording of the injury is gone and the headaches will not again occur.

The preclear often is unable to confront the actual engram at once. He offers one a LOCK, a time when he had a headache. One "runs" this lock (one always runs whatever is offered, you don't force the pc) and finds after putting the preclear through it a couple of times that IT IS GETTING MORE SOLID or it simply isn't erasing. One finds an earlier recording. This possibly turns out to be a secondary. The pc had a moment of loss and cried and also had a headache.

This secondary may or may not erase. If it does one leaves it of course as finished. But if it does not erase and isn't erasing after a couple of times through it, one then asks for an earlier one.

One probably would then get the actual *engram*, a recording of a time when the head was actually injured.

One runs this and after a couple of times through, finds it isn't erasing and so goes earlier for another engram.

This one erases.

When it erases the whole chain of headaches ALSO erases.

And that is the end of the pc's headaches period.

One then inquires after other somatics or sensations and handles them the same

It is all done by using the technique called R-3-R without variation.

Since these recordings contain mainly other-determinedness (pictures of others doing things) the auditor always has more control over the preclear's mental image pictures than the preclear does. Thus the pictures do what the auditor says. This point too must be grasped by an auditor or he will be waiting on the preclear to act or move in time.

The TIME TRACK is the consecutive record of mental image pictures which accumulates through the preclear's life or lives. It is very exactly dated.

PLEASURE MOMENTS are mental image pictures containing pleasure sensations. They respond to R-3-R. One seldom addresses them unless the preclear is fixated on some type of "pleasure" to a point where it has become highly aberrated.

BLACK FIELD is just some part of a mental image picture where the preclear is looking at blackness. It is part of some lock, secondary or engram. In Scientology it can occur (rarely) when the pc is exterior, looking at something black. It responds to R-3-R.

INVISIBLE FIELD is just a part of some lock, secondary or engram that is "invisible". It like a black field responds to R-3-R.

PRESSURE SOMATIC is, in Dianetics, considered to be a symptom in a lock, secondary or engram, simply part of the content.

Whatever, the symptom pain sensation, whatever, it is from either the body directly (such as a broken bone, a gallstone or immediate physical cause) or is part of the content of a mental image picture—lock, secondary or engram.

The Dianetic auditor does not audit ideas or think. He is handling mental recordings. Ideas are in them. Ideas come out of them. But *think is* no longer part of Dianetics.

In Dianetics we handle locks, secondaries and engrams.

KEY IN is the action of recording a lock on a secondary or engram.

KEY OUT is an action of the engram or secondary dropping away without being erased.

FLOATING NEEDLES occur when a key-out occurs or when an engram is erased.

When one *keys out* (rather than erases) an engram, the preclear can always, in life, get a *key-in* of the engram again and so become ill as before. This does not mean one should overrun a floating needle. It does however point out that you can *key out* an engram without running it and at once key it back in again and run it.

An example is getting the date. One gets a floating needle. It is better to leave it at that. But also realize the incident that hasn't been run is still there.

MULTIPLE ILLNESS—means the preclear is physically uncomfortable or ill from several engrams of different types all restimulated. One runs one somatic chain at a time, running each new symptom that is assessed or stated by the preclear.

CHAIN means a series of recordings of similar experiences. A chain has engrams, secondaries and locks. Example—Head injury chain in the sequence encountered by an auditor and run by R-3-R—sporting goods display window seeing it (lock), losing a bat (secondary), hit in the head with a bat (engram). The engram is the earliest date, the secondary a later date, the lock the most recent.

By using somatics to trace back (meaning discomforts, complaints, sensations, aches, pains) and by staying on the chain of only one somatic (i.e. headaches) you get back down the single chain without dispersing all over the place into different chains. Thus one runs the chain of one particular somatic or discomfort or complaint down to key-out or erasure before doing the next somatic or discomfort or complaint.

AUTOMATIC BANK—When a pc gets picture after picture after picture all out of control. This occurs when one isn't following an assessed somatic or complaint or has chosen the wrong one or one which the pc is not ready to confront or by overwhelming the pc with rough TRs or going very non-standard. Some pcs turn up in their first session with automatic banks. The thing to do is carefully assess the physical complaint for longest or best read and gently handle *that* chain well.

BASIC—This is the FIRST experience recorded in mental image pictures of that TYPE of pain, sensation, discomfort, etc. Every chain has its basic. It is a PECULIARITY and a FACT that when one gets down to the basic on a chain (a) it erases and (b) the whole chain vanishes for good. Basic is simply earliest.

UNBURDENING—As a basic is not at once available on any chain one usually *unburdens* it by running later engrams, secondaries and locks. The act of unburdening would be digging off the top to get at the bottom as in moving sand. As you run off later incidents, the ability of the preclear to confront it also increases and basic is easy to run when finally contacted.

BASIC BASIC—This belongs in Scientology. It is wholly beyond the scope of Dianetics. It means the most basic basic of all basics and results in clearing. It is found on the Clearing Course. If contacted or run before the pc was brought up through the Scientology Grades, he wouldn't be able to handle it anyway as experience has shown. So this is part of Scientology, not Dianetics.

VALENCE is the form and identity of the preclear or another, the beingness. We are not much concerned with this in Dianetics today. It is handled in Scientology.

ALLY—A person from whom one had sympathy and was dependent upon.

ASSESS in Dianetics means choose, from a list or statements, which item or thing has the longest read or the pc's interest. The longest read will also have the pc's interest oddly enough.

If you know these definitions COLD so you don't have to mutter them or memorize them but just KNOW them, you will really get results with Dianetics.

The biggest failure in training auditors was their faulty grasp of what they were addressing and their additive think.

The discoveries of Dianetics were basic and vital and opened a wide new unexplored frontier.

These words were assigned to things arbitrarily. They had to be. Man had not had any notion of these things before so they had no names and had to be assigned names.

The names were chosen because they didn't also mean something else in another field of science.

The terms are therefore IMPORTANT and what they mean and the things they name must be grasped before success can attend any auditing.

Any failures of Dianetic auditors were not the failures of Dianetics. The persons attempting to audit others didn't KNOW what these *things* were, essentially the lock, the secondary, the engram, erasure and key-out.

So these are essential to any training or use of Dianetics.

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HCO BULLETIN OF 23 APRIL 1969  
Issue II

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**DIANETICS**  
**ERASURE**  
**HOW TO ATTAIN**

If you run a lock, secondary or engram through TWICE and it does not erase, you ask for an earlier similar incident related to the somatic being handled.

If a mental image picture goes more *solid* on the second pass through, an earlier similar incident must be found.

Eventually you will find a basic incident that will erase. It will be the earliest on the chain.

Follow the somatic, not the narrative content.

If handling an assessed headache you ask for "an earlier headache or head pain".

Don't ask for narrative chains such as "an earlier fight with your mother".

The rule is invariable—IF IT ISN'T ERASING OR IS GOING MORE SOLID AFTER TWICE THROUGH GET AN EARLIER INCIDENT RELATING TO THE ASSESSED SOMATIC AND RUN IT.

This was a very essential part of R-3-R but was somehow omitted from some descriptions of the procedure.

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## PAST LIVES

The reason the first Hubbard Dianetic Research Foundation had trouble was that its board of directors attempted to stop past lives from being run.

When a group seeks to forward only what is currently acceptable it of course stalls all progress.

Further it is dishonest to suppress or fail to reveal scientific discoveries.

Disagreeing with the Law of Gravity could give one some very bad falls.

Pre-Dianetic mental studies customarily threw out anything that did not agree with their pet theories or would be "unpopular" with authorities.

Such was the dishonesty practised in the humanities that the whole field had fallen into brutal hands. Dianetics had to encounter the Dark Age atmosphere which then prevailed, complete with torture and murder of the insane.

The facts are that what the auditor believes has little to do with the preclear's reality. If a practitioner challenges or demands proof of a patient's data the patient becomes ill—that is the bald fact of it. It's part of the Auditor's Code.

As far as *past lives* are concerned, if you don't run mental image pictures from past lives when they come up on a chain, the preclear will not recover.

A pathetic case of this occurred in early research. A girl crippled by polio was able to throw away her crutches after my first session. And would have become entirely well except that she recalled seeing and hearing Lincoln give his Gettysburg address. Her mother condemned her for such nonsense. The girl's lameness was confirmed and perpetuated by this and by a psychotic father who raved at me for daring to suggest such things. I didn't suggest anything. In auditing the girl she suddenly came up with being at Gettysburg listening to Lincoln.

Seems a bit cruel to condemn a young girl to a lifetime of lameness just to satisfy a fixed idea.

The *weird* idea is that one only lives but once.

We have several times traced the graves of pcs in a special project and they usually came up correct. One pc was very upset to find his friend had failed to erect the fitting paid for tombstone, substituting a common slab, possibly to pocket the difference.

Some pcs have been so overwhelmed in the past by some great figure that they go into his valence in that life. This often throws discredit on past lives.

I recall one girl who had been every famous figure in history who when we got her in valence turned up to have been only a victim to them. The great generals and politicians of history, it must be sadly remarked, aren't easily distinguished from mass murderers.

But even famous figures are somewhere.

Past lives as a subject is made distasteful, possibly purposely, by some who, by fearing to have been a nobody and seeking status, talk loudly to others about having been Napoleon, Julius Caesar and Brutus all at the same time.

In a society which tries to hide in the current identity or seeks to mortalize everyone and make people only animals the subject of past lives can be a difficult one socially.

The truth in auditing is, IF YOU DON'T RUN THE INCIDENTS GIVEN BY THE PC HE DOESN'T GET WELL.

One spectacular recovery of an insane woman occurred when she ran an incident as a lion who ate her keeper. Freudian work hadn't been able to crack the case. The alienist at the sanitarium kept her in with trying to explain how it was all delusion (the current technique pre-Dianetics). A Dianetic Auditor found and ran it and she became sane at once and stayed so.

It is NOT the auditor's role to handle the philosophic or social aspects of incidents. To chide a pc for having an anti-social engram or a record of a crime or to challenge his data or refuse him his past life will bar his road to recovery and is itself a crime.

It will be found that Man is basically good. Only his aberrations are bad. When you run out his engrams he becomes social and reverts to being good.

Auditing is auditing. Audit what the pc has to audit. Leave the social aspects of the case to others. It's not the auditor's job.

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### DIANETIC USE

Why Dianetics fell out of use had nothing to do with its workability. It has worked and well since 1950.

In some areas, mainly the US, it was illegal to heal or cure anything. There was even a law in California giving 25 illnesses that were against the law to cure. The "Better" Business Bureau in the US even issues pamphlets that state that "You can always tell a fake healer because he says he can cure something".

Why a civilization would make it illegal to cure illness can only be explained by some vested interest making more money out of people being sick than getting people well.

There existed a continual threat to anyone who helped their fellows.

The ability of Scientology to bring about spiritual freedom therefore received the concentration of effort by organisations.

Lately public opinion has turned heavily against these suppressive groups and the public discovery that illegal seizure, torture and murder was the hidden activity of political psychiatric groups has lost these people their support.

It was overlooked that spiritual *healing* of the body has not been illegal and that Dianetics used for pastoral counseling is completely legal.

It is a sobering thought that the only effective technology of psychosomatic healing—Dianetics—could be suppressed out of full usage.

One is handling the effect of the spirit on the body. Therefore even Dianetics is spiritual healing and as such is far from illegal.

Man should not be kept ill just to let a few have a monopoly.

In almost all other countries than the US there is no restriction on healing despite monopolistic efforts to make one.

Another reason Dianetics was for some time out of use was that it was believed it had been superseded by Scientology which it never was in fact. Dianetics can be done with no reference whatever to Scientology or its techniques.

People who have given up through illness are also prone to want to leave. Instead of confronting their illness it is easier to try to get away from it. Thus such people are in a hurry to be free and prefer Scientology. But if they have a sick body, it is a present time problem and inhibits attaining the spiritual freedom they seek.

The *correct* procedure is to make them well wherever possible with medical treatment and to handle their psychosomatic illnesses with Dianetics and then, before any further abuses by life can occur, to raise their ability and secure their freedom with Scientology. This is the correct use of Dianetics. It is the remedy for psychosomatic illness.



The basic use of Dianetics is to make a well body and to augment physical treatment.

Any injurious experience can be erased by Dianetics. It is very easy to use and if one wants people well and happy it should be used at every occasion.

A person has an operation. This should be followed soon after by the erasure of the engram of the experience by R-3-R and the usual Dianetic auditor actions. The healing time will be greatly speeded and often healing will occur where a relapse might have followed.

A woman has a child. The engram of delivery should be run out soon after. The result of doing so is very spectacular. There is no "postpartum psychosis" or dislike of the child and no permanent injury to the mother. It is in fact best to audit the mother both before and after the delivery, which gives one fast relatively painless childbirth and quick recovery.

Recovery from disease under treatment is speeded by Dianetic auditing.

Where the incident of the break is, with any chain, run out, a broken limb will heal (by X-ray evidence) in two instead of six weeks.

Some patients who are not responding to medical treatment who are then given as little as a touch assist will *then* be found responsive to the medical treatment. An auditor giving the person a Dianetic session will more or less ensure that the medical treatment will now work.

A person who is accident prone when audited usually loses this unwanted characteristic.

Many "insane" recover from their symptoms when given proper medical treatment, rest, no harassment and then good mild Dianetic processing. They become and remain normal people without relapse.

Chronic, which is to say, long-term illnesses cease when audited by Dianetics and then medical treatment, which was earlier ineffective.

Whole classes of "mentally retarded" children have been made more normal by teachers in London County Council schools using relatively unskilled Dianetics.

Tiredness, unwanted sensations, bizarre pains and aches, bad hearing or sight also routinely respond to Dianetic processing.

The sickness and death rate of persons who are part of Dianetic groups is only a small fraction of that of other groups.

Pilots audited with Dianetics, by a test involving a whole squadron, went without a single even minor accident for the following year.

Scientists audited with Dianetics have greatly improved intelligence. Dianetics raises IQ as a side product to usual auditing, at a rate of about one point of IQ per hour of processing.

Withered limbs, skin blotches and rashes and even blindness and deafness have all responded to Dianetics.

Possibly the point which counted most against Dianetics in the early attacks on it was that it did a vast array of things. The truth was, it actually did them. When you have the answer to the human mind as in Dianetics of course anything caused by the mind can be remedied.

It is very much easier to train a Dianetic auditor than a Scientology auditor. It requires only about a month to make a Dianetic auditor who is sufficiently conversant with the subject to get results. This too was used against Dianetics as the psychiatrist of that day claimed he himself needed twelve years of study to do psychiatry. Of course when the public found out that the product of these twelve years of study was killing the "insane" and increasing their number the argument became silly.

The spectacular personal gains which were available in Scientology were so great they tended to obscure the very real use and value of Dianetics.

Further, a Scientology executive trained and processed beyond the need of body help tended to forget that much of the public out there first had to be helped out of their physical misery before they could attempt anything like personal gain.

You use Dianetics much the way you would use any remedy.

When a fellow is burned you audit out the burn.

When a woman loses a loved one you audit out the loss.

When a young man can't finish his schooling you audit out his unhappy school experiences.

Dianetics is for USE. There is not a lot of admin about it. It isn't something you use after bowing down three times to Chicago. You just USE it.

A Dianetic auditor who sees someone sick and who doesn't get him treatment and then audit him is just not humane.

Woman going to have a baby—get out the meter and audit her into shape for it. When she's had it, run out the delivery.

Fellow burns his hand, break out the meter.

Dianetics is the answer to human suffering. USE it.

Ideas build up to halt the use of Dianetics such as "once you have a floating needle on engrams you don't run them any more—". That's silly. An F/N on a chain can be called the end of *that* chain. But not of Dianetics on the case.

I am not trying to make anyone wrong by reintroducing the real use of Dianetics. I myself had not realized how separate and vital it was as a technology until recently. I was engaged for many years researching and completing Scientology. I had not noticed and had not said that Dianetics must be preserved and used in all cases of psychosomatic illness or in physical suffering.

Yet, during all this time when I had to handle illness, I did not use Scientology. I used good old Dianetics.

Now I have refined it and made a better statement of it and made it easier to use and I trust it will be used for what it was intended and that Scientology grades will be relieved of the burden of attempting to heal physical illness, a use for which it was never designed.

Scientology is a vital practice in itself. It places a person *above* any further illness or suffering. But he has to be made well first.

People will ask, "Deafness? Now what special process is needed in curing deafness ....."?

This is one of the modern refinements of Dianetics. One runs whatever is assessed for the preclear. He doesn't decide to cure somebody of deafness. He handles the illness that reads. Maybe it will be deafness.

You have one single procedure covering all cases and that is R-3-R and the steps of HCOB 16 Apr 69. You audit what reads when assessed. The whole of the person's complaints, if you just keep on going with HCOB 16 Apr 69, should eventually vanish.

Having gotten the pc well by medical care and Dianetic auditing, *then* start out with Scientology. If he gets sick again before many grades, revert to Dianetics, handle it and then when he is well, resume Scientology where you left off.

*Never* run a Scientology grade to make a pc well or cure something. It's a misapplication.

By *using* Dianetics as readily as you use shoes you can make and keep people well. You don't worry about overruns, rudiments or anything else. You just use R-3-R even to correct ARC Breaks and PTPs and bad auditing.

By then correctly using Scientology we can make the person a far better being.

We now have STANDARD DIANETICS.

We have developed Scientology STANDARD TECH.

Both are now valid as themselves.

They do not cross.

Dianetics for the body.

Scientology for the spirit.

USE BOTH.

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### DIANETIC RESULTS

Every once in a while you get a Scientology result while running Dianetics. Also, sometimes you get a Dianetic result while auditing Scientology.

This tends to keep the two distinctly different subjects confused with each other.

A preclear, after Dianetic auditing, tells the Examiner he is exterior and feeling fantastically bright. This is a Scientology result.

Sometimes a Scientology preclear after attaining a grade will state that it has healed his terror stomach. This is a Dianetic result.

There is nothing whatever wrong with this except that it gives an auditor an invitation to confuse the subjects and think they are the same.

The clue is CONSISTENCY.

Dianetics only rarely exteriorises a preclear.

Scientology only occasionally handles a terror stomach. In fact a person whose terror stomach wasn't handled by Dianetics and its R3R can go all the way to OT VI sometimes with it. He doesn't get rid of the terror stomach and he doesn't (since he had a present time problem all the way) make OT VI either.

If it is a body pain, sensation, somatic, illness, disability, the subject to use is Dianetics.

If it is a gain in ability and beingness that is the purpose, the subject to use is Scientology.

After many years of handling cases this emerged as a very factual fact. Dianetics is Dianetics, Scientology is Scientology. If you mix them they attain limited results.

This is so true that when you use all the prohibitives and Never Nevers of Scientology in doing Dianetics, Dianetics also fails.

See these two subjects as clearly separate. They each have their own Case Supervision orders. You don't use Scientology Case Supervision orders in case supervising Dianetics. And you don't use the Dianetic rules on Scientology.

One addresses the body, the other the thetan. They both go by their own rules.

There is also STANDARD DIANETICS as rigidly taught and adhered to, so Dianetics is not sloppy Scientology either.

Dianetic results are a well body and a being happy with it.

Scientology results are a free, powerful and immortal being.

They can and do achieve their proper end results but only when used properly, separately and as themselves.

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## SOMATICS

You must run only by somatic, not by narrative. Narrative means “Falls down stairs” “An earlier fight with brother”. By *somatic* is meant a pain or ache sensation and also misemotion or even unconsciousness. There are a thousand different descriptive words that could add up to a *feeling*. Pain, aches, dizziness, sadness—these are all FEELINGS. Awareness, pleasant or unpleasant, of a body is what we are trying to run in Dianetics.

All chains are held together by one similar *feeling*. That is a new discovery. Chains are not held together by narratives or personnel or locations. They are held together by FEELINGS. Thus we ASK FOR AND FOLLOW DOWN ONLY FEELINGS. Those can be aches, pains, sensations, misemotion—any FEELING.

This brings to light a further discovery. One never assesses medical terms or symptoms.

An engram contains pain and unconsciousness. All right. Then its basic would be a physical duress not a symptom resulting from that duress.

Example: The pc says “headache”. You assess headache, you try to run “headaches” and all you ever get is times a pc had a headache. Well, the headache is a symptom caused by a head *injury*. The engram must have contained a shot in the head or a crushed skull or some actual injury. The word “headache” would describe only how the head feels later when the engram occasionally goes into restimulation.

So you would get only locks and secondaries to audit and only by chance and an alteration by the pc of the command to find an earlier headache would you ever get to an engram in which the head was crushed or injured. “Headache” is the *result* of a head injury, and it doesn’t describe the injury which, in engram form, is now giving the pc headaches.

Take the medical term Arthritis. You could ask for arthritis and get only visits to the doctor or times in a wheel chair. The physical injury contained in the engram causing the arthritis is not described.

Alcoholism would present the same problem. If the pc listed and the auditor assessed “Alcoholism” we would only get times when he was drunk, not the engram causing the symptom which might contain “Feeling very dry”.

Therefore one has more than one column on a Health Form. One would give the physical disability or complaint. The second would be Pc’s Description of the FEELING. We would land the real engram every time, not only its locks or secondaries. (It is quite all right to run locks and secondaries as it is necessary to unburden the chain and increase the pc’s confront, but chains always end up in a basic engram at the bottom and if you don’t get and erase that then the chain will key in again.)

In asking for list items one puts down only what the pc says. That’s an invariable rule. But when the pc says some mere symptom like “headache” or medical term like

“arthritis” the auditor writes it down but *also* asks, “What is the feeling of that?” or some such question and writes what the pc then says AND ONLY ASSESSES THE FEELING STATED.

Example: Pc says a complaint is “SINUSITIS”. The auditor writes it down. But asks also for the feeling of it. The pc says, “A burning sensation in the nose.” In assessing the list the auditor does not call out “Sinusitis.” He says, “A burning sensation in the nose.” And marks down its meter read.

If the auditor took and assessed only “SINUSITIS” and then asked for incidents of sinusitis he would get only locks and secondaries—times when the engram was in restimulation. And he would rarely get the real basic and engram that causes the symptom .

This discovery opens the door to swift “cures”. But one is obviously not treating SINUSITIS. He is looking for an incident in which there was a “burning sensation in the nose”. And after a few locks and upper engrams he’d find and run the real injury in which the nose was burned.

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HCO BULLETIN OF 27 APRIL 1969

Remimeo  
Dn Auditors  
etc

**R-3-R Restated**

**COMMANDS ON SECOND RUN ON AN INCIDENT**

Until a full rundown is issued, this error in R-3-R as published is corrected.

In going through an incident the second time one DOES NOT ask for date and duration again or any description.

After the 1st time through an incident and when pc has recounted it the auditor

- A. Tells pc, "Move to the beginning of the incident."
- B. "Tell me when you are there --"
- C. When pc has said he is, "Scan through to the end of the incident."
- D. "Tell me what happened."

The second, 3rd, etc run through the same incident use the above or some variation thereof.

**ERASURE OR GOING SOLID**

After the second time through, find out if it is erasing or going more solid. If it is erasing go through it a third time, etc until it is erased. Erasure is usually accompanied by a Floating Needle and a cognition immediately afterwards.

**PC INTEREST**

In doing R-3-R it is necessary that (a) one chooses things the pc is interested in and (b) one does not force a pc to run things he is protesting being run on.

**ERASING LAST INCIDENT FOUND**

If you ask if there is an earlier incident and the pc says "No" you do not just walk off from the one he was just running. You send the pc through it again and it will erase.

**COMPLETING CHAINS**

If you do sloppy R-3-R and do one thing after another without getting an F/N or an erasure, you will get the pc stuck up on the track. You complete each chain to F/N or erasure.

**F/Ns vs. ERASURE**

If a LOCK F/Ns you can get earlier incidents on the same chain until the pc actually runs the engram or chain of engrams.

While it is not always safe to pass an F/N and go earlier to the real engram and erase it, a pc who is only F/Ned on locks will get the engram keyed in again later. The somatic may return unless engrams are run to erasure.

## ENDING SESSIONS

An R-3-R session can be safely ended on a cognition and Good Indicators such as a cheerful happy pc.

This doesn't mean the end of all Dianetic auditing. In the next session another assessment will turn up more unwanted feelings.

## ENDING DIANETICS

Dianetics is ended off only when a pc has become well and happy and remains that way.

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## DIANETIC FAILURES

Dianetics can be made to fail by alteration of its materials from its precise workable application.

It is basically so simple it is hard to conceive that this could happen.

But it *has* happened several times and was a contributing cause to its lack of use in several areas for some years.

There are various ways to make Dianetics difficult. Most of these come under three headings:

1. False information as to how it doesn't work by some vested interest acting as a third party (see HCO B 26 Dec 68 on 3rd Party Law).
2. Failure to provide or get studied the actual data and HCOBs.
3. Mis-instructing which enters an instructor's or examiner's opinion or invalidation or alteration of the actual technology.

A person who pays attention to 1 and 3 and who doesn't insist on 2 is courting failure in auditing. Many many instances exist of each of these three being done and almost *all* failures one has in auditing can be traced to one of the three reasons given above.

The failures aren't because of the pc or the bad intention of the auditor. Believe that. They came from either not using Dianetics at all or 1, 2 or 3 above. So don't let yourself get caught in these errors given above.

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Dianetics Cksht

### HIGH TA IN DIANETICS

In Scientology a high TA is always an overrun.

In Dianetics it means AN ENGRAM TOO LATE ON THE CHAIN TO ERASE IS IN RESTIMULATION.

A Scientology auditor “rehab” overruns.

A Dianetic auditor cures high TA by finding what engram (lock or secondary) is in restimulation (active). This will show up as a PAIN, SENSATION, MISEMOTION OR OTHER PRESENT TIME FEELING the pc has. In short, just by finding the somatic by list and assessing for longest read and running R-3-R you can cure a high TA.

You handle a TA that goes up during a session by completing the chain exactly as in R-3-R.

The same action you do for R,3-R *also* cures the high TA.

By running a pc through only once each time instead of twice you leave a later incident too charged for the pc to see an earlier incident.

By trying to erase the somatic only, not the picture (“pc no longer has somatic”) you can leave the picture partially there.

There can be an infinity of wrong ways but only one right way and the right way is R-3-R by the book.

A high TA (4 or above) is simply the E-Meter’s reaction to increased mass. Mental Image Pictures have mass. The mass has what is called resistance to electricity. The E-Meter measures electrical resistance. Mass resists electricity. Thus in the presence of mental mass as contained in mental image pictures, the Tone Arm of the E-Meter rises.

When you restimulate an engram, the E-Meter current flow has more trouble getting through the pc and the TA rises.

When the engram (or lock or secondary) is “keyed out” (moved away) the TA comes down and the meter needle will float.

If you find a long chain with many engrams on it and run a late engram the TA goes up. As you go earlier, and eventually find Basic, the TA comes down and when you erase the basic engram the TA will come down to between 2 and 3 and the needle will float.

Old disproved theory pre-Dianetics was that the E-Meter reacted to sweat on the hands but of course a person would have to sweat and “unsweat” to make the meter behave as it does. And the idea of “unsweating” would be ridiculous. Palms of the hand do not go wet—dry with enough rapidity to account for meter reaction up and down.

When you run several engrams through once or several somatic chains without erasing any you pile up too much mass and the TA will go high and stick.

Even if nothing is done to repair this the pc will de-stimulate (the pictures will drop away) in from 3 to 10 days.

It is a very poor show of auditing to do R-3-R other than exactly by the book. It is very easy to do it exactly right. The drill is simple. If done exactly right the result is good and invariable.

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Dn Checksheet

### ASSESSMENT AND INTEREST

An assessment consists simply of calling off the items the pc has given and marking down the reads that occur on the meter. The pc is not required to comment during this action and it is better if he does not.

This action is called "Assessment for Longest Read". It is used mainly in Dianetics.

There are two Scientology assessments which are differently done. These are "Assessment by Elimination" and "Listing and Nulling". They are not used in Dianetics. One does not mix the three types.

In Dianetic Assessment by Longest Read one uses these symbols:

X	—	didn't read
Tick	—	small jerk of needle
sF	—	Small Fall (a quarter to half an inch)
F	—	Fall (about one to 2 inches)
LF	—	Long Fall (2 to 3 inches)
LFBD	—	Long Fall followed by a "blow down" or TA motion downward.

All falls are to the right. A "BD" is a Tone Arm motion to the left made to keep the needle on the dial.

The favoured action for an item is an LFBD and if one item on the list does so, that is it without any further assessment.

The reason one assesses is that IF AN ITEM DOES NOT READ ON THE METER WHEN ASSESSED IT IS BEYOND THE PC'S LEVEL OF AWARENESS.

It is very unwise and unsafe to try to run a somatic which has not read on the list. It will be beyond the pc's reality and beyond his awareness and will result in overwhelming him.

That an item reads guarantees that the pc will be able to confront and erase the chain. So that an item reads well is a guarantee that the pc can handle it and will not get in too deep for him.

The exception to this is a PROTEST read. An item, possibly already run, is seen to read. The pc frowns. He is protesting and the meter is registering protest, not the item. One never runs a pc against his protest. To do so will overwhelm him and give a bad result. A protest almost never blows down the TA.

To be *sure* that the item is right, one usually asks the pc if he is interested in the item chosen.

If the pc says no, he doesn't want to run it, this is a protest read.

One then picks the second best reading item on the assessment already done and checks that with the pc for interest. The pc will usually be interested in it.

The pc can almost always be counted on to be interested in any item that gives a LFBD.

One *never* simply asks the pc which on the list he is interested in as “an assessment” as it will be found the pc simply chooses at random and may choose a null item. The result may be a very unsuccessful session.

An auditor may sometimes be astonished by what reads. The pc, let us say, obviously has a broken leg but what reads is an earache. One runs what reads, not what the auditor knows should be run. A “know best” in an auditor can be a fatal fault.

On a second or third assessment, items which were at first null or reading poorly will be found to “come alive” and read well. The pc, by being audited, has had an increase of ability to confront and, if the auditing is standard, an increase in confidence. The result is that items beyond his reach previously (and did not read well) are now available and can be run easily.

The E-Meter measures the awareness depth of the pc. On things which do not read on assessment you would find his reality poor. Things that read well on assessment will be found to be things on which a pc has a high reality and a high interest level.

Only if pushed to audit without a meter could an auditor assess by interest only. There is no real excuse for it if one has an E-Meter.

Auditing without a meter is a chancy activity.

Good assessment by longest read is the best entrance to a successful session.

The same list will serve for the next item to be run and should be used rather than just asking the pc.

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## AUDITOR TRUST

A pc tends to be able to confront to the degree that he or she feels safe.

If the pc is being audited in an auditing environment that is unsafe or prone to interruption his or her confront is greatly lowered and the result is a reduced ability to run locks, secondaries and engrams and to erase them.

If the auditor's TRs are rough and his manner uncertain or challenging, evaluative or invalidative, the pc's confront is reduced to zero or worse.

This comes from a very early set of laws (*Original Thesis*):

Auditor plus pc is greater than the bank,

Auditor plus bank is greater than the pc,

Pc minus auditor is less than the bank.

(By "bank" is meant the mental image picture collection of the pc. It comes from computer technology where all data is in a "bank".)

The difference between auditors is not that one has more data than another or more tricks. The difference is that one auditor will get better results than another due to his stricter adherence to procedure, better TRs, more confident manner, and closer observance of the Auditor's Code.

No "bedside manner" is required or sympathetic expression. It's just that an auditor who knows his procedures and has good TRs inspires more confidence. The pc doesn't have to put his attention on or cope with the auditor and feels safer and so can confront his bank better.

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## **GRINDING OUT ENGRAMS**

(Including notes on OTs and Dianetics)

Now and then an auditor encounters the phenomenon called (since 1950) GRINDING.

GRINDING means going over and over and over and over a lock, secondary or engram without obtaining an actual erasure.

The sense of the word comes from the action of using an emery wheel on a hard substance. The substance doesn't get much smaller or thinner no matter how long it is done.

The reason grinding occurs is that the incident is too late on the chain. There are earlier incidents.

It is a highly undesirable action. A Dianetic Auditor who puts the pc through an incident four or five times without erasure or appreciable reduction is encountering "grinding". He should ask the pc to see if there isn't something earlier with a similar somatic.

### **OTS AND DIANETICS**

We have encountered two cases who were "OT VI" who also got into grinding without there being anything earlier. In both these cases, they did not want a session and were only going through it to be obliging. Both of these "OTs" had skipped some of their grades. The proper action would have been to review their grades, the grade known as OT III was certainly out. When a person gets above Clear, oddities can be expected to occur when you try to run Dianetics on them. If they really haven't made all their grades, however, and are physically ill, the correct action is to do all possible to handle their case by Standard Dianetics and then rehabilitate or get done all the rest of the grades. What has happened here is that they were using Scientology to escape an uncomfortable body that should have been straightened out by Dianetics in the first place. The "out grade" is in fact Dianetics, failure to use it before going on to Scientology.

You can therefore expect some of these Scientology cases who are "OT" but haven't really made it due to out Dianetics, to run very well on Dianetics, by the book. The action is to handle their physical complaints with Dianetics and then rehab or get done all the Scientology grades, being watchful for grades not done at all.

Some of these "OT" flubs, however, can be expected to "grind" and to fail to erase engrams. They will not have wanted a session in the first place and need a green form with particular attention to "withholds" and thereafter a complete review of all grades, particularly completely skipped "OT grades".

### **NOT FOLLOWING SOMATIC**

Possibly a pc who does not go down the somatic chain but who skips from one somatic to another could also get into grinding.

## THROUGH ONLY ONCE

A pc not put through each incident on a chain twice before going earlier could get into grinding. The pc who is run through each incident once only before being sent earlier will certainly fail to get off enough charge to get earlier.

## NO PAST LIVES

The pc who is stubbornly refusing to go into any past lives will certainly get into grinding as they seldom reach basic on any chain.

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Dianetic Course

(HCO BULLETIN 21 SEPT 1965 EDITED  
FOR USE ON THE DIANETIC COURSE)

## THE FIVE GAEs

The five Gross Auditing Errors (GAEs) are:

1. Can't handle and read an E-Meter.
2. Doesn't know and can't apply Technical data.
3. Can't get and keep a pc in session.
4. Can't complete an auditing cycle.
5. Can't complete a repetitive auditing cycle.

These are the only errors one looks for in straightening up the auditing of an Auditor.

If you look for other reasons, this is itself a gross goof. There are no others.

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For use on Dianetic Course only.)

Dianetic Course

**FLOATING NEEDLE**

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

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

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

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

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

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CI VIII  
Dianetic  
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(Revision of HCOB 1 September 1968)

**SUMMARY OF HOW TO WRITE AN AUDITOR'S REPORT,  
WORKSHEETS AND SUMMARY REPORT, WITH SOME  
ADDITIONAL INFORMATION**

*AUDITOR'S REPORT*

An Auditor's Report should contain:

Date  
Name of Auditor  
Name of Pc  
Condition of Pc  
Length of Session  
Time Session started and ended  
TA at beginning and end of Session  
Rudiments  
What Process was run—LISTING THE EXACT  
COMMANDS (often forgotten by most auditors)  
Time of Start and End of Process  
Whether Process is flat or not Any F/Ns.

*WORK SHEETS*

A Work Sheet is supposed to be the complete running record of the session from beginning to end. The Auditor should not be skipping from one page to another but should just be writing page after page as the session goes along.

A Work Sheet is always foolscap, 8 x 13 inches, written on both sides and each page is numbered. Pc's name is written on each separate sheet.

A Work Sheet may be in 2 columns depending on how big the writing is of the Auditor.

When the session is completed, the Work Sheets are put in proper sequence and stapled with the Auditor's Report Form on top from beginning to end of session.

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

When making a list on a Pc:

1. Always mark a read as it reads—F. LF. BD.
2. Always circle the reading item. Mark if indicated to the Pc with *IND*.
3. Always when extending a list put in a line from where it has been extended, e.g.



Item	Joe Shoes Socks	
	<hr/>	extended
	Sky Wax Pigs, etc., etc.	

NOTE: When you repair an old auditing session you *always* write on the old auditing report and W/sheets in a *different coloured pen* with the date of the-report.

When running various processes in a session, mark each F/N clearly noting time and TA.

### *SUMMARY REPORT*

A Summary Report is written exactly as per HCOB 17 March 1969, "Summary Report".

Two gross goofs I have noticed since case supervising folders on the RSM is that Auditors have not been turning in Ethics cases to the MAA. In one instance, a Pc was audited by 2 auditors in 2 different sessions, got a R/S on crimes against Scientologists and M/W/Hs and neither auditor turned the Pc in to Ethics. This is not the only instance. The second thing is that Auditors are very evaluative of the Pc's case as indicated by their comments on the Summary Report. This is incorrect; this report is used simply as an exact record of what happened during the session. It is not up to the auditor to evaluate the Pc's Case, this is the Case Supervisor's job. The auditor may suggest what is to be run, at which time the Case Supervisor will review the session, what was run, how the Pc went in relation to what was being run and then give his directions.

-----

Auditor Report Forms or W/sheets are never recopied. The Auditor should always read over his W/sheets before turning in folder to the Case Supervisor and, if any words or letters are missing or cannot be read, they should be written in with a different coloured pen.

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

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

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Dianetics Course

### TEACHING THE DIANETICS COURSE

As the teaching of basic data restimulates confusions which are then dramatized by throwing the course off line, the teaching of the Dianetics Course as follows is hugely vital.

The teaching of Dianetics Auditors is laid down on these simple principles.

1. The data on tapes and Bulletins is studied without alter-is, interpretation or addition by the student, fellow student, instructor or supervisor.
2. Well done and other folders are studied by the individual student.
3. No lecturing or additional interpretation or evaluation by Supervisors.
4. The student audits only when he has completely passed on 1 and 2 above. He must not audit before he has completed his checksheet three times through.
5. Things the student is weak on are done in clay.
6. The student is sent to cramming at his own expense for bad auditing goofs. He may also be taken off auditing and made to do his checksheet again.
7. Any student question is answered by referring to the HCOB, folder or tape or by explaining it is beyond the scope of Dianetic auditing.
8. A rigid invariable schedule is precisely adhered to.
9. Checksheets and tapes and folders are gone through in the sequence laid down by the checksheet and not randomly out of sequence.

If this is made difficult then the programme must be cut back to the bare bones of the original above.

The teaching of standard tech must also be standard. Therefore the above MUST be adhered to completely.

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HCO BULLETIN OF 9 MAY 1969

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Dn Checksheet

### CASE SUPERVISING DIANETICS FOLDERS

All a Case Supervisor looks for in Dianetics folders to advise the next action is departure from exact Standard Dianetics procedure.

It is a very easy job providing the Case Supervisor knows his Standard Dianetics exactly and completely.

Any time there is the most minute or flagrant departure from exact assessment or exact R-3-R, there will be a breakdown of the results.

It is quite a tribute to the tech that this is true. And it is true. Doing C/S recently on a very great many Dianetic cases audited by relatively untrained auditors the following emerged in letters ten feet high.

1. Where the auditor followed the exact procedure without deviation the results were uniformly excellent.
2. Where the auditor deviated from the exact procedure the results were poor or bad.

There are many, many ways an auditor can deviate from exact procedure.

There is only one exact procedure.

As a result of doing this C/S work, I would, if I were doing Dianetic C/Sing, refuse to let an auditor audit until he had been through his checksheet 3 times. This would save nearly all the work required of a Case Supervisor.

When the auditor is in a fumbly state regarding the procedure and has not drilled it until he could do it with the house caving in, the preclear does not get good results. That is really all there is to it.

If the auditor simply observes the Auditor's Code, handles TRs and the meter fairly well and does the assessments and R-3-R exactly as laid out, the results will be found to be astonishingly good, even miraculous.

To correct a bad session the normal action of the C/S is to order the offbeat actions done correctly.

#### EXAMPLE

- A. Auditor assessed by interest only, not by read and the session bogged down. C/S action—Reassess by longest read.
- B. Medical terms and operations were part of assessment list, one was chosen and case bogged. C/S action, order such be taken off the list and somatics, pains, sensations, emotions only be assessed.

- C. Pc was put through each incident on the chain only once and finally bogged. C/S action, order the whole chain rerun so that pc has been through each one twice and the earliest one found erased.
- D. A basic was found and auditor told it was erasing but sent pc earlier but pc could find nothing so left it. C/S orders the basic erased.
- E. Auditor tells pc he won't run it because it "isn't an engram". C/S action, order auditor to retrain on Auditor's Code and do Invalidation and Evaluation in clay. Orders pc to an Scn Review, Green Form.
- F. Pc very nattery to auditor. C/S orders pc to Scn Review "and be sure to pull all withholds".
- G. C/S finds his orders to complete a chain left undone with a high TA were not done—folder mislaid or pc not routed. Pc has become ill. Order the pc to medical treatment and the chain completed.

You see how it is. Each time the auditor violated normal simple procedure, the C/S orders that the normal simple procedure be completed either by first giving pc an Scn Green Form in Qual and then completing the Standard Dianetics action or, omitting Qual (when pc not out-rud), just getting the real Standard action done.

This is really all there is to Case Supervising Dianetic Case Folders. The more you try to do something else than the above the further the case will go wrong.

The Dianetic Auditor does not have to know how to do Green Forms or rudiments and these are NOT DONE in Standard Dianetics sessions. When they have to be done you get a Scientology Auditor to do them.

It is a serious error to mix up Dianetics and Scientology in the same session—that is to say, to do ruds, rehab overruns, etc, etc.

The potential errors of out-ruds and all the rest are present of course in any Dianetics session, but do not happen when exact Dianetic procedure is used. When they do happen you send the pc to an Scn Review Auditor.

This is Case Supervision, Dianetics. It has been fully worked out by my Case Supervising a great many Dianetic sessions to launch this new view of Dianetics. And the above is what I found.

It drives home also the necessity of training Dianetic auditors as precision technologists and the risk of letting people audit before they are fully grooved in on exactly what's done in a Dianetic session.

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**CASE SUPERVISOR  
FORMS**

The two principal forms used by a Dianetics Case Supervisor are as follows:

Dn C/S I is for new, unaudited pcs or for old ones who try to be psychoanalytic cases or who don't catch on.

Dn C/S 2 is for cases who have or have not been given a Medical Examination and who have had auditing.

**SEA ORGANIZATION  
STANDARD DIANETIC C/S NO. 1**

\_\_\_\_\_  
Preclear

\_\_\_\_\_  
Date

1. Work with TRs on the pc until he has a good idea of auditing.
2. Explain what a meter does ("Registers interest and charge").
3. Explain what is an F/N.
4. Define mental image pictures, locks, secondaries, engrams so he understands them.
5. Define Chains.
6. Define Erasure.
7. Return folder to me.

\_\_\_\_\_  
CASE SUPERVISOR

**SEA ORGANIZATION  
STANDARD DIANETIC C/S NO. 2**

\_\_\_\_\_  
Preclear

\_\_\_\_\_  
Date

1. Make a list of any occasional or current illnesses, unwanted sensations, aches, pains, disabilities, tiredness feelings, emotions, fears, dislikes.
2. Assess for longest read.
3. Compare with pc's interest (don't audit it unless pc agrees that's it).
4. Do R-3-R on it.
5. If it goes more solid or is not erasing after going through it twice, go earlier, asking for "an earlier incident with similar (somatic, ache, pn, etc)".
6. Erase basic on the chain.
7. End off on that chain if you get an F/N or an erasure.
8. Reassess, repeat the R-3-R on new chain.
9. End off session only on very pronounced GIs (GOOD INDICATORS).
10. Return folder to me.

\_\_\_\_\_  
CASE SUPERVISOR

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HCO BULLETIN OF 11 MAY 1969

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

(Tech Div) (Qual Div)  
(Replaces HCO B of 27 July 1966, same name)

**METER TRIM CHECK**

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

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

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

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

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HCO BULLETIN OF 11 MAY 1969  
Issue II

Remimeo  
Dn Checksheet

**FORCING A PC**

Forcing a pc to go on being audited upsets the pc and his case and will often result in low TA (below 2) and will give the pc a heavy loss.

There is no excuse for it.

It invalidates the pc's cause.

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HCO BULLETIN OF 13 MAY 1969

Remimeo  
Dn Checksheet

## PECULIARITIES

When you run into pc peculiarities or odd pc phenomena in Dianetic auditing that get in the road of R-3-R, DO NOT try to solve it by going non-standard or getting inventive. It will be fatal.

The operating rule is end off the session and SEND THE PC TO A SCIENTOLOGY REVIEW.

If you are a Scientology as well as a Dianetic auditor, you may be tempted to at once shift into Scientology. That can also be fatal.

If no Qual Div is nearby and you are a Scientology auditor also and if no other Scientology auditor is around to give the review only then could you attempt a "Green Form" which is used in Qual Divisions in orgs. The way to do that is end the Dianetic session, take a break and begin the Scientology Review Session. But this is not good. It is best to send the pc to Qual and insist Qual actually handles.

Some odd phenomena that come under this rule follow:

Pc gets a stuck picture and can't audit the chain he should be on because picture keeps coming in.

Pc's pictures are constantly changing, sometimes too fast to grab onto.

Pc gets a dozen pictures at once and can't run them or decide what to run.

Field goes black and won't clear up.

Pc gets angry at auditor.

Pc very nattery about Dianetics or orgs.

On these or many more the Dianetic auditor should NEVER try to force pc to go on or do something odd or brilliant. He should simply say, "I am sorry. I will end this session." And does so. And sends the pc to the nearest Qual Division.

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HCO BULLETIN OF 14 MAY 1969

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## SICKNESS

It will sometimes happen that a pc has a session and then three or four days later becomes physically ill.

The auditor may feel that auditing did it. It didn't. The auditing given would have to be non-standard for this to happen, but the auditing is not to blame.

According to my friend Dr. Stanley Lief, over a century ago Hahnemann developed a healing technology known as homeopathy which administered minute doses of medicine. The original theory seems to have been that the disease or illness was still in the body and would be released. The person would be wildly ill again and then permanently recover. This is probably a poor statement of the whole subject of homeopathy and its basic techniques may have worked well but have been lost.

In any event, the phenomenon has application here.

We would say that the mental image picture of the incident was stopped at a "stuck point" and that it would "run out" of itself if it were unstabilized.

A touch assist can do this. The person may become wildly ill after one and then recover.

What apparently happens is that the chain of incidents becomes unsettled and the same incident on the chain in which the person has been stuck for a long while runs out physically. It completes itself, which is to say, it finishes its cycle of action.

At a hospital where I studied, this was part of the things I observed.

Medicine sometimes will not work on a patient. It works on others but not on a particular one.

If that particular one is given mental attention even as mild as brief Freudian analysis, it will be found that medicine will now work on the person.

This formed one of the first application discoveries I made. From it I inferred that function monitors structure and proceeded to investigate mental actions and reactions in the field of illness. From this came Dianetics some years later.

Mental therapy prior to 1945 was so ineffective, consisting only of 19th Century psychoanalysis and Russian and East European psychiatry, that no one else seems to have observed, then or now, that "mental blocks" are able to obstruct medical treatment of a real physical nature.

The proof is that when one even reduces the mental block slightly, medicines such as antibiotics or hormones will now be effective when they were previously ineffective on some patients.

It is this factor which gives purely medical treatment a somewhat random appearance. The patient is "stuck" at some point in time. Even inadequate handling of him mentally (such as a touch assist or a poorly or partially done session or even a "bad" session) "unsticks" the person from the frozen or fixed "stuck" point.



One of three things can now happen:

1. The person can be treated medically for his illness with greater effect.
2. The person in two or three days gets apparently sick or sicker but eventually recovers and is not subject to that exact sickness again—(it “ran out”).
3. No further result is noted.

-----

These data are *very* useful to a Dianetic auditor or a medical doctor. A person can be ill and the illness not surrendering to the usual treatment. Brief mild Dianetic auditing can be done. The medicine may now work.

An auditor who specializes in keying out locks at the first F/N will find occasionally that his preclear becomes ill in two or three days from some occasional but longstanding illness which then “runs out” and doesn’t appear again.

An auditor who gives a non-standard, very poor session may find a preclear occasionally becoming ill within the next three or four days. The auditor and others blame the auditing.

Any auditing is better than no auditing.

Standard Dianetics is much more powerful than old Dianetics and should only be done by auditors trained to do it exactly.

Sessions which are non-standard should be corrected *as soon as possible*, certainly within two days or you may find the preclear beginning to go through an illness cycle.

The cycle was waiting to complete itself for a long time. The auditing unsettled it. It “ran out” physically because the pc was moved in time in the incident in which he has been “stuck”.

An understanding of this phenomena is necessary. It is useful data. Audit a pc badly, audit a pc too much to F/Ns on locks only, give a pc too many touch assists and you will find now and then that the occasional pc becomes physically ill, runs a temperature, etc. Before blaming yourself too much, realize the pc has often been ill in the past, that the mental cause of it has been loosened up and manifests itself and runs out physically. It is not fatal. That illness won’t recur again as it has in the past.

However, that it is not fatal to the pc is no excuse not to do a good STANDARD job of auditing.

If Standard Dianetics is used WITH NO DEPARTURE from its technology and procedure the phenomenon will not occur and no pcs experience a physical aftermath.

STANDARD DIANETICS taught precisely, done precisely, only makes people well.

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### F/N AND ERASURE

It will be found that when an auditor obtains a floating needle (F/N) on locks without erasing the basic on the chain that the manifestation or somatics may recur in minutes, days or years. For they have only keyed out.

It is sometimes risky to audit past an F/N on the same chain. A Scientology auditor never would audit past an F/N. A Dianetic auditor has to recognize that the pc has only run a lock and ask for an earlier incident.

A floating needle is also obtained by *erasure* of the basic on a chain. *That is* the F/N one wants in Dianetics.

### TONE ARM POSITION

A floating needle is valid only between 2.0 and 3.0 Tone Arm position on a meter. Above or below that Tone Arm reading, the F/N is called an "ARC Break" needle.

A real F/N also carries with it GOOD INDICATORS. A cheerful happy pc.

When the Tone Arm is below 2.0, the incident chain has not been erased.

When the Tone Arm is above 3.0, erasure has not occurred.

When the Tone Arm is up at 4.4 the pc has made it more solid and has not erased the basic on the chain.

On the second time through, if the TA rises, you know there is an earlier incident.

### OVERRUN

The Dianetic Auditor is not concerned with "rehabilitation" of the overrun. In Dianetics it only means the engram chain is in restimulation and has not been erased.

When the basic erases, the TA will fall or rise to the area between 2.0 and 3.0 and the needle will F/N. One *then* stops promptly on that chain. He can reassess and run another chain now.

### COGNITION

COGNITION means a pc origination indicating he has "Come to realize". It's a "What do you know. I....." statement.

Cognitions usually occur immediately after an erasure. They sometimes occur while running the chain. But when they occur with very good indicators the chain is almost always gone.

You can expect the rapid end sequence of (1) Erasure (2) F/N (3) Cognition in a well run Standard Dianetic session.

That's all you really need to know about it in Dianetics.

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[This HCO B was replaced by HCO B 1 August 1970, which was cancelled and revised by BTB I August 1970R which was cancelled by HCO B 1 August 1970RA, Revised 21 October 1974, *F/N and Erasure*. This latest revision is on page 117. ]

Remimeo  
Dn Checksheet

## CULTURAL LAG

The reason why Dianetics and Scientology were abused or even fought has to do with what is called a “cultural lag”.

This has often occurred in the history of technical developments.

An example is Dr. Semmelweis’s discovery of the cause and cure of childbed fever. For over half a century after that women still died in agony after child-bearing. Eventually the culture caught up to it and the illness which had accounted for a huge percentage of female deaths ceased to exist. Dr. Semmelweis’s discovery of its prevention was “ahead of its time”. Pathetically, scoffed and disbelieved, he even died to prove he was right.

The atomic bomb was wholly feasible more than a decade before it was “developed”. No one credited it and no one put up the cash.

The radio telephone was invented and demonstrated half a century before it was generally used.

Cultural lag occurs for many reasons.

In any field as retarded as the human sciences the emergence of Dianetics and Scientology, full and workable and complete, is startling. And thereby subject to disbelief.

This does not mean they aren’t used and useful.

It is significant that hundreds of aerospace technicians, working with satellites and rocketry, broadly used Scientology first. At the same time parliaments in some socially backward countries were busy passing laws against Scientology to protect their psychiatrists whose medieval approach was to seize people without any process of law and castrate them and saw out brains as a “cure” for mental illness.

In a world where governments are fighting to dominate men’s minds, mental technology is needed to protect the individual and to prevent the enslavement of all.

So Dianetics and Scientology may be a century ahead of their times but still they are just in time before we all go up in smoke.

Dianetics was the first practical workable easily taught science of the mind. It has endured already 19 years and is better and more used than ever before.

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HCO BULLETIN OF 15 MAY 1969

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**DIRTY NEEDLE**

A “dirty needle” indicates that a pc has withholds or is ARC Broken.

When a pc is to be audited on Dianetics as a student or org pc he/she usually goes to the Examiner after a Dn C/S I (training pc) is done.

If a DIRTY NEEDLE (ragged, jerky, ticking needle, not sweeping) is seen by the Examiner or the auditor the pc should have a Scientology Review before Dianetic auditing is begun with an order for “GF and pull all withholds”.

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**TRS AND DIRTY NEEDLES**

When a student’s pc develops a dirty needle (dn) it is caused by one of three things.

1. The student’s TRs are bad.
2. The student is breaking the Auditor’s Code.
3. The pc has withholds (w/hs) he does not wish known.

The remedy for TRs is to have the student do them in clay, showing the lines and actions of each TR. And to do more TRs with a fellow student.

The remedy for Code Breaks is to have the student define and do Invalidation and Evaluation in clay. And to list examples of possible upsets caused by each line of the Code.

The remedy for the pc with withholds is to send to a Scientology Review Auditor as Scientology can handle outnesses which occur in Dianetic sessions.

It is a safe rule in any event when a “dirty needle” occurs to send the preclear to a Scientology Review Auditor.

It is also a safe rule to assume that the student whose pcs get dirty needles is deficient on TRs and the Auditor’s Code.

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## ERASURE

Now and then a pc does not understand that he is supposed to be erasing a PICTURE and only goes far enough to erase the somatic. Auditor says, "Is *it* erasing?" Pc can't feel somatic so he says, "It's gone." Auditor puzzled by no F/N but buys it.

What you want to know as an auditor is "Is the *picture* erasing?" You can use that line to check, but not habitually.

-----

Erasure depends in some measure on the pc getting to the BEGINNING of the incident. Sometimes the pc keeps starting a bit late in the incident and so does NOT get an erasure.

If you assess an item like "Dizziness after an operation" and try to run it the pc will bog utterly as the whole operation precedes the somatic called for and not only won't erase but also won't show as a picture.

Trying to run a somatic like "my mother's hitting me" is a narrative incident not a somatic. It won't erase because you can't go earlier on the somatic as it's not named. There's probably a whole chain on "a stinging face" and chains are connected by somatic, not narrative or the same people or incident type. FEELING makes the chain. Only chains of feelings (pains, sensations, misemotions, etc) uniformly go down to a basic that will erase.

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**DRUG AND ALCOHOL CASES**  
***PRIOR ASSESSING***

Those cases which have been long and habitually on drugs and alcohol sometimes suffer from a "SOMATIC SHUT-OFF". They appear anaesthetized (unfeeling) and sometimes have "nothing troubling them" whereas they are on drugs, drink and are in reality in a suppressed physical condition and cannot cease to take drugs or drink.

One can find, in such a case, a very high TA which doesn't seem to reduce. The TA can be brought down by auditing the drug and alcohol engrams as a chain.

However, there is another approach.

Any such case took up drugs or alcohol because of unwanted pain or sensation or misemotion. You can use that as a stable datum which resolves the situation.

All it requires is a special assessment called a PRIOR ASSESSMENT. For the person looked on drugs or alcohol as a cure for unwanted feelings. One has to assess what was wrong *before* or prior to the cure.

You determine if the person is on drugs or alcohol habitually. If so you determine which was earlier.

Now you ask for and list the pains, sensations, emotions or feelings he or she had before taking drugs or alcohol.

In doing this assessment, you must grab the read and mark it plainly as it occurs. If you just list and then go over the list the person may be back in present time and, as these are now cut off by the masses of drug or alcohol engrams on top of them, they won't read again. So you must catch the read as the person first mentions it.

You choose the longest read and find and run the chain by R-3R as in any other Standard Dianetic auditing.

The only difference is the assessment time period. You are listing for a time before they went on drugs or alcohol.

The running out of the chain of unwanted feelings they had before going on drugs or alcohol removes the reason they started taking drugs, smoking marijuana or drinking. The compulsion to still use drugs or drink is lessened and they can come off it.

This can also be used as a working rule to get earlier than any "curative" activity. Almost anything which comes later is a cure for something earlier. It could be said that the present time being is a compound of past cures. To handle, the action would be the same as for drugs or alcohol. List the unwanted pains or feelings before the cure and run the longest reads by R-3R.

As there will be more than one chain involved, you of course take your next longest read and run that next, just as in any assessment.

The general term for this type of assessment is PRIOR Assessing, not because it is done before auditing but to determine what the pc was suffering from before he used a harmful "cure".

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HCO BULLETIN OF 19 MAY 1969  
(HCO BULLETIN OF 16 APRIL 1969)  
(Revised)

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**HEALTH FORM, USE OF  
A BRIEF DESCRIPTION OF AUDITING**

As one needs a guide to know what to audit on a case, the Dianetic Health Form is an essential auditing action.

Also, some cases do not know they have recovered.

It is Scientology that addresses improved awareness, not Dianetics. Dianetics accomplishes an eradication of the unwanted condition and when it is gone it is gone. The pc will not again mention it in many cases and it would be an error to hammer him about being better now.

*Therefore* a second Health Form gives a comparison. The somatics and pains not mentioned in the second which were in the first can be considered to be gone.

A second form done later gives the auditor and (when a Case Supervisor is also on the case) the Case Supervisor an indication of the actual improvement. A few days, weeks or months can elapse between giving the form. This gives an indication of improvement. Any number of Health Forms can be given.

One of the old problems of Dianetics was that the pc recovered from his arthritis fully and then only nagged the auditor about a new symptom. It wasn't that the pc *had* to have an illness (only the 19th Century psychologist believed that it was no use to cure anything as the patient just got something else). The fact is that the symptoms of the pc are *several*, not just one.

You take up and audit *each* symptom or complaint to erasure of its picture, one after the other.

This is a new advance in Dianetics—that a preclear's illness or upset has more than one source. His illness or upset is a *composite*.

You audit the most available symptom first until the picture causing it is erased. Then find the next one and audit it to erasure of its picture, then the next, etc.

The symptom which has the longest read and also in which the pc is interested is the one to do first. You run its chain to erasure of basic and it vanishes.

Then do the one which has the longest read (omitting the first from the list) and in which he is interested and run its secondary or engram or chain to erasure.

Now find the next symptom, etc.

Sooner or later the pc will have a well, healthy body, health, stability and a sense of well-being.

One finds "an incident which could have caused that", dates it loosely, runs it as an incident without pushing hard, gets an earlier similar incident and runs that, or even

a third or fourth earlier similar (each time earlier) incident until a floating needle or the pc indicates the PICTURE IS GONE (has erased).

Then one finds out what may now be bothering the pc by new assessment and does the same action on it.

You can expect each chain to end with GOOD INDICATORS, pc smiling and happy. It is not all done in one session.

You only end a session really when the pc is smiling and happy after an erasure of the basic picture on the chain.

Sooner or later the pc will become bright, happy, symptom free, stable and has a well body. Then one shifts the preclear off into Scientology auditing to bring about maximum intelligence and ability. Symptoms are pains, emotional feelings, tiredness, aches, pressures, sensations, unwanted states of the body, etc.

If you are auditing without a meter, you take the pc's *interest* as the indicator. You audit the symptom in which he is interested and cease to audit it when it is gone. This however is very chancy and often fails, so an E-Meter is recommended.

You can use whatever is given on the original Health Form that was done until the form is no longer valid or until the pc's good indicators are in. When the pc brightens up, that's the end of the Health Form. A new one must be done WHEN THE PC IS AGAIN FEELING BAD, TIRED OR WORRIED.

The purpose of any session or series of sessions is to get the pc feeling well and happy.

Sometimes the pc's condition is obvious and the engram equally obvious. The pc has just had a child. The delivery of it and any earlier similar engram is of course audited at once. Any recent experience is so handled.

If a pc wants no auditing and yet is ill or miserable, one finds out *why* he doesn't want to be audited by getting him to explain (when he will become auditable) or one finds and runs as secondaries, engrams or chains bad experiences with treatment. The best answer to a difficult pc is to send him or her for a Scientology Review and *then* begin Dianetics.

If the pc doesn't recover at all, then the Auditor's Code has been violated or the engrams were overrun or not run long enough to erase or the pc was very ill medically and should have had a medical examination first.

But even with poor auditing it is rare for a pc not to recover.

Of course, the more skilled (follows the Auditor's Code, knows his meter, knows his Dianetics) the Auditor is, the more certain recovery becomes.

The worst crime is overwhelming the pc by telling him what's wrong, not letting him tell you.

The Health Form is of very great assistance in handling all this. The use of it is as follows:

1. The Auditor sits down with the pc (usually the pc on a meter) and explains he's going to do a Health Form and try to help the pc.
2. The Form is completed.
3. The Auditor picks out by meter or by asking the pc which symptom he has his attention on.



4. The Auditor finds an incident that had that symptom in it, dates it and runs it as an incident as per R-3-R.
5. The incident picture (and symptom) erases or the auditor finds an earlier similar incident, etc until the pictures and symptoms are gone.
6. A new symptom is located on the Health Form by meter and its chain is erased. Each chain erased should leave the pc cheerful if not completely well.
7. Steps 4 and 5 are repeated.
8. A new symptom is located on the Health Form or by pc's complaint.
9. Steps 4 and 5 are repeated.
10. We go on doing this until the pc is suddenly well, smiling and happy and at that moment we at once desist.
11. We tell the pc that is the end of the session.

Note: If several sessions were required to do the above we start each new one by telling the pc it's started and end each session by telling the pc the session is ended.

Each session is written down as it is done and preserved for future correction or use.

The basic Health Form is available from orgs. Individual copies are made out for each pc and left in his case folder when handled.

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**PASTORAL COUNSELLING  
HEALTH FORM**

Revised 22 July 1969

(Part of HCO Bulletin 19 May 1969)

This form is done by an auditor. It is metered.

Don't try to handle items as the PC gives them unless an item BDs and the PC is interested. Otherwise assess after it is done. It also should be reassessed for additional items to run.

If the PC gives you a medical term (e.g. Migraine Headache) as an illness, write it down in the first column then ask PC what the somatic is (e.g. Pain in Head), write that down in the second column and note beside it any read. There is no rote command. Get somatics (not incidents) that can be assessed and run.

If the PC gives you a *somatic* don't then ask for the feeling of it. Just write it down in the second column with its read and carry on down the list. If the PC gives several somatics in response to one illness, write down each as a separate somatic. Assess only the second column. Do not assess multiple somatics (i.e. several somatics as one item) and do not assess items that are not somatics. Do not assess narrative items. Do not accept or assess considerations.

Remember that an illness has more than one somatic to be audited out before it is wholly gone.

Persons medically ill should be sent for medical exam.

Cross those off that have been run until form is completely handled.

The end product of this form is entirely to pick out what to audit.

Preclear \_\_\_\_\_ Date \_\_\_\_\_

Auditor \_\_\_\_\_ Org \_\_\_\_\_

TA position at start of Form \_\_\_\_\_

*Answer*

*Feeling*

*Meter Read*

1. Do you have any CURRENT ILLNESS?

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2. Have you RECENTLY had any ILLNESS?

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3. Do you have any RECURRING ILLNESS?

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4. Do you have any CURRENT MISEMOTION?

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5. Have you RECENTLY had any MISEMOTION?

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6. Do you have any RECURRING MISEMOTION?

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7. Do you have any ACHES?

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8. Have you RECENTLY had any ACHES?

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9. Do you have any RECURRING ACHES?

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10. Do you have any PAINS?

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11. Have you RECENTLY had any PAINS?

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12. Do you have any RECURRING PAINS?

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13. Do you have any INJURED BODY PART?

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14. Do you have any PRESENT DISEASE?

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15. Do you have any RECURRING DISEASE?

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16. Do you have any PRESENT INFECTION?

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17. Do you have any RECURRING INFECTION?

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18. Do you have any PRESENT VENEREAL INFECTION?

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19. Do you have any RASH?

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20. Do you have any RECURRING RASH?

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21. Do you have any UNWANTED SENSATIONS?

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22. Have you RECENTLY had any UNWANTED SENSATIONS?

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23. Do you have any CONTINUING UNWANTED SENSATIONS?

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24. Do you have any RECURRING UNWANTED SENSATIONS?

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25. Do you have any TEETH TROUBLES?

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26. Do you have any other PHYSICAL CONDITION YOU WANT TO MENTION?

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27. Do you have any unwanted ATTITUDE?

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28. Is there something you wanted handled which wasn't?

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Are these all the complaints? (If question reads get the additional complaints. Mention such things as VD in case PC is embarrassed to mention them.)

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Cross off what has been run. Completely handle the form.

Add new items in subsequent sessions if PC gives them.

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HCO BULLETIN OF 20 MAY 1969

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**KEEPING DIANETICS WORKING IN AN AREA**

In that any Dianetics Course, starting out, has only its Course Supervisor trained, the problems of what is used for Case Supervision and Cramming Supervisor in Qual will arise.

Here more than any other points, alteration can enter.

Altering, doing something else, is a sufficiently serious problem to destroy a Course and all the benefits of Dianetics in a whole area.

Early on, during the development of the Standard Dianetics Course, we were suddenly getting case failures. These were traced by Case Supervision to wild variations from Standard Dianetic procedure. These variations were traced to an examiner who during student checkouts was giving "advice". As soon as this was handled, case gains immediately resumed.

Over the many years of Dianetic use, I think we must have seen all possible variations of auditing. "New" phenomena were often discovered and used and eventually the whole subject wandered off into never-never land and ceased to produce uniform results.

What has happened here in Standard Dianetics is that the exact actions that produce results on all cases have been isolated and used as THE procedure.

The procedure is a thin narrow walkway through a huge field of potential alterations.

**THERE ARE NO DIFFERENT CASES.**

Built in to the Standard Dianetic procedure are the remedies.

For instance early Dianetics was plagued by several problems:

1. Lack of visio—an inability to see pictures. This was solved by getting date and duration.
2. Perception shut-off. Not required in total now to produce results. Sonic, ability to hear the sound in pictures, is not needed at all. Impression is sufficient.
3. Somatic shut-off. Not now required to be solved but its source (drugs and alcohol) has been discovered.
4. Rough sessions. Solved by TRs.
5. Lack of auditor judgement in diagnosis. Solved by the E-Meter.

In these years of research I have been able to wrap up these and other things.

There have been more cases run on Dianetics than could easily be counted. So the research data is very broad. This is no new subject. It has been close to 39 years under research.

Thus what you are told on the Standard Dianetics Course is the essence of all this

work and experience. There are no unsolved problems, there is only varied application where there should not be.

The whole object of the course is to train people to get good RESULTS, and train people to give a course that results in GOOD AUDITORS. That's the whole thing.

We could also teach over 50,000,000 words about things that *don't* get results or train auditors.

The essence of a brilliant subject is a simple subject.

Therefore anything that varies the data of a Standard Dianetics Course can send it out into unworkability.

I've seen auditors also use "peyote" (a drug), CO2 and drugs "to help auditing". I've seen many different meter types used. I've looked over a thousand different ways to run a session. And I've seen all these things fail.

The four points of greatest potential failure are

1. A Course Supervisor who interprets data and alters it in order to satisfy some student's offbeat quest.
2. An Examiner who throws curves into data by means of invalidating the right data.
3. A Case Supervisor who does not simply and only put the auditor back onto the main line and who seeks to "solve" cases by altering data.
4. An Auditor who, not knowing his data in the first place, alters the data and, because in an altered form he fails, starts off on a wilder alteration of data and fails harder.

Under Supervisor come the Course and Cramming Supervisor both.

So you see, that to get real Standard Dianetic results going in an area you have to be *very* alert to hold the exact data line as contained in the HCO Bs.

Where you begin to find case failures, look to 1 to 4 above and to student failure to just simply study and drill.

For the first time you have an exact subject in the field of the "humanities". These "humanities" for all man's history have been a mass of superstition, bad logic, propaganda, authority and brutality. An *exact* humanity is so new that it has a bit of a hard time. All the errors and prejudices start to "blow off" when truth enters in.

Just be sure you don't lose the subject with the confusion.

Cope, make do, hold the line and you'll have a successful Dianetic area. It's worth working toward, worth achieving.

You have only one big stable datum.

IF IT ISN'T WORKING IT IS BEING VARIED.

To get it working again, find who and what is varying it and get back on the main line.

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HCO BULLETIN OF 21 MAY 1969

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Dian Checksheet

## ASSESSMENT

In all the years of auditing, listing and assessing anything has been a weak spot in general auditing.

More goofy alterations can occur and more errors in this activity than any other.

In Standard Dianetics if you assess the wrong item or a wrongly worded item the case won't run, the TA goes up or the TA goes down. *HIGH* TA (above 3.5) is a lot of mass coming in. *LOW* TA (below 2) is overwhelm.

Bad TRs can cause low TA as the auditor is overwhelming the pc. Too many times through without going earlier is the usual cause of these 4.5 to 5.5 TAs.

But both high and low TA are in some degree caused by not quite right assessment.

Pictures going off (pc gets a black or invisible field) is also caused by a wrong assessment.

The whole subject of assessment means PICK OUT THE THING THAT WILL RUN. That's all one is trying to do.

As I have never had the faintest trouble listing and assessing anything or even finding the right somatic with no meter at all, it is hard for me to advise how to correct MISASSESSMENT or assessment errors. It just evades my reality. The whole subject is too easy. Just too awful easy.

So my belief is that students try to put too much into it. They try to get a pat-phrased question to ask like "What is the feeling?"

They stare (TR 0) at the pc when they should be looking at the meter. Try TR 0 on the meter!

An old operating definition of ASSESSMENT is:

ASSESSMENT IS DONE BY THE AUDITOR BETWEEN THE PC'S BANK AND THE METER. THERE IS NO NEED IN ASSESSING TO LOOK AT THE PC. JUST NOTE WHICH ITEM HAS THE LONGEST FALL OR BD. THE AUDITOR LOOKS AT THE METER WHILE DOING AN ASSESSMENT.

A clue to this is the continual misuse of the Azimuth meter. I keep finding them with paper pasted behind the dial. This shows they aren't used right. One bends the stand peg to get it out of the way, and writes by looking at his pen through the glass. Then he never misses a read as the meter is between him and the item he is writing.

One is assessing for PAINS, SENSATIONS, UNWANTED EMOTIONS, ACHES. It can get so far out that the pc is made to say only feelings like "a going in feeling" and never even mention a pain.

There are so many signs and indicators that it is a wrong item when it is that I can't see how it could be missed. On a wrong item the pc has bad indicators, the meter doesn't read, there is no pc interest. Wow. It's as obvious as a sinking ship.

On a right item the meter reads well when the pc says it, the pc's good indicators come in somewhat when it's announced, the pc is very interested in running it. It's about as obvious as sky rockets.

So just given these two descriptions of the reaction to a wrong item and a right item I should think anybody could tell them.

Rote procedure gets heavily in the road of a Dianetic assessment. The pc gives a list, the auditor doesn't watch the reads and note them, then the auditor commonly goes back to assess the list. By that time the charge is off. He should have watched the meter in the first place and taken that. Why all this assessing of the finished list. Of course when you already have a list done by another with no reads marked on it, you have to read it off and mark what reads. And using a list a second time you have to read it off to the pc to see what reads.

When a student demands a rote procedure for Dianetic assessment he is asking for trouble and is trying not to understand.

If the student simply understood that he was trying to find an item that read well, brought in moderate GIs and in which the pc was interested and which was usefully worded and which would run, he would have it made.

I get the feeling that Scientology listing gets all mixed up on a Dianetic Course. There *are* precision Scientology listing and nulling actions which must *not* be violated. These have NOTHING to do with Dianetics. Nothing!

A Standard Dianetics list can be so sloppily done it's hard to believe. BUT the auditor has to watch the meter and be sure he has one with the pc's interest, worded so as to run into an engram chain.

I've seen an incredibly botched up job as finding a somatic done this way. Pc listed, needle and TA all over the dial. Auditor picked out four somatics. Wrote them down and called them off. None read. The auditor then said the pc couldn't be audited on Dianetics and should be sent for Scientology. *Who is kidding who?* The somatics read like mad. There was even one with a LFBD. Yet the auditor had to go into some goofy rote procedure or ritual and by it "discover" there were no somatics.

The errors in this operation of finding a somatic can be so corny and so idiotic that I have to assume the auditor doesn't know or understand what he's trying to do and doesn't even look at the meter while he does it.

Honest, this action of finding the somatic to run is SO easy to do that only over-complication can block it.

The auditor wants to know what aches, pains, bad feelings, misemotions the pc complains of and out of these takes the one that reads best while the pc is saying it or it is being called off and which brings in the pc's GIs moderately and in which the pc is interested. The somatic MUST read.

Now what's so hard about that?

It requires one looks at his meter when the pc is giving it or it is being talked about.

There are no Scientology listing considerations in it.

Now and then the pc has a discreditable somatic and the auditor has to coax the pc to give all.

Now and then the pc says "My LUMBOSIS" and if you ran that or any medical term you'd only get him in doctors' offices or in hospitals, as it's a medical term, not a somatic.

Evidently the student gets in such a sweat about finding a “right item” that he goes up the spout on good sense.

In Scientology lists there’s only ONE item. On Dianetic lists there can be a dozen, for a Dianetic list isn’t really a list. It isn’t trying to isolate the mental troubles of the pc. A Dianetic list is simply the pc’s physical aches and pains. Golly, people are notorious for discussing their aches and pains. Why is it so hard to find one that reads well on a meter?

Well, you have to watch the meter.

That’s probably the outness. Students are so socially adjusted they keep looking at the pc, maybe even trying to look pleasant rather than trying to read a meter.

I feel, in trying to communicate and teach how to locate what to run, as if I am explaining where the floor is. And the people I’m explaining it to are wondering *how* you look at a floor, what chant you intone while looking at a floor and what mathematical equation you use to make sure it is the floor. It’s that kind of a thing. I say, “There’s the floor. If you stamp on it and it is there you will get a sound.” And guys think, “Well, maybe but how loud a sound and do you use the right foot or the left foot and if that’s the floor I can’t find the ceiling because I have no sextant.”

All I’m trying to tell you is that when you are looking for a somatic in the pc and hit it the meter reads well, the pc has moderate GIs when you tell him what it is you’ve chosen, he is interested and it will run.

And honest to Pete, that’s all there is to it. And if somebody says there’s anything else he’s trying to wreck a whole course and a lot of auditors.

I can’t say it any plainer.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 22 MAY 1969

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Dian Checksheet

## DIANETICS ITS BACKGROUND

The world before Dianetics had never known a precision mental science.

Man has used mental knowledge in the past mainly for control, politics and propaganda.

The word “psychology” in the popular usage is synonymous with “getting around” somebody.

In the thousands of years before 1950 there were many philosophers and much knowledge was gathered in the field of logic, mathematics, electronics and the material sciences.

However, due to ideologies and political conflicts, little of this prior knowledge was ever applied to the field of the human mind.

The scientific idea of regarding as a truth only that which could be demonstrated with a result was never really applied to the mind.

“Researchers” in this field were not fully trained in mathematics, the scientific method or logic. They were interested mainly in their own private ideas and in political Targets.

As an example, the only “schools” of psychology taught or followed in the West were Russian and East German.

The primary school was that of Ivan Petrovitch Pavlov (1849—1936) a veterinarian. Every school child and university student was required to study Pavlov in one disguise or another. The burden of Pavlov’s work is that man is an animal and only works through “conditioning”. The Western nations overlooked the fact that this work had already destroyed several countries including Czarist Russia, that Stalin had made Pavlov write up his work in the Kremlin in 1928 in order to permit the control of men. Using the mental studies of an enemy is a very dangerous thing to do.

The West at that time was run by only the “very best people” and possibly it pleased them greatly to think that the masses they controlled were only animals after all. That this also made them animals did not occur to them.

Billions of dollars were appropriated by parliaments and congress to subsidize men to “better control” their animals.

These men had no idea of healing anyone or helping anyone. Riots and civil disorder were the only product they achieved.

Dianetics was released straight into the teeth of these heavily subsidized Barons of the Mind with their “it takes 12 years to make a psychiatrist” and “authority states” and “any effort to interrupt this monopoly must be stamped out at once”.

Psychology and psychiatry were *state* (government) subjects, pushed by the “very best people”.

They could not make their way on their own because they were contrary to the public morals and customs. The public actually wanted *nothing* to do with them.

In mental institutions torture, permanent damage and death were the order of the day, on the basis that it did not matter if one killed people as they were just animals anyway.

So the public was on the side of Dianetics (and later Scientology) and the governments were on the side of the “very best people”.

Press, controlled by governments and intelligence services and the “very best people”, lied endlessly about Dianetics (and Scientology).

Dianetics, a new valid mental science, was pitted against Russian and Eastern European teachings.

Dianetics is not only the first mental science developed in the West, it is the first mental science on the planet that uniformly produces beneficial results.

Man is being subjected to fantastic and violent efforts to lure or crush him into docility. This is the obvious end product of Russian and Eastern European technologies now heavily financed and supported, unwittingly, by Western governments.

Man’s response to this is riots and civil disorder in the universities, unions and streets. Man does not accurately trace the source of his oppression. He is violently worried.

The government response has been more millions to psychologists and psychiatrists to develop new means of control and oppression. What has not worked in the past is not likely to work in the present or the future.

Czarist Russia, the entire Balkans, Poland, Germany and many more Eastern European countries have already perished trying to use the work of Pavlov, Wundt and others. The entire West, having “bought” the same governing ideas, is now in turmoil and is perishing in its turn.

Dianetics refuses to be a revolutionary activity. It does not have to be. All it has as a mission is to get itself *applied*.

The basic building block of a society is the individual. From individuals groups are built. And this is the society. No society is better than its basic building blocks.

Men are *not* animals.

Well men are sane men.

Dianetics, if applied to individuals in the society, brings hope, well and sane beings.

These well and sane beings, sent on to Scientology, then become brilliant and very able beings.

We are evolving Man to a higher state.

In this state he can better handle his problems.

We are not trying to overthrow anyone. We are not revolting against anyone. In truth we can even make the fancied “very best people” into actual very best people.

Dianetics was first conceived in 1930 and the developments of 39 years have gone into producing Standard Dianetics.

*Dianetics: The Original Thesis* was published in 1949 in manuscript form. It was copied in various ways, hand to hand across the world. *Dianetics: The Evolution of a Science* was published in late 1949. *Dianetics: The Modern Science of Mental Health* was published May 9, 1950 and has since sold millions of copies.

In the early '50s new discoveries concerning the spirit brought us into Scientology.

But Dianetics was never lost sight of and every little while I would push it further ahead toward a fast, easy, 100% workability.

The present release of Standard Dianetics is a near final product.

If done exactly, it produces good, permanent results in only a few hours of auditing.

One can train a Dianetic auditor in Standard Dianetics in from 10 days to a month at the most, with an average of about 2 weeks.

These are very, very worthwhile advances and *Standard Dianetics* is almost as great a breakthrough in 1969 as the *Original Thesis* in 1949. Hundreds of thousands of hours of search and research have gone into it.

Dianetics has progressed from the pre-Dianetic period of *no* science of the mind, to the existence of a real *science* of the mind, to a fast accurate science simpler than any other scientific subject and of more value to Man.

All this advance has been very hardly won, without government billions, in the teeth of avalanches of lies and opposition.

The subject owes no allegiance to anyone but itself. It has no commitments to anyone. It has no politics. It belongs to those who use it.

It is the only game in the universe where everyone wins.

Let's keep it that way.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 23 MAY 1969

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Dian Checksheet

## AUDITING OUT SESSIONS NARRATIVE VERSUS SOMATIC CHAINS

Now and then it is necessary to audit out the last session or an auditing session.

One does this by R-3-R but there is a slight change in wording when asking the pc to go earlier. One asks for an EARLIER SIMILAR INCIDENT. "Is there an earlier similar incident?" A session, when audited, does not always erase. Instead it has become part of a chain. Therefore one has to run R-3-R on it and get an earlier similar *incident*.

The chain may go back vast amounts of time.

Whereas the pc may only have been in Scientology 3 days, before Scientology there were other types of "sessions" such as psychoanalysis. And before that, in Rome and Greece, dream therapy in which one was "visited by a God". And before that—well, the chain can have a very far back basic. One does not of course suggest ever what the earlier incident may be. There is no telling what the pc may confuse with a session.

If one asked the pc to "locate an earlier incident with a similar feeling" one would be on another chain entirely. Hence one asks, simply, "Is there an earlier similar incident?" when running a session out.

Running a session out has the liability that one is running a NARRATIVE CHAIN, a similar *experience* rather than a similar somatic.

One of the major 1969 breakthroughs was that chains are held together mainly by somatics. The body condition or somatic is what keeps the chain in association.

One can of course run "narrative incidents" by which one means similar EXPERIENCES. "Locate an earlier time your mother spanked you." "Locate an earlier wreck." These will run and sometimes even get to and erase a basic. BUT they are LONG and sometimes don't ever get to basic at all and the chain may not erase. Running only narrative incidents is what made early Dianetics run up such fabulous numbers of hours in processing.

Somatic chains go quickly to basic and are the important chains.

Thus when we erase a chain of sessions we sometimes run into a very long chain. Sometimes the TA goes up to 4 or 5 (particularly if the auditor grinds). Using a wrong go-earlier command is a primary reason for trouble.

Usually if you ask simply for an earlier similar incident the pc goes back to something that will erase and the chain blows.

But remember, asking for similar types of *experience* can cause trouble in that it gets very long and basic may not appear for some time.

You can get away with running out sessions in most cases, enough to make it a worthwhile action. But only if you ask for "an earlier similar incident". This phrase is a workhorse phrase of auditing anyway.

The *best* thing to do is goof no assessments or sessions in the first place.

HCO BULLETIN OF 24 MAY 1969

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Dian Checksheet

### THE DIFFICULT CASE

Dianetic Course Supervisors can expect up to 20 percent threatened course failures because of "case failures" meaning the student's own case.

If a student has no gains himself he is unlikely to be able to audit well.

In HGCs, given Standard Dianetic Auditing, anything up to 25% of the pcs will not resolve on Standard Dianetics alone.

The reason for this is that in Standard Dianetics one audits without "Rudiments". Thus you get the pc coming in with life ARC Breaks, Present Time Problems and Missed Withholds.

The answer is to send the preclear to a Scientology Review for a "Green Form" (GF).

If the person comes back to Standard Dianetic Auditing and still has a hard time of it or gives the auditor a hard time or gets sick, send the person back to a Scientology Review with this instruction:

"Give Green Form to F/N and then assess No. 40 GF and handle."

The Class VIII will take it from there.

This should reduce course failures and HGC case failures down to the very small percentage of those who are there for other reasons than learning or receiving auditing.

Thus, unless the *cases* are handled these percentages of 20% and 25% may occur.

Students don't have cases. But failed students do.

### OT CASES

Handling the OT Case can be very tricky. Any one of these can give the auditor trouble. But it is usually nothing much to handle unless the OT is what we call a "False III". This is somebody who gaily went up the grades without doing them. You don't have to know more about it than that.

Thus if a person who is OT is giving trouble being audited on Dianetics it's better to turn him or her over to a Class VIII for routine handling on Scientology.

Any OT who has somatics is auditable on Dianetics which he should have had in the first place as he was using Scn grades to get rid of his headache! Or some somatic.

If the "OT" isn't auditable on Dianetics then he's a problem for a Class VIII and not a very tough one either.

To the HDG this is not very complex.

Audit the "OT" on Standard Dianetics. If it works okay just carry on until he's rid of his somatics and turn him over to Qual when he's okay.

If it doesn't work, then cease Dianetics and turn him over to Qual who will get the thing straight by the usual Class VIII remedies.

That's all you have to know about OTs in Dianetics.



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Dian Checksheet

## DIANETIC HIGH CRIMES

Aside from Auditor's Code violations there are only four high crimes a Dianetic auditor can commit:

1. Cease to audit suddenly with the pc down the track somewhere.
2. Make a sudden evaluative remark in the middle of the session.
3. React or comment adversely on what the pc is running such as being critical of the pc for having such an incident.
4. Force a pc to go on when he doesn't want to.

These mess up pcs quite badly and give them a great deal of trouble afterwards.

Over the years these four actions have been observed being done from time to time by persons trying to audit in Dianetics. They are just as bad in Scientology but oddly, I don't recall them being done in Scientology, only Dianetics.

Example of 1: Auditor fails to give next command or any further commands and leaves pc hanging.

Example of 2: "Are you really interested in this session or not?"

Example of 3: "That was a horrible thing to do."

Example of 4: "Go ahead. Get into it," after pc has asked to stop.

There are countless variations of these. In I the pc volunteers it's all sort of unreal in the incident so the auditor, instead of TR 4, just ends session.

These are very bad things to do. They don't kill anybody. But they surely make pcs less auditable.

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Founder

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HCO BULLETIN OF 25 MAY 1969

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### HIGH TA ASSESSMENT

When a pc has a high TA (4.0 or above) after having one or more sessions, it is OBVIOUS THAT THE EARLIER CHAINS FOUND WERE NOT ERASED.

What makes a TA *high*? A TA, in Dianetics, is high ONLY for one reason. One or more engram chains are IN RESTIMULATION.

A high TA equals mental energy mass.

Engrams have mass in them even when they are pictures. The figures in -the picture, the scenery, the picture have mass.

It is electrical mass.

It registers as a TA above 3.

To say that the TA is 3.3 and the picture was erased is silly. That .3 is indicating that part of the mass is still there.

This is often also true above 2.0.

When the meter needle is not floating the TA is registering *mass*. Mental mass.

So when you see a TA going up, up, up you know the picture isn't erasing but is getting more SOLID.

The solidness is visible right on the TA dial.

So to ask for a rerun when you've already ground and ground and the TA has been up up up is silly.

The meter is already telling you there is an earlier incident as the one the pc is in is getting more solid and is not erasing.

To assess a pc who has a high TA is a GOOF. One should be asking what chain in an earlier session was not flattened. And flatten it. And if that doesn't work, send the pc to Review for a "GF40 and handle".\*

In Scientology a high TA means "overrun". The Dianetic auditor however doing Dianetics does not "rehab" the F/N. He is handling why the TA does go high. Mental mass consisting of pictures. A Scientology overrun goes by an F/N. In the F/N movement the mass moved away. It didn't erase. If you keep on running the same action the mass moves in again. The Scientology auditor recovers the moment it moved off by "rehabbing the point of release". The Dianetic auditor in doing Dianetics finds the incomplete chain, carries it to basic and gets it GONE forever.

### LOW TA

A low TA (below 2) means the pc is overwhelmed and has retreated.

[\* This paragraph was deleted when this HCO B was reissued and amended as HCO B 22 July 1969, Issue II, *High TA Assessment*, page 418.]

If you chop up a pc with bad TRs you may see his TA go below 2.

Also some incidents force a pc below 2, but when they are erased the TA comes back up to F/N.

If you think you have had an erasure but the TA is below 2 at the time of F/N, then you haven't erased any chain.

#### EXCEPTION

A discharged meter or one with its trim set incorrectly (2.0 = 2.0) or a faulty meter or electrodes will give the auditor or examiner wrong reads.

One should check his meter before session for full charge and get the pc to squeeze the cans to see if he is registering on the meter.

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HCO BULLETIN OF 27 MAY 1969

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Class VIIIs  
Qual Secs

*Important*  
*Urgent*

**THE VIII's NIGHTMARE**

The most awful thing I think that can happen to a Class VIII Case Supervisor is to have to try to do his job with no competent Review Auditor.

The lack of a Review Auditor ends the trail. If the HGC squirrels and then Review goofs up too and there's no good auditor in Review to catch that, an VIII Case Supervisor feels licked.

Therefore the proper procedure is to take up the case with himself as auditor, straighten it out.

And demand someone is sent to an VIII Course to be trained.

Now a new mess can occur if the person sent to the VIII Course comes back and can't audit either.

The thing to do *then is* for the senior VIII in the org to ALWAYS EXAMINE A RETURNING VIII GRADUATE AND IF HE/SHE FLUNKS telex the Second Deputy Commodore Pacific (AOLA) and send the "graduate" back to the AO for retraining and file a job endangerment chit on the AO Class VIII Supervisor via his Commanding Officer of that AO.

This is the one line that must not break down.

Misteaching Tech in such a way as to fail to provide the orgs with competent auditors is the only way I know of to destroy orgs.

We must keep Standard Tech Standard and well done.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 28 MAY 1969

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Dian Checksheet

## HOW NOT TO ERASE

There are two extremes a Dianetic student can go to on the subject of erasure.

A. He can grind and grind and grind (ABCD, ABCD, ABCD, ABCD, on and on) with the TA going up up and never once tell the pc to go earlier.

B. He can watch the TA come down to between 2 and 3 and go loose on the last incident run, ask the pc "erase or solid" get a non-committal answer and send the pc earlier. He can keep sending the pc earlier and earlier on another chain without ever noticing he's finished the first chain.

These are the two extreme cases. In Case A it is OBVIOUS from TA rise that the chain has an earlier incident. In Case B it is obvious from the TA that the chain erased.

In A the student is preventing the pc from going earlier when he should.

In B the student is forcing the pc to go earlier when he shouldn't.

In both cases the student hasn't a clue of what an engram chain is.

It is marvelous how students demand "the exact phrase" to use as an effort to avoid having to really understand what he is doing in auditing.

If a student hasn't a clue about what he is doing then a thousand goofy outnesses will keep cropping up, each one requiring (a Supervisor thinks) a special instruction. After a while you get a course text weighing one ton, and all because the student didn't grab the basic definitions in the first place.

A student who will do either A or B above has not grasped that an engram chain is held in place by the basic for that chain and that basic is the FIRST TIME and that the clue to erasure is unburdening down to first time and erasing first time and that all picture chains are there because the first time is there.

The student assumes one *always* asks "solid or erasing". Or that one always does only what the pc says. Or some such consideration.

I would damned well never ask "solid or erasing" if I saw the TA start to climb. I would know the TA measured mental mass and that it was accumulating and wouldn't erase. I'd just ask for an earlier incident.

Honest, it's awful easy.

A very odd outness a student will encounter when he is so dedicated to the exact words is the fast pc who erases before he can tell about it. Along about no. 3 of R3R the TA blows down and the needle F/Ns.

A student who knew his business by understanding would ask, "Did it erase?" of course. The pc would say, "It vanished," and VGIs would come in.

A fast running pc on a light chain can occasionally blow an engram by inspection.

If it was basic for that chain, one would be committing the crime described in B above. The pc is likely to go into another chain or a heavy protest.

So you see, there's no substitution for actually *understanding* what's going on.

There's the pc, there's the bank, there's the meter needle, there's the meter tone arm and there's the auditor, there's the procedure, there's the report. That's all the parts there are to a session.

When one *understands* each one, one can audit. When one doesn't understand some part of any of the above, he will require unusual solutions.

Anything truly powerful is truly simple.

So a student who goofs is being complex and hasn't understood something about one of the major parts named above.

I just saw a goofed-up session that went like this:

PC: It (the engram) happened every day for three days.

AUDITOR: ABCD.

Flunk. The auditor was so deficient in knowing about chains and first time that he didn't tell the pc to go to the first day's engram but let the poor pc flounder in day 3 ! And so the chain did not erase and the pc hung up in it.

If the rule of First time is really understood, one would realize a lot of things, even that the pc was beginning an incident half way through it and hadn't begun to run the beginning of it so of course, no erasure. If this happened on basic ..... "There's no earlier incident" (TA high).

"Does the one we're running start earlier?"

"Hey, yes it does."

"Move to the new beginning of the incident....."

Yoicks, an erasure!

This is no invitation to depart from procedure. It's an invitation to see procedure as an *action*, very precise, capable of being understood and done, not a rote chant.

I'm *sure* some students are ex-medicine men who did their spells with exactly worded chants. It's time they understood the brew in the pot !

That's the procedure—not do the commands rhyme!

L. RON HUBBARD  
Founder

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Remimeo  
Dianetics Checksheet

**DIANETICS AND RESULTS**  
**DIANETIC COUNSELING GROUPS**

The isolated practitioner who hung out his shingle, and sought its work all alone would have to be a "one-man band".

Let us list the basic essential "hats" he would have to wear.

Reception  
Registrar  
Cashier  
Ethics Officer  
Examiner  
Case Supervisor  
Auditor  
Review Auditor  
Public Relations Officer

If successful he would spend about 5 hours a day auditing, 2 hours eating and 8 hours sleeping. This leaves 9 hours in which to do the remaining "hats".

Of necessity one or more would be neglected. On that point he would tend to cave in as a "one-man band".

It takes about 2 Admin personnel to keep a tech personnel going.

Even a group of auditors, trying to make lots of money, usually try to do nothing but audit. It is not that they have case failures. It is that they fail to wear the essential hats.

The best auditing results are obtained from teamwork.

A Review Auditor has to be a trained Scientologist. Lack of one means a roughed-up pc has to be sent to the nearest org.

But there is no reason one cannot work as part of a group, even if the others are only part-timers.

The best solution to all this is to form a DIANETIC COUNSELING GROUP and get the essential posts on the org board held. Then the advances and gains the group makes will be advances that are stable.

This group would of course have to have liaison with a competent Medical Doctor or Clinic.

In the United States especially, the COUNSELORS would have to be ministers.

A Dianetic auditor would be able to audit all day even if the whole group only worked evenings.

Let's face it. The auditor auditing alone will have case failures. He won't have

time to pick them up. He won't be able to get them to Qual. After a while he will have losses and some failed cases that muddy up his neighborhood just as other professions get.

Psychiatry and psychology failed as single practitioners not only because they had no real tech but because they tried to work alone. This turned them toward governments which then used them only to control populations and there went whatever tech they might have developed.

The single practitioner theory in Dianetics failed badly as an early Dianetics practice. Auditors that made it only attached themselves to the rich. Others became drifters.

The answer, we have found out long since, is the group.

The full hats, organization and activities and how they interrelate are available to Dianetic Counseling Groups. It is a wide area of interesting development all by itself. We had to know org basics to make orgs.

A Dianetic Counseling Group can be enfranchised and made regular and helped. It will tend to stabilize any practice area. And it will MINIMIZE case failures.

The official position of orgs is that they cannot take responsibility for the results obtained by single practitioners.

Auditing is a team activity.

Even if one were a medical doctor or a psychiatrist or psychologist, it would be best to have on hand or on call the rest of the team or at least a Dianetic Counseling Group even if one were not an integral part of it.

The purpose of auditing is healthy sane people.

The largest percentage are very grateful and very happy.

And then there are the few who, through misconducted lives, are quite a handful to say the least.

Realism requires that auditing be a group action.

As such a group can also teach a course, it is not difficult to recruit able people to help.

I recall in particular two pathetic cases of singlism. One was a psychoanalyst who learned how to be an auditor and had to stop using Dianetics as it cleaned up all his practice and he had so much trouble finding "patients". The other was an auditor who found himself with the whole of a war vessel's crew as pcs and no help in sight.

In either case forming a Dianetic Counseling Group, getting them checked out on their "hats" and doing their duties even part-time would have solved all.

One stick won't burn. One auditor cannot in truth live and work alone.

L. RON HUBBARD  
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HCO BULLETIN OF 6 JUNE 1969

Remimeo  
Class II  
Checksheets  
Academy  
SHSBC

## PREDICTION AND CONSEQUENCES

Probably the reason omissions of omission and commission are done at all lies in Man's inability or faulty ability to predict and to realize consequences.

Men are rather thoroughly stuck in the present and so involved with its confusions that they rarely foresee anything and are mainly oblivious to any consequences of their own actions or failures to act.

This gives them the appearance of being stupid.

When men become too confused to even stay in the present they slide into the past and become "psychotic" or, at best, "neurotic".

The Russian psychologist Pavlov was acceptable in Western Universities and governments mainly because he dealt only in stimulus and response mechanisms. Men in universities and governments and other places from which it is difficult to view life (since the situations are so lofty) took psychology and psychiatry at face value. Men were animals one trained like dancing bears. In other words these subjects were political subjects aimed at *control*. There was no thought of *healing* anything. "Treatment" meant, not heal or cure, but *train* by punishing "bad" characteristics. It is interesting that neither subject ever listed any *good* characteristics. A typical "treatment" was to punish with electric shock a "bad habit". They would give an alcoholic a taste of liquor and shock him so that he would feel the shock each time he thought of liquor.

This is the Russian Pavlov at work in all American mental practice prior to Dianetics and Scientology. Needless to say a great many people were injured for life but no one was cured of anything.

The psychiatrist and psychologist who did these things were themselves of a criminal temperament and widely boasted they could not tell right from wrong. The ability to tell right from wrong is the legal definition of sanity.

The reason domineering politicians in government supported the psychologist and psychiatrist with billions in funds and helped them destroy any potential rival was that certain types in government conceive it their duty to control populations. In their view populations were merely a herd of animals to be managed and kept from committing anti-social acts as well as milked for tax money or slaughtered.

By making a totally confusing and violent environment and stripping the country of any constitutional safeguards the security of the individual was undermined to a point where he had to be continually alert to immediate threat in his environment.

This tended to pin people in close to present time. It inhibited any future, planning for the future or any long distance consequences in the future.

Thus Russian mental "treatment" imported into the West actually did prevent the people from being able to predict—as they were continuously battered by government.

Thus crime rose to a fantastic level. The citizen, pinned into insecurity in the present by outrageous economic, governmental and social duress, became much less able to predict and therefore became oblivious of the consequences of his own acts.

Most “criminal” types are completely unable to predict and thus have no fear of any consequences even when they are obvious to a more sane person.

The case that is very bad off therefore does not register on a meter. Having no awareness of good or evil due to his low case condition there is no apparent charge on overt acts of omission or commission, regardless of who has been hurt.

Man is basically good.

When his level of awareness rises he begins to be able to predict and see the consequences to himself or others of evil actions.

The more he is freed and the higher his intelligence and ability rise the more “moral” he becomes.

Only when he is beaten down below awareness as a chronic condition does Man commit evil actions.

It is not for nothing that soldiers have to be brutalized and stuck in the present by threat and duress to make them commit harmful actions.

When a person’s awareness is improved he is also able to predict and can foresee consequences on the eight dynamics.

Criminal governments and brutalizing societies are poor things to have around, they are not “clever” enough to forecast their own demise. They engage in cold or hot wars instead of working out their problems. They buy Pavlov and dog technology to crush “bad traits” rather than cure and heal anyone. They work to decrease all liberty or abolish constitutional safeguards.

True Sanity is that condition wherein one is sufficiently intelligent to solve his problems without physical violence or destroying other beings and yet survive happily and prosperously.

The road from insanity to sanity is a road of recognition of the world around one, the future, and consequences of one’s own actions.

Thus the principle of the overt motivator sequence will be found to explain and its techniques remedy the brutality into which races fall.

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**LRH TAPE LECTURE**  
29 May 1969

\*\* 6905C29    S0    SPEC-1    First Standard Dianetics Graduation—The Dianetic Program

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HCO BULLETIN OF 11 JUNE 1969

Remimeo  
Dian Course  
Super Checksheet  
Dissem Secs  
Tech Secs  
Qual Secs

**MATERIALS, SCARCITY OF**

A hidden outness and training slower downer is materials, scarcity of.

A whole course can be wrecked by lack of study materials.

Speed of Training was a major 1969 breakthrough. It takes only 2 weeks to a month to make a competent Dianetic auditor using Standard Dianetics. This can be greatly retarded by study material scarcity.

The best way to handle this is to have plenty of study packs, books and clay.

Another way to handle it is to break the checksheet down into parts A, B, C and D and issue different sections of it to a broad new course. It does not greatly matter which one the student does first.

Material scarcity tends to equalize itself when a course enrolls every day. You gradually get a spread-out of materials.

In past years study materials have been a continuing problem. All possible is being done to make this easier. But as Dianetics expands it will probably never cease to be a problem. It is a point which requires thought and attention on the part of every group, org, Course Supervisors and Administrators.

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HCO BULLETIN OF 23 JUNE 1969

Remimeo  
Dianetics  
Checksheet

**F/N**

It is possible to get a floating needle and Very Good Indicators while simply spotting or dating an engram.

This does not often happen. But when it does happen it *occasionally* also causes trouble if the F/N is by-passed.

The criterion is to let the pc have his win.

A pc who gets

1. An F/N
2. A Cognition, and
3. Very Good Indicators

on an incident or chain has

- A. Keyed it out (still there but not keyed in) or
- B. Erased it by inspection or
- C. Erased it by running the chain.

C is the case in by far the greatest percentage of pcs and sessions.

B is so rare that you won't find it except on clears or persons who are nearly clear.

A (key-out) is rather common.

The auditor's problem is to tell which it is. Really it isn't much of a problem.

Almost all of the time C is the case. One just does Standard Dianetics—list, assessment, R3R, and you eventually get an erasure of the basic of the chain, with an F/N, VGIs and a cognition.

When a key-out occurs, you can get an F/N, GIs and possibly a cognition BUT THE INCIDENT THE PC WAS RUNNING HAD NO IMPACT OR INJURY IN IT. You *can* by-pass the F/N in Dianetics in this case and complete the chain. If you just leave it at that no damage is done BUT THE PC MAY KEY IN AGAIN EVEN BEFORE HE/SHE GETS TO THE EXAMINER. Even the somatic may come back. If so, just finish the chain. There's no real damage done. But if it WAS an engram (contained pain and unconsciousness) and it erased and the auditor got an F/N, VGIs and a Cognition and tried to force the pc to go earlier you can get a very upset pc who has to be sent to Review for a Green Form.

When you get the very rare pc who, well advanced, actually blows an engram by inspection you will know it. Such a pc already audits very fast—hard to keep up admin-and is clear or near clear. The somatic, the lot simply goes. If you try to push the pc into running it, some sort of fire-fight may occur, a thing to be avoided.

If judgement of all this seems difficult, there's a safe rule: "Let the pc have his win".

And remember that a win consists of

1. An F/N
2. A Cognition and
3. VGIs.

-----

The main liability of pushing a pc past a win is that he may "jump chains" and begin on another chain with no assessment. This gets him into trouble.

If, in A above, you left it as a keyed-out lock, the pc will simply get the same symptoms again sooner or later.

-----

You are dealing with an exact activity in Standard Dianetics. It has no "special cases" or "exceptions". The procedure is the procedure and it is the procedure that gets the wins.

This matter of key-out or erasure is the only area of the subject where judgement comes into play. And even that can be shirked by letting the pc have his or her win.

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C/S

**HOW TO CASE SUPERVISE  
DIANETICS FOLDERS**

It is very easy to Case Supervise a Dianetics Folder and pcs being handled by Dianetics.

One does the following:

On any new pc a Dianetics C/S 1 is ordered. If this was successful (almost always is) a Dianetics C/S 2 is ordered.

If this is successful one does DIANETICS C/S 3 which consists of "Reassess for longest read. If an item is found which also has pc's interest, R3R. If no item, add to list, take longest read. R3R."

The other C/Ses are those which call for Prior Assessment to drugs, alcohol or inability to get out of this lifetime, the remedy for pictures in past sessions and those C/Ses (which are actually Class VIII) that send the pc to review.

There is very little to Dianetic C/S work.

The Case Supervisor MUST be a Hubbard Dianetic Counsellor. There is no substitute for that. One who isn't would hopelessly snarl up real HDCs or HDGs or students aspiring to those certs.

The Dianetic C/S should really be an HDG *and* a Class VIII. Even so he has to keep these techs completely separate.

One NEVER asks a Dianetic auditor in a Dianetic session to do anything except Standard Dianetics. There are *no* other actions.

The C/S, in correcting an auditor, should do it positively and refer to the Dianetic HCO B. Negative criticism, I have found, undermines auditors. One can as easily say the same thing in a positive way. Instead of, "You broke the Auditor's Code," one can as easily say, "Pcs must be rested before session. See Auditor's Code."

Only in Scientology does one run triple engrams, secondaries and locks.

One NEVER gets inventive in doing a Dianetic C/S. It is all very straightforward.

The C/S point of view in Dianetic C/Sing is that one is trying to get Standard Dianetics done. One isn't, in Dianetics C/S, torturously laboring to solve some difficult case.

Therefore there are only four possible actions for a Dianetics C/S to take:

- A. THE CASE THAT MAKES GAINS IS GIVEN MORE DIANETICS.
- B. THE CASE THAT HAS HAD ALL POSSIBLE DIANETIC GAIN (and that is considerable, ranging from 10 to 50 hours or more) IS SENT ON TO SCIENTOLOGY.

- C. THE CASE THAT MAKES NO GAIN DUE TO CASE “ODDITY” IS SENT TO A SCIENTOLOGY REVIEW.
- D. THE SESSION THAT IS NON-STANDARD IN AUDITING REQUIRES THE PC BE SENT TO SCIENTOLOGY REVIEW.

It is the fantastic fact that the pc will ONLY get Dianetic wins when receiving Standard Dianetics. Non-Standardness only once in a hundred will give a case gain and that is a fluke. The Case Supervisor must have good subjective and objective reality on this fact. *He* must therefore be the ultimate in dictatorial martinet precision in requiring *standard* auditing and assigning standard C/Ses.

There are two types of cases only that come up.

1. The case as in A above who just goes on getting wins.
2. The case (who in life is usually chronically ill even if “up and about”) that requires a C/S to play adept Scientology Reviews against Dianetic auditing. Such a case is “solved” by now being sent to Review, now being sent to Dianetics, back and forth.

In D above, the pc who gets a non-standard session and is bogged at the Examiner’s is simply given a Scientology Green Form to F/N. He/she is then returned to Dianetic auditing. This is a very usual, easy action.

In C above, the “oddy” case is easily recognizable in the folder. The oddity consists mainly of getting Dianetic auditing, getting sick. Or in getting auditing but not being able to follow good standard commands.

Such a case also has a history of being ill. This case also can’t make any real headway in study and messes up pcs as an auditor and can’t seem to do standard auditing.

This C case, at first glance, seems to be hopelessly difficult and invites many to squirrel.

The case is more prevalent than one would think. It runs as high as 50% of voluntary pcs.

It could run much higher in the wog world. One spots the case ONLY BY THE CASE’S REACTION TO GOOD Dianetic Auditing, not by any opinion or test.

But this case isn’t any real challenge to the C/S or Scientology Review Auditor.

Underlying all this illness and inability to concentrate or study or audit or hold case gains there is a heavily burdened chain that makes things seem very different than they are.

There is no trick to resolving the C case.

The C/S, having seen that the person roller-coasters after Dianetic Auditing, or can’t study or can’t audit, orders the person to Review for:

“GF to F/N” “Assess No. 40 GF and handle.”

The Scientology auditor in Review does this. No. 40 GF is the “7 Resistive Cases”.

When the Scientology auditor has done *the* item found, the C/S then picks the next in line on the No. 40 GF list, then the next and, if any, the next and orders these handled too. This assessment list usually finds “one in”. But in addition to /// there were others that read ///X, //X and /X. THESE ARE ALSO HANDLED. All by

Standard Tech of course. And in dwindling order of reads.

Then the C/S sends the pc back to Dianetic Auditing for routine assessments and R3R.

It is a saddening event to a C/S when the Scientology Review Auditor lets him down. So an accomplished Class VIII on that Review Spot is worth his weight in blessings. Lucky is the C/S who has a fine Class VIII. When he doesn't have he orders only one action done between C/Ses and watches like a hawk. Reviewing Reviews is a horrible waste of time, even though it has to be done when necessary.

This C type pc will now sail along for a while in Dianetics. But don't be amazed to have the pc roller-coaster *again*.

When the C type pc does you simply order again a Scientology Review and GF to F/N and No. 40 GF and handle. And it will all come out differently this time. And then the pc is sent back for more Dianetics.

This is what is meant by interplaying Dianetics with Scientology Reviews for a C type case.

You will just be *amazed* at the eventual result in the pc. Really a cracked case, man !

Very sick pcs are sent directly to a medico of course. And Dianetic auditing is given along with medical treatment to get the pc off stuck points. This is all covered in HCOBs on Medical uses of Dianetics and includes touch assists.

The "insane" pc is given absolute rest, a secure environment and any needful medical treatment (but never shock or surgery of the brain or nerves, of course, since that's only depersonalization treatment).

When in better physical health the "insane" pc is given just routine Standard Dianetics. But the sessions must be flubless and thoroughly within the Auditor's Code as the "insane" can't stand up to any goofs or overwhelm.

These "insane" pcs are most often simple cases of medically ill people—gallstones, malnutrition, deficiencies in certain vitamins, broken backs—the usual.

To undertake to *audit* an "insane" pc to sanity without complete attention to the above paragraphs is adventurous in our experience. But with these things given attention, the "insane" pc often responds amazingly. But do not be surprised to find that the "insane" pc turns into a C type as he comes up the scale.

The main trouble with the "insane" is that too many people around them are completely devoted to making them even more insane and they almost never respond to any treatment, medical or Dianetic, while kept in their same environment associating with the same people.

Also we could say that "Hell hath no fury to match that of a cured psychotic's associates". Usually the real crazy one is an associate, not the "insane" one.

#### C/S PROCEDURE

In doing a C/S on a Dianetic folder, I usually inspect the following in the following order:

1. The Examiner's Report to see if the pc thought it was okay and if the Examiner's TA, needle and Indicator observation is all right.
2. The pre-session C/S to see what was previously ordered done.



3. The session to see if the C/S was done.
4. The 1, 2, 3, 4, 5, 6, 7, 8, 9 sequence and ABCD to see if it is Standard. I seldom read text if the session was okay at Examiner's unless the session did not go well.
5. The F/N, Cog and GIs or VGIs at chain and session ends.

If all that is okay I give it a "well done".

If it isn't all okay I look for the 1, 2, 3, etc that was not followed by an ABCD but by a new 1, 2, 3, 4, etc instead.

I try to find where the session went off Standard and point out the Standard actions that should have been done.

If the pc came out of it okay, I order more Dianetic auditing.

If the pc didn't, I send the pc to Review.

If it had lots of ABCDs and ground to a high TA session end I check to see if the auditor asked for an earlier beginning.

If the Dianetics folder is getting fat and the session was unsuccessful I look for a possible C type pc and handle accordingly.

If the pc is reported ill, I order medical, an assist and treat the pc thereafter as a C type.

The *value* of a C/S whether Dianetic or Scientology depends on his unflinching adherence to Standard actions.

A C/S that dreams things up to try to "solve a case" by squirrel processes is worse than no Case Supervisor at all.

The gain of cases depends on the Standard, unswerving adherence to Standard Dianetics, to C/Sing in complete standardness and a Scientology Review auditor who really is a flawless Standard Tech man.

The result is the result of a TEAM. To that team one *also* adds the Admin team of the rest of the group doing *their* jobs.

Given all that, one can straighten up whole population areas and activities and get the job done on the goal lines of Well and Happy Human Beings and a Well and Happy Society both with greatly increased survival potential.

C/Sing is a happy job itself. And blessed is a C/S who has good standard HDCs and good Review auditors on his lines and a good HDG making new good HDCs and a good AO somewhere making good new VIIIs, all backed with orgs whose staffs know their Org Exec Course and policy.

The C/S's job only becomes unhappy and impossible when the auditors are non-standard or the Admin people never heard of lines or policy and he himself departs from the straight and narrow of Standard Dianetics and Standard Tech.

The purpose of Dianetics can be accomplished smoothly and easily only if the above are taken into account.

These C/S data are as thoroughly researched in practical application as tech itself and are derived from hard won practical experience.

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HCO BULLETIN OF 16 JULY 1969

Remimeo  
Dianetics  
Checksheet  
Class VIII  
Course Supervisors  
Cramming  
Case Supervisors

**URGENT—IMPORTANT**

I have made a breakthrough in auditor training which eliminates failed auditors and failed sessions and gives us 100% training success and 100% on Dianetic sessions.

In C/Sing hundreds of Dianetics sessions I found that the auditor's reports on failed sessions did not include any reason for the failure. In researching this I found that only certain auditors were failing. Thus, it was not a technical failure but an auditor failure. These folders must therefore contain false reports or no reports on what had happened.

For all that I could see, as the Case Supervisor, New Dianetics tech was failing on some cases.

Further investigation disclosed that things had gone on in those sessions which were non-standard but not reported.

In developing this I discovered the golden rule:

**WHEN YOU HAVE A FAILED SESSION YOU ASK THE PC WHAT THE AUDITOR DID.**

In this way you discover an amazing array of flagrant outnesses. With these you can retrain the auditor and he or she will then win every time.

We have compiled a large array of samples of outnesses found, any one of which would have made a session fail or cause a Dianetics student not to obtain results.

The variety can be infinite in number but the chief one is

**FAILING TO GIVE THE  
NEXT COMMAND.**

The new auditor does not realize how serious it is to flub a command.

The pc is "down the track" and not in present time. He looks like he is there. When he fails to get the next command or gets a wrong command he becomes alarmed, comes into Present Time as best he can and the auditor loses control.

Anytime a pc is made to wait, whether by a wrong command or no command or an auditor writing too much on his work sheet, a Dianetic session crashes.

The TA may go up or down, the chain messes up and the session fails.

Other additives or outnesses mess things up. An auditor instead of auditing talking about other pcs or his own case, an auditor halting to look up a word for himself, a thousand such actions can, any one, wreck a session.

Auditing is very fast and very exact.

It is a business-like activity.

It is a technical preciseness.

When that is violated one gets failed sessions.

An auditor-student may think he knows his commands. When he is auditing a doll he can do it. When confronted by a live pc, he needs to know the commands so well that pc randomness does not throw him off the right command.

I therefore developed four new Dianetic TRs. They are TR 101, 102, 103 and 104.

When a student fails to get a good result we (1) ask the pc what he did, (2) send the student back to training, (3) send the pc to Review for a Green Form to F/N and No. 40 GF and handle all reading No. 40 GF items, (4) send the student to Review for a GF to F/N and a No. 40 GF and handle all reads and three-way Failed Help, three-way Help brackets, (5) get the student corrected on what we learned he- did wrong from the pc and (6) get the student drilled on TRs 101, 102, 103 and 104.

We tolerate no flubbed sessions.

If a pc suffers because of a flub, we boost him way up with Review as a case.

If a student flubs we handle him as a case and retrain.

All this has been subjected to a lot of research and proof.

And what do you know! We get 100% training wins and 100% Dianetic session.

No failed auditors, no failed pcs.

Planet, here we come!

L. RON HUBBARD  
Founder

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[This HCO B is changed by BTB 1 December 1970R, Revised and Reissued 27 July 1974, *Dianetics Triple Flow Action* which gives the rule: "DIANETICS IS RUN BY TRIPLE FLOWS ONLY. DIANETIC SINGLES IS FORBIDDEN AND IF DONE WILL BE CONSIDERED GROSS OUT TECH AND A TECH AND QUAL HIGH CRIME."—LRH.]

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HCO BULLETIN OF 19 JULY 1969

Remimeo  
Dianetics Checksheet  
Class VIII  
Case Supervisors  
Registrars  
Public Officers

### DIANETICS AND ILLNESS

Although mention of this is made elsewhere in the Dianetics Course, the facts about ILLNESS do not seem, in practice, to reach the Case Supervisors or Dianetic Auditors.

The idea that one can always get rid of an illness by auditing ONE chain to basic is false. Man dreams about “one-shot” cures to a point where he could be accused of being impotent!

Here is an example: A preclear “has always wanted to get his bronchitis handled”. In Dianetics a list is made for chest or lung pains or sensations. *One* is chosen and erased. The “bronchitis” is now better or even absent for a few days. Then we have the preclear back again saying “It didn’t cure my bronchitis”.

Enough cases are handled successfully by running *one* chain on a somatic that people get stuck in the win.

Here is another example: The pc says he has migraine headaches. The auditor assesses a “head pain” quite correctly and then runs out one chain. The migraine does not occur for a week after. Then here’s the pc again saying “I’ve still got a headache”.

All this is invalidative of the tech and the auditing. A Registrar or Public Division hearing this tends to lose faith in the powers of the tech.

The FACT is that the illness was not properly handled or C/Sed or audited.

In the first place a pc trying to get cured of bronchitis or migraine—or any one of a dozen other illnesses—should be sent for a medical examination. How do you know the bronchitis isn’t tuberculosis? Or the migraine headache isn’t a fractured skull?

A “continual side pain” may be a gallstone.

In short, something which continually hurts or disables may be structural or physical.

So, when you omit the first action (medical) in handling an illness, you set up an auditor for a possible failure.

Many of these things can be cured medically without too much heroic action.

If it *is* medical and can be cured medically, then it should be.

Also it should be audited. This lets the medical treatment work. Many “incurable” illnesses become curable medically when they are also audited.

The second thing that gets overlooked is that AN ILLNESS IS A COMPOSITE (composed of many) SOMATIC.

The correct auditing action on “bronchitis” or “chest trouble” or “migraine headache” or any other continual worrisome illness is to continue to find somatics, sensations, feelings, emotions or even attitudes in the area affected and run their chains.

It takes more than one chain of engrams to build up an ill area.

Having found and run the “deflated feeling” of bronchitis, which was the first best read, the C/S should order and the auditor find and run the NEXT somatic, sensation, feeling, emotion or attitude in *that* area.

It is sometimes necessary to add to the list *for that area* of the body.

Seeing a continual or recurring illness on the Health Form the C/S and auditor should dig out of that area every somatic, sensation, feeling, emotion and attitude that can be made to read and run those chains, each one to basic and erasure.

THAT is the way you handle any illness, whether continual or temporary.

The maxim is that IT TAKES MORE THAN ONE CHAIN OF ENGRAMS TO MAKE A BODY ILL.

Continual reassessing and adding to general lists will get there eventually providing it is done long enough. But this general approach will find a certain number of pcs saying to Registrars, Public Officers and friends, “I’ve still got my\_\_\_\_\_”.

It is in fact a false report. They didn’t still have all of it. It is one chain less and therefore better.

But auditing gives gains by *deletion*. A pc does not suffer from what has been erased. He suffers only from that which has not yet been handled.

Some persons tried years ago to get their trouble handled, somebody or some practice failed and after that they don’t mention it at all. They don’t support the technology anymore either.

So, in handling illness, give the handling of the structural disease side of it to the medical doctor, and thoroughly handle *all* the mental side of it with auditing and everyone wins.

Any Registrar or Public Division personnel colliding with “My lumbosis was not handled” should call this HCOB to the attention of the person, the Case Supervisor and the auditors.

Only then can you have 100% tech.

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HCO BULLETIN OF 22 JULY 1969

Dian Checksheet  
AOs  
Class VIIIs  
Class VIII Checksheet  
D of Ts

*IMPORTANT*

**AUDITING SPEED**

Almost any failure you have ever had with an auditor or in auditing came from Auditor Comm Lags or errors.

This is a vital datum. It came to light from applying the rule—ask the pc what the auditor did after any failed session and get it corrected in the auditor.

SPEED is the main factor behind the mystery of a failed session.

In AUDITING OTs the speed the auditor must have is far greater than required by just in off the street. This *speed* factor is the real REASON why OTs were at first considered very hard to audit on Dianetics.

All this also applies to VIII auditing and training.

The better an auditor knows his TRs, his processes, his meter and admin the faster he can operate.

If you train auditors only up to slow, comm laggy handling of a session you will get a lot of mysteriously “failed sessions”, ending with the TA high and the pc very low!

A somewhat slow auditor auditing a new pc may be fast enough to get away with it.

Put him on a person whose Dianetics is finished and some grades in, he begins to have a few “case failures”.

Now put him to auditing reviews or Dianetics on a Pre OT and all sessions fail.

The remedy is to speed the auditor up with TRs 101, 102, 103, 104.

In assigning auditors you only dare assign fast ones to Pre OTs.

For 19 years this hidden speed factor has lain behind the vast majority of our “failed sessions”. As it never appeared on the session reports (except as excessive admin for which the pc must have had to wait) anyone doing D of P work or C/S work was in mystery and tended to get desperate and even squirrel (change and invent processes).

The only other source of failure was the physically ill aspect. This has just been verified in a series of over one hundred cases. Dianetics combined with Scientology reviews progressed splendidly on all but about seven and these who were then physically examined thoroughly were found to have serious and current physical illness.

Speed and accuracy then is the stress of all training and the lack of it is the source of all auditing failures on pcs who are not severely ill.

Even the latter respond once their purely physical illness is properly handled.

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HCO BULLETIN OF 22 JULY 1969  
Issue II

Remimeo  
Dianetics Chkst

(REISSUE OF HCO BULLETIN OF  
25 MAY 1969, AMENDED)

**HIGH TA ASSESSMENT**

When a pc has a high TA (4.0 or above) *after* having one or more sessions, it is OBVIOUS THAT THE EARLIER CHAINS FOUND WERE NOT ERASED.

What makes a TA *high*? A TA, in Dianetics, is high ONLY for one reason. One or more engram chains are IN RESTIMULATION.

A high TA equals mental energy mass.

Engrams have mass in them even when they are pictures. The figures in the picture, the scenery, the picture, have mass.

It is electrical mass.

It registers as a TA above 3.

To say that the TA is 3.3 and the picture was erased is silly. That .3 is indicating that part of the mass is still there.

This is often also true above 2.0.

When the meter needle is not floating the TA is registering *mass*. Mental mass.

So when you see a TA going up, up, up you know the picture isn't erasing but is getting more SOLID.

The solidness is visible right on the TA dial.

So to ask for a rerun when you've already ground and ground and the TA has been up up up is silly.

The meter is already telling you there is an earlier incident as the one the pc is in is getting more solid and is not erasing.

In Scientology a high TA means "overrun". The Dianetic auditor however doing Dianetics does not "rehab" the F/N. He is handling why the TA does go high. Mental mass consisting of pictures. A Scientology overrun goes by an F/N. In the F/N movement the mass moved away. It didn't erase. If you keep on running the same action the mass moves in again. The Scientology auditor recovers the moment it moved off by "rehabbing the point of release". The Dianetic auditor in doing Dianetics finds the incomplete chain, carries it to basic and gets it GONE forever.

If the C/S cannot find the incomplete chain by folder inspection he orders "Assess the pictures or masses pc has touched in life or auditing and have been left unflat, get its somatic, Run R3-R".

## LOW TA

A low TA (below 2) means the pc is overwhelmed and has retreated.

If you chop up a pc with bad TRs you may see his TA go below 2.

Also some incidents force a pc below 2. But when they are erased the TA comes back up to F/N.

If you think you have had an erasure but the TA is below 2 at the time of F/N, then you haven't erased any chain.

## EXCEPTION

A discharged meter or one with its trim set incorrectly (2.0 = 2.0) or a faulty meter or electrodes will give the auditor or examiner wrong reads.

One should check his meter before session for full charge and get the pc to squeeze the cans to see if he is registering on the meter.

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HCO BULLETIN OF 23 JULY AD19

Remimeo  
Dianetic  
Checksheet  
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Case Supervisors  
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**AUDITOR ASSIGNMENT POLICIES**

One used to hear auditors complain, “Scientologists are harder to audit than new pcs”. We know the answer to this now. It is Auditor *Speed*. When an auditor complains of this, he is revealing that he is a slow auditor.

Dianetics and Scientology (demonstrated by carefully controlled tests) greatly speed up reaction time. They also increase IQ rapidly and were the reason colleges came off their “IQs never change”.

As a person is audited he becomes quicker mentally. Also he becomes less comm-laggy. Also he is more familiar with technology and his own case and is less afraid of himself and his “bank”.

In assigning auditors to pcs if you do not pay attention to comparable grade levels between auditors and pcs you will have failed sessions.

Therefore it is policy not to assign an auditor whose grade and class is less than that of the pc.

Further, a good auditor deserves a good auditor. To assign a new student to audit a skilled and practised veteran auditor of excellent auditing record is suppressive. The new student or new graduate would probably be intimidated just at the thought of auditing someone who is far more expert—this would magnify his flubs and comm lags.

Therefore it is policy to assign only good proven auditors to good auditors.

It is a suppressive act to assign a new or poor auditor to an auditor who has proven he can attain uniformly good results.

Slow auditors will be found successful auditing slow auditors.

This does not excuse not drilling slow auditors up to becoming fast precision auditors.

Good auditors are valuable. They should be safeguarded, given favours and even pampered.

Slow auditors should be drilled and given slow (new) pcs only until their own case gain brings them, with their drills, higher case gain and thus higher speed.

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HCO BULLETIN OF 24 JULY 1969

Remimeo  
Dianetics  
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D of P

**SERIOUSLY ILL PCS**

In Green Form No. 40 there is an item:

“Seriously Physically Ill”.

This is handled as follows:

1. Medical Examination
2. Medical care
3. Dianetic Auditing as follows:

List all somatics and feelings connected with the illness.

Assess the list.

Run R3R.

Continue to assess the list and run R3R on items found.

Add to the list any new items connected with the illness.

The main point is to exhaust the entire list, of all reading items.

An illness contains many somatics, feelings, emotions.

As a pc who is ill is easily made an effect, the auditing sessions should be smoothly done and each session relatively short, completing each session on the first erasure that gives the pc an F/N and a win (Erasure, Cognition and F/N).

The remaining items on the GF 40 are then handled.

If “Seriously Physically Ill” is not *THE* GF 40 item, it is still handled but in its turn doing the above Dianetic actions.

Needless to say the item “Seriously Physically Ill” is handled by a Dianetic Auditor.

(NOTE: No narrative or multiple items must be audited. Get them restated.)

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HCO BULLETIN OF 27 JULY 1969

Remimeo  
Class VIII  
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Ds of P  
Registrars

## ANTIBIOTICS

A pc on antibiotics *should* be given Dianetic Auditing.

Very often antibiotics do not function unless the illness or injury is also audited.

The basic failures of antibiotics apparently stem from a traumatic condition which prevents the medical treatment from functioning.

When a person is medically treated for an illness, it is best to back up the action with auditing.

Sometimes the patient is too ill to be fully audited. It is difficult to audit someone who is running a temperature. In such a case, let the antibiotics bring the temperature down before auditing. But if the temperature does not come down, in the interest of the patient's recovery, auditing should be done.

It is usually too late when the patient is in a coma. But one can still reach a patient who is unconscious by touching the patient's hand to parts of the bed with "Feel that (object)".

A patient will sometimes respond to commands even when "unconscious" if you tell them to squeeze your hand to acknowledge they have done the command.

Years ago the auditing of unconscious persons was worked out and successfully done.

Needless to say, auditing any sick person requires the most exact, careful auditing, strictly by the Auditor's Code.

## POSTOPERATIVE AUDITING

A person who has been operated on or medically or dentally treated or a mother who has just delivered a child should have the engram audited out *as soon as possible* by Dianetic R3R.

The after-effects of anaesthetics or the presence of drugs or antibiotics is to be neglected.

The usual action is to

1. Get them medical treatment.
2. Audit them as soon as possible on the illness or injury.
3. Audit them again when they are well.
4. Get them a Review if they seem to be showing much later after-effects despite Dianetic auditing.

HEAVY DOSES OF VITAMIN B1, B COMPLEX and C should accompany all such auditing actions.

## SAVING LIVES

All this comes under the heading of saving lives.

At the very least it saves slow recovery and bad after-effects and resultant psychosomatic illnesses.

Dianetics is the first development since the days of Rome that changes and improves the RATE OF HEALING.

Dianetics is also the first development that removes traumatic barriers from the path of healing.

Medicines and endocrine compounds quite often are effective in the presence of Dianetic auditing which were once inexplicably ineffective in many cases. The barrier to healing was the engram. With that removed, healing can occur.

## OBJECTIONS TO USE

Any barriers or objections to using Dianetics to assist the effectiveness of medicine or to increase the rate of or even secure effective recovery place the patient at risk as certainly as failing to use antiseptics.

Such objections can be dismissed as stemming from barbaric or superstitious mentalities or from motives too base to be decent.

It would not be possible to count the number of lives Dianetics saved in the 19 years even before the advent of Standard Dianetics. Few human betterment activities have been so widely successful and so uniformly helpful as Dianetics.

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HCO BULLETIN OF 29 JULY 1969

Remimeo  
Dian Chksht  
VIII Chksht  
Case Supervisors

**THE “ART” OF CASE SUPERVISION**

One does not in actual fact Case Supervise against results.

Case Supervision is done against the thoroughness and exactness of technical application.

To give an auditor a well done when he has made a technical flub (despite a good result on the pc) is to hang the auditor with a win. The next time he does the same thing he is liable to get a resounding lose.

In looking over folders one C/Ses against Standardness of application. The tech takes care of the rest.

For a long time, auditing was “what you could get away with”. It no longer is. It is the act of holding a standard. Only in that way does one get 100% wins.

In assigning what is to be done with a pc or pre-OT, one seeks to keep the case progressing or winning.

The Case Supervisor’s action is to get the case audited as long as possible! Any impulse to get the case off one’s lines will be a losing one.

Cases progress in exact ratio to the amount of charge gotten off. They do not progress by magic buttons designed just for that case.

The “sudden” big wins are the result of the accumulated effect of getting charge off.

It is of course charge of a certain type and that type is contained in the Case Supervisor’s book, in the mechanics of Dianetics and Scientology.

Early on (using Standard Tech) the *worse* off (more shallow) the case is, the *faster* it F/Ns. The pc is reaching no depth. An example is someone who cannot get into or run past lives. They F/N almost at once on any process. This does not mean they are at once “clear” or released. It means they are like a coiled spring. When you touch them something flies off.

The Case Supervisor on such a case works hard to keep them running Dianetics. The task is finding something to audit, not to complete pcs.

When the Dianetics Grade was missed, people F/Ned their way straight on up to OT VI, still wondering where their headache came from.

This doesn’t mean that in Scientology you by-pass F/Ns. It means that the Case Supervisor prepares the case.

The finance statistic of orgs is assisted by attempts to stretch out auditing and is harmed by fast brush-off “completions”.

The reputation of the org is also harmed because the field fills up with shallowly run partially solved cases.

Tech is so *fast* today that only now can a Case Supervisor work at attempting to prolong a pc in auditing.

The statistic of an HGC should be the number of successful auditing hours delivered, not the number of pcs completed.

Therefore the Case Supervisor is alert to the inability or ability of a pc or pre-OT to go backtrack, to the number of engrams the pc runs per chain before erasure, to the number of commands given before F/N on a Scientology process. And by this he can gauge how arduously the case must be worked on.

For example, on a child, a bruised finger yesterday run as an engram F/Ns. In Scientology any grade command will also F/N on clearing it. End result, no real case improvement.

But if you keep at it and at it and at it, gradually gradually the case runs deeper and deeper into the past and confronts heavier and heavier incidents.

Then, as it goes along, the case runs faster and faster, requiring far more “commands per unit of time in session”.

Finally the case begins to blow by inspection and, ideally, has what is known as a “Clear Cognition”.

Scientology, dealing with the thetan and considerations, is now able to function with total bite.

Power and R6EW really get the pc somewhere.

The Clear and OT sections make him fly.

And you have a real OT.

That is the general Case Supervisor plan.

As the number of hours in actual auditing are now under 50 for audited cases and under another 50 for solo, there is no use at all trying to solve a case fast.

Solve it *standardly*.

The Case Supervisor book gives you a lot of things to do for certain pc characteristics. One tries if possible to do the lot.

Applying the right C/S direction at the right time is only knowing one’s tech.

This is the basic rationale behind C/Sing. It really has no strain. Only poor auditing can mess it up so you police that hard, do the right direction at the right time and let tech do the rest.

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Class VIII

### “LX” LISTS

There are now three “LX” Lists:

LX3—Attitudes

LX2—Emotions

LX1—Conditions.

Originally they were called “X” because they were Experimental. They still are to some extent so the X is retained.

These serve to isolate REASONS A BEING IS CHARGED UP TO SUCH an extent that he is OUT OF VALENCE. When a person is out of valence he does not easily as-is his bank.

These lists are assessed down to one item. The item is then run by 3 way recall 3 way engram (or secondary).

### END PHENOMENA

We now have a new discovery. I have found that a person who is out of valence experiences, when run on LX1 lists (and now the others above, LX2 and LX3) and 220H, a remarkable valence shift if he is run on enough items.

In one fashion or another he comments on this in session.

This is the End Phenomena of Out of Valence processes (the LX items and 220H).

It is *always* attained if enough items are run.

Quite ordinary cases are out of valence. If their folder gets too fat you can assume they are out of valence. Perverts, suppressives and critical, snide, ruthless, arrogant or contemptuous personalities are always out of valence. A person who is in treason on the 1st dynamic is always out of valence.

So whether GF No. 40 (h) OUT OF VALENCE reads or not, if the folder is fat, you play safe and assess and run LX items until the person has the Valence Cognition.

Without being coached, a person who is out of valence always has the cognition if he is run on enough items and 220H.

### USE OF LISTS

Today we run everything that reads with 2 or more strikes on an LX List. Just as ANY read on GF No. 40 is handled, so ANY double strike is handled on an LX List.

One does not reassess. One takes *the* item that stayed in, then the items that read next best and so on down to all those that stayed in twice before they went out.

Today you can assume safely that anyone out of valence can be put in valence quietly and efficiently with LX items and 220H if he is audited and if the auditing is standard.

This is quite a worthwhile development as it resolves the heavily overcharged case. A symptom of a heavily charged case is F/Ning too quickly to be processed well.

Using these lists on a pc is not a critical action. Even (and especially) children are too overcharged to be easily audited.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 AUGUST 1969

Class VIII

**LX2**

Emotional Assessment List

Date \_\_\_\_\_

To be done before an LX1

Run result on 3 way Recall

Pc Name \_\_\_\_\_

3 way Secondary

Apprehension	_____
Fear	_____
Hate	_____
Agitation	_____
Shame	_____
Blame	_____
Regret	_____
Grief	_____
Remorse	_____
Sorrow	_____
Sadness	_____
Despondency	_____
Depressed	_____
Despair	_____
Anger	_____
Rage	_____
Greed	_____
Haughty	_____
Arrogant	_____
Cold	_____
Contemptuous	_____
Hostility	_____
Resentment	_____
Antagonism	_____
Boredom	_____
Conservatism	_____
Enthusiasm	_____
Proud	_____
Elation	_____
Serenity	_____
Unemotional	_____

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HCO BULLETIN OF 9 AUGUST 1969

Remimeo  
Class VIII  
Class VIII Chksh  
Case Supervisors

**CASE FOLDER ANALYSIS, DIANETICS**

There are only nine things that can go wrong in a Dianetic Session.

These are the only reasons chains do not erase or the session does not complete with Very Good Indicators.

The first eight come under the head of auditing skill or knowledge.

They are listed in order of frequency:

1. Auditor Comm Lag (lack of speed in giving commands).
2. Flubbed Commands in which the commands are used incorrectly.
3. TRs out, either being inaudible or overwhelming or TR 4 not handled.
4. Auditor additives.
5. Failure to call for an earlier beginning of the incident when the pc can find no earlier incident—results in grinding and high TA.
6. Failure to call for an earlier incident when there is one.
7. Demanding pc goes earlier when the last incident was basic, making pc jump into another chain.
8. Misassessment (multiple item or narrative item or both or taking an item that doesn't read or in which pc has no interest).
9. Pc has out rudiments.

-----

Note that the first four are BEYOND THE VIEW OF THE CASE SUPERVISOR.

The largest number of session failures come under these first four. Therefore it is routine for the Case Supervisor to have the pc asked what the Auditor did. It is usually surprising. It will be one of the first four listed above. It requires a retrain.

The next four are also auditor flubs but are detectable if the Case Supervisor reads the worksheets of the session.

Therefore the Case Supervisor must know 5, 6, 7 and 8 above very well indeed and be able to look for them. In all of these the TA goes high or very low and the session ends up as a bust.

You can easily see 5. The pc is still on the same chain but begins to grind ABCD ABCD ABCD ABCD, the TA goes way up or down below 2 and the auditor command "Is there an earlier beginning?" is spectacularly absent. So the C/S tells the next auditor to get the earlier beginning of the same incident and it will F/N, Erase and get VGIs.

6 is very easy for the C/S to spot. The pc has been given ABCD ABCD ABCD ABCD ABCD etc *and* has been asked for an earlier beginning to the same incident but hasn't been asked for an earlier incident. So the C/S tells the next auditor to get an earlier incident.

7 is also easy for a C/S to detect from the worksheet of the session. Before the pc got into another chain by being forced to go earlier below basic, the TA went to a normal range, there may even be a cognition noted. The auditor missed the potential F/N by just not putting the pc through the basic again ABCD. Also the pc protested or had trouble when the auditor tried to go "earlier than basic" and also may mention another somatic.

In 8, Misassessment, you can tell just by looking at the item that it is multiple such as "A burning pain in my hair and a feeling of tension on my hand"; that it is narrative "getting my feet wet" (where's the feeling in that????); or after the fact of the engram "dizziness after a car wreck". A real classic would be "A stomach ache when I was thrown from a horse". The C/S hardly has to look at the end of the session to know it will be no erasure, high or low TA and Bad Indicators at the Examiner.

As auditors who do these last four things have their basic definitions madly out (such as "I never did understand what a somatic was") and as in the first four the approach to the pc, TRs and additives need ironing out, the C/S sends the auditor for retrain.

From the C/S point of view (and fact) the technology applied gets uniform good results. Thus the C/S *never gets reasonable*.

The auditor will on retrain settle down. 100% sessions will occur regularly when he really can audit.

## PC REPAIR

The commonest C/S for a pc after a session that ends with a high TA or a below 2 TA and/or Bad Indicators at Examiner is "To Review, GF to F/N. Assess Auditors Auditing Dianetics Scientology Sessions Reviews Gains (or whatever you care to add), Prepcheck. Review Auditor to (complete chain) (check last incident for earlier beginning and complete chain) (complete 1st chain left incomplete when pc forced into second chain and then complete second chain) (find out what was wrong in session and correct)." Use the one in brackets that applies.

## OUT RUDS

In number 9, we get several manifestations. The pc has a good looking session yet complains to the Examiner. That is to say VGIs F/N Cog at session end, but sour grapes ten minutes later at the Examiner's.

A pc who gets sad at session end and is or has been sad a long time and is sad and moping or despondent is, of course, suffering from an ARC Brk and is being audited over one and probably has had it for long duration. The proper C/S action is "To Review, GF to F/N. Check ARC Brk Long Duration (LD)." This last is done with Itsa earlier Itsa and ARCU CDEI by the auditor.

The pc who is being audited over a PTP won't be making any gains. They quickly evaporate. The C/S orders 'LTO Review. GF to F/N. Check Problems and being audited over problems.'

When a pc is a bit nasty to the auditor or Examiner, he is of course being audited over withholds. The C/S is "To Review. GF to F/N. Then check and pull all withholds and check if the pc has been audited over withholds."

## PHYSICALLY ILL PCS

When a pc is ill or has a history of illness you get him/her medical attention and apply HCO B 24 July 69 which requires listing all somatics, etc in the area and running them all by R3R.

When a pc gets ill after auditing but the sessions look alright, you can be pretty sure that the pc is being audited over out ruds so a C/S orders “To Review. GF to F/N. Assess GF 40 and handle any out ruds found in that assessment first.”

## SPECIAL CASES

There may be some special versions of out ruds but they are all one variety or another of out rud.

The pc himself can generate out ruds by lying to his Dianetic auditor. It still shows up as out ruds, withholds.

One pc (out of a hundred) said uniformly that “it was getting more solid” to escape each incident, got himself into a jump chain situation continually and became very ill indeed. This also operated as a withhold in session. It was not detectable in the worksheets except that the pc became ill. It came out while flying ruds in a Review session.

But generally pcs don’t act up in sessions if the auditing is straightforward and many get better even when audited over all kinds of out ruds.

When a C/S begins to be mystified concerning some pc, why betterment isn’t occurring—why the pc’s manifestations and remarks never change—or the pc becomes ill, then only four things need to be done. And all four should be ordered by the C/S.

1. Medical exam and any treatment.
2. Review to straighten up all out ruds.
3. Dianetic auditing listing all somatics, etc in area and R3R on all those that read.

And when the pc has markedly recovered:

4. Fly a rud, GF 40 and handle every item that reads fully. And whether it reads or not treat the case as Out of Valence and run LX 3, LX 2, LX 1, each item that reads twice 3-way recall, 3-way secondary or engram. You finish up the two or more slash items of LX 3. Then finish LX 2, then LX 1. Somewhere along the line the pc will change markedly before the auditor’s eyes, go into his own valence and that’s as far as you go with LX lists.

The use of GF 40 is not restricted only to sick pcs. One gives any pc whose folder gets the least bit fat the GF 40 routine and assumes he’s out of valence whether it reads or not and then sends the pc back to Dianetics.

## HEALTH FORMS

There is one other flub a bit maddening to a C/S.

When the C/S says “Assess Existing lists or add” and the auditor says no items, it is quite often an auditor flub, a special kind of 8 above—misassessment.

One green auditor took 3 pcs in a row and could find no item, concluding that each of the 3 pcs was done with Dianetics! It turned out that the auditor's TR 1 was so bad the pcs couldn't hear her!

Another auditor didn't have his meter plugged in and another one was found never to have done any meter drills.

Aside from getting the pc asked what the auditor did, which also should be done when it's obvious there should have been an item and wasn't, the C/S should order "Do a new Health Form" when the old list F/Ns or draws a blank even when properly assessed.

The pc can also be sent to the Examiner to be asked if there is anything not handled. The pc may give an area of interest. If there is one, but it hasn't read, the C/S should send the pc to Review for GF to F/N and probably a GF 40 and handle. Then one can get the area asked about in Review and Suppress and Protest put in on it and back to Dianetics.

### EXTERIOR

Some pcs go Exterior and of course are off auditing. This often makes them unhappy as they are not well off yet. There are several VIII remedies for this beyond the scope of this HCO B.

### SUMMARY

I have personally C/Sed a vast number of Standard Dianetic sessions and the above is all I had to do or know to keep them all going well.

If you look for tricky processes in Dianetics to "solve" some case, you will make a bad error as a C/S. They all come under the above data.

Good luck.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 9 AUGUST 1969

Class VIII

**LX1 (Conditions)**

(Formerly issued to Class VIII auditors  
as a research list on 5 October 1968)

Used after LX3 and LX2

3 way Recall

3 way Engrams (Refer HCO B 2 Aug 1969, “ ‘LX’ Lists”)

Date \_\_\_\_\_

Pc Name \_\_\_\_\_

Assessment for largest read.

Overwhelmed	_____
Made Wrong	_____
Forced	_____
Frightened	_____
Suppressed	_____
Crushed	_____
Oppressed	_____
Denied	_____
Overpowered	_____
Overthrown	_____
Defeated	_____
Destroyed	_____
Vanquished	_____
Wiped Out	_____
Annihilated	_____
Changed	_____
Identified	_____
Recognized	_____
Driven Out	_____
Driven Away	_____
Grief	_____
Loss	_____

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HCO BULLETIN OF 15 AUGUST 1969

Remimeo  
Class VIII Chksht  
Case Supervisors  
Class VIIIs

**FLYING RUDS**

To clarify how to fly ruds:

If a rud reads, you get the data and then ask for earlier until you get an F/N.

If a rud doesn't read, put in Suppress and recheck. If it gets any comment, natter or protest or bewilderment, put in False and clean it.

To fly all ruds you ask for an ARC Brk, if no read, put in Suppress. If it reads take it, do ARCU CDEI Earlier ARCU CDEI Earlier until you get an F/N. Then do the same with PTP. Then with MW/Hs.

If in starting a rud does *not* read or F/N even if Suppress is put in go to the next rud until you get one that does read. Follow *it* earlier to F/N.

*Then* F/N the 2 that didn't read.

**INCORRECT**

To get a rud reading with or without Suppress and then fail to follow it earlier and to continue to call it and take only reads is incorrect.

**CORRECT**

*If a rud reads you always follow it earlier until it F/Ns.*

You do NOT continue to test it with a meter and do NOT leave it just because it fails to read again.

If a rud reads you clean it with earlier, earlier, earlier to F/N.

If a rud reads and the read is false you clean false.

There are TWO actions possible in flying ruds.

1. The rud is not out. If it didn't read you check suppress. If it read but is in any way protested you clean false.
2. The rud is out. You get the data, you follow it earlier earlier until it F/Ns. You do not continue to check it for reads.

**GREEN FORM**

This applies also to handling ruds on the Green Form.

## ARC BREAK

If there is an ARC Break you get it, use ARCU and CDEI, indicate, then if no F/N you follow it earlier, get ARCU CDEI, indicate, if no F/N you get an earlier one on and on, always with ARCU CDEI until you get an F/N.

## PTP

If you get a PTP you follow it earlier earlier earlier until you get an F/N.

## MISSED WITHHOLD

If you get a withhold you find out WHO missed it, then another and another using Suppress. If protest you put in false. You will find these W/Hs also go earlier like any other chain but they don't have to.

## MIXING METHODS

If you get a rud read and the pc gives you one you don't then check the read again. You get more until you get an F/N.

To get a rud answered and then check suppress and its read is mixing 1 and 2 above.

## FALSE

"Has anyone said you had a .....when you didn't have one?" is the answer to protested ruds.

-----

Any VIII should be able to fly any rud at will. The above clarifies HCOB and Tape data on this subject.

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[BTB 1 December 1971RB, Issue II, *Triple Ruds Long Duration*, which was approved by L. Ron Hubbard, says, "You will see the CDEI section on handling an ARC Break now includes No and Refused."]

HCO BULLETIN OF 16 AUGUST 1969

Remimeo  
Class VIII Chksht  
Class VIIIIs  
Class VIII C/S Book

### HANDLING ILLNESS IN SCIENTOLOGY

Sickness is of course the result of engram chains in restimulation.

One has to ask, however, what causes restimulation to occur?

The answer is Out Ruds plus a suppressive environment or situation.

Therefore, obviously, if one wanted to really handle handle handle sickness and do some miracles, one would use the lot of one's weapons.

Don't mistake that Dianetics (HCOB 24 July 1969) can all by itself practically bring the dead to life to all intents and purposes and it can be used all by itself.

However, when that doesn't work completely, then the Class VIII Case Supervisor and well trained Scientology auditors can step in.

Let us examine the basic full dress parade routine of what Scientology and Dianetics could be used.

1. Put in Life Ruds (as given below).
2. 3 S&Ds.
3. All somatics, sensations, emotions and attitudes in or in regard to the sick area listed and handled by DIANETICS (HCOB 24 July 69) (which includes any medical treatment as in that HCOB).
4. A Review that flies a rud and a Scientology auditor runs the second and third flow of each somatic found and run in the Dianetic auditing.

Obviously this illness hasn't a chance at all. It disappears in 1. Or in 2. Or in 3. And there aren't very many that would ever get to 4.

The system is obvious. You take away the current out ruds and the illness can de-stimulate. You take away the suppressions and de-stimulation is more positive.

You erase all the engrams and the source is gone.

You do the second and third flows and the overts and sympathies are also vanished.

On ruds alone you can of course get a recurrence.

You also risk a recurrence on the S & Ds.

The motivators go on the engram chains.

The overts and sympathy for like illness goes on the second and third flows.

#### LIFE RUDS

As the person with Out Ruds makes no real gain it is wise to put ruds in "In life".

This is done with

"In life have you had an ARC Break?"

"In life have you had a Problem?"

"In life have you had a Withhold?"



If the person has had much auditing you ask after each of the “In life” questions, “Was that present in an auditing session?”

### S & Ds

The full parade for three S & Ds (as given in HCOB 19 January 1968 in the Class VIII pack) is as follows:

3 Item S&D:

Fly a rud.  
Assess  
Withdraw From  
Stop  
Unmock  
Suppress  
Invalidate  
Make Nothing of  
Suggest  
Been Careful of  
Fail to Reveal

Take the 3 that read best (null to 3 items). Use the one that read most first.

Test one of these items in these two questions to see which question then reads best.

“Who or What has attempted to .....you?”

“Who or What have you tried to .....?”

List the best reading question by the laws of Listing and Nulling. BE EXACT IN FOLLOWING THOSE LAWS or you’ll make the person even sicker!

Use each of the 3 this way.

Prepcheck any item that does not F/N until it F/Ns or proves not to be the correct one in which event correct the list. If the list item does not F/N on being found and indicated, you prepcheck it to F/N.

### DIANETICS

HCOB of 24 July 69 covers the use of Dianetics in this regard.

### SECOND AND THIRD FLOWS

The running of the 2nd and third flows is covered in VIII materials and in any event is self-evident.

This rundown is what could be known as beating an illness to death.

Handling it medically and spiritually should bring home a winner every time.

This full approach is recommended only when one has encountered a resistive situation.

Very often a Dianetic Assist precedes all this.

Usually the Dianetic handling is done without the ruds or S & Ds.

But when you have somebody whose “lumbosis” has not surrendered to Dianetics, you have this full approach to fall back on.

It’s nice to have a full arsenal.

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HCO BULLETIN OF 19 SEPTEMBER 1969

Remimeo  
DAC  
HDC Students  
HDC Checksheet

### STUDY SLOWNESS

If your course is not progressing rapidly for the class, it is highly probable that the training rules and policies laid down in the Course Supervisor's Course (HDG) are not being followed exactly.

If your own progress is too slow to suit you or if even on retrain you do not feel you are making it, consult with your supervisor and specifically ask him to make sure that all his Course Supervisor data is being applied. Slowness could only happen if you are passing over words without understanding them, or if you are letting other students or people interpret data for you rather than taking exactly what it says on the bulletins. Or it may be you do not have your own materials or you need a Scientology Review and what they call a "Remedy A" or a "Remedy B" to clean up the subject of study.

Dianetics and Scientology were entered into a world where the technology of study itself was poor and had to be developed in order to teach a precision subject. The study tech is vital and valid.

In one mass experiment the following, given for illustration here, occurred.

A class of 15 on Dianetics, taught with all Course Supervisor policy fully applied, the students not pre-selected for aptitude, 7 had attained full HDG with all auditing well dones and very well dones in just under three weeks.

The remainder were mixed with a part-time Dianetics class (31/2 hours of study a day) of over a hundred people. In the following three months only two had graduated. Most of the remainder were only on their first time through at the end of three months.

A vigorous survey of this class was made and it was found that all the things given as vital to be done regarding study were not being done and all the things that were not supposed to be done were being done.

A qualified Course Supervisor and staff were placed in charge and the large course began to graduate three a day almost at once.

From this you can see that there is a great deal of value in the Study technology of Dianetics and Scientology.

Do not let your class or yourself get slowed by an out-policy course.

Good luck.

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Founder

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Remimeo  
Dn Checksheet

### TRIPLE FLOWS

A being has a minimum of 3 flows. By “flow” is meant a directional thought, energy or action.

The three flows are:

- Inward to oneself
- Outward to another or others
- Crossways, others to others.

VI. There are many more flows possible as have been much more fully covered in Scientology Class

Examples:

Flow 1, to self, Drinking.

Flow 2, self to another or others, pc giving them drinks.

Flow 3, others to others, people giving other people drinks.

Flow 1, to self, being hit on the nose.

Flow 2, self to another, pc hitting somebody else on the nose.

Flow 3, others-others, other people hitting others on the nose.

Item Example using a proper Dn item, a pain in the arm.

Flow 1, to self, receiving a pain in the arm.

Flow 2, to another, pc giving another a pain in the arm.

Flow 3, others-others, other beings giving others a pain in the arm.

Notice that the direction of the flow does NOT change the item. Only the direction changes.

### SINGLE ITEMS

It will be found that a pc can run “single items” for quite a while.

By “single” is meant “to self” Flow 1.

This however eventually can result in a *stuck flow*. This is based on the fact that a flow which runs too long in one direction can “stick”. It will not flow longer in that one direction. It now has to have a reverse flow run.

Thus one can run a single flow item after item. But after *many* items are run as single flows, a pc *can* get stuck and run poorly.

The answer is to run Flows No. 2 and No. 3 on the same items already run in single flow.

One MUST begin with the first item and run each item on Flows No. 2 and No. 3.

Example: One ran the following items on a pc single flow (to self, Flow No. 1).

A sore jaw

Anger

A head pain

A dizzy feeling

The pc seems to be doing all right but it is time to run the triples. So one runs

A sore jaw, Flow No. 2 R3R

A sore jaw, Flow No. 3 R3R

Anger, Flow No. 2 R3R

Anger, Flow No. 3 R3R

A head pain, Flow No. 2 R3R

A head pain, Flow No. 3 R3R

A dizzy feeling, Flow No. 2 R3R  
A dizzy feeling, Flow No. 3 R3R

Now having begun triples, one of course runs all new items assessed in triple form.

Item Flow No. 1 R3R  
Item Flow No. 2 R3R  
Item Flow No. 3 R3R

Each flow run is of course treated as a chain and is carried back to its basic and erasure.

#### SICK PCS

Pcs who do not immediately get well on Single flows must of course be run on the other 2 flows for each item already run.

Pcs who drop back to a sick state during auditing must be run on the other two flows.

In actual practice where a pc does not get well promptly he is given medical care as he was *physically* ill. Then he is given a Scientology Review (Green Form to F/N and any session repair and GF No. 40 and handle fully).

Then HCOB 24 July 69.

And then he is run on triples, putting in Flows No. 2 and No. 3 on all items run so far. Added to this Review can be what is known as Life Ruds and 3 S & Ds. THEN and only then is the pc put back on Dianetics and all items are given Flows No. 2 and No. 3 and is run on triples thereafter.

The above paragraph applies to any sick pc. The sequence of the actions in the above paragraph can be varied. One doesn't just put in triples on the pc to "cure" him. Medical action and Scientology Review and the actions to handle a sick pc must be done. The point for this HCOB is that the pc MUST have all singles now done in triple and that all further items must then be done as triples.

Since only one Command in R3R varies in triples (see Issue II of this HCOB) ANY DIANETIC AUDITOR who has done a Starrated checkout on this HCOB and Issue II of this date CAN DO DIANETIC TRIPLES.

Don't get complex about it such as assessing for a Flow No. 3 or skipping around on a list or asking the pc's permission or for his interest to do No. 2 and No. 3. It's almost impossible to go wrong doing Flows No. 2 and No. 3. There aren't any "special cases".

A Dianetic auditor SHOULD QUALIFY FOR HIS HDC doing SINGLES. There's less chance of getting balled up. Or of pushing a wrong assessment.

Where the pc has been run on a narrative item or a multiple item, skip it for triples.

#### NECESSITY OF TRIPLES

This is absolutely certain about triples: A PC MUST BE RUN ON DIANETIC TRIPLES BEFORE HE CAN BE CALLED A DIANETIC COMPLETION.

When a pc has been called a Dianetic Completion on singles and has done Scn triples and even OT grades HE SHOULD BE RUN ON DIANETIC TRIPLES and can be at any time.

(See Issue II HCOB 5 Oct 69 for Dianetic Triple Commands.)

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Founder

[This HCO B is changed by BTB 1 December 1970R, *Dianetics-Triple Flow Action* which says "Wherever Single Flow Dianetics is mentioned, the statement is revised according to the following rule: 'DIANETICS IS RUN BY TRIPLE FLOWS ONLY. DIANETIC SINGLES IS FORBIDDEN AND IF DONE WILL BE CONSIDERED GROSS OUT TECH AND A TECH AND QUAL HIGH CRIME.' LRH"]

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HCO BULLETIN OF 5 OCTOBER 1969  
Issue II

Remimeo

**DIANETIC TRIPLES**

The additional 2 flows are

Flow No. 2 Locate an Incident of your causing another (item).

Flow No. 3 Locate an Incident of others causing others (item).

Item can be preceded by “a” or “an”.

When singles have been run already, take the earliest single item always. Proceed in order of sequence run doing Flows No. 2 and No. 3 on each. Don't skip any. Don't start later in list. Interest, etc, has nothing to do with it. Just do it.

The remaining R-3-R Commands are used without variation.

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[The above HCO B was incorporated into HCO B 6 May 1970, same title, which added the triple Dianetics “earlier” commands.]

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HCO BULLETIN OF 6 OCTOBER 1969

Remimeo  
Dianetic  
Auditors  
Dn Checksheet

**TRIPLE ERRORS IN DIANETICS**

In running triples *after* running single flow on several items, IT CAN BE DIFFICULT IF THE TA IS HIGH AT SESSION START.

The correct thing to do when an auditor starts a session to run Flows 2 and 3 on a single item already run AND FINDS THE PC'S TA IS HIGH (3.5 up) is to send the pc to Review to have his ruds put in.

The TA may not be high on the 2nd or 3rd flow about to be run at session start but on some other chain.

The rule is simple:

WHEN STARTING A SESSION TO RUN FLOWS 2 OR 3 OF A SINGLE ITEM PREVIOUSLY RUN IN AN EARLIER SESSION, SEND THE PC TO REVIEW FOR RUDIMENTS.

In actual practice one can sometimes muddle through and the TA will come down and the needle F/N on the Flow 2 or 3 anyway. BUT THE AUDITOR WILL HAVE TO BE VERY ALERT TO BLOWDOWNS, which indicate a basic has been reached, not overrun it beyond F/N and generally run a flawless session.

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[The above HCO B is amended and replaced by HCO B 3 January 1970, Volume VII, page 1, same title, which changes the fifth paragraph to read: "WHEN STARTING A SESSION TO RUN FLOW 2 OR 3 OF A SINGLE ITEM PREVIOUSLY RUN IN AN EARLIER SESSION, AND THE TA IS HIGH (3.5 UP) AT SESSION START, SEND THE PC TO REVIEW FOR RUDIMENTS."]

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HCO BULLETIN OF 11 MAY 1969  
Issue II

REVISED 12 OCTOBER 1969

Remimeo  
Dn Checksheet

**FORCING A PC**

Forcing a pc to go on being audited when the pc is refusing or not wishing to go on upsets the pc and his case and will often result in low TA (below 2) and will give the pc a heavy loss.

There is no excuse for it.

It invalidates the pc's cause.

The correct action is to either find out why he doesn't want to go on or send the pc to a Scientology Review.

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[This HCOB is later edited and reissued for the HQS Course as HCOB 16 October 1971, Forcing a PC.]

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HCO BULLETIN OF 12 OCTOBER 1969

Remimeo  
All Dn Auditors

**DIANETIC TRIPLES PLURAL ITEM**

The item must be made plural on Flow 3 when one is running Triples, i.e: "Pain in the head", as an item on Flow I and Flow 2, becomes "Pains in their heads" on Flow 3.

**STARTING WITH TRIPLES**

One who is already fully qualified as an HDC or HDG who starts a new pc can start with Triple Flow and run each item thereafter on Triples.

New items assessed on a pc already run on Triples should be run on Triple Flow.

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[This HCO B is changed by BTB 1 December 1970R, *Dianetics-Triple Flow Action*, which gives the rule: "DIANETICS IS RUN BY TRIPLE FLOWS ONLY. DIANETIC SINGLES IS FORBIDDEN AND IF DONE WILL BE CONSIDERED GROSS OUT TECH AND A TECH AND QUAL HIGH CRIME." LRH]

HCO BULLETIN OF 17 OCTOBER 1969

Remimeo  
Dn Checksheet  
Class VIII Chksht

## **DRUGS, ASPIRIN AND TRANQUILIZERS**

I have just made a real breakthrough on the action of painkillers (known as aspirin, tranquilizers, hypnotics, soporifics).

It has never been known in chemistry or medicine exactly how or why these things worked. Such compositions are derived by accidental discoveries that “such and so depresses pain”.

The effects of existing compounds are not uniform in result and often have very bad side effects.

As the *reason* they worked was unknown very little advance has been made in biochemistry. If the reason they worked were known and accepted possibly chemists could develop some actual ones which had minimal side effects.

We will leave the fact that this could be the medical biochemical discovery of the century and let the Nobel prizes continue to go to the inventors of nose-drops and new ways to kill and simply ourselves use it. Biochemical tech is not up to the point at this time that it can utilize it.

Pain or discomfort of a psychosomatic nature comes from Mental Image Pictures. These are created by the thetan or living beings and impinge or press against the body.

By actual clinical test, the actions of aspirin and other pain depressants are to

- A. INHIBIT THE ABILITY OF THE THETAN TO CREATE MENTAL IMAGE PICTURES and also
- B. TO IMPEDE THE ELECTRICAL CONDUCTIVITY OF NERVE CHANNELS.

Both of these facts have a vital effect on processing.

If you process someone who has lately been on drugs, including aspirin, you will not be able to run out the Dianetic engram chains properly because they are not being fully created.

If you process someone immediately after taking aspirin for instance, you probably will not be able to find or assess the somatics that need to be run out to handle the condition. For the next day after taking the aspirin or drug the mental image pictures may not be fully available.

In the case of chronic drug taking, the drugs must be wholly worn off and out of the system and the engrams of drug taking must be run out in their entirety, triple flow. If this is not done, auditing will be trying to handle chains that aren't being fully created by the thetan.

In the case of auditing someone who has taken drugs—*aspirin, etc*—within the last few hours or two or three days, the chains of engrams definitely will be found not fully created and therefore not available.



This would all be fine except for three things:

1. Auditing under these conditions is very difficult. The TA may be high and will not come down. One gets “erasures” at TA 4.0 with an “F/N”. Auditing errors become easy to make. The bank (chains) is jammed.
2. The thetan is rendered STUPID, blank, forgetful, delusive, irresponsible. A thetan gets into a “wooden” sort of state, unfeeling, insensitive, unable and definitely not trustworthy, a menace to his fellows actually.
3. When the drugs wear off or start to wear off the ability to create starts to return and **URNS ON SOMATICS MUCH HARDER**. One of the answers a person has for this is **MORE** drugs. To say nothing of heroin, there are, you know, aspirin addicts. The compulsion stems from a desire to get rid of the somatics and unwanted sensations again. There is also something of dramatization of the engrams already gotten from earlier drug taking. The being gets more and more wooden, requiring more and more quantity and more frequent use.

Sexually it is common for someone on drugs to be very stimulated at first. This is the “procreate before death” impulse as drugs are a poison. But after the original sexual “kicks” the stimulation of sexual sensation becomes harder and harder to achieve. The effort to achieve it becomes obsessive while it itself is less and less satisfying.

The cycle of drug restimulation of pictures (or creation in general) can be at first to increase creation and then eventually to inhibit it totally.

If one were working on this biochemically the least harmful pain depressant would be one that inhibited the creation of mental image pictures with minimal resulting “woodenness” or stupidity and which was body soluble so that it passed rapidly out of the nerves and system. There are no such biochemical preparations at this time.

-----

These tests and experiments tend to prove that the majority of pain and discomfort does come from mental image pictures and that these are immediately created.

Erasure of a mental image picture by Standard Dianetic processing removes the compulsion to create it.

Drugs chemically inhibit the creation but inhibit as well the erasure. When the drug has worn off the picture audited while it was in force can return.

The E-Meter Tone Arm under drugs or on a drug case can go very high—TA 4.0 TA 5.0. It can also be dropped to “dead thetan” (a false clear read).

Auditing a person on drugs can obtain an “erasure” and “F/N” at TA 4.0. But the erasure is only apparent and must be “rehabbed” (verified or redone) when the person is off drugs.

Any habitual drug taker applying for auditing while still on drugs should be given a six weeks “drying out” period, off drugs this whole time, and then the drug taking (by somatic or sensation of drugs or prior assessment to drugs—preferably both) must be run out as an early auditing action.

A person who has taken aspirin or other drugs within the past 24 hours or the past week, should be given a week to “dry out” before auditing of any kind is given.

-----

It is not fatal to audit over drugs. It is just difficult, the results may not be lasting and need to be verified afterwards.

Chronic drug takers who have not had drugs specifically handled may go back to drugs after auditing as they were too drugged during auditing to get rid of what was bothering them and which drove them to drugs.

With the enemies of various countries using widespread drug addiction as a defeatist mechanism, with painkillers so easily available and so ineffective, drugs is a serious auditing problem.

It can be handled. But when aspirin, that innocent seeming painkiller, can produce havoc in auditing if not detected, the subject needs care and knowledge.

The above data will keep the auditor clear of the pitfalls of this hazard.

To paraphrase an old quote, we used to have iron men and wooden ships. We now have a drug society and wooden citizens.

I've been studying this for over a year and a half and have made the breakthrough.

Drug companies would be advised to do better research.

And auditors are advised to ask any pc, "Have you been taking any drugs or aspirin?"

The medical aspect is an understandable wish to handle pain. Doctors should press for better drugs to do this that do not have such lamentable side effects. The formula of least harmfulness is above.

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Founder

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## WELCOME TO THE SEA ORG LECTURES

Flagship *Apollo*  
15—21 October 1969

- |            |       |   |
|------------|-------|---|
| ** 6910C15 | WSO-1 | Welcome to the Sea Org: Quality of the Sea Org—What Is a Seaman           |
| ** 6910C16 | WSO-2 | Welcome to the Sea Org: Drills  |
| ** 6910C17 | WSO-3 | Welcome to the Sea Org: Why the Sea Org Is Successful                     |
| ** 6910C20 | WSO-4 | Welcome to the Sea Org: Third Dynamic Activity and Making Things Go Right |
| ** 6910C21 | WSO-5 | Welcome to the Sea Org: It's a PR World                                   |

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 NOVEMBER 1969  
(HCOB 4 Aug 69 Amended and Revised)  
Issue V

Class VIII

DATE \_\_\_\_\_

PRECLEAR \_\_\_\_\_

**LX 3 (ATTITUDES)**

Used before LX 2

3 Way Recall

3 Way Engram

Treachery	_____
Disloyalty	_____
Helplessness	_____
Hostility	_____
Rudeness	_____
Cruelty	_____
Disobedience	_____
Rebelliousness	_____
Wastefulness	_____
Stinginess	_____
Cowardliness	_____
Dirtiness	_____
Ungodliness	_____
Wickedness	_____
Cunning	_____
Criticism	_____
Falsity	_____
Pretense	_____
Glee	_____
Laughter	_____
Mockery	_____
Embarrassment	_____
Feeling Hurt	_____
Oppressive	_____
Ridicule	_____
Good	_____
Persecution	_____
Betrayal	_____
Guilt	_____

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Remimeo  
Class VIIIs  
Dn Auditors  
Dn Checksheet  
Class VIII  
Checksheet  
Interne  
Checksheets  
All Classes

*IMPORTANT AND URGENT*

**CASE SUPERVISION AUDITING AND RESULTS**

The whole “secret” of producing high case gain and total results with Dianetic and Scientology auditing lies in the following:

**DIANETIC RESULTS**

When an auditor can produce exact auditing on Dianetics you know he can audit.

Dianetics is a very simple, precise procedure. The *major* errors are

- (a) misassessment (inability to use a meter usually but out TRs can do it)
- (b) taking narrative somatics and running them
- (c) forcing a pc toward “earlier incident” when it required “earlier beginning” making the pc jump chains
- (d) fumbling commands
- (e) out TRs.

An auditor’s poor TRs and corny errors such as above will prevent Dianetic results.

But the Standard Dianetic auditing is so simple THAT IT DEMONSTRATES CLEANLY WHETHER THE *PERSON* CAN AUDIT OR NOT.

This is not true of Scientology auditing particularly VI, VII and VIII. Here the procedure is more complex. The errors of the auditor are obscured in the possibility of a wrong C/S or a complex pc. Thus whether the auditor can audit or not, just as an auditor, is obscured.

Thus, with the auditor as a variable factor, the tech can look variable.

Therefore you can lay down this rule as truth and it will be truth until the end of time:

If a IV, V, VI, VII or VIII cannot produce invariably excellent results his basic auditing is deficient but obscured by the complexity of material.

Therefore it is vital that an auditor be a proven result-getting Standard Dianetic auditor before any result can be expected of him in his/her Scientology auditing.

We have now had several dark mysteries cleared up on this subject with many examples. For instance one auditor who had been thought a competent VI and had

been “auditing” for years was found to be getting too many failed pcs; he was trained up as a Standard Dianetic auditor and on his first sessions it was found that he could not produce Standard Dianetic results; he was vigorously groomed on his TRs which were wildly out and always had been and made to do the very exact business-like procedure of Standard Dianetics. He then got excellent Standard Dianetic results session after session on his pc and could be designated as a very good Dianetic auditor. He was briefly retreaded on his Scientology materials and at once could get terrific results with upper level Scientology.

From this we can state without any fear of contradiction by your future experience that:

An VIII who is not a proven Standard Dianetic auditor as well is not dependable as an auditor no matter who trained him.

The practice of loosely certifying HDCs without total proof that they get excellent uniform session results on Dianetic pcs can foul up the whole field and jeopardize the entire auditing future of the student. To certify an HDC who doesn't get provenly excellent Standard Dianetic results is an act of treason against all that person's future pcs and all the rest of us.

If tech is “out” in an area it will be because some of the auditors, whatever their class, are not capable of delivering simple Standard Dianetic sessions, regardless of the level at which they are auditing. And out tech will be compounded if the Case Supervisor is not *also* an excellent HDC for he won't know the errors for which to look.

When you can really dig this and know it and get it in practice the bulk of out tech and “failed pcs” in an area will vanish.

I know it is sometimes hard to achieve a simplicity as simple as Standard Dianetics but when it is done, tech worries from there on up are over.

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Remimeo  
Class VIIIs  
Case Supervisors  
Dianetics  
Checksheet  
Class VIII  
Checksheet  
Interne Chshts

*IMPORTANT*

**CASE SUPERVISION, HOW IT GOES NON-STANDARD**

Probably the No. 1 lesson that has to be learned by a Case Supervisor without any wiggles or doubts or derails is that he can be (and must not be) driven off standard tech by false auditing reports.

At least half the failed sessions he gets are false reports!

The auditor has not noted some of the things he did or he has noted things that did not happen.

The person who falsifies an auditing report usually is the same person who gets bad results. Naturally.

The report is usually not knowingly false. It does not include the data as to why the session failed.

This leaves the Case Supervisor with an impression that standard tech was done but that it failed. That sends him into a figure-figure and proposing unusual solutions. This gets him into reviewing reviews, long hours of C/Sing, backlogs and an area muddled up by “failed cases”.

A Case Supervisor has to know his Standard Tech forwards and backwards.

In a correct auditing report of a failed session the answer as to why it failed is neon light big and glaring. So the Case Supervisor corrects it and corrects the auditor.

But that is only true of about half the failed sessions the Case Supervisor gets. **THE OTHER HALF OF THE FAILED SESSIONS ARE FALSE REPORTS.**

Instead of going the route and first getting inventive and then damning tech and taking up Yoga, the Case Supervisor **MUST** realize:

1. That if he himself doesn't know his Dianetics and Scientology cold, he will certainly never be able to spot errors in its application.
2. That standard tech—Dianetics and Scientology—are invariable in results and that the only variables are the Case Supervisor and the auditor.
3. That there are no “different” pcs.
4. That 50% of the failed sessions are also false reports if you can't find in the folder why the session failed.
5. That if you can't find in the folder why the session failed or the pc isn't doing well you get the pc asked about the session and get *data* as to why it failed. (The answers and outnesses will amaze you.)

6. That when the above fully dawn on a Case Supervisor he becomes totally successful.

There is a sort of breakthrough a Case Supervisor makes, a sort of crisis he passes through where the above points suddenly become glaringly clear to him. After that he is a hard-eyed, uncompromising precisionist that nothing gets by and whose field area gets results—results—results and tech and stats soar.

It doesn't take too much. Given a command of the tech, Dianetics and Scientology, he can spot easily in the worksheets why a failed session went adrift, send it to review to be remedied and send the auditor to cramming.

But the session where the pc left session with "F/N VGIs 2.0" and arrives at Examiner with "needle tight, 4.3, Indicators poor" and in which all seems usual and standard... ! Hey! That's a false auditing report. It doesn't mean standard tech doesn't work! It means a false worksheet. You haven't got the data needed to handle or do the next C/S.

So you have somebody else ask the pc what happened in that session and get it written down and get the folder back.

Man, it would knock over an elephant. Some of the things you get back! "Well he was reading off items I guess but I couldn't hear him...." "I asked him not to shout and he said 'I'm the auditor not you'." "I kept trying to tell him I was exterior...." "He wouldn't accept the withhold. He said it wasn't a withhold because he'd heard it from my wife...." "I had to keep telling him what the next command was...." "But it *wasn't* a headache that I was trying to get handled. I was vomiting during most of the session...."

Boy, the world of Never-Never-Never that lies behind those reports where you can't find the reason!

Suddenly, as I say, the Case Supervisor makes his own personal breakthrough. His "I wonder what's really wrong with this pc...." turns into, "Auditor to cramming to Review R3R commands and TR 104. Pc to Review to Fly a rud or GF to F/N. Assess Auditor, Auditors, Commands...."

Oh, you say, we don't have an Examiner in our Franchise—listen, you better teach your receptionist to do an Examiner form—Yes, but we don't have a Case Supervisor or cramming—brother, are you so in love with the buck that you'll salt out your whole area with failed cases just to get high pay on low stats? Auditing is a TEAM action. If you can't do it as a team action it's not Standard admin to begin with and sure as shooting your practice or your franchise will fail in the long run.

Maybe that's the first breakthrough the Case Supervisor makes. To realize auditing actions are team actions.

But not to get off the rails, IF YOU CAN'T FIND THE FAILURE IN THE FOLDER GET THE PC ASKED, FOR YOU'RE LOOKING AT A FALSE IF ONLY INCOMPLETE WORKSHEET.

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Issue III

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Remimeo  
Class VIII  
Class VIII  
Checksheet  
Course Supervisors  
Registrars  
Dianetic Checksheet  
Dianetic Auditors

**STUDENT RESCUE INTENSIVE**

In working with a student, a *Supervisor* found that engrams and secondaries gather around the subject of study and developed some material on it which I tested and redeveloped.

He said:

“The subject of study has been abound with ‘authorities’ and boobytraps forever and a day, but until Ron researched this field of human endeavour and published his findings on tapes, HCOBs and Policy Letters, nobody has EVER made any progress toward the resolution of study itself as a problem.

“In this very day and age we find physical punishments of students the rule rather than the exception, and even the use of instruments like canes, sticks, shoes and such like articles in order to ‘teach’ a student (create ‘ARC’) is accepted as normal practice.

“The phenomena of secondaries and engrams resulting thereof, which inhibit study are not known about or completely ignored, and often handled by a further duress.

“And many a once bright keen young student throws in his study in despair and goes to the nearest oculist for even stronger lenses in his glasses to help his ruined eyesight.

“THE SUBJECT, THE VERY IDEA OF STUDY ITSELF HAS BECOME  
TRAUMATIC, IT IS AN AREA OF LOSSES AND PHYSICAL PAINS.”

The Class VIII C/S can be audited by a Class III.

1. Fly a rud to F/N.
2. Do a Remedy A on Dianetics or Scientology. (Omit if student had one.)
3. Do a Remedy B. (Omit if student had one.)
4. Assess: Be Trained, Be Educated, Study, Learn.
5. Prepcheck.
6. Take the item found in 4 and fit into:
7. *3 Way Recall*
  - SF-1 Recall being forced to (item of 4).
  - SF-2 Recall forcing another/others to (item of 4).
  - SF-3 Recall another forcing another/others to (item of 4).



8. *3 Way Secondaries*

- SS-1 Locate an incident containing misemotion in which you were forced to (item of 4).
- SS-2 Locate an incident containing misemotion in which you forced another/others to (item of 4).
- SS-3 Locate an incident containing misemotion in which another forced another/others to (item of 4).

*3 Way Engram*

- SE-1 Locate an incident containing pain and unconsciousness in which you were forced to (item of 4).
  - SE-2 Locate an incident containing pain and unconsciousness in which you forced another or others to (item of 4).
  - SE-3 Locate an incident containing pain and unconsciousness in which another forced another or others to (item of 4).
9. If the student still has trouble or feels it isn't complete, list for the somatic, misemotion or attitude connected with becoming informed or being taught and run R-3-R.

End of the Scn Study Intensive

-----

DIANETIC STUDY INTENSIVE

This Dianetic Study Intensive is done simply by doing steps 7 and 8 of the Scn C/S by a Standard Dianetic Auditor.

In this case 9 is almost certainly done.

This completes the Dn Study Intensive.

-----

PROMOTING STUDY INTENSIVES

Any org or course has on it some slow students or students who easily dope off while attempting to study, or students who become upset by study or try to blow.

A Registrar should periodically obtain a list of these and see that they are sold a Study Intensive.

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[The section above titled "Dianetic Study Intensive" is modified by BTB 9 August 1970R, Revised 10 June 1974, *Dianetic Student Rescue Intensive*.]

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 DECEMBER 1969

Remimeo  
Dn Checksheet  
Class VIII  
Class VIII Cksht

**RISING TA**

In running R3R when the pc's TA is rising after 2 runs through, the indication is that there is an earlier incident (or in rare cases, an earlier beginning).

One does not need to ask Erasing—solid? when he sees the TA rise as obviously it (the incident) is going more solid. It is correct, the auditor seeing the TA rise, simply to ask for an earlier incident and if "No" then an Earlier beginning.

The exception is the low TA (below 2.0). If the TA is let us say at 1.6 and rises to 1.8 during or after the second run through, the incident may well be erasing as a below 2.0 is abnormal. It will come above 2.0 only when the chain is erased. So one DOES ask for Erasing—solid? and carries on as usual with R3R when the TA is below 2 but rises.

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*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

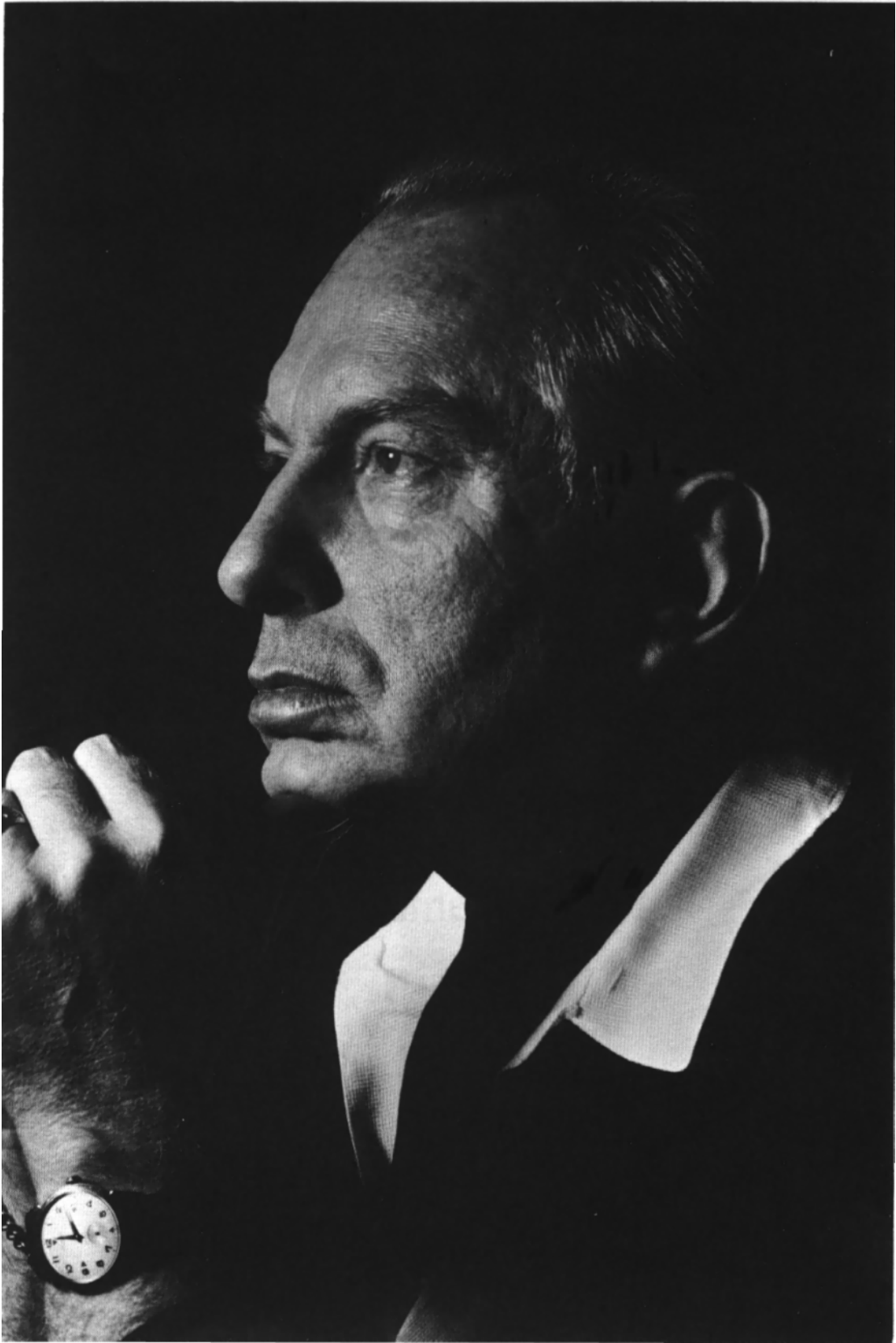
**Volume**  
**VII**  
**1970-1971**

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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
“The work was free.  
Keep it so. “*

**L. RON HUBBARD**



**L. Ron Hubbard**  
*Founder of Dianetics and Scientology*

## EDITORS' NOTE

“A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings.”

—L. Ron Hubbard

The first eight volumes of the *Technical Bulletins of Dianetics and Scientology* contain, exclusively, issues written by L. Ron Hubbard, thus providing a chronological time track of the development of Dianetics and Scientology. Volume IX, The Auditing Series, and Volume X, The Case Supervisor Series, contain Board Technical Bulletins that are part of the series. They are LRH data even though compiled or written by another.

So that the time track of the subject may be studied in its entirety, all HCO Bs have been included, excluding only those upper level materials which will be found on courses to which they apply. If an issue has been revised, replaced, or cancelled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The points at which Ron gave tape recorded lectures have been indicated as they occurred. Where they were given as part of an event or course, information is given on that event or course on the page in the chronological volumes which corresponds to the date. The symbol “\*\*\*” preceding a tape title means that copies are available from both Publications Organizations. A tape preceded by “\*” means that it will soon be available. No asterisk (\*) means that neither Publications Organization nor Flag has a master copy of that lecture. If you have, or know anyone who has, copies of *these* tapes, please contact the Flag Audio Chief, P.O. Box 23751, Tampa, Florida, 33623, U.S.A. The number in the tape title is a code for the date; example: 5505C07—55 = year, 1955; 05 = month, May; C = copy; 07 = day, 7th; 7 May 1955. The abbreviation tells what group the tape is a part of. For an explanation of the abbreviations see Volume X, page 539.

At the back of this volume is a Subject Index covering only the material in this volume. Use the index to locate the LRH source material in context, don't just get data from the index. This index has been combined with indexes from other volumes to form the Cumulative Index which is in Volume X, starting on page 287.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JANUARY 1970

Remimeo  
Dn Auditors

(Amends and Replaces  
HCOB OF 6 OCT 69, same title)

**TRIPLE ERRORS IN DIANETICS**

In running triples *after* running single flow on several items, IT CAN BE DIFFICULT IF THE TA IS HIGH AT SESSION START.

The correct thing to do when an auditor starts a session to run flows 2 and 3 on a single item already run AND FINDS THE PC'S TA IS HIGH (3.5 up) is to send the pc to Review to have his ruds put in.

The TA may not be high on the 2nd or 3rd flow about to be run at session start but on some other chain.

The rule is simple:

WHEN STARTING A SESSION TO RUN FLOWS 2 OR 3 OF A SINGLE ITEM PREVIOUSLY RUN IN AN EARLIER SESSION, AND THE TA IS HIGH (3.5 UP) AT SESSION START, SEND THE PC TO REVIEW FOR RUDIMENTS.

In actual practice one can sometimes muddle through and the TA will come down and the needle F/N on the Flow 2 or 3 anyway. BUT THE AUDITOR WILL HAVE TO BE VERY ALERT TO BLOWDOWNS, which indicate a basic has been reached, not overrun it beyond F/N and generally run a flawless session.

L. RON HUBBARD  
Founder

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[The amendment is the addition of the phrase, "AND THE TA IS HIGH (3.5 UP) AT SESSION START", in the fifth paragraph. This HCO B is changed by BTB 1 December 1970R, Revised and Reissued 27 July 1974, *Dianetics-Triple Flow Action*, which gives the rule: "DIANETICS IS RUN BY TRIPLE FLOWS ONLY. DIANETIC SINGLES IS FORBIDDEN AND IF DONE WILL BE CONSIDERED GROSS OUT TECH AND A TECH AND QUAL HIGH CRIME." LRH]



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 JANUARY 1970

Remimeo  
Registrar's Hat  
Ltr Reg Hat  
Dn C/S Checksheet

## THE USES OF AUDITING

Case Supervisors, Registrars and Letter Registrars particularly should know something of the enormous number of uses to which auditing can be put.

The idea of selling and applying "Dianetic Triples" and "Scientology Grades" as all one knows about is an approach that is both lazy and ignorant.

It is doubtful if one could count the number of uses to which auditing can be placed to help livingness and improve the health, ability and outlook of a person.

The trend now is to apply auditing to special requirements. But this is not a new trend—it is merely unknown. Emphasis on completed grades tended to drive out of sight the real uses of auditing.

Naturally one wants his Dianetic Triples and his Scientology Triples. But to say this is the end of auditing is silly.

In the pursuit of the "new" one forgets the successful old. In Class VI auditing, there are thousands of processes, all valid, if run only to F/N.

Dianetic Auditing particularly lends itself to specific situations. For instance, a pregnant woman should be audited on emotions and somatics relating to birth or babies before delivery. We used to simply audit the girl's own birth and any past births (R3R). Then immediately after delivery the engram is run out. Handling pregnancy in this fashion has the woman up and about in 3 days and in fine condition. This prevents utterly the extreme of "postpartum psychosis", as mental upset due to delivery is called. It prevents any upset with the husband or child. It prevents physical aftereffects. In short, it *should* be done.

People who have been ill for some time often only get well because they are audited.

After any illness the person should be audited.

After accidents and medical care people should be audited.

Almost any human situation containing pain or misemotion should be handled by auditing.

In the field of ability auditing is king. The inability to study or to work or even to live can be handled in many ways. The simple action of listing the somatics, emotions and attitudes of the unwanted condition and running them R3R Triples relieves them.

A Registrar can sign up "Intensives" on these subjects and get them relayed to the Case Supervisor.

Auditing is for *use*.

Auditing *is* the answer to human disability and travail. It can make life worth living.

Auditing is not a limited action, “He’s had his triples so you can’t do anything” is about as limited a view as you can get.

The public should be given lists of things they may want handled. The use of auditing should be known, particularly in lower orgs.

A Case Supervisor should be fully aware of what auditing can do and insist that it get done.

There is no limit to what good auditing can do. That is the first thing one should learn about it.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 15 JANUARY 1970

Issue II

Remimeo  
Registrar's Hat  
Ltr Reg Hat  
OES Hat  
Tech Sec Hat  
Qual Sec Hat  
Dir Success Hat  
Dn C/S Checksheet

**HANDLING WITH AUDITING**

There is no reason or excuse not to actually HANDLE a pc's desire or complaint with auditing.

By *handle* is meant finish off, complete, end cycle on.

To give you an idea of the reverse—in admin we sometimes find terminals that refer despatches to others, let them drift, give excuses why not. This all adds up to NOT HANDLING. This is the basic reason for DEV T (Developed, meaning excessive, traffic). Like the stationery company writes somebody in the org to please specify the number of sheets wanted. So whoever's hat it is refers it to somebody else who refers it to another who fails to answer. In this way, the org can look industrious while accomplishing nothing. Nobody HANDLES it.

You can get a similar situation going with pcs. Nobody HANDLES the pc. And if you keep this up, your whole area fills up with unhandled pcs, the org's repute goes down and stats eventually crash.

The org is being paid to HANDLE pcs. It is not being paid to put them off or explain or let them drift away.

Here is an example from the early 1960s. An org had it going that anybody who was feeling bad and demanding help got a review. The review consisted of a Green Form to F/N. While this would clean up an ARC Brk or PTP or a poor prior session, it sure wasn't about to remedy a feeling of nausea. So a pc would come in with a feeling of nausea. He would be sent to Review, get a Green Form and F/N on an ARC Break. Then Review would shrug off the fact that the pc was still nauseated by saying all it could do was a GF! In short, it wouldn't *handle* the pc.

Another recent case—pc with migraine headaches. Got some (evidently poor) Dianetic Auditing. No change. When the pc's friend complained, he was told it was "the illegal life she was living" and no action was taken. So the pc went to another org and *there* they refused auditing due to painkillers (instead of waiting 2 or 3 days until it wore off).

These are cases of NOT HANDLING.

The idea of non-handling can also go into fees. A pc once paid a Franchise for auditing to be done in an org. The Franchise did not forward the fee so the org sent the pc back home.

Service and HANDLING are the same thing. When you give service you handle.

There are thousands of ways of not handling. Letting backlogs occur in Tech and Qual is probably the most serious to org income and to field repute. Also if a person is goofed up in Tech he probably is suffering and to be put off in Qual for any reason at all is a severe blow to the org. A 3 hour Qual backlog is too long.

So, part of HANDLING cases is HANDLE N - O - W !

I recall a Qual backlog I once found of 10 pcs. They were of all varieties—but the main fault was just nobody had the idea except the pcs that they should be handled NOW. And HANDLED. I sat down and did four of them in the next four hours and grabbed off auditors from Admin and Exec areas and handled the rest. Within 6 hours of finding this backlog, they were all HANDLED, happily, finally and wholly satisfied.

What was required was (a) a determination to handle cases, (b) a surety they could be handled and (c) the actual handling. All three points are needful.

Only two things prevent the above. When the help factor is low in the org or its auditors, there is no real determination to *handle* cases. A commercialism enters where the payment of the money is more interesting than the delivery of the service. This is self-defeating. One has to have the money but one won't continue to get money unless one is vitally interested in actually delivering service—which means actually handling the cases.

The certainty that one *can* handle cases depends in the main upon good training and exact application of the technology. There can be an awful lot of tech to apply but the point is to apply the tech that is applied with exactness. “Squirreling” is not really different processes—it is careless, incomplete, messed up auditing procedure. An auditor auditing a process that reads with excellent TRs to an F/N with good indicators seldom has any loses. But even given good procedure, one occasionally gets a lose. This tends to reduce one's certainty that he can get a result on a pc. Usually it isn't one's own pcs that cause this—it's hearing about some pc who didn't get a result, but not hearing the whole story.

If one's command of the subject of auditing is poor he doesn't recognize why there was a lose. A pc lies about having eaten or slept or is being audited on someone else's determination or some such thing and because of these, the pc gets a lose. This causes the auditor to have a lose.

Some auditors can get 20 wins and I lose and then mourn only about the I lose.

What is missed here—with pc loses—is that it is almost always a short-term lose. They lost in this one but nobody thinks to KEEP AT IT WITH DIANETICS AND SCIENTOLOGY UNTIL IT'S A WIN.

I've seen somebody audited for years before he finally and forever lost his chronic trouble. He would get better and then relapse, never quite so bad. And finally he recovered totally.

So there must be some idea extant amongst auditors that all “twins” in auditing must be fast, total and appreciated volubly. This isn't always the case. In fact, it is in the minority.

So an auditor's and an org's certainty should depend only on being certain of eventual permanent result and to be very extra happy when it is fast, total and appreciated.

To *handle* a case one keeps at it. So the pc got an intensive. So the pc wasn't handled *in that* intensive. Well, one doesn't just dust it off and say that's it forever. The Case Supervisor looks harder and gets the Registrar to get more auditing bought.

If Dianetics didn't handle, Scientology will. If this process didn't handle completely, that process may.

This is the winning attitude. I know one case that's still goofed up after a decade. The medics put a steel pipe in his leg bone. He won't get it taken out and insists on auditing only. So every few months somebody tries again. Sooner or later this case will be handled. The point is to keep trying to handle, not dream up reasons it can't be.

Auditors brought up with the idea that 5 hours of auditing should always resurrect a decayed corpse haven't been brought up right. Some SP around them has been making demands of the subject and auditing that BUILD IN LOSES.

Girl with migraine, 15 hours of Dianetics, still has migraine. Okay. So we don't brush her off. We get her to buy a good long Scientology intensive and do a full "GF 40". Still has migraine. So we now do another Dianetic Intensive.

We don't mislead her. We say, "Okay, you want to get rid of your migraine. So we'll stay with you if you'll work along with us as long as it takes. It might happen fast, it might happen slow. You might have to go all the way to OT Grades. But we'll try all the way."

A Registrar that promises instant miracles is cutting the Tech Sec's throat and the GI as well!

The condition *can* be handled. The whole point is, for the good of the pc and the org it eventually must be handled.

There are literally thousands of processes and approaches available for use.

The pc expects the condition to be handled. So one way or another one gets the pc handled. To do otherwise is to court disaster for the org.

Now and then a pc gets away, nearly always because of errors that get the pc upset with the subject of auditing, never when the org wasn't still trying to handle. A session was goofed and not repaired, somebody in the org inferred the condition couldn't be handled, that's the sort of thing that loses pcs.

Keep on trying to handle and you will succeed.

Auditing is remarkable enough already not to cripple it by leading pcs to expect instant results every time.

But the main point is, you audit a pc with Dianetics and Scientology until the pc's case is handled.

And sooner or later, it will be.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 19 JANUARY 1970

Remimeo  
Registrar Form

**REGISTRARS' ADVICE FORM**

Although no Registrar may give tech advice to a pc, what the pc wanted and expected and bought is made a matter of interest to the Case Supervisor.

Routing:

1. Registrar's Desk.

PC complained of \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PC hoped to achieve \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PC was sold \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any data from pc CF folder \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. To Examiner or Tech Director for Interview.

PC's TA \_\_\_\_\_ NEEDLE \_\_\_\_\_

PC's appearance \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Prior Auditing\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PC hopes\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. To Tech Services.

Include in PC folder and send folder to the C/S. Be sure to send any old tech folder the pc may have on file or may have had sent in or brought in.

4. C/S noted the above.

\_\_\_\_\_

Initial

Note: This Advice Form in no way relieves the C/S of any responsibility in handling the pc's case. It is advice only. The C/S may require other actions be done first. Insofar as possible, the pc's desires are achieved but not necessarily in this one intensive and the pc should be so informed by the Registrar.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1970

Remimeo  
HDGs

**CANCELLATION OF PERMISSIVE TRs**

HCO B 29 April 1963, *MODERNIZED TRAINING DRILLS USING PERMISSIVE COACHING*, is cancelled and is not to be used on any checksheet.

The correct TRs and application are as listed on HCO B 17 April 1961, *TRAINING DRILLS MODERNIZED*.

The 1963 revision was not done by me and has been found to be not workable. The best method is the original 1961 way of doing TRs.

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HCO BULLETIN OF 27 JANUARY 1970

Remimeo  
Dn Checksheet  
Tech Personnel

**NARRATIVE ITEMS EXPLAINED**

A Narrative Item is one which will land the pc in a single incident for which there is no chain.

Flagrant example: "The time the horse Baldy dumped me in the Potomac."

Obviously there was only one such incident. If it doesn't F/N, where are you going to go with R3R? No chain.

Example: "When my mother spanked me." One incident. No chain.

Example: "A feeling like catching my hand in a 322 IBM computer on March 3 last year." Only one incident. No chain.

Example: "Like being bitten by a dog." Several examples on a chain but the SOMATIC he is trying to get rid of has a basic on it of being tortured.

**NARRATIVE CHAINS OF EXCESSIVE LENGTH**

These are by repeating story. By incident description.

There may be 40 billion times his shoe pinched.

Example: "Feeling like a shoe pinching me." The chain is endless. On the same somatic list was "A painful foot." This, being a somatic, permits you to get to a basic.

Example: "Feeling like my parents were cross with me." There may be seven thousand such incidents. You never get to basic.

**SOMATICS**

In old Dianetics, we often ran narratives. They can be run. But now and then there is only one incident and it never arrives at any basic.

Or there are so many similar incidents you go on for days!

The breakthrough came in assessing only somatics, sensations, emotions, attitudes.

There are two types of chains—( 1 ) story or narrative (2) feelings.

The feeling chains (pain, soreness, physical sensation) are the ones that relieve what's wrong with the pc. You can audit for a long time on narrative or story incidents without relieving any somatics.

Narrative items can give you trouble in R3R.

Somatics, sensations, emotions, attitudes as R3R items not only give you no trouble to audit but deliver the goods.

A sore arm chain can include incidents such as:

1. Being hit by a tree.
2. Run over by a carriage.
3. Being wounded in a duel.
4. Being hit by a stone axe.



If “sore arm” is the item assessed (a somatic) then you get all four incidents listed.

Suppose you assess 3 “Being wounded in a duel” as the item. It’s a narrative item because it describes the incident. So you run 3 only, never get to 4 and leave the pc with a sore arm.

He’s trying to get rid of a *sore arm*, not a duel.

Get it?

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HCO BULLETIN OF 27 JANUARY 1970  
(HCO Bulletin of 10 December 1965  
Revised for HDG)

HDG C/sheet

### **E-METER DRILL COACHING**

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

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

1. The coach’s needle is dirty. The student’s out comm cycle has cut his comm in some way, but PRIOR to that the coach failed to flunk the part of the comm cycle that went out. Correct flunking by coaches equals students with no dirty needles.
2. If a coach’s TA starts climbing on a drill and the needle gets sticky, it means that the student’s comm cycle has dispersed him and pushed him out of PT. The coach is either ( 1 ) not flunking at all (2) flunking the incorrect thing.
3. The correct flunking by the coach of an out comm cycle, which has dispersed him and pushed his TA up, will always result in a TA blow down. If there is no blow down, the coach has flunked the wrong thing.
4. Needle not responding well and sensitively on assessment drills, although the needle clean. Coach has failed to flunk TR 1 (or TR 0) for lack of impingement and reach.
5. Coach reaching forward and leaning on the table, means TR 1 is out with the student.
6. Students shouting or talking very loudly on assessment drills to try and get the Meter to read by overwhelm. The reason for this is invariably—”but I’m assessing the bank!” They haven’t realized that *banks* don’t read, only thetans impinged upon by the bank—therefore the TR 1 must be addressed to the thetan. The meter responds proportionately to the amount of ARC in the Session. (See HCO B 29 Jan 70 for lists that don’t read.)

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HCO BULLETIN OF 29 JANUARY 1970

Remimeo  
Staff Auditors  
Dn Cse Supers  
C/Ses  
Dn Checksheets  
Class VIIIs

**NULL LISTS IN DIANETICS**

It happens all too often in Dianetic auditing that:

- (a) No further items on the assessment list read but
- (b) The pc still has these somatics.

This is quite a problem. It cuts short the number of hours that can be delivered and leaves an unhappy pc.

But what do you know, the list isn't null. It is *suppressed* or *invalidated*.

Here is where the Dianetic Auditor bridges over into Scientology, to which this action properly belongs.

There are many many such Scientology actions which the Dianetic Auditor will learn how to do when he studies to become a Scientology class auditor.

However, the great importance of the problem of a null or apparently dead list makes it necessary to teach the Dianetic Auditor this technique.

**SITUATION: NO ITEM ON THE Health Form or List NOW READS, ONE OR MORE HAVE BEEN RUN, THE PC STILL HAS SYMPTOMS THAT ARE ON THE LIST. BUT THEY WON'T READ.**

**SOLUTION: THE DN AUDITOR NULLS BY SUPPRESS "BUTTON" AND IF NEEDED, THE INVALIDATE BUTTON.**

This is normally called "getting in the suppress button" or "getting in the invalidate button".

It is called BUTTON because when you push it (say it) you can get a meter reaction.

In Scientology, this is called "Nulling by suppress".

All right, the list comes out all X—nothing reading.

The auditor, watching the needle out of the corner of his eye and also looking at the list (a trick you must be able to do so as never to miss a read on the meter), nulls down the list on all unrun items.

"On the item 'dizzy feeling' has anything been suppressed?"

"On the item 'painful head' has anything been suppressed? That reads."

PC: "Yes, I suppress it all the time."

Auditor: "Painful head. That reads. Are you interested in running that item?"

PC: "Yes! I kept wondering why it never read."

The auditor then runs R3R.

In the case of *Invalidate*, if suppress doesn't read, one "puts in the invalidate button".

Auditor, reading an apparently null list:

"On the item 'dizzy feeling' has anything been invalidated?"

"On the item 'sore feet' has anything been invalidated? That reads."

PC: "Yes, because it didn't read in the first place."

"Sore feet. That reads. Are you interested in running that item?"

PC: "Yes!"

So the auditor runs R3R.

As you will learn in Scientology, when the pc suppresses or invalidates something, the read *transfers* to suppress or invalidate, whichever they did. Suppress or invalidate now read, the item itself doesn't until one puts the button (suppress or invalidate) in.

**DON'T LET A DIANETIC PC OFF AUDITING JUST BECAUSE HIS UNRUN LIST ITEMS WON'T READ ON THE METER.**

Get in Suppress and Invalidate on the items as above.

It is a rapid action, not two way comm between items. You ask the *meter*, not the pc.

Hope this helps.

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**LRH TAPE LECTURE**  
30 January 1970

\* 7001C30 SO A Succinct View of PR

Remimeo  
SHSBC Checksheet  
Academy Checksheet  
Level II

**WITHHOLDS, OTHER PEOPLE'S**

Now and then, quite rarely, you find an auditor who in being audited "gets off" other people's withholds.

Example: "Yes, I have a withhold from you. Charley said you were insane."

Example: "Yes, I have a withhold. Mary Agnes has been in prison."

One also finds public pcs trying to do this occasionally.

The facts of the case are that it doesn't do anybody any good casewise to "get off" other people's withholds.

Essentially, a withhold by definition is something the *pc* did that was an overt act, which the *pc* is withholding and thus keeping secret.

Thus, getting off things that somebody else did is not helpful to a case as such things aren't aberrative to the *pc*.

But now let's look at this more closely.

If a *pc* is "getting off" other people's withholds **HE HIMSELF MUST HAVE A CHAIN OF SIMILAR OVERTS AND WITHHOLDS *that are his own***. Getting off other people's withholds is then seen as a symptom of the *pc* withholding similar actions of his own.

Let us then complete the two examples above.

Auditor: "Do you have a withhold?"

Pc: "Charley said you were insane."

Auditor, correctly: "Do you have a similar withhold of your own?"

Pc: "Er-uh—well actually I told the class you were crazy last month."

---

Auditor: "Do you have a withhold?"

Pc: "Mary Agnes has been in prison."

Auditor: "Ok. Do you have a similar withhold of your own?"

Pc: "Er-uh—well—I spent two years in a reform school and I've never told anybody."

You can assume that any *pc* who is trying to get off withholds someone else had is making a sort of out-of-valence effort to avoid giving his own withholds.

This applies, of course, to all overts as well. Somebody giving other people's overts (which aren't aberrative to him) is actually failing to give overts of his own which are aberrative to him.

This is the mechanism behind the fact that if a *pc* is nattering about somebody the *pc* has overts on that somebody. The natter is "other people's overts". Getting these off does not help the *pc*. Getting the *pc*'s off does. Never be misled by a nattering *pc*. Never be hooked into letting him get off other people's overts and withholds.

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HCO BULLETIN OF 4 FEBRUARY 1970

Remimeo  
Registrars  
Case Supervisors  
Class VIIIs  
All orgs  
SHs

*URGENT—IMPORTANT*

**PC APPLICATION FOR MAJOR ACTIONS**

It is vital that HCO Policy Letter of 4 February 70, "PC Application Form for Any Major Auditing Action", be filled out by any pc applying for major auditing actions.

Major actions are:

Dianetic Singles  
Dianetic Triples  
Scientology Singles  
Scientology Triples  
POWER  
R6EW  
CLEAR  
OT GRADES

Other actions, such as Student Rescue Intensives, Assists, handling chronic somatics, regaining specific abilities, as desired by the pc, are not major actions.

THE BIG POINT OF CLASS VIII IS THAT A PC'S CASE—OR A PRE-OT'S—IS PREPARED AND SET UP FOR ANY MAJOR ACTION.

This applies to *all* levels of pcs and applies to ALL AUDITORS whether VIII or not.

NEVER RUN A PC ON A MAJOR ACTION WHOSE CASE IS GIVING TROUBLE.

Get that trouble *handled first*. This is done IN TECH DIV 4, not in Review. Pcs shy off reviews. Reviews are for cases flubbed IN AUDITING. Ordinary Dianetic Intensives or Class VI Scientology processes to handle case trouble are run in the Tech Division.

The lowest level of handling is to get the pc to a medical doctor for treatment of any purely medical trouble. This can be accompanied by Dianetic assists. We do not advocate severe operations and particularly do not advocate "exploratory operations". We will not refuse auditing on the grounds of medical illness. We do advocate that known physical illnesses that respond to medical treatment be given it.

Assists are the next level.

Flying life ruds, S & Ds and other such Scientology actions, including "GF 40 Complete", more Dianetics and Class VI processes are all preparatory actions. There are literally hundreds of these.

It takes, it is reported, 25 hours of Dianetics for a field pc to get into past lives. On the PL Form No. 6, these are noted. If the pc has not contacted past lives yet, he must have more Dianetic Auditing until he does so. Using Suppress and Invalidate on old lists gives you lots of items to run triple.

If a needle is dirty the pc needs to be smoothed out by good auditing.

If the TA is high (4 or above) the pc needs more engrams run.

Dianetics and Class VI actions can and do handle chronic somatics. Use such processes until there are no more chronic somatics.

Test results should be available to a Case Supervisor. Until these are better, it is folly to engage in Scn triples or Power or above as the gains won't hold.

EXAMPLE OF WRONGNESS: Pc has had Scn singles. TA tends high. Registrar signs up for triples and without further ado they are delivered. Flunk. The pc should have had a lot of Dianetics before anyone ran triples.

EXAMPLE OF WRONGNESS: Pc with migraine signs up for Power, is given Power, asks for refund. Flunk. The pc should have been required to get all Dianetic auditing necessary to get rid of the migraine and the whole case smoothed before Power was begun.

It is very serious not to prepare a case for a major step. The cycle of sign up, give major action, refund is a very very sour way to deliver auditing.

The org and the Case Supervisor and the auditor must care what happens to the pc. An org and a Case Supervisor and an auditor must have a reality on what auditing can do.

By using HCO PL 4 Feb 70, you get around the sticky bit of the pc thinking he is just being persuaded to have more auditing. He is made to *apply*. He is looked over in Tech as well as the form and told what needs to be done first.

If you are really interested in the pc, you will have no trouble.

---

The pc or PreOT makes out HCO PL 4 Feb 70 for every major step in auditing. Studying these the Case Supervisor will know what to do.

Do not use HCO PL 4 Feb 70 to prevent auditing from occurring. On the contrary, use it to increase gains on the pc.

This PL is also a major promotion opportunity. But don't promote by mailing it broadly unless you actually have auditors auditing in your org and the large number of auditing actions which can be done on a pc comprehended by the org and Case Supervisor.

Handled right, this HCO PL 4 Feb 70 can bring success and great prosperity to your org and make a very happy field.

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Remimeo  
Div 2  
Div 4  
Registrar  
C/S  
All Orgs  
All SHs

HCO POLICY LETTER OF 4 FEBRUARY 1970R

REVISED 26 OCTOBER 1975  
(Revision in this type style)

**PC APPLICATION FORM  
FOR ANY MAJOR AUDITING ACTION**

This form is to be made out by the Preclear and mailed or handed in to the Registrar who will forward it to the Case Supervisor. It is an addition to any other sign-up papers.

-----  
PRECLEAR NAME (BLOCK CAPS) DATE

-----  
CURRENT ADDRESS

-----  
CITY

I \_\_\_\_\_ (name) hereby apply for auditing:

- \_\_\_\_\_ *Life Repair, any Org*
- \_\_\_\_\_ *Drug Rundown, any Org*
- \_\_\_\_\_ *Dianetic Case Completion, any Org*
- \_\_\_\_\_ *Expanded Grades, Scientology, any Org  
(Triple or Quad)*
- \_\_\_\_\_ *Expanded Dianetics, Continental Orgs, Saint Hill Orgs,  
Orgs where authorized*
- \_\_\_\_\_ *POWER, in a Saint Hill Org*
- \_\_\_\_\_ *R6EW, in an Advanced Org*
- \_\_\_\_\_ *CLEAR, in an Advanced Org*
- \_\_\_\_\_ *OT LEVELS, in an Advanced Org*

1. I realize it may be necessary to prepare my case for a major action, such as above or to handle medical actions or to get auditing for chronic somatics or particular difficulties.

2. I have the following physical disabilities: \_\_\_\_\_  
\_\_\_\_\_

3. I have had auditing on the following: \_\_\_\_\_  
\_\_\_\_\_

4. I have had case gains on: \_\_\_\_\_  
\_\_\_\_\_

5. I have been trying to get the following chronic condition handled: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. I have, have not (circle one or the other) contacted past lives in running engrams.

-----

7. The following close relatives or family are favorable/unfavorable to Dianetics and Scientology:

-----

8. I have, do not have a drug history. (Circle one or the other) *By drugs is meant—to mention a few—tranquilizers, aspirin, amphetamine, medical drugs, marijuana, LSD, opium, and including alcohol.*

-----

8a. *I am, am not presently taking drugs. (Circle one)*

-----

9. I have, have not been treated by psychiatrists. (Circle one) Give any details.

-----

10. I am a fast, slow student. (Circle one)

-----

11. I have already had the following auditing actions:

-----

-----

12. My training level in Dianetics or Scientology is (include have read books or not, if no formal training):

-----

13. I object, do not object to medical treatment (circle one), if I am physically ill.

-----

14. I plan the following auditing actions after the above major grade is attained:

-----

-----

I hereby swear and attest the above to be true.

-----  
SIGNED

Fill out, sign and return to the Registrar, who will include it in your folder for Case Supervisor use.

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HCO BULLETIN OF 13 FEBRUARY 1970

Remimeo  
All Class VIIIs  
Case Supervisors  
Class VIII  
Checksheet  
Case Super  
Checksheet

**HIGH TA, FULL HANDLING OF**

(Refers to HCO B 17 Sept 68, "Overrun Process",  
Case Supervision No. DDD 400)

The problem that "bugs" a great many auditors and gets in the way of a lot of pcs is HIGH TA.

Since the issue of Class VIII materials over a year and a half ago, I have been studying this problem and have additional observation and remedy on it. Whereas earlier materials handle it, it sometimes crops up again on the same pc. To handle it fully and forever on a pc was the principal target in my further research.

The following develops:

THE CAUSE OF HIGH TA IS AN ENGRAM CHAIN IN RESTIMULATION.

There is no other cause or reason for it than that.

Engram chains go into restimulation on OVERRUN IN LIFE.

Thus Overrun results in a high TA, but THE REASON OVERRUN RESULTS IN A HIGH TA IS THAT IT THROWS AN ENGRAM CHAIN INTO RESTIMULATION.

One sees this in running R3R when:

- (a) The original chain is erased and the pc jumps chains.
- (b) When the auditor insists on a rerun of an erased chain.

One sees this in Scientology when a floating needle is by-passed. The underlying engram chain is then restimulated instead of keyed out and the resulting mass (of engrams) sends the TA high.

Rehab keys out the mass again.

An auditor should understand this Scn cycle—Auditing Commands = key-out of mass in engrams = F/N. Overrun is Auditing Commands = key-out of mass in engrams = F/N + more Auditing Commands = key-in of mass in engrams = overrun = high TA. Rehab gets back the point of key-out = F/N again as the mass drops away out of restim.

In Dianetics an *erased* chain removes the mass. Overrun = disrelated chain being restimulated. Rehab can occur with F/N when the disrelated chain drops away.

The only real fault Symptom No. DDD, Direction 400, Pigeonhole 8 of Class VIII C/S Booklet, has is an auditor's failure to get a BD item on his list. If he just listed to BD item on the question "What has been overrun?" he would usually get his F/N.

However, with the above discoveries, there is a new way of handling a chronic high TA which follows:

CHRONIC HIGH TA is defined as one which is found high two sessions running (consecutive). “High” means around 4.0 or above. But 3.8 can also be called “high” if it occurs at session beginning too often.

To simplify—if a pc at session start has a 4.0 TA two or more sessions in a row, you can call it a chronic high TA.

The C/S CONCLUSION seeing this is that something has been overrun, usually in life but possibly in auditing. The same remedy applies to both.

One does not try to fly a rud or handle something else. One applies this remedy DDDA 400A:

1. List “What has been overrun?” Get a BD item.
2. Rehab if feasible with “How many times have you been released on that?” Get the number of times and you will get an F/N.
3. Using that item, as expressed by the pc, narrative item or not, run 3 way flows R3R.

This will knock out the high TA tendency.

This Remedy DDDA 400A replaces DDD 400.

It does not matter how high a TA goes during session so long as it eventually F/Ns. Dianetic auditors jump chains, miss basic or they don’t get down to basic. This gives a high TA or a low one. The remedy here is to rehab the point of erasure or to continue the chain to erasure.

Sometimes a pc goes exterior in session. The TA flies up after session at the Examiner. In this case, rehab the exteriorization point. This is sometimes detectable usually when pc leaves a session with F/N and has 4.0 at Examiner!

The principle of mass = high TA is the same except in this case the mass is the *body*.

I trust this will help.

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HCO BULLETIN OF 20 FEBRUARY 1970

Remimeo  
Dn Checksheet  
Class VIII  
Checksheet

**FLOATING NEEDLES AND END PHENOMENA**

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

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

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

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

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

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

DIANETICS

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

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

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

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

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

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

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

That is the full End Phenomena of Dianetics.

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

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

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

## SCIENTOLOGY

All this also applies to Scientology auditing.

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

The 0 to IV Scientology End Phenomena are:

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

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

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

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

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

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

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

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

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

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

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

## DIANETIC ODDITY

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

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

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

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

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

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

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

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[This HCO B is referred to in HCO B 21 March 1974, *End Phenomena*, Volume VIII, page 272.]

Remimeo  
Class VIIIs  
Class VIII Checksheet

## STANDARD TECH AND INVALIDATION

Invalidation is a serious button.

When a Class VIII goes home, he is, of course, a better auditor.

He can and will crash all stats in the area if he charges around invalidating all auditors not so fortunate as to be an VIII.

### STANDARD TECH

Clarifying what Standard Tech is:

An Auditor correctly auditing the materials of his class is performing Standard Tech.

Standard Tech is not a process or a series of processes. It is following the rules of processing.

For example, one runs a process to its end phenomena. One lists by L & N laws. One sees that a question reads before auditing it. One audits with TRs in. One follows the Auditor's Code. One repairs any ARC Break or gets it repaired. One doesn't kid around and coffee shop with processes. One gets trained for the grade he is auditing. One uses study tech. One checks out HCO Bs correctly. That sort of thing is Standard Tech.

Any process ever taught on the SHSBC or ever released in ANY book can be audited and be Standard Tech.

Standard Tech cancelled no certs or classes or processes.

If you check a process question to see if it reads and run it to its F/N and other end phenomena following the rules of auditing, that's Standard Tech.

Basically, Standard Tech was a way of auditing following the rules of auditing as listed above.

There are ways to C/S for maximum case gain but these vary and advance.

---

Remember, stats of an area can be crashed if an VIII begins to invalidate every auditor junior to him or the C/Sing.

The stats of an area can be made to soar by an VIII who helpfully guides others into respecting the basic rules of auditing.

When an VIII returns to an area these things should happen:

1. Enthusiasm of auditors for auditing pcs should increase.
2. Volume of auditing hours delivered should soar.

3. New people should be clamoring to become auditors.
4. Training speed per student should quicken.
5. Respect for correct auditing as noted above should increase.
6. People not getting results should be guided into correct application for their grade.
7. Auditing results should increase per session.
8. Auditing and training should boom in popularity.

Now review what you know of auditing as an HDG and VIII and you will find you have been taught how to do all the above.

In studying VIII keep your eye on how to get the above eight things going in your area with what you now know. You won't be able to make VIIIs out of HDCs or Class IVs or VIs but you sure can make terrific HDCs, IVs and VIs out of them.

That's why you're an VIII.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 10 MARCH 1970

**LIST OF PERCEPTICS**  
**DIANETICS BULLETIN**

This was researched and dated of 1951.

It's the 55 Human Perceptions.

1. Time.
2. Sight.
3. Taste.
4. Colour.
5. Solidity (Barriers).
6. Relative sizes (External)
7. Sound.
8. Pitch.
9. Tone.
10. Volume.
11. Rhythm.
12. Smell (4 subdivisions).
13. Touch (4 subdivisions)
14. Personal Emotion
15. Endocrine States.
16. Awareness of Awareness.
17. Personal Size.
18. Organic Sensation  
(Including Hunger).
19. Heartbeat.
20. Blood Circulation.  
(Past and Present).
21. Cellular & Bacterial Position.
22. Gravitic (Self and other Weights)
23. Motion of Self.
24. Motion (Exterior).
25. Body Position.
26. Joint Position.
27. Internal Temperature.
28. External Temperature.
29. Balance.
30. Muscular Tension.
31. Saline Content of Self (Body).
32. Fields / Magnetic.
33. Time Track Motion.
34. Physical Energy (Personal  
weariness, etc).
35. Self-Determinism (Relative  
on each Dynamic).
36. Moisture (Self).
37. Sound Direction.
38. Emotional State of other Organs.
39. Personal Position on the Tone Scale.
40. Affinity (Self and Others).
41. Communication (Self and Others).
42. Reality (Self and Others).
43. Emotional State of Groups.
44. Compass Direction.
45. Level of Consciousness.
46. Pain
47. Perception of Conclusions  
(Past and Present).
48. Perception of Computation  
(Past and Present).
49. Perception of Imagination
50. Perception of Having Perceived  
(Past and Present).
51. Awareness of Not-Knowing.
52. Awareness of Importance,  
Unimportance.
53. Awareness of Others.
54. Awareness of Location and Placement.  
(a) Masses.  
(b) Spaces.  
(c) Location Itself.
55. Perception of Appetite  
(Problem covered under 18).

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HCO BULLETIN OF 20 MARCH 1970

Dianetic  
Course  
Auditors

**ALLY, DEFINITION OF**

To clear up any confusion on the word “Ally” it is defined here.

By “Ally”, in Scientology, we mean “a person from whom sympathy came when the preclear was ill or injured. If the Ally came to the preclear’s defense or his words and/or actions were aligned with the individual’s survival, the reactive mind gives that Ally the status of always being right—especially if this Ally was obtained during a highly painful engram.”

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HCO BULLETIN OF 22 MARCH 1970

Remimeo  
HGC Auditors  
Scn Checksheets  
AOs  
Class VIII

**EXTERIORIZATION AND HIGH TA**

For a long while we have known that if you audit a person after he or she has exteriorized, you often get a high Tone Arm, somatics and an upset case.

The answer has *been* to cease to audit a person after exteriorization has occurred.

This is so much a fact that five out of five “in trouble” cases I recently examined had every one of them been audited for some time after they exteriorized. The TA had or had not gone high but the cases were bogged. They revived at once when the fact of exteriorization was located. F/N, VGIs and when rehabbed (by counting number of times) somatics ceased.

The rule has been—don’t audit after a pc has exteriorized.

This is one of those very fundamental things that seems to defy research and yet if not solved will keep things messed up. Persons who exteriorize on lower grades need their upper grades and yet if audited further may mess up. This places a limit on auditing and yet the person may still have aberrations and somatics. But the fact of having exteriorized bars the road.

So I got to work and made a breakthrough on it. Hurrah!

It has now been fully vindicated by long tests and is now released for general use.

**EXTERIORIZATION**

Exteriorization is defined as the act of moving out of the body with or without full perception.

It is the fact of this act which proves that the individual is not a body but an individual. This discovery in 1952 proved beyond any question the existence of a thetan, that the individual *was* a thetan, not a body, and disproved that man was an animal, and that he was a spiritual being timeless and deathless.

Techniques have existed since 1952 that exteriorize a person. These are not now used because the person (a) still being aberrated and not Clear, soon returns to his body and (b) when audited thereafter has trouble.

This is a major problem a thetan sometimes has at death. How to exteriorize? He makes it eventually of course but he should be able to do so at once.

But, in my research, I found it unreasonable that a person would be hard to audit just because he had exteriorized and had reinteriorized. For he has obviously done just that at every death and birth and must have done so hundreds of billions of times. So why should a recent exteriorization then make him hard to audit? Yet it did.

My asking of that question was the first breakthrough. The rest soon followed.

**ENGRAM BEHAVIOR**

We know in Dianetics that if you continue to run the last part of an engram which has in fact an earlier beginning which isn’t being run and is ignored the TA will go up.

The reason for this is that the *first* of a chain or the first part of an experience or a first experience (basic on a chain of incidents) has to be run for the chain or incident to erase.

If you only ran the end of incidents you would get a high TA and no erasure.

If you only ran incidents late on the chain you would get a high TA.

Pcs are uncomfortable, feel under pressure, when their TA is high (above 3.5 or up).

If you don't erase incidents or chains of incidents when auditing (or key them out as in release) you get a perpetually high TA.

High TA cases have been "overrun" on something. That however is a very oversimplified explanation. The truth is that they have been run on something that didn't erase. The something has an earlier beginning than was detected or an earlier incident. In life one, having engrams about it, adds new incidents in living until something is "overrun" or done too often. The TA is therefore high.

A TA records MASS. Mental mass has a higher electrical resistance and so measures more "ohms" of resistance, an electrical term for the trouble electricity has in passing through something. The more resistance the more units of resistance are recorded on the meter. The TA actually measures resistance.

Thus, the end of an incident can be restimulated. If the beginning of it is never touched then one will just accumulate more and more mass.

#### THE MISSED BEGINNING

What has happened here, as regards exteriorization is that we have concentrated on EXTERIORIZATION.

If one is IN something, he must have gotten into it.

Therefore the beginning of an exteriorization is the INTERIORIZATION.

The being went *into* something before he went out of it.

Exteriorization occurs at death. That's an engram. Interiorization occurs at birth, that's an engram.

So when somebody goes Exterior he is actually liable to key in having gone interior in the first place.

Get it?

So when you exteriorize somebody or he exteriorizes during auditing he gets keyed in a bit and without having audited earlier INTERIORIZATIONS, he has been put in the last part (exteriorization) of an incident which began with Interiorization.

Not only are you touching on something (exteriorization) late on a chain (which has hundreds of billions of like incidents ahead of it), you are also touching something which is late in the incident (which began with interiorization).

On both counts then, the TA may go high.

#### THE REMEDY

The remedy is to audit out *Interiorizations*.

If this is done, then the pc can be audited all you want after Exteriorization.

Auditing the Interiorizations by recall, secondaries, engrams, triple flow on each, restores the possibility of auditing a pc after an exteriorization has occurred in auditing.

## THE PROCESS

The Case Supervision directions for Interiorization are to be done by a Scientology Auditor. They can be done purely in Dianetics by using only steps 5, 7 and 8. It is more effective when done by an Scn Auditor who is also HDC.

1. Omit ruds but assess a form L1A if pc upset.
2. Clear EXTERIORIZATION with pc.
3. Check for having been audited after exteriorization. (TA should come down and F/N, Cog and VGIs.)
4. Rehab (rehabilitate) condition by getting or counting number of times exteriorized. You should get F/N, Cog and VGIs.
5. Clear INTERIORIZATION carefully so pc knows what you mean. (Can flub if this step omitted.)
6. Run 3-way Recall on Interiorization:
  - RF 1—Recall a time you interiorized. (To F/N.)
  - RF 2—Recall a time you interiorized another. (To F/N.)
  - RF 3—Recall a time others (or another) interiorized others. (To F/N.)
7. Run 3-way Secondaries:
  - SF 1—Locate an incident of loss or emotion when you interiorized. (R3R to basic.)
  - SF 2—Locate an incident of loss or emotion when you interiorized another. (R3R to basic.)
  - SF 3—Locate an incident of loss or emotion when others interiorized others. (R3R to basic.)
8. Run 3-way Engrams:
  - EF 1—Locate an incident containing pain and unconsciousness when you interiorized. (R3R to basic.)
  - EF 2—Locate an incident containing pain and unconsciousness when you interiorized another. (R3R to basic.)
  - EF 3—Locate an incident containing pain and unconsciousness when others interiorized others. (R3R to basic.)

Note: All steps and flows as above given to end with F/N, Cog and VGIs. Don't chop the F/N by indicating until pc has had his cognition and VGIs.

(It will be seen that Recall and R3R steps and procedure are standard except they address the subject "Interiorization".)

## FUTURE AUDITING

One should now be able to audit the pc even after exteriorization.

## FURTHER USE

Pcs worried about not being able to exteriorize should be run on this process.

## WARNING

This is a major case action and should only be run when the pc is rested and in good physical shape.

---

## SUMMARY

If a pc goes exterior on Dianetics, Scientology lower grades or at OT levels, one at once audits out the chain of Interiorizations, using the above C/S. With this done the pc or pre-OT can go on being audited.

---

The way is open to more powerful OTs.

---

All fundamental discoveries are essentially simple ones.

L. RON HUBBARD  
Founder

LRH:nt.ei.rd [Referred to in HCO B 11 April 70, *Auditing Past Exterior*, page 36,  
Copyright © 1970 HCO B 6 May 70, *Blows, Auditing Past Exterior*, page 42, HCO B  
by L. Ron Hubbard 30 May 70, *Interiorization Intensive, 2 Way Comm*, page 52, and  
ALL RIGHTS RESERVED HCO B 20 August 70, *Exteriorization Rundown Musts*, page 125.]

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HCO BULLETIN OF 27 MARCH 1970

Remimeo

## GRADE II RELEASE

When Grade II Single Flow is C/Sed to be run on a pc, the command is

“What have you done” run repetitively to F/N, Cog, VGIs, Release.

On Triple Grades Flows 2 and 3 are run as per HCOB 24-1-69 “Triple Grades”.

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[This HCO B was cancelled by HCO B 17 June 1970, *Cancellation of HCO Bs that Conflict with Full Lower Grades* which is cancelled by BTB 10 December 1974, Issue VII, *Cancellation of Bulletins 1970* which also confirms the above HCO B as cancelled.]

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HCO BULLETIN OF 27 MARCH 1970  
Issue II

Remimeo  
Class VIII  
Class VI  
Class IV

**GREEN FORM**

HCO B 5 November 1969, Issue III, "GF to F/N", applies fully, but if one got an F/N and the pc was not fully satisfied that all had been handled, the auditor's next step is to do an L-1A using "In this session has...." to F/N, VGIs.

Each line that is handled on the L-1A can be handled "itsa, earlier similar itsa" until the line is clean on the meter.

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HCO BULLETIN OF 29 MARCH 1970

Remimeo  
HCO Sec Hat  
E/O Hat  
Tech Sec  
Qual Sec  
C/S Checksheets

**AUDITING AND ETHICS**

Cases undergoing Ethics actions, Comm Evs, amends projects or low conditions should not be audited until the Ethics matter is cleared up and complete. It only louses up their cases to audit them when under such stress.

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- |            |    |   |
|------------|----|---|
| ** 7003C27 | SO | The Difference Between Intelligence and PR—Part I<br>(for PRO Course only)  |
| ** 7003C27 | SO | The Difference Between Intelligence and PR—Part II<br>(for PRO Course only) |

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HCO BULLETIN OF 31 MARCH 1970

Remimeo  
Dn Checksheet

*URGENT*

**DIANETIC TR NOTES**

(Cancels HCO B 15 January 1970,  
Issue III, "TR 104", written by another)

To avoid coach restim in doing TR 104 and TR 103 please note the following:

1. In TR 103 the "session" is between STUDENT and DOLL. TRs are done on the *DOLL* not the coach.
2. In TR 103 the coach is not obliged to answer all of the commands—he may or may not. If he doesn't, the student assumes the DOLL has answered and proceeds accordingly.
3. In TR 103 and TR 104 NEVER give dates and durations, as a coach, in actual units of TIME—use something else. "4 Figs", "2 potatoes", "horsefeathers" are all perfectly good "dates" for coaching purposes or in bull-baiting.
4. Likewise never use real somatics in coaching or bull-baiting TR 103 and TR 104—use nonsense terms or harmless ones.
5. In TR 103 the coach occupies the position of a bull-baiter who interjects distractions, bull-baiting and disruptive remarks into the "session" between student and doll. He can throw in answers on behalf of the doll which the student must abide by; but the coach does not play the part of "pc". Don't go playing the role of "pc" on a real set of process commands!

Also, please note that the POSITION of the coach in TR 104 and TR 103 is *beside* the student, not across from him.

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HCO BULLETIN OF 1 APRIL 1970

Remimeo  
Tech Secs  
Qual Secs  
All C/Ses  
All Auditors

**ETHICS PROGRAM NO. 1 CASE ACTIONS**

I have developed the following C/Ses to make every staff member an Ethics Upstat.

One or more of the following C/Ses for each category (as applicable) can be given so that each staff member achieves Ethics Upstat status. Each session commences with "Fly a rud."

1. LACK OF CASE GAIN:

1. (a) Medical Exam and any treatment.
- (b) Review to straighten up all out ruds. When pc has markedly recovered:
- (c) Fly a rud, GF40 and handle every item that reads fully. Run LX lists 3, 2 and I and each item that reads twice run three way recall, 3 way secondary or engram to end phenomena.
- (d) CCHs.
2. Dianetic Triples—at least 25 items run triple.
3. Scientology Triples.

2. POOR STUDY RECORD:

1. Any needful Review.
2. Student Rescue Intensive.

3. TA TOO HIGH OR TOO LOW (above 4.0 or below 2.0):

*Too high:*

1. Do procedure in HCOB 13 Feb 70, "High TA, Full Handling of" as follows:
  - (a) List "What has been overrun?" Get a BD item.
  - (b) Rehab if feasible with "How many times have you been released on that?" Get the number of times and you will get an F/N.
  - (c) Using that item, as expressed by the pc, narrative or not, run 3-way flows by R3R.

Note: If the above doesn't work well, TA still high, do this:

1. Check if Exterior in Auditing.
2. Rehab.
3. Run Interiorization HCOB 22 March 1970.

*Too low:*

1. Look for any bad sessions and use List 1A on that session (as per HCOB 2 March 1970, "List L-1A").
2. Clean up any ARC Break of long duration.
3. Prepcheck "Invalidation".
4. Do GF 40 and handle.
5. Class VIII to do LX Lists as needed. Proceed with general case advance by grades.

4. POOR POST STATS:

1. Two-way comm on the purposes of the post, as follows:  
Take the stated purposes for .....(applicable post).  
Clear each one with him/her by 2-way comm on a meter until (each



purpose) doubts, conflicts, problems and misunderstandings are handled.  
(Maybe one will F/N, maybe not.)

2. Run “Who have you failed to help?”  
“Who has failed to help you?”  
“Who has failed to help another?”  
“Who have you helped?”  
“Who has helped you?”  
“Who has helped another?”  
Run each of the six legs to F/N and end phenomena.
  3. Run Reach and Withdraw on key object in pc working area. “Reach for the ....” “Withdraw from the ....” to VGIs and cognition or 3 commands with no change or equal comm lag.
  4. Run overts on post or on the org or on any org or group.
  5. Run Overts-Justifications: “What overt have you committed?” “How have you justified that?”
  6. Case handling as per HCOB 4 February 1970, “Pc Application for Major Actions”.
  7. General auditing as required up the grades.
5. CURRENT DRUG HISTORY OR CONNECTIONS:
1. Person off drugs for required amount of time.
  2. GF 40 section on drug handling (Class VIII action).
  3. Dianetic Prior Assessment of drugs and run all reading items on Dianetics three flows.
6. PSYCHIATRIC HISTORY:
1. Run out past psychiatric treatment.
  2. Run “What somatics, sensations, feelings or emotions did you have prior to mental treatment?” Do a nice list. Run R3R three flows on all reading items. If no reading items, apply Suppress and Invalidate on the list as per HCOB 29 January 1970 “Null Lists in Dianetics”. If still no reading items, do a new revised Health Form.
  3. Person may be PTS and an S & D may be needed.
7. LOW APTITUDE, IQ AND LEADERSHIP TEST SCORES:
1. CCHs.
  2. Op Pro by Dup.
  3. Run “What purpose has failed?” This should be to a BD item. It will F/N and the pc cognite and GIs. Then run three way R3R on the item.

All the above actions are run as per HCO Bulletin “Floating Needles and End Phenomena” 20 February 1970.

8. Where the same process occurs in 2 of the above remedies do not repeat it in the 2nd one run.

It is noted here that the above actions utilize the skills of just about every level of Auditor training, so there should be many auditors in the org who can assist on the above auditing actions and so speed up the program.

The goal—every person on staff an Ethics Upstat.

Good case gain!

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HCO BULLETIN OF 8 APRIL 1970

(Cancels HCO B 19 November 1969,  
“GF 40—Out of Valence Case”)  
Class VIII

**GF-40 HANDLING—CLARIFICATION**

1. *All* reading items on a GF-40 are handled. The rule of handling all items that read twice or more as in prepcheck and LX list assessments does not apply to GF40.
2. If “Audited over out Ruds” reads, it is handled first regardless of how many times it read.
3. If “Out of Valence” assesses out with the greatest number of reads it is handled last (after all other reading GF-40 items have been handled).
4. In all other cases the GF-40 items are handled in order of greatest number of reads.

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HCO BULLETIN OF 8 APRIL 1970  
Issue II

Remimeo  
Class VIII

**MORE ON PREPCHECKS**

When a prepcheck uncovers an ARC Break and the ARC Break is handled to F/N, Cog, VGIs do not then continue with the prepcheck. You have obtained the end phenomena of the action.

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HCO BULLETIN OF 11 APRIL 1970

Remimeo  
Class VIIIs  
C/Ses  
Tech Secs  
Qual Secs  
Letter Regs  
Registrars

**AUDITING PAST EXTERIOR**

(Reference HCO B 22 Mar. 1970,  
"Exteriorization and High TA")

On Flag where we do a lot of auditing on pcs when I took over C/Sing after 8 months off C/S lines, I found a very high percentage of cases had been audited past Exterior. It was a very high percentage.

Many of these pcs (most of them VAs or on OT levels) had various symptoms:

Headaches  
Body aches and pains  
Effort  
Pressures from environment.

The common denominator was "audited over Exterior".

The main symptom of this was high TA at session start or TA up at Examiner after F/Ns, Cog, VGIs at session end. Not all however suffered from high TA but all who had high TA after lots of auditing had been audited past Exterior.

The above reference HCO B re Exteriorization and Interiorization was tested and written as the breakthrough which permits auditing after Exteriorization and going on up the grades.

The check even after this showed such a high percent of cases had been audited past Exterior on Dianetics, Scn, Power, Clearing or OT grades that I wish to bring the point home emphatically to C/Ses that it is of major importance to handle this situation by checking for it and running Interiorization.

The C/S is:

Has High TA, headaches, body aches, heavy pressures or discomfort (any one of these). Therefore

1. Check for Exteriorization during auditing. If so do the remaining steps:
2. Rehab Ext by counting number of times.
3. Clear Interiorization fully.
4. Run Interiorization

3 way recall  
3 way secondaries  
3 way engrams.

These steps all go to F/N, Cog and VGIs of course.

If after session during the next few days, pc shows again a tendency to high TA, give this C/S:

1. Two-way comm on Interiorization and on Exteriorization.

This pushes the cognition further. The pc may not have added it all up yet. Don't evaluate. Just question and listen with no Q and A.

---

Pcs or Pre-OTs can go on up to higher grades after Exteriorization if Interiorization is run. This is even true of "Dianetic Clears" (which does *not* cancel the need of doing the Clearing Course but is a special grade).

We are far more successful in early auditing (such as Dianetics and lower grades) than we think!

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HCO BULLETIN OF 12 APRIL 1970

(Cancels HCO B 2 March 1970, Issue II,  
"List L-1A" which was compiled by  
another and changed the  
original order of items.)

Class VIIIs  
Class VIs  
Class IVs  
Class IIIs  
Level III  
Checksheet

**LIST L-1B**

When a pc gets upset in session or when an ARC Break has occurred, and the session tends to bog down, use this list; assess the line for a read, using the prefix "In this session, has.....". Where the line reads, indicate to the pc, let him examine it and itsa. Call the line again for another read, repeat your action as above until the line is clean.

Where the line is clean, indicate to the pc that the line is clean, and continue down the list.

This list is handled until the by-passed charge has been located, indicated, blown, with an F/N and VGIs.

Where an upset has occurred in earlier sessions, and there was a failure to use L1B, the C/S should instruct to have the pc assessed on L1B, using the prefix "In an earlier session, has....." as per this rundown.

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## LIST L-1B

1. A withhold been missed?
2. Some emotion been rejected?
3. Some affinity been rejected?
4. A reality been refused?
5. A communication been cut short?
6. A communication been ignored?
7. An earlier rejection of emotion been restimulated?
8. An earlier rejection of affinity been restimulated?
9. An earlier refusal of reality been restimulated?
10. An earlier ignored communication been restimulated?
11. A wrong reason for an upset been given?
12. A similar incident occurred before?
13. Something been done other than what was said?
14. A goal been disappointed?
15. Some help been rejected?
16. A decision been made?
17. An engram been restimulated?
18. An earlier incident been restimulated?
19. There been a sudden shift of attention?
20. Something startled you?
21. A perception been prevented?
22. A willingness not been acknowledged?
23. There been no auditing?
24. Went Exterior?
25. Interrupted actions?
26. Actions continued too long?
27. Data invalidated?
28. Someone evaluated?

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HCO BULLETIN OF 21 APRIL 1970

Remimeo

**2 WAY COMM C/Ses**

There are four main reasons why a Case Supervisor or an auditor gives a "2 way comm" C/S.

1. WHEN NOT ENOUGH DATA TO C/S. "2 way comm to obtain data about case progress and status."
2. WHEN PC INFERS SOMETHING IN CASE THAT'S NOT BEEN HANDLED. "2 way comm to find what pc thinks should be handled on case."
3. WHEN PC HASN'T COGGED ON END RESULT. "2 way comm on (process just run) to see what thoughts pc had regarding it."
4. WHEN PC'S POST PURPOSE IS BEING CLEANED UP. "2 way comm on how his post purpose fits into org—or if he can do it."

In all these instances the C/S may be as specific as he likes about what he wants asked or cleared up. In other words the quoted C/Ses above are only examples. Each of the above four general types can have a great number of different questions. The C/S must be very familiar with the four *types* given in capitals above.

On his part the auditor can vary the C/S's question around to get different slants on it. The auditor doesn't have to get an F/N on the 2 way comm session but often does.

The auditor can introduce a curve, an alter-is, by Q and A with the pc and by evaluation.

The Drill on 2 way comm is the old ask and listen.

A Q and A is of course echoing the pc's statement. Example: Pc: "I never liked my father." Auditor: "What about your father?" Pc: "He was cruel." Auditor: "What about cruel people?" Pc: "I don't like them." Auditor: "What else don't you like?" And so on and on.

A correct session is for the auditor to hold to the C/S's main line of questioning no matter how he phrases it and listen to and write down what the pc says.

Evaluation in auditing 2 way comm is the other deadly sin. The auditor asks and listens. He doesn't explain anything to the pc. Example: Pc: "I didn't dig the process."

Auditor: "Well you see that process was intended to ..... " and here we go on

Evaluation. Even an auditor's facial expression can be evaluation.

Ask and listen and ack. Prompt only by varying the original question now and then, that's what the good 2 way comm auditor does.

W/S

The 2 way comm worksheet is rather more detailed as to what the pc says than process worksheets.

The C/S needs the data.

Or in looking it over the auditor himself, if he's his own C/S, will need the data.

The questions the auditor asks should be noted on the worksheet as a guide.

### MAXIM

It is a C/S maxim "when in doubt order a 2 way comm".

### 2 WAY COMM AUDITOR

Any auditor can 2 way comm. Saint Hillers were best at it. Academy Level Auditors can be used in this, even Dianetic Auditors.

The only reservation is not to assign an auditor whose *grade is* lower than the pc's. The auditor's class is not as important as his grade. The reason for this is that the OT pre-OT, in being 2 way commed by a Grade V, can blow the poor auditor apart or can be stuck with a data withhold.

### METER

All 2 way comm is of course done on a meter. It is, however, not a Sec-check or Prepcheck. TA position and needle reaction and F/Ns are important to the C/S.

One doesn't 2 way comm past an F/N, cog and VGIs.

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[The fourth paragraph on this page is modified by BTB 10 July 1970, Reissued 28 June 1974, 2-Way Comm-A Class III Action, which classifies 2-Way Comm as a Class III action.]



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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 MAY 1970

Remimeo

(Reference HCO B 22 March 1970,  
"Exteriorization and High TA")

**BLOWS**  
**AUDITING PAST EXTERIOR**

I have found a major cause of blows from classes, orgs and Scientology.

Overts are of course a primary cause but many have overts and *don't* blow, so why do such people blow?

A case audited past Exterior, particularly if it is not acked, tends to get stuck on Exteriorizing. This can (but doesn't always by any means) cause the person to take himself away!

Three recent "blows" all fell in this category. One who was trying to blow, when audited on Interiorization, changed his mind.

An amazing number of pcs go exterior on modern auditing. Modern processes? Dianetics and Scientology are very fast.

Some haven't even realized it, didn't know what it was.

When they go exterior and you keep on auditing them without running Interiorization as per HCO B 22 March 1970, *Exteriorization and High TA*, they become stronger as thetans while being reinteriorized and they get odd somatics, particularly in the head.

Uncomfortable they want OUT. Trying and failing to get out (since Interiorization has not been run) in desperation they *leave* an org or class, body and all, without being Exterior as a thetan.

If you rehab Exterior and run an Interiorization Intensive the dramatization ceases.

The excuses such "blows" give you would fill a large book. Yet it is only that they are seeking to exteriorize, can't, so they "exteriorize" by leaving, body and all.

The Interiorization Intensive as given in the earlier HCO B handles.

A person couldn't be audited past Exterior, you know.

But if given an Interiorization Intensive he or she can be.

When they have been audited past exterior without an Interiorization Intensive you will have trouble with the case, the TA and with blows. So use the Interiorization Tech.

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HCO BULLETIN OF 6 MAY 1970

Remimeo  
Dianetics  
Checksheet

(HCO B 5 October 1969—Issue II—  
with addition of “Earlier” Commands)

**DIANETIC TRIPLES**

The additional 2 flows are:

Flow No. 2      Locate an incident of your causing another (item).

Flow No. 3      Locate an incident of others causing others (item).

Item can be preceded by “a” or “an”.

When singles have been run already, take the earliest single item always. Proceed in order of sequence run doing Flows No. 2 and No. 3 on each. Don’t skip any. Don’t start later in list. Interest, etc has nothing to do with it. Just do it.

The remaining R-3-R Commands are used without variation.

**Triple Dianetics Earlier Commands**

When running Flows 2 and 3 on Standard Dianetics, the following are the “earlier” commands:

F-2            “Is there an earlier incident of your causing another....(item)?”

F-3            “Is there an earlier incident of others causing others....(item)?”

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HCO BULLETIN OF 24 MAY 1970

All Auditors  
C/Ses  
SHSBC  
Academy Level IV  
HGCs  
Class VIII Checksheet  
Class VI Checksheet  
Class III Checksheet  
C/S Course Checksheet

*C/S Series 1*

**AUDITOR'S RIGHTS**

AUDITOR RESPONSIBILITY FOR C/Ses

An auditor who receives a Case Supervisor direction (C/S) of what to audit on a pc is NOT discharged of his responsibility as an auditor.

THE AUDITOR HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE GETS TO AUDIT.

ACCEPTING THE PC

No auditor is required to accept a specific pc just because the pc is assigned to him.

If an auditor does not believe he can help that particular pc or if he dislikes auditing that particular pc the auditor has a right to refuse to audit that pc.

The auditor must state why.

The Case Supervisor, Director of Processing or Director of Review, nor any of their seniors, may not discipline the auditor for refusing to audit a particular pc.

An auditor who refuses to audit his quota of hours or sessions is of course subject to action.

Thus refusing to audit a particular pc, so long as one is not refusing to audit other pc's, is not actionable.

"I do not wish to audit this pc because.....I am willing to audit other pcs", is the legal auditor statement in the matter.

Some pcs get a bad name with some auditors, some don't appreciate the auditing, some conflict with a particular auditor's own personality. There are such instances. It does not mean certain pcs cannot be helped by others.

It is also true that an auditor who dislikes a pc may not do a good job so the rule also has a practical side to it.

One auditor disliked young men and did a bad job on them. Another disliked old ladies and chopped them up in session. One pc had messed up several Scientologists and couldn't find anyone to audit him at all.

We are not auditing people to make amends to the world.

Thus an auditor has a right to reject or accept the pcs he is given.

ACCEPTING A C/S

When the auditor gets a C/S to do on a case and if he thinks it is not the correct thing to do he has the right to reject the C/S for that pc and require another one he can agree to.

The auditor does *not* have the right to start doing a C/S and change it during the session except as noted below.

ENDING THE SESSION

When the C/S he has is proving unworkable *during* the session, the auditor has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the auditor.

If the auditor just doesn't complete an action that was producing TA and could be completed it is of course a flunk. Such a case is just not running a basic engram the one more time through that would bring the TA down and give a proper end phenomena. This and similar actions would be an auditor error.

The judgement here is whether or not the auditor's action is justified in ending the session.

Even though he may have made an error, the auditor cannot be blamed for the *ending* off of the session as that is totally up to him. He can be given a flunk for the error.

#### INABILITY TO FLY RUDS

If an auditor cannot get a rud to F/N, cannot get any rud to F/N, he is justified in starting a Green Form.

The auditor solution to no F/N on ruds is to do a GF whether the C/S said to or not.

This is an expected action.

It is understood the auditor would use Suppress and False in trying to fly ruds.

#### UNREADING ITEMS

When an item the auditor has been told to run doesn't read on the meter, even when the auditor puts in Suppress and Invalidate on it, the auditor MUST NOT do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read he will be expected NOT to run it.

#### LISTS

When an auditor whose C/S told him to list "Who or what ...." or any list question finds that the list question does not read, the auditor MUST NOT list it.

When doing a list ordered by the C/S it is assumed that the auditor will test it for read before listing and that he will NOT list an unreading question. (A read is an actual fall, not a tick or a stop.)

#### LIST TROUBLE

When an auditor has trouble doing a list and getting an item it is expected he will use a Prepared List like L4B to locate the trouble and handle it.

As it is very hard on a pc to mess up a list it is expected the auditor will handle the situation then and there with no further C/S directions.

#### HIGH TA

When the auditor sees the TA is high at session start yet the C/S says to "Fly a rud" or run a chain, the AUDITOR MUST NOT TRY TO FLY A RUD and he must not start on a chain.

Trying to bring a TA down with ARC Brks or ruds is very hard on a pc as ARC Breaks aren't the reason TAs go up.

Seeing a high TA at start the Dianetic auditor or Scn auditor up to Class II does *not* start the session but sends the folder back to the C/S and for a higher class auditor to do.

Seeing a high TA at start the Scientology auditor (Class III or above) (a) checks for exteriorization in a recent session and if so the session is ended and the C/S is asked for an "Interiorization Rundown"; (b) if the pc has had an Interiorization Rundown the auditor lists to BD F/N Item "What has been overrun?"

These actions are expected of the auditor even when not stated in the C/S.

#### RUDS GOING OUT

When the ruds go out during the session the auditor recognizes the following.

Pc Critical = W/H from auditor

PC Antagonistic = BPC in session

No TA = Problem

Tired = Failed Purpose or no sleep

Sad = ARC Break

Soaring TA = Overrun or Protest

Dope Off = By passed F/N or not enough sleep

No Interest = Out Ruds or no interest in the first place.

An auditor who isn't sure what it is but runs into trouble with the pc (except on lists which he handles at once always) is smart to end off the session quickly, write down the full observation and get it to the C/S.

The auditor who is an old hand and knows what he is looking at as per above scale (and the C/S the C/S would give) handles it promptly.

PC critical = W/H = pull the W/H.

PC antagonistic = BPC = assess proper list (such as L1 B) and handle.

No TA (or case gain) = Problem = locate the problem.

Tired = no sleep or Failed Purpose = check which it is and handle.

Sad = ARC Brk = locate and handle, Itsa earlier Itsa.

Soaring TA = O/R or Protest = find which and handle. Such an O/R is usually by rehab.

Dope off = lack of sleep or BP F/N = check on sleep, or Rehab F/N.

No interest = no interest in first place or out ruds = check for interest or put in ruds.

List goes wrong = BPC = handle or do L4A or any L4 at once.

Ruds won't fly = some other error = assess GF and handle.

The auditor has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the auditor should end off and the next C/S should be "2 way comm for data".

#### CASE NOT HANDLED

When the auditor or the Examiner collides with a pc who is asserting his case has not been handled, there should not be a new set of actions based on little data but the auditor should end off and the C/S should order a "2 way comm on what hasn't been handled".

The auditor should not at once take this up as part of any other C/S.

In other words an auditor doesn't change the C/S to a 2 way comm on something not called for by C/S.

#### MAJOR ACTIONS

An auditor should *never* begin a major action on a case that is not "set up" for it.

As this can occur during a session it is vital to understand the rule and follow it. Otherwise a case can be bogged right down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the auditor starts a major action on a case not "set up" we get 2 things to repair where we only had 1 as the major action won't work either.

*Repair* = patching up past auditing or recent life errors. This is done by prepared lists or completing the chain or correcting lists or even 2 way comm or prepchecks on auditors, sessions, etc.

*Rudiments* = setting the case up for the session action. This includes ARC Brks, PTPs, W/Hs, GF or O/R listing or any prepared list (such as L1B, etc).

*Set up* = getting an F/N showing and VGIs before starting any major action. It means just that—an F/N and VGIs before starting *any* major action. Such may require a repair action and rudiments as well.

*Major Action* = any—but any—action designed to change a case or general considerations or handle continual illness or improve ability. This means a *Process* or even a series of processes like 3 flows. It doesn't mean a grade. It is any process the case hasn't had.

*Grade* = a series of processes culminating in an exact ability attained, examined and attested to by the pc.

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

The vast bulk of auditing errors come about because C/Ses and auditors seek to use a Major Action to repair a case.

It is a responsibility of an auditor to reject a C/S which seeks to use one or more major actions to repair a case that isn't running well.

The auditor must understand this completely. He can be made to accept a wrong C/S for the pc and even more importantly can in his own session make the error and mess up the case.

Example: Pc has not been running well (no real TA or had a grumpy Exam report). Auditor sees C/S has ordered a major action, not a repair by prepared lists, ruds, etc. The auditor must reject the C/S as he will be made to fail in session by it.

Example: Auditor gets a C/S, "(1) Fly a rud; (2) Assess LX3; (3) Run 3 way recall, 3 way secondaries, 3 way engrams on all // X items." The auditor can't get a rud to fly. Does the LX3. In other words he flunks by failing to SET UP the case. It could also go this way. Auditor can't get a rud to fly, does a GF, gets no F/N. He MUST NOT begin a major action but MUST end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The pc who starts processing for the first time and is surely not F/N VGIs must be *set up* by repair actions! Simple rudiments, Life ruds, O/R list on life, even assessing prepared lists on life, these are repair actions. The pc *will* sooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and CAN start major actions.

So this auditor has a responsibility not to be led up a garden path by a C/S which orders a major action on a pc who isn't repaired or by not being able in session to get an F/N VGIs by repair.

The *only* exceptions are a touch assist or life ruds or the Dianetic assist all on a temporarily sick pc. But that's repair isn't it?

#### PROGRAM VIOLATIONS

When an auditor receives a C/S and sees that it violates the pc's program he should reject it.

The pc, let us say, is supposed to finish his Dianetic Triples but is suddenly being given a Group Engram Intensive. That violates the program and also the grade.

If the pc is running badly, a repair should be ordered. If not, the program should be completed.

Example: An effort is being made to get the pc to go backtrack. This is a program containing several major actions which probably consists of several sessions. Before this program is complete and before the pc has gone backtrack, the C/S orders "(1) Fly a rud, (2) 3 S & Ds". The auditor should recognize in 3 S & Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

#### GRADE VIOLATIONS

A pc who is on a grade and hasn't attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders a list having to do with drinking. It is not a process on that Grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

## ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the pc will attain the ability of the grade or the end phenomena of the action.

This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The auditor should recognize it and, with the F/N VGI's always present at such moments, end off.

I know of one case who had a huge cog about Interiorization on Flow 1 Engrams and was pushed by both C/S and auditor to do Flows 2 and 3 who bogged so badly that it took a long while—weeks—to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand this should never be taken as an excuse. "I think he clogged to himself so we ended off." It must be a real "What do you know!" sort of out-loud cog with a *big* F/N and VGI's and directly on the subject to end off a major action or a program or a grade before its actions are all audited.

## REVIEWING REVIEWS

An auditor who gets a C/S or an order to repair a case that is running well should reject doing the action.

I have seen a case ordered to repair who had Ext Full Perception Doing Great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became ok. Three times the auditor should have said NO.

## "WHAT HE DID WRONG"

An auditor has a right to know what he did wrong in the session that went wrong.

Most often a sour session occurs only when the rules and data in this HCO B have been violated.

But an auditor's TRs can go out or his listing and nulling is in error.

After a session that went wrong somebody else (not the auditor) should ask the pc what the auditor did. This sometimes spots a false auditing report. But it also sometimes is a false report by the pc.

In any event, the auditor has a right to know. Then he can either correct his auditing or his know-how or he can advise the C/S the pc's report is untrue and better repair can be done on the pc.

Savage action against an auditor is almost never called for. He was trying to help. Some people are hard to help.

These are the rights of the auditor with relation to a C/S. They are all technical rights based on sound principles.

An auditor should know them and use them.

If an auditor stands on these rights and gets beaten down he should put all the facts before his nearest OTL or SO ship as something would be very wrong somewhere.

Auditing is a happy business—when it is done right.

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Founder

[OTL means Operation-Transport Liaison which was a Sea Organization office that managed orgs or an area and was a forerunner of the Flag Operations Liaison Office (FOLO). ]

Remimeo

## UNREADING QUESTIONS AND ITEMS

(With particular reference to doing  
a Group Engram Intensive)

Never list a listing question that doesn't read.

Never prepcheck an item that doesn't read.

These rules hold good for all lists, all items, even DIANETICS.

A "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdown (of TA).

A preclear's case can be gotten into serious trouble by listing a list that doesn't read or prepchecking or running an item that doesn't read.

On a list, this is the sort of thing that happens:

The List is "Who or what would fly kites?" The C/S has said to "List this to a BD F/N Item". So the auditor *does* list it without checking the read at all. The list can go on 99 pages with the pc protesting, getting upset. This is called a "Dead horse list" because it gave no item. The reason it didn't was that the list question itself didn't read. One does an L4 on the pc to correct the situation and gets "Unnecessary action".

On a list that is getting no item you don't *extend*. You correctly use L4 or any subsequent issue of it. If you extend a "dead horse list" you just make things worse. Use an L4 and it will set it right.

This weird thing can also happen. C/S says to list "Who or what would kill buffaloes?" The auditor does, gets a BD F/N Item "A Hunter". The C/S *also* says to list as a second action "Who or what would feel tough?" The auditor fails to test the Question for read and lists it. Had he tested it, the list would not have read. But the list comes up with an item, "A mean hunter". It has stirred up charge from the first question and the item "A mean hunter" is a *wrong* item as it is a misworded variation of the first list's item! Now we have an unnecessary action *and* a wrong item. We do an L4 and the pc is still upset as maybe only one or the other of the *two* errors read.

---

In a Dianetic "list" one is not doing a listing action. One is only trying to find a somatic or sensation, etc that will run. The item must read well. Or it won't produce a chain to run. In actual fact the Dn list Q does usually read but one doesn't bother to test it.

But an item that doesn't read will produce no chain, no basic and the pc will jump around the track trying but just jamming up his bank.

The moral of this story is:

**ALWAYS TEST A LISTING QUESTION BEFORE LETTING THE PC LIST.**



ALWAYS MARK THE READ IT GAVE (sF, F, LF, LFBD) ON THE WORKSHEET.

ALWAYS TEST AN ITEM FOR READ BEFORE PREPCHECKING OR RUNNING RECALL OR ENGRAMS.

ALWAYS MARK THE READ AN ITEM GAVE (sF, F, LF, LFBD) ON THE WORKSHEET.

### CHARGE

The whole subject of “charge” is based on this. “Charge” is the electrical impulse on the case that activates the meter.

“Charge” shows not only that an area has something in it. It also shows that the pc has possible *reality* on it.

A pc can have a broken leg, yet it might not read on a meter. It would be *charged* but below the pc’s reality. So it won’t read.

### THINGS THAT DON’T READ WON’T RUN.

The Case Supervisor always counts on the AUDITOR to test Questions and Items for read before running them.

The auditor, when a Question or Item doesn’t read, can and should always put in “Suppress” and “Invalidate”. “On this (Question) (Item), has anything been Suppressed?” “On this (Question) (Item), has anything been Invalidated?” If either one read, the question or item will also read. The Case Supervisor also counts on the AUDITOR to use Suppress and Invalidate on a Question or Item. If after this there is still no read on the Question or Item, that’s it. Don’t use it, don’t list it. Go to the next action on the C/S or end off.

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HCO BULLETIN OF 28 MAY 1970

Remimeo

**CORRECTION LISTS, USE OF**

The various lists designed to find by-passed charge and *repair* a faulty auditing action or life situation should be used heavily and thoroughly.

There are many such lists—Green Form, L1B, L4, etc. They are available in HCO B form and are themselves corrected and re-issued from time to time. They can be found in HCO B 5 July AD13 and others.

There are FOUR WAYS TO USE these prepared lists.

1. The auditor starts at the top and takes up each read until he gets one to F/N. In this case the auditor does not do "Itsa earlier Itsa". He just cleans each read.
2. The auditor starts from the top and on each read cleans it and does Itsa earlier Itsa to F/N or to a clean no-read and goes on.
3. The auditor assesses the list down until he gets a heavy read and cleans that, using Itsa earlier Itsa. Then he can go on to the next heavy read, cleans that. Etc to F/N. In this case he can get several F/Ns on the same list.
4. The whole list is rapidly assessed over and over until one item stays in and that is given to the pc.

UPSET PC

When a pc is very upset and misemotional the action in 4 above is the only one to use as it is the safest. On a very upset or antagonistic pc don't engage in any chatter, just grab a list and assess it, and indicate the By-Passed Charge. The results are usually magical.

REPAIR

Repairing a case fully, as done in Qual or in an HGC, where the person has led an out-rud life, Method 3 above is the one to use. Various and assorted lists can be employed.

SETTING UP

The best way to set up a case for auditing a major action is to Repair it. This can be necessary before the person is ever audited at all on any major action such as Dianetics or Grades.

Such an action can go on and on and should. The action is to bleed the list of all possible use, using 3.

This is a new discovery I have made.

AUDITING REPAIR

Auditing repair usually uses Methods 1 or (for pcs upset from lists) 4.

ERROR IN USING LISTS

The major error in using prepared lists is not to really get full use out of the list.

In using lists don't be in a great hurry or do a superficial job.

The list is for the *pc*, not a statistic.

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HCO BULLETIN OF 30 MAY 1970

Remimeo  
Class VIIIs  
C/Ses  
Tech—Qual  
AUDITORS  
C/S Checksheet

**INTERIORIZATION INTENSIVE**

**2 WAY COMM**

The Interiorization Rundown (HCO B of 22 March 1970, “Exteriorization and High TA”) is ALWAYS followed in the next session with “2 Way Comm on Interiorization-Exteriorization”.

If the Interiorization auditing has to be repaired, that is done first of course.

BUT AN INTERIORIZATION RUNDOWN IS NEVER COMPLETE UNTIL AN ADDITIONAL LATER SESSION IS GIVEN ON 2 WAY COMM ON INTERIOR EXTERIOR.

A C/S in repairing cases should always look to see if a pc

1. Has exteriorized at some time during auditing.
2. If so the only C/S that can now be done is the Interiorization Rundown.
3. If an Int Rundown has been given, then the C/S must check to see if a later session was given on “2 Way Comm Int-Ext”.
4. If this 2 way comm was omitted, or not in a separate session, then “2 Way Comm on Int-Ext” must be ordered even if there have been several intervening sessions.

**COG**

It is *usually* the case that the pc did not fully cognite when he had the Int Rundown. His TA may stay high after an Int session. O/R is of little use to get it down. What’s missing is the 2 way comm session. In it the pc usually cognites and things then go right.

The current C/S and auditor error is trying to do everything briefly and all at once. Ordering an Int Rundown and 2 way comm on it in the same session would be part of such an erroneous trend.

The 2 way comm must be *another* session preferably on another later day.

It is a flagrant C/S error to omit “2 Way Comm Int-Ext” after an Interiorization Rundown session.

The signal to order an Int Rundown is pc went Ext in auditing or has been found to have gone exterior. Auditing will not run well when the pc is audited past or after exteriorizing.

An Int Rundown must now be ordered.

If unsuccessful it must be repaired.

Successful or repaired, an Int Rundown must be followed by the 2 way comm session.

Two way comm must be done with exact TRs. The auditor must not Q and A. He must not evaluate (tell the pc what it's all about).

2 way comm is a precision process. The pc is kept talking, not by giving him commands. He is kept on the subject of Int-Ext (or the 2 way comm subject), not encouraged to leap about by Q and A.

You cannot consider an Interiorization Rundown complete unless followed by 2 way comm.

If the case hasn't had it following his Int Rundown he must be ordered to it.

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HCO BULLETIN OF 2 JUNE 1970

Remimeo

### FLOATING NEEDLES

The HCO B 29 Jan AD 20 which amends a series of earlier HCO Bs and introduces the idea that you ask "Did that Incident erase" (which is not asked now) IS CANCELLED.

The correct End Phenomena of Dianetics is F/N + Cognition + VGIs.

This HCO B also introduced enforcing an F/N by calling off the item.

The actual fact is that you should not cut into the pc's end phenomena with premature questions or F/N indications. The pc is introverted and such actions by the auditor extrovert his attention and annoy the pc and spoil the correct End Phenomena which is F/N + Cog + VGIs.

Actions by the auditor such as "Your needle is floating" "Did it Erase", etc chop the pc before full End Phenomena is attained.

When End Phenomena is fully attained on a Dianetic chain the auditor need only go on to the next flow or end the session.

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[HCO B 29 Jan. AD20, *Floating Needles*, referred to above  
was not by LRH and *is* not in these books. ]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 JUNE 1970

(Cancels HCO B 3 Feb 69, Issue II)

Remimeo

**TRIPLE GRADES**

The HCO B 3 Feb 69 which stated they were not taught on Dn Course and must be audited by a Class V Auditor is CANCELLED.

**SCIENTOLOGY TRIPLES**

Scientology Triple grade for a grade is used, with the havingness process as the last process of each level.

Lower Scn processes for that grade are run first. Any of these that can be run on three flows are also run triple.

A triple flow for a grade process may be audited by any auditor of the class of that grade. In other words a Class 0 auditor can run the major triple for Grade Zero as the last process run for Grade 0. He may also run other processes on three flows if they apply to Grade 0 or below.

**DIANETIC TRIPLES**

Any trained Dianetic Auditor should run triples.

Single Dianetics is only for assists and new student auditors.

Any other Dianetics run should be run in triple flow.

**CONFLICT**

Any other technical or tape lecture advices or rumours of such other orders are cancelled by this HCO B.

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[This HCO B is changed by BTB 1 December 1970R, Revised and Reissued 27 July 1974, *Dianetics Triple Flow Action* which says, "Wherever Single Flow Dianetics is mentioned, the statement is revised according to the following rule: 'DIANETICS IS RUN BY TRIPLE FLOWS ONLY. DIANETIC SINGLES IS FORBIDDEN AND IF DONE WILL BE CONSIDERED GROSS OUT TECH AND A TECH AND QUAL HIGH CRIME.' LRH"]

Remimeo

### LOW TA HANDLING

A person whose TA is low is in a state of overwhelm.

Poor TRs or rough auditing easily drive the TA down.

A TA can go low *during* a run like on engrams, and can come back up when actual erasure occurs.

Usually a person whose TA goes below 2.0 when run on incidents too steep for him will get low TA.

A low TA is of course any TA below 2.0.

An occasional cause of this is as simple as the meter not being trimmed.

Sweaty hands, improper electrodes, and sometimes a faulty meter also cause a "low TA" to appear.

Heavy processes like LX 1-2-3 are sometimes an overwhelm.

An invalidative look on an Examiner's face can drive a TA down a bit. Cold cans can send it UP high.

Lack of rest or time of the day gives some cases a low or high TA. At 2:00 a.m. TAs often are *very* high, for instance.

Persons with low TAs tend to be somewhat inactive in life and non-causative.

When audited with poor TRs or on processes too steep some persons' TAs go low (below 2.0).

An F/N is NEVER an F/N when above 3.0 or below 2.0.

Life repairs and auditing repairs, light processes and no goof auditing are the proper actions for low TA cases.

Auditors whose pcs' TAs go low should look to the flawlessness of their auditing, the ease of their TRs and refuse any heavy overwhelm type C/Ses for such pcs.

Good Two-Way Comm on troubling subjects, use of prepared lists on life, mild close to objective processes, no forcing over protests, never running processes that don't read first, getting the pc out of being effect and toward being cause, extroverting the pc's attention with objective processes all work well on low TA cases.

The actual technical reason for low TAs is found in higher levels and does not concern and would be of no use to lower level pcs.

Take it easy. Don't goof as auditor or C/S are the keynotes of low TA cases.

My opinion on this is that people worry too much about low TAs.

On Flag where auditing is done like silk we haven't seen any low TAs for ages.

HCO BULLETIN OF 12 JUNE 1970

Remimeo

*C/S Series 2*

(C/S Series 1 is "Auditor's Rights",  
HCO B 24 May 1970, not so marked.)

**PROGRAMMING OF CASES**

Every action taken on a Case by a CASE SUPERVISOR (or an auditor doing his own C/S actions) should be part of a definite outlined PROGRAM for that case.

**PROGRAM Definition**—A program is defined as the sequence of actions session by session to be undertaken on a case by the C/S in his directions to the auditor or auditors auditing the case.

The master program for every case is given on the Classification and Gradation Chart issued from time to time. The earliest of these Charts was 1965 followed by 1st December 1966 followed by 1st January 1968 followed by 1st December 1969. The reissues of the Chart are done to improve the communication of the data on the Chart. The program factor has not much changed since its earliest issue. Tapes about this Chart were made for the SHSBC at its first issue and of course remain valid. The processes called for on the Chart are all part of the SHSBC or for upper levels part of the SH and AO Confidential materials. From time to time they are reissued but they remain standard and have been so since the first issue of the Chart.

The Chart and its materials have now and again been neglected or disregarded and **THE NEGLECT HAS RESULTED IN FIELD FLAPS AND DOWN STATS.**

Omitting this gradient of processes not only stalls cases but results in a case manifesting out-grade phenomena.

A pc must attain the full ability noted on the Chart before going up to the next level of the Chart.

Telling the pc he has made it is of course evaluation.

The outnesses which have occurred surrounding this Chart are hard to believe. They consist of total abandonment of the Chart, degrading and losing all its lower grade processes, feeding a pc at Dianetic level data at Class VI and telling him, who has not made Dianetics yet, he is now Clear, cutting down all processes from the Chart bottom up to IV to be able to do them in 2 1/2 minutes, neglecting all levels up to OT V and then trying to put in a few lower grades and sending on to OT VI, having the pc after one trivial session attest all abilities at once and many other errors.

This is crazy driving. If a bus were driven along a road this way it would soon be wrecked and back where it started but in an ash heap.

Genius in C/Sing is normally required only when some former driver wrecked the thing instead of driving it right in the first place.

To Case Supervise one has to accept the following facts:

1. Dianetics and Scientology work.
2. The subjects are serious subjects not experimental toys.
3. The basics and fundamentals are stated early in the period of development and have not changed.

4. The “newest and latest” is usually a recovery of basics and better statements of them.
5. The purpose of the subject has not altered and continues to be the attainment of ability and freedom for the individual.
6. That things which were true early in the subjects are still true.
7. That the mind responds on a gradient of improvement not suddenly like a bomb explosion.
8. That the Classification and Gradation Chart and *all* its processes and steps IS the basic program of *any* case.
9. That all other programs are efforts to get the pc or pre-OT back on the basic program.
10. That there is no hidden data line and that the materials and procedures are refined mainly to facilitate use and communication of them.
11. That auditing is for the pc, not the org or the auditor.
12. That major processes are done to improve the case.
13. That repair is undertaken to eradicate errors made in auditing or the environment which impede the use of major processes.
14. That a case has to be programmed by the C/S to get it advancing as it should have been in the first place on the Classification and Gradation Chart.
15. That a C/S is not being called upon to develop a new Chart for the case but only to get the case back on the basic Chart and get it done.

### 3 PROGRAMS

There are then 3 types of Programs:

1. THE program laid out in the Classification and Gradation Chart. (Called The Basic Program.)
2. Repair Programs to eradicate case mishandling by current life or auditing errors. (Called a Set-Up Program.)
3. Major actions to be undertaken to get the case back on the Class Chart from wherever he has erroneously gotten to on it. (Called a Return Program.)

It has been a very common C/S action to disperse away from a program laid out. This has been happening ever since the first issue of the Class Chart and has been a principal source of trouble for C/Ses.

This happens in several ways:

1. Not knowing the importance of the Class Chart.
2. Not knowing basics.
3. Falling for SP propaganda that “we don’t use that now”, “the material is old”, “it’s only background data”, etc, that deteriorates what one *does* know and could use.
4. Failure of auditors to give good sessions and do the Usual required in a session.
5. Abandonment of the C/S’s own Repair or Return Program—usually because of false auditor reports or operating on insufficient data from the pc.

The correct way to go about all this is to:



- A. Repair the case thoroughly with minor actions like GFs, prepared lists, ruds, two-way comm.
- B. Acquire adequate data on the pc.
- C. Complete any C/S Return Program begun.
- D. Get the pc back on the Class Chart without any processes of the grade skipped.
- E. Run the case on the Class Chart.
- F. Repair any departures or errors made in life or auditing.
- G. Get the pc back on the Class Chart.

### DISPERSAL

Not following any program is a complete exercise in non-sequitur (means one step does not follow the last but is different and unrelated).

In giving a pc process after process that are not related to each other and follow no Repair Program or Return Program is non-sequitur in the extreme.

If processes were remarks one would get a sequence of processes given the pc sounding like this. "The submarine just went by so we will order a hundred tons of bread. There wasn't any beer so birds are seldom seen. The dance was very fast so we fixed the carburetor. He has very long hair so we decorated his father's tomb."

"Give pc Scn Triples then do his Dianetics then fix up his hidden standard," would be a series of crazy non-sequitur C/Ses. Nothing is connected to or proceeds from anything. That would be a dispersed program for sure.

It actually happens horribly enough. Study a Class Chart and then look through some old folders. At once, the sequence of processes ordered sounds like "The submarine just went by so order a hundred tons of bread."

Such C/Sing has no cause and effect in it. A person totally ignorant of basic cause and effect gets "Pc nattery. Run Dianetics." "Pc's case not advancing. Do Grade 0." The cause of the pc condition is not understood. A nattery pc has withholds. A case not advancing has problems. That's real actual basic tech (see Auditor's Rights HCO B for the table). This data is over 15 years old at this writing, is part of proper Academy courses and the SHSBC and is even in Class VIII materials. The reasons for the pc's behavior or trouble are not mysterious reasons never revealed. They are all very well given in course materials.

Here is an actual case, a folder I examined of a pc who is now in trouble and needing a Repair and Return Program.

Pc was an accident prone (person who is apparently dedicated to having accidents). Very low aptitude score (about 30). Had been skipped over almost the entire Class Chart and given Power.

To handle accident proneness was given CCHs. This cured it.

Had Exteriorized so was given Interiorization Rundown without a 2-way comm session.

Pc subsequently developed bad somatics. (Dianetics was never flattened or completed.)

A quarter of an inch of Examiner's reports wherein the pc was asking for help or medicine to get rid of somatics was then put one by one into the folder.

Despite this the "C/S" saw "Va" on the pc's folder and ordered R6EW.

More Examiner's calls collected.

The pc ran one item, making one mark on a worksheet and attested R6EW.

More Examiner's reports collected, pc reporting self ill.

"C/S" seeing R6EW attested ordered pc to Clearing Course.

Pc did one brief session attested Clear.

More Examiner's reports into folder, pc in pain and now in Ethics trouble.

"C/S" ordered pc to OT I.

Pc spent 35 minutes on OT 1 in terror of it, hastily attested, had 5 accidents in 3 days.

Folder sent to me as a "baffling case".

So the correct actions now have to be taken.

1. Repair pc with every list known to Man or Beast to get off BPC collected in these overwhelming levels.
2. Repair pc in errors in current life.
3. Return Program the pc by running simple things, 2-way comm, to give pc some wins in actual case gain by maybe handling by 2-way comm minor this life or childhood upsets with family, maybe putting in ruds on some early subject that turns up.
4. Put pc back on the Class Chart TO COMPLETE THE INCOMPLETE GRADE (Dianetics) to its full end phenomena as per Class Chart.
5. Bring the pc on up the Class Chart using all processes for each grade and honestly attesting each grade in turn.

It's all a shame because the pc had a lose on *status*. She wanted to be Clear and OT, was actually on it and never walked up the stairs to get to it.

#### PROGRAM NECESSITY

One can see from all this the NECESSITY of working by program on a case.

Even when one starts an honest program for the case one can get thrown off of it and begin to do something else.

If the pc goes exterior, of course, one has to handle by Interiorization Rundown before the case can be audited at all. But that's no reason to then skip all the grades! A pc can go exterior at any point. Thus it must be handled when it occurs. But that does not mean anything happened to one's program or the Class Chart. Exterior or Interior, a pc unflat on Dianetics (not attained the ability marked on the Class Chart) is unflat on Dianetics!

And a pc who is unflat on Dianetics will have out lower grades.

Jumping processes on the Class Chart set the pc up to fall on his head later. An "OT VI with problems" is really just an unflat Grade I. And until Grade I is flattened to permanent Ability Attained on the Class Chart, he remains an unflat Grade I.

A C/S who gets wound up in this sort of skipped everything and made nothing, of course has an awful mess on his hands. He can feel as lost as Hansel or Gretel. But waiting to get covered up by leaves is for the birds.

If one finds the pc off the road, the thing to do is return the pc to the road at the point he didn't walk it AND THERE ARE NO SHORTCUTS FOR THE MIND.

The utter despair and insane barbarism psychiatry descended into was patient lost, psychiatrist lost, patient crazy, psychiatrist into insane sadism.

So maybe the first lesson a C/S really has to learn is:

## THERE IS A KNOWN ROAD OUT.

There is no shortcut, it has to be walked every inch of it.

And therefore the greatest enemy of the C/S is the SP who says “that’s all old” “we don’t use that now” “that’s just background data” and thereby obscures the actual road.

And another enemy is the pc who screamingly demands to be put up to Clear at once so he won’t have this awful headache!

## STEADY ON

Thus the measures a C/S takes to hold a steady course will profit him greatly in the end with good solid gains for the pc.

As the pc should no longer be a total humanoid by Class IV the lower grade gains are the most important of all.

A C/S who puts a Class Chart into every folder he handles is doing a wise thing. Even if it’s big, clumsy, hard to handle, it is at least thorough.

If on it he marks in red things the pc has gotten to falsely and if in green things the pc made from the bottom walking an honest road, he knows where he is at! Seeing the whole training cycle half of the Chart continue blank means that much more ignorance and trouble for the pc in making his gains stably.

If the C/S put his Repair Program on a *Red* sheet in the folder and dated it out session by session to be audited until it was DONE and all flubs made in doing it also marked in and repaired, the C/S wouldn’t lose his place in the book. For a red sheet stands out in amongst other folder papers. A red sheet with a “folder error summary” on one side of it and the C/S’s Repair Pgm on the other keeps the pc’s progress located. When that Red sheet is done it should be signed by the C/S as DONE which retires all errors to that point.

A bright *blue* sheet giving the C/S RETURN PGM properly dated also gives one a chance to not get steered off. A new Red Repair Pgm sheet fixing up errors occurring in doing the Blue sheet can be pushed into the folder but the Blue sheet can be resumed again.

The Blue sheet completed should find the pc back on the Class Chart.

A list of processes run tallied up by the auditor each session keeps the C/S from repeating a process and gives him the Dn items used singly to be done triple.

While all this Admin may seem time consuming, lack of it mounts up into valuable AUDITOR TIME being thrown away.

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C/Sing is a road. It has milestones. When the pc didn’t pass one honestly he got lost.

There’s no reason for pc, auditor and C/S to *all* get lost.

The C/S has an exact road to hold to, return to and repairs to get done so the pc can get moving on the Return Pgm and the Class Chart which IS the road.

It took too many trillions to find this road for it to be neglected. For if the C/S neglects it people won’t arrive anywhere but get lost as well.

The right idea is the road.

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HCO BULLETIN OF 13 JUNE 1970

Remimeo

*C/S Series 3*

**SESSION PRIORITIES  
REPAIR PGMS  
AND THEIR PRIORITY**

When a pc has had an incorrectly run session, one that did not wind up with F/N Cog VGIs, it is often harmful to delay the repair session.

Most cases of pcs becoming ill or having accidents stem from

- A. Major Errors in Programming the case.
- B. Delay in Repairing a goofed session.

There have been several examples recently of pcs ending session with an unflat process after which the repair session was delayed for several days or even weeks and the pc came down with a cold or had some minor accident or got in Ethics trouble.

Thus Repair has priority.

**PROGRAM ERRORS**

Under A. a major error in programming lays the case open to having goofed sessions and exposes the auditor to some risk of making errors. The reason for this is that the pc gets overwhelmed or bogged simply by not coming up through all the processes of each level on the Class Chart.

Let us say the pc is trying to make it on R6EW Solo Study but keeps having *Problems* with it and can't get on with it.

The uninformed C/S orders a Student Rescue Intensive. This is all right as far as it goes. But a more searching look into the records is likely to find that this pc had exactly 10 minutes on the whole of Grade I!

The Out-Program is far more likely to play havoc with this pc than just problems. He is possibly in doubt as to case gains and his reality is poor and yet he is being exposed to the highly restimulative materials of an upper level to which he has never climbed.

A direct effort now to put in problems Grade I also puts an auditor at risk.

Instead of merely being able to run problems as he would have been able to earlier, the pc is in some sort of overwhelm and is nervous or scared or believes *he is* at fault some way. He will look everywhere but in the right direction.

The answer to an incorrectly programmed case is, of course, a repair program and the sooner the better.

Such repair programs must be very light. Prepared lists to find charge, 2 way comm on various subjects, take a walk. And such a repair program **MUST NOT**

- (a) Let the pc dive into rough heavy charge, or
- (b) Be overdone to total boredom.

**SELF AUDITING**

Some pcs "self audit", which is different than Solo auditing since it has no meter or session and is just wandering about the bank (some overwhelmed pcs self audit in Solo wandering all over the place).

This is a symptom of session or study or life overwhelm.

It requires a Repair Program.

#### EP OF REPAIR

The End Phenomena of a Repair Program is the pc feeling great and feeling he can get Case Gain.

A good, clever Repair Program produces what badly programmed cases would consider total recovery.

It is a good idea to have the pc attest to

“I have had definite gains from the recent sessions and feel great.” Or with a hearty “Yes” to “Does Scientology really work for you.”

Oh, you say, how could *that* much gain come from just repair?

Well, Repair is almost always being done on a pc who was overwhelmed by life or auditing in the first place.

Life we know has a way of overwhelming people.

When a person is overwhelmed by life, an auditing error is more likely to occur.

When Incorrect Programming occurs, then any auditing on it can add up to more overwhelm which adds up to more errors.

#### CONSISTENT COMPLAINT

The pc whose Examiner forms routinely have a sour note in them should not be continued on the Class Chart or any Return Program.

He is a Repair pc and nothing else.

If you get the idea that any lower level can produce large changes in a person you will see that lower level processes are being mis-programmed if they are producing only the gains of Repair actions.

The sign of mis-programming is most often seen in Examiner reports where the pc's comments or demands are “for more auditing” or “Got to have a session” or “wasn't really handled” or sour comments or cracks.

When you examine some folders you will see some pc has more than his share of this.

That's a sign to LIGHTLY DO IT.

The wrong way to go is plunge!

I have seen a C/S order 2 major actions in one session after a bad session on a pc in a DESPERATE effort to reach the case!

The exact reverse is required.

*Repair* the case by:

- I. Patch the session goof.
- II. Use prepared lists for locating session charge in past sessions.
- III. Use prepared lists and two way comm on items found.
- IV. Get ruds in on periods of the pc's life.
- V. Get ruds in on parts of the pc's body that are ailing.

This is not a model Repair Program but only a sample of one. It isn't a model because the pcs have different things wrong with them.

But you could blindly do all of the above and still wind up with case gain and a win for a staggering pc.

*Then you* would do a Return Pgm to get the pc back on the Class Chart. But not until then.

I have seen a pc stagger along for years getting auditing (of a sort) while still retaining a set characteristic or somatic who when handled with *very* mild processes had a case gain and then returned to the Class Chart HAVE A COMPLETE CHANGE OF THE CHARACTERISTIC.

#### EFFECT SCALE

A C/S can get into the lower end of the effect scale and feel that desperate that he begins to throw away every major process he can order on the pc, even 2 or 3 per session! But the direction of win was LIGHTER not heavier action.

Sort of like “this sparrow keeps getting bowled out with rocks. Let’s try real artillery on him!”

If one is trying to make a better sparrow he should lay off the rocks and lighten it up, not step up the barrage! Some cotton tufts might do wonders! Might even make the sparrow reach!

The basic trouble with ALL past efforts at “psychotherapy” and “religious uplift” and “self betterment” and healing was:

The more desperate the situation the more desperate was the remedy used.

The right answer is:

THE WORSE THE CONDITION THE LIGHTER THE REMEDY REQUIRED.

Dealing with psychotics in an institution you would find that “Hello” pleasantly said would do more for cases than all the drug firms and electric shock machines and brain icepicks have ever done in all their existence.

Well if it applies to psychotics, it applies surely to people that aren’t.

Simple interest and listening can crack an awful lot of overwhelmed cases that would only bog further if not first repaired.

#### BPC

The exact BPC of the last session handled is always the first action in Repair Programming.

This is the exact BPC. An unfinished Dianetic Chain is BPC. So get it handled. The wrong list item is heavy BPC so get it handled.

And get this BPC off now! Now! Don’t wait 2 days or a week. Repair it on priority.

#### OVERWHELM

Don’t always blame the auditor. He may goof and he shouldn’t. But if his procedure and TRs were reasonably correct, how come the pc got a tangled session.

If the auditor has a usually good record and you get a goofed session, then realize the pc is a bit troublesome and was not running standardly.

Of course this doesn’t excuse student goofs or plain lousy auditing. But when the auditor does all right, then the case must be in an overwhelm of some sort.

So we have 2 variables here for C/S decision.

x1-Auditor fault?

or

x2-Pc in an overwhelm?

There is a decision here to be made by the C/S. It's resolved by folder inspection and knowledge of the auditor.

All right—Auditor usually okay. That eliminates x1. So we have a pc in overwhelm? Look over past record of pc. Runs okay. That cancels x2.

So we repair that *one* session and its goof and continue with the Return Pgm or the Class Pgm whichever the pc was on.

What if x1 showed lots of bad sessions by the auditor and x2 showed pc usually okay. Investigate auditor's auditing and send to Cramming for TRs, etc.

What if x1 Auditor okay and x2 pc has lots of trouble?

NOW we get to an overwhelmed pc.

You see how it's sorted out by the C/S?

From inspecting two things only the C/S can decide what's to be done now. If the decision isn't clear-cut get the auditor looked into and the pc asked about the auditor's actions *and* his own case. If his "case has lots of trouble" skip worrying the auditor further unless that discloses other errors on other cases.

Okay. So the pc is running badly. So he's in an overwhelm.

Inspection will reveal one or more of three things.

1. Case didn't come up the Class Chart right.
2. Case being run in a temporary Life overwhelm.
3. Former errors not repaired.

1 and 3 may both exist.

The correct C/S action is a Repair Program in any case. If 3 is true you engage in that first.

If 2 is true you use Repair actions on life as the second part of your Repair Program.

If 1 is true you will also have a Repair Program to lay out first in any event and just include it in.

Write it all up on a red sheet and follow the sheet session by session as you C/S.

You will now have handled the overwhelm if your Repair Pgm is good and fully done and not brushed off at the first sign of VGIs in the pc at Examiner.

If 1 is true you now do a Return Pgm. This of course is what processes you're going to get run to fill in the processes that haven't been run to get the Class Chart all done and the pc back up to where he was. He has run *some* after all.

## INGENUITY

The genius and bright ideas of a C/S are not exerted with major processes ever. Only the Interiorization Rundown after the pc exteriorized or when it is discovered he has and possibly a Student Rescue or a sickness assist are the exceptions to this.

One doesn't Repair with major processes! That's like "The engine wouldn't run so he hit it with a sledge hammer."

Ingenuity is required of a C/S only in the area of repair.

Locating BPC is rather standard in repair action.

But fishing up the case by 2 way comm and little prepchecks and getting in ruds on things or times require a certain flair in a C/S.

I recall one pc who was staggering on engrams, couldn't talk to people and was a general mess. The wrong action would be to run a major grade like Comm on the pc. The pc had to be handled with 2 way comm of *some* sort. Yet she couldn't talk auditing or anything else fluently enough about anything to clear anything up. I asked her what would it be awful to say and she went scarlet, hemmed and hawed and blurted out "Swearing!" So we 2 way commed about it! What a torrent! Recovered completely. Recovered so well she thought that was all there was to auditing and was immensely gratified!

Another pc had lost his job and couldn't face any part of it. I 2 way commed what his job had consisted of. He promptly went out and got another.

Sometimes it takes a lot of sessions and a lot of reading worksheets to find subjects.

BUT IF YOU CAN PERSUADE AUDITORS TO MARK EVERY FALL AND BD IN 2 WAY COMM SESSIONS you will find exactly where the pc is hung up and ordering 2 way comm on that and related things does wonders.

But all repair isn't two way comm. Touching things is a very good way to handle repairs. Cars, typewriters, airplanes, or book pictures thereof or anything or any picture of anything also works.

The "touch assist" is a little fragment of a whole array of "touch".

Cases sometimes flinch at remembering anything at all. The answer is touch things and "Reach and withdraw" is part of this and is used in repair.

TRs (all of them 0 to IX) are so good in repair action that they actually cure 50% or more drug addicts when run for weeks in groups such as on the HAS Course. It is even reported that when run on people still on drugs over periods of weeks they come *off* the drugs of their own volition. TRs are a fine unlimited repair action.

Prepared lists run on all sorts of things can repair a whole life.

"Look at me. Who am I?" is used in a Repair Session when a pc goes too wild to audit. (An exception is list errors when the only remedy is a fast L4A.)

Mimicry is actually too high for Repair.

Repair is its own subject.

The only demand in Programming it is to give priority to recent auditing errors or recent life catastrophes.

Many cases obviously have to begin processing with a Repair. Life overwhelm is the reason. And an S & D can be far too steep.

Next to skimping lower grades, Repair is too little used.

And it is needed. And the urgency is to not let things go too long unrepaired.

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### **HUBBARD CONSULTANT STUDY STRESS ANALYSIS**

A competent operator of an E-Meter, which is used in stress analysis, needs very little training but needs to be highly observant in meter reading.

A student who is having trouble is placed across a table from the Hubbard Consultant. The student is given the leads to hold one in each hand and the meter balanced.

The Hubbard Consultant makes a Consultant Report. This is a form or plain sheet with the student's name at the top, the date and the course name, or a description of the material being handled.

The time and the meter reading is placed routinely at appropriate intervals on the left edge of the sheet.

The questions asked by the Hubbard Consultant are written down with the student's answers in brief.

The Hubbard Consultant is trained to ask what he is supposed to and to listen to and acknowledge what the student says. The Hubbard Consultant never comments by words or expression and makes no cracks or evaluations. He is trained to:

1. Operate the meter
2. Ask questions
3. Acknowledge
4. Take notes
5. Note down times and meter actions
6. Assess a list of prepared items for meter reads
7. To say "That is all" at the end of the period
8. To staple and file the notes in the student's folder.

#### **HUBBARD CONSULTANT STRESS ANALYSIS No. 1**

This is two way communication.

The Hubbard Consultant asks if there is anything the student is having trouble with.

The Hubbard Consultant acknowledges and continues to prompt the student to talk about it until the student seems more cheerful about it.

## HUBBARD CONSULTANT STRESS ANALYSIS No. 2

The Hubbard Consultant asks if there is anything in the course materials or other material being studied that the student disagrees with.

The student answers.

The Hubbard Consultant acknowledges and prompts until the student has resolved it.

## HUBBARD CONSULTANT STRESS ANALYSIS No. 3 (For use where the difficulty is with tape recorded material.)

The student is asked at what point of the tape he bogged down.

This tape is procured, put on a player and the earphone placed on the student.

The material is played from a point earlier than the student said.

The student is on the meter. The Hubbard Consultant has control of the tape player start-stop.

As the tape plays the Hubbard Consultant watches his meter needle. As soon as it reads (falls) the Hubbard Consultant stops the machine and asks what word or term that was.

If the student can't tell him the tape section is replayed from an even earlier point.

A needle read is watched for and the machine stopped.

The Hubbard Consultant asks for the word or term the student has just heard. The student gives it.

The Hubbard Consultant has the student look up the word—

- (a) If a non-technical word in the student's language it is looked up in a good dictionary of that language which must be available.
- (b) If it is a technical word or term in the subject, it is looked up in the glossary.
- (c) If in the glossary the student reads the term aloud and the Hubbard Consultant watches the needle. Any word that reads is looked up in the student's language dictionary as in (a) above.

## HUBBARD CONSULTANT STRESS ANALYSIS No. 4

In the case of written material, the student is not placed on a tape player but reads the material to the Hubbard Consultant who proceeds as in Hubbard Consultant Stress Analysis No. 3 (a), (b) and (c).

Students who go to sleep during study are asked if they have had enough sleep the night before. If not, they are taken off study and given manual or clerical work to do for the remainder of that day.

If the student has had enough sleep, he is given the appropriate Hubbard Consultant Stress Analysis action as above.

Students given Hubbard Consultant Stress Analysis should be cheerful and relieved at the end.

If E-Meters are not available for Stress Analysis a Hubbard Consultant can be trained to do the four actions above by watching the facial characteristic change of the student. This is more difficult than in using an E-Meter.

The meter readings when the matter is cleared up should be between 2(F) and 3(M) on the 1 to 6 dial and the needle should be "floating".

On the 1 to 6 dial the position 2 measures 5,000 ohms across the leads with the needle at set. The position 3 measures 12,500 ohms.

A floating needle is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It moves to the right at the same speed as it moves to the left. It is loose and free.

When the student has resolved the matter, is more cheerful about it and the floating needle is observed, the matter is not taken any further. This indication to stop must be observed so that the consultant action is not overdone. Overdoing this action could cause further difficulty.

If the needle is agitated with small jerky movements the student is upset and is not being frank with the Hubbard Consultant or has been provoked by the Hubbard Consultant. Discussion cleans this up.

If the meter is reading above 3 the stress has not been resolved.

An E-Meter measures body tension. It is useful to Management in locating points of Stress after physical tests on equipment (as in test pilots or machine operators) so that faults of design where the machine is not well adjusted to man can be accurately remedied. It also works on physical stresses resulting from the tension of concentrating particularly when the student or trainee is unable to grasp materials or handle a subject or equipment.

By the use of the E-Meter a Hubbard Consultant can isolate the exact point of a man's difficulty with a subject or equipment and clear this up. Or the exact point can be found where equipment is not well adapted to man.

Its use in study can pin-point the exact thing that has halted the flow of comprehension. Thus it can be cleared up.

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Founder

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*C/S Series 4*

**THE RETURN PROGRAM**

When a case has been repaired, there is always a Return Program made up by the C/S.

It is handwritten on a blue sheet of paper that is easily spotted in a folder.

When the Repair Pgm has been concluded, the case is considered to be “set up” for a Return Pgm.

The exact point where a Repair Program is changed into a Return Program is when the case has had some wins and is in far better shape than he was when he first began to be audited (which means his first ever auditing).

The point is also identifiable as the point where the person feels more outflowing and less overwhelmed if at all.

This is obviously a point of case change.

The common and incorrect practice of looking for case change as the only benefit from processing should be relegated to Repair End Phenomena.

Processing is actually measured by the gradual increase in ability. Step by step these increases in ability walk up the Class Chart and ability is the measure of progress.

The C/S who is looking for THE solution to a case, the one shattering bang of total effect on the pc, has set himself for continuous losses in C/Sing. For there is no one action that totally changes a case from bottom to top in one fell swoop. The C/S who thinks there is continually fiddles hopefully. A case has MANY things to be handled, not one.

There is no one single wrongness or out-point in a case. A case is a collection of out-points. He hurts, he can't talk, he has problems, he is ARC Broken, he has service facs, he is stuck in incidents, etc, to just mention a few such out-points.

A radio receiver that has been many times broken and is a heap of twisted parts, is not going to get repaired, much less improved by a radio repairman finding one huge error in it and correcting that. He'll have to correct a lot of minor errors in it before any major error even shows up.

The “One-shot clear” idea of the uninformed of 1950 is impossible. When a person goes onto the Clearing Course after missing the lower grades he just doesn't make it at all. He often can't even get reads.

It takes many miles of road, past many “case changes” to get up the gradient scale to top ability.

A Repair Program takes the case from where it has falsely gotten to on the Class Chart and gets off the overwhelm with light processes.

The Return Program begins when the case is no longer so overwhelmed and is getting wins from the Repair Program.

THE RETURN PROGRAM CONSISTS SIMPLY OF WRITING DOWN IN SEQUENCE EVERY NEEDFUL STEP AND PROCESS MISSED ON THE CLASS CHART BY THE CASE WHICH ARE NOW TO BE DONE.

Example:

A case has falsely gotten to R6EW Solo and isn't making it well.

The C/S writes up a light process but extensive Repair Program (first on auditing, then on life).

The case achieves the EP of repair in case changes and less overwhelm.

The C/S now examines the 2-way comm sessions and Examiner's reports to establish what levels are out. No change = Level 1. Lots of ARC Brks = Level 2.

The C/S lists all the Level 1 and Level 2 processes the pc did not get done and this is the Return Program.

When these are done and the pc has made it, the C/S has the pc honestly back at R6EW on the Class Chart and continues to follow the Class Chart.

Needful repairs also sometimes have to be done in getting the Return Pgm done. In each case a new Repair Program is done. The old Return Program looked over but probably just continued.

Example of a case at OT 1 now completely repaired:

Case has somatics = Dn Level Unflat

Makes others guilty = Level IV Unflat

Dramatizes = R6EW Unflat.

The Return Program consists of completing Dn, rehabbing comm, *all* Level IV processes, Redo R6EW, rehab Clear, return to OT 1.

That completes the Return Program.

In other words, when the case, found in trouble at a level, is fully repaired and winning, the C/S studies the current data on the case to establish the major levels that are out (each Level has an error and an ability) and then gets these into a Program which then session by session is followed.

The program which can be completed in one session will never be written as there is no such program.

A program is the consecutive layout of what has to be done in the next many sessions.

The basic program is the Class and Grade Chart.

The Return Program is the return to the false point reached by getting honestly done all the points missed on the road.

The pc who can't attest a grade ability at any point has to have:

1. A Repair Pgm.
2. A Return Pgm.

It is a truism that the grade he can't seem to make is not the grade. An earlier grade is out if the processes of any one grade, properly run, do not achieve that grade.

The earliest error is of course a failure to achieve the lowest grade there is. What is out here is that the case needed to be *started* on a Repair Pgm for life. Now, that skipped, one has to do a Repair on both auditing and life.

The Return Pgm is easy in this instance as it just puts the pc back on what he was on, the first level. But this is the *only* instance where a pc is restored by the C/S to the level he was on without an extensive Return Program.

So a Return Pgm always follows the Repair Pgm.

And a Return Program consists of putting the pc over road sections he missed on the road up.

A Return Pgm is concluded and retired when the pc is back on the grade he falsely had reached before the Repair and Return were done, and is now making that grade.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 15 JUNE 1970

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*C/S Series 5*

**REPAIR EXAMPLE**

Pc X was rushed through lower grades in 20 minutes, given Power to no result, was fed cognitions on upper level material and when run on Dianetics was found "stuck in present time". After two bogged sessions this pc, who had come from a far place, came to Flag where I took over (not very pleased).

The actual rundown outlined as a Repair Program (see C/S Series 3) was as follows on 2 8<sup>1</sup>/<sub>2</sub>" x 13" red cards to be kept in pc's folder.

PC X

REPAIR PGM

- I LAST ERROR REPAIRED 27.5.70
- II. BOGGED SESSION 6/6/70  
Repaired 11/6/70 (too long a wait but done).
- III. Two Way Comm on what did you experience in Power Processing  
Successful 1/6/70 (Revealed all Lower Grades out, Clear Cog fed him,  
unable to really run Dn.)
- IV. L4A assessed on each list run on him, one list at a time as he recalls it.
- V. Auditor Auditing Prepcheck.
- VI. Gains Prepcheck.
- VII. An assessed GF done to get each charge found off.
- VIII. 2 Way Comm How Do You Feel About Auditing Now? Completes auditing  
cycle. Repair.
- IX. 2 way comm on life before Scn. (Note all Falls and BDs.) To C/S.
- X. C/S to pick up items out of IX and Prepcheck each one that still reads when  
called off (one to be called then run, no assessment).
- XI. Two way comm on rough areas When have you had a rough time? Note all  
Falls and BDs. To C/S.
- XII. C/S to list all F or BD items. Prepcheck each one.
- XIII. 2 way comm What possessions have you had? To C/S.
- XIV. C/S to list all F—BD Items and Prepcheck.
- XV. L1B in auditing and 2 way comm on gains.
- XVI. C/S Note what period of his life pc hung up in. Auditor to put in ruds on it.

XVII. Find out what body part or area hurts. Put in Ruds on it.

(Pgm can be extended to be sure pc has had wins and is in better condition than was in before auditing and no longer overwhelmed or can be cut if this occurs before then.)

(Return Pgm begins with TRs 0-9, on up the Class Chart as needed to get his abilities and ends off with a full repair of Power, rehabbing Pr Pr 4 and 5 and running 6 to EP and checking lists. He will then be back on Class Chart properly. )

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This is not a Repair Pgm to be copied particularly. It is given as an extent of Repair which would then be done session by session and ticked off by the C/S as he ordered each new step.

The No. IV L4A prepared list would be wholly assessed for each specific list.

The V and VI are a whole list of things not given here, common to such a step, but containing no dynamite-type things like "SPs" or "Overwhelm" or other things like the names of major processes.

Note that everything from I to VIII are strictly auditing repairs.

IX to XVII handle life areas.

This case should have been *started* in auditing with a Life Repair Pgm such as given from IX to XVII. Had he been on drugs as a habit (or just shaky about life) TRs 0 to 9 could have begun his auditing followed by Life Repair IX to XVII.

#### NEW DEVELOPMENT

These actions of Repair before level auditing are a new development as such but 2 way comm and these actions are all from the early '60s SHSBC.

#### POSSIBLE FAULTS

Evaluation, Q and A and an inability to listen resulting in the auditor chopping comm would be the chief reasons any errors would creep into the sessions given in the Repair Program. As these might not show up in the auditing reports, if the Repair Pgm sessions did not result in gain the C/S would have the auditor's auditing checked for these points of Evaluation, Q and A and comm chop. The sessions are actually very easy to run and could be done by an Academy Class III or better by a Class VI.

#### NOTE ON VIII AUDITING

VIII Auditing presumed, when developed, that lower grades were still being delivered.

VIII Auditing and Training are fully valid. They are, as the Class infers, a high level of auditing and remain so.

The sequence of recent development has been:

VIII Auditing to Standard

Dianetic HDC-HDG auditing to Standard Dianetics

C/Sing for all levels

C/Sing below levels



C/Sing to handle the neglect of lower grades and SHSBC data which are being gotten back in rapidly.

The C/S is therefore confronted with cases without lower grades and the earliest and reissued Class Chart neglected.

The mania for Quickie Lower Grades and the acts by a few who fed upper “cognitions” and other evaluation to pcs wrecked for a while a part of the bridge and made it impassable.

Much of the current C/S work should take this into consideration. The Repair Pgm given above is not as long as it could be and certainly would be no shorter.

The IX to XVII are a brief layout of how new cases could be handled BEFORE any actual level auditing as a guarantee of real gains. This is a **whole zone of action** (pre-Level, pre-Dianetics) becoming increasingly necessary by the decline of the culture as visible in **pcs now beginning processing as different from those even up to 1962.**

These IX to XVII steps would also work on institutional cases but one should take it even easier.

I repeat, this Repair Pgm I to XVII is an EXAMPLE and its numbers are not useful as different Repair Pgms would be designed by the C/S for the pc. Many other things could be done, none of them heavy or desperate.

The C/S should caution any Registrar NOT to sell with the name “Repair Pgm”. This is entirely technical and not PR or Sales. It is just *Auditing* as far as the Registrar is concerned.

Had Pc X been processed on all earlier grades in a scramble before 1962, one would list and then rehab every process run as part of the *Return* Pgm. Such a step would be done as the *last* step however of the Return Program as a prelude to straightening out the highest grade falsely attained before Repair. The rehab would not be a substitute for running all the processes of the levels not previously run. Rehab is no part of Repair.

## TECH ACTION

We have fallen into a belief that any repair is done in Review. Review is now the place the pc goes when the C/S gives up.

Repair is a Tech Div Action and counts as hours of auditing delivered. Auditing is auditing. Obviously 2 25 hour intensives could be consumed in a Life Repair before a new pc ever came near even an assessment of the minus scale of the first Class Chart much less a level!

In Academies, students may get anxious to “get their grades practiced” and so may skip repair actions needful. Thus upper level students should audit lower level students.

## DIANETICS

Pcs audited only on Dianetics in franchises and centers will make some astonishing physical and even mental improvements. The larger percentage will do so.

However, a C/S will find some have had physical gains “without finding out about it”. The reality factor has not increased to any degree.

Such pcs of course get a long Repair Program and are then given a Return Program to Dianetics, their highest level.

The sample Repair Pgm above fits such pcs as well as one that attained higher levels before it was found that lower grades were out.

There are no variables in what the pgms are:

1. Pc bogs or not gaining.
2. Repair Pgm outlined and concluded.
3. Return Pgm outlined and concluded.

What the C/S puts in the Repair Pgm and what he puts in the Return Pgm can be very variable indeed.

#### C/S Q AND A

The only fault I've seen in a C/S trying to outline 2 way comm could be called a "C/S Q and A".

The pc has a big win about "Frogs". A huge cog F/N VGIs changes his life.

The Q and A C/S is to order "Frogs two way commed".

The system one uses is not to use pc wins as items to further handle. That stifles (overruns) the win. It's an ability gained.

One should be able to write off win items as gains and let the pc have them. And use items pc mentions that read (shows he has Reality on them) to push up to new wins.

The C/S in looking into 2 way comm for things to handle finds *his* prizes in subjects that read but haven't F/Ned.

The cycle is find an item that reads, push it to F/N cog GIs. Leave that. Find another that reads. Push it to F/N cog VGIs. Leave that. Find another. . . . etc.

2 way comm with the auditor marking F, LF, LLF, BDs, etc gives the C/S worksheets to pick new items out of. The C/S looks to see if any of these were the subject of any F/N. If so he crosses them off. He orders prepchecks or two way comm on the items that read and haven't F/Ned.

That's the way the C/S gets his Instructions to Auditor for the exact actions of the Repair Pgm steps he has already outlined.

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HCO BULLETIN OF 16 JUNE 1970

Remimeo

(Reissued & corrected 3 Oct. 71. Only change—  
[page 79] word “arrived” corrected to “aimed”.  
*Correction in this type style.*)

### *C/S Series 6*

## WHAT THE C/S IS DOING

In *Dianetics: The Modern Science of Mental Health* considerable stress is placed on the words and phrases in engrams. This is still functional. However as I did further research I found that (a) many pcs were unable to get the words in the engram and (b) the apparent force of the words was derived wholly from the pain, emotion, effort contained in the engram. In Standard Dianetics the words in an engram play no major role in the auditing.

The use of the words to de-aberrate and concentration on phrases in engrams is valid but *junior* in force to the pain, misemotion, etc in the engram. Thus if you run out the *force* the words drop into insignificance. This is often how the pc gets cognitions: the words and meaning concealed in the engram are changing value and devaluating. The pc can then think clearly again on a subject previously pinned down by the *force*. Get the *force* out and the words take care of themselves and need no special handling.

The *meaning* of things plays a secondary role in processing to forces.

Thetans find counter-forces objectionable. Almost all chronic (continual) somatics have their root in force of one kind or another.

In that the handling of things with bodies involves force to greater or lesser degree, incapability and derangement of mental values is proportional to the thetan's objection to force.

This objection descends down to a wish to stop things. It goes below that into overwhelmedness in which propitiation and obsessive agreement manifest themselves.

### LOW TAs

The low TA is a symptom of an overwhelmed being.

When a pc's TA goes low he is being overwhelmed by too heavy a process, too steep a gradient in applying processes or by rough TRs or invalidative auditing or auditing errors.

A low TA means that the thetan has gone past a desire to stop things and is likely to behave in life as though unable to resist real or imaginary forces.

### HIGH TA

Chronically high TAs mean the person can still stop things and is trying to do so.

However, all one has to do is restimulate and leave unflat an engram chain to have a high TA. High TA is reflecting the force contained in the chain.

An “over-run” means doing something too long that has engrams connected with it which means an engram chain with too many engrams on it being restimulated by life or auditing. Hence Over-run.

If this overrun persisted unhandled eventually the pc would be overwhelmed and one, in theory, would have a low TA.

### MENTAL MASSES

Mental masses, forces, energy are the items being handled by the C/S on any pc.

If the C/S loses sight of this he can wander off the road and go into the thickets of significance.

Engrams, secondaries, locks all add up to mental masses, forces, energies, time, which express themselves in countless different ways such as pain, misemotion, feelings, old perceptions and a billion billion thought combinations buried in the masses as significances.

A thetan can postulate or say or reason anything. Thus there is an infinity of significances.

A thetan is natively capable of logical thought. This becomes muddled by out-points held in by mental forces such as pictures of heavy experiences.

As the masses and forces accumulated and copied from living build up, the logic potential becomes reduced and illogical results occur.

### PC SEARCH

The pc is continually searching for the *significance* of a mass or force—what is it, why is it.

The C/S is easily led astray by this.

All forces in the bank contain significances.

All forces can be unburdened and lightened up by the various procedures of auditing.

The search of the pc is for significance.

The action of the C/S is reduction of forces.

### THE E-METER

The E-Meter records what force is being discharged in every slash, fall and blowdown. The amount of TA per session is the C/S's index of gain.

Note that a discharged process no longer gives TA and gives case gain.

The amount of significance recovered or realized by the pc only shows up as cognitions.

As the TA works off the case, then one has two indicators:

1. There is needle and TA action.
2. The pc cognites.

One shows that force is coming off. Two shows that thought is releasing from force.

### BACKWARDS C/Sing

If a C/S processes toward significance only he will get cases that do not progress.

The needle action detects not so much significance as where the force is.

Diving toward significance the C/S winds up shortening grades, looking for “magic one-shot buttons” and overwhelming cases by shooting them on up the grades while levels remain *loaded* with force.

#### RELIABLE INDICATORS

When a pc gets no more TA action on Level I he will have made Level I and will *know* it. He will therefore attest to “No problems”.

The reliable indicators are TA action and cognitions while a level is still charged.

Diminished TA action and cognitions mean the purpose of the level has been reached.

A feeling of freedom and expansion on a subject is expressed in a normal TA and a loose needle.

The pc will now attest to an ability regained.

#### F/N ABUSE

To process only to F/N and even chop off the cognitions on a process abuses the indicator of the F/N.

You can find many pcs who bitterly resent F/N indications. They have been:

- A. Not run on all the processes of a level;
- B. Still have force on the subject;
- C. Were chopped off before they could cognite.

The ARC Break in this is UNFINISHED CYCLE OF ACTION.

The proper End Phenomena for a process is F/N Cognition VGIs. Now look at that carefully. That is the proper end phenomena of a PROCESS. It is not the end phenomena of a LEVEL or even of a TYPE of process.

Let us say there are 15 possible Scientology processes for orienting a pc in his present location.

To run *one* of these 15 and say, “F/N that’s it. You’re complete,” is a Quickie impatient action that rebounds on the pc eventually. If there are 15, run 15 !

Possibly the pc on no. 12 will cognite he’s really right where he is. Only then could you cease to work at it.

An F/N Cog VGIs tells you a *process is* finished, not a whole class of actions!

Thus 2 1/2 minutes from 0 to IV is not only impossible, it is murderous. It will result in an overwhelm, a low TA or a high TA eventually.

Level I says, amongst other things, “Problems Processes”. There are certainly half a dozen. Each would be run to F/N Cog VGIs. When these and the *other* processes of the Level are run, the pc will come to have no further reaction to problems and will be able to handle them.

A cognition in lower levels is not necessarily an ability regained. Thirty or forty cognitions on one lower level might add up to (and probably would) the realization that one is free of the whole subject of the level.

It is safe to run more processes. It is unsafe to run too few.

## PC ABILITIES

It is not enough for the pc to have only negative gains of deleting force. Sooner or later he will have to begin to confront force.

This comes along naturally and is sometimes aided by processes directly *aimed* at further confront. “What problem *could you* have?” sooner or later is needed in one form or another.

What force can the pc now handle?

All auditing in a body—and any living in a body—makes a being vulnerable. Bodies break, suffer, intensify pain.

Sooner or later a pc will go Exterior. The Interiorization Rundown must be ordered as the next action or you will have a pc with a high TA. 2-way comm Ext-Int must be given in a following session (not the same one) so the full cognitions will occur.

After this the pc is less subject to the body and his ability to confront force will improve.

Do not be too worried or surprised if after this the pc has some minor accident with the body. Exterior he forgets its frailty. However, such things are minor. He is “learning how to walk” a new way and will run into chairs! He gets this figured out after a while.

Pcs sometimes improve their ability to handle force while interior so as to have mysterious headaches or new body pressures. Inevitably they *have* been *exterior* and need Interiorization run. They were just using too much force while still inside !

Thus force is the thing, significance very secondary.

Force of course is made up of time, matter, energy, flows, particles, masses, solids, liquids, gasses, space and locations. All this gets inherently handled in processes published long since.

The pc tends to dive for the *thought* imbedded in the force. He will tell you he’s being processed to find out who his parents were or why he is sterile or who did him in, etc, etc. The C/S who chases after this is a deerhound illegally chasing mice!

## C/S PURPOSE

The C/S is there to make certain that the pc makes gains and attains the actual abilities of the level.

*The C/S is for the pc.*

C/S auditor control exists only to keep the auditing standard, the TRs good, the processes ordered done and to End Phenomena each one.

No other reasons for C/Sing exist.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO POLICY LETTER OF 17 JUNE 1970

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Applies to all  
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*URGENT AND  
IMPORTANT*

**TECHNICAL DEGRADES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JUNE 1970

Remimeo

*C/S Series 7*

**C/S Q AND A**

Just as an auditor can Q and A so can a C/S.

As you know Q and A is the incorrect 2-way comm action of wandering off the question by feeding the pc what the pc said as a Question, the Answer is taken as the next auditor's Question. Many various outlines of what Q and A is already exist and this is just to refresh the subject. Example: Student Auditor is ordered "2-way comm on cities," by the C/S which is okay. But it can be Q and Aed like this: Student: "Tell me what you think about cities." Pc: "They're cold." Student: "What about cold?" Pc: "I don't like it." Student: "What else don't you like?" Pc: "Well ..... old men." Student: "What about old men?" Pc: "They're obnoxious." Student: "What else is obnoxious?" Pc: "....." Well you remember all about that. It's maddening and shows *no* auditor control and certainly doesn't handle the original C/S subject of "cities".

There are three main ways in which a C/S can Q and A in C/Sing.

PC C/S

Pc goes to Examiner on own volition and says, "I am ill. I need my ruds flown."

A C/S Q and A would be "Fly ruds."

Pc on his own goes to Examiner and says, "I am upset about my job."

C/S writes "L1B on job."

You get the idea. The first one is therefore Q and Aing with Exam statement of pc.

This is varied by taking a pc's note or letter or report and accepting what the pc says is wrong. Like "I'm PTS to my husband." And then C/Sing "2-way comm on husband."

Naturally the ancient law applies here. If the pc knew what it was it would not be wrong and would as-is. Pc coming up to Exam saying, "It's my husband!" with F/N Cog VGIs would be what would happen if it *was* the husband. And that would be great but of no real value to C/S except pc has had a win and not to now use "husband".

Give you an actual example: Pc in Solo ruds found she hated George. It F/Ned. *Next* audited session pc was saying she hated George. Wrote a note about George. C/S did not notice the outness. Ordered LIB on George and in a 2-way comm got little or no TA, continued to be ill. The fact is it wasn't George at all and not even a terminal. Pc had gone up one grade too many, hit an overwhelm, the earlier 6 grades were out! Correct action was to have done a general repair the moment a pc suddenly and mysteriously caved in and got ill on a new level! The pc never should have been going on up grades for the last 6 grades!

The tendency to toss it all off with a Q and A not only didn't handle but obscured the real situation.

## C/Sing A WIN

The second Q and A is to C/S a pc win.

Pc in 2-way comm mentions cats and more cats and cats and finally at the end of session has a big F/N Cog VGIs on cats.

The C/S sees all this “cat” mention and orders “Prepcheck cats.”

That is a very cruel sort of Q and A.

Another version of it of course is to see a pc reach a full End Phenomena on a series of processes like an unmistakable pc-volunteered valence shift and keep on going into an inval. Correction is to rehab of course.

Yet another version is to pull a w/h and then keep pulling it so the pc doesn't think it's gone. Correction is to rehab of course.

The TA often goes high or low on these Q and A actions and Inval-Eval actions are ordered and the release point rehabbed.

## NEXT GRADE PLEASE!

The third Q and A a C/S can pull is to agree to the pc's demands for the next grade despite all contrary indicators.

“I'm ready for Clear now!” says the pc full of somatics whose R6EW wasn't really done and who can't talk.

The Registrar, execs and others push on this also.

The D of P and C/S have total authority on this. They should be diplomatic. “He can have the grade of course but I will have to prepare him for it,” is the best answer. “Please make arrangements for Clear preparation—25 hours.”

If the C/S doesn't hold the fort on this the pc put into the next grade who isn't ready will fall on his head.

If this pressure from the pc (in any version) continues, have him sign a waiver “I will not hold the org or any principals responsible and waive any refund if I am put on next grade.” That either gets home or he says okay and signs. So put him on the grade and hope he doesn't fall on his head—and if he does, *now* demand he get the hours needed to get fixed up so he can really make it.

A D of P or C/S often have other pressures exerted on them that are not technical in nature such as economics, ambition, status symbols (of having a high grade regardless of a headache) and have to cope with these diplomatically. But any but tech considerations are dangerous to entertain.

## SUMMATION

Of these 3, 2 are concerned with letting someone else C/S. Like an engineer letting someone else plan the railroad.

And the third is also slightly in that nature, consisting of not noticing the pc's wins and using them with which to C/S.

## CAUTION

This doesn't mean the pc is always wrong. He is generally right when he says he's overwhelmed or upset. He's almost always wrong when he says *what*

overwhelmed him or what BPC was out WHEN SIMPLY SAYING IT DOES NOT CORRECT THE CASE OR PRODUCE F/N VGIs.

You always *use* the pc's data one way or another in that you are paralleling what the MIND does. That's reads. Not what the pc says.

Remember that what's really wrong lies in the field of mass, energy, space, time, form and location. As these are eased up (by Standard Dianetics and 18 years of Scientology actions and processes) thoughts come to view. So if you Q and A with thoughts already in full view, you never really ease up the bank. That's why Q and A with significance is not done.

L. RON HUBBARD  
Founder

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*C/S Series 8*

**CHART OF HUMAN EVALUATION**

*Science of Survival's* Chart of Human Evaluation is a study for C/Ses and is of great use.

When you find the pc on one of its columns you can see if the pc stays there or falls back there.

Standard Dianetics opened this chart to full use for C/Ses. 18 years of Scientology processes and know-how are to a large degree evolved from this chart.

IF A PC IS STAYING AT A LEVEL OF THE CHART OR FALLS ON IT you know he is running *above* his level.

Processing Changes Conditions.

If it doesn't improve them (or the pc's behavior) then the pc's Reality is not being reached. It can be plus or minus, above or below. It is seldom that the pc's reality is higher than the processes used and really only occurs when a grade honestly run is rerun. Then you get pc protest as he's *made* that.

Pcs who get sick suddenly are being run far too high on the Class Chart. Pcs who don't change are also being run too high.

Behavior, mannerisms are the index. DO THESE CHANGE? If they do the pc is improving. If they drop lower on the Human Evaluation Chart the pc is in overwhelm.

PICKING THOUGHTS OUT OF FORCES IN THE BANK BRINGS A NO CHANGE.

In other words you can park a pc by continuing nothing but think processes which address only significance.

**SELF AUDITING**

Self auditing is the manifestation of being overwhelmed by masses etc and pulling only think out of the bank. Pulling out think then pulls *in* more force which gives more self audit.

Not all self audit is bad. The pc eventually realizes it's forces! After a few tens of thousands of hours! If he knows all the answers.

A good push against a wall is worth a hundred hours of self auditing. And it's force.

**HUMAN EVALUATION**

This famous chart (in use by the way by an airline and several other areas, and which had to be printed as desk blotters for personnel people at one time) could easily be expanded in numbers of vertical columns to include all behavior.

The C/S is at a disadvantage as he doesn't see pcs. But he can have a mannerism item filled in on a Summary Report. "Mannerisms\_\_\_\_\_" "Mannerism changes \_\_\_\_\_"

This serves.

It also serves to look at the psychosomatic column of the chart and a pc's Health Form.

#### CHANGING THE PC

The pc will change in ideas when he changes his relationship to forces.

Tons of processes do this.

Objective Processes have to be run in on a pc now and then.

Somatics passing through in a session are a definite clue to force change. The nosomatic pc is either high as an angel or being run too high.

You don't have to run directly at force for forces to change in the pc.

One 2 way comm I did with a pc released his hold on a huge bundle of forces!

The body responds badly to forces.

The conflict between protecting or using a body and being as a thetan able to withstand large forces gets so mixed up in a pc he can wind up as a force-shy thetan !

#### STANDARD PROCESSES

Standard processes such as those in use for 18 years handle this when fitted into their levels.

What the C/S has to realize is that he is (a) producing an optimum rate of change in the pc if he is C/Sing well and (b) changing the pc's position upward on the Chart of Human Evaluation.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 21 JUNE 1970

Remimeo

*C/S Series 9*

**SUPERFICIAL ACTIONS**

One of the reasons Scientology tended toward disuse in the late 1960's was not its workability. It was a growing cultural disinclination to do things thoroughly.

"Fast, quick results" was interpreted as seconds or minutes. In old psychotherapy as practiced in the 19th Century it required ONE YEAR of weekly consultation to see if anything could be done about a case and FOUR MORE YEARS to produce a meager superficial result. Compared to that two or three hundred hours of processing was nothing.

As we began to dominate this field in terms of persons handled and results obtained, psychiatry invented "instant psychiatry" by which no result was gotten in no time.

SPEED became the primary consideration of the culture. Jet planes, fast cars "saved time". But an old Chinese, when told by a driver that he had saved 4 minutes in speeding back from town asked, "What are you going to do with the 4 minutes?"

Time itself is a basis of aberration. Dropping time out is the consideration of factory managers of production lines as "the faster something can be made the more you have of it". But look at this again. Something can be done so fast it isn't done at all! The difference between a very fine camera and a cheap one is speed of manufacture. Cheap cameras don't get their parts carefully machined or matched—they don't fit together—they break, cease to work. A fine gun can be told by the lack of tool marks on the hidden places. A cheap gun's inner bolt is a mess of scars. It isn't smooth in operation. It didn't take much time to make but it also jams and freezes up when you try to use it. Maybe you've heard of "hotter than a 2 dollar pistol". A 2 dollar pistol is "hot" because it's so quickie made it usually blows up and blows off a hand.

There is a point where SPEED is simply a cover for a cheap worthless product.

Let us take a filthy room. A lazy housekeeper comes in and sweeps a few bits of dust under the carpet, leaves soot all over the windows and garbage on the mantle and says it's clean. Somebody else not afraid of work spends an hour at it and leaves a really clean room.

**SHORT PGMS**

A short pc program is economically and efficiently for the birds.

In the first place a C/S has to know the extent of his tech well to be able to think up light processes in quantity.

If one heard a C/S say, "But I don't have time to spend an hour doing a long program for the pc," one is listening to something peculiar. If one spent an hour or two doing up a real long 20 action program to repair the pc, then for the next 20 C/Ses it takes only a few minutes to look over the session and order the next action on the list. If one had no program one would have to study the *folder* each time. One actually saves C/S time by doing *long* programs both to repair and to get the pc back on the Class Chart where he'd gotten to.

Further, auditing is sold by the hour and it WASTES money and income and pcs to short program them.

“Yes but we sell result! If we can get 200 pcs done in 100 auditing minutes we would make £18,233 clear profit .. “

Well the cruel answer to that was when orgs began to do that on lower grades they didn't attain the result on the pc and stats went DOWN!

Power was once priced against the fact of 50 to 100 hours of auditing. It retained the price and by cutting out all End Phenomena or real gain it was at last being given in 20 minutes. And after just so many years of this economic dishonesty, SHs crashed! They had sold out the real value of the product for a quick buck. The “field” became “ARC Broken” and few takers came to an SH. It is a very long hard road back. And it is a very costly one.

“Quickie Grades”, instead of making fortunes for one and all, crashed the whole Scientology network.

BECAUSE QUICKIE RESULTS ARE LAZY AND DISHONEST.

Let's just face up to the facts of life!

Selling out the integrity of the subject for a buck wrecks the subject.

### SUCCESS

The real stat of an org is Success Stories.

Honest grades and time spent in C/Sing and in auditing to obtain them add up to success for the individual, the org, its field, the country and the planet.

The *time* it takes to process somebody is how long it takes to get *each* single result available. It is not how slowly or quickly it is done. A book is not a good book if it takes 7 years to write. And a bad book isn't always written in 2 weeks. It takes as long to write a good book as you get a good book. The *result is* the result and TIME IS JUST AN ENTERED ARBITRARY.

A person who overwhelms at Grade IV is an easily overwhelmed person. It might take 50 hours just to repair the case and the person's life. That might be 20 or 30 steps on the program.

If the C/S can't dream up 8 or 9 ways to repair past auditing and 15 or 20 ways to repair a life, then it's time to go back and read *The Original Thesis, Evolution of a Science, DMSMH, 8-80, 8-8008* and listen to a hundred or so SHSBC tapes.

“Yes, but I have no time to ..” Well, that's also saying “It can't be done well.”

But there is time. If anyone looked over his area he would be able to throw out the time-wasting actions if it comes to that.

“Look. I'm the C/S, the D of P and have to audit 3.....”

That's a statement that the job has already been done so badly that no persons show up to take over the extra hats! And the no-result programs cripple the economics and that becomes no help.

I have seen Mary Sue take over an HGC that had tons of unsolved cases and too few auditors and have watched her solve one case at a time and within 2 weeks have 35 auditors and no backlogs and in six weeks no unsolved cases! She was using the “old”, “historical”, “background”, “we don't use them anymore” processes!

So it not only can be done, it is the thing to do.

That org's stats soared. It became solvent. It ran at a high run and was a happy org.

### SICK PCs

When there are sick people on a list one doesn't just "give a Dianetic Assist" and send to a doctor and write them off.

If one knows his tech, there was a *reason* the person got sick. One also knows a sick person goes into overwhelm easily.

One can do a touch assist, a contact assist, two-way comm, ruds on the accident, ruds before the accident, Dianetic Assist, medical treatment, life ruds, HCO B 24 July '69, two-way comm on suppression, 3 S & Ds, assessment for area of illness, prepcheck on area, ruds on area, hello and okay with the affected area, reach and withdraw from area, two-way comm, recall on persons similarly ill, location of the postulate that caused it with itsa earlier itsa, prepcheck on the body or its part, more HCO B 24 July '69, more ruds, assessment of failed purposes, two-way comm on the sickness.

That's not a program. It's just a helter-skelter list of a *lot* of things to do. It would not greatly matter what order they were done in but lighter actions should be the earlier. And in a program auditing repair comes before life repair.

### EXPECTANCY

Now if a C/S or an auditor has a magical complex, he expects ONE process to run a person from wog to OT VI and in ONE minute.

The missing knowledge is "gradient scales". Stairs and ladders have steps and rungs. It takes TIME to climb a tower.

The magical complex thinks of processes as incantations or charms. A person C/Sing would always be trying to find THE process the pc should be run on. The think is that THE process, once discovered, would take no time at all and the pc would magically become well!

Pardon me, but that's pure goofiness.

And it would set the C/S up for constant FAILURE.

One sees such a person scrambling through processes, trying to guess "which one which one which one. Oh there's one! Now we run it for 3 minutes on the pc. Oh dear. It didn't work. He isn't well. Let's see what's here still. Scramble scramble. Oh, here's one. This green paper is probably the right color. Auditor! Run this on the pc. Oh dear, it didn't work. He isn't well yet. So! We will take these 5 major processes and run them all in one session and add six grades. Do that! Do it! It's a desperate situation. Oh dear,

the pc blew. Well I guess the subject doesn't work or I'm a failure .. "

That is NOT how one should C/S.

If a workman was supposed to cure an ox hide and was told salt would do it and he had a magical complex, what would he do. Well, he might take a small salt shaker and sprinkle the corner of the hide (thinking the right thought) and find that the hide rotted in a few days. He could then conclude salt didn't cure ox hides. If someone kept hammering at him to cure ox hides with salt and he kept sprinkling the corner (knowing it wouldn't work) he'd get a very odd idea about his orders! But who would suspect that this workman thought it was magic! An honest rubbing of salt all over and into the ox hide is the meaning of "salt will cure ox hides"!



But that would take work. It would take TIME! It would have to be honestly and thoroughly done. But one would have cured ox hides and gotten shoes and a profit and pay and everything for one had a *product*.

Magical thought in auditing isn't likely to give anyone a product of really able people!

### SHORT-CUTTING PROCESSES

Processes can be short-cut as well as programs.

Take an early (means basic, useful, useable) version of Rising Scale. There are 18 pairs. Each *pair* should be run to F/N, Cog, VGIs.

An auditor told to run Rising Scale can run along the 18 pairs until one F/Ns. And leave it.

The process has been short-cut. And with that shortcut went its ability to restore fertility!

So one hears Rising Scale will sometimes restore fertility or change eyesight. Orders it done. It is done to 1 F/N. No real result occurs.

Or take Dianetics. Dianetics can be chopped "to save TIME". First feeble flutter of an F/N, no Cog, no VGIs, auditor barking "Did it erase? Did it erase?" Final result, no real gain. There goes the subject. Half an hour to run the chain, no extra 30 seconds for the real F/N, the Cog, the VGIs.

SO ONE WASTES A RESULT FOR THE SAKE OF SAVED TIME.

### THE AGE

It is a symptom of the age that there is no time. But in the Data Series PLs one finds that "omitted time" is a basic insanity.

That a body lives only about 70 years puts an awful limit on Man.

Man's Empires endure at most only about 300 years if that.

70 years is not enough time to make a real career and 300 years is not enough time to even groove in a civil service.

Man pays for it with poor lives and rotten governments.

But it doesn't take 70 years or 300 years to process a pc. A year maybe up to homo novis. A few years to OT. Even traveling it casually slow.

25 hours to repair someone's life and 50 to 100 hours to get him up to no somatics with Dianetics is pretty satisfactorily fast.

What's this take? A week to repair. 2 to 4 weeks for full Dianetics. At 25 hours a week. That's very little.

And it's enough to tell him to get trained so he can have all he wants.

### SPEED LIABILITY

When speed is the consideration, not results, you get a very cheap camera or car. And you can expect it to fall apart very soon. You also get a cheap reputation.

We are in the Leica and Cadillac and Rolls Royce product class without trying.

Why settle for “Quickie Grades”?

You get no students that way and *that’s* the heavy org income. You get no expanding field. And you won’t ever get a cleared planet.

We’ve learned all this the hard way. So let’s not let it go unheeded.

The place to handle the situation is with C/Sing.

And to gain the co-operation of C/Ses to make results real results by insisting that speed is the fast road to poverty in the long run.

If the C/S burden is too heavy, start pushing training. Then you’ll get help.

Honest C/Sing gives an honest result.

It takes as long to correct a case as it takes. It takes as long to make a person well as it takes. It takes as long to get a real lasting grade result as it takes.

And that’s a lot longer than the time spent on it in the late 60’s.

ALL pcs “have to be OT tomorrow”. Why let them C/S their case by demanding it only take 2 minutes?

Self C/Sing is no more effective than self auditing.

Registrars as well as pcs try to grab the C/S hat. “I will sell you a marital intensive because you have such a bad cold.” And Execs, “Run this staff member on money.....”

Well, a C/S’s hat is the C/S’s. And he should wear it for honest results. And damn others trying to C/S and wreck his job.

**THERE ARE NO CONSIDERATIONS WHICH FORGIVE ANY RESULT THAT IS NOT THOROUGH AND HONEST FOR EVERY PROGRAM OR GRADE.**

L. RON HUBBARD  
Founder

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**LRH TAPE LECTURE**  
21 June 1970

7006C21      SPEC LECT      Expanded Grades and Training

Remimeo

*C/S Series 10*

**REPAIRING A REPAIR**

When a pc is on a Repair cycle it is quite horrible to have a bad (goofed) session occur.

Why?

Well the pc is on a Repair cycle because he is overwhelmable. A goofed session is more overwhelm. AND it was goofed on a process type which was already what you would use for Repair. So NOW what do you do?

The answer of course is to sort out the real error. If you can't find it readily in the worksheet have the Examiner ask the pc what the auditor did.

Then having found the actual goof, you have it repaired by rehab of the BP F/N or an L1B using "Method 3" in assessing the prepared list.

The goofs are fortunately few in type.

There HAS to have been a basic goof for a Repair session to have gone wrong.

So when one goes wrong, you really search the worksheet until you find it and if it isn't visible get the pc asked.

These goofs are pretty elementary. The auditor possibly doesn't know that a TA can go DOWN by overwhelming by overrun or way up by overrun. So a usual goof in Repair is overrun of an F/N or an item that F/Ned or a list that F/Ned.

Example: In a Repair Pgm a GF is called for. Auditor clears a couple items, suddenly hits a hot one, pc gets F/N, Cog, VGIs. Auditor (told to get all the charge off the GF overlooks senior data—let pc have a win, GFs often raise hob with the TA if run further than THE item) goes on down the GF list past the F/N VGIs hunting for new charge. Pc's TA goes to 1.6 ! Pc cogs he has a stuck picture. TA 1.6. "End of sess."

Now what do we do. Well, a new factor now enters in.

**C/S WANDER**

The pc was on a precise Repair Pgm, is only at VI out of XVIII steps.

But the pc is rough. Rough running. Diverges, critical, boggy.

And now he is stuck into a goofed session and we have to repair a repair!

A C/S at this point can wander. He can Q and A. The WHOLE REPAIR PGM CAN GET DEPARTED FROM AND THE PC REALLY BOGGED.

When faced with Repairing a Repair Pgm session watch it! Don't wander!

The C/S procedure is this:

1. Find in the W/S or from the pc the exact goof.
2. Repair that goof by rehab, indicating BPC or two way comm, depending on the error.
3. DO NOT ORDER A NEW DIFFERENT NON-PGM ACTION.
4. Continue the PGM.

It is here a C/S can go adrift. New actions crossing the original program can soon have C/S, pc and Auditor chasing over hill and dale. It is a fatal pursuit.

About the only time you change a Repair Pgm once outlined is to extend it or lighten it. But in that case do a whole new Pgm.

You will find 2 way comm is lighter than a Prepcheck.

Let us say pc was doing great on 2 way comm. Gets into a Prepcheck session and goes out the bottom.

In such a case the Prepcheck is repaired of any goof noted in it and 2 way comm that session—and it comes out all right. If no goof can be located, 2 way comm it and it will be okay.

An Auditor can throw a list not ordered into a Repair Pgm by finding the TA high at session start and doing an O/R list and goofing the list. It would already be dicey to *list* a pc who is on a Repair Pgm. To then goof ordinary laws of listing and nulling can get grim.

The first C/S action to repair the repair is of course to get the list corrected with an L4A. You can often spot the listing goof as a C/S. It's usually an O/R of an O/R list or an incomplete list or an "unnecessary list". It's poison to list a pc on a Repair Pgm, however. 2 way comm it.

If a check for Exteriorization reveals it, you have no choice but to do an Interiorization Rundown. That's a common reason. But if the pc is already flinching at engrams, limit the Interiorization to 3 way Recall and note it clearly that he's only 3 way Recall of Int.

#### AUDITOR FLUBS

Student or new Auditors produce the most flubs. It is therefore good to keep them off repair actions or Repair Pgms.

The commonest flubs are failing to trim the meter and ignoring the F/N at "3.1", yet sitting right there running the pc up to 4.0 without ever asking, "Have we by-passed a release point?"

Poor TRs, not having 2 way comm down, neglecting pc origin or chopping comm are probably next in order of frequency.

#### REPAIR PCs

Remember that pcs who need lots of repair are DELICATE cases. Feather touch is the watchword.

They are not all that easy to audit. They can cause Auditors and C/Ses to disperse.

Such pcs are afraid of force and easily get engulfed if pushed hard into the bank.

So lightly, lightly.

And exact repair of any flub.

And get back to the program! Mid program is no time to become inventive.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 25 JUNE 1970

Remimeo

**C/S SERIES 11**

The following HCO Bs have been combined in this issue:

HCO B 31	Aug '68	"Written C/S Instructions"
HCO B 1	Sept '68	"Points on Case Supervision"
HCO B 11	Sept '68	"Case Supervisor Data"
HCO B 17	Sept '68	"Gross Case Supervision Errors"
HCO B 17	Sept '68	"Out Admin—Liability"
HCO B 22	Sept '68	"Auditors must always ...."
HCO B 8	Oct '68	"Case Supervisor—Folder Handling"
HCO B 15	Mar '70	"Double Folder Danger"
HCO B 29	Mar '70	"Auditing and Ethics"

and reference to LRH ED 101 Int "Popular Names of Developments".

**C/S DATA**

Case Supervision instructions are *always* written. A Case Supervisor always writes his C/S instructions on a separate sheet of paper for the pc folder.

Repair Programs (now called Progress Programs) are on red sheets.

Return Programs (now called Advance Programs) are on bright blue sheets.

All C/Ses are written in duplicate (a carbon copy is made). The C/S keeps the carbon copy for reference in case the original ever gets lost.

**HIGH CRIME**

It is a High Crime for a Case Supervisor not to *WRITE* in a preclear's folder what the case supervised instructions are and a High Crime for an auditor to accept verbal C/S instructions.

To commit this crime causes:

1. Extreme difficulty when doing a folder error summary as there is no background of what was ordered and why.
2. Gives the auditor leave to do anything he likes as not in writing.
3. Is open to misduplication and can cause squirrel processes to be run and so mess up a preclear with Non-standard Tech.

Any C/Supervisor found guilty of this from this date is to be removed as this could only be considered a deliberate attempt to mess up preclears.

**POINTS ON CASE SUPERVISION**

1. Check your orders to find out if auditor did them.

2. Check to see if commands correct and if pc's reaction was expected reaction for those commands.
3. Check any list and find out if there was mislisting.
4. Advise against a background of Standard Tech.
5. Order any errors corrected or get the case on further up the grades.
6. Beware of over-correction.
7. Beware of false, pessimistic or over-enthusiastic auditor reports. They are detected by whether the case responded to usual actions as they all do.
8. Beware of talking to the auditor or the pc.
9. Have implicit confidence in Standard Tech. If it is reported not working the auditor's report is false or the application terrible but not reported.
10. Above all else hold a standard and NEVER listen to or use unusual solutions.

### DOUBLE FOLDER DANGER

When a preOT has a Solo and an Auditing folder, both, there is a great danger if the Case Supervisor does not look at BOTH before C/Sing.

There has been an instance of a preOT running strange C/Ses on himself. Another ran C/Ses out of other folders on himself. In both cases the consequences were hard to repair when finally found.

In another case in the Solo folder the preOT had gone exterior with full perception. But the Non-Solo Auditing folder was being C/Sed. The TA shot up for 2 months without any C/S except myself calling for *all* folders.

PreOTs unfortunately run on a Solo folder and an audited folder. Unless both are to hand when C/Sing wild errors can be made by the C/S.

There is *also* the case of a person having two audited folders, being C/Sed at the same time. This is an Admin error.

The firm rule is C/S ONLY WITH ALL FOLDERS TO HAND.

The embarrassing situation where one can't get a folder from another org or field auditor or where the old folder is lost has to be made up for somehow. It mustn't halt auditing totally.

### CASE SUPERVISOR—FOLDER HANDLING

#### *Analyzing Folders*

Go back in the folder to the session where the preclear was running well and come forward from it doing a folder error summary.

#### *Reviewing Folders*

In reviewing a folder, the first thing to do is to look at the C/S to see if it was done.

Use the Summary Sheet to get the Auditor's attitude and pc mannerism changes.

Use the Auditor's Report Form to get the time of processes.

Read and take all your data from Worksheets and compare it to and see that C/S was complied with and ensure Standard Tech was applied.

If you can't read the reports, send it back to have the Auditor over-print illegible words. Never try to case supervise (C/S) an illegible worksheet as you'll only run into headaches.

The After Session Examiner's Report gives you the first clue of how suspicious you should be in examining the folder and whether or not auditing reports contain falsities.

### *Standard Tech*

You're never led by anything into departing from Standard Tech. The *only* reason it doesn't work is that it hasn't been applied.

The main question of a Case Supervisor is:

WAS IT APPLIED?

If you follow this exactly, you'll never miss.

### CASE SUPERVISOR DATA

A Case Supervisor should watch for Ethics record of pcs who have been C/Sed.

If they fall on their head, get into low conditions, the folder should be reviewed.

Most probably the auditor did not do what was ordered and, if folder looks okay, chances are the auditing report is false as *something is wrong* or pc would not be in trouble.

### AUDITING AND ETHICS

Cases undergoing Ethics actions, Comm Evs, amends projects or low conditions should not be audited until the Ethics matter is cleared up and complete. It only louses up their cases to audit them when under such stress.

### ADMIN

Auditors must always put the pc's grade or OT level very prominently on the Auditing Report.

A Case Supervisor cannot properly C/S a case without having this data.

To not do this is out admin.

### OUT ADMIN—LIABILITY

Much has been said about the importance of admin in auditing but auditors just aren't getting it—so ..... it now becomes a LIABILITY to have out admin in pcs' folders.

Folders are to be submitted with the latest session on top. Auditor's report form is stapled to Worksheets which are dated, numbered and in order, latest on top. Summary Report is then attached to the auditing report and W/Ss with a *paper clip*. This of course is as well as the usual admin such as legible writing, re-writing illegible words, marking reads and F/Ns, and all End Phenomena, etc.

The C/S instructions for that session go *under* that session, so you get C/S 4/6/68, Auditing Session 4/6/68, C/S 5/6/68, Auditing Session 5/6/68, C/S 7/6/68, etc, etc.

As the whole purpose of Class VIII is to minimize the time in auditing, by doing perfect Standard Tech, this cannot be done if it takes 15 minutes to put the folder in order, so it can then be case supervised, so it can then be audited.

#### GROSS CASE SUPERVISION ERRORS

1. FAILING TO USE PROGRESS AND ADVANCE PROGRAMS WHEN NEEDED.
2. Ordering unnecessary repairs.
3. Trying to use repair processes to get case gain instead of getting the pc onto the next grade.
4. Not writing down C/S instructions, but giving them to an auditor verbally.
5. Talking to the auditor re the case.
6. Talking to pc re his case.
7. Failing to send pc to examiner if you're unsure why his folder has been sent up for C/S.
8. Being reasonable.
9. Not having enough Ethics presence to get his orders followed.
10. Issuing involved repair orders.
11. BIGGEST GROSS CASE SUPERVISION ERROR for C/S is not to read through the pc folder.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 JUNE 1970  
Issue II

Remimeo

*C/S Series 12*

**GLOSSARY OF C/S TERMS**

**RECOVERY PROGRAM:** The pack of

LRH EDs	100 Int	10 May '70	Lower Grades Upgraded
	102 Int	20 May '70	The Ideal Org
	103 Int	21 May '70	Fast Flow Grades Cancelled
	104 Int	2 Jun '70	Auditing Sales and Delivery Pgm No. 1
	106 Int	3 Jun '70	What Was Wrong
	107 Int	3 Jun '70	Orders to Divisions for Immediate Compliance
	10 SH	6 Jun '70	SH Pcs
	108 Int	11 Jun '70	Auditing Mystery Solved
	101 Int	21 Jun '70	Popular Names of Developments

comprising the program to recover full use and results of EXPANDED LOWER GRADES.

**PROGRESS PROGRAM:**

What is called a "Repair Program" on the first issue of the C/S Series HCOB just being issued is re-named a PROGRESS PROGRAM. It has been found that case gain which has not been earlier achieved can be consolidated by a PROGRESS PROGRAM. It takes 25 hours, can be done by a Class I or above as long as it is C/Sed by an VIII who has starrated on the new C/S Series. This is quite a technical development in itself. It is the answer to a pc who had "Quickie Grades" and didn't actually reach full abilities in earlier Scientology auditing. It is followed by an Advance Program which follows below.

**ADVANCE PROGRAM:**

This is what was called a "Return Program" in the C/S Series. The name is being changed from "Return" to "Advance" as more appropriate. It gets the pc really up to where he should be. It may take 50 hours or more.

**EXPANDED LOWER GRADES:**

Pcs won't like being told they "have to have their lower grades rerun". Actually that's not a factual statement anyway. The lower grades harmonic into the OT Levels. They can be run again with full 1950-1960 to 1970 processes as given on the SH Courses all through the 1960s. These are now regrouped and sorted out and are called EXPANDED LOWER GRADES. Only this route will now be sold. There are no Dianetic or Scientology single—triple or "Quickie Lower Grades" any more.

**DIANETIC CLEAR:**

There is such a state. It is not however attained by feeding people Scientology cognitions as was done in L.A. Only about 25% go actually Clear on Dianetics. A Dianetic Clear or any other Dianetic pc now goes on up through the grades of Scientology and onto the proper Clearing Course. The Dianetic Clear of Book I was clear of somatics. The Book I definition is correct. This is the End Phenomena of Dianetics as per the Class Chart *and* Book 1. 25%, no more, make Dianetic Clear

accidentally. They still need Expanded Lower Grades to make Scientology Clear. Becoming a Dianetic Clear does not stop them from getting Power Processing. Modern Power is to its total End Phenomena.

*CLASSIFICATION CHART:*

This chart "Classification and Gradation Chart" has been reissued many times. All issues are more or less valid. To save print, the processes run column appears in "Processes Taught" on the Auditor side of the Chart. All these processes and more are used in Expanded Lower Grades. The chart is *Valid*.

*QUICKIE GRADES:*

Persons were too demanding to be done quickly. On many cases these grades as given were valid but a large number of cases needed Expanded Lower Grades. 20 minutes from Grade 0 to IV and 5 minutes Power was far more than many could stand up to. These need a PROGRESS PGM and an ADVANCE PGM. This is true of persons at Va or R6EW or on CC or OT Levels. All these who haven't fully made it need a PROGRESS PGM and an ADVANCE PGM "to pick up all the latent gain they missed".

*DIANETIC PCS:*

Dianetic pcs should be audited on Dianetics until no somatics, then go up through Expanded Lower Grades to Power, R6EW, Clearing Course and OT Levels.

*TRAINING:*

Any pc who has trouble needs training and the amount of time required in Expanded Lower Grades and so on makes it cheaper to be trained.

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HCO BULLETIN OF 30 JUNE 1970R

(Revised 6 March 73. Changes on following three pages  
*in this type style.*)

Remimeo

***C/S Series 13R***

**VIII ACTIONS**

(GF 40, IV Rundown, VIII  
Case Supervision.)

Inevitably, when any new approach or process is released, some will instantly assume that all “older” (actually more *basic*) data has been cancelled. There is no statement to that effect. It is not guessed that this will be assumed and so we *could* lose an entire subject.

We did in fact lose Dianetics for a decade and all but lost Scientology in the following ten years.

A subject can be reorganized and made more workable. That was done in 1969 for Dianetics. BUT IT HAD NEVER BEEN UNWORKABLE!

The 1969 Dianetics Reorganization *refined* the 1962-63 discoveries of R-3-R. A better *communication* was made to the user and the preclear.

Amazingly, the reissue of Dianetics as Standard Dianetics caused about a dozen people (even in high places unfortunately) to at once assume that Dianetics wiped out any need for Power, Scientology Clearing or anything else! Even an unauthorized Policy Letter (not signed by me) and an HCO B (also not signed by me) gave this impression. They were of course cancelled the instant they were discovered to have been sent out.

This idea that the “old” is always cancelled by anything “new” has its root in the idea that a later order cancels earlier orders, which is true. But orders are one thing and Tech basics another.

What if, in the science of physics, a book by Professor Glumph came out, omitting the three laws of motion and gravity. It is assumed then that Newton’s laws are no longer valid. Because they are *old*. (Newton lived between 1642 and 1727.) So some young student engineer is baffled because bridges have *weight* and can’t work out gravity or motion! And he and his fellows begin to build without knowing these laws and there goes the whole of engineering and the culture itself!

This is no fantasy. As a college student in upper math I was utterly baffled by “calculus”. I couldn’t find out what it was for. Then I discovered it had been developed by Sir Isaac Newton, examined the basics and got the idea. My college text omitted *all* the basic explanations and even the authorship of the subject! Calculus today is really not enough used because it isn’t understood.

Anyway, here’s the main surprise: Until 1970 the whole of Scientology was never in use in processing! Students had ridden along with the research line up into the OT sections, discarding the ladder behind them. For nearly 3 years an increasing proportion of preclears were not actually making it. The gradient to get them onto the bridge had been neglected as “old” when in fact they were not “old” but BASIC.

The amazement of auditors (and their delight) when the HCO B on Auditor’s Rights (C/S Series 1) was released indicated that they had become “process oriented” with all the WHY gone.

## VIII AUDITING

The 1968 VIII Standardization aimed actually at good TRs, auditing presence, and basics in auditor performance. VIII auditing was developed to handle the OT band.

It is entirely valid. Its only omission was detailed actions now developed as to how to handle a pc or Pre OT who had been pulled up the line and had fallen on his head.

Out Grades was spotted and discussed in detail in VIII auditing.

Giving lower grades fast was the only error. It was not realized in 1968 that End Phenomena of lower grades was not being required.

The re-release of the entire band of Academy and Saint Hill materials in 1970 is a re-emphasis on the *validity* and *necessity* of using it ALL on pcs! And in understanding the mind and life! And all this is quite welcome and very successful. Not noticed is that this whole band was never before presented for full *use* on *all* pcs. As I say, 1950-1969 auditors had been riding with the “newest and latest” because it was “popular”. Only a few wise old-timers continued to use the most basic actions.

But just as VIII auditing was an unauthorized signal to suppress all that had been known before, so now, with the full release for use of Expanded Lower Grades, a few began to say that VIII auditing was now “old”!

One assumes then that some like to be able to say that something is now “old”. Has a superior sort of ring to it, I guess. Anyway we’d better disregard this tendency to retire basics. It is more amusing than otherwise. So let’s get on with the job.

## RESISTIVE CASES

The RESISTIVE CASE rundown is an VIII development TO HANDLE THOSE WHO CANNOT MAKE THE GRADES.

It was put into the Green Form as GF 40 so as to preserve it.

To it could now be added “Overwhelmed”. This would indicate need of Repair (Progress) and Return (Advance) Programs. But many other indicators exist already.

*So when* do you use a GF 40?

Let us say the pc has been run on Grade Zero. And at the Examiner cannot or does not attest.

One would first look for simple auditing errors in recent sessions. These would get reviewed and corrected.

One would then look for lower actions than Grade Zero that had been missed.

*If* it still seemed hard to figure out, one would use a GF 40, Resistive Cases.

In essence, if one adds “Overwhelm” to the GF 40 list you have on it all the reasons a pc won’t advance IF he has been run on all processes up to that point.

Overwhelm would indicate need of a Repair and Return.

Grade I, Problems, is the usual ordinary reason for no case advance.

Problems shows up as an out-rud in GF 40 and is simply put in as a rud not as a grade.

But if a Grade *II* or above has a Problem??? That means Grade I is out.

GF 40 remains even more plainly as a “When all else fails”.

It is used that way.

When a pc doesn't attest, and all has been done for him otherwise, you use a GF 40.

This was its proper use in the first place.

All such materials except Rapid or Quickie Grades are valid.

And (joke) these remarks on GF 40 Resistive Cases do not wipe out “Repair and Return Programs”.

#### IV RUNDOWN

The so-called IV Rundown as taught on the VIII Course is of course quite valid.

Originally developed to catch cases that had somehow gotten up to OT III and were falling on their heads, it is a collection of actions. It salvaged many cases.

The missing datum was that in recent times these cases were falsely reported to have had their lower grades. THEY, the cases themselves, said they had “had lower grades”. This made a mystery. The fact is, with multiple declare (declaring 0 to IV to the Examiner all at one time mostly without any mention of End Phenomena of the grade) these cases were OUT GRADE in the extreme.

The IV Rundown was an effort to catch it all up to make a real OT.

“Out Grades” didn't read as it didn't mean anything to the pc and besides “they'd all been rehabbed a dozen times anyway”. But nobody mentioned never having attained any End Phenomena and the Class Chart was never really gotten IN IN IN in the first place.

You will find many pcs have had various parts of the “IV Rundown” run earlier.

For a while it was the fashion to use the IV Rundown or a part of it on any balky case at any level. At OT IV (which was an audited step and none of it really confidential) the C/S simply ordered run whatever was left of it not already run.

Somewhere on the case all of the IV Rundown still should be run. But of course that would now be on a Return (Advance) Program and well up the line.

If Repair-Return doesn't get a grade made this is the time to do a IV Rundown. On (3) Valence Shifter—LX1, LX2, LX3 lists can be done in triple, recall, secondary, engram. Earlier Practices, Former Therapy can also be triple, recall, secondary, engram.

This is on Page 28 (not 23) of the original VIII Case Supervisor Manual and part of it is also now GF 40.

If a case really needs this he won't be making a lower grade really so the GF 40 or its slightly wider OT IV Rundown can be used.

To both, “Overwhelmed by auditing” should be added in any future issue to indicate a needed repair action.

#### CASE SUPERVISOR ACTIONS

HCO B 10 Dec 1968, “Case Supervisor Actions” Confidential, VIIs only, is still valid. It remains Confidential as it mentions some OT phenomena that would spin a

Grade Va. However, some VIII C/S is going to be told that “Expanded Lower Grades changes all that”. It doesn’t.

Listen: In the next to last paragraph of the cover page of this manual (HCO B 10 Dec 68) it says:

“Standard Grades are not part of this set-up AS IT IS UNDERSTOOD THAT THE AUDITOR KNOWS THESE. Directions to do Standard Grades are written on a blank sheet.” (I have added the block letters for emphasis here.)

At the time this was written I had not discovered that Lower Grades were gone out of use and I let be published Triple Grades which seemed to condense all lower grades. The Major Process or Major Grade Process is definitely not enough to make a pc make a lower grade. I am sorry I gave any support at all to such an idea by not examining the whole scene when it began to show up. / *did find it and did correct it however when auditing statistics over the world showed the fault. (28 hours was the total weekly delivery of orgs!)*

If you add the dozens and dozens of Lower Grade Processes as given in Expanded Lower Grades to the VIII C/S HCO B of 10 Dec 68 and included this C/S Series and its *new* development of Repair (Progress) and Return (Advance) programs you would have the whole package of C/Sing.

So the VIII actions are *all* valid.

Auditor classes below VIII have this C/S Series. The AO C/S Course adds in the VIII actions as well.

Any C/S who does not know well *The Original Thesis, Dianetics: The Evolution of a Science, Dianetics: The Modern Science of Mental Health, Scientology 8-80 and Scientology 8-8008* will go badly astray. It is vital to know these books and others in this area, to know *what* one is trying to handle.

Class VI (SHSBC) tapes and bulletins are all valid and vital to Lower Grade auditing and C/Sing.

-----

I trust this gives the C/S some idea of what is still “in”.

It all is.

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Founder

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Remimeo

*C/S Series 14*

**C/Sing 2 WAY COMM**

The C/S is liable to make most of his C/S errors in C/Sing 2 Way Comm.

The reasons for this are

1. 2 way comm IS auditing.
2. The errors that can be made in any auditing can be made in 2 way comm;
3. Untrained or poorly trained auditors do not always respect 2 way comm as auditing.
4. Errors in 2 way comm become masked since the procedure is loose.
5. Earlier C/Ses on the case may have missed the easily missed 2 way comm errors.

**RULES OF C/Sing 2 WAY COMM**

- A. The C/S must recognize that 2 way comm *is* auditing. Therefore it follows all the rules of auditing.
- B. Any error that occurs in other auditing can occur in 2 way comm auditing. Errors in a 2 way comm session must be carefully looked for as they easily can be masked in the worksheet.
- C. Auditors must be persuaded by the C/S to make notation of *auditing* essentials in 2 way comm as of senior importance to pc's text (which is also made note of in the W/S).
- D. The questions asked in 2 way comm can be very incorrect just as rote processes can be.
- E. An auditor must be trained as a 2 way comm auditor (Class II). Otherwise he will Evaluate, Q and A and commit other faults.
- F. If an ARC Break occurs early in a 2 way comm session and is not handled as such the rest of the session is audited over an ARC Break and can put a pc into a sad effect.
- G. A pc with a PT problem not being handled in the 2 way comm will get no gain.
- H. A pc with a W/H in a 2 way comm session will become critical, natterly and/or get a dirty needle.
- I. Two way comm processes must be flattened to F/N. If an F/N doesn't occur then the subject didn't read in the first place or the auditor Qed and Aed or evaluated or changed the subject or the TRs were out or the pc's ruds were out.

- J. A two way comm subject chosen must be tested for read in that session before being used for 2 way comm.
- K. Improper 2 way comm questions can plunge the pc into an out rud situation not then handled. "Is anything upsetting you?" or any mention of upsets by the auditor is the same as asking for an ARC Break. "Has anything been troubling—worrying you lately?" is the same as asking for a PTP. "Who aren't you talking to?" is asking for W/Hs.
- L. The subject of major processes should be kept out of 2 way comm C/Ses, auditors' questions and 2 way comm assessment lists (ARC Brks, Problems, overts, changes or any major auditing subject, as they are too heavy, being the buttons of the bank).
- M. The C/S should only let Class II or above auditors do 2 way comm sessions.
- N. A rud going out in a two way comm session must be put in by the auditor.
- O. A 2 way comm session should end in an F/N.
- P. Auditors whose 2 way comm sessions do not end in F/N must be taught to check the subject for read before using, not to Q and A, not to Evaluate and given a refresher on 2 way comm tapes and HCO Bs.
- Q. In a 2 way comm session that flubs the C/S must be careful to isolate the errors just as in any other auditing session that flubs and put them right.
- R. A 2 way comm subject that reads on test and doesn't F/N on 2 way comm must be checked for O/R (if TA went up) and rehabbed by the 1965 Rehab method, or Prepchecked or just continued.

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The whole point to all of this is that a 2 way comm session IS auditing. It is delivered by the auditor, C/Sed and remedied like any other session.

Also it is usually being run on a delicate pc who is more affected by errors than pcs being given other processes.

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 Founder

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[This HCO B is amended by BTB 10 July 1970, *2-Way Comm-A Class III Action*, which is based on LRH C/Ses. It says, "Rules E and M are changed from 'Class II' to 'Class III'."]

**LRH TAPE LECTURE**  
 3 July 1970

7007C03      LECTURE      LRH Tape to Grand National Convention in  
 Los Angeles



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 JULY 1970

SHs AOs  
R6EW,  
CC and  
Ad Cse  
E-Meter Literature

**SOLO CANS**

I have worked out more ideal Solo electrodes for the E-Meter—"cans".

The basic trouble with a single-hand electrode is that it gives a falsely higher TA which can be very alarming.

The Tone Arm range on the Meter should be between 2.0 and 3.0 for a floating needle to be valid. This is when two regulation electrodes (steel soup cans) are employed.

When you use only one electrode, holding it in the left hand if you are righthanded, the TA can read as high as 4.0 when it is actually 3.0. Also a TA at 1.7 can read as 2.5 !

Single-hand electrodes are almost as old as the modern meter. An aluminum tea ball with an insulator between the screw threads served in the earliest models, an electrode leading to each half.

Two stainless steel pipe sections about an inch in diameter, separated in the middle by a rubber ring, with an electrode to each end was a single-hand electrode version which came down to modern times.

There were no further developments of any lasting value on this problem of single-hand electrodes until a few months ago.

The problem in Solo Auditing is of course that if you held electrodes in both hands you couldn't write or work the meter at the same time. BUT a single-hand electrode gives the wrong TA even if it does give the right needle reads (which it does). To get the right TA then one must unplug the single-hand electrode and plug in the two-hand electrode. In this operation the TA can change and the wires get tangled. This commotion is of course distracting.

What I worked out was a two-can electrode that became a single-hand electrode at once.

You take 2 small juice or vegetable steel cans with their tops neatly removed. They must be the paper label, not the painted kind of course.

The size required is  $2\frac{1}{8}$  inches diameter at the rim (that is about 54 millimeters). The length is  $3\frac{3}{4}$  inches (which is about 95 millimeters).

You then take a piece of soft sponge or foam rubber about  $\frac{3}{8}$  inches thick (about 10 mm). You cut a circular piece of sponge rubber about  $2\frac{3}{8}$  inches (about 60 mm). It is just slightly larger than the can diameter.

You glue this sponge or foam rubber circle to the closed end of one can but not to the other.

Snap the electrode wires into the open ends of the cans. You now have to all requirements a two-can electrode setup, with the difference that one can's base has a rubber pad on it. Holding these one in each hand gives you the 2-can more correct TA read.

By putting the closed base of one can against the grubbier pad on the other can, taking them in one hand (two fingers on each can as you hold them) you have a single-hand electrode.

In an instant you can take them in two hands and get the *correct* TA (adjusting the Tone Arm with a knuckle or finger tip). Taking them back in one hand and resetting the TA you again have your single-hand read.

In using this system you should change your notation to an indication of whether it is a one-hand or two-can read (to save your Case Supervisor from heart failure).

The new notation is as follows: 3.75 (1) 2.9 (2). It doesn't mean you always use both reads. You add the brackets and a 2 or 1 to show whether it's a double or single (2) or (1) read. At session start and at end you always give both, i.e. 3.5 (1) 2.5 (2). And at the end you give a trim check like 1.9 = 2.0 (done by unplugging the electrodes from the meter for an instant and putting the needle at set and reading what the TA is). It should be 2.0 but often has drifted to 1.9 or 2.1. That verifies all reads.

### STANDARD ELECTRODES

A standard can is about 23/4 inches (69 mm) diameter by about 4 1/2 or 5 inches (114 mm or 127 mm) long.

Steel soup or vegetable cans, unpainted, tops cleanly removed, label and glue washed off, tin plated or not, have been standard for many years. It is with these that calibration has been done.

It is amusing that I had to work hard on electrodes to get the first meters to work at all. Everything got tried. Steel rods, aluminum (aluminium) tea balls, metal pads, metal straps, you name it. The only one that works consistently is the good old common kitchen variety soup can. It's amusing to see efforts to "improve our electrodes". Other versions have all been tried and failed and every few years we have to have a soup can revival campaign to get people back to standard reads.

The smaller juice can as described for the single-hand electrode does not give the exact read as the standard cans when used as a two-can electrode. So the smaller can shouldn't be used by Examiners. You can check the difference if you like between these two can sizes.

But the standard cans are too big as a one-hand to be held comfortably in most people's left hand. The difference is not great enough to worry anyone in normal auditing.

### SMALL HANDS

People with small hands or children can't cope at all with a standard can.

The size given for the single-hand (2 1/8" x 3 3/4") is more suitable for them.

For very little children, two Kodak 35 mm unpainted cassette cans from any photo shop will serve admirably.

These two 35 mm cassettes fixed with a rubber pad on the bottom of one as described for the single-hand electrode above will serve a child as a one-hand electrode.

### SHORTING

The whole trick in preparing two separate cans to be held as a single-hand is to make sure that when you put the bottoms together they don't short. They can cause a "rock slam" or a sudden fall if the metal of the cans touch. Thus the glued-on rubber pad must be a bit bigger than the can diameter and thick enough so it doesn't press through.

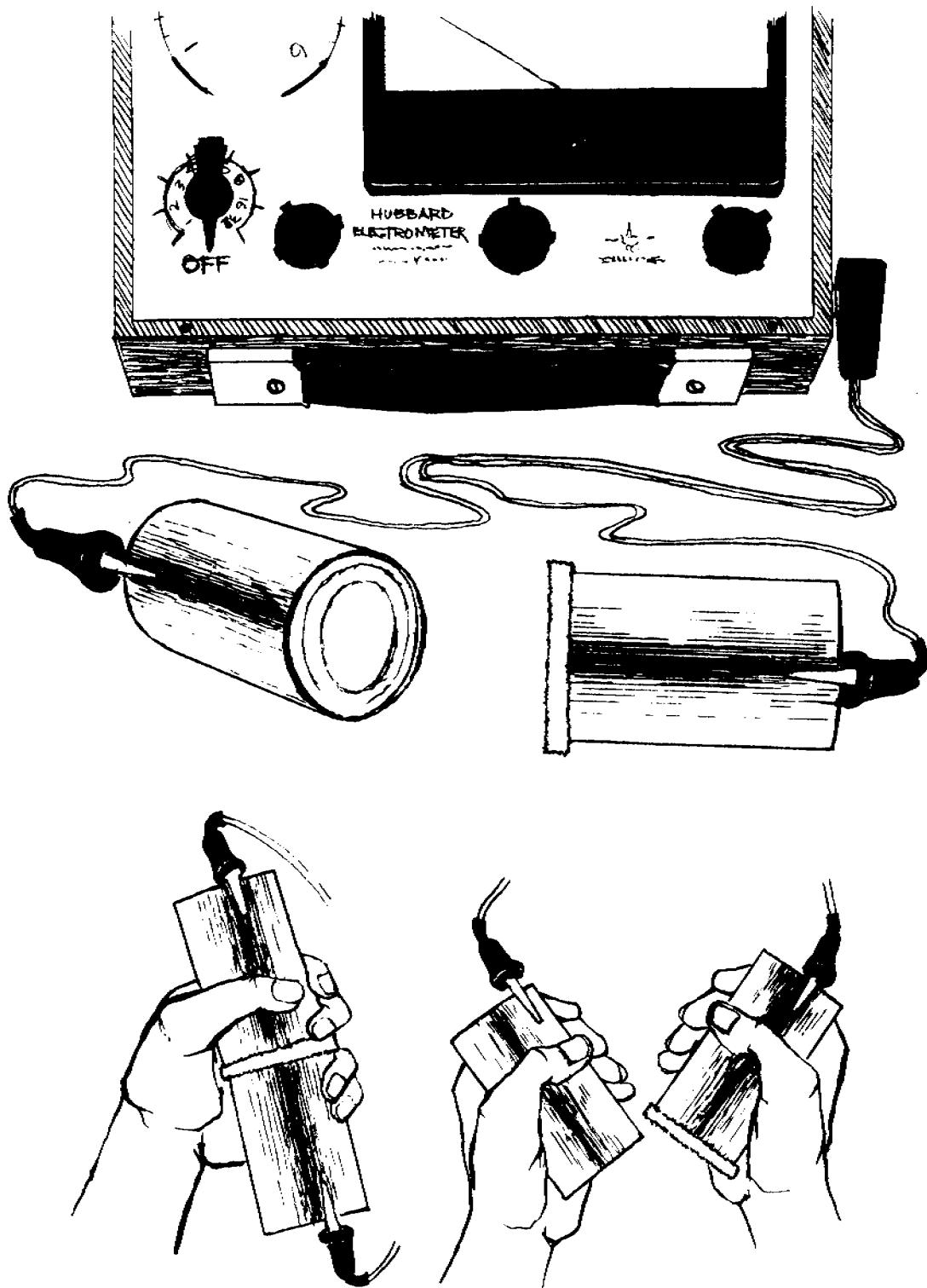
Old setups were bolted together and couldn't be separated easily for two-can reads. These two cans are loose from each other.

A drawing of the setup done by Richard Gorman is illustrative.

Important note: The smaller cans can give a falsely low TA read being small. If you get such a read, have two large standard cans handy to snap onto the leads and check. Will save heart failure at seeing 1.7 for two-can read!

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HCO BULLETIN OF 15 JULY 1970  
(Corrected and Reissued 25 Nov 1970)

Remimeo  
Dianetic Auditor  
Dianetic Checksheets

## UNRESOLVED PAINS

It occasionally happens that a pc's certain pain does not resolve on Dianetics.

There are two reasons for this:

### 1. NOT ENOUGH AUDITING ON ENOUGH CHAINS.

Sooner or later the exact small piece of an engram "already run" shows up on another chain later.

Example: Pain in an area of an operation occurs now and then again weeks, months or years after the operation has been run out as an engram. Sooner or later just on general auditing the missing bit of the operation shows up, blows. Voila! Pain gone forever.

This is peculiar especially to abdominal operations like an appendectomy. The operation was run out. The scar stays puffy. The pc is occasionally ill from it. Pc's conclusion is that Dianetics hasn't worked on it. More auditing on other somatics (just general Dianetics) is given. One day the remaining bit of the operation, hidden from view, apparently erased, shows up, blows. Pc now fine.

A reason for this is "overburden" in that the incident was too charged in one place to be confronted. As the whole case is unburdened, confront comes up. The piece that was missing (and giving the pain) blows.

There is no way of forcing it. In fact it would be fatal to try.

The other reason for it is that the missing bit causing the pain is a different somatic like "a Chest Compression". This bit of the operation had another basic than the one run.

The answer to a persistent or recurring somatic in an injured area is always more Dianetic Auditing of the standard type, just addressed to the bank not the special somatic. Just keep doing the usual and one day it all straightens out.

### 2. SYMPATHETIC NERVOUS SYSTEM PAINS.

There are two sides to the body. As you learn in touch assists, if the right hand is injured you include also the left hand.

Body nerves conduct pain. The two sides of the body interlock. Pain gets stopped in the nerves.

If the right elbow is hurt the LEFT elbow will have echoed the pain.

Example, you find a pc with a pain in the left elbow. You try to audit a left elbow chain. It doesn't fully resolve.

If you ran injuries to the RIGHT elbow, suddenly there's a somatic going through the left elbow! It gets well.

This is the sympathetic nervous system. The right ear, injured, also gets echoes with a somatic in the left ear. You audit the right ear only. Pc comes up with a sore left ear!

You can actually direct a pc's attention to it (non-standard but a research technique) and he can find where the uninjured ear echoed the injured ear.

Where you can't fully repair a crippled left leg, don't be surprised to find it was the *right* leg that was hurt.

You audit the *left* leg somatic in vain. If you do, start auditing somatics in the **OPPOSITE SIDE OF THE BODY**.

## TOOTHACHE

The mystery of toothache is resolved in both 1 and 2 above, especially 2.

The pain is concentrated on the left upper molar. You audit it in vain. Toothache persists.

Look at the pc's mouth. Has the **RIGHT** upper molar ever been pulled or injured? Yes. That's how the *left* molar began to decay. The right upper molar was pulled. The pain (especially under the painkiller on the right side only) backed up and stopped on the opposite side. Eventually the left upper molar, under that stress, a year or ten later, caves in and aches.

Mysterious as it wasn't injured. Mysterious as the opposite molar is long gone, doesn't hurt anymore.

When a toothache does not resolve in auditing, audit the opposite tooth on the other side. You can actually do it by count of teeth.

It's sort of auditing a no-somatic.

Pc in misery with right upper molar. No pain on left side. Audit an injury he had on the left side (it will read on the meter also). Voila! The toothache that wouldn't go away eases up!

The fellow who has the exact opposite teeth pulled (upper right wisdom, upper left wisdom) is in for it as there is a constant cross-play. Makes the mouth odd and pressury. Both sides are reacting to the other side!

Dentists often note the strange pressure, "bursting feelings", a patient has when a tooth "needs pulling". This is the stress in the nerves from an injury which occurred on the opposite side!

An auditor can audit a right side tooth in vain unless he knows enough to audit **THE OTHER SIDE**.

For a pc with a toothache, on the *right* side, you can list for feelings on the *left* side of the mouth and get "numbness", "no feeling", etc. Audit *that* list and suddenly magically the toothache on the opposite side not being audited eases up.

As toothaches sometimes give a Dianetic auditor a failure, he should know about the sympathetic factor as above. The failure becomes a success.

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HCO BULLETIN OF 16 JULY 1970

Remimeo  
Dn Cse Checksheet

**THE PSYCHIATRIST AT WORK**

Auditors are often fought by psychiatry. The auditor is often called upon to handle psychiatric abuses. Auditors should know some facts about psychiatry.

**PAIN ASSOCIATION**

As a technical action, it is of interest to any auditor to know that Pain and Ideas is a basic “therapy” used down the years by psychiatrists and such lot.

The practice is very general and very old.

The person is made to associate his “wrong ideas” with pain so that he “will not have these ideas”, or will be “prevented from doing those things”.

A crude current example is to electric shock a person every time he smokes a cigarette. After several “treatments” he is supposed to associate the pain with the idea and so “give up smoking”.

Homosexual tendencies are also so “treated”.

In earlier times alcoholism was “cured” by putting poison in drinks so drinking would make the person violently ill so he would “stop it”.

Examples of this are all over the time track.

The mechanism is “If you get this idea you will feel this pain” ZAP!

Basically this is the action of an implanter.

Current use of it will be encountered where psychiatry has been busy implanting.

This is a pinnacle, an all, of psychiatric “treatment”.

Another version of it is drugs. Make the person too torpid (sluggish) to have *any* ideas. The motto of this is “too dead to act”. Institutions are emptied by hooking psychotics and “community psychiatry” exists “to make them take their pills”, in short, to keep them hooked. This started the current drug craze that spread into “illegal” drugs.

The auditor will encounter this with growing frequency as the business of it is so big that one group spends 12 billion in advertising alone per year! This is the Rockefeller drug cartel. They also spend vast sums in lobbying parliaments.

**OBSESSION**

Most “got to’s” or obsessions come from Pain Association or drug association.

People in pain or drugged can become obsessed with *doing* the idea.

What the psychiatrist does not care to publicize is that his “cures” are implantings with compulsive ideas.

The smoker so treated now MUST smoke but CAN'T smoke. These two things are opposed. That is known as frustration—a form of insanity.

Must reach can't reach, must withdraw can't withdraw is total basic insanity.

Thus psychiatry is *making* insane people.

This is why the insanity statistic is soaring and why the crime statistic is on a wild climb.

The psychiatrist if he handled his field well and did really effective work would have a *declining* insanity and crime statistic.

That the psychiatrist and his “technology” has been in charge during the whole period of these alarming statistics is ignored by governments.

The psychiatrist argues that he needs more money and more practitioners. But he gets money by the billion. The state has to totally support them because the public will have nothing to do with them.

Psychiatric care in a private hospital costs \$30,000. \$2,000 a month for board only is the price at Walnut Lodge in Washington DC, an average place. £60 a week is charged in England for a shabby room. “Care” is extra if it exists.

Psychoanalysis costs £9,000 for a full and ineffective course, takes 5 years, 30% suicide in the first 3 months.

Psychiatric treatment runs 5 times the total cost of every course, grade and action available in Scientology orgs.

#### SKILL LEVEL

Any HAS knows more and can do more about the mind than any psychiatrist.

There is no real level of comparison since psychiatry as used is a destructive technology.

Under a “drug treatment” engram you often find savage electric shocks of execution strength buried.

It is doubtful if one could watch an electric shock “treatment” without vomiting.

In “neurosurgery” the Ice Pick is used to rip and tear up people's brains.

Holes are drilled in skulls and the brain sliced up.

No evidence exists that this ever helped anyone but it makes incurable invalids.

Illegal seizure of anyone and his torture is legal in most “civilized countries”.

#### MASTERS

The psychiatrist has masters. His principal organization, World Federation of Mental Health, and its members, the National Associations of Mental Health, the “American” Psychiatric Association and the “American” Psychological Association are directly connected to Russia.

Even the British Broadcasting Company has stated that psychiatry and the KGB (Russian Secret Police) operate in direct collusion.

A member of the WFMH sits on every major “Advisory Council” of the U.S. government, to name one government.



Ministers of Health or Health Authorities are members of the National Association or the WFMH.

The psychiatrist has masters.

#### DOCUMENTATION

All these statements are the subject of total documentation in the hands of Scientology.

#### SUMMARY

The auditor in auditing uncovers considerable data in former psychiatric cases.

Further an auditor can put to rights a case so abused unless a fatal injury has been done.

As psychiatry circulates rumours about auditors and attempts to discourage the use of Dianetics and Scientology, it is only fair for the auditor to know exactly the status of psychiatry and psychology as used today.

It goes without saying that the savagery and fraud of psychiatry must cease and that auditors must encourage in state and public and through all their connections displacing psychiatric abuses with sane auditing.

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

Student Hat  
Remimeo

*ALL STUDENTS*  
*ALL COURSES*

**OUT TECH**

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

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

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

There is no hidden data line.

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

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

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

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

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

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Remimeo

### DATA SERIES

The HCO Policy Letters called the Data Series sometimes bring about a headache or upset in a student.

This occurs due to the list of five out-points.

The cure is to assess the basic out-points (sensibly expressed as a list). Then handle by 2 way comm on what read.

It will be found that this will clear up the trouble.

A special list of these is being made ready for Hubbard Consultant use.

The exact procedure is:

1. Assess a prepared list of out-points for best read.
2. Clean up the item with 2 way comm to F/N.
3. Assess a prepared list of plus-points and take the best read.
4. Discuss with 2 way comm to F/N.

If there is no F/N, reassess the same list again for the best item now.

The lists are unlimited in use. The expansion of the prepared lists of out-points and plus-points to get all variations gives one an almost unlimited process.

Deep, long-term upsets or present time disturbances can both be handled in this way.

While further data will be released on this subject, it is necessary for C/Ses to know an occasional consequence of study of the Data Series.

The tech belongs in the HC study materials.

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Remimeo  
Dn Checksheet

### F/N AND ERASURE

A floating needle always occurs when the basic on a chain erases.

### TONE ARM POSITION

A floating needle is valid only between 2.0 and 3.0 Tone Arm position on a meter. (*Note: False TA can be caused by dry or calloused hands or improper grip—makes it read high. And by overly wet or greasy hands—makes it read low.*)

Above or below that Tone Arm reading, the F/N is called an “ARC Break” needle. A floating needle between 2.0 and 3.0 Tone Arm position with BAD indicators is an “ARC Break” needle. It is not a real floating needle.

A real floating needle, between 2.0 and 3.0 Tone Arm position also carries with it COGNITIONS and VERY GOOD INDICATORS. The pc is cogniting, cheerful and happy.

When the Tone Arm is below 2.0, the chain has not been erased.

When the Tone Arm is above 3.0, erasure has not occurred.

When the Tone Arm is up at 4.4, the pc has made it more solid and has not erased the basic on the chain.

On the second time through, if the TA rises, you know there is an earlier incident.

### OVERRUN

The Dianetic Auditor is not concerned with “rehabilitation” of the overrun if he sees the Tone Arm has gone high. In Dianetics it only means the engram chain is in restimulation and has not been erased.

When the basic erases, the TA will fall or rise to the area between 2.0 and 3.0 and the needle will F/N, the pc will have cognitions and very good indicators. The sequence is F/N, Cog, VGIs, Erasure. The auditor *then* stops running that chain. He can reassess and run another chain now.

### COGNITION

COGNITION means a pc origination indicating he has “Come to realize”. It’s a “What do you know. I....” statement.

*Cognitions usually occur immediately before an erasure.* Cognitions can also occur while running the chain. But when they occur with a real floating needle and very good indicators, you know erasure is occurring. When you see this happening, let the pc cognite. Don’t chop his cognition. Let all the bits and pieces blow.

*You can expect the rapid end sequence of:*

1. Floating Needle
2. Cognition
3. Very Good Indicators
4. Erasure

*in a well run Standard Dianetic session.*

*That’s all you really need to know about it in Dianetics. But you have to know it very well.*

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HCO BULLETIN OF 8 AUGUST 1970

Remimeo

**LIST L-1B**

1. A withhold been missed?
2. Some emotion been rejected?
3. Some Affinity been rejected?
4. A Reality been refused?
5. A communication been cut short?
6. A communication been ignored?
7. An earlier rejection of emotion been restimulated?
8. An earlier rejection of Affinity been restimulated?
9. An earlier refusal of Reality been restimulated?
10. An earlier ignored communication been restimulated?
11. A wrong reason for an upset been given?
12. A similar incident occurred before?
13. Something been done other than what was said?
14. A goal been disappointed?
15. Some help been rejected?
16. A decision been made?
17. An engram been restimulated?
18. An earlier incident been restimulated?
19. There been a sudden shift of attention?
20. Something startled you?
21. A perception been prevented?
22. A willingness not been acknowledged?
23. There been no auditing?
24. Went Exterior?
25. Interrupted actions?
26. Actions continued too long?
27. Data invalidated?
28. Someone evaluated?
29. Something been O/Run?
30. Unnecessary action?

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HCO BULLETIN OF 15 DECEMBER 1968

(Amends HCO Bulletin of 9 January 1968, List L4A)  
(ITEM 6 CORRECTED 12 FEBRUARY 1969)  
(Amended 8 August 1970)

Remimeo

**L4B**  
**FOR ASSESSMENT OF ALL LISTING ERRORS**

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

AUDITOR \_\_\_\_\_

1. WAS THE LIST UNNECESSARY?  
(If it reads, indicate BPC and indicate that it was an unnecessary action.)
2. WAS THE ACTION DONE UNDER PROTEST?  
(If it reads, handle by itsa earlier similar itsa.)
3. IS A LIST INCOMPLETE?  
(If reads, find out what list and complete it, give the pc his item.)
4. HAS A LIST BEEN LISTED TOO LONG?  
(If so, find what list and get the item off from it by nulling with suppress, the nulling question being: "On.....has anything been suppressed?", for each item on the overlong list. Give the pc his item.)
5. HAVE WE TAKEN THE WRONG ITEM OFF A LIST?  
(If this reads, put in Suppress and Invalidated on the list and null as in 4 above and find the right item and give to the pc.)
6. HAS A RIGHT ITEM BEEN DENIED YOU?  
(If this reads, find out what it was and clean it up with Suppress and Invalidate and give it to the pc.)
7. HAS AN ITEM BEEN PUSHED OFF ON YOU YOU DIDN'T WANT?  
(If so, find it and get in Suppress and Invalidate on it and tell pc it wasn't his item and continue the original action to find the correct item.)
8. HAD AN ITEM NOT BEEN GIVEN YOU?  
(If reads, handle as in 6.)
9. HAVE YOU INVALIDATED A CORRECT ITEM FOUND?  
(If so, rehab the item and find out why the pc invalidated it or if somebody else did it, clean it up and give it to pc again.)
10. HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT PUT ON THE LIST?  
(If so, add them to the correct list. Renuall the whole list and give the pc the item.)
11. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?  
(If so, find out what question and try to write a list from recall and get an item and give it to the pc.)
12. HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?  
(If so, indicate to the pc this was not his item. Don't TRY to find whose it was.)

13. HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE?  
(If so, find if possible what item it was and give it to the pc. Don't try to identify the "somebody else".)
14. HAS A RELEASE POINT BEEN BY-PASSED ON LISTING?  
(If so, indicate the overrun to the pc, rehab back.)
15. HAS A RELEASE POINT BEEN BY-PASSED ON THE QUESTION ONLY?  
(If so, indicate the overrun to the pc and rehab back.)
16. HAVE YOU GONE EXTERIOR WHILE LISTING?  
(If so, rehab. If Ext Rundown not given, note for C/S.)
17. HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST?  
(If so, find out what item and why.)
18. HAVE YOU WITHHELD AN ITEM FROM A LIST?  
(If so, get it and add it to the list if that list available. If not, put item in the report.)
19. HAS A WITHHOLD BEEN MISSED?  
(If so, get it, if descreditable ask "Who nearly found out?")
20. HAS AN ITEM BEEN BY-PASSED?  
(Locate which one.)
21. WAS A LISTING QUESTION MEANINGLESS?  
(If so, find out which one and indicate to the pc.)
22. HAS AN ITEM BEEN ABANDONED?  
(If so, locate it and get it back for the pc and give it to him.)
23. HAS AN ITEM BEEN PROTESTED?  
(If so, locate it and get the protest button in on it.)
24. HAS AN ITEM BEEN ASSERTED?  
(If so, locate it and get in the assert button on it.)
25. HAS AN ITEM BEEN SUGGESTED TO YOU BY ANOTHER?  
(If so, get it named and the protest and refusal off.)
26. HAS AN ITEM BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED?  
(If so, get off the charge and give it to the pc, or if he then changes his mind on it, go on with the listing operation.)
27. HAS THE ITEM ALREADY BEEN GIVEN?  
(If so, get it back and give it again.)
28. HAS AN ITEM BEEN FOUND PREVIOUSLY?  
(If so, find what it was again and give it to pc once more.)
29. HAS AN ITEM NOT BEEN UNDERSTOOD?  
(If so, work it over with buttons until pc understands it or accepts or rejects it and go on with listing.)
30. WAS AN ITEM DIFFERENT WHEN SAID BY THE AUDITOR?  
(If so, find out what the item was and give it to the pc correctly.)
31. WAS NULLING CARRIED ON PAST THE FOUND ITEM?  
(If so, go back to it and get in Suppress and Protest.)

32. HAS AN ITEM BEEN FORCED ON YOU?  
(If so, get off the reject and suppress and get the listing action completed to the right item if possible.)
33. HAS AN ITEM BEEN EVALUATED?  
(If so, get off the disagreement and protest.)
34. HAD EARLIER LISTING BEEN RESTIMULATED?  
(If so, locate when and indicate the by-passed charge.)
35. HAS AN EARLIER WRONG ITEM BEEN RESTIMULATED?  
(If so, find when and indicate the by-passed charge.)
36. HAS AN EARLIER ARC BREAK BEEN RESTIMULATED?  
(If so, locate and indicate the fact by itsa earlier similar itsa.)
37. DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS?  
(If so, indicate it to the pc, check the question if reads. Get earlier similar itsa.)
38. HAS THIS LIST CORRECTION BEEN OVERRUN?  
(If so, rehab.)
39. IS THERE SOME OTHER KIND OF BY-PASSED CHARGE?  
(If so, find what and indicate it to pc.)
40. WAS THERE NOTHING WRONG IN THE FIRST PLACE?  
(If so, indicate it to pc.)
41. HAS THE UPSET BEEN HANDLED?  
(If so, indicate it to the pc.)
42. HAS A LIST PROCESS BEEN OVERRUN?  
(If so, find which one and rehab.)

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HCO BULLETIN OF 16 AUGUST 1970  
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Remimeo  
Dn Checksheet  
Class III  
Class VI  
C/S Checksheet

*C/S Series 15*

**GETTING THE F/N TO EXAMINER  
(High, Low TAs and Chronic Somatics)**

If after an F/N session end the pc's TA goes up, as at the Examiner's in an org, the pc is afflicted with unflat Engram Chains.

All High TAs depend on unflat or restimulated engram chains.

TAs go high on Overrun because the overrun restimulates engram chains not yet run.

Engram (or secondary or lock) chains can be keyed out. This does not mean they stay out. In a few minutes or hours or days or years they can key back in.

A pc will also de-stimulate in from 3 to 10 days usually. This means he "settles out". Thus a pc can be overrun into new engram chains (by life or an auditor), TA goes up, 3 to 10 days later the TA comes down.

When a pc is audited to F/N VGIs and then a few minutes later has a high TA the usual reasons are

1. Has had his comm chopped or full Dianetic or Scientology End Phenomena not reached or
2. Has been run on an unreading item or subject or
3. Is overwhelmed or
4. Has a lot of engrams keying in or
5. Has been run in the past without full erasure of engrams or attaining End Phenomena.
6. Lists badly done or other misauditing cause a pc to feel bad and key in chains also.
7. A pc can be audited when too tired or too late at night.

The solution to any of these is easy—on (1) always see that the pc attains full EP, particularly on engram chains. On (2) make auditors check for read even in two-way comm subjects, list questions or Dianetic items before running them. On (3) see also (2) and get the pc a proper Progress (Repair) Program. On (4) Repair or isolate pc so his PT isn't so ferocious looking (meaning Repair [Progress] Pgm him well or let him change his environment and then audit him) or (5) look into his folder to see who audited him on so many chains when, with no real erasure or EP. (6) You use Repair lists (like L4A, LIB, etc) and other usual action. On (7) you make the pc get some rest and if he can't, make him go for a walk away until he is tired and *then* walk back and get some sleep.

All these really add up to keyed in or unflat engram chains. Whether the pc can handle them depends on Repair and the usual.

Of all these the past auditing without attaining EP on engram chains (whether done in Dianetics or Scientology) is a usual reason for a much audited pc to have a high TA.

The answers to any high TA that won't come down and to any pc who continually arrives at Examiner after an F/N VGI session end with his TA UP are

- A. Faulty auditing not letting pc go to Full Dn EP when running engrams.
- B. A false auditing report (PR type report meaning promoting instead of auditing).
- C. Too many engram chains in past restim by life or auditing.

Any correct Standard Dianetic Auditing will eventually handle. But it is usual to do a PICTURE REMEDY (see HCO B 5 June 1969).

A pc who has a *chronic somatic* would get programmed like this:

- I Repair (Progress) Pgm until pc feeling better.
- II Picture Remedy with all reading and interest items Dn triple full Dn EP.
- III Health Form—with all reading and interest items Dn triple full Dn EP.
- IV Somatics of the area with all reading and interest items Dn triple full Dn EP.
- V Run the engram chain of the incident (operation, accident, etc) he believes caused it. R3R triple.
- VI HF to F/N on the HF itself and attest full Dianetic result as per Class Chart.

That's maybe 50 hours, all done in Dianetic triples, of course, in steps II to VI.

IF the Dianetic Auditing is standard and to Dianetic EP (F/N Cog VGIs) you will see this pattern at the Examiner or a few minutes after session.

First few sessions

TA 4.0 or more at Exam. Doubtful GIs.

Next few

TA 3.75 and blowing down to 3.25 at Exam. GIs.

Next few

TA 3.75 BD to F/N at Exam. GIs to VGIs.

Next two or three

TA 3.5 BD to F/N at Exams VGIs.

Finally

TA 2.5 F/N VGIs at the Examiner.

Another pass at the HF finds it F/N and pc can and will attest Dianetics.

That's what you would expect to see if the Auditing was standard, if the case was straightened out of past flubs in the Repair step. Errors such as running unreading items or firefights caused by out TRs or false auditing reports or Dn EP not reached at session end or pc needing ruds put in at session starts would prevent this pattern from happening at the Examiner's. So if the pattern doesn't happen you know the auditing is goofy or something is out which had better be found. One pc for instance had a huge w/h of having a disease and was audited over it for 2 years = auditing over a w/h and PTP = no case gain. Silly pc. But also a very dull C/S not to alert to some outness there and find it. Another pc had a high TA and the fault was just that she never got any auditing at all! So they kept operating on her! Somebody didn't know Dianetics and auditing was for USE.

## HIGH TA AND ILLNESS

Pcs with high TAs feel ill and get ill.

No use to elaborate on that. It's just a fact and is THE fact about pcs who get ill. So maybe you see why this HCOB is important!

## LOW TA AT EXAM

Pcs with low TAs are more or less in apathy.

If it F/N VGIs at session end and is low at Exam (like 1.9) (OR if it went low in session and didn't F/N), then the pc is

- (a) overwhelmed and needs auditing and life repair
- (b) can have been run on a flat or unreading item that invalidated his former win.

Example: Pc listed on an unreading list few sessions later worrying about it and coming to Exam with low TA. Repair is the answer. Low TA pcs need a Life Repair also.

Note: The new Hubbard Consultant Assessment List is now under test at this writing and may become essential as a pre-repair function and if so would be before repair in the chronic somatic list of actions as a pgm.

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HCO BULLETIN OF 20 AUGUST 1970

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Class VIII  
CI VIII Checksheet  
C/S Checksheets

**EXTERIORIZATION RUNDOWN MUSTS**

(Reference HCOB 22 Mar '70,  
Ext and High TA)

An Exteriorization Intensive must be:

1. RUN ALL IN ONE SESSION.
2. RUN WITHOUT FLUBS.
3. FOLLOWED BY ANOTHER SESSION OF 2-WAY COMM RUN TO F/N COG VGIs.

**ONE SESSION RULE**

When you try to run an Exteriorization Rundown in 2 or more sessions there is a frequent chance of ruds going out between sessions and, of course, they can't be put in until Ext Rundown is complete as it's "Auditing a pc past Exterior".

If a C/S or Auditor wants real trouble just stretch an Ext Rundown over 2 or 3 sessions.

It is very difficult to straighten the resulting mess out. (See HCO B 28 Jul '70, Corrected 9 Aug'70.)

The only reason one would take 2 or 3 sessions to do the rundown is because the pc "doesn't have the time", and so make sure the pc DOES have the next 2 to 5 hours free before starting one.

This rule includes NO BREAKS.

**FLUBLESS**

Auditors who have occasional flubs-Dn failures to flatten chains or run them to chopped EP instead of a correct F/N COG VGIs at basic HAVE NO BUSINESS RUNNING EXT RUNDOWNS.

Flubs in any event are just corny.

They are particularly messy when they occur in the EXT RUNDOWN.

The Ext Rundown is auditing by the book!

(Reference HCO B 20 Feb '70, "Floating Needles and End Phenomena", and the whole modern Standard Dianetics Course including later HCO Bs for it.)

Flubs mar any auditing result. They make a real mess on an Ext Rundown as Review auditing over an Ext if the Rundown is not complete is difficult and results in high TA.

Yet one Franchise invalidated the pc's cog, made the pc do it all in clay, left

chains incomplete and took a week over it! And then wondered why the pc was unhappy !

NO FLUBS!

### FOLLOW WITH 2-WAY COMM

A day or two or a week after the Ext Rundown (not less than a day nor more than a week), an Ext Rundown **MUST BE FOLLOWED BY A TWO-WAY COMM SESSION.**

The reason for this is that there is a cognition delay on almost all cases. The 2-way comm blows off locks, etc and the pc usually gets a big cog and never afterwards worries about Exteriorization.

If the Ext Rundown is done in 2 or 3 sessions, flubbed, not followed by 2-way comm in a later session, the pc can get hung up on the subject.

The Auditor doing 2-way comm must have experience and know-how on 2-way comm. (See HCO B 21 Apr '70, "2-Way Comm C/Ses", HCO B 3 July '70, "C/Sing 2-Way Comm", HCO B 10 July '70, "2-Way Comm—A Class III Action".)

*All 2-way comm sessions go to End Phenomena of an F/N.*

It will be found the subject of Interiorization-Exteriorization usually will still be charged. But it should be checked for read as in all items and subjects used in auditing. The rule is you don't audit things that don't read. Suppress and Inval buttons can be put in to get a read. If you audit things that don't read, the TA is liable to go up.

A nicely done 2-way comm on Interiorization and Exteriorization blows the pc to Present Time and cleans him up nicely.

-----

The Ext Rundown can be done any time it is found the pc has been audited past Exterior. It **HAS** to be run in such a case before any Review or ruds or anything else. So it's dicey—a delicate proposition.

-----

An Exteriorization (or Interiorization same thing) Rundown is about the hottest thing that's come along for some time. It solves, for instance, the total goal of Buddhism. It is the key to immortality. It's pure theta gold.

So respect it by running by the book, exactly, perfectly and to a total win.

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[HCO B 28 July 1970, Corrected 9 August 1970, referred to above, is cancelled by BTB 10 December 1974, Issue VII, *Cancellation of Bulletins 1970*, which says to see HCO B 29 October 1971R, Revised 14 May 1974, *Int Rundown Correction List-Revised*; BTB 10 July 1969R, Revised and Reissued 24 June 1974, *Exteriorization Remedy*; and the above HCO B. ]

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HCO BULLETIN OF 21 AUGUST 1970

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C/S Checksheets  
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Dn Checksheet

*C/S Series 16*

**SESSION GRADING  
WELL DONE,  
DEFINITION OF**

A “well done” to an auditor requires a precise meaning. It is not given by the C/S because an auditor is a friend or because he would be offended if he didn’t get one.

“WELL DONE” GIVEN BY THE C/S FOR A SESSION MEANS THE PC HAD F/N VGIs AT THE EXAMINER IMMEDIATELY AFTER THE SESSION.

This then presupposes that session lines include an Examiner even if it’s a receptionist and it includes the use and understanding of Exam Reports. (See HCO PL 26 Jan ‘70, Issue III, or any rewrite and Exam tech.)

It presupposes the Examiner has a meter to hand and that the pc makes a statement.

Thus, if there are no Exam Reports there can’t be a well done given, eh? True enough. A C/S who C/Ses without Exam Reports done by a different person than the auditor is asking to fly blind and to get auditor “PR” (public relations or brag) and false auditing reports.

No F/N at Exam no well done.

This is harsh as early on pcs often get no F/N at Examiner. BUT IN EVERY CASE THERE ARE CURRENT EARLIER TECH ERRORS ON THE CASE when the F/N doesn’t get from the session to the Examiner. It is also harsh because the failure to get the F/N to the Examiner could be a C/S error! But (see HCO B 24 May ‘70, “Auditor’s Rights”, C/S Series 1), the auditor should not have accepted the C/S.

The C/S could be too heavy, or the case needed a repair first or the process ordered is not part of a proper program.

HOURS SUCCESSFULLY AUDITED INCLUDES ONLY “WELL DONE” OR “VERY WELL DONE” SESSIONS.

**VERY WELL DONES**

An auditor gets a “VERY WELL DONE” when the session by worksheet inspection, Exam Report inspection is:

1. F/N VGIs at Examiner.
2. The auditing is totally flubless and by the book.
3. The whole C/S ordered was done without departure and to the expected result.

**NO MENTION**

A no mention of well done or very well done or anything simply means:

1. F/N did not get to Examiner.
2. No major auditing errors exist in the session.

### FLUNKS

A FLUNK is given when:

1. The F/N did not get to Examiner and didn't occur at session end.
2. Major errors or flubs occurred like no EP, multiple somatic, unflown ruds, etc.
3. The C/S was not followed or completed.
4. Auditor's Rights listed errors occurred.
5. No F/N and BIs at Examiner.

The exact error must be noted on the worksheet and in the next C/S along with the Flunk.

### FLUNK AND RETRAIN

When an auditor does not improve but continues to get NO MENTIONS and FLUNKS, he requires retraining.

Such retraining must include:

1. Cleaning up all Misunderstoods of tech.
2. Cleaning up willingness to audit.
3. Cleaning up overts on people and pcs.
4. Examination by inspection of TRs.
5. Starrating material missed or not grasped as per session troubles.

### INVALIDATION

Invalidative remarks should not be made by a C/S. Experience has shown they do no good and also do harm.

But there are 2 methods of invalidating an auditor's auditing:

1. Let him go on flubbing and getting no results.
2. Direct invalidation of his intentions or future or potential.

In 1, nearly all auditors who stop auditing never really knew how to audit in the first place or have gross misunderstands or have accumulated intentional or unintentional overts on pcs or have been too harshly invalidated. When they don't really grasp the ease and simplicity of auditing they get into other troubles.

A really well trained, smooth auditor never gets any real charge on his case on the subject of auditing.

When you let an auditor flub, the whole subject gets invalidated and he loses his value because he goes into doubt. This can be said with complete confidence today as the whole of Dianetics and Scientology is there and it works very very well indeed IF IT IS USED AND IF THE C/SING AND AUDITING IS CORRECT AND FLUBLESS.

## AUDITOR HANDLING

The C/S is really not just the Case Supervisor, he is also the auditors' handler.

Like a boxer's trainer or a star's director, the C/S handles his guys. They are all a bit different, auditors. There are prima donnas and meek mousey ones and steady-on ones and all kinds.

They get the credit for the sessions from the pcs most often. They really don't like not to be C/Sed.

And they VALUE the well dones and the very well dones and they flinch at the flunks. And the honest ones know all about it before they turn it in. And some don't mention the flub but think you're a fool if you miss it.

So it's important to have a constant in assigning what the auditor is given for the session.

WELL DONE AUDITING HOURS are all that's valid for a stat.

So a C/S must be very exact and correct in his determination of well done, very well done, no mention and (forlornly) a flunk.

This should remove argument from the matter and bring certainty.

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HCO BULLETIN OF 26 AUGUST 1970

Remimeo  
C/S Book  
Class VIII Checksheet  
Class VIII

*C/S Series 17*

**INCOMPLETE CASES**

OVERSHOOTING and UNDERSHOOTING are two very defeating errors in C/Sing.

OVERSHOOTING would be defined as going beyond a completion or completing a completion.

In such a circumstance the pc for instance reaches an F/N VGI point in Review and *then* the C/S decides to handle the case in Review.

Example: 2 or 3 sessions have been goofed. Review patches them all up to F/N VGIs all okay. Then a C/S C/Ses to Review the case to repair the errors. The case feels invalidated, caves in, needs further repair.

I have seen more than one folder where this cycle has been done three times! In one of these an action had to be taken to patch up a goof so the pc could go back onto a grade. The goof was patched up to F/N VGIs. The correct action would have been to put the pc back on the incomplete grade. But no, a *new* Review cycle was laid out, audited, pc caved in. A *new* cycle to repair this was entered in upon. It was successful. The pc got F/N VGIs at Exam. The C/S ordered a *new* Review of the case, the case caved in, was then patched up and finally got an F/N VGIs. And was ordered to be reviewed .....

Studying what was wrong with the cases I found the above. I ordered an assessment of a list, got "unnecessary actions" and *got* the *cases* back onto *the incomplete cycle of the grade* and they did fine.

This can be done with a grade. It was the fault of early Power.

UNDERSHOOTING would be to leave a cycle incomplete and go off to something else.

Example: Case sent to Review or given a Review session to repair goofs. One goof is handled but there are three to handle. Case returned to the grade before being set up.

This can be so bad that the case never made *any* grade at all.

The modern Repair (Progress) Pgm as outlined in this C/S series takes care of this.

**QUICKIE GRADES AND ACTIONS**

Quickie grades left us with a totality of incomplete cases.

You look over a folder and you see the pc at "OT IV". The folder is *thick*. He has had lots of auditing. He has aches and pains, problems, makes people wrong.

Probably he could be audited for another thousand hours without ever coming right! Unless there was an orderly program to complete his case level by level on the Class and Grade Chart.

It would take a Repair (Progress) Pgm and then an Advance Pgm that included each grade to completion.

He would have to have his ruds put in, any flubs at once handled session to session, just to complete Dianetics. Finally, his chronic somatics gone, he would F/N on the Health Form and that would complete his Dianetics with his attestation.

And so on right on up the Grades, each one done fully to the voluntary declare for that grade as per the Grade and Class Chart.

In doing Dianetics, Grades, etc you still have to get in ruds and handle the case so it is set up for each major action and repair the flubs at once when they occur.

While completing an action you have to keep the case running, not audit over ARC Brks, PTPs, W/Hs and flubs.

The best answer is NO FLUBS. But when they occur they must be repaired in 24 hours.

When repaired (and not re-repaired and re-re-repaired with overshoots) you get the case back on the same cycle that was incomplete.

#### COMPLETE CASES

A case is not complete unless the lowest incomplete Grade Chart action is complete and then each completed in turn on up.

As you look over current folders who have had years of auditing, some of them you generally don't find *any* completed actions and you do find overshoots on Reviews.

It is not the least bit hard to handle these cases. This C/S series shows you how. Auditing and Life Repairs (Progress), Advance Pgm completing fully each incomplete grade.

The C/S is blessed who follows these two rules:

RECOGNIZE A COMPLETION OF AN ACTION AND END IT OFF.

RECOGNIZE AN INCOMPLETE ACTION AND COMPLETE IT.

Don't overshoot, don't undershoot.

Follow the rules.

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HCO BULLETIN OF 28 AUGUST 1970RA  
REVISED 30 MAY 1973  
REVISED 9 OCTOBER 1974

Remimeo

**HC OUT-POINT PLUS-POINT LISTS RA**

(Reference Data Series HCO PLs.)

(Revised to include additional  
out-points issued since original HCO B.)

The following lists are used:

- (a) To assess for a read.
- (b) Clear up with 2-way comm.

PROCEDURE

One assesses the Out-Point List and goes as far as a good read. One clears that up to F/N VGIs (very good indicators). He then leaves off that list for now.

One then takes up the Plus-Point List. One assesses it as far as one needs to go to get a good read. One then takes that up with the preclear with 2-way comm until there is an F/N and VGIs.

One now resumes where he left off on the Out-Point List and assesses until he gets a new good read. He takes that up with 2-way comm until he gets an F/N VGIs.

One now takes up the Plus-Point List where he left off until he gets a good read. He takes that up with 2-way comm until he gets an F/N VGIs.

In this way the lists are alternated.

They can be done over and over.

-----

These are the elements of illogic and insanity on the Out-Point List. They are the elements of logic and sanity on the Plus-Point List.

-----

A meter *must* be used.

-----

It is done exactly by the Auditor's Code. Never tell the person what he thinks. Never invalidate what he has said. Just acknowledge and let him/her tell you about it.

-----

The reads of course disclose things which have charge on them.

*Take a good read.*

*2-way comm on: “Any example of \_\_\_\_\_ in your life?” to F/N.*

*Assess again.*

*Same process.*

*Continue as long as you have TA on it.*

*Stop with any win.*

*Can be done to full F/Ning assessment on both lists.*

The list items can be used in 2 ways.

- A. They can be called off straight.
- B. They can be given a prior statement.

In A one would say, “Knowing something is right \_\_\_\_\_” noting read or lack of it. “Knowing a datum is correct \_\_\_\_\_” noting read.

In B one would be directing the person’s attention to some sphere of action like “In your work knowing something is right” noting read, etc. One would go on using this same prior statement on all the assessment until the whole subject, “work”, was cleaned up. That would be a work consultation. Or one could say, for marriage problems, “In marriage knowing something is right” “In marriage knowing a datum is correct \_\_\_\_\_.”

One uses the same subject for both Out-Point and Plus-Point Lists until that one subject is cleaned up.

**ALWAYS FINISH OFF WITH THE PLUS-POINT LIST.**

-----  
**OUT-POINT LIST**

1. Omitted Fact \_\_\_\_\_
2. Omitted Terminal \_\_\_\_\_
3. Omitted Data \_\_\_\_\_
4. Omitted Location \_\_\_\_\_
5. Omitted Matter \_\_\_\_\_
6. Omitted Energy \_\_\_\_\_
7. Omitted Space \_\_\_\_\_
8. Omitted Form \_\_\_\_\_
9. Missing Scene \_\_\_\_\_
10. Missing Person \_\_\_\_\_
11. Changed Sequence of Facts \_\_\_\_\_
12. Changed Sequence of Data \_\_\_\_\_
13. Changed Sequence of Particles \_\_\_\_\_
14. Changed Sequence of Locations \_\_\_\_\_
15. Changed Sequence of Objects \_\_\_\_\_
16. Changed Sequence of Spaces \_\_\_\_\_

17. Changed Sequence of Forms—————
18. Twisted Ideas—————
19. Dropped Out Time—————
20. Incorrect Time—————
21. False Time—————
22. Invented Time—————
23. Condensed Time—————
24. Rushed Time—————
25. Endless Time—————
26. Waiting Time—————
- 26a. *Added Time*—————
- 26b. *Unexpected Time*—————
27. Delusion—————
28. Hallucination—————
29. False Fact—————
30. False Terminal—————
31. False Being—————
32. False Datum—————
33. False Location—————
34. False Matter—————
35. False Energy—————
36. False Space—————
37. Fixed Idea—————
38. Altered Importance—————
39. Altered Value—————
40. Decreased Importance—————
41. Decreased Value—————
42. Over Valued—————
43. Too Important—————
44. Too Insignificant—————
45. Things all the same—————
46. Not Associated—————
47. Everything Different—————
48. Wrong Terminal—————
49. Wrong Location—————
50. Wrong Time—————
51. Wrong Event—————
52. Wrong Target—————
53. Wrong Objective—————
54. Wrong Goal—————
55. Wrong Space—————
56. Wrong Form—————

57. Impossible Occurrence—————
58. Impossible Terminal—————
59. Impossible Time—————
60. Impossible Event—————
61. Unbelievable Idea—————
62. Unbelievable Action—————
63. Unbelievable Event—————
64. Unbelievable Circumstance—————
65. Unbelievable Being—————
66. Wrong Source—————
67. Incorrect Origin—————
68. From Wrong Place—————
69. From Wrong Person—————
70. Wrong Authority—————
71. False Source—————
72. Conflicting Data—————
73. Contrary Facts—————
74. Impossible Situation—————
75. Not Matching Reality—————
76. *Added In—Applicable Data*—————
77. *Added In—Applicable Facts*—————
78. *Added In—Applicable Terminals*—————
79. *Added In—Applicable Matter*—————
80. *Added In—Applicable Energy*—————
81. *Added In—Applicable Space*—————
82. *Added In—Applicable Form*—————

#### PLUS—POINT LIST

1. Knowing something is right—————
2. Knowing a datum is correct—————
3. A known being—————
4. A correct location—————
5. A known form—————
6. Something about which all data is known—————
7. Events in correct sequence—————
8. Things in proper order—————
9. Actions done in the right way—————
10. Data in proper alignment—————
11. People in the right places—————
12. Things correctly counted—————
13. A known time—————

14. A correct time—————
15. An exact time—————
16. A proper time—————
- 16a. *Expected time*—————
- 16b. *Adequate time*—————
17. Known times—————
18. Something correctly located in time—————
19. A past time—————
20. A well timed action—————
21. A person at the right time—————
22. A truth—————
23. Something that is true—————
24. A factual location—————
25. Telling the truth—————
26. The true facts—————
27. A true object—————
28. A truthful being—————
29. Knowing the truth—————
30. The correct importance—————
31. Something that was really important—————
32. Something that was unimportant—————
33. Knowing what was and what wasn't important—————
34. Things more important than others—————
35. Things less important than others—————
36. Knowing the relative importance of things—————
37. Things alike—————
38. Things similar—————
39. Things different—————
40. The right answer—————
41. The right target—————
42. The correct goal—————
43. The correct person—————
44. The right direction—————
45. The correct objective—————
46. The right intention—————
47. Something believable—————
48. A credible fact—————
49. Something you knew was plausible—————
50. Obviously factual—————
51. Acceptable datum—————
52. An acceptable person—————
53. A believable location—————

54. A believable form—————
55. Acceptable energy—————
56. Acceptable sensation—————
57. A feeling of rightness—————
58. Correct Source—————
59. Correct Origin —————
60. From Right Place—————
61. From Right Person—————
62. Correct Authority—————
63. True Source —————
64. Data in Agreement—————
65. Facts Align—————
66. Possible Situation—————
67. Matching Data—————
68. Matching Reality—————
69. *Adequate Data*—————
70. *Adequate Terminals*—————
71. *Adequate Matter*—————
72. *Adequate Energy*—————
73. *Adequate Space*—————
74. *Adequate Form*—————
75. *Applicable Data*—————
76. *Applicable Facts*—————
77. *Applicable Terminals*—————
78. *Applicable Matter*—————
79. *Applicable Energy*—————
80. *Applicable Space*—————
81. *Applicable Form*—————

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[The 30 May 1973 revision numbered the points and added points 66-75 on the Out-Point List and points 58-68 on the Plus-Point List. The revisions of 9 October 1974 are in *this type style*.]



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HCO POLICY LETTER OF 8 SEPTEMBER 1970RA  
REVISED 18 NOVEMBER 1973  
REVISED 24 OCTOBER 1975

Remimeo  
Qual Div  
Dept 15  
Examiner's Hat  
E/O Hat  
Dept 3 Hat

(In the second revision the  
signature has been changed.)

### EXAMINER'S 24 HOUR RULE

A flubbed session is visible at the Examiner.

Regardless of the worksheet or report, any session ending with Bad Indicators, above 3.0 TA or below 2.0 with no F/N or an ARC Break needle, a Stage 4 needle, a rock slam, a stuck needle, still or a dirty needle independent of TA position indicates a non-optimum session.

When an Examiner sees any one of these following four manifestations in a pc after a session:

1. Non-optimum TA position (above 3, below 2).
2. Non-optimum needle (ARC Brk needle, Stage 4, rock slam, stuck, still or dirty).
3. Bad Indicators as per HCOB on BIs.
4. Non-optimum statement from pc, critical, hostile, belittling, sad, etc.

The Examiner applies the 24 Hour Rule.

This Rule is:

**ANY GOOFED SESSION MUST BE REPAIRED WITHIN 24 HOURS.**

The reason for the rule is that occasionally, particularly when a person has had a sickly life, physical illness will key in after a session goof.

Such are purely C/S or auditing flubs.

A C/S flub consists of gross violations of case programming.

Auditing flubs consist of corny things like running a Rud but no F/N, failure to flatten a Chain, bad TRs, auditing over out-ruds, chopping the pc before full End Phenomena is attained.

Evaluation or even chatter after the session can upset a pc that ended session on F/N VGIs.

IN ALL CASES as per I to 4 above the EXAMINER paper clips a RED CARD on the outside of the FRONT COVER OF THE FOLDER and marks on it THE DATE AND HOUR of the Examination as well as places the EXAM REPORT in the folder, the Examiner logs it in his log in RED BALLPOINT.

The EXAMINER must see that the C/S receives this folder as soon as possible.

The C/S gives total priority to C/Sing it and it is given priority in auditing that C/S.

The pc may even be asked to wait if it can be done in the next hour or two.

**THE FASTER THE FLUBBED SESSION IS REPAIRED THE EASIER IT IS TO REPAIR.**

Sessions which are left unrepaired for more than 24 hours occasionally find the pc physically ill. If repaired quickly or at least within 24 hours no physical reaction results.

The illness will be a key-in of illnesses the pc often had before any auditing. All the flubbed auditing does is key it in, it itself makes no one ill.

If you check folders of ill pcs you will find usually a long period of no-auditing or a flubbed session a few days before the onset of the illness.

Pcs who have not been properly programmed but have been audited on random this or that instead of Progress, Advance and Class and Grade Chart to fully completed grades are the most likely to become ill.

Penalty for violation of the 24 Hour Rule is loss of a day's stats for the division, the day being that day when the unrepaired flub occurred and subtracted at the time the flub is found.

If a flubbed session is found hidden and not disclosed the division loses all its stats for that week.

This action is important.

If C/Ses and auditors made no flubs whatever they would really be getting top results on pcs.

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HCO BULLETIN OF 11 SEPTEMBER 1970

Remimeo  
Dn Checksheet  
Class III  
Class VI  
Class VIII  
C/S Checksheet

*C/S Series 18*

**CHRONIC SOMATIC,  
DIANETIC HANDLING OF**

The full Dianetic handling of the pc who has a chronic somatic is given in the HCO B C/S Series No. 15, of 16 August 1970, "*Getting the F/N to Examiner*".

This HCO B calls the fact to attention. It could get overlooked or be hard to find again as the title of HCO B 16 August does not indicate it directly.

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L. RON HUBBARD  
Founder

\*\* 7009C16 SO A Talk on Department 13, the Department of Personnel Enhancement

Remimeo  
Student Hat  
All Courses  
HC Checksheet

HCO BULLETIN OF 21 SEPTEMBER 1970

*Study Series 1*

**STUDY DEFINITIONS**

The following definitions are applicable to Scientology study technology:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 OCTOBER 1970

Remimeo  
C/S Hats  
C/S checksheet

*C/S Series 19*

**FOLDER ERROR SUMMARIES**

A folder error summary, (FES) is usually done by a student especially an interne well taught, learning his practical tech or by an auditor especially hired to do FESs.

It requires many hours to put a folder in sequence and then to list all errors in it.

It should NEVER be done by a working C/S who is responsible for an org's delivery flow.

**COST**

It is costly to do an FES and where possible the cost, duly consulting the pc, should be borne by the pc as a special service.

It can be directly paid for or simply deducted from auditing hours purchased.

**NECESSITY**

A good C/S looking over a folder usually goes back to the last time the pc was doing really well and notes actions necessary from that point.

Programs of a lengthily audited case (fat folder) usually cover LIB, L3A, L4A lists and usually take up 2-way comm on earliest sessions and earliest auditing ever given (for auditors). Thus an FES is not vital in all cases.

I like to have an FES done so I can compare areas covered by the pc in 2-way comm and be sure they come up in subsequent repair sessions.

Also where I can see a lot of bad lists existed, I want to be able to assure they get handled.

Thus an FES is *useful*.

On Flag, an FES is carefully done so as to detect areas of out tech in the world. This is called "the Flub Catch System".

Auditors and C/Ses so detected are sent to cramming in their areas to smooth out their tech knowledge or TRs, all to improve delivery of tech.

Flub Catch makes an FES vital on Flag.

Higher orgs have a similar interest in an FES.

**HALTING DELIVERY**

To halt delivery because of a missing folder or to do a long time-consuming FES is of course contrary to the need to deliver auditing and can result in a no-auditing situation worse than a Blind Repair.

## BLIND REPAIR

When no FES is done, one is doing a Blind Repair. The Progress Pgm and Advance Pgm may have holes in them.

However there are only five areas of danger:

1. Flubbed lists.
2. A bad series of evaluative sessions should be detected and directly handled.
3. Flubbed Power.
4. Extended or flubbed Interiorization.
5. Missed grades.

If a C/S doesn't know about these it may be that the case will not properly repair and he also does not know what Advance Program to do.

But as these *are* specific areas they can be done on a Blind Repair by making them into a list and getting them meter checked.

Example: Pc has lost his folder. Has been audited for several years on and off. One can clear the idea of lists "Someone written down items you say to a question" and see if it gets a read and if so do L4A Method Three "On Lists". One can ask if any auditor ever told the pc what to think and if that reads 2-way comm or prepcheck those sessions by that auditor. Power can be checked by rehab unless the person has gone Clear on the Clearing Course since at which time Power will not need repair. The commands of Interiorization Rundown can be checked with 2-way comm or rehabbed. What won't rehab you run. Missed Grades can be checked, rehabbed or run including any Expanded Grades. The pc usually recognizes the process if it has been run.

Thus one can wander through a Blind Repair without fouling up the case and add to it the inevitable actions common to all Progress Pgms.

## SUMMARY

An FES has value. It is valuable to the pc to get one done. It is a long and extensive action. It can be sold directly or removed from hours bought. It is of vast interest in training auditors and should be done by already trained internes or specially hired auditors. It is NOT done by a C/S and it is NOT used to halt all delivery of auditing and jam up the C/S lines. A lost or delayed folder is not a barrier to a *very* well trained C/S who has starrated a C/S Course. An FES is very useful and tends to eradicate any mystery for a C/S.

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HCO BULLETIN OF 8 OCTOBER 1970

Remimeo  
C/Ses  
All Auditors  
Level 0  
HGC Checksheet

*C/S Series 20*

**PERSISTENT F/N**

A FLOATING NEEDLE can *persist*.

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

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

BUT IT WAS THE SAME F/N!

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

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

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

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

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

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

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

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

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

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

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

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

## GRADUAL WIDENING

In running a Dianetic chain to basic in triple you will sometimes see in one session a half dial on Flow 1, 3/4 of a dial on Flow 2, a full dial on Flow 3.

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

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

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

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

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

If an auditor has never seen this he had better get his TR0 bullbait flat for 2 hours at one unflunked go and his other TRs in and drill out his flubs. For that’s what’s supposed to happen.

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

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

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

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

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

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

## SUMMARY

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

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

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

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

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HCO BULLETIN OF 13 OCTOBER 1970

Remimeo  
Cse Super Ch/sht

**COURSE SUPERVISOR CORRECTIONS**

When a Course Supervisor sees a student doping off, looking upset or blowing he acts to clear the matter up with the student with 2 way comm.

Two way comm is actually a process. It is not just talking to someone.

There is a two way comm checksheet. It can be done with or without a meter.

When there is nothing wrong and the student is going along well, the Course Supervisor does not act to correct.

The comparable action in auditing would be: when the pc is doing all right you let him carry on with regular auditing; when he isn't doing all right you take a corrective action such as a Review. It is a serious error in auditing to correct a pc who needs no correction.

In Course Supervision it is a serious error to correct a student who is doing all right.

For example, one sees a student busily checking out another and they are both doing fine. To interrupt or correct these two students would be a supervision error.

Reversely, to see a student frowning or a coaching session bugged and NOT get in and straighten it out would be a supervisor error.

INTEREST

A Supervisor must show that he is interested in the progress of his students.

This comes about by noting their advances and achievements or helping them over rough spots.

Interest is vital. It does not include interruption.

CONCLUSION

The Course Supervisor assists a student when and as it is visible by stats or expression or demeanor that the student needs assistance.

The Course Supervisor does not interrupt a student's progress or correct when there is nothing to correct.

The action of the Course Supervisor is two way comm. This is a process. When the student cannot locate what is wrong or what he passed over, a meter is used with the two way comm.

Violations of this technology of instruction give one slower students and greatly reduced statistics and completions.

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HCO BULLETIN OF 18 OCTOBER 1970

Remimeo  
Dept 3 Hats  
HGC Hats

**AUDITOR'S STATS ON F/N VGI**

An auditor's stats are computed on the Examiner's report. The auditor is credited for his stat on hours that F/N VGI at the Examiner's.

In Dianetic Auditing it often occurs that the first few sessions F/N VGI at the End of Session but do not F/N VGI at the Examiner's, the TA being high at Examiner's. This situation gradually works off and soon the well audited pc attains F/N VGIs at both the end of session and also at the Examiner's. This shows the progress of the case. This is also true of Scientology auditing.

Therefore WHEN AN AUDITOR HAS SEVERAL SESSIONS THAT F/N VGI AT SESSION END BUT NOT AT EXAMINER'S ON THE SAME PC, AND WHEN THE PC THEN THROUGH GOOD FLUBLESS AUDITING THEN F/N VGIs AT THE EXAMINER'S THE AUDITOR MAY CREDIT THOSE PREVIOUS HOURS TO HIS STAT.

Example: Pc has 7 sessions that F/N at End of Session but do not F/N at the Examiner's. Finally the pc F/Ns VGIs at the Examiner on the 8th session. The auditor may credit the earlier time (7 sessions) to his stat PROVIDING THERE HAS BEEN NO FLUB.

The situation where the auditor was credited only with F/N VGIs at the Examiner, the phenomenon that the pc would F/N VGI at Examiner *eventually* if well audited was not taken into account and caused some auditors to avoid auditing pcs who did not F/N easily.

**FES CREDIT**

An auditor may also credit on his stat 1/2 hour for every hour spent doing Folder Error Summaries. A C/S should not be doing FESes and they are best done by an interne C/S In Training or an Advanced student as they are *very instructive*.

There are times when a pc backlog occurs due to no FESes being done. They take a long time very often as they involve putting the folder in sequence and spotting and listing every auditing error in the folder. Thus it is in such cases only fair to give some stat credit if an auditor has to do them.

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REISSUED 19 SEPTEMBER 1974

Remimeo  
Students  
Course Super's  
Hat  
Auditor's Hat

## OBNOSIS AND THE TONE SCALE

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

### OBNOSIS AND THE TONE SCALE

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

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

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

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

good.” You see what the goal of this is? It is to get a student to the point where he can look at another person, or an object, and see exactly what is there. Not a deduction of what might be there from what he does see there. Not something the bank says ought to go in company with what is there. Just what is there, visible and plain to the eye. It’s so simple, it hurts.

Along with this practice in observing the obvious about people, the students receive a lot of information about particular physical and verbal indications of tone level. Things very easy to see and hear, by looking at a person’s body and listening to his words. “Thetan-watching” has no part in obnosis. Look at the terminal, the body, and listen to what’s coming out of it. You don’t want to get mystical about this, and start relying on “intuition”. Just look at what’s there.

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

Equipped with data of this sort, and having gained some proficiency in looking at the isness of people, the ACC students are sent out into the public to talk to strangers and to spot them on the tone scale. Usually, but only as a slight crutch in approaching people, they are given a series of questions to ask each person, and a clipboard for jotting down the answers, notes, etc. They are public-opinion poll-takers from the Hubbard Research Foundation. The real purpose of their talking to people at all is to spot them on the tone scale, chronic tone and social tone. They are given questions calculated to produce lags and break through social machinery, so that the chronic tone juts out. Here are some sample questions, actually used: “What’s the most obvious thing about me?” “When was the last time you had your hair cut?” “Do you think people do as much work now as they did fifty years ago?” At first, the students merely spot the tone of the person they are interviewing—and many and various are the adventures they have while doing this! Later, as they gain some assurance about stopping strangers and plying them with questions, these instructions are added: “Interview at least 15 people. With the first five, match their tone, as soon as you’ve spotted it. The next five, you drop below their chronic tone, and see what happens. For the last five, put on a higher tone than theirs.”

What does an ACC student gain from these exercises? A willingness to communicate with anyone, for one thing. To begin with, students are highly selective about the sort of people they stop. Only old ladies. No one who looks angry. Or only people who look clean. Finally, they just stop the next person who comes along, even though he looks leprous and armed to the teeth. Confrontingness has come ‘way up, and he’s just somebody else to talk to. They become willing to pinpoint a person on the scale, without shilly-shallying. They say, “He’s a chronic 1.1. Social tone 3.5, but real phony.” That’s the way it is, and they can see it. They also become quite gifted and flexible at assuming tones at will, and putting them across convincingly. Very useful in many situations, and lots of fun to do. They grow adept at punching through a comm lag in an informal situation. At sorting out apparencies from realities. The rise in

certainty of communication, and in ease and relaxation of manner while handling people, in the students who have been run through this mill, is something which must be seen or experienced to be believed. The one most often repeated request in every ACC Unit is: "Can't we please have some more obnosis this week? We haven't had enough of it yet." (This statement is very funny to the ACC instructors, because these same students said at the beginning, "If you make me go out there, I'll walk out on the course.") Obnosis is quite important, and should be learned as thoroughly as possible by all Scientologists.

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# SCIENTOLOGY 0-8 The Book of Basics

by  
L. Ron Hubbard

**Published November 1970**

Scientology 0-8 is a compilation of the fundamental philosophic materials and technical basics of Scientology.

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There is a list of fifty-five human perceptions which were researched by Ron in 1951.

The "Book of Scales," aside from being valuable data, makes for absorbing browsing—for example, the three-page Effect Scale, the PreHavingness Scale, the Pan-Determinism Scale, and many others. And there are the Axioms of Standard Operating Procedure 8-C.

This is an essential handbook for every Scientologist.

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 NOVEMBER 1970

Remimeo  
All Class VIIIs  
C/S Checksheet  
ADD TO CKSHTS

*IMPORTANT*  
*URGENT*

*C/S Series 21*

**C/S RESPONSIBILITY FOR TRAINING**

The C/S is fully and entirely responsible for the ability of his auditors to audit. This has been true for 20 years but it gets neglected. This neglect gives us (a) Flubby Auditing (b) Fad tech.

If auditing is flubby it is the C/S who is responsible. In the first place he permitted bad course training without screaming. In the second place he does not persuade or force auditors to correct their tech in cramming after flubs.

Since flubby auditing is the primary reason for no results, an area where tech is bad tends to ride fads or grab "the newest and latest" and hope it will crack cases whereas doing the usual without flubs is what cracks the cases.

If I find an auditor whose sessions I am C/Sing has failed to flatten a chain, I assume not that the pc is difficult but that the auditor does not know about (1) Only running items that read, (2) Multiple somatics, (3) Narrative chains and that his TRs are bad. I spot what it is from the session worksheet and say what it is and order the auditor to cramming (or to be crammed if there is no cramming) on the materials *and* on TRs always.

I cannot C/S with flubby auditors. The pile of C/S folders grows. Any review has to be reviewed and my C/Ses just aren't getting done. If auditors I am C/Sing for are green I can count on a 4+ times increase in my C/Sing time. If my auditors are flubby C/Sing that should require 1<sup>1</sup>/<sub>2</sub> hours takes 6<sup>1</sup>/<sub>2</sub> hours. This is by actual timing.

I have no objection to working with green or newly trained auditors. BUT IF I DO I RETRAIN THEM.

The C/S who accepts an auditor from any course as a trained auditor is an optimist.

There are three *training* stages.

- A. Course Study, theory and practical.
- B. Student Auditing.
- C. Professional Auditing.

The C/S has to do with C. When A and B are very poor the job at C is much harder so the C/S should call it forcefully to attention of Course Supervisors. And *then* get a fast retrain going under himself.

Retraining is an inevitable part of a C/S's job. No matter how good the course may have been the actual practice of auditing gives the new auditor different importance values. Also his hat has changed from a student hat to a real auditor's hat.

As a C/S works with an auditor he trains him. He also may order the new auditor audited.

Essentially the C/S has to shift the new auditor's hat from a "What's it say?" to a "Now I do."

With a whole green crew of auditors I give as a C/S a daily auditors' conference. I make sure my Tech Services is on the ball so auditors get in 5 or 6 hours in 5 or 6 hours, not in 10 or 12 hours while they wait for pcs or go find them. That gives them auditor admin and study time. Then I can have a conference. This conference does not violate any ivory tower as I don't C/S on their data of pcs. I find their questions and get them answered and I give them the reasons behind certain C/Ses.

Then daily daily daily I meet any flub with an order to cramming on the material flubbed and on TRs. And I keep their overts pulled.

A green auditor with me as a C/S has a very arduous time of it. There is no invalidation. Quite the contrary. The message is **YOU CAN AUDIT. YOU CAN GET RESULTS. GET WISED UP AND GET ON WITH IT.**

One flub, one retrain in cramming.

A lot of auditors are around who learned to audit with me as a C/S after their training. In the majority of cases they became fantastic auditors. In some few cases they went elsewhere before they could be fully trained.

The magic of it all is simply: 1 flub, 1 retrain in cramming on that point.

Mostly I didn't even pull them off the pc.

The fuzzy muzzy state of most graduated students needs handling. It is handled by the C/S.

The object of a C/S is to handle and improve cases. He can't do that with flubby auditors. So he has to make auditors out of students. If he does he can then achieve his object.

If the C/S wears this part of his hat he really wins. He seldom has to unravel anything tough. He just C/Ses and the auditors audit **EVENTUALLY**. But every new auditor he gets is certain to lengthen the C/S's working day and lessen his results unless the C/S realizes that there is **ON THE JOB TRAINING** and gets it done.

Training includes the auditor's *staff* hat and his knowledge of Tech and Qual Divisions. This would be true even in a Franchise or the field. They might not have the divisions but they have all the functions!

Recently a C/S had to get about 60 people audited fast. She had seven auditors assigned. She did not assure that these auditors were knowledgeable on the courses they had had and she did not wear the training hat of a C/S. She wound up with herself and one auditor doing the whole 60. The excuse was, the other auditors "couldn't audit".

It would have been far faster in terms of audited pc-hours to have rapidly crash-programmed the seven auditors through a refresher, cleaned up their misunderstands and overts in a co-audit and then, using them, to shove them into cramming on the materials of any flub and TRs for each goof. She would have made seven auditors into stars and she would have gotten the 60 pcs fully audited completely and rapidly with minimal flubs. She would have had 60 Dianetic and Expanded Grade completions, 60 terrific beings **AND IN LESS TIME**.

Morale goes to pot only when auditors do not get results.



Her basic error was assuming auditors should be able to audit. This isn't true of any auditor who has not served an apprenticeship under a competent C/S.

An auditor who has been auditing 10 years, when he starts to audit for me the first time, I put on my C/S training hat and no matter how good or how poor he was when he began I make him a better auditor.

A C/S who doesn't do this is letting the team down and badly.

A C/S who doesn't do this will spend hours daily trying to puzzle out the solution to messes made.

A C/S who doesn't do this fills up a field with flubbed cases regardless of his own skill in C/Sing. He is liable to sink into doubt, then treason and blow.

The C/S who wears his training hat and does do this leads a smooth life, is respected by his auditors and is valuable beyond gold.

To do this a C/S must himself be able to audit and to know his materials well enough to state which ones have to be crammed and never introduce strange ideas.

Such a C/S will never have a revolt and will never have to dream something up or ride new fads because he is getting excellent results straight along for a happy org and public.

I trust a C/S to do this.

L. RON HUBBARD  
Founder

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## FLAG EXECUTIVE BRIEFING COURSE LECTURES

*Flagship Apollo*

17 November 1970—3 February 1971

** 7011C17	SO FEBC-1	Welcome to the FEBC
** 7101C18	SO FEBC-2	PR Becomes a Subject
** 7101C18	SO FEBC-3	The Org Officer/Product Officer System, Part I
** 7101C18	SO FEBC-4	The Org Officer/Product Officer System, Part II
** 7101C23	SO FEBC-5	How to Post an Org
** 7101C23	SO FEBC-6	The Org Officer and His Resources, Part I
** 7101C23	SO FEBC-7	The Org Officer and His Resources, Part II
** 7101C24	SO FEBC-8	Viability and the Role of the HAS
** 7101C24	SO FEBC-9	Production and the Resources of the HAS
** 7101C24	SO FEBC-10	The HAS and the "Coins" of the Organization
** 7102C03	SO FEBC-11	As You Return to Your Org
** 7102C03	SO FEBC-12	The FEBC Org Board and Its VFPs

Remimeo  
Class VIIIs  
Class VIII Chksheet

*C/S Series 22*

**PSYCHOSIS**

Through a slight change of procedure on certain preclears I have been able to view the underlying motives and mechanisms of psychosis.

Very possibly this is the first time the mechanisms which bring about insanity have been fully viewed. I must say that it requires a bit of confronting.

The alleviation of the condition of insanity has also been accomplished now and the footnote in *Dianetics: The Modern Science of Mental Health* concerning future research into this field can be considered fulfilled.

The things a C/S should know about insanity are as follows:

**HIGHER PERCENT**

About 15% to 20% of the human race apparently is insane or certainly a much higher percent than was estimated.

The truly insane do not necessarily act insane visibly. They are not the psychiatric obvious cases who go rigid for years or scream for days. This is observed only in the last stages or during temporary stress.

Under apparent social behavior the continual crimes knowingly committed by the insane are much more vicious than ever has been catalogued in psychiatric texts.

The actions of the insane are not "unconscious". They are completely aware of what they are doing.

All insane actions are entirely justified and seem wholly rational to them. As they have no reality on the harmful and irrational nature of their conduct it does not often register on an E-Meter.

The product of their post duties is destructive but is excused as ignorance or errors.

As cases in normal processing they roller coaster continually.

They nearly always have a fixed emotional tone. It does not vary in nearly all insane people. In a very few it is cyclic, high then low.

All characteristics classified as those of the "suppressive person" are in fact those of an insane person.

The easiest ways for a C/S to detect the insane are:

1. Pretending to do a post or duties, the real consistent result is destructive to the group in terms of breakage, lost items, injured business, etc.
2. The case is no case gain or roller coaster and is covered under "PTS symptoms".

3. They are usually chronically physically ill.
4. They have a deep but carefully masked hatred of anyone who seeks to help them.
5. The result of their “help” is actually injurious.
6. They often seek transfers or wish to leave.
7. They are involved in warfare with conflicts around them which are invisible to others. One wonders how they can be so involved or get so involved in so much hostility.

### TYPES

The German psychiatric 1500 or so “different types of insanity” are just different symptoms of the same cause. There is only one insanity and from it springs different manifestations. Psychiatry erred in calling these different types and trying to invent different treatments.

### DEFINITION

Insanity can now be precisely defined.

The definition is:

**INSANITY IS THE OVERT OR COVERT BUT ALWAYS COMPLEX AND CONTINUOUS DETERMINATION TO HARM OR DESTROY.**

Possibly the only frightening thing about it is the cleverness with which it can be hidden.

Whereas a sane person can become angry or upset and a bit destructive for short periods, he or she recovers. The insane mask it, are misemotional continuously and do not recover. (Except by modern processing.)

### THE NATURE OF MAN

Man is basically good. This is obvious. For when he begins to do evil he seeks to destroy his memory in order to change and seeks to destroy his body. He seeks to check his evil impulses by inhibiting his own skill and strength.

He can act in a very evil fashion but his basic nature then makes it mandatory that he lessens himself in many ways.

The towering “strength” of a madman is a rarity and is compensated by efforts at self-destruction.

Man’s mortality, his “one life” fixation, all stem from his efforts to check himself, obliterate his memory in a fruitless effort to change his conduct and his self-destructive habits and impulses and losses of skills and abilities.

As this rationale proves out completely in processing and fits all cases observed, we have for the first time proof of his actual nature.

As only around 20% are insane, and as those who previously worked in the mental field were themselves mainly insane, Man as a whole has been assigned an evil repute. Governments, where such personalities exist, listen to the opinion of the insane and apply the characteristic of 20% to the entire hundred percent.

This gives an 80% wrong diagnosis. Which is why mental science itself was destructive when used by states.

## TECHNIQUES

The only technique available at this writing which will benefit the insane is contained in all the overt-motivator sequences and Grade II technology.

At Flag at this writing new improvement on this exists but it is so powerful that slight errors in use can cause a psychotic break in the insane. It therefore will only be exported for use by specially trained persons and this programming will require quite a while.

MEANWHILE it helps the C/S to know and use these firm rules:

ALWAYS RUN DIANETIC TRIPLES.

Never run Singles. The overt side (Flow 2) is vital. If you only run Flow 1 Motivators, the pc will not recover fully. Further running Flow 1 (Motivator only) any psychotic being processed will not recover but may even trigger into a psychotic break. If one never ran anything but motivators, psychotic manifestations would not erase.

DEPEND ON EXPANDED GRADE II TECHNOLOGY TO EASE OFF OR HANDLE THE INSANE.

Don't keep asking what's been done to him as he'll trigger.

A new discovery on this is that when you run out the motivator the person gets a higher reality on his overts. If you ran out all his motivators he would have no reason for his overts. If these are not then run out he might cave himself in.

## PATTERN OF BEHAVIOR

The APPARENT pattern of insane behavior is to come in (ask for processing, go on staff, etc) with the advertised intention of being helped or helping, then mess up either as a pc or on post, then state how bad it all is and leave. It looks obvious enough. He came, found it bad, left.

That is only the APPARENT behavior. APPARENT REASONS.

Based on numerous cases, this is the real cycle. Hearing of something good that might help these hateful awful rotten nasty people, the psycho comes in, wrecks this, upsets that, caves in this one, chops up that one and WHEN SOMEBODY SAYS "NO!" the psychotic either

- (a) Caves himself in physically or
- (b) Runs away.

The psychotic is motivated by intent to harm.

If he realizes he is harming things he shouldn't, he caves himself in. If he is afraid he will be found out, he runs.

In the psychotic the impulse is quite conscious.

## CONCLUSION

None of this is very nice. It is hard to confront. Even I find it so.

Freud thought all men had a hidden monster in them for he dealt mainly with the psychotic and their behavior was what he saw.

All men are not like this. The percentage that are is greater than I supposed but is a long way from all men.

Sometimes one only becomes aware of these when things are getting worked on and improved. They stay on as long as it can be made bad or there is hope it can be destroyed. Then when attention is given to improvement they blow.

Artists, writers often have these types hanging around them as there is someone or something there to be destroyed. When success or failure to destroy or possible detection appears on the scene they blow, often as destructively as possible.

Orgs are subjected to a lot of this. A psychotic sometimes succeeds in blowing off good staff. And then sooner or later realizes how evil he is acting and sickens or leaves.

The society is not geared to any of this at all. The insane walk around wrecking the place and decent people think it's "human nature" or "inevitable" or a "bad childhood".

As of this writing the insane can be handled. The proof of any pudding is the processing. And this is successful. It is also rather swift. But, as I say, it is so swift the special technique has to be done by the specially trained flubless auditor.

For a long while I've realized that we would have to be able to handle insane people as the psychiatrist is fading. I have had opportunity to work on the problem. And have it handled. Until it is fully released, the C/S will benefit greatly from knowing the above as these come on his lines far more often than he has suspected.

The insane can be helped. They are not hopeless.

I trust this data will be of use.

L. RON HUBBARD  
Founder

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[Referred to by HCO B 10 May 1972, *Robotism*, Volume VIII, page 127.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 DECEMBER 1970

Remimeo

*C/S Series 23*

**EXTERIORIZATION**

**SUMMARY**

EXTERIORIZATION CAN BE BADLY MISRUN.

The following HCOBs cover Exteriorization Rundowns.

- HCOB 22 Mar 1970  
Exteriorization and High TA
- HCOB 11 April 1970  
Auditing Past Exterior
- HCOB 6 May 1970  
Blows—Auditing Past Exterior
- HCOB 30 May 1970  
Interiorization Intensive—2-Way Comm
- HCOB 10 July 1970  
Interiorization Intensive Goof
- HCOB 28 July 1970  
An Exteriorization Intensive Flub  
and False Declares
- HCOB 20 Aug 1970  
Exteriorization Rundown Musts
- HCOB 2 Dec 1970  
Exteriorization Summary (this HCOB).

The examination of Exteriorization Rundowns done in the field discloses that some auditors engaged in running it have not been fully checked out on it. HCO PL 26 Aug 1965 gives the correct way to do a starrate checkout. Clay demos must also be correctly done. These are covered in HCOB 11 Oct 1967 and HCOB 30 Oct 1970. These HCOBs on Ext Rundown, Starrates and Clay Demos plus HCO PL 20 July 1970, Issue III, 2-WC as below, make the necessary pack for checking out an auditor before letting him near an Ext Rundown. And all Exteriorization materials as above **MUST BE CHECKED OUT STARRATE AND IN CLAY** before a C/S permits one of his auditors to run it on a pc.

**TWO-WAY COMM**

There is a two-way comm step that follows a day or so after an Exteriorization Rundown.

An auditor doing this step, preferably the same auditor, **MUST BE CHECKED OUT ON TWO-WAY COMM.**

No C/S should permit any auditor to do any 2-way comm until the auditor has been checked out on HCO PL 20 July 1970, Issue III, "Two-Way Comm Checksheet". One can obtain these tapes easily from Pubs (as the Sea Org has recently forced in this line and quality and delivery). Pending such tapes one can certainly get the rest of the materials on the checksheet done by the auditor and let him do 2-way comm while being very watchful as a C/S.

### C/SING EXT

The correcting of an Exteriorization Rundown is far harder than making sure that auditors can do the usual in the first place.

Nearly all a C/S's hard work comes from auditors not well trained on courses (indifferent courses) and failing to check auditors out well on the materials *before* permitting them to deliver a new rundown.

The correction of Ext is hard since until it is complete, other auditing is inadvisable. One, however, gets the Ext Rundown done.

### EXT IS A REMEDY

The Exteriorization Rundown is a REMEDY designed to permit the pc to be further audited after he has gone exterior.

The Ext Rundown is NOT meant to be sold or passed off as a method of exteriorizing a pc. This is very important.

It is general auditing on usual Dianetics and Scientology actions that brings about Exteriorization.

When the pc goes or is found to be exterior one then orders the Exteriorization Rundown. Otherwise the TA will misbehave.

The rundown is a REMEDY USED AFTER EXTERIORIZATION HAS OCCURRED BY REASON OF GENERAL AUDITING.

Anxiety to *get* exterior will prompt a pc to buy and a registrar to sell an Exteriorization Rundown. It is in effect just more auditing as far as the registrar is concerned. When a pc has gone exterior the registrar can insist on his buying enough hours for the remedy.

The Ext Rundown stabilizes the exteriorization and makes it possible to audit the pc further.

The pc is most likely to exteriorize doing Dianetic Triples or Grade II as it is overts and withholds that keep him interiorized.

A really bad off pc can be compulsively exterior, (a) gets audited, (b) interiorizes, (c) then exteriorizes again cleanly. This is when you use the Ext Rundown—at (c).

Drug users get blown out of their heads and bog, TA up. Sometimes their TA problem is such that you have to begin with an Ext Rundown before you can run out the drug engrams.

Sometimes (rarely) a pc can't run engrams but has gone exterior. Such a case invariably is engaged in heavy present time overts. In such a case one runs the 3 Ext recalls and Grade II. (There is a better specific rundown on this but it cannot be released until Quals are functioning fully and training is excellent.)

## END RESULT

The end result of an Ext Rundown is a pc who, having been exterior, can now be audited further.

Without an Ext Rundown a pc who has gone exterior in auditing will thereafter not be auditable until the Ext Rundown has been done.

## DISABILITY

If an auditor can't smoothly audit a rundown as simple as an Ext Rundown, then he is exposed as being unable to run standard Dianetics and should be cleared of his misunderstandings and overts and retrained.

The only real trouble one gets into on an Ext Rundown stems from the inability of the auditor to run a smooth, good TRed R3R session. Pcs are not hard to run on it.

## C/S WINS

A C/S cannot win at all if he is continually having to make up for flubby auditing by the auditor.

Therefore the C/S must be very sure his auditors are fully checked out on things they are to run before running them.

If there is no Qual Staff Training Officer or no cramming, a C/S can fully afford to do the training and cramming himself. Otherwise he will lose far more than that time in C/Sing for auditors not checked out.

By the skill of his auditors you know the C/S. Not by his unusual solutions after flubs.

The Ext Rundown is too easy to do to have any trouble—the trouble comes when the auditors are not checked out beforehand, starrate and in clay, on new things they are to run.

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HCO BULLETIN OF 10 DECEMBER 1970  
Issue I

Remimeo  
All Levels  
Training

**CLAY TABLE WORK IN TRAINING**

(This is a verbatim re-issue of the full training section of HCO B 17 Aug '64, "Clay Table Work in Training and Processing". It is re-issued for Students' use in Training on Courses. Those Sections not relating to Training can be found in the original HCO B.)

**THE ONLY REASON ANY STUDENT IS SLOW OR BLOWS LIES IN FAILURE TO UNDERSTAND THE WORDS USED IN HIS OR HER TRAINING.**

You will find that students at any level in any course will benefit greatly from Clay Table work on *definitions*.

The importance of this will become apparent as you study our new educational technology, now mainly to be found on the tapes of the few weeks before this date.

A Clay Table is any platform at which a student, standing or sitting, can work comfortably. In an Academy it may be 3 feet by 3 feet or 5 feet by 3 feet or any larger size. Smaller sizes are not useful. In the HGC it is about 2 1/2 feet by 4 feet.

The surface must be smooth. A table built of rough timber will serve but the top surface where the work is done should be oilcloth or linoleum. Otherwise the clay sticks to it and it cannot be cleaned and will soon lead to an inability to see clearly what is being done because it is stained with clay leavings.

In the Academy castors (wheels) can be put on the legs of both the clay table and the clay container where they will be moved a lot.

Several different colours of clay should be procured. The best source is a school supply house where educational supplies are sold. Artists' clay is not as good as the school type. (Ask for kindergarten clay.)

A receptacle, also of wood or metal and having a separate stand of its own of any type, is also valuable. It should have subdivisions in it for the different coloured clays.

The amount of each colour is not important so long as there is at least a pound or two of each colour in a small class or an auditing room.

In the Academy colours are only used to make a student see the difference between one object and another and have no other significance as the objects in the mind are not uniformly coloured. While "ridges" are black, they can become white. Engrams may be a number of colours all in one engram, just as Technicolor is a coloured motion picture. However, some persons see engrams only in black and white. So the colour in the Academy is for instruction only, assisting to tell the difference between one object or another. (In the HGC it may be very significant to the pc, as covered later.)

The instructor works with the table before classes at times, so it is of benefit to have a table so arranged that it will tilt toward the class at about a 30° angle with the floor. This can be done as easily as putting the back legs of the table on temporary wooden blocks or as complicatedly as using a large engineer's drawing table which tilts

its whole top. If a table is to tilt, the lower edge during the tilt must have a one or two inch guard board to keep the covering or the clay from falling to the floor if it slips. It doesn't slip, usually, on a linoleum table surface but sometimes a bit is dropped and an instructor can more gracefully recover it if it hasn't rolled off on the floor. A loose linoleum top is also prevented from sliding off by a guard board.

*Any* part of the mind can be represented by a piece of clay or a white card. The mass parts are done by clay, the significance or thought parts by label.

A piece of clay and a label are usually *both* used for any part of the mind. A thin-edged ring of clay with a large hole in it is usually used to signify a pure significance.

The labels used by instructors (but *not* by students) are done on white cards, inked with a heavy black inking means such as a china marking pencil or a "Gem Marker" where a metal cylinder holds ink and the point is made of felt. The inked label is mounted on a small stick two to four inches long of the kind used by nurses for swabs or metal ones used to hold meat together. Scotch tape or Sellotape will bind a label to a stick.

*Everything is* labelled that is made on the clay table, no matter how crude the label is. Students usually do labels with scraps of paper written on with a ball-point. An instructor would use the fancier kind so that these would easily be visible to others.

The main clay table and its clay container is set up in the lecture room of a course in such a way so that it can be moved up in front of a class, or over in the corner out of the way, or to an area in the room where two or three students can gather around it or work. More than one clay table must be made for large classes but the additional tables need not tilt. In the HGC a clay table is narrower and longer and one is placed in each auditing room. Any HGC clay table can be used to train staff auditors. The clay tables in auditing rooms are used for processing. In the HGC there is not just one table for everyone's use. There is one in each auditing room.

## USE ON COURSES

*Any part of the mind or any term in Scientology can be demonstrated on a Clay Table.*

This is an important point to grasp. The use of the table is not just for a few terms. It can be used for all definitions.

The ingenuity of the instructor or the student *and* their understanding of the terms being demonstrated are the only limits on a Clay Table.

Simplicity is the keynote. Nothing is too insignificant or unimportant to demonstrate on a clay table. The first mistake is to believe that only R6, for which the lower grade student is *not* ready, can be demonstrated on a clay table.

*Anything* can be so demonstrated if you work at it. And just by working on *how* to demonstrate it or make it into clay and labels brings about renewed understanding.

In the phrase "how do I represent it in clay" is contained the secret of the teaching. If one can represent it in clay one understands it. If one can't, one really doesn't understand what it is. So clay and labels work only if the term or things are truly understood. And working them out in clay brings about an understanding of them.

Therefore one can predict that the clay table will be most used in a practice or organization which understands the most and will be least used in an organization that understands the least (and is least successful).

Let us look over the level of simplicity of the terms to be used in a course of instruction.

Let us take BODY. All right, make a few lumps and call it a body and put a sign on it "BODY".

Now that doesn't seem to be much to do. But it is a lot to do to forward understanding.

Let us make a yellow ring of clay beside the body or on it or in it and label it "A Thetan".

We can thereupon see the relationship between the two most used terms in Scientology, "Body" and "Thetan". And cognitions will result. The student's attention is brought right to the room and the subject.

Getting the student to do this by himself, even when he's seen it done by the Instructor, produces a new result. Getting the student to do it 25 times with his own hands almost exteriorizes him. Getting the student to contrive how it can be done *better* in clay or how many ways it can be done in clay drives home the whole idea of the *location* of the thetan in the body.

*ART is* no object in clay table work. The forms are crude.

Take a large lump of clay of any colour, and cover up both "thetan" and "body" with it and you have MIND.

Take every part of the mind and make it in clay by making a thetan, making a body and making one or more parts of the mind (Machine, facsimile, ridge, engram, lock, what have you—all Scientology terms) and get the student to explain what it is and we begin to clarify what we're about.

Get a student to make a Present Time Problem. Make him put in all its parts represented in clay (boss, mother, self) and have each one done with a body, a thetan and a mind and some rather remarkable insights begin to occur.

The quantity of things that can be made has no limit.

The principal thing is to GET EVERY SCIENTOLOGY TERM MADE IN CLAY AND LABELS by the individual student.

You will see a new era dawn in training. You will see Academy blows vanish and time on course cut to one fifth in many instances. These are desirable attainments in any course so Clay Table work is serious Academy business.

Ingenuity and understanding are the only limits on the use of the clay table and the attainment of excellent results with it.

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Additional HCO Bs on Clay Table Training:

HCO B 11 Oct 67 Clay Table Training

HCO B 22 Apr 70 Clay Table Demo Checkouts

HCO B 30 Oct 70 Clay Demo

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HCO BULLETIN OF 23 DECEMBER 1970

Remimeo  
Applies to AOs  
Info to all orgs

### FAST COURSES

We should end off fast grades and slow courses. What we want is thorough grades and fast courses.

Speed-up of HDCs, Class IV, VI, VII, VIII and “HGC Auditor” Courses at all orgs, AOs (and SHs) would encourage more students. My time for it is 3 weeks. This was up to 5 and even 11 to 13 weeks at once by illegal checksheet increases. Class VIII material *ended* with HCO Bs at the end of 1968. The 1969—mid-1970 HCO Bs and materials are Class IX and we are currently about to prepare orgs for Class X delivery **WHEN ORGS CAN USE WHAT THEY HAVE.**

No Retread of IV, VI or VII may be given at AO expense. **IT IS ILLEGAL TO GIVE A RETREAD COURSE AWAY.**

A person who has to be retreaded on Academy and SHSBC to receive a Class VIII Course is of course a false attest. Further the full expense of the Course would be at the cost of the Academy or the SH that gave it.

Normally speaking a retread requirement would be too unwieldy if the student were sent back to an Academy or an SHSBC. A more practical solution would be to form a retread course from the HGC Auditor Checksheet and give it and send the offending org that gave the Course a bill for it. Teach it to the student. Then put the student on the Class VIII Course. The Class VIII Course has been slowed by:

- (a) Attempting to use it as a free retread IV and VI Course instead of just teaching Class VIII.
- (b) Adding what will be Class IX to the 1968 HCO Bs thus tangling up the Course design and extending its checksheet to triple length.
- (c) Incompetent or unalert Supervision.

The Class VIII Course is 3 weeks long. Period.

Counter policy has been for the Supervisor to set the Course length, to add to the Course, to give away free retread and to give away the 1969—mid-70 materials training.

The auditing skill and type of 1969—mid-70 is different. The C/S Series and type is different and is Class IX. But has even been shoved into Academies!! where they really flub Exteriorization Rundowns.

A Class VIII has an HDC requisite. If they can't cleanly audit pure Dianetics to a result they'll never be able to audit Scientology. We learned in 1969 that the Class VIII failures were due to HDC inabilities!

Class VIII had its own C/Sing, its own remedies, its own skills. They are important. Now do we tell students “they're all old now, we have a C/S Series, etc, etc.” Or do we teach Class VIII?

On Flag a Class IV or VI just can't keep up with the C/Sing. Until he's a VII and

then an VIII. We are auditing IX and X on Flag. That does not mean Class IV, VI, VII and VIII aren't done!

We'll never get Class IX into the field. Ext Rundown flubs in the field are gruesome. That's because Ext we find is a Class IX process! Only a person who has been an HDC, a IV, a VI and an VIII can be taught what we're doing.

Throwing an out of sequence into training in orgs is defeating good auditing.

This HCO B gives you the answers on how to get training back into sequence. Class VIIIs got results they were trained to get. That's all the result any auditor *can* get.

So speed up your courses by wiping out the counter policy.

Fast training gets students in. Slow training messes up the whole field and denies enrollments.

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Founder

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Remimeo

### **ILLEGAL AUDITING**

Lists of withholds required of a crew member or staff member without proper sessioning are now illegal.

Confessionals which do not F/N must be reported to Qual as a failed session.

An Exam report is required after any Confessional.

Any auditing outside of sessions must be reported and if failed may become actionable.

Challenging people out of session as "having withholds" is illegal.

Auditing is done by auditors who are trained and is done on regular lines.

Contact Assists and Touch Assists are not only legal, they are mandatory when any injury occurs.

They must be followed by Exam reports.

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HCO BULLETIN OF 4 JANUARY 1971

Remimeo  
HGC Auditors  
Scn Checksheets  
AOs  
Class VIII  
Checksheets

(Reissued and Corrected 3 October 71.  
Correction in No. 8, EF 1 in *this type style*.)

**EXTERIORIZATION AND HIGH TA**

(Revises and replaces HCO B 22 March 70 of same title  
by changing clearing of commands and wording  
of commands in Exteriorization Intensive)

For a long while we have known that if you audit a person after he or she has exteriorized, you often get a high Tone Arm, somatics and an upset case.

The answer has *been* to cease to audit a person after exteriorization has occurred.

This is so much a fact that five out of five “in trouble” cases I recently examined had every one of them been audited for some time after they exteriorized. The TA had or had not gone high but the cases were bogged. They revived at once when the fact of exteriorization was located. F/N, VGIs and when rehabbed (by counting number of times) somatics ceased.

The rule has been—don’t audit after a pc has exteriorized.

This is one of those very fundamental things that seems to defy research and yet if not solved will keep things messed up. Persons who exteriorize on lower grades need their upper grades and yet if audited further may mess up. This places a limit on auditing and yet the person may still have aberrations and somatics. But the fact of having exteriorized bars the road.

So I got to work and made a breakthrough on it. Hurrah!

It has now been fully vindicated by long tests and is now released for general use.

**EXTERIORIZATION**

Exteriorization is defined as the act of moving out of the body with or without full perception.

It is the fact of this act which proves that the individual is not a body but an individual. This discovery in 1952 proved beyond any question the existence of a thetan, that the individual *was* a thetan, not a body, and disproved that man was an animal, and that he was a spiritual being timeless and deathless.

Techniques have existed since 1952 that exteriorize a person. These are not now used because the person (a) still being aberrated and not Clear, soon returns to his body and (b) when audited thereafter has trouble.

This is a major problem a thetan sometimes has at death. How to exteriorize? He makes it eventually of course but he should be able to do so at once.

But, in my research, I found it unreasonable that a person would be hard to audit just because he had exteriorized and had reinteriorized. For he has obviously done just that at every death and birth and must have done so hundreds of billions of times. So why should a recent exteriorization then make him hard to audit? Yet it did.

My asking of that question was the first breakthrough. The rest soon followed.

## ENGRAM BEHAVIOR

We know in Dianetics that if you continue to run the last part of an engram which has in fact an earlier beginning which isn't being run and is ignored the TA will go up.

The reason for this is that the *first* of a chain or the first part of an experience or a first experience (basic on a chain of incidents) has to be run for the chain or incident to erase.

If you only ran the end of incidents you would get a high TA and no erasure.

If you only ran incidents late on the chain you would get a high TA.

Pcs are uncomfortable, feel under pressure, when their TA is high (above 3.5 or up).

If you don't erase incidents or chains of incidents when auditing (or key them out as in release) you get a perpetually high TA.

High TA cases have been "overrun" on something. That however is a very oversimplified explanation. The truth is that they have been run on something that didn't erase. The something has an earlier beginning than was detected or an earlier incident. In life one, having engrams about it, adds new incidents in living until something is "overrun" or done too often. The TA is therefore high.

A TA records MASS. Mental mass has a higher electrical resistance and so measures more "ohms" of resistance, an electrical term for the trouble electricity has in passing through something. The more resistance the more units of resistance are recorded on the meter. The TA actually measures resistance.

Thus, the end of an incident can be restimulated. If the beginning of it is never touched then one will just accumulate more and more mass.

## THE MISSED BEGINNING

What has happened here, as regards exteriorization is that we have concentrated on EXTERIORIZATION.

If one is IN something, he must have gotten into it.

Therefore the beginning of an exteriorization is the INTERIORIZATION.

The being went *into* something before he went out of it.

Exteriorization occurs at death. That's an engram. Interiorization occurs at birth, that's an engram.

So when somebody goes Exterior he is actually liable to key in having gone interior in the first place.

Get it?

So when you exteriorize somebody or he exteriorizes during auditing he gets keyed in a bit and without having audited earlier INTERIORIZATIONS, he has been put in the last part (exteriorization) of an incident which began with Interiorization.

Not only are you touching on something (exteriorization) late on a chain (which has hundreds of billions of like incidents ahead of it), you are also touching something



which is late in the incident (which began with interiorization).

On both counts then, the TA may go high.

### THE REMEDY

The remedy is to audit out *Interiorizations* (i.e: times the person *went in*).

If this is done, then the pc can be audited all you want after Exteriorization.

Auditing the Interiorizations by recall, secondaries, engrams, triple flow on each, restores the possibility of auditing a pc after an exteriorization has occurred in auditing.

### THE PROCESS

The Case Supervision directions for Interiorization are to be done by a Scientology Auditor. They can be done purely in Dianetics by using only steps 5, 7 and 8. It is more effective when done by an Scn Auditor who is also HDC.

1. Omit ruds but if pc upset you can do a rapid L1B. Grab first BD item or big read. Indicate any charge.
2. Clear EXTERIORIZATION with pc (per definition given earlier).
3. Check for having been audited after exteriorization. (TA should come down and F/N, Cog and VGIs.)
4. Rehab (rehabilitate) condition by getting or counting number of times exteriorized. You should get F/N, Cog and VGIs.
5.
  - (a) Clear INTERIORIZATION as the state or condition of being interiorized.
  - (b) Carefully clear TO GO IN as the act of the *verb* Interiorizing.
  - (c) Carefully clear WENT IN (past tense of the verb “to go in”) as the past tense of the act of Interiorizing.

It is very important to clear these three steps carefully so that the pc understands that what you will be auditing is times the PC WENT IN or others were caused TO GO IN—and NOT “was in” or “was stuck in” or “sat in”, but the actual times when the action of *going in* occurred.

6. Run 3-way Recall on WENT IN.  
RF 1—Recall a time you went in. (To F/N, Cog, VGIs.)  
RF 2—Recall a time you caused another to go in. (To F/N, Cog, VGIs.)  
RF 3—Recall a time others (or another) caused others to go in. (To F/N, Cog, VGIs.)
7. Run 3-way Secondaries.  
SF 1—Locate an incident of loss or emotion when you went in. (R3R to basic, EP = F/N, Cog, VGIs, Erasure.)  
SF 2—Locate an incident of loss or emotion when you caused another to go in. (R3R to basic, EP = F/N, Cog, VGIs, Erasure.)

SF 3—Locate an incident of loss or emotion when others caused others to go in. (R3R to basic, EP = F/N, Cog, VGIs, Erasure.)

8. Run 3-way Engrams.

EF 1—Locate an incident containing pain and unconsciousness when you went in. (R3R to basic, EP = F/N, Cog, VGIs, Erasure.)

EF 2—Locate an incident containing pain and unconsciousness when you caused another to go in. (R3R to basic, EP = F/N, Cog, VGIs, Erasure.)

EF 3—Locate an incident containing pain and unconsciousness when others caused others to go in. (R3R to basic, EP = F/N, Cog, VGIs, Erasure.)

Note: All steps and flows as above given to end with F/N, Cog, and VGIs. Don't chop the F/N by indicating until pc has had his cognition and VGIs.

CAUTION: THIS INTENSIVE MUST BE DONE IN ONE SESSION.

It will be seen that Recall and R3R steps and procedure are standard except they address the subject "Interiorization" (expressed as WENT IN or TO GO IN).

### FUTURE AUDITING

One should now be able to audit the pc even after exteriorization.

### WARNING

This is a major case action and should only be run when the pc is rested and in good physical shape.

### SUMMARY

If a pc goes exterior on Dianetics, Scientology lower grades or at OT levels, one at once audits out the chain of Interiorizations, using the above C/S. With this done the pc or Pre OT can go on being audited.

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The way is open to more powerful OTs.

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All fundamental discoveries are essentially simple ones.

L. RON HUBBARD  
Founder

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[For further data on the Interiorization Rundown, see HCO B 11 April 1970, *Auditing Past Exterior*, page 36; HCO B 6 May 1970, *Blows-Auditing Past Exterior*, page 42; HCO B 30 May 1970, *Interiorization Intensive-2 Way Comm*, page 52; and HCO B 20 August 1970, *Exteriorization Rundown Musts*, page 125.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 JANUARY 1971

(Reissued & Corrected 23 Jan '71 )

Remimeo

### EXTERIORIZATION

On reviews of field-given Exteriorization intensives during the past year, I found many cases had been flubbed.

On researching this I found the following:

1. The Remedy was being used as an effort to Exteriorize people. People exteriorize in any normal auditing. What was needed was a *remedy* to be able to audit them thereafter without driving their TAs up.
2. Auditors evidently skimped their HDC Courses and did not know WHY one went to an earlier beginning or earlier incident. Thus they didn't know why you had to run Interiorization.
3. HCO B 22 Mar 70, "Exteriorization and High TA", must have been studied only for the rote commands. The theory of it was *not* studied.
4. Common Dianetic goofs got in the road of the rundown, the auditor failing to repeat the chain in asking for an earlier incident, i.e. "Is there an earlier incident containing a head pain?"
5. The Exteriorization intensive was being stretched over several sessions. As only it can be audited, between sessions PTPs, etc, would intervene. So it *had* to be done in *one* session.
6. Clearing the command was flubby and the pc often thought Interiorization meant "being in and trying to get out" and so the wrong end of the incident (the end) was being run.
7. People who hadn't been exterior at all and whose TAs were normal—not high—were being run on it.
8. It was being sold as a special rundown to exteriorize people, not just to enable them to go on being audited.

The number of Exteriorization Rundown flubs is excessive.

Therefore new HCO Bs and a new pack have been issued. These include:

HCO B 4 Jan 71, "Exteriorization and High TA" REVISED, which contains the theory and NEW COMMANDS nobody can goof.

HCO B 6 Jan 71, "Starrate Checkouts for Exteriorization Intensive".

HCO B 5 Jan 71, "Going Earlier in R3R and Exteriorization Intensives".

The glaring outness is Dianetic R3R skill. An HDC who can't run a flubless Dianetic session and get all three flows down to F/N studied in doubt, audits in doubt and ought to be in a condition of doubt until he retreads and actually reads the text and does the drills. Dianetic R3R is just too easy to be flubbed.

After patching up many of these done in the field I became very alert to the state of training. A new Course Supervisor Course has been done and is being issued.

Obviously, auditors are no longer required to be starrated on new materials before they audit them. This omission must be remedied at once. **NO AUDITOR MAY AUDIT MATERIALS OR APPLY HCO Bs ON WHICH HE HAS NOT BEEN STARRATED.**

No HGC or C/S may order an auditor to run a process if that auditor has not been starrated on its theory and practical first.

As for Dianetics, an auditor who cannot routinely carry a chain to an F/N VGI Cog and ensure running R3R may not retain his certificate unless retreaded and his HDC is suspended until he is retreaded.

For people to goof up using these clean positive tools is inexcusable.

The results are there to be obtained. **WE OBTAIN SPECTACULAR POSITIVE RESULTS WITH THESE SAME MATERIALS DAILY WHEREVER THEY ARE ACTUALLY STUDIED AND APPLIED.**

Please correct flubby auditing wherever you find it. Auditors must be checked out and drilled on new materials. Courses must be precisely taught. People who flub must be crammed until they don't. And those who still flub must be retreaded.

The materials when applied produce great results. When they are not applied they don't.

**SO APPLY THEM !**

**CORRECTLY.**

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Founder

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HCO POLICY LETTER OF 13 JANUARY 1971

Remimeo  
Qual Div  
Dept 15  
Examiner's Hat  
E/O Hat  
Dept 3 Hat

**EXAM 24 HOUR RULE**

(Additional Information)

When it comes to light that a pc has roller coasted despite an F/N at session end and at Examiner's and if neither Tech nor Qual makes any effort to remedy, then the matter becomes a High Crime.

Example: If a pc at the Examiner's F/Ns and yet within a few hours returns for a second Examination with a complaint which does not F/N, then the 24 hour rule applies.

If the Tech C/S ignores it and no repair is done within 24 hours by Tech or Qual, both lose their stats for that day.

If the matter continues unhandled the matter becomes a High Crime.

**HIDDEN FAILURES**

If due to failure to repair or handle session errors or failure to complete a major action, a pc becomes ill or unable to work, and if no effort is made by Tech or Qual to handle, the matter becomes a High Crime under

HCO PL 7 Feb 65, reissued 15 June 1970, "Keeping Scientology Working" (see Note at the beginning of that Policy Letter), and

HCO PL 7 Mar 65, OEC Volume 1, page 550, No. 3 Crimes: Placing Scientology or Scientologists at risk.

In such a case a Comm Ev must be convened and having fixed the cause of neglect and the persons responsible may, in addition to any fines or penalties, cost Tech and Qual all stats and bonuses for a reasonable period following the occurrence as set by the Comm Ev and as refundable by the divisional personnel from future pay.

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HCO BULLETIN OF 10 FEBRUARY 1971

Remimeo  
Tech Secs  
Qual Secs  
Staff Training Officers  
Course Supervisors  
D of T

**TECH VOLUME AND 2 WAY COMM**

(LRH ED 92 INT of 25 March 1970  
re-issued as an HCO B by request  
of many Course Supervisors)

I've been busy studying the problems of volume auditing and training and have made a vital discovery.

We lost a key basic process!

TWO WAY COMM is missing in today's line-up in Academies, on Courses and in HGCs.

It goes this way-to get volume auditing going, you need auditors. To make auditors you need fast training. The reason fast training isn't occurring is because 2 Way Comm seems to be out between Course Supervisors and Students.

Course Supervisors in most instances are not asking students if anything is wrong or how to help them and then letting the students *talk*. While the Supervisor LISTENS.

I am putting together new practical for Course Supervisors. But meanwhile it's very elementary.

1. Detect a student's concern.
2. Get the student to talk about his problems and troubles in study.
3. Listen.
4. Do what one can to help without evaluating.
5. Let the student get back to it.

Students who drift off of courses or who are very slow LACK SOMEBODY TO TALK TO!

Where a student's progress is slow or he or she appears to be troubled or struggling, a good Supervisor notices it early. He gets the student to talk about it. He listens and acknowledges. He does what he can to help without evaluating and lets the student get back to studying.

This action went out when Supervisors were found to be lecturing and evaluating all data which data, entered on the course, upset the high workability of tech as it is found in HCO Bs and on tapes. This was at the time when Supervisors ceased to be named Instructors and became Course Supervisors. This was in the early days of the Saint Hill Special Briefing Course.

Two Way Comm with students tended to vanish also.

Giving a student off-line data and letting the student discuss his troubles are two different things.

### QUAL

In Qual there should also be a Consultant Service which uses a meter and Two Way Comm to find out about cases before patch-up or review. The Qual Consultant should also handle students who are slow or dropped out.

This letting the pc tell his side of it is very valuable. One can handle them much better. Analysing what they say and how they say it helps the Case Supervisor also. I.e., Natter = ARC Brks and overts. The pc's comm has been chopped. An old old session evaluated for him. Etc. Etc. Etc.

### GET IT IN

Two Way Comm should be gotten in on all Courses fast. It will speed training and add up eventually to volume auditing by making trained auditors available. This is the way to unlock that flow.

In the HGC pcs can be Two Way Commed by the Tech Sec.

In Qual someone can two way comm those sent to Review to help the person and get more accurate data for C/Sing.

### THE PROCESS

Two Way Comm is not a rote process. That's why it is hard to teach. The trick is to get the person to talk, to keep him looking and talking until he has a Cog and Very Good Indicators—and sometimes an F/N at the end (not vital).

If you can LISTEN you have it progressing. If you can get a person to talk about his troubles and listen and ack, you really can run it.

**THIS IS YOUR PRIMARY BLOCK ON VOLUME AUDITING. No Two Way Comm in training!**

I hope it helps.

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Founder

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HCO BULLETIN OF 28 FEBRUARY 1971

Remimeo  
HGC Auditor  
Checksheet  
Academy Level 0  
Checksheet  
Dn Cse Checksheet

*C/S Series 24*

IMPORTANT

**METERING READING ITEMS**

(NOTE: Observation I have recently done while handling a C/S line has resulted in a necessary clarification of the subject of "a reading item or question" which improves older definitions and saves some cases.)

It can occasionally happen that an auditor misses a read on an item or question and does not run it as it "has not read". This can hang up a pc badly if the item was in fact a reading item or question. It does not get handled and exists in records as "No read" when in fact it DID read.

THEREFORE ALL DIANETIC AUDITORS WHOSE ITEMS OCCASIONALLY "DON'T READ" AND ALL SCIENTOLOGY AUDITORS WHO GET LIST QUESTIONS THAT DON'T READ MUST BE CHECKED OUT ON THIS HCO B IN QUAL OR BY THE C/S OR SUPERVISOR.

These errors come under the heading of Gross Auditing Errors as they affect metering.

1. An Item or Question is said to "Read" when the needle falls. Not when it stops or slows on a rise. A tick is always noted and in some cases becomes a wide read.
2. The read is taken when the pc first says it or when the question is cleared. THIS is the valid time of read. It is duly marked (plus any blow down). THIS reading defines *what* is a *reading item or question*. CALLING IT BACK TO SEE IF IT READ IS NOT A VALID TEST as the surface charge may be gone but the item or question will still run or list.
3. Regardless of any earlier statements or material on READING ITEMS, an item does not have to read when the auditor calls it to be a valid item for running engrams or listing. The test is did it read when the pc first said it on originating it or in Clearing it?
4. That an item or question is marked as having read is sufficient reason to run it or use it or list it. Pc Interest, in Dianetics, is also necessary to run it, but that it did not read *again* is no reason to not use it.
5. When listing items the auditor must have an eye on the meter NOT necessarily the pc and must note on the list he is making the extent of read and any BD and how much. THIS is enough to make it a "reading item" or "reading question".
6. In Clearing a listing Question the auditor watches the meter, NOT necessarily the pc and notes any read while clearing the question.
7. An additional calling of the item or question to see if it read is unnecessary and not a valid action if the item or question read on origination or Clearing.
8. That an item is marked as having read on an earlier Dianetic list is enough (also checking interest) to run it with no further read test.
9. To miss seeing a read on an origin or clearing is a Gross Auditing Error.



10. Failing to mark on the list or worksheet the read and any BD seen during pc origination or clearing the question is a Gross Auditing Error.

### EYESIGHT

Auditors who miss reads or have poor eyesight should be tested and should wear the proper glasses while auditing.

### GLASSES

The rims of some glasses could obstruct seeing the meter while the auditor is looking at the worksheet or pc.

If this is the case the glasses should be changed to another type with broader vision.

### WIDE VISION

A good auditor is expected to see his meter, pc and worksheet all at one time. No matter what he is doing he should always notice any meter movement if the meter needle moves.

If he cannot do this he should use an Azimuth Meter and *not* put paper over its glass but should do his worksheet looking through the glass at his pen and the paper—the original design purpose of the Azimuth Meter. Then even while writing he sees the meter needle move as it is in his line of vision.

### CONFUSIONS

Any and all confusions as to what is a “reading item” or “reading question” should be fully cleaned up on any auditor as such omissions or confusions can be responsible for case hang-ups and needless repairs.

### NO READ

Any comment that an item or question “did not read” should be at once suspected by a C/S and checked with this HCO B on the auditor.

Actually non-Reads, a non-reading item or question means one that did *not* read when originated or cleared and also did not read when called.

One can still call an item or question to get a read. That it now reads is fine. But if it has never read at all, the item will not run and such a list will produce no item on it.

It is not forbidden to call an item or question to test it for read. But it is a useless action if the item or question read on origination by the pc or clearing it with him.

### IMPORTANT

The data in this HCO B, if not known, can cost case failures. Thus it must be checked out on auditors.

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HCO BULLETIN OF 3 MARCH 1971

Remimeo  
Class IX

**LIX HI-LO TA LIST**

(Cancels earlier list HCO B 17 Feb 71 and  
HCO B 22 Feb 71 and HCO B 25 Feb 71  
which were not released off Flag.)

This assessment has been developed to detect the reason for high TA. There is nothing unusual about the processes necessary to handle these points.

Interiorization or a flubbed Interiorization Intensive that must be run with WENT IN is the usual reason, but Run this time with exact R3R using each R3R command and getting it answered.

**HIGH TA ASSESSMENT**

1. Do you have a Stuck Picture? \_\_\_\_\_
2. Are you Trapped? \_\_\_\_\_
3. Do you have Pictures in Restimulation? \_\_\_\_\_
4. Do you have Masses in Restimulation? \_\_\_\_\_
5. You went in? \_\_\_\_\_
6. Have you Committed Overts? \_\_\_\_\_
7. Are you Not-ising Overts? \_\_\_\_\_
8. Do you have Withholds? \_\_\_\_\_
9. Are there Considerations not mentioned? \_\_\_\_\_
10. Have you Committed Crimes? \_\_\_\_\_
11. Have you been Self-Auditing? \_\_\_\_\_
12. Was a Wrong Overrun found? \_\_\_\_\_
13. Are you protesting? \_\_\_\_\_
14. Are you urgently trying to leave? \_\_\_\_\_
15. Have you separated out? \_\_\_\_\_
16. Are you out and can't go in? \_\_\_\_\_
17. Are there undisclosed problems? \_\_\_\_\_
18. Are you taking or smoking drugs? \_\_\_\_\_
19. Did you once take drugs? \_\_\_\_\_
20. Are you out and can't get in? \_\_\_\_\_
21. Is there a lie? \_\_\_\_\_
22. Are you talking to others about your case? \_\_\_\_\_
23. Are you listening to others talk about their cases? \_\_\_\_\_
24. Have you been looking at or listening to tech materials you shouldn't? \_\_\_\_\_
25. Do you have opinions you don't dare say? \_\_\_\_\_
26. Are you here for undisclosed reasons? \_\_\_\_\_
27. Are you not telling your Auditor your Cognitions? \_\_\_\_\_
28. Are you withholding your actual case state? \_\_\_\_\_
29. Are you unwilling to talk to the auditor? \_\_\_\_\_
30. Does your auditor overwhelm you? \_\_\_\_\_
31. Are you scared of what might happen in auditing? \_\_\_\_\_
32. Are you somebody else? \_\_\_\_\_
33. Is there a list Error? \_\_\_\_\_
34. Are you waiting for something to happen? \_\_\_\_\_
35. Do you think something else is wrong? \_\_\_\_\_

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Founder

Remimeo

*C/S Series 25*

**THE FANTASTIC NEW HGC LINE**

(A marvelous new C/S Auditor line has just  
been piloted in for HGCs.)

In the new C/S line the Auditor, in his Admin time at the end of the day, or when he has no preclears, does Folder Error Summaries or Progress and Advance Programs for his pcs and does the C/S form for the Tech C/S as well as adds the day's process and the length of the session and amount of Admin time on that folder to the inside front cover of the folder, with the process run and result.

If his programs and C/Ses are acceptable to the Tech C/S, the Auditor gets full Well Done Auditing Hour credit on his stat.

The Auditor logs his sessions for the day in the general HGC Auditor's log and his Admin time is also logged.

This Admin time is subtracted from the bought hours of the pc where auditing is sold by the hour.

Where Auditors are so engaged and the new folder routing line is in use, this C/S form is used:

Full blank page.

Pc's Name (Red)

Date

Auditor's Name (Red)

Class of Auditor required next sess.

(Session Grade) left blank

Auditor's comment (Red) or think about the case if he wishes.

The next C/S

1. \_\_\_\_\_ Blue

2. \_\_\_\_\_ Blue

3. \_\_\_\_\_ Blue

4. \_\_\_\_\_ Blue

Auditor Signature (Red)

The Auditor does not grade his own session. He leaves this blank.

The correctly Admined folder is then given to Tech Services which routes it (usually with the Auditor's other folders for the day) to the C/S.

The C/S looks it over (it is HIS final responsibility for the case being run right).

The C/S looks to see if the Examiner form taken by the Examiner at session end F/Ned. If it did not he leaves the grade line blank as it is a No Grade session (see F/N

and well done hours) as the Auditor gets no hour credit for the session. If the C/S and other Admin is ok he writes OK with his initial in the session grade space. If none of it is okay he leaves it blank and does the C/S form or programs completely new. In this last case he enters a subtract figure in his log for the auditing time for the week against that Auditor's name.

If the Exam form F/Ned, but the Admin is not okay and the session actions were not okay the C/S writes "Well Done by Exams" on his own new C/S in its proper place and ignores the form and subtracts the Admin time in his book to subtract the Admin from the Auditor's week's stat.

If the session was not okay with no F/N at Exams yet the Admin and next C/S are ok, the Auditor loses the session time in the C/S but gets the Admin time credited to his week's stat. The C/S subtracts the session time in his book, not the Admin time.

Of course, as we hope is usually the case, if the Auditor did the C/S, did a correct session, got an F/N at Exam and did the Admin and next C/S is correct, then the C/S marks "Very well done" in the blank space for session grade with his initial. After inspection, this would be the sole action of the C/S regarding that folder.

By the C/S writing in the session grade (Very well done, well done, okay, flunk, to cramming) the Auditor is receiving acknowledgement for his work and is not just acking himself.

#### THE NEW LINE

The Ideal Folder-C/S line can shift the number of well done hours from a ceiling of 250-300 to 600-800 with one C/S. No matter how many Auditors an org has, older lines put a 250-300 top ceiling on the org's well done hours.

When hours could go above 600 due to the available Auditors (20 or 30), a new parallel line has to be manned by a new C/S, new D of P and another Examiner and more Tech Services personnel.

Despite how hard the C/S and anyone else in tech works, a line not so run will ceiling at about 250 hours, no matter how many Auditors are hired.

A C/S using the old lines can C/S for about 5 working Auditors only with the line running any old way. And even so will work himself half to death.

In trying to get pcs handled, Auditors will be added. The C/S will not be able to handle his job. The line, being faulty, gets pegged at about 250 hours no matter how hard the C/S and Admin people work.

With the same C/S and Tech Services people, and a correct new line, 24 to 30 Auditors will be kept busy at their 5 hours a day (given auditing rooms) and the stat will be able to rise to 600 to 800.

#### NEW SEQUENCE

1. Auditor picks up his pc folders and his pc schedule list at Tech Services at the start of his day from the LEAVING rack.
2. Tech Services (having a duplicate list) begins sending pcs to him (using Tech Pages).
3. The Auditor gives the session.
4. The Auditor leaves the folder in the Auditing room at session end and takes the pc to the Examiner.
5. The Examiner simply does the Exam form on a meter with no folder. He sends the Exam form (hand route) to Tech Services.

6. The Auditor returns at once to his auditing room and a Tech Page has a pc there waiting for him.
7. Having done all his pcs for the day, the Auditor carries his folders to the Auditor Admin Room.
8. Tech Services has placed the Exam forms in the Auditor Admin Room and sees they get into the Auditor's basket *and* the folder.
9. The Auditor does the complete Admin of the session.
10. The Auditor does any program needed for future sessions.
11. The Auditor C/Ses the folder for the next session.
12. The Auditor marks in a box (2 columns) on a sheet stapled to the inside front cover the process, the Exam result, the session time and the Admin time he has just put in.
13. The Auditor hands his completed folders in to Tech Services.
14. Tech Services gets the folders to the C/S using a Folder Page who comes on late and works the C/S's hours.
15. Fed the folders rapidly by the Folder Page who is standing in the C/S area, the C/S does his C/S work. If the Folder Page is fast, removing folders and putting the new one in, chasing up data and other bits for the C/S, the time of C/Sing even when done very carefully will be found to average 3 to 5 minutes a folder even when some require full programming (but not FESing). This makes a ceiling of about 100 folders (sessions) a day for the C/S, an output of 30 Auditors. Needless to say the C/S and the Auditors have to know their business and Qual Cramming is used extensively both for new material and for flubs both in auditing and C/Sing by Auditors.
16. The Folder Page gets the folders over to the D of P office preserving the piles per Auditor as much as possible.

The C/S posts the data he wants Auditors to know or do on the AUDITORS' BOARD of the Auditors' Admin Room. He turns in his Cramming Orders into the D of P basket. This finishes his actions.

Where there is a senior Review C/S there is a hot spur line from the C/S to the senior C/S and back to the C/S. This is not necessarily an instant line. It can be a 12 hour lag line. In orgs where a C/O or Exec Dir or Product Officer or Org Officer is also a very skilled C/S this hot line would probably be in. New tech in use, fantastic completions and utter dog cases nobody can make anything out of go on this senior C/S hot spur line. There are very few of these, only two or three a day in a very busy org. The senior C/S "does" these and sends them back to the C/S. They are then sent on as usual to the D of P.

17. The Director of Processing comes on duty very early. The C/Sed folders will all be there. The D of P has assignment master sheets that are kept up by the D of P.

The D of P does the day's schedules, a list for each Auditor. The lists preferably have a few too many pcs on them.

The D of P can tell what Class of Auditor is required for the next session because the Auditor has marked it in in the upper right-hand corner of the C/S for the next session.

When the D of P has the lists done the folders are placed in the "leaving" rack of Tech Services and Tech Services, now up and about, is given the lists and gets to work on the scheduling board, moving the names about to agree with the lists.

Tech Services does any room shifts or handlings at this time.

18. The D of P now goes to the Auditor Admin Room and begins to muster Auditors from her muster list as they come in and gets them over to Tech Services.

19. A Cramming personnel will be in there trying to get any crammings scheduled.
20. Tech Services hands out folders (which are in neat piles for each Auditor) and schedules to the Auditors as they turn up and handles any arguments or shifts in sequence.
21. Tech Pages are on phones or running to round up pcs and get them going to sessions, which work continues all day.
22. The D of P interviews any hung-up or curious pcs or as requested by the C/S or gets new Auditors or keeps up Admin. This goes on until the C/S comes in when the DofP is off.
23. The Auditor picking up his folders begins the cycle all over again at ( 1 ) above.

#### ABOVE 600

When the well done hours go above 600 a week, A WHOLE NEW HGC is put in duplicating the first, with its own C/S, D of P, T/S, auditing rooms and Auditor Admin Room. It would be HGC Section Two or HGC 2 with the original being HGC 1 .

A special second Cramming would have to be provided in Qual for it.

At first they would share new hours and build up independently. More HGCs are added to the Department at each multiple 600 wd hours.

#### SENIORS

The two chief seniors in the area are the C/S (for tech) and the D of P (for Auditors and bodies).

It is the D of P who must see that Auditors exist and are on post.

It is Tech Services who sees pcs are rounded up and audited. The D of T/S is actually in charge of pcs and all folder files and all board keep-up work.

The D of P should have some tech training. The D of T/S need not have any. The C/S of course is the Tech Expert and should be an HSST.

If there are no Auditors it is the D of P's neck.

If there are no C/Ses it is the C/S's neck.

If there are no folders it is the D of T/S's neck.

And if there are no auditing rooms it is the D of T/S's neck.

If signed-up scheduled pcs don't get to session it is the D of T/S's neck.

If there are no NEW pcs it is the D of P's neck who should begin to shoot Dissem Secs and Registrars and procure new pcs on a by-pass for the org.

From this a table of seniors and duties can be made.

#### CRAMMING

You will notice no pcs are sent to Review on this new line. Review actions are done in Tech as a patch-up in Tech. The Qual Sec is responsible for overall tech quality BUT DOES IT BY CRAMMING C/Ses or Auditors.

Thus Cramming is a busy street.

Cramming must be good, check-outs excellent.

If an Auditor doesn't grasp a C/S he has received he gets help from Cramming.

Auditors new to the HGC are given a fast hard grooving in in Cramming or a Qual Interne Course. (New Auditors never audit until grooved in.)

Tech will be as good as the Cramming Officer can cram.

This line is grooved in by the HAS and kept in by Qual. Or if there is no Qual, it is kept in by the HAS who will find no Qual very embarrassing.

### DUMMY RUN

The line should be dummy run by folders, "pcs" and Auditors until they understand it.

People are often totally unaware of lines and get very sloppy.

Thus this line has to be drilled hard on old and new tech personnel. *All* must know this exact line.

It is a good line.

Fully in, it raises the well done hours stat from 250 per week maximum at total overload to an easy 600 to 800.

Auditors must audit five hours a day, 25 minimum per week of well done hours for any bonus to be paid at all. In the SO they get no pay at all much less bonuses if short on their 25.

Tech Services and an unenergetic D of P or a bad Dissem Sec and Registrar set-up can cause a no pc situation. And often do unless pushed.

But counting FESes and Admin in on an Auditor's wd time helps slack periods to even out. And one Auditor can FES and program folders for others or from files if he is left adrift and short-timed by the D of P or D of T/S or until the Tech Division forces the Dissem Div and Distribution Div to really get on the ball and wear their hats on pc flow.

### PROCUREMENT

The D of P has always had new pc procurement responsibility when all else failed or even when it didn't.

Old folders, for example, are a marvelous source of new auditing repairs and intensives. An FES done on an old folder and a letter to "come in and get audited before you fall apart" is excellent pc procurement, usually neglected by Registrars. Any procurement by a D of P is legitimate.

Auditors who have no pcs can write procurement letters and have for 20 years.

### SUMMARY

This is a beautiful line. It has been piloted hard.

It will serve as well as it is checked out, drilled in and used.

This line is the key to affluence from pcs alone.

(But if the org isn't training Auditors heavily, you'll soon have no Auditors to be on it and the org will not gain its high income low cost cushion from training.)

This line is the answer to really getting auditing done in an area.

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L. RON HUBBARD  
Founder

Remimeo

*C/S Series 26*

**NEW USES FOR THE GREEN FORM**

The Green Form comes into its own with a new method of use.

A lot of cases have been cracked lately using the GF in a new way.

Designed as *the* Qual tool in 1965 it came into disrepute by getting assessed item by item to an F/N. This made it F/N on a rud.

Thus the whole battery of tricks in the GF never get used on a pc.

There is another assessment Method. Method 5. It is “once through marking the length and BD of all reads”.

One can then C/S “Assess GF once through”.

Actually one usually says,

“GF + 40 Method 5”.

This means the auditor (usually on a case that is messy or just as a routine part of a Progress Program) just rat-a-tat-tat assesses the lot, marks the reads’ length and BDs.

The C/S action that follows—the “Handle” consists of putting a red half swirl around each that read and then doing the C/S for it.

List outness is always handled first. Then ruds like ARC Brks, W/Hs and PTPs. Then more or less by the longest reads.

It makes a long, long C/S in cases that are boggy.

One uses engram running on it whenever he gets a chance as in “drugs”.

Hidden standards are listed on a “Who/what would have \_\_\_\_\_ (the symptom)?” and “O/W on the item found”.

A lot of old processes get a chance on these GF reads. It isn’t all “2-way comm on\_\_\_\_\_”.

Foreign Language cases who do not have English as a native tongue and people who don’t understand a lot have to have the GF items cleared. One takes the reads while clearing the Question, of course.

Designed as a Case Cracker, this new use of the Green Form restores it to a mighty weapon.

Since I redeveloped ways to assess and began to really use this Green Form, I’ve seen several very rough ridgy cases fall apart.

So it is a very cheerful re-discovery. And it is highly urged.

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HCO BULLETIN OF 6 MARCH 1971  
Issue II

Remimeo

*C/S Series 27*

**LONG C/Ses**

A long C/S is far more desirable than a short C/S in all but the most sickly and feeble cases.

In doing a long C/S, the auditor can also end it off where an F/N goes *3i4* to a dial wide and looks like it will persist. The pc has a win.

A long C/S also permits an auditor to adjust his own length of session.

If the C/S isn't complete on that day, one simply adds (1) "Fly a rud" and (2) "Continue C/S of (yesterday)."

By having a whole Progress Program (repair) laid out on a red sheet and clipped with its green Advance Pgm (grade chart) inside the front cover, over the session summary, the guidance for the case is right there. This gets checked off as done.

The C/S could consist of half the program or even (in shorter programs) all of it.

**Handling**

One speeds a line by taking repeated handlings out of it.

Less sessions mean less handling.

Thus the session is more economical if long.

Getting the pc and folder rounded up 5 times when it means the same number of hours to do it 2 times saves wear and tear.

This is the benefit of very long C/Ses.

**Dianetic C/Ses**

Dianetic sessions often go 5 or even 8 hours.

One tries to do all the flows of an item in one session.

**Length of Pgms**

When auditing the public, not staff, you long program.

In a Progress (repair) Program you try to throw the whole bag of tricks at them.

These are not only repairs, when you do a Progress Program. You throw in a lot of other bits like 2-way comms on BD items.

You now have a Hi-Lo TA List to assess and an Expanded Green Form.

## Advance Programs

All Advance (gradesheet) Programs start *lower* than the pc was if the pc got in trouble *where* he was.

Often a grade is obviously out below where he is graded.

Let us say he is a bogged “Grade IV”. Well, he couldn’t be a Grade IV. So the Advance Program (green paper) that you do picks him up at Grade 0 or even Dianetics.

A bogged “OT I” the other day began to win when

- (a) given a long long Progress Program, and
- (b) shoved back to Grade III on the Advance Program and brought on up *all* the way including OT I before going on to OT II!

## Thorough C/Ses

Thus you can have long C/Ses only when you have long programs already done and pinned to the inside of the front cover, a pink one for Progress (non grade) and a green one for Advance (back up the grades).

Don’t try to save auditing time. Save instead repeated handlings.

This does not go into “over-repair”. A Progress Pgm contains all sorts of bits like 2-wc on “What do you feel you owe your family” (as the pc is always getting off about his family in Ruds).

The advance of a case is the amount of charge you get off it.

Long C/Ses ease your Admin lines greatly.

They also give less chance of having ruds go out between sessions.

Short sessioning has its uses—small children, sick people, psychos.

But long sessions save time in the long run and get the job done.

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HCO BULLETIN OF 7 MARCH 1971

Remimeo  
HGC Auditors  
Dn & Scn  
Checksheets  
C/Ses

*C/S Series 28*

**USE OF QUADRUPLE DIANETICS**

With the introduction of QUADRUPLE DIANETICS (HCO B 3 Mar 1971, "Quadruple Dianetics") the problem of how to C/S it arises.

This rule is followed:

IN ALL BUT HCO B 24 July 69 DIANETIC ASSISTS WHERE IT CAN BE USED AT ONCE, THE FOURTH FLOW—O—MUST BE RUN ON ALL ITEMS FORWARD FROM THE FIRST DIANETIC ITEM EVER RUN ON THE CASE.

Where a case has already had Flows 2 and 3 run on Singles, one goes back and runs Flow 0 on those items.

Where a case has only been run on single flow Dianetics (Flow 1 ) one goes back to the first Dianetic Item ever run of which record can be found and does F 1, F 2, F 3 and F 0 in that order.

To C/S a case for Quad Dianetics it is best to first lay out a Scientology repair, making sure the case is flying, then list out the items already run on Single and Triple. Then get them run so that all four flows are complete on each item in sequence from first to last.

This includes any LX items, former practice, drugs or any other engram running. These, like Dianetic items, are listed in their correct sequence of former running.

Then the missing flows are run.

A rehab step of the flows already run is not necessary. This rehab of a flow already run to EP is usually used only when there is question about its having gone to F/N Cog VGIs.

In C/Sing for Quadruple one COMPLETES any flow of an item found that did not F/N. This is indicated on the Item list.

**Doing the List**

The item list is done by the auditor in his admin time for well done time credits.

All former Dianetic items ever run are listed and what flows have been run on them and to what end phenomena.

Example:

*Engram List*

3 Sept 69	Sadness (exact wording that was used)	F 1		
4 Sept 69	A Bored Feeling	F 1	Bogged	
6 Sept 69	An Apathetic Outlook	F 1	Bogged	
6 Nov 69	LX Agonized	F 1	F 2	F 3

7 Nov 69	Former Therapy	F 1	F 2	F 3
			F 2 Bogged	
9 Nov 69	Earlier Practices	F 1 Bogged		
10 Nov 69	A Horrible Sadness	F 1 Bogged		
5 July 70	Int RD	F 1	F 2	F 3
				F 3 Bogged
6 July 71	An Awful Pressure	F 1 Bogged		

Such a list is then handled from the earliest forward by

- (a) Completing the bogged flow and
- (b) Completing the missing flow.

### **Int Ext RD**

This is handled in its proper sequence on the list if the TA is not high or very low.

If the TA on the pc is currently high, Int is handled before any other action is done and all four flows are run on it.

A drug chain also makes a high TA if in existence or unflat.

### **Auditor Checkout**

**BEFORE RUNNING ANY DIANETICS QUADRUPLE *EVER* Y AUDITOR HDC, VI, VII, VIII AND C/Ses MUST BE CHECKED OUT THOROUGHLY ON THE QUAD DIANETICS CHECKLIST:**

HCO B	8 Mar 71	“Precision Dianetics”
HCO B	4 Jan 71	“Exteriorization and High TA”
HCO B	5 Jan 71	“Going Earlier in R3R and Exteriorization Intensives”
HCO B	23 Jan 71	“Exteriorization”
HCO B	1 Dec 70	“Dianetics—Triple Flow Action”
HCO B	17 July 69	“Dianetic Command Training Drills”
HCO B	20 May 70	“TR 103,104 Rundown”
HCO B	3 Mar 71	“Quadruple Dianetics”
HCO B	7 Mar 71	“Use of Quadruple Dianetics”
HCO B	5 Mar 71	“Exteriorization and High TA”
	Issue II	Quadruple
HCO PL	17 Feb 71	Checksheet of Ext RD including Quad DN

Any other HCO B of subsequent issue on this subject.

THERE IS A PACK ON THIS SUBJECT AVAILABLE FROM FLAG.

### **Flubs**

If any auditor has a poor record of getting Dianetic Results, of bogged flows, etc, he needs an HDC Retread. His drills and TRs are out or he is committing Gross Auditing Errors.

Dianetics gives remarkable results only when flawlessly done.

The commands must be precisely given and *all* commands 1-9 A-D are used. It is NEVER shorted "because the pc did it".

THUS ANY HDC TO AUDIT QUAD DIANETICS MUST

- (A) HAVE A RECORD OF GOOD FLUBLESS DIANETIC AUDITING or
- (B) MUST HAVE A RETREAD UNDER A COMPETENT SUPERVISOR and
- (C) MUST BE STARRATED (for true, not just checked) ON THE ABOVE CHECKSHEET OR THE FULL QUAD PACK.

### **C/Sing**

Quad Dianetics, with the above, otherwise C/Ses the same as general DIANETICS.

It should be realized Dianetics is its own field of C/Sing. This remains the same in Quad Dianetics.

### **Promotion**

Quad Dianetics should be promoted only when you have Dianetic Auditors, the Auditors checked out and okayed to audit as above and when you CAN DELIVER.

IVs or VIs should be available to do the Progress Pgms and steps.

### **Upper Levels**

When the IVs VIs VIIs VIIIs or IXs are checked out as above, they should use Quad Dianetics to handle any and all Engram steps called for in general auditing.

That they are upper level auditors does not make it less necessary to do the above.

### **Results**

Quad Dianetics, including the rerun actions, produces some very startling new gains.

Well done Dianetics always has produced fine results.

Quad Dianetics almost doubles the gain.

### **Remedies**

Any and all Dianetic Remedies and general technology remain in full use. They are not changed at all. Only the zero flow is added in each case.

Good Luck.

L. RON HUBBARD  
Founder

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[This HCO B was revised by HCO B 7 March 1971 RA, Revised 6 April 1974, C/S Series 28RA, *Use of Dianetics*, which is in Volume VIII, page 284. It was also reissued with changes as C/S Series 28RA-1, *Use of Quadruple Dianetics*, on 13 January 1975 in Volume VIII, page 374.]

HCO BULLETIN OF 8 MARCH 1971

Remimeo

*C/S Series 29*

**CASE ACTIONS, OFF LINE**

A C/S can be plagued by off line case actions of which he is not informed.

The existence of these can wreck his carefully laid out programs and make a case appear incomprehensible.

Thus it is up to a C/S to suspect and find these where a case isn't responding normally in auditing.

1. LIFE KNOCKING RUDS OUT FASTER THAN THEY CAN BE AUDITED IN.

Schedule sessions closer together and give very long sessions so life hasn't a chance to interfere. Can go as far as requiring person via the D of P to stay in a hotel away from the area of enturbulation or not associate until case is audited up high enough.

Shows up most drastically in Interiorization Intensives where no ruds can be run unless the RD is complete. Thus Int has to be done in one session, with the 2 wc Int-Ext the next day.

2. PC PHYSICALLY ILL BEFORE NEXT SESSION AND AUDITING OF A MAJOR ACTION BEING DONE ON A SICK PC WHO SHOULD HAVE ANOTHER C/S ENTIRELY.

Happens when delayed or late new Exam reports don't get into folder before C/Sing it. Ginger up Exam routing.

Happens when auditors are not alert to the pc's illness and audit anyway. Make auditors not audit and report at once sick pcs.

Pcs hiding general illness may show up as no case gain. Answer is to get a full medical exam.

3. SELF-AUDITING.

Detected by no lasting gain. Hi-Lo TA Assessment will show it up.

Two way Comm on when they began to self audit (usually auditor scarcity or some introverting shock).

4. COFFEE SHOP AUDITING.

Meterless fool around, often by students, stirring up cases.

Forbid it in an area.

5. TOUCH AND CONTACT ASSISTS INTERRUPTING A GENERAL COURSE OF AUDITING, OFTEN TO NO F/N.

Make all such assists be done on a worksheet and make it mandatory to take the pc to an examiner afterwards.

W/S and Exam Rpt then appear in folder.

The C/S can then get in the other actions (Ruds, S & D, HCO B 24 July 69) on the injured pc.

#### 6. STUDY RUNDOWNS.

An illegal and offbeat line can occur when auditing out misunderstands in study or "Management Word Rundown" or such occurs in the middle of a general auditing program.

Require that C/S okay is required.

Get such done at the START of courses and BEFORE a major auditing cycle is begun. Enforce this hard as the other answer that will be taken will be to do it at the end of the cycle and wreck major auditing program results.

#### 7. ILLEGAL PATCH-UPS.

Sometimes all through an intensive there is another auditor unknown to the C/S who 2 wcs the pc or audits the pc who is complaining to him or her.

Shows up in the Hi-Lo TA Assessment.

Forbid it.

#### 8. PEOPLE TALKING ABOUT THEIR CASES.

Past life reality is often badly hurt by people who talk about being Napoleon, Caesar and God. This makes "past lives" an unreal subject by bad comparison.

Restimulative material is sometimes used to "push someone's buttons".

Bullbait that uses actual processes or implants should be stamped out hard.

#### 9. ADVANCED COURSE MATERIAL INSECURITY.

I have seen several cases wrecked by careless storage of Ad Course materials where lower levels could get at them.

One notable case was a suppressive who got hold of Ad Course materials and chanted them at his wife to drive her insane. She recovered eventually. He didn't.

When a C/S gets a whiff of upper level materials on a lower level pc worksheet he should make an ethics matter of it and get it traced.

#### 10. ILLEGAL DRUG USE.

A pc who suddenly relapses onto drugs or who has a long drug history can cause a case to look very very odd. The TA flies up. The case, running okay, suddenly ceases to run.

Addicts can come off it if given TRs 0 to 9 and an HAS Course (modern).

Drug chains are rehabbed and run out by Dianetics.

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HCO POLICY LETTER OF 8 MARCH 1971

Remimeo  
Examiner's Hat  
Tech Services  
Hat  
(Mimeo on 16  
Substance paper)

(Replaces and Revises HCO PLs of  
9 May 69 and 26 Jan AD20, "Examiner's Form")

**EXAMINER'S FORM**

(Important Note: This form is handled exactly as per HCO P/L of 26 Jan AD20 AND NO EXAMINER MAY EXAMINE UNLESS STARRATED ON THAT P/L, and HCO B 5 Mar 71 (C/S Series 25) AND AN E-METER COURSE. Students and pcs can be very upset if this post's duties are not done correctly and org pc and course results ruined.)

After Session \_\_\_\_\_ Qual Div \_\_\_\_\_ (Place)

Volunteered \_\_\_\_\_ Date \_\_\_\_\_

Medical \_\_\_\_\_ Time \_\_\_\_\_

Pc or Pre OT name \_\_\_\_\_

Last Grade Attained \_\_\_\_\_

Grade, Course or Action Being Attested \_\_\_\_\_

Pc's Statement (Write down exactly what pc says.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TA Position and any BD \_\_\_\_\_ Pc Indicators \_\_\_\_\_

State of Needle \_\_\_\_\_

F/N Indicated to pc \_\_\_\_\_

\_\_\_\_\_  
Signature of Examiner

ROUTE THIS FORM TO TECH SERVICES WHICH ROUTES IT INTO THE FOLDER.

WHEN ILLNESS REPORTED MAKE THIS OUT WITH A CARBON UNDER IT AND ROUTE ORIG TO T/S AND FOLDER AND CARBON TO MO OR QUAL SEC.

RUSH ROUTE ANY ROLLER COASTER LATER REPORT OR SICK RPT TO FOLDER TO PREVENT C/S ERRORS.

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Founder  
[Two earlier issues of the *Examiner's Form*, HCO PLs 18  
September 1968 and 30 September 1968, Issue II, were revised  
by HCO PL 9 May 1969 which is revised by this issue.]



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 MARCH 1971

Remimeo  
Class IX

**LIX HI-LO TA LIST**

(Cancels earlier list HCO B 17 Feb 71, HCO B 22 Feb 71  
and HCO B 25 Feb 71, which were not released off  
Flag, and HCO B 3 March 71)

This assessment has been developed to detect the reason for high and low TA. There is nothing unusual about the processes necessary to handle these points.

Interiorization or a flubbed Interiorization Intensive that must be run with WENT INTO is the usual reason, but run this time with exact R3R using each R3R command and getting it answered.

ANY READING QUESTION MUST BE CARRIED TO F/N BY MAJOR ACTION OR 2 WC. TAKE LARGEST BD FIRST UNLESS EXT READS.

HIGH-LOW TA ASSESSMENT

1. Do you have a Stuck Picture?  
(Picture and Masses Remedy Dn) \_\_\_\_\_
2. Are you Trapped?  
(Ext Remedy) \_\_\_\_\_
3. Do you have Pictures in Restimulation?  
(Pictures and Masses Dn) \_\_\_\_\_
4. Do you have Masses in Restimulation?  
(Pictures and Masses Dn) \_\_\_\_\_
5. You went in?  
(Means Ext R/D is out) \_\_\_\_\_
6. Have you Committed Overts?  
(2 wc E/S) \_\_\_\_\_
7. Are you Not-ising Overts?  
(2 wc E/S) \_\_\_\_\_
8. Do you have Withholds?  
(Pull them E/S) \_\_\_\_\_
9. Are there Considerations not mentioned?  
(2 wc E/S) \_\_\_\_\_
10. Have you Committed Crimes?  
(2 wc E/S) \_\_\_\_\_
11. Have you been Self Auditing?  
(2 wc to 1st instance E/S) \_\_\_\_\_
12. Was a Wrong Overrun found?  
(Correct it) \_\_\_\_\_
13. Has there been an Overrun in Life?  
(Locate and Indicate to F/N) \_\_\_\_\_
14. Has there been an Overrun in Auditing?  
(Locate and Indicate to F/N) \_\_\_\_\_
15. Has a list been overlisted?  
(Find and Correct to F/N) \_\_\_\_\_
16. Have reading items been left charged up?  
(Spot them and clean them up by taking to F/N) \_\_\_\_\_
17. Have F/Ns not been indicated?  
(Indicate it to F/N) \_\_\_\_\_
18. Have auditing questions not been understood?  
(2 wc get them properly understood) \_\_\_\_\_

19. Did you say something must have read? \_\_\_\_\_  
(2 wc E/S to F/N)
20. Were you still upset when somebody thought it was handled? \_\_\_\_\_  
(Find and handle to F/N)
21. Are you protesting? \_\_\_\_\_  
(2 wc E/S)
22. Are you urgently trying to leave? \_\_\_\_\_  
(Something Ext R/D undone or unflat)
23. Have you separated out? \_\_\_\_\_  
(Grade II or L10)
24. Are you out and can't go in? \_\_\_\_\_  
(Ext R/D)
25. Are there undisclosed problems? \_\_\_\_\_  
(2 wc E/S)
26. Are you taking or smoking drugs? \_\_\_\_\_  
(Drug remedies)
27. Did you once take drugs? \_\_\_\_\_  
(Drug remedies)
28. Are you out and can't get in? \_\_\_\_\_  
(Ext R/D)
29. Is there a lie? \_\_\_\_\_  
(2 wc E/S)
30. Are you talking to others about your case? \_\_\_\_\_  
(2 wc E/S)
31. Are you listening to others talk about their cases? \_\_\_\_\_  
(2 wc E/S)
32. Have you been looking at or listening to tech materials  
you shouldn't? \_\_\_\_\_  
(2 wc E/S)
33. Do you have opinions you don't dare say? \_\_\_\_\_  
(2 wc E/S to F/N)
34. Are you here for undisclosed reasons? \_\_\_\_\_  
(2 wc E/S to F/N)
35. Are you not telling your Auditor your Cognitions? \_\_\_\_\_  
(Find what and E/S to F/N)
36. Are you withholding your actual case state? \_\_\_\_\_  
(2 wc E/S to F/N)
37. Are you unwilling to talk to the auditor? \_\_\_\_\_  
(2 wc on what he can't say E/S to F/N)
38. Did your auditor overwhelm you? \_\_\_\_\_  
(2 wc E/S to F/N)
39. Are you scared of what might happen in auditing? \_\_\_\_\_  
(2 wc E/S to F/N)
40. Are you somebody else? \_\_\_\_\_  
(2 wc E/S to F/N)
41. Is there a list error? \_\_\_\_\_  
(Find and correct it to F/N)
42. Are you waiting for something to happen? \_\_\_\_\_  
(2 wc E/S to F/N)
43. Do you think something else is wrong? \_\_\_\_\_  
(2 wc E/S to F/N or handle to F/N)

IF EXTERIORIZATION READS CORRECT IT FIRST.

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HCO BULLETIN OF 14 MARCH 1971R  
CORRECTED & REISSUED 25 JULY 1973

(Only change being word "by" in para 4 changed to "but".)

Remimeo  
All Levels

**F/N EVERYTHING**

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

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

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

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

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

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

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

So the RULE:

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

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

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

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

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

So there is a much more general rule:

EVERY ITEM THAT READS MUST F/N.

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

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

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

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

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

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

So another rule:

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

There are NO exceptions.

Any exception leaves by-passed charge on the pc.

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

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

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

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

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

So, another rule:

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

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

Or one can assess L4B.

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

The most frequent errors in all this are:

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

Not using suppress and false on items.

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

Indicating an F/N before Cog.

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

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

The rules then to happy pcs are:

GOOD TRs.

F/N EVERYTHING FOUND ON RUDS AND LISTS.

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

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HCO POLICY LETTER OF 16 MARCH 1971R  
REVISED 29 JANUARY 1975

*Revision in this type style*

Remimeo  
Course Super Course  
Course Super Checksheet  
LRH Comm to Enforce

## WHAT IS A COURSE?

In Scientology a course consists of a *checksheet* with *all* the actions and material listed on it and *all* the materials on the checksheet available in the same order.

“Checksheet Material” means the policy letters, bulletins, tapes, mimeo issues, any reference book or any books mentioned.

“Materials” also include clay, furniture, tape players, bulletin boards, routing forms, supplies of pink sheets, roll book, student files, file cabinets and any other items that will be needed.

If you look this over carefully, it does not say “materials on order” or “except for those we haven’t got” or “in different order”. It means what it says exactly.

If a student is to have auditing or word clearing rundowns or must do auditing those are under ACTIONS and appear on the checksheet.

A course must have a Supervisor. He may or may not be a graduate and experienced practitioner of the course he is supervising but HE MUST BE A TRAINED COURSE SUPERVISOR.

He is not expected to teach. He is expected to get the students there, rolls called, checkouts properly done, misunderstands handled by finding what the student doesn’t dig and getting the student to dig it. The Supervisor who tells students answers is a waste of time and a course destroyer as he enters out-data into the scene even if trained and actually especially if trained in the subject. The Supervisor is NOT an “instructor”, that’s why he’s called a “Supervisor”.

A Supervisor’s skill is in spotting dope-off, glee and other manifestations of misunderstands., and getting it cleaned up, not in knowing the data so he can tell the student.

A Supervisor should have an idea of what questions he will be asked and know where to direct the student for the answer.

Student blows follow misunderstands. A Supervisor who is on the ball never has blows as he caught them before they happened by observing the student’s misunderstanding before the student does and getting it tracked down by the student.

It is the Supervisor’s job to get the student through the checksheet fully and swiftly with minimum lost time.

The successful Supervisor is tough. He is not a kindly old fumbler. He sets high *checksheet* targets for each student for the day and forces them to be met or else.

The Supervisor is spending Supervisor Minutes. He has just so many to spend. He IS spending Student Hours. He has just so many of these to spend so he gets them spent wisely and saves any waste of them.

A Supervisor in a course of any size has a Course Administrator who has very exact duties in keeping up Course Admin and handing out and getting back materials and not losing any to damage or carelessness.

If Paragraphs One to Three above are violated it is the Course Administrator who is at fault. He must have checksheets and the matching material in adequate quantity to serve the Course. If he doesn't he has telexes flying and mimeo sweating. The Course Admin is in charge of routing lines and proper send-off and return of students to Cramming or Auditing or Ethics.

The final and essential part of a course is students.

If a course conforms with this P/L exactly with no quibbles, is tough, precisely time scheduled and run hard, it will be a full expanding course and very successful. If it varies from this P/L it will stack up bodies in the shop, get blows and incompetent graduates.

The final valuable product of any course is graduates who can apply *successfully* the material they studied and be successful in the subject.

This answers the question What is a Course? If any of these points are out it is NOT a Scientology Course and it will not be successful.

Thus, the order "Put a Course there!" means *this P/L in full force*.

So here's the order, WHEN OFFERING TRAINING PUT A COURSE THERE.

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HCO BULLETIN OF 15 DECEMBER 1968

Remimeo

(Amends HCO Bulletin of 9 January 1968, List L4A)  
(ITEM 6 CORRECTED 12 FEBRUARY 1969)  
(Amended 8 August 1970)  
(Amended 18 March 1971)

**L4B**

**FOR ASSESSMENT OF ALL LISTING ERRORS**

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

AUDITOR \_\_\_\_\_

1. DID YOU FAIL TO ANSWER THE LISTING QUESTION?  
(If it reads, find out what question, clear the question noting whether it reads, if so, list it, find the item and give it to the pc.)
2. WAS THE LIST UNNECESSARY?  
(If it reads, indicate BPC and indicate that it was an unnecessary action.)
3. WAS THE ACTION DONE UNDER PROTEST?  
(If it reads, handle by itsa earlier similar itsa.)
4. IS A LIST INCOMPLETE?  
(If reads, find out what list and complete it, give the pc his item.)
5. HAS A LIST BEEN LISTED TOO LONG?  
(If so, find what list and get the item off from it by nulling with Suppress, the nulling question being: "On\_\_\_\_\_ has anything been suppressed?", for each item on the overlong list. Give the pc his item.)
6. HAVE WE TAKEN THE WRONG ITEM OFF A LIST?  
(If this reads, put in Suppress and Invalidated on the list and null as in 5 above and find the right item and give to the pc.)
7. HAS A RIGHT ITEM BEEN DENIED YOU?  
(If this reads, find out what it was and clean it up with Suppress and Invalidate and give it to the pc.)
8. HAS AN ITEM BEEN PUSHED OFF ON YOU YOU DIDN'T WANT?  
(If so, find it and get in Suppress and Invalidate on it and tell pc it wasn't his item and continue the original action to find the correct item.)
9. HAD AN ITEM NOT BEEN GIVEN YOU?  
(If reads, handle as in 7.)
10. HAVE YOU INVALIDATED A CORRECT ITEM FOUND?  
(If so, rehab the item and find out why the pc invalidated it or if somebody else did it, clean it up and give it to pc again.)
11. HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT PUT ON THE LIST?  
(If so, add them to the correct list. Renuall the whole list and give the pc the item.)

12. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?  
(If so, find out what question and try to write a list from recall and get an item and give it to the pc.)
13. HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?  
(If so, indicate to the pc this was not his item. Don't TRY to find whose it was.)
14. HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE?  
(If so, find if possible what item it was and give it to the pc. Don't try to identify the "somebody else".)
15. HAS A RELEASE POINT BEEN BY-PASSED ON LISTING?  
(If so, indicate the overrun to the pc, rehab back.)
16. HAS A RELEASE POINT BEEN BY-PASSED ON THE QUESTION ONLY?  
(If so, indicate the overrun to the pc and rehab back.)
17. HAVE YOU GONE EXTERIOR WHILE LISTING?  
(If so, rehab. If Ext Rundown not given, note for C/S.)
18. HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST?  
(If so, find out what item and why.)
19. HAVE YOU WITHHELD AN ITEM FROM A LIST?  
(If so, get it and add it to the list if that list available. If not put item in the report.)
20. HAS A WITHHOLD BEEN MISSED?  
(If so, get it, if discreditable ask "Who nearly found out?")
21. HAS AN ITEM BEEN BY-PASSED?  
(Locate which one.)
22. WAS A LISTING QUESTION MEANINGLESS?  
(If so, find out which one and indicate to the pc.)
23. HAS AN ITEM BEEN ABANDONED?  
(If so, locate it and get it back for the pc and give it to him.)
24. HAS AN ITEM BEEN PROTESTED?  
(If so, locate it and get the protest button in on it.)
25. HAS AN ITEM BEEN ASSERTED?  
(If so, locate it and get in the assert button on it.)
26. HAS AN ITEM BEEN SUGGESTED TO YOU BY ANOTHER?  
(If so, get it named and the protest and refusal off.)
27. HAS AN ITEM BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED?  
(If so, get off the charge and give it to the pc, or if he then changes his mind on it, go on with the listing operation.)
28. HAS THE ITEM ALREADY BEEN GIVEN?  
(If so, get it back and give it again.)
29. HAS AN ITEM BEEN FOUND PREVIOUSLY?  
(If so, find what it was again and give it to pc once more.)
30. HAS AN ITEM NOT BEEN UNDERSTOOD?  
(If so, work it over with buttons until pc understands it or accepts or rejects it and go on with listing.)



31. WAS AN ITEM DIFFERENT WHEN SAID BY THE AUDITOR?  
(If so, find out what the item was and give it to the pc correctly.)
32. WAS NULLING CARRIED ON PAST THE FOUND ITEM?  
(If so, go back to it and get in Suppress and Protest.)
33. HAS AN ITEM BEEN FORCED ON YOU?  
(If so, get off the reject and suppress and get the listing action completed to the right item if possible.)
34. HAS AN ITEM BEEN EVALUATED?  
(If so, get off the disagreement and protest.)
35. HAD EARLIER LISTING BEEN RESTIMULATED?  
(If so, locate when and indicate the by-passed charge.)
36. HAS AN EARLIER WRONG ITEM BEEN RESTIMULATED?  
(If so, find when and indicate the by-passed charge.)
37. HAS AN EARLIER ARC BREAK BEEN RESTIMULATED?  
(If so, locate and indicate the fact by itsa earlier similar itsa.)
38. DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS?  
(If so, indicate it to the pc, check the question if reads. Get earlier similar itsa.)
39. HAS THE LIST CORRECTION BEEN OVERRUN?  
(If so, rehab.)
40. IS THERE SOME OTHER KIND OF BY-PASSED CHARGE?  
(If so, find what and indicate it to pc.)
41. WAS THERE NOTHING WRONG IN THE FIRST PLACE?  
(If so, indicate it to pc.)
42. HAS THE UPSET BEEN HANDLED?  
(If so, indicate it to the pc.)
43. HAS A LIST PROCESS BEEN OVERRUN?  
(If so, find which one and rehab.)

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HCO BULLETIN OF 19 MARCH 1971

Remimeo

**LIST—1—C**

**L1C**

(Cancels earlier L1 Lists  
such as HCO B 8 Aug 70)

Used by Auditors in session when an upset occurs, or as ordered by C/S.

Handles ARC Broken, Sad, hopeless or nattery pcs.

Questions can be prefaced with “Recently” “In this life” “On the Whole Track” or used without.

DO NOT USE ON HIGH TA TO BRING IT DOWN. USE HI-LO TA LIST.

TAKE ALL READING ITEMS OR VOLUNTEERED ANSWERS Earlier  
Similar to F/N as they occur.

1. Has there been an error in listing?  
(If this reads change to L4B at once.)
2. Has a withhold been missed?
3. Has some emotion been rejected?
4. Has some affinity been rejected?
5. Has a reality been refused?
6. Has a communication been cut short?
7. Has a communication been ignored?
8. Has an earlier rejection of emotion been restimulated?
9. Has an earlier rejection of affinity been restimulated?
10. Has an earlier refusal of reality been restimulated?
11. Has an earlier ignored communication been restimulated?
12. Has something been misunderstood?
13. Has someone been misunderstood?
14. Has an earlier misunderstanding been restimulated?
15. Has some data been confusing?
16. Has there been a command you haven't understood?
17. Has there been some word you haven't known the meaning of?

18. Has there been some situation you haven't grasped?
19. Has there been a problem?
20. Has a wrong reason for an upset been given?
21. Has a similar incident occurred before?
22. Has something been done other than what was said?
23. Has a goal been disappointed?
24. Has some help been rejected?
25. Has a decision been made?
26. Has an engram been restimulated?
27. Has an earlier incident been restimulated?
28. Has there been a sudden shift of attention?
29. Has something startled you?
30. Has a perception been prevented?
31. Has a willingness not been acknowledged?
32. Has there been no auditing?
33. Did you go Exterior?
34. Have actions been interrupted?
35. Have actions continued too long?
36. Has data been invalidated?
37. Has someone evaluated?
38. Has something been O/Run?
39. Has an action been unnecessary?

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[For more data on taking "Volunteered Answers Earlier Similar to F/N" see HCO B 3 July 1971, *Auditing by Lists Revised*, page 316.]

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HCO BULLETIN OF 19 MARCH 1971

Remimeo  
C/S Checksheet  
All Auditors' Hats

*C/S Series 30*

**C/Sing AUDITOR-C/Ses**

When auditors do their own C/Sing, the Org C/S has the additional duty of making certain their C/Ses are correct as well as their sessions.

Therefore the Org C/S (which post is now even more vital) has the duty of

1. Seeing that all auditor flubs are handled in a cramming action on the flubbed action.
2. Seeing that all auditor-as-a-C/S errors are handled in a cramming action on the C/S Series.

Normally a C/S handles his post on the Fantastic New HGC Line, HCO B 5 Mar 71, C/S Series 25, on a fast flow basis. But he is looking for

- (a) "Dog cases"—pcs not running well
- (b) Auditor errors
- (c) Auditor Program errors
- (d) Auditor C/S errors.

Those that are F/Ning VGIs at Examiner he lets go through fast verifying the exam report and the next C/S.

The moment he sees a contrary exam report (F/N with natter or BIs, high TA or low TA with any statement or no statement) he has to decide

- (a) Dog Case?
- (b) Auditor Error?
- (c) Program Error?
- (d) Auditor C/S Error?

In any of the above the Org C/S takes over and handles what he finds. He must *also* require a cramming action on any (b) auditor error (c) program error or (d) auditor C/S error.

The Org C/S then does it right himself.

In any event it is the Org C/S who is fully responsible for all the cases.

That the Org C/S finds a program or C/S wrong does not then cause the auditor-as-a-C/S to cease to C/S. Quite the contrary. Even if every program or C/S he writes is wrong and has to be rewritten he still takes all the actions of the auditor-as-a-C/S.

## DOG CASES

Category (a) is the case who just isn't running well.

The wrong answer to a dog case is to go on auditing and wasting hours hopefully.

The RIGHT answer is to STUDY the case carefully. The Folder Error Summary, the Folder session summary, the sessions, all have to be studied.

The standard C/S action of going back to when the pc was running well and coming forward for the error is very much in use.

Such a case is the result of a FLUB always. Example: High TA case on Power run on and on with TA in the sky. A *careful* FES and study of folders revealed that 2 years before, Power had been completed! Every current action was a brutal overrun! Yet the same C/S and *ten* separate auditors failed to see it! Indicating it and 2wc on the *earlier* Power handled the O/R. Example: Case RD not running well at all, TA going high. A *careful* study of the folder session summary at length discovered that the pc had not F/Ned on 2 way comm Int-Ext. 2wc on this point discovered a total mess of command clearing on the Int RD. This opened the door. Pc thereafter ran beautifully. Example: Pc a total nattery mess every session. *Careful* study found a tiny remark on the white form about going to a psychiatrist. 2wc on it and the antagonism toward auditing and the withhold of having once gone crazy vanished. Case ran well.

Careful study is the clue. The Auditor as a C/S may not put in the time needed to really sort the case out.

A *current* FES of recent auditing can also be ordered. This often reveals a lot of oddball goofs which when handled make the case run well.

The Org C/S is supposed to be the old master on solving these dog cases by careful study.

Heavy laurels to the auditor-as-a-C/S who spots the knot that is tangling the case up.

## AUDITOR ERRORS

The errors of auditors can be so various one only looks to see if the actions of the auditor are standard when the Org C/S has to intervene.

Then the outnesses show up.

Example: Pc's TA shooting up at session end. Examine the previous C/S. Calls for L1B. Examine session. Auditor is found to be ITSAING ARC Breaks, no ARCU CDEI, no earlier similar.

Action ordered, pick up the BD ARC Brk and do ARCU CDEI and carry it E/S to F/N.

Action ordered. Auditor to Cramming to do Pattern of Bank, why earlier? and how to fly ruds.

Always find and handle auditor goofs by Cramming. You'll never have an HGC unless you do.

## PROGRAM ERRORS

When an auditor-as-a-C/S program is poor, the Org C/S redoes it, sends the Auditor to Cramming on the relevant parts of the C/S Series or tech materials.

## C/S ERRORS

When an auditor-as-a-C/S is found to have written a bad C/S that got by but didn't work or when the next C/S is wrong, the Org C/S sends the auditor-as-a-C/S to Cramming to do the relevant part of the C/S Series or the tech that applies.

## CRAMMING

An org that has no sharp, hot Cramming Section in the Qual Div—well God help it.

That org's tech will always be shaky if not outright criminal.

Students need a Cramming or they never really learn not to goof. Where there's no insistence they do not learn.

HGC Auditors need a Cramming. They go stale. New HCO Bs aren't understood unless energetically checked out. The C/S in the Tech Div is at total risk where he is not backed up by Cramming.

The new HCO B 5 Mar 71, C/S Series 25, the new line, demands a Cramming as no auditor is likely to learn to C/S.

You can't risk fast flow with no Cramming to fall back on.

And an org's tech will never improve unless it has a Cramming for HGC auditors and course students.

Qual has to have a library of HCO Bs and course packs and books to really stay on the ball. Then its Cramming is hot, on the point, specializing mainly in finding what the auditor has neglected or misunderstood and getting it done.

Cramming and use of it is the key to a fully satisfied field and an expanding org.

The big plus points of the new HGC line are huge increases in delivery volume, very cocky never-blow auditors who get wins, an enthusiastic field, and last but not least, newly trained and competent C/Ses who guard tech by knowing a correct C/S!

The new line increases speed.

At the same time it requires greater technical safeguards.

The new HGC line won't work unless you have a competent Qual Cramming and an Org C/S who knows his business and detects and pitchforks all flubs in auditing and C/Sing into the fast hands of a hot no-nonsense Cramming Officer.

The new line of HCO B 5 Mar 71 is a great success.

It greatly increases *delivery quality* as well as volume if this HCO B is stressed in putting the new line into action.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 27 MARCH 1971

Remimeo  
Dianetic  
Checksheets

### DIANETIC ERASURE

There are several corny stunts that can occur in Dianetics, any of which will add up to no F/N.

1. Trying to run an item that didn't read on being given or when being called. As the chain is not charged it will be hard if not impossible to run. BD items are of course the very best and almost always erase very easily.
2. Starting a new session with a new item with the TA way way up. To play it safe in Dianetic auditing (it can be handled in Scientology) the Dianetic auditor who starts a session and a new action at the same time with the TA high is very foolish. It may not be high on what the auditor is now newly trying to run. The correct action is not to start the session. Just end off with no auditing done. When the TA has settled down on another day (3 days to 10 days later) begin your new action. The pc is ill or is having trouble in life. If you were running a chain in the last session and continue it in the next, disregard the high TA. A way to get around this is get some new items from the high TA pc and take one that blows down well and you can probably bring it off. Safest is don't audit a high TA pc unless to repair an unflat chain (or to run Exteriorization RD). This rule is variable. But you should know it is risky to audit a new item taken from an earlier list when the pc comes into session with a high TA as it may not be high on what you are about to run and so you may get no F/N. The only remedy is to get new items and choose a BD one (or to turn the pc over to a Scientology auditor to assess a Hi-Lo TA list and handle).
3. Running a narrative item can lead to no F/N. (A Narrative Item describes only one possible incident, i.e. "dropping an ironing board on my foot" = no chain = possible no F/N.)
4. Running a pc who has exteriorized in auditing on something other than an Exteriorization RD will produce a high TA and no F/N in the session. After Ext RD has been run anything can be run.
5. Probably the WORST blunder is failing to ask for ABCD again when the pc says "It's erased" but the TA is still high. This is really a corny error. TA 4.9. Pc says, "It's erased! All blank now," and the auditor fails to ask ABCD once more. There is a moment when the pc's NOT-IS of the picture squeezes it into invisibility. The mass of it is still there. It takes just one or two more passes to get the BD and F/N. It's up to the auditor not to let the pc go without that additional ABCD. Then the BD and F/N happen with Cog and VGIs. This error is more common than one would think.
6. Failure to ask for the Earlier Beginning will also cause a long grind (ABCD over and over) and no F/N.
7. Of course, not asking for an Earlier Incident mentioning the same item will also cause a grind and no F/N. When the item isn't also mentioned in the command the pc can jump chains. And if the Earlier Beginning is not asked for at all of course there will be no F/N.
8. Auditing a pc under protest will cause the TA to stay up and no F/N.

The skilled Dianetic Auditor knows these things cold and does not make these errors. Thus he gets his end of session F/N regularly and gets F/N at the Examiner as well when the case has had a few sessions.

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L. RON HUBBARD  
Founder

Remimeo

*C/S Series 31*

**PROGRAMMING AND MISPROGRAMMING**

There are three important areas of technical application:

1. Auditing Cases.
2. Case Supervising Cases.
3. Programming Cases.

Auditing generally should be gotten into an org on the routine basis of:

1. Get Auditing Volume UP.
2. Get Auditing Quality UP.
3. Get C/Sing Volume UP.
4. Get C/Sing Quality UP.
5. Get Programming Volume UP.
6. Get Programming Quality UP.

To do it in any other sequence is to organize before producing or to inhibit production.

*Auditing* quality is raised by getting in Cramming and getting Cramming done.

*C/S* quality is raised by *C/S* study of cases and the Qual Sec Cramming the *C/S*.

*Programming* quality is raised by getting FESes done so that the action does not block production and Cramming or Programming and then studying the case to make the Programming more real and effective.

**MISPROGRAMMING**

1. Programming a case without data is risky. Dropping out the FES step, not getting White Forms done, etc, short-cutting on data in general can cost tremendous amounts of lost auditing.
2. Doing a vague general hopeful program of Repair (Progress) trusting something will come up is ineffective. With data on the person's life even on a pc never before audited, one can hit the key points even if only with 2-way comm on them. Cases that have been audited and are boggy are so for a reason. Programming without finding that reason can be very ineffective and result in few wins.
3. Running a new major program into an incomplete major program can be as deadly as failing to flatten a process before starting another process only more so.
4. Failing to end off a program when its End Phenomena is achieved is another gross error.
5. Being too ignorant of the basic bank and the tech *theory* (as different than processes) is another barrier to programming.
6. Not Programming at all.

The above six are the principal gross errors in programming.



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HCO BULLETIN OF 4 APRIL 1971

Remimeo

*C/S Series 32*

**USE OF QUAD DIANETICS**

With the introduction of Quadruple Dianetics it is mandatory important urgent that one does not audit four flow items until one has brought *all* earlier Dianetic Items into four flows.

TRIPLE

This also applies to Triple Dianetics. On a case where only Flow One (Single) has been run, you don't suddenly run a Triple (F1, F2, F3) such as on the LX Class VIII Lists until one has run the earliest Dn item ever run (or that can be found) on Dn Triple and then on forward on Triple up to the LX.

QUAD

However, one would now not bother to run only Triples forward. He would locate the earliest Single or Triple (if no Single Flow) item and run it Quadruple by now running the missing flows.

EXT RD

In doing an EXTERIORIZATION RUNDOWN one mustn't suddenly introduce the 4th flow (F Zero).

If the case has only had Triples in Dianetics one mustn't suddenly introduce a Flow Zero on EXT. The case should be done on Triple Flow EXT.

THEN all earlier Dn Items in sequence run are

- (a) Listed from W/S or Folder Summaries.
- (b) Brought up to current by running in all the missing flows of Quad.
- (c) The EXT RD fourth flow is audited in when one gets to it.

REASON

Auditing additional flows while earlier items remain Single or Triple restimulates the missing flows and stacks them up as mass. They can make a pc uncomfortable until run.

All the missing flows (that were not run) are still potential mass.

This mass restimulates like something too late on the chain when a flow not run on earlier items is run on later items.

Auditing itself is a sort of time track. The earliest session blows the later sessions.

FULL FLOW TABLE

Before running Quad Dianetics one makes a table of earlier items run. Like this:

*FULL FLOW TABLE*

<i>Date</i>	<i>Item</i>	<i>Flow Previously Run</i>	<i>Must Run</i>
2/3/62	Guf Shoulder	F 1	F 2, 3, 0
3/3/67	Gow in Foot	F 1	F 2, 3, 0
30/4/67	Chow in Chump	F 1	F 2, 3, 0
29/9/68	LX Anger	F 1, 2, 3	F 0
	LX Peeved	F 1, 2, 3	F 0
4/10/69	Feeling Numb	F 1, 2, 3	F 0
5/9/70	EXT RD	F 1, 2, 3	F 0
9/10/70	Feeling of Goof	F 1, 2, 3	F 0
10/10/71	Dn Assist on Head	F 1	F 2, 3, 0

## FLAWS

F 1 is FLOW ONE, something happening to self.  
F 2 is FLOW TWO, doing something to another.  
F 3 is FLOW THREE, others doing things to others.  
F 0 is FLOW ZERO, self doing something to self.

## R3R COMMANDS

Standard R3R Commands are used on Quad Dianetics.

They are the subject of another HCO B.

The Zero Command however is very easy being “Locate an incident of (loss or emotion) (pain and unconsciousness) when you caused yourself to have a(an) (item)” with the other commands of R3R as usual.

## NARRATIVE

The question will come up, do we Triple or Quad Narrative items or Multiple somatic items.

The test is, did the flows already run F/N when they were originally run. If they did, include them. If they didn't run exclude them.

This does not mean you omit everything that didn't run.

## REPAIR

While auditing this FULL FLOW DIANETICS you will find various chains that did not F/N when originally run.

These are included and should be concluded to F/N. This means one has to find out if they by-passed the F/N, went too early, jumped the chain, etc. Usually an L3A assessed on that faulty action will give the answer. It is easy to make these old flubbed chains F/N unless you work at it too hard. Usually the reason they didn't is visible on the old worksheet. The auditor forgot to ask for Earlier Beginning or by-passed the F/N or jumped the chain or tried to run it twice forgetting he'd run it before. Corny errors.

## RESULT

The result of doing a FULL FLOW DIANETIC ACTION on a case is quite spectacular. The shadowy remains of somatics blow, mass blows and the pc comes up shining.

## OFFERING FFD

Offering the public Full Flow Dianetics must include the cost of C/S work since it is sometimes lengthy. It is best to sell the action at a flat price that's more than adequate to cover the auditing as well as the hours of FESing and FF table making as the time can be quite long.

The auditing can be remarkably brief. The greatest amount of time is usually spent on the C/Sing and table making.

When offering the package it should be called Quadruple Dianetics—4 times more powerful than previous auditing.

A C/S must liaise with the Dissem Sec and Treasury Sec on selling it or he'll find the org is losing money doing the C/Sing and tables. A nice big fat flat price, not by hours, is best.

## OT WARNING

When doing Quadruple Dianetics on Clears and OTs (and a very few others) it may be found that many chains are now missing or are just copies of the original. Don't be disturbed. Pc says they're gone now they're gone. Just F/N the fact and carry on with the next flow or item.

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[See also HCO B 4 Apr. 71-1R Addition of 13 Jan. 75, C/S Series  
32RA-1R, *Use of Quad Dianetics*, in Volume VIII, page 377.]

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HCO BULLETIN OF 5 APRIL 1971

Remimeo  
All Auditors  
Class VIII

*C/S Series 33*

**TRIPLE AND QUAD RERUNS**

LAW: WHEN ONE OR MORE OF THE FOUR FLOWS OF AN ITEM OR GRADE ARE LEFT UNRUN, WHEN USED IN LATER PROCESSES THE EARLIER UNRUN ONES RESTIMULATE AND MAKE MASS.

This tells you that high TAs, heavy pressures and even illness can come from by-passed flows.

**BY-PASSED FLOWS**

Example: Dianetic Singles have been run on 7 items. Now the auditor begins to run new items Triple without running Triple on the already run items. The result will be 7 unrun Flow 2s and seven unrun Flow 3s. These will restimulate and form mass and by-passed charge.

Example: Now let us say all 7 previous items have been run Triple. And the auditor now runs a new item Quadruple. This leaves 7 unrun Zero chains. These can restimulate and form mass and by-passed charge.

Example: Now let us say that Dianetics was all run Single and Grades were run Triple. This will restimulate the Dn chains F2 and F3.

Example: Let us say that Dianetics and Scientology Grades were all run Triple. An Exteriorization Rundown is now run Quad. This will throw all Dianetic and Scientology unrun Flow Zeros into restimulation and give by-passed charge.

ANY LATER GRADE RUN WITH MORE FLOWS THAN USED IN EARLIER ACTIONS CAN THROW THE EARLIER UNFLAT FLOWS INTO RESTIM, PILE UP MASS GIVING HIGH TA AND BPC GIVING ARC BREAKS.

**REPAIR**

The more the condition is *repaired* by L1C, L4B, etc, etc, the *worse* the Mass gets.

**SOURCE OF HIGH TA**

Thus High TAs have three principal sources:

1. Overruns
2. Auditing Past Exterior
3. Earlier Unrun flows restimulated by those flows used in later actions.

There are other minor ones such as Drug Background, illness, etc as per Hi-Lo TA Assessment.

**REHABS**

One must NOT recklessly or continuously rehab a past major action. This causes overrun. The thetan is placed at the *end* of the incidents not yet in restimulation or run and the bank gets more solid.

**MASSY THETANS**

The whole trick of this universe is contained in thetans copying or picturing incidents and then getting stuck in the later portion of them.

“Incidents” is the keynote. A Thetan is incident hungry.

This is what traps him.

For some reason he has to be at the earliest end of incidents to erase them. The later he is in incidents and the later he is on the track the more solid he is.

This also applies to the “auditing time track”.

By omitting things like flows on the auditing time track, the thetan thus becomes

The whole theory of the Exteriorization Remedy is based on having gone out (later) *after* he went in (earlier). So Exteriorizing can stick him. (People buy the Ext RD to Exteriorize but the remedy is only done to permit further auditing. They Ext of course when the bank is handled.)

When flows of items are by-passed and then later restimulated by auditing them, mass occurs.

#### GETTING IN ALL FLOWS

When doing additional flows on earlier items or processes one must *also* check or rehab those flows marked as run to F/N in worksheets.

This again will leave unflat flows and BPC unless it is done.

And if it is overdone it will raise the TA by overrun.

So if one had a **case** that had **Single Dianetics and was later run on Triple for new** items (but the Singles not done into Triple) one would have to RUN FIRST the missing unrun flow or flows and then *check* the first Single F I for flatness, then check other previously run flows.

The rule is run the previously unrun one or ones first to get charge off, then verify or run the ones listed as run already.

Then one would do the same for the next item. Run the previously unrun flow or flows and then verify or run those listed as already run to be sure they F/N.

*All* items, in chronological sequence, and *all* processes, would have to be run Quad.

IT WOULD BE A WASTE OF TIME NOW TO RUN IN ONLY TRIPLES.

Whether you have the Quad commands or not they are easy to figure out as you are only missing the Zero Flow, self to self.

So all C/Ses and Auditing actions are “Rehab or Run F1, F2, F3, F0” when getting in all flows on things run to date.

#### HIGH TA

When you are sure an EXT RD has been done correctly and its 2 wc went F/N and the TA later goes high, you check the EXT RD. That is the most usual reason. This simple action is amazingly subject to flubs.

If the TA goes high later you can do a Hi-Lo TA Assessment and handle.

If the TA is still high or low, you had better check the state of flows. Were more flows run on later actions than were run on earlier actions?

If so, Your pc has felt massy, sometimes even ill.

The right action is to get in all flows from the beginning. And do it Quad. Bring *all* his auditing up to Quad.

(If his folder is not available, he has kind of had it. I know of no way, at this writing, to recover lost Dn items but will have to work something out.)

#### NOT IN TROUBLE

If the pc is not in trouble, his best bet is to get on up the grades to Expanded OT III.

#### IN TROUBLE

If he *is* massy and is having trouble the best bet is to

1. Be totally sure of his Int RD.
2. Check O/Rs particularly of a major grade twice or by-passed F/Ns, locate and indicate them.
3. FES, list the items and grades and do a Full Flow action from the beginning of his auditing, raising them all to Quadruple.

#### RUNNING ZERO FLOWS

The Zero Flow in Dianetics is a bit strange. It can be done by full R3R BUT it often depends on the decision the pc made and may F/N very suddenly. It is easily overrun and can be very fast.

A pc can be gotten into trouble on Zero Flows if the auditor is slow and is not alert to his meter and misses the F/N and gives R3R commands after the flow has blown.

#### REHAB OR RUN

The auditor getting in Zero Flows can also ARC Brk the pc by failing to verify if the previously run flows are flat. All the auditor wants is to see them F/N on the command. If they don't he runs them.

Sometimes when he has "run them" again he finds they are being overrun or run twice and has to rehab them by finding this out. The pc sometimes doesn't know until he actually starts to run them. Then he finds they are already run. The clue to this is a climbing TA. If the TA goes up, get off that flow and rehab it.

Example: Pc at first thinks "Pain in shoulder" F2 was never run. Starts to run it. TA goes up. Auditor must pull him off of it by finding out if it is being run twice and rehab it to F/N.

The moral in all these reruns is don't firefight, keep an L1C List and an L3A List handy and use them.

#### RESULTS

The results of straightening up the Int-Ext RD, rehabbing O/Rs and putting in ALL FLOWS on a pc are fantastic.

Getting an All Flows Rundown done correctly gives one all the latent gain the pc has been begging for.

So send to Cramming all C/Ses and auditors who flub.

Program it Right.

C/S it right.

Audit it right.

L. RON HUBBARD  
Founder

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[This HCO B was revised by HCO B 5 April 1971RA, Revised 8 April 1974, C/S Series 33RA, *Triple Reruns*, which is in Volume VIII, page 286. It was also reissued with changes as C/S Series 33RA-I, *Triple and Quad Reruns*, on 13 January 1975, Volume VIII, page 380.]

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HCO BULLETIN OF 5 APRIL 1971 R  
Issue II

Remimeo  
HQS Course

REVISED 21 OCTOBER 1974

CANCELS  
BTB 5 APRIL 1971  
Issue I  
SAME TITLE

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

**AUDITOR'S REPORT**

An Auditor's Report should contain:

Date  
Name of Auditor  
Name of Pc  
Condition of Pc at session start  
Time session started  
What process was run—LISTING THE EXACT COMMAND  
Whether any difficulties or upsets occurred. Was Supervisor called?  
Whether process is complete or not  
*F/N, cognition and position of TA*  
Time session ended  
Condition of Pc at session end  
Pc gains or comments  
Length of session.

**WORKSHEETS**

A worksheet is supposed to be the complete running record of the session from beginning to end. The Auditor should not be skipping from one page to another but should just be writing page after page after page as the session goes along. The Auditor writes the wording of the process being run and then the number of each question from the process as he asks it. The Auditor also writes in the Pc's answers and any originations and whether the Pc did the command or not.

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

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

When the session is completed, the worksheets are put in proper sequence and stapled with the Auditor's Report Form on top from beginning to end of session.

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

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

Auditor's Report Forms and worksheets are never re-copied. The Auditor should always read over his worksheets before turning in the folder to the Supervisor, and, if

any words or letters are missing or cannot be read, they should be written in with a different coloured pen.

It is a serious offence to give *any* session or assist (including locational assists) without making an Auditor's Report—or to *copy* the original Report after the session and submit a *copy* instead of the real Report.

Assist Reports that are only contact, locational, or touch assists, may be written after the session and handed in to the Supervisor.

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

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

L. RON HUBBARD  
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HCO BULLETIN OF 6 APRIL 1971

Remimeo  
Class VIII  
All C/Ses  
All Auditors

*C/S Series 34*

**NON F/N CASES**

When cases do not bring an F/N VGIs to the Examiner, it is the signal to study the whole case anew and find the bug or bugs that keep it from running and get them handled.

Recently I took over a whole series of these non F/N VGI at Examiner cases and very very carefully studied each one. IN EVERY EXAMINER NON F/N CASE I FOUND FLAGRANT OUT TECH IN (A) THE PROGRAMMING (B) THE C/SING AND (C) THE AUDITING. All three outnesses existed.

These cases were taken as *all* the Non F/N Exam reports on a line containing hundreds of folders and over 600 w.d. hours a week. So you can see that these errors had been missed by expert C/Ses and Auditors. The errors were missed because HOPE was being used instead of study.

There was a *hope* that just routine C/Ses and auditing would work it out eventually.

The fact of non F/N at Examiner was not given sufficient importance.

The fact is that many who F/Ned at the Examiner had small flaws in them yet still got by.

The Exam Non F/N indicates FLAGRANT OUT TECH in the Programming *and* the C/Sing *and* the auditing. That's what it takes.

After a bug is found and corrected the case still may not F/N at the Examiner for a while. But after that while is passed the failure to give the Examiner an F/N means *another* bug and more study.

One case I found had had a major grade done twice two years apart. This was pointed out and rehabbed. But after 2 or 3 sessions the TA remained high. A restudy now found Recall Flow 2 of the Exteriorization Rundown had been run months ago to FIN and then continued for dozens of commands with the TA rising to 4.5. This was then repaired. The case then began to F/N at the Examiner. It now runs like an ordinary case.

There is always a bug, not necessarily current, often very old, in these Exam Non F/N Cases. There are sometimes two or three bugs.

The answer is NOT go on C/Sing and hope.

The answer IS, study and find the bug.

Cases run on triples after a long list of singles is a type of bug.

Cases exteriorizing and then getting no Ext RD is another bug.



Cases given false reads or already run w/hs, cases who don't tell their cogs, cases who were on drugs but drugs were never run, cases that Rockslammed but no crime found, any of the GF 40 or GF reading items, cases with lists out, cases that are always sad or tired ...well these types of cases are the usual bugged cases. But even they sometimes F/N if only to roller coaster.

The general rule of going back to where the case was running well and coming forward still holds. But an audit past Exteriorization can be before that and only eventually catch up.

General repair is harmful when a big bug exists.

Every case I examined had a big bug. Flagrant god-awful overruns, messed up Exteriorization Rundown, three major programs begun, each incomplete, engram after engram botched and run to high TA then walked off from. The errors were real! They had been sitting there for some time unnoticed. Session after session mounting up into piles of wasted auditing.

Sick pcs are another indicator. Pc F/Ns at Exam, then reports sick. Look behind it you find some wild program, C/S and auditing error.

So the answer is to STUDY THE CASE.

Get a total FES done if one has never been done. Get a current FES done or do it yourself.

Then examine the programs and the FESes and Folder Summaries and suddenly you'll find it.

Fortunately there aren't many things that can really foul a case up.

1. Overruns concealed within work sheets. Major grades twice.
2. Auditing past Exterior or flubbed Ext RDs.
3. Earlier unrun flows restimulated by later runs on those flows.
4. GF + 40 Items.
5. Never handled out lists.
6. Undetected drugs or drugs never handled by Dianetics.
7. False reads called (as in w/hs that "won't blow").
8. Hidden standards.
9. Long Duration ARC Brks.
10. Impractical or inapplicable programs.
11. Major actions started never completed.
12. Overrepair.

There can be combinations of these.

So there aren't many. It's really knowing what is right so well that the wrong shows up like skywriting.

Sometimes the errors are silly. A bogged Dianetic case had gotten tons of VI repair.

The C/S, an VIII, had never realized Dianetic C/Sing is its own brand of C/Sing. He didn't shift gears to Dianetic C/Sing when C/Sing Dianetics sessions. The auditor way back had not known that when the pc originates "It's erased" and the TA remains high, his correct action is one more A B C D. This C/S had then tried Class VI remedies instead of telling the auditor "Flatten or rehab the last chain".

When the chains left unflat were rehabbed all was suddenly well.

Another case was interrupted for a year on a major action and when returned to auditing was begun on a long, long repair program. Inches of folder later the interrupted program was found and resumed and the case did great. All that "hopeful" repair was lost work. Ten minutes of case study would have saved twenty hours of useless repair.

The stable datum is CASES MODERATELY WELL PROGRAMMED, C/SED AND AUDITED RUN WELL.

So cases that don't run well (unchanging Exam natter comment, Non F/N) have a BIG error in Programming, C/Sing and Auditing.

Look well and you will find it. And if that isn't it, there was another to be found as well.

If you can't find the folder or data in it you should take every imaginable measure to acquire more data. D of P Interviews, 2wc sessions, telexes to his last org and telegrams to his auditors. But get data from somewhere somehow.

Soon, when hours pick up and skill, all auditing will be sold by package not by hours. So learn economy of hours!

An auditor or C/S who really knows his theory and has a good grasp of practical application knows the right way. From that he can easily see how things are wrong.

An ounce of case study is worth ten pounds of wasted sessions.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 11 APRIL 1971

Remimeo  
Dn Checksheets  
Ext Checksheets  
Class IV  
Class VI  
Class VII  
Class VIII  
Class IX

*IMPORTANT*

**L3B**

**DIANETICS AND EXT RD REPAIR LIST**

This list includes the most frequent Dianetic errors. Use up to Question 28 as the usual use. Then if the situation does not solve, use the rest of the list.

A high or low TA and a bogged case can result from failures to erase a chain of incidents.

DO NOT ATTEMPT TO REPAIR A CHAIN OR ENGRAM WITHOUT USING THIS LIST as it can have different or several errors.

REMEMBER THAT YOUR PC MAY NOT BE SUFFICIENTLY TRAINED TO UNDERSTAND ALL THESE QUESTIONS: IF ONE READS AND HE SAYS HE DOESN'T UNDERSTAND IT, CLEAR IT AND REASSESS (don't explain it and take it as it read on a misunderstood not on a fact).

RUNNING PCS ON DIANETICS WITHOUT A FULL AND COMPLETE DN C/S 1 INDOCTRINATION IS A FOOLISH ACTION.

TAKE ANY READ FOUND TO F/N BY INDICATION OR FULL REPAIR OF IT.

1. The Item or symptom being run had no charge on it. \_\_\_\_\_  
Indicate it was a false read, spot when it was run, where it was run and get an F/N.
2. The same incident or pictures were run before. \_\_\_\_\_  
Indicate that an overrun has occurred. If no F/N spot when, spot where and get an F/N.
3. A session was started on a new item while an old one was not erased. \_\_\_\_\_  
TA would have been high on an old item or the Interiorization Rundown and the auditor went on anyway with a new item. Find what the old item was and repair it with a new assessment on the earlier chain. Indicate fact to the pc.
4. The item being run described just one incident. (Narrative Item.) \_\_\_\_\_  
Find the somatics, emotions, attitudes of the incident and run them as chains as per Standard Dianetics.
5. The incident had an earlier beginning. \_\_\_\_\_  
Move the pc to the earlier beginning and proceed as per Standard Dianetics R3R.
6. There were earlier incidents stirred up and not erased. \_\_\_\_\_  
Find what chain or item and run it to completion by R3R. This condition sometimes leaves pc with the ARC Brk effect of by-passed charge and is a basic example of by-passed charge.
7. Stirred up earlier unrun incidents. (Same as 6.) \_\_\_\_\_
8. When running one item went into another instead and ran a different set of pictures. \_\_\_\_\_  
Jumped chain.
9. When you said it was erased it still had a mass. \_\_\_\_\_  
Auditor does ABCD again on the item one or two more times to get BD F/N. If TA goes up ask for earlier beginning or earlier similar on same incident to F/N.

10. You were protesting.  
Find out what was being protested and handle it. \_\_\_\_\_
11. You were still taking drugs or medicine that had not worn off. \_\_\_\_\_
12. You had a misunderstood on the commands.  
Clear them up. \_\_\_\_\_
13. You had a misunderstood on what you were supposed to be doing.  
Clear it up, get it done right. \_\_\_\_\_
14. A wrong item was given.  
This could also be a listing error. If not sure what it is, shift to L4B. Otherwise find it and indicate it as a wrong item and that all other actions connected with it were wrong. You can also date the session in which it occurred. And you can also find earlier similar wrong items. \_\_\_\_\_
15. Has an earlier Dianetic upset been restimulated?  
Find the earlier one and straighten it out. Also it can go back 2 or 3 more earlier mix-ups. Straighten out as you go back. Then always check for "any earlier Dianetic upset" if you get no F/N. \_\_\_\_\_
16. There was an Incorrect date. Correct it. \_\_\_\_\_
17. There was an Incorrect duration. Correct it. \_\_\_\_\_
18. There was a false date.  
Find the real date despite the false date in the incident. \_\_\_\_\_
19. There was a false duration.  
Find the real duration despite the false duration in the incident. \_\_\_\_\_
20. Is there a stuck picture? Do 1—19 again on the picture and handle. \_\_\_\_\_
21. Is there a persistent mass? (Handle as in 24.) \_\_\_\_\_
22. Was this or an earlier action unnecessary? \_\_\_\_\_
23. Was there nothing wrong in the first place? \_\_\_\_\_
24. Did you have trouble with a pressure item or with pressure on an item?  
Date it *exactly* by meter and find out *where* it occurred in the universe. If done exactly right, it will blow up and vanish and F/N. If this doesn't work, do this list 1 down to 24 on it and correct it to F/N. \_\_\_\_\_
25. Did you move out of your head earlier in auditing? Do Ext RD. \_\_\_\_\_
26. Was your Exteriorization Rundown messed up?  
Check folder on each flow and on the 2wc next day to be sure each flow was run to erasure and the 2wc to F/N. Remember that an auditor report can be a false report, and if you can't find the error in the folder, then do I to 24 on each flow. **DO NOT AUDIT A PC FURTHER UNTIL THE EXT RD IS TOTALLY CORRECTED. IF YOU DO THE TA WILL RISE, WON'T COME DOWN AND PC WILL BE UPSET OR ILL.** \_\_\_\_\_

IN CHOOSING WHICH OF THESE READING ITEMS TO HANDLE, ALWAYS HANDLE EXT RD ITEMS *FIRST*. THEN HANDLE THE REST.

DO NOT CONTINUE AUDITING A PC WHOSE EXT RD WAS MESSED UP AND NOT CORRECTED.

ANY ERROR REMAINING ON AN EXT RD IS DEADLY.

27. Were you being asked things you couldn't answer? \_\_\_\_\_
28. Did the auditor refuse to accept what you were saying?  
Get this and earlier similar instances until you get an F/N VGIs. \_\_\_\_\_

FROM HERE ON ASSESS FURTHER ONLY IF PC TA OR UPSET REMAIN UNHANDLED.

IF ANY OF THE FOLLOWING READ, INDICATE IT, GET AN F/N OR GET AN EARLIER SIMILAR UNTIL IT F/Ns.

29. Has an Item read under protest? \_\_\_\_\_
30. Was there no interest in running item? \_\_\_\_\_
31. Was there no charge on item in the first place? \_\_\_\_\_
32. Has an item been misworded? \_\_\_\_\_
33. Were you more interested in running another item? \_\_\_\_\_
34. Was the item suppressed? \_\_\_\_\_
35. Was the item invalidated? \_\_\_\_\_
36. Was more than you could see demanded? \_\_\_\_\_
37. Were 2 or more engrams found on the same date? \_\_\_\_\_
38. Did you skid into another incident? \_\_\_\_\_
39. Did you move to another chain? \_\_\_\_\_
40. Did you change the item while running it? \_\_\_\_\_
41. Were you running an item different from that assessed? \_\_\_\_\_
42. Was an Implant restimulated? \_\_\_\_\_
43. Were earlier errors on engrams restimulated? \_\_\_\_\_
44. Was important data by-passed? \_\_\_\_\_
45. Was an incident skipped? \_\_\_\_\_
46. Did 2 or more incidents get confused? \_\_\_\_\_
47. Has a withhold been missed? \_\_\_\_\_
48. Has an incident been left too heavily charged? \_\_\_\_\_
49. Has a chain been abandoned? \_\_\_\_\_
50. Has an incident been abandoned? \_\_\_\_\_
51. Were you prevented from running an incident? \_\_\_\_\_
52. Were processes changed on you? \_\_\_\_\_
53. Has basic on a chain been by-passed? \_\_\_\_\_
54. Has an erasure been denied you? \_\_\_\_\_
55. After it was erased did you have to put it back to erase it? \_\_\_\_\_
56. Were you running copies of the original after it had gone? \_\_\_\_\_
57. Have you gone past erasure into another chain? \_\_\_\_\_
58. Have several different chains been pulled in? \_\_\_\_\_
59. Has a cognition been chopped? \_\_\_\_\_

- 60. Has an F/N been indicated too soon? \_\_\_\_\_
- 61. Has the somatic gone but picture still there? \_\_\_\_\_
- 62. Should a basic be run through one more time? \_\_\_\_\_
- 63. Have you been held up by the auditor? \_\_\_\_\_
- 64. Were you distracted in session? \_\_\_\_\_
- +65. Did you go exterior in an incident? \_\_\_\_\_
- 66. Was an incident overrun? \_\_\_\_\_
- +67. Did you go exterior in session? \_\_\_\_\_
- \*68. Have you not wanted to go earlier than this life? \_\_\_\_\_
- 69. Has it been all black? \_\_\_\_\_
- 70. Was it all invisible? \_\_\_\_\_
- 71. Was the incident really a false or implanted occurrence? \_\_\_\_\_
- \*72. Have you had constantly changing pictures? \_\_\_\_\_
- 73. Have you never had any pictures? \_\_\_\_\_
- 74. Are you having to put it there to run it? Get Earlier Similar times to F/N VGIs. \_\_\_\_\_
- 75. Are incidents being overrun? \_\_\_\_\_
- 76. Has some Major auditing action been done twice? \_\_\_\_\_
- 77. Has there been an unnecessary action? \_\_\_\_\_
- 78. Was there nothing wrong in the first place? \_\_\_\_\_
- 79. Was the real reason missed? \_\_\_\_\_
- 80. Was something else wrong? (Do a Green Form.) \_\_\_\_\_

NOTE:

+ If questions 65 or 67 read and the pc has not had Interiorization Rundown and the associated 2 way comm the auditor ends off and sends folder to C/S so it can be C/Sed for Ext RD.

\* If questions 68 or 72 read, after indicating BPC, the auditor would end off and return folder to C/S.

WARNING:

Do not use any Prepcheck-type buttons during engram running or add overts to this list as they will "mush" engrams.

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 Founder

[This HCOB was revised on 28 January 1974 and became HCOB 11 April 71R, *L3RC*. *It is* in Volume VIII on page 245. L3RC was revised on 8 March 74 and became HCO B 11 April 71RA *L3RD*, which is in Volume VIII, page 265.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 APRIL 1971

Remimeo

*C/S Series 35*

**EXTERIORIZATION ERRORS**

(Reference HCO B 11 Apr 71, "L3B". Reference  
HCO B 27 Mar 71, "Dianetic Erasure".)

Almost all the Errors in an Exteriorization Rundown are Dianetic errors. Most are very ordinary, even corny.

IT IS VITAL TO CORRECT AN EXT RD ERROR AS A FIRST ACTION.

There is one Ext RD error that is not a purely Dianetic error and that is the error doing anything else at all before an Ext RD is done properly or an Ext RD error is fully corrected.

When a pc is exteriorized by auditing and is then audited further without being given an Exteriorization Rundown, his TA will go high or low and he may be very upset. Heavy masses may come in and he may also get ill.

Ext RD errors also may go back to earlier Dianetic errors. A number of unflat incidents invite the overrun of these if they also occur on a Dianetic Chain.

To clean up a balled-up Ext RD chain or incident one may have to find and clean up the Dianetic error it is sitting on *during* the clean-up of the Ext RD error.

Using the new List L3B on every flow of the Ext RD up to Question 26 of L3B will in extreme cases (where all else fails) locate the trouble even where the auditing report is false or incorrect.

Auditors who can't run ordinary R3R with great success should not be let near an Exteriorization RD as their lack of smoothness in handling Dianetics will wreck the Ext RD.

DIANETIC AUDITORS

An excellent Dianetic Auditor can easily repair a messed-up Interiorization Rundown after a folder study and by use of L3B.

A Dianetic Auditor with an excellent Dianetic record of wins can be given an Ext RD to do or to correct IF HE IS STARRATED ON THE EXT PACK AND THE TWO-WAY COMM PACK. If a Dianetic Auditor does an Ext RD, the recall steps may be omitted.

REPAIR

Wherever you see a TA high and a pc in trouble your first suspicions should be

1. Audited past Ext in Auditing without an Ext RD being done.
2. Ext RD botched.
3. A previously messed-up Dianetic action has gotten fouled up with the Ext RD.
4. The Ext Command was improperly cleared (such as "means go in and out again" "means trapped" "meant leaving" etc).
5. Firefights and worries over the high or low TA have ensued after an Ext ball-up has occurred.
6. Some major action like Grades or items or Power has been run twice.
7. A C/S has hopefully kept on getting the pc audited without detecting the real reason as a flubbed Ext RD.

PERCENTAGES

The percent of misrun Ext RDs is high.

The liability of leaving them unrepaired is high.

Reasons for high TA are averaging out close to 100% as an unrun or a flubbed and unrepaired Ext RD.

## EXT IN SESSION

When a pc Exteriorizes in session it is the End Phenomena for that process or action. One gently ends off in any case.

If the pc is now given or if he has had a completely okay Ext RD he can be audited further. Otherwise no.

If even years after an Ext RD the pc has a high TA or a low TA then Ext trouble is at once suspected and the original Ext RD and any repair of it is suspect and *must be handled*.

L3B has been redesigned to straighten out Ext RDs or ANY Dianetic errors.

There is no real trick to either running a correct Ext RD or repairing a flubbed one. The whole clue is whether or not the auditor can audit plain ordinary garden variety R3R.

So when ANY auditor audits a pc past Exterior he should be checked out fully on the Ext RD checksheet so he won't continue to commit the error.

And when ANYONE REGARDLESS OF CLASS is going to run an Ext RD he must

- (a) Be an expert Dianetic Auditor.
- (b) Be Starrated on all the Ext RD pack.

And when any C/S is confronted with high TAs or low TAs and doesn't handle at once by getting an Ext RD properly run or properly repaired he must be re-checked on the Dianetics Pack and the Ext RD pack.

## DN C/S 1

A very careful Dianetic C/S 1 must be done on a previously unindoctrinated pc before he is run on an Ext RD.

Otherwise it's all too new.

A C/S 1 isn't auditing.

The pc who can't do what the auditor says or can't correct an erroneous action is lost.

A fully safe pc would be one who when he goes Ext in Auditing is made to do an HDC at once before he even gets any ruds put in and not audited again until he *is* an HDC. He'd be a pc who was relatively safe.

A pc who does what an inexperienced auditor says without question can really get fouled up! Uneducated pcs require really flawless topnotch auditors. The auditor who can audit an uneducated pc is a jewel. He really has to know his business. Because the pc does whatever he says. And if he says wrongly, then there goes the session. Ever notice pc corrections in a worksheet? "I think you by-passed an F/N." "This feels overrun." "I *had* Grade I last year." Such auditors are not fully enough trained to handle wholly green pcs!

## SIMPLICITY

Honest fellows, it's as easy to run an Ext RD as it is to run "an ear pain". It isn't even mysterious or tough.

IT IS ONLY VERY IMPORTANT TO DETECT WHEN IT NEEDS TO BE DONE OR REPAIRED.

There are no mysteries.

Some auditors have got me feeling like I'm trying to teach them to chew soft bread!



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HCO BULLETIN OF 21 APRIL 1971

Remimeo  
All Auditors  
C/Ses  
Class VIII  
Dn Checksheet  
Int Ext Checksht

*C/S Series 36*

**QUADRUPLE DIANETICS  
DANGERS OF**

(Applies also to INT-EXT Rundown)

(Ref HCO B 4 Apr 71, C/S Series 32  
and HCO B S Apr 71, C/S Series 33)

In observing Quad Dianetics in the hands of Scientology Auditors not specially briefed or who had additives and figure-figure on how to move a case already run on singles and triples into Full Flow,

*INVARIABLY THEY OVERRAN.*

This makes getting Quad Dianetics in on a case dangerous unless the auditor has the hang of it.

The flagrant (and I do mean flagrant) errors found consisted of (a) not being able to run precise Standard Dianetics in the first place; (b) re-running already erased chains "to find if they were flat"; (c) Out TRs to a wild extent; (d) refusing utterly to accept pc's data; (e) faulty metering; (f) complete ignorance of the Auditor's Code, notably committing the crime of Invalidating the pc.

**REQUIREMENTS**

Anyone essaying to run Quad Dianetics **MUST BE CRAMMED** on his R3R, the use of L3B, all data on Quad Dianetics (as per references above and including HCO B 27 Mar 71, "Dianetic Erasure"), his basic TRs, his metering and the Auditor's Code, and this HCO B.

**TRs**

TR Zero exists so an auditor is not ducking the session but can sit there relaxed, doing his job.

TR One must be done so the pc can *hear* and understand the auditor (without blowing the pc's head off either).

TR Two must be done so that the pc gets acknowledged. This can be so corrupted that the auditor doesn't ack at all but gives the pc meter reads! Instead of acks! Or keeps saying, "I didn't understand you" etc.

TR Three basically existed so that the auditor would continue to give the pc commands and not squirrel off or pack up with total silence.

TR Four exists so that the pc's origins are accepted and not Qed and Aed with or invalidated.

And, surprise, surprise, TRs are for use in the session itself, not just a drill. They are *how* one runs a session.

Metering can miss every F/N or give "F/Ns" with high or low TA. And one *never* feeds meter data to the pc: "That read", "that didn't read", "that blew down" just must not exist in session patter. "Thank you. That F/Ned" is as far as an auditor goes. And that's the end of the cycle and says so.

Floating needles can be overlooked by an auditor. In Quad Dianetics this fault is *fatal*.

Auditor's Code must be in on all points and particularly Invalidation. Pc says, "That's so and so." An auditor who says, "I'm sorry. You are wrong," or any other

invalidation is going to wreck a pc's case. A full knowledge of the Auditor's Code and actually applying it saves endless troubles. It is an auditing TOOL, not just a nice idea.

### REHABBING CHAINS

One rehabs a Dianetic Chain that, according to a previous worksheet, erased, by saying, "According to session records (flow direction) (item) erased." That's all. One does not say, "Did the chain giving others a headache erase?" One does not run it again to find out. One does not run a single command "to see if it F/Ns again". One can say, "Do you agree that the chain giving another a headache erased?" But the more you ask the pc to look for an erased chain the more messed up things will get. It isn't there. But the auditor by his action can imply it *should* be there or *might* be there. A totally wrong approach would be "Look around your bank and see if what isn't there anymore isn't there."

Dianetics is NOT Scientology. A Dianetic Chain is *not* a release. If you try to use Scientology rehab tech on a Dianetic Chain, you have had it. It isn't a "release" (which is a key-out). A Dianetic Chain is an erasure. You can't rehab erasures with "How many times?", etc.

The test of this is the doing. If you try to use Scn rehab on Dianetic Chains, the PC MIGHT TRY TO FIND SOMETHING. This causes him to key in other unrun or similar items.

It is a dangerous action at best to try to handle old erased chains. The best you can do is to tell the pc what the old W/S said. If no W/S exists leave the already erased flows alone!

### FLUBBED CHAINS

Many times, a Folder Error Summary will give a flubbed chain and then fail to note it was repaired in the next session!

A C/S and auditor would have been pretty irresponsible to just go on auditing past flubbed chains.

The only safe way to handle some previous flubbed chain is to

- (a) Verify in the folder if it was repaired.
- (b) If still unrepaired assess the first 28 Questions of L3B on it and handle according to the L3B.

### L3B

Using the new L3B (HCO B II Apr 71) is a Dianetic action.

A Scientology Auditor erroneously can try to use it as a 2 way comm type of list. If a chain needed one more ABCD, then 2 way comm on it with no ABCD is not going to complete it.

L3B has its own directions. Questions not marked with directions are used to indicate the fact. This can amount to 2 way comm as the pc chews it over. But L3B where marked is handled by Dianetics actions. Look over the list and its directions for each question and you will see that some are given directions that are NOT 2wc.

Example: "Earlier beginning" reads. You can't just say "the incident had an earlier beginning" and you can't say, "Tell me about the earlier beginning." The pc will go up the wall. There'll be no F/N. You have to use R3R and get him to the earlier beginning and then run it and if it still doesn't erase, get him to an Earlier Similar and erase that.

L3B is a Dianetics List. It is not a Scientology List that is cleared each question to F/N by 2 way comm.

### OVERRUN

Overruns are demonstrated by a rising TA.

If as you seek to get in Full Flow Dianetics the pc's TA begins to average higher, overrun is occurring.

Example: While doing FFD pc's TA has been riding at 2.2 and F/Ns. After a new FFD action it begins to ride at 2.5 and F/Ns. Something is being overrun. Find it and indicate it. And cease to stir the bank up so much! The fault is going over items already run.

*Already flat zero flows are not uncommon.* The zero flattened on the original triple. Thus getting in that Zero flow again is an overrun.

In doing a Full Flow Table you often find that the same or similar have been run in the past. Sometimes you find that a previous attempt to run the item a second or third time has resulted in an ARC Break, the reason for which was never detected.

The right action is to note the session date it was *first* run and just tell the pc, "Feeling Surprised was run three times. On (first date it was erased) it was erased. When later run it was an overrun." This tends to blow the later charge laid in by trying to run the same item again.

It sounds so strange that erased chains can be overrun. But it is true. What happens is that pcs try to cooperate and put something there.

### FIREFIGHTS

The action of a quarrel between an auditor and a pc is called a firefight.

Restimulating earlier unrun engrams or overrunning chains upsets a pc. The best action, as soon as a pc is disturbed, is to do an L3B fast and handle what reads the way it should be handled according to the L3B.

The wrong way is to argue or try to go on.

The pc does NOT know what it is. He just feels awful. He tries to guess. He will ARC Brk or get sad if the auditor continues.

The correct action is an L3B.

L1C is not of great use in a Dianetic ARC Brk. L3B is.

If the pc remains ARC Broken, try L3B again, particularly the *whole* L3B not just 1-28.

A Scientology session would be handled with some other list (L1C, L4B, etc). A Dianetic session including and especially FFD, is handled with L3B.

You NEVER prepcheck while doing Dianetics. This mashes up the engrams.

### INTERIORIZATION

ALL these cautions apply as well to an Interiorization-Exteriorization Rundown, when restim occurs one uses an L3B quickly.

Int-Ext RD is essentially a Dianetic, not a Scientology action.

### SAFE ACTIONS

A fully genned-in auditor, well crammed, well drilled, well skilled, can be trusted with Dianetics, Dianetic Quads and an Int-Ext RD. Auditors not so handled can get pcs into serious trouble with these things.

A safe course is to use Quad only on new never audited before pcs. Those begun on triples, use then only triple flows.

Another safe way is to use FFD only on OT IIIs or OT IVs and done only by fully qualified FFD auditors who are also OT III.

The safest course is to require special drilling and cramming on auditors who are already known for their results by actual success story stats and call FFD and Int-Ext RD a skilled specialty.

### C/S RESPONSIBILITY

Any trouble a C/S is running into comes from the factors of TRs, metering, Code and incomplete or false auditor's reports.

If when I am C/Sing I ever find an auditor has omitted key session actions or has falsified a report, I order that auditor not to Cramming but a full retrain HDC right on up.

A C/S does not see these points. He can get the pc asked what the auditor is doing or did. He can get sessions monitored. This helps him fill this gap in his data.

It's what isn't in the auditor's report that is often the trouble. Auditors omit what they said, omit the firefight, omit session alter-is in their worksheets.

All this sticks the C/S's neck out for the axe of failure.

So particularly in FFD, Int-Ext and other such actions, a C/S has to act to obtain confidence in the auditor's TRs, Metering, Code Use and accurate Worksheets.

#### RISK

In FFD, Int-Ext RD and Power, experience has proven that if the auditor is not top grade, if the C/S is not alert, we put a pc at risk.

The USUAL is what keeps the pc safe.

A thorough study of his case, looking for obvious bugs (such as Int-Ext RD done twice, the case a druggie but Drug engrams never run, Int done but its 2wc flubbed, FFD grossly overrun, to name a few serious ones), sending auditors to Cramming for the slightest flub, insisting on standard TRs USED IN SESSION, good metering, use of the Code, accurate and complete worksheets, use of standard tech, all guarantee the safety and progress of the pc.

#### INTRODUCING FFD

FFD (like the Int-Ext RD) requires flawless C/Sing and auditing or the case goes wrong.

When these actions were introduced they showed up any flaws in case studying, TRs, Metering, Code and worksheets.

There are two ways to handle. (a) Cancel FFD and Int-Ext as actions. Obviously that is going backwards and is impossible. (b) Begin and continue a serious, effective campaign in the org to (1) Train auditors better (2) Cram expertly on every flub (3) Raise quality of TRs and metering.

As you can see, my approach is to improve quality of training, cramming and delivery.

Please help me out in getting this in.

L. RON HUBBARD  
Founder

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[C/S Series 36 was cancelled on 15 July 1971 by C/S 36R. 36R was later reissued verbatim on 6 June 1974, except that the cancellation of C/S 36 was changed to a revision of C/S 36. 36R is on page 324. The original issue of C/S 36 was then revised on 8 April 1974 and issued as C/S 36RA. As a non-LRH 36RA, since cancelled, had earlier been issued on 14 May 1972, the 8 April 74 revision was reissued verbatim on 21 September 1974 changing only the numbering from 36RA to 36RB. This issue is in Volume VIII on page 289. On 13 January 1975 C/S Series 36RB was reissued as C/S 36RB-1. 36RB-I was revised on 22 February 1975 and issued as C/S 36RB-1R, and can be found in Volume VIII on page 383. See also HCO B 12 January 1975, *Quads Reinstated*, Volume VIII, page 373.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 APRIL 1971

Remimeo  
Dn Checksheet  
Scn Grades Checksheet  
Qual Cramming  
HGC Auditors

Issue I

**TRs AND COGNITIONS**

In the presence of rough TRs cognitions do not occur.

Cognitions are the milestones of case gain.

Rough TRs, rough metering, Out Code and a distractive auditor then make no case gain.

When an auditor has smooth, usual TRs, does his metering expertly and without attracting the pc's attention, when he follows the Auditor's Code (particularly regarding Evaluation and Invalidation) and when he is interested, not interesting as an auditor, the pc cognites and makes case gains.

Further, according to the axioms, a bank straightens out by AS-ISING its content. If the pc's attention is distracted to the auditor and meter his attention is not on his bank so AS-ISING cannot occur.

The definition of In Session is INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR. When this definition describes the session in progress, then of course the pc will be able to AS-IS and will cognite.

By *The Original Thesis*, the auditor plus the pc is greater than the pc's bank. When the auditor plus the bank are both overwhelming the pc then the bank seems greater than the pc. It is this situation which gives a pc a low Tone Arm.

An auditor who can't be heard, doesn't ack, doesn't give the pc the next command, fails to handle origins, simply has OUT-TRs.

The auditor who is trying to be interesting to the pc, who over-acks, who laughs loudly, is putting the pc's attention onto himself. So the pc's attention, not being on his bank, doesn't as-is or cognite.

The auditor whose metering by-passes F/Ns or calls F/Ns at wrong points, or who tells the pc "That reads" "That blew down" etc, or who any other way uses the meter distractingly (the pc knows when he is being under- or over-run and knows when he is being mismetered), is of course violating the definition of IN SESSION. The pc's attention goes to the meter, not his bank, so he doesn't AS-IS or cognite.

Auditor Invalidation and Evaluation is just plain villainy. It interferes with pc cognitions. Other Code breaks are similarly distractive.

**A PERFECT SESSION**

If you understand the exact definition of IN SESSION, if you understand the pc's necessity to have his attention on his bank so as to AS-IS it and work out what is really going on in a session that brings about a cognition (as-ising aberration with a realization about life), you will then be able to spot all the things in TRs, metering and the Code that would prevent case gain.

Once you see that out-TRs, mismetering and Code breaks would PREVENT the IN SESSION definition you will see what would impede a pc from AS-ISing and Cogniting.

When you have this figured out you will then be able to see clearly what are IN-TRs, CORRECT METERING and CORRECT CODE APPLICATION.

There can be an infinity of wrongnesses. There are only a few rightnesses.

Recognition of right TRs, right Metering and right Code use depend only on:

- (a) Understanding the principles in this HCO B, and
- (b) Their practice so as to establish habit.

This mastered, one's pcs will get cognitions and case gain and swear by "their auditor" !

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Founder

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HCO BULLETIN OF 27 APRIL 1971

Remimeo  
Course Super

### EDUCATION, DEFINITION OF

This definition of education was devised in the Mid-fifties as the first entrance to the subject.

EDUCATION IS THE CONVEYANCE OF IDEAS, PATTERNS AND CREATIONS FROM ONE PERSON TO ANOTHER FOR KNOWING RETENTION AND CONSCIOUS USE BY THE SECOND PERSON.

By patterns was meant designs, forms and sequences of motion.

Knowledge can be conceived to be ideas, patterns and creations and can include any concept or understanding.

It would then be seen to be vital that the Educator be as well a Communicator and that his cycle of communication be as nearly perfect as possible.

The formula of Communication is:

CAUSE, DISTANCE, EFFECT WITH INTENTION AND ATTENTION AND A DUPLICATION AT EFFECT OF WHAT EMANATES FROM CAUSE.

(The best published discussions of Communication are found in *Dianetics* '55!.)

As UNDERSTANDING plays its role in Education, one has to know the components of understanding. These are AFFINITY, REALITY and COMMUNICATION. These three elements together make up understanding and so play their role in EDUCATION.

(Basic Data on A, R and C may be found in *Notes on the Lectures* and *Dianetics* '55!.)

If the Educator is deficient in his Communication cycle (as exemplified and practiced in the Training Drills of the HAS Course—TRs 0-1-2-3-4) the result will be “blown students” which is to say students who leave and do not finish the course. As their own comm and originations are not handled, they “ARC Break” (become upset) and so leave.

Anyone teaching a course whether in kindergarten, college or Scientology should have as a minimum the following:

Mini Course Supervisor's Course (much more preferably the full Course Supervisor's Course).

HAS Course with TRs.

A starrate command of *Notes on the Lectures*.

The 7 Study Tapes and

A starrate command of *Dianetics* '55!.

Only then could he hope to put the basic definition of education into actual effect and obtain educated students who can use the information and patterns being taught.

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HCO BULLETIN OF 28 APRIL 1971

Remimeo  
Franchises

**OKAYS TO AUDIT IN HGCs**  
(Effective 60 days from Receipt in every HGC)

It is Mandatory that HGC auditors follow the "okay to audit" system. It is in addition to the required courses and any class, org or field experience.

Tech quality in orgs and auditor morale (which depends on wins) depend upon flubless auditing.

A Cramming must exist in any org which sells auditing.

The Qual Auditor Cramming Section issues the okay to audit after rigorously following this essentially interne program.

Franchises may adopt this system.

An "okay to audit" must be signed by the Cramming Officer and attested to in C & A by the auditor.

No former experience counts. Courses, while required, do not give an *HGC* okay to audit.

Auditors hired after a course must go through this entire procedure.

Okays to audit, issued in a qualified org, are valid on going to a different org if duly certified and presented but may be lost by a poor demonstration on pcs, at which time the okay to audit steps must be undertaken again.

An HGC okay to audit is a high recommendation for a field auditor.

There is no compromise with auditing quality.

**HGC REQUIREMENT**

Before any auditor, HDC or above, is okayed to audit anything on Flag or in an AO or Org, in addition to course training or other auditing, the following minimum requirement must be done in Cramming and attested to at C& A as having been thoroughly done in the Qual Internship (Cramming), with Liability for False Attest and a possible action on org executives who fail to enforce its vigorous and thorough application.

1. HCO B 26 April 71 , Issue I, in Clay on each part to total certainty.
2. TRs 0 to 4 with no short-cut on 0 and the rest in line with the above HCO B.
3. Metering, its basic drills, its positioning so it can be read while looking at report and pc and clarification of what is a read.
4. The Auditor's Code including clay demo of "Invalidation" and "Evaluation" meanings. Demonstration of how each line in Code can violate HCO B 26 April 7 1, Issue I, and how keeping each one in promotes HCO B 26 April 7 1, Issue I.
5. TRs 101 to 104 resulting in precision giving and getting execution of each command.
6. How to assess a list such as L3B Method 3 and handle.

The above gives a certified HDC or above provisional okay to audit Assists, Dianetics Singles and Triples.

7. A flubless record on Dianetic auditing in an HGC.
8. All Quad HCO Bs.

This gives a provisional okay to audit or repair Quad.



9. A flubless record repairing or doing Quad.
10. Dating drills, precise.
11. How to fly each rud to F/N.
12. How to fly each reading item on a list Method 3.
13. How to assess a list Method 5, one time through, marking reads and any BDs.
14. How to do a GF+40 Method 5 and handle.
15. Laws of Listing and Nulling Verbatim and for use and how to get a BD F/N item on any list.
16. C/S Series complete.
17. How to trouble-shoot cases from studies of FSEs and FESes.
18. Neat perfect session admin.
19. Necessity to have an F/N before starting a major action.
20. How to rehab by count.

The above is required in addition to Academy or SHSBC certificate for a temporary okay to audit on any level up to Class IV or Class VI including zero, one, two, three and four.

21. Experience in an HGC with a flubless record on Level 0 to IV auditing.
22. Exteriorization checksheet and pack.

The above gives an auditor a temporary okay to audit Exteriorization Rundowns.

23. A flubless record auditing Exteriorization Rundowns in an HGC.
24. Class VII Internship in an SH with all relevant Power materials.

The above gives a temporary okay to audit Power in an SH HGC.

25. Experience showing a flubless ability to audit Power and Power Repair.
26. Class VIII Course in an AO.

The above gives an auditor an okay to audit Class VIII.

27. HGC Auditor's Checksheet.
28. Experience in an HGC flublessly applying Class VIII.

29. Class IX Course in an AO.

The above gives one a temporary okay to C/S.

A temporary okay to audit becomes a permanent okay to audit when flubless results are being uniformly obtained. That one has had one of the courses is credited at the level called for above but does not permit waiving any other requirement from the bottom on up.

Course graduation does not give an *HGC* okay to audit. Student co-auditing does not give an HGC okay to audit. It is expected that auditing practice has existed on the course and that the student may have audited in the field. By following this HGC okay to audit program and a liberal use of Cramming for HGC auditors and keeping abreast of current issues in Cramming, auditors will obtain many wins and greatly increased morale and HGC tech quality will be improved.

Remimeo  
HDC Checksht  
Cse Sup Checksht  
Class 0 Checksht  
Cramming

### AUDITING COMM CYCLE

(Reference HCO B 26 Apr 71,  
"TRs AND COGNITIONS")

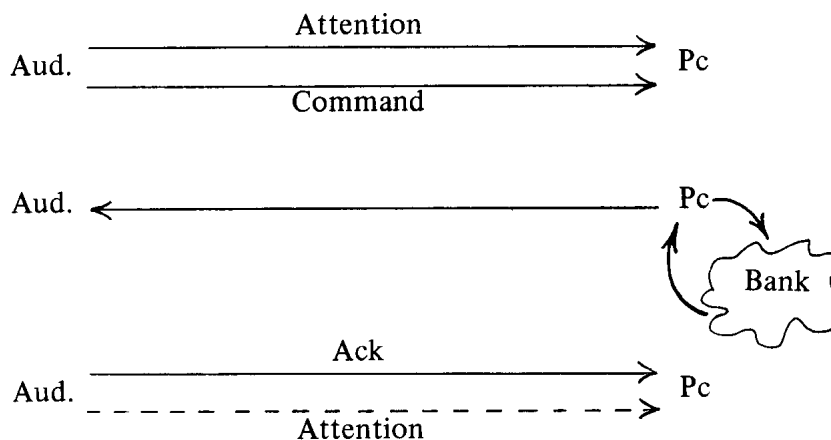
The following AUDITING comm cycle is taken from SHSBC tapes.

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

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

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

1. Is the pc ready to receive the command? (appearance, presence)
2. Auditor gives command/question to pc (cause, distance, effect).
3. Pc looks to bank for answer (Itsa maker line).
4. Pc receives answer from bank.
5. Pc gives answer to auditor (cause, distance, effect).
6. Auditor acknowledges pc.
7. Auditor sees that pc received ack (attention).
8. New cycle beginning with (1).



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HCO BULLETIN OF 13 MAY 1971

Remimeo  
Course Supervisor Checksheet  
Students

**STUDENT GRASP OF MATERIALS**

When students are new to Tech study (or have been badly trained elsewhere) they lay a trap for the unwary supervisor who, if he falls for it, will thereafter turn out dud auditors.

In the beginning a new student will often ask lots of technical questions.

He hasn't read the material well, he doesn't know its scope, he is going through a maze of preconceptions and is often looking only for an answer to his own case or agreement with fixed ideas.

He often makes up for all this with a "I don't understand it. Would you please explain".

The Course Super who hasn't caught on is sometimes foolish enough to "explain it". In that moment he may lay in an out-tech evaluation. He has also shifted source.

The student now doesn't have to study the materials as it's all being "explained".

Result. Flub-Auditors who go out and butcher pcs and blow.

The top classic on this was a student who "couldn't understand the HCO B on TR 0!" After he'd done it, he found it was perfectly ok. "Ron's HCO B is not contradictory and does not need to be rewritten," was the real quote.

The Course Super is there to get the student's confront up on the materials not to lessen it by "explaining".

When I am teaching a group of students I often catch some screwball out-tech datum going around. I run such down vigorously. What I find is that the student is so unable to confront HCOBs or data that some other student's comment or the examiner or someone has messed it up with an "explanation" that was out-tech.

On Flag we get in students from all around. They have had courses. In the first few days we have asked for any questions. When these come up, we handle by handling the *study* ability of the student.

Students will ask questions that are answered right on the page in front of them.

It is no effort to make them guilty or wrong. It is an effort to correct their ability to confront, duplicate, absorb and *use* the data they are studying.

When there are errors in that student's ability he will not use what he is given. He will not become an auditor.

The only reason we can do this is: **THERE IS NO DATA OF IMPORTANCE ABOUT THE MIND THAT IS NOT FULLY COVERED IN THE MATERIALS OF DIANETICS AND SCIENTOLOGY.**

That is a very definite statement isn't it. Well, 21 years and millions of cases have shown it to be true.

The important data the student is seeking at his course level is IN the materials.

The only way he will fail is by not confronting, duplicating, absorbing and using the materials before him exactly like it says.

The Supervisor who doesn't furnish the materials and then doesn't spend his time getting the student through those materials will of course fail his students totally. If he begins to "explain" data he will mess it up and not make auditors.

In the current world scene education is generally an interpretation and students are childhood trained to get marks, not learn. The Supervisor has to overcome this handicap of teaching people priorly "trained" in this age.

Beware the trap. "This HCO B seems contradictory....." "Would you please explain....."

The right action is to find the *word* he didn't understand. The error is usually his own vocabulary inadequacy. Get more and simpler dictionaries. Don't start explaining.

The materials are adequate. If confronted, duplicated, and absorbed, they will be used.

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Founder

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HCO BULLETIN OF 23 MAY 1971R

Issue I

REVISED 4 DECEMBER 1974

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Auditors  
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Students  
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*(Revision in this type style)*

***Basic Auditing Series 1R***

**THE MAGIC OF THE COMMUNICATION CYCLE**

*From the LRH Tape 6 February 1964,  
"Comm Cycle in Auditing"*

If you look over communication you will find that the magic of communication is about the only thing that makes auditing work.

The Thetan in this universe has begun to consider himself mest and has begun to consider himself mass and the being that considers himself mass of course responds to the laws of electronics *and the Laws of Newton. He is actually incapable of generating very much or as-ising very much.*

An individual considers himself *mesty or massy* and therefore he has to have a second terminal. A second terminal is required to discharge the energy.

Here we have two poles. We have an auditor and a pc and as long as the auditor audits and the pc replies we get an exchange of energy from the pc's point of view.

Many auditors think they are being a second terminal to the degree that they pick up the somatics and illnesses of the pc. Actually there is no backflow of any kind that hits the auditor but if he is so convinced that he is mest he will turn on somatics in echo of the pc. Actually nothing hits the auditor, it has to be mocked up or envisioned by him.

You have set up in essence a two pole system and that will bring about an as-ising of mass.

It isn't burning the mass, it is as-ising the mass and that's why there is nothing hitting the auditor.

Now that is the essence of the situation. The magic involved in auditing is contained in the communication cycle of auditing. You see now you are handling *the SMOOTH INTERCHANGE BETWEEN THESE TWO POLES.*

When you look over the difficulties of auditing realize that you are handling simply the difficulties of the communication cycle and when you yourself as the auditor do *not* permit A SMOOTH FLOW BETWEEN YOU AS A TERMINAL AND THE PC AS A TERMINAL, AND THE PC AS A TERMINAL BACK TO YOU, you get a no as-ising of mass. So you don't get TA action.

Part of the trick of course is what has to be as-ised and how do you go about it, but that we call technique—(what button has to be pressed). *We find, oddly enough, if the auditor is actually capable of making the pc willing to talk to him, he wouldn't have to hit a button to get tone arm action. (He cannot make the pc get tone arm action basically because a communication cycle doesn't exist.)*

The person who is insisting continuously upon a new technique is neglecting the basic tool of his auditing which is the *communication cycle of auditing.*

When the communication cycle does not exist in an auditing session we get this horrible compounding of a felony of trying to get a technique to work but the technique cannot be administered because there is no communication cycle to administer it.

Basic auditing is called *basic auditing* because it goes PRIOR to the technique.

A communication cycle *must exist* before the technique can exist.

The fundamental entrance to the case is not on a level of the technique but is on a level of the communication cycle.

Communication is simply a familiarization process based on reach and withdraw.

When you speak to a pc you are reaching. When you cease to speak you are withdrawing. When he hears you, he's at that moment a bit withdrawn but then he reaches toward you with the answer.

You'll see him go into a withdraw while he thinks it all over. Then he reaches the reason. Now he will reach the auditor with the reason and he will say that was it.

You have made an exchange from the pc to the auditor and will see it reflect on the meter because that exchange now is giving an as-ising of energy.

IN THE ABSENCE OF *THAT* COMMUNICATION YOU DO NOT GET METER ACTION.

So THE FUNDAMENTAL OF AUDITING IS THE COMMUNICATION CYCLE. *That's* the fundamental of auditing and that is really the *great* discovery of Dianetics and Scientology.

It's such a simple discovery but you realize that nobody knew anything about it.

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Founder

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HCO BULLETIN OF 23 MAY 1971R  
Issue II  
REVISED 6 DECEMBER 1974

*Basic Auditing Series 2R*

**THE TWO PARTS OF AUDITING**

*From the LRH Tape 2 July 1964,  
"O/W Modernised and Reviewed"*

In order to do something for somebody you have to have a communication line to that person.

Communication lines depend upon reality and communication and affinity and where an individual is too demanding the affinity tends to break down slightly.

Processing goes in two stages.

1. To get into communication with that which you are trying to process.
2. Do something for him.

There is many a pc who will go around raving about his auditor, whose auditor has not done anything *for* the pc. All that has happened is that a tremendous communication line has been established with the pc and this is so novel and so strange to the pc that he then considers that something miraculous has occurred.

Something miraculous *has* occurred but in this particular instance the auditor has totally neglected *why* he formed that communication line in the first place. He formed it in the first place to *do* something for the pc.

He very often mistakes the fact that he has formed a communication line, and the reaction on the pc for his having formed one, with having *done* something for the pc.

There are two stages.

1. Form a communication line.
2. Do something for the pc.

Those are the two distinct stages. It is something like (1) Walking up to the bus, and (2) Driving off. If you don't drive off you *never* go anyplace.

It is a very tricky and no small thing to be able to communicate to a human being who has never been communicated to before. This is quite remarkable, and is such a remarkable feat that it appears to be an end-all of Scientology to some.

But you see that's just walking up to the bus. Now you have got to *go* someplace.

Any upset that the individual has is so poised, it is so delicately balanced, that it is difficult to maintain. *It is not difficult to get well.* It is very hard to remain batty. A fellow has to work at it.

If your communication line is *very* good and *very* smooth and if your auditing discipline is *perfect* so you don't upset this communication line and if you just made a foray of no more importance than saying something like—What are you doing that's sensible and why is it sensible?—and kept your communication line up all the while and kept your affinity up with the pc all the while, did it with perfect discipline, you would see more aberration fall to pieces per square inch than you ever thought could exist.

Now that's what I mean when I say *do something for the pc.*

You must audit well, get *perfect* discipline and get your communication cycle *in*. Don't ARC Break the pc, let your cycles of action *complete*.

All of that is simply an entrance. You see, the discipline of Scientology makes it possible to do this, and one of the reasons *why* other fields of the mind never *got anyplace and could never* get near anybody was because they couldn't communicate to anybody.

So that discipline is *important*.

That is the ladder that goes up to the door and if you can't get to the door you can't do anything.

The perfect discipline of which we speak, *the perfect communication cycle*, the perfect auditor presence, perfect meter reading—all of *these* things are just to get you in a state where you *can do* something for somebody.

So when you're real slow picking up the discipline, real slow picking up keeping in the communication cycle, when you're pokey on the subject you are still 9 miles from the *ball*. You're not even attending yet.

What you want to be able to do is audit *perfectly*. By that we mean keep in a communication cycle, be able to approach the pc, be able to talk to the pc, and be able to *maintain* the ARC. Get the pc to give you *answers* to your questions. Be able to read a meter and get the *reactions*.

All of those things have to be *awfully good* because it's very difficult to get a communication line in to somebody anyway. They all have to be present and they all have to be *perfect*. If they are all present and they are all perfect, *then* we can *start* to process somebody. *THEN* we can start to process somebody.

I'm giving you an entrance point here of, if all your cycles were perfect, if you were able to sit there and confront the pc and meter that pc and keep your auditing report and do all these multiple various things, and keep a pleasant smile on your face and *not chop his communication*, well then there is something you *do* with *these* things. *It takes a process now*.

*We used to have it all backwards. We used to try and teach people what they could do for somebody. But they could never get in communication with him to do it, so therefore you had failures in processing.*

*The most elementary procedure would be—"What do you think is sensible?"—or anything of that sort. The pc says, "Well, I think **horses sleep in beds**. That's sensible. "The auditor says, "Alright Now why is that sensible?" The pc says, "Well ... ah .... Hey! . . . That's not sensible. That's nuts!" You actually wouldn't have to do anything more than that He's cognited. You've flattened it. It's so easy to do, but you keep looking for some magic.*

*Well, your magic is in getting into communication with the person. The rest is very easy to do, all you have to do is **remain** in communication with the person while you are doing this, and realize that these huge aberrations he's got are poised with the most fantastically delicate balance on little pinheads. All you have to do is to phooph and these things crash*

Now if you're *not* in communication with this person he doesn't cognite. He takes it as an accusative action. He tries to justify thinking that way. He tries to make himself look good to you and tries to put on a public front of some kind or another. He tries to hold up his status.

Anytime I see a bunch of pcs around who want to jump happily to something else because sane people run on that and crazy people run on something else, and they never have to be run on the crazy one, I right away know their auditors are *not* in communication with them and that auditing discipline itself has broken down because the pc is trying to justify himself and trying to uphold his *own* status. So he must be defending himself against the auditor.



The auditor couldn't possibly be in communication with him.

So we are right back *to* the fundamental of why didn't the auditor get into comm with the pc in the first place.

You get into communication with the pc in the first place by doing proper Scientology discipline. *That is not any trick. It goes off 1, 2, 3, 4*

You sit down and you start the session and you start handling the pc and his problems and that sort of thing and you DO IT BY COMPLETING YOUR COMMUNICATION CYCLES AND NOT CUTTING HIS COMMUNICATION—*THE VERY THINGS YOU ARE TAUGHT IN THE TRs*, and you find you are in communication with the person. *Now you've got to do something for the person.*

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

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

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

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

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

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

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

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

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

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

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

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

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HCO BULLETIN OF 23 MAY 1971

Issue III

Reissued 1 December 1974

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CANCELS  
BTB OF 23 MAY 1971  
Issue III  
SAME TITLE

***Basic Auditing Series 3***

**THE THREE IMPORTANT COMMUNICATION LINES**

*From the LRH Tape 15 Oct 63,  
“Essentials of Auditing”*

When you are sitting in an auditing session what are the 3 important communication lines and what is their *order of importance*?

1. The first is the Pc's line to his bank. The *Itsa Maker* line.
2. The second is the Pc's line to the Auditor. The *Itsa* line.
3. The third is the Auditor's line to the Pc. The *What's-it* line.

Now the definition, “*Willing to talk to the Auditor*”, is very easy to interpret as “*Talking to the Auditor*”. So the Auditor *cuts the line the Pc has to the bank* in order to get the Pc to talk, because “It's the *Itsa* line that blows the charge,” he says.

So the Auditor *cuts the Pc's communication line* with his bank in order to *bring about* an *Itsa* line—and then he wonders why he gets no TA action and why the Pc ARC Breaks.

This cut communication line is not perceivable to the naked eye. It's hidden because it's from the Pc—a Thetan unseen by the Auditor—to the Pc's bank—unseen by the Auditor.

The Auditor is simply there to use the *What's-it* line in order to get the Pc to confront his bank. The charge blows off it to the degree that it's confronted and this is represented by the *Itsa* line.

The *Itsa* line is a report on what has been as-ised, that gives it its flow.

The *sequence* of use of these lines in an auditing cycle is 3, 1, and then 2.

Where the Auditor neglects this hidden line from the Pc to the Pc's bank, where he doesn't understand that hidden line and can't integrate it or do anything with it he is going to fail.

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

*Basic Auditing Series 4R*

**COMMUNICATION CYCLES WITHIN THE  
AUDITING CYCLE**

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

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

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

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

Cause-----Distance----->Effect

Auditor

Pc

Effect<-----Distance-----Cause

These are completely distinct one from the other. The only thing that connects them and makes an auditing cycle, is the fact that the Auditor, on his communication cycle, has calculatingly restimulated something in the Pc which is then discharged by the Pc's communication cycle.

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

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

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

C-----Command----->E

Auditor

E<-----Answer -----C

Pc

C-----Acknowledgement----->E

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

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

```

                Did Pc receive,
c-----Understand and-----c
                answer command

                C-----Command----->E

Auditor      E<-----Answer -----C                Pc
                C-----Acknowledgement----->E

```

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

Well, they actually needn't ever have gone wrong in the first place if this line had been in. *What is the Pc doing completely aside from answering? Well, what he is doing is this other little sub-cause, distance, effect line.*

Another of these tiny lines is the cause, distance, effect line of—"Is the Pc ready to receive an auditing command?"

This is the Pc causing and it rides up the line across distance, *is received at the Auditor* and the Auditor perceives that the Pc is doing something else.

It is an important one and you find that Auditors goof that one very often; the Pc's attention is still on a prior action.

Now here's another one—"Has the Pc received the acknowledgement?" Sometimes you violate this one. You have been acknowledging but you've never seen that he didn't receive the acknowledgement. *That perception has another little tiny one in it that actually comes on this line; it is—"Has the Pc answered everything?"*

The Auditor is watching the Pc and the Auditor sees that the Pc has not said all that the Pc is going to say. You sometimes get into trouble with Pcs that way. Everything at "cause" hasn't moved on down the line to effect and you haven't perceived all of the "effect" and you go into the acknowledgement one before this line has completed itself.

That's chopping the Pc's communication. You didn't let the communication cycle flow to its complete end. The acknowledgement takes place and of course it can't go through as it's an inflowing line and it jams right there on the Pc's incomplete outflowing answer line.

```

                Is the Pc ready
e<-----for the command?-----c

                Did Pc receive,
c-----Understand and-----c
                answer command

                C-----Command----->E

Auditor      E<-----Answer -----C                Pc
                C-----Acknowledgement----->E

                Did Pc complete the
e<-----answer and receive-----c
                acknowledgement?

```

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

There is *another* communication cycle inside the auditing cycle and that is at the point of the Pc. It's a little additional one and it's between the Pc and himself. *This is him talking to him. You're listening to the inside of his skull when you're examining it. /t actually can be multiple as it depends upon the complications of the mind.*

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

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

A communication cycle consists of just cause, distance, effect with intention, attention, duplication *and understanding*. How many of these are there in *one* auditing cycle? You'd have to answer that with how many *principal* ones there are *because some auditing cycles contain a few more*. If a Pc indicates that he didn't get the command (*cause, distance, effect*), the Auditor would give a repeat of it (*cause, distance, effect*) and that would add 2 more communication cycles to the auditing cycle, *so you've got 9*—because there was a flub. So anything unusual that happens in a session adds to the number of communication cycles in the auditing cycle, but they are still *all* part of the auditing cycle.

Repetitive commands as an auditing cycle, is doing the same cycle over and over again.

Now there is a completely *different* cycle *inside the same pattern*. The Pc is going to originate and it's got *nothing to do* with the auditing cycle. The only thing they have in common is that they both use communication cycles. *But this is brand new*. The Pc says something that is not germane to what the Auditor is saying or doing and you actually have to be alert for this happening at any time and the way to prepare for it is just to realize that it can happen at any time and just go into the drill that handles it. Don't get *it* confused with the drill that you have as an auditing cycle. Consider it its own drill. You *shift gears into this drill when the pc does something unexpected*.

*And, by the way, this handles such a thing as the Pc originates by throwing down the cans. That's still an origin*. It has nothing to do with the auditing cycle. Maybe the auditing cycle went to pieces and this origination cycle came in. Well, the auditing cycle can't complete because this origin cycle is now here. That doesn't mean that this origin has precedence or dominance but it can start and take place and have to be *finished off* before the auditing cycle can resume.

So this is an interruptive cycle and it is cause, distance, effect. *The Pc causes something. The Auditor now has to originate as the Auditor has to understand what the Pc is talking about—and then acknowledge. And to the degree that it is hard to understand, you have the cause, distance, effect of the Auditor trying to clarify this thing; and every time he asks a question, he's got a new communication cycle.*

*You can't put a machine action at that point because the thing has to be understood. And this must be done in such a way that the Pc isn't merely repeating his same origination or the Pc will go frantic. He'll go frantic because he can't get off that line—he's stuck in time and it really upsets him. So the Auditor has to be able to understand what the devil the Pc is talking about. And there's really no substitute for simply trying to understand it.*

There is a little line where the Pc indicates he is going to say something. *This is a line (cause, distance, effect) that comes before the origination takes place so you don't run into a jam and you don't give the auditing command.* The effect at the Auditor's point is to shut up and let him. There can be another little line (*cause, distance, effect*) where the Auditor indicates he is listening. Then there is the origination, the Auditor's acknowledgement of it and then there is the perception of the fact that the Pc received the acknowledgement.

That's your origination cycle.

An Auditor should draw all these *communication* cycles out on a scrap of paper. *Just take a look at all these things; mock up a session* and all of a sudden it will become very straight how these things are and you won't have a couple of them jammed up. What's mainly wrong with your *auditing cycle* is that you have confused a couple of *communication cycles* to such a degree that you don't differentiate that they exist. That's why you sometimes chop a Pc who is trying to answer the question.

You know whether the Pc has answered *the* question or not. How *did you* know? Even if it's telepathy it's *cause, distance, effect*. It doesn't matter how that communication took place, you know whether he's answered the command by a communication cycle. I don't care how you sense this.

If you are nery on the subject of handling the basic tool of auditing and if that's giving you trouble (and *if you* get into trouble *by suddenly breaking it down and analyzing it*) then it should be broken down and analyzed *at a time when you're auditing something nice and simple*.

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

L. RON HUBBARD  
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*Basic Auditing Series 5R*

**THE COMMUNICATION CYCLE IN AUDITING**

*From the LRH tape 6 Feb 64,  
"Comm Cycle in Auditing"*

The ease with which you can handle a communication cycle depends on your ability to observe *what* the pc is doing.

We have to add to the simplicity of the communication cycle OBNOSIS (observation of the obvious).

Your inspection of what you are doing should have ended with your training. Thereafter it should be taken up exclusively with the observation of what the pc is doing or is not doing.

Your handling of a communication cycle ought to be so instinctive and so good that you're never worried about what you do now.

The time for you to get all this fixed up is in training. If you know your communication cycle is good you haven't any longer got to be upset about whether you're doing it right or not. You *know* yours is good, so you don't worry about it any more.

In actual auditing, the communication cycle that you watch is the *pc's*. Your business is the communication cycle and responses of the *pc*.

This is what makes the auditor who can crack any case and when absent you have an auditor who couldn't crack an egg if he stepped on it.

This is the difference, it's whether or not this auditor can *observe* the communication cycle of the pc and repair its various *lapses*.

It's so simple.

It simply consists of asking a question that the pc *can* answer, and then observing that the pc answers it, and when the pc has answered it, observing that the pc has completed the answer to it and is *through* answering it. Then give him the acknowledgement. Then give him something else to do. You can ask the same question or you can ask another question.

Asking the pc a question he *can* answer involves clearing the auditing command. You also ask it of the pc so that the pc can *hear* it and knows what he's being asked.

When the pc answers the question be bright enough to know that the pc is answering *that* question and not some other question.

You have to develop a sensitivity—when did the pc finish answering what you've asked. You can tell when the pc has finished. It's a piece of knowingness. He looks like he's finished and he feels like he's finished. It's *part sense; it's part his vocal intonation; but it's an instinct that you develop. You know he's finished.*

Then knowing he's finished answering you tell him he's finished with an acknowledgement, OK, Good, etc. It's like pointing out the by-passed charge to the pc. Like—"You have now found and located the by-passed charge in answer to the question and you have said it." *That's* the magic of acknowledgement.

If you don't have that sensitivity for when the pc is finished answering—he answers, gets nothing from you, you sit there and look at him, his social machinery goes into action, he gets onto self auditing and you get no TA action.

The degree of stop you put on your acknowledgement is also your good sense because you can acknowledge a pc so hard that you finish the session right there.

It's all very well to do this sort of thing in training and it's forgivable, but *NOT* in an auditing session.

Get your own communication cycle sufficiently well repaired that you don't have to worry about it after training.

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***Basic Auditing Series 6***

**AUDITOR FAILURE TO UNDERSTAND**

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

“I did not (hear you) (understand what was said) (get that last).”

To do anything else is not only bad form, it can amount to a heavy ARC Break.

**INVALIDATION**

To say “You did not speak loud enough\_\_\_\_\_” or any other use of “you” is an invalidation.

The pc is also thrown out of session by having responsibility hung on him or her.

The *Auditor is* responsible for the session. Therefore the auditor has to assume responsibility for all comm breakdowns in it.

**EVALUATION**

Far more serious than Invalidation above, is the accidental evaluation which may occur when the auditor *repeats* what the pc said.

NEVER repeat anything a pc says after him, no matter why.

Repeating not only does not show the pc you heard but makes him feel you're a circuit.

The highest advance of 19th Century Psychology was a machine to drive people crazy. All it did was repeat after the person everything the person said.

Children also do this to annoy.

But that isn't the main reason you do *not* repeat what the pc said after the pc. If you say it wrong the pc is thrown into heavy protest. The pc must correct the wrongness and hangs up right there. It may take an hour to dig the pc out of it.

Further, don't gesture to find out. To say, pointing, “You mean this item, then,” is not only an evaluation but a nearly hypnotic command, and the pc feels he must reject very strongly.

Don't tell the pc what the pc said and don't gesture to find what the pc meant.

Just get the pc to say it again or get the pc to point it out again. That's the correct action.

## DRIVING IN ANCHOR POINTS

Also, do not shove things at a pc or throw things to a pc. Don't gesture toward a pc. It drives in anchor points and makes the pc reject the auditor.

## ROCK SLAMMER

The reason a person who Rock Slams on Scientology or auditors or the like can't audit well is that they are wary of a pc and feel they must repeat after the pc, correct the pc or gesture toward the pc.

But Rock Slammer or not, any new auditor may fall into these bad habits and they should be broken fast.

## SUMMARY

A very high percentage of ARC Breaks occur because of a failure to understand the pc.

Don't *prove you* didn't with gestures or erroneous repeats.

Just audit, please.

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*Basic Auditing Series 7*

**PREMATURE ACKNOWLEDGEMENTS**

Here's a *new* discovery. Imagine my making one on the Comm Formula after all these years.

Do people ever explain to you long after you have understood?

Do people get cross with you when they are trying to tell you something?

If so, you are suffering from Premature Acknowledgement.

Like body odor and bad breath, it is not conducive to social happiness. But you don't use Lifebuoy soap or Listerine to cure it, you use a proper comm formula.

When you "coax" a person to talk after he has begun with a nod or a low "yes" you ack, make him forget, then make him believe you haven't got it and then make him tell you at GREAT length. He feels bad and doesn't cognite and may ARC Break.

Try it out. Have somebody tell you about something and then encourage before he has completely told you all.

THAT'S why pcs Itsa on and on and on and on with no gain. The auditor prematurely acknowledged. THAT'S why pcs get cross "for no reason". The auditor has prematurely and unwittingly acknowledged. THAT'S why one feels dull when talking to certain people. They prematurely acknowledge. That's why one thinks another is stupid—that person prematurely acknowledges.

The quickest way to become a social pariah (dog) is to prematurely acknowledge. One can do it in *many* ways.

The quickest way to start the longest conversation is to prematurely acknowledge for the person believes he has not been understood and so begins to explain at greater and greater length.

So this was the hidden ARC Break maker, the cognition wrecker, the stupidifier, the Itsa prolonger in sessions.

And why some people believe others are stupid or don't understand.

Any habit of agreeable noises and nods can be mistaken for acknowledgement, ends cycle on the speaker, causes him to forget, feel dull, believe the listener is stupid, get cross, get exhausted explaining and ARC Break. The missed withhold is inadvertent. One didn't get a chance to say what one was going to say because one was stopped by premature acknowledgement. Result, missed w/h in the speaker, with all its consequences.

This can be counted on to make you feel frightened of being "agreeable with noises or gestures" for a bit and then you'll get it straight.

What a piece of tech to remain incompletely explained. Fair scares one it does. And in the Comm Formula too!

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*Basic Auditing Series 8*

**“LETTING THE PC ITSA”  
THE PROPERLY TRAINED AUDITOR**

The most painful thing I ever hope to see is an auditor “letting a pc Itsa”.

I have seen auditors let a pc talk and talk and talk and talk and run down and talk and run down and talk again until one wondered where if anywhere that auditor had been trained.

In the first place such an auditor could not know the meaning of the word ITSA.

The word means “It is a .....

Now how an auditor letting a pc talk believes he is getting a pc to spot what IT is is quite beyond me.

This pc has been talking all his life. He isn't well. Analysts had people talk for five years and they seldom got well.

So how is it supposed to happen today that a pc, let talk enough, will get well.

It won't.

The auditor does not know the very basics of auditing skills. That's all. These are the TRs.

An auditor who can't do his TRs can't audit. Period.

Instead he says he is “letting the pc Itsa”.

If by this he means he is letting the pc drive all over the road and in both ditches, then this isn't auditing.

In auditing an auditor guides. He gives the pc something to answer. When the pc answers the pc has said “IT IS A .....

If the pc answers and the auditor acknowledges too soon the pc tends to go into an anxiety—he has been chopped. So he talks more than he wanted.

If the pc answers and the auditor does not acknowledge, then the pc talks on and on, hoping for an acknowledgement that doesn't come, “runs dry”, tries again, etc.

So premature or late-or-never acks result in the same thing—the pc running on and on and on.

And they *call* it “letting the pc Itsa”. Bah! If a pc talks too much in session he either is getting cut off too fast by the auditor or hasn't got an auditor at all. It isn't “Itsa”. It's

lousy TRs. (The one single exception is the pc who had years in analysis but even he begins to get better with proper TRs used on him.)

The proper cure is to drill the auditor until the auditor realizes:

1. The *auditor* asks the questions.
2. The pc says what is the answer, "It's a ....."
3. The auditor acks when the pc has said it to the pc's satisfaction and
4. The auditor acks when the pc has finished saying "It's a ....."

And that's Itsa.

Scientology auditing is a precision skill, not a gag blip goo slup guck blah.

1. The auditor wants to know .....
2. The pc says it is .....
1. 2.1. 2.1. 2. etc.

### TECH SAVVY

Now an auditor who doesn't know his technology about the mind and his processes of course never knows what to ask. So he or she simply sits like a lump of sacking hoping the pc will say something that makes the pc feel better.

A sure sign that an auditor doesn't know an engram from a cow about processes is seeing a pc "Itsa" on and on and on.

In Scientology we *do* know what the mind is, what a being is, what goes wrong in the mind and how to correct it.

We aren't psychoanalysts or psychiatrists or Harley Street witch doctors. We do *know*.

The data about beings and life is there in Scientology to be learned.

It isn't "our idea" of how things are, or "our opinion of" ....

Scientology is a precision subject. It has axioms. Like geometry. Two equilateral triangles aren't similar because Euclid said so. They're similar because they are. If you don't believe it, look at them.

There isn't a single datum in Scientology that can't be proven as precisely as teacups are teacups and not saucepans.

Now if we get a person fresh out of the study of "the mystical metaphysics of Cuffbah" he's going to have trouble. His pcs are going to "Itsa" their heads off and never get well or better or anything. Because that person doesn't know Scientology but thinks it's all imprecise opinion.

The *news* about Scientology is that it put the study of the mind into the precise exact sciences. If one doesn't know that, one's pcs "Itsa" by the hour for one doesn't know what he is handling that he is calling "a pc".

By my definition, an auditor is a real auditor when his or her pcs DON'T overtalk or undertalk but answer the auditing question and happily now and then originate.

So how to tell an auditor, how to determine if you have trained one at last, is DO HIS PCS ANSWER UP OR DO THEY TALK ON AND ON.

If I had an auditor in an HGC whose pcs yapped and yapped and ran dry and yapped while the auditor just sat there like a Chinese pilot frozen on the controls, I would do the following to that “auditor”:

1. Remedy A, *Book of Case Remedies*.
2. Remedy B, *Book of Case Remedies*.
3. Disagreements with Scientology, technology and orgs and Scientology personalities all found and traced to basic and blown.
4. A grind study assignment of the Scientology Axioms until the “auditor” could DO THEM IN CLAY.
5. A memorization of the Logics, Qs (Prelogics) and Axioms of Dianetics *and* Scientology.
6. TRs 0 to 4 until they ran out of his or her ears.
7. Trs 5 to 9.
8. Op Pro by Dup until FLAT.
9. A hard long study of the Meter.
10. The ARC triangle and other scales.
11. The Processes of Level 0.
12. Some wins.

And I’d have an *auditor*. I’d have one that could make a Grade Zero Release *every* time.

And it’s lack of the above that causes an “auditor” to say “I let the pc Itsa” with the pc talking on and on and on.

Scientology is the breakthrough that made the indefinite subject of Philosophy into a precision tool.

And pcs get well and go Release when it is applied.

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[The original issue said “*Level O*” above the title.]

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*Basic Auditing Series 9*

**COMM CYCLE ADDITIVES**

There are *no* additives permitted on the Auditing Comm Cycle.

Example: Getting the pc to state the problem after the pc has said what the problem is.

Example: Asking a pc if that is the answer.

Example: Telling pc "it didn't react" on the meter.

Example: Querying the answer.

This is the WORST kind of auditing. Processes run best MUZZLED. By muzzled is meant using ONLY TR 0, 1, 2, 3 and 4 by the text.

A pc's results will go to HELL on an additive comm cycle.

There are a hundred thousand tricks that could be added to the Auditing Comm Cycle. EVERY ONE of them is a GOOF. The ONLY time you ever ask for a repeat is when you couldn't hear it.

Since 1950, I've known that all auditors talk too much in a session. The maximum talk is the standard model session and the TR 0 to 4 Auditing Comm Cycle ONLY.

It is a serious matter to get a pc to "clarify his answer". It is in fact an Ethics matter and if done habitually is a Suppressive Act, for it will wipe out all gains.

There are mannerism additives also.

Example: Waiting for the pc to look at you before you give the next command. (Pcs who won't look at you are ARC Broken. You don't then twist this to mean the pc has to look at you before you give the next command.)

Example: A lifted eyebrow at an answer.

Example: A questioning sort of ack.

The Whole Message is

**GOOD AUDITING OCCURS WHEN THE COMM CYCLE ALONE IS USED AND IS MUZZLED.**

Additives on the Auditing Comm Cycle are ANY ACTION, STATEMENT, QUESTION OR EXPRESSION GIVEN IN ADDITION TO TRs 0-4.

They are Gross Auditing Errors. And should be regarded as such.

Auditors who add to the Auditing Comm Cycle never make Releases.

So, that's Suppressive.

Don't do it!

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***Basic Auditing Series 10R***

**RECOGNITION OF RIGHTNESS OF THE BEING**

*Taken from the LRH Tape  
"Good Indicators", 7 January 1964*

An auditor's tendency is to look for wrongnesses. He is always trying to find something wrong with the pc. That's the nature of Scientology; we assume that there is something wrong with somebody otherwise he wouldn't be here and be dead in his head, and he would be *capable of* doing a great deal more than he is *doing at the particular moment*.

An individual is basically and routinely good, capable of many actions and considerable power.

In the state of a Free Thetan or Native State he is a far more powerful individual than when *he's been* complicated up.

It's the idea of the additive data to the Thetan. Try to give somebody something he doesn't want and you are going to overthrow his power of choice. His power of choice is the only thing that he had to begin with, which gave him power, capability and anything else *and* that power of choice has been consistently and continuously overthrown by giving him things he didn't want and taking away from him things he didn't want to get rid of *back and forth*. You get the individual pretty overwhelmed and he goes down in power.

What happened to him *actually is* he solved something that didn't need solving. There was something he couldn't confront so he *solved* it and he fixed the solution.

Anytime you fix these solutions, for ever and ever you put the individual down *grade*. An individual becomes aberrated by additives. His experiences in this universe are usually calculated to degrade and depower him. Now all you have to do is pick up all of *these* criss-crosses and you return him to power.

Man is an added-to being and everything that has been added to him has decreased his ability to cope. *When you add something to the Being he gets worse*.

We are in the business of deleting wrongnesses from the individual.

Even the Freudian Analyst realized that some additive had been added that should be deleted. So the idea of deleting something to bring about a recovery is not new with us.

Because we are in the business of deleting wrongnesses from the individual we seldom look at rightnesses and that's what's wrong with most auditors. They are so anxious to find the wrongness—and quite properly—and they never really look at the rightness. If they don't look at the *rightnesses that are present*, then they aren't appreciating the degrees of truth that are present *that can be promoted into more truth*.



In other words they are starting at a level of no truth present all the time so of course they never make any forward progress.

You must realize that there must be truth present and that this truth must be *recognized* and that this is hand-in-glove a part of auditing—*the recognition of the fact that truth is present*.

If you only look for *wrongnesses* and only recognize *wrongnesses* then you will never be able to pull anything up a gradient because you won't think you have any *rightnesses* to work with. It just all looks wrong to you.

You have to be *able* to look at the wrongnesses in order to right them but we also have to be able to look at the rightnesses in order to *increase* them.

*We are only trying to find wrongnesses in order to increase rightnesses, and that's very important. If you have no rightnesses present in a session you will never be able to make any progress of any kind. Progress is built on a gradient scale of rightnesses by which you delete wrongnesses and they drop and fall away.*

*Therefore, Processing is an action by which wrongnesses can be deleted from the case to the degree that rightnesses are present in the session. You cannot take a case that doesn't have any rightness present and delete a wrongness. So you have to realize that there are rightnesses present and then you increase those rightnesses. That makes it possible for you to pick up the wrongnesses and that's what auditing consists of.*

*Auditing is a contest of maintaining rightnesses so that we can delete wrongnesses. If you keep on deleting wrongnesses, all the while maintaining and increasing the rightnesses you eventually wind up with a very right being. You are trying to get a *right being*, therefore if you don't continually encourage right beingness you never wind up with a right being.*

You must learn to observe an auditing session. You want your pc to wind up in a right state—in a more native, more capable, less overwhelmed, higher power of choice sort of state. You want him to wind up with more *rightnesses*.

Therefore, if you audit so that you do not encourage and increase *rightnesses* then you won't wind up with a right pc.

The degree of rightness you have present must *exceed* the wrongness you are going to pick up. It's a proportional action. If you've got as much *wrongness* in a session as you've got rightness you're not riding on any cushion. It makes a very difficult job of auditing. If you want to pick up this little wrongness, you have to have rightnesses present *which are big enough* to engulf it. That makes easy auditing.

If the rightnesses in the session are very minor and the problem is a tiny one, there isn't enough rightness in the session to handle the problem and the pc cannot erase it.

**THE PC'S ABILITY TO AS-IS OR ERASE IN A SESSION IS DIRECTLY PROPORTIONAL TO THE NUMBER OF GOOD INDICATORS PRESENT IN THE SESSION.**

And his inability to cope in a session rises proportionally to the number of bad indicators present in a session.

*Any process has its own series of bad indicators. And the bad indicator moves in when the good indicator moves out. So you have to have a primary knowledge of good indicators.*

*Don't look for bad indicators on and on and on; you'll drive the pc around the bend and suppress the good indicators. What you want to do is know your good indicators for the level you are running so well that when one of them disappears out of*

*the session, your ears go up and you instantly look for the bad indicator. Don't look for the bad indicator until you see the vanishment of the good indicator. Otherwise you're continually prowling around looking for wrongnesses in a session and you keep a pc very upset and you get no auditing done of any kind whatsoever.*

Remember this next time you see a pc start to bog and drag *and flounder one way or the other*. You've got to get the pc's good indicators back in before you can get the pc to handle what you want him to handle.

What influences the attitude of the pc is an ARC Break (that of course is influenced earlier by the *auditor's* behavior), or the pc has an overt on the auditor or the pc has a missed withhold.

An auditor who never gets in and finds out what is wrong in the session—the reasonable auditor—messes up pcs like mad.

If all the good indicators are present the auditor *knows* he is doing a good job of auditing.

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HCO BULLETIN OF 23 MAY 1971

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

Issue IX

***Basic Auditing Series 11***

**METERING**

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

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

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

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

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HCO BULLETIN OF 26 MAY 1971

Remimeo  
Basic Cse Super Hat  
D of P Hat  
C/S Hats  
Tech Sec

*C/S Series 38*

**TRS COURSE AND AUDITING  
MIXING MAJOR ACTIONS**

With the use of TRs The Hard Way on basic courses, auditors and students, a rule must be laid down:

A PERSON ON A TR COURSE OR IN PROGRESS  
ON A TR CYCLE MAY NOT ALSO BE AUDITED.

And a second rule:

HGC ADMIN AND THE D OF P MUST BE  
INFORMED OF ENROLLMENTS ON TR COURSES  
OR TRS IN CRAMMING AND MUST SO MARK A  
PC'S FOLDER WITH DATE.

And a third rule:

IN AN ADVANCED ORG THE ADV CSE ADMIN  
MUST ALSO BE INFORMED OF STUDENTS  
ENROLLING ON A TR COURSE.

And a fourth rule:

A SIGN MUST BE PLACED IN QUAL AND IN A TR  
CLASSROOM "WHILE WORKING ON TRS AND  
UNTIL THEY ARE PASSED, DO NOT ACCEPT  
AUDITING." IN AN AO OR SH THIS READS  
"WHILE WORKING ON TRS AND UNTIL THEY  
ARE PASSED, DO NOT ACCEPT AUDITING OR DO  
SOLO."

The reason for these rules lies in the major C/S rules:

DO NOT BEGIN NEW PROGRAMS TO END OLD.

DO NOT START A NEW ACTION BEFORE  
COMPLETING THE EXISTING ONE.

And the auditor rule:

OBTAIN AN F/N BEFORE STARTING THE NEXT  
C/S ACTION. IF UNABLE TO DO SO, NEVER  
BEGIN THE NEXT C/S ACTION BUT END  
SESSION AND RETURN THE FOLDER TO THE  
C/S.

The surest way in the world to bog a case is to:

1. Begin a new process without obtaining an F/N on the one just run.
2. Begin a major action without completing the old one.

3. Begin a major action without setting up a case with ruds and F/Ns.
4. Begin a new program without completing the old one.
5. Start several programs without finishing any.
6. Enter a new major action into a case already in progress on another incomplete major action.

I have seen a case on as many as *five* major actions with none complete. And when I see this the first thing I take up is the first unflat incomplete program and get it finished, then the next, then the next. The case comes out all smooth.

Example: Case is on but not complete on Dianetic auditing. Switched to grades. Incomplete on grades, gets a Prog Pgm. Incomplete on a Prog Pgm, shifted to Power.

The only apparent exception is a repair. A case can be repaired if bogged **PROVIDING THE ORIGINAL ACTION IS REHABBED IF O/R OR COMPLETED TO EP.**

A Progress Pgm may reach EP before the *written up* program is completed.

Thus a Process Completion is defined as the END PHENOMENA of the process. A Program is complete when the END PHENOMENA of the Program is attained.

#### TRs

Any course or program containing TRs 0-4, 6-9 or Admin TRs is a major program in itself. It produces case gain—if run right—and has an End Phenomenon.

Further, by actual experience when a person is on a real (not a patty-cake and weak) TR Course and is also being audited at the same time, the C/S and Auditor if they don't know the person is also on TRs can be utterly baffled and worried as the case does not run right. "What did I do?" "What C/S was wrong?" "Look, his TA is high." "Now it's low." "Last session he \_\_\_\_." And the C/S and auditor engage in efforts to handle the odd case behavior. But the person, unknown to them, was *also* on a real TR Course and his case was changing!

#### INTERJECTED PGMS

You can also run into this same oddity with a mystic who does "bathe the body in light" every night or a wife whose husband audits her between HGC sessions or a self-auditor.

The principle is the same. The C/S and auditor are going down Well being Street and hidden trucks keep dashing out of alleys and running into the pc.

#### LIFE

The reason auditing should be done in intensive packages, not 1 hour a week or a session a month lies in the fact that LIFE can run a new action in on a pc.

It's a great way to waste auditing to let a pc have a session once a week. You can't even keep his ruds in if he lives in any confusions.

So nothing is done for the *case*, all the auditing goes to handle the life interjections!

#### CROSS PROGRAMMING

A case runs on cycles of actions. This is true in the auditing comm cycle. It is true in a process cycle. It is true in a program cycle.

New things being crossed into old incomplete things make a sort of ARC Break situation like a cut comm cycle.

One could do everything with a process or a program OR A COURSE that you find on an L1C. It would not be very wise.

No case gain can be created by lack of a comm cycle in an auditor, lack of an action cycle in processes or messing up a program cycle.

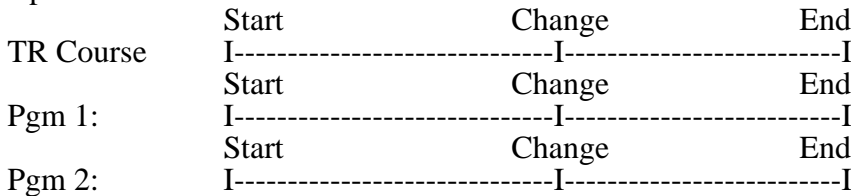
If you don't believe it, run an L1C on a pc with "Processes" and "Programs" and "Courses" as a prefix. You'd be amazed. Further the fellow who doesn't reach the EP of a *Course* is likely never to use that material or be faulty with the subject.

Usual study courses like admin or tech give case gain. One can carry on with auditing parallel to them. But still expect a case to change a bit by study and baffle a C/S once in a while. But a *real* TR Course produces changes up and down and up that are not possible to *also* audit around. So they don't mix.

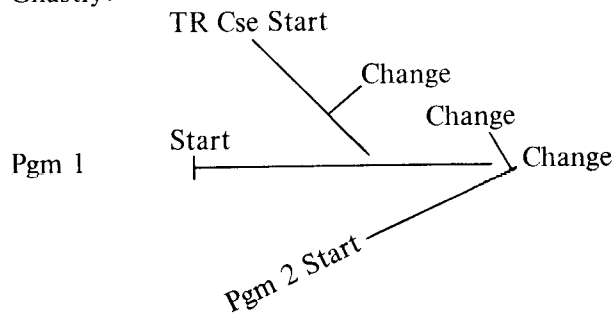
VISUAL IDEA

To get a visual idea of this:

Optimum:



Ghastly:



Where's the End?

Why, here, of course:



Got it?

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HCO BULLETIN OF 31 MAY 1971

Remimeo  
AOs  
AOSHs  
Class IX Course  
C/Ses

*C/S Series 39*

**BEST ADVANCE PROGRAM**

(As often done on Flag)

1. Dianetics to an EP
2. Scientology ARC Straight Wire
3. Triple Grades
4. Power
5. R6EW
6. Clear
7. OT I
8. OT II
9. OT III
10. LDN OT III and Handle
11. OT VII
12. OT III Expanded
13. L10
14. Dianetics to full EP
15. Expanded Grades to full EP each grade
16. OT IV
17. OT V
18. OT VI
19. OT VII Rehab
20. Any new OT Levels

Do not interpret this to be the *only* Advance Program. The L10 step of course can not be done until L10 is available in your area and is simply omitted until that time.

The data on running of Quadruple Dn is contained in the HCOBs on the subject:

HCOB 7 March 1971	—	C/S Series 28 Use of Quadruple Dianetics
HCOB 4 April 1971	—	C/S Series 32 Use of Quad Dianetics
HCOB 5 April 1971	—	C/S Series 33 Triple & Quad Reruns
HCOB 21 April 1971	—	C/S Series 36 Quadruple Dianetics Dangers of.

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[LDN is a list used for Pcs on OT III or above.]

*Study Series 2*

**CONFRONTING**

The first requisite of any subject is the ability to confront the various components (things) (parts) (divisions) of the subject itself.

All misunderstandings, confusions, omissions, alterations of a subject *begin* with failures or unwillingness to confront.

The difference between a good pilot and a bad pilot depends of course on consistent study and practice, but underlying this, determining whether the person *will* study and practice, is the ability to confront the components of study and airplanes.

A “quick study”, by which is meant a student who learns rapidly or a person who grasps a subject quickly, has a high ability to confront that subject.

In a dramatic profession, the wild animal trainer who could confront wild animals remained alive. The one who couldn't confront was too slow of perception to live long.

In a more common line of work, the *fast* typist could confront study and typing in the first place and the slow typist couldn't and can't.

The confusions about “talent” and “native ability” and such are resolved to no small extent when one recognizes the role played by the ability to confront.

Basically, if one can just be there with it, he can *then* achieve the skill of communicating with whatever “it” is and handling it.

Thus, before communicating with the components of a subject can properly begin, one must be able to be there comfortably *with* the components of the subject.

All power depends upon the ability to hold a location. To communicate one must be able to hold to a location.

This is even true in the physical universe. You can't move a chair unless you can hold a position yourself near the chair. If you don't believe it, try it.

Thus the ability to communicate with *precedes* the ability to handle. But before one can communicate with something one must be able to *be* in a location near it.

The age-old puzzle of how some scholars can get “A” on a subject they have studied and then not be able to *apply* even a scrap of the data is resolved by this fact of confronting. They can confront the book, the class and the thought. But they haven't attained the ability to confront the *physical objects* of the subject.

At least such “glib” students can confront the book, the paper, the thought. They are partway there.

Now all they need to do is confront as well the physical things to which the subject is applied and they would be able to apply what they know.

Some people are not so lucky as to be “glib” students. They have to work up to “being there” with the book, paper, classroom and teacher.

Thus “confronting” is actually the ability to be there comfortably and perceive.

Amazing reactions occur when conscious effort is made to do this. Dullness, perception trouble, fogginess, sleep and even pains, emotions and convulsions can occur when one knowingly sets out to BE THERE AND COMFORTABLY PERCEIVE with the various parts of a subject.

These reactions discharge and vanish as one perseveres (continues) and at last, sometimes soon, sometimes after a long while, one *can* be there and perceive the component.

As one is able to confront one part he then finds it easier to confront other components.

People have mental tricks they use to get around actual confronting—to be disinterested, to realize it’s not important, to be sort of half dead, etc—but these discharge (run out) as well eventually and at last they can just be there and comfortably perceive.

Eye blinks, swallows, twitches, aches, pains, are all systems of interrupting confronting and are the symptoms of discomfort. There are many of these. If they are present then one is not just being there and perceiving.

Confronting on a via (using a relay point) is another method of ducking out of it.

The worst off cannot even tolerate the idea of being there and perceiving anything. They run away, even go into emotional fits rather than be there and perceive. Such people’s lives are a system of interruptions and vias, all substitutes for confronting. They are not very successful. For success in life depends not on running away from it but by being there and perceiving it and then being able to communicate with it and handle it.

## TERMS

“A gradient scale” means a gradual increasing condition of, or a little more of, little by little.

A “skipped gradient” means taking on a higher degree or amount before a lesser degree of it has been handled. One has to go back and handle the missed degree or thing or else one will have just losses on a subject thereafter.

“Flattening” something means to do it until it no longer produces a reaction.

“Overrunning” something means accumulating protests and upsets about it until it is just a mass of stops. Anyone can do anything forever unless he begins to stop it.

“Invalidation” means a refuting or degrading or discrediting or denying something someone else considers to be a fact.

## GRADIENTS

Some of the things one would have to be able to be there and perceive in order to study, placed on a graduated scale of increasing difficulty are:

Beginning at all.

The classroom or work space.

Paper.



Books.

Writing materials.

Sounds.

A Student.

The Supervisor.

The area of the study subject's physical components.

The motionless equipment of the subject.

The moving equipment of the subject.

*Masses* connected with the subject.

The subject as a whole.

-----

The next stages would have to be confronting while moving. This requires a consecutive being there and perceiving even though one is occupying different locations.

The next stages would be confronting selectively while moving despite other things seeking to distract.

-----

This Bulletin is not an effort to set out the numerous confronting drills. It is intended to set out the various axioms or laws necessary to an understanding of the subject of confronting itself.

From these brief notes all the axioms can be derived.

The fundamental and basic simplicities of confronting itself is the first thing that must be grasped. All complexity surrounding any subject or action is derived (comes from) a greater or lesser inability to confront.

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HCO BULLETIN OF 2 JUNE 1971  
Issue II

Remimeo  
Class VIIIs  
Class VIII  
Checksheet

*URGENT*

C/S Series 37  
CANCELLED

C/S Series 37 Addition  
CANCELLED

**OVERRUN—DON'T USE**

(C/S Series 37R, HCOB 3 June 71  
is the valid one)

C/S Series 37 of 19 May 1971, "High TAs Are Overruns Plus Int RD Handling" and C/S Series 37 Addition, "TA Rising While Listing O/R List", are both CANCELLED and should be removed from any files, packs and destroyed.

Auditors are having enough failures with it to make it unsafe. And I have made a breakthrough which outdates it anyway. I am always the 1st to tell you of any error.

Leave this in your file.

C/S SERIES 37 IS *REPLACED* BY *C/S SERIES 37R* HCOB 3 JUNE 1971.  
HIGH AND LOW TAs.

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HCO BULLETIN OF 3 JUNE 1971

Remimeo  
VIII Checksheet  
All VIIIs  
Class IX  
Dept 10s  
All C/Ses

***C/S Series 37R***

REVISED

(C/S Series 37, HCOB 19 May 71 and C/S Series 37  
Addition, HCOB 21 May 71, have been cancelled  
and are not for use. They are replaced by this  
HCOB, C/S Series 37R.)

**MUST BE CHECKED OUT \*RATE  
AND IN CLAY BEFORE USE!**

**HIGH AND LOW TA BREAKTHROUGH**

High and Low TAs have been a longtime puzzle and stumbling block to Auditors.

The usual definition of OVERRUN is “gone on too long” or “happened too often”. This causes high TAs to occur.

In examining a few failures on using “overrun”, I have found that underlying this there is a more basic principle.

When a thetan believes something is “overrun” or “has gone on too long” or “was done too often” he is expressing only a symptom of another mechanism.

The truth is A THETAN CAN DO ANYTHING FOREVER.

To Audit “overruns” is auditing toward an untruth. Thus if carried on as a process it is really an out of ARC Process.

That which makes a thetan *believe* something can be overrun is the EFFORT TO STOP or THE EFFORT TO STOP HIM.

The effort to stop something, when generalized, becomes a “stop everything” and IS the entrance point of insanity. This has been known since 1967. But I did not earlier connect it with the OVERRUN phenomenon.

When a thetan has a long chain of efforts to stop or a chain of efforts to stop him (mixed up with protest, of course, and shame, blame and regret and other human emotion and reaction) he accumulates ridges. These make mass.

This mass makes the high TA.

In truth it is not possible to kill a thetan, so therefore any effort to stop a thetan would only have partial success. So the chain is also full of INCOMPLETES.

An incomplete cycle of action causes ARC Breaks.

Thus an OVERRUN is full of MASS and ARC Breaks!

As you possibly recall from the material of about 1955 the one process you must not run on a pc is “Look out of here and find something you can go out of ARC with.” This sends him into a dwindling spiral.

The common denominators of a bank are OUT OF ARC and STOP!

Thus if too long a list of “What has been Overrun” is required to obtain the first BD F/N item the listing action may very well restimulate much more bank than can easily be handled on some pcs.

As these are *also* the pcs with very high TA, if one lists for overrun and runs much too long a list to get his first BD F/N item, the pc can be heavily restimulated.

Listing errors or upsets can make this, then, too uncomfortable a proceeding for a pc and should NOT now be done.

And if it doesn't work on some pcs in the hands of some auditors, it must therefore be cancelled. Any recommendation on VIII Course to do it is cancelled.

The theory is correct as given on the VIII Course. There, a *few* items were intended. But now some very long lists have come up on some pcs which made the pc uncomfortable and were hard for the auditor to handle. Thus the BD F/N item overrun list must not be done.

CONTINUE is then the Reverse Action to overrun. Continue equals Survival.

The REVERSE to overrun therefore can be run as a process, to wit, “What would you be permitted to continue?” or “What could be Continued?”

This however would not be very successful. Thus the listing action is recommended as the process to use.

#### LISTS

SEVEN Lists can be done on Overrun itself by using the in-ARC Approach.

- Assess
- A. Self to another
  - B. Another to self
  - C. Others to others
  - D. Others to self
  - E. Self to self
  - F. Another to others
  - G. Others to another

Ordinarily the biggest read or any read has located a flow that will run and will be most real to the pc. But this is not true in handling overruns. The most stopped or rising read is where he's really hung. To get a TA down list the most stopped read or the *rise* of the read or the item that raised the TA when called. This is ONLY true of Overruns.

The list questions for the above are:

If A stopped: “What could you continue to do to another?”

If B stopped: “What could another continue to do to you?”

If C stopped: “What could others continue to do to others?”

If D stopped: “What could others continue to do to you?”

If E stopped: “What could you continue to do to yourself?”

If F stopped, list “What could another continue to do to others?”

If G stopped, list “What could others continue to do to another?”

The “Most stopped read” would be one that really froze the needle or caused it to rise or caused the TA to RISE such as 3.5 to 3.6.

The lists would be listed to a BD F/N item, Cog, VGIs. Actually the list could be listed forever. But the pc will get an item he likes and that F/Ns. He is then given his item. One does NOT null such lists unless one has really goofed.

ALL the lists A, B, C, D, E, F and G can be listed. To get a TA DOWN you list the flow that sends the TA UP. Then reassess for the next that sends the TA up, etc.

#### LOW TA

The same exact thing causes LOW TAs. The flow could be said to have overwhelmed the pc.

Exactly how you read the list for Low TA will be given in another HCOB after further tests are made. In theory it would go lower on assessment.

Please note that OUT TRs on the part of auditors is the most frequent cause of low TAs. TR 1 that drives the pc out through the back of his head can cause a low (below 2.0) TA on a lot of pcs.

#### END PHENOMENA

The End Phenomena, the “EP” of a TA HANDLING RUNDOWN would be all lists assessed or listed to F/N and the pc’s needle doing a persistent continual F/N for *days*. This means an F/N, wide, that nothing can kill.

#### DEPT 10

The Department of Special Cases should have auditors who can do this rundown by the book and with perfect results. It is really a Dept 10 technique.

#### FLOWS NOTE

There are about seven flow directions that can be used or listed. (1) Self to another, (2) Another to self, (3) Others to others, (4) Self to others, (5) Others to self, (6) Another to others, (7) Others to another.

“Flow” is an electronic flow in a direction. In Phoenix, Arizona, in 1952 an “Oscilloscope” (has a face like a radar, shows wave patterns and directions) was once hooked up to an E-Meter movement and showed that a mental flow will flow just so long in one direction. By reversing the repetitive commands when the left-right directional flow slowed, the flow turned around and flowed right-left then slowed, etc. So actual electrical flow occurs in response to the directional command (like “self to another”). Also it jams up when run too long on an average human because his mind has “overruns” in it already.

“Ridges” and masses come about from a conflict of flows opposing or being pulled back as in withholds.

High TAs are caused by two or more flows opposing thus making a mass or ridge.

Low TAs are caused by overwhelm by flows.

The thetan thinks of them as overruns and so quits on a subject or wishes he could.

This is why the TA behaves as it does on life and certain subjects.

There is no real reason why a flow can't go on forever in one direction unless a thetan tries to stop it. Then it ridges and makes mass which then reads on a TA.

#### AUDITOR QUALIFICATIONS

An Auditor must be a master at Listing and Nulling in order to touch such Actions as these lists. To foul up on listing on an already fouled-up pc is quite out-tech !

An auditor's TRs should have been passed the Hard Way.

His metering must be excellent and flawless.

His command and use of the Auditor's Code must be complete.

He should himself have had case gain.

He must have a full checkout on this HCO B and be able to do it in clay.

And as I say, he must know the subject of Listing and Nulling so well, he can always list smoothly to a BD F/N item with never a quiver.

#### INTERIORIZATION RUNDOWN

This HCO B does not change the Interiorization Rundown in theory or in practice.

It does however give this procedure.

1. On a high or low TA pc check for Exteriorization in auditing.
2. If pc has gone Ext in Auditing make *sure* he has not had an Ext-Int RD earlier before giving him another.
3. If an earlier Int RD exists repair, complete or rehab it. Often an Int RD is itself overrun. An L3B on it will show what is wrong with the earlier one. Some poor High TA pcs have had 2 or 3 Ext-Int RDs! All run past the EP.

Some Ext-Int RDs went totally flat on the secondaries! Or on the recalls. All else was overrun.

4. If no earlier Ext-Int RD was done, then do one.
5. If the check of the Ext-Int RD situation shows it not to be the reason, or was the reason but the TA goes high or low days later, then **DO THIS TA HANDLING RD.**

As pc high and low TAs have been blocking auditing for a lot of auditors this discovery and its remedy is Delightful news!

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[This HCO B is added to by HCO B 15 June 1971, C/S Series 37R Addition, *Hi-Lo TA Assessment Rules*, page 282, HCO B 16 June 1971R, Issue IV, C/S Series 37R Addition 2R, *Low TA Assessing*, page 283, and HCO B 26 June 1971, C/S Series 37R Addition 3, page 296.]

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HCO BULLETIN OF 7 JUNE 1971

Remimeo

*C/S Series 40*

**LOW TAs**

As per C/S Series 37R, further work was done on low TAs.

LOW TAs ALSO ASSESS ON RISE JUST LIKE HIGH TAs.

There is no difference of procedure except that a low TA can blow UP to 2.0 + and F/N.

Thus one can't say using 37R on a low TA case, "List to a BD F/N item" as it may be a Blow UP F/N item.

The TA may be at 1.8 in listing and when the F/N item goes on the list, the TA will blow UP to 2.0 or 2.1 and F/N.

Further if the F/N promptly dies, and the TA falls, one lists further until one blows up, the F/N continues and the pc is pleased with it.

Assessment on a low TA is done on RISE for the item listed or a Blow UP, just as in the case of high TAs.

When you list a low TA's falling flow (in assessing the seven flows) and use it for the Continue list the pc can get very unhappy and will get even more overwhelmed.

Thus low TA or high TA, list the 7 flows for *rise* or blow UP and list the one that rose most. This is true of the first and every other flows assessment.

Realize this blow UP rule only applies to 37R and the Continue list and is not used in any other listing.

37R works on low TAs like a bomb!

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HCO BULLETIN OF 9 JUNE 1971  
Issue I

Remimeo

*C/S Series 41*

**C/S TIPS**

LISTS

*Always C/S to correct lists first when lists are out or suspected to be out.*

Don't do ARC Brks first in a case of out lists as an out list can make an ARC Break that can't be handled by ARC Brk but only an L4B.

On a GF when lists show up or overlists you should handle that (first action in handling the GF) but also you must order an "L4B Method 5 and Handle." Method 5 is the once through for assessment.

NO READ AUDITORS

When auditors can get no reads on things you get their

- a) TRs checked to see if they can even be heard.
- b) Their metering checked for meter position on auditing table, can they see meter, pc and write without shifting eyes? And can they see pc's hands on the cans?

And was the meter turned on and charged and can an auditor work the Tone Arm smoothly with his thumb?

- c) Does the auditor discount reads gotten on clearing commands? (They are the reads.)
- d) Can the auditor read out a list and see the meter reads as a coordinated action?

CRAMMING

Send auditors to cramming on all flubs, insist they GO to cramming, insist cramming calls them in and crams them and insist on a carbon copy of the fact that cramming has been done. *All* the hard work of C/Sing comes in when auditors are flubby.

It takes weeks to make an auditor after he has had a course and it's only done by Cram-Cram—Cram.

R FACTORS

Never order an R Factor that takes pc into future or past as he then won't be in session. Example: C/Ses "R Factor we are setting you up for Dianetics." Promptly the pc is up ahead not in *this* session.



## MIXING STARTS

There are many ways to start a session. Don't mix them.

It's "2 wc what do you have your attention on?"

"Fly a rud if no F/N."

"Fly all ruds."

"2 wc the TA down."

"Fly a rud or GF + 40 Method 5 and handle."

It's not a mixture of frantic efforts to get a TA down.

If the auditor can't on what the C/S says THE AUDITOR ENDS OFF.

Interiorization is undone or out, there may be list errors, there may be overruns, but for sure it's a case for FOLDER STUDY, not for an auditor C/Sing in the chair.

## HIGH TA & ARC BRKS

Train your auditors NEVER TRY TO GET A TA DOWN FROM 3.5 OR ABOVE ON ARC BREAKS.

## LOW TA QUILTS

Some auditors see a TA sink below 2.0 and then won't continue the 2 wc or process to get the TA back up.

"The TA sank so I quit" is a common auditor note.

Compare this: "The TA rose above 3.0 so I quit."

See? Doesn't make sense.

If a TA sinks below 2.0—and the auditor's TRs are good—the same action will usually bring it up to 2.0 and F/N.

Come down hard on auditors who do this.

Get their TRs checked, make them continue.

## EXAM F/Ns AFTER FLUBS

Pcs whose TAs are high in session or low in session and get F/N at the Exams put the finger on the auditor. They are protesting or being overwhelmed.

Always C/S "Examiner! Ask pc what auditor did in session."

Then you know it's the auditor or the case. The pc will say the auditor was okay. So it's case. But usually *when cases are puzzles* there's weird things going on with TRs.

Also the auditor may be noisy or laugh hard or is boisterous and being "interesting".

## C/S VIA

The C/S is handling cases on the via of an auditor.

If the auditor is *perfect* the C/S can handle the work out of the case. If the auditor is not perfect in TRs, metering, Code, reports and doing the C/S then the C/S is solving a factor unknown to him, not the pc's case.

So, be a perfect C/S. Demand perfect auditing. Cases fly.

### HIGHER LEVELS

A C/S who assesses a pc to higher levels to solve lower ones is really asking for a wreck.

It's always the earlier actions that are out.

Trying to cheat a case up to Grade 2 when he won't run on Grade I is like trying to run the whole grade chart to cure a cold.

A pc can always be solved in or below where he is.

"Oh, we'll put him up a grade and cure his high TA" is like "He can't pass kindergarten so we'll enroll him in college."

### C/S EXPERTISE

A C/S has to know his auditing materials, HCO Bs and texts MUCH better than an auditor.

If a C/S is not being successful, get a retread on VI and VIII materials.

A C/S also must be confident HE could crack the case as an auditor.

When a C/S is shaky on his materials then the world of auditing looks very unstable.

The tech is very exact, very effective. If any errors existed in it they've been corrected.

So the variables are the knowledge of the C/S, his discipline and demands of auditors and the actions of the auditor.

If THESE are stable then the cases that come along are easy as can be.

The successful C/S knows his materials. If he wants to be even more successful he keeps his study up.

Then he is steady and calm for he is totally certain.

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Founder

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HCO BULLETIN OF 9 JUNE 1971  
Issue II

Remimeo

*C/S Series 42*

**C/S RULES**

**COMPLETE CYCLES**

Don't leave cycles incomplete on a case.

If a C/S starts a 37R and the auditor goofs, correct the auditor and then get the 37R completed. Don't disperse and do something new.

If you have a program going and it's goofed, repair the auditor and the goofed pc and continue the program you began on the case.

Repair (Progress) Programs are ended when the pc is flying nicely. When a repair hits that, don't re-repair.

On Advance Programs, take each step to its EP. Don't suddenly start something new.

A sure way to solve a case is go back and find the earliest incomplete program, complete it and so on up to PT.

Keep your "finger in the book" on a case. Don't lose your place. That's done by having the current pgm on the inside front cover, paper clipped on, and checked off with each step done. When it's done, put a new pgm on top of it.

Insist that auditors keep up the inside front cover folder summary each session with their auditing time and admin time in the box. This FS is a 2 column set of boxes, date, what's run, F/N or bogged and time.

By seeing Admin is in you can keep your place in the book or study back rapidly to find what's been done.

**DOUBLE ACTIONS**

The deadliest faults on cases are running the same action or grade twice. This drives TAs up through the roof.

Example: Power done in '65. Done again in '69!

Example: Grade IV done in '69, done in '70.

You find the case isn't doing well or find the error. In doubles, rehab by date of the first time it was done.

I've seen Interiorization done three times on one pc, Power twice and the same Dianetic Chains run over and over. And people wondered "Why is the TA high" !

So when you order a major action always check to see if it's ever been done before! Save you grief. And if a major action won't run, suspect it may have been done before.

## SET-UPS

Always set up a case fully for the next major action.

Don't overrepair. But be sure the case is not sick, has had good exam forms and does well.

Then C/S the next major action.

## BLAMING THE PC

Never blame the pc. Many it is true are dog cases.

But even dog cases can be handled.

When you find auditors (or feel yourself) blaming the pc, get the overts and withholds run out.

Once I got the most splendid sessions out of an HGC. I had the auditor's overts and withholds checked on each auditor before he went into session. It was just research, but my it worked! Those were the smoothest sessions! Pcs began to fly!

Too many times one blames the pc only to find later that the auditor's TRs were ghastly and that a major action had been run twice. Such discoveries make a C/S out of a C/S.

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*C/S Series 43*

**C/S RULES**

**TROUBLE FOR THE PC**

Never make trouble for the pc.

When a pc is running well let it roll. The C/S can spot a *possible* error but the pc is Wide F/N VGIs at the Exam, let it go.

Chew the auditor, send to Cramming. But don't throw the well running pc into extensive repair—don't break into a winning program harshly. It gives the pc a loss.

The pc who *isn't* running well is the one you repair. Don't keep a pc going on and on, running badly with no case study. Study the case folder, find the right why by going back to where the pc was running consistently well and then come forward for the error. It will be in the exact next session.

If the pc wasn't ever audited before, you go into his life of course, with a GF + 40 Method 5 and handle and other Life repairs.

**OVERREPAIR**

Any Repair or Progress action has reached its End Phenomena when the pc is running well again.

This is peculiar to the Repair or Progress program.

Wrong Example: Pc was on Grade III, fell on his head. C/S studied case, found out lists, wrote an extensive Repair Pgm and C/S. Half way through repair the pc again was flying. C/S continued the repair. Pc bogged. C/S C/Sed the pc to flying again. C/S continued the repair. Pc bogged.

Right Example: Pc falls on his head on Grade III. C/S writes a Repair Pgm and C/S. Auditor finds the out list, corrects it. Pc flies. C/S puts pc at once back on Grade III to complete.

**AUDITOR INVAL**

An auditor can be invalidated by a C/S by having a lot of questionable tech points thrown at him.

The auditor's *data* gets shaky.

If no decision was ever made—is not in HCO Bs and tapes—is not to hand and can't be referred to by HCO B and tape, then a C/S should not be making the point.

Example: Auditor extends a list three more items beyond an F/N. C/S chops him. There is no such rule. The pc maybe wouldn't accept the item until he listed a few more. Result is a firefight between C/S and auditor, simply because it isn't a valid point.

HCO Bs and Tapes *are* the stable data that form the agreement between the auditor and the C/S. "If it isn't written (or spoken on tape) it isn't true."

Don't wander off known tech points in C/Sing.

Never shake an auditor's data by advancing data not on HCO Bs and Tapes.

Always know your data, your HCO Bs and Tapes and refer the auditor to them in Cramming.

Cramming **MUST** have a library of all materials.

A hidden data line can build up in C/S-Auditor lines (or course lines or Cramming lines) that **CAN UNSTABILIZE ALL TECH AND DENY FURTHER RESULTS.**

The decay of tech in areas begins with hidden data lines that **ARE NOT TRUE.**

So use and refer to HCO Bs and Tapes and leave all other points alone. Your auditors will become confident and certain and Tech will improve.

It's enough just to insist on the usual.

Then auditors and cases will fly.

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*C/S Series 44R*

**C/S RULES**

**PROGRAMMING FROM PREPARED LISTS**

There are many vital prepared lists.

King of these is the Green Form. The additional No. 40 items are the original Seven Resistive Cases. The best way to do a GF + 40 is Method 5 (once through), lengths of reads and BDs marked and C/S to then write a C/S for it.

Hi-Lo TA is also such a list, also done Method 5.

Any such prepared list can be done Method 5 and the C/S to then write a C/S.

But L4B (Lists correction), L3B (Dianetic errors) and L1C (ARC Brks and bypassed charge) are usually done Method 3 (auditor assesses to a read, gets the action done, and/or earlier similar to an F/N, not going on until his action has resulted in an F/N and then going on to complete handling and F/Ning each read he gets).

When the C/S has a list assessed Method 5 he expects usually to get it back with the reads and then write the C/S for it. Sometimes he asks for a GF + 40 and a Hi-Lo TA both to be done Method 5.

Now the question comes up, which reads does the C/S write up to be handled first? And second? And third? Etc. In other words how does he arrange the C/S the auditor is to do now? What sequence are the items handled in?

These rules apply:

Handle an Out Int RD first.

Handle anything connected with "Lists" (meaning Listing and Nulling Lists) first if Int isn't out. Like "Listed past right item," reads. The C/S would get that handled FIRST. Always handle list errors first. And usually do an L4B additionally, Auditor to handle. A pc can get sick after a listing error and you can't get auditing done when lists are out.

Doesn't want auditing, why, is then handled if it read.

Next C/S to handle anything to do with rudiments. ARC Brks, PTPs and W/Hs take precedence in that order.

(Listing errors are first, before ARC Brks because an apparent ARC Break after a listing error can only be handled by getting the charge off the list.)

Anything that *looks* like a withhold comes next.

After that one just takes the lengths or BD of reads. Take the biggest reads before you take the smaller ones, once you have C/Sed for Lists, doesn't want auditing and Ruds and evident other withholds.

The only confusion that one can get into is a very high TA. But List errors can cause high TAs. Next in frequency is withholds.

Never C/S to take a TA down with an ARC Brk rud or an L1C. *Never.*

You can C/S to “talk a TA down” only when there are no list errors or withholds reading on a GF.

Of course an Interiorization Rundown error is a primary target. But you don’t have that once it’s handled. You will get a soaring TA if Int is out. L3B is a potent tool to order for Int outnesses, the auditor handling as he goes, Method 3.

-----

So the above gives you the rules by which you C/S from assessed prepared lists.

Basically—when Int is out, auditing will drive the TA up.

When lists are out nothing will handle but lists and L1C won’t nor will ruds.

When ruds are out nothing else will straighten up and you mustn’t order auditors to audit with out ruds.

Doesn’t want auditing can come from a bad L & N list. Or out Int. Or out ruds. Previous bad auditing can be cured by L1C on previous bad auditing. The craziest out auditing I ever ran into was an auditor using reads and F/Ns when there were none and failing to take up or flatten reads he did get. So there can be variations on bad auditing and there can be, to our shame, false auditing reports. The best C/S is to find what auditor and find out what the error was. Bad TRs on a poor TR Course where the pc was a student (False passes and invalidated wins) can also cause “doesn’t want auditing”.

“Protest” is a frequent reason for high TA and is a cousin to “doesn’t want auditing” and is handled by checking “Lists” for read and doing an L4B if it reads or finding the out ruds or other BPC as in L1C.

-----

As there are so many combinations of reading items from prepared lists, you have to C/S according to these general principles.

These rules serve as a steadying guide that you’ll find win for you.

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[This HCO B is added to by BTB 31 October 1971, Reissued 2 July 1974, C/S Series 44R Addition, *C/S Rules- The Sequence of Programs*, which is in the C/S Series Volume, page 151. ]

**LRH TAPE LECTURE**  
12 June 1971

\* 7106C12 SO Welcome to the Internship



HCO BULLETIN OF 15 JUNE 1971

Remimeo

*C/S Series 37R*  
*Addition*

**HI-LO TA ASSESSMENT RULES**

In assessing and listing the Continue process it is VITAL to continue to assess the seven flows and list until the entire list widely F/Ns.

There can be more than seven lists taken from the seven flows.

One finds a rise or blow up item, does a list on it, then reassesses ALL seven flows, finds the next most rising item, lists then and assesses ALL seven flows and finds the next most stopped or rising item and lists that. One just keeps this up.

Eventually on assessing the seven flows you can only get a stopped needle. Then a slowed or killed F/N. One uses these for lists. Sometimes toward the last they blow on indication and cog.

The end of it all is the auditor assessing the seven flows without being able to disturb a wide wide persistent F/N.

THAT is the EP of the 37R process. There is no other EP. If not done to that EP the 37R process is incomplete.

**CLEARING FLOWS**

The idea of *flows* should be cleared with the pc before assessment is done.

One can do this by getting the pc to draw them.

Don't confuse the pc with this clearing and make sure he is not confused before assessing the seven flows.

**REPEATED ASSMT**

One can take a sheet of paper lengthwise and write the seven flows along the left edge with lines to the right. By putting in dividing vertical lines one then has 10 or 12 assessments laid out ready to do.

**LOW TA**

Unless one does a THOROUGH JOB to the 37R End Phenomena on a low TA case the TA will continue to go low in future sessions.

A low TA takes more times through the assessments and listing than a high TA.

**CRAMMING**

Auditors who can't do this well must be fully crammed on reading a needle and TA on stops, rises and blow *ups*.

The result, if properly done, is invariably good.

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HCO BULLETIN OF 16 JUNE 1971 R  
Issue IV

Remimeo

(Corrected and Reissued)

*C/S Series 37R*

*Addition 2R*

**LOW TA ASSESSING**

If after an apparent EP of a wide F/N on the last assessment, the pc then has a low TA at the Examiner or subsequently has a low TA, one must NOT start a new program as the existing one (37R) is incomplete.

The correct C/S for an apparent 37R EP which then went sour would be

1. L4B Method 3 and handle.
2. Ask if there is another flow not yet touched. Note its read as it is described and list it.
3. Reassess the existing and the additional flows for any slightest slow or choke and list it.

-----

Should there still be trouble with low or high TA subsequently, it lies in the area of overts and withholds which blow loose on the Continue process. This is true because overts and withholds add up to stopping something which is discontinuance.

The next process (when all possible thoroughness has been taken with 37R yet trouble of high or low TA persists) has not yet been released.

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HCO BULLETIN OF 19 JUNE 1971  
Issue I

Remimeo

*C/S Series 45*

**C/S RULES**

A C/S never C/Ses exclusively for result. He C/Ses for exact tech application. If *that* occurs he'll also get his result. If a goof still wins, the C/S stomps on the goof.

This prevents auditors getting hung on an accidental win. The wins a C/S wants are exact tech application.

If a C/S can finally get auditors exactly auditing the exact processes with exact TRs, metering and Code everybody then wins all the time.

So the pc got an F/N at the Exam after the auditor failed to do the final run through, leaving the TA high at session end. That's a goof. To hell with the F/N at Exams or how PR the pc was. *That is* a goof. The C/S stomps on it.

Never give a "very well done" on wins only. Give them on tech exactness. Got an Exam F/N not quite by the book. That's only "well done". Got an Exam F/N *and* did it by the book is the "Very well done".

We know the tech works. That's no surprise. Perfect application by the Auditor is what the "Well Dones" and "Very Well Dones" are for.

The moment a C/S loses sight of this point he has started his team on a downgrade that will wind up with everyone losing, org, auditors and pcs.

That's the secret of how I as a C/S make star auditors. If it's by the book, hurrah. If it isn't by the book then a pc dial-wide F/N VGI rave at Exams gets, from me, a flunk! on the auditor. With a good plain why.

The Very Well done means "You applied the tech splendidly". It does *not* mean "You helped the pc". We know the standard tech will do that.

So watch this point. It's an awful big one. It will make your auditors into stars or bums.

Auditor runs a narrative chain. Gets away with it. Pc F/N VGIs at Exam. My C/S includes "Auditor to cramming on HCOBs covering types of items."

Now please recognize that auditors for whom I C/S *do* make it and go on making it. Well, in addition to knowing the subject, this is the one thing I do that is not always done by C/Ses.

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HCO BULLETIN OF 19 JUNE 1971  
Issue II

Remimeo

*C/S Series 46*

**DECLARES**

It is the C/S's responsibility that a pc or Pre OT is sent to Declare?

This is *not* an Admin point I'm making. It is a technical point.

Every so often a pc is found hung up in not having declared and attested the state attained.

A Declare Completes his cycle of action and is a *vital* part of the action.

One never forces or feeds one to the pc. I recall one org where the entire tech and income structure crashed, the C/O and several personnel had to be removed because they were forcing "clear cogs" on their Dianetic pcs who hadn't had them (and then telling them they couldn't be audited further on Scientology) (Connie Broadbent, ASHO, March '70).

So this goes 2 ways.

THE PC OR PRE OT WHO KNOWS HE MADE IT MUST BE SENT TO EXAMS AND C & A TO ATTEST.

THE PC OR PRE OT WHO HASN'T MADE IT MUST NEVER BE SENT TO EXAMS TO DECLARE AND ATTEST.

This gives us a third:

PCs AND PRE OTs WHO HAVEN'T MADE IT MUST BE HANDLED UNTIL THEY HAVE MADE THAT SPECIFIC DECLARE, EVEN THOUGH IT MEANS SIGNING UP FOR MORE AUDITING.

TRUTH is the keynote, the essence, the point here.

All the "PR" (slang for promotional talk) in the world will not supplant truth.

The pc KNOWS he made something. Therefore he must be sent to declare it whether it's a standard grade or not!

The pc who hasn't made it KNOWS he hasn't and so when forced to declare or ordered to attest tends to cave in.

His concept of the validity of the org and honesty of Scientology depends on this, and really on this alone.

The correct declare or not declare decision of the C/S is a vital C/S action.

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Remimeo  
TR Course

**STUDY DEFINITIONS**  
**FOR THE TR COURSE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**OUT:** Things which should be there and aren't or should be done and aren't are said to be "Out". I.e. "Enrollment Books are out."

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

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

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

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

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

**FLUNK:** To make a mistake. Fail to apply the materials learned. Opposite of pass.

**DEMO KIT:** Demonstration Kit. Consists of various small objects such as corks, caps, paperclips, pen tops, batteries—whatever will do. These are kept in a box or container. Each student should have one. The pieces are used while studying to represent the things in the material one is demonstrating. It helps hold concepts and ideas in place. A demo kit adds mass, reality and doingness to the significance and so helps the student to study.

**PINK SHEET:** Pink Sheets are issued by a Course Supervisor as a corrective measure. A student is given a Pink Sheet when something earlier was missed that should have been learned. The principle of the Pink Sheet is that a student is responsible for all the

material he has studied earlier. If he is unable to apply or use any of this material then the Pink Sheet is issued to remedy the situation. It gives the student a study assignment calling for re-study and checkout of the specific materials pertaining. It is a quick and precise remedy.

**TR: Training Regimen or Routine.** Often referred to as Training Drill. TRs are a precise training action putting a student through laid out practical steps gradient by gradient to teach a student to apply with certainty what he has learned.

**COACH:** To train intensively by instruction, demonstration and practice. In training drills, one twin is made the coach and the other the student. The coach, in his coaching actions, coaches the student to achieve the purpose of the drill. He coaches with reality and intention following exactly the materials pertaining to the drill to get the student through it. When this is achieved the roles are then reversed—the student becoming the coach and the coach becoming the student.

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

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

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*C/S Series 47*

**THE SUPREME TEST OF A C/S**

(Reference HCO B August 19, 1967, *The Supreme Test*  
which must be read with this HCO B)

A C/S or auditor who knows his tech is able to hold the line on any given action in auditing or C/Sing and not mix up.

One C/Ses Dianetics purely. Not Dn, Cl VI, Class VIII, Dn, Class VI.

One C/Ses or audits a Rundown as itself, not as a botch of several actions run into it.

So this brings to view that some can run the process or program for A to B.

And some, worse luck,

- (a) Go from A to G to Q to A and wonder why they don't arrive at the B of result.
- (b) Some go from A to B all right but when at B go right on past it.

Both, actually, are a type of non-confront. The A.G.Q.A can't confront and disperses off arriving at B. The A beyond B hasn't confronted B and so doesn't recognize B.

The ability to confront the pc and the session and parts of the session permits one to accurately go from A to B.

Proving this, perception reduces in ratio to overts. Accept that fact as it's true. If you run O/W on an auditor regarding the pc he is to audit, the auditor will give a perfect session to that pc. Why? He can confront because he can see.

Programming is simply an A to B action. The road is all laid out.

Auditing a process is a simple A to B Action.

What if you had an auditor who half way through Level Zero with no completion found a picture, did Dianetics on it, didn't flatten the R3R because pc cogged it was like his mother and the auditor did O/W on mother in the middle of the engram!

The pc would be a mess! B was run away from.

Same way with programming that isn't handled.

What if you had an auditor who got an F/N Cog VGIs and continued the same process to TA 5.6? He got to B and kept right on going.



You should look into some folders where the C/S or auditor dispersed off B or where B was reached with no halt.

The most recent examples I've seen have been taking processes out of one Rundown and using them in another Rundown all in an effort to achieve a maximum effect when the error that was present came from failure to complete 2 earlier programs.

The correct action would have been to complete the earliest program left incomplete and then complete the next incomplete program, not scramble parts of two *new* programs.

A to B is a cycle of action. A clean one.

It is best to keep it so.

The Supreme Test of an Auditor or a C/S is to make Auditing go right—by the book.

L. RON HUBBARD  
Founder

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## **AFFINITY, REALITY AND COMMUNICATION**

(Extracted from *Problems of Work & Dianetics '55!*)

There are three factors in Scientology which are of the utmost importance in handling life. These three factors answer the questions, How should I talk to people?—How can I sell people things?—How can I give new ideas to people?—How can I find out what people are thinking about?—How can I handle my work better?

We call this in Scientology the A-R-C triangle. It is called a triangle because it has three related points. The first of these points is Affinity. The second of these points is Reality. The third of these points and the most important is Communication.

By Affinity we mean emotional response. We mean the feeling of affection or lack of it, of emotion or misemotion connected with life. By Reality we mean the solid objects, the *real* things of life. By Communication we mean an interchange of ideas between two terminals. Without affinity there is no reality or communication. Without reality there is no affinity or communication. Without communication there is neither affinity nor reality. Now these are sweeping statements but are nevertheless very valuable and are true.

Have you ever tried to talk to an angry man? An angry man's communication is at a level of misemotion which repels all terminals from him. Therefore his communication factor is very low, even though very loud. He is attempting to destroy something or some other terminal, therefore his reality is very poor. Very likely what he is being angry about apparently is not what has made him mad. An angry man is not truthful. Thus it could be said that his reality, even on the subject he is attempting to voice, is poor.

There must be good affinity (which is to say affection) between two people before they are very real to each other (and reality must here be used as a gradient, with things being more real than other things). There must be good affinity between two people before they can talk together with any truth or confidence. Before two people can be real to each other there must be some communication between them. They must at least see each other, which is in itself a form of communication. Before two people can feel any affinity for each other they must, to some degree, be real.

These three terms are interdependent one upon the other, and when one drops the other two drop also. When one rises the other two rise also. It is only necessary to improve one corner of this very valuable triangle in Scientology in order to improve the remaining two corners. It is only necessary to improve two corners of the triangle to improve the third.

These three items, Affinity, Reality and Communication, can be demonstrated to equate into Understanding.

It is a truism that if we could understand all Life we would then tolerate all Life.

When we say "Life" we mean Understanding, and when we say "Understanding" we mean Affinity, Reality and Communication. To understand all would be to live at the highest level of potential action and ability. The quality of Life exists in the presence of Understanding—in the presence, then, of Affinity, Reality and Communication.

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HCO BULLETIN OF 24 JUNE 1971

Remimeo  
All Students  
Tech & Qual  
Course Supervisors  
Course Supers Checksheet  
Cramming Officers  
Word Clearers

*Word Clearing Series 2*

**WORD CLEARING**

If anyone has “word cleared” you without these steps it is incorrect.

(1) By Meter in Session: A full assessment of many many subjects is done. The *auditor* then takes each reading subject and clears the chain back to earlier words and/or words in earlier subjects until he gets an F/N VGIs.

(2) By Meter in Classroom: The earlier passage is read by the student while on a meter and the misunderstood word is found. Then it is fully defined by dictionary. The word is then used several times in sentences of the student’s own verbal composing. The misunderstood area is then reread until understood.

(3) Verbal in classroom: The student says he does not understand something. The Supervisor has him look earlier in the text for a misunderstood word, gets the student to look it up, use it verbally several times in sentences of his own composition, then read the text that contained it. Then come forward in the text to the area of the subject he did not understand.

If any other word clearing is going on it is OUT tech.

There is a C/S on HCOB 30 June 71 to be followed exactly on word clearing in a session. Do not follow any other version or excerpt. There is NO other way to do it.

If you are not auditing this way or using word clearing this way or if words are not being cleared this way, report it to Ethics.

Once development and issue has occurred the next step is to get it understood and applied EXACTLY.

Then in both Tech and Admin we have successes.

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

REVISED 25 NOVEMBER 1974

*Word Clearing Series 3R*

**BARRIERS TO STUDY**

There are three different sets of physiological and mental reactions that come from 3 different aspects of study. They are three different sets of symptoms.

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

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

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

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

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

It's just a fact.

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

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

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

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

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

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

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

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

You've hit too steep a gradient.

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

Now differentiate here—because gradients sounds terribly like the 3rd one of these study hang-ups, definitions—but remember that they are quite distinctly different.

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

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

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

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

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

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

The manifestation of "blow" stems from this 3rd aspect of study which is the misunderstood definition or the not comprehended definition, *the undefined word*.

That's the one that produces the blow.

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

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

It's the definitions of words.

The misunderstood word.

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

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

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

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

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

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

It has a technology which is a very simple technology.

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

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

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

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

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HCO BULLETIN OF 26 JUNE 1971

Remimeo

*C/S Series 37R*

*Addition 3*

37R is a very beefy process.

It has been combined into L9S, HCO B 17 June 71, and is best done as part of this full rundown.

37R works on anyone, regardless of TA or state of case. Neither it nor L9S are used only on bad off cases. They work on both the worst and the best.

In doing 37R the items are sometimes very heavy and it takes the pc a bit to accept them. Therefore when one gets a BD F/N item, one asks "Is \_\_\_\_\_ your item?" If he says yes, indicate it to him by saying "\_\_\_\_\_ is your item." The meter should give a fall and the F/N will widen.

If the pc says it is NOT his item, ask the question again and continue to list. The pc will put the item back on the list usually for it *was* his item. But he has to list further to realize it. He can also fail to put it back on the list and if so and he is getting restless in listing, give him the BD F/N item again and he'll buy it.

A very big item that alters the pc's whole concept of things with big cogs and 2 wc is a good place to stop a session. 37R doesn't all have to be done in one session. When you begin a new list before the last item is discharged the pc can get a bit overwhelmed. This is a "nice" point, not a vital one.

Also the big item will often cause the next assessment to be a bit hard as the pc's attention remains tied up in it for a while.

If after 37R the pc's TA later goes up or down again out of normal 2.0 to 3.0 range the action to do is an L4B in general on 37R. It usually picks up the cognitions and confirms rather than corrects. L4B reads on wrong item. Auditor says which one. Pc gives it. Quite usually it's a right item pc hasn't clogged on.

After the L4B, one can again run 37R. However, a better action is to

Fly all ruds Continue with L9S.

RUDS

When Ruds are out during 37R a pc can feel strange. Of course with a high or low TA you can't get the ruds *in*.

So you can do a list of 37R and as this will F/N the meter, you can get in all ruds.

FLAWS

The pc may have NO idea of flows. So before assessing the first time one must clear "flows". The pc must understand that these words self to another mean a *flow* from himself to any another, etc.

If while clearing the word "flow" and "flows" you watch your meter also you will get your first blow up of the TA.

## ASSESS SLOWLY

By reading a flow and waiting a moment, you give the TA time to rise.

You can assess too rapidly and find that the TA has gone up, but which of the last items did it go up on? By proceeding a little more slowly you will be sure.

## ADDITIONAL FLOW

There is another flow.

H. ANOTHER TO ANOTHER.

This should be added to your assessment sheet.

## ASSESSMENT FORM

An assessment form can be printed. The flows A to H (adding the new one above) are put in on the left-hand edge of the paper held the long way. They can be repeated A-H and A-H. Lines and boxes lead out for repeated assessments.

This makes it easier for the auditor.

## STEPS 37R

1. Clear the word "flow".
2. Clear the idea of flow (watch meter) for each flow A to H so you have no misunderstandings.
3. Assess the listing sheet. Take the biggest Blow Up or speeded rise (if no big Blow Up).
4. Mark it on the assmt form and W/S.
5. Fit it into the Q on a separate listing sheet, What could \_\_\_\_\_ continue to do to \_\_\_\_\_ ?
6. Ask the Question of the pc.
7. Get the pc to give you items.
8. Write the items down while watching the meter. Mark needle reads or BDs. Put down TA reads regularly on the list.
9. Get the first item that Blows down (or up) and F/Ns.
10. Ask pc if \_\_\_\_\_ is his item.
11. If pc says Yes, say, "\_\_\_\_\_ is your item." Circle it on listing sheet and mark the F/N and "Ind" for Indicated to pc. If pc says No, continue to list. Pc will put item back on the list, at which time do 10 and 11 above. Pc will accept it. If he goes on and begins to protest, give him the first BD F/N item and do 11 and 12. He will accept it.
12. Mark item and TA and any 2 wc on the item or cogs on the W/S.

## DON'TS

Don't do this process without

- (a) Checking out on C/S Series 37R, with Additions 1, 2 and this one, 3.



- (b) Do 1 hrs confront and I hour reach and withdraw on your meter.
- (c) Dummy running the 12 steps above with no pc but all the paper and tools until it is a faultless action.
- (d) Don't call pc's attention to the meter with comments or stares or looks of horror or edginess or fumbles.
- (e) Have smooth, perfect TRs.
- (f) Follow the Auditor's Code.

### USING L9S

If used in conjunction with L9S then L9S should also be drilled on dating and locating and dummy run.

### SESSION FORM

These processes and rundowns are done in a streamlined session form.

### SPECIAL 37R

The various flows of Auditor to pc can be run and indeed an assessment of many subjects or dynamics can be assessed by rise and then flow patterned as in Auditor-pc below.

This Special 37R is mentioned here but will be laid out in full for other subjects in another issue.

Pcs who have protest on auditing can be done in this way.

The flows are

- Auditor to pc \_\_\_\_\_
- Pc to Auditor \_\_\_\_\_
- Auditors to pc \_\_\_\_\_
- Pc to Auditors \_\_\_\_\_
- Pc to Self \_\_\_\_\_
- Auditor to Self \_\_\_\_\_

Aside from list change—Auditor-pc is done like general 37R.

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[HCO B 17 June 1971, L9S, referred to on first page of this issue, is a Flag Only issue and is not in these volumes. ]

Remimeo  
Tech & Qual  
All Supervisors  
Cramming Officers  
Word Clearers

**Word Clearing Series 4R**

**SUPERVISOR TWO-WAY COMM AND  
THE MISUNDERSTOOD WORD**

(From LRH taped briefing to Lt. Bill Foster  
14 June 71)

Two-way comm where it has been described has been described for the use of an auditor, not a Supervisor of a Course.

Supervisors not knowing this then run around itsa-ing students.

They let the students itsa and they think they are going to get some place.

It's the most incredible scene that you ever heard of and the boom could go bust *only* on this one point. *I've got it narrowed down to this.*

*Apparently* no matter how many times the study tapes have been played, nobody has ever heard of them.

I watched a recent course run to find out how deep they would let the students struggle—how long it would stay bogged—and it would have stayed bogged from here on out !

And do you know what's out?

It's the study data tapes just that—and that's all that's out on a course.

So when *they* say "2-way comm the students" you'll find the Supervisors instantly start to itsa them and are using *auditor* 2-way comm on these courses. It doesn't belong on these courses.

I'll give you now the total dialogue of a Supervisor:

The Supervisor shows interest. There can be a little bit of chatter, like—"I see you've just completed. Great!"—something like that, or he shows interest—"How are you doing?"

Student replies—"Ah well, I'm doing all right."

Supervisor—"Now are there any words there in that, that you have misunderstood?"

Student—"No ... no ...."

Supervisor—"Well what is the word that you didn't quite understand?"

Student—"Ah well . . . ah . . . this one."

Supervisor—"Good. Now look that word up.... Now what's the word in the paragraph above that, where's that? . . . Alright let's look that up. Now use it in a sentence a couple of times and I'll be back in a minute."

He comes back, the student gives him the sentences for it and straightens it out and he sees the student's got it.

That's the 2-way comm of a Supervisor.

If a Supervisor does any other thing you've got a wrecked course. I've got the proof of it.

The way you teach a TR Course is you give the student the bulletin and you have him read it. You *don't check the guy out on the bulletin, he just reads it*

When you come back you say, "Alright, have you read it?"

"Yeah. I've read it."

"What word *don't* you understand on it?"

You will find things like HCO B and TR, and you get those *cleared* up, etc.

I am having some roaring success stories from FEBC students who are through this.

One had gone through the bulletin 10 times and had found words he didn't know all 10 times, and he was all of a sudden finding new things on the bulletin that he'd never heard of before.

Another student had gone through it 20 times with the same result and they were doing fine and getting down to TRs and passing them.

On a TR Course you give them the bulletin and let them read it and you find what word they didn't understand. That's the routine.

Now that sounds so impossible—and it's been on the study tapes for so long—that you wouldn't believe that this thing is the key.

Do you know there were students there for 15 or 20 days until we started doing this, then all of a sudden there was a breakthrough and their enthusiasm started coming up.

They had been just going lose, lose, lose, out the bottom because Supervisors were letting them itsa.

Maybe Supervisors thought they were auditors.

They aren't.

Neither are they supposed to give advice or tell students how—or ask them if they blinked or anything else.

The other thing they were doing was *only* emphasizing all the "can'ts".

The students just went into despair.

This was because the Supervisors were inviting all kinds of itsa and criticizing and so forth.

You may say, "Gee! Everybody knows it's a misunderstood word."

Yeh—but they don't use it.

Now I'll give you another one.

I set up a test so that each student was brought up to the D of T who had a meter on his desk and he'd ask them if they had anything they misunderstood—and see if they got a read on the meter.

If it didn't clear up at once he'd send them back to get the definitions and look the thing up and of course use the word in a couple of sentences and *then* if it didn't

clear up he'd send them to the word clearer and really let them get worked over because it goes way back.

They even found a student who had a misunderstood word clear back into his last life.

There wasn't any other 2-way comm and no other interest and they just about blew the roof off with student stat points.

*This is* the action of a Supervisor and that's ALL the action a Supervisor does—and he *can do that*.

The course has plenty of dictionaries and so on.

*But*, the main point is, it is the misunderstood word. This has been proven again.

On a TR practical course it's the misunderstood word and the misunderstood action.

On other courses it's just misunderstood words and misunderstood words and misunderstood words, one right after the other.

As fast as they clear this up—up the student's production goes.

It's painfully slow on some of them at first and I suppose the Supervisors have so many misunderstood words of their own that they just won't key into doing this action and that's what's wrecking courses.

It's elementary, and it's the wildest discovery of all time but they don't use it.

If it is used, your courses start running fast, your students start learning quickly *and all starts* going well.

Other course outnesses like Supervisors not giving anybody a pack or no one to give checkouts are all Administrative outnesses.

As far as actual Supervision is concerned it's this other *line* of handling misunderstood words.

The second that line is in there are wins all over the place.

The second that line is out there is no delivery.

If auditors are goofing, then in their training they have not been made to look up the misunderstood word and a lot of itsa has gone on and people have evaluated for them. Then these auditors having made mistakes they never corrected with this tech, think they need something new to run on pcs, but they just wreck new tech too.

We are shooting for a target, using just this misunderstood word tech, of a reduction of time by about a third on all major courses.

Just using this misunderstood word tech. That's all.

If some student is a totally slow student, you can get him back to the first bulletin or book he ever read and make him get every word in it he didn't understand, and it will go up in a chain.

People on courses were being itsa'd to death.

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HCO BULLETIN OF 27 JUNE 1971 R  
REVISED 2 DECEMBER 1974

All Students  
Tech & Qual  
Course Supervisors  
Course Super Chksht  
Cramming Offs  
Word Clearers

*(Revision in this type style)*

***Word Clearing Series 5R***

**SUPERVISOR TWO-WAY COMM EXPLAINED**

*(From LRH Lecture Tape 16/6/71  
Briefing to Aides Council)*

I don't think from the day they were spoken until now, anybody has understood or used "The Study Tapes".

This is the *only* piece of Technology that you *use* on a course.

There is no other teaching technology of any kind used on a course.

The 2-way comm HCOBs are *Auditor 2-way comm*.

The *Supervisor* has to know 2-way comm simply so that he can ask these burning questions:

"How are you doing?" (Not with a lot of student it'sa.)

"Is there any word you haven't understood?"

"Look it up."

"Use it in a sentence a few times."

That's the *TOTALITY*. That's *all* there is to teaching a course as far as the technology goes.

It's contained in *the few words which I have just given you* and there's *no* other technology.

That's all there is to teaching a course because that's all that's wrong with students.

You can monitor it this way. You can watch a student's stats *day to day*. His stats are down today compared with yesterday's so you go over and talk to him. He says, "Yes. I had a hard night last night, up all night arguing with my wife," etc-which could go on for hours.

*But* the Supervisor says, "Now yesterday or today what word did you run across that you didn't understand?"

The meter gives a LF.

He says, "Yes! Well I didn't understand the word 'waffle-waffle'."

The Supervisor says, "Well let's look it up and get it defined."

The student says, "Well it wasn't *that* word, it was the word before that."

Supervisor, "Good—let's get this looked up *and used a couple of times in a sentence.*"

The student does and he gets an F/N and it's all fine.

His study stats go back up.

That's *all* there is to it!

There are two ways to fail to communicate the tech. One is not to read the HCO Bs and the other is not to use the misunderstood word tech.

(Of course you can have no course and nobody there even trying.)

*The worst thing would be to pretend to have a course but have missing materials and Supervisors giving verbal advice or tech. That is deadly and will turn any Academy sour.*

*Verbal tech comes about when course materials are not available to students and no or faulty Word Clearing is used.*

As long as the Administration of the course *is in and all the course materials are available*, the *sole* course Tech is this misunderstood word tech.

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HCO BULLETIN OF 30 JUNE 1971 R  
REVISED 1 DECEMBER 1974

*Cancels HCO B 3 Dec 71, Handling Sheet*

Remimeo

**EXPANDED GF 40 RB**

This list is assessed Method 5 and fully handled. Must be done by an Auditor who has checked out on the Qual OK to Audit Checksheets, BPLs 14 Nov 74, Issues I-IV, and BPL 20 July 70R, Issue III, "Two-Way Comm Checksheet", and can make a prepared list read.

Where R3R (and Recalls) is done it can be done Triple or Quad, depending on what is C/Sed for the pc.

*SECTION A*

- A-1 DO YOU NOT WANT AUDITING? \_\_\_\_\_  
(2wc and find out why not. It will be an out rud or an out list. Handle to F/N.)
- A-2 ARE YOU REFUSING AUDITING? \_\_\_\_\_  
(2wc and find out why. Get pc to explain. Handle any out rud or out list to F/N.)
- A-3 ARE YOU PROTESTING AUDITING? \_\_\_\_\_  
(2wc E/S to F/N.)
- A-4 DO YOU DISLIKE TALKING TO AN AUDITOR? \_\_\_\_\_  
(If so run "Look at me. Who am I?" to F/N. Then "What could you say?" to F/N.)
- A-5 HAS NO ONE ASKED WHAT YOU REALLY WANT? \_\_\_\_\_  
(E/S to F/N.)
- A-6 HAS THERE BEEN ANYTHING WRONG WITH F/Ns? \_\_\_\_\_  
(Find the fault and handle with False TA HCO Bs. Rehab any overruns due to false TA.)
- A-7 HAS THERE BEEN ANYTHING WRONG WITH YOUR TONE ARM OR METER? \_\_\_\_\_  
(Find the fault and handle with False TA HCO Bs. Rehab any overruns due to false TA.)

*SECTION B*

- B-1 HAVE YOU BEEN AUDITED WITH RUDIMENTS OUT? \_\_\_\_\_  
(Find out which. Handle E/S to F/N.)
- B-2 HAVE YOU BEEN AUDITED OVER AN ARC BREAK? \_\_\_\_\_  
(2wc What was the ARC Brk? ARCU CDEINR E/S to F/N.)
- B-3 HAVE YOU BEEN AUDITED OVER A PTP? \_\_\_\_\_  
(2wc What was the PTP? E/S to F/N.)
- B-4 HAVE YOU BEEN AUDITED OVER A W/H? \_\_\_\_\_  
(What was the W/H? Who missed it? E/S to F/N.)
- B-5 HAVE YOU BEEN AUDITED OVER AN OVERT? \_\_\_\_\_  
(What was the overt? E/S overt to F/N.)
- B-6 ARE YOU LYING TO PEOPLE? \_\_\_\_\_  
(2wc E/S to F/N.)
- B-7 DO YOU HAVE SECRETS? \_\_\_\_\_  
(2wc What Secrets? E/S to F/N.)

- B-8 ARE YOU HERE FOR REASONS NOT DISCLOSED? \_\_\_\_\_  
 (If so, L&N “What was your original reason for coming here?”  
 R3R Triple/Quad if an E. Purp.) (Pgm for Ex Dn.)
- B-9 DO YOU HAVE AN EVIL PURPOSE? \_\_\_\_\_  
 (L&N “What Evil Purpose do you have?” R3R Triple/Quad.)  
 (Pgm for Ex Dn.)

*SECTION C*

- C-1 ARE YOU CONTINUOUSLY COMMITTING OVERTS ON \_\_\_\_\_  
 SCIENTOLOGY?
- C-2 DO YOU KEEP ON GOOFING? \_\_\_\_\_
- C-3 ARE YOU COMMITTING CONTINUOUS OVERTS IN LIFE? \_\_\_\_\_

Handling on each:

- (a) L&N “What are you trying to prevent?” R3R Triple/Quad  
 preventing
- (b) 2wc Committing continuous overts and pull them E/S to  
 F/N.

*SECTION D*

- D-1 HAVE YOU NOT HAD AUDITING? \_\_\_\_\_  
 (a. L&N “Who or what would prevent auditing?”  
 b. Triple/Quad Ruds & Overts on the item.)
- D-2 HAVE YOU BEEN SELF AUDITING? \_\_\_\_\_  
 (2wc E/S. Get when pc 1st started self auditing. Do L1C on  
 prior upset.)
- D-3 HAVE YOU BEEN AUDITED IN AN EARLIER LIFE? \_\_\_\_\_  
 (2wc E/S to F/N.)

*SECTION E*

- E-1 HAVE YOU BEEN OVERWHELMED BY AUDITING? \_\_\_\_\_  
 (R3R “When have you felt overwhelmed in auditing?” E/S to  
 EP. “Have you ever overwhelmed another in auditing?” E/S  
 to EP. “Have others ever overwhelmed others in auditing?”  
 E/S to EP. F-0 if necessary.) (Repair Pgm.)
- E-2 HAVE YOU BEEN OVERWHELMED BY LIFE? \_\_\_\_\_  
 (R3R “When have you felt overwhelmed in life?” E/S to EP.  
 “Have you overwhelmed another in life?” E/S to EP. “Have  
 others overwhelmed others in life?” E/S to EP. F-0 if Quad.)  
 (Repair Pgm.)
- E-3 HAVE YOU BEEN OVERWHELMED BY FAMILY CON- \_\_\_\_\_  
 NECTIONS?  
 (R3R “When have you felt overwhelmed by family connec-  
 tions?” E/S to EP. “When have you used family connections  
 to overwhelm another?” E/S to EP. “When have others used  
 family connections to overwhelm others?” E/S to EP. F-0 if  
 Quad.) (Repair Pgm.)
- E-4 ARE YOU CONNECTED TO SOMEONE HOSTILE TO SCI- \_\_\_\_\_  
 ENTOLOGY?  
 (PTS Interview.)
- E-5 ARE YOU RESTIMULATED IN YOUR CURRENT ENVIR- \_\_\_\_\_  
 ONMENT?  
 (R3R Triple/Quad times he felt restimmed in his environment  
 to EP.) (Repair Pgm.)
- E-6 ARE YOU ANTAGONISTIC TO WHAT YOU ARE DOING? \_\_\_\_\_  
 (3 S&Ds—see below.)



E-7 HAVE YOU BEEN SUPPRESSED BY ANOTHER? \_\_\_\_\_  
(3 S&Ds—see below.)

3 S&Ds

Assess: Withdraw From  
Stop  
Unmock  
Suppress  
Invalidate  
Make Nothing Of  
Suggest  
Been Careful Of  
Failed to Reveal

Take the 3 that read best. Use the one that read the most first.  
Test in these two questions:

“Who or what has attempted to \_\_\_\_\_ you?”  
“Who or what have you tried to \_\_\_\_\_?”

List the best reading question to BD F/N item. Use each of the  
3 this way.

### SECTION F

F-1 ARE YOU SEEKING THE SAME THRILL ATTAINED FROM DRUGS? \_\_\_\_\_

(2wc. E/S “Is there an earlier time you were seeking the same thrill  
attained from drugs?” to F/N.) (Drug RD or complete it.)

F-2 HAVE YOU TAKEN DRUGS? \_\_\_\_\_

List each type taken and rehab each by counting number of times.  
L3RD on his Drug RD if he had one.) (Verify or do full Drug RD  
all steps.)

F-3 DO YOU WANT TO CONTINUE TO TAKE DRUGS? \_\_\_\_\_

(List each type taken and rehab each by counting number of times.  
L3RD on his Drug RD if he had one.) (Verify or do full Drug RD  
all steps.)

F-4 HAVE YOU NEVER TAKEN DRUGS? \_\_\_\_\_

(2wc “Is there an earlier time you never took drugs?” to F/N.)

F-5 ARE YOU CURIOUS ABOUT DRUGS? \_\_\_\_\_

(2wc E/S “Is there an earlier time you were curious about drugs?”  
to F/N.)

F-6 HAS MEDICINE ACTED AS DRUGS? \_\_\_\_\_

(List the type of medicines pc has taken. Rehab each by counting.  
L3RD on his Drug RD if he had one.) (Verify or do full Drug RD  
all steps.)

F-7 HAVE YOU DRUNK ALCOHOL? \_\_\_\_\_

(List the types of alcohol pc had. Rehab each by counting.  
L3RD on his Drug RD if he had one.) (Verify or do full Drug RD  
all steps.)

### SECTION G

G-1 HAVE YOU HAD A FORMER THERAPY BEFORE SCIENT-  
OLOGY? \_\_\_\_\_

3-Way or Quad Recall: (Each repetitive to F/N Cog VGIs.)

F-1 “Recall another giving a former therapy to you.”

F-2 “Recall giving a former therapy to another.”

F-3 “Recall another giving a former therapy to another or others.”

F-0 “Recall giving a former therapy to yourself.”

*3-Way or Quad Engrams: (R3R each flow to F/N Cog VGIs and Erasure.)*

- F-1 "Locate an incident containing pain and unconsciousness of another giving a former therapy to you." *E/S "Is there an earlier incident containing pain and unconsciousness of another giving a former therapy to you?"*
- F-2 "Locate an incident containing pain and unconsciousness of you giving a former therapy to another." *E/S "Is there an earlier incident containing pain and unconsciousness of you giving a former therapy to another?"*
- F-3 "Locate an incident containing pain and unconsciousness of another giving a former therapy to another or others." *E/S "Is there an earlier incident containing pain and unconsciousness of another giving a former therapy to another or others?"*
- F-0 "Locate an incident containing pain and unconsciousness of you giving a former therapy to yourself." *E/S "Is there an earlier incident containing pain and unconsciousness of you giving a former therapy to yourself?"*
- G-2 HAVE YOU HAD MEDICAL THERAPY? \_\_\_\_\_  
(3-Way or Quad Recall/3-Way or Quad Engrams as in G-1 substituting "Medical Therapy".)
- G-3 HAVE YOU HAD PSYCHIATRIC THERAPY? \_\_\_\_\_  
(3-Way or Quad Recall/3-Way or Quad Engrams as in G-1 substituting "Psychiatric Therapy".)
- G-4 HAVE YOU HAD PSYCHOLOGY THERAPY? \_\_\_\_\_  
(3-Way or Quad Recall/3-Way or Quad Engrams as in G-1 substituting "Psychology Therapy".)
- G-5 HAVE YOU HAD DENTAL THERAPY? \_\_\_\_\_  
(3-Way or Quad Recall/3-Way or Quad Engrams as in G-1 substituting "Dental Therapy".)
- G-6 HAVE YOU HAD ELECTRIC SHOCK? \_\_\_\_\_  
(3-Way or Quad Recall/3-Way or Quad Engrams, followed by AESPs separately listed and R3Red.)

### SECTION H

- H-1 ARE YOU CURRENTLY DOING ANY BODY PRACTICES? \_\_\_\_\_  
*3-Way or Quad Recall. (Each repetitive to F/N Cog VGIs.)*
- F-1 "Recall another forcing body practices on you."
- F-2 "Recall you forcing body practices on another."
- F-3 "Recall another forcing body practices on another or others."
- F-0 "Recall forcing body practices on yourself."
- 3-Way or Quad Engrams: (R3R each flow to F/N Cog VGIs and Erasure. )*
- F-1 "Locate an incident containing pain and unconsciousness of another forcing body practices on you." *E/S "Is there an earlier incident containing pain and unconsciousness of another forcing body practices on you?"*
- F-2 "Locate an incident containing pain and unconsciousness of you forcing body practices on another." *E/S "Is there an earlier incident containing pain and unconsciousness of you forcing body practices on another?"*
- F-3 "Locate an incident containing pain and unconsciousness of another forcing body practices on another or others." *E/S "Is there an earlier incident containing pain and unconsciousness of another forcing body practices on another or others?"*
- F-0 "Locate an incident containing pain and unconsciousness of you forcing body practices on yourself." *E/S "Is there*

an earlier incident containing pain and unconsciousness of you forcing body practices on yourself?"

- H-2 ARE YOU CURRENTLY DOING ANY EXERCISES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Exercises".) \_\_\_\_\_
- H-3 ARE YOU CURRENTLY PRACTICING ANY RITES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Rites" .) \_\_\_\_\_
- H-4 ARE YOU CURRENTLY PRACTICING YOGA?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Yoga".) \_\_\_\_\_
- H-5 DO YOU HOLD ANY EASTERN BELIEFS?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Eastern Beliefs".) \_\_\_\_\_
- H-6 ARE YOU DOING ANY MENTAL EXERCISES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Mental Exercises".) \_\_\_\_\_
- H-7 DO YOU CURRENTLY PRACTICE MEDITATION?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Meditation".) \_\_\_\_\_
- H-8 HAVE YOU TAKEN PART IN EARLIER PRACTICES BEFORE SCIENTOLOGY?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Practices Before Scientology".) \_\_\_\_\_
- H-9 HAVE YOU TAKEN PART IN EARLIER RELIGIONS?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Religions".) \_\_\_\_\_
- H-10 HAVE YOU TAKEN PART IN EARLIER RITES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Rites".) \_\_\_\_\_
- H-11 HAVE YOU TAKEN PART IN EARLIER EXERCISES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Exercises".) \_\_\_\_\_
- H-12 HAVE YOU TAKEN PART IN HYPNOTISM?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Hypnotism".) \_\_\_\_\_
- H-13 HAVE YOU HELD EARLIER BELIEFS?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Beliefs".) \_\_\_\_\_
- H-14 HAVE YOU TAKEN PART IN EARLIER INDOCTRINATIONS?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Indoctrinations".) \_\_\_\_\_
- H-15 HAVE YOU TAKEN PART IN EARLIER SCIENTIFIC PRACTICES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Scientific Practices".) \_\_\_\_\_
- H-16 HAVE YOU TAKEN PART IN EARLIER ELECTRONIC PRACTICES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Electronic Practices".) \_\_\_\_\_
- H-17 HAVE YOU TAKEN PART IN EARLIER THOUGHT PRACTICES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Thought Practices".) \_\_\_\_\_
- H-18 HAVE YOU TAKEN PART IN EARLIER SPIRITUAL PRACTICES?  
(3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Spiritual Practices".) \_\_\_\_\_

- H-19 HAVE YOU TAKEN PART IN EARLIER EASTERN RITES? \_\_\_\_\_  
 (3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Eastern Rites".)
- H-20 HAVE YOU TAKEN PART IN EARLIER EASTERN PRACTICES? \_\_\_\_\_  
 (3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Eastern Practices".)
- H-21 HAVE YOU TAKEN PART IN EARLIER IMPLANTING TECHNIQUES? \_\_\_\_\_  
 (3-Way or Quad Recall/3-Way or Quad Engrams as in H-1 substituting "Earlier Implanting Techniques".)
- H-22 HAVE YOU PRACTICED WITCHCRAFT? \_\_\_\_\_  
*3-Way or Quad Recall:* (Each repetitive to F/N Cog VGIs.)  
 F-1 "Recall another practicing witchcraft on you."  
 F-2 "Recall you practicing witchcraft on another."  
 F-3 "Recall another practicing witchcraft on another or others."  
 F-0 "Recall practicing witchcraft on yourself."  
*3-Way or Quad Engrams:* (Each flow to F/N Cog VGIs and Erasure.)  
 F-1 "Locate an incident containing pain and unconsciousness of another practicing witchcraft on you." *E/S* "Is there an earlier incident containing pain and unconsciousness of another practicing witchcraft on you?"  
 F-2 "Locate an incident containing pain and unconsciousness of you practicing witchcraft on another." *E/S* "Is there an earlier incident containing pain and unconsciousness of you practicing witchcraft on another?"  
 F-3 "Locate an incident containing pain and unconsciousness of another practicing witchcraft on another or others." *E/S* "Is there an earlier incident containing pain and unconsciousness of another practicing witchcraft on another or others?"  
 F-0 "Locate an incident containing pain and unconsciousness of you practicing witchcraft on yourself." *E/S* "Is there an earlier incident containing pain and unconsciousness of you practicing witchcraft on yourself?"
- H-23 HAVE YOU CAST SPELLS? \_\_\_\_\_  
*3-Way or Quad Recall:* (Each repetitive to F/N Cog VGIs.)  
 F-1 "Recall a time a spell was used on you."  
 F-2 "Recall a time you used a spell on another."  
 F-3 "Recall a time another used spells on another or others."  
 F-0 "Recall a time you used spells on yourself."  
*3-Way or Quad Engrams:* (Each flow to F/N Cog VGIs and Erasure.)  
 F-1 "Locate an incident of pain and unconsciousness when a spell was used on you." *E/S* "Is there an earlier incident of pain and unconsciousness when a spell was used on you?"  
 F-2 "Locate an incident of pain and unconsciousness when you used a spell on another." *E/S* "Is there an earlier incident of pain and unconsciousness when you used a spell on another?"  
 F-3 "Locate an incident of pain and unconsciousness when another used spells on another or others." *E/S* "Is there an earlier incident of pain and unconsciousness when another used spells on another or others?"  
 F-0 "Locate an incident of pain and unconsciousness when you used spells on yourself." *E/S* "Is there an earlier incident of pain and unconsciousness when you used spells on yourself?"

H-24 ARE YOU DOING SOME EXERCISE BETWEEN SESSIONS?  
(Handle as in H-2 with 3-Way or Quad Recall/3-Way or Quad  
Engrams. ) \_\_\_\_\_

*SECTION I*

I-1 DO YOU HAVE AN ENGRAM EXACTLY MATCHING PT  
DANGERS? \_\_\_\_\_

*3-Way Engrams:* (R3R each to F/N Cog VGI's and Erasure.)

F-1 Ack what the pc says then continue with the R3R commands  
2-9, etc. E/S "Is there an earlier similar engram?"

F-2 "Locate a time when you gave another such an engram." E/S  
"Is there an earlier time you gave another such an  
engram?"

F-3 "Locate a time when another gave another or others such an  
engram." E/S "Is there an earlier time another gave another  
or others such an engram?"

F-0 "Locate a time when you gave yourself such an engram."  
E/S "Is there an earlier time you gave yourself such an  
engram?"

*SECTION J*

J-1 ARE YOU SERIOUSLY PHYSICALLY ILL? \_\_\_\_\_

(2wc Find out what the illness or symptoms are: BTB 28 May  
74R, "FULL ASSIST CHECKLISTS FOR INJURIES AND  
ILLNESSES".)

J-2 IS YOUR BODY ILL? \_\_\_\_\_

(2wc "What seems to be wrong with your body?" to F/N.)  
(BTB 28 May 74R, "FULL ASSIST CHECKLISTS FOR  
INJURIES AND ILLNESSES".)

J-3 ARE YOU MENTALLY ILL? \_\_\_\_\_

(2wc E/S "Is there an E/S time you were mentally ill?" to F/N.  
Handle as a W/H.) (R3R Narrative and AESPs R3R.)

J-4 DO YOU HAVE ANY BROKEN BONES? \_\_\_\_\_

(2wc E/S "Is there an E/S time you had broken bones?" to F/N.)  
(Medical Treatment. BTB 28 May 74R, "FULL ASSIST  
CHECKLISTS FOR INJURIES AND ILLNESSES".)

J-5 DO YOU HAVE ANY INFECTIOUS DISEASES? \_\_\_\_\_

(2wc Get the Data on what it is. E/S "Is there an E/S time you  
had an infectious disease?" to F/N.) (Medical Treatment. BTB  
28 May 74R, "FULL ASSIST CHECKLISTS FOR INJURIES  
AND ILLNESSES".)

J-6 DO YOU HAVE ANY HIDDEN ILLNESSES? \_\_\_\_\_

(2wc E/S "Is there an E/S time you had a hidden illness?" to F/N.)  
(BTB 28 May 74R, "FULL ASSIST CHECKLISTS FOR  
INJURIES AND ILLNESSES".)

J-7 DO YOU HAVE ANY TOOTH DECAY? \_\_\_\_\_

(2wc E/S "Is there an E/S time you had tooth decay?" to F/N.)  
(Dental Treatment. BTB 28 May 74R, "FULL ASSIST  
CHECKLISTS FOR INJURIES AND ILLNESSES".)

J-8 DO YOU HAVE ANY PHYSICALLY DAMAGED PARTS? \_\_\_\_\_

(2wc to find out what. BTB 28 May 74R, "FULL ASSIST  
CHECKLISTS FOR INJURIES AND ILLNESSES".)

J-9 DO YOU HAVE ANY BODY PARTS MISSING? \_\_\_\_\_

(2wc to find out what. BTB 28 May 74R, "FULL ASSIST  
CHECKLISTS FOR INJURIES AND ILLNESSES".)

J-10 HAVE YOU HAD ANY BODY PARTS REMOVED? \_\_\_\_\_

(2wc to find out what. BTB 28 May 74R, "FULL ASSIST  
CHECKLISTS FOR INJURIES AND ILLNESSES".)

SECTION K

K-1 ARE YOU OUT OF VALENCE?

LX Lists 3, 2, 1. Ref: HCO B 2 Aug 69, “ ‘LX’ Lists”, HCO B 5 Nov 69, “LX3”, HCO B 3 Aug 69, “LX2”, HCO B 9 Aug 69, “LX1”, BTB 26 Nov 71, Issue III, Corrected 30 Dec 71, “Out of Valence—220H”. Triple or Quad. If no valence change on the above do std Class VIII 220H as follows:

*3-Way or Quad Recall.* (Each repetitive to F/N Cog VGIs.)

F-1 “Recall another causing you to be someone else.”

F-2 “Recall you causing another to be someone else.”

F-3 “Recall another causing another or others to be someone else.”

F-4 “Recall causing yourself to be someone else.”

*3-Way or Quad Engrams:* (R3R each flow to F/N Cog VGIs and Erasure.)

F-1 “Locate an incident containing pain and unconsciousness of another causing you to be someone else.” *E/S* “Is there an earlier similar incident containing pain and unconsciousness of another causing you to be someone else?”

F-2 “Locate an incident containing pain and unconsciousness of you causing another to be someone else.” *E/S* “Is there an earlier similar incident containing pain and unconsciousness of you causing another to be someone else?”

F-3 “Locate an incident containing pain and unconsciousness of another causing another or others to be someone else.” *E/S* “Is there an earlier similar incident containing pain and unconsciousness of another causing another or others to be someone else?”

F-0 “Locate an incident containing pain and unconsciousness of you causing yourself to be someone else.” *E/S* “Is there an earlier similar incident containing pain and unconsciousness of you causing yourself to be someone else?”

K-2 ARE YOU BEING SOMEONE ELSE?

(Handle as in K-1 above. LX3, 2 & 1 and 220H if necessary.)

SECTION L

L-1 ARE YOU PRETENDING?

*3-Way or Quad Recall:* (Each repetitive to F/N Cog VGIs.)

F-1 “Recall another pretending to you.”

F-2 “Recall you pretending to another.”

F-3 “Recall another pretending to another or others.”

F-0 “Recall pretending to yourself.”

*3-Way or Quad Engrams:* (R3R each flow to F/N Cog VGIs and Erasure.)

F-1 “Locate an incident containing pain and unconsciousness of another pretending to you.” *E/S* “Is there an earlier incident containing pain and unconsciousness of another pretending to you?”

F-2 “Locate an incident containing pain and unconsciousness of you pretending to another.” *E/S* “Is there an earlier incident containing pain and unconsciousness of you pretending to another?”

F-3 “Locate an incident containing pain and unconsciousness of another pretending to another or others.” *E/S* “Is there an earlier incident containing pain and unconsciousness of another pretending to another or others?”

F-0 "Locate an incident containing pain and unconsciousness of you pretending to yourself." E/S "Is there an earlier incident containing pain and unconsciousness of you pretending to yourself?"

- L-2 ARE YOU PRETENDING TRAINING NOT ATTAINED?  
(3-Way or Quad Recall/3-Way or Quad Engrams of Pretending.) \_\_\_\_\_
- L-3 ARE YOU PRETENDING ATTAINMENTS IN LIFE NOT REALLY ATTAINED?  
(3-Way or Quad Recall/3-Way or Quad Engrams of Pretending.) \_\_\_\_\_
- L-4 ARE YOU PRETENDING GRADES NOT ATTAINED?  
(3-Way or Quad Recall/3-Way or Quad Engrams of Pretending.) \_\_\_\_\_

*SECTION M*

- M-1 HAVE YOU BEEN AUDITED WITH PRIOR GRADES OUT?  
(2wc Find what grades pc feels are out. Indicate it. E/S "Is there an earlier time you were audited over that/those out grade(s)?" to F/N.) \_\_\_\_\_
- M-2 IS YOUR DIANETICS INCOMPLETE?  
(2wc E/S to F/N.) \_\_\_\_\_
- M-3 DO ENGRAMS FAIL TO ERASE?  
(L3RD Rundown.) (R-Factor: "We are looking for engrams contacted in early auditing and not fully handled." Assess L3RD Method Five with the preface "In your early Dianetics ?" and handle with R3R over and over until it F/Ns.) \_\_\_\_\_
- M-4 IS YOUR COMMUNICATION GRADE OUT?  
(2wc E/S to F/N.) (Pgm for Exp Gr 0.) \_\_\_\_\_
- M-5 IS YOUR PROBLEMS GRADE OUT?  
(2wc E/S to F/N.) (Pgm for Exp Gr I.) \_\_\_\_\_
- M-6 IS YOUR O/W GRADE OUT?  
(2wc E/S to F/N.) (Pgm for Exp Gr II.) \_\_\_\_\_
- M-7 DO YOU HAVE PERSISTING ARC BREAKS?  
(2wc E/S to F/N.) (Pgm for Exp Gr III.) \_\_\_\_\_
- M-8 ARE YOU ANXIOUS ABOUT CHANGE?  
(2wc E/S "Is there an E/S time you were anxious about change?" to F/N.) (Pgm for Exp Gr III.) \_\_\_\_\_
- M-9 DO YOU HAVE SERVICE FACSIMILES?  
(E/S to F/N.) (Pgm for Exp Gr IV.) \_\_\_\_\_
- M-10 DO YOU HAVE FIXED IDEAS?  
(2wc E/S to F/N.) (Pgm for Exp Gr IV.) \_\_\_\_\_
- M-11 ARE YOU CONCERNED ABOUT BEING RIGHT OR WRONG?  
(2wc E/S "Is there an E/S time you were concerned about being right or wrong?" to F/N.) (Pgm for Exp Gr IV.) \_\_\_\_\_
- M-12 HAVE YOU FAILED TO ATTAIN OTHER GRADES?  
(2wc E/S to F/N.) (Note for C/S.) \_\_\_\_\_
- M-13 HAVE WINS ON GRADES BEEN BY-PASSED?  
(Rehab each to F/N.) \_\_\_\_\_

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 JUNE 1971  
Issue II

Remimeo  
Tech & Qual Secs  
C/Ses  
Auditors  
Word Clearers  
Only

*Word Clearing Series 8*

**STANDARD C/S FOR WORD CLEARING**

1. Fly a rud if no F/N.

2. ASSESS

Religion \_\_\_\_\_

Ministers \_\_\_\_\_

Church \_\_\_\_\_

Rituals \_\_\_\_\_

Rites \_\_\_\_\_

College \_\_\_\_\_

Schools \_\_\_\_\_

Sacrifices \_\_\_\_\_

Surgery \_\_\_\_\_

Electronics \_\_\_\_\_

Physics \_\_\_\_\_

Technical Subjects \_\_\_\_\_

Dianetics \_\_\_\_\_

Scientology \_\_\_\_\_

Theology \_\_\_\_\_

Theosophy \_\_\_\_\_

Law \_\_\_\_\_

Organization \_\_\_\_\_

Written Materials \_\_\_\_\_

Text Books \_\_\_\_\_

Practice \_\_\_\_\_

Science \_\_\_\_\_



The Humanities	_____
The Mind	_____
The Spirit	_____
Bodies	_____
Sex	_____
The Insane	_____
Psychiatry	_____
Psycho-analysis	_____
Psychology	_____

3. Take each reading item from the best read on down and with E/S pull each one to F/N.

“In the subject of \_\_\_\_\_ what word has been misunderstood?”

He may look them up, so have a good dictionary handy.

It isn't an earlier time he misunderstood *that* word. It's an earlier word in that subject and it can be an earlier subject.

Considerations about it and other questions are not touched.

Overts, W/Hs, etc are neglected.

Just do the process and it will eventually F/N on each chain.

A persistent F/N should be attained as the EP.

(From a Flag C/S 24/6/71)

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HCO BULLETIN OF 2 JULY 1971  
Issue III

Remimeo  
Tech and Qual  
Students  
Course Supervisors  
Supervisor's Course  
Cramming off  
Word Clearers

*Word Clearing Series 13*

**WORD CLEARING CLARIFICATION**

Reference HCO B 24 June 71, "Word Clearing"

Method No. 1 Word Clearing has yet to foul up any other auditing. When Method No. 2 is done it is far more likely to foul up auditing.

Persons just reporting to courses are the first candidates for Word Clearing.

Qual usually gets itself across numerous lines when it begins to Word Clear. I don't know why it should. The most fantastic figure-figure occurs around this action.

It is wholly unlimited. If No. 1 Method is done on Monday, it can be done again, same actions, same list assessed, same items left on the list, on Tuesday—and Weds and Thurs !

It can even be done with no folder to hand.

The only change would be to *add* some subjects if one wishes. But even that isn't vital.

A pc has spoken millions of languages.

The EP is not "He was word cleared once". It would be a persistent F/N on the whole list.

Who knows what the word clearing will lay bare in other languages or when one will attain the EP forever.

But there are too many strings being put into it like needing a folder, using tech pages, etc, etc. The action is in V. Well, why is Div IV getting in on it unless Div V is pulling it in?

You frankly have no idea what it takes to get tech really applied. The simplicity of hats, lines and tech actions gets overlaid with complexities.

Probably misunderstands attract complexities.

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Founder

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HCO BULLETIN OF 3 JULY 1971

Remimeo  
Franchise  
All Auditors  
Level III Checksheets

Replaces HCO Bs 22 May 65 and 23 Apr 64,  
and cancels HCO B 27 July 65 all on the  
same subject.

*SCIENTOLOGY III*

**AUDITING BY LISTS REVISED**

(Note: We now F/N everything. We do NOT tell the pc what the meter is doing. This changes "Auditing By Lists" in both respects. We do not say to the pc, "That's clean" or "That reads".)

**AUDITING BY LISTS**

(Reference: HCO B 14 Mar 71, "F/N Everything")

Use any authorized, published LIST. (Green Form for general review, L1C for ARC Brks, L4B for listed items list errors.)

**METHOD 3**

Use meter at a sensitivity so meter needle is loose but it is easy to keep needle at "Set". If sensitivity is too high the needle will be in constant motion as one tries to set the TA. If too low, the instant read will not be visible. 5 is usual for upper grade cases. 16 is usual for lower grade or Dianetic cases.

Have your meter in a position (line of sight) so you can see the list and the needle or you can see the needle and the pc. The meter position is important.

Hold the mimeoed list close beside the meter. Have your worksheet more to the right. Keep record on your worksheet. Mark the pc's name and date on it. Mark what list it is on the W/S with Time. It remains in the folder stapled to the W/S.

Read the question on the list, note if it reads. Do NOT read it while looking at the pc, do NOT read it to yourself and then say it while looking at the pc. These are the L10 actions and are called Method 6, not Method 3. It is more important to see the pc's cans than his face as can fiddle can fake or upset reads.

TR 1 must be good so the pc clearly hears it.

You are looking for an INSTANT READ that occurs at the end of the exact last syllable of the question.

If it does not read, mark the list X. If the list is being done through an F/N and the F/N just continues, mark the Question F/N.

If the question reads, do *not* say "That reads". Mark the read at once (tick, SF, F, LF, LFBD, R/S), transfer the number of the Q to the W/S and look expectantly at the pc. You can repeat the Q by just saying it again if pc doesn't begin to talk. He has probably already begun to answer as the Q was live in his bank as noted by the meter.

Take down the pc's remarks in shortened form on the W/S. Note any TA changes on the W/S.

If the pc's answer results in an F/N (Cog VGIs sometimes follow, GIs always accompany a real F/N), mark it rapidly on the W/S and say, "Thank you. I would like to indicate your needle is floating."

Do NOT wait endlessly for the pc to say more. If you do he will go into doubt and find more, also do NOT chop what he is saying. Both are TR errors that are very bad.

If there is no F/N, at the first pause that looks like the pc thinks he has said it, ask for an Earlier Similar \_\_\_\_\_ whatever the question concerned. Do NOT change the Q. Do NOT fail to repeat what the Question is. "Was there an Earlier Similar Restimulation of 'rejected affinity'?" This is the "E/S" part of it. You do *not* leave such a Question merely "clean".

It does not matter now if you look at the pc when you say it or not. But you can look at the pc when you say it.

The pc will answer. If he comes to a "looks like he thinks he said it" and no F/N, you ask the same Q as above.

You ask this Q "Was there an earlier similar \_\_\_\_\_" until you finally get an F/N and GIs. You indicate the F/N.

That is the last of that particular question.

You mark "F/N" on the list and call the next question on the list. You call this and other questions without looking at the pc.

Those that do not read, you X as out.

The next question that reads, you mark it on the list, transfer the question number to the W/S.

Take the pc's answer.

Follow the above E/S procedure as needed until you get an F/N and GIs for the question. Ack. Indicate and return to the mimeoed list.

You keep this up until you have done the whole list in this fashion.

If you got no read on the list Question but the pc volunteers some answer to an unreading question, do NOT take it up. Just ack and carry on with your mimeoed list.

**BELIEVE YOUR METER.** Do not take up things that don't read. Don't get "hunches". Don't let the pc run his own case by answering non-reading items and then the auditor taking them up. Also don't let a pc "fiddle the cans" to get a false read or to obscure a real one. (Very rare but these two actions have happened.)

## BIG WIN

If half way down a prepared list (the last part not yet done) the pc on some question gets a wide F/N, big Cog, VGIs, the auditor is justified in calling the list complete and going to the next C/S action or ending the session.

There are two reasons for this—one, the F/N will usually just persist and can't be read through and further action will tend to invalidate the win.

The auditor can also carry on to the end of the prepared list if he thinks there may be something else on it.

### GF AND METHOD 3

When a GF is taken up Method 3 (item by item, one at a time and F/Ned) it can occur that the TA will go suddenly high. The pc feels he is being repaired, that the clearing up of the first item on the GF handled it and protests. It is the protest that sends the TA up.

This is not true of any other list.

Thus a GF is best done by Method 5 (once through for reads, then the reads handled).

L1C and L4B, L7 and other such lists are best done by Method 3.

The above steps and actions are exactly how you do Auditing by List today. Any earlier data contrary to this is cancelled. Only 2 points change—we F/N everything that reads by E/S or a process to handle (L3B requires processes, not E/S to get an FIN) and we never tell the pc that it read or didn't read, thus putting his attention on the meter.

We still indicate F/Ns to the pc as a form of completion.

L1C and Method 3 are NOT used on high or very low TAs to get them down or up.

The purpose of these lists is to clean up by-passed charge.

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An auditor also indicates when he has finished with the list.

An auditor should dummy drill this action both on a doll and bullbait.

---

The action is very successful when precisely done.

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Founder

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HCO BULLETIN OF 4 JULY 1971

Remimeo  
Dianetics checksheet  
All Dn Auditors  
All C/Ses

*IMPORTANT*

*URGENT*

*C/S Series 48*

**DRUG HANDLING**

*See:* HCO B 28 Aug. 68 Drugs  
Issue II  
HCO B 29 Aug. 68 Drug Data  
HCO B 23 Sept. 68 Drugs & Trippers  
*Refer:* HCO B 19 May 69 Drug and Alcohol Cases *Prior* Assessing  
HCO B 12 Aug. 69 (HCO B 10 Dec. 68 Updated)  
Confidential—Case Supervisor Actions  
(Page 24 Resistive Case 220D)

A person who has been on Drugs is one of the “seven types of resistive cases”. (These types are found on the Scientology Green Form No. 40.)

In other words, someone who has been on drugs does not make good case gain until the drugs are handled. The same somatics will come back again. The case roller coasters-goes up and down.

Drugs since 1962 have been in very widespread use. Before then they were rare. A worldwide spread of drugs occurred. A large percentage of people became and are drug takers.

By drugs (to mention a few) are meant—tranquilizers, opium, cocaine, marijuana, peyote, amphetamine and the psychiatrist’s gift to Man, LSD, which is the worst. Any medical drugs are included. Drugs are drugs. There are thousands of trade names and slang terms for these drugs. ALCOHOL is included as a drug and receives the same treatment in auditing.

They are supposed to do wonderful things but all they really do is ruin the person.

Even someone off drugs for years still has “blank periods”. The abilities to concentrate or to balance are injured.

The moral part of it has nothing to do with auditing. The facts are that:

- (a) People who have been on drugs can be a liability until the condition is handled in auditing.
- (b) A former drug user is a resistive case that does not make stable gains until the condition is handled.
- (c) Auditing is the only successful means ever developed for handling drug damage.

**THOSE ON DRUGS**

On persons who are currently on drugs, it is necessary to take them through a special TR Course while they are still on them. They gradually come off of them voluntarily in most cases without painful “withdrawal symptoms” (which is the term for the agony and convulsions caused, particularly in the case of heroin takers, by just stopping the drug. Alcoholics are of course included.)

## DRUG ENGRAMS

People who have been on drugs are sometimes afraid of running engrams.

In fact, it is almost a way to detect a “druggie”.

The drugs, particularly LSD and even sometimes antibiotics or other medicines to which the person has an allergy, can turn on whole track pictures violently.

These tend to overwhelm the person and make him feel crazy. Some of these people are afraid to confront the bank again.

The TR and other steps of the special TR Course improve their confront.

If a person “doesn’t like Dianetics” and doesn’t want to be run on engrams, it is necessary to put them on the special course. If Dianetics *has* been run but poorly, it should of course be repaired fully with an L3B (List used to correct Dianetic errors). But if the person still flinches, the special course successfully completed will handle. It contains recall steps giving the pc a chance to confront the bank more easily and get used to it.

## FULL AUDITING RUNDOWN

A full auditing rundown on drugs, all done on the same pc, would be:

1. Special TR Course for ex-drug users or alcoholics.
2. Pc Assessment Form.
3. Class VIII Drug Rundown Quad (done by a Class IV or VI).
4. By a Dianetic Auditor: Pains, emotions, sensations, attitudes connected with drugs (or alcohol), R3R Quad.
5. Prior Assessment to Drugs, Quad R3R, Dianetic Auditor.

This can be followed by routine Quad Dianetics to EP for the grade.

## DONE FIRST

Drugs are done first. They are NOT done after the Health Form and regular Dianetics.

Why? Because Drugs make a resistive case! Regular Dianetics will get loses.

Any current Dianetic case failures are from flabby Dianetic auditing or the person has been on Drugs or alcohol which were not handled by Dianetics.

It hasn’t harmed anyone to omit drugs. But it made it hard or impossible to get stable case gain.

**THUS ANY DIANETIC PC WHO HAS HAD DRUG HANDLING OMITTED MUST BE RUN ON DRUGS AS SOON AS POSSIBLE BEFORE MORE AUDITING IS GIVEN.**

I repeat, drugs or alcohol in most instances make a resistive case so the point must be handled before the case will attain and hold case gain.

**ANY PC WHO IS NOT MAKING IT IN AUDITING SHOULD BE CHECKED FOR A DRUG OR ALCOHOL HISTORY.**

## DISCOVERY

In investigating a series of cases who were not making it, I found in each one that the person had been on drugs or alcohol and that drugs or the alcohol had not been run out.

Drug data was not covered fully enough in the Dianetics pack. Only Prior Assessment to Drugs was given.

Thus I find several Dianetic pcs were only run on the Prior Assessment to Drugs. This is not good enough.

## DIANETICS ONLY

Where Dianetic auditing only is available and the rest of the rundown given above is not, drugs can still be handled by a Dianetic Auditor in this way with this Dianetic Pgm.

1. Pc Assessment Form.
2. Full C/S 1, also doing the TRs well with the pc.
3. Write down the drugs from the Pc Assessment Form. Take the one that reads best on the meter.
4. List, what pains, emotions, sensations or attitudes are connected with taking (the drug).
5. Take the best reading Dianetic item from the list in 4. Run R3R Quad.
6. Complete items on 4 above with R3R Quad.
7. Take another drug from 3 above that reads.
8. Repeat 4.
9. Repeat 5.
10. Use up the whole list in 4 above in this way until the entire list of drugs F/Ns when called.
11. Do Prior Assessment to Drugs (or alcohol). R3R Quad.
12. Quad R3R on any missing flows of earlier Dn items run.
13. Do Health Form.
14. Proceed with routine Quad Dianetics.

This program is the one that would be done at step 4 in the full Drug Pgm above that includes the TR Course and Class VIII Rundown.

However, when only Dianetic Auditors are available, at least the above Dianetic Program must be done.

This repairs an omission in the Dianetic pack and unblocks the case gain of a great many pcs on whom a drug or alcohol history was never noticed or handled.

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HCO BULLETIN OF 5 JULY 1971 R  
Revised & Reissued 8 June 1974

(Only changes the 2nd last & 4th last paras.)

Remimeo

*C/S Series 49R*

**ASSISTS**

There are three types of assists.

They are:

1. Contact Assist
2. Touch Assist
3. Dianetic Assist.

They are quite different from each other. They are VERY effective when properly done.

A severe injury or illness case can be run on all three and SHOULD BE.

If the handling is very soon after injury, burns do not blister, breaks heal in days, bruises vanish.

But to obtain such results it is necessary that the C/S and auditor or auditor alone know and RESPECT the assist tech. It is too often a toss-off, only one kind being done and then not to EP.

Every assist must end with an F/N (at Examiner or checked on a meter).

**CONTACT ASSIST**

Done off meter at the physical Mest Universe location of the injury. EP - Pain Gone. Cog. F/N.

See HCO B 9 Oct 67, Assists for Injuries. [See BTB 18 Feb 74, same title.]

**DIANETIC ASSIST**

Done in session on the meter. EP Pain Gone. Cog. F/N.

See HCO Bs

- 12 Mar 69 Issue II, Physically Ill Pcs and Pre OTs
- 24 Apr 69 Dianetic Use
- 14 May 69 Sickness
- 20 May 69 Issue II, Dianetics (Dn Auditing Assists) [see BTB 10 Dec 74, VI]
- 23 May 69 Narrative Versus Somatic Chains
- 24 July 69 Seriously Ill Pcs
- 27 July 69 Antibiotics
- 15 Jan 70 The Uses of Auditing
- 21 June 70 C/S Series 9, Superficial Actions (Sick Pcs)
- 1 Dec 70 Dianetics—Triple Flow Action [now BTB I Dec 70R, same title]
- 5 Jan 71 Going Earlier in R3R (Dn Auditing Assist) [see BTB 10 Dec 74]
- 8 Mar 71 C/S Series 29, Case Actions, Off Line
- 15 Mar 71 Assists—A Flag Expertise Subject [see page 335]

## TOUCH ASSIST

Done off the meter by an auditor on the pc's body. EP Pain Gone. Cog. F/N.

See HCO Bs

- 9 Oct 67 Assists for Injuries [see BTB 18 Feb 74, same title]
- 5 May 69 Issue I, Touch Assists [cancelled, see Volume IX, page 502]
- 22 July 70 Touch Assist—An Improvement on Spinal Adjustment
- 23 Aug 70 The Body Communication Process [cancelled by BTB 10 Dec 74]
- 15 Mar 71 Assists—A Flag Expertise Subject [see page 335]

## UNCONSCIOUS PC

An unconscious pc can be audited off a meter by taking his hand and having him touch nearby things like pillow, floor, etc or body without hurting an injured part.

A person in a coma for months can be brought around by doing this daily.

One tells them a hand signal like, "Press my hand twice for 'Yes', once for 'No'," and can get through to them, asking questions and getting "Yes" and "No" hand responses. They usually respond with this, if faintly, even while unconscious.

When one has the person conscious again one can do the assists.

---

FIRST AID RULES APPLY TO INJURED PERSONS.

IN MAKING THEM TOUCH SOMETHING THAT WAS MOVING, STOP IT FIRST.

IN MAKING THEM TOUCH THINGS THAT WERE HOT, COOL THEM FIRST.

WHEN POSSIBLE MAKE THEM HOLD THE THINGS THEY WERE HOLDING, IF ANY, WHILE DOING A *CONTACT ASSIST*.

IF AFTER A TOUCH OR CONTACT ASSIST THEY DON'T F/N WHEN TAKEN TO OR GIVEN AN EXAM, CHECK FOR O/R AND IF NO F/N TAKE THEM AWAY AND COMPLETE THE ASSIST.

DIANETIC ASSISTS CAN BE RUN TRIPLE.

---

This is important tech. It saves pain and lives. Know it and use it.

L. RON HUBBARD  
Founder

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[The second last paragraph originally read, "DIANETIC ASSISTS CAN BE RUN TRIPLE OR QUAD." The change in the fourth last paragraph simply corrected a typographical error.]

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HCO BULLETIN OF 15 JULY 1971 R  
Issue I  
REVISED 6 JUNE 1974

Remimeo

***C/S Series 28R, 32R, 33R, 36R, 49R***

(This HCO B Revises HCO B 5 Mar 71, Issue II,  
*Revises* HCO B 7 Mar 71, (C/S Series 28,  
*Revises* HCO B 8 Mar 71, Issue II,  
*Revises* HCO B 4 April 71, C/S Series 32,  
and *Revises* HCO B 5 April 71, C/S Series 33,  
and *Revises* HCO B 21 April 71, C/S Series 36.  
Changes HCO B 4 July 71, C/S Series 48, from  
Quad to Triple on all Drug Handling.  
*Changes HCO B 5 July 71, C/S Series 49, "Assists".*)

**QUADS CANCELLED**

The disadvantages of Quad Dianetics outweigh any advantages in actual practice.

*Flow Zero* is therefore cancelled as part of Dianetics and lower grades.

This flow is self to self. It remains in use only in C/S Series 37R where it is one of the 7 basic flows.

What happens when you use Flow Zero as an addition to Flow 1 (another to self), Flow 2 (self to another), and Flow 3 (others to others) is that the pc now and then runs the same chain twice, usually two F 1 s rather than an F 1 and F0.

In the Interiorization Rundown, when Flow Zero is run one is running a lie. A static cannot go into itself. It can only appear to go into itself by calling other things "self". Further, in the Int RD some pcs get into an implant chain when they try to run F0 and the TA goes up.

In getting in the fourth flow by rerun of singles and triples (was called Quading for Quadruple or 4) a pc is sometimes made to run a chain twice and this will send the TA up.

Therefore, so as to simplify matters, do not run Flow Zero self to self on any rundown except 37R.

**REPAIR**

The majority of cases benefited from Quads.

Those that did not can easily be repaired by the use of L3B, the Dianetic correction list.

In repairing an Interiorization Rundown it will almost always be found that the Int RD was overrun in the first place. Int RDs often go flat on Secondary F2 or even Recall steps. Continuing to run all secondaries and engrams *and* Flow Zero after the rundown flattened, for example on F1 Engrams, is to overrun the Interiorization Rundown.

In making a repair of Int this is easily checked by asking if the Int RD was overrun.

If this is found to be the case, one then *dates* the Int RD exactly. If it was overrun it will quickly F/N.

If it does *not* F/N, then it was never completed.

If it *does* F/N on the date, also have the pc point to where it was done (location) and it will F/N again.

If this doesn't work, one uses L3B on the Int RD.

Repairing any jam-up in Quads is done by the use of L3B. To L3B one should add "Wrong flow?" when repairing Quad.

#### CANCELLATION

It was no overt to run Quad and has not ruined any cases.

But it is not easy to handle and can jam up and require repair. Thus its advantages are not great enough to continue it in use.

The same auditing time spent on other things will give more gain.

L. RON HUBBARD  
Founder

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[The original 15 July 1971 issue of this HCO B had the same text, but cancelled C/S Series 28, 32, 33 and 36. In this 6 June 1974 revision these cancellations have been changed to revisions. This HCO B was cancelled by HCO B 12 January 1975, *Quads Reinstated*, Volume VIII -373.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 JULY 1971  
Issue II

Remimeo

*C/S Series 50*

**C/S CASE GAIN**

Some C/Ses get audited over the present time problem "How to get case gain."

Working with pcs who sometimes don't can become a minor PTP.

This is also true of some auditors.

The way to C/S this is to run it triple PTP, but in this sequence:

**THE C/S**

1. 2WC Have you ever had a problem in getting case gain for another? E/S to F/N.
2. 2WC What solutions have you had in getting case gain for another? E/S to F/N.
3. 2WC Have others ever had a problem getting case gain for others? E/S to F/N.
4. 2WC What solutions have others had getting case gain for others? E/S to F/N.
5. 2WC Have you ever had a problem getting case gain for yourself? E/S to F/N.
6. 2WC What solutions have you had getting case gain for yourself? E/S to F/N.

Once handled it ceases to be a problem when one does it in the future.

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Founder

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HCO BULLETIN OF 15 JULY 1971  
Issue III

Remimeo  
Dianetics Checksheet  
All Dn Auditors  
All C/Ses

*IMPORTANT*

*URGENT*

*C/S Series 48R*

**DRUG HANDLING**

*See:* HCO B 28 Aug 68, Issue II, "Drugs"  
HCO B 29 Aug 68, "Drug Data"  
HCO B 23 Sept 68, "Drugs & Trippers"  
*Refer:* HCO B 19 May 69, "Drug and Alcohol Cases  
PRIOR Assessing"  
HCO B 12 Aug 69 (HCO B 10 Dec 68 Updated),  
Confidential—"Case Supervisor Actions"  
(Page 24 Resistive Case 220D.) [Now BTB]

(In this revision of HCO B 4 July 71, C/S Series 48,  
Quad [4] Flow has been changed to Triple Flow.  
There is no other change.)

A person who has been on Drugs is one of the "Seven types of resistive cases".  
(These types are found on the Scientology Green Form No. 40.)

In other words, someone who has been on drugs does not make good case gain  
until the drugs are handled. The same somatics will come back again. The case roller-  
coasters—goes up and down.

Drugs since 1962 have been in very widespread use. Before then they were rare. A  
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Even someone off drugs for years still has "blank periods". The abilities to  
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The moral part of it has nothing to do with auditing. The facts are that:

- (a) People who have been on drugs can be a liability until the condition is  
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- (b) A former drug user is a resistive case that does not make stable gains until the  
condition is handled.
- (c) Auditing is the only successful means ever developed for handling drug  
damage.

## THOSE ON DRUGS

On persons who are currently on drugs, it is necessary to take them through a special TR Course while they are still on them. They gradually come off of them voluntarily in most cases without painful “withdrawal symptoms” (which is the term for the agony and convulsions caused, particularly in the case of heroin takers, by just stopping the drug. Alcoholics are of course included.)

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In fact, it is almost a way to detect a “druggie”.

The drugs, particularly LSD and even sometimes antibiotics or other medicines to which the person has an allergy, can turn on whole track pictures violently.

These tend to overwhelm the person and make him feel crazy. Some of these people are afraid to confront the bank again.

The TR and other steps of the special TR Course improve their confront.

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## FULL AUDITING RUNDOWN

A full auditing rundown on drugs, all done on the same pc, would be:

1. Special TR Course for ex-drug users or alcoholics.
2. Pc Assessment Form.
3. Class VIII Drug Rundown Triple (done by a Class IV or VI).
4. By a Dianetic Auditor: Pains, emotions, sensations, attitudes connected with drugs (or alcohol), R3R Triple.
5. Prior Assessment to Drugs, Triple R3R, Dianetic Auditor.

This can be followed by routine Triple Dianetics to EP for the grade.

## DONE FIRST

Drugs are done *first*. They are NOT done after the Health Form and regular Dianetics.

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Any current Dianetic case failures are from flubby Dianetic auditing or the person has been on Drugs or alcohol which were not handled by Dianetics.

It hasn’t harmed anyone to omit drugs. But it made it hard or impossible to get stable case gain.

**THUS ANY DIANETIC PC WHO HAS HAD DRUG HANDLING OMITTED MUST BE RUN ON DRUGS AS SOON AS POSSIBLE BEFORE MORE AUDITING IS GIVEN.**

I repeat, drugs or alcohol in most instances make a resistive case so the point must be handled before the case will attain and hold case gain.

**ANY PC WHO IS NOT MAKING IT IN AUDITING SHOULD BE CHECKED FOR A DRUG OR ALCOHOL HISTORY.**

## DISCOVERY

In investigating a series of cases who were not making it, I found in each one that the person had been on drugs or alcohol and that drugs or the alcohol had not been run out.

Drug data was not covered fully enough in the Dianetics pack. Only Prior Assessment to Drugs was given.

Thus I find several Dianetic pcs were only run on the Prior Assessment to Drugs. This is not good enough.

## DIANETICS ONLY

Where Dianetic Auditing only is available and the rest of the rundown given above is not, drugs can still be handled by a Dianetic Auditor in this way with this Dianetic Pgm.

1. PC Assessment Form.
2. Full C/S 1, also doing the TRs well with the pc.
3. Write down the drugs from the pc assessment form. Take the one that reads best on the meter.
4. List, what pains, emotions, sensations or attitudes are connected with taking (the drug).
5. Take the best reading Dianetic item from the list in (4). Run R3R Triple.
6. Complete items on the (4) above with R3R Triple.
7. Take another drug from (3) above that reads.
8. Repeat (4).
9. Repeat (5).
10. Use up the whole list in (4) above in this way until the entire list of drugs F/Ns when called.
11. Do Prior Assessment to Drugs (or alcohol). R3R Triple.
12. Triple R3R on any missing flows of earlier Dn items run.
13. Do Health Form.
14. Proceed with routine Triple Dianetics.

This program is the one that would be done at step 4 in the full Drug Pgm above that includes the TR Course and Class VIII Rundown.

However, when only Dianetic Auditors are available, at least the above Dianetic Program must be done.

This repairs an omission in the Dianetic pack and unblocks the case gain of a great many pcs on whom a drug or alcohol history was never noticed or handled.

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Founder

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HCO BULLETIN OF 17 JULY 1971

Remimeo  
C/Ses  
Testing Personnel  
Class IX Checksheet

*C/S Series 51*

**OUT OF VALENCE**

(OCA Graph)

On OCA graphs (the plotted test score of a pc) you find sometimes a case that read high on the graph will drop and read lower after auditing.

This is caused by the fact that the person was OUT OF VALENCE in the first place.

Social machinery was what the first registered.

Now after auditing the graph expresses something closer to the actual being even though it dropped.

We have known about this since '57 or '58 but I do not think it was fully written up. Further, we now know MORE about it.

If you look into Suppressive Person tech you will find an SP *has* to be out of valence to be SP. He does not know that he is because he is himself in a non-self valence. He is "somebody else" and is denying that he himself exists, which is to say denying himself as a self.

Now this doesn't mean all persons whose graphs dropped were active SPs. But it *does* mean they weren't being themselves.

After some auditing they became themselves somewhat and this self isn't the social cheery self the first graph said.

But the dropped graph is nearer truth.

Now, how to get the graph UP again?

The person with the dropped graph is closer to being himself but is not yet fully restored, not yet fully into his "own valence".

While Class XI would handle this a bit differently, Class VIII rundown already has an answer.

The Class VIII out of valence lists LX1, LX2 and LX3 and the recall, secondary and engram triples for each assessed item from these lists is a way to handle.

Completing any cycle the pc is on is of course fundamental. And even if the pc goes on to next grade the graph will improve.

The fact is that the pc is emerging more and more and becoming himself and then he himself begins to gain.

The graph that dives will come back up if general processing is done.

The pc will keep saying he is "more there". And it is true.

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HCO BULLETIN OF 19 JULY 1971

Remimeo

*C/S Series 52*

**INTERNES**

The word INTERN or INTERNE means “An advanced graduate or a recent graduate in a professional field who is getting practical experience under the Supervision of an experienced worker”.

An Internship then is serving a period as an Interne, or an activity offered by an org by which EXPERIENCE can be gained.

Internships have been arranged this long while for every auditing class.

The apprenticeship of an auditor is done as an org Interne.

C/Ses very often have Internes on their lines and sometimes have trouble with getting them to audit.

The WHY of this is that the Interne seldom knows the definition of the word “Interne” (which is as above). They sometimes think they are still students. They do not know this fact:

**A COURSE GRADUATE BECOMES AN AUDITOR BY AUDITING.**

That means LOTS of auditing.

The failure of “auditors” is that they go from one level to the next, HDC to IV to VIII, without ever becoming an auditor for that Class.

Thus you can get a silly situation where a Class IX can’t audit or C/S well. Thus you get tech going out.

An HDC graduate who doesn’t then audit under an experienced Case Supervisor who knows and demands the standard actions rarely gets to *be* an HDC *AUDITOR*. It takes tons of hours to make a real Dianetic auditor who can toss off standard sessions and get his routine miracles.

So if an HDC doesn’t INTERNE, but simply goes on to the Academy Courses or SHSBC he has skipped his apprenticeship as a Dianetic Auditor.

If he gets his Class VI and never Internes but goes on to VIII well, we now have somebody who has long since lost touch with the reality of why he is studying.

Therefore you CAN’T take a Class VI graduate who was never a Dianetic Auditor and Interne him as a VI. He’ll goof-goof-goof. So you have to Interne him as an HDC.

WHEN he can turn out flawless Dianetic sessions on all kinds of pcs you can Interne him as a IV etc.

In other words you have to catch up all neglected Apprenticeships.

I don’t care if the guy is an VIII, if he wasn’t ever a Dianetic Auditor and a Class VI Auditor and isn’t Interning as an VIII then he is only a provisional.

Flubby auditors are the biggest time wasters a C/S has. If auditors on his lines aren’t good, he’ll take forever to get his C/S work done. And he won’t get results.

The answer is, regardless of Class as a course graduate, a C/S MUST INTERNE HIS AUDITORS FOR EACH INTERNESHIP MISSED ON THE WAY UP.

The “ok to audit” system is used.

One takes any graduate and Internes him on the lowest Internship he has missed. He reviews his material, gets his drills checked, gets his misunderstood words cleared

and gets an “ok to audit” for *that* level. If he goofs he is crammed. And sometimes wholly retreated. The “ok to audit Dianetics” would be his first okay. This suspends if he has to retreat.

When he then has turned out pcs, pcs, pcs, pcs, 5, 6, 8, 10 hours a day for weeks and weeks and is a total success as a Dianetic Auditor, he can go on up.

At first as a Dianetic Interne he is part time studying Dianetics. Then as he gets flawless and while he is getting experience and practice on Dianetics, he can gradually phase over into re-studying his next Internship, usually IV or VI.

Then one day he is word cleared, checked out on his drills, and he qualifies for “ok to audit” for IV or VI.

Now it begins all over again. Flubs—Cramming, midnight oil, audit audit cramming audit audit new word clear new drill work audit audit audit audit 5, 6, 8, 10 hours a day.

Now he *is* a IV or VI auditor.

His next real step is a VI or VII Interne at an SH. If he has been a good IV Interne *Auditor* his VI Internship after his SHSBC will be a VII Internship. VII *is* an Interne activity.

When he’s an *Auditor* that can do VI and Power, he is ready for VIII and IX.

If he is going to be a good VIII-IX auditor he will Interne in an AO or SH under an experienced C/S.

Now when he goes to his own org, you have a real honest to goodness C/S. And as a C/S he must know how you use Internships to make auditors.

Wherever this function is neglected, you don’t get auditors. You get doubtful students and out-tech.

On Flag C/Ses have to catch up every missed Internship to make a high volume high quality auditor.

The world renowned Superiority of Flag Auditors is built just like I am telling you here.

There is no reason just that same quality can’t be built in any org.

One does it by the Interne method.

By using this method you get IN tech and high volume.

Any auditor in any org that is limping and fumbling simply has never been properly Interned.

The way to remedy it is to set up a good Cramming that uses only HCO Bs and has them available (and no verbal tradition), a Good Word Clearer and a Qual “okay to audit” Interne system. The Internes are a Section in Qual. They have a Course Supervisor. They study and audit cram audit cram study audit, audit audit audit.

And one day you have IN tech and high volume high Class auditing all over the place.

Otherwise you just have a bunch of students, in doubt, chewing on their misunderstood words and failed tech.

There IS a right way to go about it.

It is by Internship.

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Founder

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HCO BULLETIN OF 21 JULY 1971 REVISED

Remimeo

(Revised 9 Aug 71 )  
(Reference WORD CLEARING METHOD 1  
HCO B 30 June 71 REVISED)

**WORD CLEARING CORRECTION LIST**

(Use to correct upsets, high or low TA  
occurring in word clearing sessions.)

Assess this list once thru noting reads (Method 5).

Carry all Reads to an F/N or get the reading item fully repaired to F/N.

1. UNFLAT INT/EXT  
(Correct by using L3B & handling.) -----
2. OVERRUN INT/EXT  
(Correct by dating exactly first Int Rundown to F/N  
and then locating to F/N—per HCO B 15 July 71,  
“Quads Cancelled”. If it doesn’t F/N use L3B on the  
Int Rundown. ) -----
3. AUDITED OVER EXTERIOR  
(Full Int Rundown if never done before. If already  
done—by folder inspection—correct as per 2.) -----
4. LIST ERROR  
(Use L4B and handle.) -----
5. UNFLAT ENGRAM CHAIN  
(Get which chain and flow and flatten—use L3B if it  
bogs. ) -----
6. ARC BREAK  
(Use ARCU CDEI itsa earlier similar itsa.)  
(Or LIC Method 3 if it does not clean up.) -----
7. PTP  
(PRESENT TIME PROBLEM)  
(Handle by itsa E/S itsa.) -----
8. WITHHOLD  
(Pull it-what, when, all, who E/S.) -----
9. OVERT  
(Pull it E/S.) -----
10. UNREADING SUBJECT  
(Get which one PC thought didn’t read—put in buttons  
suppress, invalidate and protest and clean it up.) -----
11. READING ON PROTEST  
(Get which word, clean off protest and indicate  
by-passed charge.) -----
12. OVERRUN A WORD  
(Get which one and rehab.) -----
13. COULDN’T HEAR THE WORD CLEARER  
(2wc E/S and clean it up.) -----

14. DIDN'T UNDERSTAND WHAT THE WORD CLEARER SAID  
(2wc E/S and clean it up.) -----
15. DIDN'T UNDERSTAND THE ACTION BEING DONE -----
16. CONFUSED BY SOMETHING  
(Work it out by 2-way comm and E/S.) -----
17. A WORD ON THE LIST OF SUBJECTS WAS MISUNDERSTOOD  
(Clear it.) -----
18. OVERRUN A SUBJECT  
(Get which one and rehab release point.) -----
19. WORD STILL MISUNDERSTOOD  
(Get it cleared up with a dictionary and take E/S word/subject to F/N.) -----
20. SUBJECT STILL MISUNDERSTOOD  
(Get which subject and which word and handle per usual word clearing tech.) -----
21. AUDITOR EVALUATION  
(Clean up with eval button E/S to EP.) -----
22. WORD CLEARING IN THE MIDDLE OF ANOTHER INCOMPLETE AUDITING CYCLE  
(Get which cycle PC is on and by folder inspection evaluate which one needs to be completed first—make sure it is fully noted on PGM to complete word clearing if the other action is handled first.) -----
23. WORD CLEARING WHILE DOING TR COURSE  
(Have PC finish the course.) -----
24. INCOMPLETE TR COURSE  
(Complete TR Course—then complete word clearing cycle.) -----
25. NOT GETTING THE BASIC WORD  
(Find which subject/word is incomplete by two-way comm and then take it to EP.) -----
26. NOT GETTING THE BASIC SUBJECT  
(Handle as in 25.) -----
27. AUDITOR FORGOT TO GO EARLIER SIMILAR  
(Get which subject/word and take to EP—if several subjects have been started take first one semi-run and flatten, then next, etc.) -----
28. NOT YOUR MISUNDERSTOOD  
(Clean it up by two-way comm.) -----
29. INVALIDATION OF KNOWINGNESS  
(Clean up using inval E/S.) -----
30. BY-PASSED A WIN  
(Rehab it.) -----

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HCO BULLETIN OF 23 JULY 1971

Remimeo

(Corrected in this type style, 4 May 1972)

(Revises and replaces HCO B 15 Mar 71  
of same title)

**ASSISTS**

**A FLAG EXPERTISE SUBJECT**

(Commands are the only change)

For a pc being run on a Touch Assist for handling something around the head (for example: teeth), go further even to the toes as the area extends through the nerve channel to the whole body. Right—left and also whole body. A head somatic also sticks in the spine.

**Assist EP**

All Assists are run to cognition and should F/N VGI at the Examiner.

**Injury Rundown**

On an injury, after the *Touch Assist*, a *Contact Assist* and then an *LIC on the injured member* could be done. Usual Dianetic actions would follow as necessary.

**Pc Running a Temperature**

COMMANDS CORRECTED FROM EARLIER ISSUE.

A persistent temperature can be brought down by running the pc on Objective “Hold it still”.

This *can* be run on a two command basis.

**VERSION A**

For a pc running a temperature too ill for regular auditing, he should be given antibiotics and an assist type boost, not a major action like Dianetics.

This version would be run if the pc is *far* too ill to get up. The pc is run on a meter to Cog F/N VGIs.

1. 2 command Repetitive Process alternate commands:

- a. Look around here and find something.
- b. Hold it still (until pc can or feels he can).

Then (a) again.

Then (b) again, etc.

This will drop a fever.

2. 2 WC How do you feel? Have you felt like this before? Earlier Similar to F/N VGIs.

VERSION A is NOT very lasting. It is for very ill pcs and very high temperatures.

#### VERSION B

This is true Objective “Hold it still” and is very lasting.

It is done on a pc who can, even with effort, walk around a room.

It is done OFF the meter to Cog, GIs. The pc then should at once be put on the meter and will be found to have an F/N. If no F/N on the meter the process is either (a) unflat or (b) overrun. *If unflat it is continued, flattened off the meter and the same meter test follows. If overrun the re/ease point is rehabbed.*

VERSION B Commands are:

- (a) Look around here and find something.
- (b) Walk over to it.
- (c) With your hands, hold it still.

The three commands are given in (a) (b) (c) sequence one after the other, the pc executing each command and being acknowledged until the pc has a cognition and GIs. He is then checked on the meter.

A thermometer can be used to check temperature after the meter check for F/N. The temperature will be found to have subsided.

---

Both A and B versions can be used on the same pc.

Let us say on Monday, A Version is used. Then on Tuesday if temperature has gone back up but pc is better B Version is then used.

---

The temperature process is most effective on a low order persistent fever that goes on and on for days and even weeks. In such cases Version B would be used and the temperature would come down and stay down very nicely.

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2. Use only the ticks or falls or BDs. The rises will however show where mass lies.
  - A. If A or any of the A Group, and the pc has *had* an Int RD,
 

*Date*—tell pc date Int RD was run from Folder Summary, then date the point it was flat by exact time—hour, minute, second until it F/Ns and he says something blew.

*Locate*—have pc point where the Int RD was done, get distance away, part of room, etc until it F/Ns and he says something blew.

If these do not happen it is not Flat so do L3B on each Flow and handle per the L3B directions.

If Pc *has never had an Int RD*, then give him a standard Int RD providing you have checked out on the Int-Ext pack and are good at R3R.
  - B. If any of these read, do an L4B on the earliest lists you can find that have not been corrected. Lacking these do an L4B in general. You can go over an L4B several times handling each read to F/N until the whole L4B gives nothing but F/Ns.
  - C. If any of these, handle with 2 way comm and earlier similar to F/N. If more than one reads do biggest read first and then clean up each of the others E/S to F/N. If all read on assessment you have to get an F/N for each or 6 F/Ns.
  - D. If any of these, do full Drug RD as per HCO B 15 July 1971, Issue III.
  - E. If any of these, do L3B and handle according to what is stated to do on L3B.
  - F. Do exactly as in A using the earliest time it was done.
  - G. Find out what it is. If Yoga or Mystic exercises or some such 2wc E/S it to first time done, find out what upset had occurred before that and if TA now down do L1C on *that* period of pc's life.

General. Handle Int RD (A) if it reads at all before handling rest as nothing will go right if Int is still out. For the remainder prefer to handle any BD group if you get a BD. If in doubt about what to do, return to the C/S.

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[This HCO B was revised by order of LRH on 31 December 1971, 16 March 1972, 22 March 1972 (which changed the title to *Short Hi-Lo TA Assessment C/S*), 16 May 1972, 18 August 1972 and 20 April 1973. These were revised by LRH HCO Bs: 24 November 1973, C/S Series 53RF, Volume VIII, page 228; 24 November 1973, Reissued 4 April 1974, C/S Series 53RG, Volume VIII, page 282; 24 November 1973R, Revised and Reissued 30 August 1974, C/S Series 53RH, Volume VIII, page 308; 24 November 1973RA, Revised and Reissued 12 November 1974, C/S Series 53RI, Volume VIII, page 356; and 24 November 1973RB, Revised and Reissued 22 March 1975, C/S Series 53RJ, Volume VIII, page 398; all titled *Short Hi-Lo TA Assessment C/S*.]

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HCO BULLETIN OF 28 JULY 1971

Remimeo

DIANETICS

*C/S Series 54*

**DIANETICS, BEGINNING A PC ON**

Make Dianetics work fully in our modern culture.

DO NOT BEGIN DIANETICS WITH A HEALTH FORM ANY LONGER.

BEGIN DIANETICS WITH A PC ASSESSMENT SHEET, HCO B 24 April 1969.

This is VITAL.

DRUGS

IF YOU GET ANY TA ACTION OR READS ON DRUGS EVEN IF THE PC SAYS "NO" THE FIRST DIANETIC ACTION IS THE THIRD PAGE OF HCO B 15 July 1971, Issue III.

If the pc is currently on Drugs, then a Special Drug TR COURSE IS VITAL until the pc is off them. *Then* do the third page of HCO B 15 July 1971, Issue III.

ACCIDENTS

If you get a read on Part E of Assessment Form, Accidents, run them out Narrative R3R Triple.

ILLNESS

If Illness Part F Assessment Form reads, run it out Narrative R3R Triple.

MENTAL TREATMENT

If Mental Treatment reads, run it out Narrative R3R Triple.

OPERATIONS

If Operations Part G reads run the reading one out Narrative R3R Triple.

MEDICINE

If Medicine Part M reads TREAT IT HCO B 15 Jul 71, Iss III, as it reacts like any other drug but pcs don't sometimes think of medicines as drugs when they are.

DEATHS

If Deaths of relatives, etc read on Part 7, run them out Narrative as SECONDARIES R3R TRIPLE.

## FAMILY INSANITY

If Part L reads on a member of the family going insane, run it out Narrative SECONDARIES R3R TRIPLE.

## PERCEPTION

Lack of perception (sight, hearing, etc) comes from overts and improves when Flow 2 is done on any of the above or any R3R.

## PROGRAM

The C/S Programs the Case from the Assessment Form as above, using Drugs or Medicine first and the rest by largest reads first.

Narrative Items or incidents were used for years with great effect. BUT THE ITEM MUST BE DONE R3R TRIPLE and is once in a while very long.

## REPAIR

Repair by L3B ANY FLUBBED DIANETIC SESSION OR CHAIN WITHIN 24 HOURS. Do not let it go unrepaired.

## HEALTH FORM

WHEN any and all of the above are handled, then and only then proceed with the usual Health Form by item.

The pc in many cases won't be able to run engrams at all unless you run out drugs or medicines first. They will run these and these alone until the engrams are gone.

People who "can't run engrams" are usually drug cases.

---

This is CORRECT Dianetic Programming.

MAKE DIANETICS WORK FOR YOU.

Program it correctly. C/S it correctly.

It won't work unless used on where the pc's attention is.

IT WILL WORK IF YOU USE IT.

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Founder

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HCO BULLETIN OF 2 AUGUST 1971

Remimeo  
Advanced  
Courses  
C/Ses  
Ad Course  
TR Course  
Supers

Not Confidential

**TRS, SOLO COURSE AND ADVANCED COURSES**

(Definition - TR means Training Drills)

Do not put a student who has done a Solo Course onto TRs before auditing.

A wrong sequence would be R6EW study—TR Course—Solo Auditing. Another wrong sequence would be CC or OT Material Study—TR Course or TRs—Solo Auditing.

WHY? Because with all the study materials stirred up ready to Audit, the TRs are the wrong process to run it out. If put on TRs then the as yet unaudited bank tends to cave in.

While it would run out on TRs the basic bank is so heavy that very unnecessary stress is put on the student and he is subjected to distressing somatics and ideas.

Therefore on

1. R6EW SOLO STUDENTS
2. ANY AD COURSE

the rule applies

**DO NOT MIX TRS WITH SOLO OR ADVANCED COURSES.**

The time to put a student through the TR Course is BEFORE Solo or after he is OT, not in the time between.

Factually Scientologists should be TR public course grads even before a Dianetics completion.

People before extensive auditing make great gains on a properly run word cleared TR Course.

A Clear OT has a ball doing TRs the Hard Way.

But when you put the TRs out of sequence on the Grade Chart they can distress people. Way up on the Chart or way down, not in between.

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HCO BULLETIN OF 4 AUGUST 1971

Remimeo  
Dept 13  
Qual Div  
Qual Bur

**PURPOSE CLEARING**

(This HCO B is the basic action of the  
Post Purpose Clearing Section of Dept 13  
Div V, Qual Div or by auditors as a  
technology.)

An essential part of HATTING as done in HCO is to get the person's POST PURPOSE  
CLEARED by an auditor.

**INSTANT PURPOSE**

HCO usually tells the person what the purpose of the post is and certainly the staff member's  
seniors would.

This action is not metered and goes along with Instant hatting. It is not done by an auditor.

"George, the purpose of your post is to \_\_\_\_\_. Any questions?" Questions are answered and  
clarified.

Giving the person on the post the purpose is a basic hatting step.

**FULL POST CLEARING**

This requires an auditor, an E-Meter, and is done in session.

Usually this is done after Mini-hatting and after some experience with the post. It is NOT done  
in this full fashion before the person has any knowledge of the post. It can also be done during or at the  
end of full hatting.

But the sooner it is done after Mini-hatting and some weeks' experience on the post the more  
successful it will be.

**AUDITOR QUALIFICATIONS**

The auditor doing Post Purpose Clearing must be expert with

1. TRs
2. Metering
3. Code
4. 2 Way Comm
5. Flying rudiments.

**ADMIN**

A Post Purpose Clearing is given full worksheet and report handling and person goes to  
Examiner.

A record of the session is kept with others done in the PPC RECORD BOOK with especially  
noted High or Low TA and vitally, *any Rock slam*.

**PC**

The pc must not be in an Ethics cycle, must be rested, not hungry and not ill or on drugs or  
medication.

ANY RINGS ON THE PC'S HANDS MUST BE REMOVED AS THEY CAUSE A FALSE  
ROCK SLAM.

## HAT FOLDER

Staff Member must bring hat folder to the PPC session so if there is any confusion on purposes in it they can be cleared from the Hat Folder.

## CASE FOLDER

Case folder of the pc must also be collected and examined before session. This is repeated in the Rundown so it won't be missed.

## POST PURPOSE CLEARING STEPS

PPC 1 - Get the staff member's folder. Verify that he is not in the middle of some processes, repair or Major Grade. If so, don't touch.

PPC 2 - Fly a rud or talk the TA down if high. Note that it WAS high on the session worksheet. If the TA does not come down refer the case to Staff Staff Auditors and do not proceed. Case would need Folder Error Summary, Int Rundown verified, C/S Series 53 and handled.

PPC 3 - 2wc about person's post. Be alert to problems or w/hs and if these seem to be there do E/S to F/N on Problems and/or E/S to F/N on w/hs.

PPC 4 - 2wc "What is your post?" Need not F/N but if pc can't tell you resort to his hat and clear up confusions to F/N.

PPC 5 - 2wc "What opportunities would you have on your post?" This is carried to F/N. If no F/N treat it as a w/h and ask if there's anything pc isn't telling you. Carry any w/h to F/N.

Then check the question again and get the F/N back by 2wc or E/S to F/N. (If you start to clear w/hs in the middle of the Q then the w/hs will F/N but the Q hasn't yet so must be F/Ned also. Overts may come up as well as w/hs and if so F/N them by E/S.) Pc should finish this step with F/N Cog and GIs.

PPC 6 - 2wc "How does your job align (compare) with what you incline (would like) to do?" Get any conflicts into view if not clean. Go E/S to F/N if there is conflict. If no F/N despite Itsa on conflict ask for overts or withholds and carry this to F/N. Check Q again to be sure it's clean or F/Ns.

PPC 7 - 2wc "What do you imagine the purposes of your post are?" Take it to clean needle or F/N.

PPC 8 - 2wc "How does this purpose tie in with the purpose of your Division?" Clean this up if there's doubt. Use folders or OEC books. Be sure it's clean if not an F/N. F/N is the ideal.

PPC 9 - 2wc "How does your purpose tie in with the purpose of the org?" Clean this up.

PPC 10 - 2wc "If your post was not done what would happen to the org?" Clean this up.

PPC 11 - 2wc "What is the purpose of your post?" This should go to F/N.

PPC 12 - Thank pc and send to Examiner.

---

Complete Worksheet. Enter results in log.

Put the session report in pc's folder.

Send a report to the E/O AND TO FLAG if the person Rock slams.

If you can get no satisfactory F/Ns and cogs and VGIs or if Exam report is bad, DIRECT THE FACT TO THE ATTENTION OF THE HAS AND THE C/O AND THE CASE SUPER.

---

Post Purpose Clearing counts as a completion for the Dept on an F/N at Examiner's.

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HCO BULLETIN OF 8 AUGUST 1971

Remimeo

*C/S Series 55*

**THE IVORY TOWER**

It has been stated before that the Case Supervisor is most successful when he supervises in seclusion.

This is called the IVORY TOWER rule.

It comes from the practical experience that in C/Sing thousands of cases the only few mistakes I made (and repaired) were when I listened to the opinion of the auditor or saw the pc.

This can be quite fatal to a case's progress.

The fantastic results I achieve as a C/S mainly stem from not permitting what I know of tech and cases to be clouded by "Human Emotion and Reaction" (a Scn Public Relations term) by others.

Part of a C/S's duty is to get the case through it despite auditor opinions and flubs or the opinions of others.

A C/S has no political or personnel opinions. He can of course have his own opinions of the pc's case. But he is the FRIEND of the pc even when being harsh.

Often the C/S, unseen by the pc, is sometimes never suspected but quite often adored by those for whom he C/Ses. One often sees this in success stories, "Thank you, thank you to my great auditor (name) and the C/S (name) and Ron." Sometimes it's only the auditor. But mos. pcs know the C/S is there.

This awareness is also a great trust and it is a trust that is earned by great results and is never betrayed.

To the majority of pcs, then, it is a trio—always in the same order—his auditor, his C/S and myself.

He trusts us. And we do our best for him.

We don't change our actions, then, if he is a dope addict, a wife beater, a criminal, a degraded being or an upstat (one who has high statistics) and a sterling person.

When we are researching, C/Sing or auditing, we do our best for him.

We have nothing to do with whether his seniors like him or for that matter whether we like him.

It is our job. We hold it in trust.

In our hands is his future, his sanity, his immortality.

It depends on us whether he survives and lives a full life or whether he goes into limbo.

If we do our duty, when we know and do our jobs, he achieves everything. When we don't, he is gone.

No priest or fancied idol has ever been endowed with more cause over the beingness of another than a C/S and his auditor. This isn't my opinion or my feeling about it. It's the way pcs look at it.

Actually one can't really state the full actuality of it.

The pc is justified in trusting us when we keep up to date on our tech, know our job, take every care that a good job is done and do our duty.

#### AUDITOR OPINION

Some auditors develop overts and withholds on pc and color their auditing reports with critical remarks about a pc = more withholds.

A C/S who pays much attention to these *opinions is* foolish. When they get too bad on too many pcs, get the auditor's overts and withholds pulled as he'll begin to flub.

The Worksheet and What the pc said or did is important. The opinions aren't.

An auditor has a right to refuse to audit certain pcs as long as he audits others. That's as it should be.

But a lot of "dog cases" are just unsolved cases that can be solved. Some are very difficult, true, but the difficulty is finding the bug. Some pcs are rather wild in conduct. But they solve too.

So an auditor's *opinion is* not a study of the case. Talking to an auditor about a case he is auditing is *not* of any technical value to a C/S.

Again, a case does not know what is wrong with it or it would as-is and wouldn't be wrong. So talking to a case about his case is a waste of time for a C/S. Some write huge notes to a C/S. The only value in all this is to analyze whether it's a hidden standard or an ARC Brk or a w/h or a PTS matter. TECHNICAL considerations are all that enter in looking over such.

EXECUTIVE opinion is the world's worst source of data on a pc. No C/S should ever take what seniors say about a junior. It's all Human Emotion and Reaction. It's not tech.

FAMILY, husbands, wives, fathers, mothers, brothers and sisters, aunts and uncles are of little value to listen to about a case. The most they could give you would be a list of accidents or illness or time in a home. But beware, they may be worse off than the pc.

No. The C/S is the pc's safest friend.

The pc trusts the C/S and the auditor. Or he wouldn't sit still at all.

Sometimes he only trusts me. And that's the time I have to trust you.

And I do.

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HCO BULLETIN OF 30 JUNE 1971 REVISED

Remimeo  
Tech & Qual Secs  
C/Ses  
Auditors  
Word Clearers  
Only

Issue II  
(Revised 9 Aug 71 )

***Word Clearing Series 8RR***

(Cancels HCO B 30 June 71 Issue II *and*  
*HCO B 30 June 71 Issue II 8R*)

**STANDARD C/S FOR WORD CLEARING IN SESSION  
METHOD 1**

1. Fly a rud if no F/N. (See "Auditor's Rights", C/S Series 1, if any trouble with this pc. If errors in previous word clear sessions use HCO B 21 July 1971 REVISED to handle word clearing corrections needed.)
2. ASSESS

R Factor: We are going to go over a list of subjects to see if there is any word you didn't understand while studying these subjects. (Assess the whole list rapidly and clearly, good TR1 and noting every read from the meter.)

Religion	_____	Arithmetic	_____
Ministers	_____	Grammar	_____
Church	_____	The Humanities	_____
College	_____	The Mind	_____
Schools	_____	The Spirit	_____
Sacrifices	_____	Bodies	_____
Surgery	_____	Sex	_____
Medicine	_____	The Insane	_____
Electronics	_____	Psychiatry	_____
Physics	_____	Psychoanalysis	_____
Technical Subjects	_____	Psychology	_____
Dianetics	_____	Rituals	_____
Scientology	_____	Rites	_____
Theology	_____	<i>Ships</i>	_____
Theosophy	_____	<i>The Sea</i>	_____
Philosophy	_____	<i>Military</i>	_____
Law	_____	<i>Armies</i>	_____
Organization	_____	<i>Navies</i>	_____
Government	_____	<i>Stars</i>	_____
Written Materials	_____	<i>Heavenly Bodies</i>	_____
Text Books	_____	<i>The Universe</i>	_____
Practice	_____	<i>Planes</i>	_____
Science	_____	<i>Vehicles</i>	_____
Music	_____	<i>Machinery</i>	_____

*Motors* \_\_\_\_\_  
*Administration* \_\_\_\_\_  
*Healing* \_\_\_\_\_

*Illnesses* \_\_\_\_\_  
*Spoken Words* \_\_\_\_\_

Add items dealing with this specific Pc's life.

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3. Ask the Question, "Is there any word on this list you didn't understand?" Clear it. (Do not reassess because there was a list word not understood.)
4. Take each reading item from the best read on down and with E/S pull each one to F/N.

"In the subject of \_\_\_\_\_ what word has been misunderstood? "

He *MUST* look them up, so have a good dictionary handy. *Do not accept "I know the meaning" if the subject or word reads.*

It isn't an earlier time he misunderstood *that* word. It's an earlier word in that subject and it can be an earlier subject.

Considerations about it and other questions are not touched.

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

Just do the process and it will eventually F/N on each chain.

5. When all reads on the first assessment are handled to F/N, REASSESS the whole list. Do not take off the list items already handled.
6. Repeat Step 4.
7. Repeat Step 5.
8. Repeat Step 6, etc.
9. A persistent F/N should be attained on assessing the whole list as the End Phenomena of the Word Clearing sessions.

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HCO BULLETIN OF 16 AUGUST 1971  
Issue II

Remimeo  
Courses  
Checksheets

**TRAINING DRILLS MODERNIZED**

(Revises 17 APRIL 1961.  
This HCO B cancels the following:

Original	HCOB 17 April 1961, "Training Drills Modernized"
Revised	HCO B 5 Jan 1971, "Training Drills Modernized"
Revised	HCO B 21 June 1971, "Training Drills Modernized" Issue III
	HCO B 25 May 1971, "The TR Course"

This HCO B is to replace all other issues of  
TRs 04 in all packs and checksheets.)

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

1. The auditing skill of any student remains only as good as he can do his TRs.
2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.
3. If the TRs are not well learned early in Scientology training courses, **THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRS.**
4. Almost all confusions on Meter, Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.
5. A student who has not mastered his TRs will not master anything further.
6. Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

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

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

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

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

**THESE TRS ARE DONE EXACTLY PER THIS HCO B WITHOUT ADDED ACTIONS OR CHANGE.**

**NUMBER: OT TR 0 1971**

**NAME:** Operating Thetan Confronting.

**COMMANDS:** None.

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

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

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

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

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

**NUMBER: TR 0 CONFRONTING REVISED 1961**

**NAME:** Confronting Preclear.

**COMMANDS:** None.

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

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

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

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

**NUMBER: TR 0 BULLBAIT REVISED 1961**

**NAME:** Confronting Bullbaited.

**COMMANDS:** Coach: “Start” “That’s it” “Flunk”.

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

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

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

**PATTER:** Student coughs. Coach: “Flunk! You coughed. Start.” This is the whole of the coach’s patter as a coach.

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

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

**NUMBER: TR 1 REVISED 1961**

**NAME:** Dear Alice.

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

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

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

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

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

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

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

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

***NUMBER: TR 2 REVISED 1961***

*NAME:* Acknowledgements.

*PURPOSE:* To teach student that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop.

*COMMANDS.* The coach reads lines from “Alice in Wonderland” omitting “he said” and the student thoroughly acknowledges them. The coach repeats any line he feels was not truly acknowledged.

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

*TRAINING STRESS:* Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what *was* said. Curb over and under acknowledgement. Let student do anything at first to get acknowledgement across, then even him out. Teach him that an acknowledgement is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on.

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

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

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

***NUMBER: TR 3 REVISED 1961***

*NAME:* Duplicative Question.

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

*COMMANDS:* “Do fish swim?” or “Do birds fly?”

*POSITION:* Student and coach seated a comfortable distance apart.

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

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

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

*PATTER:* The coach uses “Start” and “That’s it”, as in earlier TRs. The coach is not bound after starting to answer the student’s question but may comm lag or give a commenting type answer to throw the student off. Often the coach should answer.

Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

Student: “Do fish swim?” Coach: “Yes.” Student: “Good . “ Student: “Do fish swim?” Coach: “Aren’t you hungry?” Student: “Yes.” Coach: “Flunk.”

When the question is not answered, the student must say, gently, “I’ll repeat the auditing question,” and do so until he gets an answer. Anything except commands, acknowledgement and, as needed, the repeat statement, is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgement is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgement is flunked. Lack of an acknowledgement (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, “Start”, “Flunk”, “Good” or “That’s it”, should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant, “I’ll repeat the auditing command.”

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

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

***NUMBER: TR 4 REVISED 1961***

*NAME:* Preclear Originations.

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

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

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

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

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

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

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

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

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

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

#### TRAINING NOTE

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

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Remimeo  
Div IV HGC  
Div V Dept 13

HCO BULLETIN OF 20 AUGUST 1971  
Issue I

**HAS SPECIALIST AUDITING PROGRAM**  
(Reference HCO PL 20 Aug 71,  
Issue I, "HAS TROUBLES")

The HAS (HCO Area Secretary), any HCO Executive Secretary, HCO Cope Officer, HCO Org Officer, Tech Establishment Officer, any HAS Deputy OR any Executive or Divisional Head or staff member who shows a tendency to transfer or unstabilize staff members or who fails to hat others, must be processed especially in order to be totally stable on post.

The HAS and Establishment Officers are peculiarly subject to efforts to unstabilize them. These require the Program to be done in any case whether stable or not.

Executives or staff members who show signs of obsessive transfer of the staff or org are also greatly benefited.

The HAS Specialist Rundown consists of processes which increase the ability to hold a position.

THE RUNDOWN MAY ONLY BE DONE WHEN NO EXISTING AUDITING PROGRAM IS ONLY PARTIALLY DONE. COMPLETE THE EXISTING CYCLE FIRST.

HAS SPECIALIST PGM

- |            |   |       |
|------------|---|-------|
| Action 1.  | Check if ever Exterior in auditing, if the Interiorization RD has been run. Repair or handle any omission or error in the Interiorization RD. | _____ |
| Action 2.  | Do L4B METHOD 5 and handle and correct any out lists.   | _____ |
| Action 3.  | Do C/S Series 53 and handle.  | _____ |
| Action 4.  | TR COURSE to full EP.   | _____ |
| Action 5.  | ADMIN TRs OR UPPER INDOC if ADMIN TRs not available.  | _____ |
| Action 6.  | C/S Series 54 and handle.   | _____ |
| Action 7.  | CCHs.   | _____ |
| Action 8.  | Hold It Still. (HCO B 23 July 71, Page 2, Version B.)   | _____ |
| Action 9.  | Start—Change—Stop (SCS) on an object.   | _____ |
| Action 10. | Start—Change—Stop.  | _____ |
| Action 11. | Op Pro By Dup (Book and Bottle).  | _____ |
| Action 12. | Verify Int RD, run if not run in No. 1 or date to blow locate to blow.  | _____ |
| Action 13. | Expanded Lower Grades especially Grade III.   | _____ |

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Caution: Do not repeat Processes already done on the pc.

PACK: HCO B 20 Aug 7 1, Issue II, is auditor's checksheet for the above, giving all materials. It is done by Tr and Serv Aide. Packs can be locally assembled or procured from CLO A/CS-2. Most of these materials occur in Level I PABs SHSBC.

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HCO BULLETIN OF 23 AUGUST 1971

Remimeo  
All Auditors  
Acad Level IV  
Class VIIIs  
HGCs  
Class VIII Checksheet  
Class VI Checksheet  
Class III Checksheet  
C/S Course Checksheet  
HSST  
Internes

(HCO B 24 May 1970 Revised)

*C/S Series 1*

**AUDITOR'S RIGHTS**

(Revised to update and delete the O/R list  
and add Auditing Over Out Ruds.  
*All changes are in this type style. )*

**AUDITOR RESPONSIBILITY FOR C/Ses**

An auditor who receives a Case Supervisor direction (C/S) of what to audit on a pc is NOT discharged of his responsibility as an auditor.

THE AUDITOR HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE GETS TO AUDIT.

**ACCEPTING THE PC**

No auditor is required to accept a specific pc just because the pc is assigned to him.

If an auditor does not believe he can help that particular pc or if he dislikes auditing that particular pc the auditor has a right to refuse to audit that pc. The auditor must state why.

The Case Supervisor, Director of Processing or Director of Review, nor any of their seniors, may not discipline the auditor for refusing to audit a particular pc.

An auditor who refuses to audit his quota of hours or sessions is of course subject to action.

Thus refusing to audit a particular pc, so long as one is not refusing to audit other pcs, is not actionable.

"I do not wish to audit this pc because\_\_\_\_\_. I am willing to audit other pcs," is the legal auditor statement in the matter.

Some pcs get a bad name with some auditors, some don't appreciate the auditing, some conflict with a particular auditor's own personality. There are such instances. It does not mean certain pcs cannot be helped by others.

It is also true that an auditor who dislikes a pc may not do a good job so the rule also has a practical side to it.

One auditor disliked young men and did a bad job on them. Another disliked old ladies and chopped them up in session. One pc had messed up several Scientologists and couldn't find anyone to audit him at all.

We are not auditing people to make amends to the world.

Thus an auditor has a right to reject or accept the pcs he is given.

## ACCEPTING A C/S

When the auditor gets a C/S to do on a case and if he thinks it is not the correct thing to do he has the right to reject the C/S for that pc and require another one he can agree to.

The auditor does *not* have the right to start doing a C/S and change it during the session except as noted below.

*The auditor may NOT C/S in the auditing chair while auditing the pc. If he has NO Case Supervisor at all the auditor still audits from a C/S. He writes the C/S before session and adheres to it in session. To do something else and not follow the C/S is called "C/Sing in the chair" and is very poor form as it leads to Q and A.*

## STALE DATED C/S

*A C/S that is a week or two old or a Repair (Progress) Pgm that is a month or two old is dynamite.*

*This is called a "Stale Dated Pgm" or a "Stale Dated C/S" meaning it is too old to be valid.*

*It should have been done sooner. The pc of last week when the C/S was written may have been well and happily employed but a week later may have headaches and reprimand from the boss.*

*It is dangerous to accept a Repair (Progress) Pgm if it is old.*

*The auditor who sees his C/S is old and sees the pc has Bad Indicators is justified in demanding a fresh C/S giving his reasons why.*

*A program written in January may be completely out of date in June. Who knows what may have happened in between.*

*Use fresh C/Ses and fresh Pgms.*

*Stale Dates only occur in poorly run backlogged Divisions anyway. The real remedy is reorganize and hire more and better auditors.*

## ENDING THE SESSION

When the C/S he has is proving unworkable *during* the session, the auditor has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the auditor.

If the auditor just doesn't complete an action that was producing TA and could be completed it is of course a flunk. Such a case is just not running a basic engram the one more time through that would bring the TA down and give a proper end phenomena. This and similar actions would be an auditor error.

The judgement here is whether or not the auditor's action is justified in ending the session.

Even though he may have made an error, the auditor cannot be blamed for the *ending* off of the session as that is totally up to him. He can be given a flunk for the error

## AUDITING OVER OUT RUDS

*Auditing a pc on something else whose ruds are out is a MAJOR AUDITING ERROR.*

*Even if the C/S omits “Fly a rud” or “Fly ruds” this does not justify the auditor auditing the pc over out ruds.*

*The auditor can do one of two things: He can Fly all ruds or he can return the folder and request ruds be flown.*

*The DIANETIC AUDITOR is not excused from auditing over out ruds and in an HGC must be specially cautioned not to do so but return the folder for a new C/S. Better still he should learn to Fly ruds.*

#### INABILITY TO FLY RUDS

If an auditor cannot get a rud to F/N, cannot get any rud to F/N, he is justified in starting a Green Form.

The auditor solution to no F/N on ruds is to do a GF whether the C/S said to or not.

This is an expected action.

It is understood the auditor would use Suppress and False in trying to Fly ruds.

#### SESSIONS FAR APART

*When a pc has not had a session for some time, or when a pc gets sessions days apart, RUDS MUST BE FLOWN. Otherwise the pc will get audited over out ruds. This can develop mental mass.*

*Optimum session scheduling is a series of sessions or a whole program done in a block of sessions close together. This prevents the world from throwing the pc's ruds out between sessions.*

*Giving sessions far apart barely keeps up with life. The auditing time is absorbed in patching life up.*

*Rapid gain gets above life's annoyances and keeps the pc there.*

#### UNREADING ITEMS

When an item the auditor has been told to run doesn't read on the meter, even when the auditor puts in Suppress and Invalidate on it, the auditor MUST NOT do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read he will be expected NOT to run it.

#### LISTS

When an auditor whose C/S told him to list “Who or what \_\_\_\_\_” or any list question finds that the list question does not read, the auditor MUST NOT list it.

When doing a list ordered by the C/S it is assumed that the auditor will test it for read before listing and that he will NOT list an unreading question. (A read is an actual fall, not a tick or a stop.)

#### LIST TROUBLE

When an auditor has trouble doing a list and getting an item it is expected he will use a Prepared List like L4B to locate the trouble and handle it.

As it is very hard on a pc to mess up a list it is expected the auditor will handle the situation then and there with no further C/S directions.

## HIGH TA

When the auditor sees the TA is high at session start yet the C/S says to “Fly a rud” or run a chain, the AUDITOR MUST NOT TRY TO FLY A RUD and he must not start on a chain.

Trying to bring a TA down with ARC Brks or ruds is very hard on a pc as ARC Breaks aren't the reason TAs go up.

Seeing a high TA at start the Dianetic auditor or Scn auditor up to Class II does *not* start the session but sends the folder back to the C/S and for a higher class auditor to do.

Seeing a high TA at start the Scientology auditor (Class III or above) (a) checks for exteriorization in a recent session and if so the session is ended and the C/S is asked for an “Interiorization Rundown”; (b) if the pc has had an Interiorization Rundown *the auditor asks the C/S for permission to do a “C/S Series 53” or a Hi-Lo TA assessment or whatever the C/S indicates. The Int RD may have been (usually is) overrun and needs rehab or correction and it is usual to check it—it is included in a “C/S 53” and a Hi-Lo TA.*

These actions are expected of the auditor even when not stated in the C/S.

### GOING ON HOPING

*When a case is running badly session to session the LAST thing you do is go on hoping, either in auditing or C/Sing.*

*“Let's try \_\_\_\_\_”, “Then this”, “Then this”, is not going to solve the case.*

*YOU GET DATA. You can get data by a White Form (Pc Assessment Form). You can get data from a GF fully assessed (Method 5). You can get data by 2-way comm on various subjects. You can have the D of P interview and get answers. You can even ask his mother.*

*You look for case errors. You study the folder back to where the pc ran well and then come forward and you'll find the error every time.*

*DO NOT JUST GO ON SESSION AFTER FAILED SESSION HOPING. That's pure idiocy.*

*You get data! from prepared lists, from life, from the pc, from the folder.*

*FIND THE BUG!*

*Ah, good Lord, he is a Pinkerton Agent sworn to secrecy! He does yoga exercises after every session. He was tried for murder when he was 16 and nobody has run the engram of it.*

*Various auditors ran the same engram chain four times*

*An auditor ran Int RD twice.*

*After Power she had her baby and nobody ran the delivery.*

*He doesn't like to talk but is a “Grade Zero”!*

*A dozen dozen reasons can exist*

*An auditor does NOT let a C/S C/S hopefully. He refuses the C/Ses until a Folder Error Summary is done and the bug found.*

## THINGS DONE TWICE

*By carelessness the same rundowns can be called for twice and done twice or even more.*

*A Folder Summary inside the front cover must exist and must be kept up.*

*Over it there must be a program on which the case is being audited. But just because it's covered, never neglect entering a session and what was run on the Folder Summary (FS).*

*If Hold it Still is ordered, see if it was run before.*

*Don't let major Rundowns be done twice.*

*DIANETIC ITEMS must NEVER be run twice. Dianetic lists must not be scattered through a folder. Bring them together and keep them together and being brought forward.*

## COPY

*Don't copy Dianetic lists or worksheets from notes or items from lists.*

*Keep all admin neat and in the original form.*

*Copying makes errors possible.*

## RUDS GOING OUT

When the ruds go out during the session the auditor recognizes the following:

Pc Critical = W/H from auditor

Pc Antagonistic = BPC in session

No TA = Problem

Tired = Failed Purpose or no sleep

Sad = ARC Break

Soaring TA = Overrun or Protest

Dope Off = By-passed F/N or not enough sleep

No Interest = Out Ruds or no interest in the first place.

An auditor who isn't sure what it is but runs into trouble with the pc (except on lists which he handles at once always) is smart to end off the session quickly, write down the full observation and get it to the C/S.

The auditor who is an old hand and knows what he is looking at as per above scale (and the C/S the C/S would give) handles it promptly.

Pc Critical = W/H = pull the W/H.

Pc Antagonistic = BPC = assess proper list (such as LI C) and handle.

No TA (or case gain) = Problem = locate the problem.

Tired = no sleep or Failed Purpose = check which it is and handle.

Sad = ARC Brk = locate and handle, Itsa earlier Itsa.

Soaring TA = O/R or Protest = find which and handle. Such an O/R is usually by rehab.

Dope Off = lack of sleep or BP F/N = check on sleep, or rehab F/N.

No Interest = no interest in first place or Out Ruds = check for interest or put in ruds.

List goes wrong = BPC = handle or do L4B or any L4 at once.

Ruds won't fly = some other error = assess GF and handle.

The auditor has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the auditor should end off and the next C/S should be "2-way comm for data".

#### CASE NOT HANDLED

When the auditor or the Examiner collides with a pc who is asserting his case has not been handled, there should not be a new set of actions based on little data but the auditor should end off and the C/S should order a "way comm on what hasn't been handled".

The auditor should not at once take this up as part of any other C/S.

In other words an auditor doesn't change the C/S to a 2-way comm on something not called for by C/S.

#### MAJOR ACTIONS

An auditor should *never* begin a major action on a case that is not "set up" for it.

As this can occur during a session it is vital to understand the rule and follow it. Otherwise a case can be bogged right down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the auditor starts a major action on a case not "set up" we get 2 things to repair where we only had 1 as the major action won't work either.

*Repair* = patching up past auditing or recent life errors. This is done by prepared lists or completing the chain or correcting lists or even 2-way comm or prepchecks on auditors, sessions, etc.

*Rudiments* = setting the case up for the session action. This includes ARC Brks, PTPs, W/Hs, GF or O/R listing or any prepared list (such as LIC, etc).

*Set up* = getting an F/N showing and VGIs before starting any major action. It means just that—an F/N and VGIs before starting *any* major action. Such may require a repair action and rudiments as well.

*Major Action* = any—but any—action designed to change a case or general considerations or handle continual illness or improve ability. This means a *Process* or even a series of processes like 3 flows. It doesn't mean a grade. It is any process the case hasn't had.

*Grade* = a series of processes culminating in an exact ability attained, examined and attested to by the pc.

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

The vast bulk of auditing errors come about because C/Ses and auditors seek to use a Major Action to repair a case.

It is a responsibility of an auditor to reject a C/S which seeks to use one or more major actions to repair a case that isn't running well.

The auditor must understand this completely. He can be made to accept a wrong C/S for the pc and even more importantly can in his own session make the error and mess up the case.

Example: Pc has not been running well (no real TA or had a grumpy Exam report). Auditor sees C/S has ordered a major action, not a repair by prepared lists, ruds, etc. The auditor must reject the C/S as he will be made to fail in session by it.

Example: Auditor gets a C/S, “(1) Fly a rud; (2) Assess LX3; (3) Run 3-way recall, 3-way secondaries, 3-way engrams on all // X items”. The auditor can’t get a rud to fly. Does the LX3. In other words he flunks by failing to SET UP the case. It could also go this way. Auditor can’t get a rud to fly, does a GF, gets no F/N. He MUST NOT begin a major action but MUST end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The pc who starts processing for the first time and is surely not F/N VGIs must be *set up* by repair actions! Simple rudiments, life ruds, O/R list on life, even assessing prepared lists on life, these are repair actions. The pc *will* sooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and CAN start major actions.

So the auditor has a responsibility not to be led up a garden path by a C/S which orders a major action on a pc who isn’t repaired or by not being able in session to get an F/N VGIs by repair.

The *only* exceptions are a touch assist or life ruds or the Dianetic assist all on a temporarily sick pc. But that’s repair isn’t it?

#### PROGRAM VIOLATIONS

When an auditor receives a C/S and sees that it violates the pc’s program he should reject it.

The pc, let us say, is supposed to finish his Dianetic Triples but is suddenly being given a Group Engram Intensive. That violates the program and also the grade.

If the pc is running badly, a repair should be ordered. If not, the program should be completed.

Example: An effort is being made to get the pc to go backtrack. This is a program containing several major actions which probably consists of several sessions. Before this program is complete and before the pc has gone backtrack, the C/S orders “(1) Fly a rud, (2) 3 S & Ds”. The auditor should recognize in 3 S & Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

#### GRADE VIOLATIONS

A pc who is on a grade and hasn’t attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders a list having to do with drinking. It is not a process on that grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

#### ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the pc will attain the ability of the grade or the end phenomena of the action.



This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The auditor should recognize it and, with the F/N VGIs always present at such moments, end off.

I know of one case who had a huge cog about Interiorization on Flow I Engrams and was pushed by both C/S and auditor to do Flows 2 and 3 who bogged so badly that it took a long while—weeks—to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand this should never be taken as an excuse. “I think he clogged to himself so we ended off.” It must be a real “What do you know!” sort of out-loud cog with a big F/N and VVGIs and directly on the subject to end off a major action or a program or a grade before its actions are all audited.

### REVIEWING REVIEWS

An auditor who gets a C/S or an order to repair a case that is running well should reject doing the action.

I have seen a case ordered to repair who had Ext Full Perception Doing Great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became ok. Three times the auditor should have said NO.

### FALSE REPORTS

*The vilest trick that can be played on a pc is for an auditor to falsify an auditing report.*

*It may be thought to be “good Public Relations” (good PR) for the auditor with the C/S.*

*Actually it buries an error and puts the pc at risk.*

*INTEGRITY is a hallmark of Dianetics and Scientology.*

*Just because psychiatrists were dishonest is no reason for auditors to be.*

*The results are there to be gotten.*

*False reports like false attests recoil and badly on both the auditor and pc.*

### OVERTS ON PCS

*When an auditor finds himself being nattery or critical of his pcs he should get his withholds on pcs pulled and overts on them off.*

*An auditor who goes sad is auditing pcs over his own ARC Break.*

*An auditor worried about his pc is working over a Problem.*

*Getting one’s ruds in on pcs or C/Ses or the org can bring new zest to life.*

### AUDITORS DON’T HAVE CASES

*In the chair no auditor has a case.*

*If breath shows on a mirror held to his face he can audit.*

*Faint afterwards if you must but see that the pc gets to the Examiner with his F/N.*

*Then get yourself handled.*

### “WHAT HE DID WRONG”

An auditor has a right to know what he did wrong in the session that went wrong.

Most often a sour session occurs only when the rules and data in this HCO B have been violated.

But an auditor's TRs can go out or his listing and nulling is in error.

After a session that went wrong somebody else (not the auditor) should ask the pc what the auditor did. This sometimes spots a false auditing report. But it also sometimes is a false report by the pc.

In any event, the auditor has a right to know. Then he can either correct his auditing or his know-how or he can advise the C/S the pc's report is untrue and better repair can be done on the pc.

Savage action against an auditor is almost never called for. He was trying to help. Some people are hard to help.

*Not only does an auditor have the right to be told what was wrong but he must be given the exact HCO B, date and title, that he violated.*

*Never take a verbal or written correction that is not in an HCO B or tape.*

*Don't be party to a "hidden data line" that doesn't exist*

*"You ruined the pc!" is not a valid statement. "You violated HCO B page \_\_\_\_" is the charge.*

*No auditor may be disciplined for asking, "May I please have the tape or HCO B that was violated so I can read it or go to Cramming."*

*If it isn't on a tape, a book or an HCO B IT IS NOT TRUE and no auditor has to accept any criticism that is not based on the actual source data.*

*"If it isn't written it isn't true" is the best defense and the best way to improve your tech.*

These are the rights of the auditor with relation to a C/S. They are all technical rights based on sound principles.

An auditor should know them and use them.

If an auditor stands on these rights and gets beaten down he should put all the facts before his nearest OTL or SO ship as something would be very wrong somewhere.

Auditing is a happy business—when it is done right.

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L. RON HUBBARD  
Founder

[OTL means Operation-Transport Liaison which was a Sea Organization office that managed orgs or an area and was a forerunner of the Flag Operations Liaison Office (FOLO).]

Remimeo

### ASSISTS ADDITION

(Refers to HCO B 23 July 71 which revised  
HCO B 15 Mar 71)

In running Version A and Version B of a Hold it Still temperature assist DO NOT RUN IT OVER OUT RUDS.

Often a pc is ill because his ruds in life are out.

The Temperature Assist will only fail if the pc had an In Life ARC Break, Present Time Problem or Withhold.

Sometimes these alone will change the temperature for the better.

Each rud of course must be taken Earlier Similar to F/N if no F/N on the first answer given to a rud.

So Add to Version A C/S at the start:

0. Fly all ruds.

And to Version B C/S at the start:

0. Fly all ruds.

These are done with the pc holding the cans.

The walkabout version is done off the cans but checked.

Overrun is rehabbed.

If no rehab then flatten by further running.

When the pc off the cans in Version B has a cognition he should be put back on the cans and checked. Usually an F/N will be found.

---

It has not been fully determined how many times a pc can be run on "Hold it Still".

But if the pc has been run before on the process and does not run, it should be checked for overrun and rehabbed.

Remimeo

*Auditor Admin Series 2*

*C/S Series 56*

**HOW TO GET RESULTS  
IN AN HGC**

Obtaining excellent case results is an ADMINISTRATIVE not a wholly technical function.

Auditors and C/Ses are often weak on Administrative. They think general tech results improve only by more tech study. If they continue to think this way they wind up squirreling. For they are working on a wrong target for improvement, a wrong WHY or reason.

Auditing is a *team* activity. The day of the individual country doctor is dead. Even if an individual field auditor starts out as an individual he goes one of two directions—he overworks and squirrels himself into failure or he builds up a team—may only be a receptionist and an apprentice auditor but he is still building up a team. I have never seen individual auditors succeed over a long period. Failing to form or become part of a team, they eventually fade out or squirrel.

The reason is simple enough.

These rules apply:

TO IMPROVE TECH RESULTS YOU MUST IMPROVE ADMINISTRATION.

And I don't mean just writing better in folders.

DEFINITION

*ADMINISTRATION consists of the formation and handling of the lines and terminals involved in production.*

Unless an auditor understands this fully, he will never insist on a Tech Sec, a Tech Establishment Officer, D of P, C/S, Examiner, Pages, Folder Admin and himself will begin to omit keeping a Folder Summary and then omit the session actions and then, with big loses, retire from it all.

If I were an auditor and saw some of these things missing, I'd be liable to say, "Are you guys kidding? I thought we were here to audit pcs."

Without the correct pattern of lines and terminals YOU DON'T GET RESULTS, you get headaches, mad neighbors and refunds.

Auditing on lines, an auditor should regard himself as a highly skilled expert, a technical specialist whose work requires respect and *service*.

And Case Supervising on lines, a Case Supervisor should consider himself a sort of Czar whose word is so law even the Exec Director thinks several times before he approaches—duly servile of course and bowing the prescribed three times as he exits.

A Class XII on Flag is listened to by others with a hush even if he is only commenting on the weather.

These are the stars of the team. Their worldwide reputation for smooth flubless auditing is *an administrative* result!

Short of space, overloaded, short of admin personnel, turning out the highest well done hours in the world, Flag's Div IV produces because of an *Admin* system.

The highest of these C/Ses and auditors goes to Cramming if he misplaces a comma or drops a TR 1.

If the sessions' exams at Examiner drop from 90% F/N the whole place gets overhauled.

Folders are Folder Error Summaried by an FES section. The Folder Summary is kept up each session (or Cramming). The folder is studied and C/Sed. The D of P assigns the sessions. The C/S is done correctly (or Cramming). The folder travels on *its* lines. The tests are done.

In short it is a complex but constantly flowing pattern of moving pcs, folders and examinations interspersed with testing and interviews and re-registration.

There is *a right way* to do it.

## RESULTS

If *an* org has only 65% of its sessions F/N VGIs at Examiner the *right* answer is to organize the place.

Why?

Well, the first answer is that the *third* dynamic is stronger than the first dynamic.

An auditor auditing alone is a first dynamic. The pc is a first dynamic. As it is the auditor plus pc that must be greater than the reactive mind, one can easily work the rest out.

If the auditor is part of a functioning third dynamic, not just an individual, the auditor plus pc versus the bank is a LOT more than the bank.

Another answer is that an auditor knows the pc, if only because of sessions, and personal opinion enters into it. That is not a pure technical view as a C/S's must be.

Another answer is that an auditor in a group gets more *auditing* done.

Individually practicing auditors often fail because nobody is taking care of the auditor as a person. Further they get loses. No one sends them to Cramming. When they get loses they often start squirreling. Then they *really* get loses.

That ends them as auditors.

An auditor working in a good on policy organization is given service. He does get sent to Cramming. He does keep his tech updated. He gets wins. When he doesn't he's put back on standard tech. So he happily keeps going and makes lots of happy people.

So if I were auditing in a group I would *insist* as a condition of work that Div IV and Div V be good on policy divisions, fully organized with no nonsense.

I know whereof I speak. As a part-time duty I work as a consulting C/S with a good IV and a good V. Sometimes I have had to take over the whole C/S line. When the organization bogs in any way I know the whole thing is heading toward

single-handing the lot. So I get the lines back in and get people to Cramming and get the F/N at Examiner ratio approaching 100% again.

Thus, the advice you get about C/Sing is live-live-live, not canned theory.

### ORG WINS

Being on administrative lines to all orgs, I can tell you pointblank that

THEIR STATS DEPEND ON THEIR VOLUME AND QUALITY OF SERVICE.

That isn't propaganda. It's pure fact.

The F/N-no F/N at Examiner ratio tells you at once if Divs IV and V are organized and operating or if they are just fooling about.

At 50% to 75% F/N at Examiner the administrative functions of Divs IV and V are stinking bad. C/S Series 25 is out. Cramming is out. Hidden data lines exist. HCO Bs, books and tapes are not used.

The public, at that % of F/N, will stay away in droves. Registrars will go batty and adopt "Hot Prospect Systems".

The staff will go low pay and the execs will be a perpetual dark shade of purple from yelling. The cash-bills ratio will be the subject of finance missions and the neighbors will be phoning the police.

Why?

Because an org is itself a technical delivery organization and 50% to 75% F/N at Examiner is an overt product.

The Academy has already failed to apply student study tech and word clearing. Qual is a joke.

There is no library of tech available and if available isn't read.

The org as a tech service delivery unit is treating its public to a no-auditing situation and will get in trouble.

### REMEDY

The way to remedy is to get on policy with tech organization.

Put in a Qual with word clearing and a library and cramming.

Put in the C/S Series 25 Tech lines.

Tolerate NO out-tech or out-admin in folders.

Dummy run the lines until they're in.

Cram Cram Cram C/S and auditor and tech personnel flubs whenever they occur.

Get the organization functioning.

Your F/N at Examiner ratio will climb straight up to 90% 95% 98%.

By actual *test* pcs will flood in, Reg lines will get easy, success stats soar.

More auditors more C/Ses, more organization. A second, a third HGC.

And the more thoroughly the admin lines are manned the better the tech lines work.

This conclusion came from actual inspections of orgs and studies of their stats.

Orgs should be selling more training than processing.

But why train if you can't interne them in a good Qual and HGC? They'll never amount to anything as auditors unless they work in an organization that is on tech and on policy.

So you need an HGC.

Tech, done in a proper administrative framework, works.

Some orgs really don't believe they could ever attain the flubless auditing quality of Flag.

But they *can*.

It is even easy.

It is even easier to attain flubless quality of auditing than any other kind.

You put in a real on policy admin pattern in IV and V. You begin with a Qual Interne Course.

You send to Cramming for any C/S or auditing error no matter how minute.

The results come up.

The errors cease.

You're a success! If you do it.

L. RON HUBBARD  
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 AUGUST 1971  
Issue I

Remimeo

### STUDENT COMPLETIONS

For statistical purposes a STUDENT COMPLETION must be PAID, must have passed EXAMINATION and must have an acceptable success story given by him to Success.

Any quickie or incompetent completion falsifies the statistic and is subject to discipline.

The completion list follows:

1. Student Hat *counts 1.*
2. Mini Course *counts 1.*
3. TR Course *counts 2.*
4. Theory portion of any classification course incl HDC *counts 5.*
5. Practical portion of any class incl HDC *counts 5.*
6. OK Interne to Audit as an Interne *counts 5.*
7. OK to Audit as an HGC Auditor *counts 5.*
8. OEC each Part *counts 5.*
9. Exec Cramming Course *counts 1.*
10. Course Super Mini Course *counts 5.*
11. Auditor Drills Course *counts 5.*
12. Supervisor Drills Course *counts 5.*
13. Int-Ext Pack or other such packs *counts 1.*
14. TR Course Super Course *counts 2.*
15. SO/WW ED 46R. *Counts 5* for course and all drills.

Any course whose value is unknown is to be queried of Training and Services Bureau CLO.

For every 9 public points paid there can be 1 point added for any crew or staff completion.

Retread courses count half.

Penalties: Blown Academy Student *10 points.* Blown or incomplete TR Student *5 points.*



## SH & AO

The following points are valid for SHs and AOs in addition to the above which are also valid in these orgs.

16. Class V and VI *15 points*.
17. Solo Course *10 points*.
18. Clearing Course *5 points*.
19. OT I *3 points*.
20. OT II *3 points*.
21. OTIII *5 points*.
22. OT III X *5 points*.
23. OT IV *3 points*.
24. OT V *3 points*.
25. OT VI *3 points*.
26. OT VII *3 points*.
27. OT VIII *3 points* (when released).
28. OT IX *3 points* (when released).
29. OT X *3 points* (when released).
30. Class VII *15 points*.
31. Class VIII *15 points*.
32. Class IX (HSST) *15 points*.
33. Class X *5 points*.

L. RON HUBBARD  
Founder

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[This HCO B was revised four times by issues not written by LRH, the latest of which is BTB 30 August 1971RD, Issue I, Revised 15 May 1975, *Paid Completion Points-Pc Completions, Student Completions and Internship Completions.* ]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 AUGUST 1971  
Issue II

Remimeo

**PC COMPLETIONS**

For statistical purposes an Audited Completion must be PAID and have attested with an F/N VGIs and written a Success Story for the action.

Any quickie or incompetent completion falsifies the statistic and is subject to fine or penalty.

The Completions List follows:

1. Interiorization-Exteriorization Rundown. 1.
2. Life Repair. 1.
3. Student Rescue Intensive. 1.
4. Progress Pgm. 1.
5. Hubbard Consultant (HC) List (Data Series). 1.
6. Word Clearing Method One. 2.
7. C/S Series 54. (Pc Assessment Form and handling.) 2.
8. Drugs, Medicine, Alcohol Class VIII Remedy (3-way recall, secondaries, engrams). 1.
9. Pains Somatics Emotion each reading drug. 1.
10. Prior Assmt to Drugs. 1.
11. Dianetics Completion. 2 points.
12. ARC Str Wire Triple. 1. (No credit Singles.)
13. Each Expanded Grade. 2. (No credit Single or Triple Lower Grades.)
14. HCO B 24 July 69. 1 point.
15. Assists. 1/2 point.
16. Auditing Repair. 1/2point.
17. GF Method 5 Handled if not part of a Repair. 1/2 point.
18. GF 40 Expanded fully handled, lists and engrams, by itself whether part of a program or not. 2 points.
19. C/S Series 53 handled to F/N on all items whether part of a pgm or not. 1 point.
20. Incidental RDs such as Money Process. 1/2 point.
21. L10 Full List of actions. 10 points.

PENALTY 1 point loss for every percent below 90% F/N VGIs Examiner for the previous day. Example: 75% only F/N VGIs = 15 point loss.

GAIN: Add one point for every percent above 90% F/N VGIs at Examiner.

For every 9 points made 1 point may be added for staff auditing.

Student Co-Auditing: There are no points calculated or used for student coauditing completions or for free public completions done by students or public as these can be part of student completion requirements.

#### SH and AO

22. Power Set-up GF+40 Method 5 and Handle. 2 points.
23. POWER Single. 5 points.
24. POWER TRIPLE (when released). 10 points.
25. Complete your case items as per regular auditing as above.
26. Any OT Review. 1 point.
27. OT VII. 5 points.

Any omitted or added RD to be given points on request from Tr & Serv Aide

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Founder

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[This HCOB was revised by HCOB 30 August 1971R, Issue II, Revised 16 November 1972, *Pc Completions-Revised*, which was not written by LRH. This was then revised on 21 October 1973 and 23 October 1973 by LRH. These were revised by HCO B 30 August 1971RC, Issue II, Revised 6 February 1974, *Pc Completions-Second Revision*, Volume VIII, page 214, which was added to by BTB 8 December 1974, *Additional Completion Points*. The two latter issues are replaced by BTB 30 August 1971RD, Issue I, Revised 15 May 1975, *Paid Completion Points-Pc Completions, Student Completions and Internship Completions*. ]

Remimeo

*Word Clearing Series 16R*

**CONFUSED IDEAS**

Whenever a person has a confused idea of something or believes there is some conflict of ideas IT IS ALWAYS TRUE THAT A MISUNDERSTOOD WORD EXISTS AT THE BOTTOM OF THAT CONFUSION.

Example: "I just don't understand this idea of opposing forces. I think it all ought to be rewritten and ...."

Method 2 Word Clearer: "Is there any word there you don't understand?" READ! *STUDENT*: "Oh no, I understand all the words. It's ...." "What word is this that's reading on the meter?" "Er . . . ah . . . Forces?" "Yes, that reads and blows down. Let's look it up." "Oh no, I know what it means. It's the idea that ...." "Let's look it up!" "Well, all right. Let's see D . . . E . . . F . . . FO . . . FORCES. Here it is. 'That which changes the motion of a body on which it acts.'" *WD CLEARER*: "'Use it in a sentence several times.'" *Student does*. ". . . er . . . ah. I've got it. Hell I thought it meant police brutality! Couldn't figure out why two police forces would fight!" Word Clearer: "Now how do you feel about this idea of opposing forces?" "Oh, let's see. Why that's clear enough. Just like I'd never read it before!" *METER*: *F/N*.

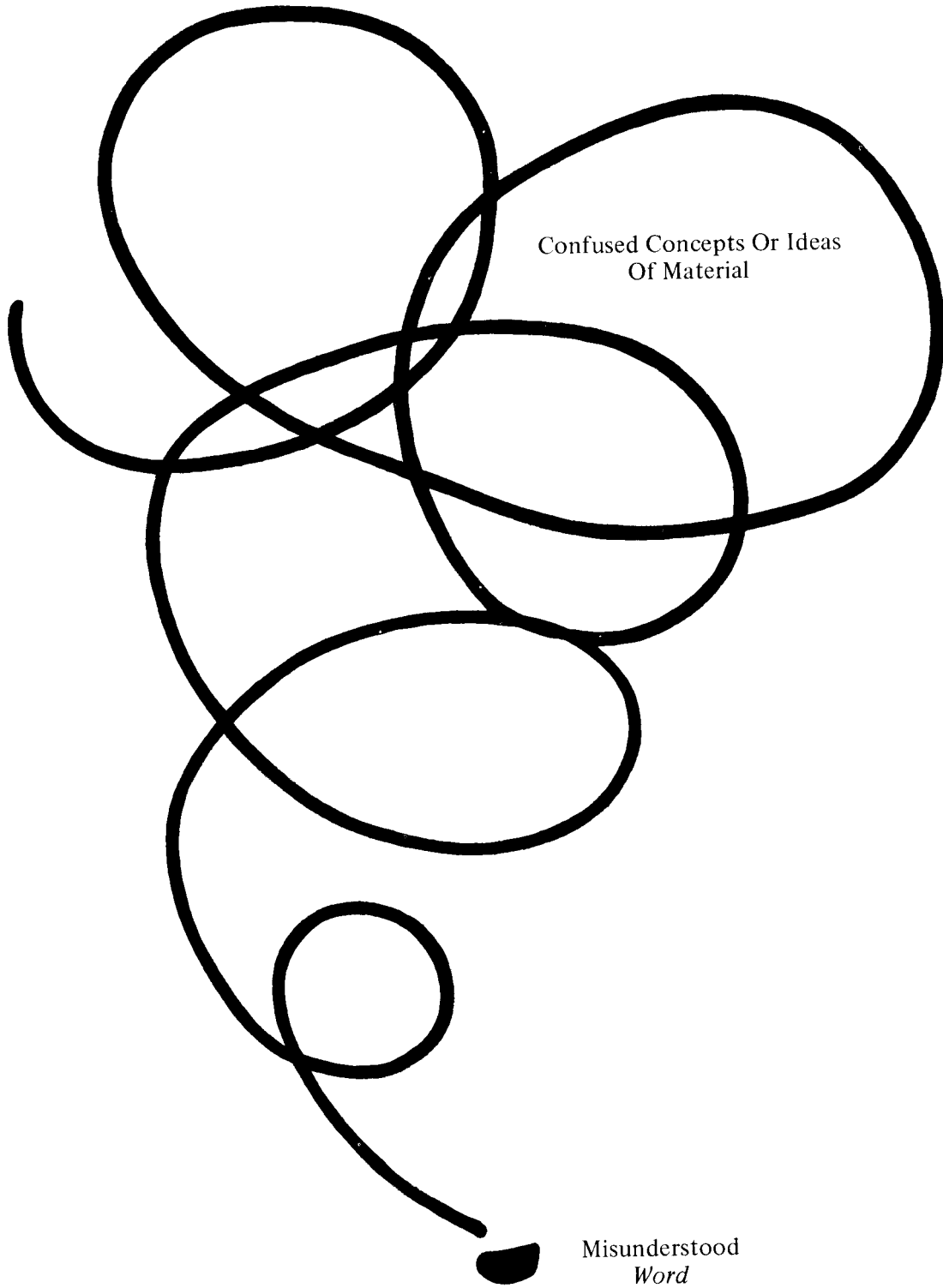
Every green body of students will argue and fuss about ideas or confusions in the directions or material they are given to read.

They will generate weird ideas and erroneous concepts of what the text says. They do wrong things and say the text said to. They ask strange ideas of their instructors. They clamor for "clarifications".

AND AT THE BOTTOM OF ALL THIS IS SIMPLY MISUNDERSTOOD WORDS.

There is not *also* misunderstood ideas. There is *only* the misunderstood word which breeds, then, huge towering wrong *ideas*.

A MISUNDERSTOOD WORD BREEDS STRANGE IDEAS.



Confused Concepts Or Ideas  
Of Material

Misunderstood  
*Word*  
Detectable Only  
By Meter

Picture of A  
Students *Mind*

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 SEPTEMBER 1971  
Issue I

Remimeo

*C/S Series 57*

**A C/S AS A TRAINING OFFICER  
A PROGRAM FOR FLUBLESS AUDITING**

It is wholly and entirely up to the C/S whether or not his auditors ever come to be FLUBLESS AUDITORS. Auditing flubs are the main things that make a C/S's job long and hard and the main thing that denies his pcs high results.

For example—with competent auditors I can C/S the day's folders in 2<sup>1</sup>/<sub>2</sub> hours. With green flubby auditors the same number of folders takes 6<sup>1</sup>/<sub>2</sub> hours.

The answer plainly is to groove the auditors in until they are flubless. And this is what a competent C/S does.

Because he has internes on his lines and because any group of auditors can be bettered, the training officer part of the C/S hat is one which is always worn.

Also, if the Tech-Qual administrative set-up is nonextant or a confused mess, the errors in folders and various upsets react suppressively both on the C/S and auditors and they—both C/S and auditors—make mistakes. So the administrative lines and terminals must be there.

Thus a C/S out of self-defense is not merely a training officer of auditors but of other Tech-Qual personnel as well.

Officially this hat belongs with the other terminals. But to *coordinate* the operation, the C/S has to have a large amount of know-how about the lines and terminals of Tech and Qual. As it is the C/S who is directing the running of cases and as the lines and terminals exist only to obtain auditing results in volume with high quality, no C/S can afford to neglect his duties as a training officer. Otherwise he will promptly drown.

The folder flow must be smooth with no flaps. The auditor-pc assignments must be smooth with no lost auditing time. The sessions must occur. The auditors who flub must be promptly handled. The Cramming Officer in Qual must know his business. The C/S depends on him to get the kinks out of the auditors' tech and its application.

The processing must be paid for adequately or there will be no funds to hire enough terminals and, indeed, there would be no HGC at all. The C/S is trying to obtain Volume, Quality and Viability.

By experience volume comes from the whole org working and the auditors auditing correctly without lost hours spent in fumbles and repairs. Quality comes from smooth Tech-Qual lines and hatted terminals and the auditors auditing flublessly.

It is not that the C/S is in charge of the whole org. But every point where a C/S is having trouble is where an org terminal has broken down. Therefore a C/S has every right to INSIST upon hatted functioning terminals.

The C/S has a definite effect upon the efficiency of an org's personnel. He can ensure the staff gets audited either on his lines or from Dept 13. And he can insist on quality staff auditing for it will help keep his own post going.

Tech *works*. It works splendidly. The materials are there. Read, understood and applied, FLUBLESS AUDITING occurs.

It is so *easy* to C/S just for cases using standard actions. All puzzles come from FLUBS.

The sequence of actions a C/S should take to attain Flubless Auditing could be listed more or less in this order.

1. Make sure his own tech is up to date and do part-time study or retread where needed.
2. Make sure *he* has no misunderstood words the length and breadth of the subject.

Get Word Clearing Method 2 on every major tech writing, each HCO B or P/L if it comes to that. Then get Word Clearing Method 1 to full EP.

3. Practice locating the bugs in “failed cases” or “dog cases” long in auditing until the C/S knows it was an application failure, an auditor failure or a former C/S failure.
4. Study out the terminals and lines necessary IN YOUR ORG, physically going over them, to
  - (a) Get a pc in.
  - (b) Get an auditor employed.
  - (c) Get a pc assigned to an auditor.
  - (d) Get auditor and pc together in an auditing room.
  - (e) Get the pc examined.
  - (f) Get the folder turned in for C/Sing.
  - (g) Get an auditor to Cramming and back.
  - (h) Get a pc to Ethics and *handled*.
  - (i) Get a D of P to interview pcs, muster auditors, do assignments and other D of P duties.
  - (l) Get a pc to attest.
  - (k) Get a pc to Success.
  - (I) Get folders FESed.
  - (m) Get folders stored and found.
  - (n) Get folders made up or neatly covered.
  - (o) Get supplies for auditors.
  - (p) Get an area for auditor admin.
  - (q) Get an area for pcs to wait.
  - (r) Get the various boards made and *kept up*.
  - (s) Get stats kept and reported.
  - (t) Get bonuses paid.
  - (u) Get pcs handled when adrift on lines.
  - (v) Get a Qual in.
  - (w) Do his own job.
  - (x) How to get and keep all this and any more points going all at once rapidly.

He will now know the *scene* and can achieve a more ideal scene by insisting the Org Officer (emergency) or the HAS (permanently) handle. Now it all gets less confusing as one understands what is out when it is out.

5. Set up a close fast line with the Cramming Officer so that auditors who flub are in actual fact rapidly straightened out and gotten back to auditing without great time loss.
6. Fend off and refuse to give tech advice as such. KNOW WORD CLEARING SERIES 16 THOROUGHLY and get a great reality on it and insist that the Qual Sec and Cramming Officer know it, use it and hammer away with it. Otherwise such weird tech confusions will be floating about that even the C/S gets confused and begins to wonder if the material IS in the books and bulletins!
7. Gather up a Tech and Admin Library for fast reference for personal use.
8. Get in a system whereby every flub by an auditor, a D of P, a Div IV or V Admin personnel, a page, anyone that flubs as it affects the C/S in ANY way gets a Cramming chit with the exact reference to be crammed on. Keep a carbon of the chit, send the original to Cramming, get the chit back when done and marked off on the carbon. Keep the Admin of it simple but the execution of it TOTALLY effective.
9. The Qual Sec, Cramming Officer and Interne Supervisor are the close technical links with the C/S. In technical matters the C/S is senior. Sometimes the C/S is sent to Cramming by the Qual Sec and should accept and do it gracefully. Sometimes there is a Senior C/S in the org (the Assistant Guardian, ED or some other senior exec may be an HSST or even a Class X). In such a case he has the right to cram or send any of these terminals (or any other terminal) to Cramming. Including any Senior C/S, and including any C/S for another Department or for crew or in the Guardian's Office, these terminals constitute the tech hierarchy of the org: Senior C/S, C/Ses, Qual Sec, Cramming Officer and the Interne Supervisor and they have to hold a hard *technical* line. The Tech Sec is mainly concerned with production and administration and a Tech Establishment Officer is concerned with establishing. It can happen that a Tech Sec or TEO are also very well trained technically and if so are part of this *technical* hierarchy but they are not necessarily so. Therefore there is a sort of ex-officio technical committee on the subject of technical matters composed generally of the Senior C/S, C/Ses, Qual Sec, Cramming Officer and Interne Supervisor that monitors the quality of HGC and Dept 10 auditing. The Director of Training can be advised concerning the results of his students after graduation in order to remedy his training and as such is a part of the Committee, as can be the Tech Sec. Most narrowly and most continually Tech quality is between the C/S and the Cramming Officer. More widely, the Senior C/S, Qual Sec and Interne Supervisor enter in. And in the widest sense, the Tech Sec, Tech Establishment Officer and Director of Training enter in. It is an error to suppose the C/S and auditors are the technical monitors of the org. They are the main technical personnel. But a C/S can waste tons of time by talking to or with auditors beyond an auditors' conference and can really get whizzing if he spends the same time with the Cramming Officer who then crams auditors and with the Interne Super who then persuades internes to function. Knowing who is as important in organization as knowing how. So hold some meetings small and large and thresh out the bugs.
10. Missing materials is a C/S point of upset.

“What is a Course” Policy Letter can be out on tech courses to a degree that you wouldn't believe. Not only no routing form or roll book but NO MATERIALS.



The Books, HCO Bs, tapes MUST be available. They exist. It is suppressive to run a course without them. Pubs Org, CLOs have them. Financial Planning can't deny this necessity as they're what their income comes from.

Qual MUST have a complete *and safeguarded* library for use in Cramming actions.

Under Omitted Materials would be omitted meters and at this writing there is no restriction on these and supply is abundant.

The "no materials" gag is the last straw for a C/S.

Future auditors won't have a clue and current auditors will have no way to find out.

So the C/S must not permit "economy" or plain laziness or "we sent a despatch three months ago" to get in the road of materials. IT IS CHEAPER TO PUT SOMEBODY ON A PLANE WITH A CHEQUE TO BRING THEM BACK than to do without materials.

So a C/S should definitely defend himself against a "no materials" blockage and handle it.

11. No Study. When one has materials and particularly when one is getting new materials a breakdown can occur when the materials, especially new ones, aren't read.

A technical person must keep up with the advances in technology. That is true of any profession.

A primary failure of new technology is (you won't believe it but it is true) the materials aren't read before the process is tried!

I have even caught Class IXs out on this, believe it or not, so don't think it can't happen.

Process G is received. Auditors audit it. Process fails. Why? Auditors never read the bulletin first!

**SO BE SURE YOUR AUDITORS READ THE MATERIALS AND CHECK OUT BEFORE THEY DO THE PROCESS.**

Write C/Ses like this — "Auditor to Cramming to check out on HCO B . . . .  
When attested, do the following 1. . . . , ,

Do this on new materials and, on new auditors, on any materials you believe he may goof.

Why have the first 12 pcs on Process G go sour just because the auditor only glanced at the commands and missed the tech?

Interiorization Rundowns are *still* in this category in some areas. The auditor doesn't study and Clay demo the pack before doing them. So they fail.

Now and then Power hits the same snag.

So, simple as it seems, get new materials read and checked out in Cramming as the first part of a C/S on them!

And get new materials read.

And keep up on them yourself.

12. Hidden Data Line trouble can wreck an HGC (and the org and field).

A “Hidden Data Line” is a pretense that certain data exists outside of HCO Bs, books and tapes. It can include “data in HCO Bs is conflicting” and “nowhere does it say how to \_\_\_\_\_”. This is deadly and a C/S should work hard to stamp it out. THE CAUSES OF A HIDDEN DATA LINE OR IMAGINED CONFLICTS IS A FAILURE TO USE WORD CLEARING METHODS TWO AND THREE ON COURSES AND A FAILURE TO USE AND ONLY USE METHOD TWO IN CRAMMING. A C/S can go straight up the wall trying to grapple with these omissions and eventually begin to believe that it takes 500 Cramming chits to make an auditor who still isn’t made and that flubless auditing can’t be done from HCO Bs, books and tapes. As soon as a C/S finds his Cramming orders getting too thick he should check

- (a) Is Method 2 (meter) Word Clearing used hard in Cramming as a first action?
- (b) Are Methods 2 and 3 Word Clearing in use constantly on tech courses?
- (c) Is Method 1 Word Clearing (full rundown) available and faultlessly done on every auditor?

Get these points IN.

Poof! The Hidden Data Line vanishes. (See Word Clearing Series 16.)

Word Clearing has been around for years but people sometimes are themselves so fogged by misunderstood words that they don’t hear you at all when you say USE WORD CLEARING!

13. Invalidation kills auditors. So don’t chew on them any harder than is necessary to get the job done.

Get “To Cramming” to mean, “normal procedure even for Class XIIIs” .

We had one student who every evening gasped with relief that he hadn’t been sent to Cramming. We finally found out that he was really terrified *he* would be found out for false study stats!

Only when an auditor refuses to go to Cramming do you begin to push.

The auditor sent to Cramming to do an action must not do the action on another pc until he has been to Cramming on it.

This can “hold up production” in somebody’s mind. But how an auditor can *produce* anything while flubbing is someone else’s misunderstood, not mine. He can’t. Better five hours in Cramming and one good session than no Cramming and five goofed sessions.

The *real* invalidation of an auditor is failing at tech. So don’t let them fail. “Johnny, your TRs are too hard to hear. Get over to Cramming and get hearable” is perfectly acceptable. If it is correct.

So Invalidation could be defined as

- (a) letting an auditor lose
- (b) correcting things he does right.

That’s about the extent of invalidation.

14. Auditor morale depends not on PR (Public Relations) or phoney stats. It depends on actual, honest completions.

A well trained auditor allowed to get completions will have high morale.

Thus, a C/S must push an auditor toward

- (a) Flubless tech
- (b) Completions

You keep pushing and he'll make it.

You don't push or push on the wrong things and he won't.

As to completions try to get auditors to do the whole program so something is completed. This is for the auditor not the pc. The Auditor's Code on a frequent change of auditors was written for pcs. But it also applies to auditors. Let them complete programs. Even if they spend half the day in Cramming. Don't yank them off cases. And don't let your D of P assign auditors to different cases or he'll soon have downtone apathetic auditors who never see what their auditing finally does for one particular pc.

Auditor Morale has little to do with anything but the above two things.

*Also* if you have those two things in as a C/S, you will see something new happen. Pcs will be around slapping auditors on the back and cheering the org and the place becomes a very happy place.

So work for auditor morale with pushing them relentlessly toward flubless tech and toward completions.

---

The above actions are numbered. If a C/S were to work to get these in, one by one, and if he then went over them again and again, he would wind up about the most complimented upstat C/S anywhere around.

These are the giant points to get in while plugging along each day C/Sing the usual and handling the noise.

The way to get out of cope is to organize. And these fourteen points give a sequence of organizational steps that lift one out of cope and into a smooth productive time of it.

The org would become very prosperous.

The staff would be very happy.

The field would be delighted.

Just remember that when you reach an average 700 well done auditing hours, you better have a new C/S in training and persuade him to follow himself these 14 points in a new and necessary additional HGC.

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Founder

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Remimeo

*Word Clearing Series 17*

**WORDS AND POSTS**

Those who do not want their posts generally do not know what their posts are.

The reason they do not know what their posts are is a host of misunderstood basic words connected with that post.

Put a person on a meter: Have the person read some of the material relating to his post or hat, beginning with the most basic material about it and starting at the very top of the first page, including even the heading and issue numbers.

Watch the meter carefully. Halt the person at *each* read and whether he says he knows the meaning or not, if it read, have him look it up in a good (big) dictionary.

Have him use the word in sentences of his own invention. Make him do this as long as it is bringing the TA down.

If you get into trouble with him go back and find the misunderstood you missed.

Keep hunting and keep working at it and his misunderstood words will blow and his inability to understand the post will blow.

EXPLANATION

Failed posts and duties trace back to misunderstood words. Until you see it you won't believe it.

One student who had studied his post for a third of a year was given Method 2 on its materials.

It took 15 hours of Method 2 work, protests, blows, upsets to finally discover that he did not know what POST meant! OR what the words in the title meant.

Another person studied half a year to be an administrator. Yet when he was given his personnel orders appointing him, and Method 2 was done on them, in the first 50 words of the personnel order there were 13 individual misunderstood words each one of which related to the post and were simple English. A similar ratio continued throughout the personnel order.

He was about to fail with a fanfare.

Behind post failure the explanation IS misunderstood words.

Psychosis (evil intention) is the only other reason for failure but even this can be handled by auditing today. And even psychosis lessens when misunderstood words are handled.

SUCSESSES

It is not difficult to use Method 2 Word Clearing.

One must be able to handle ARC Breaks, Problems and withholds and read a meter.

One must have a very big dictionary available when little ones fail. One must be persistent and not buy explanations or let the person run away.

And the Successes one has are fantastic!

Remimeo

*Word Clearing Series 19*

**ALTERATIONS**

There is a basic law in Word Clearing:

**AT THE BOTTOM OF ALL ALTERATION OF MEANING  
OR ACTION IS A MISUNDERSTOOD WORD.**

This law at once explains why communication, ideas or application become falsified, twisted and corrupted.

This law is of great use in Word Clearing:

- A. It indicates who has to be word cleared FAST, at once, NOW, before duties go off the rails any further.
- B. It detects the area just before which there is a misunderstood word.

A is useful to the administrator. Knowing it and knowing Word Clearing and being able to do it himself or get it done, he can avoid wholesale dismissals, frantic transfers, general inefficiency and organizational strain.

B is very useful to the Word Clearer.

Example of B. A person can do everything on an order except "File the Folders" which he insists on delivering to a wrong room. Look over the order and find where in it it talks about filing folders. Just above or beside that will be a misunderstood word. Locate it, get it identified, defined and used in sentences. The person can suddenly file folders!

Just BEFORE or WITH the point a person begins to alter will be found a misunderstood word.

Thus

1. Discover what a person alters.
2. Find what came just before that.
3. Find the misunderstood word.
4. Get it looked up.
5. Get it used in sentences as long as it moves a meter tone arm.
6. End off on F/N VGIs.

The ability to do it straight will have been returned.

It is very magical.

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Remimeo

*Word Clearing Series 20*

**SIMPLE WORDS**

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

This is NOT the case.

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

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

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

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

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

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

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

Stupidity *is* the effect of misunderstood words.

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

The subject of psychology began its texts by saying they did not know what the word means. So the subject itself never arrived. Professor Wundt of Leipzig University in 1879 perverted the term. It really means just “a study (ology) of the soul (psyche)”. But Wundt, working under the eye of Bismarck, the greatest of German military fascists, at the height of German war ambitions, had to deny Man had a soul. So there went the whole subject! Men were thereafter animals (it is all right to kill animals) and Man had no soul, so the word psychology could no longer be defined.

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

“HCO B” (Hubbard Communications Office Bulletin), “Remimeo” (Orgs which receive this must mimeograph it again and distribute it to staff), “TR” (Training Drill),

“Issue I” (first issue of that date), are the commonest misunderstands. Because they occur at the beginning of an HCO B !

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

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

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

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

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**LRH TAPE LECTURES**  
5 September 1971

\*\* 7109C05 S0 A Talk on a Basic Qual—I

\*\* 7109C05 S0 A Talk on a Basic Qual—II

Remimeo

*Word Clearing Series 21*

**CORRECT SEQUENCE  
QUALIFICATIONS OF WORD CLEARERS**

The principal methods of word clearing are numbered No. 1 for the full in-session rundown, No. 2 for the metered action of clearing up words in specific materials and No. 3 for looking up words seen and not understood by the student or reader.

This is correct sequence for doing the three types of word clearing.

By doing No. 1 in full session, using the list for assessment, one obtains the basic word and meaning errors of the past. By getting these out of the way, it is now possible to clean up current materials much more rapidly with Method 2, where the person is put on a meter and reads the material to another who is watching the meter and catching each read.

With Method 1 out of the way, Method 2 becomes more rapid.

Method 3 will then be done by the person himself because he now knows better.

No. 2 and No. 3 can be used on and on one or the other.

If you do it backwards, beginning with Method No. 3, much more time is consumed. If Method No. 2 is used without No. 1 being done, much more work has to be done to clean up an existing piece of study material or text.

So the correct sequence is No. 1, No. 2 and then No. 3.

This does not mean you cannot start with No. 3 or No. 2. It just means it is much faster to do them in correct sequence.

**PURPOSE CLEARING**

When purpose of the post is to be cleared it is done *after* Method No. 1 in general and Method No. 2 has been done on the duties and texts of the post.

With all such material handled with word clearing it is time then to do a Purpose Clearing of the person's job or situation in life.

**PROGRAM**

Thus a general program could be laid down as

1. Handle all ARC Breaks, present time problems and withholds, or set up the case with a Progress Program.
2. Method No. 1 Word Clearing.
3. Method No. 2 Word Clearing on the materials or duties the person has.
4. Purpose Clearing of the purpose of the post.



(In choosing the materials to be cleared in No. 3 above choose the texts, handbooks or materials most closely related to the post and most basic to the post.)

(In choosing the post, if the person is not employed remember that “student”, “housewife” and even “a human being” are posts.)

### WD CLEARING WD CLEARERS

When there is no qualified word clearer to word clear others, the program is changed for the word clearer to:

1. Choose 2 word clearers who then work on each other.
2. Any Progress Program for each one.
3. Word Clear the Word Clearing Series by Method 2.
4. Check out on the auditing required for Method 1.
5. Do Method No.1 on each other.
6. Do Purpose Clearing on each other.

This greatly reduces any errors in application.

(Note: A “Progress Program” or a “Repair Program” is a Scientology auditing program to clean up upsets in life.)

(“ARC Break” means A-Affinity, R-Reality, C-Communication, a break in any one of the three which has caused upset in the past.)

(A Class III Academy Auditor qualification is required to do Method No. 1 as the action requires assessing and the handling of ARC Breaks, problems and withholds, for which a Class III is trained. Anyone who is able to handle a meter is qualified to do Method No. 2. Any person can do Method No. 3.)

(Purpose Clearing also requires a Class III Academy Auditor.)

(By “meter” throughout this series is meant an “E-Meter” which means an “electro-psychometer”, an instrument which measures emotional reaction by tiny electrical impulses generated by thought.)

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Remimeo

*C/S Series 58*

**PROGRAMMING CASES BACKWARDS**

When you see a case that has struggled along through 200 hours of processing without much gain you sometimes see a C/S has only recently ordered, or has not ordered at all as yet, an Interiorization RD check and a Green Form No. 40 Expanded. That would be programming backwards.

The tools of auditing are the Grade Chart Processes and the numerous correction lists.

Like a gardener, a C/S has the choice of numerous tools to raise a flower.

If you were to see a gardener digging holes with the lawn mower and cutting grass with a spade, you would say he needed to be checked out on the use of his tools, what each is for.

Similarly, running Power on someone who needs Dianetics, doing a life repair on someone who is ready for R6EW, would be a misuse of tools.

Similarly, going on auditing someone on Dianetics who desperately needs his ruds put in or an Interiorization Rundown is wasting auditing and messing up a preclear.

Let me give you some examples I have seen recently:

- A. Case audited through many major actions since his Int RD. Auditor and C/S in despair. Pc not progressing. A C/S 53 disclosed the Int RD was faulty *and* its repair was also faulty. Int Rundown was handled. Case began to run. Months of auditing had been wasted. Needed had been a C/S 53 where out Int would have shown.
- B. After 200 or more hours of no change in his personality graph (Oxford Capacity Analysis) the pc came up with the withhold that he was a homosexual and also that he did not know what "Scientology" meant. About 2 years of auditing had been wasted. Needed had been Word Clearing and rudiments.
- C. After scores of hours of no-win auditing and no graph change it was finally decided to run a GF 40X and found the person practised witchcraft!
- D. After a year of auditing on major grades all wasted it was finally found that the person had had a leg injury he was trying to cure that required only a simple Dianetic assist. Today that would be a C/S 54. He had never had a Pc Assessment Form.
- E. After racing from POWER to OT III without doing any real auditing or having any change, it was found on a GF 40X that the whole world had been unreal and the person could not begin to face the idea of looking at pictures or the bank and had not been able to since her first drug experiences. Needed had been Objective Processes, CCHs, Op Pro by Dup, etc which get a drug addict to look and be aware.

All these are simple if flagrant errors in ordering the right program actions.

In order to be able to say what should be done on the case, one has to have three things:

1. Data about the case.

2. A knowledge of what lists are available.
3. Auditors who can do the actions required.

From a C/S point of view, all these things are under the C/S's control.

#### DATA

In the Class VIII materials the 7 Resistive Cases are described. The full lot of them are now found in GF 40X.

There are numerous other lists for assessment.

If a C/S really doesn't know his lists he can order them all, Method 5 and take his choice of symptoms.

Also a C/S can have the pc simply asked questions.

From this data a C/S knows why the case is not running well and can order the actions to remedy it.

If nothing is wrong, complete the earliest incomplete grade on the Grade Chart.

#### KNOWLEDGE

A C/S who is well Word Cleared on his materials and has studied on the courses knows what things hang a case up more than what other things.

This gives one the knowledge necessary to choose what lists.

Case no case gain then it's GF 40X.

And to keep from auditing over an out Int RD there is C/S 53.

And for chronic aches and pains there is C/S 54.

And for "might be anything" there's a GF.

What lists and actions that can be done are for is very easy to sort out.

#### AUDITORS

If a C/S's auditors aren't flubless or expert one needs to get in a Cramming and needs to get hired and interned lots of new auditors. C/S Series 57, "A C/S as a Training Officer", solves a lot of this. And a Tech Establishment Officer is vital to keep it solved.

Then auditors, the numbers and quality of, are not on the C/S's plate as a continual problem. Scientologists want to audit. They will go on auditing as long as you make them audit well enough and C/S for them well enough to keep them winning on pcs.

#### SUMMARY

So the tools of the C/S are

1. Data from pcs.
2. Knowledge of list uses.
3. Knowledge of the Grade Chart.
4. Auditors.
5. The organization of delivery.

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Remimeo

### **BIRTH CONTROL PILLS**

It has been thought that Birth Control Pills brought on dizziness and side effects and got in the road of auditing.

It has now been observed that where these effects occurred and the woman

- A. Changed Brands
- B. Changed Strength or amount or
- C. Both A and B

the condition vanished.

This information is given by the Medical Officer.

Therefore

1. There is no regulation or rule which states that a woman may not take Birth Control Pills and
2. There are apparently no side effects affecting auditing and
3. Where side effects do exist one should consult a doctor so that brand or amount or both can be changed.

Nothing in this HCO B recommends or prevents or prescribes Birth Control Pills and the information is simply passed on from medical authority.

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*Word Clearing Series 23*

**TROUBLE SHOOTING**

In Word Clearing the troubles are actually very few.

However there are a few.

It is possible for an auditor or student doing word clearing on another to get misunderstood words himself unless he also looks at the definitions and understands them at the same time he is clearing them on the other person. This requires no extra step. In fact it would be rather hard not to also see the definition of the word.

A person trying to “blow” (leave) and refusing further Word Clearing almost always has a HUGE misunderstanding on some word not yet located. The correct action is to get him back and **FIND AND CLEAR THE WORD**.

Not getting a good result using Methods 1, 2 or 3 is cured by using the Word Clearing Correction List, HCO B 21 July 71, Revised 9 August 71.

This Correction List applies to all methods of word clearing.

For instance, if Method 2 goes sour and the student “knew all the words anyway” or “doesn’t understand it any better” or is critical or demonstrates any other unfavorable reactions which do not win through, there is always Word Clearing Correction List.

This list is done by a Class III or above auditor. It is quite miraculous.

Example: Student badly bogged after Method 2 by his twin. Handling: A Class III auditor does the Word Clearing Correction List on him.

The Correction List is handled as per HCO B 14 Mar 71, “F/N Everything”. In other words, one takes all reads on it to Floating Needle. Any other list called for by reads on the Correction List is taken to F/N and when that called-for list F/Ns then one considers that the Word Clearing Correction List line has F/Ned. (Correction List reads on 4. List Error. The auditor takes a list called L4B which corrects lists and makes every read on “L4B” F/N. Then “4. List Error” is marked “F/N”.)

The technology of handling a Word Clearing Correction List is all covered in the general materials of auditing.

Not knowing how to use a Meter can cause trouble.

A special Course in using an E-Meter is available. The E-Meter Drill Book gives all the drills. It does not take long to learn. Also E-Meters are abundantly available today.

Learning to be a Class III or preferably a Class IV Academy Auditor is not difficult IF one uses word clearing!

All word clearing is done under the discipline of The Auditor’s Code.

One’s “TRs” (TR = Training drills for auditing) can be straightened out on a TR Course on which one learns to confront, to speak so one can be heard, to acknowledge, to be able to repeat commands and to handle originations by the student.

Troubles in word clearing, then can be listed as coming from lack of training. So anyone doing word clearing should organize himself to (1) Do a TR Course, (2) Learn to use and acquire an E-Meter, (3) Learn the Auditor's Code and, (4) If not one already, learn to be an Academy Class III Auditor.

Knowing how to do 1 to 3 above is essential to do Method 2 Word Clearing. And the skills under (1) to (3) are very easy to acquire. Further, it is not all that difficult to become a Class III Auditor.

People sometimes think only someone who wants to be a professional auditor studies in the Academy, a false impression. One can't imagine how a father or businessman or mother or clerk or official could succeed without knowing the basics of human reaction and how to handle them. Someone who is a Class III or Class IV knows how. The real professional usually becomes a Class VI and the real experts are the VIIIs, IXs and Xs. It's a matter of how expert you want to be. A Flag Ship Class XII could turn a severe mental case from raving lunacy to not only sane but bright and normal in about 8 or 9 hours and a normal person to a genius in 15 to 20 hours.

But here we are dealing with the whole range of the human mind.

In word clearing Method 2 one certainly should know his "TRs", his Auditor's Code and his Meter. And for Method 1 it takes a Class III Academy Auditor.

Almost all troubles will be found to stem from an omission of these requirements AND not using Word Clearing on the materials one is studying to achieve these skills.

Very few troubles actually will be encountered if this HCO B is followed.

Word Clearing IS a precision technology and there IS something to know about it as it has never before been known.

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Founder

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HCO BULLETIN OF 14 SEPTEMBER 1971

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Also Dn Text

*C/S Series 59*

**DIANETIC LIST ERRORS**

It *can* happen that a Dianetic list of somatics, pains, emotions and attitudes can act as a list under the meaning of the Laws of Listing and Nulling as per HCO B 1 August 68.

The most violent session ARC Brks occur because of list errors under the meaning of Listing and Nulling. Other session ARC Brks even under withholds are not as violent as those occurring because of listing errors.

Therefore when a violent or even a “total-apathy-won’t-answer” session upset has occurred in Dianetics, one must suspect that the preclear is reacting under the Laws of Listing and Nulling and that he conceives such an error to have been made.

The repair action is to assess the prepared list which corrects listing errors. This is L4B—HCO B 15 Dec 68 amended to 18 March 71.

It is used “On Dianetics Lists \_\_\_\_\_” as the start of each of its questions when employed for this purpose.

When a pc has not done well on Dianetics and when no other reason can be found the C/S should suspect some listing error and order an L4B to be done “On Dianetic lists “ at the start of each question.

Each read obtained on the list is carried Earlier Similar to F/N as per HCO B 14 Mar 71 “F/N Everything” or, preferably the list is found in the folder and properly handled in accordance with what read on L4B.

ALL Dianetic Lists can be carried to an item that blows down and F/Ns.

This does not mean the item found is now wholly clean. Even though it F/Ned it can be run by recall, by secondaries and by engrams as found in Class VIII materials. It is usually run by engrams, triple, R3R.

A C/S must be alert to the fact that

- (a) Extreme upsets and deep apathies are almost always list errors.
- (b) That a Dianetic List can be conceived to be a formal list and can behave that way.
- (c) L4B is the correction list used in such cases.

Very few Dianetic lists behave this way but when they do they must be handled as above.

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Issue III

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**WORD CLEARING C/S NO. 2**

_____	_____	_____
Pc	Grade	Date
_____	Auditor Class	_____
Auditor		
	_____	
	Session Grade	

C/S Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WORD CLEARING METHOD NO. 2**

**COMMANDS USED**

(Pc Reading the materials, auditor watching meter for reads.)

1. What was the word you just read.
2. Look it up in the dictionary.

PC LOOKS IT UP. AUDITOR ALSO UNDERSTANDS MEANING IN  
DICTIONARY.

3. Use it in sentences of your own.
4. Reread the passage in the material.

\_\_\_\_\_

C/S

for

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**POST PURPOSE CLEARING C/S FORM 1R**

_____	_____	_____
Pc	Grade	Date
_____	Auditor Class	_____
Auditor		
	_____	
	Session Grade	

C/S Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IT IS UNDERSTOOD THAT BEFORE THIS SESSION PC WILL HAVE HAD  
WD CLEAR Method No. 1 and also Wd Clear 2 on Hats.

**C/S INSTRUCTIONS**

1. 2WC "What is your attention on?" If TA High or Low send to have C/S 53 done.
2. Fly all ruds, each one E/S to F/N. (Use "Suppress" on no reads and "false read" if a read is said to be not right or said before and carry it E/S to F/N.)
3. 2WC "How do you feel about being a member of this organization?" If sad run "Have you had an ARC Brk with this organization?" E/S to F/N. If not really know, "Have you had a problem with this organization?" E/S to F/N. If nattery or critical in any way, run "What have you done in this organization.? What have you withheld in this organization?" Alternate repetitive to F/N Cog VGIs. If you had to use any of these ruds about the organization, again ask 2-way comm "How do you feel about being a member of this organization?" to F/N.
4. 2-way comm pc's post: "TELL ME ABOUT YOUR POST." Be alert for. out Ruds.
5. 2-w comm "What is your post?" (Not necessarily to F/N, but if confusions show up, refer to the pc's hat folder. Check for "Any misunderstandings on your post." If this reads have Method 2 Word Clearing done on pc's hat or subject of his post. In this event or if any trouble has shown up end off and send folder to C/S and do post purpose later.)
6. 2WC "What opportunities would you have on your post?" TO F/N. If no F/N, ask what the pc isn't telling you and run that to an F/N, as with a W/H. Then return to opportunity question, and run it to F/N, even with E/S.
7. "How does your job align with what you would like to do?" (2-Way Comm.) If any conflict—go E/S. TO F/N.

8. “What do you imagine the purposes of your post are?” *TO F/N*.
9. “How does this purpose tie in with the purpose of your Division?” *TO F/N*.
10. “How does your purpose tie in with the purpose of your Org?” *TO F/N*. Clean up any conflicts encountered—clear the word or go E/S.
11. “If your post was not done, what would happen to the Org?” 2-way comm. *TO F/N*.
12. “What is the purpose of your post?” 2-way comm. *TO F/N*.
13. Thank pc and send to Pc Examiner.

\_\_\_\_\_  
(Name of C/S)

Class \_\_\_\_\_

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*C/S Series 60*

**THE WORST TANGLE**

Sometimes a C/S gets a terrible tangle handed to him as follows.

1. INTERIORIZATION RUNDOWN IS UNDONE OR MESSED UP.
2. FAULTY LISTS HAVE BEEN DONE.
3. THE PC IS IN A HEAVY ARC BRK WITH PTPs AND W/Hs.

Now each *one* of these three things “must be done first”.

Auditing cannot be done with *Int messed up* except to handle the Int RD.

Auditing cannot be done over *bad lists* without repairing the lists.

Auditing cannot be done over out ruds without putting the ruds in.

So WHAT does the C/S do?

There is fortunately a different degree of upset in these three things.

Int RD trouble is worse than list trouble is worse than out ruds.

Therefore the correct C/S would be to

1. Repair Int
  2. Repair Lists
  3. Put in Ruds.
1. Repair Int RD is done by using L3B on each flow. And (on Flag) by dating to blow and locating to blow.
  2. Lists are repaired with L4B on each list, preferably with the list available and preferably with the actual list repaired (such as added to if incomplete or correct item found and given to pc).
  3. And if the pc also had out ruds THESE ARE NOW PUT IN WITH “Have you been audited over an (ARC Brk, PTP, w/h)?” as the pc has been.

It will all come out all right if properly done. Very few pcs get that messed up. But when they do even they can be untangled.

If a lot of engrams were also run on top of that and these are also in the mess, repair them last as a fourth action. And don't forget to send auditors responsible to Cramming and report C/Ses who get a case *that* snarled up.

C/S Series 53 is written with the above sequence of handling. But it omits ARC Brks (as these don't raise or lower TA out of normal range). And C/S Series 53 as it is designed only for high or low TA does not cover the trick of putting in the ruds as “Were you audited over an (ARC Brk, PTP, w/h)?” as it purposely has to omit ARC Brks.

Hope this helps.

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*Word Clearing Series 24*

**LIBRARY**

You will begin to get an idea of how much library you will need when you have done a large number of word clearings.

The important thing is to realize that a library is necessary.

In an org this will be in Department 14 under the Librarian.

The greatest demand will be for dictionaries of many kinds.

First there is the consideration of just English dictionaries. Several, including large ones, should be to hand. Those that use big words to define words keep a pc chasing around and around and are of course poor dictionaries. Often one dictionary gives a better definition than another. So an assortment of English dictionaries is a first requirement.

Then come technical dictionaries or texts like engineering, physics, medical, chemistry, mechanics, seamanship, aviation, astronomy, military, etc, etc.

Then come philosophical, psychiatric and religious dictionaries if they can be found.

Foreign language dictionaries Latin, Greek, French, etc are a must.

An auditor doing word clearing can come up with some remarkable demands.

Texts or dictionaries covering the subject given on the assessment list (Word Clearing Series 8RR) are a basic starter.

I can see a word clearing auditor poking about in old mouldy bookshops and coming up with triumph—"Ah, look! Priceless. A slang dictionary on oil fields published in 1932! Priceless!"

If you get too stopped and are in a major city, you *could* end the session and send the pc to the local library. But if so have him write the definition down. It is not recommended but can be done.

The best solution is to have a good library covering the assessed subjects.

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*C/S Series 61*

**THE THREE GOLDEN RULES  
OF THE C/S**

**HANDLING AUDITORS**

There are three firm rules in handling auditors which make the difference between good auditors and poor auditors or even having auditors or no auditors at all.

1. NEVER FAIL TO FIND AND POINT OUT AN ACTUAL GOOF AND SEND THE AUDITOR TO CRAMMING.
2. NEVER INVALIDATE OR HARASS AN AUDITOR FOR A CORRECT ACTION OR WHEN NO TECHNICAL GOOF HAS OCCURRED.
3. ALWAYS RECOGNIZE AND ACKNOWLEDGE A TECHNICALLY PERFECT SESSION.

By reversing these three things a C/S can wreck and blow every auditor in the place.

By *always* doing these three things correctly the C/S winds up with splendid auditors.

An auditor who knows he goofed and yet gets a well done doesn't think the C/S is a good fellow. He holds the C/S in contempt and his auditing worsens.

An auditor who didn't goof and yet is told he did becomes bitter or hopeless and begins to hate the C/S.

The test of a C/S in the auditor's eyes is "Is he spot on?" meaning is the C/S *accurate* in giving the right program, the right C/S, spotting the goof and ordering Cramming, and being well enough trained to see and commend a well done.

You never get Bad Indicators in an auditor or student when you state the truth.

You only get Bad Indicators when your statement is not true.

"PR" (Public Relations cheery falsehoods) has nothing to do with getting good indicators.

Good indicators in auditors are made with TRUTH.

"You goofed, go to Cramming, do TRs 101 to 104 until you cease to alter commands."

"Well done by Exams. Practice Handwriting so I don't take so long reading your worksheets."

"This F/N VGIs at session end and the Bad Exam Report do not agree. Is there any way this report was falsified? Is there any goof you didn't write down?"

or

“Very well done” on a very well done totally ON Tech, ON Admin and Correct Auditor’s C/S session.

Auditors work well even for a bad tempered C/S *when* that C/S is always “Spot on” with program, C/S, Auditor’s grade or censure of auditor and TO CRAMMING.

Auditors like a businesslike accurate C/S.

A “good fellow” C/S who “lets it slide” and says nothing becomes a very bad fellow indeed in auditors’ eyes.

A C/S who doesn’t recognize and who invalidates good auditing is looked on as a suppressive even when it’s just ignorance.

The Golden Rules of C/Sing are

1. Never fail to find and point out an actual goof and send the auditor to Cramming.
2. Never invalidate or harass an auditor for a correct action or when no technical goof has occurred.
3. Always recognize and acknowledge a technically perfect session.

Only those C/Ses who follow these Golden Rules are truly loved by their auditors.

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HCO BULLETIN OF 24 SEPTEMBER 1971

Remimeo  
Interiorization  
Pack

*URGENT*

**INTERIORIZATION RUNDOWN**

It *usually* happens that an Interiorization Rundown (also known as Int-Ext RD for Interiorization-Exteriorization Rundown) is—

1. Done when not necessary.
2. Is flubbed in R3R.
3. Is Overrun.

**UNNECESSARY**

The words “Went In” and “Go In” **MUST** be said to the pc and *cleared* on the meter. If there is needle action, one runs an Int RD as per the Int Rundown *Pack*.

If there aren't any reads one does **NOT** do an Int Rundown on the pc as it is unnecessary and classifies as “running an unreading item”.

When this test is omitted you get an unnecessary Int RD being done on a pc.

This will eventually have to be repaired.

**FLUBBED R3R**

When the auditor does not do flubless auditing errors occur in the auditing itself. These will hang up an Int RD.

**OVERRUN**

It *usually* happens that an Int RD is overrun. It goes flat on Secondary F2, let us say. The auditor keeps on going past the win.

This will hang up the Rundown.

One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on.

Another way is pc has a big cog, big win. Auditor keeps going on with the RD.

**REASON FOR ERRORS**

The Int RD is not understood as a **REMEDY**. It is not something you do on all pcs.

Pc goes Exterior in auditing.

Later his TA goes high.

*Then you* do an Int RD.

You test Int for read as above. If it BDs you do an Int RD.

You just don't do one because a pc goes exterior.

One reason unnecessary Int RDs get done is that the Registrar sells one. That makes the Reg a C/S. So the C/S and auditor run it.

Maybe it wasn't needed.

So if it wasn't needed it will eventually have to be repaired.

### HEADACHES

Headaches are a symptom (not *every* headache is) of a needed or an incorrect Int RD.

### CORRECTION DRILL

The following is *the* Correction Drill for an Int RD.

Ninety percent of the pcs run on Int need it.

### REQUIREMENTS

An auditor before being allowed to go near a pc Int RD Correction must have:

1. Word Clear 2 the Int RD Pack.
2. Must have good TRs.
3. Must be good with a meter.
4. Must know and use the Auditor's Code.
5. **MUST DO THIS DRILL ON A DOLL UNTIL HE IS FLAWLESS.**

Then he can be trusted to do an Int RD Correction.

This is the drill (written by a Class XII Auditor for use on Flag):

#### *Drill-Int Ext Repair No.1*

### FAILED INT/EXT RD REPAIR DATE TO BLOW—LOCATE TO BLOW

1. By C/S or prepared list read, Int appears overrun.
2. Auditor: "We're going to take a look at the subject of going into things and your Int RD."
3. Auditor: "What was the first time in your auditing that you were willing to go into things?"
4. Auditor establishes by pc answer to above and any further 2wc if (a) a flat point exists in or as a result of auditing (or training), (b) the pc feels the Int RD is unflat, (c) the pc has misunderstands on the RD, or (d) the pc never had any trouble with going in and out of things or being audited after Exterior. The pc and auditor are satisfied with what they establish above.
5. If (a) flat point, auditor establishes what the point was. If (b) unflat, the auditor does an L3B "On your Int RD". If it does turn out on the L3B that the Int RD was overrun or unnecessary, the auditor proceeds per this drill. If (c) misunderstands, the auditor clears them up with the pc and *then* finds out if it was overrun, unflat or unnecessary and handles per this drill. If (d) unnecessary, the auditor indicates it was an unnecessary action and gets an F/N.



6. The Int RD was overrun and the flat point has been established per Step 5. The auditor tells the pc, “We’re going to date that point in years, months, etc, ago until something blows off—some mass or energy, etc. I want you to tell me as soon as that happens. Alright?”
7. If the pc is confused about “blow” the auditor can do a demo by putting his hand on the pc’s arm and taking it away suddenly.
8. When the pc understands what’s expected of him, the auditor establishes the order of magnitude by asking the pc, “Was it years or months ago?”
9. The auditor gets the years, months, days, hours, minutes, seconds and fractions of seconds ago to a point when something blows and F/Ns. If *the pc gives up* on this only then does the auditor meter date the flat point to a blow-F/N.
10. If a big BD occurs and the auditor suspects a blow but the pc will *not* originate it, the auditor can ask the pc if it blew.
11. If no blow occurs the auditor verifies *each* part of the date and corrects where necessary to a blow-F/N. If still no blow-F/N the auditor then checks for an earlier flat point. If there is one, the auditor dates that point to a blow-F/N. If still no blow-F/N the auditor does an L3B “On your Int RD” and handles fully.
12. When the date has gone to a blow-F/N and the F/N has been indicated the auditor tells the pc, “Now we’re going to spot the exact location where that flat point occurred, until something blows off. I want you to tell me when that happens. Alright?” The auditor is getting the *pt* phys. univ. location.
13. The auditor clears the words stars, planet, galaxy, location, point, if this is the first time Date Locate is being done on the pc.
14. When the pc understands what’s expected of him the auditor begins the Locate Steps.
15. The auditor says, “Point to that location.” The pc points with his finger until he is satisfied he has the exact direction. Then the auditor goes down the rest of the steps to a blow-F/N.

Distance?

Exact?

What Galaxy?

What Star?

What Planet?

What Country?

What City?

What Street?

What House?

Position on Street?

What room?

Distance from front of house?

Where in the room?

How far from *each wall*?

How far off the floor? How far from the ceiling?

16. If, while locating, the pc starts running the incident or gives too much “scene” the auditor has the pc point again then continues from where he left off on the Locate Steps.

17. If at some point on these steps the location turns out to be in the middle of the ocean or in a field, etc, the auditor uses available landmarks or reference points to get the location (i.e., distance from nearest point of land? or distance from the big rock?) down to a blow-F/N.
18. If no blow-F/N, the auditor verifies each *part* of the Locate Step and corrects any necessary to a blow-F/N.
19. If the auditor suspects a blow but the pc doesn't originate it, the auditor asks, "Did something blow?" If the auditor suspects he's gone past a blow he can check "Did it blow previously?" If so and no F/N the auditor rehabs by asking the pc how long ago that happened and gets the F/N.
20. If no blow after verifying the location, or after checking for an earlier location blow, the auditor then has to do an L3B "On your Int RD" and handle fully.

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*NOTE:* A blow is a *definite* manifestation and the pc must say "something blew" or "it disappeared" or "it's gone" or "it vanished", *not* "I feel lighter".

This is a highly precise action to be done smoothly with good TRs. Its results are phenomenal.

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HCO BULLETIN OF 25 SEPTEMBER 1971RA  
REVISED 4 APRIL 1974

**TONE SCALE IN FULL**

***TONE SCALE EXPANDED***

***KNOW TO MYSTERY SCALE***

SERENITY OF BEINGNESS	40.0	KNOW
POSTULATES	30.0	NOT KNOW
GAMES	22.0	KNOW ABOUT
ACTION	20.0	LOOK
EXHILARATION	8.0	PLUS EMOTION
AESTHETIC	6.0	
ENTHUSIASM	4.0	
CHEERFULNESS	3.5	
STRONG INTEREST	3.3	
CONSERVATISM	3.0	
MILD INTEREST	2.9	
CONTENTED	2.8	
DISINTERESTED	2.6	
BOREDOM	2.5	
MONOTONY	2.4	
ANTAGONISM	2.0	MINUS EMOTION
HOSTILITY	1.9	
PAIN	1.8	
ANGER	1.5	
HATE	1.4	
RESENTMENT	1.3	
NO SYMPATHY	1.2	
UNEXPRESSED RESENTMENT	1.15	
COVERT HOSTILITY	1.1	
ANXIETY	1.02	
FEAR	1.0	
DESPAIR	.98	
TERROR	.96	
NUMB	.94	
SYMPATHY	.9	
PROPITIATION—(HIGHER TONED—SELECTIVELY GIVES)	.8	
GRIEF	.5	
MAKING AMENDS—(PROPITIATION—CAN'T W/H ANYTHING)	.375	
UNDESERVING	.3	
SELF-ABASEMENT	.2	
VICTIM	.1	
HOPELESS	.07	
APATHY	.05	
USELESS	.03	
DYING	.0 1	
BODY DEATH	0.0	
FAILURE	0.0	
PITY	-0.1	
SHAME—(BEING OTHER BODIES)	-0.2	
ACCOUNTABLE	-0.7	
BLAME—(PUNISHING OTHER BODIES)	-1.0	
REGRET—(RESPONSIBILITY AS BLAME)	-1.3	
CONTROLLING BODIES	-1.5	EFFORT
PROTECTING BODIES	-2.2	
OWNING BODIES	-3.0	THINK
APPROVAL FROM BODIES	-3.5	
NEEDING BODIES	4.0	SYMBOLS
WORSHIPPING BODIES	-5.0	EAT
SACRIFICE	-6.0	SEX
HIDING	-8.0	MYSTERY
BEING OBJECTS	-10.0	WAIT
BEING NOTHING	-20.0	UNCONSCIOUS
CAN'T HIDE	30 0	
TOTAL FAILURE	-40.0	UNKNOWABLE

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(corrected and reissued)

*C/S Series 62*

**KNOW BEFORE YOU GO**

A C/S may and *should* know exactly what is wrong with a case.

When he “knows” by hunches or intuition and does not bother to confirm or make a wider effort, he can miss the case entirely.

Example: C/S says to himself—I know what’s wrong with Joe. His wife. So I’ll C/S “O/W on your wife”.

Some of the time the C/S will be right. This gives him a win and confirms him in sloppy C/Sing. He does not bother to know before he C/Ses.

A C/S who gets a low percentage of cracked cases and a low percent of F/N VGIs at Examiner usually fails to “know before he goes”. He just goes, which is to say he just writes programs and C/Ses without finding out enough about the case.

A skilled C/S may very well be able to figure out exactly what’s wrong with the case. That’s his job. But how does he find out anything about the case at all?

The answer is very simple. So simple it gets missed. THE C/S GETS DATA ON THE CASE.

How does he do this?

The broadest, most used answer to how to know is prepared lists. These have all sorts of questions on them that read or don’t read. There are *lots* of these lists beginning with the famous PC Assessment Form. There are all sorts of lists. An end product of any list is DATA ON THE PC ONE USES TO PROGRAM AND C/S THE CASE.

The next answer to how to get data is lists prepared by the C/S himself and which are assessed by the Auditor.

Another answer is 2-way comm on questions written by the C/S. “What do you consider hasn’t been handled on your case?” is a jewel which gives you the hidden standard to List and Null and run Who or what would have \_\_\_\_ to BD F/N Item and O/W on the item found. But there are dozens more. “How do you feel about your family?” “R Factor: The C/S is concerned about your saying your case sags after wins in auditing. Could you tell me exactly what happens and what your history has been on this?” There is no limit to such questions. And, if taken from what the pc says to Examiner or from auditors’ comments on Worksheets, they will usually F/N. But mainly they give *data*.

When regular actions fail, there is always the D of P. “D of P to Interview Richard Roe and find out what he’s trying to do in session. Also how he looks, mannerisms, etc.”

Data, Data, Data. Now you have a picture of this case.

## COMBINED ACTION

Usually, by prepared lists issued or from C/S prepared lists, the C/S finds and *gets* handled by the auditor in the same session much of what is wrong. This combines finding out with handling.

Any prepared list carried to F/N on each read (Method 3) or the indicated action done will give case gain. Maybe it's all the case gain one could ask for.

But such reads even if F/Ned and the text in the Worksheet give the C/S new data about this case.

## BROAD SHOOTING

Even if he now KNOWS, the C/S does not narrowly shoot at one target. He gives alternatives as well in his C/S.

Example: C/S knows pc is concerned about F/Ns. He does not necessarily just write "Prepcheck F/Ns". Instead the C/S writes "Assess Auditors, Auditing, Dianetics, Scientology, F/Ns, Processing, false reads. Prepcheck each reading item, taking largest read first." This gives a broader band, more chance of hitting the button needed.

There are many ways to do this. Example: You "know" it is a misdefined word. You don't C/S "Find the misdefined word". You write, "Assess Method 3 and Handle the Word Clearing Correction List". For you see, the session might also have been run over an out rud.

## EVALUATION

To abruptly C/S everything the pc has just said is a Q and A. But worse, it can lead to evaluation.

## LITTLE FLAGS

Pc Remarks are like little Flags that may signal a much deeper deposit of aberration. Only the little flag shows. "I don't like women," can uncover a whole background. "I keep getting this pain in my side" opens the door to a whole chain of operations and one to be done next week!

But by the broad rule, the C/S doesn't dive at it. He says "Pc has pain in side. I . C/S 54."

*Not* "List the somatics in his side". But a whole coverage of accidents, illnesses. *One* will also have a side pain as a result. "Appendicitis Operation" is enough to give anyone a pain in the side if never audited out!

## TAGGING CASES

A C/S who sees a case is thick foldered and not well tags the case "Resistive". There are 7 resistive cases listed in the Class VIII material. For this the C/S has "GF40 Expanded Method 3" and then handles the lists and engrams indicated in it in his next C/S.

If *this* doesn't handle, the case is in an out Ethics situation that should be looked into.

The C/S mentally tags the easy ones and the tough ones. The tough ones he plays on the Resistive Cases side.

The C/S can also find an auditor considers a fast case a bad case when it is just a fast case.

## PRIMARY RECORD

The primary record is the pc's folder. When the case does not run well it can be assumed that the case is

- (a) Resistive
- (b) Errors have been made in auditing.

These two assumptions are valid in all cases which do not easily resolve. They are both valid because the case, being resistive, was running poorly, was hard to audit and C/S earlier.

From the folder, from prepared lists, from C/S's own additions to prepared lists, from C/S's own prepared lists, from 2wc on questions and from D of P Interviews one can get ENOUGH DATA TO INTELLIGENTLY PROGRAM AND C/S A CASE.

All this may seem very obvious. BUT, in word clearing the most Common C/S error has been to fail to order a Word Clearing Correction List done. Instead one reads, "Correct the last word found". This misses that the whole thing may be being done over a withhold or ARC Break. It might be another word entirely. So a C/S who does this risks the wrong target. He is not C/Sing broadly enough.

Also one sees a repair or life program consisting of two or three special processes and without any lists at all.

One also sees a program which seeks to handle several things the C/S "knew" were wrong followed by "8. C/S 53, 9. GF 40X, 10. C/S 54." Having gone, this program then seeks to find out. It's quite backwards.

Thus the C/S who goes before he knows is going to have an awful lot of no F/Ns at the Examiner.

The watchword is KNOW BEFORE YOU GO.

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HCO BULLETIN OF 30 SEPTEMBER 1971

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Issue VI  
Amended & Reissued 19 April 1974  
(Only change is in signature &  
commands of CCH 7.)

**CCHs 5,6 & 7**

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

**NUMBER: CCH 5**

*NAME:* Location by Contact.

*COMMANDS:* "Touch that (indicated object)." "Thank you."

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

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

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

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

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**NUMBER: CCH 6**

*NAME:* Body-Room Contact.

*COMMANDS:* "Touch your (body part)." "Thank you." "Touch that (indicated room object)." "Thank you."

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

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

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

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

**NUMBER: CCH 7**

**NAME:** Contact by Duplication.

**COMMANDS:** “Touch that table.” “Thank you.” “Touch your (body part).” “Thank you.” “Touch that table.” “Thank you.” “Touch your (same body part).” “Thank you.” “Touch that table.” “Thank you.” “Touch your (same body part).” “Thank you,” etc, in that order.

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

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

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

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

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*C/S Series 63*

**C/SING FOR NEW AUDITORS OR VETERANS**

There is a considerable difference between C/Sing for internes and new auditors and C/Sing for veterans.

This shows up mainly in C/Sing prepared lists.

For an interne or new auditor or one who is not very experienced or expert, the rule is that a C/S gives as little thinking to do as possible in the session.

It is enough for such an auditor to do the actions. It is too much to also ask him to use judgment or work something out *while* auditing.

A veteran on the other hand knows the tools so well that he can also figure out what to do.

Example:

C/S for non-veteran:

1. Assess GF Method 5 and return to C/S.

C/S for a veteran:

1. Assess GF Method 5 and Handle.

It is quite a trick to assess a whole list, then take the biggest reads and handle. It is quite beyond an auditor who is still worrying about his TRs or how you run a meter.

In an effort to speed up lines or escape work, a C/S can err *badly* in this. It becomes mysterious why Word Clearing Correction List ceases to work, why F/Ns are few at the Examiner.

Giving an inexperienced auditor the responsibility for assessing a list and also handling it is in fact asking him to audit and to a faint degree C/S in the chair. It is quite beyond a green auditor.

Given that he knows his Tech, most of a C/S's troubles come from

- (a) Asking green auditors to follow C/Ses for which they have not studied the HCO Bs or on which they have not been crammed,
- (b) C/Sing for green auditors to decide something in session or combine actions such as assessing and handling without a new C/S in between,
- (c) Not sending the auditor (green *or* veteran) to Cramming for *every* goof,
- (d) Having no Cramming.

It takes a while to make an auditor.

The C/S is responsible for all actions in the session. He has only himself to blame if he is asking someone to C/S for him in the chair.

It is easier to plan out and write up the needed GF actions (or any other list) from the Method 5 reads than it is to correct a messed-up handling. It does not save any time at all but more than likely makes new problems for the C/S.

It is very easy to have even a green auditor assess some prepared list. One can even now say, “Take the list just assessed and do 2wc on each item I have marked. Carry each E/S to an F/N before leaving it.” The C/S simply puts a dash ahead of each item that read in the assessment.

The C/S can also number the items in different order than the list (because of better programming or bigger reads) and have each one handled to F/N.

An L3B can be ordered “Method 5” and then the C/S can get it back and precisely order what’s to be done with its reads. And in what sequence.

This is true of any prepared list.

The only small hitch is that a C/S has to be there and available so as not to stall the session. Even so, in the long run it is faster because less mistakes are made. Assess—send to C/S—handle. Instead of “Assess and Handle”.

This even applies to a C/S 53 or C/S 54 or White Form or GF 40X. Any prepared list.

Perhaps this will greatly improve your F/N VGI ratio.

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HCO BULLETIN OF 5 OCTOBER 1971

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*C/S Series 64*

**F/Ning AUDITORS**

Students who study well are said to be F/Ning students.

An auditor who is auditing well could be said to be F/Ning the whole time.

When an auditor goofs or is having a rough time because of his own TRs and misunderstood words and lack of data, he is not F/Ning.

A C/S who lets an auditor struggle along without insisting on a Cramming being in existence and without sending an auditor to Cramming on each goof is actually condemning the auditor to a miserable time.

When an auditor's production is low and when he is making goofs, he is not an F/Ning auditor. This shows up heavily in the Exams of his pcs. These Exams will drop away from F/N VGIs.

An auditor should be sent to Cramming when his production is low or he goofs in order to get his TRs, misunderstood words and lack of data remedied.

Cramming should be carried out until he is F/N VGIs.

EVERY AUDITOR LEAVING CRAMMING SHOULD GO THROUGH THE EXAMINER.

The Exam report with TA and needle state and indicators should be done exactly like a pc report.

Compliance reports on the Cramming cycle should have the Exam report attached so the C/S can see if the fault was remedied. If it was, then it will be F/N GIs.

This also puts Cramming on its toes.

An auditor, just crammed, who doesn't F/N VGI should be hauled straight back into Cramming for the cycle is incomplete or invalidative or faulty in some way.

Cramming Officers who win on auditors and students are F/Ning Cramming Officers.

C/Ses who send auditors to a good Cramming for every goof will wind up as F/Ning C/Ses.

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HCO BULLETIN OF 6 OCTOBER 1971

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**INTENSIVES ADDED POINTS SYSTEM FOR PCS**

(Reference LRH ED 153 Int, HCO PL 29 Aug 71,  
“Org Conditions”, HCO PL 28 Sept 71, “Selling and  
Delivering Auditing”, and LRH ED 145R Int.)

An org selling one-week 12½ hour Intensives should use this point system.

ALL POINTS GIVEN IN HCO B 30 Aug 71, Issue II, are valid.

FOR EVERY PREPAID 12½ HOUR INTENSIVE DELIVERED IN ONE  
WEEK—5 POINTS.

This is in addition to rundown points. What is *achieved* during the 1 wk 1 2½  
hour Intensive is added.

Example:

1 12½ hour Intensive delivered in 1 wk	5
Included Progress Pgm with a success story	1
Included Life Repair with a success story	1
Completion Points	= 7

Example:

2 12 ½ hour Intensives one week each	= 10
C/S Series 54 and Handling with a success story	= 2
Completion Points	= 12

Randomly scheduled 12½ hrs of Auditing *not* given in one week but spread out  
or not delivered has *no* Intensive points beyond those given in HCO B 30 Aug 71,  
Issue II, “Pc Completions”.

Penalties of 30 Aug 71 still apply regardless of the 12 ½ hour Intensive but even  
if no F/N occurred in the whole Intensive 5 points would be gained if it were given in  
one week as well as the no F/N penalties.

It pays best to give the pc everything the C/S can, in as many hours as possible.

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HCO BULLETIN OF 16 OCTOBER 1971

HQS Checksheet  
(Public Course)  
HQS Supervisor  
Checksheet

(HCO BULLETIN OF 11 MAY 1969  
REVISED 12 OCTOBER 1969  
Edited and Reissued for HQS Course)

**FORCING A PC**

Forcing a pc to go on being audited when the pc is refusing or not wishing to go on upsets the pc and his case and will give the pc a heavy loss.

There is no excuse for it.

It invalidates the pc's cause.

The correct action is to either find out why he doesn't want to go on or send the pc to a Scientology Review.

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HCO BULLETIN OF 21 OCTOBER 1971  
REISSUED 21 SEPTEMBER 1974  
(Only change is signature)

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(Taken from HQS Booklet Sect I, edited from ABILITY 73,  
"Assists in Scientology", by L. Ron Hubbard.  
Edited and reissued for use on the HQS Co-Audit.)

### ASSISTS IN SCIENTOLOGY

**DEFINITION: AN ASSIST: AN ACTION UNDERTAKEN BY A MINISTER TO ASSIST THE SPIRIT TO CONFRONT PHYSICAL DIFFICULTIES.**

An assist is not normally done in a formal session. The way the term has been used is a very simple activity to relieve an immediate troublesome difficulty.

An assist is much more specifically and definitely anything which is done to alleviate a present-time discomfort.

An assist could happen almost anywhere. At the beginning of a session, no matter how formally this session is constituted, you are running an assist.

You have an auditing room. You have a preclear, and you are the auditor. You know all these things, but the preclear doesn't. Don't call it a formal session. Tell the preclear that it is an assist and that you are not intending anything very strenuous. In rendering an assist you should tell the preclear that "this is just an assist" to try and ease the pain in his hand a little, after which you are going to stop.

The handling of an assist as an auditor is different than the handling of a formal session since the factor of control is notably slackened, sometimes almost completely missing.

One of the factors in assists is that an assist has as a large part of its anatomy, "trying to help". Just remember that you are only trying to help and don't get your heart broken by the fact that the fellow's broken spine doesn't heal instantly.

Another factor is that an assist is differentiated and defined as addressing the game someone knows he is playing.

What techniques would comprise an assist? Anything that would help. And what are these? One of the easiest ones to render is Locational Processing. You tell the person, "Look at that chair. Look at that ceiling. Look at that floor. Look at that hand" (the auditor pointing to the objects), when he has an injured hand and the pain will diminish. This is a very easy assist.

For example, a person has a bad shoulder. You touch his hand of the same arm and say, "Close your eyes and look at my fingers." Make sure that he keeps his eyes closed. You then touch him on the elbow and say, "Look at my fingers." Do this anywhere on his body. Just touch him and say, "Look at my fingers." This is a communication process which eases his attention over from a concentration upon the injury to something else which is quite near the injury and thus doesn't result in too much of a shock. It reduces havingness but it is positive and gets positive results. It can be done by an untrained person.

You can teach this assist to anybody. You say, "If somebody has a bruise, injury, a burn, a cut, the way to handle this is to tell the person to close his eyes, and then you touch the area near and distant from the vicinity of the injured area, asking them, with their eyes closed, to look at your fingers. You contact them this way many times. They will experience sudden pains in the area, and you will discover that the 'psychic trauma' has been discharged."

You will find that most people do not have any upset about physical contact. Most people think that this is the thing to do.

Say you wanted to render an assist on somebody who had a very indefinite difficulty. That is the hardest one to render an assist on. The person has a pain but he cannot say where. He doesn't know what has happened to him. He just feels bad. Use Locational Processing as such. You will find out that this process will work when other processes fail.

An assist carries with it a certain responsibility. If you give an assist casually to somebody out in the public and do not shove a calling card in his pocket, you are making an error. The reason for this is that he will not know from whom and where help came. An auditor goes through life and he casts his shadow upon many people and they have really no cognizance of what has happened at all if he is rendering an assist. He says, "Do this, do that"—maybe he wins, or maybe he loses because this is the type of session least calculated to procure orderly results. But in the main these people have been helped. They don't know really by what, except some word that the auditor kept saying. They don't even know that he is an auditor. They don't know anything about it at all. Show a person where he can obtain further assistance, and by whom the assistance was given.

Be yourself. Be positive. Be professional and definite. Have a calling card and make sure the card is easily enough understood. Don't ask them for permission. Just do it. No reason to wander around and give them funny notions. If you are going to help some stranger out, help him out. Don't explain to him or any bystander, otherwise you are likely to stand there explaining, waiting for somebody's permission. Don't bother with that. You act as though you are the one in charge and you will be in charge. And this is part and parcel of the knowledge of how to do an assist. You have got to be the person in charge. This has to be so good, as far as you are concerned, that you overcome the informality of the session to a very marked degree. If you do it extremely well, the assist will amount to auditing.

Say, for example, there is a big accident and a crowd of people are pressing around. The police are trying to push the people back. Well, push the people back and then push the policeman back. Say, "Officer, keep these people at a distance." Then you lean over the victim and snap him back to rights. If you are enough THERE, everybody else will realize that you are the ONE that is THERE. Therefore, such things as panic, worry, wonder, upset, looking dreamily into the far distance, wondering what is wrong or what should be done, are no part of your make-up if you are rendering an assist. Cool, calm and collected should be the keynote of your attitude. Realize that to take control of any given situation it is only necessary to be there more than anybody else. There is no necromancy (magic; conjuration of the spirits of the dead in order to predict the future) involved. Just BE there. The others aren't. And if you are there enough, then somebody else will pull himself out of it and go on living.

Understand that an auditor when rendering an assist must make up with presence what he lacks in surroundings and agreements. It all comes under the heading of willingness to be there and willingness to control people.

One of the ways of convincing people of beingness and of being there is to exercise control—positive, undeniable Tone 40 exercise of control. Start to control the situation with high enough ARC, enough presence and factuality—there won't be anybody present that won't step back and let you control the situation. You are entitled to it in the first place because of senior "know-how". The control of body attention or thought comprises the majority of your knowledge. The majority in Scientology simply points in this direction. The observable thing is control of attention, objects and thoughts. When you have good confidence of being able to handle these, and when you positively know how to do these, then you can make sure that everybody else knows you can do this, and you make them realize this by doing it. You have all of these things available in rendering an assist.

You might never think of a riot as being a situation which necessitated an assist, or an assist as applicable to a riot, but a riot is simply a psychosomatic momentary injury or traumatic condition on the third dynamic. Could you settle a riot? Well, if

you can settle a riot, you can certainly settle one person who is in a riot. The antithesis of any pain, disturbance or tumult is order. The thing which controls tumult is order; and, conversely, the thing which controls order is tumult. You need only bring order into a confused situation and bring confusion into an orderly situation to control everything in the field of motion, action and objects.

This is a fantastic simplicity and one which takes some grasping. Conceive as order, merely a fixed position, idea and attitude. A policeman knows what he is supposed to do. Maybe he will put on a tourniquet or maybe he won't. Keep the people away and stop everything is his idea of how it should be. Now you can aid or abet the order he is creating, or cancel the order by creating a confusion which he cannot handle. Of the two, the first is the best in that situation. You aid and abet and cap the order he is creating. If you were to accuse him of having a confused accident scene, which is by now not at all confused, and ask him to straighten it out, you would channel his attention in the direction it is already gone, and so you control his attention.

Remember, those people are still moving a little bit; they are still breathing. There is still a tiny bit of motion going on. If you were to ask him something on the order of "Can't we have it a little quieter and more orderly here?", he would at once perceive that there was far too much confusion and motion, and he would simply come under your direction because you have simply channeled his attention in the direction it was already going. Therefore, you have taken control.

If you ever want to overset a fixed order, create a confusion. If you want to overset a confusion, create a fixed order. Pick out of the scene those beings in the scene whose attention is channeled in the direction you want attention to go, and you aid and abet that attention which already exists. Or, where you have too many fixed positions and fixed ideas to overcome, you simply take those turbulent individuals in the scene who are creating the confusion against those fixed ideas and channels and you make their confusion much more confused, at the same time yourself imposing another order in another direction.

The mechanics of taking over any confused scene are simply the mechanics of trying to get a preclear to see through the morass of cross purposes, commands, ideas, and environments in which he has lived. And whether that applies to the third dynamic or otherwise, the laws are still there and it tells you then that the imposition of order on a preclear comes foremost in an assist.

In an assist you always count on the fact that the thetan himself would, if he could, do the right thing. If you work on that postulate you will never be wrong. Get the idea that it is something else trying to do the wrong thing. The keynote of a thetan is order.

Where you are giving an assist to one person, you put things in the environment into an orderly state as the first step, unless you are trying to stop a pumping artery—but here you would use First Aid. You should understand that First Aid *always* precedes an assist. You should look the situation over from the standpoint of how much First Aid is required. Maybe you will find somebody with a temperature of 106 degrees. It may very well be that he needs to lie down and be covered up, and though antibiotics are much overrated, he might be better off with a shot of one of these than with an assist at that time.

Auditing will not shut off a pumping artery, but a tourniquet will. If you are going into the zone of accidents, you are going to be in the vicinity of a great deal of destruction and chaos, and you are very foolish not to have your Red Cross First Aid Certificate. You may often have to find some method of controlling, handling and directing personnel who get in your way before you can render an assist. You might just as well realize that an assist requires that you control the entire environment and personnel associated with the assist if necessary.

An assist is auditing on several dynamics. It is, therefore, much harder to do than auditing in a formal room as it requires presence. You must bring yourself to face the fact that you have to give enough presence and enough control to enough dynamics to bring the environment into a compliance with your postulate. If you postulate that somebody



is going to pick up his bed and walk, then you have to be willing to move and be capable of moving around the people who are going to watch him pick up his bed and walk.

A good example of an assist would be when somebody is washing dishes in the kitchen. There is a horrendous crash and the person comes down all over the sink, hits the floor and as she is going down, she grabs the butcher knife as it falls. You go in and say, "Well, let me fix that up." One of the first things you would have to do is to wind some bandage around the hand to stop the bleeding. Part of the First Aid would be to pick up the dishes and put them back on the sink, sweep the pieces together into a more orderly semblance. This is the first symptom of control. She becomes introverted into the cut to the point that she wouldn't particularly notice what you were doing. But you relieve the anxiety that all her blood is pouring out; your first attention to the case is attention to the environment.

Next you would make her sit down. To remove her from the scene of the accident is not as desirable as auditing her there. That is directly contrary, perhaps, to what you believe, but it is true. That is why you bring a little order into the environment. You position her and then you are ready for techniques. It is quite remarkable for you have manifested order in a much wider sphere than a cut hand in order to bring about a healing of the cut hand. If you understand that your responsibility always extends much wider than the immediate zone of commotion, you never miss. If you bring order to the wider environment you also bring it to the narrower environment. If you bring it into the narrow environment, you also bring it to the wider environment. It is a gradient scale of how much order you can bring.

In processing, you have to control or direct attention, objects, person, or thoughts of the injured person. If you are really good on the subject of assists, you will direct an additional thing: his knowingness. You can control a man's knowingness rather easily, but it is hard to see it. About the first thing that you can observe about somebody is his person. You are trying to straighten it out. Don't think even though you have this person sitting down that you have straightened it out, because it is still messed up. But there is something that you can straighten out easily—and that is his attention. If you could heighten his attention and his knowingness at the same time, you would really be in wonderful circumstances. You always shift and direct his attention, hence Locational Processing.

Because he is injured you are not going to move his person around. You have got his attention. Don't try to shift his thoughts around at first because they are dispersed and chaotic. This leaves you his attention only.

If someone is in terrible condition and he is really writhing around, and you want to render an assist, you don't wait until he stops writhing. He is liable to stop writhing dead. What you do with him is to direct his attention. You tell him to "*Shut your eyes and look at my fingers.*" You press your fingers hard enough so that he can't help but put his attention on them. In this wise you can always have a successful assist, because assists all come under the heading of control. The beingness of the person and his presence makes the control possible. So part of control is always presence, identity, person, the one who takes charge and has things under control. When you are able to control his attention, his body and thoughts, then he will be in session and you are no longer doing an assist.

Assists dominantly require that you direct the attention of the preclear and dispose his person one way or the other and eventually take over control of his thoughts on the subject. But by the time you have all these three in line, you are no longer doing an assist.

So what you really do is do an assist up to the time the person can handle the incident or pain, put him in a more favorable environment and give him auditing. So the assist is what you do on the street, and auditing is what you do in the auditing room when he comes to you after your assist has been successful.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 31 MAY 1971R  
REVISED 21 OCTOBER 1971

Remimeo

*C/S Series 39R*

**STANDARD 12<sup>1</sup>/<sub>2</sub> HOUR INTENSIVE PROGRAMS**

The sale of 12<sup>1</sup>/<sub>2</sub> hour Intensives modifies earlier versions of Advance Programs (Grade Chart) since a C/S now needs everything he can get a pc audited on. It is not now a question of selling the public anything with a name. You just sell 12<sup>1</sup>/<sub>2</sub> hour Intensives. The C/S decides what to run and runs all he can as lengthily as he can. Refunds come from not enough auditing. Gains come from auditing in large blocks of hours such as 1 to 6 12<sup>1</sup>/<sub>2</sub> hr Intensives, always delivered at 12<sup>1</sup>/<sub>2</sub> hrs per week or weekend.

**SAMPLE PROGRESS PROGRAM**

Repair Program.

(Can include GF.)

Life Repair

C/S Series 53

(Int Repair or Int RD wherever indicated and if reading.)

GF 40X Revised Method 3

Dianetic C/S I

Engram Handling of, R3R Triple

GF 40X Revised.

**ADVANCE PROGRAM**

C/S 54 (omit running things already run in GF 40X)

Dianetics R3R Triple to Completion (Any Ruds or repair needed during Dianetic actions. )

ARC St Wire Triple

Grade Zero Expanded Triple (or Ex Single if you don't have the Triple processes in)

Grade I Expanded Triple (or Ex Single if you don't have the Triple processes in)

Grade II Expanded Triple (or Ex Single if you don't have the Triple processes in)

Grade III Expanded Triple (or Ex Single if you don't have the Triple processes in)

Grade IV Expanded Triple (or Ex Single if you don't have the Triple processes in)

(Any repairs above at any place during above, using GF, etc.)

Power Set-up: Life Ruds and G Form

Power Triple

Va

R6EW

Clearing Course  
OT I  
OT II  
OT III to attest  
OT VII  
OT III Expanded to attest  
L-10 (when released)  
OT IV  
OT V  
OT VI  
Rehab OT VII  
Any higher OT grade.

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HCO BULLETIN OF 22 OCTOBER 1971  
REISSUED 19 SEPTEMBER 1974  
(Only change is signature)

Remimeo

## **EXTERIORIZATION**

Exteriorization is defined as the act of moving out of the body with or without full perception.

It is the fact of this act which proves that the individual is not a body but an individual. This discovery in 1952 proved beyond any question the existence of a thetan, that the individual *was* a thetan, not a body, and disproved that man was an animal, and that he was a spiritual being timeless and deathless.

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HCO BULLETIN OF 24 OCTOBER 1971

Remimeo  
Add to E-Meter Books  
Checksheets

**FALSE TA**

Some pcs have a *very* difficult time in auditing due solely to can (electrode) outnesses.

Some auditors have heavy losses because they do not realize the troubles that can come from electrodes and thus remedy them.

**TA USE**

The TA must be between 2 and 3 for a correct F/N.

When the TA is reading falsely a pc can be butchered.

Example: Auditor talking the TA down. It gets to "3.1" by his meter. So he gets the pc to talk a bit more to get the TA between 2 and 3 and F/N. The TA suddenly rises to 3.8.

Pc and Auditor go desperate. What has happened is that the TA was a false read. It was really reading 2.9 and F/Ning but for reasons given below it read "3.1". Thus the auditor overran the F/N and by keeping on invalidated the release, pulled the pc's attention out of session and demanded more than the pc had to give.

Example: Auditor 2 way communicating with pc to get the TA up from "1.8". The TA suddenly sinks to 1.6, pc goes into apathy.

What happened was a missed F/N. For reasons covered below the TA at 1.8 was false and was really at 2.1 and F/Ning.

Example: Pc being asked for an earlier similar incident because TA is at "4.0". Pc can't get one, gets desperate, TA goes to 5.0.

For reasons given below the TA was at 3.0 but was reading falsely at "4.0".

Some cases get upset at the very idea of F/N when these mistakes are made.

More than one case has missed all his wins for a year because of a false TA.

So it is very important to know how a false TA comes about and how to avoid it.

*A properly set up meter with cans (electrodes) fitted to a pc who is holding them properly IS ALWAYS CORRECT.*

However, totally false Tone Arm readings can exist and *an auditor must know how these come about.*

**TRIM**

A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false TA position.

Further, when a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false TA.

The trim can be quietly checked in mid-session by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET. If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc.

## DISCHARGED

A cadmium cell meter discharges very suddenly when it does go flat.

In mid-session the meter can run out of battery. The TA will cease to act well and may go very false.

The remedy is to keep a meter charged at least one hour for every 10 of auditing for 240 AC volt charging current, or 2 hours for every 10 of auditing on a 110 AC volt charging current.

A meter lasts much longer than this in practice but the above is very safe.

Before each session snap the knob over to TEST. The needle should hit *hard* on the right side of the face. It can even bounce. This guarantees lots of charge in the battery and no chance of a meter going flat in session.

If the needle doesn't snap to the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false TA and no reads or TA on hot subjects.

## ONE HAND ELECTRODE

A single hand electrode with two terminals separated by a rubber works. BUT it *always* gives a falsely high TA.

A Solo auditor who does not know this can get a release point and go half mad wondering why he is F/Ning at 4.0!

The answer is to make a "single hand" electrode out of two small cans (about 33 inches by 21/8 inches or 91/2 cm by 51/2 cm) (or even smaller for a very small-handed pc). Glue a thin circle of foam rubber solidly to the bottom of one can so it reaches out slightly around the bottom. (Don't glue it up the sides.)

Put the alligator jaw clips one to each can. Now put the can bottoms together and hold them in one hand. Mark the TA (1)—meaning one hand (such as 3.75 (1) ). Now take the cans one in each hand and mark the TA (2)—meaning two hands (such as 3.0

Audit with them in one hand. Keep your worksheet with (1) marks (such as 3.5 (1) ). Check at start and middle and end by taking a can in each hand and putting down the 2 can read (such as 2.5 (2) ).

It is too much trouble to totally change cans and the distraction can change the TA read.

This two small can arrangement is not quite accurate. It gives a *lower TA than big cans*. But the difference is slight. It can scare you with a 1.9 when trim is 2.0 and real TA is 2.0. If this happens check with big cans.

(As an added tip a solo auditor usually keeps the back of his hand on his leg while solo auditing. The small 71/2 volt current gives a tingle to the leg that is distracting when one's hand is moist. Put a piece of foam rubber in a plastic sack. Lay the sack on the leg, put your hand on this pad. It insulates the area and is very comfortable.)

## MOIST HANDS

When a pc's hands sweat a lot you will get a low TA.

Contrary to 19th Century superstition the meter does not work on sweat. Very sweaty hands as found on nervous persons give a false TA. It goes low.

*Many "low TA cases" are just sweaty hand cases.*

Paper handkerchiefs (Kleenex) are a standard item for an auditing room—for grief charges and burning eyes, etc. These should be available.

If the TA is low, check if the pc's hands are wet. If so, have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0. Or the 1.6 was really 1.8 and the trim was 1.8 = 2.0.

Have the pc wipe hands, check and correct trim before you by-pass all a “low TA’s” F/Ns!

TAs can go low. Invalidation of the pc, lousy TRs can drive one low. If so the TA comes back up on repair.

But don’t brand a case a low TA case until you make sure his hands are dried and the meter trimmed.

Also, very small cans or cans too small for the pc can give a slightly low reading.

#### DRY HANDS

Some pcs have extremely dry hands, usually from industrial chemicals such as chlorine in dishwasher or skin scale.

This can give a wildly high TA.

The pc can be worried to death with high TA repairs when in fact he just doesn’t have contact with the electrode.

Metal foot plates connected to the meter and the pc barefooted in session will usually handle.

A quick test is have the pc put the cans under his armpits and you’ll see if it’s his calloused or chemically dried-out hands.

#### ARTHRITIC HANDS

A rare pc is so crippled with arthritis that he doesn’t make contact fully with the cans.

This gives a high TA.

Use foot plates or wide wrist straps and you’ll get a right read.

#### SLACK GRIP

Sometimes a rare pc lets his hands go slack on the cans, particularly if they are the wrong size cans, too big.

This gives a mysterious “high TA”. It is false. The TA will come down only to 3.2 and F/N and of course an overrun then really gives a high TA. And the pc goes a bit frantic and begins to believe things don’t erase or release.

Keep the pc’s hands in sight. Check the pc’s grip. Get smaller cans.

#### CAN SIZE

The most common fault is wrong can size.

For a normal or large-handed pc the can size is about 4 7/8 inches by 2 5/8 inches or 12 1/2 cm by 7 cm. This can be altered as big as 4 1/2 inches by 3 inches diameter or 11 cm by 8 cm. This is Standard.

This can is too large for people with small hands. These should use a can 3 3/4 inches by 2 1/8 inches or 9 cm by 5 cm diameter or thereabouts.

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

Cans of course should be STEEL with a thin tin plating. Regular soup cans.

Can size to match the pc avoids slack can grip or tiring the hands into going slack, giving the auditor 3.2 F/Ns and trouble.

## COLD PC

A pc who is too cold sometimes has a falsely high TA.

Wrap him in a blanket or get a warmer auditing room.

The auditing environment is the responsibility of the auditor.

## LATE AT NIGHT

Between 2 and 3 AM or late at night a pc's TA may be very high. The time depends on when he sleeps usually.

This TA will be found normal in regular hours.

## RINGS

Rings on the pc's hands must always be removed. They don't influence TA but they give a false Rocksram.

## FLOATING TA

Many an auditor before now has gone a bit mad trying to handle a floating TA. They are not very common and are startling.

What happens is the pc is so released the needle can't be gotten onto the dial. The needle is swinging wider than the meter dial both ways from center and appears to lay first on one side then the other. The TA can't be moved fast enough to keep the extreme floating needle on the dial.

This gives a false TA of sorts as it can't be read.

Some auditors seeing it for the first time have even sent the pc out of the room so they could "adjust" the meter or get another one!

Thus the very highest state of release can be invalidated as where *is* the TA?

## RUSTY CORRODED CANS

You'd think soup was very expensive the way some auditors hold onto old cans.

Corroded cans can falsify TA. Get new ones now and then.

## TIGHT SHOES

And then there was the vain lady who wore shoes too small for her feet.

She removed them every session. The session went well each time.

Then she put on her agonizing shoes and went to the Examiner and the C/Ses and auditors all went mad trying to find out why every Exam had a high TA.

Tight shoes.

The E-Meter is accurate. It is a lovely instrument.

You have to fit the pc to it.

Good luck.

Remimeo

## DRUG DRYING OUT

It occasionally happens that someone is still on drugs when he or she requires drug processing.

This sets up a very rough problem.

### DRUGS PREVENT ANY CASE GAIN.

If the person is still on drugs, processing will have little effect. He will not cease to be a drug addict. The drugs trap him.

When the world went druggie (about 1960), this problem of drying out became one of the first order. It was not just a problem to us. All pre-Scientology efforts failed—and had been failing for all Man's history. But relatively small numbers had been involved. After 1960 the problem became planet-wide.

Our first organization to handle this was Los Angeles. They made the person cease to take drugs for 6 weeks, then audited the drugs out. Most of these cases stayed stable and thereafter had case gain and were no longer condemned to an eternity of disability.

However, some were unable to stop taking drugs.

What is called WITHDRAWAL SYMPTOMS set in. These are the body and mental reactions to no longer taking drugs. They are ghastly. No torturer ever set up anything worse.

The patient had this problem then:

- A. Stay on drugs and be trapped and suffering from here on out.
- B. Try to come off the drugs and be so agonizingly ill meanwhile that he couldn't stand it.

This was a dead if you do, dead if you don't sort of problem.

Medicine did not solve it adequately. Psychotherapy was impossible.

Two approaches now exist to this withdrawal problem.

1. Light objective (look outward, take attention off body) processes ease the gradual withdrawal and make it possible.
2. Nutritionist experiments indicate that vitamins assist the withdrawal.

Objective processes are covered elsewhere in this material.

## VITAMIN THERAPY

According to world-renowned nutritionist Adelle Davis, vitamin therapy has had success in handling Withdrawal Symptoms.



Instead of just telling the person to break off drugs with all that suffering and danger of failure, the patient is given heavy doses of vitamins. The data is repeated here for information.

## DRUG BOMB ONE DOSE

1,000 mg of niacin amide (*not* nicotinic acid as it is severely toxic in such amounts). This for any mental disturbance.

500 milligrams of magnesium carbonate (to make the Vitamin C effective).

2,000 milligrams of Vitamin C.

25 milligrams of B6.

200 milligrams of B Complex.

100 milligrams of pantothenic acid.

## ADMINISTRATION

The bomb is given four times a day, roughly every six hours.

It is given in a mild preparation that furnishes intestinal flora such as yoghurt.

GREAT CAUTION must be used to give the dose in such a way that the vitamins will not corrode the stomach. If this is neglected the patient can be given a false duodenal (upper intestine) ulcer and will be unable to continue the treatment. Druggies are usually in terrible physical condition anyway. Thus all the above would have to be in "enteric coated" capsules, meaning an intestinal shielding must be on the pills so they gradually dissolve and don't hit the sensitive upper stomach hard enough to corrode it.

Thus milk with powdered amino acids in it would have to be given to wash the pills down.

In testing these recommendations stomach corrosion from the bomb was the main barrier noted.

If the bomb is given without any cushion the patient can (a) feel too full after eating (b) have a stomach ache (c) have a burning sensation (d) the exterior of the stomach can get sore. These are all stomach ulcer symptoms.

If such symptoms turn on, end off the vitamins. Aluminum hydroxide tablets chewed up and swallowed in milk each time the symptoms start will ease the stomach. Amino acids, intestinal flora and milk must then be given until the stomach gets better.

Shots, with a needle, especially of Vitamin C can be too painful. Not the needle, that's nothing; but the vitamin itself.

Such medication is in a crude state of research, mainly because of the violent hostility earlier exerted against vitamin people by the American Medical Association and other reactionaries to anything beneficial or new.

It is hoped that the stomach corrosion factor can be lessened by new preparations which do the same thing but less violently.

I am not particularly advocating the use of the Drug Bomb but as a pioneer in this area of research I feel that any data of value on the subject of drug withdrawal should be widely published.

The difficulties and agonies of withdrawal are the primary failure point in trying to salvage a being from the insanity of drugs.

#### SUMMARY

People who have been on drugs do not make case gain until the drugs are handled in processing.

Processing such as Dianetics is not effective when done on a person who is taking drugs.

Withdrawal from drugs sometimes sets up a violent physical reaction too painful or depressing to be continued and the person goes back on drugs.

Anyone on drugs or who has taken drugs is doomed as a being just like that. He or she will cave right on in and finish up in the ash can from here on out.

*Only* processing by Dianetics and Scientology can handle the effects of drugs fully. No other technology, medical or biochemical, has ever helped—we have thousands of cases to prove this completely.

The primary barrier to processing is getting the person off drugs and keeping him off until he can be fully audited. Then he will be very okay.

Two means to do this are known—A. Light objective processes while “drying out” and B. Nutritional therapy.

A and B can be combined.

Neither A nor B will fully handle drugs. The person on vitamins if not processed will relapse.

Vitamins are not drugs. They are nutrition. A person can be processed while on them.

By close application of these principles the person can be salvaged.

And having been salvaged can go on up to greater freedom and ability.

He won't make it otherwise by any other known technology.

L. RON HUBBARD  
Founder

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**AUDITOR FAILURE TO UNDERSTAND**

(Edited from HCOB 17 Oct 1962  
for use on the HQS Course)

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

“I did not (hear you) (understand what was said) (get that last).”

To do anything else is not only bad form, it can amount to a heavy ARC break.

**INVALIDATION**

To say “You did not speak loud enough\_\_\_\_\_” or any other use of “you” is an invalidation.

The pc is also thrown out of session by having responsibility hung on him or her.

The *Auditor is* responsible for the session. Therefore the auditor has to assume responsibility for all comm breakdowns in it.

**EVALUATION**

Far more serious than invalidation above, is the accidental evaluation which may occur when the auditor *repeats* what the pc said.

NEVER repeat anything a pc says after him, no matter why.

Repeating not only does not show the pc you heard but makes him feel you're a circuit.

The highest advance of 19th Century Psychology was a machine to drive people crazy. All it did was repeat after the person everything the person said.

Children also do this to annoy.

But that isn't the main reason you do *not* repeat what the pc said after the pc. If you say it wrong the pc is thrown into heavy protest. The pc must correct the wrongness and hangs up right there. It may take an hour to dig the pc out of it.

Further, don't gesture to find out. To say, pointing, “You mean this item, then,” is not only an evaluation but a nearly hypnotic command, and the pc feels he must reject very strongly.

Don't tell the pc what the pc said and don't gesture to find what the pc meant.

Just get the pc to say it again or get the pc to point it out again. That's the correct action.

**SUMMARY**

A very high percentage of ARC breaks occur because of a failure to understand the pc.

Don't *prove you* didn't with gestures or erroneous repeats.

Just audit, please.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 OCTOBER 1971 R  
REVISED 14 MAY 1974

Remimeo  
Auditors Class  
IV & Above  
C/Ses  
Int R/D  
Checksheet

**INT RUNDOWN CORRECTION LIST  
REVISED**

PC \_\_\_\_\_ DATE \_\_\_\_\_

PC GRADE \_\_\_\_\_ AUDITOR \_\_\_\_\_

The purpose of this list is to correct an unflat, overrun or otherwise messed up Int R/D which now has the pc's TA either high or low.

The list is used:

- (a) When a repair list with the subject of INT-EXT on it reads, and the Int R/D has already been done or corrected and the TA is high or low.
- (b) When a bog occurs in the Int R/D itself.
- (c) If the pc is upset after the Int R/D, and/or TA has gone high or low.

Assess this list once through noting reads (Method 5).

Take all reads to F/N or get the reading item fully repaired to F/N. This list is laid out in the sequence the reads are to be handled. Suppress and False can be used as needed to take a question to F/N. Handle each read to F/N, do not go on to another question leaving one that has not F/N'ed.

R-FACTOR. We are going to do an assessment concerning your Int R/D. (If pc does not understand this R-Factor clear up what the Int R/D was as he may not have recognized it.)

1. THE INT R/D WAS ALREADY FLAT. \_\_\_\_\_

Indicate it. Date/Locate.

2. THE INT R/D WAS OVERRUN. \_\_\_\_\_

Indicate it. D/L the flat point.

3. THE INT RUNDOWN WAS ALREADY FLAT AND NEED NOT HAVE BEEN RUN. \_\_\_\_\_

Indicate it. If no F/N, D/L it.

4. THE INT R/D CORRECTION LIST WAS OVERDONE. \_\_\_\_\_

Indicate it. If no F/N, D/L the point he felt his Int R/D was repaired.

5. THE INT R/D IS UNFLAT. \_\_\_\_\_

Find out what chain/flow is unflat, repair with an L3RD. Verify the remaining flows and chains.

6. SOME PART OF THE INT R/D WAS MISRUN. \_\_\_\_\_  
 Indicate it. Find out what, handle with an L3RD on any messed up chains/engrams.
7. ON THE INT R/D A CHAIN OR INCIDENT WAS LEFT UN-FLAT. \_\_\_\_\_  
 Indicate it. Find out which one(s), handle with an L3RD.
8. YOU DIDN'T RUN GO IN. \_\_\_\_\_  
 Sort it out. Find out what he did run. Handle any confusions. If it is established that he didn't run "Go In" and the R/D is *not* already flat or unnecessary, handle the remaining reads on the correction list. Then check "Go In" and "Went In" for read. If either read run the Int R/D properly. *Do not run if "Go In" or "Went In" don't read.*
9. YOU CAN'T GET IN. \_\_\_\_\_  
 If so, L&N to BD F/N item "Who or what was afraid to go into things?" Then "What did (item found) do?" "What did (item found) withhold?" to F/N and a blow.
10. YOU WERE CONFUSED ABOUT SOMETHING. \_\_\_\_\_  
 Indicate it. Find out what. Sort it out fully.
11. A WORD WAS MISUNDERSTOOD. \_\_\_\_\_  
 Indicate it. Find out which one. Clear it to F/N.
12. YOU WERE THINKING OF LEAVING DURING INT. \_\_\_\_\_  
 Indicate it. 2wc E/Sim to F/N.
13. YOU WERE LEAVING A POST. \_\_\_\_\_  
 Indicate it. 2wc E/Sim to F/N.
14. YOU WERE TRYING TO GET A POST. \_\_\_\_\_  
 Indicate it. 2wc E/Sim to F/N.
15. ANYTHING TO DO WITH JAILS. \_\_\_\_\_  
 2wc E/Sim to F/N.
16. ARE YOU WANTED ANYWHERE. \_\_\_\_\_  
 2wc E/Sim to F/N.
17. YOU ARE AFRAID THAT IF YOU GET OUT YOU WILL CAUSE DAMAGE. \_\_\_\_\_  
 2wc E/Sim to F/N.
18. LETTING YOU OUT WOULD BE AN OVERT. \_\_\_\_\_  
 2wc E/Sim to F/N.

19. YOU FAILED TO GET OUT IN AN EARLIER RELIGION OR PRACTICE. \_\_\_\_\_  
 Indicate it. 2wc E/Sim to F/N. Note for C/S to handle earlier practices on pgm.
20. YOU HAD AN OUT LIST. \_\_\_\_\_  
 Indicate it. Find out what it is and handle with an L4BR.
21. THE R/D WAS DONE OVER AN ARC BRK PROBLEM, W/H, OVERT \_\_\_\_\_  
 Indicate and handle each reading one to F/N.
22. THE R/D WAS DONE OVER SOME OTHER BPC. \_\_\_\_\_  
 Indicate it. Find out what it is and handle to F/N.
23. THERE WERE AUDITOR ERRORS. \_\_\_\_\_  
 Indicate it. Sort it out and clean up BPC. Use L3RD if engram errors or L1C as necessary.
24. THERE WERE ERRORS ON ENGRAMS. \_\_\_\_\_  
 Indicate it. Handle with L3RD.
25. YOU ARE WORRIED BECAUSE INTERIORIZATION CONTINUES TO READ. \_\_\_\_\_  
 Indicate it. 2wc E/Sim to F/N.
26. YOU ARE CONCERNED BECAUSE YOU HAVE TO BE REVIEWED. \_\_\_\_\_  
 Indicate it. 2wc E/Sim to F/N.
27. YOU JUST MOVE BACK INTO THE BODY AND PUSH AGAINST IT. \_\_\_\_\_  
 Indicate it. 2wc on doing this E/Sim to F/N.
28. THERE IS SOMETHING ELSE WRONG. \_\_\_\_\_  
 Indicate it. Find out what it is and handle.

L. RON HUBBARD  
 Founder

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Remimeo

### **TRIPLE GRADES vs EXPANDED**

On 12<sup>1/2</sup> hour intensives, cease to run Triple Lower Grades. They are not true lower grades and pcs seldom make the factual EP.

Advance Programs should contain Expanded Lower Grades, Triple.

QUICKIE LOWER GRADES (also called "Triple Grades") means one F/N for each of three flows or 3 F/Ns per grade.

There are not just 3 F/Ns per grade. There are dozens of F/Ns.

Also, do not rob Expanded Lower Grades of processes in order to do Repair Programs or "Special Intensives".

Follow the Grade Chart.

If you need extra processes use *The Book of Case Remedies* and those *Creation of Human Ability* processes not used in standard rundowns.

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Founder

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HCO BULLETIN OF 3 NOVEMBER 1971

Remimeo

Re-issued 6 November 1972 as

*Auditor Admin Series 15*

*C/S Series 66*

**AUDITOR'S WORKSHEETS**

A very fast way for a C/S to do himself in is to fail to insist on GOOD LEGIBLE HANDWRITING.

When a C/S has auditors who can't write well and rapidly, he gets misunderstood words when he tries to read the worksheets.

One temporary solution is to make the auditor block print the word in red above each hard to read word. Some auditors go to an extreme of block printing the whole WIS.

The more permanent solution is to have Auditors in Cramming practice writing WELL and CLEARLY no matter how slowly and then, maintaining the same clarity, speed it up. The auditor after many such practice sessions winds up writing clearly and fast. This can be increased until an auditor can write clearly as fast as people talk.

The occasional headaches a C/S might get are not from the restim of the case he's studying but are from the words on W/Ses he can't make out.

If a C/S does not insist on both block print clarification *and* auditor writing practice, he will wind up not reading worksheets and may even get foggy about certain cases.

A remedy is to go back to the first folders not understood and get the words clarified and then keep this C/S Series HCO B IN.

L. RON HUBBARD  
Founder

PS: In the 19th Century secretaries wrote beautiful copperplate longhand faster than a man could talk. So don't say it can't be done.

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Remimeo

*URGENT*

*Word Clearing Series 25R*

*Tape Course Series 6R*

**TAPES, HOW TO USE**

(Reissued 23 November 1971 verbatim  
additionally as a Tape Course Series HCO B.)

FOREWORD

The most appalling ignorance has existed on the use of magnetic recording tapes.

It is therefore of the greatest possible importance that the subject of tape use be grasped and gotten rapidly into effect.

Probably half the technology of admin and tech exists only on tape.

Tapes, incorrectly used, can be the source of endless misunderstands. Because tapes have been almost uniformly misused in the past, these misunderstands have added up to a general misunderstood on the subject of tapes themselves.

Students have been known to copy down the whole tape so they could study it. This is a complete waste of time and misuse of student study hours.

Some orgs even played advanced study tapes to the public.

European orgs have even played translation quality tapes (usually not auditorium quality) of OEC Volumes as raw public lectures! (And lost their audience through lack of quality and inaudible and strange words.)

Casual staff briefing tapes, not okay for release, of very bad quality, have been played to staffs of other orgs and the public.

There is no end to the abuses.

Therefore, for the benefit of understanding words alone, it is VITAL that tapes be properly used and not abused.

TYPES OF TAPES

There are four classes of tapes. These are:

1. Course study tapes.
2. Public lecture tapes.
3. Briefing tapes.
4. Model performance tapes.

## COURSE STUDY TAPES

Tapes made for courses are of two varieties:

- (a) English, usually by LRH.
- (b) Translations, done by translators.

They are FOR COURSE USE. This is what the org sells—training on Tech or Admin.

These tapes appear on checksheets and are done at the points of checksheets where they are called for, and are done by Method 2 for tapes or Method 3 for tapes as required.

The foreign language tape courses are done from a special tape checksheet and are done exactly as laid down by Method 2 or Method 3.

None of these tapes are all written out by the student and then studied. This is a waste of time.

Further, such tapes are NOT played straight through with the student making notes of any misunderstood words “to look up later”. This will blank out the tape content on the student’s mind and knock out the student.

So to play a course tape straight through to any student is to risk a stupidity and a blow. IT IS NOT DONE. It does not matter whether the student takes notes of misunderstands or not. A COURSE TAPE IS NOT PLAYED STRAIGHT THROUGH. Only the earphone, footpedal start-stop control procedures are used.

A course tape is NEVER PLAYED TO A GROUP OF STUDENTS. When played to more than one student, *some* student is going to get a misunderstood and there goes a blank student.

Two students don’t even listen to a tape even on Method 2 Tape Word Clearing! One has the meter and footpedal and the other the earphones. The word clearer stops at each read. He does not otherwise listen.

Course tape quality must be good. All the words must be hearable and not inaudible. They must not be slurred or hard to make out.

The earphones and tape player used must be high fidelity just any old earphones won’t do.

The tape player “playing head” across which the tape passes must be clean—done by a cotton swab on a toothpick and cleaning fluid. The tape coating comes off on the playing head and after a time the sound is badly blurred.

Using a course tape any other way is now FORBIDDEN. Tests have shown that violations of this are the reason for student failures and blows and out-Ethics.

It goes without saying that the general handling of tape players and tapes must be well learned and practiced by Course Supervisors and students.

## PUBLIC LECTURE TAPES

The probable reason stats fall after tape congresses is the misunderstood word.

Congresses seldom use really high fidelity equipment. Further, tape copying is often done by outside firms and the tape copies themselves may be of poor quality. The combination is deadly.

We looked for the reason for stat drops after tape congresses and this is the only explanation which has come forth.

Doingness congresses that are mainly seminars have been very successful. (By doingness is meant TRs—training drills—and other ACTIONS.) The relay of data to a public whose vocabulary is usually inadequate is not likely to win, as it hits their faulty vocabulary for one thing and uses new words for another. You can *show* somebody how to do things far better than you can tell him.

This then extends into Div 6 Introductory Actions as well. The relay of data comes AFTER the demonstration in action terms.

The possibility of possible bad playing speakers, possible low tape copy quality, the barriers of languages not learned in the first place and the introduction of new mental concepts combine into a hurdle that makes tape or film public presentation adventurous.

Listening to public type tapes, by using footpedal start-stop tape players, is being put in a special public course category.

*Raw public tape and film presentations are however a must to keep the flavor and meaning of Dianetics and Scientology. So ensure excellent quality tapes and equipment are used with correct tapes for that public and you will have success.*

### BRIEFING TAPES

These are not to be confused with Special Briefing Course Tapes.

A briefing tape is done to brief or debrief missionaries or to record a conference or to record special instructions to a person or group. It can then be used for reference or to settle any dispute. It can also be used to inform a staff or several staffs.

A briefing tape is then a tape designed for a special and informed audience.

If the tape quality is good and the audience is already a familiar or trained audience, a briefing tape can be played ONLY TO THE AUDIENCE FOR WHICH IT WAS INTENDED.

To do otherwise is to risk misunderstood words and non-comprehension of what it is all about in general.

“Ron’s Journals” were *staff* briefing tapes. They began to be used for public. While they were not without success, one could no longer brief staffs on this line and the line was therefore cut. One could not make them with a security that they would be played to staffs.

An isolated briefing to a single executive on “these are our future hopes” has been thereafter used as a staff briefing of many orgs as “these are your orders”.

Any tape is designed for a specific public.

Briefing tapes are especially subject to abuse by being played to wrong publics.

Any briefing tape which contains specific orders and plans which could be misunderstood should be played only to the individuals concerned with a stop-start footpedal and Method 3 Word Clearing, not going past any misunderstood.

After a person has been briefed verbally, it is very revelatory to then Word Clear 2 the tape made at the same time. It will often be found that misunderstood words lead to potential alter-is in the actions required.

Tape in this instance is an enormous help in assisting and clarifying briefings.

A group can be briefed if thereafter each is Word Cleared Method 3 or 2 on the *tape* afterwards, using standard tape word clearing.

Needless to say such tapes must be of good quality.

### MODEL PERFORMANCE TAPES

Tapes exist which give a standard of performance.

In Dianetic and Scientology Auditing student auditors have never been known to achieve a high standard of session presence and Communication (and accordingly high results) without the careful study of tapes made of similar sessions by high level auditors.

A student musician is unlikely to achieve professional performance level unless he has heard a professional play.

It would take a film or live demonstration to communicate a high standard of performance in a purely action subject. For instance for centuries no one believed that Robin Hood could split his first target arrow with a second until a new generation worked on it and a few painfully recovered the lost art of archery and then demonstrated how it was done for others to *see*.

Tapes and films serve a vital purpose in maintaining a performance standard.

As these tapes and films show HOW it is done and the ATMOSPHERE and RHYTHM of ACTION they are not subject to word clearing.

### CONCLUSION

Tape and film training is vital, valuable and has its role.

But like showing a child how to open a book and read, there is exact technology in USING tapes and films.

The first thing one must realize is that the use of tape and film is itself a technical subject that must be studied and learned. One does not naturally know it.

The failures of universities to make educated and civilized men is because their own professors know nothing of misunderstood words and so lectured happily on and on to a snoring student body. One professor of physics used to open the classroom windows wide in freezing winter "to keep his students from going to sleep in HIS class". And then stood on the platform and defined nothing as he rambled on. All it did for his class was give them coughs between snores!

The handling and use of tape and film in training and administration IS a subject.

By failing to know it and use that information, one can block the road for himself and all others to being learned and being free.

L. RON HUBBARD  
Founder

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[ In the original issue, the paragraph *in this type style* on the previous page read, "Raw public tape and film presentations are now ruled out and action-demonstration presentations are being substituted." ]

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Add to E-Meter  
Books Studies  
Checksheets

HCO BULLETIN OF 12 NOVEMBER 1971 R  
(Revised 6 March 73. Only change is addition  
of the word "cold"—first para.)

**FALSE TA ADDITION**

(Refers and adds to HCO B 24 Oct 1971  
"False TA")

**COLD CANS**

Regardless of can size, cold E-Meter electrodes tend to give a much higher Tone Arm reading particularly on some pcs.

Until the cans warm up, the reading is generally false and is false in the direction of high.

A chilled pc almost always has a high TA until he or she gets warm. Just throwing a coat over the pc's shoulders can bring down a TA in a cool room. But some pcs are "cool blooded" and the shock of ice-cold cans can drive the TA up and it takes a while to drift down.

This has a great effect on Examinations where the cans are used very briefly.

A practice which gets around this is for the auditor or examiner to hold the cans briefly until they are warm and then give them to the pc. A variation is for the auditor or examiner to put the cans under his armpits while setting up. This warms them.

There are probably many other ways to warm up cans to body temperature.

**FOOTPLATES**

Tests show that footplates do not give exactly the same read as hand-held electrodes on pcs who have nothing wrong with their hands.

This is probably due to body imbalances. Cans held under the armpits or under knees (not advised as there sometimes is a tiny electrical sting) give varied reads from hand-held cans.

Where full weight rests on the footplates the read is also varied.

To all practical purposes the differences can be neglected unless they give trouble in getting F/Ns. One should simply be alert in using footplates and find out the differences if new problems of false TA or no F/Ns develop and handle any such trouble when it occurs. A person used to going barefoot for instance would have foot calluses and would give a false footplate TA.

**PCS WHO FALSIFY**

Some pcs (rare) take mistaken pride in being able to push the TA up by straining or tensing.

By just moving into the body the TA can be sent up by an otherwise exterior pc.

Some pcs also take a road out by "getting an F/N at will". They have various tricks that do this, the main one being to "think of something else" and get an F/N. Any of these (rare) pcs are manifesting out-of-sessionness. They aren't in session. The definition of In session is "interested in own case and willing to talk to the auditor". Remedy that and they cease such tricks.

Usually they aren't being run on what they are interested in or have comm blocks or withholds or no confidence.

They are easy to detect and easy to handle.

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HCO BULLETIN OF 20 NOVEMBER 1971

Remimeo  
Div IV HGC  
Div V Dept 13

*(Revises HCO BULLETIN OF 20 AUGUST 1971  
Issue 1)*

**HAS SPECIALIST AUDITING PROGRAM (Revised)**

(Reference HCO PL 20 Aug 71,  
Issue I, "HAS TROUBLES")

*(This Program has been revised to  
improve results and stability.)*

The HAS (HCO Area Secretary), any HCO Executive Secretary, HCO Cope Officer, HCO Org Officer, Tech Establishment Officer, any HAS Deputy OR any Executive or Divisional Head or staff member who shows a tendency to transfer or destabilize staff members or who fails to hat others, must be processed especially in order to be totally stable on post.

The HAS and Establishment Officers are peculiarly subject to efforts to destabilize them. These require the Program to be done in any case whether stable or not.

Executives or staff members who show signs of obsessive transfer of the staff or org are also greatly benefited.

The HAS Specialist Rundown consists of processes which increase the ability to hold a position.

THE RUNDOWN MAY ONLY BE DONE WHEN NO EXISTING AUDITING PROGRAM IS ONLY PARTIALLY DONE. COMPLETE THE EXISTING CYCLE FIRST.

HAS SPECIALIST PGM

- Action 1. Do C/S Series 53 and handle. \_\_\_\_\_
- Action 2. GF Method 5 Handle. \_\_\_\_\_
- Action 3. TR COURSE to full EP. \_\_\_\_\_
- Action 4. ADMIN TRs OR UPPER INDOC if ADMIN TRs not available. \_\_\_\_\_
- Action 5. GF 40XR Method 3. \_\_\_\_\_
- Action 6. C/S Series 54 and handle. (Includes GF 40 engrams.) \_\_\_\_\_
- Action 7. CCHs. (Run or verify and rehab.) \_\_\_\_\_
- Action 8. Hold It Still. (HCO B 23 July 71, Version B.) (Run or verify and rehab.) \_\_\_\_\_
- Action 9. Start—Change—Stop (SCS) on an object. (Run or verify and rehab. ) \_\_\_\_\_
- Action 10. Start—Change—Stop. (Run or verify and rehab.) \_\_\_\_\_

- Action 11. Op Pro By Dup (Book and Bottle). \_\_\_\_\_  
(Run or verify and rehab. )
- Action 12. Effort Processing. \_\_\_\_\_
- Action 13. Rising Scale. \_\_\_\_\_
- Action 14. Verify Int RD, run if not run in No.1 or date to blow  
locate to blow if not done. \_\_\_\_\_
- Action 15. Fly all ruds and overts recently. \_\_\_\_\_
- Action 16. Program for further auditing in own org on Grade Chart. \_\_\_\_\_

\_\_\_\_\_

Caution: Do not repeat Processes already done on the pc.

PACK: HCO B 20 Nov 71 (*Revising HCO B 20 Aug 71, Issue II, Checklist*) is auditor's checksheet for the above, giving all materials. It is done by Tr and Serv Aide. Packs can be locally assembled or procured from CLO A/CS-2. Most of these materials occur in Level I PABs SHSBC.

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CenOCon

*Tape Course Series 1*

**COURSE TRANSLATION TO TAPE**

(HCO Policy Letter of 16 November 1970  
Revised and Reissued as an HCO Bulletin.

*(Changes in this type style. )*

Translating Dianetic, Scientology study materials into foreign languages is inexpensively and effectively done by using "sight" (instantaneous) translation of bulletins, policy letters and tapes onto tapes.

The tape original is made, a copy master is made and thereafter copies can be run off for courses which can be attended by students, using only excellent tape copies and excellent reproduction equipment, *and listened to with high fidelity earphones. Word Clearing Technology is used to prevent the student losing interest because of misunderstood words*

*The tape players used must be equipped with a foot pedal start-stop control.*

The voice of the "sight" translator should be clear and the diction should be sharp and the tone should not be monotonous.

A "sight" translator is one equally good in 2 languages who can hear one language and speak the translation into the other language without hesitation. (They are employed in the UN.)

The material copied onto tapes can also be broken down into smaller reels for independent study.

By taking exact notes of the "auditing commands" and important rules the student will have the texts he needs for later reference.

The exact rundown of this is given:

In translating the materials of a course from a textbook or materials in one language to another, the following steps are taken.

*PRIMARY TARGETS:*

1. A person fully competent in both the languages and their cultures is found and retained.
2. The materials to be translated are made available.
3. A tape recorder which can be started and stopped easily without leaving clicks on the tape is procured. (Not a dictation machine.)
4. An adequate supply of regular recording tape is made available.
5. Other materials such as paper and ball-points are made available.
6. A quiet place where interruptions and outside noises will not ruin the tapes is found and the person is set up there.
7. A person knowledgeable in the subject and the language in which the original is written is retained and assists the translator.



### OPERATING TARGETS:

1. The translator (using *Word Clearing Technology* and a dictionary to clear up any misunderstandings) rapidly reads or goes through the materials to get a general grasp of the subject.
2. The technical assistant who knows the subject and the original language now goes through the materials with the translator. Every technical word or phrase or cultural idiom is underlined.
3. While underlining, the two persons decide on the correct translation of the technical word or phrase.
4. As these are decided, they are written down on note paper with a complete definition.
5. Each word, phrase and definition is translated into the language and written down on a separate sheet of paper.
6. The translated words, phrases and definitions will become a mimeographed glossary for the eventual student.
7. Each section and paragraph in the material is numbered.
8. With this glossary to hand, the translator now begins direct translation of the text onto tape. The number of the tape and its materials is given at the beginning of each tape used or new chapter begun.
9. The translator must be sure to read the materials in an interested voice and not let any hesitation or note of mystery creep in. The translator is actually lecturing and must sound so.
10. When the materials are complete, good production masters are copied off of the master tape. The master tape is set aside and not used further.
11. The production master is now cut into chapter lengths which are numbered the same as the book chapters.
12. Several sets of the Chapter Copies are now made and put in their boxes. Both tracks can be used. Even 4 tracks (not stereo) can be used.
13. The glossary in both the original language and the translated language is printed up along with course directions (which are described in another technical paper). *The checksheet and course rules are also translated and printed in the local language.*
14. The course is boxed in sets with the glossary and course directions.

Following this system one can rapidly produce sets of materials without the delays always experienced in printing as well as with cost reduction.

*The tapes are listened to on individual tape players equipped with earphones and a foot pedal start-stop control so the student's hands are free for taking notes and looking up words in the dictionary, etc..*

Learning rate in an aural society is much higher than in a society accustomed to print.

Even an illiterate person or a slow reader can be taught such a means.

A dictionary in the translated language must also be available in a classroom.

The quality of the translator's voice and clear diction are highly desirable.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 NOVEMBER 1971  
Issue I

Remimeo  
(Translate  
into the  
Various  
Languages)  
Staff  
Supervisors

*IMPORTANT*

*Tape Course Series 2*

**DIANETICS AND SCIENTOLOGY  
IN OTHER LANGUAGES**

(HCO Policy Letter of 11 May 1971  
Reissued as an HCO Bulletin)

Tapes and book translations of Dianetics and Scientology are being made into other languages than English.

It is necessary to know the MINIMUM materials an org in a non-English speaking country would need to function.

It is not enough to have one book published. It creates a demand for services. The demand for service must be met. An HAS Course in the language is not enough since it is not income producing. Thus the org could not survive financially. It must survive financially to deliver the service.

Even in a total socialism the service would have to be given.

Giving service depends on an org having the means of training auditors who can audit well and establishing the organization. Then the org could audit preclears as well as train more auditors.

If the auditors who are trained can audit well, they will produce excellent results and public repute will spread.

An org must *produce* to survive. By production is meant training auditors who can audit, auditing pcs to a good result and making money, or in a total socialism, obtaining adequate support in ratio to production.

If an org just teaches an HAS Course or tests people, it will not be able to survive for it will not be able to obtain enough funds or support. For this it is vital to train lots of auditors and audit lots of pcs.

Without its staff knowing the basic data of organization, the org will have difficulties in giving service. The technology of administration is important.

Thus we get the MINIMUM materials in the language vital to an org's survival:

PRINTED MATERIAL

The book DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH printed with hard covers in the language is vital.

When members of the public read it and take an HAS Course they want training or processing or both.

This book placed in bookstores, advertised in magazines, and sold by Field Staff Members and the org itself not only reaches the public but also in hardcover form pays for its own distribution. As a paperback it does not pay for itself.

To this add testing materials printed in the language for intelligence and personality testing and their marking directions.

### RECORDED TAPES

Recorded tapes and tape *players* in the org to play to individuals in classes is the easiest form in which to deliver data.

From such tapes students may take notes.

As time goes on the tapes will be transcribed and the material printed or mimeographed. (*This is not to be done by the individual orgs.*) It will be found however that tapes will always be necessary even when some is printed as the volume of data is very great.

Students should not be permitted to print copies of their notes and sell them as time has shown that such notes are not accurate enough and spread errors that show up in training and auditing failures.

In reviewing, a student must be sent back to the original, not to his notes, so he can correct his notes and get the data accurately.

Nearly all no-results are traced to altered data or poor training of the student, which amounts to the same thing.

The MINIMUM list of tapes is:

1. Mini Course Supervisor Hat
2. HAS Course
3. HDC Course
4. Academy Courses Levels 0 to IV
5. *Original Thesis*
6. *Notes on the Lectures*
7. Hat of a Scientologist
8. Staff Status I
9. Staff Status II
10. A Translated Org Bd

---

Given these bare essentials and teaching them *well* and using them will give an org sufficient survival to deliver results.

If every bit of the above is known and used by a staff they will not have too much trouble.

Set up and functioning and solvent, an org can then think about further materials.

Class VI, a Class VII, a Class VIII and a Class IX Course materials on tape should exist in a Saint Hill org in the language of that country.

For the org itself a Volume Zero of the OEC Course should exist on tape.

After that the full Course Supervisor's Course should exist.

Then further books such as *Dianetics '55!*, *Science of Survival* and *The Creation of Human Ability* should come out as tape and then in published hardcover form.

The full OEC should now be acquired on tape.

The full Study Tapes should be to hand.

The org will now be ready to use all the FEBC series and the FEBC tapes.

---

The hardest idea for an org staff to get is the idea of production in terms of auditors trained who can audit, pcs audited to excellent results and money or support produced to keep the staff members and the org solvent.

Because of this it is best for 2 or more bilingual executives to attain full FEBC training.

However, with the above minimum materials fully studied and in use, an org can survive until it is ready to prosper.

---

Note, at this writing many are working hard to complete the listed materials. They are not yet available in all languages.

There is only one other type of item needed by an org and that is the E-Meter. Supplies of these must be arranged for. A country running in very high volume will probably manufacture its own meters against an exact prototype under existing international patents.

#### ON SOURCE

It will be found in all countries where Dianetics and Scientology and orgs have been successful that a key part of the success was keeping the subject "on source".

The public at once distrusts persons or groups who alter the materials or "use some of them" or attribute them to others. This is quite factual and the public is right.

All great and lasting successes have been made by orgs that were on source and whose materials were straight and correct and used that way.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 21 NOVEMBER 1971R  
Issue II  
REVISED 23 OCTOBER 1974

Remimeo  
Supervisors

Cancels BTB 21 November 1971 RA

*(Revisions in this type style)*

***Tape Course Series 3R***

**TEACHING A TAPE COURSE**

(HCO Policy Letter of 6 December 1970,  
Issue II, Revised and Reissued as an HCOB.  
Changes in this type style.)

The instruction of students by tape is done by individual tape playbacks equipped with earphones and a foot pedal start-stop control.

It is imperative that the earphone quality be of the highest, and the tape copy have very good sound quality. Otherwise students go to sleep over misunderstood words.

The individual tape player method is used because (a) it can handle a large or small number of students, (b) it works where there is a trickle of students starting at different times, (c) it works where students studying subjects different from each other are using the same classroom. It takes more tape players and must be earphone equipped but it prevents students going past misunderstandings as can occur if they are all listening to a group tape play.

The foot controlled start-stop pedal is necessary so the student can use his hands freely to take notes and look up words in the dictionary. It also enables the tape to be stopped instantly without the time lag it takes to reach for and push a finger button—thus going past the place where the stop is desired.

**RULES & DESCRIPTION**

Only the Glossary, course rules and checksheets, with course description are translated into the language being used for teaching and mimeographed or printed into small booklets.

The description must include how to handle tape players and caution against machine or tape damage and inadvertent erasure of a tape. (To guard against actual erasure it is wisest to tape over the record button or preferably, to have the recording unit disengaged. Also, it is sometimes possible to buy, at cheaper prices, playback units only (tape machines in which the recording unit hasn't been installed). They must however be of good quality.

**ENROLLMENT**

Enrollment is done no matter how informal the course is. A waiver of accident or damage holding the school not responsible, must be signed by the student and, if a minor, by his parents or guardian on any tape course.

An enrollment invoice showing full course payment must be in the hands of the supervisor, giving the date of enrollment, home address and local address.

A roll book has every student's name, address and the course enrolled in and date. This must not be omitted as it is the only permanent record and is often resorted to to prove contentions.

#### FILES

A student file system must exist. A folder with the student's name on it and which will receive his completed checksheets, exam results, etc, must be made up at once.

#### CHECKSHEET

A checksheet for the course must exist, breaking the course down into small easily attained segments of Theory and Practical.

It must be in the student's language.

It has blanks opposite each segment so that a student checkout can be initialed with date by the person checking him out.

#### NOTEBOOKS

A student is expected to keep a notebook from his tape listening. This should be neat and complete. The student never copies out the whole tape. He takes exact verbatim notes of any Process Commands or Lists and notes down also the important technical rules.

A sample notebook should be provided.

A student should leave frequent spaces so he can enter new notes on a second and third play of the materials.

#### CHECKOUT

Where only tapes exist *and a checkout is required* students check each other out from the *actual tape, not from their notes.*

"Give me an example," is the keynote of such a checkout. (a) What is the , (b) Give me an example.

#### PRACTICAL

Each area of the course has demonstration and practical drills.

These drills must be written up and must match the basic personal skills required by the materials.

#### CLAY TABLE

Clay table training is a vital part of the Course curriculum.

The materials must be available.

And clay, not just modelling clay, can be used.

Flat surfaces must be provided.

The description of clay table training must be part of early checksheets in the school.

## DEFINITIONS

A student is drilled and does clay table on the glossary after he has been through the course once.

### CHECKSHEET SEQUENCE

*The student is required to go in sequence through the entire checksheet HCO PL of 31 August 1974, Issue II, "Fast Flow Training Reinstated", applies to Translated Tape Courses.*

*The checksheet is arranged double-spaced for Tape Counter Reading, date and initial in the first of the three columns.*

*For example:*

"Tape Counter

Reading Column

*Retread*

*Retrain*

1. *Chapter III—The  
Goal of Man*        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_ ”

### COURSE COMPLETION

*See HCO PL 31 August 1974, Issue II, "Fast Flow Training Reinstated"*

### PROGRESS BOARD

A student's progress is posted on a "progress board".

### SLOW STUDENTS

Any student falling asleep or being very slow is handled with Word Clearing which is the subject of the Word Clearing Series Bulletins and later issues in these Tape Course Series Bulletins.

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HCO BULLETIN OF 25 NOVEMBER 1971  
Issue II  
REISSUED 21 SEPTEMBER 1974  
(Only change is signature)

Remimeo  
GF-40X  
Checksheet

(HCO Bulletin of 23 September 1968, a Class VIII Confidential Bulletin edited and reissued for information of Auditors handling GF-40.  
*NOTE:* This does not cancel or replace HCOB 23 Sept 1968 which contains further vital data for the Class VIII Auditor.)

## RESISTIVE CASES

### FORMER THERAPY

Hypnotism, “psycho” analysis, “psychiatry” and other implant type therapies often key in and jam the track.

These characters here, on any other planet and on the whole track *dramatize* implanting. The “therapy” involved would be a temporary relief brought by suggestion.

The wrong data of the “science” itself operates as a whole track lie. Getting well or able depends on establishing truth. These “scientific” lies are alterations of actual laws.

We often note electronics men have a rough case time. This traces to the lies Man uses for his “electrical science”. As the subject is based on false assumptions, it itself tends to aberrate.

Therefore we get out of the road any former “therapy”. We can rehab any moment of release in it, handle any overrun, etc.

We also do a New Style Remedy B to get old therapies spotted and run back.

The only cases which hang up are:

1. Unaudited cases (lies about grades, etc).
2. Drug cases (who seek in processing the delusions or madness which exhilarated them on drugs).
3. Former therapy cases. (In this or past lives.)
4. Out of valence cases.
5. Cases who continue to commit overts on Scn.
6. Cases “audited” with their ruds or grades out.
7. Seriously physically ill cases (where the illness makes too much PTP in PT).

Of all these the former therapy case is apt to be the roughest as any *auditing* session can be reactively mistaken for the “treatment”. The next roughest is the drug case as a false exteriorization often occurs on an enforced basis and may go into restim.



Some drug takers go plowing back into early implants and drug therapies so the two get crossed up on a case.

To isolate the reason for a highly resistive case or high TA you can assess the above 7 items and get a clue. Don't limit it to this lifetime. And don't do it so as to key the person in hard on things he wasn't in. And don't do it unless the case is very hard to get a gain on.

Engram running of a crude sort can be found hundreds, thousands or billions of years ago and consists if it appears, of an overrun. They didn't know much about it and overran them badly.

Implants, psychoanalysis, psychiatry, hypnotism get all snarled up with sex as these birds would commonly (and do) stage insane sex scenes. They violate the children and wives of officials even today to produce a degrade and to make a scene so insane that the "patient" if he remembers it really thinks he is insane. And if he tries to tell anybody (or if she tries to tell her husband) it's a prompt mess, so these "practitioners" hide their activities in this fashion.

The trouble with such former "therapies" and electric shock, etc, is that it:

- (a) groups track by the command of the practitioner
- (b) sends the pc to the start of track WAY back and sticks him there out of PT.

The keynote of piloting through messes like this is to (A) Know what kind of a mess it is and (B) Don't EVER force a pc back track or into anything he doesn't want to confront easily.

Drugs *force* the person back into these messes and stick him.

One of these former therapy or drug messes is only hard to untangle because they are full of incredibles. The pc doesn't accept them or just try to see what's in them.

The basic rule in any case is Reality is proportional to the amount of charge removed and so Reality can be increased simply by removing charge. These surges of the needle as well as the BDs of the TA are "charge coming off".

Anything eventually resolves if the pc just keeps on getting charge off.

The earliest charge is the most important.

Charge off the exact grades is the most valuable.

But ANY charge off will make it, even on former "therapies".

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HCO BULLETIN OF 5 DECEMBER 1971  
REISSUED 21 SEPTEMBER 1974  
(Only change is signature)

Remimeo  
Class VII Auditors  
All Auditors  
Class VII Course  
C/Ses  
Class IV Checksheet

*IMPORTANT*

**END PHENOMENAS**

Feeding the pc the End Phenomena of a process or action is illegal and very out-tech.

Example: Auditor asks pc “Since the last session did \_\_\_\_\_(stating the E/P) ?”

Or “In this session did \_\_\_\_\_(stating the E/P) ?”

This is evaluating for the pc. The pc has to make it himself then he truly makes it.

The correct way to check to see if a pc has made an E/P (rare as pcs usually tell their auditor their cogs, etc) would be to ask “Did anything occur?” or “Since your last session did anything occur?” If the pc then states the E/P or words to that effect, with F/N and VGIs, the process can be terminated or if necessary, rehabbed and terminated. If the pc does not state the E/P the auditor then knows to continue the process.

These actions apply very definitely to Power Processing—where earlier HCOBs state the auditor can check to find out if the E/P occurred between sessions.

Usually sessions aren’t ended before F/N, VGIs and E/P on a process. It’s easier on the C/S, auditor and pc to complete a cycle of action in the one session.

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HCO BULLETIN OF 9 DECEMBER 1971

Remimeo  
Class IV Okay  
to Audit  
WC 2  
\*Rate  
Clay  
TRs 4000-9  
4000-10

**PTS RUNDOWN**

**CASES**

One remaining problem in cases was "PTS phenomena".

P.T.S. means Potential Trouble Source. When someone is suppressed he becomes a Potential Trouble Source.

There are numerous HCOBs and P/Ls on this subject. All of them are true observations and predictions.

The cause of ROLLERCOASTER is PTS. Rollercoaster means a slump after a gain. Pcs who do not hold their gains are PTS.

S and Ds (for Search and Discovery) was the earlier approach. These are still valid and "3 S&Ds" as a rundown is used in the PTS Rundown without change.

Now with the PTS Rundown, the handling of this common and all too frequent case condition can be handled.

**WHO DOES IT**

Hopefully it can be done by Class IVs who are also HDCs, HGC Okays to Audits.

For an auditor who is not HDC Class IV Okay to Audit HGC by competent Internship to attempt a PTS Rundown would be very risky for the pc as it needs exact listing, exact TRs, exact metering, exact Code keeping and very honest auditing and competent C/Sing.

**DEVELOPMENT**

Earlier discovery and development of the PTS theory is extensively covered.

The recent wrap-up came about through my OT research in November 1971.

The principal breakthrough was realizing one should NOT invalidate having known certain people before.

This is similar to the past life discovery in 1950. Some people thinking this was "unpopular" frowned on it. Some others were only famous characters so flagrantly that past lives were easily invalidated. But people who don't go past track in Dianetics don't recover. Even running them as "imaginary" as in *Science of Survival* advises suddenly breaks through for a stalled Dianetic Case.

In this same way with young men and girls using "I knew you when you were \_\_\_\_" for 2D advantage tended to invalidate having known certain individuals before this life.

But now it turns out that the ONLY PTS situation that is serious and lasting and can cause a rollercoaster comes from having known the person *before* this life.

Possibly in the last life or earlier lives one knew persons before *that* life too. This however shows up in the 3 S and Ds.

**BREAKDOWN**

There are only four points of breakdown of the PTS Rundown.

1. Improperly audited. Auditor not able to always do a correct list, TRs out,

metering out, poor R3R, just plain untrained or not totally familiar with this Rundown.

2. Pc not completely set up. Like: Has TA trouble but no C/S 53 done, is a no change case but no GF 40R done, old auditing not repaired by a GF and proper programming or no C/S 54 or too tired or too ill for the R3R.
3. The Rundown not fully and completely done, but chopped or left incomplete (pc will still rollercoaster).
4. People who “can’t run engrams”—which means a druggie who hasn’t had a full Drug Rundown.

There is nothing especially tricky about the auditing of the PTS Rundown except that all auditing should be of flubless quality and when the PTS RD is flubbed by bad lists or poor R3R or out TRs or poor metering it really IS a mess. The RD is so powerful that errors in C/Sing and auditing it are especially rough.

Currently sick pcs should not be run on the PTS Rundown as a standard practice. It IS what they need BUT you can easily overwhelm a sick pc with engram running.

The time to run a PTS RD is when the pc is set up and when it is noted the pc rollercoasters, not when he collapses with a temperature.

Rollercoaster can also be caused by a bad Interiorization RD or Int repair, out lists, bypassed charge of other descriptions. These should be gotten rid of before a PTS RD is attempted.

#### BEHAVIOR OF RD

Valence shifts occur rapidly and frequently in PTS RDs and should be noted on the Worksheet.

The R3R can sometimes be a bit of a long haul on a basic incident. Be sure with an L3B. But get an erasure of basic no matter how hard you have to work at it. In the PTS RD incidents can “develop”. Missing pieces can appear. A whole new slant can occur on the subject when one goes to F2 after finishing F1.

Chronic somatics are likely to appear and be handled on this Rundown. And case conditions not previously remedied by other means can be remedied by this Rundown.

#### END PHENOMENA

There is a point where the pc is absolutely sure he knew the person before this life. This is NOT the EP.

A pc can exteriorize on this RD. That is NOT the EP (but requires an Int RD if none has been done before going on).

**THE EP IS A PC WHO IS GETTING AND KEEPING CASE GAINS AND NEVER AGAIN ROLLERCOASTERS.**

#### PARTS

There are four parts to the RD.

- (a) Present and past S&Ds. Collect them up, handle each valid item with R3R Triple, ARC Brk, PTP, w/h and overts each triple. If no S&Ds exist do “3 S&Ds” and R3R and Ruds as above. If no folder, get the pc to tell you any past S&D items.
- (b) 2WC who the pc has known this lifetime who has troubled or worried him. Include father, mother, wife or wives (husband), brothers, sisters, aunts, uncles, grandparents, lovers. Treat any that read as likely. Ask if the pc has known person before this life. If read, R3R Triple, Ruds & Overts Triple.
- (c) 2WC Ask the pc who he has been after this life. Get various names. Ask if known before. Any that so read, R3R Triple, Ruds & Overts Triple.
- (d) 2WC Ask pc places and planets known before this lifetime. Get some. R3R Triple, Ruds & Overts Triple.

That is the extent of the Rundown.

## FLOWS

You cannot use Flow 1 as any old direction to or from pc. To do this fouls it up. *Flow 1 is to the pc.*

Flow 2 is pc to the person (or place).

Flow 3 is the person (or place) to others.

If you did F1 R3R as “Locate a time you knew\_\_\_\_\_” you might get to the pc, pc to the person or the person to others. You would not get a clean motivator F1. This would leave the PTS chain partially run.

This is also true of the ruds.

## RE-DOs

If the pc does *not* recover, then reasons for failure 1 to 4 above should be checked into.

Then the lists and R3R should be handled with L4B and L3B.

Then an overlooked item or person or place should be scouted for and handled. There is no question of the validity of the Rundown. It might have missed. “True love” might have been passed over as unlikely but such obsessive attraction is always based on having known (and probably done in) the other person.

Then the true EP will be attained where it only appeared to be before.

## THE COMMANDS

See 3 S&Ds HCO Bs 13 January 1968, “S&Ds”, 19 Jan 68, 16 Aug 69, 14 Jan 68, 28 Nov 67, 10 Nov 67, 9 Nov 67.

The commands and actions of doing 3 S&Ds are DRILL TR 4000-9 & TR 4000-10 3 S&Ds. HCO B 9 Oct 71, Issue VI.

The following R3R commands are used in every case. Put the person or place in the blank:

- F1. Locate a time when \_\_\_\_\_did something to you. R3R.
- F2. Locate a time when you did something to \_\_\_\_\_R3R.
- F3. Locate a time when\_\_\_\_\_did something to others. R3R.

## RUDS

- 1. Did \_\_\_\_\_ ARC Brk you? ARCU CDEINR. E/S to F/N.
- 2. Did you ARC Brk \_\_\_\_\_? ARCU CDEINR. E/S to F/N.
- 3. Did\_\_\_\_\_ARC Brk others? ARCU CDEINR. E/S to F/N.

ALWAYS DO A FRESH ARCU CDEINR ON EACH E/S.

- 4. Did\_\_\_\_\_give you a problem? E/S to F/N.
- 5. Did you give \_\_\_\_\_a problem? E/S to F/N.
- 6. Did\_\_\_\_\_give others problems? E/S to F/N.
- 7. Did you withhold anything from\_\_\_\_\_? E/S to F/N.
- 8. Did\_\_\_\_\_withhold anything from you? E/S to F/N.

9. Did \_\_\_\_\_ withhold anything from others? E/S to F/N.
10. Did \_\_\_\_\_ commit an overt (harmful act) on you? E/S to F/N.
11. Did you commit an overt (harmful act) on \_\_\_\_\_? E/S to F/N.
12. Did \_\_\_\_\_ commit an overt on others? E/S to F/N.

AUDITOR'S LIST OF ITEMS  
TO BE RUN

(a)	Old S&Ds	
	New S&Ds	
(b)	2WC reading items	
(c)	2WC after these items	
(d)	Places and Planets	
	Added Items for PTS Redo	

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[This HCO B is added to by HCO B 20 January 1972, *PTS RD Addition*, Volume VIII, page 19. It was revised by HCO B 9 December 1971 R, Revised 15 October 1974, *PTS Rundown*, Volume VIII, page 330, which is revised by HCO B 9 December 1971 RA, Revised 21 October 1974, *PTS Rundown* Volume VIII, page 338.]

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 16 DECEMBER 1971 RA

REVISED 19 SEPTEMBER 1974

Remimeo  
Int RD Checksheet

*C/S Series 35RA*

*All changes are in this type style.*

**INTERIORIZATION ERRORS**

(References: HCO B 11 Apr 71 RA "L3RD"  
HCO B 27 Mar 71 "Dianetic Erasure")

Almost all the errors in an Interiorization Rundown are Dianetic errors. Most are very ordinary, even corny.

IT IS VITAL TO CORRECT AN INT RD ERROR AS A FIRST ACTION.

There is one Int RD error that is not a purely Dianetic error and that is the error doing anything else at all before an Int RD is done properly or an Int RD error is fully corrected.

The Int RD error may be simply that "Went In" and "Go In" did not read on the meter yet Int was run. This classifies as "running an unreading item".

Or the Int RD could have been overrun. It goes flat on Secondary F2, let us say. The Auditor keeps on going past the win. This will hang up the Rundown. One of the ways an overrun occurs is the pc goes exterior during it. Yet the Auditor keeps on. Another way is pc has a big cog, big win. Auditor keeps going on with the RD.

When a pc is exteriorized by auditing and is then audited further without being given an Interiorization Rundown, his TA will go high or low and he may be very upset. Heavy masses may come in and he may also get ill.

Int RD errors also may go back to earlier Dianetic errors. A number of unflat incidents invite the overrun of these if they also occur on a Dianetic chain.

To clean up a balled-up Int RD chain or incident one may have to find and clean up the Dianetic error it is sitting on *during* the clean-up of the Int RD error.

Int RD errors, goofs, etc, are handled by using an Int RD Correction List Revised, HCO B 29 Oct 71R.

Auditors who can't run ordinary R3R with great success should not be let near an Interiorization RD as their lack of smoothness in handling Dianetics will wreck the Int RD.

**CLASS IV, HDC AUDITORS**

An excellent Class IV HDC Auditor can easily repair a messed-up Interiorization Rundown after a folder study and by use of an Int RD Correction List Revised, HCO B 29 Oct 71R.

A Class IV HDC Auditor with an excellent Dianetic Record of wins can be given an Int RD to do or to correct IF HE IS STARRATED ON THE INT PACK AND THE TWO-WAY COMM PACK.

## REPAIR

Wherever you see a TA high and a pc in trouble your first suspicions should be:

1. Audited past Ext in Auditing without an Int RD being done.
2. Int RD botched by being unnecessary (“went in” didn’t read) or overrun or Auditor goofs in the session.
3. A previously messed-up Dianetic action has gotten fouled up with the Int RD.
4. The Int Command was improperly cleared (such as “means go in and out again” “means trapped” “meant leaving” etc).
5. Firefights and worries over the high or low TA have ensued after an Int ball-up has occurred.
6. Some major action like grades or items of Power have been run twice.
7. A C/S has hopefully kept on getting the pc audited without detecting the real reason as a flubbed Int RD.

## PERCENTAGES

The percent of misrun Int RDs is high, many being unnecessary or overrun.

The liability of leaving them unrepaired is high.

Reasons for high TA are averaging out close to 100% as an unrun or a flubbed and unrepaired Int RD.

## EXT IN SESSION

When a pc Exteriorizes in session it is the End Phenomena for that process or action. One gently ends off in any case. Then if after the fact of going exterior in auditing, a pc’s TA goes high, then you do the Int RD. You test Int for a read (test “went in” and “go in” per HCO B 24 Sept 71, “Interiorization Rundown”) and if it reads you do an Int RD.

You just don’t do one because a pc goes exterior.

Maybe it wasn’t needed. So if it wasn’t needed it will eventually have to be repaired.

If even years after an Int RD the pc has a high TA or a low TA then Int trouble is at once suspected and the original Int RD and any repair of it is suspect and must *be handled*.

The Int RD Correction List Revised, HCO B 29 Oct 71R, has been designed to straighten out Int RDs. L3RD handles the Dianetic errors. *Where Int RD Correction Lists have been done and the pc still has headaches, the C/S handles with AESPs (listed separately) that would make him interiorize.*

There is no real trick to either running a correct Int RD or repairing a flubbed one.

The whole clue is whether or not the Auditor can audit plain ordinary garden variety R3R.

So when ANY Auditor audits a pc past Exterior and the pc’s TA goes high he should be checked out fully on the Int RD Checksheet so he won’t continue to commit the error.



And when ANYONE is going to run an Int RD he must:

- A. Be an expert Dianetic Auditor and Class IV.
- B. Be Starrated on all the Int RD Pack.

And when any C/S is confronted with high TAs or low TAs and doesn't handle at once by getting an Int RD properly run or properly repaired he must be rechecked on the Dianetics Pack and the Int RD Pack.

#### DN C/S 1

A very careful Dianetic C/S 1 must be done on a previously unindoctrinated pc before he is run on an Int RD.

Otherwise it's all too new.

A C/S 1 isn't auditing.

The pc who can't do what the Auditor says or can't correct an erroneous action is lost.

A fully safe pc would be one who when he goes Ext in Auditing is made to do an HDC at once before he even gets any ruds put in and not audited again until he is an HDC. He'd be a pc who was relatively safe.

A pc who does what an inexpert Auditor says without question can really get fouled up ! Uneducated pcs require really flawless topnotch Auditors. The Auditor who can audit an uneducated pc is a jewel. He really has to know his business. Because the pc does whatever he says. And if he says wrongly, then there goes the session. Ever notice pc corrections in a worksheet? "I think you by-passed an F/N." "This feels overrun." "I *had* Grade I last year." Such Auditors are not fully enough trained to handle wholly green pcs!

#### SIMPLICITY

Honest fellows, it's as easy to run an Int RD as it is to run "an ear pain".

It isn't even mysterious or tough.

IT IS ONLY VERY IMPORTANT TO DETECT WHEN IT NEEDS TO BE DONE OR REPAIRED.

There are no mysteries.

Some Auditors have got me feeling like I'm trying to teach them to chew soft bread!

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HCO BULLETIN OF 17 DECEMBER 1971

(HCOB 2 December 1970 Revised)

Remimeo  
Int RD  
Checksheet

*C/S Series 23 R*

**INTERIORIZATION SUMMARY**

(Revised and updated to include 1971 Int HCOBs)

*All changes are in this type.*

**INTERIORIZATION CAN BE BADLY MISRUN.**

The following HCOBs cover Interiorization Rundowns.

HCOB 5 Mar 1971	Exteriorization and High TA
HCOB 11 April 1970	Auditing Past Exterior
HCOB 6 May 1970	Blows, Auditing Past Exterior
HCOB 30 May 1970	Interiorization Intensive 2-Way Comm
HCOB 10 July 1970	Interiorization Intensive Goof
HCOB 20 Aug 1970	Exteriorization Rundown Musts
HCOB 24 Sept 1971	Urgent—Interiorization Rundown
HCOB 29 Oct 1971	Int Rundown Correction List Revised
<i>HCOB 16 Dec 1971</i>	<i>C/S Series 35 R (Revised)</i> <i>Interiorization Errors</i>
<i>HCOB 17 Dec 1971</i>	<i>C/S Series 23 R (this HCOB)</i>

The examination of *Interiorization* Rundowns done in the field discloses that some auditors engaged in running it have not been fully checked out on it. HCO PL 26 Aug 1965 gives the correct way to do a starrate checkout. Clay demos must also be correctly done. These are covered in HCOB 11 Oct 1967 and HCOB 30 Oct 1970. These HCOBs on /nt Rundown, Starrates and Clay Demos plus HCO PL 20 July 1970, Issue III, 2-WC as below, make the necessary pack for checking out an auditor before letting him near an /nt Rundown. And all *Interiorization* materials as above MUST BE CHECKED OUT STARRATE AND IN CLAY before a C/S permits one of his auditors to run it on a pc.

**QUADS CANCELLED**

*Note that Flow O of the Int RD is not now run. Refer HCOB 15 July 71 "Quads Cancelled"*

**UNNECESSARY**

*The words "Went in" and "Go in" MUST be said to the pc and cleared on the meter. If there is needle action, one runs an Int RD as per the Int Rundown Pack*

*If there aren't any reads one does NOT do an Int Rundown on the pc as it is unnecessary and classifies as "running an unreading item"*

*When this test is omitted you get an unnecessary Int RD being done on a pc.*

*This will eventually have to be repaired.*

### FLUBBED R3R

*When the Auditor does not do flubless auditing, errors occur in the auditing itself. These will hang up an Int RD.*

### OVERRUN

*It usually happens that an Int RD is overrun. It goes flat on Secondary F2, /et us say. The auditor keeps on going past the win.*

*This will hang up the Rundown.*

*One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on.*

*Another way is pc has a big cog, big win. Auditor keeps going on with the RD.*

### REPAIR OF INT

*If even years after an Int RD the pc has a high TA or a low TA, then Int trouble is at once suspected and the original Int RD and any repair of it is suspected and must be handled by HCOB 29 Oct 71, Int RD Correction List Revised.*

### TWO-WAY COMM

There is a two-way comm step that follows a day or so after an *Interiorization* Rundown.

An auditor doing this step, preferably the same auditor, **MUST BE CHECKED OUT ON TWO-WAY COMM.**

No C/S should permit any auditor to do any 2-way comm until the auditor has been checked out on HCO PL 20 July 1970, Issue III, "Two-Way Comm Checksheet". One can obtain these tapes easily from Pubs (as the Sea Org has recently forced in this line and quality and delivery). Pending such tapes one can certainly get the rest of the materials on the checksheet done by the auditor and let him do 2-way comm while being very watchful as a C/S.

### C/SING INT

The correcting of an *Interiorization* Rundown is far harder than making sure that auditors can do the usual in the first place.

Nearly all a C/S's hard work comes from auditors not well trained on courses (indifferent courses) and failing to check auditors out well on the materials *before* permitting them to deliver a new rundown.

The correction of *Int* is hard since until it is complete, other auditing is inadvisable. One, however, gets the *Int* Rundown done.

### INT IS A REMEDY

*The Int RD is not understood as a REMEDY. It is not something you do on all pcs.*

*Pc goes Exterior in auditing.*

*Later his TA goes high.*

*Then you do an Int RD.*

*You test Int for read as above. If it BDs you do an Int RD.*

*You just don't do one because a pc goes exterior.*

*One reason unnecessary Int RDs get done is that the Registrar sells one. That makes the Reg a C/S. So the C/S and auditor run it*

*Maybe it wasn't needed.*

*So if it wasn't needed it will eventually have to be repaired, with an Int RD Correction List Revised, HCOB 29 Oct 1971.*

The *Interiorization* Rundown is a REMEDY designed to permit the pc to be further audited after he has gone exterior.

The *Int* Rundown is NOT meant to be sold or passed off as a method of exteriorizing a pc. This is very important.

It is general auditing on usual Dianetics and Scientology actions that brings about Exteriorization.

When the pc goes or is found to be exterior one then orders the *Interiorization* Rundown. Otherwise the TA will misbehave.

The rundown is a REMEDY USED AFTER EXTERIORIZATION HAS OCCURRED BY REASON OF GENERAL AUDITING.

Anxiety to get exterior will prompt a pc to buy and a Registrar to sell an *Interiorization* Rundown. It is in effect just more auditing as far as the Registrar is concerned. When a pc has gone exterior the Registrar can insist on his buying enough hours for the remedy.

The *Int* Rundown stabilizes the exteriorization and makes it possible to audit the pc further.

#### DISABILITY

If an auditor can't smoothly audit a rundown as simple as an *Int* Rundown, then he is exposed as being unable to run standard Dianetics and should be cleared of his misunderstands and overts and retrained.

The only real trouble one gets into on an *Int* Rundown stems from the inability of the auditor to run a smooth, good TRed R3R session. Pcs are not hard to run on it.

#### C/S WINS

A C/S cannot win at all if he is continually having to make up for flubby auditing by the auditor.

Therefore the C/S must be very sure his auditors are fully checked out on things they are to run before running them.

If there is no Qual Staff Training Officer or no cramming, a C/S can fully afford to do the training and cramming himself. Otherwise he will lose far more than that time in C/Sing for auditors not checked out.

By the skill of his auditors you know the C/S. Not by his unusual solutions after flubs.

The *Int* Rundown is too easy to do to have any trouble—the trouble comes when the auditors are not checked out beforehand, starrate and in clay on new things they are to run.

Updated and issued  
By order of  
L. RON HUBBARD  
by  
Training & Services Bureau  
for  
L. RON HUBBARD  
Founder

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Remimeo

*C/S Series 71*

**D OF P OPERATES BY OCAs**

A Director of Processing is a director of PROCESSING of cases.

All his functions are involved with this. He MUST understand his title and what its duties involve.

It is his job to get people PROCESSED.

To do this he has to KNOW (a) what people there are to be processed, (b) how much processing they will need, (c) what facilities can be maintained and expanded to get processing done and (d) to see that the processing is paid for and occurs.

The D of P does not have to be a C/S or to know C/Sing.

ALL HE HAS TO KNOW OF TECH IS HOW TO READ AN OCA, IQ, APTITUDE AND OTHER TESTS.

He does not even have to open a folder. If all he ever looked at was a pc's OCA (Oxford Capacity Analysis or by some other name) the D of P would win every time.

If the D of P considered his job as "To raise OCAs with paid for processing and to be sure the pc is happier" he would be performing his duties.

To raise OCAs one has to know how to "read" an OCA. That's easy. It says how right on its border. Unacceptable, Needing Improvement, Desirable, etc.

An OCA with any point on the left side of the graph in low or undesirable range means the pc is out of valence. Any low point on the right side of the graph means the pc is crazy.

If the graph is not in the desirable range and the pc happy and looking better, the HGC has not done its job yet.

The D of P goes wholly on the idea of MORE AUDITING when he wants to raise a graph or IQ.

It's not up to the D of P what is audited only that auditing is done. The C/S, if he knows his business, will say *what is* audited. The D of P just knows MORE AUDITING.

A D of P can tell by the OCA improvement and improvement of TONE and APPEARANCE of the pc and what the pc says in an interview whether the required high quality result has been achieved. If it has not, then it's MORE AUDITING.

The REGISTRAR can have very similar functions as to graphs and where there is no D of P the REGISTRAR must do these things.

A D of P who has a backlog is a dog. It means he isn't getting auditors or recruiting Academy students or getting people to Auditor Interne and isn't BEING by DEFINITION a D of P.

If there is an “ARC Broken field” look at the D of P. He didn’t see that the OCA was raised and that the pc was happy before he left the org.

A good D of P has a potential processing line of EVERY OCA EVER GIVEN BY THE ORG.

He is in the business of raising graphs and making people happy with their auditing IN PAID VOLUME. If his HGC isn’t turning out 700 well done hours a week, he’s failing. If he is, he’s a success. If he turns out more, a second HGC is needed.

The traffic cop is the D of P.

He has to know what traffic he will have and what traffic he does have.

He can be defeated by a poor registrar, a poor C/S and a poor Qual. Therefore he has the right to demand these people get hatted. But he only has the right if he himself is hatted and doing his job. Given that he can demand Comm Evs.

If a D of P exists, knows his job and does it an org will become prosperous.

The first thing he has to know is the meaning of his TITLE.

The second thing is that his job is getting OCA graphs raised IN PAID FOR VOLUME.

(By current US rates a D of P should be running at least a \$17,000 cash gross of auditing through an HGC each week to be considered a competent D of P.)

Any “field ARC Breaks” is a direct reflection on the D of P. He didn’t raise graphs and see people were happy before leaving.

During periods when the post of D of P was empty or “not on the org board” or not filled, the org has slumped.

The post is very important.

It is also a very simple, direct post.

Its duties are covered in C/S Series 25 along with others. But his use of the OCA is not listed there.

Procurement of auditors is currently the weakest point of a D of P’s duties. Without this he cannot deliver volume. I have known Ds of P to train auditors themselves to have auditors and others to train Academy Graduates after the course to have quality.

There are no limits on what a D of P can do—

So long as he is DIRECTING PROCESSING and RAISING OCAs *in paid volume*.

L. RON HUBBARD  
Founder

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*C/S Series 72*

**USE OF CORRECTION LISTS**

A current survey shows that the weakest point in C/Sing done in orgs is failure to use Prepared Lists for Case Correction.

There are some other points. For some reason C/Ses are being inventive instead of following the C/S Series and doing standard repairs and grades.

Probably the failure to use Prepared Correction Lists derails the use of standard actions.

There are very few actions which do not have their own Correction Lists.

**THERE IS NOTHING IN DIANETICS AND SCIENTOLOGY AS MIRACULOUSLY WORKABLE AS CORRECTION LISTS.**

The only things which prevent the list from working are

- (a) AUDITOR'S METERING
- (b) AUDITOR'S TRs.

**METERING**

When the auditor's meter is habitually placed where he cannot see (1) The meter needle, (2) The worksheet and (3) The pc **WITH ONE DIRECTED LOOK**, then he misses reads.

All three have to be seen at once.

The faults are

- i) Eyesight poor
- ii) Glasses rims obscure one while looking at another
- iii) Position of the meter.

It is a Standard Cramming action to look into these points **WHENEVER A CORRECTION LIST IS SAID TO BE BLANK.**

For example a GF is done by Auditor A on Monday. It is done again by Auditor B on Tuesday. Reads are found by B. This means Auditor A is missing reads.

**THIS IS FAR MORE COMMON THAN BELIEVED.**

**TRs**

When an auditor can't be heard or is overwhelming the pc the list won't be valid.

An auditor's TRs show up more quickly on a Correction List than anything else.

A pc ARC Broken by TRs 0 to IV will not read properly on a Correction List.

### NUMBERS OF LISTS

The number of Correction Lists is large.

It is unthinkable to do Word Clearing without ever using a WC Corr List. Yet we find folders with bogged Word Clearing sessions where the list was never used.

There is the Green Form for general case upset, the Green Green Form for Solo, L 1 C for ARC Brks over a period, L3B for Dianetic bogs, L4B for listing and nulling goofs, Int RD Corr List for Int-Ext corrections, a Power Corr List for Power, GF 40R for resistive cases, C/S 53 and Hi Low TA for TA misbehavior, L7 for Clearing Course, and others.

C/Ses trying to "solve cases" without using Correction Lists is like trying to repair flat tires without puncture patches—it just CAN'T BE DONE.

### THE PRIMARY TOOL OF A C/S IS PREPARED CORRECTION LISTS.

It is not inventive ways of "solving cases".

### METHOD OF USE

Where you have inexpert auditors you always order Method 5, which is just a full rapid assessment. Then the C/S sorts out the reads and C/Ses what to do as very well covered on the lists themselves and the C/S Series.

Then the auditor does the C/S.

A Green Form is *always* done this way. It will bog on any other method like 3.

There are different methods of handling lists. L1C is always done Method 3, carrying each read as it is found Earlier Similar to F/N.

A GF 40R is done Method 3 and then the engrams are run for each read where engrams are indicated.

It's up to a C/S to use Correction Lists, to coach his auditors into proper list use and to get corrected any misuse.

A C/S who can't or doesn't use Prepared Correction Lists isn't a C/S at all but a "person puzzled about cases".

Correction Lists, standard programs and the Grade Chart and Grade Commands and materials.

These are the tools of the C/S.

There are NO others.

A C/S is one who uses these things. He is Supervising that they are used when they are supposed to be.

L. RON HUBBARD  
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HCO BULLETIN OF 23 DECEMBER 1971

Remimeo

*Solo C/S Series 10*

*C/S Series 73*

**THE NO-INTERFERENCE AREA**

From R6 Solo to OT III one does not do anything except keep the pc winning for R6 Solo to OT III.

This is the critical band of the Gradation Chart.

On Flag it was learned the hard way that you don't do other major auditing actions between these two points.

Example: Action—Completed R6, Clear and OT I, then a Dianetic Completion was attempted. Result—failure. Right Action—Complete Dianetics before R6. Right Action—let it go until OT III well begun, then complete Dianetics.

Example: Pre OT doing OT II. A new PTS RD is done. Failure. Right Action—do it before R6 or after OT III.

Example: R6 done. Drug RD given. Result. Poor. Right Action—Do Drug RD before R6.

**EXCEPTION**

It will be found that a pc cannot confront doing Solo Grades. The reason will be found to be Drugs. All pcs who “cannot run engrams” CAN run Drug Engrams. They are afraid because they get into the bank heavily when on Drugs. *Only* Drugs can be run.

So a pc who has “done R6 and Clearing Course but hasn't made it” will be found to be a rabbiting (frightened and running away) druggie. He can and will run Drug Engrams.

Thus the right action is to do a full Drug Rundown, then start the pc all over again at R6.

It is an exception only because he hasn't done his Solo anyway.

**REPAIRS**

Where a Pre OT hasn't made the grade of a Solo level (or gets sick afterwards) a full repair must be done and the failed grade must be completed before he goes on up.

It is possible to repair a Pre OT between R6 and OT III so long as you are not trying to handle his whole case but only repairing the grade he missed.

**TRs**

Never order TRs after Solo Materials study or before OT III is attested.

TRs should be done before or during Solo Auditing study but not after materials are issued. And the TR Course may not be done from then on to OT III.

A partially completed earlier TR Course found to be hanging up a pc on Solo Grades can be handled to completion and should be. This does not mean long additional hours of TR 0. It usually means word clearing on the TR materials and rehab.

### MAJOR ACTIONS

It is a very losing game to throw a major rundown in between R6 and OT III. Such as L10 after Clearing and before OT I. The result is a mess.

The way to recover such a blunder is to get the pc rehabbed or to a rest point and then finish up the Solo Grades to OT III attest and then complete the rundown.

### SET UP

It is therefore VERY important that a pc be fully set up including Dianetics before he is let onto R6 Solo materials study.

### AUDITING SKILL

None of this states that you cannot improve a pc's auditing skill between R6 and OT III (excepting only TRs).

BIG wins are to be had by doing so.

THE MAJOR CAUSE OF FAILURE ON SOLO GRADES IS THE INABILITY TO AUDIT.

You can take a Pre OT who didn't really make Clear or OT I and move him back to R6 study and retread him as an auditor and then let him move back up the line and he'll win.

The sources of failure on Solo are

1. No Drug RD.
2. Dianetics Incomplete.
3. Case not set up.
4. Inability to audit.

### SUMMARY

Realize that from R6 to OT III you have a closed band for other major actions.

So don't let people onto R6 Auditing who have points 1-4 out.

If it has happened, patch it up as you can and let the pre OT get on with it.

Then after the first OT III attest, do whatever you like or that needs to be done before sending him on to OT IV.

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*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

**Volume**  
**VIII**  
**1972-1976**

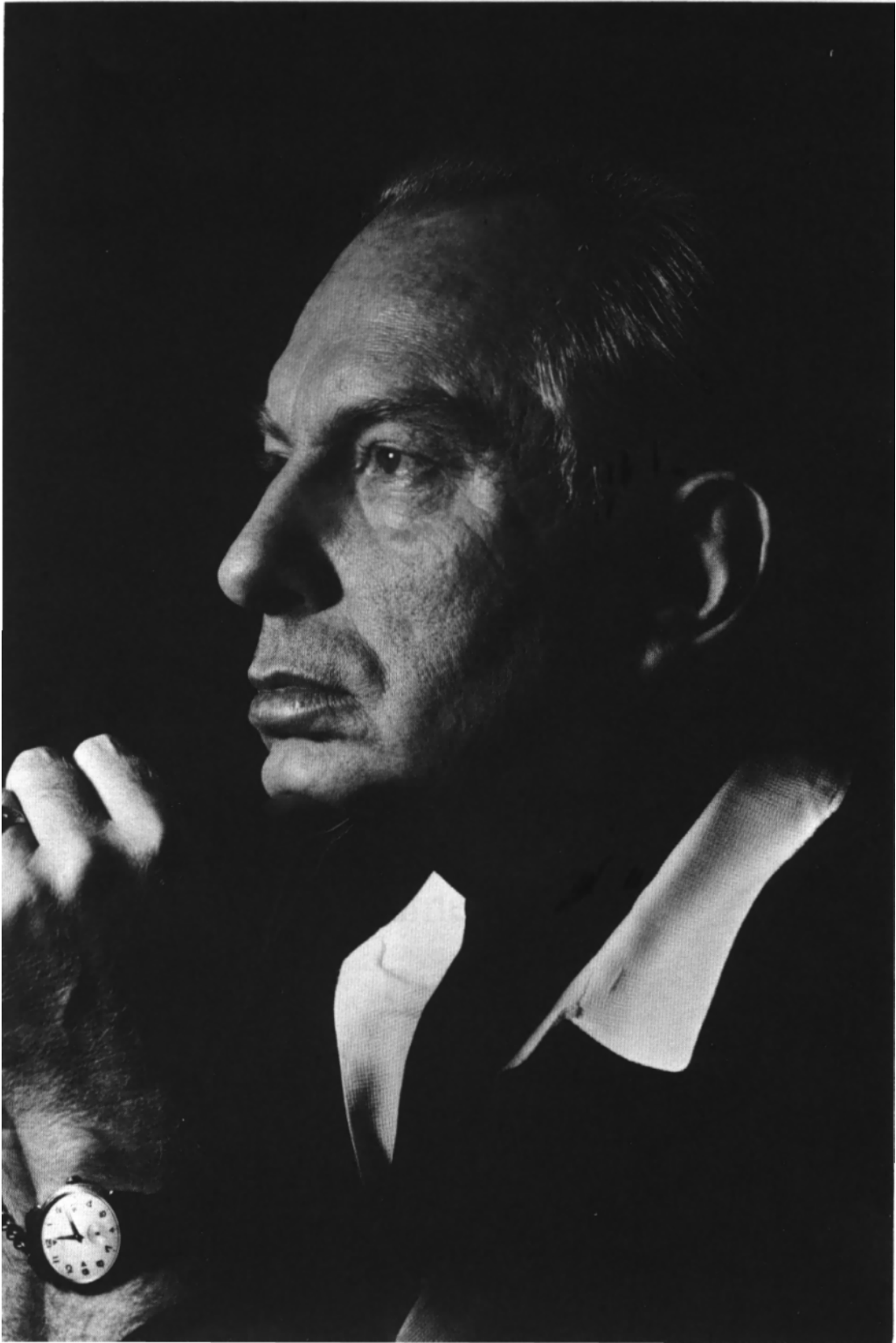
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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
"The work was free.  
Keep it so."*

**L. RON HUBBARD**





**L. Ron Hubbard**  
*Founder of Dianetics and Scientology*

## EDITORS' NOTE

“A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings.”

—L. Ron Hubbard

The first eight volumes of the *Technical Bulletins of Dianetics and Scientology* contain, exclusively, issues written by L. Ron Hubbard, thus providing a chronological time track of the development of Dianetics and Scientology. Volume IX, The Auditing Series, and Volume X, The Case Supervisor Series, contain Board Technical Bulletins that are part of the series. They are LRH data even though compiled or written by another.

So that the time track of the subject may be studied in its entirety, all HCO Bs have been included, excluding only those upper level materials which will be found on courses to which they apply. If an issue has been revised, replaced, or canceled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The points at which Ron gave tape recorded lectures have been indicated as they occurred. Where they were given as part of an event or course, information is given on that event or course on the page in the chronological volumes which corresponds to the date. The symbol “\*\*\*” preceding a tape title means that copies are available from both Publications Organizations. A tape preceded by “\*” means that it will soon be available. No asterisk (\*) means that neither Publications Organization nor Flag has a master copy of that lecture. If you have, or know anyone who has, copies of *these* tapes, please contact the Flag Audio Chief, P.O. Box 23751, Tampa, Florida, 33623, U.S.A. The number in the tape title is a code for the date; example: 5505C07—55 = year, 1955; 05 = month, May; C = copy; 07 = day, 7th; 7 May 1955. The abbreviation tells what group the tape is a part of. For an explanation of the abbreviations see Volume X, page 539.

At the back of this volume is a Subject Index covering only the material in this volume. Use the index to locate the LRH source material in context, don't just get data from the index. This index has been combined with indexes from other volumes to form the Cumulative Index which is in Volume X, starting on page 287.

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1972-1976

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 JANUARY 1972RA  
REVISED & REISSUED AS HCO B 20 NOVEMBER 1974

Remimeo  
Auditors  
Class III  
and above

CANCELS  
BTB OF 1 JANUARY 1972R  
SAME TITLE

**LIX HI-LO TA LIST REVISED**

(Cancels earlier list HCO Bs 17 Feb 71  
and 22 Feb 71 and 25 Feb 71 and 3 March 71  
and 13 March 71 and 1 Jan 72.)

This assessment has been developed to detect all the reasons for high and low TA. There is nothing unusual about the processes necessary to handle these points. This is the full list and is used when a C/S Series 53RI has been done and the high or low TA persists.

Interiorization or a flubbed Interiorization R/D that must be run with WENT IN is the usual reason. Listing errors and out rudiments are another reason.

The list is assessed Method 5. Handle the reads in the order given on HCO B 10 June 71, C/S Series 44R. Any reading questions must be carried to F/N by major action or 2-Way Comm. Can be taken to full F/Ning list.

Must be done by an Auditor who can make a list read with Cramming on TR 1 and Cramming on HCO Bs 28 Feb 71 C/S Series 24, 9 June 71 C/S Series 41, 20 Dec 71 C/S Series 72, 15 June 72 C/S Series 80, 15 Oct 73 C/S Series 87, 20 Nov 73 C/S Series 89, 6 Dec 73 C/S Series 90 and BTB 16 June 71R, Issue I (formerly HCO B 16 June 71 R, Issue II).

HI-LO TA ASSESSMENT

- 1A. IS YOUR INT R/D UNFLAT? \_\_\_\_\_  
If the pc has had an Int R/D, do an Int R/D Correction List and handle the reads. (HCO B 29 Oct 71, Revised 14 May 74.) If the pc has never had an Int R/D, then give him a standard Int R/D providing you have checked out on the Int-Ext pack and have drilled the procedure.
- 2A. WAS YOUR INT R/D MESSED UP? \_\_\_\_\_  
Int R/D Correction List.
- 3A. IS YOUR INT R/D OVERRUN? \_\_\_\_\_  
Int R/D Correction List.
- 4A. HAVE YOU BEEN AUDITED OVER EXTERIOR? \_\_\_\_\_  
Int R/D Correction List or Int R/D.
- 5A. ARE YOU TRAPPED? \_\_\_\_\_  
Int R/D Correction List or Int R/D.
- 6A. YOU WENT IN. \_\_\_\_\_  
Int R/D Correction List or Int R/D.
- 7A. GO IN. \_\_\_\_\_  
Int R/D Correction List or Int R/D.

- 8A. ARE YOU OUT AND CAN'T GET IN?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 9A. ARE YOU IN AND CAN'T GET OUT?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 10A. ARE YOU URGENTLY TRYING TO LEAVE?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 11A. DO YOU WANT TO GET OUT?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 12A. WERE YOU KICKED OUT OF SPACES?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 13A. YOU CAN'T GO.  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- \_\_\_\_\_
- 1B. IS THERE A LIST ERROR?  
Do an L4BR on the earliest lists you can find that have not been corrected. Lacking these, do an L4BR in general. You can go over an L4BR several times handling each read to F/N until the whole L4BR gives nothing but F/Ns. \_\_\_\_\_
- 2B. HAS A LIST BEEN OVERLISTED?  
Find out which and handle with an L4BR. \_\_\_\_\_
- 3B. WERE YOU GIVEN A WRONG ITEM?  
L4BR and handle. \_\_\_\_\_
- 4B. ARE YOU UPSET WITH GIVING ITEMS TO THE AUDITOR?  
L4BR and handle. \_\_\_\_\_
- 5B. WERE YOU GIVEN A WRONG INDICATION?  
L4BR and handle. \_\_\_\_\_
- 6B. WERE YOU GIVEN A WRONG WHY?  
L4BR on the Why Finding. Get the correct Why. \_\_\_\_\_
- 7B. HAVE YOU BEEN GIVEN A WRONG PTS ITEM?  
L4BR on that PTS Interview. Watch for earlier out PTS Interviews and if they exist, L4BR the earliest one. Watch for earlier S&Ds and if out, correct the earliest of each kind with an L4BR. \_\_\_\_\_
- 8B. ARE YOU NOT SATISFIED WITH AN ITEM FOUND ON THE LIST?  
L4BR. Correct the List. \_\_\_\_\_
- 9B. HAVE READING ITEMS BEEN LEFT CHARGED UP?  
L4BR and handle if L&N lists otherwise spot them and clean them by taking to F/N. \_\_\_\_\_
- \_\_\_\_\_
- 1C. DO YOU HAVE SOME SORT OF WITHHOLD?  
Pull it (them) E/S to F/N. Use "Who" if discreditable. \_\_\_\_\_
- 2C. ARE YOU WITHHOLDING SOMETHING?  
Get what. 2wc E/S to F/N. Use "Who" if discreditable. \_\_\_\_\_

- 3C. IS ANOTHER WITHHOLDING SOMETHING FROM YOU? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 4C. ARE OTHERS WITHHOLDING SOMETHING FROM OTHERS? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 5C. HAS ANOTHER COMMITTED OVERTS ON YOU? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 6C. HAVE YOU COMMITTED ANY OVERTS? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 7C. HAVE OTHERS COMMITTED OVERTS ON OTHERS? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 8C. ARE YOU NOT-ISING OVERTS? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 9C. YOU'RE NOT SAYING? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 10C HAVE YOU COMMITTED CRIMES? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 11C ARE YOU COMMITTING CRIMES IN PT? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 12C ARE YOU PROTESTING? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 13C ARE YOU HIDING? \_\_\_\_\_  
2wc E/S to F/N.
- 14C YOU DON'T LIKE IT. \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 15C ARE THERE UNDISCLOSED PROBLEMS? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 16C IS THERE A LIE? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- I 7C ARE THERE CONSIDERATIONS NOT MENTIONED? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 18C DO YOU HAVE OPINIONS YOU DON'T DARE SAY? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 19C ARE YOU HERE FOR UNDISCLOSED REASONS? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 20C ARE YOU NOT TELLING YOUR AUDITOR YOUR COG-  
NITIONS? \_\_\_\_\_  
Get what. 2wc E/S to F/N.
- 21C ARE YOU WITHHOLDING YOUR ACTUAL CASE STATE? \_\_\_\_\_  
2wc E/S to F/N.
- 22C ARE YOU UNWILLING TO TALK TO THE AUDITOR? \_\_\_\_\_  
2wc on things he can't say E/S to F/N.

- 23C. ARE THERE DISAGREEMENTS? \_\_\_\_\_  
 Run 2wc E/S to F/N: F1. Tell me about others' disagreements with you. F2. Tell me about your disagreements with others. F3. Tell me about others' disagreements with others.
- 24C HAVE YOU BEEN AUDITED OVER AN ARC BREAK? \_\_\_\_\_  
 PROBLEM? \_\_\_\_\_  
 WITHHOLD? \_\_\_\_\_  
 Indicate it and handle E/S to F/N.
- 25C DO YOU FEEL SAD? \_\_\_\_\_  
 Handle the ARC Break as an ARC Break of Long Duration.
- 26C DO YOU HAVE AN ARC BREAK? \_\_\_\_\_  
 Handle the ARC Break.
- 27C DO YOU FEEL UPSET? \_\_\_\_\_  
 Handle the ARC Break.
- 28C DO YOU FEEL RUSHED? \_\_\_\_\_  
 2wc E/S to F/N.
- 29C DO YOU FEEL TIRED? \_\_\_\_\_  
 2wc E/S to F/N.
- 30C YOU CAN'T GET IT. \_\_\_\_\_  
 Find out what and 2wc E/S to F/N.
- \_\_\_\_\_
- 1D. ARE YOU TAKING OR SMOKING DRUGS? \_\_\_\_\_  
 2wc to F/N. Rehab releases on each "Drug" taken to F/N. If pc has had a Drug R/D, do L3RD on it and handle. Program the pc for a Drug R/D or verification of it if it is incomplete or there are "No Interest" items.
- 2D. DID YOU ONCE TAKE DRUGS? \_\_\_\_\_  
 2wc to F/N. Rehab releases on each drug to F/N. L3RD on Drug R/D if he had one. Program for Drug R/D or verification if incomplete.
- 3D. HAVE YOU TAKEN LSD? \_\_\_\_\_  
 2wc to F/N. Drug Rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 4D. HAVE YOU DRUNK ALCOHOL? \_\_\_\_\_  
 2wc to F/N. Drug/Alcohol Rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 5D. HAVE YOU SMOKED POT? \_\_\_\_\_  
 2wc to F/N. Drug Rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 6D. ARE YOU TAKING MEDICINE? \_\_\_\_\_  
 2wc to F/N. Drug/Medicine Rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 7D. DID YOU ONCE TAKE MEDICINE? \_\_\_\_\_  
 2wc to F/N. Drug/Medicine Rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.

- 1E. IS THERE AN ENGRAM IN RESTIMULATION?  
Find out which and do L3RD and handle per its instructions. \_\_\_\_\_
- 2E. ARE THERE UNFLAT CHAINS?  
Find out what chains and L3RD on each. \_\_\_\_\_
- 3E. DO YOU HAVE A STUCK PICTURE?  
Indicate it. Do an L3RD on it. You can also unstick it by having him recall a time before it and recall a time after it. D/L if necessary. C/S can order Pictures and Masses Remedy Dn done after this list is handled—if necessary. \_\_\_\_\_
- 4E. DO YOU HAVE PICTURES IN RESTIMULATION?  
L3RD and handle. Pictures and Masses Remedy Dn. \_\_\_\_\_
- 5E. DO YOU HAVE MASSES IN RESTIMULATION?  
L3RD and handle. Pictures and Masses Remedy Dn. \_\_\_\_\_
- 6E. HAS THE SAME ENGRAM BEEN RUN TWICE?  
L3RD and handle. \_\_\_\_\_
- 7E. YOU CAN'T SEE ENGRAMS TOO WELL.  
Do L3RD Method 5 and handle. Program for L3RD Rundown if necessary. \_\_\_\_\_
- 8E. IS IT INVISIBLE?  
Spot the invisible field or picture. L3RD on it and handle. \_\_\_\_\_
- 9E. IS IT ALL BLACK?  
Spot the black field or picture. L3RD on it and handle. \_\_\_\_\_
- 10E HAS THERE BEEN A LOSS?  
Do L3RD on it and handle. Run it out R3R Triple if not run out and still not handled. \_\_\_\_\_
- 11E HAVE YOU LOST ANYTHING?  
Do L3RD on it and handle. If not yet run out and still unhandled run R3R Triple. \_\_\_\_\_
- \_\_\_\_\_
- 1F. HAS THE SAME THING BEEN RUN TWICE?  
Clean up any protest and inval and rehab to F/N. \_\_\_\_\_
- 2F. HAS THE SAME ACTION BEEN DONE BY ANOTHER AUDI-  
TOR?  
Clean up any protest and inval and rehab to F/N. \_\_\_\_\_
- \_\_\_\_\_
- 1G. ARE YOU DOING SOMETHING WITH THE MIND BETWEEN  
SESSIONS?  
Find out what it is. If Yoga or Mystic exercises or some such, 2wc E/S to first time done, find out what upset had occurred before that and if TA now down, do L1C on *that* period of pc's life. \_\_\_\_\_
- 2G. ARE YOU INVOLVED IN SOME OTHER PRACTICE?  
Find out what it is. If Yoga or Mystic exercises or some such, 2wc E/S to first time done, L1C on the prior upset or period of pc's life just before that. \_\_\_\_\_

- 1H. ARE THERE WORD CLEARING ERRORS? \_\_\_\_\_  
Do a Word Clearing Correction List, handle all reads.
- 2H. ARE THERE STUDY ERRORS? \_\_\_\_\_  
2wc E/S to F/N and add a Student Rehabilitation List (HCO B 15 Nov 74) or full Study Correction List (BTB 4 Feb 72RC) to the pc's Program.
- 
- 1I. HAVE YOU EVER HAD TROUBLE WITH YOUR TA OR F/Ns? \_\_\_\_\_  
Use HCOBs 24 Oct 71, 12 Nov 71, 18 Feb 72, 29 Feb 72, 23 Nov 73, all on False TA. Then clean up the bypassed charge with 1) Assess for best read a) TA worries b) F/N worries. 2) Then 2wc times he has worried about (item) E/S to F/N. 3) Rehab any overruns due to False TA obscuring F/Ns.
- 2I. HAVE YOU HAD A FALSE TA? Handle as in 1I. \_\_\_\_\_
- 3I. ARE YOU USING THE WRONG SIZED CANS? Handle as in 1I. \_\_\_\_\_
- 4I. DO YOUR HANDS GET TIRED IN AUDITING? Handle as in 1I. \_\_\_\_\_
- 5I. ARE YOUR HANDS DRY? Handle as in 1I. \_\_\_\_\_
- 6I. ARE YOUR FEET DRY? Handle as in 1I. \_\_\_\_\_
- 7I. ARE YOUR HANDS WET? Handle as in 1I. \_\_\_\_\_
- 8I. ARE YOUR FEET WET? Handle as in 1I. \_\_\_\_\_
- 9I. DO YOU LOOSEN YOUR GRIP ON THE CANS? Handle as in 1I. \_\_\_\_\_
- 10I ARE YOU USING THE WRONG HAND CREAM? Handle as in 1I \_\_\_\_\_
- 
- 1J. HAVE YOU BEEN SELF AUDITING? \_\_\_\_\_  
2wc to first time. L1C on the prior upset or if prior upset was in auditing use the appropriate correction list and an L1C on that time.
- 2J. WAS A WRONG OVERRUN FOUND? \_\_\_\_\_  
Correct it to F/N by indication and rehabbing the right overrun.
- 3J. HAS THERE BEEN AN OVERRUN IN LIFE? \_\_\_\_\_  
Locate, indicate, rehab to F/N.
- 4J. HAS THERE BEEN AN OVERRUN IN AUDITING? \_\_\_\_\_  
Locate, indicate, rehab to F/N.
- 5J. HAS THERE BEEN SOMETHING WRONG WITH F/Ns? \_\_\_\_\_  
Indicate. 2wc E/S to F/N. Rehab if necessary.



- 6J. HAVE F/Ns BEEN OVERRUN?  
Indicate. 2wc E/S to F/N. Rehab if necessary. \_\_\_\_\_
- 7J. HAVE F/Ns NOT BEEN INDICATED?  
Indicate. 2wc E/S to F/N. Rehab if necessary. \_\_\_\_\_
- 8J. HAVE F/Ns BEEN MISSED?  
Indicate. 2wc E/S to F/N. Rehab if necessary. \_\_\_\_\_
- 9J. HAVE AUDITING QUESTIONS NOT BEEN UNDERSTOOD?  
2wc, get them properly understood with Word Clearing, E/S if needed to F/N. \_\_\_\_\_
- 10J HAVE ITEMS NOT REALLY READ?  
2wc E/S to F/N. \_\_\_\_\_
- 11J DID YOU SAY SOMETHING MUST HAVE READ?  
2wc E/S to F/N. \_\_\_\_\_
- 12J WERE YOU STILL UPSET WHEN SOMEBODY THOUGHT IT WAS HANDLED?  
Find and handle to F/N. \_\_\_\_\_
- 13J HAVE YOU HAD BAD AUDITING?  
2wc E/S to F/N. \_\_\_\_\_
- 14J ARE THERE INCOMPLETE ACTIONS?  
2wc E/S to F/N. \_\_\_\_\_
- 15J HAS THERE BEEN ANY INVALIDATION?  
2wc E/S to F/N. \_\_\_\_\_
- 16J HAS THERE BEEN ANY EVALUATION?  
2wc E/S to F/N. \_\_\_\_\_
- 17J COULDN'T YOU GET AUDITING?  
2wc E/S to F/N. \_\_\_\_\_
- 18J HAVE THERE BEEN INTERRUPTIONS?  
2wc E/S to F/N. \_\_\_\_\_
- 19J DOES YOUR AUDITOR OVERWHELM YOU?  
2wc E/S to F/N. \_\_\_\_\_
- 20J DO YOU FEEL ATTACKED?  
2wc E/S to F/N. \_\_\_\_\_
- 21J ARE YOU SCARED OF WHAT MIGHT HAPPEN IN AUDITING?  
2wc E/S to F/N. \_\_\_\_\_
- 22J ARE YOU TALKING TO OTHERS ABOUT YOUR CASE?  
2wc E/S to F/N. \_\_\_\_\_
- 23J ARE YOU LISTENING TO OTHERS TALK ABOUT THEIR CASES?  
2wc E/S to F/N. \_\_\_\_\_
- 24J HAVE YOU BEEN LOOKING AT OR LISTENING TO TECH MATERIALS YOU SHOULDN'T?  
2wc E/S to F/N. \_\_\_\_\_

- 25J. ARE YOU WAITING FOR SOMETHING TO HAPPEN?  
2wc E/S to F/N. \_\_\_\_\_
- 
- 1K. SOME SORT OF CAN'T HAVE?  
Find correct Havingness process and remedy. \_\_\_\_\_
- 2K. IS YOUR HAVINGNESS LOW?  
Find correct Havingness process and remedy. \_\_\_\_\_
- 
- 1L. IS SOMEONE OR SOMETHING HOSTILE TO YOU?  
Check for SP with a PTS Interview or get a full PTS R/D programmed. \_\_\_\_\_
- 2L. ARE YOU PTS?  
PTS Interview or get a full PTS R/D programmed. \_\_\_\_\_
- 3L. ARE YOU CONNECTED TO SOMEONE HOSTILE TO DIA-  
NETICS OR SCIENTOLOGY?  
PTS Interview or get a full PTS R/D programmed. \_\_\_\_\_
- 4L. DO YOU FEEL SUPPRESSED?  
PTS Interview or get a full PTS R/D programmed. \_\_\_\_\_
- 
- 1M. HAS SOMETHING GONE ON TOO LONG?  
Find out what. Clean up any protest. Rehab to F/N on each (or date to blow, locate to blow if qualified). \_\_\_\_\_
- 2M. YOU WENT ON BY A RELEASE POINT?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 3M. HAS SOMETHING BEEN OVERRUN?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 4M. THE AUDITOR KEPT ON GOING.  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 5M. HAS THERE BEEN ANY OVER-REPAIR?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 6M. ARE YOU PUZZLED ABOUT WHY THE AUDITOR KEEPS ON?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 7M. ARE THERE STOPS?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 
- 1N. HAVE YOU SEPARATED OUT?  
2wc E/S to F/N. Then Triple Expanded Grade Two or L10 on Advance Program. \_\_\_\_\_
- 2N. ARE YOU SOMEBODY ELSE?  
2wc E/S to F/N. Program for LX Lists. \_\_\_\_\_

- 3N. DO YOU THINK SOMETHING ELSE IS WRONG? \_\_\_\_\_  
 2wc to find what. Note BD item. If BD item is covered by one of the other questions on the list, handle per instructions. Otherwise, GF M5 and handle.
- 4N. ARE YOU PHYSICALLY ILL? \_\_\_\_\_  
 2wc to find what. Note BD item. 2wc to F/N and get further C/S instructions for handling if necessary.
- \_\_\_\_\_
10. ARE WE REPAIRING A TA THAT ISN'T HIGH? \_\_\_\_\_  
 Get pc to tell you about it briefly. If correct, then indicate to F/N. Go E/S and indicate it if no F/N on first. If False TA, handle per 1I above.
20. ARE WE REPAIRING A TA THAT ISN'T LOW? \_\_\_\_\_  
 Get pc to tell you about it briefly. If correct, then indicate to F/N. Go E/S and indicate it if no F/N on first. If False TA, handle per 1I above.
30. IS THE METER FAULTY? \_\_\_\_\_  
 Get pc to tell you about it briefly. If correct, then indicate to F/N. Go E/S and indicate it if no F/N on first.
40. IS THERE NOTHING WRONG? \_\_\_\_\_  
 Get pc to tell you about it briefly. If correct, then indicate to F/N. Go E/S and indicate it if no F/N on first.
- \_\_\_\_\_
- 1P. WAS THERE A FALSE EXAM REPORT? \_\_\_\_\_  
 Indicate and 2wc to F/N.
- 2P. HAVE YOU HAD TO WAIT AT THE EXAMINER? \_\_\_\_\_  
 Indicate and 2wc to F/N.
- 3P. HAVE YOU BEEN UPSET BY THE EXAMINER? \_\_\_\_\_  
 Indicate and 2wc to F/N.

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*Word Clearing Series 30*

**WC1 COMES FIRST**

Don't try to Word Clear Materials by Word Clearing Method 2 before the person has had a Word Clear Method 1.

Actual experience shows that doing WC2 without WC1 restimulates earlier charge on words that have been misunderstood in the past.

When a person has not had Word Clear Method I and tries to do Word Clear Method 2 on materials, it can go very slowly, the student (due to earlier charge on words) can become quite misemotional.

Using Method 3 (going back to find the misunderstood word) is all right. And using common ordinary "Look up, don't go past a misunderstood word" is all right.

**METHOD 2 EP**

The End Phenomena (what occurs at the end) of Word Clearing Method 2 is a continuing F/N on the materials.

When the person is constantly F/Ning on the materials being word cleared Method 2, that is the time to end off. The "EP" has been reached.

When the word clearer forces the student to go on beyond this, the reads gotten are often false or are from protest.

Reads that are false come from cognitions (realizations) on the material. Protest reads come from just plain annoyance with having to go on.

When the EP of 2 is reached on a specific set of materials, the student is then permitted to go on by himself, looking up words he doesn't know or going back to find one that was missed.

A person who enters a new subject or a new branch of a subject should be given WC2 on it. A person who begins a higher level of a subject should be given WC2 on it.

If thereafter there is any bog or failure to understand or apply or pass an exam on the subject, a WC Correction List can be done on it and the bog found and handled.

This EP is *only* valid if the person has had WC Method 1 before the WC Method 2 was begun.

The EP of Method 2 can be many times repeated on different subjects or branches of subjects.

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HCO BULLETIN OF 3 JANUARY 1972

Remimeo  
Auditors  
Interns  
C/Ses

*C/S Series 69 ADDITION*

**C/SING CHECKLIST**

(If a copy of C/S Series 69 is  
posted on the wall, also post this.)

Nothing in this checklist for C/Sing relieves the auditor or C/S from full knowledge of the entire C/S Series. Nothing in the C/S Series is changed by this checklist.

**ADDITION**

No. 10. Add. The time-honored way of seeing what has to be repaired in a Case not running well is:

**GO BACK IN THE FOLDER TO WHERE THE CASE WAS RUNNING WELL AND COME FORWARD.**

The major error or departure is in the very next session after that. The bugs after the high point should be repaired as the fast action to set the case going again.

The repair and handling of bogged cases is the finest skill of a C/S. Really it is why he is there.

To do this he has to know the C/S Series thoroughly, know all the materials of all levels he is C/Sing better than the auditor.

The use of prepared lists, WC Correction List, Green Form, C/S 53, Hi-Lo TA, GF 40 RR, Int-Ext Corr List, LIC and others, including "Have Examiner ask the pc what happened in session" are used to get information and correct as well as folder studies. **KNOW BEFORE YOU GO.**

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HCO BULLETIN OF 7 JANUARY 1972

Remimeo  
EDs  
HAS  
Dept 1  
Qual Secs  
Interne Supers  
Ds of P  
Cramming officers  
C/Ses

**TRAINING AND INTERNING STAFF AUDITORS**

First and foremost WHEN YOU START OUT TO TRAIN AN AUDITOR REALLY HONESTLY *DO IT*.

Don't monkey about with it, or half do it, or brush it off. Actually GET IT *DONE*. Get a finished capable able to audit in high volume with high quality AUDITOR.

Each auditor is an individual. You can't train a mass of auditors. You can train individual auditors. This has to be kept in sight despite having a lot of students in a class.

In other words you take this person and push him on through and get the job of training *DONE*.

HCO

To begin a staff auditor trainee is selected because he wants to be an auditor, has a fair study record, has NO serious Ethics history and No psychiatric background. If you violate these points you will not get an auditor and if you select one with an actual insane history you will be violating the Auditor's Code.

HCO Dept I is the recruiting point for auditors. If HCO fails, it's up to the D of P or even the Executive Director to get auditor trainees.

In recruiting staff auditors it is done 1 for 1 with Admin hirings.

Usually already existing staff and Dianetic Course or Academy students are the personnel pools for auditor trainees.

When field auditors are brought into the org who have never done org internships they go this same route, regardless of their class. If already classed, such as VIII, they are simply faster to make into staff auditors.

INTERNE SUPERVISOR

The moment someone is designated as a staff auditor trainee he comes under the Interne Supervisor. He remains under the control of the Interne Supervisor throughout his entire span as long as he is in the org and until he has his final HGC okay to audit for the class of that org.

If the org sends him off for higher classes, he is again under the Interne Supervisor.

The Interne Supervisor is in Qual Division V. In a small org it is combined with Cramming Officer. In a tiny org it is combined with Cramming Officer and Qual Sec. But if this last is done there must also be a word clearer-programmer in Qual.

PROGRAMMED

The moment the trainee comes under the Interne Super he is PROGRAMMED.

The Programming is standard. It is varied only to take account of what the trainee

has already done in the way of Basic Staff Hat, Staff Status, word clearing and formal courses in auditing.

All trainees into an org begin at the bottom regardless of class.

A typical standard program would be:

WC1 .

WC2 earliest materials read or heard.

Staff Status I.

Basic Staff Hat (Vol 0 OEC).

SS II Tech Div.

*Problems Of Work* WC2 star rate and clay demo.

This HCOB.

Interne HCOBs and P/Ls.

Student Hat.

HDC in the Dianetics Course (no auditing required for provisional cert for a staff trainee).

HDC Interne Pack in Interneship for preliminary okay to audit Dianetics.

Dianetic Auditing as an Interne under D of P and/or C/S.

High Hour Flubless Record achieved on Dianetics resulting in final HGC okay to audit Dianetics—a fully validated Dianetic Cert.

Academy 0 to IV study to Provisional Class IV full time on Academy.

0-IV Interne Pack study.

0-IV preliminary HGC okay to audit. Auditing under D of P and/or C/S.

High Hour Flubless Record achieved on 0-IV resulting in final HGC okay to audit and fully validated HGC Class IV.

In a Class IV org the program would be just as above.

#### AUTHORITY

All this time, the trainee's top boss is the Interne Supervisor. This does not diminish the authority of a Course Super over the trainee when he is on a course or the Cramming Officer when he is in Cramming.

When he has his final HGC okay for Dianetics he could be off the Interneship if he were just to go on with Dianetics. But in an org this has its limitations. A C/S has trouble getting a program *done* where an auditor cannot fly ruds or do a correction list so it is best to carry on to Class IV HGC final okay to audit.

#### UPPER ORGS

In a Saint Hill or an Advanced Org the standard program goes right on up as follows.

In a Class IV org where a staff auditor is sent to a higher org, he comes again under his own org Interne Supervisor even though he is gone. It used to be that the Staff Training Officer kept track of students gone to a higher org for training but this has not worked. It is best that the Interne Super carries on and keeps track of him and gets him DONE and back.

Before a trainee is sent at org expense he has to sign a five-year contract beginning the five years *after* he returns. He is liable for full cost personally if contract broken plus penalty charges.

Class V in the SHSBC.

Class VI in the SHSBC.

Class VII SHSBC. His previous org Internship is credited and he goes into Power auditing. If no previous Internship he does the whole trip as above up to this point.

Class V, VI, VII Interne Pack under upper org Interne Super.

Class V, VI, VII Interne auditing under D of P of upper org.

High Hour Flubless auditing resulting in final HGC ok to audit in upper org and validated cert.

Class VIII Course.

Class IX Course.

Class VIII and IX Internship Pack under Interne Super of the Class VIII org.

Class VIII and IX Auditing under D of P of higher org.

High Hour Flubless auditing resulting in an HGC okay to audit and fully validated Class IX certificate.

Special C/S Course including AO lines.

C/S Internship in the higher org.

Flubless C/Sing resulting in an HGC okay to C/S.

Class X Course.

Class X Interne Pack.

Class X Auditing under D of P.

High Hour Flubless Class X auditing resulting in a Class X HGC okay to audit and a fully validated certificate.

Class XI and XII Course.

Class XI and XII Interne Pack.

Class XI and XII Auditing under D of P.

High Hour Flubless Class XI and XII auditing resulting in an HGC okay to audit Class XI and XII and fully validated cert.

Flag Class XII and Solo C/S Course.

Flag Programming and repair of all omissions under Interne Super.

Flubless C/Sing on all lines.

#### HIGHER ORG

Where a trainee for an org goes to a higher org he is under the Interne Super of the higher org to whom the Interne Super of the lower org can write. This line is to speed up such trainees.



## ADMIN

To get such points DONE, accurate admin is vital.

A checklist of all points in the above program is made up with the trainee's name on it and is kept up, with dates by the Interne Supervisor. This is kept in an Auditor Interne File, which files are kept by the Interne Supervisor. Thus at any time he can catch up any fall-off-the-lines and get the trainee going again.

A vertical Auditor Trainee Progress Board is kept by the Interne Supervisor. This has a space under each of the headings, left to right. Boxes along the top, left to right, serve to indicate the exact action the trainee is doing.

The trainee's name is on a tab that is pinned to the space. The name tab is newly dated each time it is moved to the right. Thus the Interne Super can chase up any faltering student.

Various bugs occur—the student is held in the HGC as an auditor because of HGC hours stat. The course gets flabby and 3 weeks becomes 4. Or somebody has illegally put the student on a special project and he's off the course. HCO begins to use the students as a personnel pool, etc, etc. Or the student bogs for lack of cramming or case repair.

The Interne Super's stat is COMPLETIONS of steps on the board. One point for each left to right move of a trainee's name.

Thus the Interne Super has a vested interest in recruiting trainees or his stats will collapse.

## PAID STUDENTS

It is wise to greatly prefer that students pay for their training before being recruited.

Purely for free services have a bad history in orgs.

As this Interneship is ALSO the same Interneship for paying students only a portion should be staff trainees as such. The difference is that the staff trainee must be contracted to the org and must continue on in the HGC.

Only the very best, most ethical fast study trainees should ever be sent to a higher org. The percentage of losses is too high otherwise. It is too hard on the org's income otherwise.

If somebody else just must go to a higher org, let him pay his own way. Don't make your org a subject of freeloading. It hurts your own pay.

## PART TIME

Part-time study, by which an HGC auditor part-time studies the next level while still auditing IS A COMPLETE FAILURE. By actual record they just never make it.

Do the steps fully with full attention on each while it is being done. Don't have the trainee finishing the last one and doing the next one. You'll rarely get a product.

Sharply and efficiently and crisply get each step of the horizontal board full and industriously DONE each in turn.

And you'll make splendid auditors and make them fast.

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HCO BULLETIN OF 14 JANUARY 1972

Remimeo

**STUDY CORRECTION LIST**

Ref:	HCO B 9 Nov 67	Revision of Remedy A, Remedy B and S and Ds
	HCO B 14 Aug 68	Remedy B—Environment and "New Style"
	HCO B 23 Nov 69	Student Rescue Intensive
	HCO B 30 June 71	W/C Series 8RR
	HCO B 12 Oct 71	Method No. 2 Word Clearing Form
	HCO B 21 July 71	Word Clearing Correction List
	HCO B 1 Dec 71	Rising Scale Processing Issue III
	HCO B 1 Dec 71	Effort Processing Issue IV
	HCO B 9 Dec 71	PTS Rundown
	HCO B 1 Aug 68	The Laws of Listing and Nulling
	HCO B 19 Mar 71	List-1-C
	HCO B 1 Dec 71	Triple Ruds Long Duration Issue II
	HCO B 19 Jan 66	Danger Conditions—Technical Data for Review Auditors

1. Has there been an upset about study? \_\_\_\_\_  
Fly all ruds triple, "In study has there been \_\_\_\_\_?"
2. Has there been a Misunderstood Word? \_\_\_\_\_  
Find it, get it looked up and correct it.
3. Have there been upsets in getting Words Cleared up? \_\_\_\_\_  
WC Corr List and handle.
4. Have there been misunderstood subjects? \_\_\_\_\_  
Give person Word Clear 1 or get the Word Clear 1 already done redone with the missing subjects added to the WC 1 Standard C/S.
5. Have you ever been punished because you wouldn't learn? \_\_\_\_\_  
R3R Narrative Triple.
6. Have you been taught by someone you didn't like or hated? \_\_\_\_\_  
PTS Rundown with an additional S&D in step (a); L&N "Who has tried to teach you that you didn't like?" + L&N "Who have you taught that you didn't like?" Use remaining PTS steps on the names.
7. Have you ever gotten in trouble because you knew something? \_\_\_\_\_  
R3R Triple.
8. Would knowledge make you too powerful? \_\_\_\_\_  
Run (1) "What have you done with knowledge?" (2) "What have you withheld?" Alternate repetitive. (By an upper level auditor, Evil Purpose RD or L9S as case may R/S.)

9. Have you studied the same subject more than once? \_\_\_\_\_  
 "Why did you have to study the same subject more than once?" 2wc  
 E/S to F/N.
10. Have you failed to complete courses you took? \_\_\_\_\_  
 2wc "What courses have you failed to complete?" E/S to F/N.  
 Followed by WC 1 Actions on courses named.
11. Have you continued to study a subject you had already grasped? \_\_\_\_\_  
 Find the point of win. Rehab it. (Upper level auditor, date locate  
 point of win.)
12. Do you try to get out of classrooms or schools? \_\_\_\_\_  
 R3R Triple on FI "Locate a time when you were made to go to  
 school or class." F2 "Locate a time when you made someone go to  
 school or class." F3 "Locate a time when another made others go to  
 school or class." R3R. (Quad would be F0, "Locate a time when  
 you made yourself go to school or class."—F0 not necessary.)
13. Are you trying to do something else with study? \_\_\_\_\_  
 L&N to BD F/N item, "What are you trying to do with study?"  
 (Upper level auditor, date to blow locate to blow item.)
14. Have you pretended to have studied things you hadn't? \_\_\_\_\_  
 2wc E/S to F/N.
15. Have you pretended to have qualifications you did not actually attain? \_\_\_\_\_  
 2wc E/S to F/N.
16. Have you ever lied to a teacher? \_\_\_\_\_  
 2wc E/S to F/N.
17. Have you ever cheated on an exam? \_\_\_\_\_  
 2wc E/S to F/N.
18. Have you ever committed overts on students? \_\_\_\_\_  
 2wc E/S to F/N.
19. Have you ever damaged study materials or books? \_\_\_\_\_  
 2wc E/S to F/N.
20. Have you ever failed to apply what you learned? \_\_\_\_\_  
 2wc E/S to F/N.
21. Have there been upsets in study? \_\_\_\_\_  
 L1C "On study \_\_\_\_\_" each reading item to F/N.

22. Are you trying to solve some Mystery? \_\_\_\_\_  
 L&N "What Mystery are you trying to solve?" to BD F/N item.  
 (Upper level auditor date to blow locate to blow.)
23. Has anyone ever considered that you were stupid? \_\_\_\_\_  
 PTS RD. Step (a) add L&N "Who has considered you stupid or  
 mentally retarded?" L&N "Whom have you considered stupid?"  
 L&N "Whom have others considered stupid?" Then handle as in  
 PTS RD.
24. Do you have bad eyesight or eyestrain? \_\_\_\_\_  
 Effort Processing and Rising Scale. (Upper level auditors, if this  
 persists, L10.)
25. Are you trying to forget something? \_\_\_\_\_  
 L&N "What are you trying to forget?" to BD F/N item. (Upper level  
 auditors then date to blow, locate to blow.)
26. Would someone else win if you did become educated? \_\_\_\_\_  
 2wc to F/N. (In extreme cases showing misemotion on this add to  
 PTS RD (a).)
27. Do you have disagreements in study? \_\_\_\_\_  
 2wc E/S to F/N then "What do you agree with in study?" 2wc E/S to  
 F/N.
28. Do you invalidate yourself in study? \_\_\_\_\_  
 2wc to F/N followed by "What confusion came before that?" 2wc  
 E/S to F/N.
29. There is some other reason not given? \_\_\_\_\_  
 2wc to F/N.
30. There was really nothing wrong with study in the first place? \_\_\_\_\_  
 Indicate to pc.
31. Repairing study was an unnecessary action. \_\_\_\_\_  
 Indicate to pc. Rehab when he felt okay about study.

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[This HCO B was canceled by HCO B 4 February 1972, *Study Correction List Revised*, which was revised four times, the most recent revision being BTB 4 February 1972RD, *Study Correction List Revised*, which may be found as number 7 in the Study Series, Volume IX, page 329.]

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HCO BULLETIN OF 20 JANUARY 1972

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**PTS RD ADDITION**  
(Refers to PTS RD HCOB 9 Dec 71)

The only reasons a PTS RD does not work are:

C/S Error: 1. Not doing one at all.

C/S Error: 2. Doing one in the middle of another RD.

C/S Error: 3. Doing one without set-up.

C/S Error: 4. The person was not PTS—which is to say was not chronically ill or roller coaster and the items didn't read.

Auditor Error: 5. The RD was badly run auditor-wise. R3R was bad, metering poor, ruds not correctly or fully done.

Auditor & C/S Error: 6. The RD was quickie, only doing step (a) and brushing

C/S Error: 7. Even though the whole RD was done fully, there remained on the case an undetected additional person or thing to which the pc was PTS.

The rules of PTS are

A PERSON WHO ROLLER COASTERS IS ALWAYS PTS.

A PERSON WHO IS CHRONICALLY ILL ALWAYS IS PTS.

A PTS RUNDOWN THAT DOES NOT WORK HAS NOT BEEN DONE AS PER 1 TO 7 ABOVE.

The remedies to the above are

1. Do it.
2. Pgm it in correct sequence.
3. Set the case up properly so it is running well and past errors handled.
4. Establish how well the person holds his gains before Pgming one. If any Q at all, do the RD.
5. Cram the auditor on TRs, Metering, R3R drills and ruds. Do L4B, GF Method 5 Handle, L3B on the pc and redo accordingly.
6. Complete the RD.
7. 2wc "What is your attention on?" to F/N. On PTS RD fly all ruds single; L&N "On the PTS Rundown what being or thing was missed?"; R3R Triple on it; fly all ruds and overts on it triple; if all not very okay now 2wc "What other subject or people might have been overlooked on the PTS RD?" Handle with R3R Triple and Ruds Triple plus overts.

A PTS RD *always* works. If it works with a relapse there is an error in it as in the numbered paras above.

THIS IS VITAL TECH TO THE PC. IT MAKES THE MOST DIFFICULT CASES FLY *IF IT IS DONE RIGHT*.

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HCO BULLETIN OF 3 FEBRUARY 1972

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Registrars  
BPI  
Advance Mag

*IMPORTANT*

**R6EW—OT III NO INTERFERENCE AREA**

*Note:* (The following HCO B is broadly released despite the fact that it contains technical terms and upper level tech programs. A person who is taking this route has a right to know where he should go and where he shouldn't.

The amount of improvement a person can receive is so great that it takes a long series of actions to do it. As for "handling bad mental conditions" this is too simple and is not the business we are in. Just by handling the current upsets, problems, overts and withholds of a person in an hour's session, Scientology can make more *case* advance than was possible in any past century. So there is a vast difference between handling disturbed people and obtaining all the advance of which a person is capable of obtaining.

The data in this HCO B is issued to straighten out a current error being made in routing some cases.)

A long series of tests and many case results have for some time demonstrated that there is a NO INTERFERENCE AREA between R6EW and OT III.

A study of many cases and their results demonstrated conclusively that one does NOT audit Dianetics or Lower Scientology Grades on a pre-clear or pre-OT (Operating Thetan) AFTER he has begun Solo VI (the 1st Solo step) or BEFORE he has reached OT III (a higher Solo step per grade chart).

Upsets of varying degree were found in ALL cases tampered with in the NO INTERFERENCE AREA.

Repair actions to repair errors made by the Solo Auditor are all that can be beneficially audited on a person between R6EW and OT III.

Even the powerful L10, when done between R6EW and OT III will fail. Above and below the No Interference Area L10 is fantastically successful.

Nothing is superior to the Solo Grades.

THEREFORE, it is vital that a case be fully set up before beginning actual Solo Auditing.

For information, the following list, taken from HCO B 8 Jan 72, Issue II, is what constitutes a "set-up".

1. C/S Series 54 (former injuries, illnesses, etc., run out by Dianetics) completed?
2. GF40XRR (Resistive Cases List) assessed? Engrams of it handled?
3. Dianetics Full Flow Table run? To Dn Completion?
4. Full Drug, Alcohol, medicine handling done?
5. Dianetics ran well? To End Phenomena?
6. All Grades run, single, triple or Expanded?
7. Green Form (case repair) items handled?
8. Attained End Phenomena of each grade?

9. Interiorization Rundown done? INT is okay?
10. C/S Series 53 (any abnormal Tone Arm positions) handled?
11. Power to End Phenomena. Single? Triple? Power Plus?
12. Tone Arm Range okay?
13. Power, no illness after?
14. Power, no ethics troubles after?
15. Success stories okay?
16. Director of Processing Interview okay? Pc not wanting something handled?
17. Graph of Oxford Capacity Analysis Personality Test (or American Personality Analysis Test) with no point below middle of graph?
  - A. Pc set up and okay to go to R6EW Solo?
  - B. Pc needs further set-up and repair before Solo?

The above is a checklist used by Solo Course Case Supervisors. (It is NOT the program sequence by which the case is handled. This is given in the Grade Chart.) These are the points checked.

Once onto Solo, whether these points are in or not, that's it, HANDS OFF.

Once on Solo the pc is into the Non Interference Area. He may not have Dianetics or Grades. He may only have the lists and repairs given to Solo Auditors.

Of all these actions a full thorough drug-medicine-alcohol rundown is the most important. People who have been on heavy drugs, pot, etc or who have been alcoholics get things turned on in their banks and sometimes become terrified of them and will not Solo. They are unable to confront their pictures.

The remedy is to have a thorough drug-alcohol-medicine rundown.

The ONLY people who can't Solo are these poor devils who got onto these psychiatric type drugs.

These *can* be handled by a competent drug rundown.

The ideal program appears on the Grade Chart, displayed in most orgs and often sent out.

The chart has many symbols on it. A full glossary of these symbols and terms exists in HCO B 20 Aug 71, Issue II, "Classification and Gradation Chart, Abbreviations Explained", which should be posted alongside the chart.

A fast summary of the steps would be

C/S 54 (handling illnesses, accidents, injuries)

Dianetics

ARC Straightwire

OBJECTIVE Processes

Grades 0-IV

POWER

POWER PLUS.

Into this program can be placed the engram handling GF40RR for resistive cases, past practices, etc.

A Drug Rundown would occur in the area of Dianetics.

An Interiorization-Exteriorization Rundown would be given after the pc exteriorized. This usually occurs early on in processing and has to be handled.

A C/S 53 (for TA misbehavior) could be given anywhere.

The actual program run on the pc varies according to what the Case Supervisor requires, but it follows the Grade Chart.

### TEST

The Oxford Capacity Analysis (OCA) or the American Personality Analysis (APA) is a graph which shows desirable and undesirable characteristics in a case.

The points on the graph are moved up by processing. And Dianetics and Scientology processes below R6EW are very capable of moving these points into desirable range.

Above R6EW, the first Solo step, the graph can change but the person is moving out of the normal range of humanity and the Solo grades are not designed to change a human test graph and in fact these tests do not measure the OT band of abilities.

The test graph should be in normal range before Solo is begun.

Auditing below Solo is quite capable of handling the graph points and bringing them up to desirable range.

### SOLO PROGRAM

The Ideal Solo Program is as follows:

1. Set-up done and all items on the checklist okay.
2. Good training as a Solo Auditor. Can include the Professional Route of Class VI. Or the Social Counselor Course plus Solo. Or (at this time) the Solo Course only. One Solo Audits as well as he is trained and no better.
3. R6EW Solo Auditing to End Phenomena and attest.
4. Clearing Course Solo to CLEAR.
5. Operating Thetan I to attest.
6. Operating Thetan II to attest.
7. Operating Thetan III to attest.
8. Operating Thetan VII (audited by an auditor level) to attest.
9. OT III Expanded to attest.
10. OT IV.
11. OTV.
12. OT VI.
13. OT VIII as released.

After 7 above (OT III) or after 9 above (OT III Expanded) one can run more Dianetics, Expanded Grades, GF40, the famous L10 or do any other case action. One cannot profitably do these actions between Solo R6 and OT III. That's just the way the bank is.



You will note that "OT VII" is apparently out of sequence. It originally went OT III, OT IV, OT V, OT VI, OT VII. Then it was found that there was a level OT III Expanded. So it can go OT III, OT VII, OT III X, OT IV, OT V, OT VI or it can go OT III, OT IV, OT V, OT VI, OT VII, OT III X. One gets the most out of it by taking VII after OT III and then OT IV, OT V and OT VI really bite. Many persons were too nervous of OT III to do it well until a drug rundown and OT VII were done. Others thought OT III was endless and OT VII handled that.

The actual materials of these levels are held under tight security at Advanced Orgs because when they are shown to persons who haven't moved up the grades, they usually cave in. Thus the materials are only available in Advanced Orgs.

#### AVAILABILITY

Auditing at levels below Power is available from field auditors, Franchises and Scientology Orgs.

Power is available at Saint Hill Orgs in LA, Saint Hill UK, and Denmark.

All Solo levels are only available at Advanced Organizations.

A person goes from Field Auditor to Franchise to Scientology Org to a Saint Hill Org to an Advanced Org to obtain auditing of the whole Grade Chart.

Going from Clear back to lower grades—or from an Advanced Org back to a Franchise within the No Interference band—is liable to upset his case as it is being run out of sequence. He could go to a Franchise or a Scientology Org after OT III for Dianetics, Drug Rundown or other actions but not between R6 and OT III.

Processing and the mind is a technical subject. In Dianetics and Scientology, the answers have been found.

Like all technical material, you can't apply it poorly or backwards and expect results.

I try-and very successfully in most cases—to hold the lines straight and keep the materials purely and workably applied.

In the past year alone, fantastic tech advances have been made and are available in terms of refined application within the existing framework of the Grade Chart.

But the fundamentals do not change, the progress of the person up the Grade Chart must be regular and on course. Otherwise he will not receive full benefits.

It is my job to do all I can to make sure that full benefit is received. This is not always easy to do on a rather aberrated planet. But if it weren't so aberrated we wouldn't be here doing something about it. Right?

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 15 FEBRUARY 1972

Remimeo  
All Tech  
Qual Terminals

**FALSE TA ADDITION 2**

Reference: HCO B 24 Oct 71 False TA  
HCO B 12 Nov 71 False TA Addition  
C/S Series 53 HI-LO TA Assessment  
Int Ext Correction List

There is an infinity of wrong ways to get a pc to read between 2.0 and 3.0 on an E-Meter.

One method would be to shoot him. Dead bodies read between 2.0 and 3.0.

Another way is to throw the trim knob off.

Yet another wrong way is to use HAND CREAM to make the TA go lower and call "F/Ns" at 4.0 on an actual read.

An auditor who is not very expert is apt to find strange ways to do things because the usual is beyond his skill.

A GOOD auditor handles low and high TAs with HCO B 24 Oct 71 and Addition 12 Nov 71 and this HCO B "False TA", C/S Series 53 and the Hi-Lo TA Assessment.

The commonest sources of high TA are PROTEST, OVERRUN and out INTERIORIZATION RD and too big or too small cans.

The commonest sources of low TA are overwhelming auditor TRs or wet sweaty hands.

The subject is not open to experimentation. If a pc's TA is low or high and you don't correct it with the usual remedies mentioned above, the pc goes into the soup.

GOOD AUDITORS KNOW THEIR TECH AND USE IT TO REMEDY HIGH AND LOW TAs.

GOOD AUDITORS DO HONEST WORKSHEETS AND HONEST AUDITING.

BE A GOOD AUDITOR.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 16 FEBRUARY 1972

Remimeo  
All Tech  
Terminals  
All Auditors  
Franchise

*C/S Series 74*

**TALKING THE TA DOWN MODIFIED**

The expertise of talking the TA down should be preserved. It is a skill.

But we have had high and low TAs solved for nearly a year and don't have to talk them down anymore as a constant action.

Auditors SHOULD know how to do it, and then use it as a rare action.

The right way to handle a high TA is to:

Do HCO B 24 Oct 71, HCO B 12 Nov 71, HCO B 15 Feb 72, each named FALSE TA if it has not been done by the auditor on the pc.

THEN if TA is high don't talk it down or do unusual solutions, do a C/S Series 53 or a Hi-Lo TA Assessment and handle. The Int-Ext Correction List is done as indicated and so is the Word Clearing Correction List.

As far as a C/S is concerned, when the pc's TA is seen to be high at session start, he should order as follows: "Check as per False TA HCO Bs" then when that is done he orders "C/S Series 53 Assess and return to me". Or "Hi-Lo TA Assessment and return to me". He then rapidly C/Ses the required actions.

He should have a standing order with all his auditors:

IF TA IS HIGH OR LOW  
AT SESSION START DO  
NOT CONTINUE THE  
SESSION BUT SEND FOR  
A C/S.

An auditor should not in fact talk a TA down, we know now, as he may be auditing over an Out Interiorization Rundown, either not done or botched.

It therefore saves time if other auditing is not done when the TA is high.

In general practice it will now be considered standard for an auditor, Dianetic or upper class, to not start a session over a high TA but to call for a C/S.

And where there is no C/S it will be considered standard for an auditor, seeing a high TA, to at once do a C/S 53 Method 5 (assessing it all), and then handling.

THERE ARE EXACT  
REASONS FOR A TA  
BEING HIGH AND  
THESE TODAY ARE  
EASILY HANDLED.

There is no need to talk a TA down. It is faster to directly locate the reason it is up.

Smoothly handling such situations is the mark of an expert.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 FEBRUARY 1972  
Issue I

Remimeo

**FALSE TA ADDITION 3**

(There are now four False TA HCO Bs including this one.  
These were issued as more data was uncovered.)

HCO B 24 Oct 71 False TA  
HCO B 12 Nov 71 False TA Addition  
HCO B 15 Feb 72 False TA Addition 2  
and this one  
HCO B 18 Feb 72 False TA Addition 3

A meter is a meter.

Meters are used to measure water, natural gas, and many other things.

An E meter is used to measure a pc.

If you rig a meter up so as to falsify its reads you get a wrong result.

You could rig up a water meter so it read that twice as much water had flowed and then sit around and wonder all week why the swimming pool never filled up.

The ACCURACY of a meter depends upon its being honestly set up and honestly used.

The HONESTY of the auditor determines his results.

The whole field of psychotherapy was dishonest from the days of witch doctors to psychiatry. Falsified data came from lack of knowledge of the mind. This made its practitioners DISHONEST.

We do not and must not follow that fatal road.

The technology we have WORKS to definite positive predictable results.

Results are obtained if the auditor has honestly studied and understood his materials and honestly applies them.

Falsifying study leads to falsifying meters and this gives bad results on pcs.

HONEST use of the materials and the meter gives an honest result.

One who does not know his materials and who cannot do his drills then thinks he has to make a meter cheat.

HONEST use of the meter by an HONEST auditor is the route to GOOD RESULTS.

LOW TAs

A bad practice has arisen to "beat" the low TA.

This is to have the pc wipe his hands every few minutes to get the TA up above 2.0.

Not only does this distract the pc and yank him out of session, but it is by inference putting his attention on the meter, a thing a good auditor does NOT do in a formal session. The pc's attention must be on his own case in a session, not on the meter or his hands.

An answer to low TA because of wet hands is foot plates.

But the best answer is to get the pc up scale so he doesn't have perspiring hands.

Overwhelming TRs is the commonest reason for low TAs. Not all the hand wiping in the world will cure poor TRs.

Some auditors "spook" (leap off the road like a horse frightened by something blowing along) at the very thought of high or low TAs. This is because they haven't got the TRs to handle a low TA nor the tech to handle a high one.

Making a meter read falsely low with cream or falsely high with talcum powder or wiping hands continually will not handle the pc's CASE.

That is what the auditor is there to do, not make his session look good!

The funniest one I have ever heard was a Solo auditor who had high TA trouble. So he used to fill up a bathtub with scalding water, fill the bathroom full of clouds of steam and then sit in the bath, holding onto his electrodes "Solo auditing".

It gave him a lower TA but it sure didn't give him any case result.

We maybe ought to have a contest as to who can come up with the most comical actual instances of falsifying meter reads.

One "auditor" "solved it" by just calling F/Ns whenever she got tired of the pc regardless of TA position. After a year or more of this she saw the light and put herself in Ethics.

The funny part is that her co-auditor had been doing the same thing on her!

HONEST TA IS THE BEST POLICY.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 22 FEBRUARY 1972

Remimeo  
All Supervisors  
Student's Hat  
HPCSC  
Mini Crse  
Super Crse  
Word Clearing  
Crse  
Est Off Crse  
Dept 13 Personnel

*(Revised 26 March 1972  
Changes in this type style)*

**Word Clearing Series 32R**

**URGENT- IMPORTANT- URGENT**

*Vital for all Supervisors,  
Est-Os, and Cramming Officers*

**WORD CLEARING METHOD 4**

Tech and Admin Cramming Officers, Word Clearers *and Course Supervisors* use Method 4 Word Clearing when fishing for a misunderstood word. E.g. Cramming Officers use it to fish for misunderstood words concerning what the person is being crammed on. Word Clearers use it on Interns when the Intern needs a retrain or retread or even if the Intern is sent to Cramming. Course Supervisors use it in the Classroom *CONTINUOUSLY ON Non-F/N STUDENTS or queries.*

The whole idea is the person requiring the Method 4 Word Clearing has a Cramming Order or is not an F/Ning student because of confusion as a result of a misunderstood word, as per Word Clearing Series 16R or *omitted materials.*

Method 4 fishes for the misunderstood word, finds it, clears it, looks for another in the area until there are no more, *at which point one should get F/N VGIs*, then moves to another area, handles that—eventually the misunderstandings that resulted in the Cramming Order or non-F/N student are handled.

It requires no C/S OK for it to be done. Method 1 is not a prerequisite to Method 4.

E-Meter Drill No. 21 is the E-Meter Drill to be drilled on Method 4. It's the method of fishing for a cognition.

*Requires proper application of TRs and metering. All Supervisors, Est-Os, and Dept 13 personnel to check out on, drill, and **apply** this tech AS IT IS VITAL STUDY TECH.*

**METHOD 4 WORD CLEARING**

1. Give person the cans, state, "I am not auditing you. "

2. Ask while watching the meter:

*"Is there any part of what you're studying you did not fully get?"*

*Trace the read. Use "fishing for a cog" drill (per HCO B 25 June 70, Iss III) if needed.*

*If no read the question may be varied, e.g.*

*"Is there any part of the materials you're studying you disagree with?"*

*or "Is there any part of what you're studying you feel you could not apply?"*

*or "In (material being checked) is there anything you didn't understand?"*

*Let the student tell you **briefly**. Do NOT tell him the data.*

*Verify that his study Pack is complete as the data might have been omitted. Also he might never have read the pack at all.*

*If the data was missing do not go on to Step 3. See that he gets the complete pack and reads it Then repeat Method 4*

*If the person just has not read the materials do not go on to 3 but get him to read the materials. Then repeat Method 4.*

3. *Get what it is then ask:*

*"What **word** was misunderstood just before that?"*

Meter reads, Word Clearer finds the word, never accepting a confusion but finds *the* word giving the read (SF, F, LF, BD), gets it looked up in a dictionary and used in sentences until it can be seen from the sentences that the student now understands the word. This enables Method 4 to be done on a high or low TA as the word found doesn't have to be taken to F/N, just cleared to where it's obvious understanding has been attained on the word. If you did get an F/N on clearing the word, that's fine; now look for another.

4. *Repeat 2 & 3 until the materials are fully cleared up and any and all misunderstands or confusions handled.*
5. *If the action bogs when used in the classroom the student must be sent to Qual for handling and Supervisor to Cramming on TRs and metering and drilling on this procedure.*

*The correct action is a WC CORRECTION LIST DONE ON THE STUDENT AND HANDLED.*

Of course if the above Question F/Ns on asking, there would be no misunderstands on the material being checked, but the person is in Cramming, not an F/Ning student or whatever, so there obviously are misunderstood words to be found and handled.

Look at HCO PL 16 Feb 72 "The Purpose of the Dept of Personnel Enhancement". It says this Dept "reaches and looks for business all over the org and brings it in". So someone with stats down—student or post stats, confusion about what to do, overloaded, can't seem to handle it, how do you do this, etc, etc, are *all* indicators of misunderstood words as the person is saying confusion, confusion. Well, underneath the confusion is a misunderstood word just as Word Clearing 16R says.

Method 4 Word Clearing is what is used in doing and achieving the purpose of the Dept of Personnel Enhancement, HCO PL 16 Feb 72.

One of the ways the Word Clearers in this Dept do the job is using Method 4 Word Clearing.

**METHOD 4 IS USED BY COURSE SUPERVISORS TO HANDLE ALL STUDENT QUERIES ABOUT CONTENTS OF COURSE MATERIALS.**

*The reason students ask questions about "What is meant" is because of omitted pack materials from their checksheet, failure to read what they have OR BECAUSE OF A MISUNDERSTOOD WORD JUST BEFORE THEY GOT CONFUSED.*

*The Super has to know only where the materials are and BE SMART ENOUGH TO DO METHOD 4 INSTEAD OF GIVING THE STUDENT ALTER-ISED ANSWERS THAT STOP SCIENTOLOGY WORKING.*

*Word Clearing, especially Method 4, is how to get in HIGH CRIME HCO PL 7 Feb 1965, Reissued 15 June 70, "KEEPING SCIENTOLOGY WORKING"*

**SUCCESSFUL COURSE SUPERVISION AND SUCCESSFUL CRAMMING REQUIRE THIS ACTION BE FULLY KNOWN AND U - S - E - D.**

**\*\*K \*E \*E \*P\*\***

**\*\*S \*C \*I \*E \*N \*T \*O \*L \*O \*G \*Y\*\***

**\*\*W \*O \*R \*K \*I \*N \*G\*\***

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 24 FEBRUARY 1972

Remimeo  
Div 6 Personnel  
Tech Personnel  
Qual Personnel

*C/S Series 71A*

**WORD CLEARING OCAs**

An illegal practice has been uncovered in which the words on the Oxford Capacity Analysis, American Personality Analysis and other tests have been word cleared by testers and Directors of Processing.

Example: Pc does an OCA (or any test) that shows a state of case in July. He gets auditing. He takes another test that shows what the auditing did by August. If somewhere along this line a test I/C or D of P word clears him on the test, the test-will change. Entering this variable wipes out any possibility of establishing what the auditing did for the case.

Example: If a child is measured as to height and then fed certain foods to see if he will grow and then someone changes or stretches the tape by which he was measured, you can't find out if the food did any good.

In science this is known as holding a constant.

We don't give a hoot in hell if the pc understands the test or not. The next time he takes it he'll probably have the same misunderstands but he'll have a change of opinion or even have a new cleverness or better memory and the test will change.

Therefore *none* of these things may ever be done:

1. Never tell the pc the right answers to a test.
2. Never tell a pc to look up words on a test he doesn't understand.
3. Never word clear the question sheet for a pc on *any* test.
4. Never answer a pc's question as to what a question means.

**DO THESE THINGS**

- A. Be sure any test person grasps this HCO B fully so he knows what a test is and why we test people.
- B. Never let a person who falsely reports routinely near a test line.
- C. Safeguard test answer sheets from being known or seen by unauthorized personnel.
- D. Use 2nd test and 3rd test question sheets, each different from the 1st one. (Tests are issued this way.)
- E. Give other tests (Aptitude or OTIS etc) to compare with the second or third OCA or APA if it is in doubt to see if the OCA has been "word cleared" or falsified.
- F. Groove in Examiners: Give a meter check on ALL ATTESTS at the Examiner. "Do you have any doubts or reservations concerning attesting to (whatever the attest is) ?" Note any INSTANT read (a latent surge can occur as a protest). This



question is asked before the question asking him if he wants to attest. E.g. "Do you have any doubts or reservations concerning attesting to Word Clearing Method I complete?" No instant read. Then ask the attest question "Would you like to attest to\_\_\_\_\_?"

Never let an Examiner permit any attest or pass to even be asked for if the meter tone arm is high or low or not F/Ning. If an INSTANT read is gotten on the first question above, the Examiner does not ask the second question, and sends the folder back to the C/S.

- G. Require a meter check at Success with the TA position and needle behavior noted on the Success form. Those with high or low TA and/or not F/Ning are not valid success stories. The success person makes the meter check after the story is written, notes it without pc seeing it and smiles and acks. He does not refuse the story as it will ARC Break the pc. But he must call it to the attention of the Dist Sec and Qual Sec that a false attestation and poor result came from Div IV and it must be taken off Div IV's stat.
- H. Both Examiner and Success must know of the False TA HCO Bs so they don't put the pc on wrong cans or use cans when the auditor used footplates.

This safeguards our test line.

The test line is a check on C/S and auditing quality. We are not trying to find out if Dianetics and Scientology work. We *know* that. We are trying to find out by test, Examiner and Success if it is being *properly* taught and *applied* in Div IV and Dept of Pers Enhancement.

HONESTY is a primary requirement on test lines. PR types that falsify to attain status or seem good fellows need not apply for these posts and shouldn't be on them.

THE PC OR STUDENT DEEP DOWN KNOWS WHETHER HE HAS MADE IT OR NOT.

If you or tests tell him he's made it when he hasn't he will get a false opinion of you and doubt you.

If you tell him he hasn't made it when he has he will get a false opinion of you.

He will think you don't know your business and blow.

SANITY is basically HONESTY and TRUTH.

When false data or altered data is entered this is ABERRATION.

So be *honest* and run a *sane* D of P, Examiner, Success and TEST line.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 26 FEBRUARY 1972

Remimeo

***Word Clearing Series 15R***

(Cancels HCO B 21 Aug 71, the original  
WC Series 15 by a Testing personnel)

Reference HCO B 19 Dec 71, C/S Series 71,  
"D of P Operates by OCAs"

HCO B 24 Feb 72, C/S Series 71  
Additional

WORD CLEARING ANY WORDS ON ANY TEST AT ANY TIME IS A HIGH  
CRIME.

It suppresses tech results and obscures them.

The whole of HCO B 24 Feb 72, C/S Series 71A, explains fully why one never  
word clears tests or even tells a person being tested to use a dictionary.

FOREIGN LANGUAGE PERSONS

When testing persons who speak a different language than that in which the test is  
written, GET A TRANSLATED TEST INTO THEIR LANGUAGE OR TRANSLATE  
THE TEST WITHOUT ANY WORD CLEARING.

MIS Us ON TESTS

Where a person has a misunderstood word on a test, it usually remains  
misunderstood on the second test. Thus the test remains VALID as nothing has  
changed in it.

If the person's IQ rises during processing he may very well also figure out the  
misunderstood word now on the second test and improve the graph. But that is a valid  
PROCESSING result, not a false one introduced by clearing test words.

SUMMARY

Auditing works when properly done and it does not need a side action of word  
clearing a test to better the graph.

L. RON HUBBARD  
Founder

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## LRH MODEL AUDITING TAPES

26 February 1972

"These tapes were made to be *used*. They are practical demonstrations of real live TRs.

"Some orgs have their own ideas about TRs, consider TRs as demonstrated in these tapes to be 'old—we don't do it that way any more' and have substituted their own versions such as a rote TR-4 'Thank you I'll repeat the auditing command.' 'Thank you I'll repeat the auditing command.'

"That is NOT TR-4.

"The TRs are exactly as given in HCO B 16 Aug 1971, Issue II, 'Training Drills Modernized' [Vol. VII-348]. PAB 151 'Handling Originations' [Vol. III -370] further amplifies this, clearly points out that TR-4 is NOT a rote command, and gives examples of its correct use. The LRH Model Auditing Tapes *are* models of the *correct* use of TRs. They are not open to interpretation by supervisors. Any opinion that they are the 'old' way of doing TRs and not to be used in modern auditing comes under the heading of Technical Degrade and is an ethics offense.

"Poor TRs throw pcs out of session, cause student blows from courses, bring about ARC Breaks and an inability to handle people and situations in life. TRs are therefore a most vital and basic skill.

"They *can* be mastered but only by an honest study of the TRs HCO B, getting all misunderstood words on the HCO B cleared, listening to the LRH Model Auditing tapes without one's own preconceived ideas of what TRs should sound like and without interpretation by others, and then by a very honest drilling of each TR from Zero on up.

"Only those auditors or students who glossed over TRs 0-3 without mastering them would ever demand or expect a rote command to be substituted for real TR-4.

"It's all in the HCO B and correctly demonstrated in the LRH Model Auditing tapes. So how about getting them read, listened to and applied and watch the resulting upsurge in personnel effectiveness and soaring student and auditing stats!"

L. RON HUBBARD

"Honest TRs"  
LRH ED 180 Int  
3 September 1972

** 7202C26	LRH/MTS-1	CCH: Steps 1-4 Demo [5707C07 FC-15]
** 7202C26	LRH/MTS-2	Demo of an Assist [5911C09 1MACC-2]
* * 7202C26	L R H/MTS-3	Patching Up Two 3 DXX Cases [6205C16 SH TVD-5 A&B]
** 7202C26	LRH/MTS-4	Check on "What" Questions and Havingness Probe [6205C23 SH TVD-6]
** 7202C26	LRH/MTS-5	Fish and Fumble—Checking Dirty Needles [6205C23 SH TVD-7]

REVISED 23 NOVEMBER 1973

Remimeo  
All Levels  
All Auditors  
All Tech Checksheets

**FALSE TA CHECKLIST**

Ref:	HCO B 24 Oct 71	False TA
	HCO B 12 Nov 71	False TA Addition
	HCO B 15 Feb 72	False TA Addition 2
	HCO B 18 Feb 72	False TA Addition 3
	HCO B 24 Jan 73	Examiner and False TA
	HCO B 24 Nov 73	C/S 53RF
	HCO B 23 Nov 73	Dry and Wet Hands Make False TA

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

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

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

The auditor signs and answers the following points on the checklist, and gets answers from the pc where needed.

-----

R-Factor to pc: "We are going to check the cans and adjust them to get the best accuracy."

1. Is the meter charged fully? \_\_\_\_\_
2. Is the meter trimmed correctly? \_\_\_\_\_
3. Are the leads connected to the meter and cans? \_\_\_\_\_
4. Are the cans rusty? \_\_\_\_\_
5. *Are pc's hands excessively dry requiring vanishing cream?* \_\_\_\_\_
6. *Are the pc's hands excessively wet requiring powder?* \_\_\_\_\_
7. The pc is *NOT* being told continually to wipe his hands? \_\_\_\_\_
8. The pc's grip on the cans is *NOT* being continually checked by the auditor in a way that interrupts the pc? \_\_\_\_\_
9. TA position on large cans?  
Size approx 4 7/8 inches by 2 5/8 inches or 12 1/2 cm by 7 cm \_\_\_\_\_
10. TA position on medium cans?  
Size approx 3 3/4 inches by 2 1/8 inches or 9 cm by 5 cm \_\_\_\_\_
11. TA position on small cans?  
Size approx 2 inches by 1 3/16 inches or 5 cm by 3 cm \_\_\_\_\_
12. Are the cans too large for pc? \_\_\_\_\_

13. Are the cans too small for pc? \_\_\_\_\_
14. Are the cans just right in size? \_\_\_\_\_
15. Are the cans cold? \_\_\_\_\_
16. Are the pc's hands dry or calloused? \_\_\_\_\_
17. Does the pc have arthritic hands? \_\_\_\_\_
18. TA position on foot plates? \_\_\_\_\_  
(Foot plates are used and TA checked on them when the answer to 16 & 17 is affirmative.)
19. *Are the pc's feet calloused or excessively wet or dry?* \_\_\_\_\_
20. Does the pc loosen his grip on the cans? \_\_\_\_\_
21. Check the pc's grip, does he hold the cans correctly? (See E-Meter Drill 5.) \_\_\_\_\_
22. Is the pc hot? \_\_\_\_\_
- 22a. Is the pc well slept? \_\_\_\_\_
23. Is the pc cold? \_\_\_\_\_
- 23a. Is the pc hungry? \_\_\_\_\_
24. Is it too late at night? \_\_\_\_\_
25. Is auditing being done not in the pc's normal *regular* awake hours? \_\_\_\_\_
26. Are there rings on the pc's hands? \_\_\_\_\_
27. Is the pc wearing tight shoes? \_\_\_\_\_
28. Is the pc wearing tight clothes? \_\_\_\_\_
29. *Is it actually chronic High or Low TA case condition?* \_\_\_\_\_
30. *Has the pc gone into despair over his TA?* \_\_\_\_\_

The handling of these points is stated in the reference HCO Bs.

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

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

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

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Revised by  
L. RON HUBBARD  
Founder

## ESTABLISHMENT OFFICER SERIES LECTURES

Flagship *Apollo*

1—6 March 1972

** 7203C01	ESTO-1	Estos Instant Hat, Part I
** 7203C01	ESTO-2	Estos Instant Hat, Part II
** 7203C02	ESTO-3	Evaluation and Handling of Personnel, Part I
** 7203C02	ESTO-4	Evaluation and Handling of Personnel, Part II
** 7203C03	ESTO-5	Handling Personnel, Part I
** 7203C03	ESTO-6	Handling Personnel, Part II
** 7203C04	ESTO-7	Hold the Form of the Org, Part I
** 7203C04	ESTO-8	Hold the Form of the Org, Part II
** 7203C05	ESTO-9	Revision of the Product/Org System, Part I
** 7203C05	ESTO-10	Revision of the Product/Org System, Part II
** 7203C06	ESTO-11	F/Ning Staff Members, Part I
** 7203C06	ESTO-12	F/Ning Staff Members, Part II

HCO POLICY LETTER OF 13 MARCH 1972

Remimeo

*Establishment Officer Series 5*

**PRODUCTION AND ESTABLISHMENT  
ORDERS AND PRODUCTS**

The situation one often finds in an org, after one has, to some degree, conquered Dev-T, is that PEOPLE REQUIRE ORDERS.

For years I wondered why this was so. Well, I found it.

WHEN PEOPLE DO NOT CLEARLY KNOW WHAT THEIR PRODUCTS ARE THEY REQUIRE CONSTANT ORDERS.

To the Establishment Officer, this reflects most visibly in trying to get Program targets DONE.

Some people have to be ordered and ordered and ordered and threatened and howled at. Then, in a bewildered way, they do a target, sometimes half, sometimes nearly all.

Behind this apparent blankness lies an omitted datum. When they're like that they don't know what their product is or what it adds up to. Or they think it's something else or should be.

That blankness can invite overts.

It is very seldom that malice or resentment or refusal to work lies behind the inaction. People are seldom that way.

They usually just don't understand what's wanted or why.

Because they don't know what a PRODUCT is!

A whole Ad Council of a downstat org was unable even to *define* the word.

They had required orders, orders, orders and even then didn't carry them out.

**HAT SURVEY FOR ORDERS**

A staff member who requires orders may also think that any order is a policy and lasts forever. If you look into hats you will even find casual "close the door" type of orders, given on one occasion to fit one circumstance, are converted over into STANDING (continual) ORDERS that forever keep a certain door closed.

An Est O surveying the hats of a unit may very well find all manner of such oddities.

It is a standard Est O action to survey hats.

In hats you will find despatches giving specific orders or quoted remarks preserved instead of notes on what one has to know to produce a product.

In auditors' hats, directions for *1* specific pc in 1960, never published and from no tape or correct source, held onto like death like it was to be applied to every pc in the world!

A dishwashing hat may have orders in it but not how to wash dishes rapidly and well.

This is all a symptom of a unit or activity that does not know what its products are.

**DISESTABLISHMENT**

Where you find lots of orders kicking around, you will also find disestablishment by by-pass, command channels not held and staff members like to take their orders from anyone but those in authority—any passerby could give them orders.

This is rampant where an executive has not been well on post.

By counting such orders up and seeing who they are from one can determine the unhattedness of staff, their org bd weaknesses and principally their lack of knowledge of their products.

#### HATTING FOR PRODUCT

If an Est O is to hat so as to get the staff member to get his product out, then the Est O has to know how to clear up "products".

Now an Est O is an Establishment Officer? There are product officers. The Product of an Est O is the Establishment. Then what is he doing with Products?

Well, if he doesn't *hat so* staff members get out Products then the org will be a turmoil, unhappy and downstat.

Production is the basis of morale.

Hattedness is a basic of 3rd Dynamic sanity.

But if you don't HAT SO AS TO GET THE STAFF MEMBER YOU ARE HATTING PRODUCING YOU WILL HAT AND HAT AND IT WILL ALL BE IN VAIN. The person won't stay hatted unless he is hatted so as to be able to produce.

The Product Officer should be working to get the products out.

So if you don't hat for the product then the staff member will be tom between two sets of orders, the Est O's and the Product Officer's.

Only when you hat to get product will you get agreement with product officers.

If you are in disagreement with product officers, then the Est O is not hatting to get production.

#### RIGHT WAY TO

There is a right direction to hat. All others are incorrect.

1. CLEAR UP WHAT THE PRODUCT IS FOR THE POST. AND HAT FROM THERE.
2. HAT FROM THE TOP OF THE DIVISION (OR ORG) DOWN.

These are the two right directions.

All other directions are wrong.

These two data are so important that the failure of an Est O can often be traced to violation of them.

You can have a senior Exec going almost livid, resisting being hatted unless you hat by 1st establishing what the *product is*. If PRODUCT is first addressed and cleaned up then you can also hat from the top down.

If this is not done, the staff will not know where they are going or why and you will get silly unusual situations like "A11 right. So you're the Establishment Officer. Well, I give up. The division can have 2 1/2 hours a day Establishment time and then get the hell out of here so some work can be done . . . !" "Man, you got these people all tied up, stats are down! Can't you understand ...."

Well, if you don't *do* one and two above you'll run into the most unusual messes and "solutions" you ever heard of, go sailing off policy and as an Est O wind up at your desk doing Admin instead of getting your job done in the Division. And an Est O who is not on his feet working in the Division is worth very little to anyone.

So see where the basic errors lead and

Hat on Product before doing anything else and

Hat from the top down.



## STEPS TO CLEAR "PRODUCT"

This is a general rundown of the sequence by which *Product is* cleared and re-cleared and re-cleared again.

This can be checklisted for any Exec or staff member and should be with name and date and kept in the person's "Est O file folder" for eventual handing to his new Est O when the person is transferred out of the division or in Personnel Files if he goes elsewhere.

1. Clear the word PRODUCT.
2. Get what the Product or Products of the post should be. Get it or any number of products he has fully fully stated, not brushed off.
3. Clear up the subject of *Exchange*. (See HCO PL 27 Nov 71 Exec Series 3 and HCO PL 3 Dec 71 Exec Series 4.)
4. Exchange of the product Internal in the org. For what valuable?
5. Exchange External of the valuable with another group or public. For what valuable? (Person must come to F/N VGIs on these above actions before proceeding or he goes to an auditor to get his mis Us and out ruds very fully handled.)
6. Does he want the product? Clean this up fully to F/N VGIs or yourself get E/S to F/N or get an auditor to unsnarl this.
7. Can he *get* the products (in 2 above) out? How will he? What's he need to know? Get him fully settled on this point.
8. Will it be in volume? What volume? Is that enough to bother with or will it have to be a greater volume? Or is he being optimistic? What's real? What's viable?
9. What quality is necessary? What would he have to do to attain that? To attain it in volume?
10. Can he get others to want the product or products (as in 2 above)? What would he have to do to do this?
11. How do his products fit into the unit or section or department or division or the org? Get this all traced.
12. Now trace the blocks or barriers he may believe are on this line. Get what HE can do about these.
13. What does he have to have to get his product out? (Alert for unreasonable have to have before he can do blocks.)
14. Now does he feel he can get his product or products out?

Signature of Est O or Clearer.

*NOW* he really can be hatted.

---

## BRUSH-OFF

Quickie handling is a very very bad fault. "Quickie" means a brush-off "lick and a promise" like wiping the windshield on the driver's side when really one would have to work at it to get a whole clean car.

So don't "quickie" Product. If this is poorly done on them there goes the old balloon. Hating won't be possible.

Orders will have to be poured in on this terminal. Dev-T will generate. Overt products will occur, not good ones. And it won't be worthwhile.

## DISAGREEMENT

There can be a lot of disagreement amongst Product Officers and Est Os on what products are to be hammered out.

In such a case, or in any case, one can get a Disagreements Check done in Dept of Personnel Enhancement (who should look up how to do one).

This is a somewhat extreme way to settle an argument and should only be a "when all else fails".

It is best to take the whole product pattern of the org apart with the person, **STARTING FROM THE BIGGEST PRODUCT OF THE ORG AND WORKING BACK TO THE PERSON'S PRODUCT.**

Almost always there will be an outpoint in reasoning.

An Exec who *only* wants GI can be a trial as he is violating EXCHANGE. As an org is paid usually before it delivers, it is easy to get the org in trouble by backlogs or bad repute for non-delivery. An org that has credit payments due it that aren't paid maybe didn't deliver. But Div III may soften up collections for some reason like that and then where would the org be?

Vol 0 of the OEC Course gives an excellent background of how a basic org works. As one goes to higher orgs, lower orgs are depended upon to continue to flow upward to them. (See HCO PL 9 Mar 72, Issue I, Finance Series 11, "Income Flows and Pools".)

A study of Vol 0 OEC and a full understanding of its basic flows and adapting these to higher orgs will unsnarl a lot of odd ideas about Product.

The Est O has to be very clear on these points or he could mis-hat a person.

Usually however this is very obvious.

## PRODUCT OFFICERS

Heads of Orgs and divisions have had to organize so long they get stuck in it.

They will try to order the Est O.

This comes about because they do not know their products or the Est O is not following 1 and 2 above and does not know his own product.

The Product Officer may try to treat the Est O as a sort of "organizing officer" or a "program officer" if

- A. The Est O is not hatting to get production.
- B. The Product Officer is not cleared on Product.

So it comes back to the 1 and 2 first mentioned.

You can look over it now and see that if one is not doing these two things, Dev-T, non-viability and orders will occur.

So where you have Dev-T, down stats and orders flying around you know one thing that will resolve it:

**SOMETHING WILL HAVE TO BE IRONED OUT ABOUT *PRODUCT*.**

When it all looks impossible, go to this point and get to work on 1 & 2.

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L. RON HUBBARD  
Founder

[This HCO PL is modified by HCO PL 9 May 1974, *Prod-Org, Esto and Older Systems Reconciled*, which is in the *Management Series 1970-1974*, page 438.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 16 MARCH 1972  
Issue V

Remimeo  
Cse Supers  
Cse Super  
Checksheets  
LRH Comm to  
Enforce

*HIGH CRIME*

**WHAT IS A COURSE  
HIGH CRIME**

The amendment HCO PL 26 Jan 72 What is a Course PL is CANCELED.

The Original WHAT IS A COURSE PL, HCOPL 16 Mar 71, is restored AS WRITTEN.

The added script line in the 26 Jan 72 revision is canceled as not written by myself and is a false datum.

The incorrect line states *"to be on the ball one should be oneself fully trained on the level one is supervising. It is by far preferable to be a Class VIII with full grasp of Standard Tech."*

This is an alter-is of Study Tech.

Careful investigation has found that WHEN SUPERVISORS FAIL THEY FAIL BECAUSE OF IGNORANCE OF SCN STUDY TECH AND FAILURE TO USE IT.

In Course Supervision it is OUT TECH to fail to know and USE Study Tech.

If an auditor were to say, "I have to know all about minds but I don't have to know anything about TRs, Meters or processes," you would think he was as crazy as a psychiatrist !

He would become so involved with the figure-figure of the patient he WOULD NOT KNOW HOW TO HANDLE HIM.

A Super who does not know or use Study Tech as a tech and does not heavily apply it to get the student through is an OUT TECH Super.

The *real* WHY of any failed or blowing students or students who cannot or do not apply the data is

**WHY: THE COURSE SUPERVISOR DOES NOT KNOW OR USE *STUDY TECH* BUT THINKS HE HAS TO KNOW THE *SUBJECT* TAUGHT SO HE CAN TEACH *IT*.**

Example: A Course Super standing staring at his Class. One half his students not using demo kits, one student listening to a tape and reading an HCO B at the same time but doping off, one third of the students boiling off. Challenged about this states, "But I don't know the materials they are studying."

If a railway engineer were to say, "I have to know all the tech of building a railroad and not how to run this train," you'd think he was batty.

If a housewife said, "I can't run my house because I have never taken a course on how to run my husband's business," you'd think she was crazy.

A Course Super who does not respect, know and USE Study Tech on his students is guilty of practicing OUT TECH.

If an auditor did not know how to start and stop a session, how to read a meter, his TRs, his processes or handle a session he would have nothing but failed preclears.

IN THE SAME FRAME OF REFERENCE, A COURSE SUPER WHO DOES NOT KNOW HOW TO START AND STOP A STUDENT, CLEAR WORDS, ENFORCE DEMOS AND DOES NOT GET STUDY TECH APPLIED CONTINUALLY WILL HAVE FAILED STUDENTS.

A Course Super's primary tech is Study Tech and its application to a student. If he can keep that student on the rails and F/Nng and rapidly covering his materials he is doing the WHOLE JOB OF SUPERVISING.

It is therefore a High Crime for a person to Supervise a Course who does not know, apply and continually use his Study Tech on every individual student.

It is also a HIGH CRIME for a Director of Training or a Tech Sec or an Est O to have anyone supervising without FULL USE OF STUDY TECH.

Just as it's a HIGH CRIME to continue to use HGC auditors who smash up pcs through non-use of Auditing Tech, it is a HIGH CRIME to continue to use Course Supervisors who do not know that Study Tech exists, that it is a tech and that it is the "tools of his trade" and who does not use it and thus smashes up students.

The society knows *nothing* about Study Tech. It thinks a teacher "teaches the subject and must know the subject!" Thus it alter-ises the subject, almost never makes a competent person and routine school teaching is looked upon by Industry as a huge failure. All manner of unusual solutions are in progress in every country to remedy this inability of students to learn.

WE MUST NOT CONTINUE TO INHERIT THE IDIOCY THAT A TEACHER ONLY HAS TO KNOW THE SUBJECT AND KNOW NOTHING ABOUT STUDY TECH.

It is *Study Tech* that gets the student of *any* subject through.

The thing that breaks the Super down is ignorance of just ONE point:

A STUDENT WITH A MISUNDERSTOOD WORD WILL POUR OUT A TORRENT OF QUERIES ABOUT THE SUBJECT!

The Super is a complete ignorant fool if he answers one of these questions. The Super's knowledge of the subject is not what is needed! If the Super knew and practiced Misunderstood Word tech he'd know that student has misunderstood words and he would find and handle. HE WOULD NOT ANSWER OR EVEN TRY TO ANSWER THOSE QUERIES. It would do NO good if he did. This query-happy student has passed by a Mis-U word !

Such a student can get misemotional. He is upset. He thinks data is being denied him. He wants to blow.

What kind of a Super is it that doesn't grab a meter and find the word? An SP? Or What?

Just like an "auditor" is not an auditor who lets pcs blow without handling so is a Super no Super at all who cannot handle a student with Study Tech.

So let's knock off the wog world inheritance and get on the ball and REALIZE STUDY TECH IS THE TECH A SUPER KNOWS AND USES.

Just because a Super was himself mistaught by old Mrs. Zilch in the third grade— who knew arithmetic but not how to teach a subject—is no reason he has to go on laying an egg in a Scientology classroom.

A Course Super is a technician, a specialist in Study Tech.

And just to help it out, IT IS A HIGH CRIME TO FAIL TO USE STUDY TECH IN A CLASSROOM.

Any time a student blows or later fails to be able to apply his data, the Super who taught him will be Comm Eved for OUT TECH.

We must have no blows and no failures.

The product of a Super is a Graduate from his course who knows and can successfully apply the subject that was taught.

This is his true stat. Points measure only quantity. The record of the individual student measures quality. The Exchange value of the student after a course (not his fee) measures viability.

It may be a crazy planet. Course Supers don't have to teach crazy courses where Study Tech is not used.

WHAT IS A COURSE is answered by one where the elements of the original HCO PL 16 Mar 71 are in use AND:

Where Study Tech is in full and continual application to every student in that course!

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 23 MARCH 1972

Remimeo

*Establishment Officer Series 11*

**FULL PRODUCT CLEARING  
LONG FORM**

(Reference HCO P/L 13 Mar 72  
Est O Series No. 5)

**MUST BE DONE ON AN EST O  
BEFORE HE DOES IT ON STAFF.**

If you ask some people what their product is, you usually get a DOINGNESS.

There are three conditions of existence. They are BE, DO and HAVE.

All products fall under HAVE.

The oddities you will get instead of a proper product are many.

Thus it is possible to "clear products" without any real result.

**PRODUCT CLEARING FORM**

_____	_____
Org	Person's Name
	_____
	Date
	_____
	Post

The 14 Points of Est O Series 5 are done in this fashion, with a meter used to check words.

**STEP ONE**

**DO NOT TAKE FOR GRANTED THAT THE PERSON KNOWS WHAT "PRODUCT" MEANS. GET IT AND EVERY WORD IN THE DEFINITION LOOKED UP.**

- (a) Clear the Word PRODUCT. Dictionaries give a variety of definitions. Make sure you get a useable definition that the person understands AND WHICH HE UNDERSTANDS ALL THE WORDS IN. He can be hung up on "that" or "is" in the definition itself believe it or not.
- (b) Have the person USE the word PRODUCT 10 times in sentences of his own invention and use it correctly each time.
- (c) Now clear up BE, DO, HAVE, the Conditions of Existence. People often think a BE is a product or a DO. It is always something someone can HAVE.

Clear the words BE, DO, HAVE by dictionary, especially HAVE.

- (d) Write these on a sheet of paper

BE

DO

HAVE.

Tell the person to name a product out in the world (a car, a book, a cured dog, etc).

Put an arrow into the word DO if he gives you a "do", into BE if he

gives you a "be" instead of a HAVE.

Mark HAVE with an arrow each time he gives a right HAVE product.

When he can *rapidly* name a product that is something that one can HAVE, without a comm lag, go on to next step.

- (e) Clear up this question on a meter Method 4 (see HCO B 22 Feb 72, Word Clearing Series 32, "Word Clearing Method 4"):

"Have I used any word so far you did not understand?"

Get it clean.

- (f) Now give the person a copy of HCO P/L 29 October 70 Org Series 10.

Have him read the policy letter.

- (g) Clear by Method 4 Word Clearing this question:

"Are there any words in the policy letter you did not understand?"

Get it cleaned up. If there were any, have him reread the policy letter until he says he has it.

- (h) Drill the pc on Products 1, 2, 3 and 4.

Write:

Product 1	Product 2
Product 3	Product 4

on a sheet of paper.

Let him retain and consult the HCO P/L 29 Oct 70 Org Series 10.

Put the point of your pen on one of the products (Product 1 or 2 or 3 or 4) and say, "Name a Product 1." "Name a Product 3." "Name a Product 4." "Name a Product 2." Do this until pc has it.

Now take the P/L away from him and repeat the drill.

When your Product 1, etc is all blacked up with ball-point spots *and* the person is quick at it, thank him. Tell him he has it and go on to next step.

## STEP TWO

- (a) Look up the hat and org board of the post of the person being product cleared and get some idea of what the post's product would have to be to fit in with the rest of the scene. It won't necessarily be in former hat write-ups. What the post produces must be worked out. Write down what it possibly may be.
- (b) Get the person to tell you what his post *produces*. Have him work the wording around until it is totally satisfactory to him and is not incorrect by Step 2 (a).

Be *very* careful indeed that you don't get a wrong product or you could throw the whole line-up of the org out.

Beware of "a high stat" or "a bonus" or "GI" as these are items received in Exchange, not the person's produced product.

Once more resort to	BE
	DO
	HAVE

to be sure he is not giving a doingness. And point this out until he actually has a HAVE.

Write down the product on the worksheet.

- (c) Ask if there are any more products to the post. If the person is wearing several hats, he would have a product for each hat. List each hat and get the product of each hat written after it.
- (d) Now take the principal product of the post and see if it is really three products of different degrees or kinds. (Example: an auditor has [A] A well pc [one who has been gotten over a psychosomatic illness] [B] A person who is physically active and well and will continue to be well, and [C] A being with greatly increased abilities. A Super has [A] A trained student, [B] A Course graduate, [C] A person who successfully applies the skills taught.) (Note: The above are rough wordings.)

The A, B, C you will notice fit roughly into (A) BE, (B) DO, (C) HAVE.  
If the person has trouble with this, write BE, DO, HAVE on the worksheet.

- (e) Find out if the person has had these confused one with another or if he is trying for A when his product was C, or any other mix-up.

See if he has to first get a BE, then a DO to finally achieve a HAVE. When he has all this straight he should cognite on what product he is going for on his post, with VGIs.

- (f) Tell the person that's it for the step and verify the products with a Product Officer. (Be sure it's a Product Officer who has had his Product Clearing. If this is THE Product Officer of the org, see if it compares to the Valuable Final Products of an Org [see HCO P/L 8 Nov 73RA, revised 9 Mar 74, "The VFPs and GDSs of the Divisions of an Org" ].) If the products are not all right check the person on a Meter for Mis Us and do steps 1 and 2 again. If okay, proceed to Step 3.

### STEP THREE

- (a) Give the person HCO P/L 27 Nov 71, Executive Series No. 3 and HCO P/L 3 Dec 71 Executive Series 4. Have him read them.
- (b) Return and do Method 4 on the P/Ls and clean up any Misunderstood Word. If these are found and looked up and used, then have the person read the P/Ls again.
- (c) Now that the person has it, exchange objects with him. Have him now explain exchange until he sees clearly what it is.

### STEP FOUR

- (a) Now write his product on the left-hand side of your worksheet and draw an arrow from it to the right:

His Product ----->  
And one to the left below it <-----

Have him tell you what, *internally* in the org, he could get in *exchange* for producing his product and getting it out.

Have him clear up why he might not get that.

- (b) Have him look at a worksheet picture:

	Overt Act----->	Injury
	Injury <-----	Overt Act
SELF	No Product----->	OTHERS
	Nothing <-----	Nothing

as a cycle. Be sure he grasps that.

- (c) Have him look at a worksheet picture:  
Overt Product -----> Upset  
Upset <----- Overt

And have him grasp that cycle.

- (d) Now have *him* draw various such cycles having to do with the products he has been getting out. Such as:

Bad product -----> Dissatisfied



Bad feelings <----- Ethics

But using various versions of products.

Do this until he has it untangled and feels good.

- (e) Have him write down his product on the left, arrow to the right, what comes back on the right and what occurs on the left.

If he has this now, tell him that's fine.

#### STEP FIVE

(All in Big Clay Demos)

- (a) Have him work out what theft is in terms of Exchange, and arrows.
- (b) Have him show how his product contributes to the org's product.
- (c) Have him work out how the org's product as relates to his division is then exchanged with society outside the org and Scn and what society exchanges back to the org.
- (d) Have him work out how his product contributes to org's product outward and outside the org and Scn and then from the society outside back to the org and org back to him.

This may have more than two vias each way.

- (e) Have him work out the combined staff products into an org product and then out into the society and then the exchange back into the org and to CLOs and upper management and to org staff.
- (f) When the Demos are all okay and BIG tell him that's fine and go on to next step.

#### STEP SIX

(Metered)

- (a) Find out if person wants his *product*? (not the Exchange).

If not find out who might suppress it? and E/S times.

Who might invalidate it? and earlier times.

2wc it to F/N Cog VGIs.

- (b) Establish now if the person wants his product.

(If bogs turn over to a C/S and auditor for ruds and completion.)

#### STEP SEVEN

(Metered)

- (a) Can the person get his product out?

- (b) Handle by 2wc E/S to F/N.

#### STEP EIGHT

(Metered)

- (a) What will his product be in volume?

Is that enough to bother about or will it have to be in greater volume?

What would be viable as to volume?

Clean up RUSHED or Failures.

To F/N Cog VGIs.

STEP NINE

(Metered)

- (a) What quality would be necessary?

Get various degrees of quality stated.

What would he have to do to attain that quality?

What volume could he attain?

What would he have to do to attain that?

To F/N Cog VGIs.

STEP TEN

(Metered)

- (a) Can he get others to want the products he put out?

What would he have to do to attain this?

STEP ELEVEN

(In BIG Clay)

(This is a progressive Clay Demo  
added to at each step!)

- (a) How does his product or products fit into the framework of his section? Requires he work out the section product if his is not it. Then fit his to it.
- (b) How does his product fit into the Department? Requires he work out the Department's product and fit his to it if his is not the Dept's product.
- (c) How does his product fit into the Division's products? He will have to work out the Div's product or consult HCO P/L 8 Nov 73FA revised 9 Mar 74, "*The VFPs and GDSs of the Divisions of an Org*".
- (d) How does the Division's Product exchange with the Public? And for what?
- (e) What happens to the org on this exchange?

STEP TWELVE

(In Big Clay)

- (a) What blocks might he encounter in getting out his product?
- (b) What can HE do about these?

STEP THIRTEEN

(2 wc)

- (a) What does he have to have to get his product out? (Beware of too much have before he can do. Get him to cut it back so he is more causative.)

STEP FOURTEEN

(Written by Pc)

- (a) What is his product on the 1st Dynamic—self?

How does it fit in with what he is doing?

- (b) What is his product on the 2nd Dynamic—family and sex?  
How does it fit in with what he is doing?
- (c) What is his product on the 3rd Dynamic—Groups?  
How does it fit in with what he is doing?
- (d) What is his product on the 4th Dynamic—Mankind?  
How does it fit in with what he is doing?
- (e) What is his product on the 5th Dynamic—animal and vegetable kingdom?  
How does it fit in with what he is doing?
- (f) What is his product on the 6th Dynamic—the Universe of Matter, Energy, Space and Time?  
How does it fit in with what he is doing?
- (g) What is his product on the 7th Dynamic—beings as spirits—thetans?  
How does it fit in with what he is doing?
- (h) What is his product on the 8th Dynamic—God or the Infinite or religion?  
How does it fit in with what he is doing?
- (i) What is his post Product?
- (j) Can he get it out now?

#### Est O or Product Clearer

Note this long form has to be run on leading executives and eventually on all staff. The short form in Est O Series 5, 14 points, series as a rapid action. Where there is any hang-up on the short form, send the person to an auditor. Where there is a hang-up on the long form, send the person to an auditor. The auditing action is to fly ruds on the RD and assess any key words the pc is upset about and do an 18 button prepcheck *carrying* each prepcheck button to F/N.

#### TA

Where the TA is already high do not attempt the short or long form.

Where the person turns on a rockslam check for rings on the hands. If so, remove rings. Note if R/S continues.

In either case the person should be programmed for TA trouble with C/S 53RRR and handled, and then given a GF40RR Method 3 (F/Ning each Question that reads) and then running the engrams with drugs run first.

Product Clearing is best done after Word Clearing No. 1 is successfully done.

An Est O who can use a meter and Method 4 WCing and knows Clay Demoing can do it.

HCO Bulletins are planned to be issued on this RD to handle it on rough ones or repair it as needed in the hands of an expert auditor.

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L. RON HUBBARD  
Founder

[This HCO PL is modified by HCO PL 9 May 1974, *Prod-Org, Esto and Older Systems Reconciled*, which is in the *Management Series 1970-1974*, page 438.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 NOVEMBER 1971

(Revises HCO BULLETIN OF 20 AUGUST 1971  
ISSUE 1)

Remimeo  
Div IV HGC  
Dept 13

*Revised 24 MARCH 1972  
With W/Clearing Corr List and  
Study Corr List Added)*

**HAS SPECIALIST AND ESTABLISHMENT OFFICER  
AUDITING PROGRAM (Revised)**

(Reference HCO PL 20 Aug 71,  
Issue I, "HAS TROUBLES")

*(This Program has been revised to  
improve results and stability.)*

The HAS (HCO Area Secretary), any HCO Executive Secretary, HCO Cope Officer, HCO Org Officer, Tech Establishment Officer, any HAS Deputy OR any Executive or Divisional Head or staff member who shows a tendency to transfer or unstabilize staff members or who fails to hat others, must be processed especially in order to be totally stable on post.

The HAS and Establishment Officers are peculiarly subject to efforts to unstabilize them. These require the Program to be done in any case whether stable or not.

Executives or staff members who show signs of obsessive transfer of the staff or org are also greatly benefited.

The HAS Specialist Rundown consists of processes which increase the ability to hold a position.

THE RUNDOWN MAY ONLY BE DONE WHEN NO EXISTING AUDITING PROGRAM IS ONLY PARTIALLY DONE. COMPLETE THE EXISTING CYCLE FIRST.

*HAS RUNDOWN*

- |           |  |       |
|-----------|--|-------|
| Action 1. | C/S Series 53RRR Handle                              | _____ |
| Action 2. | Word Clearing Corr List Handle                       | _____ |
| Action 3. | Study Corr List Handle                               | _____ |
| Action 4. | GF M5 Handle   | _____ |
| Action 5. | TR Course to Full EP                                 | _____ |
| Action 6. | Admin TRs or Upper Indoc if Admin TRs not available  | _____ |
| Action 7. | GF 40XRR Method 3                                    | _____ |
| Action 8. | C/S Series 54 and Handle<br>(Includes GF 40 Engrams) | _____ |

- Action 9. *L3B on Early Dn 1-80 to F/N List* \_\_\_\_\_
- Action 10. *PTS RD Steps A, B, C, D* \_\_\_\_\_
- WARNING: RUN ONLY IF REQUIRED PER READS IN 3 OR 7 ABOVE.**
- Action 11. *CCHs (Run or verify and rehab)* \_\_\_\_\_
- Action 12. *Hold It Still. (HCO B 23 July 71, Page 2 Version B.)  
(Run or verify and rehab.)* \_\_\_\_\_
- Action 13. *Start—Change—Stop (SCS) on an object. (Run or  
verify and rehab. )* \_\_\_\_\_
- Action 14. *Start—Change—Stop. (Run or verify and rehab.)* \_\_\_\_\_
- Action 15. *Op Pro By Dup (Book and Bottle). (Run or verify  
and rehab.)* \_\_\_\_\_
- Action 16. *Effort Processing.* \_\_\_\_\_
- Action 17. *Rising Scale.* \_\_\_\_\_
- Action 18. *Verify Int RD, run if not run in No.1 or date to blow  
locate to blow if not done.* \_\_\_\_\_
- Action 19. *Fly all ruds and overts recently.* \_\_\_\_\_
- Action 20. *Program for further auditing in own org on Grade  
Chart.* \_\_\_\_\_

\_\_\_\_\_

Caution: Do not repeat Processes already done on the pc.

PACK: HCO B 20 Nov 71 (*Revising HCO B 20 Aug 71, Issue II, Checklist*) is auditor's checksheet for the above, giving all materials. It is done by Tr and Serv Aide. Packs can be locally assembled or procured from CLO A/CS-2. Most of these materials occur in Level I PABs SHSBC.

L. RON HUBBARD  
Founder

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[The 24 March 1972 revision added Actions 2, 3, 9 and 10, and added "and Establishment Officer" to the title. ]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MARCH 1972R  
Issue II  
REVISED 3 DECEMBER 1974

Remimeo

**COURSE SUPERVISOR CORRECTION LIST**  
**STUDY CORR LIST 2R**

(Reference LRH ED 174 INT)

The Supervisor Correction List is designed to help locate the individual reasons a supervisor has for not fully applying the study tech in supervision.

The list is normally done in Qual but may also be done by a D/T on his supervisors. It merely assists a D/T or Qual Personnel in finding why the supervisor is not using study tech.

The *list* is assessed Method *Five* and handled as indicated. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all reading items.

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

AUDITOR: \_\_\_\_\_

0. DID YOU GO THROUGH *EACH* STUDY TAPE ONCE *CLEARING EVERY DEFINITION OF EACH WORD AND THEN LISTEN TO IT FOR UNDERSTANDING* AND A THIRD TIME IF THERE WERE ANY MISUNDERSTOOD WORDS ON THE SECOND AND DID YOU DO THE SAME ON THE STUDENT HAT?  
(2wc E/S to F/N.) (Pgm for PRD or PRD retread.)
00. DO YOU HAVE A REASON YOU ARE NOT USING THE STUDY TECH?  
(L&N "What reason do you have for not using study tech?") (Pgm for PRD retread or PRD after Cramming on the Why.)
000. HAS A WRONG WHY BEEN FOUND FOR YOUR NOT USING STUDY TECH?  
(L4BR and handle. Find the right Why.) (Pgm for PRD retread or PRD after Cramming on the Why.)
0000. HAVE YOU DONE ALL THESE THINGS ALREADY AND STILL HAVE TROUBLE WITH STUDY?  
(Do Student Rehabilitation List HCO B 15 Nov 74.)
00000. HASN'T A WORD CLEARING CORRECTION LIST BEEN DONE?  
(Get it done.)
1. DO YOU HAVE AN ARC BREAK ON COURSE?  
(Find what, ARCU CDEINR E/S to F/N.)
2. DO YOU HAVE PROBLEMS WITH SUPERVISION?  
(2wc E/S to F/N.)

3. DO YOU HAVE OVERTS ON STUDENTS?  
(Get them, E/S to F/N.)
4. DO YOU HAVE OVERTS ON STUDY?  
(Get them, E/S to F/N.)
5. ARE YOU SUPERVISING OVER WITHHOLDS?  
(Pull them, E/S to F/N.)
6. ARE YOU AFRAID OF BEING FOUND OUT?  
(2wc E/S to F/N.)
7. *DID YOU FALSIFY YOUR STATS?*  
(2wc E/S to F/N) (Get them corrected.)
8. HAVE YOU NEVER DONE A SUPERVISOR'S COURSE?  
(Get the W/H off to F/N.) (Get person onto supervisor course.)
9. HAVE YOU NEVER STUDIED THE STUDY TECH?  
(Get the W/H off to F/N.) (Get it studied.)
10. HAVE YOU NEVER LISTENED TO THE STUDY TAPES?  
(Get the W/H off to F/N.) (Get them studied.)
11. DO YOU HAVE MISUNDERSTOODS ON THE STUDY MATERIALS?  
(Method 4 word clear.) (And retread.)
12. DON'T YOU KNOW HOW TO SUPERVISE?  
(Find out what areas he doesn't know. WC Method 4.) (And retread. )
13. *DOING OTHER WORK IN CLASS TIME?*  
(Get the W/H off E/S to F/N.)
14. ARE YOU AFRAID OF CONSEQUENCES?  
(2wc E/S to F/N.)
15. ARE YOU AFRAID OF TEACHING THEM WRONG?  
(2wc E/S to F/N.)
16. HAS THE STUDY TECH NOT WORKED ON YOU?  
(Find what didn't work, correct it to F/N and a win.)
17. DON'T YOU KNOW IF THE SUPERVISOR TECH WORKS?  
(Find misunderstands and handle.)
18. DO YOU THINK YOU *SHOULD* KNOW THE *MATERIALS INSTEAD OF STUDY TECH?*  
(2wc E/S considerations to F/N.) (Find what study tech he didn't understand, word clear Method 4.)
19. ARE YOU UNABLE TO REFER STUDENTS TO THEIR MATERIALS?  
(Find why and handle. E.g. no materials, materials out of order, thinks he has to know the materials instead of the study tech.)
20. *ARE YOU GIVING VERBAL TECH?*  
(Get off the W/H E/S to F/N. Find out why he felt he had to do it and clean it up.) (Forbid it and make it an Ethics offense.)

21. *ARE YOU INTERPRETING BULLETINS?*  
(Get off the W/H E/S to F/M Find out why he felt he had to do it and clean it up.) (Forbid it and make it an Ethics offense.)
22. *DO YOU FAIL TO MAKE MATERIALS AVAILABLE?*  
(2wc E/S to F/N.) (Pgm for Vital Info R/D.)
23. *DON'T YOU HAVE THE COURSE MATERIALS?*  
(Find out what he could do about that, 2wc to F/N.)
24. *DON'T YOU KNOW HOW TO GET THE MATERIALS?*  
(2wc E/S to F/N.) (Hat on relevant materials.)
25. *DON'T KNOW WORD CLEARING TECH?*  
(Get the W/H off to F/N.) (Find out if ever studied it in the first place. If not get it studied, if so clean up misunderstands.)
26. *NEVER USING M9?*  
(2wc E/S to F/N.)
27. *CAN'T USE A METER?*  
(Get the W/H off to F/N.) (Cram and drill on metering.)
28. *USING NO STUDY LISTS?*  
(2wc E/S to F/M)
29. *AFRAID OF DOING IT WRONG?*  
(2wc E/S to F/N.)
30. *TRs NOT GOOD ENOUGH?*  
(2wc E/S to F/N.) (Method 4 TRs HCO B, TRs including Admin TRs.)
31. *INTERRUPTING STUDENTS WHO ARE F/Ning.*  
(2wc E/S to F/N 3-way Help/3-way Failed Help.)
32. *CAN'T CONFRONT STUDENTS?*  
(2wc E/S to F/N.) (2 hrs confronting full classroom of students. )
33. *CAN'T CONFRONT A CLASSROOM?*  
(2wc E/S to F/N.) (2 hrs confronting classroom, reach and withdraw from a classroom.)
34. *DON'T LIKE PEOPLE?*  
(O/W on people.)
35. *DON'T LIKE STUDENTS?*  
(O/W on students.)
36. *USING DURESS ON STUDENTS?*  
(2wc E/S to F/M Find Why by L&N)
37. *HAD LOSSES ON HELPING STUDENTS?*  
(3-way Help, 3-way Failed Help.)
38. *DON'T BELIEVE STUDENTS CAN BE HELPED?*  
(2wc E/S to F/N.)
39. *CONSIDER IT IS WRONG TO CONTROL STUDENTS?*  
(2wc E/S to F/N.) (Objective processes especially SCS.)



40. *3RD PARTYING STUDENTS?*  
(Handle as an overt E/S to F/N)
41. OVERWHELMED BY LOTS OF STUDENTS?  
(2wc E/S to F/N.) (2 hrs confront on classroom full of students. )
42. AFRAID THAT IF STUDENTS GRADUATED WOULD HAVE NO MORE STUDENTS?  
(2wc E/S to F/N.)
43. AFRAID STUDENTS WILL KNOW MORE THAN YOU DO?  
(2wc E/S to F/N.)
44. DON'T FEEL THE SUBJECT BEING SUPERVISED IS IMPORTANT?  
(2wc E/S to F/N.)
45. *NEGLECTING STUDENTS WHO ARE BOGGED?*  
(2wc to find out why. Handle the out rud or confusion to F/N )
46. *THINKING CERTAIN STUDENTS ARE DOG STUDENTS AND SO NOT HELPING?*  
(Triple Ruds and Overts on students. 3 May PL if he hasn't had one. WC M4 on super materials.)
47. HAVE OUTNESSES IN OWN STUDY?  
(Student Rehabilitation List.)
48. HAVE MISUNDERSTOODS ON STUDY TECH?  
(Method 4.) (And retread.)
49. HAVE MISUNDERSTOODS ON SUPERVISOR MATERIALS?  
(Method 4.) (And retread.)
50. DON'T KNOW THE PRODUCT OF A SUPERVISOR?  
(Product R/D.)
51. WORKING FOR SOME OTHER PRODUCT?  
(2wc E/S to F/N.)
52. DON'T KNOW THE PRODUCT OF THE COURSE?  
(Product R/D.)
53. DON'T KNOW HOW TO TELL WHEN THE PRODUCT IS ATTAINED?  
(Product R/D.)
54. WORD CLEARING TECH DIDN'T WORK ON YOU?  
(Word Clearing Correction List.)
55. DO YOU HAVE SOME OTHER IDEAS ON WHAT A SUPERVISOR SHOULD DO?  
(2wc E/S to F/N.)
56. WOULD YOU HAVE TO BE SOMEONE ELSE IN ORDER TO SUPERVISE?  
(L&N Who else would you have to be to supervise?)
57. DO YOU HAVE FIXED IDEAS ON HOW TO SUPERVISE?  
(2wc E/S to F/N.)

58. SHOULD YOU REALLY BE DOING SOMETHING ELSE?  
(2wc E/S to F/N.)
59. DO YOU HAVE DISAGREEMENTS WITH THE STUDY TECH?  
(Method 4 Word Clearing Tech.)
60. DO YOU HAVE DISAGREEMENTS WITH COURSE SUPERVISOR POLICY?  
(2wc *disagreements with* course supervisor policy. 2wc *agreements with* course supervisor policy.)
61. ARE YOU TRYING TO BE SOMETHING ELSE?  
(2wc E/S to F/N.)
62. DON'T YOU REALLY WANT TO BE A SUPERVISOR?  
(2wc E/S to F/N.)
63. ARE YOU ON STAFF TO GET YOUR CASE HANDLED?  
(2wc E/S to F/N.)
64. SHOULDN'T YOU BE HERE?  
(2wc E/S to F/N.)
65. ARE YOU PHYSICALLY UNWELL?  
(Find what wrong, 2wc E/S to F/N.) (Medical, etc.)
66. DO YOU GET UPSET BY STUDENT MISEMOTION?  
(2wc E/S to F/N.) (Also TRs.)
67. DO YOU CONSIDER STUDENTS HAVE TO BE FORCED TO STUDY?  
(2wc E/S considerations to F/N.)
68. HAVE YOU HAD LOSSES AS A SUPERVISOR?  
(Find what supervisor couldn't handle, Method 4 word clear relevant materials.)
69. DO YOU LACK PATIENCE?  
(2wc E/S to F/N.)
70. DO YOU CONSIDER STUDENT'S ABILITY IS NATIVE AND CANNOT BE REGULATED BY STUDY TECH?  
(2wc E/S considerations to F/N.)
71. DON'T YOU KNOW HOW TO HANDLE STUDENTS' QUESTIONS?  
(Method 4 WC Series 32R.) (And drill.)
72. ARE YOU SUPERVISING FOR SOME OTHER PURPOSE?  
(*L&N What purpose do you have for supervising? R3R Triple if an E. Purp.* )
73. CAN'T TELL WHEN STUDENT IS BOGGED OR NOT F/Ning?  
(2wc E/S to F/N.) (TRs and obnosis drills and Tone Scale drills. )
74. CAN'T FIND WHY STUDENTS BOG?  
(Method 4.) (And restudy study tapes, demo each reason for student bog with supervisor handling, drill.)

75. SOMEBODY SAID YOU DON'T KNOW HOW TO SUPERVISE?  
(*PTS Interview. Inval and Eval.*)
76. HAVE YOU ENCOUNTERED A SUPPRESSIVE STUDENT?  
(*PTS Interview.*)
77. IS SOMEBODY PREVENTING YOU FROM SUPERVISING?  
(*L&N Who is preventing you from supervising? Triple Ruds and Overts on the terminal.*)
78. DO YOU HAVE TOO MANY STUDENTS TO SUPERVISE FULLY?  
(2wc E/S to F/N.) (Also handle with Est-O if true.)
79. ARE YOU DOUBLE HATTED WITH ANOTHER POST?  
(2wc E/S to F/N.) (Also handle with *Tech O/O.*)
80. *ARE YOU GETTING* CROSS ORDERS?  
(2wc E/S to F/N.) (Handle with *Tech O/O* if true.)
81. ARE YOU EXPERIMENTING WITH STUDY METHODS?  
(2wc E/S to F/N.)
82. ARE SOME STUDENTS NOT WORTH SUPERVISING?  
(2wc E/S to F/N.)
83. DOES IT GIVE YOU MORE STATUS IF YOU ANSWER THE STUDENTS' QUESTIONS?  
(2wc E/S to F/N.)
84. ARE YOU TRYING TO BE IMPORTANT?  
(2wc E/S to F/N.)
85. ARE YOU TRYING TO BE INTERESTING?  
(2wc E/S to F/N.)
86. *ARE YOU BEING TOLD TO DO* SOMETHING ELSE?  
(2wc E/S to F/N.) (Also hatting actions.)
87. ARE YOU TOO TIRED TO SUPERVISE?  
(Find out why. 2wc E/S to F/N.) (Get person to get enough sleep.)
88. DON'T YOU BELIEVE THE STUDENT WILL MAKE IT?  
(2wc E/S considerations to F/N.)
89. ARE SOME STUDENTS BOUND TO FAIL ANYWAY?  
(2wc E/S considerations to F/N.)
90. IS IT AN OVERT TO MAKE SOMEBODY MORE KNOWLEDGEABLE?  
(2wc E/S to F/N.) (*Pgm for Vital Info R/D.*)
91. WOULD IT MAKE YOU LESS POWERFUL IF OTHERS KNEW MORE?  
(How? 2wc E/S to F/N.) (*Pgm for Ex Dn.*)
92. DOES THE STUDY TECH CONFLICT WITH WHAT YOU ALREADY KNOW ABOUT TEACHING?  
(Find out what other ideas person has about teaching E/S to F/N. *Student Rehab List on his early studies.* )
93. DO YOU NOT UNDERSTAND THE USE OF DEMOS?  
(Word clear demo materials.) (Then get it used to a win.)

94. ARE YOU NOT REALLY RESPONSIBLE FOR THE COMPETENCE OF THE STUDENT AFTER HE GRADUATES?  
(Product R/D.)
95. ARE YOU REALLY TRYING TO TEACH SOMETHING ELSE?  
(2wc E/S to F/N.)
96. HAVE YOU NOT REALLY STARTED ON POST?  
(2wc E/S to F/N.) (Get person instant hatted and onto post.)
97. ARE YOU LEAVING POST? (2wc E/S to F/N.)
98. ARE YOU ON DRUGS? (Find what—rehab.)
99. ARE YOU BEING AGREEABLE TO THE STUDENTS?  
(2wc E/S to F/N.)
100. ARE YOU TRYING TO BE POPULAR?  
(2wc E/S to F/N.)
101. ARE YOU TRYING TO MAKE YOURSELF RIGHT?  
(2wc E/S to F/N.)
102. ARE YOU TRYING TO PROVE THAT STUDENTS DON'T KNOW?  
(2wc E/S to F/N.)
103. ARE YOU WORKING FOR A STATISTIC RATHER THAN FOR A PRODUCT?  
(2wc E/S to F/N.)
104. HAVE YOU NOT STUDIED NEW ISSUES ON COURSE SUPERVISION?  
(Get the W/H off to F/N.) (Get checked out on all neglected issues.) (Get Qual high crime policy in.)
105. DON'T YOU HAVE ANY SUPERVISOR MATERIALS TO REFER TO?  
(2wc E/S to F/N.) (Handle through D of T.)
106. MATERIALS WERE MISSING FROM COURSE SUPERVISOR COURSE?  
(2wc E/S to F/N.) (Find what was missing and get it-studied.)
107. HAVE YOU BEEN CONFRONTED WITH SITUATIONS NOT COVERED BY STUDY TECH?  
(Find out what situations, Method 4 word clear tech on relevant materials as something was missed.)
108. IS THERE SOME OTHER REASON YOU CAN'T APPLY STUDY TECH?  
(Find out what. *Student Rehab List if not done.* ) (Word clear and drill relevant materials.)

Handle each reading item to F/N as noted. Then fill in attached form for further actions to be done.

L. RON HUBBARD  
Founder

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**COURSE SUPERVISOR CORRECTION FORM**  
**ADDITIONAL ACTIONS REQUIRED**

TO: DIR CORRECTION \_\_\_\_\_ Date: \_\_\_\_\_

*PART A.* The following additional training actions are to be done on this supervisor.

1. Done \_\_\_\_\_
2. Done \_\_\_\_\_
3. Done \_\_\_\_\_
4. Done \_\_\_\_\_
5. Done \_\_\_\_\_

*PART B:* The following corrective actions must also be done regarding course outnesses found.

1. Done \_\_\_\_\_
2. Done \_\_\_\_\_
3. Done \_\_\_\_\_
4. Done \_\_\_\_\_
5. Done \_\_\_\_\_

\_\_\_\_\_  
Auditor

Handling completed: \_\_\_\_\_  
Dir Correction

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MARCH 1972RA  
Issue III

REVISED & REISSUED 17 DECEMBER 1974

Remimeo

CANCELS  
BTB OF 27 MARCH 1972R  
Issue III

*Study Corr List 3RA*

**AUDITOR CORRECTION LIST**

**AUDITOR RECOVERY**

*Reference:* LRH ED 257 INT  
"DELIVERY REPAIR LISTS"

The list is assessed Method Five and handled as indicated. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all reading items.

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

AUDITOR: \_\_\_\_\_

1. AS AN AUDITOR HAVE YOU HAD AN ARC BREAK. \_\_\_\_\_  
(ARCU CDEINR E/S to F/N.)
2. AS AN AUDITOR HAVE YOU HAD A PROBLEM. \_\_\_\_\_  
(2wc E/S to F/N.)
3. AS AN AUDITOR, HAS A W/H BEEN MISSED. \_\_\_\_\_  
(Pull it, 2wc E/S to F/N.)
4. GIVEN A WRONG WHY. \_\_\_\_\_  
(L4BR & Handle.)
5. GIVEN A WRONG WHY FOR AUDITING FAILURES. \_\_\_\_\_  
(L4BR & Handle.)
6. CRAMMING GAVE A WRONG WHY. \_\_\_\_\_  
(L4BR & Handle.)
7. GIVEN A WRONG ETHICS CONDITION. \_\_\_\_\_  
(L4BR & Handle.)
8. PROBLEMS WITH PCS. \_\_\_\_\_  
(Do C/S Series 50, HCO B 15 July 71.)
9. W/Hs ABOUT PCS. \_\_\_\_\_  
(Pull them, 2wc E/S to F/N.)
10. NEVER AUDITED. \_\_\_\_\_  
(2wc E/S to F/N.)
11. OVERTS ON PCS. \_\_\_\_\_  
(Pull them, 2wc E/S to F/N.)
12. NO HELP FROM A D OF P. \_\_\_\_\_  
(2wc E/S to F/N.)
13. TROUBLE WITH TECH SERVICES. \_\_\_\_\_  
(2wc E/S to F/N.)
14. UPSET WITH A C/S. \_\_\_\_\_  
TECH SEC. \_\_\_\_\_  
SENIOR EXEC. \_\_\_\_\_  
(ARCU CDEINR E/S to F/N.)

15. PTS TO SOMEONE IN THE ENVIRONMENT.  
(L4BR & Handle.) -----
16. TOLD YOU WERE PTS AND YOU WEREN'T.  
(2wc E/S to F/N. L4BR if any trouble.) -----
17. AUDITING WITHOUT STUDYING THE FOLDER AND  
UNDERSTANDING THE PC'S CASE.  
(2wc E/S to F/N.) -----
18. AUDITING WITHOUT AN FES.  
(2wc E/S to F/N.) -----
19. BREAKING THE AUDITOR'S CODE.  
(2wc what E/S to F/N.) -----
20. AUDITING A WRONG C/S.  
(2wc E/S to F/N.) -----
21. AUDITING A WRONG PROGRAM.  
(2wc E/S to F/N.) -----
22. HAD SOME SORT OF OUT ETHICS.  
(2wc E/S to F/N.) -----
23. DISCUSSING PCS' CASES.  
(2wc E/S to F/N.) -----
24. LOSSES ON PCS.  
(2wc E/S to F/N.) -----
25. WERE YOU TAKEN OFF AUDITING.  
(2wc E/S to F/N.) -----
26. A PC YOU FAILED TO HELP.  
(2wc E/S to F/N.) (3-Way Help/3-Way Failed Help.) -----
27. AUDITING AN NCG.  
(2wc E/S to F/N.) -----
28. COULDN'T HELP A PC.  
(2wc E/S to F/N.) (3-Way Help/3-Way Failed Help.) -----
29. AN EARLIER TIME YOU FAILED TO HELP.  
(2wc E/S to F/N.) -----
30. COULDN'T SOLVE IT.  
(2wc E/S to F/N.) -----
31. AUDITING A PC OVER AN: ARC BREAK.  
(ARCU CDEINR E/S to F/N.) -----  
PROBLEM . -----  
(2wc E/S to F/N.) -----  
W/H. -----  
(2wc E/S to F/N.) -----  
OVERT. -----  
(2wc E/S to F/N.) -----  
OUT ETHICS. -----  
(2wc E/S to F/N.) -----
32. DIDN'T GET ALL OF THE WITHHOLDS.  
(2wc E/S to F/N.) -----
33. AUDITED UNSESSIONABLE PCS.  
(2wc E/S to F/N.) -----
34. CAN'T GET A PC IN SESSION.  
(2wc E/S to F/N.) -----
35. MISUNDERSTOOD WORDS IN AUDITING.  
(Find & clear them, each to F/N.) -----
36. MISUNDERSTOOD WORDS IN DIANETICS & SCIEN-  
TOLOGY.  
(Find & clear them, each to F/N.) -----

37. COULDN'T UNDERSTAND THE TECHNICAL TERMS. \_\_\_\_\_  
(Find & clear them, each to F/N.)
38. AN EARLIER SIMILAR SUBJECT WAS MISUNDER- \_\_\_\_\_  
STOOD.  
(2wc, find what word in the subject was Mis-U & clear it up.  
Clear each word to F/N.)
39. WAS YOUR TRAINING INADEQUATE. \_\_\_\_\_  
(2wc E/S to F/N & STUDENT REHAB LIST.)
40. RUSHED THROUGH COURSES. \_\_\_\_\_  
(2wc E/S to F/N & STUDENT REHAB LIST.)
41. SEEKING STATUS. \_\_\_\_\_  
(2wc E/S to F/N.)
42. YOU HAD DISAGREEMENTS. \_\_\_\_\_  
(Find out what, find the Mis-U words & clear to F/N.)
43. EARLIER PRACTICE IN YOUR ROAD. \_\_\_\_\_  
(2wc E/S to F/N.) (Pgm for GF40 Handling.)
44. OUT 2D. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
45. OUT 2D WITH PCS. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
46. EVALUATION. \_\_\_\_\_  
(2wc E/S to F/N.)
47. INVALIDATION. \_\_\_\_\_  
(2wc E/S to F/N.)
48. AFRAID OF AUDITING SOMEONE. \_\_\_\_\_  
(2wc E/S to F/N.) (Fear of People RD.)
49. FORCED A PC TO RUN A PROCESS. \_\_\_\_\_  
(2wc E/S to F/N.)
50. TROUBLE WITH: TR 0. TR 1. TR 2. TR 3 . TR 4. \_\_\_\_\_  
(2wc E/S to F/N.)
51. YOUR TRS WERE INVALIDATED. \_\_\_\_\_  
(2wc E/S to F/N. Rehab any win.)
52. COULDN'T GET YOUR QUESTION ANSWERED. \_\_\_\_\_  
(2wc E/S to F/N.)
53. DISINTERESTED. \_\_\_\_\_  
(2wc E/S to F/N, handle any out ruds.)
54. FALSELY PASSED TRS. \_\_\_\_\_  
(2wc E/S to F/N.)
55. FLUBBED COMMANDS. \_\_\_\_\_  
(2wc E/S to F/N.)
56. NOT AUDITING FOR THE PC. \_\_\_\_\_  
(2wc E/S to F/N.)
57. DIDN'T WRITE IT DOWN ON THE W/S. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
58. FALSIFIED A W/S. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
59. AUDITING FOR SPECIAL FAVORS. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
60. COLLECTED FALSE BONUSES. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
61. COULDN'T GET PAID. \_\_\_\_\_  
(2wc E/S to F/N.)



62. COULDN'T MASTER AN E-METER.  
(2wc, find out what he didn't understand about it and clean up to F/N.) -----
63. METER IN THE WRONG PLACE.  
(2wc, find out what was wrong and correct to F/N.) -----
64. DIDN'T STARRATE PROCESSES.  
(2wc E/S to F/N.) -----
65. NOT ENOUGH DRILLING ON PROCESSES.  
(2wc E/S to F/N.) -----
66. DIDN'T WANT THE LIST TO READ.  
(2wc E/S to F/N, handle as a W/H.) -----
67. COULDN'T GET READS.  
(2wc E/S to F/N.) -----
68. WEREN'T SURE OF E-METER READS.  
(2wc E/S to F/N.) -----
69. CAN'T TELL AN F/N.  
(2wc E/S to F/N.) -----
70. WORRIED ABOUT TA.  
(2wc E/S to F/N.) -----
71. CALLED F/Ns ABOVE 3.  
(2wc E/S to F/N.) -----
72. CALLED F/Ns BELOW 2.  
(2wc E/S to F/N.) -----
73. COULDN'T F/N A LIST.  
(2wc E/S to F/N.) -----
74. SAID THE LIST F/NED WHEN IT DIDN'T.  
(2wc E/S to F/N.) -----
75. COULDN'T TELL AN R/S.  
(2wc E/S to F/N.) -----
76. TROUBLE WITH ASSESSMENT.  
(2wc E/S to F/N.) -----
77. TROUBLE WITH L&N.  
(2wc E/S to F/N.) -----
78. NOBODY TO AUDIT.  
(2wc E/S to F/N.) -----
79. PREVENTED FROM AUDITING.  
(2wc E/S to F/N.) -----
80. FORCED TO AUDIT UNDER BAD CIRCUMSTANCES.  
(2wc E/S to F/N.) -----
81. DOG CASES.  
(2wc E/S to F/N. Pull all W/Hs.) -----
82. RABBITED.  
(2wc E/S to F/N.) -----
83. GOT DESPERATE.  
(2wc E/S to F/N.) -----
84. SQUIRRELING.  
(2wc E/S to F/N, handle as a W/H.) -----
85. TRIED UNUSUAL SOLUTIONS.  
(2wc E/S to F/N, handle as a W/H.) -----
86. AUDITING WITHOUT A METER.  
(2wc E/S to F/N, handle as a W/H.) -----

87. COFFEE SHOP AUDITING. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
88. USING NON-STANDARD PROCESSES. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
89. USING CONFIDENTIAL PROCESSES ON LOWER LEVEL  
PCS. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
90. MOONLIGHTING. \_\_\_\_\_  
(2wc E/S to F/N.)
91. AUDITING ORG PCS OUTSIDE THE ORG. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
92. C/SING IN THE CHAIR. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
93. AUDITING WITHOUT A C/S. \_\_\_\_\_  
(2wc E/S to F/N, handle as a W/H.)
94. NOT GETTING ANY CRAMMING. \_\_\_\_\_  
(2wc E/S to F/N.)
95. AVOIDING CRAMMING. \_\_\_\_\_  
(2wc E/S to F/N.)
96. SHOULD BE RETRAINED. \_\_\_\_\_  
(2wc E/S to F/N. STUDENT REHAB LIST.)
97. WAS TOLD TO RETRAIN WHEN IT WASN'T WARRANTED. \_\_\_\_\_  
(2wc E/S to F/N.)
98. TECH DOESN'T WORK FOR YOU. \_\_\_\_\_  
(2wc E/S to F/N.) (Note for further handling by Qual.)
99. TECH DOESN'T WORK ON YOU. \_\_\_\_\_  
(C/S 53RI. GF M5 and handle.)
100. SOMETHING WRONG WITH YOUR EYESIGHT. \_\_\_\_\_  
(2wc what E/S to F/N.)
101. RESTIM. \_\_\_\_\_  
(C/S 53RI.)
102. TROUBLE WITH YOUR OWN CASE. \_\_\_\_\_  
(C/S 53RI.)
103. SOMETHING ELSE WRONG. \_\_\_\_\_  
(2wc what & if no joy GF M5 & handle.)

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 MARCH 1972

Remimeo  
Qual Secs

*Study Series 5*

*IMPORTANT*

*Dept of Personnel Enhancement*

**PRIMARY CORRECTION RUNDOWN  
FIRST CRAMMING CORRECTION**

As it is obviously a waste of Cramming time to cram an auditor, student or staff member who has not known how to study (see LRH ED 174 Int 29 Mar 72 for data on this), it is vital that HIS FIRST CRAMMING ACTION is done in the Dept of Personnel Enhancement.

This department must be staffed and set up to do (a) Programming, (b) Word Clearing No. 1, (c) Word Clearing No. 2, (d) Word Clearing No. 4, (e) Word Clearing Correction Lists, (f) Int Ext Correction Lists, (g) Tape Word Clearing with footpedal operated tape players, (h) Good quality Study Tape sets, (i) Student Packs, (j) Demo Kits, (k) Clay table large size, (l) Product Clearing, (m) Post Purpose Clearing, (n) Product and Student Corrections.

All the staff of this Dept MUST do this complete rundown rapidly on themselves. Otherwise their actions will be flabby as they probably will not be able to grasp their own special rundowns unless this program has been followed by themselves. BUT THIS ACTION MAY NOT BE USED TO PREVENT ACTIVE PRODUCTION BY D OF PE staff on doing this Rundown.

**PRIMARY CORRECTION RUNDOWN**

1. Case repair to handle high or low TAs or upsets. THIS STEP IS NOT DONE IF THE TA IS USUALLY BETWEEN 2 and 3 in auditing.

This would consist of a C/S 53RRR and handle, a GF Method 5 and handle, a GF40RR Method 3 and handle, plus any special actions to complete an incomplete auditing cycle or repair it.

At this stage any auditing should be done only on thoroughly cleared commands (each word no matter how small) and assessment lists should be done only after clearing each word on the prepared list (but not spoken as a full question).

2. WORD CLEARING NUMBER 1 to full EP, using the WC Correction List at any sign of somatics or bad Exam report after a word clearing session.
3. FIND THE WHY he did not use the Study Tech in the first place. There will be an individual WHY. (See Data Series P/Ls.) It is seldom only Misunderstood words. (See LRH ED 174 Int for some examples.) Handle this WHY. It may require processing.

**AUDITING INTERLUDE**

4. The WHY is HANDLED in auditing sessions as indicated. May require objective processes or hidden standards. The Handling of the Why is directly related to the WHY that was found.

5. THE STUDY CORRECTION LIST is handled. This is HCO B 4 Feb 72 (revising HCO B 14 Jan 72). This prepared list is assessed Method 5 (all lines assessed) and then the reads are handled from the best to the least. THE END PRODUCT AT THIS STAGE IS A PERSON WHOSE CASE AND PAST ARE NOT IN THE ROAD OF HIS STUDYING.

#### STUDY TECH SECTION

6. STUDY TAPES. (a) One time through picking up and looking up every word even faintly in doubt of or when not understanding, going back to find the word that was missed. (b) Then going through the Study Tapes for content with Method 4 at the End of each tape. If it reads on any misunderstood clear it up, then replay the tape. In this way get the Study Tapes fully known without Misunderstood ideas or words. (c) Check M4 at the end of this action and if there is any misunderstood idea or query of any kind then handle it per M4 and have the person do all the tapes again. The End product of this action is fully known Study Tapes with F/N VGIs.
7. STUDENT HAT. (a) Have the person go through each P/L or HCO B in the Student Hat with this cycle: Each time a misunderstood word is found even in the middle of the page, do the whole P/L again. Complete the whole hat in this way. (b) Then go through the whole hat again starrate checked out and using Demo Kit. At each point where a new misunderstood idea or word turns up do the whole P/L. If any misunderstands show up on this second run through, the whole Hat must be done again. (c) Have the student do a BIG proper Clay Demo of some study materials. (d) Check if the student can now use a Demo Kit while he is doing his own studies and get any WHY he cannot and Handle. The End product here is a STUDENT WHO CAN AND WILL USE STUDY TECH IN STUDYING AND WHO WILL STUDY AND STUDY PROPERLY.
8. Verify the WHY found in 3 above and see if it is all okay now. If not find new WHY and rehandle.
9. WORD CLEAR 2 first Dianetic or Scientology materials ever heard or read. (a) Find which it was. (b) WC2 it.
10. Find what queries and questions the person has about Admin or Tech. Do WC M4 on each one.
11. Send the person to Cramming to get the specific Cramming order, Tech or Admin, carried out.
12. Report the Course Super and D of T who "trained him" to the Ethics Officer for action.

-----

It is obviously senseless to Cram someone (and proven by actual experience) whose Study Tech is out and whose misunderstood words and omitted study will not let him retain anything anyway. He will just go on goofing. That has been amply proven.

Cramming can assess a Student Correction List HCO B 27 Mar 72, Issue I, or a Supervisor Correction List HCO B 27 Mar 72, Issue II, or an Auditor Correction List HCO B 27 Mar 72, Issue III, or a C/S Correction List HCO B 27 Mar 72, Issue IV, or an Executive Correction List HCO B 27 Mar 72, Issue V, and these will catch any Personnel Enhancement flub and other classroom reasons.

Things found on such lists should be reported to the Ethics Officer for handling.

Qual is after all the CORRECTION DIVISION. And correction usually cannot be accomplished without Ethics back-up.

At first glance this is a lot to do for a student or staff member. BUT IF IT IS NOT DONE YOU DO NOT HAVE A STUDENT OR A STAFF MEMBER.

Students and staff members must be charged for all this, the staff member usually on just a debit invoice but which comes due and owing on his departure, the student for cash through the Registrar. Do not fail to make these charges as you are rewarding a downstat who should have done it right in the first place and who didn't.

So don't run up a big Dept of Pers Enhancement Payroll that is never used to get the exchange.

Also DO NOT BACKLOG or you can tie up a whole org and keep its stats in the basement BY NOT RAPIDLY DOING THESE ACTIONS TO TOTAL END PRODUCT.

If you don't get the End Product all the work is wasted.

The Commonest Error in word clearing or auditing is a FAILURE TO USE CORRECTION LISTS. WC Corr List, WC Series 35, has been the most needed and most neglected list in orgs.

-----

As Study Tech is the material which tells HOW to study, the technique of study is not applied to IT. Thus it becomes unknown easily and goes out very easily.

Without it, I assure you, an org will get nowhere.

Thus this action of the Dept of PE is a vital action and done well it will keep the org alive.

BE SURE TO DO THIS WELL AND GET A CASH EXCHANGE FOR THIS VITAL SERVICE!

L. RON HUBBARD  
Founder

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[The above HCO B has been corrected per HCO B 3 April 1972, Issue III, *Re: Study Series 5*, the entire text of which says, " 'HCO B of 30 March 1972, IMPORTANT, Dept of Personnel Enhancement, Primary Correction Rundown First Cramming Correction' is STUDY SERIES 5. Correct your copy to read 'Study Series 5'."]

## EXPANDED DIANETICS LECTURES

### Flagship Apollo

30 March—7 April 1972

- |             |           |                                      |
|-------------|-----------|--------------------------------------|
| ** 7203C30  | SO XDN- 1 | Expanded Dianetics                   |
| ** 7204C07A | SO XDN-2  | Expanded Dianetics and Word Clearing |
| ** 7204C07B | SO XDN-3  | Auditor Administration               |
| ** 7204C07C | SO XDN-4  | Illness Breakthrough                 |

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

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Denmark  
Sydney

HCO BULLETIN OF 31 MARCH 1972

*Expanded Dianetics Series 1*

EXPANDED DIANETICS is that branch of Dianetics which uses Dianetics in special ways for specific purposes.

It is not HSDC Dianetics. Its position on the Grade Chart would be regulated by the use to which it is put. It could be below Standard Dianetics, just above Standard Dianetics or above OT III in the OT Scales.

It uses Dianetics to change an Oxford Capacity Analysis (or an American Personality Analysis) and is run directly against these analysis graphs and the "Science of Survival Hubbard Chart of Human Evaluation".

EXPANDED DIANETICS IS NOT THE SAME AS STANDARD DIANETICS.

The HSDC is qualified to run Standard Dianetics. He is not authorized to run EXPANDED DIANETICS without special training.

DO NOT MIX EXPANDED DIANETICS INTO STANDARD DIANETICS.

It often happens that one technology's skills are mingled with another's. The result is that neither then work.

Standard Dianetics will go right on producing results.

The main difference between these two branches is that Standard Dianetics is very general in application. Expanded Dianetics is very specifically adjusted to the pc.

Some pcs, particularly heavy drug cases, or who have been given injurious psychiatric treatment or who are physically disabled or who are chronically ill or who have had trouble running engrams (to name a few) require a specially adapted technology.

A very good Dianetic or Dianetic and Class IV auditor preferably HSDC & Class VI can be specially trained to run Dianetics against the OCA or the Chart of Human Evaluation.

STUDY

(Subject to Change)

This training would consist of:

1. HSDC
2. STANDARD DIANETIC INTERNE HGC OK TO AUDIT
3. PRIMARY RD HCOB 30 Mar 72
4. Social Counselor Cse or Ruds Flying or Class IV
5. Full Word Clearer Rating
6. FESing

7. Programming
8. Expanded Dianetic Tapes and HCOBs
9. C/S Folder Study
10. Active Auditing on the skills taught
11. C/Sing Expanded Dianetics.

#### CERTIFICATE

The Certificate would be HUBBARD GRADUATE DIANETIC SPECIALIST.

The Certificate Level is above Standard Dianetics HSDC and if the person is a Class IV is just above Class IV.

It would be greatly preferable if the person were an HSDC and a Class IV as word clearing and rudiments would be easier to learn but Class IV is not required at this time.

#### CHARGES

Hours of Expanded Dianetics, because of the skills required, should be at least half again or double as much as Standard Dianetic Auditing.

The cost of the Course would be the same as the HSDC Course and additional to it plus Intern fees.

#### PREREQUISITE

HSDC and Dianetic Internship minimum with a successful period of Standard Dianetic Auditing as an auditor. Optimum is also a Class IV or VI.

Case gain as a Dianetic pc.

#### DEVELOPMENT

This Course is under development as this is written and neither the Course nor Expanded Dianetic Auditing may be sold by an org unless it has an Expanded Dianetic Specialist, to be specific, an HGDS.

WHEN RELEASED THE COURSE WILL BE TAUGHT IN CENTRAL ORGS (LONDON, WASHINGTON, LOS ANGELES, JOHANNESBURG, DENMARK AND SYDNEY AND SHs). IT IS THE SPECIAL COURSE THE CONTINENTAL CENTRAL ORG TEACHES.

The HCOBs relating to Expanded Dianetics will be released as a part of this series so that orgs will have them when it comes time for them to acquire the tapes and teach this course.

In the meanwhile these orgs should be making HSDCs and Class IVs.

PERSONS NOT TRAINED ON IT MAY NOT RUN IT OR USE IT REGARDLESS OF CLASS.

To repeat, Expanded Dianetics does *not* replace Standard Dianetics or any other Class and is itself and is used for its own specific purposes on special cases.

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Founder

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HCO BULLETIN OF 2 APRIL 1972RB  
Issue II  
(REVISED 17 MARCH 1974)

Remimeo  
Ex Dn Chkshts

*I M P O R T A N T*

*Expanded Dianetics Series 3RB*

**L3 EXD RB**

**EXPANDED DIANETICS REPAIR LIST**

This list includes the most frequent Exp Dianetic & R3R errors.

A high or low TA and a bogged case can result from failures to erase a chain of incidents.

DO NOT ATTEMPT TO REPAIR A CHAIN OR ENGRAM WITHOUT USING THIS LIST as it can have different or several errors.

REMEMBER TO CLEAR EACH WORD ON THIS LIST. IF A QUESTION READS AND THE PC SAYS HE DOESN'T UNDERSTAND IT, CLEAR IT AND REASSESS (don't explain it and take it as it read on a misunderstood not on a fact).

RUNNING PCS ON EXP DIANETICS WITHOUT A FULL AND COMPLETE DN C/S I INDOCTRINATION IS A FOOLISH ACTION.

TAKE ANY READ FOUND TO F/N BY FULL REPAIR OF IT PER THE INSTRUCTIONS.

1. There was an Earlier Similar incident. \_\_\_\_\_  
Indicate it, flatten the chain.
2. There was no Earlier Similar incident. \_\_\_\_\_  
Indicate it. Determine if the chain is flat or if the last incident needs to be run through again. Complete the chain to F/N by indication or D/L if needed, or by flattening it.
3. There was an earlier beginning. \_\_\_\_\_  
Indicate it. Handle with R3R and complete the chain.
4. There was no earlier beginning. \_\_\_\_\_  
Indicate it. Complete the chain with R3R ABCD on last incident if unflat.
5. An F/N was indicated too soon. \_\_\_\_\_  
Indicate it. Flatten the last incident.
6. An F/N was indicated too late. \_\_\_\_\_  
Indicate it. Spot the flat point, indicate the overrun, D/L if necessary.



7. An F/N was not indicated at all. \_\_\_\_\_  
Indicate it. Spot the flat point, indicate the overrun, D/L if necessary.
8. There was no charge on an item in the first place. \_\_\_\_\_  
Indicate it, and that it shouldn't have been run, D/L if necessary.
9. Jumped chains. \_\_\_\_\_  
Indicate it. Reorient to the original chain, spot flat point and indicate the overrun, D/L if necessary, or flatten the chain.
10. Flubbed commands. \_\_\_\_\_  
Indicate it, E/S to F/N.
11. Didn't have a command. \_\_\_\_\_  
Indicate it, E/S to F/N.
12. Misunderstood on the command. \_\_\_\_\_  
Find it and clear it.
13. Incident should be run through one more time. \_\_\_\_\_  
Indicate it. ABCD on the incident, flatten the chain.
14. Too late on the chain. \_\_\_\_\_  
Indicate it. Get the Earlier Similar incident and complete the chain with R3R.
- 14A Wrong Flow. \_\_\_\_\_  
Indicate it. Run it the way pc feels it should be run.
15. Incident gone more solid. \_\_\_\_\_  
Indicate it. Check for earlier incident or earlier beginning and complete the chain.
16. Stopped running an incident that was erasing. \_\_\_\_\_  
Indicate it. ABCD on the incident and erase it.
17. Went past basic on a chain. \_\_\_\_\_  
Indicate it, D/L if necessary.
18. An earlier misrun incident restimulated. \_\_\_\_\_  
Indicate it. Find out what it was and do an L-3RD on it.
19. Two or more incidents got confused. \_\_\_\_\_  
Indicate it, sort it out with an L-3RD on it.
20. An implant was restimulated. \_\_\_\_\_  
Indicate it, if no joy do an L-3RD on the time of the restimulation.
21. The incident was really an implant. \_\_\_\_\_  
Indicate it, D/L if necessary or L-3RD on it.

22. Wrong Item. \_\_\_\_\_  
 Indicate it was a wrong item and that all other actions connected with it were wrong. If it is from an L&N list or if any question or difficulty, L-4BR.
- 22A It was really your attitudes to it that should have been run. \_\_\_\_\_  
 Indicate it. List the attitudes, R3R triple and exhaust the list.
- 22B It was really the emotions connected with it that should have been run \_\_\_\_\_  
 Indicate it. List the emotions, R3R triple and exhaust the list.
- 22C It was really your intentions that should have been run. \_\_\_\_\_  
 Indicate it. List the intentions, R3R triple and exhaust the list.
23. Not your item. \_\_\_\_\_  
 Indicate it, E/S to F/N.
24. Not your incident. \_\_\_\_\_  
 Indicate it, E/S to F/N. L-3RD if any trouble.
25. Same thing run twice. \_\_\_\_\_  
 Indicate it. Spot the first flat point, indicate the overrun, D/L if necessary, or run out the session.
26. There was a wrong date. \_\_\_\_\_  
 Indicate it. Get the correct date and flatten the incident if unflat.
27. There was no date for the incident. \_\_\_\_\_  
 Indicate it. Get the date and flatten the incident if unflat.
28. It was a false date. \_\_\_\_\_  
 Indicate it. Get the correct date and flatten the incident if unflat.
29. There was an incorrect duration. \_\_\_\_\_  
 Indicate it. Get the correct duration and flatten the incident if unflat.
30. No duration was found for the incident. \_\_\_\_\_  
 Indicate it. Get the duration and flatten the incident if unflat.
31. There was a false duration. \_\_\_\_\_  
 Indicate it. Get the correct duration and flatten the incident if unflat.
32. An earlier Dianetic upset was restimulated. \_\_\_\_\_  
 Locate what it was, indicate it. Sort it out with an L-3RD if necessary.
33. An earlier ARC Break on engrams was restimulated. \_\_\_\_\_  
 Indicate it. Sort it out with an L-3RD, ARCU CDEINR or an L-1C as applicable, or run out the session.
34. There was an ARC Break in the incident. \_\_\_\_\_  
 Indicate it. Flatten the incident if unflat. ARCU CDEINR at that time if necessary.

- 34A Destructive impulse been missed. \_\_\_\_\_  
 Get it. It should BD F/N. If this turns into a listing action complete the list to BD F/N item.
35. You were protesting. \_\_\_\_\_  
 Indicate it, clean it up E/S to F/N.
36. Auditor demanded more than you could see. \_\_\_\_\_  
 Indicate it, E/S to F/N. L-1C if necessary, or run out the session.
37. Auditor refused to accept what you were saying. \_\_\_\_\_  
 Indicate it, E/S to F/N. L-1C if necessary, or run out the session.
38. You were prevented from running an incident. \_\_\_\_\_  
 Indicate it, E/S to F/N. Flatten the incident if unflat. L-1C if necessary, or run out the session.
39. You were distracted while running an incident. \_\_\_\_\_  
 Indicate it, E/S to F/N. Flatten the incident if unflat. L-1C if necessary, or run out the session.
40. Audited over an ARC Brk \_\_\_\_\_  
 Problem \_\_\_\_\_  
 Withhold \_\_\_\_\_  
 Indicate it and handle the out rud. Do not pull W/Hs before the engram or chain is repaired or it will mush engrams.
41. An item was suppressed. \_\_\_\_\_  
 Indicate it. Get the suppress off E/S to F/N, then run or flatten the item.
42. An item was invalidated. \_\_\_\_\_  
 Indicate it. Get the inval off E/S to F/N, then run or flatten the item.
43. An item was abandoned. \_\_\_\_\_  
 Indicate it, get the item back and run or flatten it.
44. The wording of the item was changed. \_\_\_\_\_  
 Indicate it. Get the correct wording and give it to him. Flatten it if unflat.
45. Stuck picture. \_\_\_\_\_  
 Indicate it. Do an L-3RD on it. You can also unstick it by having him recall a time before it and recall a time after it. D/L if necessary.
46. All black. \_\_\_\_\_  
 Spot the black field or picture. Get the correct duration. If no go, L3RD on it.
47. Invisible. \_\_\_\_\_  
 Spot the invisible field or picture. L-3RD on it.

48. Constantly changing pictures. \_\_\_\_\_  
Indicate there was a misassessment and a wrong item was taken off the list. Get the correct item and run it, or L-3RD on that session.
49. There was a persistent mass. \_\_\_\_\_  
L3RD on it, or D/L.
50. There was trouble with a pressure item or pressure on an item. \_\_\_\_\_  
L-3RD on it, or D/L.
51. You went exterior. \_\_\_\_\_  
Indicate it, D/L if necessary or rehab. If TA high as a result of this do an Int RD Correction List or send to the C/S if pc hasn't had Int RD.
52. Your Int RD was messed up. \_\_\_\_\_  
Indicate it, Int RD Corr List if TA high. If TA OK, 2wc "going into things" or clear up any misunderstands on Int, Ext, etc.
53. Audited over Drugs or Medicine. \_\_\_\_\_  
Indicate it. L3RD on that time, then verify all chains to ensure they erased.
54. A past death restimulated. \_\_\_\_\_  
Indicate it, if it doesn't blow run it out.
55. There was nothing wrong in the first place. \_\_\_\_\_  
Indicate it. Continue the action you were on.
56. The real reason was missed. \_\_\_\_\_  
Indicate it. Locate the real reason and handle or do a GF.
57. Something else wrong. \_\_\_\_\_  
Locate what it is and sort it out or do a GF M5 and handle.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 3 APRIL 1972

Remimeo

*Study Series 6*

**PRIMARY RUNDOWN NOTE**

Reference HCO B 30 Mar 72  
LRH ED 174 Int

In going through the Study Tapes the first time, the student looks up every word.

On this first time he does not study for the sense of what is being said. He only listens to *words*.

In this and in Method 4 word clearing, when being checked he is asked "What is the definition of (word)?" He is NOT asked "Do you know the meaning of (word)?" To this he could answer "Yes" and believe he did. But when asked for the definition that he must then give, it is a different story entirely.

This is also the right way to handle *any* defining of words. M2, M4. As well as Methods I & 3.

Never let the student be unsure. Make him look it up.

You will find that it is the simple word, "as", "such", "from", that really bogs reading, not technical terms.

In the Study Tapes there are some photographic terms. Any photo dictionary can give these. Almost any camera store has such dictionaries.

SECOND TIME

The second time through the Study Tapes the student listens for the sense of the sentences.

---

It is very revealing to do the Primary Rundown in this fashion.

Some students are actually getting meaning out of something heard or read for the first time in their lives.

---

No wonder schoolchildren, by test, get more stupid each additional year of school. This has been established by actual test, that they do. Each year they just have a higher mountain of misunderstood words!

The Primary Rundown done HONESTLY is quite an adventure in opening up one's Communication Channels with life!

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 APRIL 1972

Remimeo

**TECH DIV PRIMARY RUNDOWN**

The Primary Correction Rundown in HCO B 30 March 72 is the rundown given in the Department of Personnel Enhancement in the Qualifications Division.

The PRIMARY RUNDOWN is given in the Tech Division as NORMAL DIVISIONAL ACTIVITY.

PRIMARY RUNDOWN HGC

1. The student is given any needful case handling or repair if his TA is high or low in accordance with his state of case.

This is only done if the person's meter is such as to make word clearing difficult or if the person is in obvious need of case handling.

Aside from TA, "obvious need of case handling" includes a bad OCA or APA, Drugs and PTS.

If the Student has been on drugs he must be given a Drug Rundown.

If he is PTS he must be handled in Ethics and given a PTS Rundown.

If the student is ill he should be handled by Dianetics.

An R/Sing person should be handled by Expanded Dianetics.

2. WORD CLEARING METHOD 1 is done by normal word clearing procedures in the HGC either as part of his normal auditing or as a student checksheet.

This is carried to an F/Ning list on the final assessment.

The Word Clearing Correction List is used at the slightest sign of trouble.

The student must have F/N throughout on the final full assessment of the WC Corr List if used *and* the final full WC Method I list *and* an F/N VGIs at the examiner for this step to be considered complete.

DEPT OF TRAINING

The student is now qualified to enter training.

3. STUDY TAPES AND STUDENT HAT. The student's first training step may be either the Study Tapes (or authorized transcript or translated tape but not notes) or the Student Hat. It will be found that course facilities may be better employed where a student is allowed to do either as the first step, so long as he does both one after the other.

(a) The Study Tapes are played first for the words themselves. One may not just play the tape and list the words and then look them up. This is an exact action. The only variation of this will come when a full list of these words is issued in alphabetical order. *Each is* looked up the first time it appears on the tape. The word is USED in several sentences. A grammar such as "English Made Simple" should be to hand. Good BIG dictionaries should be to hand. And a photographic dictionary or glossary.

The tape is *then* played through. A Method 4 check is made. If there is any read that is a true read (not a false surge) on the question, "Was anything not fully understood?" the word is hunted down and defined. And *then* the whole tape has to be done again.

In this way, reel by reel (or chapter by chapter when transcribed), the Study Tapes are done.

An M4 Meter check is made on the whole tape series.

The person is sent to the Student Examiner.

If there is a flunk of the exam the student goes to Cramming.

(b) The Student Hat is done like the Study Tapes.

Each item (P/L, HCO B etc) in it is read through once, looking up each word the first time it appears and using it in sentences.

At the end of each item the student is checked with Method 4 as on the tapes.

And if he misses one word he does the whole item again.

In this way he goes through the whole hat.

Now he reads the whole hat for sense.

Each time an ACTION is called for in an item (demo or clay demo) he must do that item correctly.

He now reads the whole hat through using a Demo Kit continually as he goes along.

He is again given an M4 check and if there is no read he goes to the Student Examiner.

If he fails, he goes to Cramming.

If he passes he may do the Study Tapes if he has not done them or he having passed those is a product.

**THE PRODUCT AT THIS POINT IS A STUDENT WHO KNOWS HOW TO STUDY AND WILL BE ABLE TO USE WHAT HE STUDIES.**

This concludes the Primary Rundown as given in the Tech Division.

The Tech Division does not repair the student.

He can be ordered to Cramming however for the single action of a Word Clearing Correction List in case errors in Method 4 or Method 3 have been made or the student has gone beyond the metering ability of a supervisor.

Qual at its option in such cases may order a full Primary Correction Rundown but must give a Word Clearing Correction List first before determining this.

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Founder

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Remimeo

*Establishment Officer Series 14*

**ETHICS**

The normal level of an unhatted Dev-T non-producing org is out ethics.

The reason you see so many heavy ethics actions occurring—or situations where heavy ethics actions should occur if they aren't—in such an org is that it has its EXCHANGE flows messed up.

It is important to know this fact as this factor alone can sometimes be employed to handle persons in the area whose ethics are out.

**CRIMINALITY**

Unless we want to go on living in a far nowhere some of the facts of scenes have to be confronted.

An inability to confront evil leads people into disregarding it or discounting it or not seeing it at all.

Reversely, there can be a type of person who, like an old-time preacher, sees nothing but evil in everything and, possibly looking into his own heart for a model, believes all men are evil.

Man, however (as you can read in HCO B 28 Nov 70, C/S Series 22, "Psychosis"), is basically good. When going upon some evil course he attempts to restrain himself and caves himself in.

The Chart of Human Evaluation in *Science of Survival* was right enough. And such people also can be found by the Oxford Capacity Analysis where the graph is low and well below a center line on the right.

This sort of thing can be handled of course by auditing but the Est O does not depend on that to handle his staff's problems.

Criminal actions proceed from such people *unless checked* by more duress from without not to do an evil act than they themselves have pressure from within to do it.

Criminality is in most instances restrained by just such an imbalance of pressures.

If you have no ethics presence in an org, then criminality shows its head.

Such people lie rather than be made to confront. They false report—they even use "PR" which means Public Relations to cover up—and in our slang talk "PR" means putting up a lot of false reports to serve as a smoke screen for idleness or bad actions.

Unless you get Ethics in, you will never get Tech in. If you can't get Tech in you won't get Admin in.

So the lack of Ethics permits the criminal impulse to go unchecked.

Yes, it could be handled with Tech. But to get money you have to have Admin in.

Unless there is Ethics and ways to get it in, no matter how distasteful it may seem, you will never get Tech and Admin in.

Of course there is always the element of possible injustice. But this is provided against. (See HCO PL 24 Feb 72, "Injustice".)

When Ethics is being applied by criminal hands (as happens in some governments) it can get pretty grim.



But even then Ethics serves as a restraint to just outright slaughter.

Omitting to handle criminality can make one as guilty of the resulting crimes as if one committed them! So criminality as a factor has to be handled.

It is standardly handled by the basic Ethics P/Ls and the Ethics Officer system.

#### EXCHANGE

The unhatted unproducing staff member, who is not really a criminal or psychotic, can be made to go criminal.

This joins him to the Criminal ranks.

The Ethics system also applies to him.

However there is something an Est O can do about it that is truly Est O tech.

This lies in the field of EXCHANGE.

If you recall your Product Clearing, you will see that exchange is something for something.

Criminal exchange is nothing from the criminal for something from another.

Whether theft or threat or fraud is used, the criminal think is to get something without putting out anything. That is obvious.

A staff member can be coaxed into this kind of thinking by

PERMITTING HIM TO RECEIVE WITHOUT HIS CONTRIBUTING.

This unlocks, by the way, an age-old riddle of the philosophers as to “what is right or wrong”.

HONESTY is the road to SANITY. You can prove that and do prove it every time you make somebody well by “pulling his withholds”. The insane are just one seething mass of overt acts and withholds. And they are very physically sick people.

When you let somebody be dishonest you are setting him up to become physically ill and unhappy.

Traditional Sea Org Ethics labeled Non-Compliance as Liability and a False Report as Doubt. And it's true enough.

When you let a person give nothing for something you are factually encouraging crime.

Don't be surprised that welfare districts are full of robbery and murder. People there give nothing for something.

When *exchange is* out the whole social balance goes out.

Every full scholarship ever given by an org wound up in a messy scene.

When you hire a professional pc who just sits around making do-less motions while people audit him and contribute to him DO NOT BE SURPRISED IF HE GETS SICKER AND SICKER.

He is contributing nothing in return and winds up in overwhelm!

Similarly if you actively prevented someone from contributing in return you could also make him ARC Broken and sick.

It is EXCHANGE which maintains the inflow and outflow that gives a person space around him and keeps the bank off of him.

There are numbers of ways these flows of Exchange can be unbalanced.

It does not go same out as comes in. Equal amounts are no factor. Who can measure good will or friendship? Who can actually calculate the value of saving a being from death in each lifetime? Who can measure the reward of pride in doing a job well or praise?

For all these things are of different values to different people.

In the material world the person whose Exchange Factor is out may think he “makes money”. Only a government or a counterfeiter “makes money”. One has to produce something to *Exchange* for money.

Right there the Exchange Factor is out.

If he gives nothing in return for what he gets the money does not belong to him.

In product clearing many people it was found that some considered their food, clothing, bed and allowance were not theirs because they produced. They were theirs “just by being there”. This funny “logic” covered up the fact that these people produced little or nothing on post. Yet they were the first to howl when not getting expensive (to the org) auditing or courses or tech!

Thus such a person, not hatted or made to produce, will get ill.

It is interesting that when a person becomes productive his morale improves.

Reversely it should be rather plain to you that a person who doesn’t produce becomes mentally or physically ill. For his *exchange* factor is out.

So when you reward a downstat you not only deprive upstats, you also cave the downstat in!

I don’t think Welfare States have anything else in mind!

The riots of the ancient city of Rome were caused by these factors. There they gave away corn and games to a populace that eventually became so savage it could only enjoy torture and gruesome death in the arena!

A lot of this exchange imbalance comes from child psychology where the child is not contributing anything and is not permitted to contribute.

It is this which first overwhelms him with feelings of obligation to his parents and then bursts out as total revolt in his teens.

Children who are permitted to contribute (not as a cute thing to do but actually) make non-contributing children of the same age look like raving maniacs! It is the cruel sadism of modern times to destroy the next generation this way. Don’t think it isn’t intended. I have examined the OCAs of parents who do it!

So if a person is brought up this life with the exchange all awry, the Est O has his hands full sometimes!

He is dealing with trained-in criminality!

#### WHAT HE CAN DO

The remedy is rather simple.

First one has to know all about EXCHANGE as covered in the Product Clearing policy letters.

Then he has to specially clear this up with people who do not produce.

He should get them to work on it as it relates to **ALL THEIR DYNAMICS IN RELATIONSHIP TO EVERY OTHER DYNAMIC.**

That means he has to clear up the definitions of dynamics with *care* and then have the person draw a big chart (of his own) and say what he gives the 1st Dynamic and what it gives him. Then what he gives the second dynamic and what it gives him. And so on up the dynamics.

Now, have him consider “his own second dynamic”. What does his second dynamic give his first dynamic? What does his second dynamic give the second dynamic and what does it give him?

And so on until you have a network of these exchange arrows, each both ways.

Somewhere along the way, if your TRs are good and you have his attention and he is willing to talk to you he will have quite a cognition!

That, if it's a big one is the End Phenomena of it.

And don't be surprised if you see a person now and then change his physical face shape!

#### CONDITIONS BY DYNAMICS

An Ethics type "action" can be done by giving the person the conditions formulas (pages 189, 237, 245, 247, 249 of Vol 0, Basic Staff Hat. HCO PL 14 Mar 68—page 247—gives one the table.)

Method 4 the person on the Table of Conditions and pick up any other misunderstandings.

Have the person study the *formula* of each of these Conditions in the table so that he knows what they are and what the formulas are.

When he has all this now with no misunderstood words you must clear up the words related to his dynamics I to 8 and what they are.

Now you're ready for the billion dollar question.

Ask him what is his condition on the first dynamic. Have him study the formulas. Don't buy any glib PR.

Don't evaluate or invalidate. When he's completely sure of what his condition really is on the first dynamic he will cognitively.

Now take up the second dynamic by its parts—sex, family, children. Get a Condition for each.

Similarly go on up each one of the dynamics until you have a condition for each one.

Now begin with the first dynamic again. Continue to work this way.

You will be amazed to find he will come out of false high down to low and back up again *on each dynamic*.

Somewhere along the line he will start to change markedly.

When you have a person in continual heavy ethics or who is out-ethics (Ethics bait, we say) and who is floundering around, you can do an S & D on him and quite often save his future for him.

When you have such a person you do this one first before you do the Exchange by Dynamics.

In other words, you use this on "Ethics bait" and then when he's come out of such, you do Exchange by Dynamics on him.

#### SUMMARY

When all looks black, and you are getting false reports, and the things said done were not done and what was really being done were overt products and despite all your work, the stats just *won't* go up, you still have three answers:

1. GET IN ETHICS ON THE ORG.
2. GET EXCHANGE DONE ON INDIVIDUALS.
3. GET IN CONDITIONS BY DYNAMICS ON THE ETHICS BAIT.

And after that keep a strong just Division 1 Dept 3.

You'll be amazed!

L. RON HUBBARD  
Founder

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[Modified by HCO PL 9 May 74, *Prod-Org, Esto and Older Systems Reconciled*, in the *Management Series 1970-1974*, page 438.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 9 APRIL 1972

Remimeo

ETHICS

(Cancels HCO P/L of 7 Feb 70  
"Danger Condition 2nd Formula")

**CORRECT DANGER CONDITION  
HANDLING**

When the correct formula for handling a Danger Condition is not done, an org or activity or person cannot easily get above that condition thereafter.

When we had the 2nd Danger Formula apparently it was applied but the real Danger Formula wasn't. This made some orgs and people remain in or below Danger and made it very hard for them to get above that state.

A prolonged state of emergency or threats to viability or survival or a prolonged single-handling will not improve unless the actual Danger Formula is applied.

DANGER FORMULA

The original formula follows:

1. By-pass (ignore the junior or juniors normally in charge of the activity and handle it personally).
2. Handle the situation and any danger in it.
3. Assign the area where it had to be handled a Danger Condition.
4. Handle the personnel by Ethics Investigation and Comm Ev.
5. Reorganize the activity so that the situation does not repeat.
6. Recommend any firm policy that will hereafter detect and/or prevent the condition from recurring.

The senior executive present acts and acts according to the formula above.

A Danger Condition is normally assigned when:

1. An emergency condition has continued too long.
2. A statistic plunges downward very steeply.
3. A senior executive suddenly finds himself or herself wearing the hat of the activity because it is in trouble.

FIRST DYNAMIC FORMULA

The formula is converted for the 1st dynamic to

- 1st 1. By-pass habits or normal routines.
- 1st 2. Handle the situation and any Danger in it.
- 1st 3. Assign self a Danger Condition.
- 1st 4. Get in your own *personal ethics* by finding what you are doing that is out-ethics and use self-discipline to correct it and get honest and straight.
- 1st 5. Reorganize your life so that the dangerous situation is not continually happening to you.
- 1st 6. Formulate and adopt firm policy that will hereafter detect and prevent the same situation from continuing to occur.

JUNIOR DANGER FORMULA

Where a Danger Condition is assigned to a junior, request that he or she or the entire activity write up his or her overts and withholds and any known out-ethics situation and turn them in at a

certain stated time on a basis that the penalty for them will be lessened but if discovered later after the deadline it will be doubled.

This done, require that the junior and the staff that had to be by-passed and whose work had to be done for them or continually corrected, each one write up and fully execute the FIRST DYNAMIC DANGER FORMULA for himself personally and turn it in.

### ASSESSMENT

If the necessity to by-pass continues or if an area or person did not comply, use a meter and assess or get assessed the following questionnaire.

### THE TROUBLE AREA QUESTIONNAIRE

Person's Name	Post	Date
---------------	------	------

To be done on the person by one who can correctly operate a meter.

The list is done by telling the person you are about to ask him some questions on a meter and then just assess this list for reads.

Mark each read properly.

- (a) Are you doing anything dishonest? \_\_\_\_\_
- (b) Are you more interested in something else than your job? \_\_\_\_\_
- (c) Are you falsely reporting about anything? \_\_\_\_\_
- d) Are you doing something harmful? \_\_\_\_\_
- e) Are you doing little or nothing of value? \_\_\_\_\_
- f) Are you pretending? \_\_\_\_\_
- g) Are you in disagreement with something? \_\_\_\_\_
- h) Do you have overts? \_\_\_\_\_
- i) Are you withholding something? \_\_\_\_\_
- j) Do you know of some out-ethics around you? \_\_\_\_\_
- k) Don't you know what your post product is? \_\_\_\_\_
- l) Are the products of others around you unknown to you? \_\_\_\_\_
- m) Do you have things about your post you don't understand? \_\_\_\_\_
- n) Do you have words on your post you don't understand? \_\_\_\_\_
- o) Don't you know grammar? \_\_\_\_\_
- p) Is there some reason you are not quite on post? \_\_\_\_\_
- q) Is someone giving you orders you don't understand? \_\_\_\_\_
- r) Are you getting orders from too many places? \_\_\_\_\_
- s) Don't you have a post? \_\_\_\_\_
- t) Don't you know what your post is? \_\_\_\_\_
- u) Have you really not read your hat? \_\_\_\_\_
- v) Are you here for some other reason than you say? \_\_\_\_\_
- w) Were you planning to leave? \_\_\_\_\_
- x) Is your post temporary? \_\_\_\_\_
- y) What about your post purpose? \_\_\_\_\_
- z) Are you in any way misemotional or upset about your post? \_\_\_\_\_
- aa) Are you actually doing fine? \_\_\_\_\_

When this has been assessed on a meter one then takes the largest read or TA blowdown and handles it.

This is done by writing the question letter and the person's answers.

Each question that read is given two-way communication until each question that read has attained a floating needle.

The form used and the worksheets are placed in the person's folder so that other handling can be programmed and done as needed.

\_\_\_\_\_  
Operator's Name

Probable WHY \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### WHY

The above questionnaire can also be used to *help* find a WHY (it will not directly find one as the Why has to be rephrased for each individual). A WHY should always be found for individuals in a Danger Condition.

### TROUBLE AREA SHORT FORM

Person's Name	Post	Date
---------------	------	------

A short form can be done on someone who is an "old hand" and knows the tune.

- |        |                             |       |
|--------|-----------------------------|-------|
| SF 1.  | Out-Ethics?                 | _____ |
| SF 2.  | Overts?                     | _____ |
| SF 3.  | Withholds?                  | _____ |
| SF 4.  | Disagreements?              | _____ |
| SF 5.  | False Reports?              | _____ |
| SF 6.  | Product Unknown?            | _____ |
| SF 7.  | Products of others Unknown? | _____ |
| SF 8.  | Post purpose?               | _____ |
| SF 9.  | Situations not understood?  | _____ |
| SF 10. | Misunderstood words?        | _____ |
| SF 11. | Misunderstood grammar?      | _____ |
| SF 12. | Wrong WHY?                  | _____ |
| SF 13. | Omitted materials?          | _____ |
| SF 14. | Misemotional?               | _____ |
| SF 15. | False passes?               | _____ |
| SF 16. | Invalidation?               | _____ |
| SF 17. | Wrong Orders?               | _____ |
| SF 18. | Not understood?             | _____ |
| SF 19. | No situation?               | _____ |
| SF 20. | Doing fine really?          | _____ |

(Handling is the same as in the long form.)

Probable WHY \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Operator

ENDING A DANGER CONDITION When production has again increased the Danger Condition should be formally ended and an Emergency Condition assigned and its formula should be followed.

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Founder

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HCO BULLETIN OF 10 APRIL 1972

A/Courses

(Cancels HCO B 31 July 71 Issue II  
Corrected "Solo C/Sing")

*URGENT*

*C/S Series 75*

*Solo C/S Series 13*

**PREOTS DON'T C/S**

HCO B 31 July 71 Issue II Corrected required PreOTs to C/S their folders for the next session.

I did not write this HCO B.

Research has proven that a Solo PreOT who is required by any C/S to write a C/S for his next session can be put into that next session action.

This C/Sing for himself his own next session violates the "continued session rule" wherein an auditor does not "finish" a session by telling the pc "the process will be continued in the next session".

This puts the pc into continued sessions and in Solo *can* put the PreOT from Solo auditing to self auditing. There is a vast difference between the two. Solo auditing occurs in session with a meter. Self auditing is out of session wondering and chewing on bank.

A Solo PreOT must NOT self audit.

He ends the session he has done when he ends session on his worksheet.

He then goes to Examiner and gets his exam. The Examiner sends the completed Exam form to Solo Admin who puts it in the folder.

The Solo C/S, then, from his study of the folder, does the next C/S for the PreOT in proper C/S form. This is a diagonal 2 green stripes on the left-hand corner of the sheet, the PreOT's name and date in black. The C/S itself is in black pen.

The PreOT takes this C/S and does it in his next session.

In rare instances when the PreOT is going really well, the C/S permits him to do several sessions. The C/S can tell from Exam forms that all is well. This MUST carry a notice "Come in at once to the D of P if you cease to audit or run into trouble. Do this C/S in the next several sessions. Come in for a new C/S the moment you feel this C/S is complete and are ready for a new C/S."

When no Exam forms come in the Solo D of P chases the pc up.

If a Solo Exam form is bad the *Examiner* must mark it "Urgent Attn Solo C/S." IN RED.

Solo Admin must alert the D of P who chases up the pc.

Tab is kept on ALL Solo pcs on lines by the D of P and if one falls off lines the

fact must be visible to the Solo D of P who keeps a board on sessions with all PreOTs' names on it !

The above is the correct C/Sing line.

The worst features of a PreOT doing his own C/Sing are:

1. He is not a trained C/S.
2. Sudden ideas pop up he wants to handle instead of going on and he gets into an offline action when he should keep going.
3. A PreOT can "rabbit" (run away from the bank) by proposing a C/S that does not make him confront it.
4. And Last but far from least, a "C/S" by a PreOT is an invitation to the Solo Case Supervisor to Q and A with it. (Q and A means to just repeat whatever another says as a lazy way out.)

---

Pc + Auditor is greater than bank.

In Solo Auditing

C/S + PreOT is greater than bank.

---

PreOTs do NOT C/S their own folders!

---

THE PREOT *DOES* KEEP UP HIS SESSION SUMMARY EACH SESSION.

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HCO BULLETIN OF 15 APRIL 1972

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(Revised issue of  
HCOB 31 Mar 72)

***Expanded Dianetics Series IR***

EXPANDED DIANETICS is that branch of Dianetics which uses Dianetics in special ways for specific purposes.

It is not HSDC Dianetics. Its position on the Grade and Class Chart would be just above Class IV. Its proper number is Class IVA.

It uses Dianetics to change an Oxford Capacity Analysis (or an American Personality Analysis) and is run directly against these analysis graphs and the "Science of Survival Hubbard Chart of Human Evaluation".

EXPANDED DIANETICS IS NOT THE SAME AS STANDARD DIANETICS AS IT REQUIRES SPECIAL TRAINING AND ADVANCED SKILLS.

The HSDC is qualified to run Standard Dianetics. He is not authorized to run EXPANDED DIANETICS without special training.

DO NOT MIX EXPANDED DIANETICS INTO STANDARD DIANETICS.

It often happens that one technology's skills are mingled with another's. The result is that neither then work.

Standard Dianetics will go right on producing results.

The main difference between these two branches is that Standard Dianetics is very general in application. Expanded Dianetics is very specifically adjusted to the pc.

Some pcs, particularly heavy drug cases, or who have been given injurious psychiatric treatment or who are physically disabled or who are chronically ill or who have had trouble running engrams (to name a few) require a specially adapted technology.

A very good Dianetic and Class IV auditor (preferably HSDC & Class VI) can be specially trained to run Dianetics against the OCA or the Chart of Human Evaluation and handle other items of great value to a pc.

STUDY

(Subject to Change)

This training would consist of

1. HSDC
2. STANDARD DIANETIC INTERNE HGC OK TO AUDIT
3. Class 0-IV Academy (or Class VI)
4. PRIMARY CORRECTION RD HCOB 30 Mar 72 if Primary RD not done

5. Full Word Clearer Rating
6. FESing
7. Expanded Dianetic Tapes and HCOBs
8. Programming
9. C/S Folder Study
10. Active Auditing on the skills taught
11. C/Sing Expanded Dianetics.

#### CERTIFICATE

The Certificate would be HUBBARD GRADUATE DIANETIC SPECIALIST.

The Certificate Level is just above Class IV.

Class IV is required. A Class VI SHSBC may be substituted for Class IV.

#### CHARGES

Hours of Expanded Dianetics, because of the skills required, should be at least half again or double as much as Standard Dianetic Auditing or Lower Grade Auditing.

The cost of the Course would be the same as the HSDC Course and additional to it plus Intern fees.

#### PREREQUISITE

HSDC and Dianetic Internship minimum with a successful period of Standard Dianetic Auditing as an auditor and is Class IV or VI.

Case gain as a Dianetic pc, and all Lower Grades Triple.

#### DEVELOPMENT

Neither the Course nor Expanded Dianetic Auditing may be sold by an org unless the org has an Expanded Dianetic Specialist, to be specific, an HGDS.

WHEN RELEASED THE COURSE WILL BE TAUGHT IN CENTRAL ORGS (LONDON, WASHINGTON, LOS ANGELES, JOHANNESBURG, DENMARK AND SYDNEY) AND SHs. *IT IS THE SPECIAL COURSE THE CONTINENTAL CENTRAL ORG TEACHES.*

The HCOBs relating to Expanded Dianetics will be released as a part of this series so that orgs will have them when it comes time for them to acquire the tapes and teach this course.

In the meanwhile these orgs should be making HSDCs and Class IVs.

PERSONS NOT TRAINED ON IT MAY NOT RUN IT OR USE IT REGARDLESS OF CLASS.

To repeat, Expanded Dianetics does *not* replace Standard Dianetics or any other Class and is itself and is used for its own specific purposes on special cases.

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HCO BULLETIN OF 16 APRIL 1972

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**PTS RD CORRECTION LIST**

(Reference HCO B 17 Apr 72,  
"C/Sing the PTS Rundown",  
C/S Series 76)

This Correction List is assessed and handled after a PTS Rundown has been done on the pc. It also serves as a checklist of expected actions with the Rundown.

The handlings are given below the assessing statements in each instance.

The list is Always Done Method 5 (All assessed then handled).

1. You have been physically ill after auditing.  
(If this happened after a PTS RD the RD is not complete.  
2wc to F/N then find what was incomplete.) \_\_\_\_\_
2. You lost the gains achieved in auditing.  
(Same as 1 above.) \_\_\_\_\_
3. You are still in communication with a person or group that does  
not like Scientology.  
(Have HCO handle per P/L 5 Apr 72 or if HCO does not act handle  
with D of P or Tech Sec.) \_\_\_\_\_
4. You know someone who disagrees with what you are doing.  
(See 3 above.) \_\_\_\_\_
5. You handled the whole situation completely.  
(If reads, 2wc to F/N.) \_\_\_\_\_
6. You only said it was handled.  
(2wc to F/N, give pc P/L 23 Dec 65 and P/L 5 Apr 72 and  
Method 4 WC them and report it to the D of P for further handling.) \_\_\_\_\_
7. You don't understand the situation.  
(See 6 above.) \_\_\_\_\_
8. You don't believe there is a situation.  
(2wc to F/N and probably handling as 6 above. It could be there  
is no situation now.) \_\_\_\_\_
9. You didn't want to handle it and protested.  
(2wc to F/N. See 6 above.) \_\_\_\_\_
10. It can't be handled anyway.  
(2wc to F/N and see 6 above.) \_\_\_\_\_
11. There was something wrong with the auditing or auditor.  
(Find what and do L1C, L3B or L4B as indicated.) \_\_\_\_\_
12. There was earlier bad auditing.  
(Wasn't set up. Repair Pgm.) \_\_\_\_\_
13. You were given the PTS Rundown in the middle of another  
incomplete rundown.  
(2wc to F/N. Complete the incomplete RD then verify the PTS RD.) \_\_\_\_\_
14. You weren't PTS in the first place.  
(Find out if the pc was connected to SPs or an SP group in actual  
fact. Possibly still is but misinterpreting "PTS". If so do 6.) \_\_\_\_\_

15. The feelings about the people you were audited on are still there.  
(2wc to F/N. L1C, L4B, L3B as indicated. Complete the RD.)
16. The PTS Rundown was not complete.  
(2wc to F/N. Sort out Case on PTS RD Addition HCO B 20 Jan 72.) -----
17. You still feel PTS.  
(See 16.) -----
18. You still can't hold onto your auditing gains.  
(See 16.) -----
19. You were ill after the RD.  
(See 16.) -----
20. You feel more upset than ever.  
(See 16.) -----
21. There is still an additional person that wasn't detected.  
(See 16.) -----
22. You were told to attest but were still PTS.  
(See 16.) -----
23. You decided you were PTS when you weren't.  
(2wc to F/N. Handle as indicated by Data pc gives.) -----
24. You said a person was suppressive who really wasn't.  
(See 23.) -----
25. There is a situation that has not been disclosed.  
(2wc to F/N. Get full data. C/S accordingly.) -----
26. There were lies told.  
(See 25.) -----
27. You don't agree about all this.  
(See 25.) -----
28. Your condition was really caused by something else.  
(See 25.) -----
29. There were misunderstood words.  
(See 25.) -----
30. Everything was all right in the first place.  
(See 25.) -----
31. There were list errors.  
(L4B.) -----
32. There were engram errors.  
(L3B.) -----
33. There were auditor errors.  
(L1C.) -----
34. You now feel okay.  
(2wc to F/N.) -----

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HCO BULLETIN OF 17 APRIL 1972

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*C/S Series 76*

**C/SING A PTS RUNDOWN**

References: HCO B 9 Dec 71    PTS Rundown  
              HCO B 20 Jan 72    PTS Rundown Addition  
              HCO B 13 Feb 72    PTS RD Additional  
                                  Issue II            LRH Data  
              HCO PL 5 Apr 72    PTS Type A Handling  
              HCO B 16 Apr 72    PTS Correction List  
              HCO B 17 Apr 72    C/S Series 76  
                                  C/Sing a PTS RD (this HCO B)  
Any subsequent issues.

The whole point of a PTS Rundown is to make a person *not PTS any longer*.

The point is not to just run some processes. It is to have a person all right now.

To really understand this rundown, one would have to know what PTS is in the first place and why one was doing the rundown.

This would apply to the auditor as well as the C/S.

PTS means POTENTIAL TROUBLE SOURCE. It means someone connected to a person or group opposed to Scientology.

It is a TECHNICAL thing.

It results in illness and rollercoaster and IS the CAUSE of illness and rollercoaster.

When you do a PTS RD on a pc CORRECTLY he or she should no longer be ill or rollercoaster.

**BUT THIS INCLUDES THE PERSON HANDLING HIS PTS CONDITION IN THE REAL UNIVERSE NOT IN JUST HIS BANK.**

An auditor and C/S must see that the person is:

- (a) Handled properly in HCO or by the D of P if HCO isn't there so that the person handles the PTS Connection itself. (See HCO PL 5 April 72, "PTS TYPE A HANDLING".)
- (b) Do the RD correctly (see reference HCO Bs above).
- (c) D of P Interview the person AFTER the RD is "complete" to be sure the person is now all right (not PTS).
- (d) Watch the person's folder for any new signs of illness and rollercoaster and if these occur find out what was missed by assessing PTS RD CORRECTION LIST. (See HCO B 16 April 72.)
- (e) Handling the PTS RD CORR LIST.
- (f) Re-interviewing to be sure the person is all right now.

## DATA

Anyone handling or auditing or C/Sing PTS cases should have done the PACK "PTS, SP TECH" Pack I & Pack 2 which are based on HCO PL 31 May 71 which is the CHECKSHEET for available tech and policy on this subject.

To this checksheet (HCO PL 31 May 71) must be added these issues:

HCO B 9 Dec 71 PTS Rundown  
HCO B 20 Jan 72 PTS Rundown Addition  
HCO B 13 Feb 72 PTS RD Additional  
Issue II LRH Data  
HCO PL 5 Apr 72 PTS Type A Handling  
HCO B 16 Apr 72 PTS Correction List  
HCO B 17 Apr 72 C/S Series 76  
C/Sing a PTS RD (this HCO B)

Any subsequent issues.

## PTS SITUATIONS

The hardest thing to get across about a PTS situation is that it IS the reason for continued illness and rollercoaster (loss of gains).

The condition *does* exist. It is in fact common.

We *do* have the auditing tech to handle now.

The material has to be applied correctly just like any other material.

The reason we do the rundown is not to do some sessions or sell some auditing or just explain why the person is like that. We do the rundown so the person will no longer be PTS.

The (EP) *End Phenomenon of the PTS RD is attained when the person is well and stable.*

As a C/S you MUST put a YELLOW TAB marked PTS on a PTS PC Folder that stays on until the person is NO LONGER PTS.

If you do NOT do this there will be about 25% of your pcs or more that YOU WILL BE IN CONTINUAL TROUBLE WITH! Because you will be C/Sing auditing for a person who is PTS, will be ill, will rollercoaster because the person has NOT been handled to EP on being PTS.

These people, by the way, will tell you, "Oh, I'm not PTS." "But your father is suing the org." "Oh yes, I know, but it doesn't bother me. Besides my illness is from something I ate last year. And I rollercoaster because I don't like the Examiner. But I'm not PTS." The mystery is solved when you find they haven't a clue what the letters mean or what the condition is, so give them a copy of HCO PL 5 Apr 72 and let them read it. If they still want to know more give them HCO PL 23 Dec 65. (Remembering it has to be Word Cleared Method 4 or he won't have a clue even if he reads it.)

We are on no campaign to rid the world of suppressives when we are handling a PTS pc. But facts are facts and tech is tech.

In handling a PTS person as a C/S you are on a borderline of policy violation unless you make the person do what it says in HCO PL 5 April 72 first. That handles the situation itself. Then you can handle the person with the PTS Rundown.

It is a great rundown. Like any other it has a standard way of going about it.

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*C/S Series 77*

**“QUICKIE” DEFINED**

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

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

It is not a slang word.

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

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

That is obviously “quickie”.

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

So what makes a Quickie “completion” quickie?

Is it length of time? Not necessarily.

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

To define COMPLETE gives us the reverse of Quickie.

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

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

Anything that does not fully satisfy all requirements is QUICKIE.

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

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

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

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

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

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

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

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

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

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

To be sure their confront is down.

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

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

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

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HCO BULLETIN OF 20 APRIL 1972

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***Expanded Dianetics Series 4***

*(Adds C/S Series 76 to HGDS checksheet)*

**SUPPRESSED PCS AND PTS TECH**

(PTS means Potential Trouble Source which itself means a person connected to a Suppressive Person.)

As the Dianetic Specialist (HGDS) is often called upon to handle pcs who are not well, it is vital that he knows all about and can use "PTS Tech".

All sick persons are PTS.

All pcs who rollercoaster (regularly lose gains) are PTS.

Suppressive persons are themselves PTS to themselves.

If a Dianetic Specialist does not know this, have reality upon it and use it, he will have losses on pcs he need not have.

There is considerable *Administrative* Tech connected with this subject of PTS and there is a special Rundown which handles PTS people.

They get handled *if* the auditor knows his PTS tech, if he audits well and if he uses both the auditing and Administrative Tech to handle.

The Administrative Tech requires an interview, usually by the Director of Processing or Ethics Officer and the person is required to handle the PTS situation itself *before* being audited. A check for stability is also made after being audited on the PTS Rundown.

For this reason, HCO B 17 April 72 and all the checksheet of HCO P/L 31 May 71 must be fully known to the Dianetic Specialist.

HCO B 17 April 72 is also C/S Series 76 so as to be sure that Case Supervisors handle the Admin and C/Sing correctly.

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*C/S Series 78*

**PRODUCT PURPOSE AND WHY AND  
WC ERROR CORRECTION**

Where untrained Auditors are finding Whys for a Danger Formula, or post purposes or post products as called for in the Est O System you will get a certain amount of error and case disturbance. Such upsets also come from word clearing by incompetent persons.

The C/S should look for these especially when such campaigns are in progress. He should suspect them as a possibility when a case bogs.

A C/S must be sure all such papers and worksheets get into pc's folders.

A common repair action is to

1. Do an assessment for type of charge.
2. Handle the charge found by the assessment done.
3. Fly all the reading items found on such assessments by 2wc or direct handling.
4. Suspect LISTING ERRORS on any Why or purpose or product found even though no list exists and reconstruct the list and L4B and handle it.
5. Handle word clearing of *any* type in or out of session with a Word Clear Correction List done in session by an Auditor.
6. When word clearing is too heavy on the pc or doesn't clean up suspect he has been thrown into implants which are mostly words or the words in some engram. As Implants are actually just engrams, handle it with an L3B.

LISTING

Any item found out of session or by a non-auditor is suspect of being a Listing and Nulling (L&N) error even though no list was made.

TODAY A CORRECT L&N ITEM MUST BD AND F/N.

So treat such items as you would list errors and try to reconstruct the list and either confirm the item or locate the real item (may have been invalidated and suppressed) or extend the list and get the real item.

The real item will BD F/N.

One can establish what the situation is with a post purpose, a Why or a product or any other such item by doing an L4B.

SELF AUDITING

The commonest reason for self auditing is a wrong or unfound L&N item.

People can go around and self list or self audit trying to get at the right Why or product or purpose after an error has been made.

## REACTION

NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR A WRONG LIST.

Even, rarely, a DIANETIC LIST can produce wrong list reactions. Ask the pc for his somatics and he blows up or goes into apathy. Or blows. Or attacks the auditor.

ALL of the more violent or bad reactions on the part of the pc come from out lists.

Nothing else produces such a sharp deterioration in a case or even illness.

## OUT LISTS

Therefore when one gets a sharp change in a case (like lowered tone, violence, blows, “determination to go on in spite of the supervisor”, long notes from pcs, self C/Sing, etc, etc, the C/S SUSPECTS AN OUT LIST.

This outness can occur in regular sessions even when the item was said to BD F/N.

It can occur in “Coffee shop” (out of session auditing of someone), or by Est Os or poorly trained or untrained staff members or even in life.

## PTS

When such actions as finding items by non-auditors are done on PTS people the situation can be bad, so one also suspects the person to be PTS to *someone* or *something*.

“PTS” does not communicate well in an assessment question so one says, “Someone or something is hostile to you” and “You are connected to someone or something that doesn’t agree with Dianetics or Scientology.”

## REPAIRS

The main things to know when doing such repairs are (a) that such situations as wrong lists or upset people can occur in an org where untrained people are also using meters and (b) THAT IT IS UP TO THE C/S TO SUSPECT DETECT AND GET THEM HANDLED IN REGULAR SESSION.

Do not ignore the possible bad influence.

As the good outweighs the bad in such cases, it is not a correct answer to forbid such actions.

It is a correct answer to require all such actions and worksheets become part of the folder.

One can also persuade the D of T or Qual to gen in the people doing such actions. And do not ignore the effect such actions can have on cases and do not neglect to include them in C/Ses before going on with the regular program.

They can all be repaired.

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HCO BULLETIN OF 24 APRIL 1972  
Issue I

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D of P  
Auditors  
Ethics  
Officers

*C/S Series 79*

*Expanded Dianetics Series 5*

**PTS INTERVIEWS**

(Reference HCO B 17 April 72, C/S Series 76)

Interviews to discover a PTS condition are done on a meter with all reads marked.

The Interview asks (a) about persons who are hostile or antagonistic to the pc, (b) about groups that are anti-Scientology, (c) about people who have harmed the pc, (d) about *things* that the pc thinks are suppressive to the pc, (e) about locations that are suppressive to the pc and about *past* life things and beings suppressive to the pc.

In doing the Interview the Interviewer must realize that a sick person *is* PTS. There are no sick people who are not PTS to someone or a group or something somewhere.

A somewhat suppressive pc will find the good hats suppressive. This does not relieve his condition. He is PTS to SP people, groups, things or locations, no matter how SP he is.

He can have been audited by someone he knew in an earlier life and who goofed the session. A few auditors have since been declared. Not because they goofed but because they *were* SP.

However, some PTS pc will make trouble for good people because that is what PTS means (Potential Trouble Source). So do not buy all the good people he is PTS to.

Further, when you do get the person or group or thing or location the PTS person will F/N VGI and begin to get well.

The PTS condition is actually a *problem* and a mystery and a withdrawal so it is sometimes hard to find and has to be specially processed (3 S&Ds) to locate it.

Usually it is quite visible.

Don't have a sick, rollercoaster pc appear for Interview and then say "not PTS". It's a false report. It only means the Interviewer did not find it.

The pc sometimes begins to list in such an Interview and such an Interview where a wrong item is found has to be audited to complete the list or find the right item. (See C/S Series 78, HCO B 20 Apr 72, Issue II.)

So Interview worksheets are VITAL.

The Interview should end on an F/N.

The Interview is followed by the Ethics action of HCO PL 5 April 72 or other Ethics actions such as handling or disconnection and posting as called for in policy.

An Interviewer has to use good TRs and operate his meter properly and know 2-way comm and PTS tech.

Some Interviewers are extremely successful.

Such Interviews and handling count as auditing hours.

When properly done, plus good auditing on the PTS RD, well people result.

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[HCO PL 5 April 1972, *PTS Type A Handling*, referred to on previous page, was revised and reissued on 20 July 1975 as BPL 5 April 1972R, *PTS Type A Handling*.]

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HCO BULLETIN OF 26 APRIL 1972

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*Study Series 8*

**THE GLIB STUDENT**

The Glib Student can confront the words and ideas.

He cannot confront the physical universe or people around him and so cannot apply.

He does not *see* Mest or people.

The reason for this is that he is below non-existence on one or more dynamics and so cannot align with the others.

As a spirit or being in a body he has no past or future and so is just a social machine.

Getting him up the dynamics by conditions by “Conditions by Dynamics”, HCO PL 4 April 72 (Establishment Officer Series 14), fourth page, having him do general confronting and do TR Courses the Hard Way and having him run on the Objective Processes cures this condition. It takes a lot of work, a lot of auditing but it *can be cured*.

Unless it is fully handled he will never *see* enough more than the paper and words to be more than a glib student who cannot apply.

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[A copy of HCO PL 4 April 1972, *Ethics*, Establishment Officer Series 14, is on page 78 and “Conditions by Dynamics” is on page 81.]

HCO POLICY LETTER OF 3 MAY 1972

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Hats

*IMPORTANT*

*Executive Series 12*

**ETHICS AND EXECUTIVES**

Any person holding an Executive Post (head of Department or above) is deemed an EXECUTIVE.

Evaluation has revealed that the breakdown in many orgs is a failure on the part of Executives to wear their Ethics and Justice hats.

It has been found that below Administrative Whys there is usually an Ethics situation as well which unhandled, causes the Administrative Why not to function or raise stats.

In an area which is downstat, it is the duty of an Executive to investigate and find any out-ethics situation and get it corrected.

Ethics is a personal thing in relation to a group. Unethical people are those who do not have Ethics in on themselves personally.

It is the responsibility of the Executive to see to it that persons under his control and in his area *get their personal ethics in and keep them in*.

Dishonesty, false reports, an out-ethics personal life, should be looked for and by persuasion, should be corrected.

When an Executive sees such things he or she must do all he can to get the person to get his own Ethics in.

When an area is downstat the Executive must at once suspect an out-ethics scene with one or more of the personnel and must investigate and persuade the person to be more honest and ethical and correct the out-ethics condition found.

If this does not correct and if the person or area remains downstat, the Executive must declare the person or area in Danger and apply HCO PL 9 Apr 72 "CORRECT DANGER CONDITION HANDLING".

The situation, if it does not correct, thereafter becomes a matter of full group justice with Courts and Comm Evs. Persons whose Ethics have remained out must be replaced.

The seniors of an Executive are bound to enforce this policy and to use it on any Executives whose personal ethics are out and who fail to apply it. It will be found that those who do not apply this policy letter have themselves certain dishonesties or out-ethics situations.

**IT IS VITAL TO ANY ORGANIZATION, TO BE STRONG AND EFFECTIVE, TO BE ETHICAL.**

**THE MOST IMPORTANT ZONE OF ETHICAL CONDUCT IN AN ORGANIZATION IS AT OR NEAR THE TOP.**

Ethical failure at the top or just below it can destroy an organization and make it downstat.

Historical examples are many.

THEREFORE IT IS POLICY THAT AN EXECUTIVE MUST KEEP ETHICS IN ON HIMSELF AND THOSE BELOW HIM OR BE DISCIPLINED OR COMM EVED AND REMOVED FROM ANY POST OF AUTHORITY AND SOMEONE FOUND WHO IS HIMSELF ETHICAL AND CAN KEEP ETHICS IN ON THOSE UNDER HIS AUTHORITY.

The Charge in any such case for a staff member or Executive is FAILURE TO UPHOLD OR SET AN EXAMPLE OF HIGH ETHICAL STANDARDS.

Such offenses are composed of:

1. DISHONESTY.
2. Use of false statements to cover up a situation.
3. Representing a scene to be different than it actually is to cover up crimes and escape discipline.
4. Irregular 2D connections and practices.
5. Drug or alcoholic addiction.
6. Encouraging out-ethics.
7. Condoning or failing to effectively handle an out-ethics situation in self or others as an In Charge, Officer or Executive.

#### TECHNICAL

People with out-ethics withholds cannot see. This is proven by the brilliant return of perception of the environment in people audited effectively and at length on such processes.

Such people also seek to place a false environment there and actually see a false environment.

People whose Ethics are low will enturbulate and upset a group as they are seeking to justify their harmful acts against the group. And this leads to more harmful acts.

Out-ethics people go rapidly into Treason against the group.

A person whose Ethics have been out over a long period goes "out of valence". They are "not themselves".

Happiness is only attained by those who are HONEST with themselves and others.

A group prospers only when each member in it has his own personal ethics in.

Even in a PTS (Potential Trouble Source) person there must have been out-ethics conduct toward the suppressive personality he or she is connected with for the person to have become PTS in the first place.

People who are physically ill are PTS *and are out-ethics* toward the person or thing they are PTS to!

Thus a group to be happy and well, and for the group to prosper and endure, its individual members must have their own Ethics in.

It is up to the Executive or Officer to see that this is the case and to DO the actions necessary to make it come about and the group an Ethical group.

**Exec or Officer's Steps  
for Getting In Ethics  
on a Staff Member**

STEP ONE

Inform the person personally he is in Danger Condition by reason of acts or omissions, downstats, false reports or absence or 2D or whatever the circumstances are.

He is in fact IN danger because somebody is going to act sooner or later to hit him.

He may be involved already in some other assignment of Condition.

But this is between you and him.

HE IS IN DANGER BECAUSE YOU ARE HAVING TO BY-PASS HIM TO GET HIS ETHICS IN, A THING HE SHOULD DO HIMSELF.

If he cooperates and completes this rundown and it comes out all right you will help him.

If he doesn't cooperate you will have to use group justice procedures.

This is his chance to get Ethics in on himself with your help before he really crashes.

When he accepts this fact, Step 1 is done. Go to Step 2.

STEP 2

Ethics is gotten in by definition on the person.

GET IN THE DEFINITIONS FULLY UNDERSTOOD.

The following words must be Method 4 Word Cleared on all the words and the words in their definitions on the person being handled.

“ETHICS: The study of the general nature of morals (morals [plural] [noun]: *The principles of right and wrong conduct*) and the specific moral choices to be made by the individual in his relationship with others.

“The rules or standards governing the conduct of the members of a profession.”

“JUSTICE: 1. Moral rightness; equity. 2. Honor; fairness. 3. Good reason. 4. Fair handling; due reward or treatment. 5. *The administration and procedure of the law.*”

“FALSE: Contrary to fact or truth; without grounds; incorrect. Without meaning or sincerity; deceiving. Not keeping faith. Treacherous. Resembling and being identified as a similar or related entity.”

“DISHONEST: Disposed to lie, cheat, defraud or deceive.”

“PRETENSE: A false reason or excuse. A mere show without reality.”

“BETRAY: To be disloyal or faithless to.”

“OUT-ETHICS: An action or situation in which an individual is involved contrary to the ideals and best interests of his group. An act or situation or relationship contrary to the ethics standards, codes or ideals of the group or other members of the group. An act of omission or commission by an individual that could or has reduced the general effectiveness of a group or its other members. An individual act of omission or commission which impedes the general well-being of a group or impedes it in achieving its goals.”



Do not go to Step 3 of this until all the above words are cleared by Method 4 Word Clearing.

### STEP 3

Ask the person what out-ethics situation he or she is involved in.

It may take the person some time to think of it or he may suppress it and be afraid to say it for fear of consequences. Reassure him that you are only trying to help him.

He may have brought it up in a session but did not apply it as out-ethics. Coax him through this.

If his conduct and actions are poor or downstat, he for sure will be able to come up with an out-ethics personal scene.

Sometimes the person is secretly PTS and is connected to a suppressive or antagonistic person or group or thing. In such an instance he will rollercoaster as a case or on post or have accidents or be ill frequently. (See PTS tech for material on this and for future handling. Checksheet HCO PL 9 April 72 [Revised] "Correct Danger Condition Handling", but go on handling with these steps.)

Sometimes the person just uses PR (brags it up and won't come clean). In this case, an auditing session is required.

If the person gets involved in self listing get him audited on HCO B 20 Apr 72, C/S Series 78, which gives the auditing session procedure. A person can become very upset over a wrong item. It is easily repaired but it must be repaired if this happens.

By your own 2wc or whatever means or repair get this Step 3 to a clearcut out-ethics situation, clearly stated. Do not forget to go on with this eventually if there is a delay in completing it. GIs will be in if correct.

### STEP 4

Have the person work out how the out-ethics situation in which he or she is involved would be a betrayal of the group or make them false to the group or its ideals.

Do not make the person guilty. Just get them to see it themselves.

When they have seen this clearly and have cognited on it completely go to next step.

### STEP 5

The person is now ready to apply the FIRST DYNAMIC DANGER FORMULA to himself.

Give him this formula and explain it to him.

### FIRST DYNAMIC FORMULA

The formula is converted for the 1st dynamic to:

- 1st 1. By-pass habits or normal routines.
- 1st 2. Handle the situation and any danger in it.
- 1st 3. Assign self a danger condition.
- 1st 4. Get in your own *personal ethics* by finding what you are doing that is out ethics and use self-discipline to correct it and get honest and straight.

1st 5. Reorganize your life so that the dangerous situation is not continually happening to you.

1st 6. Formulate and adopt firm policy that will hereafter detect and prevent the same situation from continuing to occur.

Now usually the person is already involved in another *group* situation of downstats or overt products or bad appearance or low conditions, Courts, Comm Evs for something.

It does not matter what other condition he was in. From you he is in *Danger*.

So 1st 1 and 1st 2 above apply to the *group* situation he finds himself in.

He has to assign *himself* a Danger Condition as he recognizes now he has been in danger from himself.

1st 4 has been begun by this rundown.

It is up to him or her to finish off 1st 4 by applying the material in Steps 2 and 3. He or she has to use self-discipline to correct his own out-ethics scene and get it honest and straight, with himself and the group.

1st 5 is obvious. If he doesn't, he will just crash again.

1st 6. In formulating and adopting firm policy he must be sure it aligns with the group endeavor.

When he has worked all this out AND DEMONSTRATED IT IN LIFE, he has completed the personal danger rundown.

He can then assign himself Emergency and follow the Emergency Formula (HCO PL 23 Sept 67, Pg 189-190 Vol 0 OEC, "Emergency").

## STEP 6

Review the person and his stats and appearance and personal life.

Satisfy yourself that the steps above and the out-ethics found were all of it. That no wrong item has been found. That the person is not PTS.

Handle what you find. But if you find that the person did not improve and gave it all a brush-off, you must now take the group's point of view and administer group justice.

Your protection of the person is at end because he had his chance and is apparently one of those people who depend on others to keep his Ethics in for him and can't keep them in himself. So use group justice procedures thereafter.

If the person made it and didn't fall on his head and is moving on up now AS SHOWN BY HONEST STATS AND CONDITION OF HIS POST, you have had a nice win and things will go much much better.

And that's a win for everybody.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 3 MAY 1972

Remimeo

## HAVINGNESS

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Starvation for energy is the keynote of any case which maintains facsimiles in restimulation.

The thetan who holds facsimiles to the body has chosen to have the energy *in spite of* the perceptions and significances in it. He is attempting to have the energy and not have the aberrative quality of it. Thus he is posed the problem of trying to reject the thought and accept the energy and thus he cannot do either.

In Dianetics we gave him the energy by processing out the significances (perception) in it.

When well exteriorized a thetan may have his energy so far reduced that he becomes unhappy. Having him create and snap in anchor points upon himself (not the body) will remedy this unhappiness.

Matched terminalling, admiration processing and any other process which reduces energy, at length "starve" the thetan for energy.

All these conditions are remedied by remedying the "havingness" of the thetan.

As we saw in Acceptance Level Processing (PAB 15) only certain energy forms may be acceptable to the thetan. This is regulated by the screens he has erected against things. By setting up a resistance to certain energies, he creates an eventual appetite for them. He sets up screens to resist the form and the screen becomes plus for the form on the far side and negative for the form on the near side. As the screen caves in upon him (by being pounded by the unwanted form) it eventually causes an appetite (vacuum) for the form. Thus he actually starves for a form he once detested. This is the dwindling spiral of the Mest Universe. The thetan believes he has to have the form to survive.

The remedy of havingness is necessary for all cases at and below Step IV of SOP 8.

An auditor remedies havingness by "starting an avalanche", by making the preclear begin an automatic inflow of acceptable things, then graduates the preclear rapidly to avalanches of stars, planets, heavy masses and spaces.

It is density and mass which count, not specific items.

Degradation begins when the thetan is interiorized into unwanted mass. It is completed when, having developed an appetite for heavy mass, he is exteriorized from it.

In this lifetime the downfall of any thetan began with his loss of some heavy mass. The heaviness of the mass *was* the value of the mass. For instance, an auditor wishing to trace the feeling of degradation in a preclear would look for a time when the preclear lost or was removed from a massive object. The auditor then has the preclear

mock up the object and change its quality better or worse until it “snaps in” automatically on the preclear. Then the auditor has the preclear mock up enough of the object to create an avalanche. The preclear must then add more and more to the inflow, then add planets, stars and black stars until the preclear can comfortably throw several dense objects away in mock-up. A reverse (outflowing) avalanche is then begun and run.

Outflowing and inflowing avalanches are run on the preclear until his “hunger” is satiated.

Numerous facsimiles may appear. The auditor continues with the dense masses in avalanches, not the facsimiles. The facsimile will “blow”.

This process, run for four or five hours, will create a Book 1 Mest Clear.

Perceptions are turned on by running “acceptable” smells, lights and sounds in avalanches. Masses are more important than perceptions.

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Remimeo

## SIX BASIC PROCESSES

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There are six basic processes today in Dianetics and Scientology. Before we consider these processes, let us first consider the essential difference between Dianetics and Scientology. What we are doing could be called, more succinctly, "an understanding of life." Under this heading, we could call anything a science or an art and we could bring in many subdivisions.

Other subdivisions which enter into this represent the difference between a study of life in general and a study of man in particular. Scientology could be called a study of life; Dianetics could be called a study of man. The first four dynamics are devoted to Dianetics. If you read again *Dianetics: The Modern Science of Mental Health*, you will discover that it treats of the first four dynamics. If you examine the first shadows of what we now call Scientology, it treats all of the eight dynamics. In view of the fact that both Dianetics and Scientology operate in the field of man, it should be readily seen that the basic processes of Dianetics or Scientology as they apply to man would be the same. Just because we have used two different words is no reason man has changed. Thus we have our six basic processes and thus we discover that Dianetics and Scientology, up to the point of stable exteriorization, operate in exactly the same field with exactly the same tools. It is only after man is sufficiently exteriorized to become a spirit that we depart from the field of Dianetics; for here, considering man as a spirit, we must enter the field of religion. Thus we have our additional subdivision. Dianetics is a science which applies to man, a living organism; and Scientology is a religion.

The six basic processes are as follows:

1. Two-way Communication
2. Elementary Straightwire
3. Opening Procedure of 8-C
4. Opening Procedure by Duplication
5. Remediating Havingness
6. Spotting Spots in Space.

An additional breakdown of these sections demonstrates that these processes subdivide into some highly important techniques. An additional process is as follows:

1. Two-way Communication includes communication lag, scarcity of problems, the Code of a Scientologist, the Axioms of Dianetics.
2. Elementary Straightwire includes the Auditor's Code, *Self Analysis*, Memory and Mass and their relationship, under which we get past life loss of memory and what we generally call "next-to-the-last list of *Self Analysis*."

3. Opening Procedure of 8-C includes pan-determinism, orders, defenses and the theory and material pertinent to present time.
4. Opening Procedure by Duplication includes the communication formula, general theory of ARC and “it must-mustn’t happen again.”
5. The Remedy of Havingness includes the scale of substitutes, the hide-to-curiosity scale, Expanded Gita, mock-ups and engrams, overt acts and motivators, flows and terminals, the fact that two things can’t occupy the same space if one is to have a universe, significances and problems and, in particular, the scarcity of problems.
6. Spotting Spots includes “space, the theory of,” disinterest, importance, as-isness and the conditions of existence and separateness.

Appended to these subjects is one of equal importance in that it is the prediction of human beings. This is included, and could be called part seven of these basics. *Science of Survival*, with its dissertations on the Theta-MEST theory, ARC, and the Chart of Human Evaluation, is, indeed, a study of the prediction of homo sapiens.

It has been discovered in the field of training that an auditor has to be thoroughly versed in these seven items. He must be able to be expert in processing people using the six processes, and his understanding must be increased to the seventh item as included in the book *Science of Survival*.

How thoroughly does one have to cover any one of these subjects in order to render an auditor conversant with it? It has been found in the Phoenix Certification Course that even auditors who have studied this material before coming to the course had to be rehearsed on it a minimum of *eight times* and had to be carefully supervised through each one of these at least eight times, had to audit at least ten or fifteen hours on each process under supervision, and had to have each one of these processes run on him expertly for many hours before he finally was able to practice them with such skill that he produced uniform results. This is in spite of the fact that these particular processes are simple. Indeed, they are so simple that an auditor has a tendency to look at them and use them as though they were also pliable. Their simplicity is residual in the fact that they are the exact processes necessary to produce the exact results of Dianetics and Scientology.

It has been found that the simplicity of these processes was the stumbling block in their use. One instance in one HCA unit: a class went through for five weeks without entirely grasping the theory and practice of communication lag. Amongst this class was an auditor-student who was so expert at giving indirect, yet seemingly direct, answers that he had actually evaded the understanding of his fellow students. This person had yet to give a precisely direct reply to a question asked him. An instructor sat down with this student and for forty-five minutes asked him the same simple question. At the end of that time the student gave at last a direct reply, and this reply was the first time in the course when he had answered a question straight. A precision definition of communication lag is “the length of time, whether verbal or silent, intervening between the auditor’s asking of a specific question and the specific and precise answer of that question by the preclear.” It would not matter then whether the preclear continued to talk about something else than the question, or simply remained silent, this would still be communication lag. The class had not entirely grasped this fact in that they assumed that an indirect or an almost answer was sufficient. Rapidly in the next two auditing periods the case of the student broke, simply because his auditor now understood exactly what this person was doing with auditing questions and now demanded precise answers to questions, at the same time retaining ARC with his preclear.

The processes of Dianetics, as one can see, stress bringing a preclear into present time. In the old days we did this by running engrams, running locks and unsticking the preclear in general from various incidents in the past. Now we approach the problem far more directly. The Opening Procedure of 8-C is putting the preclear into contact with what is present time. The Remedy of Havingness will actually give the preclear

enough energy masses to permit his starved condition to let go of the energy masses he is holding to him. The energy masses he is holding to him are commonly engrams with significance and content which make him very unhappy, but not as unhappy as he thinks he would be if he no longer had this energy. The motto of an individual seems to be “Any energy, even with content as vicious as an engram, is better than little or no energy.”

Here, with this list of processes, we have before us the basic training for the Dianeticist and Scientologist. These processes have now remained stable for some eight months. In spite of all the attention and tests they have received, little or no improvement has occurred in the actual form of the processes, and the processes and the commands have remained steady and stable.

In view of the fact that the thetan exterior is described fully in the second chapter of *Dianetics: The Modern Science of Mental Health*, and in view of the fact that we have now with the command “Be three feet back of your head” the “one-shot clear,” and in view of the fact that the instructor in London with his Advanced Clinical Course [1st London ACC] only three weeks deep had exteriorized successfully all of his students, we see we do not have any real problems in terms of processing or processes today. We can do it. An auditor *who is well trained* can achieve results with these basic processes which in any other age would be called miracles.

There are people around who desperately need it as a process who believe and who would have you believe that the Opening Procedure by Duplication techniques are the most vicious things ever invented. Compare this with the fact that these people also feel bound to go out and crusade amongst their fellow men to teach them how bad Dianetics and Scientology are. These two facts combined should tell you something concerning duplication. The very thought of duplication is so hideous to some people that they are utterly unwilling to face the slightest chance that they might be brought in to a willingness to duplicate. These people have had things happen to them which are bad enough to make these people postulate that certain things mustn't happen again. Duplication means that things must happen again and the process of duplication itself balances out and makes a person easy about his past.

In the process of running Opening Procedure by Duplication hypnotism very often comes off of the bank. Here we have an example of un hypnotizing. The process of hypnotism is a monotony and a central fixation on some one object. Opening Procedure by Duplication, using two objects and using an alert and aware procedure, contacting and examining these two objects alternately, tends to unfix a person from points in the past. Naturally, this begins to run out hypnotism. A person run for only 15 or 20 minutes on Opening Procedure by Duplication might very well feel himself getting more and more hypnotized; by the time he has been run 45 minutes or an hour, this sensation has worn away and the person is far more alert than he was at the beginning of the session. It is quite common to run Opening Procedure by Duplication for several hours, and Intensive Procedure as given at headquarters of the HASI is run precisely as given and taught upon preclears for a minimum of five hours before the HASI is content to release a preclear as in good condition. If the preclear cannot duplicate, his arrival at a state of good condition will simply be a signal for him to have a “no duplicate” fixation on feeling good. Thus the auditor would have brought him up to a level of feeling well and immediately afterwards the individual, being able to have things happen only once, would then have to feel bad. Here again is the problem of exteriorization which results soon afterwards in re-interiorization: the person has exteriorized, he has the fixation that something must happen only once, and thus he will go back into the body and will not come out again. This is all under the heading of duplication. Opening Procedure by Duplication wakes up the preclear, puts his body back into balance and gives him a brighter outlook in general and makes him fear the past much less than before it has been run on him. He is far better able to control his body and his environment than previously and remarks that incidents have far less effect upon him than before. This does not look very much like hypnotism, now, does it?

With these processes a trained auditor—and we emphasize *trained*—is able to get the results which are called for and described in all the earlier books on Dianetics and Scientology. The reason one did not see these results more often was that the auditor himself could not duplicate the auditing commands, and thus anything and everything was being run but a minimum of result was taking place. I was running one preclear one day who was a very old-timer and who had been run many, many hours on the techniques contained in *Dianetics. The Modern Science of Mental Health*. I was running him on processes which ran out all of his earlier auditing. He broke down under this processing and began to curse, saying, “If only once—if only just once—I had been permitted to run a second time through an engram by my auditor; if only just once I had been able to run the secondary once more! But no! I was never given the chance to go through the engram a second time.” Now those of you who know the techniques of Book One know definitely they call for a continuous running through, over and over, of the same incident so as to de-intensify it. This is the sort of complicated duplication which the preclear was asked to do which resolved at once his ability to duplicate and the fact that it mustn’t happen again. Thus when auditors failed to return people through engrams and secondaries, for a second, fourth, fifth, or even tenth time if necessary, it then became impossible for these early techniques to work.

In training it is very difficult to relay the theory and processes to people who are not very alert and who cannot duplicate. One can say straight to a class that such-and so is observably true, and the class will immediately agree that something is observably true, but immediately after leaving the classroom, will believe in themselves that an entirely different statement had been made than the one they agreed with. They will then agree with this different statement and all sorts of oddities in the form of theory and techniques become circulated.

In the next *Professional Auditor’s Bulletin* I am going to give you a rather thorough rundown on two-way communication and on the bulletins subsequent to that I am going to give you, for the first time, in written form, a considerable dissertation on these processes and the exact auditing commands and the results to be looked for.

But there is one thing I am probably not going to cover again, and this is an odd fact which has shown up in our training experience here and in my handling of a great many auditors. This has to do with the case of the auditor in particular. I could write an entire series of PABs on this subject, but I am sure this statement will be enough. The case of an auditor, one who is skilled in the processes of Dianetics and Scientology, and the case of a preclear, one who has just walked in off the street without further knowledge, are entirely different cases, as both Dianeticists and Scientologists know. At one time the cases of Scientologists and Dianeticists were considered so much with horror on the part of other Scientologists and Dianeticists that one audited a fellow practitioner with considerable reluctance. Dianeticists and Scientologists were renowned to be tough cases.

I have found now what made them tough cases. The preclear has an entirely different goal from the auditor. The preclear is there to get well: the auditor is there to make the preclear well.

When we consider this further, we see that the ability of the auditor to control minds and mental reactions is dependent upon his getting results in preclears. The preclear’s results simply stem from the preclear’s gained ability to control his own mind and its reactions. Thus, of course, we have entirely different values.

An auditor who does not consistently get good results is going to have his own case cave in on him. The only way an auditor can keep his case up is to get continuous and predictably excellent results upon preclears. Thus an auditor, to have his case in good order, would have to be in good order as an auditor; he would have to be able to get results upon those he processed. In view of the fact that he could get results upon other human beings, he could then, of course, know continuously that he could control human reactions and mental reactions; and so, with this confidence and this control, be completely unworried about his own case and be able to do actually anything he wished with his own mental machinery.



The case of the auditor actually depends upon his successes in auditing. Thus in the Certification Course in Phoenix we stress today only the skill of an individual to audit, and we discover consequently that, as the auditor gets results upon his fellow student and as he gets results on outside preclears, his own belief in his ability to handle the human mind soars to such an extent that as a case he ceases to be in the concern category. He of course is audited and without being audited he would not know the results which would happen in a preclear, but his actual case gains depend on his gains on preclears.

Now with today's techniques we can guarantee those results on preclears. We can demonstrate to any auditor that he can make anybody well, if the person is even vaguely breathing, simply by using with skill and understanding, as trained, the above six processes and the seventh, which is actually an understanding. Here is the problem of the auditor's case resolved. The way to have one's case in excellent condition is to have continuing confidence in one's ability to get results on preclears. In the Certification Courses in Phoenix and London we work solely in the direction of giving an auditor confidence in his ability to handle the aberrations of others and we discover that with this gained confidence the fear of his own behavior vanishes; and thus an auditor becomes a very, very capable clear.

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Remimeo  
*Exp Dn Cse*

### THE REMEDY OF HAVINGNESS

(Previously issued as PAB No. 49 on 1 April 1955  
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*(Addition in this type style on next page.  
Note that this also corrects Page 20 of the  
"Level 1 PABs" booklet.)*

There is a great deal of upper-echelon theory connected with the Remedy of Havingness as a process, for here we are dealing with energy and the reasons and operations of a thetan in regard to it.

Just why a thetan should get himself so completely snarled up in energy might be an entire mystery to anyone who did not realize that a thetan has to cut down his knowingness and his total presence in order to have a game. The awareness of awareness unit builds space to cut down knowingness. Space makes it necessary, then, to look at something in order to know about it. The next thing a thetan does to cut down his knowingness is to create energy and to pass it to other thetans and to bring in the energy of other thetans so as to get a duration and a time span. If the thetan is successful and obtains a game in this wise, he continues on with this modus operandi of having a game, and when he does not have a game he simply cuts his knowingness down once more. Of course, he reaches a point eventually where he does not get a game simply by cutting down his knowingness, and eventually assumes a fairly fixed, stupid, aspect. He is below the level of having games, but because he has cut down his knowingness he does not know, now, that he is below the level of having games and thinks that all that is necessary to get another game is to further cut down his knowingness. He is by this time obsessively dramatizing the lowering of knowingness.

When one speaks of knowingness, one should realize that one is speaking of an embracive thing. Everything on the Know to Mystery Scale is simply a greater condensation or reduction of knowingness. At first one simply knows. Then he makes some space and some energy, and so now he has knowingness in terms of looking. By changing the position of the particles of energy thus created, and by exchanging particles with others, extant or self-created, the thetan cuts down his knowingness further, and gets time, and so gets emotion and sensation. When these become solid, he has effort particles and masses. Now, he could cut down his knowingness further by refusing to use emotion and effort, but by thinking about them thus introducing new VIAs into his line of knowingness. And, when he no longer knows entirely by thinking, he ceases to create knowingness and begins to eat, and from eating he drops into the ready-made sensation of sex instead of knowing what happens in the future. And from here he drops down into postulated mystery as something one cannot possibly know about. In other words, one gets a continued reduction of knowingness in order to have games. The greatest chess player in the world has no game, since he can predict that he will win and predict everything that opponents will do, so he will simply demonstrate how to play chess. Sooner or later, he will announce that he is "burned out" or has lost his knack for playing chess, and will go off into some other field where he *can* have a game. The field he will choose will be a less wisdom-demanding field than playing chess. A boxer, such as some of the very great ones of the past, will reduce his timing, which is to say his knowingness of arrival, to a point where he can at least put on a good exhibition, and from this they will further reduce their knowingness, and then not noticing how far they have gone, get themselves thoroughly and consistently beaten. There will be a period, however, when they are fairly evenly matched against their opponents.

To understand this with any thoroughness, one would have to recognize the intention back of all communication. Creation, Survival, and Destruction is knowingness. When somebody talks to you his intention is to continue in a parity where he can have an interchange of communication, which is to say a game. He takes knowingness from you, and gives knowingness to you, with one form of communication or another. Two soldiers fighting and shooting at each other are using a bullet to make the other man know. What is there to know in this situation? That one is dead, of course, and for the victor, that one has won.

It is dangerous, alike, to a thetan, to have too many wins or too many losses. Give him too many wins, and he will correct in the direction of reducing his knowingness as represented by his dexterity, his prediction, his activity. Give him too many losses and he will seek another game, even to the point where he will die and pick up another body. Because the decision is on the basis of knowingness, the decision is always downward. One does not decide upward toward greater knowingness, actually, unless one has the full and complete intention of winning in a new game. If one discovers that there are no wins or losses either to be found in this new game, *one will reduce one's own knowingness, even to the point of forgetting all of his knowledge concerning it, in order to ensure a game.*

As there is not an infinity of games in progress, one is apt, as he comes down seventy-four trillion years of track, to play out the available games and to put them in the category of "it must not happen again." One then becomes bored. One is only bored when there is no game possible, from his viewpoint. Actually, all he has to do is become enthusiastic about the game on his own consideration and he will begin to know more about it again.

A thetan considers that some form or mass is necessary in order to have a game. He gets into the belief that he cannot create new masses, and so he begins to hold on to old masses, and here, whether he is exteriorized or in a body, we find him holding on hard to old facsimiles, old significances, old decisions, rather than taking on new decisions.

The Remedy of Havingness directly addresses the problems of giving the thetan something "to play with." When he discovers that he can have new masses, he will begin to let go of old masses. It is an easily observed phenomenon while having a preclear Remedy Havingness, that old engrams go into restimulation, go into restimulation and run out, that they show up in front of his face and suddenly explode or disappear. The Remedy of Havingness actively does run out engrams.

This process is used from boredom up to conservatism for its best results.

This process is done by asking the preclear to mock up something and pull it in, or mock up something and throw it away. When a thetan is exteriorized, if you want to see him get very unhappy, make him change space until he begins to lose all the energy he is holding on to, and then fail to remedy his havingness. The thetan will become convinced that he is only a thought, and is therefore, by his standards, unable to have a game. Tell him to mock up eight anchor points in the form of the corners of a cube around him and pull them in upon himself. Ask him to do it several more times, and he immediately brightens up and becomes very happy. Why is this? You have reassured him that he can have a game.

The cutting down of knowingness and the Remedy of Havingness have opposite vectors. The Remedy of Havingness will knock out old energy masses the thetan is holding on to, or that the body is holding on to, which tell the thetan he is stupid. The supplanting of these by new energy masses which do not have the postulate of cutdown knowingness in them of course makes the thetan brighter.

When you find a theory detached from a process and not demonstrating itself in a process, there must be something wrong with the theory. Similarly, if what I say here about condensed knowingness being all other things, and the cut-down of knowingness, were not demonstrated in the process of Remedy of Havingness, then we would have to get ourselves a new theory. However, this is demonstrated very definitely. Those people who cannot remedy havingness, wherever they are on the tone scale, can be

brought to a point where they will remedy havingness simply by asking them what they wouldn't mind knowing. The consideration of what they are willing to know then begins to rise.

If you only could see a Black Five operate you would see that his barriers are all erected toward knowing something. Of course he is very afraid of being told something bad, and so doesn't want to be told anything at all, and when the auditor gives him a command he never receives the command as given, but does something else. He has a block up against knowingness to such a degree that he will eventually permit himself to be pressed into complete inactive stupidity. What are those black screens for? Basically to keep him from knowing. Knowing what? Then one will have to look closely at the definition of a datum. A datum is an invention which has become agreed upon and so solidified. In other words, a datum is to some degree a solidity, even if it is merely a symbol. To get into this state it has to be agreed upon. When it is thoroughly agreed upon it becomes, then, a truth. It is not at all a truth. It is an invention. What made it sure or what made it real was the fact that it was agreed upon. This opens the doors further to other processes.

In order to get the preclear in good condition we would have to put him into some kind of a condition so that he could create. The first thing he is liable to be able to create in auditing is a lie. The word "lie" is simply "invention with a bad connotation." Society gives invention that connotation because of its anxiety to have a game and to agree, and so be able to communicate with one another.

Thus society frowns upon the invention of facts, yet the preclear's sanity and continued happiness absolutely depend upon his ability to create new facts. The technique which remedies this is included in "The Creation of Sanity," number R2—29: "Start lying." One can vary this auditing command with "Tell me some lies about your past," and then keep the preclear at it long enough so that the preclear is able to come out of the complete blur which will follow on the heels of his taking over the function of and running of his memory machines. The invention of data is a step immediately toward the remedy of havingness. Simply asking the preclear what he wouldn't mind knowing, what he wouldn't mind having other people knowing about him will bring him into a condition where he can mock up and remedy havingness.

The Remedy of Havingness is the companion process to Spotting Spots, which will be taken up in the next PAB. The Remedy of Havingness, simply as a process by itself, if worked up to by getting the preclear willing to know things, and willing for other people to know things, and run thoroughly so that whole avalanches of masses can pour into him or pour out of him, will actually run out an entire engram bank, and thus is an extremely valuable process.

It has been reported by several auditors that exteriorization was accomplished on preclears by making them remedy havingness and do nothing else for eight or ten hours.

The auditing commands for the Remedy of Havingness are: "Mock up something," "Pull it in," until the preclear is doing this easily. Then, "Mock up something," "Throw it away," until the preclear can do this easily. The significance of the object may be added by the auditor with "Pull in an ideal body," or some such thing, but the actual fact is that the actual significance does nothing for the preclear. It is the mass which counts. The auditor can have the preclear pull things in two at a time, six at a time. He can have the preclear mock up something, copy it a dozen times, one time after another, then pull in the whole mass, but the real reason he is doing this with the preclear should never drop from sight. The auditor is remedying havingness in order to give the preclear enough mass to permit him to discard old masses which he is holding on to and doesn't know anything about.

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["The Creation of Sanity" referred to above is now known as *The Creation of Human Ability*. This HCO B is a reissue of PAB No. 49 which can be found in context in Volume 11, page 176.]

HCO BULLETIN OF 6 MAY 1972

Remimeo

## REMEDY OF HAVINGNESS—THE PROCESS

(Previously issued as PAB No. 50,15 April 1955)

“When in doubt, remedy havingness.”

This is a motto which can well be followed by an auditor doing any process on any preclear.

But, if there is a process which one should do with any other process, then that process should be understood thoroughly, for if done incorrectly it would be likely to produce confusion into all the other processes of Dianetics and Scientology.

Therefore, in the first place, let us examine with rigor the name of this process. It is REMEDY OF HAVINGNESS. By “remedy” one means the correction of any aberrated condition. By “havingness” one means mass or objects. The process could also be called “Remedy of Un-Havingness.” It could also be called “Remedy of Acceptingness.” It could also be called “Remedy of Rejectingness.”

To those people who are deficient in havingness, the process is liable to mean that the auditor should increase the havingness of the preclear. Such an auditor with this misunderstanding would have the preclear put up large masses and push them into his body or himself. The auditor would neglect having the preclear throw away objects and masses.

If the auditor misunderstood the process and simply assumed that it had something to do with havingness, and if his own havingness were too great, he would be likely to specialize on all preclears by having the preclear throw things away.

Actually, the auditor should have the preclear push things into himself and his body and throw things away from himself and his body until the preclear can do both with equal ease. When this has been accomplished the preclear’s havingness has been “remedied .”

What, then, does a Remedy of Havingness mean? It means the remedy of a preclear’s native ability to acquire things at will and reject them at will. Amongst the havingnesses which would require remedy would be an obsessive inflow of money, sexual objects, troubles, somatics, and difficulties in general. Whenever one of these appeared in the preclear’s environment it would have a tendency to inflow on the preclear. The reverse difficulty would be an obsessive outflow, whereby the preclear threw away or wasted anything which he had, such as money, clothes, cars, or living quarters. When the process “Remedy of Havingness” has been done thoroughly and completely, the preclear should be able to reject or accept, at his own discretion, anything in his environment as well as anything in his engram bank.

The earliest use of this process is to be found in GITA, which is to say “Give and Take Processing,” one of the early SOPs which became an SOP-8 “Expanded GITA.” In Issue 16-G of the *Journal of Scientology* we have a long list of key items. The preclear was asked to waste, accept, and desire these items at will. This was the Desire-Enforcement-Inhibit Scale, or the DEI Scale. This process is the immediate ancestor of the Remedy of Havingness. Indeed, one could do far worse than to take the DEI Expanded GITA list as given in Issue 16-G, and in the form of mock-ups use it as such upon the preclear, or more modernly employ it directly on the Remedy of Havingness on these objects.

If one were to employ such a list in the Remedy of Havingness, one would, of course, have to employ gradient scales. The use of the gradient scale has never been discarded, and the concept and principle of doing things by gradient scales is inherent in auditing itself, for one starts with a process which the preclear can do, and gives him some wins, and on a gradual scale gives him larger and larger wins until he is cleared. Similarly, in remedying havingness, the preclear must be started at the lowest end of the scale and advanced on up to the higher end of the scale. Quantity is one of the methods of doing this. At first one can ask a preclear to mock up one of an item and shove it into his body or throw it away, and then go, finally, when he is doing that well, to two items, three, four, five, and six, all the same, but a greater quantity of the item. An even lower gradient on this scale would be to simply get the idea that something was there, and to progress on forward with the idea into the actual mass. An expert auditor working with this from the idea on through to the object would discover that he had no preclears who could not mock up.

He would have the preclear get the idea out in front of him of a ball, and get the idea of the ball being thrown away; get the idea of a ball up in front of him and get the idea of a ball coming in; he would then, when the preclear could do this excellently well, move forward into the actual mock-up of a ball. The mock-up would get better and better as the process progressed, until at last the preclear could mock up and throw away or push into his body at will, a ball. He would be able to see this ball, even feel its texture and its weight.

Now, Exteriorization by Remedy of Havingness is a newer process than the old Remedy of Havingness. It is accomplished by having the preclear SHOVE or PUSH things into his body. One no longer has the preclear PULL things into his body. Simply by having the preclear mock up things and shove them into his body, mock up things and throw them away, mock up things and shove them into his body, mock up things and throw them away, a preclear who has already been run on the earlier steps of the six basic processes will, at this stage, exteriorize quite neatly after as little as fifteen or twenty minutes of the process. If he does not, then the earlier processes have been skimmed and the preclear was really not ready for a full, forthright remedy of havingness.

Even when doing Route 1, the preclear is told to push things into himself. This will rather take his flitter away for a moment, for he is there being one viewpoint, and in order to push something into himself he has to be a second viewpoint. In view of the fact that a thetan gets in trouble by being only one viewpoint, this remedies the viewpoint scarcity of the thetan, and he pushes himself up into two viewpoints with great rapidity. Thus we are doing duplication of the thetan at the same time that we are remedying havingness, so one even has the thetan shove things into himself, rather than pull things into himself.

In short, one never has anyone pull things into his body any more. One has a person push things into his body. One has him, for instance, mock up a planet, and push it into the body; mock up a planet and throw it away; mock up a planet and push it into his body; mock up a planet and throw it away; mock up a planet and push it into his body, and then one says, "Where are you pushing it in from?" The preclear says, "Out here in front of the body." The auditor simply goes on doing the process and very shortly the preclear will, if the earlier steps have been done well—the Six Basic Processes below Remedy of Havingness, exteriorize neatly and will be ready for Route 1.

One would omit, in such an instance, running Spotting Spots as such, for Change of Space Processing and Communication Processing have a great deal to do with spotting spots already.

If you were to do Remedy of Havingness forthrightly and all-out, and you were to accept this as the only process we had, we would work with its cousin process, R2-63 as given in *The Creation of Human Ability*, "Accept-Reject." One would ask the preclear for things he could accept, one after the other, until the communication lag was flat, and then would ask the preclear for things he could reject, one after the other,

until the communication lag was flat on that. One would then move into the Expanded GITA list and would have the preclear mock up and shove into his body (if interiorized) or into himself (if exteriorized) the various items on the Expanded GITA list as given in Issue 16-G of the *Journal of Scientology*. This would be a long process, and not entirely successful on all counts, but would nevertheless be a very effective and efficient process from the standpoint of gains. One would certainly get the preclear over a very large number of aberrations and would do a great deal for him. However, this is not the advised way of handling this process, for the process itself is not an end-all. Aberrations can be handled much more easily by communication processing.

The exact use and commands of Remedy of Havingness in ordinary and routine auditing are simple and effective. One has been asking a preclear a great many questions which “as-ised” large masses of energy. One, in handling Change of Space or interiorization and exteriorization into objects while the preclear is exteriorized, has been “burning up” a great deal of energy. Any time the preclear begins to feel dopey or “boil off” he has either run too long on a flow in one direction, in which case reverse the flow, or he has simply reduced his havingness down to a point where he feels tired or sleepy. Without waiting for this manifestation to occur the good auditor simply in the course of Straight Wire or Description Processing, or many other processes, such as those contained in Route 1, remedies havingness. Having achieved something like a momentarily flat communication lag on a process, the auditor says to the preclear, “Mock up a mass out in front of you.” When the preclear has done this, the auditor says, “Shove it into your body.” When the preclear has done so, the auditor says, “Mock up another mass out in front of you.” And when the preclear has done so, the auditor says, “Throw it away.” That, as given, is for preclears who are interiorized. It is simply repeated over and over. The mass is not specified. It can be almost anything, and in fact it does not much matter what type of significance the mass has. Any mass is better than no mass, according to the thetan.

If the preclear is exteriorized, the auditor already starts him on the Remedy of Havingness in the Route 1 step where the preclear is asked to copy what he is looking at (R1—5). When one is doing R1—5, one must be very careful to obey the gradient scale principle behind Remedy of Havingness. One would not make the preclear make twenty copies and then push them all into himself or the body. One would make the preclear make two or three copies and push them in one at a time until the preclear could remedy his havingness with ease.

The auditor would then have the preclear “Mock up a mass and shove it into yourself,” and then “Mock up a mass and throw it away,” and do this back and forth until the preclear could do this easily and well, at which time the auditor would tell the preclear, “Mock up two masses and shove them into yourself,” and then “Mock up two masses and throw them away,” until finally the auditor has the preclear mock up eight masses as though they were the corners of a cube around the preclear and “Shove them into yourself,” and then “Mock up eight masses and throw them away.”

One must remember that in spite of the fact that he cannot duplicate mass actually as himself, having no space or mass, natively, the motto of the thetan is “anything is better than nothing.” When you tear up a lot of facsimiles for a thetan and throw them away, he becomes very unhappy unless you have him reconstruct those facsimiles or remedy the mass he has lost accordingly. When you are having a thetan go into and out of MEST universe masses, a certain amount of energy is burned up, and after the thetan has been run for a short time on this step (R1—9 in *The Creation of Human Ability*), *you* must be particularly careful to remedy his havingness with eight masses shoved into himself and eight masses thrown away several times. A thetan who has been run a great deal without Remedy of Havingness comes to what is to him a horrible thought: “I am just a concept,” and will sag in tone. He does not come to this state as long as havingness is consistently remedied.

It may be, as one looks at Scientology, that one has come to the opinion, watching Remedy of Havingness work, that all there is to anything is the Remedy of Havingness, that it is all based on the Remedy of Havingness. If one has a preclear shove enough havingness into his body he will exteriorize in most cases. If one

remedies enough havingness while the thetan is chasing around the universe, as in the Grand Tour, the thetan will discover and as-is a great many communication lines which otherwise might be very detrimental. However, it is not true that havingness is the entire key to the human mind. Havingness is the “gimmick” or “weenie” for which the game is played, and having something is very much like winning.

Above havingness there is doingness, and above doingness there is beingness, and above beingness there is communicatingness, and above communicatingness there is knowingness, and above knowingness there is postulatingness, and so we see we have a long way to go above havingness in order to get to the top activity of a thetan, which is making postulates, or unmaking them.

One could, of course, rationalize each and every action of the thetan with regard to havingness. One could even extend havingness to space, although it normally refers to objects. One could do all manner of interesting things with havingness. One could get as specific and as significant as one likes, or as un-significant as one likes, and still find Remedy of Havingness working, but we do not have here in Remedy of Havingness the total clue, the total key. But we do have a process and an item which must not be overlooked in auditing.

In the Six Basic Processes the Remedy of Havingness comes after the Opening Procedure by Duplication as a process, itself, but remember that Remedy of Havingness is done and can be done at any time during any of the processes as long as the preclear is even vaguely in communication with the auditor. It does not matter how vague the mass is that the preclear is using to remedy his havingness. Here is a place where certainty is not necessary. An unreal, vague, or flimsy mass, if this is all the preclear can get, will still remedy his havingness.

A case comes to mind out of the Advanced Clinical Course where a student was unwilling, after his second day, to continue his studies. He did not believe that he could stand the “hammer and pound,” as he put it, of the terrifically intense schedule. I took him into my office, asked him what he was doing in life, and he replied to me that he was a machinist. Also, it seemed to turn out that he had had something to do with a ship which had sunk under him, although his recollection of this was very unclear. I asked him what kind of a machine he had customarily run, and he told me. Then I had him mock up this machine, and remedy his havingness with it. Then I had him mock up the ship and remedy his havingness with that, just as given above. I did this for about fifteen minutes, and enough change occurred in his case to entirely return his confidence in his ability to stand up to the course and to audit. Yet the mock-ups he was getting were so thin that he could barely vaguely discern them at all.

Mock-ups get unreal because the thetan is not-ising existence. He is trying to destroy masses by saying that they do not exist, that they are not real. He is so bent upon this system of destruction that he is making everything unreal or black. One of the cures for this is End of Cycle Processing run in the following fashion:

One has the preclear mock himself up dead (no matter how unreal this mock-up is), then have the mock-up waste away to bone, and have the bones waste away to dust, and then have the preclear shove the dust into himself or, alternately, throw it away. One once more has the preclear mock himself up dead, have the mock-up waste away to bone, have the bones waste away to dust, and then have the preclear remedy his havingness with the dust. One continues this for two or three hours with the preclear if one really wishes the case to make a change. Where a preclear is getting no reality on mock-ups or blackness, he is most commonly stuck in that ParaScientological thing, that thing horribly abhorred by psychologists who have become Dianeticists, or by people who are just plain scared: a past death. If you wanted to convince somebody that past deaths exist, you would run End of Cycle Processing on them. This is a cousin process to the Remedy of Havingness. One could go a very long distance with this process and have the preclear mock up his mother dead, have her waste away to bones, and remedy havingness with the dust, or do this with the dust, or do this with the father or brothers, or grandparents, with a considerable change in the case.



This End of Cycle Processing, by the way, is a very fine process. It has been with us about a year and it has been successful whenever used. It has a tendency to fall into disuse because it has not until now had an exact place on the Six Basic Processes. But End of Cycle is actually an additional process to the Remedy of Havingness and is an effective way of remedying havingness. Do you remember in the old days the Dianetics “corpse case” who would lie upon the couch with his arms crossed neatly, all ready for a lily, and would always audit in this fashion? The solution to this corpse case is End of Cycle Processing, as given here. The preclear is so fixed in a death that he is trying to make everything unreal, and the only real thing, to him, would be the unreality of death.

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HCO BULLETIN OF 7 MAY 1972

Remimeo

### EXPANDED GITA

(Previously issued in the *Journal of Scientology*,  
Issue 16-G, published by Hubbard Association of  
Scientologists, Philadelphia, June 1953)

(This is an extension of Give and Take processing.) Test preclear to see if he can get a mock-up he can see, no matter how vague. Then have him WASTE, ACCEPT UNDER DURESS, DESIRE and finally Be Able to *take* or *leave alone* each of the items listed below. He does this with mock-ups or ideas. He must do the sequence of *waste—etc.* in the order given here for each item. He wastes it by having it at remote distances in places where it will do no good, being used or done or observed by something which cannot appreciate it. When he is able to waste it in vast quantities the auditor then has him accept it in mock-up form until he no longer is antagonistic to having to accept it even when it is unpleasant and great force is applied to make him take it. Again, with mock-ups, he must be able to bring himself to desire it even in its worst form; then, by mock-ups of it in its most desirable form he must come to be able to leave it entirely alone or take it in its worst form without caring. EXPANDED GITA remedies contra-survival abundance and scarcity. It will be found that before one can accept a very scarce (to him) thing, he has to give it away. A person with a milk allergy must be able to give away, in mock-up, enormous quantities of milk, wasting it, before he can accept any himself. The items in this list are compounded of several years of isolating what factors were more important to minds than others. The list lacks very few of the very important items, if any. Additions to or subtractions from this list should not be attempted. *Viewpoint*, *Work* and *Pain* should be heavily and often stressed and given priority.

*Waste, Have Forced Upon, Desire, Be Able to Give or Take*, in that order, each of the following: (Order of items here is random.) *Viewpoint, Work, Pain, Beauty, Motion, Engrams, Ugliness, Logic, Pictures, Confinement, Money, Parents, Blackness, Police, Light, Explosions, Bodies, Degradation, Male Bodies, Female Bodies, Babies, Children Male, Children Female, Strange and Peculiar Bodies, Dead Bodies, Affinity (Love), Agreement, Beautiful Bodies, People, Attention, Admiration, Force, Energy, Lightning, Unconsciousness, Problems, Antagonism, Reverence, Fear, Objects, Time, Eating Human Bodies, Sound, Grief, Beautiful Sadness, Hidden Influences, Hidden Communications, Doubts, Faces, Dimension Points, Anger, Apathy, Ideas, Enthusiasm, Disagreement, Hate, Sex, Reward, Eating Parents, Eaten by Mother, Eaten by Father, Eating Men, Eaten by Men, Eating Women, Eaten by Women, Start, Broken Communications, Written Communications, Stillness, Exhaustion, Women Stopping Motion, Men Stopping Motion, Changing Motion Women, Changing Motion Men, Changing Motion Babies, Changing Motion Children, Starting Motion Men, Starting Motion Women, Starting Motion Children, Starting Motion Objects, Starting Motion Self, Omens, Wickedness, Forgiveness, Play, Games, Sound, Machinery, Touch, Traffic, Stolen Goods, Stolen Pictures, Homes, Blasphemy, Caves, Medicine, Glass, Mirrors, Pride, Musical Instruments, Dirty Words, Space, Wild Animals, Pets, Birds, Air, Water, Food, Milk, Garbage, Gases, Excreta, Rooms, Beds, Punishment, Boredom, Confusion, Soldiers, Executioners, Doctors, Judges, Psychiatrists, Alcoholic Liquor, Drugs, Masturbation, Rewards, Heat, Cold, Forbidden Things, God, The Devil, Spirits, Bacteria, Glory, Dependence, Responsibility, Wrongness, Rightness, Insanity, Sanity, Faith, Christ, Death, Rank, Poverty, Maps, Irresponsibility, Greetings, Farewells, Credit, Loneliness, Jewels, Teeth, Genitalia, Complications, Help, Pretense, Truth, Lies, Assurance, Contempt, Predictability, Unpredictability, Vacuums, White Clouds, Black Clouds, Unattainables, Hidden Things, Worry, Revenge, Textbooks, Kisses, The Past, The Future, The*

*Present, Arms, Stomachs, Bowels, Mouths, Cigarettes, Smoke, Urine, Vomit, Convulsions, Saliva, Flowers, Semen, Blackboards, Fireworks, Toys, Vehicles, Dolls, Audiences, Doors, Walls, Weapons, Blood, Ambitions, Illusions, Betrayal, Ridicule, Hope, Happiness, Mothers, Fathers, Grandparents, Suns, Planets, Moons, Sensation, Looking, Incidents, Waiting, Silence, Talking, Knowing, Not Knowing, Doubts, Fac One, Remembering, Forgetting, Auditing, Minds, Fame, Power, Accidents, Illnesses, Approval, Tiredness, Faces, Acting, Drama, Costumes, Sleep, Holding Things Apart, Holding Things Together, Destroying Things, Sending Things Away, Making Things Go Fast, Making Things Appear, Making Things Vanish, Convictions, Stability, Changing People, Silent Men, Silent Women, Silent Children, Symbols of Weakness, Symbols of Force, Disabilities, Education, Languages, Bestiality, Homosexuality, Invisible Bodies, Invisible Acts, Invisible Scenes, Accepting Things Back, Games, Rules, Players, Restimulation, Sexual Restimulation, Space Reduction, Size Reduction, Entertainment, Cheerfulness, Freedom for Others to Talk, Act, Feel Pain, Be Sad, Thetans, Personalities, Cruelty, Organizations. TRY FIRST: Healthy Bodies, Strong Bodies, Good Perception, Good Recall.*

WARNING: Should your preclear become unstable or upset doing this process take him to STEP VI. Then return to this list.

COMMENT: The mind is sufficiently complicated that it can be expected to have computations on almost all the above. Thus there is no single clearing button and search for it is at the dictate of a circuit, the mechanism of circuits being to search for something hidden. Thus, your preclear may begin to compute and philosophize and seek to find the “button” that will release all this. All this releases all the buttons so tell him to relax and go on with the process every time he starts to compute.

NOTE: Running the above will bring to the surface without further attention the “computation on the case” and the service facsimile. Do not audit these. Run EXPANDED GITA.

STEP V — PRESENT TIME DIFFERENTIATION. EXTERIORIZATION BY SCENERY. Have preclear, with his body’s eyes, study and see the difference between similar real objects such as the two legs of a chair, the spaces between the back, two cigarettes, two trees, two girls. He must see and study the objects. It is not enough to remember the objects. The definition of a CASE V is “no mock-ups, only blackness.” Have him continue this process until he is alert. Use liberally and often.

Then exteriorize by having the preclear close his eyes and move actual places on Earth under him, preferably places he has not been. Have him bring these up to him. Find two similar things in the scene and observe the difference between them. Move him over oceans and cities until he is certain that he is exteriorized.

Then, preferably while exteriorized, have him do STEP I.

This case has to know before he can be. His viewpoint is in the past. Give him present time viewpoints until he is a STEP I by the methods given for STEP V.

(COMMENT: PRESENT TIME DIFFERENTIATION is a very good general technique and resolves chronic somatics and improves tone.)

Assume other people’s viewpoints as a drill—not what they think about things, but as they look at things in the material universe. Attempt to be in the location of a leaf, blade of grass, car headlamp, etc., and view the universe.

STEP VI—A-R-C STRAIGHT WIRE using next-to-last list of *Self Analysis in Scientology* which asks preclear to recall something really real to him, etc. Then use the lists in *Self Analysis*. This level is the neurotic. It is identified by the preclear having mockups which will not persist or which won’t go away. Use also PRESENT TIME DIFFERENTIATION. Then go to STEP IV. At any drop in tone, return case to STEP VI.

STEP VII—PSYCHOTIC CASES. (Whether in or out of body.) The psychotic appears to be in such desperate straits that the auditor often errs in thinking desperate measures are necessary. Use the lightest possible methods. Give case space and freedom where possible. Have psychotic *imitate* (not mock up) various things. Have him do PRESENT TIME DIFFERENTIATION. Get him to tell the difference between things by actual touch. Have him locate, differentiate and touch things that are really real to him (real objects or items). If inaccessible, mimic him with own body, whatever he does, until he comes into communication. Have him locate corners of the room and hold them without thinking. As soon as his communication is up go to STEP VI, but be very sure he changes any mock-up around until he knows it is a mock-up, that it exists, and that he himself made it. Do not run engrams. He is psychotic because viewpoints in present time are so scarce that he has gone into the past for viewpoints which at least he knew existed. By PRESENT TIME DIFFERENTIATION, by tactile on objects, restore his idea of an abundance of viewpoint in present time. If he has been given electric shock, do not process it or any other brutality. Work him for very brief periods, for his attention span is short. *Always* work psychotics with another auditor or a companion present.

*NOTE: All steps for all cases. If in doubt as to condition of case, test with STEP VI.*

NOTE: An operating thetan must also be able to manufacture particles of admiration and force in abundance.

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[The above HCO B is taken from *Journal of Scientology*, Issue 16-G, June 1953, *Standard Operating Procedure 8*, which can be found in context in Volume I, page 390.]

Remimeo

## THE IMPORTANCE OF HAVINGNESS

(Previously issued as PAB No. 72, 21 February 1956)

A careful study of staff auditors' reports reveals that the only advances worthy of the name of Scientology occur when the auditor repairs or remedies havingness on the preclear. Without the repair and remedy of havingness no real gains become apparent. A preclear will not progress when his havingness is impaired.

What are the symptoms of loss of havingness? Running any as-ising techniques the preclear may become anaten, slightly nervous, agitated, want a cigarette, or seem to break out of the session in some fashion. In either case, he is "down on havingness." In other words he has burned up, used up, or as-ised, too much of his physical body energy in the auditing itself. In view of the fact that every subjective technique puts a sort of hole in the middle of the electronic mass surrounding a preclear, parts of that mass then begin to cave in on the preclear. Thus running an as-ising technique on a preclear beyond the ability of the preclear to sustain the consequent loss of havingness will bring on in the preclear many new engrams which he did not have before. A technique which as-ises energy, if used without a repair or remedy of havingness, will bring about a worsening of the case of a preclear.

Now exactly what is happening is very simple. A preclear starts to go anaten and the auditor keeps on running the process. He hasn't realized that he ought to interrupt a process at any time if the preclear demonstrates a loss of havingness. Anaten is such a demonstration of loss of havingness. All right, another example: the preclear becomes agitated or upset; he reaches for a cigarette; he begins to twitch; his foot begins to wobble; he begins to talk excitedly; he begins to cough while being audited. All of these things demonstrate a loss of havingness. These same conditions, by the way, can result from the preclear believing that the auditor has broken the Auditor's Code in some fashion or has overcome his power of choice. Both a repair and remedy of havingness are immediately indicated on the observation of anaten or agitation on the part of the preclear. In addition the auditor should carefully go over the session itself to find out, if anywhere, the preclear believed his power of choice was being overcome, or if the preclear believed the Auditor's Code had been broken. You understand that the auditor didn't necessarily have to overcome the preclear's power of choice or break the Auditor's Code in order that the preclear should believe that this has happened. However, this could be overlooked entirely if the auditor had been careful enough to repair or remedy the havingness of the preclear.

The slightest drop of alertness on the part of the preclear, or the slightest agitation or somatic, should immediately indicate to the auditor that havingness has dropped and must be immediately repaired or remedied. A great deal of time can be spent on the subject of repair and remedy of havingness, and it is time spent with great benefit. It is better to "waste" time spent repairing and remedying havingness than to blunder on through. Now there is another thing I have noticed with regard to this. Auditors are running these days toward cognition. Very well, if they expect a preclear to cognite they should not expect him to pull in a bank upon himself. If an auditor runs a very obvious process which should bring the preclear toward cognition, runs it several auditing commands and then stops and repairs and remedies the preclear's havingness, and then after that asks him the same auditing question two more times, he will discover that he has blown a cognition into view. In other words you could remedy the havingness of a preclear while his mind was on one particular subject and bring a cognition into existence.

This becomes particularly important today, since a few months ago I discovered that you could remedy the havingness of anybody, and I mean just that!! You can remedy anybody's havingness and you can turn on mock-ups on anybody. The fact that the preclear who has a black field can be caused to mock up blacknesses or invisibilities and shove them into his body brings us into an era of being able to make anybody turn on mock-ups. Getting the preclear to postulate that the mocked up blackness is bad for the body will cause that blackness to snap into the body. By getting the preclear to postulate that the invisible mass he has mocked up is bad for the body it will snap into the body. Of course, after this has been done a few times, the consideration of the preclear will change. Then perhaps the blackness or invisibility will only snap in when the preclear postulates that it is good for the body. He may also have a residue left. It is very important to get rid of these repair and remedy of havingness residues. By various postulates such as that the residue is a threat to the body, it is good for the body, it is bad for the body, the residue too will snap in.

Let's differentiate at once here the difference between a repair of havingness and a remedy of havingness. We used to call repair of havingness "giving him some havingness." It needs a better technical term. Therefore let us call this "Repair of Havingness." It means having the preclear mock up anything he can mock up, and in any way it can be done get him to shove (never pull) that mock-up into the body, and by similar means to get rid of the residue which went along with the mock-up. That is a repair of havingness. *It is a one-way flow; it is an inflow.*

Now a remedy of havingness is getting him to mock up and shove into the body enough masses to bring him to a point where he can eventually throw one away. In other words repair of havingness is simply having him mock up things and having him shove them into the body, and a remedy of havingness is having him mock up and shove in *and* throw away the same type of mock-up. Remedy of havingness is always a superior operation to a repair of havingness. Repair of havingness is a very crude stop-gap, but can be used any time. However, a preclear who is working well, and on whom havingness can be remedied, should, at all times, have his havingness remedied, not repaired. In other words any type of mock-up should be both shoved into the body and mocked up and thrown away. This should be done in considerable quantity until the preclear is quite relaxed about that particular type of mock-up. One does this, remember, every time the attention of the preclear drops, or he becomes agitated.

There is one other little point connected with this which is quite important, and that is, auditors very often audit a preclear into an area of time when the preclear exteriorized. This, on a preclear who does not exteriorize easily, brings on a considerable grief and sadness. The way to get rid of this is, of course, to remedy the preclear's havingness or only repair it, and to ask the preclear to *recall times when he was not exteriorized*. This will bring up at once times when he did exteriorize and where fear of exteriorization was built up considerably.

I have noticed another special condition regarding this exteriorization phenomena which is quite important. A preclear will occasionally repair and remedy havingness up to a point where the body disappears for him. He doesn't quite know where to put the mass he has mocked up since he cannot find the body. This is particularly true of preclears who have a very low threshold on havingness. An auditor would be stupid indeed to simply plow along beyond that point where the preclear has already said that he couldn't find any body to push any havingness into. The moment the preclear does that the auditor should suspect that the preclear has gotten into an exteriorization type incident. It is not, however, necessary that he immediately flounder around and try to find this incident as recommended in the paragraphs just above. He can also repair and remedy havingness in this fashion, and it is very important to know this. Although it is disastrous for a preclear to be asked "What could your body have?" since he will simply strip the bank of various old facsimiles, it is a very, very good repair of havingness to ask a preclear "*What is there around this room (area) which your body could have?*" and then have him pick out specific objects in the environment which he says the body could have. If he does this he will come up the gradient scale of havingness, and his havingness will be repaired immediately or directly on the Sixth Dynamic. With a preclear who cannot get mock-ups and where the auditor has either

been too clumsy to get the preclear's mock-ups turned on or it really was impossible, more or less, the preclear's havingness can be repaired by having him do this process. So this is a very, very important process, and one that ought to go down in red letters.

This whole subject of repair and remedy of havingness and its effect upon auditing, and the fact that it has not been stressed at all in training, being up there at Level Six in the old Basic Processes, brings us to SLP Issue 8. The entirety of Level One in SLP 8 will be devoted to the repair and remedy of havingness.

In SLP Issue 7 we have a great many phenomena associated with the remedy of the body's havingness. The reason for their position is to bring about an adjustment of the condition of the body before one goes on to other and more complicated ways of processing. Now, in Issue 8, all of these various things will be retained, but they will be paralleled with a complete remedy of havingness and that particular level of SLP will be gone over. In actual experience it is better to remedy the havingness of a preclear, no matter where he is on the tone scale, and no matter by what process, than to run any significant process. Further, if a preclear cannot at least repair his havingness, to run Waterloo Station is to invite disaster, because in this particular process of Level 2 he is liable to get himself into a "down havingness" situation and of course will not be able to not-know anything. He may be chewing up too much energy while trying to not-know. Thus we would have the failures which have occasionally occurred in Waterloo Station. They were simply havingness failures, not a failure of Waterloo Station. Further there has been a new command suggested for Waterloo Station: "*What would you be willing to not-know about that person?*" This seems to be a better command, at least for the British Isles.

We also take care of the vacuums and separatenesses and everything else with repair or remedy of havingness and running it in with certain other things, such as problems, etc. When we discover by two-way communication a weak universe, we could then ask the individual preclear, "*Invent a problem that person (weak universe) could be to you.*" Then, watching him very carefully, and repairing his havingness on the subject of that person's possessions, get a very rapid separation of universes. I have noticed that the weak universe came about when the person elected by the preclear to be a weak universe first began to put mest anchor points around the preclear. In other words, valuable presents.

I am as pleased as can be to get a finger on this point and I know well that if East, West, North and South would begin to repair and remedy havingness and stop specializing in significances without repair or remedy of havingness, we are going to start shooting people up to the top of these Scientometric graphs. We can't help it.

Let me call your attention specifically to the old phenomena of the emotional scale and the engram. We found out that when one engram was keyed in, it fixed the emotional tone of the individual. Then we had him run this and as he converted the engram to usable havingness, we found that his tone rose. We discover on these Scientometric charts that the "unhappy" section does not move if we don't change the mass of the preclear.

## SACRIFICES

The latest news from the research front has to do with the fact that the GE demands and requires and has to have, evidently, sacrifices. The GE does not run on an overt act-motivator sequence, which makes one suspect he is not a thetan. A GE runs exclusively on being sacrificed to. If you have the preclear mock up sacrifices to the GE, you will find these become very readily assimilated.

On a lower level the body accepts motivators; as soon as it is through this motivator band, it accepts sacrifices and finally comes up to a point where it will accept live bodies. When one considers that eating is entirely a matter of absorbing death, one sees this death hunger in processing by running Sacrifices. A person who has had bad legs should have a sacrifice of legs run on him and so forth. This is astonishing material. It is almost unbelievable that the GE will not be sacrificed to anything, but will

only be sacrificed to, and this phenomenon that the GE is thereby demanding death tells us at once that the atomic bomb will be used and that there are people in the world who will actually crave this sacrifice of cities and even nations.

Aside from being a fantastically workable process, more of which anon, this matter of sacrifices tells us at once a great deal about the future. There will be no moral restraint where the atomic bomb is concerned. For about the highest level in some areas of the world, as to case, is “operating GE.” This tells us, too, why soldiers will go to war. This explains a great deal of conduct.

The GE evidently operates on the postulate that as long as anything else is alive it can't live. However, it is becoming more and more doubtful that there is any more life in the body than the thetan puts there, and that the body is a single machine operating on some implanted postulates contained in the energy masses which are activated by the thetan somewhat on the order of the old “pole” theta trap. Many of these considerations can be changed around rather easily. Nothing changes them quite so fast as these sacrifice processes.

In mocking up sacrifices the auditor should use all the skills of creative processing and ensure that the preclear is actually mocking up and is not dragging in old facsimiles from the bank and restimulating genetic line incidents. This can be obviated by having the persons in the mock-ups dressed in modern clothing; mocking up the incident as happening tomorrow; altering the mock-up in some manner, such as turning the face green or something of this nature. Any reasonable way in which you can ensure that you are dealing with mock-ups and not past track facsimiles.

This gives auditors another tool with which to handle chronic somatics.

There is another process which has a great deal of workability with chronic somatics. I know that some months ago and earlier than that it seemed rather fatal to us to continue to fixate the preclear's attention on the chronic somatic. But that is not a problem with us right now. It ceased to be a problem the moment I invented an auditing command exactly as follows: “*Invent a problem that (leg, arm, nose, eye, body) could be to you.*” Running this command, which is in itself a sort of remedy of havingness, and repairing and remedying the havingness of the preclear as we go, we will discover that practically any and all phenomena associated with the service facsimile will come away and clear up, and the limb, nose or eye will get well. This can be used as a word of warning: **ONLY ON ACTUAL TERMINALS.** Never use this command, and I mean **NEVER**, on actual conditions. Never ask him to invent problems lameness could be to him. Never ask him what problem blindness could be to him. Lameness and blindness are conditions. We want to know what problems *legs* or *eyes* can be to him, since legs and eyes are terminals. In running this command we reduce havingness too rapidly whenever we are stressing conditions. Therefore we run it only on terminals. In running it use only terminals. Handled in this way we do have the answer as of this moment, to chronic somatics. With these processes in SLP and the adequate repair and remedy of havingness we can push our preclears right up through the top.

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[The above HCO B is a reissue of PAB No. 72, 21 February 1956, which can be found in context in Volume II, page 371.]



HCO BULLETIN OF 10 MAY 1972

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### ROBOTISM

(Reference HCOB 28 Nov 1970, C/S Series 22,  
"Psychosis" . )

A technical advance has been made in relation to the inactivity, slowness or incompetence of human beings.

This discovery proceeds from a two and a half year intense study of aberration as it affects the ability to function as a group member.

The ideal group member is capable of working causatively in full cooperation with his fellows in the achievement of group goals and the realization of his own happiness.

The *primary* human failing is an inability to function as himself or contribute to group achievements.

Wars, political upsets, organizational duress, growing crime rates, increasingly heavy "justice", growing demands for excessive welfare, economic failure and other age long and repeating conditions find a common denominator in the inability of human beings to coordinate.

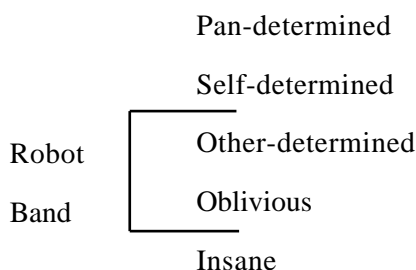
The current political answer, in vogue in this century and growing, is totalitarianism where the state orders the whole life of the individual. The production figures of such states are very low and their crimes against the individual are numerous.

A discovery therefore of what this factor is, that makes the humanoid the victim of oppression, would be a valuable one.

The opening lines of *Dianetics: The Modern Science of Mental Health* comment on Man's lack of an answer for himself.

The group needs such an answer in order to survive and for its individual members to be happy.

### SCALE



### NEEDING ORDERS

The exact mechanism of needing orders is to be found as an outgrowth of the mental condition outlined in HCOB 28 Nov 1970, "Psychosis".

The individual with an evil purpose has to withhold himself because he may do destructive things.

When he fails to withhold himself he commits overt acts on his fellows or other dynamics and occasionally loses control and does so.

This of course makes him quite inactive.

To overcome this he refuses any responsibility for his own actions.

Any motion he makes must be on the responsibility of others.

He operates then only when given orders.

Thus he *must* have orders to operate.

Therefore one could term such a person a *robot*. And the malady could be called *robotism*.

#### PERCEPTION

Studies of perception undertaken since HCOB 28 Nov 70 reveal that sight, hearing and other channels of awareness *decrease* in proportion to the number of overt acts—and therefore withholds—which the person has committed on the whole track.

By relieving these sight has been remarkably brightened.

Therefore a person who is withholding himself from committing overt acts because of his own undesired purposes has very poor perception.

He does not *see* the environment around him.

Thus, combined with his unwillingness to act on his own initiative, there is a blindness to the environment.

#### OVERT PRODUCTS

(see P/L 14 Nov 70, Org Series 14)

Since he does not act upon orders he is taking responsibility for, he executes orders without fully understanding them.

Further he executes them in an environment he does not see.

Thus when forced to produce he will produce overt products. These are called so because they are not in actual fact useful products but something no one wants and are overt acts in themselves—such as inedible biscuits or a “repair” that is just further breakage.

#### SLOWNESS

The person is slow because he is moving on other-determinism, is carefully withholding himself and cannot see anyway.

Thus he feels lost, confused or unsafe and cannot move positively.

Because he produces overt products he gets slapped around or goes unthanked and so begins a decline.

He cannot move swiftly and if he does has accidents. So he teaches himself to be careful and cautious.

#### JUSTICE

Group justice is of some use but all it really does is make the person withhold himself even harder and while a necessary restraint, nevertheless does not itself bring a lasting improvement.

Threats and “heads on a pike” (meaning examples of discipline) do however jar the person into giving his attention and channeling his actions into a more desirable path from the group viewpoint.

Justice is necessary in a society of such people but it is not a remedy for improvement.

#### MALICE

Despite the viciousness of the truly insane, there is little or no real malice in the robot.

The truly insane cannot control or withhold their evil purposes and dramatize them at least covertly.

The insane are not always visible. But they are visible enough. And they *are* malicious.

The robot on the other hand does control his evil impulses to a great extent.

He is not malicious.

His danger mainly stems from the incompetent things he does, the time of others he consumes, the waste of time and material and the brakes he puts on the general group endeavor.

He does not do all these things intentionally. He does not really know he is doing them.

He looks in wounded surprise at the wrath he generates when he breaks things, wrecks programs and gets in the way. He does not know he is doing these things. For he cannot see that he is. He may go along for some time doing (slowly wasteful) well and then carelessly smashes the exact thing that wrecks the whole activity.

People suppose he cunningly intended to do so. He seldom does.

He winds up even more convinced he can't be trusted and that he should withhold harder!

#### FALSE REPORTS

The robot gives many false reports. Unable to *see*, how can he know what is true?

He seeks to fend off wrath and attract good will by "PR" (public relations boasts) without realizing he is giving false reports.

#### MORALE

The robot goes into morale declines easily. Since production is the basis of morale, and since he does not really produce much, left to his own devices, his morale sags heavily.

#### PHYSICAL INERTIA

The body is a physical object. It is not the being himself.

As a body has mass it tends to remain motionless unless moved and tends to keep going in a certain direction unless steered.

As he is not really running his body, the robot has to be moved when not moving or diverted if moving on a wrong course.

Thus anyone with one or more of such beings around him tends to get exhausted with shoving them into motion or halting them when they go wrong.

Exhaustion only occurs when one does not understand the robot.

It is the exasperation that exhausts one.

With understanding one is not exasperated because he *can* handle the situation. But only if he knows what it is.

#### PTS

Potential Trouble Sources are not necessarily robots.

A PTS person generally is withholding himself from a Suppressive Person or group or thing.

Toward that SP person or group or thing he is a robot! He takes orders from them if only in opposites.

His overts on the SP person make him blind and non-self-determined.

### BASIC WHY

The basic reason behind persons who cannot function, are slow or inactive or incompetent and who do not produce is

WITHHOLDING SELF FROM DOING DESTRUCTIVE THINGS, AND THUS UNWILLING TO TAKE RESPONSIBILITY AND THEREFORE NEEDING ORDERS.

The exact wording of this WHY must be done by the individual himself after examining and grasping this principle.

If one writes this principle down on the top of a sheet and then asks the person to word it exactly as it applies to himself one will attain the individual why for inaction and incompetence. It will produce GIs and F/N at the Examiner.

### PROCESSING

Physical work in the physical universe, general confronting, reach and withdraw; and Objective Processes go far in remedying this condition.

Touch assists regularly and correctly given to proper End Phenomena will handle illnesses of such persons.

Word Clearing is vital tech to open the person's comm lines, wipe out earlier misunderstandings and increase his understanding.

PTS tech will handle the person's robotism toward SP individuals, groups or things. To this and the PTS Rundown can be added the WHY above as it relates to the things or beings found as suppressive as a last step.

The why above can be used in Danger Formula work such as HCO P/L 9 April 72, Correct Danger Formula, and HCO P/L 3 May 72, "Ethics and Executives". Other individual whys can exist in these instances.

### EXPANDED DIANETICS

The miracle of well done perfectly executed Expanded Dianetics eradicates both insanity and robotism. Drug handling and other actions may be necessary.

### END PRODUCT

The end product when one has fully handled robotism is not a person who cannot follow orders or who operates solely on his own.

Totalitarian states fear any relief of the condition as they foolishly actively promote and hope for such beings. But this is only a deficiency in their own causes and their lack of experience with fully self-determined beings. Yet education, advertising and amusements have been designed only for robots. Even religions existed to suppress "Man's Evil Nature".

Lacking any examples or understanding many have feared to free the robot to his own control and think even with horror on it.

But you see, beings are NOT basically robots. They are miserable when they are.

Basically they prosper only when they are self-determined and can be pandetermined to help in the prosperity of all.

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HCO BULLETIN OF 30 JUNE 1971 REVISED

Remimeo  
Tech & Qual

Issue II  
(Revised 9 Aug 71 )  
(Revised 11 May 72)

Auditors  
Word Clearers  
Only

Word Clearing Series 8RB  
(Cancels HCOB 30 June 71 Issue II,  
8R and 8RR)

**STANDARD C/S FOR WORD CLEARING IN SESSION**  
**METHOD 1**

0. Clear the words in the Word Clearing Correction List so as to have it ready for use in case of bog.
1. Fly a rud if no F/N. If TA High or Low do not try to fly an ARC Brk. Do a C/S 53RRR instead. (See Auditor's Rights C/S Series I if any trouble with this pc. If errors in previous word clear sessions use HCOB 21 July 1971 REVISED to handle word clearing corrections needed.)
2. Do not clear these words before assessment

**ASSESS.**

R Factor: We are going to go over a list of subjects to see if there is any word you didn't understand while studying these subjects. (Assess the whole list rapidly and clearly, good TR1 and noting every read from the meter.)

Religion	_____	The Mind	_____
Ministers	_____	The Spirit	_____
Church	_____	Bodies	_____
College	_____	Sex	_____
Schools	_____	The Insane	_____
Sacrifices	_____	Psychiatry	_____
Surgery	_____	Psychoanalysis	_____
Medicine	_____	Psychology	_____
Electronics	_____	Rituals	_____
Physics	_____	Rites	_____
Technical Subjects	_____	Ships	_____
Dianetics	_____	The Sea	_____
Scientology	_____	Military	_____
Theology	_____	Armies	_____
Theosophy	_____	Navies	_____
Philosophy	_____	Stars	_____
Law	_____	Heavenly Bodies	_____
Organization	_____	The Universe	_____
Government	_____	Planes	_____
Written Materials	_____	Vehicles	_____
Text Books	_____	Machinery	_____
Practice	_____	Motors	_____
Science	_____	Administration	_____
Music	_____	Healing	_____
Arithmetic	_____	Illnesses	_____
Grammar	_____	Spoken Words	_____
The Humanities	_____	TAPES	_____

Add items dealing with this specific Pc's life.

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3. Ask the Question, "Is there any word on this list you didn't understand?" Clear it. Then do Step 5 on it before going on. (Do not reassess this list because there was a list word not understood.)

4. Take the remaining reading items from the best read on down and with E/S pull each one to F/N. Get each word you find to F/N. There can be many F/Ns per subject End off with a win on the subject.

5. "In the subject of \_\_\_\_\_ what word has been misunderstood?"

He MUST look them up, so have a good dictionary handy. Do not accept "I know the meaning" if the subject or word reads. CLEAR "GRAMMAR" or grammatical words out of a simple book of grammar, not a dictionary.

It isn't an earlier time he misunderstood that word. It's an earlier word in that subject and it can be an earlier subject.

Considerations about it and other questions are not touched.

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

Just do the process and it will eventually F/N on each chain.

6. When all reads on the first assessment are handled to F/N, REASSESS the whole list. Do not take off the list items already handled.

7. Repeat Step 4.

8. Repeat Step 5.

9. Repeat Step 6, etc.

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

11. A persistent F/N should be attained on assessing the whole list as the End Phenomena of the Word Clearing sessions.

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HCO BULLETIN OF 30 MARCH 1972  
REVISED  
(Revised 30 May 72)

Remimeo

*Study Series 5R*

**THE PRIMARY CORRECTION RUNDOWN**

**REVISED**

Reference:	LRH ED 174 INT	Study and Tech Breakthrough
	LRH ED 178 INT	Super-Literacy
	of 30 May 72	
	HCO B 4 Apr 72	The Primary Rundown
	Revised 30 May 72	
	HCO B 25 Oct 71	The Special Drug Rundown
	HCO B 20 Apr 72	C/S Series 78 (Repairing Whys)
	HCO PL 3 May 72	Ethics & Executives
	HCO PL 5 Apr 72	PTS Type A Handling
	HCO B 4 Feb 72	Study Correction List
	HCO B 21 Jun 72	Method 7
	Issue III	
	HCO B 21 Jun 72	Method 8
	Issue IV	

WHAT IT IS

The Primary Correction Rundown is a rundown given

- (a) To a person who fails the Primary Rundown because of High or Low TA or Study Troubles.
- (b) To every Course Supervisor regardless of his TA.
- (c) To persons whose literacy level is not adequate to do the Primary Rundown.
- (d) To persons on drugs or who have been on drugs.
- (e) To auditors who go too often to Cramming.
- (f) Auditors whose auditing errors show up later on pcs.
- (g) Staff members who are not able to maintain stats.
- (h) Staff members who get into Ethics trouble.
- (i) Students with low study stats.
- (j) Blown students.
- (k) Members of the public who wish to purchase a "Study Rundown" but who are not going to be auditors and who are not on major Courses (HSDC, Academy Class IV, or above).

The Rundown consists of Ethics orientation on the first dynamic, Potential Trouble Source from connections with hostile elements, drug handling, case handling, the why of not using Study Tech or study, the Study Correction List and handling, Method 7, a review of Grammar, and then back to a Primary RD consisting of Method I Word Clearing, Method 8 on Study Tapes and Student Hat.

The Primary Correction Rundown is actually a checklist where each one of these is done.

This checklist is kept in his pc folder on the inside of the left front cover and marked off.

Student's Name	Date Begun	Org
1.	C/S 53RC (HCO B 31 Dec 71 Revised to 16 May 72). Assess and Handle fully. DECLARED AT EXAMINER.	
2.	HCO PL 3 May 72 with 2 lists Listing & Nulling on steps 3 and 4 of the PL. By an auditor. May require the repair of past Whys found by C/S 78. DECLARED AT EXAMINER.	
3.	PTS Check by Auditor. Is he connected to anyone hostile to Dianetics or Scientology? Handle by PL 5 Apr 72. (It isn't necessary he leave to handle. A letter will do.) More extensive action can be done later when he gets a full PTS RD. Such persons can also be run as a Problem. DECLARED AT EXAMINER.	
4.	Drug Handling. HCO B 25 Oct 71, The Special Drug Rundown. DECLARED AT EXAMINER.	
5.	Case Handling. Pgm by C/S to cover obvious outnesses, GF Method 5, GF 40XR and other actions needful. (If chronically ill or has a psychotic history should be run on Expanded Dianetics if available, if not by objective processes and Dianetics.) (Can also be run on Triple or Expanded Grades.) DECLARED AT EXAMINER.	
6.	The Why of not Studying if never studied before in an org or not using Study Tech. Done as a BD F/N Item. DECLARED AT EXAMINER.	
7.	The Study Correction List HCO B 4 Feb 72. Assess Method 5 with good TRs, good Impingement, good metering. Handle in full. If PTS shows up again do full PTS RD. Handle to a full F/Ning list on final assessment. DECLARED AT EXAMINER.	
8.	Method 7 HCO B 21 June 72 Issue III. Done by a Word Clearer. DECLARED AT EXAMINER.	
9.	Review of Grammar by a Word Clearer M4 with student studying between checks by himself and reporting daily. Use a simple grammar such as that developed for foreign language students. Do not use an American dictionary and an English Grammar or vice versa, either both American or both English. Must check out clean on Method 4 and know about grammar. DECLARED AT EXAMINER.	
10.	Method 1 Word Clearing HCO B 30 June 71 Revised to 11 May 72, Word Clearing Series 8RB. All the misunderstood background words of all words on the list must be cleared. The list must F/N. DECLARED AT EXAMINER.	
11.	Method 8, HCO B 21 June 72 Issue IV, Study Tapes. DECLARED AT EXAMINER.	
12.	Method 8, Student Hat. DECLARED AT EXAMINER.	

WITH A FINAL CHECKOUT AT EXAMINER THE PERSON MAY BE DECLARED SUPER-LITERATE.

This is the whole of the Primary Correction Rundown.

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Founder

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HCO BULLETIN OF 4 APRIL 1972  
REVISED 30 MAY 1972

Remimeo  
Tech Div

**PRIMARY RUNDOWN**  
(REVISED)

References:	LRH ED 178 INT	SUPER-LITERACY
	LRH ED 174 INT	HIGHEST PRIORITY STUDY AND TECH BREAKTHROUGH
	HCO B 30 Mar 72 Revised 30 May 72	THE PRIMARY CORRECTION RUNDOWN REVISED
	HCOB 3() Jun 71 Revised Issue II Revised 9 Aug 71 Revised 11 May 72	Word Clearing Series 8RB STANDARD C/S FOR WORD CLEARING IN SESSION METHOD 1
	HCO B 21 July 71 Revised Revised 9 Aug 71 Revised 31 Mar 72	Word Clearing Series 35 WORD CLEARING CORRECTION LIST REVISED
	HCO B 21 Jun 72 Issue IV	Word Clearing Series 41 METHOD 8
	HCO B 16 Apr 72 Issue II [now canceled]	HANDLING OF NO INTERFERENCE AREA PERSONS ORDERED TO A PRIMARY CORRECTION RUNDOWN AND DELIVERY OF TECH DIV PRIMARY RUNDOWN
	HCO B 25 Oct 71 Issue II	THE SPECIAL DRUG RUNDOWN [now BTB]
	HCO PL 19 Mar 72 Issue III	Word Clearing Series 34 HIGH CRIME POLICY AND WORD CLEARING
	HCO B 3 Apr 72	Study Series 6 PRIMARY RUNDOWN NOTE

To know about the importance of the Primary Rundown read LRH ED 178 Int.

The Primary Rundown consists of word clearing and Study Tech. It makes a student SUPER-LITERATE.

The Primary Rundown is given in the TECH DIVISION (Div IV, Dept 11).

(The TECH DIV may also give that portion of the Primary *Correction* Rundown which calls for Method 1 and Method 8 of the Primary Correction Rundown which is described in HCO B 30 March 72 Revised 30 May 72.)

**SIMPLICITY**

The Primary Rundown is very simple in its steps. Do NOT add things onto it. Do not do something else.

**HONESTY**

The keynote of the Rundown is Honesty. The whole rundown can be wasted and the student fail and the End Phenomena missed if the student goes dishonest or he is just pushed for student points by the Supervisor.

If done dishonestly the whole future study career of the student will be not only more difficult but may fail entirely.

Honesty means don't skip, don't brush it off, don't say it was done when it wasn't.

Later checks of auditing or administrative failures contain checks of the Primary Rundown errors and honesty. The whole rundown would have to be done again.

#### STEPS

1. Verify if student's Tone Arm on a meter is usually between position 2 and 3. If so he may proceed. If not he at once is sent to the Primary *Correction* Rundown as his case needs repair or handling before he can do the Rundown as mental mass will get in his way and he may get upset. This step is checked by the Supervisor.

(The Primary Correction Rundown is covered by HCO B 30 March 72 REVISED 30 May 72. It consists of auditing and study correction actions.)

2. If the Tone Arm is usually between 2 and 3 on the meter dial the person is made into a Word Clear using Method 1 Word Clearing. (HCO B 30 June 71 Revised Issue II, Revised 9 Aug 71, Revised 11 May 72, WORD CLEARING SERIES 8RB.) This is done in the HGC or Dept 13 of Qual or may be done in a student Co-Audit. Failure to do this step or do it well will make Study Tech difficult. A good job on this Method One will give back a person's education and send his Intelligence Quotient up. It is not a quickie action. The person doing Word Clearing Method 1 on a person is doing an *auditing action*. It has to be done well to achieve the final result of becoming a Word Clear.

If any errors are made or the person does not F/N at the Examiner (where he goes after each session for a meter check), HCO B 21 July 71 Revised (Revised 9 Aug 71, 31 Mar 72), WORD CLEARING SERIES 35, the Word Clearing Correction List, is used. It can be used as often as there are upsets.

This step should be done before the next step is begun as it makes the next step so much easier.

HCO P/L 19 Mar 72 Issue III, Word Clearing Series 34, HIGH CRIME POLICY, also applies.

3. If in doing Method 1 the person was found to be *very* deficient in Grammar and vocabulary, even though Method One was finished but took a very long time or couldn't be finished due to case, the person is sent to Dept 13 for the Primary Correction Rundown.

4. If the person did all right on Method 1, he is now put on Study Tapes. This is NOT just listening to Study Tapes, heaven forbid. This is HCO B 21 June 72 Issue IV, Word Clearing Series 41, METHOD 8.

This is a long and careful cycle.

It is completed in full.

It consists of looking up every new word on the tape in a grammar or large dictionary and then listening to the tape.

The full directions are given in HCO B 21 June 72 Issue IV, Word Clearing Series 41, Method 8.

5. The Student Hat is now done Method 8.

This completes the Primary Rundown.

If correctly done, the person will achieve the condition of Super-Literacy. This is fully described in LRH ED 178 International of 30 May 72.

#### COURSE SUPERVISOR

It is up to the Course Supervisor to hold this line in. His students will not prosper if their study is begun without a Primary Rundown.

It is a high crime to omit this vital step.

## NO INTERFERENCE ZONE

Persons who are on Solo Auditing between R6EW and OT III may not be put on a Primary Rundown or a Primary Correction Rundown. See HCO B 16 Apr 72 Issue II.

They may not be given Method 1 Word Clearing. They may only be Method 4ed on Solo Instruction Materials.

**BUT THEY MAY NOT BE DEBARRED FROM STUDY.**

To all but those in the No Interference Area THE PRIMARY RUNDOWN IS THE REQUIRED FIRST STEP TO ALL STUDY.

When on or after OT III, such persons must now do the Primary Rundown before any continuance of study. It now becomes *Mandatory*.

## CORRECTION RD

The Primary Correction Rundown takes care of people who have trouble on the Primary Rundown.

But do not lightly order the person to the Primary Correction RD. If they can get through the Primary Rundown with a bit of Supervisor time, let them go on through.

But if they are nattery or upset or desperate even when given help, it is the Primary Correction Rundown which will handle.

Do not just get rid of a Class to Qual.

## DRUGS

Students who are or have been on Drugs need a Drug Rundown before tackling Method 1. Drugs fog up a student and prevent gains. And he loses the gains he gets.

The answer is a full Drug Rundown. (See HCO B 25 Oct 71, "The Special Drug Rundown".) This will end off the drugs and let him live way above any plane he thought drugs put him on.

We handle drug cases so easily it is foolish not to take this obvious step. The reason he went on drugs or alcohol also comes off.

Then he can study and retain what he learns.

## OPEN DOOR

The Primary Rundown is the open door to brilliance.

Super-Literacy is a new state for Man, existing in the past only in a few, accidentally, who became the geniuses and great names of the race.

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HCO BULLETIN OF 15 DECEMBER 1968 *REVISED*

(Amends HCO Bulletin of 9 January 1968 List L4A)  
(ITEM 6 CORRECTED 12 FEBRUARY 1969)

Remimeo

(Amended 8 August 1970)  
(Amended 18 March 1971 )  
(Revised 2 June 72)

**L4BR**

**FOR ASSESSMENT OF ALL LISTING ERRORS**

*ASSESS THE WHOLE LIST (METHOD 5) THEN TAKE Biggest reads or BDs and handle.  
Then clean up the list.*

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

AUDITOR \_\_\_\_\_

1. DID YOU FAIL TO ANSWER THE LISTING QUESTION?  
(If it reads, find out what question, clear the question noting whether it reads, if so, list it, find the item and give it to the pc.)
2. WAS THE LIST UNNECESSARY?  
(If it reads, indicate BPC and indicate that it was an unnecessary action.)
  - 2A. DID THE QUESTION HAVE NO CHARGE ON IT?  
(Indicate.)
  - 2B. WERE YOU ASHAMED TO CAUSE AN UPSET?  
(L 1 C after list corrected. )
  - 2C. WERE YOU AMAZED TO REACT THAT WAY?  
(Same as 2B. )
  - 2D. THE QUESTION HAD ALREADY BEEN LISTED BEFORE.  
(Indicate rehab.)
  - 2E. YOU HAD NO INTEREST IN THE QUESTION?  
(Indicate that the auditor missed that it didn't read.)
3. WAS THE ACTION DONE UNDER PROTEST?  
(If it reads, handle by itsa earlier similar itsa.)
4. IS A LIST INCOMPLETE?  
(If reads, find out what list and complete it, give the pc his item.)
5. HAS A LIST BEEN LISTED TOO LONG?  
(If so, find what list and get the item off from it by nulling with suppress, the nulling question being: "On \_\_\_\_ has anything been suppressed?", for each item on the overlong list. Give the pc his item.)
6. HAVE WE TAKEN THE WRONG ITEM OFF A LIST?  
(If this reads, put in Suppress and Invalidated on the list and null as in 5. above and find the right item and give to the pc.)
7. HAS A RIGHT ITEM BEEN DENIED YOU?  
(If this reads, find out what it was and clean it up with Suppress and Invalidate and give it to the pc.)

8. HAS AN ITEM BEEN PUSHED OFF ON YOU YOU DIDN'T WANT?  
(If so, find it and get in Suppress and Invalidate on it and tell pc it wasn't his item and continue the original action to find the correct item.)
9. HAD AN ITEM NOT BEEN GIVEN YOU?  
(If reads, handle as in 7.)
10. HAVE YOU INVALIDATED A CORRECT ITEM FOUND?  
(If so, rehab the item and find out why the pc invalidated it or if somebody else did it, clean it up and give it to pc again.)
11. *HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT PUT ON THE LIST?*  
(If so, add them to the correct list. Renuall the whole list and give the pc the item. )
12. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?  
(If so, find out what question and try to write a list from recall and get an item and give it to the pc.)
13. HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?  
(If so, indicate to the pc this was not his item. Don't TRY to find whose it was. )
14. HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE?  
(If so, find if possible what item it was and give it to the pc. Don't try to identify the "somebody else".)
- 14A. *WERE EARLIER LISTING ERRORS RESTIMULATED?*  
(Indicate and correct earlier lists then check the current)
- 14B. *HAD THIS LIST ALREADY BEEN HANDLED?*  
(Indicate. )
15. HAS A RELEASE POINT BEEN BY-PASSED ON LISTING?  
(If so, indicate the overrun to the pc, rehab back.)
16. HAS A RELEASE POINT BEEN BY-PASSED ON THE QUESTION ONLY?  
(If so, indicate the overrun to the pc and rehab back.)
17. HAVE YOU GONE EXTERIOR WHILE LISTING?  
(If so, rehab. If Ext Rundown not given, note for C/S.)
18. HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST?  
(If so, find out what item and why.)
19. HAVE YOU WITHHELD AN ITEM FROM A LIST?  
(If so, get it and add it to the list if that list available. If not put item in the report. )
20. HAS A WITHHOLD BEEN MISSED?  
(If so, get it, if discreditable ask "Who nearly found out?")
21. HAS AN ITEM BEEN BY-PASSED?  
(Locate which one.)
22. WAS A LISTING QUESTION MEANINGLESS?  
(If so, find out which one and indicate to the pc.)
23. HAS AN ITEM BEEN ABANDONED?  
(If so, locate it and get it back for the pc and give it to him.)
24. HAS AN ITEM BEEN PROTESTED?  
(If so, locate it and get the protest button in on it.)
25. HAS AN ITEM BEEN ASSERTED?  
(If so, locate it and get in the assert button on it.)
26. HAS AN ITEM BEEN SUGGESTED TO YOU BY ANOTHER?  
(If so, get it named and the protest and refusal off.)
27. HAS AN ITEM BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED?  
(If so, get off the charge and give it to the pc, or if he then changes his mind on it, go on with the listing operation.)
28. HAS THE ITEM ALREADY BEEN GIVEN?  
(If so, get it back and give it again.)

29. HAS AN ITEM BEEN FOUND PREVIOUSLY?  
(If so, find what it was again and give it to pc once more.)
30. HAS AN ITEM NOT BEEN UNDERSTOOD?  
(If so, work it over with buttons until pc understands it or accepts or rejects it and go on with listing.)
- 30A. *WAS THE LISTING QUESTION NOT UNDERSTOOD?*  
(Get defined and check for read. It may be unreading. If so, indicate that an uncharged question was listed because it read on a misunderstood.)
- 30B. *WAS A WORD IN THE QUESTION NOT UNDERSTOOD?*  
(Same as 30A.)
31. WAS AN ITEM DIFFERENT WHEN SAID BY THE AUDITOR?  
(If so, find out what the item was and give it to the pc correctly.)
- 31A. *DID THE AUDITOR SUGGEST ITEMS TO YOU THAT WERE NOT YOURS?*  
(Indicate as illegal to do so. Correct the list removing these.)
32. WAS NULLING CARRIED ON PAST THE FOUND ITEM?  
(If so, go back to it and get in Suppress and Protest.)
33. HAS AN ITEM BEEN FORCED ON YOU?  
(If so, get off the reject and suppress and get the listing action completed to the right item if possible.)
34. HAS AN ITEM BEEN EVALUATED?  
(If so, get off the disagreement and protest.)
35. HAD EARLIER LISTING BEEN RESTIMULATED?  
(If so, locate when and indicate the by-passed charge.)
36. HAS AN EARLIER WRONG ITEM BEEN RESTIMULATED?  
(If so, find when and indicate the by-passed charge.)
37. HAS AN EARLIER ARC BREAK BEEN RESTIMULATED?  
(If so, locate and indicate the fact by itsa earlier similar itsa.)
38. *DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS?*  
(If so, indicate it to the pc, check the question if reads. Get earlier similar itsa.)
39. HAS THE LIST CORRECTION BEEN OVERRUN?  
(If so, rehab.)
- 39A. *WAS THE LIST DONE WHILE YOU ALREADY HAD AN ARC BRK, PTP, OR W/H?*
- 39B. *COULDN'T YOU UNDERSTAND WHAT WAS BEING DONE?*
- 39C. *COULDN'T YOU UNDERSTAND THE AUDITOR?*
- 39D. *DIDN'T THE AUDITOR ACKNOWLEDGE YOU?*
40. IS THERE SOME OTHER KIND OF BY-PASSED CHARGE?  
(If so, find what and indicate it to pc.)
41. WAS THERE NOTHING WRONG IN THE FIRST PLACE?  
(If so, indicate it to pc.)
42. HAS THE UPSET BEEN HANDLED?  
(If so, indicate it to the pc.)
43. HAS A LIST PROCESS BEEN OVERRUN?  
(If so, find which one and rehab.)

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HCO BULLETIN OF 3 JUNE 1972R

REVISED 15 OCTOBER 1974

Remimeo  
Class IV

(Cancels BTB 24 March 1973R,  
"PTS RD Errors".)

**PTS RUNDOWN, FINAL STEP**

The following is *an additional step to the PTS Rundown* developed by me and tested at Flag. This step is run after each terminal *is* run, *to prevent by-passing charge.*

THE STEPS ARE:

1. Select the terminal already run in R3 R *and Ruds.*
2. Clear "can't have", "couldn't have" as DENIAL OF SOMETHING TO SOMEONE ELSE. Clear "enforced have" as MAKING SOMEONE ACCEPT WHAT THEY DIDN'T WANT. Have pc get the idea of these with an example or two.
3. Run on the SP items "can't have/enforced have" as motivator repetitive, then overt repetitive, the flow three terminal to others, others to terminal (four flows of two commands each).
4. After EACH item is handled with the four flows, Objective Havingness should be run. *Then the next PTS RD item is taken up, run R3R and Ruds then can't have/enforced have.*

THE COMMANDS:

FLOW ONE: 1. What can't have did (terminal) run on you?  
2. What did (terminal) force on you you didn't want?

FLOW TWO: 1. What can't have did you run on (terminal)?  
2. What did you try to force on (terminal) that he (she, it) didn't want?

FLOW THREE: 1. What can't have did (terminal) run on others?  
2. What did (terminal) force on others they didn't want?

FLOW THREE (A): 1. What can't have did others run on (terminal)?  
2. What did others try to force on (terminal) that he (she, it) didn't want?

—OBJECTIVE HAVINGNESS—

THEORY

The theory is that SPs are SPs because they deny Hav and enforce unwanted Hav. They also deny *do* and enforce unwanted *do*. They also deny *be* and enforce unwanted *be*. This is why we have never before been able to run subjective Hav. It collided with SPs, Overts, and Withholds on them.

A very full Rundown then would be to start with *don't be, must be*; go on to *don't do, must do*; end up with *can't have, enforced have*. (Not to be run at this time.) Hav alone should handle without resorting to be or do.

END OFF AT ONCE AND BEGIN OBJECTIVE HAVINGNESS IF THE TA SOARS OR THE PC CAVES IN. If this does not handle, then do a C/S 53RH at once and handle.

*PTS RD NOTES*

*With the issue of HCO B 17 Mar 74, "TWC, Using Wrong Questions", it becomes necessary to convert the PTS RD 2wcs for items into L&N questions. Example: Who have you known this lifetime who has troubled or worried you? L&N to BD F/N item.*

*Avoid listing the same question twice. The L&N for places and planets should be restricted to planets only on VA pcs and an L4BR used at the first sign of trouble.*

*Additional PTS RD items can be obtained from past PTS Interviews. Done by L&N the RD is very powerful and direct The pc must be well set up for it*

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Remimeo

*Word Clearing Series 36*

**GRAMMAR**

In all word clearing all Grammatical Words and small words SHOULD BE LOOKED UP IN A SIMPLE GRAMMAR TEXTBOOK.

Very few dictionaries have full definitions for such words AND THEY HAVE NO EXAMPLES.

Words like “a” “the” “and” are really parts of language construction and are more complex than they at first appear.

A Word Clearing Auditor should have a simple grammar book to hand as well as dictionaries.

The best Grammar textbooks are those compiled for persons foreign to a language, like immigrants. These do not contain the supposition that the student is already an English professor.

Lots of EXAMPLES is the real test of a good grammar.

When doing the Study Tapes or Student Hat lack of a simple grammar textbook can really throw the student off. .

Those “simple” words can be the huge rocks that stand on the highway to becoming a WORD CLEAR.

So a Grammar is needed.

If a student is VERY deficient (lacking) in grammar it is best to make him do a whole simple grammar text first before he begins to get into just words. The words won't hang together for him.

It takes less time to do a short textbook in Grammar than it does to struggle with grammar all the way through.

Grammar can look like a ghastly subject until one really looks at it. Then it's easy.

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HCO BULLETIN OF 10 JUNE 1972  
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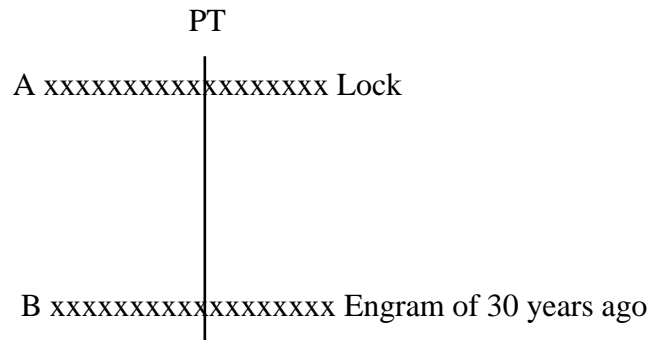
Remimeo

**BYPASSED CHARGE**

The mechanism of BPC (By-Passed Charge) must be known to an auditor otherwise he won't know what he's "Indicating".

When one gets a lock, a lower earlier incident restimulates, THAT IS BPC. It isn't the auditor by-passing it. One handled later charge that restimmed earlier charge. THAT IS *BPC* (Tech of '62), and that is all that the term means.

TIME TRACK



Auditor touches on A, and B goes into restim out of pc's consciousness. This causes an irritated, ARC Breaky, upset feeling. The pc reacts very badly. He has been hit by a mystery. There is no apparent reason (to him) why he feels this way. This is what Bypassed Charge means. "Earlier Charge Restimmed and not seen" would be another name for it.

One handles it by noting the fact that it happened. One tells the pc an earlier incident went into restimulation. This usually cools it off.

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HCO POLICY LETTER OF 12 JUNE 1972

Remimeo

*Data Series 26*

*Establishment Officer Series 18*

**LENGTH OF TIME TO EVALUATE**

It will be found that long times required to do an Evaluation can be traced each time to AN INDIVIDUAL WHY FOR EACH EVALUATOR.

These, however, can be summarized into the following classes of Whys:

This list is assessed by a Scientology Auditor on a Meter. The handling directions given in each case are designations for auditing actions as done by a Scientology Auditor and are given in the symbols he would use.

1. Misunderstood Words. \_\_\_\_\_  
Handled with Word Clearing (Method 1 and Method 4 of the Word Clearing Series.)
2. Inability to Study and an inability to learn the materials. \_\_\_\_\_  
(Handled by a Study Correction List HCO B 4 Feb 72.)
3. Outpoints in own thinking. \_\_\_\_\_  
(Handled by what is called an HC [Hubbard Consultant] List HCO B 28 August 70.)
4. Personal out-Ethics. \_\_\_\_\_  
(Use P/L 3 May 72 by an auditor. Has two Listing and Nulling type lists.)
5. Doing something else. \_\_\_\_\_  
(2-way communication on P/L 3 May 72 or reorganization.)
6. Impatient or bored with reading. \_\_\_\_\_  
(Achieve Super-Literacy. LRH Executive Directive 178 International. )
7. Doesn't know how to read statistics so doesn't know where to begin. \_\_\_\_\_  
(Learn to read stats from Management by Stat P/Ls.)
8. Doesn't know the scene. \_\_\_\_\_  
(Achieve familiarity by direct observation.)
9. Reads on and on as doesn't know how to handle and is stalling. \_\_\_\_\_  
(Get drilled on actual handling and become Super-Literate.)

10. Afraid to take responsibility for the consequences if wrong. \_\_\_\_\_  
(HCO B 10 May 72, "Robotism". Apply it.)
11. Falsely reporting. \_\_\_\_\_  
(Pull all withholds and harmful acts on the subject.)
12. Assumes the Why before starting. \_\_\_\_\_  
(Level IV Service Facsimile Triple Auditing.)
13. Feels stupid about it. \_\_\_\_\_  
(Get IQ raised by general processing.)
14. Has other intentions. \_\_\_\_\_  
(Audit on L9S or Expanded Dianetics.)
15. Has other reasons not covered in above. \_\_\_\_\_  
(Listing and Nulling to Blowdown F/N Item on the list.)
16. Has withholds about it. \_\_\_\_\_  
(Get them off.)
17. Has had wrong reasons found. \_\_\_\_\_  
(C/S Series 78.)
18. Not interested in success. \_\_\_\_\_  
(P/L 3 May 72 and follow as in 14 above.)
19. Some other reason. \_\_\_\_\_  
(Find it by 2-way comm.)
20. No trouble in the first place. \_\_\_\_\_  
(Indicate it to person.)

When this list is assessed one can easily spot Why the person is having trouble with the Data Series or applying it. When these reasons are handled, one can then get the series restudied and word cleared and restudied and it will be found that Evaluations are much easier to do and much more rapidly done.

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HCO BULLETIN OF 15 JUNE 1972

Remimeo  
Cramming

IMPORTANT

*C/S Series 80*

**“DOG PCs”**

AN AUDITOR WHO CANNOT AUDIT, WHOSE TRs ARE OUT, WHOSE METERING IS BAD AND WHO NEVER KEEPS THE CODE ALWAYS SAYS HIS PCs ARE DOGS.

When you find an auditor on this route, the remedy is:

1. Show him this HCO B and explain to him that an auditor is not likely to get any real results when he is so out of ARC with pcs.
2. P/L 3 May 72, 2 lists L & N by an auditor.
3. Get off his overts and omissions on pcs and pull his w/hs.
4. Check out his meter position so that he can see needle, paper and pc all in the same look without eye shift and drill him to do so.
5. Educate his left thumb so that he corrects a TA on BDs and catches the F/N and doesn't leave the needle stuck to the right of the dial while the pc F/Ns and corrects only after the F/N has been O/R.
6. Make him do an Electronic attest and get his TRs up to where the pc has a chance to be in session.
7. WC M4 him on his materials so he isn't swimming in misunderstands.
8. Tell him there are no dog pcs now and get busy and help them out.

WHOLE HGC

An entire HGC can go bad this way. Shortly afterwards it will disintegrate and you will have few or no auditors left.

Some auditor who is covering up his overts, false bonuses or false stats begins it and it becomes “fashionable” to call various pcs dogs. Then other auditors, finding this an easy way to justify not trying hard, follow suit.

Next thing you have no HGC.

C/S ERROR

A C/S can err by being too critical of auditors. Or worse he can err by agreeing about what dogs the pcs are. If he does HE HAS NOT REALIZED THAT HIS C/S EFFORTS ARE BEING WASTED BY THE AUDITOR'S OVERTS, FALSE REPORTS, METERING, CODE AND TR FLUBS.

The way to handle this in the C/S is:

1. 3 May 72 P/L.

2. M4 on the C/S Series.
3. Require he listen to and okay ok to audit tapes.
4. Get him to come down on critical auditors with the above cramming action.

Suddenly this C/S will begin to get wins.

#### CASES

Every “dog pc” investigated traced to incompetent programming, C/Sing, out TRs, bad metering, Code breaks and bad lists.

By forcing an auditor to cool off his opinions and properly handle the pc, each one of these “dog pcs” has begun to fly.

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HCO BULLETIN OF 16 JUNE 1972R  
REVISED 27 FEBRUARY 1975

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*C/S Series 81R*

*(Revisions in this type style on next page  
to make D of P and D of Ts stats very clear)*

**AUDITOR'S RIGHTS MODIFIED**

It occasionally (rarely) happens that an HGC's line stops and programs do not get finished and pcs go unaudited or sent to Ethics or Cramming instead of getting their programs completed.

It also happens that a D of P becomes incapable of getting auditors to audit per the schedule he writes.

12<sup>1</sup>/<sub>2</sub> hour intensives drop out. Auditing falls back to the bit and piece game.

The C/S finds all his work in programming wasted as the programs stale date or just get abandoned.

Hours fall. Lines tangle. Tech Services cannot get assignments done.

THE MAJOR WHY OF THIS AND MANY SUCH CONFUSIONS CAN BE TRACED TO AN ABUSE OF "AUDITORS' RIGHTS" IN PICKING AND CHOOSING PCS ON THE GROUNDS OF "FEELING THEY CANNOT HELP THE PC".

This "right" is also abused by auditors seeking pcs who F/N easily at the Examiner.

See HCO B 15 June 72, C/S Series 80, "Dog Pcs".

The refusal to audit is in fact an admission, in most cases, of a feared inability to audit.

Therefore, an auditor may only refuse to audit a pc if a direct personal relationship exists such as husband and wife or some friend's wife or familial relationship.

An auditor advising others about this or that "dog case" or seeking to exclude pcs from auditing by abusing his "right to choose pcs" is SUBJECT TO COMM EV AND SUSPENSION OF CERTIFICATES UNTIL RETREADED.

For the real why of it is his inability to handle TRs, meter, use the Code or apply Tech.

Nearly every "Dog Pc" has out lists or incomplete chains or is not being run on what needs to be handled. In other words they are simply problems in repair which modern tech handles easily. The drug case who is audited on grades but has had no drug rundown is an example of misprogramming.

The C/S can get many loses and the whole HGC go into a bedlam where you have auditors refusing to audit. Their reasons given are false. The real reasons involve fast F/Ns and bonuses or out TRs, metering, Code breaks and tech.

The D of P has a right, and so does Tech Services, to assign pcs to such and such auditors in the sequence listed without a lot of pick and choose by the auditors.

A C/S has a right to get his programs completed.

12<sup>1</sup>/<sub>2</sub> hour intensive plans blow up where auditors choose their own pcs.

### STATS

The stats of C/Ses and auditors may only be HOURS AUDITED with FES and admin hours separately noted.

The D of P's *stat may only be fully completed cases.*

When the stats are this way the C/S can get his programs done without worry.

The D of P can get cases completed.

The D of Tech Services has only completed *cases and course completions-for a stat.*

### HONESTY

Sanity is truth.

Truth is sanity.

The road to truth is begun with honesty.

There was the story of the "man who sold his soul for a mess of pottage" (soup). We could parallel this with the Auditor who sold his case gain for a mess of false stats.

An honest clean job and an honest clean line are the milestones of the road to truth.

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[This HCO B is added to by BTB 28 December 1972RA, Revised and Reissued 25 July 1974, C/S Series 81-1RA, *Auditor's Rights Addition Revised*, which can be found in the C/S Series Volume, page 227.]



HCO BULLETIN OF 19 JUNE 1972

Remimeo

*Word Clearing Series 37*

**DINKY DICTIONARIES**

(Dinky: Small, insignificant.)

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

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

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

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

HUGE dictionaries can also be confusing as the words they use to define are often too big or too rare and make one chase through 20 new words to get the meaning of the original.

The best dictionaries are the very large child's dictionaries like THE WORLD BOOK DICTIONARY (A Thomdike-Bamhart Dictionary published exclusively for Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago, Illinois 60654 or Doubleday and Company. Thomdike-Barnhart has a whole series of dictionaries of which this is a special one. Field Enterprises has offices in Chicago, London, Rome, Sydney, Toronto. The World Book Dictionary is in two volumes, each 28 1/2 cm [11 1/4 inches] by 22 cm [8 5/8 inches] by 5.8 cm [2 1/4 inches], so it is no small dictionary!) (Also it defines Dianetics correctly and isn't determined on a course of propaganda to re-educate the public unlike Merriam Webster's dictionaries.)

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

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

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HCO BULLETIN OF 21 JUNE 1972  
Issue I

Remimeo

*Word Clearing Series 38*

**METHOD 5**

Method 5 Word Clearing is a System wherein the word clearer feeds words to the person and has him define each. It is called Material Clearing. Those the person cannot define must be looked up.

This method may be done without a meter. It can also be done with a meter.

The reason the Method is needed is because the person often does not know that he does not know. Therefore Method 4 has its limitations as the meter does not always read.

The actions are very precise.

The word clearer asks "What is the definition of \_\_\_\_\_?" The person gives it. If there is any doubt whatever of it, or if the person is the least bit hesitant, the word is looked up in a proper dictionary.

This method is the method used to clear words or auditing commands or auditing lists.

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*Word Clearing Series 39*

**METHOD 6**

Method 6 Word Clearing is called KEY WORD CLEARING.

It is used on posts and specific subjects.

It is a heavier form than Method 5.

Method 6 is used without a meter.

Where a person is new on post or new to a subject or where there has just been a goof, an error or an Ethics action, these steps are done in the following manner.

1. The Word Clearer makes a list of the KEY (or most important) words relating to the person's duties or post or the new subject.

This is made up as a list. The Word Clearer looks up each word in the dictionary and writes down the definitions.

The list may have as few as three words or as many as twenty or thirty.

(Example: A bank clerk's key words would be "bank" "clerk" "money" "cash" "drafts" "teller" "accounts" "customer" etc.)

(Example: There has just been a goof resulting in an upset. The goof centered around "radio" "repairs" "operation" "operator" "electronics" etc.)

2. The Word Clearer, without showing the person the definitions, asks him to define each word.

3. The Word Clearer checks the definition on his list for *general* correctness— not word for word but meaning.

4. Any slow or hesitancy or misdefinition is met with having the person look the word up and look up any word in the definition the person does not have a grasp of.

5. One completes his list.

6. By then the person has been jarred into looking further by the above actions. The Word Clearer asks "What other word relating to your post (or subject or error) didn't you understand?"

7. Each one mentioned is now defined by looking it up.

8. The person can now be Method 4ed relating to his post to be sure all is clean and there are no upsets.

Note: Where the person has just had an accident or ethics action it may be necessary to delay the action until the person is calmer or not so upset as the action can be a heavy distraction if the person is hurt or frightened and will not be successful.

IT WILL BE FOUND THAT LAZINESS, INACTIVITY, SLOWNESS AND ERRORS ON A POST OR IN USING A SUBJECT TRACE TO MISUNDERSTOOD KEY WORDS.

THE REMEDY IS WC METHOD 6.

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*Word Clearing Series 40*

**METHOD 7**

Whenever one is working with children or foreign language persons or semiliterates Method 7 READING ALOUD is used.

In this method the person is made to read *aloud* to find out what he is doing.

It is a very simple method. It is done without a meter.

It is used on such persons before other methods in order to get the person untangled.

If a person does not seem to be progressing by studying silently, one has him read aloud.

Another copy of the same text must also be followed by the Word Clearer as the person reads.

Startling things can be observed.

The person may omit the word "is" whenever it occurs. The person doesn't read it. He may have some strange meaning for it like "Israel" (actual occurrence).

He may omit "didn't" each time it occurs and the reason traced to not knowing what the apostrophe is (actual occurrence).

He may call one word quite another word such as "stop" for "happen" or "green" for "mean".

He may hesitate over certain words.

The procedure is

1. Have him read aloud.
2. Note each omission or word change or hesitation or frown as he reads and take it up at once.
3. Correct it by looking it up for him or explaining it to him.
4. Have him go on reading, noting the next omission, word change or hesitation or frown.
5. Repeat steps 2 to 4.

By doing this a person can be brought up to literacy.

His next actions would be learning how to use a dictionary and look up words.

Then a simple grammar.

A very backward student can be boosted up to literacy by this method.

Remimeo

*Word Clearing Series 41*

**METHOD 8**

(If a student has trouble with this Method he should do Method 7 first. Method One should also be done.)

Method 8 is an action used in the "Primary Rundown" where one is studying Study Tech or where one is seeking a full grasp of a subject. Its End Product is SUPER-LITERACY.

The steps are these:

Usually an alphabetical list of every word or term in the text of a paper, a chapter or a recorded tape is available or provided.

1. The person looks up each word on the alphabetical list and uses each in sentences until he has the meaning conceptually.

The words are looked up in a big dictionary.

The grammatical words or small words are looked up in a simple grammar. If the person has too much trouble with grammar he should do the whole simple grammar text before going on.

Any technical terms not in the dictionary are looked up in a technical dictionary or glossary or in bulletins on the materials, i.e. a photographic dictionary.

This is not done for the whole subject, it is done for a paper or a chapter or one tape of a series.

2. One then reads or listens to the paper, chapter or tape for its sense or general meaning.

3. Method 4 is then done on the person to find any misunderstandings.

4. These are cleared up per Method 4 procedure.

5. The person reads or listens to the material again.

6. The person is again checked for any misunderstandings.

7. If there are any misunderstandings the person again does steps 4 & 5.

8. When the material is fully heard or understood as per above steps and checks, end off on that paper, chapter, tape and go on to the next one.

9. An alphabetical list is made or exists for the next paper, chapter or tape. Steps 1 to 8 are done on it.

10. Each succeeding paper or chapter or tape is done with steps 1 to 8.

When *all* the material has been done in this way, the person will be fully able to apply all the material.

Usually Method 8 is reserved for the Scientology Study Tapes which contain how to study and the Student Hat.

It can also be used to master a major subject.

IT WILL BE FOUND THAT METHOD 8 (or Method 2 or 3 or 4 or 6) ARE VERY LENGTHY AND HARD TO DO UNLESS ONE HAS FIRST HAD A METHOD ONE WORD CLEARING.

A Word Clearing Correction List is used on Method 8 whenever a student bogs heavily. This list will, when assessed on a meter properly, locate the errors and they can be corrected.

When used on the Study Tech itself and Student Hat, Method 8 HONESTLY DONE makes a person SUPER-LITERATE. It is like hearing and seeing and reading for the first time!

Reading a text or instruction or book is comfortable. One has it in conceptual form. One can APPLY the material learned.

It is a new state.

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## PRIMARY CORRECTION RUNDOWN HANDLING

(Refers to HCO B 30 March 72, Revised 30 May 72,  
"Primary Correction Rundown")

Students who struggle with the Primary Rundown (HCO B 4 Apr 72, Revised 30 May 72) are given the PRIMARY CORRECTION RUNDOWN.

Steps 1 to 9 of the PCRDR (per HCO B 30 March 72, Revised 30 May 72) are paid for by the pc quite in addition to his Primary Rundown.

IF available auditors exist on Course of a proper class *and* the pc is a student then these steps I to 9 PCRDR may be done on a co-audit basis. BUT IF NOT WELL DONE OR MESSED UP OR DELAYED MUST BE DONE BY A PROFESSIONAL AUDITOR AT THE STUDENT'S OWN EXPENSE.

A STAFF MEMBER stalled on the Primary Rundown is put through the PCRDR in *Qual* or *Qual and HGC* for different steps.

Qualifications is the *Correction* Division. PCRDR is a *Correction* action. There should be word clearers in *Qual*. And these as Class IIIs should be competent to do steps I to 9 of the PCRDR.

The object of a PCRDR is not to stall the person and keep him off the PRD.

*The purpose of the PCRDR is to get the person through the PRD.*

Where people have been put off the PRD for any reason and are not industriously going through the PCRDR IT IS UP TO QUAL TO MAKE SURE THEY *DO* GET THROUGH PCRDR AND PRD.

Orgs that off load pcs or students on the thinnest excuses or *Qual* Divisions that will not service and speed the lines have to be watched as the discovery of trouble on the PRD can be used to simply halt the student or pc. Instead of picking up the ball, a *Qual* has been known to just send students back to class without handling or put students to "doing their hats" or other nonsense.

*The idea is to complete somebody on what they are supposed to complete.*

## FOLDER STUDY

If you study the person's folder, particularly a staff member's, you will probably find that several of the steps 1 to 9 have already been done.

These are checked off as done on the PCRDR checklist.

Any org that is worthy of the name has folder summaries in the inside left-hand cover of the current folder. It is very easy to locate what have been done.

## OUT LISTS

It is not at all rare to find that various “whys have been found” but that the person is not doing well. This is a case of WRONG ITEMS and is handled by C/S Series 78. Thus steps I, 2, 3 and 6 of the PCRCD may consist mainly of *correcting* botched up lists.

## IDLE STUDENT

The problem of putting someone off the PRD onto the PCRCD is that he is now “idle as a student”. He cannot go forward on his studies as he has not done his PRD.

In fact going on studying without the PRD is a waste of time as it’s mainly misunderstood, glib and won’t be applied. It is actually *faster* to do a PRD (or a PCRCD) and then study than it is to study without the PRD or PCRCD. And it is certainly far more effective.

The thing to do is to get the student who is assigned to the PCRCD *through* the PCRCD.

As noted above he may have several points already done. And the rest can be done easily and fast.

## RESISTIVE STUDENTS

There are situations where you have students or even executives who will not even go to study.

These are of course people who need the PCRCD worst.

But how to get them available even for that?

In the case of a senior executive who will not study you can get a disarrangement of the study lines as they won’t push and will even impede study—for instance by not making staff go to study time or preventing them from going. Also policy and HCO Bs fall out or are not enforced and form of org is not held since reading and study are similar actions so standard actions are not known.

Naturally such a thing has to be handled very fast.

Because cooperation from such a student is VERY limited, time to do a whole PCRCD is not possible.

## PRE-PCRCD

There is a PRE-PCRCD action that handles this.

It has 2 steps.

- A. Assess Method 5 C/S 53RC. Take the LFBD item and INDICATE it to the person. Don’t handle it or the rest of 53RC. Just Indicate it to the pc. He will usually agree and cognite. The TA will come down further and the needle will float. That’s it.
- B. Now take the Study Correction List. Assess it Method 5. Pick out the biggest LFBD you got. Indicate it to the pc. He will cognite, the TA will drop down and an F/N will occur. That’s it.
- C. Put these 2 sheets in his pc folder for full handling of all reads by his auditor and add them to the pc’s auditing program sheet inside the left front cover of the pc’s folder.



The result will often be magical. The person will become more agreeable about study or the Primary Correction Rundown.

Of course they should now get a Primary Correction Rundown of which C/S 53RC is the first step anyway.

This Pre-PCRD gets them started. And it only takes a little while.

The End Phenomena of a Primary Correction Rundown is “Can he now quickly and easily do the Primary Rundown?” If yes, and if it works out in practice that he can, that’s it. Let him onto the Primary RD. But if he bogs, back to the PCRD.

#### MORAL

The moral of this HCO B is get them through the Primary Rundown. If they can’t or don’t go, do the PCRD. And if they’re shunted to the PCRD get it DONE. And get them to the real EP which is SUPER LITERACY. The moral is, get them *through*. Don’t idle about. Get it DONE.

Then they will whizz along on fast flow study and you’ve got COMPLETIONS.

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## **DISTRACTIVE AND ADDITIVE QUESTIONS AND ORDERS**

Recently there have come up many instances of auditors asking odd non-process questions while “doing a process” and giving odd orders.

Example: While running a process an auditor *also* kept asking, “Is your attention on something else?”

This is of course a daffy thing to do. The auditor’s TRs or metering go out. Then the auditor badgers the pc with strange irrelevant questions. These are *distractions*, nothing more nor less. Not all the silly questions in the world substitute for lack of TRs and proper metering. A question about “What else are you doing?” does not substitute for having by-passed an F/N or running an uncharged item.

Giving Orders that are not part of any process is very bad.

Example: Auditor has missed a read, by-passed an F/N and goofing it generally. Pc gets dull, disinterested. Auditor says, “Come back into the room!”

Evaluation fits into this set of bad tricks. Like, “You are really OT you know. You just think you’re aberrated.” Or “You better tell the Examiner you are really Clear.” Or “You are in pretty bad shape unless you can see the whole building.” These of course are suppressive Evaluations.

In 1950 there was a general observation. ALL AUDITORS TALK TOO MUCH.

As we seem to be in a period of additive questions and comments, the observation can be made again.

MUZZLED auditing means stating only the model session patter and Commands and TRs. It ALWAYS gets the best results.

Do NOT add a lot of questions or orders to a session to cover up goofs in standard tech.

Standard Tech works. Use it and it only.

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HCO BULLETIN OF 10 AUGUST 1972

(Amended & Reissued 28 March 1974  
—only change is Series No.)

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*Expanded Dianetics Series 6*

*C/S Series 82*

**DIANETIC HCO B**

**INTEREST**

On two certain subjects the “Interest?” question is omitted from Dianetic R3R patter.

On *drugs* and when running Evil Purposes or Intentions one does NOT ask the pc if he is interested in running the item.

The requirement on both drug items and intentions is that the item *read* on the meter (suppress and inval can be used) and has not been run by R3R previously.

*Many* pcs, it has now been found, have replied “No, no interest” on a drug item, the item has not been run and the pc then continued to have trouble with drugs.

Checking back pcs who returned to drugs after auditing showed “drug rundowns” that were so brief as to be nothing. One pc who had been on LSD for years had only a 1 hour quickie drug rundown. Later this person relapsed.

Tracing this, in each case the “Interest?” question had been used and the pc had replied “No interest” BUT MEANT “I’M NO LONGER INTERESTED IN DRUGS.”

So Drug items that have read are run R3R without asking for interest. The command is simply omitted.

In Expanded Dianetics the same thing has occurred in running Evil Purposes or Intentions. The Auditor asked the pc if he was interested in running the item and the pc said “No” and so it went untouched. But the pc had it confused with interest in doing the purpose and missed running it and then fell on his head later. Tracing the case back it was found that R/Ses and such had not been run due to the pc saying “No Interest”.

Nothing bad will happen if the item is run.

**C/S RESPONSIBILITY**

The C/S must keep telling his auditors, on drugs or Expanded Dianetics, “Omit asking for interest on R3R on these (drug) (intentions). Run them if they read on the meter.”

**REPAIR**

In repairing cases it is good sense to check this point on drugs and intentions to see if they were neglected in R3R due to “no interest”.

If so, then have them run and the case will suddenly do well.

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HCO BULLETIN OF 13 AUGUST 1972R  
CORRECTED AND REISSUED 15 AUGUST 1972

*Correction in This type style*

Remimeo  
BPI  
All Students  
Tech Dept  
Qual  
"The Auditor"  
REGISTRARS

### FAST FLOW TRAINING

References: LRH ED 178 INT of 30 May 72      SUPER-LITERACY  
HCO B 4 Apr 72 Revised 30 May 72      PRIMARY RUNDOWN REVISED  
HCO B 30 Mar 72 Revised 30 May 72      PRIMARY CORRECTION RUNDOWN  
HCO B 20 July 72 Issue I      PCRD HANDLING  
HCO B 15 July 71 Issue III      C/S Series 48R DRUG HANDLING  
HCO B 25 Oct 71 Issue II (as revised)      THE SPECIAL DRUG RUNDOWN

So that there is NO question about what is meant by FAST FLOW TRAINING:

ANY STUDENT WHO HONESTLY COMPLETES THE PRIMARY RUNDOWN OR PRIMARY CORRECTION RUNDOWN IS THEREAFTER DESIGNATED A "FAST FLOW STUDENT".

The Fast Flow Student passes courses by attestation at Certs and Awards to the effect that he (a) has enrolled properly on the course, (b) has paid for the course, (c) has studied and understands the materials, (d) has done the drills, (e) can produce the result required in the materials.

The student is given a PROVISIONAL CERTIFICATE. This looks like any other certificate but is not gold sealed and has *Provisional* plainly on it.

In the case of an Auditor, an Internship or formal auditing experience is required. When actual honest evidence is presented to C&A that he has demonstrated that he can produce flubless results his Certificate is VALIDATED with a gold seal and is a permanent certificate.

In Administrative Courses or course of any kind not having to do with auditing, the same procedure is followed and a PROVISIONAL CERTIFICATE is issued by C&A.

The person must now demonstrate that he can apply the materials studied by producing an honest, actual statistic in the materials studied. He presents this evidence to C&A and receives a VALIDATION gold seal on his Certificate.

Provisional Certificates EXPIRE after one year if not Validated.

The Fast Flow Student studies within his knowledge of study tech. He is assisted by Supervisors. Any Word Clearing action needed can be done on him. He can be sent to Qual and Crammed. He can be starrated and made to clay demo by the Supervisor.

He does not however have to have a twin, he does not automatically starrate starrate items, he does not have to have an examination.

The Fast Flow System makes for very rapid training. This becomes possible due to the development of the Primary Rundown and Primary Correction Rundown.

## PREREQUISITES

*Primary Rundown or Primary Correction Rundown are required for Levels O to I V or above and for FEBC. They are not required for HSDC or the many other courses below these levels.*

## NON PRDs

*Those students who have not had a Primary Rundown or Primary Correction Rundown must starrate, clay demo, twin and go through the materials as many times as required, using the entirety of the Student Hat.*

It is *much* faster to do the PRD or PCRd first.

## DRUG CASES

Where a drug case cannot be gotten through Method One Word Clearing due to case, it is usual to give him the Drug Rundown first as per HCO B of 25 Oct 71 Issue II, "The Special Drug RD".

The short co-audit version is contained in HCO B 15 July 71 Issue III, C/S Series 48R.

Where for any reason the person cannot get the Drug Rundown HE MAY BE ENROLLED ON THE DIANETICS COURSE, BECOME A DIANETIC AUDITOR and obtain the Drug Rundown through CO-AUDIT on Course.

The Dianetic Course in this instance is done with the full Student Hat requirements.

## DESIGNATION

The FAST FLOW STUDENT should be given a blue lapel award and wear it in Class. It should say FFS on it in black letters.

This gives the green light to rapid and effective completion of courses for the SUPER-LITERATE.

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Founder

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*C/S Series 84*

**FLUBLESS C/SING**

A C/S cannot C/S flublessly while he has ANY Auditors flubbing.

The *standard* procedure is

1. The C/S makes sure Tech Courses are taught okay and raises hell until they are.
2. C/S makes sure Qual has a Cramming Officer and crams him until he gets flubless Cramming and can Supervise TRs, do WCing Method 7, Method 6, Method 4, can correct metering and has packs to hand for reference.
3. The C/S follows a *very* standard handling of auditors:
  - A. 1 error of any kind—instruct by reference to HCO B.
  - B. A second error of any kind—send to Cramming and get the Auditor crammed at once, without any loss of auditing time but before the Auditor is allowed to audit further. (This is 2 hours, not 2 days!)
  - C. A third error of any kind—RETREAD, wherein the Auditor's weak areas are located and the Auditor has to M7, M6, M4 and restudy the materials of that area. This takes the Auditor back to Step A.

A retread under a good Super takes 4 or 5 days.

Now if the Auditor again errs he goes to Step A.

If he goes the route again he hits RETRAIN and is retrained fully like any other student. His PRD is done or verified and he goes through the course starting with basic books. This puts the Auditor back to A.

But if he now lands at RETRAIN again he is given a full and complete RETRAIN from his earliest contacts with the subject.

It is highly unlikely he will flub further but if he does, he should not be on auditing at all.

**FALSE REPORTS**

A falsified Auditing report puts the Auditor at once at retrain as he is not sufficiently aware of the potentials of the subject to know he *can* get results and does not have to be dishonest.

**TR 0**

OT Zero and TR 0 are the keys to good auditing.

2 C/Ses were found in orgs who “wouldn't let the Auditors do TR 0 because of their cases”. Both orgs had horrible stats and bad results and ARC Broken fields.

OT Zero and TR 0 are a *routine* action for Auditors. They do TRs in spare time, not because they are being Crammed, just to get professional.

*Every* Cramming Order includes TRs, especially Zero, to also be done on the auditor's own time.

*This* gets the Auditor up to really Confronting. His errors come mainly from an inability to confront (and from faulty metering or misunderstands or out ethics).

OT Zero and TR 0 are the keys to flubless auditing.

## ELECTRONIC ATTEST

Auditors using LRH tapes and electronic attest (and with OT Zero, TR 0, metering, and Mis Us cleaned up and Ethics in) become very spectacular auditors in terms of results.

Results bring *pride*.

Auditors who get results are happy auditors. And the above is how, the standard how, to get them to get results.

## EASY C/SING

Only if he spends some of his time TRAINING, as above, can a C/S ever get down to really C/Sing cases and getting programmes DONE.

## SUMMARY

The above is the way I C/S and handle Auditors *as a C/S*.

I long since found that the flubby Auditors were the ones who consumed the C/S time. The ratio is 2<sup>1</sup>/<sub>2</sub> hours to 6<sup>1</sup>/<sub>2</sub> hours wherein it only takes me 2<sup>1</sup>/<sub>2</sub> hours to C/S piles of folders when I have the auditors auditing honestly and flublessly and it takes me 6<sup>1</sup>/<sub>2</sub> hours when I have some flubbers.

It is neither kind nor decent to let Auditors lose. Only when I (or MSH) have not been doing the C/Sing has auditing gone wrong in any area where I was.

This is traced directly to the drop-out of the above actions. So it is the above actions which give standard results and any C/S who omits them (to be a good fellow, or “these are my friends”) is an Auditor killer.

Auditors sometimes achieve a high status and are “above being crammed”. Well watch it, watch it because they will fall on their heads with a crash.

An auditor is not unlike a race horse. He needs a lot of care and handling. And he needs his periodic drills and exercises or he goes sloppy. Like a race horse, a good auditor is very, very valuable. And all good auditors are made by C/Ses!

The proof is that even the best go bad when they no longer have a tight C/S rein. Experience has taught that. The exceptions are very, very few and you don’t have any of them.

It takes me about 3 or 4 weeks to get an auditor through his course and doing a good flubless job. The majority of Scientologists want to be auditors. So you have Auditor scarcity? That’s a laugh.

It’s the C/S! The Course Super, the Cramming Officer.

And it’s done just exactly as above.

Given the materials, there is *no other answer*. So stop dreaming of hiring or getting perfect Auditors.

The ones you have are fine. Get more.

And do the above! ! !

The auditors must not blame the pc (nor must you), the C/S must not blame the auditor. It’s you, the Course Super and the Cramming Officer. And mainly you the C/S.

You can and must build a corps of good auditors.

Or you’ll never make it as a C/S.

And listen, if you don’t make it as a C/S, where’s the world?

Remimeo

*Word Clearing Series 42*

**METHOD 4 NOTES**

Too generalized a question in using Method 4 defeats its use and can restimulate a person badly.

Example: "Is there anything in *college* you didn't understand?" That of course is just plain ridiculous as a question. "Have you ever heard anything you didn't understand?" would be similarly silly.

**BREAK DOWN THE MATERIALS**

When doing Method 4 you have to break down the materials (put them into small separate units) in order to ask questions.

Example: We have Papers 1 & 2, both on the same subject. The wrong question for Method 4 would be "Is there anything in Papers 1 & 2 you didn't understand?" and not even give him the papers to see! The right way to do it would be to take Paper 1 and break it down into its obvious sections, give the person Paper 1 and let him look at it. Point to its 1st section and say, "Is there anything you didn't understand in this section?" while watching the meter. Then point to next section, do the same. Finish Paper 1. Then go to Paper 2 and do it the same.

A person has to know what he's being asked about and has to be thinking of it when asked the question.

**TAPES**

Just as it would be ridiculous to ask "Have you ever misunderstood anything you ever read?", it would be silly to ask, "Did you ever have a misunderstood on Tape?"

The right way is to take *the* tape and put it on a machine and play a bit of it. And ask, "Is there anything in the first section of this tape you didn't understand?" while watching the meter. Then high speed the tape forward to another area and do the same. Thus the tape is covered.

This can also be done from any tape notes, section by section.

**BOOKS**

Books are done chapter by chapter.

**QUICKIE M4**

Method 4 is defeated utterly by

1. Bad metering
2. Too general a question
3. Not having the material to hand
4. Not getting the person's attention on parts of the material.

Quickie M4 misses. It sets the person up for a lose in his studying.

And we want him to actually succeed in his study, don't we?



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*Word Clearing Series 43*

**GRAMMAR DEFINITION**

The following definition of Grammar was taken from the *Dictionary of Contemporary American Usage* by Bergen and Cornelia Evans, published by Random House, New York, in 1957. (It is not a complete Dictionary and would require another larger dictionary for full word clearing. But it gives American usage's of words and phrases, which could be important as Dianetics and Scientology are written in American English.)

It was sent to me by an SHSBC Student who found its definition of Grammar was very helpful to other students.

This definition also tells you why some college or school texts are so ghastly hard to read--they are not in standard English. It also tells you why, in 1950, the head of the English Department in an American University hailed *Dianetics: The Modern Science of Mental Health* as marking a new era of scientific writing. One reason is that it was written by a writer, not a professor. The other was that it was written in the English that was in use.

But read the definition:

*GRAMMAR*

GRAMMAR is a systematic description of the ways in which words are used in a particular language. The grammarian groups words that behave similarly into classes and then draws up rules stating how each class of words behaves. What classes are set up and how the rules are phrased is a matter of convenience. A grammarian is free to classify his material in any way that seems reasonable to him. But he is never free to say that certain forms of speech are unacceptable merely because there is no place for them in the system he has designed.

**THE CLASSES**

Most grammarians are interested in a number of languages. As a rule they set up classes that are useful in handling many languages but that may have very little meaning for a particular language. For example, the distinction between the dative *him* and the accusative *him is* important in the Indo-European languages generally. But in a grammar designed solely to teach English, this distinction does not have to be made. Similarly, there is an etymological or historical difference between the English gerund in *-ing* and the participle in *-ing*. But it is sometimes impossible to say whether a given word is a gerund or a participle; for example, in *journeys end in lovers meeting*. For this reason, some grammarians prefer to handle these forms together under one name, such as "participle" or "*-ing*".

The familiar terms of classical grammar are defined in this dictionary for the convenience of persons who need to use these concepts. But a much simpler classification, based on the structure of present-day English, is employed in all the discussions of usage.

**THE RULES**

In order to say how words are used, the grammarian must examine large quantities of spoken and written English. He will find some constructions used so

consistently that the exceptions have to be classed as errors. But he will also find competing, and even contradictory, constructions, which appear too often to be called mistakes. He must then see whether one of these expressions is used by one kind of person and not by another or in one kind of situation and not in another. If he can find no difference of this sort he accepts the two constructions as interchangeable. In this way he assembles a body of information on how English words are used that may also show differences, such as those between one locality and another, or between spoken and written English, or between literary and illiterate speech. Studies of this kind are called “scientific” or “descriptive” grammars. This is a relatively new approach to the problems of language and the information brought to light in this way is sometimes surprising.

The first English grammarians, writing in the seventeenth and eighteenth centuries, did not attempt to describe the English of their day. On the contrary, they were attempting to “improve” English and they demanded Latin constructions which were not characteristic of English. They objected to the expression *I am mistaken*, because if translated into Latin this would mean *I am misunderstood*. They claimed that *unloose* must mean *tie*, because *un* is a Latin negative. They objected to the “double negative” which was good Old English, and also good Greek, but not good Latin.

These eighteenth century rules of prescriptive grammar have been repeated in school books for two hundred years. They are the rules for a curious, Latinized English that has never been spoken and is seldom used in literature, but that is now highly respected in some places, principally in scientific writing. It should be recognized that these rules were not designed to “preserve” English, or keep it “pure”. They were designed to create a language which would be “better” simply because it was more like Latin. Dryden, writing in the seventeenth century, said: “I am often put to a stand in considering whether what I write be the idiom of the tongue or false grammar and nonsense, couched beneath that specious name of Anglicanism, and have no other way to clear my doubts but by translating my English into Latin and thereby trying what sense the words will bear in a more stable language.” One result of this double translation was that Dryden went through his earlier works and rewrote all the sentences that had originally ended in a preposition or adverb. A generation later, Swift complained that the English of his day “offends against every part of grammar”. Certainly this is blaming the foot because it doesn’t fit the shoe!

Because some people would like to write the language of the textbooks, the entries in this dictionary not only tell what standing a given construction has in current English but also explain how the rules of the prescriptive grammarian would apply, wherever the rules and standard practice differ. But in such cases the rules are never simple, and the person who has to use this type of English may feel that it would be easier to follow Dryden’s example and write in Latin first.

## THIS BOOK

The grammar entries in this book are designed for persons who speak standard English but who may be confused about certain isolated points. The entries are arranged so that the answer to a particular problem can be found in the least possible time. But anyone who wishes to make a systematic study of English grammar, using this book, can do so by starting with the entry *parts of speech* and following the references to more and more detailed discussions of each concept.

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Founder

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HCO BULLETIN OF 13 SEPTEMBER 1972

Remimeo  
All Dn & Ex Dn  
Auditors  
Class VIII  
C/Ses

(Amended & Reissued 28 March 1974  
—only change is Series No.)

*DIANETICS*

*Expanded Dianetics Series 7*

*C/S Series 85*

**CATASTROPHES FROM AND REPAIR OF  
“NO INTEREST” ITEMS**

I have done a review of several failed cases which blew or went bad after auditing.

THE COMMON FACTOR IN EVERY ONE WAS *CASE BY-PASSED DUE TO “NO INTEREST”*.

The auditor finds a reading drug item or an evil purpose and proposes to run R3R on it. The auditor asks if the pc is interested in running it. The pc says, “No.” The auditor does not run it. BANG, we have a BY-PASSED CASE.

The pc will blow or go sour or not recover.

One of these cases was unchanged after “a drug rundown”. He had a pair of eyes that looked like blank discs. Check of folder showed all major drug items “not run due to no interest”. The solution was to recover the lists, run the items that had read R3R triple and complete the case.

Another one blew. His folder was examined. Every evil purpose had been left unrun! Of the items from the “Wants Handled Rundown” the intentions were mislisted. The drug rundown failed due to “no interest”.

Each flubbed case I am finding has had his drug items and evil purposes left unrun on R3R due to “no interest”.

So DON'T ASK FOR INTEREST ON INTENTIONS, EVIL PURPOSES AND DRUG ITEMS.

IF THEY READ, RUN THEM!

**REPAIR**

1. On any stumbling case that has had a “drug rundown” or Expanded Dianetics get the Folder FESed to see if reading items were left unrun on R3R Triple. List them chronologically, early to late.
2. Get the case back, with an R factor of “Incomplete”.
3. Run every one of those unrun drug items, intentions and Evil Purposes.
4. If the items don't now read, then get in Suppress and Invalidate on them.
5. If the case bogs do L3RD Method 5 and Handle on that chain only.
6. Go on with the action and complete it.

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Remimeo

*Word Clearing Series 44*

**ILLITERACY AND WORK**

I have been engaged in a study of applications of tech to illiteracy and illiterate or semi-literate populations and found some simple levels of approach.

I investigated U.S. AID educational efforts and data to find out why they failed. For instance, in one project, the U.S. spent over one million dollars to educate 105 persons from an “underdeveloped” country of low literacy and surveyed it later to find that none of the data taught was in use and that *no* progress had been made by the person or the country as a result.

Using their data and my own personal investigation in the same country, I evaluated the situation and found they had *not* consulted the existing scene before or during the program. Their training was for a sophisticated environment.

The country of the program is just emerging from a nomadic level civilization into agricultural and the agriculture done is extremely primitive, erodes whole plains with non-contour plowing and doesn't even know about irrigation.

To these people they taught the highly complex technology of the electronic age!

The people went back home, found no computers whatever, listened to the goats and sat down and did nothing.

U.S. AID had no explanation for this. But give them credit—the students liked the U.S. and U.S. AID *did* honestly survey and admit the failure, a rare humility.

From this point I did a local study and found that instead of computers these people needed—guess what?

TR 2! Acknowledgement. (Training Drill No. 2, How to Acknowledge a Communication.)

This primitive area had never heard of TR 2!

“Good”, “fine”, “thank you” were unknown in all their work culture.

Before they saw *any* need of *any* technology, they had first to see that there was any reason to get any work done at all!

Further, their cultural pattern contained dishonesty as a virtue! This is antipathetic to basic morale no matter *what* the culture and so they were in a cultural attitude or pattern which kept them sad, depressed and miserable! So they *couldn't* work.

The program, then, had to (a) recover honesty to increase morale, (b) introduce acknowledgement for accomplishment, (c) establish the possibility that one *could* work, (d) introduce statistics so that something existed that could be acknowledged and (e) establish bonuses for statistics so that acknowledgement could be real and stay that way.

These items are all very elementary and simple portions of our basic technology:

(a) Security checking, (b) TRs especially 2, (c) *Problems of Work* Course using tape and *Word Clearing*, (d) Statistical policies and tech, (e) Bonus policies.

So in U.S. AID Programs there was a skipped gradient *in culture* (nomad-agrarian skipped to electronic-nuclear) and a skipped gradient in training—Why learn when there is no reason to work? So why be literate? Or study?

Any sophisticated technical layout would break down in the hands of these people—and does.

But this program would lift them up. Then they would have some reason to study.

Factually, one cannot just sail into a culture blind and bash around with no data. It is *costly* and it accomplishes very little.

A basic knowledge of Man is essential to any improvement in any area of the human race.

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Founder

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TECH SECS  
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Students  
QUAL SEC  
CRAMMING OFFICER  
Confessional Pack

Issue II

### STUDENTS WHO SUCCEED

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

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

Sometimes the student is very slow.

Sometimes he ends off study due to non application.

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

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

### HONESTY

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

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

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

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

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

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

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

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

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

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

IT ALSO LEADS TO OUT COMMUNICATION.

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

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

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

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

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

## PILOTS

There were several pilot Courses to find this material.

The one which finally proved it was a Course of about 12 students.

They were very slow. They were unable to apply the materials during an apprenticeship.

It was then found *none* of them had done an honest Primary Rundown. They had “know bested” their way through it, cheating, and had falsely attested.

Then further investigation showed *each* one of them had come to the Course with his Ethics badly out.

A Confessional was then done on each of them and they were restarted to again do a full Primary Rundown, Student Hat and the materials.

Only then did they succeed in their application of what was studied.

This was also true of their Supervisors, each one of whom had done his Supervisor’s Course with his Ethics out. So one should not blame the students only!

A Case Supervisor in training could not Case Supervise well. It was found he had not even read the case history section sample programs because “he already knew” yet attested he had. Prior to all this his Ethics were out.

When his withholds were handled he could then supervise cases and did well.

## CONFESSIONALS

The technology of Confessionals has been upgraded enormously in the last year.

With this vast improvement it becomes possible to remove the barriers and counter-intention to getting his Ethics in and studying in an ethical fashion and being able to *reach* with the materials studied and so apply them.

If any student, beginning in a school or on a Course, is given a standard Confessional before beginning serious study, he will proceed *much* more rapidly, will study honestly, will apply study materials and, if actual study tech is used, will become a successful student of that subject and will be able to apply what he learns.

Study tech used by itself will succeed somehow in a large number of cases. But when it is preceded by a well done and thorough Confessional its results are more thorough and far more rapid.

When I was first working on evaluations of study in 1971 the “dishonesty factor” appeared as a very general Why. But it was not worked with at that time as there seemed no easy way to handle it.

By improving the technology of Confessionals on another entirely different research channel, the problem of the student also became clear.

Only the honest student is a good student and a credit to his class and the subject and himself.

The only reservation then is that the Confessional itself has to be done competently and honestly. But honest Confessionals breed honest Confessional auditors and this can be closely supervised as an expert action.

This opens the road to improvement and wider success in the already winning and successful subject of Study Tech.

Man is not happy unless he is honest. White, black, red or brown, this is true of all times and all races. And it is true of all students in all schools.

The honest student is the most successful student.

And the technology of the Confessional can make him so, rapidly and easily.

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CANCELS  
BTB OF 13 DECEMBER 1972  
SAME TITLE

*Integrity Processing Series 10R*

**INTEGRITY PROCESSING QUESTIONS**

**MUST BE F/Ned**

The main danger of Integrity Processing is not probing a person's past but failing to do so thoroughly.

When you leave an Integrity Processing question "live" and go on to the next one, you set up a nasty situation that will have repercussions. The person may not immediately react. But the least that will happen is that he will be more difficult to audit in the future, and will go out of session more easily. More violently, a pc who has had an Integrity Processing question left unflat may leave the session and do himself or Scientology considerable mischief.

About the most unkind thing you could do to a person would be to leave an Integrity Processing question unflat and go on to the next one. Or to fail to obtain an F/N on withholds in the rudiments and go on with the session.

One girl, being audited, was left unflat on a withhold question. The Auditor blithely went on to the next question. The girl went out after session, and told everyone she knew the most vicious lies she could create about the immoral conduct of Scientologists. She wrote a stack of letters to people she knew out of town, telling gruesome tales of sexual orgies. An alert Scientologist heard the rumors, rapidly traced them back, got hold of the girl, sat her down and checked auditing and found the unflat withhold question. The withhold? Sexual misdemeanors. Once that was pulled, the girl hastily raced about correcting all her previous efforts to discredit.

A man had been a stalled case for about a year. He was violent to audit. The special question was finally asked, "What withhold question was left unflat on you?" It was found and *handled*. After that his case progressed again.

The mechanisms of this are many. The reactions of the pc are many. The summation of it is, when an Integrity Processing question is left unflat on a pc and thereafter ignored, the consequences are numerous.

**THE REMEDY**

The prevention of Integrity Processing being left unflat is easily accomplished:

1. Develop excellent TRs and Basic Auditing.
2. Know the E-Meter.
3. Work only with an approved E-Meter.
4. Know the various bulletins on Integrity Processing.
5. Get off your own withholds so that you won't avoid those in others.
6. Apply correct Integrity Processing procedure and handle each reading question to an honest F/N on that question.

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Remimeo

*Integrity Processing Series 11R*

**GENERALITIES WON'T DO**

The most efficient way to upset a pc is to leave an Integrity Processing question unflat. This is remedied by taking each reading question to an F/N on the question.

The best way to “miss” an Integrity Processing question is to let the pc indulge in generalities or “I thought ....”

A withhold given as “Oh, I got mad at them lots of times,” should be pulled down to when and where and the first time “you got mad” and finally, “What did you do to them just before that?” Then earlier similar if no F/N.

The pc who withholds somebody else’s withholds and gives them as answers is a card. But he isn’t helped when the auditor lets him do it.

Situation: You ask the pc for a withhold about Joe. The pc who says, “I heard that Joe . . . ,” should be asked right there, “What have you done to Joe? You. Just you.” And it turns out he stole Joe’s last blonde. But if the auditor had let this pc go on and on about how the pc had heard how Joe was this or that, the session would have gone on and on and the Tone Arm up and up.

We have pcs who use “withholds” to spread all manner of lies. We ask this pc, “Have you ever done anything to the Org?” The pc says, “Well, I’m withholding that I heard . . . ,” or the pc says, “Well, I thought some bitter thoughts about the Org.” Or the pc says, “I was critical of the Org when . . . ,” and we don’t sail in and get **WHAT THE PC DID**, we can comfortably stretch a 5-minute item to a session or two.

If the pc “heard” and the pc “thought” and the pc “said” in answer to an Integrity Processing question, the pc’s reactive bank is really saying, “I’ve got a crashing big withhold and if I can keep on fooling around by giving critical thoughts, rumours, and what others did, you’ll never get it.” And if he gets away with it, the auditor has missed a withhold question.

We only want to know what the pc did, when he did it, what was the first time he did it and what he did just before that, and we’ll nail it every time.

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**THE IRRESPONSIBLE PC**

If you want to get withholds off an “irresponsible pc” you sometimes can’t ask what the pc did or withheld and get a meter reaction.

This problem has bugged us for some time; I finally got very bright and realized that no matter whether the pc thought it was a crime or not, he or she *will* answer up on “don’t know” versions as follows:

Situation: “What have you done to your husband?” Pc’s answer, “Nothing bad.” E-Meter reaction, nul. Now we know this pc, through our noticing she is critical of her husband, has overts on him. But she can take no responsibility for her own acts.

But she *can* take responsibility for his *not knowing*. She is making certain of that.

So we ask, “What have you done that your husband doesn’t know about?”

And it takes an hour for her to spill it all, the quantity is so great. For the question releases the floodgates. The Meter bangs around.

And with these withholds off, her responsibility comes up and she *can* take responsibility on the items.

This applies to any zone or area or terminal of Integrity Processing.

Situation: We are getting a lot of “I thought”, “I heard”, “They said”, “They did” in answer to a question. We take the terminal or terminals involved and put them in this blank:

“What have you done that \_\_\_\_\_(doesn’t) (don’t) know about?”

And we can get the major overts that lay under the blanket of “How bad everyone is but me.”

---

This prevents you missing an Integrity Processing question. It’s a bad crime to do so. This will shorten the labour involved in getting every question flat.

And if your pc is withholdy you can insert this “Have I missed an Integrity Processing question on you?” while doing the processing.

Always clear up what was missed.

A pc can be very upset by reason of a missed Integrity Processing question. Keep them going up, not down.

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*Integrity Processing Series 12R*

**WITHHOLDS, MISSED  
AND PARTIAL**

I don't know exactly how to get this across to you except to ask you to be brave, squint up your eyes and plunge.

I don't appeal to reason. Only to faith at the moment. When you have a reality on this, nothing will shake it and you'll no longer fail cases or fail in life. But, at the moment, it may not seem reasonable. So just try it, do it well and day will dawn at last.

What are these natterings, upsets, ARC Breaks, critical tirades, lost *students*, ineffective motions? *They are restimulated but missed or partially missed withholds.* If I could just teach you that and get you to get a good reality on that in your own auditing, your activities would become smooth beyond belief.

It is true that ARC Breaks, present time problems and withholds all keep a session from occurring. And we must watch them and clear them.

But behind all these is another button, applicable to each, which resolves each one. And that button is the restimulated but missed or partially missed withhold.

---

Life itself has imposed this button on us.

If you know about people or are supposed to know about people, *then* these people expect, unreasonably, that you know them through and through.

Real knowledge to the average person is only this: a knowledge of his or her withholds! That, horribly enough, is the high tide of knowledge for the man in the street. If you know his withholds, if you know his crimes and acts, then you are *smart*. If you know his future you are moderately wise. And so we are persuaded toward mind reading and fortune telling.

All wisdom has this trap for those who would be wise.

Egocentric man believes all wisdom is wound up in knowing his misdemeanors.

IF any wise man represents himself as wise and fails to discover what a person has done, that person goes into an antagonism or other misemotion toward the wise man. So they hang those who restimulate and yet who do not find out about their withholds.

This is an incredible piece of craziness. But it is observably true.

This is the WILD ANIMAL REACTION that makes Man a cousin to the beasts.

A good auditor can understand this. A bad one will stay afraid of it and won't use

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“Have I missed a withhold on you?” can be used in Integrity Processing if the preclear gets upset or critical during session.

---

Any ARC Broken pc should be asked, “What withhold have I missed on you?” Or, “What have I failed to find out about you?” Or, “What should I have known about you?”

---

An Integrity Processing Specialist who cannot read a meter is dangerous because he or she will miss withholds and the pc may become very upset.

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Use this as a stable datum: If the person is upset, somebody failed to find out what that person was sure they would find out.

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A missed withhold is a should have known.

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The only reason anyone has ever left Scientology is because people failed to find out about them.

---

This is valuable data. Get a reality on it.

L. RON HUBBARD  
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HCO BULLETIN OF 16 DECEMBER 1972  
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Remimeo

CANCELS  
BTB OF 16 DECEMBER 1972  
SAME TITLE

### *Integrity Processing Series 13*

#### **HELP THE PC**

In general, when getting rudiments in or getting off missed withholds or invalidations, help the pc by guiding his attention against the needle.

This is quite simple. The auditor asks the question, the needle instantly reacts, the pc (as he or she usually does) looks puzzled if the auditor says "It reacts." The pc thinks it over. As he or she is thinking, the auditor will see the same reaction on the needle. Softly the auditor says "That" or "There" or "What's that you're looking at?" As the pc knows what he or she is looking at that instant, the thing can be dug up.

This is auditor co-operation, not triumph.

Most often the pc does not know what it is that reacts as only unknowns react. Therefore an auditor's "There" when the needle twitches again, before the pc has answered, co-ordinates with whatever the pc is looking at and thus it can be spotted and revealed by the pc. This is only done when the pc comm lags for a few seconds.

Remember, the pc is always willing to reveal. He or she doesn't know What to reveal. Therein lies the difficulty. Pcs get driven out of session when asked to reveal something yet do not know *what* to reveal.

By the auditor's saying "There" or "What's that?" quietly each time the needle reacts newly, the pc is led to discover what should be revealed.

Auditors and pcs get into a games condition in Integrity Processing and rudiments only when the auditor refuses this help to the pc.

New auditors routinely believe that in Integrity Processing the pc *knows* the answer and won't give it. This is an error. If the pc knew all the answer, it wouldn't react on the meter.

Old-timers have found out that only if they steer by repeated meter reaction, giving the pc "There" or "What's that?" *can* the pc answer up on most rudiments questions, missed withholds and so on.

But don't use steering to harass the pc, or cut his comm, or draw attention to the auditor.

This is the only use of reads other than instant reads on the E-Meter.

Help the pc. He *doesn't* know. Otherwise the needle would never react.

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*Integrity Processing Series 14*

**HAVINGNESS**

All valences are circuits are valences.

Circuits key out with knowingness.

This is the final definition of havingness.

*Havingness is the concept of being able to reach. No-havingness is the concept of not being able to reach.*

A withhold makes one feel he or she cannot reach. Therefore withholds are what cut havingness down and made runs on havingness attain unstable gains. In the presence of withholds havingness sags.

As soon as a withhold is pulled, ability to reach is *potentially* restored but the pc often does not discover this. It requires that havingness be run to get the benefit of having pulled most withholds.

Therefore havingness may be run in conjunction with Integrity Processing but may NOT be used to hide or obscure the fact of failure to F/N an Integrity Form question.

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*Study Series 9*

**CONFRONT**

There are several choices in English on the meaning of “confront”. These include the right one: To face without flinching or avoiding. An example in a sentence: “The test of a free society is its capacity to confront rather than evade the vital questions of Choice.”

There is another meaning “To stand facing or opposing, especially in challenge, defiance or accusation.”

English is a pretty limited language in many ways. I imagine the thought of facing something (which is what the word came from and originally meant way back “front” being “face”) was so horrifying to the types who write dictionaries they knew it would be bad!

In essence it is an action of being able to face.

If one cannot, if he avoids, then he is not AWARE.

Awareness is the ability to perceive the existence of. In the dictionary it also fails to confront that and says “Awareness: the quality or state of being aware.” And Aware means: “marked by realization, perception or knowledge.”

So these chaps couldn’t confront and so conceived awareness to be figure-figure.

We are moving out of the range of language when we want to say:

“He could stand up to things and wasn’t always shrinking back into himself and avoiding, so he could be fully conscious of the real universe and others around him.”

And that’s what Confront means.

If one can confront he can be aware.

If he is aware he can perceive and act.

If he can’t confront he will not be aware of things and will be withdrawn and not perceiving. Thus he is unaware of things around him.

That’s the tech of it.

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## STEP FOUR—HANDLING ORIGINATIONS

Edited and taken from  
PROFESSIONAL AUDITOR'S BULLETIN NO. 151  
1 January 1959

What do we mean by an origin of the preclear? He volunteers something all on his own; and do you know that is a very good index of case—whether the person volunteers anything on his own? An old-time auditor used this as a case index. He said, "This fellow isn't getting any better. He hasn't offered up anything yet." You see, he didn't originate—he didn't originate a communication.

So remember that the preclear is as well as he can originate a communication. That means he can stand at Cause on the communication formula. And that is a desirable point for him to reach.

But how about in the walk-away world—the world that is ambulant and moving around and spinning quietly, or noisily, as the case may be? Do you ever have to handle an origin in it? Well, I dare say that every argument you have ever got into was because you did not handle an origin. Every time you have ever got into trouble with anybody, you can trace it back along the line you didn't handle. If a person walks in and says, "Whee! I've just passed with the highest mark in the whole school," and you say, "I'm awfully hungry, shouldn't we go out and eat?"—you'll find yourself in a fight. He feels ignored. He originated a communication to have you prove to him that he was there and he was solid. Most little kiddies get frantic about their parents when their parents don't handle their originations properly. Handling an origination merely tells the person, "All right, I heard it, you're there." You might say it is a form of acknowledgment, but it's not; it is the communication formula in reverse. But the auditor is still in control if he handles the origin—otherwise, the communication formula goes out of his control and he is at effect point, no longer at cause point. An auditor continues at cause point.

So let's look this over. The handling of an origin has a great deal of use and, until recently, it was the least pat step in Scientology. How did you handle an origin? And we finally found out. I finally had a cognition myself. I tried for a long time to communicate this to people and they still blundered on it occasionally. And I finally found out something that did seem to communicate.

There are three steps in handling an origin. Here is the setup: The preclear is sitting in the chair and the auditor is sitting across from the preclear, and the auditor is saying, "Do fish swim?" or "Do birds fly?" and the preclear says, "Yes." Here is the factor, now, entering: "Do fish swim?" The preclear doesn't answer *Do fish swim*, the preclear says, "You know—your dress is on fire," or "I'm eight feet back of my head," or "Is it true that all cats weigh 1.8 kilograms?" You see, wog-wog—where did this come from? Well, although it is usually circuitry or something like that at work when it's that far off beam, it is, nevertheless, an origin. How do you handle it? Well, you don't want the preclear to go out of session, and he would if you handled it wrongly, so (1) you answer it; (2) you maintain ARC (you don't spend any time at it, but you just maintain ARC); and (3) you get the preclear back on the process. One, two, three. And if you spend too much time in (2), you'll be doing wrong.

What is an origin? All right, he says, “I’m eight feet back of my head.” It’s an origin; what are you supposed to do with it? Well, you’re supposed to answer it. In this particular case, you would say to him something in the order of, “You are?” (You mean something like, “I’ve heard the communication—it’s made an effect on me.”) Now, in maintaining ARC you can skimp that second one if you handle the third one expertly enough. The least important one is the second one, but the most deadly thing you can do is utterly to neglect the second one of maintaining ARC. That’s deadly. But you can skip it if you really punch it into the third one, which is to say, get him back into session. So he says, “I’m eight feet back of my head,” and you say, “YOU ARE???” (What he said really hit, you know.) He’s kind of wog-wog about this—he’s not sure what this is all about. You say, “You are?” and the fellow says, “Yes.”

“Well!” you say. “What did I say that made that happen?”

“Oh, you said ‘Do birds fly?’ and I thought of myself as a bird and I guess that’s the way it is, but I am eight feet back of my head.”

“Well, that’s pretty routine,” you say—reassure him, maintain the ARC. “Now, what was that auditing question?”

“Oh, you asked me ‘Do birds fly?’ “

And you say, “That’s right. Do birds fly?”

Back in session, you see.

You can’t do this: You can’t put it into a can and put a label on it and say “This is how you do it always,” because it’s always something peculiar; but you can say these three steps are followed.

I will give you another example. You say, “Do birds fly?” and he says, “I have a blinding headache.”

“You do?” you say. “Is it bothering you (that’s the ARC) too much to carry on with the session (and you’ve reached number three at once)?”

“Oh no—it’s pretty bad though.”

“Well, let’s go on with this, shall we?” you say. “Maybe it’ll do something with it (maintaining ARC).”

He says, “Well, all right,” and you’re right back onto it again: “Do birds fly?”

One of the trickiest of these is “What in my question reminded you of that?” The fellow says, “Well, so and so,” and he explains it to you and you say, “Well, good. Do birds fly?” and you’re right back in session again.

Three parts, and—that is the important thing—you have to learn how to handle these things.

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Remimeo  
HAS Course

**AXIOM 28 AMENDED**

AXIOM 28.

COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is: Cause, Distance, Effect, with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of Communication are Consideration, Intention, Attention, Cause, Source-point, Distance, Effect, Receipt-point, Duplication, Understanding, the Velocity of the impulse or particle, Nothingness or Somethingness. A non-communication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication by definition, does not need to be two-way.

When a communication is returned, the formula is repeated, with the receipt-point now becoming a source-point and the former source-point now becoming a receipt-point.

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HCO BULLETIN OF 7 APRIL 1973R

Remimeo  
All  
Supervisors  
All Students  
TR Courses

REVISED 15 NOVEMBER 1974  
(Revisions are in this type style)

CANCELS  
BTB OF 7 APRIL 1973

**GRADIENTS IN TRs**

(Taken from LRH Tape of 30 June 1961,  
“Training on TRs—Talk on Auditing”)

Time after time you’re going to find somebody in an Organization trying to teach the TRs this way: Go on to TR 0 and stick there.

Eight months later he’ll still be doing the TR 0.

You’re going to find that consistently, because the element of ENDURE enters into it. That is improper.

Here is the way you do the TRs. You’ll find it *very* valuable.

You do TR 0, flunking only TR 0. You go on to TR 1. The guy didn’t pass TR 0. He just got accustomed to it a little bit.

You do TR 1, flunking only TR 1. Don’t flunk anything else.

TR 2, flunking only TR 2.

TR 3, flunking only TR 3.

TR 4, flunking only TR 4.

Now come back to TR 0. Get the guy better at TR 0.

Then go through it again, flunking only the TR he is on. *It’s kind of like running the CCHs—they get a little bit of a win at it and you go on to the next one.*

About the third run through or maybe the fifth run through, according to your judgement, you *start TR 0 and you insist that it’s pretty good; and* you should really start cuffing him around. Flunk only the one he’s on but start cuffing him around hard. Give him the business. Give him things he can’t possibly confront. Try to shake him up.

Now—start in TR 0 and give him the works. TR 1 and give him the works. TR 2—3—4. Flunk only the TR that he’s on, but give him the works. Don’t give him a chance.

Run through the TRs that way a couple of times, flunking only the TR that he’s on, giving him the works, pushing his buttons. Give him something to confront for sure.

And then start the business of TR 0, mess him up, TR 1, mess him up—and flunk TR 1 AND TR 0.

TR 2, mess him up, flunk TR 2, TR 1, TR 0.

Get him on TR 3, messing him up and flunking TR 3, TR 2, TR 1, TR 0.

Get him on TR 4, messing him up and flunking TR 4, TR 3, TR 2, TR 1, TR 0.

Thereafter in running the TRs *always* give him the works. Flunk everything in that battery of TRs.

If you do that, you shorten considerably the time it takes to learn the TRs.

In other words, you approach this with a gradient scale.

We did learn about gradient scales many years ago and we should continue to apply that knowledge.

Let them get used to each TR.

You'll find out they progress much faster if you do it that way.

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HCO BULLETIN OF 10 JUNE 1973RA

Issue I

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Remimeo  
Qual Secs  
Cramming  
Offs

*Cramming Series 10RA*

**CRAMMING**

The datum that “Qual does not take orders” solves the Admin Cramming dilemma of the staff member crammed four times on the Dev-T Pack.

It is up to Qual to handle, fully and totally. This means, not following the exact order, but finding the real Why on the person and handling it at once.

Qual’s function is correction. By policy Qual does not take orders on What to do to correct.

Where an exec wants certain material covered, that’s okay. Cover it. But find the WHY! And on a repeat order, realize it was a wrong Why and really work it over.

Several staff have been crammed several times on the Dev-T Pack. Means Qual takes orders.

The PRODUCT of Qual Admin Cramming is a functioning producing staff member who can produce on post.

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HCO BULLETIN OF 11 JULY 1973

Remimeo

**ASSIST SUMMARY**

*REFERENCE:*

HCO PL 7 Aug 71 Issue II	Interne Okay to Audit Checksheet, Assists Pack
HCO B 5 July 71	C/S Series 49, Assists
HCO B 23 July 71	Assists, A Flag Expertise Subject
HCO B 12 Mar 69 Issue II	Physically Ill Pcs and Pre OTs
HCO B 24 Apr 69	Dianetic Use
HCO B 14 May 69	Sickness
HCO B 23 May 69	Auditing out Sessions, Narrative Versus Somatic Chains
HCO B 24 July 69	Seriously Ill Pcs
HCO B 27 July 69	Antibiotics
HCO B 15 Jan 70	The Uses of Auditing
HCO B 1 Dec 70	Dianetics—Triple Flow Action
HCO B 5 Jan 71	Going Earlier in R3-R and Exteriorization Intensives
HCO B 9 Oct 67	Assists for Injuries
HCO B 22 July 70	Touch Assist
HCO B 5 May 69	Touch Assists
HCO B 2 Jan 71	Illegal Auditing
HCO B 15 July 70 (Reissued 25 Nov 70)	Unresolved Pains
HCO B 7 Apr 72	Touch Assists, Correct Ones

Injuries, operations, delivery of babies, severe illnesses and periods of intense emotional shock all deserve to be handled with thorough and complete assists.

Medical examination and diagnosis should be sought where needed, and where treatment is routinely successful, medical treatment should be obtained. As an assist can at times cover up an actual injury or broken bone, no chances should be taken, especially if the condition does not easily respond. In other words where something is merely thought to be a slight sprain, to be on the safe side an X-ray should be obtained, particularly if it does not at once respond. An assist is not a substitute for medical treatment but is complementary to it. It is even doubtful if full healing can be accomplished by medical treatment alone and it is certain that an assist greatly speeds recovery. In short, one should realize that physical healing does not take into account the being and the repercussion on the spiritual beingness of the person.

Injury and illness are **PREDISPOSED** by the spiritual state of the person. They are **PRECIPITATED** by the being himself as a manifestation of his current spiritual condition. And they are **PROLONGED** by any failure to fully handle the spiritual factors associated with them.

The causes of **PREDISPOSITION**, **PRECIPITATION** and **PROLONGATION** are basically the following:

1. Postulates.
2. Engrams.
3. Secondaries.
4. ARC Breaks with the environment, situations, others or the body part.
5. Problems.
6. Overt Acts.
7. Withholds.
8. Out of communicationness.

The purely physical facts of injuries, illnesses and stresses are themselves incapacitating and do themselves often require physical analysis and treatment by a doctor or nutritionist. These could be briefly catalogued as:

- A. Physical damage to structure.
- B. Disease of a pathological nature.
- C. Inadequacies of structure.
- D. Excessive structure.
- E. Nutritional errors.
- F. Nutritional inadequacies.
- G. Vitamin and bio-compound excesses.
- H. Vitamin and bio-compound deficiencies.
- I. Mineral excesses.
- J. Mineral deficiencies.
- K. Structural malfunction.
- L. Erroneous examination.
- M. Erroneous diagnosis.
- N. Erroneous structural treatment.
- O. Erroneous medication.

There is another group which belongs to both the spiritual and physical divisions. These are:

- i. Allergies.
- ii. Addictions.
- iii. Habits.
- iv. Neglect.
- v. Decay.

Any of these things in any of the three groups can be a cause of non-optimum personal existence.

We are not discussing here the full handling of any of these groups or what optimum state can be attained or maintained. But it should be obvious that there is a level below which life is not very tolerable. How well a person can be or how efficient or how active is another subject entirely.

Certainly life is not very tolerable to a person who has been injured or ill, to a woman who has just delivered a baby, to a person who has just suffered a heavy emotional shock. And there is no reason a person should remain in such a low state, particularly for weeks, months or years when he or she, could be remarkably ASSISTED to recover in hours, days or weeks.

It is in fact a sort of practised cruelty to insist by neglect that a person continue on in such a state when one can learn and practise and obtain relief for such a person.

We are mainly concerned with the first group, 1-8. The group is not listed in the order that it is done but in the order that it has influence upon the being.

The idea has grown that one handles injuries with touch assists only. This is true for someone who as an auditor has only a smattering of Scientology. It is true for someone in such pain or state of case (which would have to be pretty bad) that he cannot respond to actual auditing.

But a Scientologist really has no business "having only a smattering" of auditing skills that could save his or the lives of others. And the case is very rare who cannot experience proper auditing.

The actual cause of not handling such conditions is, then, to be found as iv. NEGLECT. And where there is Neglect, v. DECAY is very likely to follow.

One does not have to be a medical doctor to take someone to a medical doctor. And one does not have to be a medical doctor to observe that medical treatment may not be helping the patient. And one does not have to be a medical doctor to handle things caused spiritually by the being himself.



Just as there are two sides to healing—the spiritual and the structural or physical, there are also two states that can be spiritually attained. The first of these states might be classified as “humanly tolerable”. Assists come under this heading. The second is spiritually improved. Grade auditing comes under this second heading.

Any minister (and this has been true as long as there has been a subject called religion) is bound to relieve his fellow being of anguish. There are many ways a minister can do this.

An assist is not engaging in healing. It is certainly not engaging in treatment. What it is doing is ASSISTING THE INDIVIDUAL TO HEAL HIMSELF OR BE HEALED BY ANOTHER AGENCY BY REMOVING HIS REASONS FOR PRECIPITATING, AND PROLONGING HIS CONDITION AND LESSENING HIS PREDISPOSITION TO FURTHER INJURE HIMSELF OR REMAIN IN AN INTOLERABLE CONDITION.

This is entirely outside the field of “healing” as envisioned by the medical doctor and by actual records of results is very, very far beyond the capability of psychology, psychiatry and “mental treatment” as practised by them.

In short, the assist is strictly and entirely in the field of the spirit and is the traditional province of religion.

A minister should realize the power which lies in his hands and his potential skills when trained. He has this to give in the presence of suffering: he can make life tolerable. He can also shorten a term of recovery and may even make recovery possible when it might not be otherwise.

When a minister confronts someone who has been injured or ill, operated upon or who has suffered a grave emotional shock, he should be equipped to do and should do the following:

A CONTACT ASSIST where possible and where indicated until the person has reestablished his communication with the physical universe site. To FN.

A TOUCH ASSIST until the person has reestablished communication with the physical part or parts affected. To FN.

HANDLE ANY ARC BREAK that might have existed at the time a) with the environment, b) with another, c) with others, d) with himself, e) with the body part or the body, and f) with any failure to recover at once. Each to FN.

HANDLE ANY PROBLEM the person may have had a) at the time of illness or injury, b) subsequently due to his or her condition. Each to FN.

HANDLE ANY OVERT ACT the person may feel he or she committed a) to self, b) to the body, c) to another, and d) to others. Each to FN.

HANDLE ANY WITHHOLD a) the person might have had at the time, b) any subsequent withhold, and c) any having to withhold the body from work or others or the environment due to being physically unable to approach it.

HANDLE ANY SECONDARY, which is to say emotional reactions, before, during or after the situation. This must be run from the first intimation something was wrong or going to happen or being told something had happened. This is by chain to FN. And then Flow 2 to FN and then Flow 3 to FN.

HANDLE ANY ENGRAM of actual physical duress. Run Flow 1 by chain to FN. Then Flow 2 to FN. Then Flow 3 to FN. It is understood here that Flow One was the physical incident itself, not necessarily something done to the person but as something that happened to him or her.

POSTULATE TWO-WAY COMM. This is two-way comm on the subject of “any decision to be hurt” or some such wording. This is done only if the person has not

already discovered that he had decisions connected to the incident. It is carried to FN. One must be careful not to invalidate the person.

Where a person is injured, given a contact or touch assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug "five days" does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or at least make sure that nothing was submerged by the drugs. It is not uncommon for a person to be oblivious of certain parts of a treatment or operation at the time of initial auditing, only to have a missing piece of the incident pop up days, months or even years later. THIS is the reason injuries or operations occasionally seem to persist despite a full assist: a piece of it was left unhandled due to a drugged condition during the operation; such bits may come off unexpectedly in routine auditing on some other apparently disrelated chain.

It can happen that a person is in the midst of some grade auditing at the time of an injury or illness or receiving an emotional shock. The question arises as to whether or not to disrupt the grade auditing to handle the situation. It is a difficult question. But certainly the person cannot go on with grade auditing while upset or ill. The usual answer is to give a full assist and repair the case to bridge it back into the grade auditing. The question however may be complicated in that some error in the grade auditing is also sitting there, not to cause the illness or accident but to complicate the assist. This question is handled fully only by study of the case by a competent Case Supervisor. The point is not to let the person go on suffering while time is consumed making a decision.

### SUMMARY

Religion exists in no small part to handle the upsets and anguish of life. These include spiritual duress by reason of physical conditions.

Ministers long before the Apostles had as a part of their duties the ministering to the spiritual anguish of their people. They have concentrated upon spiritual uplift and betterment. But where physical suffering impeded this course, they have acted. To devote themselves only to the alleviation of physical duress is of course to attest that the physical body is more important than the spiritual beingness of the person which, of course, it is not. But physical anguish can so distract a being that he deserts any aspirations of betterment and begins to seek some cessation of his suffering. The specialty of the medical doctor is the curing of physical disease or non-optimum physical conditions. In some instances he can do so. It is no invasion of his province to assist the patient to greater healing potential. And ills that are solely spiritual in nature are not medical.

The "psych-iatrist" and "psych-ologist" on the other hand took their very names from religion since "psyche" means soul. They, by actual statistics, are not as successful as priests in relieving mental anguish. But they modernly seek to do so by using drugs or hypnotism or physical means. They damage more than they help.

The minister has a responsibility to his people and those about him to relieve suffering. He has many ways to do this. He is quite successful in doing so and he does not need or use drugs or hypnotism or shock or surgery or violence. Until his people are at a level where they have no need of physical things, he has as a duty preventing their spiritual or physical decay by relieving where he can their suffering.

His primary method of doing so is the ASSIST.

As the knowledge of how to do them exists and as the skill is easily acquired, he actually has no right to neglect those for whose well-being he is responsible, as only then can he lead them to higher levels of spiritual attainment.

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[Added to by HCO B 6 Jan 74, Assist Summary-Addition.]

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HCO BULLETIN OF 21 JULY 1973

Tours Hats  
ARC Brk Regs  
Est Os  
*Qual Secs*  
*Dirs*  
*Validity*  
ARC Brk

(*HCO PL 25 June 1972 Reissued  
as an HCO B without change.*)

***Qual Flub Catch Series 4***

**RECOVERING STUDENTS  
AND PCS**

ARC Brk Regs and Tours Personnel (as well as Ethics Officers) collide with students and pcs who have blown (run away from) the org.

The recovery of these and getting them back on the line is of great interest to such personnel.

In the first place, they muddy up a field. In the second place EVERY ONE OF THEM CAN BE GOTTEN BACK IN.

If you leave them about they spoil prospects.

And there's nothing more startling to their friends than to have these people who have been nattering around suddenly turn up (repaired) saying, "OK it's all fine now. They're great guys."

Because Tech *does* work, this is not hard to do. Down deep they know that we do have the answer. It's an apparent refusal to apply it to them they're concerned about.

Poor offbeat Supervision, poorly trained auditors, lack of cramming in an org get in your way. So you have a deep interest that tech, in both Courses and Auditing, is straight.

**STUDENTS**

Students who doped in Class, nattered or got upset have been known to blow (leave hurriedly).

But also, students who are interrupted too often when F/Ning may also blow! On a "w/h of nothingness".

These points-"not helped by the Super" and "interfered with too much"-must BOTH be checked on getting blown students back.

ARC Brk Registrars and Tours people run into these blown students. They must know how to handle.

There are 5 main blow reasons:

1. Misunderstood words (or no materials).
2. No help or WC Method 4 from the Supers (or no Super).
3. Interference from the Supers that stopped them from getting on.

4. Personal out-Ethics resulting in a w/h.
5. Simply booted off for reasons best known to God or Registrars (like suddenly saying “You must now buy Method 1” etc, thus violating the “deliver what we promise” rule).

The interference and boot-off reasons are the ones you’d least suspect. Both generate a lot of H, E & R (Human Emotion and Reaction).

The reasons most pcs blow are

1. Out lists
2. No auditing
3. Invalidation of case or gains
4. Told they’d attained it and hadn’t.

Of these the out list (meaning overlist or wrong items) produces the most fantastic HE&R. Needs repair with an “L4B”.

No auditing includes being sent to Ethics or Cramming (on Solo) or just stalled. Remedy is to deliver what’s promised.

Invalidation of case or gains includes being made to go on past a win. This acts as an invalidation. Some pcs who made it are hung up from then on out because no one asked them to declare it. Remedy is to get it declared.

When told they had attained it and hadn’t they feel cut off from all further help. Remedy is to repair it by getting off the suppress and finish up the job in the org.

TO HANDLE ANY OF THIS YOU MUST REALIZE THAT TECH *DOES* WORK IN BOTH STUDY AND AUDITING.

The most *gross* errors have to exist before it doesn’t work.

Auditors *can* be trained to audit and *can* audit. But some SP in an org gets some out tech order in force like “Auditors mustn’t do TR 0 in Cramming as it stirs up their cases” (which is a complete lie and which was just found as NY’s reason for poor tech and down stats).

## ACTION

When handling the blown student or pc you can assess the above points on a meter. Or just know them by heart and rattle them off and you’ll get the real reason right now.

The object is to put the student or pc back on the rails.

The above points are all valid.

A very fast way to handling auditing outnesses is to give a FREE AUDITING CHECK using HCO B 31 Dec 71, Revised 16 May 72, C/S Series 53RC. To it one adds “No Auditing” at the end under L. One has a good auditor (who has good TRs and who knows how to read a meter well) assess it on the blown or upset pc.

One or more of these items will give a Long Fall Blowdown. You indicate this to the pc. You don’t handle it. You just say, “The reason you were upset was (whatever read).” The pc should suddenly magically feel better.

DON'T try to Audit it further on a FREE CHECK. Tell the pc to go to the org to get everything handled now.

Route the assessed sheet "To the PC FOLDER OF (pc's name). PUT IN FOLDER FOR FIRST AUDITING ACTION," and sign it.

The above checklists can be done on students by discussion. Don't use the C/S 53RC and the pc checklist both as the pc checklist above is on the C/S 53RC.

The difference is C/S 53RC has to be done by an auditor. The other list can be done in 2 way comm socially.

In phoning people and running into ARC Broken pcs or students the two short checklists can be used.

Sea Org Missions have successfully used another approach. They say they're there to handle the org and make it a safe place. The response is very gratifying.

THE PUBLIC HATES LIKE HELL TO BE DENIED DIANETICS AND SCIENTOLOGY .

After all you're just handing them their future happiness on a silver platter.

Don't just avoid such people. And don't bother to listen to the natter. The above actions are the reasons.

Puts you right on top of the situation.

That's where Tours and ARC Brk Regs and auditors should be.

I recall one old fellow who blew an org staff (SH), hated everybody. Stayed away for years. A student auditor ran into him socially, grabbed a meter and put in Level III (Change and ARC Break) on him. And bang there he was writing to me about how great it all was!

Bad Supervision or untrained or careless auditors or flubbing Admin personnel make a lot of trouble for us. But the vast majority of org staffs are very fine. So don't get down on the org. Get the flubbers unpopular. And get back those who have been flubbed. There are no dog pcs or bad students.

## ETHICS ACTION

Whenever you find one of these you should make a brief report. One copy goes to the Ethics Officer of the org, as a knowledge report. The other goes to FLUB CATCH CONTROL TRAINING AND SERVICES FLAG.

You have to give the when and the who and the what.

Then the org itself and Flag can come down on the outness and correct it.

## SUMMARY

Just knowing these points there are no blown students or pcs you can't get back or get signed up again.

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L. RON HUBBARD  
Founder

HCO BULLETIN OF 29 JULY 1973

Remimeo

*Art Series 2*

**ART, MORE ABOUT**

Ref: HCO B 30 Aug AD15, ART

How good does a professional work of art have to be? This would include painting, music, photography, poetry, any of the arts whether fine or otherwise. It would also include presenting oneself as an art form as well as one's products.

Yes, how GOOD does such a work of art have to be?

Ah, you say, but that is an imponderable, a thing that can't be answered. Verily, you say, you have just asked a question for which there are no answers except the sneers and applause of critics. Indeed, this is why we have art critics! For who can tell how good good is. Who knows?

I have a surprise for you. There IS an answer.

As you know, I searched for many years, as a sort of minor counterpoint to what I was hardwork doing, to dredge up some of the materials which might constitute the basis of art. Art was the most uncodified and most opinionated subject on the planet after men's ideas about women and women's ideas about men and Man's ideas of Man. Art was anyone's guess. Masterpieces have gone unapplauded, positive freaks have gained raves.

So how good does a work of art have to be to be good?

The painter will point out all the tiny technical details known only to painters, the musician will put a score through the Alto horn and explain about valve clicks and lip, the poet will talk about meter types, the actor will explain how the position and wave of one hand per the instructions of one school can transform a clod into an actor. And so it goes, art by art, bit by bit.

But all these people will be discussing the special intricacies and holy mysteries of technique, the tiny things only the initiate of that art would recognize. They are talking about technique. They are not really answering how *good* a work of art has to be.

Works of art are viewed by people. They are heard by people. They are felt by people. They are not just the fodder of a close-knit group of initiates. They are the soul food of all people.

One is at liberty of course to challenge that wide purpose of art. Some professors who don't want rivals tell their students "Art is for self-satisfaction" "It is a hobby." In other words, don't display or exhibit, kid, or you'll be competition! The world today is full of that figure-figure. But as none of this self-satisfaction art meets a definition of art wider than self for the sake of self, the professional is not interested in it.

In any artistic production, what does one have as an audience? People. Not, heaven forbid, critics. But people. Not experts in that line of art. But people.

That old Chinese poet who, after he wrote a poem, went down out of his traditional garret and read it to the flower-selling old lady on the corner had the right idea. If she understood it and thought it was great, he published. If she didn't he put it in the bamboo trash can. Not remarkably, his poems have come down the centuries awesomely praised.

Well, one could answer this now by just saying that art should communicate to people high and low. But that really doesn't get the sweating professional anywhere as a guide in actually putting together a piece of work and it doesn't give him a yardstick whereby he can say "That is that!" "I've done it." And go out with confidence that he has.

What is technique? What is its value? Where does it fit? What is perfectionism? Where does one stop scraping off the paint and erasing notes and say "That is that"?

For there is a point. Some artists don't ever find it. The Impressionists practically spun in as a group trying to develop a new way of viewing and communicating it. They made it-or some of them did like Monet. But many of them never knew where to stop and they didn't make it. They couldn't answer the question "How good does a piece of art work have to be to be good?"

In this time of century, there are many communication lines for works of art. Because a few works of art can be shown so easily to so many there may even be fewer artists. The competition is very keen and even dagger sharp. To be good one has to be very good. But in what way and how?

Well, when I used to buy breakfasts for Greenwich Village artists (which they ate hungrily, only stopping between bites to deplore my commercialism and bastardizing my talents for the gold that bought their breakfasts) I used to ask this question and needless to say I received an appalling variety of responses. They avalanched me with technique or lack of it, they vaguely dwelt on inherent talent, they rushed me around to galleries to show me Picasso or to a board fence covered with abstracts. But none of them told me how good a song had to be to be a song.

So I wondered about this. And a clue came when the late Hubert Mathieu, a dear friend, stamped with youth on the Left Bank of the Seine and painting dowagers at the Beaux Arts in middle age, said to me "To do any of these modern, abstract, cubist things, you have to first be able to paint!" And he enlarged the theme while I plied him in the midnight hush of Manhattan with iced sherry and he finished up the First Lady of Nantucket's somewhat swollen ball gown. Matty could PAINT. Finally he dashed me off an abstract to show me how somebody who couldn't paint would do it and how it *could* be done.

I got his point. To really make one of these too modern things come off, you first had to be able to paint. So I said well, hell, there's Gertrude Stein and Thomas Mann and ink splatterers like those. Let's see if it really is an art form. So I sharpened up my electric typewriter and dashed off the last chapters of a novel in way far out acid prose and put THE END at the bottom and shipped it off to an editor who promptly pushed several large loaves down the telephone wire and had me to lunch and unlike his normal blase self said, "I really got a big bang (this was decades ago, other years, other slang) out of the way that story wound up! You really put it over the plate." And it sent his circulation rating up. And this was very odd because you see the first chapters were straight since they'd been written before Matty got thirsty for sherry and called me to come over and the last chapters were an impressionistic stream of consciousness that Mann himself would have called "an advanced rather adventurous over-Finneganized departure from the ultra school."

So just to see how far this sort of thing could go, for a short while I shifted around amongst various prose periods just to see what was going on. That they sold didn't prove too much because I never had any trouble with that. But that they were understood at all was surprising to me for their prose types (ranging from Shakespeare to Beowulf) were at wild variance with anything currently being published.

So I showed them to Matty the next time he had a ball gown to do or three chins to paint out and was thirsty. And he looked them over and he said, "Well, you proved my point. There's no mystery to it. Basically you're a trained writer! It shows through."

And now we are getting somewhere, not just with me and my adventures and long dead yesterdays.

As time rolled on, this is what I began to see: The fellow technician in an art hears and sees the small technical points. The artist himself is engrossed in the exact application of certain exact actions which produce, when done, his canvas, his score, his novel, his performance.

The successful artist does these small things so well that he also then has attention and skill left to get out his message, he is not still fiddling about with the cerulean blue and the semiquaver. He has these zeroed in. He can repeat them and repeat them as technical actions. No ulcers. Strictly routine.

And here we have three surrealist paintings. And they each have their own message. And the public wanders by and they only look with awe on one. And why is this one different than the other two? Is it a different message? No. Is it more popular? That's too vague.

If you look at or listen to any work of art, there is only one thing the casual audience responds to en masse, and if this has it then you too will see it as a work of art. If it doesn't have it, you won't.

So what is it?

**TECHNICAL EXPERTISE ITSELF ADEQUATE TO PRODUCE AN EMOTIONAL IMPACT.**

And that is how good a work of art has to be to be good.

If you look this over from various sides, you will see that the general spectator is generally unaware of technique. That is the zone of art's creators.

Were you to watch a crowd watching a magician, you would find one common denominator eliciting uniform response. If he is a good magician he is a smooth showman. He isn't showing them how he does his tricks. He is showing them a flawless flowing performance. This alone is providing the carrier wave that takes the substance of his actions to his audience. Though a far cry from fine art, perhaps, yet there is art in the way he does things. If he is good, the audience is seeing first of all, before anything else, the TECHNICAL EXPERTISE of his performance. They are also watching him do things they know they can't do. And they are watching the outcome of his presentations. He is a good magician if he gives a technically flawless performance just in terms of scenes and motions which provide the channel for what he is presenting.

Not to compare Bach with a magician (though you could), all great pieces of art have this one factor in common. First of all, before one looks at the faces on the canvas or hears the meaning of the song, there is the TECHNICAL EXPERTISE there adequate to produce an emotional impact. Before one adds message or meaning, there is this TECHNICAL EXPERTISE.

TECHNICAL EXPERTISE is composed of all the little and large bits of technique known to the skilled painter, musician, actor, any artist. He adds these things together in his basic presentation. He knows what he is doing. And how to do it. And then to this he adds his message.

All old masters were in there nailing canvas on frames as apprentices or grinding up the lapis lazuli or cleaning paintbrushes before they arrived at the Metropolitan.

But how many paintbrushes do you have to clean? Enough to know that clean paintbrushes make clean color. How many clarinet reeds do you have to replace? Enough to know which types will hit high C.



Back of every artist there is technique. You see them groping, finding, discarding, fooling about. What are they hunting for? A new blue? No, just a constant of blue that is an adequate quality.

And you see somebody who can really paint still stumbling about looking for technique—a total overrun.

Someplace one says, “That’s the TECHNICAL EXPERTISE adequate to produce an emotional impact.” And that’s it. Now he CAN. So he devotes himself to messages.

If you get this tangled up or backwards, the art does not have a good chance of being good. If one bats out messages without a TECHNICALLY EXPERT carrier wave of art, the first standard of the many spectators seems to be violated.

The nice trick is to be a technician and retain one’s fire. Then one can whip out the masterpieces like chain lightning. And all the great artists seem to have managed that. And when they forked off onto a new trail they mastered the technique and *then* erupted with great works.

It is a remarkable thing about expertise. Do you know that some artists get by on “Technical expertise adequate to produce an emotional impact” alone with no messages? They might not suspect that. But it is true.

So the “expertise adequate” is important enough to be itself art. It is never great art. But it produces an emotional impact just from quality alone.

And how masterly an expertise? Not very masterly. Merely adequate. How adequate is adequate? Well, people have been known to criticize a story because there were typographical errors in the typing. And stories by the non-adept often go pages before anyone appears or anything happens. And scores have been known to be considered dull simply because they were inexpertly chorded or clashed. And a handsome actor has been known not to have made it because he never knew what to do with his arms, for all his fiery thunderings of the Bard’s words.

Any art demands a certain expertise. When this is basically sound, magic! Almost anyone will look at it and say Ah! For quality alone has an emotional impact. That it is cubist or dissonant or blank verse has very little bearing on it; the type of the art form is no limitation to audience attention generally when it has, underlying it and expressed in it, the expertise adequate to produce an emotional impact.

The message is what the audience thinks it sees or hears. The significance of the play, the towering clouds of sound in the symphony, the scatter-batter of the current pop group, are what the audience thinks it is perceiving and what they will describe, usually, or which they think they admire. If it comes to them with a basic expertise itself able to produce an emotional impact they will think it is great. And it will be great.

The artist is thought of as enthroned in some special heaven where all is clean and there is no sweat, eyes half closed in the thrall of inspiration. Well maybe he is sometimes. But every one I’ve seen had ink in his hair or a towel handy to mop his brow or a throat spray in his hand to ease the voice strain of having said his lines twenty-two times to the wall or the cat. I mean the great ones. The others were loafing and hoping and talking about the producer or the unfair art gallery proprietor.

The great ones always worked to achieve the technical quality necessary. When they had it they knew they had it. How did they know? Because it was technically correct.

Living itself is an art form. One puts up a mock-up. It doesn’t happen by accident. One has to know how to wash his nylon shirts and girls have to know what mascara runs and that too many candy bars spoil the silhouette, quite in addition to the pancreas.

Some people are themselves a work of art because they have mastered the small practical techniques of living that give them a quality adequate to produce an emotional impact even before anyone knows their name or what they do.

Even a beard and baggy pants require a certain art if they are to be the expertise adequate to produce an emotional impact.

And some products produce a bad misemotional impact without fully being viewed. And by this reverse logic, of which you can think of many examples such as a dirty room, you can then see that there might be an opposite expertise, all by itself, adequate to produce a strong but *desirable* emotional impact.

That is how good a work of art has to be. Once one is capable of executing that technical expertise for that art form he can pour on the message. Unless the professional form is there first, the message will not transmit.

A lot of artists are overstraining to obtain a quality far above that necessary to produce an emotional impact. And many more are trying to machine gun messages at the world without any expertise at all to form the vital carrier wave.

So how good does a piece of art have to be?

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 30 JULY 1973

BPI

**SCIENTOLOGY, CURRENT STATE OF THE  
SUBJECT AND MATERIALS**

There is a possibility that some Scientologists have not realized the extent of technical materials which exist in Dianetics and Scientology on the subject of the spirit, mind and life.

For instance, there are about 25,000,000 words on tape in archives which provide the consecutive path of discovery.

When placed chronologically with books, HCOBs, HCO PLs and other issues this gives a nearly complete record of all discoveries and applications in these subjects.

The total numbers of words or even the number of tapes and issues to date have not been reliably calculated.

From time to time various efforts have been made to transcribe and issue all the materials. The task should be done, especially before the decay of magnetic tape, some of which was of poor quality, eradicates the material. But proper and safe equipment and trustworthy technicians who would not turn out an overt product have been lacking. A project of assembly in the 1960s was balked by inadequate record pressing material available in the society around us. A more strenuous and reliable effort should be made to place these archives into a more durable form than magnetic tape.

More or less complete sets of all materials exist in many places on the planet to safeguard against destruction.

It is from this tremendous archives that study packs and other materials are made up. These and their checksheets are very numerous and available.

A chronological study of materials is necessary for the complete training of a truly top grade expert in these lines. He can see how the subject progressed and so is able to see which are the highest levels of development. Not the least advantage in this is the defining of words and terms, for each, when originally used, was defined, in most cases, with considerable exactitude, and one is not left with any misunderstandings. It is for this reason that the Saint Hill Briefing Course checksheet should consist only of the chronological materials, studied in chronological order, excepting only the Study Tapes (Primary Rundown) which should be done first if not previously done properly.

An enormous amount of this material does exist in issuable form. While not strictly technical, HCO PLs, almost all of them, now exist in books grouped by subjects and I think will soon exist in chronological form also. It is projected that this be done with HCOBs, but these of course should be only in chronological and complete order and the points where books and tapes were part of this track should be indicated. Transcriptions and edited versions of tapes (which do not however rearrange meaning or alter data) exist for a great many tapes and it is projected that these shall also be the subject of a future issue. For instance, the "Philadelphia Lectures" have recently been transcribed and could easily be edited into volumes for issue and should be, due to their popularity.

The subject of Scientology is to some degree developed in reverse order. The task was to undercut the current level of Man and this was the general target. Therefore one finds the higher levels publicly spoken of most frequently in the earlier books and tapes (between '51 and '55). In seeking full application to others and attainment for them of their potentials it was necessary to codify the materials and develop processes for them.

Any difficulties people were having with going Clear were handled in the mid '60s and OT levels as they exist in Advanced Orgs were completed by '68. There are perhaps 15 levels above OT VII fully developed but existing only in unissued note form, pending more people's full attainment of OT VI & VII.

In the early '70s the bottom was found with the discoveries of exactly what psychosis was and the development of processes to handle it. This was outside the scope of organizations at the time and is not in general use; but it did finalize the task of undercutting low enough to include all spiritual and mental materials, then, within the subject of Scientology, in a state of applicability.

Many people believe that Scientology materials contain mainly processes. They think of Scientology as processing. This is a very narrow view. It is understandable enough as processing is the way out for them. But this neglects the more considerable materials which deal with basics and fundamentals; processes are only one use of these.

Other people, having gotten their smallest toe damp as an HAS then wander off to other fields looking for answers, whereas had they taken Dianetics or Scientology Grade training, to say nothing of the Saint Hill Briefing Course, they would have found more fundamentals than exist in all other subjects combined, a fact which any advanced student of Scientology can confirm.

Still others think that the "newest" is of course the most advanced and are looking for new "processes" to be issued or new materials; whereas the process to resolve their case was most likely issued in earlier years. An amusing instance of this is one whole continental area where an exact set of principles was isolated and exact processes released that handle that exact national type; yet, waiting for something new because they did not know the old, they were found earlier this year to be ignoring this rundown even on new preclears and of course were having a hard time of it for those ARE the basic processes for that continent, for those people DO have that barrier.

For quite a while I have had the "hat of finder of lost tech". Whole sections of knowledge drop out of view, whole arrays of processes (and administrative principles) go out of use and preclears there and the organization of the area sag; but recovery is swift the moment the "lost" knowledge is pulled out of their own file cabinets and restored .

Further, people in organizations are quite often at high case levels. They have already experienced the bridging knowledge which connects the subject to the man in the street. It is not new to THEM. They sometimes err in believing it is not new to the world. Thus gaps are permitted to exist. The solution is to recover the "lost" tech.

But it is also true that many in organizations work very hard to keep the knowledge bridge in. And do well in accomplishing it.

Within the same civilization, many other subjects than Scientology exist. Many of these other subjects are in a very primitive state while pretending a very advanced position. Psychiatry and Psychology are a pair of these. Their pretenses, inhumanities and even cruelties muddy up the field of the spirit and mind. Because they produce negative or even damaging results and because they were "authority" before Scientology began to guide the field toward saner and more civilized levels, Scientology's task of handling the public is made far more difficult than if the public had not been so harmed and made suspicious of the field of the mind. Yet the most mind-wrenching problems Psychiatry and Psychology practitioners think they have (they have not confronted the real ones) give way before the lowest most pedestrian levels of Scientology. There is an amusing story of a Scientologist who attended a social meeting of Psychiatrists and Psychologists and listened to them for a while as they moaned about their patients and their own cases and then, being compassionate, began to explain to them in a sort of technical baby talk the nature and resolution of these "vast" "unsolvable" "problems". As he took no offense at their ignorant arrogance which first greeted him and as he did seem to have a grasp of their troubles, they kept him up until four AM going over their "problems" in detail and gave him more and more absorbed attention and began to cognite. They were very tame and very respectful when he left, certain they had heard the guru of all time: and this is amusing because he was not a trained auditor in any sense of the word and had only read a few Scientology books! Yet to them he was their dean as a professional by comparative and sensible knowledge.

Many Scientologists have had similar experiences. In the field of Scientology Admin tech a staff member who had not had an Org Exec Course but had been hatted in HCO went home for a vacation. His father who, like some fathers, was certain his son was stupid, permitted him, with misgivings, to reorganize the administration of his medical clinic along Scientology lines. The son trained the small staff for only a week, lines began to whizz, patients began to get handled, records went straight, income rose and the father became absolutely convinced that his son was the brightest organizational genius in the country; yet in the org they had considered he had a long way to go to be a good Ethics Officer! Gives you some comparative idea of where the lowest rudimentary levels of Scientology sit in relation to current technologies.

Above such small bits of fringe information the bulk of Scientology knowledge towers into mountains. It is accessible, in the main, to those who seek it. The only barriers are usually their own lack of command of their own language and the misconceptions of study ground into them from kindergarten on. Means of solving these are also available and are daily applied to countless newcomers over the world.

The actual barrier in the society is a failure to practice truth. Living lives of white lies, they find it difficult to grasp that truth actually exists. This can hang on as a habit during the first studies of a student and he can defeat himself utterly by continuing a dishonesty in his study—skipping this, not doing that. For Scientology is the road to truth and he who would follow it must take true steps.

Some, seeing out of their own ambitious eyes and as jealous of any imagined rival as any ferocious boy friend, seek to assert that Scientology is interested in healing. This is something like saying that a Cadillac engineer is interested only in window polish. For when you begin to handle the causative force in Man he often also gets well. The “proofs” of supposing Scientology is a healing activity are abundant enough if one sees the recovery lists in any org. But they were not processed to heal them, only to free them. A recent example of this occurred when a preclear broke her ankle and was given medical treatment. Naturally the org was anxious to get on with her program of processing and the ankle injury was in the way. After weeks in medical hands with the ankle getting worse, the engram of the injury was run out, the ankle got well and the person was again being routinely processed a few days later. The auditor could be said to have been engaged in healing. All he was doing was getting a body difficulty out of his road so he could get on with it.

Recently, having found bottom on the mind and spirit some years ago, I have been looking into physical nutrition and biochemistry. These latter levels lie below the spirit and mind and could be loosely considered to be an undercut as they do impede spiritual gain.

Many people are mainly fixated on the body and living as they do in an intensely materialistic society, they are caught between being a body in the work-a-day world and achieving spiritual freedom. This is of course paradoxical. The game of being a body is the only game they have in their eyes. Thus if something is wrong with their body they manifest having heavy problems and they are anxious at the thought of losing a body: in other words they have a hidden standard of body health as their measure of spiritual attainment which, though illogical, is where they are and what they are doing.

Scientology has long pursued the firm policy of sending the sick to the medical doctor. There is no place they can send the insane as to send them to psychiatry would be to condemn them to horror, and so orgs do not usually handle them at all as they are not equipt to do so even when technically able.

But the sick have been another matter. The gentlemanly thing to do was to give the doctor his due and trust that he would respect the courtesy. Instead, anxious for a total monopoly of health which he is quite incapable of delivering especially in the USA, he seeks to eradicate all fancied rivals. Thus this policy will one day come to an end. It is quite legal to heal by spiritual means and even part of the law of most states and countries and, indeed, was the sole province of religion for thousands of years before the medical doctor came along. But this is no reason why Scientology would make any effort to replace the medical doctor since he has considerable value in the mechanics of bones and structural matters. The only place he falls down is in handling general illnesses, especially of a chronic nature.

Medicine has been overtaken in healing by nutritionists and biochemists. They still seek to exclude these skills from their knowledge and experience. Indeed, when demanding \$46,000,000 to research heart disease from a not always bright Congress in the U.S., medicine was contradicted by no less than the head of Health, Education and Welfare who stated that their “research” as planned did not include biochemistry, a rather strange omission since this is the most result-filled field. It goes without mention that the demand also excluded nutritional research. Many individual doctors are prone to attack any patients they find “on vitamins” or who timidly mention Vitamin E. And one is struck with the fact that heart disease is the largest income source, I believe, of the doctor.

Thus there is a blindness in medical circles to the most productive and curative practices in the field of illness and thus, policy or not, organizations will soon have to bend to public demand and route the bill to doctors only when they have broken bones or need surgery to get the bullets or steering wheels out, and all others to the nutritionist who DOES use all the modern developments in food, vitamins, minerals and advanced biochemistry and use them intelligently.

An estimation of this latter field was therefore in order and I have for some time now been engaged in an evaluation of it and a study of it.

What I have found is that the field lacks coordination of its knowledge, not just from nutritionist to nutritionist but in the works of the same person. A tremendous amount of material has been brought forth in the last three decades. It is in a state of near chaos.

Liquefied grass and other dietary fads have become confused into the sober routine subject of nutrition. Food fadism and nutritional knowledge are interlocked in the public mind to such a degree that some unscrupulous fellow who knows better could advise people to eat only tree bark and they accommodatingly would. For instance there are books and books and books out currently, by M.D.s and others who should have done their homework, inveighing against “cholesterol”: This is a biochemical composition of animal oils and fats. They say it gets into the arteries and causes strokes and heart attacks. Well, that is all very well. But did you also know that every glandular secretion in the body, the secretions which keep one young and functioning are ALL made by the glands from cholesterol? If people do not take in cholesterol bearing foods they, by simple logic, could be seen to rapidly age and die. What’s wanted is the knowledge of how to keep cholesterol controlled not how to take everyone off cholesterol. One would think the American Medical Association owned shares in undertaking parlors.

A coordination of actual knowledge in these fields of nutrition and biochemistry is what is lacking. Apparently researchers are clever enough to isolate materials but are not wise enough to coordinate them fact against fact into an intelligible subject.

While examining this scene I have found that nutrition and biochemistry ARE the leaders, however. The subjects are actually arts and in a rather primitive state. But illnesses still puzzling medicine are in many cases quite old hat to the nutritionist.

If one wanted further proof, medical organizations, especially in the US, are fighting nutrition with their usual violence where their pocket book is threatened— black propaganda, government seizure orders and all the routine mechanisms medicine has employed in its history to “safeguard” its interests are in full play against the health food store and the vitamin counter. That is enough to prove the point that nutrition is the leader in our contemporary times where physical health body treatment is concerned.

While the medical doctor and his psychiatry branch flood out the useless and destructive “tranquilizers”, the nutritionist hands out a couple tablets of magnesium which actually cool a person off beautifully and far more effectively without the physical damage carried by the tranquilizer.

The medical doctor and his psychiatry branch gave the world its greatest wave of drug addiction. Their friend the German-oriented psychologist, with his man-is-animal teaching of the young and destruction of orthodox religion, has given the world its greatest period of crime. They are on their way out even though they are fighting a dirty and violent rearguard action. So why bet on losers? They won’t make it.

Nutrition's star is rising into a blazing sun in the field of physical treatment of the body. It is also wise enough to know and repeatedly state that spiritual and mental stress MUST be handled before too much result can be obtained, which is perfectly true.

Thus I have going at this particular time a project of codification and coordination of what is known in the fields of nutrition and biochemistry, not to be wiser than they, but to get some order into this field so that its potential can be more fully realized.

This work is almost incidental to Scientology research. I am completing something I started in 1945, which was a survey of biochemistry potentials in order to decide a direction of research: did the mind monitor structure or structure, as medicine thought, monitor the mind? The former was in 1945 found to be the true case to an overwhelming degree.

But at the same time, when people are so body fixated that they have problems of a physical nature too intense to admit of any other consideration, bringing them true power and freedom becomes difficult unless one pays some attention to where their attention is fixated.

Malnutrition, deficiencies in vitamins and minerals, chronic illnesses and unhealing wounds are all needlessly distracting but they are nevertheless distracting.

There apparently exist easy ways to handle these things. There is no sense in processing someone for a hundred hours only to find his only interest is curing his headache and to discover that he has a headache because he is allergic to bread and eats bread nearly as his sole diet! Or to find that the overweight fellow is just getting processed to get his body thin and after scores of hours discover he is living on candy bars and has been diabetic for years! Not when you can simply take the former off bread and wheat and give the latter some trivalent chromium and protein and put a guard on the candy store. Make no mistake—one CAN process over the top of these things and even handle, for the spirit and mind dominate them. But why? It's far easier to parallel the mind and get the distraction handled so one can THEN get to why he got that way in the first place if he is still interested, though well. One can do things the hard way or the easy way.

So nutrition and biochemistry are vital subjects and, due to medical influence, very badly neglected subjects even in the presence of positive and even vital value.

My current review of these is in the nature of an assist to processing. As such, of course, they have to embrace the factors of predisposition to, precipitation and prolongation of physical illness.

It has already been established, prior to present records, while I was working with the general field of life in 1945, and has been confirmed by contemporary researchers in nutrition and biochemistry that Stress is the basic cause in physical illness. Thus, such nutritional research cannot supplant the handling of stress. Further, conditions can exist where nutrition and biochemistry cannot work at all until stress is relieved by processing. Therefore, in lower stages of handling there is a band where thought and physical beingness tend to merge. In this lower zone, assist type processing and nutritional or biochemical aids seem to be simultaneously necessary. In such instances one must alternate them or co-apply them.

There are also a few deficiencies which produce manifestations quite similar in appearance to insanity.

Where the illness or injury is acute and severe immediate physical attention is mandatory and can be assisted only by the lightest possible address to the mental factors, perhaps as light as simply being comforting or gentle. In a case such as a person in a long continued coma, where nutrition is intravenous, processing is still possible by gently causing the person's hand to make repeated contact on command with a pillow or the bed. Thus it can be seen, processing can reach a long way down.

Above all this physical level material of course, the subject has been for a long time wrapped up. Persons continuing to play the body game limit themselves in various ways and by the nature of life and this civilization have their ups and downs even when well processed. If they have attained a relatively high state as a bodied person they can however be rehabilitated, usually simply by running out their overt acts and withholds and restoring their exterior perception: they are, however, despite their continued physical beingness, quite capable of easily assuming their full potentials: they usually prefer to go

on with the game by imposing limitations, for instance to continue using their eyes. One rarely sees them do the stunts and tricks of the Indian fakir even where they can since they have risen above exhibitionism or the need to overwhelm or prove things and they are of course continuing to play the game of human being, since that is the main game they have available around them.

There is undoubtedly a considerable amount of neating up that I could do, including making all materials more readily available, seeing to the compilation of a very extensive dictionary of terms, filling in incidental gaps where material may not have been fully recorded. These are difficulties of a minor nature compared to the research in making the result attainable.

It has been difficult working in a confused and, yes, even primitive society that is starved for workable knowledge in the humanities. The very condition that made it vital to seek out and release the material also made it difficult to do the job in the first place.

Scientology now has more than enough data and technology to handle even the broad problems in the humanities. The main task now is getting it fully used, and along this line there are hundreds of thousands working every day around the world.

Scientology is the fastest growing Religion on the planet by actual surveys and statements by sociologists. And this is the more remarkable as in this period orthodox Religions have shrunk before the materialistic onslaught of our times.

The materials of Scientology are the result of forty-three years of search, coordination and application to millions. The organizations of Scientology have been building and expanding for nineteen years (despite the fears and hates and jealousies of this civilization) on five continents and making it all the way, thanks to the magnificent people of Scientology.

We are very rich in materials, in results and in the potential future. Through our hardest times we have endured. Into our brightest times we are expanding.

These materials contain the full basics of the only game in the universe where everyone wins, the game of triumphant life itself.

L. RON HUBBARD  
Founder

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### PEP

I've been doing some research lately. That's mostly what I have been doing. And while this is not the main line of research I thought I might mention it in passing.

Something like four centuries ago Man's diet began to undergo a radical change. What he ate before that was European, Asian. Whole grain barley, various proteins, various wheats and other foods were not necessarily abundant but they made up a radically different diet than modern Man consumes.

With the discovery of the New World, for the first time there was an abundance of SUGAR. Up until then sugar came from a few scarce plants and beehives and was far too expensive for any broad general consumption. But the wealth of the West Indies was not really gold. It was the product of the sugar cane: BROWN AND WHITE SUGAR.

Also the Americas gave the world many new plants such as maize (the African's "mealy meal"), the potato and other carbohydrates and today a startlingly large amount of the European and African diet consists of plants first found in America. Almost all these foods are mainly carbohydrate, which is to say, low on protein.

Thus Man's diet changed. And the changes were in the direction of abundant Sugar and Carbohydrate and away from a high protein diet.

And with this change, it could be said, there went Man's pep.

Sugar is a deceptive thing. It appears to give one energy. But it does so by bypassing the body's production of its own sugar. Alcohol is also deceptive. It apparently by-passes the ability to make sugar which is why it messes up the liver. In other words sugar in abundance by-passed the basic energy producing mechanisms of the body.

Straight sugar makes the stomach and digestive processes alkaline. This is the opposite to acid. Food needs acid to digest. Therefore, as just *one* part of all this scene, when one doesn't eat protein and digest his food he winds up in a state of malnutrition—a general breakdown of body functions due to lack of adequate nourishment.

Sugar, that is supposed "to produce energy" does so only at the expense of physical health for sugar does not build up a body, it only burns it up.

The result of a heavy intake of sugar and carbohydrates is to feel tired all the time—no pep. A diet of candy bars and cokes may appear to put energy there but eventually no body is left to burn it!

Well, today they start little babies out on sugar and carbohydrate as an "all right diet". No protein. The result is these fat babies you see ballooning in their perambulators. They are starting life with two-and-a-half strikes on them. The rest of the third strike is added by cokes and candy bars. And there goes the old ball game. You get a civilization that is tired, no endurance.

The degeneration can be reversed if one knocks off the cokes and candy bars and sugar in the coffee and tea and begins to concentrate on an intake of a good percentage of protein. After a few weeks or months, one starts to feel peppy. The old body has begun to build itself back.

If one is going to run a car, he has to feed it the right fuel and oil. If one is going to run a body it has to be fed the right food and that has to include protein.

We have seen aboard a lot of diet fads. That's what they were. "Eat liquefied carrots and you will fly." "Chomp only Vitamin X and you will soar." Well, bad diets like that give dieting a bad name like "crazy". We've had food cranks around who only ate hazelnuts or Chinese herbs. Well, that's a different subject entirely than what I'm talking about. I think those diets shouldn't even be wished off on the birds.

All I'm talking about is eating your chow instead of living off candy bars, cokes and milk and sugared coffee.

By eating your hamburger and vegetables and leaving alone the candy bars and cokes, you will begin to build up a head of steam. It takes far longer for actual food to build up into energy than it does sugar.

Most of the bodies around got started off on a sugar-carbohydrate baby formula and got to believing that if something tasted sweet it was good. Well, cocaine probably tastes great too, but it won't build up a body and the pep it imparts is very false indeed as it does so by ripping the body apart.

Man's diet changed over the last four centuries. And he's now got a lot of welfare and sick populations. And he sure pushes the stuff which got him into that condition—sugar and carbohydrates.

America got even for being discovered and raped. She gave the world hordes of new carbohydrates and principally she gave the world abundant raw sugar. An interesting revenge.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 10 AUGUST 1973

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PTS Pack

**PTS HANDLING**

(PTS = Potential Trouble Source)

There are two stable data which anyone has to have, understand and KNOW ARE TRUE in order to obtain results in handling the person connected to suppressives.

These data are:

1. That all illness in greater or lesser degree and all foul-ups stem directly and only from a PTS condition.
2. That getting rid of the condition requires three basic actions: A. Discover. B. Handle or disconnect.

Persons called upon to handle PTS people can do so very easily, far more easily than they believe. Their basic stumbling block is thinking that there are exceptions or that there is other tech or that the two above data have modifiers or are not sweeping. The moment a person who is trying to handle PTSs gets persuaded there are other conditions or reasons or tech, he is at once lost and will lose the game and not obtain results. And this is very too bad because it is not difficult and the results are there to be obtained.

To turn someone who may be PTS over to an auditor just to have him mechanically audited may not be enough. In the first place this person may not have a clue what is meant by PTS and may be missing all manner of technical data on life and may be so overwhelmed by a suppressive person or group that he is quite incoherent. Thus just mechanically doing a process may miss the whole show as it misses the person's understanding of why it is being done.

A PTS person is rarely psychotic. But all psychotics are PTS if only to themselves. A PTS person may be in a state of deficiency or pathology which prevents a ready recovery, but at the same time he will not fully recover unless the PTS condition is also handled. For he became prone to deficiency or pathological illness because he was PTS. And unless the condition is relieved, no matter what medication or nutrition he may be given, he might not recover and certainly will not recover permanently. This seems to indicate that there are "other illnesses or reasons for illness besides being PTS". To be sure there are deficiencies and illnesses just as there are accidents and injuries. But strangely enough the person himself precipitates them because being PTS predisposes him to them. In a more garbled way, the medicos and nutritionists are always talking about "stress" causing illness. Lacking full tech they yet have an inkling that this is so because they see it is somehow true. They cannot handle it. Yet they recognize it, and they state that it is a senior situation to various illnesses and accidents. Well, we have the tech of this in more ways than one.

What is this thing called "stress"? It is more than the medico defines it—he usually says it comes from operational or physical shock and in this he has too limited a view.

A person under stress is actually under a suppression on one or more dynamics.

If that suppression is located and the person handles or disconnects, the condition diminishes. If he also has all the engrams and ARC Breaks, problems, overts and

withholds audited out triple flow and if ALL such areas of suppression are thus handled, the person would recover from anything caused by “stress”.

Usually the person has insufficient understanding of life or any dynamic to grasp his own situation. He is confused. He believes all his illnesses are true because they occur in such heavy books!

At some time he was predisposed to illness or accidents. When a serious suppression then occurred he suffered a precipitation or occurrence of the accident or illness, and then with repeated similar suppressions on the same chain, the illness or tendency to accidents became prolonged or chronic.

To say then that a person is PTS to his current environment would be very limited as a diagnosis. If he continues to do or be something to which the suppressive person or group objected he may become or continue to be ill or have accidents.

Actually the problem of PTS is not very complicated. Once you have grasped the two data first given, the rest of it becomes simply an analysis of how they apply to this particular person. A PTS person can be markedly helped in three ways: (a) gaining an understanding of the tech of the condition (b) discovering to what or to whom he is PTS (c) handling or disconnecting.

Someone with the wish or duty to find and handle PTSs has an additional prior step: He must know how to recognize a PTS and how to handle them when recognized. Thus it is rather a waste of time to engage in this hunt unless one has been checked out on all the material on suppressives and PTSs and grasps it without misunderstandings. In other words the first step of the person is to get a grasp of the subject and its tech. This is not difficult to do; it may be a bit more difficult to learn to run an E-Meter and considerably more difficult to learn how to list for items, but there again this is possible and is much easier than trying to grope around guessing.

With this step done, a person has no real trouble recognizing PTS people and can have success in handling them which is very gratifying and rewarding. Let us consider the easiest level of approach:

i) Give the person the simpler HCO Bs on the subject and let him study them so that he knows the elements like “PTS” and “Suppressive”. He may just cognite right there and be much better. It has happened.

ii) Have him discuss the illness or accident or condition, without much prodding or probing, that he thinks now may be the result of suppression. He will usually tell you it is right here and now or was a short time ago and will be all set to explain it (without any relief) as stemming from his current environment or a recent one. If you let it go at that he would simply be a bit unhappy and not get well as he is discussing usually a late lock that has a lot of earlier material below it.

iii) Ask when he recalls first having that illness or having such accidents. He will at once begin to roll this back and realize that it has happened before. You don’t have to be auditing him as he is all too willing to talk about this in a most informal manner. He will get back to some early this-lifetime point usually.

iv) Now ask him *who* it was. He will usually tell you promptly. And, as you are not really auditing him and he isn’t going backtrack and you are not trying to do more than key him out, you don’t probe any further.

v) You will usually find that he has named a person to whom he is still connected! So you ask him whether he wants to handle or disconnect. Now as the sparks will really fly in his life if he dramatically disconnects and if he can’t see how he can, you persuade him to begin to handle on a gradient scale. This may consist of imposing some slight discipline on him such as requiring him to actually answer his mail or write the person a pleasant good roads good weather note or to realistically look at how he estranged them. In short what is required in the handling is a low gradient.

All you are trying to do is MOVE THE PTS PERSON FROM EFFECT OVER TO SLIGHT GENTLE CAUSE.

vi) Check with the person again, if he is handling, and coach him along, always at a gentle good roads and good weather level and no H E and R (Human Emotion and Reaction) if you please.

That is a simple handling. You can get complexities such as a person being PTS to an unknown person in his immediate vicinity that he may have to find before he can handle or disconnect. You can find people who can't remember more than a few years back. You can find anything you can find in a case. But simple handling ends when it looks pretty complex. And that's when you call in the auditor.

But this simple handling will get you quite a few stars in your crown. You will be amazed to find that while some of them don't instantly recover, medication, vitamins, minerals will now work when before they wouldn't. You may also get some instant recoveries but realize that if they don't you have not failed.

The auditor can do "3 S&Ds" after this with much more effect as he isn't working with a completely uninformed person.

"3 S&Ds" only fail because of wrong items or because the auditor did not then put in triple rudiments on the items and then audit them out as engrams triple flow.

A being is rather complex. He may have a lot of sources of suppression. And it may take a lot of very light auditing to get him up to where he can do work on suppressives since these were, after all, the source of his overwhelm. And what he did to THEM might be more important than what they did to HIM but unless you unburden HIM he may not get around to realizing that.

You can run into a person who can only be handled by Expanded Dianetics.

But you have made an entrance and you have stirred things up and gotten him more aware and just that way you will find he is more at cause.

His illness or proneness to accidents may not be slight. You may succeed only to the point where he now has a chance, by nutrition, vitamins, minerals, medication, treatment, and above all, auditing, of getting well. Unless you jogged this condition, he had no chance at all: for becoming PTS is the first thing that happened to him on the subject of illness or accidents.

Further, if the person has had a lot of auditing and yet isn't progressing too well, your simple handling may all of a sudden cause him to line up his case.

So do not underestimate what you or an auditor can do for a PTS. And don't sell PTS tech short or neglect it. And don't continue to transfer or push off or even worse tolerate PTS conditions in people.

You CAN do something about it.

And so can they.

L. RON HUBBARD  
Founder

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# MISSION INTO TIME

L. Ron Hubbard

Published

September 1972

The central text of **Mission Into Time** (originally published in 1968 in abridged form in a limited edition entitled *(A Test of Whole Track Recall)*) is edited from a lecture given by L. Ron Hubbard to members of the Sea Organization and students of the Advanced Organization aboard a Sea Organization vessel. It is a report on missions sent out to Sardinia, Sicily and Carthage to see if specific evidence could be found to substantiate L. Ron Hubbard's recall of incidents in his own past, centuries ago, which occurred in these areas that he had not revisited previously in the current lifetime. Maps, color photographs and diagrams enhance his account, as do the historical background sketches of the areas inspected.

The book begins with perhaps the best biography of L. Ron Hubbard in print. It includes his explorations and expeditions in the physical universe in this century on planet earth, as well as his explorations into the realm of the mind.

In an essay on Whole Track Ron relates how whole track incidents began to appear during Dianetic engram running as early as 1950, and how he, assisted by Mary Sue Hubbard, rolled up his sleeves and started to investigate the whole track in 1951. He says:

"For every one individual, existence consists of the physical universe and everything that is in it at this exact, present-time instant, and the track which consists of everything that has been. And that is the total is-ness as far as this thing called reality is concerned."

Ron goes on to show how it is that "unless we admit the evidence before us that one has lived more than one life, we don't Clear anyone or make them feel better. To make an O.T., one has to be willing to look at the time track. Unless you pay attention to only one lifetime as a fallacy and audit past lives and whole track, you make minimal gains."

Although this is excellent data for all Scientologists, new or advanced, it can also be understood by newcomers, as all terms used in it are defined in the excellent glossary. As a whole it demonstrates rather forcefully that, as L. Ron Hubbard has said, "The weird idea is that one only lives but once."

Remimeo

*C/S Series 87*

### NULLING AND F/Ning PREPARED LISTS

A prepared list is one which is issued in an HCOB and is used to correct cases. There are many of these. Notable amongst them is C/S 53 and its corrections.

It is customary for the auditor to be required to F/N such a list. This means on calling it that the whole list item by item is to F/N.

Now and then you get the extreme oddity of a list selected to exactly remedy the case not reading but not F/Ning.

Of course this might happen if the list did not apply to the case (such as an OT prepared list being used on a Grade IV, heaven forbid). In the case of lists to correct listing, and in particular the C/S 53 series, it is nearly impossible for this situation to occur.

A C/S will very often see that the auditor has assessed the list on the pc, has gotten no reads, and the list did not F/N.

A "reasonable" C/S (heaven forbid) lets this go by.

Yet he has before him first-class evidence that the auditor

1. Has out-TRs in general,
2. Has no impingement whatever with TR-1,
3. Is placing his meter in the wrong position in the auditing session so that he cannot see it, the pc and his worksheet,
4. That the auditor's eyesight is bad.

One or more of these conditions certainly exist.

To do nothing about it is to ask for catastrophe after catastrophe with pcs and to have one's confidence in one's own C/Sing deteriorate badly.

An amazing number of auditors cannot make a prepared list read for one of the above reasons.

Putting in suppress, invalidation or misunderstood words on the list will either get a read or the list will F/N.

The moral of this is that prepared lists that do not read F/N. When prepared lists that do not read do not F/N or when the auditor cannot get a prepared list to F/N, serious auditing errors are present which will defeat a C/S.

In the interest of obtaining results and being merciful on pcs, the wise C/S never lets this situation go by without finding what it is all about.

L. RON HUBBARD  
Founder

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Remimeo

EFFECTIVE AFTER 1st Thursday in  
February 1974

**PC COMPLETIONS—SECOND REVISION**

This second revised issue cancels all earlier and any local org or continental issues assigning Paid Completion Points.

To maintain uniformity any right of orgs or continental areas to assign completion points is revoked. Orgs may request additions or amendments when required but such become effective only when officially issued by Flag.

For statistical purposes an audited completion must be PAID and have attested with an F/N VGIs and written a success story for the action. This does NOT mean that you would interrupt an auditing rundown to send the pc to Examiner and attest and success on each step of a rundown where completion points are awarded for separate steps (e.g. Drug RD is one attest when full RD completed. One *then* counts total points for the 3 sections of the RD).

Any quickie or incompetent completion falsifies the statistic and is subject to fine or penalty.

Changes below are in *this type style*.

The completions list follows:

1. Interiorization Rundown - 1.
2. Life Repair—1.
3. Student Rescue Intensive—1.
4. Progress Pgm—1.
5. Hubbard Consultant (HC) List (Data Series)—1.
6. Word Clearing Method One—2.
7. C/S Series 54. (Pc Assessment Form and handling)—2.
8. Drugs, Medicine, Alcohol Class VIII Remedy (3 way recall, secondaries, engrams)- 1.
9. Pains, Somatics, Emotions each reading drug *fully handled by R3R Triple 1*. (E.g. 5 drugs fully handled = 5 points. Count this way to conform with majority interpretation.)
10. Prior Assmt to Drugs—1.
11. Dianetics Completion—5.



12. ARC Str Wire Triple Exp—3 (no credit singles).
13. Each Expanded Grade—5 (no credit single or triple).
14. HCO B 24 July 69—1.
15. *Touch and Dianetic Assists to fully handle injury or postoperative or post-birth, etc—2.*
16. Auditing repair—1/2.
17. GF Method 5 handled if not part of a repair—1/2.
18. GF 40 Expanded fully handled, lists and engrams, by itself whether part of another program or not—3.
19. C/S Series 53 handled to F/N on all items (F/Ning assessment) whether part of another program or not—1.
- 19a. Full *false TA RD successfully resolved—2.*
20. L3B Rundown—2.
21. PTS Rundown (full rundown)—2.
- 21a. Introspection Rundown—2.
22. Study Correction List fully handled - 2.
23. Int Rundown Correction List fully handled - 1/2.
24. Word Clearing Correction List fully handled—1/2.
25. Objective Processes (full battery *to get pc off or handle Drugs before Drug RD*)—3.
26. *Each Expanded Dianetics separate RD—1.*
- 26a. *Expanded Dianetics Rundown fully completed (in addition to single points for each part)—5.*
27. Incidental Rundowns such as Money Process *if contained in an LRH HCO B —1/2.*
28. 12 1/2 Hour Intensive—5 points for each completed within the week.

PENALTY: 1 point loss for every percent below 90% F/N VGIs Examiner for the previous day. Example: 75% only F/N VGIs = 15 point loss.

GAIN: Add one point for every percent above 90% F/N VGIs at Examiner.

For every 9 points made 1 point may be added for staff auditing providing it is actually delivered.

Items such as L-IC and L-4B are part of the session or action in which they are used, or part of an auditing repair pgm, and are covered by the points for those actions.

Student Co-auditing: There are no points calculated or used for student co-auditing completions (except only as stated in the Student Completions HCO B) or for free public completions done by students or public as these can be part of student completion requirements.

## SH

29. Power Set-up GF + 40 Method 5 and Handle—2.
30. POWER Single—5.
31. POWER TRIPLE—15.
32. Complete Your Case items as per regular auditing as above. *Added Bonus for Case flying and fully handled—5.*

## AO

33. Set-up for Solo or other advanced level: as per regular auditing above.
- 33a. *Case truly flying and ready for R6EW auditing. Added Bonus—5.*
- 33b. *Successful Case Consultation—1.*
34. R6EW Solo Auditing Completion—5.
35. Clearing Course Solo Auditing Completion—10.
36. OT I Solo Auditing Completion—5.
37. OT II Solo Auditing Completion—5.
38. OT III Solo Auditing Completion—10.
39. OT III Exp Solo Auditing Completion—5.
40. OT IV Audited Section Completion—5.  
Solo Aud Section Completion—5.
41. OT V Solo Auditing Completion 5.
42. OT VI Solo Auditing Completion—5.
43. OT VII Audited Section Completion - 5.  
Solo Aud Section Completion—3.
44. OT VIII Points to be assigned when released.

## PENALTIES ALL ORG PENALTIES

45. *For every pc in the area who is refunded after auditing (after this HCO B is in effect). MINUS 25.*
46. *(Excepting AOs.) For every pc in the area who does not buy and pay for further auditing to complete the grade or cycle he is on (after this HCO B is in effect). MINUS 10.*
47. *For every pc who is backlogged more than one week. MINUS 5.*

## SH PENALTIES

48. *For every pc who does not go on to Power after cleanup and case handling (after this HCO B is in effect). MINUS 10.*

49. *Every pc who does not successfully complete his Power including Va within three months after being enrolled on any part of it (after date of this HCO B). MINUS 25.*
50. *Any pc found to have been run on Power more than once. MINUS 10.*
51. *Any Grade Va who has not enrolled on the R6EW Course within 3 months. Retroactive to start of org and subtracted each week. MINUS 1.*

#### AO PENALTIES

52. *“Nothing found” and no progress on any R6EW, Clear or OT Grade. (Means Drug RD was unflat and Pre-OT not properly set up but put on CC or OT Grades or both.) (Effective after date of this HCO B.) MINUS 25.*
53. *Every R6EW, Clear or Pre-OT in AO’s zone or area who has not signed up for next grade within 3 months of finishing his last one up to OT VI (effective FROM DATE OF FOUNDING OF ORG AND SUBTRACTED EACH WEEK). MINUS 1.*
54. *Every Solo Student who does not audit for one week while assigned auditing on R6EW, Clear or on a Grade. (Effective from date of this HCO B.) MINUS 10.*
55. *Any R6EW, Clear or Pre-OT who leaves while on the next grade which is incomplete. (Effective from date of this HCO B.) MINUS 5.*
56. *Solo Auditor backlogged more than 24 hours for a Case Consultation or Review. (Effective from date of this HCO B.) MINUS 5.*
57. *Any evidence of an R6EW, Clear or Pre-OT being evaluated for by giving him the EP, being invalidated on his gains or assigned unjust Ethics penalty by another student or staff member. (Effective from date of this HCO B.) MINUS 50.*
58. *Any AO student now on SOLO Auditing who is found not to be able to fully operate a meter, run engrams or who has errors traceable to False TA HCO B not being applied. (Effective from date of this HCO B.) MINUS 25.*

Points for any omitted or added rundowns will have points issued on request by Training and Services Aide.

L. RON HUBBARD  
Founder

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[The original issue of the above HCO B which is in Volume VII, page 371, was revised by staff on 16 November 1972. It was then revised by LRH on 21 October 1973, adding the penalty sections and making the changes *in this type style*. A further revision by LRH on 23 October 1973 added the words “and pay for” and “or cycle” to number 46 and “R6EW, Clear or” to number 52. The 6 February 1974 revision adds number 21a to the completions list.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 NOVEMBER 1973

Remimeo  
Pc Examiners

**PRECLEAR DECLARE? PROCEDURE**

(Reference: HCO PL 30 May 70, "Cutatives"  
HCO PL 10 May 70, "Single Declare"  
HCO B 24 Feb 72, C/S Series 71 A,  
"Word Clearing OCAs".)

In order to ensure the results of Scientology, it is vital that Examiner Declare? procedure is known and invariably applied.

1. Pc Examiner checks the folder to ensure that all processes run to EP correctly with NO Out Tech uncorrected.
2. When folder passed as OK, get Qual I and I to call Tech Services for the pc to be sent to the Pc Examiner.
3. Pc Examiner shows pc a written statement of the Ability Attained from the Grade Chart or HCO B for that particular Grade or completion and has the pc read it.
4. Ask pc: "Do you have any doubts or reservations concerning attesting to (whatever the attest is)?" If the Examiner gets an instant read on the question, he does not ask the attest question, and sends the folder back to the C/S.
5. If no instant read, ask the attest question, "Would you like to attest to ....."
6. If pc F/N VGIs on the Declare, indicate the F/N and end off the cycle.

*Note.* The presence of any Bad Indicators, or no F/N, or high or low TA or read on the "Doubts" question is the immediate signal to end off the action smoothly and quickly.

Absolute honesty must be maintained by a Pc Examiner on every cycle handled. Remember: The integrity of Scientology and the hope for Beings in this Universe is entrusted to Examinations.

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HCO BULLETIN OF 15 NOVEMBER 1973R  
 REVISED 4 DECEMBER 1973  
 (Revisions in this type style)

Remimeo  
 Tech

**FEAR OF PEOPLE LIST—R**

*TO BE DONE ONLY BY AUDITORS WHOSE EYESIGHT, METER POSITION AND TR 1 HAVE BEEN CHECKED OUT AND WHO CAN THEREFORE MAKE A LIST READ ON A PC, SEE THE READ AND MARK IT.*

This action is primarily for use in Qual to handle timid tech staff who back off from handling thetans or people or pcs or psychos or individuals. It may also be used on public and as part of Integrity Processing.

ASSESSMENT LISTS

TERMINALS LIST

EMOTIONS LIST

People	_____	Blaming (item assessed)	_____
Thetans	_____	Failures with	_____
Pcs	_____	Apathetic about	_____
Psychos	_____	Neglect of	_____
Individuals	_____	Hopelessness regarding	_____
Others	_____	Propitiation toward	_____
Girls	_____	Terrified of	_____
Women	_____	Desperation about	_____
Men	_____	Fear of	_____
Boys	_____	Afraid of creating a bad	
Children	_____	effect on	_____
Addicts	_____	Afraid of consequences	
PTSES	_____	Regarding	_____
Older People	_____	Fear of invalidation by	_____
Seniors	_____	Fear of doing something	
Important People	_____	wrong with	_____
		Fear of being found out	
		by	_____
		Fear of failure with	_____
		Afraid to take responsibility	
		for	_____
		Anxious about	_____
		Pretense concerning	_____
		Unwilling to help	_____
		Contempt for	_____
		Anger at	_____
		Hatred of	_____
		Suppressing	_____

## HANDLING STEPS

1. *Assess the TERMINALS LIST.*
2. *Using best reading item from the TERMINALS LIST assess the EMOTIONS LIST. (Example: If “Girls” gave best read on TERMINALS LIST, then assess EMOTIONS LIST using “Girls”—“Blaming Girls \_” “Failures with Girls” etc.)*
3. *Take best reading item from EMOTIONS LIST assessment. Run item R3-R triple to F/N Cog VGIs and erasure.*
4. *Proceed to handle (R3-R) each reading item from EMOTIONS LIST assessment in descending order of reads (largest to smallest read).*
5. *Repeat 2 to 4 with each reading item from the original TERMINALS assessment.*
6. *When all reading items from both assessments handled, reassess the TERMINALS LIST and repeat steps 2 to 5 on any items now reading.*
7. This may be continued to an F/Ning Terminals List but somewhere along the line pc should have major cognition with wide F/N and statement to the effect that he no longer has any fear or back-off from people, thetans, pcs, psychos, or individuals. End off at such a point.
8. Note that the charge on a terminal could be blown on R3-R on major reading item from the Emotions List. In such a case the other reading items from the emotions assessment would F/N when taken up. This would be most likely to occur if “Fear of . . .” is run to good cog and then further reading “Fear” or “Afraid of” items are attempted.
9. Should the person R/S on assessment or handling just continue the action through to EP in the usual way but circle the R/S, note in front of folder and on Auditor Report for later handling.
10. Whether done in Qual or Tech the assessment sheets, worksheets and auditor report sheets must go into the pc folder and be recorded on the summary sheet.

EP of the action is thetans or people or pcs or psychos or individuals, etc solved and the person gotten off of any irrational back-off. We are in the thetan and people business after all.

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Founder

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**Reissued from**  
**21st ADVANCED CLINICAL COURSE**  
**TRAINING DRILLS**

*NAME:* Anti-Q and A TR.

*COMMANDS:* Basically, "Put that (object) on my knee." (A book, piece of paper, ashtray, etc can be used for object.)

*POSITION.* Student and Coach sitting facing each other at a comfortable distance and one at which the Coach can reach the Student's knee with ease.

*PURPOSE:*

- (a) To train Student in getting a Pc to carry out a command using formal communication NOT Tone 40.
- (b) To enable the Student to maintain his TRs while giving commands.
- (c) To train the Student to not get upset with a Pc under formal auditing.

*MECHANICS:* Coach selects small object (book, ashtray, etc) and holds it in his hand.

*TRAINING STRESS:* Student is to get the Coach to place the object that he has in his hand on the knee of the Student. The Student may vary his commands as long as he maintains the Basic Intention (not Tone 40) to get the Coach to place the object on the Student's knee. The Student is not allowed to use any physical enforcement, only verbal commands. The Coach should try and get the Student to Q and A. He may say anything he wishes to try and get him off the track of getting the command executed. The Student may say what he wishes in order to get the command done, as long as it *directly* applies in getting the Coach to place the object on the Student's knee.

The Coach flunks for:

- (a) Any communication not directly concerned with getting the command executed.
- (b) Previous TR.
- (c) Any upsetness demonstrated by Student.

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HCO BULLETIN OF 20 NOVEMBER 1973

Issue II

Remimeo  
All Levels  
Flag Internes

*C/S Series 89*

**F/N WHAT YOU ASK OR PROGRAM**

Ref: HCO B 23 Dec 72 Integrity Processing Series 20  
HCO B 21 Nov 73 The Cure of Q and A

When an Auditor asks one question but F/Ns something else it is simply a version of QandA.

Example: AUDITOR: Do you have a problem? PC: (ramble-ramble) I was thinking of last night's dinner. AUDITOR: That F/Ns.

Every few folders you pick up, if you can find examples of this:

The Auditor is not trained not to Q and A.

He is NOT getting answers to his questions.

When the Auditor starts something (such as a question or process) he MUST F/N what he started EVEN THOUGH HE DID SOMETHING ELSE DURING IT AND GOT AN F/N ON SOMETHING ELSE. HE MUST F/N THE ORIGINAL ACTION.

The result can be:

- (a) Missed W/H phenomena.
- (b) High or low TA an hour after the pc "F/Ned at Examiner".
- (c) A stalled case.
- (d) An undone program.
- (e) An unhandled pc.
- (f) Continual need for repair programs.

To get this disease out of an HGC requires that Auditors go through an Anti-Q and A handling.

**C/S Q AND A**

C/Ses can also Q and A. They simply handle whatever the pc originates to the Examiner or Auditor, over and over and on and on.

The result is:

- A. Incomplete Programs.
- B. Tripled or quadrupled C/S effort as the case never seems to get solved.
- C. Loads of repair programs.

Yet a C/S who does it will never look for it as THE primary error being committed.

The remedy is to have the C/S do an Anti-Q and A program.

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Founder



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### THE CURE OF Q AND A MAN'S DEADLIEST DISEASE

Q and A is a dreadful malady which has to be cured before an Auditor (or an Administrator) can get results.

#### THE DISEASE OF Q AND A

Auditor: Spot that wall. Pc: My neck hurts. Auditor: Has it been hurting long? Pc: Ever since I was in the Army. Auditor: Are you in the Army now? Pc: No but my father is. Auditor: Have you been in comm with your father lately? Pc: I miss him. Auditor: That F/Ned, end of process. The Auditor has failed to note that he *never* got the pc to spot the wall or that he has run the pc all over the track flattening nothing, restimulating the pc.

#### A DEADLY BACTERIA

When an Auditor asks a Question and F/Ns something else he can mess a pc up badly.

Auditor: Do you have a withhold? That reads. Pc: It's just a 2D perversion. What I was really thinking about was my raise I got today. Auditor: That F/Ns. Pc (later in session): You run a lousy org here. Charge too much .... Auditor in mystery, caves in. THAT IS SIMPLY Q AND A IN ANOTHER COAT.

#### ADMINISTRATIVE DELIRIUM

When an Administrator Qs and As it puts him straight down the org board and into a spin.

LRH Comm: You have a target here to move the file cases. Staff Member: I didn't understand some of the words. LRH Comm: Here's a word clearing order for Qual. (Next day.) LRH Comm: Did you go to the word clearer? Staff Member: I'm on Medical Lines now. LRH Comm: How long have you been ill? Staff Member: Since the Ethics Officer was mean to me. LRH Comm: I'll go see about your ethics folder ....

And there goes the old soccer game. NO TARGET DONE BECAUSE THE EXECUTIVE COULD NOT HANDLE Q AND A.

#### C/S Q AND A

Case Supervisors (blush for the thought) are often guilty of Q and A and infect their area with its bacteria.

Pc to Examiner: I have a cold. C/S: Run spot spots to cure his cold. Pc to Auditor: It's really I'm PTS to my Aunt. C/S: Do PTS RD on Aunt. Pc to Examiner: It's really my foot. C/S: Do touch assist on foot ....

What C/S ever got a pc's program done that way?

Where you find undone programs in folders you find goofing Auditors and Q and A type Case Supervisors.

## FUMIGATION

There are definite cures for this dreadful and disgraceful malady. It must be handled as it results in a breaking out of bogged cases and blows, high and low TAs and very red faces when the Paid Completions Stat is counted.

The Cure is pretty violent and very few have courage enough to go through with it as their confront at the beginning is too low, what with their no-interest items left in restim on their drug rundowns or no TRs to begin with or no Supervisor when they took the Course.

The direct result of all this is a symptom known as “patty-cake”. This is a child game of clapping hands and putting palms together and has meant since 1950 Dianetics NOT HANDLING CASES. The signs of patty-cake are a weak slouching posture, bags under the eyes, a bowed spine and hangdog pathetic eyes. The respiration is quick and panicky, the palms sweat and. one starts at pins dropping in the next room.

However for those sturdy souls who want to Clear a planet and who really want to handle things they can prop themselves up in bed and somehow get through this program:

1. This HCOB starrate. \_\_\_\_\_
2. HCOB 24 May 62 “Q and A” starrate. \_\_\_\_\_
3. HCOB 13 Dec 61 “Varying Sec Check Questions”. \_\_\_\_\_
4. HCOB 22 Feb 62 “Withholds, Missed and Partial”. \_\_\_\_\_
5. HCOB 29 Mar 63 “Summary of Security Checking”. \_\_\_\_\_
6. HCOB 7 Apr 64 “All Levels—Q and A”. \_\_\_\_\_
7. TRs the Hard Way. \_\_\_\_\_
8. Upper Indoc a Rough Way. \_\_\_\_\_
9. Handling the Auditor’s, C/S’s or Administrator’s Not Done or No Interest item Drug RD. \_\_\_\_\_
10. 35 hours Op Pro by Dup in Co-Audit receiving and giving. \_\_\_\_\_
11. HCOB 29 July 63 “Saint Hill Special Briefing Course Training Drills”, Section “Q and A Drill”. \_\_\_\_\_
12. HCOB 20 Nov 73 Issue I Anti-Q and A Drill. \_\_\_\_\_
13. HCOB 20 Nov 73 Issue II “F/N What You Ask or Program”. \_\_\_\_\_
14. A final end result demonstrated that the person CAN SEE SITUATIONS AND HANDLE THEM. \_\_\_\_\_

For, of course, the reason the person Qs and As is that he can’t confront or see the existing scene and so can’t handle it.

Q and A is the DISEASE OF DODGING LIFE.

When such a person tries to get a question or program done and the other person says or does something else, the Q and A goes into a sort of overwhelm or cave-in and just rides along at effect.

PEOPLE WHO GET THINGS DONE ARE AT *CAUSE*. When they are not, they Q and A.

Thus it IS a kind of illness. Chronic Overwhelm. It is NOT cured by drugs or electric shocks or brain operations.

It is cured by making oneself strong enough in confront and handle to live!

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Remimeo  
Tech & Qual  
All Levels  
All Tech Checksheets

## DRY AND WET HANDS

### MAKE FALSE TA

A couple of years ago some auditors were solving high TA problems by putting hand cream on the pc's hands when they were calloused and talcum powder on a pc's hands when they were too wet. Since no research had been done they were censured.

Research has now been done on this matter of dry and wet hands.

Apparently when a person has taken certain medicines or chemicals, or uses detergent soaps or is in contact with certain chemicals (such as those in some furniture polishes) the ordinary skin oils vanish. These oils are needed to make an electrical contact with the cans.

When these oils are absent, there is no adequate electrical contact and the "TA is High".

When a person is deficient in certain minerals or vitamins such as magnesium or B complex, his hands can be excessively wet.

Either of these two conditions in hands or *feet* can produce an incorrect TA position.

The dry condition produces a false high TA.

The overly wet condition produces a false low TA.

The TA depends on normally moist hands. This does not mean the meter works on "sweat". It does mean the meter works only when there is a correct electrical contact.

Too much and too greasy hand cream could produce too low a TA.

Too much powder or drier could produce too high a TA.

Therefore one must not go to extremes.

### DRY HANDS

The excessively "dry" hand is seen as shiny or polished looking. It feels very dry.

The correct treatment is to use a "vanishing cream" (obtainable from any cosmetics store) not a greasy hand cream.

The "vanishing cream" is so called because it rubs all the way into the skin and leaves no excess grease.

This restores normal electrical contact.

There are many such creams. It makes no difference which is used so long as it vanishes into the skin.

It is doubtful if it would have to be applied more than once—at session start—as it lasts for a long while.

This would apply to some footplate cases as well (whose hands are defective or too heavily calloused).

If a cream leaves smears on a can, it is too heavily applied or too little absorbed.

Vanishing type cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands (or feet) will usually produce, then, a normal TA and meter response.

#### WET HANDS

Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray.

It can be wiped off after application and should work for two or three hours.

It can be applied to hands or feet (for footplates).

If the TA then goes too high, use vanishing cream on top of it.

#### SUMMARY

While much work could be done still, the above is enough for a practical result.

#### WARNING

Hi TAs and Lo TAs do not widely F/N. If you are getting wide persistent F/N with the TA too high (above 3) or too low (below 2) you have a pc whose hands are too dry or too wet. Using this HCO B should correct it and in future sessions you should continue the remedy on *that* pc.

NOTHING in this HCO B excuses the misreading or falsifying of a TA. Get the TA in normal range with this HCO B before you start calling processes ended.

C/S 53 RF and the False TA Checklist HCO B 29 Feb 1 972R, Revised 23 Nov 73, are your tools for handling too high and too low TAs.

The only other conditions I know of that make an auditor mess up a pc's TA are:

- (a) A discharged meter (registers high).
- (b) An incorrectly set meter by trim button.
- (c) A "fleeting F/N" where the pc F/Ns so briefly the auditor misses it and overruns.
- (d) Bad TRs.
- (e) Unflat processes.
- (f) Overrun processes.
- (g) Heavy drugs or medicines.

False TA often comes to light when the auditor runs out of reasons it is high or low and it dawns on him that he is dealing with false TA. In the latter case he should know all MATERIALS ON THIS SUBJECT OF FALSE TA (given on HCO B 29 Feb 1972R, Revised 23 Nov 73, as references) AND REMEDY THE FALSE TA SITUATION AND THEN RESUME NORMAL AUDITING. He must not go on calling high or low TA F/Ns just by assuming the TA is false.

Given a contact the meter always tells the truth.

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HCO BULLETIN OF 24 NOVEMBER 1973  
 (Cancels HCOB 31 Dec 1971 RC)  
 Reissued 25 Nov 73

Remimeo

*C/S Series 53RF*

**SHORT HI-LO TA ASSESSMENT C/S**

This is the basic prepared list used by Auditors to get a TA up or down into normal range. A GF Method 5 may also be used after TA is in normal range to get pc's case handled better.

PC Name \_\_\_\_\_ Date \_\_\_\_\_

1. Assess pc Method 5 on this sheet. (Go down the list calling off the items to the pc, watching the meter. Mark any Tick, SF, F, LF, LFBD [to what TA], speeded rise or Blow Up.) *NOTE: A C/S 53RF should be reassessed and all reads handled until it F/Ns on assessment.*

- |  |  |
|--|--|
| <p>A. Interiorization _____<br/>                     Went in _____<br/>                     Go in _____<br/>                     Can't get in _____<br/>                     Want to get out _____<br/>                     Kicked out of spaces _____</p>   | <p>Invisible _____<br/>                     Black _____<br/>                     Loss _____</p>  |
| <p>B. List errors _____<br/>                     Overlisting _____<br/>                     Wrong items _____<br/>                     Upset with giving items to auditor _____</p>  | <p>F. Same thing run twice _____<br/>                     Same action done by another auditor _____</p>  |
| <p>C. Some sort of W/H _____<br/>                     Are you withholding something _____<br/>                     Is another withholding something from you _____<br/>                     Are others withholding something from others _____<br/>                     Has another committed overts on you _____<br/>                     Have you committed any overts _____<br/>                     Have others committed overts on others _____<br/>                     Not saying _____<br/>                     Problems _____<br/>                     Protest _____<br/>                     Don't like it _____<br/>                     Audited over out ruds _____<br/>                     Feel sad _____<br/>                     Rushed _____<br/>                     Tired _____<br/>                     ARC Brk _____<br/>                     Upset _____</p> | <p>G. Doing something with mind between sessions _____<br/>                     Some other practice _____</p> <p>H. Word Clearing errors _____<br/>                     Study errors _____</p> <p>I. False TA _____<br/>                     Wrong sized cans _____<br/>                     Tired hands _____<br/> <i>Dry hands or feet</i> _____<br/> <i>Wet hands or feet</i> _____<br/> <i>Loosens can grip</i> _____</p> <p>J. Auditor overwhelming _____<br/>                     Feel attacked _____<br/>                     Something wrong with F/Ns _____<br/>                     Items really didn't read _____<br/>                     Bad auditing _____<br/>                     Incomplete actions _____</p> |
| <p>D. Drugs _____<br/>                     LSD _____<br/>                     Alcohol _____<br/>                     Pot _____<br/>                     Medicine _____</p>   | <p>K. Can't have _____<br/>                     Low Havingness _____</p> <p>L. PTS _____<br/>                     Suppressed _____</p> <p>M. Something went on too long _____<br/>                     Went on by a release point _____<br/>                     Overrun _____<br/>                     Auditor kept on going _____<br/>                     Over-repair _____<br/> <i>Puzzled by auditor keeps on</i> _____<br/>                     Stops _____</p>  |
| <p>E. Engram in restimulation _____<br/>                     Same engram run twice _____<br/>                     Can't see engrams too well _____</p>   | <p>N. Something else _____</p>   |

- |    |   |   |                         |
|----|---|---|-------------------------|
| O. | Repairing a TA that<br>isn't high _____<br>Repairing a TA that<br>isn't low _____ | <i>Physically ill</i><br><i>Faulty Meter</i><br>Nothing wrong | _____<br>_____<br>_____ |
|----|---|---|-------------------------|
2. Use only the small falls or falls or BDs. The rises will however show where mass lies.
  - A. If A or any of the A Group, and the pc has *had* an Int RD, do an Int RD Correction List, and handle the reads. (HCOB 29 Oct 71 Amended 31 Dec 71.)  
  
If *pc has never had an Int RD*, then give him a standard Int RD providing you have checked out on the Int-Ext pack and are good at R3R.
  - B. If any of these read, do an L4B on the earliest lists you can find that have not been corrected. Lacking these do an L4B in general. You can go over an L4B several times handling each read to F/N until the whole L4B gives nothing but F/Ns.
  - C. If any of these, handle with 2wc and earlier similar to F/N. If more than one reads do biggest read first and then clean up each of the others E/S to F/N. If all read on assessment you have to get an F/N for each or 17 F/Ns. On overts and withholds, get what, and E/S to F/N. On out ruds, find which rud and handle. (See GF40RR HCOB 30 June 71 Revised 13 Jan 72.) Feel sad, handle the ARC Break. (Feel sad = ARC Brk of long duration.)
  - D. Rehab releases on each "drug" taken to F/N. Complete the Drug RD per C/S Series 48R after handling all reads on this assessment. If pc has had a Drug RD, do L3B on it, and handle.
  - E. If any of these, do L3B and handle according to what is stated to do on L3B.
  - F. Clean up any protest and inval and rehab to F/N.
  - G. Find out what it is. If Yoga or Mystic exercises or some such 2wc E/S it to first time done, find out what upset had occurred before that and if TA now down do L1C on *that* period of pc's life.
  - H. If Word Clearing, do a Word Clearing Correction List, handle all reads. If Study errors, 2wc E/S to F/N, and add a Study Correction List to the pc's program.
  - I. False TA is wrong cans. Use HCOBs 24 Oct 71, 12 Nov 71, 15 Feb 72, 18 Feb 72, 29 Feb 72, *HCOB 23 Nov 73*, all on False TA. Then clean up the bypassed charge with ( 1 ) Assess for best read (a) TA worries (b) F/N worries. (2) Then 2wc times he was worried about (item) E/S to F/N. (3) Rehab a time he felt really keyed out to F/N.
  - J. These are auditor errors. Low TA is generally caused by overwhelming TRs and incomplete actions. A high TA can be caused by an auditor overrunning F/Ns or failing to call them. Or trying to assess through an F/N and mistaking an F/N right swing for a read. These items are all 2wc E/S to F/N. Auditors who made them need Cramming badly or retreat.
  - K. Can't have or Hav. Find correct Havingness process and remedy.
  - L. PTS or Suppressed. Check for SP or get a full PTS RD.
  - M. Find out what. Clean up any protest. Rehab to F/N on each (or date to blow, locate to blow if qualified).
  - N. 2wc to find what. Note BD item. If BD item covered by one of these categories handle per instructions. If not just 2wc to F/N and get further C/S instructions for handling if necessary.
  - O. Get pc to tell you about it briefly. If correct then indicate to F/N. Go E/S and indicate if no F/N on first. If false TA handle per I above.

General. Handle Int RD (A) if it reads at all before handling rest as nothing will go right if Int is still out. For the remainder prefer to handle any BD group if you get a BD. If in doubt about what to do, return to the C/S.

Remimeo  
All Auditors  
All Levels  
Flag Internes  
LRH Comms

### THE REASON FOR Q AND A

Q and A means "Question and Answer".

When the term Q and A is used it means one did NOT get an answer to his question. It also means not getting compliance with an order but accepting something else.

Example: Auditor: Do birds fly? Pc: I don't like birds. Auditor: What don't you like about birds? FLUNK. It's a Q and A. The right reply would be an answer to the question asked and the right action would be to get the original question answered. TR 4 (handling origins) can apply here. The moment TR 4 is violated (Ack and return the pc to original Question) and the original unanswered question is not again asked the Auditor just drifts along with the pc. Things get restimulated, nothing gets really handled or run.

In Administration the same thing can happen. The executive gives an order, the junior says or does something else, the executive does not simply TR 4 it and get the original order done, and the result is chaos.

Executive: Phone Mr. Schultz and tell him our printing order will be there this afternoon. Junior: I don't know his number. Executive: Don't you have a phone book? Junior: The phone company didn't send one this year as our bill was overdue. Executive (the fool) goes to Accounts to see what about the phone bill. Mr. Schultz never gets his call. The printing order arrives but Mr. Schultz doesn't know it ....

Example: Executive: Do target 21 now. Junior: I don't have any issue files. Executive: What happened to them? Junior: Mimeo goofed. Executive: I'll go see Mimeo ....

### DISPERSAL

Q and A is simply *Postulate Aberration*.

Aberration is non-straight line by definition.

A sick thetan who is all caved in can't direct a postulate *at* anything. When he tries, he lets it wobble around and go elsewhere.

The difference between a Degraded Being and an OT is simply that the DB can't put out a postulate or intention in a direct line or way and make it hold good.

The insane are a great example of this. They are insane because they have evil intentions. But they can't even make these stick. They may *intend* to burn down the house but they usually wind up watering the rug or do some other non sequitur thing. It's not that they don't mess things up. The whole point here is that they can't even properly destroy what they intend to destroy. Even their evil intentions wobble, poor things.

But not all people who Q and A are insane.



When a person is running at *effect* he Qs and As.

He is confronted by life, he does not confront it.

He is usually a bit blind to things as his ability to look AT is turned back on him by his lack of beam power. Thus he gives the appearance of being unaware.

His emotional feeling is overwhelm.

His mental state is confusion.

He starts for B, winds up at—A.

Other not too well intentioned people can play tricks on a Qer and Aer. When they don't want to answer or comply they artfully bring about a Q and A.

Example: Bosco does not want to staple the mimeo issue. He knows his senior Qs and As. So we get this. Senior: Staple that issue with the big stapler. Bosco: I hurt my thumb. Q and A Senior: Have you been to see the Medical Officer? Bosco: He wouldn't look at it. Q and A Senior: I'll go have a word with him. (Departs.) Bosco gets back to reading "Jesse James Rides Again" humming softly to himself. For HIS trouble is, he Qs and As with the Mest Universe!

### BODY Q AND A

Some people Q and A with their bodies. The body is, after all, composed of Mest. It follows the laws of Mest.

One of these laws is Newton's first law of motion: INERTIA. This is the tendency of a Mest object to remain motionless until acted upon by an exterior force. Or to continue in a line of motion until acted upon by an exterior force.

Well, the main force around that is continually acting on a human body is a thetan, the being himself.

The body will remain at rest (since it is a Mest Object) until acted upon by the thetan that is supposed to be running it.

If that being is an aberrated non-straight line being THE BODY REACTS ON HIM MORE THAN HE REACTS ON THE BODY. Thus he remains motionless or very slow. When the body is in unwanted motion, the being does not deter the motion as the body is acting upon him far more than he is reacting on the body.

As a result, one of the manifestations is Q and A. He wants to pick up a piece of paper. The body inertia has to be overcome to do so. So he does not reach for the paper, he just leaves the hand where it is. This would be no action at all. If he then weakly forces the motion, he finds himself picking up something else like a paper clip, decides he wants that anyway and settles for it. Now he has to invent why he has a paper clip in his hand. His original intention never gets executed.

Some people on medical lines are just there not because of actual illness but because they are just Qing and Aing with their body.

People also Q and A with themselves. They want to stop drinking and can't. They want to stop or change something about themselves or their body and then disperse off onto something else.

Freud read all sorts of dire and awful things into simple Q and A. He invented intentions the person must have that made him "sublimate". All Freud succeeded in doing was making the person introspective looking for wrong whys.

The right why was simple—the person could not go in a straight line to an

objective and/or could not cease to do something he was compulsively doing.

The very word ABERRATION contains the idea of this—no straight line but a bent one.

THE CURE FOR THIS SORT OF THING (Q and A with a body) IS OBJECTIVE PROCESSES.

And a very willing and bright thetan CAN simply recognize it for what it is—not enough push!

And instead of going to the MO for a slight ache, he just pushes on through.

As the ache is a recoil of body Q and A in a lot of cases, the ache itself goes away as soon as one simply pushes through.

Painters and artists buy the idea they are benefited by aberration. “Be glad you are neurotic” was a trick being played by the late and unlamented psychiatrists on artists.

One paints because he can push into execution what he visualizes. The best painters were the least aberrated.

Greenwich Village or Left Bank artists, when they *don't* paint, never suspect it's because they just can't overcome hand inertia to push a paint brush!

People live Q and A lives. They never become what they desire to be because they Q and A with life about it.

Schopenhauer, the German philosopher of doom, even had a dirty crack about being able to *do* things: “Stubbornness is the will taking the place of the intellect.” By this, one is “intellectual” if he Qs and As.

#### SUMMARY

People who can't get things done are simply Qing and Aing with people and life.

People who CAN get things done just don't Q and A.

All great truths are simple.

This is a major one.

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HCO BULLETIN OF 6 DECEMBER 1973

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*C/S Series 90*

**THE PRIMARY FAILURE**

References: HCO B 28 Feb 1971, C/S Series 24,  
"Metering Reading Items", and  
HCO B 15 Oct 1973, C/S Series 87,  
"Nulling and F/Ning Prepared Lists".

A C/S who cannot get a result on his pcs will find the most usual biggest improvement by getting the offending Auditors' ASSESSING handled.

We used to say that "the Auditor's TRs were out" as the most fundamental reason for no results.

This is not specific enough.

**THE MOST COMMON REASON FOR FAILED SESSIONS IS THE INABILITY OF THE AUDITOR TO GET READS ON LISTS.**

Time after time I have checked this back as the real reason.

It became evident when one could take almost any "null" (no read) list in a pc's folder, give it and the pc to an Auditor who COULD assess and get nice reads on it with consequent gain.

Example: Pc has a high TA. C/S orders a C/S 53RF. List is null. Pc goes on having a high TA. C/S gets inventive, case crashes. Another C/S and another Auditor takes the *same* pc and the same list, gets good reads, handles. Case flies again.

What was wrong was:

- (a) The Auditor's TR 1 was terrible.
- (b) The Auditor couldn't meter.

**REMEDY**

One takes the above two reference HCO Bs and gets their points fully checked on the flunking Auditor.

The C/S gets the Auditor's TR 1 corrected. In doing the latter one may find a why for the out TR 1 like a notion one must be soft-spoken to stay in ARC or the Auditor is imitating some other Auditor whose TR 1 is faulty.

**QUAL CRAMMING**

It can happen that these actions are reported done in Qual and the Auditor still flubs.

In this case the C/S has to straighten out Qual Cramming by doing the above reference HCO Bs on the Cramming Officer and getting the Cramming Officer's TR I ideas unscrewed and straight.

## REQUIREMENTS

It takes correct metering and IMPINGEMENT to make a list read.

If the auditor does not have these, then drug lists, Dianetic lists, correction lists will all go for nothing.

As the prepared list is the C/S's main tool for discovery and correction an auditor failure to get a list to respond or note it then defeats the C/S completely.

## SUMMARY

THE ERROR OF AN AUDITOR BEING UNABLE TO GET A LIST TO READ ON A METER IS A PRIMARY CAUSE OF C/S FAILURE.

To win, correct it!

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HCO BULLETIN OF 15 DECEMBER 1973

Remimeo  
All Levels  
Add Level II  
Ethics Officers  
Masters at Arms  
C/Ses

**THE CONTINUOUS MISSED W/H  
AND CONTINUOUS OVERT  
WITH DATA ON DEGRADED BEINGS  
AND FALSE PTS CONDITIONS**

Reference: (1) Tape List and HCO B List of Level II,  
Page 4 HCO P/L 26.1.72, Issue VI, concerning Withholds and Overts.  
(2) "Admin Know-How—Alter-Is and Degraded Beings", HCO B 22 Mar 67.

There are two *special* cases of withholds and overts. They do not occur in all cases by a long ways. But they do occur on a few cases. These are CONTINUOUS MISSED WITHHOLDS and CONTINUOUS OVERTS.

This is not quite the same as "The Continuing Overt Act" HCO B 29 September 65. In that type the person is repeating overt acts against something usually named.

**THE CONTINUOUS MISSED W/H**

A Continuous Missed Withhold occurs when a person feels some way and anyone who sees him misses it.

Example: A doctor feels very unconfident of his skill. Every patient who sees him misses the fact that he is not confident. This reacts as a missed withhold.

It is of course based upon some bad incident that destroyed his confidence (usually of an engramic intensity).

But as the person actively withholds this, then those seeing him miss the withhold.

This could work in thousands of variations. A woman feels continuous disdain for her child but withholds it. The child therefore continuously misses a withhold. All the phenomena of the missed w/h would continuously react against the child.

Probably all dishonest social conduct brings about a Continuous Missed Withhold. The politician who hates people, the minister who no longer believes in God, the mechanic who privately believes he is a jinx on machinery, these all then set up the phenomena of missed withholds on themselves and can dramatize it in their conduct.

**THE CONTINUOUS OVERT**

A person who believes he is harmful to others may also believe that many of his common ordinary actions are harmful.

He may feel he is committing a Continuous Overt on others.

Example: A clothing model believes she is committing a fraud on older women by displaying clothing to them in which they will look poorly. In her estimation this is a Continuous Overt Act. Of course all older women miss it on her.

Appearance, just being alive, can be considered by some as an overt.

Missed withhold phenomena will result.

## DEGRADED BEINGS

The Continuous Withhold and Continuous Overt are probably a basis of feeling degraded.

Degraded Beings, as described in “Admin Know-How—Alter-Is and Degraded Beings”, HCO B 22 Mar 67, are that way at least in part because they have some Continuous Missed Withhold or a fancied Continuous Overt Act.

This makes them feel degraded and act that way.

## HANDLING

One can add to any program a check for a Continuous Missed Withhold or Continuous Overt as an additional version of rudiments.

A master question, which could be broken down into three lists which would have to be done by the laws of L&N, would be, “When anyone looks at you what feeling (action, attitude) of yours do they miss?” Then, “When was it missed?” “Who missed it?” and “What did he do that made you believe it had been missed?”

Another approach, less dangerous in that lists aren’t made, would be:

For Continuous Missed Withhold the question could be, “Is there some way you feel that others don’t realize?” And with 2wc uncover it. Then ask, “Who misses this?” with answer, followed by, “When has someone missed it?” with E/S to an earlier time. Followed by, “What did he (or she) do that made you think he (or she) knew?” This will key it out and can change behavior.

For Continuous Overt Act it would be, “Is there something you do that others do not know about?” With 2wc to cover it and get what it is. Then ask, “Who has not found out about it?” with an answer. And then, “When did someone almost find out?” “What did he (or she) do that made you think he (or she) knew?”

Each of the above questions should be F/Ned.

## MOTION

People who have Continuous Withholds or Overts tend to be very slow, flabby and impositive. They have to be very careful. And they make mistakes. Slowness or robotness are keys to the presence of Continuous Missed Withholds or Overts.

## PTS

Quite often a case is FALSELY LABELED PTS when in fact it is really a matter of Continuous Missed Withholds and Continuous Overts.

When a “PTS” person does not respond to PTS handling easily then you know you are dealing with Continuous Missed Withholds and/or Continuous Overts.

## SUMMARY

These conditions are not present in all cases. When they are you have a Degraded Being. When a “PTS” person does not respond to PTS handling, try Continuous Missed Withholds and Continuous Overts. You can prevent blows, handle much HE and R and change character in this way.

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HCO BULLETIN OF 6 JANUARY 1974

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**ASSIST SUMMARY  
ADDITION**

TO LIST OF REFERENCES ADD:

HCO B 11 July 73 ASSIST SUMMARY  
HCO B 6 Jan 74 ASSIST SUMMARY ADDITION  
ANY TAPE OR MATERIALS ON "PRIOR CONFUSION"  
ANY TAPE OR MATERIALS ON "POSTULATES AND INJURIES"  
(1952 Autumn, London Lectures, etc)  
HCO Bs ON MISTAKES BEING MADE IN PRESENCE OF  
SUPPRESSION, 1968.

ADD TO PAGE 4 OF HCO B 11 July 73 after POSTULATE TWO-WAY  
COMM:

**PRIOR CONFUSION:** Fixed ideas follow a period of confusion. This is also true of engrams that hang up as physical injury. Slow recovery after an engram has been run can be caused by the Prior Confusion mechanism. The engram of accident or injury can be a stable item in a confusion. By 2-way comm see if a confusion existed prior to the accident, injury or illness. If so, it may be 2wced earlier similar to F/N.

**MYSTERY POINT:** Often there is some part of an incident which is mysterious to a preclear. The engram itself may hang up on a mystery. A thetan could be called a "mystery sandwich" in that he tends to stick in on mysteries. 2wc any mysterious aspect of the incident. 2wc it earlier similar to F/N Cog VGIs.

**SUPPRESSIVE PRESENCE:** Mistakes or accidents or injuries occur in the presence of suppression. One wants to know if any such suppressive influence or factor existed just prior to the incident being handled. This could be the area it occurred in or persons the preclear had just spoken to. 2wc any suppressive or invalidative presence that may have caused a mistake to be made or the accident to occur. 2wc E/S to F/N Cog VGIs.

**AGREEMENT:** Get any agreement the person may have had in or with the incident. There is usually a point where the person agrees with some part of the scene. If this point is found it will tend to unpin the pc from going on agreeing to be sick or injured.

**PROTEST:** 2wc any protest in the incident.

**PREDICTION:** The person is usually concerned about his recovery. Undue worry about it can extend the effects into the future. 2wc (a) how long he/she expects to take to recover. (b) Get the person to tell you any predictions others have made about it. 2wc it to an F/N Cog VGIs. Note—avoid getting the person to predict it as a very long time by getting him to talk about that further.

**LOSSES:** A person who has just experienced a loss may become ill. This is particularly true of colds. 2wc anything the pc may have lost to F/N.

**PRESENT TIME:** An injured or sick person is out of present time. Thus running HAVINGNESS in every assist session is vital. This not only remedies havingness but also brings the preclear to present time.

**HIGH OR LO TA:** A C/S 53 RF should be used to get the TA under control during assists if it cannot be gotten down. It must be done by an auditor who knows how to meter and can get reads.

**ILLNESS FOLLOWING AUDITING:** It can occur that a pc gets ill after being audited where the “auditing” is out tech. When this occurs or is suspected, a Green Form should be assessed only by an auditor who can meter and whose TR 1 gets reads. The GF reads are then handled. Out Interiorization, bad lists, missed w/hs, ARC Breaks and incomplete or flubbed engrams are the commonest errors.

**BEFORE-AFTER:** Where an injured or ill pc is so stuck that he has a fixed picture that does not move, one can jar it loose by asking him to recall a time before the incident and then asking him to recall a time after it. This will “jar the engram loose” and change the stuck point.

**UNCONSCIOUSNESS:** A pc can be audited even if in a coma. The processes are objective, not significance processes. One process is to use his hand to reach and withdraw from an object such as a pillow or blanket. One makes the hand do it while giving the commands. One can even arrange a “signal system” where the pc is in a coma and cannot talk by holding his hand and telling him to squeeze one’s hand once for yes, twice for no. It is astonishing that the pc will often respond and he can be questioned this way.

**TEMPERATURE ASSISTS:** There is an HCO B on how to do assists that bring down the temperature. Holding objects still repetitively is the basic process.

Quite often an injury or illness will miraculously clear up before one has run all the steps possible. If this is the case one should end off any further assist.

All auditing of injured or ill people must be kept fairly light. Errors in TRs (such as a bad TR 4), errors in tech rebound on them very heavily. An ill or injured person can easily be audited into a mess if the processes are too heavy for him to handle and if the auditor is goofing. Very exact in-tech, good TRs, good metering sessions are all that should be tolerated in assists.

An auditor has it in his power to make pcs recover spectacularly. That power is in direct proportion to his flawlessness as an auditor. Only the most exact and proper tech will produce the desired result.

If you truly want to help your fellows, that exact skill and those results are very well worth having.

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HCO BULLETIN OF 23 JANUARY 1974

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## THE TECHNICAL BREAKTHROUGH OF 1973!

### THE INTROSPECTION RD

(Steps of list 1 to 17  
are subject to possible correction.)

I have made a technical breakthrough which possibly ranks with the major discoveries of the Twentieth Century. It is certainly the greatest advancement of 1973 and is now being released after a final wrap-up of research. It is called the Introspection Rundown.

The purpose of the Introspection RD is to locate and correct those things which cause a person to fixate his attention *inwardly*, on himself or his bank. This RD extroverts the person so that he can see his environment and therefore handle and control it.

### RESEARCH

In 1970 the actual cause of PSYCHOSIS was isolated (as given in HCO B C/S Series 22, "Psychosis", 28 November 1970). In the ensuing years this has been proven beyond doubt to be totally correct.

But what is a *psychotic break*?

Man has never been able to solve the psychotic break. In fact, human beings are actually afraid of a person in a psychotic break and in desperation turn to psychiatry to handle.

Psychiatry, desperate in its turn, without effective tech, resorts to barbarities such as heavy drugs, ice picks, electric and insulin shock which half kill the person and only suppress him. The fact remains there has never been a cure for the psychotic break *until now*.

The key is WHAT CAUSED THE PERSON TO INTROSPECT *BEFORE* THE PSYCHOTIC BREAK.

The breakthrough was made on a person who, after a series of wrong indications, went into a full-blown psychotic break—violence, destruction and all.

The psychiatrist at this point would have sharpened up his ice pick, filled his syringes with the most powerful (and deadly) drugs he could find and turned up the volts. His "handling" would have been a final destruction of the individual.

What *was* done was an auditor went into the room, sat the person down and corrected the last severe point of wrong indication. Subsequent times of wrong indication in his life were cleared up, the person came out of the psychotic break and into p.t.

THIS MEANS THE LAST REASON TO HAVE PSYCHIATRY AROUND IS GONE.

The psychotic break, the last of the "unsolvable" conditions that can trap a person, has been solved.

And it's quite simple, really.

## THEORY

Def. INTROSPECTION: “(L. from *introspicere*, to look within) a looking into one’s own mind, feelings, reactions, etc; observation and analysis of oneself.” *Webster’s New World Dictionary*.

Def. INTROVERSION: “(from *intro-* + L. *vertere*, to turn) 2.... a tendency to direct one’s interest upon oneself rather than upon external objects or events.” *Webster’s New World Dictionary*.

The essence of the Introspection RD is looking for and correcting all those things which CAUSED the person to look inward worriedly and wrestle with the mystery of some incorrectly designated error. The result is continual inward looking or self auditing without relief or end.

In a normal person this becomes a diminished activity, unhappiness or illness. In an *R/Ser* this becomes insanity and a psychotic break occurs at the last severe point of wrong indication.

## AUDITOR TRAINING

Auditors selected to do this RD must have recently done a HARD TRs Course and the Anti-Q&A materials.

They *must* be able to recognize a ROCK SLAM, which is a particular E-Meter phenomenon. They must be Class IV Expanded Dianetics auditors of proven skill on routine cases. They must not themselves be R/Sers. (The last requisite is waived in a self-salvage co-audit group where all R/S.)

They need *flawless* TRs, no Q&A. This Rundown is very simple but cannot be flubbed, as that will compound the errors and cause further introspection in the pc. It is better not to deliver this RD than to flub *any* part of it. C/Ses take note. It is an Ethics Offense to attempt this Rundown without the auditor having done the prerequisite training and a further offense for an auditor to flub on it.

## STEPS OF THE RD

(On a normal person do Steps 000, 0000, 00000 and 000000.)

- O. On a person in a psychotic break isolate the person wholly with all attendants *completely* muzzled (no speech).
- 00. Give Vitamins (B Complex, including niacinamide) and minerals (calcium and magnesium) to build the person up.
- 000. Locate by study or research of the person’s case *or* via associates or 2-way comm the latest point of introversion which will be just at the beginning of the current psychotic break.
- 0000. Indicate the substance of it to the person to release the By-Passed Charge.
- 00000. Indicate and handle the point of introversion and its chain. (Indication by itself can be a separate step before auditing.)
- 000000. Continue the RD as below.
  - 1. Verify/correct all L&N lists if not already done correctly.
  - 2. Verify/correct all Why Finding, 3 May PLs, PTS Interviews, etc. (See C/S Series 78.)

3. Word Clear the definitions of “Introspection”, “Introversion” and “Extroversion”.
4. Trace back the chain of being told his purposes were incorrect. To F/N Cog VGIs.
5. Trace back the chain of being “told” he had purposes that he didn’t actually have. To F/N Cog VGIs.
6. Trace back the chain of being asked for things that didn’t exist. To F/N Cog VGIs.
7. Trace back the chain of someone saying W/Hs existed that didn’t. To F/N Cog VGIs.
8. Trace back the chain of not having his withholds accepted. To F/N Cog VGIs.
9. Trace back the chain of someone accusing him of something he hadn’t done. To F/N Cog VGIs.
10. Trace back the chain of accusing *himself* of things he hadn’t done. To F/N Cog VGIs.
11. Trace back the chain of being heavily invalidated for something he didn’t do. To F/N Cog VGIs.
12. Trace back the chain of being validated for something he knew was wrong. To F/N Cog VGIs.
13. Trace back the chain of being told he was PTS when he wasn’t. To F/N Cog VGIs.
14. Trace back the chain of being interrogated for no reason. To F/N Cog VGIs.
15. Trace back the chain of being told he was someone he wasn’t. To F/N Cog VGIs.
16. Trace back the chain of not having his actual identity believed. To F/N Cog VGIs.
17. Objective Havingness to F/N.

At any time after Step 2 Objective Havingness should be done at session end. If one of the chains in Steps 3-15 turns out to be false the pc will introvert further. In such a case indicate the fact of it having been unnecessary and get an F/N. Then run Objective Havingness. If the TA goes high (or low) and won’t come into range, assess a C/S 53RF and handle.

In the case of a pc in a psychotic break, the C/S would have to locate the last severe wrong indication, indicate the fact to the pc and get it corrected (as with a wrong item) as the first action.

### EXTROVERSION

Def. EXTROVERSION: “. . . Means nothing more than being able to look outward....” “An extroverted personality is one who is capable of looking around the environment....” “A person who is capable of looking at the world around him and seeing it quite real and quite bright is of course in a state of extroversion.” (*Problems of Work.*)

The end phenomena of the Introspection RD is the person extroverted, no longer looking inward worriedly in a continuous self-audit without end.

The EP on a person in a psychotic break is the end of the psychotic break.

The RD is very simple and its results are magical in effectiveness. Flubs can wreck it so don't permit them.

You have in your hands the tool to take over mental therapy in full. You need not fear the insane or the psychotic break any longer.

Here also is the cure for the continual self-auditing pc who is dug into his bank. It works on all pcs in fact with rave results.

Do it flawlessly and we all win.

THIS PLANET IS OURS.

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HCO BULLETIN OF 27 JANUARY 1974

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## DIANETICS

### R3R COMMANDS

#### HAVE BACKGROUND DATA

A Cramming action has just uncovered that at least some Dianetic Auditors do not know the reason for each R3R command and, not knowing why the commands exist, miss on cases.

A Cramming Officer or Supervisor can achieve a remarkable result by making an Auditor get the *why* of each R3R Dianetic command from the original materials.

The following development and use of this Cramming technique by Mike Maurer follows:

#### “CASE HISTORY”

“George Baillie, a Flag Interne, working on his Dianetics OK to Audit, was ordered to study the 1963 Dn HCO Bs (“Time Track and Engram Running by Chains” Bulletins, Bulletins 1 and 2). He read the HCO Bs but had not studied them vigorously enough and for *application*.

“As Interne Supervisor I worked with him covering these HCO Bs and *Original Thesis*. During the course of this action many confusions (primarily roteness) were handled. Among them were things like ‘What is the purpose of Step 6 of R3R, “What do you see?” ‘ He had previously thought it was to ‘orient’ the Pc to the incident or some such, but basically it came down to the fact he had never worked out the purpose of the command as related to the mechanics of the bank and time track. After some working he finally got the fact that Command 4 (duration) is to turn on the visio and that before moving the Pc through the incident one would have to know the Pc had visio so he could move through. Conversely, if the picture was not ‘turned on’ then the duration would have to be corrected. Another was the Step 3 Command (Move to that incident) on which the Interne thought that by repeating the auditing command when the Pc ‘couldn’t get there’ you would handle the time track. This of course is failure to handle an origination and failure to handle time for the Pc. He finally realized that obviously the Pc didn’t have the correct date in the first place and it is the Auditor’s action to find and get the correct date and thus move the somatic strip to that incident.

“Each command of R3R was taken up and its purpose demo’d out against the basic definitions and mechanics of the time track. One other of the things discovered by this Interne was that Command Nine (What happened?) has a purpose of running out the Locks created in PT, in session, by virtue of the fact that you’re reminding the Pc of Secondaries and Engrams right there! (This is of course covered in *Original Thesis*.)

“Probably the most stunning and revealing thing covered was the fact that in *Original Thesis* Chapter ‘Exhaustion of Engrams’, para 3, it says, ‘The principle of recounting is very simple. The preclear is merely told to go back to the beginning and to tell it all over again. He does this many times. As he does it the engram should lift in tone on each recounting. It may lose some of its data and gain other. If the Preclear is recounting in the same words time after time, it is certain that he is playing a memory record of what he has told you before. He must then be sent immediately back to the actual engram and the somatics of it restimulated. He will then be found to somewhat vary his story. He must be returned to the consciousness of somatics continually until these are fully developed, begin to lighten and are then gone.’ This of course totally

invalidates the use of a completely rote system and requires an understanding of what is happening to the Pc, bank, etc.

“Needless to say, this Interne went through many changes, now feels in comm with his Pcs and not ‘stuck’ to some rote procedure which truly inhibits the real gains to be gotten from Dianetics Engram Running. As evidence to this action and its resultant gains in the Interne’s ability to audit, the following is a brief description of a case he audited today *applying* 1963 engram running and *Original Thesis* to these cases.

“Case has run many hours of Dianetics with a hidden standard to do with his hand. Has been trying since earliest Dianetic sessions to get this handled. The somatic had been addressed by many different wordings and many chains but had never blown, yet chains had apparently gone to EP. The Auditor was C/Sed to find the actual somatic and run it out. It was found in session that the somatic had been run out to ‘EP’ so an L3B was done. From the L3B the Auditor found it was one incident in restim and proceeded to flatten the somatic chain connected with it. During this the Auditor on occasion had to correct three dates and two durations, but the spectacular part was Pc began on Steps 9 and D to say the same thing regarding incident each time. This being indicative of Pc running a memory record, Auditor moves Pc to the *actual Engram*, somatics intensify and then blow (for the first time), Pc exterior with VVGIs. Exam result is quite spectacular.

“All the above serves to once again validate the results of the Dianetics materials when they are applied in full.”

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 11 APRIL 1971R

Remimeo  
Dn Chkshts  
Ext Chkshts  
Class IV  
Class VI  
Class VII  
Class IX

REVISED 28 JANUARY 1974

*(Changes in this type style)*

*I M P O R T A N T*

**L3RC**

**DIANETICS AND EXT RD REPAIR LIST**

(Revises L3B)

This list includes the most frequent Dianetic errors. Use up to Question 28 as the usual use. Then if the situation does not solve, use the rest of the list.

A high or low TA and a bogged case can result from failures to erase a chain of incidents.

DO NOT ATTEMPT TO REPAIR A CHAIN OR ENGRAM WITHOUT USING THIS LIST as it can have different or several errors.

REMEMBER THAT YOUR PC MAY NOT BE SUFFICIENTLY TRAINED TO UNDERSTAND ALL THESE QUESTIONS: IF ONE READS AND HE SAYS HE DOESN'T UNDERSTAND IT, CLEAR IT AND REASSESS (don't explain it and take it as it read on a misunderstood not on a fact).

RUNNING PCS ON DIANETICS WITHOUT A FULL AND COMPLETE DN C/S 1 INDOCTRINATION IS A FOOLISH ACTION.

TAKE ANY READ FOUND TO F/N BY INDICATION OR FULL REPAIR OF IT.

1. The Item or symptom being run had no charge on it. \_\_\_\_\_  
Indicate it was a false read, spot when it was run, where it was run and get an F/N.
2. The same incident or pictures were run before. \_\_\_\_\_  
Indicate that an overrun has occurred. If no F/N spot when, spot where and get an F/N.
3. A session was started on a new item while an old one was not erased. \_\_\_\_\_  
TA would have been high on an old item or the Interiorization Rundown and the auditor went on anyway with a new item. Find what the old item was and repair it with a new assessment on the earlier chain. Indicate fact to the pc.
4. The item being run described just one incident. (Narrative Item.) \_\_\_\_\_  
Find the somatics, emotions, attitudes of the incident and run them as chains as per Standard Dianetics.
5. The incident had an earlier beginning. \_\_\_\_\_  
Move the pc to the earlier beginning and proceed as per Standard Dianetics R3R.
- 5a. *There was an earlier misrun incident restimulated.* \_\_\_\_\_  
*This would be an incident that was never resolved (erased) and to handle it: Find out what it was and do an L3RC on it*
6. There were earlier incidents stirred up and not erased. \_\_\_\_\_

Find what chain or item and run it to completion by R3R. This condition sometimes leaves pc with the ARC Brk effect of by-passed charge and is a basic example of by-passed charge.

7. Stirred up earlier unrun incidents. (Same as 6.) \_\_\_\_\_
8. When running one item went into another instead and ran a different set of pictures.  
Jumped chain. \_\_\_\_\_
9. When you said it was erased it still had a mass.  
Auditor does ABCD again on the item one or two more times to get BD F/N. If TA goes up ask for earlier beginning or earlier similar on same incident to F/N. \_\_\_\_\_
10. You were protesting.  
Find out what was being protested and handle it. \_\_\_\_\_
11. You were still taking drugs or medicine that had not worn off. \_\_\_\_\_
12. You had a misunderstood on the commands.  
Clear them up. \_\_\_\_\_
13. You had a misunderstood on what you were supposed to be doing.  
Clear it up, get it done right. \_\_\_\_\_
14. A wrong item was given.  
This could also be a listing error. If not sure what it is, shift to L4BR. Otherwise find it and indicate it as a wrong item and that all other actions connected with it were wrong. You can also date the session in which it occurred. And you can also find earlier similar wrong items. \_\_\_\_\_
15. Has an earlier Dianetic upset been restimulated?  
Find the earlier one and straighten it out. Also it can go back 2 or 3 more earlier mix-ups. Straighten out as you go back. Then always check for "any earlier Dianetic upset" if you get no F/N. \_\_\_\_\_
16. There was an Incorrect date.  
Correct it. \_\_\_\_\_
17. There was an Incorrect duration.  
Correct it. \_\_\_\_\_
18. There was a false date.  
Find the real date despite the false date in the incident. \_\_\_\_\_
19. There was a false duration.  
Find the real duration despite the false duration in the incident. \_\_\_\_\_
20. Is there a stuck picture?  
Do 1—19 again on the picture and handle. \_\_\_\_\_
21. Is there a persistent mass?  
(Handle as in 24.) \_\_\_\_\_
22. Was this or an earlier action unnecessary? \_\_\_\_\_
23. Was there nothing wrong in the first place? \_\_\_\_\_
24. Did you have trouble with a pressure item or with pressure on an item?  
Date it *exactly* by meter and find out *where* it occurred in the universe. If done exactly right, it will blow up and vanish and F/N. If this doesn't work, do this list 1 down to 24 on it and correct it to F/N. \_\_\_\_\_
25. Did you move out of your head earlier in auditing?  
Do Ext RD. (Ref. HCO B 16 Dec 71, C/S Series 35R.) \_\_\_\_\_
26. Was your Exteriorization Rundown messed up? \_\_\_\_\_



Check folder on each flow and on the 2wc next day to be sure each flow was run to erasure and the 2wc to F/N. Remember that an auditor report can be a false report, and if you can't find the error in the folder, then do 1 to 24 on each flow. DO NOT AUDIT A PC FURTHER UNTIL THE EXT RD IS TOTALLY CORRECTED. IF YOU DO THE TA WILL RISE, WON'T COME DOWN AND PC WILL BE UPSET OR ILL.

IN CHOOSING WHICH OF THESE READING ITEMS TO HANDLE, ALWAYS HANDLE EXT RD ITEMS *FIRST*. THEN HANDLE THE REST.

DO NOT CONTINUE AUDITING A PC WHOSE EXT RD WAS MESSED UP AND NOT CORRECTED.

ANY ERROR REMAINING ON AN EXT RD IS DEADLY.

- 27. Were you being asked things you couldn't answer? \_\_\_\_\_
- 28. Did the auditor refuse to accept what you were saying? \_\_\_\_\_  
Get this and earlier similar instances until you get an F/N VGIs.

FROM HERE ON ASSESS FURTHER ONLY IF PC TA OR UPSET REMAIN UNHANDLED.

IF ANY OF THE FOLLOWING READ, INDICATE IT, GET AN F/N OR GET AN EARLIER SIMILAR UNTIL IT F/Ns.

- 29. Has an item read under protest? \_\_\_\_\_
- 30. Was there no interest in running item? \_\_\_\_\_
- 31. Was there no charge on item in the first place? \_\_\_\_\_
- 32. Has an item been misworded? \_\_\_\_\_
- 33. Were you more interested in running another item? \_\_\_\_\_
- 34. Was the item suppressed? \_\_\_\_\_
- 35. Was the item invalidated? \_\_\_\_\_
- 36. Was more than you could see demanded? \_\_\_\_\_
- 37. Were 2 or more engrams found on the same date? \_\_\_\_\_
- 38. Did you skid into another incident? \_\_\_\_\_
- 39. Did you move to another chain? \_\_\_\_\_
- 40. Did you change the item while running it? \_\_\_\_\_
- 41. Were you running an item different from that assessed? \_\_\_\_\_
- 42. Was an Implant restimulated? \_\_\_\_\_
- 43. Were earlier errors on engrams restimulated? \_\_\_\_\_
- 44. Was important data by-passed? \_\_\_\_\_
- 45. Was an incident skipped? \_\_\_\_\_
- 46. Did 2 or more incidents get confused? \_\_\_\_\_
- 47. Has a withhold been missed? \_\_\_\_\_
- 48. Has an incident been left too heavily charged? \_\_\_\_\_
- 49. Has a chain been abandoned? \_\_\_\_\_
- 50. Has an incident been abandoned? \_\_\_\_\_
- 51. Were you prevented from running an incident? \_\_\_\_\_
- 52. Were processes changed on you? \_\_\_\_\_

53. Has basic on a chain been by-passed? \_\_\_\_\_
54. Has an erasure been denied you? \_\_\_\_\_
55. After it was erased did you have to put it back to erase it? \_\_\_\_\_
56. Were you running copies of the original after it had gone? \_\_\_\_\_
57. Have you gone past erasure into another chain? \_\_\_\_\_
58. Have several different chains been pulled in? \_\_\_\_\_
59. Has a cognition been chopped? \_\_\_\_\_
60. Has an F/N been indicated too soon? \_\_\_\_\_
61. Has the somatic gone but picture still there? \_\_\_\_\_
62. Should a basic be run through one more time? \_\_\_\_\_
63. Have you been held up by the auditor? \_\_\_\_\_
64. Were you distracted in session? \_\_\_\_\_
- 65.+ Did you go exterior in an incident? \_\_\_\_\_
66. Was an incident overrun? \_\_\_\_\_
- 67.+ Did you go exterior in session? \_\_\_\_\_
- 68.\* Have you not wanted to go earlier than this life? \_\_\_\_\_
69. Has it been all black? \_\_\_\_\_
70. Was it all invisible? \_\_\_\_\_
71. Was the incident really a false or implanted occurrence? \_\_\_\_\_
- 72.\* Have you had constantly changing pictures? \_\_\_\_\_
73. Have you never had any pictures? \_\_\_\_\_
74. Are you having to put it there to run it?  
Get Earlier Similar times to F/N VGIs. \_\_\_\_\_
75. Are incidents being overrun? \_\_\_\_\_
76. Has some major auditing action been done twice? \_\_\_\_\_
77. Has there been an unnecessary action? \_\_\_\_\_
78. Was there nothing wrong in the first place? \_\_\_\_\_
79. Was the real reason missed? \_\_\_\_\_
80. Was something else wrong?  
(Do a Green Form.) \_\_\_\_\_

*NOTE:*

+ If questions 65 or 67 read and the pc has not had Interiorization Rundown and the associated 2-way comm, the auditor ends off and sends folder to C/S so it can be C/Sed for Ext RD.

\* If questions 68 or 72 read, after indicating BPC, the auditor would end off and return folder to C/S.

*WARNING:*

Do not use any Prepcheck-type buttons during engram running or add overts to this list as they will "mush" engrams.

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L. RON HUBBARD  
Founder

Remimeo  
Ex Dn  
Splsts  
M7/4 \*rate  
Clay Demo

## THE TECHNICAL BREAKTHROUGH OF 1973!

### THE INTROSPECTION RD

(Changes HCO B 23 Jan 1974,  
“The Introspection RD”.)

I have made a technical breakthrough which possibly ranks with the major discoveries of the Twentieth Century. It is certainly the greatest advancement of 1973 and is now being released after a final wrap-up of research. It is called the Introspection Rundown.

The purpose of the Introspection RD is to locate and correct those things which cause a person to fixate his attention *inwardly*, on himself or his bank. This RD extroverts the person so that he can see his environment and therefore handle and control it.

### RESEARCH

In 1970 the actual cause of PSYCHOSIS was isolated (as given in HCO B C/S Series 22, “Psychosis”, 28 November 1970). In the ensuing years this has been proven beyond doubt to be totally correct.

But what is a *psychotic break*?

Man has never been able to solve the psychotic break. In fact, human beings are actually afraid of a person in a psychotic break and in desperation turn to psychiatry to handle.

Psychiatry, desperate in its turn, without effective tech, resorts to barbarities such as heavy drugs, ice picks, electric and insulin shock which half kill the person and only suppress him. The fact remains there has never been a cure for the psychotic break *until now*.

The key is WHAT CAUSED THE PERSON TO INTROSPECT *BEFORE* THE PSYCHOTIC BREAK.

The breakthrough was made on a person who, after a series of wrong indications, went into a full-blown psychotic break—violence, destruction and all.

The psychiatrist at this point would have sharpened up his ice pick, filled his syringes with the most powerful (and deadly) drugs he could find and turned up the volts. His “handling” would have been a final destruction of the individual.

What *was* done was an auditor went into the room, sat the person down and corrected the last severe point of wrong indication. Subsequent times of wrong indication in his life were cleared up, the person came out of the psychotic break and into p.t.

THIS MEANS THE LAST REASON TO HAVE PSYCHIATRY AROUND IS GONE.

The psychotic break, the last of the “unsolvable” conditions that can trap a person, has been solved.

And it’s quite simple, really.

## THEORY

Def. INTROSPECTION: "(L. from *introspicere*, to look within) a looking into one's own mind, feelings, reactions, etc.; observation and analysis of oneself." *Webster's New World Dictionary*.

Def. INTROVERSION: "(from *intro-* + L. *vertere*, to turn) 2.... a tendency to direct one's interest upon oneself rather than upon external objects or events." *Webster's New World Dictionary*.

The essence of the Introspection RD is looking for and correcting all those things which CAUSED the person to look inward worriedly and wrestle with the mystery of some incorrectly designated error. The result is continual inward looking or self auditing without relief or end.

In a normal person this becomes a diminished activity, unhappiness or illness. In *an R/Ser* this becomes insanity and a psychotic break occurs at the last severe point of wrong indication.

*The pc who originates to the Examiner about his case or writes notes to the C/S or auditor is introverted and should have this RD.*

## AUDITOR TRAINING

Auditors selected to do this RD must have recently done a HARD TRs Course and the Anti-Q&A materials.

They *must* be able to recognize a ROCK SLAM, which is a particular E-Meter phenomenon. They must be Class IV Expanded Dianetics auditors of proven skill on routine cases. They must not themselves be R/Sers. (The last requisite is waived in a self salvage co-audit group where all R/S.)

They need *flawless* TRs, no Q&A. This Rundown is very simple but cannot be flubbed, as that -will compound the errors and cause further introspection in the pc. It is better not to deliver this RD than to flub *any* part of it. C/Ses take note. It is an Ethics Offense to attempt this Rundown without the auditor having done the prerequisite training and a further offense for an auditor to flub on it.

\* \* \*

## STEPS OF THE RD

(Steps O and 00 are for a person  
in a psychotic break, not a  
normal person.)

Put this checklist on inside front cover of folder as a pgm.

- O. On a person in a psychotic break isolate the person wholly with all attendants *completely* muzzled (no speech). \_\_\_\_\_
- 00. Give Vitamins (B Complex, including niacinamide) and minerals (calcium and magnesium) to build the person up. \_\_\_\_\_
- 1. Locate by study or research of the person's case or via associates or 2 way comm the last severe point of introversion just prior to the current psychotic break or illness. There may be several severe points of introversion, prior or subsequent to the one that triggered the break or illness. These points are identified by their upsetting or worrisome effect on the pc. Each is noted down for handling. \_\_\_\_\_
- 2. On each point, indicate the substance of it as a point of introversion to release the By-Passed Charge. Each should BD and F/N. First point indicated to F/N. \_\_\_\_\_

- 2B. Second point indicated to F/N. \_\_\_\_\_
- 2C. Third point indicated to F/N.  
In the case of an out-list, the fact of a wrong item would be indicated and the list corrected by the Laws of L&N. \_\_\_\_\_
- 3. Get the wording of each point stated by the pc as an item (i.e. "What would you call such an incident?") and its read and handle by 2wc each flow E/Sim to F/N. First point 2wc'd F-1230 to F/N. \_\_\_\_\_
- 3A. Second point 2wc'd F-1230 to F/N. \_\_\_\_\_
- 3B. Third point 2wc'd F-1230 to F/N. \_\_\_\_\_
- 4. Verify/Correct all L&N lists. \_\_\_\_\_
- 5. Verify/Correct all Why "lists", PTS Interviews, 3 May PLs per C/S Series 78. \_\_\_\_\_
- 6. R3R Quad item found in No. 3. ("Locate an incident where\_\_\_\_\_.") \_\_\_\_\_
- 6A. L&N for the Intention behind the *subject* in No. 3. Verify Q for read before listing. \_\_\_\_\_
- 6B. R3R Quad the Intention. \_\_\_\_\_
- 6C. R3R Quad, L&N Intention & R3R Quad any other items found (No. 3A, 3B, etc). \_\_\_\_\_
- 7. Clear the words "Introversion", "Introspection", "Extroversion". \_\_\_\_\_
- 8. ARC BREAKS HANDLING. \_\_\_\_\_
- 8A. 2wc Has another ARC Broken you? ARCU CDEINR E/S to F/N. \_\_\_\_\_
- 8B. 2wc Have you ARC Broken another? ARCU CDEINR E/S to F/N. \_\_\_\_\_
- 8C. 2wc Have others ARC Broken anyone else? ARCU CDEINR E/S to F/N. \_\_\_\_\_
- 8D. 2wc Have you ARC Broken yourself? ARCU CDEINR E/S to F/N. \_\_\_\_\_
- 8E. 2wc Has anyone ever made you feel you had an ARC Break when you didn't? E/S to F/N. \_\_\_\_\_
- 8F. 2wc Have you ever made anyone else feel he had an ARC Break when he didn't? E/S to F/N. \_\_\_\_\_
- 8G. 2wc Have others ever made anyone else feel he had an ARC Break when he didn't? E/S to F/N. \_\_\_\_\_
- 8H. 2wc Have you ever made yourself feel you had an ARC Break when you didn't? E/S to F/N. \_\_\_\_\_
- 8I. R3R Quad the item. \_\_\_\_\_
- 8J. L&N for the Intention behind "the forcing of upsets on people who don't have them." \_\_\_\_\_
- 8K. R3R Quad the Intention, in No. 8J. \_\_\_\_\_
- 9. WITHHOLDS HANDLING. \_\_\_\_\_

- 9A. 2wc Are you withholding something from anyone? E/Sim to F/N. \_\_\_\_\_
- 9B. 2wc Is anyone else withholding something from you? E/Sim to F/N. \_\_\_\_\_
- 9C. 2wc Are others withholding something from anyone else? E/Sim to F/N. \_\_\_\_\_
- 9D. 2wc Are you withholding something from yourself? E/Sim to F/N. \_\_\_\_\_
- 9E. 2wc Has anyone demanded W/Hs you didn't have? E/Sim to F/N. \_\_\_\_\_
- 9F. 2wc Have you demanded withholds of anyone else they didn't have? E/Sim to F/N. \_\_\_\_\_
- 9G. 2wc Have others demanded withholds of anyone else they didn't have? E/Sim to F/N. \_\_\_\_\_
- 9H. 2wc Have you demanded W/Hs from yourself that you didn't have? E/Sim to F/N. \_\_\_\_\_
- 9I. R3R Quad "demanded non-existent W/Hs from ."
- 9J. L&N, Clear Q thoroughly and verify for read first, what purpose would be behind "the demanding of non-existent W/Hs from others"?
- 9K. R3R Quad the item in No. 9J. \_\_\_\_\_
10. PROBLEMS HANDLING. \_\_\_\_\_
- 10A 2wc Has another given you a problem? E/Sim to F/N. \_\_\_\_\_
- 10B 2wc Have you given another a problem? E/Sim to F/N. \_\_\_\_\_
- 10C 2wc Have others given a problem to anyone else? E/Sim to F/N. \_\_\_\_\_
- 10D. 2wc Have you given yourself a problem? E/Sim to F/N. \_\_\_\_\_
- 10E. 2wc Has anyone ever made you feel you had a problem when you didn't? E/Sim to F/N. \_\_\_\_\_
- 10F. 2wc Have you ever made anyone else feel he had a problem when he didn't? E/Sim to F/N. \_\_\_\_\_
- 10G. 2wc Have others ever made anyone else feel he had a problem when he didn't? E/Sim to F/N. \_\_\_\_\_
- 10H 2wc Have you ever made yourself feel you had a problem when you didn't? E/Sim to F/N. \_\_\_\_\_
- 10I R3R Quad the item. \_\_\_\_\_
- 10J L&N for the Intention behind "the giving of problems to people that don't belong to them." \_\_\_\_\_
- 10K R3R Quad the Intention, in No. 10J. \_\_\_\_\_
11. OVERTS HANDLING. \_\_\_\_\_
- 11A 2wc Has anyone else committed overt acts on you? E/Sim to F/N. \_\_\_\_\_
- 11B 2wc Have you committed overt acts on anyone else? Get what, E/Sim to F/N. \_\_\_\_\_
- 11C 2wc Have others committed overt acts on anyone else? E/Sim to F/N. \_\_\_\_\_

- 11D 2wc Have you committed any overts on yourself? E/Sim to F/N. \_\_\_\_\_
- 11L 2wc Has anyone ever accused you of something you didn't do?  
E/Sim to F/N. \_\_\_\_\_
- 11F 2wc Have you ever accused anyone else of something he didn't  
do? E/Sim to F/N. \_\_\_\_\_
- 11G 2wc Have others ever accused anyone else of something he  
didn't do? E/Sim to F/N. \_\_\_\_\_
- 11H 2wc Have you ever accused yourself of something you didn't do?  
E/Sim to F/N. \_\_\_\_\_
- 11I R3R Quad the item. \_\_\_\_\_
- 11J L&N for the Intention behind "the accusing of someone of non-  
existent overts." \_\_\_\_\_
- 11K R3 R Quad the Intention, in No. 11J. \_\_\_\_\_
- 12 NOT SAYING. \_\_\_\_\_
- 12A 2wc Are you not saying something about someone else or  
something? Get what, E/Sim to F/N. \_\_\_\_\_
- 12B 2wc Is anyone not saying something about you? E/Sim to F/N. \_\_\_\_\_
- 12C 2wc Are others not saying something about anyone else? E/Sim  
to F/N. \_\_\_\_\_
- 12D 2wc Are you not saying something about yourself? E/Sim to F/N. \_\_\_\_\_
- 12E 2wc Has anyone not accepted your W/Hs? E/Sim to F/N. \_\_\_\_\_
- 12F 2wc Have you not accepted someone else's W/Hs? E/Sim to F/N. \_\_\_\_\_
- 12G 2wc Have others not accepted anyone else's W/Hs? E/Sim to F/N. \_\_\_\_\_
- 12H 2wc Have you not accepted your own W/Hs? E/Sim to F/N. \_\_\_\_\_
- 12I R3R Quad "W/Hs weren't accepted." \_\_\_\_\_
- 12J L&N Intention behind "the rejecting of others' W/Hs." \_\_\_\_\_
- 12K R3R Quad the Intention, in No. 12J. \_\_\_\_\_
13. FALSE INCIDENTS HANDLING. \_\_\_\_\_
- 13A. 2wc Has anyone ever asked you for things that didn't exist?  
E/S to F/N. \_\_\_\_\_
- 13B. 2wc Have you ever asked anyone else for things that didn't  
exist? E/S to F/N. \_\_\_\_\_
- 13C 2wc Have others ever asked anyone else for things that didn't  
exist? E/S to F/N. \_\_\_\_\_
- 13D 2wc Have you ever asked yourself for things that didn't exist?  
E/S to F/N. \_\_\_\_\_
- 13E R3R Quad the item. \_\_\_\_\_
- 13F L&N for the Intention behind "the demanding of false incidents  
from others." \_\_\_\_\_
- 13G R3R Quad the Intention, in No. 13F. \_\_\_\_\_

- 14 PTS HANDLING. \_\_\_\_\_
- 14A 2wc Has anyone given you a false assignment that you were being done in? E/S to F/N. \_\_\_\_\_
- 14B 2wc Have you given anyone a false assignment that he was being done in? E/S to F/N. \_\_\_\_\_
- 14C 2wc Have others given anyone else a false assignment that they were being done in? E/Sim to F/N. \_\_\_\_\_
- 14D 2wc Have you given yourself a false assignment that you were being done in? E/S to F/N. \_\_\_\_\_
- 14E R3R Quad the item. \_\_\_\_\_
- 14F L&N for the Intention behind “giving others a false assignment that they were being done in.” \_\_\_\_\_
- 14G R3R Quad the Intention, in No. 14F. \_\_\_\_\_
- 14H 2wc Has anyone been doing you in? E/S to F/N. \_\_\_\_\_
- 14I 2wc Have you been doing anyone else in? E/S to F/N. \_\_\_\_\_
- 14J 2wc Have others been doing anyone else in? E/S to F/N. \_\_\_\_\_
- 14K 2wc Have you been doing yourself in? E/S to F/N. \_\_\_\_\_
- 15 FALSE INTERROGATION HANDLING. \_\_\_\_\_
- 15A 2wc Has anyone ever interrogated you for no reason? E/S to F/N. \_\_\_\_\_
- 15B 2wc Have you ever interrogated anyone else for no reason? E/S to F/N. \_\_\_\_\_
- 15C 2wc Have others ever interrogated anyone else for no reason? E/S to F/N. \_\_\_\_\_
- 15D 2wc Have you ever had yourself interrogated for no reason? E/S to F/N. \_\_\_\_\_
- 15E R3R Quad the item. \_\_\_\_\_
- 15F L&N for the Intention behind “the false interrogating of others.” \_\_\_\_\_
- 15G R3R Quad the Intention, in No. 15F. \_\_\_\_\_
- 16 FALSE INVALIDATION HANDLING. \_\_\_\_\_
- 16A 2wc Has anyone ever heavily invalidated you unjustly? E/S to F/N. \_\_\_\_\_
- 16B 2wc Have you ever heavily invalidated anyone else unjustly? E/S to F/N. \_\_\_\_\_
- 16C 2wc Have others ever heavily invalidated anyone else unjustly? E/S to F/N. \_\_\_\_\_
- 16D 2wc Have you ever heavily invalidated yourself unjustly? E/S to F/N. \_\_\_\_\_
- 16E R3R Quad the item. \_\_\_\_\_
- 16F L&N for the Intention behind “the unjust invalidating of others.” \_\_\_\_\_
- 16G R3R Quad the Intention, in No. 16F. \_\_\_\_\_



- 17 FALSE VALIDATION HANDLING. \_\_\_\_\_
- 17A 2wc Has another ever validated you for something he knew was wrong? E/S to F/N. \_\_\_\_\_
- 17B 2wc Have you ever validated anyone else for something you knew was wrong? E/S to F/N. \_\_\_\_\_
- 17C 2wc Have others ever validated anyone else for something they knew was wrong? E/S to F/N. \_\_\_\_\_
- 17D 2wc Have you ever validated yourself for something you knew was wrong? E/S to F/N. \_\_\_\_\_
- 17E R3R Quad the item. \_\_\_\_\_
- 17F L&N for the Intention behind “the false validating of others.” \_\_\_\_\_
- 17G R3R Quad the Intention, in No. 17F. \_\_\_\_\_
18. “HIT” FOR NO REASON. \_\_\_\_\_
- 18A. 2wc Has anyone “hit” you too hard for no reason? E/S to F/N. \_\_\_\_\_
- 18B 2wc Have you “hit” anyone else too hard for no reason? E/S to F/N. \_\_\_\_\_
- 18C 2wc Have others “hit” anyone else too hard for no reason? E/S to F/N. \_\_\_\_\_
- 18D 2wc Have you gotten yourself “hit” too hard for no reason? E/S to F/N. \_\_\_\_\_
- 18E R3R Quad the item. \_\_\_\_\_
- 18F L&N for the Intention behind “the ‘hitting’ of others unfairly.” \_\_\_\_\_
- 18G R3R Quad the Intention, in No. 18F. \_\_\_\_\_
- 19 INVALIDATED BEINGNESS HANDLING. \_\_\_\_\_
- 19A 2wc Has anyone ever challenged or questioned who you were? E/S to F/N. \_\_\_\_\_
- 19B 2wc Have you ever challenged or questioned anyone else’s identity? E/S to F/N. \_\_\_\_\_
- 19C 2wc Have others ever challenged or questioned anyone else’s identity? E/S to F/N. \_\_\_\_\_
- 19D 2wc Have you ever challenged or questioned your identity? E/S to F/N. \_\_\_\_\_
- 19E R3R Quad the item. \_\_\_\_\_
- 19F L&N for the Intention behind “the invalidating of others’ identity.” \_\_\_\_\_
- 19G R3R Quad the Intention, in No. 19F. \_\_\_\_\_
20. INVALIDATED INTENTIONS HANDLING. \_\_\_\_\_
- 20A 2wc Has anyone ever challenged or questioned your intentions? E/S to F/N. \_\_\_\_\_
- 20B 2wc Have you ever challenged or questioned anyone else’s intentions? E/S to F/N. \_\_\_\_\_

- 20C 2wc Have others ever challenged or questioned anyone else's intentions? E/S to F/N. \_\_\_\_\_
- 20D 2wc Have you ever challenged or questioned your own intentions? E/S to F/N. \_\_\_\_\_
- 20E R3R Quad "misinterpreted intentions. " \_\_\_\_\_
- 20F L&N for the Intention behind "the invalidating of the intentions of others." \_\_\_\_\_
- 20G R3R Quad the Intention, in No. 20F. \_\_\_\_\_
- 21 OBJECTIVE HAVINGNESS. \_\_\_\_\_

An HC List could be added here if the pc's "think" is still weird.

*NOTE: ITEMS THAT DON'T READ WON'T RUN. DON'T RUN OR LIST Q's THAT DON'T READ OR YOU'LL REINTROVERT THE PC.*

Frequent D of P Interview is vital whenever the case looks like it is not rapidly progressing. Also a quick assessment may be needed as a separate action to isolate possible charged areas of introspection.

At any time after Step 2, Objective Havingness should be done at session end. If one of the items in Steps 3-20 turns out to be false the pc will introvert further. In such a case indicate the fact of it having been unnecessary and get an F/N. Then run Objective Havingness. If the TA goes high (or low) and won't come into range, assess a C/S 53RF and handle.

In the case of a pc in a psychotic break, the C/S would have to locate the last severe wrong indication, indicate the fact to the pc and get it corrected (as with a wrong item) as the first action.

### EXTROVERSION

Def. EXTROVERSION: ". . . Means nothing more than being able to look outward...." "An extroverted personality is one who is capable of looking around the environment ...." "A person who is capable of looking at the world around him and seeing it quite real and quite bright is of course in a state of extroversion." (*Problems Of Work.*)

The end phenomena of the Introspection RD is the person extroverted, no longer looking inward worriedly in a continuous self-audit without end.

The EP on a person in a psychotic break is the end of the psychotic break.

The RD is *very* simple and its results are magical in effectiveness. Flubs can wreck it so don't permit them.

You have in your hands the tool to take over mental therapy in full. You need not fear the insane or the psychotic break any longer.

Here also is the cure for the continual self-auditing pc who is dug into his bank. It works on all pcs in fact with rave results.

Do it flawlessly and we all win.

THIS PLANET IS OURS.

L. RON HUBBARD  
Founder

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[Added to by HCO Bs 20 Feb 74, 6 Mar 74 and 20 Apr 74.]

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HCO BULLETIN OF 15 FEBRUARY 1974  
(Amended & Reissued 28 March 74  
—only change is Series No.)

Remimeo

*Expanded Dianetics Series 20*

**SERVICE FACSIMILE THEORY  
AND EXPANDED DIANETICS**

As a re-study of Service Facsimiles the following theory is released as background.

Note that this is background data for Class IV but is in actual practice used on Expanded Dianetics.

This sheds some light on Evil Purposes.

And a new approach comes to light for use in Expanded Dianetics.

**NONE OF THIS ALTERS CLASS IV and NONE OF IT CANCELS OR  
CHANGES CLASS IV OR EARLIER DATA.**

AN OUTLINED NEW XDN RD

Service Facs By Dynamics and sections thereof.

How to be right on the \_\_\_\_ Dynamic Triple. (The exact Question needs to be worked out for various pcs.)

All L&N and therefore very dicey.

The theory is that a thetan even when pressed or suppressed to the absolute limit of near extinction will still try, even when “cooperating”, to some way be right.

A thetan cannot die. His only out is to try to stop something as he himself cannot stop living.

This gives rise to fixed ideas as he is trying to stop—therefore the ideas hold in time and continue.

His efforts to be right continue to stop *him* in a reverse flow.

This is true because he is already at near total effect. He also becomes the effect of his own fixed idea efforts to handle.

Just as a man being crushed by a house-size rock will still put his hands out to fend it off, so will a thetan continue to fend off his believed oppressions by stopping them.

Insistence on rightness is a last refuge of beingness. Thus one gets some very aberrated ones.

These he uses in situations where he thinks he might be found wrong.

These are called “Service Facsimiles”. “Service” because they “serve” him. “Facsimiles” because they are in mental image picture form. They explain his disabilities as well.

The facsimile part is actually a self-installed disability that “explains” how he is not responsible for not being able to cope. So he is not wrong for not coping.

Part of the “package” is to be right by making wrong.

The service facsimile is therefore a picture containing an explanation of self condition and also a fixed method of making others wrong.

A real handling would have to include:

- A. What disability he uses to explain how he is not responsible for not fully coping with life or given situations.
- B. A fixed postulate he uses to further assert that in actual fact he is still right.
- C. The computation as contained in B to make others wrong so as to be right.

Handling therefore would include:

- a. The disability R3 R Triple.
- b. L&N for a fixed postulate on each dynamic he uses to be right.
- c. A realization he is using this to make others wrong so he can be right.

All these conditions would have to be handled to fully handle a Service Fac to full EP.

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Remimeo

*C/S Series 91*

**MUTUAL OUT RUDS**

It has been known for many many years that the phenomenon of “Mutual Out Ruds” existed.

This means TWO OR MORE PEOPLE WHO MUTUALLY HAVE RUDS OUT ON THE WIDER GROUP OR OTHER DYNAMICS AND DO NOT GET THEM IN.

Example: A husband-wife co-audit team never run O/Ws on the rest of the family because both of them have similar overts and so consider it usual.

Example: Prisoners engaged in co-auditing (as in Narconon) may have similar overts, withholds, ARC Brks and/or problems with the rest of society and so do not think of handling them as out-ruds.

Example: Two top class auditors co-auditing, have similar overts on the junior auditors and the org and so never think to get them in.

**THIS CAN STALL CASES!**

A C/S has to take this factor into account wherever he has a possibility of its occurring.

In one instance mutual out ruds went so far as four auditors, co-auditing, agreeing never to put their overts down on W/Ses “so they would not lose reputation”. Needless to say all four eventually blew.

If the C/S had done a *routine* check for mutual out ruds, this whole scene would have been prevented and four beings would not have ruined each other.

**IN ANY SITUATION WHERE A SMALL PORTION OF A LARGER GROUP IS ENGAGED IN CO-AUDIT THE C/S MUST CHECK ROUTINELY FOR MUTUAL OUT RUDS.**

This could even apply to an org or vessel which was separate from the rest of society around it: its members could develop mutual out ruds from the rest of society and cases could fail on this point.

**Be alert to MUTUAL OUT RUD SITUATIONS AND HANDLE BY GETTING THEM IN ON THE *REST* OF THE SURROUNDING PEOPLE OR SOCIETY.**

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HCO BULLETIN OF 20 FEBRUARY 1974

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Ex Dn Spclsts  
M 7/4 \* Rate  
Clay Demo

**INTROSPECTION RD  
ADDITIONAL ACTIONS**

**RESPONSIBILITY STEP**

An additional step to the rundown has been found necessary, especially in the case of a psychotic. This is the Responsibility Step. It consists of doing ARC Brks LD Triple, 2wc Recent Actions taking up the best reading overt and running Responsibility on it (i.e. What about\_\_\_\_\_could you be responsible for?). If no major increase in responsibility take up another reading overt and run Responsibility on that. Do this until there is a *significant* increase in responsibility. Follow this with running all E. Purps brought up during the Introspection steps of the RD. If the pc was found to R/S during the RD the C/S would order the R/Sing statements culled and assessed and those with good reads handled by L&N "What intention is connected with (statement)?" then R3R Quad. Additionally the C/S would note areas of low responsibility and order O/W run on those areas.

**PROGRAMMING DATA**

In the case of a psycho it is necessary to tailor the Introspection RD steps to the pc, instead of following it as a rote sequence at the risk of running unreading items on the pc. On any pc this is deadly. In a psycho it is pure dynamite.

To do this the C/S would order the subjects of the RD steps assessed, then handled in order of large reads. The Auditor's TR- 1 and metering must be such that he can make a meter read. The RD could be made to fail on this point by missing hot subjects.

**THE CLEARED CANNIBAL FACTOR**

When you clear a cannibal what do you have? Experientially you have a cannibal. His experiential track is such that he's been a cannibal for ages. That's how he's handled life and people around him, that's what he knows how to do. This person is unaware of his responsibilities to other dynamics and is unfamiliar with proper behavior and responsible actions towards others. In the case of an SP, he has been busy destroying others for so long that when he's somewhat cleaned up on this he does not know what else to do or how to act. It's rather pathetic, actually.

**ISOLATION**

In a person in a psychotic break, it is necessary to isolate them for them to destimulate and to protect them and others from possible damage. While in isolation the person receives the Introspection RD done flawlessly on a short-session basis, gradually winning and gaining confidence. Between sessions the muzzled rule is in force. No one speaks to the person or in his hearing.

There comes a point where the C/S must decide to release the person from isolation. To do this the C/S *must* know that the person can take responsibility for his actions as regards others, as well as toward himself.

### C/S ACTION— CLEARED CANNIBAL STEP

The C/S's action is a direct comm line to the person by notes. The person is provided with paper and pen to reply. The C/S must determine the person's responsibility level. Example: "Dear Joe. What can you guarantee me if you are let out of isolation?" If the person's reply shows continued irresponsibility toward other dynamics or fixation on one dynamic to the exclusion of others damaged the C/S must inform the person of his continued isolation and why. Example: "Dear Joe. I'm sorry but no go on coming out of isolation yet. Your actions threatened the survival of hundreds of people indirectly and 6 families directly by burning down their houses. You are unaware of the effects this could have had and still only concerned about your own welfare. You must hate the human race quite a bit."

The C/S has drawn a conclusion based on the information he has and lets the person know where he stands. He does *not* reintrovert the pc by asking him, "Why did you burn down those houses?" He draws an accurate conclusion and indicates it.

This will elicit a protest from the person and bring about an *involvement* in the dynamics concerned. It also serves to bring about an awareness of consequences. Example: "But. . . but. . . I never meant to threaten others' survival. I just wanted to burn down the houses because I like fires. Gosh. . . I didn't mean it. I don't hate the human race. . . Oh! I really *don't* hate the human race." Cognition.

The person's auditing is continued between these exchanges. The Auditor may have to clean up some ARC Breaks as the protest is coming off. Skillfully done, that's all the Auditor should have to clean up, except maybe some more O/Ws. When it is obvious the person is out of his psychosis and up to the responsibility of living with others his isolation is ended.

### SUMMARY

Handling the C/Sing and auditing on this RD requires a *real* understanding of Dianetics and Expanded Dianetics basics and the utmost precision of application. Its results are nothing short of miraculous. I hope this will be of further assistance to you.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 6 MARCH 1974

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Ex Dn Spclsts  
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**INTROSPECTION RD  
SECOND ADDITION  
INFORMATION TO C/SES  
FIXATED ATTENTION**

Ref. *Creation of Human Ability*  
R2-39 and R2-23

Sometimes the C/S runs into the case whose attention is solidly fixed on something. When attention is fixed we have an unawareness of other things than the object of fixation and a lessening of Self-Determinism to a point of Other Determinism. Example: The pc is always bringing up cars. He has trouble with cars, has ARC Breaks about cars, W/Hs about cars, commits overts on cars. It worries him all the time, is a constant problem.

The fixated attention case appears not to as-is and is usually stuck on the track in the “quiet” portion of an incident. Ahead of it and behind it is extreme randomness. This is not easily confronted so is not-ised. The solution is to get the pc to exercise his attention putting it here and there.

**INTROVERSION AND ATTENTION**

The pc whose attention is fixated manifests it in several ways. He will be continuously introverted on the area, will bring it up often in session but it doesn't seem to blow. It also shows up in correspondence to the C/S, frequent originations at Examiner, a fixed vague stare, all evidence of introversion. The pc may not originate it.

**ANATOMY AND REMEDY**

This fixation shows up as a problem but it is usually a Hidden Standard, a special problem the pc thinks must be resolved before auditing can be seen to have worked. Hence the NCG (no case gain) aspect. It is always an old problem of long duration.

The remedy basically involves getting the terminal connected with the area of fixation located and having the pc put his attention on the terminal and take his attention off the terminal.

**THE PROCESS**

*STEP 1*—Determine exactly what the pc has attention fixed on, by folder inspection or 2wc for a BD F/N item.

*STEP 2*—Get the area translated into a terminal. This will read well and have a high degree of pc interest.

*STEP 3*—Fit the terminal in the commands: “Put your attention on terminal.” “Take your attention off terminal.” Clear and run it alternate repetitive to the EP of pc's attention no longer fixed on the. area, F/N Cog VGIs. This is called Attention Subjective Repetitive.



*STEP 4*—Select two objects. Best are a red pen and a blue pen. Two bowling pins will also do. Place them three to four feet apart at a distance of three to four feet from the pc. Place them on white paper for visibility.

*STEP 5*—Name the objects and fit them in the commands: “Put your attention on the red pen.” “Put your attention on the blue pen.” Clear the commands and run them alternate repetitive to the EP of pc in control of his attention, F/N Cog VGIs. This is called Attention Objective Repetitive.

*ALTERNATE STEP 5*—Name the objects and fit them in the following commands: “Decide to put your attention on the red pen. Tell me when you’ve done so.” “Put your attention on it.” Then “Decide to put your attention on the blue pen. Tell me when you’ve done so.” “Put your attention on it.” Run this alternate repetitive until the pc is doing the decision step each time, then you can drop out the “Tell me when you’ve done so.” Run it to the EP of pc in control of his attention, F/N Cog VGIs. This is called Attention Objective Decision Repetitive.

*NOTE:* With both these objective attention processes the pc may swear you are hypnotizing him or something. The process actually runs out hypnotism. The pc will come through a band of Robotism and come out the other end IN CONTROL OF HIS OWN ATTENTION.

#### VITAL PROCESS DATA

It would never be okay to run Attention *Subjective* Repetitive on a *significance* (a no mass thing). It must be run on a terminal. This is a ONE-SHOT PROCESS, depending for its effectiveness on the correctness of the first item selected.

This item is usually unmistakable in a truly fixated case.

#### PROGRAMMING

Attention Subjective and Objective Repetitive fits in sequence on the Introspection RD between Steps 6C and 7.

If the *terminal* connected with the area of fixed attention could not be located then the area could not be addressed with Attention Subjective Repetitive, but in some other manner. It is unlikely that no terminal could be found on a truly fixated attention case.

#### ISOLATION

When a person is released from isolation after terminated handling of a psychotic break it is usual to welcome them back and restore any lost ARC for them from the group, if needed, with an announcement in the OODs.

The person would be interviewed as to whether he wanted to stay or go and what his intentions were.

Formal notification would be made that the person was back in good graces and he would be allowed to make up for any damage done, but *not* forced to do so. In the case of a crew member, it would be expected he would be assigned to the DPF or RPF where there was one, and told to make good.

#### ADDITIONAL CLEARED CANNIBAL STEP

There is an additional tool for use by the C/S in raising the pc’s responsibility. The C/S sends to the pc HCO B 21 Jan AD10 “Justification” with a note asking the pc to please read the HCO B then tell the C/S if it has any application.

This would be done as the first of the series of C/S notes and pc replies on the Cleared Cannibal Step.

If the C/S receives any “rant and rave” in reply he would order it Dated and Located as the pc would be answering out of an incident.

Regardless, the Justification HCO B would have to be followed by O/Ws as the pc has W/Hs there to be restimmed and not running out the O/Ws could cause the TA to skyrocket.

### C/SING ON PSYCHOS

C/Sing and auditing psychos is a very precise and even touchy business. There must be no mistakes and you cannot be heavy-handed on them. They are at the lowest point on the Effect Scale and therefore delicate at best and easily overwhelmed.

It is also policy that a C/S takes it easy on auditors handling psychos. They are very hard to audit and difficult to control. So don't berate the auditor. If they get any kind of a result three cheers.

### INTEGRITY

It has always been a rule that actions of one RD are not mixed in with another action or used randomly outside of the RD.

Recently I found that a technique from the Introspection RD was used to indicate by-passed charge or something when handling ruds. This is very wrong. This happened in the field as an isolated instance but is worth mentioning.

The integrity of any RD must be maintained or its effectiveness is reduced. When parts of a RD are used at random by a C/S it actually starts the pc on a RD that is left incomplete.

So don't extract bits of this RD and use them on other actions. You would do yourself and the pc a disservice.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 11 APRIL 1971 RA

Remimeo  
DnChkshts  
Int RD Chkshts  
Class IV and  
above.

(REVISED 28 JAN 1974)  
(REVISED 8 MARCH 1974)

*IMPORTANT*

**L3RD**

**DIANETICS AND INT RD REPAIR LIST**

This list includes the most frequent Dianetic errors.

A high or low TA and a bogged case can result from failures to erase a chain of incidents.

DO NOT ATTEMPT TO REPAIR A CHAIN OR ENGRAM WITHOUT USING THIS LIST as it can have different or several errors.

REMEMBER TO CLEAR EACH WORD ON THIS LIST. IF A QUESTION READS AND THE PC SAYS HE DOESN'T UNDERSTAND IT, CLEAR IT AND REASSESS (don't explain it and take it as it read on a misunderstood not on a fact).

RUNNING PCS ON DIANETICS WITHOUT A FULL AND COMPLETE DN C/S 1 INDOCTRINATION IS A FOOLISH ACTION.

TAKE ANY READ FOUND TO F/N BY FULL REPAIR OF IT PER THE INSTRUCTIONS.

1. There was an Earlier Similar incident. \_\_\_\_\_  
Indicate it, flatten the chain.
2. There was no Earlier Similar incident. \_\_\_\_\_  
Indicate it. Determine if the chain is flat or if the last incident needs to be run through again. Complete the chain to F/N by indication or D/L if needed, or by flattening it.
3. There was an earlier beginning. \_\_\_\_\_  
Indicate it. Handle with R3R and complete the chain.
4. There was no earlier beginning. \_\_\_\_\_  
Indicate it. Complete the chain with R3R ABCD on last incident if unflat.
5. An F/N was indicated too soon. \_\_\_\_\_  
Indicate it. Flatten the last incident.
6. An F/N was indicated too late. \_\_\_\_\_  
Indicate it. Spot the flat point, indicate the overrun, D/L if necessary.
7. An F/N was not indicated at all. \_\_\_\_\_  
Indicate it. Spot the flat point, indicate the overrun, D/L if necessary.
8. There was no charge on an item in the first place. \_\_\_\_\_  
Indicate it, and that it shouldn't have been run, D/L if necessary.

9. Jumped chains.  
Indicate it. Reorient to the original chain, spot flat point and indicate the overrun, D/L if necessary, or flatten the chain. -----
10. Flubbed commands.  
Indicate it, E/S to F/N. -----
11. Didn't have a command.  
Indicate it, E/S to F/N. -----
12. Misunderstood on the command.  
Find it and clear it. -----
13. Incident should be run through one more time.  
Indicate it. ABCD on the incident, flatten the chain. -----
14. Too late on the chain.  
Indicate it. Get the Earlier Similar incident and complete the chain with R3R. -----
15. Incident gone more solid.  
Indicate it. Check for earlier incident or earlier beginning and complete the chain. -----
16. Stopped running an incident that was erasing.  
Indicate it. ABCD on the incident and erase it. -----
17. Went past basic on a chain.  
Indicate it, D/L if necessary. -----
18. An earlier misrun incident restimulated.  
Indicate it. Find out what it was and do an L-3RD on it. -----
19. Two or more incidents got confused.  
Indicate it, sort it out with an L-3RD on it. -----
20. An implant was restimulated.  
Indicate it, if no joy do an L-3RD on the time of the restimulation. -----
21. The incident was really an implant.  
Indicate it, D/L if necessary or L-3RD on it. -----
22. Wrong Item.  
Indicate it was a wrong item and that all other actions connected with it were wrong. If it is from an L&N list or if any question or difficulty, L-4BR. -----
23. Not your item.  
Indicate it, E/S to F/N. -----
24. Not your incident.  
Indicate it, E/S to F/N. L-3RD if any trouble. -----
25. Same thing run twice.  
Indicate it. Spot the first flat point, indicate the overrun, D/L if necessary. -----
26. There was a wrong date.  
Indicate it. Get the correct date and flatten the incident if unflat. -----

27. There was no date for the incident. \_\_\_\_\_  
Indicate it. Get the date and flatten the incident if unflat.
28. It was a false date. \_\_\_\_\_  
Indicate it. Get the correct date and flatten the incident if unflat.
29. There was an incorrect duration. \_\_\_\_\_  
Indicate it. Get the correct duration and flatten the incident if unflat.
30. No duration was found for the incident. \_\_\_\_\_  
Indicate it. Get the duration and flatten the incident if unflat.
31. There was a false duration. \_\_\_\_\_  
Indicate it. Get the correct duration and flatten the incident if unflat.
32. An earlier Dianetic upset was restimulated. \_\_\_\_\_  
Locate what it was, indicate it. Sort it out with an L-3RD if necessary.
33. An earlier ARC Break on engrams was restimulated. \_\_\_\_\_  
Indicate it. Sort it out with an L-3RD, ARCU CDEINR or an L-1C as applicable.
34. There was an ARC Break in the incident. \_\_\_\_\_  
Indicate it. Flatten the incident if unflat. ARCU CDEINR at that time if necessary.
35. You were protesting. \_\_\_\_\_  
Indicate it, clean it up E/S to F/N.
36. Auditor demanded more than you could see. \_\_\_\_\_  
Indicate it, E/S to F/N. L-1C if necessary.
37. Auditor refused to accept what you were saying. \_\_\_\_\_  
Indicate it, E/S to F/N. L-1C if necessary.
38. You were prevented from running an incident. \_\_\_\_\_  
Indicate it, E/S to F/N. Flatten the incident if unflat. L-1C if necessary.
39. You were distracted while running an incident. \_\_\_\_\_  
Indicate it, E/S to F/N. Flatten the incident if unflat. L-1C if necessary.
40. Audited over an ARC Brk \_\_\_\_\_  
Problem \_\_\_\_\_  
Withhold. \_\_\_\_\_  
Indicate it and handle the out rud. Do not pull W/Hs before the engram or chain is repaired or it will mush engrams.
41. An item was suppressed. \_\_\_\_\_  
Indicate it. Get the suppress off E/S to F/N, then run or flatten the item.
42. An item was invalidated. \_\_\_\_\_  
Indicate it. Get the inval off E/S to F/N, then run or flatten the item.
43. An item was abandoned. \_\_\_\_\_  
Indicate it, get the item back and run or flatten it.

44. The wording of the item was changed. \_\_\_\_\_  
Indicate it. Get the correct wording and give it to him. Flatten it if unflat.
45. Stuck picture. \_\_\_\_\_  
Indicate it. Do an L3-RD on it. You can also unstick it by having him recall a time before it and recall a time after it. D/L if necessary.
46. All black. \_\_\_\_\_  
Spot the black field or picture. Get the correct duration. If no go, L-3RD on it.
47. Invisible. \_\_\_\_\_  
Spot the invisible field or picture. L-3RD on it.
48. Constantly changing pictures. \_\_\_\_\_  
Indicate there was a misassessment and a wrong item was taken off the list. Get the correct item and run it, or L-3RD on that session.
49. There was a persistent mass. \_\_\_\_\_  
L-3RD on it, or D/L.
50. There was trouble with a pressure item or pressure on an item. \_\_\_\_\_  
L-3RD on it, or D/L.
51. You went exterior. \_\_\_\_\_  
Indicate it, D/L if necessary or rehab. If TA high as a result of this do an Int RD Correction List or send to the C/S if pc hasn't had Int RD.
52. Your Int RD was messed up. \_\_\_\_\_  
Indicate it, Int RD Corr List if TA high. If TA OK, 2wc "going into things" or clear up any misunderstands on Int, Ext, etc.
53. Audited over Drugs or Medicine. \_\_\_\_\_  
Indicate it. L-3RD on that time, then verify all chains to ensure they erased.
54. A past death restimulated. \_\_\_\_\_  
Indicate it, if it doesn't blow run it out.
55. There was nothing wrong in the first place. \_\_\_\_\_  
Indicate it. Continue the action you were on.
56. The real reason was missed. \_\_\_\_\_  
Indicate it. Locate the real reason and handle or do a GF.
57. Something else wrong. \_\_\_\_\_  
Locate what it is and sort it out or do a GF M5 and handle.

L. RON HUBBARD  
Founder

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# **Organization Executive Course Books & The Management Series**

**by L. Ron Hubbard**

The simultaneous release by L. Ron Hubbard of the eight volumes of the Organization Executive Course and the additional volume of the Management Series may well go down as a landmark in the still unwritten history of our age.

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HCO BULLETIN OF 17 MARCH 1974

Remimeo

## **TWC CHECKSHEETS**

### **TWC, USING WRONG QUESTIONS**

Two Way Comm is not an art. It is a science which has exact rules.

Foremost in the rules is:

**DON'T USE A LISTING QUESTION IN TWO WAY COMM.**

By a "listing question" is meant any question which directly or indirectly calls for items in the pc's answer.

Use of "who", "what", "which" instantly turns a TWC into a listing question.

Listing questions are governed by the rules of Listing and Nulling.

If you use a listing question accidentally in TWC you can get the same bad reactions from a pc that you would get on a wrongly done list.

The reason for pc upsets in TWC is hidden as it is not apparently a listing process, rarely gets the correction a bad list would get.

Asking "who" or "what" or "which" during a TWC after the main question can also turn it into a Listing and Nulling process.

TWC questions **MUST** be limited to feelings, reactions, significances. They must **NEVER** ask for terminals or locations.

**EXAMPLE:** "Who upset you?" in TWC causes the pc to give items. This is a LIST. "What are you upset about?" does the same thing. "Which town were you happiest in?" is also a LISTING question NOT a TWC question. Any of these results in the pc giving items. They are not then nulled or correctly indicated. The pc can get **VERY** upset just as he would with a wrong list. Yet the session is not a "listing session" so never gets corrected.

**EXAMPLE:** "How are you doing lately?" is an example of a correct TWC question. It gets off charge and gets no list items. "Are you better these days than you used to be?" "How have you been since the last session?"

"What happened" is different than "What illness", "What person", "What town" which are listing questions.

### **REPAIR**

When other things fail to locate the upset of a pc look into TWC processes in the folder and treat them as L&N processes where the pc has answered with items. The relief is magical.

**L. RON HUBBARD**  
Founder

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**E-METERS**  
**SENSITIVITY ERRORS**

An auditor must set the Sensitivity of an E-Meter exactly right for *each* pc.

The setting is different for almost every pc.

**TOO LOW**

Too low a Sensitivity on some pcs (like Sens 5-32) will obscure reads and make them look like ticks. It will obscure an F/N. Whereas a Sens 16-128 will show reads and F/Ns.

A pc can be hindered by the auditor not setting the Sensitivity high enough to show reads and F/Ns. Items are missed as well as F/Ns.

**TOO HIGH**

When auditing a flying pc or a Clear or OT the auditor who sets the Sensitivity too high gets weird impressions of the case.

“Latent reads” on such a case are common. They aren’t latent at all. What happens is that the F/N is more than a dial wide at high Sensitivity and a started F/N looks like a read as its sweep is stopped by the pin on the right of the dial.

In this way uncharged items are taken up, the case is slowed, overrun and general upsets requiring repairs occur.

On one hand electrode an OT VII sometimes has a 3h dial wide F/N at Sens 5-32.

This would mean a 3/4 dial F/N at Sens 2-32 with two cans.

A Clear sometimes has a floating TA at Sens 32-32 instead of an F/N. He would have to be run at Sens 3-32 two cans to keep him on a dial or detect F/Ns.

This is a *very* important matter as the auditor will miss F/Ns, think beginning F/Ns are reads and as the Pre-OT is off the dial, miss reads.

Thus uncharged areas are run and charged ones are missed.

The result is very chaotic to repair.

Some lower level pcs also have a need for lower Sensitivity settings.

**SUMMARY**

Sometimes an easy pc looks very difficult just because of wrong Sensitivity settings.

Set the Sensitivity for the pc for a half dial F/N maximum or minimum.

Don’t get repairs.

Get wins.

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HCO BULLETIN OF 21 MARCH 1974

Remimeo  
AO Auditors  
Class VIII

**END PHENOMENA**

(Ref: HCO B 20 Feb 1970,  
"Floating Needles and End Phenomena")

Different types of auditing call for different handlings of End Phenomena.

End Phenomena will also vary depending on what you're running.

The definition of END PHENOMENA is "those indicators in the pc and meter which show that a chain or process is ended". Misapplication of this definition can result in underrun and overrun processes or actions and the pc snarled up with BPC.

TYPES OF EPs

In Power Processing the auditor waits for a *specific* EP and does not indicate an F/N until he has gotten the specific EP for the process. To miss on this in Power is disastrous, thus Power auditors are drilled and drilled on the handling of Power EPs.

In Dianetics, the EP of a chain is erasure, accompanied by an F/N, cognition and good indicators. You wouldn't necessarily expect rave indicators on a pc in the middle of an assist, under emotional or physical stress until the full assist was completed though. What you would expect is the chain blown with an F/N. Those two things themselves are good indicators. The cognition could simply be "the chain blew".

In Scientology, End Phenomena vary with what you're auditing. An ARC Broken pc on an L-1C will peel off charge and come uptone gradually as each reading line is handled. Sometimes it comes in a spectacular huge cog and VVGIs and dial F/N, but that's usually after charge has been taken off on a gradient. What's expected is an F/N as that charge being handled moves off.

In Ruds it's the same idea. When you've got your F/N and that charge has moved off, indicate it. Don't push the pc on and on for some "EP". You've got it.

Now a major grade process will run to F/N, Cog, VGIs and release. You'll have an ability regained. But that's a *grade* process on a set up flying pc.

F/N ABUSE

Mistakenly applying the Power EP rule to Ruds will have the pc messed up by overrun. It invalidates the pc's wins and keys the charge back in. The pc will start thinking he hasn't blown the charge and can't do anything about it.

In 1970 I had to write the HCO B "F/Ns and End Phenomena" to cure auditors of chopping pc EPs on major actions by indicating F/Ns too soon. This is one type of F/N abuse which has largely been handled.

That bulletin and Power EP handling have been in some instances misapplied in the direction of overrun. "The pc isn't getting EP on these chains as there's no cognition, just 'it erased'," is one example. Obviously the C/S didn't understand the definition of cognition or what an EP is. Another example is the pc spots what it is and F/Ns and the auditor carries on, expecting an "EP".

## OTs and EPs

An OT is particularly subject to F/N abuse as he can blow things quite rapidly. If the auditor misses the F/N due to too high a sensitivity setting or doesn't call it as he's waiting for an "EP", overrun occurs. It invalidates an OT's ability to as-is and causes severe upsets.

This error can also stem from auditor speed. The auditor, used to auditing lower level pcs or never trained to audit OTs, can't keep up with the OT and misses his F/Ns or reads.

Thus overruns occur and charged areas are bypassed.

This could account for those cases who were flying then fell on their heads with the same problems that blew back again.

## REMEDY

The remedy of this problem begins with thoroughly clearing all terms connected with EPs. This is basically Word Clearing Method 6, Key Words.

The next action is to get my HCO Bs on the subject of EPs and also related metering HCO Bs fully understood and startrated. This would be followed by clay demos of various EPs of processes and actions showing the mechanics of the bank and what happens with the pc and meter.

TRs and meter drills on spotting F/Ns would follow, including any needed obnosis drills and correction of meter position so that the auditor could see the pc, meter and his admin at a glance.

Then, the auditor would be gradiently drilled on handling the pc, meter and admin at increasing rates of speed including recognizing and indicating EPs when they occurred. When the auditor could do all of this smoothly at the high rate of speed of an OT blowing things by inspection without fumbling, the last action would be bullbaited drills like TRs 103 and 104, on a gradient to a level of competence whereby the auditor could handle anything that came up at speed and do so smoothly.

Then you'd really have an OT auditor. And that's what you'll have to do to make them.

## SUMMARY

Overrun and underrun alike mess up cases.

Both stem from an auditor inability to recognize and handle different types of EPs and inexpertness in handling the tools of auditing at speed.

Don't overrun pcs and have to repair them.

Let the pc have his wins.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 4 APRIL 1971 RA  
REVISED 24 MARCH 1974

Remimeo

*C/S Series 32RA*

**USE OF DIANETICS**

(Revised per HCO B 15 July 1971, Issue I,  
“Quads Cancelled”—Revisions *in this type style.*)

It is mandatory important urgent that one does not audit *three* flow items until one has brought *all* earlier Dianetic Items into *three* flows.

**TRIPLE**

On a case where only Flow One (Single) has been run, you don't suddenly run a Triple (F1, F2, F3) such as on the LX Class VIII lists until one has run the earliest Dn item ever run (or that can be found) on Dn Triple and then on forward on Triple up to the LX.

**REASON**

Auditing additional flows while earlier items remain Single restimulates the missing flows and stacks them up as mass. They can make a pc uncomfortable until run.

All the missing flows (that were not run) are still potential mass.

This mass restimulates like something too late on the chain when a flow not run on earlier items is run on later items.

Auditing itself is a sort of time track. The earliest session blows the later sessions.

**FULL FLOW TABLE**

Before running *Triple* Dianetics one makes a table of earlier items run. Like this:

*full Flow Table*

<i>Date</i>	<i>Item</i>	<i>Flow Previously Run</i>	<i>Must Run</i>
2/3/62	Guf Shoulder	F 1	F 2, 3
3/3/67	Gowin Foot	F 1	F 2, 3
30/4/67	Chowin Chump	F 1	F 2, 3
29/9/68	LX Anger	F 1, 2, 3	
	LX Peeved	F 1, 2, 3	
4/10/69	Feeling Numb	F 1, 2, 3	
5/9/70	EXT RD	F 1, 2, 3	
9/10/70	Feeling of Goof	F 1, 2, 3	
10/10/71	Dn Assist on Head	F 1	F 2, 3

**FLOWS**

F 1 is FLOW ONE, something happening to self.

F 2 is FLOW TWO, doing something to another.

F 3 is FLOW THREE, others doing things to others.

F 0 *as run in the Introspection RD is* FLOW ZERO, self doing something to self.

## R3R COMMANDS

Standard R3R Commands are used on *Triple Dianetics*.

They are the subject of another HCO B.

The Zero Command *for the Introspection RD*, however, is very easy being “Locate an incident of (loss or emotion) (pain and unconsciousness) when you caused yourself to have a(an) (item)” with the other commands of R3R as usual.

## NARRATIVE

The question will come up, do we Triple Narrative items or Multiple somatic items.

The test is, did the flows already run F/N when they were originally run. If they did, include them. If they didn't run exclude them.

This does not mean you omit everything that didn't run.

## REPAIR

While auditing this FULL FLOW DIANETICS you will find various chains that did not F/N when originally run.

These are included and should be concluded to F/N. This means one has to find out if they by-passed the F/N, went too early, jumped the chain, etc. Usually an *L3RD* assessed on that faulty action will give the answer. It is easy to make these old flubbed chains F/N unless you work at it too hard. Usually the reason they didn't is visible on the old worksheet. The auditor forgot to ask for Earlier Beginning or by-passed the F/N or jumped the chain or tried to run it twice forgetting he'd run it before. Corny errors.

## RESULT

The result of doing a FULL FLOW DIANETIC ACTION on a case is quite spectacular. The shadowy remains of somatics blow, mass blows and the pc comes up shining.

## OFFERING FFD

Offering the public Full Flow Dianetics must include the cost of C/S work since it is sometimes lengthy. It is best to sell the action at a flat price that's more than adequate to cover the auditing as well as the hours of FESing and FF table making as the time can be quite long.

The auditing can be remarkably brief. The greatest amount of time is usually spent on the C/Sing and table making.

A C/S must liaise with the Dissem Sec and Treasury Sec on selling it or he'll find the org is losing money doing the C/Sing and tables.

A nice big fat flat price, not by hours, is best.

## OT WARNING

When doing *Triple Dianetics* on Clears and OTs (and a very few others) it may be found that many chains are now missing or are just copies of the original. Don't be disturbed. Pc says they're gone now they're gone. Just F/N the fact and carry on with the next flow or item.

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L. RON HUBBARD  
Founder

[Added to by HCO B 4 April 1971-1R, Addition of 13 January 1975, Revised 22 February 1975, C/S Series 32RA-1 R, *Use of Quad Dianetics*, which is on page 377.]

HCO BULLETIN OF 28 MARCH 1974

Remimeo  
Ex Dn C/Ses

*Expanded Dianetics Series 21*

Ref: Ex Dn Tape Lectures and Case Histories.

**EXPANDED DIANETICS  
DEVELOPMENTS SINCE  
THE ORIGINAL LECTURES**

Since the original lectures on Expanded Dianetics and Case Histories were released several HCO Bs were issued under my name which I did not authorize. These have been cancelled.

I thought I'd better cover the developments since the original materials and clear up any questions or conflicts that may have arisen over the unauthorized HCO Bs.

**EXPANDED DIANETICS PROGRAMMING**

Expanded Dianetics programming is not rote but each programme is laid out for that individual pc taking him from his current state to a shiny product.

The programme is worked out from data gotten by FES, OCA, Chart of Human Evaluation and D of P Interviews.

The product of an Ex Dn complete pc is visible by OCA, Chart of Human Evaluation, and pc satisfaction in having handled what he wanted handled.

Endless Ex Dn to no product occurs only when the C/S violates the basics of Ex Dn programming as covered in my tape lectures and the Case Histories, when the pc is run on actions that he doesn't need and aren't reading or when the pc was not set up for Ex Dn in the first place.

**EXPANDED DIANETICS SET-UPS**

Usually a C/S Series 53RF and a list correction are needed set-up actions if they haven't been done. A thorough C/S-1 and full word clearing are vital.

A Drug RD must be done or completed before Ex Dn is done or it will fail. This includes Objectives. You can't do Ex Dn until Drugs are all handled.

**TROUBLE ON ENGRAMS**

The pc who cannot run engrams has misunderstands on the commands and terms of R3R and Dianetics, or it's drugs. The pc *will* be able to run drugs because that's what he's stuck in. He'll run those automatically as long as you've done the necessary Word Clearing.

Pcs who won't go backtrack are druggies or in recent shock of having died. This is handled by a thorough Drug RD and if necessary the usual Dianetic backtrack remedies As and Es double-assessed. Ss and Ps could be checked as well.

## LATER EX DN RUNDOWNS

*Class VIII C/S-6* list is useful in running out past bad auditing. It is fully covered on Tape 1. Other Class VIII lists are not used as you won't get anywhere running AEIs from a significance.

*Intentions* in AEI Treble Assessments are run in order of read. Interest is not checked. As intentions exist on all 3 flows you could list for the intentions on the other 2 flows after you have listed the intentions connected with and run them R3R Triple. You can only list and run intentions connected with a terminal or mass or somatic never a significance.

The R3R commands are: *F-1* "Locate an incident of another causing you to have the intention \_\_\_\_\_." *F-2* "Locate an incident of you causing another to have the intention \_\_\_\_\_." *F-3* "Locate an incident of others causing others to have the intention \_\_\_\_\_."

Good Intentions are never run. Never. The cure for a pc who is run on a good intention is a C/S Series 53RF. The cure for the auditor is to fully define the words: good, worthy, positive, pro-survival, evil, bad, unworthy, negative and contra-survival. Then have him re-study the related materials. If it recurs, get him audited on a 3 May PL and Ex Dn.

*R3R all E. Purps* culled from the folder is done as a first action in Ex Dn. Subsequent E. Purps brought up in sessions are noted and R3R'd later on in the programme before any PTS RD is done.

These E. Purps have to be verified as to wording and checked for read before running, but not interest.

Considerable charge can be bypassed if E. Purps are missed so this action is thoroughly done.

*R/S Handling*, also called the Responsibility RD, is done as OCA right-hand side handling. A list of all R/Sing statements is made then each taken up. The idea is an R/S will occur in connection with a *terminal* which will read when checked, and that's what you want to run. The R/Sing statement itself will often mention a terminal. If not the auditor can do a brief TWC to find out the terminal connected with the statement.

Once the terminal is obtained the auditor lists (L & N) for the E. Purp F-1, 2 & 3 R3R Triple on each after it's listed.

If no terminal can be found the auditor would have to L & N for the intention of someone who would (R/S statement).

*The Wants Handled Rundown* is shown in Cases B, C and F. The important points of the RD are to run it as a "wants to get rid of", *not* a "wants to achieve" and to complete each thing the pc wants handled before going on.

Handling of each thing the pc wants handled is dictated by what the "thing" is. A somatic is run R3R Triple. The intention connected with it can also be run. An intention is run R3R Triple. If it's a terminal, L & N for the intention connected with it and run it. You can also L & N and run the intentions on the other 2 flows. If it's a condition L & N W/W would have it then list for and run that terminal's intention. If it's a doingness L & N for the intention of someone who would do that and run it.

Additional handling could be done such as PSEAs double-assessed R3R Triple, handling it as a problem by finding and running out the prior confusion or tracing it back to the earlier problem it is a solution to and running that R3R Triple. Difficulties on this RD stem from not getting *the* thing the pc really wants handled which will read very well and run like a bomb, or errors in the L & N or R3R *or out* ethics holding the condition in place.

*The Multiple-Flow E. Purp Rundown* is a very high-powered action which must be precisely done. Its use is covered in C/S Series 22 and Case C. It consists of F-1: L & N "What Evil Impulse have others had toward you?" R3R Triple. F-2: L & N "What Evil Impulse have you had toward others?" R3R Triple. F-3: L & N "What Evil Impulse have others had toward others?" R3R Triple.

#### SUMMARY

An Ex Dn programme is designed for an individual. C/Sing and auditing are done to achieve a product.

When you're paralleling the mind the meter will be reading like mad, the pc will be wildly interested and the results will follow big and fast.

With this broad change in Ex Dn I recommend that you re-listen to the Ex Dn tapes, review *DMSMH* and *The Original Thesis* as well as the '63 Time Track and R3R materials and re-study the Case Histories working out why each C/S and pgm was done. Better yet do a thorough Ex Dn C/S Course.

I'm counting on you to really apply these materials and expect to see lots of good results.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 17 DECEMBER 1971R

Remimeo  
Int RD  
Checksheet

(HCO B 2 December 1970 Revised)  
(Revised 30 March 1974)

*C/S Series 23RA*

**INTERIORIZATION SUMMARY**

(Revised and updated to include 1971 Int HCO Bs)

*All changes are in this type style.*

**INTERIORIZATION CAN BE BADLY MISRUN.**

The following HCO Bs cover Interiorization Rundowns.

HCO B 5 Mar 1971	“Exteriorization and High TA”
HCO B 11 Apr 1970	“Auditing Past Exterior”
HCO B 6 May 1970	“Blows—Auditing Past Exterior”
HCO B 30 May 1970	“Interiorization Intensive—2-Way Comm”
HCO B 20 Aug 1970	“Exteriorization Rundown Musts”
HCO B 24 Sept 1971	“Urgent—Interiorization Rundown”
HCO B 29 Oct 1971	“Int Rundown Correction List Revised”
HCO B 16 Dec 1971	C/S Series 35R (Revised) “Interiorization Errors”
HCO B 17 Dec 1971R	C/S Series 23RA (this HCO B)

The examination of Interiorization Rundowns done in the field discloses that some auditors engaged in running it have not been fully checked out on it. HCO PL 26 Aug 1965 gives the correct way to do a starrate check-out. Clay demos must also be correctly done. These are covered in HCO B 11 Oct 1967 and HCO B 30 Oct 1970. These HCO Bs on Int Rundown, Starrates and Clay Demos plus HCO PL 20 July 1970, Issue III, 2-WC as below, make the necessary pack for checking out an auditor before letting him near an Int Rundown. And all Interiorization materials as above **MUST BE CHECKED OUT STARRATE AND IN CLAY** before a C/S permits one of his auditors to run it on a pc.

**QUADS CANCELLED**

*“The disadvantages of Quad Dianetics outweigh any advantages in actual practice.*

*“Flow Zero is therefore cancelled as part of Dianetics and Lower Grades. “(LRH HCO B 15 July 71, “Quads Cancelled”).”*

**UNNECESSARY**

“The words ‘went in’ and ‘go in’ **MUST** be said to the pc and *cleared* on the meter. If there is needle action, one runs an Int RD as per the Int Rundown *Pack*.”

“If there aren’t any reads one does **NOT** do an Int Rundown on the pc as it is unnecessary and classifies as ‘running an unreading item’.”

“When this test is omitted you get an unnecessary Int RD being done on a pc.

“This will eventually have to be repaired.”

**“FLUBBED R3R**

“When the auditor does not do flubless auditing errors occur in the auditing itself. These will hang up an Int RD.”

## “OVERRUN

“It *usually* happens that an Int RD is overrun. It goes flat on Secondary F2, let us say. The auditor keeps on going past the win.

“This will hang up the Rundown.

“One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on.

“Another way is pc has a big Cog, big win. Auditor keeps going on with the RD.”  
—LRH (HCO B 24 Sept 71, “*Urgent—Interiorization Rundown*”)

## REPAIR OF INT

“If even years after an Int RD the pc has a high TA or a low TA, then Int trouble is at once suspected and the original Int RD and any repair of it is suspected and must *be handled*. “—LRH (From the LRH original HCO B C/S Series 35R, Revised 16 Dec 71, “*Interiorization Errors*”) (Handle it by HCO B 29 Oct 71, “Int Rundown Correction List Revised”.)

## TWO-WAY COMM

There is a two-way comm step that follows a day or so after an Interiorization Rundown .

An auditor doing this step, preferably the same auditor, **MUST BE CHECKED OUT ON TWO-WAY COMM.**

No C/S should permit any auditor to do any 2-way comm until the auditor has been checked out on HCO PL 20 July 1970, Issue III, “Two-Way Comm Checksheet”. One can obtain these tapes easily from Pubs (as the Sea Org has recently forced in this line and quality and delivery). Pending such tapes one can certainly get the rest of the materials on the checksheet done by the auditor and let him do 2-way comm while being very watchful as a C/S.

## C/SING INT

The correcting of an Interiorization Rundown is far harder than making sure that auditors can do the usual in the first place.

Nearly all a C/S’s hard work comes from auditors not well trained on courses (indifferent courses) and failing to check auditors out well on the materials *before* permitting them to deliver a new rundown.

The correction of Int is hard since until it is complete, other auditing is inadvisable. One, however, gets the Int Rundown done.

## “INT IS A REMEDY

“The Int RD is not understood as a REMEDY. It is not something you do on all pcs.

“Pc goes Exterior in auditing.

“Later his TA goes high.

“*Then you* do an Int RD.

“You test Int for read as above. If it BDs you do an Int RD.

“You just don’t do one because a pc goes exterior.

“One reason unnecessary Int RDs get done is that the Registrar sells one. That makes the Reg a C/S. So the C/S and auditor run it.

“Maybe it wasn’t needed.

“So if it wasn’t needed it will eventually have to be repaired.”—LRH (*HCO B 2 Sept 71, “Urgent—Interiorization Rundown”*) (Repair with an Int RD Correction List Revised, HCO B 29 Oct 1971.)

The Interiorization Rundown is a REMEDY designed to permit the pc to be further audited after he has gone exterior.

The Int Rundown is NOT meant to be sold or passed off as a method of exteriorizing a pc. This is very important.

It is general auditing on usual Dianetics and Scientology actions that brings about Exteriorization.

When the pc goes or is found to be exterior one then orders the Interiorization Rundown. Otherwise the TA will misbehave.

The rundown is a REMEDY USED AFTER EXTERIORIZATION HAS OCCURRED BY REASON OF GENERAL AUDITING.

Anxiety to get exterior will prompt a pc to buy and a Registrar to sell an Interiorization Rundown. It is in effect just more auditing as far as the Registrar is concerned. When a pc has gone exterior the Registrar can insist on his buying enough hours for the remedy.

The Int Rundown stabilizes the exteriorization and makes it possible to audit the pc further.

#### DISABILITY

If an auditor can’t smoothly audit a rundown as simple as an Int Rundown, then he is exposed as being unable to run Standard Dianetics and should be cleared of his misunderstandings and overts and retrained.

The only real trouble one gets into on an Int Rundown stems from the inability of the auditor to run a smooth, good TRed R3R session. Pcs are not hard to run on it.

#### C/S WINS

A C/S cannot win at all if he is continually having to make up for flubby auditing by the auditor.

Therefore the C/S must be very sure his auditors are fully checked out on things they are to run before running them.

If there is no Qual Staff Training Officer or no Cramming, a C/S can fully afford to do the training and cramming himself. Otherwise he will lose far more than that time in C/Sing for auditors not checked out.

By the skill of his auditors you know the C/S. Not by his unusual solutions after flubs.

The Int Rundown is too easy to do to have any trouble—the trouble comes when the auditors are not checked out beforehand, starrate and in clay on new things they are to run.

L. RON HUBBARD  
Founder

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(Updated with recent  
LRH data by order of  
L. Ron Hubbard by  
Training & Services

[HCO PL 20 July 1970, Issue III, *Two-Way Comm Checksheet*, Bureau) mentioned above was revised on 25 November 1974 as a BPL.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 NOVEMBER 1973  
(Cancels HCO B 31 Dec 1971RC)  
REISSUED 4 APRIL 74

Remimeo

*C/S Series 53RG*

**SHORT HI-LO TA ASSESSMENT C/S**

This is the basic prepared list used by Auditors to get a TA up or down into normal range. A GF Method 5 may also be used after TA is in normal range to get pc's case handled better.

PC Name \_\_\_\_\_ Date \_\_\_\_\_

1. Assess pc Method 5 on this sheet. (Go down the list calling off the items to the pc, watching the meter. Mark any Tick, SF, F, LF, LFBD [to what TA], speeded rise or Blow Up.) *NOTE: A C/S 53RG should be reassessed and all reads handled. until it F/Ns on assessment.*

- |   |   |
|---|---|
| <p>A. Interiorization _____ Invisible _____<br/>Went in _____ Black _____<br/>Go in _____ Loss _____<br/>Can't get in _____ <i>Lost</i> _____<br/>Want to get out _____<br/>Kicked out of spaces _____<br/><i>Can't go in</i> _____</p>   | <p>F. Same thing run twice _____<br/>Same action done by _____<br/>another auditor _____</p>  |
| <p>B. List errors _____<br/>Overlisting _____<br/>Wrong items _____<br/>Upset with giving _____<br/>items to auditor _____</p>  | <p>G. Doing something with _____<br/>mind between sessions _____<br/>Some other practice _____</p>  |
| <p>C. Some sort of W/H _____<br/>Are you withholding _____<br/>something _____<br/>Is another withholding _____<br/>something from you _____<br/>Are others withholding _____<br/>something from others _____<br/>Has another committed _____<br/>overts on you _____<br/>Have you committed _____<br/>any overt _____<br/>Have others committed _____<br/>overts on others _____<br/>Not saying _____<br/>Problems _____<br/>Protest _____<br/>Don't like it _____<br/>Audited over out ruds _____<br/>Feel sad _____<br/>Rushed _____<br/>Tired _____<br/>ARC Brk _____<br/>Upset _____<br/><i>Can't get it</i> _____</p> | <p>H. Word Clearing errors _____<br/>Study errors _____</p> <p>I. False TA _____<br/>Wrong sized cans _____<br/>Tired hands _____<br/>Dry hands or feet _____<br/>Wet hands or feet _____<br/>Loosens can grip _____</p> <p>J. Auditor overwhelming _____<br/>Feel attacked _____<br/>Something wrong with _____<br/>F/Ns _____<br/><i>Overrun F/Ns</i> _____<br/><i>Missed F/Ns</i> _____<br/>Items really didn't read _____<br/>Bad auditing _____<br/>Incomplete actions _____</p> |
| <p>D. Drugs _____<br/>LSD _____<br/>Alcohol _____<br/>Pot _____<br/>Medicine _____</p>  | <p>K. Can't have _____<br/>Low Havingness _____</p> <p>L. PTS _____<br/>Suppressed _____</p>  |
| <p>E. Engram in restimulation _____<br/>Same engram run twice _____<br/>Can't see engrams too _____<br/>well _____</p>  | <p>M. Something went on too _____<br/>long _____<br/>Went on by a release _____<br/>point _____<br/>Overrun _____<br/>Auditor kept on going _____<br/>Over-repair _____<br/><i>Puzzled by auditor</i> _____<br/><i>keeps on</i> _____<br/>Stops _____</p>   |

- |    |   |       |    |   |       |
|----|---|-------|----|---|-------|
| O. | Repairing a TA that<br>isn't high<br>Repairing a TA that<br>isn't low | _____ | N. | Something else<br><i>Physically ill</i><br><i>Faulty Meter</i><br>Nothing wrong | _____ |
|----|---|-------|----|---|-------|

2. Use only the small falls or falls or BDs. The rises will however show where mass lies.
- A. If A or any of the A Group, and the pc has *had* an Int RD, do an Int RD Correction List, and handle the reads. (HCO B 29 Oct 71 Amended 31 Dec 71.)  
  
If *pc has never had an Int RD*, then give him a standard Int RD providing you have checked out on the Int-Ext pack and are good at R3R.
- B. If any of these read, do an L4B on the earliest lists you can find that have not been corrected. Lacking these do an L4B in general. You can go over an L4B several times handling each read to F/N until the whole L4B gives nothing but F/Ns.
- C. If any of these, handle with 2wc and earlier similar to F/N. If more than one reads do biggest read first and then clean up each of the others E/S to F/N. If all read on assessment you have to get an F/N for each or 18 F/Ns. On overts and withholds, get what, and E/S to F/N. On out ruds, find which rud and handle. (See GF40RR HCOB 30 June 71, Revised 13 Jan 72.) Feel sad, handle the ARC Break. (Feel sad = ARC Brk of long duration.)
- D. Rehab releases on each "drug" taken to F/N. Complete the Drug RD per C/S Series 48R after handling all reads on this assessment. If pc has had a Drug RD, do L3B on it, and handle.
- E. If any of these, do L3B and handle according to what is stated to do on L3B.
- F. Clean up any protest and inval and rehab to F/N.
- G. Find out what it is. If Yoga or Mystic exercises or some such 2wc E/S it to first time done, find out what upset had occurred before that and if TA now down do L1C on *that* period of pc's life.
- H. If Word Clearing, do a Word Clearing Correction List, handle all reads. If Study errors, 2wc E/S to F/N, and add a Study Correction List to the pc's program.
1. False TA is wrong cans. Use HCO Bs 24 Oct 71, 12 Nov 71, 15 Feb 72, 18 Feb 72, 29 Feb 72, HCO B 23 Nov 73, all on False TA. Then clean up the bypassed charge with ( 1 ) Assess for best read (a) TA worries (b) F/N worries. (2) Then 2wc times he was worried about (item) E/S to F/N. (3) Rehab a time he felt really keyed out to F/N.
- J. These are auditor errors. Low TA is generally caused by overwhelming TRs and incomplete actions. A high TA can be caused by an auditor overrunning F/Ns or failing to call them. Or trying to assess through an F/N and mistaking an F/N right swing for a read. These items are all 2wc E/S to F/N. Auditors who made them need Cramming badly or retreat.
- K. Can't have or Hav. Find correct Havingness process and remedy.
- L. PTS or Suppressed. Check for SP or get a full PTS RD.
- M. Find out what. Clean up any protest. Rehab to F/N on each (or date to blow, locate to blow if qualified).
- N. 2wc to find what. Note BD item. If BD item covered by one of these categories handle per instructions. If not just 2wc to F/N and get further C/S instructions for handling if necessary.
- O. Get pc to tell you about it briefly. If correct then indicate to F/N. Go E/S and indicate if no F/N on first. If false TA handle per I above.

*General.* Handle Int RD (A) if it reads at all before handling rest as nothing will go right if Int is still out. For the remainder prefer to handle any BD group if you get a BD. If in doubt about what to do, return to the C/S.

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Revised by  
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HCO BULLETIN OF 7 MARCH 1971RA

Revised 6 April 1974

Remimeo  
HGC Auditors  
Dn & Scn  
Checksheets  
C/Ses

*C/S Series 28RA*

**USE OF DIANETICS**

Revised per HCO B 15 July 71, Issue I, "Quads Cancelled"  
(Revisions in this type style)

Where a case has only been run on single flow Dianetics (Flow 1 ) one goes back to the first Dianetic item ever run of which record can be found and does F1, F2, F3 in that order.

To C/S a case for *Triple* Dianetics it is best to first lay out a Scientology repair, making sure the case is flying, then list out the items already run on Single and Triple. Then get them run so that all *three* flows are complete on each item in sequence from first to last.

This includes any LX items, former practice, drugs or any other engram running. These, like Dianetic items, are listed in their correct sequence of former running.

Then the missing flows are run.

A rehab step of the flows already run is not necessary. This rehab of a flow already run to EP is usually used only when there is question about its having gone to F/N Cog VGIs. In C/Sing for *Triples* one COMPLETES any flow of an item found that did not F/N. This is indicated on the Item list.

**DOING THE LIST**

The Item list is done by the auditor in his admin time for well done time credits.

All former Dianetic items ever run are listed and what flows have been run on them and to what end phenomena.

Example:	Engram List	
3 Sept 69	Sadness (exact wording that was used)	F1
4 Sept 69	A Bored Feeling	F1 Bogged
6 Sept 69	An Apathetic Outlook	F1 Bogged
6 Nov 69	LX Agonized	F1 F2 F3
7 Nov 69	Former Therapy	F1 F2 F3 F2 Bogged
9 Nov 69	Earlier Practices	F1 Bogged
10 Nov 69	A Horrible Sadness	F1 Bogged
5 July 70	Int RD	F1 F2 F3 F3 Bogged
6 July 71	An Awful Pressure	F1 Bogged

Such a list is then handled from the earliest forward by:

- (a) Completing the bogged flow and
- (b) Completing the missing flow.

## INT-EXT RD

This is handled in its proper sequence on the list if the TA is not high or very low.

If the TA on the pc is currently high, Int is handled before any other action is done and all *three* flows are run on it.

A drug chain also makes a high TA if in existence or unflat.

## FLUBS

If any auditor has a poor record of getting Dianetic Results, of bogged flows, etc, he needs an HDC Retread. His drills and TRs are out or he is committing Gross Auditing Errors.

Dianetics gives remarkable results only when flawlessly done.

The commands must be precisely given and all commands 1-9 A-D are used. It is NEVER shorted "because the pc did it".

C/Sing

It should be realized Dianetics is its own field of C/Sing. This remains the same in *Triple* Dianetics.

## RESULTS

*Triple* Dianetics, including the rerun actions, produces some very startling new

Well done Dianetics always has produced fine results.

*Triple* Dianetics almost doubles the gain.

## REMEDIES

Any and all Dianetic Remedies and general technology remain in full use. They are not changed at all. Only *Triple* Flows *are* added in each case.

Good Luck.

L. RON HUBBARD  
Founder

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[This HCO B is added to by HCO B 7 March 1971, Reissued 13 January 1975, C/S Series 28RA-1, *Use of Quadruple Dianetics*, page 374.]

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HCO BULLETIN OF 5 APRIL 1971RA  
REVISED 8 APRIL 1974

Remimeo  
All Auditors  
C/Ses  
Class VIII

*C/S Series 33RA*

**TRIPLE RERUNS**

(Revised per HCO B 15 July 71 Issue I  
“Quads Cancelled”—Revisions *in this type style.*)

LAW: WHEN ONE OR MORE OF THE *THREE* FLOWS OF AN ITEM OR GRADE ARE LEFT UNRUN, WHEN USED IN LATER PROCESSES THE EARLIER UNRUN ONES RESTIMULATE AND MAKE MASS.

This tells you that high TAs, heavy pressures and even illness can come from by-passed flows.

BY-PASSED FLOWS

Example: Dianetic singles have been run on 7 items. Now the auditor begins to run new items Triple without running Triple on the already run items. The result will be 7 unrun Flow 2s and 7 unrun Flow 3s. These will restimulate and form mass and by-passed charge.

Example: Now let us say that Dianetics was all run Single and Grades were run Triple. This will restimulate the Dn chains F2 and F3.

ANY LATER GRADE RUN WITH MORE FLOWS THAN USED IN EARLIER ACTIONS CAN THROW THE EARLIER UNFLAT FLOWS INTO RESTIM, PILE UP MASS GIVING HIGH TA AND BPC GIVING ARC BREAKS.

REPAIR

The more the condition is *repaired* by L1C, L4BR, etc, etc the *worse* the Mass gets.

SOURCE OF HIGH TA

Thus High TAs have three principal sources:

- (1) Overruns
- (2) Auditing Past Exterior
- (3) Earlier Unrun flows restimulated by those flows used in later actions.

There are other minor ones such as Drug Background, illness, etc as per Hi-Lo TA Assessment.

REHABS

One must NOT recklessly or continuously rehab a past major action. This causes overrun. The thetan is placed at the *end* of the incidents not yet in restimulation or run and the bank gets more solid.

MASSY THETANS

The whole trick of this universe is contained in thetans copying or picturing incidents and then getting stuck in the later portion of them.



“Incidents” is the keynote. A Thetan is incident hungry.

This is what traps him.

For some reason he has to be at the earliest end of incidents to erase them. The later he is in incidents and the later he is on the track the more solid he is.

This also applies to the “auditing time track”.

By omitting things like flows on the auditing time track, the thetan thus becomes massy.

The whole theory of the Exteriorization Remedy is based on having gone out (later) *after* he went in (earlier). So Exteriorizing can stick him. (People buy the Ext RD to Exteriorize but the remedy is only done to permit further auditing. They Ext of course when the bank is handled.)

When flows of items are by-passed and then later restimulated by auditing them, mass occurs.

#### GETTING IN ALL FLOWS

When doing additional flows on earlier items or processes one must *also* check or rehab those flows marked as run to F/N in worksheets.

This again will leave unflat flows and BPC unless it is done.

And if it is overdone it will raise the TA by overrun.

So if one had a case that had Single Dianetics and was later run on Triple for new items (but the Singles not done into Triple) one would have to RUN FIRST the missing unrun flow or flows and then *check* the first Single F1 for flatness, then check other previously run flows.

The rule is run the previously unrun one or ones first to get charge off, then verify or run the ones listed as run already.

Then one would do the same for the next item. Run the previously unrun flow or flows and then verify or run those listed as already run to be sure they F/N.

*All* items, in chronological sequence, and *all* processes, would have to be run *Triple*.

IT WOULD BE A WASTE OF TIME NOW TO RUN IN ONLY *SINGLES*.

So all C/Ses and Auditing actions are “Rehab or Run F1, F2, F3” when getting in all flows on things run to date.

#### HIGH TA

When you are sure an EXT RD has been done correctly and its 2wc went F/N and the TA later goes high, you check the EXT RD. That is the most usual reason. This simple action is amazingly subject to flubs.

If the TA goes high later you can do a Hi-Lo TA Assessment and handle.

If the TA is still high or low, you had better check the state of flows. Were more flows run on later actions than were run on earlier actions?

If so, your pc has felt massy, sometimes even ill.

The right action is to get in all flows from the beginning. Bring *all* his auditing up to *Triple*.

(If his folder is not available, he has kind of had it. I know of no way, at this writing, to recover lost Dn items but will have to work something out.)

#### NOT IN TROUBLE

If the pc is not in trouble, his best bet is to get on up the grades to Expanded OT III.

## IN TROUBLE

If he *is* messy and is having trouble the best bet is to:

- (1) Be totally sure of his Int RD
- (2) Check O/Rs particularly of a major grade twice or by-passed F/Ns, locate and indicate them
- (3) FES, list the items and grades and do a Full Flow action from the beginning of his auditing, raising them all to Triple.

## RUNNING ZERO FLOWS (As run in the Introspection RD)

The Zero Flow in Dianetics is a bit strange. It can be done by full R3R BUT it often depends on the decision the pc made and may F/N very suddenly. It is easily overrun and can be very fast.

A pc can be gotten into trouble on Zero Flows if the auditor is slow and is not alert to his meter and misses the F/N and gives R3R commands after the flow has blown.

## REHAB OR RUN

The auditor getting in *Triple* Flows can also ARC Brk the pc by failing to verify if the previously run flows are flat. All the auditor wants is to see them F/N on the command. If they don't he runs them.

Sometimes when he has "run them" again he finds they are being overrun or run twice and has to rehab them by finding this out. The pc sometimes doesn't know until he actually starts to run them. Then he finds they are already run. The clue to this is a climbing TA. If the TA goes up, get off that flow and rehab it.

Example: Pc at first thinks "Pain in shoulder" F2 was never run. Starts to run it. TA goes up. Auditor must pull him off of it by finding out if it is being run twice and rehab it to F/N.

The moral in all these reruns is don't firefight, keep an L1C List and an L3RD List handy and use them.

## RESULTS

The results of straightening up the Int-Ext RD, rehabbing O/Rs and putting in ALL FLOWS on a pc are fantastic.

Getting an All Flows Rundown done correctly gives one all the latent gain the pc has been begging for.

So send to Cramming all C/Ses and auditors who flub.

Program it right.

C/S it right.

Audit it right.

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HCO BULLETIN OF 21 APRIL 1971 RB  
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REISSUED 21 SEPTEMBER 1974

Remimeo  
All Auditors  
Class VIII  
Dn Checksheet  
Int-Ext Chksht

**C/S Series 36RB**

(Revised per HCO B 15 July 71, Issue I  
“Quads Cancelled”)  
(Revisions in this type style.)

*This HCO B has been reissued as C/S Series 36RB.  
HCO B 21 April 1971RA C/S Series 36RA,  
“Dianetics—Getting in All Flows”,  
is cancelled.*

**DIANETICS**

(Applies also to Int-Ext Rundown.)  
(Ref HCO B 4 Apr 71 RA, C/S Series 32RA,  
and HCO B 5 Apr 71RA, C/S Series 33RA.)

**TRs**

TR Zero exists so an auditor is not ducking the session but can sit there relaxed, doing his job.

TR One must be done so the pc can *hear* and understand the auditor (without blowing the pc's head off either).

TR Two must be done so that the pc gets acknowledged. This can be so corrupted that the auditor doesn't ack at all but gives the pc meter reads! Instead of acks! Or keeps saying, “I didn't understand you,” etc.

TR Three basically existed so that the auditor would continue to give the pc commands and not squirrel off or pack up with total silence.

TR Four exists so that the pc's origins are accepted and not Qed and Aed with or invalidated.

And, surprise, surprise, TRs are for use in the session itself, not just a drill. They are *how* one runs a session.

Metering can miss every F/N or give “F/Ns” with high or low TA. And one *never* feeds meter data to the pc: “That read,” “That didn't read,” “That blew down,” just must not exist in session patter. “Thank you. That F/Ned,” is as far as an auditor goes. And that's the end of the cycle and says so.

Floating needles can be overlooked by an auditor. In Dianetics this fault *is fatal*.

Auditor's Code must be in on all points and particularly Invalidation. Pc says, “That's so and so.” An auditor who says, “I'm sorry. You are wrong,” or any other invalidation is going to wreck a pc's case. A full knowledge of the Auditor's Code and actually applying it saves endless troubles. It is an auditing TOOL, not just a nice idea.

**REHABBING CHAINS**

One rehabs a Dianetic Chain that, according to a previous worksheet, erased by saying, “According to session records (flow direction) (item) erased.” That's all. One does not say, “Did the chain giving others a headache erase?” One does not run it again to find out. One does not run a single command “to see if it F/Ns again”. One can say, “Do you agree that the chain giving another a headache erased?” But the more you ask the pc to look for an erased chain the more messed up things will get. It isn't there. But

the auditor by his action can imply it *should* be there or *might* be there. A totally wrong approach would be “Look around your bank and see if what isn’t there any more isn’t there.”

Dianetics is NOT Scientology. A Dianetic Chain is *not* a release. If you try to use Scientology rehab tech on a Dianetic Chain, you have had it. It isn’t a “release” (which is a key-out). A Dianetic Chain is an erasure. You can’t rehab erasures with “How many times?”, etc.

The test of this is the doing. If you try to use Scn rehab on Dianetic Chains, the PC MIGHT TRY TO FIND SOMETHING. This causes him to key in other unrun or similar items.

It is a dangerous action at best to try to handle old erased chains. The best you can do is to tell the pc what the old W/S said. If no W/S exists leave the already erased flows alone!

### FLUBBED CHAINS

Many times, a Folder Error Summary will give a flubbed chain and then fail to note it was repaired in the next session!

A C/S and auditor would have been pretty irresponsible to just go on auditing past flubbed chains.

The only safe way to handle some previous flubbed chain is to:

- (a) Verify in the folder if it was repaired.
- (b) If still unrepaired assess the *L3RD* on it and handle according to the *L3RD*.

### *L3RD*

Using the new *L3RD* (HCO B 11 Apr 71 RA) is a Dianetic action.

A Scientology auditor erroneously can try to use it as a two-way comm type of list. If a chain needed one more ABCD, then two-way comm on it with no ABCD is not going to complete it.

*L3RD* has its own directions. Questions not marked with directions are used to indicate the fact. This can amount to two-way comm as the pc chews it over. But *L3RD* where marked is handled by Dianetics actions. Look over the list and its directions for each question and you will see that some are given directions that are NOT 2wc.

Example: “Earlier beginning” reads. You can’t just say, “The incident had an earlier beginning,” and you can’t say, “Tell me about the earlier beginning.” The pc will go up the wall. There’ll be no F/N. You have to use R3R and get him to the earlier beginning and then run it and if it still doesn’t erase, get him to an Earlier Similar and erase that.

*L3RD* is a Dianetics List. It is not a Scientology List that is cleared each question to F/N by 2-way comm.

### OVERRUN

Overruns are demonstrated by a rising TA.

If as you seek to get in Full Flow Dianetics the pc’s TA begins to average higher, overrun is occurring.

Example: While doing FFD pc’s TA has been riding at 2.2 and F/Ns. After a new FFD action it begins to ride at 2.5 and F/Ns. Something is being overrun. Find it and indicate it. And cease to stir the bank up so much! The fault is going over items already run.

In doing a Full Flow Table you often find that the same or similar have been run in the past. Sometimes you find that a previous attempt to run the item a second or third time has resulted in an ARC Break, the reason for which was never detected.

The right action is to note the session date it *was first* run and just tell the pc, "Feeling Surprised was run three times. On (first date it was erased) it was erased. When later run it was an overrun." This tends to blow the later charge laid in by trying to run the same item again.

It sounds so strange that erased chains can be overrun. But it is true. What happens is that pcs try to cooperate and put something there.

### FIREFIGHTS

The action of a quarrel between an auditor and a pc is called a firefight.

Restimulating earlier unrun engrams or overrunning chains upsets a pc. The best action, as soon as a pc is disturbed, is to do an *L3RD* fast and handle what reads the way it should be handled according to the *L3RD*.

The wrong way is to argue or try to go on.

The pc does NOT know what it is. He just feels awful. He tries to guess. He will ARC Brk or get sad if the auditor continues.

The correct action is an *L3RD*.

L1C is not of great use in a Dianetic ARC Brk. *L3RD* is.

If the pc remains ARC Broken, try *L3RD* again, particularly the *whole L3RD*.

A Scientology session would be handled with some other list (*L1C*, *L4BR*, etc). A Dianetic session, including and especially FFD, is handled with *L3RD*.

You NEVER prepcheck while doing Dianetics. This mashes up the engrams.

### INTERIORIZATION

ALL these cautions apply as well to an Interiorization-Exteriorization Rundown when restim occurs one uses an *L3RD* quickly.

Int-Ext RD is essentially a Dianetic, not a Scientology, action.

### SAFE ACTIONS

A fully genned-in auditor, well crammed, well drilled, well skilled, can be trusted with Dianetics, Dianetic *Triples* and an Int-Ext RD. Auditors not so handled can get pcs into serious trouble with these things.

A safe course is to use *Triples* on new, never audited before pcs. Those begun on Triples, use then only Triple flows.

Another safe way is to use FFD only on OT IIIs or OT IVs and done only by fully qualified FFD auditors who are also OT III.

The safest course is to require special drilling and cramming on auditors who are already known for their results by actual success story stats and call FFD and Int-Ext RD a skilled specialty.

### C/S RESPONSIBILITY

Any trouble a C/S is running into comes from the factors of TRs, metering, Code and incomplete or false auditors' reports.

If when I am C/Sing I ever find an auditor has omitted key session actions or has falsified a report, I order that auditor not to Cramming but a full retrain HDC right on up.

A C/S does not see these points. He can get the pc asked what the auditor is doing or did. He can get sessions monitored. This helps him fill this gap in his data.

It's what isn't in the auditor's report that is often the trouble. Auditors omit what they said, omit the firefight, omit session alter-is in their worksheets.

All this sticks the C/S's neck out for the axe of failure.

So particularly in FFD, Int-Ext and other such actions, a C/S has to act to obtain confidence in the auditor's TRs, metering, Code use and accurate worksheets.

### RISK

In FFD, Int-Ext RD and Power, experience has proven that if the auditor is not top grade, if the C/S is not alert, we put a pc at risk.

The USUAL is what keeps the pc safe.

A thorough study of his case, looking for obvious bugs (such as Int-Ext RD done twice, the case a druggie but drug engrams never run, Int done but its 2wc flubbed, to name a few serious ones), sending auditors to Cramming for the slightest flub, insisting on standard TRs USED IN SESSION, good metering, use of the Code, accurate and complete worksheets, use of standard tech, all guarantee the safety and progress of the pc.

### INTRODUCING FFD

FFD (like the Int-Ext RD) requires flawless C/Sing and auditing or the case goes wrong.

When these actions were introduced they showed up any flaws in case studying, TRs, metering, Code and worksheets.

There are two ways to handle. (a) Cancel FFD and Int-Ext as actions. Obviously that is going backwards and is impossible. (b) Begin and continue a serious, effective campaign in the org to (1) Train auditors better, (2) Cram expertly on every flub, (3) Raise quality of TRs and metering.

As you can see, my approach is to improve quality of training, cramming and delivery.

Please help me out in getting this in.

L. RON HUBBARD  
Founder

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[This HCO B is added to by HCO B 21 April 1971-1R, Addition of 13 January 1975, Revised 22 February 1975, C/S Series 36RB-1R, *Quadruple Dianetics-Dangers of*, page 383.]

Remimeo

*Art Series 3*

**STAGE MANNERS**

An actor, performer or musician should have a good command of what is called "Stage Manners".

While it is not possible here to give a full text on the subject, these basics should suffice.

1. The performer purpose is basically Communication.
  - (a) To Communicate one must have R (Reality)—which is to say one must be visible.
  - (b) To Communicate one must have R that there is an audience there to be Communicated to.
  - (c) A degree of Affinity with or for the audience must be physically expressed. (One cannot treat an audience with contempt, for instance.) (A perpetual smile is not a must, a respectful look, a friendly look does as well.)

If you look over the above ABCs you will see that the general basic of Stage Manners is the ARC Triangle. From this almost anything else can be derived.

However, there are some traditional rules.

- I. You *accept* applause. This is the contribution of the audience. You do not cut it off. You acknowledge it with bows or other physical actions. But you *accept* it. You don't dodge it.
- II. You never turn your back on the audience. (An exception is an actor in play stage situations.) You turn in such a way as to turn facing the audience. You do not turn the other way around and so give them your back.
- III. Never express embarrassment or stage fright even when you feel it. Force yourself into a physical appearance and expression of poise.
- IV. If you goof, ride right over it. Do not break off, call attention to it or look helpless or foolish. Just ride right over it and go on.
- V. If you do not know what to do with your hands or feet, don't do anything with them. Avoid twisting your feet or legs or hands or arms around. Don't fiddle with things. Be positive in motion.
- VI. During breaks or silent periods remember you are still on stage and Stage Manners still apply.
- VII. Always appear to be in control of the place and the audience.

VIII. Never let your poise be shattered by a sudden surprise. Ride over it and handle.

IX. A performer DOMINATES an audience:

- (a) By his comm,
- (b) By his art,
- (c) By his technical perfection,
- (d) By his Stage Manners.

None of this means that one cannot clown, joke, act superior or even seem austere. these are the arts of presence. But even in doing these, Stage Manners are observed .

If as a small child one was always cautioned about his manners and resented it one should get a clear idea of what manners are:

In a culture manners are the lubrication that ease the frictions of social contacts.

On the stage, Stage Manners are the means of smoothing the problems of interchange between audience and performer.

The hallmark of the professional performer, next to his art and expertise, is flawless Stage Manners.

Stand before a full-length mirror. (Or use Video Tape.) Assume the postures of your act. Accept applause gracefully. Bow gracefully. Smile pleasantly. Laugh. Be dignified. Demonstrate poise. Assume the posture needed for a non-applauding audience. Ride out boos. Demand more applause. Do the postures to end your performance after applause. Accept a standing ovation. Deplore not being able to give an encore. Appear at the start for a first part of a performance. Assume the postures and poise needed on stage during a one minute break between numbers. Accept a plaque. Accept flowers. Ride over a bad goof. Be respectful to the audience. Kid the audience out of it. Do each one of the IX rules. AND ALL WITHOUT SAYING A WORD. Do it with physical motions or lack of them.

When you can do all these things and look right to yourself and feel easy about them you will have and be confident of your Stage Manners.

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HCO BULLETIN OF 20 APRIL 1974

Remimeo  
Ex Dn Spclsts

**INTROSPECTION RD—THIRD ADDITION**

Adds to HCO B 23 Jan 74R  
Revised 10 Feb 74  
Checklist

**ADDITIONAL INTROSPECTION RD STEPS**

The Introspection RD has as its dominant flow, Flow 0. This follows from basic O/W theory where the person goes down the dwindling spiral to a point where he can only restrain himself and do himself in.

The following steps must be added to the checklist to fully handle this in the pc. Otherwise future efforts to help him will be blocked by his own efforts to succumb.

14L. Check “doing yourself in” and “doing others in” for read and R3R Quad the best read.

14M. L&N for the intention behind it.

14N. R3R Quad the intention.

14O. Repeat the steps above on the second one if it is also reading.

Also add the following to the RD after the E. Purps have been run R3R:

1. 2wc “Have you ever wanted to succumb?” to F/N.
2. If so, R3R Quad.
3. If so, L&N for the intention behind “wanting to succumb”.
4. R3R Quad.
5. 2wc “Have you ever attempted to commit suicide?” to F/N.
6. If so, R3R Quad.
7. If so, L&N for the intention behind the effort to commit suicide.
8. R3R Quad.
9. 2wc “Is there some other way you were doing yourself in that’s been missed?” to F/N. Note all reading items.
10. If so, R3R Quad the BD or best reading item.
11. If so, L&N for the intention behind it.
12. R3R Quad.
13. Repeat 10, 11 and 12 on other hot reads.

This would be followed by a D of P Interview and attest unless some adjustment actions were needed; these would be R3R any new E. Purps or new R/S handling, a C/S 53RG or ruds or 2wc or HC List.

### CAUTION

Do not run unreading items, miss reads or run wrong items as it will wind the pc up in the soup.

A common error on R3Ring E. Purps culled from the W/Ses has shown up that C/Ses must be alert for. This is taking up infinitive phrases like “to go to the store” that appear to be E. Purps but in actual fact are statements of future *actions or conditions*, not intentions.

*Example:* Pc says, “I was doing fine then Joe came along and caused me to cave in.” “To cave in” is *not* an E. Purp as stated. It wasn’t the pc’s intention. Not valid.

*Example:* Pc says, “I was trying to hold on to the rope and he forced me to fall off the cliff.” “To fall off the cliff” was *not* the pc’s intention but a statement of an action. Not valid.

*Example:* Pc says, “I wanted to make them wrong and got sick.” “To make them wrong” was the intention, is valid and runnable.

Have you got the idea? If there is any question in your mind, clear the word “intention”, then go over a grammar text and sort out what an infinitive and infinitive phrase are and how they’re used.

You’ll save the pc and yourself a lot of difficulty if you do this.

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HCO BULLETIN OF 23 APRIL 1974

Remimeo  
Ex Dn C/Ses

*Expanded Dianetics Series 22*

**EXPANDED DIANETICS REQUISITES**

The recent review of Expanded Dianetics has shown that Ex Dn can be made to fail if the pc is improperly set up for it.

The following checklist is for use by C/Ses to ensure full set-ups for Ex Dn have been done.

Attach to the inside left cover of the folder.

- 
1. Pc has done a full set of TRs 0-4 and 6-9. \_\_\_\_\_
  2. Pc has had a full battery of Objective Processes run to full EP. \_\_\_\_\_
  3. Pc has been given a thorough C/S 1 and is grooved in. \_\_\_\_\_
  4. Pc has completed (very) Drug RD which is FLAT.  
No no-interest but reading items remain unrun.  
No medicine, drug or stimulant left unrun. \_\_\_\_\_
  5. Pc successful at Dianetic Engram running. Can run Dn easily. \_\_\_\_\_
  6. Pc has had Word Clearing Method I run very flat to F/N list. \_\_\_\_\_
  7. Pc has been Word Cleared Method 5 on the L-3ExDRB  
and R3R words. \_\_\_\_\_
  8. Pc has had any high or low TA handled with a C/S 53RG. \_\_\_\_\_
  9. Pc is not in the Non-Interference area. \_\_\_\_\_
  10. Pc has had any messed up L&N and Why lists corrected. \_\_\_\_\_
  11. Pc has not been left in the middle of a major action or RD to  
start Ex Dn. \_\_\_\_\_
- 

Only if you make sure each of these points is fully in will the pc fly on Ex Dn.

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*Art Series 4*

**RHYTHM**

**RHYTHM:** Any kind of movement characterized by the regular recurrence of strong and weak elements. *Rhythm* denotes the regular patterned flow, the ebb and rise of sounds and movement in speech, music, writing, dance and in other physical activities. *Meter* basically means *measure* and applies to a system or pattern of measured recurrence of length, beat or numbers in poetry or music.

**TYPES OF MUSIC  
RHYTHM**

There are SIX distinct types of rhythm in music. These are:

**REGULAR:** Meaning the evenly accented (stressed) beat.

**SYNCOATED:** The placing of upbeats along with downbeats at regular or irregular intervals.

**STOPPED:** In a stopped rhythm there are regular distinct halts to the flow of melody, but all the beats are there, they are simply regularly halted for an interval. (The term comes from choreography as in tap dancing where the dancer taps fill the stops. )

**ACCENTED:** Where one or more beats in a measure received a stronger stress (beat) or accent. Accent in a rhythm can be done by volume, duration, pitch or tone quality (timbre).

**OMITTED BEAT:** The regular omission of one or more beats in measures. Time may have to be counted over two or more measures in order to regularly omit. (Soul, Motown. )

**ADDED BEAT:** Additional strong or, generally, weak beats are added to the rhythm in a consistent or inconsistent manner. (Bongos, Congas, etc.)

**USAGE**

Any and all rhythms are made up of the six basics above. One, two or more can be employed in complex patterns.

**REPETITION**

Rhythm is rhythm because of repetition (recurrence).

**RAPPORT**

**RAPPORT:** Relationship, especially, one of mutual trust or affinity.

An audience in rapport is different than an audience of spectators.

An audience in rapport **PARTICIPATES** in small or large ways with the performer or the artist or work of art, often by vocal or body motion.

Such participation is achieved by:

1. Reliance on the even recurrence of the rhythm.
2. Ability to predict it will recur.
3. Formation of agreement by such reliable prediction.
4. Permitting the audience to fill gaps or significances. Regular omission of a beat or step or full explanation causes the audience to fill it for themselves and brings about physical or mental participation.

## RHYTHM

All life is a repeating pulse and ebb and surge of motion.

Life becomes difficult when rhythmic prediction cannot occur. Anxiety sets in. It is a relief to participate in predictable rhythm in an art form. It is safe and reassuring. If the rhythm is exciting it is also exciting. Therefore participation in predictable rhythm is pleasure and even joy.

## IMPINGEMENT

When one changes rhythm within a single work one “makes wrong” because the person has predicted the rhythm but the prediction is not met. Thus he is wrong. If the rhythm recurs, the person is made right.

A new rhythm attracts attention. If it is agreed with and recurs it gets participation.

## ART FORMS

The above materials, while written from the viewpoint of music, apply to any art form.

Even prose has a rhythm.

Not all rhythms are pleasant or acceptable.

Many ways exist to utilize these observations on rhythm—i.e. one can begin an unwanted rhythm, using the audience objection to impinge and then turn it into a wanted rhythm.

As life itself is going through time and as time is recurrence, some rhythms are too dull to attain any attention.

Rhythm, used in art forms, must therefore slow or speed or change the expected rhythms of ordinary life in order to command attention.

Rhythm can sooth, lull, excite, arouse to any point of the emotional tone scale.

A rhythm one half to one tone below the usual rhythm in life will depress or degrade an audience.

A rhythm one half to one tone above the usual rhythm will dominate and interest.

Rhythm and its expression is the basic key to all art forms.

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HCO BULLETIN OF 31 MAY 1974

(Also HCO PL 31 May 1974)

Remimeo

**UNHANDLED DRUGS AND ETHICS**

Several recent cases have come to light where the person was permitted to go on upper grades, Expanded Dianetics, Power and even OT Levels whose drugs had not been handled.

In each case there was no or poor case gain, organizational upsets and wasted auditing.

THEREFORE IT BECOMES FIRM POLICY THAT ANY REGISTRAR, C/S, D OF P OR AUDITOR WHO PERMITS A PERSON WITH UNHANDLED OR PARTIALLY HANDLED DRUGS TO BE AUDITED ON ANYTHING BUT A FULL AND COMPLETE DRUG RUNDOWN INCLUDING NO INTEREST ITEMS WILL BE SUBJECT TO COMM EV WITH A MINIMUM PENALTY OF TREASON AND A MAXIMUM PENALTY OF EXPULSION.

Tech must not be made to fail because of overt, covert or ignorant misapplication of tech.

It is fully established that a chief cause of failure in cases is unhandled or only partially handled drugs including medical drugs, treatments and alcohol. This is a barrier to case gain and in this society at this time, the major barrier.

Where drugs have not been handled or only partially have been handled, the NO INTERFERENCE ZONE RULE is waived.

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HCO BULLETIN OF 22 FEBRUARY 1972RA

Remimeo  
All Supervisors  
Student's Hat  
Mini Crse  
Super Crse  
Word Clearing  
Crse  
Est Off Crse  
Dept 13  
Personnel

(Revised 26 March 1972  
and 8 July 1974  
*Changes in this type style. )*

***Word Clearing Series 32RA***

URGENT—IMPORTANT—URGENT

*Vital for all Supervisors,  
Est-Os, and Cramming Officers.*

**WORD CLEARING METHOD 4**

Tech and Admin Cramming Officers, Word Clearers and Course Supervisors use Method 4 Word Clearing when fishing for a misunderstood word. E.g. Cramming Officers use it to fish for misunderstood words concerning what the person is being crammed on. Word Clearers use it on Interns when the Intern needs a retrain or reread or even if the Intern is sent to Cramming. Course Supervisors use it in the classroom CONTINUOUSLY ON NON-F/N STUDENTS or queries.

The whole idea is the person requiring the Method 4 Word Clearing has a Cramming Order or is not an F/Ning student because of confusion as a result of a misunderstood word, as per Word Clearing Series 1 6R or omitted materials.

Method 4 fishes for the misunderstood word, finds it, clears it *to F/N*, looks for another in the area until there are no more *with an F/N* VGIs, then moves to another area, handles that—eventually *all* the misunderstands that resulted in the Cramming Order or non-F/N student are handled.

It requires no C/S OK for it to be done. Method 1 is not a prerequisite to Method 4.

E-Meter Drill No. 21 is the E-Meter Drill to be drilled on Method 4. It's the method of fishing for a cognition.

Requires proper application of TRs and metering. All Supervisors, Est-Os, and Dept 13 personnel to check out on, drill, and *apply* this tech AS IT IS VITAL STUDY TECH.

**METHOD 4 WORD CLEARING**

1. Give person the cans, state, "I am not auditing you."

2. Ask while watching the meter:

"Is there any part of what you're studying you did not fully get?"

Trace the read. Use "fishing for a cog" drill (per HCO B 25 June 70, Issue III) if needed .

If no read the question may be varied, e.g.

"Is there any part of the materials you're studying you disagree with?"

or "Is there any part of what you're studying you feel you could not apply?"

or "In (material being checked) is there anything you didn't understand?"

Let the student tell you *briefly*. Do NOT tell him the data.

Verify that his study pack is complete as the data might have been omitted. Also he might never have read the pack at all.

If the data was missing do not go on to Step 3. See that he gets the complete pack and reads it. Then repeat Method 4.

If the person just has not read the materials do not go on to 3 but get him to read the materials. Then repeat Method 4.

3. Get what it is then ask:

“What *word* was misunderstood just before that?”

Meter reads, Word Clearer finds the word, never accepting a confusion but finds *the* word giving the read (SF, F., BD), gets it looked up in a dictionary and used in sentences until it can be seen from the sentences that the student now understands the word *and the word F/Ns. All the tools of Study Tech and Word Clearing are at the Word Clearer’s disposal to take the word to F/N. The Word Clearer does not stop at one misunderstood but makes sure all are cleared.*

4. Repeat 2 & 3 until the materials are fully cleared up and any and all misunderstands or confusions handled.
5. If the action bogs when used in the classroom the student must be sent to Qual for handling and Supervisor to Cramming on TRs and metering and drilling on this procedure.

The correct action is a W/C CORRECTION LIST DONE ON THE STUDENT AND HANDLED.

Of course if the above question F/Ns on asking, there would be no misunderstands on the material being checked, but the person is in Cramming, not an F/Ning student or whatever, so there obviously are misunderstood words to be found and handled.

Look at HCOPL 16 Feb 72, “The Purpose of the Dept of Personnel Enhancement”. It says this Dept “reaches and looks for business all over the org and brings it in”. So someone with stats down—student or post stats, confusion about what to do, overloaded, can’t seem to handle it, how do you do this, etc, etc, are *all* indicators of misunderstood words as the person is saying confusion, confusion. Well, underneath the confusion is a misunderstood word just as Word Clearing 1 6R says.

Method 4 Word Clearing is what is used in doing and achieving the purpose of the Dept of Personnel Enhancement, HCO PL 16 Feb 72.

One of the ways the Word Clearers in this Dept do the job is using Method 4 Word Clearing.

METHOD 4 IS USED BY COURSE SUPERVISORS TO HANDLE ALL STUDENT QUERIES ABOUT CONTENTS OF COURSE MATERIALS.

The reason students ask questions about “What is meant” is because of omitted pack materials from their checksheet, failure to read what they have OR BECAUSE OF A MISUNDERSTOOD WORD JUST BEFORE THEY GOT CONFUSED.

The Super has to know only where the materials are and BE SMART ENOUGH TO DO METHOD 4 INSTEAD OF GIVING THE STUDENT ALTER-ISED ANSWERS THAT STOP SCIENTOLOGY WORKING.

Word Clearing, especially Method 4, is how to get in HIGH CRIME HCO PL 7 Feb 1965, Reissued 15 June 70, “KEEPING SCIENTOLOGY WORKING”.

SUCCESSFUL COURSE SUPERVISION AND SUCCESSFUL CRAMMING REQUIRE THIS ACTION BE FULLY KNOWN AND U—S—E—D.

\*\*K \* E \* E \* P\*\*

\*\*S \* C \* I \* E \* N \* T \* O \* L \* O \* G \* Y\*\*

\*\*W \* O \* R \* K \* I \* N \* G\*\*

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HCO BULLETIN OF 8 JULY 1974R

Issue I

REVISED 24 JULY 1974

Remimeo

*Word Clearing Series 53R*  
(Revisions in this type style)

**CLEAR TO F/N**

(Word Clearing Series 32R has been corrected  
as 32RA to require the F/Ning of all words  
and forbids W/Cing on a high TA.)

Do NOT try to Word Clear a person *Method 1, 2 or 4* whose TA is high at session start. Use standard auditing procedures by an Auditor of the required class to get the TA down to normal range. (Usually a C/S Series 53RG and handling.)

If the TA is high at start of session one of course cannot F/N a TA on Word Clearing *when* it is high for some other reason.

ALWAYS F/N a word being cleared *on the meter*. It may happen there is a chain and the word has to be earlier similar. But even then, when the *chain is* F/Ned, the words on the chain that didn't F/N must F/N.

Example: A chemical *type* word reading. Doesn't F/N. E/S it on E/S words, comes down to a lecture in school. The Mis-U word there F/Ns. Now check the words touched while going E/S. Usually they just F/N.

Do NOT do a lot of words to "Clean" and say the person has been "Word Cleared". Cases are messed up because the Word Clearing may be over out rudiments or even out lists or out Int.

A Word Clearing worksheet must show truthfully all words F/Ned.

**RED TAB**

Where a pc has been Word Cleared *on the meter* without F/Ning or with or to a high or low TA, THE WHOLE FOLDER MUST BE RED TABBED.

W/Cing worksheets must go into the pc's folder, just as why finding and touch assists and other auditing actions must be put in the folder.

A pc red tabbed because of Word Clearing must be repaired within 24 hours, as in the case of any other red tab.

---

Stalled cases have been traced to Word Clearing errors. Repair of these will get them going again.

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HCO BULLETIN OF 8 JULY 1974R

Issue II

REVISED 24 JULY 1974

Remimeo

***C/S Series 92R***

*(Revisions in this type style)*

**WORD CLEARING ERRORS**

*(Applies to Methods 1, 2, 4 and 5  
done on a meter.)*

The attention of the C/S is called to the revised Word Clearing Series 32RA which requires words be F/Ned and to HCO B 8 July 74 of the Word Clearing Series which requires word clearing errors be RED TABBED and that all Word Clearing worksheets be placed in folders.

Case troubles have occasionally been traced to *metered* W/Cing over a High TA or failure to F/N words.

This is a hidden area from the C/S unless W/C worksheets are included in folders and the RED TAB system for non-F/N at conclusion is used. Only in this way is a C/S able to get all the data.

Correction of W/C errors is done by a Word Clearing Correction List.

High TA or Low TA at start of a W/C session is usually handled by C/S 53RG.

All "non-session" worksheets such as why finding, contact or touch assists and Word Clearing should go into the pc's folder.

*None of this can be used as an excuse not to word clear somebody. Make a C/S handle that TA fast and Red Tab the folder until handling occurs. Then do the Word Clearing.*

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HCO BULLETIN OF 17 AUGUST 1972R  
REVISED 8 JULY 1974

Remimeo  
(Translate to  
European  
Languages)

(Revision in this type style)

(Reissued 24 October 1974  
as a Tape Course Series)

***Word Clearing Series 42R***

***Tape Course Series 10***

**METHOD 4 NOTES**

Too generalized a question in using Method 4 defeats its use and can restimulate a person badly.

Example: "Is there anything in *college* you didn't understand?" That of course is just plain ridiculous as a question. "Have you ever heard anything you didn't understand?" would be similarly silly.

**BREAK DOWN THE MATERIALS**

When doing Method 4 you have to break down the materials (put them into small separate units) in order to ask questions.

Example: We have Papers 1 & 2, both on the same subject. The wrong question for Method 4 would be "Is there anything in Papers 1 & 2 you didn't understand?" and not even give him the papers to see! The right way to do it would be to take Paper 1 and break it down into its obvious sections, give the person Paper 1 and let him look at it. Point to its 1st section and say, "Is there anything you didn't understand in this section?" while watching the meter. Then point to next section, do the same. Finish Paper 1. Then go to Paper 2 and do it the same.

A person has to know what he's being asked about and has to be thinking of it when asked the question.

**TAPES**

Just as it would be ridiculous to ask, "Have you ever misunderstood anything you ever read?", it would be silly to ask, "Did you ever have a misunderstood on Tape?"

The right way is to take *the* tape and put it on a machine and play a bit of it. And ask, "Is there anything in the first section of this tape you didn't understand?" while watching the meter. Then high speed the tape forward to another area and do the same. Thus the tape is covered.

This can also be done from any tape notes, section by section.

**BOOKS**

Books are done chapter by chapter.

## QUICKIE M4

Method 4 is defeated utterly by:

1. Bad metering,
2. Too general a question,
3. Not having the material to hand,
4. Not getting the person's attention on parts of the material,
5. *Not taking each word found to F/N.*

Quickie M4 misses. It sets the person up for a loss in his studying.

And we want him to actually succeed in his study, don't we?

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HCO BULLETIN OF 17 JULY 1974

Remimeo

*Expanded Dianetics Series 23*  
(Ref. XDn Series 9)

**XDN CASE B**

Further data on XDn Series 9.

On further data the failure of this case was due to:

1. PTS to friend of wife who was violently invalidative. He roller coastered = PTS. The PTS scene should have been handled prior to auditing but was not known or suspected at the time.
2. This case had been a drug addict and was married to a drug addict who had been a prostitute and who persuaded him back on drugs. The drug rundown "no interest items" should have been run and he should have been cleaned up on drugs before beginning XDn. It has been proven out time and again that when a very full and complete drug rundown is not done, pcs do not succeed with any other type of auditing including Expanded Dianetics.

**FURTHER NOTES**

Further research has shown that headaches are almost invariably an Exteriorization-Interiorization problem. This research case should have had his Ext-Int handled fully.

-----  
These items added to the research program, before any others, would have brought success:

- i. Handle Ext-Int by repair or rundown.
- ii. Handle any out lists L4B.
- iii. Handle PTS Situation fully and rapidly.
- iv. Complete Drug RD by culling all "no interest items" and running them.

Further repair of this case would include the above but would add:

- v. Do an L4B on intentions lists to be sure no lists are out and repair.
- vi. Do R3R on all reading evil intentions whether pc interested or not.

**SUMMARY**

Data gained from running this Case B has been of great assistance in handling other cases since the faults found were not repeated.

Hundreds, probably thousands of cases are now winning on XDn with permanent gain. This is due to using fully the developed tech with full skill.

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HCO BULLETIN OF 24 NOVEMBER 1973R

(Cancels HCO B 31 December 1971 RC)  
 Revised & Reissued 30 August 1974

Remimeo

*C/S Series 53RH*

**SHORT HI-LO TA ASSESSMENT C/S**

This is the basic prepared list used by Auditors to get a TA up or down into normal range. A GF Method 5 may also be used after TA is in normal range to get pc's case handled better.

\_\_\_\_\_ PC Name \_\_\_\_\_ Date \_\_\_\_\_

1. Assess pc Method 5 on this sheet. (Go down the list calling off the items to the pc, watching the meter. Mark any Tick, SF, F., LFBD [to what TA], speeded rise or Blow Up.) *NOTE: A C/S 53RH should be reassessed and all reads handled until it F/Ns on assessment.*

- |  |  |
|--|--|
| <p>A. Interiorization _____</p> <p>Went in _____</p> <p>Go in _____</p> <p>Can't get in _____</p> <p>Want to get out _____</p> <p>Kicked out of spaces _____</p> <p>Can't go _____</p>   | <p>Problems _____</p> <p>Protest _____</p> <p>Don't like it _____</p> <p>Audited over out ruds _____</p> <p>Feel sad _____</p> <p>Rushed _____</p> <p>Tired _____</p> <p>ARC Brk _____</p>   |
| <p>B. List errors _____</p> <p>Overlisting _____</p> <p>Wrong items _____</p> <p>Upset with giving _____</p> <p>items to auditor _____</p> <p><i>Wrong Why</i> _____</p> <p><i>Wrong Indication</i> _____</p> <p><i>Wrong PTS Item</i> _____</p>   | <p>D. Drugs _____</p> <p>LSD _____</p> <p>Alcohol _____</p> <p>Pot _____</p> <p>Medicine _____</p>   |
| <p>C. Some sort of W/H _____</p> <p>Are you withholding _____</p> <p>something _____</p> <p>Is another withholding _____</p> <p>something from you _____</p> <p>Are others withholding _____</p> <p>something from others _____</p> <p>Has another committed _____</p> <p>overts on you _____</p> <p>Have you committed _____</p> <p>any overts _____</p> <p>Have others committed _____</p> <p>overts on others _____</p> <p>Not saying _____</p> | <p>E. Engram in restimulation _____</p> <p>Same engram run twice _____</p> <p>Can't see engrams too _____</p> <p>well _____</p> <p>Invisible _____</p> <p>Black _____</p> <p>Loss _____</p> <p>Lost _____</p> <p>F. Same thing run twice _____</p> <p>Same action done by _____</p> <p>another auditor _____</p> |

- |   |  |
|---|--|
| <p>G. Doing something with mind between sessions _____<br/>Some other practice _____</p> <p>H. Word Clearing errors _____<br/>Study errors _____</p> <p>I. False TA _____<br/>Wrong sized cans _____<br/>Tired hands _____<br/>Dry hands or feet _____<br/>Wet hands or feet _____<br/>Loosens can grip _____</p> <p>J. Auditor overwhelming _____<br/>Feel attacked _____<br/>Something wrong with F/Ns _____<br/>Overrun F/Ns _____<br/>Missed F/N _____<br/>Items really didn't read _____<br/>Bad auditing _____<br/>Incomplete actions _____</p> <p>K. Can't have _____<br/>Low havingness _____</p> | <p>L. PTS _____<br/>Suppressed _____</p> <p>M. Something went on too long _____<br/>Went on by a release point _____<br/>Overrun _____<br/>Auditor kept on going _____<br/>Over-repair _____<br/>Puzzled by auditor keeps on _____<br/>Stops _____</p> <p>N. Something else _____<br/>Physically ill _____</p> <p>O. Repairing a TA that isn't high _____<br/>Repairing a TA that isn't low _____<br/>Faulty Meter _____<br/>Nothing wrong _____</p> |
|---|--|

2. Use only the small falls or falls or BDs. The rises will however show where mass lies.

A. If A or any of the A Group, and the pc has *had* an Int RD, do an Int RD Correction List, and handle the reads. (HCO B 29 Oct 71 R, Revised 14 May 74.)

If the pc *has never had an Int RD*, then give him a standard Int RD providing you have checked out on the Int-Ext pack and are good at R3R.

B. If any of these read, do an L4BR on the earliest lists you can find that have not been corrected. Lacking these do an L4BR in general. You can go over an L4BR several times handling each read to F/N until the whole L4BR gives nothing but F/Ns. *Handle a Wrong Why or Wrong Indication or Wrong PTS Item per C/S Series 78.*

C. If any of these, handle with 2wc and earlier similar to F/N. If more than one reads do biggest read first and then clean up each of the others E/S to F/N. If all read on assessment you have to get an F/N for each or 18 F/Ns. On overts and withholds, get what, and E/S to F/N. On out ruds, find which rud and handle. (See GF40RR, HCO B 30 June 71, Revised 13 Jan 72.) Feel sad, handle the ARC Break. (Feel sad = ARC Brk of long duration.)

D. Rehab releases on each "drug" taken to F/N. Complete the Drug RD per C/S Series 48R after handling all reads on this assessment. If pc has had a Drug RD, do *L3RD* on it, and handle.

E. If any of these, do *L3RD* and handle according to what is stated to do on *L3RD*.

F. Clean up any protest and inval and rehab to F/N.

- G. Find out what it is. If -Yoga or Mystic exercises or some such 2wc E/S it to first time done, find out what upset had occurred before that and if TA now down do L1 C on *that* period of pc's life.
- H. If Word Clearing, do a Word Clearing Correction List, handle all reads. If Study errors, 2wc E/S to F/N, and add a Study Correction List to the pc's program.
- I. False TA is wrong cans. Use HCO Bs 24 Oct 71, 12 Nov 71R, 15 Feb 72, 18 Feb 72, 29 Feb 72R, 23 Nov 73, all on False TA. Then clean up the bypassed charge with (1) Assess for best read (a) TA worries, (b) F/N worries. (2) Then 2wc times he was worried about (item) E/S to F/N. (3) *Rehab any overruns due to False TA obscuring F/Ns.*
- J. These are auditor errors. Low TA is generally caused by overwhelming TRs and incomplete actions. A high TA can be caused by an auditor overrunning F/Ns or failing to call them. Or trying to assess through an F/N and mistaking an F/N right swing for a read. *An F/N can be obscured and mistaken for a read if Sensitivity too high.* These items are all 2wc E/S to F/N. Auditors who made them need Cramming badly or retread.
- K. Can't have or Hav. Find correct Havingness process and remedy.
- L. PTS or Suppressed. Check for SP or get a full PTS RD.
- M. Find out what. Clean up any protest. Rehab to F/N on each (or date to blow, locate to blow, if qualified).
- N. 2wc to find what. Note BD item. If BD item covered by one of these categories handle per instructions. If not just 2wc to F/N and get further C/S instructions for handling if necessary.
- O. Get pc to tell you about it briefly. If correct then indicate to F/N. Go E/S and indicate it if no F/N on first. If False TA handle per I above.

General. Handle Int RD (A) if it reads at all before handling rest as nothing will go right if Int is still out. For the remainder prefer to handle any BD group if you get a BD. If in doubt about what to do, return to the C/S.

Revised by  
L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 AUGUST 1974

Remimeo  
Tech Secs  
C/Ses  
Auditors  
Registrars

*URGENT*

*C/S Series 93*

**NEW GRADE CHART**

The "NEW" thing to do is the Grade Chart. Everything you are doing should contribute to getting the pc up the Bridge. THIS is the Bridge.

There is a new Grade Chart being prepared which has some changes in it, based on recent discoveries. It is urgent that you know of these in advance.

**DRUG RUNDOWN**

The effects of an omitted or incomplete Drug RD are severe enough to deny a person any lasting case gain.

This is covered in HCO B 31 May 74, "Unhandled Drugs and Ethics". Some orgs have taken this HCO B so literally however, that they have taken pcs off Adv Cses Grades, refused to do Assists on ill pcs and some showed pcs the HCO B and invaled their gains.

This was not the intention of the HCO B. The C/S Series remain valid.

The Drug RD belongs on the Grade Chart after Life Repair. A Drug RD cannot be done over out ruds and a Life Repair may be necessary to get in a pc's ruds.

Life Repair is not a prerequisite for the Drug RD, however, and if done is not to be dragged out intensive after intensive. In some cases a pc could not complete Life Repair without a Drug RD.

Following the Drug RD is ARC S/W, then the rest of Dianetics to completion.

**EXPANDED DIANETICS**

Ex Dn by the way belongs after Grade IV Expanded.

Some pcs R/S and have Evil Purposes to do others in. But no Grade 0 or Grade I or Grade II. What others? Martians?

"Got to secretly do everybody in" probably applies to Apeville some long date ago and he's never come up to PT.

The answer is to bring the pc up the Grade Chart to Expanded Grade IV *then* do his Ex Dn.

The prerequisites for Ex Dn are covered on HCO B 23 April 74, Ex Dn Series 22, "Expanded Dianetics Requisites". Add to that Expanded Grades up to IV and you have it.

**GRADE II**

Some orgs specialize in Grade II, especially on org staff. The pc is always getting Integrity Processing or his O/Ws pulled on so and so.

If you look on the Grade Chart you will find Withholds and Overts are Grade *TWO*.

Below Grade *TWO* lies Grade I (Problems) and Grade Zero (Communications). And below that is Dianetics and at the bottom end of Dianetics is the Drug Handling.

Now how do you expect a fellow who has unhandled drugs (or omitted drug items because of "no interest") to even know (no Grade 0) that other people are around or that (Grade I) he is caved in with problems he's never cognited on?

And he's supposed to have enough responsibility to answer up on Grade II? With real overts and withholds?

This does not mean you must never Sec Check. It does mean that Sec Checks are no substitute for auditing or guarantee of innocence.

Grades are Grades and the Grade Chart sequence is correct.

#### SOLO SET-UPS

Set-ups for Solo are fully covered on HCO B 8 Jan 72R, Revised 8 July 74, Solo C/S Series 11 R.

This will be included as part of Solo on the Grade Chart as it is a vital step.

Pcs won't make it on Solo if they aren't set up.

#### FULL LIST

Here's the full list of Grades showing where the various RDs now offered fit.

GROUP PROCESSING—Not mandatory or a prerequisite.

LIFE REPAIR—As needed but not prerequisite for Drug RD. To get ruds in on Life.

DRUG RD, means:

TRs 0-4, 6-9—Mandatory for a Druggie currently on Drugs, FLAT.

Full C/S-1—Where not done. To fully educate pc.

Objectives—Full battery to full EPs per basic books and early HCO Bs on them.

Class VIII Drug Handling—List and rehab all drugs, 3 way Recalls, Secondaries and Engrams of Taking and Giving Drugs.

AESPs on each reading Drug—Listed separately and handled with R3R, each drug to full F/N assessment of Drug List.

“No Interest” Drug Items—All reading ones run where they exist.

Prior Assessment—AESPs listed separately and run R3R, prior to first drug or alcohol taken.

ARC S/W EXPANDED.

DIANETICS, means:

C/S 54—Complete handling of Pc Assessment Form begun with Drug RD.

Health Form—Fully handled to full F/N Assessment.

EXPANDED GRADE 0—As issued.

EXPANDED GRADE I—As issued.

EXPANDED GRADE II—As issued, including Integrity Processing.

EXPANDED GRADE III—As issued.

EXPANDED GRADE IV—As issued.

EX DN—Not mandatory except where pc is a low OCA, an R/Ser (2%, chronically ill or psycho. Means:

Set-ups—Per HCO B 23 April 74, Ex Dn Series 22.

Introspection RD—Where pc ill, introverted or in a psychotic break.

R3R all E. Purps.

OCA Left-hand Side Handling—As issued.

OCA Right-hand Side Handling—As issued, with PTS RD as necessary.

POWER PROCESSING GRADES V & VA—Only prerequisites are Drug RD and Grade IV.

SOLO GRADE VI, means:

Solo Set-ups—Done at SH or AO per Solo C/S Series 11 R.

Solo Auditor's Course.

Solo Audit Grade VI materials.

#### CLEARING COURSE

OT I

OT II

OT III

OT VII PROCESSES

OT III EXPANDED

OT IV

OT V

OT VI

FULL OT VII VERIFICATION

OT VIII—When issued.

#### PROGRAMMING

The C/S Series, especially the early HCO Bs, numbers 1-13R, fully cover the use of the Grade Chart in programming.

#### THE GRADE CHART IS THE BASIC PROGRAMME OF A PC.

This datum has been neglected in some orgs, who have specialized in the new RDs developed since '71.

With refinement of repair and corrective actions and the release of new RDs, some may have forgotten that repair is only done to get off the overwhelm so that you can put the pc back on the Grade Chart.

#### SUMMARY

I thought I'd better fill you in on these changes and how the new Grade Chart lines up.

Make full use of this Chart with C/S Series programming tech in and your pcs will fly.

Here's to lots of case gain and rave success stories.

L. RON HUBBARD  
Founder

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Remimeo  
All Staff  
All Auditors  
All Students  
All Scientologists

*Word Clearing Series 54*

**SUPERLITERACY AND THE CLEARED WORD**

SUPER—Superiority in size, quality, number or degree.

LITERACY—The ability to read and write.

Almost everyone these days is able to read and write. This was not true a century ago but, with modern stress on education, it is true today.

But is this enough today?

It is an instruction book world. The civilization in which we live is highly technical.

Education today goes into the twenties.

That's a third of one's life.

And what happens when one leaves school?

Can he *do* what he studied?

Does he *have* all his education or did it get left behind?

*Literacy is not enough.*

Today's schools and today's world require a new ability—the ability to look at a page without any strain and absorb what it says and then apply it right now without any stress at all.

And is that possible?

Am I talking about speed reading?

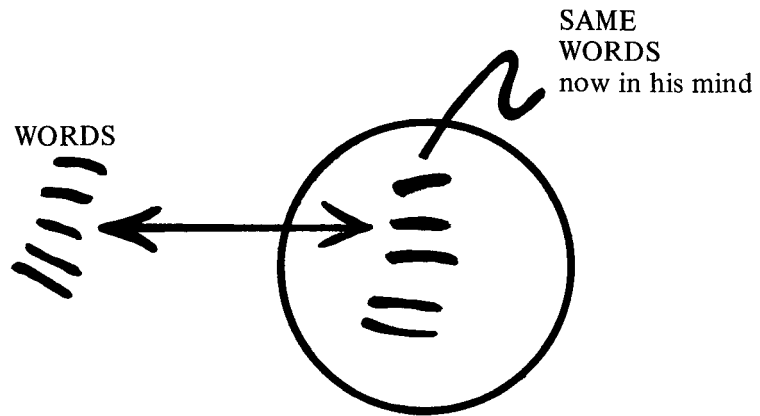
No. That is just being able to read rapidly. It does not improve the *comfort of* reading and it does not improve the ability to apply.

What is really needed is the ability to COMFORTABLY and QUICKLY take data from a page and be able at once to APPLY it.

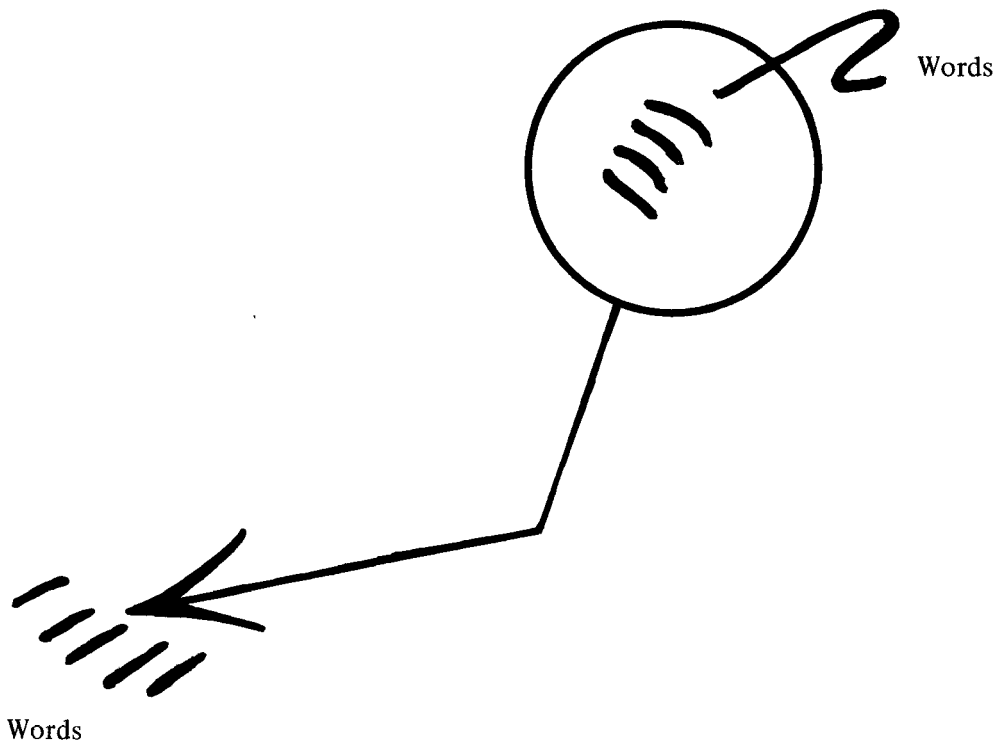
Anyone who could do that would be SUPER-LITERATE.

What happens?

The average person-literate—is able to read words and mentally record words.  
Like this:



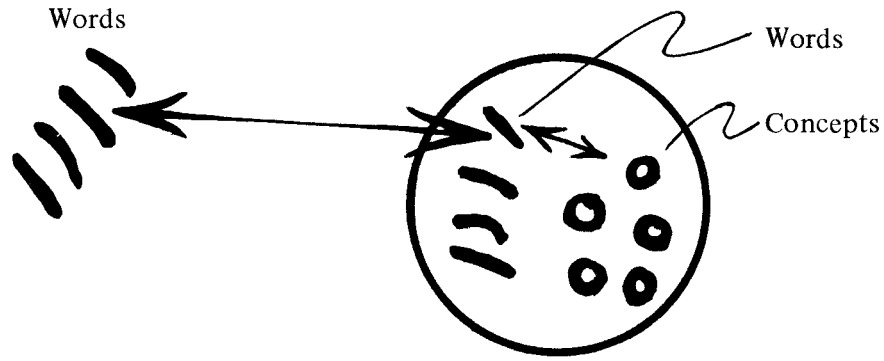
When he writes he writes:



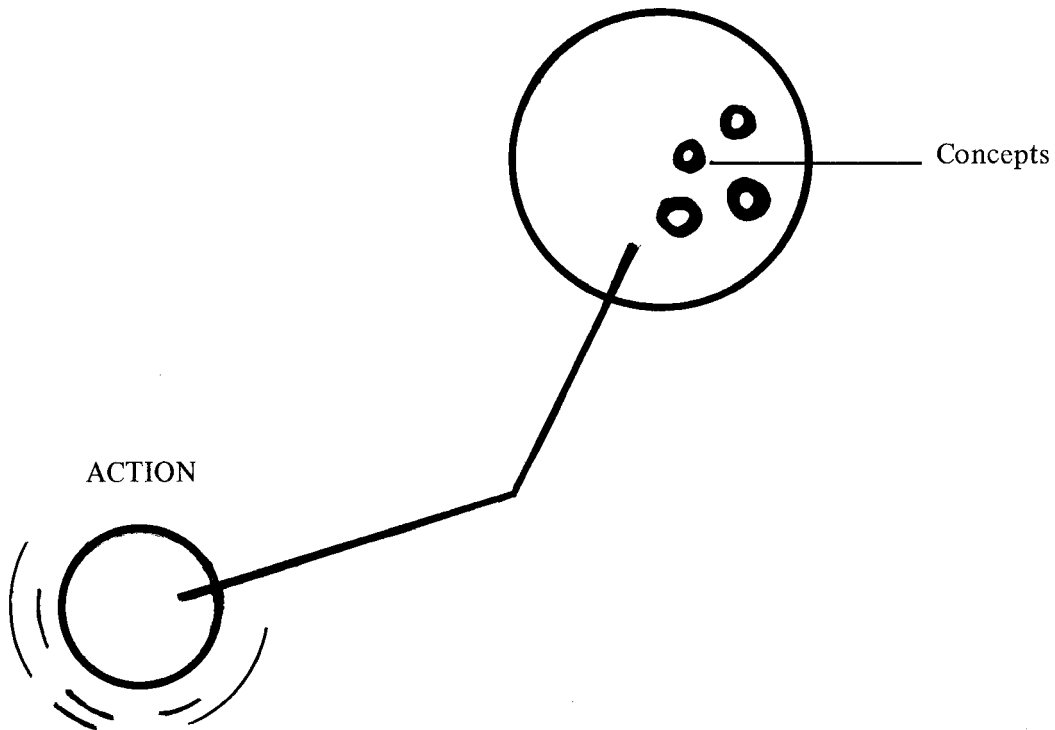
In his mind words are "understood" as other words like this:



When one is Super-Literate, this is what happens:



Therefore as he is dealing in *concepts* (ideas or understandings) this can happen:



And he thinks in concepts to which he can fit words easily and so can write clearly.

In other words, when one is Super-Literate, one reads not words but understandings. And so one can act.

### CONCEPTS

The idea of grasping word meanings conceptually is something new to the field of Linguistics. The endless Semantic circles pursued by Korzybski and company (see Data Series 1, "The Anatomy of Thought") never really led to the realization that a word and its meanings are embodied in the basic *concept* or *idea* symbolized by that word.

That conceptualization of meanings is foreign to dictionary writers and "experts" is evidenced by the fact that definitions are so subject to alter-is and change with the passage of time.

For example, modern definitions of the word “understand” are found to be largely inadequate. A really full and meaningful definition of it could only be found in a First Edition of *Webster’s Dictionary of Synonyms, 1942*:

“*Understand*. To have a clear and true idea or conception, or full and exact knowledge, of something. In general it may be said that *understand* refers to the result of a mental process or processes (a clear and exact idea or notion, or full knowledge). *Understand* implies the power to receive and register a clear and true impression.”

#### CLEARED WORDS

Operating within a society steeped in misunderstood words and mis-definitions, Study Tech is subject to arbitraries. Thus, a *CLEARED WORD* is defined as follows:

A WORD WHICH HAS BEEN CLEARED TO THE POINT OF FULL CONCEPTUAL UNDERSTANDING.

In Metered Word Clearing this translates as:

F/N, VGIs.

There are many ways and combinations to achieve this EP. Using the word in sentences until the meaning is grasped conceptually is the most common. Diagrams, demos, clay, in fact the entire body of Study Tech and its methods are applicable.

These are vital tools. For use. Protect them and KEEP SCIENTOLOGY WORKING.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 25 SEPTEMBER 1974

Remimeo  
All Execs  
All Tech and  
Qual Divs

*URGENT—IMPORTANT*

*C/S Series 94*

**REDUCTION OF REFUNDS  
C/Ses AND OVERLOAD**

When a C/S is overloaded, he is a potential cause of OUT TECH.

He may try to make up time by not reading worksheets of Auditors, by failing to do Folder Error Summaries, by not taking time to write Cramming Orders and neglecting other C/S duties.

Recent evaluation has shown that OVERLOADED C/Ses CAN BE THE REASON FOR A HUGE REFUND RATIO IN THE ORG'S GI-CGI.

Any non-tech person such as the Ethics Officer can tell at once when a C/S is either not working or overloaded. THE HANDWRITING IN THE WORKSHEETS CAN'T BE READ, WORDS ARE NOT CLARIFIED IN RED, NO FESes ARE SEEN IN FOLDERS AND NO CRAMMING ORDERS EXIST TO MAKE AUDITORS DO HANDWRITING DRILLS TO WRITE FAST AND WELL.

Proper C/S posting was piloted by me on Flag years ago. The existing technical executives failed to export it to orgs.

The irreducible minimum C/S postings are:

SENIOR C/S who handles bugged cases and very upper level actions and keeps the other C/Ses functioning well. He is the highest classed C/S in the org. He is responsible for proper handling and results on all cases. (This is a hat I usually wore in an area.)

EXPANDED DIANETIC C/S who does only Expanded Dianetics.

GRADE C/S who C/Ses Grade pcs.

DIANETIC C/S or C/Ses who handle all routine C/Sing of Dianetics including Drug Rundowns.

There are several other C/S posts. In AOs additionally there are Solo C/Ses. In Saint Hills there are Power (Class VII) C/Ses.

As an org expands it can have additional *types* of C/Ses. Some of these are:

REVIEW C/S who reviews tech case failures, taking this load off the Senior C/S.

STAFF CASES C/S who C/Ses for audited staff.

STUDENT AUDITING C/S who C/Ses student sessions.

AO REVIEW C/S who C/Ses for fast review on Adv Cse Students.

CO-AUDIT C/S where a Co-Audit exists separate from HGC lines.



## WHAT IS OVERLOAD?

When a C/S can't read every worksheet and study and program *every* case he has, due to time, he is overloaded.

### WASTED C/Ses

To get a Class VI or even a Class IV to C/S lower action folders is a waste of C/Ses since it is easy to *train* Dianetic C/Ses.

### SUMMARY

*TRAIN* AND POST enough C/Ses and watch the GI go up and refunds go down.

It is not enough just to get Auditors and more and more Auditors.

**DON'T OVERLOAD C/Ses. GET MORE OF THEM!**

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 26 SEPTEMBER 1974

Remimeo

*IMPORTANT*

**HANDLING FLUBBED PCS**

In 1970 when auditing by intensives was reimplemanted it became clear that Tech repaired any flubs on pcs and did not send them to Qual.

Tech did its own repair.

Now, with the emphasis on Qual correcting Auditors and C/Ses it is very important that this rule is followed.

**TECH CORRECTS ITS OWN FLUBBED PCS. IT DOES NOT SEND THEM TO QUAL.**

Qual must not get into the HGC business. Tech is there to deliver the technology. Qual is there to safeguard the technology by correcting the personnel who flub delivering it and get *them* to deliver it correctly. Qual does not correct the pcs.

**TECH ACTION**

The routine Tech action when a pc is flubbed or Red Tagged is for the Auditor to take the pc back in at once and repair any error with the correction list for that action.

Example: Auditor doing an L&N. Pc Red Tags after session. Auditor takes the pc right back in and does an L4BR and corrects the list.

Example: Auditor doing Ruds. Pc Red Tags with a high TA. Auditor takes the pc back in straight away, assesses a C/S 53 and handles.

If the Auditor can't handle he sends the folder to the Tech C/S who studies the folder, finds the bug and gets it handled fast.

The maximum wait is 24 hours. A red-hot Tech Division handles the same day.

**QUAL ACTION**

Qual crams the Auditors and C/Ses and Supervisors. The Qual Sec makes sure that the Cramming orders are done and that the flubs are corrected.

**But, QUAL DOES NOT CORRECT THE PC. TECH DOES.**

**SUMMARY**

When Quals get into the HGC or Academy business and start delivering the courses or intensives, the Tech goes out the window **BECAUSE THEN THERE IS NO QUAL**. Qual corrects the *Auditors* and *C/Ses* and *Supervisors*.

Tech corrects its own flubbed pcs.

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Qual Div Hats HCO POLICY LETTER OF 7 APRIL 1970RA  
Tech Div Hats (HCO Pol Ltr of 16 Dec 1968 and  
SHSBC Students 7 Sept 1969 Amended and Reissued)  
ARC Break Auditor Amended 8 August 1970

Revised 17 September 1974  
Revised 29 September 1974

**GREEN FORM**

*BEFORE ANY AUDITOR IS PERMITTED TO DO A GF OR ANY PREPARED LIST HE MUST BE ABLE TO MAKE LISTS READ WITH CRAMMING ON TR 1 AND CRAMMING ON HCO Bs 28 FEB 71 (C/S SERIES 24), 9 JUNE 71, ISSUE I (C/S SERIES 41), 20 DEC 71 (C/S SERIES 72), 15 JUNE 72 (C/S SERIES 80), 15 OCT 73 (C/S SERIES 87), 20 NOV 73 (C/S SERIES 89), 6 DEC 73 (C/S SERIES 90), AND BTB 16 JUNE 71R, ISSUE I (FORMERLY HCO B 16 JUNE 71R, ISSUE III).*

In HGC the Green Form is done on the order of the Case Supervisor *to detect reasons for case trouble. If the TA is high or low use C/S 53RH instead.* It is assessed Method 5 and handled. The new Auditor's Code is observed on every line. If the line reads and the pc or pre-OT protests it, has no answers, seems ARC Broken by the read or resigned or starts to explain how the thing has been run before, check for false read. Use False and Suppress as per BTB 18 Nov 68R.

On Environment ARC Break the Remedy B—Environment, BTB 14 Aug 68R, is a limited process. S&D is also a limited process, only one F/N available on W, one F/N on S, one F/N on U. They are only done on C/S instructions.

Do not audit a pc or pre-OT who has not had sufficient food or rest or who has taken aspirin or drugs; check this before session. If he or she has had insufficient food or rest, send the pc home to have this handled. Indicate the by-passed charge of the incomplete cycle of action of the session on both Questions 2 and 3.

The Green Form should be run to F/N VGIs with all reads taken to F/N. It can be done Method 3 and taken to a good win, F/N VGIs. *If done M3 it must not be run past the first F/N.*

PC OR PRE-OT NAME \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

NAME OF AUDITOR \_\_\_\_\_ CLASS \_\_\_\_\_ GRADE \_\_\_\_\_

ALL FOLDERS TO HAND \_\_\_\_\_ LAST AUDITOR'S NAME \_\_\_\_\_

CONTAINS BEGINNING ASSESSMENT FORM \_\_\_\_\_

1. FOLDER C/Sed BY NAME \_\_\_\_\_ TA \_\_\_\_\_

PC OR PRE-OT GRADE \_\_\_\_\_ PC OR PRE-OT CLASS \_\_\_\_\_

2. SUFFICIENT SLEEP \_\_\_\_\_

PHYSICALLY TIRED \_\_\_\_\_

SUFFICIENT FOOD \_\_\_\_\_

ARE YOU HUNGRY \_\_\_\_\_

ALCOHOL \_\_\_\_\_

ASPIRIN/TRANQUILIZERS \_\_\_\_\_

DRUGS (FIND OUT WHAT IS BEING TAKEN OR WHAT DRUG ITEMS WERE NOT RUN AND WHY) \_\_\_\_\_

3. WANTS AUDITING (IF DOESN'T, DISCUSS WHY NOT, GET PC TO EXPLAIN) \_\_\_\_\_
4. (a) ARC BREAK (Handle by ARCU CDEINR earlier similar ARC Break.) On new pcs ask if there has been an upset (handle as above).  
SESSION ASSESSMENT \_\_\_\_\_  
\_\_\_\_\_
- (b) ENVIRONMENT ARC BREAK \_\_\_\_\_  
(ARCU CDEINR or Remedy B if ordered by the C/S.)
- (c) AUDITING ENVIRONMENT \_\_\_\_\_  
(Prepcheck.)
5. (a) IGNORED ORIGINATIONS \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (b) PRESENT TIME PROBLEM \_\_\_\_\_  
(Itsa earlier similar Itsa.) New pcs: "Do you have a persisting problem?"  
(Handle as above.)
- (c) EVALUATION \_\_\_\_\_
- (d) INVALIDATION \_\_\_\_\_
- (e) MISSED WITHHOLDS \_\_\_\_\_  
(Who nearly found out, what did they do to miss it, earlier similar M/W/H to basic.) New pcs ask: "Has someone nearly found out something about you?"  
(Handle as above.)
- (e-1) WITHHOLD THAT KEPT COMING UP \_\_\_\_\_  
(Who wouldn't accept it, who said it still read. Indicate false read. 2wc the concern.)
- (f) OVERTS \_\_\_\_\_  
(Itsa earlier similar overt to basic.) New pcs: "Have you done something you shouldn't have done?" (Handle as above.)
- (g) MISUNDERSTOOD WORD OR SYMBOL \_\_\_\_\_  
(Clear it to F/N.)
- (h) COMMITTING CONTINUOUS PT OVERTS \_\_\_\_\_  
(Itsa earlier similar Itsa or "Prevent Process".) New pcs: "Are you continuously doing something you shouldn't do?" (Handle as above.)
6. NO AUDITING \_\_\_\_\_  
(Itsa earlier similar Itsa.)
7. (a) SOMETHING THAT ISN'T THERE \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (b) TRYING TO PUT SOMETHING WHERE THERE IS NOTHING  
\_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (c) FALSE ASSERTION \_\_\_\_\_  
(Itsa earlier similar Itsa.)
8. (a) ASSESSED BEYOND THE RIGHT ITEM \_\_\_\_\_  
(Correct the list and give the pc his item.)
- (b) INCOMPLETE LIST \_\_\_\_\_  
(Complete the list and indicate the item.)

- (c) OVERLISTED \_\_\_\_\_  
(Indicate, null with Suppress and get the item.)
- (d) SOMATIC ITEM ON A LIST NOT READING BUT SOMATIC EXISTS \_\_\_\_\_  
\_\_\_\_\_  
(Handle as per HCO B 29 Jan 70, "Null Lists in Dianetics".)
9. (a) PICTURE NOT ERASED \_\_\_\_\_  
(Complete chain to erasure and full end phenomena.)
- (b) STUCK PICTURE \_\_\_\_\_  
(L3RD or run "Recall a time before the incident. What was it?" "Recall a time after the incident. What was it?")
- (c) PICTURES CHANGING \_\_\_\_\_  
(L3 RD.)
- (d) NO SOMATICS \_\_\_\_\_  
(2wc to F/N, note for C/S.)
- (e) RECURRING SOMATIC OR FEELING \_\_\_\_\_  
(Write down any items given and their reads. Run any item that BDs by R-3R.)
- (f) FORCED TO GO EARLIER PAST THE BASIC ON A CHAIN \_\_\_\_\_  
\_\_\_\_\_  
(Locate basic on chain, A, B, C, D or earlier beginning then A, B, C, D as required to F/N, cognition, VGIs and erasure.)
- (g) AN EARLIER BEGINNING ON AN INCIDENT BEEN MISSED \_\_\_\_\_  
\_\_\_\_\_  
(Earlier beginning, A, B, C, D to F/N and end phenomena.)
- (h) JUMPED CHAINS \_\_\_\_\_  
(Write details. If original chain found, run R-3R to end phenomena.)
- (i) BLACK FIELD \_\_\_\_\_  
(L3RD.)
- (j) INVISIBLE FIELD \_\_\_\_\_  
(L3RD.)
- (k) DISTURBED WHILE RUNNING AN INCIDENT \_\_\_\_\_  
(Clean up any ARC Brk with ARCU CDEINR earlier similar ARC Brk to F/N and GIs. Check if chain erased and if not, run R-3R to end phenomena.)
- (l) WRONG DATE \_\_\_\_\_  
(Indicate, get the right date.)
- (l-1) WRONG LOCATION \_\_\_\_\_  
(Indicate, get the right location.)
- (m) PSYCHIATRIC INCIDENT \_\_\_\_\_  
(Run R-3R.)
10. (a) LOWER LEVELS UNFLAT \_\_\_\_\_  
(Find out which and note for C/S.)
- (b) LOWER LEVELS OVERRUN \_\_\_\_\_  
(Rehab any overrun.)
- (c) LOWER LEVELS NEVER RUN \_\_\_\_\_  
(Note for C/S.)
- (d) ACTUALLY RUN THE PROCESSES FOR EACH GRADE \_\_\_\_\_  
(Note for C/S.)

- (e) HAS POWER PROCESS BEEN LEFT UNFLAT \_\_\_\_\_  
(Not to use on Clear and above; Grade V, VA checked by Class VII or VIII Auditors only.)
- (f) HAS POWER PROCESS BEEN OVERRUN \_\_\_\_\_  
(Same as (e). Rehabbed by Class VII or VIII only.)
- (g) IS THERE SOMETHING THAT HASN'T BEEN HANDLED \_\_\_\_\_  
(Note for C/S.)
11. (a) FALSE ATTESTATION \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (b) UNTRUE ASSERTIONS ABOUT CASE \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (c) TOLD A LIE \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (d) WASN'T SURE \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (e) MISUNDERSTOOD TECH \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (f) MISUNDERSTOOD CASE CONDITION \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (g) EXPERIMENTING \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (h) ALTERING TECH \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (i) DOING SOMETHING ELSE WITH TECH \_\_\_\_\_  
(Itsa earlier similar Itsa.)
- (j) HAVE YOU TYPED, HANDWRITTEN OR TAPED COPIES OF ANY CONFIDENTIAL MATERIALS \_\_\_\_\_  
(Handle with time, place, form and event, Itsa earlier similar Itsa.)
12. (a) PROCESS LEFT UNFLAT \_\_\_\_\_  
(Find out which process and note for C/S.)  
DATE OF SESSION \_\_\_\_\_
- (b) PROCESS OVERRUN \_\_\_\_\_  
(Rehab.)  
DATE OF SESSION \_\_\_\_\_
13. FORMER RELEASE \_\_\_\_\_  
(Find what release has not been acknowledged and Rehab.)
14. NON-STANDARD PROCESS \_\_\_\_\_  
(Itsa earlier similar Itsa.)
15. BAD AUDITING COMM CYCLE \_\_\_\_\_  
(Itsa earlier similar Itsa, L1 C if necessary.)
16. CODE BREAKS \_\_\_\_\_  
(Itsa earlier similar Itsa.)
17. HIDDEN STANDARD (WHAT WOULD HAVE TO HAPPEN FOR YOU TO KNOW SCIENTOLOGY WORKS?) \_\_\_\_\_  
(Itsa earlier similar Itsa.)
18. MIXED THERAPIES (ANY OTHER TREATMENT IN PROGRESS) \_\_\_\_\_  
(Note what.)

19. CONNECTED TO A SUPPRESSIVE PERSON \_\_\_\_\_  
(Itsa earlier similar Itsa or S&D *only* on C/S order, or handle as in 4a.)
20. (a) CONNECTED TO A SUPPRESSIVE GROUP \_\_\_\_\_  
(Handle as in 19.)
- (b) ENVIRONMENTAL MENACE \_\_\_\_\_  
(Folder to C/S.)
21. HERE TO GET DATA FOR SOMEONE ELSE \_\_\_\_\_  
(What, when, all, who.)
22. HERE BECAUSE SOMEONE ELSE DEMANDED IT \_\_\_\_\_  
(Itsa earlier similar Itsa.)
23. SELF-AUDITING DURING INTENSIVE \_\_\_\_\_  
(Itsa earlier similar Itsa.)
24. BEING AUDITED BY SOMEONE OTHER THAN AN HGC AUDITOR \_\_\_\_\_  
\_\_\_\_\_  
(Itsa earlier similar Itsa.)
25. CRIMINAL RECORD OR CRIMES FOR WHICH YOU COULD BE ARRESTED \_\_\_\_\_  
(Note all crimes with what, when, all, who and handle by Itsa earlier similar Itsa.)
26. INSANE ASYLUM HISTORY \_\_\_\_\_  
(Itsa earlier similar Itsa.)
27. SHOCK TREATMENT HISTORY \_\_\_\_\_  
(Itsa earlier similar Itsa.)
28. HERE TO BE CURED OF SOMETHING NOT MENTIONED \_\_\_\_\_  
(Itsa earlier similar Itsa.)
29. UNPAID DEBTS TO ORGS \_\_\_\_\_  
(Itsa earlier similar Itsa.)
30. KNOWLEDGE OF A CRIME AGAINST SCIENTOLOGY \_\_\_\_\_  
(Itsa earlier similar Itsa.)
31. WHAT WOULD HAPPEN IF SCIENTOLOGY WORKED ON EVERYONE \_\_\_\_\_  
\_\_\_\_\_  
(Itsa earlier similar Itsa.)
32. ANYTHING UPSETTING ABOUT THIS REVIEW \_\_\_\_\_  
(Itsa earlier similar Itsa.)
33. HAS ANYTHING BEEN SUPPRESSED \_\_\_\_\_  
(Itsa earlier similar Itsa.)
34. HAS ANYTHING BEEN INVALIDATED \_\_\_\_\_  
(Itsa earlier similar Itsa.)
35. HAS ANYTHING BEEN RUSHED \_\_\_\_\_  
(Itsa earlier similar Itsa.)
36. HAS ANYTHING BEEN MISSED \_\_\_\_\_  
(Itsa earlier similar Itsa.)
37. HAS SOMETHING BEEN OVERRUN \_\_\_\_\_  
(Get what it is and Rehab.)
38. IS A SCIENTOLOGY CONFSSIONAL (SEC CHECK) NOT COMPLETE \_\_\_\_\_  
\_\_\_\_\_  
(Handle with List LCR Confessional Repair List.)

39. PC STATEMENT OF THE TROUBLE AS IT IS NOW \_\_\_\_\_

40. ASSESS 7 SPECIAL CASES:

- (a) DOESN'T WANT AUDITING \_\_\_\_\_
- (b) PRETENDING TRAINING OR GRADES NOT ATTAINED \_\_\_\_\_
- (c) HAS NOT HAD AUDITING \_\_\_\_\_
- (d) SEEKING THE SAME THRILL ATTAINED FROM DRUGS \_\_\_\_\_
- (e) HAS TAKEN DRUGS \_\_\_\_\_
- (f) FORMER THERAPY BEFORE SCIENTOLOGY \_\_\_\_\_
- (g) HAS BEEN PART OF EARLIER PRACTICES \_\_\_\_\_
- (h) OUT OF VALENCE \_\_\_\_\_
- (i) CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY \_\_\_\_\_
- (j) AUDITED WITH PRIOR GRADES OUT \_\_\_\_\_
- (k) AUDITED WITH RUDIMENTS OUT, ARC BRK \_\_\_\_\_  
PTPs \_\_\_\_\_ W/H \_\_\_\_\_
- (l) HAS AN ENGRAM EXACTLY MATCHING PT DANGERS \_\_\_\_\_
- (m) SERIOUSLY PHYSICALLY ILL \_\_\_\_\_  
(Return the folder to C/S, do not indicate the item to the pc or pre-OT.)
- (n) GONE EXTERIOR IN AUDITING \_\_\_\_\_
- (o) OVERWHELMED BY AUDITING \_\_\_\_\_
  - (a) is handled as in 4 of the GF.
  - (c) is handled by Listing and Nulling "Who or what would prevent auditing?"
  - (b) & (d) to (h) handled Recall process, 3 flows each to F/N then engram or chain 3 flows each to F/N.
  - (i) is handled by Listing and Nulling "What are you trying to prevent?" by the LAWS OF LISTING AND NULLING.
  - (n) is handled by HCO B 11 April 1970, "Auditing Past Exterior" procedure. GF-40 is handled as per HCO B 8 April 1970, "GF-40 Handling—Clarification".
  - (o) handled by a Progress and Advance Program (as per C/S Series after 2wc to F/N.)

FINISH TA POSITION \_\_\_\_\_ FINISH TIME \_\_\_\_\_

TOTAL TA \_\_\_\_\_ TOTAL TIME \_\_\_\_\_

RECOMMENDATIONS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE \_\_\_\_\_ AUDITOR SIGN \_\_\_\_\_

CASE SUPERVISOR \_\_\_\_\_

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 OCTOBER 1974

Remimeo  
Ex Dn Specialists

*IMPORTANT*

**THE VITAL INFORMATION RUNDOWN  
THE TECHNICAL BREAKTHROUGH OF 1974**

Recent intensive investigation into blocks on tech, dissemination and communication lines uncovered an aberration which is quite widespread and especially common in society.

Simply stated I found that WHERE VITAL INFORMATION WAS NOT BEING RELAYED OR WAS HIDDEN OR FALSIFIED, THE PEOPLE RESPONSIBLE WERE DRAMATIZING WITHHOLDS.

You can see this in newspapers, government policies, the medical profession, psychiatry, economics and especially education.

I have for years tried to get to the bottom of why people will not teach people. It is the single greatest fault in existing culture in my opinion.

The answer that fits all cases is a failure to relay information, brief, instruct, train or supervise stemming from a general past and current OVERT OF WITHHOLDING VITAL INFORMATION. This gives a dramatization in daily conduct of failing to relay information, brief, instruct, train or supervise.

And underlying that is the intentional impulse to do so overtly or covertly in a mistaken attempt to forward their own first dynamic.

**RESEARCH**

The primary outpost that led to this conclusion is the premium given to silence in philosophy and the approval accorded the silent by the population whereas such people are in fact quite deadly and useless.

It is a generalized dramatization in this society. This would be what made the society favor the "strong silent type" as a sort of ideal.

All this in a highly technical society is hazardous. A good example is the current fuel crisis over a supposed scarcity of petroleum fuels for highly inefficient internal combustion engines while answers in the form of new fuels and engines are hidden away in vaults by the vested interests.

**ORGS**

In our organizations this is deadly. It blocks our tech lines in the Academy and Qual as well as the HGC. It cuts our dissem lines to public via books, promo, regging, lectures, use of C/F and Addresso and FSMs. It cuts our comm lines and denies data to higher management.

It winds up in no application of the tech and no results for the public.

That makes this rundown mandatory for top execs including Flag Reps and LRH Comms, *all* Tech and Qual staff and Dissem, Distrib and HCO Dept 2.

## PECULIARITY

This mechanism is a peculiar one with its own special twist.

Earlier rundowns did not hit this particular type of overt. It isn't very visible and doesn't occur in rundowns like L10.

It is not simple withholding information. It is (or once was) the intentional overt of withholding VITAL information. It would be a very long chain and would influence general conduct. A bordering chain is withholding information under torture.

Probably an A=A=A sets in which then totally prohibits some (too many) people from imparting important data, thus they can't teach, amongst other things. It has to be fully run out, engrams and all.

## THE RUNDOWN

Where staff are concerned, the necessity of delivering this RD reduces the prerequisites for it to the Drug RD only. It could be done if necessary where the Drug RD was not yet complete but would have to be verified after completion of the Drug RD.

Otherwise and for public, this RD belongs on Ex Dn as OCA right-hand side handling. It would probably fit best before the Multiple E. Purp RD and the Responsibility RD.

## VITAL INFO RD

1. Clear and assess:

VITAL DATA \_\_\_\_\_  
THE TRUTH \_\_\_\_\_  
VITAL INFORMATION \_\_\_\_\_  
KNOWLEDGE \_\_\_\_\_

Choose the best read as the item.

2. a) L&N "What would happen if you communicated \_\_\_\_\_?"  
b) R3R Quad
3. a) L&N "What problem have you had with \_\_\_\_\_?"  
b) R3R Quad
4. a) Clear and assess:  
Withholding (item) under duress. \_\_\_\_\_  
Withholding (item) under torture. \_\_\_\_\_  
Withholding (item) to protect someone. \_\_\_\_\_  
b) R3R Quad
5. a) Clear all words plus fully clear each outpoint with examples and demos so it's understood.  
b) Assess:  
Omitted (item). \_\_\_\_\_  
Altered the sequence of (item). \_\_\_\_\_  
Dropped time out of (item). \_\_\_\_\_  
Added falsehoods to (item). \_\_\_\_\_  
Altered the importance of (item). \_\_\_\_\_  
Used (item) to wrong tgt. \_\_\_\_\_  
Assigned the wrong source for (item). \_\_\_\_\_

Made (item) a contrary fact. \_\_\_\_\_  
 Added time to the relay of (item). \_\_\_\_\_  
 Added inapplicable data to (item). \_\_\_\_\_  
 Incorrectly included other data with (item). \_\_\_\_\_  
 Complicated (item). \_\_\_\_\_  
 Suppressed (item). \_\_\_\_\_

In order of reads:

c) R3R Quad

Locate a time when another \_\_\_\_\_to/for/from (pick which) you.

Locate a time when you\_\_\_\_\_to/for/from another.

Locate a time when another\_\_\_\_\_to/for/from another.

d) L&N “What would be the intention of someone who\_\_\_\_\_?”

e) R3R Quad the intention.

6. a) Assess: Concerning (item) has there been a break in

Affinity \_\_\_\_\_  
 Reality \_\_\_\_\_  
 Communication \_\_\_\_\_  
 Understanding \_\_\_\_\_

b) R3R Quad the largest read.

c) Reassess ARCU and handle to F/Ning assessment.

7. a) Clear all words, especially *assumption* and *justify* and *withholding* (in the broad sense).

b) L&N “What assumption would justify withholding (item) ?”

c) R3R Quad the computation.

8. R3R Quad all E. Purps that came up during the RD.

9. R3R Quad all computations that came up during the RD.

### SUMMARY

The importance of this RD for Tech and Qual staff and sensitive posts cannot be over-emphasized.

Although it will be quite popular with the public it is basically designed for staff on these lines.

The auditors delivering it should themselves have had it. They must have flawless TRs, be able to make a meter read and must drill the RD in Qual before attempting to deliver it.

This RD is very powerful. Don’t miss on it with careless delivery. Get it done flawlessly as directed and you will have a resurge on delivery and dissemination lines and open the door to A GOLDEN ERA OF AUDITING QUALITY AND RESULTS FOR PUBLIC AND STAFF.

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L. RON HUBBARD  
 Founder  
 assisted by CS—4

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead

HCO BULLETIN OF 9 DECEMBER 1971 R  
REVISED 15 OCTOBER 1974

Class IV  
*Ex Dn Spclst*  
Requires:  
W/C 2  
\* Rate  
Clay  
TRs 4000-9  
4000-10

**PTS RUNDOWN**

**CASES**

One remaining problem in cases was "PTS phenomena".

P.T.S. means Potential Trouble Source. When someone is suppressed he becomes a Potential Trouble Source.

There are numerous HCO Bs and PLs on this subject. All of them are true observations and predictions.

The cause of ROLLERCOASTER is PTS. Rollercoaster means a slump after a gain. Pcs who do not hold their gains are PTS.

S and Ds (for Search and Discovery) was the earlier approach. These are still valid and "3 S&Ds" as a rundown is used in the PTS Rundown without change.

Now with the PTS Rundown, the handling of this common and all too frequent case condition can be handled.

**WHO DOES IT**

Hopefully it can be done by Class IVs who are also HDCs, HGC Okays to Audits.

For an Auditor who is not HDC Class IV Okay to Audit HGC by competent Internship to attempt a PTS Rundown would be very risky for the pc as it needs exact listing, exact TRs, exact metering, exact Code keeping and very honest auditing and competent C/Sing.

**DEVELOPMENT**

Earlier discovery and development of the PTS theory is extensively covered.

The recent wrap-up came about through my OT research in November 1971.

The principal breakthrough was realizing one should NOT invalidate having known certain people before.

This is similar to the past life discovery in 1950. Some people thinking this was "unpopular" frowned on it. Some others were only famous characters so flagrantly that past lives were easily invalidated. But people who don't go past track in Dianetics don't recover. Even running them as "imaginary" as in *Science of Survival* advices suddenly breaks through for a stalled Dianetic Case.

In this same way with young men and girls using "I knew you when you were" for 2D advantage tended to invalidate having known certain individuals before this life.

But now it turns out that the ONLY PTS situation that is serious and lasting and can cause a rollercoaster comes from having known the person *before* this life.

Possibly in the last life or earlier lives one knew persons before *that* life too. This however shows up in the 3 S&Ds.

## BREAKDOWN

There are only four points of breakdown of the PTS Rundown.

1. Improperly audited. Auditor not able to always do a correct list, TRs out, metering out, poor R3R, just plain untrained or not totally familiar with this Rundown.
2. Pc not completely set up. Like: Has TA trouble but no C/S 53 done, is a no change case but no GF 40R done, old auditing not repaired by a GF and proper programming or no C/S 54 or too tired or too ill for the R3 R.
3. The Rundown not fully and completely done, but chopped or left incomplete (pc will still rollercoaster).
4. People who “can’t run engrams”—which means a druggie who hasn’t had a full Drug Rundown.

There is nothing especially tricky about the auditing of the PTS Rundown except that all auditing should be of flubless quality and when the PTS RD is flubbed by bad lists or poor R3R or out TRs or poor metering it really IS a mess. The RD is so powerful that errors in C/Sing and auditing it are especially rough.

Currently sick pcs should not be run on the PTS Rundown as a standard practice. It IS what they need BUT you can easily overwhelm a sick pc with engram running.

The time to run a PTS RD is when the pc is set up and when it is noted the pc rollercoasters, not when he collapses with a temperature.

Rollercoaster can also be caused by a bad Interiorization RD or Int repair, out lists, bypassed charge of other descriptions. These should be gotten rid of before a PTS RD is attempted.

## BEHAVIOR OF RD

Valence shifts occur rapidly and frequently in PTS RDs and should be noted on the worksheet.

The R3R can sometimes be a bit of a long haul on a basic incident. Be sure with an L3B. But get an erasure of basic no matter how hard you have to work at it. In the PTS RD incidents can “develop”. Missing pieces can appear. A whole new slant can occur on the subject when one goes to F2 after finishing F1.

Chronic somatics are likely to appear and be handled on this Rundown. And case conditions not previously remedied by other means can be remedied by this Rundown.

## END PHENOMENA

There is a point where the pc is absolutely sure he knew the person before this life. This is NOT the EP.

A pc can exteriorize on this RD. That is NOT the EP (but requires an Int RD if none has been done before *and the TA goes high, or its correction*).

THE EP IS A PC WHO IS GETTING AND KEEPING CASE GAINS AND NEVER AGAIN ROLLERCOASTERS.

## PARTS

There are four parts to the RD.

(a) Present and past S&Ds. Collect them up, handle each valid item with R3R Triple, ARC Brk, PTP, W/H and Overts each Triple. If no S&Ds exist do “3 S&Ds” and R3R and Ruds as above. If no folder, get the pc to tell you any past S&D items. *Follow Ruds with Can’t Have/Enforced Hav per HCO B 3 June 72R.*

(b) *L&N Who have you* known this lifetime who has troubled or worried you? Includes father, mother, wife or wives (husband), brothers, sisters, aunts, uncles,

grandparents, lovers. *Take the BD F/N item.* Ask if the pc has known person before this life. If read, R3R Triple, Ruds & Overts Triple.

(c) *L&N Who have you been after this life? Take the BD F/N item.* Ask if known before. *If it so reads, R3R Triple, Ruds & Overts Triple, Can't Have/Enforced Hav.*

(d) *L&N What planets have you known before this lifetime? To BD F/N item.* R3R Triple, Ruds & Overts Triple, *Can't Have/Enforced Hav.*

That is the extent of the Rundown.

## FLAWS

You cannot use Flow 1 as any old direction to or from pc. To do this fouls it up. *Flow 1 is to the pc.*

Flow 2 is pc to the person (or place).

Flow 3 is the person (or place) to others.

If you did Fl R3R as "Locate a time you knew\_\_\_\_" you might get to the pc, pc to the person or the person to others. You would not get a clean motivator Fl. This would leave the PTS chain partially run.

This is also true of the ruds.

## RE-DOs

If the pc does *not* recover, then reasons for failure 1 to 4 above should be checked into.

Then the lists and R3R should be handled with L4B and L3B.

Then an overlooked item or person or place should be scouted for and handled. There is no question of the validity of the Rundown. It might have missed. "True love" might have been passed over as unlikely but such obsessive attraction is always based on having known (and probably done in) the other person.

Then the true EP will be attained where it only appeared to be before.

## THE COMMANDS

See 3 S&Ds HCO Bs 13 January 1968 "S&Ds", 19 Jan 68, 16 Aug 69, 14 Jan 68, 28 Nov 67, 10 Nov 67, 9 Nov 67.

The commands and actions of doing 3 S&Ds are DRILL TR 4000-9 & TR 4000-10 3 S&Ds. HCO B 9 Oct 71, Issue VI.

The following R3R commands are used in every case. Put the person or place in the blank:

- F1. Locate a time when\_\_\_\_\_ did something to you. R3R.
- F2. Locate a time when you did something to\_\_\_\_\_. R3R.
- F3. Locate a time when\_\_\_\_\_did something to others. R3R.

## RUDS

- 1. Did\_\_\_\_\_ARC Brk you? ARCU CDEINR. E/S to F/N.
- 2. Did you ARC Brk\_\_\_\_\_? ARCU CDEINR. E/S to F/N.
- 3. Did\_\_\_\_\_ARC Brk others? ARCU CDEINR. E/S to F/N.

ALWAYS DO A FRESH ARCU CDEINR ON EACH E/S.

4. Did \_\_\_\_\_ give you a problem? E/S to F/N.
5. Did you give \_\_\_\_\_ a problem? E/S to F/N.
6. Did \_\_\_\_\_ give others problems? E/S to F/N.
  
7. Did you withhold anything from \_\_\_\_\_? E/S to F/N.
8. Did \_\_\_\_\_ withhold anything from you? E/S to F/N.
9. Did \_\_\_\_\_ withhold anything from others? E/S to F/N.
10. Did \_\_\_\_\_ commit an overt (harmful act) on you? E/S to F/N.
11. Did you commit an overt (harmful act) on \_\_\_\_\_? E/S to F/N.
12. Did \_\_\_\_\_ commit an overt on others? E/S to F/N.

AUDITOR'S LIST OF ITEMS  
TO BE RUN

(a) Old S&Ds	_____
	_____
	_____
	_____
	_____
New S&Ds	_____
	_____
	_____
	_____
	_____
<i>Past PTS Interviews</i>	_____
	_____
	_____
	_____
	_____
(b) <i>L&amp;N item</i>	_____
(c) <i>L&amp;N item</i>	_____
(d) Planets <i>L&amp;N</i>	_____
Added Items for PTS Re-do	_____
	_____

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[See also HCO B 20 January 1972, *PTS RD Addition*, page 19. The above HCO B was revised by HCO B 9 December 1971 RA, Revised 21 October 1974, *PTS Rundown*, page 338. HCO B 9 October 1971, Issue VI, mentioned above as containing the 3 S&Ds Drill was revised by BTB 9 October 1971 RA, Issue VI, revised 23 February 1975, *Level 4 Process Drills*, which deleted the 3 S&Ds Drill.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 OCTOBER 1974

Remimeo  
Cramming  
Officers

*IMPORTANT*

*Cramming Series 14*

**CRAMMING OVER OUT RUDS**

A Cramming Officer can fail in his efforts to correct a flubbing staff member if he tries to cram over out ruds.

Cramming done over an ARC Break, like Auditing, will result in the person getting worse, more out of comm or misemotional. Cramming a person over a problem or W/H will produce no change so no correction will occur.

Out ruds are easy to spot. The person with an ARC Break, won't talk or is misemotional or antagonistic. A problem produces fixated attention that prevents Cramming from finding the actual area of difficulty. Natter and 1.1 remarks means a withhold.

Recently a musician being crammed kept bringing up a dispatch that he was in mystery about concerning the group. Every time it was mentioned it read or BDed yet the Cramming Officer continued "Cramming" him and never handled it. So no product.

I sat the musician down, told him he was crammed over a problem, the mystery about the dispatch, cleaned it up by getting the dispatch and letting him go over it, made sure the problem was handled then found the area of misunderstood and traced it back to an early age and the Why fell right out.

And I got the Cramming Officer crammed by the Senior C/S and found her Why too.

So the moral of the story is DON'T CRAM OVER OUT RUDS.

It is too costly in lost production and flaps.

**CRAMMING OFFICER FLUBS**

When the Cramming Officer flubs you must get him crammed fast because he will repeat the error on others and there goes your results.

In such cases, get him crammed immediately by the Qual Sec or Senior C/S. If it is the Qual Sec who has flubbed, then he is crammed either by the Senior C/S or the Keeper of Tech.

**INCOMPLETE HANDLING**

It is often not enough just to correct a Why and do no further handling in Cramming. Most Cramming Cycles reveal a broader area of situation which must also be handled.

An example is the Auditor who flubs on an L4BR and during the Cramming reveals he never really listened to the key SHSBC L&N tapes.



The Cramming Officer who does not also program the Auditor for a review of those tapes would not have fully corrected that Auditor. You could accurately predict future L&N flubs and pc upsets.

A subsequent program such as the one above would count as an additional Cramming Cycle for the Cramming Officer, or a Retread if lengthy and would count as additional points.

Therefore the maxim of Cramming is:

HANDLE THE HELL OUT OF IT.

Honest correction must be fully and completely done for the sake of the public and the org as well as the staff member.

#### SUMMARY

Cramming success depends on not Cramming over out ruds and on fully handling all areas of confusion or weakness.

Follow these operating rules and you will enjoy rave results and real correction.

And your org stats will soar.

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 19 OCTOBER 1974

Remimeo

*URGENT*

**THE DRAMATIZATION OF WITHHOLDS  
ON VITAL INFORMATION LINES**

I have recently unearthed a widespread aberration that underlies the withhold or obstruction of vital information and wanted to warn you to be on the lookout for it.

It is, simply stated, DRAMATIZATION OF WITHHOLDS.

This is not just the person with withholds, this is the person who DRAMATIZES withholds by preventing the relay, exposure or free distribution of vital information.

To DRAMATIZE means to act under the influence of past incidents as dictated by those incidents in the bank. The guy is replaying something now that happened in the past, out of its time and context and out of his control. A person dramatizing withholds would be acting out withholding information now, when the actual withholds or incidents of withholding are in the past.

**VITAL INFORMATION**

Vital information is vital because survival depends on it. Examples include: HCO Bs, HCO PLs, books, tapes, course checksheets and packs, hats, OEC Volumes, LRH EDs and FOs and other issues, Flag programs and EDs, stats, weekly reports, compliance reports, situation reports, CSWs, evals, even dispatches that contain important information that must be known.

Also, an org requires other vital data like accurate C/F and Addresso's, up-to-date files, broad, hard-sell promotion and magazines, accurate accounts files and records, monthly statements, tech data that gives pc and student results, Word Clearing and Cramming results, a Qual Library, broad public dissemination and promotion to name a few.

Data that is VITAL must be relayed, must be made known without alteris or barriers. You can't survive without it.

**THE DRAMATIZATION**

There are probably as many different ways to dramatize withholds as there are people who do it. You should know of the main ones I've come across lately.

First is a failure to relay. This can be simply not routing on a mail pack or dispatch, not sending out the org's letters or mailings, backlogging Mimeo so new issues don't get seen, having poor tape recorders in the Academy or simply refusing to train or process public and staff.

A deadly one is losing tech personnel or not recruiting them. That way nobody is there to relay the Tech to the students and pcs. A few orgs are very busy doing that one.

Never making the Auditors and C/Ses and Supervisors do their daily TRs, High Crimes and training is another one. It denies the tech people data they need and also denies Standard Tech to the public especially in terms of results on pcs.

Not Hatting or Cramming staff is another one. So is falsifying stats, not promoting, failure to sell training, not calling paid up public in for service, not reporting what is happening in the org.

When you see this happening WATCH OUT. Someone is dramatizing withholds and withholding vital information.

The worst example of course would be not to have an org there at all.

### AN ORG'S MAIN PRODUCT

The main product of an org is Knowledge, and the results obtained with it.

Any post in an org contributes to this product. It is the most valuable product we have to exchange with the public.

Knowledge and its results are what public and staff want. It is valuable because without it there can be no survival.

### REMEDY

The Vital Information Rundown HCO B 6 Oct 74 is the remedy for the dramatization of withholds.

Train your Auditors on it thoroughly and get it delivered where you are having this problem.

If you don't have any Auditors to deliver it or no one to train them you have already been hit by this dramatization.

Your only hope is to get an Auditor and train him and get it delivered.

**YOUR IMMEDIATE ACTION IS TO OPEN UP YOUR VITAL INFORMATION LINES NOW.**

### SUMMARY

Look over your org and see if this mechanism has affected your operation.

Don't tolerate it. Expose it and relay the vital information.

**DON'T PERMIT THE DRAMATIZATION OF WITHHOLDS TO BLOCK THE FLOW OF VITAL INFORMATION.**

Your survival depends on it.

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L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 DECEMBER 1971 RA  
REVISED 21 OCTOBER 1974

Remimeo  
Class IV  
Ex Dn Spclst  
Requires:  
WC 2  
\* Rate  
Clay

### PTS RUNDOWN

*References:*

BPL	31 May 71 RA	“PTS and SP Detection, Routing and Handling Checksheet”
HCO B	20 Jan 72	“PTS RD Addition”
HCO B	16 Apr 72	“PTS RD Correction List”
HCO B	17 Apr 72	C/S Series 76, “C/Sing a PTS RD”
HCO B	3 June 72R	“PTS RD, Final Step”
HCO B	24 Apr 72	C/S Series 79, “PTS Interviews”
HCO B	10 Aug 73	“PTS Handling”
HCO B	9 Nov 67	“Review Auditors”
HCO B	14 Jan 68	“S&D Type ‘S’ “
HCO B	19 Jan 68	“S&Ds By Button”
HCO B	16 Aug 69	“Handling Illness in Scientology”

### CASES

One remaining problem in cases was “PTS phenomena”.

P.T.S. means Potential Trouble Source. When someone is suppressed he becomes a Potential Trouble Source.

There are numerous HCO Bs and PLs on this subject. All of them are true observations and predictions.

The cause of ROLLERCOASTER is PTS. Rollercoaster means a slump after a gain. Pcs who do not hold their gains are PTS.

S and Ds (for Search and Discovery) was the earlier approach. These are still valid and “3 S&Ds” as a rundown is used in the PTS Rundown without change.

Now with the PTS Rundown, the handling of this common and all too frequent case condition can be handled.

### WHO DOES IT

Hopefully it can be done by Class IVs who are also HDCs, HGC Okays to Audits.

For an Auditor who is not HDC Class IV Okay to Audit HGC by competent internship to attempt a PTS Rundown would be very risky for the pc as it needs exact listing, exact TRs, exact metering, exact Code keeping and very honest auditing and competent C/Sing.

### DEVELOPMENT

Earlier discovery and development of the PTS theory is extensively covered.

The recent wrap-up came about through my OT research in November 1971.

The principal breakthrough was realizing one should NOT invalidate having known certain people before.

This is similar to the past life discovery in 1950. Some people thinking this was “unpopular” frowned on it. Some others were only famous characters so flagrantly that past lives were easily invalidated. But people who don’t go past track in Dianetics don’t recover. Even running them as “imaginary” as in *Science of Survival* advices suddenly breaks through for a stalled Dianetic Case.

In this same way with young men and girls using “I knew you when you were “ for 2D advantage tended to invalidate having known certain individuals before this life.

But now it turns out that the ONLY PTS situation that is serious and lasting and can cause a rollercoaster comes from having known the person *before* this life.

Possibly in the last life or earlier lives one knew persons before *that* life too. This however shows up in the 3 S&Ds.

### BREAKDOWN

There are only four points of breakdown of the PTS Rundown.

1. Improperly audited. Auditor not able to always do a correct list, TRs out, metering out, poor R3R, just plain untrained or not totally familiar with this Rundown.
2. Pc not completely set up. Like: Has TA trouble but no C/S 53 done, is a no change case but no GF 40R done, old auditing not repaired by a GF and proper programming or no C/S 54 or too tired or too ill for the R3R.
3. The Rundown not fully and completely done, but chopped or left incomplete (pc will still rollercoaster).
4. People who “can’t run engrams”—which means a druggie who hasn’t had a full Drug Rundown.

There is nothing especially tricky about the auditing of the PTS Rundown except that all auditing should be of flubless quality and when the PTS RD is flubbed by bad lists or poor R3R or out TRs or poor metering it really IS a mess. The RD is so powerful that errors in C/Sing and auditing it are especially rough.

Currently sick pcs should not be run on the PTS Rundown as a standard practice. It IS what they need BUT you can easily overwhelm a sick pc with engram running.

The time to run a PTS RD is when the pc is set up and when it is noted the pc rollercoasters, not when he collapses with a temperature.

Rollercoaster can also be caused by a bad Interiorization RD or Int repair, out lists, bypassed charge of other descriptions. These should be gotten rid of before a PTS RD is attempted.

With HCO B C/S Series 93, “New Grade Chart”, the PTS RD is done as part of Ex Dn after a full Drug RD and Exp Grade IV.

### BEHAVIOR OF RD

Valence shifts occur rapidly and frequently in PTS RDs and should be noted on the worksheet.

The R3R can sometimes be a bit of a long haul on a basic incident. Be sure with an L3RD. But get an erasure of basic no matter how hard you have to work at it. In the PTS RD incidents can “develop”. Missing pieces can appear. A whole new slant can occur on the subject when one goes to F2 after finishing F1.

Chronic somatics are likely to appear and be handled on this Rundown. And case conditions not previously remedied by other means can be remedied by this Rundown.

#### END PHENOMENA

There is a point where the pc is absolutely sure he knew the person before this life. This is NOT the EP.

A pc can exteriorize on this RD. That is NOT the EP (but requires an Int RD if none has been done before and the TA goes high, or its correction).

THE EP IS A PC WHO IS GETTING AND KEEPING CASE GAINS AND NEVER AGAIN ROLLERCOASTERS.

#### FLOWS

You cannot use Flow 1 as any old direction to or from pc. To do this fouls it up. *Flow 1 is to the pc.*

Flow 2 is pc to the person (or place).

Flow 3 is the person (or place) to others.

If you did FI R3R as “Locate a time you knew\_\_\_\_\_” you might get to the pc, pc to the person or the person to others. You would not get a clean motivator FI. This would leave the PTS chain partially run.

This is also true of the ruds.

#### RE-DOs

If the pc does *not* recover, then reasons for failure 1 to 4 above should be checked into.

Then the lists and R3R should be handled with L4BR and L3RD.

Then an overlooked item or person or place should be scouted for and handled. There is no question of the validity of the Rundown. It might have missed. “True love” might have been passed over as unlikely but such obsessive attraction is always based on having known (and probably done in) the other person.

Then the true EP will be attained where it only appeared to be before.

#### SUMMARY OF REFERENCES

Here are the issues that directly cover the Rundown.

HCO B	9 Dec 71RA	“PTS Rundown”
HCO B	20 Jan 72	“PTS RD Addition”
HCO B	16 Apr 72	“PTS RD Correction List”
HCO B	17 Apr 72	C/S Series 76, “C/Sing a PTS RD”
HCO B	3 June 72R	“PTS RD, Final Step”
HCO B	19 Jan 68	“S&Ds By Button”
HCO B	16 Aug 69	“Handling Illness in Scientology”
HCO B	20 Apr 72	Issue II, C/S Series 78
HCO B	15 Dec 68R	“L4BR”
HCO B	24 Apr 72	C/S Series 79, “PTS Interviews”
HCO B	10 Aug 73	“PTS Handling”

## THE RUNDOWN

### A. *PAST S&Ds:*

1. Collect up past S&D items (which should have already been verified on set-ups) or get the pc to tell you them if no folder.
2. On the earliest one ask if known before. If it so reads handle per steps 3-6. If not, pick next item and repeat this check for validity.
3. R3R Triple the item using these commands:
  - F1 Locate a time when \_\_\_\_\_did something to you. R3 R.
  - F2 Locate a time when you did something to\_\_\_\_\_ R3R.
  - F3 Locate a time when\_\_\_\_\_did something to others. R3 R.
4. Triple Ruds and Overts on the item using these commands:
  - (a) Did\_\_\_\_\_ARC Brk you? ARCU CDEINR. E/S to F/N.
  - (b) Did you ARC Brk\_\_\_\_\_? ARCU CDEINR. E/S to F/N.
  - (c) Did\_\_\_\_\_ARC Brk others? ARCU CDEINR.

ALWAYS DO A FRESH ARCU CDEINR ON EACH E/S.

  - (d) Did\_\_\_\_\_give you a problem? E/S to F/N.
  - (e) Did you give\_\_\_\_\_a problem? E/S to F/N.
  - (f) Did\_\_\_\_\_give others problems? E/S to F/N.
  - (g) Did you withhold anything from \_\_\_\_\_? E/S to F/N.
  - (h) Did\_\_\_\_\_withhold anything from you? E/S to F/N.
  - (i) Did\_\_\_\_\_withhold anything from others? E/S to F/N.
  - (j) Did\_\_\_\_\_commit an overt (harmful act) on you? E/S to F/N.
  - (k) Did you commit an overt (harmful act) on\_\_\_\_\_? E/S to F/N.
  - (l) Did\_\_\_\_\_commit an overt on others? E/S to F/N.
5. Run “Can’t Hav/Enforced Hav” with these steps:
  - (a) Clear “can’t have”, “couldn’t have” as DENIAL OF SOMETHING TO SOMEONE ELSE. Clear “enforced have” as MAKING SOMEONE ACCEPT WHAT THEY DIDN’T WANT. Have pc get the idea of these with an example or two.
  - (b) Run on the SP items “can’t have/enforced have” as motivator repetitive, then overt repetitive, the flow three terminal to others, others to terminal (four flows of two commands each).
  - (c) After EACH item is handled with the four flows, Objective Havingness should be run.

THE COMMANDS:

- F1 1. What can't have did (terminal) run on you?  
2. What did (terminal) force on you you didn't want?
- F2 1. What can't have did you run on (terminal)?  
2. What did you try to force on (terminal) that he (she, it) didn't want?
- F3 1. What can't have did (terminal) run on others?  
2. What did (terminal) force on others they didn't want?
- F3A 1. What can't have did others run on (terminal)?  
2. What did others try to force on (terminal) that he (she, it) didn't want?

—OBJECTIVE HAVINGNESS—

6. Handle all past S&D items per above steps.

B. *PAST PTS INTERVIEWS:*

7. Collect up all past PTS Interview items (which should have already been verified with C/S Series 78 on set-ups).
8. Check known before on earliest one. If it so reads handle as below.
9. R3R Triple the item.
10. Triple Ruds and Overts on the item.
11. Can't Hav/Enforced Hav on the item followed by Objective Hav.
12. Repeat steps 8-11 on all valid past PTS Interview items.

C. *NEW S&Ds (3 S&Ds):*

13. Do 3 S&Ds per HCO B 16 Aug 69, "Handling Illness in Scientology", assessment and 3 L&Ns.
14. Check the first item for known before, handle if it so reads.
15. R3R Triple the item.
16. Triple Ruds and Overts on the item.
17. Can't Hav/Enforced Hav on the item, followed by Objective Hav.
18. Repeat steps 14-17 on the other 2 items if valid.

D. *TROUBLED/WORRIED:*

19. L&N Who have you known this lifetime who has troubled or worried you? to BD F/N item. (Usually includes father, mother, wife or wives, husband, brothers, sisters, aunts, uncles, grandparents, lovers.)
20. Check item for known before, if it so reads:
21. R3R Triple.



22. Triple Ruds and Overts.
23. Can't Hav/Enforced Hav followed by Objective Hav.

*E. BEEN AFTER:*

24. L&N Who have you been after this life? to BD F/N item.
25. Check known before and if it reads:
26. R3R Triple.
27. Triple Ruds and Overts.
28. Can't Hav/Enforced Hav plus Objective Hav.

*F. PLANETS:*

29. L&N What planets have you known before this lifetime? to BD F/N item.
30. R3R Triple.
31. Triple Ruds and Overts.
32. Can't Hav/Enforced Hav plus Objective Hav.
33. D of P Interview the person AFTER the RD is "complete" to be sure the person is now all right (not PTS).

### REPAIR

Auditor errors during the RD are handled with L4BR, L3RD, GF Method 5 and handle, C/S 53 if necessary.

A really big snarl-up on the RD that won't clear up is handled with HCO B 16 Apr 72, "PTS RD Correction List".

If pc gets ill or rollercoasters after the RD is complete the PTS RD Correction List HCO B 16 Apr 72 is done and whatever was missed is cleared up.

### SUMMARY

The PTS RD as revised is very direct and powerful. The L&N blows each aspect apart. Don't miss on it with auditor flubs. Get it drilled thoroughly before it is delivered.

L. RON HUBBARD  
Founder

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[The 15 October 1974 revision which preceded the above was basically the same text as the original HCO B 9 December 1971, except that it added the Can't Have/Enforced Have step after ruds and it changed the 2WC questions to L&N questions on the Troubled/Worried, Been After and Planets steps.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 NOVEMBER 1974

Remimeo  
Ex Dn Spclsts  
Class IVs  
Qual  
HCO Dept 3

**ROCK SLAMS AND ROCK SLAMMERS**

A lot of controversy has shown up this year on the subject of R/Ses and R/Sers. I thought I'd better write an issue on the subject to clarify it. The research on this was actually done years ago.

R/Ses

An R/S or Rock Slam is defined as a crazy irregular slashing motion of the needle. It can be as narrow as one inch or more than a full dial in width, but it's crazy! It slams back and forth. It is actually quite startling to see one. IT IS VERY DIFFERENT FROM OTHER METER PHENOMENA.

Recently Auditors arriving on Flag were found not to know what an R/S was but were calling Dirty Needles, Dirty Reads, Rocket Reads, even Ticks as R/Ses. That comes from never having been trained on what an R/S is and never having seen one. R/SES ARE UNIQUE IN APPEARANCE.

Actually this is quite a serious matter because pcs get labelled as R/Sers and get run on Evil Purposes connected with this "R/S" that isn't one. You can really foul up a pc that way, believe me.

A real R/S also has a crazy meter. It doesn't read then it does. This happens because the meter reads just below a pc's reality. If the pc has no reality on the subject, then the meter won't read.

So you get a faulty meter. It doesn't read on what it should, then it reads, then it doesn't.

**ROCK SLAMMERS**

In a group of 400, the actual percentage of R/Sers is low. It's about 8 in 400, or 2-2<sup>1</sup>/<sub>2</sub>%. Those figures should seem familiar. They are the same percentage for SPs. And that gives you a clue to the identification of an R/Ser.

Where requirements for Scn or SO Orgs have been established for R/Ses they apply to the 2-2<sup>1</sup>/<sub>2</sub>% of real R/Sers as these are also considered security risks for staff purposes.

These people can of course be salvaged as pcs using Expanded Dianetics. Letting them on staff could be disastrous, however.

**CHECKLIST**

To assist you in the identification of R/Sers I have done a complete checklist of characteristics and their references.

This checklist is to be used whenever a C/S is called upon to inspect a folder to determine whether a person is an R/Ser.

1. The R/Ses reported are actual R/Ses and not some other read or broken meter leads, a dusty or worn TA or Trim "pot", or cans in contact with metal such as rings, bracelets, etc.

Ref: *E-Meter Essentials; The Book of E-Meter Drills; The Book Introducing the E-Meter*; HCO B 8 Nov 62, "Somatics—How to Tell Terminals and Opposition Terminals", pp. 2 & 4; HCO B 6 Dec 62, "R2-10, R2-12, 3GAXX"; BTB 14 Jan 63, "Rings Causing 'Rock Slams' "; HCO B False TA Series 24 Oct 71, 12 Nov 71R, 15 Feb 72, 18 Feb 72, 29 Feb 72R, 23 Nov 73.

2. R/Ses have to do with Scientology or one or more areas of the old Scientology List One found in *The Book of E-Meter Drills*.

Ref: *The Book of E-Meter Drills*; HCO B 5 Dec 62, "2-12, 3GAXX, 3-21 and Routine 2-10 Modern Assessment"; HCO B 23 Nov 62, "Urgent—Routine Two-Twelve"; HCO B 12 Sept 62, "Security Checks Again".

3. Pc is Slow or No Case Gain. Also is in a chronically nattery or critical state.

Ref: HCO B 23 Nov 62, "Routine Two-Twelve"; HCO B 5 Dec 62, "2-12, 3GAXX, 3-21 and Routine 2-10 Modern Assessment"; HCO B 6 Dec 62, "R2-10, R2-12, 3GAXX"; HCO B 28 Nov 70, C/S Series 22, "Psychosis"; BPL 31 May 71RA, PTS/SP Checksheet and mat'ls.

4. Pc chronically ill or who acts most "PTS". This can be suppressed and hidden from view, however.

Ref: HCOPL 15 Nov 70R, "HCO and Confessionals"; HCOB 28 Nov 70, C/S Series 22, "Psychosis"; PTS/SP Pack.

5. Pc's product is consistently an overt act and his activities destructive to others.

Ref: HCOPL 14 Nov 70, Org Series 14, "The Product as an Overt Act"; PTS/SP Pack; *HCO Manual of Justice*.

6. Pc's behavior or condition or OCA classifies as psychotic.

Ref: HCO B Ex Dn Series and tapes; HCO B 28 Nov 70.

Where the answers to this checklist are yes you have an R/Ser. HCO handles and Qual programs them for rehabilitation.

#### PCs WHO R/S

Pcs who R/S are given Ex Dn. This does not change even though the pc is not an R/Ser. See HCO B C/S Series 93.

Where a pc R/Ses he will have Evil Purposes and be on a succumb as a result. R/Ses indicate an area of psychosis which will ruin the pc's life if allowed to go unhandled.

#### SUMMARY

This HCO B in no way changes Ex Dn as a requirement for R/Ses or makes it ok not to handle them.

Staff concerned must be able to identify an R/Ser which is different from someone with an R/S.

I thought you should have this data and hope it clears up any remaining confusion in the area.

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HCO BULLETIN OF 23 JANUARY 1974RA  
REVISED 10 FEBRUARY 1974  
REVISED 1 NOVEMBER 1974  
(Changes are in this type style,  
items 17A, B, C & D)

Ex Dn  
Spclsts  
M7/4 \*rate  
Clay Demo

**THE TECHNICAL BREAKTHROUGH OF 1973!**

**THE INTROSPECTION RD**

(Changes HCO B 23 Jan 1974,  
“The Introspection RD”.)

I have made a technical breakthrough which possibly ranks with the major discoveries of the Twentieth Century. It is certainly the greatest advancement of 1973 and is now being released after a final wrap-up of research. It is called the Introspection Rundown.

The purpose of the Introspection RD is to locate and correct those things which cause a person to fixate his attention *inwardly*, on himself or his bank. This RD extroverts the person so that he can see his environment and therefore handle and control it.

RESEARCH

In 1970 the actual cause of PSYCHOSIS was isolated (as given in HCO B C/S Series 22, “Psychosis”, 28 November 1970). In the ensuing years this has been proven beyond doubt to be totally correct.

But what is a *psychotic break*?

Man has never been able to solve the psychotic break. In fact, human beings are actually afraid of a person in a psychotic break and in desperation turn to psychiatry to handle.

Psychiatry, desperate in its turn, without effective tech, resorts to barbarities such as heavy drugs, ice picks, electric and insulin shock which half kill the person and only suppress him. The fact remains there has never been a cure for the psychotic break *until now*.

The key is WHAT CAUSED THE PERSON TO INTROSPECT *BEFORE* THE PSYCHOTIC BREAK.

The breakthrough was made on a person who, after a series of wrong indications, went into a full-blown psychotic break—violence, destruction and all.

The psychiatrist at this point would have sharpened up his ice pick, filled his syringes with the most powerful (and deadly) drugs he could find and turned up the volts. His “handling” would have been a final destruction of the individual.

What *was* done was an auditor went into the room, sat the person down and corrected the last severe point of wrong indication. Subsequent times of wrong indication in his life were cleared up, the person came out of the psychotic break and into p.t.

THIS MEANS THE LAST REASON TO HAVE PSYCHIATRY AROUND IS GONE.

The psychotic break, the last of the “unsolvable” conditions that can trap a person, has been solved.

And it’s quite simple, really.

THEORY

Def. INTROSPECTION: “(L. from *introspicere*, to look within) a looking into one’s own mind, feelings, reactions, etc.; observation and analysis of oneself.” *Webster’s New World Dictionary*.

Def. INTROVERSION: “(from *intro-* + L. *vertere*, to turn) 2.... a tendency to direct one’s interest upon oneself rather than upon external objects or events.” *Webster’s New World Dictionary*.

The essence of the Introspection RD is looking for and correcting all those things which CAUSED the person to look inward worriedly and wrestle with the mystery of some incorrectly designated error. The result is continual inward looking or self auditing without relief or end.

In a normal person this becomes a diminished activity, unhappiness or illness. In *an R/Ser* this becomes insanity and a psychotic break occurs at the last severe point of wrong indication.

The pc who originates to the Examiner about his case or writes notes to the C/S or auditor is introverted and should have this RD.

### AUDITOR TRAINING

Auditors selected to do this RD must have recently done a HARD TRs Course and the Anti-Q&A materials.

They *must* be able to recognize a ROCK SLAM, which is a particular E-Meter phenomenon. They must be Class IV Expanded Dianetics auditors of proven skill on routine cases. They must not themselves be R/Sers. (The last requisite is waived in a self-salvage co-audit group where all R/S.)

They need *flawless* TRs, no Q&A. This Rundown is very simple but cannot be flubbed, as that will compound the errors and cause further introspection in the pc. It is better not to deliver this RD than to flub *any* part of it. C/Ses take note. It is an Ethics Offense to attempt this Rundown without the auditor having done the prerequisite training and a further offense for an auditor to flub on it.

### STEPS OF THE RD (Steps 0 and 00 are for a person in a psychotic break, not a normal person.)

Put this checklist on inside front cover of folder as a pgm.

- 0. On a person in a psychotic break isolate the person wholly with all attendants *completely* muzzled (no speech). \_\_\_\_\_
- 00. Give Vitamins (B complex, including niacinamide) and minerals (calcium and magnesium) to build the person up. \_\_\_\_\_

\* \* \*

- 1. Locate by study or research of the person’s case *or* via associates or 2-way comm the last severe point of introversion just prior to the current psychotic break or illness. There may be several severe points of introversion, prior or subsequent to the one that triggered the break or illness. These points are identified by their upsetting or worrisome effect on the pc. Each is noted down for handling. \_\_\_\_\_
- 2. On each point, indicate the substance of it as a point of introversion to release the By-Passed Charge. Each should BD and F/N. First point indicated to F/N. \_\_\_\_\_
- 2B. Second point indicated to F/N. \_\_\_\_\_
- 2C. Third point indicated to F/N. \_\_\_\_\_

In the case of an out-list, the fact of a wrong item would be indicated and the list corrected by the Laws of L&N.

- 3. Get the wording of each point stated by the pc as an item (i.e., “What would you call such an incident?”) and its read and handle by 2wc each flow E/Sim to F/N. First point 2wc’d F-1 230 to F/N. \_\_\_\_\_
- 3A. Second point 2wc’d F-1230 to F/N. \_\_\_\_\_

- 3B. Third point 2wc'd F-1230 to F/N. \_\_\_\_\_
- 4. Verify/Correct all L&N lists. \_\_\_\_\_
- 5. Verify/Correct all Why "lists", PTS Interviews, 3 May PLs per C/S Series 78. \_\_\_\_\_
- 6. R3R Quad item found in No. 3. ("Locate an incident where.....") \_\_\_\_\_
- 6A. L&N for the Intention behind the *subject* in No. 3. Verify Q for read before listing. \_\_\_\_\_
- 6B. R3R Quad the Intention. \_\_\_\_\_
- 6C. R3R Quad, L&N Intention & R3R Quad any other items found (No. 3A, 3B, etc.). \_\_\_\_\_
- 7. Clear the words "Introversion", "Introspection", "Extroversion". \_\_\_\_\_
- 8. ARC BREAKS HANDLING. \_\_\_\_\_
- 8A. 2wc Has another ARC Broken you? ARCU CDEINR E/S to F/N. \_\_\_\_\_
- 8B. 2wc Have you ARC Broken another? ARCU CDEINR E/S to F/N. \_\_\_\_\_
- 8C. 2wc Have others ARC Broken anyone else? ARCU CDEINR E/S to F/N. \_\_\_\_\_
- 8D. 2wc Have you ARC Broken yourself? ARCU CDEINR E/S to F/N. \_\_\_\_\_
- 8E. 2wc Has anyone ever made you feel you had an ARC Break when you didn't? E/S to F/N. \_\_\_\_\_
- 8F. 2wc Have you ever made anyone else feel he had an ARC Break when he didn't? E/S to F/N. \_\_\_\_\_
- 8G. 2wc Have others ever made anyone else feel he had an ARC Break when he didn't? E/S to F/N. \_\_\_\_\_
- 8H. 2wc Have you ever made yourself feel you had an ARC Break when you didn't? E/S to F/N. \_\_\_\_\_
- 8I. R3R Quad the item. \_\_\_\_\_
- 8J. L&N for the Intention behind "the forcing of upsets on people who don't have them". \_\_\_\_\_
- 8K. R3R Quad the Intention, in No. 8J. \_\_\_\_\_
- 9. WITHHOLDS HANDLING. \_\_\_\_\_
- 9A. 2wc Are you withholding something from anyone? E/Sim to F/N. \_\_\_\_\_
- 9B. 2wc Is anyone else withholding something from you? E/Sim to F/N. \_\_\_\_\_
- 9C. 2wc Are others withholding something from anyone else? E/Sim to F/N. \_\_\_\_\_
- 9D. 2wc Are you withholding something from yourself? E/Sim to F/N. \_\_\_\_\_
- 9E. 2wc Has anyone demanded W/Hs you didn't have? E/Sim to F/N. \_\_\_\_\_
- 9F. 2wc Have you demanded withholds of anyone else they didn't have? E/Sim to F/N. \_\_\_\_\_
- 9G. 2wc Have others demanded withholds of anyone else they didn't have? E/Sim to F/N. \_\_\_\_\_

- 9H. 2wc Have you demanded W/Hs from yourself that you didn't have?  
E/Sim to F/N. \_\_\_\_\_
- 9I. R3R Quad "demanded non-existent W/Hs from .....". \_\_\_\_\_
- 9J. L&N, Clear Q thoroughly and verify for read first, what  
purpose would be behind "the demanding of non-existent  
W/Hs from others"? \_\_\_\_\_
- 9K. R3R Quad the item in No. 9J. \_\_\_\_\_
10. PROBLEMS HANDLING. \_\_\_\_\_
- 10A. 2wc Has another given you a problem? E/Sim to F/N. \_\_\_\_\_
- 10B. 2wc Have you given another a problem? E/Sim to F/N. \_\_\_\_\_
- 10C. 2wc Have others given a problem to anyone else? E/Sim to F/N. \_\_\_\_\_
- 10D. 2wc Have you given yourself a problem? E/Sim to F/N. \_\_\_\_\_
- 10E. 2wc Has anyone ever made you feel you had a problem when  
you didn't? E/Sim to F/N. \_\_\_\_\_
- 10F. 2wc Have you ever made anyone else feel he had a problem when  
he didn't? E/Sim to F/N. \_\_\_\_\_
- 10G. 2wc Have others ever made anyone else feel he had a problem  
when he didn't? E/Sim to F/N. \_\_\_\_\_
- 10H. 2wc Have you ever made yourself feel you had a problem when  
you didn't? E/Sim to F/N. \_\_\_\_\_
- 10I. R3R Quad the item. \_\_\_\_\_
- 10J. L&N for the Intention behind "the giving of problems to people  
that don't belong to them". \_\_\_\_\_
- 10K. R3R Quad the Intention, in No. 10J. \_\_\_\_\_
11. OVERTS HANDLING. \_\_\_\_\_
- 11A. 2wc Has anyone else committed overts on you? E/Sim to F/N. \_\_\_\_\_
- 11B. 2wc Have you committed overts on anyone else? Get what, E/Sim  
to F/N. \_\_\_\_\_
- 11C. 2wc Have others committed overts on anyone else? E/Sim to F/N. \_\_\_\_\_
- 11D. 2wc Have you committed any overts on yourself? E/Sim to F/N. \_\_\_\_\_
- 11E. 2wc Has anyone ever accused you of something you didn't do?  
E/Sim to F/N. \_\_\_\_\_
- 11F. 2wc Have you ever accused anyone else of something he didn't do?  
E/Sim to F/N. \_\_\_\_\_
- 11G. 2wc Have others ever accused anyone else of something he didn't  
do? E/Sim to F/N. \_\_\_\_\_
- 11H. 2wc Have you ever accused yourself of something you didn't do?  
E/Sim to F/N. \_\_\_\_\_
- 11I. R3R Quad the item. \_\_\_\_\_
- 11J. L&N for the Intention behind "the accusing of someone of non-  
existent overts". \_\_\_\_\_

- 11K. R3R Quad the Intention, in No. 11J. \_\_\_\_\_
12. NOT SAYING. \_\_\_\_\_
- 12A. 2wc Are you not saying something about someone else or something? Get what, E/Sim to F/N. \_\_\_\_\_
- 12B. 2wc Is anyone not saying something about you? E/Sim to F/N. \_\_\_\_\_
- 12C. 2wc Are others not saying something about anyone else? E/Sim to F/N. \_\_\_\_\_
- 12D. 2wc Are you not saying something about yourself? E/Sim to F/N. \_\_\_\_\_
- 12E. 2wc Has anyone not accepted your W/Hs? E/Sim to F/N. \_\_\_\_\_
- 12F. 2wc Have you not accepted someone else's W/Hs? E/Sim to F/N. \_\_\_\_\_
- 12G. 2wc Have others not accepted anyone else's W/Hs? E/Sim to F/N. \_\_\_\_\_
- 12H. 2wc Have you not accepted your own W/Hs? E/Sim to F/N. \_\_\_\_\_
- 12I. R3R Quad "W/Hs weren't accepted". \_\_\_\_\_
- 12J. L&N Intention behind "the rejecting of others' W/Hs". \_\_\_\_\_
- 12K. R3 R Quad the Intention, in No. 12J. \_\_\_\_\_
13. FALSE INCIDENTS HANDLING. \_\_\_\_\_
- 13A. 2wc Has anyone ever asked you for things that didn't exist? E/S to F/N. \_\_\_\_\_
- 13B. 2wc Have you ever asked anyone else for things that didn't exist? E/S to F/N. \_\_\_\_\_
- 13C. 2wc Have others ever asked anyone else for things that didn't exist? E/S to F/N. \_\_\_\_\_
- 13D. 2wc Have you ever asked yourself for things that didn't exist? E/S to F/N. \_\_\_\_\_
- 13E. R3R Quad the item. \_\_\_\_\_
- 13F. L&N for the Intention behind "the demanding of false incidents from others". \_\_\_\_\_
- 13G. R3R Quad the Intention, in No. 13F. \_\_\_\_\_
14. PTS HANDLING. \_\_\_\_\_
- 14A. 2wc Has anyone given you a false assignment that you were being done in? E/S to F/N. \_\_\_\_\_
- 14B. 2wc Have you given anyone a false assignment that he was being done in? E/S to F/N. \_\_\_\_\_
- 14C. 2wc Have others given anyone else a false assignment that they were being done in? E/Sim to F/N. \_\_\_\_\_
- 14D. 2wc Have you given yourself a false assignment that you were being done in? E/S to F/N. \_\_\_\_\_
- 14E. R3R Quad the item. \_\_\_\_\_
- 14F. L&N for the Intention behind "giving others a false assignment that they were being done in". \_\_\_\_\_



- 14G. R3R Quad the Intention, in No. 14F. \_\_\_\_\_
- 14H. 2wc Has anyone been doing you in? E/S to F/N. \_\_\_\_\_
- 14I. 2wc Have you been doing anyone else in? E/S to F/N. \_\_\_\_\_
- 14J. 2wc Have others been doing anyone else in? E/S to F/N. \_\_\_\_\_
- 14K. 2wc Have you been doing yourself in? E/S to F/N. \_\_\_\_\_
15. FALSE INTERROGATION HANDLING. \_\_\_\_\_
- 15A. 2wc Has anyone ever interrogated you for no reason? E/S to F/N. \_\_\_\_\_
- 15B. 2wc Have you ever interrogated anyone else for no reason? E/S to F/N. \_\_\_\_\_
- 15C. 2wc Have others ever interrogated anyone else for no reason? E/S to F/N. \_\_\_\_\_
- 15D. 2wc Have you ever had yourself interrogated for no reason? E/S to F/N. \_\_\_\_\_
- 15E. R3R Quad the item. \_\_\_\_\_
- 15F. L&N for the Intention behind “the false interrogating of others” . \_\_\_\_\_
- 15G. R3R Quad the Intention, in No. 15F. \_\_\_\_\_
16. FALSE INVALIDATION HANDLING. \_\_\_\_\_
- 16A. 2wc Has anyone ever heavily invalidated you unjustly? E/S to F/N. \_\_\_\_\_
- 16B. 2wc Have you ever heavily invalidated anyone else unjustly? E/S to F/N. \_\_\_\_\_
- 16C. 2wc Have others ever heavily invalidated anyone else unjustly? E/S to F/N. \_\_\_\_\_
- 16D. 2wc Have you ever heavily invalidated yourself unjustly? E/S to F/N. \_\_\_\_\_
- 16E. R3R Quad the item. \_\_\_\_\_
- 16F. L&N for the Intention behind “the unjust invalidating of others” \_\_\_\_\_
- 16G. R3R Quad the Intention, in No. 16F. \_\_\_\_\_
17. FALSE VALIDATION HANDLING. \_\_\_\_\_
- 17A. 2wc Has another ever validated you for something you *didn't deserve*? E/S to F/N. \_\_\_\_\_
- 17B. 2wc Have you ever validated anyone else for something *he didn't deserve*? E/S to F/N. \_\_\_\_\_
- 17C. 2wc Have others ever validated anyone else for something *they didn't deserve*? E/S to F/N. \_\_\_\_\_
- 17D. 2wc Have you ever validated yourself for something you *didn't deserve*? E/S to F/N. \_\_\_\_\_
- 17E. R3R Quad the item. \_\_\_\_\_
- 17F. L&N for the Intention behind “the false validating of others”. \_\_\_\_\_
- 17G. R3R Quad the Intention, in No. 17F. \_\_\_\_\_
18. “HIT” FOR NO REASON. \_\_\_\_\_

- 18A. 2wc Has anyone “hit” you too hard for no reason? E/S to F/N. \_\_\_\_\_
- 18B. 2wc Have you “hit” anyone else too hard for no reason? E/S to F/N. \_\_\_\_\_
- 18C. 2wc Have others “hit” anyone else too hard for no reason? E/S to F/N. \_\_\_\_\_
- 18D. 2wc Have you gotten yourself “hit” too hard for no reason? E/S to F/N. \_\_\_\_\_
- 18E. R3R Quad the item. \_\_\_\_\_
- 18F. L&N for the Intention behind “the ‘hitting’ of others unfairly”. \_\_\_\_\_
- 18G. R3R Quad the Intention, in No. 18F. \_\_\_\_\_
- 19. INVALIDATED BEINGNESS HANDLING. \_\_\_\_\_
- 19A. 2wc Has anyone ever challenged or questioned who you were?  
E/S to F/N. \_\_\_\_\_
- 19B. 2wc Have you ever challenged or questioned anyone else’s identity?  
E/S to F/N. \_\_\_\_\_
- 19C. 2wc Have others ever challenged or questioned anyone else’s identity?  
E/S to F/N. \_\_\_\_\_
- 19D. 2wc Have you ever challenged or questioned your identity?  
E/S to F/N. \_\_\_\_\_
- 19E. R3R Quad the item. \_\_\_\_\_
- 19F. L&N for the Intention behind “the invalidating of others’ identity”. \_\_\_\_\_
- 19G. R3R Quad the Intention, in No. 19F. \_\_\_\_\_
- 20. INVALIDATED INTENTIONS HANDLING. \_\_\_\_\_
- 20A. 2wc Has anyone ever challenged or questioned your intentions? E/S  
to F/N. \_\_\_\_\_
- 20B. 2wc Have you ever challenged or questioned anyone else’s intentions?  
E/S to F/N. \_\_\_\_\_
- 20C. 2wc Have others ever challenged or questioned anyone else’s intentions?  
E/S to F/N. \_\_\_\_\_
- 20D. 2wc Have you ever challenged or questioned your own intentions?  
E/S to F/N. \_\_\_\_\_
- 20E. R3R Quad “misinterpreted intentions”. \_\_\_\_\_
- 20F. L&N for the Intention behind “the invalidating of the intentions of  
others”. \_\_\_\_\_
- 20G. R3R Quad the Intention, in No. 20F. \_\_\_\_\_
- 21. OBJECTIVE HAVINGNESS. \_\_\_\_\_

An HC List could be added here if the pc’s “think” is still weird.

**NOTE: ITEMS THAT DON’T READ WON’T RUN. DON’T RUN OR LIST Q’s THAT DON’T READ OR YOU’LL REINTROVERT THE PC.**

Frequent D of P Interview is vital whenever the case looks like it is not rapidly progressing. Also a quick assessment may be needed as a separate action to isolate possible charged areas of introspection.

At any time after Step 2 Objective Havingness should be done at session end. If one of the items in Steps 3-20 turns out to be false the pc will introvert further. In such a case indicate the fact of it

having been unnecessary and get an F/N. Then run Objective Havingness. If the TA goes high (or low) and won't come into range, assess a C/S 53RH and handle.

In the case of a pc in a psychotic break, the C/S would have to locate the last severe wrong indication, indicate the fact to the pc and get it corrected (as with a wrong item) as the first action.

## EXTROVERSION

Def. EXTROVERSION: “. . . Means nothing more than being able to look outward ....” “An extroverted personality is one who is capable of looking around the environment ....” “A person who is capable of looking at the world around him and seeing it quite real and quite bright is of course in a state of extroversion.” (*Problems of Work.*)

The end phenomena of the Introspection RD is the person extroverted, no longer looking inward worriedly in a continuous self-audit without end.

The EP on a person in a psychotic break is the end of the psychotic break.

The RD is *very* simple and its results are magical in effectiveness. Flubs can wreck it so don't permit them.

You have in your hands the tool to take over mental therapy in full. You need not fear the insane or the psychotic break any longer.

Here also is the cure for the continual self-auditing pc who is dug into his bank. It works on all pcs in fact with rave results.

Do it flawlessly and we all win.

THIS PLANET IS OURS.

L. RON HUBBARD  
Founder

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[Additional data can be found in HCO B 20 February 1974, *Introspection RD-Additional Actions*, page 260- HCO B 6 March 1974, *Introspection RD-Second Addition-information to C/Ses-Fixated Attention*, page 262; and HCO B 20 April 1974, *Introspection RD-Third Addition-Additional Introspection RD Steps*, page 295.]

HCO BULLETIN OF 5 NOVEMBER 1974

Remimeo

### **DRUGS, MORE ABOUT**

Reference: HCO B of 28 August 1968,  
Issue II, "Drugs".

### **WITHDRAWAL SYMPTOMS**

The most wretched part of coming off hard drugs is the reaction called "withdrawal symptoms". People go into convulsions.

These are so severe that the addict becomes very afraid of them and so remains on drugs. The reaction can also produce death.

In the reference HCO Bulletin above, B1 is mentioned as a means of easing convulsions.

Actually, practice since 1968 has shown that "Objective TRs", a Scientology process described in detail in HCO Bs 11 June 1957, "Training and CCH Processes", 15 July 1971, C/S Series 48R, "Drug Handling" and BTB 25 Oct 1971R, Issue II, "The Special Drug Rundown", handle withdrawal symptoms when properly used. Great success has been achieved with them.

There is another supplementary way of handling withdrawal symptoms. This does not replace "Objective TRs" and at this writing is theoretical, being in a research phase. But so terrible can be withdrawal symptoms and so lacking in success has the medical and psychiatric field been, that the data should be released.

Muscular spasms are caused by lack of Calcium.

Nervous reactions are diminished by Magnesium.

Calcium does not go into solution in the body and is not utilized unless it is in an acid.

Magnesium is alkaline.

Working on this in 1973, for other uses than drug reactions, I found the means of getting Calcium into solution in the body, along with Magnesium so that the results of both could be achieved.

This was the "Cal-Mag Formula".

### **CAL-MAG FORMULA**

1. Put one level tablespoon of Calcium Gluconate in a normal sized glass.
2. Add  $\frac{1}{2}$  level teaspoon of Magnesium Carbonate.
3. Add I tablespoon of cider vinegar (at least 5% acidity).
4. Stir it well.

5. Add  $\frac{1}{2}$  glass of boiling water and stir until all the powder is dissolved and the liquid is clear. (If this doesn't occur it could be from poor grade or old Magnesium Carbonate.)
6. Fill the remainder of glass with lukewarm or cold water and cover.

They will stay good for 2 days.

It can be made wrongly so that it does not dissolve. Variations from the above produce an unsuccessful mix that can taste pretty horrible.

Anything from 1 to 3 glasses of this a day, with or after meals, REPLACES ANY TRANQUILIZER. It does not produce the drugged effects of tranquilizers (which are quite deadly).

The application to handle muscular spasms and tics is now quite well established.

Using this to combat withdrawal symptoms is experimental.

The theory is that withdrawal symptoms are muscular spasms.

The matter should be given tests where persons suffering from withdrawal symptoms are available.

This does not supplant "Objective TRs". These work.

But it may be that "Cal-Mag" would assist those suffering where no competent auditing is available.

As Calcium and Magnesium are minerals, not drugs, they form no barrier to auditing.

L. RON HUBBARD  
Founder

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 (Cancels HCO B 24 Nov 73, Rev. 30 Aug 74)  
 Revised & Reissued 12 November 1974

Remimeo

*C/S Series 53RI*

**SHORT HI-LO TA ASSESSMENT C/S**

This is the basic prepared list used by Auditors to get a TA up or down into normal range. A GF Method 5 may also be used after TA is in normal range to get pc's case handled better.

\_\_\_\_\_ PC Name \_\_\_\_\_ Date

1. Assess pc Method 5 on this sheet. (Go down the list calling off the items to the pc, watching the meter. Mark any Tick, SF, F., LFBD [to what TA], speeded rise or Blow Up.) *NOTE: A C/S 53RH should be reassessed and all reads handled until it F/Ns on assessment.*

- |  |  |
|--|--|
| <p>A. Interiorization _____</p> <p>Went in _____</p> <p>Go in _____</p> <p>Can't get in _____</p> <p>Want to get out _____</p> <p>Kicked out of spaces _____</p> <p>Can't go _____</p>   | <p>Problems _____</p> <p>Protest _____</p> <p>Don't like it _____</p> <p>Audited over out ruds _____</p> <p>Feel sad _____</p> <p>Rushed _____</p> <p>Tired _____</p> <p>ARC Brk _____</p>   |
| <p>B. List errors _____</p> <p>Overlisting _____</p> <p>Wrong items _____</p> <p>Upset with giving _____</p> <p>items to auditor _____</p> <p><i>Wrong Why</i> _____</p> <p><i>Wrong Indication</i> _____</p> <p><i>Wrong PTS Item</i> _____</p>   | <p>D. Drugs _____</p> <p>LSD _____</p> <p>Alcohol _____</p> <p>Pot _____</p> <p>Medicine _____</p>   |
| <p>C. Some sort of W/H _____</p> <p>Are you withholding _____</p> <p>something _____</p> <p>Is another withholding _____</p> <p>something from you _____</p> <p>Are others withholding _____</p> <p>something from others _____</p> <p>Has another committed _____</p> <p>overts on you _____</p> <p>Have you committed _____</p> <p>any overts _____</p> <p>Have others committed _____</p> <p>overts on others _____</p> <p>Not saying _____</p> | <p>E. Engram in restimulation _____</p> <p>Same engram run twice _____</p> <p>Can't see engrams too _____</p> <p>well _____</p> <p>Invisible _____</p> <p>Black _____</p> <p>Loss _____</p> <p>Lost _____</p> <p>F. Same thing run twice _____</p> <p>Same action done by _____</p> <p>another auditor _____</p> |

- |    |   |    |   |
|----|---|----|---|
| G. | Doing something with<br>mind between sessions _____<br>Some other practice _____  | L. | PTS _____<br>Suppressed _____   |
| H. | Word Clearing errors _____<br>Study errors _____  | M. | Something went on too<br>long _____<br>Went on by a release<br>point _____<br>Overrun _____<br>Auditor kept on going _____<br>Over-repair _____<br>Puzzled why auditor<br>keeps on _____<br>Stops _____ |
| I. | False TA _____<br>Wrong sized cans _____<br>Tired hands _____<br>Dry hands or feet _____<br>Wet hands or feet _____<br>Loosens can grip _____<br>Wrong hand cream _____   | N. | Something else _____<br>Physically ill _____  |
| J. | Auditor overwhelming _____<br>Feel attacked _____<br>Something wrong with<br>F/Ns _____<br>Overrun F/Ns _____<br>Missed F/N _____<br>Items really didn't read _____<br>Bad auditing _____<br>Incomplete actions _____ | O. | Repairing a TA that<br>isn't high _____<br>Repairing a TA that<br>isn't low _____<br>Faulty Meter _____<br>Nothing wrong _____  |
| K. | Can't have _____<br>Low havingness _____<br><i>Invalidation</i> _____<br><i>Evaluation</i> _____<br><i>Couldn't get auditing</i> _____<br><i>Interruptions</i> _____  | P. | <i>False Exam Report</i> _____<br><i>WAITED at Exam</i> _____<br><i>Upset by Examiner</i> _____   |

2. Use only the small falls or falls or BDs. The rises will however show where mass lies.
- A. If A or any of the A Group, and the pc has *had* an Int RD, do an Int RD Correction List, and handle the reads. (HCO B 29 Oct 71R, Revised 14 May 74.)  
  
If the pc *has never had an Int RD*, then give him a standard Int RD providing you have checked out on the Int-Ext pack and are good at R3R.
- B. If any of these read, do an L4BR on the earliest lists you can find that have not been corrected. Lacking these do an L4BR in general. You can go over an L4BR several times handling each read to F/N until the whole L4BR gives nothing but F/Ns. Handle a Wrong Why or Wrong Indication or Wrong PTS Item per C/S Series 78.
- C. If any of these, handle with 2wc and earlier similar to F/N. If more than one reads do biggest read first and then clean up each of the others E/S to F/N. If all read on assessment you have to get an F/N for each or 18 F/Ns. On overts and withholds, get what, and E/S to F/N. On out ruds, find which rud and handle. (See GF40RR HCO B 30 June 71, Revised 13 Jan 72.) Feel sad, handle the ARC Break. (Feel sad = ARC Brk of long duration.)
- D. Rehab releases on each "drug" taken to F/N. Complete the Drug RD per C/S Series 48R after handling all reads on this assessment. If pc has had a Drug RD, do L3RD on it, and handle.
- E. If any of these, do L3RD and handle according to what is stated to do on L3RD.
- F. Clean up any protest and inval and rehab to F/N.

- G. Find out what it is. If Yogi or Mystic exercises or some such 2wc E/S it to first time done, find out what upset had occurred before that and if TA now down do L1C on *that* period of pc's life.
- H. If Word Clearing, do a Word Clearing Correction List, handle all reads. If Study errors, 2wc E/S to F/N, and add a Study Correction List to the pc's program.
- I. False TA is wrong cans. Use HCO Bs 24 Oct 71, 12 Nov 71R, 15 Feb 72, 18 Feb 72, 29 Feb 72R, 23 Nov 73, all on False TA. Then clean up the bypassed charge with (I) Assess for best read (a) TA worries, (b) F/N worries. (2) Then 2wc times he was worried about (item) E/S to F/N. (3) Rehab any overruns due to False TA obscuring F/Ns.
- J. These are auditor errors. Low TA is generally caused by overwhelming TRs and incomplete actions. A high TA can be caused by an auditor overrunning F/Ns or failing to call them. Or trying to assess through an F/N and mistaking an F/N right swing for a read. An F/N can be obscured and mistaken for a read if Sensitivity too high. These items are all 2wc E/S to F/N. Auditors who made them need Cramming badly or retread.
- K. Can't have or Hav. Find correct Havingness process and remedy.
- L. PTS or Suppressed. Check for SP or get a full PTS RD.
- M. Find out what. Clean up any protest. Rehab to F/N on each (or date to blow, locate to blow, if qualified).
- N. 2wc to find what. Note BD item. If BD item covered by one of these categories handle per instructions. If not just 2wc to F/N and get further C/S instructions for handling if necessary.
- O. Get pc to tell you about it briefly. If correct then indicate to F/N. Go E/S and indicate it if no F/N on first. If false TA handle per I above.
- P. *INDICATE and 2wc to F/N.*

General. Handle Int RD (A) if it reads at all before handling rest as nothing will go right if Int is still out. For the remainder prefer to handle any BD group if you get a BD. If in doubt about what to do, return to the C/S.

Revised by

L. RON HUBBARD  
Founder

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Remimeo  
Tech  
Qual  
ARC Brk Reg  
ARC Brk Auditor  
Tours

Refers to HCO PL 15 Nov 74,  
"CFs, ARC Breaks in"

### STUDENT REHABILITATION LIST

TO BE DONE ONLY BY AN AUDITOR WHO  
CAN MAKE PREPARED LISTS READ.

This list is for use by ARC Brk Regs and Auditors, Tours personnel, Tech and Qual when recovering blown Students or fixing up blowy Students or Students in trouble or Students who failed in practice.

By "blown Students" we mean Students who have left the org incomplete on their course, Students who have ceased their studies and are in the org, Students who have not gone on to their next service, staff who do not attend or have stopped going to study for any reason or Auditors in the field who have failed in practice.

### ASSESSMENT

This list can be assessed Method 3 or Method 5 depending on the severity of the upset.

The EP is a Student who is no longer upset or blowy and ready to return to his service or course and does.

1. THERE WERE MISUNDERSTOOD WORDS. \_\_\_\_\_  
(Find and clear them, *each* to F/N.)
2. NO HELP OR WORD CLEARING FROM THE SUPERVISOR. \_\_\_\_\_  
(2wc which, if Wd Clg find out where he was having trouble and use WC M4 to clear it up. Take to F/N.)
3. INTERFERENCE FROM THE SUPERVISOR THAT STOPPED \_\_\_\_\_  
YOU FROM GETTING ON.  
(2wc E/S to F/N. Clean up any protest.)
4. PERSONAL OUT ETHICS RESULTING IN A W/H. \_\_\_\_\_  
(2wc what, handle as a W/H.)
5. SIMPLY BOOTED OFF FOR REASONS BEST KNOWN TO \_\_\_\_\_  
GOD OR REGISTRARS.  
(2wc E/S to F/N.)
6. DISPUTE OVER FEES. \_\_\_\_\_  
(2wc E/S to F/N.)
7. YOU WERE GIVEN A WRONG WHY. \_\_\_\_\_  
(L4BR and handle.)
8. TOLD YOU WERE PTS AND YOU WEREN'T. \_\_\_\_\_  
(Indicate it. 2wc E/S to F/N. L4BR if any trouble.)
9. DIDN'T FULLY CLEAR EACH WORD. \_\_\_\_\_  
(2wc E/S to F/N. Clear any Mis-U words.)

10. HAVING TO CLEAR WORDS YOU ALREADY UNDERSTOOD. \_\_\_\_\_  
(2wc E/S to F/N.)
11. ARC BRKS ON COURSE. \_\_\_\_\_  
(ARCU CDEINR E/S to F/N. Watch out for MWHs.)
12. PROBLEMS ON COURSE. \_\_\_\_\_  
(2wc E/S to F/N.)
13. ON COURSE FOR SOME OTHER REASON THAN YOU \_\_\_\_\_  
STATED.  
(2wc what, E/S to F/N.)
14. SCN DOWNGRADED TO YOU. \_\_\_\_\_  
(2wc for details, find out who, PTS Interview if necessary.)
15. SCN PEOPLE LIED ABOUT TO YOU. \_\_\_\_\_  
(2wc E/S to F/N. Find out who. PTS Interview if necessary.)
16. OUT 2D. \_\_\_\_\_  
(2wc E/S to F/N. Handle as a W/H.)
17. DIDN'T PAY FOR THE COURSE OR SOME SERVICE. \_\_\_\_\_  
(2wc E/S to F/N. Handle as a W/H.)
18. SOMEONE KEPT AFTER YOU FOR MONEY. \_\_\_\_\_  
(2wc E/S to F/N.)
19. THERE WAS A FALSE ATTESTATION. \_\_\_\_\_  
(2wc E/S to F/N. Handle as a W/H.)
20. FALSE EXAM. \_\_\_\_\_  
(2wc E/S to F/N. Handle as a W/H.)
21. COULDN'T APPLY THE MATERIALS. \_\_\_\_\_  
(2wc E/S to F/N.)
22. COULDN'T MASTER A METER. \_\_\_\_\_  
(2wc, find out what he didn't understand about it and clear it up  
to F/N.)
23. NOBODY TO AUDIT. \_\_\_\_\_  
(2wc E/S to F/N.)
24. PREVENTED FROM AUDITING. \_\_\_\_\_  
(2wc E/S to F/N.)
25. YOU WERE CONFUSED. \_\_\_\_\_  
(2wc and clear it up to F/N.)
26. THINGS YOU DIDN'T UNDERSTAND. \_\_\_\_\_  
(2wc what, clear it up to F/N.)
27. YOU HAD DISAGREEMENTS. \_\_\_\_\_  
(Find out what, find the Mis-U words and clear to F/N.)
28. AN EARLIER SIMILAR SUBJECT WAS MISUNDERSTOOD. \_\_\_\_\_  
(2wc what subject, find out what word in it was Mis-U and clear it  
up. Clear each word to F/N.)
29. EARLIER FAILED COURSES. \_\_\_\_\_  
(2wc E/S to F/N.)
30. DIDN'T USE WORD CLEARING. \_\_\_\_\_  
(2wc E/S to F/N. Clear any words to F/N where he should have.)

31. NO METHOD 1 WORD CLEARING.  
(2wc E/S to F/N.) \_\_\_\_\_
32. INTERRUPTIONS.  
(2wc E/S to F/N.) \_\_\_\_\_
33. PREVENTED FROM STUDYING.  
(2wc E/S to F/N.) \_\_\_\_\_
34. ADDED TO YOUR CHECKSHEET.  
(2wc E/S to F/N.) \_\_\_\_\_
35. MISSING MATERIALS.  
(2wc E/S to F/N.) \_\_\_\_\_
36. NO MATERIALS.  
(2wc E/S to F/N.) \_\_\_\_\_
37. NO DICTIONARY.  
(2wc E/S to F/N.) \_\_\_\_\_
38. TECH TERMS YOU DIDN'T GET.  
(Find out what. Clear to F/N.) \_\_\_\_\_
39. COULDN'T FIND THE MATERIALS.  
(2wc E/S to F/N.) \_\_\_\_\_
40. TAPE PLAYERS NOT AVAILABLE.  
(2wc E/S to F/N.) \_\_\_\_\_
41. COULDN'T GET A METER.  
(2wc E/S to F/N.) \_\_\_\_\_
42. FORCED TO HAVE A TWIN. (2wc E/S to F/N.) \_\_\_\_\_
43. BAD COACHING. (2wc E/S to F/N.) \_\_\_\_\_
44. NO PRACTICAL. (2wc E/S to F/N.) \_\_\_\_\_
45. NO SUPERVISOR. (2wc E/S to F/N.) \_\_\_\_\_
46. NO PLACE TO STUDY. (2wc E/S to F/N.) \_\_\_\_\_
47. STUDIED UNDER DURESS. (2wc E/S to F/N.) \_\_\_\_\_
48. UNREAL QUOTAS SET. (2wc E/S to F/N.) \_\_\_\_\_
49. MADE TO DO TRs TOO OFTEN. (2wc E/S to F/N.) \_\_\_\_\_
50. SUPERVISOR OR SOMEONE GAVE VERBAL TECH OR  
INTERPRETED MATERIALS.  
(2wc E/S to F/N.) \_\_\_\_\_
51. LOTS OF ADVICE NOT IN HCO Bs OR TAPES.  
(2wc E/S to F/N.) \_\_\_\_\_
52. YOU WERE ON THE WRONG COURSE.  
(2wc E/S to F/N.) \_\_\_\_\_
53. SOMEONE MAD AT YOU ON COURSE.  
(2wc E/S to F/N.) \_\_\_\_\_
54. EVALUATION.  
(2wc E/S to F/N.) \_\_\_\_\_

55. INVALIDATION.  
(2wc E/S to F/N.) \_\_\_\_\_
56. TOLD YOU PASSED WHEN YOU KNEW YOU DIDN'T.  
(2wc E/S to F/N.) \_\_\_\_\_
57. TOLD YOU FLUNKED WHEN YOU KNEW YOU HADN'T.  
(2wc E/S to F/N.) \_\_\_\_\_
58. NOT ENOUGH SLEEP.  
(2wc E/S to F/N.) \_\_\_\_\_
59. NOT ENOUGH TO EAT.  
(2wc E/S to F/N.) \_\_\_\_\_
60. NO PLACE TO LIVE.  
(2wc E/S to F/N.) \_\_\_\_\_
61. FAMILY TROUBLE.  
(2wc E/S. PTS Interview if necessary.) \_\_\_\_\_
62. YOU WERE TAKING DRUGS OR ALCOHOL.  
(2wc E/S to F/N.) \_\_\_\_\_
63. SOMETHING WRONG WITH YOUR EYESIGHT.  
(2wc what E/S to F/N.) \_\_\_\_\_
64. VIOLATED STUDENT RULES.  
(2wc E/S to F/N.) \_\_\_\_\_
65. SOME OTHER PHYSICAL PROBLEM.  
(2wc E/S to F/N.) \_\_\_\_\_
66. ERROR IN STUDENT AUDITING.  
(C/S 5 3 RI. ) \_\_\_\_\_
67. RESTIM.  
(C/S 53 RI. ) \_\_\_\_\_
68. BAD EXAMINATION.  
(2wc to F/N and correct.) \_\_\_\_\_
69. CERTIFICATES NEVER CAME.  
(2wc E/S to F/N.) \_\_\_\_\_
70. SOMETHING ON THIS LIST YOU DIDN'T UNDERSTAND?  
(Clarify and redo list from that point.) \_\_\_\_\_
71. SOMETHING ELSE WRONG.  
(2wc what, if no joy GF M5 and handle.) \_\_\_\_\_

Make sure this list is done by an Auditor who can make a meter read and your courses will fill up with rehabilitated Students.

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HCO BULLETIN OF 4 AUGUST 1971R  
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Remimeo  
Dept 13  
Qual Div  
Qual Bu

### POST PURPOSE CLEARING

(This HCO B is the basic action of the  
Post Purpose Clearing Unit of Div V,  
Qual Div, or by Auditors as a technology.)

An essential part of HATTING as done in HCO is to get the person's POST PURPOSE CLEARED by an auditor.

### INSTANT PURPOSE CLEARING

HCO usually tells the person what the purpose of the post is and certainly the staff member's seniors would.

This action is not metered and goes along with instant hatting. It is not done by an auditor.

"George, the purpose of your post is to\_\_\_\_\_. Any questions?" Questions are answered and clarified.

Giving the person on the post the purpose is a basic hatting step.

### FULL POST PURPOSE CLEARING

This requires an auditor, an E-Meter, and is done in session.

Usually this is done after mini-hatting and after some experience with the post. It is NOT done in this full fashion before the person has any knowledge of the post. It can also be done during or at the end of full hatting.

But the sooner it is done after mini-hatting and some weeks' experience on the post the more successful it will be.

### AUDITOR QUALIFICATIONS

The auditor doing Post Purpose Clearing must be expert with:

1. TRs
2. Metering
3. Code
4. 2-Way Comm
5. Flying Rudiments
6. L&N.

## ADMIN

A Post Purpose Clearing is given full worksheet and report handling and person goes to Examiner.

A record of the session is kept with others done in the PPC RECORD BOOK with especially noted *any Rock Slam*.

## PC

The pc must not be in an Ethics cycle, must be rested, not hungry and not ill or on drugs or medication.

ANY RINGS ON THE PC'S HANDS MUST BE REMOVED AS THEY CAUSE A FALSE ROCK SLAM.

## HAT FOLDER

Staff Member must bring hat folder to the PPC session so if there is any confusion on purposes in it they can be cleared from the hat folder.

## CASE FOLDER

Case folder of the pc must also be collected and examined before session. This is repeated in the Rundown so it won't be missed.

## POST PURPOSE CLEARING STEPS

- PPC 1 — Get the staff member's folder. Verify that he is not in the middle of some processes, repair or Major Grade. If so, don't touch. Get C/S OK.
- PPC 2 — Fly a rud or do a C/S 53RI if TA high or low. Note that it WAS high on the session worksheet. If the TA does not come down refer the case to Staff C/S and do not proceed. Case would need Folder Error Summary and a Hi-Lo TA List IX.
- PPC 3 — 2wc about person's post. Be alert to problems or w/hs and if these seem to be there do E/S to F/N on Problems and/or E/S to F/N on w/hs.
- PPC 4 — 2wc "What do you think is your post?" to F/N. If pc can't tell you resort to his hat and clear up confusions to F/N.
- PPC 5 — 2wc "Tell me about opportunities you would have on your post." This is carried to F/N. If no F/N treat it as a w/h and ask if there's anything pc isn't telling you. Carry any w/h to F/N. Then check the question again and get the F/N back by 2wc or E/S to F/N. (If you start to clear w/hs in the middle of the Q then the w/hs will F/N but the Q hasn't yet so must be F/Ned also. Overts may come up as well as w/hs and if so F/N them by E/S.) Pc should finish this step with F/N, Cog and GIs.
- PPC 6 — 2wc "How does your job align (compare) with what you incline (would like) to do?" Get any conflicts into view if not clean. Go E/S to F/N if there is conflict. If no F/N despite Itsa on conflict ask for overts or withholds and carry this to F/N. Check Q again to be sure it F/Ns.
- PPC 7 — Go over hat mat'ls covering pc's post purpose. Ask him how does it seem. Get an F/N or clear any confusions up to F/N.
- PPC 8 — L&N, "What do you think is the purpose of your post?" to BD F/N item.

PPC 9 — 2wc “How does this purpose tie in with the purpose of your Division?” Clean this up if there’s doubt. Use folders or OEC books. Be sure it’s cleaned up to F/N.

PPC 10— 2wc “How does this purpose tie in with the purpose of the org?” Clean this up to F/N.

PPC 11— (Using PPC 8 purpose) “Then *is* (quote it) the purpose of your post?” Get a revision so it’s really it or accept it. Say, when it’s decided, “Then (quote) is the purpose of your post.”

PPC 12— 2wc “If your post was not done what would happen to the org?” Clean this up to F/N.

PPC 13— 2wc “How do you feel about accomplishing your post purpose?” Clean this up to F/N.

PPC 14— Thank pc and send to Examiner.

Complete worksheet.

Enter results in log.

Put the session report in pc’s folder.

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Send a report to the E/O AND TO FLAG if the person Rock Slams and note it in the folder for pgming to include Ex Dn.

If you can get no satisfactory F/Ns and Cogs and VGIs or if Exam report is bad, DIRECT THE FACT TO THE ATTENTION OF THE HAS AND THE C/O AND THE CASE SUPER FOR IMMEDIATE CORRECTION. The Remedy is L4BR on the whole RD, L1C, C/S 53RI and do the clearing again.

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Post Purpose Clearing counts as a completion for the Dept on an F/N at Examiner’s.

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HCO BULLETIN OF I DECEMBER 1974

Remimeo

**WORD CLEARING LISTS FOR  
PREPARED LISTS**

*Reference.* LRH ED 257 INT  
DELIVERY REPAIR LISTS

Here is the list of prepared lists with their word clearing lists.

*PREPARED LIST*

*WC LIST*

HCO B 24 Nov 73RA  
C/S Series 53RI  
SHORT HI-LO TA  
ASSESSMENT C/S

BTB 9 Apr 72RA, Issue VII  
Revised I Dec 74  
CLEARING LIST WORDS IN  
SCIENTOLOGY—C/S SERIES 53RI

HCO B I Jan 72RA  
LIX HI-LO TA LIST  
REVISED

BTB 9 Apr 72RA, Issue IX  
Revised I Dec 74  
CLEARING LIST WORDS IN  
SCIENTOLOGY—LIX HI-LO TA  
LIST REVISED

HCO B 29 Oct 71 R  
INT RUNDOWN CORRECTION  
LIST REVISED

BTB 9 Apr 72R, Issue X  
CLEARING LIST WORDS IN  
SCIENTOLOGY—INT RUNDOWN  
CORRECTION LIST REVISED

HCO B 15 Dec 68R  
L4BR

BTB 9 Apr 72R, Issue V  
CLEARING LIST WORDS IN  
SCIENTOLOGY—L4BR

HCO B 19 Mar 71  
L1 C

BTB 9 Apr 72, Issue VI  
CLEARING LIST WORDS IN  
SCIENTOLOGY—L 1 C

HCO Pi 11 Apr 71 RA  
L3RD

BTB 28 Apr 74  
DIANETICS—CLEARING LISTS  
AND R3R

HCO B 2 Apr 72RB, Issue II  
Expanded Dianetics Series 3RB  
L3 EXD RB

BTB 3 Apr 72R, Issue I  
EXPANDED DIANETICS SERIES 2R  
CLEARING LISTS AND R3R

HCO B 29 Feb 72R  
FALSE TA CHECKLIST

—————

HCO B 16 Apr 72  
PTS RD CORRECTION LIST

BTB I Dec 74, Issue VII  
CLEARING LIST WORDS IN  
SCIENTOLOGY—PTS RD  
CORRECTION LIST

HCO PL 7 Apr 70RA  
GREEN FORM

BTB 9 Apr 72RA, Issue I  
Revised I Dec 74  
CLEARING LIST WORDS IN  
SCIENTOLOGY—GREEN FORM



*PREPARED LIST*

HCO B 30 June 71  
EXPANDED GF 40 RR

HCO B 15 Nov 73R  
FEAR OF PEOPLE LIST—R

HCO B 15 Nov 74  
STUDENT REHABILITATION LIST

HCO B 4 Feb 72RC  
STUDY CORRECTION LIST  
REVISED—Study Series 7

HCO B 27 Mar 72, Issue I  
STUDENT CORRECTION LIST  
—STUDY CORR LIST I

HCO B 27 Mar 72R, Issue II  
COURSE SUPERVISOR CORRECTION  
LIST—STUDY CORR LIST 2

HCO B 27 Mar 72, Issue III  
AUDITOR CORRECTION LIST  
—STUDY CORR LIST 3

HCO B 27 Mar 72, Issue IV  
CASE SUPERVISOR CORRECTION  
LIST—STUDY CORR LIST 4RA  
SUPERVISOR

HCO B 27 Mar 72, Issue V  
EXECUTIVE CORRECTION LIST  
—STUDY CORR LIST 5

HCO B 21 July 71RC  
WORD CLEARING CORRECTION  
LIST REVISED

HCO PL 9 Apr 72  
ETHICS—CORRECT DANGER  
CONDITION HANDLING (Danger  
Assessment, Long Form and  
Short Form)

HCO PL 13 Mar 72  
Esto Series 5—PRODUCTION  
AND ESTABLISHMENT—ORDERS  
AND PRODUCTS (Product  
Clearing Short Form)

*WC LIST*

BTB 9 Apr 72R, Issue III  
CLEARING LIST WORDS IN  
SCIENTOLOGY—EXPANDED  
GF 40 RR

BTB 15 Nov 74  
CLEARING LIST WORDS IN  
SCIENTOLOGY—STUDENT  
REHABILITATION LIST

BTB 9 Apr 72R, Issue XI  
CLEARING LIST WORDS IN  
SCIENTOLOGY—STUDY  
CORRECTION LIST REVISED

BTB I Dec 74, Issue II  
CLEARING LIST WORDS IN  
SCIENTOLOGY—STUDENT  
CORRECTION LIST

BTB I Dec 74, Issue III  
CLEARING LIST WORDS IN  
SCIENTOLOGY—COURSE  
SUPERVISOR CORRECTION LIST

BTB I Dec 74, Issue IV  
CLEARING LIST WORDS IN  
SCIENTOLOGY—AUDITOR  
CORRECTION LIST

BTB I Dec 74, Issue V  
CLEARING LIST WORDS IN  
SCIENTOLOGY—CASE

CORRECTION LIST

BTB I Dec 74, Issue VI  
CLEARING LIST WORDS IN  
SCIENTOLOGY—EXECUTIVE  
CORRECTION LIST

BTB 9 Apr 72R, Issue IV  
CLEARING LIST WORDS IN  
SCIENTOLOGY—WORD CLEARING  
CORRECTION LIST

*PREPARED LIST*

*WC LIST*

HCO PL 23 Mar 72  
Esto Series 11—FULL PRODUCT  
CLEARING LONG FORM

\_\_\_\_\_

HCO PL 12 June 72  
Data Series 26, Esto Series 18  
LENGTH OF TIME TO EVALUATE  
(Slow Eval Assessment)

\_\_\_\_\_

HCO B 28 Aug 70RA  
HC OUT-POINT PLUS-POINT  
LISTS RA

BTB 9 Apr 72R, Issue VIII  
Revised 30 Nov 74  
CLEARING LIST WORDS IN  
SCIENTOLOGY—HC OUT-POINT  
PLUS-POINT LISTS

HCO B 2 Dec 74  
DYNAMIC SORT OUT ASSESSMENT  
(Revised from BTB 4 Dec 71,  
Issue II, Replacing HCO B 4 Dec 7 1,  
Issue II, R-1C Assessment  
by Dynamics)

BTB I Dec 74, Issue VIII  
CLEARING LIST WORDS IN  
SCIENTOLOGY—DYNAMIC SORT  
OUT ASSESSMENT

\_\_\_\_\_

KEEP THESE LISTS IN SUPPLY FOR USE. TRAIN AUDITORS TO MAKE  
THESE LISTS READ. USE THEM FOR RAVE RESULTS AND YOU WILL SEE A  
GOLDEN ERA OF TECH IN YOUR ORG.

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Remimeo  
TR Course  
Checksheet  
HQS Course  
All Auditors  
C/Ses  
HSDC Checksheet  
Academy Levels  
Checksheets  
SHSBC  
Supervisors

**TR 0—NOTES ON BLINKING**

WHO is doing the confronting? Are you a body? Or a thetan?

Students are trying to do an offshoot called *Blinkless TR 0*. There is no such thing. Sitting with any attention on the body just isn't confront—you aren't doing the drill right.

If your body blinks then OK—but if you are making it blink BY HAVING ATTENTION ON THE EYES then your TR 0 is out.

If the Supervisor came over and said, “Flunk, you blinked,” I wouldn't Q&A but continue doing TR 0 instead, because I didn't do it.

Excessive blinking shows the thetan is in his eyes. That's not TR 0.

Nervous muscles can be cured with Calcium-Magnesium.

The body should not interfere with your confront. Just don't use any part of it.

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HCO BULLETIN OF 9 DECEMBER 1974

Remimeo

Cancels

HCO B 10 July 1964, Reissued 5 December 1974  
as Integrity Processing Series 6R

HCO B 10 July 1964, "Overts—Order of  
Effectiveness in Processing" remains  
as originally issued.

Cancels BTB 9 Dec 72,  
"Why Overts Work"

***Integrity Processing Series 6RA***

**EFFECTIVENESS OF OVERTS IN PROCESSING**

(The data in this Bulletin has been taken  
from HCO B 10 July 1964. It is useful in  
Integrity Processing.)

**ARC BREAKS**

The commonest cause of failure in running overt acts is "cleaning cleans" whether or not one is using a meter. The pc who really has more to tell doesn't ARC Break when the Auditor continues to ask for one but may snarl and eventually give it up.

On the other hand leaving an overt touched on the case and calling it clean *will* cause a *future* ARC Break with the Auditor.

"Have you told all?" prevents cleaning a clean. On the unmetered pc one can see the pc brighten up. On the meter you get a nice fall if it's true that all is told.

"Have I not found out about something?" prevents leaving an overt undisclosed. On the unmetered pc the reaction is a sly flinch. On a metered pc it gives a read.

A pc's *protest* against a question will also be visible in an unmetered pc in a reeling sort of exasperation which eventually becomes a howl of pure bafflement at why the Auditor won't accept the answer that that's all. On a meter, protest of a question falls on being asked for: "Is this question being protested?"

There is no real excuse for ARC Breaking a pc by:

1. Demanding more than is there or
2. Leaving an overt undisclosed that will later make the pc upset with the Auditor.

**WHY OVERTS WORK**

Overts give the highest gain in raising cause level because they are the biggest reason why a person restrains himself and withholds self from action.

Man is basically good. But the reactive mind tends to force him into evil actions. These evil actions are instinctively regretted and the individual tries to refrain from doing *anything* at all. The "best" remedy, the individual thinks, is to withhold. "If I commit evil actions, then my best guarantee for not committing is to do *nothing* whatever." Thus we have the "*lazy*", inactive person.

Others who try to make an individual guilty for committing evil actions only increase this tendency to laziness.

Punishment is supposed to bring about inaction. And it does. In some unexpected ways.

However, there is also an inversion (a turnabout) where the individual sinks *below* recognition of *any* action. The individual in such a state cannot conceive of *any* action and therefore cannot withhold action. And thus we have the criminal who can't act really but can only re-act and is without any self direction. This is why punishment does not cure criminality but in actual fact creates it; the individual is driven below withholding or any recognition of any action. A thief's hands stole the jewel, the thief was merely an innocent spectator to the action of his own hands. Criminals are very sick people physically.

So there is a level below withholding that an Auditor should be alert to in some pcs, for these "have no withholds" and "have done nothing". All of which, seen through *their* eyes, is true. They are merely saying "I cannot restrain myself" and "I have not willed myself to do what I have done".

The road out for such a case is the same as that for any other case. It is just longer. The processes for levels above hold also for such cases. But don't be anxious to see a *sudden* return of responsibility, for the first owned "done" that this person *knows* he or she has done may be "ate breakfast". Don't disdain such answers in Level II particularly. Rather, in such people, seek such answers.

There is another type of case in all this, just one more to end the list. This is the case who never runs O/W but "seeks the explanation of what I did that made it all happen to me".

This person easily goes into past lives for answers. Their reaction to a question about what they've done is to try to find out what they did that earned all those motivators. That, of course, isn't running the process and the Auditor should be alert for it and stop it when it happens.

This type of case goes into its extreme on guilt. It dreams up overts to explain why. After most big murders the police routinely have a dozen or two people come around and confess. You see, if they had done the murder, this would explain why they feel guilty. As a terror stomach is pretty awful grim to live with, one is apt to seek any explanation for it if it will only explain it.

On such cases the same approach as given works, but one should be *very* careful not to let the pc get off overts the pc didn't commit.

Such a pc (recognizable by the ease they dive into the extreme past) when being audited off a meter gets more and more frantic and wilder and wilder in overts reported. They should get calmer under processing of course, but the false overts make them frantic and hectic in a session. On a meter one simply checks for "Have you told me anything beyond what really has occurred?" Or "Have you told me any untruths?"

The observation and meter guides given in this section are used during a session when they apply but not systematically such as after every pc answer. These observations and meter guides are used always at the end of every session on the pcs to whom they apply.

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Remimeo  
Ex Dn C/Ses

*Expanded Dianetics Series 22R*

**EXPANDED DIANETICS  
REQUISITES**

The recent review of Expanded Dianetics has shown that Ex Dn can be made to fail if the pc is improperly set up for it.

The following checklist is for use by C/Ses to ensure full set-ups for Ex Dn have been done.

Attach to the inside left cover of the folder.

1. Pc has done a full set of TRs 0-4 and 6-9. \_\_\_\_\_
2. Pc has had a full battery of Objective Processes run to full EP. \_\_\_\_\_
3. Pc has been given a thorough C/S 1 and is grooved in. \_\_\_\_\_
4. Pc has completed (very) Drug RD which is FLAT. No no interest but reading items remain unrun. No medicine, drug or stimulant left unrun. \_\_\_\_\_
5. Pc successful at Dianetic Engram running. Can run Dn easily. \_\_\_\_\_
6. Pc has had Word Clearing Method 1 run very flat to F/N list. \_\_\_\_\_
7. Pc has been Word Cleared Method 5 on the L-3ExDRB and R3R words. \_\_\_\_\_
8. Pc has had any high or low TA handled with a C/S 53RI. \_\_\_\_\_
9. Pc is not in the Non-Interference area. \_\_\_\_\_
10. Pc has had any messed-up L & N and Why lists corrected. \_\_\_\_\_
11. Pc has not been left in the middle of a major action or RD to start Ex Dn. \_\_\_\_\_
12. *Pc is getting Ex Dn after Dn, after Exp Gr 4 or after OT3. These are the **only** points Ex Dn is run on a case.* \_\_\_\_\_

Only if you make sure each of these points is fully in will the pc fly on Ex Dn.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 12 JANUARY 1975

Remimeo  
Class IV  
HDCs  
Ex Dn  
Spclsts

Cancels HCO B 15 July 1971, Issue I,  
C/S Series 28R, 32R, 33R, 36R—  
“Quads Cancelled”

**QUADS REINSTATED**

With the release of the Introspection RD and the Vital Info RD and recent HCO Bs such as the revised GF 40 Expanded it is vital that the original Quad Dianetics materials be made fully available to you.

am therefore re-issuing them as: C/S Series 28RA-1, “Use of Quadruple Dianetics”, 32RA-1, “Use of Quad Dianetics”, 33RA-1, “Triple and Quad ReRuns” and 36RB-1, “Quadruple Dianetics, Dangers of”.

These HCO Bs are fully valid and must be Word Cleared, starrated, done in clay and drilled by any HDC, CI IV HDC or Ex Dn Specialist before they are permitted to audit Quad Dn.

**QUAD RULES**

There are two rules that must be observed in running Quad Dianetics:

ONCE A PC HAS BEEN QUAD HE IS QUAD THEREAFTER.

WHEN CATCHING UP UNRUN FLOW ZEROS ONLY RUN THOSE THAT READ.

Running unreading Flow 0s when putting in missing F0s, as in a Quad pc who was switched to Triples then was having his unrun F0s run, is the reason for overrun manifestations and BPC.

**NEW PCs**

New pcs may be started on Quad Dianetics and if so must remain Quad thereafter.

Old pcs run Triple, let them remain Triple unless you have to do the Introspection RD or some Quad RD. If so, put in the reading unrun F0s before attempting a new RD Quad.

There are probably quite a few pcs run on Quads from 1971 who have since been run Triple. These pcs should be called in and have their reading unrun F0s run.

Don't now create a further backlog by mixing up process flows on current pcs.

DO IT RIGHT, TRIPLE OR QUAD.

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HCO BULLETIN OF 7 MARCH 1971  
REISSUED 13 JANUARY 1975

Remimeo  
HGC Auditors  
Dn & Scn  
Checksheets  
C/Ses

*C/S Series 28RA-1*

### USE OF QUADRUPLE DIANETICS

With the introduction of QUADRUPLE DIANETICS the problems of how to C/S it arise.

This rule is followed:

IN ALL BUT HCO B 24 July 69 DIANETIC ASSISTS WHERE IT CAN BE USED AT ONCE, THE FOURTH FLOW—O—MUST BE RUN ON ALL ITEMS FORWARD FROM THE FIRST DIANETIC ITEM EVER RUN ON THE CASE *IF THE PC IS QUAD AND THE FLOW O READS.*

Where a case has already had Flows 2 and 3 run on Singles, one goes back and runs Flow 0 on those items *if it reads.*

Where a case has only been run on Single Flow Dianetics (Flow 1) one goes back to the first Dianetic Item ever run of which record can be found and does F 2, F 3, F 0 in that order *checking the command for read before running it, and then verifying the F 1.*

To C/S a case for Quad Dianetics it is best to first lay out a Scientology repair, making sure the case is flying, then list out the items already run on Single and Triple. Then get them run so that all four flows are complete on each item in sequence from first to last.

This includes any LX items, former practice, drugs or any other engram running. These, like Dianetic items, are listed in their correct sequence of former running.

Then the missing flows are run *if they read.*

A rehab step of the flows already run is not necessary. This rehab of a flow already run to EP is usually used only when there is question about its having gone to F/N Cog VGIs.

In C/Sing for Quadruple one COMPLETES any flow of an item found that did not F/N. This is indicated on the item list.

### DOING THE LIST

The item list is done by the Auditor in his admin time for well done time credits.

All former Dianetic items ever run are listed and what flows have been run on them and to what end phenomena.

Example:

#### Engram List

3 Sept 69	Sadness (exact wording that was used)	F 1
4 Sept 69	A Bored Feeling	F 1 Bogged
6 Sept 69	An Apathetic Outlook	F 1 Bogged
6 Nov 69	LX Agonized	F 1 F 2 F 3
7 Nov 69	Former Therapy	F 1 F 2 F 3
		F 2 Bogged
9 Nov 69	Earlier Practices	F 1 Bogged



10 Nov 69	A Horrible Sadness	F 1 Bogged
5 July 70	Int RD	F 1 F 2 F 3
		F 3 Bogged
6 July 71	An Awful Pressure	F 1 Bogged

Such a list is then handled from the earliest forward by:

- (a) Completing the bogged flow and
- (b) Completing the missing flow, *if it reads*.

#### INT-EXT RD

This is handled in its proper sequence on the list if the TA is not high or very low.

If the TA on the pc is currently high, Int is handled before any other action is done and all four flows are run on it *with the understanding that a pc run Triple on Int must have the Flow 0 checked for read before running it*.

A drug chain also makes a high TA if in existence or unflat.

#### AUDITOR CHECKOUT

BEFORE RUNNING ANY DIANETICS QUADRUPLE EVER Y AUDITOR HDC, VI, VII, VIII AND C/Ses MUST BE CHECKED OUT THOROUGHLY ON THE QUAD DIANETICS CHECKLIST:

<i>BTB 6 May 69R</i>	<i>"Routine 3 R Revised" Issue II</i>
<i>HCO B 4 Jan 71</i>	<i>"Exteriorization and High TA"</i>
<i>HCO B 23 Jan 71</i>	<i>"Exteriorization"</i>
<i>BTB 1 Dec 70R</i>	<i>"Dianetics Triple Flow Action"</i>
<i>BTB 20 May 70</i>	<i>'TR 103, 104 Rundown'</i>
<i>HCO B 7 Mar 71</i>	<i>"Use of Quadruple Dianetics"</i>
<i>Reissued 13.1.75</i>	<i>C/S Series 28RA-1</i>
<i>HCO B 4 Apr 71</i>	<i>"Use of Quad Dianetics"</i>
<i>Reissued 13.1. 75</i>	<i>C/S Series 32RA- 1</i>
<i>HCO B 5 Apr 71</i>	<i>"Triple and Quad ReRuns"</i>
<i>Reissued 13.1. 75</i>	<i>C/S Series 33RA- 1</i>
<i>HCO B 21 Apr 71</i>	<i>"Quadruple Dianetics—Dangers Of"</i>
<i>Reissued 13.1. 75</i>	<i>C/S Series 36RB- 1</i>

Any other HCO B of subsequent issue on this subject.

THERE IS A PACK ON THIS SUBJECT AVAILABLE FROM FLAG.

#### FLUBS

If any Auditor has a poor record of getting Dianetics Results, of bogged flows, etc, he needs an HDC Retread. His drills and TRs are out or he is committing Gross Auditing Errors.

Dianetics gives remarkable results only when flawlessly done.

The commands must be precisely given and *all* commands 1-9 A-D are used. It is NEVER shorted "because the pc did it".

THUS ANY HDC TO AUDIT QUAD DIANETICS MUST:

- (A) HAVE A RECORD OF GOOD FLUBLESS DIANETIC AUDITING or
- (B) MUST HAVE A RETREAD UNDER A COMPETENT SUPERVISOR and
- (C) MUST BE STARRATED (for true, not just checked) ON THE ABOVE CHECKSHEET OR THE FULL QUAD PACK.

## C/Sing

Quad Dianetics, with the above, otherwise C/Ses the same as general DIANETICS.

It should be realized Dianetics is its own field of C/Sing. This remains the same in Quad Dianetics.

## PROMOTION

Quad Dianetics should be promoted only when you have Dianetic Auditors, the Auditors checked out and okayed to audit as above and when you CAN DELIVER.

IVs or VIs should be available to do the Progress Pgms and steps.

## UPPER LEVELS

When the IVs VIs VIIs VIIIs or IXs are checked out as above, they should use Quad Dianetics to handle any and all Engram steps called for in general auditing.

That they are upper level Auditors does not make it less necessary to do the above.

## RESULTS

Quad Dianetics, including the rerun actions, produces some very startling new gains.

Well done Dianetics always has produced fine results.

Quad Dianetics almost doubles the gain.

## REMEDIES

Any and all Dianetic Remedies and general technology remain in full use. They are not changed at all. Only the zero flow is added in each case.

Good Luck.

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Founder

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HCO BULLETIN OF 4 APRIL 1971-1R  
ADDITION OF 13 JANUARY 1975  
REVISED 22 FEBRUARY 1975

Remimeo

*(Cancels HCO B 4 Apr 71, Reissued 13 Jan 75, same title.  
Does NOT cancel HCO B 4 Apr 71RA, Rev. 24 Mar 74,  
C/S Series 32RA, which is still valid.)*

*(Changes in this type style)*

**C/S Series 32RA-1R**

**USE OF QUAD DIANETICS**

With the introduction of Quadruple Dianetics it is mandatory important urgent that one does not audit four flow items until one has brought *all* earlier Dianetic items into four flows.

**TRIPLE**

This also applies to Triple Dianetics. On a case where only Flow One (Single) has been run, you don't suddenly run a Triple (F1, F2, F3) such as on the LX Class VIII Lists until one has run the earliest Dn item ever run (or that can be found) on Dn Triple and then on forward on Triple up to the LX.

**QUAD**

However, one would now not bother to run only Triples forward. He would locate the earliest Single or Triple (if no Single Flow) item and run it Quadruple by now running the missing flows. In the case of a pc run Triple, Flow 0 is checked for read before running it.

**INT RD**

In doing an INTERIORIZATION RUNDOWN one mustn't suddenly introduce the 4th flow (F Zero).

If the case has only had Triples in Dianetics one mustn't suddenly introduce a Flow *Zero* on INT. The case should be done on Triple Flow INT.

THEN all earlier Dn items in sequence run are:

- (a) Listed from W/S or Folder Summaries.
- (b) Brought up to current by running in all the missing flows of Quad.
- (c) The INT RD fourth flow is audited in when one gets to it IF IT READS.

**REASON**

Auditing additional flows while earlier items remain Single or Triple restimulates the missing flows and stacks them up as mass. They can make a pc uncomfortable until run.

All the missing flows (that were not run) are still potential mass.

This mass restimulates like something too late on the chain when a flow not run on earlier items is run on later items.

Auditing itself is a sort of time track. The earliest session blows the later sessions.

### FULL FLOW TABLE

Before running Quad Dianetics one makes a table of earlier items run. Like this:

#### *FULL FLOW TABLE*

<i>Date</i>	<i>Item</i>	<i>Flow Previously Run</i>	<i>Must Run</i>
2.3.62	Guf Shoulder	F1	F2, 3, 0
3.3.67	Gow in Foot	F1	F2, 3, 0
30.4.67	Chow in Chump	F1	F2, 3, 0
29.9.68	LX Anger	F1, 2, 3	F0
	LX Peeved	F1, 2, 3	F0
4.10.69	Feeling Numb	F1, 2, 3	F0
5. 9.70	Int RD	F1, 2, 3	F0
9.10.70	Feeling of Goof	F1, 2, 3	F0
10.10.71	Dn Assist on Head	F1	F2, 3, 0

### FLAWS

F1 is FLOW ONE, something happening to self.

F2 is FLOW TWO, doing something to another.

F3 is FLOW THREE, others doing things to others.

F0 is FLOW ZERO, self doing something to self.

### R3R COMMANDS

Standard R3R Commands are used on Quad Dianetics.

They are the subject of another HCO B.

The Zero Command however is very easy being "Locate an incident of (loss or emotion) (pain and unconsciousness) when you caused yourself to have a(an) (item)" with the other commands of R3R as usual.

### NARRATIVE

The question will come up, do we Triple or Quad Narrative items or Multiple somatic items.

The test is, did the flows already run F/N when they were originally run. If they did, include them. If they didn't run exclude them.

This does not mean you omit everything that didn't run.

## REPAIR

While auditing this FULL FLOW DIANETICS you will find various chains that did not F/N when originally run.

These are included and should be concluded to F/N. This means one has to find out if they by-passed the F/N, went too early, jumped the chain, etc. Usually an L3RD assessed on that faulty action will give the answer. It is easy to make these old flubbed chains F/N unless you work at it too hard. Usually the reason they didn't is visible on the old worksheet. The auditor forgot to ask for Earlier Beginning or by-passed the F/N or jumped the chain or tried to run it twice forgetting he'd run it before. Corny errors.

## RESULT

The result of doing a FULL FLOW DIANETIC ACTION on a case is quite spectacular. The shadowy remains of somatics blow, mass blows and the pc comes up shining.

## OFFERING FFD

*Offering the public Full Flow Dianetics must include the cost of FESing, FF table making, and C/S work since it is sometimes lengthy. The auditing can be remarkably brief. The greatest amount of time is usually spent on the C/Sing and the table making.*

*FFD is offered to the public in intensives as per HCO B 31 May 1971R, C/S Series 39R, "Standard 12 1/2 Hour Intensive Programs". Admin time spent on C/Sing, FESing and FF table making should be deducted from the Intensive Hours purchased by the pc. This must be made known to the public when purchasing the service.*

*When offering FFD it should be called Quadruple Dianetics—4 times more powerful than previous auditing.*

*A C/S must liaise with the Dissem Sec and Treasury Sec on selling it or he'll find the org is losing money doing the C/Sing and tables.*

## OT WARNING

When doing Quadruple Dianetics on Clears and OTs (and a very few others) it may be found that many chains are now missing or are just copies of the original. Don't be disturbed. Pc says they're gone now they're gone. Just F/N the fact and carry on with the next flow or item.

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HCO BULLETIN OF 5 APRIL 1971  
REISSUED 13 JANUARY 1975

Remimeo  
All Auditors  
C/Ses  
Class VIII

*C/S Series 33RA-1*

**TRIPLE AND QUAD RERUNS**

LAW: WHEN ONE OR MORE OF THE FOUR FLOWS OF AN ITEM OR GRADE ARE LEFT UNRUN, WHEN USED IN LATER PROCESSES THE EARLIER UNRUN ONES RESTIMULATE AND MAKE MASS.

This tells you that high TAs, heavy pressures and even illness can come from by-passed flows.

**BY-PASSED FLOWS**

Example: Dianetic Singles have been run on 7 items. Now the Auditor begins to run new items Triple without running Triple on the already run items. The result will be 7 unrun Flow 2s and 7 unrun Flow 3s. These will restimulate and form mass and by-passed charge.

Example: Now let us say all 7 previous items have been run Triple. And the Auditor now runs a new item Quadruple. This leaves 7 unrun Zero chains. These can restimulate and form mass and by-passed charge.

Example: Now let us say that Dianetics was all run Single and Grades were run Triple. This will restimulate the Dn chains F2 and F3.

Example: Let us say that Dianetics and Scientology Grades were all run Triple. An *Interiorization* Rundown is now run Quad. This will throw all Dianetic and Scientology unrun Flow Zeros into restimulation and give by-passed charge.

ANY LATER GRADE RUN WITH MORE FLOWS THAN USED IN EARLIER ACTIONS CAN THROW THE EARLIER UNFLAT FLOWS INTO RESTIM, PILE UP MASS GIVING HIGH TA AND BPC GIVING ARC BREAKS.

**REPAIR**

The more the condition is *repaired* by L1C, L4BR, etc, etc, the *worse* the Mass gets.

**SOURCE OF HIGH TA**

Thus High TAs have three principal sources:

1. Overruns
2. Auditing Past Exterior
3. Earlier Unrun Flows restimulated by those flows used in later actions.

There are other minor ones such as Drug Background, illness, etc, as per Hi-Lo TA Assessment.

**REHABS**

One must NOT recklessly or continuously rehab a past major action. This causes overrun. The thetan is placed at the *end* of the incidents not yet in restimulation or run and the bank gets more solid.

**MASSY THETANS**

The whole trick of this universe is contained in thetans copying or picturing incidents and then getting stuck in the later portion of them.

“Incidents” is the keynote. A thetan is incident hungry.

This is what traps him.

For some reason he has to be at the earliest end of incidents to erase them. The later he is in incidents and the later he is on the track the more solid he is.

This also applies to the “auditing time track”.

By omitting things like flows on the auditing time track, the thetan thus becomes massy.

The whole theory of the *Interiorization* Remedy is based on having gone out (later) *after* he went in (earlier). So Exteriorizing can stick him. (People buy the *Int* RD to Exteriorize but the remedy is only done to permit further auditing. They Ext of course when the bank is handled.)

When flows of items are by-passed and then later restimulated by auditing them, mass occurs.

### GETTING IN ALL FLOWS

When doing additional flows on earlier items or processes one must *also* check or rehab those flows marked as run to F/N in worksheets.

This again will leave unflat flows and BPC unless it is done.

And if it is overdone it will raise the TA by overrun.

So if one had a case that had Single Dianetics and was later run on Triple for new items (but the Singles not done into Triple) one would have to RUN FIRST the missing unrun flow or flows *if they read* and then *check* the first Single F1 for flatness, then check other previously run flows.

The rule is run the previously unrun one or ones first *if they read* to get charge off, then verify or run the ones listed as run already.

Then one would do the same for the next item. Run the previously unrun flow or flows *if they read* and then verify or run those listed as already run to be sure they F/N.

All items, in chronological sequence, and all processes, would have to be run Quad.

IT WOULD BE A WASTE OF TIME NOW TO RUN IN ONLY TRIPLES.

Whether you have the Quad commands or not they are easy to figure out as you are only missing the Zero Flow, self to self.

So all C/Ses and auditing actions are “Rehab or Run F1, F2, F3, F0 *if they read*” when getting in all flows on things run to date.

### HIGH TA

When you are sure an *Int* RD has been done correctly and its 2wc went F/N and the TA later goes high, you check the *Int* RD. That is the most usual reason. This simple action is amazingly subject to flubs.

If the TA goes high later you can do a *C/S Series 53* or a Hi-Lo TA Assessment and handle.

If the TA is still high or low, you had better check the state of flows. Were more flows run on later actions than were run on earlier actions?

If so, your pc has felt massy, sometimes even ill.

The right action is to get in all flows from the beginning. And do it Quad. Bring *all* his auditing up to Quad.

(If his folder is not available, he has kind of had it. I know of no way, at this writing, to recover lost Dn items but will have to work something out.)

## NOT IN TROUBLE

If the pc is not in trouble, his best bet is to get on up the grades to Expanded OT III.

## IN TROUBLE

If he *is* messy and is having trouble the best bet is to:

1. Be totally sure of his Int RD.
2. Check O/Rs particularly of a major grade twice or by-passed F/Ns, locate and indicate them.
3. FES, list the items and grades and do a Full Flow action from the beginning of his auditing, raising them all to Quadruple.

## RUNNING ZERO FLOWS

The Zero Flow in Dianetics is a bit strange. It can be done by full R3R BUT it often depends on the decision the pc made and may F/N very suddenly. It is easily overrun and can be very fast.

A pc can be gotten into trouble on Zero Flows if the Auditor is slow and is not alert to his meter and misses the F/N and gives R3R commands after the flow has blown.

## REHAB OR RUN

The Auditor getting in Zero Flows can also ARC Brk the pc by failing to verify if the previously run flows are flat. All the Auditor wants is to see them F/N on the command. If they don't he runs them.

Sometimes when he has "run them" again he finds they are being overrun or run twice and has to rehab them by finding this out. The pc sometimes doesn't know until he actually starts to run them. Then he finds they are already run. The clue to this is a climbing TA. If the TA goes up, get off that flow and rehab it.

Example: Pc at first thinks "Pain in shoulder" F2 was never run. Starts to run it. TA goes up. Auditor must pull him off of it by finding out if it is being run twice and rehab it to F/N.

The moral in all these reruns is don't firefight, keep an L1C List and an L3RD List handy and use them.

## RESULTS

The results of straightening up the Int-Ext RD, rehabbing O/Rs and putting in ALL FLOWS on a pc are fantastic.

Getting an All Flows Rundown done correctly gives one all the latent gain the pc has been begging for.

So send to Cramming all C/Ses and Auditors who flub.

Program it right.

C/S it right.

Audit it right.

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HCO BULLETIN OF 21 APRIL 1971-1R

Remimeo  
All Auditors  
Class VIII  
Dn Chksh  
Int-Ext Chksh

ADDITION OF 13 JANUARY 1975  
REVISED 22 FEBRUARY 1975

*(Cancels HCO B 21 Apr 71, Reissued 13 Jan 75, same title.  
Does not cancel HCO B 21 Apr 71RB, Reissued 21 Sept 74,  
C/S Series 36RB, which is still valid. )*

***C/S Series 36RB-1R***

**QUADRUPLE DIANETICS  
DANGERS OF**

(Applies also to Int-Ext Rundown)

(Ref HCO B 4 Apr 71-1R, Addition of 13 Jan 75, Revised 22 Feb 75,  
C/S Series 32RA-1R, and HCO B 5 Apr 71, Reissued 13 Jan 75, C/S Series 33RA-1)

In observing Quad Dianetics in the hands of Scientology Auditors not specially briefed or who had additives and figure-figure on how to move a case already run on Singles and Triples into Full Flow,

***INVARIABLY THEY OVERRAN.***

This makes getting Quad Dianetics in on a case dangerous unless the Auditor has the hang of it.

The flagrant (and I do mean flagrant) errors found consisted of (a) not being able to run precise Standard Dianetics in the first place; (b) re-running already erased chains "to find if they were flat"; (c) Out TRs to a wild extent; (d) refusing utterly to accept pc's data; (e) faulty metering; (f) complete ignorance of the Auditor's Code, notably committing the crime of Invalidating the pc; (g) running unreading Flows when catching a pc up to Quad.

**REQUIREMENTS**

Anyone essaying to run Quad Dianetics **MUST BE CRAMMED** on his R3R, the use of L3RD, all data on Quad Dianetics (as per references above and including HCO B 27 Mar 71, "Dianetic Erasure"), his basic TRs, his metering and the Auditor's Code, and this HCO B.

**TRs**

TR Zero exists so an Auditor is not ducking the session but can sit there relaxed, doing his job.

TR One must be done so the pc can *hear* and understand the Auditor (without blowing the pc's head off either).

TR Two must be done so that the pc gets acknowledged. This can be so corrupted that the Auditor doesn't ack at all but gives the pc meter reads! Instead of acks! Or keeps saying, "I didn't understand you," etc.

TR Three basically existed so that the Auditor would continue to give the pc commands and not squirrel off or pack up with total silence.

TR Four exists so that the pc's origins are accepted and not Qed and Aed with or invalidated.

And, surprise, surprise, TRs are for use in the session itself, not just a drill. They are *how* one runs a session.

Metering can miss every F/N or give “F/Ns” with high or low TA. And one *never* feeds meter data to the pc: “That read,” “That didn’t read,” “That blew down,” just must not exist in session patter. “Thank you. That F/Ned,” is as far as an Auditor goes. And that’s the end of the cycle and says so.

Floating needles can be overlooked by an Auditor. In Quad Dianetics this fault is *fatal*.

Auditor’s Code must be in on all points and particularly Invalidation. Pc says, “That’s so and so.” An Auditor who says, “I’m sorry. You are wrong,” or any other invalidation is going to wreck a pc’s case. A full knowledge of the Auditor’s Code and actually applying it saves endless troubles. It is an auditing TOOL, not just a nice idea.

## REHABBING CHAINS

One rehabs a Dianetic Chain that, according to a previous worksheet, erased by saying, “According to session records (flow direction) (item) erased.” That’s all. One does not say, “Did the chain giving others a headache erase?” One does not run it again to find out. One does not run a single command “to see if it F/Ns again”. One can say, “Do you agree that the chain giving another a headache erased?” But the more you ask a pc to look for an erased chain the more messed up things will get. It isn’t there. But the Auditor by his action can imply it *should* be there or *might* be there. A totally wrong approach would be, “Look around your bank and see if what isn’t there anymore isn’t there.”

Dianetics is NOT Scientology. A Dianetic Chain is *not* a release. If you try to use Scientology rehab tech on a Dianetic Chain, you have had it. It isn’t a “release” (which is a key-out). A Dianetic Chain is an erasure. You can’t rehab erasures with “How many times?”, etc.

The test of this is the doing. If you try to use Scn rehab on Dianetic Chains, the PC MIGHT TRY TO FIND SOMETHING. This causes him to key in other unrun or similar items.

It is a dangerous action at best to try to handle old erased chains. The best you can do is to tell the pc what the old W/S said. If no W/S exists leave the already erased flows alone!

## FLUBBED CHAINS

Many times, a Folder Error Summary will give a flubbed chain and then fail to note it was repaired in the next session!

A C/S and Auditor would have been pretty irresponsible to just go on auditing past flubbed chains.

The only safe way to handle some previous flubbed chain is to:

- (a) Verify in the folder if it was repaired.
- (b) *If still unrepaired assess L3RD on it and handle according to the L3RD.*

## L3 RD

Using the new L3RD (HCO B 11 Apr 71 RA) is a Dianetic action.

A Scientology Auditor erroneously can try to use it as a 2-way comm type of list. If a chain needed one more ABCD, then 2-way comm on it with no ABCD is not going to complete it.

L3RD has its own directions. Questions not marked with directions are used to indicate the fact. This can amount to 2-way comm as the pc chews it over. But L3RD where marked is handled by Dianetics actions. Look over the list and its directions for each question and you will see that some are given directions that are NOT 2wc.

Example: "Earlier beginning" reads. You can't just say, "The incident had an earlier beginning," and you can't say, "Tell me about the earlier beginning." The pc will go up the wall. There'll be no F/N. You have to use R3R and get him to the earlier beginning and then run it and if it still doesn't erase, get him to an Earlier Similar and erase that.

L3RD is a Dianetics List. It is not a Scientology List that is cleared each question to F/N by 2-way comm.

## OVERRUN

Overruns are demonstrated by a rising TA.

If as you seek to get in Full Flow Dianetics the pc's TA begins to average higher, overrun is occurring.

Example: While doing FFD pc's TA has been riding at 2.2 and F/Ns. After a new FFD action it begins to ride at 2.5 and F/Ns. Something is being overrun. Find it and indicate it. And cease to stir the bank up so much! The fault is going over items already run.

*Already flat zero flows are not uncommon.* The zero flattened on the original Triple. Thus getting in that zero flow again is an overrun.

In doing a Full Flow Table you often find that the same or similar have been run in the past. Sometimes you find that a previous attempt to run the item a second or third time has resulted in an ARC Break, the reason for which was never detected.

The right action is to note the session date it was *first* run and just tell the pc, "Feeling Surprised was run three times. On (first date it was erased) it was erased. When later run it was an overrun." This tends to blow the later charge laid in by trying to run the same item again.

It sounds so strange that erased chains can be overrun. But it is true. What happens is that pcs try to cooperate and put something there.

## FIREFIGHTS

The action of a quarrel between an Auditor and a pc is called a firefight.

Restimulating earlier unrun engrams or overrunning chains upsets a pc. The best action, as soon as a pc is disturbed, is to do an L3RD fast and handle what reads the way it should be handled according to the L3RD.

The wrong way is to argue or try to go on.

The pc does NOT know what it is. He just feels awful. He tries to guess. He will ARC Brk or get sad if the Auditor continues.

The correct action is an L3RD.

L1C is not of great use in a Dianetic ARC Brk. L3RD is.

If the pc remains ARC Broken, try L3RD again Method 5.

A Scientology session would be handled with some other list (L1C, L4B, etc). A Dianetic session, including and especially FFD, is handled with L3RD.

You NEVER prepcheck while doing Dianetics. This mushes up the engrams.

### INTERIORIZATION

ALL these cautions apply as well to an Interiorization-Exteriorization Rundown, when restim occurs one uses an L3RD quickly.

Int-Ext RD is essentially a Dianetic, not a Scientology action.

### SAFE ACTIONS

A fully genned in Auditor, well crammed, well drilled, well skilled, can be trusted with Dianetics, Dianetic Quads and an Int-Ext RD. Auditors not so handled can get pcs into serious trouble with these things.

A safe course is to use Quad only on new never audited before pcs. Those begun on Triples, use then only Triple flows.

Another safe way is to use FFD only on OT IIIs or OT IVs and done only by fully qualified FFD Auditors who are also OT III.

The safest course is to require special drilling and cramming on Auditors who are already known for their results by actual success story stats and call FFD and Int-Ext RD a skilled specialty.

### C/S RESPONSIBILITY

Any trouble a C/S is running into comes from the factors of TRs, metering, Code and incomplete or false Auditor's reports.

If when I am C/Sing I ever find an Auditor has omitted key session actions or has falsified a report, I order that Auditor not to Cramming but a full retrain HDC right on up.

A C/S does not see these points. He can get the pc asked what the Auditor is doing or did. He can get sessions monitored. This helps him fill this gap in his data.

It's what isn't in the Auditor's report that is often the trouble. Auditors omit what they said, omit the firefight, omit session alter-is in their worksheets.

All this sticks the C/S's neck out for the axe of failure.

So particularly in FFD, Int-Ext and other such actions, a C/S has to act to obtain confidence in the Auditor's TRs, Metering, Code Use and accurate Worksheets.

### RISK

In FFD, Int-Ext RD and Power, experience has proven that if the Auditor is not top grade, if the C/S is not alert, we put a pc at risk.

The USUAL is what keeps the pc safe.

A thorough study of his case, looking for obvious bugs (such as Int-Ext RD done twice, the case a druggie but Drug engrams never run, Int done but its 2wc flubbed, FFD grossly overrun, to name a few serious ones), sending Auditors to Cramming for the slightest flub, insisting on standard TRs USED IN SESSION, good metering, use of the Code, accurate and complete worksheets, use of standard tech, all guarantee the safety and progress of the pc.

### INTRODUCING FFD

FFD (like the Int-Ext RD) requires flawless C/Sing and auditing or the case goes wrong.

When these actions were introduced they showed up any flaws in case studying, TRs, Metering, Code and Worksheets.

There are two ways to handle. (a) Cancel FFD and Int-Ext as actions. Obviously that is going backwards and is impossible. (b) Begin and continue a serious, effective campaign in the org to (1) Train Auditors better, (2) Cram expertly on every flub, (3) Raise quality of TRs and metering.

As you can see, my approach is to improve quality of training, cramming and delivery.

Please help me out in getting this in.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 16 JANUARY 1975

Remimeo  
Dn & Ex Dn C/Ses  
IV and VI C/Ses  
Class VIII C/S

**PAST LIFE REMEDIE**

There are many remedies and considerable tech developed over the years on the subject of pcs unable to go earlier than this life. There was no full coverage bulletin which gave the full story on this.

The earliest was getting the pc to locate and run imaginary incidents. This is fully covered in *Science of Survival*, especially Book Two, Chapter Nine, "Imaginary Incidents". The auditor clears the idea of imaginary incidents and running them, then persuades the pc to run them without forcing him.

Delusion tends to run off but the real incidents move into view as well. These imaginary incidents can be run R3R narrative or done as part of R3R procedure and running usual items and somatics. It can be incorporated into the AESPs run on the Past Life Remedy as part of the action of grooving in the pc.

One of the early Dianetic Remedies was simply "What Attitudes would make one unwilling to go Earlier than this life?" R3R Triple exhaust the list then do Emotions Sensations and Pains separately.

Where the pc is afraid of going earlier or seeing the pictures, AESPs that would make you not want to look at earlier lives can be listed separately and run.

Often the pc won't go backtrack because he's a druggie.

What has happened here is that he restimulated past lives with drugs, got into frightening pictures that he didn't understand and now backs off from ANY bank content except drugs. That is handled with a full Drug R/D, including a full battery of Objectives and all reading items run including "no interest" items. The standard approach on any pc is to get a full Drug R/D done first.

Another reason could be the pc is in recent shock of having died. Such a case is overburdened and is destimulated with general auditing and then gets a Past Life Remedy if he hasn't gone backtrack. You could even do a Prior Assessment to this life.

The subject of invalidation of past lives and people talking about them out of session or claiming to be famous people invalidates past lives for a pc and is actually related to suppression and PTS phenomena. If you suspect this you could ask "Has anyone been talking to you about past lives or famous people?" From this question possible suppression in the environment can be located and used in a PTS R/D, HCO B 9 Dec 71R, Revised 21 Oct 74.

**CHILDREN**

Children are usually very burdened cases and can be hard to C/S on Dianetics as it hits this life only which will leave the pc wide open to key-in and at the age of 20 be found all keyed in "with all grades run".

I find they are jammed into fiction stories, education, books and movies and run these like Engrams. These children speak of "remembering" all the time. They say they can't go backtrack "because they don't remember". They don't seem to take it from pictures. Contrary to psychology theories and popular belief I find children in very

rough case shape, nervous, frightened, griefy, etc. They get stuck in the books and movies they see.

I have handled this in various ways. The easiest way to unburden cases is by Objectives (contact processes) and Recall (ARC S/W, Self Analysis). That is a general approach. You can list for mental image pictures pc has seen in life in movies or books then get the AESPs of the best reading one and R3R triple or quad. Unwanted feelings, attitudes, emotions, sensations and pains as a child can also be listed and run to unburden the case.

A direct approach is to ask "What book or movie were you particularly interested in?" You'll usually find that the person had a stuck picture on it. Then ask "Did you ever have anything to do with that sort of thing?" Then they go into it because you're asking for an E/S. You could then run out the earlier incident R3R triple or quad and you'd be away.

Where the pc is stuck in upsetting incidents from movies or books you can list for "Bad incidents you've seen or read about", take the best reading one and R3R its reading AESPs. Be sure to accept stories, TV, movies or books as these are fully valid to run.

### REVIEW

A Scientology Review action that can be done is to assess Auditors Auditing Past Lives Dianetics Scientology Time Preclears and Erasure. Then prepcheck in order of reads, reassess and prepcheck. This is a valuable action to do before ARC S/W triple and often by itself will handle those unable to go past track.

A further Scientology approach would be to assess the Past, Memory Pictures, Past Lives and prepcheck in order of reads. Then L & N "Who or what would have no future?" then L & N "Who or what would it have been awful to have been?" These items can be checked and used in a PTS R/D or can have their intentions listed and run as part of Ex Dn handling.

### SUMMARY

The technology on past lives is important for a C/S to know, especially the Dianetics C/S.

The subject usually resolves with a Drug R/D and general auditing but when it doesn't you have these remedies to use.

Use them well.

L. RON HUBBARD  
Founder

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# HYMN OF ASIA

## An Eastern Poem

by  
**L. Ron Hubbard**

**Published  
January 1975**

“Man has long dreamed of solving the riddle of his own existence and achieving personal freedom. This has been the great hope of Man through the millennia of his histories—both East and West.

“Now at last, in the 1046 lines of the poem *Hymn of Asia*, is the statement that this hope has been achieved—You can be free.

“This moving hymn was written for a Buddhist Convention in about 1955 or ‘56, coincident with the celebrations in the Buddhist world of the 2,500th year of the Buddhist era. Later typed copies of this magnificent work, many in altered versions, were widely circulated from hand to hand in various countries of the world. The public demand for its publication grew enormous.

“Then in late 1973 its author directed its publication and subsequently personally supervised the collaboration of a talented artist, designer and calligrapher in the final preparation of the book. Here we have a beautiful edition which presents the fully correct original text of the poem, one surely destined to become a major document of Man’s spiritual history.

“*Hymn of Asia* concerns the fulfillment of a prophecy made 2,500 years ago by Siddhartha Gautama, better known as Buddha, the founder of the religion known in the West as Buddhism.”

(—Introduction to *Hymn of Asia*)

Available from your nearest Scientology Advanced Organization, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.



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HCO BULLETIN OF 23 JANUARY 1975

Remimeo  
Class VIIIs  
Class VIII

**THE PURPOSE OF CLASS VIII**

The purpose of the Class VIII Course is to train an Auditor up to be able to deliver 100% Standard Tech and turn him into a zealot in pushing in Standard Tech in the field.

This has been the purpose of Class VIII since its inception.

Its materials are fully valid. The original checksheet has been restored. It is a tough and demanding course. It is not Fast Flow but 3 times through with starrates and exams.

**THE ORIGINAL CLASS VIII COURSE HAS RETURNED.**

Training of Auditors as Class VIIIs to forward Standard Tech is absolutely vital today. It is not "old" or "background". Its materials cannot be found on any other course. They are only available on the Class VIII Course.

A real Class VIII Auditor cannot be compared with a Class IV or VI. A Class VIII is a flawless, flubless, smooth as silk specialist in Standard Tech. He can handle any case with ease. He is a dedicated advocate for Standard Tech. He pushes in Standard Tech in his area and sets an example by his own flawless performance.

**STANDARD TECH**

The way a Class VIII gets in Standard Tech is by *encouraging* lower classed Auditors to use the materials of Standard Tech and apply them.

A Class VIII must beware of invalidating lower classed Auditors and make sure he doesn't fall into that trap. Invalidation never works and is in fact destructive. Under invalidation an Auditor will cease to audit well, will goof and back off from auditing entirely.

To get in Standard Tech, always encourage lower level Auditors to apply standard materials, tapes, HCO Bs and books. Help them to do so. Direct them to the references. See they get crammed, not invalidated. After all, they are willing to help, or they wouldn't be Auditors.

**SUMMARY**

Class VIII is the standard by which other auditing is judged. Class VIII gives the certainty and precision of 100% Standard Tech. Class VIIIs get in Standard Tech by encouraging lower level Auditors to apply standard materials, never by invalidation.

Every Auditor should one day make it to Class VIII. No org can afford to be without at least one Class VIII. These are the Custodians of Standard Tech.

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HCO BULLETIN OF 14 FEBRUARY 1975

Remimeo  
Tech Hats  
Qual Hats

(Cancels: HCO B 25 Feb 72  
BTB 25 Feb 72  
HCO B 25 Feb 72 Canc. 26 Jan 75)

**L10 PREREQUISITES**

L10 is not restricted to only those who have completed OT III.

The only prerequisites to L10 are a completed Drug RD and Expanded Grades. It may not be done between R6EW and OT III, however.

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Founder

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HCO BULLETIN OF 2 NOVEMBER 1957RA  
REVISED 10 MAY 1974  
REVISED 22 FEBRUARY 1975

Remimeo

**AN OBJECTIVE RUNDOWN**

*(Note: The original issue from which this HCO B was taken was not titled "Objectives" but "Intensive Processes for Use in Operation Clear and Operation Staff Clear". The original was unsigned. It was a Confidential staff only issue. When converted to an HCO B, the title was changed erroneously to "Objectives". A corrected list of Objectives is therefore published below. Additionally, the original issue omitted two or three key objective processes and put recall [subjective] processes in their place, thus messing up ARC Straight Wire.)*

**OBJECTIVE:** (Dictionary Definition) "Of or having to do with a material object as distinguished from a mental concept, idea or belief." Means here and now objects in PT. As opposed to "Subjective".

**SUBJECTIVE:** (Dictionary Definition 2nd meaning) "Proceeding from or taking place in an individual's mind."

Look around or physical contact processes are obviously "Objective". Recall, think, remember or return on the time track processes are obviously "Subjective".

Pcs who have been on drugs obviously have to be run on Objective, not Subjective, processes.

Anyone can be brought more into present time with Objective processes.

Objectives are vital in assists and other areas of processing.

Here is a list of workable Objective processes:

0. "Look at me who am I?"
1. CCH 0
2. CCH 1
3. CCH 2
4. CCH 3
5. CCH 4
6. CCH 1 to 4 repeat as indicated.
7. Locational ("Look at that object") can be used as indicated, to end sessions or even to bridge from one process to another.
8. The following three must be run 1 command each consecutively over and over:
  - (a) "Look around here and find something really real to you."
  - (b) "Look around here and find something you could go into communication with."

- (c) “Look around here and find something you would really like.”
9. The following three are run several times for the 1st, fewer for the 2nd, fewer for the 3rd. And then repeated (Trio).
- (a) “Look around here and tell me what you could have.”
- (b) “Look around here and tell me what you would permit to remain in place.”
- (c) “Look around here and tell me with what you could dispense.”
10. Op Pro by Dup to Exterior.

(If pc exteriorizes a Dn C/S 1 and an Interiorization RD [flawless] should follow.)

The first 10 steps above could be called an Objective Rundown.

Note that this does *not* include *many* other Objective processes, many versions of havingness.

But the above would accomplish a great deal for the pc IF DONE CORRECTLY WITH FLAWLESS TRs!

And it would accomplish the general intent of the 1957 RD.

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HCO BULLETIN OF 1 OCTOBER 1965R  
REVISED 24 FEBRUARY 1975

Remimeo  
All Students

**MUTTER TR**

NAME: Mutter TR.

PURPOSE: To perfect muzzled auditing comm cycle.

COMMANDS: "Do fish swim?" "Do birds fly?"

POSITION: Student and coach sit facing each other a comfortable distance apart.

TRAINING STRESS:

1. Coach has student give command.
2. Coach mutters an unintelligible answer at different times.
3. Student acknowledges.
4. Coach flunks if student does *anything* else but acknowledge.

(*Note.* This is the *entirety* of this Drill. It is not to be confused with any other Training Drill. )

*Note.* The whole trick in TR 2 and TR 4 is that it means one understands that the pc has said something or has answered. There is no demand the auditor understand the *meaning* in the pc's answer in muzzled auditing. In the above drill the coach just mutters or nods and looks wise instead of saying anything comprehensible. The only kind of auditing where you *must* grab the actual sense of the answer is in listing or in looking for something that will blowdown or trying to find out what the pc thinks is wrong. If the pc *has* said something he wants the auditor to really grasp, let him explain and of course, if the pc insists, grasp it. But this is rare and happens only when the pc is already ARC Broken. Otherwise the above is the right way to do it.

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# DIANETICS TODAY

by  
**L. Ron Hubbard**

**Published March 1975**

Here, on the twenty-fifth anniversary of the First Book, *Dianetics: The Modern Science of Mental Health*, is what might be called the Third Book of Dianetics—Dianetics Today.

The Second Book, *Dianetics '55!*, took all the problems presented by *Dianetics: The Modern Science of Mental Health* and brought them up to 1 January 1955 and handled them, using Two-Way Communication, ARC and the Six Basic Processes and leading into Route One of *The Creation of Human Ability*. Dianetics 1950 techniques handled the problem of the reactive mind by reducing its constituent engrams, locks and secondaries until it could be handled by the existing analytical mind. *Dianetics '55!* handled the same problem by increasing the ability of the thetan (or, you could say, analytical mind) to the point where he could be separated from his reactive mind and body; and then, using Scientology's Intensive Procedure, processing him until he was capable of handling with great ease any quantity of aberration in the reactive mind.

With the advent of the Gradation Chart in the mid-60's and Scientology Levels, all processing techniques fell into place in a smooth gradient from aberrated homo sapiens, through homo novis and on through Clear and up the OT Grades.

In *Dianetics Today* we have "Standard Dianetics"—a space-age Dianetics: simple and dependably effective on all cases as done by all Hubbard Standard Dianetic Auditors.

This book contains ALL the essentials of Dianetic Auditing in large, easy-to-read print easy to understand with the use of its excellent glossary.

1098 pages, illustrated, 33 LRH personally C/Sed sessions, Dianetic Axioms, bibliography, Dianetic Tape list, abbreviations list, glossary, index. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark; or Church of Scientology Publications Organization U.S., 2723 West Temple Street, Los Angeles, California, 90026, U.S.A.

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HCO BULLETIN OF 7 MARCH 1975

Remimeo

**EXT AND ENDING SESSION**

When a pc exteriorizes on a good win in session or if the pc has a big win, usually followed by a persistent F/N, the usual action is to end session.

When ending session in these circumstances the Auditor must not do any other action, but smoothly end session.

This includes asking Say or Ask, running Havingness or anything other than smoothly ending session.

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HCO BULLETIN OF 18 MARCH 1975

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*Cramming Series 15*

**METER USE IN QUAL**

All Cramming actions done in Qual must be done on a meter. This means metered Why Finding, checks for misunderstands, scouting for areas of uncertainty, completion of clay demos and word clearing.

Neglect of the full use of the meter has led to half done, ineffective and often repeat Cramming cycles as the person's why or M/U was never found in the first place. Even worse, a wrong why can act as a wrong list item which brings about case chaos.

Every Cramming Officer must know and use all his tools. This includes metering.

The meter reveals all.

Use it.

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HCO BULLETIN OF 24 NOVEMBER 1973RB  
 (Cancels HCO B 24 Nov 1973, Rev. 12 Nov 1974)  
 Revised & Reissued 22 March 1975

Remimeo

*C/S Series 53RJ*

**SHORT HI-LO TA ASSESSMENT C/S**

This is the basic prepared list used by Auditors to get a TA up or down into normal range. A GF Method 5 may also be used after TA is in normal range to get pc's case handled better.

\_\_\_\_\_ PC Name \_\_\_\_\_ Date \_\_\_\_\_

1. Assess pc Method 5 on this sheet. (Go down the list calling off the items to the pc, watching the meter. Mark any Tick, SF, F., LFBD [to what TA], Speeded Rise or Blow Up.) NOTE: A C/S 53RJ should be reassessed and all reads handled until it F/Ns on assessment.

- |  |   |
|--|---|
| <p>A. Interiorization _____</p> <p>Went in _____</p> <p>Go in _____</p> <p>Can't get in _____</p> <p>Want to get out _____</p> <p>Kicked out of spaces _____</p> <p>Can't go _____</p>   | <p>Have others committed _____</p> <p>overts on others _____</p> <p>Not saying _____</p> <p>Problems _____</p> <p>Protest _____</p> <p>Don't like it _____</p> <p>Audited over out ruds _____</p> <p>Feel sad _____</p> |
| <p>B. List errors _____</p> <p>Overlisting _____</p> <p>Wrong items _____</p> <p>Upset with giving _____</p> <p>items to auditor _____</p> <p><i>Wrong date</i> _____</p> <p><i>Wrong location</i> _____</p> <p>Wrong Why _____</p> <p>Wrong Indication _____</p> <p>Wrong PTS Item _____</p>  | <p>D. Drugs _____</p> <p>LSD _____</p> <p>Alcohol _____</p> <p>Pot _____</p> <p>Medicine _____</p>  |
| <p>C. Some sort of W/H _____</p> <p>Are you withholding _____</p> <p>Something _____</p> <p>Is another withholding _____</p> <p>something from you _____</p> <p>Are others withholding _____</p> <p>something from others _____</p> <p><i>False withhold</i> _____</p> <p><i>Withholds gotten off</i> _____</p> <p><i>more than once</i> _____</p> <p>Has another committed _____</p> <p>overts on you _____</p> <p>Have you committed _____</p> <p>any overts _____</p> | <p>E. Engram in restimulation _____</p> <p>Same engram run twice _____</p> <p>Can't see engrams too _____</p> <p>well _____</p> <p>Invisible _____</p> <p>Black _____</p> <p>Loss _____</p> <p>Lost _____</p>           |
|  | <p>F. Same thing run twice _____</p> <p>Same action done by _____</p> <p>another auditor _____</p>  |



- |   |  |
|---|--|
| <p>G. Doing something with mind between sessions _____<br/>Some other practice _____</p> <p>H. Word Clearing errors _____<br/>Study errors _____</p> <p>I. False TA _____<br/>Wrong sized cans _____<br/>Tired hands _____<br/>Dry hands or feet _____<br/>Wet hands or feet _____<br/>Loosens can grip _____<br/>Wrong hand cream _____</p> <p>J. Auditor overwhelming _____<br/>Interruptions _____<br/>Feel attacked _____<br/>Something wrong with F/Ns _____<br/>Overrun F/Ns _____<br/>Missed F/N _____<br/>Items really didn't read _____<br/><i>False reads</i> _____<br/>Bad auditing _____<br/>Incomplete actions _____<br/>Invalidation _____<br/>Evaluation _____<br/>Couldn't get auditing _____</p> | <p>K. Can't have _____<br/>Low havingness _____</p> <p>L. PTS _____<br/>Suppressed _____</p> <p>M. Something went on too long _____<br/>Went on by a release point _____<br/>Overrun _____<br/>Auditor kept on going _____<br/>Over-repair _____<br/>Puzzled why auditor keeps on _____<br/>Stops _____</p> <p>N. Something else _____<br/>Physically ill _____</p> <p>O. Repairing a TA that isn't high _____<br/>Repairing a TA that isn't low _____<br/>Faulty Meter _____<br/>Nothing wrong _____</p> <p>P. False Exam Report _____<br/>Waited at Exam _____<br/>Upset by Examiner _____</p> |
|---|--|

2. Use only the small falls or falls or BDs. The rises will however show where mass lies.

A. If A or any of the A Group, and the pc has *had* an Int RD, do an Int RD Correction List, and handle the reads. (HCO B 29 Oct 71 R, Revised 14 May 74.)

If the pc *has never had an Int RD*, then give him a standard Int RD providing you have checked out on the Int-Ext pack and are good at R3R.

B. If any of these read, do an L4BR on the earliest lists you can find that have not been corrected. Lacking these do an L4BR in general. You can go over an L4BR several times handling each read to F/N until the whole L4BR gives nothing but F/Ns. Handle a Wrong Why or Wrong Indication or Wrong PTS Item per C/S Series 78.

C. If any of these, handle with 2wc and earlier similar to F/N. If more than one reads do biggest read first and then clean up each of the others E/S to F/N. If all read on assessment you have to get an F/N for each or 20 F/Ns. On overts and withholds, get what, and E/S to F/N. On out ruds, find which rud and handle. (See GF40RB, HCOB 30 June 71R, Revised I Dec 74.) Feel sad, handle the ARC Break. (Feel sad = ARC Brk of long duration.)

D. Rehab releases on each "drug" taken to F/N. Complete the Drug RD per C/S Series 48R after handling all reads on this assessment. If pc has had a Drug RD, do L3RD on it, and handle.

E. If any of these, do L3RD and handle according to what is stated to do on L3RD.

F. Clean up any protest and inval and rehab to F/N.

- G. Find out what it is. If Yoga or Mystic exercises or some such 2wc E/S it to first time done, find out what upset had occurred before that and if TA now down do LIC on *that* period of pc's life.
- H. If Word Clearing, do a Word Clearing Correction List, handle all reads. If Study errors, 2wc E/S to F/N, and add a Study Correction List to the pc's program.
- I. False TA is wrong cans. Use HCO Bs 24 Oct 71, 12 Nov 71R, 15 Feb 72, 18 Feb 72, 29 Feb 72R, 23 Nov 73, all on False TA. Then clean up the bypassed charge with (1) Assess for best read (a) TA worries, (b) F/N worries. (2) Then 2wc times he was worried about (item) E/S to F/N. (3) Rehab any overruns due to False TA obscuring F/Ns.
- J. These are auditor errors. Low TA is generally caused by overwhelming TRs and incomplete actions. A high TA can be caused by an auditor overrunning F/Ns or failing to call them. Or trying to assess through an F/N and mistaking an F/N right swing for a read. An F/N can be obscured and mistaken for a read if Sensitivity too high. These items are all 2wc E/S to F/N. Auditors who made them need Cramming badly or retread.
- K. Can't have or Hav. Find correct Havingness process and remedy.
- L. PTS or Suppressed. Check for SP or get a full PTS RD.
- M. Find out what. Clean up any protest. Rehab to F/N on each (or date to blow, locate to blow, if qualified).
- N. 2wc to find what. Note BD item. If BD item covered by one of these categories handle per instructions. If not just 2wc to F/N and get further C/S instructions for handling if necessary.
- O. Get pc to tell you about it briefly. If correct then indicate to F/N. Go E/S and indicate it if no F/N on first. If False TA handle per I above.
- P. Indicate and 2wc to F/N.

General. Handle Int RD (A) if it reads at all before handling rest as nothing will go right if Int is still out. For the remainder prefer to handle any BD group if you get a BD. If in doubt about what to do, return to the C/S.

Revised by

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HCO BULLETIN OF 25 MARCH 1975

Remimeo

## **DIET, THEORY OF A NATURAL DIET**

Food, lack of it, incorrect planning or consumption of it or substitution or alteration of it can vastly affect health.

Man is not a primary converter of natural energy or masses but depends upon other converters for a primary conversion in most cases. (Except for Vitamin D and one or two other items Man, for instance, does not convert sunlight to energy, but, eating algae which does so convert, is able to obtain and use the energy.)

No real study of or search for the natural diet of Man has ever been made or attempted. Studies are made of diets from the viewpoint of how to correct illnesses or maintain health but not what the basic food of the human body would be. Scarcities, availabilities, what can be grown and preserved, the ease of growing, climatic and soil and water conditions, and how to make a profit are factors which have established diet instead of "What does the human body require?"

The human body is a complex biological carbon-oxygen engine, running at an operating temperature of 37° Centigrade and, being biological, has the ability to establish and repair itself. To its food requirements then are added the elements required to build as well as to run the body.

Almost all mammals live about 6 times their period of growth. Man lives only 3.33 times his growth period. As other mammals than Man are under the same or greater stress but are usually uniform in diet while healthy it can be assumed that Man has departed from his natural diet.

Some guesses have been made as to natural diet by an examination of teeth but this would not be an adequate approach.

The resolution of Man's natural diet as opposed to what he is eating might do a very great deal to improving racial health.

Man's mass efforts towards diet are targeted for quantity and profit. Efforts to establish quality are often resisted by various special interests in the mistaken idea that further knowledge of diet might reduce quantity and profit. However it could be that new food discoveries would vastly increase both production quantity potential and profit.

No simple basis for research and discovery of the natural diet exists in known statement form. The necessary first steps to the discovery of Man's correct diet would be:

- (a) The statement of a possibility that one might have existed or did exist.
- (b) A formula for search and possible discovery of it.

This HCO B has made (a) above.

The following would be a formula for its discovery.

**OVERWEIGHT:** Residual elements of food, substances or gases which are not totally eliminated or utilized by the body after ingestion.

UNDERWEIGHT OR DEBILITY: Inadequate or lacking foods, substances or gases which are needed for the activity, maintenance or repair of the body.

By listing all foods, substances or gases which are *stored* by the body, one would obtain a list of things ingested, part of which were not utilized or necessary. Simple recording of those items which put on unwanted weight would be a part of this action. The examination of overweight persons and their diets would give another section of it. Further examination of cadavers that had been overweight would round out the list. Which of these were the result of body conversion of what food would be noted.

A study and listing of all deficiency diseases and malnutrition causes as contained in *The Textbook of Medicine*, Beeson and McDermott, pages 1139-1201 and in other papers and texts would give a list of items vital to the activity, maintenance and repair of the body.

The items in the overweight and debility lists could then be compared.

One would then have, as a result, the elements of a natural diet.

A search for foods which contained *only* the elements which were *used* and *vital* could be undertaken.

The result would be the elements of a possible natural diet.

An examination of the ease of production and supply of such foods could then result in a practical natural diet.

Zonal application in specific areas might require the repetition of the formula to take in racial or climatic or production variables.

#### SUMMARY

It is said at this time that 80% of Americans are overweight. Their activity and intelligence are failing. The populations of many countries are starving or suffering malnutrition.

The wild animals, fish and fowl are ceasing to be a world source of food supply. There is no reason to go on killing off all life on the planet simply because no one knows, beyond opinion or taste, what Man's natural food was or could be.

Fads and hobbies should not be the sole source of data on this subject.

The problem could be intelligently solved and should be if we are still to have a populated planet.

Probably the planet could support billions more than it does. Most of it is wasteland.

A system pushed by David Rockefeller and others to solve it by killing off populations through sterilizing and euthanasia is simply impractical, stupid and useless suppression.

It would be a far better line to work out Man's natural diet.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 29 MARCH 1975

FLAG ORDER 2186R  
Ship Captains  
MO's Hat  
AO Qual Hats

**ANTI-BIOTICS,  
ADMINISTERING OF**

(This Cancels FO 2313 "Antibiotics,  
Further Data" and Revises FO 2186.)

(Note: This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in due accordance with the medical laws of any country in which a person seeks treatment.)

There are several "anti-biotics". These are moulds or chemical compounds which cause bacteria, germs, to be unable to reproduce themselves (hits their 2D) while not destroying the cells of the body. At least that is one of the leading theories of why they work. "Anti-biotic" means *anti* = against, *biotic* = living beings (such as bacteria). So it's against bugs.

Disease is said to be caused by germs or virus. Germs are microscopic cells which breed and have a bad effect on body cells and fluids. Virus is a germ that is too small to be seen in a microscope. Thus there are germ infections and virus infections.

Usually one type of germ equals one disease, i.e. typhoid fever. However, an illness can be a compound of several types of germs but this is not usual.

Virus diseases respond very badly to most anti-biotics. In fact, in the presence of penicillin, a virus sort of suspends action without any real temperature change while the penicillin is present and gets busy again when the penicillin is gone.

The effect of most anti-biotics on virus is zero. Some claims are made for some against virus. Measles is a virus illness.

So anti-biotics are mainly effective against germs. Venereal disease, pneumonia, wound infections and a long parade of diseases can be cured by anti-biotics.

When illness is accompanied by temperature, anti-biotics is usually the first thought.

Anti-biotics can however be GROSSLY MISADMINISTERED and in fact usually are even in hospitals.

The trick is to get the temperature subnormal with anti-biotics within the blood leveling period. Blood leveling means when the anti-biotic has gotten into the blood and is actually holding the infection (stopping the bacteria's "2D" from continuing). More of the same anti-biotic is given approx 2 hours prior to blood leveling time. This then brings the temperature right on down to subnormal; continue the anti-biotic so that it keeps the temperature subnormal until it just can't keep it subnormal any more and it comes up to normal. It will be found that the patient is now well and not likely to relapse. If blood leveling time is reached (the time is always stated on the instructions and contraindications write-up) and the temperature continues to rise, you have not used the correct anti-biotic and must at this point change to another kind of anti-biotic.

Each anti-biotic has its own blood leveling time: Penicillin is 24 hours, Gephhaloridine is 8 hours, Streptomycin is 6 hours, etc.

Before administering anti-biotics you must ensure that you know exactly what toxicity it is (toxic or poisonous quality the anti-biotic has to the patient). For example Streptomycin can cause pregnant mothers to give birth to children who have impaired hearing. Renal (kidneys; having to do with them) damage can be caused by certain anti-biotics if the person has too much of a certain kind of anti-biotic. Therefore, prior to administering any kind of anti-biotic ensure that you know the patient's full medical history, as well as knowing exactly what the toxicity of the anti-biotic is so that you do not damage the patient.

If not enough anti-biotic is given or if it is the wrong kind for that disease the temperature will not be heavily affected or at best sinks to normal without going subnormal. This condition can go on and on and on and the patient relapses.

Also if anti-biotics are given too briefly the temperature goes to subnormal, the anti-biotic ceases to be given, the patient feels better, then probably relapses—gets ill all over again.

The above important three error situations are:

NOT ENOUGH  
WRONG KIND  
STOPPED TOO SOON.

To these can be added:

GIVEN TOO IRREGULARLY.

This last is almost always present when you give the patient the bottle. This is a common medical error. The patients aren't doctors, seldom take the medicine correctly and often not at all. Anti-biotics should be handed out and seen taken.

Where there is a large number ill, the times can be standardized for the group. For instance all get it at 3:00 to 3:30, 9:00 to 9:30, etc. Or even 3 hourly can be done this way.

One takes the temperature before giving the pill. (A glass of water or a cigarette before temperature taking gives a false report.) Also in this way one can increase or decrease the dose depending on what the temperature was.

In very sick cases one has to watch the temperature more closely. In this way *every* time the temperature *starts* to rise from the subnormal where you are holding it, you immediately dose the patient.

An anti-biotic all by itself cannot depress temperature. It's the reaction of the disease and body that's doing that.

## TEMPERATURE

98.6°F or 37°C is normal. A thermometer can be a bit off (.1 or .2 high or low) and temperature can vary a bit for "normal" one person to the next.

Rising temperature (above normal) is a reaction to a disease. Lowered temperature (below normal) is a reaction to a disease being handled by the body or the anti-biotic plus the body.

100°F or 37.8°C is well above normal and is a sick temperature. 104°F or 40.5°C is dangerously (possible die) high.

97°F or 36.2°C is very satisfactorily subnormal.

Temperature rise is probably a body mechanism to bum up a disease, possibly not. But a slight temperature, a few tenths high, can make a person feel really bad. Then when it gets up higher they feel drifty and with it very high go delirious.

A subnormal temperature doesn't much affect how one feels.

“Chills” come with high temperature.

### ADMINISTERING DOSES

The general rule when administering anti-biotics is:

1. One gives anti-biotics until the temperature comes down past normal to subnormal and comes up to normal again with anti-biotics.

After blood leveling time of the first anti-biotic the temperature should break (go normal or below), the person going into a sweat. If it doesn't, then it's either not enough anti-biotic or the wrong kind.

2. After dosage if the temperature just came down a bit from where it was, that type of anti-biotic probably will handle the illness but *enough has not been given*. Increase the amount being given.

If after blood leveling time from the first anti-biotic the temperature did not go lower or even rose, it's the wrong *anti-biotic*. You change off to another and start all over again.

### TAKING EFFECT

The blood leveling period of an anti-biotic is always stated on the write-up of the anti-biotic (in the box accompanying the anti-biotic). The second administration is usually given 2 hours prior to the blood leveling period. Thus if the blood leveling period is 8 hours the second dose is given 6 hours after the first dose. Take the temperature before the dose and within the next 2 hours take the temperature again and you will know whether the anti-biotic is working as the temperature should now be leveling and/or falling.

If the temperature has not leveled or dropped at this period change the antibiotic. When giving anti-biotics FO 2187 “Medical Charts” must be followed. If you don't have a medical chart you don't know and can't see how the anti-biotic is working.

### PAST MALADMINISTRATION

If a person in the past has been treated wrongly with anti-biotics, i.e. got taken off as soon as temperature reached normal and was not continued as by rule 1 or 2, the germ remains dormant and *the area may reinfect at a later date*.

If more anti-biotics are then administered the temperature will go subnormal and then to normal with the anti-biotic.

In other words, the cycle will complete. At this point the germ has been killed.

### SESSIONS

Before any session, a heavy dose of vitamins should be given, if the person is on anti-biotics.

## KEY PROCEDURE

When the temperature goes subnormal keep it subnormal until it just won't stay down with the person still taking the anti-biotic. The patient will then be well.

The faster you can get the temperature subnormal the better.

## SIDE EFFECTS

Anti-biotics have side effects, often very bad.

A patient can be allergic to a certain anti-biotic, meaning he goes red, gets hives, has bad reactions in varying degrees of severity. If so get him on another anti-biotic now.

You can test for allergy by scratching the skin and putting a dab of anti-biotic on it (not the sugar or protective covering) on a Band-Aid. After a while if the person is allergic to it the area will get red and puffy. This is not usually done unless you are being super cautious.

The Chloro\_\_\_ and Aureo\_\_\_ families can affect the sense of balance and early preparations destroyed the sense of balance forever.

All oral anti-biotics sooner or later give the patient a stomach ache and indigestion. So they should be taken with milk or after a meal, never with just water.

The *longer* you keep them on an anti-biotic the harder it is on the patient's system.

The operating rule is *give enough of the right kind to get a fast cure.*

If you started on the wrong kind get them on the right kind the moment you detect the error.

## DISEASE CYCLES

Diseases have their own cycles of action and time periods if not given anti-biotics. Some run for days, some for weeks, some for a lifetime. Gonorrhea for instance lasts a year in a man, five years in a woman. Syphilis has its own cure, not an anti-biotic, which is "Ehrlich's Magic Bullet", nearsphenamine, Preparation 606, which is a one-shot cure if done right and only kills 1 out of 10,000. Syphilis untreated is a lifetime cycle and drives one crazy, the condition being known as " paresis". Perhaps modern anti-biotics will include it as curative.

Pneumonia runs about 6 weeks on its own if the patient lives.

These disease cycles do not hold true when anti-biotics are used. They take as long to cure as it takes to slam the temperature to subnormal and hold it there until it can't be held any longer. 24 to 36 hours is the new cycle for lighter illnesses treated with *properly* dosed *correct* anti-biotics.

More serious diseases require longer but mostly because the areas they infect have poorer blood circulation (such as bone infections).

## SULFA DRUGS

The oldest anti-biotics are the sulfa drugs. These are white tablets usually. Enterovioform for stomach illness is a sulfa drug. They have a very heavy side effect of dizziness and sometimes delusion (spiders on the wall).



Sulfathiazole is usually now used as a powder to pour in open wounds and it and its brother sulfas are the only ones that can be used “topically” which means as a surface treatment (as different from internal).

They follow when taken internally all the rules of anti-biotic administration.

“Gerontal”, a trade name for a water-soluble sulfa, is excellent in kidney infections if the rules of anti-biotics are followed. It needs large quantities.

You can fall back on sulfa when all else fails.

Sulfas are chemical compounds.

## PENICILLIN

Penicillin is the first of the anti-biotics made from mould (as in mouldy bread, etc.).

It is the USUAL anti-biotic.

It is growing less effective due to diseases getting used to it and medical misadministration of it.

A disease treated with an anti-biotic which is not cured, when communicated to another body becomes able in the new body to resist treatment. Thus new anti-biotics are continually searched for.

However, penicillin is the basic, usual, anti-biotic to use.

ORAL penicillin is not only WORTHLESS but dangerous in that it has never cured anything yet. Taking it by mouth doesn't work and I don't know why companies sell it. Stomach juices kill it.

Penicillin has to be SHOT with a needle. *Procaine* penicillin in 1 cc or 2 cc amounts, shot into the buttocks with the person lying down on his face (muscles relaxed), lasts for 24 hours when a 2nd shot is given. Other types of penicillin can also work this way. *Ordinary* penicillin however has to be shot every 3 hours! Read the literature carefully.

There is a 2nd type, “G”, for people allergic to the first type (2 types so one can be used if somebody is allergic to the other). If somebody is allergic to it, it's pretty awful.

If a shot of 24 or 36 hour penicillin hasn't worked in 8 hours to reduce the temperature at least somewhat use some other anti-biotic at once.

Penicillin is no good even when shot for stomach or bowel complaints like dysentery. It is excellent for other types of bacterial infection. It is usually no good for virus infections.

## OTHER ANTI-BIOTICS

Chloro\_\_\_\_Aureo\_\_\_\_Strepto\_\_\_\_ compounds are offered under a variety of trade names. The blank fills “mycin” or “mycetin”. Kemacetin or some such spelling is a company trade name for Chloro\_\_\_\_. Chlorofin is almost the same thing.

Read the literature for the strength of each tablet or shot and what it is good for. You can puzzle this out even in a foreign language.

Follow the literature.

If one doesn't work, another will. Chloro or Aureo\_\_\_handles dysentery, stomach and bowel upsets, some viruses and a lot of other things.

## VITAMINS

B1 should be given when giving anti-biotics or the patient gets depressed as all the B1 gets eaten up by anti-biotics, just as alcohol or sleeping pills eat up B1. 100 mg of B1 a day is an absolute minimum for a person taking anti-biotics.

B2 is vital to give anyone with stomach and bowel complaints whether he is on anti-biotics or not.

Vitamin C is excellent for helping colds and infections. 250 mg is the usual dose a couple times a day. It's much like fruit in that fruit contains a lot of it. If anyone's teeth or gums get sore push in lots of Vitamin C.

So B 1 and C are usual along with anti-biotics. B1, C and B2 are vital to help clear up stomach and bowel complaints along with anti-biotics.

## INTESTINAL BACTERIA

Natural intestinal bacteria are vital to digest and handle food. These all get killed off by oral anti-biotics and must be replaced.

Yoghurt is the usual remedy and one should eat it for several days, a portion a day after getting well with anti-biotics.

The clever French put these exact bacteria in glass vials for daily dosage. This does the same thing even better than yoghurt. It is called "Biolactyl".

*Note:* Under medical supervision, LRH has been handling anti-biotics as a ship captain for a long time and has done as well independent biological research. Some of the data (the use of subnormal temperatures) is not known to the medical profession but was discovered by Ron in 1952 when he had to discover it to save an important person's life after two relapses from doctors using older methods. It has since been proven out by many quick successes using anti-biotics on ships.

A person treating someone on anti-biotics must go over this HCO B very carefully as it is very condensed, very precise and means exactly what it says. When this data is not known some get into long illnesses which are needless.

A person treating another with anti-biotics has to know many other things but the above is very vital.

All Div 5 personnel and anyone who will administer anti-biotics must \*-rate M9 M4 in Qual on this HCO B. Medical charts (see FO 2187 "Medical Charts") must be made up so that, in case of any fever, the person will be treated standardly to a speedy recovery.

Compiled from the notes of LRH by

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Snr MO Flag  
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LRH:KJ:nt.rd  
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HCO BULLETIN OF 19 APRIL 1975

Remimeo  
Supervisors  
Interne Supers  
Cramming Officers  
Auditors

**OUT BASICS AND HOW TO  
GET THEM IN**

In C/Sing lately I have had spectacular case wins just using *basics*. Like getting the Pc in session, F/Ning what was asked not something else, false TA correction, false reads on W/Hs, catching a forcing of the Pc's attention onto the meter and his TA, etc, etc.

Just fundamental auditing. And it has sent bogged cases soaring.

Here is a list of the out basics caught which can and did cause "bogs". Noted with these outnesses are the HCO Bs and BTBs which if known, understood and applied will correct the outness.

Get flubbing Auditors and C/Ses word cleared, starrate checked out and drilled on the materials appropriate to the out basic found in his or her auditing or C/Sing.

1. Auditing preclears in a bad and noisy environment (Auditor doesn't know he is responsible for the session environment).

*Reference:*

HCO B	30 Apr 1969	"Auditor Trust"
HCO B	23 May 1971	"Basic Auditing Series 6 Issue VI Auditor Failure to Understand"
BTB	17 July 1969R Issue II	"Flagrant Auditing Errors"

2. Not assessing and handling an ARC Break that came up in the session.

*Reference:*

HCO B 12	Feb 1966	"The 'Dangerous Auditor' "
HCO B 7	Sept 1964	"PTPs, Overts and ARC Breaks"
HCO B 23	Aug 1971	"C/S Series 1—Auditor's Rights"
HCO B 17	Oct 1964	"All Levels—Getting the Pc Sessionable"
HCO PL	14 Oct 1968	"The Auditor's Code"

3. False reads on W/Hs and asking for some W/Hs more than once will ARC Break the Pc.

*Reference:*

HCO PL	1 July 1965 Issue II	"Comm Cycle Additives"
HCO B	15 Aug 1969	"Flying Ruds"
BTB	18 Nov 1968R	"Model Session"
HCO B	10 July 1964	"Overts—Order of Effectiveness in Processing"

4. Auditing the Pc over:

(a) False TA

*Reference:*

HCO B	24 Oct 1971	"False TA"
HCO B	26 Oct 1970 Issue III Reissued 19 Sept 74	"Obnosis and the Tone Scale"

HCO PL 14 Oct 1968 "The Auditor's Code"

(b) Pc out of session

*Reference:*

HCO B 30 Apr 1969 "Auditor Trust"  
HCO B 26 Apr 1971 "TRs and Cognitions"  
HCO B 7 May 1969 "The Five GAEs"  
Issue IV

(c) Int Ext misunderstands

*Reference:*

BTB 2 May 1972R "Clearing Commands"  
BTB 13 Mar 1973R "Handling Int/Ext"  
HCO PL 14 Oct 1968 "The Auditor's Code"

(d) Misunderstands on basic words

*Reference.*

HCO B 14 Nov 1965 "Clearing Commands"  
BTB 8 Jan 1971 R "Auditing CS-1 for Dianetics and Scientology"  
BTB 2 May 1972R "Clearing Commands"

5. Calling the Pc's attention to the meter or TA or his hands in session.

*Reference:*

HCO PL 14 Oct 1968 "The Auditor's Code" (Clause 17)  
HCO B 14 Oct 1968 "You Must Never "  
BTB 17 July 1969R "Flagrant Auditing Errors"  
Issue II  
HCO B 26 Apr 1971 "TRs and Cognitions"  
HCO B 23 May 1971 "Basic Auditing Series 11—Metering"  
Issue IX  
HCO B 3 July 1971 "Scientology III—Auditing by Lists Revised"

6. F/Ning a question on something else, not the question asked.

*Reference:*

HCO B 21 Sept 1965 "Out Tech"  
HCO B 7 Apr 1964 "All Levels—Q & A"  
HCO B 7 May 1969 "The Five GAEs"  
Issue IV  
HCO B 30 Apr 1971 "Auditing Comm Cycle"  
HCO B 13 Dec 1961 "Varying Sec Check Questions"  
HCO B 20 Nov 1973 "C/S Series 89—F/N What You Ask  
Issue II or Program"  
HCO B 21 Nov 1973 "The Cure of Q & A"  
BTB 23 Dec 1972 "Integrity Processing Series 20  
C/Sing Integrity Processing"  
HCO B 14 Mar 1971R "F/N Everything"

7. Auditor carrying on past Exterior and good win and asking "say or ask".

*Reference:*

HCO B 7 Mar 1975 "Ext and Ending Session"  
HCO B 16 Dec 1971RA "C/S Series 35RA—Interiorization Errors"

8. Lack of knowledge of Flows, doing F0s on a Triple Pc.

*Reference.*

HCO B	12 Jan 1975	“Quads Reinstated”
HCO B	7 Mar 1971	“C/S Series 28RA-1—Use of Quadruple Dianetics”
HCO B	Reiss 13 Jan 75	“C/S Series 32RA-1R—Use of Quad Dianetics”
HCO B	4 Apr 71-1R	“C/S Series 33RA-1—Triple and Quad Reruns”
HCO B	5 Apr 1971	“C/S Series 33RA-1—Triple and Quad Reruns”
HCO B	Reissued 13 Jan 75	“C/S Series 33RA-1—Triple and Quad Reruns”
HCO B	21 Apr 71-1R	“C/S Series 36RB-1R Quadruple Dianetics—Dangers Of”

9. Auditor C/Sing in the chair (running an LIC “on post” that wasn’t C/Sed for to handle an ARC Break that just occurred in session).

*Reference.*

BPL	15 Nov 1969R	“Rights and Duties”
	Issue II	
HCO B	23 Aug 1971	“C/S Series 1—Auditor’s Rights”
HCO B	19 Mar 1971	“List-1-C—LIC”
BTB	11 Aug 1972RA	“C/S Series 83RA—Correction Lists”

10. Auditor doing 2WCs without a C/S (C/Sing in the chair).

*Reference:*

HCO B	23 Aug 1971	“C/S Series 1—Auditor’s Rights”
HCO B	3 July 1970	“C/S Series 14—C/Sing 2-Way Comm”

11. False TA.

*Reference:*

HCO B	24 Oct 1971	“False TA”
HCO B	12 Nov 1971R	“False TA Addition”
HCO B	15 Feb 1972	“False TA Addition 2”
HCO B	18 Feb 1972	“False TA Addition 3”
BTB	24 Jan 1973	“Examiner and False TA”
	Issue II	
HCO B	24 Nov 1973RB	“C/S Series 53RJ—Short Hi-Lo TA Assessment C/S”
HCO B	23 Nov 1973R	“Dry and Wet Hands Make False TA”
	Revised 23 Apr 75	

12. Not getting False TA handled *before* session and TA down with proper hand cream before trying to audit.

*Reference:*

HCO B	29 Feb 1972R	“False TA Checklist”
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13. Applying hand cream during a session.

*Reference.*

HCO B	29 Feb 1972R	“False TA Checklist”
HCO PL	14 Oct 1968	“The Auditor’s Code” (Clause 17)
HCOPL	1 July 1965	“Comm Cycle Additives”
	Issue II	

14. Auditor overrunning due to False TA.

*Reference.* Same as 4 (a)

15. Not writing down on worksheet what was done.

*Reference.*

HCO PL	19 Nov 1965	“Auditing Reports”
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- |              |              |  |
|--------------|--------------|--|
| HCO B        | 7 May 1969   | “Summary of How to Write an Auditor’s Report . . .”    |
|              | Issue VI     |  |
| BTB          | 6 Nov 1972R  | “Auditor Admin Series 14R                              |
|              | Issue VII    | The Worksheets”  |
| Tape Lecture | 12 June 1971 | “Flag Qual Interne Introductory Lecture”               |
| Tape Lecture | 7 Apr 1972   | “Expanded Dianetics Tape No. 3 Auditor Administration” |
16. Not writing down vital information in the worksheets.
- Reference:*
- |        |             |  |
|--------|-------------|--|
| HCO PL | 19 Oct 1974 | “Urgent—The Dramatization of Withholds on Vital Information Lines” |
| BPL    | 6 Nov 1974  | “Obstruction of Vital Technical or Management Lines—High Crime”    |
| HCO PL | 19 Nov 1965 | “Auditing Reports” Also see No. 15 References                      |
17. Poor handwriting, illegible worksheets.
- Reference:*
- |              |              |  |
|--------------|--------------|--|
| BTB          | 6 Nov 1972R  | “Auditor Admin Series 14R  |
|              | Issue VII    | The Worksheets”  |
| Tape Lecture | 12 June 1971 | “Flag Qual Interne Introductory Lecture”                               |
| HCO B        | 3 Nov 1971   | “C/S Series 66—Auditor’s Worksheets”                                   |
| Tape Lecture | 7 Apr 1972   | “Expanded Dianetics Tape No. 3 Auditor Administration”                 |
| BTB          | 20 July 1974 | “Auditor Expertise Drills Series 1 Basic Auditing Drills” ED 19, ED 20 |
18. C/S not using the D of P for Interview to get data on what’s up with the case when you have a failed session.
- Reference:*
- |       |              |                                    |
|-------|--------------|------------------------------------|
| HCO B | 28 Sept 1971 | “C/S Series 62—Know Before You Go” |
| HCO B | 23 Aug 1971  | “C/S Series 1—Auditor’s Rights”    |
19. Repairing the Pc instead of the Auditor—going into a sudden repair in the middle of an Advance Program.
- Reference:*
- |       |              |  |
|-------|--------------|--|
| HCO B | 9 June 1971  | “C/S Series 42—C/S Rules               |
|       | Issue II     | Complete Cycles”                       |
| HCO B | 9 June 1971  | “C/S Series 43—C/S Rules               |
|       | Issue III    | Trouble for the Pc”                    |
| HCO B | 6 Dec 1973   | “C/S Series 90—The Primary Failure”    |
| HCO B | 26 May 1971  | “C/S Series 38—TRs Course and Auditing |
|       |              | Mixing Major Actions”                  |
| HCO B | 31 Mar 1971  | “C/S Series 31—Programming and         |
|       |              | Misprogramming”                        |
| HCO B | 15 June 1972 | “C/S Series 80—Dog Pcs”                |
20. Pc doesn’t want auditing.
- Reference:*
- |                                  |              |   |
|----------------------------------|--------------|---|
| <i>The Book of Case Remedies</i> |              | Remedy K                                    |
| HCO B                            | 11 May 1969  | “Forcing a Pc”                              |
| HCO B                            | 10 June 1971 | “C/S Series 44R—C/S Rules                   |
|                                  | Issue I      | Programming from Prepared Lists”            |
| HCO B                            | 1 Aug 1968   | “The Laws of Listing and Nulling”           |
| HCO B                            | 15 Dec 1968R | “L4BR for Assessment of All Listing Errors” |
21. Agreeing with Pc’s demands for the next Grade despite all contrary indicators.

*Reference:*

HCO B	23 Aug 1971	“C/S Series 1—Auditor’s Rights”
HCO B	16 June 1970	“C/S Series 6—What the C/S Is Doing”
HCO B	3 Mar 1969	“Case Gain—Completing Levels”
HCO B	9 June 1971	“C/S Series 42—C/S Rules Complete Cycles”
HCO B	26 Aug 1970	“C/S Series 17—Incomplete Cases”
HCO B	19	June 1970 “C/S Series 7—C/S Q & A”

22. Trying to fix “No EP” on one Rundown by trying to run another Rundown.

*Reference:*

HCO B	26 May 1971	“C/S Series 38—TRs Course and Auditing Mixing Major Actions”
HCO B	23 Aug 1971	“C/S Series 1—Auditor’s Rights”
HCO B	16 June 1970	“C/S Series 6—What the C/S Is Doing”
HCO B	7 Apr 1964	“All Levels—Q & A”

23. Failing to call for an FES when you don’t know after a failed Rundown.

*Reference:*

HCO B	6 Oct 1970	“C/S Series 19—Folder Error Summaries”
HCO B	25 June 1970	“C/S Series 11”

24. C/S not reading the worksheets or missing corny errors and not correcting the Auditor.

*Reference:*

BTB	30 Nov 1971R	“C/S Series 67—The Code of a C/S”
HCO B	15 Nov 1969	“Case Supervision, How it Goes Issue II Non-Standard”
BPL	15 Nov 1969R	“Rights and Duties” Issue II
HCO B	22 Sept 1971	“C/S Series 61—The Three Golden Rules of the C/S”
HCO B	3 Nov 1971	“C/S Series 66—Auditor’s Worksheets”
HCO B	25 Sept 1974	“Urgent—Important—C/S Series 94 Reduction of Refunds—C/Ses and Overload”
HCO B	10 Nov 1970	“C/S Series 21—C/S Responsibility for Training”
HCO B	16 Aug 1972	“C/S Series 84—Flubless C/Sing”

---

I am catching C/Ses for real big actions on top of these corny out basics. Errors in Tech are OUT BASICS.

You don’t have to figure figure on Cloud 89 on what’s wrong when the Pc simply hasn’t picked up the cans!

I bet a lot of cases would go like a shot on just basics!

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 23 APRIL 1975

Remimeo  
Tech & Qual  
All Levels  
All Auditors

**VANISHING CREAM AND FALSE TA**

Ref:	HCO B	24 Oct 71	"False TA"
	HCO B	12 Nov 71R	"False TA Addition"
	HCO B	15 Feb 72	"False TA Addition 2"
	HCO B	18 Feb 72	"False TA Addition 3"
	HCO B	29 Feb 72RA	"False TA Checklist"
	HCO B	23 Nov 73R	"Dry and Wet Hands Make False TA"

After further and more extensive tests vanishing creams have proven unsuitable as a solution to dry hands.

In some cases vanishing creams have actually dried out pcs' hands and caused a false high TA.

Vaseline Intensive Care Lotion has proven very workable when applied to a pc's hands, rubbed in and any excess wiped off.

Another cream called Locorten was also found workable but it contains cortisone which burns the eyes if you rub them with your hands. Further tests are underway on Locorten without cortisone but these are not yet complete.

Another hand cream formula was found 90% effective upon test and is somewhat similar to the Locorten formula without cortisone. Its formula is:

75 grams	Emulsified Cetomacrolis Wax (80% cetostearyl alcohol and 20% cetomacrol 1000)
100 grams	Cetyl Alcohol
20 grams	Sorbitol Solution 70%
1 gram	Sorbic Acid up to
500 grams	water

You could have this cream made up by any pharmacist.

**A NOTE ON FOOTPLATES**

Footplates generally give a wrong TA position and obscure F/Ns and reads.

They are not recommended except as a last resort where the pc cannot use cans.

**FALSE TA HANDLING**

It has never been OK to call a pc's attention to his hands or TA or meter during a session. Therefore when handling a false TA get the TA in range with hand cream or can size or grip *before* session.

Don't check for hand cream or can grip or change cans during the session except as directed on correction lists such as a C/S Series 53RJ under false TA.

Otherwise it throws the pc out of session and puts his attention on his TA.

Use the session for auditing.

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## DRY AND WET HANDS

### MAKE FALSE TA

A couple of years ago some auditors were solving high TA problems by putting hand cream on the pc's hands when they were calloused and talcum powder on a pc's hands when they were too wet. Since no research had been done they were censured.

Research has now been done on this matter of dry and wet hands.

Apparently when a person has taken certain medicines or chemicals, or uses detergent soaps or is in contact with certain chemicals (such as those in some furniture polishes) the ordinary skin oils vanish. These oils are needed to make an electrical contact with the cans.

When these oils are absent, there is no adequate electrical contact and the "TA is High".

When a person is deficient in certain minerals or vitamins such as magnesium or B Complex, his hands can be excessively wet.

Either of these two conditions in hands or *feet* can produce an incorrect TA position.

The dry condition produces a false high TA.

The overly wet condition produces a false low TA.

The TA depends on normally moist hands. This does not mean the meter works on "sweat". It does mean the meter works only when there is a correct electrical contact.

Too much and too greasy hand cream could produce too low a TA.

*Vanishing creams don't work as they are found to actually dry out the skin after repeated application and so produce a falsely high TA.*

Too much powder or drier could produce too high a TA.

Therefore one must not go to extremes.

### DRY HANDS

The excessively "dry" hand is seen as shiny or polished looking. It feels very dry.

The correct treatment is to use a *hand cream such as Vaseline Intensive Care Lotion* (obtainable from any cosmetics store) not a greasy hand cream or *vanishing cream*.

*A good hand cream* rubs all the way into the skin and leaves no excess grease.

This restores normal electrical contact.

*Such a hand cream would only* have to be applied *once per session*—at session start—as it lasts for a long while. *Hand cream is never applied during session.*

This would apply to some footplate cases as well (whose hands are defective or too heavily calloused).

If a cream leaves smears on a can, it is too heavily applied or too little absorbed.

*Hand* cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands (or feet) will usually produce, then, a normal TA and meter response.

#### WET HANDS

Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray.

It can be wiped off after application and should work for two or three hours.

It can be applied to hands or feet (for footplates).

If the TA then goes too high, use *hand* cream on top of it.

#### SUMMARY

While much work could be done still, the above is enough for a practical result.

#### WARNING

Hi TAs and Lo TAs do not widely F/N. If you are getting wide persistent F/N with the TA too high (above 3) or too low (below 2) you have a pc whose hands are too dry or too wet. Using this HCO B should correct it and in future sessions you should continue the remedy on *that pc*.

NOTHING in this HCO B excuses the misreading or falsifying of a TA. Get the TA in normal range with this HCO B before you start calling processes ended.

C/S 53RJ and the False TA checklist HCO B 29 Feb 1972RA, Revised 23 Apr 75, are your tools for handling too high and too low TAs.

The only other conditions I know of that make an auditor mess up a pc's TA are:

- (a) A discharged meter (registers high).
- (b) An incorrectly set meter by trim button.
- (c) A "fleeting F/N" where the pc F/Ns so briefly the auditor misses it and overruns.
- (d) Bad TRs.
- (e) Unflat processes.
- (f) Overrun processes.
- (g) Heavy drugs or medicines.

False TA often comes to light when the auditor runs out of reasons it is high or low and it dawns on him that he is dealing with false TA. In the latter case he should know all MATERIALS ON THIS SUBJECT OF FALSE TA (given on HCO B 29 Feb 1972RA, Revised 23 Apr 75, as references) AND REMEDY THE FALSE TA SITUATION AND THEN RESUME NORMAL AUDITING. He must not go on calling high or low TA F/Ns just by assuming the TA is false.

Given a contact the meter always tells the truth.

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Founder

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HCO BULLETIN OF 29 FEBRUARY 1972RA  
REVISED 23 NOVEMBER 1973  
REVISED 23 APRIL 1975

Tech & Qual  
All Levels  
All Auditors

**FALSE TA CHECKLIST**

Ref: HCO B 24 Oct 71 False TA  
HCO B 12 Nov 71 False TA Addition  
HCO B 15 Feb 72 False TA Addition 2  
HCO B 18 Feb 72 False TA Addition 3  
BTB 24 Jan 73 II Examiner and False TA  
HCO B 24 Nov 73 C/S 53RJ  
HCO B 23 Nov 73 Dry and Wet Hands  
Make False TA

The following are the items to be checked by an auditor on any pc. It need only be done once unless the check itself is suspected false, or if conditions of the pc's hands, etc change.

The checklist is kept in the pc folder and is entered on the folder summary as an action done.

The value of operating with correct can size should not be underestimated, the reference HCO Bs state why.

The auditor signs and answers the following points on the checklist, and gets answers from the pc where needed.

-----

R-Factor to pc: "We are going to check the cans and adjust them to get the best accuracy."

1. Is the meter charged fully? \_\_\_\_\_
2. Is the meter trimmed correctly? \_\_\_\_\_
3. Are the leads connected to the meter and cans? \_\_\_\_\_
4. Are the cans rusty? \_\_\_\_\_
5. Are pc's hands excessively dry requiring *hand* cream? \_\_\_\_\_
6. Are the pc's hands excessively wet requiring powder? \_\_\_\_\_
7. The pc is *NOT* being told continually to wipe his hands? \_\_\_\_\_
8. The pc's grip on the cans is *NOT* being continually checked by the auditor in a way that interrupts the pc? \_\_\_\_\_
9. TA position on large cans?  
Size approx 4 7/8 inches by 2 5/8 inches or 12 1/2 cm by 7 cm \_\_\_\_\_
10. TA position on medium cans?  
Size approx 3 3/4 inches by 2 1/8 inches or 9 cm by 5 cm \_\_\_\_\_
11. TA position on small cans?  
Size approx 2 inches by 1 3/16 inches or 5 cm by 3 cm \_\_\_\_\_
12. Are the cans too large for pc? \_\_\_\_\_
13. Are the cans too small for pc? \_\_\_\_\_
14. Are the cans just right in size? \_\_\_\_\_

15. Are the cans cold? \_\_\_\_\_
16. Are the pc's hands dry or calloused? \_\_\_\_\_
17. Does the pc have arthritic hands? \_\_\_\_\_
18. TA position on foot plates? \_\_\_\_\_  
 (Foot plates are used and TA checked on them when the answer to 16 & 17 is affirmative.)
19. Are the pc's feet calloused or excessively wet or dry? \_\_\_\_\_
20. Does the pc loosen his grip on the cans? \_\_\_\_\_
21. Check the pc's grip, does he hold the cans correctly? (See E-Meter Drill 5.) \_\_\_\_\_
22. Is the pc hot? \_\_\_\_\_
- 22A Is the pc well slept? \_\_\_\_\_
23. Is the pc cold? \_\_\_\_\_
- 23A Is the pc hungry? \_\_\_\_\_
24. Is it too late at night? \_\_\_\_\_
25. Is auditing being done not in the pc's normal *regular* awake hours? \_\_\_\_\_
26. Are there rings on the pc's hands? \_\_\_\_\_
27. Is the pc wearing tight shoes? \_\_\_\_\_
28. Is the pc wearing tight clothes? \_\_\_\_\_
29. Is it actually chronic High or Low TA case condition? \_\_\_\_\_
30. Has the pc gone into despair over his TA? \_\_\_\_\_

The handling of these points is stated in the reference HCO Bs.

The handling of high or low TA after checking these points is by C/S 53RJ, Short Hi-Lo TA Assessment C/S.

The way to be sure of a C/S 53RJ or Hi-Lo TA list is by continued assessment and handling of these lists until an F/N on assessment is gotten.

So standard tech handles the high and low TA. The C/S Series gives more data on the subject.

Compiled by Flag XIIIs  
for Training & Services Bureau

Revised by

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 7 APRIL 1961RA  
*REVISED 30 MAY 1975*

Remimeo

**JOHANNESBURG CONFSSIONAL LIST**  
**—REVISED**

(Revised to exclude “represent” questions which were L&N type actions and could cause upset in the event of a wrong item. If a *pc lists* to a question the rules of L&N apply.)

This is the Johannesburg *Confessional List* further amplified by myself. This is the roughest *Confessional List* in Scientology. We will call it the “*Jo’burg Confessional*”. It does not necessarily replace other *Confessional Lists* but it is probably the most thorough one we have now.

In reprinting this form use legal (foolscap) length and double-space everything except directions.

It must be done by a *person* qualified *per HCO PL 13 November 1974*, “*HCO May Do Confessional Lists*”. Every reading item must be F/Ned.

*JOBURG CONFSSIONAL LIST*  
*HCO Confessional Form 2*

Name of Person \_\_\_\_\_ Date \_\_\_\_\_

Name of Auditor/HCO Terminal \_\_\_\_\_

**DIRECTIONS.** Attempt to clear any fall observed. Mark any fall observed or any meter reaction change elicited by the question. Then write what it cleared on. Mark largely if the fall could not be cleared since this constitutes a failure to pass. Only fail somebody if there is no needle motion of any kind even with sensitivity at 16 on any question. If they are failing because it is hard to clear a question, work very thoroughly on it in an effort to clear it. In all cases complete the test.

If an important question fails to clear even after *Auditor/HCO Terminal* has worked very hard to get it off, the test is flunked.

The following statement should be read or quoted to the person *receiving the Confessional List*:

“We are about to begin a *Confessional*. We are not moralists. We are able to change people. We are not here to condemn them. While we cannot guarantee you that matters revealed in this *list* will be held forever secret, we can promise you faithfully that no part of it nor any answer you make here will be given to the Police or the State. No Scientologist will ever bear witness against you in Court by reason of answers to this *Confessional*. This *Confessional* is exclusively for Scientology purposes. The only ways you can fail this *Confessional* are to refuse to take the test, to fail to answer its questions truthfully or if you are here knowingly to injure Scientology. The only penalty attached to failure of this *Confessional* is our refusal to employ you or issue you a certificate, and this will only happen if we find you are trying knowingly to injure Scientology. You can pass this test by (1) agreeing to take it, (2) answering each question truthfully and (3) not being a member of a subversive group seeking to injure Scientology.”

The first questions are nul questions to determine your reaction pattern.

We will now begin:

*Lie Reaction:*

- A. Are you sitting in a chair?
- B. Are you on the Moon?
- C. Are all cats black?
- D. Am I an ostrich?
- E. Is this Earth?
- F. Have you ever drunk water?
- G. Are you holding up a tree?
- H. Am I an elephant?
- I. Are you a table?
- J. Is this a *Confessional List*?

- 
- 1. Have you ever lived or worked under an assumed name?
  - 2. Have you given me your right name?
  - 3. Are you here for a different purpose than you say?
  - 4. Have you ever stolen anything?
  - 5. Have you ever forged someone else's signature?
  - 6. Have you ever blackmailed anybody?
  - 7. Have you ever been blackmailed?
  - 8. Have you ever smuggled anything?
  - 9. Have you ever been in prison?
  - 10. Have you ever indulged in drunkenness?
  - 11. Have you ever done any reckless driving?
  - 12. Have you ever burglarized any place?
  - 13. Have you ever embezzled money?
  - 14. Have you ever assaulted anyone?
  - 15. Have you ever been in jail?
  - 16. Have you ever told lies in court?
  - 17. Have you ever had anything to do with Pornography?
  - 18. Have you ever committed Arson?
  - 19. Have you ever been a Drug Addict?
  - 20. Have you ever peddled Dope?
  - 21. Have you had any dealings with stolen goods?
  - 22. Do you have a Police Record?
  - 23. Have you ever raped anyone?
  - 24. Have you ever been involved in an abortion?
  - 25. Have you assisted in any abortion?
  - 26. Have you ever committed adultery?
  - 27. Have you ever practiced Homosexuality?
  - 28. Have you ever had intercourse with a member of your family?
  - 29. Have you ever been sexually unfaithful?
  - 30. Have you ever practiced Sodomy?
  - 31. Have you ever consistently made a practice of sexual perversion?
  - 32. Have you ever slept with a member of a race of another color?
  - 33. Have you ever committed culpable homicide?
  - 34. Have you ever bombed anything?
  - 35. Have you ever murdered anyone?
  - 36. Have you ever kidnapped anyone?
  - 37. Have you ever done any illicit Diamond buying?
  - 38. Have you ever betrayed anyone for money?
  - 39. Have you ever threatened anyone with a firearm?
  - 40. Have you been in illegal possession of firearms?
  - 41. Have you ever been paid for giving evidence?
  - 42. Have you ever destroyed something belonging to someone else?
  - 43. Have you ever been a spy for an Organization?

44. Have you ever had anything to do with Communism or been a Communist?
45. Have you ever been a newspaper reporter?
46. Have you ever had intercourse while under the influence of drugs?
47. Have you ever had intercourse while under the influence of alcohol?
48. Have you ever used drugs or alcohol to procure sex?
- 48a. *Have you ever used blackmail to procure sex?*
49. Have you ever ill-treated children?
50. Have you ever taken money for giving anyone sexual intercourse?
51. Have you ever had any connection with a brothel?
52. Have you ever had anything to do with a baby farm?
53. Have you ever been a spy for the Police?
54. Are you afraid of the Police?
55. Have you ever done anything you are afraid the Police may find out?
56. Have you ever falsified the books in any firm you worked for?
57. Have you ever done anything your Mother would be ashamed to find out?
58. How could you help yourself generally?
59. *Have you committed any overts against yourself?*
60. How could you help your family?
61. *Have you committed any overts against your family?*
62. How do you feel about sex?
63. *Have you committed any overts against the org?*
- 63a. *Have you committed any overts against others?*
- 63b. *Have you committed any overts against a group?*
64. How could you help the org?
- 64a. *How could you help others?*
- 64b. *How could you help a group?*
65. How could you help mankind?
66. Have you ever controlled people?
67. How do you feel about being controlled?
68. *Have you committed any overts against mankind?*
69. How could you help animals and plants?
70. *Have you committed any overts against animals and plants?*
71. How could you help material things?
72. *Have you committed any overts against matter?*
- 72a. *Have you committed any overts against energy?*
- 72b. *Have you committed any overts against space?*
- 72c. *Have you committed any overts against time?*
73. How could you help Spirits?
74. *Have you committed any overts against Spirits?*
75. How could you help God or Infinity?
76. *Have you committed any overts against God?*
- 76a. *Have you committed any overts against Infinity?*
77. What is Communism?
78. Do you feel Communism has some good points?
79. Have you ever been a member of the Communist Party?
80. Have you ever been a member of any group with similar ideals as the Communist Party?
81. Do you know any Communist personally?
82. Have you ever injured Dianetics or Scientology?
83. Have you ever committed any overts on a Scientology Organization?
84. Have you ever stolen anything from a Scientology Org?
85. Do you have any overts on LRH?
86. Have you ever had unkind thoughts about LRH?
87. Do you have any overts on Mary Sue?
88. Have you ever had any unkind thoughts about Mary Sue?
89. Have you ever injured any Scientologists?
90. Have you ever had any unkind thoughts about Scientologists?
91. Have you ever betrayed Scientology?
92. Do you know of any secret plans against Scientology?
93. Have you ever taken money to injure Scientology?
94. Have you ever used Dianetics or Scientology to force sex upon someone?
95. Do you know of any plans to injure a Scientology Organization?

96. Are you upset about this *Confessional List*?

---

Passed

---

Failed

---

WHY?

---

Signed by Examiner

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L. RON HUBBARD  
Founder

[The *Johannesburg Security Check*, HCO PL 7 April 1961, Volume IV, page 242, was revised on 12 November 1972 as HCO PL 7 April 1961R, *Johannesburg Security Check-Revised*, to exclude “represent” questions which were L&N type actions. The above HCO PL makes further revisions *in this type style* . )



# DIANETICS AND SCIENTOLOGY TECHNICAL DICTIONARY

by L. Ron Hubbard

**Published  
June 1975**

The Dianetics and Scientology Technical Dictionary is a vital necessity to all Scientologists.

It contains over 3,000 Dianetic and Scientology words and 7,000 definitions taken from the 1950-1975 writings and lectures of L. Ron Hubbard, with the exact source given for each definition so that you can refer to source if you want more elaboration on the subject.

Every book, tape and bulletin ever published, millions of written and spoken words, were combed for Dianetic and Scientology words and definitions and then checked and rechecked.

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In addition to giving an understanding of the vocabulary of the subject and clearing up misunderstood words and abbreviations in connection with Dianetics and Scientology, there is a further major use for this dictionary. The student requiring information about any area of Dianetics or Scientology need only look up the words connected with that area and he will be provided with references to appropriate material for further study of that area.

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HCO BULLETIN OF 23 OCTOBER 1975

Remimeo  
All Flag  
All Folo Tech Terminals  
All Quality Control Personnel  
All Qual Personnel  
All Tech Personnel

### TECHNICAL QUERIES

Over the years we have had a great deal of experience with “Technical Queries”.

Many new trainee Auditors have come to Flag. A certain percentage of these were very happy to be there because now their “technical queries” could be “answered”. And so my lines would carry their queries and of course an investigation would ensue to find why an org Class IV or VII would have technical queries.

**IT WAS FOUND IN ALL CASES THAT THE PERSON WITH THE TECHNICAL QUERY HAD MISUNDERSTOOD WORDS OR HAD NEVER READ THE MATERIALS OR LISTENED TO THE REQUIRED TAPES.**

The misunderstood words were things like “Scientology”, “Auditor”, “HCO”, “tone arm”—things the person was encountering continually in his work.

EVERY one of these “technical queries” was already fully covered in the materials but the person had never bothered to clean up his Mis-U's or, occasionally, read the basic materials available to him.

It was further found that **IT WAS ABSOLUTELY FATAL TO TRY TO ANSWER THESE QUERIES OR EXPLAIN THEM.** The explanation given would just dive in under the misunderstood words or absence of study and the person would just have more bewildered queries.

So it became the very firm rule on my lines that when technical queries were received the person was at once metered properly to locate the Mis-U words and get them defined or the false report that he or she had studied the materials at all.

When “technical queries” were handled this way and **ONLY** when they are handled this way, the result was F/N VVVVVGIs. Any explanation brought only BIs.

So the rule is very, very firm.

**ALWAYS ANSWER A TECHNICAL QUERY BY REFERRAL TO MATERIALS AND A CRAMMING ORDER TO FIND THE MIS-U WORDS.**

The Auditor who is not handled this way will go on failing.

Further, **VERBAL** tech explanations or letters which explain things enter a false data line into the scene and drives tech further out. Such actions create a squirrel scene. So:

**NEVER EXPLAIN VERBALLY OR ON PAPER IN ANSWERING A TECHNICAL QUERY.** Only refer to materials and issue cramming orders to find the Mis-U's or the unstudied materials.

Probably the reason why Flag trained Auditors and Auditors who have been working on my C/S lines produce such phenomenal results is that the above two rules are fully enforced wherever I am working.

And it is true—the best Auditors in the world have been made by applying these rules.

And now that you have the Tech Dictionary it is especially easy.

So DON'T do an Auditor or Student in by explaining the answers to technical queries. Apply these rules and make them come through on the original materials.

To do anything else is a severe disservice.

These are the basic rules of keeping tech in.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 26 OCTOBER AD25

Remimeo  
All Students  
All HGC Auditors  
All C/Ses  
All Internes

*C/S Series 95*

**“FAILED” CASES**

There are no failed cases. There are only failed C/Ses and Auditors.

In a recent test; this was proven conclusively. A number of no-case-gain, slow-case-gain, sickie and “failed cases” were rounded up. Using well trained Flag Auditors and the most basic of lists, every one of these cases was soon flying.

At another time, lists which had been “nulled” by a group of trainee Auditors were then taken over, on the same pcs, same lists, and renulled by Class Xs. Over half the reading items had been missed by the trainees—they simply couldn’t make the list read on the pcs. Yet the lists were as alive as skyrockets. The pcs, under the trainee Auditors, had accumulated all manner of by-passed charge by having reading items ignored. And in some cases, having non-reading items given attention.

To a trainee, all this seems incredible and mysterious. He does not realize how very bad his metering can be, how faint and fainting his TR 1. He has numerous tricks which defeat him—such as keeping his sensitivity on 32 for a pc who only requires sensitivity 1, whereas the Auditor misses all his F/Ns as he can’t keep the needle at set. He doesn’t put his meter so he can see pc, paper and meter dial all in the same scope of vision and misses the reads. His Auditor presence is so poor and his attitude so unprofessional that the pc isn’t really in session. His own introversion prevents him from really observing the pc’s tone or reaction.

All these faults can be cured and HAVE to be before an Auditor can call himself a real Auditor. Short of that he is just a fooling-about dilettante. And he has “failed pcs”.

It takes hard sweating work to get good enough to be a real Auditor. It takes hours and hours and hours of TRs the hard way. It takes a high degree of honesty that includes never faking and going by misunderstands in his materials, always being honest in his auditing reports, constant practice with his metering, drills with the tone scale and a large degree of self-discipline.

It isn’t “talent” that makes the good Auditor. It is practice and more practice until he himself knows first that he didn’t know and then knows that he really knows.

The source of out tech is only laziness and dishonesty. Someone who is afraid of work thinks he can PR the C/S and the pc, fumble his way through and succeed out of fakery. That route is failure. And it ends in “failed cases”. Don’t be a psychologist or psychiatrist. That was their route.

In the hands of a thoroughly trained and drilled Auditor, Scientology works and works splendidly.

There are no dog cases, no “ncgs”, no failed cases.

But there are “Auditors” who don’t study and drill hard enough to become real Auditors. And there are C/Ses who don’t know their business and who don’t keep up their study and are too lazy to FES or read sessions or cram their Auditors.

There are an awful lot of excellent Auditors and many very fine C/Ses. But in some local areas, where verbal tech gets going and ethics is out, the quality sags. And there you have ncgs and slow pcs and “failed cases”.

Want to know how lazy your C/Ses and Auditors are? How many ncgs and failed cases do you have around? If you have *any* at all, tech in your area is out.

A C/S 53RJ taken to F/Ning list and a GF40X taken to an F/Ning list will cure any ncg or failed case. BUT it has to be done by an Auditor who has sweated it out doing the checksheets of Qual required to make a list read.

So do not send to find the real who when cases bog or “fail”. Don’t blame and repair cases. Repair the Auditors and C/Ses.

It not only can be done. It is easier to do it than wrestle around with an “ARC Broken field”.

And it not only can be done, it MUST be done.

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HCO BULLETIN OF 27 JULY 1976

Remimeo  
ALL AUDITORS

**PTS RUNDOWN AND VITAL INFO RD  
POSITION CORRECTED**

It has just come to my attention that HCOB 9 December 1971RA and HCOB 6 October 1974, which were written by then CS-4, restricted. PTS handling and Vital Info RD to Expanded Dianetics which is a false position.

The PTS Checksheet is Board Policy Letter 31 May 1971RB. That checksheet MUST be studied and passed by ALL staff concerned with PTS handling whether in HCO or in Div 4 or Div 5. In short, THAT is the actual position on the grade chart or in classes of the PTS Rundown.

When listing has to be done to handle a PTS person or to find a why or who, on PTS RDs or anything else, it is dangerous for anyone but a Class IV who has been interned to do it. THAT is a matter of who can do listing. It is NOT a matter of where the pc is on the grade chart.

**YOU HAVE TO HANDLE THOSE WHO ARE PTS AS PTSes BEFORE YOU CAN AUDIT THEM SUCCESSFULLY.**

**ANYONE HANDLING PTS PEOPLE MUST HAVE PASSED AND BEEN CERTIFIED ON THE PTS CHECKSHEET, BPL 31 May 1971RB.**

The errors put in these two HCOBs have caused orgs and the field to fill up with PTSes which went unhandled. You cannot audit a PTS person on anything but what handles PTSness.

The HCOBs are being reissued as HCOB 9 December 1971RB and HCOB 6 October 1974R to correct the error of placing PTS RD in Expanded Dianetics where it does not belong and placing the Vital Info RD in Expanded Dianetics.

A mission that worked more than a year correcting HCOBs that were marked as written by me but weren't and reissuing as Board Technical Bulletins missed these. They otherwise did well. The person who wrote the originals found them and called it to attention as an error.

**PLEASE CORRECT THIS IN ALL PACKS.**

**L. RON HUBBARD**  
Founder

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Remimeo  
Class IV  
Ex Dn Splst  
Requires:  
WC 2  
\*Rate  
Clay  
TRs 4000-9  
4000-10

HCO BULLETIN OF 9 DECEMBER 1971RB  
*REVISED 29 JULY 1976*  
*Revision in this type style to cancel*  
*any restriction of PTS RD to Ex Dn*  
*and to add Flow 0 Commands*  
*for Quad pcs.*

## PTS RUNDOWN

*References:*

BPL	31 May 71RA	PTS/SP Checksheet
HCOB	20 Jan 72	PTS RD Addition
HCOB	16 Apr 72	PTS RD Correction List
HCOB	17 Apr 72	C/S Series 76 C/Sing a PTS RD
HCOB	3 Jun 72R	PTS RD, Final Step
HCOB	24 Apr 72	C/S Series 79 PTS Interviews
HCOB	10 Aug 73	PTS Handling
HCOB	9 Nov 67	Review Auditors
HCOB	14 Jan 68	S&D Type "S"
HCOB	19 Jan 68	S&Ds by Button
HCOB	16 Aug 69	Handling Illness in Scn

## CASES

One remaining problem in cases was "PTS phenomena."

P.T.S. means Potential Trouble Source. When someone is suppressed he becomes a Potential Trouble Source.

There are numerous HCOBs and PLs on this subject. All of them are true observations and predictions.

The cause of ROLLERCOASTER is PTS. Rollercoaster means a slump after a gain. Pcs who do not hold their gains are PTS.

S and Ds (for Search and Discovery) was the earlier approach. These are still valid and "3 S&Ds" as a rundown is used in the PTS Rundown without change.

Now with the PTS Rundown, the handling of this common and all too frequent case condition can be handled.

## WHO DOES IT

Hopefully it can be done by Class IVs who are also HDCs, HGC Okay to Audits.

For an Auditor who is not HDC Class IV Okay to Audit HGC by competent internship to attempt a PTS Rundown would be very risky for the pc as it needs exact listing, exact TRs, exact metering, exact Code keeping and very honest auditing and competent C/Sing.

## DEVELOPMENT

Earlier discovery and development of the PTS theory is extensively covered.

The recent wrap up came about through my OT research in November 1971.

The principle breakthrough was realizing one should NOT invalidate having known certain people before.

This is similar to the past life discovery in 1950. Some people thinking this was “unpopular” frowned on it. Some others were only famous characters so flagrantly that past lives were easily invalidated. But people who don’t go past track in Dianetics don’t recover. Even running them as “imaginary” as in *Science of Survival* advices suddenly breaks through for a stalled Dianetic Case.

In this same way with young men and girls using “I knew you when you were “ for 2D advantage tended to invalidate having known certain individuals before this life.

But now it turns out that the ONLY PTS situation that is serious and lasting and can cause a rollercoaster comes from having known the person *before* this life.

Possibly in the last life or earlier lives one knew persons before *that* life too. This however shows up in the 3 S&Ds.

### BREAKDOWN

There are only four points of breakdown of the PTS Rundown.

1. Improperly audited. Auditor not able to always do a correct list, TRs out, metering out, poor R3R, just plain untrained or not totally familiar with this Rundown.
2. Pc not completely set up. Like: Has TA trouble but no C/S 53 done, is a no change case but no GF 40R done, old auditing not repaired by a GF and proper programming or no C/S 54 or too tired or too ill for the R3R.
3. The Rundown not fully and completely done, but chopped or left incomplete (pc will still rollercoaster).
4. People who “can’t run engrams”—which means a druggie who hasn’t had a full Drug Rundown.

There is nothing especially tricky about the auditing of the PTS Rundown except that all auditing should be of flubless quality and when the PTS RD is flubbed by bad lists or poor R3R or out TRs or poor metering it really IS a mess. The RD is so powerful that errors in C/Sing and auditing it are especially rough.

Currently sick pcs should not be run on the PTS Rundown as a standard practice. It IS what they need BUT you can easily overwhelm a sick pc with engram running.

The time to run a PTS RD is when the pc is set up and when it is noted the pc rollercoasters, not when he collapses with a temperature.

Rollercoaster can also be caused by a bad Interiorization RD or Int repair, out lists, bypassed charge of other descriptions. These should be gotten rid of before a PTS RD is attempted.

*The prerequisites for a PTS RD are covered in 2 and 4 above. /t is not restricted to Ex Dn but is a separate RD developed before Ex Dn.*

### BEHAVIOR OF RD

Valence shifts occur rapidly and frequently in PTS RDs and should be noted on the worksheet.

The R3R can sometimes be a bit of a long haul on a basic incident. Be sure with an L3RD. But get an erasure of basic no matter how hard you have to work at it. In the



PTS RD incidents can “develop.” Missing pieces can appear. A whole new slant can occur on the subject when one goes to F2 after finishing F1.

Chronic somatics are likely to appear and be handled on this Rundown. And case conditions not previously remedied by other means can be remedied by this Rundown.

#### END PHENOMENA

There is a point where the pc is absolutely sure he knew the person before this life. This is NOT the EP.

A pc can exteriorize on this RD. That is NOT the EP (but requires an Int RD if none has been done before and the TA goes high, or its correction).

THE EP IS A PC WHO IS GETTING AND KEEPING CASE GAINS AND NEVER AGAIN ROLLERCOASTERS.

#### FLOWS

You cannot use Flow 1 as any old direction to or from pc. To do this fouls it up. *Flow 1 is to the pc.*

Flow 2 is pc to the person (or place).

Flow 3 is the person (or place) to others.

If you did F1 R3R as “Locate a time you knew      “ you might get to the pc, pc to the person or the person to others. You would not get a clean motivator F1. This would leave the PTS chain partially run.

This is also true of the ruds.

#### RE-DOs

If the pc does *not* recover, then reasons for failure 1 to 4 above should be checked

Then the lists and R3R should be handled with L4BR and L3RD.

Then an overlooked item or person or place should be scouted for and handled. There is no question of the validity of the Rundown. It might have missed. “True love” might have been passed over as unlikely but such obsessive attraction is always based on having known (and probably done in) the other person.

Then the true EP will be attained where it only appeared to be before.

#### SUMMARY OF REFERENCES

Here are the issues that directly cover the Rundown:

HCOB	9 Dec 71RA	PTS Rundown
HCOB	20 Jan 72	PTS RD Addition
HCOB	16 Apr 72	PTS RD Correction List
HCOB	17 Apr 72	C/S Series 76 C/Sing a PTS RD
HCOB	3 Jun 72RA	PTS RD, Final Step
HCOB	19 Jan 68	S&Ds by Button
HCOB	16 Aug 69	Handling Illness in Scientology
HCOB	20 Apr 72	C/S Series 78
	Issue II	
HCOB	15 Dec 68R	L4BR
HCOB	24 Apr 72	C/S Series 79 PTS Interviews
HCOB	10 Aug 73	PTS Handling

## THE RUNDOWN

### A. PAST S&Ds:

1. Collect up past S&D items (which should have already been verified on set-ups) or get the pc to tell you them if no folder.
2. On the earliest one ask if known before. If it so reads handle per steps 3-6. If not, pick next item and repeat this check for validity.
3. R3R Triple/quad the item using these commands:
  - F1. Locate a time when \_\_\_\_\_ did something to you. R3R.
  - F2. Locate a time when you did something to \_\_\_\_\_. R3R.
  - F3. Locate a time when \_\_\_\_\_ did something to others. R3R.
  - F0. *Locate a time when you did something to yourself because of \_\_\_\_\_.* R3R.
4. Triple/Quad Ruds and Overts on the item using these commands:
  - (a) Did \_\_\_\_\_ ARC Break you? ARCU CDEINR. E/S to F/N.
  - (b) Did you ARC Break \_\_\_\_\_? ARCU CDEINR. E/S to F/N.
  - (c) Did \_\_\_\_\_ ARC Break others? ARCU CDEINR.
  - (d) *Did YOU ARC Break with yourself because of \_\_\_\_\_? ARCU CDEINR.*

ALWAYS DO A FRESH ARCU CDEINR ON EACH E/S.

- (e) Did \_\_\_\_\_ give you a problem? E/S to F/N.
- (f) Did you give \_\_\_\_\_ a problem? E/S to F/N.
- (g) Did \_\_\_\_\_ give others problems? E/S to F/N.
- (h) *Did you give yourself problems because of \_\_\_\_\_? E/S to F/N.*  
-----
- (i) Did you withhold anything from \_\_\_\_\_? E/S to F/N.
- (j) Did \_\_\_\_\_ withhold anything from you? E/S to F/N.
- (k) Did \_\_\_\_\_ withhold anything from others? E/S to F/N.
- (l) *Did you withhold anything from yourself because of \_\_\_\_\_? E/S to F/N.*  
-----
- (m) Did \_\_\_\_\_ commit an overt (harmful act) on you? E/S to F/N.
- (n) Did you commit an overt (harmful act) on \_\_\_\_\_? E/S to F/N.
- (o) Did \_\_\_\_\_ commit an overt on others? E/S to F/N.

(p) *Did you commit an overt on yourself because of \_\_\_\_\_? E/S to F/N.*

5. Run “Can’t Hav/Enforced Hav” with these steps:
  - (a) Clear “Can’t have”, “couldn’t have” as DENIAL OF SOMETHING TO SOMEONE ELSE. Clear “enforced have” as MAKING SOMEONE ACCEPT WHAT THEY DIDN’T WANT. Have pc get the idea of these with an example or two.
  - (b) Run on the SP items “can’t have/enforced have” as motivator repetitive, then overt repetitive, the flow three terminal to others, others to terminal, (four flows of two commands each, or *five if pc Quad*).
  - (c) After EACH item is handled with the four flows, Objective Havingness should be run.

THE COMMANDS:

- F1.
  1. What can’t have did (terminal) run on you?
  2. What did (terminal) force on you you didn’t want?
- F2.
  1. What can’t have did you run on (terminal)?
  2. What did you try to force on (terminal) that he (she, it) didn’t want?
- F3.
  1. What can’t have did (terminal) run on others?
  2. What did (terminal) force on others they didn’t want?
- F3A
  1. What can’t have did others run on (terminal)?
  2. What did others try to force on (terminal) that he (she, it) didn’t want?
- F0.
  1. *What Can’t Have did you run on yourself because of \_\_\_\_\_?*
  2. *What did you try to force on yourself because of \_\_\_\_\_ that you didn’t want?*

—OBJECTIVE HAVINGNESS—

6. Handle all past S&D items per above steps.

B. *PAST PTS INTERVIEWS:*

7. Collect up all past PTS Interview items (which should have already been verified with C/S Series 78 on set-ups).
8. Check known before on earliest one. If it so reads handle as below.
9. R3R Triple/Quad the item.
10. Triple/Quad Ruds and Overts on the item.
11. Can’t Hav/Enforced Hav on the item followed by Objective Hav.
12. Repeat steps 8-11 on all valid past PTS Interview items.

C. *NEW S&Ds (3 S&Ds):*

13. Do 3 S&Ds per HCOB 16 Aug 69 Handling Illness in Scientology, assessment and L&Ns.
14. Check the first item for known before, handle if it so reads.
15. R3R Triple/Quad the item.
16. Triple/Quad Ruds and Overts on the item.
17. Can't Hav/Enforced Hav on the item, followed by Objective Hav.
18. Repeat steps 14-17 on the other items if valid.

D. *TROUBLED/WORRIED:*

19. L&N Who have you known this lifetime who has troubled or worried you? to B/D F/N item. (Usually includes father, mother, wife or wives, husband, brothers, sisters, aunts, uncles, grandparents, lovers.)
20. Check item for known before, if it so reads:
21. R3R Triple/Quad.
22. Triple/Quad Ruds and Overts.
23. Can't Hav/Enforced Hav followed by Objective Hav.

E. *BEEN AFTER:*

24. L&N Who have you been after this life? to BD F/N item.
25. Check known before and if it reads:
26. R3R Triple/Quad.
27. Triple/Quad Ruds & Overts.
28. Can't Hav/Enforced Hav plus Objective Hav.

F. *PLANETS:*

29. L&N What planets have you known before this lifetime? to BD F/N item.
30. R3R Triple/Quad.
31. Triple/Quad Ruds and Overts.
32. Can't Hav/Enforced Hav plus Objective Hav.

-----

33. D of P Interview the person AFTER the RD is "complete" to be sure the person is now all right (not PTS).

-----

REPAIR

Auditor errors during the RD are handled with L4BR, L3RD, GF Method 5 and handle, C/S 53 if necessary.

A really big snarl up on the RD that won't clear up is handled with HCOB 16 Apr 72 PTS RD Correction List.

If pc gets ill or rollercoasters after the RD is complete the PTS RD Correction List HCOB 16 Apr 72 is done and whatever was missed is cleared up.

#### SUMMARY

The PTS RD as revised is very direct and powerful. The L&N blows each aspect apart. Don't miss on it with auditor flubs. Get it drilled thoroughly before it is delivered.

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Founder

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HCO BULLETIN OF 6 OCTOBER 1974 R  
*REVISED 29 JULY 1976*

*To cancel restriction of this RD to Ex Dn.*

Remimeo  
Ex Dn  
Specialists

*IMPORTANT*

**THE VITAL INFORMATION RUNDOWN  
THE TECHNICAL BREAKTHROUGH OF 1974**

Recent intensive investigation into blocks on tech, dissemination and communication lines uncovered an aberration which is quite widespread and especially common in society.

Simply stated I found that WHERE VITAL INFORMATION WAS NOT BEING RELAYED OR WAS HIDDEN OR FALSIFIED, THE PEOPLE RESPONSIBLE WERE DRAMATIZING WITHHOLDS.

You can see this is newspapers, government policies, the medical profession, psychiatry, economics and especially education.

I have for years tried to get to the bottom of why people will not teach people. It is the single greatest fault in existing culture in my opinion.

The answer that fits all cases is a failure to relay information, brief, instruct, train or supervise stemming from a general past and current OVERT OF WITHHOLDING VITAL INFORMATION. This gives a dramatization in daily conduct of failing to relay information, brief, instruct, train or supervise.

And underlying that is the intentional impulse to do so overtly or covertly in a mistaken attempt to forward their own first dynamic.

RESEARCH

The primary outpoint that led to this conclusion is the premium given to silence in philosophy and the approval accorded the silent by the population whereas such people are in fact quite deadly and useless.

It is a generalized dramatization in this society. This would be what made the society favor the "strong silent type" as a sort of ideal.

All this in a highly technical society is hazardous. A good example is the current fuel crisis over a supposed scarcity of petroleum fuels for highly inefficient internal combustion engines while answers in the form of new fuels and engines are hidden away in vaults by the vested interests.

ORGS

In our organizations this is deadly. It blocks our tech lines in the Academy and Qual as well as the HGC. It cuts our dissem lines to public via books, promo, regging, lectures, use of C/F and Addresso and FSMs. It cuts our comm lines and denies data to higher management.

It winds up in no application of the tech and no results for the public.

That makes this rundown mandatory for top execs including Flag Reps and LRH Comms, *all* Tech and Qual staff and Dissem, Distrib and HCO Dept 2.

### PECULIARITY

This mechanism is a peculiar one with its own special twist.

Earlier rundowns did not hit this particular type of overt. It isn't very visible and doesn't occur in rundowns like L-10.

It is not simple withholding information. It is (or once was) the intentional overt of withholding VITAL information. It would be a very long chain and would influence general conduct. A bordering chain is withholding information under torture.

Probably an A = A = A sets in which then totally prohibits some (too many) people from imparting important data, thus they can't teach, amongst other things. It has to be fully run out, engrams and all.

### THE RUNDOWN

Where staff are concerned, the necessity of delivering this RD reduces the prerequisites for it to the Drug RD only. It could be done if necessary where the Drug RD was not yet complete but would have to be verified after completion of the Drug RD. *The prerequisite for public is Drug RD.*

### VITAL INFO RD

1. Clear and assess:

VITAL DATA

THE TRUTH

VITAL INFORMATION

KNOWLEDGE

Choose the best read as the item.

2. (a) L&N "What would happen if you communicated\_\_\_\_\_?"  
(b) R3R Quad.
3. (a) L&N "What problem have you had with\_\_\_\_\_?"  
(b) R3R Quad.
4. (a) Clear and assess:  
Withholding (item) under duress.  
Withholding (item) under torture.  
Withholding (item) to protect someone.  
(b) R3R Quad.
5. (a) Clear all words plus fully clear each outpost with examples and demos so it's understood.

(b) Assess:

Omitted (item) .  
Altered the sequence of (item)  
Dropped time out of (item)  
Added falsehoods to (item)  
Altered the importance of (item)  
Used (item) to wrong tgt.  
Assigned the wrong source for (item)  
Made (item) a contrary fact.  
Added time to the relay of (item)  
Added inapplicable data to (item)  
Incorrectly included other data with (item)  
Complicated (item) .  
Suppressed (item) .

In order of reads:

(c) R3R Quad

Locate a time when another\_\_\_\_\_ to/for/from (pick which) you.  
Locate a time when you\_\_\_\_\_to/for/from another.  
Locate a time when another\_\_\_\_\_to/for/from another.

(d) L&N “What would be the intention of someone who\_\_\_\_\_?”

(e) R3R Quad the intention.

6. (a) Assess:

Concerning (item) has there been a break in Affinity  
Reality  
Communication  
Understanding

(b) R3R Quad the largest read.

(c) Reassess ARCU and handle to F/Ning assessment.

7. (a) Clear all words, especially *assumption* and *justify* and *withholding* (in the broad sense).

(b) L&N “What assumption would justify withholding (item) ?”

(c) R3R Quad the computation.

8. R3R Quad all E. Purps that came up during the RD.

9. R3R Quad all computations that came up during the RD.

## SUMMARY

The importance of this RD for Tech and Qual staff and sensitive posts cannot be over-emphasized.

Although it will be quite popular with the public it is basically designed for staff on these lines.

The auditors delivering it should themselves have had it. They must have flawless TRs, be able to make a meter read and must drill the RD in Qual before attempting to deliver it.



This RD is very powerful. Don't miss on it with careless delivery. Get it done flawlessly as directed and you will have a resurge on delivery and dissemination lines and open the door to A GOLDEN ERA OF AUDITING QUALITY AND RESULTS FOR PUBLIC AND STAFF.

L. RON HUBBARD  
Founder

Assisted by CS-4.

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HCO BULLETIN OF 10 AUGUST 1976

Remimeo  
All Sec Checkers  
All HCO Personnel  
All Meter Operators

**R/Ses, WHAT THEY MEAN**

(INTEGRITY PROCESSING CHECKSHEETS)  
(PTS PROCESSING CHECKSHEETS)  
(EXPANDED DIANETICS CHECKSHEETS)  
(METER OPERATION CHECKSHEETS)  
(VARIOUS RUNDOWN CHECKSHEETS)

The violent left right ragged motion of the needle which sometimes occurs on a pc's meter is called "A Rockslam" or "R/S." The term was taken from a process in the 50s which sought to locate "A rock" on the pc's early timetrack; the "slam" is a description of the needle violence, meaning it "slams" back and forth. For a time all left right motions of the needle were considered and called "Rockslams" until it was found that a *smooth* left right flow was a symptom of release or key out and this became the "Floating Needle." There is yet another left right motion of the needle called the "Theta Bop." This occurs when the person has or is trying to exteriorize. "Theta" is the symbol for the person as a spirit or goodness; "bop" is an electronic term for a slight hitch in the sweep of a needle. A "Theta Bop" hitches evenly at each end of the sweep left and right and is very even in the middle of the sweep.

Neither the "Floating Needle" nor the "Theta Bop" can be confused with a "Rockslam." The difference of the Rockslam is uneven, ragged agitation left and right; even the distances traveled left and right are likely to be different in each swing from the last.

A "Rockslam" can be caused sometimes by leaving rings on the pc's fingers or by a short circuit in the meter or by the cans (electrodes) touching something like a dress. These are the mechanical considerations and must be ruled out before the pc can be considered to have "Rockslammed." If the pc is not wearing rings and if the meter needle is calm with the lead unplugged, if the lead is okay, and if the pc is not jiggling the ends of the cans against his clothes, then the pc's Rockslam is caused by the pc's bank.

One has to be very careful about the correctness of the pc actually having Rockslammed while on the meter that it was actually observed, that it was not mechanically caused as above. One puts the R/S down on the worksheet and also gives exactly what was asked. And also that the mechanical points were checked without distracting the pc.

ONE MUST ALWAYS REPORT A ROCKSLAM IN THE AUDITING REPORT, NOTE IT WITH SESSION DATE AND PAGE INSIDE THE LEFT COVER OF THE PC'S FOLDER AND REPORT IT TO ETHICS INCLUDING THE QUESTION OR SUBJECT WHICH ROCKSLAMMED, PHRASED EXACTLY.

Why? Because the Rockslam is the most important needle manifestation! It gives the clue to the pc's case.

In 1970 I began a full-scale research project into the subject of insanity and its relationship to cases and case gains and suppression. It was only then that the full significance of the Rockslam was unearthed. This research developed into what is now

called EXPANDED DIANETICS, a series of special processes and actions with their drills and training which permits the auditor to handle a specific case type. This was, by the way, Man's first system of positive detection and handling of psychosis and the first full understanding of what psychosis is.

While this bulletin is not in any way a two minute course in or a substitute for full training in Expanded Dianetics, any auditor who audits, sec checks, or handles people on a meter has to know what a Rockslam is and how it behaves and what he should do about it.

The first thing is to be able to recognize one and to quickly with the scan of the eye and unplug of the meter cord (without any distraction of or notice by the pc) make the checks for a mechanical Rockslam as given above.

You can make a meter "Rockslam" with no pc or cord connected to it by (a) turning it on; (b) put the sensitivity at perhaps 2; (c) put the needle at "set"; (d) rapidly, very rapidly, move the TA back and forth maybe a quarter of an inch and do it unevenly. *That*, if you did it very fast and unevenly, would be something that resembled a Rockslam. But no matter how fast you made your fingers move, a real R/S is a trifle faster. If you do that you will see what an R/S looks like. The needle in this experiment is not made to hit the sides of the meter.

Now if you take the same setup and smoothly slowly move the tone arm back and forth about 2 times a second without any roughness and the same distance right and left, you will have a Floating Needle. Note it very well as this comes at a time of release and is the thing a good auditor hopes to see and gives him the end-off signal for a process. It has to be well known as you NEVER bypass one in a session and to do so makes an uncomfortable pc. (The pc will often cognite—and get a realization about himself or life at this point and one does not stop him from doing this.) This is the thing you indicate to the pc. You don't ever indicate Rockslams or Theta Bops. When you see it and, without stopping or interrupting the pc's cognition, you always say, "Your needle is floating."

Now the Theta Bop can also be shown to yourself by you. Set up the meter as above. Only this time, you smoothly swing it to the right and give it a tiny twitch in the same direction. Then you smoothly, at once, swing it to the left and give it a tiny twitch in the same direction. Then do it to the right. And so on. This is a Theta Bop. It is different than a Floating Needle only in that it hitches at each end of the swing. So learn to recognize it.

There is a vicious smooth right direction slash that occurs when a pc hits a certain area of the bank that is called a "Rocket Read" and there is of course the small fall, long fall (which both go to the right and indicate a charged question or reaction) and there is the gradual rise to the left. But these do not repeat back and forth which is the characteristic of the Rockslam, Floating Needle and Theta Bop.

All right, so we know exactly what it looks like when we talk about a ROCKSLAM as a read of the meter. We know how it can be mechanically caused. And we know what we have to record and report when it is seen.

But exactly *what* does a Rockslam mean with regards to the pc?

If you don't know this you can miss on the pc, on the case, on the org and humanity.

**A ROCKSLAM MEANS A HIDDEN EVIL INTENTION ON THE SUBJECT OR QUESTION UNDER DISCUSSION OR AUDITING.**

Two things underlie insanity, or to be more specific, there are two causes and conditions both of which have been lumped together by man and called insanity. He could not of course define it as he didn't know what caused it.

The first of these two things does not concern us overly much here and is the subject of a separate checksheet training and is called PTS or Potential Trouble Source handling. A “PTS” is a person who has been or is connected with somebody who has evil intentions. A PTS can feel uncomfortable in life or be neurotic or go insane because of the actions upon him of a person with evil intentions. Most of the people in institutions are probable PTSes.

The second of these two things is insanity caused to the individual himself (let alone others) by hidden evil intentions.

The extent of these intentions and what the person will do (and hide) in order to carry them out is quite shocking. These people are covert or overt criminals and many of them are insane—meaning beyond all rationality in their acts. Because their evil intentions are hidden and because they are often very plausible such individuals are what make “behavior so mysterious” and “man looks so evil when you see what mankind does” and all sorts of fallacies.

It is this last type, the chronic, heavy Rockslammer, which Expanded Dianetics handles.

One Rockslam doesn’t make a psychotic. Or a total menace to everyone. But it does mean there could be more and it might in rare cases mean you have, seeing enough of these R/Ses, a very dangerous person on your hands and in your vicinity. And that person must be handled by Expanded Dianetics.

You won’t see a great many Rockslams in auditing people so you could be totally thrown off by surprise when you see one. And mess it all up because you are surprised. So know what it is and don’t get all quivery and make mistakes and blow your confront. Just carry on.

If you don’t note the EXACT question that was asked and the EXACTLY worded statement the pc made when the R/S was seen, you can muck it up for the Expanded Dianetics guys. They won’t be able to get it turned back on again easily and will lose a lot of time. So you have to be sure your auditing report is accurate, that the R/S is written BIG on the column and circled and, no matter what else you do in the session, you have to get it recorded in the left front cover of the folder giving the date and page of the session and you have to report it to Ethics. And also you don’t third party the pc and give him a bad time in the session because of it.

Now R/Ses most easily turn on during Sec Checks or Integrity Processing or when pulling withholds or trying to investigate something. So the people who see these most often are those engaged in that activity and not routine auditing (when they can also but more rarely turn on). Further the most likely person to collide with “needing to be sec checked” is an R/Ser, which again increases the numbers of R/Ses seen in these activities compared to routine auditing. But a very heavy R/Ser will also turn them on in routine auditing.

It is the exact *point* of the R/S in the session, the exact question that was asked and the exact subject or phrase where the R/S turned on that are important. And these are very important as then the person can be fully handled with a full Expanded Dianetics rundown by a qualified Expanded Dianetics Specialist. When, of course, the person gets to that point on his grade chart. (The grade chart points are after Dianetics (like Drug RDs etc) but before Grades, after Grades but before Power, after Power but before Solo, and after OT III or after any single grade above OT III. These are the only points where Expanded Dianetics can be delivered and the R/S fully and completely handled.)

Now here is how you can turn off an R/S and mistakenly think it is handled:

1. The overt-motivator sequence has two sides. One is what the person has done (overt) and what is done to the person (motivator). You can ask, when the person R/Ses on something, if anyone has ever INVALIDATED him on that subject or

action. He will find some and the R/S will turn off AND WON'T EVEN BE FAINTLY HANDLED BUT ONLY SUBMERGED. One can believe he had "handled" the R/S. Not true. He has just turned it off and maybe made it harder to find next time. One can ask what the person has done TO the subject mentioned and while this may unburden the case and make the person a bit better, the R/S is NOT handled, only turned off or submerged. It's almost as if there are so many overts and motivators on this subject or in this area that the push-pull of it makes the needle go wild (R/S). And indeed, this may be the energy cause, in the bank, of the needle reaction.

But neither overt nor motivator handles an R/S finally because the CAUSE of the R/S is an INTENTION to harm and it isn't all that likely the basic intention will be reached.

2. Another apparent way the R/S can get "handled" and isn't is to take the R/Ser earlier-similar on the subject of the R/S. The R/S will probably cease, go "clean." But in actual fact it is still there, hidden.
3. The third way an R/S can be falsely "handled" is to direct the person's attention to something else. If, when this is done, the exact subject of the R/S is not noted by the auditor, it will be difficult to find it again when the person goes into Expanded Dianetic auditing.
4. Yet another, and probably the last way to falsely "handle" an R/S is to abuse the person about his conduct or behavior or the R/S, or to "educate" him to do better, or to "modify" his behavior with shocks or surgery or other tortures like the psychiatrists do. In other words one can seek to suppress the R/S in numerous ways. Maybe the R/S won't occur (being too overburdened now) but it is still there, buried very deep and possibly beyond reach now.

So if you understand the above four points you will see that although you can ease off the R/S, you have not handled it. It has merely gone out of sight.

All right, what then DOES HANDLE an R/S?

I warned you that this isn't a two minute course on Expanded Dianetics and it isn't. An R/S is HANDLED by a fully qualified Expanded Dianetics auditor delivering full Expanded Dianetics to the person at that point on the grade chart where Expanded Dianetics is supposed to be delivered. If anyone thinks it can be done effectively any other way or if he C/Ses it to be done and the auditor is stupid enough to try to do that C/S, then it's Committees of Evidence and Suspended Certificates all around.

With that warning, and only with that warning, I can briefly state what has to be done with the case. This is not what YOU do if you are not delivering full Expanded Dianetics at the right point on the grade chart. It is a brief statement so that you can understand what lies under that R/S.

The pc with an R/S on any given subject and who R/Ses while discussing that or related subjects HAS AN EVIL INTENTION TOWARD THE SUBJECT DISCUSSED OR SOME CLOSELY RELATED SUBJECT. The pc intends that subject or area of life nothing but calculating, covert, underhanded HARM which will be at all times carefully hidden from that subject.

Thus, the Expanded Dianetics Specialist, in handling that case (at the proper point on the grade chart) has to be able to locate each and every subject and question and R/S in that person's folder as noted by Sec Checkers and previous auditors or cramming officers or why finders. He has to have the complete list of R/S subjects. If they are noted as to session date and page and if all sec checking papers and cramming papers are in that person's folder, then the Expanded Dianetics Specialist can do a full and complete job. Otherwise he has to do a lot of other time wasting actions to get the R/Ses found and turned on again.

What the Expanded Dianetics Specialist actually does is locate EXACTLY the actual evil intention for every R/S on the case and handle each one to total conclusion. When he is finished, if he has done his job well, the person's behavior will be magically improved and as to his social presence, menace and conduct, well that will be toward survival.

When you see an R/S, if you are not an Expanded Dianetic Specialist doing Expanded Dianetics at the correct point on the grade chart, you don't say, "Hey, you've got an evil intention!" and you don't ask "Say, what's that evil intention?" or do corny things like that because you'll get the pc self listing, you may get a wrong item, you won't know what to do with it and you're just likely to get the auditing room wrapped around your neck right there.

No, you quietly note it, make sure it isn't a mechanical fault, write it big on the worksheet, write down everything the pc is saying swiftly, note what question you were asking and let the pc talk and ack him and go on with what you are doing with the pc at the time. And after session you note it in the left-hand cover of the folder and send a report to Ethics.

And some day, when he's done his Drug Rundown or gotten to one of the points on the grade chart where a full XDn can be done, why then it will be handled. And a good C/S will program or tip the case for that to be done.

So that's the know-how you have to know about R/Ses to really help the guy and the society and your group.

We're not in the business of curing psychos. The governments at this writing pay the psychiatrists billions a year to torture and kill because of R/Ses they don't know anything about. The crime in the society out there is caused by people who R/S. Stalin, Hitler, Napoleon and Caesar were probably the most loaded R/Sers of all time unless it was Jack the Ripper or your local friendly psychiatrist.

So know what you are seeing when you see it and know what to do about it. And don't kid yourself. Or vilify or mow down people who R/S; we're not in that business.

And the Expanded Dianetic Specialist *and* the pc someday will love you dearly for knowing your job and doing it right.

L. RON HUBBARD  
Founder

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Remimeo

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### *C/S Series 96*

## **DELIVERY REPAIR LISTS**

THERE'S NOTHING WRONG WITH YOUR CF, YOUR PC, YOUR STUDENT, STAFF MEMBER OR YOUR OWN DELIVERY THAT A PREPARED LIST WON'T HANDLE.

“ARC Broken CFs,” blown students, demanded refunds, low success stories, withdrawn auditors, ineffective staffs are pretty silly problems to have these days.

Many years ago I developed a system called “Prepared Lists.”

These isolated the trouble the pc was having in auditing without taxing anyone's imagination and sending the auditor into a figure-figure on the pc.

These prepared lists were assessed on an E-Meter. One took up the biggest read first and then cleaned up all other reads.

Time has gone on. The system of prepared lists has been expanded to include not only pcs but students and staff.

It may have gone overlooked that such lists now include anything that could happen to a pc or student. In other words, prepared lists have become very thorough.

### **WHO CAN USE**

The only reason ever found for prepared lists not working was an auditor's weak TR 1 and inability to read a meter.

Even this difficulty has been handled by “Qual Okay to Audit” Checksheets.

Before an auditor should be let near a prepared list he should be put through at least six “Okay to Audit” short Checksheets in Qual.

Qual is *not fast* flow. Things done in Qual are Method 4 Word Cleared and starrated, with all demos and drills. *Only* if this is done can you have some certainty that a prepared list will read on the pc and that the pc or student will get handled.

These Qual “Okay to Audit” Checksheets are done AFTER a student has been trained and classed as an auditor. The “Okay to Audit” is for auditing in an org whether staff or interne.

The checksheets are:

- (1) Board Policy Letter 14 Nov 74R Issue I  
QUAL OKAY TO OPERATE AN E-METER
- (2) Board Policy Letter 14 Nov 74 Issue II  
QUAL OK NO. 2R, QUAL OK TO ASSESS PREPARED LISTS
- (3) Board Policy Letter 14 Nov 74 Issue III  
QUAL OK NO. 3, QUAL OK TO AUDIT LISTING AND NULLING
- (4) Board Policy Letter 14 Nov 74 Issue IV  
QUAL OK NO. 4, QUAL OK TO CORRECT LISTING AND NULLING
- (5) Board Policy Letter 8 Nov 71RB  
QUAL OK NO. 5R, *INTERNSHIPS* ELECTRONIC ATTESTATION  
FORM
- (6) Board Policy Letter 20 July 70R Issue III Revised 25 Nov 74  
TWO WAY COMM CHECKSHEET

Only when these have been thoroughly and honestly studied, drilled and done should an auditor be permitted to assess prepared lists on pcs and students.

It takes standard auditor training to handle the points found reading on a list.

#### CASE SUPERVISING

A C/S who is trained as a C/S must know what lists to use. And he must see to it that his auditors are trained via the above checklists. Otherwise the lists just won't read and the C/S, the pc and the org are left up the creek!

LOTS of "lists that didn't read" are found in folders. I used to make a practice of just having them nulled again by an auditor whose metering and TRs were good and **THEY READ AND THE CASE RESOLVED.**

#### PC LISTS

1. HCO BULLETIN 24 NOVEMBER 1973RB, C/S SERIES 53RJ" SHORT HI-LO TA ASSESSMENT C/S." This is a famous list. It solved the long long problem of high and low TAs and really solved it. Unfortunately it has a name of being done for high and low TAs. In truth it practically handles the whole repair of any difficult case today! One assesses it Method 5. One handles the reads from the top down. It can also be reassessed several times until it F/Ns on a whole M5 assessment. It is quite remarkable what it will do for a case that has been running badly or is bogged, quite in addition to handling high and low TAs!

2. HCO BULLETIN 1 JANUARY 1972RA, "LIX HI-LO TA REVISED." This is the same list as C/S 53RJ above. It has been brought up to date. It gives the *whole question* for each subject as in C/S 53RJ and the same handling. It is easier to use on a pc whose attention wanders or who is not very familiar with terms.

3. HCO BULLETIN 29 OCTOBER 1971R, "INT RUNDOWN CORRECTION LIST REVISED." As Interiorization-Exteriorization problems (when they exist) have to be handled before any other thing is handled, an auditor sometimes assesses another list and then finds himself doing this list, "Int" appears on many other lists and when it reads one does this list. One has to go back and complete the original list of course. "Int" problems cause high TA, headaches and general upset. I've begun to think after seeing a lot of headache cases that maybe only Int-Ext problems cause headaches! Instead of repairing Int, sometimes auditors will run it again and again. Also Int can go flat to Cog VVGIs on an early flow, even a recall flow. Then if one insists on finishing the Int RD, one has trouble and I mean trouble. So this is a valuable list.



4. HCO BULLETIN 15 DECEMBER 1968R, "L4BR" "FOR ASSESSMENT OF ALL LISTING ERRORS." An out list (meaning one done by Listing and Nulling, not a prepared list) can raise more concentrated hell with a pc than any other single auditing error. The amount of misemotion or illness which a wrong list generates has to be seen to be believed. When a pc is ill after a session or up to 3 days after, always suspect that a listing action done on the pc had an error in it. It MUST be corrected. The *prepared* list L4BR corrects lists of the Listing and Nulling variety. It can be run on old lists, current lists, general listing. There has been no reason to revise this since 2 June 1972. It really works!

5. HCO BULLETIN 19 MARCH 1971, "LIST 1-C." This is the updated version of the earliest list ever compiled. It is used during sessions at the auditor's discretion and in other ways. It also prevents some pc from insisting "it's an ARC Brk" (which never clears) when it's really a withhold, a common error. It can also be addressed to life. Usually when a session blows up, an L1C is used fast rather than just sit and ack!

6. HCO BULLETIN 11 APRIL 1971RA, L3RD "DIANETICS AND INT RD REPAIR LIST." This is the key list of Dianetic Auditing and is the Dianetic standby in case of trouble. As the Int RD is also Dianetics, while doing it, one uses L3RD for trouble.

7. HCO BULLETIN 2 APRIL 1972RB ISSUE II, EXPANDED DIANETICS SERIES 3 RB, "L3 EXD RB." This is the prepared list for Expanded Dianetics.

8. HCO BULLETIN 29 FEBRUARY 1972R, "FALSE TA CHECKLIST." This was a very important discovery about TAs. One uses this when another list indicates a False TA or one is suspected. Auditors have been known to get so desperate about a pc's TA that they falsified worksheets. This (and C/S 53RJ) make that totally needless. I've seen this change a case from despair to VVVVGIs!

9. HCO BULLETIN 16 APRIL 1972, "PTS RD CORRECTION LIST." It also gives the expected actions of a PTS Rundown. Doing PTS Rundowns without this prepared list handy can be risky.

10. HCO POLICY LETTER 7 APRIL 1970RA, "GREEN FORM." This was the earliest Qual Saint Hill weapon (26 June 65) for case cracking. It is modernized up to 29 Sept 74 in the above issue. *Used for general case clean-up particularly on an out rud type pc or when ruds won't fly. It is not used to handle high or low TA.*

11. HCO BULLETIN 30 JUNE 1971R, "EXPANDED GF 40RB." Called "GF 40X" This is the "7 resistive type cases" at the end of the Green Form expanded out. This is how you get those "earlier practices" and other case stoppers. This done well gives a lot of extensive work in Dianetics. It's lengthy but really pays off. *If you were to do a C/S 53RJ Method 5, all handled, and to an F/Ning list and then do a GF 40XRB, all handled, reassessed to an F/Ning list you would "crack" most cases to a point where they ran well.*

12. BOARD TECHNICAL BULLETIN 28 MAY 1974R, "FULL ASSIST CHECKLIST FOR INJURY AND ILLNESS." While you don't put the pc on the cans for this one, you mark it as to the state the pc is in and it says what you do for illness and injury. This one, done correctly, is how the minister runs the medico out of business.

#### STUDENT LISTS

13. HCO BULLETIN 15 NOVEMBER 1973R, "FEAR OF PEOPLE LIST—R." This is for the handling of timid tech staff who back off from handling rough pcs.

14. HCO BULLETIN 15 NOVEMBER 1974, "STUDENT REHABILITATION LIST." This is the one that gets a bogged student sailing, gets a blown student back, gets an auditor back auditing. It even cures the revolutionary student! This is the master list for students—even students in grammar schools and colleges! A real winner.

15. *BOARD TECHNICAL BULLETIN 27 MARCH 1972R* ISSUE I, "STUDENT CORRECTION LIST, STUDY CORR LIST- I ." A list for correcting students on course.

#### STAFF LISTS

16. *HCO BULLETIN 27 MARCH 1972R* ISSUE II, "COURSE SUPERVISOR CORRECTION LIST, STUDY CORR LIST 2R." This is to get the Course Supervisor going well.

17. *HCO BULLETIN 27 MARCH 1972RA* ISSUE III, "AUDITOR CORRECTION LIST, STUDY CORR LIST 3." This one corrects Auditors who are having a rough time.

18. *BOARD TECHNICAL BULLETIN 27 MARCH 1972RA* ISSUE IV, "CASE SUPERVISOR CORRECTION LIST, STUDY CORR LIST 4." This one corrects Case Supervisors, gets them back on the rails.

19. *BOARD TECHNICAL BULLETIN 27 MARCH 1972RC* ISSUE V, "EXECUTIVE CORRECTION LIST, STUDY CORR LIST 5." This prepared list locates an executive's troubles and indicates handling.

20. *BOARD TECHNICAL BULLETIN 4 FEBRUARY 1972RD*, "STUDY SERIES 7." A real long workout for a person who won't study or who is having real trouble on a course. Goes after it in depth. Can be used as a second list to Student Rehab list above or by itself.

21. *HCO BULLETIN 21 JULY 1971RD*, WORD CLEARING SERIES 35RD, "WORD CLEARING CORRECTION LIST REVISED." Usually written "WCCL." This is the famous list that goes with Method 1 Word Clearing or with any Word Clearing bog. Also corrects high and low TA WHEN it occurs in a Word Clearing session. This is the Word Clearer's friendly friend.

22. *HCO POLICY LETTER 9 APRIL 1972*, "ETHICS, CORRECT DANGER CONDITION HANDLING." Locates the trouble area that got him into a Danger Condition. Goes with the famous "3 May P/L" HCO PL 3 May 1972.

23. *HCO POLICY LETTER 13 MARCH 1972*, "ESTABLISHMENT OFFICER SERIES NO. 5." An invaluable text and list for PRODUCT CLEARING. It's a list of what you do to clear products. From it a prepared list can be made.

24. *HCO POLICY LETTER 23 MARCH 1972*, ESTABLISHMENT OFFICER SERIES 11, "FULL PRODUCT CLEARING LONG FORM."

25. *HCO POLICY LETTER 12 JUNE 1972*, DATA SERIES 26, ESTO SERIES 18. A list you assess to locate trouble an evaluator might be having. Also for slow evaluators or slow students on a Data Series Course.

26. *HCO BULLETIN 28 AUGUST 1970RA*, "HC OUT-POINT—PLUS-POINT LISTS RA." This is a prepared list that locates the outpoints in a person's own thinking. When people can't seem to evaluate (or think brightly) this list will do wonders. Some Data Series Course students make no progress at all until they are assessed on this list and handled.

27. *HCO BULLETIN 2 DECEMBER 1974*, "DYNAMIC SORT OUT ASSESSMENT." (Revised from BTB 4 Dec 71 Issue II, Replacing HCOB 4 Dec 71 Issue II R-1C Assessment by Dynamics.) This gets those dynamics that are charged and handles them. Increases social personality and even can shift valences.

#### WORD LISTS

#### FOR PREPARED LISTS

Nearly every prepared list has all its words on a separate sheet, ready for word clearing on the pc. All the words on a list are cleared on a pc without repeating the same word or asking the list question. Such lists are issued for auditor convenience.

A list of these word lists is being issued as HCOB I Dec 74 so that you can match them to the prepared lists in this *Bulletin*.

#### OTHER LISTS

There is a whole package of processing, mainly by prepared lists, in Integrity Processing, issued as its own series and now being reissued.

There are great Solo Lists for Solo Repair used on Advance Courses.

And from time to time when a need for prepared list is found new ones will be issued on different subjects.

One can REPAIR a pc or student or staff member. One can also FORWARD a case into new areas with other prepared lists.

#### MIMEO

Some orgs backlog their mimeos.

The AVAILABILITY of lists to auditors is something which should NOT be neglected. It is highly uneconomical as one loses re-signs and students and staff when prepared lists are in non-existence in an org or even short supply.

Tech is the atomic fuel an org runs on.

KEEP PREPARED LISTS IN SUPPLY FOR USE.

#### TRANSLATED ISSUES

In non-English speaking orgs lists must be very carefully translated and mimeoed for use. In such orgs, more than any others, great care must be taken to have and use lists as they keep tech straight where it tends to go hearsay and verbal.

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So, that's quite an array of prepared lists, isn't it?

If they are not in full use in your org don't wonder about your Delivery Stats Why. Or your org and CF problems. It's a lack of full use of this tech.

Hidden in these prepared lists is a wealth of tech that explodes into wins for your org, your CF, your pcs and students.

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Founder

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L. Ron Hubbard

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HCO BULLETIN OF 26 OCTOBER 1976

Remimeo  
All HCOs  
All Tech Divs  
All Courses

Issue I

(Also issued as HCO PL 26 Oct 76  
Issue I, same title.)

*C/S Series 97*

**AUDITING REPORTS, FALSIFYING OF**

Probably the most covert and vicious crime in auditing is falsifying an auditing report.

At first glance, to someone who is trying to PR himself as an auditor or to escape consequences of session goofs, this might not seem to be the huge crime that it is.

When an auditing report is falsified, means of repairing the pc are denied, out tech and a need for re-study or re-drilling of materials is covered up, out tech is spread about and the repute of the org and Scientology are at risk.

There are many ways of falsifying an auditing report. Chief amongst them is omission of vital data in the report. Another is faking the things run or the pc's actions or reactions.

To the person doing this it may seem that he has covered up his incompetence but in actual fact it is eventually detected.

A twice declared person recently messed up the cases of several VIPs by simply omitting some of their disagreements with what was being done.

Three SPs, now declared, some years ago had a mutual understanding that they would not put down each other's withholdings. These three also falsified auditing reports to the effect that they had run certain things on pcs "and there was nothing on them," when in fact they either had not run them or there was reaction which they did not put into the report. They messed up about a dozen people before they were caught and it took many, many hours of careful C/Sing and auditing to salvage those cases (and it also took about two years). They made several hundred serious enemies for themselves and today I doubt any Scientologist would even speak to them and their names are remembered with scathing contempt.

It is not only easy to detect a falsified auditing report, it is also inevitable that it will be detected.

The person whose auditing reports have been falsified is easy to spot in folders and records. The auditor marks "VGIs, F/N" and the examiner notes by-passed charge and Bad Indicators. An auditor seeking to prevent this being detected has been known to take the examiner report from the folder but that there is no examiner report would be the first thing a C/S would notice. Examiner reports have been forged and exchanged with the actual one but this too is very visible.

Lack of a proper success story points directly to out tech and if it is not visible in the folder then that folder contains falsified auditing reports.

The pc in the midst of his auditing, refuses to re-sign for more. An inspection of folder either finds the out tech in the auditing reports or it doesn't. If the Folder Error Summary finds no out tech, the next thing that is looked for is falsified auditing reports and this is extended to looking at the other cases this auditor has handled to see if there is any similarity of reaction.

A D of P interview with the pc will reveal falsified auditing reports. It will contain data that does not appear in the auditing reports. The first thing suspect is the auditing reports.

Basically, correct tech applied by a competent auditor who has been trained and interned, works and works every time. When it "doesn't work," a C/S begins to look for the real scene. There are many ways he can ascertain the actual scene. Amongst these are outside-the-door session taping, monitors, interviews, lack of success stories, failures to declare, failures to re-sign, examiner reports at variance with the session reports, personal check up into the case and many others.

The only thing which temporarily misleads a C/S is a falsified auditing report. But in all our experience with these, the detection of such reports is inevitable even if it occurs a long time afterwards.

The person who would falsify an auditing report is usually found to be a suppressive with abundant R/Ses and evil intentions who never should have been trained in the first place.

Therefore, the penalty for knowingly falsifying an auditing report in order to make oneself seem more competent than one is or to hide departures from the C/S or to omit vital data necessary to C/Sing, resulting in upsets to a case and time spent in investigation by seniors, is actionable by a Committee of Evidence and if the matter is proven beyond reasonable doubt, a cancellation of all certificates and awards, a declare and an expulsion order are mandatory.

Should the person perpetrating the falsification of auditing reports run away (blow) before action can be taken, the result is the same and is enforceable even if the person is not present.

A green auditor may look upon the offense as slight. If he is too untrained to realize that proper application of tech works every time and that improper application is a gross overt act, he may not realize the seriousness of his action. This however cannot be pleaded as a defense. It is not a light thing to end the hopes and close the door on a pc just because one is trying to cover up his blunders. The blundering auditor can be repaired by cramming and retraining. But only if it is known how he has blundered. That in itself is nowhere near as serious as hiding the fact.

Honesty is the road to truth.

L. RON HUBBARD  
Founder

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Remimeo  
All HCOs  
All Tech Divs  
All Courses

(Also issued as HCO PL 28 Oct 76,  
same title )

*C/S Series 98*

**AUDITING FOLDERS,  
OMISSIONS IN COMPLETENESS**

(Ref: HCO PL 26 OCT 76 Issue I  
HCO B 26 OCT 76)

Omissions from folders and complete loss of folders is a very serious matter.

A Case Supervisor, as well as a Folder Error Summary Auditor and the Auditor himself can be impeded greatly by folder omissions. Loss of folders entirely is a much greater catastrophe.

While cases and even folders can be reconstructed and eventually handled (at enormous trouble and time to the pc and technical people) this does not minimize the offense.

Usually Folder Pages are regarded too lightly as a post and are subject to much transfer even when posted. The Director of Tech Services is often far too lax in posting a Folder Archives I/C even as a double hat. Space restrictions often impede the careful preservation of folders in orgs. But all these posts and spaces are vital to a smooth delivery of auditing and should not be lightly looked upon.

The commonest (and most senseless) omissions from folders are:

1. **WORD CLEARING WORKSHEETS.** These are done in Academies or training or Interne areas as well as the HGC and it is often an omitted action to forward them to the person's pc folder. Often the lines to do so are unknown or completely missing. Yet *every* metered word clearing action should not only be the subject of a worksheet but also must be included in the person's pc folder in date order. Word clearer can fail to F/N a chain or even fail to clear a word as a chain when it doesn't F/N. Such goofs can mess up cases and leave a C/S perplexed as to how the pc was running well one day and badly the next—yet there is no word clearing worksheet there, so the fact of ANOTHER AUDITOR on the case is hidden.

2. **QUAL WHY FINDING ACTIONS.** As why finding also includes listing, possibly the most vicious omission is the failure to include Why Finding worksheets in the person's folder or even do a worksheet on it. Yet at least one org has been temporarily wrecked by indiscriminate "why finding" in Qual that resulted in wrong items and wrong lists and messed up the cases of whole staffs. This poor why finding has led at times to why finding becoming a restricted or forbidden practice. Qual worksheets of why finding **MUST** be included in the person's folder along with any list made which itself must include the question asked.

3. **HCO WHY FINDING.** These actions must also be the subject of worksheets and must also be included in the person's folder.

4. ALL SEC CHECKS AND INTEGRITY PROCESS LISTS AND ACTIONS. It doesn't matter who or what is doing the sec check, the resulting action is NOT the property of the department or branch or person doing the sec checking. A full worksheet must be made and ALL such actions done MUST be included in the routine pc folder of the person.

As it is very vital that a pc's folder be COMPLETE as well as exist, hereinafter the loss of a pc's folders and the failure to make worksheets and include them in the person's pc folder shall be actionable by a Committee of Evidence, to be convened by the Senior C/S of an org, and applies to any person or Auditor whether staff, mission or field.

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Founder

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    situation or relationship contrary to ethics  
    standards, codes or ideals of the group or  
    other members of group; an act of omission  
    or commission by an individual that could or  
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*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

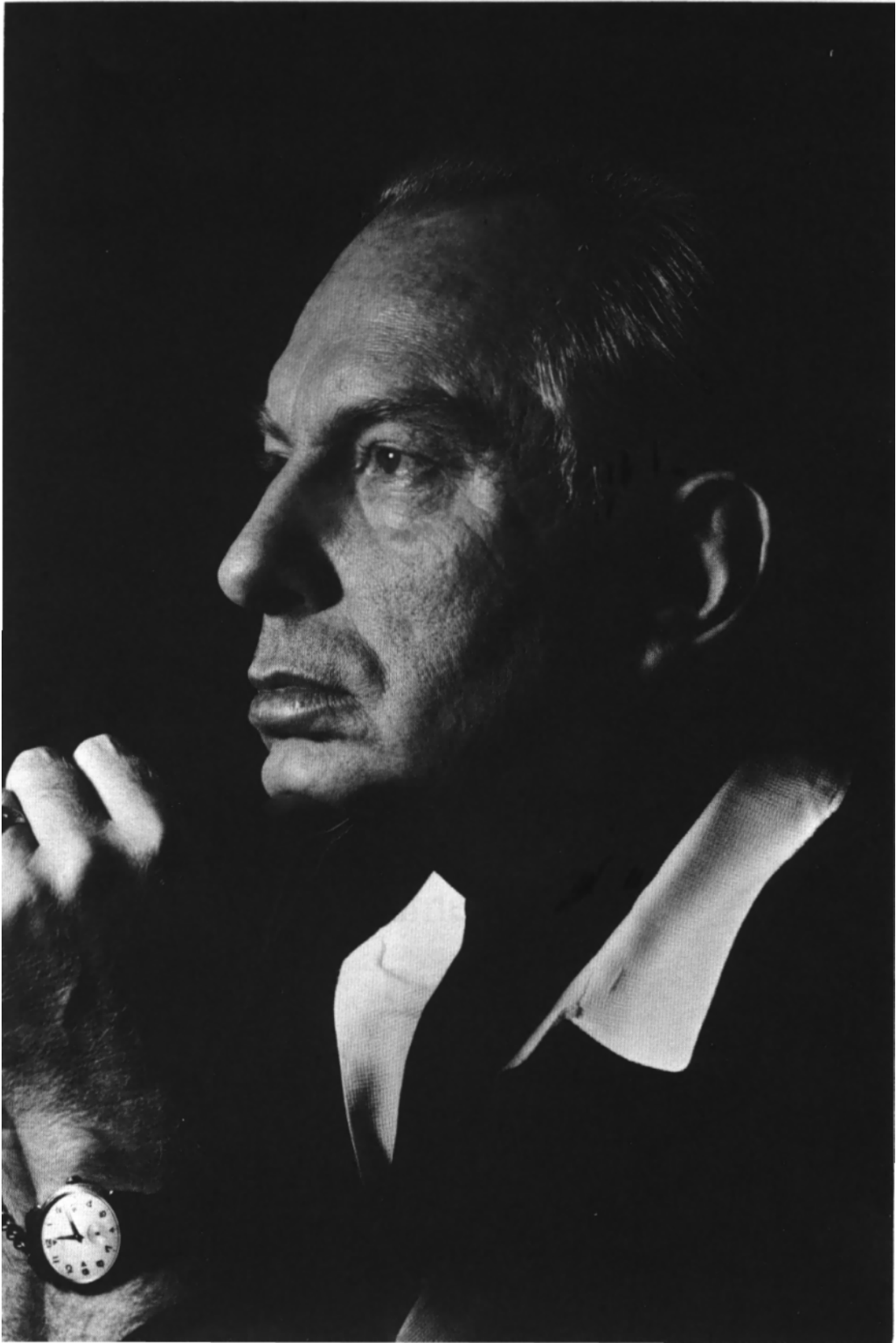
**Volume**  
**XI**  
**1976-1978**

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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
"The work was free.  
Keep it so."*

**L. RON HUBBARD**



**L. RON HUBBARD**  
*Founder of Dianetics and Scientology*



## EDITOR'S NOTE

With Technical Volume XI, L. Ron Hubbard is giving Scientologists everywhere one of their most precious possessions—his remarkable technical achievements of the last two years. 1977-1978 have been spectacular years of Dianetics and Scientology discoveries, filled with numerous breakthroughs made by him.

Volume XI continues from where Volume VIII ended with bulletins issued through July 1976. Preceding these latest issues from August 1976 through September 20, 1978 contained herein, there are presented 35 issues (dated 1959 onward) that were not included in the earlier Technical Volumes but which can be published now. These bulletins are listed at the start of the Chronological Contents on page xvi.

As in the original Technical Volumes, if an issue has been revised, replaced, or cancelled, this has been indicated in the upper right-hand corner along with the page number of the issue which should be referred to.

The Chronological Contents shows at what point on the time track each issue in this volume was released, and the Long Contents gives you a breakdown of the subject content of each separate HCOB or issue.

In the Subject Index at the back of this volume, main entries appear in boldface type to make it easy to find any subject.

If the title of a bulletin is known but not the date of issue, the Alphabetical List of Titles may be consulted to locate the issue fast.

Lastly, the Cancellations and Revisions lists show you which issues in previous Technical Volumes have been cancelled or revised by issues presented in this present Volume XI.

The Editor

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1976-1978

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# CHRONOLOGICAL CONTENTS

The Chronological Contents is a full contents list showing the chronology of the issues in this volume. It lists the issues under the date when each was last revised or reissued. If the issue has never been revised or reissued then it is simply listed under its original issue date. Persons who wish to study the HCOBs in chronological sequence will find the Chronological Contents especially useful.

Note that the first 35 issues listed (from 1959 up to and including 21 June 1975) are from the time period covered by earlier Technical Volumes. You may wish to note this in the correct places in your Technical Volume set in order to maintain the chronology.

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HUBBARD COMMUNICATIONS OFFICE  
Washington, D.C.

HCO BULLETIN OF MAY 20, 1959  
(Cancels bulletins of March 31, 1959, and April 17, 1959)

**KNOW TO MYSTERY STRAIGHT WIRE FOR EXTREME CASES**

The Know to Mystery Scale expanded:

Not Know  
Know  
Look  
Emotion  
Effort  
Think  
Symbols  
Eat  
Sex  
Mystery  
Wait  
Unconsciousness

To assess a case on the lower rungs of processing, ask pc, against an E-Meter, what terminal could represent each of above, select that terminal (object or person, never a condition) which changes needle action most and run Overt-Withhold Straight Wire on it.

LRH:mp

L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 MAY 1962R  
REVISED 5 SEPTEMBER 1978

Remimeo

*(This Bulletin has been revised to correct  
the definition of dirty needle.  
Revision in this type style.)*

**ARC BREAKS**

**MISSED WITHHOLDS**

(HOW TO USE THIS BULLETIN:

WHEN AN AUDITOR OR STUDENT HAS TROUBLE WITH AN "ARC BREAKY PC" OR NO GAIN, OR WHEN AN AUDITOR IS FOUND TO BE USING FREAK CONTROL METHODS OR PROCESSES TO "KEEP A PC IN SESSION," THE HCO SEC, D OF T OR D OF P SHOULD JUST HAND A COPY OF THIS BULLETIN TO THE AUDITOR AND MAKE HIM OR HER STUDY IT AND TAKE AN HCO EXAM ON IT.)

After some months of careful observation and tests, I can state conclusively that:

ALL ARC BREAKS STEM FROM MISSED WITHHOLDS.

This is vital technology, vital to the auditor and to anyone who wants to live.

Conversely:

THERE ARE NO ARC BREAKS WHEN MISSED WITHHOLDS HAVE BEEN CLEANED UP.

By WITHHOLD is meant AN UNDISCLOSED CONTRA-SURVIVAL ACT.

By MISSED WITHHOLD is meant AN UNDISCLOSED CONTRA-SURVIVAL ACT WHICH HAS BEEN RESTIMULATED BY ANOTHER BUT NOT DISCLOSED.

This is FAR more important in an auditing session than most auditors have yet realized. Even when some auditors are told about this and shown it they still seem to miss its importance and fail to use it. Instead they continue to use strange methods of controlling the pc and oddball processes on ARC breaks.

This is so bad that one auditor let a pc die rather than pick up the missed withholds! So allergy to picking up missed withholds can be so great that an auditor has been known to fail utterly rather than do so. Only constant hammering can drive this point home. When it is driven home, only then can auditing begin to happen across the world; the datum is that important.

An auditing session is 50% technology and 50% application. I am responsible for the technology. The auditor is wholly responsible for the application. Only when an auditor realizes this can he or she begin to obtain uniformly marvellous results everywhere.

No auditor now needs "something else," some odd mechanism to keep pcs in session.

PICKING UP MISSED WITHHOLDS KEEPS PCS IN SESSION.

There is *no* need for a rough, angry ARC breaky session. If there is one it is *not* the fault of the pc. It is the fault of the auditor. The auditor has failed to pick up missed withholds.

As of now it is not the pc that sets the tone of the session. It is the auditor. And the auditor who has a difficult session (providing he or she has used standard technology,

Model Session, and can run an E-Meter), has one only because he or she failed to ask for missed withholds.

What is called a dirty needle (*an erratic agitation of the needle—not limited in size—which is ragged, jerky, ticking, not sweeping and tends to be persistent*) is caused by missed withholds, not withholds.

Technology today is so powerful that it must be flawlessly applied. One does his CCHs in excellent 2-way comm with the pc. One has his TRs, Model Session and E-Meter operation completely perfect. And one follows exact technology. And one keeps the missed withholds picked up.

There is an exact and precise auditor action and response for every auditing situation, and for every case. We are not today beset by variable approaches. The less variable the auditor's actions and responses, the greater gain in the pc. It is terribly precise. There is no room for flubs.

Further, every pc action has an exact auditor response. And each of these has its own drill by which it can be learned.

Auditing today is not an art, either in technology or procedure. It is an exact science. This removes Scientology from every one of the past practices of the mind.

Medicine advanced only to the degree that its responses by the practitioner were standardized and the practitioner had a professional attitude toward the public.

Scientology is far ahead of that today.

What a joy it is to a preclear to receive a completely standard session. To receive a textbook session. And what gains the pc makes! And how easy it is on the auditor!

It isn't how interesting or clever the auditor is that makes the session. It's how standard the auditor is. Therein lies pc confidence.

Part of that standard technology is asking for missed withholds any time the pc starts to give any trouble. This is, to a pc, a totally acceptable control factor. And it totally smooths the session.

You have *no* need for and must not use any ARC break process. Just ask for missed withholds.

Here are some of the manifestations cured by asking for missed withholds.

1. Pc failing to make progress.
2. Pc critical of or angry at auditor.
3. Pc refusing to talk to auditor.
4. Pc attempting to leave session.
5. Pc not desirous of being audited (or anybody not desirous of being audited).
6. Pc boiling off.
7. Pc exhausted.
8. Pc feeling foggy at session end.
9. Dropped havingness.
10. Pc telling others the auditor is no good.
11. Pc demanding redress of wrongs.
12. Pc critical of organizations or people of Scientology.
13. People critical of Scientology.
14. Lack of auditing results.
15. Dissemination failures.



Now I think you will agree that in the above list we have every ill we suffer from in the activities of auditing.

Now PLEASE believe me when I tell you there is ONE CURE for the lot and ONLY that one. There are no other cures.

The cure is contained in the simple question or its variations “*Have I missed a withhold on you*”

#### THE COMMANDS

In case of any of the conditions 1 to 15 above ask the pc one of the following commands and CLEAN THE NEEDLE OF ALL INSTANT READ. Ask the exact question you asked the first time as a final test. The needle must be clean of all instant reaction before you can go on to anything else. It helps the pc if each time the needle twitches, the auditor says, “That” or “There” quietly but only to help the pc see what is twitching. One doesn’t interrupt the pc if he or she is already giving it. This prompting is the *only* use of latent reads in Scientology—to *help* the pc spot what reacted in the first place.

The commonest questions:

“In this session, have I missed a withhold on you?”

“In this session have I failed to find out something?”

“In this session is there something I don’t know about you?”

The best beginning rudiments withhold question:

“Since the last session is there something you have done that I don’t know about?”

Prepcheck Zero Questions follow:

“Has somebody failed to find out about you who should have?”

“Has anyone ever failed to find out something about you?”

“Is there something I failed to find out about you?”

“Have you ever successfully hidden something from an auditor?”

“Have you ever done something somebody failed to discover?”

“Have you ever evaded discovery in this lifetime?”

“Have you ever hidden successfully?”

“Has anyone ever failed to locate you?”

(These Zeros do not produce “What” questions until the auditor has located a specific overt.)

When Prepchecking, when running any process but the CCHs, if any one of the auditing circumstances in 1 to 15 above occurs, ask for missed withholds. Before leaving any chain of overts in Prepchecking, or during Prepchecking, ask frequently for missed withholds, “Have I missed any withhold on you?” or as above.

Do not conclude intensives on any process without cleaning up missed withholds.

Asking for missed withholds does not upset the dictum of using no O/W processes in rudiments.

Most missed withholds clean up at once on two-way comm *providing* the auditor doesn’t ask leading questions about what the pc is saying. Two-way comm consists of asking for what the meter showed, acknowledging what the pc said and checking the meter again with the missed withhold question. If pc says, “I was mad at my wife,” as an answer, just

ack and check the meter with the missed withhold question. Don't say, "What was she doing?"

In cleaning missed withholds do not use the Prepcheck system unless you are Prepchecking. And even in Prepchecking, if the Zero is not a missed withhold question and you are only checking for missed withholds amid other activities, do it simply as above, by two-way comm, not by the Prepcheck system.

To get auditing into a state of perfection, to get clearing general, all we have to do is:

1. Know our basics (Axioms, scales, codes, the fundamental theory about the thetan and the mind);
2. Know our practical (TRs, Model Session, E-Meter, CCHs, Prepchecking and clearing routines).

In actual fact this is not much to ask. For the return is smooth results and a far, far better world. An HPA/HCA can learn the data in 1 above and all but clearing routines in the material in 2. An HPA/HCA should know these things to perfection. They are not hard to learn. Additives and interpretations are hard to get around. Not the actual data and performance.

---

Knowing these things, one also needs to know that all one has to do is clean the E-Meter of missed withholds to make any pc sit up and get audited smoothly, and all is as happy as a summer dream.

---

We are making all our own trouble. Our trouble is lack of precise application of Scientology. We fail to apply it in our lives or sessions and try something bizarre and then we fail too. And with our TRs, Model Session and meters we are most of all failing to pick up and clean up MISSED WITHHOLDS.

---

We don't have to clean up all the withholds if we keep the missed withholds cleaned up.

Give a new auditor the order to clean up "missed withholds" and he or she invariably will start asking the pc for withholds. *That's* a mistake. You ask the pc for *missed withholds*. Why stir up new ones to be missed when you haven't cleaned up those *already missed*? Instead of putting out the fire we pour on gunpowder. Why find more you can *then* miss when you haven't found those that *have been* missed.

Don't be so confounded *reasonable* about the pc's complaints. Sure, they may all be true BUT he's complaining only because *withholds* have been *missed*. Only then does the pc complain bitterly.

---

Whatever else you learn, learn and understand this please. Your auditing future hangs on it. The fate of Scientology hangs on it. Ask for missed withholds when sessions go wrong. Get the missed withholds when life goes wrong. Pick up the missed withholds when staffs go wrong. Only then can we win and grow. We're waiting for you to become technically perfect with TRs, Model Session and the E-Meter, to be able to do CCHs and Prepchecking and clearing techniques, *and* to learn to spot and pick up missed withholds.

If pcs, organizations and even Scientology vanish from Man's view it will be because you did not learn and use these things.

*Remimeo*

*(Revisions in this type style,  
ellipsis indicates deletion)*

## **DIRTY NEEDLES**

### **How to Smooth Out Needles**

Quite often a pc is found whose needle is jerky, random, gives many prior and latent reads and goes into small scratchy patterns....

Such a needle is hard to read—and such a pc is a long way out of session a lot of the time.

An auditor, seeing such a needle, and faced with the task of reading the instant read through all these prior and latents and scratchy patterns, tends to think in terms of heroic measures. It is “obvious” that this pc has W/Hs, missed W/Hs, overts and secrets to end all reactive banks and that the thing one ought to do is pick each one of these random needle reactions up as soon as possible. *BUT* when you try to do this you find the needle gets even *more* confused. It reads something all the time!

An extreme case of a dirty, random needle is not solved by any “fish and fumble” or heroic measures.

The pc’s needle reacts that way because of *no confidence*, which induces a sort of auto-control in session which induces a dirty needle. *Ability to predict equals confidence*.

The thing to do is give this pc about 3 sessions of rudiments and havingness—just Model Session severely with no Q and A or added chitchat. The sessions should be each one about one hour long.

All one does is do Model Session, getting the rudiments in carefully exactly by the textbook. Use Model Session, HCO Bulletin 23 June 1962. Use instant reads only as per HCO Bulletin 25th May 1962. And avoid *any Q* and *A* as per HCO Bulletin 24 May 1962, *section on “Double Questioning.”*

Use middle rudiments somewhere during the havingness session.

By doing this perfect, predictable textbook auditing session three times on the pc, most of these prior and latent reads will drop out and the needle will look much cleaner. Why? Because the pc is off auto or in session.

You can *make* a pc’s needle get dirty and react to many odd thoughts by the pc by doing the following:

1. Try to clean off prior reads and avoid instant reads in getting ruds in (going against HCO Bulletin 25 May 1962).
2. Use a scruffy and ragged session pattern (going against HCO Bulletin 23 June 1962).
3. Double question any rudiments question (as per HCO Bulletin 24 May 1962).

The pc’s needle, even if very clean at the start and loose, will tighten up, develop patterns and dirt if an auditor fails to use a textbook session. This includes raw meat

that never heard of a textbook session. Raw meat particularly requires a severely textbook session. Don't think because they're new they won't know. And too much coffee shop type auditing can rough a needle.

A pc who has become unwilling to be audited is best cured by three textbook flawless sessions of havingness as above. Don't plunge for what is *wrong*. Just establish a standard of excellence the pc can predict. And up will come the pc's confidence.

After the three sessions you can prepcheck or fish and fumble and get things really clean. And providing you *continue* to use a textbook session, the pc will get better and better.

If a pc still has a dirty needle with many prior reads after an auditor has audited that pc three sessions, then we can conclude that that auditor:

1. Is not using HCO Bulletin 25 May 1962 in reading a meter,
2. Is not handling questions as per HCO Bulletin 24 May 1962, and
3. Is not using Model Session HCO Bulletin 23 June 1962.

There *are* no difficult pcs now. There are only auditors who do not give textbook sessions.

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Founder

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*Remimeo*

*(Revisions in this type style)  
(Only revision is the correction of the definition of a  
Rock Slam, and Dirty Needle)*

## SECURITY CHECKS AGAIN

With the advent of Dynamic Assessment a new method of Security Checking, far better than any previous Security Checking, has emerged.

Nothing in this bulletin of course detracts in any way from the value of missed withholds, pulling missed withholds or handling missed withholds on preclears or other persons in the organization.

If the following questions are asked of a person on a meter it can be at once established whether or not this person will inadvertently, covertly, or unknowingly attempt to ruin, wreck, stop and otherwise interfere with an organization, Scientology, or an auditor. The questions are as follows:

Consider committing overt against Scientology. Consider committing overt against Ron. Consider committing overt against the organization. Consider committing overt against me (the auditor).

It will be found that such a person has a goal which the person considers to be impossible to achieve so long as any one of the above four exist, therefore destructive actions will at all times be manifested no matter how "constructive" they appear.

The rock slam produced *must be decisive*. By rock slam is meant the crazy, irregular, left-right slashing motion of the needle on the E-Meter dial. R/Ses repeat left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic. The width of an R/S depends largely on sensitivity setting. It goes from one-fourth inch to whole dial. But it slams back and forth.

The action which should be taken if this condition is found to exist is to suspend the person or otherwise put the person away from communication lines until such time as the person's dynamic, item, and goal are found. Sometimes it is almost enough merely to find the item, as the foolishness of the conclusion that Scientology stands immediately and directly in their road will appear to the preclear at that time.

By "A goal which is an overt against Scientology" is meant something which the pc considers to be a goal which is an overt against. When you finally see such goals appear they will not be apparent to the auditor as overt. However, the pc so interprets them. For instance a pc may have a fixed idea against any spiritual activity, interpreting it as a harsh activity which forbids dancing, and the pc may have a goal to dance. However the person's item lying above the goal to dance will be found to be a spiritual group and this of course would make Scientology appear to the person to be highly antipathetic to the goal to dance.

I cannot too strongly urge the fact that when the above occurs no possible good will result until the dynamic, item, and goal are found. Therefore this should be expedited. All care should be taken not to punish the person unduly, but to carry on because often the person is unaware of the destructiveness of his or her own actions.

In a marriage, if the husband were to place the wife on an E-Meter and ask the question "Consider committing overt against me" and find a wide rock slam imme

diately results, he will be then in total possession of what has been wrong with his marriage. Similarly, a wife finding this manifestation on a husband would also be informed.

The remedy in such a case is not to sack somebody, to shoot somebody, to divorce somebody or take some drastic final action, because we now have all the answer we need to resolve this and it will be found that as soon as the person's goal has been found the condition of hostility will cease.

The rock slam produced must be at sensitivity 16 on the meter. If a dirty needle occurs it is necessary to pull the person's missed withholds because these obviously exist. This should not be neglected. By dirty needle is meant *an erratic agitation of the needle which is ragged, jerky, ticking, not sweeping, and tends to be persistent. It is not limited in size.*

This is the new security programme. Any person responsible for maintaining security in an organization or a home should perform the above tests and take the remedial action.

I cannot too strongly urge that while this is absolute, or near as it can be, and positive in its diagnosis, it is not permanent because we can now clear, and clearing consists of doing away with the rock slam and not the offending person.

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Founder

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*Remimeo*

(Revisions in this type style)  
(Reissued to correct typos)

## SOMATICS

### HOW TO TELL TERMINALS AND OPPOSITION TERMINALS

It is important that a clearing auditor be able to distinguish pain from sensation, terminals from opposition terminals, and to have the data at the level of instant knowledge. To understand it less is to invite serious errors in clearing. Failure to sort terminals from opposition terminals can confuse the pc or even degrade the case. All a pc's somatics, deformities and distortions proceed from terminals, opposition terminals and combination terminals. Thus they are of vast importance to the pc and the auditor.

#### DEFINITIONS

**SOMATICS** = This is a general word for uncomfortable physical perceptions coming from the reactive mind. Its genus is early Dianetics and it is a general, common package word, used by Scientologists to denote "pain" or "sensation" with no difference made between them. To understand the source of these feelings, one should have a knowledge of engrams, ridges and other parts of the reactive bank. To the Scientologist anything is a SOMATIC if it emanates from the various parts of the reactive mind and produces an awareness of reactivity. Symbol SOM.

**PAIN** = Pain is composed of heat, cold, electrical, and the combined effect of sharp hurting. If one stuck a fork in his arm, he would experience pain. When one uses PAIN in connection with clearing one means awareness of heat, cold, electrical or hurting stemming from the reactive mind. A, cording to experiments done at Harvard, if one were to make a grid with heated tubes going vertical and chilled tubes going horizontal and were to place a small current of electricity through the lot, the device, touched to a body, would produce the feeling of PAIN. It need not be composed of anything very hot or cold or of any high voltage to produce a very intense feeling of pain. Therefore what we call PAIN is itself, heat, cold and electrical. If a pc experiences one or more of these from his reactive mind, we say he is experiencing PAIN.

"Electrical" is the bridge between sensation and PAIN and is difficult to classify as either PAIN or sensation when it exists alone. Symbol PN.

**SENSATION** = All other uncomfortable perceptions stemming from the reactive mind are called SENSATION. These are basically "pressure," "motion," "dizziness," "sexual sensation," and "emotion and misemotion." There are others, definite in themselves but definable in these five general categories. If one took the fork in the pain definition above and pressed it against the arm, that would be "pressure." "Motion" is just that, a feeling of being in motion when one is not. "Motion" includes the "winds of space," a feeling of being blown upon, especially from in front of the face. "Dizziness" is a feeling of disorientation and includes a spinniness, as well as an out-of-balance feeling. "Sexual sensation" means any feeling, pleasant or unpleasant, commonly experienced during sexual restimulation or action. "Emotion and misemotion" include all levels of the complete Tone Scale except "pain"; emotion and misemotion are closely allied to "motion," being only a finer particle action. A bank solidity is a form of "pressure," and when the sensation of increasing solidity of masses in the mind occurs, we say "the bank is beefing up." All these are classified as SENSATION. Symbol SEN.

**TERMINAL** = An item or identity the pc has actually *been* sometime in the past (or present) is called a TERMINAL. It is "the pc's own valence" at that time. In the Goals Problem Mass (the black masses of the reactive mind) those identities which, when contacted, produce *pain*, tell us at once that they are TERMINALS. The person could feel

pain only as himself (thetan plus body) and therefore identities he has been produce *pain* when their mental residues (black masses) are recontacted in processing. Symbol TERM.

OPPOSITION TERMINAL = An item or identity the pc has actually opposed (fought, been an enemy of) sometime in the past (or present) is called an OPPOSITION TERMINAL. As the person identified himself as *not it* he could experience from it only sensation. An OPPOSITION TERMINAL, when its mental residues (black masses) are recontacted in processing, produces only *sensation*, never pain. Symbol OPPTERM.

COMBINED TERMINAL = An item or identity the pc has both been and opposed produces therefore both pain and sensation when it is “late on the track,” which is to say, after the fact of many terminals and opposition terminals. The combination terminal is the closure between terminal and opposition terminal lines which possesses attributes of both and the clarity of neither. It signifies a period toward the end of a game. It is found most commonly when the pc’s case is only **shallowly entered**. They exist on all cases but are fewer than terminals and opposition terminals. Symbol COTERM.

ITEM = Any terminal, opposition terminal, combination terminal, significance or idea (but not a doingness, which is called “a level”) appearing on a list derived from the pc. Symbol It.

RELIABLE ITEM = Any item that rock slams well on being found and at session end and which was the last item still in after assessing the list. Can be a terminal, an opposition terminal, a combination terminal or a significance, provided only that it was *the* item found on a list and rock slammed. Symbol RI.

ROCK SLAM = *The crazy, irregular, left-right slashing motion of the needle on the E-Meter dial. R/Ses repeat left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic. The width of an R/S depends largely on sensitivity setting. It goes from one-fourth inch to whole dial. But it slams back and forth.*

A rock slam is the response of an E-Meter to the conflict between terminals and opposition terminals. It indicates a fight, an effort to individuate, an extreme games condition which in the absence of auditing would seek unsuccessfully to separate while attacking. *A rock slam means a hidden evil intention on the subject or question under auditing or discussion.*

As the pc’s attention is guided to the items involved the games condition activates and is expressed on the meter as a ragged, frantic response. The wider the response the more recognizable (to the pc) is the reality of the games condition and the violence of the conflict.

The rock slam channel is that hypothetical course between a series of pairs consisting of terminals and opposition terminals.

If the conflict is too great for the pc’s reality no rock slam results. Later in auditing as the pc’s confronting rises, items which did not react earlier in auditing now begin to be real and so express themselves on a meter as a rock slam. The pc with the lowest reality level is the hardest to attain a rock slam on, but in contradiction a pc who has the least control over himself in certain zones of life has the largest rock slams.

The rock slam vanishes under Suppression and activates on **Invalidate or Withhold** or on other Prehav Levels.

This is the most difficult needle response to find or attain or preserve. And it is the most valuable in clearing.

*All* rock slams result from a pair of items in opposition, one of which is a terminal, the other being an opposition terminal.

It can exist in present time where the pc is the terminal and what the pc is faced with is the opposition terminal. Symbol R/S.

INSTANT ROCK SLAM = That rock slam which begins at the end of the major thought of any item. Symbol IRS. (*Valid R/Ses are not always instant reads. An R/S can read prior or latently.*)



DIRTY NEEDLE = An erratic agitation of the needle *which is ragged, jerky, ticking, not sweeping*, and tends to be persistent. /t is not limited in size. Symbol DN.

DIRTY READ = An instant agitation of the needle in response to a major thought. It is ragged, jerky, ticking, not sweeping, and is not limited in size. Unlike the dirty needle, it does not persist. Symbol DR.

### TESTING

The method of testing for the character of an item whether term, oppterm or coterm is extremely simple.

If the item, when said to the pc in any way, turns on PAIN in the pc's body it is a TERMINAL.

If the item, when said to the pc in any way, turns on SENSATION around or in the pc's body it is an OPPOSITION TERMINAL.

If the item, when said to the pc in any way, turns on both PAIN and SENSATION in or around the pc's body it is a COMBINATION TERMINAL.

### WAYS OF ASKING

The rule is, "Give the terminal cause, the opposition terminal effect in any listing, working or use."

The simplest form is, of course, just chanting the item at the pc a few times. This is not always workable.

The simplest but not always workable form is:

For a terminal—"Would a \_\_\_\_\_ commit overts."

For an opposition terminal—"Consider committing overts against \_\_\_\_\_."  
Using PH Level.

Instead of "Committing Overts" the Prehav Level by which the reliable item was found is normally used:

For a terminal—"Would a \_\_\_\_\_ (item) \_\_\_\_\_ (PH Level)" or  
"Consider a \_\_\_\_\_ (item) \_\_\_\_\_ ing (PH Level)."

For an opposition terminal—"Consider \_\_\_\_\_ ing (PH Level) a \_\_\_\_\_ (item) ."

### USING TD BUTTONS

The above sentences may also be used, or their rough approximation, with a Tiger Drill or Prepcheck button, and if a rock slam is present, it may develop.

-----

No matter what method is being used in saying the item being tested to find out if it is a terminal, opposition terminal or combination terminal, the rules of sensation and pain apply. Sensation means oppterm. Pain means terminal.

-----

It is important to know if an item is a term, oppterm or coterm, as its character as one of the three determines the listing question.

The same rule for testing applies in listing. If it is a terminal, it (Prehav Level). If it is an opposition terminal it is (Prehav Leveled).

Example: For a terminal, A Waterbuck, Prehav Level Snort. Proper listing question: "Who or what would a waterbuck snort at?"

Example: For an oppterm, A Tiger, Prehav Level Snort. "Who or what would snort at a tiger?"

Of course the reverse can be listed but is rarely necessary except to get a longer list when the pc stalls.

### THE LINE PLOT

A line plot must be made up for any pc for his 3GAXX or the Listing the Goal steps of Routine 3-21 (steps 6, 7, 8, 9, 10 and 11 of 21 steps).

This consists of a heavy blue 13" (foolscap or legal) sheet of paper, kept in the pc's folder and kept up to date every time a reliable item (or even last item in) is found.

On this line plot one column, the left-hand one, is reserved for oppterm. The right-hand column is reserved for terms and lines indicate whenever terms or oppterm are derived from each other.

A reliable item is designated as such on this line plot with the symbol RI. Non-reliable items are not designated.

The date each line plot item was found is added after the item so it can be found again in the Auditor's Reports without a scramble.

The full behaviour and character of any item found is written into the Auditor's Report of that session in which it was found. The width of the instant rock slam in inches, whether the slam turned on every time the item was read, what wording turned it on, and whether it would still R/S by session end are all made part of the Auditor's Report.

-----

About 20% or 25% of the cases that appear for clearing can have reliable items found on them at once by exploring the words "Scientology," "A Scientology Organization," "An auditor," "Me (the auditor)," "Ron," or the head of the local Scientology organization by name. These are considered to be oppterm by any pc whose realization of his goal would be interfered with, he or she feels, by Scientology. It does not matter what wording (see above) turns on the R/S so long as it can be consistently turned on for a bit. If it is at first only a dirty read, it is Tiger Drilled to try to make it rock slam. Only in this peculiar instance is the person called a rock slammer or is considered a security risk. Everyone alive R/Ses on something. In any event, if items such as those in this paragraph turn on a rock slam, they are put on the line plot as reliable items and used in handling the case.

The above material is in actual fact a partial anatomy of the Goals Problems Mass, its identification in auditing and the behaviour of an E-Meter towards it.

As it has never before been viewed by any practice, mental science or religion, it has to have special terminology.

The terminology has been stably in use for quite some time in Scientology. I have made the definitions more precise in this HCO Bulletin.

Anyone working in clearing should have this HCO Bulletin data at his instant call without referral to the HCO Bulletin.

With very few additions, this is the track one walks in clearing and going Clear.

Know it.

L. RON HUBBARD  
Founder

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*(Revisions in this type style)  
(Revised to correct the definition of Dirty Needle)*

URGENT

IMPORTANT

**ROUTINES 2-12 & 2-10**

**CASE ERRORS**

**POINTS OF GREATEST IMPORTANCE**

The errors in doing Routine 2-10 and Routine 2-12 are divided into two broad divisions:

- (a) Those of auditing itself;
- (b) Those deriving from errors in doing the exact skills of Routines 2-10 and 2-12.

**AUDITING ERRORS**

This bulletin touches only briefly on the errors of (a) auditing errors. These consist of sloppy form, bad TRs, inability to read a meter, Auditor Code breaks, Q and A-ing, missing missed W/Hs, doing bad mid ruds or Tiger Drilling and using auditing form to hold up results.

One remedies bad auditing (as different from bad 2-10 or 2-12) by following this prescription:

The poorer the auditor, the more a supervisor or instructor takes away from him the tools of auditing. In short, if an auditor makes bad auditing errors, one simplifies the auditing to prevent the errors. Don't let him or her do 2-12. Make such an auditor use only 2-10. Then, as the auditor's skill in basic auditing improves, the more he or she can be trusted with 2-12.

Do NOT let an auditor who can't do any kind of a job of basic auditing do 2-12. Let such an auditor do only 2-10. And then as that auditor's case improves on 2-10 or 2-12, and as training drills are passed, let the auditor graduate up to 2-12.

Remember this: 2-12 works all by itself with *no* auditing niceties. And it can be prevented from working (but only to some degree) by bad auditing form or intention.

Strip off Model Session, mid ruds, Tiger Drilling, and *two-way* comm, demand it be run muzzled, muzzled, muzzled, use the meter only to find rock slams, and modern Routine 2 works like a dream, a dream, a dream even for an auditor whose auditing skill is terrible.

Let a Q and A artist clean cleans on a meter, muck up the mid ruds, yap at the pc, and Routine 2 *won't* work because it never gets done.

So the training stress and the *use* stress of Routine 2 *is just* on Routine 2, its rules and how it's done, and when the auditor has case gains and wins, auditing form is then entered upon.

The backwards way is to insist on a good hard study of form before training on Routine 2. Always hammer Routine 2 home first and get it *done*, not fooled with by the Mixed-up Kid from Mid Rud Gulch.

Your main trouble will come from not teaching Routine 2 hard just as itself before entering upon the niceties of auditing. You have to show the wild man it's a house before you teach him to serve French Pastry a la Partie.

Of course nothing in this HCO Bulletin should be used to degrade the value of good auditing form.

Good metering, a smooth command of the TRs, a grip on the basics and a fine knowledge of fundamentals are *vital* in an auditor.

You can't get all there is to get out of Routine 2-12 with rough auditing.

Auditing skill is not just something to acquire. It's the only thing that gets real auditing done. And good auditors are scarce and I appreciate them. I've had my share of rough auditing and I know the diamonds and gold of a smooth, flawless auditor.

But Routine 2, at the time of this writing, and for always in some area of the world as we expand, will be handled with rough auditor skill. Therefore, for the purposes of this HCO Bulletin, we will consider the auditing skill to be rough and show what Routines 2-10 and 2-12 can do in unpolished hands.

And never fear, when their cases are better and the training can be stepped up, they'll become polished, never fear. And appreciate being so. It's my brag I can get a pc out of anything with just auditing skill. That makes me pretty brave as an auditor. But this "Bring on your lions" attitude is born out of auditing skills, taught, not "native." I use the same pattern and patter as you do if you audit textbook. But I don't clean cleans often or miss reads ever and I don't Q and A. You can audit just as well as I can with practice and study. Why do I know this? Well, auditing is not my main forte, not even close to my appointments and goals.

We're probably all rock slammers somewhere on List One and this is Man pulling himself out of the mud indeed.

So don't run down pure auditing skill. It's more precious than anything in this universe.

But you can acquire it as you do Routine 2 and after.

Meanwhile don't overrate the power of Routine 2 to work with rough auditing so long as the Routine 2 is done right.

## THE ERRORS OF ROUTINE 2

Routine 2 (by which is meant 2-10 & 2-12) has its own rules and these must be learned first and learned well.

Routine 2 today is a powerful process. And if it can straighten up a pc so fast, it can also cave him in fast. However such cave-ins, while dramatic, are very easy to remedy even though they must be remedied with accuracy. (The remedies are all contained in this HCO Bulletin.)

Remember, in doing Routine 2, the primary pc upset is from badly done Routine 2, not badly done auditing. To repair a car don't look for paint scratches when somebody has removed the engine. Auditing form is paint scratches. The removed engine is flubbed Routine 2.

Routine 2 must be taught hard, not just as a version of auditing but as itself. It is its own technical package and it doesn't even infringe on the basics of auditing.

## AUDITOR RESPONSIBILITY

Routine 2 has several hills to climb. One of them is auditor responsibility. This process has the peculiarity of handing all responsibility for case gain or worsening to the auditor.

You will hear people who haven't a clue on Routine 2 crying about bad pcs, bad D of P-ing, bad Ron and blaming everyone but themselves. Investigate and you'll find only an auditor flub on Routine 2.

All Routine 2 auditor flubs consist of:

- (a) Not knowing Routine 2.
- (b) Not doing Routine 2.

There are no other Routine 2 auditor flubs.

*In Routine 2 all gain or lack of gain is assignable directly and only to the auditor.*

Frightening isn't it?

But encouraging too. For it puts the auditor at cause, wholly and completely, over the pc's case. You might have known that would happen with the first all-case fast gain process.

## DURATION OF PROCESS

Routine 2 is here to stay. You've been used to the changing face of processing.

That discouraged learning any process very well and setting up to get it done by one and all. Well, Routine 2 is here to stay. It isn't going to change. You can invest a great amount of time and effort on learning it.

It's here to stay because where it doesn't get results, the auditor didn't know it or didn't do it, and we can always remedy that.

It only produces mediocre or worsening results when it either isn't known or isn't done.

Further, it is quite easy to do.

And it produces fast, stable results. very startling to even raw meat. There is more miracle in 50 hours of well done Routine 2 than in the entire history of the Church .

Further it has to be done on every case before a goal can easily or reliably be found, or even if found, before it can be run.

So there it is. Learn it.

## NO AUDITING

The first and greatest error of Routine 2 is no auditing.

Yes, the auditor may be sitting there like a one-man band, busy as free beer at the boiler works and yet not be auditing Routine 2.

Example: Eat up two-thirds of every session with needless beginning, middle and end rudiments.

Example: Spend two hours Prepchecking the mid ruds and then find the reason the needle is dirty is an incomplete list.

Example: Spend three sessions full of general O/W trying to calm an ARC breaky pc when in actual fact the auditor has been opposing an item off an incomplete list.

It's not just audit the pc in front of you. That's vital enough. But audit the pc in front of you with *correct* Routine 2.

Auditors have been known to spend hours, days, running old processes to get the pc "up to running 2-12" when five minutes of 2-12 would have had the pc sailing.

NO AUDITING means "While seeming to deliver auditing, actually get nothing done." It's the greatest crime in Routine 2 or Routine 3. NO AUDITING can be reduced to the finest art. Doing a wrong list, re-doing a dead horse, these aren't no auditing. Auditing may have been wasted or may be slow, but it's still auditing. No, NO AUDITING means going through endless, useless motions, perhaps in top form, perhaps perfectly, none of which are calculated to advance the pc's case one inch. Doing havingness every half page, endlessly Tiger Drilling, doing mid ruds just because it's "good form," all these and a thousand more add up to NO AUDITING. Absolute essentials, bare bone, and bounteous correct 2- 12 are *AUDITING*.

Mid ruds, Tiger Drilling are necessary to good auditing but using them an inch beyond necessity is NO AUDITING.

#### FAILURE TO SAVE RECORDS

Almost the only way to completely bar the door on the pc is to lose his case folder or fail to put all lists and reports in it.

Every sheet of every list must have on it the pc's name, date of the list and the question from which the list comes.

This is the biggest MUST in Routine 2: Preserve the records and make them identifiable and usable.

#### FAILING TO FIND R/SES ON LIST ONE

Failing to find and utilize an R/S on List One is the most common (but not the most destructive to the pc's health) error in Routine 2.

Example: Auditor has three dead horses. Abandons case. Another auditor assesses List One, Tiger Drills the R/Ses out, represents a tick. Gets another dead horse. Abandons case. Pc now known as a "tough pc." A third auditor gets cunning, looks over the original assessment, sees "auditor" R/Sed once long ago. It doesn't now, having been Tiger Drilled to death. Opposes it. Gets a beautiful R/Sing list. Case starts to fly.

This error has been done over, and over and over *and is the source of all* dead horses.

**RULE:** Oppose every R/S found on List One or IA or a "PT consists of" list. Oppose them even when they only R/Sed on Tiger Drill buttons. Take the R/Sing item most intimate to the actual session as the first one to use. If in further doubt take the R/Sing item closest to the session the pc is interested in.

List One, 1A or “PT consists of” lists do not have to be RIs to be opposed. They are locks on RIs. They only need to briefly R/S, or to have been seen to R/S at some time, to be opposed. If they R/Sed at any time they *must* be opposed according to whether they are terms or oppters.

I have seen a case fail to give more than dead horses until somebody recalled that on a Sec Check test a year before the case had R/Sed on “Scientology Orgs” (now not even a tick). When that was opposed, a dial wide R/S turned on for 55 consecutive pages of items, a high record.

One remedy is to Tiger Drill “On List One ,” but it isn’t infallible.

### REPRESENTING AN R/Sing ITEM

One of the three most destructive actions to the pc is *representing an R/Sing item*. (The other two are opposing an R/Sing item taken from an incomplete list, both included below.)

Representing an R/Sing item puts a terrible strain on the pc’s attention. The list may even R/S, probably will. But the opposing item, now hidden, wreaks havoc on the pc all the time its companion is being listed on a represent list. A real calm pc can turn into a screamer if an R/Sing item is listed with a represent list, whether it has been opposed or not.

(Note: This is contrary to a 3GAXX action which could be done only because a detested person wasn’t a vital oppterm. It should not be done even in 3GAXX.)

RULE: Only do opposition lists on R/Sing items. Never represent them.

### OPPOSE RIs

Always oppose an RI and continue to oppose RIs until you get a satisfactory package. Never leave a BYPASSED item.

To do so is destructive to the preclear. This is not the greatest source of destructiveness and not every RI bypassed will ruin the preclear. But once out of three times the pc will be upset.

Example: “Scientology” R/Ses. A reliable item “a slavemaster” is found on the opposition list. It is not then itself opposed. Pc is upset by presence of a hidden item that opposes “a slavemaster.” Pc stays upset until “a slavemaster” is opposed and its RI companion item “a freedom fighter” is found. “Slavery” shows up on the “Opp Scientology” list as the thing that actually fronted up to “Scientology” when the whole thing was packaged.

RULE: When a First List R/Sing item is opposed and an RI is found, then Routine 2 steps are incomplete until the found RI is itself opposed.

It goes represent—oppose—oppose or Oppose, Oppose.

It will be seen that First List R/Sing items are usually locks into PT on actual RIs. It will also be seen that the rock slams on the First List, the first opposing RI and the RI that opposes that all match. They have the same width and speed and pattern. They seldom all R/S at the same time but in sequence of when first found.

RULE: All items found must be completely packaged.

RULE: All R/Ses in a package must match in character and vanish when fully packaged.

Leaving a bypassed item is also possible because of incomplete lists. (See below.)

## INCOMPLETE LISTS

If, after nulling, you have several rock slamming items remaining, your list is *always* incomplete.

Bonus packages vanish as soon as spotted. They occur once in a while. They can be ignored in this rule:

**RULE:** If you find more than one R/S in *nulling* a list that list is incomplete and must be completed.

Example: “Prclear (pn)” once R/Sed so it is opposed. The “Who or what would a prclear oppose” list is listed and a dozen R/Ses were seen on listing (OK so far). The list tested without reaction on the question. The auditor starts to null the list. *Some* of the items that R/Sed while being listed, R/S now on nulling. List is nulled down to 3 (!) R/Sing items. Auditor chooses one. It R/Ses nicely. This is “a control device (sen).” Auditor now lists “Who or what would oppose a control device?” List R/Ses well. However, masses tend to close in on pc. Havingness drops. Pc possibly ARC breaky. Auditor continues on listing. And on. And on. Finally gets to nulling. Very hard job. Pc cutting up. Auditor tries to pull missed withholds. After much blood auditor finds four R/Sing items left on list, chooses “a wild man” and tries to package. Pc glum. Very little cognition. *TWO* items have been bypassed. How? Auditing supervisor sees that several items on the “Who or what would a pc oppose” list R/Sed on nulling. Assumes rightly list was incomplete. Directs it to be completed. Pc smiles brightly and with a suddenly clean needle lists 80 more items (several of which R/S on listing). Masses fall away from pc again. No ARC breaks. This time only one item R/Sed on nulling. “A controller (sen).” (Only new list is nulled of course. You never re-null in 2-12.) R/S has mysteriously (and correctly) vanished off every other R/Sing item on that list. The list “Who or what would oppose a control device?” is wholly scrubbed, being wrong. The auditor now lists “Who or what would oppose a controller?” The pc happily lists 2Q0 items (many R/Sing). The needle goes clean. The auditor starts nulling. Finds he has two items on the first three pages that R/S. Has learned his lesson and, leaving off nulling for the moment, gets pc to add 50 items. Auditor goes on nulling. Nulls down to one R/Sing item, “an insane idiot.” The R/S on “a prclear,” “a controller” and “an insane idiot” all matched when seen each in turn (but “a prclear” doesn’t R/S any more). Pc cogniting like mad. Very happy. Masses all moved off and havingness up.

**RULE:** If in nulling more than one R/S is seen on list, that list is incomplete and must be completed.

There are no exceptions to this rule. Bonus packages blow off on a completed list.

Also, to clarify, keep in mind this rule:

**RULE:** If a list does not R/S now and then or at least once when being listed, it will become a dead horse.

That some list items R/Sed when the pc said them during listing is natural.

If, with Suppress clean, more than one of them R/Ses during nulling, that list is incomplete.

Also, in passing, don’t finish nulling a list before adding to it as a general practice. Add to it when the pc’s needle is dirty or when you see more than one R/S on it during nulling. The pc ARC breaks if you keep completing the nulling of the existing list and then adding.



## WRONG WAY OPPOSE

Pcs are not always right when telling you it's a terminal (pn) or oppterm (sen). They even sometimes lie to try to save their face (to keep from looking bad in an auditor's eyes or the world, or to seem even more villainous than they are).

The only real test of a right way oppose is whether or not the list lists easily with IMPROVED SKIN TONE in the pc and improved cheerfulness, and if it produces *one* R/Sing item that packages later.

If you just can't tell which way to oppose, oppose both ways and then decide on pc's appearance which way was right and continue it.

Wrong way opposition is not usual. Usually the pc tells the truth and all is well. But when a list is listed wrong way to on opposition it's long, horrible and deadly.

The pc goes faintly grey, green yellow or blackish, looks worse, and the list gets endless. A wrong way list will R/S. So it's only pc appearance that tells the story. Routine 2 is beneficial. Pcs that are listed with right way opposition look brighter, younger, with a more translucent skin tone. You won't make a mistake if you can tell the difference between a young boy and an old man, it's that distinct. (Remember, a pc will also look worse as above if you took an item from an incomplete list or committed any of the other R2 errors in this HCO Bulletin.)

## LISTS THAT WON'T COMPLETE

The only reasons a list will not complete are:

- (a) Wrong Source
- (b) Wrong Way To Oppose.

In either case there is something wrong with the source of the list.

That a list is listing R/Ses is no guarantee of rightness of source. A wrong way to list will R/S. Some lists taken from a wrong source cycle R/S, DR, clean needle, R/S, DR, clean needle.

Wrong sources are:

1. A First List item is opposed that didn't ever R/S.
2. An "RI" grabbed off an incomplete list that must be completed,
3. An item that was a terminal being opposed as though it were an oppterm and vice versa,
4. On a represent list, the item being represented actually was an R/Sing item,
5. On a represent list the item being represented was badly chosen and of no interest to the pc.

There are no other wrong sources and thus no other R2 way to get a list that won't complete. But when you *do* get a list that won't complete, be very careful to look over the above 5 reasons and pick out the right one. You may have to complete an earlier list first and scrub the one you're on.

Incompleting lists are usually abandoned without further patch-up.

How long is an incomplete list? How long is a piece of string?

## LONG LONG LISTS

Don't ever be afraid to have a long list, only be afraid of short ones. But when a list is running up toward thousands, something is wrong.

Endless lists stem basically from wrong source as above or from the auditor's failure to understand what indicates a complete list.

If, on close study of the case folder and pc, Routine 2 errors seem to be absent—the source is right and not something taken from another list itself incomplete, if the oppose is right way to, then look for the following:

- (a) Pc is not answering auditing question or
- (b) Pc has *decided* something was his item and is representing it or is otherwise operating on a *decision*.

The remedies are to get *Decide* in well and to make sure, without upsetting him, that the pc is answering the auditing question.

And if that is all OK, then it's just a long list, so complete it.

RULE: A list is complete when it can be nulled and when it produces just one RI that R/Ses on Tiger Drilling and stays in.

A list can be nulled only when a needle is *clean* (except in 2-10).

The definition of a CLEAN NEEDLE is one which flows, producing no pattern or erratic motions of the smallest kind with the auditor sitting looking at it and doing nothing. A CLEAN NEEDLE is not just something that doesn't react to a particular question. It's a lovely slow flow, usually a rise, most beautifully expressed on a Mark V at 64 sensitivity.

A list has to be listed until this needle flow is observed (with no mid ruds put in). But ruds or no ruds, a CLEAN NEEDLE always appears when a list is complete.

A DIRTY NEEDLE is an erratic agitation of the needle which is ragged, jerky, ticking, not sweeping, and tends to be persistent. It is not limited in size.

There are the *auditing* methods of converting a dirty needle to a clean needle, both as defined above. These are all the skills of auditing used with big mid rud buttons.

Now entirely and distinctly separate from *auditing* skills for cleaning a needle, there are the Routine 2 methods for converting a dirty needle to a clean needle.

Usually both *auditing* and *Routine 2* methods are used to clean a needle so that one can null, the former briefly, the latter abundantly.

However, do not overlook the demonstrable fact that Routine 2 methods for cleaning a needle are *very* beneficial and lasting in results, whereas purely *auditing* methods (like mid ruds) have value only for the moment and, even though auditing methods are desirable in this operation, when the Routine 2 is in error, the clean needle is really impossible to achieve longer than seconds with *auditing* methods.

The obvious solution to cleaning a needle is to first have *Routine 2* as perfect as possible (the errors outlined in this HCO Bulletin uncommitted or being rapidly corrected) and *then* use auditing methods.

Try it in reverse (auditing methods first and then using corrections of Routine 2) and you will not only fail to get a needle clean longer than seconds, you may also waste the better part of an intensive trying to do it.

So spend *hours* straightening up Routine 2 errors and doing it right and brief minutes with auditing methods when necessary.

And don't revile a pc for having a dirty needle. It's the auditor who dirties it up with incorrect or inaccurate Routine 2, not the pc,

Now a clean needle is vital in order to null a list. Don't *ever* try to null a list with the needle dirty. If the Routine 2 is right, the needle will clean up with two minutes' work of big mid ruds. If Routine 2 errors (wrong list source, list incomplete, wrong way oppose, etc. as per this HCO Bulletin) exist and Routine 2 is being done wrong, then two hours' worth of big mid ruds will not clean a dirty needle.

Any of the Routine 2 errors taken up in this HCO Bulletin will create a dirty needle and keep it dirty and leave the auditor sweating over mid ruds and the pc going mad trying to answer the questions. Yes, the mid ruds are out. But why? Because one or more serious Routine 2 errors as described in this HCO Bulletin are present.

So see the light. If you sweat on mid ruds as an auditor, curse them as a pc or see a co-auditor dripping exasperation over mid ruds and the needle won't stay clean, look at the Routine 2, *not* the difficulty with mid ruds. Look for the errors here described. Check them off on the case, one by one, and don't even be satisfied that it's only "no auditing." Check all the errors off, section by section. You'll be startled.

So in general, difficult mid ruds and dirty needle indicate wrong Routine 2, not bad auditing. Somebody has flubbed the Routine 2 before the *auditing* was flubbed. Once the Routine 2 is in error, auditing becomes impossible.

This gives no excuse for bad metering, cleaning cleans, trying to look like an auditor but ignoring results. Auditing errors do exist. And can be serious, but a pc running on right Routine 2 would forgive the Pope for having a forked tail. You almost can't muddy up a pc running on right Routine 2.

Here's a trick. Don't try to null a list until you've seen a clean flowing needle for a *lot* of items, maybe 50. Then get in fast mid ruds on the list and do it without cleaning any cleans. Then start nulling. If the needle dirties up after 30-40 items, skip mid ruds, just show the pc the page and have him spot any big thoughts he had on it. Then immediately get back to nulling. If the needle is dirty still, resume listing until it's clean. Just do those actions and (given error-free Routine 2 as per this HCO Bulletin) you'll have a smooth, smooth happy time of it in nulling.

Do anything you don't *have to* do in auditing Routine 2 and you're in trouble in the auditing department. Bang out almost total Routine 2 and you're in clover. Give 1/10th of the session over to goals, mid ruds and other auditing actions and 9/10ths of the session to pure Routine 2 actions and you'll really win. And that 1/10th includes any mid ruds on the list as well. Give half the session to auditing and half to Routine 2 and you'll be in continuous trouble.

The righter the Routine 2, the less auditing you'll have to do.

So how long is a list? Can you null it with a needle that requires only a pc inspection of a page to keep it clean? Are all but one of the R/Ses that happened in auditing dead when you nulled? Are your pages long streams of Xs? Did you have to use Suppress only once per page (fast check) to keep it clean?

Wells that's a complete list. If it gave you an RI. Just one.

So how long is a list?

But if all the above is true and a pc's lists are still very long, another thing can be wrong.

That wrongness usually is the pc's confronting ability being driven down by auditor unfrontability. (But also can be caused by a wrong RI or other errors gone before it as covered in this HCO Bulletin.)

The auditor Qs and As, yap, yaps, nags the pc, blames, gets in endless mid ruds, cleans cleans, misses reads or does something else.

The length of an auditor's pc's lists is to some degree proportional to the rough auditing or no auditing done by the auditor. (And also by a failure to use mid ruds and TD in the right places when necessary.)

We have known since '55 that rough auditing reduces havingness. Here's why: Rough auditing lowers the pc's ability to confront in the session. The pc's havingness is proportional to his ability to confront in the session. If a pc's havingness by can squeeze test is lower at session end than at beginning on Routine 2, then there's something wrong with the auditing or with the way Routine 2 is being applied (one of the above Routine 2 errors is being made).

The remedy for the bad auditing is to make the auditor only acknowledge anything and everything the pc says or put it on the list. Tear out all rudiments, Tiger Drills, two-way comm, and forbid any chance to comment or act on an origin by the pc, and get only Routine 2 done.

The remedy for Routine 2 errors (and the errors themselves) are given above in this HCO Bulletin.

## CONCLUSION

Routine 2 does not have an endless parade of DO-NOTS. They are basically just those above.

Simple, really.

And I've not seen one session on Routine 2 that was going really wrong, go wrong on auditing errors alone. Routine 2 sessions go wrong on bad Routine 2. The auditing form and meter errors start to pile up after Routine 2 has been balled up. One or more of the above Routine 2 errors has been done and overlooked.

The reason why Routine 2 errors are more deadly than purely auditing errors is that Routine 2 is handling the pc by batches of lifetimes. All the stress and gore and agony of generations exist on the lists of any one package. An auditing error can be gross and get by unless it is sitting on a Routine 2 error. Then the tiniest auditing flub can produce a reaction like an earthquake. The charge is all coming from Routine 2 mishandling and is evident on the surface only by the auditing error.

## CASE REMEDY

Routine 2 case patch-up is elementary, done with a knowledge of the above errors. Just find out which one of the above sections is being violated. And get it done. The error will only be one of the above to cause case non-progress or worsening.

The sections are given in order of importance.

I will shortly work up a series of actual case history case repairs. So save the records and you save all.

## SUMMARY

Routine 2-10 and 2-12 are their own technology and must be learned as such.

Routine 2 errors are more shaking to a case than errors in form and meter (except where the auditor can't even see a rock slam!) and where a case is not winning on

Routine 2 auditing it is the Routine 2 that must be reviewed—and fast. The elements to be reviewed are all listed above by sections in order of importance. Of course many other smaller fantastic errors can be done and will be invented but they will be junior in value to those listed above and will be reported when found.

Routine 2 will be with us a long, long time and it is worth learning well. It takes the toughest case apart and is the *only* process that can start the actual clearing of 80% or more of all cases.

I have done or reviewed thousands of hours of auditing in forming and organizing and testing Routine 2.

It is the most gratifying (and sometimes hair-raising) auditing I have ever done or viewed. You can't oversell Routine 2. You just can't. For it is the first gateway to light, life and liberty for all Mankind at last.

L. RON HUBBARD  
Founder

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*(Revision in this type style page 25,  
paragraph .)*

(Reissued 21 March 1978 to correct a typo in paragraph 7, page 29.)

**THE TIME TRACK  
AND  
ENGRAM RUNNING BY CHAINS  
BULLETIN 2  
HANDLING THE TIME TRACK**

Although finding and curtailing the development of the time track at genus is not improbable, the *ability* of the preclear to attain it early on is questionable without reducing the charge on the existing track. Therefore, any system which reduces the charged condition of the time track without reducing but increasing the awareness and decisionability of the preclear is valid processing. Any system which seeks to handle the charge but reduces the preclear's awareness and decisionability is not valid processing but is degrading.

According to early axioms, the single source of aberration is time. Therefore any system which further confuses or overwhelms the preclear's sense of time will not be beneficial.

Thus the first task of the student of engram running is to master the handling of time on the preclear's time track. It must be handled without question, uncertainty or confusion.

Failing to handle the time in the pc's time track with confidence, certainty and without error will result in grouping or denying the time track to the pc.

The prime source of ARC break in engram running sessions is bypassing charge by time mishandling by the auditor. As a subhead under this, taking and trying to run incidents which are not basic on a chain constitute an error in time and react on the pc like bypassed RIs or GPMs.

An ARC break-less session requires gentle accurate time scouting, the selection of the earliest timed incident available and the accurate time handling of the incident as it is run.

There are only a few reasons why some cannot run engrams on pcs. These are:

1. Q and A with the pain and unconsciousness of incidents;
2. Failing to handle the time track of the pc for the pc;
3. Failure to understand and handle time.

2 and 3 are much the same. However, there are three ways to move a time track about:

- (a) By Significance (the moment something was considered);

- (b) By Location (the moment the pc was located somewhere);
- (c) By Time alone (the date or years before an event or years ago).

You will see all three have time in common. “The moment when you thought\_\_\_\_\_” “The moment you were on the cliff “ “Two years before you put your foot on the bottom step of the scaffold” are all dependent on time. Each designates an instant on the time track of which there can be no mistake by either auditor or pc.

The whole handling of the time track can be done by any one of these three methods, Significance, Location, Time.

Therefore all projectionist work is done by the Time of Significance, the Time of Location or Time alone.

The track responds. Those auditors who have trouble cannot grasp the totality and accuracy and speed of that response. The idiotic and wonderful precision of the time track defeats the sloppy and careless. They wonder if it went. They question the pc’s being there. They fumble about until they destroy their command over the time track.

“Go to 47,983,678,283,736 years 2 months, 4 days 1 hour and six minutes ago.” Well, a clear statement of it, unfumbled, will cause just that to happen. The tiniest quiver of doubt, a fumble over the millions and nothing happens.

Fumbled dating gets no dates. One must date boldly with no throat catches or hesitations. “More than 40,000? Less than 40,000?” Get it the first read. Don’t go on peering myopically at the meter asking the same question the rest of the session. Accurate, bold, rapid. Those are the watchwords of dating and time track handling.

In moving a time track about, move only the track. Don’t mix it and also move the pc. You can say “Move to .” You don’t have to say (but you can) “The somatic strip will move to .” But never say “You will move to .” And this also applies to present time. The pc won’t come to present time. He’s here. But the time track will move to the date of present time unless the pc is really stuck. In getting a pc to present time (unimportant in modern engram running) say “Move to (date month and year of PT).”

In *scouting you* always use *To*. “Move To .” In *running* an engram or whatever, you always use **THROUGH**. “Move through the incident .”

If an auditor hasn’t a ruddy clue about the time track and its composition, he or she won’t ever be able to run engrams. So, obviously, the first thing to teach and have passed in engram running is time track composition. When the auditor learns that, he or she will be able to run engrams. If the auditor does not know the subject of the time track well, then he or she can’t be taught to run engrams, for no rote commands that cover all cases can exist. You **couldn’t teach the handling of a motion picture projector** by rote commands if the operator had never imagined the existence of film. An auditor sitting there thinking the pc is doing this or that and being in a general fuddle about it will soon have film all over the floor and wrapped about his ears. His plea for a rote command will just tangle up more film so long as he doesn’t know it is film and that *he*, not the preclear, is handling it.

If an auditor can learn this, he will *then* be able to learn to run those small parts of the time track called engrams. If an auditor can’t run a pc through some pleasant time track flawlessly, he or she sure can’t run a pc through the living lightning parts of that track called engrams.

An auditor who cannot handle the time track smoothly can scarcely call himself an auditor as that’s all there is to audit besides postulates, no matter what process you are using, no matter what process you invent and even if you tried what is laughingly called a “biochemical approach” to the mind. There’s only a time track for the bios to affect.

There's a thetan, there's a time track. The thetan gets caught in the time track. The job of the auditor is to free the thetan by digging him out of his time track. So if you can't handle what you're digging a thetan out of, you're going to have an awful lot of landslides and a lot of auditing loses for both you and preclears.

Invent games, devices, charts and training aids galore and teach with them and you'll have auditors who can handle the time track and run engrams.

### CHARGE AND THE TIME TRACK

Charge, the stored quantities of energy in the time track, is the sole thing that is being relieved or removed by the auditor from the time track.

When this charge is present in huge amounts the time track overwhelms the pc and the pc is thrust below observation of the actual track.

This is the State of Case Scale. (All levels given are major levels. Minor levels exist between them.)

Level (1)	NO TRACK	— No charge
Level (2)	FULL VISIBLE TIME TRACK	— Some charge
Level (3)	SPORADIC VISIBILITY OF TRACK	— Some heavily charged areas.
Level (4)	INVISIBLE TRACK (Black or Invisible Field.)	— Very heavily charged areas exist.
Level (5)	DUB-IN	— Some areas of track so heavily charged pc is below consciousness in them.
Level (6)	DUB-IN OF DUB-IN	— Many areas of track so heavily charged, the dub-in is submerged.
Level (7)	ONLY AWARE OF OWN EVALUATIONS	— Track too heavily charged to be viewed at all.
Level (8)	UNAWARE	— Pc dull, often in a coma.

On this new scale the very good, easy to run cases are at Level (3). Skilled engram running can handle down to Level (4). Engram running is useless from Level (4) down. Level (4) is questionable.

Level (1) is of course an OT. Level (2) is the clearest Clear anybody ever heard of. Level (3) can run engrams. Level (4) can run early track engrams if the running is skilled. (Level (4) includes the Black V case.) Level (5) has to be run on general ARC processes. Level (6) has to be run carefully on special ARC processes with lots of havingness. Level (7) responds to the CCHs. Level (8) responds only to reach and withdraw CCHs.

Pre-Dianetic and Pre-Scientology mental studies were observations from Level (7) which considered Levels (5) and (6) and (8) the only states of case and oddly enough overlooked Level (7) entirely, all states of case were considered either neurotic or insane, with sanity either slightly glimpsed or decried.

In actuality on some portion of every time track in every case you will find each of the levels except (1) momentarily expressed. The above scale is devoted to *chronic* case level and is useful in programming a case. But any case for brief moments or



longer will hit these levels in being processed. This is the temporary case level found only in sessions on chronically higher level cases when they go through a tough bit.

Thus engram running can be seen to be limited to higher level cases. Other processing, notably modern ARC processes, moves the case up to engram running.

Now what makes these levels of case?

It is entirely *charge*. The more heavily charged the case, the lower it falls on the above scale. It is charge that prevents the pc from confronting the time track and submerges the time track from view.

Charge is stored energy or stored or recreatable potentials of energy.

The E-Meter registers charge. A very high or low tone arm, a sticky or dirty needle, all are registrations of this charge. The “chronic meter of a case” is an index of chronic charge. The fluctuations of a meter during a session are registering relative charge in different portions of the pc’s time track.

More valuably the meter registers *released* charge. You can see it blowing on the meter. The disintegrating RR, the blowing down of the TA, the heavy falls, the loosening needle all show charge being released.

The meter registers charge found and then charge released. It registers charge found but not yet released by the needle getting tight, by DN, by a climbing TA or a TA going far below the clear read. Then as this cleans up, the charge is seen to “blow.”

Charge that is restimulated but not released causes the case to “charge up,” in that charge already on the time track is triggered but is not yet viewed by the pc. The whole cycle of restimulated charge that is then blown gives us the action of auditing. When *PRIOR* charge is restimulated but not located so that it can be blown, we get “ARC breaks.”

The State of Case, the chronic level, as given on the above scale, is the totality of charge on the case. Level (1) has no charge on it. Level (8) is total charge. The day to day condition of a case, its temper, reaction to things, brightness, depends upon two factors, (a) the totality of charge on the case and (b) the amount of charge in restimulation. Thus a case being processed varies in tone by (a) the totality of charge remaining on the case (b) the amount of charge in restimulation and © the amount of charge blown by processing.

Charge is held in place by the basic on a chain. When only later than basic incidents are run charge can be restimulated and then bottled up again with a very small amount blown. This is known as “grinding out” an incident. An engram is getting run, but as it is not basic on a chain, no adequate amount of charge is being released.

Later than basic incidents are run either (a) to uncover more basic (earlier) incidents or (b) to clean up the chain after basic has been found and erased.

No full erasure of incidents later than basic is possible, but charge can be removed from them *providing they are not ground out* but only run lightly a time or two and then an earlier incident on the chain found and similarly run. When *the* basic is found *it is* erased by *many* passes over it. Basic is the only one which can be run many times. The later the incident is (the further from basic) the more lightly it is run .

There is no difference in the technology required to run a basic or a later incident. It is only the number of times THROUGH that differs. Basic is run through many times. A somewhat later engram is run through a couple of times. An engram very late on the chain is gone through once. Otherwise all engrams whether basic or not are run exactly the same.

Engrams are run to release charge from a ease. Charge is not released to cure the body or to cure anything physical and the meter cures nothing. Charge is released entirely to return to a thetan his causation over the time track, to restore his power of choice, and to free him of his most intimate trap, his own time track. You cannot have decent, honest or capable beings as long as they are trapped and overwhelmed. While this philosophy may be contrary to the intentions of a slavemaster or a degrader it is nevertheless demonstrably true. The universe is not itself a trap capable only of degradation. But beings exist who, beaten and overwhelmed themselves, can utilize this universe to degrade others.

The mission of engram running is to free the charge which has accumulated in a being and so restore that being to appreciated life.

All eases, sooner or later, have to be run on engrams, no matter what else has to be done. For it is in engrams that the bulk of the charge on the time track lies. And it is therefore those parts of the time track called engrams which overwhelm the thetan. These contain pain and unconsciousness and are therefore the record of moments when a thetan was most at effect and least at cause. In these moments then the thetan is least able to confront or to be causative.

The engram also contains moments when it was necessary to have moved and most degrading to have held a position in space.

And the engram contains the heaviest ARC break with a thetan's environment and other beings.

And all these things add up to charge, an impulse to withdraw from that which can't be withdrawn from or to approach that which can't be approached, and this, like a two pole battery, generates current. This constantly generated current is chronic charge. The principal actions are:

- (a) When the attention of the thetan is directed broadly in the direction of such a track record the current increases.
- (b) When the attention is more closely (but not forcefully) and accurately directed, the current is discharged.
- (c) When the basic on the chain is found and erased, that which composes the poles themselves is erased and later incidents eased, for no further generation is possible by that chain and it becomes incapable of producing further charge to be restimulated. The above are the actions which occur during auditing. If these actions do not occur despite auditing, then there is no case betterment, so it is the auditor's responsibility to make sure they do occur.

As the time track is created by an involuntary response of the thetan, it is and exists as a real thing, composed of space, matter, energy, time and significance. On a Level (8) Case the time track is completely submerged by charge even down to a total unawareness of thought itself. At Level (7) awareness of the track is confined by extant charge to opinions about it. At Level (6) charge on the track is such that pictures of pictures of the track are gratuitously furnished, causing delusive copies of inaccurate copies of the track. At Level (5) charge is sufficient to cause only inaccurate copies of the track to be viewable. At Level (4) charge is sufficient to obscure the track. At Level (3) charge is sufficient to wipe out portions of the track. At Level (2) there is only enough charge to maintain the existence of the track. At Level (1) there is no charge and no track to create it. All charge from Level (1) and up into higher states that is generated *is knowingly generated* by the thetan, whose ability to hold locations in space and poles apart results in charge as needful.

This would degenerate again as he put such matters on automatic or began once more to make a time track, but these actions alone are not capable of aberrating a thetan until he encounters further violent degradation and entrapment in the form of implants.

Aberration itself must be calculated to occur. The existence of a time track only makes it possible for it to occur and be retained.

Thus a thetan's first real mistake is to consider his own pictures and their recorded events important, and his second mistake is in not obliterating entrapment activities in such a way as not to become entrapped or aberrated in doing so, all of which can be done and should be.

Engram running is a step necessary to get at the more fundamental causes of a time track and handle them.

So it is a skill which must be done and done *well*.

L. RON HUBBARD

Revision assisted by  
Jill Steinberg  
Editor "Dianetics Today"

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HCO BULLETIN OF MARCH 10, 1964

Class VI Students  
Central Orgs  
for info

SCIENTOLOGY VI

**BASIC AUDITING**  
**NON-READING METERS**  
**METER FLINCH**

There are various reasons a pc does not read on a meter. Amongst these are:

- 1) ARC broken (where only the ARC break's bypassed charge will read)
- 2) Antipathy to meter
- 3) Antipathy to auditor
- 4) Antipathy to something in the session environment
- 5) Suppress button out (but Suppress itself will read)
- 6) Invalidate button out (but Invalidate will read)
- 7) Meter somewhere not connected to pc
- 8) Meter battery flat
- 9) Auditor on the wrong track (probably the commonest source of a dead looking meter that won't RR or fall hard)
- 10) Meter locked up on a wrong goal (happens mostly on running items in a wrong goal)
- 11) Overlisting a goal or item list
- 12) Getting into a GPM in an earlier series.

But of all the reasons the one least suspected is (13) pc flinch.

After a pc has been knocked around with creaks or pain by actual GPMs, the pc decides a lot of things like "go easy on it" and "just sit here" and "keep away from it" and even "I can't take it." And bang, no checkout reads.

"Are you flinching" is a question that will RR on a flat meter if the pc is. Don't overuse it. Usually you're just on a wrong track.

You may even waste time with a new Prepcheck on the meter only to find your first Prepcheck on it is flat. The truth is, the pc is rabbiting.

Don't blame the pc too much. The pain can be horrible from GPMs.

But remember this—the *only* things that turn on pain are:

(a) Invalidating or suppressing a RIGHT GOAL. A wrong goal can have its but tons out a mile and just make the pc a little dizzy. Only a RIGHT goal can make the pc HURT or turn on a chronic-looking somatic.

(b) A RIGHT goal in the wrong series, which is to say a *skip* of GPMs.

Only (a) and (b) can make the pc hurt.

So if the pc hurts ask (a) or (b). If it's (a) get the Suppress, Invalidate buttons in fast. If (b) get the right goal series, or find what's skipped.

(a) and (b) can be in combination.

And *then* get off any of the considerations a pc may have had about not going near GPMs and you'll avoid future flinch.

The Invalidation read of a GPM can be dated and the invalidated GPM can be looked up or otherwise relocated. Only right goals handled wrong hurt and only this makes a pc flinch.

By the way, if the pain of a suppressed or invalidated GPM doesn't vanish when the buttons are put in, then there's another right goal suppressed or invalidated also! Or maybe more!

A pc who is consistently flinching needs the subjects of goals, etc., cleaned up.

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HCO POLICY LETTER OF 12 OCTOBER 1966  
Issue IV

Remimeo  
Tech Hats  
Qual Hats  
Students

### EXAMINATIONS

A student must not discuss any examination with anyone outside the Qualifications Division. To give examination information to other students in order to assist them shows a misguided understanding of help. A student should pass an examination on the basis that he does know and can apply the data, not on the basis that he knows and can pass the examination. Only by being able to know and apply the data can a student be an accomplished auditor at any level.

Therefore, students are not to discuss examinations with other students for whatever reason.

Further, students who fail examinations or any question thereon are not to discuss such failure or reasons for such with anyone other than the personnel of the Qualifications Division. This regulation includes not only other students, but Course Supervisors. Data as to examination failures is supplied from the Qualifications Division to the Technical Division, and a student, not knowing the data sufficiently well, can cause Dev-T by reporting false data to a Course Supervisor as to why the examination was failed.

Any student who feels that he has been incorrectly failed on an examination can report the matter to Ethics. This is the proper line for any complaint the student may have concerning an examination, if such still seems incorrect after taking it up with the Qualifications Division.

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HCO BULLETIN OF 23 AUGUST 1968

Class VIII

**ARBITRARIES**

Any arbitrary entered into any line is a way to stop that line.

An auditor doing a job of auditing suddenly enters an arbitrary such as “The pc now has a grief charge so he must have a withhold as I’ve just cleaned up ARC breaks.” Or any such wild think. This arbitrary would stop that pc’s case right now.

You get all there is to know about tech from HCOBs, tapes, books.

This is all.

Here’s one—when the needle on an E-Meter read in the response to an auditor’s question, all you know is that the needle on the E-Meter read. That’s all you know. Now in the next few seconds you will prove out, as to whether the read was to the question or to something else like a protest. To assume anything else in regard to meter reads is an arbitrary and will close up that pc with a bang.

That’s the data. Knock off all the arbitraries NOW.

Punch in hard standard tech. Standard tech is that tech which has absolutely no arbitraries.

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Class VIII

### WORKABILITY OF TECH

The quality of technology is to the degree it increases percentages of cures it obtains within the framework of the society in which it operates. 22 1/2% will change for the better or "get well" on sugar pills. 33% will make it regardless of how the tech is applied. The percentages from these on up are determined by the formula.

Early Dianetics with a raw book auditor run well over 50%.

Then into Scientology shot the percentages up to 97%, 3% here being those heavily PTS and so on. Even these are being handled with standard tech eventually.

These percentages are all inclusive of all possible tech errors because we do get the percentages finally.

This then shows that Scientology technology, when applied by standard tech action, will give a fantastic percentage of successes to the auditor who does only standard tech actions.

The older practices have a very hard time showing 10% even though 22 1/2% recover on sugar pills.

The quality of Scientology technology is in the percentages, provable and observable.

The workability of Scientology can be shown. Do so. Older practices can't.

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HCO BULLETIN OF 26 AUGUST 1968

Class VIII

**THE CLASS VIII COURSE**

The Class VIII Course will teach the entire subject of Scientology in its *exact* standard practical applications from ARC Straightwire to OTs.

The course will be exactly taught as per HCOBs, tapes, books.

The course will include—

Qs Logics—Prelogics, Axioms  
Auditor's Code  
Code of a Scientologist  
F/N data  
TRs  
E-Meter Essentials  
Book of Case Remedies  
All about the E-Meter  
Case supervision  
Review folders  
How to run ARC Straightwire  
How to run locks on secondaries  
How to run secondaries  
How to run locks on engrams  
How to run engrams  
How to run Level 0 and process of that level  
How to run Level 1, PTPs  
How to run Level 2, O/Ws, M/W/H, Sec Check  
Listing and nulling data—S & D, L4A, Rem A & B  
Level 3, ARC breaks, L-1  
Level 4, hidden standards  
Power, Level 5  
Level 6  
Clear  
OT I  
OT II  
OT III  
OT IV  
OT V  
OT VI  
OT VII  
OT VIII.

How to handle exact data of the levels will be taught and data necessary to the level, as not doing standard actions are all that hang a case up, no matter what level a case is from—Straightwire to OT VIII.

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Class VIII

**CASE SUPERVISOR**  
**ADMIN IN AUDITING**

A Case Supervisor cannot do a decent job of C/S when he is presented with lousy admin such as—no Auditor Report Forms, not handling Gr Form reads as they occur, not writing in F/Ns, not making a ring around the item found, not indicating where a list was extended. Also illegible writing, failure to go over a report when done and make obscure words plain in print is a NO REPORT and gets liability.

When you run into a snag you can't handle, DON'T start inventing tech and doing something else other than the C/S instructions.

End off the session and send it to the Case Supervisor.

It is, I am told, the wild fashion in Quals and HGCs around the world that if one hits a snag, the auditor rushes out and asks the D of P who gives him an unusual solution without even looking at a folder. If I catch or hear of anyone doing that, it's the Deep 6.

The CORRECT action and the ONLY correct action is to end the session and get folder and session paper to a Case Supervisor, who (1) does not see the pc and (2) does not talk to the auditor.

Case Super is folder *ONLY*. Then there's a chance of standard tech.

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Class VIII

### FLUNKS

These are the most common goofs found made by auditors in case supervising over a hundred folders.

- (1) Pc audited with no instructions from C/S.
- (2) Audited on squirrel process.
- (3) False Auditor Report—FLUNK FLUNK.
- (4) Audited past F/N.
- (5) Auditing a pc while on medication.
- (6) Auditing a pc while ill.
- (7) Leaving pc with a problem.
- (8) Auditing a pc on no sleep.
- (9) Nulling an L1 to largest read.
- (10) Not giving pc his item.
- (11) Not tracing an ARC break, M/W/H or PTP down to basic when it doesn't blow.
- (12) Not handling reading GF items as they occur.
- (13) Failure to use ruds on even (;F when TA rises between session before starting major action of session.
- (14) Not following C/S instructions.
- (15) Taking frequent breaks.

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Class VIII

**“STANDARD” TECH DATA**

“Standard” in *standard* tech auditing is a precise activity, done with good TRs, exact grade processes and exact actions.

A Green Form is done by *handling* every read, not by “uhuh” or nulling it, or doing it after the GF is all done.

Observe the Auditor’s Code in every line and do the usual and solve the case.

Standard action in handling Green Form ARC Brks PTP and M/W/H (a) Itsa (b) If not cleared on Itsa get the basic on the chain. All GF and L and ruds follow this rule. A process is not used except ARC break ARCU CDEI.

Always do a list like L1, L4 or GF, etc., by handling each read as it’s found.

Random auditing on pcs and pre-OTs should not be done. Knock off these arbitrary “Somebody else thinks he needs a\_\_\_\_\_.” This is evaluative and a break of the Auditor’s Code. Pcs can be stopped by over-repairs they just need to get on with it.

Do standard GF and remedy actions and let pc or pre-OT get on with the next cycle of section or grade.

It’s the grade processes and OT levels that improve cases. The process the pc should be on is always the next grade.

If TA rises between sessions. get it down with ruds and if that doesn’t get it down, a Green Form. This is a standing order. TAs that won’t come down with routine rudiments come down with GF.

True of *ALL* rehabbing actions is you don’t rehab on a high TA at session start. Only when it is just then overrun. Then you rehab it back to F/N.

In ruds, *all you know when you see a read is that the meter read* and the question you asked. The meter read is not uniformly what you asked and can be a protest or a REPEATING FALSE READ. Usually one goes right along auditing but when pc shows any *sign* of protest or bafflement on a rud read, you routinely trace it for an earlier false read, find and clean it.

If an R/S won’t clean up on a pc, clean up “Have you ever been accused of things you haven’t done” as a process as the R/S may be from invalidation. Can also clean up protest.

R/S on a child may be:

- (A) Don’t tell. Somebody told him not to.
- (B) Crime.
- (C) Accusation—said you did something you didn’t do.

You set up a case with F/N before you undertake major new actions. Always set up a case to be run. End off an action at F/N.

It’s not safe to begin a session without an ARC Br check when there’s been a time between sessions.

With pcs in sad effect, you should always check ARC break of long duration.

You treble time in session every time you take any *breaks*. To economize in auditing time (session time) you should cut out breaks as they get the pc in trouble when he's out of the room, then you have to clean it up and so time is lost.

No TA on a Sec Check means pc tends to be out of valence. *Anybody* has a few. TA goes high and low when a pc is going into and to PT from a heavy past life.

Never tell a pc he will have another session in session as it continues the session and doesn't end it. An old old old rule.

You never let pc off cans in standard tech.

A persistent item that doesn't blow is usually a wrong item. Other symptoms could proceed from a wrong item.

A Prepcheck in nearly every case turns on and uncovers old ARC breaks. In doing a Prepcheck be alert for BIs, and ask ARC Br question.

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HCO BULLETIN OF 10 SEPTEMBER 1968  
(Amended 20 Sept 68)

Class VIII

### VALENCE SHIFTER

The list question, "What valence (identity) would be safe" is based on tech theory and is used for pre-OTs with high OT sections that do not change non-optimum behaviour.

It is also (rarely) used on a lower grade case who is "detached" which is to say chronically out of valence to the point of no case gain.

It is very dynamite—be exact in listing it.

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Class VIII

**C/S INSTRUCTIONS**

Standard action for an old-timer who has been run on thousands of hours on all types of processes:

- (1) Do GF.
- (2) Do an S & D
- (3) List "What has been overrun," handling and indicating each item as it reads.
- (4) Rehab all grades, Sub-Zeroes, 0-14 (omit Power).
- (5) Rehab R6EW, Clearing Course, OT I, OT II.
- (6) Prepcheck III. Watch for ARC breaks during Prepcheck and handle as they arise.
- (7) Rehab IV, V and VI if done.
- (8) Do a Valence Shifter.

A standard one-time action for a Section III OT:

- (1) Get in ruds so TA is in decent range (2 to 3). If TA doesn't come down and F/N on ruds, do a GF.
- (2) Rehab or run ARC Straightwire to IV (omit Power *always* after Clear).
- (3) Rehab F/Ns R6EW, Clear, OT I, OT II.
- (4) Prepcheck Section III.

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HCO BULLETIN OF 15 SEPTEMBER 1968

Class VIII

Pc looking or continually feeling tired = blunted purpose, evaluation and in-validation .

M/W/H gives a nattery critical aspect, not "Pc looks tired" as one auditor thought.

Pc feels tired. Do a purpose list as follows:

What purpose has been blunted? (You can also use "abandoned" if it reads better.)  
Find an item. If no F/N, Prepcheck it to F/N.

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HCO BULLETIN OF 15 SEPTEMBER 1968

Class VIII

The first thing I learned about teaching a Class VIII auditor is he thinks he can fly before he can even creep.

Such is the power of standard tech, it can go to his head as an auditor and as a Case Supervisor before he learns even the barest essentials.

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Class VIII

### END PHENOMENA

An auditor must be able to relate all of the end phenomena of a process to an F/N in clay. This must be compared also to a cycle of action.

The object of the exercise is to tell when not to and when to cut a preclear's comm with regard to an F/N.

Phenomena of pc occurs after phenomena of meter.

Skill to be learnt by the Class VIII auditor is the precise instant to tell the pc it's an F/N.

Criticism of auditor's TRs actually stemmed from the auditor's inability to see when a cycle of action is complete and cut the pc's comm off at precisely the right instant so it doesn't cut the pc's cycle of action and so it doesn't turn off the F/N.

If the pc's comm is cut wrong the pc tries to conclude it to everyone they meet and so overruns the process, that is why pcs don't come back into session with an F/N.

This is a vitally important datum because it has slown cases down to total recovery when violated.

This has been an unforeseen factor in C/S of Class VIII auditing.

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Class VIII

### REHABS

Old no longer used processes such as "3GXX" "R2-12" have to be added to C/S ordered rehabs, particularly if the pc talks of them which means they were overrun.,

All these early ones were overrun. Clear (meaning Release) was lost in 1950, recovered in about '58, lost again until my C/Sing of the first Power noted the phenomena of overrun.

Overrun was therefore the order of the day. But these processes did bring about genuine releases.

It is best to *count* the number of times released on each process and rehab each different one.

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HCO BULLETIN OF 23 SEPTEMBER 1968

Class VIII

**VIOLATION OF THE LAWS OF LISTING AND NULLING**

Rudiments (ARC Bks, PTPs, M/W/Hs) are usually not necessary in correcting a list as a wrong list usually *is* the ARC Bk and PTP.

To correct a list ask the pc or pre-OT

- (1) "Is it an incomplete list?" If it is, extend it and find the item.
- (2) "Was it the first item on the list?" If so, indicate item to pc or pre-OT.
- (3) "Was it an unnecessary action?" (dead horse). If so, indicate it.
- (4) "Had you not answered the listing question?" If so, re-clear question and if it reads list it.

The 4 basic reasons for a wrong list are here

- (1) It was the first item.
- (2) It is not a complete list.
- (3) The question didn't read (which causes a dead horse).
- (4) The pc didn't answer the question.

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HCO BULLETIN OF 26 SEPTEMBER 1968

Class VIII

The study of the "Well Done" LRH C/S Folder—the actual sessions themselves, makes the difference between a probable six months or 3-week course.

This is the difference between making auditors and not making auditors and anyone who removes them from the line will be shot.

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HCO BULLETIN OF 29 SEPTEMBER 1968  
(Amended 29/10/68)

Class VIII

**LIST CORRECTION**  
(Only valid for a list recently done)

1. Was it the first item on the list?
2. Was list incomplete?
3. Was the item bypassed?
4. Was the item suppressed?
5. Was the item invalidated?
6. Was the question meaningless?
7. Was the list overlisted?
8. Were items thought of that weren't put down?
9. Was it listed out of session?
10. Was the item different when said by the auditor?
11. Was the item not given to you?
12. Was the action unnecessary?
13. Was a Release point bypassed, on the question only?
14. Was a Release point bypassed on listing?

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HCO BULLETIN OF 4 OCTOBER 1968

AOs  
Class VIII

**ADVANCE COURSES**

YOU MUST NEVER ISSUE AN ADVANCE COURSE TO ANYONE WITHOUT CASE SUPERVISOR OKAY.

These pre-OTs are often in Review, often not ready and ALWAYS must be okayed by the C/S both to have it and then after study, to fly the ruds.

To not do this means you're running Advance Courses on people with OUT RUDS. You'll wreck cases this way!

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HCO BULLETIN OF 4 OCTOBER 1968

Class VIII

Pre-OTs who have been audited for a long time over out ruds will not respond to the OT IV Rundown unless every rud is gotten in.

When putting in the ruds on such pcs, you put in suppress and false reads on each one, each to F/N.

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Class VIII

### ARC BRK NEEDLE

An ARC Brk needle (and a Stage 4 “float”) are EASILY DETECTED.

An “F/N” with *bad* indicators is an ARC Brk needle. These can include propitiation.

A Class VIII must know the Bad Indicator List and know that when these accompany an “F/N” it is an ARC Brk needle.

When this happens, one checks for SESSION ARC BREAKS, then for MISSED ARC BREAK, then for falsely called ARC Brks or suppressed ARC Brks. If this doesn't clean it, then ask for an ARC Brk long duration.

What has happened is that the pc has gone into a secondary or an engram.

It is not a job for rudiments to run it. It is only to be keyed-out.

It is a Q and A to date and run a secondary in rudiments because of an ARC Brk needle. The auditor is to key it out by session or life. Itsa and earlier similar incident with itsa, each ARC break with ARCU CDEI.

The C/S can have it run as a secondary. It will be TOO HEAVY to run if it is not keyed-out first. It is handled by key-out in rudiments.

It is quite usual that a pc has just mentioned grief when the ARC: Br needle turns on. Or some gloomy idea. A real F/N means the pc is out the top, an ARC Br needle means he's out the bottom. He ceases to mock up, through grief.

It is a very serious thing for a pc to get audited over an ARC Br needle. It must be spotted and handled (keyed-out) when it occurs.

It occurs most often with a TA below 2.0.

A real F/N has one or more GIs.

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*Corrected & Reissued 15 July 1977  
to correct typo, para 3.*  
(Deletes reference to needle "R/Sing" before an F/N.)

### FLOATING NEEDLE

Floating needles (F/Ns) are the end phenomena for any process or action with the pc on two cans. It is one of the most important rediscoveries made in years. It was known but lost by auditors.

It is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as 1" or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. It is observed on a Mark V E-Meter calibrated with the TA between 2.0 and 3.0 with GIs in on the pc. It can occur after a cognition blowdown of the TA or just moves into floating. The pc may or may not voice the cognition.

It, by the nature of the E-Meter reading below the awareness of the thetan, occurs just before the pc is aware of it. So to give a "That's it" on the occurrence of the F/N can prevent the pc from getting the cognition.

A "floating needle" occurring above 3.0 or below 2.0 on a calibrated Mark V E-Meter with the pc on 2 cans is an ARC broken needle. Watch for the pc's indicators. An ARC broken needle can occur between 2.0 and 3.0 where bad indicators are apparent.

Pcs and pre-OTs OFTEN signal an F/N with a "POP" to the left and the needle can actually even describe a pattern much like a rock slam. Meters with lighter movements do "pop" to the left.

One does not sit and study and be sure of an "F/N." It swings or pops, he lets the pc cognite and then indicates the F/N to the pc preventing overrun.

When one OVERRUNS an F/N or misses one, the TA will start to climb. The thing to do is briefly rehabilitate it (rehab it) by indicating it has been bypassed and so regains it.

The F/N does not last very long in releasing. The thing to do is end the process off NOW. Don't give another command.

It coincides with other "end phenomena" of processes but is senior to them.

An F/N can be in normal range and still be an ARC break needle. The thing which determines a real F/N is good indicators. Bad indicators always accompany an ARC break needle.

On an ARC break needle, check for an ARC break. If the TA then climbs, it was a real F/N so you rehab it quickly.

A one-hand electrode sometimes obscures an F/N and gives false TA. If used, use higher sensitivity and get the TA from 2 cans when needed.

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Revised by  
CS-4/5

As ordered by

L. RON HUBBARD

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Class VIII

**OVERT-MOTIVATOR  
DEFINITIONS**

These are problems in FLOWS.

They exist with or without intention.

One can add “intentional” or “unintentional” to the definitions.

An OVERT—An act by the person or individual leading to the injury, reduction or degradation of another, others or their beingness, persons, possessions, associations or dynamics.

A MOTIVATOR is an act received by the person or individual causing injury, reduction or degradation of his beingness, person, associations or dynamics.

An overt of omission—a failure to act resulting in the injury, reduction or degradation of another or others or their beingness, persons, possessions or dynamics.

A motivator is called a “motivator” because it tends to prompt an overt. It gives a person a motive or reason or justification for an overt.

When a person commits an overt or overt of omission with no motivator he tends to believe or pretends that he has received a motivator which does not in fact exist. This is a FALSE MOTIVATOR.

Beings suffering from this are said to have “motivator hunger” and are often aggrieved over nothing.

Cases which “cave in hard” suffer from false motivators and resolve on being asked for overts done for no reason.

Cases which do not resolve on actual motivators have overts that have to be handled.

There is also the case with FALSE OVERTS. The person has been hit hard for no reason. So they dream up reasons they were hit.

Cases that go into imaginary cause (imagining they do or cause things bad or good) are suffering from false overt . They resolve on “When were you hit (punished, hurt, etc.) for no reason?”

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Class VIII

### UNRESOLVING CASES

The mechanism of PTS is environmental menace that keeps something continually keyed-in. This can be a constant recurring somatic or continual, recurring pressure or a mass. The menace in the environment is NOT imaginary in such extreme cases.

The action can be taken to key it out. But if the environmental menace is actual and persists it will just key-in again. This gives recurring pressure unrelieved by usual processing.

In this event one can compare the environmental menace (by finding it, listing, 2-way comm etc.) and one will then find the incident or incidents being keyed-in are *exactly* similar in all respects or are thought so. These can be run out as secondaries or engrams.

Theoretically an environmental continual overt would do the same thing. In which case the secondary or engram would match it. This is in fact the only engrams that will run and erase on a PTS case.

Personal roller-coaster has this as its source.

The person does not see or associate the two.

This is why the PTS case does not respond to processing and gives a way for it to respond. This is also why the sick and insane do not respond. It is the same mechanism.

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(Amends HCO Bulletin of 9 January 1968 List L4A)

Remimeo

(ITEM 6 CORRECTED 12 FEBRUARY 1969)

(Amended 8 August 1970)

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(Revised 2 June 72)

(Re-Revised 11 April 1977)

(Revisions in this type style)

**L4BRA**

**FOR ASSESSMENT OF ALL LISTING ERRORS**

ASSESS THE WHOLE LIST (METHOD 5) THEN TAKE biggest reads or BDs and handle. Then clean up the list.

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

AUDITOR \_\_\_\_\_

0. *WAS IT THE FIRST ITEM ON THE LIST?*  
(Indicate and give pc his item.)
1. DID YOU FAIL TO ANSWER THE LISTING QUESTION?  
(If it reads, find out what question, clear the question noting whether it reads, if so, list it, find the item and give it to the pc.)
2. WAS THE LIST UNNECESSARY?  
(If it reads, indicate BPC and indicate that it was an unnecessary action.)
- 2A. DID THE QUESTION HAVE NO CHARGE ON IT?  
( Indicate. )
- 2B. WERE YOU ASHAMED TO CAUSE AN UPSET?  
(LIC after list corrected.)
- 2C. WERE YOU AMAZED TO REACT THAT WAY?  
(Same as 2B.)
- 2D. THE QUESTION HAD ALREADY BEEN LISTED BEFORE.  
(Indicate, rehab.)
- 2E. YOU HAD NO INTEREST IN THE QUESTION?  
(Indicate that the auditor missed that it didn't read.)
3. WAS THE ACTION DONE UNDER PROTEST?  
(If it reads, handle by itsa earlier similar itsa.)
4. IS A LIST INCOMPLETE?  
(If reads, find out what list and complete it, give the pc his item.)
5. HAS A LIST BEEN LISTED TOO LONG?  
(If so, find what list and get the item from it by nulling with Suppress, the nulling question being: "On has anything been suppressed?" for each item on the overlong list. Give the pc his item.)
6. *HAS THE WRONG ITEM BEEN TAKEN OFF A LIST?*  
(If this reads, put in Suppress and Invalidated on the list and null as in 5 above and find the right item and give to the pc.)



7. HAS A RIGHT ITEM BEEN DENIED YOU?  
(If this reads, find out what it was and clean it up with Suppress and Invalidate and give it to the pc.)
8. HAS AN ITEM BEEN PUSHED OFF ON YOU YOU DIDN'T WANT?  
(If so, find it and get in Suppress and Invalidate on it and tell pc it wasn't his item and continue the original action to find the correct item.)
9. HAD AN ITEM NOT BEEN GIVEN YOU?  
(if reads, handle as in 7.)
10. HAVE YOU INVALIDATED A CORRECT ITEM FOUND?  
(If so, rehab the item and find out why the pc invalidated it or if somebody else did it, clean it up and give it to pc again.)
11. HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT PUT ON THE LIST?  
(If so, add them to the correct list. Renuall the whole list and give the pc the item.)
12. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?  
(If so, find out what question and try to write a list from recall and get an item and give it to the pc.)
13. HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?  
(If so, indicate to the pc this was not his item. Don't try to find whose it was.)
14. HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE?  
(If so, find if possible what item it was and give it to the pc. Don't try to identify the "somebody else.")
- 14A. WERE EARLIER LISTING ERRORS RESTIMULATED?  
(Indicate and correct earlier lists then check the current.)
- 14B. HAD THIS LIST ALREADY BEEN HANDLED?  
(Indicate.)
15. HAS A RELEASE POINT BEEN BYPASSED ON LISTING?  
(If so, indicate the overrun to the pc, rehab back.)
16. HAS A RELEASE POINT BEEN BYPASSED ON THE QUESTION ONLY?  
(If so, indicate the overrun to the pc and rehab back.)
17. HAVE YOU GONE EXTERIOR WHILE LISTING?  
(If so, rehab. If Ext Rundown not given, note for C/S.)
18. HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST?  
(If so, find out what item and why.)
19. HAVE YOU WITHHELD AN ITEM FROM A LIST?  
(If so, get it and add it to the list if that list available. If not put item in the report.)
20. HAS A WITHHOLD BEEN MISSED?  
(If so, get it, if discreditable ask "Who nearly found out?")
21. HAS AN ITEM BEEN BYPASSED?  
(Locate which one.)
22. WAS A LISTING QUESTION MEANINGLESS?  
(If so, find out which one and indicate to the pc.)
23. HAS AN ITEM BEEN ABANDONED?  
(If so, locate it and get it back for the pc and give it to him.)

24. HAS AN ITEM BEEN PROTESTED?  
(If so, locate it and get the Protest button in on it.)
25. HAS AN ITEM BEEN ASSERTED?  
(If so, locate it and get in the Assert button on it.)
26. HAS AN ITEM BEEN SUGGESTED TO YOU BY ANOTHER?  
(If so, get it named and the Protest and Refusal off.)
27. HAS AN ITEM BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED?  
(If so, get off the charge and give it to the pc, or if he then changes his mind on it, go on with the listing operation.)
28. HAS THE ITEM ALREADY BEEN GIVEN?  
(If so, get it back and give it again.)
29. HAS AN ITEM BEEN FOUND PREVIOUSLY?  
(If so, find what it was again and give it to the pc once more.)
30. HAS AN ITEM NOT BEEN UNDERSTOOD?  
(If so, work it over with buttons until pc understands it or accepts or rejects it and go on with listing.)
- 30A. WAS THE LISTING QUESTION NOT UNDERSTOOD?  
(Get defined and check for read. It may be unreading. If so, indicate that an uncharged question was listed because it read on a misunderstood.)
- 30B. WAS A WORD IN THE QUESTION NOT UNDERSTOOD?  
(Same as 30A.)
31. WAS AN ITEM DIFFERENT WHEN SAID BY THE AUDITOR?  
(If so, find out what the item was and give it to the pc correctly.)
- 31A. DID THE AUDITOR SUGGEST ITEMS TO YOU THAT WERE NOT YOURS?  
(Indicate as illegal to do so. Correct the list removing these.)
32. WAS NULLING CARRIED ON PAST THE FOUND ITEM?  
(If so, go back to it and get in Suppress and Protest.)
33. HAS AN ITEM BEEN FORCED ON YOU?  
(If so, get off the Reject and Suppress and get the listing action completed to the right item if possible.)
34. HAS AN ITEM BEEN EVALUATED?  
(If so, get off the Disagreement and Protest.)
35. HAD EARLIER LISTING BEEN RESTIMULATED?  
(If so, locate when and indicate the bypassed charge. *Find and correct the earlier out list.* )
36. HAS AN EARLIER WRONG ITEM BEEN RESTIMULATED?  
(If so, find when and indicate the bypassed charge. *Find and correct the earlier out list.*)
37. HAS AN EARLIER ARC BREAK BEEN RESTIMULATED?  
(If so, locate and indicate the fact by itsa earlier similar itsa.)
38. DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS?  
(If so, indicate it to the pc. *Handle the ARC break. Correct the list if it's a list ARC break.*)

39. HAS THE LIST CORRECTION BEEN OVERRUN?  
(If so, rehab.)
- 39A. WAS THE LIST DONE WHILE YOU ALREADY HAD AN ARC BRK, PTP  
OR W/H?
- 39B. COULDN'T YOU UNDERSTAND WHAT WAS BEING DONE?
- 39C. COULDN'T YOU UNDERSTAND THE AUDITOR?
- 39D. DIDN'T THE AUDITOR ACKNOWLEDGE YOU?
40. IS THERE SOME OTHER KIND OF BYPASSED CHARGE?  
(If so, find what and indicate it to pc.)
41. WAS THERE NOTHING WRONG IN THE FIRST PLACE?  
(If so, indicate it to pc.)
42. HAS THE UPSET BEEN HANDLED?  
(If so, indicate it to the pc.)
43. HAS A LIST PROCESS BEEN OVERRUN?  
(If so, find which one and rehab.)

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Assisted by CS-4/5

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Remimeo

*(Revisions in this type style)*

**DIANETIC ASSISTS**

(Include in Medical Series)  
The Use of Dianetics to the Medical Doctor

There is everything to be said for correct medical treatment in the handling of the sick and insane.

“Insanity” is most often the suppressed agony of actual physical illness and injury.

To “treat” this agony with shock and “brain operations” is a Nuremberg type offense and is indictable as mayhem or manslaughter.

The medical treatment of “insanity” requires sure awareness by the patient of his whereabouts and present time. These are usually quite unbearable so he has sunk into the past to escape the agony of the present.

The TOUCH ASSIST given to such injured persons permits healing to occur by restoring the person to the present and his whereabouts to some degree.

Healing after medical treatment might not occur rapidly if the “insane” or chronically ill person remains in the past, unable to confront the present.

Thus the Touch Assist speeds and often permits healing after medical treatment and sometimes in minor injuries and illness permits the doctor to accomplish healing without further treatment.

There is the TOUCH ASSIST, the CONTACT ASSIST and the AUDITING ASSIST.

The Touch Assist done as described elsewhere brings the patient’s attention to injured or affected body areas. When attention is withdrawn from them, so is circulation, nerve flows and energy which for one thing limits nutrition to the area and for another prevents the drain of waste products. Some ancient healers attributed remarkable flows and qualities to the “laying on of hands.” Probably the workable element in this was simply heightening awareness of the affected area and restoring the physical communication factors.

The CONTACT ASSIST is remarkable when it can be done. The patient is taken to the area where the injury occurred and makes the injured member gently contact it several times. A sudden pain will fly off and the injury if minor lessens or vanishes. This is again a physical communication factor. The body member seems to have withdrawn from that exact spot in the physical universe.

The restoration of awareness is often necessary before healing can occur.

The prolongation of a chronic injury occurs in the absence of physical communication with the affected area or with the location of the spot of injury in the physical universe.

The AUDITING ASSIST is done by a trained auditor using an E-Meter.

It consists of “running out” the physically painful experience the person has just undergone, accident, illness, operation or emotional shock. This erases the “psychic trauma” and speeds healing to a remarkable degree if done properly.

In addition to assists there is Dianetic auditing of an acutely ill person which handles the current and past illnesses and injuries by erasing the “physical trauma.”

The last is a skilled activity. Practitioners who have the idea such things do not have causes will of course fail to locate the causes.

A sickness can be composed, let us say, of a headache, a nausea, apathy and weariness.

Such a sickness may be bizarre, without medical reason.

By first getting the patient to find and say what shock occurred when the sickness began, getting when, and getting it recounted, the “illness” will lessen, the emotional state will alter—called a “release of affect.”

By then, finding an earlier similar instance and getting that one dated and recounted a further release of affect may occur.

If the good indicators, smiles, etc. do not occur in the patient, one again asks for an earlier incident, dates it and gets it recounted.

*Physically sick persons divide into two classes: “acutely ill” and “chronically ill.” A person who is acutely ill is temporarily or momentarily ill and a person who is chronically ill is simply ill all the time.*

You do not run heavy engram processes on an acutely ill pa. You do Touch Assists and get a Scientology auditor to deliver processes given in C/S Series 9, HCOB 21 June 1970, fourth section “Sick Pcs,” Tech Bulletin Volume VII, page 89.

You try not to run heavy engram chains on acutely ill pa as they are physically not up to it, cannot stand sessions long enough to get anywhere with a chain and usually all that happens is, the pa feels spinny and left in a restimmed condition. You can run Touch Assists and light Objective Processes.

On a chronically ill pa you can begin exactly as you would with an acutely ill pa, with the difference that when he improves you can run out the physically painful experience the person has just undergone with Narrative R3RA. After this you can proceed with regular New Era Dianetics.

Needless to say all this requires a skilled auditor but the skill can be acquired in a Dianetic training course.

The important thing is not to tell the patient what caused it, but to let him tell you. Otherwise the symptom suppresses.

The approach in any of these assists is quiet, gentle, permissive, never forcing the patient, speaking only the words required to do the process.

The temporarily insane by reason of emotional shock, where no medical illness exists, should be permitted rest and should then be handled by an assist as above or normal Dianetic auditing. Most often, rest and no further harassment result in a return to sanity in a short time such as a few days, but not in a terror atmosphere such as a psychiatric asylum where the patient is in the risk of being hurt or killed. Electric shock prolongs the condition and brain surgery is of course not treatment but murder as at best it deprives the person of his coordination and at worst shortens his life. The occasional and rare brain tumor is of course an exception but this is a medical not a psychiatric matter, no matter what manifestations the person exhibits.

Most medically ill people do exhibit symptoms of mental derangement at some stage of their illness.

The acceleration of healing of medical illness or injury such as broken bones or the after effects of delivery or operations can be accomplished by the Dianetic auditing of the resulting trauma soon after full medical treatment or attention. The improvement factor is about 1/3 the normal time of recovery by some thousands of test cases.

Such auditing is done by a usual Dianetic procedure.

In addition to the above assists there is regular Dianetic auditing which handles chronic discomforts and prevents future illness as well as improving the state of well-being of a person.

The mechanisms of the mind revealed in Dianetics are of great use to the field of medicine.

They are easy and quick to apply.

About one month's training is all that is necessary to acquaint an otherwise educated and intelligent person with the fundamentals and skills necessary to assists.

Considerably more time of course is necessary to train a skilled Scientology auditor, but this is not the subject of this paper.

There is no conflict of interest between any healing profession and Dianetics. Dianetic materials and papers are fully available.

There is a conflict between Dianetics and political practices such as psychiatry since electric shock, brain operations and general degradation of the person may prevent the patient's recovery by Dianetics.

As answers exist now for insanity there is no reason to continue medieval or Fascist solutions to the problem of the psychosomatically ill or the insane and we are doing everything in our power against fantastic opposition to end the torture and killing of the insane regardless of the politically "desirable" ends envisioned by some groups.

Dianetics, like any other true treatment, like aspirin or penicillin, was originally designed to handle the apparent basic cause of psychosomatic illness. The first research was intended to help allied prisoners of war degraded by the Japanese and Chinese prison camps and who after V-J day were transferred to Oak Knoll Naval Hospital. Later, in 1954, in a much more advanced state of development, Dianetics was successfully employed to eradicate the results of allied prisoners of the Korean War who had been subjected to Russian brainwashing. The subject has been improved, made easier to teach and apply and its results bettered continually over a total period of 29 years. It was in 1969... fully updated as Standard Dianetics. *In 1978 it has again been upgraded as New Era Dianetics.* It is very successful and is in very broad use over the world.

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Remimeo  
Dianetics Checksheet  
Class VIIIs  
Dianetic Auditors

*(Revisions in this type style)*  
*(Ellipsis indicates deletion)*

**DIANETIC CASE SUPERVISION**

Dianetics is done differently than Scientology in that its auditors are trained up to *New Era Dianetics Graduate* only. Therefore they do not have various skills you will find in a Scientology auditor. Even when they become a Scientology auditor, Dianetics is still done as Dianetics.

*Therefore knowledge and skill above and beyond the training level of the New Era Dianetics Course is not to be expected of the New Era Dianetics auditor.*

There are also things in Book One we no longer use such as Repeater Technique, looking for phrases to explain conditions.

We use Dianetics as it was re-worked in the early 60s and as currently being presented *in the New Era Dianetics Series*.

If it isn't on the checksheet of the Dianetics Course, then we don't demand it.

We do demand some skill with a meter and what a floating needle is.

If a Dianetic pc gets in trouble we send him to *a Scientology auditor* for a review. In this review, all Scientology skills (but no grades) can be done.

In review he can get in his rudiments, etc.

It is very worthy of note that in reviewing Dianetics or in doing Dianetic auditing **ONE CAN RUN OUT BAD SESSIONS AS AN AUDITOR OR PC BY USING R3RA ON AUDITING SESSIONS OR THERAPY.**

If we keep Dianetics to Dianetics we will again achieve the miracles of which it is capable.

Dianetics has been refined greatly. But it is all there on the checksheets now. There is no hidden data line.

It is far less complex today than it was in 1953, for instance, and much more effective. But it is still Dianetics. It is a technology that runs and erases locks, secondaries and engrams and their chains.

It should be case supervised and done with that fully in mind.

*A New Era Dianetics auditor is a New Era Dianetics auditor.* He can do what he can do.

And it's marvellous.

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Tech Secs

*(Revisions in this type style)*

**DIANETICS**  
**BASIC DEFINITIONS**

ERASURE is the action of erasing, rubbing out, locks, secondaries or engrams. *It occurs when the postulate made during the basic incident on the chain is gotten off.*

A LOCK is a mental image picture of an incident where one was knowingly or unknowingly reminded of a secondary or engram. It does not itself contain a blow or a burn or impact and is not any major cause of misemotion. It does not contain unconsciousness. It may contain a feeling of pain or illness, etc., but is not itself the source of it. Example: one sees a cake, feels sick. This is a lock on an engram of being made sick by eating cake. The picture of seeing a cake and feeling sick is a lock on (is locked to) the incident (unseen at the moment) of getting sick eating cake. When one finds a lock it can be run like any other mental image picture.

A SECONDARY is a mental image picture of a moment of severe and shocking loss or threat of loss which contains misemotion such as anger, fear, grief, apathy or "deathfulness." It is a mental image recording of a time of severe mental stress. It may contain unconsciousness. When it is restimulated by a similar but lighter experience another mental image picture is recorded which becomes a lock on the secondary and serves to keep the secondary alive. A secondary is called a secondary because it itself depends upon an earlier engram with similar data but real pain, etc.

AN ENGRAM is a mental image picture which is a recording of a time of physical pain and unconsciousness. It must by definition have impact or injury as part of its content.

It is of the very greatest importance that a Dianetic auditor really grasp what these things are. Otherwise he won't know what he is doing or to what.

Now because he isn't seeing his preclear's pictures an auditor can become very careless about them and not handle them correctly.

If an auditor doesn't really know what these things are (erasure, locks, secondaries, engrams) he cannot of course hope to handle them for the preclear.

The basic Dianetic errors are just not knowing what these are and that they are there to be handled and that these and these alone cause psychosomatic ills.

Once one has a full grip on these definitions he can then and only then hope to do anything with them for the preclear.

If the auditor is going to handle the aches, pains, unwanted sensations and psychosomatic illnesses of the preclear, it requires that he fully grasp these basic definitions.

Literally millions of complications can stem from the simple fact that a preclear records experiences in mental image pictures and that these thereafter can affect HIS BODY adversely.



Once one really understands that mental image pictures are *all* there is in the preclear's "mind" one has understood the total of aberration. There is NOT something else there. No "id," no "ego." There are only mental image pictures.

These, if you use the exact procedures of Dianetics, can be found and erased.

When the unwanted locks, secondaries and engrams are erased the preclear will be rid of the physical disabilities of which he complains and will be well physically.

SOMATIC—means essentially body sensation, illness or pain or discomfort. "Soma" means body. Hence PSYCHO SOMATIC or pains stemming from the mind.

MISEMOTION—anything that is unpleasant emotion such as antagonism, anger, fear, grief, apathy or a death feeling.

This is the entire breadth of Dianetics today.

In Scientology we deal with the thetan, the being who is the individual and who handles and lives in the body. This is beyond the scope of today's Dianetics.

If a preclear is well physically made so by Dianetics and any required physical medication or nutrition, he can then embark on Scientology, the increase of his abilities and spiritual freedom.

If a preclear who is being audited or has been audited on Scientology grades becomes ill one DOES NOT TRY TO MAKE HIM WELL BY GIVING HIM NEW HIGHER GRADES. That has been an error of great magnitude. Instead ONE REVERTS TO DIANETIC AUDITING until the pc is well and only then continues with Scientology.

This is correct procedure because it works.

People "come into Scientology" to cure their headaches. Somebody starts them off on grade auditing, several grades later they still have their headache. It is a continual present time problem to them and the auditor. It sometimes vanishes during grade processing. This gives an unfortunate win.

The right thing to have done was give the person DIANETIC AUDITING, until he or she no longer had headaches and then begin to audit the person on grades so as to put them well above ever again getting headaches.

Continual headaches come from mental image pictures retained by the pc of having a head crushed or shot off or hit. That is an *engram*. It actually had to happen. It is NOT imaginary or delusion. The proof is that when the auditor finally erases the engram the recording of the injury is gone and the headaches will not again occur.

The preclear often is unable to confront the actual engram at once. He offers one a LOCK, a time when he had a headache. One "runs" this lock (one always runs whatever is offered, you don't force the pc) and finds after putting the preclear through it a couple of times that IT IS GETTING MORE SOLID or it simply isn't erasing. One finds an earlier recording. This possibly turns out to be a secondary. The pc had a moment of loss and cried and also had a headache.

This secondary may or may not erase. If it does one leaves it of course as finished. But if it *goes more solid (shown by TA rising at the end of a run through the incident—or if the pa says it is going more solid)* one then asks for an earlier *incident*.

One probably would then get the actual *engram*, a recording of a time when the head was actually injured. The *auditor runs this through and as soon as he has completed a run through the incident and discovered (from the rising TA or the pc) that the incident is going more solid, he asks for an earlier incident.*

This one erases.

When it erases the whole chain of headaches ALSO erases.

And that is the end of the pc's headaches period.

One then inquires after other somatics or sensations and handles them the same way.

It is all done by using the technique called R3RA without variation.

Since these recordings contain mainly other-determinedness (pictures of others doing things) the auditor always has more control over the preclear's mental image pictures than the preclear does. Thus the pictures do what the auditor says. This point too must be grasped by an auditor or he will be waiting on the preclear to act or move in time.

The TIME TRACK is the consecutive record of mental image pictures which accumulates through the preclear's life or lives. It is very exactly dated.

PLEASURE MOMENTS are mental image pictures containing pleasure sensations. They respond to R3RA. One seldom addresses them unless the preclear is fixated on some type of "pleasure" to a point where it has become highly aberrated.

BLACK FIELD is just some part of a mental image picture where the preclear is looking at blackness. It is part of some lock, secondary or engram. In Scientology it can occur (rarely) when the pc is exterior, looking at something black. It responds to R3RA.

INVISIBLE FIELD is just a part of some lock, secondary or engram that is "invisible." It like a black field responds to R3RA.

PRESSURE SOMATIC is, in Dianetics, considered to be a symptom in a lock, secondary or engram, simply part of the content.

Whatever, the symptom pain sensation, whatever, it is from either the body directly (such as a broken bone, a gallstone or immediate physical cause) or is part of the content of a mental image picture—lock, secondary or engram.

The Dianetic auditor does not audit ideas or think. He is handling mental recordings. Ideas are in them. Ideas come out of them. But *think* is no longer part of Dianetics.

In Dianetics we handle locks, secondaries and engrams.

KEY-IN is the action of recording a lock on a secondary or engram.

KEY-OUT is an action of the engram or secondary dropping away without being erased.

DIANETIC F/Ns ARE *HANDLED DIFFERENTLY* THAN SCIENTOLOGY F/Ns.

*An F/N seen by the auditor in running R3RA is not called until the full Dianetic EP is reached.*

*An auditor running R3RA is not looking for F/Ns. He is looking for the postulate which is sitting at the bottom of the chain he is running.*

The EP of a Dianetic chain is always always always the postulate coming off. The postulate is what holds the chain in its place. Release the postulate and the chain blows. That's it.

The auditor must recognize the postulate when the pa gives it, note the VGIs, call the F/N and end off auditing that chain.

An F/N seen as the incident is erasing is not called.

The pa does not have to state that the incident has erased. Once he has given up the postulate the erasure has occurred. The auditor will see an F/N and VGIs. Now the F/N is called. F/Ns are not indicated until the EP of postulate off, F/N and VGIs is reached.

It's the postulate—not the F/N that we are going for in New Era Dianetics.

**MULTIPLE ILLNESS**—means the preclear is physically uncomfortable or ill from several engrams of different types all restimulated. One runs one somatic chain at a time, running each new symptom that is assessed or stated by the preclear.

**CHAIN** means a series of recordings of similar experiences. A chain has engrams, secondaries and locks. Example—head injury chain in the sequence encountered by an auditor and run by R3RA—sporting goods display window seeing it (lock), losing a bat (secondary), hit in the head with a bat (engram). The engram is the earliest date, the secondary a later date, the lock the most recent.

By using somatics to trace back (meaning discomforts, complaints, sensations, aches, pains) and by staying on the chain of only one somatic (i.e. headaches) you get back down the single chain without dispersing all over the place into different chains. Thus one runs the chain of one particular somatic or discomfort or complaint down to key-out or erasure before doing the next somatic or discomfort or complaint.

**AUTOMATIC BANK**—when a pc gets picture after picture after picture all out of control. This occurs when one isn't following an assessed somatic or complaint or has chosen the wrong one or one which the pc is not ready to confront or by overwhelming the pc with rough TRs or going very non-standard. Some pcs turn up in their first session with automatic banks. The thing to do is carefully assess the physical complaint for longest or best read and gently handle *that* chain well.

**BASIC**—this is the **FIRST** experience recorded in mental image pictures of the **TYPE** of pain, sensation, discomfort, etc. Every chain has its basic. It is a **PECULIARITY** and a **FACT** that when one gets down to the basic on a chain (a) *the postulate made at the time of the incident comes off* and (b) the whole chain vanishes for good. Basic is simply earliest.

**UNBURDENING**—as a basic is not at once available on any chain one usually *unburdens* it by running later engrams, secondaries and locks. The act of unburdening would be digging off the top to get at the bottom as in moving sand. As you run off later incidents, the ability of the preclear to confront it also increases and basic is easy to run when finally contacted.

**BASIC BASIC**—this belongs in Scientology. It is wholly beyond the scope of Dianetics. It means the most basic basic of all basics and results in clearing. It is found on the Clearing Course. If contacted or run before the pc was brought up through the Scientology grades, he wouldn't be able to handle it anyway as experience has shown. So this is part of Scientology, not Dianetics.

**VALENCE** is the form and identity of the preclear or another, the beingness.

**ALLY**—a person from whom one had sympathy and was dependent upon.

**ASSESS** in Dianetics means choose, from a list or statements, which item or thing has the longest read or the pc's interest. The longest read will also have the pc's interest oddly enough.

If you know these definitions **COLD** so you don't have to mutter them or memo

rize them but just KNOW them, you will really get results with Dianetics.

The biggest failure in training auditors was their faulty grasp of what they were addressing and their additive think.

The discoveries of Dianetics were basic and vital and opened a wide new un-explored frontier.

These words were assigned to things arbitrarily. They had to be. Man had not had any notion of these things before so they had no names and had to be assigned names.

The names were chosen because they didn't also mean something else in another field of science.

The terms are therefore IMPORTANT and what they mean and the things they name must be grasped before success can attend any auditing.

Any failures of Dianetic auditors were not the failures of Dianetics. The persons attempting to audit others didn't KNOW what these *things* were, essentially the lock, the secondary, the engram, erasure and key-out.

So these are essential to any training or use of Dianetics.

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Remimeo  
Dn Checksheet  
Class VIIIs

*(Revisions in this type style)*

**DIANETIC USE**

Ref: New Era Dianetics Series Bulletins, particularly:  
HCOB 28 Jul 71 RA New Era Dianetics Series 8R  
Rev. 25.6.78 DIANETICS, BEGINNING A PC ON  
Re-Rev. 22.9.78  
HCOB 26 Jun 78RA New Era Dianetics Series 6RA  
ROUTINE 3RA, ENGRAM RUNNING  
BY CHAINS  
HCOB 18 Jun 78R New Era Dianetics Series 4R  
ASSESSMENT AND HOW TO GET THE ITEM  
HCOB 22 Jun 78R New Era Dianetics Series 2R  
NEW ERA DIANETICS FULL PC PROGRAM  
OUTLINE  
and HCOB 11 Jul 73RB ASSIST SUMMARY  
Rev. 15.7.78  
Re-Rev. 21 Sep 78

Why Dianetics fell out of use had nothing to do with its workability. It has worked and well since 1950.

In some areas, mainly the U.S., it was illegal to heal or cure anything. There was even a law in California giving 25 illnesses that were against the law to cure. The "Better" Business Bureau in the U.S. even issues pamphlets that state that "You can always tell a fake healer because he says he can cure something."

Why a civilization would make it illegal to cure illness can only be explained by some vested interest making more money out of people being sick than getting people well.

There existed a continual threat to anyone who helped their fellows.

The ability of Scientology to bring about spiritual freedom therefore received the concentration of effort by organizations.

Lately public opinion has turned heavily against these suppressive groups and the public discovery that illegal seizure, torture and murder was the hidden activity of political psychiatric groups has lost these people their support.

It was overlooked that spiritual *healing* of the body has not been illegal and that Dianetics used for pastoral counseling is completely legal.

It is a sobering thought that the only effective technology of psychosomatic healing—Dianetics—could be suppressed out of full usage.

One is handling the effect of the spirit on the body. Therefore even Dianetics is spiritual healing and as such is far from illegal.

Man should not be kept ill just to let a few have a monopoly.

In almost all other countries than the U.S. there is no restriction on healing despite monopolistic efforts to make one.

Another reason Dianetics was for some time out of use was that it was believed it had been superseded by Scientology which it never was in fact. Dianetics can be done with no reference whatever to Scientology or its techniques.

People who have given up through illness are also prone to want to leave. Instead of confronting their illness it is easier to try to get away from it. Thus such people are in a hurry to be free and prefer Scientology. But if they have a sick body, it is a present time problem and inhibits attaining the spiritual freedom they seek.

The *correct* procedure is to make them well wherever possible with medical treatment and to handle their psychosomatic illnesses with Dianetics and then, before any further abuses by life can occur, to raise their ability and secure their freedom with Scientology. This is the correct use of Dianetics. It is the remedy for psychosomatic illness.

The basic use of Dianetics is to make a well body and to augment physical treatment.

Any injurious experience can be erased by Dianetics. It is very easy to use and if one wants people well and happy it should be used at every occasion.

A person has an operation. This should be followed soon after by Touch Assists and other handlings from the Full Assist Checklist 28 May 1974RA revised 11 July 1978, including erasure of the engram of the experience by Narrative R3RA Quad. The engrams and secondaries related to the incident can then be run using preassessment procedure and R3RA Quad. The healing time will be greatly speeded and often healing will occur where a relapse might have followed.

A woman has a child. The engram of delivery should be run out soon after. The result of doing so is very spectacular. There is no "postpartum psychosis" or dislike of the child and no permanent injury to the mother. It is in fact best to audit the mother both before and after the delivery, which gives one fast relatively painless childbirth and quick recovery.

Recovery from disease under treatment is speeded by Dianetic auditing.

Where the incident of the break is, with any chain, run out, a broken limb will heal (by X-ray evidence) in two instead of six weeks.

Some patients who are not responding to medical treatment who are then given as little as a Touch Assist will *then* be found responsive to the medical treatment. An auditor giving the person a Dianetic session will more or less ensure that the medical treatment will now work.

A person who is accident prone when audited usually loses this unwanted characteristic.

Many "insane" recover from their symptoms when given proper medical treatment, rest, no harassment and then good mild Dianetic processing. They become and remain normal people without relapse.

Chronic, which is to say, long-term illnesses cease when audited by Dianetics and then medical treatment, which was earlier ineffective.

Whole classes of "mentally retarded" children have been made more normal by teachers in London County Council schools using relatively unskilled Dianetics.

Tiredness, unwanted sensations, bizarre pains and aches, bad hearing or sight also routinely respond to Dianetic processing.

The sickness and death rate of persons who are part of Dianetic groups is only a small fraction of that of other groups.

Pilots audited with Dianetics, by a test involving a whole squadron, went without a single even minor accident for the following year.

Scientists audited with Dianetics have greatly improved intelligence. Dianetics raises IQ as a side product to usual auditing, at a rate of about one point of IQ per hour of processing.

Withered limbs, skin blotches and rashes and even blindness and deafness have all responded to Dianetics.

Possibly the point which counted most against Dianetics in the early attacks on it was that it did a vast array of things. The truth was, it actually did them. When you have the answer to the human mind as in Dianetics of course anything caused by the mind can be remedied.

It is very much easier to train a Dianetic auditor than a Scientology auditor. It requires only about a month to make a Dianetic auditor who is sufficiently conversant with the subject to get results. This too was used against Dianetics as the psychiatrist of that day claimed he himself needed twelve years of study to do psychiatry. Of course when the public found out that the product of these twelve years of study was killing the “insane” and increasing their number the argument became silly.

The spectacular personal gains which were available in Scientology were so great they tended to obscure the very real use and value of Dianetics.

Further, a Scientology executive trained and processed beyond the need of body help tended to forget that much of the public out there first had to be helped out of their physical misery before they could attempt anything like personal gain.

You use Dianetics much the way you would use any remedy.

When a fellow is burned you audit out the burn.

When a woman loses a loved one you audit out the loss.

When a young man can't finish his schooling you audit out his unhappy school experiences.

Dianetics is for USE. There is not a lot of admin about it. It isn't something you use after bowing down three times to Chicago. You just USE it.

A Dianetic auditor who sees someone sick and who doesn't get him treatment and then audit him is just not humane.

Woman going to have a baby—get out the meter and audit her into shape for it. When she's had it, run out the delivery.

Fellow burns his hand, break out the meter.

Dianetics is the answer to human suffering. USE it.

Ideas build up which halt the use of Dianetics, such as “Once you have a floating needle on engrams you don't run them anymore.” That's silly. *The Dianetic end phenomena is postulate off, F/N and VGIs. This means that the chain has blown. That full EP can then be called the end of that chain. BUT not the end of Dianetics on the case. (Ref: HCOB 16 Sep 78 POSTULATE OFF EQUALS ERASURE.)*

I am not trying to make anyone wrong by reintroducing the real use of Dianetics. I myself had not realized how separate and vital it was as a technology until recently.

I was engaged for many years researching and completing Scientology. I had not noticed and had not said that Dianetics must be preserved and used in all cases of

psychosomatic illness or in physical suffering.

Yet, during all this time when I had to handle illness, I did not use Scientology. I used good old Dianetics.

Now I have refined it and made a better statement of it and made it easier to use and I trust it will be used for what it was intended and that Scientology grades will be relieved of the burden of attempting to heal physical illness, a use for which it was never designed.

Scientology is a vital practice in itself. It places a person *above* any further illness or suffering. But he has to be made well first.

People will ask, "Deafness? Now what special process is needed in curing deafness....?"

This is one of the modern refinements of Dianetics. One runs whatever is assessed on the preclear. with preclear interest. He doesn't decide to cure somebody of deafness. He handles the illness or disability the pc offers up that reads on the meter and has pc interest. Maybe it will be deafness.

You have one single body of tech covering all cases and that is now New Era Dianetics and the steps of HCOB 22 June 1978R, New Era Dianetics Series 2R, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE. The whole of the person's complaints should eventually vanish if you just keep on going with the Full Pc Program Outline applying New Era Dianetics standardly and fully completing each part of the program.

Having gotten the pc well by medical care and Dianetic auditing, *then* start out with Scientology. If he gets sick again before many grades, revert to Dianetics, handle it and then when he is well, resume Scientology where you left off.

*Never* run a Scientology grade to make a pc well or cure something. It's a misapplication.

By *using* Dianetics as readily as you use shoes you can make and keep people well. You don't worry about overruns, rudiments or anything else. You just use R3RA even to correct ARC breaks and PTPs and bad auditing.

By then correctly using Scientology we can make the person a far better being.

We have had Standard Dianetics for some time. We now have even further improved Dianetic technology with the New Era Dianetics Series.

We have developed Scientology STANDARD TECH.

Both are now valid as themselves.

They do not cross.

Dianetics for the body.

Scientology for the spirit.

USE BOTH.

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Issue II

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Remimeo  
Dn Checksheet  
Class Vials  
Qual Secs  
Tech Secs

*(Revisions in this type style)*

**DIANETIC RESULTS**

Every once in a while you get a Scientology result while running Dianetics. Also, sometimes you get a Dianetic result while auditing Scientology.

This tends to keep the two distinctly different subjects confused with each other.

A preclear, after Dianetic auditing, tells the Examiner he is exterior and feeling fantastically bright. This is a Scientology result.

Sometimes a Scientology preclear after attaining a grade will state that it has healed his terror stomach. This is a Dianetic result.

There is nothing whatever wrong with this except that it gives an auditor an invitation to confuse the subjects and think they are the same.

The clue is CONSISTENCY.

Dianetics only rarely exteriorizes a preclear.

Scientology only occasionally handles a terror stomach. In fact a person whose terror stomach wasn't handled by Dianetics and its R3RA can go all the way to OT VI sometimes with it. He doesn't get rid of the terror stomach and he doesn't (since he had a present time problem all the way) make OT VI either.

If it is a body pain, sensation, somatic, illness, disability, the subject to use is Dianetics.

If it is a gain in ability and beingness that is the purpose, the subject to use is Scientology.

After many years of handling cases this emerged as a very factual fact. Dianetics is Dianetics, Scientology is Scientology. If you mix them they attain limited results.

This is so true that when you use all the prohibitives and never nevers of Scientology in doing Dianetics, Dianetics also fails.

See these two subjects as clearly separate. They each have their own case supervision orders. You don't use Scientology case supervision orders in case supervising Dianetics. And you don't use the Dianetic rules on Scientology.

One addresses the body, the other the thetan. They both go by their own rules.

*There is also NEW ERA DIANETICS the rules of which are rigidly adhered to, so Dianetics is not a Scientology downgrade either.*

Dianetic results are a well body and a being happy with it.

Scientology results are a free, powerful and immortal being.

They can and do achieve their proper end results but only when used properly, separately and as themselves.

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Dianetics Checksheet

*(Revisions in this type style)  
(Ellipses indicate deletions)*

## SOMATICS

*Note: This Bulletin has been revised to align with  
New Era Dianetics Series tech. See:*

<i>HCOB 24 June 78</i>	<i>New Era Dianetics Series 5 ORIGINAL ASSESSMENT SHEET</i>
<i>HCOB 18 June 78</i>	<i>New Era Dianetics Series 4 ASSESSMENT AND HOW TO GET THE ITEM</i>
<i>HCOB 26 June 78 Issue II</i>	<i>New Era Dianetics Series 6 ROUTINE 3RA, ENGRAM RUNNING BY CHAINS</i>

All chains are held together by one similar AWARENESS. That is a new discovery. Chains are not held together by narratives or personnel or locations. They are held together by AWARENESSES. Thus *when running R3RA (not Narrative R3RA)* we ASK FOR AND FOLLOW DOWN ONLY AWARENESSES CONTAINED IN THE PREASSESSMENT LIST....

*There are a thousand different descriptive words that could add up to an awareness. Pains, aches, dizziness, sadness, these are all awarenesses. Awareness, pleasant or unpleasant, of a thetan plus body is what we are trying to run in Dianetics.*

This brings to light a further discovery. One never assesses medical terms or symptoms.

An engram contains pain and unconsciousness. All right. Then its basic would be a physical duress not a symptom resulting from that duress.

Example: The pc says "headache." You assess headache, you try to run "headaches" and all you ever get is times a pc had a headache. Well, the headache is a symptom caused by a head *injury*. The engram must have contained a shot in the head or a crushed skull or some actual injury. The word "headache" would describe only how the head feels later when the engram occasionally goes into restimulation.

So you would get only locks and secondaries to audit and only by chance and an alteration by the pc of the command to find an earlier headache would you ever get to an engram in which the head was crushed or injured. "Headache" is the *result* of a head injury, and it doesn't describe the injury which, in engram form, is now giving the pc headaches.

Take the medical term arthritis. You could ask for arthritis and get only visits to the doctor or times in a wheel chair. The physical injury contained in the engram causing the arthritis is not described.

Alcoholism would present the same problem. If the pc listed and the auditor assessed "alcoholism" we would only get times when he was drunk, not the engram causing the symptom which might contain "Feeling very dry."

*Therefore we have the preassessment procedure of New Era Dianetics. After getting from the pa the original item (the drug, alcohol, condition, illness, etc.) to be handled, we preassess to get the AWARENESSES connected to it.*

... *And* we will land the real engram every time, not only its locks or secondaries. (It is quite all right to run locks and secondaries as it is necessary to unburden the chain and increase the pc's confront, but chains always end up in a basic engram at the bottom and if you don't get and erase that then the chain will key in again.)

In asking for list items one puts down only what the pc says. That's an invariable rule. But when the pc says some... symptom like "headache" or medical term like "arthritis" the auditor writes it down; *if it reads and has pa interest he first runs it Narrative to full EP (Narrative R3RA Quad); THEN he does a preassessment on arthritis to get all the somatics connected with the item.*

Example: Pc says... complaint is "SINUSITIS." The auditor writes it down, *and if it has read and pc is interested he runs it Narrative R3RA Quad. He then does a preassessment on it, lists from the preassessment item found and ends up with a running item "A burning sensation in the nose," and runs it R3RA Quad to full EP. Sinusitis can of course be preassessed many times and the items run.*

If the auditor took and assessed only "SINUSITIS" and then asked for incidents of sinusitis he would get only locks and secondaries—times when the engram was in restimulation. And he would rarely get the real basic and engram that causes the symptom.

This discovery opens the door to swift "cures." But one is obviously not treating SINUSITIS. He is looking for an incident in which there was a "burning sensation in the nose." And after a few locks and upper engrams he'd find and run the real injury in which the nose was burned.

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Remimeo  
New Era  
Dianetics  
Checksheet

*(Revisions in this type style)*

## HIGH TA IN DIANETICS

In Scientology a high TA is always an overrun.

In Dianetics it means AN ENGRAM TOO LATE ON THE CHAIN TO ERASE IS IN RESTIMULATION.

A Scientology auditor “rehab” overruns.

A Dianetic auditor cures high TA by finding what engram (lock or secondary) is in restimulation (active). This will show up as a PAIN, SENSATION, MISEMOTION OR OTHER PRESENT TIME FEELING the pc has. In short, just by finding the somatic by list and assessing for longest read and running R3RA you can cure a high TA.

You handle a TA that goes up during a session by completing the chain exactly as in R3RA.

The same action you do for R3RA *also* cures the high TA.

*By running a pa on an incident late on the chain without going earlier you drive the TA high.*

*By ending off before the pc has given the postulate he made at the time of the incident (hence not getting a complete erasure), you can leave the picture partially there and capable of affecting the pc.*

There can be an infinity of wrong ways but only one right way and the right way is R3RA by the book.

A high TA (4 or above) is simply the E-Meter’s reaction to increased mass. Mental image pictures have mass. The mass has what is called resistance to electricity. The E-Meter measures electrical resistance. Mass resists electricity. Thus in the presence of mental mass as contained in mental image pictures, the tone arm of the E-Meter rises.

When you restimulate an engram, the E-Meter current flow has more trouble getting through the pc and the TA rises.

When the engram (or lock or secondary) is “keyed-out” (moved away) the TA comes down and the meter needle will float.

If you find a long chain with many engrams on it and run a late engram the TA goes up. As you go earlier, and eventually find basic, the TA comes down and when you *get the postulate and* erase the basic engram the TA will come down to between 2 and 3 and the needle will float.

Old disproved theory pre-Dianetics was that the E-Meter reacted to sweat on the hands but of course a person would have to sweat and “unsweat” to make the meter behave as it does. And the idea of “unsweating” would be ridiculous. Palms of the hand do not go wet—dry with enough rapidity to account for meter reaction up and down.

When you run several engrams through once or several somatic chains without erasing any you pile up too much mass and the TA will go high and stick.

Even if nothing is done to repair this the pc will destimulate (the pictures will drop away) in from 3 to 10 days.

It is a very poor show of auditing to do R3RA other than exactly by the book. It is very easy to do it exactly right. The drill is simple. If done exactly right the result is good and invariable.

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Dianetic Course

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(Revision of HCO Bulletin of 21 October 1968R.  
For use on Dianetic Course only.)

*(Deletes reference to needle "R/Sing" before an F/N.)*

### FLOATING NEEDLE

A floating needle is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as 1" or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. It is observed on a Mark V E-Meter calibrated with the TA between 2.0 and 3.0 with GIs in on the pc. It can occur after a cognition blowdown of the TA or just moves into floating. The pc may or may not voice the cognition.

It, by the nature of the E-Meter reading below the awareness of the thetan occurs just before the pc is aware of it. So to give a "That's it" on the occurrence of the F/N can prevent *the pa* from getting the cognition.

Pcs and pre-OTs OFTEN signal an F/N with a "POP" to the left and the needle can actually even describe a pattern much like a rock slam. Meters with lighter movement do "pop" to the left.

One does not sit and study and be sure of an "F/N." It swings or pops, he lets the pc cognite and then indicates the F/N to the pc preventing overrun.

A one-hand electrode sometimes obscures an F/N and gives false TA. If used, use higher sensitivity and get the TA from 2 cans when needed.

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HCO BULLETIN OF 8 MAY 1969  
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Remimeo

**IMPORTANT STUDY DATA**

NUMBER OF TIMES OVER THE MATERIAL EQUALS CERTAINTY AND RESULTS.

RESULTS IN THE STUDENT'S OWN CASE IS A GUARANTEE OF SUCCESSFUL APPLICATION BY THE STUDENT.

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Remimeo  
Dianetics Course

## TEACHING THE DIANETICS COURSE

As the teaching of basic data restimulates confusions which are then dramatized by throwing the course off line, the teaching of the Dianetics Course as follows is hugely vital.

The teaching of Dianetics auditors is laid down on these simple principles.

1. The data on tapes and bulletins is studied without alter-is, interpretation or addition by the student, fellow student, instructor or supervisor.
2. Well done and other folders are studied by the individual student.
3. No lecturing or additional interpretation or evaluation by supervisors.
4. The student audits only when he has completely passed on 1. and 2. above. He must not audit before he has completed his checksheet *once* through.
5. Things the student is weak on are done in clay.
6. The student is sent to Cramming at his own expense for bad auditing goofs. He may also be taken off auditing and made to do his checksheet again.
7. Any student question is answered by referring to the HCOB, folder or tape or by explaining it is beyond the scope of Dianetic auditing.
8. A rigid invariable schedule is precisely adhered to.
9. Checksheets and tapes and folders are gone through in the sequence laid down by the checksheet and not randomly out of sequence.

If this is made difficult then the programme must be cut back to the bare bones of the original above.

The teaching of standard tech must also be standard. Therefore the above **MUST** be adhered to completely.

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Revision assisted by

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Remimeo  
*NED Grad*  
Checksheet

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*(Ellipsis indicates deletion)*

## CASE SUPERVISING

### NEW ERA DIANETICS FOLDERS

All a Case Supervisor looks for in Dianetics folders to advise the next action is departure from exact New Era Dianetics procedure.

It is a very easy job providing the Case Supervisor knows his New Era Dianetics exactly and completely.

Any time there is the most minute or flagrant departure from exact assessment or exact R3RA, there will be a breakdown of the results.

It is quite a tribute to the tech that this is true. And it is true. Doing *C/Sing* recently on a very great many Dianetic cases audited by relatively untrained auditors the following emerged in letters ten feet high.

1. Where the auditor followed the exact procedure without deviation the results were uniformly excellent.
2. Where the auditor deviated from the exact procedure the results were poor or bad.

There are many, many ways an auditor can deviate from exact procedure.

There is only one exact procedure.

As a result of doing this C/S work, I would, if I were doing Dianetic C/Sing, refuse to let an auditor audit until he could attest with absolute certainty to each point of the Student Attest on the Hubbard New Era Dianetics Course Checksheet. This would save nearly all work required of a Case Supervisor.

When the auditor is in a fumbly state regarding the procedure and has not drilled it until he could do it with the house caving in, the preclear does not get good results. That is really all there is to it.

If the auditor simply observes the Auditor's Code, handles TRs and the meter fairly well and does the assessments and R3RA exactly as laid out, the results will be found to be astonishingly good, even miraculous.

---

To correct a bad session the normal action of the C/S is to order the offbeat actions done correctly.



## EXAMPLE

- A. Auditor assessed by interest only, not by read and the session bogged down. C/S action—reassess by longest read.
- B. Medical terms were put on the running item list; one was chosen and case bogged. C/S action, order such be taken off list and proper preassessment procedure applied to it to get *running* items.
- C. A basic was found and auditor told it was erasing but sent pc earlier but pc could find nothing so left it. C/S orders the last incident found fully erased.
- D. Auditor tells pc he won't run it because it "isn't an engram." C/S action, order auditor to retrain on Auditor's Code and do Invalidation and Evaluation in clay. Orders pc to a Scientology *auditor*, Green Form.
- E. Pc very nattery to auditor. C/S orders pc to Scientology *auditor*, "and be sure to pull all withholds."
- F. C/S finds his orders to complete a chain left undone with a high TA were not done—folder mislaid or pc not routed. Pc has become ill. Order the pc to medical treatment and the chain completed and the auditor to Ethics.

You see how it is. Each time the auditor violated normal simple procedure, the C/S orders that the normal simple procedure be completed either by first giving pc a Scientology Green Form and then completing the New Era Dianetics action or, omitting GF (when pc not out rud), just getting the real standard action done.

This is really all there is to case supervising New Era Dianetics case folders. The more you try to do something else than the above the further the case will go wrong.

The Hubbard New Era Dianetics auditor does not have to know how to do Green Forms or rudiments. When they have to be done you get a Scientology auditor to do them.

It is a serious error to mix up Dianetics and Scientology.

The potential errors of out ruds and all the rest are present of course in any New Era Dianetics session, but do not usually happen when exact New Era Dianetics procedure is used. When they do happen you send the pc to a Scientology auditor.

This is case supervision, New Era Dianetics. It has been fully worked out by my case supervising a great many Dianetic sessions to launch this new view of Dianetics. And the above is what I found.

It drives home also the necessity of training New Era Dianetics auditors as precision technologists and the risk of letting people audit before they are fully grooved in on exactly what's done in a New Era Dianetics session.

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Remimeo

All Orgs

Exec Secs

Tech Sec

All Tech Hats

All Qual Hats

Dianetic Course

(Replaces HCOB of 27 July 1966  
same name.)

(Tech Div) (Qual Div)

### METER TRIM CHECK

E-Meters can go out of trim during a session because of temperature changes.

Thus even if the meter is properly calibrated and reads at 2.0 with a 5,000 ohm resistor across the leads and 3.0 with 12,500 ohms, by the end of the session a pc can be apparently reading below 2.0 because the meter is off trim.

The following meter procedure is therefore to be followed AT THE END OF EACH SESSION (AFTER GIVING "*END OF SESSION.*"):

1. DON'T MOVE THE TRIM KNOB
2. PULL OUT THE JACK PLUG
3. MOVE THE TA UNTIL THE NEEDLE IS ON 'SET' AT THE SENSITIVITY YOU WERE USING IN THE SESSION
4. RECORD THE TA POSITION AT THE BOTTOM OF THE AUDITOR'S REPORT FORM AS:

"Trim check - TA =...."

5. IF YOUR METER IS KNOWN TO BE OUT OF CALIBRATION (as in para 2 above) RECORD ALSO: "Calibration error - on meter = 2.0 actual" at the bottom of the form.

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Dianetic  
Auditors  
Dianetic  
C/Ses

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(Ellipses indicate deletions)*

*(This Bulletin has been revised to align with New Era Dianetics  
tech. Data on running narrative incidents has been deleted.  
This is now covered by HCOB 26 Jun 78 Issue II, New Era  
Dianetics Series 6, URGENT IMPORTANT ROUTINE 3RA  
ENGRAM RUNNING BY CHAINS.)*

### ERASURE

Now and then a pc does not understand that he is supposed to be erasing a PICTURE and only goes far enough to erase the somatic. Auditor says, "Is it erasing?" Pc can't feel somatic so he says, "It's gone." Auditor puzzled by no *full end phenomena* but buys it.

What you want to know as an auditor is "Is the *picture* erasing?" You can use that line to check, but not habitually.

Erasure depends... on the pc getting to the BEGINNING of the incident. Sometimes the pc keeps starting a bit late in the incident and so does not get an erasure.

If you assess an item like "Dizziness after an operation" and try to run it the pc will bog utterly as the whole operation precedes the somatic called for and not only won't erase but also won't show as a picture. (*Ref: HCOB 20 Jul 78 New Era Dianetics Series 18 AFTER THE FACT ITEMS*)

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Dn Chksht

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**AUDITING OUT SESSIONS  
NARRATIVE VERSUS SOMATIC CHAINS**

(Ref: *New Era Dianetics Series Bulletins.*)

Now and then it is necessary to audit out the last session or an auditing session.

One does this by *using Narrative R3RA...* wording when asking the pc to go earlier. One asks for an EARLIER SIMILAR INCIDENT. "Is there an earlier similar incident?" A session, when audited, does not always erase. Instead it has become part of a chain. Therefore one has to run *Narrative R3RA* on it and get an earlier similar incident.

The chain may go back vast amounts of time.

Whereas the pc may only have been in Scientology 3 days, before Scientology there were other types of "sessions" such as psychoanalysis. And before that, in Rome and Greece, dream therapy in which one was "visited by a god." And before that—well, the chain can have a very far back basic. One does not of course suggest ever what the earlier incident may be. There is no telling what the pc may confuse with a session.

If one asked the pc to "locate an earlier incident with a similar feeling" one would be on another chain entirely. Hence one asks, simply, "Is there an earlier similar incident?" when running a session out.

Running a session out has the liability that one is running a NARRATIVE CHAIN, a similar *experience* rather than a similar somatic.

One of the major 1969 breakthroughs was that chains are held together mainly by somatics. The body condition or somatic is what keeps the chain in association.

One *does* of course run "narrative incidents" by which one means similar EXPERIENCES. (See HCOB 25 June 78, *New Era Dianetics Series 8, DIANETICS, BEGINNING A PC ON.*) "Locate an earlier time your mother spanked you." "Locate an earlier wreck." These will run and *erase but they must be done properly. This is by running the incident over and over to erasure, asking after each run through for earlier beginning, and only going earlier similar if it starts to grind badly.* Running only narrative incidents is what made early Dianetics run up such fabulous numbers of hours in processing.

*The commands for running narrative incidents and further data on running narratives are to be found in HCOB 26 June 1978 Issue II, New Era Dianetics Series 6, ROUTINE 3RA ENGRAM RUNNING BY CHAINS.*

Somatic chains go quickly to basic and are the important chains.

Thus when we erase a chain of sessions we sometimes run into a very long *session*. Sometimes the TA goes up to 4 or 5 (particularly if the auditor grinds). Using a wrong go-earlier command is a primary reason for trouble.

Usually if you ask simply for an earlier *beginning* or an earlier similar incident the pc goes back to something that will erase and *it* blows.

But remember, asking for similar types of *experience* can... *get* very long and *erasure* may not occur for some time.

*Running out sessions can be a worthwhile action...* but the best thing to do is goof no assessments or sessions in the first place.

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### HOW NOT TO ERASE

(Reference: New Era Dianetics Series Bulletins and  
*HCOB 16 Sept 1978, POSTULATE OFF  
EQUALS ERASURE*)

There are two extremes a Dianetic student can go to on the subject of erasure.

- A. He can grind and grind and grind (DEF, DEF, DEF, DEF, on and on) with the TA going up, up, up and never once tell the pc to go earlier.
- B. He can watch the TA come down to between 2 and 3 and go loose on the last incident run, ask the pc "erase or solid," get a noncommittal answer and send the pc earlier. He can keep sending the pc earlier and earlier on another chain without ever noticing he's finished the first chain.

These are the two extreme cases. In Case A it is OBVIOUS from TA rise that the chain has an earlier incident or the incident being run has an earlier beginning. In Case B it is obvious from the TA that the chain erased.

In A the student is preventing the pc from going earlier when he should.

In B the student is forcing the pc to go earlier when he shouldn't.

In both cases the student hasn't a clue of what an engram chain is.

It is marvelous how students demand "the exact phrase" to use as an effort to avoid having to really understand what they are doing in auditing.

If a student hasn't a clue about what he is doing then a thousand goofy outnesses will keep cropping up, each one requiring (a supervisor thinks) a special instruction. After a while you get a course text weighing one ton, and all because the student didn't grab the basic definitions in the first place.

*A student who will do either A or B above has not grasped the most basic facts concerning erasure.*

1. *An engram chain is held in place by the basic for that chain and the postulate made at the time of that incident.*
2. *The basic is the FIRST TIME.*
3. *The clue to erasure is unburdening down to the first time and getting the postulate made at the time of the incident.*
4. *That all picture chains are there because the first time and the postulate made at that time are there.*

*The student assumes one ALWAYS asks "solid or erasing." Or that one always does only what the pa says. Or some such consideration.*

I would damned well never ask "solid or erasing" if I saw the TA start to climb. I would know the TA measured mental mass and that it was accumulating and wouldn't erase. I would immediately send the pa earlier as soon as he had completed his pass through the incident.

*Honest, it's awful easy.*

*A very odd outness a student will encounter when he is so dedicated to the exact words is the fast pc who erases before he can tell about it. Along about No. 3 of R3RA the TA blows down and the needle F/Ns.*

*A student who knew his business by understanding would ask, "Did it erase?" of course. The pc would say, "It vanished," and VGIs would come in.*

*A fast running pc on a light chain can occasionally blow an engram by inspection. If it was basic for that chain, one would be committing the crime described in B above. The pc is likely to go into another chain or a heavy protest.*

*So you see, there's no substitution for actually understanding what's going on.*

There's the pc, there's the bank, there's the meter needle, there's the meter tone arm and there's the auditor, there's the procedure, there's the report. That's all the parts there are to a session.

When one *understands* each one, one can audit. When one doesn't understand some part of any of the above, he will require unusual solutions.

Anything truly powerful is truly simple.

So a student who goofs is being complex and hasn't understood something about one of the major parts named above.

I just saw a goofed-up session that went like this:

Pc: It (the engram) happened every day for three days.

*Auditor:* DEF.

Flunk. The auditor was so deficient in knowing about chains and first time that he didn't tell the pc to go to the first day's engram but let the poor pc flounder in day 3! And so the chain did not erase and the pc hung up in it.

If the rule of first time is really understood, one would realize a lot of things, even that the pc was beginning an incident halfway through it and hadn't begun to run the beginning of it so of course, no erasure. If this happened on basic" There's *no earlier incident*" (TA high).

"Is there an earlier beginning to this incident?"

"Hey, yes there is."

"Go to the new beginning of that incident and tell me when you are there."

Yoicks, an erasure!

This is no invitation to depart from procedure. It's an invitation to see procedure as an *action*, very precise, capable of being understood and done, not a rote chant.

I'm *sure* some students are ex-medicine men who did their spells with exactly worded chants. It's time they understood the brew in the pot!

That's the procedure—not do the commands rhyme!

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Remimeo  
Class VIII  
Checksheet  
Dianetics  
*Grad*  
Checksheet  
C/S

*(Revisions in this type style)*

*(Ellipses Indicate deletions)*

**HOW TO CASE SUPERVISE  
DIANETICS FOLDERS**

It is very easy to case supervise a New Era Dianetics folder and pcs being handled by New Era Dianetics.

The full program to follow is covered in New Era Dianetics Series 2R HCOB 22 June 78R, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE. One just follows it!

There is *very* little to New Era Dianetics C/S work.

The Case Supervisor **MUST** be a Hubbard New Era Dianetics Graduate. There is no substitute for that. One who isn't would hopelessly snarl up real New Era Dianetics auditors or students aspiring to that cert.

The New Era Dianetics C/S should really be a New Era Dianetics Graduate *and* a Class VIII. Even so he has to keep these techs completely separate.

One **NEVER** asks a New Era Dianetics auditor in a Dianetic session to do anything except New Era Dianetics. There are *no* other actions.

The C/S, in correcting an auditor should do it positively and refer to the Dianetic HCOB. Negative criticism I have found, undermines auditors. One can as easily say the same thing in a positive way. Instead of "You broke the Auditor's Code" one can as easily say "Pcs must be rested before session. See Auditor's Code."

One **NEVER** gets inventive in doing a New Era Dianetics C/S. It is all very straightforward.

The C/S point of view in New Era Dianetics C/Sing is that one is trying to get New Era Dianetics done. One isn't, in New Era Dianetics C/Sing, torturously laboring to solve some difficult case.

Therefore there are only four possible actions for a New Era Dianetics C/S to take:

- A. THE CASE THAT MAKES GAINS IS GIVEN MORE NEW ERA DIANETICS.
- B. THE CASE THAT HAS HAD ALL POSSIBLE NEW ERA DIANETICS GAIN (and that is considerable) IS SENT ON TO SCIENTOLOGY.
- C. THE CASE THAT MAKES NO GAIN DUE TO CASE "ODDITY" IS SENT TO A SCIENTOLOGY AUDITOR.
- D. THE SESSION THAT IS NON-STANDARD IN AUDITING REQUIRES THE PC BE SENT TO A SCIENTOLOGY AUDITOR.

It is the fantastic fact that the pc will ONLY get Dianetic wins when receiving standard New Era Dianetics. Non-standardness only once in a hundred will give a case gain and that is a fluke. The Case Supervisor must have good subjective and objective reality on this fact. *He* must therefore be the ultimate in dictatorial martinet precision in requiring *standard* auditing and assigning standard C/Ses.

There are two types of cases only that come up.

1. The case as in A above who just goes on getting wins.
2. The case (who in life is usually chronically ill even if “up and about”) that requires a C/S to play adept Scientology auditing against New Era Dianetics auditing. Such a case is “solved” by now being sent to a Scientology auditor, now being sent to Dianetics, back and forth.

In D above, the pc who gets a non-standard session and is bogged at the Examiner’s is simply given a Scientology Green Form to F/N. He/she is then returned to New Era Dianetics auditing. This is a very usual, easy action.

In C above, the “oddity” case is easily recognizable in the folder. The oddity consists mainly of getting New Era Dianetics auditing, getting sick. Or in getting auditing but not being able to follow good standard commands.

Such a case also has a history of being ill. This case also can’t make any real headway in study and messes up pcs as an auditor and can’t seem to do standard auditing.

This C case, at first glance, seems to be hopelessly difficult and invites many to squirrel.

The case is more prevalent than one would think. It runs as high as 50°70 of voluntary pcs.

It could run much higher in the wog world. One spots the case ONLY BY THE CASE’S REACTION TO GOOD New Era Dianetics auditing, not by any opinion or test.

But this case isn’t any real challenge to the C/S or Scientology auditor.

Underlying all this illness and inability to concentrate or study or audit or hold case gains there is a heavily burdened chain that makes things seem very different than they are.

There is no trick to resolving the C case.

The C/S, having seen that the person roller-coasters after New Era Dianetics auditing, or can’t study or can’t audit, orders the person to a Scientology session for:

“GF to F/N. “Assess ExGF 40RD and handle.”

The Scientology auditor in Review does this. ExGF 40RD is the “7 Resistive Cases.”

Then the C/S sends the pc back to New Era Dianetics auditing for routine assessments and R3RA.

It is a saddening event to a C/S when the Scientology auditor lets him down. So an accomplished Class VIII on that spot is worth his weight in blessings. Lucky is the C/S who has a fine Class VIII. When he doesn’t have he orders only one action done between C/Ses and watches like a hawk. Reviewing reviews is a horrible waste of time, even though it has to be done when necessary.



This C type pc will now sail along for awhile in New Era Dianetics. But don't be amazed to have the pc roller-coaster *again*.

When the C type pc does you simply order again a Scientology session and GF to F/N and ExGF 40 RD and handle. And it will all come out differently this time. And then the pc is sent back for more New Era Dianetics.

This is what is meant by interplaying New Era Dianetics with Scientology reviews for a C type case.

You will just be *amazed* at the eventual result in the pc. Really a cracked case, man!

Very sick pcs are sent directly to a medico of course. And New Era Dianetics auditing is given along with medical treatment to get the pc off stuck points. This is all covered in HCOBs on medical uses of Dianetics and includes Touch Assists.

The "insane" pc is given absolute rest, a secure environment and any needful medical treatment (but never shock or surgery of the brain or nerves, of course, since that's only depersonalization treatment).

When in better physical health the "insane" pc is given just routine New Era Dianetics. But the sessions must be flubless and thoroughly within the Auditor's Code as the "insane" can't stand up to any goofs or overwhelm.

These "insane" pcs are most often simple cases of medically ill people—gallstones, malnutrition, deficiencies in certain vitamins, broken backs—the usual.

To undertake to *audit* an "insane" pc to sanity without complete attention to the above paragraphs is adventurous in our experience. But with these things given attention, the "insane" pc often responds amazingly. But do not be surprised to find that the "insane" pc turns into a C type as he comes up the scale.

The main trouble with the "insane" is that too many people around them are completely devoted to making them even more insane and they almost never respond to any treatment, medical or Dianetic, while kept in their same environment associating with the same people.

Also we could say that "Hell hath no fury to match that of a cured psychotic's associates." Usually the real crazy one is an associate, not the "insane" one.

#### C/S PROCEDURE

In doing a C/S on a New Era Dianetics folder, I usually inspect the following in the following order:

1. The Examiner's Report to see if the pc thought it was okay and if the Examiner's TA, needle and indicator observation is all right.
2. The pre-session C/S to see what was previously ordered done.
3. The session to see if the C/S was done.
4. The 1, 2, 3, 4, 5, 6, 7, 8, 9 sequence and A-EYE to see if it is standard. I seldom read text if the session was okay at Examiner's unless the session did not go well.
5. The F/N,... postulate and GIs or VGIs (*erasure* of the chain) and GIs at session end.

If all that is okay I give it a "well done."

If it isn't all okay I look for the 1, 2, 3 etc. that was not followed by an ABC but by a new 1, 2, 3, 4 etc. instead.

I try to find where the session went off standard and point out the standard actions that should have been done.

If the pc came out of it okay, I order more New Era Dianetics auditing.

If the pc didn't, I send the pc to a Scientology auditor.

If it had lots of DEFs and ground to a high TA session end I check to see if the auditor asked for an earlier beginning.

If the Dianetics folder is getting fat and the session was unsuccessful I look for a possible C type pc and handle accordingly.

If the pc is reported ill, I order medical, an assist and treat the pc thereafter as a C type.

The *value* of a C/S, whether New Era Dianetics or Scientology, depends on his unflinching adherence to standard actions.

A C/S that dreams things up to try to "solve a case" by squirrel processes is worse than no Case Supervisor at all.

The gain of cases depends on the standard, unswerving adherence to New Era Dianetics, to C/Sing in complete standardness and a Scientology auditor who really is a flawless standard tech man.

The result is the result of a TEAM. To that team one also adds the admin team of the rest of the group doing *their* jobs.

Given all that, one can straighten up whole population areas and activities and get the job done on the goal lines of well and happy human beings and a well and happy society both with greatly increased survival potential.

C/Sing is a happy job itself. And blessed is a C/S who has good standard New Era Dianetics auditors and good Scientology auditors on his lines and a good New Era Dianetics Course Supervisor making new good New Era Dianetics auditors and a good AO somewhere making good new VIIIs, all backed with orgs whose staffs know their Org Exec Course and policy.

The C/S's job only becomes unhappy and impossible when the auditors are non-standard or the admin people never heard of lines or policy and he himself departs from the straight and narrow of New Era Dianetics and standard tech.

The purpose of New Era Dianetics can be accomplished smoothly and easily only if the above are taken into account.

These C/S data are as thoroughly researched in practical application of tech itself and are derived from hard won practical experience.

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HCO BULLETIN OF 17 JULY 1969RB  
REVISED 11 JULY 1978  
RE-REVISED 4 SEPTEMBER 1978

Remimeo  
Dn Course  
HDG Course

(See also HCOB 31 March 1970  
Urgent - Dianetic TR Note)

*(Revisions in this type style)*

**NEW ERA DIANETICS COMMAND TRAINING DRILLS**

Upon a recent investigation it was found that the Dianetic Training Drills (101, 102, 103 & 104) as originally developed by me in 1969 had been dropped from use on the Dianetics Course.

Therefore, these drills are reissued here for full use, and the following list of HCOBs and BTBs is hereby cancelled.

BTB 10 DECEMBER 1974 ISSUE VI CANCELLATION OF BULLETINS 1969 cancels BTB 17 July 1969 Dianetic Command Training Drills 101 & 102, it also cancels BTB 21 August 1969 TR 104 Note—these cancellations are correct.

Additionally the following BTBs are now cancelled:

BTB 17 July 1969R Revised 19 Feb 1974, Reissued 3 December 1976 cancels & revises HCO BULLETIN OF 17 JULY 1969 Dianetic Command Training Drills 101 & 102.

BTB 20 May 1970 (Issued 28 March 1974 as BTB) cancels HCO BULLETIN OF 20 MAY 1970 (cancels HCOB 21 Aug 1969 and 15 Jan 1970 and 31 March 1970).

NOTE: HCOB 20 May 1970 “103, 104 RUNDOWN” remains cancelled.

HCOB 21 Aug 1969 “TR 104 NOTE” remains cancelled.

HCOB 15 Jan 1970 Issue III “TR 104” remains cancelled.

HCOB 31 March 1970 “URGENT - DIANETIC TR NOTE” *is not cancelled*. This HCOB was issued by myself.

TRs 101, 102, 103 & 104

The most common errors being made by student auditors are forgetting the commands during session and misusing command sequence or procedure or doing odd things because they get nervous. The following drills are added to the New Era Dianetics Course to handle this. The drills must be thoroughly done.

TR 100 AND TR 100-A

Preassessment is a vital step of the New Era Dianetics procedure.

The benefits available from New Era Dianetics require that the auditor be able to do faultless preassessments of original items from New Era Dianetics assessment sheets and rundowns.

TR 100 and TR 100-A are made part of the New Era Dianetics Course to ensure that the student can apply the preassessment procedure in... *TR 104* and in his auditing.

## **TR 100:**

- NAME:** Preassessment Procedure On A Doll
- COMMANDS:** All commands of the procedure per New Era Dianetics Series 4, "Assessment and How to Get The Item," and New Era Dianetics Series 4-1, "The Preassessment List."
- POSITION:** Student seated at a table with E-Meter and the Preassessment List. In the chair opposite the student is a doll, occupying the position of the pc.
- PURPOSE:** To familiarize the student with the delivery and use of the Preassessment List.
- TRAINING STRESS:** This drill is not coached. The student sets up the E-Meter and Preassessment List exactly as in a session. He starts the assessment and delivers a complete preassessment on the doll, keeping full admin and using all standard procedures of NED Series 4 to get items for running.
- Student uses nonsense terms or harmless ones for the original item. He then delivers a preassessment on that.
- Student then selects the preassessment item from the Preassessment List and asks:
- "What \_\_\_\_\_(preassessment item) are connected with (the original item)?"
- The drill is passed when the student can do the drill flawlessly with good assessment TRs, correct procedure and commands, without comm lags or confusion, and can maintain proper assessment admin.

## **TR 100-A**

- NAME:** Preassessing A Doll Coached
- COMMANDS:** Same as TR 100
- POSITION:** Same as TR 100, with coach holding the E-Meter cans, and seated beside the student. Coach provides nonsense and harmless items for the student and squeezes the can to simulate E-Meter reads.
- PURPOSE:** To train the student to deliver and use the preassessment procedure.
- TRAINING STRESS:** Coach provides a list of original items as from one of the New Era Dianetics rundowns or assessment sheets. The student must choose the best reading original item and deliver the Preassessment List to the doll on that item. All reads on the preassessment must be correctly noted and marked. Student must then select out the correct preassessment item to list for a running item and ask the correct question.
- As the coach gives running items the student must get these down accurately with their reads. Then he must select which he would run on R3RA Quad and in what order.
- The student must reassess and extend the list of running items and use Suppress and Invalidate buttons as needed until the list is exhausted.

The student must then reassess the Preassessment List, find the next preassessment item and handle.

Flunks are given for any out TRs on the doll, any incorrectly marked reads, any missed or altered item given and any incorrect selection of an item.

Stress is on the student's ability to make a distinction between an item which requires a preassessment and one that does not. Student must not try to run drugs, medicines, medical terms or multiple somatics.

Drill is passed when the student can do the full preassessment procedure with good TRs, proper commands, without comm lags or confusions, can maintain proper assessment admin.

## **TR 101**

NAME: R3RA To A Wall

COMMANDS: R3RA commands including earlier incident and earlier similar commands.

Included in this drilling are the handling of bouncers, checking for erasure, and checking for postulate command actions, as well as are the handling of narrative incident commands.

POSITION: Student seated facing a wall.

PURPOSE: To get the student able to give all R3RA commands accurately, in correct order without hesitation or having to think what the next command should be.

TRAINING STRESS: This drill is not coached. The student sits facing a wall with a copy of the R3RA bulletin in his lap. The student gives the commands, in order, to the wall maintaining good TR 0 and TR 1. When the student falters or is uncertain of the next command he re-reads the commands from the bulletin then continues to give the commands to the wall. When the student can confidently give *all* the possible R3RA commands accurately without any slightest comm lag, he has passed this drill.

## **TR 102**

NAME: Auditing A Doll

COMMANDS: All R3RA commands and New Era Dianetics *procedures except* pre-assessment procedure.

POSITION: Student seated at a table with E-Meter and Auditor Report sheets. In the chair opposite the student is a doll occupying the position of the pc.

PURPOSE: To familiarize the student with the materials of auditing and coordinate and apply the commands and procedures of New Era Dianetics in an auditing session.

TRAINING STRESS: This drill is not coached. The student sets up the E-Meter and work sheets exactly as in a session. He starts the session and runs a complete New Era Dianetics session on the doll keeping full session admin and using all standard procedures of New Era Dianetics.

This drill is passed when the student can do the drill flawlessly with good TRs 0-4, correct procedure and commands, without comm lags or confusion and can maintain proper session admin, including worksheets, Auditor's Report Form and Summary Report.

All the R3RA commands used in TR 101 are again used here. Admin must communicate adequately which command is being used.

### **TR 103**

- NAME:** Auditing On A Doll Coached
- COMMANDS:** All R3RA commands, situations and procedures of New Era Dianetics except the preassessment procedure.
- POSITION:** Same as in TR 102 except that a coach sits beside student calling out command numbers and situations and the student following them and keeping admin and his meter.
- PURPOSE:** To give the student total certainty in the use of R3RA commands despite any distraction.
- TRAINING STRESS:** Coach calls for commands at random by stating the letter or number of the command or the situation by saying "solid," "erasing" "solid but nothing earlier." The student addresses the right command or action to the doll, handles meter and admin. The coach also uses pc responses such as "That's all," "I can't find one," etc. These are called for in quick succession and in any order. Coach starts in on a gradient gradually getting the drill faster and becoming sharper on flunks for any comm lags, uncertainties, groping for commands or breaks in TR 0-4. If the student becomes too confused the coach has probably proceeded with too steep a gradient and given the student too many losses. In such instances have the student go through the commands in proper sequence a few times and then continue with random commands building up the drill on a gradient. The use of the correct command (including those for handling bouncers, checking for erasure, and checking for postulates, as well as correct narrative procedure) is required at the appropriate point.

### **TR 104**

- NAME:** R3RA Coached And Bullbaited
- COMMANDS:** All R3RA commands and procedures.
- POSITION:** As for auditing on a doll (TR 102) with coach seated beside student and a bullbaiter as "pc" across from the student instead of a doll.
- PURPOSE:** To train the student to deliver a standard session with correct commands and procedure and without session additives of any kind despite distractions.
- TRAINING STRESS:** The drill is the same as for auditing on a doll except that the "pc" coach bullbaites the student auditor during the session in an attempt to throw the student off session while the second coach calls the numbers as on TR 103. Flunks are given for any improper commands, procedure, comm lags, breaks in TRs or improper session admin. The second coach does the "Start," the flunking or "That's it." If the student is not making the grade he is returned to the earlier TR that is out. This drill is coached tough and only passed when the student is totally competent, exact and correct in all com

mands, procedures, auditing actions and session admin with excellent TRs and no slightest variation from or additives to New Era Dianetics.

Coach ensures the student has total certainty on the application of all R3RA commands and sequences including handling bouncers, checking for erasure, checking for postulates, and handling narrative incidents.

Preassessment procedure must also be correctly applied exactly as in a session.

These drills were developed by me in July 1969 when it was found that all failed sessions resulted from non-standard auditing, the main goofs being auditors' failure to give the next command, forgetting the commands in session or giving a wrong command.

New drills were added and existing drills were revised to include drilling for the utilization of the discoveries of New Era Dianetics in 1978.

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HCO BULLETIN OF 19 JULY 1969RA  
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Remimeo

*New Era Dianetics*

*Grad Checksheet*

Class VIII

Case Supers

*(Revisions in this type style)*

Registrars

Public Officers

*(Ellipsis indicates deletion)*

## DIANETICS AND ILLNESS

*IMPORTANT NOTE: It is now forbidden to run Clears, OTs or Dianetic Clears on Dianetic Auditing Assists, secondaries, engrams or narrative incidents. The only permitted Dianetic actions are Contact Assists and Touch Assists. Clears and OTs may now receive New Era Dianetics for OTs at AOs and Flag. (Ref: BTB 17 Sept 78 BREAKTHROUGH and HCOB 12 Sept 78 DIANETICS FORBIDDEN ON CLEARS AND OTs.)*

Although mention of this is made elsewhere in the Dianetics Course, the facts about ILLNESS do not seem, in practice, to reach the Case Supervisors or Dianetic auditors.

The idea that one can always get rid of an illness by auditing ONE chain to basic is false. Man dreams about “one shot” cures to a point where he could be accused of being impotent!

Here is an example: A preclear “has always wanted to get his bronchitis handled.” In Dianetics a list is made for chest or lung pains or sensations. *One* is chosen and erased. The “bronchitis” is now better or even absent for a few days. Then we have the preclear back again saying “It didn’t cure my bronchitis.”

Enough cases are handled successfully by running *one* chain on a somatic that people get stuck in the win.

Here is another example: The pc says he has migraine headaches. The auditor assesses a “head pain” quite correctly and then runs out the chain. The migraine does not occur for a week after. Then here’s the pc again saying “I’ve still got a headache.”

All this is invalidative of the tech and the auditing. A registrar or Public Division hearing this tends to lose faith in the powers of the tech.

The FACT is that the illness was not properly handled or C/Sed or audited.

In the first place a pc trying to get cured of bronchitis or migraine—or any one of a dozen other illnesses—should be sent for a medical examination. How do you know the bronchitis isn’t tuberculosis? Or the migraine headache isn’t a fractured skull?

A “continual side pain” may be a gallstone.

In short, something which continually hurts or disables may be structural or physical.

So, when you omit the first action (medical) in handling an illness, you set up an auditor for a possible failure.

Many of these things can be cured medically without too much heroic action.



If it is medical and can be cured medically without destructive consequences, then it should be.

Also it should be audited. This lets the medical treatment work. Many “incurable” illnesses become curable medically when they are also audited.

The second thing that gets overlooked is that AN ILLNESS IS A COMPOSITE (composed of many) SOMATIC.

The correct auditing action on “bronchitis” or “chest trouble” or “migraine headache” or any other continual worrisome illness is to be found on:

HCOB 28 Jul 71RA	New Era Dianetics Series 8R
C/S Series 54RA	DIANETICS, BEGINNING A PC ON
HCOB 18 Jun 78R	New Era Dianetics Series 4R
	ASSESSMENT AND HOW TO GET THE ITEM
HCOB 26 Jun 78RA II	New Era Dianetics Series 6RA
	ROUTINE 3RA, ENGRAM RUNNING BY CHAINS

This includes running the item by narrative incident, and then using preassessment full procedure to find all the somatics, sensations, feelings, emotions or even attitudes in the area affected, getting exact feelings from these—as “running items” and running their chains to full Dianetic EP.

It takes more than one chain of engrams to build up an ill area.

Having found and run the “deflated feeling” of bronchitis, which was the first best read, the C/S should order and the auditor find and run the NEXT somatic, sensation, feeling, emotion or attitude in *that* area.

It is sometimes necessary to add to the list *for that area* of the body.

Seeing a continual or recurring illness on the Original Assessment Sheet (or subsequent assessments of it), the C/S and auditor should dig out of that area every somatic, sensation, feeling, emotion, attitude, etc. that can be made to read, using the preassessment procedure. And run those chains, each one to basic and erasure. (See New Era Dianetics Series.)

THAT is the way you handle any illness, whether continual or temporary.

The maxim is that IT TAKES MORE THAN ONE CHAIN OF ENGRAMS TO MAKE A BODY ILL.

Continual reassessing and adding to general lists will get there eventually providing it is done long enough. But this general approach will find a certain number of pcs saying to registrars, Public Officers and friends, “I’ve still got my.”

It is in fact a false report. They didn’t still have all of it. It is one chain less and therefore better.

But auditing gives gains by *deletion*. A pc does not suffer from what has been erased. He suffers only from that which has not yet been handled. With New Era Dianetics tech you handle all the chains that are making the body ill.

Some persons tried years ago to get their trouble handled, somebody or some practice failed and after that they don’t mention it at all. They don’t support the technology anymore either.

So, in handling illness, give the handling of the structural disease side of it to the medical doctor, and thoroughly handle *all* the mental side of it with auditing and everyone wins.

Any registrar or Public Division personnel colliding with “My lumbosis was not handled” should call this HCOB to the attention of the person, the Case Supervisor and the auditors.

Only then can you have 100% tech.

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HCO BULLETIN OF 21 JULY 1969  
Issue II

Level VI  
Solo Course

### **ONE-HAND ELECTRODES**

A one-hand electrode shows as much as one TA div high and hides floating needles. Some Solo students go mad trying to get their TA down when they already have an F/N. The Solo auditor uses a one-hand electrode but should have two cans handy to check and compare TA position and needle phenomena.

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Remimeo  
*NED Checksheet*

*(Revisions in this type style)  
(Ellipses indicate deletions)*

*(This bulletin has been revised to delete references to pre-OTs as they are not now audited on New Era Dianetics, but receive instead the New Era Dianetics Special Rundown for OTs.)*

IMPORTANT

**AUDITING SPEED**

Almost any failure you have ever had with an auditor or in auditing came from auditor comm lags or errors.

This is a vital datum. It came to light from applying the rule—ask the pc what the auditor did after any failed session and get it corrected in the auditor.

SPEED is the main factor behind the mystery of a failed session.

The better an auditor knows his TRs, his processes, his meter and admin the faster he can operate.

If you train auditors only up to slow, comm laggy handling of a session you will get a lot of mysteriously “failed sessions,” ending with the TA high and the pc very low!

A somewhat slow auditor auditing a new pc may be fast enough to get away with it.

Put him on a person whose Dianetics is finished and some grades in, he begins to have a few “case failures.”

The remedy is to speed the auditor up with TRs 101, 102, 103, 104.

In assigning auditors you only dare assign fast ones to *fast pcs*.

For 19 years this hidden speed factor has lain behind the vast majority of our “failed sessions.” As it never appeared on the session reports (except as excessive admin for which the pc must have had to wait) anyone doing D of P work or C/S work was in mystery and tended to get desperate and even squirrel (change and invent processes).

The only other source of failure was the physically ill aspect. This has just been verified in a series of over one hundred cases. Dianetics combined with Scientology reviews progressed splendidly on all but about seven and these who were then physically examined thoroughly were found to have serious and current physical illness.

Speed and accuracy then is the stress of all training and the lack of it is the source of all auditing failures on pcs who are not severely ill.

Even the latter respond once their purely physical illness is properly handled.

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Remimeo  
All Auditors  
Case Supervisors

*(Revisions in this type style)*  
*(Ellipses indicate deletions)*

**SERIOUSLY ILL PCS**

In Green Form No. 40 there is an item:

“Seriously *Physically* Ill.”

This is handled as follows:

1. Medical Examination
2. Medical Care
3. *Auditing composed of the following:*

*Touch Assists, a Contact Assist, two-way comm, ruds on the incident, ruds before the incident, Dianetic Assist, life ruds, two-way comm on suppression, 3 S&Ds, assessment for area of illness, Prepcheck on area, ruds on area, hello and OK with the affected area, reach and withdraw from area, two-way comm, recall on persons similarly ill, location of the postulate that caused it with itsa earlier itsa, Prepcheck on the body or its part, more ruds, assessment of failed purposes, two-way comm on the sickness.*

*That's not a program. It's just a list of a LOT of things to do. It would not greatly matter what order they were done in but lighter actions should be the earlier.*

As a pc who is ill is easily made an effect, the auditing sessions should be smoothly done and each session relatively short....

The remaining items on the GF 40 are then handled.

If “Seriously Physically Ill” is not *THE* GF 40 item, it is still handled but in its turn doing the above... actions.

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HCO BULLETIN OF 2 AUGUST 1969R  
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*Cl IV Grad  
Checksheets  
Snr Cl VI  
Checksheets  
C/Ses*

*(Revisions in this type style)  
(Ellipses indicate deletions)*

*(Class VIII tapes contain much data on Out of Valence handling. This Bulletin, formerly Class VIII distribution, has been revised to present a procedure whereby Snr Class IV and VI auditors can do LX Lists and Out of Valence handling on their pus. This revision in no way revises Class VIII data.)*

### “LX” LISTS

There are now three “LX” Lists:

LX3—Attitudes

LX2—Emotions

LX1—Conditions.

Originally they were called “X” because they were experimental.

They still are to some extent so the X is retained.

These serve to isolate REASONS A BEING IS CHARGED UP TO SUCH an extent that he is OUT OF VALENCE.

When a person is out of valence he does not easily as-is his bank.

These lists are assessed *Method 5*.

*The best reading item (and then subsequently reading items) are taken up and run by:*

3-Way or Quad Recalls

3 Way or Quad Engrams R3RA...

### END PHENOMENA

We now have a new discovery. I have found that a person who is out of valence experiences, when run on LX1 lists (and now the others above, LX2 and LX3) and 220H, a remarkable valence shift if he is run on enough items.

In one fashion or another he comments on this in session.

This is the end phenomena of Out of Valence processes (the LX items and 220H).

It is *always* attained if enough items are run.

Quite ordinary cases are out of valence. If their folder gets too fat you can assume they are out of valence.

Perverts, suppressives and critical, snide, ruthless, arrogant or contemptuous personalities are always out of valence.

A person who is in treason on the 1st dynamic is always out of valence.

So whether GF No. 40 (h) OUT OF VALENCE reads or not, if the folder is fat, you play safe and assess and run LX items until the person has the Valence cognition.

Without being coached, a person who is out of valence always has the cognition if he is run on enough items and 220H.

## USE OF LISTS

*One begins with LX3. He assesses it Method 5 and takes the item that read best, handles it, then the item that read next best, and so on down the list.*

*If no EP, LX2 is taken up and handled in the same manner, then LX1. 220H is the last step of Out of Valence handling if the EP has not yet been reached.*

Today you can assume safely that anyone out of valence can be put in valence quietly and efficiently with LX items and 220H if he is audited and if the auditing is standard.

This is quite a worthwhile development as it resolves the heavily overcharged case.

A symptom of a heavily charged case is F/Ning too quickly to be processed well.

Using these lists on a pc is not a critical action. Even (and especially) children are too overcharged to be easily audited.

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HCO BULLETIN OF 3 AUGUST 1969R  
REVISED 22 AUGUST 1978

*Cl IV Grad  
Checksheets  
Snr Cl VI  
Checksheets  
C/Ses*

*(Revisions in this type style)  
(Ellipses indicate deletions)*

**LX2**

**EMOTIONAL ASSESSMENT LIST**

(To be done before LX1)

3 Way or *Quad* Recall  
3 Way or *Quad Engrams R3RA*

Reference: *HCOB 2 Aug 69R* "LX" LISTS  
*HCOB 26 Jun 78RA* *New Era Dianetics Series 6RA*  
*URGENT IMPORTANT*  
*ROUTINE 3RA ENGRAM*  
*RUNNING BY CHAINS*  
*HCOB 20 Sep 78II* *LX LIST HANDLING*

Date: \_\_\_\_\_

Pc Name: \_\_\_\_\_

Apprehension	_____
Fear	_____
Hate	_____
Agitation	_____
Shame	_____
Blame	_____
Regret	_____
Grief	_____
Remorse	_____
Sorrow	_____
Sadness	_____
Despondency	_____
Depressed	_____
Despair	_____
Anger	_____
Rage	_____
Greed	_____
Haughty	_____
Arrogant	_____
Cold	_____
Contemptuous	_____
Hostility	_____
Resentment	_____
Antagonism	_____
Boredom	_____
Conservatism	_____
Enthusiasm	_____
Proud	_____
Elation	_____
Serenity	_____
Unemotional	_____

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HCO BULLETIN OF 9 AUGUST 1969R  
REVISED 21 AUGUST 1978  
REISSUED 4 NOVEMBER 1978

*Class IV Grad  
Checksheet  
Snr Class VI  
Checksheet  
C/Ses*

*(Revisions in this type style)  
(Ellipsis indicates deletion)*

(Reissued 4 Nov 78 to correct typo—  
correction in italics.)

**LX1 (CONDITIONS)**

(Formerly issued to Class VIII auditors  
as a research list on 5 October 1968)

Used after LX3 and LX2.

3 Way or *Quad* Recall

3 Way or *Quad* Engrams *R3RA*

*Reference: HCOB 2 Aug 69R "LX" LISTS  
HCOB 26 Jun 78RA New Era Dianetics Series 6RA  
URGENT IMPORTANT  
ROUTINE 3RA ENGRAM  
RUNNING BY CHAINS  
HCOB 20 Sep 78II LX LIST HANDLING*

Date: \_\_\_\_\_

Pc Name: \_\_\_\_\_

Assessment for largest read.

Overwhelmed \_\_\_\_\_  
*Made* Wrong \_\_\_\_\_  
Forced \_\_\_\_\_  
Frightened \_\_\_\_\_  
Suppressed \_\_\_\_\_  
Crushed \_\_\_\_\_  
Oppressed \_\_\_\_\_  
Denied \_\_\_\_\_  
Overpowered \_\_\_\_\_  
Overthrown \_\_\_\_\_  
Defeated \_\_\_\_\_  
Destroyed \_\_\_\_\_  
Vanquished \_\_\_\_\_  
Wiped Out \_\_\_\_\_  
Annihilated \_\_\_\_\_  
Changed \_\_\_\_\_  
Identified \_\_\_\_\_  
Recognized \_\_\_\_\_  
Driven Out \_\_\_\_\_  
Driven Away \_\_\_\_\_  
Grief \_\_\_\_\_  
Loss \_\_\_\_\_

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HCO BULLETIN OF 9 AUGUST 1969RA  
REVISED 25 JULY 1978  
RE-REVISED 21 SEPTEMBER 1978

Remimeo  
Class VIII  
Class VIII Checksheet  
Case Supervisors

*(Revisions in this type style)*  
(Ellipses indicate deletions)

**CASE FOLDER ANALYSIS,  
NEW ERA DIANETICS**

There are only nine things that can go wrong in a New Era Dianetics session.

These are the only reasons chains do not erase and the session does not complete with very good indicators.

The first eight come under the head of auditing skill or knowledge.

They are listed in order of frequency:

1. Auditor comm lag (lack of speed in giving commands).
2. Flubbed commands in which the commands are used incorrectly.
3. TRs out, either being inaudible or overwhelming or TR 4 not handled.
4. Auditor additives.
5. Failure to call for an earlier beginning *of the incident* when *the pa can find no earlier incident—results in grinding and high TA.*
6. Failure to call for an earlier incident when *there is one.*
7. Demanding pc goes earlier when the last incident was basic, making pc jump into another chain.
8. Misassessment. (Selecting a narrative item and running it by regular R3RA instead of by Narrative R3RA. Or choosing a multiple item or an after the fact item to run. Or taking an item that doesn't read or in which the pc has no interest.)
9. Pc has out rudiments.

Note that the first four are BEYOND THE VIEW OF THE CASE SUPERVISOR.

The largest number of session failures come under these first four. Therefore it is routine for the Case Supervisor to have the pc asked what the auditor did. It is usually surprising. It will be one of the first four listed above. It requires a retrain.

The next four are also auditor flubs but are detectable if the Case Supervisor reads the worksheets of the session.

Therefore the Case Supervisor must know 5, 6, 7 and 8 above very well indeed and be able to look for them. In all of these the TA goes high or very low and the session ends up as a bust.

You can easily see 5. The pc is still on the same chain but begins to grind DEF DEF DEF DEF, the TA goes way up or down below 2 and the auditor command

“H.” “Is there an earlier beginning to this incident?” is spectacularly absent. So the C/S tells the next auditor to get the earlier beginning of the same incident and run the incident from its earlier beginning, then go earlier as necessary to complete the chain. It will eventually go to *EP* with an *F/N* and *the* postulate coming off and VGI's obtained.

6 is very easy for the C/S to spot. The pc has been given DEF DEF DEF DEF DEF, etc. *and* has been asked for an earlier beginning to the same incident but hasn't been asked for an earlier incident. So the C/S tells the next auditor to get an earlier incident.

7 is also easy for a C/S to detect from the worksheet of that session. Before the pc jumped to another chain by being forced to go earlier below basic, the TA was dropping and the incident was erasing, but the auditor failed to ask, after each run through the incident, “Has it erased?” The pc may have even given up a postulate, but the auditor missed the *EP* and pushed the pc earlier. Also the pc protested or had trouble when the auditor tried to go “earlier than basic” and also may mention another somatic.

In 8, misassessment, you can tell just by looking at the item that it is multiple such as “A burning pain in my hair and a feeling of tension on my hand”; that it is narrative “getting my feet wet” (where's the feeling in that??); or after the fact of the engram “dizziness after a car wreck.” A real classic would be “A stomach ache when I was thrown from a horse.” The C/S hardly has to look at the end of the session to know it will be no erasure, high or low TA and bad indicators at the Examiner.

As auditors who do these last four things have their *metering* or basic definitions madly out (such as “I never did understand what a somatic was”) and as in the first four the approach to the pc, TRs and additives need ironing out, the C/S sends the auditor for retrain.

From the C/S point of view (and fact) the technology applied gets uniform good results. Thus the C/S *never gets reasonable*.

The auditor will on retrain settle down. 100% sessions will occur regularly when he really can audit.

## PC REPAIR

The commonest C/S for a pc after a *Dianetic* session that ends with a high TA or below 2 TA and/or bad indicators at Examiner is “*L3RF Method 5 and Handle.*” *If the L3RF, properly assessed and handled doesn't resolve it, “To a Scientology auditor for a GF to F/N. Assess auditors, auditing, Dianetics, Scientology, sessions, reviews, gains (or whatever you care to add), Prepcheck.”*

## OUT RUDS

In number 9, we get several manifestations. The pc has a good looking session yet complains to the Examiner. That is to say VGI's F/N cog at session end, but sour grapes ten minutes later at the Examiner's.

A pc who gets sad at session end and is or has been sad a long time and is sad and moping or despondent is, of course, suffering from an ARC Brk and is being audited over one and probably has had it for long duration. The proper C/S action is “To a Scientology auditor for a GF to F/N. Check ARC Brk Long Duration (LD).” This last is done with itsa earlier itsa and ARCU CDEINR by the auditor.

The pc who is being audited over a PTP won't be making any gains. They quickly evaporate. The C/S orders “To a Scientology auditor for a GF to F/N. Check problems and being audited over problems.”

When a pc is a bit nasty to the auditor or Examiner, he is of course being audited over withholds. The C/S is “To a Scientology auditor for a GF to F/N. Then check and pull all withholds and check if the pc has been audited over withholds.”

### PHYSICALLY ILL PCs

When a pc is ill or has a history of illness you get him/her medical attention and apply HCOB 24 July 69R, SERIOUSLY ILL PCs.

When a pc gets ill after auditing but the sessions look alright, you can be pretty sure that the pc is being audited over out ruds so a C/S orders “To a Scientology auditor for a GF to F/N. Assess GF 40 and handle any out ruds found in that assessment first.”

### SPECIAL CASES

There may be some special versions of out ruds but they are all one variety or another of out rud.

The pc himself can generate out ruds by lying to his New Era Dianetics auditor. It still shows up as out ruds, withholds.

One pc (out of a hundred) said uniformly that “it was getting more solid” to escape each incident, got himself into a jump chain situation continually and became very ill indeed. This also operated as a withhold in session. It was not detectable in the worksheets except that the pc became ill. It came out while flying ruds in a review session.

But generally pcs don’t act up in sessions if the auditing is straightforward and many get better even when audited over all kinds of out ruds.

When a C/S begins to be mystified concerning some pc, why betterment isn’t occurring—why the pc’s manifestations and remarks never change—or the pc becomes ill, then only three things need to be done. And all three should be ordered by the C/S.

1. Medical exam and any treatment.
2. Review to straighten up all out ruds.
3. New Era Dianetics auditing, using both Narrative R3RA Quad and full Preassessment procedure on troubled areas.

### ORIGINAL ASSESSMENT FORM

There is one other flub a bit maddening to a C/S.

When the C/S says “Assess existing lists or add” and the auditor says no items, it is quite often an auditor flub, a special kind of 8 above—misassessment.

One green auditor took 3 pcs in a row and could find no item, concluding that each of the 3 pcs were done with Dianetics! It turned out that the auditor’s TR I was so bad the pcs couldn’t hear her!

Another auditor didn’t have his meter plugged in and another one was found never to have done any meter drills.

Aside from getting the pc asked what the auditor did, which also should be done when it’s obvious there should have been an item and wasn’t, the C/S should order “Do a new Original Assessment Form” when the old list F/Ns or draws a blank even when properly assessed.

The pc can also be sent to the Examiner to be asked if there is anything not handled. The pc may give an area of interest. If there is one, but it hasn't read, the C/S should send the pc to a Scientology auditor for GF to F/N and probably a GF 40RD Expanded and handle. Then one can get the area asked about in Review and Suppress and Protest put in on it and back to Dianetics.

## EXTERIOR

Some pcs go exterior and the auditor may have missed it and continued auditing over it. Auditing past exterior can drive the TA high (or low) and the pc may become very upset and/or ill.

C/S for an L3RF to be done to determine if the pc has gone exterior. If so . . . and the pc has never had an Int RD the C/S would order an Interiorization Rundown. The Int Rundown stabilizes the exteriorization and makes it possible to audit the pc further.

Additionally, the pc could have had an Int RD that was messed up. This would . . . be determined by an L3RF and if found the C/S would be for an Int RD Correction List.... (If *Int had been done and previously corrected, the C/S would order an End of Endless Int Repair RD (HCOB 24 Sep 78) after first having the pays folders FESed to ensure there were no unhandled Int errors present.*) The Int RD and its correction must be turned over to a trained Scientology auditor.

*When any Int actions, the Int RD, Int RD Correction or the End of Endless Int Repair RD, as needed, has been successfully completed, put the pc back on Dianetics.*

I have personally C/Sed a vast number of Dianetic sessions and the above is all I had to do or know to keep them all going well.

If you look for tricky processes in Dianetics to "solve" some case, you will make a bad error as a C/S. They all come under the above data.

Good luck.

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Founder

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Remimeo  
Dn Checksheet  
Class VIII  
Checksheet

**DRUGS,  
ASPIRIN AND TRANQUILIZERS**

(Note: This Bulletin has been revised to align with New Era Dianetics Series Bulletins, in particular HCOB 15 July 71RA 111, Rev. 27 June 78 *Re-rev.* 19 Sept 78, C/S Series 48RA, New Era Dianetics Series 9R, DRUG HANDLING.)

I have just made a real breakthrough on the action of pain-killers (known as aspirin, tranquilizers, hypnotics, soporifics).

It has never been known in chemistry or medicine exactly how or why these things worked. Such compositions are derived by accidental discoveries that "such and so depresses pain."

The effects of existing compounds are not uniform in result and often have very bad side effects.

As the *reason* they worked was unknown very little advance has been made in biochemistry. If the reason they worked were known and accepted possibly chemists could develop some actual ones which had minimal side effects.

We will leave the fact that this could be the medical biochemical discovery of the century and let the Nobel Prizes continue to go to the inventors of nose drops and new ways to kill and simply ourselves use it. Biochemical tech is not up to the point at this time that it can utilize it.

Pain or discomfort of a psychosomatic nature comes from mental image pictures. These are created by the thetan or living beings and impinge or press against the body.

By actual clinical test, the actions of aspirin and other pain depressants are to:

- A. INHIBIT THE ABILITY OF THE THETAN TO CREATE MENTAL IMAGE PICTURES and also
- B. TO IMPEDE THE ELECTRICAL CONDUCTIVITY OF NERVE CHANNELS.

Both of these facts have a vital effect on processing.

If you process someone who has lately been on drugs, including aspirin, you will not be able to run out the Dianetic engram chains properly because they are not being fully created.

If you process someone immediately after taking aspirin for instance, you probably will not be able to find or assess the somatics that need to be run out to handle the condition. For the next day after taking the aspirin or drug the mental image pictures may not be fully available.

In the case of chronic drug taking, the drugs must be wholly worn off and out of the system and the engrams of drug taking must be run out in their entirety, triple or quad flow. If this is not done, auditing will be trying to handle chains that aren't being fully created by the thetan.

In the case of auditing someone who has taken drugs— aspirin, etc.— within the last few hours or two or three days, the chains of engrams definitely will be found not fully created and therefore not available.

This would all be fine except for three things:

1. Auditing under these conditions is very difficult. The TA may be high and will not come down. One gets “erasures” at TA 4.0 with an “F/N.” Auditing errors become easy to make. The bank (chains) is jammed.
2. The thetan is rendered STUPID, blank, forgetful, delusive, irresponsible. A thetan gets into a “wooden” sort of state, unfeeling, insensitive, unable and definitely not trustworthy, a menace to his fellows actually.
3. When the drugs wear off or start to wear off the ability to create starts to return and **TURNS ON SOMATICS MUCH HARDER**. One of the answers a person has for this is **MORE** drugs. To say nothing of heroin, there are, you know, aspirin addicts. The compulsion stems from a desire to get rid of the somatics and unwanted sensations again. There is also something of dramatization of the engrams already gotten from earlier drug taking. The being gets more and more wooden, requiring more and more quantity and more frequent use.

Sexually it is common for someone on drugs to be very stimulated at first. This is the “procreate before death” impulse as drugs are a poison. But after the original sexual “kicks” the stimulation of sexual sensation becomes harder and harder to achieve. The effort to achieve it becomes obsessive while it itself is less and less satisfying.

The cycle of drug restimulation of pictures (or creation in general) can be at first to increase creation and then eventually to inhibit it totally.

If one were working on this biochemically the least harmful pain depressant would be one that inhibited the creation of mental image pictures with minimal resulting “woodenness” or stupidity and which was body soluble so that it passed rapidly out of the nerves and system. There are no such biochemical preparations at this time.

These tests and experiments tend to prove that the majority of pain and discomfort does come from mental image pictures and that these are immediately created.

Erasure of a mental image picture by standard Dianetic processing removes the compulsion to create it.

Drugs chemically inhibit the creation but inhibit as well the erasure. When the drug has worn off the picture audited while it was in force can return.

The E-Meter tone arm under drugs or on a drug case can go very high—TA 4.0 TA 5.0. It can also be dropped to “dead thetan” (a false Clear read).

Auditing a person on drugs can obtain an “erasure” and “F/N” at TA 4.0. But the erasure is only apparent and must be “rehabbed” (verified or redone) when the person is off drugs.

Any habitual drug taker, applying for auditing while still on drugs is handled per New Era Dianetics Series 2 *R* **NEW ERA DIANETICS FULL PC PROGRAM OUTLINE** and New Era Dianetics Series 9*R* **DRUG HANDLING**.

A full drug handling program as the very first action would be done on the case. *(This includes Objective Processes, Sweat Out Program if LSD or Angel Dust have been taken, Hard TRs Course, Narrative R3RA running of each reading drug, medicine or alcohol, the preassessment of each reading drug, medicine or alcohol, and the prior assessment, followed by additional Objective Processes.)*

TRs and Objective processing will ease the withdrawal symptoms of the habitual drug user. (This includes alcohol.) Even though drug handling steps are in progress, do not consider the drug has worn off until 6 weeks have passed.

A person who has taken aspirin or other drugs within the past 24 hours or the past week should be given a week to “dry out” before more auditing is given.

*Auditing assists can and should be given whenever needed despite the pcs having taken drugs. The erasure of any engram chains run would then be verified after the drug has worn off. (This can be up to 6 weeks for certain drugs and medications such as anesthetics.)*

No alcohol may be consumed within 24 hours before an auditing session and where alcohol consumption has been excessive, the drying out period would be extended to several days or a week.

It is not fatal to audit over drugs. It is just difficult, the results may not be lasting and need to be verified afterwards.

Chronic drug takers who have not had drugs specifically handled may go back to drugs after auditing as they were too drugged during auditing to get rid of what was bothering them and which drove them to drugs.

With the enemies of various countries using widespread drug addiction as a defeatist mechanism, with pain-killers so easily available and so ineffective, drugs is a serious auditing problem.

It can be handled. But when aspirin, that innocent seeming pain-killer, can produce havoc in auditing if not detected, the subject needs care and knowledge.

The above data will keep the auditor clear of the pitfalls of this hazard.

To paraphrase an old quote, we used to have iron men and wooden ships. We now have a drug society and wooden citizens.

I’ve been studying this for over a year and a half and have made the breakthrough.

Drug companies would be advised to do better research.

And auditors are advised to ask any pc, “Have you been taking any drugs or aspirin ?”

The medical aspect is an understandable wish to handle pain. Doctors should press for better drugs to do this that do not have such lamentable side effects. The formula of least harmfulness is above.

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REVISED 4 SEPTEMBER 1978

*Class IV Grad  
Checksheets  
Snr C/ass VI  
Checksheets  
C/Ses*

*(Revisions in this type style)*

**LX3 (ATTITUDES)**  
(Used before LX2)

*Reference: HCOB 2 Aug 69R "LX" LISTS  
HCOB 26 Jun 78RA New Era Dianetics Series 6RA  
Issue II URGENT IMPORTANT  
ROUTINE 3RA ENGRAM  
RUNNING BY CHAINS  
HCOB 20 Sep 78 LX LIST HANDLING  
Issue II*

3 Way or Quad Recall  
3 Way or Quad Engrams R3RA

Date: \_\_\_\_\_

Pc Name: \_\_\_\_\_

- Treachery \_\_\_\_\_
- Disloyalty \_\_\_\_\_
- Helplessness \_\_\_\_\_
- Hostility \_\_\_\_\_
- Rudeness \_\_\_\_\_
- Cruelty \_\_\_\_\_
- Disobedience \_\_\_\_\_
- Rebelliousness \_\_\_\_\_
- Wastefulness \_\_\_\_\_
- Stinginess \_\_\_\_\_
- Cowardliness \_\_\_\_\_
- Dirtiness \_\_\_\_\_
- Ungodliness \_\_\_\_\_
- Wickedness \_\_\_\_\_
- Cunning \_\_\_\_\_
- Criticism \_\_\_\_\_
- Falsity \_\_\_\_\_
- Pretense \_\_\_\_\_
- Glee \_\_\_\_\_
- Laughter \_\_\_\_\_
- Mockery \_\_\_\_\_
- Embarrassment \_\_\_\_\_
- Feeling Hurt \_\_\_\_\_
- Oppressive \_\_\_\_\_
- Ridicule \_\_\_\_\_
- Good \_\_\_\_\_
- Persecution \_\_\_\_\_
- Betrayal \_\_\_\_\_
- Guilt \_\_\_\_\_

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Issue I

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Remimeo  
Class VIIIs  
Dn Auditors  
Dn Checksheet  
Checksheet  
Interne  
Checksheets  
All Classes

IMPORTANT AND URGENT

**CASE SUPERVISION  
AUDITING AND RESULTS**

The whole “secret” of producing high case gain and total results with *New Era Dianetics* and Scientology auditing lies in the following:

*NEW ERA DIANETICS RESULTS*

When an auditor can produce exact auditing on *New Era Dianetics* you know he can audit.

*New Era Dianetics* is a very simple, precise procedure. The *major* errors are:

- (a) misassessment (inability to use a meter usually but out TRs can do it)
- (b) taking narrative *items* and running them *as somatic chains*
- (c) forcing a pc toward “earlier incident” when it required “earlier beginning” making the pc jump chains
- (d) fumbling commands
- (e) out TRs.

An auditor’s poor TRs and corny errors such as above will prevent *New Era Dianetics* results.

But the *New Era Dianetics* auditing is so simple THAT IT DEMONSTRATES CLEANLY WHETHER THE *PERSON* CAN AUDIT OR NOT.

This is not true of Scientology auditing particularly VI, VII and VIII. Here the procedure is more complex. The errors of the auditor are obscured in the possibility of a wrong C/S or a complex pc. Thus whether the auditor can audit or not, just as an auditor, is obscured.

Thus, with the auditor as a variable factor, the tech can look variable.

Therefore you can lay down this rule as truth and it will be truth until the end of time:

If a IV, V, VI, VII or VIII cannot produce invariably excellent results his basic auditing is deficient but obscured by the complexity of material.

Therefore it is vital that an auditor be a proven result-getting *New Era Dianetics* auditor before any result can be expected of him in his/her Scientology auditing.

We have now had several dark mysteries cleared up on this subject with many examples. For instance *in 1969 when Standard Dianetics was introduced* one auditor who had been thought a competent VI and had been “auditing” for years was found to be getting too many failed pcs; he was trained up as a Standard Dianetic auditor and on his first sessions it was found that he could not produce Standard Dianetic results; he was vigorously groomed on his TRs which were wildly out and always had been and made to do the very exact businesslike procedure of Standard Dianetics. He then got excellent Standard Dianetic results session after session on his pc and could be designated as a very good Dianetic auditor. He was briefly retreaded on his Scientology materials and at once could get terrific results with upper level Scientology.

From this we can state without any fear of contradiction by your future experience that:

An VIII who is not a proven . . . Dianetic auditor as well is not dependable as an auditor no matter who trained him.

The practice of loosely certifying *HNEDAs* without total proof that they get excellent uniform session results on Dianetic pcs can foul up the whole field and jeopardize the entire auditing future of the student. To certify a *New Era Dianetics auditor* who doesn't get provenly excellent . . . Dianetic results is an act of treason against all that person's future pcs and all the rest of us.

If tech is “out” in an area it will be because some of the auditors, whatever their class, are not capable of delivering simple Dianetic sessions, regardless of the level at which they are auditing. And out tech will be compounded if the Case Supervisor is not *also* an excellent *New Era Dianetics auditor* for he won't know the errors for which to look.

When you can really dig this and know it and get it in practice the bulk of out tech and “failed pcs” in an area will vanish.

I know it is sometimes hard to achieve a simplicity as simple as *New Era Dianetics* but when it is done, tech worries from there on up are over.

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Founder

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Issue III

Remimeo  
Class VIII  
Class VIII  
Checksheet  
Course Supervisors  
Registrars  
Dianetic Checksheet  
Dianetic Auditors

REVISED 3 AUGUST 1978  
RE-REVISED 4 SEPTEMBER 1978

*(Revisions in this type style)*

(This Bulletin has been revised to align with New Era Dianetics tech. The *Dianetic* Student Rescue Intensive is given in HCOB 2 July 1978 New Era Dianetics Series 11, DIANETIC STUDENT RESCUE INTENSIVE.

There are, additionally, Scientology steps to the Student Rescue Intensive, which can be done by a trained Scientology auditor. These steps are contained herein, to give you additional Student Rescue Intensive steps you can do on your pc if you are a Class III or above Scientology auditor AND a New Era Dianetics auditor.)

### STUDENT RESCUE INTENSIVE

In working with a student, a supervisor found that engrams and secondaries gather around the subject of study and developed some material on it which I tested and redeveloped.

He said:

“The subject of study has been abound with ‘authorities’ and boobytraps forever and a day, but until Ron researched this field of human endeavour and published his findings on tapes, HCOBs and Policy Letters, nobody has EVER made any progress toward the resolution of study itself as a problem.

“In this very day and age we find physical punishments of students the rule rather than the exception, and even the use of instruments like canes, sticks, shoes and such like articles in order to ‘teach’ a student (create ‘ARC’) is accepted as normal practice.

“The phenomena of secondaries and engrams resulting thereof, which inhibit study are not known about or completely ignored, and often handled by a further duress.

“And many a once bright keen young student throws in his study in despair and goes to the nearest oculist for even stronger lenses in his glasses to help his ruined eyesight.

“THE SUBJECT, THE VERY IDEA OF STUDY ITSELF HAS BECOME TRAUMATIC, IT IS AN AREA OF LOSSES AND PHYSICAL PAINS.”

The Class VIII C/S can be audited by a Class III who is also a New Era Dianetics auditor.

1. Fly a rud to F/N.
2. Do Remedy A on Dianetics or Scientology. (Omit if student has had one.)

3. Do Remedy B. (Omit if student has had one.)

(Ref: *Book of Case Remedies*  
HCOB 9 Nov 67 Review Auditor's Book of Case Remedies  
Revision of Remedy A, Remedy B and S and Ds)

4. Assess:

Being Trained	Education
Being Educated	Schools
Study	Teachers
Learning	Enforcement
Stress	Misunderstoods

5. Prepcheck best reading item.

This completes the Scientology steps of the Student Rescue Intensive.

#### DIANETIC STUDENT RESCUE INTENSIVE

6. Take the item found in 4 above and do a preassessment on it.
7. Find the running item, using standard preassessment procedure. (Ref: HCOB 18 Jun 78 New Era Dianetics Series 4 ASSESSMENT AND HOW TO GET THE ITEM.)
8. Run out the item you have found in *Step 7*, R3RA Quad (or Triple if pc is not yet Quaded).
9. Repeat the preassessment on the original item found in *Step 4* and repeat Steps 7 and 8 on that item.
10. Continue reassessing the Preassessment List on the original item and running out R3RA Quad the best reading running item until there are no further reads on the preassessment of that original item.

The intensive should be concluded when the pc is now happy about study.

#### PROMOTING STUDENT RESCUE INTENSIVES

Any org or course has on it some slow students or students who easily dope off while attempting to study, or students who become upset by study or try to blow.

A registrar should periodically obtain a list of these and see that they are sold a Student Rescue Intensive.

A Student Rescue Intensive is not run until the pc has been completed up to Action Eleven of the New Era Dianetics Full Pc Program Outline (HCOB 22 Jun 78 New Era Dianetics Series 2) as it would interrupt his program because drugs, if he has taken any, are a probable contributory cause to being unable to study. Also the Student Rescue Intensive is not a substitute for proper Word Clearing of Dianetic, Scientology and earlier courses and training. It does, however, make the latter much more effective.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 21 DECEMBER 1969

OTL DK to issue  
to all SHs  
and AOs  
Ltr Reg's Hats  
Reg's Hats  
Tech Sec  
OES  
To Master Files WW

**SOLO AUDITING AND R6EW**

(Cancels Base Order No. 9 which removed HDC  
as a prerequisite of R6EW Solo)

The problems of a person on Solo not knowing how to audit gives us a great deal of trouble in AOs as well as SHs.

The R6EW checksheet has been several times revised and at one time incorrectly has included all kinds of implants to study. Also, the materials to be audited have in the past erroneously been issued as part of the R6EW study pack.

In all such Solo courses the person is *not* issued what he will eventually audit on until he has completed the study pack. He then attests or is examined and having passed, he is given a review session to, mainly, fly his ruds. He is then issued the auditing materials and gets on with his Solo. Where this sequence is violated trouble occurs.

We have also had people glance at the materials to be audited, pick out something that strikes their interest and then go and attest leaving an out grade.

The troubles on Solo courses are

1. Has no real training as an auditor.
2. Is given unnecessary or unhelpful materials to study.
3. Is issued the auditing materials he will Solo audit before he attests to the study materials.
4. Wasn't ready for the grade and will use it to cure an ARC break or ingrown eyelids, these not having been handled in earlier auditing.
5. Doesn't actually audit the Solo materials but attests leaving an out grade.

The above are, by experience, a general rundown of the problems having to do with *all* Solo grades.

They begin with R6EW. When this is out they have trouble from there on.

The *essence* of this course is that one is trying to make a SOLO auditor, not a person who can audit others.

In 1969 I ordered the HDC *materials* to go on the R6EW checksheet. Someone re-interpreted this as "The Dianetics Course is a requisite for R6EW Solo" which is wild.

People enrolling on this course are going the SOLO route. There are 2 routes, called the SOLO and the PROFESSIONAL.

Solo auditors must have meter lessons and other theory so they know about mental image pictures. They must also do actual Solo sessions well BEFORE GOING NEAR THE MATERIALS OF THE GRADE.

Thus the Solo Course R6EW breaks down into these requisites:

1. The person as a case to have had all grades up to the level including Dianetics Triples, any other Scn auditing like Class VI auditors use, Scientology Triples, Acceleration and POWER. If the student hasn't got all these he'll never make it as a CASE on Solo. Thus (1) is GET GRADES DONE BELOW R6EW.
2. The Solo student must be trained on the meter, about the time track, mental image pictures and any other theory needful without
  - (a) trying to teach him a full Academy Course or
  - (b) denying him vital data needed in Solo.

He must for instance be able to fly his ruds. So (2) is GET THEORY IN AND ADEQUATELY LEARNED.

3. The student must be able to do Solo auditing drills which would begin with drills such as the E-Meter book drills done Solo. These include keeping the admin properly. So (3) is PRACTICAL SOLO DRILLS.

4. The student needs to do actual auditing Solo which help him and his case. These would include running a light lock, cleaning up an ARC break, handling a PTP, doing a clean up on overts (rather than W/Hs). Such sessions would have to go to a Supervisor, each one, for C/Sing. When he can actually handle himself Solo, he is then and only then finished with his training. IF HE STILL CAN'T SOLO AUDIT, REQUIRE A FULL HDC COURSE BE TAKEN. So (4) is PROVE HE CAN SOLO AUDIT.

5. The student is now issued his auditing materials for the grade. These MUST NOT BE INCLUDED IN THE STUDY PACK AS HE WILL SELF-AUDIT ON THEM AND NOT GET TRAINED. So (5) is ONLY ISSUE THE GRADE MATERIAL WHEN ALL STUDY IS COMPLETE.

6. When the auditing is done, or session by session as C/S is available, and the student is seen to have actually done it by folder he is permitted to attest. So (6) is DON'T PERMIT ATTESTATION WITHOUT CONFIRMATION OF ACTUAL AUDITING.

The checksheets and actions of R6EW (and any other Solo course or grade) must be in keeping with these stipulations or there will be no adequate result from Solo grades.

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UK Stn Ship  
Only

### GROUP ENGRAM PROCESS

A group is composed of individuals. If they have a group engram it only has force because of basics on that subject in their banks. Thus, if they are cleaned up on the general subject, the general group engram should blow off and disappear.

This, therefore, is done on every member of the group.

LISTING, NULLING and TRS MUST BE FLAWLESS.

- (1) Do the Info Sheet provided below.
- (2) Fly a rud to F/N. If TA high get it down by listing "What has been overrun?" to a BD item and rehab it to F/N.
- (3) List by laws of listing and nulling but be sure to get a BD item, which F/Ns, the question "What is the greatest overt you have ever committed on the whole track?" The list may be rather long.
- (4) Now run (despite F/N) "What ARC break occurred just before that?" Use ARCU and CDEI. Desist on this step at the first F/N cog VGIs.
- (5) Now list, "What is the most unwanted change experienced by this or another org?" By L & N to a BD item and F/N.
- (6) "What ARC break was connected with that?"
- (7) Now list the question by L & N "What purpose has failed?" This should be to a BD item. It will F/N and the pc cognite and GIs.
- (8) "What ARC break was connected with that?" ARCU CDEI to F/N VGIs.

Note to auditor—if you can't get it to F/N prepcheck it but if correct items all above lists really should F/N.

Info Sheet

Org Name \_\_\_\_\_  
Name of Member (Print) \_\_\_\_\_  
Level or Grade of case \_\_\_\_\_  
TA at Start \_\_\_\_\_ Needle behavior \_\_\_\_\_  
General attitude to auditor \_\_\_\_\_

The session should be rapid and deft. Do not however overwhelm by chopping comm. Follow "End Phenomena and F/N" data as per recent HCOB 20 February 70. This is particularly important in the "Greatest Overt" process as pc gets introverted in listing.

In doing this on group members who are being called in, it is important to inform them "This is not a Sec Check. It is a new process being run to help the org." This can be posted on the board. Do NOT tell them you are running a group engram as they will become enturbulated, self-list, etc.

Any pc who is sick a day or two afterward has had a wrong item given him or her.

On members of the group not previously audited by anyone, Tech Services for the operation should do the Info Sheet using a meter for TA and needle state and not put the person through to actual session but info the D of T to get the person audited on Dianetics.

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HCO BULLETIN OF 11 MARCH 1970

UK Stn Ship  
Only

**IMPORTANT NOTE ON GROUP  
ENGRAM INTENSIVE**

A pc who is on a specific cycle of auditing should never have it interrupted to do another cycle. This is an invariable rule. Complete an auditing cycle once begun.

Example: Pc in the middle of having flows 2 and 3 run on Dianetics, given a Group Engram Intensive before Dn Triples completed. The Group Engram Intensive tends to collide with the cycle already in progress and the TA goes high at Examiner.

There are certain basic rules that make standard tech, standard tech. One of them is complete an auditing cycle before beginning another.

Doing "whole org" auditing actions can collide with this unless it is watched.

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HCO BULLETIN OF 15 MARCH 1970

Class VIII  
Checksheet  
Class VIII C/S  
Checksheet

**DOUBLE FOLDER DANGER**

When a pre-OT has a Solo and an auditing folder, both, there is a great danger if the Case Supervisor does not look at BOTH before C/Sing.

There has been an instance of a pre-OT running strange C/Ses on himself. Another ran C/Ses out of other folders on himself. In both cases the consequences were hard to repair when finally found.

In another case in the Solo folder the pre-OT had gone exterior with full perception. But the non-Solo auditing folder was being C/Sed. The TA shot up for 2 months without any C/S except myself calling for *all* folders.

Pre-OTs unfortunately run on a Solo folder and an audited folder. Unless both are to hand when C/Sing wild errors can be made by the C/S.

There *is also* the case of a person having two audited folders, being C/Sed at the same time. This is an admin error.

The firm rule is C/S ONLY WITH ALL FOLDERS TO HAND.

The embarrassing situation where one can't get a folder from another org or field auditor or where the old folder is lost has to be made up for somehow. It mustn't halt auditing totally.

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HCO BULLETIN OF 25 JUNE 1970RA  
Issue II  
REVISED 6 OCTOBER 1978

Remimeo

*(Revisions in this type style)  
C/S Series 12RA*

**GLOSSARY OF C/S TERMS**

Ref: *HCOB 5 Apr 77*      *Expanded Grades*  
*HCOB 24 Sept 78*    *Dianetic C/ear*  
*Issue III*  
*HCOB 22 June 78R* *NED Series 2R*  
*New Era Dianetics Full*  
*Pc Program Outline*

RECOVERY PROGRAM: The pack of

LRH EDs	100 Int	10 May 70	Lower Grades Upgraded
	102 Int	20 May 70	The Ideal Org
	103 Int	21 May 70	Fast Flow Grades Cancelled
	104 Int	2 Jun 70	Auditing Sales and Delivery Pgm No. 1
	106 Int	3 Jun 70	What Was Wrong
	107 Int	3 Jun 70	Orders to Divisions for Immediate Compliance
	10 SH	6 Jun 70	SH Pcs
	108 Int	11 Jun 70	Auditing Mystery Solved
	101 Int	21 Jun 70	Popular Names of Developments

comprising the program to recover full use and results of EXPANDED LOWER GRADES.

PROGRESS PROGRAM:

What is called a "Repair Program" on the first issue of the C/S Series HCOB just being issued is renamed a PROGRESS PROGRAM. It has been found that case gain which has not been earlier achieved can be consolidated by a PROGRESS PROGRAM. It takes 25 hours, can be done by a Class I or above as long as it is C/Sed by an VIII who has Narrated on the new C/S Series. This is quite a technical development in itself. It is the answer to a pc who had "Quickie Grades" and didn't actually reach full abilities in earlier Scientology auditing. It is followed by an Advance Program which follows below.

ADVANCE PROGRAM:

This is what was called a "Return Program" in the C/S Series. The name is being changed from "Return" to "Advance" as more appropriate. It gets the pc really up to where he should be. It may take 50 hours or more.

EXPANDED LOWER GRADES:

Pcs won't like being told they "have to have their lower grades rerun." Actually that's not a factual statement anyway. The lower grades harmonic into the OT Levels. They can be run again with full 1950-1960 to 1970 processes as given on the SH courses all through the 1960s. These are now regrouped and sorted out and are called EXPANDED LOWER GRADES. *See also HCOB 5 April 77, Expanded Grades and*

*HCOB 22 June 78R, New Era Dianetics Series 2R, NED Full Pc Program Outline. There are no Dianetic or Scientology single or "Quickie" lower grades anymore.*

#### DIANETIC CLEAR:

*The state of C/ear can be achieved on Dianetics.*

*It is not however attained by feeding people cognitions; Clears are made through auditing.*

*The state of Dianetic C/ear means the pa has erased his Dianetic case or mental image pictures.*

*The discovery that a Dianetic C/ear must not be run on engrams, R3RA or any version of R3R, results in an expansion of the Non-Interference Zone.*

*After Dianetic C/ear, you can run Grades O-IV. You do not run the pc on the R3RA section of the new Service Fac handling, however. He can be given Touch or Contact Assists (as can Clears and OTs), but not a Dianetic Auditing Assist nor any Dianetic auditing.*

*A Dianetic C/ear is not run on Power, R6EW or the Clearing Course, but goes directly onto OT I (after doing the Solo Auditor Course).*

#### CLASSIFICATION CHART:

This chart "Classification and Gradation Chart" has been reissued many times. All issues are more or less valid. To save print, the process run column appears in "Processes Taught" on the auditor side of the chart. All these processes and more are used in Expanded Lower Grades. The chart is *valid*.

#### QUICKIE GRADES:

Persons were too demanding to be done quickly. On many cases these grades as given were valid but a large number of cases needed Expanded Lower Grades. 20 minutes from Grade 0 to IV and 5 minutes Power was far more than many could stand up to. These need a PROGRESS PGM and an ADVANCE PGM. This is true of persons at VA or R6EW or on CC or OT Levels. All these who haven't fully made it need a PROGRESS PGM and an ADVANCE PGM "to pick up all the latent gain they missed."

#### DIANETIC PCS:

Dianetic pcs should be audited on *New Era* Dianetics until no somatics, then go up through *Quad* or *Expanded* Lower Grades to Power, R6EW, Clearing Course and OT Levels.

#### TRAINING:

Any pc who has trouble needs training and the amount of time required in Expanded Lower Grades and so on makes it cheaper to be trained.

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HCO BULLETIN OF 30 JUNE 1970RA  
RE-REVISED 9 APRIL 1977

Remimeo

*C/S Series 13RA*

### VIII ACTIONS

(GF 40, IV Rundown, VIII Case Supervision.)

Inevitably, when any new approach or process is released, some will instantly assume that all “older” (actually more *basic*) data has been cancelled. There is no statement to that effect. It is not guessed that this will be assumed and so we *could* lose an entire subject.

We did in fact lose Dianetics for a decade and all but lost Scientology in the following ten years.

A subject can be reorganized and made more workable. That was done in 1969 for Dianetics. BUT IT HAD NEVER BEEN UNWORKABLE!

The 1969 Dianetics reorganization *refined* the 1962-63 discoveries of R-3-R. A better *communication* was made to the user and the preclear.

Amazingly, the reissue of Dianetics as Standard Dianetics caused about a dozen people (even in high places unfortunately) to at once assume that Dianetics wiped out any need for Power, Scientology clearing or anything else! Even an unauthorized Policy Letter, (not signed by me) and an HCOB (also not signed by me) gave this impression. They were of course cancelled the instant they were discovered to have been sent out.

This idea that the “old” is always cancelled by anything “new” has its root in the idea that a later order cancels earlier orders, which is true. But orders are one thing and tech basics another.

What if, in the science of physics, a book by Professor Glumph came out, omitting the three laws of motion and gravity. It is assumed then that Newton’s laws are no longer valid. Because they are *old*. (Newton lived between 1642 and 1727.) So some young student engineer is baffled because bridges have *weight* and can’t work out gravity or motion! And he and his fellows begin to build without knowing these laws and there goes the whole of engineering and the culture itself!

This is no fantasy. As a college student in upper math I was utterly baffled by “calculus.” I couldn’t find out what it was for. Then I discovered it had been developed by Sir Isaac Newton, examined the basics and got the idea. My college text omitted *all* the basic explanations and even the authorship of the subject! Calculus today is really not enough used because it isn’t understood.

Anyway, here’s the main surprise: Until 1970 the whole of Scientology was never in use in processing! Students had ridden along with the research line up into the OT sections, discarding the ladder behind them. For nearly 3 years an increasing proportion of preclears were not actually making it. The gradient to get them onto the Bridge had been neglected as “old” when in fact they were not “old” but BASIC.

The amazement of auditors (and their delight) when the HCOB on Auditors Rights (C/S Series No. 1) was released indicated that they had become “process oriented” with all the WHY gone.

## VIII AUDITING

The 1968 VIII standardization aimed actually at good TRs, auditing presence, and basics in auditor performance. VIII auditing was developed to handle the Or band.

It is entirely valid. Its only omission was detailed actions now developed as to how to handle a pc or pre-OT who had been pulled up the line and had fallen on his head.

Out grades was spotted and discussed in detail in VIII auditing.

Giving lower grades fast was the only error. It was not realized in 1968 that end phenomena of lower grades was not being required.

The re-release of the entire band of Academy and Saint Hill materials in 1970 is a re-emphasis on the *validity* and *necessity* of using it ALL on pcs! And in understanding the mind and life! And all this is quite welcome and very successful. Not noticed is that this whole band was never before presented for full *use* on *all* pcs. As I say 19501969 auditors had been riding with the “newest and latest” because it was “popular.” Only a few wise old-timers continued to use the most basic actions.

But just as VIII auditing was an unauthorized signal to suppress all that had been known before, so now, with the full release for use of Expanded Lower Grades, a few began to say that VIII auditing was now “old”!

One assumes then that some like to be able to say that something is now “old.” Has a superior sort of ring to it, I guess. Anyway we’d better disregard this tendency to retire basics. It is more amusing than otherwise. So let’s get on with the job.

## RESISTIVE CASES

The RESISTIVE CASE Rundown is an VIII development TO HANDLE THOSE WHO CANNOT MAKE THE GRADES.

It was put into the Green Form as GF 40 so as to preserve it.

To it could now be added “Overwhelmed.” This would indicate need of Repair (Progress) and Return (Advance) Programs. But many other indicators exist already.

*So when* do you use a GF 40?

Let us say the pc has been run on Grade Zero. And at the Examiner cannot or does not attest.

One would first look for simple auditing errors in recent sessions. These would get reviewed and corrected.

One would then look for lower actions than Grade Zero that had been missed.

If it still seemed hard to figure out, one would use a GF 40, Resistive Cases.

In essence, if one adds “Overwhelm” to the GF 40 list you have on it all the reasons a pc won’t advance IF he has been run on all processes up to that point.

Overwhelm would indicate need of a Repair and Return.

Grade I, Problems, is the usual ordinary reason for no case advance.

Problems shows up as an out rud in GF 40 and is simply put in as a rud not as a grade.

But if a Grade II or above has a problem??? That means Grade I is out.

GF 40 remains even more plainly as a “When all else fails.”

It is used that way.

When a pc doesn't attest, and all has been done for him otherwise, you use a GF 40.

This was its proper use in the first place.

All such materials except rapid or Quickie Grades are valid.

And (joke) these remarks on GF 40 Resistive Cases does not wipe out “Repair and Return Programs.”

#### IV RUNDOWN

The so-called IV Rundown as taught on the VIII Course is of course quite valid.

Originally developed to catch cases that had somehow gotten up to OT III and were falling on their heads, it is a collection of actions. It salvaged many cases.

The missing datum was that in recent times these cases were falsely reported to have had their lower grades. THEY, the cases themselves, said they had “had lower grades.” This made a mystery. The fact is, with multiple declare (declaring 0 to IV to the Examiner all at one time mostly without any mention of end phenomena of the grade) these cases were OUT GRADE in the extreme.

The IV Rundown was an effort to catch it all up to make a real OT.

“Out Grades” didn't read as it didn't mean anything to the pc and besides “they'd all been rehabbed a dozen times anyway.” But nobody mentioned never having attained any end phenomena and the Class Chart was never really gotten IN IN IN in the first place.

You will find many pcs have had various parts of the “IV Rundown” run earlier.

For awhile it was the fashion to use the IV Rundown or a part of it on any balky case at any level.

At OT IV (which was an audited step and none of it really confidential) the C/S simply ordered run whatever was left of it not already run.

Somewhere on the case all of the IV Rundown still should be run. But of course that would now be on a Return (Advance) Program and well up the line.

If Repair-Return doesn't get a grade made this is the time to do a IV Rundown. On (3) Valence Shifter - LX1, LX2, LX3 lists can be done in triple, recall, secondary, engram.

Earlier Practices, Former Therapy can also be triple, recall, secondary, engram.

This is on Page 28 (not 23) of the original VIII Case Supervisor Manual and part of it is also now GF 40.

If a case really needs this he won't be making a lower grade really so the GF 40 or its slightly wider OT IV Rundown can be used.

To both, “Overwhelmed by auditing” should be added in any future issue to indicate a needed repair action.

## CASE SUPERVISOR ACTIONS

HCOB 10 Dec 1968 "Case Supervisor Actions" Confidential, VIIIs only, is still valid. It remains confidential as it mentions some OT phenomena that would spin a Grade VA. However, some VIII C/S is going to be told that "Expanded Lower Grades changes all that." It doesn't.

Listen: In the next to last paragraph of the cover page of this manual (HCOB 10 Dec 68) it says:

"Standard grades are not part of this set-up AS IT IS UNDERSTOOD THAT THE AUDITOR KNOWS THESE. Directions to do standard grades are written on a blank sheet." (I have added the block letters for emphasis here.)

At the time this was written I had not discovered that lower grades were gone out of use and I let be published Triple Grades which seemed to condense all lower grades. The major process or major grade process *may not be* enough to make a pc make a lower grade. I am sorry I gave any support at all to such an idea by not examining the whole scene when it began to show up. *I did* find it and *did* correct it however when auditing statistics over the world showed the fault. (28 hours was the total weekly delivery of orgs!!)

If you add the dozens and dozens of lower grade processes as given in Expanded Lower Grades to the VIII C/S HCOB of 10 Dec 68 and included this C/S Series and its *new* development of Repair (Progress) and Return (Advance) Programs you would have the whole package of C/Sing.

So the VIII actions are *all* valid.

Auditor classes below VIII have this C/S Series. The AO C/S Course adds in the VIII actions as well.

Any C/S who does not know well *The Original Thesis, Dianetics: The Evolution of a Science, Dianetics: The Modern Science of Mental Health, Scientology 8-80 and Scientology 8-8008* will go badly astray. It is vital to know these books and others in this area, to know *what* one is trying to handle.

Class VI (SHSBC) tapes and bulletins are all valid and vital to lower grade auditing and C/Sing.

I trust this gives the C/S some idea of what is still "in."

It all is.

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Founder

Revised by CS-4/5  
Approved by

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HCO BULLETIN OF 15 JULY 1970R  
(Corrected and Reissued 25 Nov 1970)

Remimeo  
Dianetic  
Auditor  
Dianetic  
Checksheets

REVISED 17 JULY 1978

(Revisions in this type style)  
(Ellipsis indicates deletion)

### UNRESOLVED PAINS

It occasionally happens that a pc's certain pain does not resolve on Dianetics.

There are two reasons for this:

#### 1. NOT ENOUGH AUDITING ON ENOUGH CHAINS.

Sooner or later the exact small piece of an engram "already run" shows up on another chain later.

Example: Pain in an area of an operation occurs now and then again weeks, months or years after the operation has been run out as an engram. Sooner or later just on general auditing the missing bit of the operation shows up, blows. Voila! Pain gone forever.

This is peculiar especially to abdominal operations like an appendectomy. The operation was run out. The scar stays puffy. The pc is occasionally ill from it. Pc's conclusion is that Dianetics hasn't worked on it. More auditing on other somatics (just general Dianetics) is given. One day the remaining bit of the operation, hidden from view, apparently erased, shows up, blows. Pc now fine.

A reason for this is "overburden" in that the incident was too charged in one place to be confronted. As the whole case is unburdened, confront comes up. The piece that was missing (and giving the pain) blows.

There is no way of forcing it. In fact it would be fatal to try.

The other reason for it is that the missing bit causing the pain is a different somatic like "a chest compression." This bit of the operation had another basic than the one run.

The answer to a persistent or recurring somatic in an injured area is always more Dianetic auditing.... *Persistent, chronic and recurring somatics are handled fully with New Era Dianetics Series tech.*

Reference: HCOB 28 July 71 R New Era Dianetics Series 8  
Rev. 25.6.78 DIANETICS, BEGINNING A PC ON  
HCOB 18 June 78 New Era Dianetics Series 4  
ASSESSMENT AND HOW TO GET THE ITEM  
HCOB 26 June 78 New Era Dianetics Series 6  
Issue II ROUTINE 3RA, ENGRAM RUNNING BY CHAINS  
HCOB to Sept 70R CHRONIC SOMATIC, DIANETIC HANDLING OF  
C/S Series 18R  
HCOB 16 Aug 70R GETTING THE F/N TO EXAMINER  
C/S Series 15R

#### 2. SYMPATHETIC NERVOUS SYSTEM PAINS.

There are two sides to the body. As you learn in Touch Assists, if the right hand is injured you include also the left hand.

Body nerves conduct pain. The two sides of the body interlock. Pain gets stopped in the nerves.

If the right elbow is hurt the LEFT elbow will have echoed the pain.

Example, you find a pc with a pain in the left elbow. You try to audit a left elbow chain. It doesn't fully resolve.

If you ran injuries to the RIGHT elbow, suddenly there's a somatic going through the left elbow! It gets well.

This is the sympathetic nervous system. The right ear, injured, also gets echoes with a somatic in the left ear. You audit the right ear only. Pc comes up with a sore left ear!

You can actually direct a pc's attention to it (non-standard but a research technique) and he can find where the uninjured ear echoed the injured ear.

Where you can't fully repair a crippled left leg, don't be surprised to find it was the *right* leg that was hurt.

You audit the *left* leg somatic in vain. If you do, start auditing somatics in the OPPOSITE SIDE OF THE BODY.

## TOOTHACHE

The mystery of toothache is resolved in both 1 and 2 above, especially 2.

The pain is concentrated on the left upper molar. You audit it in vain. Toothache persists.

Look at the pc's mouth. Has the RIGHT upper molar ever been pulled or injured? Yes. That's how the *left* molar began to decay. The right upper molar was pulled. The pain (especially under the pain-killer on the right side only) backed up and stopped on the opposite side. Eventually the left upper molar, under that stress, a year or ten later, caves in and aches.

Mysterious as it wasn't injured. Mysterious as the opposite molar is long gone, doesn't hurt anymore.

When a toothache does not resolve in auditing, audit the opposite tooth on the other side. You can actually do it by count of teeth.

It's sort of auditing a no somatic.

Pc in misery with right upper molar. No pain on left side. Audit an injury he had on the left side (it will read on the meter also). Voila! The toothache that wouldn't go away eases up!

The fellow who has the exact opposite teeth pulled (upper right wisdom, upper left wisdom) is in for it as there is a constant cross-play. Makes the mouth odd and pressury. Both sides are reacting to the other side!

Dentists often note the strange pressure, "bursting feelings," a patient has when a tooth "needs pulling." This is the stress in the nerves from an injury which occurred on the opposite side!

An auditor can audit a right side tooth in vain unless he knows enough to audit THE OTHER SIDE.

For a pc with a toothache, on the *right* side, you can list for feelings on the *left* side of the mouth and get "numbness," "no feeling," etc. Audit *that* list and suddenly magically the toothache on the opposite side not being audited eases up.

*Full preassessment of the troubled area and R3RA Quad is used when the tooth trouble persists.*

As toothaches sometimes give a Dianetic auditor a failure, he should know about the sympathetic factor as above. The failure becomes a success.

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HCO BULLETIN OF 16 AUGUST 1970R  
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Remimeo  
Dn Checksheet  
Class VI  
Class VIII  
C/S Checksheet

*(Revisions in this type style)*

*(Ellipses indicate deletions)*

***C/S Series 15R***

**GETTING THE F/N TO EXAMINER**

(High, Low TAs and Chronic Somatics)

*(Note: This Bulletin has been revised to include references to the New Era Dianetics Series tech.)*

If after an F/N session end the pc's TA goes up, as at the Examiner's in an org. the pc is afflicted with unflat engram chains.

All high TAs depend on unflat or restimulated engram chains.

TAs go high on overrun because the overrun restimulates engram chains not yet run.

Engram (or secondary or lock) chains can be keyed-out. This does not mean they stay out. In a few minutes or hours or days or years they can key back in.

A pc will also de-stimulate in from 3 to 10 days usually. This means he "settles out." Thus a pc can be overrun into new engram chains (by life or an auditor), TA goes up, 3 to 10 days later the TA comes down.

When a pc is audited to F/N VGIs and then a few minutes later has a high TA the usual reasons are:

1. Has had his comm chopped or full Dianetic or Scientology end phenomena not reached or
2. Has been run on an unreading item or subject or
3. Is overwhelmed or
4. Has a lot of engrams keying in or
5. Has been run in the past without full erasure of engrams or attaining end phenomena.
6. Lists badly done or other misauditing cause a pc to feel bad and key-in chains also.
7. A pc can be audited when too tired or too late at night.

The solution to any of these is easy—on (1) always see that the pc attains full EP, particularly on engram chains. On (2) make auditors check for read even in two-way comm subjects, list questions or Dianetic items before running them. On (3) see also (2) and get the pc a proper Progress (Repair) Program. On (4) repair or isolate pc so his PT isn't so ferocious looking (meaning Repair (Progress) Pgm him well or let him change his environment and then audit him) or (5) look into his folder to see who

audited him on so many chains when, with no real erasure or EP. (6) You use repair lists (like *L4BRA*, *L1C*, etc.) and other usual action. On (7) you make the pc get some rest and if he can't, make him go for a walk away until he is tired and *then* walk back and get some sleep.

All these really add up to keyed-in or unflat engram chains. Whether the pc can handle them depends on repair and the usual.

Of all these the past auditing without attaining EP on engram chains (whether done in Dianetics or Scientology) is a usual reason for a much audited pc to have a high TA.

The answers to any high TA that won't come down and to any pc who continually arrives at Examiner after an F/N VGI session end with his TA UP are:

- A. Faulty auditing not letting pc go to full Dn EP when running engrams.
- B. A false Auditing Report (PR type report meaning promoting instead of auditing).
- C. Too many engram chains in past restim by life or auditing.
- D. *False TA or inoperable meter.*

*It is usual to do a PICTURE AND MASSES REMEDY to find and handle restimulated engram chains which are causing the TA to be high. This is done after the pc has had a Drug Rundown as unhandled drugs can also cause a TA to be high (see HCOB 24 July 78 DIANETIC REMEDIES).*

#### CHRONIC SOMATIC

A pc who has a *chronic somatic* would get programmed like this:

- 1. Repair (Progress) Pgm *as necessary* until pc feeling better.
- 2. *Original Assessment Sheet, with its full handling per New Era Dianetics Series 2, FULL PC PROGRAM OUTLINE and New Era Dianetics Series 8, DIANETICS, BEGINNING A PC ON.*
- 3. *Continue with the New Era Dianetics Full Pc Program, taking each step to full completion.*

IF the Dianetic auditing is standard and to Dianetic EP (*erasure, F/N, cognition, postulate if not included in the cognition, VGIs*) you will see this pattern at the Examiner . . .

First few sessions

TA 4.0 or more at Exam. Doubtful GIs.

Next few

TA 3.75 and blowing down to 3.25 at Exam. GIs.

Next few

TA 3.75 BD to F/N at Exam. GIs to VGIs.

Next two or three

TA 3.5 BD to F/N at Exams. VGIs.

Finally

TA 2.5 F/N VGIs at the Examiner.

That's what you would expect to see if the auditing was standard, if the case was straightened out of past flubs in the repair step. Errors such as running unreading items or firefights caused by out TRs or false auditing reports or Dn EP not reached at session end or pc needing ruds put in at session starts would prevent this pattern from happening at the Examiner's. So if the pattern doesn't happen you know the auditing is goofy or something is out which had better be found. One pc for instance had a huge W/H of having a disease and was audited over it for 2 years = auditing over a W/H and PTP = no case gain. Silly pc. But also a very dull C/S not to alert to some outness there and find it. Another pc had a high TA and the fault was just that she never got any auditing at all! So they kept operating on her! Somebody didn't know Dianetics and auditing was for USE.

### HIGH TA AND ILLNESS

Pcs with high TAs feel ill and get ill.

No use to elaborate on that. It's just a fact and is THE fact about pcs who get ill. So maybe you see why this HCOB is important!

### LOW TA AT EXAM

Pcs with low TAs are more or less in apathy.

If it F/N VGIs at session end and is low at Exam (like 1.9) (OR if it went low in session and didn't F/N), then the pc is:

- (a) overwhelmed and needs auditing and Life Repair
- (b) can have been run on a flat or unreading item that invalidated his former win.

Example: Pc listed on an unreading list few sessions later worrying about it and coming to Exam with low TA. Repair is the answer. Low TA pcs need a Life Repair also.

*The NEW ERA DIANETICS SERIES tech, fully and correctly applied, will handle all aspects of the chronic somatic. See HCOB 22 June 78, New Era Dianetics Series 2, FULL PC PROGRAM OUTLINE.*

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HCO BULLETIN OF 11 SEPTEMBER 1970

SH's  
AOs Only  
Solo C/S Hat  
Adv Cses Super

**SOLO ASSISTS**

It is absolutely forbidden to assign 2-way comm actions as "Solo."

Example: An out-point list, an assessment list, listing for items, 2WC on case etc.

PROGRESS AND ADVANCE ACTIONS may not be assigned by a Solo C/S to be done Solo.

A Solo auditor may not do these actions.

Dianetics R3R may not be attempted in Solo auditing.

The reasons for this are too obvious to be given stress.

I have never seen a Solo auditor do anything but louse himself up on these actions. Here and there somebody might have gotten away with it. But I have seen too many cases loused up this way to condone it as anything but squirrel Solo.

A Solo auditor can fly ruds and engage in a BPC L1 or L7 WHILE AUDITING PROPER SOLO ACTIONS, and he can of course do the standard Solo actions for the grade.

But doing L7, L1B etc. as general REPAIR actions is for the dicky birds.

There ARE NO *SOLO* REPAIR OR PROGRESS OR RETURN OR ADVANCE PROGRAMS .

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Remimeo  
Dn Checksheet  
Class III  
Class VIII  
C/S Checksheet

*C/S Series 18R*

**CHRONIC SOMATIC,  
DIANETIC HANDLING OF**

The full Dianetic handling of the pc who has a chronic somatic is given in the HCOB C/S Series 15 of 16 August 1970R, "Getting the F/N to Examiner."

This HCOB calls the fact to attention. It could get overlooked or be hard to find again as the title of HCOB 16 August does not indicate it directly.

*Also see New Era Dianetics Series 1-18.*

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***C/S Series 29R***

**CASE ACTIONS, OFF LINE**

A C/S can be plagued by off-line case actions of which he is not informed.

The existence of these can wreck his carefully laid out programs and make a case appear incomprehensible.

Thus it is up to a C/S to suspect and find these where a case isn't responding normally in auditing.

1. LIFE KNOCKING RUDS OUT FASTER THAN THEY CAN BE AUDITED IN.

Schedule sessions closer together and give very long sessions so life hasn't a chance to interfere. Can go as far as requiring person via the D of P to stay in a hotel away from the area of enturbulation or not associate until case is audited up high enough.

Shows up most drastically in Interiorization intensives where no ruds can be run unless the RD is complete. Thus Int has to be done in one session, with the 2WC IntExt the next day.

2. PC PHYSICALLY ILL BEFORE NEXT SESSION AND AUDITING OF A MAJOR ACTION BEING DONE ON A SICK PC WHO SHOULD HAVE ANOTHER C/S ENTIRELY.

Happens when delayed or late new Exam Reports don't get into folder before C/Sing it. Ginger up exam routing.

Happens when auditors are not alert to the pc's illness and audit anyway. Make auditors not audit and report at once sick pcs.

Pcs hiding general illness may show up as no case gain. Answer is to get a full medical exam.

3. SELF-AUDITING.

Detected by no lasting gain. Hi-Lo TA Assessment will show it up.

Two-way comm on when they began to self-audit (usually auditor scarcity or some introverting shock).

4. COFFEE SHOP AUDITING.

Meterless fool around, often by students, stirring up cases.

Forbid it in an area.

5. TOUCH AND CONTACT ASSISTS INTERRUPTING A GENERAL COURSE OF AUDITING, OFTEN TO NO F/N.

Make all such assists be done on a worksheet and make it mandatory to take the pc to an Examiner afterwards.

W/S and Exam Rpt then appear in folder.

The C/S can then get in the other actions (ruds, S & D, HCOB 24 July 69R) on the injured pc.

#### 6. STUDY RUNDOWNS.

An illegal and offbeat line can occur when auditing out misunderstands in study or “Management Word Rundown” or such occurs in the middle of a general auditing program.

Require that C/S okay is required.

Get such done at the START of courses and BEFORE a major auditing cycle is begun. Enforce this hard as the other answer that will be taken will be to do it at the end of the cycle and wreck major auditing program results.

#### 7. ILLEGAL PATCH-UPS.

Sometimes all through an intensive there is another auditor unknown to the C/S who 2WCs the pc or audits the pc who is complaining to him or her.

Shows up in the Hi-Lo TA Assessment.

Forbid it.

#### 8. PEOPLE TALKING ABOUT THEIR CASES.

Past life reality is often badly hurt by people who talk about being Napoleon, Caesar and God. This makes “past lives” an unreal subject by bad comparison.

Restimulative material is sometimes used to “push someone’s buttons.”

Bullbait that uses actual processes or implants should be stamped out hard.

#### 9. ADVANCED COURSE MATERIAL INSECURITY.

I have seen several cases wrecked by careless storage of Ad Course materials where lower levels could get at them.

One notable case was a suppressive who got hold of Ad Course materials and chanted them at his wife to drive her insane. She recovered eventually. He didn’t.

When a C/S gets a whiff of upper level materials on a lower level pc worksheet he should make an ethics matter of it and get it traced.

#### 10. ILLEGAL DRUG USE.

A pc who suddenly relapses onto drugs or who has a long drug history can cause a case to look very very odd. The TA flies up. The case, running okay, suddenly ceases to run.

Addicts can come off it if given full *drug handling per New Era Dianetics Series 9 DRUG HANDLING.*

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### DIANETIC ERASURE

There are several corny stunts that can occur in Dianetics, any of which will add up to no erasure.

1. Trying to run an item that didn't read on being given or when being called. As the chain is not charged it will be hard if not impossible to run. *Instant F/N and BD* items are of course the very best and almost always erase very easily.
2. Starting a new session with a new item with the TA way way up. To play it safe in Dianetic auditing (it can be handled in Scientology) the Dianetic auditor who starts a session and a new action at the same time with the TA high is very foolish. It may not be high on what the auditor is now newly trying to run. The correct action is not to start the session. Just end off with no auditing done.

The pc is ill or is having trouble in life. If you were running a chain in the last session and continue it in the next, disregard the high TA. A way to get around this is get some new items from the high TA pc and take one that blows down well and you can probably bring it off. Safest is don't audit a high TA pc unless to repair an unflat chain (or to run *Interiorization RD*). This rule is variable. But you should know it is risky to audit a new item taken from an earlier list when the pc comes into session with a high TA as it may not be high on what you are about to run and so you may get no F/N and erasure. The only remedy is to get new items and choose a BD one (or to turn the pc over to a Scientology auditor to assess a Hi-Lo TA list and handle).

3. Narratives are too often just run through once or twice and abandoned. This leaves the incident still charged and affecting the pc. (A narrative item describes only one possible incident, i.e. "dropping an ironing board on my foot" = no chain.) A narrative needs to be run and run and run on that one incident. You run the *incident* narrative to erasure and only go earlier similar if it starts to grind very badly. You run the *incident* to EP.
4. Running a pc who has exteriorized in auditing on something other than an *Interiorization RD* will produce a high TA and no F/N and erasure in the session. After *Int RD* has been run anything can be run.
5. Probably the WORST blunder is failing to ask for DEF again when the pc says, "It's erased" but the TA is still high. This is really a corny error. TA 4.9.

Pc says, "It's erased! All blank now," and the auditor fails to ask DEF once more. There is a moment when the pc's NOT-IS of the picture squeezes it into invisibility. The mass of it is still there. It takes just one or two more passes through to get the BD, F/N, *postulate* and *VGIs* (*which is the erasure*). It's up to the auditor not to let the pc go without that additional DEF, *which will then bring the BD, F/N, postulate off and VGIs*.

*This error is more common than one would think.*

6. Of course, not asking for an earlier incident mentioning the same item will also cause a grind and no erasure. When the item isn't also mentioned in the command the pc can jump chains. And if the earlier beginning is not asked for at all *on basic, when there is one, or on narratives*, of course there will be no erasure.
7. Auditing a pc under protest will cause the TA to stay up and no F/N and erasure.
8. Ending off a chain or engram at the first sight of an F/N and then wondering why . . . no postulate came off.

The skilled Dianetic auditor knows these things cold and does not make these errors. Thus he gets his end of session erasure and F/N regularly and gets F/N at the Examiner as well when the case has had a few sessions.

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Remimeo  
All Auditors  
C/Ses

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*C/S Series 33RA-1*

**TRIPLE AND QUAD RERUNS**

LAW: WHEN ONE OR MORE OF THE FOUR FLOWS OF AN ITEM OR GRADE ARE LEFT UNRUN, WHEN USED IN LATER PROCESSES THE EARLIER UNRUN ONES RESTIMULATE AND MAKE MASS.

This tells you that high TAs, heavy pressures and even illness can come from bypassed flows.

**BYPASSED FLOWS**

Example: Dianetic Singles have been run on 7 items. Now the auditor begins to run new items Triple without running Triple on the already run items. The result will be 7 unrun Flow 2s and 7 unrun Flow 3s. These will restimulate and form mass and bypassed charge.

Example: Now let us say all 7 previous items have been run Triple. And the auditor now runs a new item Quadruple. This leaves 7 unrun Zero chains. These can restimulate and form mass and bypassed charge.

Example: Now let us say that Dianetics was all run Single and grades were run Triple. This will restimulate the Dn chains F2 and F3.

Example: Let us say that Dianetics and Scientology grades were all run Triple. An *Interiorization* Rundown is now run Quad. This will throw all Dianetic and Scientology unrun Flow Zeros into restimulation and give bypassed charge.

ANY LATER GRADE RUN WITH MORE FLOWS THAN USED IN EARLIER ACTIONS CAN THROW THE EARLIER UNFLAT FLOWS INTO RESTIM, PILE UP MASS GIVING HIGH TA AND BPC GIVING ARC BREAKS.

**REPAIR**

The more the condition is *repaired* by L1C, L4BR etc. etc., the *worse* the mass gets.

**SOURCE OF HIGH TA**

Thus high TAs have three principal sources:

- (1) Overruns
- (2) Auditing past exterior
- (3) Earlier unrun flows restimulated by those flows used in later actions.

There are other minor ones such as drug background, illness etc. as per Hi-Lo TA Assessment.

**REHABS**

One must NOT recklessly or continuously rehab a past major action. This causes overrun. The thetan is placed at the *end* of the incidents not yet in restimulation or run and the bank gets more solid.

**MASSY THETANS**

The whole trick of this universe is contained in thetans copying or picturing incidents and then getting stuck in the later portion of them.

“Incidents” is the keynote. A thetan is incident hungry.

This is what traps him.

For some reason he has to be at the earliest end of incidents to erase them. The later he is in incidents and the later he is on the track the more solid he is.

This also applies to the "auditing time track."

By omitting things like flows on the auditing time track, the thetan thus becomes massy.

The whole theory of the *Interiorization* Remedy is based on having gone out (later) *after* he went in (earlier). So exteriorizing can stick him. (People buy the *Int* RD to exteriorize but the remedy is only done to permit further auditing. They Ext of course when the bank is handled.)

When flows of items are bypassed and then later restimulated by auditing them, mass occurs.

#### GETTING IN ALL FLOWS

When doing additional flows on earlier items or processes one must *also* check or rehab those flows marked as run to F/N in worksheets.

This again will leave unflat flows and BPC unless it is (lone).

And if it is overdone it will raise the TA by overrun.

So if one had a case that had Single Dianetics and was later run on Triple for new items (but the Singles not done into Triple) one would have to RUN FIRST the missing unrun flow or flows if *they read* and then *check* the first Single F1 for flatness, then check other previously run flows.

The rule is run the previously unrun one or ones first if *they read* to get charge off, then verify or run the ones listed as run already.

Then one would do the same for the next item. Run the previously unrun flow or flows if *they read* and then verify or run those listed as already run to be sure they F/N.

All items, in chronological sequence, and all processes, would have to be run Quad.

IT WOULD BE A WASTE OF TIME NOW TO RUN IN ONLY TRIPLES.

Whether you have the Quad commands or not they are easy to figure out as you are only missing the Zero flow, self to self.

So all C/Ses and auditing actions are "Rehab or Run F1, F2, F3, F0 if *they read*" when getting in all flows on things run to date.

#### HIGH TA

When you are sure an *Int* RD has been done correctly and its 2WC went F/N and the TA later goes high, you check the *Int* RD. That is the most usual reason. This simple action is amazingly subject to flubs.

If the TA goes high later you can do a *C/S Series 53* or a Hi-Lo TA Assessment and handle.

If the TA is still high or low, you had better check the state of flows. Were more flows run on later actions than were run on earlier actions?

If so, your pc has felt massy, sometimes even ill.

The right action is to get in all flows from the beginning. And do it Quad. Bring *all* his auditing up to Quad.

(If his folder is not available, he has kind of had it. I know of no way, at this writing, to recover lost Dn items but will have to work something out.)

#### NOT IN TROUBLE

If the pc is not in trouble, his best bet is to get on up the grades to Expanded OT III.

## IN TROUBLE

If he is massy and is having trouble the best bet is to:

- (1) Be totally sure of his Int RD.
- (2) Check O/Rs particularly of a major grade twice or bypassed F/Ns, locate and indicate them.
- (3) FES, list the items and grades and do a Full Flow action from the beginning of his auditing, raising them all to Quadruple.

## RUNNING ZERO FLOWS

The Zero flow in Dianetics is a bit strange. It can be done by full R3R BUT it often depends on the decision the pc made and may F/N very suddenly. It is easily overrun and can be very fast.

A pc can be gotten into trouble on Zero flows if the auditor is slow and is not alert to his meter and misses the F/N and gives R3R commands after the flow has blown .

REHAB OR RUN

The auditor getting in Zero flows can also ARC Brk the pc by failing to verify if the previously run flows are flat. All the auditor wants is to see them F/N on the command. If they don't he runs them.

Sometimes when he has "run them" again he finds they are being overrun or run twice and has to rehab them by finding this out. The pc sometimes doesn't know until he actually starts to run them. Then he finds they are already run. The clue to this is a climbing TA. If the TA goes up, get off that flow and rehab it.

Example: Pc at first thinks "Pain in shoulder" F2 was never run. Starts to run it. TA goes up. Auditor must pull him off of it by finding out if it is being run twice and rehab it to F/N.

The moral in all these reruns is don't firefight, keep an L1C List and an L3RD List handy and use them.

## RESULTS

The results of straightening up the Int-Ext RD, rehabbing O/Rs and putting in ALL FLOWS on a pc are fantastic.

Getting an All Flows Rundown done correctly gives one all the latent gain the pc has been begging for.

So send to Cramming all C/Ses and auditors who flub.

Program it right.

C/S it right.

Audit it right.

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Revised by  
W/O Ron Shafran  
CS-4

Approved by

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[This HCOB was reissued to correct the signature which is the only change.]

Remimeo

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(Ellipses indicate deletions)

*IMPORTANT*

**L3RF**

**DIANETICS AND INT RD REPAIR LIST**

This list includes the most frequent Dianetic errors.

A high or low TA and a bogged case can result from failures to erase a chain of incidents.

DO NOT ATTEMPT TO REPAIR A CHAIN OR ENGRAM WITHOUT USING THIS LIST as it can have different or several errors.

REMEMBER TO CLEAR EACH WORD ON THIS LIST. IF A QUESTION READS AND THE PC SAYS HE DOESN'T UNDERSTAND IT, CLEAR IT AND REASSESS (don't explain it and take it as it read on a misunderstood not on a fact).

RUNNING PCS ON DIANETICS WITHOUT A FULL AND COMPLETE DN CS-1 INDOCTRINATION IS A FOOLISH ACTION.

TAKE ANY READ FOUND TO F/N BY FULL REPAIR OF IT PER THE INSTRUCTIONS .

1. WAS THERE AN EARLIER SIMILAR INCIDENT? \_\_\_\_\_  
Indicate it. Run the chain to full EP.
2. WAS THERE NO EARLIER SIMILAR INCIDENT? \_\_\_\_\_  
Indicate it. Determine if the chain erased or if the last incident needs to be run through again. Complete the chain to full EP by indication or by running it to full EP. Scn handling would include Date/Locate if needed.
3. WAS THERE AN EARLIER BEGINNING? \_\_\_\_\_  
Indicate it. Handle with R3RA and complete the chain to full EP.
4. WAS THERE NO EARLIER BEGINNING? \_\_\_\_\_  
Indicate it. Complete the chain to full EP R3RA DEF on last incident if unflat.
5. WAS AN F/N INDICATED TOO SOON? \_\_\_\_\_  
Indicate it. Run the last incident (or chain) to full EP.
6. DID THE AUDITOR STOP JUST BECAUSE THERE WAS AN F/N? \_\_\_\_\_  
Indicate it. Complete the chain to full EP using commands DEF on the last incident run.
7. WAS AN F/N INDICATED TOO LATE? \_\_\_\_\_  
Indicate it. *Get off the postulate made at the time of the incident.* Indicate the overrun.(Scn handling would include D/L if needed.) . . . Then, if the pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RF on it.
8. *WAS THE POSTULATE BYPASSED?* \_\_\_\_\_  
*Indicate. Get the postulate. Indicate that the chain was overrun. (Scn handling would include a D/L if necessary.) If pc jumped chains, handle as above.*

9. **HAS THE INCIDENT ERASED?** \_\_\_\_\_  
*Indicate. Get the postulate made at the time of the incident. Indicate the overrun. (If any difficulty, Scn handling would include a D/L.)*
10. **WAS AN F/N NOT INDICATED AT ALL?** \_\_\_\_\_  
*Indicate. Get off the postulate if not already given. Indicate the overrun. (D/L by Scn auditor if necessary.) If jumped chains, handle as in 7.*
11. **WAS THERE NO CHARGE ON THE ITEM IN THE FIRST PLACE?** \_\_\_\_\_  
*Indicate it, and that it shouldn't have been run. Scn handling would include D/L if necessary.*
12. **DID YOU JUMP CHAINS?** \_\_\_\_\_  
*Indicate it. Reorient to the original chain. Find out if it erased and get the postulate if not previously given. Indicate the overrun, or run the chain to full EP. Then locate last incident pc ran on the chain he jumped to. As this has now been restimulated but not run, do an L3RF on it. Scn handling would include D/L if necessary.*
13. **DID YOU JUMP FLOWS?** \_\_\_\_\_  
*Indicate it. Reorient to the original chain and take it to full EP using commands DEF. If necessary and the pc is still upset about the other flow, do an L3RF on it.*
14. **WERE THERE FLUBBED COMMANDS?** \_\_\_\_\_  
*Indicate it, E/S to F/N.*
15. **DID THE AUDITOR GOOF ON A SEQUENCE OF COMMANDS?** \_\_\_\_\_  
*Indicate it, E/S to F/N.*
16. **DID YOU NOT HAVE A COMMAND?** \_\_\_\_\_  
*Indicate it, E/S to F/N.*
17. **DID YOU HAVE A MISUNDERSTOOD ON THE COMMAND?** \_\_\_\_\_  
*Find it and clear it.*
18. **SHOULD THE INCIDENT BE RUN THROUGH ONE MORE TIME?** \_\_\_\_\_  
*Indicate it. R3RA DEF on the incident, run chain to full EP.*
19. **TOO LATE ON THE CHAIN?** \_\_\_\_\_  
*Indicate it. Get the earlier similar incident and complete the chain with R3RA to full EP.*
20. **WAS A CHAIN NOT COMPLETED?** \_\_\_\_\_  
*Indicate it. DEF on the incident, run chain to full EP.*
21. **INCIDENT GONE MORE SOLID?** \_\_\_\_\_  
*Indicate it. Check for earlier incident or earlier beginning and complete the chain to full EP.*
22. **WAS AN INCIDENT SKIPPED?** \_\_\_\_\_  
*Indicate it. Find out what it was, run it and complete the chain to full EP.*
23. **WAS AN INCIDENT LEFT TOO HEAVILY CHARGED?** \_\_\_\_\_  
*Indicate it. Find out what it was, run it *through again*. Complete the chain to full EP.*
24. **DID YOU SAY SOMETHING WAS ERASED JUST BECAUSE YOU WERE TIRED OF RUNNING IT?** \_\_\_\_\_  
*Indicate it. Complete the chain to full EP with R3RA DEF on the last incident run.*
25. **STOPPED RUNNING AN INCIDENT THAT WAS ERASING?** \_\_\_\_\_  
*Indicate it. DEF on the incident and erase it. Get full EP.*

26. WENT PAST BASIC ON A CHAIN?  
Indicate it. Get full EP. Then, if pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RF on it. Scn handling would include D/L if necessary. -----
27. WAS AN EARLIER MISRUN INCIDENT RESTIMULATED?  
Indicate it. Find out what it was and do an L3RF on it. -----
28. DID TWO OR MORE INCIDENTS GET CONFUSED?  
Indicate it, sort it out with an L3RF on it. -----
29. WAS AN IMPLANT RESTIMULATED?  
Indicate it. If no joy do an L3RF on the time of the restimulation. -----
30. WAS THE INCIDENT REALLY AN IMPLANT?  
Indicate it. If necessary do an L3RF on it. Scn handling would include D/L if needed. -----
31. WRONG ITEM?  
Indicate it was a wrong item and that all other actions connected with it were wrong. If it is from an L&N list or if any question or difficulty, turn the pc over to a Scientology auditor who is classed to do an L4BRA. -----
32. NOT YOUR ITEM?  
Indicate it, E/S to F/N. -----
33. NOT YOUR INCIDENT?  
Indicate it, E/S to F/N. L3RF if any trouble. -----
34. *DID THE PREASSESSMENT ITEM GOTTEN HAVE NO CHARGE ON IT?*  
*Indicate the item was uncharged and should not have been taken up and all items connected with it should not have been run. (Scn handling would include D/L if necessary.)* -----
35. *WAS THERE ANOTHER PREASSESSMENT ITEM THAT SHOULD HAVE READ?*  
*Get what it was and note its read as the pc gives it. Find out if the preassessment item taken up is uncharged. If so handle as above. If not, continue with the action you are on to EP and handle the new item given in its order.* -----
36. *WAS THE ORIGINAL ITEM ALREADY HANDLED?*  
*Indicate that the original item was already handled and that items connected with it should not have been run. (Son handling would include a D/L if necessary.)* -----
37. (OMIT WHEN RUNNING DRUGS)  
WAS THERE NO INTEREST IN RUNNING AN ITEM?  
Indicate it, and that it shouldn't have been run. Scn handling would include D/L if needed. -----
38. WAS THE SAME THING RUN TWICE?  
Indicate it. Spot the first erasure, indicate the overrun. Scn handling would include D/L if needed. -----
39. WAS THERE A WRONG DATE?  
Indicate it. Get the correct date and run the incident (if unflat) and chain to full EP. -----
40. WAS THERE NO DATE FOR THE INCIDENT? -----

- Indicate it. Get the date and run the incident (if unflat) and chain to full EP.
41. WAS IT A FALSE DATE? \_\_\_\_\_  
Indicate it. Get the correct date and run the incident (if unflat) and any chain to full EP.
42. WAS THERE AN INCORRECT DURATION? \_\_\_\_\_  
Indicate it. Get the correct duration and run the incident (if unflat) and any chain to full EP.
43. WAS NO DURATION FOUND FOR THE INCIDENT? \_\_\_\_\_  
Indicate it. Get the duration and run the incident (if unflat) and any chain to full EP.
44. WAS THERE A FALSE DURATION? \_\_\_\_\_  
Indicate it. Get the correct duration and run the incident (if unflat) and any chain to full EP.
45. DID YOU RESENT DURATIONS? \_\_\_\_\_  
Indicate it. E/S to F/N. Run the incident (if unflat) and any chain to full EP.
46. WAS AN EARLIER DIANETIC UPSET RESTIMULATED? \_\_\_\_\_  
Locate what it was, indicate it. Sort out with an L3RF if necessary.
47. WAS AN EARLIER ARC BREAK ON ENGRAMS RESTIMULATED ? \_\_\_\_\_  
Indicate it. Sort it out with an L3RF.
48. WAS THERE AN ARC BREAK IN THE INCIDENT? \_\_\_\_\_  
Indicate it. Run the incident, if unflat, to full EP.
49. WERE YOU PROTESTING? \_\_\_\_\_  
Indicate it, clean it up E/S to F/N.
50. DID THE AUDITOR DEMAND MORE THAN YOU COULD SEE? \_\_\_\_\_  
Indicate it, E/S to F/N. If any difficulty, turn the pc over to a Scientology auditor classed to do an L1C if necessary.
51. DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE SAYING? \_\_\_\_\_  
Indicate it, E/S to F/N. If any difficulty, turn the pc over to a Scientology auditor classed to do an L1C as necessary.
52. WERE YOU PREVENTED FROM RUNNING AN INCIDENT? \_\_\_\_\_  
Indicate it, E/S to F/N. Run the incident (if unflat) to full EP. If any difficulty turn the pc over to a Scientology auditor classed to do an L1C on it.
53. DID THE AUDITOR SIMPLY STOP GIVING COMMANDS? \_\_\_\_\_  
Indicate it. Complete the chain by running the last incident found DEF to full EP.
54. WAS A COGNITION INTERRUPTED? \_\_\_\_\_  
Indicate it.... Get the cognition and any postulate connected with it. (if any difficulty at this point turn pc over to a Scientology auditor for an L1C.) Continue chain if unflat, or indicate the overrun.

55. WAS THERE A POSTULATE THAT WAS NOT EXPRESSED? \_\_\_\_\_  
 Indicate it.... Get the postulate *and indicate the overrun*. (Scn handling would include L1C or D/L if needed.)
56. WERE YOU DISTRACTED WHILE RUNNING AN INCIDENT? \_\_\_\_\_  
 Indicate it, E/S to F/N. Run the incident (if unflat) and any chain to full EP. If any difficulty, turn pc over to a classed Scientology auditor for L1C.
57. WERE YOU AUDITED OVER AN ARC BREAK? \_\_\_\_\_  
 PROBLEM? \_\_\_\_\_  
 WITHHOLD? \_\_\_\_\_  
 Indicate it. If you are trained to do so, handle the out rud. If not, turn the pc over to a Scientology auditor classed to handle out ruds. Do not pull W/Hs before the engram or chain is repaired or it will mush engrams.
58. WERE YOU HELD UP BY THE AUDITOR? \_\_\_\_\_  
 Indicate it, E/S to F/N.
59. WAS AN ITEM SUPPRESSED? \_\_\_\_\_  
 Indicate it. Get the Suppress off E/S to F/N, then run the item and any chain to full EP.
60. WAS AN ITEM INVALIDATED? \_\_\_\_\_  
 Indicate it. Get the Inval off E/S to F/N, then run the item and any chain to full EP.
61. WAS AN ITEM ABANDONED? \_\_\_\_\_  
 Indicate it, get the item back and run the item and any chain to full EP.
62. WAS A CHAIN ABANDONED? \_\_\_\_\_  
 Indicate it, get the chain back and run to full EP.
63. WAS THE ITEM ORIGINALLY MISWORDED? \_\_\_\_\_  
 Indicate it. Get the correct wording and give it to him. Handle to full EP if unflat.
64. WAS THE WORDING OF THE ITEM CHANGED? \_\_\_\_\_  
 Indicate it. Get the correct wording and give it to him. Run it (if unflat) to full EP.
65. WERE YOU RUNNING AN ITEM THAT WAS DIFFERENT THAN THE ONE ASSESSED? \_\_\_\_\_  
 Indicate it. Get the item the pc was actually running, handle to full EP. Then L3RF on the item actually assessed.
66. STUCK PICTURE? \_\_\_\_\_  
 Indicate it. Do an L3RF on it. You can also unstick it by having him recall a time before it and a time after it.
67. ALL BLACK? \_\_\_\_\_  
 Spot the black field or picture. Get the correct duration. If no go, L3RF on it.
68. INVISIBLE? \_\_\_\_\_  
 Spot the invisible field or picture. L3RF on it.
69. CONSTANTLY CHANGING PICTURES? \_\_\_\_\_



Indicate there was a misassessment and a wrong item was taken off the list. Get the correct item and run it, or L3RF on that session.

- 70. WHEN YOU SAID IT WAS ERASED DID IT STILL HAVE A MASS?  
Indicate it. DEF, checking for earlier beginning, run to erasure and full EP. If necessary do an L3RF on it. -----
- 71. WAS THERE A PERSISTENT MASS?  
L3RF on it. -----
- 72. WAS THERE TROUBLE WITH A PRESSURE ITEM OR PRESSURE ON AN ITEM?  
L3RF on it. -----
- 73. DID YOU GO EXTERIOR?  
Indicate it. Handle if you are a Scientology auditor. Turn the pc over to a Scientology auditor for a full Int RD or become a classed Scientology auditor and handle. -----
- 74. WAS YOUR INT RD MESSED UP?  
Indicate it. Handle if you are a Scientology auditor. If not, turn the pc over to a Scientology auditor to get his Int RD straightened out, or get trained as a classed Scientology auditor and handle. -----
- 75. WERE YOU AUDITED OVER DRUGS, MEDICINE OR ALCOHOL?  
Indicate it. L3RF on that time, then verify all chains to ensure they erased. Note for C/S attention to verify if Objectives and all other points of full drug handling have been done. -----
- 76. WAS A PAST DEATH RESTIMULATED?  
Indicate it. If it doesn't blow run it out Narrative Secondary R3RA. -----
- 77. DID YOU ATTAIN SOME STATE AND IT WAS INVALIDATED?  
Indicate it. Return folder to C/S for handling. -----
- 78. DID YOU GO CLEAR AND NOBODY WOULD LET YOU DECLARE?  
Indicate it. Return folder to C/S for handling. -----
- 79. WAS THERE NOTHING WRONG IN THE FIRST PLACE?  
Indicate it. Continue the action you were on. -----
- 80. WAS THIS LIST UNNECESSARY?  
Indicate it. If it doesn't F/N turn the pc over to a Scientology auditor for a rehab or become a Scientology auditor to handle. -----
- 81. HAS THE REAL REASON BEEN MISSED?  
Indicate it. Locate the real reason and handle. -----
- 82. WAS SOMETHING ELSE WRONG?  
Locate what it is and sort it out. -----

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 APRIL 1971RC  
REVISED 25 JULY 1978

Remimeo  
All Auditors  
Class VIII  
Dn Checksheet  
Int-Ext Checksheet

*(Revisions in this type style)*

*(Ellipsis indicates deletion)*

### C/S Series 36RC

#### DIANETICS

(Applies also to Int-Ext Rundown)  
(Ref HCOB 4 Apr 71RA, C/S Series 32RA,  
and HCOB 5 Apr 71RA, C/S Series 33RA)

#### TRs

TR Zero exists so an auditor is not ducking the session but can sit there relaxed, doing his job.

TR One must be done so the pc can *hear* and understand the auditor (without blowing the pc's head off either).

TR Two must be done so that the pc gets acknowledged. This can be so corrupted that the auditor doesn't ack at all but gives the pc meter reads! Instead of acks! Or keeps saying, "I didn't understand you," etc.

TR Three basically existed so that the auditor would continue to give the pc commands and not squirrel off or pack up with total silence.

TR Four exists so that the pc's origins are accepted and not Qed and Aed with or invalidated.

And, surprise, surprise, TRs are for use in the session itself, not just a drill. They are *how* one runs a session.

*An auditor can miss by calling "F/Ns" with high or low TA. And one never feeds meter data to the pc: "That read," "That didn't read," "That blew down," just must not exist in session patter. "Thank you. That F/Ned," is as far as an auditor goes. And that's the end of the cycle and says so.*

*Erasure can be overlooked by an auditor. In Dianetics this fault is fatal.*

Auditor's Code must be in on all points and particularly invalidation. Pc says, "That's so and so." An auditor who says, "I'm sorry. You are wrong," or any other invalidation is going to wreck a pc's case. A full knowledge of the Auditor's Code and actually applying it saves endless troubles. It is an auditing TOOL, not just a nice idea.

#### REHABBING CHAINS

One rehabs a Dianetic chain that, according to a previous worksheet, erased by saying, "According to session records (flow direction) (item) erased." That's all. One does not say, "Did the chain giving others a headache erase?" One does not run it again to find out. One does not run a single command "to see if it F/Ns again." One can say, "Do you agree that the chain giving another a headache erased?" But the more you ask the pc to look for an erased chain the more messed up things will get. It isn't there. But the auditor by his action can imply it *should* be there or *might* be there. A totally wrong

approach would be “Look around your bank and see if what isn’t there any more isn’t there.”

Dianetics is NOT Scientology. A Dianetic chain is *not* a release. If you try to use Scientology rehab tech on a Dianetic chain, you have had it. It isn’t a “release” (which is a key-out). A Dianetic chain is an erasure. You can’t rehab erasures with “How many times?”, etc.

The test of this is the doing. If you try to use Scn rehab on Dianetic chains, the PC MIGHT TRY TO FIND SOMETHING. This causes him to key-in other unrun or similar items.

It is a dangerous action at best to try to handle old erased chains. The best you can do is to tell the pc what the old W/S said. If no W/S exists leave the already erased flows alone!

### FLUBBED CHAINS

Many times, a Folder Error Summary will give a flubbed chain and then fail to note it was repaired in the next session!

A C/S and auditor would have been pretty irresponsible to just go on auditing past flubbed chains.

The only safe way to handle some previous flubbed chain is to:

- (a) Verify in the folder if it was repaired.
- (b) If still unrepaired assess the L3RE on it and handle according to the L3RE.

### L3RE

Using the new L3RE (HCOB 11 Apr 71 RB) is a Dianetic action.

A Scientology auditor erroneously can try to use it as a two-way comm type of list. If a chain needed one more *DEF*, then two-way comm on it with no *DEF* is not going to complete it.

L3RE has its own directions. Questions not marked with directions are used to indicate the fact. This can amount to two-way comm as the pc chews it over. But L3RE where marked is handled by Dianetics actions. Look over the list and its directions for each question and you will see that some are given directions that are NOT 2WC.

Example: “Earlier beginning” reads. You can’t just say, “The incident had an earlier beginning,” and you can’t say, “Tell me about the earlier beginning.” The pc will go up the wall. There’ll be no *erasure*. You have to use R3M and get him to the earlier beginning and then run it and if it still doesn’t erase, get him to an earlier similar and erase that.

L3RE is a Dianetics list. It is not a Scientology list that is cleared each question to F/N by 2-way comm.

### OVERRUN

Overruns are demonstrated by a rising TA.

If as you seek to get in Full Flow Dianetics (*Ref: HCOB 7 Mar 71R Rev 25 July 78 C/S Series 28RA-1R USE OF QUADRUPLE DIANETICS. HCOB 4 Apr 71-1RA Rev 25 July 78 C/S Series 32RA-1RA USE OF QUAD DIANETICS. HCOB 5 Apr 71 Reissued 13 Jan 75 C/S Series 33R-1 TRIPLE AND QUAD RERUNS (page 380 Tech Vol VIII)*) the pc’s TA begins to average higher, overrun is occurring.

Example: While doing FFD pc's TA has been riding at 2.2 and F/Ns. After a new FFD action it begins to ride at 2.5 and F/Ns. Something is being overrun. Find it and indicate it. And cease to stir the bank up so much! The fault is going over items already run.

In doing a Full Flow Table you often find that the same or similar have been run in the past.

Sometimes you find that a previous attempt to run the item a second or third time has resulted in an ARC break, the reason for which was never detected.

The right action is to note the session date it *was first* run and just tell the pc, "Feeling surprised was run three times. On (first date it was erased) it was erased. When later run it was an overrun." This tends to blow the later charge laid in by trying to run the same item again.

It sounds so strange that erased chains can be overrun. But it is true. What happens is that pcs try to cooperate and put something there.

## FIREFIGHTS

The action of a quarrel between an auditor and a pc is called a firefight.

Restimulating earlier unrun engrams or overrunning chains upsets a pc. The best action, as soon as a pc is disturbed, is to do an L3RE fast and handle what reads the way it should be handled according to the L3RE.

The wrong way is to argue or try to go on.

The pc does NOT know what it is. He just feels awful. He tries to guess. He will ARC Brk or get sad if the auditor continues.

The correct action is an L3RE.

L1C is not of great use in a Dianetic ARC Brk. L3RE is.

If the pc remains ARC broken, try L3RE again, particularly the *whole* L3RE.

A Scientology session would be handled with some other list (L1C, L4BRA, etc.). A Dianetic session, including and especially FFD, is handled with L3RE.

You NEVER prepcheck while doing Dianetics. This mashes up the engrams.

## INTERIORIZATION

ALL these cautions apply as well to an Interiorization-Exteriorization Rundown, when restim occurs one uses an L3RE quickly.

Int-Ext RD is essentially a Dianetic, not a Scientology, action.

## SAFE ACTIONS

A fully genned-in auditor, well crammed, well drilled, well skilled, can be trusted with Dianetics, Dianetic *Quads* and an Int-Ext RD. Auditors not so handled can get pcs into serious trouble with these things.

A safe course is to use *Quads* on new, never audited before pcs.

Those begun on *Quads* use then only *Quad* flows.

## C/S RESPONSIBILITY

Any trouble a C/S is running into comes from the factors of TRs, metering, Code and incomplete or false auditors' reports.

If when I am C/Sing I ever find an auditor has omitted key session actions or has falsified a report, I order that auditor not to Cramming but a full retrain *of the Hubbard New Era Dianetics Course* right on up.

A C/S does not see these points. He can get the pc asked what the auditor is doing or did. He can get sessions monitored. This helps him fill this gap in his data.

It's what isn't in the auditor's report that is often the trouble. Auditors omit what they said, omit the firefight, omit session alter-is in their worksheets.

All this sticks the C/S's neck out for the axe of failure.

So particularly in FFD, Int-Ext and other such actions, a C/S has to act to obtain confidence in the auditor's TRs, metering, Code use and accurate worksheets.

## RISK

In FFD, Int-Ext RD and Power, experience has proven that if the auditor is not top grade, if the C/S is not alert, we put a pc at risk.

The USUAL is what keeps the pc safe.

A thorough study of his case, looking for obvious bugs (such as Int-Ext RD done twice, the case a druggie but drug engrams never run, Int done but its 2WC flubbed, to name a few serious ones), sending auditors to Cramming for the slightest flub, insisting on standard TRs USED IN SESSION, good metering, use of the Code, accurate and complete worksheets, use of standard tech, all guarantee the safety and progress of the pc.

## INTRODUCING FFD

FFD (like the Int-Ext RD) requires flawless C/Sing and auditing or the case goes wrong.

When these actions were introduced they showed up any flaws in case studying, TRs, metering, Code and worksheets.

There are two ways to handle. (a) Cancel FFD and Int-Ext as actions. Obviously that is going backwards and is impossible. (b) Begin and continue a serious, effective campaign in the org to (1) Train auditors better, (2) Cram expertly on every flub, (3) Raise quality of TRs and metering.

As you can see, my approach is to improve quality of training, cramming and delivery.

Please help me out in getting this in.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 26 APRIL 1971  
Issue II

ALL AD COURSES  
Include this and HCOB  
26 Apr 71 Issue I in  
Solo Course Packs and  
on Checksheets.

**SOLO COGNITIONS**

In HCOB 26 April 1971 Issue I, the definitions and conditions in an audited session are described.

The definition of in session also applies to Solo auditing.

If the Solo auditor is so all-thumbs with his papers, meters, platens that they distract him from his own bank he is not likely to as-is or cognite.

Recently, on Flag, we have taken failed OT IIIs and put them back through a full heavy retrain on R6EW and then pushed them back up the line with good success.

When a Solo auditor is also a rabbit (runs from everything including his bank) he has no chance to overcome it if he is all thumbs with his tools.

Requiring arduous, perfect drills on Solo metering and auditing actions at R6EW level should occur *before* the pc sees any materials. He must first and foremost be a Solo auditor, familiar with his meters and papers to such a degree that they do not in any way distract him.

Only then can you add a bank to the scene.

A poor Solo auditor does not cognite as his attention is on the tools not his bank.

Where the Solo auditor fails, he has not learned his tools. The remedy is to make him learn them.

The bridge between OT II and III is sometimes a hard one. It may be that an HDC Course is vital before the pre-OT can make this bridge.

The Solo auditor who “attests” rather than confront his bank probably never learned to use his auditing tools in the first place. Then, adding the bank as something to confront results in confusion.

Cognitions in Solo auditing depend upon the ability to use the tools of auditing so well, they serve no distraction in Solo session.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 9 JUNE 1971 RA  
Issue I

Remimeo

REVISED 25 NOVEMBER 1976  
RE-REVISED 28 MARCH 1977  
(*Re-Revised to correct typographical error on p. 147 in  
"High TA & ARC Brks" section. No other changes.*)  
(*Revision in this type style*)

*C/S Series 41RA*

**C/S TIPS**

LISTS

*Always C/S to correct lists first when lists are out or suspected to be out.*

Don't do ARC Brks first in a case of out lists as an out list can make an ARC break that can't be handled by ARC Brk but only an L4BR.

On a GF when lists show up or overlists you should handle that (first action in handling the GF) but also you must order an "L4BR Method 5 and handle." Method 5 is the once through for assessment.

NO READ AUDITORS

When auditors can get no reads on things you get their:

- (a) TRs checked to see if they can even be heard.
- (b) Their metering checked for meter position on auditing table, can they see meter, pc and write without shifting eyes?

And can they see pc's hands on the cans?

And was the meter turned on and charged and can an auditor work the tone arm smoothly with his thumb?

- (c) Does the auditor discount reads gotten on clearing commands? (They are the reads.)
- (d) Can the auditor read out a list and see the meter reads as a coordinated action?

CRAMMING

Send auditors to Cramming on all flubs, insist they GO to Cramming, insist Cramming calls them in and crams them and insist on a carbon copy of the fact that cramming has been done.

*All the hard work of C/Sing comes in when auditors are flubby.*

It takes weeks to make an auditor after he has had a course and it's only done by cram—cram—cram.

R-FACTORS

Never order an R-Factor that takes pc into future or past as he then won't be in session. Example: C/Ses "R-Factor we are setting you up for Dianetics." Promptly the pc is up ahead not in *this* session.

### MIXING STARTS

There are many ways to start a session. Don't mix them.

It's "2WC what do you have your attention on?"

"Fly a rud if no F/N."

"Fly all ruds."

"2WC the TA down."

"Fly a rud or GF + 40 Method 5 and handle."

It's not a mixture of frantic efforts to get a TA down.

If the auditor can't on what the C/S says THE AUDITOR ENDS OFF.

Interiorization is undone or out, there may be list errors, there may be overruns, but for sure it's a case for FOLDER STUDY, not for an auditor C/Sing in the chair.

### HIGH TA & ARC BRKS

Train your auditors NEVER TRY TO GET A TA DOWN FROM ABOVE 3.0 ON ARC BREAKS.

### LOW TA QUITTS

Some auditors see a TA sink below 2.0 and then won't continue the 2WC or process to get the TA back up.

"The TA sank so I quit" is a common auditor note.

Compare this: "The TA rose above 3.0 so I quit."

See? Doesn't make sense.

If a TA sinks below 2.0—and the auditor's TRs are good—the same action will usually bring it up to 2.0 and F/N.

Come down hard on auditors who do this.

Get their TRs checked, make them continue.

### EXAM F/Ns AFTER FLUBS

Pcs whose TAs are high in session or low in session get F/N at the exams put the finger on the auditor. They are protesting or being overwhelmed.

Always C/S "Examiner! Ask pc what auditor did in session."

Then you know it's the auditor or the case. The pc will say the auditor was okay. So it's case. But usually *when cases are puzzles* there's weird things going on with TRs.



Also the auditor may be noisy or laugh hard or is boisterous and being “interesting.”

#### C/S VIA

The C/S is handling cases on the via of an auditor.

If the auditor is *perfect* the C/S can handle the work out of the case. If the auditor is not perfect in TRs, metering, Code, reports and doing the C/S then the C/S is solving a factor unknown to him, not the pc’s case.

So, be a perfect C/S. Demand perfect auditing. Cases fly.

#### HIGHER LEVELS

A C/S who assesses a pc to higher levels to solve lower ones is really asking for a wreck.

It’s always the earlier actions that are out.

Trying to cheat a case up to Grade II when he won’t run on Grade I is like trying to run the whole Grade Chart to cure a cold.

A pc can always be solved in or below where he is.

“Oh, we’ll put him up a grade and cure his high TA” is like “He can’t pass kindergarten so we’ll enroll him in college.”

#### C/S EXPERTISE

A C/S has to know his auditing materials, HCOBs and texts MUCH better than an auditor.

If a C/S is not being successful, get a retread on VI and VIII materials.

A C/S also must be confident HE could crack the case as an auditor.

When a C/S is shaky on his materials then the world of auditing looks very unstable.

The tech is very exact, very effective. If any errors existed in it they’ve been corrected.

So the variables are the knowledge of the C/S, his discipline and demands of auditors and the actions of the auditor.

If THESE are stable then the cases that come along are easy as can be.

The successful C/S knows his materials. If he wants to be even more successful he keeps his study up.

Then he is steady and calm for he is totally certain.

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Founder

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Tech & Qual  
Supervisors  
Supervisor Courses  
Cramming Offs  
Word Clearers

HCO BULLETIN OF 29 JUNE 1971RA  
REVISED 14 JULY 1977  
(Reissued 27 September 1977  
to include revision date.)  
CANCELS  
BTB 29 JUNE 1971 R  
SAME TITLE

***Word Clearing Series 7RA***

IMPORTANT

**STEPS TO SPEED  
STUDENT PRODUCT FLOW**

(For Supervisors and Tech Product Officers—  
an LRH Despatch to Flag D of T)

If you consider each student who is tearing along successfully as an F/Ning student, you would check anything that slowed the F/N.

Using dope-off as the detection of misunderstandings is running at a below F/N level.

So if you consider that each student who is not 5.0 during study *has* a misunderstood WORD (not phrase or idea or concept) you could drive up velocity. Like auditing by slowed F/N instead of TA rise.

An estimation of tone level of the current students shows them at about + or 2.5. A very tight meter.

This could be remedied.

If I had this problem and a group of students at 2.5 I might approach it this way:

Put a meter on the desk. Use “I am not auditing you” so not to in-session them and start with the faster students. I would check “In your study have you encountered any word you did not fully understand?” If I got a read I’d send them to make up a list from the first P/L or tape and LOOK THEM UP and USE THEM IN SENTENCES and take the next one. Any real BIs, I’d send directly to a Word Clearing session.

I’d work on them until all their language was ironed out. Then I’d push this back to a first few days action on the new ones—when I had the old ones handled.

Now possibly this is in to some degree.

5,235 (points per week) is of course high. There are however lows that take it down. By eliminating these as slows, this average would rise.

These are not orders. They are organization steps to speed product flow—which can be done without shattering stops such as “all students to TRs.”

Quality would rise as well as speed.

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Founder  
Assisted by  
AVU I/A

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HCO BULLETIN OF 5 JULY 1971RB

Remimeo

REVISED 19 JULY 1978  
RE-REVISED 20 SEPTEMBER 1978

*(Revisions in this type style)*

***C/S Series 49RB***

**ASSISTS**

There are three types of assists.

They are:

1. Contact Assist
2. Touch Assist
3. Dianetic Assist

They are quite different from each other.

They are VERY effective when properly done.

*Clears, OTs and Dianetic Clears may be run on NED for OTs, Contact Assists and Touch Assists. It is forbidden, however, to run Dianetics on anyone who is Clear or above. (Ref: HCOB 12 Sept 78 DIANETICS FORBIDDEN ON CLEARS AND OTs.)*

*A preclear with a severe injury or illness can be run on all three and SHOULD BE.*

If the handling is very soon after injury, burns do not blister, breaks heal in days, bruises vanish.

But to obtain such results it is necessary that the C/S and auditor or auditor alone know and RESPECT the assist tech. It is too often a toss-off, only one kind being done and then not to EP.

Every assist must end with an F/N (at Examiner or checked on a meter).

**CONTACT ASSIST**

Done off meter at the physical mest universe location of the injury. EP—pain gone. Cog. F/N.

See BTB 9 Oct 67R, ASSISTS FOR INJURIES.

**DIANETIC ASSIST**

Done in session on the meter. EP pain gone. Cog. F/N.

See HCOBs

12 Mar 69 II	PHYSICALLY ILL PCs AND PRE-OTs
24 Apr 69	RDIANETIC USE
14 May 69	SICKNESS
23 May 69R	AUDITING OUT SESSIONS, NARRATIVE VERSUS SOMATIC CHAINS
24 Jul 69R	SERIOUSLY ILL PCs
27 Jul 69	ANTIBIOTICS
15 Jan 70	THE USES OF AUDITING
21 Jun 70	C/S Series 9, SUPERFICIAL ACTIONS (SICK PCs)

8 Mar 71R C/S Series 29R, CASE ACTIONS, OFF LINE  
23 Jul 73RA ASSISTS  
2 Apr 69RA DIANETIC ASSISTS  
11 Jul 73RB ASSIST SUMMARY  
4 Apr 71-1RB USE OF QUAD DIANETICS  
New Era Dianetics Series Bulletins.

#### TOUCH ASSIST

Done off the meter by an auditor on the pc's body. EP pain gone. Cog. F/N.

See HCOBs:

2 Apr 69 RADIANETIC ASSISTS  
23 Jul 73RA ASSISTS  
and:  
BTB 7 Apr 72R TOUCH ASSISTS, CORRECT ONES  
BTB 9 Oct 67R ASSISTS FOR INJURIES

#### UNCONSCIOUS PC

An unconscious pc can be audited off a meter by taking his hand and having him touch nearby things like pillow, floor, etc. or body without hurting an injured part.

A person in a coma for months can be brought around by doing this daily.

One tells them a hand signal like, "Press my hand twice for 'Yes,' once for 'No,'" and can get through to them, asking questions and getting "Yes" and "No" hand responses. They usually respond with this, if faintly, even while unconscious.

When one has the person conscious again one can do the assists.

FIRST AID RULES APPLY TO INJURED PERSONS.

IN MAKING THEM TOUCH SOMETHING THAT WAS MOVING, STOP IT FIRST.

IN MAKING THEM TOUCH THINGS THAT WERE HOT, COOL THEM FIRST.

WHEN POSSIBLE MAKE THEM HOLD THE THINGS THEY WERE HOLDING, IF ANY, WHILE DOING A CONTACT ASSIST.

IF AFTER A TOUCH OR CONTACT ASSIST THEY DON'T F/N WHEN TAKEN TO OR GIVEN AN EXAM, CHECK FOR O/R AND IF NO F/N TAKE THEM AWAY AND COMPLETE THE ASSIST.

DIANETIC ASSISTS CAN BE RUN QUAD.

This is important tech. It saves pain and lives. Know it and use it.

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HCO BULLETIN OF 17 JULY 1971R  
REVISED 6 JULY 1978

Remimeo  
C/Ses  
Testing  
Personnel  
Class IX

*(Revisions in this type style)*  
*(Ellipsis indicates deletion)*

***C/S Series 51R***

**OUT OF VALENCE**

(OCA Graph)

*Note: This Bulletin has been revised to include the reference on  
NEW ERA DIANETICS SERIES tech regarding valence handling.*

On OCA graphs (the plotted test score of a pc) you find sometimes a case that read high on the graph will drop and read lower after auditing.

This is caused by the fact that the person was OUT OF VALENCE in the first place. Social machinery was what the first registered. Now after auditing the graph expresses something closer to the actual being even though it dropped.

We have known about this since '57 or '58 but I do not think it was fully written up. Further, we now know MORE about it.

If you look into suppressive person tech you will find an SP *has* to be out of valence to be SP. He does not know that he is because he is himself in a non-self valence. He is "somebody else" and is denying that he himself exists, which is to say denying himself as a self.

Now this doesn't mean all persons whose graphs dropped were active SPs. But it *does* mean they weren't being themselves.

After some auditing they became themselves somewhat and this self isn't the social cheery self the first graph said.

But the dropped graph is nearer truth.

Now, how to get the graph UP again?

The person with the dropped graph is closer to being himself but is not yet fully restored, not yet fully into his "own valence."

While Class XI would handle this a bit differently, Class VIII Rundown already has an answer. The Class VIII out of valence lists LX1, LX2 and LX3 and the recall, secondary and engram *Quad* for each assessed item from these lists is a way to handle.

*Additionally we now have a NEW ERA DIANETICS process specifically designed to getting a pc into valence. Ref: HCOB 20 June 1978, New Era Dianetics Series 15, IDENTITY RUNDOWN. It is not done out of sequence in the Dianetic Rundown as a hit and miss patch-up.*

Completing any cycle the pc is on is of course fundamental....

The fact is that the pc is emerging more and more and becoming himself and then he himself begins to gain.

The graph that dives will come back up if general processing is done.

The pc will keep saying he is "more there." And it is true.

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HCO BULLETIN OF 23 JULY 1971R  
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(Revises and replaces HCOB  
15 Mar 71 of same title.)  
(Revisions in this type style)  
(Ellipsis indicates deletion)

### ASSISTS

For a pc being run on a Touch Assist for handling something around the head (for example: teeth), go further even to the toes as the area extends through the nerve channel to the whole body. Right—left and also whole body. A head somatic also sticks in the spine.

### ASSIST EP

All assists are run to cognition and should F/N VGI at the Examiner.

### INJURY RUNDOWN

On an injury, after the *Contact Assist*, a *Touch Assist* and then an *LIC on the injured member* could be done.... Dianetic actions would follow as necessary. *This would include handling the injury fully as a narrative item and then fully handling all somatics connected with it, per New Era Dianetics Series tech. (Ref: HCOB 28 July 71R Revised 25 June 78 New Era Dianetics Series 8, DIANETICS, BEGINNING A PC ON, HCOB 18 June 78 New Era Dianetics Series 4, ASSESSMENT AND HOW TO GET THE ITEM and HCOB 11 July 73RA Revised 15 July 78, ASSIST SUMMARY.)*

### PC RUNNING A TEMPERATURE

#### COMMANDS CORRECTED FROM EARLIER ISSUE

A persistent temperature can be brought down by running the pc on Objective “Hold it still.”

This *can* be run on a two command basis.

### VERSION A

For a pc running a temperature too ill for regular auditing, he should be given antibiotics and an assist type boost, not a major action like Dianetics.

This version would be run if the pc *is far* too ill to get up. The pc is run on a meter to cog F/N VGIs.

1. 2 command Repetitive Process alternate commands:
  - a. Look around here and find something.
  - b. Hold it still (until pc can or feels he can).

Then (a) again.

Then (b) again, etc.

This will drop a fever.

2. 2WC How do you feel? Have you felt like this before? Earlier similar to F/N VGIs.

VERSION A is NOT very lasting. It is for very ill pcs and very high temperatures.

#### VERSION B

This is true Objective “Hold it still” and is very lasting.

It is done on a pc who can, even with effort, walk around a room.

It is done OFF the meter to cog, GIs. The pc then should at once be put on the meter and will be found to have an F/N. If no F/N on the meter the process is either (a) unflat or (b) overrun. If unflat it is continued, flattened off the meter and the same meter test follows. If overrun the release point is rehabbed.

VERSION B commands are:

- (a) Look around here and find something.
- (b) Walk over to it.
- (c) With your hands, hold it still.

The three commands are given in (a) (b) (c) sequence one after the other, the pc executing each command and being acknowledged until the pc has a cognition and GIs. He is then checked on the meter.

A thermometer can be used to check temperature after the meter check for F/N. The temperature will be found to have subsided.

Both A and B versions can be used on the same pc.

Let us say on Monday, A Version is used. Then on Tuesday if temperature has gone back up but pc is better B Version is then used.

The temperature process is most effective on a low order persistent fever that goes on and on for days and even weeks. In such cases Version B would be used and the temperature would come down and stay down very nicely.

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HCO BULLETIN OF 28 JULY 1971RA  
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*C/S Series 54RA*

*New Era Dianetics Series 8R*

## DIANETICS, BEGINNING A PC ON

Make Dianetics work fully in our modern culture.

DO NOT BEGIN DIANETICS WITH A HEALTH FORM ANY LONGER.

BEGIN DIANETICS WITH THE *ORIGINAL ASSESSMENT SHEET* HCOB 24 JUNE 1978R. THIS IS VITAL.

### DRUGS OR ALCOHOL

IF YOU GET ANY TA ACTION OR READS ON DRUGS OR ALCOHOL EVEN IF THE PC SAYS "NO" IT IS THE FIRST DIANETIC ACTION TO HANDLE THESE AS COVERED ON HCOB 15 JULY BRA, III, NEW ERA DIANETICS SERIES 9R, DRUG HANDLING.

If the pc is currently on drugs, *it may be necessary to put him through Objective Processes and a Hard TRs Course to get him off drugs. Doing this will avoid the painful withdrawal symptoms particularly present in coming off heroin or psychiatric drugs. The usual sequence of Drug Rundown steps is given in HCOB 22 Jun 78R New Era Dianetics Series 2R Full Pa Program Outline and HCOB 15 Jul BRA, Issue III, New Era Dianetics Series 9R Drug Handling.*

The pc in many cases won't be able to run any engrams at all unless you run out drugs, alcohol or medicines first. They will run these and these alone until the engrams are gone.

People who "can't run engrams" are usually drug cases.

### MEDICINE

If Medicine Part E of the Original Assessment Sheet reads then handle it per C/S Series 48RB, as it reacts like any other drug, but pcs sometimes don't think of medicine as drugs. They are.

### LOSSES AND DEATHS

If Losses (of position, possessions, pets, etc.) reads or if Deaths of relatives, etc. read on Parts F and G check for interest and run them out Narrative Secondaries R3RA Quad.

### UPSETS

If Upsets read and the pc is interested in running it out, handle it with R3RA Narrative Quad. They can also be handled with regular preassessment, etc., as in New Era Dianetics Series 4R.

### DANGERS

If Part I reads and the pc is interested run the Danger out R3RA Narrative Quad. They can also be handled with regular preassessment, etc., as in New Era Dianetics Series 4R.

### ILLNESSES, ACCIDENTS, OPERATIONS



Parts J, K, L, M, N are handled if reading by checking interest with the pc and running out the illness, operation, accident or undesired physical condition R3RA Quad Narrative.

Preassess these items if needed to take to a full and complete handling with R3RA Quad.

#### FAMILY INSANITY

If Section P reads, run the loss out R3RA Secondaries Quad. This can be preassessed if needed.

#### PERCEPTION DIFFICULTIES

Lack of perception (sight, hearing, etc.) comes from overts and improves when Flow 2 is done on any R3RA chain.

Having found the complaint regarding perception (which can include lack of feeling, lack of emotion) you would treat it as an original item and would preassess the condition and then handle it with R3RA Quad, like any other original item. See New Era Dianetics Series 4R on handling original items.

#### COMPULSIONS, REPRESSIONS, FEARS

If any compulsions, repressions or fears read in Part AA treat them as original items just as given in New Era Dianetics Series 4R.

#### PREVIOUS DIANETIC OR SCIENTOLOGY PROCESSING

If the pc has charge on his previous processing, the auditing can be run out R3RA Narrative Quad, first checking interest with the pc. Earlier beginning and earlier similar are used.

#### LOOK ON YOURSELF AS SOMEONE ELSE

If Section FF reads, the pc should be given the Identity Rundown when he reaches the correct step on his New Era Dianetics program.

#### FORMER PRACTICE

If Section GG reads, Former Practices, treat any former practice as an original item and handle per New Era Dianetics Series 4R.

#### PROBLEMS YOU'RE TRYING TO SOLVE WITH PROCESSING

If this section reads and the pc is interested, treat the problem as an original item per New Era Dianetics Series 4R.

#### DONE SOMETHING HARMFUL TO DIANETICS, DIANETICISTS, SCIENTOLOGY, SCIENTOLOGISTS, ORGANIZATIONS

If this reads, check interest and treat it as an original item per New Era Dianetics Series 4R.

#### REPAIR

REPAIR BY L3RF ANY FLUBBED DIANETIC SESSION OR CHAIN WITHIN 24 HOURS. Do not let it go unrepaired.

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HCO BULLETIN OF 16 AUGUST 1971R

Issue II

REVISED 5 JULY 1978

Remimeo  
Courses  
Checksheets

*(Revisions in this type style)*

**TRAINING DRILLS REMODERNIZED**

(Revises 17 APRIL 1961.

This HCOB cancels the following:

Original HCOB 17 April 1961 TRAINING DRILLS MODERNIZED  
Revised HCOB 5 Jan 71 TRAINING DRILLS MODERNIZED  
Revised HCOB 21 June 71 TRAINING DRILLS MODERNIZED Issue III  
HCOB 25 May 71 THE TR COURSE

This HCOB is to replace all other issues  
of TRs 0-4 in all packs and checksheets.)

Due to the following factors, I have modernized TRs 0 to 4.

1. The auditing skill of any student remains only as good as he can do his TRs.
2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.
3. If the TRs are not well learned early in Scientology training courses, THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRs.
4. Almost all confusions on meter, Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.
5. A student who has not mastered his TRs will not master anything further.
6. Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

Academies were tough on TRs up to 1958 and have since tended to soften. Comm Courses are not a tea party.

These TRs given here should be put in use at once in all auditor training, in Academy and HGC and in the future should never be relaxed.

Public courses on TRs are NOT “softened” because they are for the public. Absolutely no standards are lowered. THE PUBLIC ARE GIVEN REAL TRs— ROUGH, TOUGH AND HARD. To do otherwise is to lose 90% of the results. There is nothing pale and patty-cake about TRs.

THIS HCOB MEANS WHAT IT SAYS. IT DOES NOT MEAN SOMETHING ELSE. IT DOES NOT IMPLY ANOTHER MEANING. IT IS NOT OPEN TO INTERPRETATION FROM ANOTHER SOURCE.

THESE TRs ARE DONE EXACTLY PER THIS HCOB WITHOUT ADDED ACTIONS OR CHANGE.

**NUMBER: OT TR 0 1971**

*NAME:* Operating Thetan Confronting.

*COMMANDS:* None.

*POSITION:* Student and coach sit facing each other with eyes closed, a comfortable distance apart—about three feet.

*PURPOSE:* To train student to be there comfortably and confront another person. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to BE there and not do anything else but BE there.

*TRAINING STRESS:* Student and coach sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is *NO* twitching, moving, confronting with a body part, “system” or vias used to confront or anything else added to BE there. One will usually see blackness or an area of the room when one’s eyes are closed. BE THERE, COMFORTABLY AND CONFRONT.

When a student can BE there comfortably and confront and has reached a *major stable win*. the drill is passed.

*HISTORY:* Developed by L. Ron Hubbard in June 71 to give an additional gradient to confronting and eliminate students confronting with their eyes, blinking, etc. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

### **NUMBER: TR 0 CONFRONTING REVISED 1961**

*NAME:* Confronting Preclear.

*COMMANDS:* None.

*POSITION:* Student and coach sit facing each other a comfortable distance apart— about three feet.

*PURPOSE:* To train student to confront a preclear with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in front of a preclear. to BE there and not do anything else but BE there.

*TRAINING STRESS:* Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, blink, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront WITH a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is misnamed if confronting means to DO something to the pc. The whole action is to accustom an auditor to BEING THERE three feet in front of a preclear without apologizing or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to confront and BE there. Student passes when he can just BE there and confront and he has reached a *major stable win*.

*HISTORY:* Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be “interesting.” Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

### **NUMBER: TR 0 BULLBAIT REVISED 1961**

*NAME:* Confronting Bullbaited.

*COMMANDS:* Coach: “Start” “That’s it” “Flunk . “

*POSITION:* Student and coach sit facing each other a comfortable distance apart— about three feet.

*PURPOSE:* To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does.

*TRAINING STRESS:* After the student has passed TR 0 and he can just BE there comfortably, “Bullbaiting” can begin. Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked, with the reason why.

*PATTER:* Student coughs. Coach: “Flunk! You coughed. Start.” This is the whole of the coach’s patter as a coach.

*PATTER AS A CONFRONTED SUBJECT:* The coach may say anything or do anything except leave the chair. The student’s “buttons” can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes when he can BE there comfortably without being thrown off or distracted or react in any way to anything the coach says or does and has reached a *major stable win*.

*HISTORY:* Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be “interesting.” Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

### **NUMBER: TR 1 REVISED 1961**

*NAME:* Dear Alice.

*PURPOSE:* To train the student to deliver a command newly and in a new unit of time to a preclear without flinching or trying to overwhelm or using a via.

*COMMANDS:* A phrase (with the “he said’s” omitted) is picked out of the book *Alice in Wonderland* and read to the coach. It is repeated until the coach is satisfied it arrived where he is.

*POSITION:* Student and coach are seated facing each other a comfortable distance apart.

*TRAINING STRESS:* The command goes from the book to the student and, as his own, to the coach. It must not go from book to coach. It must sound natural not artificial. Diction and elocution have no part in it. Loudness may have.

The coach must have received the command (or question) clearly and have understood it before he says “Good.”

*PATTER:* The coach says “Start,” says “Good” without a new start if the command is received or says “Flunk” if the command is not received. “Start” is not used again. “That’s it” is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say “Start” again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.

*HISTORY:* Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability.

### **NUMBER: TR 2 REVISED 1978**

*NAME:* Acknowledgements.

*PURPOSE:* To teach the student that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop. *The student must UNDERSTAND and APPROPRIATELY acknowledge the comm and in such a way that it does not continue the comm.*

*COMMANDS:* The coach reads lines from *Alice in Wonderland* omitting the “he said’s” and the student thoroughly acknowledges them. *The student says “Good,” “Fine,” “Okay,” “I heard that,” ANYTHING only so long as it is appropriate to the pc’s comm—*

*in such a way as actually to convince the person who is sitting there as the preclear that he has heard it. The coach repeats any line he feels was not truly acknowledged.*

**POSITION:** Student and coach are seated facing each other at a comfortable distance apart.

**TRAINING STRESS:** Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what *was* said. Curb over and under acknowledgement. Let student do anything at first to get acknowledgement across, then even him out. Teach him that an acknowledgement is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on *and that an acknowledgement must be appropriate for the pays comm. The student must be broken of the habit of robotically using "Good," "Thank you" as the only acks.*

To teach further that one can fail to get an acknowledgement across or can fail to stop a pc with an acknowledgement or can take a pc's head off with an acknowledgement.

**PATTER:** The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper acknowledgement. The coach repeats the same line each time the coach says "Flunk." "That's it" may be used to terminate for discussion or terminate the session. "Start" must be used to begin a new coaching after a "That's it."

**HISTORY:** Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgement ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 *and again in 1978* by L. Ron Hubbard.

### **NUMBER: TR2 1/2 1978**

**NAME:** *Half Acks.*

**PURPOSE:** *To teach the student that a half acknowledgement is a method of encouraging a pc to communicate.*

**COMMANDS:** *The coach reads lines from "Alice in Wonderland" omitting "he saids" and the student half asks the coach. The coach repeats any line he feels was not half asked.*

**POSITION:** *The student and coach are seated facing each other at a comfortable distance apart.*

**TRAINING STRESS:** *Teach student that a half acknowledgement is an encouragement to the pa to CONTINUE talking. Curb over-acknowledgement that stops a pc from talking. Teach him further that a half ask is a way of keeping a pc talking by giving the pc the feeling that he is being heard.*

**PATTER:** *The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper half ask. The coach repeats the same line each time the coach says "Flunk." "That's it" may be used to terminate for discussion or terminate the session. If the session is terminated for discussion, the coach must say "Start" again before it resumes.*

**HISTORY:** *Developed by L. Ron Hubbard in July 1978 to train auditors in how to get a pa to continue talking as in R3RA.*

### **NUMBER: TR 3 REVISED 1961**

**NAME:** Duplicative Question.

**PURPOSE:** To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

**COMMANDS:** "Do fish swim?" or "Do birds fly?"

*POSITION:* Student and coach seated a comfortable distance apart.

*TRAINING STRESS:* One question and student acknowledgement of its answer in one unit of time which is then finished. To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.

The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact questions, if he or she Q and As with excursions taken by the coach.

*PATTER:* The coach uses “Start” and “That’s it,” as in earlier TRs. The coach is not bound after starting to answer the student’s question but may comm lag or give a commenting type answer to throw the student off. Often the coach should answer. Somewhat less often the coach attempts to pull the student into a Q and A or upset the student. Example:

Student: “Do fish swim?”  
Coach: “Yes”  
Student: “Good”  
Student: “Do fish swim?”  
Coach: “Aren’t you hungry?”  
Student: “Yes”  
Coach: “Flunk.”

When the question is not answered, the student must say, gently, “I’ll repeat the auditing question,” and do so until he gets an answer. Anything except commands, acknowledgement and as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgement is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgement is flunked. Lack of an acknowledgement (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, “Start,” “Flunk,” “Good” or “That’s it” should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant, “I’ll repeat the auditing command.”

“Start,” “Flunk,” “Good” and “That’s it” may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements such as “I just had a cognition.” ‘Coach divertive’ statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing. The student’s job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgement. The student may use his or her hands to prevent a ‘blow’ (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

*HISTORY:* Developed by L. Ron Hubbard in London in April 1956, to overcome variations and sudden changes in sessions. Revised 1961 by L. Ron Hubbard. The old TR has a comm bridge as part of its training but this is now part of and is taught in Model Session and is no longer needed at this level. Auditors have been frail in getting their questions answered. This TR was redesigned to improve that frailty.

#### **NUMBER: TR 4 REVISED 1961**

*NAME:* Preclear Originations.

*PURPOSE:* To teach the student not to be tongue-tied or startled or thrown off session by originations of preclear and to maintain ARC with preclear throughout an origination.

*COMMANDS:* The student runs “Do fish swim?” or “Do birds fly?” on coach. Coach answers but now and then makes startling comments from a prepared list given by supervisor. Student must handle originations to satisfaction of coach.

*POSITION:* Student and coach sit facing each other at a comfortable distance apart.

*TRAINING STRESS:* The student is taught to hear origination and do three things. 1. Understand it; 2. Acknowledge it; and 3. Return preclear to session. If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

*PATTER:* All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the patter is the same as in earlier TRs. The student's patter is governed by: 1. Clarifying and understanding the origin. 2. Acknowledging the origin. 3. Giving the repeat statement "I'll repeat the auditing command," and then giving it. Anything else is a flunk.

The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3 Revised.) Flunks are given if the student does more than 1. Understand; 2. Acknowledge; 3. Return pc to session.

Coach may throw in remarks personal to student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self as "pc" is a flunk.

Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate, and not always look at student when about to comment. By originate is meant a statement or remark referring to the state of the coach or fancied case. By comment is meant a statement or remark aimed only at student or room. Originations are handled, comments are disregarded by the student.

*HISTORY:* Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks.

As TR 5 is also part of the CCHs it can be disregarded in the Comm Course TRs despite its appearance on earlier lists for students and staff auditors.

#### TRAINING NOTE

It is better to go through these TRs several times getting tougher each time than to hang on one TR forever or to be so tough at start student goes into a decline.

L. RON HUBBARD  
Founder

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REVISED 20 MAY 1975

Class VIII Only  
Class VIII C/Ses  
Class VIII Auditors  
Class VIII Checksheets  
HSST Course

*(Note: This is a revised issue for Class VIII  
& HSST Courses. The Power and Upper Level  
C/Ses will be issued as additions for Class  
VII & Solo C/S Courses.)*

**CASE SUPERVISOR ACTIONS**

*This is the revised issue of the Class VIII HCOB Case Supervisor Actions. Several C/Ses have been brought up to date from the original C/S Booklet of 10 Dec 68.*

The following are basic Case Supervisor actions.

It is to be noted Symptoms are double lettered (AA, BB) and the Directions to Auditors are numbered (1, 2, 3). When more than one Direction applies to a Symptom, a letter is added (1A, 1B).

In the future if a related Symptom is added, it will go to a triple letter for the same Class (BBB, JJJ).

In the future, for a triple letter, a Direction will be numbered as hundreds, (BBB 200, BBB 200 A).

Thus we have a system which can expand and be refined which can be charted and *boxed*.

A chart can be drawn up of Symptoms. This chart gives the numbers for Directions. To save himself from writing, the Case Supervisor can get the slips run off separately in quantity.

These slips can be packaged in envelopes. Or go into a covered wooden box with 80/100 pigeon holes. The door closes over the holes, the chart is on the inside of the door, the whole thing can be padlocked. The pattern is that of a flag locker in which signal flags are kept. Each pigeon hole is numbered.

The C/S then simply looks on his chart, deals out of the C/S locker a number of slips, staples them, puts on auditor and pc, uses a time/date stamp and he is very much in business.

The C/S does not issue the Symptoms in folders. Only the directions.

His comments to the auditor can be made on a blank sheet stapled in front of the separate slips.

He then has his locker, he has his independent copy of this HCOB for separate reference. He will have his chart.

His only real problem is how to keep himself supplied with slips of Directions. It is probably best to cut these all of a piece on mimeo stencils and get them run off in batches.

Standard grades are not part of this set-up as it is understood that the auditor knows these. Directions to do standard grades are written on the blank sheet.

Good Luck.



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---

CASE SUPERVISOR AA  
CLASS VIII

Rudiments, light use of

Symptoms

Pc in session easily.  
Gets case gains.

---

CASE SUPERVISOR 1  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly the ruds to F/N.

Run the rudiments, ARC break, PTP and/or M/W/H to the first F/N. Use Suppress and False if pc edgy about ruds. Do not fly any ruds if pc has F/N at sess start.

---

CASE SUPERVISOR BB  
CLASS VIII

Rudiments, fly all

Symptoms

- Pc or pre-OT not in session.
  - Tends to take over session.
  - Hard to handle in session.
  - Ends sessions with bad indicators.
- 

CASE SUPERVISOR 2  
CLASS VIII

To the Auditor

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly each rudiment to floating needle.

- ARC Brk
- Present time problem
- Missed withholds.

Use Suppress on a "clean" read.

Use False read (Has anyone said you had a \_\_\_\_\_ when you didn't.)

---

CASE SUPERVISOR CC  
CLASS VIII

Rudiments or Green Form

Symptom

- Case not audited for some time.
- 

CASE SUPERVISOR 3  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly a rud or do GF, Method No. 3.

(If there is no F/N on rudiments, then do a Green Form omitting the standard ARC Brk, PTP and M/W/H which have just been done anyway.)

Use itsa earlier itsa. *No* lists.

---

CASE SUPERVISOR CCC  
CLASS VIII

Green Form

Symptom

- Pc requesting review.
  - Pc has not been audited for some time.
-

CASE SUPERVISOR 300  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Assess GF+40 once through, marking lengths of reads.
  2. Return folder to C/S (who should also have the FES info on the case available to do a proper C/S.)
- 

CASE SUPERVISOR CCC  
CLASS VIII

Green Form

Symptom  
All Black reads.

---

CASE SUPERVISOR 300A  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. List what it was to an item or date it.  
Running it is too heavy a Green Form action.
- 

CASE SUPERVISOR CCC  
CLASS VIII

Green Form

Symptom  
Misunderstood Case Condition reads.

---

CASE SUPERVISOR 300B  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Handle Misunderstood Case Condition if it reads.  
Get in Suppress and Invalidated.  
Do a Remedy B on "Who or what haven't you understood about (your case)," test if it's "Case or Cases," do a Remedy B on the question that reads.
  2. Verify and rehab all grades and sections (if Clear omit Power).
  3. Return folder to C/S for further action if (2) hangs up and doesn't go.
- 

CASE SUPERVISOR DD  
CLASS VIII

Rudiments, high TA on

Symptom  
TA goes up high when rudiments used.

---

CASE SUPERVISOR 4  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. *Per C/S Series 1, Auditors Rights, check Protest or Overrun. If TA remains high, the trained auditor is to do a C/S 53 and handle.*
- 

CASE SUPERVISOR DDD  
CLASS VIII

High TA, chronic

Symptom

TA is at 3.5 or above.

---

CASE SUPERVISOR 400  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. *Assess Short Hi-Lo TA List (C/S Ser 53) and handle to F/Ning list.*

(NOTE: Also handle any errors found in FES which the pc may not be aware of, like processes run twice etc.)

---

CASE SUPERVISOR DDD  
CLASS VIII

Out rudiments

Symptoms

Audited over ARC breaks of long duration and M/W/H.

Too many GF, Remedy Bs and S&Ds.

Pc was OK now reported in grief after too much over-correction and errors.

He's had too many repairs that were badly done.

---

CASE SUPERVISOR 400A  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly each rud to F/N. Be alert for ARC breaks of long duration. Chase back to basic.
2. Assess:   Auditing  
              Treatment  
              Healing  
              Scientology  
              Sessions  
              Auditors  
              Reviews  
              Correction
3. Prepcheck each item that reads, *in order of size of read.*
4. Back to C/S (for a C/S based on what was found in FES.)

CASE SUPERVISOR EE  
CLASS VIII

Complaints about F/Ns

Symptom

Pc or pre-OT claims he F/Ns too easily or too quickly when he has not had any gains.

---

CASE SUPERVISOR 5  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Check for cut communications (itsa E/S itsa to F/N).
  2. Prepcheck floating needles "On floating needles \_\_\_\_\_" to F/N.  
Be sure to clear the command well with a green pc.
- 

CASE SUPERVISOR FF  
CLASS VIII

Previous bad auditing

Symptoms

Pc reluctant, has aches or pains.

---

CASE SUPERVISOR 6  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Assess:   Auditors  
              Auditing  
              Scientology  
              Dianetics  
              Engrams  
              Secondaries  
              Locks  
              Reviews  
              Sessions  
              Cases  
              Case gain  
              Results
  2. Prepcheck result.  
Beware on the assessment pc doesn't "get an item" just because he doesn't understand it. If so, clear item and reassess.
- 

CASE SUPERVISOR GG  
CLASS VIII

Nattery or critical pc

Symptoms

Pc is highly critical.  
Natters.

---

CASE SUPERVISOR 7  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Prepcheck "Withholds?" "On withholds has \_\_\_\_\_."  
Clear command well.
  2. Pull withholds, E/S.
- 

CASE SUPERVISOR HH  
CLASS VIII

Crossed rudiments

Symptoms

Pc or pre-OT answers PTPs with ARC breaks, ARC breaks with PTPs, missed W/Hs with PTPs, etc.

---

CASE SUPERVISOR 8  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Clear each rudiment thoroughly with preclear before running it and fly each rud to F/N.
- 

CASE SUPERVISOR HHH  
CLASS VIII

Rudiments

Symptoms

Pc or pre-OT shows signs of protesting in session. Lots of False assertions by auditors.

---

CASE SUPERVISOR 800  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Get in ruds with Suppress and False with prefix "In auditing has there been an/a \_\_\_\_\_ " ARC break, problem, withhold (not missed W/H). If the pc or pre-OT can't think of it, after he looks for it, you test False read with various questions. "Who said you had an/a \_\_\_\_\_ reading when you didn't have one." or "Has anyone asked for answers you didn't have." or "Has somebody pulled \_\_\_\_\_ that had been pulled before." etc.
- 

CASE SUPERVISOR HHH  
CLASS VIII

PTP

Symptom

Preclear has repeating PTP.

CASE SUPERVISOR 800B  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Pick up ARC breaks. ARCU CDEINR, itsa earlier similar itsa to F/N.
  2. Handle PTPs. *If it reads well, itsa earlier similar itsa to F/N.* Make a Remedy B out of the PTP if it requires handling in any way but mild itsa. Use the PTP she says it is in the question. "In your past who or what was similar to\_\_\_\_\_." Make it make sense. *Handle per the laws of L&N.*
- 

CASE SUPERVISOR II  
CLASS VIII

Bad session last time

Symptoms

From folder pc was mishandled.  
Wound up at the Examiner caved in.

---

CASE SUPERVISOR 9  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

NOTE: Study the folder to find and correct *the* error.

If out ruds:

1. Run ruds with the questions:  
  
In your last session did you have an ARC break?  
In your last session did you have a problem?  
In your last session did you have a withhold?
  2. If no F/N yet, do L1C "In your last session\_\_\_\_\_."
- 

CASE SUPERVISOR III  
CLASS VIII

Incomplete actions

Symptoms

Pc either overrun or underrun as session did not end on F/N.

---

CASE SUPERVISOR 900  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. C/S is to handle as per C/S Ser 34 "Non-F/N Cases."
-



CASE SUPERVISOR III  
CLASS VIII

Rock slam

Symptoms

R/S on M/W/H. Hard to clean.

---

CASE SUPERVISOR 900A  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Prepcheck missed withholds.  
"On missed withholds has anything been \_\_\_\_\_."
  2. Pull overts. (Be sure to get the *crime* back of the R/S. Use method of magnifying or exaggerating the overts if needed. )
- 

CASE SUPERVISOR III  
CLASS VIII

Rock slam

Symptoms

Pc or pre-OT, R/S at Examiner.

A R/S, the pc came out of session *which* means the F/N was an ARC break needle or false report. A rock slam can be caused by either a crime or an invalidation. It can cool on invalidation but would come back as a crime.

---

CASE SUPERVISOR 900B  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Clean up invalidation of last session.
  2. Handle any continuous PT overts on Scientology and see if it continues to read as invalidation or as a real read. If it is even vaguely hard to clean, the correct action is to list.
  3. "What are you trying to prevent." List & null to one reading item.
- 

CASE SUPERVISOR III  
CLASS VIII

Assist

Symptoms

Ruds overrun.

By Examiner statement still had a PTP after the last session.

Delicate pc.

---

CASE SUPERVISOR 900C  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Indicate to the pc overrun and bypassed F/Ns.
  2. Assesses GF Method 5.
  3. Return folder back to C/S.
- 

CASE SUPERVISOR JJ  
CLASS VIII

Lists, errors in

Symptoms

- Listing trouble.
- Pc nattery.
- Ethics trouble after being listed on an S&D.
- Rem B or Prevent. Ill after being listed on something.
- Heavy session ARC breaks without explanation.

Actions

- (1) *Recent list.*
  - (2) *Old lists.*
  - (3) *The earlier list (recent) not available.*
  - (4) *Old earlier lists not available.*
- 

CASE SUPERVISOR 10A  
INSTRUCTION TO THE AUDITOR

Lists

(1)

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

Recent possible incorrect list.

- (1) Find the list, do L4B, Method 5, on it.
- 

CASE SUPERVISOR 10B  
CLASS VIII

Lists

(2)

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

Lots of earlier lists available.

1. Find the earliest S&D. Do L4B to correct item by the Laws of Listing and Nulling HCOB 1 August 68. Give it to the pc as his first S&D item. Correct no further.
  2. Find the earliest Remedy B. Do L4B to correct item as in (1).
  3. Find the earliest list ever done on the case, do L4B as in (1).
-

CASE SUPERVISOR 10C  
CLASS VIII

Lists  
(3)

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

Old earlier lists not available.

1. Assess review, auditors, auditing, lists, old lists, list items.
2. Do L4B with "On (item found in (1) " Method 5). Handle each item as it reads with itsa and indicate the BPC.

*Or as an alternate C/S do the following:*

1. *L4B on every list pc can recall (Method 5).*
- 

CASE SUPERVISOR 10D  
INSTRUCTIONS TO THE AUDITOR

Lists  
(4)

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

The earlier list (recent) not available.

1. Do L4B "On that list (specify)\_\_\_\_\_" (Method 5).
- 

CASE SUPERVISOR 100E  
CLASS VIII

Lists  
(5)

List item didn't F/N in the matter of listing and nulling.

1. Do L4B on that list (specify), Method 5.
- 

CASE SUPERVISOR 100H  
INSTRUCTIONS TO THE AUDITOR

Lists  
(6)

List error, 3 SPs found on one list.  
Difficulty on the job.

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Find and correct this incomplete list. Renuell to one reading item.
  2. Do L4B, Method 5.
-

CASE SUPERVISOR 100J  
INSTRUCTIONS TO THE AUDITOR

Lists  
(7)

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

A persistent item that doesn't blow. Wrong item.

1. Find which list it came from.
  2. Correct the list by L4B, Method 5.
- 

CASE SUPERVISOR KK

Alcohol

Symptoms

- Delusions.
- Can't leave alcohol alone.
- Dishonesty.
- Physical deterioration.
- Deception.
- Religious fixations.
- Sexual perversions or promiscuity.

Alcohol produces its effect by rapidly burning up the B1 vitamin and foods in the body. This pulls a thetan in to the resulting low area.

---

CASE SUPERVISOR 11  
INSTRUCTIONS TO THE AUDITOR

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

- Give pc B1 before session.
1. Fly ruds or GF to F/N.
  2. Rehab any and all releases through drinking. Get number of times by counting.
  3. 3 Way or *Quad* Recall:
    - F1. Recall *another giving you* alcohol.
    - F2. Recall giving alcohol to another.
    - F3. Recall another giving alcohol to another or others.
    - F0. Recall giving yourself alcohol.
  4. 3 Way or *Quad* Engrams:
    - F1. Locate an incident containing pain and unconsciousness of *another giving you* alcohol.
    - F2. Locate an incident containing pain and unconsciousness of you giving alcohol to another or others.
    - F3. Locate an incident containing pain and unconsciousness of another giving alcohol to another or others.
    - F0. Locate an incident containing pain and unconsciousness of giving yourself alcohol.
- 

CASE SUPERVISOR LL

Drugs

Symptoms

Registers on the meter as having taken drugs.

High TA.

Seems unauditible on ARC Straightwire or above or hangs up in doing grades.

Talks randomly.

Compares Scientology sessions to former drug trips.

Looking for the same euphoria from a Scn session as received during drug trips.

Dub-in engram.

Drugs, and also bio-chemical substances used in "treatment" or in tranquilizing the person produce delusion. This is done by making a reduced creation in the body so that the thetan is dragged into heavily creating. Makes a + and -.

If a person is heavily the effect of something, then he has done it as an overt.

A preclear who has recently been on drugs should not be audited until off them for 6 weeks.

B1 vitamin in heavy dosage has been known to alleviate the no-create body drag and so stop the obsessive create thetan drag.

Auditing someone during a drug delusion state heavily hangs up a case and must not be done. Vitamins are not drugs.

Drugs include a long category of substances and even some poisons.

Anything that produced a release of a thetan from the body can be rehabbed.

---

CASE SUPERVISOR 12  
INSTRUCTIONS TO THE AUDITOR

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

*The Class VIII Drug Rundown:*

1. Fly rud or GF to F/N by itsa earlier itsa, no lists.
2. Rehab former releases for each type of drug taken, get number of times released on each. (Each should F/N.)
3. 3 Way or *Quad* Recall:
  - F1. Recall *another giving you* drugs.
  - F2. Recall giving drugs to another.
  - F3. Recall another giving drugs to another or others.
  - F0. Recall giving yourself drugs.
4. 3 Way or *Quad* Secondaries:
  - F1. Locate an incident containing loss or emotion of another giving you drugs.
  - F2. Locate an incident containing loss or emotion of you giving drugs to another or others.
  - F3. Locate an incident containing loss or emotion of another giving drugs to another or others.
  - F0. Locate an incident containing loss or emotion of giving yourself drugs.
5. 3 Way or *Quad* Engrams:
  - F1. Locate an incident containing pain and unconsciousness of *another giving you* drugs.
  - F2. Locate an incident containing pain and unconsciousness of you giving drugs to another or others.
  - F3. Locate an incident containing pain and unconsciousness of another giving drugs to another or others.
  - F0. Locate an incident containing pain and unconsciousness of giving yourself drugs.

RUN THE ENGRAMS PRECISELY BY THE BOOK.

---

CASE SUPERVISOR MM  
CLASS VIII

Tiredness

Symptoms

Tired continually.  
Sleeps too much.

Tiredness is technically BLUNTED PURPOSE.

The most effective way to handle this is by the overt-motivator engram.

---

CASE SUPERVISOR 13  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

Tiredness:

- F1. Find and run an engram or chain of the pc's purpose being blunted to F/N.
  - F2. Find and run an engram or chain of blunting the purpose of another or others to F/N.
  - F3. Find and run an engram or chain of another blunting the purpose of another or others.
  - F0. Find and run an engram of the pc blunting his own purpose. (If a Quad pc.)
- 

CASE SUPERVISOR NN  
CLASS VIII

Exteriorization, bypassed

Symptoms

Pc or pre-OT went exterior and the auditor kept on auditing when he should have stopped right there, pc went back in or got upset about it.

---

CASE SUPERVISOR 14  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

Int RD if the pc hasn't had any yet. If he has, then:

- 1. Date/Locate the point of exteriorization.
  - 2. Acknowledge pc's release in last session. NOTE: If pc is still upset, the Int RD needs to be repaired.
- 

CASE SUPERVISOR OO  
CLASS VIII

F/Ns bypassed in session

Symptoms

Auditor went by F/Ns on the same subject. TA was low, pc cognited. TA then went up on same subject.

---

CASE SUPERVISOR 15  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Rehab the F/N by asking "On the process (described) how many times were you released?"
  2. Indicate the overrun.
- 

CASE SUPERVISOR PP  
CLASS VIII

F/N packed up

Symptoms

Case has ceased to F/N.

---

CASE SUPERVISOR 16  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Handle as per C/S Ser 34 "NON F/N CASES."
- 

CASE SUPERVISOR QQ  
CLASS VIII

Exteriorization, case cannot

Symptoms

Case doesn't exteriorize at a level it should.

---

CASE SUPERVISOR 17  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Assess: Exteriorization  
Death  
Release  
Fear  
Havingness  
Nothing  
Going off  
Responsibility  
Dizziness.
  2. Prepcheck what assessed out.
-

CASE SUPERVISOR QQQ  
CLASS VIII

Exteriorization

Symptoms

Bypassed in this or former session.

---

CASE SUPERVISOR 170  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. C/S inspects the folder and orders an Interiorization Rundown.
- 

CASE SUPERVISOR RR  
CLASS VIII

Money, has troubles with

Symptoms

Cannot buy training or processing.

Has money troubles.

Wastes money.

---

CASE SUPERVISOR 18  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

LM 1

1. Assess: Beggarized  
Pauperized  
Poor  
Rich  
Broke  
Money  
Power  
Buying  
Poverty  
Capital  
Accounts  
Embezzlement  
Waste
  2. Prepcheck the items that read *in order of size of read*.
- 

CASE SUPERVISOR SS  
CLASS VIII

Solid, bank gone solid

Symptoms

Engrams, masses feel too solid to pc.

---



CASE SUPERVISOR 19  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. L3B, Method 3, and handle. (Also can be done by Dn auditor.)
  2. Then on to Dianetic C/S to handle any pictures and masses.
- 

CASE SUPERVISOR TT  
CLASS VIII

Process split by a break

Symptoms

A break was taken or a session ended without a major action completed. OR TA went up the moment the session was resumed or the process in next session was started again.

---

CASE SUPERVISOR 20  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Check to see if the process went release out of session.  
If so, rehab the F/N.  
If no F/N to be had then run ruds "Between sessions\_\_\_\_\_" to F/N and finish the process.  
*If TA high, do not do rods. Instead assess Short Hi-Lo TA List (C/S Ser 53) and handle.*
- 

CASE SUPERVISOR UU  
CLASS VIII

Gains invalidated

Symptoms

Pc roller-coasters after an apparently good session.

---

CASE SUPERVISOR 21  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Check for invalidation "Since last session has anything been invalidated."  
If no F/N run "Since last session has anything been suppressed."  
If no F/N do Green Form. No lists. Itsa earlier itsa only.
- 

CASE SUPERVISOR VV  
CLASS VIII

Resistive case

(Can be used more than once so long as same item does not get used again after being handled.)

Symptoms

Thick review folder  
Roller-coasters  
Complains  
Blows courses or orgs  
Long sessions  
Hard to get F/Ns  
Doesn't want auditing  
Makes trouble for auditors  
Does not respond to auditing.

---

CASE SUPERVISOR 22  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

Assess 7 cases  
Separate RUDS & GRADES  
Do not state "Resistive Cases" but "Special Cases," HCOB 23/9/68 Issue II.

- (a) Does not want auditing
- (b) Pretending training or grades not attained
- (c) Has not had auditing
- (d) Seeking the same thrill attained from drugs
- (e) Has taken drugs
- (f) Former therapy before Scientology
- (g) Has been part of earlier practices
- (h) Out of valence
- (i) Continuously committing overts in Scientology
- (j) Audited with prior grades out
- (k) Audited with rudiments out  
ARC Brk\_\_\_\_\_ PTPs\_\_\_\_\_ Withholds\_\_\_\_\_ Ovt\_\_\_\_\_
- (l) Has an engram exactly matching PT dangers
- (m) Seriously physically ill

*OR assess list of HCOB 30 June 71R "Expanded GF 40RB" Method 5 and fully handle per the list instructions.*

*The following C/Ses are included here to be referred to in using HCOB 30 June 71R "Expanded GF 40RB."*

---

RESISTIVE CASES 22A

- (a) Discuss, in session start why he or she doesn't want auditing and identify the cause, as it arises, ARC Brk, PTP or missed W/H and handle.

Don't fail to pull the M/W/H if pc natters. Don't call it an ARC break.

---

RESISTIVE CASES 22B

- (b) *3 Way or Quad Recall*
  - F1. *Recall another pretending to you.*
  - F2. *Recall you pretending to another.*
  - F3. *Recall another pretending to another or others.*
  - F0. *Recall pretending to yourself.*
  - F1. *Locate an incident containing pain and unconsciousness of another pretending to you.*
  - F2. *Locate an incident containing pain and unconsciousness of you pretending to another.*
  - F3. *Locate an incident containing pain and unconsciousness of another pretending to another or others.*
  - F0. *Locate an incident containing pain and unconsciousness of you pretending to yourself.*

RESISTIVE CASE 22C

- (c) List and null who or what would prevent auditing? To one item.
- 

RESISTIVE CASE 220D OR E

(d) or (e)

1. Rehab drugs. Get how many times released for each type of drug to F/N.
2. 3 Way or *Quad* Recall
  - F1. Recall *another giving you drugs*.
  - F2. Recall giving drugs to another.
  - F3. Recall another giving drugs to another or others.
  - F0. Recall giving yourself drugs.
3. 3 Way or *Quad* Secondaries per C/S 12 Commands.
4. 3 Way or *Quad* Engrams, R3R
  - F1. Locate an incident containing pain and unconsciousness of *another giving you drugs*.
  - F2. Locate an incident containing pain and unconsciousness of you giving drugs to another.
  - F3. Locate an incident containing pain and unconsciousness of another giving drugs to another or others.
  - F0. Locate an incident containing pain and unconsciousness of giving yourself drugs.

Run engrams by the book. Then to Dn auditor for Dn Drug Rundown.

---

RESISTIVE CASES 220E (1)

Drugs

*Symptoms*

Registers on the meter as having taken drugs.  
No F/N on having taken drugs.  
Has overts on drugs if won't rehab.

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Get in ruds with attention to missed withholds and overts. Look for R/S, clean to basic.
  2. Rehab any and all drugs.
- 

RESISTIVE CASES 220F

- (f) 3 Way or *Quad* Recall
- F1. Recall *another giving a former therapy to you*.
  - F2. Recall giving *a former therapy* to another.
  - F3. Recall another giving *a former therapy* to another or others.
  - F0. Recall giving *a former therapy to yourself*.
- 3 Way or *Quad* Engrams, R3R, by the book.
- F1. Locate an incident containing pain and unconsciousness of *another giving a former therapy to you*.
  - F2. Locate an incident containing pain and unconsciousness of you giving therapy to another.
  - F3. Locate an incident containing pain and unconsciousness of another giving therapy to another or others.

F0. *Locate an incident containing pain and unconsciousness of you giving a former therapy to yourself.*

---

#### RESISTIVE CASES 220G

(g) 3 Way or Quad Recall

- F1. Recall *another forcing* an earlier practice *on you*.
- F2. Recall you forcing an earlier practice on another.
- F3. Recall another forcing an earlier practice on another or others.
- F0. Recall forcing an earlier practice on yourself.

3 Way Engrams, R3R, by the book.

- F1. Locate an incident containing pain and unconsciousness of *another forcing* an earlier practice *on you*.
  - F2. Locate an incident containing pain and unconsciousness of you forcing an earlier practice on another.
  - F3. Locate an incident containing pain and unconsciousness of another forcing an earlier practice on another or others.
  - F0. *Locate an incident containing pain and unconsciousness of you forcing an earlier practice on yourself.*
- 

#### RESISTIVE CASE 220H

OUT OF VALENCE (*For Section K of Expanded GF 40RB.*)

1. Assess LX3.
2. Handle all significantly reading items *in order of read* by 3 Way or Quad Recall, 3 Way or Quad Engrams on each item.
3. Continue as above with LX2 then LX1. End off when pc has a marked change in valence.

If no valence change on LX lists then continue with 3 Way or Quad Recall, 3 Way or Quad Engrams on being someone else per 4 and 5 below.

4. 3 Way or Quad Recall each leg to F/N.
    - F1. Recall *another causing you to be someone else*.
    - F2. Recall you *causing another to be someone else*.
    - F3. Recall another *causing another or others to be someone else*.
    - F0. Recall *causing yourself to be someone e/se*.
  5. 3 Way or Quad Engrams
    - F1. Locate an incident containing pain and unconsciousness of *another causing you to be someone e/se*. R3R to erasure and F/N.
    - F2. Locate an incident containing pain and unconsciousness of you *causing another to be someone else*. R3R to erasure and F/N.
    - F3. Locate an incident containing pain and unconsciousness of another *causing another or others to be someone else*. R3R to erasure and F/N.
    - F0. *Locate an incident containing pain and unconsciousness of you causing yourself to be someone else.*
- 

#### C/S 220H (1)

3 Way or Quad Recall

- F1. "Recall *another causing you to take the attitude of (LX3 item)*."
- F2. "Recall you *causing another to take the attitude of (LX3 item)*."
- F3. "Recall another *causing another or others to take the attitude of (LX3 item)*."
- F0. "Recall *causing yourself to take the attitude of (LX3 item)*."

3 Way or Quad Engrams (Standard R3R)

- F1. "Locate an incident of *another causing you to take the attitude of (LX3 item)*."

- F2. "Locate an incident of your causing another to take the attitude of (LX3 item)."
- F3. "Locate an incident of another causing another or others to take the attitude of (LX3 item)."
- F0. "Locate an incident of you causing yourself to take the attitude of (LX3 item)."

C/S 220H (2)  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly a rudiment to F/N.
2. Assess LX2 (or use existing list if previously assessed. *Handle in order of read.* )

3 Way or *Quad* Recall

- F1. "Recall *another causing you to feel* (LX2 item)."
- F2. "Recall you causing another (to feel) (LX2 item)."
- F3. "Recall another causing another or *others* (to feel) (LX2 item)."
- F0. "Recall causing yourself to feel (LX2 item)."

3 Way or *Quad* Secondaries

- F1. "Locate an incident of *another causing you to feel* (LX2 item)."
- F2. "Locate an incident of you causing another (to feel) (LX2 item)."
- F3. "Locate an incident of another causing another or *others* (to feel) (LX2 item)."
- F0. "Locate an incident of you causing yourself to feel (LX2 item)."

CASE SUPERVISOR 220H (3)  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly rudiments to F/N.
2. Assess LX1 (omit any item handled earlier)—*run 3 Way or Quad Recall and Engrams.*
  - F1. Run "Recall *another causing you to be* (LX1 item)."
  - F2. Run "Recall you *causing another to be* (LX1 item)."
  - F3. Run "Recall another *causing another to be* (LX1 item)."
  - F0. "Recall causing yourself to be (LX1 item)."
  - F1. Find and run an engram of "*another causing you to be* (LX1 item)."
  - F2. Find and run an engram of "*you* (LX1 item)*ing somebody or something.*"
  - F3. Find and run an engram of "*another* (LX1 item)*ing another.*"
  - F0. *Find and run an engram of "you causing yourself* (LX1 item)."

RESISTIVE CASES 220H (4)

LX1 assessed to grief or loss.

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly ruds to F/N, check for any protest.
2. Run "Recall grief" to F/N.
3. Find and run a secondary or chain of grief and loss to pc or pre-OT.
4. Find and run overt secondary or chain of causing grief and loss.

5. Find and run a secondary or chain of another causing grief and loss to another.
  6. *Find and run a secondary or chain of you causing yourself grief and loss.*
- 

#### RESISTIVE CASES 22I

##### *CONTINUOUS OVERTS.*

List and null “What are you trying to prevent” by the laws of listing and nulling to one item.

If 2 or more read on 1st nulling, extend the list until only 1 reads when all are called.

---

#### RESISTIVE CASES 22J

##### *AUDITED WITH PRIOR GRADES OUT.*

Check sub-zeros, grades up to IV and run those not previously run.

---

#### RESISTIVE CASES 22K

##### *AUDITED WITH RUDIMENTS OUT.*

Run each to F/N: In auditing have you had an ARC break.  
(Itsa, earlier itsa, ARCU CDEI.)

In auditing have you had a problem?  
(Itsa earlier itsa.)

In auditing have you had a withhold?  
(Itsa earlier itsa and WHO nearly found out?)

---

#### RESISTIVE CASES 220K (1)

##### *AUDITED WITH RUDIMENTS OUT.*

Run each to F/N:

1. In auditing have you been audited with an/a \_\_\_\_\_ ARC Brk, PTP, withhold.  
On ARC Brk use ARCU CDEINR itsa earlier similar itsa to F/N.  
On PTP handle with itsa earlier similar itsa to F/N.  
On withholds, who nearly found out, itsa earlier similar itsa to F/N.
  2. Then “Have you audited someone over an “ ARC Brk, PTP, withhold, each to F/N.
- 

#### RESISTIVE CASES 220K (2)

##### *AUDITED WITH RUDIMENTS OUT.*

Assessed to ARC breaks

1. Prepcheck ARC breaks.
  2. If no good indicators at end trace back breaks by ARCU CDEINR.  
Itsa earlier similar itsa.
- 

#### RESISTIVE CASES 22L

Engram matching PT dangers  
(Please use LRH C/S YYY, C/S 250C, “Environmental Menace”)

RESISTIVE CASES 22M

*SERIOUSLY PHYSICALLY ILL.*

Get a competent medical analysis. When well or if no improvement, find and audit any engrams or chain to F/N, *R3R Triple or Quad*. (Ruds do not have to be flown.) (Be careful in auditing a person running a fever, audit lightly. Do not force them into anything.)

RESISTIVE CASES 220M (1)

Had been physically ill.  
Protesting the item.

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly ruds to F/N, check protest on illness item. If so, handle protest fully, (itsa earlier similar itsa). If item still reads, find and run an illness engram chain to F/N.

You can't run a recall process on illness or engrams. It is too much. If it doesn't read on illness reassess and send back to C/S.

CASE SUPERVISOR YYY  
CLASS VIII

S & D WSU

Symptoms  
Reads on Green Form as PTS.  
Been ill.

CASE SUPERVISOR 250  
INSTRUCTIONS TO THE AUDITOR

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. *PTS interview per C/S Series 79 or HCOB 10 Aug 73.*
2. 3 S & Ds, if *necessary*.

CASE SUPERVISOR YYY  
CLASS VIII

Flubbed S & D.

Symptoms  
Singular item has been represented.

CASE SUPERVISOR 250A  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Renuell the list, not the represent list. Indicate the item to the pc. Indicate error of represent. Handle any PTPs and missed withholds.
2. Then get on with the grade or section.

CASE SUPERVISOR YYY  
CLASS VIII

Illness

Symptoms

- Pc PTS.
  - Unskilled L&N auditor.
  - Pc has had S & D.
  - WSU in the past which were correct. (S & Ds being a limited process.)
- 

CASE SUPERVISOR 250B  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly a rud.
  2. Assess: Difficulties  
Being suppressed  
Attacks  
Enemies  
Suppressing  
Incomplete cycles  
Unmocking  
Defense  
Protest  
Make nothing of  
Withdrawing from
  3. Prepcheck *each reading item in order of size of read* to F/N. Being careful to handle any ARC breaks.
- 

CASE SUPERVISOR YYY  
CLASS VIII

Environmental menace

Symptoms

Pc or pre-OT PTS

---

CASE SUPERVISOR 250C  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Fly each rud to F/N.
2. Find the environmental menace to the pc just by discussion. It's the obvious one. It is a *situation* that is wanted, *not* an item.
3. Find an engram containing a situation that exactly matches the *PT situation* found in 2.
4. Run subject of engram three ways or *quad*.
  - F1. "Locate an engram that matches PT dangers."  
(Use as command 1, then 2, 3, 4, etc.) R3R.
  - F2. "A time when you gave another such an engram." R3R.
  - F3. "A time when *another* gave *another* or *others* such an engram." R3R.
  - F0. *A time when you gave yourself such an engram.*" R3R.



CASE SUPERVISOR ZZZ  
CLASS VIII

Assists

Symptoms

Had a severe injury.

---

CASE SUPERVISOR 260  
CLASS VIII

Handle as per HCOB 23 July 71—"Assists," Section "Injury Rundown."

1. Touch Assist.
2. Contact Assist.
3. LIC on the injured member.
4. Then R3R on the injury incident.

Usual Dianetic actions would follow as necessary.

---

CASE SUPERVISOR ZZZ  
CLASS VIII

Unwarranted Sec Checks

Symptoms

No Green Form done to indicate pc should have a Joburg.  
Run past many free needles.

---

CASE SUPERVISOR 260D  
CLASS VIII

Pc or pre-OT: \_\_\_\_\_ Date: \_\_\_\_\_

Auditor: \_\_\_\_\_ Time: \_\_\_\_\_

1. Do a Prepcheck on Joburg or Sec Checks, whichever reads.
  2. Clean up this evaluation and needless action and indicate to the pc or pre-OT it was needless.
  3. L1R.
  4. Pc or pre-OT to next grade or action.
- 

CLASS VIII  
CASE SUPERVISOR CHART

SYMPTOM	SYMPTOM NO.	DIRECTION NO.	PIGEON HOLE
Alcohol	KK	11	29
All Black	CCC	300A	5
ARC Break, Resistive Case	VVV	220K(2)	62
Assist	III	900C	21
Assist, Has a Severe Injury	ZZZ	260	66
Bad Session	II	9	17
Bad Indicators	BB	2	2

SYMPTOM	SYMPTOM NO.	DIRECTION NO.	PIGEON HOLE
Bad Auditing, Previous	FF	6	11
Blows, Course or Org	VV	22	41
Breaks in Session	TT	20	39
Critical Pc	GG	7	12
Crossed Rudiments	HH	8	13
Drugs	LL	12	30
Drugs, Poor Ethics History	VVV	220E(1)	47
Drugs, No F/N on Rehabs	VVV	220E(1)	47
Engram LX1	VVV	220H(3)	53
Engram Matching PT Dangers	VVV	22L	59
Ethics, Poor History	VVV	220E(1)	47
Exteriorization, Case Cannot	QQ	17	35
Exteriorization Bypassed	NN	14	32
Exteriorization, Overrun	QQQ	170	36
F/N, Bypassed in Session	OO	15	33
F/N, Complaints About	EE	5	10
F/N, Packed Up	PP	16	34
Gains Invalidated	UU	21	40
Green Form	CCC	300	4
Green Form or Ruds	CC	3	3
High TA, Chronic	DDD	400	8
High TA, Ruds	DD	4	7
Ill, Physically Ill	YYY	250B	64
Incomplete Actions	III	900	18
Invalidation of Gains	UU	21	40

*List Errors*

List Errors in

1. Lists Recent	JJ	10A	22
2. Earlier List Available	JJ	10B	23
3. Old Earlier List Not Available	JJ	10C	24
4. Recent Lists Not Available	JJ	10D	25
5. Item but no F/N	JJJ	100E	26
6. S&D, List Error	JJJ	100H	27
7. Persistent Item	JJJ	100J	28

LX3, Assessment Engram	VVV	200H(1)	51
LX2, Assessment Secondary	VVV	220H(2)	52
LX1, Assessment Engram	VVV	220H(3)	53
Long Session	VV	22	41

	SYMPTOM	DIRECTION	PIGEON
	NO.	NO.	HOLE
Money, Has Problem With	RR	18	37
Out Ruds	DDD	400A	9
Out Ruds, ARC Break Needle	HHH	800B	16
Process Split by a Break	TT	20	39
PTP, Repeating	HHH	800B	16
PTS, Environmental Menace	YYY	250C	65
<i>Resistive Cases</i>			
Assessment 7 Cases	VV	22	41
Doesn't Want Auditing	VV	22A	42
Recall Pretending to F/N	VV	22B	43
Prevent Auditing Auditing	VV	22C	44
Drugs	VVV	220D + E	45
Drugs Poor Ethics	VVV	220E(1)	46
Drugs Overts	VVV	220E(1)	47
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Founder

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Remimeo  
Also Dn Text

*(Revisions in this type style)*

**C/S Series 59R**

**DIANETIC LIST ERRORS**

It *can* happen that a Dianetic list of somatics, pains, emotions and attitudes can act as a list under the meaning of the Laws of Listing and Nulling as per HCOB I August 68.

The most violent session ARC Brks occur because of list errors under the meaning of listing and nulling. Other session ARC Brks even under withholds are not as violent as those occurring because of listing errors.

Therefore when a violent or even a “total-apathy-won’t-answer” session upset has occurred in Dianetics, one must suspect that the preclear is reacting under the laws of listing and nulling and that he conceives such an error to have been made.

The repair action is to assess the prepared list which corrects listing errors. This is L4BRA—HCOB 15 Dec 68 amended to 18 March 71.

It is used “On Dianetics lists” as the start of each of its questions when employed for this purpose.

When a pc has not done well on Dianetics and when no other reason can be found the C/S should suspect some listing error and order an L4BRA to be done “On Dianetic lists “ at the start of each question.

Each read obtained on the list is carried earlier similar to F/N as per HCOB 14 Mar 71 “F/N Everything” or, preferably the list is found in the folder and properly handled in accordance with what read on L4BRA.

Dianetic lists can be carried to an item that blows down and F/Ns.

*This does not mean the item found is now wholly clean. Even though it F/Ned it will in most cases need to be run on secondaries and/or engrams (R3RA Quad) to erasure and full Dianetic end phenomena. (Ref: New Era Dianetics Series 1 through 18.)*

A C/S must be alert to the fact that:

- (a) Extreme upsets and deep apathies are almost always list errors.
- (b) That a Dianetic list can be conceived to be a formal list and can behave that way.
- (c) L4BRA is the correction list used in such cases.
- (d) *Laws of Listing and Nulling HCOB 1 August 1968 can sometimes apply to Dianetic lists.*

Very few Dianetic lists behave this way but when they do they must be handled as above.

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Remimeo  
PR Hats  
Auditors

REVISED 1 APRIL 1978  
(Revision in this type style)

**tone scale in full**

**tone scale expanded**

**know to mystery scale**

SERENITY OF BEINGNESS	40.0	KNOW
POSTULATES	30.0	NOT KNOW
GAMES	22.0	KNOW ABOUT
ACTION	20.0	LOOK
EXHILARATION	8.0	PLUS EMOTION
AESTHETIC	6.0	
ENTHUSIASM	4.0	
CHEERFULNESS	3.5	
STRONG INTEREST	3.3	
CONSERVATISM	3.0	
MILD INTEREST	2.9	
CONTENTED	2.8	
DISINTERESTED	2.6	
BOREDOM	2.5	
MONOTONY	2.4	
ANTAGONISM	2.0	MINUS EMOTION
HOSTILITY	1.9	
PAIN	1.8	
ANGER	1.5	
HATE	1.4	
RESENTMENT	1.3	
NO SYMPATHY	1.2	
UNEXPRESSED RESENTMENT	1.15	
COVERT HOSTILITY	1.1	
ANXIETY	1.02	
FEAR	1.0	
DESPAIR	.98	
TERROR	.96	
NUMB	.94	
SYMPATHY	.9	
PROPITIATION—(Higher Toned—Selectively Gives)	.8	
GRIEF	.5	
MAKING AMENDS—(Propitiation—Can't W/H Anything)	.375	
UNDESERVING	.3	
SELF-ABASEMENT	.2	
VICTIM	.1	
HOPELESS	.07	
APATHY	.05	
USELESS	.03	
DYING	.01	
BODY DEATH	0.0	
FAILURE	-0.01	
PITY	-0.1	
SHAME—(BEING OTHER BODIES)	-0.2	
ACCOUNTABLE	-0.7	
BLAME—(PUNISHING OTHER BODIES)	-1.0	
REGRET—(RESPONSIBILITY AS BLAME)	-1.3	
CONTROLLING BODIES	-1.5	EFFORT
PROTECTING BODIES	-2.2	
OWNING BODIES	-3.0	THINK
APPROVAL FROM BODIES	-3.5	
NEEDING BODIES	-4.0	SYMBOLS
WORSHIPPING BODIES	-5.0	EAT
SACRIFICE	-6.0	SEX
HIDING	-8.0	MYSTERY
BEING OBJECTS	-10.0	WAIT
BEING NOTHING	-20.0	UNCONSCIOUS
CAN'T HIDE	-30.0	
TOTAL FAILURE	-40.0	UNKNOWABLE

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HCO BULLETIN OF 24 OCTOBER 1971R  
REVISED 26 JANUARY 1977

Remimeo  
Add to  
E-Meter Books  
Chkshts

*(Revisions in this type style)  
(References to footplates have been deleted.)*

### FALSE TA

Some pcs have a *very* difficult time in auditing due solely to can (electrode) out-nesses.

Some auditors have heavy losses because they do not realize the troubles that can come from electrodes and thus remedy them.

### TA USE

The TA must be between 2 and 3 for a correct F/N.

When the TA is reading falsely a pc can be butchered.

Example: Auditor talking the TA down. It gets to "3.1" by his meter. So he gets the pc to talk a bit more to get the TA between 2 and 3 and F/N. The TA suddenly rises to 3.8.

Pc and auditor go desperate. What has happened is that the TA was a false read. It was really reading 2.9 and F/Ning but for reasons given below it read "3.1." Thus the auditor overran the F/N and by keeping on invalidated the release, pulled the pc's attention out of session and demanded more than the pc had to give.

Example: Auditor two-way communicating with pc to get the TA up from "1.8." The TA suddenly sinks to 1.6, pc goes into apathy.

What happened was a missed F/N. For reasons covered below the TA at 1.8 was false and was really at 2.1 and F/Ning.

Example: Pc being asked for an earlier similar incident because TA is at "4.0." Pc can't get one, gets desperate, TA goes to 5.0.

For reasons given below the TA was at 3.0 but was reading falsely at "4.0."

Some cases get upset at the very idea of F/N when these mistakes are made.

More than one case has missed all his wins for a year because of a false TA.

So it is very important to know how a false TA comes about and how to avoid it.

*A properly set up meter with cans (electrodes) fitted to a pc who is holding them properly IS AL WA YS CORRECT.*

However, totally false tone arm readings can exist and *an auditor must know how these come about.*

### TRIM

A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false TA position.

Further, when a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false TA.

The trim can be quietly checked in mid-session by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET. If

not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc.

### DISCHARGED

A cadmium cell meter discharges very suddenly when it does go flat.

In mid-session the meter can run out of battery. The TA will cease to act well and may go very false.

The remedy is to keep a meter charged at least one hour for every 10 of auditing for 240 AC volt charging current, or 2 hours for every 10 of auditing on a 110 AC volt charging current.

A meter lasts much longer than this in practice but the above is very safe.

Before each session snap the knob over to TEST. The needle should hit *hard* on the right side of the face. It can even bounce. This guarantees lots of charge in the battery and no chance of a meter going flat in session.

If the needle doesn't snap to the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false TA and no reads or TA on hot subjects.

### ONE-HAND ELECTRODE

A single hand electrode with two terminals separated by a rubber works. BUT it *always* gives a falsely high TA.

A Solo auditor who does not know this can get a release point and go half mad wondering why he is F/Ning at 4.0!

The answer is to make a "single hand" electrode out of two small cans (about 3 3/4 inches by 2 1/8 inches or 9 1/2 cm by 5 1/2 cm) (or even smaller for a very small handed pc). Glue a thin circle of foam rubber solidly to the bottom of one can so it reaches out slightly around the bottom. (Don't glue it up the sides.)

Put the alligator jaw clips one to each can. Now put the can bottoms together and hold them in one hand. Mark the TA (1)—meaning one hand (such as 3.75 (1) ). Now take the cans one in each hand and mark the TA (2)—meaning two hands (such as 3.0 (2) ).

Audit with them in one hand. Keep your worksheets with (1) marks (such as 3.5 (1) ). Check at start and middle and end by taking a can in each hand and putting down the 2 can read (such as 2.5 (2) ).

It is too much trouble to totally change cans and the distraction can change the TA read.

This two small can arrangement is not quite accurate. It gives a *lower TA than big cans*. But the difference is slight. It can scare you with a 1.9 when trim is 2.0 and real TA is 2.0. If this happens check with big cans.

(As an added tip a Solo auditor usually keeps the back of his hand on his leg while Solo auditing. The small 7 1/2 volt current gives a tingle to the leg that is distracting when one's hand is moist. Put a piece of foam rubber in a plastic sack. Lay the sack on the leg, put your hand on this pad. It insulates the area and is very comfortable. )

### MOIST HANDS

When a pc's hands sweat a lot you will get a low TA.

Contrary to 19th century superstition the meter does not work on sweat. Very sweaty hands as found on nervous persons gives a false TA. It goes low.

*Many* "low TA cases" are just sweaty hand cases.



Paper handkerchiefs (Kleenex) are a standard item for an auditing room—for grief charges and burning eyes, etc. These should be available.

If the TA is low, check if the pc's hands are wet. If so have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0. Or the 1.6 was really 1.8 and the trim was  $1.8 = 2.0$ .

Have the pc wipe hands, check and correct trim before you bypass all a "low TAs" F/Ns!

TAs can go low. Invalidation of the pc, lousy TRs can drive one low. If so the TA comes back up on repair.

But don't brand a case a low TA case until you make sure his hands are dried and the meter trimmed.

Also, very small cans or cans too small for the pc can give a slightly low reading.

#### DRY HANDS

Some pcs have extremely dry hands, usually from industrial chemicals such as chlorine in dishwasher or skin scale.

This can give a wildly high TA.

The pc can be worried to death with high TA repairs when in fact he just doesn't have contact with the electrode.

A quick test is have the pc put the cans under his armpits and you'll see if it's his calloused or chemically dried out hands.

#### ARTHRITIC HANDS

A rare pc is so crippled with arthritis that he doesn't make contact fully with the cans.

This gives a high TA.

*Use wide wrist straps and you'll get a right read.*

#### SLACK GRIP

Sometimes a rare pc lets his hands go slack on the cans, particularly if they are the wrong size cans, too big.

This gives a mysterious "high TA." It is false. The TA will come down only to 3.2 and F/N and of course an overrun then really gives a high TA. And the pc goes a bit frantic and begins to believe things don't erase or release.

Keep the pc's hands in sight. Check the pc's grip. Get smaller cans.

#### CAN SIZE

The most common fault is wrong can size.

For a normal or large handed pc the can size is about  $4 \frac{7}{8}$ ths inches by  $2 \frac{5}{8}$ ths inches or  $12 \frac{1}{2}$  cm by 7 cm. This can *be* altered as big as  $4 \frac{1}{2}$  inches by 3 inches diameter or 11 cm by 8 cm. This is standard.

This can is too large for people with small hands. These should use a can  $3 \frac{3}{4}$  inches by  $2 \frac{1}{8}$ th inches or 9 cm by 5 cm diameter or thereabouts.

A small child would be lost even with that can. So a small 35 mm film can could be used. This is 2 inches long by  $1 \frac{3}{16}$ ths diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different.

Cans of course should be STEEL with a thin tin plating. Regular soup cans.

Can size to match the pc avoids slack can grip or tiring the hands into going slack, giving the auditor 3.2 F/Ns and trouble.

#### COLD PC

A pc who is too cold sometimes has a falsely high TA.

Wrap him in a blanket or get a warmer auditing room.

The auditing environment is the responsibility of the auditor.

#### LATE AT NIGHT

Between 2 and 3 AM or late at night a pc's TA may be very high. The time depends on when he sleeps usually.

This TA will be found normal in regular hours.

#### RINGS

Rings on the pc's hands must always be removed. They don't influence TA but they give a false rock slam.

#### FLOATING TA

Many an auditor before now has gone a bit mad trying to handle a floating TA. They are not very common and are startling.

What happens is the pc is so released the needle can't be gotten onto the dial. The needle is swinging wider than the meter dial both ways from center and appears to lay first on one side then the other. The TA can't be moved fast enough to keep the extreme floating needle on the dial.

This gives a false TA of sorts as it can't be read.

Some auditors seeing it for the first time have even sent the pc out of the room so they could "adjust" the meter or get another one!

Thus the very highest state of release can be invalidated as where is the TA?

#### RUSTY CORRODED CANS

You'd think soup was very expensive the way some auditors hold onto old cans.

Corroded cans can falsify TA. Get new ones now and then.

#### TIGHT SHOES

And then there was the vain lady who wore shoes too small for her feet.

She removed them every session. The session went well each time.

Then she put on her agonizing shoes and went to the Examiner and the C/Ses and auditors all went mad trying to find out why every exam had a high TA.

Tight shoes.

The E-Meter is accurate. It is a lovely instrument.

You have to fit the pc to it.

Good luck.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 NOVEMBER 1971RA  
REVISED 26 JANUARY 1977  
*(Revisions in this type style)*

Remimeo  
E-Meter Books  
Studies  
Checksheets

**FALSE TA ADDITION**

(Refers and adds to HCOB 24 Oct 1971R  
"False TA.")

**COLD CANS**

Regardless of can size, cold E-Meter electrodes tend to give a much higher tone arm reading particularly on some pcs.

Until the cans warm up, the reading is generally false and is false in the direction of high.

A chilled pc almost always has a high TA until he or she gets warm. Just throwing a coat over the pc's shoulders can bring down a TA in a cool room. But some pcs are "cool blooded" and the shock of ice cold cans can drive the TA up and it takes a while to drift down.

This has a great effect on examinations where the cans are used very briefly.

A practice which gets around this is for the auditor or Examiner to hold the cans briefly until they are warm and then give them to the pc. A variation is for the auditor or Examiner to put the cans under his armpits while setting up. This warms them.

There are probably many other ways to warm up cans to body temperature.

**FOOTPLATES**

*Tests show that footplates do not read on the meter. The use of footplates is thereby cancelled.*

**PCs WHO FALSIFY**

Some pcs (rare) take mistaken pride in being able to push the TA up by straining or tensing.

By just moving into the body the TA can be sent up by an otherwise exterior pc.

Some pcs also take a road out by "getting an F/N at will." They have various tricks that do this, the main one being to "think of something else" and get an F/N.

Any of these (rare) pcs are manifesting out-of-sessionness. They aren't in session.

The definition of in session is "interested in own case and willing to talk to the auditor." Remedy that and they cease such tricks.

Usually they aren't being run on what they are interested in or have comm blocks or withholds or no confidence. They are easy to detect and easy to handle.

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HCO BULLETIN OF 15 FEBRUARY 1972R  
REVISED 26 JANUARY 1977

Remimeo  
All Tech/Qual  
Terminals

*(Revisions in this type style)*

**FALSE TA ADDITION 2**

Ref: HCOB 24 Oct 71R FALSE TA  
HCOB 12 Nov 71RA FALSE TA  
C/S Series 53 HI-LO TA ASSESSMENT  
INT-EXT CORRECTION LIST

There is an infinity of wrong ways to get a pc to read between 2.0 and 3.0 on an E-Meter.

One method would be to shoot him. Dead bodies read between 2.0 and 3.0.

Another way is to throw the trim knob off.

Yet another wrong way is to use HAND CREAM to make the TA go lower and call "F/Ns" at 4.0 on an actual read.

An auditor who is not very expert is apt to find strange ways to do things because the usual is beyond his skill.

A GOOD auditor handles low and high TAs with HCOB 24 Oct 71R and Addition 12 Nov 71RA and this HCOB "False TA," C/S Series 53 and the Hi-Lo TA Assessment.

The commonest sources of high TA are PROTEST, OVERTS and out INTERIORIZATION RD and too big or too small cans.

The commonest sources of low TA are overwhelming auditor TRs or wet sweaty hands.

The subject is not open to experimentation. If a pc's TA is low or high and you don't correct it with the usual remedies mentioned above, the pc goes into the soup.

**GOOD AUDITORS KNOW THEIR TECH AND USE IT TO REMEDY HIGH AND LOW TAs.**

**GOOD AUDITORS DO HONEST WORKSHEETS AND HONEST AUDITING.**

**BE A GOOD AUDITOR.**

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 18 FEBRUARY 1972R  
Issue I  
REVISED 26 JANUARY 1977

Remimeo

*(Revisions in this type style)  
(References for footplates have been deleted.)*

**FALSE TA ADDITION 3**

(There are now four False TA HCOBs including this one.  
These were issued as more data was uncovered:

HCOB 24 Oct 71R	FALSE TA
HCOB 12 Nov 71RA	FALSE TA ADDITION
HCOB15 Feb 72R	FALSE TA ADDITION 2
and this one	
HCOB18 Feb 72R	FALSE TA ADDITION 3.)

A meter is a meter.

Meters are used to measure water, natural gas, and many other things.

An E meter is used to measure a pc.

If you rig a meter up so as to falsify its reads you get a wrong result.

You could rig up a water meter so it read that twice as much water had flowed and then sit around and wonder all week why the swimming pool never filled up.

The ACCURACY of a meter depends upon its being honestly set up and honestly used.

The HONESTY of the auditor determines his results.

The whole field of psychotherapy was dishonest from the days of witch doctors to psychiatry. Falsified data came from lack of knowledge of the mind. This made its practitioners DISHONEST.

We do not and must not follow that fatal road.

The technology we have WORKS to definite positive predictable results.

Results are obtained if the auditor has honestly studied and understood his materials and honestly applies them.

Falsifying study leads to falsifying meters and this gives bad results on pcs.

HONEST use of the materials and the meter gives an honest result.

One who does not know his materials and who cannot do his drills then thinks he has to make a meter cheat.

HONEST use of the meter by an HONEST auditor is the route to GOOD RESULTS .

LOW TAs

A bad practice has arisen to "beat" the low TA.

This is to have the pc wipe his hands every few minutes to get the TA up above 2.0.

Not only does this distract the pc and yank him out of session, but it is by inference putting his attention on the meter, a thing a good auditor does NOT do in a formal session. The pc's attention must be on his own case in a session, not on the meter or his hands.

But the best answer is to get the pc up scale so he doesn't have perspiring hands.

Overwhelming TRs is the commonest reason for low TAs. Not all the hand wiping in the world will cure poor TRs.

Some auditors "spook" (leap off the road like a horse frightened by something blowing along) at the very thought of high or low TAs. This is because they haven't got the TRs to handle a low TA nor the tech to handle a high one.

Making a meter read falsely low with cream or falsely high with talcum powder or wiping hands continually will not handle the pc's CASE.

That is what the auditor is there to do, not make his session look good!

The funniest one I have ever heard was a Solo auditor who had high TA trouble. So he used to fill up a bathtub with scalding water, fill the bathroom full of clouds of steam and then sit in the bath, holding onto his electrodes "Solo auditing."

It gave him a lower TA but it sure didn't give him any case result.

We maybe ought to have a contest as to who can come up with the most comical actual instances of falsifying meter reads.

One "auditor" "solved it" by just calling F/Ns whenever she got tired of the pc regardless of TA position. After a year or more of this she saw the light and put herself in Ethics.

The funny part is that her co-auditor had been doing the same thing on her!

**HONEST TA IS THE BEST POLICY.**

**L. RON HUBBARD**  
Founder

Revised by  
Paulette Ausley

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HCO POLICY LETTER OF 19 MARCH 1972

Remimeo  
Ethics

**C/SING OR AUDITING WITHOUT  
FOLDER STUDY**

A two weeks loss of pay *and* a suspension of certs is a penalty for any C/S or auditor who acts on a case

- (1) Without an up-to-date FS
- (2) Without an FES done on auditing, and:
- (3) Without a preliminary study of the folder before C/Sing or auditing
- (4) Who C/Ses for or delivers Quickie auditing of any level for "completion"
- (5) Who does not work for the product of a fully and utterly completed pc on that grade
- (6) Who falsifies a statistic or a worksheet.

FES Units must exist to FES folders for C/Ses.

WE MUST END ALL QUICKIE TENDENCIES IN C/Ses AND AUDITORS.

Failure to *complete* the pc totally and utterly on any level can cost us our friends.

Bonuses may only be paid to C/Ses and auditors on 25 CHAIR HOURS OR MORE A WEEK PLUS A LESSER BONUS FOR ADMIN TIME, NOT VALID WITHOUT THE CHAIR HOURS.

NO bonuses of any kind may be paid henceforth to C/Ses or auditors for "completions" as these lead to Quickie actions which then reduce the power inherent in auditing.

Auditing can perform miracles. But only in HONEST HANDS.

A Comm Ev may be requested and must be given in the event of false accusation.

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HCO POLICY LETTER OF 4 APRIL 1972R  
Issue III

Remimeo  
Student Hat  
Staff Hats

REVISED 21 JUNE 1975

*(Revision in this type style)*

IMPORTANT

**ETHICS AND STUDY TECH**

(Cancels the issue revised 7 April 72.)

The basic WHY of the majority of cases of post nonperformance of a staff member and OUT TECH in an org stems from misunderstood words.

The primary point that has to be gotten in is study tech.

This is also our bridge to society.

Yet study tech is the tech that includes misunderstood word tech.

Thus if study tech is not in, people on staffs see nothing wrong with hearing or reading orders containing words they do not understand and have no urge to look them up. Further they often feel they do know words that they in fact do not know.

When this situation exists it is next to impossible to get study tech and Word Clearing tech in. For, the orders seeking to get in study tech may contain words the person does not understand. Thus he doesn't really comply with the orders and study tech does not get in. Thus the ability to hear or read and understand continues to be missing.

Therefore these ethics actions become part of standard ethics.

1. A PERSON MAY BE SUMMONED TO A COURT OF ETHICS OR EXECUTIVE COURT OF ETHICS IF IT BE FOUND THAT HE HAS GONE PAST A WORD HE DOES NOT UNDERSTAND WHEN RECEIVING, HEARING OR READING AN ORDER, HCOB, POLICY LETTER OR TAPE, ANY AND ALL LRH WRITTEN OR PRINTED MATERIALS INCLUDING BOOKS, PABS, DESPATCHES, TELEXES AND MIMEO ISSUES WHICH RESULTED IN A FAILURE TO DO DUTIES OF HIS POST WITHOUT HIS AT ONCE MAKING AN EFFECTIVE EFFORT TO CLEAR THE WORDS ON HIMSELF, WHETHER HE KNEW HE WAS MISSING THEM OR NOT AS THE SOURCE OF HIS INACTION OR DAMAGING ACTIONS.

The charge is NEGLECTING TO CLARIFY WORDS NOT UNDERSTOOD.

2. A STAFF MEMBER WHO DOES NOT USE STUDY TECH OR GET IT KNOWN WHILE STUDYING OR INSTRUCTING MAY BE SUMMONED TO A COURT OF ETHICS OR AN EXECUTIVE COURT OF ETHICS.

The charge is FAILURE TO EMPLOY STUDY TECH.

3. A STUDENT ALTER-ISING OR MISADVISING OTHERS ON THE USE OF STUDY TECH MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is ADVOCATING A MISUSE OR NEGLECT OF PROPER STUDY TECH.



4. AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is OUT TECH.

5. ANY PUBLIC DIVISION PERSON, STAFF MEMBER OR SCIENTOLOGIST FOUND USING TERMS, CIRCUMSTANCES OR DATA ON RAW PUBLIC IN PUBLIC LECTURES OR PROMOTION OR IN PR BEYOND THE PUBLIC ABILITY TO GRASP WITHOUT STRESSING STUDY TECH OR AT ONCE TAKING EFFECTIVE MEASURES TO CLARIFY OR RELEASING MATERIALS BROADLY TO A WRONG PUBLIC MAY BE SUMMONED TO A COURT OF ETHICS IF ANY FLAP OR UPSET RESULTS.

The charge is FAILURE TO APPLY STUDY TECH IN DISSEMINATION.

#### SUPPRESSIVE

Furthermore, as study tech is our primary bridge to society and the basic prevention of out tech and out admin, if any offense as above found guilty in a Court of Ethics is REPEATED and the person has had two such Courts on this offense the person may be summoned before a Committee of Evidence on a charge of COMMITTING AN ACT OR OMISSION UNDERTAKEN TO KNOWINGLY SUPPRESS, REDUCE OR IMPEDE SCIENTOLOGY OR SCIENTOLOGISTS and if found guilty beyond reasonable doubt may be declared a SUPPRESSIVE PERSON and expelled with full penalties.

#### AXIOM 28

Failures to teach, or use study tech or alterations of study tech are actually offenses against AXIOM 28 as it is applied internally in an org on admin and tech and from the org to society.

Study tech including its technology of Word Clearing is in fact the technology of Axiom 28.

The Axiom (amended) follows:

AXIOM 28. COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is: Cause, Distance, Effect with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of Communication are Consideration, Intention, Attention, Cause, Source-point, Distance, Effect, Receipt-point, Duplication, Understanding, the Velocity of the impulse or particle, Nothingness or Somethingness. A non-communication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication by definition, does not need to be two-way. When a communication is returned, the formula is repeated, with the receipt-point now becoming a source-point and the former source-point now becoming a receipt-point.

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L. RON HUBBARD  
Founder

# L. Ron Hubbard

## EXECUTIVE DIRECTIVE

LRH ED 176 INT

24 April 1972

To: C/O, ED  
Tech Sec

*Reissued*  
11 April 1977  
*Cancels all other*  
*versions of LRH ED 176*

Subject: AUDITOR RECOVERY

*(Reissued as statistically by far the most  
successful version of LRH ED 176 ever issued.  
This is the original LRH version of the ED.)*

Reference: LRH ED 174 INT STUDY AND TECH BREAKTHROUGH  
HCO PL 9 April 72 CORRECT DANGER CONDITION  
HCOB 30 Mar 72 PRIMARY CORRECTION RUNDOWN  
HCOB 20 Apr 72 C/S Series 78 PRODUCT PURPOSE AND  
WHY AND WC ERROR CORRECTION

SITUATION: It quite often happens that an org has an auditor that stops producing or doesn't produce or blows or ceases to audit.

Investigation has revealed that the auditor situation is similar to that of students who blow for lack of study tech.

Each auditor who lets down has a WHY and has misunderstood words or has not really checked out on his current tech. Thus they foul up, let down or blow.

As orgs sometimes find it hard to get auditors, the situation can be very hard on the C/O or ED and Tech Sec unless it is handled.

STATS: Well Done Auditing Hour stats very low in some orgs and backlogs in many.

WHY: Auditors can ease off or cease auditing for individual WHYs for each auditor.

IDEAL SCENE: All auditors auditing more than their minimum and happily on post.

HANDLING:

1. Compile three lists of auditors (a) who have left but are still in area or (b) who want to leave the org or (c) who are not getting out their hours.

HAS. \_\_\_\_\_

2. M4 and study the Data Series so as to know what a WHY is, and the above references. Dir of Pers Enhancement (or Qual Sec or as designated or done by the C/O or ED). \_\_\_\_\_

3. Call in auditors on lists (b) and (c) whether on tech posts or admin. Assess both Trouble Area Lists in the P/L 9 April 72 Issue III. Fly *each* read with 2-way comm and earlier similar and keep a worksheet of the auditor's answers. Find the WHY of the letdown in auditing. If not directly apparent from answers given, and is not obvious (such as PTS or missed words or no study tech or has not read materials or other very apparent reasons) then you can list to a BD F/N item the question "What reason do you have for not auditing?" The BD F/N item will be their Why. Write it below the Trouble Area Assessment in the space provided.

DIR OF PERS E OR  
THE C/O OR ED  
DESIGNATED PERSON. \_\_\_\_\_

4. See that action is done to remedy the WHY, whatever it was. It will be the 1st Dynamic Danger Formula of that P/L completed.

HAS. \_\_\_\_\_

5. Do the same with list (a) in 1 above.

SAME PERSON WHO  
DID 3 ABOVE. \_\_\_\_\_

6. See that they apply 1st Dynamic formula.

HAS. \_\_\_\_\_

7. Try to get some of list (a) to join the org staff.

HAS. \_\_\_\_\_

8. Get all org auditors and supervisors through the Primary Correction Rundown HCOB 30 Mar 72, allowing for those steps already done previously on LRH ED 174 INT or lists (b) and (c).

QUAL SEC. \_\_\_\_\_

9. Correct any wrong Whys found using C/S Series 78 HCOB 20 April 72 by correct C/Sing and handling.

ORG C/S. \_\_\_\_\_

Completely aside from remedying any out tech you may have, and the personal benefit the auditors will receive, this should solve any auditor scarcity problem.

It is a very effective program.

L. RON HUBBARD  
Founder

Reissue proposed by  
CS-4/5

Approved by  
L. RON HUBBARD  
Founder

LRH:JE:mes.lf

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 3 MAY 1972R  
REVISED 18 December 1977

Remimeo  
Executive Hats

*(Revision in this type style)*

IMPORTANT  
*Executive Series 12*  
**ETHICS AND EXECUTIVES**

Any person holding an executive post (head of department or above) is deemed an EXECUTIVE.

Evaluation has revealed that the breakdown in many orgs is a failure on the part of executives to wear their ethics and justice hats.

It has been found that below administrative Whys there is usually an ethics situation as well which unhandled, causes the administrative Why not to function or raise stats.

In an area which is downstat, it is the duty of an executive to investigate and find any out-ethics situation and get it corrected.

Ethics is a personal thing in relation to a group. Unethical people are those who do not have ethics in on themselves personally.

It is the responsibility of the executive to see to it that persons under his control and in his area *get their personal ethics in and keep them in.*

Dishonesty, false reports, an out-ethics personal life, should be looked for and by persuasion, should be corrected.

When an executive sees such things he or she must do all he can to get the person to get his own ethics in.

When an area is downstat the executive must at once suspect an out-ethics scene with one or more of the personnel and must investigate and persuade the person to be more honest and ethical and correct the out-ethics condition found.

If this does not correct and if the person or area remains downstat, the executive must declare the person or area in Danger and apply HCO PL 9 Apr 72 "CORRECT DANGER CONDITION HANDLING."

The situation, if it does not correct, thereafter becomes a matter of full group justice with Courts and Comm Evs. Persons whose ethics have remained out must be replaced.

The seniors of an executive are bound to enforce this policy and to use it on any executives whose personal ethics are out and who fail to apply it. It will be found that those who do not apply this policy letter have themselves certain dishonesties or out-ethics situations.

**IT IS VITAL TO ANY ORGANIZATION, TO BE STRONG AND EFFECTIVE, TO BE ETHICAL.**

**THE MOST IMPORTANT ZONE OF ETHICAL CONDUCT IN AN ORGANIZATION IS AT OR NEAR THE TOP.**

Ethical failure at the top or just below it can destroy an organization and make it downstat.

Historical examples are many.

THEREFORE IT IS POLICY THAT AN EXECUTIVE MUST KEEP ETHICS IN ON HIMSELF AND THOSE BELOW HIM OR BE DISCIPLINED OR COMM EVED AND REMOVED FROM ANY POST OF AUTHORITY AND SOMEONE FOUND WHO IS HIMSELF ETHICAL AND CAN KEEP ETHICS IN ON THOSE UNDER HIS AUTHORITY.

The charge in any such case for a staff member or executive is FAILURE TO UPHOLD OR SET AN EXAMPLE OF HIGH ETHICAL STANDARDS.

Such offenses are composed of

1. DISHONESTY.
2. Use of false statements to cover up a situation.
3. Representing a scene to be different than it actually is to cover up crimes and escape discipline.
4. Irregular 2D connections and practices.
5. Drug or alcoholic addiction.
6. Encouraging out-ethics.
7. Condoning or failing to effectively handle an out-ethics situation in self or others as an in-charge, officer or executive.

#### TECHNICAL

People with out-ethics withholds cannot see. This is proven by the brilliant return of perception of the environment in people audited effectively and at length on such processes.

Such people also seek to place a false environment there and actually see a false environment.

People whose ethics are low will enturbulate and upset a group as they are seeking to justify their harmful acts against the group. And this leads to more harmful acts.

Out-ethics people go rapidly into Treason against the group.

A person whose ethics have been out over a long period goes “out of valence.” They are “not themselves.”

Happiness is only attained by those who are HONEST with themselves and others.

A group prospers only when each member in it has his own personal ethics in.

Even in a PTS (Potential Trouble Source) person there must have been outethics conduct toward the suppressive personality he or she is connected with for the person to have become PTS in the first place.

People who are physically ill are PTS *and are out-ethics* toward the person or thing they are PTS to!

Thus a group to be happy and well, and for the group to prosper and endure, its individual members must have their own ethics in.

It is up to the executive or officer to see that this is the case and to DO the actions necessary to make it come about and the group an ethical group.

EXEC OR OFFICERS STEPS  
FOR GETTING IN ETHICS  
ON A STAFF MEMBER  
STEP ONE

Inform the person personally he is in Danger Condition by reason of acts or omissions, downstate false reports or absence or 2D or whatever the circumstances are.

He is in fact IN danger because somebody is going to act sooner or later to hit him.

He may be involved already in some other assignment of condition.

But this is between you and him.

HE IS IN DANGER BECAUSE YOU ARE HAVING TO BYPASS HIM TO GET HIS ETHICS IN, A THING HE SHOULD DO HIMSELF.

If he cooperates and completes this rundown and it comes out all right you will help him.

If he doesn't cooperate you will have to use group justice procedures.

This is his chance to get ethics in on himself with your help before he really crashes.

When he accepts this fact, Step 1 is done. Go to Step 2.

STEP 2

Ethics is gotten in by definition on the person.

GET IN THE DEFINITIONS FULLY UNDERSTOOD.

The following words must be Method 4 Word Cleared on all the words and the words in their definitions on the person being handled.

“ETHICS: The study of the general nature of morals (morals (plural) (noun): *The principles of right and wrong conduct*) and the specific moral choices to be made by the individual in his relationship with others.”

“The rules or standards governing the conduct of the members of a profession.”

“JUSTICE: 1. Moral rightness; equity. 2. Honor, Fairness. 3. Good reason. 4. Fair handling: due reward or treatment. 5. *The administration and procedure of the law.*”

“FALSE: Contrary to fact or truth; without grounds; incorrect. Without meaning or sincerity; deceiving. Not keeping faith. Treacherous. Resembling and being identified as a similar or related entity.”

“DISHONEST: Disposed to lie, cheat, defraud or deceive.”

“PRETENSE: A false reason or excuse. A mere show without reality.”

“BETRAY: To be disloyal or faithless to.”

“OUT-ETHICS: An action or situation in which an individual is involved contrary to the ideals and best interests of his group. An act or situation or relationship contrary to the ethics standards, codes or ideals of the group or other members of the group. An act of omission or commission by an individual that could or has reduced the general effectiveness of a group or its other members. An individual act of omission or commission which impedes the general well-being of a group or impedes it in achieving its goals.”

Do not go to Step 3 of this until all the above words are cleared by Method 4 Word Clearing.

### STEP 3

Ask the person what out-ethics situation he or she is involved in.

It may take the person some time to think of it or he may suppress it and be afraid to say it for fear of consequences. Reassure him that you are only trying to help him.

He may have brought it up in a session but did not apply it as out-ethics. Coax him through this.

If his conduct and actions are poor or downstat, he for sure will be able to come up with an out-ethics personal scene.

Sometimes the person is secretly PTS and is connected to a suppressive or antagonistic person or group or thing. In such an instance he will roller-coaster as a case or on post or have accidents or be ill frequently. (See PTS tech for material on this and for future handling. Checksheet *BPL 31 May 1971RF Issue IV PTS AND SP DETECTION, ROUTING AND HANDLING CHECKSHEET*, but go on handling with these steps.)

Sometimes the person just uses PR (brags it up and won't come clean). In this case, an auditing session is required.

If the person gets involved in self-listing get him audited on HCOB 20 Apr 72, C/S Series 78, which gives the auditing session procedure. A person can become very upset over a wrong item. It is easily repaired but it must be repaired if this happens.

By your own 2WC or whatever means or repair get this Step 3 to a clear-cut out-ethics situation, clearly stated. Do not forget to go on with this eventually if there is a delay in completing it. GIs will be in if correct.

### STEP 4

Have the person work out how the out-ethics situation in which he or she is involved would be a betrayal of the group or make them false to the group or its ideals.

Do not make the person guilty. Just get them to see it themselves.

When they have seen this clearly and have cognited on it completely go to next step.

### STEP 5

The person is now ready to apply the FIRST DYNAMIC DANGER FORMULA to himself.

Give him this formula and explain it to him.

## FIRST DYNAMIC FORMULA

The formula is converted for the first dynamic to

- 1st 1. Bypass habits or normal routines.
- 1st 2. Handle the situation and any danger in it.
- 1st 3. Assign self a Danger Condition.
- 1st 4. Get in your own personal ethics by finding what you are doing that is out-ethics and use self-discipline to correct it and get honest and straight.
- 1st 5. Reorganize your life so that the dangerous situation is not continually happening to you.
- 1st 6. Formulate and adopt firm policy that will hereafter detect and prevent the same situation from continuing to occur.

Now usually the person is already involved in another *group* situation of down-stats or overt products or bad appearance or low conditions, Courts, Comm Evs for something.

It does not matter what other condition he was in. From you he is in *Danger*.

So 1st 1. and 1st 2. above apply to the *group* situation he finds himself in.

He has to assign *himself* a Danger Condition as he recognizes now he has been in danger from himself.

1st 4. has been begun by this rundown.

It is up to him or her to finish off 1st 4. by applying the material in steps 2 and 3. He or she has to use self-discipline to correct his own out-ethics scene and get it honest and straight, with himself and the group.

1st 5. is obvious. If he doesn't, he will just crash again.

1st 6. In formulating and adopting firm policy he must be sure it aligns with the group endeavor.

When he has worked all this out AND DEMONSTRATED IT IN LIFE, he has completed the personal danger rundown.

He can then assign himself Emergency and follow the Emergency Formula (HCO PL 23 Sep 67, Pg 189-190 Vol 0 OEC "Emergency").

## STEP 6

Review the person and his stats and appearance and personal life.

Satisfy yourself that the steps above and the out-ethics found were all of it. That no wrong item has been found. That the person is not PTS.

Handle what you find. But if you find that the person did not improve and gave it all a brush-off, you must now take the group's point of view and administer group justice.

Your protection of the person is at end because he had his chance and is apparently one of those people who depend on others to keep his ethics in for him and can't keep them in himself. So use group justice procedures thereafter.



If the person made it and didn't fall on his head and is moving on up now AS SHOWN BY HONEST STATS AND CONDITION OF HIS POST, you have had a nice win and things will go much much better.

And that's a win for everybody.

L. RON HUBBARD  
Founder

Revision assisted by  
Pat Brice LRH Comps  
Unit I/C

LRH:PB.dr  
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Remimeo

HCO BULLETIN OF 16 JUNE 1972RA  
REVISED 27 FEBRUARY 1975  
RE-REVISED 7 DECEMBER 1976

*(Revision in this type sty/e)*

*C/S Series 81RA*

**AUDITOR'S RIGHTS MODIFIED**

It occasionally (rarely) happens that an HGC's line stops and programs do not get finished and pcs go unaudited or sent to Ethics or Cramming instead of getting their programs completed.

It also happens that a D of P becomes incapable of getting auditors to audit per the schedule he writes.

12 1/2 hour intensives drop out. Auditing falls back to the bit and piece game.

The C/S finds all his work in programming wasted as the programs staledate or just get abandoned.

Hours fall. Lines tangle. Tech Services cannot get assignments done.

THE MAJOR WHY OF THIS AND MANY SUCH CONFUSIONS CAN BE TRACED TO AN ABUSE OF "AUDITOR'S RIGHTS" IN PICKING AND CHOOSING PCS ON THE GROUNDS OF "FEELING THEY CANNOT HELP THE PC."

This "right" is also abused by auditors seeking pcs who F/N easily at the Examiner.

See HCOB 15 June 72 C/S Series 80, "Dog Pcs."

The refusal to audit is in fact an admission, in most cases, of a feared inability to audit.

Therefore, an auditor may only refuse to audit a pc if a direct personal relationship exists such as husband and wife or some friend's wife or familial relationship.

An auditor advising others about this or that "dog case" or seeking to exclude pcs from auditing by abusing his "right to choose pcs" is SUBJECT TO COMM EV AND SUSPENSION OF CERTIFICATES UNTIL RETREADED.

For the real Why of it is his inability to handle TRs, meter, use the Code or apply tech.

Nearly every "Dog Pc" has out lists or incomplete chains or is not being run on what needs to be handled. In other words they are simply problems in repair which modern tech handles easily. The drug case who is audited on grades but has had no Drug Rundown is an example of misprogramming.

The C/S can get many loses and the whole HGC go into a bedlam where you have auditors refusing to audit. Their reasons given are false. The real reasons involve fast F/Ns and bonuses or out TRs, metering, Code breaks and tech.

The D of P has a right, and so does Tech Services, to assign pcs to such and such auditors in the sequence listed without a lot of pick and choose by the auditors.

A C/S has a right to get his programs completed.

12 1/2 hour intensive plans blow up where auditors choose their own pcs.

### STATS

*The stats of auditors may only be HOURS AUDITED with FES and admin hours separately noted.*

*The D of P has a dual stat. The stats are: (a) Pcs Completed or out of hours routed to Dept. 6. Penalty: If one pa not routed to the Reg. the D of P loses stats for the day. If found that D of P is encouraging small or inadequate Tech Estimates so that the pc frequently runs out of hours, the D of P forfeits his stats for the day. (b) WDAHs is the second D of P stat.*

*When the stats are this way the C/S can get his programs done without worry.*

*The D of P can get cases completed.*

*The D of Tech Services has the stat of Completed Intensives and Completed Courses. Definition: The Completed Intensives stat is a 12 1/2 hour intensive completed within a period of one week. If an Ex Dn, Introspection RD, L-Rundown, Power (or any other processing which is delivered at other than regular rate) is fully completed and attested in the middle of a 12 1/2 hour intensive, that last intensive may be counted as one on the stat for that week.*

### HONESTY

Sanity is truth.

Truth is sanity.

The road to truth is begun with honesty.

There was the story of the “man who sold his soul for a mess of pottage” (soup). We could parallel this with the auditor who sold his case gain for a mess of false stats.

An honest clean job and an honest clean line are the milestones of the road to truth.

L. RON HUBBARD  
Founder

*Revised by  
W/O Ron Shafran  
in 1975  
Revised by  
Julie Gillespie  
Training & Services Aide  
in 1976*

Approved by

L. RON HUBBARD  
Founder

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Remimeo HCO BULLETIN OF 11 JULY 1973RB  
RE-REVISED 21 SEPTEMBER 1978

*(Revisions in this type style)*  
*(Ellipsis indicates deletion)*

**ASSIST SUMMARY**

(Note: This Bulletin has been revised to incorporate  
HCO Bulletin of 6 Jan 1974, ASSIST SUMMARY ADDITION  
and to align with vital data on the New Era Dianetics Series.)

Reference:

HCOB 5 Jul 71RB	C/S Series 49RB ASSISTS
HCOB 23 Jul 71R	ASSISTS
HCOB 12 Mar 69 II	PHYSICALLY ILL PCs AND PRE-OTs
HCOB 24 Apr 69RA	DIANETIC USE
HCOB 14 May 69	SICKNESS
HCOB 23 May 69R	AUDITING OUT SESSIONS, NAR RATIVE VERSUS SOMATIC CHAINS
HCOB 24 Jul 69R	SERIOUSLY ILL PCs
HCOB 27 Jul 69	ANTIBIOTICS
HCOB 15 Jan 70	THE USES OF AUDITING
BTB 9 Oct 67R	ASSISTS FOR INJURIES
HCOB 2 Jan 71	ILLEGAL AUDITING
HCOB 15 Jul 70R	UNRESOLVED PAINS
Reiss. 25 Nov 70, Rev. 17 Jul 78	
BTB 7 Apr 72R	TOUCH ASSISTS, CORRECT ONES
HCOB 2 Apr 69R	DIANETIC ASSISTS
HCOB 19 Jul 69RA	DIANETICS AND ILLNESS
BTB 28 May 74RA	FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES
HCOB 24 Apr 69R	DIANETIC RESULTS
Any tape or materials on "Prior Confusion"	
Any tape or materials on "Postulates and Injuries" (1952 Autumn, London Lectures, etc.)	
HCOBs on mistakes being made in presence of suppression, 1968.	
New Era Dianetics Series 1 through 18, especially:	
HCOB 28 Jul 71RB	New Era Dianetics Series 8R
Rev. 25 Jun 78, Re-Rev. 22.9.78	DIANETICS, BEGINNING A PC ON
HCOB 26 Jun 78RA II	New Era Dianetics Series 6RA ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
HCOB 18 Jun 78R	New Era Dianetics Series 4R ASSESSMENT AND HOW TO GET THE ITEM

Injuries, operations, delivery of babies, severe illnesses and periods of intense emotional shock all deserve to be handled with thorough and complete assists.

*C/ears, OTs and Dianetic Clears are no longer run on Dianetic auditing assists, secondaries, engrams or narrative incidents. They may however receive Touch Assists and Contact Assists, etc. If further handling is required a New Era Dianetics Special Rundown for OTs has been developed which is available at AOs and Flag. (Ref: BTB 17 Sep 78 BREAKTHROUGH and HCOB 12 Sep 78 DIANETICS FORBIDDEN ON CLEARS AND OTs.)*

*New Era Dianetics assists may be done, as usual, whenever needed by preclears.*

Medical examination and diagnosis should be sought where needed, and where treatment is routinely successful, medical treatment should be obtained. As an assist can at

times cover up an actual injury or broken bone, no chances should be taken, especially if the condition does not easily respond. In other words where something is merely thought to be a slight sprain, to be on the safe side an X-ray should be obtained, particularly if it does not at once respond. An assist is not a substitute for medical treatment but is complementary to it. It is even doubtful if full healing can be accomplished by medical treatment alone and it is certain that an assist greatly speeds recovery. In short, one should realize that physical healing does not take into account the being and the repercussion on the spiritual beingness of the person.

Injury and illness are PREDISPOSED by the spiritual state of the person. They are PRECIPITATED by the being himself as a manifestation of his current spiritual condition. And they are PROLONGED by any failure to fully handle the spiritual factors associated with them.

The causes of PREDISPOSITION, PRECIPITATION and PROLONGATION are basically the following:

1. Postulates.
2. Engrams.
3. Secondaries.
4. ARC breaks with the environment, situations, others or the body part.
5. Problems.
6. Overt acts.
7. Withholds.
8. Out of communicationness.

The purely physical facts of injuries, illnesses and stresses are themselves incapacitating and do themselves often require physical analysis and treatment by a doctor or nutritionist. These could be briefly catalogued as:

- A. Physical damage to structure.
- B. Disease of a pathological nature.
- C. Inadequacies of structure.
- D. Excessive structure.
- E. Nutritional errors.
- F. Nutritional inadequacies.
- G. Vitamin and bio-compound excesses.
- H. Vitamin and bio-compound deficiencies.
- I. Mineral excesses.
- J. Mineral deficiencies.
- K. Structural malfunction.
- L. Erroneous examination.
- M. Erroneous diagnosis.
- N. Erroneous structural treatment.
- O. Erroneous medication.

There is another group which belongs to both the spiritual and physical divisions. These are:

- i. Allergies
- ii. Addictions
- iii. Habits
- iv. Neglect v. Decay.

Any of these things in any of the three groups can be a cause of non-optimum personal existence.

We are not discussing here the full handling of any of these groups or what optimum state can be attained or maintained. But it should be obvious that there is a level below which life is not very tolerable. How well a person can be or how efficient or how active is another subject entirely.

Certainly life is not very tolerable to a person who has been injured or ill, to a woman who has just delivered a baby, to a person who has just suffered a heavy emotional shock. And there is no reason a person should remain in such a low state, particularly for weeks, months or years when he or she could be remarkably ASSISTED to recover in hours, days or weeks.

It is in fact a sort of practiced cruelty to insist by neglect that a person continue on in such a state when one can learn and practice and obtain relief for such a person.

We are mainly concerned with the first group, 1-8. The group is not listed in the order that it is done but in the order that it has influence upon the being.

The idea has grown that one handles injuries with Touch Assists only. This is true for someone who as an auditor has only a smattering of Scientology. It is true for someone in such pain or state of case (which would have to be pretty bad) that he cannot respond to actual auditing.

But a Scientologist really has no business “having only a smattering” of auditing skills that could save his or the lives of others. And the case is very rare who cannot experience proper auditing.

The actual cause of not handling such conditions is, then, to be found as iv. NEGLECT. And where there is neglect, v. DECAY is very likely to follow.

One does not have to be a medical doctor to take someone to a medical doctor. And one does not have to be a medical doctor to observe that medical treatment may not be helping the patient. And one does not have to be a medical doctor to handle things caused spiritually by the being himself.

Just as there are two sides to healing—the spiritual and the structural or physical, there are also two states that can be spiritually attained. The first of these states might be classified as “humanly tolerable.” Assists come under this heading. The second is spiritually improved. Grade auditing comes under this second heading.

Any minister (and this has been true as long as there has been a subject called religion) is bound to relieve his fellow being of anguish. There are many ways a minister can do this.

An assist is not engaging in healing. It is certainly not engaging in treatment. What it is doing is ASSISTING THE INDIVIDUAL TO HEAL HIMSELF OR BE HEALED BY ANOTHER AGENCY BY REMOVING HIS REASONS FOR PRECIPITATING, AND PROLONGING HIS CONDITION AND LESSENING HIS PREDISPOSITION TO FURTHER INJURE HIMSELF OR REMAIN IN AN INTOLERABLE CONDITION.

This is entirely outside the field of “healing” as envisioned by the medical doctor and by actual records of results is very, very far beyond the capability of psychology, psychiatry and “mental treatment” as practiced by them.

In short, the assist is strictly and entirely in the field of the spirit and is the traditional province of religion.

A minister should realize the power which lies in his hands and his potential skills when trained. He has this to give in the presence of suffering: he can make life tolerable. He can also shorten a term of recovery and may even make recovery possible when it might not be otherwise.

When a minister confronts someone who has been injured or ill, operated upon or who has suffered a grave emotional shock, he should be equipped to do and should do the following:

A CONTACT ASSIST where possible and where indicated until the person has reestablished his communication with the physical universe site. To F/N.

A TOUCH ASSIST until the person has reestablished communication with the physical part or parts affected. To F/N.

HANDLE ANY ARC BREAK that might have existed at the time a) with the environment, b) with another, c) with others, d) with himself, e) with the body part or the body, and f) with any failure to recover at once. Each to F/N.

HANDLE ANY PROBLEM the person may have had a) at the time of illness or injury, b) subsequently due to his or her condition. Each to F/N.

HANDLE ANY OVERT ACT the person may feel he or she committed a) to self, b) to the body, c) to another, and d) to others. Each to F/N.

HANDLE ANY WITHHOLD a) the person might have had at the time, b) any subsequent withhold, and c) any having to withhold the body from work or others or the environment due to being physically unable to approach it.

RUN THE INCIDENT ITSELF Narrative R3RA Quad to erasure and full EP. Interest is checked. It is understood here that Flow 1 was the physical incident itself, not necessarily something done to the person but as something that happened to him or her.

(Ref: HCOB 26 June 78RA, New Era Dianetics Series 6RA, R3RA REVISED ENGRAM RUNNING BY CHAINS; HCOB 28 June 78RA, New Era Dianetics Series 7RA, R3RA COMMANDS; HCOB 25 June 78R, New Era Dianetics Series 8R, DIANETICS, BEGINNING A PC ON.)

HANDLE ANY SECONDARY, which is to say emotional reactions, stresses or shocks before, during or after the situation. Narrative secondaries are run R3RA Narrative Quad. Interest is checked. It is important to get the earliest beginning of the incident and to continue to check for earlier beginning each run through. (Ref: HCOB 26 June 78RA, New Era Dianetics Series 6RA, R3RA REVISED ENGRAM RUNNING BY CHAINS; HCOB 28 June 78RA, New Era Dianetics Series 7RA, R3RA COMMANDS; HCOB 25 June 78R, New Era Dianetics Series 8R, DIANETICS, BEGINNING A PC ON.)

PREASSESS THE INCIDENT and take to full Dianetic EP all somatics connected with the incident in which the pc is interested. The full preassessment procedure is given in HCOB 18 June 78R, New Era Dianetics Series 4R, ASSESSMENT AND HOW TO GET THE ITEM and the above issues.

POSTULATE TWO-WAY COMM. This is two-way comm on the subject of “any decision to be hurt” or some such wording. This is done only if the person has not already discovered that he had decisions connected to the incident. It is carried to F/N. One must be careful not to invalidate the person.

Where a person is injured, given a Contact or Touch Assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug “five days” does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or at least make sure that nothing was submerged by the drugs. It is not uncommon for a person to be oblivious of certain parts of a treatment or operation at the time of initial auditing, only to have a missing piece of the incident pop up days, months or even years later. THIS is the reason injuries or operations occasionally seem to persist despite a full assist: a piece of it was left unhandled due to a drugged condition during the operation; such bits may come off unexpectedly in routine auditing on some other apparently disrelated chain.

(Ref: HCOB 27 June 78RA, New Era Dianetics Series 9R, DRUG HANDLING and HCOB 19 May 69RA, DRUG AND ALCOHOL CASES, PRIOR ASSESSING.)

It can happen that a person is in the midst of some grade auditing at the time of an injury or illness or receiving an emotional shock. The question arises as to whether or not to disrupt the grade auditing to handle the situation. It is a difficult question. But certainly the person cannot go on with grade auditing while upset or ill. The usual answer is to give a full assist and repair the ease to bridge it back into the grade auditing. The question however may be complicated in that some error in the grade auditing is also sitting there, not to cause the illness or accident but to complicate the assist. This question is handled fully only by study of the case by a competent Case Supervisor. The point is not to let the person go on suffering while time is consumed making a decision.

PRIOR CONFUSION: Fixed ideas follow a period of confusion. This is also true of engrams that hang up as physical injury. Slow recovery after an engram has been run can be caused by the prior confusion mechanism. The engram of accident or injury can be a stable item in a confusion. By 2-way comm see if a confusion existed prior to the accident, injury or illness. If so, it may be 2WCed earlier similar to F/N.

MYSTERY POINT: Often there is some part of an incident which is mysterious to a preclear. The engram itself may hang up on a mystery. A thetan could be called a

“mystery sandwich” in that he tends to stick in on mysteries. 2WC any mysterious aspect of the incident. 2WC it earlier similar to F/N cog VGIs.

**SUPPRESSIVE PRESENCE:** Mistakes or accidents or injuries occur in the presence of suppression. One wants to know if any such suppressive influence or factor existed just prior to the incident being handled. This could be the area it occurred in or persons the preclear had just spoken to. 2WC any suppressive or invalidative presence that may have caused a mistake to be made or the accident to occur. 2WC E/S to F/N cog VGIs.

**AGREEMENT:** Get any agreement the person may have had in or with the incident. There is usually a point where the person agrees with some part of the scene. If this point is found it will tend to unpin the pc from going on agreeing to be sick or injured.

**PROTEST:** 2WC any protest in the incident.

**PREDICTION:** The person is usually concerned about his recovery. Undue worry about it can extend the effects into the future. 2WC (a) how long he/she expects to take to recover. (b) Get the person to tell you any predictions others have made about it. 2WC it to an F/N cog VGIs. Note—avoid getting the person to predict it as a very long time by getting him to talk about that further.

**LOSSES:** A person who has just experienced a loss may become ill. This is particularly true of colds. 2WC anything the pc may have lost to F/N.

**PRESENT TIME:** An injured or sick person is out of present time. Thus running HAVINGNESS in every assist session is vital. This not only remedies havingness but also brings the preclear to present time.

**HIGH OR LO TA:** A C/S 53 RL should be used to get the TA under control during assists if it cannot be gotten down. It must be done by an auditor who knows how to meter and can get reads.

**ILLNESS FOLLOWING AUDITING:** It can occur that a pc gets ill after being audited where the “auditing” is out tech. When this occurs or is suspected, a Green Form should be assessed only by an auditor who can meter and whose TR 1 gets reads. The GF reads are then handled. Out interiorization, bad lists, missed W/Hs, ARC breaks and incomplete or flubbed engrams are the commonest errors.

**BEFORE-AFTER:** Where an injured or ill pc is so stuck that he has a fixed picture that does not move, one can jar it loose by asking him to recall a time before the incident and then asking him to recall a time after it. This will “jar the engram loose” and change the stuck point.

**UNCONSCIOUSNESS:** A pc can be audited even if in a coma. The processes are objective, not significance processes. One process is to use his hand to reach and withdraw from an object such as a pillow or blanket. One makes the hand do it while giving the commands. One can even arrange a “signal system” where the pc is in a coma and cannot talk by holding his hand and telling him to squeeze one’s hand once for yes, twice for no. It is astonishing that the pc will often respond and he can be questioned this way.

**TEMPERATURE ASSISTS:** There is an HCOB, HCOB 23 Jut 71R, ASSISTS, on how to do assists that bring down the temperature. Holding objects still repetitively is the basic process.

Quite often an injury or illness will miraculously clear up before one has run all the steps possible. If this is the case one should end off any further assist.

All auditing of injured or ill people must be kept fairly light. Errors in TRs (such as a bad TR 4), errors in tech rebound on them very heavily. An ill or injured person can easily be audited into a mess if the processes are too heavy for him to handle and if the auditor is goofing. Very exact in tech, good TRs, good metering sessions are all that should be tolerated in assists.

## SUMMARY

Religion exists in no small part to handle the upsets and anguish of life. These include spiritual duress by reason of physical conditions.



Ministers long before the Apostles had as a part of their duties the ministering to the spiritual anguish of their people. They have concentrated upon spiritual uplift and betterment. But where physical suffering impeded this course, they have acted. To devote themselves only to the alleviation of physical duress is of course to attest that the physical body is more important than the spiritual beingness of the person which, of course, it is not. But physical anguish can so distract a being that he deserts any aspirations of betterment and begins to seek some cessation of his suffering. The specialty of the medical doctor is the curing of physical disease or non-optimum physical conditions. In some instances he can do so. It is no invasion of his province to assist the patient to greater healing potential. And ills that are solely spiritual in nature are not medical.

The “psych-iatrist” and “psych-ologist” on the other hand took their very names from religion since “psyche” means soul. They, by actual statistics, are not as successful as priests in relieving mental anguish. But they modernly seek to do so by using drugs or hypnotism or physical means. They damage more than they help.

The minister has a responsibility to his people and those about him to relieve suffering. He has many ways to do this. He is quite successful in doing so and he does not need or use drugs or hypnotism or shock or surgery or violence. Until his people are at a level where they have no need of physical things, he has as a duty preventing their spiritual or physical decay by relieving where he can their suffering.

His primary method of doing so is the ASSIST.

As the knowledge of how to do them exists and as the skill is easily acquired, he actually has no right to neglect those for whose well-being he is responsible, as only then can he lead them to higher levels of spiritual attainment.

An auditor has it in his power to make pcs recover spectacularly. That power is in direct proportion to his flawlessness as an auditor. Only the most exact and proper tech will produce the desired result.

If you truly want to help your fellows, that exact skill and those results are very well worth having.

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HCO POLICY LETTER OF 16 NOVEMBER 1973

Remimeo

**STUDY TECH & POST**

(References: HCO PL 4 April 72 Revised  
7 Apr 72 ETHICS AND STUDY TECH and HCO PL  
4 April Issue III Revised 7 Apr 72 Addition.)

It has just been found that certain staff could not perform their duties because they knowingly went by misunderstood words in despatches and telexes.

By this willful failure they had dumped their hats on seniors for two years.

They were wiped out on post, could not evaluate or find out what was going on. And spent a bulk of their time sleeping.

THEREFORE:

5. Any person who goes by misunderstood words or abbreviations in telexes or despatches or materials he handles on post without clarifying them SHALL BE SUMMONSED TO A COURT OF ETHICS.

The charge is NEGLECT OF DUTY and the minimum sentence is TREASON.

6. Any auditor failing to write clearly on worksheets or put down enough text to make the worksheet understandable shall be summonsed to a Court of Ethics.

The charge is NO REPORT.

7. Any Case Supervisor who permits an auditor to write incomprehensibly or omit data shall be summonsed to a Court of Ethics.

The charge is CONDONING NEGLECT OF DUTY.

**ADDITIONAL PENALTY**

Whenever this policy letter or its references are found to be out in an area and not enforced there can be no plea of ignorance and the seniors of the area are themselves liable to Comm Ev.

Violations of study tech and failures to use this technology are responsible for great losses and out tech, out admin and overwork of seniors.

The matter has been regarded too lightly and has caused great losses, blows and has impeded progress on this planet.

L. RON HUBBARD  
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HCO BULLETIN OF 23 NOVEMBER 1973RA  
REVISED 23 APRIL 1975  
REVISED 26 JANUARY 1977

Remimeo  
Tech & Qual  
All Levels  
All Auditors  
All Tech  
Checksheets

*(Revisions in this type style)*

*(References to footplates have been deleted.)*

**DRY AND WET HANDS  
MAKE FALSE TA**

A couple of years ago some auditors were solving high TA problems by putting hand cream on the pcs' hands when they were calloused and talcum powder on a pc's hands when they were too wet. Since no research had been done they were censured.

Research has now been done on this matter of dry and wet hands.

Apparently when a person has taken certain medicines or chemicals, or uses detergent soaps or is in contact with certain chemicals (such as those in some furniture polishes) the ordinary skin oils vanish. These oils are needed to make an electrical contact with the cans.

When these oils are absent, there is no adequate electrical contact and the "TA is high."

When a person is deficient in certain minerals or vitamins such as magnesium or B Complex, his hands can be excessively wet.

Either of these two conditions in hands can produce an incorrect TA position.

The dry condition produces a false high TA. The overly wet condition produces a false low TA.

The TA depends on normally moist hands. This does not mean the meter works on "sweat." It does mean the meter works only when there is a correct electrical contact.

Too much and too greasy hand cream could produce too low a TA.

Vanishing creams don't work as they are found to actually dry out the skin after repeated application and so produce a falsely high TA. Too much powder or drier could produce too high a TA.

Therefore one must not go to extremes.

**DRY HANDS**

The excessively "dry" hand is seen as shiny or polished looking. It feels very dry.

The correct treatment is to use a hand cream such as Vaseline Intensive Care Lotion (obtainable from any cosmetics store) not a greasy hand cream or vanishing

A good hand cream rubs all the way into the skin and leaves no excess grease. This restores normal electrical contact.

Such a hand cream would only have to be applied once per session—at session start—as it lasts for a long while. Hand cream is never applied during session.

If a cream leaves smears on a can, it is too heavily applied or too little absorbed.

Hand cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands will usually produce, then, a normal TA and meter response.

#### WET HANDS

Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray.

It can be wiped off after application and should work for two or three hours.

If the TA then goes too high, use hand cream on top of it.

#### SUMMARY

While much work could be done still, the above is enough for a practical result.

#### WARNING

Hi TAs and Lo TAs do not widely F/N. If you are getting wide persistent F/N with the TA too high (above 3) or too low (below 2) you have a pc whose hands are too dry or too wet. Using this HCOB should correct it and in future sessions you should continue the remedy on *that* pc.

NOTHING in this HCOB excuses the misreading or falsifying of a TA. Get the TA in normal range with this HCOB before you start calling processes ended.

CS-53RJ and the False TA Checklist HCOB *21 Jan 1977* are your tools for handling too high and too low TAs.

The only other conditions I know of that make an auditor mess up a pc's TA are:

- (a) A discharged meter (registers high).
- (b) An incorrectly set meter by trim button.
- (c) A "fleeting F/N" where the pc F/Ns so briefly the auditor misses it and overruns.
- (d) Bad TRs.
- (e) Unflat processes.
- (f) Overrun processes.
- (g) Heavy drugs or medicines.

False TA often comes to light when the auditor runs out of reasons it is hi or low and it dawns on him that he is dealing with false TA. In the latter case he should know all MATERIALS ON THIS SUBJECT OF FALSE TA (given on HCOB *21 Jan 1977 FALSE TA CHECKLIST* as references) AND REMEDY THE FALSE TA SITUATION AND THEN RESUME NORMAL AUDITING. He must not go on calling hi or low TA F/Ns just by assuming the TA is false.

Given a contact the meter always tells the truth.

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Revised by Paulette Ausley

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HCO BULLETIN OF 28 MARCH 1974R  
REVISED 27 OCTOBER 1976  
CANCELLED 9 MAY 1977  
*CORRECTED 11 MAY 1977*

Remimeo  
Ex Dn C/Ses  
Ex Dn Auditors

*Expanded Dianetics Series 21R*

**EXPANDED DIANETICS DEVELOPMENTS  
SINCE THE ORIGINAL LECTURES  
CANCELLATION**

This issue is cancelled as it was originally written by former CS-4 and some of the data contained in it is incorrect.

All applicable data is now included in BTB 9 May 1977 Issue I, Expanded Dianetics Series 21RA, EXPANDED DIANETICS ACTIONS.

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HCO BULLETIN OF 23 APRIL 1974RA  
REVISED 1 OCTOBER 1976

Remimeo  
Ex Dn C/Ses

*(Revisions in this type style)*

***Expanded Dianetics Series 22RA***

**EXPANDED DIANETICS  
REQUISITES**

The recent review of Expanded Dianetics has shown that Ex Dn can be made to fail if the pc is improperly set up for it.

The following checklist is for use by C/Ses to ensure full set-ups for Ex Dn have been done.

Attach to the inside left cover of the folder.

1. Pc has done a full set of TRs 0-4 and 6-9. \_\_\_\_\_
2. Pc has had a full battery of Objective Processes run to full EP. \_\_\_\_\_
3. Pc has been given a thorough CS-1 and is grooved in. \_\_\_\_\_
4. Pc has completed (very) Drug RD which is FLAT. No no-interest but reading items remain unrun. No medicine, drug or stimulant left unrun. \_\_\_\_\_
5. Pc successful at Dianetic engram running. Can run Dn easily. \_\_\_\_\_
6. Pc has had Word Clearing Method 1 run very flat to F/N list. \_\_\_\_\_
7. Pc has been Word Cleared Method 5 on the L-3ExDRB and R3R words. \_\_\_\_\_
8. Pc has had any high or low TA handled with a C/S 53RJ. \_\_\_\_\_
9. Pc is not in the Non-Interference area. \_\_\_\_\_
10. Pc has had any messed up L & N and Why lists corrected. \_\_\_\_\_
11. Pc has not been left in the middle of a major action or RD to start Ex Dn. \_\_\_\_\_
12. Pc is getting Ex Dn after Dn (*like Drug RDs, etc*) but before grades, after grades but before Power, after Power but before Solo and after OT III or after any single grade above OT III. These are the *only* points Ex Dn is run on a case. \_\_\_\_\_

Only if you make sure each of these points is fully in will the pc fly on Ex Dn.

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HCO BULLETIN OF 31 AUGUST 1974RA  
RE-REVISED 9 APRIL 1977

Remimeo  
Tech Secs  
Auditors  
Registrars

*(Revisions in this type style)*

CANCELS  
HCOB 30 OCT 71  
TRIPLE GRADES VS EXPANDED

URGENT

*C/S Series 93RA*

**NEW GRADE CHART**

The "NEW" thing to do is the Grade Chart. Everything you are doing should contribute to getting the pc up the Bridge. THIS is the Bridge.

There is a new Grade Chart being prepared which has some changes in it, based on recent discoveries. It is urgent that you know of these in advance.

**DRUG RUNDOWN**

The effects of an omitted or incomplete Drug RD are severe enough to deny a person any lasting case gain.

This is covered in HCOB 31 May 74 "Unhandled Drugs and Ethics." Some orgs have taken this HCOB so literally however, that they have taken pcs off Adv Cses Grades, refused to do assists on ill pcs and some showed pcs the HCOB and invaled their gains.

This was not the intention of the HCOB. The C/S Series remain valid.

The Drug RD belongs on the Grade Chart after Life Repair. A Drug RD cannot be done over out ruds and a Life Repair may be necessary to get in a pc's ruds.

Life Repair is not a prerequisite for the Drug RD, however, and if done is not to be dragged out intensive after intensive. In some cases a pc could not complete Life Repair without a Drug RD.

Following the Drug RD is ARC S/W, then the rest of Dianetics to completion.

*QUAD VS EXPANDED GRADES*

*Expanded Grades are NOT a prerequisite for Power. They may come anywhere on a pc's program as given in HCOB 5 April 77 "Expanded Grades" including after OT III. Quad Grades are a prerequisite for Power.*

**EXPANDED DIANETICS**

Ex Dn by the way belongs ideally after Grade IV Expanded, but can be done after Dn, after Power but before Solo, and after OT III or any single OT Level above OT III.

Some pcs R/S and have evil purposes to do others in. But no Grade 0 or Grade I or Grade II. What others? Martians?

"Got to secretly do everybody in" probably applies to Apeville some long date ago and he's never come up to PT.

The best answer is to bring the pc up the Grade Chart to Grade IV *then* do his Ex Dn unless the pc would need XDN to make it at all. (See HCOB 15 Apr 72 "Expanded Dianetics Series 1R" and HCOB 29 Nov 70 "C/S Series 22.")

The prerequisites for Ex Dn are covered on HCOB 23 April 74R "Ex Dn Series 22R, Expanded Dianetics Requisites."

## GRADE II

Some orgs specialize in Grade II, especially on org staff. The pc is always getting *Confessionals* or his O/Ws pulled on so and so.

If you look on the Grade Chart you will find withholds and overts are Grade *TWO*.

Below Grade Two lies Grade I (Problems) and Grade Zero (Communications). And below that is Dianetics and at the bottom end of Dianetics is the drug handling.

Now how do you expect a fellow who has unhandled drugs (or omitted drug items because of “no interest”) to even know (no Grade 0) that other people are around or that (Grade I) he is caved in with problems he’s never cognited on?

And he’s supposed to have enough responsibility to answer up on Grade II? With real overts and withholds?

This does not mean you must never Sec Check. It does mean that Sec Checks are no substitute for auditing or guarantee of innocence.

Grades are grades and the Grade Chart sequence is correct.

## SOLO SET-UPS

Set-ups for Solo are fully covered on HCOB 8 Jan 72RC, Solo C/S Series 11RC.

This will be included as part of Solo on the Grade Chart as it is a vital step.

Pcs won’t make it on Solo if they aren’t set up.

## FULL LIST

Here’s the full list of grades showing where the various RDs now offered fit.

GROUP PROCESSING—not mandatory or a prerequisite.

LIFE REPAIR—as needed but not prerequisite for Drug RD. To get ruds in on life.

DRUG RD, means:

TRs 0-4, 6-9—mandatory for a druggie currently on drugs, FLAT.

Full C/S-1—where not done. To fully educate pc.

Objectives—Full battery to full EPs per basic books and early HCOBs on them.

Class VIII Drug Handling—list and rehab all drugs, 3 way recalls, secondaries and engrams of taking and giving drugs.

AESPs on each reading drug—listed separately and handled with R3R, each drug to full F/N assessment of drug list.

“No Interest” drug items—all reading ones run where they exist.

Prior Assessment—AESPs listed separately and run R3R, prior to first drug or alcohol taken.

ARC S/W *QUAD*.

DIANETICS, means:

C/S 54—complete handling of Pc Assessment Form begun with Drug RD.

Health Form—fully handled to full F/N assessment.

*QUAD* GRADE 0—as issued.

*QUAD* GRADE I—as issued.

*QUAD* GRADE II—as issued.

*QUAD* GRADE III—as issued.

*QUAD* GRADE IV—as issued.



EX DN—not mandatory except where pc is a low OCA, an R/Ser (2%), chronically ill or psycho. Means:

Set-ups—per HCOB 23 April 74R, “Ex Dn Series 22R.”

OCA Left Side Handling—as issued.

OCA Right Side Handling—as issued.

*All Ev Purps and R/Ses FULLY handled with no shortcuts.*

*EXPANDED GRADES—Ideally can go after Ex Dn and before Power, but is not a prerequisite for Power (Quad Grades are a prerequisite). Can come after Drug RD, Full Dn RD, Quad Grades, Ex Dn, Power (but before Solo), after OT III or any single OT level on up.*

*POWER PROCESSING—Grade IV Quad and Drug RD required and as per the Power Checklist.*

SOLO GRADE VI, means:

Solo Set-ups—done at SH or AO per Solo C/S Series 11RC.

Solo Auditor’s Course.

Solo Audit Grade VI materials.

CLEARING COURSE

OT I

OT II

OT III

OT VII PROCESSES

OT III EXPANDED

OT IV

OT V

OT VI

FULL OT VII VERIFICATION

OT VIII—when issued.

*OT IX on up.*

## PROGRAMMING

The C/S Series, especially the early HCOBs, numbers 1-13RA, fully cover the use of the Grade Chart in programming.

THE GRADE CHART IS THE BASIC PROGRAMME OF A PC.

This datum has been neglected in some orgs, who have specialized in the new RDs developed since ‘71.

With refinement of repair and corrective actions and the release of new RDs, some may have forgotten that repair is only done to get off the overwhelm so that you can put the pc back on the Grade Chart.

## SUMMARY

I thought I’d better fill you in on these changes and how the new Grade Chart lines up. Make full use of this Chart with C/S Series programming tech in and your pcs will fly. Here’s to lots of case gain and rave success stories.

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HCO BULLETIN OF 1 NOVEMBER 1974RA  
REVISED 5 SEPTEMBER 1978

Remimeo  
XDn Spclsts (Revised to correct the definition of a rock slam.)  
CI IVs & Above *Revisions in this type style.*  
C/Ss *Ellipsis indicates deletion.*  
HCO Dept 3 Hats  
PTS/SP Detection Crs

**ROCK SLAMS AND ROCK SLAMMERS**

*Reference: HCOB 3 September 1978  
DEFINITION OF A ROCK SLAM*

A lot of controversy has shown up this year on the subject of R/Ses and R/Sers. Therefore, the following bulletin was compiled from my materials to clarify the matter. My research on this was actually done years ago and remains very valid indeed.

R/Ses

An R/S or rock slam is defined as the crazy, irregular left-right slashing motion of the needle *on the E-Meter dial*. *R/Ses repeat left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic. The width of an R/S depends largely on sensitivity setting. It goes from one-fourth inch to whole dial. But it slams back and forth. It is actually quite startling to see one. IT IS VERY DIFFERENT FROM OTHER METER PHENOMENA.*

Recently auditors arriving on Flag were found not to know what an R/S was but were calling dirty needles, dirty reads, rocket reads, body motion and even ticks as R/Ses. That comes from never having been trained on what an R/S is and never having seen one. **R/SES ARE UNIQUE IN APPEARANCE.** On the other hand, far more serious is the fact that auditors have many times seen R/Ses, didn't mark them down and didn't report them! This is a High Crime as it injures society, the org and the person himself (see HCOB 10 Aug 76R "R/Ses, What They Mean").

Actually this is quite a serious matter because pcs get labelled as R/Sers and get run on evil purposes connected with this "R/S" that isn't one. You can really foul up a pc that way.

A meter also sometimes "goes crazy" on an R/Ser. You see it work, then it doesn't read, etc. While this is rare it does happen. Auditors have changed their meters just to find the new one was also crazy. But the R/S will show up through all this. An inoperational meter does not mean you have an R/Ser—you might have just forgotten to charge it or have faulty leads.

**ROCK SLAMMERS**

In a normal group of 400, the actual percentage of R/Sers is low. It's about 8 in 400, or 2 - 2 1/2%. Those figures should seem familiar. They are the same percentage for SPs. And that gives you a clue to the identification of an R/Ser.

Where requirements for Scn or SO orgs have been established for R/Ses they apply to the 2 - 2 1/2% of real R/Sers as these are high risks for staff purposes.

These people can of course be salvaged as pcs using Expanded Dianetics. Letting them on staff could be disastrous, however.

A handled R/Ser can be expected to eventually wind up in the same category as a cleared cannibal. His experiential track is too educated in evil and too uneducated in anything else. So even when cleaned up will need a lot of living.

R/Sers are also very expensive people to keep around. They waste the available resources and produce overt products. They cost a fortune in waste, repairs, lost business. They also cost a heartbreaking number of damaged people.

### CHECKLIST

To assist you in the identification of R/Sers a checklist of characteristics and their reference has been done.

This checklist is to be used whenever a C/S is called upon to inspect a folder to determine whether a person is an R/Ser. That he R/Ses is the main thing. The other points simply help investigate whether he R/Ses. He doesn't have to have all these characteristics to be an R/Ser.

1. The R/Ses reported are actual R/Ses and not some other read or broken meter leads, a dusty or worn TA or trim "pot," or cans in contact with metal such as rings, bracelets, etc. \_\_\_\_\_

Ref: *E-Meter Essentials*; *Book of E-Meter Drills*; *The Book Introducing the E-Meter*; HCOB 8 Nov 62 "Somatics, How to Tell Terminals and Opposition Terminals" pg 2 and 4; HCOB 6 Dec 62 "R2-10, R2-12, 3GAXX"; *BTB* 14 Jan 63 "Rings Causing Rock Slams"; HCOB "False TA Series" 24 Oct 71R, 12 Nov 71RA, 15 Feb 72R, 18 Feb 72R, 21 Jan 77R, 23 Nov 73RA .

2. R/Ses have to do with evil thoughts, overts or intentions. \_\_\_\_\_

3. Pc is slow or no case gain. \_\_\_\_\_

- 3A. Pc is in a chronically nattery or critical state. \_\_\_\_\_

Ref: HCOB 23 Nov 62 "Routine Two-Twelve"; . . . HCOB 6 Dec 62 "R2-10, R2-12, 3GAXX"; HCOB 28 Nov 70 C/S Series 22 "Psychosis"; BPL 31 May 71RG "PTS/SP Detection, Routing 8. Handling Checksheet" and materials. \_\_\_\_\_

4. Pc chronically ill or who acts most "PTS." This can be suppressed and hidden from view, however. \_\_\_\_\_

Ref: HCO PL 15 Nov 70R "HCO and Confessionals"; HCOB 28 Nov 70 C/S Series 22 "Psychosis"; PTS/SP Pack.

- 4A. He covers up his crimes with lots of PR. \_\_\_\_\_

5. Pc's product is consistently an overt act and his activities destructive to others whether they have spotted this or not. \_\_\_\_\_

Ref: HCO PL 14 Nov 70 Org Series 14 "The Product as an Overt Act"; PTS/SP Pack; HCO Manual of Justice.

6. Pc's behavior or condition or OCA classifies as psychotic. \_\_\_\_\_

Ref: HCOB Ex Dn Series and tapes; HCOB 28 Nov 70.

7. The people near him get in trouble. \_\_\_\_\_

Where some of the answers to this checklist are yes you can be certain an R/S will be found in auditing. HCO handles and Qual programs them for rehabilitation.

### LIST ONE R/Ser

There are, for our purposes, two kinds of R/Sers. (a) Those who R/S on subjects not connected with Scn and (b) Those who R/S on subjects connected to Scientology. The latter is a "List One R/Ser" and it is of great importance to us that they be located and moved off lines when they are part of staffs as their intent is solely to destroy us whatever else they say: their long run actions will prove it.

The definition of a List One R/Ser is anyone who has R/Sed on List One. If that is confirmed fully, that's it. Not all points on the checklist have to be present. The full list of Scientology List One items can be found in HCOB 24 Nov AD 12 "Routine 2-12 List One - Issue One, the Scientology List."

Where there is any doubt as to the validity of a List One R/S, a verification should be done. The procedure is to vigorously Sec Check the pc on the subject of the reported List One R/S. This Sec Check must be done by an auditor who knows R/Ses and can make lists read and pull W/Hs connected with R/S.

#### PCs WHO R/S

Pcs who R/S are given Ex Dn. This does not change even though the pc is not an R/Ser. See HCOB C/S Series 93 and HCOB 10 Aug 76R "R/Ses, What They Mean."

Where a pc R/Ses he will have evil purposes and be on a succumb as a result. R/Ses indicate an area of psychosis which will ruin the pc's life if allowed to go unhandled.

#### SUMMARY

This HCOB in no way changes Ex Dn as a requirement for R/Ses or makes it OK not to handle them.

Staff concerned must be able to identify an R/Ser which is different from someone with an R/S.

L. RON HUBBARD  
Founder

Assisted by CS-4/5

Revision by

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 16 JANUARY 1975R  
REVISED 6 JULY 1978

Remimeo  
C/Ses  
IV and VI  
C/Ses  
Class VIII  
C/S  
Dn C/S Course

*(Revisions in this type style)*  
*(Ellipsis indicates deletion)*

### PAST LIFE REMEDIES

*(Note: This Bulletin has been revised to align with the  
New Era Dianetics Series Bulletins Series 1-18.)*

There are many remedies and considerable tech developed over the years on the subject of pcs unable to go earlier than this life. There was no full coverage bulletin which gave the full story on this.

The earliest was getting the pc to locate and run imaginary incidents. This is fully covered in *Science of Survival*, especially Book Two, Chapter Nine, "Imaginary Incidents." The auditor clears the idea of imaginary incidents and running them, then persuades the pc to run them without forcing him.

Delusion tends to run off but the real incidents move into view as well. These imaginary incidents can be run R3RA Narrative *Quad.... Full preassessment procedure (per New Era Dianetics Series tech) of the somatics, emotions, etc., of the imaginary incident, can be incorporated in the Past Life Remedy* as part of the action of grooving in the pc. *(See: HCOB 18 June 78, New Era Dianetics Series 4, ASSESSMENT AND HOW TO GET THE ITEM, and HCOB 28 June 78, New Era Dianetics Series 7, R3RA COMMANDS, for Narrative and R3RA Quad commands.)*

*Another Past Life Remedy would be for the auditor to assess the following list on the pc:*

<i>earlier existences</i>	<i>abandoned pictures</i>
<i>previous existences</i>	<i>past life experiences</i>
<i>past lives</i>	<i>memory</i>
<i>earlier lives</i>	<i>amnesia</i>
<i>unreal pictures</i>	<i>forgetting</i>
<i>other times</i>	<i>leaving bodies</i>
<i>past deaths</i>	<i>past bodies</i>
<i>going backtrack</i>	<i>new bodies</i>
<i>imaginary incidents</i>	<i>lost possessions</i>
<i>invalidated pictures</i>	<i>forgotten pictures</i>
<i>other identities</i>	<i>death</i>
<i>imaginary beingnesses</i>	<i>losing a body</i>
<i>pretended injuries</i>	<i>forgotten memories</i>
<i>pretended illnesses</i>	<i>invalidated memories</i>
<i>disgusting pictures</i>	<i>painful pictures</i>
<i>painful memories</i>	<i>ignored pictures</i>
<i>enforced pictures</i>	<i>fading pictures</i>
<i>fearful incidents</i>	<i>fearful pictures</i>
<i>sad pictures</i>	<i>forgotten times</i>
<i>invalidated track</i>	<i>pretended incidents</i>
<i>only one lifetime</i>	<i>unbelievable pictures</i>
<i>unknown incidents</i>	<i>forgotten families</i>
<i>lost friends</i>	<i>between body experiences</i>
<i>degraded experiences</i>	<i>unreal experiences</i>
<i>deja vu</i>	<i>forgotten beingness</i>
<i>forgotten lives</i>	<i>abandoned deaths</i>
<i>not-ised existence</i>	<i>not-ised existences</i>
<i>invalidated pictures</i>	<i>invalidated memories</i>

*invalidated imagination  
invalidated perception  
things you don't want to find out about*

*not-ised imagination  
abandoned perceptions*

*Any item can be added to the above by the pc.*

*You then take the largest reading item found in the above and ask the pc to describe it briefly. Ask him "In your own words briefly describe (item that read)."*

*Use the exact wording the pa gave you. Treat that wording as an original item exactly as though it had been obtained on the Original Assessment List, New Era Dianetics Series 5.*

*Handle the items the pa gives you exactly as you would handle any original item or items in New Era Dianetics Series 4 (preassessment, etc.)*

*Exhaust all reading items in the above prepared list.*

*Reassess the prepared list and do each of the above steps.*

*When the pa is able to go earlier than this life with good reality then the remedy is complete.*

*Often the pc won't go backtrack because he's a druggie.*

What has happened here is that he restimulated past lives with drugs, got into frightening pictures that he didn't understand and now backs off from ANY bank content except drugs. That is handled with a full Drug RD, including a full battery of Objectives and all reading items run including "no interest" items. The standard approach on any pc is to get *full drug handling done first*. See: HCOB 27 June 78, New Era Dianetics Series 9, DRUG HANDLING.

Another reason could be the pc is in recent shock of having died. Such a case is overburdened and is destimulated with general auditing and then gets a Past Life Remedy if he hasn't gone backtrack. You could even do a Prior Assessment to this life.

The subject of invalidation of past lives and people talking about them out of session or claiming to be famous people invalidates past lives for a pc and is actually related to suppression and PTS phenomena. If you suspect this you could ask "Has anyone been talking to you about past lives or famous people?" From this question possible suppression in the environment can be located and used in a PTS RD, HCOB 9 Dec 71R, Revised 21 Oct 74.

## CHILDREN

Children are usually very burdened cases and can be hard to C/S on Dianetics *if* it hits this life only which will leave the pc wide open to key-in and at the age of 20 be found all keyed-in "with all grades run."

I find they are jammed into fiction stories, education, books and movies and run these like engrams. These children speak of "remembering" all the time. They say they can't go backtrack "because they don't remember." They don't seem to take it from pictures. Contrary to psychology theories and popular belief I find children in very rough case shape, nervous, frightened, griefy, etc. They get stuck in the books and movies they see.

I have handled this in various ways. The easiest way to unburden cases is by Objectives (contact processes) and Recall (ARC S/W, Self Analysis). That is the general approach. You can list for mental image pictures pc has seen in life, in movies or books, *take the best reading one and do full preassessment procedure on it, handling the running item obtained with R3RA Quad. Then repeat the preassessment steps until you get no reads on the Preassessment List you have assessed for that original item.*

*Return to the mental image pictures list, take the next largest reading item and do full preassessment, etc. Follow HCOB 18 June 1978, ASSESSMENT AND HOW TO GET THE ITEM (New Era Dianetics Series 4) exact/y.*

*Preassessment can also be done on unwanted attitudes, emotions, pains, etc. (the Preassessment List) one had as a child. These would then be fully handled as above to unburden the case.*

A direct approach is to ask “What book or movie were you particularly interested in?” You’ll usually find that the person had a stuck picture on it. Then ask “Did you ever have anything to do with that sort of thing?” Then they go into it because you’re asking for an E/S. You could then run out the earlier incident *Narrative R3RA Quad* and you’d be away.

Where the pc is stuck in upsetting incidents from movies or books you can list for “Bad incidents you’ve seen or read about,” take the best reading one *with pc interest and run it out R3RA Narrative Quad*. Then handle with preassessment procedure, per above. Be sure to accept stories, TV, movies or books as these are fully valid to run.

## REVIEW

A Scientology review action that can be done is to assess auditors, auditing, past lives, Dianetics, Scientology, time, preclears and erasure. Then prepcheck in order of reads, reassess and prepcheck. This is a valuable action to do before ARC S/W Triple and often by itself will handle those unable to go past track.

A further Scientology approach would be to assess the past, memory pictures, past lives and prepcheck in order of reads. Then L&N “Who or what would have no future?” then L&N “Who or what would it have been awful to have been?” These items can be checked and used in a PTS RD or can have their intentions listed and run as part of Ex Dn handling.

## SUMMARY

The technology on past lives is important for a C/S to know, especially the Dianetics C/S.

The subject usually resolves with a Drug RD and general auditing but when it doesn’t you have these remedies to use.

Use them well.

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Founder

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HCO BULLETIN OF 23 APRIL 1975R  
REVISED 26 JANUARY 1977

*(Revisions in this type style)*

Remimeo  
Tech & Qual  
All Levels  
All Auditors  
All Tech  
Checksheets

**VANISHING CREAM AND FALSE TA**

Ref: HCOB 24 Oct 71R FALSE TA  
HCOB 12 Nov 71RA FALSE TA ADDITION  
HCOB 15 Feb 72R FALSE TA ADDITION 2  
HCOB 18 Feb 72R FALSE TA ADDITION 3  
*HCOB 21 Jan 77* FALSE TA CHECKLIST  
HCOB 23 Nov 73RA DRY AND WET HANDS  
MAKE FALSE TA

After further and more extensive tests vanishing creams have proven unsuitable as a solution to dry hands.

In some cases vanishing creams have actually dried out pcs' hands and caused a false high TA.

Vaseline Intensive Care Lotion has proven very workable when applied to a pc's hands, rubbed in and any excess wiped off.

Another cream called Locorten was also found workable but it contains cortisone which burns the eyes if you rub them with your hands. Further tests are underway on Locorten without cortisone but these are not yet complete.

Another hand cream formula was found 90% effective upon test and is somewhat similar to the Locorten formula without cortisone. Its formula is:

75 grams Emulsified Cetomacrofolis Wax  
(80% cetostearyl alcohol and 20% cetomacrofol 1000)  
100 grams Cetyl Alcohol  
20 grams Sorbitol Solution - 70%  
1 gram Sorbic Acid  
up to  
500 grams water.

You could have this cream made up by any pharmacist.

**A NOTE ON FOOTPLATES**

*Footplates obscure F/Ns and reads.*

*Their use is hereby cancelled.*

**FALSE TA HANDLING**

It has never been OK to call a pc's attention to his hands or TA or meter during a session. Therefore when handling a false TA get the TA in range with hand cream or can size or grip *before* session.



Don't check for hand cream or can grip or change cans during the session except as directed on correction lists such as a C/S Series 53RJ under false TA.

Otherwise it throws the pc out of session and puts his attention on his TA.

Use the session for auditing.

L. RON HUBBARD  
Founder

Revised by  
Paulette Ausley

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## **SPECIAL RUNDOWN LECTURES**

**Daytona, Florida  
29 October—8 December 1975**

L. Ron Hubbard personally briefed and trained a specially picked team of auditors on a new Flag rundown. Following is a list of the tapes that were made of those briefings. This new rundown later became known as "The New Vitality Rundown."

\*\*7510C29SO First Lecture - Special Rundown  
\*\*7510C30SO Second Lecture—Special Rundown Pilot  
\*\*7510C31 SO Third Lecture—Special Rundown Pilot  
\*\*7511C01 SO Fourth Lecture—Special Rundown Pilot  
\*\*7511C02SO Fifth Lecture—Special Rundown Pilot  
\*\*7511C03SO Sixth Lecture—Special Rundown Pilot  
\*\*7511C04SO Seventh Lecture—Special Rundown Pilot  
\*\*7511C05SO Eighth Lecture—Special Rundown Pilot  
\*\*7511C06SO Ninth Lecture—Special Rundown Pilot  
\*\*7511C07SO Tenth Lecture—Special Rundown Pilot  
\*\*7511C08SO Eleventh Lecture—Special Rundown Pilot  
\*\*7511C10SO Twelfth Lecture—Special Rundown Pilot  
\*\*7511C11SO Thirteenth Lecture—Special Rundown Pilot  
\*\*7511C12SO Fourteenth Lecture—Special Rundown Pilot  
\*\*7511C13SO Fifteenth Lecture—Special Rundown Pilot  
\*\*7511C14SO Sixteenth Lecture—Special Rundown Pilot  
\*\*7511C17SO Seventeenth Lecture—Special Rundown Pilot  
\*\*7511C18SO Eighteenth Lecture—Special Rundown Pilot  
\*\*7511C19SO Nineteenth Lecture—Special Rundown Pilot  
\*\*7511C20SO Twentieth Lecture—Special Rundown Pilot  
\*\*7511C21 SO Twenty-first Lecture—Special Rundown Pilot  
\*\*7511C24SO Twenty-second Lecture—Special Rundown Pilot  
\*\*7512C08SO Ron's Talk

# **THE TECHNICAL BULLETINS OF DIANETICS AND SCIENTOLOGY**

**by L. Ron Hubbard**

**Published August 1976**

The Technical Bulletins of Dianetics and Scientology represent the complete reference work of Dianetics and Scientology technical bulletins.

The first eight volumes of this big ten volume set contain all of Ron's technical bulletins from 1950 to 1976. This is the complete time track of Ron's written technical materials.

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HCO BULLETIN OF 10 AUGUST 1976R  
REVISED 5 SEPTEMBER 1978

*(Only revision is the correction of the definition of a  
rock slam. Revisions in this type style.)*

Remimeo  
All Sec  
Checkers  
All HCO  
All Meter  
Operators

*Ref: HCOB 3 Sep 78,  
DEFINITION OF A ROCK SLAM*

**R/Ses, WHAT THEY MEAN**

*(HANDLING OF CONFESSIONALS CHECKSHEETS)  
(PTS PROCESSING CHECKSHEETS)  
(EXPANDED DIANETICS CHECKSHEETS)  
(METER OPERATION CHECKSHEETS)  
(VARIOUS RUNDOWN CHECKSHEETS)*

*The crazy, irregular, left-right slashing motion of the needle in the E-Meter dial is called "A rock slam" or "R/S." It repeats left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic. The width of an R/S depends largely on sensitivity setting. It goes from one-fourth inch to whole dial. But it slams back and forth.*

The term was taken from a process in the 50s which sought to locate "A rock" on the pc's early time track; the "slam" is a description of the needle violence, meaning it "slams" back and forth. For a time all left-right motions of the needle were considered and called "rock slams" until it was found that a *smooth* left-right flow was a symptom of release or key-out and this became the "floating needle." There is yet another left-right motion of the needle called the "theta bop." This occurs when the person has or is trying to exteriorize. "Theta" is the symbol for the person as a spirit or goodness; "bop" is an electronic term for a slight hitch in the sweep of a needle. A "theta bop" hitches evenly at each end of the sweep left and right and is very even in the middle of the sweep.

Neither the "floating needle" nor the "theta bop" can be confused with a "rock slam." The difference of the rock slam is uneven, *frantic slashing left and right*; even the distances traveled left and right are likely to be different in each swing from the last.

A "rock slam" can be caused sometimes by leaving rings on the pc's fingers or by a short circuit in the meter or by the cans (electrodes) touching something like a dress. These are the mechanical considerations and must be ruled out before the pc can be considered to have "rock slammed." If the pc is not wearing rings and if the meter needle is calm with the lead unplugged, if the lead is okay, and if the pc is not jiggling the ends of the cans against his clothes, then the pc's rock slam is caused by the pc's bank .

One has to be very careful about the correctness of the pc actually having rock slammed while on the meter, that it was actually observed, that it was not mechanically caused as above. One puts the R/S down on the worksheet and also gives exactly what was asked. And also that the mechanical points were checked without distracting the pc.

ONE MUST ALWAYS REPORT A ROCK SLAM IN THE AUDITING REPORT, NOTE IT WITH SESSION DATE AND PAGE INSIDE THE LEFT COVER OF THE PC'S FOLDER AND REPORT IT TO ETHICS INCLUDING THE QUESTION OR SUBJECT WHICH ROCK SLAMMED, PHRASED EXACTLY.

Why? Because the rock slam is the most important needle manifestation! It gives the clue to the pc's case.

In 1970 I began a full-scale research project into the subject of insanity and its relationship to cases and case gains and suppression. It was only then that the full significance of the rock slam was unearthed. This research developed into what is now called EXPANDED DIANETICS, a series of special processes and actions with their drills and training which permits the auditor to handle a specific case type. This was, by the way, Man's first system of positive detection and handling of psychosis and the first full understanding of what psychosis is.

While this bulletin is not in any way a two-minute course in or a substitute for full training in Expanded Dianetics, any auditor who audits, Sec Checks, or handles people on a meter has to know what a rock slam is and how it behaves and what he should do about it.

The first thing is to be able to recognize one and to quickly with the scan of the eye and unplug of the meter cord (without any distraction of or notice by the pc) make the checks for a mechanical rock slam as given above.

You can make a meter "rock slam" with no pc or cord connected to it by (a) turning it on; (b) put the sensitivity at perhaps 2; © put the needle at "set"; (d) rapidly, very rapidly, move the TA back and forth maybe a quarter of an inch and do it unevenly. *That*, if you did it very fast and unevenly, would be something that resembled a rock slam. But no matter how fast you made your fingers move, a real R/S is a trifle faster. If you do that you will see what an R/S looks like. The needle in this experiment is not made to hit the sides of the meter.

Now if you take the same set-up and smoothly slowly move the tone arm back and forth about 2 times a second without any roughness and the same distance right and left, you will have a floating needle. Note it very well as this comes at a time of release and is the thing a good auditor hopes to see and gives him the end-off signal for a process. It has to be well known as you NEVER bypass one in a session and to do so makes an uncomfortable pc. (The pc will often cognite—get a realization about himself or life at this point and one does not stop him from doing this.) This is the thing you indicate to the pc. You don't ever indicate rock slams or theta bops. When you see it, and without stopping or interrupting the pc's cognition, you always say, "Your needle is floating."

Now the theta bop can also be shown to yourself by you. Set up the meter as above. Only this time, you smoothly swing it to the right and give it a tiny twitch in the same direction. Then you smoothly, at once, swing it to the left and give it a tiny twitch in the same direction. Then do it to the right. And so on. This is a theta bop. It is different than a floating needle only in that it hitches at each end of the swing. So learn to recognize it.

There is a vicious smooth right direction slash that occurs when a pc hits a certain area of the bank that is called a "rocket read" and there is of course the small fall, long fall (which both go to the right and indicate a charged question or reaction) and there is the gradual rise to the left. But these do not repeat back and forth which is the characteristic of the rock slam, floating needle and theta bop.

All right, so we know exactly what it looks like when we talk about a ROCK SLAM as a read of the meter. We know how it can be mechanically caused. And we know what we have to record and report when it is seen.

But exactly *what* does a rock slam mean with regards to the pc?

If you don't know this you can miss on the pc, on the case, on the org and humanity.

A ROCK SLAM MEANS A HIDDEN EVIL INTENTION ON THE SUBJECT OR QUESTION UNDER DISCUSSION OR AUDITING.

Two things underlie insanity, or to be more specific, there are two causes and conditions both of which have been lumped together by man and called insanity. He could not of course define it as he didn't know what caused it.

The first of these two things does not concern us overly much here and is the subject of a separate checksheet and training and is called PTS or Potential Trouble Source handling. A "PTS" is a person who has been or is connected with somebody who has evil intentions. A PTS can feel uncomfortable in life or be neurotic or go insane because of the actions upon him of a person with evil intentions. Most of the people in institutions are probable PTSes.

The second of these two things is insanity caused to the individual himself (let alone others) by hidden evil intentions.

The extent of these intentions and what the person will do (and hide) in order to carry them out is quite shocking. These people are covert or overt criminals and many of them are insane—meaning beyond all rationality in their acts. Because their evil intentions are hidden and because they are often very plausible such individuals are what make "behavior so mysterious" and "Man look so evil when you see what Mankind does" and all sorts of fallacies.

It is this last type, the chronic, heavy rock slammer, which Expanded Dianetics handles.

One rock slam doesn't make a psychotic. Or a total menace to everyone. But it does mean there could be more and it might in rare cases mean you have, seeing enough of these R/Ses, a very dangerous person on your hands and in your vicinity. And that person must be handled by Expanded Dianetics.

You won't see a great many rock slams in auditing people so you could be totally thrown off by surprise when you see one. And mess it all up because you are surprised. So know what it is and don't get all quivery and make mistakes and blow your confront. Just carry on.

If you don't note the EXACT question that was asked and the EXACTLY worded statement the pc made when the R/S was seen, you can muck it up for the Expanded Dianetics guys. They won't be able to get it turned back on again easily and will lose a lot of time. So you have to be sure your auditing report is accurate, that the R/S is written BIG on the column and circled and, no matter what else you do in the session, you have to get it recorded in the left front cover of the folder giving the date and page of the session and you have to report it to Ethics. And also you don't third party the pc and give him a bad time in the session because of it.

Now R/Ses most easily turn on during Sec Checks or Integrity Processing or when pulling withholds or trying to investigate something. So the people who see these most often are those engaged in that activity and not routine auditing (when they can also but more rarely turn on). Further the most likely person to collide with "needing to be Sec Checked" is an R/Ser, which again increases the numbers of R/Ses seen in these activities compared to routine auditing. But a very heavy R/Ser will also turn them on in routine auditing.

It is the exact *point* of the R/S in the session, the exact question that was asked and the exact subject or phrase where the R/S turned on that are important. And these are very important as then the person can be fully handled with a full Expanded Dianetics Rundown by a qualified Expanded Dianetics Specialist. When, of course, the person gets to that point on his Grade Chart. The Grade Chart points are after Dianetics (like Drug RDs, etc.) but before grades, after grades but before Power, after Power but before Solo, and after OT III or after any single grade above OT III. These are the only

points where Expanded Dianetics can be delivered and the R/S fully and completely handled.

Now here is how you can turn off an R/S and mistakenly think it is handled:

1. The overt-motivator sequence has two sides. One is what the person has done (overt) and what is done to the person (motivator). You can ask, when the person R/Ses on something, if anyone has ever INVALIDATED him on that subject or action. He will find some and the R/S will turn off AND WON'T EVEN BE FAINTLY HANDLED BUT ONLY SUBMERGED. One can believe he has "handled" the R/S. Not true. He has just turned it off and maybe made it harder to find next time. One can ask what the person has done TO the subject mentioned and while this may unburden the case and make the person a bit better, the R/S is NOT handled, only turned off or submerged. It's almost as if there are so many overts and motivators on this subject or in this area that the push-pull of it makes the needle go wild (R/S). And indeed, this may be the energy cause, in the bank, of the needle reaction. But neither overt nor motivator handles an R/S finally because the CAUSE of the R/S is an INTENTION to harm and it isn't all that likely the basic intention will be reached.
2. Another apparent way the R/S can get "handled" and isn't is to take the R/Ser earlier similar on the subject of the R/S. The R/S will probably cease, go "clean." But in actual fact it is still there, hidden.
3. The third way an R/S can be falsely "handled" is to direct the person's attention to something else. If, when this is done, the exact subject of the R/S is not noted by the auditor, it will be difficult to find it again when the person goes into Expanded Dianetic auditing.
4. Yet another, and probably the last way to falsely "handle" an R/S is to abuse the person about his conduct or behavior or the R/S, or to "educate" him to do better, or to "modify" his behavior with shocks or surgery or other tortures like the psychiatrists do. In other words one can seek to suppress the R/S in numerous ways. Maybe the R/S won't occur (being too overburdened now) but it is still there, buried very deep and possibly beyond reach now.

So if you understand the above four points you will see that although you can ease off the R/S, you have not handled it. It has merely gone out of sight.

All right, what then DOES HANDLE an R/S?

I warned you that this isn't a two-minute course on Expanded Dianetics and it isn't. An R/S is HANDLED by a fully qualified Expanded Dianetics auditor delivering full Expanded Dianetics to the person at that point on the Grade Chart where Expanded Dianetics is supposed to be delivered. If anyone thinks it can be done effectively any other way or if he C/Ses it to be done and the auditor is stupid enough to try to do that C/S, then it's Committees of Evidence and suspended certificates all around.

With that warning, and only with that warning, I can briefly state what has to be done with the case. This is not what YOU do if you are not delivering full Expanded Dianetics at the right point on the Grade Chart. It is a brief statement so that you can understand what lies under that R/S.

The pc with an R/S on any given subject and who R/Ses while discussing that or related subjects HAS AN EVIL INTENTION TOWARD THE SUBJECT DISCUSSED OR SOME CLOSELY RELATED SUBJECT. The pc intends that subject or area of life nothing but calculating, covert, underhanded HARM which will be at all times carefully hidden from that subject.

Thus, the Expanded Dianetics Specialist, in handling that case (at the proper point on the Grade Chart) has to be able to locate each and every subject and question and R/S in that person's folder as noted by Sec Checkers and previous auditors or

Cramming Officers or Why Finders. He has to have the complete list of R/S subjects. If they are noted as to session date and page and if all Sec Checking papers and cramming papers are in that person's folder, then the Expanded Dianetics Specialist can do a full and complete job. Otherwise he has to do a lot of other time wasting actions to get the R/Ses found and turned on again.

What the Expanded Dianetics Specialist actually does is locate EXACTLY the actual evil intention for every R/S on the case and handle each one to total conclusion. When he is finished, if he has done his job well, the person's behavior will be magically improved and as to his social presence, menace and conduct, well that will be toward survival.

When you see an R/S, if you are not an Expanded Dianetic Specialist doing Expanded Dianetics at the correct point on the Grade Chart, you don't say "Hey, you've got an evil intention!" and you don't ask "Say, what's that evil intention?" or do corny things like that because you'll get the pc self-listing, you may get a wrong item, you won't know what to do with it and you're just likely to get the auditing room wrapped around your neck right there.

No, you quietly note it, make sure it isn't a mechanical fault, write it big on the worksheet, write down everything the pc is saying swiftly, note what question you were asking and let the pc talk and ack him and go on with what you are doing with the pc at the time. And after session you note it in the left-hand cover of the folder and send a report to Ethics.

And some day, when he's done his Drug Rundown or gotten to one of the points on the Grade Chart where a full XDn can be done, why then it will be handled. And a good C/S will program or tip the case for that to be done.

So that's the know-how you have to know about R/Ses to really help the guy and the society and your group.

We're not in the business of curing psychos. The governments at this writing pay the psychiatrists billions a year to torture and kill because of R/Ses they don't know anything about. The crime in the society out there is caused by people who R/S. Stalin, Hitler, Napoleon and Caesar were probably the most loaded R/Sers of all time unless it was Jack the Ripper or your local friendly psychiatrist.

So know what you are seeing when you see it and know what to do about it. And don't kid yourself. Or vilify or mow down people who R/S; we're not in that business.

And the Expanded Dianetic Specialist *and* the pc someday will love you dearly for knowing your job and doing it right.

L. RON HUBBARD  
Founder

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# **THE VOLUNTEER MINISTER'S HANDBOOK**

by

**L. Ron Hubbard**

**Published October 1976**

In *The Volunteer Minister's Handbook*, L. Ron Hubbard has made available many of his discoveries in the fields of communication and social interaction, which can be used by anyone to help themselves and others.

How do you deal with an emotional upset? How do you salvage a broken marriage? What can you do when there is an emergency or a sudden accident? How do you handle a drug problem or alcoholism? What could you do to help a runaway teenager? A failing businessman? What is the right way—the effective way—to handle these situations and thousands of situations like them?

As a Volunteer Minister, you'll know the answers.

Simply being critical of people or situations accomplishes nothing. When a person finds fault with something, it implies that he wants to do something about it, and would if he could.

By studying this book, you can gain the knowledge you need to really help others lead happier lives. And you'll be helping yourself too.

676 pages, 66 brilliant full-color photographs mostly taken by L. Ron Hubbard, index, glossary, hard cover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Church of Scientology Publications Organization U.S., 4833 Fountain Ave., East Annex, Los Angeles, California 90029, U.S.A.; or Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark.



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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 OCTOBER 1976

(Also issued as HCO PL 20.10.76 same title.)

Remimeo  
DPE  
Ethics Officers  
PTS/SP Checksheet

**PTS DATA**

Based on a recent pilot it has become quite obvious that a full and complete PTS handling would consist of:

- A. PTSness handled terminatedly by interview or auditing by a person trained on BPL 31 May 71RC.
- B. Complete study and pass on the PTS/SP Checksheet, BPL 31 May 71RC Revised 12 August 1976.

The correctly located suppressive, who is then handled based on a thorough understanding of the mechanics of PTS/SP phenomena form the simplicity that is PTS tech. The tech of locating the suppressive source is also fully covered. in the PTS/SP Checksheet and is a vital prerequisite for PTS handlers.

L. RON HUBBARD  
Founder

As assisted by CS-5

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HCO POLICY LETTER OF 20 OCTOBER 1976R  
REVISED 29 JUNE 1977

Remimeo  
SSO  
DPE  
Ethics Officers  
PTS/SP Checksheet

*(Revisions in this type style)*

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*Re-Revised 4 Mar 77.*

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L. RON HUBBARD  
Founder

As assisted by CS-5

Revision assisted by  
Anna Nordlof  
Int Cross Check Br Dir  
Int HQ

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HCO BULLETIN OF 20 OCTOBER 1976

Remimeo  
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Ethics Officer  
PTS/SP Checksheet

Issue II

**PTS HANDLING**

Once in a while I hear of PTS handlings that “didn’t work” or “still PTS” or some such. Or I’ll come across such extremes as a PTS is virtually an incurable leper to be shunned and kept isolated or almost everyone is PTS to some degree so what can you really do about it. The basic thing to realize is that PTSness, like any other case condition afflicting Man, responds to plain old standard tech. But one has to have studied and understood that tech to apply it, naturally.

I recall years ago in handling PTSES, that *none* of them at first knew what PTS really meant or what it was all about even when they used the term freely! So I recently called for a pilot to see what would be the effect of a study method of curing PTSES.

FIRST PILOT

Before the final pilot was done, an earlier pilot was attempted by an Aide which was not conducted as laid down. CS-5 reviewed the failed pilot to find why so many failed on it. 4 out of 6 were never completed and the 2 that did failed.

CS-5 reported “What I found on these was that they uniformly were not PTS in the first place or were PTS but that was not the major trouble with the person. Three of the cases (2 on auditing and 1 on study) were out-ethics, R/Sing, Exp Dn cases who were trying to use PTS as the reason for their behavior. Thus handling their PTSness would not resolve anything. The most interesting case here was the study one who realized that he was not PTS and that that had been a wrong indication and that what was really wrong with him was that he had bad intentions and was committing overts. One of the audited cases had a similar realization but has not done as well on post and did get very sick 2 months or so later. Of the other 3 pilot cases in this first batch one could only come up with in-the-org terminals so is another Exp Dn case and the other 2 assigned to study were severely bugged students so never got off the ground (one has now finished the course 4 months later). So that’s what happened to the original pilot.”

The second pilot was then ordered to determine the original possibility, that people could study their way out of being PTS.

SECOND PILOT

Three were put onto the PTS/SP Checksheet to study and three were handled by internes who had done the PTS/SP Checksheet themselves. The cases handled by auditing/interview steps completed their handlings within 10 hours. The study cases averaged 4-6 weeks of part-time study. Two studiers from the original pilot also completed the course. All were then watched for bad originations to the Examiner, medical reports, ethics trouble or trouble on post. In all cases, including those not yet complete on study, none of these indicators showed up. One case originated case troubles but this turned out to be one of the “Exp Dn” cases not PTSness.

On the study pilot the daily reports and success stories on completion uniformly mention more certainty, more stability and being more at cause with the data. Of particular interest is that three of the participants “cogged” they were not actually PTS (yet evidence of real PTS sits had gotten them on the project) but while they were studying they would align past PTS handlings they didn’t fully understand at the time, spot why past PTS terminals were correct or incorrect, spot terminals who gave them a hard time in the past and see why certain people behaved the way they did. In short it

appears the studiers were blowing charge on their past PTS handlings and on terminals in their life almost like an auditing session and while they were saying *not* PTS, *no longer* PTS (now that they had the data) is probably closer to the truth. All are reported to be doing well on post with no illness, roller-coaster or ethics trouble.

The PTS handlers (who had done the PTS/SP pack) were of particular use where the person had a study bug that needed handling before study could be done and assisting in working out the handlings for PTS sits that were uncovered. Also S&Ds and 10 Aug HCOB handlings and PTS interviews are *not* Solo actions. And it takes hours, not intensives to handle.

### FALSE PTS

As noted from the first pilot false PTSness must be watched for as unhattedness, ignorance of Scientology basics for handling life, past bad auditing uncorrected as well as unhandled bad intentions and personal out-ethics can be mistaken for PTSness and won't resolve as PTSness. This should be suspected when your "PTSES" start going above 20% of staff and public.

### SUMMARY

We have had the tech of PTSness for years, but it wasn't being fully used and then got mixed in with Exp Dn. PTSness can be handled routinely when the tech is fully known and applied. A PTS person can be brought to cause over his situation through study of the PTS tech. This is vitally important for staff. We can handle and the person himself can handle.

There is no substitute for understanding.

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HCO POLICY LETTER OF 23 OCTOBER 1976

Remimeo  
All Orgs  
All HGCs

### INTERNSHIP AND HGC

Effective 1 December 1976

No new auditor may audit for the HGC, from the Tech Training Corps or field or wherever, who has not done the internships for his Class.

Any auditor now C/Sing or auditing may continue to do so until 1 Feb 77 providing he does his full internship part-time and off production hours. The completion of such internship must occur before 1 Feb 1977.

Interne supervisors or Qual Secs may not hold back internes in completion by extended and unreasonable auditing requirements.

Until 1 Feb 1977, auditors auditing in the HGC or C/Ses C/Sing for it may count their HGC successes and hours as internship auditing.

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HCO BULLETIN OF 24 OCTOBER 1976R  
REVISED 10 FEBRUARY 1977

Remimeo

(LRH ED 257 INT of 1 December 1974  
revised and reissued as an HCOB)  
(Revisions in this type style)

*C/S Series 96R*

**DELIVERY REPAIR LISTS**

THERE'S NOTHING WRONG WITH YOUR CF, YOUR PC, YOUR STUDENT, STAFF MEMBER OR YOUR OWN DELIVERY THAT A PREPARED LIST WON'T HANDLE.

“ARC broken CFs,” blown students, demanded refunds, low success stories, withdrawn auditors, ineffective staffs are pretty silly problems to have these days.

Many years ago I developed a system called “Prepared Lists.”

These isolated the trouble the pc was having in auditing without taxing anyone's imagination and sending the auditor into a figure-figure on the pc.

These prepared lists were assessed on an E-Meter. One took up the biggest read first and then cleaned up all other reads.

Time has gone on. The system of prepared lists has been expanded to include not only pcs but students and staff.

It may have gone overlooked that such lists now include anything that could happen to a pc or student. In other words, prepared lists have become very thorough.

WHO CAN USE

The only reason ever found for prepared lists not working was an auditor's weak TR 1 and inability to read a meter.

Even this difficulty has been handled by “Qual Okay to Audit” checksheets.

Before an auditor should be let near a prepared list he should be put through at least six “Okay to Audit” short checksheets in Qual.

Qual is *not* fast flow. Things done in Qual are Method 4 Word Cleared and star-rated, with all demos and drills. *Only* if this is done can you have some certainty that a prepared list will read on the pc and that the pc or student will get handled.

These Qual “Okay to Audit” checksheets are done AFTER a student has been trained and classed as an auditor. The “Okay to Audit” is for auditing in an org whether staff or interne.

The checksheets are:

- (1) Board Policy Letter 14 Nov 74RA Issue I  
QUAL OKAY TO OPERATE AN E-METER
- (2) Board Policy Letter 14 Nov 74R Issue II  
QUAL OK NO. 2R, QUAL OK TO ASSESS PREPARED LISTS

- (3) Board Policy Letter 14 Nov 74 Issue III  
QUAL OK NO. 3, QUAL OK TO AUDIT LISTING AND NULLING
- (4) Board Policy Letter 14 Nov 74 Issue IV  
QUAL OK NO. 4, QUAL OK TO CORRECT LISTING AND NULLING
- (5) Board Policy Letter 8 Nov 71RC  
QUAL OK NO. 5RA, INTERNESHIPS ELECTRONIC ATTESTATION  
FORM
- (6) Board Policy Letter 20 July 70R Issue III Revised 25 Nov 74  
TWO-WAY COMM CHECKSHEET

Only when these have been thoroughly and honestly studied, drilled and done should an auditor be permitted to assess prepared lists on pcs and students.

It takes standard auditor training to handle the points found reading on a list.  
CASE SUPERVISING

A C/S who is trained as a C/S must know what lists to use. And he must see to it that his auditors are trained via the above checklists. Otherwise the lists just won't read and the C/S, the pc and the org are left up the creek!

LOTS of "lists that didn't read" are found in folders. I used to make a practice of just having them nulled again by an auditor whose metering and TRs were good and **THEY READ AND THE CASE RESOLVED.**

#### PC LISTS

1. HCO BULLETIN 24 NOVEMBER 1973RD, C/S SERIES 53RK, "SHORT HI-LO TA ASSESSMENT C/S." This is a famous list. It solved the long long problem of high and low TAs and really solved it. Unfortunately it has a name of being done for high and low TAs. In truth it practically handles the whole repair of any difficult case today! One assesses it Method 5. One handles the reads from the top down. It can also be reassessed several times until it F/Ns on a whole M5 assessment. It is quite remarkable what it will do for a case that has been running badly or is bogged, quite in addition to handling high and low TAs!

2. HCO BULLETIN 1 JANUARY 1972RB, "LIX HI-LO TA REVISED." This is the same list as C/S 53RK above. It has been brought up-to-date. It gives the *whole question* for each subject as in C/S 53RK and the same handling. It is easier to use on a pc whose attention wanders or who is not very familiar with terms.

3. HCO BULLETIN 29 OCTOBER 1971R, "INT RUNDOWN CORRECTION LIST REVISED." As Interiorization-Exteriorization problems (when they exist) have to be handled before any other thing is handled, an auditor sometimes assesses another list and then finds himself doing this list. "Int" appears on many other lists and when it reads one does this list. One has to go back and complete the original list of course. "Int" problems cause high TA, headaches and general upset. I've begun to think after seeing a lot of headache cases that maybe only Int-Ext problems cause headaches! Instead of repairing Int, sometimes auditors will run it again and again. Also Int can go flat to cog VVGIs on an early flow, even a recall flow. Then if one insists on finishing the Int RD, one has trouble and I mean trouble. So this is a valuable list.

4. HCO BULLETIN 15 DECEMBER 1968R, "L4BR" "FOR ASSESSMENT OF ALL LISTING ERRORS." An out list (meaning one done by listing and nulling, not a prepared list) can raise more concentrated hell with a pc than any other single auditing error. The amount of misemotion or illness which a wrong list generates has to be seen to be believed. When a pc is ill after a session or up to 3 days after, always suspect that a listing action done on the pc had an error in it. It **MUST** be corrected. This *prepared* list L4BR corrects lists of the listing and nulling variety. It can be run on old lists,

current lists, general listing. There has been no reason to revise this since 2 June 1972. It really works!

5. HCO BULLETIN 19 MARCH 1971, "LIST 1-C." This is the updated version of the earliest list ever compiled. It is used during sessions at the auditor's discretion and in other ways. It also prevents some pc from insisting "It's an ARC Brk" (which never clears) when it's really a withhold, a common error. It can also be addressed to life. Usually when a session blows up, an L1C is used fast rather than just sit and ack!

6. HCO BULLETIN 11 APRIL 1971 RA, L3RD "DIANETICS AND INT RD REPAIR LIST." This is the key list of Dianetic auditing and is the Dianetic standby in case of trouble. As the Int RD is also Dianetics, while doing it, one uses L3RD for trouble.

7. HCO BULLETIN 2 APRIL 1972RB ISSUE II, EXPANDED DIANETICS SERIES 3RB, "L3 EXD RB." This is the prepared list for Expanded Dianetics.

8. HCO BULLETIN 21 JANUARY 1977, "FALSE TA CHECKLIST." This was a very important discovery about TAs. One uses this when another list indicates a false TA or one is suspected. Auditors have been known to get so desperate about a pc's TA that they falsified worksheets. This (and C/S 53RK) make that totally needless. I've seen this change a case from despair to VVVVGIs!

9. HCO BULLETIN 16 APRIL 1972, "PTS RD CORRECTION LIST." It also gives the expected actions of a PTS Rundown. Doing PTS Rundowns without this prepared list handy can be risky.

10. HCO POLICY LETTER 7 APRIL 1970RA, "GREEN FORM." This was the earliest Qual Saint Hill weapon (26 June 65) for case cracking. It is modernized up to 29 Sept 74 in the above issue. Used for general case clean-up particularly on an out rud type pc or when ruds won't fly. It is not used to handle high or low TA.

11. HCO BULLETIN 30 JUNE 1971R, "EXPANDED GF 40RB." Called "GF 40X." This is the "7 resistive type cases" at the end of the Green Form expanded out. This is how you get those "earlier practices" and other case stoppers. This done well gives a lot of extensive work in Dianetics. It's lengthy but really pays off.

If you were to do a C/S 53RK Method 5, all handled, and to an F/Ning list and then do a GF 40XRB, all handled, reassessed to an F/Ning list you would "crack" most cases to a point where they ran well.

12. BOARD TECHNICAL BULLETIN 28 MAY 1974R, "FULL ASSIST CHECKLIST FOR INJURY AND ILLNESS." While you don't put the pc on the cans for this one, you mark it as to the state the pc is in and it says what you do for illness and injury. This one, done correctly, is how the minister runs the medico out of business.

#### STUDENT LISTS

13. HCO BULLETIN 15 NOVEMBER 1973R, "FEAR OF PEOPLE LIST-R." This is for the handling of timid tech staff who back off from handling rough pcs.

14. HCO BULLETIN 15 NOVEMBER 1974, "STUDENT REHABILITATION LIST." This is the one that gets a bogged student sailing, gets a blown student back, gets an auditor back auditing. It even cures the revolutionary student! This is the master list for students—even students in grammar schools and colleges! A real winner.

15. BOARD TECHNICAL BULLETIN 27 MARCH 1972R ISSUE I, "STUDENT CORRECTION LIST, STUDY CORR LIST-1." A list for correcting students on course.

## STAFF LISTS

16. HCO BULLETIN 27 MARCH 1972R ISSUE II, "COURSE SUPERVISOR CORRECTION LIST, STUDY CORR LIST 2R." This is to get the Course Supervisor going well.
17. HCO BULLETIN 27 MARCH 1972RA ISSUE III, "AUDITOR CORRECTION LIST, STUDY CORR LIST 3." This one corrects auditors who are having a rough time.
18. BOARD TECHNICAL BULLETIN 27 MARCH 1972RA ISSUE IV, "CASE SUPERVISOR CORRECTION LIST, STUDY CORR LIST 4." This one corrects Case Supervisors, gets them back on the rails.
19. BOARD TECHNICAL BULLETIN 27 MARCH 1972RC ISSUE V, "EXECUTIVE CORRECTION LIST, STUDY CORR LIST 5." This prepared list locates an executive's troubles and indicates handling.
20. BOARD TECHNICAL BULLETIN 4 FEBRUARY 1972RD, "STUDY SERIES 7." A real long workout for a person who won't study or who is having real trouble on a course. Goes after it in depth. Can be used as a second list to Student Rehab List above or by itself.
21. HCO BULLETIN 21 JULY 1971RD, WORD CLEARING SERIES 35RD, "WORD CLEARING CORRECTION LIST REVISED." Usually written "WCCL." This is the famous list that goes with Method 1 Word Clearing or with any Word Clearing bog. Also corrects high and low TA WHEN it occurs in a Word Clearing session. This is the Word Clearer's friendly friend.
22. HCO POLICY LETTER 9 APRIL 1972, "ETHICS, CORRECT DANGER CONDITION HANDLING." Locates the trouble area that got him into a Danger condition. Goes with the famous "3 May P/L" HCO PL 3 May 1972.
23. HCO POLICY LETTER 13 MARCH 1972, "ESTABLISHMENT OFFICER SERIES NO. 5." An invaluable text and list for PRODUCT CLEARING. It's a list of what you do to clear products. From it a prepared list can be made.
24. HCO POLICY LETTER 23 MARCH 1972, ESTABLISHMENT OFFICER SERIES 11, "FULL PRODUCT CLEARING LONG FORM."
25. HCO POLICY LETTER 12 JUNE 1972, DATA SERIES 26, ESTO SERIES 18. A list you assess to locate trouble an evaluator might be having. Also for slow evaluators or slow students on a Data Series Course.
26. HCO BULLETIN 28 AUGUST 1970RA, "HC OUT-POINT—PLUS-POINT LISTS RA." This is a prepared list that locates the out-points in a person's own thinking. When people can't seem to evaluate (or think brightly) this list will do wonders. Some Data Series Course students make no progress at all until they are assessed on this list and handled.
27. HCO BULLETIN 2 DECEMBER 1974, "DYNAMIC SORT OUT ASSESSMENT." (Revised from BTB 4 Dec 71 Issue II, replacing HCOB 4 Dec 71 Issue II R-I C Assessment by Dynamics. ) This gets those dynamics that are charged and handles them. Increases social personality and even can shift valences.

## CONFIDENTIAL AND AO LISTS

28. *HCO BULLETIN 21 SEPTEMBER 1970, "LP1." This is a Power Process correction list for Power Processes. It is not used for Power Plus.*



29. *HCO BULLETIN 13 MAY 1965, "LIST 6 EW." This list is used in locating bypassed charge when auditing R6EW.*
30. *HCO BULLETIN 2 AUGUST 1966, "LIST 7 CORRECTED." This list is used for students Solo auditing on Grade VII.*
31. *HCO BULLETIN 12 OCTOBER 1969RA, "LDN OT III RA." This is the list used to handle bypassed charge on OT III.*
32. *HCO POLICY LETTER 14 JANUARY 1972, "THE GREEN GREEN FORM REVISED." This form is called a "Green Green Form" because it can be done over and over. It is an auditing form used on OT III.*

#### **REPAIR LIST FOR PREPARED LISTS**

*HCO BULLETIN OF 21 DECEMBER 1975R, "REPAIR LIST FOR PREPARED LISTS" is a basic prepared list which when used will clean up bypassed charge on improperly done past prepared lists and handle a pc who begins by protesting a repair list being done.*

*This list is only done if the pc sees a list and goes Bls or protests a "C/S 53" being done. The auditor must have very good obnosis and be well trained to do this switch of actions smoothly.*

*The Repair List for Prepared Lists should be reassessed and all reads handled until it F/Ns on assessment or pa feeling happy about receiving prepared lists and shows no further protest on the subject.*

#### **WORD LISTS FOR PREPARED LISTS**

Nearly every prepared list has all its words on a separate sheet, ready for Word Clearing on the pc. All the words on a list are cleared on a pc without repeating the same word or asking the list question. Such lists are issued for auditor convenience.

A list of these word lists is being issued as HCOB I Dec 74 so that you can match them to the prepared lists in this bulletin.

#### **OTHER LISTS**

From time to time when a need for prepared list is found new ones will be issued on different subjects.

One can REPAIR a pc or student or staff member. One can also FORWARD a case into new areas with other prepared lists.

#### **MIMEO**

Some orgs backlog their mimeos.

The AVAILABILITY of lists to auditors is something which should NOT be neglected. It is highly uneconomical as one loses re-signs and students and staff when prepared lists are in non-existence in an org or even short supply.

Tech is the atomic fuel an org runs on.

**KEEP PREPARED LISTS IN SUPPLY FOR USE.**

## TRANSLATED ISSUES

In non-English speaking orgs lists must be very carefully translated and mimeoed for use. In such orgs, more than any others, great care must be taken to have and use lists as they keep tech straight where it tends to go hearsay and verbal.

So, that's quite an array of prepared lists, isn't it?

If they are not in full use in your org don't wonder about your Delivery Stats Why. Or your org and CF problems. It's a lack of full use of this tech.

Hidden in these prepared lists is a wealth of tech that explodes into wins for your org. your CF, your pcs and students.

L. RON HUBBARD  
Founder

Assisted by  
Materials Chief FB

Revised by  
Paulette Ausley

Approved by

L. RON HUBBARD  
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HCO BULLETIN OF 26 OCTOBER 1976  
Issue I

Remimeo  
All HCOs  
All Tech Divs  
All Qual Divs  
All Courses

(Also issued as HCO PL 26 Oct 76  
Issue I, same title.)

*C/S Series 97*

**AUDITING REPORTS, FALSIFYING OF**

Probably the most covert and vicious crime in auditing is falsifying an auditing report.

At first glance, to someone who is trying to PR himself as an auditor or to escape consequences of session goofs, this might not seem to be the huge crime that it is.

When an auditing report is falsified, means of repairing the pc are denied, out tech and a need for restudy or redrilling of materials is covered up, out tech is spread about and the repute of the org and Scientology are at risk.

There are many ways of falsifying an auditing report. Chief amongst them is omission of vital data in the report. Another is faking the things run or the pc's actions or reactions.

To the person doing this it may seem that he has covered up his incompetence but in actual fact it is eventually detected.

A twice declared person recently messed up the cases of several VIPs by simply omitting some of their disagreements with what was being done.

Three SPs, now declared, some years ago had a mutual understanding that they would not put down each other's withholds. These three also falsified auditing reports to the effect that they had run certain things on pcs "and there was nothing on them," when in fact they either had not run them or there was reaction which they did not put into the report. They messed up about a dozen people before they were caught and it took many, many hours of careful C/Sing and auditing to salvage those cases (and it also took about two years). They made several hundred serious enemies for themselves and today I doubt any Scientologist would even speak to them and their names are remembered with scathing contempt.

It is not only easy to detect a falsified auditing report, it is also inevitable that it will be detected.

The person whose auditing reports have been falsified is easy to spot in folders and records. The auditor marks "VGIs, F/N" and the Examiner notes bypassed charge and bad indicators. An auditor seeking to prevent this being detected has been known to take the Examiner Report from the folder but that there is no Examiner Report would be the first thing a C/S would notice. Examiner Reports have been forged and exchanged with the actual one but this too is very visible.

Lack of a proper success story points directly to out tech and if it is not visible in the folder then that folder contains falsified auditing reports.

The pc in the midst of his auditing, refuses to re-sign for more. An inspection of folder either finds the out tech in the auditing reports or it doesn't. If the Folder Error Summary finds no out tech, the next thing that is looked for is falsified auditing reports and this is extended to looking at the other cases this auditor has handled to see if there is any similarity of reaction.

A D of P interview with the pc will reveal falsified auditing reports. It will contain data that does not appear in the auditing reports. The first thing suspect is the auditing reports.

Basically, correct tech applied by a competent auditor who has been trained and interned, works and works every time. When it “doesn’t work,” a C/S begins to look for the real scene. There are many ways he can ascertain the actual scene. Amongst these are outside-the-door session taping, monitors, interviews, lack of success stories, failures to declare, failures to re-sign, Examiner Reports at variances with the session reports, personal check-up into the case and many others.

The only thing which temporarily misleads a C/S is a falsified auditing report. But in all our experience with these, the detection of such reports is inevitable even if it occurs a long time afterwards.

The person who would falsify an auditing report is usually found to be a suppressive with abundant R/Ses and evil intentions who never should have been trained in the first place.

Therefore, the penalty for knowingly falsifying an auditing report in order to make oneself seem more competent than one is or to hide departures from the C/S or to omit vital data necessary to C/Sing, resulting in upsets to a case and time spent in investigation by seniors, is actionable by a Committee of Evidence and if the matter is proven beyond reasonable doubt, a cancellation of all certificates and awards, a declare and an expulsion order are mandatory.

Should the person perpetrating the falsification of auditing reports run away (blow) before action can be taken, the result is the same and is enforceable even if the person is not present.

A green auditor may look upon the offense as slight. If he is too untrained to realize that proper application of tech works every time and that improper application is a gross overt act, he may not realize the seriousness of his action. This however cannot be pleaded as a defense. It is not a light thing to end the hopes and close the door on a pc just because one is trying to cover up his blunders. The blundering auditor can be repaired by cramming and retraining. But only if it is known how he has blundered. That in itself is nowhere near as serious as hiding the fact.

Honesty is the road to truth.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 28 OCTOBER 1976

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All HCOs  
All Tech Divs  
All Qual Divs  
All Courses

(Also issued as HCO PL 28 Oct 76, same title.)

*C/S Series 98*

**AUDITING FOLDERS,  
OMISSIONS IN COMPLETENESS**

(Ref: HCO PL 26 OCT 76 Issue I  
HCO B 26 OCT 76)

Omissions from folders and complete loss of folders is a very serious matter.

A Case Supervisor, as well as a Folder Error Summary auditor and the auditor himself can be impeded greatly by folder omissions. Loss of folders entirely is a much greater catastrophe.

While cases and even folders can be reconstructed and eventually handled (at enormous trouble and time to the pc and technical people) this does not minimize the offense.

Usually-Folder Pages are regarded too lightly as a post and are subject to much transfer even when posted. The Director of Tech Services is often far too lax in posting a Folder Archives I/C even as a double hat. Space restrictions often impede the careful preservation of folders in orgs. But all these posts and spaces are vital to a smooth delivery of auditing and should not be lightly looked upon.

The commonest (and most senseless) omissions from folders are:

1. **WORD CLEARING WORKSHEETS.** These are done in Academies or training or interne areas as well as the HGC and it is often an omitted action to forward them to the person's pc folder. Often the lines to do so are unknown or completely missing. Yet *every* metered Word Clearing action should not only be the subject of a worksheet but also must be included in the person's pc folder in date order. Word Clearers can fail to F/N a chain or even fail to clear a word as a chain when it doesn't F/N. Such goofs can mess up cases and leave a C/S perplexed as to how the pc was running well one day and badly the next—yet there is no Word Clearing worksheet there, so the fact of ANOTHER AUDITOR on the case is hidden.

2. **QUAL WHY FINDING ACTIONS.** As Why Finding also includes listing, possibly the most vicious omission is the failure to include Why Finding worksheets in the person's folder or even do a worksheet on it. Yet at least one org has been temporarily wrecked by indiscriminate "Why Finding" in Qual that resulted in wrong items and wrong lists and messed up the cases of whole staffs. This poor Why Finding has led at times to Why Finding becoming a restricted or forbidden practice. Qual worksheets of Why Finding **MUST** be included in the person's folder along with any list made which itself must include the question asked.

3. **HCO WHY FINDING.** These actions must also be the subject of worksheets and must also be included in the person's folder.

4. **ALL SEC CHECKS AND INTEGRITY PROCESS LISTS AND ACTIONS.** It doesn't matter who or what is doing the Sec Check, the resulting action is **NOT** the property of the department or branch or person doing the Sec Checking. A full worksheet must be made and **ALL** such actions done **MUST** be included in the routine pc folder of the person.

As it is very vital that a pc's folder be COMPLETE as well as exist, hereinafter the loss of a pc's folders and the failure to make worksheets and include them in the person's pc folder shall be actionable by a Committee of Evidence, to be convened by the Senior C/S of an org. and applies to any person or auditor whether staff, mission or field.

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\*\*7612C\_ \_      Ron's Journal No. 28

# **MODERN MANAGEMENT TECHNOLOGY DEFINED**

by  
**L. Ron Hubbard**

**Published December 1976**

Modern Management Technology Defined is the key to understanding all Scientology administrative terms and puts full understanding and application of policy at your fingertips.

This vital companion to the OEC Volumes contains over 8,600 words and 13,200 definitions, including 2,000 non Scientology business terms. Near the back of the book is a large list of Scientology abbreviations and their definitions.

A team of researchers spent over a year combing through Ron's administrative writings, policies, books and taped lectures extracting the definitions for this dictionary, then many months were spent verifying that the definitions as extracted were complete, clear and in context.

Not only does this dictionary make it easy to use Scientology administrative policy, it is a key to understanding business and corporate management.

This book is a must for anyone wanting a better understanding of organization and administration; for Scientology admin course students; for owners of OEC Volumes; for anyone who runs or works in a business, large corporation or any organization.

690 pages, illustrated, hard cover with dust jacket. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Church of Scientology Publications Organization U.S., 4833 Fountain Ave., East Annex, Los Angeles, California 90029, U.S.A.; or Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark.

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HCO BULLETIN OF 6 DECEMBER 1976  
(Also HCO PL 6 Dec 76)

Remimeo  
All Registrars  
All Case Supervisors  
All Ds of P  
All Auditors  
GO

**ILLEGAL PCS, ACCEPTANCE OF  
HIGH CRIME BULLETIN**

It shall be a Committee of Evidence offense for a Case Supervisor or auditor to C/S or accept for processing and process any pc:

1. Who is terminally (fatally) ill, regardless of what the org or registrars may have promised or asserted. Such diseases as advanced cancer are included.
2. Who has an extensive institutional history which includes heavy drugs, shocks of various kinds and/or so-called psychiatric brain operations.
3. Who has been denied processing by the Guardian Office for reason of past history or connections or current state as it may affect the safety and security of the org.

It shall also be a Committee of Evidence offense for any ED/CO, Org Exec Sec. Technical Secretary, Director of Processing or other executive or staff member to bring pressure or persuasion upon any Case Supervisor or auditor to process such persons.

It is not that such cases cannot in many instances be handled. It is that neither Scientology nor the org. but doctors and psychiatrists, have brought about the condition and such conditions are outside the zone of responsibility of the org.

Registering such pcs is already illegal, but where it has occurred intentionally or accidentally, no one has the right to force such persons upon Case Supervisors or auditors for any reason.

Any promise made by an org to such a person or his relatives is not binding upon an organization or its staff and such promises are also a Comm Ev offense.

Special petition may be made by the person concerned to the Guardian Office, the representatives of which may act to correct injustices or erroneous use of this Policy Letter. But the Guardian Office itself does not have the right to persuade or insist that Case Supervisors or auditors accept the person for processing unless it is very clearly demonstrated that the person does not fall under any of the above three categories.

Doctors are too often careless and incompetent, psychiatrists are simply outright murderers. The solution is not to pick up their pieces for them but to demand medical doctors become competent and to abolish psychiatry and psychiatrists as well as psychologists and other infamous Nazi criminal outgrowths. Society and police agencies should deal with such offenses. It is not up to Scientologists to salvage the wreckage created by these professions, but to prevent it from happening in the first place by reforming a degraded society.

Until such time as doctors have become fully competent and psychiatry and psychology have been recognized for what they are and abolished, Case Supervisors and auditors are actionable for surrendering their rights and handling such. It is not that they cannot. They must not.

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HCO BULLETIN OF 10 DECEMBER 1976RA  
REVISED 7 JULY 1978  
RE-REVISED 18 SEPTEMBER 1978

Remimeo  
All Auditors  
All Interne  
Supervisors  
All C/Ses

*(Revisions in this type style)*

URGENT—IMPORTANT

*C/S Series 99RA*

**SCIENTOLOGY F/N AND TA POSITION**

Through verbal tech just located, it has been found that some auditors have been ordered to disregard all F/Ns that were above 3.0 or below 2.0 on the meter.

Auditors have also called F/Ns which were ARC break needles, thus falsely indicating to the pc.

These two actions—disregarding actual F/Ns because the TA was not between 2.0 and 3.0 and calling “F/Ns” that were actually ARC break needles—have upset many preclears.

The outnesses here are: A. not considering pc indicators as senior and B. not noting pc indicators when calling an F/N and C. ignoring and giving junior importance to the technology covered in false TAs. (See list of references at end of this HCOB or the Subject Index of the HCOB Volumes.)

Auditors have even been led to falsify worksheets (giving TA as in range when it actually was not when calling an F/N) because they might “get in trouble” for calling an F/N in the wrong range, such as 1.8 or 3.2.

The CORRECT procedure for out of range F/Ns is:

1. Look at the pc's indicators.
2. Call the F/N regardless of its range.
3. Mark down the ACTUAL TA position.
4. Handle the false TA at the earliest opportunity when it will not intrude into the current cycle on which the pc is being audited. (You don't interrupt a Quad R3RA, for instance, to handle false TA; you complete it and then, when directed by the C/S, you handle the false TA.)
5. On any pc you suspect has had his F/Ns disregarded because of false TA, you C/S for and get run a repair and rehab of this error.

E-Meter cans can monitor or change TA position when the palms are too dry or too wet or when the cans are too big or too small or when the wrong hand cream is used. The E-Meter does not read on hand moisture alone as was long believed by people in electronics. But TA depends upon resistance to electrical current in the palms, leads, and meter as well as its main resistance which happens to be mental masses or lack of them.

To simply tell some interne “Always disregard an F/N not in correct range” is to set him up for loses and set the pc up for crashes. The correct information is that an F/N which isn't in range is accompanied by pc indicators that indicate whether it is an F/N or not. AND indicates you better get the false TA handled fast as soon as it won't

interrupt the current cycle. AND you always note where it F/Ned so the C/S can C/S for false TA handling.

Where an ARC break needle (which looks like an F/N) is observed, whether it is in range or out of range (2.0 to 3.0 or below 2.0 or above 3.0) you LOOK at the pc and establish the pc's indicators before falsely calling an F/N. A pc who is about to cry is NOT an F/Ning pc and if you indicate an F/N to that pc you will further the ARC break and suppress the emotional charge that is about to come off.

## REPAIR

Where the above matters have not been fully understood and errors have occurred on pcs, it must be assumed that:

1. Auditors have falsified their worksheets as to TA position and thus built up withholds and made themselves blowy.
2. That every pc who has ever had high or low TA trouble has had F/Ns disregarded and ARC break F/Ns falsely indicated.
3. That a briefing and drilling of all internes and auditors must occur on this HCOB.
4. That a brief program of clean-up of disregarded F/Ns and falsely called ARC break F/Ns be done on every pc.
5. That every such pc be considered as having false TA troubles and these must be C/Sed for and corrected.
6. That all auditors and internes be drilled on all HCOBs relating to pc indicators.

## SAMPLE CLEAN-UP C/S

Disregard TA position, use only F/Ns and pc indicators in doing this C/S.

1. It has been found that some of your F/Ns (release points) may have been disregarded by past or present auditors.
2. Have you ever felt an F/N (release point or end of an action) had been bypassed on your case? . . .
3. Find and rehab the . . . overrun of *the* release point to F/N. *Check for any other bypassed F/Ns and rehab them.*
4. Have you ever felt an F/N should not have been indicated by the auditor when it was? . . .
5. Find the . . . point and get in Suppress on it and complete the action. *Check "Are there any other F/Ns which should not have been indicated by the auditor when they were?" and handle as above.*
6. Find and run the ARC breaks bypassed, with ARC break handling.
7. Find and handle the false TA in totality.

## DIANETIC F/Ns

*An F/N seen by the auditor in running R3RA is not called until the full Dianetic EP is reached.*

*An auditor running R3RA is NOT looking for F/Ns. He is looking for the postulate which is sitting at the bottom of the chain he is running.*

*The EP of a Dianetic chain is always always always the postulate coming off.*

*The postulate is what holds the chain in its place. Release the postulate and the chain blows. That's it.*

*The auditor must recognize the postulate when the pc gives it, note the VGIs, call the F/N and end off auditing that chain.*

*An F/N seen as the incident is erasing is not called.*

*The pc does not have to state that the incident has erased. Once he has given up the postulate, the erasure has occurred. The auditor will see an F/N and VGIs. NOW the F/N is called. F/Ns are not indicated until the EP of postulate off, F/N and VGIs is reached.*

*It's the postulate—not the F/N that we are going for in New Era Dianetics.*

#### POWER F/Ns

F/Ns are disregarded in Power.

Each Power Process has its own end phenomena and is ended only when that is obtained.

#### REFERENCE HCOBs FOR FALSE TA

1. HCOB 24 Oct 71R FALSE TA
2. HCOB 15 Feb 72R FALSE TA ADDITION 2
3. HCOB 12 Nov 71RA FALSE TA ADDITION
4. HCOB 18 Feb 72R I FALSE TA ADDITION 3
5. HCOB 21 Jan 77RA FALSE TA CHECKLIST
6. HCOB 23 Nov 73RA DRY AND WET HANDS MAKE FALSE TA
7. HCOB 23 Apr 75R VANISHING CREAM AND FALSE TA

#### PC INDICATORS HCOBs

1. HCOB 29 Jul 64 GOOD INDICATORS AT LOWER LEVELS
2. HCOB 28 Dec 63 INDICATORS PART ONE, GOOD INDICATORS
3. HCOB 23 May 71R RECOGNITION OF RIGHTNESS OF THE BEING  
Issue VIII Rev. 4.12.74
4. HCOB 22 Sep 71 THE THREE GOLDEN RULES OF THE C/S HANDLING AUDITORS
5. HCOB 21 Oct 68R FLOATING NEEDLE

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Remimeo

*Word Clearing Series 55*

**HOW TO WIN WITH WORD CLEARING**

By actual application of the tech Word Clearers can obtain much higher results and wins. Several recent examples have come up where some top tech and admin personnel were not duplicating issues and instructions yet they had been word cleared on these materials with no MUs found. When word cleared again by someone who really knew his business the MUs came off for hours with a resurgence of activity at the end. In a number of the cases success stories were written about never having found a misunderstood word before! All of the examples cited had the following common denominators:

1. The Word Clearer could really handle a meter and make a question read.
2. The Word Clearers had personal certainty on the workability of Word Clearing and could apply it exactly and find MUs to rave results.

**TRs AND METERING**

The fact that most Word Clearing starts off with the phrase “I am not auditing you” does not mean that TRs and metering do not apply. Quite the contrary they are vital skills that need to be kept sharp by daily TRs just like any auditor and a weekly or monthly Qual check on TR 1 and the ability to make a question read. The reason is quite simple. A Word Clearer must grasp that all forms of Word Clearing that he can apply, either metered or unmetered, were developed to help the individual find the MUs he was unable to find himself. One must assume that the person has already looked up all the MUs he could find (it is after all an ethics offense to fail to clarify words not understood) and is now putting himself in the hands of the Word Clearer to find any MUs that may be just beyond his awareness. Any lack of impingement on metered Word Clearing or reasonableness about slips and slurs or missed definitions on non-metered Word Clearing will leave a person “knowing” he has no MUs but wondering why he still has difficulty with the subject or post.

It may just be that people who find themselves resistive to Word Clearing have not grasped these points either, and wonder why they need Word Clearing when they don't “think” they have MUs.

**PERSONAL CERTAINTY**

Word Clearing works. There is no shortage of people who can attest to that. The only times Word Clearing would seem to fail would be if there were errors such as:

- a) No reads or missed reads.
- b) Ignored slips and flubs in non-metered Word Clearing.
- c) Getting off into considerations or confusions without getting to the MUs that always exist at the bottom and then getting the MUs fully defined.

The remedy is simple. If one has been word cleared on an area without a resolution of the original difficulty then MUs have been missed and one need only report right back to a Word Clearer and say “I want my MUs found!” In some cases a WCCL may be required, but more often than not it's just find the missed MUs.

For anyone who has not yet experienced what it's like to find a real MU then just report to a Word Clearer and pick *any* subject or area of difficulty and start getting the

MUs found until the subject or area now makes sense. Continue this on as many subjects as needed to leave no doubt as to the workability of Word Clearing. (The case gain from a real MU found can sometimes rival the biggest wins in auditing.) Any Word Clearer must have this certainty and pass it on to those he word clears.

The wins and gains are there for the taking. A better functioning org with highly productive staff and public is the reward. You deserve it. Just follow the tech as laid out in the Word Clearing Series and you will have it.

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HCO POLICY LETTER OF 10 JANUARY 1977

Remimeo

**ETHICS AND WORD CLEARING**

(References: HCO PL 4 April 72R  
ETHICS AND STUDY TECH and HCO PL  
16 November 73 STUDY TECH & POST)

While it has been made a Court of Ethics offense to fail to clarify words not understood no provision has been made for this failure stemming from faulty Word Clearing which does not locate the MUs.

THEREFORE:

8. Any Word Clearer who word cleared materials on which misunderstandings have been found at a later date SHALL BE SUMMONSED TO A COURT OF ETHICS.

The charge is OUT TECH.

The references for this Policy Letter are still very much in force.

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[The two HCO PLs mentioned as references above are included on pages 203 and 221 of this volume.

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HCO BULLETIN OF 13 JANUARY 1977RA  
REVISED 13 FEBRUARY 1977  
REVISED 5 MARCH 1977

Remimeo  
Tech & Qual  
All Levels  
All Tech  
Check sheets

(Revision in this type style)

**HANDLING A FALSE TA**

Ref: HCOB 24 Oct 71R False TA  
HCOB 12 Nov 71R False TA Addition  
HCOB 15 Feb 72R False TA Addition 2  
HCOB 18 Feb 72R False TA Addition 3  
HCOB 23 Nov 73RA Dry & Wet Hands Make False TA  
Book: *E-Meter Essentials*  
Book: *Introduction to the E-Meter*  
HCOB 10 Dec 76 F/N & TA Position  
HCOB 21 Jan 77R *False TA Checklist*

HCOB 13 Jan 77 Handling a False TA is revised to show LRH quotes (which are indicated by quotation marks).

“It has recently been discovered that auditors have been mishandling false TA by assessing with the meter to find what the cause of the false TA is instead of directly checking the pc themselves.

“A recent example of this is the False TA Checklist (HCOB 29 Feb 72RA Revised 23 April 75) was being used by assessment on the meter to try to find the pc’s false TA cause. The false TA was not remedied as the auditor never even *felt* the pc’s hands! Never even *checked* the pc’s grip! Never felt what the pc’s hands felt like with cream on them! The auditor just checked the lines on the meter and when a read was obtained the pc was asked and nothing came of it. The false TA, now being unhandled, due to the auditor’s confusion caused the pc to be audited over further false TA and drove the pc into desperation. I had to jump in and handle this one. All I did was check the grip and I found that the can size was way too big and part of the pc’s hand (the palm cup) was not touching the can thus causing the TA to read higher = false TA. The cans had to be reduced to 1 1/4 inch diameter aluminum tubing! This particular pc was also misapplying hand cream. The quantity was incorrect and the way the pc was putting it on was not handling the false TA. This pc needed to put Vaseline Intensive Care on extensively then wipe off the hands with Kleenex and then put a bit more on and rub it all over the hands and ensure that the thumbs were being covered. One more factor that messed up the case was the sensitivity was set too high and consequently F/Ns were missed and the TA shot up.”

Another example of this was we had a pc who constantly had low TA F/Ns. Upon checking his grip we discovered that he held the cans so tight that it caused his hands to sweat and part of the hand was actually off the cans. Adjusting the grip handled the false TA. This pc then started to cognite that he was really a fast pc after all and there was nothing wrong with him.

We had another interesting one. This particular pc crossed her legs and had cans that were too big. By having her uncross her legs and recognizing that the can size was off and needed changing to 1 3/4” diameter aluminum tubing remedied her false TA.

So you have to watch it. Make sure that the sensitivity is set correctly for that pc so you don’t miss the F/Ns.

“NONE OF THIS WAS DONE BY AUDITOR ASSESSING A LIST. IT WAS DONE BY OBSERVING THE PC’S HANDLING OF CANS AND POSITIONS AND SEEING WHAT IT DID TO TA POSITION.

“The main point here was the auditor thought that a false TA was think and would register on the meter. That is as silly as asking the meter if you should buy ice cream today or not. The meter can’t answer when the answer is required of the preclear. How the hell would the meter know if the pc’s hands were dry or cold. The auditor has to feel them, touch them, check for dryness by feeling them. Do they *FEEL* dry? Do they *FEEL* cold? Are the pc’s feet so cold that no circulation gets through? Do you know without feeling them? Does the hand cream you are using dry up? How do you know without feeling the pc’s hands? I have known a pc to say no it hasn’t dried up because the pc hated wearing cream and didn’t want to put more on. So feel the hands. Don’t just ask the pc and then assume that that is it. You will mess up cases and won’t handle the false TA.

“False TA is in the physical universe. It is something that really exists. When you start checking for meter reads you are violating this law. It is in the physical universe not the pc’s think or bank. It can badly mess up a case to not find the cause of false TAs and then carry on with auditing.”

Understanding the meter and what the meter reads on and understanding false TA and what causes it are the basics behind finding a false TA and remedying it so that the pc can happily continue on with auditing and advance.

“If you think that you have solved a false TA yet the pc still has high or low TA F/Ns then you haven’t solved it at all and you had better roll up your sleeves and get bright and go in there and find it. And the way you do this is to check the pc. What do the hands feel like? What type of clothing is the pc wearing? Feel for tight clothes. Don’t just take the pc’s word. Maybe they like wearing tight shoes but look at that 4.5 F/N. Let them wear tight shoes out of session but get rid of those tight shoes in session so you can get an accurate reading meter.”

Don’t use this to hassle pcs and interject it into sessions whenever you please. When you see a false TA phenomena note it down and the C/S will include it in the program to be handled. This is covered in HCOB 10 Dec 76 F/N AND TA POSITION.

There is no pc on this planet or any planet that wants to experience over-repair and misery due to false TAs. You will be doing them a great service to handle it for them so they can happily be audited after that. Don’t Q&A with the pc’s considerations just find what ‘in *the physical universe*’ is causing the false TA and remedy that in the physical universe.

*Note:* The False TA Checklist has been rewritten and issued as HCOB 21 Jan 77R.

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As assisted by  
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Revised to show  
quotation marks by  
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2nd Revision assisted  
by Paulette Ausley  
LRH Tech Expeditor

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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HCO BULLETIN OF 21 JANUARY 1977RA  
REVISED AND REISSUED 7 JUNE 1978

Remimeo  
All Levels  
All Auditors  
All Tech  
Checksheets

*(Revisions in this type style)*

**FALSE TA CHECKLIST**

Ref:	HCOB 24 Oct 71R	FALSE TA
	HCOB 12 Nov 71RA	FALSE TA ADDITION
	HCOB 15 Feb 72R	FALSE TA ADDITION 2
	HCOB 18 Feb 72R	FALSE TA ADDITION 3
	<i>BTB</i> 24 Jan 73R 11	<i>EXAMINER &amp; FALSE TA</i>
	HCOB 24 Nov 73RC	C/S 53RK
	HCOB 23 Nov 73RA	DRY AND WET HANDS MAKE FALSE TA
	HCOB 13 Jan 77RA	HANDLING A FALSE TA

“This Bulletin cancels HCOB 29 February 1972RA Revised 23 April 1975 as it is misleading and has caused some auditors to assess the pc on the meter to find the cause of false TA instead of checking directly with the pc.”

This Bulletin reinstates the False TA Checklist with specific handlings that are directly from the issues that I wrote on false TA.

“The following are the items to be checked by an auditor on any pc. It need only be done once unless the check itself is suspected false, or if conditions of the pc’s hands, etc. change.

“The checklist is kept in the pc folder and is entered on the Folder Summary as an action done.

“The value of operating with correct can size should not be underestimated, the reference HCOBs state why.”

The auditor signs and answers the following points on the checklist. The auditor must obtain information by checking the pc’s hands himself or herself to see if the hands are dry or wet. The cause of false TA is in the physical universe and that is where the check is done. It is not done by asking the pc or checking the questions on the pc for meter reads. So the auditor would feel the hands of the pc to establish if they are dry or wet, would feel the pc’s hands with cream on them to see if the cream has dried up, would see if the pc’s hands cup so as to form an area that does not touch the cans and so forth. False TA is not think or mental mass. It is in the physical universe and that is where it has to be handled for it to be remedied. The handling sheet follows the items mentioned below.

“R-Factor to pc: ‘I am going to check the cans, your hands and various other things to adjust everything for best accuracy.’”

(See numbered list at back for handlings. Each number in the checklist is exactly represented in the handling by the same number to make it easy to switch to the handling section when doing this checklist.)

1. Is the meter charged fully? \_\_\_\_\_
2. Is the meter trimmed correctly? \_\_\_\_\_
3. Are the leads connected to the meter and cans? \_\_\_\_\_
4. Are the cans rusty? \_\_\_\_\_
5. Are pc’s hands excessively dry requiring hand cream? \_\_\_\_\_
6. Are the pc’s hands excessively wet requiring powder? \_\_\_\_\_



7. The pc is *NOT* being told continually to wipe his hands? \_\_\_\_\_
8. The pc's grip on the cans is *NOT* being continually checked by the auditor in a way that interrupts the pc? \_\_\_\_\_
9. TA position on large cans? Size approx *4 1/2 inches by 3 inches* or *11 cm by 8 cm* \_\_\_\_\_
10. TA position on medium cans? Size approx *4 7/8 inches by 2 5/8 inches* or *12 1/2 cm by 7 cm* \_\_\_\_\_
11. TA position on small cans? Size approx *3 3/4 inches by 2 1/8 inches* or *9 cm by 5 cm* \_\_\_\_\_
- 11A. Can size for a child is incorrect? Size can go down to photographic aluminum 35 mm film cans for a child. *Size approx 2 inches by 1 3/16 inches* or *5 cm by 3 cm* Note down TA position. \_\_\_\_\_
- 11B. If the above mentioned can sizes aren't correct for the pc's hands other sizes can be tried. 1 1/4" tubing 1 3/4" tubing as well as other can size checked to see which fits the pc's hand. Note down TA position. \_\_\_\_\_
12. Are the cans too large for the pc? \_\_\_\_\_
13. Are the cans too small for the pc? \_\_\_\_\_
14. Are the cans just right in size? \_\_\_\_\_
15. Are the cans cold? \_\_\_\_\_
16. Are the pc's hands dry or calloused? \_\_\_\_\_
17. Does the pc have arthritic hands? \_\_\_\_\_
18. Does the pc loosen his grip on the cans? \_\_\_\_\_
19. Check the pc's grip, does he hold the cans correctly? (See E-Meter Drill 5.) \_\_\_\_\_
20. Is the pc hot? \_\_\_\_\_
21. Has the pc slept well? \_\_\_\_\_
22. Is the pc cold? \_\_\_\_\_
23. Is the pc hungry? \_\_\_\_\_
24. Is it too late at night? \_\_\_\_\_
25. Is the auditing being done not in the pc's normal *regular* awake hours? \_\_\_\_\_
26. Are there rings on the pc's hands? (Remove any rings.) \_\_\_\_\_
27. Is the pc wearing tight shoes? \_\_\_\_\_
28. Is the pc wearing tight clothes? \_\_\_\_\_
29. Is the pc using the wrong hand cream? \_\_\_\_\_
30. Is the application of the hand cream correct and does it cover the entire hand? \_\_\_\_\_
31. Is the chair the pc is sitting in comfortable? \_\_\_\_\_
32. Is it actually chronic high or low TA case condition? \_\_\_\_\_

33. Has the pc gone into despair over his TA? -----

The handling of these points is stated in the reference HCOBs.

The handling of high or low TA after checking these points is by C/S 53RK, Short Hi-Lo TA Assessment C/S.

The way to be sure of a C/S 53RK or Hi-Lo TA list is by continued assessment and handling of these lists until an F/N on assessment is gotten.

So standard tech handles the high and low TA. The C/S Series gives more data on the subject.

#### FALSE TA CHECKLIST HANDLING SHEET

1. IS THE METER FULLY CHARGED?

Handling: "Keep a meter charged at least one hour for every 10 of auditing for 240 AC volt charging current, or 2 hrs for every 10 of auditing on a 110 AC volt charging current.

"Before each session snap the knob over to TEST. The needle should hit hard on the right side of the face. It can even bounce. If the needle doesn't snap to the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false TA and no reads or TA on hot subjects." LRH (HCOB 24 Oct 1971R False TA.)

2. IS THE METER TRIMMED CORRECTLY?

Handling: "A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false TA position. When a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false TA.

"The trim can quietly be checked in mid-session by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET. If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc." LRH (HCOB 24 Oct 1971R False TA.)

3. ARE THE LEADS CONNECTED TO THE METER AND CANS?

Handling: "A properly set up meter with cans (electrodes) fitted to a pc who is holding them properly IS ALWAYS CORRECT." LRH (HCOB 24 Oct 1971R.) Reference for setting up a meter is covered in E-Meter Drills book EM 4.

4. ARE THE CANS RUSTY?

Handling: "Corroded cans can falsify TA. Get new ones now and then." LRH (HCOB 24 Oct 71R.)

5. ARE PC'S HANDS EXCESSIVELY DRY REQUIRING HAND CREAM?

Handling: "A quick test is have the pc put the cans under his armpits and you'll see if it's his calloused or chemically dried out hands. The excessively dry hand is seen as shiny or polished looking. It feels very dry. The correct treatment is to use a hand cream such as Vaseline Intensive Care Lotion (obtainable from any cosmetics store) not a greasy hand cream or vanishing cream. A good hand cream rubs all the way into the hand and leaves no excess grease. Hand cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands will usually produce, then, a normal TA and meter response." LRH (HCOB 23 Nov 73RA Revised 23 April 75 Revised 26 Jan 77 Dry and Wet Hands Make False TA.)

6. ARE THE PC'S HANDS EXCESSIVELY WET REQUIRING POWDER?

Handling: "If the TA is low, check if the pc's hands are wet. If so have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0 . . . Have the pc wipe hands. LRH (HCOB 24 Oct 71R.)

“Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray. It can be wiped off after application & should work for two to three hours.” LRH (HCOB 23 Apr 73RA.)

7. THE PC IS NOT BEING TOLD CONTINUALLY TO WIPE HIS HANDS?

Handling: Above per wet hands.

8. THE PC'S GRIP ON THE CANS IS NOT BEING CONTINUALLY CHECKED BY THE AUDITOR IN A WAY THAT INTERRUPTS THE PC?

Handling: “Keep the pc's hands in sight. Check the pc's grip. Get smaller cans.” LRH (HCOB 24 Oct 71R.)

9. TA POSITION FOR LARGE CANS?

Handling: “For a normal or large handed pc the can size is about 4 7/8ths inches by 2 5/8ths inches or 12 1/2 cm by 7 cm. This can be altered as big as 4 1/2 inches by 3 inches diameter or 11 cm by 8 cm. This is standard.” LRH (HCOB 24 Oct 71R.)

10. TA POSITION ON MEDIUM CANS?

Handling: Covered above.

11. TA POSITION ON SMALL CANS?

Handling: “This can should be 3 3/4 inches by 2 1/8th inches or 9 cm by 5 cm diameter or thereabouts. A small child would be lost even with that can. So a small 35 mm film can could be used. This is 2 inches long by 1 3/16ths diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different. “Cans of course should be steel with a thin tin plating. Regular soup cans. Can size to match the pc avoids slack can grip or tiring the hands into going slack, giving the auditor 3.2 F/Ns and trouble.” LRH (HCOB 24 Oct 71R.)

11A. CAN SIZE FOR A CHILD IS INCORRECT?

Handling: Size can go down to photographic aluminum 35 mm film cans for a child. Note down TA position.

11B. IF THE ABOVE MENTIONED CAN SIZES AREN'T CORRECT FOR THE PC'S HANDS OTHER SIZES CAN BE TRIED.

Handling: 1 1/4” tubing or 1 3/4” tubing as well as other can size checked to see which fits the pc's hand. Note TA position.

12. ARE THE CANS TOO LARGE FOR THE PC?

Handling: “Can size to match the pc avoids slack can grip or tiring the hands into going slack.” LRH (HCOB 24 Oct 71R.)

Check the pc's grip and see if the hand is touching all of the can and if the size is comfortable. (Ref: HCOB 13 Jan 77RA Handling a False TA.)

13. ARE THE CANS TOO SMALL FOR THE PC?

Handling: Per above. Check how the pc is holding the cans and if the entire hand is on the cans and if they are comfortable and adjust accordingly per above.

14. ARE THE CANS JUST RIGHT FOR THE PC?

Handling: Check the grip and see if the can size is correct for the pc. Do the cans comfortably fit the pc's hands with the hand touching the cans so it gets an accurate reading on the meter? If the can size is correct then you must ensure that the grip is also correct on the cans.

15. ARE THE CANS COLD?

Handling: “Regardless of can size, cold E-Meter electrodes tend to give a much higher tone arm reading particularly on some pcs.

“Until the cans warm up, the reading is generally false and is false in the direction of high. Some pcs are ‘cool blooded’ and the shock of ice cold cans can drive the TA up and it takes awhile to drift down.

“A practice which gets around this is for the auditor or Examiner to hold the cans briefly until they are warm and then give them to the pc. A variation is for the auditor or Examiner to put the cans under his armpits while setting up. This warms them. There are probably many other ways to warm up cans to body temperature.”  
LRH (HCOB 12 Nov 71RA Revised 26 Jan 77.)

16. ARE THE PC’S HANDS DRY OR CALLOUSED?

Handling: Covered above under pc’s hands excessively dry requiring hand cream.

There are ways to apply the hand cream so that it is correct for that individual pc and does handle the false TA. You can spread it on extensively then wipe it off and then rub a bit more in ensuring the thumbs are included is one way. (Ref: HCOB 13 Jan 77RA.)

The point is to feel the hands with the cream on them to see if it has handled the excessively dry hand that is seen as shiny or polished looking.

And it now should no longer feel dry. (HCOB 23 Nov 73RA Revised 23 Apr 75, Revised 26 Jan 77.) The correct treatment is to use a hand cream such as Vaseline Intensive Care Lotion (obtainable from any cosmetics store) not greasy hand cream or vanishing cream.

A good hand cream rubs all the way into the skin and leaves no excess grease. This restores normal electrical contact. Such a hand cream would only have to be applied once per session—at session start—as it lasts for a long while.

If a cream leaves smears on a can, it is too heavily applied or too little absorbed. (HCOB 23 Apr 75R, Revised 26 Jan 77.)

17. DOES THE PC HAVE ARTHRITIC HANDS?

Handling: “A rare pc is so crippled with arthritis that he doesn’t make contact fully with the cans. This gives high TA. Use wide wrist straps and you’ll get a right read.”  
LRH (HCOB 24 Oct 71R.)

18. DOES THE PC LOOSEN HIS GRIP ON THE CANS?

Handling: Check the grip. Does the angle of the cans go across the palms of the pc? Is the natural curl of the fingers sufficient to hold the cans in place, and is the placement of the cans at an angle ensuring that the maximum skin area is touching the cans? (Ref: *Book of E-Meter Drills.* ) See if the palm is touching the can and not elevated off. (Ref: HCOB 13 Jan 77RA.)

19. CHECK THE PC’S GRIP, DOES HE HOLD THE CANS CORRECTLY?

Handling: Covered in above section. Also check to see if the pc is holding the cans so tight that it is causing the hands to sweat and read falsely low. (Ref: HCOB 13 Jan 77RA.)

20. IS THE PC HOT?

Handling: Get a fan in the room or handle the room so that it is cooler and the pc comfortable.

21. HAS THE PC SLEPT WELL?

Handling: Don’t audit a pc who has not had sufficient rest or is physically tired. (Ref: HCO PL 14 Oct 68R The Auditor’s Code.)

22. IS THE PC COLD?

Handling: "A pc who is too cold sometimes has a falsely high TA. Wrap him in a blanket or get a warmer auditing room. The auditing environment is the responsibility of the auditor." LRH (HCOB 24 Oct 71R.)

23. IS THE PC HUNGRY?

Handling: Get the pc something to eat and don't audit a pc who has not had enough to eat or is hungry. (Ref: HCO PL 14 Oct 68R The Auditor's Code.)

24. IS IT TOO LATE AT NIGHT?

Handling: "Between 2 and 3 AM or late at night a pc's TA may be very high. The time depends on when he sleeps usually. This TA will be found normal in regular hours." LRH (HCOB 24 Oct 71R.)

25. IS THE AUDITING BEING DONE NOT IN THE PC'S NORMAL REGULAR AWAKE HOURS?

Handling: Covered above.

26. ARE THERE RINGS ON THE PC'S HANDS?

Handling: "Rings on the pc's hands must always be removed. They don't influence TA but they give a false rock slam." LRH (HCOB 24 Oct 71R.)

If the ring can't come off use a small strip of paper around them to shield the ring touching the can.

27. IS THE PC WEARING TIGHT SHOES?

Handling: Remove them. (Ref: HCOB 24 Oct 71R, HCOB 13 Jan 77RA.)

28. IS THE PC WEARING TIGHT CLOTHES?

Handling: If it turns out that tight clothing is affecting the TA ensure that the pc doesn't wear tight clothes in future sessions. If possible have the pc remove the tight clothing and see what the effect was that it had on the TA and make sure no more tight clothes are worn in future sessions.

29. IS THE PC USING THE WRONG HAND CREAM?

Handling: Using the reference materials find the right hand cream and test it on the pc. Note TA position.

30. IS THE APPLICATION OF THE HAND CREAM CORRECT AND DOES IT COVER THE ENTIRE HAND?

Handling: Watch how the pc puts on hand cream and see if it covers the entire hand, thumb included. If not then have the pc put on hand cream covering the entire hand and pick up the cans and note TA position. Some pcs may have to put cream on and wipe it off and then re-apply it. (Ref: HCOB 13 Jan 77RA.)

31. IS THE CHAIR THE PC IS SITTING IN COMFORTABLE?

Handling: Get a new chair that is comfortable for the pc.

32. IS IT ACTUALLY A CHRONIC HIGH OR LOW TA CASE CONDITION?

Handling: C/S Series 53RK or Hi-Lo TA Assessment. Done to F/Ning assessment.

33. HAS THE PC GONE INTO DESPAIR OVER HIS TA?

Handling: Handle the false TA with using this list as a guideline so that the cause of false TA is found and fully handled with the pc by the various handlings covered above. When false TA is handled check TA worries, TA hassles and LIC best read.

This handling sheet is used in conjunction with the items that are checked. This gives you the way to handle them.

Refer to reference material in reference section above for further data on handling a false TA.

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HCO BULLETIN OF 22 JANUARY 1977

Remimeo  
All Course  
Supervisors  
All D of Ps  
All C/Ses

**IN-TECH, THE ONLY WAY  
TO ACHIEVE IT**

The dominating factor of tech being in, is whether the auditor really wants to do a good job and help the pc. It is a matter of professional competence and pride.

If the auditor does not have this there is no amount of rules, reading or supervision that will bring about technical successes.

Fortunately the vast majority of auditors have a high professional conscience and are willing to study, drill and do everything possible to perfect their tech. The Course Supervisor, the D of P. the C/S and Qual Cramming terminals must realize this and must do all possible to fortify it and must abstain from invalidations and accusations and injustices which tend to nullify it.

From this springboard of belief in the auditor and a willingness on the part of those training and handling him, to strengthen the auditor's determination to be professionally competent, in-tech will only then blossom in an org.

L. RON HUBBARD  
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HCO BULLETIN OF 24 JANUARY 1977

Remimeo  
All Auditors  
All Supervisors  
All Internships

**URGENT AND IMPORTANT**  
**TECH CORRECTION ROUND-UP**

Auditors and Scientologists for 27 years have tended to be suspicious of HCOBs and Policy Letters not written by myself.

Until a few months ago my opinion was that this, while flattering, was not entirely justified.

However, these last few months have sharply changed my belief into total agreement with all those who have expressed some fear of reinterpretations of bulletins by others.

I have been engaged for some months now in a round-up of out tech issues.

And I have found, I am sorry to say, that mice have been gnawing at the pillars of the Bridge, putting up traffic barriers and false detour signs.

I have been finding serious out tech issues and correcting them.

Whether because of misunderstood words (the commonest cause of out tech alterations) or other reasons, there have been a staggering number of tech sectors that have been corrupted by issues by others that alter-ised.

The corrections I have been doing have been, are being or will be issued shortly. However, not all auditors and Scientologists keep pace with current issues and so I am here giving you a rapid summary of the gross departures from standard tech which have occurred in the past 3 or 4 years and their corrections.

So you were right!

A very few people (3 or 4) have wittingly or unwittingly brought about outnesses which could easily make the difference between successful case handling and failed cases.

Action has been taken to handle them and there are a great many good people at work now in compiling and reissuing the workable tech which I developed in the first place.

It is now forbidden to write an HCOB or an HCO PL and sign my name to it.

If anyone helped compile it or wrote it, my name is followed by "Assisted by \_\_\_\_\_" the person who helped get it back together at my directions.

Also no Board Technical Bulletin may cancel an HCOB.

So from here on you are relatively safe.

I am always the first to tell you and this is no exception.

TECH CORRECTIONS

There follows here a long list of incorrect procedures or data found to have been issued.

Also a brief rundown of the correct procedure will be found, which is the correct and standard tech.

What makes tech correct? When it doesn't get results it is incorrect. When it gets the expected result it is correct.

My own writings and researches are based wholly upon things that got and get results.

When another, through misunderstood words or other reasons, "interprets" or changes the original tech, it has been the general experience that results are not obtained.

By studying this list you may very well find some alter-ised points which caused you to have trouble or which caused confusion.

Therefore, the subjects themselves are described in summary form.

Not all issues are out yet which accomplish full correction. Their HCOB numbers therefore cannot be given. Some of the issues are not yet released but will be soon. However, there is no reason to deny you the essence of the material and so I am giving you the full list to date.

I trust this list and HCOB restore some stability.

I hope that any failures you may have had due to alter-ised materials will be spotted by you. And that you will be able to apply some of these right now and get the full materials later.

I like results, you like results. And the following may include some of the reasons you may have had a hard time with some sessions.

I am sorry for that. I have come back on tech lines especially to correct it, and have spent seven months spotting areas where there has been trouble or failures, evaluating them and discovering the alter-is of original materials and issues. In many cases the alter-is sure was hidden. This completes 7 months of search for tech outnesses.

Here is the list.

#### A: PTS HANDLING

The first shock (which actually began this current search for out tech issues) was the discovery that PTS conditions were going unhandled across the world and had been for some time.

"PTS" means Potential Trouble Source and means the person is affected adversely by a suppressive in his life. A PTS person can be a lot of trouble to himself and to others. The condition is not too difficult to handle and to find that all the tech of handling it was in disuse explained why there had been a lot of trouble and upset on various lines.

After a great deal of search, it was found that PTS handling and another rundown (The Vital Information Rundown) had been restricted only to Expanded Dianetics. Thus one would find on pcs' programs that they were supposed to go all the way through Dianetics and their grades before their PTS condition was handled. In actual fact a person who is PTS cannot be audited on anything else until the PTSness has been straightened out. This was operating as an effective barrier to cases.



Fortunately, the Technical Bulletin Volumes were not quite off the press and this one was caught with HCOB 27 July 1976 which will be found on page 428 of Volume VIII.

The first thing you do for a pc in *any* grade or without grades is handle his PTSness.

As long as the subject was hot I decided to look further into it to make sure that the actual tech was still available and to get a pilot done to verify its use in actual practice since few had had any PTS handling for a couple of years.

I initiated a pilot project and it was well executed by CS-5.

The results of this project are found in HCOB 20 Oct 1976.

The outcome of this further research as contained in that HCOB was that the person, for full handling, should be gotten through his PTSness and *then* should study the complete pack of PTS/SP Checksheet, BPL 31 May 71RC, so that he knows the full mechanics that had been wrecking his life. This is contained in HCO PL of 20 Oct 1976.

While the above named checksheet is quite adequate, a project is now in progress to collect up all original LRH Case Supervisor notes (C/Ses) and handwritten materials on PTSness so that additional issues may be brought out and the checksheet extended. The reason for this is that there is a sector of *non-audited* handling of PTSness which has never been fully released. This comes under the heading of additional material and the existing PTS material is not only workable but is vital.

So this scene was rounded up and PTSness is again being handled successfully over the world.

As an additional note, a cassette is now being made for general distribution and sale which will soon be released so that PTS people can get one and send it or play it to persons antagonistic to their leading a better life.

## B: ORG DELIVERY

No auditing is a technical situation. The ability to procure auditing has a considerable bearing on people's case progress—naturally.

It was found that some organizations were slow in delivery and were backlogging which tends to create a no auditing situation amongst pcs.

To remedy this backlog, the Technical Secretary of every org was given a new statistic, "VALUE OF SERVICES DELIVERED." This gives an index of the delivery of the org and brings backlogs into view and will serve as a means of alleviating a no auditing situation in the field where it exists as it calls the fact spectacularly to the attention of all management, local and international. This is HCO PL 12 Nov. 76.

Along with this another situation came to view which again was a matter of other people writing HCOBs.

The Director of Processing had been given in HCOB 16 June 1972R a statistic which encouraged him to simply route pcs out of the org once they had completed a small part of their processing.

Accordingly the statistic of the Director of Processing in an org was revised in HCOB 16 June 1972RA to "the number of pcs routed back into the lines."

The Director of Tech Services was given a stat of getting actions completed on pcs.

With these two stats operating, one after the other, a no auditing situation in an area is further alleviated.

People do not sufficiently consider no auditing as the most basic failure of cases. It seems so “of course” that it gets entirely overlooked yet it can cause a great deal of trouble.

#### C: HSDC RE-DO

The first inkling that the Hubbard Standard Dianetics Course curriculum had gone adrift was noticing that two key drills had been omitted and even cancelled by others even though they were vital to an auditor’s skill in handling a Dianetic session.

These drills were Dianetic Training Drills 101, 102, 103 and 104. These have to do with student auditors remembering their commands in session, making him practiced in using commands while handling his meter and admin, training him to use the right command in the right place according to what the pc does and finally training him to use commands and handle the session in spite of any and all distractions or reactions from a pc. Obviously if a Dianetic auditor cannot do these things he cannot run a Dianetic session.

These drills now have been emphatically reinstated in HCOB 19 July 1969R reissued 9 Dec 1976; they are for use in all Dianetic training.

Looking into this further, I found that there was a new unauthorized Dianetics Course which supposedly was based on *Dianetics Today* being issued which would be a sort of a competitive course to an HSDC. In following this further it was found that even the most fundamental formats of the HSDC which I personally developed and piloted had been grossly alter-ised, that a number of persons had been writing HCOBs on the subject, and that the format had been lost.

The original HSDC is being gathered together at this time with all instructions, C/Ses and drills in the pattern and format which was originally developed and which DID make GREAT auditors. So you can expect a considerable resurgence in the quality of Dianetic auditing some time in the future.

At the same time, a new course, which makes a senior Dianetic auditor, is being put together which is a post-graduate step after a person has become an HSDC. This will take in all the materials found in *Dianetics Today* and should cover areas of special Dianetic application.

#### D: ROCK SLAMS

A rock slam (R/S) is defined as “a crazy irregular slashing motion of the needle.”

This particular meter reaction was found to be relatively unknown to auditors on an examination I made of some worksheets. They were calling dirty needles, dirty reads, rocket reads, body motion and even ticks as “R/Ses.” They were also missing real R/Ses.

As the R/S is probably the single most important and dangerous read on the meter, clarifications of this were in order.

Accordingly I wrote HCOB 10 Aug 1976, “R/Ses, WHAT THEY MEAN” and caused to be written from my notes HCOB 1 Nov 1974R, “ROCK SLAMS AND ROCK SLAMMERS.”

For a pc to be branded as an R/Ser is a very serious thing. Also for a real R/Ser to be overlooked by an auditor is a catastrophe both to the pc and to those around that particular person.

Therefore, this is very dangerous ground to have wrong.

These issues will help to clarify that.

At the same time I'm currently at work on a video tape which will be available in Academies some time in the future, which gives all meter reads.

Meanwhile, don't make any mistakes on R/Ses. Read those bulletins.

Another confusion in this sector was how to define and identify a "List 1 R/Ser."

All characteristics given in a list issued as HCOB 1 Nov 74 and signed by another with my name were stated to have to be present before a person was a "List 1 R/Ser." The incorrect HCOB is on page 344 Vol VIII of the HCOB Volumes and will be corrected in later editions.

"List 1" refers to Scientology related terminals as found on page 57 of *The Book Of E-Meter Drills*.

The additional characteristics on this list only help to look for a List 1 R/S. I issued HCOB 1 Nov 1974R revised 30 Dec 1976 which now corrects this error.

A List 1 R/Ser is simply one who R/Ses on List 1.

## E: SEC CHECKING AND INTEGRITY PROCESSING

Following down the trail of auditors missing R/Ses, it was found that Sec Checking had become a nearly lost art.

Sec Checking means, unfortunately, "Security Checking." That it was so misnamed in its origins obscures the fact that Confessionals have been part and parcel of religion nearly as long as religion has existed.

In actual fact the meter simply gets a pastor or minister over the very dangerous situation of missing a withhold on his parishioner. A person with a missed withhold can become very upset with the person who misses it; the meter, properly operated, makes sure that none are missed.

In an effort to get around what was thought to be a public relations scene, the name "Security Checking" was changed to "Integrity Processing." This was also a PR error because the actual truth of the matter is it originated as "Confessional" and should have simply been changed back to "handling of confessions."

This administrative demand of name alteration threw the original issues on "Sec Checking" into disuse.

Additionally "Integrity Processing" did not include all the tech of Sec Checking. And some even thought they were different subjects!

The loss of Sec Checking, more properly called Confessionals, and the failure to use a meter to verify withholds resulted in many student blows (dropouts) and has permitted the continuance of a great deal of natter and upset which are simply the result of missing withholds on people.

When you realize that a lot of the trouble of the Roman Catholic Church probably arose through not having a meter to verify the completeness of Confessionals, you can see what the loss of Sec Checking would do to our own churches and organizations. In other words, we were about to repeat history!

All this original "Sec Checking," properly Confessional, tech is being rounded up again and will be issued in checksheet form and there will be courses in "The Handling of Confessionals." But even before you receive these, you should resume the use of

this metered tech as it will save you having people “mad at you” simply because you have missed withholds on them.

It is highly self-protective both from the viewpoint of the auditor and the organization to have the proper metered handling of Confessionals fully in.

BTB 31 Aug 1972RA “HCO CONFSSIONAL PROCEDURE” clarified the matter but this bulletin was on a very limited distribution and is not known. It contains the tech I developed on Sec Checking in the autumn of ‘72.

There should be no further confusion in this matter. “Sec Checking,” “Integrity Processing” and “Confessionals” are all the exact same procedure and any materials on these subjects is interchangeable under these titles.

The materials when all recollected and consolidated and reissued will be under the title of “Confessionals.” But even before that reaches you, you had better determine to become an expert in it, since an auditor’s inability to handle this is a fast route to “how to win enemies and wrongly influence people.”

## F: EXPANDED DIANETICS OVERHAUL

Expanded Dianetics began in development in 1970. It is a very fully developed subject. However, for some reason or another, the *total* materials of Expanded Dianetics were never packaged and exported even when it was reported that they had been. Thus auditors who have been trained as Expanded Dianetics auditors had been denied considerable key materials and have even lost the reason for Expanded Dianetics.

Contributing to this was the removal of “Sec Checking” (Confessionals) materials from the Expanded Dianetics Course to make up the “Integrity Processing Rundown.” Thus the course was stripped even further, for an Expanded Dianetics auditor has to be very expert in the handling of Confessionals.

The actual extent of Expanded Dianetics can be described as follows: “Ex Dn consists of all the work I did on psychos and very difficult cases from 1970 forward, my C/Ses, case histories, any tape lectures or notes, which includes as well all data known to date on Confessionals, and all data on PTSes. The product of the course is an auditor who can handle psychos, R/Sers and any person’s evil intentions as well as any PTSes.”

That would be the full extent and skill of an Expanded Dianetics auditor. There is considerable data connected with the subject and it is the only data, proven, workable data, Man has on the subject of neurosis and psychosis, and is the first breakthrough made in this field as to its actual cause. This also embraces criminality.

While we are very far from being in the business of handling psychos, not all psychos are in institutions or classified as psychos in this society. Furthermore PTS persons become PTS to people who are usually psycho.

Thus this whole scope and breadth of Expanded Dianetics has to be and is being recompiled and issued.

Furthermore the position of Expanded Dianetics on the Grade and Class Chart was muddied up. Actually Expanded Dianetics can be given after a Drug Rundown, after Standard Dianetics, after Scientology grades, after Power, after OT III and at any point upwards after completion of Grade OT III.

A PTS Rundown can be given without regard to whether the person had had Expanded Dianetics or not. A PTS Rundown can be given anywhere and better had be.

An auditor is trained on Expanded Dianetics after he has become an HSDC, a Class IV auditor.

An auditor does not have to be an Expanded Dianetics auditor in order to deliver a PTS Rundown. All he has to do is complete the PTS Checksheet and should be a Class IV in order to audit it. There are even some portions of the PTS Checksheet, particularly as it would be revised, which can be delivered by a person who is not trained as an auditor at all, but this would be non-audited handling which consists mainly of coaching the person as to how to handle his scene.

The complete Expanded Dianetics tech is, as I have said, being recompiled, issued and gotten back in.

## G: WORD CLEARING

Having discovered an executive who had “been word cleared” by a “Word Clearer” but who then required more than 4 1/2 hours to clear the first two pages of the same material when handled by a higher classed auditor, I investigated the extent of Word Clearing training and use being out.

A study of the Word Clearing Series was ordered and it was found that there was little concentration on *metering* and *TRs*.

These seem to have been slighted because Word Clearing starts with the phrase “I am not auditing you” and this apparently has been taken to mean that one didn’t have to know his meter and TRs in order to word clear. HCOB 10 January 1977, Word Clearing Series 55, “HOW TO WIN WITH WORD CLEARING” is a result of this investigation and should be given particular importance.

Another factor was spotted and is handled in Board Technical Bulletin 12 January 1977 Revised 16 January 1977, which was issued as a result of my having found that Word Clearers had a wrong stat. The stat of Well Done Auditing Hours would not apply to a Word Clearer. Their stat is now “Number of Misunderstood Words honestly found and fully handled in applicable materials.”

Another action is found in HCO Policy Letter 10 January 1977, “ETHICS AND WORD CLEARING,” wherein “Any Word Clearer who word cleared materials on which misunderstands have been found at a later date shall be summoned to a Court of Ethics.”

The phrase “I am not auditing you” does not excuse ignorance on the Word Clearer’s part of a meter or a poor command of TRs. Of course this must also include his knowledge of Word Clearing tech. His TRs and metering must be excellent.

The marvelous wins that can be gotten with Word Clearing had been lost and with this should now be recovered.

## H: F/N TA POSITION

The subject of missing F/Ns (floating needles) on pcs is very important as a pc who has had an F/N missed becomes overrun and can be very upset and his case can even be stalled.

The first instance I ran into of this (some years ago) had to do with the sensitivity setting on the meter. Most auditors apparently simply would set a sensitivity knob on 5 and leave it there, regardless of how the pc advanced and regardless of who they were auditing. This would give them extremely wide F/Ns which would hit the pin, on one or both sides, and hang up as they were unable to keep the needle on “set.” The correct way to go about this is to always set the sensitivity knob by pc can squeeze. When the pc squeezes the cans, the sensitivity knob should give about a third of a dial drop, no more, no less. Only in that way can you keep a needle on the “set” mark on the dial. Otherwise, F/Ns get missed. Some pcs have to go up to 128 (32) which is a front face meter setting to get such a fall on a can squeeze and I have just noted a pc who had such a wide F/N swing that the sensitivity had to be set at 1 (32), which is about as low as the meter can go without turning off, and even then this pc got a half a dial can squeeze

fall and so had to be watched very carefully so that F/Ns were not missed. I mention this in case it has dropped out again.

The current discovery which just dropped with a clang was that in one interne-ship, an interne supervisor was using verbal tech which had then spread all over the world to the effect that you MUST NOT call an F/N an F/N unless it were between 2 and 3 on the tone arm dial, and that any F/N type motion which occurred with the TA above 3 or below 2 could not possibly be called an F/N. This was his own craziness and he wished it off with a bunch of verbal tech on an awful lot of auditors and caused an enormous amount of pcs subsequently to be very unhappy.

The result and remedy of this is contained in HCOB 10 December 1976, which is marked *Urgent* and *Important*. It is marked that way because apparently there are very few pcs around right now who haven't had F/Ns missed on them.

This HCOB should be very carefully studied. However, in brief, the correct procedure for out of range (above 3 or below 2) F/Ns is:

1. Look at the pc's indicators,
2. Call the F/N regardless of its range, if the indicators are alright,
3. Mark down the actual TA position when the F/N is indicated,
4. Handle the false TA at the earliest opportunity when it will not intrude into the current cycle of auditing,
5. On any pc you suspect has had his F/Ns disregarded because of false TA, you C/S for and get run a repair and rehab of points in his auditing when F/Ns were missed on him.

In other words, have your sensitivity correct and when an F/N occurs outside of the range between 2 and 3, know that it is an F/N by the needle motion and by the *pc s indicators* and call it, indicate it and put it down on the worksheet. Note the actual TA position. Then, before the next session or after you have finished a crucial cycle of auditing on the pc, in the next several sessions, go into the whole subject of his false TA and handle it.

Missing an F/N is very cruel on a pc because it invalidates his having released the charge on the subject on which he is being audited and tends to tell him that he is not better even though he feels better. There is one historic case of an auditor having gotten an F/N in the first ten minutes of auditing and then, because it occurred slightly above 3, auditing the pc for an additional three hours with the TA climbing, the pc unhappy and no results being obtained from the processing. This sort of thing is pretty gruesome.

Verbal tech is no substitute for HCOBs.

#### I: FALSE TA

Having written the HCOB just above telling auditors that they call the F/N regardless of where it was, providing the pc's indicators were OK and then handle the TA on the pc, I found that issues on correcting false TA had been messed up.

In both HCOB 29 Feb 1972R Revised 23 Nov 1973 and its successor HCOB 29 Feb 1972RA Revised 23 Apr 1975, careless reading could imply that the False TA Checklist was *audited* on the pc like any other prepared list. In other words this idiocy set in that the meter reads were going to be used to divine whether or not the meter knew whether or not the pc was responding properly. The list actually, is a list of things the auditor *manually, mechanically* checks on the pc. He does not consult reads and he does not assess anything on the pc; he simply personally does a checklist and

this was the checklist. It was not assessed to find a reading item. Therefore an auditor trying to correct false TA and get the TA to read between 2 and 3 by using a meter to assess the list would never find out what was going on and would be unable to get the meter into that position.

Accordingly, HCOB 13 Jan 1977 was directed to be written, and the full and entire checklist to be done by the auditor on the pc recompiled and updated. It is being issued as HCOB 21 Jan 1977.

Therefore it will now be very easy for an auditor to correct the false TA on a pc and he will be able to get the meter tone arm properly between 2 and 3.

You know, don't you, that a TA goes up more than a division when you start using a one-hand electrode? This is not a "false TA" that you can correct. Solo auditors using just one hand have their TAs riding around 3.7 and 4.5 on the tone arm. This is not a case of false TA, it is always checked by using both hands on the cans at the start and end of session. But here again false TA can occur if the hands are too dry or too wet or the can size is wrong.

You shouldn't have very much trouble with this. Actually it's a very simple matter, but the outnesses in this sector have caused an awful lot of trouble and I was very happy to be able to find the erroneous issues and get it straight for you.

A video which will eventually become available in Academies will also cover false TA handling.

#### J: INCOMPLETE AUDITING FOLDERS

For some time Word Clearers, Sec Checkers, Ethics Officers and Cramming Officers have neglected to include their worksheets in the pc's actual folder.

This causes considerable difficulty for a Case Supervisor since the person may have wrong lists in "Why Finding," may have R/Sed on a Sec Check, may have had incomplete or incorrect Word Clearing and other tech outnesses in between regular sessions. Where these folder omissions occur an FESer (Folder Error Summary maker) is often prevented from finding where the case went wrong.

Then there is the matter of no folders at all. Somebody has lost them or mislaid them, yet some auditor needs them desperately to find out lists or to actually verify grades attained. The preservation and availability of auditing folders to the next auditor or a Case Supervisor years up the track is of very great importance.

Accordingly HCO PL 28 Oct 1976 and HCOB 28 Oct 1976, C/S Series 98 (which are both the same equal texts) were written by me to remedy these very dangerous tech outnesses.

#### K: FALSIFYING AUDITOR REPORTS

Along with missing reports it was found that there had been some difficult situations created by the falsification of auditing reports.

From the small matter of saying that the TA was at 3.0 when actually is at 4.5 when the F/N occurred (thus obscuring the fact that false TA had to be handled), up to the very large crime of faking the fact that certain processes had been run when they had not just to get a completion or a bonus and up to falsifying the data or text which the pc gave, this matter of false Auditor Reports can cause enormous amounts of trouble.

The consequences and detection of the falsification of auditing reports is now contained in HCO Policy Letter 26 Oct 1976 Issue 1, the same text issued as HCOB 26 Oct 1976 Issue 1, C/S Series 97. This makes even the minor falsification of an auditing

report a matter of Comm Ev and, if the crime is proven beyond reasonable doubt, there can result a cancellation of all certificates and awards, a declare and an expulsion order.

If you think this is unnecessarily harsh, think of the poor pc.

#### L: CHECKLIST FOR FESers

It can happen that a pc is taken up into new grades without having completed earlier, more basic grades and without being set up for the later grade. This can result in somebody going through several grades just to cure a mild somatic or a PTP. It can also throw a pc in over his head.

For a long time there have been checklists showing the requirements for most major grades.

A recent instance of a pc going all the way through to OT 111 who had not completed anything caused me to investigate the reasons behind this.

It was discovered that very few Case Supervisors ever check a folder to find out if the pc has actually made the grades lower than the one that he is about to be put on.

A further check showed that few C/Ses ever looked up the earlier history of the case and this resulted in pcs being put up through levels for which they have not been set up and past levels they have not made.

A further investigation showed that these checklists were not in existence for every grade and action.

It became obvious that the people who should be using these checklists would be the Folder Error Summary auditors. These FESers are the only ones who thoroughly go through the folders and Case Supervisors depend on them. Thus if the FESer is not required to verify whether the pc has properly attained the level he is about to go onto and if he has been set up for the level, then nobody is going to check this over and a great many pcs are going to be audited on skipped gradients without set-ups and will get into difficulty.

I have ordered that checklists be made up for FESers to use for each major grade so that they can check off the requisites for each grade and thus handle this out gradient situation. These checklists are being worked on at this time and will be issued in the near future.

In the meantime it is the duty of the FESer to indicate whether or not the pc has actually reached each grade to which he has attested and whether or not he is properly set up for the grade he is about to be embarked upon.

#### M: AUDITOR RECOVERY

It can happen here and there that an auditor who has been auditing eases off and ceases to audit.

There are various reasons for this. One of the common ones is a skipped gradient in his training. Another one is misunderstood words and the commonest one is omissions of omission or commission on the subject of auditing or pcs which have not been handled.

An LRH ED 176RB INT originally issued on 24 April 1972 was unfortunately revised 2 or 3 times by other people and lost its punch.

I reworked this and restored it to its earlier form on 7 Nov 1976 and this is available as LRH ED 176RB INT. The investigation and reissue being assisted by CS-7.



It is available in this form and in the near future will be issued as an HCOB.

## N: STUDY TECH

During an investigation of pricing I discovered that "The Student Hat" had disappeared from use and in its place had been put an optional *Basic Study Manual*. The fact is that the *Basic Study Manual* has its own uses and is very valuable but it does not begin to replace The Student Hat.

This meant actually that study tech had more or less disappeared in Academies and was not in general use.

The actions taken were to make The Student Hat mandatory on a one-time basis before the next major course a person took and to include it free as a bonus to the person taking that course.

The Student Hat has been restored in totality as a requisite for study tech. This will make study much more positive and much faster.

The *Basic Study Manual* was put forward sometime ago as a means of getting staffs hatted on their hat materials and as a fast method of getting people reading the materials of their posts. I suppose that is how it drifted over onto major courses, where it has no business.

Thus The Student Hat is back full force and if there are any blown students around you should realize that the reason for their blow is either lack of study tech or undisclosed overts. The thing to do is to get them back and push them through The Student Hat so they can win at their studies and get their overts off so they can look their fellow man in the eye.

There has been another training outness found which I will mention in passing. In some internships the entire Qual staff of the org has been employed in checking out students. Actually such checkouts are done by the students themselves, on each other where starrates are required *in internships*.

It has also been found that twinning on theory occasionally creeps back in. People have not noticed that twinning on theory, meaning two students always study together, went out many years ago and has been cancelled. It makes a noisy classroom and prevents students from getting through their courses rapidly. Twinning on theory sets up too many difficulties such as the loss of one's twin by reason of graduation or transfer, being sent to Cramming, an odd number of people on the course so that one is without a twin and so on.

Practical is another matter. In practical drilling is done on the twin basis.

The theory and practical are *never* in the same room; they must be in different rooms. The theory room must be very, very quiet where a student can concentrate and the practical room must be so situated as to allow students to make noise. If any Academy has a noisy theory classroom or if the Academy is difficult to study in, this is probably what is in violation: probably the twinning is going on in theory or the theory rooms are noisy. Only a practical room can be made noisy.

The two issues (putting twinning in on theory) have now been revised and cancelled. They are HCOB 26 Nov 71, Tape Course Series 10, W/Cing Series 26 "HANDLING MISUNDERSTOOD WORDS ON TAPE RECORDED MATERIALS," which has been revised and cancelled by BTB 26 Nov 71RA (Tape Course Series 8, W/C Series 26RA) of same title (Tech Volume IX, page 440). HCOB 7 Feb 72 Issue 11, W/Cing Series 31, "METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN" has been revised and cancelled by BTB 7 Feb 1972RA Issue II, W/Cing Series 31RA "METHOD 3 WORD CLEARING" (Tech Volume IX, page 448).

The main point is you want a quiet and orderly theory training room and put the noisy demo and practical actions elsewhere. And also don't hang up people on theory because they lose their twins. Practical twins are highly interchangeable.

#### O: PROFESSIONAL RATES

It was found in some cases that pcs would enroll on courses and then never take them just so they could have professional rates in their auditing.

This not only denied them the training they paid for but it was also making organizations short of auditors.

Accordingly HCO PL 13 Nov 1976 was issued which clarified "professional rates" which makes it necessary for an auditor to be fully classed in the class of that org from which he is seeking service in order to qualify for a 50% professional discount in auditing. This does not apply to his family.

What's the matter with becoming an auditor? There are 2 or 3 billion pcs out there and only a few of us auditors. Have a heart and also lend a hand. Furthermore how do you know what good auditing is unless you're trained?

#### P: SENIOR CASE SUPERVISOR LINE

It was recently found that the Senior Case Supervisor, in at least one large org. spent most of his time giving advice to executives on personnel case requirements for the crew! This is so far from the duties of a Snr C/S that the HCO PL outlining their duties has been rewritten and has become HCO PL of 26 Sept 1974R, revised and reissued 21 Jan 1977, which tells a Snr C/S in effect to look after the tech quality in his org.

There is another modification on Snr Case Supervisors. Previously it was necessary for someone to go to a distant org and become a Class VIII before he could be qualified as the Snr Case Supervisor of an org. This is no longer necessary. HCO PL 24 Oct 76 Issue III modifies these requirements so that a Snr Case Supervisor can be trained by his local org.

In this same Policy Letter the award of Dean of Technology is outlined. These would be gold certificate Case Supervisors. They are Saint Hill Special Briefing Course Class VIII Course auditors who have attained the case level to the class of his org and has a uniform record of case supervision.

This general overhaul of the Snr Case Supervisor and his lines and duties is in effort to correct out tech and establish excellent tech in any org and its area.

#### Q: INTERNESHIPS

It was found that very few interneships were now being taught and an investigation undertaken by the Action Aide Flag Bureau at my orders, finally uncovered that internship checksheets had been added to and added to and stirred about until they had become checksheets within checksheets, thus making interneships interminable.

As a result of this, a special mission was put on the job of reforming internship checksheets.

These checksheets have now been issued and exist for every level as Board Policy Letters issued from 10 Nov 76 up through BPL 25 Nov 76 Issue 1. They have been greatly simplified and have made interneships into very worthwhile actions.

These new simplified internship checksheets are in full use at this time.

Along with this internship program, HCO Policy Letter of 25 Oct 1976 has been issued which requires that all past provisional certificates which have not been validated by an internship and which are one year or more old from the date of course completion are cancelled. It states such students should be notified and should be enrolled on the internship for the class. If a properly conducted internship is satisfactorily completed, their permanent certificate may be reissued.

All of this is in an effort to get auditors straightened out, getting wins and making them really proficient and professional in all areas of the world.

#### R: ILLEGAL PCs

It has occasionally happened that an auditor has had pushed off on him by persuasion or pressure, cases who should not have been accepted by the org.

HCOB 6 Dec 1976 also HCO PL 6 Dec 76 (identical texts), make this a High Crime.

Certain types of cases may not therefore be forced off on auditors by anyone, and anyone seeking to force such a pc upon an auditor against policy, is actionable by a Committee of Evidence.

#### S: EXPANDED GRADES BEING REDONE

It has been found that some processes were left out of Expanded Grades 0 to IV and that in some cases these grades had been quickied. Therefore, all Expanded Grades checklists are being reissued and will contain more extensive processes.

Until you have the new Expanded Grades checklists, the ones you are using are still OK.

#### T: REPAIR LIST REVISED

Through an oversight, an incomplete Board Technical Bulletin 11 Aug 1972RA revised 18 Dec 1974, C/S Series 83RA, was included on page 230 of Volume X of the HCOB Volumes.

A far more extensive write-up, LRH ED 257 INT of 1 Dec 1974, existed which gave much more data and many more prepared lists as repair tools for the auditor.

The LRH ED has now been issued as HCOB of 24 Oct 1976 C/S Series 96 "DELIVERY REPAIR LISTS."

Although this issue has been updated to some degree, there are still one or two repair lists omitted. Therefore, this is about to be issued again as C/S Series 96R, which will include the additional and valuable lists.

#### U: ROUTING FORMS AND STAFF STATUSES

It has been found that Staff Status 0, 1 & 11, Sea Org Products 0, 1 & 11 and Org Routing Forms were not in full agreement with one another.

This is taking a lot of straightening out and is very much in need of it, as in one major org it was found to be impossible for a new staff member to route onto post!

This is under full coordination rewrite and will be issued in the near future.

#### V: STAFF SECTION OFFICER

I have for some time been concerned about the lack of care some orgs had been giving their own staff members.

As a result HCO PL 22 May 1976 was issued which established the post of Staff Section Officer, who was responsible for the training and the processing of staff members.

To further enforce this, the Qual Divisions of orgs were given a new Gross Divisional Statistic in HCO PL of 4 Nov 1976. This gave the dominant Qual Divisional Statistic as "Fully qualified and trained staff members in the org. cumulative."

Additionally, in HCO PL of 10 Nov 1976 certain staff courses were made mandatory in orgs.

So as not to neglect staff cases, even when auditors were absent, a whole new project has been released concerning "co-audits."

This is actually a recovery of lost tech. There used to be co-audits, very successful ones, and they had their own special technology.

A tech mission to the UK, reassembled the tech and got staff co-audits going with rave wins.

All of this technology and how it is done, has been issued as Board Technical Bulletins dated around early December 1976 under the title of "Co-audit Series."

Both the co-audit tech and Group Processing fell under the category of lost tech, but have been restored, polished up and are being issued for full use.

#### W: UNISSUED RUNDOWNS

It came to my attention in July of '76 that about 5 years worth of my developments on Flag had never been fully packaged up or issued for use. The reason for this is, that the Tech Compilations Units which had previously worked on this were disbanded in 1972 by the then CS-4 and was not reestablished.

Several years worth of intensive research and development are therefore backlogged in being issued.

Only one of these areas of development is restricted to Flag, as it is the famous "L" series of rundowns which require such technical accuracy that they can only be audited by a Class XII.

The rest of the rundowns, however, are fully capable of being fully compiled from the notes, lectures, issues and my case supervision notes and released.

Including the repackaging necessary for the HSDC, Expanded Dianetics and reissue of Expanded Grades, all mentioned above, there were 9 rundowns in all which were never compiled or exported.

For that matter, the much earlier Class Vial Course was added to and varied and it also is being repackaged in its original form and exported and is now being taught again in Advanced Orgs.

The remaining rundowns are being worked on for issue as never having seen the light of day in Class IV, Saint Hill and Advanced Orgs.

All this is now being done. So soon this important new tech will appear and be available in orgs.

## X: ADVANCED GRADES

For a number of years people have wondered when OT VIII would be released.

Well, to tell you the honest truth, OT VIII has been in existence all those several years, and to it has been added a very large number of OT grades. None of them have been issued. Notes for all these grades are in existence.

What I have been waiting for is 2 or 3 months of free time to go over these materials and write them up and make them available through Advanced Organizations.

Now I will make a bargain with you. If you get all the tech straightened out and the orgs and flaps and emergencies off my lines and get your training in and your Word Clearing in and everything flying and this civilization even more thoroughly pointed in a civilized direction, you will buy me those 3 months' worth of time so I will be able to afford the time to write up all these Advanced Levels I have researched. Do your job well and buy me these three months.

Is it a bargain?

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L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 JANUARY 1977

Corrected & Reissued

20 MARCH 1977

*(Correction in this type style)*

Remimeo  
Tech & Qual  
All Levels  
All Auditors  
All Tech Checksheets

### FOOTPLATES USE FORBIDDEN

Ref:	HCOB 24 Oct 71R	FALSE TA
	HCOB 12 Nov 71RA	FALSE TA ADDITION
	HCOB 15 Feb 72R	FALSE TA ADDITION 2
	HCOB 18 Feb 72R	FALSE TA ADDITION 3
	HCOB 24 Jan 73	Issue II
	HCOB 23 Nov 73RA	DRY AND WET HANDS MAKE FALSE TA
	HCOB 23 Apr 75R	VANISHING CREAM AND FALSE TA
	HCOB 13 Jan 77R	<i>HANDLING A FALSE TA</i>
	HCOB 21 Jan 77R	FALSE TA CHECKLIST

The use of footplates is forbidden. A recent dispatch to myself from LRH quotes him, "I tested footplates and they don't read! Not on the *bank*."

The above issues cover how to handle a false TA. Use them to resolve TA problems not footplates.

Paulette Ausley  
As ordered by  
L. RON HUBBARD  
Founder

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for the  
BOARDS OF DIRECTORS  
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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 JANUARY 1977

CANCELLED 5 DECEMBER 1977

Gen non-remimeo

### **AUDITOR RECOVERY**

HCO B 27 Jan 77 AUDITOR RECOVERY is CANCELLED.

It was based upon LRH ED 176RB INT AUDITOR RECOVERY which was written by a terminal other than LRH and has since been cancelled, with the original LRH ED 176 INT AUDITOR RECOVERY by Ron restored.

LRH ED 176 INT AUDITOR RECOVERY is the issue to be used in doing an Auditor Recovery Program.

Lt. (jg) S. Hubbard  
AVU BPL Appeal Line

Authorized by AVU

Approved by  
LRH Pers Comm

for the

BOARDS OF DIRECTORS  
of the  
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[Since HCOB 27 Jan 77, *Auditor Recovery* is cancelled and was not written by LRH, it does not appear in this volume. See LRH ED 176 INT, *Auditor Recovery* on page 205 of this volume.]

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

Remimeo

HCO BULLETIN OF 30 JANUARY 1977  
CORRECTED 19 MARCH 1977  
(Correction in this type style)

**FALSE TA DATA**

There have been several recent revisions of False TA issues. This issue will just clearly list out all the issues and their dates so there is an easy reference for data on false TA handling.

HCOB 24 Oct 1971R	FALSE TA
HCOB 12 Nov 1971RA	FALSE TA ADDITION
HCOB 15 Feb 1972R	FALSE TA ADDITION 2
HCOB 18 Feb 1972R	FALSE TA ADDITION 3
HCOB 24 Jan 1973	Issue II
HCOB 23 Nov 1973RA	DRY AND WET HANDS MAKE A FALSE TA
HCOB 23 Apr 1975R	VANISHING CREAM AND FALSE TA
HCOB 10 Dec 1976	F/N AND TA POSITION
HCOB 13 Jan 1977	FALSE TA HANDLING
HCOB 21 Jan 1977	FALSE TA CHECKLIST

The above are the issues that deal with false TA.

Paulette Ausley

By order of

L. RON HUBBARD  
Founder

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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HCO BULLETIN OF 5 FEBRUARY 1977  
(Also published as HCO PL, same date.)

Remimeo  
EDs. COs  
HEses. S/Cs  
HCOs  
HASes  
Sec Checkers  
Case Supervisors  
Staff Section Officers

*C/S Series 100*

**JOKERS AND DEGRADERS**

It is an old principle that people who do not understand something occasionally make fun of it.

A recent investigation however into the backgrounds and case condition of a small handful of people who were joking about their posts and those around them showed a somewhat more sinister scene.

Each of these persons fell into one or more of the following categories:

1. Were rock slammers. (Some List 1.)
2. Were institutional type cases.
3. Were "NCG" (meaning no case gain) (the only cause of which is continuous present time overts).
4. Were severely PTS (Potential Trouble Source) (connected to rock slammers).

It might be supposed that misunderstood word phenomena could also be part of this. The rebellious student in universities is usually handled by clearing up his misunderstandings or curing his hopelessness for his future. However, the investigation did not find that any of these jokers or degraders were acting that way solely because of misunderstood words, but the possibility cannot be ruled out.

The four categories above were, however, fully verified.

All the persons investigated were found to be the subject of declining statistics, both having them and causing them. Their areas were enturbulated. At least one of the jokers was physically driving basic course students out of an org.

In some cultural areas, wit and humor are looked upon as a healthy release. However, in the case of orgs, this was not found to be the case. Intentional destruction of the org or fellow staff members was the direct purpose.

Therefore all executives, HCO personnel and Case Supervisors as well as Qual personnel and Staff Section Officers have a valuable indicator. Where they have a joker or degrader on their hands they also have one or more of the above four conditions in that person.

This opens the door to handling such people.

Properly assigned and then fully done conditions are the correct ethics handlings.

Correctly done Expanded Dianetics, which includes Confessionals and fully done PTS handlings are the case remedies.



Where ethics tech itself is not known or neglected and where there are no HCOs one can, of course, not expect the matter to be handled. And this would be too bad because the case gain and life improvement available in proper ethics handlings, when fully followed through, can be quite miraculous.

Where rock slammers have been undermining the tech and it is not fully known or used or is altered into unworkability one cannot expect Confessionals to be properly done or Expanded Dianetics to be known and properly applied.

The joker is advertising his symptoms. He is also advertising an area of the org where there is enturbulation and down statistics as well as staff members being victimized.

Therefore this is an administrative and technical indicator which cannot be overlooked and should be followed up.

Spotted, investigated and handled, this can be the beginning of an upward spiral for an organization.

Where someone is driving ethics out, tech is not likely to go in. You have to get in ethics and tech before you can begin to get in admin.

The next time you, as an executive, wonder why you are working so hard, look for the joker in the deck.

Humor is one thing. Destroyed orgs and human beings are quite something else.

It is our business to get the show on the road and get the job done.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 17 FEBRUARY 1977R  
REVISED 20 FEBRUARY 1977

Remimeo  
Tr & Serv Aide  
Pubs Orgs  
Course Supervisors  
All Students

IMPORTANT  
**COURSE NECESSITIES**

Effective on receipt on all students who have not begun the levels named and on all internes for the relevant class:

1. All materials on Word Clearing are added to Level Zero checksheets.
2. All materials on Confessionals (formerly known also as Sec Checking or Integrity Processing) are added to Grade II.
3. All materials on listing and nulling and all materials on PTS, SP tech are added to Level IV.
4. All materials on co-audits are added to the Senior Class IV checksheets.

Where the student has not earlier covered them or as review all the above materials are added to the Senior Class IV checksheets.

5. All the above materials for a first time or review if earlier covered in lower levels are added to the Saint Hill Special Briefing Course.

It has been found that some Class IV auditors who have gone through these levels do not know these vital technologies.

Those who have done so should take their Senior Class IV in their local org or the SHSBC at their earliest ability to do so. Failure to attain a thorough command of the above mentioned tech as well as the previous materials of the mentioned classes can give them loses on their preclears.

All Course Supervisors are responsible for seeing that these materials and current improved checksheets are available to such students without delay. The improved checksheets of this material exist and the bulk of the materials exists in HCOB Volumes where packs are not at once available.

*Nothing in this HCOB states these materials cannot be independently studied by other persons or auditors of other or no c/ass.*

This HCOB does not assign these materials to pus only at that level and they can be done at any level at need.

Auditors at or above C/ass IV who do not know these materials and can use them well had better do the relevant packs fast to get their tech up to date.

Keep Scientology Working.

L. RON HUBBARD  
Founder  
for the  
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HCO BULLETIN OF 24 FEBRUARY 1977  
CORRECTED AND REISSUED 26 FEBRUARY 1977  
(Corrected to add the word "one" in para 6, line 2.)

Remimeo  
Expanded Dn  
Checksheet  
All Auditors

**EXPANDED DIANETICS CASES**

Those who "compiled" Expanded Dianetics materials previously chose only the case histories of the early research cases.

These cases were not completed on Expanded Dianetics at that time.

According to the Training and Services Aide, this has given auditors the impression that one does not complete Expanded Dianetics cases.

This conclusion is not correct. One DOES fully and completely complete Expanded Dianetics cases!

Not included in the "Case Histories" released was the later complete Expanded Dianetics auditing most of these cases did receive.

Therefore any impression that one does not complete Expanded Dianetics or that *one* uses small bits of it mixed up with other rundowns or grades should be amended. One DOES complete any such case.

They are often quite lengthy.

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HCO BULLETIN OF 1 MARCH 1977  
Issue I

Remimeo  
All Orgs  
Confessional  
Checksheet  
SHSBC

**CANCELLATION OF  
INTEGRITY PROCESSING HCOBs**

Several HCOBs in the Integrity Processing Series were actually excerpted from earlier LRH HCOBs.

These excerpted versions are cancelled with this issue.

The original LRH HCOBs are listed below along with the Integrity Processing HCOBs which are cancelled with this issue.

The consolidation of Confessional materials can be found in BTB 31 Aug 1972RB CONFESSONAL PROCEDURE.

1. HCOB 9 Dec 1974 Integrity Processing Series 6RA EFFECTIVENESS OF OVERTS IN PROCESSING is cancelled. The data is covered in HCOB 10 July 1964 OVERTS—ORDER OF EFFECTIVENESS IN PROCESSING.
2. HCOB 13 Dec 1972R Integrity Processing Series 10R INTEGRITY QUESTIONS MUST BE F/Ned is cancelled. The data is covered in HCOB 19 Oct 1961 SECURITY QUESTIONS MUST BE NULLED.
3. HCOB 14 Dec 1972R Integrity Processing Series 11R GENERALITIES WON'T DO is cancelled. The data is covered in HCOB 16 Nov 1961 SEC CHECKING GENERALITIES WON'T DO.
4. HCOB 15 Dec 1972R Integrity Processing Series 12R is cancelled. The data is covered in HCOB 22 Feb 1962 WITHHOLDS, MISSED AND PARTIAL.
5. HCOB 16 Dec 1972 Integrity Processing Series 13 HELP THE PC is cancelled. The material is covered in HCOB 10 May 1962 PREPCHECKING AND SEC CHECKING.
6. HCOB 17 Dec 1972 Integrity Processing Series 14 HAVINGNESS is cancelled. The material is covered in HCOB 11 Jan 1962 SECURITY CHECKING TWENTY-TEN THEORY.

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Founder

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Remimeo  
Confessional  
Auditors  
SHSBC

## CONFESSIOAL FORMS

Never subtract anything from a Confessional.

The best method is to write out a predetermined series of questions, as an additional thing, which is for that person particularly. You figure out about what their relationship to life has been, and then you write a little special series of questions.

It's always possible to write up an additional list. Don't make that the only Confessional form. Give that along with a standard Confessional.

You get the idea of what kind of life your preclear has been leading, what his professional and domestic zones are, and you adapt Confessional questions to that and you add it to standard forms.

Compiled from  
LRH Taped Lecture  
"Teaching the Field  
Sec Checks," SHSBC  
6109C26 SH Spec 58

Approved by  
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HCO BULLETIN OF 1 MARCH 1977  
Issue III

Remimeo  
Confessional  
Auditors  
Snr CI IV  
SHSBC

CANCELS  
BTB 21 DEC 1972 FORMULATING  
INTEGRITY PROCESSING QUESTIONS

## FORMULATING CONFESSIONAL QUESTIONS

(Compiled from LRH taped lecture "Teaching the  
Field Sec Checks," SHSBC 6109C26 SH Spec 58.)

Withholds don't add up to withholds. They add up to overts, they add up to secrecies, they add up to individuations, they add up to games conditions, they add up to a lot more things than O/W.

Although we carelessly call them withholds, we're asking a person to straighten out their interpersonal relationships with another terminal.

Our normal Confessional is addressed to the individual versus the society or his family.

It's what people would consider reprehensible that makes a withhold.

In a Catholic society, not having kept Mass would be a reprehensible action. In a non-Catholic society, nobody would think twice about it. So, most of our Confessionals are aimed at transgressions against the mores of the group. That is the basic center line of the Confessional.

You can have a special mores between the son and the mother, a special mores between the husband and the wife, just as you have a special mores, of course, between the auditor and the preclear.

It's a moral code that you are processing in one way or the other.

You are straightening out somebody on a moral code, the "Now I'm supposed to's." They've transgressed on a series of "Now I'm supposed to's." Having so transgressed, they are now individuated. If their individuation is too obsessive, they snap in and become the terminal. All of these cycles exist around the idea of the transgression against the "Now I'm supposed to's." That is what a Confessional clears up and that is all it clears up. It's a great deal more than a withhold.

You would go straight to a person's handling of masses and changes of space. On lacking a clue in that direction, you would go into his most confused motional areas (not e-motional).

This fellow has been a recluse ever since he was twenty. He has not done anything since he was twenty. He has never been anyplace since he was twenty. His hidden standard is he would "get about more." Could he find himself getting about more, he would know that Scientology was working. You find what area he was in before he was twenty. Staying in the house is a cure for something. So you put him on an E-Meter. You can't find areas of moving heavy masses or changes in spaces before he was twenty because he wasn't working. It probably lies in the zone of, maybe, he was in the service? Maybe he was in a boarding school? So all of a sudden you hit the jackpot and you find an area of considerable activity. You're looking for the area of considerable activity which lies prior to the difficulty. Then you run a Confessional on that area of activity.

You trace it back to boarding school. There's one boarding school that he absolutely detests, he suddenly remembers. That's what you do the Confessional on.

Every question you ask has to do with this boarding school. Just add up the factors. How many things can go on in a boarding school? How many people are present? What is there in a boarding school? There are students, boys, instructors, coaches, headmasters, buildings, athletic equipment, and probably transport from there to home, etc.

Find out all the types of crimes that he might have been able to commit against these items. You can dream up a whole form.

One of the ways of doing it is taking an existing Confessional form and just moving it over to the zone of the school. That is not as satisfactory as just putting down all the things he really did in this school that he is never going to tell anybody.

It inevitably is going to be an area of tight mores. He has cut up against those mores, so has individuated himself against the school, so he cannot as-is any part of the track. He's trapped in that particular zone and activity.

Any set of cut sensory perception will operate as overt bait. Forget is a version of not know. So that any sensory perceptive cut off is an effort not to know and you have a target.

Take everything that you've worked up to right there and now do a Confessional on it. Eventually you'll get a "What do you know!" He's too in the thing to see it. You can see it because you're outside of it.

You write up every noun you could possibly think of on the subject of the zone or dynamic that he is having difficulty with and which he fails to cognite on in any way shape or form. You can immediately assume that if he doesn't cognite on that zone or area, that he's really pinned down and that he has withholds from you and from the area on the subject of the area that not even he knows.

A cognition is totally dependent upon the freedom to know. Overts and withholds are dedicated to another thing, these are dedicated to not knowingness. So if the person doesn't cognite, you can immediately assume that he has a large area of not knowingness on the subject that he doesn't even suspect. You as an outsider to his case can suspect where this fellow is having trouble. You dream up a Confessional to match it. The formula for making up a Confessional is just make up a list of all the items you can think of which have anything to do with that target.

Let's say his family; he's always had family trouble. You can get this from a pc's PTPs. If you look at the type of PTP that the pc has, you'll know that it is a present time problem of long duration. If it adds up to three or four times in a row of PTPs with his family, it must be a problem of long duration. The hottest way to get rid of that particular zone is to do a Confessional on it. Again, the way to do a Confessional, is to make a list of all the nouns and all the doingnesses which you can think of and just ask the person if he has overts against any of them; has he done anything to, has he interfered with anything about, e.g. "Have you ever interfered with schooling," "Have you ever done anything to schooling," "Have you ever prevented schooling."

It's little by little that this cognition will take place. It's not all going to take place in one bang.

In the long run it will be a bang, but the bang only took place because you took the pebbles off the top. When you've finally got the thing uncovered—he can look at it and blow it.

**This is the rule: ANY ZONE OR ACTIVITY WITH WHICH A PERSON IS HAVING DIFFICULTY IN LIFE OR HAS HAD DIFFICULTY WITH IN LIFE IS A FRUITFUL AREA FOR A CONFESSIONAL.**

You will find out every time, he's got withholds in that zone or area.

One of the indicators of that is a present time problem. Therefore you know it's a problem of long duration. Three problems of short duration equals one problem of long duration. It's a good detector mechanism.

**THE RULE IN CONFESSIONALS IS BREAK THE PROBLEM DOWN TO ITS MOST FUNDAMENTAL EXPRESSION.**

Then write down those nouns associated with it and those basic doings associated with the fundamental expression and then just phrase your Confessional questions on the basis "Have you ever . . . ?" and any other verb you want to put in. "Have you ever done anything to . . . ?" "Have you ever prevented . . . ?"

You don't have to be fancy as the needle's going to fall every time you come close to it.

Any area where a person is having difficulty in, he is stupid in. Stupidity is not knowingness. This is through overts. But the overt has to be hidden, so it must be an overt that is withheld.

So, these withholds then add up to stupidity and he of course, has trouble.

There isn't anything complicated in it at all.

Compiled from  
LRH Taped Lecture  
"Teaching the Field  
Sec Checks," SHSBC  
6109C26 SH Spec 58

Approved by

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Circa 1965  
REISSUED AS

HCO BULLETIN OF 1 MARCH 1977

Issue IV

Remimeo  
Auditors  
Academy  
Snr Class IV  
SHSBC

**A VALID CONFSSIONAL**

The following Confessional is reissued for your use.

1. Do you have anything in your possession that really belongs to us?
2. Do you illegally have any Clearing Course data?
3. Have you passed on any confidential information to anyone?
4. Have you falsely attested to the Ethics Officer?
5. Are you using Scientology unethically for your own personal profit?
6. Have you altered any Scientology data?
7. Have you misused any Scientology processes?
8. Are you in possession of confidential data you shouldn't have?
9. Are you withholding information?
10. Have you broken the Auditor's Code?
11. Have you validated a suppressive person?
12. Have you validated a suppressive group?
13. Have you altered standard technology?
14. Do you have any knowledge of an undisclosed crime against Scientology?
15. Have you spread destructive rumours?
16. Have you claimed false qualification?
17. Have you illegally run any version of the Power Processes on anyone?
18. Have you illegally discussed the Power Processes with anyone?
19. Have you altered the Power Processes commands?
20. Have you illegally run the Power Processes on someone?
21. Has anything been missed?
22. Have you told any half-truths?
23. Have you told any untruths?
24. Do you have dishonourable intentions?
25. Do you intend abiding by policy?

26. Do you intend running the Power Processes before you are trained on them?
27. Have you mixed the processes of Scientology with other practices?
28. Have you used Scientology data to restimulate another?
29. Has anyone got keyed-in as a result of your having discussed high level data with them?
30. Have you overwhelmed a preclear?
31. Have you goofed and not patched up a case?
32. Do you agree with standard technology?
33. Do you intend abiding by the rules?
34. Do you intend to give the Clearing Course material to anyone?
35. Do you intend to run the Clearing Course materials on anyone?
36. Have you invalidated clearing?
37. Have you invalidated the state of Clear?
38. Are you here as an agent for someone?
39. Has something been nearly found out?
40. Have you given a false attestation?
41. Has anything been missed?
42. What question on this list wouldn't you like me to ask you again?
43. Are you connected to a suppressive person?
44. Are you connected to a suppressive group?
45. Have you stolen anything from a Scientology org?
46. Are you out to get even with Scientology?
47. Have you ever broken into a Scientology org?

L. RON HUBBARD  
Founder

Reissue assisted by  
Training & Services Aide

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HCO BULLETIN OF 8 MARCH 1977R  
REVISED 7 APRIL 1977  
(Revisions in this type style)  
(“LRH in quotes”)

Remimeo  
Limited  
Distribution  
Saint Hills  
AOs for info

**POWER CHECKLIST**

Ref: HCOB 8 Jan 72RC Solo C/S Series 11RC  
HCOB 21 Sep 70 Set Up for Power  
HCOB 21 Sep 70 A Letter to Class VII and Class VIII  
Students and Auditors  
HCOB 31 Aug 74R C/S Series 93R New Grade Chart  
HCOB 1 Nov 74R Rock Slams and Rock Slammers  
HCOB 10 Aug 76 R/Ses, What They Mean

WHEN MADE OUT STAPLE TO INSIDE LEFT COVER OF PRECLEAR’S  
AUDITING FOLDER.

C/S CHECKLIST ON FOLDERS OF PRECLEARS ONTO POWER

1. TA range OK. \_\_\_\_\_
2. Has been de-PTSed with PTS RD auditing and/or PTS/SP  
Detection, Routing and Handling Checksheet so that any PTSness  
is terminatedly handled. \_\_\_\_\_
3. C/S 53 done. \_\_\_\_\_
4. Int RD OK or properly corrected. \_\_\_\_\_
5. Lists OK or verified/corrected. \_\_\_\_\_
6. C/S Series 78 done if necessary. \_\_\_\_\_
7. Drug RD fully done: \_\_\_\_\_
  - (a) Full battery of Objectives. \_\_\_\_\_
  - (b) Disinterest drug items that read all run—none left unrun. \_\_\_\_\_
  - (c) All drugs on the list. \_\_\_\_\_
  - (d) Class VIII PSEAs and Prior Assessment all fully done.  
(“class VIII auditor not required.”) \_\_\_\_\_
8. GF 40X fully handled including engrams—if resistive or Former  
Therapy or Earlier Practices. \_\_\_\_\_
9. Runs well on Dianetics. (*Including runs past lives.*) \_\_\_\_\_
10. C/S 54 fully done—all items run R3R. \_\_\_\_\_
11. All grades run to EP with good Success Stories:  
Single ( ) Triple ( ) Quad ( ) \_\_\_\_\_
  - (a) ARC S/W \_\_\_\_\_
  - (b) Dianetics \_\_\_\_\_
  - (c) Gr 0 \_\_\_\_\_
  - (d) Gr I \_\_\_\_\_
  - (e) Gr II \_\_\_\_\_
  - (f) Gr III \_\_\_\_\_
  - (g) Gr IV \_\_\_\_\_

12. R/Ses handled with full Expanded Dianetics. \_\_\_\_\_
  13. Low OCA has been handled. (*This means FULL Expanded Dianetics.*) “Means don’t put a pc on Power who has not had his evil purposes and R/Ses handled.” \_\_\_\_\_
  14. No illness after Grade IV or Expanded Dianetics. \_\_\_\_\_
  15. No ethics trouble after Grade IV or Expanded Dianetics. \_\_\_\_\_
  16. By D of P interview pc is happy with gains and not still wanting something handled. \_\_\_\_\_
  17. GF Method 3. \_\_\_\_\_
  18. In Life ruds. \_\_\_\_\_
- PC is fully set up and OK to go onto Power. \_\_\_\_\_
- PC not OK for Power and needs the following per this checklist: \_\_\_\_\_
- 
- 
- 

#### EX DN

*“The Grade Chart points are after Dianetics (like Drug RDs etc) but before grades, after grades but before Power, after Power but before Solo, and after OT III or after any single grade above OT III. These are the only points where Expanded Dianetics can be delivered and the R/S fully and completely handled.”*

If a pc has to have Ex Dn due to being an R/Ser before being allowed onto Power he must be given full Ex Dn and no short cuts.

#### EXPANDED GRADES

Expanded Grades is not a requisite for Power. Expanded Grades very often comes after OT III. It comes after Power too, but not between Solo, Grade VI and OT III.

L. RON HUBBARD  
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 Assisted by  
 LRH Tech Expeditor  
 and  
 CS-4/5

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HCO BULLETIN OF 16 MARCH 1977

Remimeo

*Expanded Dianetics Series 25*

**THE GAMBLER**

An obsessive gambler is a psychotic just like a drug addict or an alcoholic.

They are handled the way you handle any other psychotic. They don't have to do anything for real in life because it all depends on chance and never on themselves. So you have them on the minus effect scale.

Life isn't real to a psychotic gambler and therefore they never really buckle down to anything. Consequences are unreal to them and criminal acts are incomprehensible as nothing is real anyway.

Getting off overts is nothing to such people because they are not there and take no responsibility for them. Everything else is responsible—not them. Thus you have to find the trail to the R/Ses on the subject and discharge those.

This aspect of such a case is the emergency number one handling.

It has to be recognized for what it is—PSYCHOSIS.

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Founder

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HCO BULLETIN OF 27 MARCH 1977  
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Remimeo  
XDn Ckshts  
XDn Auditors  
XDn Courses

**PROGRAMMING OF EXPANDED DIANETICS**

Ref: HCOB 19 Jun 70	C/S Q & A
HCOB 26 Aug 70	Incomplete Cases
HCOB 31 Mar 71	Programming and Misprogramming
HCOB 28 Sep 71	Know Before You Go

“Expanded Dianetics audits the pc at cause. PTS handling audits the pc at effect. When you start a case or use a piece of Expanded Dianetics you are auditing the case at cause.

“If you suddenly switch off Expanded Dianetics before it is complete you cease to audit the case at cause and if PTS handling is then done you would switch the case over to effect.

“This would be a valence shift and would worsen the case.

“This is one of the consequences of not handling Expanded Dianetics fully and completely once it has begun.

“Sec Checking also audits the case at cause.

“One might program a case to handle his PTSness then handle by Sec Checking and then finish with Expanded Dianetics and be home perfectly safe.

“If one Sec Checked a case, began Expanded Dianetics, failed to complete it and switched to PTS handling, the case would be audited out of sequence and would flip from being cause to being effect.”

So when a case is programmed for Expanded Dianetics and started on Expanded Dianetics it should be fully and completely handled before any other auditing is interjected. Expanded Dianetics should be a fully completed cycle of action and not bit and piece.

“It is not OK to mix up Expanded Dianetics. It doesn't go into the middle of PTS handling. Hold the form of grades and processes.

“Don't start a pc on one thing and switch to another without finishing what you began. For example a case was started on Expanded Dianetics out of the blue, followed by three S & Ds, then a GF of some kind, then a track repair and then the S & Ds were handled. This is very bad programming.

“A case started on Expanded Dianetics must be programmed to complete Expanded Dianetics. This should be programmed according to Expanded Dianetics tech and not just one isolated item that needs handling.

“What is started on a case must be completed.

“A case on Expanded Dianetics, would fall into the other half of the PTS/SP scene. By failing to handle a valence shift could occur the moment that somebody starts

to assume that an Expanded Dianetics pc was the effect (PTS) instead of the cause of the scene (Expanded Dianetics).”

L. RON HUBBARD  
Founder

Assisted by

LRH Tech Expeditor

for the

BOARDS OF DIRECTORS  
of the  
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HCO BULLETIN OF 5 APRIL 1977

Remimeo

**EXPANDED GRADES**

Expanded Grades *can* be done:

- After Drug RD
- After Full Dn RD
- After Quad Grades
- After Expanded Dn
- After Power (but before Solo or Clear or OT I to III and not during these)
- After OT III
- After OT IV
- After OT V
- After OT VI
- After OT VII

In other words they can be done *after* any full completion of any one of the above.

A typical and IDEAL program for a pc would be:

- Sub Grade Handling
- Drug Rundown
- Full Dianetics RD
- Quad Grades
- Expanded Dn
- Expanded Grades
- Power
- R6EW
- Clear
- OT I
- OT II
- OT III
- OT III X
- OT IV
- OT V
- OT VI
- OT VII.

However, due to bit and piece auditing done on some pcs Expanded Grades is sometimes entered at other points.

Quad Grades (or even Single Grades for that matter) never should have been abandoned and are restored.

Expanded Grades is NOT a requisite for Power but Quad Grades are.

Pcs flubbily can be programmed backwards like Expanded Grades, Drug RD, Expanded Dn—etc. etc. But it *is far* from ideal.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 11 APRIL 1977

Remimeo  
Level III  
Level IV  
Snr Class IV  
Ex Dn  
All CI IV Auditors

**LIST ERRORS  
CORRECTION OF**

It has been found that the correction of lists, a very vital piece of tech, has been a source of confusion in the field as it apparently has never been written up in an issue. It really is simple if you know your Laws of L & N.

**VERIFYING A LIST**

The correct procedure for verifying/correcting past L & Ns is to check the items as to whether or not they are correct. Then do an L4BRA on each list where the item is found to be incorrect. You would have to orient the pc to the listing question and the item. You do not direct the question to see if it read. And don't just do an L4BRA and then not find the right item for the pc as part of the handling (unless the question proves to be uncharged or some such).

**NULLING A LIST**

One nulls a list when he doesn't get a BD F/N item on listing. The Laws of L & N strictly apply. An L4BRA would be used if the action bogs with still no item found. One would also null lists the pc made where no item had been found such as a 2WC which turned into a listing action with the pc giving off items or a list the pc somehow made while not on a meter. In these cases there is no item to verify with the pc as correct. Just cull the items into a list, work out with the pc what the question was if it's not already noted, and null the list.

**RECONSTRUCTING A LIST**

Sometimes you just don't have the list and can't get it or it's an old Why Finding or PTS interview for which there are no worksheets. In this case you get from the pc what the question was and then get him to give you the items that were already on the list as the item probably was already on the list and you don't want the pc to get into newly listing the question in PT and then getting into an overlisting situation. Just get him to give you the items he had already put on the list and more often than not you will get a BD F/N item. If you don't get the item that way then you can extend the list.

**SELF-LISTING**

Watch it on these as every random stray thought a person has about "why this or that" does not mean it's a self-list. But do look for it on a person who is manifesting the horrendous BPC an out list can generate, who is introspected or has been trying to figure out who is doing him in after just having seen the Ethics Officer. Just don't get into trying to make a list out of some non-standard listing question that won't give you an item. And actually the usual reason for self-listing is a prior wrong L & N item or an item not found. People will self-list to try to find the right item. So find and correct the earlier out list.

**LIST CORRECTION BLOW-UP**

When you are going along correcting lists and suddenly you get a big pc blow-up and it is not resolving on the list you are correcting you had better quickly realize that you probably are not correcting the list that is out and you'd better find out which list

it is. There is usually an earlier out list to be found, if the list you are correcting does not resolve the upset.

### LISTS NOT READING

When you start getting key lists such as Grades III and IV not reading and no items found it's time for that auditor to get a thorough overhaul on his metering, eyesight and to get off all his MUs on L & N. You also could be setting the pc up for a self-listing situation as he has been given the listing question but no item has been found. So be very sure the question did not read even with Suppress and Inval and TRs were in before getting off a key L & N process.

### USE OF L4BRA

The prepared list L4BRA corrects L & N lists. It can be run on old lists, current lists, general listing. When a pc is ill after a listing and nulling session or up to 3 days after, always suspect that a listing action done on the pc had an error in it and get those lists corrected.

Sometimes it is obvious what the error was per the Laws of Listing and Nulling. For example there could be two reading items left on the list in which case you would know to extend the list as it has been underlisted. If this didn't go, then an L4BRA would be done on the list.

### HANDLING AN L4BRA

You handle reading questions on the L4BRA by the directions under the question that read. You don't just 2WC these questions. For example say question 4 read on the L4BRA, "Is a list incomplete? SF." You then ask the pc, "What list is incomplete?" Locate it and get it completed to a BD F/N item. You don't just 2WC "incomplete lists" to an F/N and leave it at that.

By the way the L4BRA is missing a line which is "Was it the first item on the list?" This is being added as it's quite common that it is the first item and is most often missed.

### DO IT RIGHT

An out list can create more concentrated hell with a pc than any other single auditing error. So it's imperative that listing errors get properly corrected.

The best thing to do is to have the Laws of Listing and Nulling drilled line by line and down cold and just do it right in the first place. Then you will also see at once where old lists violated these laws and you will not be yourself doing lists that have to be corrected later.

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Assisted by  
CS-4/5

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HCO BULLETIN OF 17 APRIL 1977  
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C/Ses

**RECURRING WITHHOLDS AND OVERTS**

Ref: HCO PL 7 Apr 70RA	GREEN FORM
HCO B 15 Aug 69	FLYING RUDS
HCO B 10 Jul 64	OVERTS ORDER OF EFFECTIVENESS IN PROCESSING
HCO B 6 Sep 68	CHECKING FOR FALSE READS
HCO B 11 Sep 68	FALSE READS

**DEFINITION**

The definition of recurring withhold or overt is an overt or withhold that keeps coming up, repeats again, or shows up again. Definition is obtained here from the American Heritage Dictionary and "the Scientology Tech Dictionary." Before a recurring withhold or overt can be handled it must be understood what one is. It is simply a withhold or overt that has already been gotten off and comes up again as an answer to an apparent reading withhold or overt question. The pc may also become exasperated at having to get off an overt or withhold that has already been gotten off. The pc may become upset, seem resigned or even protest a recurring overt or withhold. These are just a couple of the signs of a recurring withhold or overt.

**METHODS AND HANDLINGS**

1. When a pc gets upset with a withhold being demanded that they already got off and they get into protest then "there is obviously a false read as the pc is getting off overts already gotten off."

HANDLING: "Check for false reads on overts by asking the pc what overt he or she has gotten off more than once and tracing it back with the pc to what auditor or person said something read when it didn't. You would clean all these up." (Reference: HCOB 6 Sept 68 CHECKING FOR FALSE READS.)

2. When number 1 above doesn't handle the recurring overt or withhold:

HANDLING: "Who said or seemed to infer something read when it didn't? Then this would be dated to blow and located to blow." (Reference: HCOB 11 Sept 68 FALSE READS.)

3. When a pc gets upset with getting off withholds or overts or mentions he or she felt his or her overts weren't accepted.

HANDLING: Ask who wouldn't accept it E/S. (Reference: HCO PL 7 April 70RA GREEN FORM.)

4. "The pc has been invalidated for getting it off."

HANDLING: Find out who invalidated the pc for getting off overts or withholds. (Note any terminals for later handling on the PTS RD.)

5. "The pc has been punished for getting it off."

HANDLING: "Find out who punished the pc for getting off overts and withholds."

The above methods of handling recurring overts and withholds can be found in the reference materials listed above.

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Paulette Ausley  
LRH Tech Expeditor

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HCO BULLETIN OF 7 MAY 1977

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### **LONG DURATION SEC CHECKING**

It has been found on some cases which did not immediately R/S, even though their crimes and past would seem to indicate they should have R/Ses, that when Sec Checking was carried on for several sessions, one each on several consecutive days, R/Ses then began to show up. In two cases, List One R/Ses showed up on persons who had never been noticed as having R/Ses before.

It can then be concluded that R/Sers do not R/S necessarily on casual brief Sec Checks.

Part of this phenomena is that the person quite commonly gives off very shallow overts of the order of "I stole a pen from HASI" or "I thought your TRs were bad and I didn't tell you" and other shallow PT answers to searching Sec Check questions.

This is so much the case that whenever I see shallow wishy-washy "averts" coming off a case day after day, I suspect that sooner or later a good auditor will suddenly find real roaring overts and R/Ses sitting there.

The soft-spoken quiet "inoffensive" person is also a candidate for this sort of disclosure.

Particularly notable is the person who "has never done anything wrong in his whole life and has no overts of any kind."

These are just special cases of the same thing and an auditor should be alert to them.

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HCO BULLETIN OF 9 MAY 1977

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**FOREWORD OF  
EXPANDED DIANETICS  
COURSE**

(Issued on the 27th Anniversary of  
*Dianetics: The Modern Science of Mental Health*)

Expanded Dianetics contains our tech for the handling of the neurotic, psychotic and destructive impulses in Man as well as some people who give themselves trouble or have trouble.

Dianetics as early as 1950 and 1951 had its successes in this field. Twenty years of research and experience isolated in 1970 what psychosis really was.

When Expanded Dianetics was first issued those who compiled the case histories left many of them out and those they included were not shown as completed. This omission gave the impression that one did not finish an Expanded Dianetics case. In the current checksheets this has been repaired.

Upper level auditors, in 1973, were using fragments of Expanded Dianetics along with other processes. This has been smoothed out in the present organization of the materials.

Such cases as those who can only be solved by Expanded Dianetics live difficult lives and are often difficult to manage. Thus the auditor must be very knowledgeable on these materials and very skilled. We can solve such cases. But only where people know their business.

There are far more such cases around than one would suspect.

The destructiveness of Man and his apparent *general* tendency toward 4th dynamic suicide stems entirely from a few of these types in his midst.

So Expanded Dianetics actually begins taking form with the first words of the first chapter of *Dianetics: The Modern Science of Mental Health*:

“A science of mind is a goal which has engrossed thousands of generations of Man. Armies, dynasties and whole civilizations have perished for the lack of it. Rome went to dust for the want of it. China swims in blood for the need of it; and down in the arsenal is an atom bomb, its hopeful nose full-armed in ignorance of it.”

The last words of DMSMH were “For God’s sake, get busy and build a better bridge!” Nobody built the better bridge. So I did.

This full issue of materials and subsequent research presents, 27 years later, all the tools we have in the field of handling destructiveness in cases.

Use of these technologies brings us to a potential realization of handling the state Man is in.

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Founder

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Ex Dn Course  
Ex Dn Auditors  
Ex Dn C/Ses

*Expanded Dianetics Series 29*

**PSYCHOSIS, MORE ABOUT**

(Excerpted from HCOB 17 June 1971)

All aberration is to a greater or lesser degree nonsurvival.

To be rid of major aberrations is to have a new life.

To understand this one must understand the most severe aberration which is psychosis.

The actual basis of all psychosis is motive. It is NOT competence or incompetence.

Below all psychotic conduct lies an evil purpose.

Because psychiatry and psychology did not have this single technical fact they defined psychosis as "incompetence," had the wrong target and so could not and never did understand psychosis and were thereby led into atrocities such as shocks and brain surgery and, in the country where these subjects originated (Germany), slaughtered 300,000 insane in gas chambers some time before Hitler came to power.

A true psychotic can be brilliant or stupid, competent or incompetent. It is his general motive or purpose that determines whether or not he is insane or sane.

Famous psychotics like Napoleon, Ivan the Terrible, Stalin and Hitler were all quite brilliant yet wound up destroying everything in sight including their own people.

They had a destructive basic purpose. Every psychotic has one. It is usually covert, hidden, but in full play against his unsuspecting friends.

The sole difference in motive is whether it is destructive or constructive.

Everyone has a basic purpose. The psychotic has a destructive one.

The test of a personality then, is whether the result of a person's activity is destructive or constructive.

Man is basically good. When he finds he is being too destructive he recognizes he is bad for others and seeks to leave. He will also try to become less powerful, ill or to kill himself.

The progress of psychosis then begins with a belief something is evil. This is followed with an effort to stop it. This stop becomes general. A basic purpose is then formed which contains an evil intent.

The being then goes on from disaster to disaster, seeking overtly or covertly to destroy everything around him.

At a guess about 15% to 25% of living human beings are psychotic and bring covert disaster to those around them and themselves.

The evil purpose is expressed by committing harmful acts and withholding them.

Ordinary overt/withhold processes, as in Grade II Expanded, can handle this condition providing the person can be audited and providing the evil purpose is also brought to view.

About 1/3rd of the psychotics handled in this way recover their sanity fully and lead constructive decent lives. Two-thirds are either so far gone or irresponsible hard to audit that they improve but are of little use.

Those already subjected to the brutalities of psychiatric “treatment” or psychological “counseling” are the most difficult.

Those who have been on drugs, particularly LSD 25 as developed by psychiatry “so their nurses would be able to experience what being insane feels like” around 1950, are very difficult cases.

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FMO 1709 I/C

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HCO BULLETIN OF 31 MAY 1977

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**LSD**

**YEARS AFTER THEY HAVE  
“COME OFF OF” LSD**

Characteristics of persons who have been on it from examination of 2 cases:

- 1) They are disassociated—meaning they are separate from anything they are doing.
- 2) Whatever occurs has nothing to do with him.
- 3) Not responsible for their own action or anything else and it doesn't occur to them that they ever should be.
- 4) Their emotions are shut off to a greater or lesser extent.
- 5) Consequences mean little or nothing to them.
- 6) They are stupid.
- 7) Normal actions that another can do easily get mucked up by them.
- 8) They are unpleasant to associate with.
- 9) They are de-humanized and can be vicious or irrationally cruel.

Apparently they have become a sort of a vegetable or a zombie to a greater or lesser degree.

The LSD apparently stays in the system and is liable to go into action again giving them unpredictable “trips.” Which could be quite fatal while driving and even walking around.

A Drug Rundown which has to include LSD cannot be considered complete until the person has undergone a long period of sweating and heavy liquids and exercise.

The way LSD got popular was because of Henry Luce, the head of Time Magazine, who publicized it and glorified it from mid-1950 on. He and his wife were under psychiatric care and were on LSD.

Nearly as I can trace it, it was the Nazi intelligence drug developed in Switzerland and was probably intended for use in municipal water systems to paralyze the population just prior to an invasion as the invading enemy would then find them all irrational.

It only takes a millionth of an ounce to produce a “full trip.”

When you are dealing with an LSD case or anyone who has ever taken LSD you cannot and must not consider their Drug Rundown complete until they have been sweated and given liquids and exercised for months as well as heavily audited. They *can* recover with auditing and this handling, but it won't be very fast.

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HCO BULLETIN OF 14 JUNE 1977

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(HCOB 30 AUGUST 71RA ISSUES I & 11)  
(BTB 30 AUGUST 71 ISSUE I RG)

**PAID COMPLETIONS SIMPLIFIED**

Board Technical Bulletin 30 August 71 Issue I RF Revised 24 September 76, RF-I, Issue I RF-I, I RF-2 are hereby cancelled. It is not valid anyway, nor any previous BTB on the subject of student, preclear or internship Paid Completions as they and their series cancel an HCOB. BTBs cannot cancel HCOBs.

HCO Bulletins from 30 August 71 Issue I and Issue II forward dealing with Paid Comps, student and pc points and ending with 30 August 71R Issue I are likewise cancelled.

In their place is the formula given in LRH ED 153RK of 14 June 77.

1. Major Training Service 20 Points
2. Major Processing Service 5 Points
3. Minor Service 2 Points

**MAJOR TRAINING SERVICE**

This is defined as a certificate level action requiring around a month to complete. Examples are HSDC, Class I, Class II, Class III, Class IV. The Student Hat is included as a major course even if covered in payment by a Class course. The Primary Rundown, OEC, Senior Class IV, Expanded Dianetics, Salesmanship Course, any formal special course, but not Dept 17 courses.

Any internship for a single class counts equally to a full course and is 20 points.

Saint Hills get 80 points for a completed SHSBC and 80 points for a Senior SHSBC as these are very long courses.

AOs get 20 points for every Advanced Course completed and successfully Solo audited (see auditing points as well for AO Solo).

When scholarships form part of any training fee and when the balance was fully paid and the service successfully completed the full points of the course are credited to Paid Comps.

**MAJOR PROCESSING SERVICE**

This is simply any 12 1/2 hour intensive completed on any formal HGC processing. It includes any rundown, Word Clearing or auditing action received by the preclear.

Saint Hills are the same but with an additional 5 points of each part of Power completed.

AOs get a credit of 2 points for every 12 1/2 hours Solo audited.

Free auditing or service, student co-audits, staff auditing do not count on this stat.

## MINOR (DIVISION 6) SERVICES

These are any and all courses, services, co-audits requiring around 1 to 2 weeks to deliver.

These include HAS, TRs, HQS, public co-audits, any course or counselling or public paid action offered by Department 17.

These minor services must be paid, attended and completed to count on the stat.

No points at all may be taken for any service the person did not complete to the end.

## BONUS POINTS

The three classes of service are interchangeable for the purposes of bonus.

Anyone who, having successfully completed a (1), (2) or (3) service who then re-signs up for any other (1), (2) or (3) service is credited with double the amount of the service just completed.

These bonus points are intended to ensure:

- A. Quality of service.
- B. Re-sign ups.
- C. Bettered organization.

Any Reg. Public or Div 2, may sign up or re-sign up for any or all the org's services.

Bonus points are received for every student or pc sent to an SH or AO, meaning double for the last service taken in the sending org.

## PACKAGE SALES

Where packages are sold such as multiple intensives or several courses, Paid Comps are credited on the successful completion of each part of the package—such as each 12 1/2 intensive and the bonus points for the last intensive or course are automatically credited. This awards package sales. They must of course be fully paid to count as Paid Comps or bonuses.

No bonus points at all may be taken unless the person actually signs up for the next or another org service.

## PENALTIES

The lack of bonus points on those who blow, request refunds etc. operates as a penalty. Recovery or good handling so as to avert refund, as in ARC break pgms, operates to restore the Paid Comps and, if new service is signed up for, the bonus points that would otherwise have been denied the stat are now restored to it.

F/N VGIs ratio at the Examiner is retained as per the original HCOB 30 August 71. In any given day where the F/N ratio at the Examiner falls below 90%, at the Examiner, there is a penalty of one point subtracted from Paid Comps for each No below 90%. There is one point added to Paid Comps for each % above 90% for any given day where F/N VGIs ratio at the Examiner is above 90%.

If there is an unhandled red tag that is left unhandled for more than 24 hours, ALL HGC (or AO Solo & HGC) Paid Comps are lost for that day and for every successive day that that pc remains red tagged.

For every day there is no HAS, full-time competent Recruiter, a Qual Sec and a Staff Section Officer single-hatted on post in the org by reason of no appointment (not by reason of occasional absence by reason of leave or a day off) the CO or ED loses all his Paid Comps.

#### VERIFICATION

All Paid Comps and bonus computations must be verified by HCO. This verification consists of examining the actual invoices for the completed service to ensure it is fully paid, examination of C&A records and courses to ensure it was actually completed. For bonuses verification consists of examination of the actual invoices for re-sign up and the past invoices of completion of the last service and other records to ensure the service was fully paid and fully completed.

Of course the easiest way to verify is to have an up-to-date filed into CF with the invoices going into them.

Any query or question concerning this HCOB is to be referred to LRH Comm International via the local and Continental LRH Comm.

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Founder

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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## ART AND COMMUNICATION

(Art HCOB No. 3)

When a work of painting, music or other form attains two-way communication, it is truly art.

One occasionally hears an artist being criticized on the basis that his work is too "literal" or too "common." But one has rarely if ever heard any definition of "literal" or "common." And there are many artists simply hung up on this, protesting it. Also, some avant-garde schools go completely over the cliff in avoiding anything "literal" or "common"—and indeed go completely out of communication!

The *return* flow from the person viewing a work would be contribution. True art always elicits a contribution from those who view or hear or experience it. By contribution is meant "adding to it."

An illustration is "literal" in that it tells everything there is to know. Let us say the illustration is a picture of a tiger approaching a chained girl. It does not really matter how well the painting is executed, it remains an illustration and it IS literal. But now let us take a small portion out of the scene and enlarge it. Let us take, say, the head of the tiger with its baleful eye and snarl. Suddenly we no longer have an illustration. It is no longer "literal." And the reason lies in the fact that the viewer can fit this expression into his own concepts, ideas or experience: he can supply the why of the snarl, he can compare the head to someone he knows. In short he can CONTRIBUTE to the head.

The skill with which the head is executed determines the degree of response.

Because the viewer can contribute to the picture, it is art.

In music, the hearer can contribute his own emotion or motion. And even if the music is only a single drum, if it elicits a contribution of emotion or motion, it is truly art.

That work which delivers everything and gets little or nothing in return is not art. The "common" or overused melody, the expected shape or form gets little or no contribution from the hearer or viewer. That work which is too unclear or too poorly executed may get no contribution.

Incidental to this, one can ask if a photograph can ever be art, a controversy which has been raging for a century or more. One could say that it is only difficult to decide because one has to establish how much the photographer has contributed to the "reality" or "literalness" in front of his camera, how he has interpreted it, but really the point is whether or not that photograph elicits a contribution from its viewer. If it does, it is art.

Innovation plays a large role in all works which may become art. But even this can be overdone. Originality can be overdone to the point where it is no longer within any possible understanding by those viewing or hearing it. One can be so original one goes entirely outside the most distant perimeter of agreement with his viewers or listeners. Sometimes this is done, one suspects, when one has not spent the labor necessary to execute the work. Various excuses are assigned such an action, the most faulty of which is "self-satisfaction" of the artist. While it is quite all right to commune with oneself, one cannot also then claim that it is art if it communicates with no one else and no other's communication is possible.

The third flow, of people talking to one another about a work can also be considered a communication and where it occurs is a valid contribution as it makes the work known.

Destructive attitudes about a work can be considered as a refusal to contribute. Works that are shocking or bizarre to a point of eliciting protest may bring to themselves notoriety thereby and may shake things up; but when the refusal to contribute is too widespread, such works tend to disqualify as art.

There is also the matter of divided opinion about a work. Some contribute to it, some refuse to contribute to it. In such cases one must examine who is contributing and who is refusing. One can then say that it is a work of art to those who contribute to it and that it is not to those who refuse to contribute to it.

Criticism is some sort of index of degree of contribution. There are, roughly, two types of criticism: one can be called "invalidative criticism," the other "constructive criticism."

Invalidative criticism is all too prevalent in the arts for there exist such things as "individual taste," contemporary standards and, unfortunately, even envy or jealousy. Too often, criticism is simply an individual refusal to contribute. One could also state that "those who destructively criticize can't do."

"Constructive criticism" is a term which is often used but seldom defined. But it has use. It could probably be best defined as criticism which "indicates a better way to do," at least in the opinion of the critic. Those who simply find fault and never suggest a practical means of doing it better rather forfeit their right to criticize.

Art is probably the most uncodified and least organized of all fields. It therefore acquires to itself the most "authorities." Usually nothing is required of an "authority" except to say what is right, wrong, good, bad, acceptable or unacceptable. Too often the sole qualification of the authority (as in poor teaching of some subjects) is a memorized list of objects and their creators and dates with some hazy idea of what the work was. An "authority" could considerably improve his status by using rather precise definitions of his terms. The modern trend of seeking the significance in what the artist meant is of course not likely to advance the arts very much.

Viewing and experiencing art on the basis of what one is contributing to it and what others contribute to it is a workable approach. And it would result in improved art and improved appreciation.

Such a viewpoint, interestingly, also includes some things into the field of art not previously so viewed.

L. RON HUBBARD  
Founder

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# HAVE YOU LIVED BEFORE THIS LIFE?

by

L. Ron Hubbard

Published October 1977

Have You Lived Before This Life? was first published in March 1960. Growing public demand for knowledge about past lives was the catalyst for expanding and republishing this book in October 1977. One of the new chapters includes Ron's lecture entitled *Death*, originally given on 30 July 1957.

Both Dianetics and Scientology were researched by L. Ron Hubbard, American writer and philosopher.

One of the more startling discoveries of Dianetics and Scientology was that if a person's awareness and memory were adequately improved, past life memories could be contacted. The memories were *there*, in person after person, case after case.

Incredible? "Past lives are 'incredible' only to those who dare not confront them," says Hubbard, "In others, the fact of former existence can be quickly established subjectively."

Thousands and thousands of case histories have proven this out in over a quarter of a century of research. Doubters and believers, skeptics and scoffers have all discovered hidden memories they never knew existed.

This discovery has sparked off a tremendous amount of public interest over the last 25 years. Today, more and more people are wondering about past and future lives.

*Have You Lived Before This Life?* presents the original discoveries that started it all.

If past and future lives are a reality, it calls for a reevaluation of many of our current views, values and lifestyles.

This is a book which vitally affects every man and woman in the world today. It is a look into the possibility of larger vistas to the human drama than have ever been dreamed before—the possibility of a continuing existence, with memory, beyond one lifetime.

An adventure awaits you. The adventure of you. You now stand on the threshold of discovery.

324 pages, hard cover with dust jacket, glossary. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Church of Scientology Publications Organization U.S., 4833 Fountain Ave., East Annex, Los Angeles, California 90029, U.S.A.; or Scientology Publications Organization, Jernbanegade 6, 1608 Copenhagen V, Denmark.

Remimeo  
All Levels  
All Auditors

**CHECKLIST FOR SETTING UP  
SESSIONS AND AN E-METER**

In order to prevent constant interruptions of a session to get dictionaries, prepared lists, etc. etc. and in the vital interest of keeping the pc smoothly in session—interested in own case and willing to talk to the auditor, the following checklist has been made.

An auditor should drill this checklist until he has it down thoroughly, without reference to it.

**A. PRE-APPOINTMENT:**

1. Paid invoice slip of pc. \_\_\_\_\_
2. Pc folders; 2A. Current 2B. Old. \_\_\_\_\_
3. Pc folder study by auditor. \_\_\_\_\_
4. Folder Error Summary. \_\_\_\_\_
5. A C/S for the session. \_\_\_\_\_
6. Any cramming actions on the C/S. \_\_\_\_\_

**B. CALL IN:**

7. Enough time to do session. \_\_\_\_\_
8. APPOINTMENT (made by auditor or Technical Services). \_\_\_\_\_
9. Scheduling Board (auditor, pc, room, time). \_\_\_\_\_

**C. ROOM READINESS:**

10. Clean up room. \_\_\_\_\_
11. Smells removed. \_\_\_\_\_
12. Room temperature handled. \_\_\_\_\_
13. Area and hall silence signs made. \_\_\_\_\_
14. Silence signs placed. \_\_\_\_\_
15. Knowing where the w.c. is. \_\_\_\_\_
16. Right sized table, sturdy, doesn't squeak. \_\_\_\_\_
17. Side table. \_\_\_\_\_
18. Adequate light if room gets dark. \_\_\_\_\_
19. Flashlight in case power fails. \_\_\_\_\_
20. Quiet clock or watch. \_\_\_\_\_
21. Blanket for pc in case gets cold. \_\_\_\_\_
22. Fan or A/C in case pc gets too hot. \_\_\_\_\_

**D. AUDITING MATERIEL:**

23. Paper for W/Ss and lists. \_\_\_\_\_
24. Ballpoints or pencils. \_\_\_\_\_
25. Kleenex. \_\_\_\_\_
26. Anti-perspirant for sweaty palms. \_\_\_\_\_
27. Hand cream for dry palms. \_\_\_\_\_

28. Dictionaries including Tech and Admin Dictionaries and a non-dinky one in language. \_\_\_\_\_
29. Grammar. \_\_\_\_\_
30. Auditing materiel, white forms, prepared lists including those that might be called for on other prepared lists. \_\_\_\_\_
31. E-Meter. \_\_\_\_\_
32. Spare meter. \_\_\_\_\_
33. Preliminary meter check for charge and operational condition. \_\_\_\_\_
34. Meter shield (to obscure meter from pc). \_\_\_\_\_
25. In Session sign for door. \_\_\_\_\_
36. Extra meter lead. \_\_\_\_\_
37. Different sized cans. \_\_\_\_\_
38. A plastic bag to cover one can for pcs who knock cans together. \_\_\_\_\_
39. Finalize setting up room for session. \_\_\_\_\_

E. PC ENTRANCE TO AUDITING ROOM:

40. In Session sign on door. \_\_\_\_\_
41. Phone shut off. \_\_\_\_\_
42. Putting pc in chair. \_\_\_\_\_
43. Comfort of chair check with pc and handle. \_\_\_\_\_
44. Adjusting pc's chair. \_\_\_\_\_
45. Check pc clothes, shoes for tightness and handle. \_\_\_\_\_
46. Check with pc if room is all right and handle. \_\_\_\_\_

F. METER SET UP FOR SESSION:

47. Check test (for charge). \_\_\_\_\_
48. See that needle is not dancing by itself or auditing itself. \_\_\_\_\_
49. Make sure 2.0 = 2.0 by trim. \_\_\_\_\_
50. Snap in leads jack. \_\_\_\_\_
51. Verify trim by calibration resistor onto alligator clips. \_\_\_\_\_
52. Put needle on set. \_\_\_\_\_
53. Put pc on. \_\_\_\_\_
54. Adjust pc sensitivity for 1/3 dial drop by pc can squeeze. \_\_\_\_\_
55. Go through False TA Correction as needed including change of cans, cream, anti-perspirant as needed. \_\_\_\_\_
56. Have pc take a deep breath and let it out and see if needle gives a latent fall (which it should). \_\_\_\_\_
57. Check for adequate sleep. \_\_\_\_\_
58. Check to be sure pc has eaten and is not hungry. \_\_\_\_\_
59. Ask for any reason not to begin session. \_\_\_\_\_

G. START THE SESSION.

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 Founder

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HCO BULLETIN OF 6 FEBRUARY 1978R  
REVISED 16 MARCH 1978  
(Revisions in this type style)

Remimeo

**LSD AND THE SWEAT PROGRAM**

Ref: HCOB 25 Oct 71 DRUG DRYING OUT  
HCOB 31 May 77 LSD  
HCOB 2 Jun 71 CONFRONTING (for ref on gradients)  
HCOB 5 Nov 74 DRUGS, MORE ABOUT

It has come to my attention that clarification is needed on HCOB *LSD Years After They Have "Come Off Of" LSD*. No outlined program has been issued on handling the LSD case.

For purpose of clarification "AN LSD CASE" is anyone who has ever had LSD and not sweated it out and had a full Drug Rundown including Objectives. "When you are dealing with an LSD case or anyone who has ever taken LSD you cannot and must not consider their Drug Rundown complete until they have been sweated and given liquids and exercised for months as well as heavily audited. They *can* recover with auditing and this handling, but it won't be very fast."

The Sweat Program came about because the "Restim" people who have been on LSD experience appears to act like they had just taken more LSD. When you audit out any other drug that's the end of it. But this isn't true of LSD.

As it only takes 1/millionth of an ounce of LSD to produce a drugged condition and because it is basically wheat rust which simply cuts off circulation, my original thinking on this over the years was that LSD sticks around in the body. That basically is the idea that underlies the Sweat Program.

LSD is a "KILLER DRUG" and should be labelled as such. It was recently found that many exec trainees who were off-loaded were LSD cases.

Don't hold somebody off Objectives and Drug Rundown just because he has not had a Sweat Program. They can have their Objectives and Drug Rundown and then go on the Sweat Program, that was the way it was originally designed.

A "Sweat Program" would be for somebody who couldn't run Objectives or a Drug Rundown because of LSD or for use after Objectives and a Drug Rundown to get rid of the residual LSD.

It is the residual LSD we're trying to get rid of—LSD that may still be in the body. It's no substitute for Objectives and a Drug Rundown. You must not consider their Drug Rundown complete until they have completed the Sweat Program and been heavily audited.

As the Sweat Program can be strenuous anyone not in good physical condition is required to see a medical doctor in liaison with the Medical Liaison Officer and C/S to obtain permission to exercise and do jogging. Where exercise and jogging would be detrimental to the individual's health this program should not be done and a more basic nutritional, medical and auditing program done.

Doing this *gradiently is very important* as you are not only working LSD out of the system but other bodily poisons will also be flushed out. If the program is done out gradient the individual can become ill from body changes that he is not able to keep up with.

As sweating depletes the body's mineral supply, extra salt needs to be taken during this program. Indicators of salt depletion can be clammy skin, tiredness, weakness, headache—perhaps cramps, nausea—dizziness (possible vomiting), or possibly fainting. At the first sign of any one of these, some salt should be taken. You can carry a salt shaker with you while running too.

On this program, a person has to be watched because he will be getting out crystals and could go on a trip—a real LSD trip from the crystals coming out.

It is advised that the running jogging portion of this program be done with another person.

## VITAMINS AND MINERALS

The “Drug Bomb” in HCOB 25 October 71 DRUGS DRYING OUT, should be taken three times a day. In addition the “Cal-Mag Formula” in HCOB 5 November 74 DRUGS, MORE ABOUT, should be taken 2 times a day. Plus, a teaspoon of salt should be taken daily.

## DIET

Quite reduced food intake is important here to get body fat or just mass of the body decreased so that the residual crystals of LSD that have accumulated can come out. If a person keeps eating a lot the body is going to keep building layers of muscles and be busy with metabolizing new food and chemicals for body energy as opposed to using the fat which has been accumulated. This is especially important with the person who has fat as fat has few blood vessels in it. Circulation in fat is poor so LSD in it will not come out until that actual fat is burnt off the body.

In addition to reduced food intake it is important to increase liquid intake as it actually flushes the wastes out of the body. In this way LSD and other accumulated drugs when released from the cells pass through the body pretty quickly so are not as likely to be re-absorbed. Natural juices, no sugar or chemicals added, preferably freshly made, is the desirable liquid to take and you can take as much as you want. Two quarts of fluid a day is the minimum quantity to take. Fresh fruits can be eaten to get rid of the hunger feelings one may experience but should not be consumed in excess. For example: 4 nectarines, 1/2 lb of grapes, a pear and a banana for the day.

In addition to the fruits satisfying the hunger they also give the body minerals lost through sweating.

Besides fruit and juices some protein should be taken. The best source being predigested liquid protein. These must be gotten from a good health food store as opposed to a department store. For example “Progest” which is made in New York is very good.

## EXERCISE

It is very essential to exercise. The major exercise being done is jogging or running. Exercise increases the circulation throughout the whole body thus A) carries out cell waste more rapidly and B) causes the circulation to go deeper into the muscles and tissues so those areas which have been stagnant can now get rid of the “residual crystals” which have accumulated.

In addition to increased circulation, exercise especially running causes the body to sweat which will cause the crystals and toxic products in the body to come out through the body pores.

A rubberized nylon sweat suit is essential in running as it will aid sweating. This should not be started until the second to third week so that the body can gradually get used to profuse sweating.

## THE SWEAT PROGRAM

1. The C/S in liaison with the Medical Liaison Officer starts the person off on this program.
2. As necessary the C/S in liaison with the Medical Liaison Officer orders the person to a medical exam by a medical doctor.
3. The Medical Liaison Officer informs the person of the vitamins he or she is to take daily. This includes the "Drug Bomb" three times a day and "Cal-Mag Formula" two times a day plus at least a teaspoon of salt.
4. The diet is fruit, heavy juices and water and two ounces of liquid protein daily (2 oz of liquid protein daily is the minimum dose).
5. The jogging/running is now started on a gradient. The minimum exercise time should be an hour a day. The more time that is put in, the more sweating will be done and the program completed all the faster.

A person can gradiently build up jogging/walking until he is solidly up to Jogging/running for the entire hour.

It is important to set daily goals and try to make them to establish a game and purpose to the daily exercise.

6. *Once the Drug Rundown, which is Objectives plus Dianetics is done, the pc may be audited on other actions while continuing with the Sweat Program.*

*Lack of a Sweat Program doesn't stop other auditing actions. It is factual that drug handling cannot be considered complete on a pa who has taken LSD until the Sweat Program is completed.*

*The Drug Rundown is a specific rundown as given in HCOBs and is finished as an auditing action when the pc has done all its steps.*

*What is not finished apparently is the possible residual LSD and this is handled by a Sweat Out Program. The LSD and the body are part of the physical universe.*

*So do not stop a pays auditing after he's done the HCOB's steps of a Drug Rundown just because he still has to do a Sweat Out Program. Go on auditing him on other actions but be sure he also completes a Sweat Program.*

*A Sweat Program can be done BEFORE a DRD or even Objectives but should not hold these up either.*

## RESULTS

The final result is to get the LSD residual crystals out of the body. The phenomena that can occur are many. On this program one has to be watched, because he will be getting out crystals and could go on a trip.

The reactions that one can undergo on this program can vary from anything like actual tripping, heavy misemotion, somatics turning off and on, etc. As the program progresses, the individual will become more causative in his or her environment.

Confront and responsibility will definitely increase and have lasting effects. The individual will become easier to work with and will like and feel more comfortable with himself.

He will be healthier and more in tune with his body.

At first the individual may feel other-determinism about doing this program but that will gradually change and he or she will want to do it for their own welfare. Their responsibility will come up for themselves and others.

Emotions that have been shut off may start to reappear; they can blow through stupidity and become more aware; they can do actions more easily; consequences start to take on meaning to them; and they are aware of the effects that their own actions have on themselves and others.

The above will vary from individual to individual but in each case there will be great change for the better.

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HCO BULLETIN OF 6 FEBRUARY 1978R-1  
ADDITION OF 16 MARCH 1978

Remimeo

### **LSD AND THE SWEAT PROGRAM—ADDITION**

Ref: HCOB 31 May 77 LSD  
HCOB 6 Feb 78R LSD AND THE SWEAT PROGRAM

Clarification is needed at this time on the matter of the auditing of the pc while on the LSD Sweat Program.

Once the Drug Rundown, which is Objectives plus Dianetics, is done the pc may be audited on other actions while continuing with the Sweat Program.

Lack of a Sweat Program doesn't stop other auditing actions.

However, it is factual that drug handling cannot be considered complete on a pc who has taken LSD until the Sweat Program is completed.

The Drug Rundown is a specific rundown as given in HCOBs and is finished as an auditing action when the pc has done all its steps.

What is not finished apparently is the possible residual LSD and this is handled by a Sweat Out Program. The LSD and the body are part of the physical universe.

So do not stop a pc's auditing after he's done the HCOB's steps of a DRD just because he still has to do a Sweat Out Program. Go on auditing him on other actions but be sure he also completes a Sweat Program.

The Sweat Program can also be done *before* a DRD or even Objectives but should not hold up a DRD or Objectives.

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HCO BULLETIN OF 26 FEBRUARY 1978

Remimeo  
Interneships  
Academies

### INTERNESHIPS VS COURSES

Courses are those activities done in Div IV, Dept 11 for the purpose of training a student on the theory and materials necessary to perform certain skills. The product of a course is a graduate who has learned his materials and successfully applies what he has learned.

Interneships are those activities done in Div V, Dept 14 for the purpose of perfecting the interneesh application of the basic skills learned on the Div IV course. The product of the interneship is a flubless professional.

Courses and interneships are two separate and distinct activities. When you confuse the two by failure to fully comprehend their actions and products you end up with overlong courses *and* overlong interneships.

### FAST COURSES

A well-run course is where the student gets the theory. Through Word Clearing, demos, drills and actual practical application of the materials per his checksheet, the student is quickly gotten to a point where he grasps the simplicity of the fundamentals of the level and can apply them. Then from the viewpoint of experience with the basics he then rapidly studies the rest of the techniques that comprise the level. He can produce a competent result. This is a course graduate.

### FAST INTERNESHIPS

Interneships are not where you learn theory. That belongs on the course. Interneships are there to add polish to professional level. Interneesh by definition train "on-the-job" under skilled supervision. They acquire skills by *doing*, not by reading their theory again. They audit. They C/S. They supervise. They get their errors corrected and they audit, C/S and supervise some more. When they have done this in volume and polished up their rough edges so they can think with their materials without hesitation on what to do, they become professionals. This is an interneship graduate.

### EXISTING SCENE

All too often it is being found that interneships are being used to teach the course again. Weeks are being spent restudying the materials for checkouts. High Crime checkouts which have been done before are being done again. High Crime checkouts have become everything on a level rather than the basics which is *not* a lot of issues for any level. The purposes expressed in the 5 Qual OK to Audit Series plus polishing to professional standards the level just studied is the true purpose of interneships. Any course grad who wore his hat as a student should be able to sit down and check out his materials straight off as it is assumed he got it the first time.

So any attempt to turn an interneship into a redo of the original course must be a solution to quickied or badly supervised courses. The right handling would be to reform your courses and get them straight and require retreads on that course for any who show they missed the materials when on the course.

## THE REMEDY

The internships will be streamlined on theory. Following HCOB 28 April 71 "OKAYS TO AUDIT IN HGCs," will make good auditors. To prevent the internships from becoming a long haul on theory it will now be required that the student pass an exam on the course materials before routing on to the internship. Passing grade will be 85%. Missed questions are handled in Cramming. Any who do not get a passing grade must retread the course before being allowed on the internship.

Should there be too many flunks then a Comm Ev must be requested by the org KOT or LRH Comm on the org's executives for neglect and failure to handle the courses.

## SUMMARY

The theory and routine practical belong on the course. If an internship gets heavily into theory then there must be poor courses and they had better be corrected and fast. This should settle any questions on the matter.

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As assisted by  
CS-5

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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HCO POLICY LETTER OF 10 MARCH 1978

Remimeo  
Div 2  
Div 4  
Registrar  
C/S  
Tech Estimator  
All Orgs  
All SHs

CANCELS HCO PL OF 4 FEB 1970R  
AND HCO PL OF 4 FEB 1970  
SAME TITLE

PILOT

**HGC PC APPLICATION FORM**

ORG: \_\_\_\_\_

-----  
PRECLEAR NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

-----  
CURRENT ADDRESS \_\_\_\_\_

-----  
CITY \_\_\_\_\_ PHONE \_\_\_\_\_

I \_\_\_\_\_ (name) hereby apply for auditing:

- \_\_\_\_\_ Life Repair, any org
- \_\_\_\_\_ Drug Rundown, any org
- \_\_\_\_\_ Dianetic Case Completion, any org
- \_\_\_\_\_ Quad or Expanded Grades, any org
- \_\_\_\_\_ Expanded Dianetics, Continental Orgs, St. Hills, orgs where authorized
- \_\_\_\_\_ Power, in a St. Hill Org
- \_\_\_\_\_ Solo Levels (R6EW, Clear, and OT) in an Advanced Org
- \_\_\_\_\_ Any special type of rundowns (Ls, Int RD, PTS RD, etc.). Specify what rundowns: \_\_\_\_\_

I realize it may be necessary to prepare my case for a major action, such as above or to handle medical actions or to get auditing for chronic somatics or particular difficulties.

\_\_\_\_\_  
SIGNATURE OF APPLICANT

REGISTRAR: \_\_\_\_\_ DATE: \_\_\_\_\_

- \_\_\_\_\_ 1. Originates this Routing Form.
- \_\_\_\_\_ 2. Tentatively signs up the applicant and receives payment.
- \_\_\_\_\_ 3. Issues temporary invoice for payment received.
- \_\_\_\_\_ 4. Logs name of applicant to follow up if not returned on this form.
- \_\_\_\_\_ 5. Routes applicant and this form to Testing.
- \_\_\_\_\_ 6. Alerts Tech Services to applicant arrival on lines and to get applicant's PT folder to Tech Estimator for study as applicant will be there shortly.

TESTING: \_\_\_\_\_ DATE: \_\_\_\_\_

LOCATION: \_\_\_\_\_

- \_\_\_\_\_ 1. Immediately administers OCA/APA, Aptitude and IQ tests.
- \_\_\_\_\_ 2. Has applicant wait while tests are immediately graded.
- \_\_\_\_\_ 3. If necessary gets help from Tech Services so applicant is not kept waiting.
- \_\_\_\_\_ 4. Attaches test results to this form.
- \_\_\_\_\_ 5. Routes applicant to Tech Estimator.

TECH ESTIMATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

LOCATION: \_\_\_\_\_

- \_\_\_\_\_ 1. Quickly reviews pc's PT folder (if available). Does not keep pc waiting.
- \_\_\_\_\_ 2. Interviews the applicant, following the HGC PC TECH ESTIMATION FORM.
- \_\_\_\_\_ 3. Reviews the tests and Estimation Form with regard to case gain, what the applicant is trying to handle, time spent on earlier actions.
- \_\_\_\_\_ 4. Writes in his estimate on the last page of Estimation Form in duplicate with any additional comments for the Registrar and signs the form.
- \_\_\_\_\_ 5. Pc is/is not (circle one) accepted on lines. Number of intensives required:

\_\_\_\_\_  
TECH ESTIMATOR

- \_\_\_\_\_ 6. Informs the applicant of the estimate. Handles any purely technical questions but not finance or sales matters.
- \_\_\_\_\_ 7. Routes the applicant and this form to the Reg with a duplicate copy of last page of Tech Estimation Form.
- \_\_\_\_\_ 8. Routes the Tech Estimation Form to pc's folder.

MAA: \_\_\_\_\_ DATE: \_\_\_\_\_

LOCATION: \_\_\_\_\_

(AOs AND SHs ONLY)

- \_\_\_\_\_ 1. Gives ethics clearance to receive Advanced Levels (Power and up).

REGISTRAR: \_\_\_\_\_ DATE: \_\_\_\_\_

LOCATION: \_\_\_\_\_

- \_\_\_\_\_ 1. If an illegal pc, returns any money temporarily invoiced and routes to Ethics for R-Factor.
- \_\_\_\_\_ 2. Signs the applicant up for the full estimate.
- \_\_\_\_\_ 3. Receives payment for rest of the estimate or arranges payment for the rest as applicable. Fully invoices all money received including any on temporary invoice.
- \_\_\_\_\_ 4. Completes full sign-up forms, waivers, etc. for full tech estimate.
- \_\_\_\_\_ 5. Signifies applicant fully accepted by his agreement to full estimate.
- \_\_\_\_\_ 6. Signifies applicant not accepted by his refusal to accept estimate and/or work out necessary financial arrangements. Routes to Ethics for R-Factor.
- \_\_\_\_\_ 7. If first sign-up, Reg makes a record for his own files for future follow -up .
- \_\_\_\_\_ 8. Prospects at the close for others in need of tech estimates.
- \_\_\_\_\_ 9. Routes applicant and this form to Tech Services.

TECH SERVICES: \_\_\_\_\_ DATE: \_\_\_\_\_

LOCATION: \_\_\_\_\_

- \_\_\_\_\_ 1. Finds out where the pc's folders are and arranges to get them immediately.
- \_\_\_\_\_ 2. Schedules the pc for auditing.
- \_\_\_\_\_ 3. Routes this form to CF.

- END OF ROUTING FORM -

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As assisted by  
CS-5 & CS-3

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HCO BULLETIN OF 18 MARCH 1978

Remimeo  
HSDC  
All Dianetic Auditors

**POSTULATES AND ENGRAMS**

Ref: Dianetic Auditor's Bulletin Jan 52  
(Tech Vol 1, page 196)  
HCOB 20 Aug 63, R3R-R3N THE PRECLEAR'S POSTULATES  
HCOB 16 Jun 70, C/S Series 6, WHAT THE C/S IS DOING  
*ADVANCED PROCEDURES AND AXIOMS*  
DMSMH

A full Dianetic EP consists of F/N, erasure, *cognition* and VGIs. This has been well covered in Dianetic HCOBs and is expected of all Dianetic auditors. The Dianetic auditor is running out the forces and charge contained in the pc's engrams and in doing so the pc's thoughts and postulates which were buried in the charge will come off in the form of *cognitions*. When the charge is removed the pc is then able to evaluate and discard these postulates in PT as he sees fit. It is also an indicator of a full EP as a pc who has not gotten the force off an incident is very unlikely to recover the thoughts in the form of cognitions.

Where a pc reaches the basic on a chain and apparently flattens this but without all parts of a full Dianetic EP in evidence the auditor can ask the pc if he postulated anything in the basic incident. This should complete the full Dianetic EP. If not, the incident hasn't had all the force taken off and should be run through again and continued per standard Dianetic tech to full EP. In the case of an assist one can ask for the postulate made just prior to the illness or injury. Where you have a full Dianetic EP of F/N, erasure, cog and VGIs there is no need to ask for anything further.

One does not list for anything. One doesn't use "what." No repeater technique. Just ask the question and get your full EP or flatten the incident.

What the pc postulated just before or while under the stress and pain of his engram could be any manner of significance to the pc, but it is of no significance to the Dianetic auditor other than as a means of ensuring he has gotten the full Dianetic EP and has removed all the charge and force in the pc's engram. Then you will see a very happy preclear.

AN ENGRAM CHAIN IS *NOT* COMPLETE UNLESS IT ENDS WITH F/N, ERASURE, COGNITION AND VGIs.

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HCO BULLETIN OF 19 MARCH 1978

Remimeo  
Snr HSDC

**QUICKIE OBJECTIVES**

Ref: HCOB 12 Apr 62, CCHs PURPOSE  
HCOB 11 Jun 57, TRAINING & CCH PROCESSES  
HCOB 3 Feb 59, FLATTENING A PROCESS  
*CREATION OF HUMAN ABILITY*  
*CONTROL AND THE MECHANICS OF SCS*  
HCOB 14 Aug 63, LECTURE GRAPHS (No. 5 on  
pg 342 of Tech Vol V)

Recent investigations into the effectiveness of Drug RDs including their rate of repair and re-repair revealed a marked tendency to quickie Objectives.

Failure to run Objectives fully and completely, especially on a case with an extensive drug history can set up the pc for less than optimum gain on Dianetics. A Drug RD without full and complete Objectives is not a Drug RD.

**TWO-WAY COMM**

The easiest and very out tech way to quickie Objectives is to run some commands and then put the pc on the meter and 2WC to F/N or do some fast "rehab." But did the Objective process ever get run? What actually F/Ned, the Objective or the 2WC? Any Objectives run this way are invalid.

The tech of Objectives is extensive and still very much in force. *They have their own EPs* and with these they are fully run to actual change for the pc. Only this is valid handling of Objectives.

**CURE**

The way to handle auditors who quickie Objectives is a full W/Cing of the subject and a big clay demo of the purpose of Objectives and a big clay demo of what effect Objectives have on running a Drug RD and R3R. Then get the auditor's own Objectives flattened.

Any Drug RD that needs to be repaired or redone must include a careful study of the Objectives to see if they were honestly run and if the valid Objective EPs on the processes themselves were obtained. Where the Objective was obviously quickied just R-Factor the pc you are going to flatten it and do so. If the EP of an Objective was questionable you can ask the pc what happened and if he F/Ns on a real Objective EP fine, otherwise flatten the process.

A fully completed Drug RD with Objectives sets the stage for the pc to fly up the Grade Chart so do it right the first time.

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HCO BULLETIN OF 23 MARCH 1978R  
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Remimeo

*(Revisions in this type style)*

*(Cancels BTB 16 Dec 73 Word Clearing  
Series 51 WORD CLEARING ERRORS.)  
Word Clearing Series 59R*

## **WORD CLEARING DEFINITIONS**

Ref: Word Clearing Series 54

The question has recently come up of whether you clear each and every definition of a word for that word to be word cleared. Some words have definitions that lead into technical definitions, specialized definitions or obsolete definitions. So what do you clear when clearing a definition of a word?

There is no reason under the sun to look up every definition or to even read specialized definitions for a word.

The rule actually is to know the definition of the word as given for the context for which it is being used. and that's it.

You have to look over a full definition to find out which definition applies to the text you have been reading.

There are some words that have 30 or 40 definitions—most of them highly specialized and of no real use in a vocabulary.

So you don't need to look up definitions of a word that don't apply. **YOU WANT THE DEFINITION WHICH APPLIES TO THE TEXT YOU HAVE BEEN READING.** *Of course, if you are clearing a word with Word Clearing Method 1 or Method 8 or when the context of the word is not given you would clear each definition excepting technical and specialized definitions which do not apply.*

Then you use it in sentences until you have it as a concept.

A cleared word has been defined as follows:

**A WORD WHICH HAS BEEN CLEARED TO THE  
POINT OF FULL CONCEPTUAL UNDERSTANDING.**

Also you don't look up every word in *that* definition either. You look up words in a definition *only* if you find in the definition *another* word you don't understand.

Hope this helps to make your Word Clearing a more simple and pleasant task.

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HCO BULLETIN OF 27 MARCH 1978

Remimeo

*Word Clearing Series 58*

**ETHICS PENALTY FOR WORD CLEARERS**

(Ref: HCOB 13 Sep 71, Para No. 3)

It has been found that the reason Word Clearers cease to be Word Clearers and blow Word Clearing and the reason Word Clearing drops out in orgs lies in the failure of the Word Clearer to clear the words on himself at the same time he was clearing them on the preclear. This is done without losing one's presence as an auditor or Word Clearer and without winding up with the student word clearing the Word Clearer.

Hereafter when it is found that a Word Clearer has been accumulating misunderstood words by failure to clear them on himself he will be subject to a Court of Ethics with minimum penalty the loss of a week's pay or allowance and if the offence is repeated he will be subject to a Comm Ev.

The offences on this are frequent and are a basic Why on Word Clearing dropping out in orgs.

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for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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HCO BULLETIN OF 3 APRIL 1978

Remimeo  
Course Supers  
Cramming Off

**TR DEBUG ASSESSMENT**

Reference: HCOB 16 Aug 1971 TRAINING DRILLS MODERNIZED  
HCOB 7 Apr 1973R GRADIENTS IN TRs  
BTB 15 Aug 1971R TR COURSE BUGS HANDLING  
BTB 16 Aug 1971R BREAKTHROUGH—TR COURSE  
HCOB 8 Dec 1974 TR 0—NOTES ON BLINKING  
BTB 18 Aug 1971R TR COURSE—HOW TO RUN  
BTB 5 Nov 1971RA TR COURSE DEBUG DRILL

The purpose of this list is to give a TR Supervisor a standard list to find the cause of a student's bog on doing TRs, after standard Word Clearing actions have been done but have not resolved the situation.

The supervisor must have an OK to operate an E-Meter and must have been passed on Assessment TRs in Qual to assess the list.

The student is put on the meter, checked for sleep and enough to eat. He is then given an R-Factor that you are going to do a short assessment to find out what the real trouble is on doing TRs.

Then the list is assessed.

Clear the words of each line from the last word to the first before calling the line.

1. Have you been doing TRs over a misunderstood word? \_\_\_\_\_  
(Clear the misunderstood word or words. Each to F/N.)
2. Have you gone exterior while doing a TR? \_\_\_\_\_  
(Indicate. If no F/N on indication route the student to Qual for handling.)
3. Have you been overrun on a TR? \_\_\_\_\_  
(Indicate, rehab if no F/N.)
4. Were you put on the TR Course in the middle of another auditing action? \_\_\_\_\_  
(2WC the action he was incomplete on to F/N. Send data to C/S for OK or not OK on continuing TRs.)
5. While on the TR Course did you already have an upset in life? \_\_\_\_\_  
(Handle the ARC Brk or send to C/S.)
6. While on the TR Course did you already have a heavy problem? \_\_\_\_\_  
(Handle the problem or send to C/S.)
7. While on the TR Course did you already have an unwillingness to let something be known? \_\_\_\_\_  
(Pull the W/H or send to C/S.)
8. On the TR Course have you been falsely passed? \_\_\_\_\_
9. Have you falsely passed someone? \_\_\_\_\_
10. Did you fake passing so you could get out of doing more? \_\_\_\_\_

11. Is there some other reason?  
(Send to HGC for handling.) \_\_\_\_\_
12. Was this list unnecessary?  
(Indicate it and return student to course.) \_\_\_\_\_

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Assisted by  
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CS-4 I/T

and

Paulette Cohen  
LRH Tech Expeditor

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HCO BULLETIN OF 8 APRIL 1978

Remimeo

**AN F/N IS A READ**

Ref: HCOB 2 Nov 1968R    CASE SUPERVISOR CLASS VIII  
   THE BASIC PROCESSES  
      HCOB 20 Feb 1970    FLOATING NEEDLES AND END PHENOMENA  
      HCOB I Aug 1970RA   F/N AND ERASURE

I recently took over the C/Sing of a case on a Dianetic Assist and found that F/Ns were being neglected as reads.

This pc had a Dianetic list listed out that gave an F/Ning item. All the other reading items were handled with the exception of this F/Ning item.

An F/Ning item is a reading item. An F/N is only a read when an item F/Ns at the end of you calling it. The F/N would occur instantly upon calling the item.

So what does this mean that an F/N is a read? A read means there's charge there to handle. It means there is force connected with that significance that is available to the pc to view and run. An F/Ning item means there's charge there as the F/N means something just keyed-out so there must be charge there for there to be a key-out. After all what is keying out?

You can get four F/Ns off the same item. The first one is in finding the item, the second one in running recalls, the third one is in running secondaries and the fourth one is in running the engrams.

The basic mechanics of key-out, key-in and erasure have to be understood before you can understand why an F/N is a read and when it would be a read.

An F/N also means stop that is it end of process, end of rud or end of action being handled. To confuse this with an F/N being a read could be fatal for a pc.

There is no substitute to understanding basics when it comes to understanding what an F/N is; when it means go and when it means stop for that process or action.

An F/Ning assessment does not mean that the assessment is now all reading. This means that the actions have been done and the charge is off that area at least temporarily.

An instant F/N on an item means this item is keying out some charge that can be keyed-in again and run which is really what any other read is saying; there's charge there to handle.

This piece of tech can make the difference in a case being totally handled and just doing better. Understand it and use it and you will see the difference in the results.

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HCO BULLETIN OF 30 APRIL 1978

Remimeo

**THE SWEAT PROGRAM FURTHER DATA**

Ref: HCOB 6 Feb 78R LSD AND THE SWEAT PROGRAM  
HCOB 31 May 77 LSD  
HCOB 3 Aug 73 PEP  
HCOB 5 Nov 74 DRUGS, MORE ABOUT

The Sweat Program HCOB of 6 February 1978R describes how the original Sweat Program was run. This is a very effective program.

Recent research has given us more data for the program which you should know about.

**OVERWEIGHT PEOPLE**

It is important that fat on the body be removed as this is one of the main places that LSD can lodge. Compared to the rest of the body, fat tissue has little circulation in it. LSD lodged in fat can stay there for a long time.

**UNDERWEIGHT PEOPLE**

Underweight people on a strict diet and running can lose more weight than they can afford to lose. This could be detrimental to their health.

On the LSD Sweat Program, a regular balanced diet is okay for the thin person. The weight should be maintained. However, refined sugar or flour and their products should not be taken. See HCOB 3 August 73, PEP.

In this program, the increased circulation and exercise is as important as the sweating.

**NORMAL WEIGHT PEOPLE**

Those who start at a normal weight and continue to lose weight to the point that their health can be affected should go back to eating well-balanced meals (omitting refined sugar and flour products). This should stop the continued weight loss.

**TRIPS**

If a person is having trips during the program, he should take a lot of extra Vitamin B Complex and Vitamin C as these aid the body, especially the liver in getting rid of the LSD which is in the system. Normally the vitamins in the program are sufficient for the body to handle the LSD which comes out.

**VITAMINS**

Pure natural plain yoghurt taken with the vitamins will help prevent stomach upsets from taking too many vitamins at once. Please ensure that your vitamins are not taken on an empty stomach for they can cause stomach burn. Enteric vitamins are not essential as long as the "bomb" is taken with food.



## SHOES

The best type of shoes to use for jogging are the ones which are well cushioned in the heel and toe. These are quite popular right now for jogging. They are available in all different colors and stripes.

They should be of good quality, give arch support, be comfortable and be well cushioned, especially in the heel.

This cushioning absorbs the shocks to the body as the heel hits the ground. Running and jogging go much better with these shoes.

## CAL-MAG

Calcium and magnesium supplements can be taken as a substitute for the CalMag Formula in HCOB 5 Nov 74, DRUGS, MORE ABOUT. Just ensure that the full daily requirement of each is taken daily. This will prevent muscle soreness from the exercising.

## VEGETABLES

Green vegetables are okay during the program. To get the most benefit from them, they should be taken raw or steamed. Different lettuces, tomatoes and cucumbers are fine to take. The majority of the food eaten should still be fruit.

Vegetable juices are OK. A variety should be used throughout the program so that different nutrients and minerals can be gotten from the different vegetable sources.

## PROTEIN

Predigested protein is not the only protein that need be taken. It was used on the original program to good effect, however, there are several good powdered protein supplements on the market. Check your health food store for data on these. Be sure to get one with a high protein, very low carbohydrate content, which has all 8 of the essential amino acids. The label should state or show that all of the essential amino acids are present.

## SALT AND POTASSIUM

Salt (sodium chloride) is not mandatory on the program. It is only necessary as a treatment if the symptoms of salt depletion (heat exhaustion) occur. These are clammy skin, tiredness, weakness, headache, sometimes cramps, nausea, dizziness, sometimes vomiting and fainting.

As potassium is also lost in sweating, some of the above symptoms can come from potassium depletion. So, if salt does not handle the above symptoms then try either potassium gluconate tablets or "salt substitute" which is mainly potassium.

In the program, few of the above symptoms occurred when heavy fruit intake was occurring. This is due to the fact that there is sodium and potassium in fruit and vegetables. Consequently supplementing these minerals is not usually necessary if a lot of fruit and vegetables are consumed.

## HEALTH

If a person does not feel better during this program after 3 to 4 weeks, a doctor can be consulted to check for endocrine problems or organ malfunctions as these can sometimes hinder a person's progress on the program.

People with known heart conditions and high blood pressure or kidney conditions must do a program which is of a much lower gradient. An exercise program and diet must be worked out with a doctor.

## GRADIENT

Doing this program gradually is very important.

Here is a typical program sequence: First of all start jogging wearing the proper shoes. The first couple of days just jog 10 minutes, don't worry about diet or vitamins or sweat suit. Just get out and jog.

The next couple of days jog 15 minutes. Continue increasing the jogging time gradually until after 4 weeks you are up to 1 hour.

If you can get up to one hour running sooner, all the better. If you can run more than an hour a day regularly, that is even better. The more running and sweating, the better.

If you are so breathless that you can't speak to another while you are running then you are straining too much. Cut the gradient back.

You can start taking vitamins anywhere in the first couple of weeks, but the best results occur if the vitamins and minerals are taken from the start.

During the first month of build up, you should cut out all sweets, especially refined sugars and flours and their products. If you are overweight, cut down on food quantity in this time. At the end of the month, meat should be eliminated and fruit and vegetables should be the source of food.

After 1 month you can start running with the sweat suit. You should be running a full hour pretty comfortably before you start with the sweat suit. Sweating when wearing the sweat suit will increase markedly so watch for salt depletion.

## PROGRAM ODDITY

Very occasionally you will come across someone who has undergone extensive exercise and sweating for months and gotten rid of residual LSD. When starting on the LSD program, no further changes occur but there were earlier changes during the earlier sweating and exercise.

It is not just sweating that is necessary but also the increased circulation from the intensive exercise. LSD also has the effect of reducing circulation.

The point is, the case was sweated, exercised earlier and did get rid of the LSD. This is a very occasional phenomenon but has been known to occur.

## EP

The evidence that there is no more LSD there, is that points 1 through 9 in HCOB 31 May 77, LSD are no longer present. The final adjudication of the completion of the LSD Sweat Program lies with the C/S in liaison with the Medical Liaison Officer.

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HCO BULLETIN OF 1 MAY 1978

Remimeo  
Cramming Off  
C/Ses

(Taken from LRH ED 140 INT)

*Cramming Series 17*

**TECH QUALITY**

My current concern is tech quality over the world. Whereas the majority of auditors do a good job, there are some who don't, and it is these who have our reputation at stake.

The general outness has been traced (as usual) to out TRs and metering.

Lack of a Cramming in Qual Divs and even lack of Qual Divs is what has brought this about.

TRs and metering are out of the view of a C/S. He only sees what is written on the Auditor Report.

A Cramming should exist in every org and every bog should cause the auditor to be sent to Cramming on the material missed.

As TRs and metering are not visible to the C/S, Cramming should always add "Two hours TRs and metering" as a matter of course. This was the way it was when tech was more consistent.

A TR 1 that can't be heard (or blows the pc's head off), a TR 2 that consists of "That didn't read. That read" and TR 4 that is pure Q and A, plus missed reads and bypassed F/Ns can wreck any program.

A Cramming in every org and required verification of TRs and metering will go a long ways to improve tech quality.

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HCO BULLETIN OF 26 MAY 1978  
Issue I

Remimeo

**DIANETICS: URGENT COMMAND CHANGE**

Ref: HCOB 26 May 197811 ROUTINE 3R REVISED  
ENGRAM RUNNING BY CHAINS

It came to my attention the other day that Dianetics is being run using the wrong commands and even has some omitted procedure. This was quite a breakthrough to find as it explains some of the trouble that has been showing up with Dianetics throughout the world.

**MOVING THROUGH THE INCIDENT**

When a pc is first made to run an incident he is given the command to move through the incident to some certain time later. On the second run through the pc has been given the command SCAN through to the end of the incident. This second command is *incorrect*. The pc should be made to move through the incident with each run through.

Scanning an incident is another tech entirely and is covered in the early PABs under scanning but when you scan a pc during engram running you don't get them back into the incident and couldn't possibly discharge that incident. As early as Book One I found that you had to return the pc to the incident and MOVE them through and if they bounced then you would command them to RETURN TO THE INCIDENT as that is what you are after. So R3R Command C is changed to "MOVE THROUGH THE INCIDENT."

**RETURNING THE PC TO THE INCIDENT**

It will happen in Dianetic running that something in the incident that the pc is running will command them off the incident. This is called a BOUNCER. The pc just bounces right off the incident. The way to handle this is quite simple you simply command the pc to RETURN TO THE BEGINNING OF THE INCIDENT and to move through the incident. Commanding the pc to RETURN TO THE INCIDENT will enable you to get the pc to move through it and the force of the incident will come off.

This is quite an interesting piece of tech that has been known and worked since the advent of Book One. It, unfortunately, fell out somewhere along the line and wasn't being used. It is now being reinstated and in fact its use is making a tremendous difference in Dianetics running right this very minute.

**GETTING THE POSTULATES IN THE BASIC INCIDENT**

Now and again a pc will run Dianetics whereby they F/N on the basic incident and have VGIs but no cognition has come off. The pc has not fully viewed the postulates in the incident here to obtain full end phenomena.

When this occurs and you have your F/N VGIs yet no cognition is voiced, ask the pc "Was there something that you postulated in that incident." The results will be quite astonishing and the pc will have his or her full end phenomena and that will be it for that chain.

To not allow a pc to fully view the incident that is basic and get all the charge and postulates out of it will leave the case charged up and sooner or later the case will go sour on Dianetics.

There may be more than one postulate in the basic incident. You as the auditor want to get off the postulates in the basic incident accompanied by F/N and VGIs. This is your Dianetic end phenomena.

When the pc voices the postulate and has the full end phenomena there is no need to check further.

The auditor has to know his HCOBs on end phenomenas.

### NARRATIVE HANDLING OF INCIDENTS

We just had a pc the other day that ran for 25 hours on one incident and when that pc was finished with the incident the results were miraculous—a changed person with changed activities in life. The old rule applies of it takes as long as it takes is really true with Dianetics narrative running or any other Dianetics for that matter.

Narrative running can take a long time to get the pc through and what you are interested in here is running the incident narrative to erasure and only going earlier similar if it starts to grind very badly.

Failure to properly run a narrative incident will give the auditor and C/S the idea that things don't seem to handle on this case. It also gives the pc losses on handling things for himself. All that is needed is sufficient running of the narrative incident to its full end phenomena and this will no longer be the case as Dianetics does work except when it is not applied correctly. Part of the application of narrative running is to ensure that enough run throughs have occurred so that the incident is fully discharged.

### URGENT EMPHASIS

Emphasis on the proper running of Dianetics cannot be stressed enough as it can make the difference between a well and happy preclear or one with losses in auditing, things not being handled and Dianetics getting a bad name when in fact it is the only technology ever known to handle the mind.

Dianetics, when properly applied, produces miracles so why settle for less. Apply it by the book and those miracles are yours to be had.

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HCO BULLETIN OF 2 JUNE 1978R  
REVISED 14 JUNE 1978

*(Revision in this type style)*

Remimeo  
Cram Off Hats  
All Auditors

IMPORTANT

*Cramming Series 18R*

**CRAMMING REPAIR ASSESSMENT LIST**

**HISTORY:** I recently made an important technical discovery that a person, org or area can be totally bogged by a mis-cram or by an R/Ser operating under the guise of a "Cramming Officer." In the particular instance, one R/Sing Cramming Officer had bogged an org and then a second R/Sing Cramming Officer took over to "repair it," resulting in a nearly total crash.

To remedy this, I developed the following Cramming Repair List. In subsequent use of it, including people who had been mis-crammed elsewhere, the usage appeared quite miraculous.

It has been found that faulty, quickie or mis-cramming can result in continual goofs or an apparency of out-ethics as the person isn't correcting. This list covers the basic errors that can occur in cramming. It has also been found that a Cramming Officer who has consistent overt products will mess up an area. This list is used to correct such cramming.

This list can be used by an auditor in session who finds the pc has bypassed charge on his past cramming. It is also used when a bog or impasse occurs during or following a cramming action.

Its main use is to clear up an org or area where it is found that one or more Cramming Officers have been messing it up. In such an instance, it is applied to every past or present staff member. In such an instance particularly, its use can result in a miraculous resurge of the org or area.

Needless to say it can produce a remarkable resurgence in a person who has a history of being mis-crammed.

The list is done in a session by an auditor who has a Qual OK to assess a prepared list and Qual OK to operate an E-Meter.

**Auditor Instruction:** In case of a wrong why, use L4BRA. In case of self-listing or out list, use L4BRA. In case of any read find out who and when as needed to handle the question. If any question reads keep at it until you F/N it. F/N every item on the list that reads, then F/N the whole list on a final assessment of it.

In calling these items to the pc call them as questions, not as statements. This is the case in this list or any other prepared list. Do not call them as statements as this will tend to evaluate for the pc and even invalidate him.

If the list does not F/N or if the cramming repair does not seem to be getting anywhere, do a C/S 53RK and return to and F/N the Cramming Repair List after you've handled the C/S 53RK.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. HAVE YOU BEEN GIVEN A WRONG WHY?  
(L4BRA . ) \_\_\_\_\_
2. DO YOU HAVE A WRONG WHY?  
(L4BRA.) \_\_\_\_\_
3. AS A RESULT OF CRAMMING ARE YOU SELF-LISTING?  
(L4BRA.) \_\_\_\_\_
4. DO YOU SELF-LIST?  
(L4B RA . ) \_\_\_\_\_
5. WERE YOU CRAMMED OVER OUT RUDS?  
(Find out which and handle E/S to F/N.) \_\_\_\_\_
6. DO YOU HAVE AN ARC-X?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
7. HAVE YOU BEEN UPSET WITH SOMEONE'S HANDLING  
OF YOUR AREA?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
8. HAVE YOU ARC BROKEN ANOTHER?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
9. DO YOU HAVE A PROBLEM?  
(Get what and E/S to F/N.) \_\_\_\_\_
10. HAVE YOU MADE ANY PROBLEMS FOR ANOTHER?  
(E/S to F/N.) \_\_\_\_\_
11. DO YOU HAVE ANY WITHHOLDS?  
(Get what and E/S to F/N.) \_\_\_\_\_
12. HAVE YOU WITHHELD THAT OTHERS HAVE WITH-  
HOLDS?  
(Handle as W/H. E/S to F/N.) \_\_\_\_\_
13. HAVE YOU BEEN CRITICAL OF ANOTHER?  
(Get prior overt. E/S to F/N.) \_\_\_\_\_
14. HAVE YOU COMMITTED ANY OVERTS?  
(Get what and E/S to F/N.) \_\_\_\_\_
15. HAVE YOU BEEN UPSET BECAUSE SOMEONE SEEMED  
MAD AT YOU?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
16. DID YOU STILL HAVE A PROBLEM WHEN YOU LEFT  
CRAMMING?  
(E/S to F/N.) \_\_\_\_\_
17. WAS CRAMMING A PROBLEM TO YOU?  
(E/S to F/N.) \_\_\_\_\_
18. DID YOU FEEL WORSE AFTER BEING CRAMMED?  
(Ind E/S to F/N.) \_\_\_\_\_
19. HAVE YOU BEEN TOLD ANYTHING F/N'D WHEN YOU  
FELT IT HADN'T? \_\_\_\_\_

(Find out what and ind. E/S. Handle what hadn't really F/N'd.)

20. HAVE YOU FELT SOMETHING SHOULD HAVE F/N'D WHEN THE CRAMMING OFFICER/AUDITOR DIDN'T INDICATE IT HAD?  
(Indicate. 2WC E/S to F/N. Rehab any O/Rs.) \_\_\_\_\_
21. HAVE YOU HAD MISUNDERSTOODS THAT YOU STILL MISUNDERSTOOD AT THE END OF CRAMMING?  
(Get them and handle per Word Clearing tech.) \_\_\_\_\_
22. HAVE MISUNDERSTOODS BEEN MISSED?  
(Get them and handle per Word Clearing tech.) \_\_\_\_\_
23. HAVE WITHHOLDS BEEN MISSED?  
(Get what and E/S to F/N.) \_\_\_\_\_
24. HAS THE WRONG MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?  
(Find out what. Ind E/S to F/N. Clear up any MUs.) \_\_\_\_\_
25. HAS NO MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?  
(Find out what. Ind E/S to F/N. Clear up any MUs.) \_\_\_\_\_
26. DO YOU HAVE MISUNDERSTOODS NOW?  
(Find out what. Handle per Word Clearing tech.) \_\_\_\_\_
27. DO YOU HAVE MISUNDERSTOODS THAT YOU HAVEN'T CLEARED UP?  
(Find out what. Handle per Word Clearing tech.) \_\_\_\_\_
- 27a. *WERE YOU MADE TO LOOK UP WORDS YOU ALREADY UNDERSTOOD?*  
(Indicate E/S to F/N.) \_\_\_\_\_
28. COULDN'T YOU UNDERSTAND THE CRAMMING ORDER?  
(2WC E/S to F/N.) \_\_\_\_\_
29. HAVE YOU BEEN TOLD YOU SHOULDN'T HAVE BEEN SENT TO CRAMMING?  
(Find out who and what. E/S to F/N.) \_\_\_\_\_
30. HAS THE CRAMMING OFFICER BEEN CRITICAL OF ANOTHER?  
(Get who and what E/S to F/N. Then check for "Have you been similarly critical?" Get M/W/H.) \_\_\_\_\_
31. HAVE YOU FELT PTS TO YOUR AREA?  
(Check for SP or get a full PTS RD.) \_\_\_\_\_
32. IN CRAMMING HAS ANYBODY INVALIDATED YOU?  
(Find out who and what. Ind E/S to F/N.) \_\_\_\_\_
33. IN CRAMMING HAS ANYBODY EVALUATED FOR YOU?  
(Find out who and what. Ind E/S to F/N.) \_\_\_\_\_
34. HAVE YOU GOOFED AND NOT TOLD ANYBODY?  
(Find out what. Handle as a M/W/H. E/S to F/N.) \_\_\_\_\_
35. IS THERE SOME OTHER REASON FOR TROUBLE IN YOUR AREA? \_\_\_\_\_



(2WC E/S to F/N.)

36. ARE YOU HAVING GENERAL CASE TROUBLE? \_\_\_\_\_  
(Find out what to F/N, C/S 53RK if necessary.)
37. DID THE CRAM INTERRUPT YOUR USUAL AUDITING? \_\_\_\_\_  
(Ind E/S to F/N.)
38. DID THE CRAMMING OFFICER RUSH YOU? \_\_\_\_\_  
(2WC E/S to F/N.)
39. WAS A CRAM QUICKIED? \_\_\_\_\_  
(2WC E/S to F/N.)
40. DID THE CRAMMING OFFICER FAIL TO DRILL YOU? \_\_\_\_\_  
(2WC E/S to F/N.)
41. WAS THERE NOTHING WRONG IN THE FIRST PLACE? \_\_\_\_\_  
(Ind E/S to F/N.)
42. WAS THE CRAM DONE OVER SOME OTHER BYPASSED CHARGE? \_\_\_\_\_  
(Find out what and handle.)
43. WAS THIS ASSESSMENT UNNECESSARY? \_\_\_\_\_  
(Ind E/S to F/N.)
44. WAS THERE SOMETHING ELSE WRONG? \_\_\_\_\_  
(Find out what and handle. GF if no joy.)

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Special Tech Project

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HCO BULLETIN OF 15 JUNE 1978

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**URGENT IMPORTANT**

The key to Expanded Dianetics is:

1. Incomplete or misdone Objectives.
2. Incomplete or misdone Drug Rundown including Sweat Program.
3. Incomplete or misdone Dianetics.

When these are not done, incomplete or misdone, one does not have any real chance of getting down to the basic evil purposes of the case and will at best run off locks and so the case won't recover or will relapse.

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Founder

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HCO BULLETIN OF 18 JUNE 1978

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**IMPORTANT**

**ROUTINE 3-R COMMAND  
CHANGE**

REVISES HCOB 26 MAY 1978 ISSUE 11  
ROUTINE 3-R REVISED  
ENGRAM RUNNING BY CHAINS

Routine 3-R FLOW ONE, STEP ONE command is changed as follows:

“Locate a time when you had a\_\_\_\_\_.”

L. RON HUBBARD  
Founder

Assisted by  
Commodore's Staff  
Captain

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As ordered by  
L. RON HUBBARD

[HCOB 26 May 1978 Issue II is not included in this volume since it is cancelled by HCOB 26 June 1978RA. See page 380 of this volume.]

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 JUNE 1978R  
REVISED 20 SEPTEMBER 1978  
(Revisions in this type sty/e)

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*New Era Dianetics Series 4R*

**ASSESSMENT AND HOW TO GET THE ITEM**

A great deal of material has existed about assessment of the preclear. In New Era Dianetics Dianetic assessment has been summarized and simplified and added to. These New Era Dianetics assessment steps are precise. And they will detect and isolate the things that have to be handled to make a pc a well and happy being.

It is important to understand what assessment is and what you are attempting to accomplish when doing an assessment.

If you simply understand that you are trying to find an item that reads well, brings in the pc's indicators, in which the pc is interested, an item which was usefully worded and would run, you would have it.

In New Era Dianetics, several different kinds of assessment are used to get items to run out R3RA on the pc.

The New Era Dianetics Original Assessment Items

This is the first assessment done in New Era Dianetics. It has been known by various names, "Health Form," "Preclear Assessment Sheet" and is now reissued with only minor changes as HCOB 24 June 78R New Era Dianetics Series 5R, ORIGINAL ASSESSMENT SHEET.

It contains the pc's physical history and background, and gives the auditor and C/S a picture of the case. It is an assessment as it is done on the meter and enables the auditor and C/S to see what needs to be handled.

Original Item

The original item is a condition, illness, accident, drug, alcohol or medicine, etc. that has been given by the pc to the auditor. This will come from the Original Assessment Sheet, from another New Era Dianetics rundown or may simply be offered by the pc.

Original items tend to be general in character, such as "lame" or a medical condition, and are either lacking things you will find on the Preassessment List or are too broad to be audited. Pcs normally give items this way when asked for them on the New Era Dianetics Original Assessment Sheet, NED Series 5R.

Preassessment

Preassessment is a new procedure in New Era Dianetics. It is done with a prepared Preassessment List and determines what categories of somatics are connected to the original item, and which of these is the most highly charged.

It is called the preassessment because it comes before the assessment of the actual item to run out R3RA. (The item to be run out is now called the running item.)

Preassessment is done on the original item with the Preassessment List.

Preassessment List

This is found in New Era Dianetics Series 4-1.

A prepared list of categories of somatics which is assessed in connection with the original item. (The list includes pains, sensations, feelings, emotions, attitudes, misemotions, unconsciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes, numbnesses.)

### Preassessment Item

The largest reading item obtained on an assessment of the Preassessment List. This item is used to get running items.

### LISTING FOR RUNNING ITEMS

The auditor now takes the preassessment item and makes a list on a separate sheet of paper and asks the pc, "What (preassessment item found) are/is connected with (original item found)?"

The auditor writes down exactly what the pc says in a column and notes the meter reads at the exact moment the pc ends the statement of the running item.

The result is a list called the "running item list."

If the pc gives you an exact feeling ("feeling scared," "a burning feeling in my ear," "a sharp pain in my toe") the feeling is simply run out R3RA Quad if it reads and the pc is interested.

An item which states a somatic and is runnable is called a running item. Running items are exactly stated pains, sensations, feelings, emotions, attitudes, misemotions, unconsciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes, numbnesses.

If the pc gives you a general type item like "stomach problems," a drug, alcohol, medicine, medical term or narrative, which does not state a feeling (etc.), the feelings (etc.) for the item must be found so they can be run. The preassessment is done to get running items.

### Running Item

The auditor takes the best reading item on the running item list (possibly an LF or an LFBD or an *instant* F/N) and checks with the pc, "Are you interested in this item?" and if so it becomes the running item which you will run by R3RA Quad.

Running items are sometimes abruptly volunteered by the pc and if they are within the categories of the assessment list they can be run, but be careful of: 1) jumping onto some other subject than the original item you are trying to handle or 2) upsetting the pc because you refuse to audit it. Warning: If you go off New Era Dianetics assessment procedure you will be pot shooting all over a case and never finish it.

All this New Era Dianetics procedure is leading up to finding running items that will run and resolve the case. So the thing you are after in assessment is the running item and it is most accurately obtained as above.

This is done by taking the original item, say "stomach problems," doing a preassessment on it, and with the preassessment item, finding a running item.

(Example: Stomach problems is the original item. A preassessment is done and "sorenesses" is the largest reading item on the Preassessment List. The auditor then lists for running items, using sorenesses, and gets "A dull soreness on my left side." This is the running item, which will be handled with R3RA Quad.)

## PREASSESSMENT

Previous to New Era Dianetics you would have taken a Dianetic item such as a drug or a chronic condition or an accident and you would have asked the pc to give you the attitudes, emotions, sensations and pains connected to the item.

I have just developed a new procedure on the handling and running of Dianetics. It is called the preassessment. This is how it works.

1. The auditor obtains an original item from the pc. This will be from a drug list, the Original Assessment Sheet or other New Era Dianetics rundown. (It will be a drug, a condition, an illness, an accident, etc.)
2. He then preassesses the feelings on the Preassessment List to find out which preassessment item is the most highly charged in connection with the original item.
3. From the preassessment item (the largest reading Preassessment List item) the auditor can get specific somatics called running items from the pc. These running items will be the ones the pc is most interested in.
4. The running item found in Step 3 is run R3RA Quad.

Example: The original item is "bronchitis." The auditor assesses the Preassessment List below by asking the pc:

"Are \_\_\_\_\_ connected with bronchitis?"

pains	compulsions
sensations	fears
feelings	aches
emotions	tirednesses
attitudes	pressures
misemotions	discomforts
unconsciousnesses	dislikes
sorenesses	numbnesses

He gets an LF on misemotions. This is the largest read.

"What misemotions are connected with bronchitis?"

As the pc tells him, the auditor takes them down, noting meter reads while the pc is giving the items. (And that's all there is to the preassessment.)

## PREASSESSMENT ITEM

This is in turn the largest reading item on the Preassessment List above and then subsequently lesser reading items from the same list are taken up.

With the preassessment item gotten, the auditor can list to find the running items.

(Example: The preassessment item is "misemotion." The auditor asks, "What misemotions are connected with bronchitis?")

He writes down all the answers the pc gives him, with their reads.

Feeling like I want to give up X  
Worried about my lungs LFBD  
Feeling angry about not breathing F  
Scared to death sF

The auditor would first run “worried about my lungs” R3RA Quad and then would return to the next best reading item, in this case, “Feeling angry about not breathing. “

### RUNNING ITEM

The auditor chooses the largest reading item the pc has given and checks interest for the next chain. This is the running item.

### ACTUAL AUDITING

Having found the running item the auditor then runs it out R3RA Quad.  
FINDING THE NEXT RUNNING ITEM

The auditor has a choice of taking a lesser reading item from the Preassessment List or the running item list or (safer) do a new preassessment on the same original item. (You don’t stop working on the original item until it is gone completely and forever. )

Having done a preassessment on the same original item you do a new running item list, take the best read (fall, LF, *instant* F/N) and use it as your new running item.

### ASSESSMENT COMMANDS

Commands for the Original Assessment Sheet of the New Era Dianetics Rundown:

- 1) Ask the question on the Original Assessment Sheet. Write answer and note meter read.
- 2) “Are (preassessment item being called) connected with (original item being preassessed)? “
- 3) “What (largest reading preassessment item) are connected with (original item)?”
- 4) “Are you interested in running (largest reading or *instantly* F/Ning running item found in 3 above)?”
- 5) Go straight into R3RA Quad, using the item in 4 if the pc is interested.

### HANDLING SOMATICS

The Preassessment List is designed to locate somatics which the auditor can then handle with R3RA.

By somatic is meant a pain or ache, sensation, misemotion, or even unconsciousness. There are a thousand different descriptive words that could add up to a *feeling* Pain, aches, dizziness, sadness, they are all feelings.

All chains are held together by the general various awarenesses which are named on the Preassessment List.

One generally identified difficulty given by the pc on the original assessment is, in actual fact, in almost all cases composed of pains, sensations, feelings, emotions, attitudes, misemotions, unconsciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes and numbnesses as well as one or more postulates. It is very possible that any major Original Assessment item contains 3 or 4 full chains for each one of these.

Hence an auditor really hasn’t got a prayer of eradicating a major Original Assessment unless he runs 64 or more complete chains thoroughly and accurately. Some might give up with less and some might require many more.

If you follow the New Era Dianetics assessment procedure perfectly and flawlessly, well you have every chance of achieving a well and happy human being.

## HANDLING NARRATIVES

A narrative is a story, an account, a tale.

For many years narratives were held in disrepute and auditors were sometimes warned against running them. The reason for this is that when you try to solve a case on narratives alone it takes several thousand hours of auditing.

However to abandon narratives totally is to abandon some of the most dramatic case changes you can get.

Occasionally the pc will come into a session after a physically or emotionally painful experience, an accident, illness, loss or great emotional stress. Running these incidents out narrative erases the psychic trauma the person has undergone and speeds recovery.

You sometimes find that a person's whole life changed around the death of a relative or child or a divorce or an auto accident or some other similar catastrophe. This is usually found and handled in ACTION NINE in the HCOB 22 June 1978R New Era Dianetics Series 2R, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.

When running a narrative, one is running out the narrative *incident*. A narrative needs to be run and run and run on that one incident. You are running that incident to erasure and you only go earlier similar if it starts to grind very badly.

The trick in running narratives is to find the earlier beginning each time the person is moved through it. (See ACTION NINE, New Era Dianetics Series 2.)

A condition or circumstance without an incident is NOT narrative. An example of this would be "obstruction of justice." It would not run as there is not an exact incident. "Hitting a cop" is a narrative. "Feeling sick about cops" is not a narrative as there is no story connected with it, but there is a somatic.

## RUNNING NARRATIVES

To run a narrative item, the auditor must first find out exactly what happened with the pc, then, by asking the pc "What shall we call this incident?" he will have the preclear's wording and can run it narrative using the New Era Dianetics narrative commands. One would run a narrative item ONLY if it reads well and the pc is interested in running it out.

Narrative handling to its full EP can give miraculous results, but it can take a long time to get the pc through it. A full Dianetic EP of *postulate off* (which IS the erasure), *F/N* and *VGIs* must be reached. If the pc gives a cognition which is not the actual postulate from the incident or doesn't sound like it to the auditor, the postulate is asked for.

## NARRATIVE ASSESSMENT COMMANDS

- 1) Ask the questions called for on the Original Assessment Sheet.
- 2) Note any original items that contain recent losses, illnesses, accidents, upsets or deaths and ask:  
  
"Are you interested in handling (description of item on the Original Assessment Sheet)?"
- 3) If the pc signifies that he is, go immediately into R3RA Narrative.

## ASSESSING TONE OF VOICE

The auditor does the assessing by asking the question as a question, not as a statement of fact. To assess the question as a statement tends to evaluate and can even invalidate the preclear.

You can go around asking questions with a tape recorder going. Play it back and you will notice the voice tone rises on a question and goes down on a statement. So the right way to assess the questions would be to have a slight upcurve at the end, and actually assess it as a question.

ASSESSMENT IS DONE BY THE AUDITOR BETWEEN THE PC'S BANK AND THE METER. THERE IS NO PARTICULAR NEED IN DIANETIC ASSESSING TO LOOK AT THE PC. JUST NOTE WHICH ITEM HAS THE LONGEST FALL OR BD. THE AUDITOR LOOKS AT THE METER WHILE DOING AN ASSESSMENT.

Rote procedure gets heavily in the road of a Dianetic assessment. The pc gives a list, the auditor doesn't watch the reads and note them, then the auditor commonly goes back to assess the list. By that time the surface charge is off. He should have watched the meter in the first place and taken reads while the pc was originating the item. Why all this assessing of the finished list? Of course when you already have a list done by another with no reads marked on it, you have to read it off and mark what reads. And using a list a second time you have to read it off to the pc to see what reads.

In Dianetics one always handles *an instant F/N first, then any LFBD, LF, F or sF, in that order. The largest reading items are the ones the pc can most easily confront.* When the largest reading item is handled go on to the next biggest reading item (and so on) until all reading items have been handled. This same principle applies to all New Era Dianetics auditing. Take up the biggest reading areas and handle those first.

You may find there is something plainly visible that is wrong with the preclear, like a broken leg, yet it may not read at all. Instead the meter is reading on the pain in his arm. You do the standard action of handling the items that the meter reads on.

In assessing a prepared list such as the Preassessment List always take up the item *which got an instant F/N first followed by the next largest read.*

In a list like the running items list you continue listing until the pc says that's all or you've got an F/N item. If you get in trouble right after listing a running item list on a pc and the pc seems upset and you are not a Scientology auditor, go get a Scientology auditor Class IV fast and have him repair the list for you as it may have become a Scientology list either through auditor error or inability to read a meter or missing a read or whatever.

The laws of listing and nulling always apply to Scientology lists and sometimes on rare occasions apply to a Dianetic list and can on these cases cause trouble.

Listing for a running item on the running item list usually doesn't cause trouble as it is already taken from the Preassessment List and is not a very broad question.

This and a failure to follow New Era Dianetics assessment and R3RA procedure exactly or failure to actually erase the basic on a chain is about all the trouble you'd run into.

Review New Era Dianetics Series 1 on what is expected of a student.

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L. RON HUBBARD  
Founder



HCO BULLETIN OF 19 JUNE 1978

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*New Era Dianetics Series 3*

**OBJECTIVE ARC**

I have recently added a new process to be done before the full battery of Objective Processes. It is called Objective ARC.

Objective ARC is the first Objective Process to be done on a pc. It is followed by CCHs 1-10, Op Pro by Dup. SCS on an object, SCS, and SOP 8C as covered in HCOB 11 June 57 Reissued 12 May 77 Training and CCH Processes, PAB 80, PAB 97, PAB 34, and HCOB 4 Feb 59 Op Pro by Dup.

The commands of Objective ARC are run 1-2-3, 1-2-3, three commands given repetitively.

The commands are:

“Look around here and find something that is really real to you.”

“Look around here and find something you wouldn’t mind communicating with.”

“Look around here and find something you wouldn’t mind being around.” (An alteration of the original command because the original command was too steep.)

The pc and auditor are ambulant.

This process will bite suddenly and bring a person up to present time. It has been known to crack cases.

Of all Objectives, this process tends to be the shortest. It often ends with a very bright cog after only a few commands.

The end phenomena of this process would be person in present time, cognition, and very good indicators, accompanied by an F/N.

The above will accomplish a great deal for the pc if done correctly and with flawless TRs.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 20 JUNE 1978

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All Auditors

*New Era Dianetics Series 15*

**IDENTITY RUNDOWN**

We have never before had a Dianetic process specifically directed to getting a pc into valence. This result has occasionally been achieved by Standard Dianetics as one of many miracles produced, but previous to this there has been no Dianetic RD which specifically lends itself to handling valences.

You can, of course, order them into valence in an incident but that isn't in the realm of R3RA.

**PROCEDURE**

1. Have the pc make a list of all the things he has never wanted to have.
2. Do preassessment on those that read in 1. Quad R3RA reading items, first checking interest.
3. Have the pc list all the things he has never wanted to do.
4. Do preassessment on those that read in 3. Quad R3RA reading items, first checking interest.
5. Have the pc list all of the things he has never wanted to be.
6. Do preassessment on those items that read in 5. Quad R3RA reading items, first checking interest.

The end phenomena of this process is when the pc originates that he is in valence, or some similar remark such as for the first time he feels himself.

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HCO BULLETIN OF 21 JUNE 1978

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***NEW ERA DIANETICS***  
***SERIES I***

New Era Dianetics is a summary and refinement of Dianetics based upon 30 years of experience in the application of the subject.

In that 30 years I have found much that could improve results if properly applied.

And in that 30 years, many issues have been written by others that were a bit altered and some materials have been lost. New Era Dianetics corrects these points.

Also, recently, I have done additional research and have come up with a few breakthroughs.

In 1950, I said we should build a better Bridge.

Well, in 1978, here is a better Dianetics section of the Bridge.

Old-timers in Dianetics will only approve these upgrades. There is no invalidation of what they know already to be true. But there are refinements about which they are jumping with joy.

New Era Dianetics is even more acceptable, even more workable.

I did this review to move Dianetics back into the "miracles as usual" band and the student studying it and the auditor practicing it will find that if he follows its precision drills with precision he will be able to handle life and the spirit as never before.

Of course I cannot claim or guarantee that anyone audited on Dianetics or New Era Dianetics will become cured of illnesses which would best be handled by immediate medical treatment and I cannot promise any pc that all of his undesirable conditions will be eradicated since that depends on the state of training and the accuracy of application by the student.

**THE STUDENT**

What does a student need to know and do to acquire the skill of a Dianetic auditor?

0. The student needs to have completed the Student Hat. He needs to be able to handle study tech. Without that, his misunderstood words will wipe him out. Study tech is contained in the Student Hat. The definitions are in the Tech and Admin dictionaries and standard dictionaries. The student must not go by a single word he does not know the definition of.

1. He should know the background of Dianetics as contained in several books on the subject, particularly the *Original Thesis* and *Dianetics: The Modern Science of Mental Health*.

2. He needs an E-Meter and must know how to handle it.

3. He should have good TRs as acquired in a TR course.

4. He should have a good grasp of Objective Processes, both to make him a better auditor, and to enable him to do full Drug Rundowns.

Objectives are actually Scientology processing but if a Dianetic auditor doesn't know and cannot do them he is dependent on a Scientology auditor to finish up the Drug Rundown.

The training of a Dianetic auditor in Objectives is not as complete as a Scientology auditor's. But it is sufficient to enable him to do those Objective Processes necessary to get a person off drugs or to get him in condition to run Dianetic processes.

5. He should have a good grasp of the materials of New Era Dianetics.
6. He should be able to make and assess lists of Dianetic items as called for in specific assessments of a preclear in order to complete rundowns and preclears.
7. He must be able to do TR 101 to 104 flawlessly. using the commands of New Era Dianetics.
8. He must know how to do Dianetic Assists.
9. He must be able to assess and handle a Dianetic Repair List and do repair actions.
10. He must be able to handle Dianetic remedies and all other actions called for in a complete Dianetic course or processing.
11. He needs to be able to apply what he knows.

If the student can acquire the above skills he will achieve fine results.

It does not require mile long checksheets to make a good Dianetic auditor.

It *does* require study and hard effective drilling.

And it requires a desire to help oneself and others and really make a better Bridge and a better world by putting it there in terms of faultless application.

Scientology goes on and is above Dianetics. But Dianetics is the solid base of all this research. So learn and apply it well.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 22 JUNE 1978R  
REVISED 16 SEPTEMBER 1978

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*(Revisions in this type sty/e)  
(Ellipses indicate deletions)*

*This bulletin has been revised to give the rearranged steps and a new final step for the New Era Dianetics Drug Rundown.*

***New Era Dianetics Series 2R***

**NEW ERA DIANETICS FULL PC PROGRAM OUTLINE**

As a person goes through life and lifetimes he collides with secondaries, losses, deaths of those he is closely connected with, injuries, accidents, illnesses, operations and emotional stresses. These of course are not all, but cover the main complaints and symptoms of pcs.

Dianetics lends itself to handle the current, past and occasional complaints and symptoms as above.

It achieves its results by addressing and handling the spirit and is in no way to be confused with medical or other practices.

The end phenomena of Dianetic auditing is a well and happy pc. These steps as laid out below if *ALL DONE* and with precision will give just that.

**NEW ERA DIANETICS FULL PROGRAM OUTLINE:**

**THE ACTIONS OF THE NEW ERA DIANETICS FULL PROGRAM ARE TO BE RUN IN THE ORDER THEY ARE GIVEN. THE PRODUCT IS A WELL AND HAPPY PC AND THIS IS THE DIRECTION YOU GO, STEP BY STEP TO ACHIEVE THAT PRODUCT.**

**ACTION ONE: ORIGINAL ASSESSMENT SHEET**

This sheet is thoroughly filled out with the pc on the meter. It gives you the pc's history, what drugs and alcohol he has taken *in this lifetime*, illnesses, operations, present physical conditions, mental treatment, medicines and perception difficulties. (Ref: HCOB 24 June 1978R New Era Dianetics Series 5R, ORIGINAL ASSESSMENT SHEET).

At this point the data is taken only. Do not attempt to handle any of the items on this step. (Ref: HCOB 24 June 1978R NED Series 5R).

**ACTION TWO: HANDLE ANY PTSNESS**

It must be noted that you have to handle any PTSness before you can begin any auditing. Pcs who are PTS will not hold their gain. Therefore any PTSness must be handled before auditing is begun. (Ref: HCOB 10 Aug 73 PTS HANDLING, HCOB 20 Apr 72 SUPPRESSED PCs AND PTS TECH, HCOB 9 Dec 71RC PTS RD).

**ACTION THREE: OBJECTIVE ARC**

I have added a new process to be done before the full battery of Objective Processes. It is called Objective ARC. This is the first process to be done on a pc

and will bring a person up to present time. (Ref: Objective ARC is covered in HCOB 19 Jun 1978, New Era Dianetics Series 3, OBJECTIVE ARC).

#### ACTION FOUR: SWEAT PROGRAM

A Sweat Program will be necessary if the person has taken LSD or Angel Dust. It may also be indicated when a person has been subjected to exposure to toxic substances which have lodged in the tissue and fat of the body. In future times psychiatrists or others of ill repute may develop other compounds such as LSD which lodge in the systems; a Sweat Program may be indicated in these. (Ref: HCOB 15 July 71RA III Rev 27 Jun 78, *Re-Rev 19 Sep 78*, New Era Dianetics Series 9R, DRUG HANDLING).

#### ACTION FIVE: OBJECTIVES

A . . . battery of Objectives is done on this step. *This consists of the following Objective Processes properly and fully done to their complete EP for each process: ... CCH 1-10, ... SCS on an Object and SCS.... (Note: SOP 8C and Op Pro By Dup are run on a later step.)* (Ref: HCOB 15 July 71RA III Rev 27 Jun 78, *Re-Rev 19 Sep 78*, New Era Dianetics Series 9R, DRUG HANDLING).

#### ACTION SIX: HARD TR COURSE

On this course, the preclear will thoroughly do TRs 0-9. (Ref: HCOB 15 July 71RA III Rev 27 Jun 78, *Re-Rev 19 Sep 78*, New Era Dianetics Series 9R, DRUG HANDLING, HCOB 16 Aug 71R, TRAINING DRILLS REMODERNIZED, HCOB 7 May 68, UPPER INDOC TRs, *BPL 18 Sep 78 New Era Dianetics Hard TRs Course*).

#### ACTION SEVEN: CS-1

Before we can even begin a pc on Dianetics we have to indoctrinate him into what Dianetics is and what is expected of him as a pc.

This is standardly and effectively accomplished by using the Standard Dianetics CS-1, HCOB 9 Jul 78R, DIANETIC CS-1.

#### ACTION EIGHT: DRUG RUNDOWN QUAD

It has been proven time and time again that until you audit out, each by name, the drugs, alcohol and medicine a person has taken, he does not make good case gain.

A person who has been on drugs, alcohol or medicine seldom runs any other type of engram, seldom goes backtrack well, and is subject to somatic, emotional and perceptic shut-offs, making any other type of Dianetic or Scientology auditing a difficult activity.

Therefore if drugs, medicine or alcohol, or individual names of them read on the meter on the Original Assessment Sheet, they are handled FIRST AND FOREMOST .

*(Note: You do not ask the pc for whole track drugs. You want only drugs, medicine or alcohol he has taken in this lifetime.)*

In New Era Dianetics the Drug Rundown has *five* parts: 1) The Original Assessment in which the names of drugs, medicines or alcohol *the pc has taken in this lifetime* are obtained, 2) *The running of each reading drug, medicine or alcohol Narrative R3RA Quad*, 3) The preassessment of each of these and the running by R3RA Quad of the items, 4) The prior assessment to drugs or alcohol for each, 5) *The final step of bringing the pc fully into PT and stabilizing him by the running of further Objectives, SOP 8C and Op Pro By Dup.*

1. The Original Assessment

*This has already been done as Action One. It may be necessary to get the preclear to add to the list and it is highly possible that he has taken more types of drugs in this lifetime than he remembered at the time the Original Assessment was done. You have to have all drugs, medicines and alcohol by their actual names as known to the pc. It is not enough to use an item like “drugs,” “alcohol” or “medicine” as you will get nowhere. They have to be “heroin,” or “penicillin” or “bourbon.”*

2. Narrative Handling of Drugs

*Before any other handling, the pc runs out EACH of the reading drugs, medicines or alcohols Narrative R3RA Quad. This is done FIRST.*

3. The Preassessment

New Era Dianetics handling for drugs includes the use of the Preassessment List. This is a new procedure on the handling and running of Dianetics. Previous to this you would ask the pc for attitudes, emotions, sensations and pains connected with an item. Instead the preassessment is done. It ensures that every somatic is gotten off in connection with whatever you are handling. (Ref: HCOB 18 Jun 78R New Era Dianetics Series 4R, ASSESSMENT AND HOW TO GET THE ITEM).

Each item found by preassessment is run by R3RA Quad as soon as the running item is found in every case. Then one continues with further preassessment until all possible drugs, medicines and alcohols are fully handled R3RA Quad.

4. The Prior Assessment

After all reading drugs, medicines and alcohols have been preassessed and run out R3RA Quad, the prior assessment to drugs or alcohol is done. This step locates and runs out all the feelings, attitudes, misemotions, pains, etc. the pc had prior to first taking each drug, medicine or alcohol. (Ref: HCOB 15 Jul 71RA III, Rev 27 Jun 78 New Era Dianetics Series 9R, C/S Series 48RB, DRUG HANDLING).

**ACTION EIGHT-A:**

5. *The Final Step—More Objectives*

*As a final step, the pc is brought fully into present time with further Objectives: SOP 8C and then Op Pro By Dup. each run to its complete EP.*

This completes the Dianetic Drug Rundown.

**ACTION NINE: RELIEF RUNDOWN**

Where the Original Assessment Sheet has shown losses by death or other severe changes in a person’s life such as losses of position or pets or objects it will be found that the person’s life changed for the worse at that point.

The auditor spots these points of change either on the Original Assessment Sheet or by asking the preclear. These points are then handled with New Era Dianetics procedure.

It will be found that when all such great changes in a person’s life have been handled the person will experience a considerable relief about life. (Ref: HCOB 3 July 1978R, NED Series 10R).

**ACTION TEN: DIANETIC REMEDIES—OPTIONAL**

The Picture and Masses Remedy and the Past Life Remedy are optional and are only done when you run into trouble. They are run after the Drug Rundown because unhandled drugs are the cause of most of that trouble.

The Picture and Masses Remedy  
(Ref: HCOB 22 Jul 69 HIGH TA ASSESSMENT  
HCOB 24 Jul 78 DIANETIC REMEDIES)

Past Life Remedy  
(Ref: HCOB 16 Jan 75 PAST LIFE REMEDY  
HCOB 24 Jul 78 DIANETIC REMEDIES)

#### ACTION ELEVEN: COMPLETE HANDLING ON THE ORIGINAL ASSESSMENT SHEET

You have handled all drugs, alcohol and medicine and all losses the pc has had fully and completely. The pc is now set up to go ahead with handling the rest of his complaints and symptoms.

The full procedure of handling the remainder of this Original Assessment Sheet is laid out in full in HCOB 28 July 71RA Rev 25 June 78 New Era Dianetics Series 8R DIANETICS, BEGINNING A PC ON and HCOB 18 June 78R New Era Dianetics Series 4R ASSESSMENT AND HOW TO GET THE ITEM. Follow these issues exactly.

#### ACTION TWELVE: REASSESSMENT OF THE ORIGINAL ASSESSMENT SHEET

When all Original Assessment Sheet items are handled as above, the Original Assessment Sheet is reassessed. The pc's memory will have improved if you've done a good job of auditing so far and his targets in processing will have changed.

So we reassess the Original Assessment Sheet and handle any now reading area.

(Ref: HCOB 4 Jul 78R New Era Dianetics Series 12R, SECOND ORIGINAL ASSESSMENT) .

#### ACTION THIRTEEN: DIANETIC STUDENT RESCUE INTENSIVE

This is an optional step to be taken if your pc is having any trouble with study. It takes up and handles any and all somatics connected with the subject of study.

A Student Rescue Intensive is not run until the pc has been completed up to ACTION ELEVEN as it would interrupt his program because drugs, if he has taken any, are a probable contributory cause to being unable to study. Also the Dianetic Student Rescue Intensive is not a substitute for proper Word Clearing of Dianetic, Scientology and earlier courses and training. It does however make the latter much more effective.

(Ref: HCOB 2 Jul 78 New Era Dianetics Series 11, DIANETIC STUDENT RESCUE INTENSIVE).

#### ACTION FOURTEEN: PREPARED ASSESSMENT FORM

This is an early step I developed in Dianetics which fell into disuse and abandonment. However it can produce some amazing results and so is being put back as a standard step in the running of Dianetics. It is done by assessing a prepared list of types of somatics and fully handling each one using New Era Dianetics.

When you have an F/Ning list and the pc is VGIs it is the end of this step.



The procedure and list is covered on HCOB 1 Jul 78 New Era Dianetics Series 13, DIANETICS PREPARED ASSESSMENT RUNDOWN.

#### ACTION FIFTEEN: DISABILITY RUNDOWN

This rundown handles anything the pc considers a disability; mental, physical or otherwise. It handles everything from being too short to not being able to speak Arabic or not wanting to go to parties. It takes each disability and handles it with R3RA.

(Ref: HCOB 29 June 78 New Era Dianetics Series 14, DISABILITY RUNDOWN).

#### ACTION SIXTEEN: IDENTITY RUNDOWN

We have never before had a Dianetic process specifically directed to getting a pc into valence. The Identity Rundown now handles that. It specifically takes up and handles valences the pc may be in by using the New Era Dianetics tech.

(Ref: HCOB 20 Jun 78 New Era Dianetics Series 15, IDENTITY RUNDOWN).

#### ACTION SEVENTEEN: AUDITING OUT SESSIONS—OPTIONAL

Now and then it is necessary to audit out an auditing session or all auditing. One does this by R3RA, running the incident narrative to erasure and only going earlier similar if it starts to grind very badly or, if all auditing, handling it session by session as a chain.

(Ref: HCOB 23 May 69 AUDITING OUT SESSIONS  
HCOB 26 Jun 78RA New Era Dianetics Series 6RA  
Issue II ENGRAM RUNNING BY CHAINS  
HCOB 18 Jun 78R New Era Dianetics Series 4R  
ASSESSMENT AND HOW TO GET THE ITEM).

#### IF YOU GET INTO TROUBLE

If you run into any trouble on these Dianetic steps, use the L3RF and handle all reading items to EP. Or go to Cramming on Dianetics. (Ref: HCOB 11 April 71RC L3RF).

#### SUMMARY

Completing all the above steps thoroughly and completely ensuring that all chains are run to full end phenomena is the only way you will have a well and happy pc.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 23 JUNE 1978R  
REVISED 22 SEPTEMBER 1978

Remimeo

*(Revisions in this type style)  
(Ellipses indicate deletions)*

*New Era Dianetics Series 16R*

**PRECLEAR CHECKLIST**

INFORMATION: When a pc is ready to start Dianetics this form must be filled out with his name and commencing date and kept in the front of the pc folder.

It is his advanced program.

As each step of Dianetics is done, the auditor plus C/S must attest by that step that this pc has done the step thoroughly per HCOB 22 June 1978R *New Era Dianetics Series 2R, New Era Dianetics Full PC Program Outline.*

When all steps have been run and completed, the pc's Dianetic folders, with this checklist included, get sent to the Qual Sec for full verification and attest before the pc is allowed to attest to Dianetic Case Completion.

After a grace period of 3 weeks after the date of this issue it will be a commevable offense for the auditor, C/S and Qual Sec to let any pc attest to Dianetic Case Completion without having thoroughly completed EACH step of this checklist.

PC NAME \_\_\_\_\_ STARTING DATE \_\_\_\_\_

ORG \_\_\_\_\_ COMPLETION DATE \_\_\_\_\_

AUDITOR(S) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

		Auditor Attest	C/S Attest	Qual Sec Attest
STEP ONE:	Original Assess ment Sheet	_____	_____	_____
STEP TWO:	PTSness Handled	_____	_____	_____
STEP THREE:	Objective ARC	_____	_____	_____
STEP FOUR:	Sweat Program	_____	_____	_____
STEP FIVE:	Objectives (CCHs 1-10, . . . SCS on an Object, SCS,..)	_____	_____	_____

		Auditor Attest	C/S Attest	Qual Sec Attest
STEP SIX:	Hard TRs	_____	_____	_____
STEP SEVEN:	Dianetic CS-1	_____	_____	_____
STEP EIGHT:	Drug Rundown	_____	_____	_____
<i>STEP EIGHT-A:</i>	<i>More Objectives (SOP 8C and Op Pro by Dup.)</i>	_____	_____	_____
STEP NINE:	Relief Rundown	_____	_____	_____
STEP TEN:	(Optional) Picture & Masses Remedy	_____	_____	_____
	Past Life Remedy	_____	_____	_____
STEP ELEVEN:	Complete Handling on Original Assess ment Sheet	_____	_____	_____
STEP TWELVE:	Second Original Assessment Sheet	_____	_____	_____
STEP THIRTEEN:	(Optional) Student Rescue Intensive	_____	_____	_____
STEP FOURTEEN:	Prepared Assess ment Form	_____	_____	_____
STEP FIFTEEN:	Disability Rundown	_____	_____	_____
STEP SIXTEEN:	Identity Rundown	_____	_____	_____
STEP SEVENTEEN:	(Optional) Auditing Out Sessions	_____	_____	_____
STEP EIGHTEEN:	After full attest From Qual Sec— PC DECLARE	_____	_____	_____

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HCO BULLETIN OF 24 JUNE 1978R  
REVISED 22 SEPTEMBER 1978  
(Cancels BTB 24 Apr 69RA,  
Preclear Assessment Sheet)

Remimeo  
BPI  
HGC  
All Auditors

*(Revisions in this type style)*

*New Era Dianetics Series 5R*

**ORIGINAL ASSESSMENT SHEET**

**WHEN IS THE ORIGINAL ASSESSMENT SHEET DONE**

This Original Assessment Sheet is done as the beginning action of Dianetics. It is done in a formal Dianetic auditing session in an auditing room with the pc duly signed up, and in session.

**WHO DOES THE ORIGINAL ASSESSMENT SHEET**

The auditor assigned to audit the preclear does the assessment. It is included as part of the preclear's auditing time as it is valuable data collection on the preclear's case, done with the preclear on the meter.

**PURPOSE OF ORIGINAL ASSESSMENT SHEET**

The purpose of this form is to provide essential data regarding the preclear to the C/S, the D of P and the auditor, and to better acquaint the auditor with the preclear at the onset of auditing.

**HOW IS THE ORIGINAL ASSESSMENT SHEET DONE**

The assessment is done with the preclear on the meter.

The preclear is given the R-Factor that you will simply be asking him for essential data about himself for the purpose given above.

The auditor notes down the data as the pc gives it. He does not take up the pc's answers to the questions, except, when necessary, to make sure the question is answered and the auditor has the facts straight. TA at start and end of the assessment is noted, along with any TA action during the assessment. Needle reactions to the questions are noted when the question is given plus any needle reaction that occurs during the pc's reply.

**NEATNESS OF ORIGINAL ASSESSMENT SHEET**

The data should be written plainly and neatly on the assessment sheet so that it is readable, as the information is wanted. Auditor does not delay or hold up the pc giving answers, however, while he completes admin.

**WHERE DOES THE ORIGINAL ASSESSMENT SHEET GO WHEN COMPLETED**

When completed, the Original Assessment Sheet is kept in the preclear's folder. A note is made on the Summary Sheet of pc's folder that the Original Assessment Sheet has been done.

DATE: \_\_\_\_\_

ORIGINAL ASSESSMENT SHEET

Name of pc: \_\_\_\_\_ Age of pc: \_\_\_\_\_

Auditor: \_\_\_\_\_ Org: \_\_\_\_\_

TA Position at Start of Assessment: \_\_\_\_\_

A. FAMILY:

1. Is mother living? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

2. Date of Death: \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

3. Pc's statement of relationship with mother: \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

4. Is father living? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

5. Date of Death: \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

6. Pc's statement of relationship with father: \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

7. List brothers, sisters, and other relatives of the pc, date of death of any and E-Meter reaction:

Relation	Date of Death	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. Where and with whom do you live? \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

9. Are you currently associated with anyone who is antagonistic to mental or spiritual treatment or Scientology?

(If yes, who?): \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

On questions 10 through 17 if the answer is “yes” find out who and E-Meter reaction.

10. Is anyone actively objecting to your getting treatment? \_\_\_\_\_

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11. Has anyone insisted you get treatment? \_\_\_\_\_

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12. Has anyone ever objected to your getting treatment? \_\_\_\_\_

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13. Has anyone encouraged you to get treatment? \_\_\_\_\_

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14. Has anyone ever objected to you getting better? \_\_\_\_\_

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15. Has anyone ever assisted you in self-betterment? \_\_\_\_\_

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16. Does anyone not like you the way you are? \_\_\_\_\_

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17. Has anyone tried to make you change or be different? \_\_\_\_\_

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**B. MARITAL STATUS:**

1. Married \_\_\_\_\_ Single \_\_\_\_\_ No. of times Divorced \_\_\_\_\_

2. Pc's statement of relationship with spouse: \_\_\_\_\_

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E-Meter Reaction \_\_\_\_\_

3. List any marital difficulties pc presently has: \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

4. If divorced, list reasons for divorce and pc's emotional feeling about divorce: \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

5. List children, date of death of any child and E-Meter reaction: \_\_\_\_\_

Children	Date of Death	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. EDUCATION LEVEL:

State the level of schooling pc has had, university education, or professional training:

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

D. PROFESSIONAL LIFE:

State main jobs pc has held:

Job	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

E. DRUGS: (*NOTE: LIST DRUGS, MEDICINE OR ALCOHOL TAKEN THIS LIFETIME ONLY.*)

1. Are you taking any drugs currently?

What Drug	Date (How Long)	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____


Have you ever taken drugs?

What Drug	Date (How Long)	E-Meter Reaction

2. Are you taking any alcohol or alcoholic drink currently?

What Alcohol/ Alcoholic Drink	Date (How Long)	E-Meter Reaction

Have you ever taken alcohol or alcoholic drinks?

What Alcohol/ Alcoholic Drink	Date (How Long)	E-Meter Reaction

3. List any medicine currently or previously taken.

What	When	E-Meter Reaction



F. LOSSES:

What severe losses have you had in life that influenced it?

Loss	Date	Description	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

G. DEATHS:

What deaths have severely affected your life?

Loss	Date	Description	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

H. UPSETS:

Are you upset with or cross about anything or anyone at this particular time?

Upset	Date	Description	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I. DANGERS:

1. Are you in any particular danger at this time?

Description	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____

2. Are there engrams that match this in the past?

(Note meter read.) \_\_\_\_\_

**J. ACCIDENTS:**

List any serious accidents pc has had, the date of such, any permanent physical damage, and E-Meter reaction.

Accident	Date	Physical Damage	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**K. ILLNESSES:**

List any serious illness pc has had giving date of each, any permanent-physical damage, and E-Meter reaction.

Illness	Date	Physical Damage	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**L. OPERATIONS:**

List any operation, the date of each and E-Meter reaction.

Operation	Date	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____

**M. PRESENT PHYSICAL CONDITION:**

List any bad physical condition pc presently has and E-Meter reaction to such.

Physical Condition	E-Meter Reaction
_____	_____
_____	_____

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**N. PT ILLNESSES:**

1. List any illnesses the pc currently has.

Illness	Date	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Do you have any recurring physical ailment? \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

**O. DISABILITY PAYMENT OR PENSION:**

List any disability payment or pension received by the pc, what it is for, how much and for how long it has been received.

What For	How Much	Duration	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**P. ANY FAMILY HISTORY OF INSANITY:**

Who	What	When	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Q. EYES:**

	E-Meter Reaction
Any tint in eye white _____	_____
Eye Color _____	_____

Color Blindness \_\_\_\_\_

Glasses \_\_\_\_\_

R. BODY WEIGHT: E-Meter Reaction

Overweight? \_\_\_\_\_

Underweight? \_\_\_\_\_

S. ANY PERCEPTION DIFFICULTIES:

What E-Meter Reaction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

T. ANY PERCEPTION TROUBLE IN FAMILY: E-Meter Reaction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

U. SICK OR DISABLED FAMILY: E-Meter Reaction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

V. EARLIER ALLIES OR CLOSE FRIENDS: E-Meter Reaction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

W. HUSBAND OR WIFE PHYSICAL TROUBLES:

What E-Meter Reaction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

X. ATTITUDE TOWARDS ILLNESS: E-Meter Reaction

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Y. ATTITUDE TOWARDS TREATMENT: E-Meter Reaction

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Z. ANY CURRENT TREATMENT IN PROGRESS: E-Meter Reaction

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AA. COMPULSIONS, REPRESSIONS AND FEARS:

List any compulsions (things pc feels compelled to do), repressions (things pc must prevent himself from doing) and any fears of pc.

Compulsions: E-Meter Reaction

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Repressions: E-Meter Reaction

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Fears: E-Meter Reaction

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Are you trying to change something someone else doesn't like?

What and Who E-Meter Reaction

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BB. CRIMINAL RECORD:

List any crime committed by pc, prison sentence, if any, and E-Meter reactions:

Crime	Sentence	E-Meter Reaction
<hr/>	<hr/>	<hr/>

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CC. INTERESTS AND HOBBIES:

List any interests and hobbies of pc.

Interests and Hobbies	E-Meter Reaction
<hr/>	<hr/>
<hr/>	<hr/>

DD. ARE YOU HERE ON YOUR OWN SELF-DETERMINISM? \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

EE. PREVIOUS DIANETIC OR SCIENTOLOGY PROCESSING:

1. List auditors, hours, and E-Meter reaction to any processing done.

Auditor	Hours	E-Meter Reaction
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

2. List briefly processes run: \_\_\_\_\_  
\_\_\_\_\_

3. List goals attained from such processing:

	E-Meter Reaction
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

4. List goals not attained from such processing:

	E-Meter Reaction
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

FF. 1. Do you look on yourself as somebody else?

E-Meter Reaction

_____	_____
_____	_____
_____	_____

2. When you see pictures of the past do you see yourself from a distance?

E-Meter Reaction

_____	_____
_____	_____
_____	_____

GG. FORMER PRACTICES:

1. What practices or treatments have you engaged upon in the past?

Practice or Therapy	Date	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Are you continuing any of the above in the present?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HH. What problems are you trying to solve by processing?

E-Meter Reaction

_____	_____
_____	_____
_____	_____

II. Have you ever done anything harmful to Dianetics, Dianeticists, Scientology, Scientologists or organizations? (Note any meter read.)

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JJ. REALITY FACTOR:

You know of course that people sometimes get cross at the auditor or run away when they are withholding information from them and we don't want you to do that.

Anything you tell me is confidential and is protected under ministerial confidence.

Is there anything we have missed or omitted while doing this assessment? (Carefully note any meter reads.)

Ask: "Is there anything you would care to tell me about this?"

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State of needle at the end of the above \_\_\_\_\_

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HCO BULLETIN OF 26 JUNE 1978RA  
Issue II  
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RE-REVISED 15 SEPTEMBER 1978

Remimeo  
All Auditors

*(Revisions in this type style)  
(Ellipsis indicates deletion)*

CANCELS  
HCOB 26 MAY 1978 Issue II  
BTB 6 MAY 1969RA Issue II

*New Era Dianetics Series 6RA*

**IMPORTANT:** *Included in the vital revisions of this bulletin are a change in the order of R3RA commands and additional data on Dianetic EPs and postulates.*

**ROUTINE 3RA  
ENGRAM RUNNING BY CHAINS**

Ref:	HCOB 23 Apr 69RII	DIANETIC ERASURE & HOW TO ATTAIN
	HCOB 2 Dec 69R	RISING TA
	HCOB 28 May 69R	HOW NOT TO ERASE
	HCOB 23 May 69R	AUDITING OUT SESSIONS NARRATIVE
		VERSUS SOMATIC CHAINS
	HCOB 2 Apr 69RA	DIANETIC ASSISTS
	HCOB 13 Sep 78	R3RA ENGRAM RUNNING BY CHAINS AND
		NARRATIVE R3RA—AN ADDITIONAL DIFFERENCE
	HCOB 16 Sep 78	POSTULATE OFF EQUALS ERASURE

The search to unravel the mystery of the human mind was so long and so complex that it had many turnings. Methods were changed so as to be perfected as understanding increased in the research line. Unfortunately this was taken advantage of by some of questionable intent. Because there had been changes and perfecting actions they could introduce unworkable changes that would go relatively undetected.

Probably this is the fate of all subjects and why Man is in a state of high material cultural achievement yet does not have really workable equipment and is in a terrible mess, surrounded on every hand by a failing material culture.

Probably the heaviest hat I've worn in recent years is the recovery of lost Dianetic and Scientology tech and eradicating and correcting alterations introduced into the subject by others.

Given a knowledge of the composition and behavior of the time track, engram running by chains is so simple that any auditor begins by overcomplication. You almost can't get uncomplicated enough in engram running.

In teaching people to run engrams in 1949, my chief despair was summed up in one sentence to the group I was instructing: "All auditors talk too much." And that's the first lesson.

The second lesson is: "All auditors acknowledge too little." Instead of cheerily asking what the pc said and saying "Continue," auditors are always asking for more

data and usually for more data than the pc could ever give. Example: Pc: "I see a house here." Auditor: "Okay. How big is it?"

That's not engram running, that's just lousy "Q and A."

The proper action is: Pc: "I see a house here." Auditor: "Okay. Continue."

The exceptions to this rule are non-existent. This isn't a special brand of engram running. It is modern engram running. It was the first engram running and is the latest and you can put aside any complications in between.

The rule is ACKNOWLEDGE WHAT THE PC SAYS AND TELL HIM TO CONTINUE.

Then there's the matter of being doubtful of control. Wrong example: Auditor: "Move to yesterday. Are you there? How do you know it's yesterday? What do you see that makes you think..." FLUNK, FLUNK, FLUNK.

Right example: Auditor: "Move to the beginning of that incident and tell me when you are there." (Pc answers.) "What do you see? . . . . . Good."

Another error is a failure to take the pc's data. You take the pc's data. Never take his orders.

### EARLY ENGRAM RUNNING

No auditor who knew earlier than June 1978 engram running should consider he or she knows how to run engrams.

Routine 3RA is itself. It has *no* dependence on earlier methods of running engrams. Failure to study and learn R3RA "because one knows about engram running" will cause a lot of case failure.

If you know old-time engram running there is no attempt here to invalidate you or that knowledge or make you wrong in any way. Those are all ways to run engrams and gave you a better grasp on it. I only wish to call to your attention that R3RA is not old-time engram running.

### ROUTINE 3RA

Engram running by chains is designated "Routine 3RA."

It is a new triumph of simplicity. It does not demand visio, sonic or other perception at once by the pc. It develops them.

### R3RA REVISED BY STEPS

The first thing the auditor does is to make sure the room and session are set up. This means, in other words, that the room is as comfortable as possible and free from interruptions and distractions; that the auditor's meter is fully charged and set up and that the auditor has all the administrative supplies he will need for the session. Prepared correction lists for Dianetics must also be included.

He has the C/S for that session.

The pc is seated in the chair furthest from the door and is asked to pick up the cans.

The auditor checks that the pc has had enough to eat by doing the metabolism test and also checks that the pc has the correct sensitivity setting by having the pc squeeze

the cans and adjusting the sensitivity knob so that the needle registers one third of a dial fall when squeezing the cans.

The auditor then starts the session by saying, "This is the session" (Tone 40).

The auditor then puts in the R (reality) factor with the pc by telling the pc briefly what he is going to do in the session.

#### PRELIMINARY STEP:

Establish the type of chain the pc is to run by assessment. Ref: HCOB 18 June 78 New Era Dianetics Series 4, ASSESSMENT AND HOW TO GET THE ITEM.

### R3RA COMMANDS

#### FLOW 1:

##### STEP ONE:

Locate the first incident by the command "Locate a time when you had\_\_\_\_\_."

##### STEP TWO:

"When was it?" You accept any time or date or approximation the pc gives you. Do not attempt any dating drill.

##### STEP THREE:

Move the pc to the incident with the exact command, "Move to that incident." (This step is omitted if the pc keeps telling you he is there already.)

##### STEP FOUR:

"What is the duration of that incident?" Accept any duration the pc gives you or any statement he makes about it. Do not attempt to meter him a more accurate duration.

##### STEP FIVE:

Move the pc to the beginning of the incident with the exact command: "Move to the beginning of that incident and tell me when you are there."

##### STEP SIX:

Ask pc what he or she is looking at with the exact command: "What do you see?" (If the pc's eyes are open, tell the pc first, "Close your eyes," acknowledge him quietly for doing so and then give him the command.)

##### STEP SEVEN:

"Move through that incident to a point (duration pc said) later."

##### STEP EIGHT:

Ask nothing, say nothing, do nothing (except observe the meter or make *quiet* notes) while pc is going through the incident. If pc comments before reaching the end say "OK, continue."

##### STEP NINE:

When the pc reaches the end of the incident say *only*: "What happened?"

Take whatever pc says, acknowledge only as needful. Say *nothing* else, ask *nothing* else. When pc has told little or much and has finished talking, give him a final acknowledgement .

*If the TA has risen (from its position at Step 1) the auditor immediately checks for an earlier incident (Step G). If no earlier incident, he asks for an earlier beginning to the incident (Step H).*

*If the TA is the same or lower, he runs the incident through again (Step A).*

*In going through an incident the second or successive times one DOES NOT ask for date and duration or any description.*

- A. *(When the pc has told what happened and the auditor has acknowledged) "Move to the beginning of that incident and tell me when you are there."*
- B. *"Move through to the end of that incident."*
- C. *(When the pc has done so) "Tell me what happened."*
- Ca. *"Is that incident erasing or going more solid?" (TA rising means the incident has gone more solid so the question is unnecessary if TA is higher.)*

*If the incident is erasing, go through it again (Step D).*

*If it has gone more solid, ask for an earlier incident (Step G) and if no earlier incident, ask for an earlier beginning (Step H).*

- D. *"Return to the beginning of that incident and tell me when you are there."*
- E. *"Move through to the end of that incident."*
- F. *"Tell me what happened."*
- Fa. *"Is that incident erasing or going more solid?" (TA rising means the incident has gone more solid so the question is unnecessary if TA is higher.)*

*If the incident is erasing, go through it again (Step D).*

*If it has gone more solid, ask for an earlier incident (Step G) and if no earlier incident, ask for an earlier beginning (Step H).*

- G. *"Is there an earlier incident when you had a (exact same somatic)?"*  
*Continue on down the chain of the SAME somatic using Steps 2-9, A, B, C, D, E, F, G, H, and EYE.*
- H. *"Is there an earlier beginning to this incident?" or "Does the one we are running start earlier?" or "Does there seem to be an earlier starting point to this incident?"*

*(If not, give command D and put the pc through the incident again. If there is an earlier beginning, give command EYE.)*

- EYE. *"Go to the new beginning of that incident and tell me when you are there."  
(Followed by B, C.)*

### *POSTULATE OFF EQUALS ERASURE*

When it appears that you have reached the basic incident of the chain and that it is erasing, after each pass through, ask:

“Has it erased?”

The pc sometimes thinks the incident is erasing but it's not erasing, so you have to go back to your G. H. EYE followed by 2-9, A-EYE. In some cases this can happen several times in one chain.

*The postulate coming off is the EP of the chain and means that you have obtained an erasure. This will be accompanied by F/N and VGIs.*

*Getting the postulate is the important thing. Even if you get an F/N you don't call the F/N UNTIL you've gotten the postulate, at which time you have reached the EP and end off on that chain.*

*If the pc says the chain has erased, but the postulate made during the time of the incident has not been volunteered by the pa ask:*

*“Did you make a postulate at the time of that incident?”*

*Only when the postulate has come off to F/N and VGIs can one consider that the full EP of a Dianetic incident or chain has been reached.*

*You must recognize what the postulate is when it comes up. If you overrun past the postulate you can really mess a pc up and he may need extensive repair. All you're trying to get off the line is the postulate. That is what is keeping the chain there.*

*If the pc has given the postulate to F/N and VGIs, that is it. You have the EP of that chain.*

### GOING EARLIER

*Ordinarily one runs an incident through twice, (Steps 1-9 then A-C), to unburden it and allow the pa to locate earlier incidents on the chain.*

*However, the TA rising on Step 9 is an indication that there is something earlier. If the auditor observes the TA rising, he should ask the pc if there is an earlier incident, using in the command the exact same somatic or feeling used in Step One. If there is no earlier incident he asks if there is an earlier beginning.*

*An auditor should never solidify a pays bank by putting him through an incident TWICE, when by observation of the TA it is c/ear that the incident has gone more solid by the end of the FIRST run through.*

*Checking for an earlier incident after the first run through (if the TA has risen) is the solution to this.*

*If, after the second pass through, when you have asked the pc “Is the incident erasing or going more solid?” and the pc doesn't know or isn't sure, ask for an earlier incident.*

*Never ask erasing/solid in the middle of an incident.*

### BOUNCERS

*If the pc is out of the session, out of the incident, bounces from the incident, etc., you would have to have him or her RETURN to the beginning of the incident and move through the incident, returning the pc to the incident as necessary.*

*The pc who bounces out of an incident on a “bouncer” has to be put back into the incident and continue running it.*

*The commands to do this are: As soon as you have seen that the pc has bounced give him command D (“Return to the beginning of that incident and tell me when you are there.”), followed with E, F. Fa.*

### *FLows 2, 3 AND 0*

*Step One and Step G (going earlier) commands for Flows 2, 3 and 0 are:*

#### **FLOW 2:**

STEP ONE:

“Locate an incident of your causing another\_\_\_\_\_ (the exact somatic or feeling used in Flow 1).”

STEP G:

“Is there an earlier incident of your causing another\_\_\_\_\_ (the exact somatic or feeling used in Flow 1)?”

#### **FLOW 3:**

STEP ONE:

“Locate an incident of others causing others\_\_\_\_\_ (plural of the somatic or feeling used in Flow 1). “

STEP G:

“Is there an earlier incident of others causing others\_\_\_\_\_ (plural of the exact somatic or feeling used in Flow 1)?”

#### **FLOW 0:**

STEP ONE:

“Locate an incident of you causing yourself\_\_\_\_\_ (the exact somatic or feeling used in Flow 1).”

STEP G:

“Is there an earlier incident of you causing yourself\_\_\_\_\_ (the exact somatic or feeling used in Flow 1)?”

Each of these Step One and Step G commands are run on the full verbatim 1-9, A-EYE steps as given herein.

### **NARRATIVE R3RA**

A narrative item is often run to run out the physical experiences the person has just undergone. This could be for example an accident, illness, an operation or emotional shock.

However, a condition or circumstance without an incident is NOT narrative. It’s just an incorrect item. An example of this would be trying to run the item, “Obstruction of justice.” It would not run as there is no exact incident there.

Narratives are too often just run through once or twice and abandoned. This, unfortunately, leaves the incident still charged and affecting the pc. A narrative needs to

be run and run and run on that one incident. What you are doing is running the incident narrative to erasure and only going earlier similar if it starts to grind very badly.

Most narratives will run out by themselves without going earlier even though it takes a very long time but if you want to change somebody's life, that's how you can do it.

When you are running a narrative you always add the known incident to the command.

Using the earlier beginning command in running narratives is essential. For example: If the pc is running out a death of somebody closely related to him you will find that the incident actually started when he heard the phone ring, then, going back earlier to when somebody looked at him peculiarly, etc.

So using the earlier beginning command in narrative running is VITAL.

The commands for Narrative are:

### **FLOW 1:**

#### **STEP ONE:**

“Return to the time you \_\_\_\_\_(specific incident) and tell me when you are there.”

*Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time....”).*

*Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pa to the new beginning of the incident (Step EYE) then follow with Steps B and C.*

*If there is no earlier beginning, return the pa to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use steps D, E, F making certain to check for earlier beginning after each pass through, and only when the pa is obviously starting to grind and gets no place does one then use the command, “Is there an earlier similar incident?”*

### **FLOW 2:**

#### **STEP ONE:**

“Return to the time you caused another to/a (specific incident) and tell me when you are there.”

*Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time . . .”).*

*Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE) then follow with Steps B and C.*

*If there is no earlier beginning, return the pa to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F. making certain to check for earlier beginning after each pass through, and only when the pa is obviously starting to grind and gets no place does one then use the command, “Is there an earner similar incident?”*

### **FLOW 3:**

#### **STEP ONE:**

“Return to the time others caused others to/a (specific incident) and tell me when you are there.”

*Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time....”).*

*Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE) then follow with Steps B and C.*

*If there is no earlier beginning, return the pa to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use steps D, E, F. making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, “Is there an earlier similar incident?”*

### **FLOW 0:**

#### **STEP ONE:**

“Return to the time you caused yourself to/a (specific incident) and tell me when you are there.”

*Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time....”).*

*Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pa to the new beginning of the incident (Step EYE) then follow with Steps B and C.*

*If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use steps D, E, F. making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, “Is there an earlier similar incident?”*

### **SECONDARIES**

Secondaries are run with the same commands as R3RA. If they are narrative secondaries they are run with the same commands as Narrative R3RA engrams.

The earlier similar command is “Is there an earlier similar incident?”

**ALWAYS RUN NARRATIVE INCIDENTS TRIPLE OR QUAD FLOW AS ABOVE.**

#### **AUDITOR KNOWLEDGE OF COMMANDS**

These commands and procedures as given above must be thoroughly drilled with TR 101, 102, 103 and 104 before any Dianetic auditing may be done on a pc.

Pcs can be messed up by incorrect and sloppy commands.



## SPEED OF COMMANDS

Some pcs run fast and some run slow. An auditor must never rush a pc or hold him up when he is ready to go on with the next command. The auditor must never keep a pc waiting for him while he handles his admin or comm lags before giving the next command.

Timing and speed are especially crucial when the auditor gives the command to move through the incident after having told the pc to move to the beginning of the incident. With a slow command, the pc would wind up halfway through the incident before he receives the command to move through it.

The better an auditor knows his TRs, his process commands, his meter and admin the faster and more accurately he can operate. Speed is very important, especially when auditing *fast pcs*.

## PC INTEREST

In doing R3RA it is necessary that (a) one chooses things the pc is interested in and (b) one does not force a pc to run things he is protesting being run on.

## LAST INCIDENT FOUND

If you ask if there is an earlier *beginning* and you have already checked for an *earlier incident* and the pc says there is no earlier *beginning*, you do not just walk off from the one he was just running. You send the pc through it again and it will erase with full end phenomena or the pc will then be able to see an earlier incident and continue with the chain.

## COMPLETING CHAINS

*If you do sloppy R3RA and do one thing after another without getting the full EP of:*

- 1) *the actual postulate WHICH WILL BE THE ERASURE,*
- 2) *F/N,*
- 3) *VGIs,*

*you will get the pc stuck up on the track. You complete each chain to full EP as above, remembering that when the postulate comes off, THAT is your EP. The chain will have blown.*

*F/Ns*

*In running Dianetics you do not stop at the first sign of an F/N, you do not call F/Ns during the running. Dianetics runs only by asking the pc if it is erasing. You ignore F/Ns until the postulate has come off to F/N and VGIs. THEN you call the F/N and that's it for that chain.*

## BLOWING BY INSPECTION

An auditor may occasionally encounter a pc who erases chains before he can even tell about them. Along about Step 3 of R3RA, the TA blows down, the needle F/Ns, the pc says, "It's gone," and VGIs come in. This is called blowing by inspection and occurs once in a while with a fast running pc on a light chain.

If it was basic for that chain and the auditor fails to recognize and handle it, the pc will go into another chain or a heavy protest.

## ENDING SESSION

An R3RA session can be safely ended on a completed chain that ended with the full Dianetic EP as above stated....

This doesn't mean the end of all Dianetic auditing. In the next session another assessment will turn up more unwanted feelings, etc.

## ENDING DIANETICS

Dianetics is ended off only when a pc has become well and happy and remains that way.

And there you have it, engram running superior to any engram running ever done and giving superior and faster results.

### *SPECIAL NEW ERA DIANETICS RUNDOWN FOR OTs*

*New Era Dianetics or any Dianetics is NOT to be run on Clears or above or on Dianetic Clears.*

*Clears and OTs are to be audited on the Special New Era Dianetics Rundown for OTs, which is available at Advanced Orgs and Flag. (Ref: HCOB 12 Sep 78 Dianetics Forbidden on Clears and OTs.)*

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

Remimeo  
All Auditors

HCO BULLETIN OF 28 JUNE 1978RA  
REVISED 4 SEPTEMBER 1978  
RE-REVISED 15 SEPTEMBER 1978

*(Revisions in this type style)*

***New Era Dianetics Series 7RA***

**IMPORTANT:** *Included in the vital revisions of this Bulletin is a change in the order of R3RA commands.*

**R3RA COMMANDS**

This is a short list on R3RA commands.

- STEP 1: "Locate a time when you had\_\_\_\_\_."
- STEP 2: "When was it?" (Note: You accept any time or date or approximation the pc gives you. Do not attempt any dating drill.)
- STEP 3: "Move to that incident." (This step is omitted if the pc keeps telling you he is there already.)
- STEP 4: "What is the duration of that incident?" (Accept any duration the pc gives you or any statement he makes about it. Do not attempt to meter him a more accurate duration.)
- STEP 5: "Move to the beginning of that incident and tell me when you are there."
- STEP 6: "What do you see?" (If the pc's eyes are open, tell the pc first, "Close your eyes," acknowledge him quietly for doing so and then give him the command.)
- STEP 7: "Move through that incident to a point (duration pc said) later."
- STEP 8: If pc comments before reaching the end say "OK, continue."
- STEP 9: When pc has reached the end of the incident ask "What happened?"

*If the TA has risen (from its position at Step 1) the auditor immediately checks for an earlier incident (Step G). If no earlier incident, he asks for an earlier beginning to the incident (Step H).*

If the TA is the same or lower, he runs the incident through again (Step A).

In going through an incident the second or successive times one DOES NOT ask for date and duration or any description.

- A. (When the pa has told what happened and the auditor has acknowledged) "Move to the beginning of that incident and tell me when you are there."
- B. "Move through to the end of that incident."
- C. (When the pa has done so) "Tell me what happened."
- Ca. *"Is that incident erasing or going more solid?" (TA rising means the: incident has gone more solid so the question is unnecessary if TA is higher.)*

If the incident is erasing, go through it again (Step D).

If it has gone more solid, ask for an earlier incident (Step G) and if no earlier incident, ask for an earlier beginning (Step H).

D. "Return to the beginning of that incident and tell me when you are there."

E. "Move through to the end of that incident."

F. "Tell me what happened."

Fa. "Is that incident erasing or going more solid?" (TA rising means the incident has gone more solid so the question is unnecessary if TA is higher.)

If the incident is erasing, go through it again (Step D).

If it has gone more solid, ask for an earlier incident (Step G) and if no earlier incident, ask for an earlier beginning (Step H).

G. "Is there an earlier incident when you had a (exact same somatic)?"

Continue on down the chain of the SAME somatic using Steps 2-9, A, B, C, D, E, F, G, H and EYE.

H. "Is there an earlier beginning to this incident?" or "Does the one we are running start earlier?" or "Does there seem to be an earlier starting point to this incident?"

(If not, give command D and put the pc through the incident again. If there is an earlier beginning, give command EYE.)

EYE. "Go to the new beginning of that incident and tell me when you are there."  
(Followed by B, C.)

When it appears that you have reached the basic incident of the chain and that it is erasing, after each pass through, ask:

"Has it erased?"

The pc sometimes thinks the incident is erasing but it's not erasing, so you have to go back to your G, H, EYE, followed by 2-9, A-EYE. In some cases this can happen several times in one chain.

### *POSTULATE OFF EQUALS ERASURE*

The postulate coming off is the EP of the chain and means that you have obtained an erasure. This will be accompanied by F/N and VGIs.

Getting the postulate is the important thing. Even if you get an F/N you don't call the F/N UNTIL you've gotten the postulate, at which time you have reached the EP and end off on that chain.

If the pc says the chain has erased, but the postulate made during the time of the incident has not been volunteered by the pc ask:

*"Did you make a postulate at the time of that incident?"*

Only when the postulate has come off to F/N and VGIs can one consider that the full EP of a Dianetic incident or chain has been reached.

You must recognize what the postulate is when it comes up. If you overrun past the postulate you can really mess a pa up and he may need extensive repair. All you're trying to get off the line is the postulate. That is what is keeping the chain there.

If the pc has given the postulate to F/N and VGIs, that is it. You have the EP of that chain.

### GOING EARLIER

Ordinarily one runs an incident through twice, (Steps 1-9 then A-C), to unburden it and allow the pc to locate earlier incidents on the chain.

However, the TA rising on Step 9 is an indication that there is something earlier. If the auditor observes the TA rising, he should ask the pc if there is an earlier incident, using in the command the exact same somatic or feeling used in Step One. If there is no earlier he asks if there is an earlier beginning.

An auditor should never solidify a pc's bank by putting him through an incident TWICE, when by observation of the TA it is c/ear that the incident has gone more solid by the end of the FIRST run through.

Checking for an earlier incident after the first run through (if the TA has risen) is the solution to this.

If, after the second pass through, when you have asked the pc "Is the incident erasing or going more solid?" and the pc doesn't know or isn't sure, ask for an earlier incident.

Never ask erasing/solid in the middle of an incident.

### BOUNCERS

If the pc is out of the session, out of the incident, bounces from the incident, etc. you would have to have him or her RETURN to the beginning of the incident and move through the incident, returning the pc to the incident as necessary.

The pc who bounces out of an incident on a "bouncer" has to be put back into the incident and continue running it.

The commands to do this are: As soon as you have seen that the pc has bounced give him command D ("Return to the beginning of that incident and tell me when you are there."), followed with E, F. Fa.

### FLOWS 2, 3 AND 0

#### **FLOW 2:**

STEP ONE: "Locate an incident of your causing another \_\_\_\_\_ (the exact somatic or feeling in Flow 1)."

STEP G: "Is there an earlier incident of your causing another \_\_\_\_\_ (the exact somatic or feeling used in Flow 1)?"

#### **FLOW 3:**

STEP ONE: "Locate an incident of others causing others \_\_\_\_\_ (plural of the somatic or feeling used in Flow 1)."

STEP G.: “Is there an earlier incident of others causing others\_\_\_\_\_ (plural of the exact somatic or feeling used in Flow 1)?”

### **FLOW 0:**

STEP ONE: “Locate an incident of you causing yourself\_\_\_\_\_ (the exact somatic or feeling used in Flow 1).”

STEP G: “Is there an earlier incident of you causing yourself\_\_\_\_\_ (the exact somatic or feeling used in Flow 1)?”

The commands for Narrative are:

### **FLOW 1:**

STEP ONE: “Return to the time you (specific incident) and tell me when you are there.”

*Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time....”).*

Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE) then follow with Steps B and C.

If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F. making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, “Is there an earlier similar incident?”

### **FLOW 2:**

STEP ONE: “Return to the time you caused another to/a (specific incident) and tell me when you are there.”

*Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time....”).*

Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE) then follow with Steps B and C.

If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F. making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, “Is there an earlier similar incident?”

### **FLOW 3:**

STEP ONE: “Return to the time others caused others to/a (specific incident) and tell me when you are there.”

*Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time....”).*

Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE) then follow with Steps B and C.

If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F. making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, "Is there an earlier similar incident?"

#### **FLOW 0:**

STEP ONE: "Return to the time you caused yourself to (specific incident) and tell me when you are there."

*Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, "Return to the time....").*

Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE) then follow with Steps B and C.

If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F. making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, "Is there an earlier similar incident?"

#### **SECONDARIES**

Secondaries are run with the same commands as R3RA. If they are narrative secondaries they are run with the same commands as Narrative R3RA engrams.

The earlier similar command is "Is there an earlier similar incident?"

**ALWAYS RUN NARRATIVE INCIDENTS TRIPLE OR QUAD FLOW AS ABOVE.**

Auditors must be thoroughly drilled on these commands until they have them down cold using TR 101, 102, 103 and 104.

This must be done before the auditor audits the pc on Dianetics.

**L. RON HUBBARD**  
Founder

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HCO BULLETIN OF 29 JUNE 1978

Remimeo  
All Auditors

*New Era Dianetics Series 14*

**DISABILITY RUNDOWN**

This rundown is done by getting the pc to give you anything he considers a disability, mental, physical or otherwise.

This list can include anything from a withered foot to being too small to not being able to learn French.

Make a list of all items the pc gives you ensuring you get the meter read as the pc gives you the item.

Take the largest reading item and do a full preassessment on it. Check interest and handle each reading item from the preassessment Quad R3RA. Take up the next biggest reading disability and do a preassessment and handling on it.

Reassess/add to the original list. Use Suppress and Invalidate buttons as needed.

When you have exhausted the list of all reading disabilities and the pc says there are no more disabilities this rundown is complete.

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Remimeo

*New Era Dianetics Series 13*

**THE DIANETIC PREPARED ASSESSMENT RUNDOWN  
ACTION FOURTEEN**

Many chains, locks, secondaries and engrams are available on any pc. But some of them are beyond the pc's reality and ability and some of them are too featherweight to get any case gain. This rundown is designed to locate items that can be run R3RA. It is called the Dianetic Prepared Assessment Rundown.

**EARLIER ASSESSMENT DONE**

The very earliest assessment (1948) used was "What the pc could see" when he closed his or her eyes. This was then run.

This was followed by an arbitrary method of assigning necessary incidents to be run such as birth and prenatals.

The next earliest assessment (1949) was to ask each time for "the incident necessary to resolve the case." An automaticity known as the "File Clerk" was depended upon, impinged on by finger snapping.

The next period (1951) concerned whole track exploration running whatever you could get to read on a meter.

The next period (1952) concerned overt engrams located by what the pc seemed to be doing physically.

This ended the Dianetic period when engrams were run to clear a case.

Variations of these assessments were revived from time to time in Dianetic uses, culminating in the 5th ACC where overt engrams were run with confront and great stress was laid on getting the postulates out of them. The meter and shrewd guesses played their part in assessments.

Significance and story content have no bearing on the rightness or wrongness of a chain selected. They are entirely incidental to judging the correctness of a chain.

1. The first action of this RD is to assess the following list:

infirmity	_____
sickness	_____
being unwell	_____
bad feelings	_____
unpleasant feelings	_____
disagreeable feelings	_____

soreness	_____	panic	_____
hurting	_____	apprehension	_____
ailment	_____	qualms	_____
complaint	_____	alarm	_____
a malady	_____	timidity	_____
a disorder	_____	physical disabilities	_____
damaged body parts	_____	casualty	_____
hurt body parts	_____	distress	_____
disabled body parts	_____	bodily affliction	_____
skin irritation	_____	defective body parts	_____
skin disorder	_____	allergies	_____
unwanted feelings	_____	relatives	_____
dental problems	_____	jobs	_____
an unwanted body condition	_____	environment	_____
unwanted states of the body	_____	this area	_____
an unwanted manner	_____	upsets	_____
depression	_____	problems	_____
infection	_____	children	_____
unwanted behavior	_____	marriage	_____
injuries	_____	smells	_____
mishap	_____	machinery	_____
perception troubles	_____	matter	_____
loss of a loved one	_____	energy	_____
impulses	_____	space	_____
crimes	_____	time	_____
urges	_____	orgs	_____
restraints	_____	Dianetics	_____
frights	_____	Scientology	_____
anxiety	_____	auditors	_____
terror	_____	auditing	_____
horror	_____	preclears	_____

2. You then take an item found as above and ask the pc to describe it briefly. Ask him, "In your own words briefly describe (item that read)."
3. Use the exact wording the pc gave you in 2. Treat that wording as an original item exactly as though it had been obtained on the Original Assessment List NED Series 5.
4. Handle the items in 3 above exactly as you would handle any original item or items in NED Series 4 (Assessment and How to Get the Item).
5. Exhaust all reading items on the above prepared list.
6. Reassess the prepared list and do 2 to 5 above.
7. When this prepared list no longer gives reads and only F/Ns you have finished Action Fourteen.

### L3RE

If you run into any trouble an L3RE should be done immediately.

Done correctly, with standard R3RA and flawless metering the gains from this rundown will not be small.

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HCO BULLETIN OF 2 JULY 1978

Remimeo  
All Auditors

(Cancels BTB 9 Aug 1970R, Rev 10 June 1974,  
Dianetic Student Rescue Intensive.)

*New Era Dianetics Series 11*

**DIANETIC STUDENT RESCUE INTENSIVE**

Dianetic Student Rescue Intensive. This is an optional step to be taken if your pc is having *any* trouble with study.

The steps are very simple:

- |            |                |             |
|------------|----------------|-------------|
| 1. Assess: | Being Trained  | Stress      |
|            | Being Educated | Education   |
|            | Study          | Schools     |
|            | Learning       | Teachers    |
|            | Examination    | Enforcement |
|            | Misunderstoods |             |

for best read.

2. Do a preassessment on the largest reading item from Step 1.
3. Find the running item, using standard preassessment procedure (ref. NED Series 4).
4. Run out the item you have found in Step 3 R3RA Quad.
5. Repeat the preassessment on the original item found in Step 1, and repeat the following steps 3 and 4 on that item.
6. Continue reassessing the Preassessment List on the original item and running out R3RA Quad the best reading running item until there are no further reads on the preassessment of that original item.

The intensive should be concluded when the pc is now happy about study.

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*(Revisions in this type style)*

**New Era Dianetics Series 10R**

**RELIEF RUNDOWN**

Where the Original Assessment Sheet has shown losses by death or other severe changes in a person's life such as losses of position or pets or objects it will be found that the person's life changed for the worse at that point. (See Sections F. G. H. and I of HCOB 24 June 78R New Era Dianetics Series 5R Original Assessment Sheet.)

The auditor spots these points of change either on the Original Assessment Sheet or by asking the preclear. These points are then run Narrative R3RA Quad.

If the Narrative R3RA Quad does not clean it *up fully* one goes to the pre-assessment step of New Era Dianetics Series 4R and carries on from there, but do not do this until the narrative is fully handled.

In running such incidents narrative it will be found that the clue to erasure lies in locating earlier beginnings each time the pc has been moved through the incident. It will be found that the pc finds earlier and earlier moments when he received the information that then built up to a catastrophe. This can even go back to a dream or a telepathic awareness or a premonition that the incident was going to occur. Narrative erasures often depend utterly on finding, after each run through, if there was any earlier beginning.

If the incident starts to grind (no change of TA or content) despite having repeatedly searched for an earlier beginning only then do you go into an earlier narrative incident but do so with caution as most narratives expertly run will erase all by themselves and running a chain of deaths for instance can go back an awfully long way.

When all such great changes in a person's life have been found and erased the person should experience a considerable sense of relief about life.

If he does not, then treat the narrative, even though handled as a narrative, as an original item and preassess it to find other running items connected with it and treat it with R3RA full handling. Also do this if the narrative grinds and there is trouble going earlier.

Narrative chains properly run produce dramatic and miraculous case changes.

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(Cancels HCOB 16 April 1969, HEALTH FORM, USE OF, and PASTORAL COUNSELING HEALTH FORM, Revised 22 July 69 and HCOB 19 May 1969, HEALTH FORM, USE OF, A BRIEF DESCRIPTION OF AUDITING.)

Ref: HCOB 24 Jun 78R	New Era Dianetics Series 5R ORIGINAL ASSESSMENT SHEET
HCOB 25 Jun 78R	New Era Dianetics Series 8R DIANETICS, BEGINNING A PC ON
HCOB 18 Jun 78R	New Era Dianetics Series 4R ASSESSMENT AND HOW TO GET THE ITEM
HCOB 26 Jun 78RA	New Era Dianetics Series 7RA ROUTINE 3RA, ENGRAM RUNNING BY CHAINS

*New Era Dianetics Series 12R*

**SECOND ORIGINAL ASSESSMENT**

At the point in the New Era Dianetics Program, when the pc has fully completed his Drug Rundown and handled the items on the Original Assessment Sheet, the Original Assessment Sheet is REDONE.

The Second Original Assessment Sheet gives a comparison. The somatics and pains not mentioned in the second assessment can be considered to be gone.

A second form done gives the auditor and the C/S an indication of the actual improvement.

Additionally, the pc's memory will have improved if you've done a good job of auditing.

So we reassess the Original Assessment Sheet and handle any additional items which come up.

In assessing this list the second time, mark **SECOND ORIGINAL ASSESSMENT** across the top of the sheet.

It is important to give your pc an R-Factor at this stage so he'll not feel invalidated by doing this form again.

Let him know that you will be asking him questions from the Original Assessment Sheet for the purpose of picking up any new items which he may now remember and to make sure you've handled all the charge on the items you have already taken up. Ask him to answer each question as fully as he can even if he has already given the information in a previous session.

Handle the items on the Second Original Assessment according to the directions for handling the Original Assessment Sheet, HCOB 24 June 1978R New Era Dianetics Series 5R, THE ORIGINAL ASSESSMENT SHEET.

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Dianetic Crse  
Dianetic  
Interne Sups  
Class VIII  
Auditors

HCO BULLETIN OF 7 JULY 1978  
CANCELS  
HCOB 18 MARCH 78  
POSTULATES AND ENGRAMS

**DIANETIC F/Ns**

An F/N seen by the auditor in running R3RA is NOT called. It simply means that the pc is running well.

An auditor running R3RA is NOT looking for F/Ns. He is looking for total, complete erasure of the basic of a chain.

In running R3RA one has to CONSULT THE PC! This is part of R3RA commands.

An F/N can occur five or more engrams *before* basic is reached! You just go on with R3RA. Only when the pc says the engram has totally erased, when he has cognited, is VGIs and the postulate in the basic has come off do you consider the chain complete.

The E-Meter will have been F/Ning for some time.

When the full end phenomena of a Dianetic chain is obtained, the needle will of course be F/Ning. The F/N simply broadens.

The auditor does not call F/Ns when running Dianetics until the fu/l EP of the chain is reached.

- 1) When it appears that you have reached the basic incident of the chain and that it is erasing, after each pass through the auditor asks, "Has it erased?"
- 2) The meter will have been F/Ning for some time.
- 3) When the pc has stated that it has erased the auditor should also expect a cognition volunteered by the pc.
- 4) The auditor should expect to see very good indicators (VGIs).
- 5) If no postulate made during the time of the incident has come off and been volunteered by the pc the auditor should ask, "Did you make a postulate at the time of that incident?" Note that the postulate may have come off in the form of a cognition and on the other hand may not have even though a cognition was given.

Only when these latter steps have occurred can one consider that the EP of a Dianetic incident or chain has been obtained.

**POWER F/Ns**

F/Ns are disregarded in Power.

Each Power Process has its own end phenomena and is ended only when that is obtained.

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Remimeo	
Dianetics	(Cancels HCOB 9 May 1969 Case Supervisor
Checksheet	Forms and Section "Dianetic CS-1" of BTB 8 Jan
Auditors	71R. Rev 18.6.74. Auditing CS-1 for Dianetics
C/Ses	and Scientology and BTB 28 April 74R. Dia
Supers	netics, Clearing Lists and R3R)

### DIANETIC CS-1

The Dianetic CS-1 is for new, unaudited pcs or for old pcs who have misunderstands, who try to be psychoanalytic cases or who don't catch on.

The Dianetic CS-1 is done on the pc's auditing time.

It is done to give the pc the necessary data and R-Factor on basics and Dianetic procedure so he fully understands and is able and willing to be audited successfully.

The auditor should know his materials very well and should have a Tech Dictionary, his HCOB pack, a regular but simple dictionary in the language being audited, ready in the CS-I session for reference and for clearing up any misunderstands or questions the pc may have.

A) To clear the various Dianetic terms, use the Definitions Sheet attached to this issue (Attachment No. 1), where the definitions have been taken from the glossary at the back of the book *Dianetics Today* and from the Tech Dictionary.

Also make full use of the Tech Dictionary, *Dianetics Picture Book*, plus BTB 11 Dec 69R "Dianetic Illustrations" and other references listed at the end of this issue.

If further references are needed, ensure you use source materials.

B) When the pc has read and grasped the definition of a Dianetic term have him give you the definition in his own words and if necessary have him give you sentences using it correctly. Have him give you examples—"real life" examples where possible, using his experiences or those of friends or relatives. Have him demonstrate the word or item, using a demo kit.

C) Lists of the words used in R3RA commands, the preassessment, the L3RE, etc. are also included at the end of this issue (Attachment No. 2).

To clear these words, use the CS-1 Definitions Sheet attached as it applies or a good (not dinky) dictionary, such as one of the Thorndike Barnhart editions.

D) Check for any questions (or misunderstands) as you go along and ensure any such get handled so the pc winds up with a clear understanding of the word, item or procedure.

Do not settle for glibness that does not show understanding but, on the other hand, do not overrun or put duress on the pc.

Ensure that each word cleared on the pc is taken to F/N.

## DIANETIC CS- 1 PROCEDURE:

1. Clear the word: Dianetics.
2. Clear the words: a) thetan b) mind c) body. Have the pc use the demo kit to ensure the pc gets the relationship between these (as well as using the above references).
3. Now clear the words: a) picture b) mental image picture c) reactive mind d) bank. Ensure you include pc doing a demo to show that the reactive mind or bank is made up of pictures.
4. Clear the words: a) auditing b) auditing session c) preclear d) auditor.
5. Clear with the pc:
  - a) the communication cycle. Get the pc to give you examples he has observed.
  - b) the auditing comm cycle.  
Get the pc to explain the difference between a comm cycle and the auditing comm cycle. Have him demonstrate it.  
  
You can also ask him questions like: "Have you eaten dinner?" (or breakfast or lunch) and when he replies, ask "What did you do when I asked you that question?"
6. Work with TRs on the pc until he has a good idea of auditing.
7. Clear the words: a) charge b) mental mass.
8. Go over with the pc what the meter does (registers interest and charge/mental mass) .  
  
For demonstrations, you can do a "pinch test" where you explain to the pc that to show him how the meter registers mental mass you will give him a pinch as part of the demonstration. Then get him to think of the pinch (while he is holding the cans) showing him the meter reaction and explaining how it registers mental mass.
9. Define: floating needle.  
  
In Dianetics the auditor will only indicate the F/N when full end phenomena has been reached.
10. Define: a) lock b) secondary c) engram.  
  
Ensure pc understands each and how these three differ.  
  
Use the *Dianetics Picture Book*, HCOB 23 Apr 69R "Dianetics Basic Definitions" and BTB 11 Dec 69R, "Dianetic Illustrations." Get examples. Use demo kit as necessary.
11. Define: incident.  
  
Have the pc give you examples.
12. Define: duration.  
  
Have the pc demonstrate duration, using a demo kit.
13. Define: chain. Use examples. Get the pc to demonstrate a chain, using a demo kit.

14. Define: erasure.

For demonstration, have the pc draw something on a piece of paper and then have him fully erase it with an eraser.

15. Define: postulate.

Have the pc give you some examples of a postulate. Then have him give you an example of at least one time when he postulated something and got it.

16. Define: cognition.

Have the pc give you some examples of a cognition.

17. a) Clear the word: flow. b) Clear each of the Flows 1, 2, 3, 0. c) Have the pc give examples and demonstrations of each.

18. Take up Routine 3RA.

- a) Clear each word of each command of the R3RA procedure. (See attached Word List.)

- b) Ensure the pc understands:

(1) “erasing.” For demonstration, have the pc draw something with pencil on a piece of paper. Then have him erase *parts of it* (not the whole).

(2) “going more solid.” For demonstration, have the pc draw something with pencil on a piece of paper. Then have him make what he has drawn *more solid*. again using the pencil to do so.

When the above demonstrations have been done, you can also get the pc to demonstrate “erasing” and “going more solid” for you with a demo kit.

- c) Tell the preclear that you and he will do a demonstration so he will get a reality on how the Dianetic R3RA procedure works in auditing.

- d) Have the preclear put the cans down and pinch his right arm. Then tell the preclear “Locate a time you had a pinching feeling in your right arm.” Continue with steps 2 through 9, A to F of R3RA, erasing/solid and earlier incidents, etc., clearing each step.

- e) After each step of R3RA ask the preclear “What did you do?” so that he gets the idea of how R3RA is run. Don’t overdo this but ensure the preclear understands what is required of him at each step.

19. Clear briefly with the pc the fact you will be getting data from him on his background on the Original Assessment Sheet, and later on the Second Original Assessment Sheet.

(Do NOT ask the preclear questions from this or any other sheet or list.)

20. a) Give him a brief R-Factor on doing the preassessment. Let him know he will be giving you items for the preassessment, but do NOT get into ANY listing at this point.

- b) Clear the Preassessment List words. (See Attachment No. 2.)

21. a) Give pc the R-Factor that if at any time there is any difficulty in the Dianetic auditing, you will be using a *prepared* assessment list (L3RE) to find and handle the exact difficulty.

- b) Ensure he understands that when you are assessing a prepared list he sits quietly holding the cans while you call the list and take meter reads to locate the difficulty.
  - c) Clear each word on the attached L3RE Word List. (Attachment No. 2.)
22. a) Give the pc an R-Factor on the Examiner and the fact that he will go to the Examiner immediately after each auditing session. Ensure he understands the Examiner says nothing to the preclear at that time, only recording what the pc says and noting down the tone arm position and state of the needle.

Ensure he also understands the Examiner is the person he sees if he wishes to make any sort of statement regarding his case or if there is something he wants handled regarding his case.

- b) Clear: Examiner.
23. Turn the folder in to the C/S.

This CS-1 can usually be completed in one session. If it is done in more than one, the session should be ended off at the end of a step or completion of a word or demonstration—never in the middle.

Make sure you do not leave your preclear with a misunderstood or confusion.

This CS-1 will result in huge wins for any preclear whether new or previously audited.

The following are SOME of the references the auditor should be very familiar with:

*Dianetics: The Modern Science of Mental Health* (Book)

*Scientology Picture Book* (Book)

HCOB 23 Apr 69R DIANETICS BASIC DEFINITIONS

BTB 11 Dec 69R DIANETIC ILLUSTRATIONS

The Basic Auditing Series Bulletins (Tech Volume IX)

New Era Dianetics Series 1 through 18

HCOB 15 May 63 THE TIME TRACK—ENGRAM RUNNING BY CHAINS— BULLETIN 1

HCOB 8 Jun 63R THE TIME TRACK—ENGRAM RUNNING BY CHAINS— BULLETIN 2

HCOB 7 Jun 78 DIANETIC F/Ns

Tech Dictionary (Book)

*E-Meter Essentials* (Book)

*Dianetics Today* (Book)

NOTE: Also see Attachments No. 1 and No. 2 at the back of this Bulletin.

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## DIANETIC CS-1 DEFINITIONS SHEET

The following definitions have been taken from the glossary of the book *DIANETICS TODAY* and from the Technical Dictionary.

DIANETICS:	Man's most advanced school of the mind. From the Greek <i>dia</i> , through, and <i>noos</i> , <i>soul</i> , thus "through soul" or "through thought."
THETAN:	From THETA (life static), a word taken from the Greek symbol or letter: theta, traditional symbol for thought or spirit. The thetan is the individual himself—not the body or the mind. The thetan is the "T"; one doesn't have or own a thetan; one is a thetan.
MIND:	A control system between the thetan and the physical universe. It is <i>not</i> the brain. The mind is the accumulated recordings of thoughts, conclusions, decisions, observations and perceptions of a thetan throughout his entire existence. The thetan can and does use the mind in handling life and the physical universe.
BODY:	The organized physical composition or substance of an animal or man whether living or dead. It can also mean a grouping or gathering, or any whole of anything.
PICTURE:	An exact likeness; image. A mental image.
MENTAL IMAGE PICTURES:	Mental pictures, facsimiles and mock-ups; a copy of one's perceptions of the physical universe sometime in the past.
REACTIVE MIND:	Reactive bank. The portion of the mind which works on a stimulus-response basis (given a certain stimulus it will automatically give a certain response) which is not under a person's volitional control and which exerts force and power over a person's awareness, purposes, thoughts, body and actions. It consists of locks, secondaries, engrams and chains of them and is the single source of human aberration and psychosomatic ills.
BANK:	Reactive bank; reactive mind; engram bank. The mental image picture collection of the preclear. It comes from computer technology where all data is in a "bank"; portion of the mind which contains engrams, secondaries and locks.
AUDITING:	Processing, the application of Dianetic or Scientology processes and procedures to someone by a trained auditor. The exact definition of auditing is: the action of asking a preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.
AUDITING SESSION:	<ol style="list-style-type: none"><li>1. a precise period of time during which the auditor listens to the preclear's ideas about himself.</li><li>2. a period in which an auditor and preclear are in a quiet place where they will not be disturbed. The auditor gives the preclear certain and exact commands which the preclear can follow.</li></ol>

PRECLEAR:	From pre-Clear, a person not yet Clear; generally a person being audited, who is thus on the road to Clear; a person who, through Dianetic and Scientology processing, is finding out more about himself and life.
AUDITOR:	A person trained and qualified in applying Dianetics and/or Scientology processes and procedures to individuals for their betterment; called an auditor because auditor means "one who listens." An auditor is a minister of the Church of Scientology.
COMMUNICATION CYCLE:	A completed communication, including origination of the communication, receipt of the communication, and answer or acknowledgement of the communication. A communication cycle consists of just: cause, distance, effect, with intention, attention, duplication and understanding.
AUDITING COMM CYCLE:	This is the auditing comm cycle that is <i>always</i> in use: <ol style="list-style-type: none"> <li>1) is the pc ready to receive the command? (appearance/presence),</li> <li>2) auditor gives command/question to pc (cause, distance, effect),</li> <li>3) pc looks to bank for answer,</li> <li>4) pc receives answer from bank,</li> <li>5) pc gives answer to auditor (cause, distance, effect),</li> <li>6) auditor acknowledges pc,</li> <li>7) auditor sees that pc received acknowledgement (attention),</li> <li>8) new cycle beginning with (1).</li> </ol>
CHARGE:	The stored quantities of energy in the time track; stored energy or stored or recreatable potentials of energy. The electrical impulse on the case that activates the meter. Harmful energy or force accumulated and generated in the reactive mind, resulting from the conflicts and unpleasant experiences that a person has had.
MENTAL MASS:	Mocking up matter, energy, space and time. Its proportionate weight would be terribly slight compared to the real object which the person is mocking up a picture of.
FLOATING NEEDLE:	A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle. It can occur after a cognition, blowdown of the tone arm, or just moves into floating. The pc may or may not voice the cognition. In Dianetics the auditor will only indicate the F/N when full end phenomena of the process has been reached.
MENTAL IMAGE	(Already defined earlier) PICTURE:
LOCK:	A mental image picture of an incident where one was knowingly or unknowingly reminded of a secondary or engram. It does not itself contain a blow or burn or impact and is not any major cause of misemotion. It does not contain unconsciousness. It may contain a feeling of pain or illness, etc., but is not itself the source of it.
SECONDARY:	A secondary is a mental image picture of a moment of severe and shocking loss or threat of loss which contains misemotion such as anger, fear, grief, apathy or "deathfulness." It is a mental image picture recording of a time of severe mental stress. It may contain unconsciousness.

ENGRAM:	A mental image picture of an experience containing pain, unconsciousness, and a real or fancied threat to survival. It is a recording in the reactive mind of something which actually happened to an individual in the past and which contained pain and unconsciousness, both of which are recorded in the mental image picture called an engram. It must, by definition, have impact or injury as part of its content. These engrams are a complete recording, down to the last accurate detail, of every perception present in a moment of partial or full unconsciousness.
INCIDENT:	The recording of an experience, simple or complex, related by the same subject, location or people, understood to take place in a short or finite time period such as minutes or hours or days.
DURATION:	Length of time; time during which anything continues. (Thorn dike Barnhart Dictionary)
CHAIN:	A series of incidents of similar nature or similar subject matter. . . . A series of recordings of similar experiences. A chain has engrams, secondaries and locks. Example—Head injury chain in the sequence encountered by an auditor and run by R3RA—sporting goods display window seeing it (lock), losing a bat (secondary), hit in the head with a bat (engram). The engram is the earliest date, the secondary a later date, the lock the most recent.
ERASURE:	<ol style="list-style-type: none"> <li>1. The action of erasing, (rubbing out) locks, secondaries or engrams.</li> <li>2. Apparent removal of the engram from the files of the engram bank and refile in the standard bank as memory.</li> </ol>
POSTULATE:	<p>A conclusion, decision or resolution made by the individual himself; to conclude, decide or resolve a problem or to set a pattern for the future or to nullify a pattern of the past.</p> <p>. . . We mean, by postulate, self-created truth. A postulate is, of course, that thing which is a directed desire or order, or inhibition, or enforcement, on the part of the individual in the form of an idea.</p> <p>. . . Postulate means to cause a thinkingness or consideration.</p>
COGNITION:	A pc origination indicating he has “come to realize.” It’s a “What do you know? I....” statement. A new realization of life. It results in a higher degree of awareness and consequently a greater ability to succeed with one’s endeavors in life.
FLOW:	<p>An impulse or direction of energy particles or thought or masses between terminals.</p> <p>The progress of particles or impulses or waves from point A to point B.</p> <p>A progress of energy between two points.</p>
SOLID:	When the meter needle is not floating the TA is registering mass, mental mass. When you see a TA going up, up, up you know the picture isn’t erasing but is getting more solid. Strongly put together; hard; firm.

AFFINITY:	Degree of liking or affection or lack of it. Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. Affinity is one of the components of understanding; the other components being reality and communication.
REALITY:	The agreed upon apparency of existence. A reality is an data that agrees with the person's perceptions, computations and education. Reality is one of the components of understanding. Reality is what <i>is</i> .
COMMUNICATION:	The interchange of ideas or objects between two people or terminals. More precisely the definition of communication is the consideration and action of impelling an impulse or particle from source point across a distance to receipt point, with the intention of bringing into being at the receipt point a duplication of that which emanated from the source point. The formula of communication is: cause, distance, effect, with attention and duplication. Communication by definition does not need to be two-way. Communication is one of the component parts of understanding.
ARC BREAK:	A sudden drop or cutting of one's affinity, reality or communication with someone or something. It is pronounced by its letters A-R-C break.
PROBLEM:	Anything which has opposing sides of equal force; especially postulate-counter-postulate, intention-counter-intention or idea counter-idea; an intention-counter-intention that worries the preclear.
PRESENT TIME PROBLEM:	A specific problem that exists in the physical universe <i>now</i> , on which a person has his attention fixed.  ... Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.
WITHHOLD:	An undisclosed harmful (contra-survival) act.
MISSED WITHHOLD:	An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.
EXAMINER:	Preclear Examiner. The person in a Scientology church to whom preclears are sent immediately after any auditing session. The Examiner says nothing to the preclear in this situation, noting only what the pc's tone arm position and state of the needle are on the E-Meter and recording what the pc says, if anything. The Examiner is also the person a preclear sees if he wishes to make any sort of statement regarding his case, or if there is something he wants handled regarding his case.



## DIANETIC CS-1 WORD LIST

### R3RA COMMAND WORD LIST:

a	it	tell
an	later	that
and	locate	the
another	lose	there
are	lost	this
be	me	through
beginning	more	time
caused	move	to
causing	of	was
do	one	we
does	or	what
duration	others	when
earlier	point	you
end	return	your
erasing	running	yourself
go	see	
going	seem	
had	similar	
happened	solid	
incident	start	
is	starting	

### PREASSESSMENT WORD LIST:

aches	emotions	pressures
are	fears	sensations
attitudes	feelings	soreness
compulsions	is	tiredness
connected	misemotions	unconsciousness
discomforts	<i>numbness</i>	what
dislikes	pains	with

### RUDIMENTS WORD LIST:

a	are	do
about	been	earlier
affinity	communication	enforced
an	curious	has
ARC break	desired	have
inhibited	problem	that
missed	present time problem	understanding
missed withhold	refused	withhold
no	reality	withholding
overt	similar	you

L3RE WORD LIST:

abandoned	<i>get</i>	problem
<i>alcohol</i>	<i>giving</i>	protesting
accept	gone	real
all	<i>goof</i>	really
ARC break	got	reason
<i>assessed</i>	have	refused
<i>attain</i>	<i>heavily</i>	<i>resent</i>
audited	<i>held</i>	<i>(not recent)</i>
auditor	<i>held up</i>	restimulated
basic	implant	run
<i>because</i>	incident	<i>say</i>
black	incorrect	<i>said</i>
chain	indicated	same
chains	<i>interest</i>	saying
changed	<i>interrupted</i>	<i>sequence</i>
changing	Int RD	should
charge	invalidated	<i>simply</i>
<i>charged</i>	invisible	<i>skipped</i>
<i>C/ear</i>	item	<i>some</i>
<i>cognition</i>	<i>jump</i>	something
command	jumped	soon
commands	<i>just</i>	<i>state</i>
<i>completed</i>	late	<i>stop</i>
confused	<i>left</i>	<i>still</i>
constantly	<i>/et</i>	stopped
could	mass	stuck
date	medicine	suppressed
death	messed	<i>than</i>
<i>declare</i>	misrun	thing
demanded	missed	<i>tired</i>
Dianetic	misunderstood	<i>time</i>
<i>did</i>	<i>misworded</i>	too
didn't	no	trouble
<i>different</i>	<i>nobody</i>	twice
distracted	not	two
drugs	<i>nothing</i>	<i>unnecessary</i>
else	on	up
engrams	<i>originally</i>	upset
<i>erased</i>	over	went
<i>expressed</i>	past	<i>were</i>
exterior	persistent	<i>while</i>
false	picture	with
first	pictures	withhold
<i>Flows</i>	<i>postulate</i>	<i>wording</i>
flubbed	place	<i>would</i>
F/N	pressure	wrong
found	prevented	

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HCO BULLETIN OF 11 JULY 1978  
 REISSUED 11 OCTOBER 1978

Remimeo

*New Era Dianetics Series 4-1*

**THE PREASSESSMENT LIST**

This Preassessment List will get you running items, if the pc has given you a general somatic item, a drug item, alcohol item, etc.

To be used as described in HCOB 18 June 1978, New Era Dianetics Series 4 ASSESSMENT AND HOW TO GET THE ITEM.

Pc Name \_\_\_\_\_ Date \_\_\_\_\_

Auditor Name \_\_\_\_\_

Name of New Era Dianetics Rundown being done \_\_\_\_\_

Original item being preassessed \_\_\_\_\_

Assess the list below, using each preassessment item.

“Are \_\_\_\_\_ connected with (original item)?”

	1	2	3	4	5	6
<b>Pains</b>						
<b>Sensations</b>						
<b>Feelings</b>						
<b>Emotions</b>						
<b>Attitudes</b>						
<b>Misemotions</b>						
<b>Unconsciousnesses</b>						
<b>Sorenesses</b>						
<b>Compulsions</b>						
<b>Fears</b>						
<b>Aches</b>						
<b>Tirednesses</b>						
<b>Pressures</b>						
<b>Discomforts</b>						
<b>Dislikes</b>						

Take the largest reading preassessment item and ask pc: “What (largest reading preassessment item) are connected with (original item)?”

Do the preassessment on this sheet.

List the question and the pays answers on a *separate* sheet and note reads of each including F/Ns.

(See BTB 7 Nov 72R Issue IV Auditor Admin Series 19R, DIANETIC ASSESSMENT LISTS.)

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HCO BULLETIN OF 14 JULY 1978R  
Issue I  
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(Revisions not in Script)

**TYPICAL DIANETIC CHAIN**

Original item: "Bronchitis"

Preassessment item: "Misemotion"

Running item: "Horrible feeling in my lungs"

<b>Incident</b>	<b>Date of Incident</b>	<b>Duration of Incident</b>	<b>TA Position</b>
<u>1st Incident</u> run 2 times through	1 Mar 1970	<u>2 Hours</u>	3.3 at Step 1 3.2 at Step 9 3.5 at Step C
<u>2nd Incident</u> run 3 times through (due to there being an EB)	2 Jul 1963	7 <u>Minutes</u> EB-----	3.4 at Step 9 3.4 at Step C (Earl. Begin.) 3.5 at Step F
<u>3rd Incident</u> run 1 time through	3 Aug 1960	-----5 Hours-----	3.6 at Step 9
<u>4th Incident</u> run 2 times through	1 Dec 1951	1 1/2 <u>Hours</u>	3.5 at Step 9 3.6 at Step C
<u>5th Incident</u> run 1 time through	16 Feb 1921	2 1/2 <u>Hours</u>	3.7 at Step 9
<u>6th Incident</u> run 2 times through	2 Feb 1898	<u>2 Hours</u>	3.2 at Step 9 3.4 at Step C
<u>7th Incident</u> run 8 times through (BASIC)	22 May 1882	1 <u>Hour</u> EB----- EB-----	3.3 at Step 9 3.2 at Step C 3.0 at Step F 2.8 at Step F (Earl. Begin.) 2.8 at Step F 2.9 at Step F (Earl. Begin.) 2.6 at Step F BD & F/N Pc gives Postulate Wide F/N & VGIs EP of chain.

The three remaining flows are each run as above to their basics. Then do further preassessment per R3RA. Twenty-five more running item Quad chains to go. (100 in all). Meaning 100 more chains, each one of which reaches a BASIC and each one of which has an EP of F/N, POSTULATE, VGIs, accompanied by an erasure.

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*(Revisions in this type style)*

**A TYPICAL NARRATIVE ITEM**

NARRATIVE ITEM: "Death of my father"

	<i>TA Position</i>
1st pass through	2.9 at Step 9
<-----original duration-----> 2 hours	
2nd pass through EB-----	3.0 at Step C
3rd pass through EB-----	3.0 at Step C
4th pass through EB-----grief	2.8 at Step C
5th pass through ------(center now missing)-----	2.7 at Step C
6th pass through ------( center to end now gone)	2.6 at Step C
7th pass through EB------(center erased) <i>new piece</i> appears	2.7 at Step C
8th pass through EB----- <i>Postulate comes off</i> <i>(Auditor ceases to put pc through the</i> <i>chain the instant the postulate comes off.)</i> Broader continual F/N, VGIs <i>(Incident has erased).</i>	2.5

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HCO BULLETIN OF 15 JULY 1978

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(Cancels BTB 8 Jan 71R, Auditing CS-1  
for Dianetics and Scientology)

**SCIENTOLOGY  
AUDITING CS-1**

The Scientology CS-1 is to give a pc new to Scientology or a previously audited pc, as needed, the necessary data and R-Factor on basics and auditing procedure so that he understands and is able and willing to be audited successfully.

NOTE: Some pcs who have been trained or audited previously may protest that they know the terms and procedure. If this happens, acknowledge with excellent TRs and without invalidation or evaluation and tell them that this CS is intended to make auditing more effective for all pcs. If the auditor uses excellent TRs and good R-Factor, no ARC breaks should ever occur and the pc will have tremendous wins.

It is not necessary to reclear those sections of this Scn CS-1 which the pc may have already covered in a recent and thorough Dianetics CS-1, *provided* the auditor is *certain* of the pc's understanding of the terms.

The auditor should be fully familiar with this issue as well as:

HCOB 17 Oct 64 III	ALL LEVELS GETTING THE PC SESSIONABLE
HCOB 5 Apr 69	NEW PRECLEARS, THE WORKABILITY OF SCIENTOLOGY
HCOB 16 Jun 70	C/S Series 6 WHAT THE C/S IS DOING

He will need to take a very thorough look at what has to be covered with the pc in this CS-1 and *know* his materials very well and have them ready in the CS-1 session for reference and clearing any misunderstandings or questions the pc may have.

The following will be needed in the auditing room:

Technical Dictionary  
Admin Dictionary

A good English dictionary

A good dictionary in the pc's native language, and for a foreign language case a dual dictionary (English-to-foreign language and foreign language itself).

Scn CS-1 Definitions Sheet—Attachment No. 1 of this issue.

*The Basic Scientology Picture Book*  
*Fundamentals of Thought*

HCOB 14 Oct 68R, The Auditor's Code

Demo Kit

and the auditor makes full use of these as necessary. If further references are needed, ensure source materials are used.

- A. Have the pc define each Scientology (or other) term, using the references. (Note: *You don't* ask: "Do you know what this word means?" You ask: "What is the definition of \_\_\_\_\_?")

When he has done so, have him give you a sentence or two using the term correctly. Where it applies, have him give you examples, using his experiences where possible or those of relatives or friends and/or have him demonstrate the item using a demo kit. Cover by exact definition all terms used.

- B. Check for any questions (or misunderstandings) as you go along and ensure any such get handled so the pc winds up with a clear understanding of the word, item or procedure.

Don't settle for glibness that does not show understanding, but, on the other hand, don't overrun or put duress on the pc either.

Ensure that each word cleared on the pc is taken to F/N.

#### SCN CS-1 PROCEDURE:

1. Give pc the R-Factor that you are going to do a Scientology Auditing CS-1 to familiarize him with auditing procedure and any basic data that may require clarification.
2. Clear the word: Scientology.
3. Clear the words:

a) auditing	d) Clear
b) auditing session	e) preclear
c) auditor	
4. Clear the words:

a) thetan
b) mind
c) body

Have pc use the demo kit as well as the references to ensure he gets the relationship between these.

5. Now clear the words:

a) picture	c) reactive mind
b) mental image	d) bank picture

Have the pc give you examples of how the reactive mind works on a stimulus response basis, and have him demo it.

6. Clear with the pc:
  - a) the communication cycle.

Get the pc to give you examples he has observed. Have him demo the communication cycle.

- b) the auditing comm cycle.

Get the pc to explain the difference between a comm cycle and the auditing comm cycle. Have him demonstrate it.

You can also ask him questions like: "Have you eaten dinner?" (or breakfast or lunch) and when he replies, ask: "What did you do when I asked you that question?"

7. Go over the TRs with the pc, demonstrating each with him, until he has a good idea of how they are used in auditing.
8. Clear the words:

a) charge	b) mental mass
-----------	----------------
9. Go over with the pc what the meter does (registers charge/mental mass).

For demonstration, you can do a "pinch test" where you explain to the pc that to show him how the meter registers mental mass you will give him a pinch as part of the demonstration. Then get him to think of the pinch (while he is holding the cans) showing him the meter reaction and explaining how it registers mental mass.

10. a) Clear the words:
  1. key-in
  2. key-out

and have the pc demo and give you examples of each.

- b) Clear the word: release. Have the pc demo it.



11. a) Clear the word: postulate.
- b) Have pc give you examples of a time or two when he postulated something and got it.
12. a) Clear the word: cognition.
- b) Have the pc give you some examples of a cognition.
13. Clear: floating needle.
14. a) Give the pc an R-Factor on rudiments and when these would be used.
- b) Clear the word: rudiment.
- c) Clear: 1. affinity  
2. reality  
3. communication

Have pc give you examples of each.

- d) Clear: ARC break.

Have the pc demo it for you.

- e) Clear the words: curious, desired, enforced, inhibited, no, refused.

- f) Clear: 1. problem  
2. present time problem

Have the pc demo: 1) a problem 2) a present time problem.

- g) Clear: 1) overt 2) withhold 3) missed withhold.

Have the pc demo: 1) an overt 2) withhold 3) missed withhold.

(Use Definitions Sheet, or other references as needed.)

15. a) Clear the words: 1. similar 2. earlier.
- b) Then clear: "earlier similar." Give the pc examples of where it would be used.
16. Clear with the pc what a repetitive process is. Ensure he understands why and how it is done. Have the pc demo it for you.
17. a) Clear the word: flow.
- b) Clear each of the Flows 1, 2, 3, 0.
- c) Have the pc give you an example and demo of each.
18. Clear the words: a) assess b) assessment.
19. a) Explain to the pc that if at any time there is any difficulty in the auditing, you (or another auditor) will be using a prepared list to find and handle the exact difficulty.
- b) Ensure he understands that when such a list is being assessed he sits quietly holding the cans while the auditor calls the list and takes meter reads to locate the difficulty.
20. Go over the Auditor's Code, Items 1, 2, 3, 4, 5, 6, 8, 9, 14, 17, 18, 19 and 22.  
Check for and clear up any questions or misunderstands the pc may have on this.
21. a) Clear: Examiner.

- b) Give the pc an R-Factor on the Examiner and the fact that he will go to the Examiner immediately after each auditing session. Ensure he understands the Examiner says nothing to the preclear at that time, only recording what the pc says and noting down the tone arm position and state of the needle.

Also, be sure the pc understands that the Examiner is the person he sees if he wishes to make any sort of statement regarding his case.

22. Turn the folder in to the C/S.

The C/S can also order any additional actions to the above.

The Scientology Auditing CS-1 can usually be completed in one session. If it takes more than one session, the first session should be ended off at the end of a step or completion of a word or demonstration—never in the middle of an action.

Make sure you do not leave your preclear with a question or a misunderstood or confusion. Know the preclear in front of you and get your product of an educated pc who can run Scientology processes easily and with gain.

### CLEARING COMMANDS

The Scientology Auditing CS-1 does not preclude clearing the commands of each process or clearing a procedure in a session where the pc is begun on a new process or procedure. (Ref: HCOB 9 Aug 78 II, CLEARING COMMANDS)

This would include the first time the pc is given a two-way comm session or a listing & nulling session, where the procedure would first be fully cleared on the pc by the auditor.

### CLEARING WORDS ON CORRECTION LISTS

In addition to the CS-1, to fully prepare the pc for his auditing up the Grade Chart, it is standard to clear the words on the various correction lists very early in auditing, before the need for them arises. (Otherwise, it is difficult to clear the words of a correction list over heavy bypassed charge.) Thus, when the need for correction lists does arise the words have already been cleared and the correction list can be used without delay. (Ref: HCOB 9 Aug 78 II, CLEARING COMMANDS, Items 7 and 8.)

This would be done as ordered by the C/S.

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Founder

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## SCIENTOLOGY CS-1 DEFINITIONS SHEET

The following definitions have been taken from the Technical Dictionary and from the glossary of the book *Dianetics Today*.

Use these in conjunction with the *Basic Scientology Picture Book*. If further references are needed when clearing these terms and concepts, ensure source materials are used. For any non-Scientology terms use a good non-dinky dictionary.

### SCIENTOLOGY:

An applied religious philosophy developed by L. Ron Hubbard dealing with the study of knowledge, which through the application of its technology can bring about desirable changes in the conditions of life.

(Taken from the Latin word *scio*, knowing in the fullest sense of the word, and the Greek word *logos*, to study.)

A body of knowledge which, when properly used, gives freedom and truth to the individual.

### AUDITING:

Processing, the application of Scientology (or Dianetic) processes and procedures to someone by a trained auditor. The exact definition of auditing is: the action of asking a preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.

### AUDITING SESSION:

A period in which an auditor and preclear are in a quiet place where they will not be disturbed. The auditor gives the preclear certain and exact commands which the preclear can follow.

### AUDITOR:

A person trained and qualified in applying Scientology and/or Dianetic processes and procedures to individuals for their betterment; called an auditor because auditor means "one who listens." An auditor is a minister of the Church of Scientology.

### \*CLEAR:

A thetan who can be at cause knowingly and at will over mental matter, energy, space and time as regards the first dynamic (survival for self). The state of Clear is above the release grades of Scientology (all of which are requisite to clearing) and is attained by completion of the Clearing Course at an Advanced Church of Scientology.

### PRECLEAR:

From pre-Clear, a person not yet Clear; generally a person being audited, who is thus on the road to Clear; a person who, through Scientology and Dianetic processing, is finding out more about himself and life.

\* [An additional reference on Clear is: HCOB 24 September 1978. Issue III, *Dianetic Clear*, "The State of Clear can be achieved on Dianetics."]

## THETAN:

From THETA (life static), a word taken from the Greek symbol or letter: theta, traditional symbol for thought or spirit. The thetan is the individual himself—not the body or the mind. The thetan is the “I”; one doesn’t have or own a thetan; one is a thetan.

## MIND:

A control system between the thetan and the physical universe. It is *not* the brain. The mind is the accumulated recordings of thoughts, conclusions, decisions, observations and perceptions of a thetan throughout his entire existence. The thetan can and does use the mind in handling life and the physical universe.

## BODY:

The organized physical composition or substance of an animal or man whether living or dead.

## PICTURE:

An exact likeness; image. A mental image.

## MENTAL IMAGE PICTURE:

Mental pictures; facsimiles and mock-ups; a copy of one’s perceptions of the physical universe sometime in the past.

## REACTIVE MIND:

Reactive bank. The portion of the mind which works on a stimulus-response basis (given a certain stimulus it will automatically give a certain response) which is not under a person’s volitional control and which exerts force and power over a person’s awareness, purposes, thoughts, body and actions.

The reactive mind never stops operating. Pictures of the environment, of a very low order, are taken by this mind even in some states of unconsciousness.

## BANK:

A colloquial name for the reactive mind. The mental image picture collection of the pc.

## COMMUNICATION CYCLE:

A completed communication, including origination of the communication, receipt of the communication, and answer or acknowledgement of the communication. A communication cycle consists of just: cause, distance, effect, with intention, attention, duplication and understanding.

## AUDITING COMM CYCLE:

(HCOB 30 Apr 71) This is the auditing comm cycle that is *always* in use:

- (1) is the pc ready to receive the command? (appearance, presence)
- (2) auditor gives command/question to pc (cause, distance, effect)
- (3) pc looks to bank for answer . . .
- (4) pc receives answer from bank

- (5) pc gives answer to auditor (cause, distance, effect)
- (6) auditor acknowledges pc
- (7) auditor sees that pc received acknowledgement (attention)
- (8) new cycle beginning with (1).

#### CHARGE:

The stored quantities of energy in the time track; stored energy or stored or recreatable potentials of energy. The electrical impulse on the case that activates the meter. Harmful energy or force accumulated and generated in the reactive mind, resulting from the conflicts and unpleasant experiences that a person has had.

#### MENTAL MASS:

Mocking up matter, energy, space and time. Its proportionate weight would be terribly slight compared to the real object which the person is mocking up a picture of.

#### KEY-IN:

The action of recording a lock on a secondary or engram; the moment an earlier upset or earlier incident has been restimulated.

#### KEY-OUT:

An action of an engram or secondary dropping away without being erased. Released or separate from one's reactive mind or some portion of it.

#### RELEASE:

A preclear whose reactive mind or some major portion of it is keyed-out and is not influencing him.

A series of gradual key-outs. At any given one of those key-outs the individual detaches from the remainder of his reactive bank.

In Scientology processing there are eight major grades of Release. They are, from the lowest to the highest: Grade 0 Communications Release, Grade I Problems Release, Grade II Relief Release, Grade III Freedom Release, Grade IV Ability Release, Grade V Power Release, Grade VA Power Plus Release, Grade VI Whole Track Release. Each is a distinct and definite step toward greater levels of awareness and ability.

#### POSTULATE:

A conclusion, decision or resolution made by the individual himself; to conclude, decide or resolve a problem or to set a pattern for the future or to nullify a pattern of the past.

. . . We mean, by postulate, a self-created truth. A postulate is, of course, that thing which is directed desire or order, or inhibition, or enforcement, on the part of the individual in the form of an idea.

. . . Postulate means to cause a thinkingness or consideration.

#### COGNITION:

A pc origination indicating he has “come to realize.” It’s a “What do you know? I . . .” statement. A new realization of life. It results in a higher degree of awareness and consequently a greater ability to succeed with one’s endeavors in life.

#### FLOATING NEEDLE:

A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

It is always accompanied by very good indicators in the pc. (Ref: HCOB 10 Dec 76R, C/S Series 99R SCN F/N AND TA POSITION, HCOB 21 Jul 78 WHAT IS AN F/N.)

#### RUDIMENTS:

First principles, steps, stages or conditions. The basic actions done at the beginning of a session to set up the pc for the major session action; ARC breaks, PTPs, withholds.

#### AFFINITY:

Degree of liking or affection or lack of it. Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. Affinity is one of the components of understanding, the other components being reality and communication.

#### REALITY:

The agreed upon apparency of existence. A reality is any data that agrees with the person’s perceptions, computations and education. Reality is one of the components of understanding. Reality is what is.

#### COMMUNICATION:

The interchange of ideas or objects between two people or terminals. More precisely the definition of communication is the consideration and action of impelling an impulse or particle from source point across a distance to receipt point, with the intention of bringing into being at the receipt point a duplication of that which emanated from the source point. The formula of communication is: cause, distance, effect, with attention and duplication. Communication by definition does not need to be two-way. Communication is one of the component parts of understanding.

#### ARC BREAK:

A sudden drop or cutting of one’s affinity, reality or communication with someone or something. It is pronounced by its letters *A-R-C break*.

#### PROBLEM:

Anything which has opposing sides of equal force; especially postulate-counter-postulate, intention-counter-intention or idea-counter-idea; an intention-counter-intention that worries the preclear.

#### PRESENT TIME PROBLEM:

A specific problem that exists in the physical universe *now*, on which a person has his attention fixed.

. . . Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

## OVERT:

An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

. . . An aggressive or destructive act by the individual against one or more of the eight dynamics (self, family, group, mankind, animals or plants, mest, life or the infinite). That thing which you do which you aren't willing to have happen to you.

## WITHHOLD:

An undisclosed harmful (contra-survival) act.

## MISSED WITHHOLD:

An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

## REPETITIVE PROCESS:

... A process that is run over and over with the same question of the pc.... we don't expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc's answer and handle the pc origins by understanding and acknowledging what the pc said. A process which permits the individual to examine his mind and environment and out of it select the unimportances and importances.

## FLOW:

A progress of energy between two points.

An impulse or direction of energy particles or thought or masses between terminals.

The progress of particles or impulses or waves from Point A to Point B.

## ASSESS:

To choose, from a list of statements—which item or thing has the longest read and the pc's interest. The longest read usually will also have the pc's interest.

## ASSESSMENT:

. . . an action done from a prepared list. Assessment is done by the auditor between the pc's bank and the meter.... just notes which item has the longest fall or Lowdown. The auditor looks at the meter while doing an assessment. Assessment is the whole action of obtaining a significant item from a pc.

## EXAMINER:

Preclear Examiner. The person in a Scientology church to whom preclears are sent immediately after any auditing session. The Examiner says nothing to the preclear in this situation, noting only what the pc's tone arm position and state of the needle are on the E-Meter and recording what the pc says, if anything. The Examiner is also the person a preclear sees if he wishes to make any sort of statement regarding his case, or if there is something he wants handled regarding his case.

Remimeo

*New Era Dianetics Series 17*

**DIANETIC PERSISTENT F/Ns**

If the original item is not totally and completely gone you can run into a condition where the pc is on a persistent F/N with regard to it but it's still there slightly and nothing reads but it only F/Ns.

What you can do in that case is:

1. take the pc off auditing for a few days while the persistent F/N dies out and the environment keys something in and continue then with the assessment of that original item or
2. go on with some other original item that *does* read and make a big clear notation in the pc's program to come back to the original item after you have run some other original items on the case.

If you get stopped by a persistent F/N and some condition is still there, don't use an F/N as an excuse not to come back to the original item!

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*New Era Dianetics Series 18*

**AFTER THE FACT ITEMS**

You will sometimes have trouble with a particular kind of running item.

It is known as an “after the fact item.”

First, why do you get erasures only because you ask for earlier beginnings or earlier similars? Because the thetan’s mind where pictures are concerned parallels the time track.

*Late* things hang up where *earlier* like things exist.

For some reason best known to thetans, you have to get the earlier like thing before you can erase the later like thing.

This is built into R3RA.

But what isn’t built in is preventing the pc giving or the auditor choosing an “after the fact” running item.

An “after the fact” running item is one which clearly has an earlier thing before it, yet, by its very wording, prohibits reaching the earlier thing.

Example of an “after the fact” running item: “Repression.”

Now clearly something had to happen *before* in order to have something repress.

The pc dutifully begins to run “Feeling repressed.” But what happened that caused it is not part of the item. So he is forced to run late in the incident.

Example: “Feeling blue about hospitals.”

This will find him in hospitals but will avoid letting him run what put him there.

The item is *after the fact* of having been run over.

The way to handle “after the fact” running items is:

1. Learn to recognize them.
2. Don’t choose one off a running item list. Choose something else that read.

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HCO BULLETIN OF 21 JULY 1978

Remimeo  
All Auditors  
All C/Ses  
All W/Cers  
All Tech Checksheets

**WHAT IS A FLOATING NEEDLE?**

A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

That's what an F/N is. No other definition is correct.

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HCO BULLETIN OF 22 JULY 1978

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All Auditors

### ASSESSMENT TRs

The right way to do an assessment is to ask the pc the question in a *questioning* tone of voice.

In assessing, some auditors have made assessment questions into statements of fact, which of course is a cousin to evaluation.

A downcurve at the end of an assessment question contributes to making it a statement. Questions should go up at the end.



A remedy for this is to record ordinary conversation. Ask some normal questions and make some normal statements and you will find that the voice tone rises on a question and goes down on a statement.

Assessing with a statement's tone of voice instead of a questioning tone of voice results in evaluation for the pc. The pc feels accused or evaluated for rather than assessed and an auditor can get a lot of false and protest reads.

It's all tone of voice. Auditors have to be drilled in asking questions. Assessment questions have an upcurve at the end.

Get it?

Then drill it.

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HCO BULLETIN OF 23 JULY 1978

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*Originally issued as HCOB  
10 Mar 70 LIST OF PERCEPTICS  
DIANETICS BULLETIN. This  
issue has been revised.  
(Revisions are given here in this type style)  
(Ellipsis indicates deletion)*

*C/S Series 101*

## LIST OF PERCEPTICS

This was researched and dated of 1951.

It's the 57 human perceptions.

1. Time
2. Sight
3. Taste
4. Colour
5. *Depth*
6. Solidity (Barriers)
7. Relative Sizes (External)
8. Sound
9. Pitch
10. Tone
11. Volume
12. Rhythm
13. Smell (*The sense of smell has four subdivisions which are categories of the type of odor.*)
14. Touch *a) Pressure b) Friction c) Heat or Cold d) Oiliness*
15. Personal Emotion
16. Endocrine States
17. Awareness of Awareness
18. Personal Size
19. Organic Sensation (Including Hunger)
20. Heartbeat
21. Blood Circulation
22. Cellular and Bacterial Position
23. Gravitic (Self and Other Weights)
24. Motion of Self
25. Motion (Exterior)
26. Body Position
27. Joint Position

28. Internal Temperature
29. External Temperature
30. Balance
31. Muscular Tension
32. Saline Content of Self (Body)
33. Fields/Magnetic
34. Time Track Motion
35. Physical Energy (Personal Weariness etc.)
36. Self-Determinism (Relative on each dynamic)
37. Moisture (Self)
38. Sound Direction
39. Emotional State of Other Organs
40. Personal Position on the Tone Scale
41. Affinity (Self and Others)
42. Communication (Self and Others)
43. Reality (Self and Others)
44. Emotional State of Groups
45. Compass Direction
46. Level of Consciousness
47. Pain
48. Perception of Conclusions (Past and Present)
49. Perception of Computations (Past and Present)
50. Perception of Imagination (Past and Present)
51. Perception of Having Perceived (Past and Present)
52. Awareness of Not Knowing
53. Awareness of Importance, Unimportance
54. Awareness of Others
55. Awareness of Location and Placement a) Masses b) Spaces c) Location Itself
56. Perception of Appetite (. . .)
57. *Kinesthesia*

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HCO BULLETIN OF 24 JULY 1978

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All Auditors  
All C/Ses

(Cancels and replaces BTB 3  
Oct 69R DIANETIC REMEDIES)

**DIANETIC REMEDIES**

The remedies given here will handle pcs who go anaten or dope off in session even though they are well rested beforehand. They will also handle high TAs caused by chains left in restimulation by reason of not taking them to a full Dianetic EP.

**WORD CLEARING**

One of the beginning pc's first steps in auditing is a thorough and complete CS-I. This is given as ACTION SEVEN on New Era Dianetics Series 2, FULL PC PROGRAM OUTLINE. It must be done until the pc well understands the commands of R3RA and knows what is expected of him as a pc. (Ref: HCOB 9 Jul 78, DIANETIC CS-I.)

DO NOT attempt to run R3RA on a pc who is not properly indoctrinated. Clear the commands. Clear the list words and clear the procedures with him. It is the auditor's responsibility to ensure the pc understands the commands and the procedure he is being run on.

So the first remedy given here is WORD CLEARING. A pc who does not understand R3RA commands, assessment procedures, etc. will only restimulate masses in Dianetic sessions, he will not be able to erase them.

If there is any doubt that your pc understands the commands and procedures of R3RA, you clear these up immediately.

There are uniformly two things that prevent pcs from running engrams. They are the failure to fully clear all the commands and procedures of R3RA as we have covered above, and unhandled drugs.

Hence, the following remedies are to be done in their correct sequence on the pc's Dianetic program, after a full and complete drug handling per New Era Dianetics Series 99 DRUG HANDLING. (Ref: New Era Dianetics Series 2, FULL PC PROGRAM OUTLINE.)

**PICTURES OR MASSES**

The following remedy is ordered by the C/S when the pc has no misunderstood words but still goes anaten in session, even when assessment and R3RA procedure are correctly done and the pc has had sufficient sleep, with no unflat chains evident by folder inspection but has a very high or low TA.

The auditor asks: "What pictures or masses have you touched on in life or in auditing that have been left unhandled?"

The most obvious remedy is simply to take the best reading picture that was left unflat in auditing and simply finish the chain. If the pc had only run it single flow at the time then finish it single flow for certain and check the other flows to see if they read and run them if they do. The question one checks is Step One narrative or Step One regular R3RA. One uses narrative when it is simply an incident and regular R3RA when he remembers what somatic he was running at the time.

The essence of this is simply to complete something that was already started and wasn't completed.

If it was a picture which simply appeared in life, one can treat it as an original item per the Assessment HCOB and carry on from there.

Caution should be observed in running a pc on Quad who hitherto had only been run on single or triple flows. One can get onto the subject of bypassed charge when he suddenly runs a new flow (like Flow 0) that has never been run before on a new item. What happens is the pc, audited on single or triple on other items in previous auditing, collides with some of the unrun charge of previously unhandled chains of that flow and can get quite upset. The best handling of this sort of thing is called "Quading up a pc" as contained in HCOB 7 March 71R, USE OF QUADRUPLE DIANETICS.

*Masses* are handled simply by treating them as an original item as in the Assessment HCOB.

In pictures or masses remedies, one is best off following New Era Dianetics Series 4. Just treat the picture or mass as an original item. Therefore, when the pc gives you a list of pictures or masses that have been touched on in life or auditing he is really giving you a list of original items so far as handling is concerned. The auditor takes the best reading item from that list and does a preassessment on it.

"Are/is (preassessment item) connected with (item)?" is the preassessment question.

The auditor then follows the procedure outlined in HCOB 18 June 1978 New Era Dianetics Series 4, doing a full preassessment and runs out R3RA Quad all reading items with pc interest.

When this action is correctly performed the TA of the pc will be back in range, and the pc will be bright.

#### AUTOMATICITY OF PICTURES

There are some pcs who keep talking about "this huge automaticity of pictures coming in, faster and faster." They also dope off in session and they are somewhat hard to get an F/N on.

The thing which is really wrong with the pc is instability. He can't hold things still.

A C/S could order HCO Training Bulletin of 6 Feb 1957 (Technical Volume III) — "Hold It Still."

Objectives are also indicated, particularly SCS, as the pc can't control things.

After flattening Objectives it will be found that the pc's bank is more stable.

As the multipictures may also have keyed something in a C/S, after Objectives are flat, could order the following:

"Ask the pc 'What pictures have you seen in life or auditing?' and treat the best reading items in the resulting list as original items, handling them per New Era Dianetics Series 4."

The phenomenon of automatic pictures is also called "an avalanche" and data on it is available in the Technical Bulletins Volume II, page 39, Volume VIII, page 106. The above section is the best handling.

## OVERTS

When the pc goes anaten in session but there is no evidence of unflat chains, the C/S issues this C/S:

“Assess for: Overts on unconscious people Overts on anaten people Overts on asleep people Overts on sick people.

“Run each reading item with interest R3RA Narrative Quad, running F2 first.”

The C/S could vary the assessment list, adding items if necessary in accordance with what the pc was motivating from.

## IMAGINARY INCIDENTS

Sometimes a pc cannot confront the actual incidents that are keyed-in by life or auditing. Such a pc will not go backtrack. In this case the running of imaginary incidents is quite productive. Sometimes the preclear will run them, quite astonishingly, with somatics. But he is not being required to face any reality about them and the auditor is not insisting that any reality exists concerning them. In a surprisingly high percentage of times, however, he will be running actual incidents. So long as he does not have to admit that these incidents are actual he can do something about them.

It should be understood that no amount of imaginary incidents can supplant the running of real incidents. The first value that this technique has—the invitation to the preclear to run avowedly imaginary incidents in his past—is to build up, the preclear’s confidence in the auditor. The preclear begins to feel that he will not be censured for indulging in fantasy.

When the preclear discovers that he has an auditor who not only will listen to imagination but who encourages it, the affinity level rises and the preclear’s ability to differentiate in terms of reality will itself rise.

The auditor must never, after the incident has been run, then insist that the incident was real. This would be a break of faith. He and the preclear have entered into a contract that what is being run is pure imagination, and the auditor must not break his contract.

To run imaginary incidents, the auditor discusses with the pc how they will be running imaginary incidents and gets the pc’s agreement to do so.

The auditor then asks, “What imaginary incidents or pictures have you touched on?”

All the pc’s responses to this question, with their meter reads are noted by the auditor. He then takes up the best reading incident or picture and runs it out R3RA Narrative Quad, first checking interest. Lesser reading items are then taken up.

This action is done until the pc is brighter and more able to confront actual incidents as they come up in auditing.

In doing this remedy be certain the pc understands R3RA procedure and has NO MISUNDERSTOODS.

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HCO BULLETIN OF 2 AUGUST 1978

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**CANCELLATION OF ISSUES**

The following issues are CANCELLED. References are included below to indicate where correct data on these subjects can be obtained.

<u>HCOB 23 Apr 69 II</u> (Ref: HCOB 26 Jun 78II	<u>DIANETICS ERASURE HOW TO ATTAIN</u> New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS)
<u>HCOB 27 Apr 69</u> (Ref: HCOB 26 Jun 78 II	<u>R3R RESTATED COMMANDS ON SECOND</u> <u>RUN ON AN INCIDENT</u> New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS)
<u>HCOB 9 May 69 II</u> (Ref: HCOB 9 Jul 78	<u>CASE SUPERVISOR FORMS</u> DIANETIC CS-1)
<u>HCOB 19 May 69</u> (Ref: HCOB 24 Jun 78 HCOB 4 Jul 78	<u>HEALTH FORM, USE OF A BRIEF</u> <u>DESCRIPTION OF AUDITING</u> New Era Dianetics Series 5 ORIGINAL ASSESSMENT SHEET New Era Dianetics Series 12 SECOND ORIGINAL ASSESSMENT)
<u>HCOB 23 Jun 69</u> (Ref: HCOB 26 Jun 78 II HCOB 7 Jul 78	<u>F/N</u> New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS DIANETIC F/Ns)
<u>HCOB 5 Oct 69 II</u> (Ref: HCOB 26 Jun 7811	<u>DIANETIC TRIPLES</u> New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS)
<u>HCOB 27 Jan 70</u> (Ref: HCOB 18 Jun 78	<u>NARRATIVE ITEMS EXPLAINED</u> New Era Dianetics Series 4 ASSESSMENT AND HOW TO GET THE ITEM)
<u>HCOB 6 May 70</u> (Ref: HCOB 26 Jun 78 II HCOB 7 Mar 71R Rev. 25.7.78	<u>DIANETIC TRIPLES</u> New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS C/S Series 28RA-IR USE OF QUADRUPLE DIANETICS)
<u>HCOB 2 Jun 70 FLOATING NEEDLES</u> (Ref: HCOB 26 Jun 78 II HCOB 7 Jul 78	New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS DIANETIC F/Ns)
<u>HCOB 1 Aug 70RA F/N AND ERASURE</u>	

(Ref: HCOB 26 Jun 78 II	New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS
HCOB 7 Jul 78	DIANETIC F/Ns
HCOB 28 Apr 69	HIGH TA IN DIANETICS)
<u>BTB 24 Apr 69RA</u>	<u>PRECLEAR ASSESSMENT SHEET</u>
(Ref: HCOB 24 Jun 78	New Era Dianetics Series 5 ORIGINAL ASSESSMENT SHEET)
<u>BTB 6 May 69RA</u>	<u>ROUTINE 3R REVISED</u>
(Ref: HCOB 26 Jun 78 II	<u>ENGRAM RUNNING BY CHAINS</u> New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS)
<u>BTB 14 Jul 70R</u>	<u>ADDITIONAL DATA ON ERASING/SOLID</u>
(Ref: HCOB 26 Jun 78 II	New Era Dianetics Series 6 URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS)
<u>BTB 25 Oct 71R II</u>	<u>THE SPECIAL DRUG RUNDOWN—NOTE</u>
(Ref: HCOB 15 Jul 71R III	C/S Series 48RA New Era Dianetics Series 9 DRUG HANDLING
Rev. 27.6.78	HUBBARD NEW ERA DIANETICS COURSE CHECKSHEET—SECTION FOUR (Entire section on Objectives) )
HCO PL 6 Jul 78	
<u>BTB 24 Nov 71R</u>	<u>PRESSURE SOMATICS IN DIANETICS</u>
(Ref: HCOB 18 Jun 78	New Era Dianetics Series 4 ASSESSMENT AND HOW TO GET THE ITEM)
<u>BTB 28 Apr 74R</u>	<u>DIANETICS CLEARING LISTS AND R3R</u>
(Ref: HCOB 9 Jul 78	DIANETIC CS- 1 )

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HCO BULLETIN OF 5 AUGUST 1978

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Ref: HCOB 28 Feb 71 C/S Series 24 METERING READING ITEMS  
HCOB 8 Apr 78 AN F/N IS A READ  
*E-Meter Essentials*, page 17 (ROCK SLAM)  
HCOB 18 Jun 78 New Era Dianetics Series 4  
ASSESSMENT AND HOW TO GET THE ITEM

### INSTANT READS

The correct definition of INSTANT READ is THAT REACTION OF THE NEEDLE WHICH OCCURS AT THE PRECISE END OF ANY MAJOR THOUGHT VOICED BY THE AUDITOR.

All definitions which state it is fractions of seconds after the question is asked, are cancelled.

Thus an instant read which occurs when the auditor assesses an item or calls a question is valid and would be taken up and latent reads, which occur fractions of seconds after the major thought, are ignored.

Additionally, when looking for reads while clearing commands or when the preclear is originating items, the auditor must note only those reads which occur at the exact moment the pc ends his statement of the item or command.

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## HAVINGNESS

### FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS

Ref: HCOB 11 Jan 62, Security Checking Twenty-Ten Theory  
HCOB 29 Sep 60, Havingness and Duplication  
HCOB 6 Oct 60R, Thirty-Six New Presessions  
Rev. 8 May 74  
Book: *E-Meter Essentials*, Section G:  
Finding Havingness & Confront Processes

NOTE: This issue is by no means a complete summary of the subject of havingness. There is a vast amount of material on havingness and the remedy of havingness in early publications and other HCOBs to be found in the Technical Volumes—data the student will acquire as he continues to train up the levels and on the SHSBC.

This issue is to give the beginning auditor a working knowledge of the subject of havingness.

“HAVINGNESS: 1) that which permits the experience of mass and pressure. 2) the feeling that one owns or possesses. 3) can be simply defined as ARC with the environment.... 6) the ability to duplicate that which one perceives, or to be willing to create a duplication of it.... 8) havingness is the concept of being able to reach or not being prevented from reaching.... 4) that activity which is run when needed and when it will not violently deflect the pc's attention.”

(From the Technical Dictionary.)

The above are all valid, but the final definition of havingness can be simply stated as:

**HAVINGNESS IS THE CONCEPT OF BEING ABLE TO REACH. NO HAVINGNESS IS THE CONCEPT OF NOT BEING ABLE TO REACH.**

Inherent in the ability to reach is the willingness and ability to duplicate. That which makes *communication* work in processes is the duplication part of the communication formula (Axiom 28 Amended).

The position of a being on the Tone Scale is determined by his ability to reach (and thus his willingness and ability to duplicate, to communicate and experience). The lower the tone of the being the less willing he is to reach, communicate with and experience his present time environment, and the less willing he is to reach and duplicate events of the past or permit them to happen again.

This is remedied by Objective Havingness Processes. These are processes that deal with observing and touching objects in the auditing room or in the environment. They are “look around” or physical contact processes, used to remedy a low or “no havingness” condition.

Thus we find the pc's Havingness Process early on in auditing and use it to gain or remedy havingness before or after processes or at session end.

## FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS

The preclear's Havingness Process is tested for on the meter in an exact way. You test it on the *needle* with can squeezes from the pc.

Use HCOB 6 October 1960R, Revised 8 May 74, "Thirty-Six New Presessions."

1. Set the sensitivity for 1/3 of a dial drop when the pc squeezes the cans. (See E-Meter Drill 5, *The Book of E-Meter Drills*.)
2. Run 5 to 8 commands of the first Havingness Process on the above bulletin, with the pc on the meter.
3. Then have the pc squeeze the cans, noting the size of the needle read now. If this second can squeeze shows the needle looser (wider swing) than the first can squeeze did, you've got it. The Havingness Process you've tested is the Havingness Process for the preclear and may be used to remedy his havingness as necessary.
4. If the process *tightens* the needle during the test, don't use it. Don't bridge off. Just get off the process now and test the next process, or the next, continuing until you find a Havingness Process that does loosen the needle and gives a wider swing. One will be found among the list of Havingness Processes on HCOB 6 Oct 60R.
5. The correct Havingness Process selected is then run 10 to 12 commands at a time, usually just before ending off a session.

A pc's Havingness Process can change as the pc changes with auditing. If at some point in the auditing the Havingness Process which has been being used fails to get the desired result, simply re-test for a new Havingness Process, find one that works and use it.

Even the right Havingness Process, if run too much at one time (more than 10 or 20 commands) will start running the bank. It doesn't harm the preclear but that isn't its use, as there are other processes that run the bank better.

The *purpose* of a Havingness Process is to get the preclear stabilized in his environment.

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HCO BULLETIN OF 9 AUGUST 1978  
Issue I

Remimeo  
New Era Dianetics  
Expanded Dianetics  
Courses  
C/Ses  
Auditors  
Supers  
Students

**NEW ERA DIANETICS**  
**A REQUISITE FOR EXPANDED DIANETICS**

(Ref: New Era Dianetics Series Bulletins  
Expanded Dianetics Series Bulletins)

THE NEW ERA DIANETICS FULL PC PROGRAM MUST COME BEFORE EXPANDED DIANETICS ON ANY PC WHO HASN'T HAD NEW ERA DIANETICS .

Thus:

THE NEW ERA DIANETICS FULL PC PROGRAM AND EXPANDED DIANETICS, IN THAT SEQUENCE, ARE MANDATORY IN EVERY R/S CASE.

The New Era Dianetics Full Pc Program is itself. The Expanded Dianetics Program is itself. They are NOT mixed. The one quite naturally precedes the other. New Era Dianetics fully completed paves the way for smooth, rapid, spot-on running of Expanded Dianetics on the pc.

On those pcs who have already had many hours of Dianetics, numerous chains will have been erased with somatics and/or illnesses blown and disabilities handled, and these gains are not to be invalidated. Dianetics properly applied has always brought about fantastic results.

New Era Dianetics, however, with its new Preassessment procedure and its new rundowns tailored to find and handle *any* unhandled Dianetic aspect of the case, will result in undreamed of gains for old and new pcs alike. It is already doing so.

Further, it ensures the full and thorough handling of those aspects of the case which must be gotten out of the way before proceeding with Ex Dn, as these could complicate and lengthen Ex Dn unnecessarily.

Thus we have the above rules.

This is a swifter and more thorough route than ever before to a well and happy pc and a swifter more thorough route than ever before to *a full* Expanded Dianetics completion .

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HCO BULLETIN OF 9 AUGUST 1978  
Issue II

Remimeo

(Cancels BTB 2 May 72R, Rev. 10.6.74,  
CLEARING COMMANDS.)

**CLEARING COMMANDS**

(Ref: HCOB 14 Nov 65, CLEARING COMMANDS  
HCOB 9 Nov 68, CLEARING COMMANDS, ALL LEVELS  
HCO PL 4 Apr 72R ETHICS AND STUDY TECH)

Always when running a process newly or whenever the preclear is confused about the meaning of commands, clear each word of each command with the preclear. using the dictionary if necessary. This has long been standard procedure.

You want a pc set up to run smoothly, knowing what is expected of him and understanding exactly the question being asked or the command being given. A misunderstood word or auditing command can waste hours of auditing time and keep a whole case from moving.

Thus this preliminary step to running a process or procedure for the first time is VITAL.

The rules of clearing commands are:

1. UNDER NO CIRCUMSTANCES IS THE AUDITOR TO EVALUATE FOR THE PC AND TELL HIM WHAT THE WORD OR COMMAND MEANS.
2. ALWAYS HAVE THE NECESSARY (AND *GOOD*) DICTIONARIES IN THE AUDITING ROOM WITH YOU.

This would include the Tech Dictionary, the Admin Dictionary, a good English dictionary, and a good non-dinky dictionary in the pc's native language. For a foreign language case (where the pc's native language is not English) you will also need a dual dictionary for that language and English.

(Example: English word "apple" is looked up in English/French dictionary and "pomme" is found. Now look in the French dictionary to define "pomme.")

So for the foreign language case two dictionaries are needed: (1) English to foreign language (2) foreign language itself.

3. HAVE THE PC ON THE CANS THROUGHOUT THE CLEARING OF THE WORDS AND COMMANDS.
4. CLEAR THE COMMAND (OR QUESTION OR LIST ITEM) BACKWARDS BY FIRST CLEARING IN TURN EACH WORD IN THE COMMAND IN BACKWARDS SEQUENCE.

(Example: To clear the command "Do fish swim?" clear "swim" first, then "fish," then "do.")

This prevents the pc starting to run the process by himself while you are still clearing the words.

4A. NOTE: F/Ns OBTAINED ON CLEARING THE *WORDS* DOES NOT MEAN THE *PROCESS* HAS BEEN RUN.

5. NEXT, CLEAR THE COMMAND ITSELF.

Auditor asks the pc, "What does this command mean to you?" If it is evident from the pc's answer that he has misunderstood a word as it is used in the context of the command:

- (a) Re-clear the obvious word (or words) using the dictionary.
- (b) Have him use each word in a sentence until he has it. (The worst fault is the pc using a new set of words in place of the actual word and answering the alter-ised word, not the word itself. See HCOB 10 Mar 65, *WORDS, MISUNDERSTOOD GOOFS*.)
- (c) Re-clear the command.
- (d) If necessary, repeat Steps a, b and c above to make sure he understands the command.

5A. NOTE: THAT A *WORD* READS WHEN CLEARING A COMMAND, AN ASSESSMENT QUESTION OR LISTING QUESTION DOES NOT MEAN THE *COMMAND* OR *QUESTION* ITSELF HAS READ NECESSARILY. MISUNDERSTOOD WORDS READ ON THE METER.

6. WHEN CLEARING THE COMMAND, WATCH THE METER AND NOTE ANY READ ON THE COMMAND. (Ref: HCOB 28 Feb 71, C/S Series 24, *IMPORTANT METERING READING ITEMS*.)

7. DON'T CLEAR THE COMMANDS OF ALL RUDS AND RUN THEM, OR OF ALL PROCESSES AND RUN THEM. YOU'LL MISS F/Ns. THE COMMANDS OF ONE PROCESS ARE CLEARED JUST BEFORE *THAT* PROCESS IS RUN.

8. ARC BREAKS AND LISTS SHOULD BE WORD CLEARED BEFORE A PC GETS INTO THEM AND SHOULD BE TAGGED IN THE PC'S FOLDER ON A YELLOW SHEET AS CLEARED. (Ref: BTB 5 Nov 72R II, Rev. 24.7.74, Auditor Admin Series 6R, *THE YELLOW SHEET*.)

As it is difficult to clear all the words of a correction list on a pc over heavy bypassed charge, it is standard to clear the words of an L1C and ruds very early in auditing and to clear an L4BRA *before* commencing listing processes or an L3RE *before* running R3RA. Then, when the need for these correction lists arises one does not need to clear all the words as it has already been done. Thus, such correction lists can be used without delay.

It is also standard to clear the words of the Word Clearing Correction List early in auditing and before other correction lists are cleared. This way, if the pc bogs on subsequent Word Clearing, you have your Word Clearing Correction List ready to use.

9. IF, HOWEVER, YOUR PC IS SITTING IN THE MIDDLE OF AN ARC BREAK (OR OTHER HEAVY CHARGE) AND THE WORDS OF THE L1C (OR OTHER CORRECTION LIST) HAVE *NOT* BEEN CLEARED YET, DON'T CLEAR FIRST. GO AHEAD AND ASSESS THE LIST TO HANDLE THE CHARGE. OTHERWISE IT'S AUDITING OVER AN ARC BREAK.

In this case you just verify by asking afterwards if he had any misunderstands on the list.



All the words of the L1C (or other correction list) would then be cleared thoroughly at the first opportunity—per your C/S's instructions.

10. DO NOT RE-CLEAR ALL THE WORDS OF ASSESSMENT LISTS EACH TIME THE LIST IS USED ON THE SAME PC. Do it once, fully and properly the first time and note clearly in the folder, on the yellow sheet for future reference, which of the- standard assessment lists have been cleared.
11. THESE RULES APPLY TO ALL PROCESSES, LISTING QUESTIONS AND ASSESSMENTS .
12. THE WORDS OF THE PLATENS OF ADVANCED COURSE MATERIALS ARE NOT SO CLEARED.

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Any violation of full and correct clearing of commands or assessment questions, whether done in a formal session or not, is an ethics offense per HCO PL 4 Apr 72R (Rev. 21.6.75) ETHICS AND STUDY TECH, Section 4, which states:

“ANY AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

“The charge is OUT TECH.”

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HCO BULLETIN OF 11 AUGUST 1978  
Issue I

Remimeo  
All Auditors

**RUDIMENTS**

**DEFINITIONS AND PATTERN**

(Ref: HCOB 15 Aug 69, FLYING RUDS)

(NOTE: This Bulletin in no way summarizes all the data there is to be known about ARC breaks, PTPs and missed withholds, or handling rudiments.)

There is a wealth of technology and data on these subjects contained throughout the Technical Volumes and in Scientology books which the student auditor will need as he progresses up the levels.)

A rudiment is that which is used to get the pc in shape to be audited in that session.

For auditing to take place at all the pc must be in session which means:

1. Willing to talk to the auditor
2. Interested in own case.

That is all you want to accomplish with rudiments. You want to set up the case to run by getting the rudiments in, not use the rudiments to run the case.

ARC breaks, present time problems and withholds all keep a session from occurring. It is elementary auditing knowledge that auditing over the top of an ARC break can reduce a graph, hang the pc up in sessions or worsen his case, and that in the presence of PTPs, overts and missed withholds (a restimulated undisclosed overt) no gains can occur. Thus these are the rudiments we are most concerned with getting in at the beginning of a session so that auditing with gains can occur.

**GETTING THE F/N**

If you know bank structure you know it is necessary to find an earlier item if something does not release.

If a rud doesn't F/N then there is an earlier (or an earlier or an earlier) lock which is preventing it from F/Ning.

Thus we have the procedure and the rule:

**IF A RUD READS YOU ALWAYS TAKE IT EARLIER SIMILAR UNTIL IT F/Ns.**

The question used is:

“Is there an earlier similar (ARC break) or (problem) or (missed withhold)?”

If at the beginning of a session the rudiments are *in* (the needle is floating *and* the pc is VGIs), the auditor goes directly into the major actions of the session. If not, the auditor must fly a rud or ruds, as ordered by the C/S.

## ARC BREAKS

ARC: A word from the initial letters of Affinity, Reality and Communication which together equate to Understanding.

ARC BREAK: A sudden drop or cutting of one's affinity, reality or communication with someone or something. Upsets with people or things come about because of a lessening or sundering of affinity, reality, communication or understanding.

While the earlier similar rule fully applies to ARC breaks, there is an additional action taken in handling ARC breaks that enables the pc to spot precisely what happened that resulted in the upset.

An ARC break is called that—an “A-R-C break”—instead of an upset because, if one discovers which of the three points of understanding have been cut, one can bring about a rapid recovery in the person's state of mind.

You never audit over the top of an ARC break, and you never *audit* an ARC break itself; they cannot be audited. But they can be *assessed* to locate which of the basic elements of ARC the charge is on.

Thus to handle an ARC break you assess affinity, reality, communication and understanding to find which of these points the break occurred on.

Having determined that, you assess the item found (A or R or C or U) against the Expanded CDEI Scale (curious, desired, enforced, inhibited, no and refused). Ref: HCOB 13 Oct 59, DEI EXPANDED SCALE, *Scientology S8. The Book of Basics*, and HCOB 18 Sep 67, corrected 4.4.74, SCALES.

With this assessment the actual bypassed charge can be located and indicated even more accurately, thus enabling the pc to blow it.

The assessment is done on every ARC break as you go earlier similar until the rudiment is in with F/N and VGIs.

The first rudiment question is:

1. “Do you have an ARC break?”
2. If there is an ARC break, get the data on it briefly.
3. Find out by assessment which point the ARC break occurred on: “Was that a break in Affinity?  
Reality?  
Communication?  
Understanding?”

You assess it *once* and get the read (or the largest read) on, say, communication.

4. Check it with the pc: “Was that a break in (communication)? If he says no, rehandle. If yes, let him tell you about it if he wishes. Then give it to him by indicating it, i.e. “I'd like to indicate that *was* a break in communication.”

PROVIDED THE RIGHT ITEM HAS BEEN GOTTEN, the pc will brighten up, even if ever so slightly, *on the very first assessment*.

NOTE: On Step 4 the pc may originate: “Yes, I guess it was communication but to me it's really more like a break in reality,” for example. The wise auditor then acknowledges and indicates it was a break in “reality.”

5. Taking the item found in Step 4 above, assess it against the CDEI Scale:

“Was it:

Curious about	(communication) ?
Desired	“ ?
Enforced	“ ?
Inhibited	“ ?
No	“ ?
Refused	“ ?”

6. As in Steps 3 and 4 above, assess it *once*, get the item and check it with the pc:

“Was it (desired) communication?”

If no, rehandle. If yes, indicate it.

7. If no F/N at this point you follow it earlier with the question:

“Is there an earlier similar ARC break?”

8. Get the earlier similar ARC break, get in ARCU, CDEINR, indicate. If no F/N, repeat Step 7, continuing to go earlier, always using ARCU, CDEINR until you get an F/N.

When you get the F/N *and* VGIs you have it.

#### PRESENT TIME PROBLEM

**PROBLEM:** A conflict arising from two opposing intentions. It’s one thing versus another thing; an intention-counter-intention that worries the preclear.

**PRESENT TIME PROBLEM:** . . . A special problem that exists in the physical universe now, on which the pc has his attention fixed.

. . . Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

A violation of “in session-ness” occurs when the pc’s attention is fixed on some concern that is “right now” in the physical universe. The pc’s attention is “over there” not on his case. If the auditor overlooks and doesn’t handle the PTP then the pc is never in session, grows agitated, ARC breaks. And no gains are made because he is not in session.

The second rudiment question is:

1. “Do you have a present time problem?”
2. If there is a PTP, have the pc tell you about it.
3. If no F/N take it earlier with the question:  
“Is there an earlier similar problem?”
4. Get the earlier problem and if no F/N, follow it earlier similar, earlier similar, earlier similar to F/N.

## MISSED WITHHOLDS

**OVERT ACT:** An intentionally committed harmful act committed in an effort to solve a problem.

. . . an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

That thing which you do which you aren't willing to have happen to you.

**WITHHOLD:** An undisclosed harmful (contra-survival) act. Something the pc did that he isn't talking about.

**MISSED WITHHOLD:** An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

The pc with a missed withhold will not be honestly "willing to talk to the auditor" and, therefore, not in session until the missed withhold is pulled.

Missing a withhold or not getting all of it is the sole source of an ARC break. A missed withhold is observable by any of the following: pc not making progress, pc critical of, nattery or angry at the auditor, refusing to talk to the auditor, not desirous of being audited, boiling off, exhausted, foggy at session end, dropped havingness, telling others the auditor is no good, demanding redress of wrongs, critical of Scientology or organizations or people of Scientology, lack of auditing results, dissemination failures. (Ref: HCOB 3 May 62, ARC BREAKS, MISSED WITHHOLDS.) The auditor must *not* overlook any manifestations of a missed withhold.

Thus, if the pc has a missed withhold you get it, get all of it using the system described below, and use the same system on each earlier similar missed withhold until you get the F/N.

The third rudiment question is:

1. "Has a withhold been missed?"
2. If you get a missed withhold, find out:
  - (a) What was it?
  - (b) When was it?
  - (c) Is that all of the withhold?
  - (d) WHO missed it?
  - (e) What did (he/she) do to make you wonder whether or not (he/she) knew?
  - (f) Who else missed it? (Repeat (e) above).

Get another and another who missed it, using the Suppress button as necessary, and repeating (e) above.

3. Clean it to F/N, or if no F/N take it earlier similar with the question:  
"Is there an earlier similar missed withhold?"
4. Handle each earlier similar missed withhold you get per Step 2 above, until you get an F/N.

## SUPPRESS

If a rudiment doesn't read and is not F/Ning, put in the Suppress button, using:  
"On the question 'Do you have an ARC break?' has anything been suppressed?"

If it reads, take it and ask ARCU, CDEINR, earlier similar, etc.

Use Suppress in the same way for non-reading PTP and missed withhold rudiments.

## FALSE

If the pc protests, comments, or seems bewildered put in the False button. The question used is:

"Has anyone said you had a when you didn't have one?" Get who, what, when and take it earlier, if necessary, to F/N.

## END PHENOMENA

In ruds when you've got your F/N and that charge has moved off, indicate it. Don't push the pc on for some other "EP."

When the pc F/Ns with VGIs, you've got it.

## HIGH OR LOW TA

Never try to fly ruds on a high or low TA.

Seeing a high or low TA at session start, the Dianetic or Scientology auditor up to Class II does not start the session but sends the folder back to the C/S for a higher classed auditor to handle. The C/S will order the required correction list to be done by an auditor Class III or above.

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## REFERENCES:

HCOB 15 Aug 69	FLYING RUDS
HCOB 13 Oct 59	DEI EXPANDED SCALE
HCOB 18 Sep 67	SCALES
HCOB 7 Sep 64 II	ALL LEVELS, PTPS, OVERTS AND ARC BREAKS
HCOB 12 Feb 62	HOW TO CLEAR WITHHOLDS & MISSED WITHHOLDS
HCOB 31 Mar 60	THE PRESENT TIME PROBLEM
HCOB 14 Mar 71R	F/N EVERYTHING
HCOB 23 Aug 71	C/S Series 1 AUDITOR'S RIGHTS
HCOB 21 Mar 74	END PHENOMENA
HCOB 22 Feb 62	WITHHOLDS, MISSED & PARTIAL
HCOB 3 May 62	ARC BREAKS, MISSED WITHHOLDS

The above issues give further data on rudiments, ARC breaks, PTPs and missed withholds. Note, however, that this is not a complete list of references on the subject. There is much additional data to be found in the Technical Volumes.

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HCO BULLETIN OF 11 AUGUST 1978  
Issue II

Remimeo  
All Auditors

(Cancels BTB 18 Nov 68R, MODEL SESSION)

**MODEL SESSION**

(Note: If a Dianetic or Level 0, I, II auditor is not trained in flying rudiments he would have to get a Level III (or above) auditor to fly the pc's ruds before starting the major action of the session.)

**1. Setting Up for the Session**

Prior to the session the auditor is to make sure the room and session are set up, to ensure a smooth session with no interruptions or distractions.

Use HCOB 4 December 1977, "Checklist for Setting Up Sessions and An E-Meter," getting in every point of the checklist.

The pc is seated in the chair furthest from the door. From the time he is asked to pick up the cans he remains on the meter until the end of the session.

When it is established there is no reason not to begin the session the auditor starts the session.

**2. Start of Session**

The auditor says: "This is the session." (Tone 40.)

If the needle is floating and the pc has VGIs, the auditor goes directly into the major action of the session. If not, the auditor must fly a rud.

**3. Rudiments**

Rudiments are handled per HCOB 11 August 1978, Issue I, "Rudiments, Definitions and Patter."

(If the TA is high or low at session start, or if the auditor cannot get a rud to fly, he ends off and sends the pc folder to the C/S. A Class IV auditor (or above) may do a Green Form or another type of correction list.)

When the pc has F/N, VGIs the auditor goes into the major action of the session.

**4. Major Action of the Session**

a) R-Factor to the pc. The auditor informs the pc what is going to be done in the session with:

"Now we are going to handle ."

b) Clearing commands. The commands of the process are cleared per HCOB 9 August 1978 Issue II, "Clearing Commands."

c) The process. The auditor runs the process or completes the C/S instructions for the session to end phenomena.

In Dianetics, the end phenomena would be: F/N, erasure of the chain, cognition, postulate (if not voiced in the cognition) and VGIs.

In Scientology processes, the end phenomena is: F/N, cognition, VGIs. The Power Processes have their own EP.

## **5. Havingness**

When Havingness is indicated or included in the C/S instructions, the auditor runs approximately 10 to 12 commands of the pc's Havingness Process to where the pc is bright, F/Ning and in PT. (Note: Havingness is never run to obscure or hide the fact of failure to F/N the main process or an auditing or Confessional question.)

(Ref: HCOB 7 August 78, "Havingness, Finding & Running The Pc's Havingness Process.")

## **6. End of Session**

a) When the auditor is ready to end the session he gives the R-Factor that he will be ending the session.

b) Then he asks: "Is there anything you would care to say or ask before I end this session?" Pc answers. Auditor acknowledges and notes down the answer.

c) If the pc asks a question, answer it if you can or acknowledge and say, "I will note that down for the C/S."

d) Auditor ends the session with: "End of session." (Tone 40.)

(Note: The phrase "That's it" is incorrect for the purpose of ending a session and is not used. The correct phrase is "*End of Session.*")

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Immediately after the end of session the auditor or a Page takes the pc to the pc Examiner.

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HCO BULLETIN OF 21 AUGUST 1978

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**RUNNING FLOWS THAT WON'T ERASE**

You can run into trouble in R3RA with a flow that won't erase and this can be due to an earlier unerased flow.

You can be running a flow and it won't erase because you have left an earlier flow unerased.

You have to go back and erase the unerased flow and then return to the one you are working on, which will then erase.

If you are on Flow 2 and find it won't erase because Flow 1 has been left unerased, the thing to do is go back to Flow 1 and fully erase it. Then return to Flow 2.

What you are running into on the flow that won't erase is generally the earlier unerased flow and that is what you need to handle to obtain a clean erasure.

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*(Revisions in this type style)*

### ***MORE ON DRUGS***

Drug *users* are apparently sitting on the idea that if you're numb nothing can hurt you and it's probably a defense against the physical universe. That's probably why Objectives pull them out of it.

Drugs are an impression of fear on the physical universe and what it might do to a person.

That is why Objectives work. It reassures them they aren't going to get bit.

That's the ambition of the drug culture.

There are several more sensible ways of handling the same problem.

The first of these is exteriorization. One exteriorizes before the impact. Yet drugs often make it impossible to exteriorize.

A second way is to simply control the nerves so they don't transmit.

A third is not to be in such a protest against pain as it increases the intensity of the thing. It is a fact that pain is a sort of havingness and if a person is processed on wasting and having pain he finds it is just another sensation and he can have it and doesn't need these other remedies and that it is not that much of a problem.

There are other unwanted sensations that drugs block off but there is a whole sector of desirable sensations and drugs block off all sensations. In spite of the propaganda to the contrary even sexual sensation is blocked off with drugs and this is true even after drugs have apparently heightened it for one or two times, after that it is dead, dead, dead.

The only brief that can be held out for drugs is that they give a short quick oblivion from immediate agony and permit the handling of a person to effect repair. But even then this is applicable to persons who have no other system to handle their pain.

Dexterity, ability and alertness are the main things that prevent getting into painful situations and a primary target of these all vanish with drugs. So drugs set you up to get into situations which are truly disastrous and keep you that way.

One has a choice between being dead with drugs or being alive without them. Drugs rob life of the sensations and joys which are the only reasons for living anyhow.

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HCO BULLETIN OF 3 SEPTEMBER 1978

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HCOs

Tech Staff

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Confessional Courses

All Auditors,

C/Ses, Supervisors

(Cancels HCOB 5 Dec AD12 "2-12, 3GAXX, 3-21  
and Routine 2-10 Modern Assessment.")

(Cancels HCOB 13 Aug AD12)

(Cancels HCOB 1 Aug AD12)

URGENT—URGENT—URGENT

**DEFINITION OF A ROCK SLAM**

The following is the only valid definition of an R/S:

**ROCK SLAM:** THE CRAZY, IRREGULAR, *LEFT-RIGHT* SLASHING MOTION OF THE NEEDLE ON THE E-METER DIAL. R/SES REPEAT LEFT AND RIGHT SLASHES UNEVENLY AND SAVAGELY, FASTER THAN THE EYE EASILY FOLLOWS. THE NEEDLE IS FRANTIC. THE WIDTH OF AN R/S DEPENDS LARGELY ON SENSITIVITY SETTING. IT GOES FROM ONE-FOURTH INCH TO WHOLE DIAL. BUT IT SLAMS *BACK AND FORTH*.

A ROCK SLAM (R/S) MEANS A HIDDEN EVIL INTENTION ON THE SUBJECT OR QUESTION UNDER AUDITING OR DISCUSSION.

VALID R/SES ARE NOT ALWAYS INSTANT READS. AN R/S CAN READ PRIOR OR LATENTLY.

HCOB 5 December AD12, "2-12, 3GAXX, 3-21 and Routine 2-10 Modern Assessment" is an HCOB composited by others incorrectly and is *CANCELLED* as it misdefines an R/S as a single slash left or right. It contains the statements: "One or two slashes make an R/S.... If it slashed up or down once call it an R/S." The data is utterly false. By this *wrong* definition a rocket read could be mistaken for an R/S, or any sudden rise could be mistaken for an R/S. ONE SLASH DOESN'T *BEGIN* TO BE AN R/S. NOR TWO OR THREE FOR THAT MATTER. THE CORRECT DEFINITION OF AN R/S INCLUDES THAT IT SLASHES SAVAGELY *LEFT AND RIGHT*.

**DEFINITION OF A DIRTY NEEDLE**

The following is the only valid definition of a dirty needle:

**DIRTY NEEDLE:** AN ERRATIC AGITATION OF THE NEEDLE WHICH IS RAGGED, JERKY, TICKING, NOT SWEEPING, AND TENDS TO BE PERSISTENT. IT IS NOT LIMITED IN SIZE.

A DIRTY NEEDLE IS CAUSED BY ONE OF THREE THINGS:

1. THE AUDITOR'S TRs ARE BAD.
2. THE AUDITOR IS BREAKING THE AUDITOR'S CODE.
3. THE PC HAS WITHHOLDS HE DOES NOT WISH KNOWN.

The definitions of a dirty needle as “a small rock slam” and “a smaller edition of the rock slam” in HCOB 13 August AD12, “Rock Slams and Dirty Needles,” are CANCELLED. The definition of a dirty needle as “a minute rock slam” in HCOB 1 August AD12, “Routine 3GA, Goals, Nulling by Mid Ruds,” is CANCELLED.

All definitions which limit the size of a dirty needle to “one quarter of an inch” or “less than one quarter of an inch” are CANCELLED.

A dirty needle is NOT TO BE CONFUSED with an R/S. They are distinctly different reads. You never mistake an R/S if you have ever seen one. A dirty needle is far less frantic.

THE DIFFERENCE BETWEEN A ROCK SLAM AND A DIRTY NEEDLE IS IN THE *CHARACTER OF THE READ*. NOT THE SIZE.

Persistent use of “fish and fumble” can sometimes turn a dirty needle into a rock slam. However until it does it is simply a dirty needle.

AUDITORS, C/SES, SUPERVISORS MUST MUST MUST KNOW THE DIFFERENCE BETWEEN THESE TWO TYPES OF READS COLD.

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HCO BULLETIN OF 5 SEPTEMBER 1978

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Level IV Checksheets  
Class IV Auditors  
Supervisors  
C/Ses

**ANATOMY OF A SERVICE FACSIMILE**

Ref: HCOB 22 Jul 63 YOU CAN BE RIGHT  
HCOB I Sep 63 SCIENTOLOGY THREE CLEARING,  
CLEARING, CLEARING, ROUTINE THREE SC  
HCOB 23 Aug 66 SERVICE FACSIMILE  
HCOB 30 Nov 66 ASSESSMENT FOR SERVICE FACSIMILES  
TAPE: 6308C27 SH SPEC 299 RIGHTNESS AND WRONGNESS  
TAPE: 6309C04 SH SPEC 302 HOW TO FIND A SERVICE FACSIMILE  
TAPE: 6309C03 SH SPEC 302A R3SC  
TAPE: 6309C05 SH SPEC 303 SERVICE FACSIMILE ASSESSMENT  
TAPE: 6309C18 SH SPEC 308 ST HILL SERVICE FAC HANDLING

**FACSIMILE:** A mental picture unknowingly created; a copy of the physical universe environment, complete with all the perceptions, at some time in the past.

**SERVICE:** A method of providing a person with the use of something; the action or result of giving assistance or advantage; work done; duty performed.

**COMPUTATION:** That aberrated evaluation and postulate that one must be in a certain state in order to succeed.

**SERVICE FACSIMILE:** THE SERVICE FACSIMILE IS THAT COMPUTATION GENERATED BY *THE PRECLEAR* (NOT THE BANK) TO MAKE SELF RIGHT AND OTHERS WRONG: TO DOMINATE OR ESCAPE DOMINATION AND ENHANCE OWN SURVIVAL AND INJURE THAT OF OTHERS.

Note that it is a computation, not a doingness, beingness or havingness. We could call this a "service computation" but we will maintain the term we have used to describe this phenomenon throughout the technology: "service facsimile."

It is a computation that the pc adopted when, in an extreme situation, he felt endangered by something but could not itsa it.

It is called a service facsimile because he uses it; it is "of service" to him.

Aberration, anybody's aberration on any subject, has been of some use to them *at some time or other*. You can trace it back. It's been of some use, otherwise they wouldn't keep mocking it up. But *now*, if you put it up against survival standards, you'd find it very non-survival.

The pc adopted this because he couldn't stand the confusion in a situation. So he adopted a safe solution. A safe solution is always adopted as a retreat from the environmental restimulation. He adopted a safe solution in that instance and he survived. His safe solution became his stable datum. He has hung onto it ever since. It is the computation, the fixed idea, he uses to handle life, his service facsimile.

## HOW THE SERVICE FACSIMILE BECOMES FIXED

An idea is the thing most easily substituted for a thetan. An idea doesn't have any mass connected with it basically. And it appears to have some wisdom in it so it's very easily substituted for a thetan. Thus the idea, the stable datum he has adopted, is substituted for the thetan.

How does this stable datum become so fixed? It gets fixed, and more and more firmly as time goes on, by the confusion it is supposed to handle but doesn't.

The stable datum was adopted in lieu of inspection. The person ceased to inspect, he fell back from inspecting, he fell back from living. He put the datum there to substitute for his own observation and his own coping with life, and at that moment he started an accumulation of confusion.

That which is not confronted and inspected tends to persist. Thus in the absence of his own confronting mass collects. The stable datum forbids inspection. It's an automatic solution. It's "safe." It solves everything. He no longer has to inspect to solve, so he never anises the mass. He gets caught in the middle of the mass. And it collects more and more confusion and his ability to inspect becomes less and less. The more he isn't confronting, the less he can confront. This becomes a dwindling spiral.

So the thing he has adopted to handle his environment for him is the thing which reduces his ability to handle his environment.

Those things which do not respond to routine auditing, that routine auditing won't change, are rooted in this mechanism.

Therefore, it is important to find the idea on which he is so fixed. Pull the fixed idea and you free the individual for a broader perimeter of inspection.

In service fac handling the reason you get tone arm action when the fixed idea has been pulled is that the confusion which has been amassed and dammed up for so long is now running off.

## RIGHT/WRONG, DOMINATE AND SURVIVE

Right and wrong are the tools of survival. In order to survive you have to be right. There is a level at which true rightness is analytical, and there is a level at which rightness and wrongness cease to be analytical or comprehensible. When it drops below that point it's aberration.

The point you degenerate from survive to succumb is the point you recognize you are wrong. That is the beginning of succumb. The moment one becomes worried about his own survival he enters into the necessity to dominate in order to survive.

It goes: the insistence upon survival, followed by the necessity to dominate, followed *then* by the necessity to be right. These postulates go downhill. So you get an aberrated rightness or wrongness. The game of domination consists of making the other fellow wrong in order to be right.

That is the essence of the service facsimile.

The reason the service facsimile isn't rational is because you have A=A=As along the whole line. Coming down the line it works itself back and forth in an aberrated A=A=A. If the individual is surviving he must be right. And people will defend the most fantastic wrongnesses on the basis they are being right.

In PT and at any point along the track, the fellow is trying to be right, trying to be right, trying to be right. *Whatever* he's doing he's trying to be right. In order to survive

you have to be right more than you're wrong, so you get the obsession to be right in order to survive. The lie is that he can't do anything else except survive.

It isn't that trying to be right is wrong—it's obsessively being right about something that's obviously wrong. That's when the individual is no longer able to select his own course of behaviour. When he is obsessively following courses of behaviour which are uninspected in order to be right.

There is nothing sane about a service facsimile, there is no rationality to it. The computation does not fit the incident or event occurring. It simply enforces, exaggerates and destroys freedom of choice over the exercise of ability to be happy or powerful or normal or active. It destroys power, destroys freedom of choice.

Wherever that zone or area is you'll see the individual worsening. He is on a dwindling spiral. But he himself is generating it.

The intention to be right is the strongest intention in the universe. Above it you have the effort to dominate and above that you have the effort to survive. These things are strong. But we're talking here about a *mental activity*. A *thinking activity*. An *intentional activity*.

Survival—that just happens. Domination—that just happens. Those are not *intended* things. But you get down along the level of *intended* and it's right or wrong. The strongest intention in the universe.

It is always an aberrated solution. It always exists in PT and is part of the environment of the pc. He's generating it. It's his solution. Overwhelmed as he is by it, he is still generating it. It's aberrated because it's an uninspected solution. And it is something that everyone unintentionally or otherwise is telling the pc is wrong and causing him to assert that it is right. The perfect solution when he first got hold of it. But now it monitors his life; it's living his life for him. And it doesn't even vaguely begin to take care of his life.

That is the anatomy of the service facsimile.

You are going to find these on any pc you audit. A service facsimile is the clue, the key to a pc's case. The route to succumb which he blindly asserts is his route to survival. And every pc has more than one of these.

Fortunately, we have the tech to salvage him. We are the only ones who do.

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**FOLLOWING UP ON DIRTY NEEDLES**

(Ref: HCOB 3 Sep 78	DEFINITION OF A ROCK SLAM
HCOB 28 Jun 62	DIRTY NEEDLES
HCOB 17 May 69	TRs AND DIRTY NEEDLES
E-Meter Drills	
17, 20, 21:	<i>THE BOOK OF E-METER DRILLS</i>
TAPE: 6205C23	
SH TVD-7	FISH & FUMBLE, CHECKING DIRTY NEEDLES.)

The only valid definition of a dirty needle is given in HCOB 3 September 78, DEFINITION OF A ROCK SLAM, as:

“DIRTY NEEDLE: AN ERRATIC AGITATION OF THE NEEDLE WHICH IS RAGGED, JERKY, TICKING, NOT SWEEPING, AND TENDS TO BE PERSISTENT. IT IS NOT LIMITED IN SIZE.”

It is caused by one of three things: 1) the auditor's TRs are bad or 2) the auditor is breaking the Auditor's Code or 3) the pc has withholds he does not wish known.

The definitions are pointed up in the above HCOB because it is *vital* not to confuse a dirty needle with an R/S. They are distinctly different reads. The difference is in *the character of the read*: it has nothing to do with size.

Auditors, supervisors and C/Ses must understand the difference between these two reads and must be able to recognize each instantly when they occur.

Because of the underlying causes of these two different types of reads they are both most apt to appear when Confessionals are being done or when areas of O/Ws are being addressed. But they are different and the auditor must know the difference cold.

A dirty needle must not be ignored especially when doing any type of Confessional action.

If the auditor's TRs are in and he is maintaining the Auditor's Code, a dirty needle, taken up, will either clean or turn into an R/S. It is not to be overlooked.

The dirty needle is your hottest string to pull in finding and turning on an R/S. *Whatever is* behind it, ignoring it will cut the comm line between auditor and pc and wreck the auditing comm cycle.

The area that is producing a dirty needle, when questioned to get full data, will either clean or go into an R/S.

The area is considered clean when you can go over the area that gave the dirty needle and it no longer produces a dirty needle.



If it still produces a dirty needle then there is more to the withhold itself or something the pc isn't voicing about the withhold or how he feels about the withhold, or the auditor's TRs are terrible, but—pursued and taken up with auditor's TRs in—this dirty needle will either turn into an R/S or it will fully clean. Until it does, however, it is still a dirty needle.

The procedure for fishing a read is covered in AUDITING DEMO TAPE 6205C23 SH TVD-7, "FISH AND FUMBLE, CHECKING DIRTY NEEDLES." Cleaning a dirty needle is covered in E-Meter Drills 17, 20 and 21 as well, and Class II auditors and above should be very adept at this.

The rule is: DON'T IGNORE DIRTY NEEDLES. ALWAYS FOLLOW THEM UP.

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Issue II

Remimeo  
Level IV  
Checksheets  
Class IV Auditors  
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**SERVICE FACSIMILES AND ROCK SLAMS**

Reference: HCOB 5 Sep 78	Anatomy Of A Service Facsimile
HCOB 1 Sep 63	Scientology Three Clearing, Clearing, Clearing, Routine Three SC
HCOB 6 Sep 78	Urgent, Important, Routine Three
Issue III	SC-A, Full Service Facsimile Handling Updated With New Era Dianetics
TAPE: 6308C27	SH SPEC 299 Rightness & Wrongness
TAPE: 6309C04	SH SPEC 302 How To Find a Service Facsimile
TAPE: 6309C03	SH SPEC 302A R3SC
TAPE: 6309C05	SH SPEC 303 Service Facsimile Assessment
TAPE: 6309C18	SH SPEC 308 St. Hill Service Fac Handling
HCOB 3 Sep 78	Definition Of A Rock Slam
HCOB 10 Aug 76R	R/Ses, What They Mean

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A service facsimile is a brother to R/Ses and evil intentions.

This is easily seen when one understands the anatomy of the service fac and the right/wrong, dominate and survive computations that enter into it. And when one understands that an R/S always means a hidden, evil intention and that the total reason for an R/S is to make wrong. In order to get someone to succumb they have to be wrong.

Way back up there the idea preceding the service fac was right, really right. Then it came down a bit and was a method of survival and then it was a method of dominating and then it was a method of being right in order to make others wrong.

And in that contest one got enough overts so that the communication line took a switcheroo. What was right about it is now wrong about it and what was once wrong is now *right*. A=A=A enters into the situation where rightness becomes wrongness. All of his overts get piled up on one of these fixed ideas, or what we call a service facsimile.

It isn't actually a facsimile at all. It's the guy himself keeping facsimiles in restimulation because he "knows" what's best. The person himself is generating the fixed idea; it is not the bank.

It isn't what aberration the individual is dramatizing. It's what aberration does the individual *dredge up* in order to make somebody wrong. It isn't the accidental thing you think it is. It's *intended*.

The intention is to be right and make others wrong, to dominate others and escape domination oneself, to aid own survival and hinder the survival of others. That is the service fac—blood brother to the hidden, evil intention that is behind the rock slam.

This does not mean you will necessarily see R/Ses on every service fac you run. It does mean that WHERE A PC IS R/SING IN AN AREA YOU HAVE AN AREA OF A HEAVY, A SEVERE, SERVICE FAC.

Know when you see an R/S that the individual is in the grip of an evil intention which he himself is generating. He intends that area or subject on which he is R/Sing nothing but harm. Calculatingly, covertly, he will go to great lengths to carry his intentions out, at all times carefully concealing the fact.

The evil intention is not limited to terminals. He's not R/Sing on a terminal; he's R/Sing on the evil intention. The evil intention can associate with many terminals.

The R/S dominates the individual; it is the person. He has been overwhelmed by it. In that area he has no ability to reason; he has no freedom to choose. The evil intention is substituted for livingness. It is his safe solution to life, his service facsimile.

The service fac does not respond to ordinary auditing because in the course of ordinary auditing it does not get inspected. It, by its nature, forbids inspection. But when addressed at the right/wrong level the pc gives it up easily because in that area he has no power of choice.

#### MORE THAN ONE SERVICE FAC PER PC

We have had, for many years, service fac processing with which to handle these obsessions, and thus to handle the person who R/Ses.

*But it is not just finding one service facsimile. You find many service facs which then add up to the big one. At Saint Hill in the mid-60s this was commonly associated with R/Ses.*

It was what the pc had *done* with the service fac to make others wrong which was important, not just finding it. Early on, the tech included auditing them out with Dianetics. And you found many, many more than one on each pc. We used to get complete character changes with this.

The full tech on this has been submerged over the past several years. It is probably this omission of requiring several service facs to be run and then auditing them out with Dianetics that has resulted in so many R/Sers going on up undetected.

As of this writing the full tech has been exhumed and we have now New Era Dianetics tech to help strip these packages down and take them apart at their basics.

So we not only have a more thorough means of handling service facs than ever before—we also have a more reliable route to the handling of an R/Ser.

#### BUT IT'S MORE THAN ONE SERVICE FAC PER PC.

You may audit off one, two or three apparent service facsimiles that all answer up to the complete description of a service fac. And they will run. But all are actually leaning on the central service fac that is in restimulation in PT. As you take these lesser service facs off the central one comes to view.

On the first ones you find, the most you can hope for is you found something that blew the TA down and moved you closer to finding the main service fac. So you take them.

If you've found a service fac the needle will be looser and the TA in reasonable range. And it will run on the right/wrong, etc. brackets and the pc will get off automaticities. When you've finally found several and walked it all the way through to *the* service fac it's as if all the other service facs you've been peeling off are like the bands of trees and sod that lie up against the mountain peak. So you take the service facsimiles and run them as you find them. You unburden the cliffs before you pull the mountain out by the roots.

As you're running out the first service facs you're reversing the dwindling spiral, you're restoring the individual's ability to handle his environment because he's now seeing it, he's now beginning to confront it.

And by the time you've pulled the main one—the mountain—out by its roots you've returned him to sanity. He is now able to inspect; he no longer needs a "safe solution."

It is the most dangerous thing in the world to have a safe solution, because that is the hole out of which sanity drains.

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Issue III

Remimeo  
Level IV Checksheets  
Class IV Auditors  
Supervisors  
C/Ses

URGENT—IMPORTANT  
**ROUTINE THREE SC-A**  
**FULL SERVICE FACSIMILE HANDLING UPDATED**  
**WITH NEW ERA DIANETICS**

Ref: HCOB 22 Jul 63      YOU CAN BE RIGHT  
      HCOB I Sep 63      SCIENTOLOGY THREE CLEARING,  
                              CLEARING, CLEARING, ROUTINE THREE SC  
      HCOB 23 Aug 66      SERVICE FACSIMILE  
      HCOB 30 Nov 66      ASSESSMENT FOR SERVICE FACSIMILES  
      TAPE: 6309C04 SH SPEC 302 HOW TO FIND A SERVICE FACSIMILE  
      TAPE: 6309C05 SH SPEC 303 SERVICE FACSIMILE ASSESSMENT  
      TAPE: 6308C28 SH SPEC 300 THE TA AND SERVICE FAC  
      TAPE: 6309C12 SH SPEC 305 SERVICE FACS  
      HCOB 26 Jun 78 11    New Era Dianetics Series 6  
                              ROUTINE 3RA, ENGRAM RUNNING BY CHAINS  
      HCOB 18 Jun 78      New Era Dianetics Series 4  
                              ASSESSMENT AND HOW TO GET THE ITEM  
      HCOB 5 Sep 78      ANATOMY OF A SERVICE FACSIMILE  
      HCOB 6 Sep 78 11    SERVICE FACSIMILES AND ROCK SLAMS

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NOTE: Dianetic Clears may be run on service facs but only with any Dianetics steps deleted, as they are not to be run on Dianetics.

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We are into a new echelon of service facsimile running.

At Saint Hill in the mid-60s many, many service facs were found on each pc and the earliest service fac running included the use of Dianetics.

This was later omitted from service fac procedure and service facs were handled solely with Scientology tech by running off the automaticities on the computation to cognition, F/N and VGIs in the pc.

Phenomenal gains and case changes were made on pcs with that tech alone—all of them valid. That tech has been retained as a vital action to service fac handling.

Now, with the advent of New Era Dianetics, service fac handling has been restored to its full technology.

New Era Dianetics has opened the door to a more complete and finite handling of a service fac, with precision and exactness, than we have had heretofore. We no longer just find a service fac, audit off the automaticities, key it out and forget it. We audit it out fully and terminatedly, using New Era Dianetics to take it down to its basics and erase those.

This in no way contradicts the fact that there were many pcs who, with a service fac found and the automaticities taken off, were able to actually then blow the service fac computation upon inspection.

What it does make possible is the actual erasure of a service fac and its residuals on every pc, one for one. And not just one service facsimile per pc, but many.

An auditor who has been trained on service fac running prior to this bulletin will need the tech he already has plus an excellent command of New Era Dianetics tech. If he has not done the New Era Dianetics Course it will be required before attempting to run Routine 3SC-A. A Class IV auditor who has already done the New Era Dianetics Course need only review it in order to be able to handle all the steps of the new, full service fac procedure.

### SERVICE FACSIMILE HANDLING REVISED BY STEPS

Before you can run flows on a service facsimile you must first find it. You want the *pc's* service facsimile. You don't find a service facsimile by listing for it on flows. You find the *pc's* service facsimile and run it on the flows.

The sequence is: You list for the *pc's* service fac, find it, run the automaticities off it; then you run the service fac itself on R3RA, engram running by chains. It is run to basic and full Dianetic end phenomena.

You don't leave a service fac until you have taken it apart and blown it at its very roots.

Then you list for another service fac, using a different listing question, and handle it fully. And another, and another. A *pc* can have many, many service facsimiles. You peel them off until you find *the* main service fac at the core of the case. And you handle that one fully, as you do the others, per the steps above.

Needless to say, you are going to see some remarkable results.

### FULL SERVICE FACSIMILE PROCEDURE

#### PRELIMINARY STEPS:

- 0a. Put in the R (Reality) Factor with the *pc*, telling him briefly what is going to be done in the session.
- 0b. Clear "computation" very thoroughly with the *pc*. Use the Tech Dictionary, HCOB 23 Aug 66, SERVICE FACSIMILE, and any other reference you feel the *pc* may need. Have him demo it until you are certain *he fully* understands it.
- 0c. Clear the bracket commands (right/wrong, dominate, survival) first, using "Birds fly" as a sample service facsimile. Clearing the bracket commands is done at this point so you will be able to use these questions immediately when the service fac is found without putting stops on the *pc's* first rush of automaticities coming off.
- 0d. Then, clear the listing question.

#### STEPS OF THE PROCEDURE:

- A. List and null for the *pc's* service fac, using the question:

"In this lifetime, what do you use to make others wrong?"

You want a BD F/N item that is a *computation* (not a doingness, beingness or havingness).

When you get it, indicate the item. Then indicate the F/N. Then, despite the BD F/N, go on to the next step of the handling.

B. Run the service fac found in 1 on the brackets:

1. In this lifetime, how would (service fac) make you right?
2. In this lifetime, how would (service fac) make others wrong?
3. In this lifetime, how would (service fac) help you escape domination?
4. In this lifetime, how would (service fac) help you to dominate others?
5. In this lifetime, how would (service fac) aid your survival?
6. In this lifetime, how would (service fac) hinder the survival of others?

These are run as follows:

Give the pc the first question, "In this lifetime, how would (service fac) make you right?" and let him run with it. He will have a rush of answers, answers coming too fast to be said easily, at this stage. Don't repeat the question unless the pc needs it. Just let him answer 1-1-1-1-1-1-1 (he may give you as many as 50 answers) until he comes to a cognition or runs out of answers or inadvertently answers Question 2.

Then switch to Question 2: "In this lifetime how would (service fac) make others wrong?" Treat this the same way, i.e. let him answer 2-2-2-2-2-2-2 until he cognites or runs out of answers or starts to answer Question 1. Then switch back to Question 1, same handling, back to Question 2, same handling, as long as pc has answers coming easily. Upon cognition and F/N, acknowledge, indicate the F/N and end off on 1 and 2.

Now give him Question 3: "In this lifetime how would (service fac) help you escape domination?" and let it run by the same method as above. When this seems cooled off, use Question 4: "In this lifetime, how would (service fac) help you to dominate others?" Use Questions 3 and 4 as above, as long as pc has answers coming easily. Upon cognition and F/N, acknowledge, indicate the F/N and go on to the next bracket.

Using the same method as above, give him Question 5: "In this lifetime, how would (service fac) aid your survival?" When he's run out on 5-5-5-5-5-5, switch to Question 6: "In this lifetime, how would (service fac) hinder the survival of others?" Use Questions 5 and 6 as above as long as pc has answers coming easily. Let him get off all the automaticities and come to a cognition and F/N. Acknowledge and indicate the F/N.

At this point it is safe to end off on running the brackets. The idea is not to beat the process to death. The pc will have automaticities coming off thick and fast early in the run. These must be gone and the pc bright, F/Ning and VGIs when you end off. You are only trying to end the compulsive character of the service facsimile found and get it off automatic and get the pc to see it better at this stage, not to bleed the process of every bit of TA action.

Running the service fac in the brackets will result in a major cognition, which could occur at any point during this running. When it does occur it is the EP of this step of the service fac handling. End off and go onto the R3RA step.

NOTE: In running a Dianetic Clear on service facs, you would end off running *this* service fac at this point, when the pc had reached a good cognition, F/N and VGIs. Do NOT run the Dianetic actions of service fac handling on a Dianetic Clear, as these pcs are not to be run on Dianetics. When you have completed one service fac on Steps A and B. you can then list for another service fac and repeat the procedure.

(NOTE: If the service fac found on any pc did not run on the brackets, it would need to be prepchecked. See sections “When Running Off The Automaticity” and “When To Prepcheck” below.)

- C. Run the service fac R3RA Quad, each flow to EP. It is not run narrative and it is not preassessed; otherwise full New Era Dianetics tech is used, per HCOB 26 June 78R II, New Era Dianetics Series 6, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS.

The service fac phrase itself is used as the running item.

The commands for running a service fac on R3RA Quad Flows are:

FLOW 1: “Locate a time when you used (service fac).”

(Example: “Locate a time when you used *all horses sleep in beds.* “)

FLOW 2: “Locate an incident of your causing another to use (service fac).”

FLOW 3: “Locate an incident of others causing others to use (service fac).”

FLOW 0: “Locate an incident of you causing yourself to use (service fac).”

Take each flow down its chain of incidents to the basic and full Dianetic EP: F/N, postulate (postulate off = erasure), and VGIs.

That will be the end of all vestiges of that service fac.

- D. List for another service fac on the pc, using the listing question:

“In this lifetime, what do you use to dominate others?”

When you have the service fac, repeat Steps B and C above.

- E. Find another service fac on the pc with the listing question:

“In this lifetime, what do you use to aid your own survival?”

Handle the service fac per Steps B and C above.

- F. Continue to find and handle service facs on the pc, using, in order, the following listing questions:

1. “In this lifetime, what do you use to make yourself right?”

2. “In this lifetime, what do you use to escape domination?”

3. “In this lifetime, what do you use to hinder the survival of others?”

Further listing questions which can be used are given on HCOB 30 Nov 66, ASSESSMENT FOR SERVICE FACSIMILES.

You will need to find and handle several service facsimiles on the pc which will then add up to the big one.

#### WHEN LISTING FOR THE SERVICE FACSIMILE

You are listing for a BD F/N item. Write down each computation the pc gives you exactly as he states it, VERBATIM, with its read, no matter how improbable, non sequitur or inane it may sound.

The service fac operates like a magnet as you're listing. You've given the pc the question and as the question is in the vicinity of the service fac you've already ticked it. It draws the pc's attention to it. He's listing along and suddenly he'll put a non sequitur item on the list. It doesn't make sense. It doesn't even answer the question, but there it is. Because his attention is being pulled to this inevitably. You're asking him for answers and he gives you the rightest answer he knows—"People always jump off the Empire State Building." That's the solution. That solves everything. It blows the TA down. That's the service fac.

Indicate the item to the pc; then indicate the F/N.

You're now ready to run it in the brackets.

#### WHEN RUNNING OFF THE AUTOMATICITY

If you've found a service fac the pc won't be able to stay out of it, I guarantee you.

The first question is always how would it make him right. (Never how would it make him wrong. Never, never, never.) The automaticities should start with the first question. If not, ask him how it would make others wrong. You almost always enter it at the level of right/wrong. But don't make the blunder of thinking it can't be a service fac if it doesn't enter at that level. Try it on the other levels. It can enter at the level of dominate; it might enter at the level of survival.

But if—on one of those—the pc doesn't immediately jump in and swim into the whirlpool, it's not it. If he tells you, "Well, let's see . . . make me right, no, hmmm..." or "... escape domination ... no, doesn't make sense," that's not it.

If he says that isn't it, then that isn't it. Don't hang him with a wrong service fac because it's too easy to find a right one. They abound.

If he hasn't jumped in and swum madly to the center of the whirlpool and gotten embroiled in this thing, it's not it. Because that's the first thing they want to do with a service fac—drown.

When you have the right one you'll get the automaticities coming off thick and fast. Don't stop the avalanche with acknowledgements. Don't stop it with a new question. Let it run out.

It's not one auditing question for one answer. It's one auditing question for one waterfall.

#### WHEN TO PREPCHECK

When the item found as a service fac won't run on any of the brackets you prepcheck it to EP (F/N, cog, VGIs). Ref: HCOB 14 March 71R, F/N EVERYTHING.

A rightness/wrongness computation doesn't surrender to normal auditing because it is a service fac. The pc has a vested interest in holding onto it. He won't be able to it'sa it on a Prepcheck. Thus, a service fac, if present, will turn on mass on a Prepcheck.

The Prepcheck is a series of types of decisions thetans make about things. So if it doesn't prepcheck the Prepcheck must be in conflict with the rightness and wrongness.

Reversely, if it's not a service fac it *will* prepcheck, and you polish it off by that method to EP.

Then go back to the list and find a service fac that will run.



## COMPLETING SERVICE FACSIMILE HANDLING WITH R3RA

Even when the pc has gotten off the automaticities, has cognited and is comparatively free of the compulsive character of the service facsimile, there is more to be handled.

Running the service fac using R3RA enables him to run out what he has *done* with it to make others wrong, etc. These will be the actual most charged incidents in which he's used it, which will have accumulated in his wake as he went along substituting the service fac for himself and never inspecting the consequences. He will now be free to inspect those parts of the track as himself, and to inspect as well the effects of the service fac on the other flows.

Finally, the use of R3RA, engram running by chains, enables him to fully erase the somatics and engram chains which have their roots in the service fac, or vice versa—as well as the postulates underlying them.

## ENDING SERVICE FAC RUNNING

Service fac running can be ended off when you have fully run many service facs (which will lead to the main service fac). When the main service fac has been run to full EP, service fac handling is complete.

NOTE: It might happen (rarely) that you get the main service fac on the pc on your first listing and nulling. It will be rare because the main one does not usually come to view until the others have been taken off. You run it, of course. Any service fac, run, produces change, but on this one you will see the pc changing character before your eyes. The results are quite astounding.

But realize that he does have other, lesser service facs which do not simply dissolve because the main core service fac is now gone, even though they have been leaning upon it. You will need to L&N for these and completely clean the pc of service facs.

The main core service facsimile will be the one the pc has used as a solution to *all* of life. When found and run it will be unmistakable to both the pc and the auditor. When this one has been completed on all the steps above, as well as the lesser service facs surrounding it, you will have attained the EP on service fac running.

You will have brought about a complete character change in the individual, returned his freedom of choice and his freedom to inspect and enabled him to be truly right.

And that is the stuff of which sanity is made.

This level is actually the sanity level.

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HCO BULLETIN OF 7 SEPTEMBER 1978R  
REVISED 21 OCTOBER 1978

*(Revisions in this type style)*

Remimeo

(This HCOB cancels HCOB 8 April 70 Iss II, MORE ON PREPCHECKS and BTB 10 April 72RA PREPCHECKS. The correct procedure for handling an ARC break uncovered during a Prepcheck is contained herein.)

### **MODERN REPETITIVE PREPCHECKING**

Prepchecking in varying forms has been with us since the early sixties and has quite a long history which is available in the Saint Hill Special Briefing Course tapes and the Tech Volumes.

The latest form of Prepchecking, Repetitive Prepchecking, has been used by many with very good results for quite some time. It is a simple and very workable process which can be widely used.

Since there has been no comprehensive bulletin on Modern Repetitive Prepchecking, I thought I would describe and clarify it for you.

---

There are 20 Prepcheck buttons, *which* are used in the *following* order:

SUPPRESSED  
EVALUATED  
IN VALIDATED  
CAREFUL OF  
DIDN'T REVEAL  
NOT-ISED  
SUGGESTED  
MISTAKE BEEN MADE  
PROTESTED  
ANXIOUS ABOUT  
DECIDED  
WITHDRAWN FROM  
REACHED  
IGNORED  
STATED  
HELPED  
ALTERED  
REVEALED  
ASSERTED  
AGREED WITH

Virtually any charged subject or area can be prepchecked. The buttons are used to take charge off the subject.

A question is formed around each of the buttons, and each question is run repetitively to F/N, cog, VGIs. The button is prefaced with the subject ("On going to school," "On auditing," etc.) or with a time limiter ("Since last August," "Since your last session," etc.). Both subject and time limiter can be used. Thorough use of the Prepcheck buttons will blow the charge from that item.

The only time Prepchecking cannot be done is while running Dianetics. To do so mushes up engrams.

The question has to be tailored to the button. So we have:

“(Subject or time limiter) has anything been (button)?” or

“(Subject or time limiter) is there anything you have (*been*) (button)?” or

“(Subject or time limiter) is there anything you (button)?”

In the case of the button Mistake Been Made, the command would be: “(Subject or time limiter) has a (button)?”

## THE PROCEDURE

*0. If this is the pays first Prepcheck, or if it has not been previously cleared, fully clear the definitions of each of the Prepcheck buttons with the pc, clear the Prepcheck questions, and go over the procedure with him so that he understands how it will be run.*

*1. Clear the subject or time limiter you will be using.*

*2. Let the pc know you will be checking the first question on the meter.*

*“On has anything been suppressed?” (or appropriate variation, depending on the use of the time limiter or subject.)*

*If the question does not read instantly, leave it and go on to the next Prepcheck question. You do not run unreading questions, so there’s no sense in sitting there, waiting for the pc to rummage around for an answer when the meter shows there is no charge on the question in the first place.*

*If the question reads, go right into it and run it repetitively to F/N, cog, VGIs.*

*3. Check the next Prepcheck button. “On has anything been evaluated?” If reading, take to F/N, cog, VGIs per the above procedure.*

*4. Handle each Prepcheck button until you have reached the EP of a big win, major cog on the subject or regained ability, accompanied by an F/N and VGIs.*

In some cases you may have to prepcheck all the buttons before the EP is reached, but be alert. Recognize the EP. Don’t overrun.

There is no need, when the pc *runs* out of answers, to *recheck* the question. The question has already read, so you just run it *repetitively* to F/N, cog, VGIs. If the pc insists he’s out of answers, it may be that an out rudiment or some situation requiring TR 4 or other handling has cropped up. Find out what’s going on and handle. Do not just abandon the Prepcheck button because it does not now read. Take it to its EP!

When a Prepcheck uncovers an ARC break, you handle the ARC break with ARCU CDEINR E/S to F/N. The ARC break thus handled, that is the EP for that Prepcheck button. You then go on to the next button and check it.

Prepchecks are a very effective method for releasing charge and provide much relief. And they’re very simple to do, especially in their most modern form. So just study up, drill it well, and do it with your pc. You’ll have fine results.

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HCO BULLETIN OF 8 SEPTEMBER 1978

Remimeo  
Level 0-IV  
Chkshts  
Supervisors  
Auditors  
C/Ses

**MINI LIST OF GRADE 0-IV PROCESSES**

**SPECIAL NOTE:** The list below is by no means a complete list of Grade 0-IV processes. Many, many processes exist on the Grades 0-IV on which a preclear may need to be audited to achieve the full end phenomena (ability gained) for a grade, and which would also be required for a pc run on Expanded Grades.

The following is a MINI LIST of Grade 0-IV processes.

At the completion of each of the training levels, the student audits the processes on this list for that level.

Commands for Flows 1, 2, 3 and 0 (Quads) for those processes that are run Quad are to be found on BTBs 15 November 1976, Issues I through VI, "0-IV Expanded Grade Processes - Quads," Parts A, B, C, D, E and F.

1. ARC STRAIGHTWIRE PROCESS

HCOB 27 Sep 68 ARC STRAIGHTWIRE BTB 15 Nov 76  
0-IV EXPANDED GRADE PROCESSES—QUADS  
Part A, ARC Straightwire, Item 11

2. ARC STRAIGHTWIRE HAVINGNESS

BTB 15 Nov 76 0-IV EXPANDED GRADE PROCESSES—QUADS  
Part A, ARC Straightwire, Item 12

3. O-O, O-A, O-B

HCOB 11 Dec 64 SCIENTOLOGY O PROCESSES  
HCOB 26 Dec 64 ROUTINE 0-A EXPANDED  
BTB 15 Nov 76 II 0-IV EXPANDED GRADE PROCESSES—QUADS  
Part B. Grade 0 Processes, Pg 10

4. GRADE ZERO HAVINGNESS

BTB 15 Nov 76 II 0-IV EXPANDED GRADE PROCESSES—QUADS  
Part B. Grade 0 Processes, Pg 12

5. CCHs

HCOB 1 Dec 65 CCHs

6. LEVEL ONE PROBLEMS PROCESS

HCOB 19 Nov 65 PROBLEMS PROCESS  
BTB 15 Nov 76 III 0-IV EXPANDED GRADE PROCESSES—QUADS  
Part C, Grade I Processes, Pg 18

7. HAVINGNESS PROCESS FOR GRADE I

BTB 15 Nov 76 III 0-IV EXPANDED GRADE PROCESSES—QUADS  
Part C, Grade I Processes, Pg 18

8. O/W PROCESS  
BTB 15 Nov 76 IV 0-IV EXPANDED GRADE PROCESSES—QUADS Part D,  
Grade II Processes, Item 26
9. HAVINGNESS PROCESS FOR GRADE II  
BTB 15 Nov 76 IV 0-IV EXPANDED GRADE PROCESSES—QUADS Part D,  
Grade II Processes, Item 27
10. CONFSSIONAL PROCESSING  
BTB 22 Sep 78 CONFSSIONAL PROCEDURE
11. TWO-WAY COMM  
HCOB 21 Apr 70 2-WAY COMM C/Ses  
HCOB 3 Jul 70 C/Sing 2-WAY COMM  
HCOB 17 Mar 74 TWC CHECKSHEET, TWC, USING WRONG  
QUESTIONS
12. L1C  
HCOB 19 Mar 71 L1C
13. L4BRA  
HCOB 15 Dec 68RA L4BRA
14. R3H  
HCOB 6 Aug 68 R3H  
HCOB 1 Aug 68 THE LAWS OF LISTING & NULLING  
BTB 15 Nov 76 V 0-IV EXPANDED GRADE PROCESSES—QUADS  
Part E, Grade III Processes, Pgs 7-8
15. GRADE III HAVINGNESS  
BTB 15 Nov 76 V 0-IV EXPANDED GRADE PROCESSES—QUADS Part E,  
Grade III Processes, Pgs 8-9
16. SERVICE FACSIMILE PROCESS  
HCOB 6 Sep 78 II URGENT - IMPORTANT, ROUTINE THREE SC-A,  
FULL SERVICE FACSIMILE HANDLING UPDATED  
WITH NEW ERA DIANETICS
17. GRADE IV HAVINGNESS PROCESS  
BTB 15 Nov 76R 0-IV EXPANDED GRADE PROCESSES—QUADS  
Issue VI Part F. Grade IV Processes, Pg 5

The student auditor must study and drill any of the above processes or actions and their commands before he audits them.

He must not and cannot be required to audit any process above the level to which he has been trained.

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HCO BULLETIN OF 10 SEPTEMBER 1978

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**NED HIGH CRIME**

Persons who try to run NED who haven't been certificate trained on NED are actionable regardless of their Class.

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Founder

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HCO BULLETIN OF 12 SEPTEMBER 1978

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**URGENT- IMPORTANT**

**DIANETICS FORBIDDEN  
ON CLEARS AND OTS**

New Era Dianetics or any Dianetics is NOT to be run on Clears or above or on Dianetic Clears.

This applies even when they say they can see some pictures.

Anyone who has purchased NED auditing who is Clear or above must be routed to an AO or Flag to receive the special NED Rundown for OTs. They are NOT to be run on regular New Era Dianetics.

Anyone who is Clear but not OT III is to get through OT III immediately so he can receive this special rundown.

The EP of this rundown is: CAUSE OVER LIFE.

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HCO BULLETIN OF 12 SEPTEMBER 1978  
Issue II

Remimeo  
Tech Staff  
Qual Staff  
All Auditors. C/Ses.  
Supervisors

**OVERRUN BY DEMANDING  
EARLIER THAN THERE IS**

When you go past the postulate or insist on an earlier similar when there isn't one the pc can go later or jump chains and put into action other phenomena. This, and bad assessment is when you get tangled cases and repair.

OVERRUN OF BASIC

When you get a blowdown and the pc tells you the postulate and then you tell him to return to the beginning of the incident again, you can overrun the incident and turn the analytical concept of it back into a solid picture which will just get more and more solid and you'll think there was nothing erased.

What you're erasing, actually, is the basic postulate that made the chain occur in the first place.

OVERRUN OF NON-BASIC

In engram running by chains, when you demand a pc go through the incident more than twice, and it is not basic that incident will grow more solid. A good Dianetic auditor watches his TA and the moment that TA starts to rise while running an incident on the chain he knows there is an earlier similar incident. It is told to him by the TA, which is saying this incident is getting more solid.

When he sees this, he immediately asks for an earlier incident after either Step 9 or Step C of R3RA.

When you ask for earlier beginnings and then run the incident again and keep doing this you can run a non-basic through several times and it will inevitably become more solid. The degree that this can exert pressure on a pc is very great and is extremely uncomfortable.

A really smooth Dianetic auditor never increases the solidity of the bank. It is a non-determined point whether an earlier beginning alone will, if found, decrease the solidity of a non-basic.

AMOUNT OF TA

A Scientology auditor works for amount of TA out of a process.

A Dianetic auditor works for the eradication of a chain. The Dianetic auditor could get lots of TA if he overran every non-basic engram, but it is this that he does *not* want.

The Dianetic auditor is not concerned with the amount of TA that he gets. A TA has to go up before it goes down. In running an engram chain if you let a non-basic engram raise the TA more than a thousandth of an inch at Step 9 or Step C and do not immediately ask for an earlier incident, you goofed as you will make the pc's bank more solid.

Scientology audits by the amount of TA. The most expert Dianetic auditor audits with a minimum of TA.

## ASSESSMENTS

A lousy job of assessment, trying to run unreading items, will find the pc going into chains that are not ready to be run and will cause trouble, which consists of many unwanted phenomena such as pc unable to find incidents, jumping chains, etc.

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HCO BULLETIN OF 13 SEPTEMBER 1978

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Courses  
All Auditors,  
C/Ses.

URGENT - IMPORTANT

**R3RA ENGRAM RUNNING BY CHAINS AND  
NARRATIVE R3RA - AN ADDITIONAL DIFFERENCE**

Since the release of New Era Dianetics I have been keeping a close eye on the running of NED on an extensive basis. Pcs have been experiencing tremendous and quite amazing gains and resolving areas of their cases which have never before been handled so fully.

This new and more precise Dianetics tech can and is changing the lives of many across the planet.

When this tech was researched and developed I wanted to get it into your hands immediately. Now that it is in broad use, there is a wealth of data coming in on its application and the use of the new commands and handling of EPs. From this, I have located a point where NED, as originally issued, could go wrong on some pcs where earlier Dianetics did not.

As it has always been my practice to provide you with the most accurate, proven and workable tech as it is developed, and as NED is a more powerful tech than any earlier Dianetics, it is important that you have this data.

The point referred to above is on the auditor asking for earlier beginning or earlier incident.

The basic stable datum is and always has been: TA up even slightly at the end of pc's run through the incident = something earlier. The "something earlier" could be an earlier incident or an earlier beginning to the incident being run.

There is a slight difference between the way these two are handled in R3RA Engram Running By Chains and R3RA Narrative running, because of what the auditor is trying to accomplish with each. The difference is in the order of importance of earlier beginning and earlier incident.

**R3RA ENGRAM RUNNING BY CHAINS**

In R3RA Engram Running By Chains you are following down and erasing a somatic chain. Here, in almost all cases, an earlier incident on the chain takes precedence over an earlier beginning to the incident being run.

Therefore, if the TA is even slightly up at the end of the pc's run through an incident on the chain, the auditor *asks first* for an earlier incident and if there is none (or none the pc can yet see) he asks for an earlier beginning to the incident being run.

Where you find an earlier beginning to *an incident on the chain that is not the basic incident you* rerun that incident only *once* more through from the earlier beginning to the end of the incident. If TA does not come down on that run through, there's an earlier incident.

The whole point being made here is that on engram running by chains you always want the earlier incident as soon as that is available. Thus, you ask for the earlier incident first, then, if necessary, for an earlier beginning.

### R3RA NARRATIVE RUNNING

In R3RA Narrative running you are handling one single narrative incident, such as an accident, a physically or emotionally painful experience, an illness, loss, or period of great emotional stress, which is not, ordinarily, part of a chain.

You are running that one incident many, many times through to erasure. The clue to erasure of a narrative incident lies in locating earlier beginnings to the incident. It will be found that the pc finds earlier and earlier moments when he was told or had an awareness that the incident was going to occur.

Thus, in running R3RA Narrative, it is the earlier *beginning* that takes precedence, and that is what the auditor asks for after each run through a narrative incident. Only if the incident starts to grind (no change of content, etc.), after having repeatedly searched for an earlier beginning, would you ask for an earlier similar narrative incident.

This data on earlier beginning is a new breakthrough on *narrative incident* running and erasure, and the NED auditor should fully understand it and the tech on which this additional difference between the two procedures is based.

As pointed out in other issues, erasure of the somatic chain *or* the narrative incident occurs when the postulate is obtained, and it is vital that the auditor not go beyond that.

New Era Dianetics Series 6 and 7 have been revised to incorporate this difference in earlier incident and earlier beginning handlings.

I wanted you to have the full and exact data on why these commands are being slightly revised.

This should make for even smoother running of New Era Dianetics all around.

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Founder

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HCO BULLETIN OF 13 SEPTEMBER 1978  
Issue II

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HCOs  
LRH Comms  
Qual Staff  
C/Ses

**CLEARs, OTs AND R/SES**

(Ref: HCOB 12 Sep 78, URGENT! IMPORTANT!  
DIANETICS FORBIDDEN ON CLEARs AND OTs.)

If there are any Clear or OTs who are R/Sing they are not R/Sers. It is an entirely different handling, and this handling is incorporated in the New Era Dianetic Rundown for OTs.

If a pre-OT staff member is R/Sing and dramatizing the R/Ses and has therefore been put on an RPF, he is required to receive full handling per the Special NED Rundown for OTs before graduating that RPF. If he is Clear but not yet OT III, he is to get up to and through OT III as fast as possible so he can receive this special rundown.

The New Era Dianetic Rundown for OTs can only be delivered at AOs and at Flag.

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HCO POLICY LETTER OF 13 SEPTEMBER 1978

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An old poem which has been newly adapted as policy:

There is so much bad in the best of us

And so much good in the worst of us

That it ill behooves any of us

To talk about the rest of us.

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 15 SEPTEMBER 1978

HCOs in AOs  
and Flag  
GO in AOs  
Tech/Qual  
in AOs  
and Flag

**CONFIDENTIALITY  
OF UPPER LEVEL RUNDOWNS**

In order to safeguard the materials of confidential rundowns and levels and to prevent their unauthorized use or misuse, the following is to be done:

1. Before being given access to confidential materials such as “NED for OTs,” any student, auditor, Case Supervisor, Course Supervisor, etc., must sign a bond not to disclose the materials or to communicate them to any unauthorized person, nor to use them in an unauthorized manner, nor to use them without being properly trained by checksheet and qualified. “NED for OTs” materials may only be studied by contracted staff members properly enrolled on course.
2. Folders of pre-OTs being audited on “NED for OTs” must be colour flashed with red diagonal slash across corner of folder, and the folder marked as confidential, with the level on folder, and such folders must be kept secure.
3. The HGC auditors and C/S must be trained at Flag before the AOs can deliver “NED for OTs.”

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(Cancels HCOB 7 July 1978 DIANETIC F/Ns.)

### POSTULATE OFF EQUALS ERASURE

The EP of a Dianetic chain is always always always the postulate coming off. The postulate is what holds the chain in place. Release the postulate, the chain blows. That's it.

You must recognize the postulate when the pc gives it, note the VGIs, call the F/N and end off auditing on that chain.

Even if you get an F/N as the incident is erasing, you don't call it until you've gotten the postulate.

1. When it appears that you have reached the basic incident of the chain and that it is erasing, after each pass through the auditor asks, "Has the incident erased?"
2. When the pc has stated that it has erased the auditor should also expect a postulate to be volunteered by the pc.
3. If the pc says the incident has erased, but no postulate (made during the time of the incident) has come off and been volunteered by the pc the auditor should ask, "Did you make a postulate at the time of that incident?"

(Note that the postulate will usually come off in the form of a cognition. However the pc may give a cognition which does not contain a postulate. If this is the case, simply ask, "Did you make a postulate at the time of that incident?")

4. The pc does not have to state that the incident has erased. Once he has given up the postulate, the chain has blown. You will have an F/N and VGIs. This is a full Dianetic EP. NOW you call the F/N. Do not call F/Ns until you have reached the EP.

You must learn to recognize a postulate when you hear one. It is a vitally important skill as postulates *can* be confused with bouncers and deniers when they are in no respect similar and require totally different handlings.

"Women are no good" is an obvious postulate.

"That's the way men are" is a postulate.

"I can't stay here" is a bouncer.

"I can't remember this" is a denier.

To push a pc earlier after he has given the postulate is a severe invalidation of the erasure and you will soon have the pc believing that nothing erases, anyway.

To cause a pc to search for further, earlier incidents on a chain (which is no longer there) will get him into some very serious overrun. He may pull in another flow of the item, he may think the erased incident is still there and try to mock it up, or he may find another incident of an entirely different chain and start to run that.

Dianetic overruns are repaired by assessing and handling the L3RF. But the real cure is to flawlessly handle Dianetic EPs by getting the postulate, F/N and VGIs and then promptly ending off on that chain with a bright and happy pc.

Recognizing the postulate when it comes off and never never running a pc beyond it are vitally important to the success of New Era Dianetics sessions.

It's the POSTULATE we are going for in New Era Dianetics.

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Founder

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# L. Ron Hubbard

## EXECUTIVE DIRECTIVE

LRH ED 298 INT

19 September 1978

BPI

### A.D. 28 THE YEAR OF TECHNICAL BREAKTHROUGHS

This year has so far resulted in technical breakthroughs from one end of the Grade Chart to the other.

Each of these is the result of years of research and in recent months one major discovery has led to another with great rapidity and astounding success. On a research line one sometimes hits pay dirt, this time I struck pure gold, not once, but several times and we now have new major grades and rundowns at both ends of the Bridge.

New Era Dianetics has already been released and is internationally reported to be working fabulously well producing 80% more gain.

An attempt to run NED on an OT resulted in a phenomenon which caught my attention, and on further investigation brought to light the fact that you cannot run NED, or any Dianetics for that matter, on a Clear (Dianetic or Scientology Clear) or above. Research into this paid off handsomely with a fantastic breakthrough for Clears and OTs. I have now developed an entirely new rundown called "NED for OTs." This deals with living lightning, the very stuff of life itself. Run exactly correctly by the book it produces remarkable results in the OT band, and has made it possible for me to now release OT VIII. "NED for OTs" is a highly confidential rundown done by a Class IV, OT III auditor, called an Advanced Courses Specialist (ACS), who is specially trained on its rundown and techniques. It is now forbidden to run NED on Clears or above. From Grade VI to OT III is the Non-Interference Zone, during which nothing should be run. Persons in this zone should move on up to OT III so that they may be audited on "NED for OTs." This rundown will be delivered in AOs and Flag to OT IIIs and above. Clears and OTs who have paid for NED will now receive "NED for OTs" which in the pilot auditing produced results beyond their wildest dreams. While much of it is confidential I can tell you that the first step of "NED for OTs" is designed to raise perceptions, especially theta perception, and as for the rest of the rundown . . . surprise, surprise, surprise!

#### OT VIII

Although OT VIII has been researched earlier, I knew there was something that had to be handled before I could release OT VIII. "NED for OTs" does just that, and now I am very pleased to announce the release of OT VIII, which will be available at AOs and Flag to OTs who have completed "NED for OTs." It is a Solo level which will fortify an OT already in excellent shape from "NED for OTs."

#### END OF ENDLESS DRUG RUNDOWNS

These breakthroughs at the OT level suddenly brought to view the reason why Drug Rundowns become endless when they do! And gave the way to resolve this. Now the Drug Rundown will be a comparatively short action and many many Scientologists will be able to make much faster progress up the Bridge. If you have had

an “Endless Drug Rundown” you can now look forward to getting it completed with ease and get on to your grades and OT Levels. In this druggie culture in which we live, it is a very timely discovery because now we can undo the mind-crippling effects of drugs (psychiatrists’ gift to Mankind) with great ease, and with complete rehabilitation of the individual in a few intensives of auditing.

The “End of Endless Drug Rundowns” has been incorporated into NED and will be available in all orgs by NED auditors as soon as they are trained on it, which will be in about 2 weeks.

#### TRAINING—FAST COURSES

All these new techniques require auditors and C/Ses fully trained and specialists in that level to audit and C/S them. It is forbidden for any auditor or C/S to run any of these without being properly trained and certified.

It is therefore just as well that I overhauled the training route earlier this year, resulting in fast training. We might even say the “End of Endless Training.” Today, it takes 4 weeks or less to train a NED auditor. The checksheet and course for training Class IV, OT III auditors, Advanced Courses Specialists who will deliver “NED for OTs” is also a fast but accurate training level. So we are able to train auditors and C/Ses rapidly to deliver these fabulous rundowns, and thus make them available to you very soon.

I have always said that as soon as I make technical discoveries I will get them to you as fast as I can, and I am doing that now.

I appreciate your support and help which makes it possible for me to do this research for you.

1978 is the Year of Technical Breakthroughs, there have been more this year than in any other year so far.

I am delighted to be able to make these available to you.

Love,  
RON  
L. RON HUBBARD  
Founder

LRH:dr



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HCO BULLETIN OF 19 SEPTEMBER 1978  
Issue I

Remimeo  
NED Checksheets  
All Supervisors  
All C/Ses  
All Auditors

**THE END OF ENDLESS DRUG RDs**

The possibility of running a Drug RD flat on a pc is totally zilch and the reason for this is that there have been innumerable cultures in the several universes that were far more drug oriented than this one. And even on a person that's not manifesting drugs and hasn't taken any this lifetime, you can collide with these cultures and universes if you keep pushing it.

You can always find more drugs on the track. What you're interested in is this lifetime and this body. This doesn't mean you don't run track on the Drug RD, just don't push it. Don't ask for whole track drugs. When you list out the drugs a pc has taken, you only want the ones he has taken this lifetime.

The steps of the Drug RD have been rearranged to prevent this endless running and allow the rundown to be taken to a flat point of freedom from the harmful effects of this lifetime drugs and an F/Ning drug list.

Objectives are run on the pc. Each drug is run narrative followed by preassessment then prior assessment and then some more Objectives to put the pc back to PT after the engram running. The full and complete steps are listed in C/S Series 48RB, NED Series 9R and NED Series 2R.

Also, there is now a Drug RD Repair List which will handle bypassed charge caused by endless Drug RDs.

A lot of cases will now be sorted out and the speed of moving up the Bridge will be greatly increased.

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Founder

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Issue II

Remimeo  
All Dn Auditors  
All C/Ses

**THE END OF ENDLESS DRUG RUNDOWNS**  
**DRUG RUNDOWN REPAIR LIST**

This repair list is used on a pc who has been over-audited on drugs, who has had an endless Drug Rundown, and/or has BPC on auditing on drugs.

Assess it Method 5 and handle in order of largest read.

1. WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU WERE NO LONGER AFFECTED BY DRUGS?  
(Indicate. Ask pc if he can find that point.) \_\_\_\_\_
2. WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU WERE RELEASED FROM THE EFFECTS OF DRUGS?  
(Indicate. Ask pc if he can find that point.) \_\_\_\_\_
3. ON THE DRUG RUNDOWN, WERE YOU RUN ON AN UNCHARGED DRUG?  
(Find which drug wasn't charged and indicate it shouldn't have been run. May be more than one uncharged drug; handle each.) \_\_\_\_\_
4. ON THE DRUG RUNDOWN, WERE YOU RUN ON AN UNCHARGED INCIDENT OR ITEM?  
(Find which and indicate it shouldn't have been run. There may be more than one; handle each.) \_\_\_\_\_
5. ON THE DRUG RUNDOWN, WERE YOU ASKED TO LIST WHOLE TRACK DRUGS?  
(Indicate that this may have restimulated drugs he was not affected by in this lifetime.) \_\_\_\_\_
6. ON THE DRUG RUNDOWN, WERE YOU PREVENTED FROM GETTING GRADES OR OTHER AUDITING?  
(Indicate.) \_\_\_\_\_
7. ON THE DRUG RUNDOWN, WAS AN INCIDENT OR CHAIN LEFT UNFLAT?  
(Indicate. Flatten the incident or chain R3RA.) \_\_\_\_\_
8. ON THE DRUG RUNDOWN, WAS AN INCIDENT OR CHAIN OVERRUN?  
(Indicate it. Spot the flat point.) \_\_\_\_\_
9. ON THE DRUG RUNDOWN, WAS A CHARGED DRUG NOT RUN?  
(Find which and handle per NED Drug RD steps.) \_\_\_\_\_
10. WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU FELT THE DRUG LIST WAS F/Ning?  
(Indicate. Ask pc if he can spot that point.) \_\_\_\_\_

11. WERE YOU NOT ALLOWED TO DECLARE YOUR DRUG RUNDOWN COMPLETE?  
(Indicate. Let pc say what he/she wishes on this.) \_\_\_\_\_
12. WERE YOU TOLD YOU WERE A DRUGGIE WHEN YOU WEREN'T?  
(Indicate it, and that pc isn't a druggie.) \_\_\_\_\_
13. WERE YOU AUDITED ON DIANETICS OR NEW ERA DIANETICS AFTER DIANETIC CLEAR?  
(If so, indicate that Dianetic auditing should not have been continued past Dianetic Clear.) \_\_\_\_\_
14. ON THE DRUG RUNDOWN, WAS SOMETHING ELSE WRONG?  
(Indicate. Have pc tell you what he/she thinks this was. If no F/N, turn it in to a Scientology C/S to handle.) \_\_\_\_\_

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HCO BULLETIN OF 20 SEPTEMBER 1978  
REISSUED 9 OCTOBER 1978

Remimeo

(Cancels HCOB 8 Apr 78, An F/N Is A Read)  
(Reissued to delete an incorrect reference.)

**AN INSTANT F/N IS A READ**

Ref: HCOB 2 Nov 68R Case Supervisor Class VIII  
The Basic Processes  
HCOB 20 Feb 70 Floating Needles and End Phenomena

An instant F/N is an F/N which occurs instantly at the end of the major thought voiced by the auditor or at the end of the major thought voiced by the pc (when he originates items or tells what the command means).

It will most usually be seen as a LFBD/F/N or a LF/F/N.

So what does this mean, "An instant F/N is a read?"

A read means there's charge there to handle. It means there is force connected with that significance which is available to the pc to view and run. It means that item is real to the pc.

An F/N means something has keyed-out.

Now a key-out is what we are looking for on many processes which are run. It means "Stop. End of process, end of rud, end of action." So an instant F/N does not always mean you should take up that item.

To sort this out, you will have to understand the basic mechanics of key-out, key-in and erasure. It will then become clear why an F/N is a read and *when it* is taken up. To confuse this could really mess up a pc.

For example, on ruds, Prepcheck questions, protest, overrun, rehabs, to name a few, an instant F/N would not be taken up. The EP of charge keyed-out has been attained.

But to ignore an instant F/N on Dianetic items and certain correction lists etc., will leave the pc with bypassed charge and major areas of case unhandled. The key is "Is a *handling* required on the item or is an F/N the legitimate EP?"

You will also have to understand that we are talking about INSTANT F/Ns. An F/N which continues to F/N through an assessment means "No Charge."

An instant F/N on an item means charge has just keyed-out on that item, and that it can key back in again. There are actions, as in Dianetics, where a key-out is not what you are going for. You want the postulate off the basic incident of the chain, which indicates you have an erasure.

In Dianetics an instant F/N takes precedence over all other reads. This is because, the pc, having just keyed-out the charge on that item, will find it most real. It will be the most runnable item. An instantly F/Ning item is taken up first. LFBD, LF, F and sF follow in their usual order.

The use of this thing is mainly a C/S use. A C/S can look down a column of two-way comm or look down an L and N list and spot what F/Ned. If the C/S doesn't realize that this was *the* item he can then take erroneously some LFBD item or F item out of the columns of two-way comm as the resulting item for that subject.

The use of an F/N as a read is almost entirely relegated to the next C/S except when used in Dianetics.

Example: A C/S is looking for the actual service facsimile in two-way comm. (You usually L and N to find service facs but you may have an instance where you found one in two-way comm.) The pc mentions several and finally one F/Ns. The C/S knows at once it is *the* service fac.

Example: A two-way comm has operated as a list and the C/S is trying to reconstruct it. Unless he knows that an F/N is a read he might overlook the actual item on that list which is the one which occurred immediately before the F/N. This is the item.

When used in the session itself the auditor has to know that an F/N is a read in doing L and N. The item which F/Ned is of course the item.

In a Dianetic session it is not uncommon to find a brief F/N occurring on a list or a preassessment. In Dianetics we are not interested in key-outs. We are interested in chains and erasures. So the "hottest reading item" on the list is the one that gave an F/N. Usually it will be a BD F/N. If the Dianetic auditor does not know that an instant F/N is a read he is likely to ignore the item that F/Ned.

In Dianetics, you will find that an F/N taken up again, will immediately key-in but this is what the Dianetic auditor wants.

The Scientology auditor is usually handling other phenomena and if he bypassed an F/N and kept on going the TA would go up and he would have trouble.

So the use of this principle is a very touchy thing and has to be understood.

Of course the first thing you have to know about is what an F/N looks like.

This tech fully understood and applied will mean the difference between a case beingfully *handled* and "just doing better." Understand it and use it. You'll see the difference in your results.

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HCO BULLETIN OF 20 SEPTEMBER 1978  
Issue II

Class IV  
Grad  
Check sheets  
Snr VI

(Cancels and replaces BTB 26 Nov 71, Issue III OUT OF VALENCE - 220H and BTB 25 Mar 72R URGENT IMPORTANT LX3 HANDLING REVISED AND REISSUED. This bulletin does not change in any way the Class VIII data on LX Lists or Out of Valence handling.)

**LX LIST HANDLING**

Ref: HCOB 26 Jun 78 RA II	New Era Dianetics Series 6RA URGENT IMPORTANT. ROUTINE 3RA ENGRAM RUNNING BY CHAINS
HCOB 5 Nov 69R	LX3 (ATTITUDES) (Used before LX2)
HCOB 3 Aug 69R	LX2
HCOB 9 Aug 69R	LX1 (CONDITIONS)
HCOB 2 Aug 69R	"LX" LISTS

In handling Out of Valence from the GF 40 or the Expanded GF 40RD the LX Lists are used in this order: LX3, LX2, LX1 and if necessary, the last step, 220H.

**END PHENOMENA**

The end phenomena of the LX Lists is a remarkable valence shift. The pc will cognite on having been out of valence and will become himself. It is a cognition on beingness, not doingness or havingness that indicates the EP of the LX Lists. DO NOT OVERRUN A PC PAST THIS POINT.

**PROCEDURE**

Clear each word on the list before assessing it and note any instant reads which appear while clearing the item. These are valid reads. (Ref: HCOB 5 Aug 78 INSTANT READS)

Assess the list Method 5 and take up the largest reading item. Run each recall flow of that item, then check with the pc to see if he is interested in running it R3RA. Handle each flow of the item to EP. After a complete handling of the item handle the lesser reading items (if any) as above.

**LX3 ATTITUDES**

LX3 is the first list assessed. Run reading LX3 items 3 Way or Quad Recalls and 3 Way or Quad Engrams R3RA. Use the following commands:

- Recalls: F1: Recall a time you took the attitude of \_\_\_\_\_.
- F2: Recall a time you caused another to take the attitude of \_\_\_\_\_.
- F3: Recall a time others caused others to take the attitude of \_\_\_\_\_.
- F0: Recall a time you caused yourself to take the attitude of \_\_\_\_\_.

- Engrams: F1: Locate a time containing pain and unconsciousness when you took the attitude of \_\_\_\_\_.
- F2: Locate a time containing pain and unconsciousness of your causing another to take the attitude of \_\_\_\_\_.
- F3: Locate a time containing pain and unconsciousness of others causing others to take the attitude of \_\_\_\_\_.
- F0: Locate a time containing pain and unconsciousness of you causing yourself to take the attitude of \_\_\_\_\_.

### LX2 EMOTIONS

LX2 items are run 3 Way or Quad Recalls and Engrams R3RA as above, substituting the reading emotion for the attitude.

### LX1 CONDITIONS

LX1 items are run 3 Way or Quad Recalls and Engrams R3RA using the following commands:

- Recalls: F1: Recall a time you were \_\_\_\_\_.
- F2: Recall a time you caused another to be \_\_\_\_\_.
- F3: Recall a time others caused others to be \_\_\_\_\_.
- F0: Recall a time you caused yourself to be \_\_\_\_\_.
- Engrams: F1: Locate a time containing pain and unconsciousness when you were \_\_\_\_\_.
- F2: Locate a time containing pain and unconsciousness of your causing another to be \_\_\_\_\_.
- F3: Locate a time containing pain and unconsciousness of others causing others to be \_\_\_\_\_.
- F0: Locate a time containing pain and unconsciousness of you causing yourself to be \_\_\_\_\_.

Note: On items “grief” and “loss” the command would be “Recall a time you had (a) \_\_\_\_\_.” and “Locate a time containing pain and unconsciousness when you had (a) \_\_\_\_\_.”, etc.

### 220H

220H is done after completing LX3, LX2 and LX1 if the pc has not experienced a remarkable valence shift and had a valence cognition. If the valence shift and cognition occur any time during the handling of the LX Lists, that is the end phenomena for LX handling and all further actions connected with LX Lists handling are ceased.

220H is run 3 Way or Quad Recalls and Engrams R3RA, using the following commands:

- Recalls: F1: Recall a time you were being someone else.
- F2: Recall a time you caused another to be someone else.

F3: Recall a time others caused others to be someone else.

F0: Recall a time you caused yourself to be someone else.

Engrams: F1: Locate a time containing pain and unconsciousness when you were being someone else.

F2: Locate a time containing pain and unconsciousness of your causing another to be someone else.

F3: Locate a time containing pain and unconsciousness of others causing others to be someone else.

F0: Locate a time containing pain and unconsciousness of you causing yourself to be someone else.

Each recall flow is run to F/N, cognition and VGIs. Each engram flow must go to F/N, postulate and VGIs. (This will be the erasure.) If you encounter any trouble, use an L3RF.

Done correctly, LX Lists will bring about some very major changes in your pc.

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NED Grad Crse  
All C/Ses

*New Era Dianetics Series 19*

*C/S Series 103*

**NED AUDITOR ANALYSIS CHECKLIST**

When an auditor is not having good success with New Era Dianetics, this NED Auditor Analysis Checklist is used to find his exact trouble areas and misunderstands and get them corrected.

New Era Dianetics is so powerful and exact that when correctly applied it is successful on pcs, one for one. If an auditor is not getting good results it is important to get the situation handled early on, for the sake of his pcs, the auditor himself, and to protect this vital, workable tech against invalidation through misuse.

A C/S should order an auditor to have a NED Auditor Analysis Checklist when that auditor's pcs are not making good gains or when the Auditor's Reports show indicators of misunderstands or misapplications, or when the auditor is goofing and does not correct with ordinary cramming.

**HOW THE CHECKLIST IS DONE**

The checklist has two parts. Part I consists of an assessment done on the auditor by the Cramming Officer or another auditor. The assessment will disclose general areas of weakness or uncertainty on the part of the auditor (TRs, metering, etc.), which are then looked into extensively on Part II.

Part II is divided into sections which correspond to those in Part I. If a section has read on Part I, that section is taken up on Part II, where the auditor must do exact drills, demos and checkouts which will show up his ability or inability to handle that aspect of R3RA. The purpose of this checklist is to help the auditor; it must be done without invalidating him or making him wrong.

Each area taken up is fully explored, per the checklist, and is signed off, point by point, by the Cramming Officer as it is covered. The Cramming Officer decides how to best correct the auditor based on what he has found. This can be a cram, retread, retrain, and/or handling in session or in Ethics. (Cramming is of course not limited to the references given in each section, and should cover fully, with Word Clearing, checkouts, demos, clay demos and drills, whatever the auditor is weak on or misunderstands.)

When all corrective actions have been completed the auditor sees the Cramming Officer, who ensures he's really got it. The auditor should be very bright and eager by this point. He then goes to the Examiner and attests to the NED Auditor Analysis Checklist.

The auditor may now resume auditing New Era Dianetics.

This checklist, promptly C/Sed for and promptly done can save entire HGCs, not to mention needless stress and strain on individual pcs, auditors and C/Ses. Use it to get to the bottom of auditors who are not winning as they should.

PART I

AUDITOR'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CRAMMING OFFICER OR AUDITOR ASSESSING LIST: \_\_\_\_\_

R-Factor to auditor: I am going to assess a NED Auditor Analysis Checklist so we can locate any weak points in your auditing of NED and get them corrected. (If assessment is done by an auditor other than the Cramming Officer, explain that the second part will be handled in Cramming.)

Assess the list Method 5. Handle any reading section on Part I by taking up the corresponding section in Part II. Vigorously check out each item in the section you take up and cram the auditor appropriately based on what is found. (This is not an auditing action, it is a cramming tool.)

A-1 IN SESSION, DO YOUR TRs GO OUT? \_\_\_\_\_

A-2 IN SESSION, DO YOU GET NERVOUS OR AFRAID? \_\_\_\_\_

A-3 IS IT HARD TO SIT STILL DURING A LONG SESSION? \_\_\_\_\_

A-4 DO YOUR PCs HAVE TROUBLE HEARING YOU? \_\_\_\_\_

(If any of the questions in Section A read, go to Section A of Part II and fully handle per the instructions given.)

B-1 HAVE YOU BEEN UNSURE THAT ITEMS REALLY READ? \_\_\_\_\_

B-2 HAVE YOU INDICATED F/Ns WRONGLY? \_\_\_\_\_

B-3 IS THERE ANY AREA OF METERING YOU FEEL UNSURE OF? \_\_\_\_\_

B-4 CAN'T YOU READ A METER? \_\_\_\_\_

(If any of the questions in Section B read, go to Section B of Part II and fully cover each item in that section.)

C-1 IS IT HARD TO KEEP UP WITH THE PC? \_\_\_\_\_

C-2 DO YOU FORGET THE COMMANDS? \_\_\_\_\_

C-3 ARE YOU IN MYSTERY ABOUT WHAT'S HAPPENING DURING A SESSION? \_\_\_\_\_

C-4 IS THERE SOMETHING ABOUT R3RA YOU DON'T GET? \_\_\_\_\_

(If any of the questions in Section C read, go to Section C of Part II and fully cover each item in that section.)

D-1 ARE YOU CONFUSED ABOUT WHAT A POSTULATE IS? \_\_\_\_\_

D-2 DO YOU WORRY ABOUT EPs? \_\_\_\_\_

D-3 HAVE YOU WONDERED WHETHER YOU'VE GOTTEN EPs ON YOUR PCs? \_\_\_\_\_

(If any of the questions in Section D read, go to Section D of Part II and fully cover each item in that section.)

E-1 ARE YOU UNSURE ABOUT WHICH ITEMS TO RUN? \_\_\_\_\_

- E-2 DO YOU KNOW WHICH ITEM THE PC SHOULD BE RUN ON BEFORE ASSESSING? \_\_\_\_\_
- E-3 IS THERE SOME CONFUSION ABOUT HOW TO PRE-ASSESS? \_\_\_\_\_
- E-4 IS THERE SOMETHING YOU DON'T GET ABOUT NARRATIVES? \_\_\_\_\_
- (If any of the questions in Section E read, go to Section E of Part II and fully cover each item in that section.)
- F-1 DO YOUR TRs GO OUT WHEN A CHAIN BOGS? \_\_\_\_\_
- F-2 ARE YOU UNCERTAIN ABOUT YOUR ASSESSMENT TRs? \_\_\_\_\_
- F-3 DO YOU DREAD DOING L3RFs? \_\_\_\_\_
- (If any of the questions in Section F read, go to Section F of Part II and fully cover each item in that section.)
- G-1 IS THERE SOME PART OF THE DRUG RUNDOWN YOU NEVER UNDERSTOOD? \_\_\_\_\_
- G-2 IS THERE SOMETHING ABOUT THE DRUG HANDLING STEPS THAT DOESN'T MAKE SENSE? \_\_\_\_\_
- G-3 IS THERE SOMETHING ABOUT DRUG HANDLING YOU DISAGREE WITH? \_\_\_\_\_
- (If any of the questions in Section G read, go to Section G of Part II and fully cover each item in that section.)
- H-1 IS THE MIND REAL? \_\_\_\_\_
- H-2 DO YOU EVER WONDER IF THERE REALLY ARE SUCH THINGS AS ENGRAMS OR MENTAL IMAGE PICTURES? \_\_\_\_\_
- H-3 HAVE YOU NOT HAD WINS BEING AUDITED ON NED OR DIANETICS? \_\_\_\_\_
- (If any of the questions in Section H read, go to Section H of Part II and fully handle per the instructions given.)
- I-1 IS THERE SOME TRICK YOU USE TO MAKE SURE THE SESSION COMES OUT OKAY? \_\_\_\_\_
- I-2 IS THERE SOMETHING YOU DO IN SESSION YOU WOULDN'T WANT THE C/S TO KNOW? \_\_\_\_\_
- I-3 HAVE YOU TRIED TO MAKE A SESSION LOOK BETTER THAN IT REALLY WAS? \_\_\_\_\_
- I-4 HAVE YOU EVER FALSIFIED A WORKSHEET? \_\_\_\_\_
- I-5 HAVE YOU EVER AGREED NOT TO PUT SOMETHING DOWN ON A WORKSHEET? \_\_\_\_\_
- I-6 HAVE YOU DONE SOMETHING WITH A PC YOU DON'T WANT US TO FIND OUT? \_\_\_\_\_
- I-7 ARE PCs MEAN OR UNCOOPERATIVE? \_\_\_\_\_

I-8 ARE YOU INVOLVED IN AN OUT-ETHICS SITUATION? \_\_\_\_\_

I-9 ARE YOU JUST FAKING THAT YOU CAN AUDIT? \_\_\_\_\_

(If any of the questions in Section I (Eye) read, go to Section I (Eye) of Part II and fully handle per the instructions given.)

J-1 AS A STUDENT, HAVE YOU FAILED TO LOOK UP MIS-UNDERSTOODS? \_\_\_\_\_

J-2 ON COURSE, HAVE YOU LET THINGS GO BY WHICH YOU DIDN'T REALLY GET? \_\_\_\_\_

J-3 HAVE YOU FAKED THAT YOU GOT IT? \_\_\_\_\_

J-4 DO YOU HAVE DIFFICULTIES AS A STUDENT? \_\_\_\_\_

J-5 DON'T YOU LIKE TO STUDY? \_\_\_\_\_

J-6 HAVE YOU PRETENDED KNOWINGNESS YOU DON'T HAVE? \_\_\_\_\_

(If any of the questions in Section J read, go to Section J of Part II and fully handle per the instructions given.)

K-1 DOES SOMEONE OBJECT TO YOUR BEING TRAINED? \_\_\_\_\_

K-2 HAS SOMEONE BEEN ENTURBULATING YOU? \_\_\_\_\_

K-3 ARE YOU PTS? \_\_\_\_\_

(If any of the questions in Section K read, go to Section K of Part 11 and fully handle per the instructions given.)

## PART II

### A. TRs

Check out and correct the auditor's TRs 0-IV. It may be his TRs have never been flattened, in which case he should be sent to do a Hard TRs Course.

The auditor's TRs may be going out due to misunderstands and uncertainties about the tech. Be sure to explore this possibility also.

### B. METERING

1. Have the auditor set up a meter. (Note any uncertainties in handling the meter.) \_\_\_\_\_

2. Show me how you would check to make sure your meter is operational. \_\_\_\_\_

3. Check: Does the auditor wear glasses? If so, do the rims obstruct his seeing the meter while he is looking at the worksheets or the pc? \_\_\_\_\_

Are his glasses satisfactory? Does he have any difficulty with them at all? Is the prescription correct? (i.e. can he *see* with them?) Don't just ask. Check it out. \_\_\_\_\_

4. Tell me what a reading item is. \_\_\_\_\_

5. Demonstrate each of the reads and which you would take up first. \_\_\_\_\_
6. Is there any area of metering you feel unsure of? \_\_\_\_\_
7. Check the auditor out on the following meter drills: \_\_\_\_\_

EM 12 \_\_\_\_\_ EM 23 \_\_\_\_\_ EM 26 \_\_\_\_\_

EM 13 \_\_\_\_\_ EM 24 \_\_\_\_\_

Handle any MUs then have him do meter drills, meter drills, meter drills.

REFERENCES:

HCOB 26 Jun 78RA II	NED Series 6RA URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS
HCOB 13 Sep 78 I	URGENT IMPORTANT, R3RA ENGRAM RUNNING BY CHAINS AND NARRATIVE R3RA, AN ADDITIONAL DIFFERENCE
HCOB 28 Apr 69R	HIGH TA IN DIANETICS
HCOB 12 Sep 78 II	OVERRUN BY DEMANDING EARLIER THAN THERE IS
HCOB 18 Jun 78R	NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM
HCOB 28 Feb 71	C/S Series 24 METERING READING ITEMS
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
	<i>THE BOOK INTRODUCING THE E-METER</i>
	<i>THE BOOK OF E-METER DRILLS</i>
	<i>E-METER ESSENTIALS</i>
HCOB 29 Apr 69	ASSESSMENT AND INTEREST

C. R3RA THEORY AND PROCEDURE

1. Define lock, secondary, engram, basic. \_\_\_\_\_
2. Have the auditor demonstrate what each R3RA command does, showing in detail how it affects the pc and the bank. \_\_\_\_\_
3. How would you know whether an incident was erasing or going more solid? \_\_\_\_\_
4. Have the auditor “run out” an item on you, keeping full session admin. \_\_\_\_\_

Auditor knows R3RA commands *cold*.

While the auditor is running out the item, mock up situations which require the auditor handles the following:

- a) pc bouncing from incident. \_\_\_\_\_
- b) recognizing and handling the basic incident on the chain when it is reached. (Does he ask “Has it erased?”). \_\_\_\_\_
- c) TA rising after the first run through the incident. \_\_\_\_\_
- d) pc gets no visio. \_\_\_\_\_
- e) pc says there’s nothing earlier. \_\_\_\_\_

- f) incident has erased, but no postulate volunteered. \_\_\_\_\_
- g) cognition volunteered, but no postulate. (Can he tell the difference between a cog and a postulate?) \_\_\_\_\_
- h) TA high, pc says, "It's erased." No VGIs. \_\_\_\_\_
- i) incident blown by inspection. \_\_\_\_\_

(While doing this section, note all aspects of the auditor's handling; his TRs, his session admin, meter position as well as procedure. )

If it's out admin, cram on handwriting until the auditor can write fast and legibly without effort.

Outnesses on commands indicate out basics. Handle with TRs 101-104 (per HCOB 17 Jul 69RB New Era Dianetics Command Training Drills) and/or cram using the appropriate references:

HCOB 3 Oct 78	NED RULE
HCOB 27 Jan 74	DIANETICS R3R COMMANDS HAVE BACKGROUND DATA
HCOB 26 Jun 78RA II	NED Series 6RA, URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS
HCOB 15 May 63 I	THE TIME TRACK AND ENGRAM RUNNING BY CHAINS
HCOB 8 Jun 63R II	THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, HANDLING THE TIME TRACK
	BOOK: <i>DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH</i>
	BOOK: <i>DIANETICS: THE ORIGINAL THESIS</i>
HCOB 16 Sep 78	POSTULATE OFF EQUALS ERASURE

#### D. POSTULATE AND ERASURE

1. Demonstrate what holds a chain in place. \_\_\_\_\_
2. Demo erasure and how it is accomplished. \_\_\_\_\_
3. Define postulate. \_\_\_\_\_
4. Give some examples of postulates. \_\_\_\_\_

#### REFERENCES:

HCOB 26 Jun 78RA II	NED Series 6RA, URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS
HCOB 16 Sep 78	POSTULATE OFF EQUALS ERASURE

#### E. ASSESSMENT AND PREASSESSMENT

1. Have the auditor give several examples of narrative items, somatic items, after the fact items and medical terms. \_\_\_\_\_
2. Mock up situation of the pc offering to the auditor medical terms, after the fact items and conditions to run. Auditor to handle correctly, without evaluation or invalidation. \_\_\_\_\_
3. Mock up a session. Start with an original item. Have the auditor do a full preassessment and choose the correct running item. (Note all aspects of his handling, as above.) Auditor's preassessment procedure correct. \_\_\_\_\_

During the preassessment, mock up the following situations for the auditor to handle: a) no reads on list. b) an instant F/N. c) a body motion “read” on a preassessment item. d) prior and latent reads. e) pc wants to run something that hasn’t read. REFERENCES:

HCOB 17 Jul 69RB	NEW ERA DIANETICS COMMAND TRAINING DRILLS
HCOB 26 Jun 78RA II	NED Series 6RA URGENT IMPORTANT ROUTINE 3RA ENGRAM RUNNING BY CHAINS
HCOB 18 Jun 78R	NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM
HCOB 28 Jul 71RA	NED Series 8R DIANETICS, BEGINNING A PC ON
HCOB 13 Sep 78	R3RA ENGRAM RUNNING BY CHAINS AND NARRATIVE R3RA, AN ADDITIONAL DIFFERENCE
HCOB 20 Jul 78	NED Series 18 AFTER THE FACT ITEMS
HCOB 23 May 69R	AUDITING OUT SESSIONS NARRATIVE VERSUS SOMATIC CHAINS

F. L3RF

1. Have the auditor give several examples of when an L3RF would be used. \_\_\_\_\_
2. Have the auditor assess an L3RF on a doll. (Check his assessment TRs, meter position, etc.) \_\_\_\_\_
3. Choose several L3RF items and have the auditor handle them as he would in a session. \_\_\_\_\_
4. Are there any L3RF items you don’t feel certain about or don’t understand? \_\_\_\_\_
5. Check out the auditor on E-Meter Drill 24. \_\_\_\_\_

REFERENCES:

HCOB 22 Jul 78	ASSESSMENT TRs
HCOB 11 Apr 71RC	IMPORTANT L3RF DN AND INT RD REPAIR LIST

(and references in the metering section).

G. DRUG HANDLING

1. Demo why you run out drugs narrative. \_\_\_\_\_
2. Demo why you preassess drugs. \_\_\_\_\_
3. Demo why you do a prior assessment to drugs. \_\_\_\_\_
4. Demonstrate why you don’t list whole track drugs. \_\_\_\_\_
5. Demo what drugs do to a person and why they have to be handled. \_\_\_\_\_
6. Is there anything about drug handling that isn’t clear? \_\_\_\_\_

REFERENCES:

HCOB 15 Jul 71RA III	NED Series 9R DRUG HANDLING
HCOB 19 Sep 78 I	THE END OF ENDLESS DRUG RUNDOWNS
HCOB 19 May 69RA	DRUG AND ALCOHOL CASES, PRIOR ASSESSING

## H. DOESN'T KNOW AUDITING WORKS

2WC the reading question with the auditor to establish whether he has any personal reality on the mind and engrams and whether he has had any wins from receiving Dianetic auditing himself. If he doesn't know from personal experience that the mind is real, that engrams and mental image pictures are real and that auditing gives personal gains, put him on a program to finish his Drug RD, including Objectives. If that doesn't handle, then do an Expanded Green Form 40RD.

## I. OUT ETHICS AS AN AUDITOR

Program for an Ethics Repair List and the Personal Revival Rundown. He will not win as an auditor until he is honest and straight.

## J. STUDY DIFFICULTIES

Program for full handling by using a Student Confessional List, Student Rehab List, Student Rescue Intensive or any other appropriate auditing action. Also, handle study difficulties with any rereads or retrains warranted (i.e. Student Hat, PRD, etc.).

## K. PTS

Return to C/S to program for PTS handling.

This completed checklist plus the corrective actions taken are kept in the auditor's pc folder.

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Founder

LRH:dr  
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*The*  
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*of*  
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*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

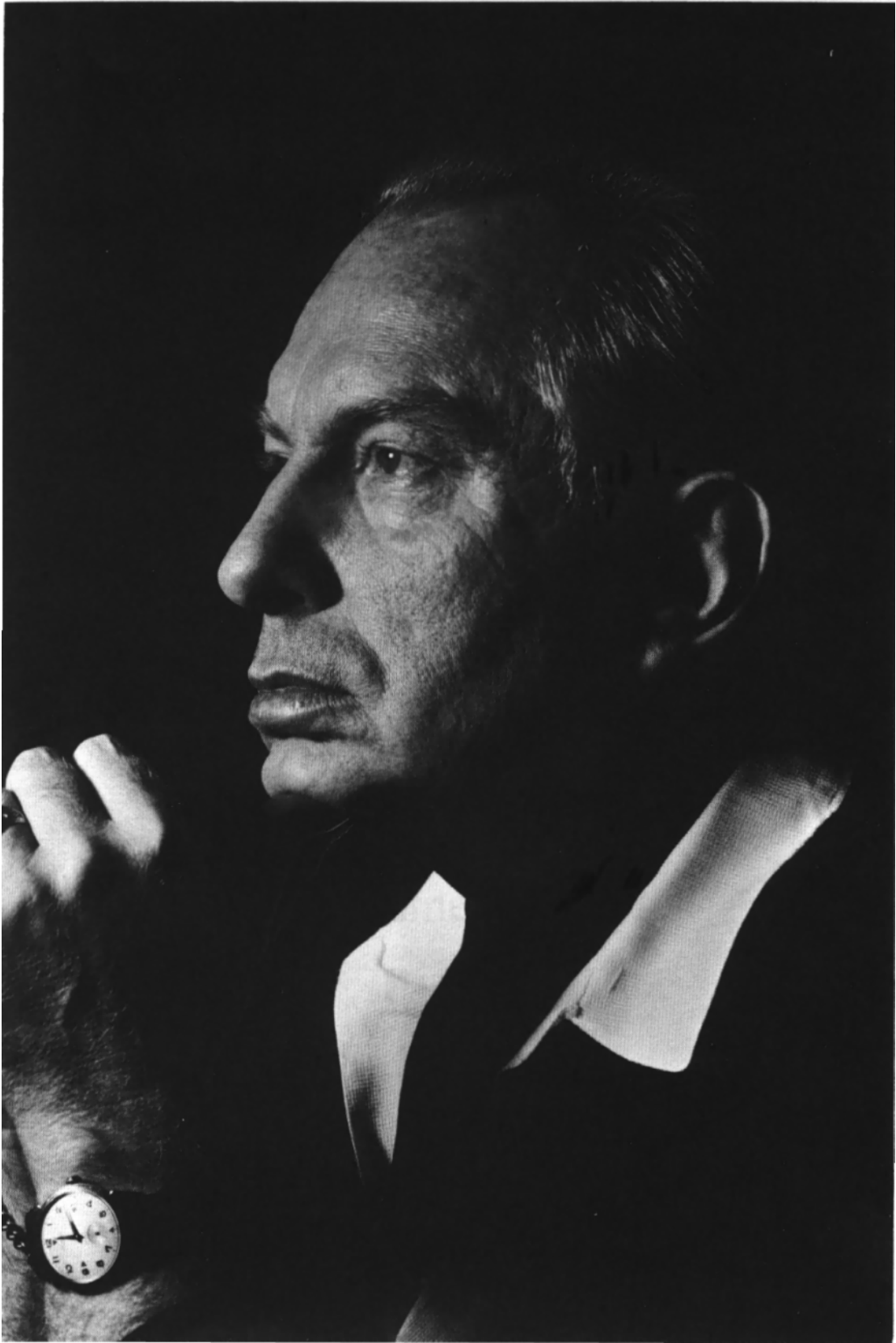
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**1978-1979**

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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
“The work was free.  
Keep it so. “*

**L. RON HUBBARD**



**L. Ron Hubbard**  
*Founder of Dianetics and Scientology*

## **EDITOR'S NOTE**

This is Volume XII of *The Technical Bulletins of Dianetics and Scientology* by L. Ron Hubbard. It contains the many fantastic technical breakthroughs achieved by Ron during the latter part of 1978 up to the end of 1979, carrying on directly from where Volume XI ends.

As in other Technical Volumes, if an issue has been revised, replaced, or canceled, this has been indicated in the upper right-hand corner along with the date of the issue which should be referred to.

The Chronological Contents shows at what point on the time track each issue in this volume was released, and the Long Contents gives you a breakdown of the subject content of each separate HCOB or issue.

In the Subject Index at the back of this volume, main entries appear in boldface type to make it easy to find any subject.

If the title of a bulletin is known but not the date of issue, the Alphabetical List of Titles may be consulted to locate the issue fast.

Lastly, the Cancellations and Revisions lists show you which issues in previous Technical Volumes have been canceled or revised by issues presented in Volume XII.

The Editor

# TECHNICAL BULLETINS 1978-1979

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

Remimeo  
Tech  
Qual

HCO BULLETIN OF 8 JUNE 1961R  
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## **E-METER WATCHING**

### **ARE YOU WAITING FOR THE METER TO PLAY DIXIE?**

I have been a bit surprised by the length of time it is taking people to do assessments on the Prehav, on Security Checks and goals.

A query into this, which may reveal more, has discovered that students wait patiently for the meter to react, which Mary Sue has noticed.

It dawns on me that auditors believe they are doing an *analytical* assessment on the Prehav, etc. *This is wrong.*

The Prehav Scale is not a picture of analytical thought. It is in the order it is in because it is a picture of reactive thought. It is how the reactive mind is stacked up. (See *Dianetics: The Modern Science of Mental Health* for the chapter on the reactive mind. )

Now an E-Meter reacts only on the reactive mind. A Clear doesn't react because he is able to be conscious. An aberree reacts because he can't think without thought exciting the reactivity of the reactive mind. This, being composed of mass, energy, space, time and thought, responds to tiny electrical impulses.

If your auditing was not aimed at reactivity it would not register on a meter. Thus, you run what reacts because it reacts and is therefore part of the reactive mind.

The reactive mind responds instantly on data a billion years ago. How is this? Time in the reactive mind is out of order. So is space. So is matter, so is energy. Pin a sign on the reactive mind: "Out of Order." It connects wrong connections. Hence, the E-Meter.

What is wrong with the pc is not known to the pc. Therefore if a pc knows all about it, it isn't wrong with him.

That's why you never run what the pc says. You run *only* what the meter says. Example: pc *is sure* his current general Prehav Level that should be run now is "Order or Command." "Order" rapidly vanishes. "Command" follows suit. CONQUER stays in. This is an actual example. I just assessed it a few minutes ago on a pc who is in pretty good shape. He didn't like CONQUER. He said Order and Command were long track. Somebody running a Q and A on his assessment would have said, perhaps, the pc knows best, so we'll run Order. Even if it doesn't fall. But when I said it was CONQUER that we were going to run as only *it* now fell, the pc sighed and gave in. Finding the Conquer level questions produced a very responsive meter needle. It was wrong with the pc because he didn't know about it. It was part of his reactive mind. Order and Command were analytical responses prompted by an entirely different thing CONQUER. If Order or Command had been run the pc would have had a lot of auditing time wasted on him.

Now, why are assessments wrong sometimes? Because the auditor is persuaded by the pc, not the meter. If the pc and the meter agree, so what. You can still run it. But only if the meter says so, for only then is it reactive.

Now, what about *slow* assessments? Well, the auditor thinks the pc must consider things before he answers, waits for the pc to answer and waits for the question to sink in so the meter will react.

This is entirely wrong. Based on a misunderstanding of assessment, the meter and the reactive mind.

1. The pc does not have to be given a chance to think before the needle responds.
2. The pc does not have to answer or say one word to make the needle respond.
3. All needle response is reactive.
4. There is no time in the reactive mind.
5. If the pc knew what was wrong with him it wouldn't be wrong.
6. Only the meter knows.
7. The auditor has more control over the pc's reactive mind than the pc since the pc is influenced by the reactive mind responses and the auditor is not so influenced.

The meter responds instantly. The reaction you will get on the needle starts to occur on the needle *instantly* after you utter it.

There is no need to sit there afterwards waiting for the needle to respond again, for it won't until you push that button again.

The only wait is caused by letting the needle come back at the end of a fall. This may take one second.

Therefore: TO WAIT MORE THAN *ONE* SECOND BEFORE UTTERING THE NEXT WORD ON THE LIST IS A COMPLETE WASTE OF AUDITING TIME.

All the response you want will begin to occur instantly after you utter a goal, terminal, level or security question. Thus the maximum time between questions on the Prehav Level is at most a three-second interval of silence while you digest the data.

Further, on an assessment for a Prehav run on the General Scale (as in Routine 2, HCOB 5 June 1961), you do not now say, "Do you . . ." or any other dunnage. You just say the level itself, note response, put a pencil point down on the level if it responds, say the next word, etc., etc. Takes about 5 minutes to run the Primary Scale up and down to find its level. You start at the bottom. You just say the word. If it responds you dot the sheet (using different symbols to tell them apart like dots, X's, lines). Then go back down the scale touching only those you marked going up. Add another dot if they still fall or react. Then play off those left one against the other, saying a level only once each time. The remaining level is now the only one that reacts. So you assemble your 5-way bracket and carry on with auditing.

The pc doesn't have to say a word throughout the whole assessment. You can even ask him politely not to, as breath going in and out in speech can vibrate the needle.

When you assess over into the Secondary Scale of the level you found, you do exactly the same as above. You read them all off once, then only those that reacted, eliminate them and you've got it. (And, by the way, if you go over the Secondary Scale, you then don't only run levels on that Secondary forever; in each new assessment you use the Primary Scale again to find a new Secondary Level to assess.)

This is also true of a Joburg. If you're going to get a reaction on the needle, it will come fast. No waiting. If you get a reaction you clear that reaction, not the pc's whole life. The moment the needle is null, you go on to the next question. Of course, in a Joburg, the pc talks. He better!

All auditing actions except the CCHs are now done in Model Session.

And all auditing actions and questions are done effectively, neither frantically rushed nor slowly.

So it boils down to this. Weeks can be added to Joburgs and assessments if you think you have to wait for a needle response.

What are you waiting for? The whole action only requires a second.

Don't wait for the E-Meter to play Dixie. It was made in the Nawth.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

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(Ellipsis indicates deletion)

Remimeo  
Tech  
Qual  
All Auditors  
E-Meter  
Checksheets

**E-METER SENSITIVITY SETTING**

(Ref: HCOB 4 Dec 77 CHECKLIST FOR SETTING UP SESSIONS AND AN  
E-METER  
HCOB 24 Jan 77 TECH CORRECTION ROUND-UP  
HCOB 7 Feb 79R E-METER DRILL 5RA—CAN SQUEEZE)

4. When preparing for a session, an auditor sets up his E-Meter as per E-Meter Drill

*The sensitivity is set for 1/3 of a dial drop on a correct can squeeze per HCOB 7 Feb 79R E-METER DRILL 5RA CAN SQUEEZE. This is done for each individual pc and at the beginning of each session before starting the session, and with the pc on the cans, per HCOB 4 Dec 77 CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER.*

There is no set sensitivity setting for a pc at any grade level. It is determined by the pc can squeeze at each session.

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HCO POLICY LETTER OF 10 FEBRUARY 1966R

Remimeo  
Tech Hats  
Qual Hats  
Ethics Hats

ISSUE II  
REVISED 22 FEBRUARY 1979  
(Revisions in this type style)

**TECH RECOVERY**

(Ref: HCOB 7 Feb 79R, E-METER DRILL 5RA—CAN SQUEEZE)

My study of a Nov 1965 plummeting HGC Completion Statistic indicates certain policies are necessary in all HGCs and Qual Divisions.

The following errors were found:

1. The HGC ceased to look for former release grades to rehabilitate and ignored opportunities to do so on the basis that “outer orgs have rehabbed them already.” This came out in the Comm Ev held on a D of P of that period. Of course, if the HGC failed to rehab earlier grades (or earlier life overruns) it could achieve no later grades or Grade V. This alone would have ended completions promptly on all grades and wiped out the graph.

2. Invalidation of the appearance of a free needle and invalidating any auditor who “thought he saw one.” This wiped out all Release attainments and made for total overrun of all pcs of all grades. This error existed for 15 years so it is not surprising that it got back in again.

3. Whenever an overrun occurred, “rehabilitation of it” was done by running *different* new processes instead of standard rehab routine as in HCOBs, i.e. doing ARC break PPS, rudiments anything but a real rehab of that process that was overrun.

4. Abandonment of standard tech in favor of unusual solutions. This is always present when a collapse of tech occurs.

5. One SP was found in the middle of all this but after his departure the statistic did not recover so one can assume another SP was in the middle of it still or that the HGC remained PTS and didn’t separate from the SP found because he was so convincing, so reasonable and so persuasive as to why a tech statistic must remain down.

It is interesting that (1) above—Ceasing to rehab lower grades—would be absolutely fatal to any upper grades. Therefore this becomes policy:

**NO UPPER GRADE OF RELEASE MAY BE BEGUN NEWLY ON A PC UNTIL ALL LOWER GRADES ARE FULLY REHABBED TO FREE NEEDLE. THIS APPLIES TO ALL GRADES 0 TO VII.**

Regarding (2)—Invalidation of what a free needle is—and thus running past all free needles let it be noted that this is an Auditor’s Code break—continuing a process that has ceased to produce change—and is therefore a crime. This was wrong too long to be allowed to go wrong again. Thus we get the policy:

**AN AUDITOR WHO HAS BEEN FOUND TO HAVE OVERRUN A FREE NEEDLE ON A PERCALE MUST BE GIVEN AN ETHICS CHIT; AND IF THE ACTION IS SEVERAL TIMES REPEATED, ETHICS MUST ORDER A FULL REVIEW OF THE AUDITOR’S CASE INCLUDING AN EYESIGHT TEST AND CONDUCT A THOROUGH ETHICS INVESTIGATION AND HEARING.**

Note that a meter run with too high a sensitivity setting does not give a marked change when *the* needle floats. *A meter cranked up to 128 sensitivity looks like a floating needle all of the time at a casual glance on most pcs. On the other hand, if the sensitivity is set too low then the free needle may not be seen. Thus the sensitivity must be set for 1/3 of a dial drop on the can squeeze for each session. Then a free needle will be plainly visible.*

Also, meters go out of 5,000 ohm calibration and don't read on the M and F "Clear" reads and change of electrodes can change M and F "Clear" reads.

A free needle, if a process is overrun, vanishes with just one extra command so an auditor must be alert.

Please also note that this has been part of the Auditor's Code for ages—running past a flat point of a process has been forbidden since the first formulations of the Auditor's Code.

Regarding (3)—Rehabilitation by using other processes—the HCOBs on rehabs are very explicit. To run *another* process would clobber the pc. Thus we get the policy:

REHABILITATIONS MUST BE DONE BY REHABILITATING THE PC ONLY ON THE PROCESS OVERRUN AND ONLY BY STANDARD HCOBs ON REHAB PROCEDURE.

Re (4)—Unusual solutions—we get the policy:

ANY AUDITOR ACCEPTING AN UNUSUAL SOLUTION WITHOUT FILING A JOB ENDANGERMENT CHIT OR FOUND USING AN UNUSUAL SOLUTION MUST BE CHARGED WITH A CRIME AND GIVEN AN ETHICS HEARING. FAILING TO REPORT AN UNUSUAL SOLUTION ADVISED OR USED IS ALSO SO HANDLED. AN UNUSUAL SOLUTION IS ONE EVOLVED TO REMEDY AN ABUSE OF EXISTING TECHNOLOGY.

On (5)—Statistic failing to recover after an SP is spotted in a department gives us the 2 policies:

WHENEVER AN SP IS DISCOVERED AND DECLARED IN AN ORGANIZATION ALL HIS ASSOCIATES IN THAT PORTION OF THE ORG MUST BE CHECKED OUT FOR OR GIVEN AN S & D.

And

WHEN AN SP IS DISCOVERED IN AN ORGANIZATION, IS DISMISSED OR REMOVED AND THE STATISTIC DOES NOT RECOVER, ANOTHER SP MUST BE LOOKED FOR.

It is noted that the general condition of the Completion Statistic of Dec 65 to Jan 66 could be attributed to the above gross errors.

It is now certain that (1) rehabilitation of earlier grades, (2) free needle and (3) rehabilitation by standard practice are primary targets in our technology for anyone seeking to mess it up and that unwitting tampering with these three things and lack of HCO enforcement on them will reduce HGC statistics and prevent their recovery.

Of course one could also go mad in the opposite direction—(1) rehabilitate earlier grades endlessly on a pc regardless of how many times a free needle had been obtained, (2) call any loosening up of a needle a free needle and (3) refuse to even 2-way comm with a pc under repair for overrun for fear it violates standard procedure for rehab.

The middle course is the correct course in this case. Relax and just be *very* sure the pc has been *properly* rehabbed to free needle on each grade up to the one one is going to start by demanding the awards of Release that were granted and if these

weren't ever awarded, then do the rehabs necessary grade by grade. The only sticky point in this is that if a pc had ever been run on a higher grade without rehab of a lower, one must rehab "from the top down" at times, tackling the highest overrun first, but nevertheless doing all of them that were bypassed eventually.

The way to recognize a free needle is watch for one. When it happens you will see one. Then you will never afterwards wonder. The free needles available on a case can *all* be swallowed up by a failure to rehab all grades ever bypassed or overrun. If no free needles show up on a case at all then partially rehab any grade available for rehab back and forth until one has one of them go free needle and then get a free needle on the remainder. Life can also be an overrun and a pc never audited will respond to a rehab of "something overdone." This doesn't mean the pc went release before Scientology—it means that *purpose* overrun then jams—rehab of life situations of overrun consists of hitting the *purpose* that was overrun and when this is hit, the pc goes Release in PT and was not a Release in the past. An example is an overrun located in 20 AD when the person, alert to Christianity, decided to be good, made it and then *overran* it for 1945 years. When the *purpose* was found (to be good) and dated and the overrun spotted the needle went free. Rough auditing, bad TRs, "letting the pc itsa," etc., can swallow up free needles. Also a totally ARC Broke meter that won't read at all with bad indicators all over the place won't record a read, looks sometimes like a floating needle, the difference being the pc has total bad indicators—sour, mean, sad, etc. A free needle occurs most often after a big cognition and the unskilled auditor looks *at the pc* who is being bright and interesting and just doesn't see the needle float, asks more questions and overruns. and the free needle vanishes—when a pc is cogniting, *look at the meter* not the pc. And the instant the TA starts up and the needle goes sticky suspect an overrun and check.

As for doing something else rather than standard procedure for rehab, plain ignorance can cause it. The auditor's desire to help the pc if unaccompanied by solid tech background leads to wild efforts, new processes and anything but cool standard procedure.

When the person checking out pcs is also the Case Supervisor, unusual solutions creep in. The most errors I've seen made by a Case Supervisor were made after he had seen the pc or talked with the auditor. Cases have to be run by report only and auditors have to be supervised and their sessions listened to by somebody else besides the Case Supervisor. Tech is tech. There is such a thing as standard tech. Pc wild tales and hollow eyes and auditor hobbyhorses have to be kept off Case Supervisor lines. So there must be a person who checks out pcs and supervises auditors *and* their auditing *performance* but who never opens his or her face to suggest instructions about the pc and only writes down that the auditor is rough or the process is flat or the process is overrun. The Case Supervisor lives in an Ivory Tower. Sounds strange but unless it's done that way, wild departures from standard rehab procedure and from standard tech in general will occur. Hell, all psychiatry went down that drain—the desperate patient, the desperate measures. Squirreling stems from the Case Supervisor being the auditor supervisor and the pc interviewer. Oil, water, being in two divisions, Commies and Fascists, dogs and cats. won't mix. Neither will the personal contactor of auditors and pcs and the Case Supervisor ever successfully stay crossed. The individual practitioner breaks down only because he does both auditing and case supervision. Auditing is an organization action which is why today we have field staff members and HGCs.

Additional notes of things discovered in the investigation of the plummeted statistic on completions were:

1. Auditors rabbiting out of uncertainty and so stumbling past end phenomena and floating needles.
2. Case Supervisor getting auditors to ask leading questions on Pr Pr 2—"Ask the pc if he is interested in Medical Practices."
3. D of P: "Find out what the needle is floating on."

4. Case Supervisor: Told auditor that a floating needle was not the end phenomenon of a process in which “the TA had to be run out.”
5. Lack of knowledge and understanding of the technology and not knowing the difference between such things as anaten, secondaries and engrams by Case Supervisor, D of P. and so confusing auditors.

Of course the one thing one can't technically overcome is an SP keeping an area messed up. His case doesn't improve because of his intentions and overts and fear of people getting better or being bigger than he. When an SP dominates an area, only ethics actions can handle.

The *primary* indicator of the presence of an SP in an org is a plummeting statistic immediately after he starts handling a portion of it.

Indifferent leadership, even inaction, can't drive a statistic down. Only active suppression can.

So watch the statistics and don't get reasonable when they fall. Either outside the org suppression has been brought down on that portion of the org. making it PTS or there is an SP there. The final answer is what happened just before the statistic fell. If a new appointment was made and it fell, unappoint it fast. If nothing cures the down statistic find the SP or handle the PTS situation because one or the other is *there*.

Completions stayed down for 15 years. Then we found auditors never noticed free needles. Now for heaven's sakes, 15 years was enough. Don't repeat the error!

It *does* work you know.

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HCO BULLETIN OF 11 FEBRUARY 1966R  
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(Ellipsis indicates deletion)

Remimeo  
Qual  
All Auditors

**FREE NEEDLES, HOW TO  
GET THEM ON A PC**

(Ref: HCOB 7 Feb 79R E-METER DRILL 5RA—CAN SQUEEZE  
Rev. 15.2.79  
HCOB 4 Dec 77 CHECKLIST FOR SETTING UP SESSIONS  
AND AN E-METER  
HCOB 3 Sep 78 DEFINITION OF A ROCK SLAM)

Free needles can be obscured *only* by overruns and auditor goofs in the rehab session and ARC breaks in past auditing.

When a TA goes up or is up it means an overrun in life or on a process or grade of release.

The only place you can't get an overrun is at Grade VII. All grades below that are subject to overrun.

Life subjects are subject to overrun before Scientology. The mechanism is this: one conceived a purpose. He or she succeeded in it, then kept on and overran it. In auditing one hits the purpose and the overrun of it and gets a free needle on it. That doesn't mean the person was a Release then. It means that the spotting of the purpose and the overrun by auditing produces a free needle *today*.

It may be necessary to find whole track overruns on some pcs in rehabilitation of grades. If a lot of levels have been run past free needle it may be necessary to take apart the mess like a bundle of yarn to get the first free needle. In such a case one rehabs any grade *the pc has been run on* that the pc can remember. One handles this briefly until the pc is happy but not necessarily to free needle. One then finds another overrun, does the same. One goes on and on looking for moments the pc felt good about processing at one or another time. If you keep this up, suddenly you will see a free needle on the pc! Establish what grade it is free on, then quickly get the needle free on the remaining overrun grades (but not grades pc was never run on). It may be necessary to take into account a whole track overrun of a purpose or even the purpose to get Release, Clear or OT.

It is all very quick, deft auditing, very much *on* procedure using standard rehab tech—but no repetitive grind.

*If you set the sensitivity too low you won't see the free needle (floating needle) and if you set the sensitivity too high it will obscure every free needle as the needle is too loose already for the auditor to see any change. So you always set the sensitivity for each session for a 1/3 of a dial drop when the pc squeezes the cans and you will be able to easily recognize free needles when they appear.*

Pcs are most apt to go free needle after a big cog. So don't be so engrossed in looking at the pc during cognitions. Keep an eye on that needle. And if it goes free, don't ask anything else. Just gently give the pc a "That's it" and *without a chop* of comm, ease the pc off to "Declare?" in Qual. (Or if a field auditor, start the next grade. )

Gently, gently. smooth TRs get you free needles.

*A dirty needle is caused by one of three things: 1. The auditor's TRs are bad. 2. The auditor is breaking the Auditor's Code. 3. The pc has withholds he does not wish known. If a needle goes dirty in a rehab session, do an LIC right now and quickly find why.*

Rehabs are not a substitute for processes. If a grade hasn't been *run*. *you* can't rehab it of course.

In rehab, never use a new process to cure an overrun. Rehab the process that was overrun, not new ruds.

And see HCO Pol Ltr 10 Feb 1966 on this subject.

You can get free needles on pcs. It just requires standard TRs, standard tech. standard rehab *and wanting to get one* and letting a pc have one.

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Org Exec  
Course

HCO BULLETIN OF 12 FEBRUARY 1967  
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(HCO PL 12 Feb 67 Admin Know-How  
THE RESPONSIBILITIES OF LEADERS  
reissued as an HCOB; as well as  
existing in HCO PL form.)

ADMIN KNOW-HOW

**THE RESPONSIBILITIES OF LEADERS**

A few comments on POWER, being or working close to or under a power, which is to say a leader or one who exerts wide primary influence on the affairs of men.

I have written it this way, using two actual people to give an example of magnitude enough to interest and to furnish some pleasant reading. And I used a military sphere so it could be seen clearly without restimulation of admin problems.

The book referenced is a fantastically able book by the way.

THE MISTAKES OF SIMON BOLIVAR  
AND MANUELA SAENZ

Reference: The book entitled:

*The Four Seasons of Manuela* by  
Victor W. von Hagen, a biography.

A Mayflower Dell Paperback. Oct 1966. 6/-

Simon Bolivar was the liberator of South America from the yoke of Spain.

Manuela Saenz was the liberatress and consort.

Their acts and fates are well recorded in this moving biography.

But aside from any purely dramatic value the book lays bare and motivates various actions of great interest to those who lead, who support or are near leaders.

Simon Bolivar was a very strong character. He was one of the richest men in South America. He had real personal ability given to only a handful on the planet. He was a military commander without peer in history. Why he would fail and die an exile to be later deified is thus of great interest. What mistakes did he make?

Manuela Saenz was a brilliant, beautiful and able woman. She was loyal, devoted, quite comparable to Bolivar, far above the cut of average humanoids. Why then did she live a vilified outcast, receive such violent social rejection and die of poverty and remain unknown to history? What mistakes did she make?

BOLIVAR'S ERRORS

The freeing of things is the reverse unstated dramatization (the opposite side of the coin) to the slavery enjoined by the mechanisms of the mind.

Unless there is something to free men *into*, the act of freeing is simply a protest of slavery. And as no humanoid is free while aberrated in the body cycle, it is of course a gesture to free him politically as it frees him only into the anarchy of dramatizing his aberrations with NO control whatever and without something to fight exterior and with no exteriorization of his interest he simply goes mad noisily or quietly.

Once as great a wrong as depraving beings has been done there is of course no freedom short of freeing one from the depravity itself or *at least* from its most obvious influences in the society. In short one would have to de-aberrate a man before his whole social structure could be de-aberrated.

If one lacked the whole ability to free man wholly from his reactive patterns, then one could free man from their restimulators in the society at least. If one had the whole of the data (but lacked the Scientology tech), one would simply use reactive patterns to blow the old society apart and then pick up the pieces neatly in a new pattern. If one had no inkling of how reactive one can get (and Bolivar of course had no knowledge whatever in that field), there yet remained a workable formula used “instinctively” by most successful practical political leaders.

If you free a society from those things you see wrong with it and use force to demand it do what is right, and if you carry forward with decision and thoroughness, and without continual temporizing you can, in the applications of your charm and gifts, bring about a great political reform or improve a failing country.

So Bolivar’s first error, most consistent it was, too, was contained in the vital words “you see” in the above paragraph. He didn’t look and he didn’t even listen to sound intelligence reports. He was so *sure* he could *glow* things right or fight things right or charm things right that he never looked for anything wrong to correct until it was too late. This is the ne-plus-ultra of personal confidence, amounting to supreme vanity. “When he appeared it would all come right” was not only his belief but his basic philosophy. So the first time it didn’t work, he collapsed. All his skills and charm were channeled into this one test. Only that could he observe.

Not to compare with Bolivar but to show my understanding of this:

I once had a similar one. “I would keep going as long as I could and when I was stopped I would then die.” This was a solution mild enough to state and really hard to understand until you had an inkling of what I meant by keeping going. Meteors keep going—very, very fast. And so did I. Then one day ages back I finally *was* stopped after countless little stoppings by social contacts and family to prepare me culminating in a navy more devoted to braid than dead enemies and literally I quit. For a while I couldn’t get a clue of what was wrong with me. Life went completely unlivable until I found a *new* solution. So I know the frailty of these single solutions. Not to compare myself but just to show it happens to us all, not just Bolivars.

Bolivar had no personal insight at all. He could only “outsight” and even then he did not look or listen. He *glowed* things right. Pitifully it was his undoing that he could. Until he no longer could. When he couldn’t glow he roared and when he couldn’t roar he fought a battle. Then civic enemies were not military enemies so he had no solution left at all.

It *never* occurred to him to do more than personally *magnetize* things into being right and victorious.

His downfall was that he made far too heavy use of a skill simply because it was easy. He was too good at this one thing. So he never looked to any other skill and he never even dreamed there was any other way.

He had no view of any situation and no idea of the organizational or preparatory steps necessary to political and personal victory. He only knew military organization which is where his organizational insight ceased.

He was taught on the high wine of French revolt, notorious in its organizational inability to form cultures, and that fatally by a childhood teacher who was intensely impractical in his own private life (Simon Rodriguez, an unfrocked priest turned tutor).

Bolivar had no personal financial skill. He started wealthy and wound up a pauper, a statistic descending from one of the, if not the, richest man in South America down to a borrowed nightshirt to be buried in as an exile. And *this* while the property of Royalists was wide open, the greatest land and mine valuables of South America wide open to his hand and that's not believable! But true. He never collected his own debt of loans to governments even when the head of those governments.

So it is no wonder we find two more very real errors leading to his downfall. He did not get his troops or officers *rewarded* and he did not aim for any solvency of the states he controlled. It was all right if there were long years of battle ahead for them to be unpaid as no real riches were yet won, but not to *reward* them when the whole place was at his disposal! Well!

The limit of his ability consisted of demanding a bit of cash for current pay from churches—which were not actively against him at first but which annoyed them no end—and a few household expenses.

He could have (and should have) set aside all Royalist property and estates for division amongst all officers, their men and his supporters. It had no owners now. And this failure cost the economy of the country the tax loss of all those productive estates (the whole wealth of the land). So it is no wonder his government, its taxable estates now inoperative or at best lorded by a profiteer or looted by Indians, was insolvent. Also, by failing to do such an obvious act he delivered property into the hands of more provident enemies and left his officers and men penniless to finance any support for their own stability in the new society and so for his own.

As for state finance the great mines of South America, suddenly ownerless, were overlooked and were then grabbed and worked by foreign adventurers who simply came in and took them without payment.

Spain had run the country on the finance of mine tithes and general taxes. Bolivar not only didn't collect the tithes, he let the land become so worthless as to be untaxable. He should have gotten the estates going by any shifts and should have state operated all Royalist mines once he had them. To not do these things was complete, but typically humanoid, folly.

In doing this property division he should have left it all up to officers' committees operating as courts of claim without staining his own hands in the natural corruption. He was left doubly open as he not only did not attend to it, he also got the name of corruption when anybody did grab something.

He failed as well to recognize the distant widespread nature of his countries despite all his riding and fighting over them and so sought tightly centralized government, not only centralizing states but also centralizing the various nations into a federal state. And this over a huge land mass full of insurmountable ranges, impassable jungles and deserts and without mail, telegraph, relay stages, roads, railroads, river vessels or even foot bridges repaired after a war of attrition.

A step echelon from a pueblo (village) to a state, from a state to a country and a country to a federal state was only possible in such huge spaces of country where candidates could never be known personally over any wide area and whose opinions could not even be circulated more than a few miles of burro trail, where only the pueblo was democratic and the rest all appointive from pueblo on up, himself the ratifier of titles if he even needed that. With his own officers and armies controlling the land as owners of all wrested from Royalists and the crown of Spain, he would have had no revolts. There would have been little civil wars of course but a court to settle their final claims could have existed at federal level and kept them traveling so much over those vast distances it would have crippled their enthusiasm for litigation on the one hand and

on the other, by dog eat dog settlements, would have given him the strongest rulers—if he took neither side.

He did not step out and abdicate a dictatorial position. He mistook military acclaim and ability for the tool of peace. War only brings anarchy, so he had anarchy. Peace is more than a “command for unity,” his favorite phrase. A productive peace is getting men busy and giving them something to make something of that they *want* to make something of and telling them to get on with it.

He never began to recognize a suppressive and never considered anyone needed killing except on a battlefield. There it was glorious. But somebody destroying his very name and soul, and the security of every supporter and friend, the SP Santander, his vice-president, who could have been arrested and executed by a corporal’s guard on one one-hundredth of available evidence, could suborn the whole treasury and population against him, without Bolivar, continually warned, loaded with evidence, ever even reprimanding him. And this brought about his loss of popularity and his eventual exile .

He also failed in the same way to protect his military family or Manuela Saenz from other enemies. So he weakened his friends and ignored his enemies just by oversight.

His greatest error lay in that while dismissing Spain he did not dismiss that nation’s most powerful minion, the Church, and did not even localize it or reward a South American separate branch to loyalty or do anything at all (except extort money from it) to an organization which continually worked for Spain as only it could work—on every person in the land in a direct anti-Bolivar reign of terror behind the scenes. You either suborn such a group or you take them out when they cease to be universal and become or are an enemy’s partner.

As the Church held huge properties and as Bolivar’s troops and supporters went *unpaid* even of the penny soldiers’ pay, if one was going to overlook the Royalist estates, one could at least have seized the Church property and given it to the soldiers. General Vallejo did this in 1835 in California, a nearly contemporary act, with no catastrophe from Rome. Or the penniless countries could have taken them over. You don’t leave an enemy financed and solvent while you let your friends starve in a game like South American politics. Oh no.

He wasted his enemies. He exported the “godos” or defeated Royalist soldiers. They mostly had no homes but South America. He issued no amnesties they could count on. They were shipped off or left to die in the “ditch”—the best artisan in the country among them.

When one (General Rodil) would not surrender Calloa fortress after Peru was *won*, Bolivar after great gestures of amnesty failed to obtain surrender and then fought the fort. Four thousand political refugees and four thousand Royalist troops died over many months in full sight of Lima, fought heavily by Bolivar only because the *fort* was fighting. But Bolivar had to straighten up Peru urgently not fight a defeated enemy. The right answer to such a foolish commander as Rodil as Bolivar did have the troops to do it, was to cover the roads with cannon enfilade potential to discourage any sortie from the fort, put a large number of his own troops in a distant position of offense but ease and comfort and say, “We’re not going to fight. The war’s over, silly man. Look at the silly fellows in there, living on rats when they can just walk out and sleep home nights or go to Spain or enlist with me or just go camping,” and let anybody walk in and out who pleased, making the fort Commander (Rodil) the prey of every pleading wife and mother without and would-be deserter or mutineer within until he did indeed sheepishly give up the pretense—a man cannot fight alone. But battle was glory to Bolivar. And he became intensely disliked because the incessant cannonade which got nowhere was annoying.

Honors meant a great deal to Bolivar. To be liked was his life. And it probably meant more to him than to see things really right. He never compromised his principles

but he lived on admiration, a rather sickening diet since it demands in turn continuous “theatre.” One is what one is, not what one is admired or hated for. To judge oneself by one’s successes is simply to observe that one’s postulates worked and breeds confidence in one’s ability. To have to be *told* it worked only criticizes one’s own eyesight and hands a spear to the enemy to make his wound of vanity at his will. Applause is nice. It’s great to be thanked and admired. But to work only for that? And his craving for that, his addiction to the most unstable drug in history—fame—killed Bolivar. That self offered spear. He told the world continually how to kill him—reduce its esteem. So as money and land can buy any quantity of cabals, he could be killed by curdling the esteem, the easiest thing you can get a mob to do.

He had all the power. He did not use it for good or evil. One cannot hold power and not use it. It violates the power formula. For it then prevents *others* from doing things if *they* had some of the power so they then see as their only solution the destruction of the holder of the power as he, not using power or delegating it, is the unwitting block to all their plans. So even many of his friends and armies finally agreed he had to go. They were not able men. They were in a mess. But bad or good they had to do *something*. Things were desperate, broken down and starving after 14 years of civil war. Therefore they either had to have *some* of that absolute power or else nothing could be done at all. They were not great minds. He did not need any “great minds,” he thought, even though he invited them verbally. He saw their petty, often murderous solutions and he rebuked them. And so held the power and didn’t use it.

He could not stand another *personality* threat.

The trouble in Peru came when he bested its real conqueror (from the Argentine), La Mar, in a petty triumph over adding Guayaquil to Columbia. Bolivar wished to look triumphant again and didn’t notice it really cost him the support and Peru the support of La Mar—who understandably resigned and went home, leaving Bolivar *Peru to conquer*. Unfortunately, it had already been in his hands. La Mar needed some troops to clean up a small Royalist army that was all. La Mar didn’t need Peru’s loss of Guayaquil—which never did anybody any real good anyway!

Bolivar would become inactive when faced with two areas’ worth of problems—he did not know which way to go. So he did nothing.

Brave beyond any general in history on the battlefield, the Andes or in torrential rivers, he did not really have the bravery needed to trust inferior minds and stand by their often shocking blunders. He feared their blunders. So he did not dare unleash his many willing hounds.

He could lead men, make men feel wonderful, make men fight and lay down their lives after hardships no army elsewhere in the world has ever faced before or since. But he could not *use* men even when they were begging to be used.

It is a frightening level of bravery to use men you know can be cruel, vicious, and incompetent. He had no fear of their turning on him ever. When they finally did only then he was shocked. But he protected “the people” from authority given to questionably competent men. So he really never used but three or four generals of mild disposition and enormously outstanding ability. And to the rest he denied power. Very thoughtful of the nebulous “people” but very bad indeed for the general good. And it really caused his death.

No. Bolivar was theatre. It was all theatre. One cannot make such errors and still pretend that one thinks of life as life, red-blooded and factual. Real men and real life are full of dangerous, violent, live situations and wounds *hurt* and starvation is desperation itself especially when you see it in one you love.

This mighty actor, backed up with fantastic personal potential, made the mistake of thinking the theme of liberty and his own great role upon the stage was enough to interest all the working, suffering hours of men, buy their bread, pay their whores,

shoot their wives' lovers and bind their wounds or even put enough drama into very hard pressed lives to make them want to live it.

No, Bolivar was unfortunately the only actor on the stage and no other man in the world was real to him.

And so he died. They loved him. But they were also on the stage too, where they were dying in his script or Rousseau's script for liberty but no script for living their very real lives.

He was the greatest military general in any history measured against his obstacles, the people and the land across which he fought.

And he was a complete failure to himself and his friends.

While being one of the greatest *men* alive at that. So we see how truly shabby others in leaders' boots amongst men must be.

### MANUELA SAENZ

The tragedy of Manuela Saenz as Bolivar's mistress was that she was never *used*, never really had a share and was neither protected nor honored by Bolivar

Here was a clever, spectacular woman of fantastic fidelity and skill, with an enormous "flaire," capable of giving great satisfaction and service. And only her satisfaction ability was taken and that not consistently nor even honestly.

In the first place, Bolivar never married her. He never married anybody. This opened up a fantastic breach in any defense she could ever make against her or his enemies who were legion. So her first mistake was in not in some way contriving a marriage.

That she had an estranged husband she had been more or less sold to was permitted by her to wreck her life obliquely.

She was too selfless to be real in all her very able plotting.

For this marriage problem she could have engineered any number of actions.

She had the solid friendship of all his trusted advisers, even his old tutor. Yet she arranged nothing for herself.

She was utterly devoted, completely brilliant and utterly incapable of really bringing off an action of any final kind.

She violated the power formula in not realizing that she had power.

Manuela was up against a hard man to handle. But she did not know enough to make her own court effective. She organized one. She did not know what to do with it.

Her most fatal mistake was in not bringing down Santander, Bolivar's chief enemy. That cost her everything she had before the end and after Bolivar died. She knew for years Santander had to be killed. She said it or wrote it every few days. Yet never did she promise some young officer a nice night or a handful of gold to do it in a day when *dueling* was in *fashion*. It's like standing around discussing how the plainly visible wolf in the garden that's eating the chickens must be shot, even holding a gun, and never even lifting it while all one's chickens vanish for years.

In a land overridden with priests she never got herself a tame priest to bring about her ends.



She was a fantastic intelligence officer. But she fed her data to a man who could not act to protect himself or friends, who could only fight armies dramatically.

She did not see this and also quietly take on the portfolio of secret police chief. Her mistake was waiting to be asked—to be asked to come to him, to act. She voluntarily was his best political intelligence agent. Therefore she should have also assumed further roles.

She guarded his correspondence, was intimate with his secretaries. And yet she never collected or forged or stole any document to bring down enemies either through representations to Bolivar or a court circle of her own. And in an area with that low an ethic, that's fatal.

She openly pamphleteered and fought violently as in a battle against her rabble.

She had a great deal of money at her disposal. In a land of for-sale Indians she never used a penny to buy a quick knife or even a solid piece of evidence.

When merely opening her lips she could have had any sequestered Royalist estate she went to litigation for a legitimate legacy never won and another won but never paid.

They lived on the edge of quicksand. She never bought a plank or a rope.

Carried away by the glory of it all, devoted completely, potentially able and a formidable enemy, she did not *act*.

She waited to be told to come to him even when he lay dying and exiled.

His command over her who never obeyed any other was too absolute for his own or her survival.

Her assigned mistakes (pointed out at the time as her caprice and play acting) were not her errors. They only made her interesting. They were far from fatal.

She was not ruthless enough to make up for his lack of ruthlessness and not provident enough to make up for his lack of providence.

The ways open to her for finance, for action, were completely doorless. The avenue stretched out to the horizon.

She fought bravely but she just didn't take action.

She was an actress for the theatre alone.

And she died of it. And she let Bolivar die because of it.

Never once did Manuela look about and say, "See here, things mustn't go this wrong. My lover holds half a continent and even I hold the loyalty of battalions. Yet that woman threw a fish!"

Never did Manuela tell Bolivar's doctor, a rumoured lover, "Tell that man he will not live without my becoming a constant part of his entourage, and tell him until he believes it or we'll have a new physician around here."

The world was open. Where Theodosius, the wife of Emperor Justinian II of Constantinople, a mere circus girl and a whore, ruled harder than her husband but for her husband behind his back—and made him marry her as well, Manuela never had any bushel basket of gold brought in to give Bolivar for his unpaid troops with a "Just found it, dear" to his "Where on Earth . . . ?" after the Royalist captives had been carefully ransomed for gaol escapes by her enterprising own entourage and officer friends. She never handed over any daughter of a family clamoring against her to Negro troops and then said, "Which over-verbal family is next?"

She even held a colonel's rank but only used it because she wore man's clothing afternoons. It was a brutal, violent, ruthless land, not a game of musical chairs.

And so Manuela, penniless, improvident, died badly and in poverty, exiled by enemies and deserted by her friends.

But why not deserted by her friends? They had all been poverty-stricken to a point quite incapable of helping her even though they wanted to—for she once had the power to make them solvent. And didn't use it. They were in poverty before they won but they did eventually control the land. After that why make it a bad habit?

And so we see two pathetic, truly dear, but tinsel figures, both on a stage, both *far* removed from the reality of it all.

And one can say, "But if they had not been such idealists they never would have fought so hard and freed half a continent," or "If she had stooped to such intrigue or he had been known for violent political actions they would never have had the strength and never would have been loved."

All very idealistic itself. They died "in the ditch" unloved, hated and despised, two decent brave people, almost too good for this world.

A true hero, a true heroine. But on a stage and not in life. Impractical and improvident and with no faintest gift either one to use the power they could assemble.

This story of Bolivar and Manuela is a tragedy of the most piteous kind.

They fought a hidden enemy, the Church; they were killed by their friends.

But don't overlook how impractical it is not to give your friends power enough when you have it to give. You can always give some of it to another if the first one collapses through inability. And one can always be brought down like a hare at a hunt who seeks to use the delegated power to kill you—if you have the other friends

Life is not a stage for posturing and "Look at me!" "Look at me." "Look at me." If one is to lead a life of command or a life near to command one must handle it as life. Life bleeds. It suffers. It hungers. And it has to have the right to shoot its enemies until such time as comes a golden age.

Aberrated man is not capable of supporting in his present state, a golden declared age for three minutes, given all the tools and wealth of the world.

If one would live a life of command or one near to a command, one must then accumulate power as fast as possible and delegate it as quickly as feasible and use every humanoid in long reach to the best and beyond his talents if one is to live *at all*.

If one does not choose to live such a life then go on the stage and be a real actor. Don't kill men while pretending it isn't real. Or one can become a recluse or a student or a clerk. Or study butterflies or take up tennis.

For one is committed to certain irrevocable natural laws the moment one starts out upon a conquest, either as the man in charge or a person near to him or on his staff or in his army. And the foremost law, if one's ambition is to win, is of course to win.

But also to keep on providing things to win and enemies to conquer.

Bolivar let his cycle run to "freedom" and end there He never had another plan beyond that point He ran out of territory to free Then he didn't know what to do with it and didn't know enough, either, to find somewhere else to free But of course all limited games come to end. And when they do their players fall over on the field and become rag dolls unless somebody at least tells them the game has ended and they have no more game nor any dressing room or houses but just that field.

And they lie upon the field, not noticing there can be no more game since the other team has fled and after a bit they have to do *something* and if the leader and his consort are sitting over on the grass being rag dolls too, of course there isn't any game. And so the players start fighting amongst themselves just to have a game And if the leader then says, "No, no" and his consort doesn't say, "Honey, you better phone the Baltimore Orioles for Saturday," then of course the poor players, bored stiff, say, "He's out." "She's out." "Now we're going to split the team in half and have a game."

And that's what happened to Bolivar and Manuela. They *had* to be gotten rid of for there was no game and they didn't develop one to play while forbidding the only available game—minor civil wars.

A *whole continent* containing the then major mines of the world, whole populations were left sitting there, "freed." But none owned any of it though the former owners had left. They weren't given it. Nor were they made to manage it. No game.

And if Bolivar had not been smart enough for that he could at least have said, "Well! You monkeys are going to have quite a time getting the wheels going but that's not my job. You decide on your type of government and what it's to be. Soldiers are my line. Now I'm taking over those old estates of mine and the Royalist ones near by and the emerald mines just as souvenirs and me and Manuela we're going home." And he should have said that 5 minutes after the last Royalist army was defeated in Peru.

And his official family with him, and a thousand troops to which he was giving land would have moved right off smartly with him. And the people after a few screams of horror at being deserted would have fallen on each other, sabered a state together here and a town there and gotten busy out of sheer self protection in a vital new game, "Who's going to be Bolivar now?"

Then when home he should have said, "Say those nice woods look awfully Royalist to me, and also those 1,000,000 hectares of grazing land, Manuela. Its owner once threw a Royalist fish, remember? So that's yours."

And the rest of the country would have done the same and gotten on with the new game of "You was a Royalist."

And Bolivar and Manuela would have had statues built to them by the TON at once as soon as agents could get to Paris with orders from an adoring populace.

"Bolivar, come rule us!" should have gotten an "I don't see any unfree South America. When you see a French or Spanish army coming, come back and tell me."

That would have worked. And this poor couple would have died suitably adored in the sanctity of glory and (perhaps more importantly) in their own beds, not "in a ditch."

And if they had *had* to go on ruling they could have declared a new game of "Pay the soldiers and officers with Royalist land." And when that was a gone game, "Oust the Church and give its land to the poor friendly Indians."

You can't stand bowing back of the footlights forever with no show even if you are quite an actor. Somebody else can make better use of any stage than even the handsomest actor who will not use it.

Man is too aberrated to understand at least 7 things about power:

1. Life is lived by lots of people. And if you lead you must either let them get on with it or lead them on with it actively.
2. When the game or the show is over, there must be a new game or a new show. And if there isn't somebody else is jolly well going to start one and if you won't let *anyone* do it the game will become "getting you."

3. If you have power use it or delegate it or you sure won't have it long.
4. When you have people use them or they will soon become most unhappy and you won't have them any more.
5. When you move off a point of power, pay all your obligations on the nail, empower all your friends completely and move off with your pockets full of artillery, potential blackmail on every erstwhile rival, unlimited funds in your private account and the addresses of experienced assassins and go live in Bulgravia and bribe the police. And even then you may not live long if you have retained one scrap of domination in any camp you do not now control or if you even say, "I favour Politician Jiggs." Abandoning power *utterly is* dangerous indeed.

But we can't all be leaders or figures strutting in the limelight and so there's more to know about this:

6. When you're close to power get some delegated to you, enough to do your job and protect yourself and your interests, for you can be shot, fellow, shot, as the position near power is delicious but dangerous, dangerous always, open to the taunts of any enemy of the power who dare not really boot the power but can boot you. So to live at all in the shadow or employ of a power you must yourself gather and USE enough power to hold your own—without just nattering to the power to "kill Pete," in straightforward or more suppressive veiled ways to him as these wreck the power that supports yours. He doesn't have to know all the bad news and if he's a power really he won't ask all the time, "What are all those dead bodies doing at the door?" And if you are clever, you never let it be thought HE killed them—that weakens you and also hurts the power source. "Well, boss, about all those dead bodies, nobody at all will suppose you did it. *She* over there, those pink legs sticking out, didn't like me." "Well," he'll say if he really is a power, "why are you bothering me with it if it's done and you did it. Where's my blue ink?" Or "Skipper, three shore patrolmen will be along soon with your cook, Dober, and they'll want to tell you he beat up Simson." "Who's Simson?" "He's a clerk in the enemy office downtown." "Good, when they've done it, take Dober down to the dispensary for any treatment he needs. Oh yes. Raise his pay." Or "Sir, could I have the power to sign divisional orders?" "Sure."
7. And lastly and most important, for we all aren't on the stage with our names in lights, always push power in the direction of anyone on whose power you depend. It may be more money for the power, or more ease, or a snarling defense of the power to a critic, or even the dull thud of one of his enemies in the dark, or the glorious blaze of the whole enemy camp as a birthday surprise.

If you work like that and the power you are near or depend upon is a power that has at least some inkling about how to be one, and if you make others work like that, then the power-factor expands and expands and expands and you too acquire a sphere of power bigger than you would have if you worked alone. Real powers are developed by tight conspiracies of this kind pushing someone up in whose leadership they have faith. And if they are right and also manage their man and keep him from collapsing through overwork, bad temper or bad data, a kind of juggernaut builds up. Don't ever feel weaker because you work for somebody stronger. The only failure lies in taxing or pulling down the strength on which you depend. All failures to remain a power's power are failures to contribute to the strength and longevity of the work, health and power of that power. Devotion requires active contribution outwards from the power as well as in.

If Bolivar and Manuela had known these things they would have lived an epic, not a tragedy. They would not have "died in the ditch," he bereft of really earned praise for his real accomplishments even to this day. And Manuela would not be unknown even in the archives of her country as the heroine she was.

Brave, brave figures. But if this can happen to such stellar personalities gifted with ability tenfold over the greatest of other mortals, to people who could take a rabble in a vast impossible land and defeat one of Earth's then foremost powers, with no money or arms, on personality alone, what then must be the ignorance and confusion of human leaders in general, much less little men stumbling through their lives of boredom and suffering?

Let us wise them up, huh? You can't live in a world where even the great leaders can't lead.

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HCO BULLETIN OF 19 MAY 1969RB  
REVISED 21 JULY 1978  
RE-REVISED 5 OCTOBER 1978  
RE-REVISED 14 NOVEMBER 1978

Remimeo  
New Era Dn  
Checksheet

*(Revisions in this type style)*

**DRUG AND ALCOHOL CASES  
PRIOR ASSESSING**

Those cases which have been long and habitually on drugs, medicine and alcohol sometimes suffer from a "SOMATIC SHUT-OFF." They appear anaesthetized (unfeeling) and sometimes have "nothing troubling them" whereas they are on drugs, drink or medicine and are in reality in a suppressed physical condition and cannot cease to take drugs or drink or medicine.

One can find, in such a case, a very high TA which doesn't seem to reduce. The TA can be brought down by auditing the drug and alcohol engrams as a chain.

Any such case took up drugs, alcohol or medicine because of unwanted pain or sensation or misemotion. You can use that as a stable datum which resolves the situation.

All it requires is a special assessment called a PRIOR ASSESSMENT. For the person looked on drugs, alcohol or medicine as a cure for unwanted feelings. One has to assess what was wrong *before* or prior to the cure.

(NOTE: Prior assessment is done after narrative running and preassessment with R3RA running of the drug, medicine or alcohol.)

Using the drug list obtained on the Original Assessment, take up the largest reading this lifetime drug, medicine or alcohol and ask the pc the following preassessment question:

"Prior to taking (the drug, medicine or alcohol) were there (preassessment item)?"

Take the largest reading item from the preassessment and ask the pc:

"What (item) did you have prior to taking (the drug, medicine or alcohol)?"

Continue with a full handling of the preassessment per HCOB 18 Jun 78R, New Era Dianetics Series 4R, ASSESSMENT AND HOW TO GET THE ITEM and HCOB 15 Jul 71RB, New Era Dianetics Series 9RA, DRUG HANDLING.

In doing this assessment, you must grab the read and mark it plainly as it occurs. If you just list and then go over the list the person may be back in present time and, as these are now cut off by the masses of drug or alcohol engrams on top of them, they won't read again. So you must catch the read as the person first mentions it.

You choose the longest read and find and run the chain by R3RA as in any other New Era Dianetics auditing.

The only difference is the assessment time period. You are listing for a time before they went on drugs, alcohol, or medicine.

*The above prior assessment steps are done on each drug, medicine or alcohol that has read. They are handled in order of largest read. (Ref: HCOB 15 Jun 78R, NED Series 9RA, DRUG HANDLING.)*

The running out of the chain of unwanted feelings they had before going on drugs or alcohol or medicine removes the reason they started taking drugs, or medicine, smoking marijuana or drinking. The compulsion to still use drugs or drink is lessened and they can come off it.

This can also be used as a working rule to get earlier than any “curative” activity. Almost anything which comes later is a cure for something earlier. It could be said that the present time being is a compound of past cures. To handle, the action would be the same as for drugs, alcohol, or medicine. Preassess the unwanted pains or feelings before the cure and run the longest reads by R3RA.

As there will be more than one chain involved, you of course take your next longest read and run that next, just as in any assessment.

The general term for this type of assessment is PRIOR assessing, not because it is done before auditing but to determine what the pc was suffering from before he used a harmful “cure.”

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HCO BULLETIN OF 16 AUGUST 1969R  
REVISED 25 SEPTEMBER 1978

Class VIII  
Class VIII's  
Class VIII  
C/S Book  
Class IV Grad  
Checksheet

*(Revisions in this type style)*

*(Ellipses indicate deletions)*

### HANDLING ILLNESS IN SCIENTOLOGY

Sickness is of course the result of engram chains in restimulation.

One has to ask, however, what causes restimulation to occur?

The answer is out-ruds plus a suppressive environment or situation.

Therefore, obviously, if one wanted to really handle handle handle sickness and do some miracles, one would use the lot of one's weapons.

Don't mistake that Dianetics (HCOB 24 July 1969R *SERIOUSLY ILL PCS*) can all by itself practically bring the dead to life to all intents and purposes and it can be used all by itself.

However, when that doesn't work completely, then the Class VIII Case Supervisor and well-trained Scientology auditors can step in.

Let us examine the basic full dress parade routine of what Scientology and Dianetics could be used.

1. Put in life ruds (as given below).
2. 3 S & Ds.
3. *Narrative handling and full preassessment on the sick area, run Triple or Quad, plus other Dianetic Assist actions and any needed medical treatment. (See HCOB 2 April 69RA, Rev. 28.7.78, DIANETIC ASSISTS, which cautions against overwhelming a sick pc with too much restim.)*
4. *NED for OTs (on OT III and above).*

Obviously this illness hasn't a chance at all. It disappears in 1. Or in 2. Or in 3. Or in 4....

The system is obvious. You take away the current out-ruds and the illness can destimulate. You take away the suppressions and destimulation is more positive.

You erase all the engrams and the source is gone.

You do the second, . . . third, *and zero flows* and the overts and sympathies are also vanished.

On ruds alone you can of course get a recurrence.

You also risk a recurrence on the S & Ds.

The motivators go on the engram chains.

The overts and sympathy for like illness goes on the second, . . . third *and zero*



## LIFE RUDS

As the person with out-ruds makes no real gain it is wise to put ruds in “In life.”

This is done with

“In life have you had an ARC break?”

“In life have you had a problem?”

“In life have you had a withhold?”

If the person has had much auditing you ask after each of the “In life” questions  
“Was that present in an auditing session?”

## S & Ds

The full parade for three S & Ds (as given in HCOB 19 January 1968 in the Class VIII pack) is as follows:

3 item S & D

Fly a rud.

Assess

Withdraw from

Stop

Unmock

Suppress

Invalidate

Make nothing of

Suggest

Been careful of

Fail to reveal

Take the 3 that read best (null to 3 items). Use the one that read most first.

Test one of these items in these two questions to see which question then reads best.

“Who or what has attempted to \_\_\_\_\_ you?”

“Who or what have you tried to \_\_\_\_\_?”

List the best reading question by the laws of listing and nulling. BE EXACT IN FOLLOWING THOSE LAWS or you’ll make the person even sicker!

Use each of the 3 this way.

Prepcheck any item that does not F/N until it F/Ns or proves not to be the correct one in which event correct the list. If the list item does not F/N on being found and indicated, you prepcheck it to F/N.

## DIANETICS

*The New Era Dianetics HCOBs fully cover assists and Dianetic handling of body problems and illnesses.*

This rundown is what could be known as beating an illness to death.

Handling it medically and spiritually should bring home a winner every time.

This full approach is recommended only when one has encountered a resistive situation.

Very often a Dianetic Assist precedes all this.

Usually the Dianetic handling is done without the ruds or S & Ds.

But when you have somebody whose “lumbosis” has not surrendered to Dianetics, you have this full approach to fall back on.

It’s nice to have a full arsenal.

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HCO POLICY LETTER OF 7 APRIL 1970RB  
REVISED 8 DECEMBER 1978

Remimeo  
Class IV Grad  
Checksheet  
Class VI  
Checksheet  
Class IV Grad  
Auditors  
C/Ses

(Revisions not printed in a different type style)

**GREEN FORM**

The Green Form is used to detect the peculiarities and elements of a pc's life which are causing case trouble or preventing gains. (It is not used to cure high or low TA.)

You can assess it Method 3 and handle, not going beyond the first F/N, but its real use is Method 5 and send to the C/S for programming.

It can also be used in combination with the Expanded Green Form 40RD to precisely locate and solve any resistiveness of a pc's case.

Directions for use of the Green Form and the Expanded Green Form 40RD are given in HCOB 8 December 78 11, GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF. It is vital, before using these lists, that any auditor or C/S first checks out on the above issue.

PC NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

AUDITOR: \_\_\_\_\_

- 1A. HAVE YOU NOT HAD SUFFICIENT SLEEP? \_\_\_\_\_
- 1B. ARE YOU PHYSICALLY TIRED? \_\_\_\_\_
- 1C. HAVE YOU NOT HAD ENOUGH FOOD? \_\_\_\_\_
- 1D. ARE YOU HUNGRY? \_\_\_\_\_
- 1E. HAVE YOU DRUNK ALCOHOL? \_\_\_\_\_
- 1F. HAVE YOU TAKEN ASPIRIN? \_\_\_\_\_
- 1G. HAVE YOU TAKEN TRANQUILIZERS? \_\_\_\_\_
- 1H. HAVE YOU TAKEN DRUGS? \_\_\_\_\_

Do not audit a pc who has not had sufficient food or rest or who has taken aspirin or drugs. If one of the above questions reads, assess no further; take the question up with the pc. If he is tired, send him home to rest, if he is hungry, send him to get *well* fed, and if he has taken drugs, he will have to dry out for the time specified in HCOB 17 Oct 69RA, DRUGS, ASPIRIN AND TRANQUILIZERS.

- 2A. HAVE YOU GONE EXTERIOR IN AUDITING? \_\_\_\_\_  
If the pc is Clear, Dianetic Clear or OT and has not had an Int RD, do the End of Endless Int Repair RD per Int Series 4R. Do not run any Dianetics. Otherwise, if the pc has never had an Int RD, give him a standard Int RD per Int Series 2.

- 2B. HAS YOUR INT RD BEEN MESSED UP? \_\_\_\_\_  
 Do an Int RD Correction List Revised (HCOB 29 Oct 71RA). If Int Correction has already been done on the pc get an FES of the Int RD *and* its corrections. When all errors are corrected the C/S may order the End of Endless Int Repair RD per Int Series 4R.
3. HAS THERE BEEN A LIST ERROR? \_\_\_\_\_  
 Find out which and handle with an L4BRA.
- 4A. DO YOU HAVE AN ARC BREAK? \_\_\_\_\_  
 Handle with ARCU CDEINR E/S to F/N.
- 4B. DO YOU HAVE AN ARC BREAK WITH THE ENVIRONMENT? \_\_\_\_\_  
 ARCU CDEINR E/S to F/N or Remedy B if ordered by the C/S. (Ref: BTB 14 Aug 68R, REMEDY B—ENVIRONMENT AND “NEW STYLE.”)
- 4C. DO YOU HAVE A PRESENT TIME PROBLEM? \_\_\_\_\_  
 Itsa E/S itsa to F/N.
- 4D. HAS A WITHHOLD BEEN MISSED? \_\_\_\_\_  
 Get what, who nearly found out, what they did to miss it, E/S M/W/H to F/N.
- 4E. WAS THERE A WITHHOLD THAT KEPT COMING UP? \_\_\_\_\_  
 Who wouldn’t accept it, who said it still read. Indicate it was a false read. 2WC the concern.
- 4F. HAVE YOU COMMITTED AN OVERT? \_\_\_\_\_  
 Pull it, E/S to F/N.
5. ARE YOU EXPERIMENTING? \_\_\_\_\_  
 Get time, place, form and event E/S to F/N.
6. ARE YOU ALTERING TECH? \_\_\_\_\_  
 Get time, place, form and event E/S to F/N.
7. ARE YOU DOING SOMETHING ELSE WITH TECH? \_\_\_\_\_  
 Get time, place, form and event E/S to F/N.
8. HAVE YOU TYPED, HANDWRITTEN OR TAPED COPIES OF ANY CONFIDENTIAL MATERIALS? \_\_\_\_\_  
 Get time, place, form and event E/S to F/N.
9. ARE YOU HERE TO GET DATA FOR SOMEONE ELSE? \_\_\_\_\_  
 Get what, when, all, who E/S to F/N.
10. DO YOU HAVE A CRIMINAL RECORD OR CRIMES FOR WHICH YOU COULD BE ARRESTED? \_\_\_\_\_  
 Note all crimes, with what, when, all and who and handle with E/S to F/N.
11. ARE YOU HERE TO BE CURED OF SOMETHING NOT MENTIONED? \_\_\_\_\_  
 Itsa E/S itsa to F/N.
12. DO YOU HAVE UNPAID DEBTS TO ORGS? \_\_\_\_\_  
 Get time, place, form and event E/S to F/N.
13. DO YOU HAVE KNOWLEDGE OF A CRIME AGAINST SCIENTOLOGY? \_\_\_\_\_  
 Get time, place, form and event E/S to F/N.

14. ARE THERE IGNORED ORIGINATIONS?  
Itsa E/S itsa to F/N. \_\_\_\_\_
15. HAVE YOU BEEN SELF-AUDITING!  
Itsa E/S itsa to F/N or L1C on the prior upset. If prior upset was in auditing, use the appropriate correction list. \_\_\_\_\_
- 16A. HAVE YOU BEEN AUDITED BY A NONSTANDARD AUDITOR?  
Itsa E/S itsa to F/N. \_\_\_\_\_
- 16B. HAS THERE BEEN A NONSTANDARD PROCESS?  
Itsa E/S itsa to F/N. \_\_\_\_\_
- 16C. HAS THERE BEEN A BAD AUDITING COMM CYCLE? Itsa E/S itsa to F/N.  
L1C if necessary. \_\_\_\_\_
- 16D. HAVE THERE BEEN CODE BREAKS?  
Itsa E/S itsa to F/N. \_\_\_\_\_
- 17A. IS THERE AN ENGRAM IN RESTIMULATION?  
L3RF and handle. (On a Clear, OT or Dianetic Clear, indicate the read. You may do an L3RF if needed, however. do no handling beyond indicating the read. See HCOB 30 Oct 78 C/S Series 53, USE OF for further data on handling reading Dianetic items on Clears, OTs and Dianetic Clears.) \_\_\_\_\_
- 17B. IS A PICTURE NOT ERASED?  
Handle as in 17A above. \_\_\_\_\_
18. IS THERE AN ENGRAM EXACTLY MATCHING PT DANGERS?  
Run it out Triple or Quad. (On Clears, OTs and Dianetic Clears, handle as in 17A above.) \_\_\_\_\_
19. ARE YOU CONNECTED TO A SUPPRESSIVE PERSON?  
2WC to F/N. Return to C/S for instructions on further handling if needed. \_\_\_\_\_
20. ARE YOU CONNECTED TO A SUPPRESSIVE GROUP?  
2WC to F/N. Return to C/S for instructions on further handling if needed. \_\_\_\_\_
21. IS THERE AN ENVIRONMENTAL MENACE?  
2WC to F/N. Return to C/S. \_\_\_\_\_
22. ARE YOU HERE BECAUSE SOMEONE ELSE DEMANDED IT?  
2WC to F/N. Return to C/S. \_\_\_\_\_
- 23A. DO YOU HAVE A HIDDEN STANDARD?  
L&N "What hasn't been handled?"  
L&N "Who or what would have (item above)?"  
Run O/W on the item. \_\_\_\_\_
- 23B. WHAT WOULD HAVE TO HAPPEN FOR YOU TO KNOW SCIENTOLOGY WORKS?  
Handle as in 23A above. \_\_\_\_\_
24. WHAT WOULD HAPPEN IF SCIENTOLOGY WORKED?  
Itsa E/S itsa to F/N. \_\_\_\_\_

25. CAN'T YOU STUDY? \_\_\_\_\_  
Assess and handle a Study Green Form.
26. HAS ANYTHING BEEN SUPPRESSED? \_\_\_\_\_  
Itsa E/S itsa to F/N.
27. HAS ANYTHING BEEN INVALIDATED? \_\_\_\_\_  
Itsa E/S itsa to F/N.
28. HAS ANYTHING BEEN EVALUATED? \_\_\_\_\_  
Itsa E/S itsa to F/N.
29. HAS ANYTHING BEEN RUSHED? \_\_\_\_\_  
Itsa E/S itsa to F/N.
30. HAS ANYTHING BEEN MISSED? \_\_\_\_\_  
Itsa E/S itsa to F/N.
31. HAS A PROCESS BEEN LEFT UNFLAT? \_\_\_\_\_  
2WC for data to F/N. Return to C/S.
32. HAS A PROCESS BEEN OVERRUN? \_\_\_\_\_  
Rehab.
33. HAS A RELEASE BEEN BYPASSED? \_\_\_\_\_  
Rehab.
34. HAVE YOU BEEN OVERREPAIRED? \_\_\_\_\_  
Repair Correction List.
35. HAVE YOU GONE DIANETIC CLEAR? \_\_\_\_\_  
Date/Locate.
36. IS THERE ANYTHING UPSETTING ABOUT THIS REVIEW? \_\_\_\_\_  
Itsa E/S itsa to F/N.
37. IS THIS LIST UNNECESSARY? \_\_\_\_\_  
Indicate. If no F/N rehab or Date/Locate.
38. IS THERE SOMETHING THAT HASN'T BEEN HANDLED? \_\_\_\_\_  
Find out what and handle or return to the C/S.
39. IS THERE SOMETHING ELSE WRONG? \_\_\_\_\_  
Find out what and handle or return to C/S.

### RESISTIVE CASES ASSESSMENT

Assess Method 5 the following resistive cases. If any item reads, go to its corresponding section on the Expanded Green Form 40RD and assess Method 5 all the items in that section. Assess the section on the Expanded Green Form 40RD that corresponds to *each* reading item.

When all sections corresponding to the reading resistive cases items are assessed you will have a full picture of the pc's resistiveness.

Then, if you have C/S okay, take up each reading section on the EXGF 40RD in the order in which they are listed below and handle reads per the instructions given.

Otherwise, return to the C/S for programming.

- A-1. WENT DIANETIC CLEAR AND NEVER ATTESTED \_\_\_\_\_
- A-2. HAD ENGRAMS RUN AFTER BEING DIANETIC CLEAR \_\_\_\_\_
- B. DOESN'T WANT AUDITING \_\_\_\_\_
- C. AUDITED WITH RUDIMENTS OUT \_\_\_\_\_
- D. OVERWHELMED \_\_\_\_\_
- E. CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY \_\_\_\_\_
- F-1. SUPPRESSED \_\_\_\_\_
- F-2. CONNECTED TO AN ANTAGONISTIC PERSON \_\_\_\_\_
- G. SERIOUSLY PHYSICALLY ILL \_\_\_\_\_
- H. HAS NOT HAD AUDITING \_\_\_\_\_
- I-1. SEEKING THE SAME THRILL ATTAINED FROM DRUGS \_\_\_\_\_
- I-2. HAS TAKEN DRUGS \_\_\_\_\_
- J. FORMER THERAPY BEFORE SCIENTOLOGY \_\_\_\_\_
- K. HAS BEEN PART OF EARLIER PRACTICES \_\_\_\_\_
- L-1. OUT OF VALENCE \_\_\_\_\_
- L-2. ARE YOU BEING SOMEONE ELSE \_\_\_\_\_
- M. PRETENDING TRAINING OR GRADES NOT ATTAINED \_\_\_\_\_
- N. AUDITED WITH PRIOR GRADES OUT \_\_\_\_\_
- O. MISUNDERSTOODS IN AUDITING \_\_\_\_\_

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Remimeo  
Class IV  
Grad  
C/Ses  
Tech Secs  
Qual Secs

(Revisions in this type style)

(Ellipsis indicates deletion)

**Interiorization Rundown Series 6**

**AUDITING PAST EXTERIOR**

(Ref: HCOB 4 Jan 71R      *Int RD Series 2, EXTERIOR  
IZATION AND HIGH TA, THE  
INTERIORIZATION RUNDOWN  
REVISED*

HCOB 24 Sep 78 I      *Int RD Series 4, URGENT  
IMPORTANT, THE END OF END  
LESS INT REPAIR RUNDOWN*

HCOB 26 Jun 78RA      *New Era Dianetics Series  
Issue II      6RA, URGENT IMPORTANT,  
ROUTINE 3RA ENGRAM RUNNING  
BY CHAINS*

HCOB 7 Mar 75      *EXT AND ENDING SESSION.)*

On Flag where we do a lot of auditing on pcs when I took over C/Sing after 8 months off C/S lines, I found a very high percentage of cases had been audited past exterior. It was a very high percentage.

Many of these pcs (most of them VAs or on OT levels) had various symptoms:

Headaches Body aches and pains Effort Pressures from environment.

The common denominator was "audited over exterior."

The main symptom of this was high TA at session start or TA up at Examiner after F/Ns, cog, VGIs at session end. Not all however suffered from high TA but all who had high TA after lots of auditing had been audited past exterior.

The first (1970) version of the above-referenced HCOB (now HCOB 4 Jan 71R) re exteriorization and interiorization was tested and written as the breakthrough which permits auditing after exteriorization and going on up the grades.

The check even after this showed such a high percent of cases had been audited past exterior on Dianetics, Scn, Power, Clearing or OT grades that I wish to bring the point home emphatically to C/Ses that it is of major importance to handle this situation by checking for it and running interiorization.

*NOTE: Per HCOB 12 Sep 78, URGENT IMPORTANT, DIANETICS FORBIDDEN ON CLEARS AND OTs, Clears and OTs and Dianetic Clears would not now be audited on the routine Interiorization RD (Int RD Series 2), as they are not to be run on Dianetics. Dianetic Clears, Clears and above may be audited on the End of Endless Int Repair RD, which runs Int by Recall. (Ref: HCOB 24 Sep 78, Issue I, Int RD Series 4, URGENT IMPORTANT, THE END OF ENDLESS INT REPAIR RD.) A C/ear or OT who then has any further unresolving Int problems should, as soon as possible, be handled at an AO.*

*The standard C/S for any other pc who has exteriorized in auditing, has high TA, headaches, body aches, heavy pressures or discomfort (any of these), is to order a check on interiorization, exactly per the steps given on HCOB 4 Jan 71R,*



*EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED. Then, if Int is found to be charged, the person is given the Int Rundown.*

*When the Int Rundown steps are completed, in a separate session some time within the next few days, this C/S must be done:*

1. Two-way comm on interiorization and exteriorization.

This pushes the cognition further. The pc may not have added it all up yet. Don't evaluate. Just question and listen with no Q and A.

Pcs or pre-OTs can go up to higher grades after exteriorization if interiorization is run. This is even true of Dianetic Clears. *For Clears, OTs and Dianetic Clears, however, Int can only be run using the End of Endless Int Repair RD as referenced above.*

We are far more successful in early auditing (such as Dianetics and lower grades) than we think!

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Remimeo  
Class IV Grad (Revisions in this type style)  
Checksheets  
Tech/Qual (Ellipsis indicates deletion)  
All Auditors  
C/Ses

*Interiorization Rundown Series 7*

**BLOWS  
AUDITING PAST EXTERIOR**

(Ref: HCOB 4 Jan 71R Int RD Series 2, EXTERIOR  
IZATION AND HIGH TA, THE  
INTERIORIZATION RUNDOWN REVISED  
HCOB 24 Sep 78 I Int RD Series 4, URGENT  
IMPORTANT, END OF ENDLESS  
INT REPAIR RD  
HCOB 7 Mar 75 EXT AND ENDING SESSION)

I have found a major cause of blows from classes, orgs and Scientology.

Overts are of course a primary cause but many have overts and *don't* blow, so why do such people blow?

A case audited past exterior, particularly if it is not acked, tends to get stuck on exteriorizing. This can (but doesn't always by any means) cause the person to take himself away!

Three recent "blows" all fell in this category. One who was trying to blow, when audited on interiorization, changed his mind.

An amazing number of pcs go exterior on modern auditing. Modern processes, Dianetics and Scientology are very fast.

Some haven't even realized it, didn't know what it was.

When they go exterior and you keep on auditing them without running interiorization as per HCOB 4 Jan 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED, they become stronger as thetans while being reinteriorized and they get odd somatics, particularly in the head.

Uncomfortable they want OUT. Trying and failing to get out (since interiorization has not been run) in desperation they *leave* an org or class, body and all, without being exterior as a thetan.

If you rehab exterior and run an Interiorization *Rundown* the dramatization ceases.

The excuses such "blows" give you would fill a large book. Yet it is only that they are seeking to exteriorize, can't, so they "exteriorize" by leaving, body and all.

The Interiorization *Rundown* is given in HCOB 4 Jan 71R.

*For Clears, OTs and Dianetic Clears, the handling is the End of Endless Int Repair Rundown. (HCOB 24 Sep 78, Issue I.)*

*A person couldn't be audited past exterior, you know.*

*But if given an Interiorization Rundown* he or she can be.

When they have been audited past exterior without an Interiorization *Rundown* you will have trouble with the case, the TA and with blows. So use the interiorization tech.

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HCO BULLETIN OF 27 MAY 1970R  
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Remimeo

(Revisions in this type sty/e)

**UNREADING QUESTIONS AND ITEMS**

*Reference: HCOB 3 Dec 78 UNREADING FLOWS*

Never list a listing question that doesn't read.

Never prepcheck an item that doesn't read.

These rules hold good for all lists, all items, *all flows, including Dianetics.*

A "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdown (of TA).

A preclear's case can be gotten into serious trouble by listing a list that doesn't read or prepchecking *an item that doesn't read* or running an item or flow that doesn't read.

On a list, this is the sort of thing that happens:

The list is "Who or what would fly kites?" The C/S has said to "List this to a BD F/N item." So the auditor *does* list it without checking the read at all. The list can go on 99 pages with the pc protesting, getting upset. This is called a "Dead horse list" because it gave no item. The reason it didn't was that the list question itself didn't read. One does an *L4BRA* on the pc to correct the situation and gets "unnecessary action."

On a list that is getting no item you don't *extend*. You correctly use *L4BRA* or any subsequent issue of it. If you extend a "dead horse list" you just make things worse. Use an *L4BRA* and it will set it right.

This weird thing can also happen. C/S says to list "Who or what would kill buffaloes?" The auditor does, gets a BD F/N item "A hunter." The C/S *also* says to list as a second action "Who or what would feel tough?" The auditor fails to test the question for read and lists it. Had he tested it, the list would not have read. But the list comes up with an item, "A mean hunter." It has stirred up charge from the first question and the item "A mean hunter" is a wrong item as it is a misworded variation of the first list's item! Now we have an unnecessary action *and* a wrong item. We do an *L4BRA* and the pc is still upset as maybe only one or the other of the *two* errors read.

In a Dianetic "list" one is not doing a listing action. One is only trying to find a somatic or sensation, etc. that will run. The item must read well. Or it won't produce a chain to run. In actual fact the Dn list Q does usually read but one doesn't bother to test it.

But an item or flow that doesn't read will produce no chain, no basic and the pc will jump around the track trying but just jamming up his bank.

The moral of this story is:

**ALWAYS TEST A LISTING QUESTION BEFORE LETTING THE PC LIST.**

**ALWAYS MARK THE READ IT GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.**

ALWAYS TEST AN ITEM FOR READ BEFORE PREPCHECKING A *ND*  
*ALWAYS CHECK AN ITEM AND FLOW BEFORE* RUNNING RECALLS OR  
ENGRAMS.

ALWAYS MARK THE READ AN ITEM GAVE (SF, F, LF, LFBD) ON THE  
WORKSHEET.

### CHARGE

The whole subject of “charge” is based on this. “Charge” is the electrical impulse  
on the case that activates the meter.

“Charge” shows not only that an area has something in it. It also shows that the  
pc has possible *reality* on it.

A pc can have a broken leg, yet it might not read on a meter. It would be *charged*  
but below the pc’s reality. So it won’t read.

### THINGS THAT DON’T READ WON’T RUN.

The Case Supervisor always counts on the AUDITOR to test questions and items  
*and flows* for read before running them.

The auditor, when a question or item or flow doesn’t read, can and should always  
put in “Suppress” and “Invalidate.” “On this (question) (item) (flow), has anything  
been suppressed?” “On this (question) (item) (flow), has anything been invalidated?” If  
either one read, the question or item or flow will also read. The Case Supervisor also  
counts on the AUDITOR to use Suppress and Invalidate on a question or item or flow.  
If after this there is still no read on the question or item or flow, that’s it. Don’t use it,  
don’t list it. Go to the next action on the C/S or end off.

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Remimeo  
C/Ses  
Tech/Qual  
Auditors  
C/ass IV Grad  
Checksheet

(Revisions in this type style)

(Ellipsis indicates deletion)

***Interiorization Rundown Series 3***

**INTERIORIZATION INTENSIVE  
2-WAY COMM**

The Interiorization Rundown *Revised* (HCOB of 4 Jan 71R, EXTERIORIZATION AND HIGH TAs *THE INTERIORIZATION RUNDOWN REVISED*) is ALWAYS followed by a *final* session with “2-way comm on interiorization-exteriorization.”

If the interiorization auditing has to be repaired, that is done first of course.

BUT AN INTERIORIZATION RUNDOWN IS NEVER COMPLETE UNTIL AN ADDITIONAL LATER SESSION IS GIVEN ON 2-WAY COMM ON INTERIOR EXTERIOR.

A C/S in repairing cases should always look to see if a pc:

1. Has exteriorized at some time during auditing.
2. If the pc has exteriorized and has not had an Int RD, Int must be checked, per HCOB 4 Jan 71R, and if charged the only C/S that can now be done is the Interiorization Rundown (except on C/ears or above, who get the Recall version).
3. If an Int Rundown has been given, then the C/S must check to see if a later session was given on “2-way comm Int-Ext.”
4. If this 2-way comm was omitted, or not in a separate session, then “2-way comm on Int-Ext” must be ordered even if there have been several intervening sessions.

***THE PROCESS***

*As an auditor you would give the pc an R-Factor that you are going to go over the subject of interiorization and exteriorization with him.*

*Get him to tell you how he feels about these, based on the Int button(s) that was assessed and run, and on the subject of Int in general.*

*The two-way comm session is always taken to F/N.*

**COG**

It is *usually* the case that the pc did not fully cognite when he had the Int Rundown. His TA may stay high after an Int session. O/R is of little use to get it down. What's missing is the 2-way comm session. In it the pc usually cognites and things then go right.

The current C/S and auditor error is trying to do everything briefly and all at once. Ordering an Int Rundown and 2-way comm on it in the same session would be part of such an erroneous trend.

The 2-way comm must be *another* session preferably on another later day.

It is a flagrant C/S error to omit “2-way comm Int-Ext” after an Interiorization Rundown session.

The signal to order *a check on interiorization per HCOB 4 Jan 71R* is pc went exterior in auditing or has been found to have gone exterior. Auditing will not run well when the pc is audited past or after exteriorizing.

*If charged*, an Int Rundown must now be ordered.

If unsuccessful it must be repaired.

Successful or repaired, an Int Rundown must be followed by the 2-way comm session.

Two-way comm must be done with exact TRs. The auditor must not Q and A. He must not evaluate (tell the pc what it’s all about).

Two-way comm is a precision process. The pc is kept talking, not by giving him commands. He is kept on the subject of Int-Ext (or the 2-way comm subject), not encouraged to leap about by Q and A.

You cannot consider an Interiorization Rundown complete unless followed by 2-way comm.

If the case hasn’t had it following his Int Rundown he must be ordered to it.

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Remimeo  
Chksht  
C/S Chkshts  
CIV Grad  
Chkshts  
Tech/Qual

*(Title has been changed from  
Exteriorization RD Musts to  
Interiorization Rundown Musts)*

*(Revisions in this type style)*

*(Ellipses indicate deletions)*

***Interiorization Rundown Series 8***

**INTERORIZATION RUNDOWN MUSTS**

*(Reference: HCOB 4 Jan R, Int RD Series 2  
EXT AND HIGH TA, THE INT RD REVISED)*

An Interiorization Rundown must be:

1. **COMPLETED IN AS FEW SESSIONS AS POSSIBLE, WITH EACH SUCCEEDING SESSION GIVEN ON THE NEXT CONSECUTIVE DAY.**
2. **RUN SO AS TO COMPLETE ANY FLOW ON ANY READING BUTTON IN ONE SESSION.** *(This means you do not leave a chain half run.)*
3. **RUN WITHOUT FLUBS.**
4. **FOLLOWED BY A FINAL SESSION OF 2-WAY COMM RUN TO F/N, COG, VGIs.**

**COMPLETING THE RUNDOWN ON AN INTENSIVE BASIS**

*Originally, when only "went in" and "go in" were assessed on the Int Rundown, the rule was that the entire rundown was to be given in one session.*

*The reason for this was that there is a frequent chance of ruds going out between sessions and of course they cannot be put in until the Int Rundown is complete as it's "auditing a pc past exterior."*

*This is still true.*

*However, with the full array of Int buttons now to be assessed and any reading button run on Quad or Triple Flows, and with re-assessment of the Int buttons, the one session rule may not be workable without "quickie-ing" the rundown, which must not be done.*

*Thus, allowance must be made for sufficient time to get the rundown done fully while still completing it as rapidly as possible, to safeguard against out-ruds situations cropping up before it is complete.*

*The safest way to accomplish this is to ensure that the Int Rundown:*



1. *Is completed in as few sessions as possible.*
2. *After the first session each succeeding session is given on the next consecutive day.*
3. *Plenty of time (2 to 5 hours) must be allowed for each daily session.*
4. *The auditor must make sure the pc DOES have the necessary time for this before starting the rundown.*
5. *Any one flow on any reading Int button MUST be completed in one session. (You do not end a session with a chain only half or partially run.)*
6. *There are no session breaks taken. (Unless pc has a physical PTP, in which case he can be given a MINIMAL break to handle it and return right back to session.)*

### FLUBLESS

Auditors who have occasional flubs—Dn failures to flatten chains or run them to chopped EP instead of a correct F/N *postulate off* and VGIs at basic HAVE NO BUSINESS RUNNING INT RUNDOWNS.

Flubs in any event are just corny.

They are particularly messy when they occur in the *INT* RUNDOWN.

The *Int* Rundown is auditing by the book!

(Ref: HCOB 4 Jan 71R *Int* RD Series 2 EXTERIORIZATION & HIGH TA,  
THE INT RD REVISED  
HCOB 26 Jun 78RA NED Series 6RA URGENT IMPORTANT  
ROUTINE 3RA, ENGRAM RUNNING BY CHAINS  
HCOB 16 Sep 78 POSTULATE OFF EQUALS ERASURE)

Flubs mar any auditing result. They make a real mess on an *Int* Rundown as review auditing over an *exteriorization* if the rundown is not complete, is difficult and results in high TA.

Yet one franchise invalidated the pc's cog, made the pc do it all in clay, left chains incomplete and took a week over it! And then wondered why the pc was unhappy!

NO FLUBS!

### FOLLOW WITH 2-WAY COMM

A day or two or a week after the *Int* Rundown (not less than a day nor more than a week), an *Int* Rundown MUST BE FOLLOWED BY A TWO-WAY COMM SESSION.

The reason for this is that there is a cognition delay on almost all cases. The 2way comm blows off locks, etc. and the pc usually gets a big cog and never afterwards worries about exteriorization.

If the *Int* Rundown is *not* done in *DAILY* sessions, flubbed, not followed by 2-way comm in a later session, the pc can get hung up on the subject.

The auditor doing 2-way comm must have experience and know-how on 2-way comm. (See HCOB 21 April 70, "2-WAY COMM C/Ses," HCOB 3 July '70, "C/Sing 2-WAY COMM," BTB 10 July '70, "2-WAY COMM—A CLASS III ACTION.")

*All* 2-way comm sessions go to end phenomena of an F/N.

It *is often* found the subject of interiorization-exteriorization *is still* charged. But it should be checked for read as in all items and subjects used in auditing. The rule is you don't audit things that don't read. Suppress and Inval buttons can be put in to get a read. If you audit things that don't read, the TA is liable to go up.

A nicely done 2-way comm on interiorization and exteriorization blows the pc to present time and cleans him up nicely.

*The Interiorization Rundown is to be done when it is found the pc has been audited past exterior, providing of course one of the Int buttons reads on checking. If reading, the RD HAS to be done before review auditing, ruds or anything else. So it's dicey—a delicate proposition.*

An . . . Interiorization . . . Rundown is about the hottest thing that's come along for some time. It solves, for instance, the total goal of Buddhism. It is the key to immortality. It's pure theta gold.

So respect it by running by the book, exactly, perfectly and to a total win.

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Remimeo  
HGC Auditors  
Scn Chkshts  
CI VIII  
Chkshts  
CI IV Grad  
Chksht

(Revises and replaces HCOB  
22 Mar 70 of same title by  
changing clearing of commands  
and wording of commands in  
Exteriorization Intensive . )

(Revisions in this type style)  
(Ellipsis indicates deletion)

*Interiorization Rundown Series 2*

**EXTERIORIZATION AND HIGH TA**  
**THE INTERIORIZATION RUNDOWN REVISED**

*(This bulletin has been revised 24 Sep 78 to give the new, simplified Int Rundown Revised, which deletes the Recall and Secondary steps, includes the full array of Int buttons and the New Era Dianetics Int command. It corrects and replaces all previous issues on the original Int Rundown and all previously issued Int Rundown commands. It includes notes on the new "End of Endless Int Repair" Rundown.)*

Ref: HCOB 25 Sep 78 I Int RD Series 5  
QUAD COMMANDS FOR INT BUTTONS  
HCOB 24 Sep 78/ Int RD Series 4  
URGENT IMPORTANT, THE END OF  
ENDLESS INT REPAIR RUNDOWN  
HCOB 4 Oct 78 Int RD Series 1  
INTERIORIZATION HANDLING SIMPLIFIED  
HCOB 12 Sep 78 URGENT IMPORTANT, DIANETICS  
FORBIDDEN ON CLEARS AND OTs  
Cancels:  
BTB 30 Dec 71 IMPORTANT, INTERIORIZATION RD  
COMMANDS  
BTB 10 Jul 69R II EXTERIORIZATION REMEDY  
BTB 15 Feb 72 I AN OPTIONAL INT RD STEP  
BTB 13 Mar 73R HANDLING INT/EXT

*NOTE: Clears, OTs and Dianetic Clears are NOT audited on this Int Rundown as they are not to be audited on Dianetics. The reference for handling repair of out-Int on these pcs and pre-OTs is HCOB 24 Sep 78I, Int RD Series 4 URGENT IMPORTANT, THE END OF ENDLESS INT REPAIR RUNDOWN.*

For a long while we have known that if you audit a person after he or she has exteriorized, you often get a high tone arm, somatics and an upset case.

The answer has *been* to cease to audit a person after exteriorization has occurred.

This is so much a fact that five out of five "in trouble" cases I recently examined had every one of them been audited for some time after they exteriorized. The TA had or had not gone high but the cases were bogged. They revived at once when the fact of exteriorization was located. F/N, VGIs and when rehabbed (by counting number of times) somatics ceased.

The rule has been—don't audit after a pc has exteriorized.

This is one of those very fundamental things that seems to defy research and yet if not solved will keep things messed up. Persons who exteriorize on lower grades need their upper grades and yet if audited further may mess up. This places a limit on auditing and yet the person may still have aberrations and somatics. But the fact of having exteriorized bars the road.

So I got to work and made a breakthrough on it. Hurrah!

It has now been fully vindicated by long tests and is now released for general use.

### EXTERIORIZATION

Exteriorization is defined as the act of moving out of the body with or without full perception.

It is the fact of this act which proves that the individual is not a body but an individual. This discovery in 1952 proved beyond any question the existence of a thetan, that the individual *was* a thetan, not a body, and disproved that Man was an animal and that he was a spiritual being timeless and deathless.

Techniques have existed since 1952 that exteriorize a person. These are not now used because (a) the person, still being aberrated and not Clear, soon returns to his body and (b) when audited thereafter has trouble.

This is a major problem a thetan sometimes has at death. How to exteriorize? He makes it eventually of course but he should be able to do so at once.

But, in my research, I found it unreasonable that a person would be hard to audit just because he had exteriorized and had re-interiorized. For he has obviously done just that at every death and birth and must have done so hundreds of billions of times. So why should a recent exteriorization then make him hard to audit? Yet it did.

My asking of that question was the first breakthrough. The rest soon followed.

### ENGRAM BEHAVIOR

We know in Dianetics that if you continue to run the last part of an engram which has in fact an earlier beginning which isn't being run and is ignored the TA will go up.

The reason for this is that the first of a chain or the first part of an experience or a first experience (basic on a chain of incidents) has to be run for the chain or incident to erase.

If you only ran the end of incidents you would get a high TA and no erasure.

If you only ran incidents late on the chain you would get a high TA.

Pcs are uncomfortable, feel under pressure, when their TA is high (above 3.5 or up).

If you don't erase incidents or chains of incidents when auditing (or key them out as in release) you get a perpetually high TA.

High TA cases have been "overrun" on something. That however is a very oversimplified explanation. The truth is that they have been run on something that didn't erase. The something has an earlier beginning than was detected or an earlier incident. In life one, having engrams about it, adds new incidents in living until something is "overrun" or done too often. The TA is therefore high.

A TA records MASS. Mental mass has a higher electrical resistance and so measures more "ohms" of resistance, an electrical term for the trouble electricity has in

passing through something. The more resistance the more units of resistance are recorded on the meter. The TA actually measures resistance.

Thus, the end of an incident can be restimulated. If the beginning of it is never touched then one will just accumulate more and more mass.

### THE MISSED BEGINNING

What has happened here, as regards exteriorization is that we have concentrated on EXTERIORIZATION.

If one is IN something, he must have gotten into it.

Therefore the beginning of an exteriorization is the INTERIORIZATION.

The being went *into* something before he went out of it.

Exteriorization occurs at death. That's an engram. Interiorization occurs at birth, that's an engram.

So when somebody goes exterior he is actually liable to key-in having gone interior in the first place.

Get it?

So when you exteriorize somebody or he exteriorizes during auditing he gets keyed-in a bit and without having audited earlier INTERIORIZATIONS, he has been put in the last part (exteriorization) of an incident which began with interiorization.

Not only are you touching on something (exteriorization) late on a chain (which has hundreds of billions of like incidents ahead of it), you are also touching something which is late in the incident (which began with interiorization).

On both counts then, the TA may go high.

### THE REMEDY

The remedy is to audit out *interiorizations* (i.e., times the person *went in*) using the correctly assessed *Int* button.

If this is done, then the pc can be audited all you want after exteriorization.

Auditing the interiorizations with *R3RA*, *Quad* or *Triple Flows*, restores the possibility of auditing a pc after an exteriorization has occurred in auditing.

### INT RUNDOWN REVISED BY STEPS

*Based on recent researches, the original Int Rundown has been newly revised and simplified.*

*A full array of Int buttons has been added.*

*The Recall and Secondary steps have been deleted, so the pc gets to the basic of any Int trouble on a faster route.*

*Int chains are run using a simpler R3RA command for Int, and each chain taken to full New Era Dianetics EP.*

*The revised rundown follows.*

## THE PROCESS

### THE INTERIORIZATION RUNDOWN REVISED

The case supervision directions for an Interiorization RD are to be done by a Scientology auditor *who is also a Hubbard New Era Dianetics Auditor*.

*He must have an excellent command of metering, TRs, R3RA, the theory of Int and the Int RD commands, and he must know and be able to recognize an F/N, a postulate and full Dianetic EP when these occur.*

1. Omit ruds of any kind and do NOT attempt a rapid LIC. The TA will just go up out the roof on any type of ruds or list. Simply start the session and go right onto the following steps.
2. With the pc on the meter, have him read pages 1-3 of this bulletin (HCOB 4 Jan FIR), through the section entitled "The Remedy." C/ear up any confusion. Handle any misunderstood words. Help the pc do a simple demo of the theory that: "In" is the earlier beginning or the earlier similar incident of "Out. "

(This is *not* to be a clay demo nor complex. Keep it simple, just ensure the pc gets it.)

3. Clear EXTERIORIZATION with the pc as *THE ACT OF MOVING OUT OF THE BODY WITH OR WITHOUT FULL PERCEPTION*. Make certain he's got it. Demo it, if necessary.
4. Check for having been audited after exteriorization. (TA should come down and F/N, cog, VGIs.)
5. Rehab (rehabilitate) this condition by getting or counting the number of times exteriorized. You should get F/N, cog, VGIs.
6. Assess the following list of Int buttons. (Do NOT clear the buttons first.)

#### INT BUTTONS

GO IN

WENT IN

PUT IN

INTERIORIZED INTO SOMETHING

WANT TO GO IN

CAN'T GET IN

KICKED OUT OF SPACES

CAN'T GO IN

BEING TRAPPED

FORCED IN

PULLED IN.

*If none of the Int buttons read on this assessment, get in Suppress, Invalidate and Misunderstood on the Int button list. (Do not omit this basic rule of assessment. Ref: HCOB 15 Oct 73RA, C/S Series 87RA, NULLING AND F/NING PREPARED LISTS.)*

7. Then clear and demo ONLY the button that reads.

*If the pc seems disinterested or unhappy with the button that reads, check False.*

*CAUTION: The pc may have an MU which caused a particular button to read. Thus ensure the button is not reading on an MU, and if a button has read on an MU then clear it and reassess it. Don't give the pc a wrong item or even monkey around with a wrong item. The above actions help you ensure getting the CORRECT Int button.*

*It is important, in clearing the reading buttons, that the pc understands you will be auditing times he WENT IN or WAS BEING TRAPPED, etc. and NOT "was in" or "was already trapped" or "was stuck in," etc. You will be auditing the actual times the action of moving in occurred.*

*THE ABOVE CLEARING STEPS ARE VITAL, AS THE PC WILL NOT BE ABLE TO DO THE INT RD OVER MISUNDERSTOODS OR ON A MISASSESSED INT BUTTON. TO AUDIT HIM OVER MUs CONSTITUTES A BREACH OF THE AUDITOR'S CODE. ON THE OTHER HAND, DO NOT OVERDO THESE CLEARING ACTIONS, AS YOU ALREADY HAVE A PC ON YOUR HANDS WHO IS IN TROUBLE.*

*NOTE: If none of the Int buttons read even when Suppress, Invalidate and Misunderstood are applied, do NOT clear them and do NOT continue the Int Rundown steps.*

8. *When the largest reading button has been cleared per Step 7, take that button and run it R3RA Quad. (TRIPLE IF PC IS ONLY TRIPLE.) Each flow is taken to full Dianetic EP, using the command:*

*"Locate a time when you (Int button)."*

*EXAMPLE:*

*Int button with largest read: FORCED IN*

*Run:*

*Fl 1: Locate a time when you were forced in. (To full Dn EP)*

*Fl 2: Locate a time when you forced another in. (To full Dn EP)*

*Fl 3: Locate a time when others forced others in. (To full Dn EP)*

*Fl 0: Locate a time when you forced yourself in. (To full Dn EP)*

*(NOTE: The Quad command wordings for each of the Int buttons are listed on: HCOB 25 Sep 781, Int RD Series 5, QUAD COMMANDS FOR INT BUTTONS.)*

*DO NOT EVER RUN A PC ON FLOW ZERO FOR THE FIRST TIME ON INT. A TRIPLE PC CAN BE QUADED UP AFTER INT HANDLING IS COMPLETE, BUT IT IS NEVER DONE ON INT HANDLING OR INT REPAIR.*

9. *When all four flows on the reading button have each been run to full EP, reassess the Int button list per Step 6. If another button now reads, repeat Steps 7 and 8.*

*Should you have a persistent F/N after the four flows on the first button have been run, reassess the next day per Step 6 and if any button then reads, repeat Steps 7 and 8. If, on the other hand, you now have an F/Ning Int button list, it is safe to end off the Int Rundown.*

10. *Otherwise, you continue to assess the Int button list per Step 6 and to run any reading item R3RA Quad (or Triple) per Steps 7 and 8, until the entire Int button list is F/Ning on assessment.*

*DO NOT OVERRUN THE INT RUNDOWN. See section below on "Vital Data on Int RD End Phenomena."*

*CAUTION: ANY FLOW ON ANY READING BUTTON MUST BE RUN TO EP IN ONE SESSION, AND THE INT RUNDOWN MUST BE COMPLETED IN AS FEW SESSIONS AS POSSIBLE.*

11. *The final step, which is done after the final session, preferably on another later day, is a 2-way comm session on Int/Ext. (Ref: HCOB 30 May 70R, Int RD Series 3, INTERIORIZATION INTENSIVE 2-WAY COMM.)*

#### *RUNNING INT WITH R3RA*

*The R3RA steps and procedure are standard except that they address the subject of "interiorization" (expressed as any one of the buttons on the Int button list).*

*Note that New Era Dianetics preassessment is not included in the revised Int Rundown, nor is the running of AESPs. (See HCOB 24 Sep 78 II, Int RD Series 13, PREASSESSMENT, AESPs AND INT.)*

*In running the Int chain (or chains) it is important to run the actual "going in" action which would be near or at the beginning of the incident. Thus, if the pc is running an incident where he is "already in," ensure you check for an earlier beginning to the incident to pick up the "going in" type of action.*

*The questions to find an earlier beginning when running R3RA are:*

*"Is there an earlier beginning to this incident?" or*

*"Does the one we're running start earlier?" or*

*"Does there seem to be an earlier starting point to this incident?"*

*The earlier similar command when running R3RA is:*

*"Is there an earlier incident when you (Int button)?"*

*Each flow must be taken to basic and the full Dianetic EP of: F/N, postulate (postulate off = erasure), and VGIs.*

*The auditor must have an excellent command of New Era Dianetics tech.*

*(Reference for New Era Dianetics R3RA commands and procedure is: HCOB 26 Jun 78RA 11, NED Series 6RA, URGENT IMPORTANT, ROUTINE 3RA, ENGRAM RUNNING B Y CHA INS.)*

#### *VITAL DATA ON INT RD END PHENOMENA*

*Exteriorization is not the EP of the Int Rundown. If it happens that the pc goes exterior during the RD, you end off gently as in any other auditing. But that is not the EP, and you may have to pick him up again later and complete the Int RD or handle it with the End of Endless Int Repair Rundown.*

*THE EP OF THE INT RUNDOWN IS NO MORE CONCERN OR TROUBLE WITH EXTERIORIZATION OR INTERIORIZATION.*

*This is generally accomplished by auditing the pc to an F/Ning Int button list.*

*But there is another phenomenon that can occur while running Int. IT IS VITAL THAT AN AUDITOR DOES NOT MISS THIS SHOULD IT HAPPEN.*



*It goes like this: You're auditing along and suddenly some mass discharges, down comes the TA, you suddenly have a floating TA, and that's it. The pc has hit the EP.*

*If you proceed past that point you're in trouble. You DON'T then reassess the Int button list and you DON'T continue running Quad Flows, even if all the flows have not yet been run on one reading button.*

*You do nothing but take your paws off the meter and gently end the session. If you do otherwise you can mess up a case.*

*It isn't exteriorization. Exteriorization could occur at the same time; however we could not care less because exteriorization is not the EP of the process.*

*But at ANY point at which the above phenomenon occurs on the Int RD—mass moves off, the TA comes crashing down and you can't keep the needle on the dial because the TA itself is floating—you end off the rundown because you have the EP.*

*What has happened here is that you've blown the stuck flow of "going in."*

*Int sends the TA up because the person has plowed deeper into more and more mass and come out of less and less mass. You have been auditing the pc on what has been, for eons, a stuck flow of obsessively going in. At any point in the auditing that stuck flow can suddenly give way. It heaves in the opposite direction, and the stuck flow of "going in" vanishes.*

*When that happens it's the end of the process, as that is all you want to accomplish with the Int Rundown.*

*If you were then to check the Int button list (which you DO NOT DO AT THIS POINT) you would find the Int buttons all F/Ning.*

#### FUTURE AUDITING

*When the pc has attained the EP of Int, either on the above phenomenon or by reassessing the Int buttons and running them on the flows to an F/Ning Int button list, one should now be able to audit the pc even after exteriorization.*

*However, HCOB 7 Mar 75, EXT AND ENDING SESSION would still be applied.*

#### WARNING

*The Int Rundown is a major case action and should only be run when the pc is rested and in good physical shape.*

#### THE END OF ENDLESS INT REPAIR

*The End of Endless Int Repair Rundown (HCOB 24 Sep 781, Int RD Series 4, URGENT IMPORTANT, THE END OF ENDLESS INT REPAIR RUNDOWN) is the superbly workable new process just developed to handle any needed Int repair.*

*It resolves any Int troubles that might persist even after a pc has had an Int Rundown done totally standardly.*

*It does not replace the Int Rundown; rather, it complements it, when necessary, as it runs Int by Recalls. We audit out the Int engrams on the Int Rundown. Then if repair is needed, the End of Endless Int Repair RD can be used to clean it up smoothly with Recalls. It is the answer to overrepair of Int on any pc.*

*Additionally, it can be used for handling Int repair on Clears, OTs and Dianetic Clears.*

*The above HCOB, 24 Sep 78 I, fully covers the purpose and use of this valuable new repair rundown.*

#### SUMMARY

*If a pc goes exterior on Dianetics or any Scientology auditing you must, as his next session, check the Int buttons for read, and if any read, clear them and do the new, vastly simplified and revised Int Rundown using the above C/S. With this done the pc . . . can go on being audited. And if repair is needed, the End of Endless Int Repair Rundown is the answer.*

*These new developments and refinements give us a simpler, more thorough tech for resolving Int than we have ever had before.*

The way is open to more powerful OTs.

All fundamental discoveries are essentially simple ones.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 13 JANUARY 1971R  
REVISED 24 SEPTEMBER 1978

Remimeo  
Class IV  
Grad  
Checksheet

(Revisions and Additions in this type style)

(Ellipses indicate deletions)

(Revised 24 Sep 78 to give current data on  
references covering exteriorization and its handling.)

**Interiorization Rundown Series 9**

**EXTERIORIZATION**

On reviews of field-given exteriorization intensives during the past year, I found many cases had been flubbed.

On researching this I found the following:

1. The remedy was being used as an effort to exteriorize people. People exteriorize in any normal auditing. What was needed was a *remedy* to be able to audit them thereafter without driving their TAs up.
2. Auditors evidently skimped their HDC Courses and did not know WHY one went to an earlier beginning or earlier incident. Thus they didn't know why you had to run interiorization.
3. HCOB 22 Mar 70 EXTERIORIZATION AND HIGH TA, (*now HCOB 4 Jan 71R, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED*) must have been studied only for the rote commands. The theory of it was *not* studied.
4. Common Dianetic goofs got in the road of the rundown, the auditor failing to repeat the chain in asking for an earlier incident.... (*Ref: HCOB 26 Jun 78RA, Issue II, New Era Dianetics Series 6RA.*)
5. The exteriorization intensive was being stretched over several sessions. As only it can be audited, between sessions PPS, etc., would intervene.... (*Current ref: HCOB 20 Aug 70R, Int RD Series 8, INT RD MUSTS.*)
6. Clearing the command was flubby and the pc often thought interiorization meant "being in and trying to get out" and so the wrong end of the incident (the end) was being run.
7. People who hadn't been exterior at all and whose TAs were normal—not high—were being run on it.
8. It was being sold as a special rundown to exteriorize people, not just to enable them to go on being audited.

The number of Exteriorization Rundown flubs is excessive.

Therefore new HCOBs and a new pack have been issued. These include:

HCOB 4 Jan 71, EXTERIORIZATION AND HIGH TA, REVISED, (*now HCOB 4 Jan 71R EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED*) which contains the theory and NEW COMMANDS nobody can goof.

HCOB 6 Jan 71, STARRATE CHECKOUTS FOR EXTERIORIZATION INTENSIVE. (*This data is now in HCOB 25 Sep 78, Issue II, Int RD Series 14 STARRATE CHECKOUTS FOR INTERIORIZATION RUNDOWN.*)

HCOB 5 Jan 71, GOING EARLIER IN R3R AND EXTERIORIZATION INTENSIVES. (*This issue has been canceled by BTB 10 Dec 74, Issue VIII.*)

Commands and procedure for running New Era Dianetics in an Interiorization RD are now contained in:

HCOB 4 Jan 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED.

HCOB 26 Jun 78RA, Issue II, New Era Dianetics Series 6RA, URGENT IMPORTANT, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS.

The glaring outness is Dianetic . . . skill..A *Dianetic auditor* who can't run a flubless Dianetic session and get all . . . flows down to F/N studied in doubt, audits in doubt and ought to be in a condition of doubt until he retreads and actually reads the text and does the drills. Dianetics . . . is just too easy to be flubbed.

After patching up many of these done in the field I became very alert to the state of training. A new Course Supervisor course has been done and is being issued.

Obviously, auditors are no longer required to be starrated on new materials before they audit them. This omission must be remedied at once. NO AUDITOR MAY AUDIT MATERIALS OR APPLY HCOBs ON WHICH HE HAS NOT BEEN STARRATED .

No HGC or C/S may order an auditor to run a process if that auditor has not been starrated on its theory and practical first.

As for Dianetics, an auditor who cannot routinely carry a chain to an F/N VGI cog and erasure . . . may not retain his certificate unless retreaded and his *certificate* is suspended until he is retreaded. (*full New Era Dianetics EP is covered in HCOB 16 Sep 78, POSTULATE OFF EQUALS ERASURE.*)

For people to goof up using these clean positive tools is inexcusable.

The results are there to be obtained. WE OBTAIN SPECTACULAR POSITIVE RESULTS WITH THESE SAME MATERIALS DAILY WHEREVER THEY ARE ACTUALLY STUDIED AND APPLIED.

Please correct flubby auditing wherever you find it. Auditors must be checked out and drilled on new materials. Courses must be precisely taught. People who flub must be crammed until they don't. And those who still flub must be retreaded.

The materials when applied produce great results. When they are not applied they don't.

SO APPLY THEM!

CORRECTLY.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 7 MARCH 1971-1RA  
ADDITION OF 13 JANUARY 1975  
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Remimeo  
NED Grad  
Checksheet  
C/Ses

(Revisions in this type style)  
(Ellipses indicate deletions)

**C/S Series 28RA-1RA**

**USE OF QUADRUPLE DIANETICS**

With the introduction of QUADRUPLE DIANETICS the problems of how to C/S it arise.

This rule is followed:

... THE FOURTH FLOW—0—MUST BE RUN ON ALL ITEMS FORWARD FROM THE FIRST DIANETIC ITEM EVER RUN ON THE CASE IF THE PC IS QUAD AND THE FLOW 0 READS.

Where a case has already had Flows 2 and 3 run on Singles, one goes back and runs Flow 0 on those items if it reads.

Where a case has only been run on Single Flow Dianetics (Flow 1) one goes back to the first Dianetic item ever run of which record can be found and does F2, F3, F0 in that order checking the command for read before running it, and then verifying the F1.

*If you fail to "quad up" a pc and start with the first item never run on that flow and if you suddenly begin to run Quad on a pc who is Single or Triple without picking up and running the original items which were Single or Triple into Quad form, you will stir up and bypass all the charge that was on that flow originally. To suddenly begin Quad without catching the pc up is to invite catastrophe as the charge bypassed will kick the pc in the teeth, and hard.*

Example: Joe was run on Single Flow for six months. His auditor finds a new item and suddenly decides to run it Quad. Six months worth of Flow 2, Flow 3 and Flow 0 will now restim because it is bypassing that charge. The auditor's proper correction action is to indicate to the pc what has happened and catch up the missing flows on all the earlier items run THAT NOW READ.

To C/S a case for Quad Dianetics it is best to first lay out a Scientology repair, making sure the case is flying, then list out the items already run on Single and Triple. Then get them run so that all four flows are complete on each item in sequence from first to last.

This includes any LX items, former practice, drugs or any other engram running. These, like Dianetic items, are listed in their correct sequence of former running.

Then the missing flows are run if they read.

A rehab step of the flows already run is not necessary. This rehab of a flow already run to EP is usually used only when there is question about its having gone to *postulate off, F/N and VGIs (erasure)*.

In C/Sing for Quadruple one COMPLETES any flow of an item found that did not erase. This is indicated on the item list.

### DOING THE LIST

The item list is done by the auditor in his admin time for well done time credits.

All former Dianetic items ever run are listed and what flows have been run on them and to what end phenomena.

Example:

#### Engram List

3 Sept 69	Sadness (exact wording that was used)	F1
4 Sept 69	A Bored Feeling	F1 Bogged
6 Sept 69	An Apathetic Outlook	F1 Bogged
6 Nov 69	LX Agonized	F1 F2 F3
7 Nov 69	Former Therapy	F1 F2 F3 F2 Bogged
9 Nov 69	Earlier Practices	F1 Bogged
10 Nov 69	A Horrible Sadness	F1 Bogged
5 July 70	Int RD	F1 F2 F3 F3 Bogged
6 July 71	An Awful Pressure	F1 Bogged

Such a list is then handled from the earliest forward by:

- (a) Completing the bogged flow and
- (b) Completing the missing flow, if it reads.

### INT RUNDOWN

If the TA on the pc is currently high or *the pc is having Int troubles*, Int is handled before any other action is done. *The fourth flow is never suddenly introduced on Int if the pc has been run on Triples.*

The fourth flow on Int is then audited in its proper sequence when one gets to it in Quading, IF IT READS.

Note that a drug chain also makes a high TA if in existence or unflat.

### AUDITOR CHECKOUT

BEFORE RUNNING *NEW ERA* DIANETICS QUADRUPLE EVERY AUDITOR HDC, . . ., IV, VI, VII, VIII AND C/Ses MUST BE A *GRADUATE OF THE HUBBARD NEW ERA DIANETICS ... COURSE...*

### FLUBS

If any auditor has a poor record of getting Dianetics results, of bogged flows, etc., he needs a New Era Dianetics retreat. His drills and TRs are out or he is committing gross auditing errors.

Dianetics gives remarkable results only when flawlessly done.

The commands must be precisely given and *all* commands are used. It is NEVER shorted "because the pc did it."

THUS ANY NEW ERA DIANETICS AUDITOR TO. . . QUAD A *PC'S UN-RUN FLOWS MUST*:

- (A) HAVE A RECORD OF GOOD FLUBLESS *NEW ERA* DIANETIC AUDITING or
- (B) MUST HAVE A RETREAD UNDER A COMPETENT SUPERVISOR and
- (C) MUST HAVE COMPLETED THE HUBBARD *NEW ERA* DIANETICS GRADUATE (CASE SUPERVISOR) COURSE *OR HAVE CHECKED OUT FULLY ON THE QUAD ISSUES*.

#### C/Sing

Quad Dianetics, with the above, otherwise C/Ses the same as *NEW ERA DIANETICS*.

It should be realized Dianetics is its own field of C/Sing. This remains the same in Quad Dianetics.

#### PROMOTION

Quad Dianetics should be promoted only when you have Dianetic auditors, the auditors checked out and okayed to audit as above and when you *CAN DELIVER*.

IVs or VIs should be available to do the Progress Pgms and steps.

#### UPPER LEVELS

When the IVs, VIs, VIIs, VIIIs or IXs are checked out as above, they should use Quad Dianetics to handle any and all engram steps called for in general auditing.

That they are upper level auditors does not make it less necessary to do the above.

#### RESULTS

Quad Dianetics, including the rerun actions, produces some very startling new gains.

Well done Dianetics always has produced fine results.

Quad Dianetics almost doubles the gain.

#### REMEDIES

Any and all Dianetic Remedies and general technology remain in full use. They are not changed at all. Only the Zero Flow is added in each case.

Good luck.

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 15 MARCH 1971R  
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Remimeo  
Admin Students

*(Revisions in this type style)*  
*(Ellipses indicate deletions)*

**Data Series 21R**

**DATA SERIES AUDITING**

*HCOB 24 July 1970, DATA SERIES, and HCOB 28 August 1970RA, HC  
OUTPOINT PLUS-POINT LISTS RA are CANCELED.*

Whenever a student cannot grasp or retain the data of the DATA SERIES policy letters, he must be *programmed for Method One Word Clearing, the PRD, any of the various student repairs, New Era Dianetics, etc. He can also be given Super Power.*

L. RON HUBBARD  
Founder

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**C/S Series 32RA-1RC**

**USE OF QUAD DIANETICS**

With the introduction of Quadruple Dianetics it is mandatory important urgent that one does not audit four flow items until one has brought *all* earlier Dianetic items into four flows, *checking each flow for a read, of course, before running it.*

**TRIPLE**

This also applies to Triple Dianetics. On a case where only Flow One (Single) has been run, you don't suddenly run a Triple (F1, F2, F3) such as on the LX Class VIII Lists until one has run the earliest Dn item ever run (or that can be found) on Dn Triple and then on forward on Triple up to the LX.

**QUAD**

However, one would now not bother to run only Triples forward. He would locate the earliest Single or Triple (if no Single Flow) item and run it Quadruple by now running the missing flows if *reading*.

**INT RD**

In doing an INTERIORIZATION RUNDOWN one mustn't suddenly introduce the 4th flow (F Zero).

If the case has only had Triples in Dianetics one mustn't suddenly introduce a Flow Zero on INT. The case should be done on Triple Flow INT.

THEN all earlier Dn items in sequence run are:

- (a) Listed from W/S or Folder Summaries.
- (b) Brought up to current by running in all the missing flows of Quad if *reading*.
- (c) The INT RD fourth flow is audited in when one gets to it IF IT READS.

*The moral of the story is: RUN ONLY FLOWS THAT INSTANT READ WHEN CALLED.*

**REASON**

Auditing additional flows while earlier items remain Single or Triple restimulates the missing flows and stacks them up as mass. They can make a pc uncomfortable until run.

All the missing flows (that were not run) are still potential mass.

This mass restimulates like something too late on the chain when a flow not run on earlier items is run on later items.

Auditing itself is a sort of time track. The earliest session blows the later sessions.

### FULL FLOW TABLE

Before running Quad Dianetics one makes a table of earlier items run. Like this:

### FULL FLOW TABLE

Date	Item	Flow	
		Previously Run	Must Run
2.3.62	Guf Shoulder	F1	F2, 3, 0
3.3.67	Gow in Foot	F1	F2, 3, 0
30.4.67	Chow in Chump	F1	F2, 3, 0
29.9.68	LX Anger	F1, 2, 3	F0
	LX Peeved	F1, 2, 3	F0
4.10.69	Feeling Numb	F1, 2, 3	F0
5.9.70	Int RD	F1, 2, 3	F0
9.10.70	Feeling of Goof	F1, 2, 3	F0
10.10.71	Dn Assist on Head	F1	F2, 3, 0

### FLOWS

F1 is FLOW ONE, something happening to self.

F2 is FLOW TWO, doing something to another.

F3 is FLOW THREE, others doing things to others.

F0 is FLOW ZERO, self doing something to self.

### R3RA COMMANDS

Standard R3RA commands are used on Quad Dianetics.

They are the subject of another HCOB.

### *MULTIPLE SOMATIC ITEMS*

The question will come up, do we Triple or Quad multiple somatic items.

The test is, did the flows already run go to EP when they were originally run. If they did, include them. If they didn't run exclude them.

This does not mean you omit everything that didn't run.

### REPAIR

While auditing this FULL FLOW DIANETICS you will find various chains that did not go to EP when originally run.

These are included and should be concluded to EP. This means one has to find out if they bypassed the F/N, went too early, jumped the chain, etc. Usually an L3RF assessed on that faulty action will give the answer. It is easy to take these old flubbed chains to EP unless you work at it too hard. Usually the reason they didn't is visible on the old worksheet. The auditor forgot to ask for earlier beginning or jumped the chain or tried to run it twice forgetting he'd run it before. Corny errors.

## RESULT

The result of doing a FULL FLOW DIANETIC ACTION on a case is quite spectacular. The shadowy remains of somatics blow, mass blows and the pc comes up shining.

## OFFERING FFD

Offering the public Full Flow Dianetics must include the cost of FESing, FF Table making, and C/S work since it is sometimes lengthy. The auditing can be remarkably brief. The greatest amount of time is usually spent on the C/Sing and the table making.

FFD is offered to the public in intensives as per HCOB 31 May 1971R, C/S Series 39R, STANDARD 12/2 HOUR INTENSIVE PROGRAMS. Admin time spent on C/Sing, FESing and FF Table making should be deducted from the intensive hours purchased by the pc. This must be made known to the public when purchasing the service.

When offering FFD it should be called Quadruple Dianetics—4 times more powerful than previous auditing.

A C/S must liaise with the Dissem Sec and Treasury Sec on selling it or he'll find the org is losing money doing the C/Sing and tables.

## WARNING

When doing Quadruple Dianetics on some cases it may be found that many chains are now missing or are just copies of the original. Don't be disturbed. Pc says they're gone now they're gone. Just F/N the fact and carry on with the next flow or item.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 JUNE 1971RB  
REVISED 1 DECEMBER 1974

CANCELS HCOB 3 DEC 71 HANDLING SHEET  
REVISED 15 FEBRUARY 1977  
REVISED 4 DECEMBER 1978

Remimeo  
Class IV  
Grad Check-  
sheet

Class VI  
Checksheet  
Class IV Grad and  
above Auditors  
C/Ses

(Revisions not printed in a different type style)

**EXPANDED GREEN FORM 40RD  
EXGF 40RD**

The Expanded Green Form 40RD is used with the Resistive Cases Assessment on a resistive case to precisely locate and solve its resistiveness.

The assessment of the resistive cases will direct the auditor to the type of the pc's resistiveness. Further assessment is then done in the section of the Expanded Green Form 40RD appropriate to what has read on the Resistive Cases Assessment and handlings are given for what has been found.

This list provides a fast and direct method for solving resistive cases.

Before using this list on any pc the auditor must have first checked out on HCOB 8 Dec 78 Iss II GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF.

**RESISTIVE CASES ASSESSMENT**

(If this assessment has just been done on the Green Form No. 40 question, it is not repeated. Go right into the Expanded Green Form 40RD assessments.)

Assess Method 5 the following resistive cases. If any item reads, go to its corresponding section on the Expanded Green Form 40RD and assess Method 5 all the items in that section. Assess the section on the Expanded Green Form 40RD that corresponds to *each* reading item.

When all sections corresponding to the reading resistive cases items are assessed you will have a full picture of the pc's resistiveness.

Then, if you have C/S okay, take up each reading section on the EXGF 40RD in the order in which they are listed below and handle reads per the instructions given.

Otherwise, return to the C/S for programming.

- A-1 WENT DIANETIC CLEAR AND NEVER ATTESTED \_\_\_\_\_
- A-2 HAD ENGRAMS RUN AFTER BEING DIANETIC CLEAR \_\_\_\_\_
- B DOESN'T WANT AUDITING \_\_\_\_\_
- C AUDITED WITH RUDIMENTS OUT \_\_\_\_\_
- D OVERWHELMED \_\_\_\_\_
- E CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY \_\_\_\_\_
- F-1 SUPPRESSED \_\_\_\_\_
- F-2 CONNECTED TO AN ANTAGONISTIC PERSON \_\_\_\_\_
- G SERIOUSLY PHYSICALLY ILL \_\_\_\_\_

- H HAS NOT HAD AUDITING \_\_\_\_\_
- I-1 SEEKING THE SAME THRILL ATTAINED FROM DRUGS \_\_\_\_\_
- I-2 HAS TAKEN DRUGS \_\_\_\_\_
- J FORMER THERAPY BEFORE SCIENTOLOGY \_\_\_\_\_
- K HAS BEEN PART OF EARLIER PRACTICES \_\_\_\_\_
- L-1 OUT OF VALENCE \_\_\_\_\_
- L-2 ARE YOU BEING SOMEONE ELSE \_\_\_\_\_
- M PRETENDING TRAINING OR GRADES NOT ATTAINED \_\_\_\_\_
- N AUDITED WITH PRIOR GRADES OUT \_\_\_\_\_
- O MISUNDERSTOODS IN AUDITING \_\_\_\_\_

SECTION A—WENT DIANETIC CLEAR AND  
NEVER ATTESTED

If item A-1 reads, Date/Locate. If item A-2 reads, 2WC to F/N and return to the C/S.

SECTION B—DOESN'T WANT AUDITING

- B-1 DO YOU NOT WANT AUDITING? \_\_\_\_\_  
2WC to find out why not. It will be an out-rud or an out-list.  
Handle appropriately.
- B-2 ARE YOU REFUSING AUDITING? \_\_\_\_\_  
2WC to find out why. It will be an out-rud or an out-list. Handle  
appropriately.
- B-3 ARE YOU PROTESTING AUDITING? \_\_\_\_\_  
Itsa E/S itsa to F/N.
- B-4 DO YOU DISLIKE TALKING TO AN AUDITOR? \_\_\_\_\_  
If so, run "Look at me. Who am I?" to F/N. Then "What could  
you say?" to F/N.
- B-5 HAS NO ONE ASKED WHAT YOU REALLY WANT? \_\_\_\_\_  
Itsa E/S itsa to F/N.
- B-6 HAS THERE BEEN ANYTHING WRONG WITH F/NS? \_\_\_\_\_  
Find the fault and handle with false TA HCOBs. Rehab any  
overruns due to false TA.

SECTION C—AUDITED WITH RUDIMENTS OUT

- C-1 HAVE YOU BEEN AUDITED WITH RUDIMENTS OUT? \_\_\_\_\_  
Find out which and handle to F/N.
- C-2 HAVE YOU BEEN AUDITED OVER AN ARC BREAK? \_\_\_\_\_  
ARCU CDEINR E/S to F/N.
- C-3 HAVE YOU BEEN AUDITED OVER A PROBLEM? \_\_\_\_\_  
Itsa E/S itsa to F/N.
- C-4 HAVE YOU BEEN AUDITED OVER A WITHHOLD? \_\_\_\_\_  
What was the withhold? Who missed it? E/S to F/N.
- C-5 HAVE YOU BEEN AUDITED OVER AN OVERT? \_\_\_\_\_  
What was the overt? E/S overt to F/N.

- C-6 ARE YOU LYING TO PEOPLE? \_\_\_\_\_  
Itsa E/S itsa to F/N.
- C-7 DO YOU HAVE SECRETS? \_\_\_\_\_  
2WC what secrets E/S to F/N.
- C-8 ARE YOU HERE FOR REASONS NOT DISCLOSED? \_\_\_\_\_  
If so, L&N “What was your original reason for coming here?”  
R3RA Triple or Quad if an evil purpose. Program for EX DN. (On  
a Clear, OT or Dianetic Clear, do the L&N step only.)
- C-9 DO YOU HAVE AN EVIL PURPOSE? \_\_\_\_\_  
L&N “What evil purpose do you have?” R3RA Triple or Quad.  
Program for EX DN. (On a Clear, OT or Dianetic Clear, do the  
L&N step only.)

#### SECTION D—OVERWHELMED

- D-1 HAVE YOU BEEN OVERWHELMED BY AUDITING? \_\_\_\_\_  
Run out the incident of overwhelm R3RA Narrative Triple or Quad.  
(On Flow 1, acknowledge what the pc says and continue with R3RA  
Narrative commands 2-9 A-EYE.)
- F2: Return to the time you caused another to be overwhelmed  
by auditing and tell me when you are there.
- F3: Return to the time others caused others to be overwhelmed  
by auditing and tell me when you are there.
- F0: Return to the time you caused yourself to be overwhelmed  
by auditing and tell me when you are there.  
( Progress Program . )
- (On a Clear, OT or Dianetic Clear 2WC for data and use the appropriate  
correction list to locate and indicate the bypassed charge )
- D-2 HAVE YOU BEEN OVERWHELMED BY LIFE? \_\_\_\_\_  
Handle as in D-1 with Narrative R3RA Triple or Quad, substituting  
“by life.” (Progress Program.) 2WC and the appropriate  
correction list on Clears and above.
- D-3 HAVE YOU BEEN OVERWHELMED BY FAMILY  
CONNECTIONS ? \_\_\_\_\_  
Handle as in D-1 with Narrative R3RA Triple or Quad, substituting  
“by family connections.” (Progress Program.) 2WC and the  
appropriate correction list on Clears and above.
- D-4 HAVE YOU BEEN OVERWHELMED ON YOUR POST? \_\_\_\_\_  
(ON YOUR JOB?)  
Handle as in D-1 with Narrative R3RA Triple or Quad, substituting  
“on your post” or “on your job” whichever is appropriate and  
has read. (Progress Program.) 2WC and the appropriate correction  
list on Clears and above.
- D-5 ARE YOU RESTIMULATED IN YOUR CURRENT  
ENVIRONMENT? \_\_\_\_\_  
Run out the time he felt restimulated in his environment R3RA  
Narrative Triple or Quad. (Progress Program.) 2WC and the  
appropriate correction list on Clears and above.

#### SECTION E—CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY

- E-1 ARE YOU CONTINUOUSLY COMMITTING OVERTS ON  
SCIENTOLOGY? \_\_\_\_\_  
L&N “What are you trying to prevent?” R3RA Triple/Quad  
preventing (item). 2WC committing continuous overts and pull  
them, E/S to F/N. On a Clear, OT or Dianetic Clear the handling is:  
L&N “What are you trying to prevent?” 2WC committing  
continuous overts and pull them, E/S to F/N.

E-2 DO YOU KEEP ON GOOFING? \_\_\_\_\_  
Handle as in E-1.

E-3 ARE YOU COMMITTING CONTINUOUS OVERTS IN LIFE? \_\_\_\_\_  
Handle as in E-1.

SECTION F—SUPPRESSED  
CONNECTED TO AN ANTAGONISTIC PERSON

F-1 ARE YOU CONNECTED TO SOMEONE HOSTILE OR \_\_\_\_\_  
ANTAGONISTIC TO SCIENTOLOGY?  
PTS interview. C/S to program as needed for further PTS handling.

F-2 ARE OTHERS ANTAGONISTIC TO WHAT YOU ARE DOING? \_\_\_\_\_  
PTS interview. C/S to program as needed for further PTS handling.

F-3 HAVE YOU BEEN SUPPRESSED BY ANOTHER? \_\_\_\_\_  
2WC to F/N. C/S to program as needed for further PTS handling.

F-4 DO YOU MAKE GAINS AND THEN LOSE THEM? \_\_\_\_\_  
PTS interview. C/S to program as needed for further PTS handling.

F-5 DO YOU RECEIVE GAINS OR BENEFITS FROM BEING ILL \_\_\_\_\_  
OR DISABLED?  
2WC to F/N. Return to C/S.

SECTION G—SERIOUSLY PHYSICALLY ILL

G-1 ARE YOU SERIOUSLY PHYSICALLY ILL? \_\_\_\_\_  
2WC to find out what the illness or symptoms are. Return the folder  
to the C/S. Program per HCOB 24 Jul 69R SERIOUSLY ILL PCs  
and BTB 28 May 74RB FULL ASSIST CHECKLIST FOR  
INJURIES AND ILLNESSES.

G-2 IS YOUR BODY ILL? \_\_\_\_\_  
2WC “What seems to be wrong with your body?” to F/N. Program  
per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR  
INJURIES AND ILLNESSES.

G-3 ARE YOU MENTALLY ILL? \_\_\_\_\_  
Handle as a withhold. E/S “Is there an earlier time you were  
mentally ill?” to F/N. R3RA Narrative Triple/Quad. Then do a full  
preassessment on it.

G-4 DO YOU HAVE ANY BROKEN BONES? \_\_\_\_\_  
2WC to F/N. Medical treatment followed by a program per BTB 28  
May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND  
ILLNESSES .

G-5 DO YOU HAVE ANY INFECTIOUS DISEASE? \_\_\_\_\_  
2WC to get the data on what it is to F/N. Medical treatment followed  
by a program per BTB 28 May 74RB FULL ASSIST CHECKLIST  
FOR INJURIES AND ILLNESSES.

G-6 DO YOU HAVE ANY HIDDEN ILLNESSES? \_\_\_\_\_  
2WC to F/N. Program per BTB 28 May 74RB FULL ASSIST  
CHECKLIST FOR INJURIES AND ILLNESSES.

G-7 DO YOU HAVE ANY TOOTH DECAY? \_\_\_\_\_  
2WC to F/N. Dental treatment followed by a program per BTB 28  
May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND  
ILLNESSES .

G-8 DO YOU HAVE ANY PHYSICALLY DAMAGED PARTS? \_\_\_\_\_  
2WC to find out what, to F/N. Program per BTB 28 May 74RB  
FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

- G-9 DO YOU HAVE ANY BODY PARTS MISSING? \_\_\_\_\_  
 2WC to find out what, to F/N. Program per BTB 28 May 74RB  
 FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.
- G-10 HAVE YOU HAD ANY BODY PARTS REMOVED? \_\_\_\_\_  
 2WC to find out what, to F/N. Program per BTB 28 May 74RB  
 FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

SECTION H—HAS NOT HAD AUDITING

- H-1 HAVE YOU NOT HAD AUDITING? \_\_\_\_\_  
 L&N “Who or what would prevent auditing?” Triple or Quad ruds  
 and overts on the item.
- H-2 HAVE YOU BEEN SELF-AUDITING? \_\_\_\_\_  
 2WC to find out when the pc first started self-auditing. Do an L1C  
 on the prior upset. If the prior upset was in auditing, use the  
 appropriate correction list.
- H-3 HAVE YOU BEEN AUDITED IN AN EARLIER LIFE? \_\_\_\_\_  
 2WC to F/N. C/S to program to handle any overrun or other diffi-  
 culties with past auditing, if needed.

SECTION I—SEEKING THE SAME THRILL  
 ATTAINED FROM DRUGS  
 HAS TAKEN DRUGS

- I-1 ARE YOU SEEKING THE SAME THRILL ATTAINED FROM \_\_\_\_\_  
 DRUGS?  
 2WC to F/N. (E/S if needed “Is there an earlier time you were seek-  
 ing the same thrill attained from drugs?”) Advance Program for a  
 Drug RD or to complete it. (On Clears, OTs and Dianetic Clears,  
 indicate the item. Do no further handling.)
- I-2 HAVE YOU TAKEN DRUGS? \_\_\_\_\_  
 2WC to F/N. If pc has had his Drug RD do a Drug RD Repair List.  
 L3RF if needed. Advance Program for a Drug RD or to complete  
 it. (On Clears, OTs and Dianetic Clears, handle as in I-1.)
- I-3 DO YOU WANT TO CONTINUE TO TAKE DRUGS? \_\_\_\_\_  
 2WC to F/N. If pc has had his Drug RD do a Drug RD Repair List.  
 L3RF if needed. Advance Program for a Drug RD or to complete  
 it. (On Clears, OTs and Dianetic Clears, handle as in I-1.)
- I-4 HAVE YOU NEVER TAKEN DRUGS? \_\_\_\_\_  
 2WC to F/N. (E/S if needed “Is there an earlier time you never took  
 drugs?”)
- I-5 ARE YOU CURIOUS ABOUT DRUGS? \_\_\_\_\_  
 2WC to F/N. (E/S if needed “Is there an earlier time you were  
 curious about drugs?”)
- I-6 HAS MEDICINE ACTED AS DRUGS? \_\_\_\_\_  
 2WC to F/N. If pc has had a Drug RD do a Drug RD Repair List.  
 L3RF if needed. Advance Program to handle all reading drugs,  
 medicine and alcohol with a full Drug RD or to complete it. (On  
 Clears, OTs and Dianetic Clears, handle as in I-1.)
- I-7 HAVE YOU DRUNK ALCOHOL? \_\_\_\_\_  
 2WC to F/N If pc has had a Drug RD do a Drug RD Repair List.  
 L3RF if needed. Advance Program for a Drug RD or to complete  
 it. (On Clears, OTs and Dianetic Clears, handle as in I-1.)

SECTION J—FORMER THERAPY BEFORE SCIENTOLOGY

(If any item in this section reads on a Clear, OT or Dianetic Clear, indicate the reading item, let the person tell you about it if he wishes, and indicate the F/N. Do no further handling.)



- J-1 HAVE YOU HAD A FORMER THERAPY BEFORE SCIENTOLOGY?  
Narrative R3RA Triple or Quad on having a former therapy. \_\_\_\_\_
- F1: Return to the time you had a former therapy and tell me when you are there.
- F2: Return to the time you gave a former therapy to another and tell me when you are there.
- F3: Return to the time others gave a former therapy to others and tell me when you are there.
- F0: Return to the time you gave a former therapy to yourself and tell me when you are there.
- J-2 HAVE YOU HAD MEDICAL THERAPY?  
Narrative R3RA Triple or Quad, as in J-1, substituting “medical therapy.” \_\_\_\_\_
- J-3 HAVE YOU HAD PSYCHIATRIC THERAPY?  
Narrative R3RA Triple or Quad, as in J-1, substituting “psychiatric therapy.” \_\_\_\_\_
- J-4 HAVE YOU HAD PSYCHOLOGY THERAPY?  
Narrative R3RA Triple or Quad, as in J-1, substituting “psychology therapy.” \_\_\_\_\_
- J-5 HAVE YOU HAD DENTAL THERAPY?  
Narrative R3RA Triple or Quad, as in J-1, substituting “dental therapy.” \_\_\_\_\_
- J-6 HAVE YOU HAD ELECTRIC SHOCK?  
2WC to F/N. Return to C/S for okay to run out the electric shock  
Narrative R3RA Triple or Quad, as in J-1, followed by a preassessment of the electric shock. \_\_\_\_\_

SECTION K—HAS BEEN PART OF EARLIER PRACTICES

(If any item in this section reads on a Clear, OT or Dianetic Clear, indicate the reading item, let the person tell you about it if he wishes, and indicate the F/N. Do no further handling.)

- K-1 ARE YOU CURRENTLY DOING ANY BODY PRACTICES?  
Narrative R3RA Triple or Quad on body practices. \_\_\_\_\_
- F1: Return to the time you took part in body practices and tell me when you are there.
- F2: Return to the time you caused another to take part in body practices and tell me when you are there.
- F3: Return to the time others caused others to take part in body practices and tell me when you are there.
- F0: Return to the time you caused yourself to take part in body practices and tell me when you are there.
- K-2 ARE YOU CURRENTLY DOING ANY EXERCISES?  
Narrative R3RA Triple or Quad, as in K-1, substituting “exercises.” \_\_\_\_\_
- K-3 ARE YOU CURRENTLY PRACTICING ANY RITES?  
Narrative R3RA Triple or Quad, as in K-1, substituting “rites.” \_\_\_\_\_
- K-4 ARE YOU CURRENTLY PRACTICING YOGA?  
Narrative R3RA Triple or Quad, as in K-1, substituting “yoga.” \_\_\_\_\_
- K-5 DO YOU HOLD ANY EASTERN BELIEFS?  
Narrative R3RA Triple or Quad, as in K-1, substituting “eastern beliefs.” \_\_\_\_\_
- K-6 ARE YOU DOING ANY MENTAL EXERCISES? \_\_\_\_\_

- Narrative R3RA Triple or Quad, as in K-1, substituting “mental exercises . “
- K-7 DO YOU CURRENTLY PRACTICE MEDITATION? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “meditation.”
- K-8 HAVE YOU TAKEN PART IN EARLIER PRACTICES BEFORE SCIENTOLOGY? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier practices before Scientology.”
- K-9 HAVE YOU TAKEN PART IN EARLIER RELIGIONS? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier religions.”
- K-10 HAVE YOU TAKEN PART IN EARLIER RITES? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier rites.”
- K-11 HAVE YOU TAKEN PART IN EARLIER EXERCISES? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier exercises.”
- K-12 HAVE YOU TAKEN PART IN HYPNOTISM? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “hypnotism.”
- K-13 HAVE YOU HELD EASTERN BELIEFS? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “eastern beliefs . “
- K-14 HAVE YOU TAKEN PART IN EARLIER INDOCTRINATIONS? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier indoctrinations . “
- K-15 HAVE YOU TAKEN PART IN EARLIER SCIENTIFIC PRACTICES? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier scientific practices.”
- K-16 HAVE YOU TAKEN PART IN EARLIER ELECTRONIC PRACTICES? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier electronic practices.”
- K-17 HAVE YOU TAKEN PART IN EARLIER THOUGHT PRACTICES? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier thought practices.”
- K-18 HAVE YOU TAKEN PART IN EARLIER SPIRITUAL PRACTICES? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier spiritual practices.”
- K-19 HAVE YOU TAKEN PART IN EARLIER EASTERN RITES? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier eastern rites.”
- K-20 HAVE YOU TAKEN PART IN EARLIER EASTERN PRACTICES? \_\_\_\_\_  
 Narrative R3RA Triple or Quad, as in K-1, substituting “earlier eastern practices.”
- K-21 HAVE YOU TAKEN PART IN EARLIER IMPLANTING TECHNIQUES? \_\_\_\_\_

Narrative R3RA Triple or Quad, as in K-1, substituting “earlier implanting techniques.”

K-22 HAVE YOU PRACTICED WITCHCRAFT? \_\_\_\_\_  
Narrative R3RA Triple or Quad on practicing witchcraft.

- F1: Return to the time you had witchcraft practiced on you and tell me when you are there.
- F2: Return to the time you practiced witchcraft on another and tell me when you are there.
- F3: Return to the time others practiced witchcraft on others and tell me when you are there.
- F0: Return to the time you practiced witchcraft on yourself and tell me when you are there.

K-23 HAVE YOU CAST SPELLS? \_\_\_\_\_  
Narrative R3RA Triple or Quad on using spells.

- F1: Return to the time a spell was used on you and tell me when you are there.
- F2: Return to the time you used a spell on another and tell me when you are there.
- F3: Return to the time others used spells on others and tell me when you are there.
- F0: Return to the time you used a spell on yourself and tell me when you are there.

K-24 ARE YOU DOING SOME EXERCISE BETWEEN SESSIONS? \_\_\_\_\_  
Narrative R3RA Triple or Quad, as in K-1, substituting “exercises.”

SECTION L—OUT OF VALENCE  
ARE YOU BEING SOMEONE ELSE

If items L-1 or L-2 read, the handling is LX3, LX2, LX1 and 220H if necessary.

Ref: HCOB 2 Aug 69R “LX” LISTS  
HCOB 5 Nov 69R V LX3 (ATTITUDES)  
HCOB 3 Aug 69R LX2 (EMOTIONAL ASSESSMENT LIST)  
HCOB 9 Aug 69R LX1 (CONDITIONS)  
HCOB 20 Sep 78 II LX LIST HANDLING

(If one of these items read on a Clear, OT or Dianetic Clear, indicate the item, let the person tell you about it if he wishes, and indicate the F/N. Do no further handling.)

SECTION M—PRETENDING TRAINING OR GRADES  
NOT ATTAINED

(If any item in this section reads on a Clear, OT or Dianetic Clear, indicate the reading item, let the person tell you about it if he wishes, and indicate the F/N.)

M-1 ARE YOU PRETENDING? \_\_\_\_\_  
Narrative R3RA Triple or Quad on pretending.

- F1: Return to the time another pretended to you and tell me when you are there.
- F2: Return to the time you pretended to another and tell me when you are there.
- F3: Return to the time others pretended to others and tell me when you are there.
- F0: Return to the time you pretended to yourself and tell me when you are there.

M-2 ARE YOU PRETENDING TRAINING NOT ATTAINED? \_\_\_\_\_  
Narrative R3RA Triple or Quad on pretending as in M-1.

M-3 ARE YOU PRETENDING ATTAINMENTS IN LIFE NOT REALLY ATTAINED? \_\_\_\_\_

Narrative R3RA Triple or Quad on pretending as in M-1.

M-4 ARE YOU PRETENDING GRADES NOT ATTAINED? \_\_\_\_\_  
Narrative R3RA Triple or Quad on pretending as in M-1.

SECTION N—AUDITED WITH PRIOR GRADES OUT

N-1 HAVE YOU BEEN AUDITED WITH PRIOR GRADES OUT? \_\_\_\_\_  
2WC to find out what grades the pc feels are out. Indicate it. If no F/N, “Is there an earlier time you were audited over that/those out-grade(s)?” Note for C/S.

N-2 IS YOUR DIANETICS INCOMPLETE? \_\_\_\_\_  
2WC to F/N. Note for C/S.

N-3 DO ENGRAMS FAIL TO ERASE? \_\_\_\_\_  
L3RF Rundown. (R-Factor: “We are looking for engrams contacted in your early auditing and not fully handled.” Assess L3RF Method 5 with the preface “In your early Dianetics ?” Handle with R3RA over and over until the entire list F/Ns )

(On a Clear, OT or Dianetic Clear, indicate the read If no F/N you may do an L3RF if needed, however do no handling beyond indicating the reading questions, to F/N.)

N-4 IS YOUR COMMUNICATION GRADE OUT? \_\_\_\_\_  
2WC to F/N. Program for Expanded or Quad Grade 0

N-5 IS YOUR PROBLEMS GRADE OUT? \_\_\_\_\_  
2WC to F/N Program for Expanded or Quad Grade I.

N-6 IS YOUR OVERT/WITHHOLD GRADE OUT? \_\_\_\_\_  
2WC to F/N. Program for Expanded or Quad Grade II.

N-7 DO YOU HAVE PERSISTING ARC BREAKS? \_\_\_\_\_  
2WC to F/N. Program for Expanded or Quad Grade III.

N-8 ARE YOU ANXIOUS ABOUT CHANGE? \_\_\_\_\_  
2WC to F/N. Program for Expanded or Quad Grade III.

N-9 DO YOU HAVE SERVICE FACSIMILES? \_\_\_\_\_  
2WC to F/N. Program for Expanded or Quad Grade IV.

N-10 DO YOU HAVE FIXED IDEAS? \_\_\_\_\_  
2WC to F/N. Program for Expanded or Quad Grade IV.

N-11 ARE YOU CONCERNED ABOUT BEING RIGHT OR WRONG? \_\_\_\_\_  
2WC to F/N. Program for Expanded or Quad Grade IV.

N-12 HAVE YOU FAILED TO ATTAIN OTHER GRADES? \_\_\_\_\_  
2WC to F/N. Note for C/S.

N-13 HAVE WINS ON GRADES BEEN BYPASSED? \_\_\_\_\_  
Rehab each to F/N.

SECTION O—MISUNDERSTOODS IN AUDITING

O-1 HAVE YOU HAD MISUNDERSTOODS IN AUDITING? \_\_\_\_\_  
Find and clear the misunderstands or do a WCCL prefaced with “In auditing.” Dianetic C/S-1 and/or Scientology C/S-1 if needed.

O-2 HAVE YOU HAD TROUBLE UNDERSTANDING WHAT WAS GOING ON IN A SESSION? \_\_\_\_\_  
Clear this up with Word Clearing on the action that wasn’t understood. Dianetic C/S-1 and/or Scientology C/S-1 if needed.

O-3 HAVE YOU HAD TROUBLE UNDERSTANDING AN AUDITOR? \_\_\_\_\_

2WC to F/N. Handle any MUs with Word Clearing on the area the pc didn't understand. Dianetic C/S-1 and/or Scientology C/S-1 if needed.

O-4 HAVE YOU HAD TROUBLE IN AUDITING BECAUSE OF MISUNDERSTOODS? \_\_\_\_\_

Find the misunderstands and clear them up.

Note what actions were done over misunderstood words and handle with the proper repair list if needed. Dianetic C/S-1 and/or Scientology C/S-1 if needed.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JULY 1971R  
REVISED 22 FEBRUARY 1979

Remimeo  
Franchise  
Level III  
Checksheets  
Tech  
Qua/  
C/Ses

*(Revisions in this type style)*  
*(Ellipsis indicates deletion)*  
Replaces HCOBs 22 May 65 and 23 April 64,  
and cancels HCOB 27 July 65 all on the  
same subject.

SCIENTOLOGY III

**AUDITING BY LISTS**

(Note: We now F/N everything. We do NOT  
tell the pc what the meter is doing. This  
changes "Auditing By Lists" in both respects.  
We do not say to the pc. "That's clean" or  
"that reads.")

Ref: HCOB 14 Mar 71 F/N EVERYTHING  
HCOB 4 Dec 77 CHECKLIST FOR  
SETTING UP SESSIONS  
AND AN E-METER  
HCOB 24 Jan 77 TECH CORRECTION  
ROUND-UP  
HCOB 7 Feb 79R E-METER DRILL 5RA CAN SQUEEZE  
HCOB 8 Dec 78II GREEN FORM AND EXPANDED GREEN FORM  
40RD, USE OF

Use any authorized published LIST. (Green Form for general review, L1C for  
ARC Brks, L4BRA for *list errors*.)

METHOD 3

*Set the sensitivity for 1/3 of a dial drop on a correct can squeeze per E-Meter Drill  
5RA (Reference: HCOB 7 Feb 79R E-METER DRILL 5RA CAN SQUEEZE).*

Have your meter in a position (line of sight) so you can see the list and the needle  
or you can see the needle and the pc. The meter position is important.

Hold the mimeoed list close beside the meter. Have your worksheet more to the  
right. Keep record on your worksheet. Mark the pc's name and date on it. Mark what  
list it is on the W/S with time. It remains in the folder stapled to the W/S.

Read the question on the list, note if it reads. Do NOT read it while looking at the  
pc, do NOT read it to yourself and then say it while looking at the pc. These are the  
L10 actions and are called Method 6, not Method 3. It is more important to see the pc's  
cans than his face as can fiddle can fake or upset reads.

TR 1 must be good so the pc clearly hears it.

You are looking for an INSTANT READ that occurs at the end of the exact last  
syllable of the question.

If it does not read, mark the list X. If the list is being done through an F/N and  
the F/N just continues, mark the question F/N.

If the question reads, do *not* say “That reads.” Mark the read at once (tick, SF, F, LF, LFBD, R/S), transfer the number of the Q to the W/S and look expectantly at the pc. You can repeat the Q by just saying it again if pc doesn’t begin to talk. He has probably already begun to answer as the Q was live in his bank as noted by the meter.

Take down the pc’s remarks in shortened form on the W/S. Note any TA changes on the W/S.

If the pc’s answer results in an F/N (cog VGIs sometimes follow, GIs always accompany a real F/N), mark it rapidly on the W/S and say, “Thank you. I would like to indicate your needle is floating.”

Do NOT wait endlessly for the pc to say more. If you do he will go into doubt and find more, also do NOT chop what he is saying. Both are TR errors that are very bad.

If there is no F/N, at the first pause that looks like the pc thinks he has said it, ask for an earlier similar whatever the question concerned. Do NOT change the Q. Do NOT fail to repeat what the question is. “Was there an earlier similar restimulation of ‘rejected affinity’?” This is the “E/S” part of it. You do *not* leave such a question merely “clean.”

It does not matter now if you look at the pc when you say it or not. But you can look at the pc when you say it.

The pc will answer. If he comes to a “looks like he thinks he said it” and no F/N, you ask the same Q as above.

You ask this Q “Was there an earlier similar “ until you finally get an F/N and GIs. You indicate the F/N.

That is the last of that particular question.

You mark “F/N” on the list and call the next question on the list. You call this and other questions without looking at the pc.

Those that do not read, you X as out.

The next question that reads, you mark it on the list, transfer the question number to the W/S.

Take the pc’s answer.

Follow the above E/S procedure as needed until you get an F/N and GIs for the question. Ack. Indicate and return to the mimeoed list.

You keep this up until you have done the whole list in this fashion.

If you got no read on the list question but the pc volunteers some answer to an unreading question, do NOT take it up. Just ack and carry on with your mimeoed list.

BELIEVE YOUR METER. Do not take up things that don’t read. Don’t get “hunches.” Don’t let the pc run his own case by answering nonreading items and then the auditor taking them up. Also don’t let a pc “fiddle the cans” to get a false read or to obscure a real one. (Very rare but these two actions have happened.)

## BIG WIN

If halfway down a prepared list (the last part not yet done) the pc on some question gets a wide F/N, big cog, VGIs, the auditor is justified in calling the list complete and going to the next C/S action or ending the session, *except in the case*

where an F/Ning list is C/Sed for, e.g. C/S 53RL. The auditor does not violate C/S Series 20 PERSISTENT F/N. If he is intending to F/N the list, and the pc is on a big win, the auditor would end off, let the pc have his win, and then in another later session, continue with the list.

There are two reasons for this—one, the F/N will usually just persist and can't be read through and further action will tend to invalidate the win.

The auditor can also carry on to the end of the prepared list if he thinks there may be something else on it, if *it does not violate C/S Series 20 PERSISTENT F/N*.

### GF AND METHOD 3

When a GF is taken up Method 3 (item by item, one at a time) *one ends it at the first F/N (Reference: HCOB 8 Dec 78 II GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF)*. If the auditor were to continue, it can occur that the TA will go suddenly high. The pc feels he is being repaired, that the clearing up of the first item on the GF handled it and protests. It is the protest that sends the TA up.

Thus a GF is best done by Method 5 (once through for reads, then the reads handled) .

L1C, L3RF, L7 and other such lists are best done Method 3.

The above steps and actions are exactly how you do Auditing by List today. Any earlier data contrary to this is canceled. Only 2 points change—we F/N everything that reads by E/S or a process to handle (L3RF requires processes, not E/S to get an F/N) or *else check for false read if the pc shows manifestations of this*, and we never tell the pc that it read or didn't read, thus putting his attention on the meter.

We still indicate F/Ns to the pc as a form of completion.

L1C and Method 3 are NOT used on high or very low TAs to get them down or up.

The purpose of these lists is to clean up bypassed charge.

An auditor also indicates when he has finished with the list.

An auditor should dummy drill this action both on a doll and bullbait.

The action is very successful when precisely done.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 15 JULY 1971RC

Issue III

RE-REVISED 31 JANUARY 1979

Remimeo  
Dianetics  
Checksheet  
All Dn  
Auditors

(Revisions in this type style)  
(Ellipsis indicates deletion)

*(This bulletin has been revised only to delete THE END OF ENDLESS DRUG RUNDOWNS from its title. The New Era Dianetic Drug RD given in this bulletin is its own rundown and a completely separate action from The End of Endless Drug Rundowns Repair List, which is a repair rundown for pcs who were run endlessly on old style drug handling. Ref: HCOB 19 Sep 78R, Iss I, Rev. 31.1.79, THE END OF ENDLESS DRUG RDs, and HCOB 19 Sep 78R, Iss II, Rev. 31.1.79, THE END OF ENDLESS DRUG RUNDOWNS REPAIR LIST.)*

IMPORTANT

URGENT

*C/S Series 48RD*

*New Era Dianetics Series 9RB*

**DRUG HANDLING**

See: HCOB 28 Aug 68 II	DRUGS
HCOB 29 Aug 68	DRUG DATA
HCOB 23 Sep 68	DRUGS & TRIPPERS
Refer: HCOB 19 May 69RB	DRUG AND ALCOHOL CASES
	<i>PRIOR ASSESSING</i>
BTB 12 Aug 69R	(HCOB 10 Dec 68 Updated).
	CONFIDENTIAL—CASE SUPERVISOR
	ACTIONS (Page 24 Resistive Case 220D)
HCOB 2 Nov 57RA	AN OBJECTIVE RUNDOWN
Rev. 10.5.74,	
Rev. 22.2.75	
HCOB 3 Jul 59	GENERAL INFORMATION
HCOB 11 Jun 57	TRAINING AND CCH PROCESSES
Reiss 12 May 72	
HCO Training	
Bulletin of 6 Feb 57,	
Pg 5, Tech Vol III	
HCOB 19 Sep 78R	THE END OF ENDLESS DRUG
<i>Issue I</i>	RUNDOWNS
Rev. 31.1.79	

A person who has been on drugs is one of the “seven types of resistive cases.”  
(These types are found on the Scientology Green Form No. 40.)

A person who has been on drugs, alcohol or medicines seldom runs on any other type of engram, seldom goes backtrack well, and is subject to somatic, emotional and perceptic shut-offs making any other type of Dianetic running a vain activity.

Drugs since 1962 have been in very widespread use. Before then they were rare. A worldwide spread of drugs occurred. A large percentage of people became and are drug takers.

By drugs (to mention a few) are meant—tranquilizers, opium, cocaine, marijuana, peyote, amphetamine and the psychiatrist's gifts to Man, LSD and Angel Dust, which are the worst. Any medical drugs are included. Drugs are drugs. There are thousands of trade names and slang terms for these drugs.

ALCOHOL is included as a drug and receives the same treatment in auditing.

By alcohol (to mention a few) is meant whiskey beer, wine, vodka, rum, gin, etc.—in other words any fermented or distilled liquor or drink of any kind or fumes of such with some percentage of alcohol content.

Drugs are supposed to do wonderful things but all they really do is ruin the person.

Even someone off drugs for years still has “blank periods.” The abilities to concentrate or to balance are injured.

The moral part of it has nothing to do with auditing. The facts are that:

- (a) People who have been on drugs can be a liability until the condition is handled in auditing.
- (b) A former drug user is a resistive case that does not make stable gains until the condition is handled.
- (c) Auditing is the only successful means ever developed for handling drug damage.

#### DRUG ENGRAMS

People who have been on drugs are sometimes afraid of running engrams.

In fact, it is almost a way to detect a “druggie.”

The drugs, particularly LSD and even sometimes antibiotics or other medicines to which the person has an allergy, can turn on whole track pictures violently.

These tend to overwhelm the person and make him feel crazy. Some of these people are afraid to confront the bank again.

If a person “doesn't like Dianetics” and doesn't want to be run on engrams, it is necessary to put him through the Hard TRs Course and Objectives. If Dianetics *has* been run but poorly, it should of course be repaired fully with an L3RF (list used to correct Dianetic errors). But if the person still flinches, the Hard TRs Course and Objectives successfully completed will handle.

#### THOSE ON DRUGS

Objective Processes are numerous. It may be necessary to run these on a person still on drugs and even put the person through a Hard TRs Course to get the person off drugs. Doing this usually avoids the painful “withdrawal symptoms,” particularly present in coming off heroin or psychiatric “treatment” drugs. (Note, some persons have been put on some therapeutic drug by an M.D.—such as insulin and possibly should remain on it until well advanced into auditing. But these are not the usual drug. It is up to the pc, the auditor and the doctor what should be done in such cases. Tranquilizers are not acceptable, however.)

#### DONE FIRST

Drugs are done *first*.

Why? Because drugs make a resistive case! Other Dianetic actions and Scientology as well will get loses if drugs are not handled first.

Any current Dianetic case failures are from flubby Dianetic auditing or the person has been on drugs or alcohol which were not handled by Dianetics.

It hasn't harmed anyone to omit drug handling. But it made it hard or impossible to get stable case gain.

THUS ANY DIANETIC PC WHO HAS HAD DRUG HANDLING OMITTED MUST BE RUN ON DRUGS AS SOON AS POSSIBLE BEFORE MORE AUDITING IS GIVEN.

I repeat, drugs or alcohol in most instances make a resistive case so the point must be handled before the case will attain and hold case gain.

ANY PC WHO IS NOT MAKING IT IN AUDITING SHOULD BE CHECKED FOR A DRUG OR ALCOHOL HISTORY.

### DISCOVERY

In investigating a series of cases who were not making it. I found in each one that the person had been on drugs or alcohol and that drugs or the alcohol had not been run out.

Drug data was not covered fully enough in the Dianetics pack. Only Prior Assessment to Drugs was given.

Thus I have found several Dianetic pcs were only run on the Prior Assessment to Drugs. This is not good enough as it is only a partial handling.

### FULL DRUG RUNDOWN

Here is the full New Era Dianetics Drug Rundown.

0. The Original Assessment Sheet. Ask the pc each question on the Original Assessment Sheet. Mark all reads. Make sure you get specific and complete answers to your questions.

*NOTE:* On Item E, do not ask the pc for whole track drugs. You want only drugs medicine or alcohol he has taken this lifetime.

1. Objective ARC.

(Ref: HCOB 19 Jun 78 New Era Dianetics Series 3, OBJECTIVE ARC.)

2. Sweat Out Program if LSD or Angel Dust has been taken. This step can be done concurrently with other drug handling.

(Ref: HCOB 30 Apr 78 SWEAT PROGRAM FURTHER DATA  
HCOB 6 Feb 78R LSD AND THE SWEAT PROGRAM  
HCOB 6 Feb 78R-1 LSD AND THE SWEAT PROGRAM ADDITION )

3. A battery of Objective Processes. This includes CCHs 1-10, SCS on an Object and SCS.

(SOP 8C and Op Pro by Dup are included in later steps of the Drug Rundown.)

4. Hard TRs Course for ex-drug users or alcoholics. A Hard TRs Course consists of TRs 0-9.

Ref: HCOB 16 Aug 71R TRAINING DRILLS REMODERNIZED  
HCOB 7 May 68 UPPER INDOC TRs  
BPL 18 Sep 78 NEW ERA DIANETICS HARD TRs COURSE)

5. Full Dianetic C/S-1 to educate the pc so he fully understands Dianetic procedure and is able and willing to be audited successfully.

(Ref: HCOB 9 Jul 78 DIANETIC C/S-1 )

6. Narrative Handling on Drugs—First.

All drugs, medicine and alcohol which the pc has taken in this lifetime have been listed on the Original Assessment Sheet.

At this point, choose the best reading drug, alcohol or medicine from the Original Assessment Sheet and run it out R3RA Quad Narrative. (For example: “Return to the time you took whiskey and tell me when you are there.”)

YOU DO NOT CHECK INTEREST ON DRUG ITEMS.

RUN OUT EACH READING DRUG, ALCOHOL OR MEDICINE ON THE DRUG LIST (IN ORDER OF READ) BY R3RA QUAD NARRATIVE *FIRST*. Otherwise, you can end up spinning the pc way down the track.

In running narrative on this lifetime drug, medicine or alcohol individual items you will find that it is easier to do if you run earlier beginning and earlier incident rather than attempt to limit him to the first this lifetime incident he comes up with, as there will usually be more than one incident when he took whiskey, for example. So you always ask earlier beginning but if it is necessary you ask earlier incident with the question, “Is there an earlier incident when you took whiskey?”

Pcs commonly tend to wind up way back down the whole track at this stage of their auditing and that is not what you’re aiming for here either. What you’re interested in is this lifetime, this body. But this doesn’t mean you don’t run track on the Drug Rundown; just don’t push it. And never insist the pc run any type of chain when he says there’s nothing there.

When all reading drugs, medicines, alcohols on the list have been run to EP by R3RA Narrative Quad, go on to the next step.

7. Preassessment on Each Reading Drug, Medicine or Alcohol Taken in This Lifetime.

- A) Choose the best reading drug, alcohol or medicine from the Original Assessment Sheet and do a *preassessment* on it.

“Are (preassessment item) connected with taking (the drug, medicine or alcohol)?”

is the preassessment question.

- B) Take the best reading preassessment item off the preassessment and ask the pc:

“What (best reading preassessment item) are connected with taking (the drug, medicine, or alcohol)?”

This is the running item list question for that particular drug. You write this question at the top of the page and write down exactly what the pc said, noting any read that occurred when he said it.

- C) Take up the best reading running item (make sure you noted reads as the pc gave you the items) and run it R3RA Quad.

DO NOT CHECK INTEREST ON DRUG ITEMS.

- D) Handle all reading running items found in Step B in order of read with R3RA Quad.
- E) Using that same original drug item repeat Step A.
- F) Repeat Steps B to E.
- Fa) Using the first original item continue Steps A. B. C, D, E until the Preassessment List simply F/Ns.
- Fb) Take the next individual drug, medicine, or alcohol item that read on the original list and repeat Steps A to Fa on it until you have handled every item that read on the Original Assessment Sheet.
- G) When there are no more items unhandled on the original list that read and no further items reading, but there are some unrun original items on the list, null with Suppress and Invalidate buttons.
- H) Run any now reading items with Steps A to Fb.
- I) Use up the whole list of drugs in this way, doing the preassessment and Steps B to H on all reading drugs. Reassess the drug list. Handle per above instructions any drug which now reads. This is done until the entire drug list F/Ns when called. (Note: If, during the rundown the pc thinks of other drugs he has taken in this lifetime, add them to the original list with their reads noted, and handle them in turn according to size of read, ensuring you run them R3RA Quad Narrative *first*.)

8. The Prior Assessment.

- A) Using the drug list obtained on the Original Assessment, take up the largest reading drug, medicine or alcohol, ask the pc the following preassessment question:  
  
“Prior to taking (the best reading drug, medicine or alcohol), were there (preassessment item)?”
- B) Take the best reading preassessment item and ask:  
  
“What (preassessment item) did you have prior to taking (the drug, medicine or alcohol)?”
- C) Use full preassessment steps and run out all reading running items R3RA Quad.
- D) Reassess any remaining unrun items found in Step B to see if they now read. If they do, run them. Also check for any more items the pc has to add to the list, and mark down their reads as the pc gives them.
- E) Repeat above steps on any items that now read.
- F) When there are no more items to add and no more items reading, but there are some unrun items on the list, null with Suppress and Invalidate buttons.
- G) Run any now reading items R3RA Quad.

- H) Reassess the Preassessment List, using the drug, medicine or alcohol in Step A. Follow remaining steps until all reading items are taken to EP and there are no further reads on reassessment of the Preassessment List.
- I) Take up the next best reading drug, medicine or alcohol from Step A. Repeat Steps B to I.

The above prior assessment steps are done on each drug, medicine or alcohol that has read. They are handled in order of largest read.

9. More Objectives.

The final step of the Drug Rundown, when all above steps are fully complete. is to run another set of Objectives on the pc.

These are:

A) SOP 8C

B) OP PRO BY DUP

run in that order, each to its complete EP.

This is done to bring the pc fully into present time. and it will be a present time which he is now far better able to confront.

---

This completes the Drug Rundown.

The Sweat Out Program, if not yet complete by this time, is carried through to completion .

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Founder

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 24 SEPTEMBER 1971R  
REVISED 24 SEPTEMBER 1978

Remimeo  
Interiorization  
Pack  
Class IV Grad  
Checksheet

*(Revisions in this type style)*

***Interiorization Rundown Series 11***

URGENT

**INTERIORIZATION RUNDOWN—  
CORRECTION DRILL: DATE TO BLOW/LOCATE TO BLOW**

It *usually* happens that an Interiorization Rundown (also known as Int-Ext RD for Interiorization-Exteriorization Rundown) is—

1. Done when not necessary.
2. Is flubbed in R3RA.
3. Is overrun.

UNNECESSARY

*The Int buttons must be assessed FIRST, then any reading button or buttons cleared. If a button has read on an MU it must be cleared, then reassessed. If an Int button is validly reading, one does the Int Rundown, per HCOB 4 Jan 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INT RD REVISED.*

*(Clears, OTs and Dianetic Clears would be run instead on The End of Endless Int Repair RD as they cannot be run on Dianetics. This rundown is also well suited as a preliminary action for weak or ill pcs who may be unable to run engrams or secondaries. Ref: HCOB 24 Sept 78, Issue 1, Int RD Series 4, URGENT IMPORTANT, THE END OF ENDLESS INT REPAIR RD.)*

If there aren't any reads on the Int buttons even after Suppress, Inval, Misunderstood and False have been applied to the Int button list, one does NOT do an Int Rundown on the pc as it is unnecessary and classifies as "running an unreading item."

When this test is omitted you get an unnecessary Int RD being done on a pc.

This will eventually have to be repaired.

FLUBBED R3RA

When the auditor does not do flubless auditing, errors occur in the auditing itself. These will hang up an Int RD.

OVERRUN

It *usually* happens that an Int RD is overrun. *The EP is reached on Flow 2*, let us say. The auditor keeps on going past the win.

This will hang up the rundown.

One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on.

Another way is pc has a big cog, big win. Auditor keeps going on with the RD.

### REASON FOR ERRORS

*The Int RD is a simple and precise REMEDY which stabilizes a pc after exteriorizing and permits him to be further audited.*

*When a pc exteriorizes in session it is the end phenomena for that process or action. One gently ends off in any case. If the pc has not had an Interiorization Run-down, it is vital, in his next session, to check Int (as above) as the first action. All manner of physical and emotional upsets can result, including a high TA, if this step is omitted.*

**INT MUST BE CHECKED AS THE NEXT ACTION AFTER THE FACT OF THE PC'S FIRST EXTERIORIZATION.**

*No other auditing is to be done before Int is handled fully or proves to be uncharged upon checking.*

One reason unnecessary Int RDs get done is that the Registrar sells one. That makes the Reg a C/S. So the C/S and auditor run it.

Maybe it wasn't needed.

So if it wasn't needed it will eventually have to be repaired.

### HEADACHES

Headaches are a symptom (not *every* headache is) of a needed or an incorrect Int RD.

### CORRECTION DRILL

The following is *the* Correction Drill for an Int RD.

Ninety percent of the pcs run on Int need it.

### REQUIREMENTS

An auditor before being allowed to go near a pc Int RD correction must have:

1. Word cleared the Int RD pack.
2. Must have good TRs.
3. Must be good with a meter.
4. Must know and use the Auditor's Code.
5. *Must have completed the starrate checkouts per Int RD Series 14.*
6. **MUST DO THIS DRILL ON A DOLL UNTIL HE IS FLAWLESS.**

Then he can be trusted to do an Int RD correction.

This is the drill (written by a Class XII auditor for use on Flag):



*FAILED INT/EXT RD REPAIR  
DATE TO BLOW—LOCATE TO BLOW*

1. *By C/S or prepared list read, Int appears overrun.*
2. *Auditor: “We’re going to take a look at the subject of going into things and your Int RD.”*
3. *Auditor: “What was the first time in your auditing that you were willing to go into things? “*
4. *Auditor establishes by pc answer to above and any further 2WC if (a) a flat point exists in or as a result of auditing (or training), (b) the pc feels the Int RD is unflat (c) the pc has misunderstands on the RD, or (d) the pc never had any trouble with going in and out of things or being audited after exterior. The pc and auditor are satisfied with what they establish above.*
5. *If (a) flat point, auditor establishes what the point was. If (b) unflat, the auditor does an Int RD Correction List or L3RF, if needed. If it does turn out that the Int RD was overrun or unnecessary the auditor proceeds per this drill. If (c) misunderstands, the auditor clears them up with the pc and then finds out if it was overrun, unflat or unnecessary and handles per this drill. If (d) unnecessary, the auditor indicates it was an unnecessary action and gets an F/N.*
6. *The Int RD was overrun and the flat point has been established per Step 5. The auditor tells the pc, “We’re going to date that point in years, months, etc., ago until something blows off—some mass or energy, etc. I want you to tell me as soon as that happens. Alright?”*
7. *If the pc is confused about “blow” the auditor can do a demo by putting his hand on the pc’s arm and taking it away suddenly.*
8. *When the pc understands what’s expected of him, the auditor establishes the order of magnitude by asking the pc, “Was it years or months ago?”*
9. *The auditor gets the years, months, days, hours, minutes, seconds and fractions of seconds ago to a point when something blows and F/Ns. If the pc gives up on this only then does the auditor meter date the flat point to a blow-F/N.*
10. *If a big BD occurs and the auditor suspects a blow but the pc will not originate it, the auditor can ask the pc if it blew.*
11. *If no blow occurs the auditor verifies each part of the date and corrects where necessary to a blow-F/N. If still no blow-F/N the auditor then checks for an earlier flat point. If there is one, the auditor dates that point to a blow-F/N. If still no blow-F/N the auditor does an L3RF “On your Int RD” and handles fully.*
12. *When the date has gone to a blow-F/N and the F/N has been indicated the auditor tells the pc, “Now we’re going to spot the exact location where that flat point occurred, until something blows off. I want you to tell me when that happens. Alright?” The auditor is getting the PAST physical universe location.*
13. *The auditor clears the words stars, planet, galaxy, location, point, if this is the first time Date/Locate is being done on the pc.*
14. *When the pc understands what’s expected of him the auditor begins the Locate steps.*

15. The auditor says, “Point to that location.” The pc points with his finger until he is satisfied he has the exact direction. Then the auditor goes down the rest of the steps to a blow-F/N.

Distance?

Exact?

What galaxy?

What star?

What planet?

What country?

What city?

What street?

What house?

Position on street?

What room?

Distance from front of house?

Where in the room?

How far from *each wall*?

How far off the floor?

How far from the ceiling?

*(NOTE: This step is not rote. Use the questions that apply. For example, if it occurred “next door” you wouldn’t ask “What galaxy?”, etc.)*

16. If, while locating, the pc starts running the incident or gives too much “scene” the auditor has the pc point again then continues from where he left off on the locate steps.
17. If at some point on these steps the location turns out to be in the middle of the ocean or in a field, etc., the auditor uses available landmarks or reference points to get the location (i.e. distance from nearest point of land? or distance from the big rock?) down to a blow-F/N.
18. If no blow-F/N, the auditor verifies each *part* of the Locate step and corrects any necessary to a blow-F/N.
19. If the auditor suspects a blow but the pc doesn’t originate it, the auditor asks, “Did something blow?” If the auditor suspects he’s gone past a blow he can check “Did it blow previously?” If so and no F/N the auditor rehabs by asking the pc how long ago that happened and gets the F/N.
20. If no blow after verifying the location, or after checking for an earlier location blow, the auditor then has to do an *L3RF* “On your Int RD” and handle fully.

*NOTE: A blow is a definite manifestation and the pc must say “something blew” or “it disappeared” or “it’s gone” or “it vanished,” not “I feel lighter.”*

## IMPORTANT

*The Date/Locate steps must NOT be done robotically. One has to understand the mechanics of how it's done and why.*

*If the pc says "two years ago" on dating, one doesn't then ask "What galaxy?" on the Locate step, as of course it's this one. Or what star, etc., either. If you start asking "What galaxy?" on an incident on Earth the pc is thrown back track.*

*If it happened outside a town in the open you wouldn't ask what city, house, or street or room, either.*

*On dating, it's AGO or it is an actual date. When the pc has it, the auditor doesn't then alter-is it in sequence. Found by years—months—days—hours— minutes—seconds and fractions, one doesn't then call it by day, year, month, as it tangles the pc. It's called back in the same order.*

*AND in dating one calls the date found back to the pc if there was no instant blow while it was being found. It usually blows on the call of it after it's known.*

*AND in locating the same thing occurs. If no blow and it seems correct then the location is called back to the pc.*

*The essence of the drill is to bring a pc to PT by erasing the date by spotting and the location by spotting, as the pc is out of PT fixed by both date and location.*

*If the theory is not understood nobody could do it rotely.*

*This is a highly precise action to be done smoothly with good TRs. Its results are phenomenal.*

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Founder

LRH:nt. jh.k jm  
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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 OCTOBER 1971RA  
REVISED 14 MAY 1974  
RE-REVISED 24 SEPTEMBER 1978

Remimeo  
Auditors CI IV  
and above  
C/Ses  
Int RD Chksht  
CI IV Grad  
Chkshts

(Revisions NOT printed in a different type style)

*Interiorization Rundown Series 12*

**INT RUNDOWN CORRECTION LIST  
REVISED**

PC: \_\_\_\_\_ DATE: \_\_\_\_\_

PC GRADE: \_\_\_\_\_ AUDITOR: \_\_\_\_\_

The purpose of this list is to correct an unflat, overrun or otherwise messed up Int RD.

This list is used when:

- A) The subject of Int/Ext reads on a repair list and the Int RD has already been run.
- B) A bog occurs on the Int RD itself. An L3RF would first be used to detect any Dianetic errors.
- C) The pc is upset after the Int RD or the End of Endless Int Repair RD, has head somatics, high or low TA, or is not VGIs on the subject of going into things.

*NOTE 1:* Per HCOB 12 Sep 78, URGENT. IMPORTANT, DIANETICS FORBIDDEN ON CLEARS AND OTs, Dianetic Clears, Clears and OTs are not to be audited on the Int RD as it uses Dianetics. They may be given the End of Endless Int Repair RD as it is a Recall Process.

The following list may be assessed on Dianetic Clears, Clears and OTs, however, as: 1) it also applies to the End of Endless Int Repair RD and 2) the pc may have been run on the Int RD before the above HCOB was issued.

If a Dianetic Clear, Clear or OT reads on any question which calls for a Dianetic handling (Ex: Questions 2, 3, 4, 7, 9, 29) the Dianetic handling is not done. Do NOT engage in any activity that brings about further engram running.

The correct action, if you get a read on one of the above questions, is to *indicate* it and let the pc tell you about it if he wishes, to bring it to an F/N.

Where the handling calls for an L3RF, an L3RF could be assessed, but you must not do more than *indicate* the reading questions. You must *not* engage in engram running.

Otherwise, the handlings given on the Int RD Correction List may be done on Clears and OTs. A Clear or OT who then has any further unresolving Int trouble would be referred to an AO for handling.

*NOTE 2:* If the pc has had only the End of Endless Int Repair RD do not assess those questions marked with an asterisk (\*) (Questions 2, 3, 4, 29) or do any repair action that calls for Dianetics.

Assess this list Method 3.

Take up each item that reads and get the reading item fully repaired to F/N. Suppress and False can be used as needed to take a question to F/N. Handle each read to F/N. Do not go on to another question leaving one that has not F/Ned.

If at any time while doing the list the pc has a big win with F/N, VGIs, acknowledge, indicate the F/N and end off. Do not take the list beyond a major win for the pc.

R-FACTOR: We are going to do an assessment concerning the subject of interiorization. (If pc does not understand this R-Factor clear up what the Int RD or the End of Endless Int Repair RD was as he may not have recognized it.)

1. ON YOUR INT HANDLING IS A RECALL FLOW UNFLAT? \_\_\_\_\_

Assess the following, using the Int button the pc has been run on.

Is recall a time when you (Int button) unflat? \_\_\_\_\_

Is recall a time when you caused another (Int button) unflat? \_\_\_\_\_

Is recall a time when others caused others (Int button) unflat? \_\_\_\_\_

Is recall a time when you caused yourself (Int button) unflat?  
(Assess on Quad pcs only.) \_\_\_\_\_

For Int RD: Flatten the unflat flow(s) to F/N, cog, VGIs.

For End of Endless Int Repair RD: Pick up the unflat flow and handle to four F/Ning flows on that Int button. Then reassess the Int buttons, as the entire RD may not have been flattened and will now need to be.

\*2. ON YOUR INT RD WAS A CHAIN OR INCIDENT LEFT UNFLAT? \_\_\_\_\_

Find out which one(s). Handle with an L3RF.

\*3. (NOTE: ASSESS No. 3 ONLY ON PCs WHO'VE HAD THE ORIGINAL INT RD, NOT THE REVISED INT RD.)

IS A SECONDARY FLOW UNFLAT? \_\_\_\_\_

L3RF and handle.

\*4. IS AN ENGRAM FLOW UNFLAT? \_\_\_\_\_  
L3RF and handle.

5. WAS SOME PART OF YOUR INT HANDLING MISRUN? \_\_\_\_\_  
Find out what.

For Int RD: handle with an L3RF any messed up chains.

For End of Endless Int Repair RD: straighten out any messed up recall flows and handle per No. 1 above.

6. DID YOU RUN THE CONCEPT OF "BEING IN" OR "BEING STUCK IN" INSTEAD OF THE CONCEPT OF "GOING IN?" \_\_\_\_\_

Sort it out. Find out what was run. Handle any confusions. If it is established that he didn't run the concept of "going in" on *whatever* the running button was, check the button for read. If it reads, run the Int RD or End of Endless Int Repair RD properly. Do not run the RD if the button doesn't read.

7. WERE YOU RUNNING AN ITEM THAT WAS DIFFERENT THAN THE ONE ASSESSED? \_\_\_\_\_

Indicate it. Get the item the pc was actually running and take it to full EP if not yet flat. Then recheck the item that was assessed, put in Suppress and Inval as necessary, and if charged run the item that was assessed (on whichever RD the pc had).

8. DID THE INT BUTTON ASSESSED HAVE NO CHARGE ON IT? \_\_\_\_\_

Indicate the button was uncharged and should not have been run and all actions connected with it should not have been run. D/L if necessary.

9. WAS THERE ANOTHER INT BUTTON THAT SHOULD HAVE READ? \_\_\_\_\_

Get what it was and note its read as the pc gives it. Find out if the Int button that was taken up instead is charged. If so, complete any handling on it to F/N. If not, handle as in No. 8 above. Then handle the new item, if charged, on Int RD or End of Endless Int Repair RD, whichever applies.

10. ON YOUR INT HANDLING WERE YOU RUN ON A RECALL FLOW THAT HAD NO CHARGE ON IT? \_\_\_\_\_

Find out which one and indicate that that flow should not have been run.

11. CAN'T YOU GET IN? \_\_\_\_\_

If so, L&N to BD F/N item "Who or what was afraid to go into things?" Then run alternate repetitively "What did (item found) do?" "What did (item found) withhold?" to an F/N and a blow.

12. DO YOU HAVE AN OUT-LIST? \_\_\_\_\_

Handle with L4BRA.

13. WAS THE RUNDOWN DONE OVER AN ARC BREAK? \_\_\_\_\_

PROBLEM? \_\_\_\_\_

WITHHOLD? \_\_\_\_\_

OVERT? \_\_\_\_\_

Indicate and handle to F/N.

14. WAS THE RUNDOWN DONE OVER SOME OTHER BYPASSED CHARGE? \_\_\_\_\_

Find out what and handle.

15. WAS THE WORDING OF THE RUNDOWN BADLY CLEARED? \_\_\_\_\_

Fully clear all MUs to F/N.

16. ON YOUR INT HANDLING WAS THERE A MISUNDERSTOOD WORD? \_\_\_\_\_  
Fully clear all MUs to F/N.
17. WERE YOU CONFUSED ABOUT SOMETHING? \_\_\_\_\_  
Clear it up with the correct references. Itsa E/S itsa to F/N.
18. DIDN'T YOU UNDERSTAND WHAT THE RD WAS FOR? \_\_\_\_\_  
Clear this up with correct references. Itsa E/S itsa to F/N.
19. WERE YOU THINKING OF LEAVING DURING INT? \_\_\_\_\_  
Itsa E/S itsa to F/N.
20. WERE YOU LEAVING A POST? \_\_\_\_\_  
Itsa E/S itsa to F/N.
21. WERE YOU TRYING TO GET A POST? \_\_\_\_\_  
Itsa E/S itsa to F/N.
22. ANYTHING TO DO WITH JAILS? \_\_\_\_\_  
Itsa E/S itsa to F/N.
23. ARE YOU WANTED ANYWHERE? \_\_\_\_\_  
Itsa E/S itsa to F/N.
24. ARE YOU AFRAID THAT IF YOU GET OUT YOU WILL CAUSE DAMAGE? \_\_\_\_\_  
Itsa E/S itsa to F/N.
25. WOULD LETTING YOU OUT BE AN OVERT? \_\_\_\_\_  
Itsa E/S itsa to F/N.
26. HAVE YOU FAILED TO GET OUT IN AN EARLIER RELIGION OR PRACTICE? \_\_\_\_\_  
Itsa E/S itsa to F/N. Note for C/S to handle earlier practices on program.
27. DO YOU JUST MOVE BACK INTO THE BODY AND PUSH AGAINST IT? \_\_\_\_\_  
Itsa E/S itsa to F/N.
28. WERE THERE AUDITOR ERRORS? \_\_\_\_\_  
Indicate. Sort it out and clean up BPC. If R3RA errors, use an L3RF (except for Clears, etc.), L1C if necessary.
- \*29. WERE THERE ERRORS ON ENGRAMS? \_\_\_\_\_  
Find out what and handle with an L3RF.

30. (ASSESS ONLY ON DN CLEARS, CLEARS OR OTs.) WERE YOU AUDITED ON DIANETICS AFTER GOING DIANETIC CLEAR OR SCN CLEAR? \_\_\_\_\_
- Indicate that he should not have been run on Dianetics after Clear. If no F/N, D/L when he went Clear.
31. HAS INT BEEN NEGLECTED FOR A LONG TIME? \_\_\_\_\_
- Indicate. Itsa E/S itsa to F/N.
32. ARE YOU WORRIED BECAUSE INTERIORIZATION CONTINUES TO READ? \_\_\_\_\_
- Indicate. Itsa E/S itsa to F/N.
33. ARE YOU CONCERNED BECAUSE YOU HAVE TO BE REVIEWED? \_\_\_\_\_
- Indicate. Itsa E/S itsa to F/N.
34. WAS THE INT RD (END OF ENDLESS INT REPAIR RD) ALREADY FLAT? \_\_\_\_\_
- Indicate. Date/Locate the flat point.
35. WAS YOUR INT HANDLING OVERRUN? \_\_\_\_\_
- Indicate. Date/Locate the flat point.
36. WAS INT HANDLING UNNECESSARY IN THE FIRST PLACE? \_\_\_\_\_
- Indicate. If no F/N, Date/Locate the point he felt good about going into things.
37. DID YOU FEEL FINE ABOUT GOING INTO THINGS TO BEGIN WITH? \_\_\_\_\_
- Indicate it. If no F/Ns Date/Locate that point.
38. IS YOUR INT HANDLING PERFECTLY OKAY? \_\_\_\_\_
- Indicate. If no F/N, Date/Locate the point he felt good about going into things.
39. HAS YOUR INT HANDLING BEEN OVERREPAIRED? \_\_\_\_\_
- Indicate. Date/Locate the flat point.
40. HAS INT BEEN RUN SEVERAL TIMES OVER? \_\_\_\_\_
- Indicate. Date/Locate the flat point.
41. HAS THE INT RD CORRECTION LIST BEEN OVERDONE? \_\_\_\_\_
- Indicate. If no F/N Date/Locate the point he felt his Int RD was repaired.
42. ON YOUR INT HANDLING DID YOU GO PAST A WIN?



Indicate. Rehab the win to F/N VGIs. If no F/N, Date/Locate that point.

43. DURING YOUR INT HANDLING DID YOU GO EXTERIOR? \_\_\_\_\_

Indicate. Rehab to F/N VGIs. If no F/N, Date/Locate that point.

44. IS THIS ACTION UNNECESSARY? \_\_\_\_\_

Indicate. If no F/N itsa E/S itsa to F/N.

45. IS THERE SOMETHING ELSE WRONG? \_\_\_\_\_

Find out what and handle.

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HCO BULLETIN OF 9 DECEMBER 1971RC  
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Remimeo  
Class IV Grad  
Checksheet  
Checksheet  
Class IV Grad  
and above  
auditors  
C/Ses  
Ethics Officers

(Revisions in this type style)  
(Ellipses indicate deletions)

**PTS RUNDOWN, AUDITED**

*References:*

<i>BPL 5 Apr 72RC I</i>	<i>PTS TYPE A HANDLING</i>
<i>BPL 31 May 71RG</i>	<i>PTS/SP CHECKSHEET</i>
<i>HCOB 20 Jan 72R</i>	<i>PTS RD ADDITION</i>
<i>HCOB 16 Apr 72</i>	<i>PTS RD CORRECTION LIST</i>
<i>HCOB 17 Apr 72</i>	<i>C/S Series 76</i>
	<i>C/SING A PTS RD</i>
<i>HCOB 3 Jun 72RA</i>	<i>PTS RD, FINAL STEP</i>
<i>HCOB 24 Apr 72 1</i>	<i>C/S Series 79</i>
	<i>PTS INTERVIEWS</i>
<i>HCOB 10 Aug 73</i>	<i>PTS HANDLING</i>
<i>HCOB 9 Nov 67</i>	<i>REVIEW AUDITORS BOOK OF CASE REMEDIES,</i>
	<i>REVISION OF REMEDY A, REMEDY B AND S AND Ds</i>
<i>HCOB 19 Jan 68</i>	<i>S&amp;Ds BY BUTTON</i>
<i>HCOB 16 Aug 69R</i>	<i>HANDLING ILLNESS IN SCIENTOLOGY</i>

CASES

One remaining problem in cases was "PTS phenomena."

PTS means potential trouble source. When someone is suppressed he becomes a potential trouble source.

There are numerous HCOBs and PLs on this subject. All of them are true observations and predictions.

The cause of ROLLER-COASTER is PTS. Roller-coaster means a slump after a gain. Pcs who do not hold their gains are PTS.

S and Ds (for Search and Discovery) was the earlier approach. These are still valid and "3 S&Ds" as a rundown is used in the PTS Rundown without change.

Now with the PTS Rundown, this common and all too frequent case condition can be handled.

WHO DOES IT

*There are actually three PTS handlings:*

*1. This is essentially an ethics action done by the Ethics Officer. Its substance is contained in BOARD POLICY LETTER 5 Apr 72RC Issue I, PTS TYPE A HANDLING. It is usually the first step at any sign of trouble. It is not an audited action, it is an interview. The PTS person is given a program in order to handle the scene.*

2. *This is the PTS RUNDOWN, AUDITED as covered in this HCOB, in HCOB 20 Jan 72R, PTS RD ADDITION and in HCOB 3 Jun 72RA. It is done by an auditor in regular session as described in these HCOBs.*

. . . It can be done by Class IV Grads who are also HNEDEAs, HGC Okay to Audits.

For an auditor who is not HNEDEA, Class IV Grad Okay to Audit HGC by competent internship to attempt a PTS Rundown would be very risky for the pc as it needs exact listing, exact TRs, exact metering, exact Code keeping and very honest auditing and competent C/Sing.

3. *The third handling is THE SUPPRESSED PERSON RUNDOWN, HCOB 29 Dec 78, and HCOB 30 Dec 78R—the SUPPRESSED PERSON RD PROBLEMS PROCESSES. It is done by a qualified auditor in regular session. Essentially, it handles the OTHER person connected to the pc.*

*Therefore, what you have here is THREE stages of handling PTSness. The first above, the interview, cools off the scene and in many cases that is that. But when the pc is further affected by the connection and roller-coasters, he is given the audited rundown as in 2 above. This usually handles the case of PTSness as a case. But there sometimes remains another person, the SP person or group and its relationship in the real universe to the pc. And this is handled with 3 above.*

#### CLEARs, OTs AND DIANETIC CLEARs

*The Dianetic steps of the PTS Rundown, Audited are not run on Clears, OTs or Dianetic Clears. (Ref: HCOB 12 Sep 78, DIANETICS FORBIDDEN ON CLEARs AND OTs.)*

*Clears, OTs and Dianetic Clears can of course be given the interview step (1 above) and can be given the Suppressed Person Rundown as in 3 above as neither contains any handling of engrams.*

#### DEVELOPMENT

Early discovery and development of the PTS theory is extensively covered.

The recent wrap-up came about through my OT research in November 1971.

The principle breakthrough was realizing one should NOT invalidate having known certain people before.

This is similar to the past life discovery in 1950. Some people thinking this was “unpopular” frowned on it. Some others were only famous characters so flagrantly that past lives were easily invalidated. But people who don’t go past track in Dianetics don’t recover. Even running them as “imaginary” as in *Science of Survival* advices suddenly breaks through for a stalled Dianetic case.

In this same way with young men and girls using “I knew you when you were “ for 2D advantage tended to invalidate having known certain individuals before this life.

But now it turns out that the ONLY PTS situation that is serious and lasting and can cause a roller-coaster comes from having known the person *before* this life.

Possibly in the last life or earlier lives one knew persons before *that* life too. This however shows up in the 3 S&Ds.

## BREAKDOWN

There are only four points of breakdown of the PTS Rundown.

1. Improperly audited. Auditor not able to always do a correct list. TRs out, metering out, poor R3RA, just plain untrained or not totally familiar with this rundown.
2. Pc not completely set up. Like: Has TA trouble but no C/S 53 done, is a no change case but no EXGF 40RD done, old auditing not repaired by . . . proper programming or . . . pc too tired or too ill for the R3RA.
3. The rundown not fully and completely done, but chopped or left incomplete (pc will still roller-coaster).
4. People who “can’t run engrams”—which means a druggie who hasn’t had a full Drug Rundown.

There is nothing especially tricky about the auditing of the PTS Rundown except that all auditing should be of flubless quality and when the PTS RD is flubbed by bad lists or poor R3RA or out-TRs or poor metering it really IS a mess. The RD is so powerful that errors in C/Sing and auditing it are especially rough.

Currently sick pcs should not be run on the PTS Rundown as a standard practice. It IS what they need BUT you can easily overwhelm a sick pc with engram running.

The time to run a PTS RD is when the pc is set up and when it is noted the pc roller-coasters, not when he collapses with a temperature.

Roller-coaster can also be caused by a bad Interiorization RD or Int repair, out-lists, bypassed charge of other descriptions. These should be gotten rid of before a PTS RD is attempted.

The prerequisites for a PTS RD are covered in 2 and 4 above. It is not restricted to Ex Dn but is a separate RD developed before Ex Dn.

## BEHAVIOR OF RD

Valence shifts occur rapidly and frequently in PTS RDs and should be noted on the worksheet.

The R3RA can sometimes be a bit of a long haul on a basic incident. Be sure with an L3RF. But get *the postulate off the basic* no matter how hard you have to work at it. In the PTS RD incidents can “develop.” Missing pieces can appear. A whole new slant can occur on the subject when one goes to F2 after finishing F1.

Chronic somatics are likely to appear and be handled on this rundown. And case conditions not previously remedied by other means can be remedied by this rundown.

## END PHENOMENA

There is a point where the pc is absolutely sure he knew the person before this life. This is NOT the EP.

A pc can exteriorize on this RD. That is NOT the EP (but *can require* an Int RD if none has been done before . . .).

**THE EP IS A PC WHO IS GETTING AND KEEPING CASE GAINS AND NEVER AGAIN ROLLER-COASTERS.**

## FLAWS

You cannot use Flow 1 as any old direction to or from pc. To do this fouls it up.  
*Flow 1 is to the pc.*

Flow 2 is pc to the person (or place).

Flow 3 is the person (or place) to others.

*Flow 0 is the pc to himself because of the person (or place).*

If you did F1 R3RA as "Locate a time you knew" you might get to the pc, pc to the person or the person to others. You would not get a clean motivator F1. This would leave the PTS chain partially run.

This is also true of the ruds.

## RE-DOS

If the pc does *not* recover, then reasons for failure 1 to 4 above should be checked into.

Then the lists and R3RA should be handled with L4BRA and L3RF.

Then an overlooked item or person or place should be scouted for and handled. There is no question of the validity of the rundown. It might have missed. "True love" might have been passed over as unlikely but such obsessive attraction is always based on having known (and probably done in) the other person.

Then the true EP will be attained where it only appeared to be before.

## SUMMARY OF REFERENCES

Here are the issues that directly cover the rundown:

<i>BPL</i>	<i>5 Apr 72RC</i>	<i>PTS TYPE A HANDLING</i>
HCOB	9 Dec 71RC	PTS RUNDOWN, <i>AUDITED</i>
HCOB	20 Jan 72R	PTS RD ADDITION
HCOB	16 Apr 72	PTS RD CORRECTION LIST
HCOB	17 Apr 72	C/S Series 76
		C/Sing A PTS RD
HCOB	3 Jun 72RA	PTS RD, FINAL STEP
HCOB	19 Jan 68	S&Ds BY BUTTON
HCOB	16 Aug 69R	HANDLING ILLNESS IN SCIENTOLOGY
HCOB	20 Apr 72 II	C/S Series 78
HCOB	15 Dec 68RA	L4BRA
HCOB	24 Apr 72 I	C/S Series 79
		PTS INTERVIEWS
HCOB	10 Aug 73	PTS HANDLING

## THE RUNDOWN

### A. PAST S&Ds:

1. Collect up past S&D items (which should have already been verified on set-ups) or get the pc to tell you them if no folder.
-

2. On the earliest one ask if known before. If it so reads handle per steps 3-6. If not, pick next item and repeat this check for validity. \_\_\_\_\_
3. R3RA Triple/Quad the item using these commands:
- F1. Locate a time when \_\_\_\_\_did something to you.  
R3RA.
- F2. Locate a time when you did something to \_\_\_\_\_.  
R3RA.
- F3. Locate a time when\_\_\_\_\_did something to others.  
R3RA.
- F0. Locate a time when you did something to yourself because of \_\_\_\_\_. R3RA. \_\_\_\_\_
4. Triple/Quad ruds and overts on the item using these commands:
- (a) Did \_\_\_\_\_ARC break you? ARCU CDEINR. E/S to F/N.
- (b) Did you ARC break \_\_\_\_\_? ARCU CDEINR. E/S to F/N.
- (c) Did \_\_\_\_\_ARC break others? ARCU CDEINR.
- (d) Did you ARC break with yourself because of\_\_\_\_\_?  
ARCU CDEINR. \_\_\_\_\_
- ALWAYS DO A FRESH ARCU CDEINR ON EACH E/S.
- (e) Did \_\_\_\_\_give you a problem? E/S to F/N.
- (f) Did you give\_\_\_\_\_ a problem? E/S to F/N.
- (g) Did \_\_\_\_\_give others problems? E/S to F/N.
- (h) Did you give yourself problems because of\_\_\_\_\_? E/S to F/N. \_\_\_\_\_
- (i) Did you withhold anything from \_\_\_\_\_? E/S to F/N.
- (j) Did \_\_\_\_\_withhold anything from you? E/S to F/N.
- (k) Did \_\_\_\_\_withhold anything from others? E/S to F/N.
- (l) Did you withhold anything from yourself because of \_\_\_\_\_? E/S to F/N. \_\_\_\_\_
- (m) Did \_\_\_\_\_commit an overt (harmful act) on you? E/S to F/N.
- (n) Did you commit an overt (harmful act) on \_\_\_\_\_? E/S to F/N.
- (o) Did \_\_\_\_\_commit an overt on others? E/S to F/N.
- (p) Did you commit an overt on yourself because of \_\_\_\_\_? E/S to F/N. \_\_\_\_\_

5. Run "Can't Hav/Enforced Hav" with these steps:
  - (a) Clear "can't have," "couldn't have" as DENIAL OF SOMETHING TO SOMEONE ELSE. Clear "enforced have" as MAKING SOMEONE ACCEPT WHAT THEY DIDN'T WANT. Have pc get the idea of these with an example or two.
  - (b) Run on the SP items "can't have/enforced have" as motivator repetitive, then overt repetitive, the Flow 3 terminal to others, others to terminal (four flows of two commands each, or five if pc Quad).
  - (c) After EACH item is handled with the four flows, Objective Havingness should be run.

THE COMMANDS:

*F1. Did \_\_\_\_\_run a can't have on you? Tell me about it.*

*Did \_\_\_\_\_force something on you you didn't want? Tell me about it. (Alternate/repetitive to EP.)*

*F2. Did you run a can't have on \_\_\_\_\_? Tell me about it.*

*Did you try to force something on \_\_\_\_\_that he (she, it) didn't want? Tell me about it. (Alternate/repetitive to EP.)*

*F3. Did \_\_\_\_\_run a can't have on others? Tell me about it.*

*Did \_\_\_\_\_force something on others they didn't want? Tell me about it. (Alternate/repetitive to EP.)*

*F3A. Did others run a can't have on \_\_\_\_\_? Tell me about it.*

*Did others force something on \_\_\_\_\_that he (she, it) didn't want? Tell me about it. (Alternate/repetitive to EP.)*

*F0. Did you run a can't have on yourself because of \_\_\_\_\_? Tell me about it.*

*Did you try to force something on yourself that you didn't want because of \_\_\_\_\_? Tell me about it. (Alternate/repetitive to EP.)*

—OBJECTIVE HAVINGNESS—

6. Handle all past S&D items per above steps.

B. PAST PTS INTERVIEWS:

7. Collect up all past PTS interview items (which should have already been verified with C/S Series 78 on set-ups).

8. Check known before on earliest one. If it so reads handle as below. \_\_\_\_\_
  9. R3RA Triple/Quad the item. \_\_\_\_\_
  10. Triple/Quad ruds and overts on the item. \_\_\_\_\_
  11. Can't Hav/Enforced Hav on the item followed by Objective Hav. \_\_\_\_\_
  12. Repeat steps 8-11 on all valid past PTS interview items. \_\_\_\_\_
- C. NEW S&Ds (3 S&Ds):
13. Do 3 S&Ds per HCOB 16 Aug 69R, HANDLING ILLNESS IN SCIENTOLOGY, ASSESSMENT AND L&Ns. \_\_\_\_\_
  14. Check the first item for known before, handle if it so reads. \_\_\_\_\_
  15. R3RA Triple/Quad the item. \_\_\_\_\_
  16. Triple/Quad ruds and overts on the item. \_\_\_\_\_
  17. Can't Hav/Enforced Hav on the item, followed by Objective Hav. \_\_\_\_\_
  18. Repeat steps 14-17 on the other items if valid. \_\_\_\_\_
- D. TROUBLED/WORRIED:
19. L&N Who have you known this lifetime who has troubled or worried you? to BD F/N item. (Usually includes father, mother, wife or wives, husband, brothers, sisters, aunts, uncles, grandparents, lovers.) \_\_\_\_\_
  20. Check item for known before, if it so reads: \_\_\_\_\_
  21. R3RA Triple/Quad. \_\_\_\_\_
  22. Triple/Quad ruds and overts. \_\_\_\_\_
  23. Can't Hav/Enforced Hav followed by Objective Hav. \_\_\_\_\_
- E. BEEN AFTER:
24. L&N Who have you been after this life? to BD F/N item. \_\_\_\_\_
  25. Check known before and if it reads: \_\_\_\_\_
  26. R3RA Triple/Quad. \_\_\_\_\_
  27. Triple/Quad ruds & overts. \_\_\_\_\_
  28. Can't Hav/Enforced Hav plus Objective Hav. \_\_\_\_\_
- F. PLANETS:
29. L&N What planets have you known before this lifetime? to BD F/N item. \_\_\_\_\_
  30. R3RA Triple/Quad. \_\_\_\_\_



31. Triple/Quad ruds and overts. \_\_\_\_\_
32. Can't Hav/Enforced Hav plus Objective Hav. \_\_\_\_\_
33. D of P interview the person AFTER the RD is "complete" to be sure the person is now all right (not PTS). \_\_\_\_\_

### READING FLOWS

*Each flow of each process on the rundown is checked for a read before it is run. This includes Dianetics, ruds, Can't Hav/Enforced Hav. You do not run unreading flows.*

### REPAIR

Auditor errors during the RD are handled with L4BRA, L3RF, . . . and . . . C/S 53 if necessary.

A really big snarl up on the RD that won't clear up is handled with HCOB 16 Apr 72 PTS RD CORRECTION LIST.

If pc gets ill or roller-coasters after the RD is complete the PTS RD CORRECTION LIST HCOB 16 Apr 72 is done and whatever was missed is cleared up.

### SUMMARY

The PTS RD as revised is very direct and powerful. The L&N blows each aspect apart. Don't miss on it with auditor flubs. Get it drilled thoroughly before it is delivered.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 DECEMBER 1971 RB  
REVISED 19 SEPTEMBER 1974  
RE-REVISED 24 SEPTEMBER 1978

Remimeo  
Int RD  
Checksheet  
*HGC Auditors*  
*CI IV Grad*  
*Checksheet*

*(Revisions in this type style)*  
*(Ellipses indicate deletions)*

***C/S Series 35RB***

***Interiorization RD Series 10***

**INTERIORIZATION ERRORS**

REFERENCES:

<i>HCOB 11 Apr 71 RC</i>	<i>IMPORTANT L3RF, DN &amp; INT RD REPAIR LIST</i>
<i>HCOB 16 Sep 78</i>	<i>POSTULATE OFF EQUALS ERASURE</i>
<i>HCOB 4 Jan 71R</i>	<i>Int RD Series 2, EXT AND HIGH TA, THE INT RD REVISED</i>
<i>HCOB 24 Sep 78 I</i>	<i>Int RD Series 4, URGENT IMPORTANT, END OF ENDLESS INT REPAIR RD</i>
<i>HCOB 24 Sep 78 II</i>	<i>Int RD Series 13, PREASSESSMENT AESPs AND INT</i>

Almost all the errors in an Interiorization Rundown are Dianetic errors. Most are very ordinary, even corny.

**IT IS VITAL TO CORRECT AN INT RD ERROR AS A FIRST ACTION.**

There is one Int RD error that is not a purely Dianetic error and that is the error of doing anything else at all before an Int RD is done properly or an Int RD error is fully corrected.

The Int RD error may be . . . that *the Int button run* did not read on the meter, or read only because of an MU on the word, yet . . . was run. (*HCOB 4 Jan 71R.*) This classifies as "running an unreading item."

*A common Int error is that the pc is not cleared on the concept of interiorization and the words and commands, so he is being audited over misunderstands.*

Or the Int RD could have been overrun. *The EP is reached on . . . F2*, let us say. The auditor keeps on going past the win. This will hang up the rundown. One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on. Another way is pc has a big cog, big win. Auditor keeps going on with the RD.

When a pc is exteriorized by auditing and is then audited further without being given an Interiorization Rundown, his TA will go high or low and he may be very upset. Heavy masses may come in and he may also get ill.

Int RD errors also may go back to earlier Dianetic errors. A number of unflat incidents invite the overrun of these if they also occur on a Dianetic chain.

To clean up a balled-up Int RD chain or incident one may have to find and clean up the Dianetic error it is sitting on *during* the clean-up of the Int RD error.

Int RD errors, goofs, etc., are handled by using an Int RD Correction List Revised, HCOB 29 Oct 71RA.

*This must be excellently metered so that the original error is not further compounded by misassessment of the correction list and a falsely reading item taken up.*

Auditors who can't run ordinary *R3RA* with great success should not be let near an Interiorization *RD* as their lack of smoothness in handling Dianetics will wreck the *Int RD*.

*Auditors who cannot read a meter flublessly should not be let near an Int RD or an Int RD Correction List, or The End of Endless Int Repair RD.*

#### CLASS IV GRAD, HNED AUDITORS

An excellent Class IV *Grad, HNED* auditor can easily repair a messed-up Interiorization Rundown after a folder study and by use of an *Int RD Correction List Revised, HCOB 29 Oct 71RA and, as indicated, The End of Endless Int Repair RD, HCOB 24 Sep 781, Int RD Series 4.*

A Class IV *Grad, HNED* auditor with an excellent Dianetic record of wins can be given an *Int RD* to do or to correct IF HE IS STARRATED ON THE INT PACK AND THE TWO-WAY COMM PACK.

#### REPAIR

Wherever you see a TA high and a pc in trouble your first suspicions should be:

1. Audited past Ext in auditing without an *Int RD* being done.
2. *Int RD* botched by being unnecessary (*none of the Int buttons read or read only on MUs*), or overrun or auditor goofs in the session.
3. A previously messed-up Dianetic action has gotten fouled up with the *Int RD*.
4. The *Int* command was improperly cleared (such as “means go in and out again” “means trapped” “meant leaving,” etc.).
5. Firefights and worries over the high or low TA have ensued after an *Int* ball-up has occurred.
6. Some major action like grades or items of Power have been run twice.
7. A C/S has hopefully kept on getting the pc audited without detecting the real reason as a flubbed *Int RD, and without getting the Int RD and any repair fully FESed.*

#### PERCENTAGES

The percent of misrun *Int RDs* is high, many being unnecessary or overrun.

The liability of leaving them unrepaired is high.

Reasons for high TA are averaging out close to 100% as an unrun or a flubbed and unrepaired *Int RD*.

#### EXT IN SESSION

When a pc exteriorizes in session it is the end phenomena for that process or action. One gently ends off in any case. *If the pc has not had an Interiorization Rundown, it is vital, in his next session, to check Int (per HCOB 24 Sep 71R INTERIORIZATION RUNDOWN CORRECTION DRILL—DATE TO BLOW/LOCATE TO BLOW) as the first action. All manner of physical and emotion upsets can result, including a high TA, if this step is omitted.*

*INT MUST BE CHECKED AS THE NEXT ACTION AFTER THE FACT OF THE PC'S FIRST EXTERIORIZATION.*

*No other auditing is to be done before Int is handled fully or proves to be uncharged upon checking.*

If even years after an Int *RD* the pc has a high *TA* or a low *TA* then Int trouble is at once suspected and the original Int *RD* and any repair of it is suspect and must *be handled*.

The Int *RD* Correction *List* Revised (HCOB 29 Oct 71RA) has been designed to straighten out Int *RD* errors. *L3RF* handles the Dianetic errors. Where Int Correction *Lists* have been done and the pc still has headaches or other Int troubles a thorough *FES* must be done *FIRST* on any Int repairs and the Int *RD* itself *BEFORE* another correction list or other action is ordered.

*Isolate any errors and get them cleaned up by an auditor who can read a meter and run and repair Dianetics standardly.*

*If Int troubles persist and the C/S is certain that any and all errors have been fully repaired & cleaned off the line, he orders The End of Endless Int Repair RD (HCOB 24 Sep 781, Int RD Series 4). This should totally handle Int.*

*Or if the C/S is in doubt about how to handle and gets into a mess trying to repair chains, he can cut directly onto the End of Endless Int Repair Rundown and he will get someplace.*

There is no real trick to either running a correct Int *RD* or repairing a flubbed one.

The whole clue is whether or not the auditor can audit plain ordinary garden variety *R3RA*, and is able to read a meter.

So when *ANY* auditor audits a pc past exterior and the pc's *TA* goes high he should be checked out fully on the Int *RD* Checksheet so he won't continue to commit the error.

*And when ANYONE is going to run an Int RD he must:*

- A. Be an expert *New Era Dianetics* auditor and Class IV Graduate.
- B. Be starrated on all the Int *RD* Series.
- C. Be able to read a meter flublessly.

And when any C/S is confronted with high *TAs* or low *TAs* and doesn't handle at once by getting an Int *RD* properly run or properly repaired he must be rechecked on the *New Era* Dianetics pack and the Int *RD* pack.

#### *DN C/S 1*

A very careful Dianetic C/S 1 must be done on a previously unindoctrinated pc before he is run on an Int *RD*.

Otherwise it's all too new.

A C/S 1 isn't auditing.

The pc who can't do what the auditor says or can't correct an erroneous action is lost.

A fully safe pc would be one who when he goes Ext in auditing is made to do *the Hubbard New Era Dianetics Course* at once before he even gets any ruds put in and not audited again until he *is a Hubbard New Era Dianetics Auditor*. He'd be a pc who was relatively safe.

A pc who does what an inexperienced auditor says without question can really get fouled up! Uneducated pcs require really flawless topnotch auditors. The auditor who can audit an uneducated pc is a jewel. He really has to know his business. Because the pc does whatever he says. And if he says wrongly, then there goes the session. Ever notice pc corrections in a worksheet? "I think you bypassed an F/N." "This feels overrun." "I *had* Grade 1 last year." Such auditors are not fully enough trained to handle wholly green pcs!

#### SIMPLICITY

Honest fellows, it's as easy to run an Int RD as it is to run "an ear pain."

It isn't even mysterious or tough.

IT IS ONLY VERY IMPORTANT TO DETECT WHEN IT NEEDS TO BE DONE OR REPAIRED.

There are no mysteries.

Some auditors have got me feeling like I'm trying to teach them to chew soft bread!

L. RON HUBBARD  
Founder

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Remimeo  
Int RD  
Chksht  
Chkshts

HCO BULLETIN OF 17 DECEMBER 1971RB  
(HCOB 2 December 1970 Revised)  
REVISED 30 MARCH 1974  
RE-REVISED 24 SEPTEMBER 1978  
(Revisions in this type style)

(Ellipses indicate deletions)

**Interiorization Rundown Series 15**  
**C/S Series 23RB**

**INTERIORIZATION SUMMARY**

*Int Rundowns can be hugely successful, but also INTERIORIZATION CAN BE BADLY MISRUN.*

The following *references* cover *the subject of* interiorization/exteriorization:

HCOB 4 Oct 78	<i>Int RD Series 1</i> Interiorization Handling Simplified
HCOB 4 Jan 71R	Int RD Series 2 Exteriorization and High TA, The Interiorization Rundown Revised
HCOB 30 May 70R	Int RD Series 3 Interiorization Intensive; 2-Way Comm
HCOB 24 Sep 78 1	Int RD Series 4 Urgent Important The End of Endless Int Repair Rundown
HCOB 25 Sep 78 1	Int RD Series 5 Quad Commands for Int Buttons
HCOB 11 Apr 70R	Int RD Series 6 Auditing Past Exterior
HCOB 6 May 70R	<i>Int RD Series 7</i> Blows—Auditing Past Exterior
HCOB 20 Aug 70R	Int RD Series 8 Interiorization Rundown Musts
HCOB 13 Jan 71R	Int RD Series 9 Exteriorization
HCOB 16 Dec 71RB	Int RD Series 10, C/S Series 35RB Interiorization Errors
HCOB 24 Sep 71R	Int RD Series 11 Interiorization Rundown Correction Drill: Date to Blow/Locate to Blow
HCOB 29 Oct 71RA	Int RD Series 12 Int Rundown Correction List Revised
HCOB 24 Sep 78 11	Int RD Series 13 Preassessment, AESPs and Int
HCOB 25 Sep 78 11	Int RD Series 14 Starrate Checkouts for Interiorization Rundown
HCOB 17 Dec 71RB	Int RD Series 15, C/S Series 23RB Interiorization Summary
HCOB 16 Oct 78 11	Int RD Series 16, C/S Series 102 C/S Checklist of Int Errors

HCOB 26 Jun 78RA	New Era Dianetics Series 6RA
Issue II	Urgent, Important, Routine 3RA, Engram Running By Chains
BTB 12 Jan 75	Quads Reinstated
HCOB 4 Apr 71-1RB	C/S Series 32RA-1RB Use of Quad Dianetics
HCOB 21 Apr 70	2-Way Comm C/Ses
HCOB 3 Jul 70	C/S Series 14 Two-Way Comm
HCOB 17 Mar 74	TWC Checksheets, TWC, Using Wrong Questions

The examination of Interiorization Rundowns done in the field discloses that some auditors engaged in running it have not been fully checked out on it. HCO PL 26 Aug 1965 gives the correct way to do a starrate checkout. Clay demos must also be correctly done. These are covered in HCOB 11 Oct 1967 and HCOB 10 Dec 1970/.

These HCOBs on starrates and clay demos, the Int RD Series, the above-listed issues on R3RA, Engram Running by Chains (New Era Dianetics Series 6RA), 2-Way Comm Sessions, and Quads, make the necessary pack for checking out an auditor before letting him near an Int Rundown. And all interiorization materials as above MUST BE CHECKED OUT STARRATE AND IN CLAY before a C/S permits one of his auditors to run it on a pc.

#### UNNECESSARY

*The Int buttons MUST be assessed before clearing, and then any reading button cleared before it is run. The auditor must ensure that if a button read on an MU it is first cleared, then reassessed for read. If one or more of the buttons is validly reading, one does an Int Rundown per HCOB 4 Jan 71R, Int RD Series 2, Exteriorization and High TA, The Int Rundown Revised.*

If there aren't any reads, even after Suppress, Invalidate, Misunderstood, and False have been applied to the Int button list, one does NOT do an Int Rundown on the pc as it is unnecessary and classifies as "running an unreading item."

When this test is omitted you get an unnecessary Int RD being done on a pc.

This *would* eventually have to be repaired.

#### FLUBBED R3RA

When the auditor does not do flubless auditing, errors occur in the auditing itself. These will hang up an Int RD.

#### QUADS OR TRIPLES

DO NOT RUN A PC ON FLOW ZERO FOR THE FIRST TIME ON INT. A TRIPLE PC CAN BE QUADED AFTER INT HANDLING IS COMPLETE, BUT IT IS NEVER DONE ON INT HANDLING OR INT REPAIR. (Ref: HCOB 4 Jan 71R.)

#### OVERRUN

It *usually* happens that an Int RD is overrun. The EP is reached on F2, let us say. The auditor keeps on going past the win.

This will hang up the rundown.

One of the ways an overrun occurs is the pc goes exterior during it. Yet the auditor keeps on.

Another way is pc has a big cog, big win. Auditor keeps going on with the RD. (HCOB 24 Sep 71R, Rev. 24.9.7B, Int RD Series 11, Urgent, Interiorization Rundown—Correction Drill: Date to Blow/Locate to Blow.)

Also see HCOB 24 Sep 781, Urgent Important, The End of Endless Int Repair RD.

#### REPAIR OF INT

If even years after an Int RD the pc has a high TA or a low TA, then Int trouble is at once suspected and the original Int RD and any repair of it is suspect and must *be handled*. (HCOB 16 Dec FORD, C/S Series 35RB, Int RD Series 10, Interiorization Errors.)

The Int RD Correction List Revised (HCOB 29 Oct BRA) has been designed to straighten out Int RDs. L3RF handles the Dianetic errors. Where Int Correction Lists have been done and the pc still has headaches or other Int troubles a thorough FES must be done FIRST on any Int repairs and the Int RD itself BEFORE another correction list or other action is ordered.

Isolate any errors and get them cleaned up by an auditor who can read a meter and run and repair Dianetics standards

With any errors cleaned off the line, if Int troubles persist the C/S orders The End of Endless Int Repair RD (HCOB 24 Sep 781, Int RD Series 4). (HCOB 16 Dec ORB, C/S Series 35RB, Int RD Series 10, Interiorization Errors.)

#### TWO-WAY COMM

There is a two-way comm step that follows a day or so after an Interiorization Rundown.

An auditor doing this step, preferably the same auditor, MUST BE CHECKED OUT ON TWO-WAY COMM.

No C/S should permit any auditor to do any 2-way comm until the auditor has been checked out on:

*HCOB 21 Apr 70, 2-Way Comm C/Ses*  
HCOB 3 July 70, C/S Series 14, C/Sing Two-Way Comm  
HCOB 17 Mar 74, TWC Checksheets, TWC, Using Wrong Questions

and has been drilled on two-way comm until he can do it correctly and comfortably.

#### PREASSESSMENTS, AESPs NOT USED ON INT

The Int Rundown and its repair do NOT include the use of New Era Dianetics preassessment (nor any form of AESPs).

The rule is: WHEN HANDLING INT YOU ADDRESS ONLY INT, NOTHING ELSE. DO NOT RUN PREASSESSMENT OR AESPs ON INT. (HCOB 24 Sep 7811, Int RD Series 13, Preassessment, AESPs and Int.)

#### C/SING INT

The correcting of an Interiorization Rundown is far harder than making sure that auditors can do the usual in the first place.

Nearly all a C/S's hard work comes from auditors not well trained on courses (indifferent courses) and failing to check auditors out well on the materials *before* permitting them to deliver a new rundown.



The correction of Int is hard since until it is complete, other auditing is inadvisable. One however, gets the Int Rundown done.

*The End of Endless Int Repair Rundown has vastly simplified the handling of Int repair. (Ref: HCOB 24 Sep 78 I, Int RD Series 4, Urgent Important The End of Endless Int Repair Rundown.)*

#### INT IS A REMEDY

*The Int RD is a simple and precise REMEDY which stabilizes a pc after exteriorizing and permits him to be further audited.*

When a pc exteriorizes in session it is the end phenomena for that process or action. One gently ends off in any case. If the pc has not had an Interiorization Rundown, it is vital, in his next session, to check Int (per HCOB 24 Sep OR, Rev. 24 Sep 78, Int RD Series 11, Urgent, Interiorization Rundown Correction Drill: Date to Blow/Locate to Blow) as the first action. All manner of physical and emotional upsets can result, including a high TA, if this step is omitted.

**INT MUST BE CHECKED AS THE NEXT ACTION AFTER THE FACT OF THE PC'S FIRST EXTERIORIZATION.**

No other auditing is to be done before Int is handled fully or proves to be uncharged upon checking.

One reason unnecessary Int RDs get done is that the Registrar sells one. That makes the Reg a C/S. So the C/S and auditor run it.

Maybe it wasn't needed.

So if it wasn't needed it will eventually have to be repaired. (HCOB 24 Sep 71R, Rev. 24 Sep 78, Int RD Series 11, Urgent, Interiorization Rundown Correction Drill: Date to Blow/Locate to Blow). (Repair with an Int RD Correction List Revised HCOB 29 Oct 1971RA and/or an End of Endless Int Repair RD, HCOB 24 Sep 78 I, Int RD Series 4.

The Interiorization Rundown is a REMEDY designed to permit the pc to be further audited after he has gone exterior.

*In the case of Dianetic Clears or Son Clears and OTs, as they are not to be audited on Dianetics, the REMEDY would be the End of Endless Int Repair RD.*

The Int Rundown is NOT to be sold or passed off as a method of exteriorizing a pc. Nor is the End of Endless Int Repair Rundown. This is very important.

It is general auditing on usual Dianetics and Scientology actions that brings about Exteriorization .

When the pc goes or is found to be exterior and Int proves to be charged on checking one then orders the Interiorization Rundown. Otherwise the TA will misbehave.

**The rundown is a REMEDY USED AFTER EXTERIORIZATION HAS OCCURRED BY REASON OF GENERAL AUDITING.**

Anxiety to get exterior will prompt a pc to buy and a Registrar to sell an Interiorization Rundown. It is in effect just more auditing as far as the Registrar is concerned. When a pc has gone exterior the Registrar can insist on his buying enough hours for the remedy.

The Int Rundown stabilizes the exteriorization and makes it possible to audit the pc further.

## DISABILITY

If an auditor can't smoothly audit a rundown as simple as an Int Rundown, then he is exposed as being unable to run standard Dianetics and should be cleared of his misunderstandings and overts and retrained.

The only real trouble one gets into on an Int Rundown stems from the inability of the auditor to run a smooth, good TRed R3RA session. Pcs are not hard to run on it.

## C/S WINS

A C/S cannot win at all if he is continually having to make up for flubby auditing by the auditor.

Therefore the C/S must be very sure his auditors are fully checked out on things they are to run before running them.

If there is no Qual Staff Training Officer or no cramming, a C/S can fully afford to do the training and cramming himself. Otherwise he will lose far more than that time in C/Sing for auditors not checked out.

By the skill of his auditors you know the C/S. Not by his unusual solutions after flubs.

The Int Rundown is too easy to do to have any trouble—the trouble comes when the auditors are not checked out beforehand, starrate and in clay on new things they are to run.

L. RON HUBBARD  
Founder

(Updated with recent LRH  
data by order of  
L. Ron Hubbard by  
Training & Services  
Bureau)

Re-revised by  
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Remimeo

CANCELS  
BTB OF 1 JANUARY 1972R  
SAME TITLE

**LIX HI-LO TA LIST REVISED**

(Cancels earlier list HCOB 17 Feb 71  
and 22 Feb 71 and 25 Feb 71 and 3 March 71  
and 13 March 71 and 1 Jan 72.)

This assessment has been developed to detect all the reasons for high and low TA. There is nothing unusual about the processes necessary to handle these points. This is the full list and is used when a C/S Series 53RK has been done and the high or low TA persists.

Interiorization or a flubbed Interiorization R/D that must be run with WENT IN is the usual reason. Listing errors and out-rudiments are another reason.

The list is assessed Method 5. Handle the reads in the order given on HCOB 10 June 71, C/S Series 44R. Any reading questions must be carried to F/N by major action or 2-Way Comm. Can be taken to full F/Ning list.

Must be done by an auditor who can make a list read with cramming on TR1 and cramming on HCOBs 28 Feb 71 C/S Series 24, 9 June 71 C/S Series 41, 20 Dec 71 C/S Series 72, 15 June 72 C/S Series 80, 15 Oct 73 C/S Series 87, 20 Nov 73 C/S Series 89, 6 Dec 73 C/S Series 90 and BTB 16 June 71R Issue II (formerly HCOB 16 June 71R Issue II).

HI-LO TA ASSESSMENT

- 1A. IS YOUR INT R/D UNFLAT? \_\_\_\_\_  
If the pc has had an Int R/D, do an Int  
R/D Correction List and handle the reads.  
(HCOB 29 Oct 71, Revised 14 May 74.) If the pc has never had  
an Int R/D, then give him a standard Int R/D providing you  
have checked out on the Int-Ext pack and have drilled the pro-  
cedure.
- 2A. WAS YOUR INT R/D MESSED UP? \_\_\_\_\_  
Int R/D Correction List.
- 3A. IS YOUR INT R/D OVERRUN? \_\_\_\_\_  
Int R/D Correction List.
- 4A. HAVE YOU BEEN AUDITED OVER EXTERIOR? \_\_\_\_\_  
Int R/D Correction List or Int R/D.
- 5A. ARE YOU TRAPPED? \_\_\_\_\_  
Int R/D Correction List or Int R/D.
- 6A. YOU WENT IN. \_\_\_\_\_  
Int R/D Correction List or Int R/D.

- 7A. *GO IN.*  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 8A. ARE YOU OUT AND CAN'T GET IN?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 9A. ARE YOU IN AND CAN'T GET OUT?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 10A. ARE YOU URGENTLY TRYING TO LEAVE?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 11A. DO YOU WANT TO GET OUT?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 12A. WERE YOU KICKED OUT OF SPACES?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 13A. YOU CAN'T GO.  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 14A. HAVE YOU EVER INTERIORIZED INTO SOMETHING?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 15A. HAVE YOU EVER GONE INTO SOMETHING?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- 16A. DO YOU WANT TO GO INTO SOMETHING?  
Int R/D Correction List or Int R/D. \_\_\_\_\_
- \_\_\_\_\_
- 1B. IS THERE A LIST ERROR?  
Do an L4BR on the earliest lists you can find that have not been corrected. Lacking these, do an L4BR in general. You can go over an L4BR several times handling each read to F/N until the whole L4BR gives nothing but F/Ns. \_\_\_\_\_
- 2B. HAS A LIST BEEN OVERLISTED?  
Find out which and handle with an L4BR. \_\_\_\_\_
- 3B. WERE YOU GIVEN A WRONG ITEM?  
L4BR and handle. \_\_\_\_\_
- 4B. ARE YOU UPSET WITH GIVING ITEMS TO THE AUDITOR?  
L4BR and handle. \_\_\_\_\_
- 5B. WERE YOU GIVEN A WRONG INDICATION?  
L4BR and handle. \_\_\_\_\_
- 6B. WERE YOU GIVEN A WRONG WHY?  
L4BR on the Why Finding. Get the correct Why. \_\_\_\_\_
- 7B. HAVE YOU BEEN GIVEN A WRONG PTS ITEM?  
L4BR on that PTS interview. Watch for earlier out PTS interviews and if they exist, L4BR the earliest one. Watch for earlier S&Ds and if out, correct the earliest of each kind with an L4BR. \_\_\_\_\_
- 8B. ARE YOU NOT SATISFIED WITH AN ITEM FOUND ON THE LIST?  
L4BR. Correct the list. \_\_\_\_\_

- 9B. HAVE READING ITEMS BEEN LEFT CHARGED UP?  
L4BR and handle if L&N lists otherwise spot them and clean them by taking to F/N. \_\_\_\_\_
- 10B. *HAVE YOU EVER BEEN GIVEN A WRONG DATE?*  
Correct the date. L4BR if pc upset. \_\_\_\_\_
- 11B. HAVE YOU EVER BEEN GIVEN A WRONG LOCATION?  
Correct the location. L4BR if pc upset. \_\_\_\_\_
- 12B. HAVE YOU EVER FELT BAD AFTER A LISTING AND NULLING ACTION IN SESSION?  
Find what list and L4BR. Handle each session by finding the list and do an L4BR on that list. \_\_\_\_\_
- 13B. HAVE YOU EVER FELT BAD AFTER A WHY FINDING WAS DONE?  
L4BR on Why Finding. \_\_\_\_\_
- 14B. HAVE YOU EVER FELT BAD AFTER A PTS INTERVIEW?  
L4BR on the interview. \_\_\_\_\_
- 15B. HAVE YOU EVER FELT BAD AFTER A CRAMMING ACTION?  
L4BR on the cramming action. \_\_\_\_\_
- 16B. HAVE YOU LISTED TO YOURSELF OUT OF SESSION?  
L4BR on listing out of session. \_\_\_\_\_
- 17B. DID YOU EVER FEEL YOU WERE NOT GIVEN A CORRECT WHY?  
L4BR on the Why Finding. \_\_\_\_\_
- 18B. HAVE YOU EVER BEEN ASSIGNED A WRONG CONDITION?  
L4BR on being assigned wrong conditions. \_\_\_\_\_
- 19B. HAS ANYTHING IN LIFE ACTED LIKE AN OUT-LIST?  
L4BR what turns up. \_\_\_\_\_
- 20B. HAVE TWO-WAY COMM QUESTIONS EVER ACTED LIKE A LIST ACTION?  
L4BR. \_\_\_\_\_
- 21B. HAVE YOU EVER BEEN LABELLED A WHO INCORRECTLY?  
L4BR. \_\_\_\_\_
- 22B. HAVE YOU EXPERIENCED SOME OTHER TYPE OF BPC ON LISTING AND NULLING ACTIONS?  
L4BR. \_\_\_\_\_
- \_\_\_\_\_
- 1C. DO YOU HAVE AN ARC BREAK?  
ARCU CDEINR. \_\_\_\_\_
- 2C. HAVE YOU ARC BROKEN ANOTHER?  
ARCU CDEINR. \_\_\_\_\_
- 3C. HAVE OTHERS ARC BROKEN SOMEONE ELSE?  
ARCU CDEINR. \_\_\_\_\_
- 4C. *HAVE YOU ARC BROKEN YOURSELF?* \_\_\_\_\_

ARCU CDEINR.

- 5C. DO YOU HAVE A PROBLEM?  
Itsa E/S to F/N. \_\_\_\_\_
- 6C. HAVE YOU GIVEN A PROBLEM TO ANOTHER?  
Itsa E/S to F/N. \_\_\_\_\_
- 7C. HAVE OTHERS GIVEN A PROBLEM TO SOMEONE ELSE?  
Itsa E/S to F/N. \_\_\_\_\_
- 8C. HAVE YOU GIVEN YOURSELF A PROBLEM?  
Itsa E/S to F/N. \_\_\_\_\_
- 9C. ARE YOU WITHHOLDING SOMETHING?  
Get what. 2WC E/S to F/N. \_\_\_\_\_
- 10C. IS ANOTHER WITHHOLDING SOMETHING FROM YOU?  
Get what. 2WC to F/N. \_\_\_\_\_
- 11C. ARE OTHERS WITHHOLDING SOMETHING FROM  
SOMEONE ELSE?  
Get what. 2WC to F/N. \_\_\_\_\_
- 12C. ARE YOU WITHHOLDING SOMETHING FROM  
YOURSELF?  
Get what. 2WC to F/N. \_\_\_\_\_
- 13C. HAVE YOU BEEN AUDITED OVER AN ARC BREAK?  
PROBLEM?  
WITHHOLD?  
Indicate it and handle E/S to F/N. \_\_\_\_\_  
\_\_\_\_\_
- 14C. HAVE YOU EVER HAD A SESSION ARC BREAK?  
ARCU CDEINR. \_\_\_\_\_
- 15C. HAVE YOU EVER ARC BROKEN ANOTHER IN  
SESSION?  
ARCU CDEINR. \_\_\_\_\_
- 16C. HAVE OTHERS EVER ARC BROKEN SOMEONE ELSE IN  
SESSION?  
ARCU CDEINR. \_\_\_\_\_
- 17C. HAVE YOU CAUSED YOURSELF TO HAVE A SESSION  
ARC BREAK?  
ARCU CDEINR. \_\_\_\_\_
- 18C. HAVE YOU EVER HAD A PROBLEM WITH A SESSION?  
Itsa E/S to F/N. \_\_\_\_\_
- 19C. HAVE YOU CAUSED SOMEONE TO HAVE A PROBLEM  
WITH A SESSION?  
Itsa E/S to F/N. \_\_\_\_\_
- 20C. HAVE YOU CAUSED YOURSELF TO HAVE A PROBLEM  
WITH A SESSION?  
Itsa E/S to F/N. \_\_\_\_\_
- 21C. HAVE YOU WITHHELD ANYTHING IN A SESSION?  
Get what. 2WC E/S to F/N. \_\_\_\_\_

- 22C. *HAS ANOTHER WITHHELD FROM YOU IN A SESSION?* \_\_\_\_\_  
*Get what. 2WC E/S to F/N.*
- 23C. *HAVE OTHERS WITHHELD FROM SOMEONE ELSE IN A SESSION?* \_\_\_\_\_  
*Get What. 2WC E/S to F/N.*
- 24C. *HAVE YOU WITHHELD SOMETHING FROM YOURSELF IN SESSION?* \_\_\_\_\_  
*Get what. 2WC E/S to F/N.*
- 25C. *IN LIFE HAVE YOU HAD AN ARC BREAK?* \_\_\_\_\_  
*ARCU CDEINR.*
- 26C. *IN LIFE HAVE YOU ARC BROKEN ANOTHER?* \_\_\_\_\_  
*ARCU CDEINR.*
- 27C. *IN LIFE HAVE OTHERS ARC BROKEN SOMEONE ELSE?* \_\_\_\_\_  
*ARCU CDEINR.*
- 28C. *IN LIFE HAVE YOU ARC BROKEN YOURSELF?* \_\_\_\_\_  
*ARCU CDEINR.*
- 29C. *IN LIFE HAVE YOU HAD A PROBLEM?* \_\_\_\_\_  
*Itsa E/S to F/N.*
- 30C. *IN LIFE HAVE YOU GIVEN A PROBLEM TO SOMEONE ELSE?* \_\_\_\_\_  
*Itsa E/S to F/N.*
- 31C. *IN LIFE HAVE OTHERS GIVEN A PROBLEM TO SOMEONE ELSE?* \_\_\_\_\_  
*Itsa E/S to F/N.*
- 32C. *IN LIFE HAVE YOU GIVEN A PROBLEM TO YOURSELF?* \_\_\_\_\_  
*Itsa E/S to F/N.*
- 33C. *IN LIFE HAVE YOU HAD A WITHHOLD?* \_\_\_\_\_  
*Get what. 2WC to F/N.*
- 34C. *IN LIFE HAS ANOTHER WITHHELD SOMETHING FROM YOU?* \_\_\_\_\_  
*Get what. 2WC to F/N.*
- 35C. *IN LIFE HAVE OTHERS WITHHELD SOMETHING FROM SOMEONE ELSE?* \_\_\_\_\_  
*Get what. 2WC to F/N.*
- 36C. *IN LIFE HAVE YOU WITHHELD SOMETHING FROM YOURSELF?* \_\_\_\_\_  
*Get what. 2WC to F/N.*
- 37C. *DO YOU HAVE AN ARC BREAK OF LONG DURATION?* \_\_\_\_\_  
*ARCU CDEINR.*
- 38C. *HAS ANOTHER HAD AN ARC BREAK OF LONG DURATION WITH YOU?* \_\_\_\_\_  
*ARCU CDEINR.*
- 39C. *HAVE OTHERS HAD AN ARC BREAK OF LONG DURATION WITH SOMEONE ELSE?* \_\_\_\_\_  
*ARCU CDEINR.*

- 40C. HAVE YOU HAD AN ARC BREAK OF LONG DURATION WITH YOURSELF?  
 ARCU CDEINR. \_\_\_\_\_
- 41C. DO YOU HAVE A PROBLEM OF LONG DURATION?  
 Itsa E/S to F/N. \_\_\_\_\_
- 42C. HAVE YOU GIVEN ANOTHER A PROBLEM OF LONG DURATION?  
 Itsa E/S to F/N. \_\_\_\_\_
- 43C. HAVE OTHERS GIVEN SOMEONE ELSE A PROBLEM OF LONG DURATION?  
 Itsa E/S to F/N. \_\_\_\_\_
- 44C. HAVE YOU GIVEN YOURSELF A PROBLEM OF LONG DURATION?  
 Itsa E/S to F/N. \_\_\_\_\_
- 45C. DO YOU HAVE A WITHHOLD OF LONG DURATION?  
 Get what. 2WC to F/N. \_\_\_\_\_
- 46C. HAS ANOTHER HAD A WITHHOLD FROM YOU OF LONG DURATION?  
 Get what. 2WC to F/N. \_\_\_\_\_
- 47C. HAVE OTHERS HAD A WITHHOLD OF LONG DURATION FROM SOMEONE ELSE?  
 Get what. 2WC to F/N. \_\_\_\_\_
- 48C. HAVE YOU HAD A WITHHOLD FROM YOURSELF OF LONG DURATION?  
 Get what. 2WC to F/N. \_\_\_\_\_
- 49C. HAVE YOU EVER EXPERIENCED SOME OTHER SORT OF ARC BREAK?  
 ARCU CDEINR. \_\_\_\_\_
- 50C. HAVE YOU EXPERIENCED SOME OTHER SORT OF PROBLEM?  
 Itsa E/S to F/N. \_\_\_\_\_
- 51C. IS THERE ANYTHING ELSE YOU MAY HAVE WITHHELD?  
 Get what. 2WC to F/N. \_\_\_\_\_
- 52C. HAVE YOU EVER NOT-ISED AN OUT-RUD?  
 Get what and handle per above. \_\_\_\_\_
- 53C. HAVE YOU EVER SUPPRESSED AN OUT-RUD?  
 Get what and handle per above. \_\_\_\_\_
- 54C. HAVE OUT-RUDS EVER BEEN INVALIDATED?  
 Get what and handle. \_\_\_\_\_
- 55C. ARE THERE ANY UNDISCLOSED OUT-RUDS?  
 Get what and handle. \_\_\_\_\_
- 56C. HAVE YOU EVER STUDIED OVER OUT-RUDS?  
 Get what and handle. \_\_\_\_\_
- 57C. IS THERE SOME OTHER SORT OF WITHHOLD? \_\_\_\_\_



Get what and handle per above.

- 58C. *Is THERE ANYTHING THAT YOU ARE NOT SAYING?* \_\_\_\_\_  
Get what. 2WC to F/N.
- 59C. *Is THERE ANYTHING YOU DON'T WANT TO SAY?* \_\_\_\_\_  
Get what. 2Wc to F/N.
- 60C. *Is THERE SOMETHING YOU DON'T LIKE?* \_\_\_\_\_  
Get what. 2WC to F/N.
- 61C. *ARE YOU PROTESTING ANYTHING?* \_\_\_\_\_  
Itsa E/S to F/N.
- 62C. *DO YOU FEEL SAD?* \_\_\_\_\_  
Itsa E/S to F/N.
- 63C. *DO YOU FEEL RUSHED?* \_\_\_\_\_  
Itsa E/S to F/N.
- 64C. *DO YOU FEEL TIRED?* \_\_\_\_\_  
Itsa E/S to F/N.
- 65C. *DO YOU FEEL UPSET?* \_\_\_\_\_  
Itsa E/S to F/N.
- 66C. *DO YOU FEEL LIKE YOU CAN'T GET IT?* \_\_\_\_\_  
Get what. 2WC to F/N.
- 67C. *HAS ANOTHER COMMITTED OVERTS ON YOU?* \_\_\_\_\_  
Get what. 2Wc to F/N.
- 68C. *HAVE YOU COMMITTED ANY OVERTS?* \_\_\_\_\_  
Get what. 2Wc to F/N.
- 69C. *HAVE OTHERS COMMITTED OVERTS ON OTHERS?* \_\_\_\_\_  
Get what. 2WC to F/N.
- 70C. *HAVE YOU COMMITTED ANY OVERTS ON YOURSELF?* \_\_\_\_\_  
Get what. 2Wc to F/N.
- 71C. *ARE YOU NOT-ISING ANY OVERTS?* \_\_\_\_\_  
Get what. 2WC to F/N.
- 72C. *HAVE YOU COMMITTED CRIMES?* \_\_\_\_\_  
Get what. 2WC to F/N.
- 73C. *ARE YOU COMMITTING CRIMES IN PT?* \_\_\_\_\_  
Get what. 2Wc to F/N.
- 74C. *IS THERE SOMETHING YOU DON'T DARE SAY?* \_\_\_\_\_  
Get what. 2WC to F/N.
- 75C. *IS THERE A LIE?* \_\_\_\_\_  
Get what. 2Wc to F/N.
- 76C. *ARE YOU HIDING FROM SOMEONE OR SOMETHING?* \_\_\_\_\_  
2Wc to F/N.
- 77C. *DO YOU HAVE CONSIDERATIONS YOU DON'T DARE SAY?* \_\_\_\_\_  
Get what. 2Wc to F/N.

- 78C. DO YOU HAVE OPINIONS YOU DON'T DARE SAY? \_\_\_\_\_  
Get what. 2Wc to F/N.
- 79C. ARE YOU HERE FOR UNDISCLOSED REASONS? \_\_\_\_\_  
Get what. 2Wc to F/N.
- 80C. DO YOU HAVE UNDISCLOSED PROBLEMS? \_\_\_\_\_  
Itsa E/S to F/N.
- 81C. IS THERE SOMETHING YOU'RE NOT TELLING YOUR AUDITOR ? \_\_\_\_\_  
Get what. 2Wc to F/N.
- 82C. Is YOUR ATTENTION NOT ON YOUR CASE IN SESSION? \_\_\_\_\_  
2Wc to F/N.
- 83C. DO YOU FEEL AFRAID TO BE AUDITED? \_\_\_\_\_  
2Wc to F/N.
- 84C. ARE YOU AFRAID SOMETHING WILL BE FOUND OUT ABOUT YOU? \_\_\_\_\_  
2Wc to F/N.
- 85C. ARE YOU WITHHOLDING YOUR ACTUAL CASE STATE? \_\_\_\_\_  
2Wc to F/N.
- 86C. ARE YOU NOT TELLING YOUR AUDITOR YOUR COGNITIONS? \_\_\_\_\_  
2Wc to F/N.
- 87C. ARE YOU UNWILLING TO TALK TO THE AUDITOR? \_\_\_\_\_  
2Wc to F/N.
- 88C. DO YOU HAVE DISAGREEMENTS? \_\_\_\_\_  
2Wc to F/N.
- 89C. ARE YOU A WARE OF SOME OTHER SORT OF OUT-RUD? \_\_\_\_\_  
Get what and handle.
- 90C. HAS ANYONE EVER TOLD YOU YOU HAD AN ARC BREAK WHEN YOU DIDN'T? \_\_\_\_\_  
Itsa E/S to F/N.
- 91C. HAS ANYONE EVER SAID YOU HAD A PROBLEM WHEN YOU DIDN'T? \_\_\_\_\_  
Itsa E/S to F/N.
- 92C. HAS ANYONE EVER SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T? \_\_\_\_\_  
Itsa E/S to F/N.
- 93C. HAVE YOU EVER BEEN WRONGLY ACCUSED OF HAVING OVERTS? \_\_\_\_\_  
2Wc to F/N.
- 94C. DO YOU FEEL YOU'RE REALLY DOING FINE? \_\_\_\_\_  
2Wc to F/N.
- \_\_\_\_\_
- 1D. ARE YOU TAKING OR SMOKING DRUGS? \_\_\_\_\_  
2WC to F/N.  
Rehab releases on each "drug" taken to F/N.

If pc has had a Drug R/D, do L3RD on it and handle.  
Program the pc for a Drug R/D or verification of it if it is incomplete or there are “no interest” items.

- 2D. DID YOU ONCE TAKE DRUGS? \_\_\_\_\_  
2WC to F/N. Rehab releases on each drug to F/N. L3RD on Drug R/D if he had one. Program for Drug R/D or verification if incomplete.
- 3D. HAVE YOU TAKEN LSD? \_\_\_\_\_  
2WC to F/N. Drug rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 4D. HAVE YOU DRUNK ALCOHOL? \_\_\_\_\_  
2WC to F/N. Drug/alcohol rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 5D. HAVE YOU SMOKED POT? \_\_\_\_\_  
2WC to F/N. Drug rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 6D. ARE YOU TAKING MEDICINE? \_\_\_\_\_  
2WC to F/N. Drug/medicine rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 7D. DID YOU ONCE TAKE MEDICINE? \_\_\_\_\_  
2WC to F/N. Drug/medicine rehabs. L3RD on Drug R/D if he had one. Program for full Drug R/D or verification if unflat.
- 8D. *DO YOU WANT TO CONTINUE TO TAKE DRUGS?* \_\_\_\_\_  
2WC to F/N. Rehab releases on each “drug” taken to F/N. If pc has had a Drug R/D, do L3RD on it and handle. Program the pc for a Drug R/D or verification of it if it is incomplete or there are “no interest” items.
- 9D. DO YOU WANT TO CONTINUE TO SMOKE POT? \_\_\_\_\_  
Handle per above.
- 10D. DO YOU WANT TO CONTINUE TO DRINK ALCOHOL? \_\_\_\_\_  
Handle per above.
- 11 D. HAVE YOU TAKEN SOME DRUG NOT COVERED ? \_\_\_\_\_  
2WC to F/N. Rehab releases. If pc already had a Drug R/D, do L3RD on it and handle. Program the pc for a Drug R/D or verification of it if it is incomplete and run the new drug just found.
- 12D. IS YOUR DRUG R/D UNFLAT? \_\_\_\_\_  
2WC to F/N. L3RD on Drug R/D. Program to flatten Drug R/D.
- 13D. WAS YOUR DRUG RUNDOWN OVERRUN? \_\_\_\_\_  
Date-Locate the flat point.
- 14D. WERE THERE ITEMS NOT RUN BECAUSE YOU WEREN'T INTERESTED? \_\_\_\_\_  
2WC to F/N. L3RD on “your Drug R/D.” Program to run the no interest items.

- 15D. IS THERE A DRUG THAT HAS BEEN MISSED?  
2WC to F/N. Rehab releases. L3RD on “Drug R/D.”  
Program to complete the Drug R/D. \_\_\_\_\_
- 16D. *IS THERE SOME ALCOHOL THAT HAS BEEN MISSED?*  
*Handle per above.* \_\_\_\_\_
- 17D. HAS A MEDICINE BEEN MISSED?  
Handle per above. \_\_\_\_\_
- 18D. IS THERE SOMETHING THAT ACTS LIKE A DRUG?  
Handle per above. \_\_\_\_\_
- 19D. ON YOUR DRUG RUNDOWN IS THERE AN UNFLAT  
PROCESS ON RECALLS?  
2WC to F/N. Program to flatten the Recalls and L3RD on the  
Drug R/D. \_\_\_\_\_
- 20D. ON YOUR DRUG R/D IS THERE AN UNFLAT  
SECONDARY CHAIN?  
L3RD on the secondary chain. Then L3RD on your Drug R/D. \_\_\_\_\_
- 21D. ON YOUR DRUG RUNDOWN ARE THERE ANY UNFLAT  
ENGRAMS?  
L3RD on unflat engrams on your Drug R/D. \_\_\_\_\_
- 22D. ON YOUR DRUG R/D IS THERE SOME MISSED WHOLE  
TRACK DRUG, MEDICINE OR ALCOHOL?  
2WC to F/N. L3RD on Drug R/D. Program to finish the Drug  
R/D and run the missed drug, medicine or alcohol. \_\_\_\_\_
- 23D. ARE YOUR OBJECTIVES UNFLAT?  
2WC to F/N. Program to flatten. \_\_\_\_\_
- 24D. WERE YOUR OBJECTIVES OVERRUN?  
Rehab the releases. \_\_\_\_\_
- 25D. DO YOU STILL FEEL THE SAME ABOUT DRUGS,  
MEDICINE OR ALCOHOL?  
2WC to F/N. If pc has had a Drug R/D do an L3RD. Program to  
complete Drug Rundown or do one if never had. \_\_\_\_\_
- 26D. IS THERE NOTHING WRONG WITH YOUR DRUG R/D?  
2WC to F/N. \_\_\_\_\_
- 27D. DO YOU FEEL LIKE YOUR DRUG RUNDOWN HAS BEEN  
OVERREPAIRED?  
Date-Locate flat point of repair of Drug R/D. \_\_\_\_\_
- 1E. IS THERE AN ENGRAM IN RESTIMULATION?  
Find out which and do L3RD and handle per its instructions. \_\_\_\_\_
- 2E. ARE THERE UNFLAT CHAINS?  
Find out what chains and L3RD on each. \_\_\_\_\_
- 3E. DO YOU HAVE A STUCK PICTURE?  
Indicate it. Do an L3RD on it. You can also unstick it by  
having him recall a time before it and recall a time after it.  
D/L if necessary. C/S can order Picture and Masses Remedy  
Dn done after this list is handled—if necessary. \_\_\_\_\_
- 4E. DO YOU HAVE PICTURES IN RESTIMULATION? \_\_\_\_\_

L3RD and handle. Pictures and Masses Remedy Dn.

- 5E. DO YOU HAVE MASSES IN RESTIMULATION?  
L3RD and handle. Pictures and Masses Remedy Dn. \_\_\_\_\_
- 6E. HAS THE SAME ENGRAM BEEN RUN TWICE?  
L3RD and handle. \_\_\_\_\_
- 7E. YOU CAN'T SEE ENGRAMS TOO WELL?  
Do L3RD Method 5 and handle. Program for L3RD  
Rundown if necessary. \_\_\_\_\_
- 8E. IS IT INVISIBLE?  
Spot the invisible field or picture. L3RD on it and handle. \_\_\_\_\_
- 9E. IS IT ALL BLACK?  
Spot the black field or picture. L3RD on it and handle. \_\_\_\_\_
- 10E. HAS THERE BEEN A LOSS?  
Do L3RD on it and handle. Run it out R3R Triple if not run  
out and still not handled. \_\_\_\_\_
- 11E. HAVE YOU LOST ANYTHING?  
Do L3RD on it and handle. If not yet run out and still  
unhandled run R3R Triple. \_\_\_\_\_
- 12E. *DO YOU HAVE MISUNDERSTOODS ON R3R  
PROCEDURE?*  
*2WC to F/N. Program for an Auditing C/S-1.* \_\_\_\_\_
- 13E. *DO YOU HAVE MISUNDERSTOODS ON AUDITING?*  
*2WC to F/N. Program for an Auditing C/S-1.* \_\_\_\_\_
- 14E. *DO YOU HAVE TROUBLE GOING WHOLE TRACK?*  
*2WC to F/N. Program to handle with whole track remedies.* \_\_\_\_\_
- 15E. *HAVE YOUR DIANETIC ITEMS NOT BEEN TRIPLED?*  
*2WC to F/N. Program to Triple Dianetics.* \_\_\_\_\_
- 16E. *HAVE YOUR DIANETIC ITEMS NOT BEEN QUADED UP?*  
*2WC to F/N. Program to Quad Dianetics.* \_\_\_\_\_
- 17E. *HAVE YOU RUN ANYTHING QUAD WHEN YOU WERE A  
TRIPLE PC?*  
*2WC to F/N. Program to handle with FFD.* \_\_\_\_\_
- 18E. *ARE THERE ANY UNRUN FLOWS?*  
*2WC to F/N. Program to put in unrun flows.* \_\_\_\_\_
- 19E. *ARE THERE ANY MISSED FLOWS?*  
*2WC to F/N. Program to handle missed flows.* \_\_\_\_\_
- 20E. *DO YOU BLOW INCIDENTS BY INSPECTION?*  
*2WC to F/N. If 2WC shows Dianetic auditing is charged  
do L3RD on your Dianetic auditing.* \_\_\_\_\_
- 21 E. *DO YOU HAVE ANY PERSISTENT MASSES?*  
*2WC to F/N. L3RD on persistent masses.* \_\_\_\_\_
- 22E. *IS SOMETHING ELSE WRONG WITH INCIDENTS?*  
*2WC to F/N. Program to handle what comes up.* \_\_\_\_\_

- 23E. *WERE COMMANDS WRONG?* \_\_\_\_\_  
*2WC to F/N. Program to handle what comes up.*
- 24E. *DO INCIDENTS FAIL TO ERASE?* \_\_\_\_\_  
*2WC to F/N. Program to handle what comes up.*
- 25E. *IS IT ALL OK?* \_\_\_\_\_  
*2WC to F/N.*
- \_\_\_\_\_
- 1F. *HAS THE SAME THING BEEN RUN TWICE?* \_\_\_\_\_  
*Clean up any protest and inval and rehab to F/N.*
- 2F. *HAS THE SAME ACTION BEEN DONE BY ANOTHER AUDITOR?* \_\_\_\_\_  
*Clean up any protest and inval and rehab to F/N.*
- \_\_\_\_\_
- 1G. *ARE YOU DOING SOMETHING WITH THE MIND BETWEEN SESSIONS?* \_\_\_\_\_  
*Find out what it is. If yoga or mystic exercises or some such, 2WC E/S to first time done, find out what upset had occurred before that and if TA now down, do L1C on *that* period of pc's life.*
- 2G. *ARE YOU INVOLVED IN SOME OTHER PRACTICE?* \_\_\_\_\_  
*Find out what it is. If yoga or mystic exercises or some such, 2WC E/S to first time done, L1C on the prior upset or period of pc's life just before that.*
- 3G. *HAVE YOU BEEN AUDITED PAST EPs ?* \_\_\_\_\_  
*2WC to F/N. Rehab the EPs that were audited past.*
- 4G. *HAVE YOU BEEN AUDITED PAST A BLOW?* \_\_\_\_\_  
*2WC to F/N. Date to blow. Locate to blow.*
- 5G. *HAVE YOU EVER PROTESTED AN ACTION?* \_\_\_\_\_  
*Itsa E/S to F/N.*
- 6G. *ARE YOU INVOLVED IN SOME OUT-ETHICS?* \_\_\_\_\_  
*Get what. 2WC to F/N.*
- 7G. *DO YOU FEEL YOU HAVE TO HANDLE YOUR OWN CASE AFTER SESSION?* \_\_\_\_\_  
*2WC to F/N.*
- 8G. *DO YOU FEEL LIKE YOU DON'T HAVE AN AUDITOR?* \_\_\_\_\_  
*2WC to F/N.*
- 9G. *IS IT NO AUDITING?* \_\_\_\_\_  
*2WC to F/N.*
- \_\_\_\_\_
- 1H. *ARE THERE WORD CLEARING ERRORS?* \_\_\_\_\_  
*Do a Word Clearing Correction List, handle all reads.*
- 2H. *ARE THERE ANY MISUNDERSTOOD WORDS?* \_\_\_\_\_  
*Find and clear them up. Use a WCCL, handle all reads.*

- 3H. ARE THERE ANY MISUNDERSTOOD WORDS IN SESSION?  
Find and clear them up. Use a WCCL if necessary. \_\_\_\_\_
- 4H. ARE THERE STUDY ERRORS?  
2WC to F/N and add a Student Rehabilitation List (HCOB 15 Nov 74) or full Study Correction List (BTB 4 Feb 72RC) to the pc's program. \_\_\_\_\_
- 5H. ON STUDY IS THERE SOME OTHER KIND OF BPC?  
2WC to F/N. Program to handle what comes up. \_\_\_\_\_
- 1I. HAVE YOU EVER HAD TROUBLE WITH YOUR TA OR F/Ns?  
Use HCOBs 24 Oct 71R, 12 Nov 71RA, 18 Nov 72, 29 Feb 72, 23 Nov 73RA, all on False TA. Then clean up the bypassed charge with 1) Assess for best read a) TA worries b) F/N worries. 2) Then 2WC times he has worried about (item) E/S to F/N. 3) Rehab any overruns due to false TA obscuring F/Ns. \_\_\_\_\_
- 2I. HAVE YOU HAD A FALSE TA?  
Handle as in 1I. \_\_\_\_\_
- 3I. ARE YOU USING THE WRONG SIZED CANS?  
Handle as in 1I. \_\_\_\_\_
- 4I. DO YOUR HANDS GET TIRED IN AUDITING?  
Handle as in 1I. \_\_\_\_\_
- 5I. ARE YOUR HANDS DRY?  
Handle as in 1I. \_\_\_\_\_
- 6I. ARE YOUR HANDS WET?  
Handle as in 1I. \_\_\_\_\_
- 7I. DO YOU LOOSEN YOUR GRIP ON THE CANS?  
Handle as in 1I. \_\_\_\_\_
- 8I. ARE YOU USING THE WRONG HAND CREAM?  
Handle as in 1I. \_\_\_\_\_
- 9I. HAVE YOU HAD TA HASSLES?  
Assess for best read (a) TA worries (b) F/N worries. 2WC times he was worried about (item) E/S to F/N. Rehab the overruns due to false TA obscuring F/Ns. \_\_\_\_\_
- 10I. ARE YOU WEARING ANY TIGHT CLOTHING?  
Handle as in 1I. \_\_\_\_\_
- 11I. IS THERE SOMETHING ELSE CAUSING FALSE TA?  
Find out what it is and handle as in 1I. \_\_\_\_\_
- \_\_\_\_\_
- 1J. HAVE YOU BEEN SELF-AUDITING?  
2WC to first time. L1C on the prior upset or if prior upset was in auditing use the appropriate correction list and L1C on that time. \_\_\_\_\_
- 2J. WAS A WRONG OVERRUN FOUND?  
Correct it to F/N by indication and rehabbing the right \_\_\_\_\_

overrun.

- 3J. HAS THERE BEEN AN OVERRUN IN LIFE? \_\_\_\_\_  
Locate, indicate, rehab to F/N.
- 4J. HAS THERE BEEN AN OVERRUN IN AUDITING? \_\_\_\_\_  
Locate, indicate, rehab to F/N.
- 5J. HAS THERE BEEN SOMETHING WRONG WITH F/Ns? \_\_\_\_\_  
Indicate. 2WC E/S to F/N. Rehab if necessary.
- 6J. HAVE F/Ns BEEN OVERRUN? \_\_\_\_\_  
Indicate. 2WC E/S to F/N. Rehab if necessary.
- 7J. HAVE F/Ns NOT BEEN INDICATED? \_\_\_\_\_  
Indicate. 2WC E/S to F/N. Rehab if necessary.
- 8J. HAVE F/Ns BEEN MISSED? \_\_\_\_\_  
Indicate. 2WC E/S to F/N. Rehab if necessary.
- 9J. HAVE AUDITING QUESTIONS NOT BEEN UNDERSTOOD? \_\_\_\_\_  
2WC, get them properly understood with Word Clearing, E/S if needed to F/N.
- 10J. *COULDN'T HEAR THE AUDITOR?* \_\_\_\_\_  
*2WC E/S to F/N.*
- 11J. *COULDN'T UNDERSTAND WHAT WAS BEING SAID?* \_\_\_\_\_  
*2WC E/S to F/N.*
- 12J. *COULDN'T UNDERSTAND WHAT WAS BEING DONE?* \_\_\_\_\_  
*2WC E/S to F/N.*
- 13J. HAVE ITEMS NOT REALLY READ? \_\_\_\_\_  
2WC E/S to F/N.
- 14J. DID YOU SAY SOMETHING MUST HAVE READ? \_\_\_\_\_  
2WC E/S to F/N.
- 15J. WERE YOU STILL UPSET WHEN SOMEBODY THOUGHT IT WAS HANDLED? \_\_\_\_\_  
Find and handle to F/N.
- 16J. HAVE YOU HAD BAD AUDITING? \_\_\_\_\_  
2WC E/S to F/N.
- 17J. ARE THERE INCOMPLETE ACTIONS? \_\_\_\_\_  
2WC E/S to F/N.
- 18J. HAS THERE BEEN ANY INVALIDATION? \_\_\_\_\_  
2WC E/S to F/N.
- 19J. HAS THERE BEEN ANY EVALUATION? \_\_\_\_\_  
2WC E/S to F/N.
- 20J. COULDN'T YOU GET AUDITING? \_\_\_\_\_  
2WC E/S to F/N.
- 21J. HAVE THERE BEEN INTERRUPTIONS? \_\_\_\_\_  
2WC E/S to F/N.



- 22J. DOES YOUR AUDITOR OVERWHELM YOU?  
2WC E/S to F/N. \_\_\_\_\_
- 23J. DO YOU FEEL ATTACKED?  
2WC E/S to F/N. \_\_\_\_\_
- 24J. ARE YOU SCARED OF WHAT MIGHT HAPPEN IN  
AUDITING?  
2WC E/S to F/N. \_\_\_\_\_
- 25J. ARE YOU TALKING TO OTHERS ABOUT YOUR CASE?  
2WC E/S to F/N. \_\_\_\_\_
- 26J. ARE YOU LISTENING TO OTHERS TALK ABOUT THEIR  
CASES?  
2WC E/S to F/N. \_\_\_\_\_
- 27J. HAVE YOU BEEN LOOKING AT OR LISTENING TO TECH  
MATERIALS YOU SHOULDN'T?  
2WC E/S to F/N. \_\_\_\_\_
- 28J. ARE YOU WAITING FOR SOMETHING TO HAPPEN?  
2WC E/S to F/N. \_\_\_\_\_
- 29J. *HAVE YOU BEEN GIVEN FALSE READS?*  
*2WC E/S to F/N.* \_\_\_\_\_
- 30J. *WERE YOU RUN ON A WRONG C/S?*  
*2WC E/S to F/N.* \_\_\_\_\_
- 31J. *DID YOU HAVE A PERSONALITY CLASH WITH AN  
AUDITOR?*  
*2WC E/S to F/N.* \_\_\_\_\_
- \_\_\_\_\_
- 1K. IS SOMEONE OR SOMETHING HOSTILE TO YOU?  
Check for SP with a PTS interview or get a full PTS R/D  
programmed. \_\_\_\_\_
- 2K. ARE YOU PTS ?  
PTS interview or get a full PTS R/D programmed. \_\_\_\_\_
- 3K. ARE YOU CONNECTED TO SOMEONE HOSTILE TO  
DIANETICS OR SCIENTOLOGY?  
PTS interview or get a full PTS R/D programmed. \_\_\_\_\_
- 4K. DO YOU FEEL SUPPRESSED?  
PTS interview or get a full PTS R/D programmed. \_\_\_\_\_
- 5K. *DO YOU HAVE SOME OTHER SORT OF PTS  
CONNECTION?*  
*PTS interview or get a full PTS R/D programmed.* \_\_\_\_\_
- 6K. *YOU'RE NOT PTS?*  
*2WC to F/N.* \_\_\_\_\_
- 1L. *SOME SORT OF CAN'T HAVE?*  
*Find correct Havingness Process and remedy.* \_\_\_\_\_
- 2L. *IS YOUR HAVINGNESS LOW?*  
*Find correct Havingness Process and remedy.* \_\_\_\_\_

- 3L. *HAVE YOU BEEN RUN ON THE WRONG HAVINGNESS PROCESS?*  
Find correct Havingness Process and remedy. \_\_\_\_\_
- 4L. *HAVE YOU BEEN RUN ON HAVINGNESS WITHOUT CONFRONT?*  
Find correct Havingness and Confront Process and remedy. \_\_\_\_\_
- 5L. *YOU DIDN'T NEED ANY HAVINGNESS?*  
2WC to F/N. \_\_\_\_\_
- 6L. *YOUR HAVINGNESS IS FINE?*  
2WC to F/N. \_\_\_\_\_
- \_\_\_\_\_
- 1M. HAS SOMETHING GONE ON TOO LONG?  
Find out what. Clean up any protest. Rehab to F/N on each (or date to blow, locate to blow if qualified). \_\_\_\_\_
- 2M. YOU WENT ON BY A RELEASE POINT?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 3M. HAS SOMETHING BEEN OVERRUN?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 4M. THE AUDITOR KEPT ON GOING?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 5M. HAS THERE BEEN ANY OVERREPAIR?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 6M. ARE YOU PUZZLED ABOUT WHY THE AUDITOR KEEPS ON?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 7M. ARE THERE STOPS?  
Find out what. Clean up any protest. Rehab to F/N or D/L. \_\_\_\_\_
- 8M. *IS THERE SOMETHING ELSE WE SHOULD COVER?*  
2WC to F/N. \_\_\_\_\_
- \_\_\_\_\_
- 1N. HAVE YOU SEPARATED OUT?  
2WC E/S to F/N. Then Triple Expanded Grade Two or L10 on Advance Program. \_\_\_\_\_
- 2N. ARE YOU SOMEBODY ELSE?  
2WC E/S to F/N. Program for LX Lists. \_\_\_\_\_
- 3N. DO YOU THINK SOMETHING ELSE IS WRONG?  
2WC to find what. Note BD item. If BD item is covered by one of the other questions on the list, handle per instructions. Otherwise, GF M5 and handle. \_\_\_\_\_
- 4N. ARE YOU PHYSICALLY ILL?  
2WC to find what. Note BD item. 2WC to F/N and get further C/S instructions for handling if necessary. \_\_\_\_\_
- 5N. *DID YOU THINK OF SOMETHING ELSE THAT SHOULD HAVE BEEN ON THIS ASSESSMENT?*  
2WC to F/N. \_\_\_\_\_

10. *HAVE WE BEEN REPAIRING A TA THAT ISN'T HIGH?* \_\_\_\_\_  
 2WC to F/N.
20. *HAVE WE BEEN REPAIRING A TA THAT ISN'T LOW?* \_\_\_\_\_  
 2WC to F/N.
30. **IS THE METER FAULTY?** \_\_\_\_\_  
 Get pc to tell you about it briefly. If correct, then indicate  
 to F/N. Go E/S and indicate it if no F/N on first.
40. **IS THERE NOTHING WRONG?** \_\_\_\_\_  
 Get pc to tell you about it briefly. If correct, then indicate  
 to F/N. Go E/S and indicate it if no F/N on first.

\_\_\_\_\_

- 1P. **WAS THERE A FALSE EXAM REPORT?** \_\_\_\_\_  
 Indicate and 2WC to F/N.
- 2P. **HAVE YOU HAD TO WAIT AT THE EXAMINER?** \_\_\_\_\_  
 Indicate and 2WC to F/N.
- 3P. **HAVE YOU BEEN UPSET BY THE EXAMINER?** \_\_\_\_\_  
 Indicate and 2WC to F/N.

L. RON HUBBARD  
 Founder

Revised by  
 Paulette Ausley  
 By order of

L. RON HUBBARD  
 Founder

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HCO BULLETIN OF 20 JANUARY 1972R  
REVISED 8 DECEMBER 1978

Remimeo  
Class IV Grad  
Checksheet  
Checksheet  
C/Ses  
Class IV Grad  
and above  
Auditors  
Ethics Officers

(Revisions in this type style)  
(Ellipsis indicates deletion)

**PTS RD ADDITION**

(Refers to:  
*HCOB 9 Dec 71R PTS RUNDOWN,*  
*Rev. 8 Dec 78 AUDITED)*

The only reasons a PTS RD does not work are:

C/S error: 1. Not doing one at all.

C/S error: 2. Doing one in the middle of another RD.

C/S error: 3. Doing one without set-up, *including a complete PTS C/S-1.*

C/S error: 4. The person was not PTS—which is to say was not chronically ill or roller-coaster and the items or *flows* didn't read.

Auditor error: 5. The RD was badly run auditor-wise. R3R was bad, metering poor, ruds not correctly or fully done.

Auditor & C/S error: 6. The RD was quickie, only doing step (a) and brushing it off.

C/S error: 7. Even though the whole RD was done fully, there remained on the case an undetected additional person or thing to which the pc was PTS.

The rules of PTS are

A PERSON WHO ROLLER-COASTERS IS ALWAYS PTS.

A PERSON WHO IS CHRONICALLY ILL ALWAYS IS PTS.

A PTS RUNDOWN THAT DOES NOT WORK HAS NOT BEEN DONE AS PER 1 TO 7 ABOVE.

The remedies to the above are

1. Do it.
2. Pgm it in correct sequence.
3. Set the case up properly so it is running well and past errors handled.
4. Establish how well the person holds his gains before pgming one. If any Q at all, do the RD.

5. Cram the auditor on TRs, metering, R3RA drills and ruds. Do *L4BRA*, . . . L3RF on the pc *and handle* accordingly.
6. Complete the *rundown*.
7. 2WC “What is your attention on?” to F/N. On PTS Rundown fly all ruds single; L&N “On the PTS Rundown what being or thing was missed?”; R3RA Triple or *Quad* on it; fly all ruds and overts on it Triple or *Quad*; run “*Can’t Have/Enforce Have*” Triple or *Quad*. If all not very okay now L&N “What other subject or people might have been overlooked on the PTS Rundown?” *and handle the item on each step of the rundown per HCOB 9 Dec 71RC, Rev. 8 Dec 78 PTS RUNDOWN.*

A PTS RD *always* works. If it works with a relapse there is an error in it as in the numbered paras above.

THIS IS VITAL TECH TO THE PC. IT MAKES THE MOST DIFFICULT CASES FLY *IF IT IS DONE RIGHT.*

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HCO BULLETIN OF 3 JUNE 1972RA  
REVISED 15 OCTOBER 1974  
RE-REVISED 8 DECEMBER 1978

Remimeo  
and above  
*Class IV Grad  
Checksheet  
Ethics Officers*

(Cancels BTB 24 March 1973R,  
"PTS RD ERRORS.")

*(Revisions in this type style)*

**PTS RUNDOWN, FINAL STEP**

The following is an additional step to the PTS Rundown developed by me and tested at Flag. This step is run after *each* terminal is run, to prevent bypassing charge.

THE STEPS ARE:

1. Select the terminal already run in R3RA and ruds.
2. Clear "can't have," "couldn't have" as DENIAL OF SOMETHING TO SOMEONE ELSE. Clear "enforced have" as MAKING SOMEONE ACCEPT WHAT THEY DIDN'T WANT. Have pc get the idea of these with an example or two.
3. Run on the SP item "can't have/enforced have" as motivator repetitive, then overt repetitive, the Flow Three terminal to others, others to terminal *and the Flow Zero of the pc to himself because of the terminal* (four flows of two commands each or five if the pc is Quad). *Check the flows for a read before running them. Do not run unreading flows.*
4. After *the terminal* is handled with the four (or five) flows of "can't have/enforced have" Objective Havingness should be run. Then the next PTS Rundown item is taken up *and run on all steps, as above.*

THE COMMANDS:

F1. *Did \_\_\_\_\_run a can't have on you? Tell me about it.*

*Did \_\_\_\_\_force something on you you didn't want?  
Tell me about it. (Alternate/repetitive to EP.)*

F2. *Did you run a can't have on\_\_\_\_\_?  
Tell me about it.*

*Did you try to force something on\_\_\_\_\_that he (she, it)  
didn't want? Tell me about it. (Alternate/repetitive to EP.)*

F3. *Did \_\_\_\_\_run a can't have on others?  
Tell me about it.*

*Did \_\_\_\_\_force something on others they didn't want?  
Tell me about it. (Alternate/repetitive to EP.)*

F3A. *Did others run a can't have on\_\_\_\_\_?  
Tell me about it.*

*Did others force something on\_\_\_\_\_that he (she, it) didn't want?  
Tell me about it. (Alternate/repetitive to EP.)*

F0. *Did you run a can't have on yourself because of \_\_\_\_\_?  
Tell me about it.*

*Did you try to force something on yourself that you didn't want because  
of \_\_\_\_\_?  
Tell me about it.* (Alternate/repetitive to EP.)

## —OBJECTIVE HAVINGNESS—

### THEORY

The theory is that SPs are SPs because they deny Hav and enforce unwanted Hav. They also deny *do* and enforce unwanted *do*. They also deny *be* and enforce unwanted *be*. This is why we have never before been able to run Subjective Hav. It collided with SPs, overts, and withholds on them.

A very full rundown then would be to start with *don't be, must be*; go on to *don't do must do*: end up with *can't have, enforced have*. (Not to be run at this time.) Hav alone should handle without resorting to be or do.

END OFF AT ONCE AND BEGIN OBJECTIVE HAVINGNESS IF THE TA SOARS OR THE PC CAVES IN. If this does not handle, then do a C/S 53RL at once and handle.

### PTS RD NOTES

With the issue of HCOB 17 Mar 74, TWC, USING WRONG QUESTIONS, it becomes necessary to convert the PTS RD 2WCs for items into L&N questions. Example: Who have you known this lifetime who has troubled or worried you? L&N to BD F/N item.

Avoid listing the same question twice. The L&N for places and planets should be restricted to planets only on VA pcs and an L4BRA used at the first sign of trouble.

Additional PTS RD items can be obtained from past PTS interviews. Done by L&N the RD is very powerful and direct. The pc must be well set up for it.

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HCOB BULLETIN OF 30 JANUARY 1973RC  
REVISED 19 DECEMBER 1979

Remimeo  
All Super  
All Word  
Clearers

*(Revisions in this type style)  
(Ellipsis indicates deletion)*

***Word Clearing Series 46RC***

**METHOD 9 WORD CLEARING THE RIGHT WAY**

(Cancels BTB 30 January 1973RA  
Word Clearing Series 46RA  
METHOD 9)

*(Ref: M9 PICTURE BOOK—which will be  
issued in due time as part of a special course.  
HCOB 23 March 78RA Revised 14 Nov 79,  
Word Clearing Series 59RA, CLEARING WORDS.)*

*Word Clearing Series 46RB was the first HCOB which gave the full and correct use and handling of M9. It has been revised here to include developments on how one goes about clearing a word. This revision is on page 133, section 7 “CLEAR THE WORD.” There are five other changes, all minor. Earlier write-ups on this subject, not by myself, stated that the person’s Mis-U was that word on which he stumbled. This is not the case. It is only occasionally the word on which he stumbles that is misunderstood. Usually, as was covered long since in study tech, it is the earlier word or symbol which has caused the stumble or twitch or blink or omit or mispronunciation or what have you.*

**HISTORICAL**

Method 9 Word Clearing was first developed in a pilot project which sought to teach people to read who were not reading in their native tongue. The first versions of M9 were not correctly written up but the technology nevertheless began to spread in use. It was found that not only non-English students didn’t know what they were reading but as the educational standards of the culture deteriorated, it was found that people reading in their native tongue could benefit with the use of M9. It was then found that college students could not get through M9. And the latest survey has demonstrated that 31 school teachers taken at random throughout the school systems flunked M9 on their common reading materials. What has apparently happened here is that we have drifted down in literacy to a point where the culture can’t read or hear. In a technical culture such as this, one should not ask further why it is failing.

Because there are not enough Supervisors to personally M9 all the people on the planet, much less a medium size class, it has to be done on a turnabout basis by the students themselves. This caused a difficulty with M9 because one was asking students who couldn’t read to understand how to do the Method 9 which would find the things which prevented them from reading. Here again we have the chicken and egg problem. Therefore, *the procedure has been demonstrated in a picture book which will be issued in due time as a part of a special course.* This picture book shows the student how to M9 another student and he can, after being drilled by the Supervisor on the picture book. So this has also been solved.

M9 is probably the top key method of Word Clearing today. You would be utterly amazed to find somebody who habitually reads Western stories cannot pass an M9 on them. He sees, “He mounted his roan (a type of horse)” and he understands from this,



“He roamed around the mountains.” He has become so accustomed to not-ising his inability to understand what he is reading that he thinks it is ordinary. Isn’t that the way everybody reads?

M9 brings it home forcefully to him that he really doesn’t understand what he is reading. This is not why one uses it. One uses it to produce somebody who can read. But, like one of the English teachers who was M9ed on his own text, although he may begin with hostile protest that of course he knows what he is reading, he soon gets into the real reality of it and sees where he is at. His willingness to continue then has already been secured.

It will be found that the simple things are the main things on which he stumbles. Thus M9ing is usually preceded by M8 as covered in the new basic comprehensive reading course. This shows him by picture book how to use a dictionary and gets him to define the simple words of the language. Commas, semicolons, even capital letters will be found to be commonly misunderstood.

The usefulness of M9 has gone then from a way of spotting the points where a foreign language student is falling down to detecting and handling the professors and the rest of the culture. It is an extremely important method of Word Clearing and should be learned very well.

### HOW TO LEARN METHOD 9

Method 9 Word Clearing is a way of finding the words a person doesn’t understand in a book or other written material by having him read it aloud to the Word Clearer.

It is very simple and precise and it can be done by students on one another with great success as well as by a professional Word Clearer. Method 9 does not require expertise and it does not require a meter as many other methods of Word Clearing do. *Method 2 Word Clearing is very similar to Method 9 but it requires the use of a meter to pick up the misunderstands. The virtue of Method 9 is that, while it is very thorough and effective, it is not restricted in use to those who can operate a meter and who have other expertise needed for Method 2. It can therefore be learned very easily and used very broadly. To teach M9 the Supervisor gets the student through the picture book version of M9, which will be issued in due time as part of a special course and drills him so that he can do Method 9 Word Clearing and he can M9 other students. One can also learn how to do it all by himself by going through this picture book and this HCOB.*

### MISUNDERSTOOD WORDS

A student, when reading by himself, often does not know he has gone past misunderstood words. But whenever he does go by misunderstood words, he will have trouble with what he is reading.

A misunderstood word keeps a person from duplicating what the written materials actually say. It causes the communication formula to go out.

A word can be misunderstood in many different ways and it is important that these different types of misunderstands are known to the person doing Method 9. A word can be misunderstood because of a *false* (totally wrong) definition, an *incorrect* definition, an *incomplete* definition, an *unsuitable* definition, a *homonymic* (one word which has two or more distinctly separate meanings) definition, a *substitute* (synonym—a word which has a similar but not the same meaning) definition, a *no* (omitted) definition, a *rejected* (by the person himself, usually due to a false datum) definition or an *invented* (by the person himself, usually due to a false datum) definition. This is covered more fully on HCOB *17 Jul 79 Issue 1, THE MISUNDERSTOOD WORD DEFINED.*

If a person has habitually gone past many, many misunderstood words in his reading or his education (which most everybody in this present culture has), not only will his ability to read be lowered but also his intelligence. What he himself writes and says won't be understood, what he reads and hears he won't understand, and he will be out of communication. The probability is that he will have sunk back to the first dynamic, the world will look like a very peculiar place to him, he will feel that he is "not understood" (how true!) and life will look a bit miserable to him. He can even appear to others to be criminal. At best he will become a sort of robot or zombie. So you see, it is very important to clear misunderstood words. Lack of the ability to communicate probably underlies the causes for the current drug culture.

You will be amazed that somebody who appears to be a criminal idiot all of a sudden begins to look comparatively like a genius after he has been M9ed.

### WHY METHOD 9 WORKS

A student who understands all the words on the page he is reading will be able to read the page aloud perfectly. He will feel bright and alert and will fully understand what he reads. But when a student passes a word or symbol he doesn't understand, the misunderstood causes an interruption of his voice or physical beingness. His voice may change, or he may stumble on a word or make a face or squint his eyes or react in some other way.

This is easy to understand if you remember that a person can go blank after he passes a word or symbol he doesn't understand. He may make a mistake in his reading right there at the point of the misunderstood, or he may continue reading past the misunderstood and make a mistake on a later word or symbol. He will feel duller and he will try to make up for the dull feeling by reading with more effort. This will always be expressed by a nonoptimum action of some kind which must be noted and handled at once by the Word Clearer.

A nonoptimum reaction is anything the student does besides read the page *easily naturally*. and *perfectly*. Examples of some of the nonoptimum reactions that may show up are:

1. Student adding a word or leaving out a word or changing a word in the sentence he is reading.
2. Student stumbling on a word or saying it incorrectly.
3. Student pausing or reading more slowly.
4. Student frowning or looking uncertain.
5. Student going stiff or tensing a body part, such as squinting his eyes or tightening the grip of his hands, or biting his lip or some other physical reaction.
6. Student reading with effort.
7. Student reading with a glib, robotic attitude (which is how he gets after he has been forced to read "correctly" by someone who doesn't know anything about Mis-Us).

Other manifestations can occur.

Note that the above is not a complete list of reactions but is intended to give an idea of what to look for. In all fairness, one can stumble when reading if he is trying to read in a dim light or he is having eye trouble or the print or handwriting or pencilled corrections in the text are very hard to make out. Thus it is necessary to do M9 Word Clearing only in bright light and if the fellow is supposed to be wearing glasses, he should be wearing glasses, and the material being M9ed must not contain smudges and

deletions itself. All possible reasons why he cannot *see* the text and unclear text must be removed. Otherwise, the student will simply say he couldn't see it or the light was bad or some other wrong *Why*.

Anytime the person makes an error in his reading or reacts in some nonoptimum way, a misunderstood will ALWAYS be found just *before* that point or sometimes at that point itself.

*Example:* The student is reading the page aloud. He reads, "Raymond walked home slowly and thoughtfully," then he frowns. The other student, who is M9ing him says: "That's it. Is there some word or symbol there that you didn't understand?" (If the student wonders why he was stopped, the Word Clearer tells him what reaction he noticed.)

The student looks over what he has read. He feels uncertain about the word "slowly." He tells this to the Word Clearer and the word "slowly" is looked up in the dictionary and used in sentences until the student fully understands it.

When the word that was misunderstood is located and cleared, the student will brighten up and will begin reading clearly and correctly once again.

### THE GLIB STUDENT

Glibness is often trained into students by the current educational methods used in schools. The student is drilled to suppress or go by misunderstood words and to robotically answer back with what the book says. If he can do this, he is said to be a "good student" and a "good reader."

With this method, a student's understanding of what he has read is actually considered to be separate from the act of reading. If the educators bother with comprehension at all, it is only to measure memorization, not understanding.

In today's schools, students are actually instructed to go right on past words they don't understand; to figure out how to say them and to continue reading whether they understand the text or not. One textbook even advises, "If you find a hard word, read it as best you can and continue to read." Students are expressly drilled to suppress reactions such as mispronouncing words, substituting one word for another, inserting extra words, repeating words, and omitting words. These reactions indicate misunderstandings have been bypassed, but under heavy drilling a student can learn to become robotic enough to suppress even these reactions, and read on, leaving misunderstandings piled up behind him. In all fairness, his teachers were not just trying to victimize him. The discovery of the effects of a misunderstood word and the reasons for such stumbles had not been discovered. Teachers did not know about them. Thus they invented various drills to force the student not to make these "comprehension errors." They did not have the tech or even know what caused these manifestations. You have the reasons for them in Method 9 and in study tech.

You can spot a glib student on Method 9 because he sounds and looks robotic when he reads. One step to take on such a glib student is to ask him if he has ever been taught to suppress reactions on words which, when he read them, he did not understand. One is asking him to take the "suppress" off. He will tell you immediately that he has been when this is true, and some emotional reaction can occur. One simply lets him talk about it until the charge seems to be off of it and then gets him to start his M9ing again. Some of it may be left, of course, but he will gradually get into it and become more honest and more there. He thinks, of course, when you're M9ing him that you simply want him to utter certain sounds. This is what he has been trained to expect. If he is supposed to read aloud, he is supposed to utter certain sounds. These sounds, of course, are meaningless to him but that doesn't matter. Previously, his whole purpose and training pattern in reading aloud was narrowed into getting passed. So it may be necessary for the Supervisor to take up why he is being M9ed. But even though he is reading like a robot and suppressing everything, you will be able to see the

suppression deepen when he hits the really big Mis-U's. He reads them even more robotically than he does the other parts of the text, so these too can be detected. As soon as he has found a few of these things out and found out what you are trying to do, he will begin to respond much more readily with M9. Method 9 on common reading materials will show up a student's lack of reading comprehension and show up his misunderstandings so that he can really see it for himself. It may be an entirely new idea to him that written pages and sound waves communicate something.

Another method, an extreme one, of handling the extensively mistrained glib student is to get him to read a paragraph and then, employing a method known as "clay table," get him to demonstrate it. He won't be able to do so. Furthermore, he will realize he isn't able to do so. It was just sounds.

## METHOD 9 ON COMMON READING MATERIALS

To do Method 9 on common reading materials, the student chooses a paperback book or something that he reads for his own pleasure and he reads it aloud to the Word Clearer.

If he cannot read it perfectly, it is because he has gone by misunderstood words. At first it may not be real to the student that he has misunderstood words. But after he has found and cleared a number of them using Method 9, the student will realize that he *does* have misunderstood words and that his misunderstandings are getting in the way of his ability to read.

When the student reaches the point of realizing that he does actually have misunderstood words on the materials he commonly reads for his own pleasure, he becomes very willing to find his own misunderstood words and he can usually do so easily. Method 9 of common reading materials can be ended at this point. The student is now much more aware of and *able to find and handle his own misunderstandings* and he is on his way toward reading naturally, correctly and *with understanding*.

## HOW TO DO METHOD 9

### 1. STUDENT AND WORD CLEARER SIT ACROSS FROM EACH OTHER.

The student and the Word Clearer sit across from each other at a table or desk. Each person has his own copy of the text to be word cleared. The Word Clearer must be able to see the student *and* the page in front of him at the same time.

### 2. DICTIONARIES ARE AVAILABLE.

A good, simple English language dictionary, and any other dictionaries the student may need are available. (Above all things, do not use what is called a "dinky dictionary." This is different than a simple well-expressed dictionary. A dinky dictionary is what you commonly get off the paperback racks in drug stores. It quite often defines word A as word B and then defines word B as word A. It also omits all the *alternative* definitions and all the technical definitions. Always have to hand, at least in the classroom, the most extensive and voluminous set of dictionaries anybody ever heard of on all the subjects ever heard of under the sun, plus any encyclopedias that you can round up.)

### 3. STUDENT RECOGNITION OF MISUNDERSTOODS.

Before the student starts reading, he should be told that if he sees a word he doesn't know the meaning of, he should stop and look the word up and clear it instead of going on past it. And the student should be encouraged to find and clear misunderstood words himself. M9 brings about the ability to do this, so that the student will find and clear his own misunderstandings in future. The Word Clearer on M9 would never prevent the student from clearing a word that the student recognizes as misunderstood.

Correctly done M9 will bring about the ability of the student to find and clear his own misunderstandings.... (If you don't want to spend ten years M9ing one page, it is best to get him through Method 8 on simple English words. *This will be part of a special course which will greatly improve someone's level of literacy.*)

#### 4. *STUDENT READS THE TEXT ALOUD TO THE WORD CLEARER.*

*The student reads the text aloud to the Word Clearer. He is not on the meter. While the student reads, the Word Clearer follows his own copy of the same text, watches the student and listens to him.*

*The Word Clearer must be very alert and see or hear any nonoptimum reactions of the student while he is reading.*

#### 5. *NONOPTIMUM REACTION EQUALS MISUNDERSTOOD WORD.*

*A nonoptimum reaction by the student to what he is reading is the clue to the Word Clearer that the student has encountered a misunderstood word. The Word Clearer and student must now locate the exact misunderstood word or symbol. It will be found just before or sometimes at the point the nonoptimum reaction occurred.*

#### 6. *FIND THE MISUNDERSTOOD.*

If it is not obvious to the student that he has reacted and he just continues reading, the Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?" It is the duty of the Word Clearer to steer the student to the misunderstood. It is either at the point of the nonoptimum reaction or before it. The point is that the student must be steered onto it. And it then is looked up.

The student may be able to spot his misunderstood word right away and tell the Word Clearer what it is. Or he may have difficulty finding it and the Word Clearer will have to help him find it.

The Word Clearer helps the student by getting him to look earlier and earlier in the text from the point where he reacted until the misunderstood word is found. The Word Clearer can also spot-check the student. Spot-checking means choosing words from the text the student has already read and checking with him to see if he knows the definitions of those words.

If the student is uncertain about any word or gives a wrong definition, then that word is taken up and cleared in the dictionary.

#### 7. *CLEAR THE WORD.*

*Once the misunderstood is found it must be fully cleared in the dictionary. The person will be hung up on the definition of the word as it is used in the context of what is being word cleared, which will not necessarily be the first definition given in the dictionary. To try and clear any other definition before clearing the one he is stuck in would cause him to try and clear a word over misunderstood. Therefore he would rapidly go over the definitions to find the one that fits the context and clear that first. Then the remaining definitions would be cleared.*

*This is how a word is cleared:*

*The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.*

*Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.*

*The next thing to do is to clear the derivation—which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.*

*Don't clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.*

*Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example "give in" is an English idiom meaning "yield." Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.*

*One must also clear any other information given about the word, such as notes on its usage, synonyms, etc. so as to have a full understanding of the word.*

*If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)*

#### 8. READ THE SENTENCE AGAIN.

The Word Clearer then asks the student to read once again the sentence in the text in which the misunderstood word or symbol was found. The student does so and if he reads it correctly with understanding, he continues reading the text. Any further nonoptimum reactions are handled by finding the next misunderstood word and clearing it, as above.

#### 9. METHOD 9 IS CONTINUED UNTIL THE TEXT HAS BEEN COMPLETED.

Method 9 is continued until the text to be word cleared is completed.

#### 10. STUDENT GOES TO EXAMINER AT THE END OF METHOD 9 WORD CLEARING .

The student is always sent to the PC Examiner at the end of a Method 9 session.

And that's all there is to doing Method 9!

#### METHOD 9 CAUTION

When the Word Clearer has misunderstands of his own on the material being word cleared, he tends to go "wooden" and just sits and does nothing to handle the student. The Word Clearer must always clear his own misunderstood words or else when the student stumbles on a word, the Word Clearer won't even *see* it or *hear* it because of his own misunderstands. He can miss the student's stumble and never get the student's misunderstood word.

The Word Clearer can also miss a student's reactions when he has so much attention on the page that he becomes unaware of the student or doesn't even look at the student.

When students are M9ing each other on the same study materials, they do NOT first just read the materials as this will only give them misunderstands. They take the materials being word cleared one paragraph or section at a time and M9 each other on it. This is done by a student first M9ing his twin on one section, and then getting M9ed on what he just word cleared his twin on, plus the next section. It then turns around again. The twin gets M9ed on what he just word cleared the other student on, and on the next section. In this way one person is not constantly leading. Unless the M9ing reversals are done in this fashion, misunderstands could be missed. The whole text would be covered in this way.

## EXAMPLES OF STUDENT REACTIONS AND THEIR CORRECT HANDLING

There are many, many different kinds of reactions that can occur when a student passes a word he doesn't understand. There are also many different ways a student will respond to Method 9. All that is needed for success with Method 9 is for the Word Clearer to understand Method 9 and to apply it exactly according to this bulletin.

Given here are some examples of student reactions and correct handlings by the Word Clearer:

### A. THE STUDENT CHANGES A WORD IN THE SENTENCE.

Example:

The page says: "The boy then reached down and patted his dog."

The student says: "The boy *than* reached down and patted his dog."

The Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks at the words "then," "boy" and "the." He knows those words. So he looks in the sentence before that one. In that sentence he sees the word "collie." He's not sure what that is.

He tells the Word Clearer and they clear the word "collie."

### B. THE STUDENT ADDS AN EXTRA WORD.

Example:

The page says: "the child went to school."

The student says: "The child went to *the* school."

The Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks over the sentence. He says he understands all the words, but thinks the sentence should say, "A child went to school" rather than, "The child went to school."

The Word Clearer says, "Okay. let's spot-check some words. What does 'the' mean in this sentence?"

The student looks blank for a moment and doesn't say anything. The Word Clearer says, "All right. We're going to look up the definition of 'the'."

"The" is then looked up and cleared.

### C. THE STUDENT LEAVES OUT A WORD.

Example:

The page says: "Robert then visited the city."

The student says: "Robert visited the city."

The Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student reads over the sentence. He can't find anything he doesn't understand. The Word Clearer asks him to look over the next earlier sentence for a misunderstood word. The student can't find any there, either. The Word Clearer has the student keep looking earlier and earlier in the text and finally the student spots the misunderstood word in the first sentence of the page.

The word found is then cleared.

D. THE STUDENT LEAVES OFF A PART OF A WORD, SUCH AS AN "S" OR AN "ED" AT THE END.

Example:

The page says: "There was a huge pile of assorted tools in the woodshed."

The student says: "There was a huge pile of assorted tool in the woodshed."

The Word Clearer says, "That's it. You left the 's' off 'tools.' Have a look over that sentence or page and tell me what word or symbol was misunderstood."

The student says, "I don't have any misunderstood words on this page."

The Word Clearer acknowledges him and asks him once again to have a look for the misunderstood word or symbol.

The student looks over the entire page but still says he has no misunderstandings. So the Word Clearer starts spot-checking the student on the definitions of the words on the page.

The Word Clearer asks, "What's the definition of 'tools'?" The student says, "It means 'implements of work'." The Word Clearer says, "That's fine. What's the definition of 'assorted'?" The student gives it to him correctly, so the Word Clearer simply backs up the sentence words one by one, getting the definition of each one until he hits the word "was."

Student says, "It's something you saw with." The Word Clearer says, "Let's have a look at 'was' in the dictionary." Each definition of "was" is *then* cleared and it is suddenly discovered that the person has never understood that it had anything to do with the conjugation of the verb "to be."

E. THE STUDENT STUMBLES ON A WORD OR SAYS IT INCORRECTLY.

Example:

The page says: "I think I'll go shopping."

The student says: "I th-think...."

The student stops after he stumbles. The Word Clearer says, "Is there some word or symbol there that you don't understand?"

The student says, "Well, it just doesn't make sense."

The Word Clearer asks, "What doesn't make sense?"

The student says, "I don't see why it says 'think' here."

The Word Clearer says, "All right. Let's have a look at 'think' in the dictionary."

"Think" is then looked up in the dictionary, but the student can't seem to get it, even though he understands all the words in the definition.



The Word Clearer asks, "Tell me, what part of speech is 'think' in that sentence?"

The student says, "Uh, I don't know."

The Word Clearer says, "Okay. Well, right here in the dictionary, it says 'verb'. What does that mean to you?"

Student: "Mm . . ." (long pause).

The Word Clearer says, "All right." He gets a grammar book and says, "Have a look at this definition of 'verb'."

"Verb" is then cleared but while clearing it, the student says, "Hey, I always thought you could only have one verb in one sentence and that sentence has two verbs in it. Somebody threw me a curve." And as he has cognited and has now got it straight, M9ing continues. He uses it in sentences until he's really got it, then they go on to the next definition of "think" in the dictionary.

**F. THE STUDENT HESITATES OR PAUSES WHILE HE IS READING OR BEGINS READING MORE SLOWLY.**

Example:

The page says: "The sun was shining on the flowers."

The student says: "The sun——was shining on the flowers."

The Word Clearer says, "That's it. What word or symbol was misunderstood just before that point?"

The student very carefully looks back over the page, but he can't find any words he doesn't understand.

The Word Clearer says, "Okay. I'll spot-check you." He gives the student a thorough spot-check, but no misunderstood words are found.

The Word Clearer then asks, "Show me where you were last doing really well on this text."

The student shows him. It's three paragraphs back.

The Word Clearer says, "Good. We're going to check from this point back for any misunderstood words."

He extensively spot-checks the student in that area, and the student's misunderstood word is finally found and cleared.

**G. THE STUDENT FROWNS, LOOKS UNCERTAIN, GOES STIFF, OR IN SOME WAY SHOWS LACK OF COMPREHENSION.**

Example:

The page says: "The family ate dinner together every night."

The student says: "The family ate dinner together every night."

While the student is reading, there is a slight look of uncertainty on his face.

The Word Clearer says, "That's it. Look over this section you've just read and tell me what word or symbol has been misunderstood."

The student says, "But why did you stop me?"

The Word Clearer says, “You were looking uncertain as you read that last sentence.”

The student says, “Well actually, I did have some attention back on the sentence before last.”

The Word Clearer says, “Okay. Was there any misunderstood word or symbol there?”

The student says, “I have some attention on the word ‘for’, but I’ve looked that up before.”

The Word Clearer says, “Well, let’s have another look at it.”

“For” is then cleared and the student realizes that he hadn’t fully cleared all of the definitions when he had previously looked it up.

H. THE STUDENT TENSES HIS BODY IN SOME WAY. THIS COULD BE TIGHTENING HIS GRIP, SQUINTING, TENSING HIS JAW, JERKING HIS BODY, STIFFENING ANY BODY PART, ETC.

1-The page says: “The girls were delighted to see one another.”

The student says: “The girls (tightens the muscles in his jaw) were delighted to see one another.”

The Word Clearer says, “That’s it. Look back over this section you have just read. Was there a misunderstood word or symbol there?”

The student looks at the page a long time. The Word Clearer can see he is looking earlier and earlier on the page. Finally the student says, “I can’t see any words I don’t understand, but this line seems a bit strange to me: ‘It was Christmas Eve. Alice was listening to “Silent Night” when Carol came into the room.’”

The Word Clearer says, “All right. Let’s do a spot-check in that area. What does ‘Carol’ mean?”

The student says, “That’s a girl’s name.”

The Word Clearer says, “Good. What do the quotation marks show in that sentence?”

The student says, “Hm. Well, someone said ‘Silent Night’ to Alice.”

The Word Clearer says, “All right. I want you to read this section in the grammar book on quotation marks.”

The student reads the section aloud and says, “Oh, I see. ‘Silent Night’ is a song and you use quotation marks around the names of songs. I’ve got it now!”

The Word Clearer says, “Great,” and has the student give some examples of the use of quotation marks. They then return to the text.

2-The page says: “The men walked quietly through the dockyard.”

The student says: “The men walked quietly through the dockyard.” (Student leans forward and looks at the page more intently.)

The Word Clearer says, “That’s it. Is there some word or symbol there that you didn’t understand?”

The student looks over the sentence. “Well, I’ve never seen ‘dockyard’ used like that before. It doesn’t make sense.”

The Word Clearer acknowledges him and has him look it up. The student reads the definition and starts brightening up. He turns to the Word Clearer and says, “And all this time I thought a dockyard was a place where you built docks, I never could understand why....”

3-The page says: “The car drove off, leaving a trail of dust in the air.”

The student says: “The car drove off, leaving a trail (student squints his eyes at the page) of dust in the air.”

The Word Clearer says, “Is there some misunderstood word or symbol in that area?”

Student looks bewildered. “No, the sentence just doesn’t make sense.”

Word Clearer says, “All right. What is the definition of ‘trail’?”

“Oh, that’s the impression of a horse hoof where a horse has been.”

The Word Clearer says, “Okay, look up the word ‘trail’.” The word is cleared and the student sees that he had a totally wrong definition.

I. THE STUDENT YAWNS, SUPPRESSES A YAWN, GETS WATERY EYES, ETC.

The page says: “A bright red apple was on the table.”

The student says: “A bright red apple was (yawn) . . .”

The Word Clearer says, “Okay. Let’s find the word or symbol that was misunderstood in this section.”

The student says, “I’m not sure I have the right definition for ‘bright’. Could we look it up?”

The Word Clearer says, “Sure,” and they look up the word “bright.”

J. THE STUDENT BEGINS READING WITH MORE EFFORT. THIS INCLUDES READING VERY CAREFULLY OR UNNATURALLY OR ROBOTICALLY OR READING IN SUCH A WAY AS TO SHOW THAT THE WORDS HAVE NO MEANING TO HIM, OR THAT HE DOESN’T UNDERSTAND WHAT HE IS READING.

The page says: “The families were having a picnic on the beach.”

The student says: “The families were having a picnic on the beach.” X

The student reads the page correctly, but he is being very careful not to make any mistakes.

The Word Clearer says, “That’s it. Let’s find the misunderstood word or symbol that you didn’t understand before this sentence.”

The student says, “Yes, I started feeling uncomfortable while I was reading the sentence before last.”

The Word Clearer says, “Good. Let’s look just before that for the misunderstood word.”

The student finds his misunderstood and it is cleared.

The important point for the Word Clearer to remember is *that* WHERE THERE IS A STUDENT REACTION, A MISUNDERSTOOD WORD WILL BE FOUND, USUALLY JUST BEFORE THE POINT HE REACTED.

The misunderstood word can always, always be located with good communication, persistence and a totally standard application of Method 9 tech, as given in this HCOB. If the student can't easily achieve this, he must go to the Supervisor for help.

### TRs AND M9

To be a very successful M9 Word Clearer, one's TRs must be in. One has to be able to TR 3 the question and get the actual misunderstood, yet at the same time, one should never go robotic or rote on the Method 9 procedure. For example it may happen that halfway through a sentence, the student stops, smiles, and then continues on. Upon questioning, you find that a bulletin he has read many, many times before is now finally making sense. You wouldn't then ask him for his misunderstood. Just acknowledge his win and carry on with your Word Clearing with your TRs in and your application of this bulletin 100% standard. The wins and gains of those you word clear will by no means be slight.

### QUARRELS OR UPSETS

It occasionally happens that the students doing the Word Clearing get into a quarrel or upset. If this happens, you know that one of two things has happened, either:

1. "Misunderstoods" that were really understood were forced off on the student, or
2. Actual misunderstoods were not detected and were passed by.

1. If this happens, you can clean up any falsely looked-up words by asking him if he was made to look up words he understood. If this is the case, the student will brighten up and tell you the word or words he was wrongly made to clear. This done, the M9ing can be resumed.

2. If the above doesn't handle it, then one knows that misunderstoods have been missed. Have the twin who is doing the Word Clearing take him back to when he was last doing well and then come forward in the text, M9ing as he goes, picking up the missed misunderstoods. It will usually be found that several misunderstoods have been missed, not just one.

### WORKSHEETS

Worksheets are a written record of the Word Clearing session. They contain the student's name, the Word Clearer's name, the date and the name or title of what is being word cleared. The Word Clearer keeps worksheets during the Word Clearing session and writes down which words have been looked up and cleared and any other important information concerning the Word Clearing.

Worksheets are stapled to the student's Exam Form when Word Clearing is complete. They are filed in his pc folder.

### TEACHING THE STUDENT TO DO METHOD 9

This is done using *this HCOB or the M9 Picture Book (which will be issued in due time as part of a special course)*. This is a simple picture *book* which is handed to the student. He goes through the *book* and then does some M9 drilling as contained in

the back of it. The Supervisor checks him out and corrects him if needed, using *only* the data in *the M9 Picture Book* and this HCOB. No verbal tech or opinions are thrown in.

The end result of a well done Method 9 is a student who is certain he has no misunderstandings on that material so that he can easily study the material and apply it.

Method 9 is a great civilization saver.

It is easy to do. It's fun and it gives tremendous gains.

It is vital that *Method 9 is done* correctly, exactly by the book. Otherwise, *people* will be denied the enormous wins that can be attained with it.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 7 APRIL 1973RA  
REVISED 22 FEBRUARY 1979

*(This bulletin has been revised  
to incorporate new discoveries  
on the subject of coaching TRs.)*

*(Revisions in this type style)  
(Ellipsis indicates deletion)*

### GRADIENTS IN TRS

*References:*

*HCOB 16 Aug 71R II TRs MODERNIZED  
TAPE: 30 Jun 61 TRAINING ON TRs—  
(6106C30) LECTURE ON AUDITING  
HCOB 3 Feb 79 I CHANGE THE CIVILI  
ZATION EVAL*

Time after time you're going to find somebody in an organization trying to teach the TRs this way: Go on to TR 0 and stick there.

Eight months later he'll still be doing the TR 0.

You're going to find that consistently, because the element of ENDURE enters into it. That is improper. *TRs are done to improve a person's handling of the cycle of communication. When he sticks somewhere on a TR instead of cycling through them, each one to a win, minor or major, over and over again, you don't accomplish the purpose of TRs.*

Here is the way you do the TRs. You'll find it very valuable.

*You do OT TR 0 to a win or a cognition or an improved ability to simply BE THERE. You go on to TR 0. The student hasn't gotten a full pass on OT TR 0. He just got accustomed to it and had a win.*

*You do TR 0 to a win for the student that HE recognizes as a win.*

*You do TR 0 Bullbait to a win for the student that he recognizes as a win.*

*You do TR 1 to a win for the student that he recognizes as a win. You don't try to cure or even necessarily mention faults. When you do flunk the student you handle every flunk with an HCOB, but you concentrate on the student acquiring skills rather than eradicating faults. You can't eradicate a fault from something a person knows little about in the first place.*

*You do TR 2 to a win for the student that he recognizes as a win.*

*You do TR 3 to a win for the student that he recognizes as a win.*

*You do TR 4 to a win for the student that he recognizes as a win.*

*Now you come back to OT TR 0. Get the student better at OT TR 0. Then go through all the TRs again. It's kind of like running CCHs—they get a little bit of a win at it and you go on to the next one.*

*Each time the student cycles through the TRs he is coached in the direction of increasing the skills he has—never in the direction of a lose or a flunk. It is very*

*simple. You ensure that the student 1) KNOWS the TRs HCOBs, 2) DUPLICATES the drill, 3) DOES the drill, and then you always, always COACH HIM TO A WIN.*

*There is no reason or use in making the student wrong, he usually is about as wrong as you can get. Unreasonable as it may seem to some, the job of the coach and Supervisor is to make the student right.*

If you do that, you shorten considerably the time it takes to learn the TRs.

In other words, you approach this with a gradient scale.

We did learn about gradient scales many years ago and we should continue to apply that knowledge.

*Eventually, when you use this approach to TRs the student will eventually be able to do a faultless 2-hour OT TR 0, a faultless 2-hour TR 0, a perfect TR 1, an incredibly good TR 2, an error-free TR 3 and an easy, satisfying, flawless TR 4 without Q and A or ARC breaking the pc, which just makes the session flow. And once his TRs are "in" they will stay in for life and he will be able to handle a communication cycle so smoothly and so effortlessly that nobody including himself even recognizes that he is doing it.*

*This is the way to fast, successful TRs Courses, full passes and TR graduates with natural, easy, flubless TRs.*

L. RON HUBBARD  
Founder

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*(Revisions in this type style)*

***C/S Series 87RB***

**NULLING AND F/Ning PREPARED LISTS**

*(Ref: HCOB 4 December 1978, HOW TO READ THROUGH AN F/N)*

A prepared list is one which is issued in an HCOB and is used to correct cases. There are many of these. Notable amongst them is C/S 53 and its corrections.

It is customary for the auditor to be required to F/N such a list. This means on calling it that the whole list item by item is to F/N.

To F/N a list, you do it Method 3. Somebody's got the wrong idea that it is done Method 5—going over and over and over something.

A recent C/S of *mine* on the subject stated: "The reason you're having trouble F/Ning a list is because you don't do M3, handle each read to the end and then reassess M3 and handle each read to the end. It is obvious from your list markings that you were doing M5 over and over, which of course gets into protest. Usually M3 at some point will begin to F/N and that is the reason you do M3. Also, when you miss on a prepared list the F/N stops. So there were a few minor misses on these lists but mostly because you were doing it M5. Also, it takes an R-Factor that you're going to clean up everything on the list."

You handle a list Method 3 by calling the line and handling the line. A prepared list should be used to get optimum results on a pc. If a prepared list reveals that more needs to be handled, i.e. engram in restimulation, then it would be handled. *(Note: In this case the handling would be to assess the L3RF and handle the reads. WARNING: You would NOT run Dianetics on a Clear, Dianetic Clear or OT. For C/ears and OTs you would assess the L3RF and then simply INDICATE the read.)*

*If a more major action was found to be needed it would be programmed for handling, per list instructions.* If something hot leaps into view on a prepared list then handle it.

It is the wrong think that one has to quickie a prepared list and get it to F/N in a hurry rather than to use it to get optimum results on a pc.

All the list must be called a final time.

***"NONREADING, NON-F/Ning" LISTS***

Now and then you get the extreme oddity of a list selected to exactly remedy the case not reading but not F/Ning.

Of course this might happen if the list did not apply to the case (such as an OT prepared list being used on a Grade IV, heaven forbid). In the case of lists to correct listing and in particular the C/S 53 Series, it is nearly impossible for this situation to occur.



A C/S will very often see that the auditor has assessed the list on the pc, has gotten no reads, and the list did not F/N.

A “reasonable” C/S (heaven forbid) lets this go by.

Yet he has before him first class evidence that the auditor

1. Has out-TRs in general,
2. Has no impingement whatever with TR 1,
3. Is placing his meter in the wrong position in the auditing session so that he cannot see it, the pc and his worksheet,
4. That the auditor’s eyesight is bad.

One or more of these conditions certainly exist.

To do nothing about it is to ask for catastrophe after catastrophe with pcs and to have one’s confidence in one’s own C/Sing deteriorate badly.

An amazing number of auditors cannot make a prepared list read for one of the above reasons.

Putting in Suppress, Invalidation or Misunderstood Words on the list will either get a read or the list will F/N. If a list does not F/N then the subject of the list is still charged or there is something wrong with the list.

The moral of this is that prepared lists that do not read F/N. When prepared lists that do not read do not F/N or when the auditor cannot get a prepared list to F/N, serious auditing errors are present which will defeat a C/S.

In the interest of obtaining results and being merciful on pcs, the wise C/S never lets this situation go by without finding what it is all about.

### *READING THROUGH AN F/N*

*There is a skill that any auditor who is handling lists should master and that is reading through an F/N.*

***WHEN TAKING A LIST TO F/Ning ASSESSMENT AN AUDITOR MUST KNOW HOW TO READ THROUGH AN F/N.***

*When going down a list that is F/Ning you’ll sometimes see the F/N “check” briefly and then continue. The swinging weight of the F/Ning needle has momentum and it will tend to obscure a read. But a sharp auditor will see this “check” or slow in an F/N, know he has a hot item and take it up and handle it. An auditor who can’t read through an F/N will miss it and go right on by, and the F/N then kills within the next couple of items. Now he’s got a suppressed read and he’s going to have trouble F/Ning the list.*

*When this happens, even if you can’t read through an F/N, you should go back up the list an item or two and find it. BUT one should be able to read through an F/N. It is the secret of being able to take a list accurately to an honestly F/Ning assessment, with no wasted time or effort. (Ref: HCOB 4 December 78, HOW TO READ THROUGH AN F/N.)*

### *THE “RABBIT BUTTONS”*

*To “rabbit” means to run away from the bank. (The term derives from the fact that a rabbit is timid and runs away from just about everything.)*

*Some auditors have been known to “rabbit” from auditing sessions or from certain session actions. This is wholly due to out-TRs or shaky metering and the auditor not knowing how to use his tools. Rabbiting shows up in various ways—not getting the pc through the engram and not taking a Dianetic chain to full EP, or calling an F/N when it’s an ARC break needle, or simply ending off when the going gets rough, etc. It’s running away from the action rather than completing it.*

*One of the ways some auditors rabbit from F/Ning a list is by using what have come to be known as the “rabbit buttons.” Given a C/S 53 (or other list) to take to F/Ning assessment, the auditor begins assessing and handling the list items but on the slightest provocation (such as a minor protest from the pc), introduces such questions as: “Is the C/S 53 being overrun?”, “Is this list unnecessary?”, “Do you feel over-repaired ?” or something similar.*

*These questions are valid enough when they occur, as they do, at the end of some prepared lists. But used out of sequence they serve to get the auditor out of taking the C/S 53 or other assigned list to F/Ning assessment. Auditor throws in the “rabbit buttons,” pc immediately agrees it’s “overrun” or “unnecessary,” and the auditor ends off, with the majority of the list items unchecked for charge.*

*This is by no means true of all auditors but it has happened frequently enough for these questions, used out of sequence, to be dubbed the “rabbit buttons.”*

*And each time an auditor has rabbited in this way from F/Ning a list, something has been found later that should have been handled.*

***Thus: WHEN THE C/S CALLS FOR F/Ning A LIST IT MUST BE TAKEN TO COMPLETION AND NOT QUIT BEFORE THE ENTIRE LIST IS F/Ning, ITEM BY ITEM, ON ASSESSMENT.***

*Any pc protest or upset or apprehension over extensive repair actions or a list having to be F/Ned stems mainly from auditor out-TRs and mismetering (missing reads and calling false reads) when doing repair lists.*

*Any auditor back-off or protest on F/Ning a list stems from these same points plus having to handle pc upset or protest.*

*The solution is for the auditor to polish his TRs and sharpen up his metering. AND learn to read through an F/N.*

*Given good TRs and standard metering, the auditor who can then also read through an F/N will have no difficulty taking a list to F/Ning assessment.*

L. RON HUBBARD  
Founder

Revision 22.3.77  
assisted by  
LRH Tech Expeditor

Re-revised 4.12.78 by  
L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 NOVEMBER 1973RD  
REVISED 30 OCTOBER 1978

*CI IV Grad Chksht*  
*CI VI Chksht*  
*C/Ses*  
*CI IV Grad & above*  
*Auditors*

*(Revisions in this type style)*

***C/S Series 53RL SF***  
**(Short Form)**

**SHORT HI-LO TA ASSESSMENT C/S**

*The C/S Series 53 Short Form is the basic prepared list used by auditors to get a TA up or down into normal range or to correct case outnesses. A pc who is relatively new to auditing should be assessed on the C/S Series 53 Long Form, which puts the items into full questions.*

*Assess this list Method 5 and handle reads in the order they occur on the list.*

*HCOB 30 Oct 78, C/S SERIES 53, USE OF contains data vital to the proper use of the C/S Series 53 lists.*

PC NAME \_\_\_\_\_ DATE \_\_\_\_\_

- |                                     |       |   |       |
|-------------------------------------|-------|---|-------|
| A. Interiorized into something      | _____ | Tired   | _____ |
| Go in                               | _____ | Deadness                                      | _____ |
| Went in                             | _____ | Unconsciousness                               | _____ |
| Put in                              | _____ | Can't get it                                  | _____ |
| Want to go in                       | _____ | Protest                                       | _____ |
| Can't get in                        | _____ | Don't like it                                 | _____ |
| Can't go in                         | _____ | D. Drugs                                      | _____ |
| Want to get out                     | _____ | LSD   | _____ |
| Kicked out of spaces                | _____ | Alcohol                                       | _____ |
| Being trapped                       | _____ | Pot   | _____ |
| Forced in                           | _____ | Medicine                                      | _____ |
| Pulled in                           | _____ | E. Engram in restimulation                    | _____ |
| B. List errors                      | _____ | Same engram run twice                         | _____ |
| Overlisting                         | _____ | Can't see engrams too well                    | _____ |
| Wrong items                         | _____ | Invisible                                     | _____ |
| Upset with giving items to auditor  | _____ | Black   | _____ |
| Wrong date                          | _____ | Loss  | _____ |
| Wrong location                      | _____ | Lost  | _____ |
| Wrong Why                           | _____ | F. Same thing run twice                       | _____ |
| Wrong indication                    | _____ | Same action done by another auditor           | _____ |
| Wrong PTS item                      | _____ | G. Doing something with mind between sessions | _____ |
| C. ARC break                        | _____ | Some other practice                           | _____ |
| Problem                             | _____ | H. Word Clearing errors                       | _____ |
| Withholding something               | _____ | Misunderstood words                           | _____ |
| Some sort of withhold               | _____ | Misunderstoods in session                     | _____ |
| Not saying                          | _____ | Study errors                                  | _____ |
| False withhold                      | _____ | I. False TA                                   | _____ |
| Withholds gotten off more than once | _____ | Wrong sized cans                              | _____ |
| Overts                              | _____ | Tired hands                                   | _____ |
| Audited over out-ruds               | _____ | Dry hands                                     | _____ |
| Sad                                 | _____ | Wet hands                                     | _____ |

	Rushed	_____		Loosens can grip	_____
	Upset	_____		Wrong hand cream	_____
J.	Auditor overwhelming	_____	L.	PTS	_____
	Couldn't hear auditor	_____		Suppressed	_____
	Couldn't understand what was	_____	M.	Something went on too long	_____
	being said	_____		Went on by a release point	_____
	Couldn't understand what was	_____		<i>Went on past Dianetic Clear</i>	_____
	being done	_____		Overrun	_____
	Feel attacked	_____		Auditor kept on going	_____
	Something wrong with F/Ns	_____		Over-repair	_____
	Overrun F/Ns	_____		Puzzled why auditor keeps on	_____
	Missed F/N	_____		Stops	_____
	Items really didn't read	_____	N.	Something else	_____
	False reads	_____		Physically ill	_____
	Bad auditing	_____	O.	Repairing a TA that isn't high	_____
	Incomplete actions	_____		Repairing a TA that isn't low	_____
	Invalidation	_____		Faulty meter	_____
	Evaluation	_____		Nothing wrong	_____
	Couldn't get auditing	_____	P.	False Exam Report	_____
	Interruptions	_____		Waited at Exam	_____
K.	Can't have	_____		Upset by Examiner	_____
	Low havingness	_____			

A. If A or any of the A Group reads on ANY pc (including Dianetic Clear, Clear or OT) who has had an Int RD, do an Int RD Correction List Revised (HCOB 29 Oct 71RA) and handle the reads. If Int correction has already been done on the pc get an FES on the Int RD AND its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int RD Series 4.

*If the pc is C/ear, Dianetic C/ear or OT and has not had an Int RD, do the End of Endless Int Repair RD. Do not run any Dianetics.*

*Otherwise, if the pc has never had an Int RD, give him a standard Int RD per Int RD Series 2.*

*WHEN DOING AN INT HANDLING RUN ONLY THE INT BUTTONS GIVEN ON THE INT RD SERIES HCOBs. Note on the assessment which button(s) have just read on the C/S 53. Other items in the A Group are designed to detect out-Int, but don't embrace the earlier beginning, so do NOT run these.*

B. If any of these read, do an L4BRA on the earliest lists you can find that have not been corrected. Lacking these, do an L4BRA in general. You can go over an L4BRA several times handling each read to F/N until the whole L4BRA gives nothing but F/Ns. Handle a Wrong Why or Wrong Indication or Wrong PTS item per C/S Series 78.

C. Any reading item must be F/Ned. Use standard handlings on rudiments questions. On "Out-Ruds" find which rud and handle. "Feel Sad" = ARC break of long duration so handle the ARC break. If "Deadness" or "Unconsciousness" read 2WC to F/N (E/S if necessary) and then program for the Personal Revival Rundown.

D. 2WC to F/N. Do a Drug RD Repair List if the pc has had his Drug RD. (HCOB 19 Sep 78 II) L3RF if needed. Advance Program to handle all reading drugs as soon as possible per NED Series 9R. (The above handling does not apply to Clears and OTs. On these, indicate the read. See HCOB 30 Oct 78, C/S SERIES 53, USE OF for further data on the handling of Dianetic questions which are reading on Clears and OTs.)

E. If any of these read, do an L3RF and handle per the instructions. (On Clears and OTs simply indicate the read. Don't run any engrams or seek further to repair. See HCOB 30 Oct 78, C/S SERIES 53, USE OF.)

- F. Clean up any protest and inval and rehab to F/N.
- G. Find out what it is. If yogi or mystic exercises or some such 2WC E/S it to first time done, find out what upset had occurred before that and if TA now down do L1C on *that* period of pc's life.
- H. If Word Clearing, do a Word Clearing Correction List, handle all reads. If study errors, 2WC E/S to F/N, and add a Study Correction List to the pc's program.
- I. False TA is wrong cans or other error. Use HCOBs 12 Nov 71RA, 15 Feb 72R, 18 Feb 72R, 21 Jan 77RA, HCOB 23 Nov 73RB, all on false TA. Then clean up the bypassed charge with (1) Assess for best read (a) TA worries (b) F/N worries. (2) Then 2WC times he was worried about (item) E/S to F/N. (3) Rehab any overruns due to false TA obscuring F/Ns.
- J. These are auditor errors. Low TA is generally caused by overwhelming TRs and incomplete actions. A high TA can be caused by an auditor overrunning F/Ns or failing to call them. Or trying to assess through an F/N and mistaking an F/N right swing for a read. An F/N can be obscured and mistaken for a read if sensitivity too high. These items are all 2WC E/S to F/N. Auditors who made them need cramming badly or reread. Rehab F/Ns that have been missed.
- K. Can't have or Hav. Find correct Havingness Process and remedy.
- L. 2WC to F/N. C/S to program as needed for further PTS handling.
- M. Find out what. Clean up any protest. Rehab to F/N or Date/Locate. On "Went on past Dianetic Clear" 2WC to F/N. Return to C/S. A qualified C/S who has fully checked out on the materials must adjudicate whether this state has been attained before the preclear may attest to Dianetic Clear.
- N. 2WC to find what. Note BD item. If BD item covered by one of these categories handle per instructions. If not just 2WC to F/N and get further C/S instructions for handling if necessary.
- O. Get pc to tell you about it briefly. If correct then indicate to F/N. Go E/S and indicate it if no F/N on first. If false TA handle per 1 above.
- P. Indicate and 2WC to F/N.

*Per HCOB 30 October 1978, C/S SERIES 53, USE OF, the order in which reads are to be taken up is built into the C/S 53 itself. You simply start at the top of the list and take up and handle to F/N each read as you come to it.*

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
 Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 NOVEMBER 1973RE  
 REVISED 30 OCTOBER 1978

CI IV Grad  
 Chksht  
 CI VI Chksht  
 C/Ses  
 CI IV Grad and  
 above Auditors

(Revisions in this type style)

**C/S SERIES 53RL**

(Long Form)

*The C/S Series 53 Long Form is used to get a TA up or down into normal range or to correct case outnesses. It is exactly the same as the C/S Series 53 Short Form except that it puts the items into full questions so a pc relatively new to auditing can understand what is being asked.*

Assess this list Method 5 and handle reads in the order they occur on the list.

HCOB 30 Oat 78, C/S SERIES 53, USE OF contains data vital to the proper use of the C/S Series 53.

PC NAME \_\_\_\_\_ DATE \_\_\_\_\_

- |  |  |
|--|--|
| <p>A. <i>Interiorized into something?</i> _____</p> <p>Go in? _____</p> <p>Went in? _____</p> <p>Put in? _____</p> <p>Want to go in? _____</p> <p>Can't get in? _____</p> <p>Can't go in? _____</p> <p>Want to get out? _____</p> <p>Kicked out of spaces? _____</p> <p>Being trapped a _____</p> <p>Forced in? _____</p> <p>Pulled in? _____</p> <p>B. <i>Have there been list errors?</i> _____</p> <p>Have you had an over-listed list? _____</p> <p>Have you been given any wrong items? _____</p> <p>Have you felt upset with giving items to the auditor? _____</p> <p>Have you been given a wrong date? _____</p> <p>Have you found a wrong location? _____</p> <p>Have you been given a wrong Why? _____</p> <p>Have you been given a wrong indication? _____</p> <p>Have you been given a wrong PTS item? _____</p> <p>C. Do you have an ARC break? _____</p> <p>Do you have a problem? _____</p> | <p><i>Are you withholding anything?</i> _____</p> <p>Is there some sort of withhold? _____</p> <p><i>Is there something you're not saying?</i> _____</p> <p>Has someone said you had a withhold when you didn't? _____</p> <p>Did you have to get the <i>same withhold off more than once?</i> _____</p> <p>Have you committed any overts? _____</p> <p>Have you been audited over out-rudiments? _____</p> <p>Do you feel sad? _____</p> <p>Do you feel rushed? _____</p> <p><i>Are you upset?</i> _____</p> <p>Are you tired? _____</p> <p><i>Deadness?</i> _____</p> <p><i>Unconsciousness?</i> _____</p> <p>Do you feel like you can't get it? _____</p> <p>Are you protesting anything? _____</p> <p>Is there something you don't like? _____</p> <p>D. Have you taken drugs? _____</p> <p>Have you taken LSD? _____</p> <p>Have you drunk alcohol? _____</p> <p>Have you smoked pot? _____</p> <p>Have you taken medicine? _____</p> <p>E. <i>Is there an engram in restimulation?</i> _____</p> |
|--|--|

- |   |   |
|---|---|
| <p><i>Has the same engram been run twice?</i> _____</p> <p>Can't you see engrams too well? _____</p> <p>When you look for incidents is it invisible? _____</p> <p>When you look for incidents is it all black? _____</p> <p>Have you experienced a loss? _____</p> <p>Have you lost something? _____</p> <p>F. Has the same thing been run twice? _____</p> <p>Has the same action been done by another auditor? _____</p> <p>G. Are you doing something with your mind between sessions? _____</p> <p>Are you involved in some other practice? _____</p> <p>H. <i>Have there been Word Clearing errors?</i> _____</p> <p>Is there a misunderstood word? _____</p> <p>Have there been misunderstandings in session? _____</p> <p><i>Have there been any study errors?</i> _____</p> <p>I. Do you have a false TA? _____</p> <p>Have you used the wrong sized cans? _____</p> <p>Do your hands get tired? _____</p> <p>Are your hands dry? _____</p> <p>Are your hands wet? _____</p> <p>Do you loosen the can grip? _____</p> <p>Are you using the wrong cream? _____</p> <p>J. Is the auditor overwhelming? _____</p> <p>Couldn't you hear the auditor? _____</p> <p><i>Couldn't you understand what was being said?</i> _____</p> <p><i>Couldn't you understand what was being done?</i> _____</p> <p>Do you feel attacked? _____</p> <p>Has there been something wrong with F/Ns? _____</p> <p>Have F/Ns been overrun? _____</p> <p>Have F/Ns been missed? _____</p> | <p><i>Did you feel like items didn't really read?</i> _____</p> <p>Have there been false reads? _____</p> <p>Have you had bad auditing? _____</p> <p><i>Are there any incomplete actions?</i> _____</p> <p><i>Has there been any invalidation?</i> _____</p> <p>Has there been any evaluation? _____</p> <p>Couldn't you get auditing? _____</p> <p>Have actions been interrupted? _____</p> <p>K. Is there something you can't have? _____</p> <p>Is your havingness low? _____</p> <p>L. Are you PTS? _____</p> <p>Do you feel suppressed? _____</p> <p>M. Has something gone on too long? _____</p> <p><i>Have you been audited past a release point?</i> _____</p> <p>Have you gone past Dianetic Clear? _____</p> <p>Has something been overrun? _____</p> <p><i>Has the auditor kept on going?</i> _____</p> <p>Have you been over repaired? _____</p> <p>Are you puzzled why the auditor keeps on going? _____</p> <p>Are there stops? _____</p> <p>N. <i>Is there something else wrong?</i> _____</p> <p>Are you physically ill? _____</p> <p>O. <i>Are we repairing a TA that isn't high?</i> _____</p> <p>Are we repairing a TA that isn't low? _____</p> <p>Has the meter been faulty? _____</p> <p><i>Is there nothing wrong?</i> _____</p> <p>P. Have there been false Exam Reports? _____</p> <p>Did you have to wait at exams? _____</p> <p>Have you been upset by the Examiner? _____</p> |
|---|---|

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L. 2WC to F/N. C/S to program as needed for further PTS handling.

M. Find out what. Clean up any protest. Rehab to F/N or Date/Locate. On "Have you gone past Dianetic C/ear?" 2WC to F/N. Return to C/S. A qualified C/S who has fully checked out on the materials must adjudicate whether this state has been attained before the preclear may attest to Dianetic C/ear.



N. 2WC to find what. Note BD item. If BD item covered by one of these categories handle per instructions. If not just 2WC to F/N and get further C/S instructions for handling if necessary.

O. Get pc to tell you about it briefly. If correct then indicate to F/N. Go E/S and indicate it if no F/N on first. If false TA handle per 1 above.

P. Indicate and 2WC to F/N.

*Per HCOB 30 October 1978, C/S SERIES 53, USE OF, the order in which reads are to be taken up is built into the C/S 53 itself. You simply start at the top of the list and take up and handle to F/N each read as you come to it.*

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 18 MARCH 1974R  
REVISED 22 FEBRUARY 1979

Remimeo  
*Qual*  
All Auditors

(Revisions in this type style)  
(Ellipsis indicates deletion)

## E-METERS

### SENSITIVITY ERRORS

(Ref: HCOB 4 Dec 77 CHECKLIST FOR SETTING UP  
SESSIONS AND AN E-METER  
HCOB 14 Jan 77 URGENT AND IMPORTANT  
TECH CORRECTION ROUND-UP  
HCOB 7 Feb 79R E-METER DRILL 5RA CAN  
SQUEEZE)

An auditor must set the sensitivity of an E-Meter exactly right for *each pc and each session*.

The setting is different for almost every *pc and can change, session to session, even for one pc*.

#### TOO LOW

Too low a sensitivity on some pcs (like Sens 1) will obscure reads and make them look like ticks. It will obscure an F/N. Whereas a Sens 16-128 will show reads and F/Ns.

A pc can be hindered by the auditor not setting the sensitivity high enough to show reads and F/Ns. Items are missed as well as F/Ns.

*On almost any pc, a convulsive or incorrect can squeeze can shoot the needle across the dial and cause the auditor to reduce his sensitivity down and down and down until he finally sets it at a point where long falls become ticks and F/Ns don't exist. E-Meter Drill 5RA tells one how to do a proper can squeeze.*

#### TOO HIGH

When auditing a flying pc or a Clear or OT the auditor who sets the sensitivity too high gets weird impressions of the case.

“Latent reads” on such a case are common. They aren't latent at all. What happens is that the F/N is more than a dial wide at high sensitivity and a started F/N looks like a read as its sweep is stopped by the pin on the right of the dial.

*Also, the pc can delicately press the cans improperly with his thumbs and fore-fingers when doing a can squeeze and cause the auditor to push the sensitivity up and up and up. And then with the sensitivity set too high, be unable to keep the needle on the dial and so miss or imagine reads. E-Meter Drill 5RA now teaches how to do this properly.*

In this way uncharged items are taken up, the case is slowed, overrun and general upsets requiring repairs occur.

On a one-hand electrode an OT VII sometimes has a 1/3 dial wide F/N at Sens 2!

This would mean a 3/4 dial *wide* F/N . . . with two cans.

A Clear sometimes has a floating TA at Sens 5 *or* 10 instead of an F/N. He *might* have to be run at Sens 1 on two cans to keep him on a dial or detect F/Ns.

This is a very important matter as the auditor will miss F/Ns, think beginning F/Ns are reads and as the pre-OT is off the dial, miss reads.

Thus uncharged areas are run and charged ones are missed.

The result is very chaotic to repair.

*Many* lower level pcs also have a need for lower sensitivity settings.

#### SUMMARY

Sometimes an easy pc looks very difficult just because of wrong sensitivity settings *brought about by wrong can squeeze procedure.*

Set the sensitivity for the pc for 1/3 of a dial drop on a correct can squeeze per *E-Meter Drill 5RA (Reference: HCOB 7 Feb 79R, E-METER DRILL 5RA CAN SQUEEZE). And do the drills. You will be amazed.*

Don't get repairs.

Get wins.

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HCO BULLETIN OF 29 MARCH 1975R  
REVISED 23 OCTOBER 1978

Remimeo  
Also:  
FLAG ORDER  
Ship Captains  
MO's Hat  
Qual Hats  
C/Ses

(Revisions in this type sty/e)  
(Ellipsis indicates deletion)

(This bulletin has been revised  
to include updated data on  
NEW oral penicillin.)

**ANTIBIOTICS,  
ADMINISTERING OF**

(This cancels FO 2313 "Antibiotics,  
Further Data" and revises FO 2186.)

(Note: This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in due accordance with the medical laws of any country in which a person seeks treatment.)

There are several "antibiotics." These are moulds or chemical compounds which cause bacteria, germs, to be unable to reproduce themselves (hits their 2D) while not destroying the cells of the body. At least that is one of the leading theories of why they work. "Antibiotic" means *anti* = against, *biotic* = living beings (such as bacteria). So it's against bugs.

Disease is said to be caused by germs or virus. Germs are microscopic cells which breed and have a bad effect on body cells and fluids. Virus is a germ that is too small to be seen in a microscope. Thus there are germ infections and virus infections.

Usually one type of germ equals one disease, i.e. typhoid fever. However, an illness can be a compound of several types of germs but this is not usual.

Virus diseases respond very badly to most antibiotics. In fact, in the presence of penicillin, a virus sort of suspends action without any real temperature change while the penicillin is present and gets busy again when the penicillin is gone.

The effect of most antibiotics on virus is zero. Some claims are made *that antibiotics work* against virus. Measles is a virus illness.

So antibiotics are mainly effective against germs. Venereal disease, pneumonia, wound infections and a long parade of diseases can be cured by antibiotics.

When illness is accompanied by temperature, antibiotics is usually the first thought.

Antibiotics can however be GROSSLY MISADMINISTERED and in fact usually are even in hospitals.

The trick is to get the temperature subnormal with antibiotics within the blood leveling period. Blood leveling means when the antibiotic has gotten into the blood and is actually holding the infection (stopping the bacteria's "2D" from continuing). More of the same antibiotic is given approx. 2 hours prior to blood leveling time. This then brings the temperature right on down to subnormal; continue the antibiotic so that it keeps the temperature subnormal until it just can't keep it subnormal any more and it comes up to normal. It will be found that the patient is now well and not likely to relapse. If blood leveling time is reached (the time is always stated on the instructions and contraindications write-up) and the temperature continues to rise, you have not used the correct antibiotic and must at this point change to another kind of antibiotic.

Each antibiotic has its own blood leveling time: penicillin is 24 hours, cephaloridine is 8 hours, streptomycin is 6 hours, etc.

Before administering antibiotics you must ensure that you know exactly what toxicity it is (toxic or poisonous quality the antibiotic has to the patient). For example streptomycin can cause pregnant mothers to give birth to children who have impaired hearing. Renal (kidneys; having to do with them) damage can be caused by certain antibiotics if the person has too much of a certain kind of antibiotic. Therefore, prior to administering any kind of antibiotic ensure that you know the patient's full medical history, as well as knowing exactly what the toxicity of the antibiotic is so that you do not damage the patient.

If not enough antibiotic is given or if it is the wrong kind for that disease the temperature will not be heavily affected or at best sinks to normal without going subnormal. This condition can go on and on and on and the patient relapses.

Also if antibiotics are given too briefly the temperature goes to subnormal, the antibiotic ceases to be given, the patient feels better, then probably relapses—gets ill all over again.

The above important three error situations are:

NOT ENOUGH  
WRONG KIND  
STOPPED TOO SOON.

To these can be added:

GIVEN TOO IRREGULARLY.

This last is almost always present when you give the patient the bottle. This is a common medical error. The patients aren't doctors, seldom take the medicine correctly and often not at all. Antibiotics should be handed out and seen taken.

Where there is a large number ill, the times can be standardized for the group. For instance all get it at 3:00 to 3:30, 9:00 to 9:30, etc. Or even 3 hourly can be done this way.

One takes the temperature before giving the pill. (A glass of water or a cigarette before temperature taking gives a false report.) Also in this way one can increase or decrease the dose depending on what the temperature was.

In very sick cases one has to watch the temperature more closely. In this way *every* time the temperature *starts* to rise from the subnormal where you are holding it, you immediately dose the patient.

An antibiotic all by itself cannot depress temperature. It's the reaction of the disease and body that's doing that.

## TEMPERATURE

98.6°F or 37°C is normal. A thermometer can be a bit off (.1 or .2 high or low) and temperature can vary a bit for "normal" one person to the next.

Rising temperature (above normal) is a reaction to a disease. Lowered temperature (below normal) is a reaction to a disease being handled by the body or the antibiotic plus the body.

100°F or 37.8°C is well above normal and is a sick temperature. 104°F or 40.5°C is dangerously (possible *death*) high.

97°F or 36.2°C is very satisfactorily subnormal.

Temperature rise is probably a body mechanism to burn up a disease, possibly not. But a slight temperature, a few tenths high, can make a person feel really bad. Then when it gets up higher they feel drifty and with it very high go delirious.

A subnormal temperature doesn't much affect how one feels.

"Chills" come with high temperature.

### ADMINISTERING DOSES

The general rule when administering antibiotics is:

1. One gives antibiotics until the temperature comes down past normal to subnormal and comes up to normal again with antibiotics.

After blood leveling time of the first antibiotic the temperature should break (go normal or below), the person going into a sweat. If it doesn't, then it's either not enough antibiotic or the wrong kind.

2. After dosage if the temperature just came down a bit from where it was, that type of antibiotic probably will handle the illness but *enough has not been given*. Increase the amount being given.

If after blood leveling time from the first antibiotic the temperature did not go lower or even rose, it's the wrong *antibiotic*. You change off to another and start all over again.

### TAKING EFFECT

The blood leveling period of an antibiotic is always stated on the write-up of the antibiotic (in the box, accompanying the antibiotic). The second administration is usually given 2 hours prior to the blood leveling period. Thus if the blood leveling period is 8 hours the second dose is given 6 hours after the first dose. Take the temperature before the dose and within the next 2 hours take the temperature again and you will know whether the antibiotic is working as the temperature should now be leveling and/or falling.

If the temperature has not leveled or dropped at this period change the antibiotic. When giving antibiotics FO 2187 "Medical Charts" must be followed. If you don't have a medical chart you don't know and can't see how the antibiotic is working.

### PAST MALADMINISTRATION

If a person in the past has been treated wrongly with antibiotics, i.e. got taken off as soon as temperature reached normal and was not continued as by rule 1 or 2, the germ remains dormant and *the area may reinfect at a later date*.

If more antibiotics are then administered the temperature *will* go subnormal and then to normal with the antibiotic. In other words, the cycle will complete. At this point the germ has been killed.

### SESSIONS

Before any session, a heavy dose of vitamins should be given, if the person is on antibiotics.

### KEY PROCEDURE

When the temperature goes subnormal keep it subnormal until it just won't stay down with the person still taking the antibiotic. The patient will then be well.

The faster you can get the temperature subnormal the better.

### SIDE EFFECTS

Antibiotics have side effects, often very bad.

A patient can be allergic to a certain antibiotic meaning he goes red, gets hives, has bad reactions in varying degrees of severity. If so get him on another antibiotic now.

You can test for allergy by scratching the skin and putting a dab of antibiotic on it (not the sugar or protective covering) on a Band-Aid. After a while if the person is allergic to it the area will get red and puffy. This is not usually done unless you are being super cautious.

The chloro and aureo families can affect the sense of balance and early preparations destroyed the sense of balance forever.

All oral antibiotics sooner or later give the patient a stomach ache and indigestion. So they should be taken with milk or after a meal, never with just water.

The *longer you* keep them on an antibiotic the harder it is on the patient's system.

The operating rule is *give enough of the right kind to get a fast cure.*

If you started on the wrong kind get them on the right kind the moment you detect the error.

### DISEASE CYCLES

Diseases have their own cycles of action and time periods if not given antibiotics. Some run for days, some for weeks, some for a lifetime. Gonorrhea for instance lasts a year in man, five years in a woman. Syphilis has its own cure, not an antibiotic, which is "Ehrlich's Magic Bullet," neoarsphenamine *and* Preparation 606, which is a oneshot cure if done right and only kills 1 out of 10,000. Syphilis untreated is a lifetime cycle and drives one crazy, the condition being known as " paresis." Perhaps modern antibiotics will include it as curative.

Pneumonia runs about 6 weeks on its own if the patient lives.

These disease cycles do not hold true when antibiotics are used. They take as long to cure as it takes to slam the temperature to subnormal and hold it there until it can't be held any longer. 24 to 36 hours is the new cycle for lighter illnesses treated with *properly dosed correct* antibiotics.

More serious diseases require longer but mostly because the areas they infect have poorer blood circulation (such as bone infections).

### SULFA DRUGS

The oldest antibiotics are the sulfa drugs. These are white tablets usually. Enterovioform for stomach illness is a sulfa drug.

They have a very heavy side effect of dizziness and sometimes delusion (spiders on the wall).

Sulfathiazole is usually now used as a powder to pour in open wounds and it and its brother sulfas are the only ones that can be used “topically” which means as a surface treatment (as different from internal).

They follow when taken internally all the rules of antibiotic administration.

“Gerontal,” a trade name for a water-soluble sulfa, is excellent in kidney infections if the rules of antibiotics are followed. It needs large quantities.

You can fall back on sulfa when all else fails.

Sulfas are chemical compounds.

## PENICILLIN

Penicillin is the first of the antibiotics made from mould (as in mouldy bread, etc.).

It is the USUAL antibiotic.

It is growing less effective due to diseases getting used to it and medical misadministration of it.

A disease treated with an antibiotic which is not cured, when communicated to another body becomes able in the new body to resist treatment. Thus new antibiotics are continually searched for.

However, penicillin is the basic, usual, antibiotic to use.

*A new penicillin (VK) can be taken orally or injected. It would always need to be prescribed by a physician, and the actual dosage would need to be prescribed by a physician, but it could then be taken under the care of an M.O. (Medical Officer).*

The oral penicillin VK does work when administered orally (by mouth). Penicillin VK is a potassium salt of penicillin that is stable in stomach acids. It does not have to be shot with a needle.

The type of penicillin that does NOT work when taken by mouth is penicillin G. Stomach acids kill it.

Penicillin G has to be SHOT with a needle. *Procaine* penicillin in 1cc or 2cc amounts, shot into the buttocks with the person lying down on his *stomach* (muscles relaxed), lasts for 24 hours when a 2nd shot is given. Other types of penicillin can also work this way. *Ordinary* penicillin however (*penicillin G*) has to be shot every 3 hours! Read the literature carefully.

If a shot of 24 or 36 hour penicillin hasn't worked in 8 hours to reduce the temperature at least somewhat use some other antibiotic at once.

Penicillin is no good, even when shot, for stomach or bowel complaints like dysentery. It is excellent for other types of bacterial infection. It is usually no good for virus infections.

*Oral versus injections of penicillin depends upon the type of and seriousness of the infection. The injectable penicillin cuts the blood leveling time to about half as compared to the oral penicillin. So the injectable penicillin is faster.*

If a person is allergic to penicillin some other antibiotic MUST be used.



## OTHER ANTIBIOTICS

Chloro \_\_\_\_\_aureo\_\_\_\_\_ strepto\_\_\_\_\_ compounds are offered under a variety of trade names. The blank fills “mycin” or “mycetin.” Kemacetin or some such spelling is a company trade name for chloro\_\_\_\_\_. Chlorofin is almost the same thing.

Read the literature for the strength of each tablet or shot and what it is good for. You can puzzle this out even in a foreign language.

Follow the literature.

If one doesn't work, another will. Chloro or aureo handles dysentery, stomach and bowel upsets, some viruses and a lot of other things.

## VITAMINS

B1 should be given when giving antibiotics or the patient gets depressed as all the B1 gets eaten up by antibiotics, just as alcohol or sleeping pills eat up B1. 100 mg of B1 a day is an absolute minimum for a person taking antibiotics.

B2 is vital to give anyone with stomach and bowel complaints whether he is on antibiotics or not.

Vitamin C is excellent for helping colds and infections. 250 mg is the usual dose a couple times a day. It's much like fruit in that fruit contains a lot of it. If anyone's teeth or gums get sore push in lots of Vitamin C.

So B1 and C are usual along with antibiotics. B1, C and B2 are vital to help clear up stomach and bowel complaints along with antibiotics.

## INTESTINAL BACTERIA

Natural intestinal bacteria are vital to digest and handle food. These all get killed off by oral antibiotics and must be replaced.

Yoghurt is the usual remedy and one should eat it for several days, a portion a day after getting well with antibiotics.

The clever French put these exact bacteria in glass vials for daily dosage. This does the same thing even better than yoghurt. It is called “Biolactyl.”

NOTE: Under medical supervision, LRH has been handling antibiotics as a ship captain for a long time and has done as well independent biological research. Some of the data (the use of subnormal temperatures) is not known to the medical profession but was discovered by Ron in 1952 when he had to discover it to save an important person's life after two relapses from doctors using older methods. It has since been proven out by many quick successes using antibiotics on ships.

A person treating someone on antibiotics must go over this HCOB very carefully as it is very condensed, very precise and means exactly what it says. When this data is not known some get into long illnesses which are needless.

A person treating another with antibiotics has to know many other things but the above is very vital.

All Div 5 personnel and anyone who will administer antibiotics must starrate, M9, M4 in Qual on this HCOB. Medical charts (see FO 2187 “MEDICAL CHARTS”) must be made up so that, in case of any fever, the person will be treated standardly to a speedy recovery.

Compiled from the  
notes of LRH by  
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HCO BULLETIN OF 14 JUNE 1977-1  
HCO BULLETIN OF 16 JUNE 1972 RA- 1  
ADDITION OF 12 JUNE 1979

Remimeo

**PAID COMPS SIMPLIFIED—ADDITION 1  
C/S SERIES 81RA  
AUDITOR'S RIGHTS MODIFIED—ADDITION 1**

HCO PL 1 May 79 DIANETIC CLEAR SPECIAL INTENSIVES introduces a new 5-hour intensive. This is for the purpose of getting a Dianetic Clear check and rehabilitation only.

For the successful completion of this intensive you may count 3 Paid Completion points with a bonus of a further 3 points when the person then re-signs for the next or another service as verified by HCO.

The DTS may count a 5-hour Dianetic Clear Special Intensive as a 1/2 on the intensive part of his statistic (see HCOB 16 Sun 72RA, C/S Series 81 RA).

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As assisted by  
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HCO BULLETIN OF 6 FEBRUARY 1978RA  
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(Cancels: HCOB 6 Feb 78R-1 Addition of  
16 Mar 78, "LSD and the Sweat Program—  
Addition"; HCOB 30 Apr 78, "The Sweat  
Program Further Data." Re-revises and  
re-titles the original bulletin of this  
date, "LSD and the Sweat Program.")  
(Revisions not printed in a different type style)

**THE PURIFICATION RUNDOWN  
REPLACES THE SWEAT PROGRAM**

Refs: HCOB 5 Nov 74 DRUGS, MORE ABOUT  
HCOB 31 May 77 LSD  
HCOB 25 Oct 71 DRUG DRYING OUT  
HCOB 2 Jun 71 Study Series 2  
Issue I CONFRONTING

(This issue has been revised to incorporate data from recent research into the progress of cases in view of the current environmental and drug scene, and to give the full steps of the new Purification Rundown.)

(The Purification Rundown does not supplant technology developed and in use especially in Narconon for persons currently on drugs and apt to experience withdrawal symptoms when taken off of them. The rundown would be begun only after such technology was applied.)

(While it is being published now as a holding action until the Purification Rundown is issued as an individual package, this issue does contain the rundown as it has been piloted.)

(We are not concerned with handling bodies with the Purification Rundown. Our concern is freeing the individual up spiritually. The only dosages recommended are those classified as food. There are no medical recommendations or claims for it. The only claim is future spiritual improvement.)

(This data is released as a record of researches and results noted. It cannot be construed as a recommendation of medical treatment or medication and it is undertaken or delivered by anyone on his own responsibility. I receive no percentage of fees for administering this rundown and my development of it is a contribution and gift to my friends. )

*Glossary:* Any words you find in this HCOB which you do not understand can be found in a normal dictionary or in the *Dianetics and Scientology Technical Dictionary* or are explained in the following text.

The planet has hit a barrier that prevents widespread clearing—drugs and biochemical substances. These can put beings in a condition that can prevent case gain.

That's the situation today.

What would you give for a rundown that undercut every case on the planet and could be administered by technicians who did not require long periods of training?

Sweeping breakthroughs have been made recently through my 29 year study of the progress of cases against the environmental factors and biochemical aspect of our current society.

One immediate result of this is the Purification Rundown.

The Purification Rundown is simply a program to clean out and purify one's system. Based on the original Sweat Out Program, it is a new much more thorough and much faster version of that program, streamlined by the introduction of the sauna bath for sweating, and with a much broader use.

It should be clearly understood at the outset that the Purification Rundown is not a substitute for any kind of processing.

Rather, because of the biochemical problem that besets society today, it is the undercut that has become necessary to prepare the majority of pcs for making optimum case gain from their processing.

In point of fact, the Purification Rundown is for anyone.

### BIOCHEMICAL FACTORS

By "biochemical" is meant:

The interaction of life forms and chemical substances.

BIO means life; of living things. From the Greek "BIOS," life or way of life.

CHEMICAL: of or having to do with chemicals.

"Chemicals" are substances, simple or complex, which are the building blocks of matter.

We live in a chemical oriented society.

One would be hard put to find someone in the present-day civilization who is not affected by this fact. The vast majority of the public is subjected every day to the intake of food preservatives and other chemical poisons including atmospheric poisons, pesticides and the like. Added to this are the pain pills, tranquilizers and other medical drugs used and prescribed by doctors. And we have as well the widespread use of marijuana, LSD, Angel Dust and other street drugs which contribute heavily to the scene.

I have even found that there is such a thing as the "drug personality." Drugs can apparently change the attitude of a person from his original personality to one secretly harboring hostilities and hatreds he does not permit to show on the surface. While this possibly is not always the case, it does establish a linkage between drugs and increasing difficulties with crime, production, program execution and the modern breakdown of the social and industrial culture.

These factors are *all* part of the biochemical problem.

### WHY "PURIFICATION"?

We have known since 1968 that it is a mistake to try to do mental and spiritual handling on somebody who has been on drugs. People who have been on drugs do not make case gain until the drugs are handled. In the early '70s the Drug Rundown was developed and put into broad use and it included the auditing out of drugs, medicines and alcohol.

In 1977 I issued HCOB 1 May 77 in which I stated that LSD apparently stays in the system, lodging in the tissues and mainly the fatty tissues of the body and is liable to go into action again, giving the person unpredictable "trips."

The "restimulation" experienced by people who had been on LSD appeared to act as if they had just taken more LSD.

As it has been stated that it only takes 1/millionth of an ounce of LSD to produce a drugged condition and because it is basically wheat rust which simply cuts off circulation, my original thinking on this over the years was that LSD sticks around in the body. That basically is the idea underlying the original Sweat Program. The remedy given was to sweat it out.

From the most recent research developments, it now appears that:

Not only LSD but other chemical poisons and toxins, preservatives, pesticides, etc., as well as medical drugs and the long list of heavy street drugs (Angel Dust, heroin, marijuana, etc.) can lodge in the tissues and remain in the body for years.

Even medicinal drugs such as diet pills, codeine, novocaine, and others have gone into "restim" years after they were taken and had supposedly been eliminated from the body.

Thus it seems that any or all of these hostile biochemical substances can get caught up in the tissues and their accumulation probably disarranges the biochemistry and fluid balance of the body. These substances must be eliminated if the person is to get the most possible gains from mental and spiritual processing.

The operating rule is that mental actions and even biophysical processes (Objectives, etc.) do not work in the presence of drugs.

Drug residues can stop any mental help. They also stop a person's life!

THE ONLY REASON WE ARE HANDLING DRUGS AND DRUG DEPOSITS IN THE BODY IS SO THAT THE INDIVIDUAL CAN *THEN* GET CASE GAIN.

APPARENT GAIN OCCURS BY CLEANING UP THE BODY AND CAN BE SEEN AS AN END ALL IN ITSELF. THIS IS NOT THE CASE.

DRUGS AND BIOCHEMICAL SUBSTANCES CAN *PREVENT* CASE GAIN FROM OCCURRING.

Only when we have accomplished the biochemical handling can we then go onto the next step, the biophysical handling (the relationship of the being to the body, the environment or universe) and then onto mental and spiritual processing.

When you try to move these around and put them out of sequence you get losses.

*EXAMPLES:* Actual tests have demonstrated that a person who has been on heavy drugs requires up to ten times the time to obtain a result which a non-drug person attained in only 6 to 8 hours of processing. Early tests are also showing that the learning rate of a person who has been on drugs is much lower than a non-drug person. The memory of a person who has been on drugs is such as to remove him from fear of consequences. Rate of case gain is enormously retarded by toxic substances such as drugs.

The reason we can make a breakthrough with this is because of the "Theta-MEST theory" covered in the text *Science of Survival*. Older scientific thought believed all life came from matter, a belief which goes back to the ancient Egyptian priests and remains today the dominant belief of chemists, psychologists and psychiatrists.

A life form is a combination of life itself and the physical universe. Certain elements in the physical universe are highly antipathetic to life and when introduced into life forms, inhibit proper functioning and even destroy.

The being (thetan) of course has potential pictures of these toxic substances and states and as long as they are in the body, these actual substances can restimulate a

being. When they are gone from the body, the constant restimulation can cease. So it is actually a spiritual action that is being done.

A Case Supervisor should be aware of the fact that he is wasting his time if he ignores the above.

The removal of these life-hostile chemical substances from the body of any person apparently speeds, and in some cases even makes possible, case gain. It is even worth doing for its own sake.

The Purification Rundown, therefore, is for anyone.

There is probably not a pc today who is outside this requirement.

### THE PURIFICATION RUNDOWN

The rundown is a tightly supervised regimen which includes:

- Exercise
- Sauna sweat out
- Nutrition, including vitamins, minerals, etc., as well as oil intake
- A properly ordered personal schedule.

An OCA and IQ Test are given the person before starting the rundown and upon its completion.

With each of these points kept in and the introduction of the sauna bath for sweating out, it is a refined and streamlined version of the original Sweat Out and can be completed in a fraction of the time Sweat Outs have taken in the past. Properly scheduled, with exercise and sauna sweat out done 5 hours a day the program can be completed by many in two weeks time. Some pcs may require more than that, some less.

*When The Purification Rundown Is Done:* The Purification Rundown could be considered mandatory to any person who has been on LSD or heavy drugs or who has a heavy medical drug history. Such a pc is not likely to get very fast case gain without it.

There are many pcs who have had hundreds of hours of auditing, including Drug Rundowns, who have never done a sweat out of any kind. While tremendous gains have been made by such pcs which are not to be invalidated, there is no doubt but what a large majority of them would benefit by the Purification Rundown and benefit even further from future auditing as a result.

Additionally, there are those who have done Sweat Out Programs in the past who have not experienced all the gain from it possible, or who have skimped or are incomplete on Sweat Outs.

In all cases such as those above, it is a matter for C/S adjudication as to whether or not the person would now do the program.

One would not interrupt a case that was running smoothly and making excellent gains progressively. One would not interrupt an on-going auditing action to throw in such a program randomly.

On the other hand, where a pc is consistently not making the expected gains from his processing, or is not continuing up the Bridge on his grades, a C/S might suspect the need for this program and it now becomes a part of the tech of C/Sing to take this into consideration.

In the case of a pc who has started and is continuing up the grades, it would require the correct programming.

As the Purification Rundown is always done under C/S supervision, it becomes a matter for the C/S to decide.

*The Purification Rundown and Auditing:* Originally, Sweat Outs were used to debar people from processing, so they were then permitted to be done during processing, which was not the most optimum solution.

Today, as the Purification Rundown via sauna can take as little as two weeks, it is not done concurrently with auditing. The program is done by itself, intensively, to completion under the daily supervision of the C/S.

### WARNING

This program can be strenuous and should not be undertaken by anyone who has a weak heart or who is anemic. It is therefore absolutely essential that the following rules are strictly adhered to:

1. Any person, before being put on the Purification Rundown, must first have written okay from the Medical Officer or a medical doctor. The C/S and the MO must ensure this prerequisite is kept in.
2. The MO must ensure that no one who has a weak heart or who is anemic is allowed onto the program. These points must be checked before the person starts the program. Where the Medical Officer is trained in testing blood pressure and anemia, the tests can be done by him or her. Where there is no trained Medical Officer to do these tests, they must be done by a reliable medical doctor. People with known heart conditions or high blood pressure or who are anemic, and even those with certain kidney conditions must do a program which is of a much lower gradient. An exercise program and nutrition must be worked out for them with a medical doctor.
3. The Medical Officer tests are continued periodically as the person goes through the program and if any signs of a weak heart or anemia should appear, the person is taken off the rundown and handled medically.

### EXERCISE AND SAUNA

In order to flush the poisons and chemical substances out of the body, the following actions are done.

1. *OUTSIDE RUNNING.* The first action is outside running. The purpose of this is NOT to generate sweat but to get the blood circulating and the system functioning so that impurities held in the system can be released and are pumped out.

Running increases the circulation throughout the whole body, thus: (a) it carries out cell waste more rapidly and (b) causes the circulation to go deeper into the muscles and tissues so those areas which have been stagnant can now get rid of the accumulation of biochemical deposits and, in the case of LSD, the "residual crystals" which have been stored.

Running is done on a daily basis once the person has been assigned to this program. It is done in a rubberized or vinyl-type sweat suit.

The running should be done on a gradient. If you are so breathless that you can't talk to another while you are running, then you are straining too much, so cut the gradient.

2. *SWEATING IN THE SAUNA.* The second action, following the running, is sweating. A person goes into the sauna to sweat. The impurities can now be dispelled from the body and leave the system through the pores.

A sweat suit is NEVER worn in the sauna as this acts as insulation much the same as when a diver wears a wet suit to insulate against the cold of the sea. Wearing a sweat suit in the sauna would insulate against the heat and so inhibit and curtail sweating.

Thus far, the use of a dry sauna has proved to be the most successful in inducing profuse sweating on most people. It is possible that some people may sweat more in a wet sauna; it may be that it is an individual matter and it has not yet been fully tested. There is no regulation on the rundown that outlaws the use of a wet sauna. Whichever type of sauna is employed, the whole idea is to use the system which permits the person to sweat the most.

Sweating in the sauna is done at temperatures ranging anywhere from 140 degrees to 180 degrees. It is a matter of what temperature the person can take. Usually, but not always, a person beginning the rundown will start at a lower temperature and work up. Then as he progresses he will find he can take increasing degrees of heat.

On the Purification Rundown, five hours a day are spent on a combination of running and sweating. There are no arbitraries set as to exact time limits for each, but the bulk of the period would probably be best spent in the sauna after the person had gotten his circulation up with running. One would not stint on the running, however, as the most benefit is obtained from the sweating when the circulation has been worked up so that the impurities are ready to be flushed out.

Running and sauna sweat out should be done with another person, as restimulation of past drugs, medicines, even anesthetics, etc., can and often does occur, as the toxins get sweated out. This can include the restimulation of a full-blown "trip" from LSD or other drugs one may have taken. It is a safeguard, therefore, to be accompanied by a partner or twin.

*Salt and Potassium:* Salt (sodium chloride) is not mandatory for every individual on the program. It is only necessary as a treatment if the symptoms of salt depletion (heat exhaustion) occur. These are clammy skin, tiredness, weakness, headache, sometimes cramps, nausea, dizziness, sometimes vomiting or fainting.

As potassium is lost in sweating, some of the above symptoms can be from potassium depletion. So, if salt does not handle the above symptoms, then one would switch to either potassium gluconate tablets or "salt substitute" which is mainly potassium.

Salt and potassium must be available to anyone who is on the Purification Rundown. Ideally, they would be located very near the sauna, clearly labeled.

*Liquids:* While on this program, it is important that one drink plenty of water which greatly assists in flushing and cleansing the system out. Additionally, with all the sweating done in the sauna it would be dangerous not to replenish body fluids.

## PERSONAL SCHEDULE

It is important that a person on the Purification Rundown maintains a properly ordered personal schedule.

This means that once one has started on the program he must stick to it sensibly and not skip days or do it in a random fashion. It also means that one should get enough sleep.

If one proceeds through the program in an orderly fashion it will be faster and more effective.

## NUTRITION

When we speak of nutrition we are not talking about food, as such. We are talking about vitamins and minerals as well, as these are vital to proper nutrition and



vital to the effectiveness of this rundown. We are not, however, talking about “diet” in the overused sense of the word.

### Diet and Food Fads

There are NO diets required on this rundown.

The person simply eats what he normally eats and he should make sure he gets some vegetables and that the vegetables aren't cooked to death. Vegetables contain a lot of minerals and fiber as well as some vitamins necessary to his recovery.

We are not food faddists. However, there is plenty of food faddism going on in society and you can easily start such a fad, so this must be watched on the Purification Rundown. If we don't watch it on all this we'll have people eating banana fronds split into diamonds and star shapes and blessed by some deity or other. Or a fad of “three lettuce leaves criss-crossed with two slabs of peanut butter an absolute must 18 times a day” as the only food a person can have.

Food is subject to becoming very faddist and frankly people know very little about it.

I wrote an essay on this subject (HCOB 25 Mar 75 DIET, THEORY OF A NATURAL DIET) to the effect that nobody has ever isolated the proper diet for Homo sapiens. It gives the formula of how one would go about finding the exact and proper diet. It tells you that all this diet faddism is based on no data.

So, there is no thought here of putting the person on any kind of special diet at all. There are no restrictions on what one may eat. We are not even trying to preach against toxic foods or campaign against diet abuses or junk foods or anything of that sort.

We are only trying to handle the *accumulation* of impurities built up in the body. If you wanted to defend your body against all future impurities then that is another program and not part of this one.

What is part of this scene is that a person will need certain nutrition in the form of vitamin intake and minerals.

One follows his normal eating habits. There are, however, some *additions* to the normal eating habits which consist of taking a quantity of “All Blend” oil each day, secondly, drinking lots of water to help flush out the system and thirdly, ensuring that the vitamin and mineral intake is adequate.

To put a person on a diet different than that to which he is accustomed is to introduce a sudden change in the midst of these other changes. A change of diet might be just one too many changes and is an additive to this rundown.

### Oil

There is an oil called “All Blend” which has the four essential oils in it (soy, walnut, peanut and safflower oil) which is available in the US in health food stores. If this type of oil is not obtainable elsewhere, one could blend it from these four oils in the proper amounts, or find an adequate substitute. “All Blend” oil would be best but any oil used must be cold-pressed and polyunsaturated. The oil must be kept refrigerated so that it does not go rancid.

Toxic substances tend to lock up *mainly*, but not exclusively, in the fat tissue of the body. (There is no such thing as a fat cell.) The theory, then, is that one could replace the fat tissues that hold these accumulations. The body will actually tend to hold onto something it is short of. Thus, if you try to get rid of something it is short of, it won't give it up. So, in the matter of oil, if the person takes some oil the body might possibly exchange the good oil for the bad fat in the body. That is the basic theory.

It is a theory of exchange. It is based on the Have-Waste formulas and processes which were extant in Scientology in the late '50s. That whole body of data applies to this oil's scene.

(Ref: PAB No. 123            THE REALITY SCALE  
1 Nov 57                    Vol III, page 136  
HCOB 29 May 58        Special Bulletin STANDARD CLEAR  
                                  PROCEDURE AND AN EXPERIMENTAL  
                                  ROAD: CLEARING BY VALENCES, Vol III,  
                                  page 273  
*SCIENTOLOGY 8-8008*, page 117  
ASSOCIATE NEWSLETTER NO. 2, 1953, ca. early May, Vol. 1, page 330  
ASSOCIATE NEWSLETTER NO. 7, 1953, ca. late July, Vol 1, page 412)

If one wants somebody to clean up the fat tissue in the body, he had better give the body some fat in order to make up for the fat tissues the body is now releasing or changing. The effort is to get the body to take good oil or fat in exchange for the bad fat it is holding onto. In this way we have some chance of getting the body to release fatty tissue which is impregnated with toxic substances.

### How Much Oil?

The exact quantity of oil needed by the person on the rundown has not been definitely established, but it is very likely somewhere between two tablespoonsful and a half a cup. One tablespoonful of oil is not going to accomplish much. Too little oil won't let the body substitute the fat tissue. If too much is given it can cause diarrhea. One way to test for the right amount of oil for the person would be to put him on a scale and keep a close check on his weight. This should be done routinely in any event when a person is on the Purification Rundown. If the fat is being replaced in the body despite the intake of oil then the weight will not go up. If the body is simply assimilating the oil, with no exchange in fat tissue, the weight will go up. Change in weight would tend to indicate whether or not the body was exchanging old fat tissue for new fat tissue or simply adding new fat tissue.

All people, be they fat or thin, have some fatty tissue. Some of course have more fat stored in their bodies than others. On this program we simply want to get rid of the fat that contains the toxic substances, we are not even trying to make people lose weight.

(Worth mentioning here is also the fact, particularly in regard to thin people, that while toxic substances lock up *mainly* in fat tissue it does not mean that the person cannot have drug deposits inside cells.)

One could not expect the results that can be achieved on the Purification Rundown without sufficient oil intake.

### Nutritional Deficiencies

Having been an early discoverer and instigator of vitamin therapy over the past 29 years, I know whereof I speak on the subject of nutritional deficiencies. My work covering vitamins and deficiencies, stimulants and depressants and the field of biochemistry goes back to the spring of 1950.

Though I have been interested in vitamins primarily only as they might aid, speed or assist auditing, my research along this line has been extensive. This is not to devalue the work and contributions of others in the nutritional fields.

It takes a mere skimming of the surface of this subject, however, to recognize that the Purification Rundown will not be effective in the face of a vitamin or mineral deficiency in the person.

One of the things that toxins and drugs do is create nutritional deficiencies in the body in the form of vitamin and mineral deficiencies. Obviously a C deficiency, a B

Complex deficiency and a niacin deficiency are brought about by drugs. There may be other deficiencies that we are not aware of at this time. But that list is certain.

Also, alcohol, for example, depends for its effects on a person being able to burn up B1. When it burns up all the B1 in the system the person goes into DTs (delirium tremens) and nightmares.

In the case of other toxic substances the probability exists that other vitamins besides B1 are burned up. What we seem to have hit on here is that the LSD and street drugs burn up not only B1 and B Complex (which we assume they do) but also create a deficiency in niacin in the body and that they possibly depend on niacin (one of the B Complex vitamins) for their effect.

It is easily seen that there is a wide range of toxic substances which create nutritional deficiencies.

It is quite vital that any vitamin or mineral deficiency is being handled while the person is on this rundown.

In the piloting and development of the Purification Rundown, the most effective handling for this was found to be starting the person on the following:

*Vitamin A*—approximately 5000 IU per day.

*Vitamin B Complex*—approximately 2 caps per day. Ensure the Vitamin B2 and B6 are balanced (approximately the same amount of each).

*Vitamin B<sub>12</sub>*—special additional amounts of B1 are required, 250-500 mg or greater daily, depending on the amount of niacin given.

*Vitamin C*—250-1000 mg daily, depending upon the person's tolerance. (As Vitamin C can cause stomach problems or diarrhea, each person's tolerance must be worked out.)

Vitamin C has to be increased in proportion to the niacin given. Records exist wherein Vitamin C has become so deficient in a drug user that he used up tens of thousands of milligrams per day before he began to eliminate any. Vitamin C deficiencies result in scurvy. "Live C" from raw onions or raw potatoes is sometimes necessary in addition to synthetic C and were the traditional remedies for scurvy.

*Vitamin D*—approximately 400 IU daily.

*Vitamin E*—approximately 800 IU daily.

*Niacin*—100 mg daily to begin.

It is then increased gradiently to as high as 5000 mg. Particularly B1 and C have to keep pace with it as it is increased in dosage.

*Cal-Mag*—one glass daily, at least.

*Multi-Minerals*—(a balanced combination of minerals).

These would then be increased proportionately according to need and/or niacin increase as the person progressed on the rundown.

A person may have certain vitamin deficiencies which are not handled by the above. When he routes onto the Purification Rundown he should be sent to the Medical Officer or a medical doctor who would determine what, if any, additional vitamin deficiencies he might have. Any such not covered in the above list would then be handled with specific supplements for those deficiencies.

Vitamins would be taken after meals or with yoghurt. If taken on an empty stomach they could cause stomach burn.

## NIACIN

Niacin, as one of the B Complex vitamins, is essential to nutrition. It is so vital to the effectiveness of the Purification Rundown that it requires some extensive mention here.

It can produce some startling and in the end very beneficial results when taken properly on the rundown, along with the other necessary vitamins and minerals in sufficient and proportionate quantities and along with proper running and sweat out.

Its effects can be quite dramatic so one should understand what niacin is and does and have a good R-Factor on it when starting the rundown. Taken in sufficient quantities it appears to break up and unleash LSD, marijuana and other drugs and poisons from the tissues and cells. It can rapidly release LSD crystals into the system and send a person who has taken LSD on a trip. (One fellow who had done the earlier sweat out for a period of months and who believed he had no more LSD in his system took 100 mg of niacin and promptly turned on a restimulation of a full blown LSD trip!)

Running and sweating must be done in conjunction with taking niacin to ensure the toxic substances it releases actually do get flushed out of the body.

### Niacin: Background History

Niacin's biochemical reaction is my own private, personal discovery. In the middle of the 1950s, I was doing work on radiation and I worked out that it must be niacin that operated on radiation. I was recently told by a doctor that the Dianazene formula of that time is remarkably workable today.

Niacin runs out radiation. It will often cause a very hot flush and prickly, itchy skin which can last up to an hour or longer. It may also bring on chills or make a person feel tired.

The outpoint in medical thinking has been that they thought the niacin itself turned on a flush. So they invented something called niacinamide to keep from turning on this flush. Niacin all by its lonesome does not turn on any flush. What it starts to do is immediately run out sunburn or radiation. So the niacinamide they invented is worthless and it should be mentioned that it is.

In 1973 someone got a Nobel Prize for curing insanity with niacin, but it was fairly marked that he didn't know the facts of what was actually happening because it was then promptly abandoned as people found that prolonged quantities of niacin "gave very bad side effects." The truth of the matter is that if one continues niacin, always along with the other necessary vitamins in proper amounts, the bad effects will vanish. In other words, the work I did on this was picked up and misapplied and then abandoned. This is the background history of niacin.

Now more recently doctors in megavitamin research have been administering niacin to get people through withdrawal symptoms or get them over bad drug kicks and they have been using enormous doses of, for example, 5000 mg.

I have no personal knowledge that such enormous doses are necessary for handling drugs. It is very possible that, given the combination of all the points on the Purification Rundown, many people would be able to handle drugs with lesser amounts of niacin, something under 5000 mgs.

### Niacin Theory

In theory, niacin apparently does not do anything by itself. It is simply interacting with niacin deficiencies which already exist in the cellular structure. It doesn't turn on

allergies; it runs out allergies. Evidently anything that niacin does is the result of running out and running through past deficiencies.

*CAUTION:* The manifestations niacin produces can be quite horrifying. Some of the somatics and manifestations the person may turn on are not just somatics in lots of cases, in my experience. I have seen a full blown case of skin cancer turn on and run out. *So, a person can turn on skin cancer with this and if that should happen if niacin is continued the skin cancer has run out completely.*

Other things that may turn on are hives, flu symptoms, gastroenteritis (inflammation of the mucous membrane of the stomach and intestine), aching bones, upset stomach or a fearful or terrified condition. There seems to be no limit to the variety of phenomena that may occur with niacin. If it is there to turn on by niacin it apparently will do so with niacin.

The two vital and proven facts here are:

1. When the niacin was carried on until these things discharged they did run out, as they *will* do. (Sometimes people chicken out on it and don't finish the course and it leaves them hung up. This should not be allowed to happen.)

IT IS A MATTER OF RECORD THAT WHAT TURNS IT ON WILL TURN IT OFF WHERE NIACIN IS CONCERNED.

2. When the niacin dosage was increased and the whole lot of the rest of the vitamins being taken was also increased proportionately, the niacin itself, taken in large amounts, did not create a vitamin deficiency.

#### Increasing Niacin and Other Vitamin Quantities

Most persons who have done the Purification Rundown started niacin at 100 mgs a day (some took lesser amounts, depending upon tolerance) and increased the dosage as they progressed.

The best results were obtained when niacin was taken all at one time, not split up during the day. Taken with water on an empty stomach it can be very upsetting. It is found to be best taken after a meal or with yoghurt or milk.

To increase the dosage, a specific quantity of niacin was administered each day until the effect that dosage produced diminished. One would then, next day, up the dosage on a gradient, say in amounts of 100 mg. In this way you get an overlap of the old dosage becoming useless and the new dosage being needed. This tended to speed up the action considerably when continued each time the effect of the dosage diminished.

The other vitamins would have to be increased proportionately to niacin at the same time the niacin is increased as they are interacting in the deficiencies and more are needed.

It was found essential that C, B1 and other B vitamins need to be given in ratio to the niacin being fed. In other words, as you up the niacin you would up the B1 and the B Complex. And also as the niacin is upped, the Vitamin C would be upped. These things would have to be kept in ratio.

The theory here is that one, by overdosing one vitamin, can create a deficiency artificially of another vitamin. This is a principle I hit upon as early as 1950 and proved it.

You can actually create a deficiency in C by administering B and calcium. All you have to do is pump those things to the guy in very very heavy dosages and he will develop the deficiency characteristics of C. His teeth begin to hurt. Then when you give

him C the manifestations go away. In other words, an overdose of X and Y can apparently create a deficiency in vitamin Z.

The reason for all this is that a vitamin is making certain changes in the body and these changes to occur fully also require the additional vitamin. But that additional vitamin isn't there. So it gives the manifestation of being in deficiency. All of this is my own private theory; it isn't anywhere else and it hasn't been subjected to tremendous and intensive research. But I sure can turn on a Vitamin C deficiency in anybody by overadministering B and calcium.

In other words, vitamin rations would have to be in proportion to one another.

## MINERALS

Between 1945 and 1973 I studied the endocrine system. In 1973 it seemed that minerals and trace minerals operating in the blood stream and circulated by other body fluids were a key to glandular interactions. The theory is: Every gland in the body specializes in one or more minerals and actually that is how they make themselves interact one with another. The endocrine system of the body monitors the endocrine system of the body apparently through minerals.

As various drugs upset the whole endocrine system of the body you can see that the moment you start administering vitamins and sweat out and things like that you're going to get a mineral demand in the body. Therefore, there would need to be certain mineral dosages right along with the rest of this package.

The principle here is that by giving one or two vitamins in excess amount you can create a nutritional deficiency of another vitamin which isn't being given or isn't being given in enough quantity.

Thus, what could slow down the Purification Rundown and make it appear unflat would be a nutritional failure—a failure to flank the niacin on either side by sufficient amounts of the other needed vitamins and minerals in proportion and a food intake which includes vegetables and oil.

In such a case one would be looking at *created* nutritional deficiencies—not conditions which were there to begin with to be run out.

Not knowing these things is probably what made the medics earlier believe that niacin had side effects. The side effects were probably somatics and manifestations half run out and deficiencies created by not flanking niacin with the other vitamins and minerals and oils necessary to cause a rebuild.

## CAL-MAG

Calcium is a must where any healing or exchange process is involved as it is a basic building block. But more important, it is calcium which affects the nervous system. I do not know the total relationship between calcium and toxic substances (and neither does anyone else) but it actually exists. The rationale back of this is that calcium in deficiency sets a person up for spasms. Nerve spasms occur in the absence of calcium. A person who thinks he is in high tension or something of the sort may simply have a calcium deficiency .

Calcium would be administered in company with magnesium. Magnesium itself has been proven necessary to keep the nerves smoothed out. The proven ratio is one half the quantity of magnesium to the quantity of calcium.

Something else odd about calcium is that it has to have an acidic base to operate in. If the system is too alkaline the calcium will not release the positive ion which makes it possible for the calcium to operate in the cellular structure and go through the vein walls and the intestinal walls and so forth. In other words, in an alkaline system

calcium is ineffective and inactive. So this brings us up to vinegar, which would add the acidic base. With calcium, magnesium and vinegar, in their correct quantities, in water exactly per the recipe, we have Cal-Mag. That is what "Cal-Mag" is and what it does. I developed and worked this out in 1973 against the very best biochemical background and references and tests.

Calcium and magnesium can be taken in order to prevent sore muscles. Cal-Mag has been found to have the added benefit of balancing out the Vitamin B1 taken, as Vitamin B1 taken without calcium can cause serious teeth problems due to causing an imbalance of vitamins and minerals.

The Cal-Mag formula, as given in HCOB 5 Nov 74 DRUGS, MORE ABOUT is repeated here:

1. Put one level tablespoon of calcium gluconate in a normal sized glass.
2. Add 1/2 level teaspoon of magnesium carbonate.
3. Add 1 tablespoon of cider vinegar (at least 5% acidity).
4. Stir it well.
5. Add 1/2 glass of boiling water and stir until all the powder is dissolved and the liquid is clear. (If this doesn't occur it could be from poor grade or old magnesium carbonate.)
6. Fill the remainder of glass with lukewarm or cold water and cover.

It will stay good for 2 days.

*NOTE:* There is a warning about Cal-Mag. Variations from the above can produce an unsuccessful mess that can taste pretty horrible. It can be made incorrectly so that it doesn't dissolve and become the most unpalatable, ghastly stuff anybody ever fed anybody. Possibly made incorrectly it is even unworkable. Made *correctly* it is a very clear liquid, quite pleasant to take and palatable. So the directions should be followed very explicitly to produce a proper Cal-Mag, pleasant to take and very beneficial.

## MANIFESTATIONS

Various manifestations turn up on the Purification Program and these can vary widely from person to person. Anything from insect bites to a full blown restimulation of an LSD trip may turn on and these all simply run themselves out and blow as the program is continued. If there are heavy drugs to be flushed out it is not uncommon for the person to experience a restim of whatever the effects of the drug or medicine were when he first took it. Old injuries or old somatics may turn on, flare up for a brief spell and vanish.

It is important to note that a given manifestation which turns on may turn on and vanish wholly or partly in any given day. Then it may turn on again the following day but less. If one increases the vitamin and mineral dosage at this time, the manifestation will turn on again. But it will be less. These things don't become more and more violent day by day, they become less and less day by day, providing the whole Purification Rundown is continued properly. At length, the vitamins, minerals, etc. no longer turn the manifestation on and it is gone. There is evidence that no amount of vitamins and mineral dosage above a certain final level for the given individual will turn the manifestation on again. The trick is to take a proper gradient with the vitamins and minerals. When you go out gradient they can turn on awfully hard so don't get in a rush. And don't chicken out either.

Emotions that have been shut off may start to reappear. The person can blow through stupidity and become more aware. He may find he can do actions more easily and consequences start to take on a new meaning to him. Memory can return.

At first some individuals may feel other-determinism about doing this program but that will gradually change and he or she will want to do it on his own determinism and for his or her own welfare. Most individuals embrace it with enthusiasm.

As long as the precautions listed earlier are well taken and the procedure followed exactly as given, the solution to any manifestation is to continue the program until the phenomenon blows. The manifestations become less and less frequent until finally they cease altogether.

### TRIPS

If a person is having trips during the program, he should take a lot of extra Vitamin B Complex and Vitamin C in correct ratio to other vitamins as these aid the body, especially the liver in getting rid of the drugs in the system. Normally the vitamins and minerals in the program are sufficient for the body to handle the residual drugs which come out.

### ADMINISTRATION

The advices on the administration of the Purification Rundown are taken from the practical experience of large pilot projects. They should not be lightly disregarded. One may find that people administering the program tend to enter their own fads and hobbies into it, or needing it themselves, avoid delivering it. The Purification Rundown runs best when purely delivered.

Any org or person administering it should:

- A. Get a signed release or quit claim from the person as is usual.
- B. See that the person understands that the action is being undertaken to help free him as a spirit and is not a medical treatment.
- C. No medication of a medical nature; vitamins, minerals and oils are food.
- D. Brief the person as to what he can expect and why, making no promises.
- E. Getting his promise to follow orders and complete the rundown and not blow it because it's uncomfortable or because he is lazy or has other appointments.

### Testing

A battery of tests should be done on the individual and should be done before and after the Purification Rundown. These would include OCA, IQ, any learning rate tests that may exist and any other tests which would give a before and after picture of the person. These of course, include weight, blood pressure, etc.

The Purification Program must be tightly supervised to be successful. The program is done under the close supervision of the Medical Officer, the Purification Program In Charge and the Case Supervisor.

### Purification Program In Charge

The In Charge will be the D of P (for org public) or the DPE or other appointed person (for org staff). The Program I/C must closely supervise each person's progress on the program and must ensure the program is done faithfully and with all points of the program in. When supervising a large group, the Program I/C is assisted by one or more deputies and a Purification Program Admin, who maintains the progress board, handles filing in pc folders and transports folders to and from the C/S.

The person's daily schedule must be set up so that he is always running or sweating in the sauna with at least one other person. It is important, especially when a group of people are doing the Purification Program at the same time, that musters and



roll calls are held by the Program I/C or his deputy. Where individuals are not doing the program in a group, they should twin up and each twin assumes responsibility for the other and sees that he does the program fully.

Anyone not keeping to his schedule or the program as written is handled by the Program I/C with warnings, cramming, chits, or ethics, as needed.

THE PROGRAM I/C IS RESPONSIBLE FOR SEEING THAT EVERYONE PARTICIPATING IN THE PROGRAM GETS THROUGH IT CORRECTLY AND COMPLETELY AND ATTESTS TO IT UPON COMPLETION.

#### Medical Officer

Before beginning the Purification Program, a person must first get written Medical Officer okay. The Medical Officer gives a person okay to go onto the program only after ensuring that the person's blood pressure is normal and that he is not anemic. The M.O. does these checks himself where he is trained to do so. He also checks for any vitamin and mineral deficiencies the person may have and gets him onto a program of vitamin and mineral supplements to correct this. A thorough medical examination by a doctor may, in some cases, be required before a person is given a medical okay to begin the Purification Program.

While on the program, the person daily reports in to the Medical Officer who issues him his vitamins, minerals, niacin and oil and sees how he is doing. Blood pressure and anemia checks are redone as needed. He also writes up any needed medical reports on the person and these are immediately filed in his pc folder for the C/S to inspect.

#### Case Supervisor

C/S okay to begin the program is required. The C/S then continues to supervise the progress of each person on the program on a daily basis.

It must be noted that this is a fully C/Sed action.

#### Daily Reports

Each program participant writes a daily report which includes:

1. How long he jogged.
2. How long he sweated in the sauna.
3. Vitamins taken and in what amount.
4. Minerals taken and in what amount.
5. Niacin taken and in what amount.
6. Cal-Mag taken and in what amount.
7. Salt taken and in what amount.
8. Weight (include any gain or loss).
9. Any occurrences, somatics, restimulations.
10. Wins.

The daily reports are given to the Program I/C or his deputy or are placed in his basket. They are read by the I/C to ensure the person is doing the program and then filed in his pc folder, which goes in to the C/S.

The C/S verifies each person's daily progress (initialling the daily report and any medical reports to show he has inspected them) and writes orders to correct any out-tech found, such as not taking the right vitamins, etc.

The folder is returned to the Program I/C who checks the written C/S and executes any C/S orders, such as getting the person back onto the correct vitamins, getting the person to attest, and so on. The program is run in this fashion until it is completed.

## END PHENOMENA

The purpose of this program is very simply to clean out and purify one's system of all the accumulated impurities such as drugs, insecticides and pesticides, food preservatives, etc., etc. For someone who has taken LSD or Angel Dust this would include getting rid of any residual crystals from the body.

When this has been accomplished the program is complete.

As the person goes through the Purification Program, one should be able to see an improvement in his physical well-being as he rids the system of its accumulated impurities.

Obviously if the person is still feeling the effects of past drugs or chemicals going into restimulation, the program cannot be considered complete and must be continued until all these manifestations have turned off completely.

The product of this program is a purified body, free from the impurities, drugs, etc., that had accumulated in it.

It is up to the C/S to send the person to attest when the above product has been achieved.

A continuation of the vitamins, minerals, oil, vegetables and Cal-Mag, at least at the rate of recommended daily requirements in balanced amounts is wise after the rundown is completed. A sudden cessation of such a heavy vitamin dosage can itself produce a letdown. It is possible the person should come off them on a steep gradient rather than abruptly. Particularly, where drug damage to the brain or nerves has occurred, the body needs these things to rebuild itself. If one doesn't do the above there can be a brief appearance of a letdown.

Remember that the person has probably been leading an unhealthy life without proper nutrition, sleep and exercise so it would be a good idea to recommend moderate daily dietetic and exercise disciplines so he will stay healthy, having nothing to do with therapy.

If such a letdown occurs the C/S should take the above into account, otherwise he may be puzzled. He will find a certain number skimped the rundown are unflat but the majority of such simply went back to an exerciseless, five packs of cigs a day, vitamin and mineral deprived life. Such regimen recommendations are up to people who specialize in them. No fads please. The C/S must remember that the person should now be restored to any interrupted program or C/Sed for his next level or, if he is also PTS. should be de-PTSed. For most the next C/S would be Objective Processing. The person has not finished his processing with the Purification Rundown. He has just cleared the way to get real case gains.

## LENGTH OF PROGRAM

One should be able to get through the whole program in two weeks at five hours a day. Some will take more and some will take less.

If the procedure in this HCOB is exactly followed this will not become a long, drawn-out action.

## SUMMARY

With the Purification Program we now have the means to get rapid recovery from the effects of the accumulation of the environmental chemical poisons as well as the medical drugs and street drugs which inhibit the progress of cases.

By reducing the time required for sweat out and increasing its efficiency, we are able to make the Purification Program a single, easily completed step.

With the inclusion of vitamins, minerals and oils we are able to work toward restoring the biochemical balance of the body and make it possible for the body to reconstruct itself from the damage done by drugs and other biochemical substances.

We have brought the person up to the level where he is now ready for processing and can truly achieve biophysical and then mental and spiritual gain.

From this step alone one will see some sparkling results.

The Purification Rundown should be ideally followed by auditing. The type of auditing most beneficial for the next step is "Objective Processing." An enormous body of work exists for this next level, none of which is changed by the Purification Rundown. The Purification Rundown only undercuts it. As the world sinks we get below it to prop it up!

Let's give this program a total push and take a major step toward a drug-free society and planet!

L. RON HUBBARD  
Founder

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The Purification Rundown has as its sole purpose the handling of the restimulative effects of drugs and toxic residuals on a spiritual being. The Purification Rundown is a spiritual activity based on and administered according to the doctrine and practices of the religion of Scientology as set forth in the writings of L. Ron Hubbard and adopted by the Church. No part of the rundown is intended as the diagnosis, prescription for, or treatment of any bodily or physical condition or ill. The Church is not responsible for the handling of any bodily or physical condition or ill, it being the responsibility of the individual to seek the competent medical advice and treatment of his doctor in such matters.

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HCO BULLETIN OF 6 FEBRUARY 1978RA- 1  
ADDITION OF 20 DECEMBER 1979

Remimeo

**THE PURIFICATION RUNDOWN  
—ERRATA AND ADDITIONS**

Amendment to HCOB 6 Feb 78RA, THE PURIFICATION  
RUNDOWN REPLACES THE SWEAT PROGRAM

ERRATA

In HCOB 6 Feb 78RA, THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, under "Exercise and Sauna," page 167, in the twelfth paragraph from the top of the page, a clarification was omitted at the end of the last sentence. This paragraph, with the full clarification added, is amended to read:

"Running is done on a daily basis once the person has been assigned to this program. It is done in a rubberized or vinyl-type sweat suit when persons are not also being given sauna or steam bath treatment. When the Purification Rundown is being delivered with the sauna, the rubberized or vinyl-type sweat suit is omitted in running but the running is still done and is a necessary part of the rundown."

In other words, when the person is doing the Purification Rundown standardly and using the sauna he must also run to work up his circulation prior to going into the sauna, but he does not wear a rubberized or vinyl-type sweat suit when he runs. When a sauna is not available, some but much slower results are obtained by running in a rubberized sweat suit, as in the original Sweat Out Program, which has now been supplemented by my later discoveries.

ADDITIONS

Exercise and Sauna

As stated in HCOB 6 Feb 78RA, the bulk of the 5 hours daily period of running and sauna sweat out is best spent in the sauna after the circulation has been worked up by running.

It should be reemphasized here that the 5-hour period is NOT 50% exercising and 50% sauna. The rundown gives best results and works like a bomb with a much lower percentage of time exercising and a much higher percentage in the sauna.

Sauna

When people get too warm or feeling faint, or when the body temperature gets too high in the sauna, it is permissible for one to go out and take a shower and then go back into the sauna. One could get over-heated to the point of simply keeling over due to the heat, and the handling for this is to take a cold shower. People who are having a hard time spending consecutive hours in the sauna are permitted to do so.

A similar manifestation can be caused by lack of salt or potassium, so one must watch for any symptoms of salt or potassium depletion and handle such manifestations with extra salt intake or potassium gluconate tablets, as covered on page 168 of HCOB 6 Feb 78RA.

It is advisable not to fall asleep in the sauna as overheating or salt or potassium depletion could occur while one was asleep.

### Steam Baths

Steam baths, at similar temperatures to the sauna, can be used by themselves when available. They serve much the same purpose as the dry sauna and it has been suggested that a steam bath may even work faster, but this has not been tested or confirmed. The steam bath is not preferable to a sauna but produces a similar effect. Either can be used.

The same tips and precautions apply to the use of a steam bath as to the sauna.

### Eucalyptus Oil

A small quantity of eucalyptus oil is sometimes added to the steam in a steam bath or similarly used in some saunas.

In a modern sauna or steam bath, the procedure is to simply put one or two capfuls of eucalyptus oil in a bucket of water in the room. As it then evaporates (the oil will evaporate before the water does), more can be added as needed.

Some people don't like the smell of eucalyptus at all, while others find it pleasant. If the solution is too strong it can cause watering of the eyes or nausea in some cases. Thus, one would survey before using it and, if used, it should be in appropriate small quantities.

Used correctly, eucalyptus has been reported to be beneficial in clearing up the lungs and clearing the sinuses. One person has reported his voice smoothing out as a result of using eucalyptus oil in the sauna.

It is not a mandatory step on the Purification Rundown, but as an optional step the data given here on the use of eucalyptus oil in the sauna or steam bath should be known.

Whether or not eucalyptus is used, it goes without saying that a sauna or steam bath should be kept hygienic and free of odors by scrubbing the room at least once, or oftener, daily.

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Founder

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HCO BULLETIN OF 23 MARCH 1978RA  
REVISED 14 NOVEMBER 1979

Remimeo

(CANCELS BTB 16 Dec 73, Word Clearing  
Series 51, WORD CLEARING ERRORS.)

(Revisions not printed in a different type style)

**Word Clearing Series 59RA**

**CLEARING WORDS**

(Ref: HCOB 7 Sep 74      Word Clearing Series 54  
                                 SUPERLITERACY AND THE  
                                 CLEARED WORD  
         HCOB 17 Jul 79 I    Word Clearing Series 64  
                                 THE MISUNDERSTOOD WORD,  
                                 DEFINED)

In research concerning Word Clearing, study and training done with various groups over the recent past months, it has become all too obvious that a misunderstood word remains misunderstood and will later hang a person up unless he clears the meaning of the word in the context of the materials being read or studied *and also* clears it in all of its various uses in general communication.

When a word has several different definitions, one cannot limit his understanding of the word to one definition only and call the word “understood.” One must be able to understand the word when, at a later date, it is used in a different way.

**HOW TO CLEAR A WORD**

To clear a word one looks it up in a good dictionary. Dictionaries recommended are The Oxford English Dictionary or the Shorter Oxford Dictionary and Funk and Wagnalls Standard English Dictionary.

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation—which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example, “give in” is an English idiom meaning “yield.” Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc. so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

### EXAMPLE

You are reading the sentence “He used to clean chimneys for a living” and you’re not sure what “chimneys” means.

You find it in the dictionary and look through the definitions for the one that applies. It says “A flue for the smoke or gases from a fire.”

You’re not sure what “flue” means so you look that up: it says “A channel or passage for smoke, air or gasses of combustion.” That fits and makes sense so you use it in some sentences until you have a clear concept of it.

“Flue” in this dictionary has other definitions, each of which you would clear and use in sentences.

Look up the derivation of the word “flue.”

Now go back to “chimney.” The definition “A flue for the smoke or gases from a fire,” now makes sense so you use it in sentences until you have a concept of it.

You then clear the other definitions. One dictionary has an obsolete definition and a geological definition. You would skip both of these as they aren’t in common usage.

Now clear up the derivation of the word. One finds in the derivation that it originally came from the Greek word “kaminos,” which means “furnace.”

If the word had any synonym studies, usage notes or idioms, they would all be cleared too.

That would be the end of clearing “chimney.”

### CONTEXT UNKNOWN

If you don’t know the context of the word, as in Word Clearing Methods 1, 5 (when done from a list), 6 or 8, you should start with the first definition and clear *all* definitions, derivation, idioms, etc. as covered above.

### “WORD CHAINS”

If you find yourself spending a lot of time clearing words within definitions of words, you should get a simpler dictionary. A good dictionary will enable you to clear a word without having to look up a lot of other ones in the process.

### CLEARED WORDS

A CLEARED WORD IS ONE WHICH HAS BEEN CLEARED TO THE POINT OF FULL CONCEPTUAL UNDERSTANDING BY CLEARING EACH OF THE COMMON MEANINGS OF THAT WORD PLUS ANY TECHNICAL OR SPECIALIZED MEANINGS OF THAT WORD THAT PERTAIN TO THE SUBJECT BEING HANDLED.

That's what a cleared word is. It is a word that is understood. In metered Word Clearing this would be accompanied by a floating needle and very good indicators. There can be more than one F/N per word. Clearing a word must end in an F/N and VGIs. Off the meter this would be accompanied by very good indicators.

The above is the way a word should be cleared.

When words are understood, communication can take place and with communication any given subject can be understood.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 19 SEPTEMBER 1978R  
Issue I

NED Checksheets  
All Supervisors  
All C/Ses  
All Auditors

REVISED 31 JANUARY 1979  
(Revisions not printed in a different type style)

**THE END OF ENDLESS DRUG RDs**

(Ref: HCOB 19 Sep 78R THE END OF ENDLESS  
Iss II DRUG RUNDOWNS REPAIR  
Rev. 31.1.79 LIST)

The possibility of running a Drug RD flat on a pc is totally zilch and the reason for this is that there have been innumerable cultures in the several universes that were far more drug oriented than this one. And even on a person that's not manifesting drugs and hasn't taken any this lifetime, you can collide with these cultures and universes if you keep pushing it.

Over the years some pcs have had Drug Rundowns which stretched interminably into hundreds of hours. And some pcs have had drugs handled once, only to have them rehandled and then rehandled again at some later date in what appear to have been endless Drug Rundowns.

This has been largely due to the listing and running of whole track drugs or, through Dianetic auditing errors, the collision with and restimulation of early drug cultures on the track.

This endless auditing of drugs can have built up charge which is preventing the pc from getting all the gain possible from his next grade, or it can even act to prevent him from wanting further auditing.

There is an end to endless drug handling.

We have it now in a rundown which is called The End of Endless Drug Rundowns Repair List.

**THE END OF ENDLESS DRUG RUNDOWNS REPAIR LIST**

(Ref: HCOB 19 Sept 78R, Issue II,  
Rev. 31.1.79, same title.)

A prerequisite for this rundown is the C/S 53RL to F/Ning list. (The C/S 53 is not included as a part of the rundown itself, but is done separately as a set-up action.)

When properly set up, the pc is given THE END OF ENDLESS DRUG RUNDOWNS REPAIR LIST and any reading items handled as indicated.

This rundown is for those pcs who have previously been run on an old Drug Rundown, done by old style drug handling. (Rarely, if ever, would it apply to a person audited on the NED new Drug Rundown as covered in HCOB 15 July 71RC, NED Series 9RB, DRUG HANDLING.)

THE END OF ENDLESS DRUG RUNDOWNS REPAIR LIST resolves the situation for a pc who has been overaudited on drugs, who has been misrun on drugs, who has had an endless Drug Rundown and/or who has bypassed charge on auditing on drugs.

It simply and terminatedly cleans up any overrun, misrun or unrun drugs and the charge left with the pc as a result of these. In fairly short order it gets the pc truly completed on the subject, in good shape and ready to continue on his next case action.

A lot of cases will now be sorted out and the speed of moving up the Bridge will be greatly increased.

#### NEW ERA DIANETICS DRUG RUNDOWN A SEPARATE ACTION

The NED Drug Rundown (HCOB 15 July 71 RC, Issue III, IMPORTANT URGENT, C/S Series 48RD, NED Series 9RB, DRUG HANDLING) is an entirely separate action from THE END OF ENDLESS DRUG RUNDOWNS REPAIR LIST.

The NED Drug Rundown is for beginning Dianetic pcs or those who have not previously had a Drug Rundown.

Its steps have been arranged to prevent the endless running and rehandling of drugs.

You can always find more drugs on the track. What you're interested in is this lifetime and this body. This doesn't mean you don't run track on the Drug RD, you just don't push it. Don't ask for whole track drugs. When you list out the drugs, medicine and alcohol a pc has taken, you only want the ones he has taken this lifetime.

Objectives are run first on the pc. Each *reading drug, medicine or alcohol the pc has taken this lifetime is then* run narrative, followed by preassessment then prior assessment and, *as a final step*, more Objectives are given to bring the pc into PT after the engram running. The full and complete steps are listed in HCOB 15 July 71RC, URGENT IMPORTANT, C/S Series 48RD, NED Series 9RB, DRUG HANDLING and HCOB 22 June 78R, NED Series 2R, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.

These refined and thorough steps allow the Drug Rundown to be taken to a flat point of freedom from the harmful effects of this lifetime drugs, medicine and alcohol and an F/Ning drug list.

Where the old Drug Rundown took hundreds of hours and sometimes had to be repeated, the NED Drug Rundown requires only a few intensives to accomplish the final, finished result.

With the tech of these two separate rundowns—one for the new pc, one for handling the pc who has been run and rerun on drugs old style—we truly have an end to endless drug handling.

THE END OF ENDLESS DRUG RUNDOWNS REPAIR LIST is to be put to full use to rapidly handle those pcs who have been stalled and plagued by endless drug handling.

I expect each org and mission to get it applied and get such pcs advancing!

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HCO BULLETIN OF 19 SEPTEMBER 1978R

Remimeo  
All Dn Auditors  
All C/Ses

Issue II  
REVISED 31 JANUARY 1979

*(Revisions in this type style)*

**THE END OF ENDLESS DRUG RUNDOWNS**

***REPAIR LIST***

*(Ref: HCOB 19 Sep 78R, Iss 1, Rev. 31 Jan 79,  
THE END Of ENDLESS DRUG RDs.)*

*The End of Endless Drug Rundowns Repair List is the rundown for handling a pc who has been overaudited on drugs, who has had an endless Drug Rundown done by old style drug auditing, and/or who has bypassed charge on auditing on drugs.*

*A prerequisite for the rundown is that the pc is first set up for the rundown with a C/S 53RL to F/Ning list. (The C/S 53 is not part of the rundown itself but is required as a set-up action which is done separately.)*

*The End of Endless Drug Rundowns Repair List is then delivered as a rundown in itself.*

Assess it Method 5 and handle in order of largest read.

*NOTE: This list can be assessed on Dianetic Clears, Clears and OTs, but where a reading item calls for any Dianetic auditing (items 7 and 9) it is NOT done. (Ref: HCOB 12 Sep 78, DIANETICS FORBIDDEN ON CLEARS AND OTs.) On Clears, OTs and Dianetic Clears the handling on such items is to simply indicate the read.*

1. WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU WERE NO LONGER AFFECTED BY DRUGS?  
(Indicate. Ask pc if he can find that point.) \_\_\_\_\_
2. WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU WERE RELEASED FROM THE EFFECTS OF DRUGS?  
(Indicate. Ask pc if he can find that point.) \_\_\_\_\_
3. ON THE DRUG RUNDOWN, WERE YOU RUN ON AN UNCHARGED DRUG?  
(Find which drug wasn't charged and indicate it shouldn't have been run. May be more than one uncharged drug; handle each by indicating on each. ) \_\_\_\_\_
4. ON THE DRUG RUNDOWN, WERE YOU RUN ON AN UNCHARGED INCIDENT OR ITEM?  
(Find which and indicate it shouldn't have been run. There may be more than one; handle each by indicating on each. ) \_\_\_\_\_
5. ON THE DRUG RUNDOWN, WERE YOU ASKED TO LIST WHOLE TRACK DRUGS?  
(Indicate that this may have restimulated drugs he was not affected by in this lifetime.) \_\_\_\_\_

6. ON THE DRUG RUNDOWN, WERE YOU PREVENTED FROM GETTING GRADES OR OTHER AUDITING?  
(Indicate.) \_\_\_\_\_
7. ON THE DRUG RUNDOWN, WAS AN INCIDENT OR CHAIN LEFT UNFLAT?  
(Indicate. Flatten the incident or chain R3RA.) \_\_\_\_\_
8. ON THE DRUG RUNDOWN, WAS AN INCIDENT OR CHAIN OVERRUN?  
(Indicate it. Spot the flat point.) \_\_\_\_\_
9. ON THE DRUG RUNDOWN, WAS A CHARGED DRUG NOT RUN?  
(Find which and handle per NED Drug RD steps.) \_\_\_\_\_
10. WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU FELT THE DRUG LIST WAS F/NING?  
(Indicate. Ask pc if he can spot that point.) \_\_\_\_\_
11. WERE YOU NOT ALLOWED TO DECLARE YOUR DRUG RUNDOWN COMPLETE?  
(Indicate. Let pc say what he/she wishes on this.) \_\_\_\_\_
12. WERE YOU TOLD YOU WERE A DRUGGIE WHEN YOU WEREN'T?  
(Indicate it, and that pc isn't a druggie.) \_\_\_\_\_
13. WERE YOU AUDITED ON DIANETICS OR NEW ERA DIANETICS AFTER DIANETIC CLEAR?  
(If so, indicate that Dianetic auditing should not have been continued past Dianetic Clear. ) \_\_\_\_\_
14. ON THE DRUG RUNDOWN, WAS SOMETHING ELSE WRONG?  
(Indicate. Have pc tell you what he/she thinks this was. If no F/N, turn it in to a Scientology C/S to handle.) \_\_\_\_\_

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CI IV Grad  
Checksheet  
Tech/Qual

REVISED 21 FEBRUARY 1979

*(All changes are in this type style)  
(Ellipses indicate deletions)*

*(NOTE: Some auditors have had trouble with this rundown. It has therefore been extensively revised as per this issue. Before running a pc on this rundown, get the auditor M9ed and M4ed and starrated on the RD. Also make sure that he can operate a meter and do TRs if he has trouble with it in the future. These changes in this RD are considerable and are for immediate use and the earlier rendition of it is not to be used. Out-Int as a case condition along with R3RA audited over and beyond Dianetic Clear are primary reasons for case bogs. The percentage of out-Int may be as much as 75% in any given area. Therefore the Int RD run with NED on non-Clears and the End of Endless Int Repair Rundown are the most important single auditing actions an auditor can do and will produce the most surprising results when the condition is present and is expertly audited.)*

***Interiorization Rundown Series 4RA***

URGENT—IMPORTANT

**THE END OF ENDLESS INT REPAIR RUNDOWN**

We needed a rundown that would handle what, for some pcs, has been an endless trail of repair of repair of repair of Int.

I have now fully researched and developed the process to handle this and can release it for broad use.

THE END OF ENDLESS INT REPAIR RUNDOWN is just that.

It is the answer to Int troubles.

The rundown consists of running Int by Recall by a very precise and simple method.

At first glance it would not seem possible that such a process would handle the more resistive-appearing Int repair problems which keep coming up on some pcs. This appearance is deceptive, however, as the process is very, very effective. It runs lightly and easily on pcs, but with far-reaching results.

Skillfully handled, it quite miraculously smooths out and resolves Int on both new pcs and those pcs on whom Int repeatedly kicks in.

Of course an Int Rundown has to be run, per HCOB 4 Jan 71R, but when it is later found that the Int Rundown must be repaired then this rundown is used.

It does not replace the original Int Rundown, which has been newly revised with several more buttons and New Era Dianetics commands added (HCOB 4 Jan 71R). Rather, it complements it.

The End of Endless Int Repair RD can be run on Dianetic Clears . . . as it addresses Int with Recalls....

*(NOTE: It can NOT be run on any pc or pre-OT in the Non-interference Zone (those between R6 Solo and OT 111 attest). As the End of Endless Int Repair RD is a major action, not a repair action, it is forbidden to be run on anyone in the Noninterference Zone.*

*Where a person in the Non-interference Zone has been run on End of Endless Int he should finish up his current Solo level as feasible and get onto his next Solo level.*

*Anyone who has been run on End of Endless Int while on OT III should be finished up as feasible on Solo OT III and gotten onto NED for OTs.)*

In certain isolated cases this process could be used as a *preliminary* method for handling Int on pcs who are weak or ill and not immediately up to running engrams or secondaries, or it could be used to cool down out-Int on a new pc who exteriorizes on Objectives and has not yet had a Dn C/S-1 or any NED auditing.

But it is not a substitute for the revised Int Rundown and in the above instances you may find the pc may eventually need the revised Int Rundown itself.

The prime purpose and use of the End of Endless Int Repair Rundown is, exactly as its name implies, to handle an endless “repair of repair of repair” of Int. If a regular Int Rundown has been done and Int continues to kick in after fully standard Int correction, the End of Endless Int Repair Rundown is the answer. It effectively resolves persistent Int problems.

#### WHEN TO RUN AN END OF ENDLESS INT RUNDOWN

*When an auditor or C/S encounters out-Int on a case there is a choice of what action to take to handle it. The choice depends on what actions have been taken previously on the case on the subject of Int.*

*The first thing to determine is whether or not Int is actually out. You cannot audit a person on anything else besides Int, if Int is out. You also cannot run anything which is not charged (reading), as to do so hangs the pc with a wrong/uncharged item. An auditor getting a read on the Int section of the C/S 53 must be careful to verify that this is a valid read, and not a false read or protest read. This is very important as you must not audit a pc on Int if it is not charged, and you must not audit a pc on anything else if Int is out.*

*You determine whether the pc has already had an Int Rundown, and whether it was correctly done or flubbed. If it was flubbed were Dianetic errors repaired with an L3RF on the Dianetic chains? Has the pc had an Int Rundown Correction List? (These must be determined because the End of Endless Int Rundown is not a substitute for the Int Rundown, and it does not substitute for an Int Rundown Correction List. Dianetic errors must be repaired with an L3RF.) These must be determined by folder study and FES of the Int Rundown and any repairs of Int Rundown.*

*If the pc has had an Int Rundown and it has been flubbed, you would do an Int Rundown Correction List and handle all of the various actions necessary, providing this is within the normal time span of the rundown. Don't try this months or years later. The End of Endless Int Rundown will not repair flagrant Dianetic errors. If the pc is having or was recently given an Int Rundown which has bogged or failed, then an Int Rundown Correction List including repair of any Dianetic errors is to be done. If the pc still has out-Int despite having had the Int Rundown and it has been repaired and all that is usual and ordinary has been done, then you would do the End of Endless Int Rundown.*

*You must determine whether the pc is a Dianetic Clear, or whether he has become one somewhere along the line. If the pc has had Dianetic Clear rehabbed since the original Int RD, check the dates to determine whether the pc was run on the Int RD by R3R or R3RA when he was a Dianetic Clear. If so this can be repaired by indicating to*

*the pc that he was run on the Int RD on R3R or R3RA after Dianetic C/ear. If these Int Dianetic chains are now reading, repair them by assessing an L3RF and indicating. (Do not get into running or continuing any R3R or R3RA on a Dianetic Clear.) If the person is a Dianetic Clear and Int is still out for some peculiar reason best known to Man or beast, the only choice we have is the End of Endless Int Rundown.*

*The way to determine whether Int is out is normally by assessment of the C/S 53 buttons, and it is on this prepared list that out-Int is most often detected. You don't flatten the button, or try to handle the button that was found on the C/S 53. This is the one exception on the C/S 53 whereby you do not just F/N it on the C/S 53 and go on. We have to examine the condition of the person on the subject of Int as above, to determine which way to go. Therefore you stop right there with a C/S 53, being careful to verify the fact that you actually have a read on Int, and not a false read or protest read. (And remember that some pcs, especially when Int has been run or repaired when it wasn't charged, can get so protesty on the subject that Int will now give a false read whenever it is mentioned due to protest. An auditor's TRs, metering and obnosis of the pc and whether the pc is in session or not have to be bad for this to occur, or for the auditor to now fail to determine whether it is a valid or false read on Int.) Having determined that you do have a valid read on Int, you would not proceed with the C/S 53, but end off the session.*

### **INT RUNDOWN TABLE**

*The following table tells the auditor and C/S which way to go when handling out-Int. Once filled out this table should be kept with the pc Folder Summary in front inside of the pc folder beneath the pgm. And the table should be updated.*

	Yes	No
<b>A. IS THE READ ON INT A VALID READ?</b>	_____	_____
<i>Is there any evidence of the pc having been run on Int due to a false or protest read?</i>	_____	_____
<i>Any evidence of the read being caused by a Mis-U word?</i>	_____	_____
<i>(If 'yes' on above get 'False read?' and 'Protest?' cleaned up or the Mis-U cleared and recheck the buttons on Section A of C/S 53 to find out if Int is charged.)</i>		
<b>B. HAS THE PC HAD A FULL INT RUNDOWN?</b>	_____	_____
<i>(If 'no' or incomplete, it would have to be repaired and completed. NOTE: The Int RD would NOT be run on a Dianetic Clear, Clear or OT as they are not to be run on Dianetics in any form.)</i>		
<b>C. HAS THE PC HAD AN INT RUNDOWN CORRECTION LIST?</b>	_____	_____
<i>(If not, and there is any evidence of errors or lack of expected result, this should be done before continuing the Int RD or doing End of Endless Int Rundown. And if the pc has had several Int Rundown Correction Lists, realize that either the auditor can't make a list read, or is only getting false reads.)</i>		
<b>D. HAVE ANY R3R OR R3RA DIANETIC ERRORS ON THE INT RUNDOWN BEEN CORRECTED WITH AN L3RF?</b>	_____	_____
<i>(If not, get these repaired, as continuing the RD, or doing End of Endless Int Rundown won't solve R3R or R3RA errors.)</i>		

E. IS THE PC A DIANETIC CLEAR OR ABOVE? \_\_\_\_\_

Was the pc a Dianetic Clear when the Int RD was run on him by R3R or R3RA ? \_\_\_\_\_

*(If 'yes' to either above, you must not run any Dianetics but if Int is still out after repairing any errors the End of Endless Int Rundown can be done on a Dianetic Clear. It can NOT be done between R6 Solo and OT III attest.)*

*If the pc was run on Dianetics on the Int RD after Dn C/ear, the first action is to indicate the error of running Dianetics after Clear, and then repair any reading Dianetic Int chain with an L3RF, taking care to handle the reading lines by indication only, and not get into any running of Dianetics. This action alone will often cure any Int trouble on a Dn Clear, but if Int is still reading you can now handle it with the End of Endless Int Rundown.)*

### THE END OF ENDLESS INT RUNDOWN PROCEDURE

*Having determined that you are going to do the End of Endless Int Rundown from the table above, you proceed as follows:*

1. *The auditor has the pc demonstrate the various flows. Remember that this must not be arduous because it is actually almost auditing to do this and the person's Int is out. If the pc is a Triple pc, have him demonstrate Flows 1, 2, 3. If the pc is a Quad pc, have him demonstrate Flows 1, 2, 3, 0.*

*(Do not engage in flying ruds, Word Clearing, Touch Assists, Havingness or any other auditing over out-Int.)*

2. *Assess the End of Endless Int Rundown buttons. Take the largest read.*
3. *You then proceed to run this button with the End of Endless Int Rundown. This is done by assessing the flows. Take the flow that reads the largest and using the Recall Process that applies to that flow, run it until an F/N is achieved.*
4. *Then reassess all flows. You'll find the one you ran will be F/Ning. Another flow will be reading. Run the best reading flow by the Recall Process until it F/Ns. You repeat this procedure until all flows F/N.*

*If during the period you are running these flows on that button, the pc has a large cog, F/N, GIs, remember that you may have blown all flows. At that moment without interrupting the pc's cognition you realize that you are finished with assessing the flows of this button. For caution's sake, you check the button to see if it now reads. Of course it will F/N.*

5. *You now reassess the whole End of Endless Int Rundown button list. The whole list might F/N at this point. On the other hand it might not. If you get a read on this assessment, you treat it exactly the same as you did priorly, (steps 3, 4, 5). You keep this up until you get an F/Ning assessment of the Int buttons.*
6. *You then wait a week and reassess the Int buttons list again. If you get a read, check for false read, check for protest. Make sure it is a valid read that you have and if it is, you treat that button exactly the same as above and proceed (per steps 3, 4, 5).*

*When you get an F/Ning assessment of the Int buttons after the one week wait, the End of Endless Int Rundown is complete, and the pc is sent to declare.*



## THE INT BUTTONS

GO IN

WENT IN

PUT IN

INTERIORIZED INTO SOMETHING

WANT TO GO IN

CAN'T GET IN

KICKED OUT OF SPACES

CAN'T GO IN

BEING TRAPPED

FORCED IN

PULLED IN

*PUSHED IN*

. . . .

### EXAMPLE:

Int button assessed: PUT IN

Assess the four flows with the wordings for that button but *without* using the word "Recall":

F1: . . . you were put in something x

F2: . . . you put another in something

F3: . . . others put others in something x

F0: . . . you put yourself in something sf

Flow 2 reads best, so run Flow 2 to F/N, using the entire Recall command (i.e. "Recall a time when you put another in something"). Reassess all four flows, as above, using the same Int button....

. . . .

Examples of the running commands for "PUT IN" would be:

If F1 reads: "Recall a time when you were put in something." (to F/N.)

If F2 reads: "Recall a time when you put another in something." (to F/N.)

If F3 reads: "Recall a time when others put others in something." (to F/N.)

If F0 reads: "Recall a time when you put yourself in something." (to F/N.)

## CAUTIONS AND C/S TIPS

*The only time you check the button again while assessing flows is when the pc has had a cog, F/N, GIs, at which time you must suspect that the whole button has blown. This by the way happens in Int Rundowns and is the commonest cause of overrun Int.*

*There is another way of addressing this if the pc isn't getting cognitions to amount to anything. When you get all flows on a button F/Ning, you can end off the session and check the next day to see if the flows are still F/Ning. It some times happens where you have a not very responsive pc, that it takes several days of assessment of the flows which F/Ned yesterday to carry the F/N through a whole day. These flows often read again the next day. This is because you are running Recall Processes, and Recall Processes are simply key-outs. Therefore you are getting something keying in and keying out and keying in and keying out. This is eventually overcome. Where you are doing this day-to-day handling of the same button, it would be vital to check the button for read before you assessed the flows on it the next day.*

*The one-week wait is a compromise for the 3 to 10 day key-out period; you can't say wait for 3 to 10 days, so it is set at one week. During the rundown there may have been a momentary stir-up of some kind, such as a tiny ripple on an auditor's TRs rendition, or a badly mishandled origin that could cause an ARC break needle, or something like this could happen, so if you wait a week such trouble will key out, before you assess the buttons list again. Or you may have been riding a win, a persistent F/N on one button, when the whole subject of Int is not handled, and you will get environmental restimulation. Remember you are only handling Recalls, and a little more Recalls run will probably blow it for good. So you are waiting a week to see if the environment keys him in again. You reassess a week later and if the buttons are all clean, fine. But if something reads on the week later assessment that must mean an engram or something is pretty close to the surface still. You then handle it again and this time the little point that was missed will turn up and that will be the end of that. You handle the buttons to F/Ning assessment and then that is the end of that. The End of Endless Int Repair. (There is no second wait for another week.)*

*Now of course if during the one-week wait the pc gets keyed-in again or originates or by reason of BIs or manifestation that Int is still out, you would not robotically wait out the whole week before giving the next session, as you now know he is not on a persistent F/N, and you know there is more to handle.*

*And on the reassessment of the buttons after the week wait, the auditor must again be sure that it is a valid read on Int and not a false or protest read before he launches off into running anything again. False reads on the assessment, protest reads, or the pc suffering from something else entirely besides out-Int can cause a false read on assessment of the Int buttons. Hence the necessity to be sure you have a valid read before you proceed. And if the pc is caved in or BIs about it there is a little checklist that tells a C/S what to do about that too.*

*The things that could go wrong are rather simple and are few in number. These are:*

- a) Int wasn't out in the first place,*
- b) The pc has been run on false reads,*
- c) The pc was suffering from something else entirely other than out-Int,*
- d) The auditor's TRs are bad, or broke the Auditor's Code,*
- e) The auditor's metering was bad, giving wrong assessments,*
- f) The auditor overran F/Ns, or reran a flow that just F/Ned invalidating the F/N just gotten,*

- g) *Pc had a Mis-U on the word 'Recall' and was trying to run through engrams on the Recall Process,*
- h) *The pc had a major cog on the subject of Int, blowing the whole thing and the auditor went on, overrunning the Int Rundown or End of Endless Int Rundown,*
- i) *Pc was audited on some other action other than Int while Int was out—such as rudiments, Touch Assists, Word Clearing or any other auditing or assist action, including illegal 2-way comms about his case or auditing, coffee shop or eval or inval by his 'friends' or others between sessions,*
- j) *Errors on the original Int RD weren't repaired before starting the End of Endless Int Rundown.*

*If a C/S can't tell by folder inspection which of these it is he can have the pc interviewed by a D of P to find out, or even get the above assessed to find out which it is.*

#### **VITAL DATA ON INT RD END PHENOMENA**

*Exteriorization is not the EP of the Int Rundown. If it happens that the pc goes exterior during the RD, you end off gently as in any other auditing. But that is not the EP, and you may have to pick him up again later and complete the Int RD or handle it with the End of Endless Int Repair Rundown.*

**THE EP OF THE INT RUNDOWN IS NO MORE CONCERN OR TROUBLE WITH EXTERIORIZATION OR INTERIORIZATION.**

*This is generally accomplished by auditing the pc to an F/Ning Int button list.*

**But there is another phenomenon that can occur while running Int. IT IS VITAL THAT AN AUDITOR DOES NOT MISS THIS SHOULD IT HAPPEN.**

*It goes like this: You're auditing along and suddenly some mass discharges, down comes the TA, you suddenly have a floating TA, and that's it. The pc has hit the EP.*

*If you proceed past that point you're in trouble. You DON'T then reassess the Int button list and you DON'T continue running Quad Flows, even if all the flows have not yet been run on one reading button.*

*You do nothing but take your paws off the meter and gently end the session. If you do otherwise you can mess up a case.*

*It isn't exteriorization. Exteriorization could occur at the same time; however we could not care less because exteriorization is not the EP of the process.*

*But at ANY point at which the above phenomenon occurs on the Int RD—mass moves off, the TA comes crashing down and you can't keep the needle on the dial because the TA itself is floating—you end off the rundown because you have the EP.*

*What has happened here is that you've blown the stuck flow of "going in."*

*Int sends the TA up because the person has plowed deeper into more and more mass and come out of less and less mass. You have been auditing the pc on what has been, for eons, a stuck flow of obsessively going in. At any point in the auditing that stuck flow can suddenly give way. It heaves in the opposite direction, and the stuck flow of "going in" vanishes.*

*When that happens it's the end of the process, as that is all you want to accomplish with the Int Rundown.*

*If you were then to check the Int button list (which you DO NOT DO AT THIS POINT) you would find the Int buttons all F/Ning.*

## REPAIRING REPAIR

Over the years Int auditing has tended to be flubby. Int repair has been far too frequent and even repetitive on some pcs. Some auditors and C/Ses have decided Int RDs were “delicate” or “difficult” or very special. Well, Int is special and sometimes delicate, but it’s not difficult.

If an auditor is going to audit the Int Rundown successfully he must be skilled at metering, he must be flubless on R3RA and the commands of the process, and understand the theory of Int. He must know what an F/N is and what a Dianetic EP is and be able to recognize these when they occur.

Much of the Int repair needed stems from errors made by auditors (or C/Ses): running Int when it was not needed, running it with the idea it would exteriorize the pc, auditing the RD over misunderstands, overrunning the RD. These are all violations of the Auditor’s Code, many of them then further complicated by Dianetic errors in running or repairing Int.

There is another factor regarding the original Int Rundown which must not be overlooked. Although it comes under the heading of “overrunning the Int Rundown,” it is sometimes neither seen nor understood. In doing the original Int Rundown it can occur that it completes before all flows are run.

EXAMPLE: The auditor runs Flow I on engrams on the revised Int RD, then Flow 2, and suddenly gets a wide, persistent F/N and a dramatic resurgence of the pc. The TA goes into lower range and the pc is bright and smiling. Then the auditor, if he’s an idiot, proceeds to robotically run Flow 3 and Flow 0. The TA goes back up, the pc’s chronic headache turns back on and the pc is set up for an endless repair of Int.

I have seen this happen several times. The Int Rundown finished itself and nobody noticed except the pc. This is probably the most flagrant cause of Int repair and is peculiar to this rundown.

The way to handle this is to rehab the point of completion as best you can and then run the recall version as given above and you will find that it usually comes out straight. The best way to handle, of course, is to do it right in the first place.

But if, added to any or all of the above, you get an Int Correction List misassessed so that what’s really wrong is missed and a falsely reading item taken up, you wind up with a mess.

There is no excuse for overrunning the rundown, for Auditor’s Code breaks, poor metering or flubby Dianetic auditing.

On the other hand, interiorization, like any other condition connected with engrams, may have many chains connected with it. Thus, the process of day-to-day living can restimulate those chains and throw Int out.

A C/S, faced with the possibility of any or all of the above being wrong could find himself staring into a maze. And he could err and order correction list after correction list, ad infinitum.

The rule is:

**THE CORRECT ACTION TO TAKE *FIRST*, IF SOMEONE IS HAVING TROUBLE WITH INT, IS TO ALWAYS GET A THOROUGH FES DONE ON THE ORIGINAL INT RD ITSELF AND ANY INT REPAIRS THAT HAVE BEEN DONE—BEFORE ANOTHER CORRECTION LIST IS ORDERED.**

Very often the answer to the puzzle then leaps out.

Get the errors corrected *correctly*. Any misassessed lists, misrun Dianetic chains, code breaks—get it all cleaned up by an auditor who can read a meter and run and repair Dianetics flublessly. Don't let any auditor who isn't flubless on these points near an Int pc.

With the errors truly and standardly handled and out of the way, if Int then continues to kick in, it's not another Int RD or another Int Correction List, it's the END OF ENDLESS INT REPAIR RUNDOWN you use.

Run it to its EP and that will be the end of the trail of endless Int repair.

If the C/S is in doubt about all this and gets into a mess trying to repair chains, he can cut directly onto this repair rundown as above with simply the Recall Processes, and he will get someplace.

*AFTER AN INT RD OR END OF ENDLESS INT RUNDOWN HAS BEEN COMPLETED ON A CASE AND DECLARED, THE NEXT ACTION MUST BE A C/S 53, ASSESSED AND HANDLED TO F/NING LIST. THIS MUST BE DONE AS THE NEXT ACTION AND MAY NOT BE LEFT NOT DONE. (The reason for this is that there are other things that can be wrong with a case, all of which are covered on the C/S 53, and these too must be handled.)*

There is no reason now for any pc (or C/S) to continue to be plagued with Int troubles .

We have here a rundown which is easily and simply done, which can be run on a Dianetic C/ear, or a pre-OT who is NOT on OT III or ANYWHERE between R6 Solo and OT III attest, on fragile pcs or weak or ill pcs, and is a rescue from overrepair.

L. RON HUBBARD  
Founder

Revision as assisted by  
LRH Tech Comps

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**INT RUNDOWN TABLE**

	Yes	No
A. <i>IS THE READ ON INT A VALID READ?</i>	_____	_____
<i>Is there any evidence of the pc having been run on Int due to a false or protest read?</i>	_____	_____
<i>Any evidence of the read being caused by a Mis-U word?</i>	_____	_____
<i>(If 'yes' on above get 'False read?' and 'Protest?' cleaned up or the Mis-U cleared and recheck the buttons on Section A of C/S 53 to find out if Int is charged.)</i>		
B. <i>HAS THE PC HAD A FULL INT RUNDOWN?</i>	_____	_____
<i>(If 'no' or incomplete, it would have to be repaired and completed. NOTE: The Int RD would NOT be run on a Dianetic Clear, Clear or OT as they are not to be run on Dianetics in any form.)</i>		
C. <i>HAS THE PC HAD AN INT RUNDOWN CORRECTION LIST?</i>	_____	_____
<i>(If not, and there is any evidence of errors or lack of expected result, this should be done before continuing the Int RD or doing End of Endless Int Rundown. And if the pc has had several Int Rundown Correction Lists, realize that either the auditor can't make a list read, or is only getting false reads.)</i>		
D. <i>HAVE ANY R3R OR R3RA DIANETIC ERRORS ON THE INT RUNDOWN BEEN CORRECTED WITH AN L3RF?</i>	_____	_____
<i>(If not, get these repaired, as continuing the RD, or doing End of Endless Int Rundown won't solve R3R or R3RA errors.)</i>		
E. <i>IS THE PC A DIANETIC CLEAR OR ABOVE?</i>	_____	_____
<i>Was the pc a Dianetic Clear when the Int RD was run on him by R3R or R3RA ?</i>	_____	_____
<i>(If 'yes' to either above, you must not run any Dianetics but if Int is still out after repairing any errors the End of Endless Int Rundown can be done on a Dianetic Clear. It can NOT be done between R6 Solo and OT III attest.</i>		
<i>If the pc was run on Dianetics on the Int RD after Dn C/ear, the first action is to indicate the error of running Dianetics after Clear, and then repair any reading Dianetic Int chain with an L3RF, taking care to handle the reading lines by indication only, and not get into any running of Dianetics. This action alone will often cure any Int trouble on a Dn Clear, but if Int is still reading you can now handle it with the End of Endless Int Rundown.)</i>		

C/Ses  
Tech/Qual  
Int Auditors  
Class IV Grad  
Checksheet

*Interiorization Rundown Series 13*

**PREASSESSMENT, AESPs AND INT**

Although the newly revised Int Rundown uses New Era Dianetics R3RA commands, with the assessed Int button as the running item, the rundown and its repair do NOT include the use of New Era Dianetics preassessment (nor any form of AESPs).

In Int you can only address *Int*. A preassessment addresses something else.

Wins are sometimes reported on the use of preassessment on Int but it is a dangerous and dicey procedure. It isn't really directly addressing Int. That actually violates the law that when handling Int you run only Int, nothing else.

Using preassessment, whereas you might have one win you'll have five failures along with it. Sure, somebody got some wins on it but the next five guys will cave right in and go over the cliff.

The apparenacy of the win is this: Int flattened and this went unnoticed and then they were running an original item having to do with headaches or some other symptom. This was then preassessed and the person was on the line with R3RA which, of course, can be run *after* you've done an Int Rundown.

So the apparenacy here is that the use of preassessment handled Int, whereas Int probably had actually flattened first and then the person was able to get gains from the preassessment and auditing that was done.

This could go in the opposite direction. For example, with Int still unflat you go into preassessment, and you're not now addressing the subject of Int itself. You are now into chains that are not Int chains, with the Int chains themselves restimulated but not yet run, or not fully run. So it is actually a violation of basic tech and it would very swiftly get into a tangled mess.

The rule is: WHEN HANDLING INT YOU ADDRESS ONLY INT, NOTHING ELSE. AND YOU DO NOT RUN PREASSESSMENT OR AESPs ON INT.

We have a new, simplified Int Rundown with which to handle it and an extremely workable process in the End of Endless Int Repair Rundown which resolves any persistent Int trouble.

R3RA and preassessment can be run in full by the book, exactly per the New Era Dianetics Series, *after* Int handling has been completed.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 24 SEPTEMBER 1978  
Issue III

Remimeo  
AOs  
NED Chkshts  
Tech/Qual  
All C/Ses  
All Auditors  
HCOs  
Missions

**DIANETIC CLEAR**

(Ref: HCOB 12 Sep 78 URGENT—IMPORTANT, DIANETICS  
FORBIDDEN ON CLEARS AND OTs)

(This bulletin revises the definition of “Dianetic Clear,” page 113, Technical Dictionary, and the definition of “Keyed-Out Clear,” page 221, Technical Dictionary. )

The state of Clear can be achieved on Dianetics.

I have now determined there is no such thing as Keyed-Out Clear. There is only a Dianetic Clear and he is a Clear.

The state of Dianetic Clear means the pc has erased his Dianetic case or mental image pictures; he has attained the ability to be at cause over mental matter, energy, space and time on the First Dynamic.

When this happens the person is not run further on Dianetics. He can be given Touch or Contact Assists (as can Scn Clears and OTs), and can be given NED for OTs once he is OT III. He is not to be given any Dianetic Auditing Assist nor any Dianetic auditing. (He can, of course, receive any actions on the Assist Summary bulletin, *excluding* R3RA.)

The Dianetic Clear, on achieving this state, can be audited on Scientology Grades 0-IV. He would not be run on the R3RA section of service facts, however. On completing Grades 0-IV, he is not run on Power, R6EW or the Clearing Course but goes onto OT I, after doing the Solo Auditor Course.

Should a pc being audited on Dianetics originate that he has achieved Dianetic Clear, or if a Dianetic auditor thinks this has occurred with his pc, the folders must be routed to an org C/S who is Clear or above and who can adjudicate.

(NOTE: No auditor or C/S must evaluate for a pc on this nor feed or coax him to any cognition, which is a comm-evable offense. Clears are made through auditing, not by feeding cognitions to pcs. This is important as someone who has not made Clear will *not* make it on the OT levels.)

Field auditors and missions would route the folders of a pc believed to be Dianetic Clear to the nearest org with a C/S who is Clear, for adjudication and declare of the state.

Such submissions must be handled promptly, so there is no delay put on any individual's progress up the Bridge.

Once declared, the pc folders must be clearly marked “DIANETIC CLEAR.” The pc may then be C/Sed to receive Scientology auditing, per the above. The pc is not, however, given any further Dianetic auditing.

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HCO BULLETIN OF 25 SEPTEMBER 1978  
Issue I

Remimeo  
HGC Auditors  
Sen Chkshts  
CI VIII  
CI IV Grad

*Interiorization Rundown Series 5*

**QUAD COMMANDS FOR INT BUTTONS**

(Cancels BTB 30 Dec 71 IMPORTANT INTERIORIZATION  
RUNDOWN COMMANDS)

Ref: HCOB 4 Jan 71R Int RD Series 2  
EXTERIORIZATION AND HIGH TA,  
THE INTERIORIZATION RUNDOWN  
REVISED

HCOB 24 Sep 78 I Int RD Series 4  
URGENT IMPORTANT, THE END OF  
ENDLESS INT REPAIR RUNDOWN

NOTE: IN USING THESE COMMANDS (R3RA AND RECALLS) DO NOT  
*EVER* RUN A PC ON FLOW ZERO FOR THE FIRST TIME ON INT.  
HANDLING INT BY ANY METHOD IS NOT THE TIME TO INTRO-  
DUCE A FLOW ZERO ON A PC. A TRIPLE PC CAN BE QUADED  
*UP AFTER* INT HANDLING IS COMPLETE, BUT IT IS NEVER  
DONE ON INT HANDLING OR INT REPAIR.

**INTERIORIZATION RUNDOWN REVISED**

The following are the R3RA Quad Flows commands for each of the Int buttons  
on the Interiorization Rundown Revised.

1. GO IN/WENT IN:

- F1: Locate a time when you went in.
- F2: Locate a time when you caused another to go in.
- F3: Locate a time when others caused others to go in.
- F0: Locate a time when you caused yourself to go in.

2. PUT IN:

- F1: Locate a time when you were put in something.
- F2: Locate a time when you put another in something.
- F3: Locate a time when others put others in something.
- F0: Locate a time when you put yourself in something.

3. INTERIORIZED INTO SOMETHING:

- F1: Locate a time when you interiorized into something.

- F2: Locate a time when you interiorized another into something.
- F3: Locate a time when others interiorized others into something.
- F0: Locate a time when you interiorized yourself into something.
4. WANT TO GO IN:
- F1: Locate a time when you wanted to go into something.
- F2: Locate a time when you caused another to want to go into something
- F3: Locate a time when others caused others to want to go into something
- F0: Locate a time when you caused yourself to want to go into something
5. CAN'T GET IN:
- F1: Locate a time when you couldn't get in.
- F2: Locate a time when you caused another to be unable to get in.
- F3: Locate a time when others caused others to be unable to get in.
- F0: Locate a time when you caused yourself to be unable to get in.
6. KICKED OUT OF SPACES:
- F1: Locate a time when you were kicked out of spaces.
- F2: Locate a time when you kicked another out of spaces.
- F3: Locate a time when others kicked others out of spaces.
- F0: Locate a time when you caused yourself to be kicked out of spaces.
7. CAN'T GO IN:
- F1: Locate a time when you couldn't go in.
- F2: Locate a time when you caused another to be unable to go in.
- F3: Locate a time when others caused others to be unable to go in.
- F0: Locate a time when you caused yourself to be unable to go in.
8. BEING TRAPPED:
- F1: Locate a time when you were being trapped.
- F2: Locate a time when you were trapping another.
- F3: Locate a time when others were trapping others.
- F0: Locate a time when you were trapping yourself.
9. FORCED IN:
- F1: Locate a time when you were forced in.
- F2: Locate a time when you forced another in.

F3: Locate a time when others forced others in.

F0: Locate a time when you forced yourself in.

10. PULLED IN:

F1: Locate a time when you were pulled in.

F2: Locate a time when you pulled another in.

F3: Locate a time when others pulled others in.

F0: Locate a time when you pulled yourself in.

Each flow must be taken to the basic and the full New Era Dianetic EP: F/N, postulate off (postulate off = erasure) and VGIs. (Ref: HCOB 26 Jun 78RA II, New Era Dianetics Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS.)

### THE END OF ENDLESS INT REPAIR RUNDOWN

The following are the Recall Quad Flows commands for each of the Int buttons on the End of Endless Int Repair Rundown.

1. GO IN/WENT IN:

RF 1: Recall a time when you went in.

RF 2: Recall a time when you caused another to go in.

RF 3: Recall a time when others caused others to go in.

RF 0: Recall a time when you caused yourself to go in.

2. PUT IN:

RF 1: Recall a time when you were put in something.

RF 2: Recall a time when you put another in something.

RF 3: Recall a time when others put others in something.

RF 0: Recall a time when you put yourself in something.

3. INTERIORIZED INTO SOMETHING:

RF 1: Recall a time when you interiorized into something.

RF 2: Recall a time when you interiorized another into something.

RF 3: Recall a time when others interiorized others into something.

RF 0: Recall a time when you interiorized yourself into something.

4. WANT TO GO IN:

RF 1: Recall a time when you wanted to go into something.

RF 2: Recall a time when you caused another to want to go into something.

RF 3: Recall a time when others caused others to want to go into something

- RF 0: Recall a time when you caused yourself to want to go into something.
5. CAN'T GET IN:
- RF 1: Recall a time when you couldn't get in.
- RF 2: Recall a time when you caused another to be unable to get in.
- RF 3: Recall a time when others caused others to be unable to get in.
- RF 0: Recall a time when you caused yourself to be unable to get in.
6. KICKED OUT OF SPACES:
- RF 1: Recall a time when you were kicked out of spaces.
- RF 2: Recall a time when you kicked another out of spaces.
- RF 3: Recall a time when others kicked others out of spaces.
- RF 0: Recall a time when you caused yourself to be kicked out of spaces.
7. CAN'T GO IN:
- RF 1: Recall a time when you couldn't go in.
- RF 2: Recall a time when you caused another to be unable to go in.
- RF 3: Recall a time when others caused others to be unable to go in.
- RF 0: Recall a time when you caused yourself to be unable to go in.
8. BEING TRAPPED:
- RF 1: Recall a time when you were being trapped.
- RF 2: Recall a time when you were trapping another.
- RF 3: Recall a time when others were trapping others.
- RF 0: Recall a time when you were trapping yourself.
9. FORCED IN:
- RF 1: Recall a time when you were forced in.
- RF 2: Recall a time when you forced another in.
- RF 3: Recall a time when others forced others in.
- RF 0: Recall a time when you forced yourself in.
10. PULLED IN:
- RF 1: Recall a time when you were pulled in.
- RF 2: Recall a time when you pulled another in.
- RF 3: Recall a time when others pulled others in.
- RF 0: Recall a time when you pulled yourself in.

Each Recall Flow must be taken to F/N, VGIs.

(Ref: HCOB 24 Sep 78 I, Int RD Series 4, URGENT IMPORTANT, THE END OF ENDLESS INT REPAIR RUNDOWN.)

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HCO BULLETIN OF 25 SEPTEMBER 1978  
Issue II

Remimeo  
HGC Auditors  
Class VIII  
CI IV Grad  
C/Ses  
Tech Secs  
Qual Secs  
Supervisors

(Cancels BTB 6 Jan 71R, same title)

*Interiorization Rundown Series 14*

**STARRATE CHECKOUTS FOR  
INTERIORIZATION RUNDOWN**

(Ref: HCOB 4 Jan 71R	Int RD Series 2, EXTERIORIZATION & HIGH TA, THE INTERIORIZATION RUNDOWN REVISED
HCOB 25 Sep 78 I	Int RD Series 5, QUAD COMMANDS FOR INT BUTTONS
HCOB 24 Sep 78 I	Int RD Series 4, URGENT IMPORTANT THE END OF ENDLESS INT REPAIR RUNDOWN
HCOB 26 Jun 78RA	New Era Dianetics Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
HCOB 10 Sep 78	NED HIGH CRIME)

---

INT must be run flawlessly.

It is to be done by a Class IV auditor, skilled in the materials of that level, who is also certificate trained on New Era Dianetics and the running of R3RA.

BECAUSE IT IS MANDATORY THAT:

1. COMMANDS OF THE INTERIORIZATION RUNDOWN BE CLEARED EXCELLENTLY FOR THE PC'S UNDERSTANDING,
2. THE GOING EARLIER COMMAND BE GIVEN FULLY WITH THE ITEM,
3. THE AUDITOR UNDERSTAND FULLY THE THEORY AND COMMANDS HE IS RUNNING.

ALL AUDITORS AND THE C/S OF INTERIORIZATION RUNDOWNS MUST STARRATE WITH CLAY DEMOS ON THE THEORY AND COMMANDS OF THE INT RD.

ALL AUDITORS MUST HAVE AN "OKAY TO AUDIT INT RUNDOWN" FROM THE DIR OF VALIDITY OR THE QUAL SEC BEFORE THEY MAY DO SO.

No auditor may audit a pc on the Interiorization Rundown unless he has passed tough starrate checkouts and excellent clay demos on the materials below, and has an "Okay to Audit Int RD" chit from Qual.

When he has done so, he is qualified and will be able to deliver an Interiorization Rundown to his pc with the exceptional results for which this rundown was intended.

STARRATE CHECKOUTS FOR "OKAY TO AUDIT INT RD"

Auditor's Name: \_\_\_\_\_ Org: \_\_\_\_\_

I attest:

- a) I am a Senior Class IV or Class IV Graduate Auditor.
- b) I am certificate trained on the New Era Dianetics Course and the running of R3RA.

Auditor's Attest: \_\_\_\_\_ Date: \_\_\_\_\_

1. The following checkouts are to be done starrate to a pass from the Supervisor or Interne Supervisor.

1. CLAY DEMO:

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| a) Lock                             | k) Interiorization<br>(as went in) |
| b) Secondary                        | l) The picture<br>erasing          |
| c) Engram                           | m) F/N                             |
| d) Chain                            | n) Cognition                       |
| e) Picture                          | o) Erasure                         |
| f) Solid                            | p) Postulate                       |
| g) Erasing                          | q) Postulate off<br>= erasure      |
| h) Caused                           |                                    |
| i) Exteriorization                  |                                    |
| j) Interiorization<br>(as being in) |                                    |

2. CLAY DEMO: (per HCOB 4 Jan 71 R)

- a) Commands for running Int by R3RA, including the going earlier and earlier beginning commands.

3. CLAY DEMO: (per HCOB 24 Sep 78 I, Int RD Series 4)

- a) The End of Endless Int Repair Rundown procedure and commands.

This auditor has done excellent clay demos on all of the above.

SUPERVISOR/INTERNE SUPERVISOR: \_\_\_\_\_ DATE: \_\_\_\_\_

4. STARRATE:

- a) HCOB 4 Jan 71R, Int RD Series 2, EXT AND HIGH TA, THE INT RD REVISED.
- b) HCOB 26 Jun 78RA, NED Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS.
- c) HCOB 24 Sep 78 I, Int RD Series 4, URGENT IMPORTANT END OF ENDLESS INT REPAIR RD.

This auditor has passed tough Narrate checkouts on the above HCOBs.

SUPER/INTERNE SUPER: \_\_\_\_\_ DATE: \_\_\_\_\_

5. This auditor knows his R3RA and Int procedure cold and can apply it.

SUPER/INTERNE SUPER: \_\_\_\_\_ DATE: \_\_\_\_\_

6. This auditor has excellent TRs.

SUPER/INTERNE SUPER: \_\_\_\_\_ DATE: \_\_\_\_\_

II. I attest this auditor has been issued an "OKAY TO AUDIT INT RD" chit.

DIR VALIDITY/QUAL SEC: \_\_\_\_\_ DATE: \_\_\_\_\_

(Route this form to Course Admin for student's folder.)

L. RON HUBBARD  
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HCO BULLETIN OF 29 SEPTEMBER 1978

FESers  
All Auditors  
All C/Ses

**FESING OF FOLDERS  
AND FULL FLOW TABLES**

An FES should contain the name of the auditor and name of the C/S, per existing issues.

It now becomes imperative that the name of the auditor be clearly noted on the FFT (Full Flow Table) as well as the FES. In making up FFTs on any Dianetic or NED auditing clearly note the auditor's name, as well as the date and item run by that auditor. Existing FFTs do not need to be redone—just print in the name of the auditor, in different coloured ink (to make it very visible) against the items run by that auditor.

On new FFTs add a column on left side of sheet for auditor's name.

PC's NAME \_\_\_\_\_

**FULL FLOW TABLE**

<b>AUDITOR (Name)</b>	<b>DATE</b>	<b>ITEM RUN</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F0</b>

Some cases have had unreading items, wrong items, run on them, sometimes the auditor changed the pc's item, or even just decided what to run on a pc. These are grave and can have serious consequences on a case.

In order to fully handle such a situation it is imperative that all the data above is available to a C/S or auditor.

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HCO BULLETIN OF 3 OCTOBER 1978

Remimeo  
NED Checksheet

**NED RULE**

A NEW ERA DIANETICS AUDITOR MUST UNDERSTAND THE FUNCTION AND PURPOSE OF EACH OF THE R3RA COMMANDS IN A DIANETIC SESSION .

A Dianetic session given in the absence of an understanding of the basic laws of the time track and how the R3RA commands handle and control the time track is a chancy proposition.

You will not have confidence in yourself as an auditor of New Era Dianetics nor get uniformly good results with R3RA until you know this. No rote procedure, L3RF, TR4, or any remedy or solution can take the place of such an understanding.

Every New Era Dianetics auditor is to study the references and demo out what each R3RA command does (showing how it affects the pc and the bank) to a full understanding.

The following are your references:

*Dianetics: The Modern Science of Mental Health*

*Dianetics: The Original Thesis*

HCOB 15 May 63	The Time Track and Engram Running by Chains Bulletin I
HCOB 8 Jun 63R	The Time Track and Engram Running by Chains Bulletin II
HCOB 26 Jun 78RA	New Era Dianetics Series 6RA Routine 3RA Engram Running by Chains
HCOB 27 Jan 74	Dianetic R3R Commands Have Background Data.

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HCO BULLETIN OF 4 OCTOBER 1978

Remimeo  
Auditors  
C/Ses  
Class IV Grad  
Tech/Qual

*Interiorization Rundown Series 1*

**INTERIORIZATION HANDLING SIMPLIFIED**

(Ref: HCOB 4 Jan 71R Int RD Series 2, Exteriorization and High TA,  
The Interiorization Rundown Revised  
HCOB 24 Sep 781 Int RD Series 4, Urgent—Important,  
The End of Endless Int Repair Rundown.)

Exteriorization

Exteriorization is defined as the act of moving out of the body with or without full perception.

It is the fact of this act which proves that the individual is not a body but an individual. This discovery in 1952 proved beyond any question the existence of a thetan, that the individual was a thetan, not a body, and disproved that Man was an animal, and proved that he was a spiritual being, timeless and deathless.

---

The issues on exteriorization and interiorization and the handling of out-Int have now been collected into the Interiorization Rundown Series.

We have had the remedy for out-Int, the Interiorization Rundown, for some years now, but we have also had pcs who ran into the need for excessive repair of the remedy itself. Much of this need for repair has stemmed from auditor errors in running or repairing Int, and these have been enumerated on other bulletins.

Whatever the reasons for repair, a simple, effective method of repairing Int was needed. This need has now been filled with the release of the new End of Endless Int Repair Rundown.

With the research that was done to develop this repair rundown which uses Recalls, I have also had the opportunity to reevaluate the original Int Rundown itself. The result is a newly revised Int Rundown.

So we have two very effective new tools for handling Int:

1. A simplified Interiorization Rundown
2. The End of Endless Int Repair Rundown, which handles Int repair smoothly and terminatedly by a special method of assessment and running it on Recall flows.

The full steps of both of these rundowns are included in issues in the Interiorization Rundown Series.

NOTE: Per HCOB 12 Sep 78, "Urgent Important, Dianetics Forbidden on Clears and OTs," Dianetic Clears, Scn Clears and OTs are not to be audited on the Int Rundown as it uses Dianetics. They may be run on The End of Endless Int Repair RD (HCOB 24 Sep 78 I, Int RD Series 4), as it runs Int on Recalls.

Additionally, the basics on exteriorization and interiorization are covered quite fully in the Int RD Series, particularly in HCOB 4 Jan 71R, Exteriorization and High TA, The Interiorization Rundown Revised.

Any auditor who is going to go near an Int Rundown or an Int repair action must know those fundamentals cold.

He must understand that it is the first of a chain or the first part of an experience or a first experience (basic on the chain of incidents) that has to be run for the chain or incident to erase. In other words, he must understand the principle of getting the earlier beginning to an incident or an earlier incident in order to erase a chains as in R3RA.

He must understand that if one is IN something, he must have gotten into it. And that, therefore, the beginning of an exteriorization is an interiorization.

The full theory on this also is covered in the above HCOB 4 Jan 71R, which the auditor should be fully familiar with.

There is some further data which you should have, on the subject of Int and flows.

Basically, Int is a compound of stuck flows and prior incidents. There is a stuck flow of obsessively going in. In most of the pc's Int engrams you've got an operating trigger that puts him into them. The earlier beginning is always "in." These must be audited out, blown, before you're through with Int.

The way this trigger works is, for example: A pc may blow out of his head with F/N, VGIs on Tuesday. But he has not erased the basic on Int. He went out on a "reaction flow" on Tuesday. On Friday he comes in with his TA at 5. What has happened is the flow has retriggered. He's now blown back in on a "re-reaction flow." Any regular auditing and he will plow in deeper. So you've got to handle his Int terminatedly.

Prior to now, an Int Rundown has been done by clearing and then assessing the Int buttons "went in" and "go in." If one of them read the Int button was first run on Recall Triple or Quad Flows, next on Secondaries Triple or Quad Flows, and then on Engrams Triple or Quad Flows. This handled Int for many, many pcs. But it is probable that one reason we also got so many Int repairs was that in many of these repair cases the pc never ran any basic. Beginning the Int Rundown with Recalls with the stuck flow of "going in" still in operation you could get a key-out, key-in, key-out, key-in repeatedly and not get to the basic.

We had an exteriorization command in the early years which was "Try not to be three feet back of your head," and it exteriorized people. But all that did was unstick the flow and trigger the person out of his head. You're likely to get the same result if you run Int by Recall first crack. You give the command "Recall a time...." and boom, he's out. But he hasn't run the basic on Int.

So if you entered an Int Rundown on a Recall basis you could get some of that mechanism cutting in. And you could get repetitive Int, with the engrams he didn't run out keying in.

There is another phenomenon that can occur. Time itself can be a stuck flow.

You get a certain number of pcs who can't move back on the time track more than minutes. They get stuck on the stuck flow of time. On Recall commands such a pc may F/N very quickly. (Or even on an R3RA command, "Locate a time when you went in.")

he may run shallow, he may run only locks and F/N quickly.) Then suddenly he hits the skids and goes hurtling backtrack. The flow is reversed and he doesn't fire out of his head, he fires backwards on the time track, on a restim. And you'll have out-Int repeating itself all over again. That's the rest of the mechanism.

Addressed in R3RA engram auditing properly done, always getting the earlier beginning and/or the earlier incident, these chains of incidents on the stuck flow of going in can be audited out in an orderly fashion on the majority of pcs. You erase the engrams and you dissolve the obsessive stuck flow of going in, and you have the EP of Int.

Or, at some point in the engram auditing the flow gets unstuck enough to heave into reverse, it heaves in the opposite direction and it erases itself and the whole package blows. That, too, is an EP for Int which must not be ignored by the auditor. (See HCOB 4 Jan 71R.)

Thereafter, the pc will usually have no more trouble or concern with Int.

So we are safer entering the Int Rundown by running engrams to begin with, and running only engrams on that rundown, and that is how the revised Int Rundown has now been set up. We had better run the engram chains and their basics out first and then, if repair is needed, repair them with Recalls, using the End of Endless Int Repair Rundown.

#### MORE ON RECALLS

Entering Int with Recalls has its liabilities, as described above. But there are also definite advantages in having Recalls as a tool to use, as necessary, in running Int on some cases.

You are going to encounter some few isolated instances where the pc can't run engrams for one reason or another. Such pcs can then be audited by the Recall method as given in the End of Endless Int Repair Rundown, using the rundown not as a repair but as a process. Dianetic Clears, Scn Clears and OTs can be handled on out-Int with this method. It can also be used to relieve out-Int on weak or ill pcs until they are up to running engrams.

It is not a fast method. Using the Recall system (per End of Endless Int Repair RD) to run out-Int, can go on and on. In time though, by taking the pc up on a gradient, you can eventually get him to a point where he is actually as-ising engrams, blowing them by inspection. The revised Int Rundown is by far the swifter route for handling a pc initially on out-Int.

However, the use of Recalls is ideal in the handling of *repair* of Int, when it is necessary after an Int Rundown has been done. The End of Endless Int Repair Rundown gives the exact method for assessment of the Int buttons and flows and running these on Recalls as a repair action. And here we get a smooth run on the Recall flows and the resolving of any Int troubles.

Thus, from this research we get a new, simplified version of the Int Rundown and an invaluable process for any Int repair.

Further issues in the Int Rundown Series cover these and other technical data relating to Int.

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HCO BULLETIN OF 16 OCTOBER 1978

Class IV Grad  
Chksht  
Class VI  
Checksheet  
C/Ses

(Cancels and replaces HCOB 21 Dec 75R  
Repair List for Prepared Lists.)

**REPAIR CORRECTION LIST**

Use this list to clean up bypassed charge on improperly done or unnecessary prepared lists or repair actions. This list is done when a pc protests a prepared list or repair action, when BIs are present on the subject of repair or prepared lists or when improper past repair or use of correction lists reads on a correction list.

Assess this list Method 5 and handle all reads. The EP of this list is charge off the subject of repair and prepared lists and the pc happy about being audited. This list can, if necessary, be reassessed and taken to an F/Ning assessment.

The words "prepared list," "repair" and all other words on this list should be fully cleared with the pc before assessing this list on him. However, if the pc is very upset and the words have not yet been cleared, assess the list to handle the charge and check with the pc for any MUs on the assessment. (Ref: HCOB 9 Aug 78 II CLEARING COMMANDS)

1. HAVE YOU GONE EXTERIOR IN AUDITING? \_\_\_\_\_  
If the pc has never had an Int RD, do an Int RD per HCOB 4 Jan 71R Int RD Series 2 EXTERIORIZATION AND HIGH TA THE INT RD REVISED if you have checked out on the Int Series and are a NED auditor.  
  
If the pc has had an Int RD, do an Int RD Correction List Revised (HCOB 29 Oct 71 RA) or end off for C/S instructions to do an End of Endless Int Repair RD per HCOB 24 Sep 78 I URGENT IMPORTANT END OF ENDLESS INT REPAIR RD.
2. HAS YOUR INT RD BEEN MESSED UP? \_\_\_\_\_  
Do an Int RD Correction List or end off for C/S instructions to do the End of Endless Int Repair RD.
3. DO YOU HAVE AN OUT-LIST? \_\_\_\_\_  
L4BRA.
4. HAVE YOU HAD TOO MANY PREPARED LISTS DONE ON YOU? \_\_\_\_\_  
Indicate. Itsa E/S itsa to F/N or Date/Locate the first successful prepared list.
5. HAVE YOU HAD UNNECESSARY REPAIRS? \_\_\_\_\_  
Indicate. Itsa E/S itsa to F/N or Date/Locate the first valid repair.
6. HAS AN AUDITOR MISSED A READ? \_\_\_\_\_  
Get what, itsa E/S itsa to F/N, or handle as needed.
7. DID YOU THINK SOMETHING SHOULD HAVE READ WHEN IT DIDN'T? \_\_\_\_\_  
Get what, itsa E/S itsa to F/N, or handle as needed.
8. HAS AN ITEM NOT READ WHEN IT SHOULD HAVE? \_\_\_\_\_  
Get what, itsa E/S itsa to F/N, or handle as needed.

9. HAS THERE BEEN A FALSE READ?  
Indicate. Itsa E/S itsa to F/N. \_\_\_\_\_
10. WERE YOU TOLD SOMETHING READ WHEN YOU DIDN'T SEE HOW IT COULD HAVE?  
Get what, indicate it was a false read. Itsa E/S itsa to F/N. \_\_\_\_\_
11. DID THE AUDITOR TAKE UP AN ITEM WITH NO CHARGE ON IT?  
Indicate. Itsa E/S itsa to F/N. \_\_\_\_\_
12. WERE YOU GIVEN A PREPARED LIST TO HANDLE HIGH TA WHEN YOUR TA WASN'T HIGH?  
Indicate. Itsa E/S itsa to F/N. \_\_\_\_\_
13. WERE YOU GIVEN A PREPARED LIST TO HANDLE LOW TA WHEN YOUR TA WASN'T LOW?  
Indicate. Itsa E/S itsa to F/N. \_\_\_\_\_
14. HAS THERE BEEN A TIME WHEN YOU DIDN'T WANT TO DO A PREPARED LIST AND THE AUDITOR DID ONE ANYWAY?  
Indicate. Itsa E/S itsa to F/N. \_\_\_\_\_
15. HAS THERE BEEN A TIME WHEN YOU DIDN'T WANT TO GET A REPAIR ACTION AND YOU WERE GIVEN ONE ANYWAY?  
Indicate. Itsa E/S itsa to F/N. \_\_\_\_\_
16. WHILE BEING AUDITED ON A PREPARED LIST DID YOU JUST WANT TO GET ON WITH IT?  
Indicate. Itsa E/S itsa to F/N. \_\_\_\_\_
17. DID YOU TELL THE AUDITOR SOMETHING WAS HANDLED JUST TO BE DONE WITH IT?  
Indicate. Itsa E/S itsa to F/N. Note for C/S. \_\_\_\_\_
18. HAS OVERREPAIR KEPT YOU FROM GOING UP THE GRADE CHART?  
Indicate. Itsa E/S itsa to F/N. \_\_\_\_\_
19. HAVE YOU BEEN TOLD A REPAIR ACTION WOULD HANDLE YOUR CASE WHEN IT DIDN'T?  
Indicate. 2WC to F/N or 2WC for data. \_\_\_\_\_
20. HAS AN AUDITOR MISASSESSED A PREPARED LIST ON YOU?  
Itsa E/S itsa to F/N. \_\_\_\_\_
21. WHEN YOU HAD A PREPARED LIST DONE, DID IT FAIL TO HANDLE THE BYPASSED CHARGE?  
Itsa E/S itsa to F/N. \_\_\_\_\_
22. DID A REPAIR ACTION FAIL TO HANDLE WHAT WAS REALLY WRONG?  
Itsa E/S itsa to F/N. \_\_\_\_\_
23. HAVE YOU BEEN ASSESSED BY AN AUDITOR WITH BAD TRs?  
Itsa E/S itsa to F/N. \_\_\_\_\_

24. HAS AN AUDITOR TOLD YOU YOU HAD AN F/N WHEN YOU KNEW YOU DIDN'T?  
Itsa E/S itsa to F/N. \_\_\_\_\_
25. DID AN AUDITOR EVER INDICATE AN ASSESSMENT WAS F/NING WHEN YOU KNEW IT WASN'T?  
Itsa E/S itsa to F/N. \_\_\_\_\_
26. WERE YOU ASKED TO DECLARE A CYCLE YOU FELT WASN'T COMPLETE?  
Itsa E/S itsa to F/N. \_\_\_\_\_
27. DID YOU EVER FEEL A PREPARED LIST SHOULD HAVE F/NED ON AN ASSESSMENT WHEN IT DIDN'T?  
Indicate. Rehab the EP or Date/Locate the point. \_\_\_\_\_
28. ON A REPAIR ACTION, WERE YOU PREVENTED FROM ATTESTING?  
Indicate. Date/Locate the EP of the repair. \_\_\_\_\_
29. HAS YOUR REPAIR BEEN REPAIRED OFTEN?  
Indicate. Itsa E/S itsa to F/N or Date/Locate the first successful repair. \_\_\_\_\_
30. HAS AN F/N BEEN MISSED?  
Indicate. Rehab it. \_\_\_\_\_
31. HAS A WIN BEEN BYPASSED?  
Indicate. Rehab. \_\_\_\_\_
32. HAS SOMETHING BEEN OVERRUN?  
Get what. Rehab it. \_\_\_\_\_
33. IS THERE SOME OTHER BYPASSED CHARGE?  
Find what and handle. \_\_\_\_\_

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HCO BULLETIN OF 16 OCTOBER 1978  
Issue II

C/Ses  
Tech/Qual  
Class IV Grad

*Interiorization Rundown Series 16*

*C/S Series 102*

**C/S CHECKLIST OF INT ERRORS**

There are two major errors that occur most frequently on Int handling which a C/S must be on the alert for:

1. DOING OR RUNNING *ANYTHING* ELSE BEFORE AN INT RUNDOWN WHEN ONE IS NEEDED.
2. OVERRUNNING THE INT RUNDOWN.

By far the commonest error is number one above. It happens most often at the very beginning of a session on Int itself, by the auditor engaging in two-way comm or ruds or a belabored and overcomplicated clearing of commands, or some other action than getting right onto the running of Int.

This is flagrant. When I was C/Sing, it is what I kept running into—the auditor doing all kinds of preliminary steps before starting Int. It boils down to auditing over out-Int, and it can't be done.

You'll get the auditor who says, "But all I did was ask him how he was feeling." That's enough. That's two-way comm, and you can't run *anything* else but Int when Int is out, and that includes two-way comm. You don't ask the pc how he feels about anything. You just start the Int Rundown.

So that's the first major error to watch for: somebody trying to run something else before the Int Rundown itself.

The second is OVERRUN. Pc has a big cognition, a big win, TA blowdown, and the auditor misses it, goes right on past it and continues auditing. Or the pc exteriorizes and the auditor continues past exterior.

There is vital data on the end phenomena of Int on HCOB 4 Jan 71R, Int RD Series 2, and both C/S and auditor MUST have this data and know and be able to recognize the EP of Int when it occurs. Otherwise it will really mess up a case.

Those are the two major violations a C/S (and an auditor) must not permit in the running of Int if it is to be successful.

Because they are the most major errors they have been included first on the checklist below.

**C/S CHECKLIST FOR DETECTING ERRORS ON INT:**

The following is a checklist to be used in the C/Sing of Int. The C/S checks a bogged session or any session on Int, against this list to detect the exact cause of the trouble, or an error that could be the source of future trouble in ensuing sessions.

1. Doing or running *anything* else before an Int Rundown when one is needed. (Includes ruds, 2-way comm, L1C, anything.)
2. Auditing over out-Int.
3. Overrunning the Int Rundown.
4. Auditing past exterior.
5. Overdoing the clearing steps preceding the actual rundown.
6. Running an Int button that only read on an MU or false read. (Failure to clear an Int button before running it.)
7. Clearing *all* of the Int buttons before assessment, instead of clearing only the button with the largest valid read.
8. Failure to use Suppress, Invalidate, and Misunderstood on an unreading Int button list.
9. Misassessment of the Int button list.
10. Doing an Int Rundown when none of the buttons have read. (Constitutes running an unreading item.)
11. Auditor can't get reads or make a list read.
12. Not taking the Int Rundown to its full EP.
13. Not understanding the theory of Int and R3RA, and WHY one goes earlier or asks for an earlier beginning to the incident.
14. Running the concept of "was in" or "stuck in" instead of the concept of "moving in" or "going in" (on whatever the reading Int button is).
15. Not repeating the actual button for the chain when asking for an earlier incident. (Not knowing R3RA commands.)
16. Not completing a chain to full Dianetic EP.
17. Not completing any one flow on an Int button in one session; thus ending a session on an unflat flow.
18. Introducing Flow 0 to a pc for the first time on Int Rundown or Int repair. (I.e. running a Triple pc on Quad Flows.)
19. Auditing over an earlier Dianetic error.
20. Auditing the rundown "to exteriorize" the pc.
21. Using preassessment or AESPs on Int.
22. Misassessing or incorrectly handling the Int Correction List.
23. Overcorrecting the Int Rundown.
24. Running Dianetics on a Dianetic Clear, Scn Clear or OT.
25. And, on the part of the C/S, attempting to correct a botched Int Rundown without a full FES of the Int RD or any Int repair being done first.

The above points are all covered fully in the Int Rundown Series. Cases that are not running well on Int will be found to have had one or more of these errors committed on them.

Using the above list to spot and *prevent* Int errors will make the C/S's job lighter and give both auditor and pc a smoother run on Int.

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HCO BULLETIN OF 30 OCTOBER 1978

Class IV Grad  
Checksheet  
Class VI  
Checksheet  
C/Ses  
Class IV Grad  
& above  
Auditors

**C/S SERIES 53,  
USE OF**

The C/S Series 53 Short Form is the basic prepared list used by auditors to get a TA up or down into normal range or to correct case outnesses. It contains every element that could be wrong with the mind. It is written the way it is because we just want to know if a subject reads in the pc's mind, and if so you handle it to F/N.

The C/S Series 53 Long Form is exactly the same as the short form except that it puts the items into full questions so that a less educated pc can understand what is being asked. The questions actually limit its use a bit, but are needed with uneducated pcs. The limit comes about through making the questions a bit too specific whereas the general questions of the short form don't say to what they apply so are less limited.

Both the short form and the long form are assessed Method 5. (This means going down the list, calling off the items or questions to the pc, watching the meter and marking any tick, small fall, fall, long fall, long fall blowdown (to what TA). Do not take up instant F/Ns. You can program instant F/Ns, but not off a C/S 53.

The order the reads must be taken up is built into the list itself. You can't audit a case on anything if Int is out. Auditing must be very limited if a list is out. If you audit over an ARC break very long the pc will go into a sad effect. If you audit over a problem the pc won't make case gain. If you audit over a withhold the pc will get mad at you. If you look at this and compare it to the C/S 53 you will see that the list itself is built on a declining order of urgency. It is true of the remaining items on the list.

There are two ways of using a C/S 53. The first is to simply assess it and indicate the largest read. This is a sort of brushoff but is very useful in handling blown students or pcs, will get off charge and get them back into the org or more comfortable. The other way is its proper use in session. You simply start at the first read and handle it. Go to the next read and handle it, etc. Note that this is at variance with the general handling of prepared lists where you simply take the largest read and next largest read and so forth.

That an item reads, with the exception of Int, does not mean you have to do a full rundown at that point. You just have to F/N it. If further actions are needed to take an item to full handling, get it onto the pc's Advance Program. (This includes drug handling, etc. but not, as I've said, Int. If Int reads, you handle it fully because no auditing can take place over out-Int. If he has already had a full Int Rd you would run the End of Endless Int Repair Rundown. If he or she is already Clear or OT and has not had an Int RD you would run the End of Endless Int Repair Rundown as the primary action.)

The object of the C/S 53 is to key out things that are bothering the pc and get anything you found on the list to an F/N. That something read (except Int) does not mean the auditor doing the C/S 53 must at once run up 110 hours of auditing before he can finish the C/S 53 to an F/Ning list. Auditors who don't realize this can get stuck in on a C/S 53 mostly because they misconceive a C/S 53 to be wholly a case analysis list.

Its primary purpose is to get the case rolling so you can do something else that is scheduled on the pc's program. Because it can be made to serve as a case analysis and is sometimes called for by a C/S to help him do a repair or advance program or to confirm it, sometimes misleads the auditor into believing he is not supposed to F/N the list.

I have even used a C/S 53 in a D of P interview when the pc wasn't speaking up. Then by getting the reads I could program the pc and unless it was Int reading I would conclude the interview simply by indicating the largest read which would get me my F/N and let the pc go away happy while we really got to work on him in the C/S department.

So the C/S 53 is a child of many uses as it does after all, contain all the elements known to us that bring about case foul-ups.

### CLEARs AND OTs

Sections D and E of the C/S 53 *can* be assessed on Clear's and OT's and Dianetic Clear's. However do NOT engage in any activity that brings about further engram running. The correct way to handle Clear's and OT's if you get a read in Section D is indicate and let him tell you about it if he wishes, to get an F/N. On Section E you can do an L3RF but you must not do more than indicate the item. You must NOT engage in engram running. (Ref: HCOB 12 Sep 78, DIANETICS FORBIDDEN ON CLEARs AND OTs)

You realize of course that LSD and some other drugs can apparently stay in the physiological body and release themselves now and then. If a Clear, OT or Dianetic Clear got a read on Section D (drugs, etc.) and it didn't clear up easily you would program the person for a Sweat Program and even Objectives. You would not however, do any engram running on the drugs. Even Recalls might be a bit dicey. The Sweat Program and Objectives would however handle, if you got into the goofy situation of heavy or persistent Section D reads on a Clear, OT or Dianetic Clear. It would not be very usual but you better know about it.

On Section E (engrams and masses, etc.) if you got reads on a Clear, OT or Dianetic Clear you could indicate them and if they didn't clear to F/N you could do an L3RF, remembering that the instructions on the L3RF handlings do not apply. Your actions as an auditor would simply be to indicate the read and you would probably get your F/N, providing of course your read wasn't false. The way to program a persistent read on this would be to get the person up to OT I, II and III fast. And then program NED for OT's. But whatever you do don't try to run these reads out with Dianetics.

The rest of the C/S 53 (except D and E as above) is quite valid on Clear's, OT's and Dianetic Clear's as it is mostly concerned with think, environment and practices.

### F/Ning A C/S 53

Unless you run into the necessity to do an Int handling or you goof or get false reads you can F/N a whole C/S 53 rather rapidly.

### C/S 53 TO F/Ning LIST

Getting a C/S 53 to an F/Ning list is done by Method 5ing it, handling any Int RD necessary and handling the rest of the items, each to F/N.

You then Method 5 the whole C/S 53 again. You may pick up an additional read or two. You F/N these. Hopefully, if Int is now handled properly, if it did read in the first place, it won't read again. But if it does, you have the End of Endless Int Repair

RD which if done already may not have been carried to EP so you simply get it carried to EP, which is an F/Ning Int button list.

You then Method 5 the C/S 53 again. You will probably get an F/Ning assessment throughout. If you don't you simply Method 5 it again.

The eventual EP of getting a prepared list to F/N will occur unless the meter, the auditor's metering or TRs, or use of the list are badly out. The thing to do in that event is to get another auditor or get liberally crammed or retreaded, as frankly, F/Ning a C/S 53 is a piece of cake.

F/Ning a C/S 53 to F/Ning list is relatively easy to do and can produce a remarkable resurgence of case. It's an easy and simple way to do a set-up for a major rundown.

## BUG

Some pcs, particularly those who have a false TA have gotten so bugged by C/S 53s being done on them that when they see an auditor reach for one, they react adversely.

The way to handle this is 2WC the C/S 53 itself, E/S, taking the F/Ns and ignoring the TA position and then do a full false TA handling on the pc per HCOB 21 Jan 77RA, FALSE TA CHECKLIST.

In essence what you have discovered is the biggest reading item of all without even looking at your meter.

No further repair is needed than the above as a C/S 53 will now work like a clock and can be done smoothly and correctly. It will even pick up the latent charge of "Endless C/S 53s" if you do the above.

The C/S 53 Series is a wonderful tool and like any tool can be well handled or mishandled.

Part of its proper use is understanding exactly what it is and handling it with a good meter, good metering, and good TRs.

There is no other document in history that has rounded up so completely the factors which can be wrong with the mind. And also put it, in its short form, on one sheet of paper.

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HCO BULLETIN OF 30 OCTOBER 1978

Remimeo  
Qual Divs  
Tech Divs  
KOTs  
All Supervisors  
HCOs  
Student Hat FB  
Action Bu Hat  
FOLOs

**COURSES—THEIR IDEAL SCENE**

(REFERENCES:

HCO PL 7 Feb 65      KEEPING SCIENTOLOGY WORKING  
Reiss. 15.6.70. Reiss. 28.1.73  
HCO PL 7 May 69 II    STUDENTS GUIDE TO ACCEPTABLE BEHAVIOUR  
HCO PL 16 Apr 65     THE "HIDDEN DATA LINE"  
HCO PL 24 Oct 68     SUPERVISOR KNOW-HOW, RUNNING THE CLASS  
HCO PL 16 Mar 71R    WHAT IS A COURSE?)

There are two ways a course can be run. It can be in-ethics or out-ethics.

An in-ethics course means that HCOBs are applied, verbal data doesn't exist whatsoever, schedules are strictly adhered to, musters are held, the Supervisor applies *all* the study tech, etc.

An out-ethics course would be anything less and sometimes becomes so obviously out-ethics that you see students goofing around on course, late arrivals for roll call, students taking cigarette breaks whenever they feel like it, verbal data running rampant, and a Course Supervisor that does nothing but stand around.

There's such a thing as group agreement and if a new student walks into an out-ethics course room, he will tend to go into agreement with it and join in.

There's no in-between point. A course (or any activity for that matter) cannot be run semi-standardly or with "pretty much in-ethics." It must be run with totally standard tech and in-ethics. If this is not the case you'll get a gradually lowered ethics level, admin will go out and standard tech slips down to "some of the tech being applied when we can."

When a student or Supervisor goes into a course room and sees things that are out-ethics or nonstandard or "not the way Ron says they should be" and doesn't do something effective to handle the scene then he himself will become part of it; he goes into agreement with it and will actually contribute to the out-ethics.

This situation is a widespread thing in our society today. It's not limited to our course rooms. You see it in marriages. It has become an acceptable thing to get divorced, create broken homes, cheat on your spouse. In the world of big business you're told to swindle Mr. X before he swindles you. This is group agreement. It is agreed upon out-ethics.

Now, if a course room is run like this you'll get auditors who won't keep auditing appointments, misapply tech, fail to handle their pcs' ethics, give and accept verbal data, have nonstandard admin, etc., etc. You will also train executives who will operate out-ethics, off-policy orgs. Either way, you're setting yourself up for losses.

Therefore, it is now a Comm Ev offense for a Course Supervisor or MAA (Ethics Officer) to allow the following out-ethics activities in their course rooms, with the result of declare of being a suppressive person:

1. Does not muster his students in the morning, after lunch, and after dinner. precisely on time, note absences and take action.
2. Permit students to talk to each other or wander around or take unscheduled breaks or goof off during course hours.
3. Permit students to eat or smoke in the course room.
4. Permitting persons to come into the course room and bother students for any reason.
5. Supervisor standing around or sitting at his desk not actively handling students who need help.
6. Not getting students through their course and graduated.

It goes without saying that all elements of HCO PL 16 March 71R WHAT IS A COURSE? should be in on a course. A Supervisor who does not run a course per checksheet, lets students study without dictionaries and demo kits, does not make all materials available and does not fully apply study tech and use Word Clearing is of course suppressive and should be declared, as he is actively blocking Scientologists from having and benefiting from Scientology.

Flag and FOLO observers and missions should always have a target to see that this policy letter is fully in.

You see, our success in clearing this planet depends upon the success of our courses as this is where we train our auditors, C/Ses, Supervisors and administrators and *that is the whole* team!

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Founder

As Assisted by  
LRH Tech Comps Pjt Ops

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HCO BULLETIN OF 10 NOVEMBER 1978R  
Issue 1  
REVISED 3 DECEMBER 1978

Remimeo

*(Revision in this type style)*

(Also issued as an HCO Policy Letter  
under same date and title.)

**PROCLAMATION  
POWER TO FORGIVE**

A Scientology minister who has been duly trained and certified in the Confessional procedure of the Church of Scientology and is in good standing with the Church with his certificates in force, is invested with the power to forgive the admitted sins of an individual to whom he has administered full Confessional procedure.

Confessionals have been part and parcel of religion nearly as long as religion has existed.

It has been broadly recognized down through the ages that only when a person has owned up to his sins can he experience relief from the burden of guilt he carries because of them.

In Scientology we have had, since the early years, procedures whereby an individual is able to confess his withholds and the overt acts underlying them. We have long known that confessing one's overt acts is the first step toward taking responsibility for them and seeking to make things right again.

The acknowledgement that follows each confession in Scientology procedure is an assurance to the person that his confession has been heard.

Such assurance helps him to end cycle on the bad things he has done and unsticks him from a preoccupation with his guilt over them to where he can then put his attention on constructive activities.

That is the purpose of any Confessional.

There is another element that further helps the individual to accomplish this, and that is forgiveness.

Thus, at the end of a Confessional, when it has been fully completed, the Scientology auditor who has administered the Confessional must inform the person that he is forgiven for the sins he has just confessed, and that he is cleared of these sins and free of them.

The statement that is used is:

*“By the power invested in me, any overts and withholds you have fully and truthfully told me are forgiven by Scientologists.”*

*A special certificate is to be issued to each Scientology minister who has been trained and certified on the Level II Course or the Confessional Course to administer Confessional procedure, and who is in good standing with the Church with his certificates in force, investing him with the power to forgive the sins confessed to him by an individual in a Confessional session.*

*Any auditor who is trained to deliver the Ethics Repair List has priority in the issuance of such certificate.*

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HCO BULLETIN OF 10 NOVEMBER 1978R-1  
Issue I  
ADDITION OF 26 NOVEMBER 1978

C/Ses  
Auditors  
Tech/Qual  
Confessional  
Course

**PROCLAMATION: POWER TO FORGIVE  
ADDITION**

Addition to HCOB 10 Nov 78R, Issue I  
Proclamation: Power to Forgive

Reference: BTB 8 Dec 72RCs The Confessional  
Repair List (LCRC)

ON ANY ADVERSE REACTION TO THE PROCLAMATION OF FORGIVENESS, GET THE REST OF THE WITHHOLD OR REPAIR THE WITHHOLD SESSION.

When the Scientology minister doing a Confessional or Ethics Repair List acknowledges the confession and informs the person that his confessed overt and withholds are forgiven, the usual response is instant relief and VGIs. Rarely the person may react adversely such as not being able to accept forgiveness or still feeling bad. This is because something has been missed. The person is still stuck in the shame, blame and regret of the unconfessed overt or withhold and will not feel better until all is told. The Scientology minister encountering this in session must get the rest of the withhold or repair the withhold session. Should the person show this reaction later, outside of session, the folder must be turned in to the C/S to handle immediately.

An incomplete confession can be due to the following errors:

- (a) Did not tell "all."
- (b) Thought of one overt, but told a different overt.
- (c) Told part of a withhold but not the rest.
- (d) An overt or withhold was not taken earlier similar to basic.
- (e) During the session an overt or withhold was restimulated, but not asked for or gotten off.
- (f) There have been errors in the Confessional such as withholds gotten off more than once, false reads, out-TRs, invalidation, evaluation, etc., and these must be cleaned up.

The above categories and the Confessional Repair List are useful to a C/S in correcting any adverse reaction to the Power to Forgive Proclamation, by ensuring that the person gets the full relief and VGIs which invariably accompany a complete confession and forgiveness.

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C/Ses  
Tech/Qual  
Auditors  
Class IV

## DATING AND LOCATING

(Reference:

Book: AXIOMS AND LOGICS  
Book: THE BOOK OF E-METER DRILLS  
EM DRILL 22, E-METER HIDDEN DATE,;  
THIS LIFE EM DRILL 25 TRACK DATING  
HCOB ALL ROUTINES, E-METER ERRORS,  
4 Aug 63 COMMUNICATION CYCLE ERROR.)

*Axiom 30:* “The general rule of auditing is that anything which is unwanted and yet persists must be thoroughly viewed, at which time it will vanish.”  
—The Axioms of Scientology

*Excerpt from Axiom 38:* “... Truth is the exact time, place, form and event.... Thus we see that the discovery of Truth would bring about an As-is-ness by actual experiment.”  
—The Axioms of Scientology

A thetan knows that if he could remember the exact place a thing had been generated, the exact time and the exact conditions, and the exact person who did it, he would then get a disappearance of the thing.

Dating is the action the auditor takes to help the pc spot the exact *time* something happened.

Locating is the action the auditor takes to help the pc spot the exact *place* something happened.

By dating and locating, getting the exact time and place a specific thing happened, the pc is able to blow the mass and energy connected with the occurrence which has hung him up at that point.

Date/Locate, as called for in the various prepared correction lists, is a very effective tool for the handling of certain items found to be out on such a list. These could be points of overrun, wins that have been bypassed or invalidated in some way, moments of loss, trauma, painful emotion, or any of various stuck points of this nature. It is also used in the correction of wrong dates or wrong locations given the pc in previous auditing.

In any of these cases the pc will be somewhat stuck at these points, or at the very least will have some attention units hung up at these points, and getting the exact “when” and “where” will unstick him.

That which is viewed in its own time, place, form and event can be as-ised.

## WHY YOU DATE AND LOCATE

A person can have a wrong date for an incident, or he might have a date totally occluded. He might have a confusion on two incidents, thinking one happened before the other when it is actually vice versa. He could have two incidents collapsed into one, time-wise. Or, more severely, he can be stuck in the time of an incident which acts as present time for him. In other words, that time is still in existence for him in PT. He is seeing things from that point in time.

By dating it exactly you blow the stuck viewpoint in time. You see it as a blow-down on the meter and the pc will feel the sudden dissipation of mass.

The question might then arise: If you have dated an incident to a “blow” what is there left to blow on the Locate step? The answer is that, in addition to a stuck viewpoint in time, a person can have a stuck viewpoint of location.

Since he had the wrong time, he could, as well, have the wrong location, or an occluded location, or a confusion between two or more locations. He could be quite stuck in a past location. That past location is still in existence for him. The point of view from that location is still there for him.

So you date *and* locate. Finding when it was and where it was blows both the time of the incident and the place of the incident. If he’s still hung up in either of these he’s out of present time and out of present location. Getting the precise date and location blows him out of these into present time.

Sometimes during dating the pc spots the correct past location simultaneously with getting the correct date, and it (the location) then blows at the same time. The auditor must know that this can occur and recognize when it does as he would not then rotely try to put the pc through the Locate steps.

### DATE/LOCATE NOT A ROTE PROCEDURE

While Date/Locate is a precise action, it is by no means a rote procedure. The auditor must know the theory of the action if he is to Date/Locate successfully. He must understand that he takes the pc’s data and he works with the pc. Robotic application of the steps will not only not produce the desired result but can result in messing up a case badly.

### BLOW

*Definition of blow:* The sudden dissipation of mass in the mind with an accompanying feeling of relief. (Technical Dictionary.)

This definition must be understood by both auditor and pc. It is cleared with the pc before beginning the Date/Locate steps. Have the pc demo it, using a demo kit, if necessary, so he has no confusion on it.

A blow is a definite manifestation. Vital data for the auditor is that the pc must say “Something blew” or “It disappeared” or “It’s gone” or “It vanished,” not simply “I feel lighter.”

### METERING

During Dating/Locating the pc is on the meter but the auditor is consulting the *pc* and getting the pc’s answers, while also keeping an eye on the meter. He does *not* resort to meter dating or meter locating unless the pc himself gives up on one or the other of these steps.

A pc can be made more dependent on the meter or can be made more independent of the meter, depending upon the way the meter is used by the auditor. If the pc’s case is improving he becomes more independent of the meter. That is the direction you want to go.

“RULE: Use the meter to date and verify date correctness by all means but *only* after the pc has been unable to come up with the date.” (HCOB 4 Aug 63, ALL ROUTINES, E-METER ERRORS, COMM CYCLE ERROR.)

The same rule would apply to using the meter on the Locate steps.

## TIME

When dating anything you are using a system of measurement of time. There are various systems for measuring time and as time is basically a postulate or consideration there is no absolute system for measuring time. Time can be measured in terms of years ago. It can be measured by year, month and day (1918 AD, January 1st). These two systems are applicable to this planet, as the term “year” is the time it takes this planet to complete an orbit around the sun. In larger whole track dates different systems were used. The whole point is to use the system the pc is using, because the whole point of dating is to blow a past time that the pc is stuck in. And the pc will very often use the dating system of the time period he is stuck in. It doesn’t matter what system of time measurement the pc uses. It is important that the auditor accepts and uses the system the pc is using and doesn’t try to change it.

You’re first going to ask the pc, “When was it?”. He may tell you in terms of “years ago” or “weeks ago.” Or he may say “It was 1890” or “It was the 24th of August 1672.” Or he may use an earlier track system of dating. Either way, you take it, and if he has said “High noon on May 2nd, 1912” you don’t then ask “How many years ago?” as he has just told you, and your question would be altering the dating system the pc is using.

**YOU CAN USE ANY SYSTEM OF TIME MEASUREMENT IN DATING; THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.**

It is remarkable that a pc can date something that happened earlier than this planet in terms of years ago. He can by some sort of mental computer, but the auditor mustn’t require that the pc convert a date to some other system.

And when the pc has it, the auditor doesn’t then alter-is it in sequence. Found by years—months—weeks—days—hours—minutes—seconds and fractions of a second, one doesn’t then call it back by day, year, month, as it tangles the pc. It is called back in the same order.

**WHEN CALLING BACK A DATE AS AN INDICATION, ALWAYS CALL IT BACK IN THE *SAME SEQUENCE* THAT THE DATE WAS FOUND OR GIVEN.**

## IMPLANT DATES/ACTUAL DATES

Implant dates usually only give small reads whereas actual dates read well. If you suspect that you are getting false dates out of an implant, you meter check “Implant date?” and you’ll get a read on that question, and the false implant date will no longer read. The actual date will read well.

Meter check if it is:

- a) a false date from an implant?
- b) an actual date?

and the meter read will tell.

## DATING

**THE PURPOSE OF DATING IS TO *GET A BLOW* OF THE PAST TIME THE PC IS STUCK IN.**

Whether the pc gives the date, or whether the auditor has to meter date it, you must remember that all you are going for is a blow.

Sometimes you will get a blow as easily as the pc saying “It was a long time ago.” A blow is accompanied by a BD and F/N. So be alert when dating for a sudden or BD and F/N. And if the pc doesn’t originate that it blew, ask him so you won’t go on trying to date to blow, something that has already blown!

Very often a date has to be dated precisely down to the fraction of a second in order to get a blow.

If there is no blow on pc giving the date, or on auditor meter dating it, you then call the date back as an indication and it will blow. If it doesn’t it is because there is an error in the date, or the auditor altered the date or its sequence in calling it back, or there already was a blow on dating that wasn’t noticed and was overrun.

Usually a pc will need help from the auditor to start with and the auditor might need to do the whole dating drill on the meter establishing the order of magnitude and every part of the date on the meter. Then the pc’s ability improves and the pc starts to become more able to find dates himself. The auditor must be alert for this and accept the pc’s data and *never* challenge, meter check or invalidate the pc’s data. Sometimes the pc will blurt the whole date out at once, and the auditor must be ready to write this down accurately and call it back accurately.

## LOCATIONS AND DISTANCE

When locating something you are using *direction* and a system of *measurement of distance*. Just as time is basically a consideration, so is distance. And there are many systems of measuring distance, both on this planet and earlier on the track. Distance can be measured in miles, kilometers, light-years, to name a few. In one whole track space opera civilization, intergalactic distances were measured in terms of how long it took a particular spaceship, called a Hylan and intergalactic distances were measured by the number of “days of Hylan spaceflight.” You will probably find that the pc will tend to use the system of measurement of distance that was used at the time of the past location that he is stuck in. Just as a pc can use a sort of mental computer to convert whole track dates into “years ago,” he can also mentally convert some distances into “miles.” But the auditor never expects him to do so, and never asks him to.

**YOU CAN USE ANY SYSTEM OF MEASUREMENT OF DISTANCE IN LOCATING, THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.**

And when you have the distance you must call it back accurately, and not alter-is it in sequence either.

**WHEN CALLING BACK A DISTANCE AS AN INDICATION, ALWAYS CALL IT BACK ACCURATELY, AND IN THE SAME SEQUENCE THAT IT WAS GIVEN OR FOUND.**

## LOCATING

**THE PURPOSE OF LOCATING IS TO GET A BLOW OF THE PAST LOCATION THE PC IS STUCK IN.**

As in dating the auditor may have to help the pc with the meter but usually the pc will be able to find and give the data, and the auditor never resorts to the meter if the pc can get it.

And you may get a blow on direction step alone or on the pc realizing it happened somewhere else, or “not here” or “Greece” or whatever. The auditor must be alert for the or BD and F/N and ask the pc if it blew, so as not to go on trying to get a blow of a location that has already blown!

Usually if you don't get a blow on finding the direction and distance, you will get a blow on calling the location back to the pc as an indication. If not there is an error in the direction or distance or the auditor altered it in calling it back.

In locating, the auditor is getting the *past* physical location. E.g. the auditor gets the direction, distance, what galaxy, star, planet, country, etc., pinpointing it down to the exact location in space where it happened.

But these items are not taken up rotely; one uses the questions that apply.

For example, if it occurred "next door" one would not ask "What planet?". Or if the pc has said it's "two years ago" when dating, in locating one doesn't then ask "What galaxy?" as, of course, it's this one. Or what star, either. If you start asking "What galaxy?" on an incident on Earth the pc is thrown backtrack.

And if it happened outside a town in the open you wouldn't ask what city, house, or street or room, either. You must use the questions that apply.

The pc is of course IN the auditing room. One doesn't ask where *he is*. And it's never "Who else was there?" or "What else is there?" as these things put the pc down the track. One does not try to run engrams at the same time one is doing the Locate step. It is simply *location*. Where? What? How far? *Location*.

AND in locating, if there is no instant blow when the location is fully spotted and it seems correct, the location is called back to the pc. It usually blows when it is called back to the pc after it is known.

## TWO SEPARATE DRILLS

There are two separate drills for dating and locating, and which is used depends upon pc ability to find and give the data. The first drill given is where the pc volunteers or gives the data. The second drill is where the auditor establishes all the data by metering. As with all processing, the pc's ability increases as you go along, and the auditor must be alert for this and change from meter dating and meter locating to accepting and taking the pc's data. It can also happen that a pc who was able to find and give the data may run into something particularly heavy and now need assistance from the auditor. The rule is:

**NEVER RESORT TO THE METER IF THE PC CAN FIND AND GIVE THE DATA, AND NEVER LET A PC STRUGGLE IF HE CAN'T FIND THE DATA. AND NEVER, NEVER USE THE METER TO CHALLENGE, 'CORRECT' OR INVALIDATE THE PC'S DATA.**

## PRELIMINARY STEP

Before dating and locating on a pc for the first time you must clear what you will be doing and the words and terms used, so that he understands these and knows what is expected of him.

1. Give the pc an R-Factor that you will be dating the *past time* of the incident (i.e. when it happened), until that blows.
2. Clear the word "blow" with the pc per the Tech Dictionary definitions No. 1 and No. 2.
3. Clear any misunderstands the pc has on dates and dating or words used in measurement of time, or numbers (e.g. "billions," etc.).



4. Give the pc an R-Factor that you will be establishing the direction and distance in order to find the *past* location of the incident (i.e. where it happened), until that blows.
5. Clear the term “direction” and the concept of pointing. Clear the term “distance” and any misunderstands the pc has on measurement of distance (e.g. miles, light-years, etc.).
6. Let the pc know you will be getting answers from him, not the meter, unless it is necessary to help him with the meter. And that if the pc should suddenly get the date or location he should tell you. Also let the pc know that you are dating and locating to get a blow and that when a blow occurs to tell you, as the purpose of this procedure is to get the mass to blow.

### DATING TO BLOW/LOCATING TO BLOW PROCEDURE BY STEPS

#### PROCEDURE ONE, PC GIVING THE DATA

##### DATING DRILL No. 1

1. R-Factor: “We’re going to date the past time when that (\_\_\_\_\_) happened precisely, until the mass blows.”
2. Ask the pc when it happened. (If the pc doesn’t know, go to meter dating, per Dating Drill No. 2.)
3. Write down the pc’s answer.
4. If not already given, have the pc give the rest of the date right on down to the fraction of a second.
5. Call the date back to the pc accurately and in the same sequence in which it was given, and it will blow.

(Caution: The blow may occur earlier in the dating steps and the auditor must not go on past a blow. If you suspect a blow and pc hasn’t volunteered this, ask him if it blew.)

##### LOCATING DRILL No. 1

1. R-Factor: “We’re going to find the past location where ( ) happened precisely, until the mass blows.”
2. Get the pc to *point* to where it happened. (Points with finger in the direction to the past location.)
3. Ask the pc the *distance* to that location. (This is the distance from where the pc is now to that past location.)
4. If not already given have the pc give the rest of the distance right on down to fractions, until you have a precise distance.
5. Call the distance back to the pc accurately and in the same sequence in which it was given, and it will blow.

NB. If the pc starts giving you the location in some other terms such as “On the corner of Times Square, New York,” you would of course accept the pc’s data, and not ask him to convert that into miles away, or anything else.

(Caution: The blow may occur earlier in the locating steps and the auditor must not go on past the blow. Sometimes the blow will occur on asking the pc to point. Sometimes the pc while dating will also get the location and blow it too. If you suspect a blow due to a BD and F/N and the pc hasn't volunteered this, ask him if it blew . )

## PROCEDURE TWO, AUDITOR FINDING THE DATA BY METERING

### DATING DRILL No. 2

If the pc didn't know when it happened (on step 2 of Dating Drill No. 1), you go to meter dating.

1. Establish what system of dating or time measurement this date is measured in. Such as "years ago," or by year (i.e. 1918 AD), or some entirely different system. Do not do this if you already know it is a this lifetime date, or a this planet date, as that would be robotic.
2. Establish the *order of magnitude*.
3. Meter date the date right on down precisely, even to fractions of a second, until you get a blow—F/N.
4. If no blow—F/N when the full date is found, call it back to the pc accurately and in the same order it was found and you should get a blow.
5. If you haven't got a blow, there is either an error in the date or some part of the date, or it is not precise enough, or it blew earlier and wasn't noticed.

Meter check:

Wrong date?

Incompletely dated?

Implant date?

Some part of the date was incorrect?

Already blown?

and handle what reads, and you will get a blow—F/N.

### LOCATING DRILL No. 2

It is rare that a pc can't get the direction and distance, or otherwise pinpoint the exact past location. Should you encounter this, do the same drill as given in Locating Drill No. 1, with the auditor establishing each step by metering.

1. Get pc to point to the location to get direction.
2. Establish what system of measurement of distance (i.e. miles, or light-years, or whatever).
3. Get the distance.
4. Get any remaining increments of distance on down to fractions or decimal points.
5. Call back the distance or location as an indication, and you should get a blow—F/N.
6. If no blow there has been an error and you should meter check:

Is some part of the location wrong?

Wrong direction?  
Wrong distance?  
Incompletely located?  
Already blown?

and handle what comes up, and you will get a blow—F/N.

**CAUTION:** In Date/Locate, if it bogs and the auditor can't easily correct the error in dating or in locating, do not continue messing up the pc with wrong dates or wrong locations, as these can be very upsetting to a case. **INDICATE TO THE PC THAT THERE IS AN ERROR IN DATING OR LOCATING AND END OFF FOR C/S INSTRUCTIONS .**

A drill that can be used in locating when applicable is given below. This must not however be done rote when it doesn't apply. If you knew the incident occurred in the recent past or this lifetime, you would not ask "What galaxy?" as the question wouldn't make sense, and would throw the pc backtrack.

Point (pc points with finger)  
Distance? (including increments of distance to get the exact distance)  
What galaxy?  
What star?  
What planet?  
What country?  
What city?  
What street?  
What house?  
Position on street?  
What room?  
Distance from front of house?  
Where in the room?  
How far from *each wall*?  
How far off the floor?  
How far from the ceiling?

continuing with questions which will narrow it down to the precise location, to a blow—F/N .

**NOTE:** The above steps, particularly, cannot be rote. Listen to the pc and work with him, realistically, to get the location spotted exactly, but do not evaluate for him in any way.

If at some point on these steps the location turns out to be in the middle of the ocean or in a field, etc., the auditor uses available landmarks or reference points to get the location (i.e., distance from the nearest point of land? or, distance from the big rock?) down to a blow—F/N.

If, while locating, the pc starts running the incident or gives too much "scene" the auditor has the pc point again, then continues from where he left off on the Locate steps.

## LIABILITY

In dating and locating there is a possible source of BPC, peculiar to dating and locating.

A correct date for one incident or mass can act as a wrong date for another incident or mass, as it is a wrong date for it.

A correct location for one incident or mass can act as a wrong location for other incidents or masses, as it is wrong for the others.

It is peculiar to dating and locating that a right date or a right location can cause BPC by also being a wrong date or wrong location for other incidents or masses. This does not always occur, but is noted here should an auditor or C/S encounter it.

Manifestations of this are:

- a) pc getting upset inexplicably
- b) getting a read on both "Correct date?" and "Wrong date?"
- c) TA going up
- d) increase of mass or pressure.

It will relieve on the indication that the date found is a wrong date for other incidents or masses, and on the indication that the location found is a wrong location for other incidents or masses.

## SUMMARY

A CORRECT DATE, ESPECIALLY IF TAKEN DOWN TO SECONDS AND FRACTIONS OF A SECOND, WILL BLOW.

A CORRECT LOCATION, ESPECIALLY IF TAKEN DOWN TO MINUTE INCREMENTS OF DISTANCE, WILL BLOW.

Date/Locate, when done correctly, quickly and smoothly, works well and is successful. The longer it takes the more it will restimulate all sorts of other things which have nothing to do with the course of action.

The Date/Locate steps must NOT be done robotically. One has to understand the mechanics of how it's done and why.

The essence of Date/Locate is to bring the pc to PT by erasing the date by spotting and the location by spotting, as the pc is out of PT fixed by both date and location.

If the theory is understood nobody would do it rotely.

This is a highly precise action to be done smoothly with good TRs. Its results are phenomenal.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 19 NOVEMBER 1978

Auditors  
Class IV  
and above  
C/Ses  
Class IV  
and above

URGENT—IMPORTANT

**L & N LISTS—THE ITEM “ME”**

RULE: THE ITEM “ME” MUST BE ACCEPTED ON ANY S & D LIST.

RULE: THE ITEM “ME” MUST NEVER BE REPRESENTED.

The item “Me” on an L & N list must be accepted as the item, as it is basically the only right item there could be for an identity or valence list.

The item “Me” often appears on S & D lists, or similar L & N lists which ask for an identity or valence. If it is not accepted, or if it is represented, it will really mess up the case. (This includes the pronouns, “myself,” and “I.”)

The right thing to do when the pc gives this item, is to accept it as the item for the list, and do not continue that list or take any further action with that item.

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HCO BULLETIN OF 27 NOVEMBER 1978

Remimeo  
Word Clearers  
Class IV Grad  
and above  
Auditors  
C/Ses

(Cancels BTB 21 July 1971RE  
Word Clearing Correction List Revised)

*Word Clearing Series 35RF*

**WORD CLEARING CORRECTION LIST**

The WCCL is the list to use when any form of Word Clearing bogs down. Any and all trouble with Word Clearing should be corrected by assessing and handling this list. The WCCL has been designed to parallel errors made in *Word Clearing*. not study, not the person's case, and it is to be used in Word Clearing sessions to correct Word Clearing errors.

If, after the Word Clearing Correction List has been fully handled, there seems to be other bypassed charge connected with the subject of study, a Study Green Form should be done.

This list can be assessed Method 3 or Method 5.

All Word Clearers are to check out on and use this list to correct Word Clearing errors.

1. IS THERE SOMETHING WRONG WITH YOUR CASE? \_\_\_\_\_  
If this list is being assessed during course room metered Word Clearing, end off for C/S instructions, otherwise assess and handle a C/S Series 53.
2. HAVE YOU BEEN WORD CLEARED OVER OUT-RUDS? \_\_\_\_\_  
Find out which and handle to F/N and VGIs.
3. IS A WORD STILL MISUNDERSTOOD? \_\_\_\_\_  
Find out which and get it cleared to F/N. (If Method 1 Word Clearing, clear it E/S to EP.)
4. WAS A WORD IN A DEFINITION MISUNDERSTOOD? \_\_\_\_\_  
Find out which word and get it cleared to F/N.
5. COULDN'T YOU FIND THE ACTUAL MISUNDERSTOOD? \_\_\_\_\_  
Using your meter and 2WC, find the misunderstood word and clear to F/N. (If Method 1 Word Clearing clear it E/S to EP.)
6. DID YOU NOT GET THE BASIC WORD? \_\_\_\_\_  
Find out which word or subject was not taken to EP, locate the misunderstood words and clear each to F/N, going E/S to EP.
7. DID YOU FAIL TO USE THE WORD YOU WERE CLEARING IN ENOUGH SENTENCES? \_\_\_\_\_  
Get the word used in sentences until it is fully understood, to F/N and VGIs.
8. DID YOU NEED TO DEMO THE WORD YOU WERE CLEARING? \_\_\_\_\_  
Get the word demoed to full understanding, F/N and VGIs.

9. WERE YOU USING AN IMPROPER DICTIONARY? \_\_\_\_\_  
Find out what word and what dictionary. Get a proper dictionary and clear it to F/N and VGIs.
10. WAS THERE AN EARLIER SIMILAR MISUNDERSTOOD WORD NOT CLEARED? \_\_\_\_\_  
Find out what it is and clear it to F/N. (If Method 1 Word Clearing, clear it E/S to EP.)
11. DID YOU NOT FEEL GOOD ABOUT A WORD WHEN IT WAS CLEARED? \_\_\_\_\_  
Find the word and reclear it to F/N.
12. DO YOU KEEP FORGETTING WORDS YOU HAVE ALREADY DEFINED? \_\_\_\_\_  
Locate the other or related word he didn't define and clear it to F/N.
13. DID YOU HAVE TO CLEAR A WORD YOU ALREADY KNEW? \_\_\_\_\_  
Find out what the word was and indicate. If no F/N get off any protest or inval and rehab to F/N.
14. WAS A WORD OVERRUN? \_\_\_\_\_  
Find out what word and rehab.
15. WAS A WORD READING ON PROTEST? \_\_\_\_\_  
Get which word, indicate. If no F/N handle with itsa E/S itsa to F/N.
16. DID A WORD NOT REALLY READ? \_\_\_\_\_  
Get which word, indicate. If no F/N handle with itsa E/S itsa to F/N.
17. COULDN'T YOU HEAR THE WORD CLEARER? \_\_\_\_\_  
Itsa E/S itsa to F/N.
18. DIDN'T YOU UNDERSTAND WHAT THE WORD CLEARER SAID? \_\_\_\_\_  
Itsa E/S itsa to F/N.
19. DIDN'T YOU UNDERSTAND THE ACTION BEING DONE? \_\_\_\_\_  
Find out what it was and handle with itsa E/S itsa to F/N or clear it up with correct references to F/N and VGIs.
20. WERE YOU CONFUSED BY SOMETHING? \_\_\_\_\_  
Find out what it was and handle with itsa E/S itsa to F/N or clear it up with correct references to F/N and VGIs.
21. WERE YOU PUZZLED WHY THE WORD CLEARER KEPT ON WORD CLEARING? \_\_\_\_\_  
Find out what happened and handle with itsa E/S itsa to F/N or rehab the win.
22. ON WORD CLEARING DID YOU FEEL OVERWHELMED? \_\_\_\_\_  
Find out what happened and handle with itsa E/S itsa to F/N.
23. ON WORD CLEARING DID YOU FEEL HOPELESS? \_\_\_\_\_  
Find out what happened and handle with itsa E/S itsa to F/N.
24. ON WORD CLEARING DID YOU FEEL INVALIDATED? \_\_\_\_\_  
Find out what happened and handle with itsa E/S itsa to F/N.

25. ON WORD CLEARING WAS THERE ANY EVALUATION?  
Find out what happened and handle with itsa E/S itsa to F/N.
26. ON WORD CLEARING WERE YOU PROTESTING? \_\_\_\_\_  
Itsa E/S itsa to F/N.
27. DID YOU GET DISTRACTED DURING WORD CLEARING? \_\_\_\_\_  
Find out what happened and handle with itsa E/S itsa to F/N.
28. WAS THERE SOMETHING WRONG WITH THE F/Ns INDICATED? \_\_\_\_\_  
Find out what happened and handle with itsa E/S itsa to F/N or clear to F/N any words not fully cleared.
29. DID YOU HAVE TO LOOK UP TECHNICAL OR SPECIALIZED DEFINITIONS OF WORDS THAT DIDN'T APPLY? \_\_\_\_\_  
Find out what the word was. Indicate this was an unnecessary action. Correctly clear the word to F/N. (If Method 1 Word Clearing, take E/S to EP.)
30. DID YOU TELL THE WORD CLEARER IT WAS UNDERSTOOD JUST TO GET RID OF HIM? \_\_\_\_\_  
Get the word (plus any others) and clear each to F/N.
31. WAS IT NOT YOUR MISUNDERSTOOD? \_\_\_\_\_  
Itsa E/S itsa to F/N.
32. WAS THERE INVALIDATION OF KNOWINGNESS? \_\_\_\_\_  
Find out what it was, and handle with itsa E/S itsa to F/N.
33. DID YOU USE THE WRONG SIZED CANS? \_\_\_\_\_  
False TA Checklist. Work out the right sized cans with the pc.
34. DID YOUR HANDS GET TIRED IN WORD CLEARING? \_\_\_\_\_  
False TA Checklist. Work out the right sized cans with the pc.
35. WAS A WORD ON THE LIST OF SUBJECTS MISUNDERSTOOD? \_\_\_\_\_  
Find out what it is and clear to F/N. (If Method 1 Word Clearing, take E/S to EP.)
36. IS A SUBJECT STILL MISUNDERSTOOD? \_\_\_\_\_  
Get which subject and which word and clear it to F/N. (If Method 1 Word Clearing, take E/S to EP.)
37. DID YOU NOT GET THE BASIC SUBJECT? \_\_\_\_\_  
Find out what subject is incomplete by 2WC, locate the misunderstood words in it and clear each to F/N. (If Method 1 Word Clearing, take E/S to EP.)
38. IN REGARD TO EARLIER SUBJECTS OR COURSES YOU STUDIED DID YOU FIND ANY OF THEM DIFFICULT? \_\_\_\_\_  
When this question is answered ask this second question: WERE THERE ANY WORDS ON THESE COURSES THAT YOU DIDN'T FULLY UNDERSTAND? Find by subject and get each defined. Then do steps again until both questions F/N.
39. DO YOU STILL HAVE MISUNDERSTOODS ON EARLIER COURSES? \_\_\_\_\_



Find out which course (or courses) and get each misunderstood word cleared. Then recheck the question and handle until it F/Ns on checking.

40. DO YOU HAVE MISUNDERSTOODS ON YOUR EARLIER THAN SCIENTOLOGY SCHOOL OR FAMILY TRAINING? \_\_\_\_\_  
When this question has been answered, ask: WAS THERE ANY WORD IN (SUBJECT NAMED) YOU DIDN'T UNDERSTAND? Get it fully defined to F/N and all such words cleared up for that subject. Handle all subjects the person has named as above. Then recheck the original question and handle until it F/Ns on checking.
41. WERE YOU BEING WORD CLEARED ON AN UNREADING SUBJECT? \_\_\_\_\_  
Find out what. Indicate. If no F/N rehab or Date/Locate.
42. WAS A SUBJECT OVERRUN? \_\_\_\_\_  
Find out what and indicate. If no F/N rehab.
43. WAS A MISUNDERSTOOD SUBJECT MISSED? \_\_\_\_\_  
Find out which subject(s) and which words and clear each to F/N. (If Method 1 Word Clearing, take E/S to EP.)
44. DID YOU TRY TO MAKE THE LIST F/N? \_\_\_\_\_  
Put in ruds on Word Clearing, each to F/N, VGIs. Rehab any overruns.
45. IS THERE A SUBJECT WHICH SHOULD HAVE BEEN ON THE LIST BUT WASN'T? \_\_\_\_\_  
Find out what the subject is and clear all misunderstood words to F/N, going E/S to EP.
46. HAS A WIN BEEN BYPASSED? \_\_\_\_\_  
Find out what and rehab.
47. IS THERE SOMETHING ELSE WRONG? \_\_\_\_\_  
Find out what and handle or return to the C/S.
48. WAS THERE NOTHING WRONG IN THE FIRST PLACE? \_\_\_\_\_  
Indicate. If no F/N rehab or Date/Locate.
49. IS THERE SOME OTHER BYPASSED CHARGE ON THE SUBJECT OF STUDY? \_\_\_\_\_  
Assess and handle a Study Green Form.

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Founder

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Remimeo

(Also issued as HCO PL 28 Nov 78)

### **AUDITORS WHO MISS WITHHOLDS, PENALTY**

As one of the most destructive things an auditor can do is miss a withhold on a pc and as missing a withhold stems exactly from being inexpert, out-metering, out-TRs, or mutual out-ruds, and as pcs and staff can blow and cause a great deal of trouble when withholds have been missed in Sec Checking or Confessionals, the penalty for missing a withhold on a pc is as follows:

Comm Ev, and if found guilty, suspension of certificates until retrained.

This penalty has been issued in the past but was omitted in modern compilations.

It is no light thing to mess up Sec Checking on a pc.

Pcs who blow their auditing in orgs, staff who want to leave, out-ethics mushrooming up in an org can usually be traced to one or more auditors who miss withholds either by their own out-tech or mutual ruds.

It is highly possible that the reason husband/wife teams often fail is that they have mutual out-ruds or that they miss withholds on each other.

This is no light thing. If this order is not vigorously enforced, lack of enforcement will end up destroying lives, just as it does in the wog world every day.

So, get your ethics presence up and make sure that Sec Checking is done correctly, without error and with no missed withholds.

This HCOB/PL is retroactive for a decade.

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Founder

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HCO BULLETIN OF 29 NOVEMBER 1978

All C/Ses  
NED Auditors  
Scn Auditors

**C/S Series 104**

**DIANETIC CLEAR ATTESTS**

Well, well. I seem to have been right in Book One about making Clears, but it seems to have exceeded mass reality.

**WARNING TO NED AND SCN AUDITORS**

If the case you are auditing has a fantastic win and then seems to go into a decline, beware—the pc might have become a pre-OT and that funny behavior of the needle and tone arm might have been a floating TA, when he went Clear.

**NOTE FOR C/Ses**

I have found some very interesting case phenomena being resolved since past Dianetic Clears are attesting to the state.

Some of the manifestations of some of the cases who were audited past Dianetic Clear (unrecognized and unattested to) are:

- (a) Manifesting PTSness and illnesses until the state was acknowledged and attested to.
- (b) Appearing to be no case gain, out-ethics cases.
- (c) Not moving up the Bridge but remaining “parked” at some point. (They have many “reasons” for this.)
- (d) Becoming inactive as a Scientologist.

A C/S should look for these cases and recognize them when he sees them. This in no way means that every PTS or out-ethics case has an unacknowledged state of Clear underlying it but this fact certainly needs to be included in any C/S’s case debug line-up.

In the cases mentioned above, you will almost always find that the condition started at a certain point in the pc’s auditing (or in his last life, as a pc). If you do a thorough folder study and interview the pc you will find that he went Dianetic Clear just prior to the case going awry. (Or, by interview, you might find he went Dianetic Clear in his last life.) (Note: One percent have track dates when they went Clear.)

Advance Scheduling Registrars and those working in the Central Files of an org can go through CF folders and ask the org C/S to check the folders of those who have drifted off lines or stopped going up the processing side of the Bridge, as an unacknowledged Dianetic Clear state may just be the cause.

**CLEAR IN LAST LIFE**

Some people didn’t believe one had lived before this life. Also some people wondered what happened to old Dianeticists and Scientologists who had died. But

others used to have the phrase “Well, we’ll pick them up in the next lifetime,” or “the next time around.”

Well it seems like the former shouldn’t have wondered and the latter were right. We are coming up with quite a few pcs who had gone Clear in their last lifetime during Book One auditing, Goals Processing, etc. This is something that the pc originates or something he has been “wondering about” but invalidated.

#### INVAL/EVAL

The state of Clear having been truly attained yet not acknowledged and attested to, can cause an extraordinary amount of invalidation. Evaluation also occurs on this subject and comes from others and even the pc himself.

Because of the amount of inval and eval which may exist, a pc will often have to have these buttons put in before he can acknowledge the state he has attained. In this case this would have to be done before the point he went Clear is Date/Located. In some cases you may have to assess a Dianetic Clear Repair List to handle the pc’s bypassed charge.

#### ETHICS WARNING

It is a comm-eval offense to coach the pc with data about Clear in any way. You also do not evaluate for any pc and try to convince him he has gone Dianetic Clear when he hasn’t. You do not turn to “the pc must have gone Dianetic Clear” when you can’t easily solve a pc’s case. You use the C/S Series in full.

Only a C/S who is Clear and who knows the full EP of Dianetic Clear can send a pc through to attest to this state. To send a pc through to attest to Dianetic Clear when he hasn’t truly made it is a suppressive act as that preclear will not make it on the OT levels.

If the C/S is not a Clear he should send the person or the person’s folders to a Class IV Org C/S who is Clear, or to an AO.

#### THE POWER OF AUDITING

The power of modern auditing shouldn’t be underestimated. It was pretty hot in 1950, but realize there were 28 years of research and development. This has been enormously stepped up. For 28 years, apparently, the power of auditing has been underestimated .

With better trained auditors than ever, and with their TRs and metering really in, the C/S who is keeping tech in on his lines can expect a lot more of this sort of thing, so he must be alert to it, without at the same time going delusory or failing to handle cases that really *are* bogged for quite some other reason.

Given standard tech used by standard auditors and C/Sed by standard C/Ses, there is no reason why we cannot Clear the planet.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 NOVEMBER 1978

C/Ses  
Tech/Qual  
Auditors  
HCOs  
Checksheets  
Confessional  
Courses

(Cancels BTB 31 Aug 72RB,  
Confessional Procedure)

**CONFESSONAL PROCEDURE**

(Ref: HCOB 5 Aug 78	INSTANT READS
HCOB 28 Feb 71	C/S Series 24
	IMPORTANT, METERING
	READING ITEMS
HCOB 8 Feb 62	URGENT, MISSED WITHHOLDS
HCOB 12 Feb 62	HOW TO CLEAR WITHHOLDS
	AND MISSED WITHHOLDS
HCOB 3 May 62R	ARC BREAKS, MISSED
Rev. 5.9.78	WITHHOLDS
HCOB 11 Aug 78 I	RUDIMENTS, DEFINITIONS
	& PATTERN
HCOB 20 Sep 78	AN INSTANT F/N IS A READ
Rev. 9.10.78	
HCOB 14 Mar 71R	F/N EVERYTHING
Corr. & Rev. 25.7.73	
HCOB 3 Sep 78	URGENT, URGENT, URGENT,
	DEFINITION OF A ROCK SLAM
HCOB 10 Aug 76R	R/Ses, WHAT THEY MEAN
Rev. 5.9.78	
HCOB 17 May 69	TRs AND DIRTY NEEDLES
HCOB 6 Sep 78	FOLLOWING UP ON DIRTY
	NEEDLES
BTB 8 Dec 72RC	CONFESSONAL REPAIR LIST
Re-rev. 4.6.77	(LCRC)
HCOB 10 Nov 78R	PROCLAMATION: POWER TO
	FORGIVE
HCOB 10 Nov 78R-I	PROCLAMATION: POWER TO
Add. 26.11.78	FORGIVE—ADDITION
HCOB 28 Nov 78	AUDITORS WHO MISS WITHHOLDS,
	PENALTY
	BOOK: <i>THE BOOK OF E-METER DRILLS</i> .
	SEC CHECKING HCOBs.
	SEC CHECKING TAPES and TAPE DEMOS since 1961.)

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“Sec Checking,” “Integrity Processing” and “Confessionals” are all the exact same procedure and any materials on these subjects is interchangeable under these titles (HCOB 24 Jan 1977 TECH CORRECTION ROUND-UP )

Withholds don't just add up to withholds They add up to overts, they add up to secrecies, they add up to individuations, they add up to games conditions, they add up to a lot more things than O/W.

You are straightening out somebody on a moral code, the “Now I'm supposed to's.” They've transgressed on a series of “Now I'm supposed to's.” Having so transgressed, they are now individuated. If their individuation is too obsessive, they snap in and become the terminal. All of these cycles exist around the idea of the transgression against the “Now I'm supposed to's.” That is what a Confessional clears up and that is all it clears up. It's a great deal more than a withhold. (HCOB 1 March 77, Iss III, FORMULATING CONFESSONAL QUESTIONS.)

## PROCEDURE

A Confessional must be done by someone who is a well trained auditor, skilled in TRs, basic auditing and metering, who can make a prepared list read, and who has been fully checked out and drilled on these techniques.

Every reading question of a Confessional is F/Ned. The original question must be taken to F/N, not some other question.

Here is the basic procedure for a Confessional:

1. Set up the room with the auditor seated closer to the door than the pc, so that he can gently put the pc back in his chair if he tries to blow the session. Ensure all the necessary materials are to hand, per HCOB 4 Dec 77, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER.
2. Make sure the person is well fed and well rested, that his hands are not too dry or moist, that the cans are the correct size and that the person knows how to hold them. Include all the steps of HCOB 4 Dec 77, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER. (Also ref: FALSE TA HCOBs.)
3. Start the Confessional. Model Session and rudiments are used. Ref: HCOB 11 Aug 78, Iss II, MODEL SESSION. If the TA is high or low, do a C/S Series 53RL, assess and handle. If you are not trained in doing a C/S Series 53, end off for C/S instruction.
4. Put in any needed R-Factor on doing the Confessional. Briefly explain the meter and the procedure to the person if they are not already known to him or her.

The term "I am not auditing you" only occurs when a Confessional is done for justice reasons. Otherwise the procedure is the same. (By "justice reasons" is meant when a person is refusing to come clean on a Comm Ev, B of I, etc., or as part of a specific HCO investigation when the person is withholding data or evidence from such HCO personnel.)

A Confessional done for justice reasons is not auditing and the data uncovered is not withheld from the proper authorities. Any other Confessional is auditing and is kept confidential.

By F/Ning each question that reads, and by the use of Examiner and review, there is a great deal of case gain in a Confessional. It permits the person to again feel a part of his group.

5. Clear the procedure and the use of the buttons "Suppress" and "False" etc. If necessary as an example run a non-significant question to demonstrate the procedure (e.g. "Have you ever eaten an apple?").
6. Take up the first question and clear the words backwards. Then clear the full command, noting any instant read that occurs on the command while clearing, as this is *valid*. See HCOB 9 Aug 78 Iss II, CLEARING COMMANDS, HCOB 28 Feb 71, C/S Series 24, IMPORTANT, METERING READING ITEMS, and HCOB 5 Aug 78, INSTANT READS.

Ensure the pc fully understands the question and what it encompasses.

7. With good TR 1 give the person the first question, keeping an eye on the meter and noting any instant read, i.e. SF, F., LFBD. (Ref: HCOB 5 Aug 78, INSTANT READS.) A tick is always noted and in some cases becomes a wide read. (Ref: HCOB 28 Feb 71, C/S Series 24, IMPORTANT, METERING READING ITEMS.) But don't assume you have a read because you get a tick. Put in Suppress and it will either read or the tick will vanish. In a Confessional, even the smallest change of needle characteristic, if it is instant, is checked into

before you go on. But NOTE: YOU DON'T TAKE A RISE AS A CHANGE OF CHARACTERISTIC IN SEC CHECKING.

8. Take up each reading question, getting the what, when, where, *all* of every overt. Find out who missed it or who nearly found out, and what that person did to make the pc wonder if he knew. Get specifics, not general or vague answers. If no F/N, take the overt E/S to F/N. And ensure that the original question that read is taken to F/N before you leave it.
9. For security investigation purposes, get all the exact names, dates, addresses, phone numbers, and any other information that might be helpful in investigating the case further, should this be needed.
10. If the pc gives you three or four overts at once in reply to a reading question, you note them and ensure you take each separate reading overt or withhold to an F/N, or E/S to F/N.
11. Some people you have to ask the *exact* question. If your question is even faintly off they F/N. Low responsibility of the pc does this.
12. If the person gives off another's overt, ask if *he* ever did something like that. You want what the person himself has done.
13. DO NOT TAKE UP UNREADING QUESTIONS.

- a) If a question does not read and does not F/N you can put in the buttons Suppress and Invalidate, asking:  
"On the question\_\_\_\_\_ has anything been suppressed?"  
"On the question\_\_\_\_\_ has anything been invalidated?"

But don't require it to be answered and don't look up at the pc expectantly either. If it's not reading, tell him so and go on.

- b) If Suppress or Invalidate reads, it means the read has transferred *exactly* from the Confessional question to the button. (Ref: HCOB 1 Aug 68, THE LAWS OF LISTING & NULLING.) Put in the button (simply get what the pc has to say and acknowledge), then take up the question. Fully clean the question, as in No. 8 above. Then go on to the next question.
  - c) Or, if the question reads and the pc is trying to answer it and is groping, puzzling, baffled and doesn't have any answer, then check False. Ask: "Was that a false read?", in which case it will read and on indication that it was a false read will now F/N. If no F/N, E/S to F/N.
14. FOLLOW UP FULLY ON ANY DIRTY NEEDLE. A dirty needle will either clean or turn into an R/S. It is your hottest string to pull in finding and turning on an R/S. Thus it is not to be overlooked. The area that is producing a dirty needle when questioned for full data will either clean or go into an R/S. The area that gave the dirty needle is considered clean when you can go over it and it no longer produces a dirty needle. If a dirty needle still persists then there is more to the withhold itself or something the pc isn't voicing about the withhold or how he feels about the withhold. But, *pushed*. with auditor's TRs in, this dirty needle will turn into an R/S or it will fully clean. (Ref: HCOB 6 Sept 78, FOLLOWING UP ON DIRTY NEEDLES, and HCOB 17 May 69, TRs AND DIRTY NEEDLES.)

The auditor MUST know COLD the difference between an R/S and a dirty needle. The difference is in *the character of the read* NOT the size. (Ref: HCOB 3 Sept 78, URGENT, URGENT, URGENT, DEFINITION OF A ROCK SLAM.)

A Confessional is not a rote procedure. Your job is to get the data and help the pc. Sometimes you will be thrown curves or may encounter attempts to be led off in

the wrong direction. This is simply a sure indicator the subject is withholding and that the withhold is in restimulation. One has to ignore the volunteer misdirections of the pc as the pc is of course misdirecting, and simply get the read E/Sed or the W/H F/Ned. You must use your tools as given in HCOBs, Sec Checking tapes and tape demonstrations since 1961.

15. TAKE THE ORIGINAL READING QUESTION TO F/N. Not some other question. This all comes under the heading of completing cycles of action and getting one auditing question answered before you ask a second question.

In going earlier similar to take the question to F/N, always repeat the Confessional question as part of the earlier similar command to keep the person on that question.

Example: "Is there an earlier similar time you ate an apple?"

16. On each question be sure you get *all* the overts. When you have taken a specific chain of overts earlier similar to F/N, then re-check the original question for any read. If it F/Ns, fine. It's clean.

If it reads you have another overt or overt chain to clear to F/N on that question. Use False and Protest buttons as needed.

Example:

Question A: "Have you committed any overts against apples?" Meter reads. Auditor gets an overt, takes it E/S to F/N. Auditor then re-checks Question A. Meter reads. Pc finds another overt against apples. Auditor takes it E/S to F/N.

You clean it, getting all, until the original question F/Ns.

(Ref: HCOB 14 Mar 71R Corr & Rev 25 Jul 73, F/N EVERYTHING HCOB 19 Oct 61, SECURITY QUESTIONS MUST BE NULLED HCOB 10 May 62, PREPCHECKING AND SEC CHECKING.)

17. If the person gets critical, realize you have missed a withhold and pull it. It is no light thing to miss withholds and mess up a pc when doing a Confessional. So be alert for any of the 15 manifestations of missed withhold and handle fully should any of these crop up. (Ref: HCOB 8 Feb 62, URGENT, MISSED WITHHOLDS, HCOB 12 Feb 62, HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS, HCOB 3 May 62R Rev 5 Sep 78, ARC BREAKS, MISSED WITHHOLDS, HCOB 11 Aug 78 Iss I, RUDIMENTS, DEFINITIONS AND PATTERN.)

It is wise, particularly when doing a Confessional of any length, to periodically check the question, "In this session has a withhold been missed?" or "Have I missed a withhold on you?"

18. At the first sign of *any* trouble in doing a Confessional check for: missed withholds, false reads and ARC breaks, in that order, and fully handle what you get. In the majority of cases the above buttons should resolve the difficulty.

If not, handle with an LCRC (BTB 8 Dec 72RC, CONFESSORIAL REPAIR LIST). Use of the above buttons first, however, before resorting to the LCRC, avoids the possibility of getting into an "overrepair" situation.

19. If the pc consistently immediately dives whole track on Confessional questions, use the preface "In this lifetime . . .", with good R-Factor. This should not be used to prevent him going whole track on the earlier similar command to F/N the question.



20. ONE MUST ALWAYS REPORT A ROCK SLAM IN THE AUDITING REPORT, NOTE IT WITH SESSION DATE AND PAGE INSIDE THE LEFT COVER OF THE PC'S FOLDER AND REPORT IT TO ETHICS INCLUDING THE QUESTION OR SUBJECT WHICH ROCK SLAMMED, PHRASED EXACTLY. (HCOB 10 Aug 76R, Rev 5 Sep 78, R/Ses, WHAT THEY MEAN.)

As the R/S is probably the single most important and dangerous read on the meter, it is important that they are carefully noted when doing a Confessional.

For a pc to be branded as an R/Ser is a very serious thing. Also for a real R/Ser to be overlooked by an auditor is a catastrophe both to the pc and to those around that particular person. (Ref: HCOB 24 Jan 77, TECH CORRECTION ROUND-UP.)

Valid R/Ses are not always instant reads. An R/S can read prior or latently. (HCOB 3 Sep 78, URGENT, URGENT, URGENT, DEFINITION OF A ROCK SLAM.)

21. If you want a pc to stop fiddling with the cans you make them put their hands on the table and keep them there.
22. HCO or executives may request a Confessional be done but neither Tech nor Qual are bound by such requests as an FES could reveal that the trouble stems from "out-lists" or other matters needing correction. They should however take cognizance of such requests and do all possible to get the person handled.
23. If a reading question does not go to F/N and bogs or the TA goes high, take up an LCRC (Confessional Repair List, BTB 8 Dec 72RC), assess and handle per instructions.
24. End off any Confessional session and the entire Confessional itself, when complete, with the rudiments which would pick up anything which might have been missed: Half Truth, Untruth, Missed Withhold, Told All, etc. Use the prefix "In this session . . ." or "In this Confessional . . .". Take any reading rudiment E/S as needed to F/N.
25. When the Confessional is fully completed, the auditor who has administered the Confessional informs the person he is forgiven for the overts and withholds he has just confessed, using the following statement:

"By the power invested in me, any overts and withholds you have fully and truthfully told me are forgiven by Scientologists."

The usual response of the pc is instant relief and VGIs. On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the Confessional session at once.

(Ref: HCOB 10 Nov 78 R. PROCLAMATION: POWER TO FORGIVE HCOB 10 Nov 78R-1, Addition of 26 Nov 78, PROCLAMATION: POWER TO FORGIVE—ADDITION.)

26. All worksheets are routed to Tech Services so they can be included in the person's pc folder. (Ref: HCOB 28 Oct 76, C/S Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS.)
27. EXAMINER. All Confessionals must be followed immediately by a standard pc examination. The folder is then routed to the C/S.

The C/S looks for any nonsequitur F/N on some other subject. It's the primary thing he inspects.

If a person falls on his head after a Confessional session an LCRC is given. However, an FES to find missing questions that F/Ned on something else is done. Standard C/S rules apply to Confessionals.

28. On any bad Exam Report (non-F/N, BIs or nonoptimum statement) after a Confessional, or on any person who gets sick or upset or does not do well or has a high or low TA, give an LCRC as the very next action.

The 24-hour red tag rule must be strictly enforced.

#### AUDITOR ATTITUDE AND TRs

If the pc is not *in session* you won't get the withholds. TRs play a large part in the pc being willing to talk to the auditor. A wrong or challenging auditor attitude can throw the scene off as there is a destroyed comm cycle. If TRs are rough or choppy the pc feels he's being accused.

A poor or comm lag TR 2, hidden from the view of the C/S, can also mess up a person in a Confessional. It invalidates his answers and makes him feel he hasn't gotten it off. If suspected, this could be checked by D of P interview or person to the Examiner for: "What did the auditor do?" (Also see HCOB 16 Aug 71R Iss II, Rev 5 Jul 78, TRAINING DRILLS REMODERNIZED.)

So TRs must be polished and the auditor, while maintaining good ethics presence, takes the role of confessor when handling the pc's answers and makes it safe for the pc to get off his overts and withholds. Similarly, an auditor who is certain of his tech and does not miss withholds will build the pc's confidence in him.

Anyone doing a Confessional should be fully trained and interned by doing a course and internship in the handling of Confessionals.

You had better determine to become an expert in it, since an auditor's inability to handle this is a fast route to "how to win enemies and wrongly influence people." (HCOB 24 Jan 77, TECH CORRECTION ROUND-UP.)

But even more important is the fact that, in knowing and applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

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# WHAT IS SCIENTOLOGY?

based on  
the works  
of

L. Ron Hubbard

Published

December 1978

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*What Is Scientology?* contains the most extensive collection of information ever published about Scientology and Scientologists. It is a data-packed, fact-packed book about the fastest growing religion in the world today: its Founder, its history, its tenets, its structure and doctrines, its training and counseling, its effectiveness, its victories, its future and much, much more.

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HCO BULLETIN OF 1 DECEMBER 1978

Remimeo  
AOs  
SHs  
All C/Ses  
All Auditors  
Tech/Qual  
Missions

**PROGRAMMING THE DIANETIC CLEAR  
FOR HIS NEXT STEP**

(Ref: HCOB 24 Sept 78, Iss III,  
DIANETIC CLEAR)

The following are the guidelines for programming a Dianetic Clear after he has attested and the state has been declared:

1. If a Dianetic Clear has had no previous auditing on Grades 0-IV, you can run him on Quad Grades 0-IV. You omit the R3RA step of service facs. (Ref: HCOB 6 Sept 78, Iss III, ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS.)
2. If a Dianetic Clear was incomplete on Grades 0-IV prior to the Dianetic Clear attest (i.e. mid-grades), you would complete the unrun grades (Quad or Expanded) through to Grade IV (omitting the R3RA steps on Service Facs).

If a pc goes Clear on a grade then you can give him the other grades, but you'd end off *that* grade and not continue it.

3. If a Dianetic Clear has previously completed Grades 0-IV, he can go directly onto the Solo Audit Course and OT 1.
4. If a Dianetic Clear is an old-timer who has had a lot of pre-grades Scientology processes run (before formal grades existed). you would not run Grades 0-IV after Dianetic Clear attest. He can be routed onto the Solo Audit Course and OT 1.

The Dianetic Clear is not run on Power, R6EW or the Clearing Course.

**IMPORTANT—NEW RUNDOWN**

There is even an alternate step to Power specially designed for Dianetic Clears called "Super Power" which will shortly be available in Saint Hills.

AND NOTE: Power Processing is still very valid and a vital step on the Bridge for those persons not Dianetic Clear.

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HCO BULLETIN OF 3 DECEMBER 1978

All Auditors  
All C/Ses  
NED Checksheet

**UNREADING FLOWS**

References:	HCOB 5 Aug 78	INSTANT READS
	HCOB 25 May 62	E-METER INSTANT READS
	HCOB 28 Feb 71	C/S Series 24 METERING READING ITEMS
	HCOB 8 Jun 61	E-METER WATCH ING
	HCOB 27 May 70R	UNREADING QUESTIONS AND ITEMS
	Rev 3.12.78	

EACH FLOW OF AN ITEM OR QUESTION IS CHECKED FOR A READ BEFORE RUNNING IT. UNREADING FLOWS ARE NOT RUN.

One of the governing laws of auditing is that you don't run unreading items. It doesn't matter what you are auditing. You don't run unreading items. And you don't run unreading flows. You don't run an unreading anything. Ever. For any reason.

Auditing is aimed at reactivity. You run what reacts on the meter *because* it reacts and is therefore part of the reactive mind. A read means there is charge present and available to run. Running *reading* items, flows and questions is the only way to make a pc better. This is our purpose in auditing. To run unreading flows, etc. requires the pc to run "analytical" answers or to "run" things that aren't there or to put something there to "run."

The most trouble you can get a pc into is running him on uncharged items or flows. For an auditor to sit in session watching a meter that didn't read, looking expectantly at the pc for an answer to an uncharged question, flow or item is a GAE and will wreck cases faster than anything you can do.

So you must check questions, flows or items before running anything. If it doesn't read you just say "Thank you" and go on to the next one. You would, of course, use the buttons to ensure nothing was suppressed! invalidated or misunderstood before leaving an unreading item, flow or question.

This is probably one of the reasons that it has been observed that I can audit a pc for 2/2 hours and get the same result that another auditor might get in 25 hours. There's nothing mysterious about it. I never run a pc on things that aren't charged. And I don't miss reads.

I expect no less from you.

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HCO BULLETIN OF 4 DECEMBER 1978

C/Ses  
Class III  
Auditors and  
above  
Supervisors  
Cramming  
Officers

**HOW TO READ THROUGH AN F/N**

(Ref: HCOB 15 Oct 73RB, C/S Series 87RB,  
NULLING AND F/NING PREPARED LISTS)

**WHEN TAKING A LIST TO F/NING ASSESSMENT AN AUDITOR MUST  
KNOW HOW TO READ THROUGH AN F/N.**

This is a skill that, up to this point, has been used routinely only by highly trained auditors or a few very sharp Class IIIs or IVs or above. But with the difficulty auditors have had in F/Ning prepared lists, it becomes obvious that, from Class III on up, all auditors should be trained to read the meter through an F/N.

It is the answer to almost any difficulty an auditor has had in taking a list to F/Ning assessment.

An F/N speeds up or slows down or does different things while still remaining an F/N and one *can* read through it.

It is done like this: The swinging weight of the needle (F/Ning from an earlier item) has momentum and it will tend to obscure the read on another item. It will almost obscure it, but not quite. You'll see the F/N "check" or slow up briefly and then continue and this means you have a hot item. Any item that would cause an F/N to "check" will be hot. The auditor who can read through an F/N will spot this and handle the item then and there. Then he continues on down the list, missing nothing, handling what is there to be handled and, with this skilled metering, takes it to a genuinely F/Ning list on assessment. And it doesn't take days or even several sessions, necessarily, to do it.

If an auditor can't read through an F/N he'll miss this. He's going down the list, the F/N "checks" or slows and he doesn't see it so he goes right on by it. Then, within the next couple of items the F/N kills. He's going to have a hard time F/Ning that list because he's now got a suppressed read.

Example:

Auditor in assessing starts with an F/N which continues as he goes on down the list calling the items. On, say, item 5 the F/N "checks" or slows briefly. Auditor can't read through an F/N so he misses this and goes on by. On about the 6th or 7th item the F/N packs up, and the auditor is in a quandary because the F/N has turned off but he didn't get a read on items 6 or 7 either. Or he may mis-duplicate the killed F/N as a read on items 6 or 7 and attempt to take up one or the other of them. Either way he's in for trouble because he's missed the actual item and he may even try to handle a wrong item. He's going to find it difficult to take that list to an F/Ning assessment.

The correct action when an F/N packs up this way is to go back up the list and reassess the last several items to find the missed read. But one should be able to read through an F/N.

Probably the main reason for pc upset or protest against "overrepair" and being handled again and again with repair lists lies in this factor alone—the auditor can't read through an F/N. Thus he misses the charged items and takes up items that are

uncharged. And the repair goes on interminably, as the charged lines are not found and handled.

This is also probably the reason that auditors have been known to back off from having to F/N a list. They “know” from experience that it is a laborious business.

The truth is it’s not necessary for an auditor to labor over taking a list to F/Ning assessment. It simply requires good TRs and skilled metering, including the ability to read through F/Ns.

An auditor can be trained to see a read through an F/N. The drill would be to sit him down in front of a meter with an F/Ning student on the cans and assess the prepared lists in *The Book of E-Meter Drills*, spotting each time he gets a “check” or a “slow” or any change in an otherwise continuing F/N. He’ll find that he *can* read through an F/N and become very adept at this, and from then on he won’t miss.

You’ll have an auditor who is confident of his ability to F/N a list accurately and thoroughly in one-half the time (and trauma) it would take otherwise.

And far fewer “overrepaired” pcs. (“Overrepaired” pcs are usually pcs with actual reads missed and false reads taken up. So “overrepair” is really “misrepaired” or “not repaired.”)

This is metering at its best and most accurate. We now expect the best and most accurate metering from the auditor who is in the business of F/Ning prepared lists.

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HCO BULLETIN OF 5 DECEMBER 1978

All C/Ses  
Auditors  
Tech/Qual

*C/S Series 105*

**HCO DIANETIC CLEAR ATTESTS—ADDITIONAL DATA**

(Ref: HCOB 29 Nov 78    C/S Series 104  
                                  DIANETIC CLEAR  
                                  ATTESTS

HCOB 1 Dec 78    PROGRAMMING THE  
                                  DIANETIC CLEAR  
                                  FOR HIS NEXT STEP)

Since the HCOBs on Dianetic Clear have come out there have been many attestations and many cases unbugged, and there will continue to be more Dianetic Clears as pcs continue to get standard processing. This bulletin gives some additional guidelines to help smooth the lines and prevent needless stops for the person who has made Dianetic Clear. It will also help handle the person who hasn't made it so that he may achieve all the gains available to him.

**UNACKNOWLEDGED DIANETIC CLEARS**

A person who has reached the state of Dianetic Clear without it being acknowledged can run into difficulties afterwards. You may find that he's been in ethics trouble or had a low OCA or poor case gain since that point.

It's not only lack of acknowledgement but also invalidation by running certain processes that a Clear wouldn't respond to, such as engrams, or continuing to run the grades, or continuing Goals Processing, etc.

Also, with Clears and OTs who went Clear before they did the Clearing Course and never knew it or spotted it, bypassed charge results because they are running something which is trying to achieve what they have already achieved. It serves as an overrun .

In the case where a pc has this unacknowledged, invalidated Dianetic Clear state, you would most likely find a point in his auditing where it looks as if he had made it and a slump occurred afterwards. This point could have occurred many years back. If you don't see a resurgence of the state in an interview or session when the pc mentions when he went Dianetic Clear, the C/S would be to Date/Locate it. (Ref: HCOB 15 Nov 78, DATING AND LOCATING.)

**ETHICS**

The fact that a person may currently be in ethics trouble is no basis on which to adjudicate whether or not he has achieved the state of Clear. It is not a criterion to be used to refuse to allow the person to attest. Clear is Clear. When a Clear is audited on R3RA, when the state is invalidated or goes unacknowledged, he can get into trouble. So apply this to your understanding and analysis of cases.

The MAA interview and A to J check on the Dianetic Clear Routing Form is not to imply he's out-ethics but will furnish the C/S with data on the case which may or may not come up in a D of P interview. It will also detect the rare case where the person is attempting to attest in order to save money or for status reasons. In one instance it was discovered that the person routing through was actually a plant. These last examples are a very, very small percentage of the cases.



## METER PHENOMENA

When the state of Dianetic Clear has been acknowledged and any inval cleaned off the line, you'll see a very floppy needle at low sensitivity, an F/N that nothing can break up and, in many cases, a floating TA. A low sensitivity setting (1 to 4) will be needed to even keep the needle on the dial, and the TA will be riding between 2.0 and 3.0.

You'll find in many cases that the meter now reads on the pc's postulates—i.e., a Clear's postulates read as a surge. A read therefore does not mean invariably "Yes" or that the question is charged. "No" can read if the pc says it or thinks it to himself as an answer to a question. (Ref: HCOB 18 April 68, NEEDLE REACTIONS ABOVE GRADE IV.)

Bear in mind that you might not get the above meter phenomena immediately on a Dianetic Clear where the state has been bypassed, even though the state is valid.

In some cases the TA and needle can be packed up prior to Date/Locate of the exact time the pc went Clear. The pc may have out-Int to be handled. (The handling of out-Int on a Dianetic Clear is the END OF ENDLESS INT REPAIR RD, HCOB 24 Sep 78R, Rev. 21 Nov 78, Iss 1, Int RD Series 4R.) The person may still be hung up on misrun R3R or Dianetics run after he went Clear, or on some point of eval or inval that has occurred.

If, after a Date/Locate has been correctly done, you're still not getting the expected meter phenomena, a C/S 53RL assessed and handled precisely by the book and taken to F/Ning assessment will clean up any remaining charge.

You'll then see a full resurgence of the state, with the pc VVVGIs, a floating, floppy needle at low sensitivity, and a floating TA.

### PRIOR DIANETIC CLEARS AND KEYED-OUT CLEARS

The definitions of Dianetic Clear and Keyed-Out Clear in HCOB 24 Sep 78, Iss III, DIANETIC CLEAR, replace the definitions in the Tech Dictionary. The person who attested to Dianetic Clear or Keyed-Out Clear in past years would not necessarily qualify as a Dianetic Clear now, though the chances are good he did make it. Any pc who has attested to Dianetic Clear or Keyed-Out Clear in the past should be called in for an interview and any necessary C/Sing to ascertain the state. This must be adjudicated by an AO C/S or by an org C/S who is Clear.

You will find that many of those who attested to Dianetic Clear earlier on actually did make it, and after confirmation of this they will need to be issued Clear certs and Clear numbers and be properly programmed to move on up the Bridge. (See HCOB 1 Dec 78, PROGRAMMING THE DIANETIC CLEAR FOR HIS NEXT STEP.)

Additionally, where the C/S knows of a case where it looks very likely, from folder study, that the pc went Dianetic Clear but it was unsuspected at the time and never originated, he should have such pcs also called in for confirmation.

### THE PERSON WHO HASN'T MADE IT

Where it is obvious that a person who has already been allowed to attest hasn't attained Dianetic Clear. give the pc a good R-Factor that the person handling the attest cycle didn't have all the data. He must also be given the R-Factor that he is being programmed so as not to be denied any of the gains on the Grade Chart and so that he will be adequately prepared to do the OT levels. The C/S then programs the case so that this can occur and the pc is informed he should continue with his auditing program.

In the case where the person wanting to attest clearly hasn't made it, you tell him so. There may be some state he did achieve that he may wish to attest to and he should be allowed to do so.

In both the above cases the person very likely has made some big gain or achieved a new ability, so validate that and give him an appropriate acknowledgement on his win .

#### NEXT STEP FOR DIANETIC CLEARS

Use HCOB 1 Dec 78, PROGRAMMING THE DIANETIC CLEAR FOR HIS NEXT STEP, as a guide when programming the Dianetic Clear for his next action.

#### SUMMARY

Keep in mind that a good percentage of the cases you see who by origination want to attest to Dianetic Clear will have achieved the state. If you follow these guidelines and apply the HCOBs on the subject, both those who have attained Dianetic Clear and those who haven't will be able to move on swiftly up the Bridge on the right gradient .

C/Ses should maintain their Ivory Towers and use the above data and all will go well in this area. It is already going well and this additional data will handle the various situations that have come to light.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 DECEMBER 1978

C/Ses  
Tech/Qual  
Class IV Grad

**REVIVIFICATION**

Revivification is the bringing back to life of an engram in which a preclear is stuck. The engram or some portion thereof is being acted out in present time by the preclear. It is called a revivification because the engram is suddenly more real to the preclear than present time has ever been. He relives that moment briefly. He does not merely recall or remember it.

This is not the same thing as the "returning" to an incident or engram that is employed in Dianetic auditing. *Return* is the method of retaining the body and the awareness of the subject in present time while he is told to go back to a certain incident. *Revivification* is the reliving of an incident or a portion of it as if it were happening *now*.

This phenomenon can occur in a pc during the End of Endless Int Repair Run-down. (Ref: HCOB 24 Sep 78R, Iss 1, Int RD Series 4R, THE END OF ENDLESS INT REPAIR RUNDOWN.)

The pc, being run on Recalls on Int, will often begin by recalling locks but these can trigger into full play an engram in which he may be stuck and the pc may go into a revivification of it. He will actually be answering and acting from the point or points down the track where he has been stuck.

Should this happen the auditor simply continues to run the process and get the pc through it. As the pc revivifies he blows through these stuck points on his track and comes out of them, newly, and is now truly in present time.

As revivification is apt to occur on the End of Endless Int Repair, auditors must understand and be able to recognize the phenomena and handle it routinely with excellent TRs when it does.

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HCO BULLETIN OF 7 DECEMBER 1978

Remimeo

(Also issued as an HCO Policy Letter  
of same date and title.)

**HCOB 1 OCTOBER 1978, HCOB 6 OCTOBER 1978 ON  
BRIGHT THINK RUNDOWN WITHDRAWN**

HCOB 1 Oct 78, Reiss II Oct 78, THE BRIGHT THINK RUNDOWN, and  
HCOB 6 Oct 78, Reiss II Oct 78, Re-Reiss 24 Oct 78, Bright Think RD Series 2,  
REMEDY OF BUGGED CASES ON THE RUNDOWN, are withdrawn.

The process is most effective when preceded by other specific actions necessary  
to achieving the full gain possible from the process. As such it is being incorporated as  
one step of a rundown currently under research and is NOT to be used or audited in any  
way otherwise.

After the date of this issue it will be deemed a HIGH CRIME if any auditor is  
found to have violated the above.

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Founder

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HCO BULLETIN OF 8 DECEMBER 1978  
Issue II

Remimeo  
Class IV Grad  
Checksheet  
Class VI  
Checksheet  
Class IV and  
above Auditors  
C/Ses

**GREEN FORM AND  
EXPANDED GREEN FORM 40RD,  
USE OF**

**GREEN FORM**

The Green Form is a precision tool which covers the things bugging a case that no other list will detect. It is not intended to correct session errors or cure high or low TA. It specializes in picking up the peculiarities and elements of a pc's life which are out of view in normal auditing and which cause a case to behave unusually. The case may not be particularly resistive, just bugged or not making sense and the Green Form is the list to use to sort it out. It is an excellent C/S tool for getting an estimate of a case and getting it untangled.

You can assess it Method 3 and handle, not going beyond the first F/N, when ruds won't fly at the start of session, but its real use is to assess Method 5 and then send to the C/S for programming.

If the case appears to be resistive or hasn't sorted out after a full handling of all reading items has been done on the Green Form, then the No. 40 question, called the Resistive Cases Assessment, is assessed Method 5.

**RESISTIVE CASES**

Each item on the Resistive Cases Assessment has a corresponding section on the Expanded Green Form 40RD. When an item reads on the Resistive Cases Assessment, you go to the section of the Expanded Green Form 40RD which corresponds (by letter) and assess Method 5 that section.

You assess one section of the Expanded Green Form 40RD for each Resistive Cases Assessment item that reads. For example, on the Resistive Cases Assessment, Item C "Audited With Ruds Out" and Item 1-2 "Has Taken Drugs" read. The auditor will now go to the Expanded Green Form 40RD, assess all of Section C "Audited With Ruds Out" and all of Section I "Has Taken Drugs."

Then, depending on C/S instructions, the auditor will 1) return the folder to the C/S for programming of the case based on the reads he has just gotten or, if he has C/S okay, 2) handle the reads per the instructions given for each reading question.

**HANDLING READS**

The sections of the Expanded Green Form 40RD have been arranged in the order in which they are to be taken up if reading.

Occasionally an item may read on the Resistive Cases Assessment, but give no reads on the assessment of the appropriate section of the EXGF 40RD. (Example: Section G "Seriously Physically Ill" reads on the Resistive Cases Assessment, but when the auditor assesses Section G on the EXGF 40RD, even after putting in the

buttons, there are no reads.) If this occurs, check False and Protest and take the item to an F/N.

### CLEARs, OTs AND DIANETIC CLEARs

The Green Form and especially the Expanded Green Form 40RD call for Dianetic handlings (R3RA) on many items. In using these lists on someone who is Clear, OT or Dianetic Clear, *NO* Dianetic handlings are done on any items, nor is *ant* activity to be engaged in which brings about further engram running.

Where Dianetic handlings are called for on items, there are given additional, special handlings for Clears, OTs and Dianetic Clears, which consist of indicating the bypassed charge, letting the person tell you about it if he wishes and indicating the F/N.

This, of course, cannot be considered a full handling for many items and the Clear, OT or Dianetic Clear should be programmed for NED for OTs as soon as possible to fully handle any areas of case which, due to his case state, are beyond the scope of New Era Dianetics.

### DRUGS

If unhandled drugs are reading, drugs must be fully handled with the NED Drug Rundown as soon as the EXGF 40RD is complete.

If a Clear, OT or Dianetic Clear is being a resistive case due to unhandled drugs. the answer is to program the person for a Sweat Program and even Objectives. (You do not run engrams.) The Sweat Program and Objectives will handle drugs where they are hanging up a Clear, OT or Dianetic Clear.

### END PHENOMENA

Otherwise. unless you have missed a read, you will have handled the resistiveness of the pc's case upon completion of the EXGF 40RD.

The Green Form, used by itself, or with the EXGF 40RD will solve cases that no other list will handle. They will get a pc winning who has been making no or slow case gains due to some peculiarity or element of his life or case, and they will do this faster and more easily than ever before.

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HCO POLICY LETTER OF 9 DECEMBER 1979

Remimeo  
All Orgs  
All HGCs  
LRH Comms/KOTs  
OESs

Ref: HCO PL 6 Nov 71  
Issue III

HCO PL 23 Oct 76, INTERNSHIP AND HGC, and BPL 29 Nov 1976,  
IMPORTANT—INTERNSHIP AND HGC SUSPENSION are CANCELED.

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Assisted by  
Commodore's Messenger

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HCO BULLETIN OF 13 DECEMBER 1978R  
REVISED 24 SEPTEMBER 1979

Remimeo

*(Revisions in this type style)*

**PC SET-UPS AND C/S 53**

*(Ref: C/S Series 1- 10)*

The original issue of this HCOB stated "A pc set-up before a major action must include a C/S 53RL to F/Ning list." *It then named various Flag-only rundowns. It was not intended for distribution to orgs outside Flag, and has been misimplemented to create a shortage of pus for NED Course students and internes and Class IV Course students and interned by requiring that these must not audit pcs who have not first had a C/S 53 to F/Ning list. But every major action does not require a C/S 53 to F/Ning list as a set-up. Therefore this clarification is issued.*

A pa must be set up before a major action. What this set-up consists of is covered in C/S Series 1 - 10. It does not have to include a C/S 53 to F/Ning list.

A C/S 53 to F/Ning list is the most thorough way to set up a case, or to repair a case who has had rough auditing. This is because the C/S 53 is a masterpiece in that it contains everything that could be wrong with the mind. A pc who has had much auditing, especially if any of the auditing was not skillfully delivered, will get a remarkable case resurgence from a C/S 53 done to F/Ning list.

But a pa who is already flying, or who has not had much auditing, does not require a C/S 53 to F/Ning list and possibly would not even understand many of the C/S 53 lines. It does not have to be done before every major action. To do so would violate the rules of C/Sing and programming of cases, and is an arbitrary. It is very poor show to enter or use arbitraries as these prevent getting any tech done at all! And not requiring a C/S 53 to F/Ning list does not mean that you can audit a pc who is not set up.

Follow the rules of programming and C/Sing cases already very adequately covered in the C/S Series, especially in C/S Series 1 - 10. It is very easy to do.

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As assisted by  
Snr C/S Int

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# L. Ron Hubbard

## EXECUTIVE DIRECTIVE

LRH ED 301 INT

17 December 1978

To: ALL STAFF  
ALL PUBLIC  
AUDITOR MAG  
ORG MAGS  
CENTRAL FILES  
INFO PACKS

From: RON

### RON'S JOURNAL 30

#### 1978—THE YEAR OF LIGHTNING FAST NEW TECH

Hello.

I have some exciting news about services.

Processing has gotten so fast that actually clearing whole areas is in view.

1978 was indeed the year of tech breakthroughs!

If processing had to get more expensive due to inflation, why then it had to be made much quicker and better. Actually processing costs today per result are much cheaper than ever before and will continue to be as the improvements have been so great.

It all began with New Era Dianetics. When I look back and remember the hundreds and even thousands of hours some people spent on Book One Dianetics, it's like an old story half-remembered. If one of those 1950 auditors had the tools of NED they would have been bug-eyed at its fast results. Even the 1968 Dianetic auditor would have been incredulous if his preclears had responded with the speed that NED pcs are achieving. It's probably about 100 to 1.

But, the 1950-1968 auditors as auditors might even have objected a little bit to NED as it would have run them out of pcs. The overall cost of 1950-1977 processing, despite being cheaper per hour, was *much* more expensive.

Take a Drug Rundown. These used to go on for hundreds of hours and somebody said they would have cost many thousands of dollars to complete. But with NED Drug Rundowns, they go off zip, zip, zip in one or two intensives.

NED is so fast that even an incomplete old DRD can be finished up and repaired and ended utterly in less than one intensive. You would be amazed how fast and thorough it is. So it isn't the cost by hour or by intensive; it's how much the whole rundown costs that counts and if it can be given in far fewer hours it is cheaper no matter the cost per hour.

NED is cleaning up anything and everything Book One ever mentioned with lightning speed. Of course, when somebody goes Dianetic Clear, he can't be run on more engrams. right? Right! So it's forbidden now to run NED on Dianetic Clears.

The main problem of good auditors today is hitting such tremendous wins on pcs that they have to wait 2 or 3 days for the F/N to die down—if it does. Auditors are getting sore legs from just walking in and out of sessions. It's awful.

We are making Clears these days in many cases so fast that Clearing Course bracelet numbers are jumping up by the thousands per month. We are also finding that some old Dianetic pcs had gone Clear and the auditors didn't notice. Incredibly enough, sometimes on a next life basis we are running into Dianetic Clears from 1949 and '50 so even those auditors were better than they thought they were. So we're not only making new ones we're finding old ones—such is the power of NED.

There have been technical improvements and discoveries and advances in '78 that are reaching into every level of tech and speeding it up.

The following is just a partial list:

(Key:

\* means the action can be done on a non-Clear or on a Dianetic Clear.

\*\* means the action is for OT III and above only.

† means it is a *new* rundown/action.)

#### DISCOVERIES AND ADVANCEMENTS IN TECH IN 1978

1. *NED*. (New Era Dianetics). A refinement of all previous Dianetic techniques from 1950 up to present time as well as the development of new technique giving much faster results and far higher gain per hour of auditing and speedy resolution of Dianetic cases.

Included in NED are twelve brand new developments. They are all contained in far more detail in the NED HCOBs and packs. Due to the extensive changes and improvements in Dianetics, old Dianetic auditors are also training on the NED Course as it only takes 3 weeks for the able student.

A. *PREASSESSMENT*. With the new preassessment tech developed for NED, each illness or condition the pc needs and wants handled gets handled with a new technique.

B. *NEW DRUG RUNDOWN*. This is the answer to a druggie's dreams. Without withdrawal symptoms and in a no pain, no strain rocket ride, he comes right back up to life and living.

Where the old DRD took hundreds of hours and sometimes had to be repeated, the NED DRD requires only a few intensives that are a joy all the way according to the avalanches of success stories which poured in on me from over the world during the pilots.

With a good NED trained auditor, the cost of a final, finished, completed Drug Rundown has shrunk way below what it did and far below the habit. The Mafia, Drug Enforcement Agency and other criminals hate it, as it's doing them out of a job. Enlightened foreign governments liked Narconon but boy they'll love it now. Indeed, the dead will walk again.

C. *END OF ENDLESS DRUG RUNDOWNS REPAIR LIST*. A lot of people who have had Drug Rundowns old style and have had to have them repeated will be overjoyed to know that they can be finished with rapidity. In fact with new developments, a repair list can be finished off so fast that the rundown has to be sold on the basis of one intensive. This applies only to getting a C/S 53 and the repair list and is done only on those people who have "completed" an old Drug Rundown and does not apply to the

NED new rundown in Section B above. If it takes more, that's too bad for the org. If one wants to get his old Drug Rundown handled terminatedly he should ask for the End of Endless DRD Repair List. (Demand a "C/S 53" to begin it and then get the repair.)

D. *OBJECTIVE ARC*. This brand new process introduces the pc to the wide, bright world .

E. *SWEAT PROGRAM*. Some of these new drugs, like the intelligence drug, LSD (developed to poison and paralyze whole cities) or Angel Dust (developed by crooked gamblers to handle race horses and fix races) have a nasty habit of remaining in the body and popping up unexpectedly to send people on "trips." The Sweat Program has been refined to handle this. It is pretty strenuous—but so is a traffic accident when an unexpected "trip" happens. Everyone who has had the courage to go on a Sweat Program and stay with it has come up bright as a gold nugget.

F. *POSTULATE OFF AS THE EP OF A DIANETIC CHAIN*. The discovery that some old Dianetic auditors had not been actually completing a chain to the correct end phenomena of getting a postulate off opened the door to a lot of residual gain. Pcs with mean reputations keep right on being mean until they get the postulate off.

G. *RELIEF RUNDOWN*. This handles the losses that push people into the despair and shadows of life and wipes away the tears of the ages.

H. *DIANETIC STUDENT RESCUE INTENSIVE*. Those who find study difficult will be delighted with this one. The slow student turns into a blur of absorbed new knowledge .

I. *PREPARED ASSESSMENT FORM*. This NED process list dredges up the unwanted conditions that wait in the future so they can be handled before they hit the pc.

J. *IDENTITY RUNDOWN*. Freud said that people who are detached and to whom things are unreal could never be handled. This one makes him wrong and the pc right.

K. *DISABILITY RUNDOWN*. To a pc, disability can take many guises, anything from an inability to talk to girls to being unable to speak Arabic. We have a way to handle this now and it works.

L. *DIANETIC REMEDIES*. The Dianetic remedies formerly in use in Dianetics have been refined and expanded with New Era Dianetics tech. They're used where the pc is having trouble with secondaries or engrams and speed up the already swift potentials of NED for the pc who might bog on it.

2. *SUPER POWER*. A super fantastic, but confidential series of rundowns that can be done on anyone whether Dianetic Clear or not that puts the person into fantastic shape unleashing the super power of a thetan. This is the means that puts Scientologists into a new realm of ability enabling them to create the New World. It puts world Clearing within reach in the future. This is a parallel rundown to Power in Saint Hills which is taken by the Dianetic Clear. It consists of 12 *separate high power rundowns* which are brand new and enter realms of the tech never before approached. Power is still very much in use on the Grade Chart but is for those who didn't go Clear on Dianetics. Super Power will be delivered at Saint Hills within the next 6 weeks as we are right now super grooming the Super Power auditors in a special international course. It will be delivered in almost all languages.

The New World Corps is being formed and trained this very minute, candidates for which must be Class IV, OT IIIs. Orgs were once promised Power for their staffs.

If org staff are very, very good and get on policy and everything. they will one day look up and see a New World Corps team move in on them, and then.... New World Corps mean just that!

3. *END OF ENDLESS INT REPAIR*. Pcs in the past have often had to have their Interiorization Rundown repaired and sometimes more than once. This repair, found while researching upper levels finalizes any seemingly endless redo of interiorization repairs. Pcs on the pilot actions of this have been ecstatic with relief.

4. *NEW INTERIORIZATION RUNDOWN*. When a pc exteriorizes during processing, he can thereafter find it difficult to exteriorize again—to put it mildly. The new Interiorization Rundown, in good hands, puts a final finish to any such trouble and the pc ceases to have any trouble because of exteriorization or in exteriorizing.

5. *DIANETIC CLEARS*. Undoubtedly the BIG news that resounded around the world in '78 was the huge numbers of people who were discovered to have made Dianetic Clear. In 1950 and on, people used to ask “Where are all the Clears?” Well, they were right there! In 1978 I discovered that it was deadly to go on running Dianetics on a Dianetic Clear. Such gave the semblance of no case gain! (Naturally.) So when I announced that running Dianetics on a Dianetic Clear was forbidden, people began to look around and lo and behold they had been making Clears with Dianetics and had been going right on by it! The pc who had made it wasn't declared Clear and further Dianetics didn't work on him (naturally). So in 1978, after my announcement, auditors began to check *and* listen to the pc and found they had real Clears all over the place!

Now NED produces far faster gains and many (not all) NED pcs began to go Clear .

And the Clear numbers have been running up like one of those computers.

Rehabbed and allowed to declare these Dianetic Clears abruptly attained the full results of Clear!

Excited avalanches of success stories have been pouring in on me for months in the thousands and from all over the world.

And it's interesting that amongst those found there are a few who went Clear on Dianetics in their last life—in the 50's! (It's quite a scramble locating their last life folder and records so they can go on to full OT!)

“Where are the Clears?” There they were!

6. *REDEFINITION OF INSTANT READ*. Making it easier for auditors to learn metering and giving pcs vastly increased speed of gains due to higher accuracy of metering .

7. *CLARIFICATION OF CONFESSIONAL PROCEDURE*. Resulting in faster gain in a shorter period of time.

8. *SERVICE FACSIMILES REVISITED*. The early 60's handling of service facs was revised and overhauled and became the new Grade IV of Scientology processing.

9. *POWER TO FORGIVE*. Making it possible for the pc to fully end cycle on any shame, blame, regret or guilt of the past.

\*\* 10. *NED FOR OTs*. The discovery and development of techniques by which the Second Wall of Fire can be overcome.

This consists of 29 fantastic new confidential rundowns, delivered by a specially trained OT auditor.

The auditors are in training right now from AOs to give NED for OTs to all those who are OT III and auditors already trained on it are delivering it at Flag in Flag's new Advanced Org Division 4A.

Some of the miracles of life have been exposed to full view for the first time ever in NED for OTs. The rave success stories coming from this are the talk of the auditing world.

\*\* 11. *OT VIII*. This rundown was developed and will be available to OT VIIs who have completed their NED for OTs which is a prerequisite for OT VIII.

12. *UPPER LEVELS*. There are other OT levels above VIII but these will be released from time to time when people are ready for them. We're already higher than Man has ever been and it can get quite stratospheric.

## TRAINING

In 1978 giant training strides were made for I was very busy on that as well. The NED Course was brought down to 3 weeks, Class 0-4 Checksheets were carefully shortened back to the 1968 level when auditors were being made at speed but without losing tech which is quite a trick when you come to think of it!

When you realize that a large portion of training costs goes into living expenses while taking the course, reducing the length of time of a course gives an enormous reduction in course costs. regardless of what's being charged. Training is also being helped by scholarships.

## CLASS IV AUDITING ACTIONS THAT CAN BE RUN

Class IV Orgs—those orgs which are in major cities on 5 continents—have a large variety of public services which they can give. Many of these are very economical and are there for the raw public as well as to keep their fields getting service. Amongst them are the following:

1. *GROUP PROCESSING*. After an Intro Lecture a successful gradient for raw public is being part of a group who are audited simultaneously. Group Processing can be pretty effective and on a large number of "releases attained" you will find the public reporting great gains made in group auditing. It is an economical way to keep one going even after he's had professional processing.

2. *CO-AUDIT*. (*Cooperative Auditing*). A public person is instructed in the rudiments of auditing and under the supervision of a trained auditor, groups of teams audit each other, attaining good gains.

†3. *LIVINGNESS REPAIR*. This is often the first action taken on a person by a professional auditor and can bring a great deal of brightness back into his life.

†4. *NED*. (*New Era Dianetics*). This was the bombshell of '78 and NED auditors (as well as courses) are available in every org.

NED consists of at least 12 separate rundowns as noted in the New Discovery section above. It occasionally makes a Dianetic Clear although this must not be promised. The only "trouble" with NED compared to earlier Dianetics is that it produces results very fast. One can achieve more result per hour of auditing time by about 100 to 1 over old Dianetics and when you realize that old Dianetics was the first and remains the only fast and effective processing known to Man you get some idea of where NED is at. It is interesting that when somebody has been skillfully mucking himself up for trillions and trillions of years that a NED auditor can salvage him in under 100 hours!

† 5. *XDN*. (*Expanded Dianetics*). In '78 improvements on this were undertaken and the full new Expanded Dianetics is being released in '79. It comprises very specialized applications of Dianetics for the more difficult case.

\* 6. *QUAD GRADES AND EXPANDED GRADES 0-IV*. These are more fully covered in the book *What is Scientology?* They are the wonder workers which put ability to live back into life. They handle the basics of relationships amongst people and improve one's ability to handle himself and others. For Dianetic Clears, this is usually their first auditing (less the engram running R3RA part of New Grade IV) after attaining Clear and permits them to expand beyond their previously barriered existence. These grades are very far from limited to Clears.

† 7. *NEW GRADE IV*. Grade IV has been improved enormously by including and refining formerly Class VI materials. The engram running part cannot be run on Clears but the listing processes can. It is guaranteed to make the preclear fully and completely right.

† 8. *REVISED C/S 53*. It is quite a technical achievement to put on one side of one sheet of paper everything that can be wrong with a mind. The "C/S" stands for Case Supervisor who is the one, unseen in some Ivory Tower, who tells the auditor exactly what to do between sessions when you're getting audited. This is a primary tool he uses in analysis. In '78 it was polished up and made as bright as the morning star to detect and handle things you didn't even know were wrong but which might have you totally caved in.

† 9. *GREEN FORM*. This tool of case analysis has been improved.

† 10. *NEW GREEN FORM 4() EXPANDED*. This detects and handles any reason why a case might be resistive to processing, thus handling any tendency towards slow gain and making it possible for such cases to make faster gains in future processing.

†\* 11. *STUDY GREEN FORM*. This is a rundown which isolates and handles anything that could be wrong with any student or pupil.

\* 12. *STUDENT CORRECTION LIST*. This handles difficulties that a student or pupil may have encountered in his studies and frees him up from these. so that he can now study easily.

\* 13. *NEW METHOD ONE WORD CLEARING*. This is far more reaching in clearing up past misunderstands which stuck the person in previously failed subjects he studied .

14. *CONDITIONS AND EXCHANGE BY DYNAMICS*. This is an auditing action which increases the awareness of exchange and flows on the various dynamics, enabling a person to be at cause over them.

†\* 15. *THE MARRIAGE INTENSIVE*. This is where husbands and wives handle marital difficulties, enabling them to lead happily married lives. It can restore the bloom of spring romance!

†\* 16. *AUDITOR RUNDOWN*. This is an intensive which fully handles any case reasons why an auditor might have difficulty and enables him to move forward without any losses or failures from past efforts to help people stopping him.

†\* 17. *TEACHER OR SUPERVISOR INTENSIVE*. This is for any person involved in teaching or supervising or education and enables him to become a vastly better teacher or supervisor.

†\* 18. *EXECUTIVE OR BUSINESSMAN'S INTENSIVE*. This enables an executive or businessman to face situations of stress with calmness and frees him from past business stresses.

†\* 19. *MONEY PROCESSING INTENSIVE*. This handles the inability to have money resulting in the ability to increase income.

†\* 20. *PROFESSION INTENSIVE*. This enables a person to overcome difficulties that he may encounter in his profession or in any given subject.

†\* 21. *FIXATED PERSON RUNDOWN*. This enables a person to overcome the condition of having his attention fixated on one person.

†\* 22. *SUPPRESSED PERSON RUNDOWN*. This is a magical rundown just now being released to Class IV and other orgs. It utilizes a principle found in an early ACC but never fully developed and released till '78 that one could bring the suppressive in a person's life to communicate to him and seek peace, without ever contacting him. When expertly done on a person who has been the target of suppression by antagonistic people it brings him back to freedom and handles his environment as well. When one realizes that most illness is precipitated by suppression one can understand the need and use of such a miraculous rundown. It's unbelievable until one experiences it.

The way to get processing cheaply is, of course, to take the training route and get trained and make your grades at the same time. Training is very fast these days due to the new checksheets.

Class IV Orgs teach the Co-Audit Auditors Course, the fast New Era Dianetics Course, the NED Validated Auditor Internship, the NED Case Supervisor Course, the Validated NED Case Supervisor Internship, now have all the shorter checksheets for and teach Class 0-IV, the Permanent Class IV Auditor Internship, the Class IV Graduate Auditor and Case Supervisor Course, the Permanent Class IV Graduate Case Supervisor Internship and will teach Expanded Dianetics Auditor and Case Supervisor courses and internships. They also teach a considerable number of public courses, lists of which will shortly be available from Class IV Orgs as in 1978 Department 17 was ordered to get busy handling and training the public as the pre-wave of the New World.

#### CLASS VI ORGS (SAINT HILLS)

The original Class VI Org was located in a beautiful English estate, Saint Hill Manor, East Grinstead, Sussex. When a Class VI Org was formed in Copenhagen to service Europe in all languages it was staffed by people from Saint Hill who named it, of course, "Saint Hill." And when the American Class VI Organization was formed it was staffed by people taken from Saint Hill and, of course, they called it The American Saint Hill Organization. The services remain the same in each of the organizations .

The following services are given at Saint Hill Orgs:

1. *ALL CLASS IV ORG AUDITING ACTIONS AND COURSES*. They cost a bit more but the Saint Hills are essentially training orgs and the auditing delivered there is usually quickly available and very well done.

2. *POWER PROCESSING*. Grades V and VA are still available and being delivered at Saint Hills for persons who did not make Dianetic Clear, delivered only by Class VII auditors who are specialized on it. Power continues to produce its startling results.

†\* 3. *SUPER POWER*. There is no reason a Dianetic Clear should be denied the powerful gains which research made available in '78 (see above). For the public who have gone Dianetic Clear, and those who haven't, Saint Hills will become a mecca where they obtain the most excellent results obtainable in Super Power.

The SAINT HILL SPECIAL BRIEFING COURSE still roars on. This is the place where the auditor gets all the tech that has ever been issued below that level, this is where his sessions are video'd and polished, this is where he gets all his auditing to catch him up on his grades. These are the Dukes of the auditor elite, the Saint Hillers. One joins the clique only by hard work and great results.

CLASS VIII COURSE. This is the course originated on Flag and still taught in its original successful form at Saint Hills. It is a standard tech course and Class VIIIs pride themselves on keeping tech standard over the world.

CLASS IX COURSE. This is the graduate course which contains the materials issued since the Flag Class VIII.

### ADVANCED ORGS

Advanced Orgs are located in Los Angeles, England and Copenhagen.

The Advanced Orgs are the OT (Operating Thetan) orgs of the world. Because of the nature of OT auditing the person has to learn to audit himself as most OT levels are too fast to be audited by another (only OT VII, OT IV and NED for OTs are audited on the pre-OT by a professional).

\* 1. *SET-UPS*. It often happens that one needs to have case difficulties handled before he goes on up the Grade Chart to the stellar realms of the Advanced Orgs. Sometimes a Drug Rundown isn't complete or one is a bit suppressed or too introverted. It saves time to get a set up before starting the rocket ride up the top end of the Grade Chart. The AOs handle this sort of thing routinely when it is needed. They have a checklist of prerequisites for AO levels and this is what they're most interested in getting completed. To not complete it means a stall somewhere along the way. It usually doesn't take much time and saves time later.

\* 2. *SOLO AUDITORS COURSE*. The AOs are the place where the preclear or Dianetic Clear learns to solo audit so he can go on up the Grade Chart. Some people, wanting the best auditing they can get for this Solo flight, also take lower level professional auditor courses and even Class VI at the Saint Hills. At one time a Dianetic Auditors Course was a prerequisite to AO services prior to the Solo Auditors Course and while this is not now demanded, and while the Solo Auditors Course is very good, smart preclears and smart Dianetic Clears take other courses before they get to an AO and then they're sure to make OT even more easily. I've heard Solo auditors say that they only wanted a professional on their case and that's why they were making themselves into one before they went to an AO. Even Class IV Orgs have professional courses .

3. *R6EW*. This is the tech designation of the step a non-Dianetic Clear must take before going onto the Clearing Course in Advanced Orgs. It is Grade VI. It returns powers to act on one's own determinism. It incidentally tells one why the human race often reacts so oddly to life.

†\* 4. *DIANETIC CLEAR REHAB*. The state of Dianetic Clear is checked and rehabilitated which is a very fast action in most cases. It has to be verified because if the person didn't make it he has to go onto the Clearing Course and if he did really make Dianetic Clear, to do the Clearing Course would be disastrous because, of course, he's already Clear. This is why AOs are now engaged on a project of recovering folder libraries particularly of the few pcs who have died in the last few decades. Always bring your own folder or get it sent to the AO if you are going.

5. *THE CLEARING COURSE*. This was one of the most famous breakthroughs of all time requiring years of research. Those who did not make Dianetic Clear solo audit themselves to the full bursting glory of Clear.

\* 6. *OPERATING THETAN I*. For the Dianetic Clear who has had his Solo Course, set-up and verification as Clear, this is the first solo auditing step. These OT grades have their own end phenomena but they are confidential.

\* 7. *OT II*.

\* 8. *OT III*. This is the big step and one has to allow time for it.



\*\* 9. *OT III EXPANDED.*

\*\* 10. *OT VII.* This is an auditing step by a professional OT auditor. It can be given in any sequence after OT III and before OT VIII.

†\*\* 11. *NED FOR OTs.* This is the big news of the OT world. AO auditors were specially trained at Flag and are just now on their way back to AOs to deliver it. The new Division 4A Flag is an AO now and had its gala opening and its first avalanche of pre-OTs on December 16. There is very wild excitement on the results of NED for OTs as, of course, they've never been seen before on this or any other planet. NED for OTs can be given any time after OT III and before OT VIII and is a prerequisite for OT VIII.

\*\* 12. *OT IV.*

\*\* 13. *OT V.*

\*\* 14. *OT VI.*

\*\* 15. *OT VIII.* Although several upper OT grades have been researched, pre-OTs were not ready for them and so they were not released. The needed link which makes it possible is NED for OTs which is its prerequisite. The upper levels above VIII will probably be released from time to time into the future. OT VIII's release is a real cap for the tech breakthroughs of '78.

### FLAG SHIP ORG

The FSO is beginning its third year at the Flag Land Base in Clearwater, Florida. The FSO was several years afloat and has a long tradition as the top training and processing org of the world. Its quarters in the posh Fort Harrison Resort Hotel still carry its distinctly nautical flavor.

Flag is the top tech org of the world and if they can't do it, nobody can.

What you pay for at Flag is the most expert C/Sing for the best rundowns by the best auditors in the world.

Its services are:

1. *ALL LEVELS AND RUNDOWNS.* NED, CLASS IV, CLASS VI, CLASS Vial and all AO services (in its new Division 4A) as listed above are delivered at Flag. (Super Power will be delivered to the staff first and eventually to the public.) (Flag lower org services cost more mainly because they are even more expert and faster than they are in lower orgs and because the service is highly personalized.)

\*\*\* 2. *FULL CASE RESOLUTION.* It is always the fate of the top level org of the world to inherit the rough and "unsolvable" cases. Flag runs on the basis of results or else so far as their tech stuff is concerned. The words "failed case" do not exist on Flag. Therefore they have rundowns and handlings to untangle the most tangled and get it going again. (Flag gets easy cases too. In fact they get some of the easiest and fastest cases in the world because such people have a way of making it through to the top.)

\*\*\* 3. *INTEGRITY PROCESSING.* These are a series of processes which result in a vastly improved performance in the area addressed.

\* 4. *STUDENT BOOSTER RUNDOWN.* This is a specialty on Flag which also trains the executives of orgs and has to have a fast study remedy. It is also given to business executives so that they can absorb effortlessly and with greater speed the vast quantities of data that pass across an executive's desk.

5. *DIANETIC DEBUG AND REPAIR.* Those who couldn't handle and run engrams or have trouble in Dianetics find this a successful way to start winning with Dianetics or NED.

\*\*\* 6. *OT LEVEL DEBUG AND REPAIR*. This is the full repair and resolution of any difficulties a pre-OT may have encountered due to solo auditing errors on any solo level .

7. *NEW VITALITY RUNDOWN (NVRD)*. This was also called the “Special Rundown” when it was being developed in ‘75 and I trained a group of auditors on it at Flag. It has never been exported from Flag. It handled cases that had not progressed well due to suppression or other factors.

8. *POWER REPAIR AND COMPLETION TO FULL EP*. Given in those rare cases where a pc has not made it on Power.

\*\*\* 9. *L-10*. This is the first of the famous Ls (“L” is just the technical designation). The L’s are at Flag only. They are not grades in themselves but incredible boosters that can be delivered at any point after a completed DRD and Expanded Grades. The L’s are audited by Class X, XI and XII auditors who are the most highly trained on the planet.

\*\*\* 10. *L-11*. The next step from L-10.

\*\*\* 11. *L-12*. When I was C/Sing the L’s I would never let a pre-OT leave the ship unless he’d gone exterior with full perceptions and was able to maintain it.

†\*\*\* 12. *NED FOR OTs*. Flag was the place where all the NED for OT auditors were trained. When its new AO Division 4A was opened just before Christmas even other hotels in town had to be booked to take care of the OTs arriving for their NED for OTs. The sensation caused over the world rivalled the original landing at Flag in Florida. They considered it a Christmas present and it was.

13. *ALL AO LEVELS*.

14. *OT VIII*.

Flag teaches a large variety of courses for auditors and is the place where top auditors go to become fully proficient in all classes.

Administrative courses at Flag are much sought after by top executives in businesses and other walks of life. It is a mark of considerable distinction to be known as a graduate of a Flag Executive Briefing Course.

In all, Flag teaches 69 courses which are fitted for the special requirements of the Flag clientele.

The International Training Org. for org personnel only, is also located at Flag and org staffs who are lucky enough to be selected to it are trained for executive positions in orgs. It received a new expansion at the end of ‘78 and was put under the command of one of the Sea Org’s most veteran Officers.

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1978

Man is a complex being, far more complex than he ever conceived. And he possesses abilities and potentials that neither he nor any of the wise men of the ages ever dreamed of.

In 1978, a great many new insights and revelations about life were disclosed, many of them discovered in my research at very upper levels. These then were used to speed up the lower and more fundamental grades. Without discarding any of the tech we already had, all of which remains very valid, the time and cost for a given result was greatly reduced.

And, as demand for auditors far exceeded supply, new training skills were also developed and the checksheets which govern the time in training were also reduced so that good auditors could be made FAST! A lot of 1978 time was spent on doing this.

But there was one discovery in '78 that I haven't said very much about and am really not likely to since it is a sad thing. It is what really happens to a thetan who is not salvaged or processed and goes on down the route. Man, when I saw that and knew it to be true I actually felt sorry for these guys that try to hit at us. Poor devils. Some religions talk about hell. It's an understatement of what really happens. I got a real close look at what we were salvaging people from. Well, we can do it, better than ever today, especially with these newest discoveries.

All this developmental work was done in '78 despite the fact that I also spent several months of that year directing, photographing, lighting—you name it—nine bright sparkling training films! They are now in the process of being edited and you'll be hearing much more about them when they begin to be released later on in '79.

In case you are under the mistaken impression that Scientology was bruised in 1978 you should know that raw public bought and are buying Scientology texts in a wave of best selling that is making history in the retail and publishing world. There has never before been such a boom in any specialized organization's books. Book publishers use us as an astonishing example of what can happen. Hordes of new public are sweeping these books out of the stores and in the better run orgs, are crowding the Public Division to the rafters for service. Truth doesn't bruise very easily.

*New* books also got attention in '78. *HAVE YOU LIVED BEFORE THIS LIFE?* was introduced at the Atlanta Book Fair and, in the hands of retail distributors, began its own boom. It has gone 5X the normal best seller and is still going. (After all, we discovered past lives.)

And bright, new, and in your bookstore is a big impressive hard cover book *WHAT IS SCIENTOLOGY?* released at Christmas! It contains all kinds of data, really a huge handbook, just the thing to use to inform and overawe your friends. 347 information packed pages plus over a hundred big full color illustrations contain the answers to just about every question ever asked about Scientology. Although staff wrote it, I had to keep it rounded up and to the printer and many a day was spent in tropic heat getting its photographs shot. There is data in it that hardly any Scientologist knows. It's a reference and reading total must for every Scientologist's library. And, incidentally, it's about half the price, despite its quality, of regular bookstore books of the same size—a triumph in itself in these inflationary times!

In '78 a lot of time was spent in developing the new Mark VI E-Meter. It was needed as OTs were going off the top of the Mark V. The New World Corps is equipped with the specially built Mark VI. This beautiful and far more sensitive meter will be available to general auditors around February '79 from Pubs Orgs. The Mark V will continue to be valid and sold as it's a good meter and less expensive. The Mark VI is just a Rolls Royce.

Needless to say, I was very busy this year!

It sure is a lot of work to dig out a planet!

Well, there it is. All yours—for '79.

Love,

RON  
L. RON HUBBARD  
Founder

LRH:dr

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor East Grinstead, Sussex

HCO BULLETIN OF 29 DECEMBER 1978

Remimeo  
CI IV Grad  
Checksheet  
Class VI  
Checksheet  
C/Ss  
Class IV Grad  
Auditors  
Ethics Officers

**THE SUPPRESSED PERSON RUNDOWN**

**A MAGICAL NEW RUNDOWN**

At times the results of "ordinary" Scientology tech are extremely impressive, even to me. I am by this time, quite accustomed to miracles as usual, but magic is not quite so commonplace an occurrence, even these days, and is worthy of special note.

Many times the suppressive person to whom the pc is PTS exists in present time and is still capable of causing trouble or upset for the pc. It is to this situation that the Suppressed Person Rundown is addressed.

This new rundown, the Suppressed Person Rundown, produces the wondrous result of changing the disposition of an antagonistic terminal at a distance, by auditing the PTS preclear. Where this terminal was antagonistic, invalidative, hostile or downright suppressive, he will suddenly have a change of heart and seek to make peace with the PTS pc.

This rundown is not considered complete until the magic occurs; that is on this rundown, we take a PTS pc and we audit this pc and audit him and audit him on Problems Processes until a major change occurs in the *antagonistic persons universe* which prompts him to make a friendly overture to or concerning the pc.

This friendly and unprompted origination or attempt at origination from the antagonistic terminal to or concerning the pc will occur in all cases *if* Problems Processes are run and are fully flattened. This happens no matter how out of comm the two terminals have been or what length of time has intervened between their last communication .

The rundown is continued until the EP occurs. Each problem process is run to its own EP.

When the PTS Rundown engram running has to be omitted because of Clear or OT this Suppressed Person Rundown can be substituted for the engram part of the PTS Rundown but if so, it is still run to the full EP of the Suppressed Person Rundown .

This is how it works. The pc, due to some act or acts previously committed, has gone the effect of the antagonistic terminal. The terminal then attempts to suppress the pc. The pc, already the effect of the terminal becomes the effect of the suppression. So the pc's own postulate to improve himself and his conditions is countered by the suppressive terminal's counter-postulate, and he is thus given a present time problem of sufficient magnitude to prevent case gain, as only a present time problem will halt the progress of a case. To the present time problem are added ARC breaks with the antagonistic terminal, and as only ARC breaks will worsen a case, the result is no gain or deterioration of a case by reason of the suppressive connection in the environment .

A possible simple explanation for what occurs is: the pc, on running Problems Processes, comes up to cause on his problems with the terminal and when he is con

tinued on problems, he will break through and actually run out the antagonistic terminal's problems which *he* has given to *him*.

When this occurs, the formerly antagonistic terminal will get into communication with the pc or by communicating in a friendly way to others about the pc. He will write a letter to make peace, or he will make a phone call to say "All is well," or he will tell Aunt Sally he feels much better about the pc and has decided to let bygones be bygones. It sometimes occurs that the antago person does not know where the pc is but he will still try to communicate.

This friendly origination by the antagonistic terminal is the EP of the rundown. If the terminal hasn't yet originated, you haven't run enough Problems Processes. **THE ONLY TIME THIS DOESN'T WORK IS WHEN YOU HAVEN'T RUN ALL POSSIBLE PROBLEMS PROCESSES OR HAVE RUN THEM WITH OUT-TECH SUCH AS A BROKEN METER.**

#### WHEN THE RUNDOWN IS DONE

The Suppressed Person Rundown is done after the education step laid out in HCOB 31 Dec 78 III EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1, and after a PTS interview or a 10 August interview or an S&D has located the antagonistic terminal and handlings on that terminal have been done, and after the PTS Rundown has been done.

This procedure is run on the antagonistic terminal in all instances, even when the PTS scene has apparently been relieved for the pc on earlier PTS handling. Always run this problems procedure, no matter how successful earlier handlings were. This RD is to repair the relationship.

The pc is given the R-Factor to let the auditor know of any communication he receives from or about the antagonistic terminal. (He should not, however, be told what the EP of the rundown is.)

#### HOW THE RUNDOWN IS DONE

The Problems Processes used in the Suppressed Person Rundown are given in HCOB 30 Dec 78 SUPPRESSED PERSON RUNDOWN—PROBLEMS PROCESSES and are run Triple or Quad Flow in the order they are given. Each flow is checked for a read before running and each charged flow is taken to the EP of F/N, cog, VGIs.

The EP of the rundown has been reached when the antagonistic terminal originates in a friendly way to the preclear or seeks to communicate to the pc in a friendly manner. It's not just a cessation of hostilities, it's more than that. Even if the antagonistic terminal doesn't know the pc's address he will find out, or he will put word out and the pc will hear from or about the antagonistic terminal. And it will be a friendly message. Even if the antagonistic terminal doesn't know the pc's address, news will reach the pc that the antagonistic terminal wishes bygones to be bygones. That is the EP you are aiming for, and you continue to audit Problems Processes on the pc on the antagonistic terminal until that occurs.

It is very important not to underrun the rundown. Some auditors will be tempted to end off the rundown because the pc has had a major win or ability regained or some such. When the pc has had a major win, you would of course let him have his win and would leave him off auditing until the persistent F/N dies down, but you do not accept as the EP of the rundown anything other than the formerly antagonistic terminal originating, with no coaxing, in a friendly way to or about the pc. You keep running problems until the EP is attained. You do want to see the magic, don't you? And the only way this rundown can fail is by not continuing to run Problems Processes until this EP is attained.

#### WHO THE RUNDOWN CAN BE DONE ON

The Suppressed Person Rundown can be done on any PTS person of any case level. It is run with good success on Clears, OTs and Dianetic Clears as well as pcs just beginning their auditing. The only requirement is that any pc who receives the rundown must first have received the PTS C/S-1 per HCOB 31 Dec 78 III and must, if previously unindoctrinated, have been educated into the procedures of Scientology auditing by a Scientology C/S-1 per HCOB 15 Jul 78 SCIENTOLOGY AUDITING C/S-1.

And of course, like any other auditing, it is done with the pc's rudiments in.

#### AUDITOR AND C/S NOTE

One of the many advantages of the Suppressed Person Rundown is its simplicity. There are very few places where it can go off the rails. This rundown does, however, require expert metering and very standard handling, and the C/S should be alert to the following:

- 1) The auditor must realize that the target of this rundown is not just the pc; the target is the antagonistic terminal the pc is connected to. And the EP is not just a change in the pc, but a change in the antagonistic terminal of a positive, friendly communication to the pc. The auditor and C/S must realize that the above is the target and EP for this rundown.
- 2) *ALL* Problems Processes must be run on the antagonistic terminal, and failure to run enough Problems Processes is the only thing that will prevent this rundown from working.
- 3) *METERING*. The auditor who does this rundown must be skilled at metering so he doesn't miss reads and fail to run reading flows or attempt to run unreading flows. Imprecise metering can undermine the results of the rundown as the running of *all charged flows on problems is vital*. The auditor must be able to read a meter and must take *instant* reads which occur *instantly* on calling the command. (Reference: HCOB 5 Aug 78 INSTANT READS)
- 4) *EPs*. Each reading flow of each Problems Process must be taken to its full EP which is cog, F/N and VGIs. The C/S should ensure that the processes are indeed taken to EP and should suspect, if there is trouble attaining the rundown EP, that one or more Problems Processes have been left underrun, unflat or unrun.

Some auditors may say they've done the rundown and the pc's in beautiful shape and he's had tremendous gains and now the Suppressed Person Rundown is complete.

Your answer to this is: "Finish the rundown. Continue until the terminal gets in touch with the pc to make peace." And sure enough, a day or two or three later the pc, in utter amazement, will report that her sister, who hasn't spoken to her for 10 years has just sent her an affectionate letter or that his father, who disowned him when he got into Scientology, has just called to say "Hello" and that they had a great chat, just like old times.

It always happens when Problems Processes are fully run.

So there you have it, the Suppressed Person Rundown, quite an amazing magical feat, and very easily achieved with good standard auditing. Use it well and fully and you'll get smashing one-for-one successes on PTS pcs.

LRH:jk  
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HCO BULLETIN OF 30 DECEMBER 1978R  
REVISED 6 JANUARY 1979

Remimeo  
Class IV Grad  
Checksheet (Revisions not printed in a different type style)  
Class VI  
Checksheet  
C/Ses  
Class IV Grad  
Auditors

**SUPPRESSED PERSON RUNDOWN  
PROBLEMS PROCESSES**

References:

HCOB 29 Dec 78	THE SUPPRESSED PERSON RUNDOWN
PAB 84 15 May 56	THE REASON WHY
HCOB 31 Mar 60	THE PRESENT TIME PROBLEM
HCOB 20 Aug 58	PRESENT TIME PROBLEM—RUNNING OF
PAB 126 15 Dec 57	PROBLEMS: HANDLING AND RUNNING

This bulletin contains the Problems Processes to be run on the Suppressed Person Rundown .

DEFINITION OF PROBLEM

The first and most vital action to begin the Suppressed Person Rundown is to fully clear PROBLEM with the pc as a *problem*. not as a condition or situation.

THE WAR OF PURPOSES GIVES US WHAT WE CALL PROBLEMS. A PROBLEM HAS THE ANATOMY OF PURPOSES. A *PROBLEM CONSISTS OF TWO OR MORE PURPOSES OPPOSED*. IT DOES NOT MATTER WHAT PROBLEM YOU FACE OR HAVE FACED, THE BASIC ANATOMY OF THAT PROBLEM IS PURPOSE-COUNTER-PURPOSE.

THE DEFINITION OF A PROBLEM IS *INTENTION VERSUS INTENTION* OR TWO OR MORE OPPOSING AND CONFLICTING VIEWS ON THE SAME SUBJECT.

The dominant operating action of this rundown is knowing what a problem is. Without the auditor feeding the pc a cog, he must clear the definition of problem with the pc so that it is fully understood and the pc can easily make up examples of problems. You'll get no place on the rundown unless both auditor and *pc* understand what a problem is.

Running problems comes under a gradient scale of confront and can go on and on before the pc gets up to an awareness of anything.

It's really a fascinating phenomenon. The person is being harassed all over the place by something or somebody and he will eventually name it and identify it, which is an achievement right there, but when you first start to run problems on it, you'll find he does not have anything to do with it. It's all by itself, floating out in space someplace. The problem has nothing to do with him or anything else.

Example:

Auditor: "Tell me a problem with your mother."

Pc: "She's never home."

“She’s never home” is not a problem. A problem is two-terminaled. The problem, as the pc has given it in the example above, does not contain anything live. It’s just a condition. But gradually, as Problems Processes are run, he will come up to an actual statement that the problem is something that has to be solved and that it has something to do with *him*. Now we’re getting someplace!

## PROBLEMS PROCESSES

The processes are taken up in the order they are given. Each flow of each process is checked for a read before running it. using the name of the terminal antagonistic to the pc. Each flow taken up is then run to the EP of cognition, F/N and VGIs.

A copy of this process sheet is placed in the folder of the pc being run on the Suppressed Person Rundown and the flows of each process run are initialed and dated by the auditor when they have been taken to a full EP.

## END PHENOMENA

THE SUPPRESSED PERSON RUNDOWN IS TAKEN TO THE EP OF A FRIENDLY AND UNPROMPTED ORINATION TO OR ABOUT THE PC BY THE ANTAGONISTIC TERMINAL.

This EP will occur when enough Problems Processes have been fully run on that terminal. The auditor’s metering must be excellent, as to miss reads and leave charged flows unrun can prevent the pc from attaining the EP of this rundown.

(Reference: HCOB 5 Aug 78 INSTANT READS  
HCOB 3 Dec 78 UNREADING FLOWS)

If the pc has a big win, end off the session and let him have his win. Do not try to audit over a persistent floating needle or you will end up leaving charged flows unhandled due to the “needle having floated all the way through them.” So give the pc some time off auditing to let him have his win, then resume his sessions so he can be taken to the full and magical EP of this rundown.

THE ONLY TIME THIS RUNDOWN DOESN’T WORK IS WHEN YOU HAVEN’T FULLY RUN ALL POSSIBLE PROBLEMS PROCESSES.

1. Ref: *CREATION OF HUMAN ABILITY* R2-34

F1: Can you recall a problem about (terminal) which concerned you?

How did it seem to you then?

How does it seem to you now?

Can you recall another problem about (terminal) which concerned you?

(Continue, using the above commands) to EP\_\_\_\_\_

F2: Can you recall a problem (terminal) has had with you which concerned him?

How did it seem to him then?

How does it seem to him now’!

Can you recall another problem (terminal) has had with you which concerned him?



(Continue, using the above commands) to EP\_\_\_\_\_

F3: Can you recall a problem others have had with (terminal) which concerned them?

How did it seem to them then?

How does it seem to them now?

Can you recall another problem others have had with (terminal) which concerned them?

(Continue. using the above commands) to EP\_\_\_\_\_

F3A: Can you recall a problem (terminal) has had with others which concerned him?

How did it seem to him then?

How does it seem to him now?

Can you recall another problem (terminal) has had with others which concerned him?

(Continue, using the above commands) to EP\_\_\_\_\_

F0: Can you recall a problem you have had with yourself because of (terminal) which concerned you?

How did it seem to you then?

How does it seem to you now?

Can you recall another problem you have had with yourself because of (terminal) which concerned you?

(Continue, using the above commands) to EP\_\_\_\_\_

II. Ref: HCOB 31 Mar 60 THE PRESENT TIME PROBLEM

F1: Tell me your problem with (terminal).

What part of that problem could you confront? to EP\_\_\_\_\_

F2: Tell me (terminal's) problem with you.

What part of that problem could he confront? to EP\_\_\_\_\_

F3: Tell me others' problem with (terminal).

What part of that problem could they confront? to EP\_\_\_\_\_

F3A: Tell me (terminal's) problem with others.

What part of that problem could he confront? to EP\_\_\_\_\_

F0: Tell me your problem with yourself because of (terminal).

What part of that problem could you confront? to EP\_\_\_\_\_

III. Ref: HCOB 31 Mar 60 THE PRESENT TIME PROBLEM

- F1: What problem about (terminal) could you confront? to EP\_\_\_\_
- F2: What problem about you could (terminal) confront? to EP\_\_\_\_
- F3: What problem about (terminal) could others confront? to EP\_\_\_\_
- F3A: What problem about others could (terminal) confront? to EP\_\_\_\_
- F0: What problem about yourself concerning (terminal) could you confront? to EP\_\_\_\_

IV. Ref: HCOB 6 Jul 61 ROUTINE 1A

To be run as a bracket (1-10, 1-10, 1-10, etc. to EP).

1. What problem about (terminal) could you confront?
2. What problem about (terminal) don't you have to confront?
3. What problem about you should (terminal) confront?
4. What problem about you wouldn't (terminal) confront?
5. What problem about (terminal) should others confront?
6. What problem about (terminal) wouldn't others confront?
7. What problem about others should (terminal) confront?
8. What problem about others wouldn't (terminal) confront?
9. What problem about yourself concerning (terminal) could you confront?
10. What problem about yourself concerning (terminal) don't you have to confront? to EP\_\_\_\_

Note: What problem about (terminal) *could* others confront? (or What problem about others *could* (terminal) confront can be used instead of *should* whichever checks out on the meter) .

V. Ref: HCOB 31 Mar 60 THE PRESENT TIME PROBLEM

- F1: What two things about (terminal) can you confront? to EP\_\_\_\_
- F2: What two things about you can (terminal) confront? to EP\_\_\_\_
- F3: What two things about (terminal) can others confront? to EP\_\_\_\_
- F3A: What two things about others can (terminal) confront? to EP\_\_\_\_
- F0: What two things about yourself concerning (terminal) can you confront? to EP\_\_\_\_

VI. Ref: HCOB 31 Mar 60 THE PRESENT TIME PROBLEM

- F1: Tell me your problem with (terminal).  
How does it seem to you now?  
Alternate repetitive to EP\_\_\_\_
- F2: Tell me (terminal's) problem with you.

How does it seem to him now? Alternate repetitive to EP\_\_\_\_\_

F3: Tell me others' problem with (terminal).  
How does it seem to them now? Alternate repetitive to EP\_\_\_\_\_

F3A: Tell me (terminal's) problem with others.  
How does it seem to him now? Alternate repetitive to EP\_\_\_\_\_

F0: Tell me your problem with yourself because of (terminal).  
How does it seem to you now? Alternate repetitive to EP\_\_\_\_\_

VII. Ref: HCOB 19 Nov 65 PROBLEMS PROCESS

F1: What problem have you had with (terminal)?  
What solutions have you had for that problem?  
(One gets the pc to give his problem then runs TA off solutions. Then a new statement of the problem and more questions about solutions.) to EP\_\_\_\_\_

F2: What problem has (terminal) had with you?  
What solutions has he had for that problem? to EP\_\_\_\_\_

F3: What problem have others had with (terminal)?  
What solutions have they had for that problem? to EP\_\_\_\_\_

F3A: What problem has (terminal) had with others?  
What solutions has he had for that problem? to EP\_\_\_\_\_

F0: What problem have you had with yourself because of (terminal)?  
What solutions have you had for that problem? to EP\_\_\_\_\_

VIII. Ref: HCOB 19 Jan 61 ADDITIONAL HAS PROCESSES

F1: Get the idea of solving a problem with (terminal).  
Get the idea of not solving a problem with (terminal). to EP\_\_\_\_\_

F2: Get the idea of (terminal) solving a problem with you.  
Get the idea of (terminal) not solving a problem with you. to EP\_\_\_\_\_

F3: Get the idea of others solving a problem with (terminal).  
Get the idea of others not solving a problem with (terminal). to EP\_\_\_\_\_

F3A: Get the idea of (terminal) solving a problem with others.  
Get the idea of (terminal) not solving a problem with others. to EP\_\_\_\_\_

- F0: Get the idea of solving a problem with yourself about (terminal).  
 Get the idea of not solving a problem with yourself about (terminal). to EP\_\_\_\_\_
- IX. Ref: *CREATION OF HUMAN ABILITY R2-71*
- F1: Give me some answers concerning (terminal). to EP\_\_\_\_\_
- F2: Give me some answers for (terminal) concerning you. to EP\_\_\_\_\_
- F3: Give me some answers for others concerning (terminal). to EP\_\_\_\_\_
- F3A: Give me some answers for (terminal) concerning others. to EP\_\_\_\_\_
- F0: Give me some answers for yourself concerning (terminal). to EP\_\_\_\_\_
- X. Ref: HCOB 3 May 59 SOLUTION TO SOLUTIONS
- F1: What solution could you make stick about (terminal)? to EP\_\_\_\_\_
- F2: What solution could (terminal) make stick about you? to EP\_\_\_\_\_
- F3: What solution could others make stick about (terminal)? to EP\_\_\_\_\_
- F3A: What solution could (terminal) make stick about others? to EP\_\_\_\_\_
- F0: What solution about yourself concerning (terminal) could you make stick? to EP\_\_\_\_\_
- XI. Ref: HCOB 14 Sep 61 NEW RUDIMENTS COMMANDS
- F1: Find out if the pc has a reading problem with (terminal).  
 If so, run:  
 Tell me what is unknown about that problem with (terminal). to EP\_\_\_\_\_
- F2: Find out if there is a reading problem (terminal) has with the pc. If so, run:  
 Tell me what is unknown to (terminal) about that problem with you. to EP\_\_\_\_\_
- F3: Find out if there is a reading problem that others have with (terminal). If so, run:  
 Tell me what is unknown to others about that problem with (terminal) . to EP\_\_\_\_\_
- F3A: Find out if there is a reading problem that (terminal) has with others. If so, run:  
 Tell me what is unknown to (terminal) about that problem with others. to EP\_\_\_\_\_
- F0: Find out if the pc has a reading problem with himself because of (terminal). If so. run:  
 Tell me what is unknown about that problem with yourself. to EP\_\_\_\_\_
- XII. Ref: HCOB 7 Sep 64 II PPS, OVERTS AND ARC BREAKS
- F1: Tell me something you don't know about (terminal). to EP\_\_\_\_\_
- F2: Tell me something (terminal) doesn't know about you. to EP\_\_\_\_\_

- F3: Tell me something others don't know about (terminal). to EP\_\_\_\_
- F3A: Tell me something (terminal) doesn't know about others. to EP\_\_\_\_
- F0: Tell me something you don't know about yourself because of (terminal). to EP\_\_\_\_

XIII. Ref: HCOB 24 Feb 59 TECHNICAL BULLETIN  
HCOB 3 Jul 59 GENERAL INFORMATION

Run Selected Person Overt Withhold Straightwire on the terminal.

- F1: Think of something (terminal) has done to you.  
Think of something (terminal) has withheld from you. to EP\_\_\_\_
- F2: Think of something you have done to (terminal).  
Think of something you have withheld from (terminal). to EP\_\_\_\_
- F3: Think of something others have done to (terminal).  
Think of something others have withheld from (terminal). to EP\_\_\_\_
- F3A: Think of something (terminal) has done to others.  
Think of something (terminal) has withheld from others. to EP\_\_\_\_
- F0: Think of something you have done to yourself because of (terminal).  
Think of something you have withheld from yourself because of (terminal). to EP\_\_\_\_

XIV. Ref: HCOB 15 Oct 58 ACC CLEAR PROCEDURE

- F1: Tell me your problem with (terminal).  
What part of that problem could you be responsible for?  
Alternate repetitive to EP\_\_\_\_
- F2: Tell me (terminal's) problem with you.  
What part of that problem could he be responsible for?  
Alternate repetitive to EP\_\_\_\_
- F3: Tell me others' problem with (terminal).  
What part of that problem could they be responsible for?  
Alternate repetitive to EP\_\_\_\_
- F3A: Tell me (terminal's) problem with others.  
What part of that problem could he be responsible for?  
Alternate repetitive to EP\_\_\_\_
- F0: Tell me your problem with yourself because of (terminal).  
What part of that problem could you be responsible for?  
Alternate repetitive to EP\_\_\_\_

XV. Ref: HCOB 31 Mar 60 THE PRESENT TIME PROBLEM

- F1: What motion of yours has (terminal) been responsible for? to EP\_\_\_\_
- F2: What motion of (terminal's) have you been responsible for? to EP\_\_\_\_
- F3: What motion of (terminal's) have others been responsible for? to EP\_\_\_\_
- F3A: What motion of others' has (terminal) been responsible for? to EP\_\_\_\_
- F0: What motion of your own regarding (terminal) have you been responsible for? to EP\_\_\_\_

XVI. Ref: HCOB 31 Mar 60 THE PRESENT TIME PROBLEM

- F1: Tell me your problem with (terminal).  
What part of that problem have you been responsible for? to EP\_\_\_\_\_
- F2: Tell me (terminal's) problem with you.  
What part of that problem has he/she been responsible for? to EP\_\_\_\_\_
- F3: Tell me others' problem with (terminal).  
What part of that problem have they been responsible for? to EP\_\_\_\_\_
- F3A: Tell me (terminal's) problem with others.  
What part of that problem has he/she been responsible for? to EP\_\_\_\_\_
- F0: Tell me your problem with yourself because of (terminal).  
What part of that problem have you been responsible for? to EP\_\_\_\_\_

XVII. Ref: PAB 42 24 Dec 54 SIX BASIC PROCESSES

- F1: What kind of problems could you have with (terminal)? to EP\_\_\_\_\_
- F2: What kind of problems could (terminal) have with you? to EP\_\_\_\_\_
- F3: What kind of problems could others have with (terminal)? to EP\_\_\_\_\_
- F3A: What kind of problems could (terminal) have with others? to EP\_\_\_\_\_
- F0: What kind of problems could you have with yourself  
because of (terminal)? to EP\_\_\_\_\_

XVIII. Ref: PAB 88 12 Jun 56 THE CONDITIONS OF AUDITING

- F1: What problem could (terminal) be to you? to EP\_\_\_\_\_
- F2: What problem could you be to (terminal) ? to EP\_\_\_\_\_
- F3: What problem could (terminal) be to others? to EP\_\_\_\_\_
- F3A: What problem could others be to (terminal)? to EP\_\_\_\_\_
- F0: What problem could you be to yourself because of  
(terminal)? to EP\_\_\_\_\_

XIX. Ref: HCOB 17 Mar 60 STANDARDIZED SESSIONS

- F1: Tell me a problem (terminal) would be a solution to. to EP\_\_\_\_\_
- F2: Tell me a problem for (terminal) that you would be a  
solution to. to EP\_\_\_\_\_
- F3: Tell me a problem for others that (terminal) would be  
a solution to. to EP\_\_\_\_\_
- F3A: Tell me a problem for (terminal) that others would be  
a solution to. to EP\_\_\_\_\_
- F0: Tell me a problem concerning (terminal) you yourself  
would be a solution to. to EP\_\_\_\_\_

XX. Ref: *CREATION OF HUMAN ABILITY* page 51—R2-20

- F1: What kind of a problem could (terminal) be to you?  
Could he be that problem?  
Can you see yourself figuring on it?  
Give me another problem (terminal) could be to you.  
Can he be that problem? and so on to EP\_\_\_\_\_
- F2: What kind of a problem could you be to (terminal)?

Can you be that problem?  
Can you see (terminal) figuring on it?  
Give me another problem you could be to (terminal).  
Can you be that problem? and so on to EP\_\_\_\_\_

F3: What kind of a problem could (terminal) be to others?  
Can (terminal) be that problem?  
Can you see others figuring on it?  
Give me another problem (terminal) could be to others.  
Can (terminal) be that problem? and so on to EP\_\_\_\_\_

F3A: What kind of a problem could others be to (terminal)?  
Can others be that problem?  
Can you see (terminal) figuring on it?  
Give me another problem others could be to (terminal).  
Can others be that problem? and so on to EP\_\_\_\_\_

F0: What kind of a problem could you be to yourself because of (terminal)?  
Can you be that problem?  
Can you see yourself figuring on it?  
Give me another problem you could be to yourself because of (terminal).  
Can you be that problem? and so on to EP\_\_\_\_\_

(XI. Repeat same process, using solutions, as follows:

F1: What kind of a solution could (terminal) be to you?  
Could he be that solution?  
Can you see yourself figuring on it?  
Give me another solution (terminal) could be to you.  
Can he be that solution? and so on to EP\_\_\_\_\_

F2: What kind of a solution could you be to (terminal)?  
Can you be that solution?  
Can you see (terminal) figuring on it?  
Give me another solution you could be to (terminal).  
Can you be that solution? and so on to EP\_\_\_\_\_

F3: What kind of a solution could (terminal) be to others?  
Can (terminal) be that solution?  
Can you see others figuring on it?  
Give me another solution (terminal) could be to others.  
Can (terminal) be that solution? and so on to EP\_\_\_\_\_

F3A: What kind of a solution could others be to (terminal)?  
Can others be that solution?  
Can you see (terminal) figuring on it?  
Give me another solution others could be to (terminal).  
Can others be that solution? and so on to EP\_\_\_\_\_

F0: What kind of a solution could you be to yourself because of (terminal)?  
Can you be that solution?  
Can you see yourself figuring on it?  
Give me another solution you could be to yourself because of (terminal).  
Can you be that solution? and so on to EP\_\_\_\_\_

XXII. Ref: *CREATION OF HUMAN ABILITY* R1-11

- F1: What kind of a problem can (terminal) be to you in havingness?  
 What kind of a problem can (terminal) be to you in not havingness? to EP\_\_\_\_\_
- F2: What kind of a problem can you be to (terminal) in havingness?  
 What kind of a problem can you be to (terminal) in not havingness? to EP\_\_\_\_\_
- F3: What kind of a problem can (terminal) be to others in havingness?  
 What kind of a problem can (terminal) be to others in not havingness? to EP\_\_\_\_\_
- F3A: What kind of a problem can others be to (terminal) in havingness?  
 What kind of a problem can others be to (terminal) in not havingness? to EP\_\_\_\_\_
- F0: What kind of a problem concerning (terminal) can you be to yourself in havingness?  
 What kind of a problem concerning (terminal) can you be to yourself in not havingness? to EP\_\_\_\_\_

XXIII. Repeat same process using solutions as follows:

- F1: What kind of a solution to havingness can (terminal) be to you?  
 What kind of a solution to not havingness can (terminal) be to you? to EP\_\_\_\_\_
- F2: What kind of a solution to havingness can you be to (terminal)?  
 What kind of a solution to not havingness can you be to (terminal)? to EP\_\_\_\_\_
- F3: What kind of a solution to havingness can (terminal) be to others?  
 What kind of a solution to not havingness can (terminal) be to others? to EP\_\_\_\_\_
- F3A: What kind of a solution to havingness can others be to (terminal)?  
 What kind of a solution to not havingness can others be to (terminal)? to EP\_\_\_\_\_
- F0: What kind of a solution to havingness concerning (terminal) can you be to yourself?  
 What kind of a solution to not havingness concerning (terminal) can you be to yourself? to EP\_\_\_\_\_

XXIV. Ref: *CREATION OF HUMAN ABILITY* R2-20

Have the pc pick out or pick up a room object. have him examine this object until he is sure it is real.

- F1: What problems could this object be to you because of (terminal)? to EP\_\_\_\_\_
- F2: What problems could this object be to (terminal) because of you? to EP\_\_\_\_\_
- F3: What problems could this object be to others because of (terminal)? to EP\_\_\_\_\_



F3A: What problems could this object be to (terminal) because of others? to EP\_\_\_\_\_

F0: What problems could you cause yourself over this object because of (terminal)? to EP\_\_\_\_\_

On each flow the command is run repetitively until the pc is convinced that he can create problems at will.

XXV. Ref: HCOB 7 Sep 64 II PPS, OVERTS AND ARC BREAKS

F1: Do you have a problem with (terminal)?  
What communication have you left incomplete about that problem? to EP\_\_\_\_\_

F2: Does (terminal) have a problem with you?  
What communication has he left incomplete about that problem? to EP\_\_\_\_\_

F3: Do others have a problem with (terminal)?  
What communication have they left incomplete about that problem? to EP\_\_\_\_\_

F3A: Does (terminal) have a problem with others?  
What communication has he left incomplete about that problem? to EP\_\_\_\_\_

F0: Do you have a problem with yourself because of (terminal)?  
What communication have you left incomplete with yourself about that problem? to EP\_\_\_\_\_

XXVI. Ref: HCOB 21 Jul 59 HGC ALLOWED PROCESSES

F1: From where could (terminal) communicate to you? to EP\_\_\_\_\_

F2: From where could you communicate to (terminal)? to EP\_\_\_\_\_

F3: From where could others communicate to (terminal)? to EP\_\_\_\_\_

F3A: From where could (terminal) communicate to others? to EP\_\_\_\_\_

F0: From where could you communicate to yourself concerning (terminal)? to EP\_\_\_\_\_

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Founder

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Issue II

Remimeo  
Class IV Grad  
Class VI  
C/Ses  
Class IV Grad  
Auditors  
Ethics Officers

**OUTLINE OF PTS HANDLING**

PTS situations can arise at any time during a person's Scientology auditing or training program and must be handled speedily and well to get the person back on his course of auditing or training. Many preclears new to Scientology require PTS handling as one of their first actions.

Auditing or training must not be continued over an unhandled PTS sit as processing or study under the duress of suppression will not produce results.

You do not go on hoping or ignore it or call it something else or do any other action except *handle*. Handling PTSness is too easy to allow for any justification or excuse for not doing so, and the steps given below lay out the many handlings which can be used to bring about a full resolution of all PTSness in all pcs.

EDUCATION

A person who is PTS is often the last person to suspect it. He may have become temporarily or momentarily so. And he may have become so very slightly. Or he may be even PTS and have been so for a long time. But he is nevertheless PTS and we must educate him into the subject.

PTS C/S-1

The PTS C/S-1, given in HCOB 31 Dec 78 III EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1 must be done before any other PTS handling is begun.

This action sets a person up to understand his PTS sit and the mechanics of it. A thorough PTS C/S-1 is the basis of all successful PTS handling.

PTS INTERVIEW

A metered PTS interview per HCOB 24 Apr 72 1, C/S Series 79, PTS INTERVIEWS or a "10 August handling" per HCOB 10 Aug 73 PTS HANDLING done by an auditor in session or an MAA, D of P or SSO will, in most cases, assist the person to spot the antagonistic or SP element. Once spotted, the potential trouble source can be assisted in working out a handling for that terminal, or more rarely, in deciding to disconnect from that person.

(If *all* difficulty is encountered on this step, or if the SP cannot easily be found, the preclear or student is probably not PTS Type I and should be turned over to an auditor qualified to handle Type II PTS situations with more advanced PTS tech.)

HANDLING

Once the antagonistic terminal has been located, a handling is done to move the PTS person from effect to slight gentle cause over his situation. This handling will include whatever is needed to accomplish the result, and will, of course, vary depending on the person and his circumstances.

A good roads, good weather approach to the antagonistic terminal is usually what is needed. The handling must be agreed upon by the potential trouble source and the

person assisting him and must be tailored to put the person at cause over his particular situation.

Handling may include coaching him along to see how he himself actually precipitated the PTS condition in the first place by not applying or by misapplying Scientology basics to his life and relationship with the now antagonistic terminal, per BPL 5 Apr 72RC PTS TYPE A HANDLING.

(Additional references:

HCOB 10 Aug 73. PTS HANDLING  
HCOB 24 Apr 72 1, C/S Series 79, PTS INTERVIEWS  
HCOB 24 Nov 65 SEARCH AND DISCOVERY  
*PROBLEMS OF WORK*. Chapter 6, Affinity, Reality and Communication  
BTB 11 Nov 77 Reiss. 10 Dec 77 HANDLING PTS SITUATIONS.)

#### *WHAT IS SCIENTOLOGY?*

It quite often happens that the persons antagonistic to the preclear have no real concept of what Scientology is. This can also be true of a very new Scientologist who then misinforms others.

The book *WHAT IS SCIENTOLOGY?* is a very useful tool. The preclear can send a copy of it to persons antagonistic to him and it will give them hope that the person will respond better to life or if they are antagonistic to Scientology can show them what they're being antagonistic to.

Recommendations that the PTS person obtain and use this book (or anyone else who wants to inform his friends or get them on the right road, as the book was not written for the purpose of de-PTSing people) should be made by the interviewing officer. The book was specially priced so it would be more generally available despite the high cost of publishing. It is a large and imposing book and contains the true answers to all the questions people might ask and so saves the PTS person or any other person a great deal of explanation time.

It is quite a formidable weapon when used in that fashion besides being a good book that Scientologists should own in its own right.

#### *CAN WE EVER BE FRIENDS?*

Extraordinary successes in handling PTS situations with the *Can We Ever Be Friends?* cassette and booklet occur when these are used. Parents, friends, relatives of Scientologists, who, due to misunderstandings or misinformation thought they were opposed to Scientology and its aims have discovered, after listening to this cassette, that they are in full agreement with it and now give Scientology their support. This action is vital and must not be omitted.

The results available with this cassette cannot be underestimated. It can be used by itself when communication has really broken down between the two terminals or in conjunction with other PTS handling.

#### PROGRAM

As a result of interview and the various actions connected with it as given above and in the referenced issues the interviewer must give the person a program to be done by the person. If the person does not do the program or report his actions on it, or the program results in no real change in the situation the interviewing officer must require the person to have auditing on the subject. (Ruds can be flown and/or a PTS RD must be given by a qualified auditor in the HGC.)

Clears and OTs can have ruds flown and can do all the PTS RD except engram handling.

This is usually followed by a Suppressed Person RD.

## RUDIMENTS

Flying ruds and overts Triple or Quad Flow on the antagonistic terminal is often done to “get ruds in” and enable the pc to better confront the PTS situation he is faced with. This would of course, be done only in session by a qualified auditor when so ordered by the Case Supervisor.

## THE PTS RUNDOWN

The PTS Rundown is done when preclears who have had standard, successful PTS handlings roller-coaster at a later date, become ill, slump after making gains, or continue to find additional terminals they are PTS to.

The PTS Rundown handles a more expanded sector of a pc’s PTSness and is run to the end phenomena of *a pc who is getting and keeping case gains and never again roller-coasters.*

Note: Clears, OTs and Dianetic Clears are not run on the Dianetic section of the PTS Rundown.

References:

HCOB 9 Dec 71 RC Rev. 8 Dec 78 PTS RUNDOWN  
HCOB 20 Jan 72R Rev. 8 Dec 78 PTS RUNDOWN ADDITION  
HCOB 17 Apr 72, C/S Series 76, C/SING A PTS RUNDOWN  
HCOB 3 Jun 72RA Rev. 8 Dec 78 PTS RUNDOWN, FINAL STEP

## SUPPRESSED PERSON RUNDOWN

This rundown is beautifully simple and magically effective. It can be done with great success on all PTS persons of any case level, from those just beginning their first auditing to Clears, OTs and Dianetic Clears.

The end phenomena of this handling is a miraculous restoration of communication between the estranged terminals *originated* by the formerly antagonistic person. (Reference: HCOB 29 Dec 78 THE SUPPRESSED PERSON RUNDOWN)

## REST, QUIET AND A SAFE ENVIRONMENT

Rest, quiet and a safe environment must be provided for a person who has become PTS Type Three.

“In this case, the Type Two’s *apparent* SP is spread all over the world and is often more than all the people there are—for the person sometimes has ghosts about him or demons and they are just more apparent SPs but imaginary as beings as well.”

“. . . Removed from apparent SPs, kept in a quiet surroundings, not pestered or threatened or put in fear, the person comes up to Type Two and a Search and Discovery should end the matter.”

(HCOB 24 Nov 65 SEARCH AND DISCOVERY)

These are powerful and precision tools. With them we can handle our PTS students, preclears and staffs and get resounding one-for-one successes.

I am counting on you to do this.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 DECEMBER 1978  
Issue III

Word Clearers  
HCO  
Tech/Qual  
C/Ses  
PTS/SP Detection.  
Routing and  
Handling Course  
Ethics Officers  
Class IV Grad

**EDUCATING THE POTENTIAL TROUBLE SOURCE,  
THE FIRST STEP TOWARD HANDLING:  
PTS C/S-1**

References:

BPL 5 Apr 72RC I Rev. 29.12.78	PTS TYPE A HANDLING
BTB 11 Nov 77	HANDLING PTS SITUATIONS
HCOB 24 Apr 72 I	C/S Series 79 EXDN Series 5 PTS INTERVIEWS
HCOB 10 Aug 73	PTS HANDLING
HCOB 27 Sep 6h	THE ANTI-SOCIAL PERSONALITY THE ANTI-SCIENTOLOGIST
HCOB 28 Nov 7()	C/S Series 22 PSYCHOSIS
HCOB 24 Nov 65	SEARCH AND DISCOVERY
HCOB 12 Mar 6X	MISTAKES, ANATOMY OF
HCOB 9 Nov h7	REVIEW AUDITORS, <i>BOOK OF CASE REMEDIES</i> — REVISION OF REMEDY A. REMEDY B
AND S AND Ds	
HCOB 5 Feb 66 III	S AND D WARNING
HCOB 9 Dec 71 RC Rev. 8.12.78	PTS RUNDOWN. AUDITED
HCOB 20 Jan 72R Rev. 8.12.78	PTS RUNDOWN ADDITION
HCOB 3 Jun 72RA Rev. 8.12.78	PTS RUNDOWN. FINAL STEP
HCOB 29 Dec 78	THE SUPPRESSED PERSON RUNDOWN
HCOB 30 Dec 78	SUPPRESSED PERSON RUNDOWN—PROBLEMS PROCESSES
HCOB 31 Dec 78 11	OUTLINE OF PTS HANDLING

When you find you have a potential trouble source on your hands the very first thing you must do is educate him on the fundamentals of PTS/SP tech.

Do not begin any other PTS handling on any PTS person until he has completed the basic education steps of the PTS C/S-1 given in this HCOB.

In the absence of education into the basics of PTS tech you will have PTS students and pcs asserting they're not PTS, you will have upsets. protest, recurrences of "once handled" PTSness. PTSes will not cognite, will not take action to handle the antagonistic terminal, will not recover. Failure to educate simply doesn't work. So a very thorough job must be done at this point to guarantee the success of any PTS handlings which follow.

Now people and circumstances and PTS sits vary, and you may wish to carry the education steps of the PTS person beyond what is given here before you begin any

other handling on him. I will leave that to your educated judgment. However, the steps of the PTS C/S-1 given in this HCOB must be done on all PTS students and pcs before *any sort of PTS Interview or 10 August handling or any PTS auditing is undertaken.*

The person should, of course, study the complete PTS/SP Detection, Routing and Handling Course so that he understands the full mechanics that had been upsetting his life, but the PTS C/S-1 will give sufficient data and understanding so that he or she can begin handling the PTS scene.

### PTS C/S-1

The following PTS C/S-1 is not a long action and can and should be accomplished speedily. Its purpose is to give to any PTS student or pc the necessary data and RFactor on the basics of PTS/SP tech so that he understands and is able and willing to successfully handle his PTS situation. It can be done by an auditor, in session, or in the course room under the supervision of the Word Clearer and Course Supervisor.

Note: Some pcs and students who have been trained or who have in the past received PTS handling may protest that they know the terms and issues. If this happens acknowledge with excellent TRs and without invalidation or evaluation and tell them that this action is intended to make PTS handling effective for all and is a required step of the handling. If the auditor or Word Clearer uses excellent TRs and a good R-Factor, no ARC breaks will occur and the person will have tremendous wins.

The auditor or Word Clearer should be fully familiar with this issue as well as all issues in the PTS/SP Course pack. He will need to take a very thorough look at what has to be covered with the pc in this C/S-1 and know his materials very well and have them ready for reference and clearing any misunderstands or questions the pc may have.

The following will be needed:

Technical Dictionary

Admin Dictionary

A good English Dictionary

A good dictionary in the pc or student's native language, and for a foreign language case a dual dictionary (English-to-foreign language and foreign language itself).

PTS and SP Definitions Sheet—Attachment No. I of this issue

Demo kit

- A. Have the pc define each term, using the reference. (Note: you don't ask: "Do you know what this word means?" You ask: "What is the definition of ?")

When the pc has told you the definition, have him give you a sentence or two using the term correctly. Where it applies, have him give you examples, using his experiences or those of others. Have him demo with a demo kit. Cover by exact definition all terms used and take each term defined to an F/N.

- B. Check for any questions (or misunderstands) as you go along and ensure any such get handled so the pc or student winds up with a clear understanding of the word.

Don't settle for glibness that does not show understanding, but on the other hand, don't overrun or put duress on the pc or student, either.

Ensure each word cleared is taken to F/N.

## PTS C/S- 1 PROCEDURE

1. Give the R-Factor that you are going to clear the basic words and concepts concerning PTSness.
2. Clear the word AFFINITY. Have the pc or student demo its meaning.
3. Clear the word REALITY. Have the pc or student give you sentences and examples showing his understanding.
4. Clear the word COMMUNICATION. Have the pc or student demo its meaning.
5. Clear ARC BREAK. Have the pc or student demo what an ARC break is.
6. Clear PROBLEM. Have the pc or student demo a problem.
7. Clear WITHHOLD. Have the pc or student give you an example of a withhold.
8. Clear MISSED WITHHOLD. Have the pc or student demo a missed withhold.
9. Clear POSTULATE. Ask the pc or student if he's ever postulated anything. Have him tell you about it.
10. Clear COUNTER (the prefix).
11. Have the pc or student demo several examples of a postulate and a counter-postulate.
12. Clear HOSTILE. ANTAGONISM.
13. Clear SUPPRESS. Have the pc Or student demo several different examples of how someone or something could be suppressed.
14. Clear SUPPRESSION. Have the pc or student give you examples of suppression from movies he's seen or books he's read or suppression he's seen or experienced.
15. Clear SUPPRESSIVE PERSON. Have the pc or student demo the definitions.
16. Clear SUPPRESSIVE GROUPS.
17. Clear ROLLER-COASTER. Have the pc or student demo roller-coaster. Ask him if he's ever been around anyone who roller-coastered. Let him tell you about it briefly if he wishes.
18. Clear POTENTIAL TROUBLE SOURCE (PTS). Have the pc or student demo this well.

(If this step is being done by a Word Clearer in the course room, end off at this point and send the pc or student to the Examiner. Then, get him started on the Study Section. If being done in session, the auditor may continue with the Study Section. )

## STUDY SECTION

19. The following issues are to be read by the PTS student or pc, word cleared Method 4 and starrated. This may be done in a course room, under the supervision of the Course Supervisor or in session with an auditor.

HCOB 27 Sep 66

THE ANTI-SOCIAL PERSONALITY  
THE ANTI-SCIENTOLOGIST

HCOB 28 Nov 70	C/S Series 22 PSYCHOSIS
HCOB 24 Nov 65	SEARCH AND DISCOVERY
HCOB 12 Mar 68	MISTAKES, ANATOMY OF
BPL 5 Apr 72RC I	PTS TYPE A HANDLING
Rev. 29.12.78	
BTB 11 Nov 77	HANDLING PTS SITUATIONS
HCOB 24 Apr 72 I	C/S Series 79 EXDN Series 5 PTS INTERVIEWS
HCOB 10 Aug 73	PTS HANDLING

20. End off and send the pc or student to the Examiner. Route the pc's folder with all worksheets to the C/S who will examine them for thoroughness and completeness and then order the person's next step.

---

Educating a PTS person is the key to putting him at cause over the PTS sit. Do this PTS C/S-1 thoroughly and well. It is not to be considered a substitute for the full PTS/SP Detection, Routing and Handling Course, but will set up the PTS student or pc for a highly successful PTS handling. *These* you get him signed up for the course.

PTS tech is highly effective and powerful. Get the most out of it by applying it properly, with EDUCATION as the first step.

L. RON HUBBARD  
Founder

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HCOB 31.12.78 III  
ATTACHMENT

### **PTS C/S-1 DEFINITIONS SHEET**

#### AFFINITY

Degree of liking or affection or lack of it. Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. Affinity is one of the components of understanding; the other components being reality and communication.  
(*Diabetics Today*, Glossary, page 1013)

#### REALITY

The degree of agreement reached by two ends of a communication line. In essence, it is the degree of duplication achieved between cause and effect. That which is real is real simply because it is agreed upon, and for no other reason.  
(*Dianetics and Scientology Technical Dictionary*, page 338)

#### COMMUNICATION

"The interchange of ideas or objects between two people or terminals. More precisely the definition of communication is the consideration and action of impelling an impulse or particle from source point across a distance to receipt point, with the intention of bringing into being at the receipt point a duplication and understanding of that which



emanated from the source point.” “The formula of communication is: Cause, Distance, Effect, with Intention, Attention and Duplication with Understanding.” “Communication by definition does not need to be two-way. Communication is one of the component parts of understanding.”

*Dianetics and Scientology Technical Dictionary* page 81)  
(HCOB 5 Apr 73 Reiss. 19 Sep 74 AXIOM 28 AMENDED)  
(*Dianetics Today*. Glossary, page 1020)

## ARC BREAK

A sudden drop or cutting of one’s affinity, reality, or communication with someone or something. Upsets with people or things come about because of a lessening or sundering of affinity, reality, or communication or understanding. It’s called an ARC break instead of an upset, because, if one discovers which of the three points of understanding have been cut, one can bring about a rapid recovery in the person’s state of mind. It is pronounced by its letters A-R-C break.

(*Dianetics and Scientology Technical Dictionary* page 21)

## PROBLEM

Anything which has opposing sides of equal force; especially postulate-counter-postulate, intention-counter-intention or idea-counter-idea; and intention-counter-intention that worries the preclear

(*Dianetics Today* Glossary, page 1034)

## OVERT

1. ... An aggressive or destructive act by the individual against one or more of the eight dynamics (self, family, group, mankind, animals or plants, mest, life or the infinite) .

(*Dianetics Today*. Glossary, page 1032)

2. That thing which you do which you aren’t willing to have happen to you.

(*Dianetics and Scientology Technical Dictionary* page 288)

## WITHHOLD

An undisclosed harmful (contra-survival) act.

(*Dianetics Today*. Glossary, page 1043)

## MISSED WITHHOLD

An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

(*Dianetics Today*. Glossary, page 1030)

## POSTULATE

1. To conclude, decide or resolve a problem or to set a pattern for the future or to nullify a pattern of the past.

(*Dianetics and Scientology Technical Dictionary* page 304)

2. That self-determined thought which starts, stops or changes past, present or future efforts.

(*Dianetics and Scientology Technical Dictionary* page 304)

3. In Scientology the word postulate means to cause a thinkingness or consideration. It is a specially applied word and is defined as causative thinkingness.

(*Dianetics and Scientology Technical Dictionary* page 304)

## COUNTER

1. Opposition, as in direction or purpose; for example countermarch, counteract.  
(*The American Heritage Dictionary of the English Language* page 303)

## HOSTILE

1. Of or pertaining to an enemy.  
(*The American Heritage Dictionary of the English Language*. page 637)
2. Feeling or showing enmity; antagonistic.  
(*The American Heritage Dictionary of the English Language*. page 637)

## ANTAGONISM

1. Mutual resistance; opposition; hostility.  
(*The American Heritage Dictionary of the English Language*. page 55)
2. The condition of being an opposing principle, force or factor.  
(*The American Heritage Dictionary of the English Language* page 55)

## SUPPRESS

1. To squash, to sit on, to make smaller, to refuse to let reach, to make uncertain about his reaching, to render or lessen in any way possible by any means possible. to the harm of the individual and for the fancied protection of a suppressor.  
(*Dianetics and Scientology Technical Dictionary* page 414)

## SUPPRESSION

1. Suppression is “a harmful intention or action against which one cannot fight back.” Thus when one can do anything about it, it is less suppressive.  
(*Dianetics and Scientology Technical Dictionary* page 414)

## SUPPRESSIVE PERSON

1. A person with certain behavior characteristics and who suppresses other people in his vicinity and those other people when he suppresses them become PTS or potential trouble sources.  
(*Dianetics and Scientology Technical Dictionary* page 415)
2. A person who has had a counter-postulate to the pc you are handling.  
(*Dianetics and Scientology Technical Dictionary* page 415)
3. Is one that actively seeks to suppress or damage Scientology or a Scientologist by suppressive acts.  
(*Dianetics and Scientology Technical Dictionary* page 415)

## SUPPRESSIVE GROUPS

1. Are defined as those which seek to destroy Scientology or which specialize in injuring or killing persons or damaging their cases or which advocate suppression of mankind.  
(*Dianetics and Scientology Technical Dictionary* page 414)

## ROLLER-COASTER

1. A case that betters and worsens. A roller-coaster is always connected to a suppressive person and will not get steady gains until the suppressive is found on the case or the basic suppressive person earlier. Because the case doesn't get well he or she is a potential trouble source to us, to others and to himself.

(*Dianetics and Scientology Technical Dictionary*, page 358)

2. Gets better, gets worse, gets better, gets worse.  
(*Dianetics and Scientology Technical Dictionary*, page 358)

#### POTENTIAL TROUBLE SOURCE

1. Somebody who is connected with an SP who is invalidating him, his beingness, his processing, his life.  
(*Dianetics and Scientology Technical Dictionary* page 305)
2. It means someone connected to a person or a group opposed to Scientology. It is a technical thing. It results in illness and roller-coaster and is the cause of illness and roller-coaster.  
(*Dianetics and Scientology Technical Dictionary* page 305)
3. The PTS guy is fairly obvious. He's here, he's way up today and he's way down tomorrow and he gets a beautiful session and then he gets terribly ill. That's the history of his life.  
(*Modern Management Technology Defined* page 400)
4. The mechanism of PTS is environmental menace that keeps something continually keyed-in. This can be a constant recurring somatic or continual, recurring pressure or a mass. The menace in the environment is not imaginary in such extreme cases. The action can be taken to key it out. But if the environmental menace is actual and persists it will just key-in again. This gives recurring pressure unrelieved by usual processing.  
(*Modern Management Technology Defined* page 400)

#### SEARCH AND DISCOVERY

1. Search and discovery of suppression is called an "S and D." It locates the suppressive on the case.  
(HCOB 9 Nov 67, REVIEW AUDITORS, *BOOK OF CASE REMEDIES*. REVISION OF REMEDY A, REMEDY B AND S AND Ds)

"Remember that the real suppressive person (SP) was the one that wove a dangerous environment around the pc. To find that person is to open up the pc's present time perception or space. It's like pulling a wrapping of wool off the pc.

"The SP persuaded or caused the pc to believe the environment was dangerous and that it was *always* dangerous and so made the pc pull in and occupy less space and reach less.

"When the SP is really located and indicated the pc feels this impulse not to reach diminish and so his space opens up.

"The difference between a *safe* environment and a *dangerous* environment is only that a person is willing to reach and expand in a safe environment and reaches less and contracts in a dangerous environment.

"An SP wants the other person to reach less. Sometimes this is done by forcing the person to reach into danger and get hurt so that the person will thereafter reach less.

"The SP wants smaller, less powerful beings. The SP thinks that if another became powerful that one would attack the SP.

"The SP is totally insecure and is battling constantly in covert ways to make others less powerful and less able."

(HCOB 5 Feb 66 S AND D WARNING)

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HCO BULLETIN OF 6 JANUARY 1979

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**HCOB 24 JULY 1970 AND  
HCOB 28 AUGUST 1970RA CANCELED**

Ref: HCO PL 15 March 1971R  
Data Series 21 R  
DATA SERIES AUDITING

HCOB 24 July 1970, DATA SERIES, and HCOB 28 August 1970RA, HC  
OUTPOINT PLUS-POINT LISTS RA, are CANCELED.

The use of the HC Out-Point Plus-Point Lists is most effective when preceded by  
other specific actions necessary to achieving the full gains possible from the handling of  
these lists.

The HC Out-Point Plus-Point Lists are being incorporated as a step of a rundown  
currently under research and are slat to be used or audited in any way otherwise.

After the date of this issue it will he deemed a HIGH CRIME if any auditor is  
found to have violated the above.

L. RON HUBBARD  
Founder

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# **L. Ron Hubbard**

## **EXECUTIVE DIRECTIVE**

LRH ED 301-1 INT

6 January 1979

To: All Staff  
and Students

From: Ron

### **CORRECTION TO RON'S JOURNAL 30 REQUIREMENTS FOR SUPER POWER AUDITORS**

On page 267 of Ron's Journal 30, the listing of OT III as a requirement for New World Corps candidates to be trained on Super Power is a typo and is hereby canceled.

The requirements for auditors or C/Ses who are to be trained to deliver Super Power are:

1. Class IV (does not have to be Class IV Permanent).
2. Not an R/Ser.
3. No LSD or Sweat Out Program very fully completed.
4. Full Drug Rundown completed.

L. RON HUBBARD  
Founder

LRH:cib

HCO BULLETIN OF 9 JANUARY 1979

Remimeo

**BTB CANCELLATION**

BTB to MARCH 75. ISSUE IV  
CRAMMING SERIES 5RB  
TRs IN CRAMMING

IS HEREBY *CANCELED*.

No auditor may audit in an HGC who has not done a Hard TRs Course.

Any auditor with good sense will get an honest TRs tape passed by competent authority before he audits *anybody*.

The technical material in the above mentioned BTB is incorrect as once an auditor's TRs are "IN" they don't go out and you certainly don't have to practice to get them back in.

The job is to get them in in the first place.

Auditors whose TRs are out can have false data on TRs found and be word cleared on TR HCOBs and can be put back on a Hard TRs Course.

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 17 JANUARY 1979

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EO/MAA Hats

**A NEW TYPE OF CRIME**

Ref: HCO PL 7 Feb 65 KEEPING SCIENTOLOGY  
WORKING  
HCO PL 2.3 Dec 65 SUPPRESSIVE ACTS  
SUPPRESSION OF SCIEN  
TOLOGY & SCIENTOLOGISTS  
—THE FAIR GAME LAW  
HCO PL 7 Aug 65 SUPPRESSIVE PERSONS  
MAIN CHARACTERISTICS OF  
HCO PL 16 Oct 67 AKH No.16—SUPPRESSIVES  
AND THE ADMINISTRATOR—  
HOW TO DETECT SPs AS AN  
ADMINISTRATOR  
HCO PL 18 Oct 67 POLICY AND HCOB ALTERA  
TIONS-HIGH CRIME

**TECHNICAL PERVERSIONS**

During an evaluation of an organization, a new crime came to light:

It consisted of carefully teaching and coaching auditors to get a snap can squeeze done so they would set their meter sensitivity so low that no reads could be obtained. It was done knowingly and intentionally by the person so there would be no auditor around that could spot his withholds. He also obscured E-Meter Drill No. 5 which shows the correct way to do a can squeeze and get a proper sensitivity.

Anyone who would do something like this, just to protect a withhold, without realizing he would also mess up hundreds of cases quite in addition to messing up his own, is of course not only irresponsible but insane.

We think of “insane people” as being wild-eyed maniacs but such is seldom the case. More often they are quiet types who have little or nothing to say and speak softly. This person would not have been seen as insane on casual observation. And so he had worked his way into the post of training in charge. Just so he could protect his withholds. And, on that post. then carefully mistreated all auditors in sight.

So this brings to view that there is a new type of crime:

**TO ALTER AND PERVERT TECH OR PROCEDURE TO PREVENT  
DISCOVERY OF WITHHOLDS.**

This enters many areas: Changing or losing issues. Issuing issues in BTB or BPL form that contain incorrect and misleading data. Posting known criminals or incompetents to training posts. Verbal tech. In short, any action which would prevent tech from being known or correctly used.

These fall under the heading of SUPPRESSIVE ACTS and come under the ethics PLs related to them.

L. RON HUBBARD  
Founder

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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HCO POLICY LETTER OF 19 JANUARY 1979  
Issue II

Remimeo

*Data Series 47*

**CANCELLATION**

BTB 2 Sept 72R Issue II, WHY FINDING DRILL—TWO, is CANCELED.

The Personal Office of Evaluation and Execution, Cramming Officers, AVC and any other evaluating activity are not permitted to use this BTB.

This BTB contains false tech and invites verbal tech by the coach who may or may not already have MUs on the subject of evaluation.

Any entry of this BTB on a checksheet is to be deleted and students informed of such.

L. RON HUBBARD  
Founder

for the

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HCO BULLETIN OF 28 JANUARY 1979

Remimeo  
KOTs  
C/Ses  
Qual Staff  
Tech Staff  
HCOs

**C/S QUALIFICATIONS**

Any C/S C/Sing for a level for which he has not been trained is subject to the suspension of all certificates and deprivation of all bonuses. He is subject also to refund of all bonuses ever obtained while C/Sing as a C/S levels for which he has not been trained above or below his class. This does not limit the penalties which can be applied which can include declare and expulsion.

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Founder

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HCO BULLETIN OF 31 JANUARY 1979

Remimeo  
TRs Course  
Checksheet  
TRs Course Supervisor  
Tech Sec  
Qual Sec

**MOOD DRILLS**

Beings can be fixed or stuck in a chronic mood (emotion)—always sad, always angry, always bored, etc. Just in life and livingness this makes them rather hard to live with but in an auditor it is fatal. The mood of an auditor, particularly if fixed and chronic, can color the session and the results he obtains.

TRs are a matter of sound, not how an auditor feels. When an auditor has a stuck or fixated mood, such as monotony, timidity, dullness, showing up in his TR drills or in session, this can slow up a pc's progress or rough up or upset a pc. The auditor's TRs should sound live and interested and natural.

Mood Drills have been developed to handle fixed, uncontrolled or unsuitable tone levels in an auditor. These drills consist of drilling TR I over and over at each tone level of the full Tone Scale (HCOB 25 Sept 71RB, Revised 1 Apr 78 TONE SCALE IN FULL). You start low on the scale and do TRs at each tone level *in that tone*. then up to the next tone, and the next, i.e., TR 1 done over and over at "Dying," then at the tone of "Useless," and so on up the scale. The coach simply has the student do TR I at the particular tone level so that the coach and the student are both satisfied that the student has conveyed that tone and the student has a win.

A technical fact is that moods or emotions are usually "automatic" which means they are not necessarily under control but tend to control the person himself. It is as if he is under other-determinism. Technically, you can "take over" the automaticity and put it under a being's control just by having him consciously do it over and over. You can also change a chronic tone level by shifting a person's attention from it by making him do something else. (Reference: "Ability 36" and "Ability—Straight Wire.")

Body position, voice tone, facial expression and attitude are all part of conveying the mood or tone level. For example, the student doing Mood Drills is on TR 1 working on the tone "Anger." He gives a line from *Alice in Wonderland*. and it sounds a bit weak. Coach's patter: "That's it. It sounds a bit gentle. Let's get some more G-r-r-r-r in it. Start." Student repeats the line, but smiles a bit although he sounds more angry. Coach: "That's it. It *sounded* more angry, but you smiled. Do it again—you *feel* angry. Start." Student gives the line again, this time frowning fiercely and in a *very* snarly tone of voice, leaning forward aggressively. Coach: "Good! Do you feel you did it?" Coach continues until the student is certain he can do it easily. The coach must be able to identify the various emotions and if he is in question about it the dictionary should be resorted to until both student and coach are in agreement on what the tone is or means and that it is being accurately and demonstrably expressed.

A student drilling these must beware of Mis-U's and the coach must make sure that he and the student both understand each mood (tone). Any moods that are too easy to do should be spotted by the coach and repeated until the automaticity is broken.

If a mood is too hard for the student to master, have him do TR 1 in different beingnesses, e.g., a timid student who is trying to sound antagonistic could be asked to do TR 1 as a panther, a lion, a villain, etc. If you had him do it as a timid bird or some such timid thing that would never be antagonistic you would probably have your student where he lived. Again, do such things to a student win and don't use it to harass him. The whole point is to get him to do TR 1 antagonistically. These shifts of beingness help to shift his attention off a repulsion to an emotion he cannot easily do.

Once begun, Mood Drills should be continued until the whole scale is flat so the auditor doesn't get stuck on the Tone Scale but can do any mood easily and without strain. When an auditor is upset about his voice, you can have him try speaking melodiously, boringly, enthusiastically, until he can change his voice mood about at will.

Mood Drills should be done when the auditor sounds mechanical, or his tone is brush off, not interested or some set emotion. An auditor can be drilled on assessments in the E-Meter Drill Book with Mood Drills, when his assessment is dull or monotonous. Any set emotion like "sweet," "light and airy fairy," or sad, dreary, deadly serious, indifferent can be handled by drilling with Mood Drills.

### 50 FOOT MOOD DRILLS

50 Foot Mood Drills can be used to cure a fixed mood that doesn't seem to budge with regular Mood Drills. Student and coach go to an area where they can do some shouting without disturbance. The coach and student are at least 50 feet apart and the Mood Drill is done, as described above, at this distance.

Mood Drills are not only fun to do, but also enable an auditor to be at cause over how he sounds in a session, without strain and without his own feelings interfering with the session and thus to get maximum gain for the pc.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 3 FEBRUARY 1979  
Issue I  
CORRECTED AND REISSUED 8 FEBRUARY 1979

Remimeo

(Also issued as HCO PL same date and title.)

**CHANGE THE CIVILIZATION  
EVAL**

*POLICY:* A course consists of a checksheet, theory and practical.

To audit or even do courses requires an ability to confront and communicate and this is brought about on the TRs Course.

People who can't confront can have trouble communicating, reading meters, studying or even detecting what is going on.  
(See Cumulative Index, Vol X Technical Bulletins)

*SITUATION:* TRs AND TECH ARE OUT INTERNATIONALLY.

*STATS:* Refunds high .

Majority of Sea Org staff with incomplete courses.

Lots of blown students.

*DATA:* Auditors pulled in for training couldn't do TRs even though they were trained and had been auditors for years. (OMITTED TRs—COURSES THEY TOOK PREVIOUSLY)

Supervisors didn't know key TR HCOBs, didn't know that you cycle a student through the TRs, not stick him in on one TR for weeks and give him a lose, yet it is clearly expressed in HCOBs. (OMITTED INFORMATION, WRONG TARGET—TR SUPERVISORS)

When I teach a course it takes a week or 6 weeks depending on the course. When it is exported the same course and the same materials can take up to 9 months. (ADDED TIME—SUPERS)

Auditors who had supposedly been trained misread and missed reads on meters. (OMITTED CONFRONTS—AUDITORS)

People who go to writing courses in college almost never become writers. (OMITTED PRODUCTS—COLLEGES)

The common experience of students is they can't do what they're trained to do after they've been "trained" yet the civilization is spending countless billions on "education." (CONTRARY FACTS—CONTEMPORARY TEACHERS)

The "service facsimile" which is processed at Grade IV of Scientology grade processing handles the almost universally present aberration of making others wrong. (ADDED ABERRATION—TEACHERS)

Few teachers are Grade IV Releases. (OMITTED SCIENTOLOGY—TEACHERS)

Because their TRs and metering were out, auditors have not been producing uniformly spectacular results and have not been getting pcs smoothly through their grades. (OMITTED CONFRONT—AUDITORS)

CS-4s who have the responsibility for making up checksheets for courses continue to export a TRs Course without a checksheet that had to be done first before doing TRs. (OMITTED CHECKSHEET—CS-4s)

The identical situation of sticking students in at each TR and making them lose, instead of cycling them through TRs to a win each time was found on Flag some years ago and remedied with an HCOB. Yet the HCOB is unknown, partially because there is no checksheet on the TRs Course. (OMITTED PRESERVATION OF TECHNOLOGY—FLB)

TR Courses over the world uniformly have been taught without being preceded by a theory period. (OMITTED THEORY—TRs COURSE SUPERVISORS)

*OUTPOINT COUNT:*

OMITTED—9	SUPERVISORS—4
WRONG TARGET—1	TEACHERS—3
ADDED—2	AUDITORS—2
CONTRARY FACTS—1	PREVIOUS COURSES—1
	COLLEGES—1
	CS-4s—1
	FLB—1

*WHY:* THERE IS NO CHECKSHEET FOR THE TRs COURSE WHICH IS STUDIED BEFORE THE STUDENT DOES HIS TRs.

*ETHICS WHY:* TARGETTING STUDENTS TOWARD A LOSE BECAUSE THEY ARE DRAMATIZING THEIR SERVICE FACS.

*WHO:* MAJORITY OF PROFESSORS, TEACHERS, ETC.

*IDEAL SCENE:* A TRs COURSE TAUGHT AS A COURSE WITH A PROPER CHECKSHEET AND SUPERVISED BY SUPERVISORS WHO ARE NOT DRAMATIZING A SERVICE FAC OR MAKING OTHERS WRONG AND TRAINING AUDITORS WHO CAN CONFRONT AND COMMUNICATE AND IN ADDITION TO HANDING THEIR PCs SO AS TO OBTAIN UNIFORMLY SPECTACULAR WINS, MAY ALSO EVENTUALLY REACH THE REST OF THE TEACHERS IN THE WORLD SO THAT THEY TOO WILL TEACH STUDENTS TO A WIN.

*HANDLING:*

*BRIGHT IDEA:* Do a checksheet of the TRs Course and retread all auditors who are not making it on it and TRs.

1. Compile the checksheet.

LRH TECHNICAL  
COMPILATIONS     DONE

2. Push all students now on courses on through their courses without interrupting their studies by making them redo the course.

DIRECTORS OF  
TRAINING     \_\_\_\_\_

3. Immediately get the checksheet being applied and the TRs Course redone at the intern level, in the first internship any auditor I/T enters.

QUAL SECS     \_\_\_\_\_

4. Enforce certificate expiration if the person has not done the internship for the level he is certified for.  
DIRs OF VALIDITY \_\_\_\_\_
5. Sell the new TRs Course in one internship.  
REGS \_\_\_\_\_
6. Deliver the new TRs Course complete with checksheet and in practical, cycling through the TRs to a minor win on each instead of sticking the student into one TR at a time to a completion of that TR and so giving them countless loses and extending the course endlessly. But make sure that on the alternate cycle through, they're doing Hard TRs flawlessly.  
SUPERS \_\_\_\_\_
- 6A. Institute the new TRs Course at the beginning of major courses for those students who enter a major course in the future, and at the beginning of any major course substitute the new TRs Course for any existing TRs Course on the checksheet.  
DIRECTORS OF TRAINING \_\_\_\_\_
7. Make DRD and Grade IV a prerequisite for the post of Supervisor and get all Supervisors now on, up to that without removing them from post in a minimum period of time.  
HCO \_\_\_\_\_
8. On all auditors who are failing order a complete modern TRs Course as in Targets 5 and 6, as the only acceptable first cramming order. Time machine it for 2 weeks full time and 6 weeks maximum if done part time.  
CRAMMING OFFICERS \_\_\_\_\_
- 8A. Do not require auditors to "drill TRs" in the morning or evening as TRs do not fall out. Ref: HCOB 9 tan 79, BTB CANCELLATION. Instead, get them through a Hard TRs Course in their study time.  
QUAL SEC \_\_\_\_\_
9. Where the new TRs Course is not running well, inspect and verify that Supervisors exist, that this HCOB is known the WHAT IS A COURSE? P/L is in on the TRs Course or any other reason found and the Supervisors gotten up to Grade IV Release.  
LRH COMM \_\_\_\_\_
10. Only bother to correct other auditor or admin errors after it's verified that the persons sent to Cramming have successfully completed the modern TRs Course to wins on the theory and every TR. When the new TRs Course is obviously and beyond any reasonable doubt fully passed by the auditor, only then and in the future for that auditor, engage in any cramming actions. Do not require that he do the TRs Course again unless it is clearly evident that he failed it the first time.  
CRAMMING OFFICER \_\_\_\_\_
11. If this program is not working, if refunds do not drop, if org stats do not rise, debug this HCOB as it applies to any org or area and get it in and get it working.  
LRH COMM \_\_\_\_\_

12. Program out how we're going to use this to get this civilization functioning.

GUARDIAN  
WORLDWIDE \_\_\_\_\_

13. Report all wins and successes with this HCOB to CS-4.

THOSE APPLYING  
THIS PROGRAM \_\_\_\_\_

14. Take ethics actions on those who refuse to apply this program.

EO/SENIOR EO  
INT \_\_\_\_\_

15. Teach students to a win.

EVERYBODY  
TRAINING  
ANYONE \_\_\_\_\_

L. RON HUBBARD  
Founder

for the

BOARDS OF DIRECTORS  
of the  
CHURCHES OF SCIENTOLOGY

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**CONFRONT TECH  
HAS TO BE PART OF THE TR CHECKSHEET**

The inability to confront is basically caused by withholds and where a person cannot be drilled into confronting, he has to have his withholds pulled.

That he has committed overts and doesn't want them exposed apparently causes him to withhold his attention and the result is his ability to confront is lessened.

Also where a person has overts on a subject and is withholding, he has a tendency to complicate that subject and cannot get down to its basic simplicities. The world looks very complicated to him, probably because his attention is wrapped up in his withholds instead of on his real problems or the subject.

The new discovery here is that a person who has overts and withholds on a subject cannot perform in that area and introduces complexities, for of course they can't confront it.

Where a person cannot take responsibility for his withholds and he is not benefiting casewise from giving them up, he is half dead as a being. It is a vicious circle: he began to commit overts because he couldn't confront things and then withheld what he had done. Because he had withholds and could not confront, he began to take heavy drugs and alcohol. These pushed him toward deadness and further worsened his ability to confront and even caused him to commit further overts which he then withheld and this further deteriorated his ability to confront. And all this traces back to the fact that he couldn't confront in the first place. There is nothing more irresponsible than a dead man. And when confront drops and withholds enter in, one has entered the death slide as a being.

This vicious circle can be handled in processing at various levels and will unsnarl and the person will become alive and able to confront. But the first steps of it, and ones which could carry him well up the ladder, are the drills of the TR Course if done properly and over and over in rotation each time to a win on each particular drill.

Truly, the world begins anew by regaining the ability to confront.

L. RON HUBBARD  
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 FEBRUARY 1979R  
CORRECTED & REISSUED 12 FEBRUARY 1979  
REVISED 15 FEBRUARY 1979

Remimeo  
All Auditors  
Tech  
Qual  
C/Ses  
Cramming Officers

*(Revisions in this type style)*  
*(Ellipsis indicates deletion)*

**E-METER DRILL 5RA  
CAN SQUEEZE**

The following E-Meter Drill immediately revises and replaces E-Meter Drill 5, as it appears in *The Book of E-Meter Drills* and modifies any data to the contrary in *E-Meter Essentials*.

*NUMBER:* EM-5RA

*NAME:* CAN SQUEEZE

*PURPOSE:*

- I. To demonstrate to the student how an incorrect can squeeze gives an inaccurate, unreliable needle reaction.
- II. To train a student auditor how to get a pc to do an accurate can squeeze.
- III. To train a student auditor how to determine the sensitivity setting to get 1/3 of a dial drop of the needle on the can squeeze, for use in setting the correct sensitivity for each preclear in an auditing session.
- IV. To convince a student auditor that he has to use a correct sensitivity setting for 1/3 of a dial drop of the can squeeze to have a workable and readable E-Meter.

*POSITION:* The coach and the student auditor sit facing each other across a table with an E-Meter facing the student auditor. The E-Meter is already set up.

*TRAINING STRESS:*

*SECTION 1:* To give the student auditor a reality on how a can squeeze can be done *incorrectly*. so he will know all the points he may have to correct to ensure he gets an accurate can squeeze.

1. Coach picks up the cans and holds his hands on the table so the student can clearly see them.
2. Coach has student set sensitivity booster knob to lowest position and the sensitivity at I on the sensitivity knob.
3. Coach has student adjust the needle to the set line on the needle dial.

*The coach will have the student readjust the needle to set as necessary at the beginning of each demonstration of the can squeeze.*

4. The coach gives the cans a squeeze with an even pressure. If there is no read or a very small one, less than an inch, at sensitivity 1, the student auditor moves the sensitivity knob to 5, and gets another can squeeze. If still no read or it's smaller than an inch, student moves sensitivity to 16 and gets another squeeze. For pur



poses of the following demonstration, you want to set the sensitivity so that you can obviously see a movement of the needle on the can squeeze of about an inch. So the sensitivity could be set lower than 5 or higher than 5, so long as you get a fall of about an inch on the squeeze.

5. With the sensitivity setting determined in 4 above, the coach will then squeeze the cans incorrectly, each time in a different way. The coach shows the student what particular thing he's doing with his hands, and then has the student observe what happens on the meter and the distance the needle falls on the dial when he does each version of an *incorrect* can squeeze as follows:
  - A. Coach holds the cans with cups of palms and all fingers and both thumbs in complete contact with the cans. As he squeezes the cans, he lifts one finger off and then puts the finger back on after relaxing the squeeze. This is an incorrect can squeeze.
  - B. Coach holds the cans as in A. This time he gives the cans a *very* fast light squeeze. This is an incorrect can squeeze.
  - C. Coach holds the cans as in A, squeezes them with a gradual pressure and then when he releases the squeeze he relaxes his grip on the cans so it is much looser than before the can squeeze. This is an incorrect can squeeze.
  - D. Coach holds the cans as in A, and this time gives a hard fast squeeze. This is an incorrect can squeeze.
  - E. Coach holds the cans as in A, squeezes them firmly and only *partially* releases the squeeze. This is an incorrect can squeeze.
  - F. Coach holds the cans as in A, but gives a squeeze in 2 stages. first a little squeeze, then suddenly a harder one. This is an incorrect can squeeze.
  - G. Coach holds the cans as in A, gives a hard fast squeeze, and *holds the grip*. The student should notice that the needle swings way over to the right due to the *sudden* motion, and that it returns only part of the way with the coach still maintaining the squeeze, thus giving an incorrect measurement of the can squeeze. Student should see that the distance between the first needle position at set and the final needle position with the coach still maintaining the squeeze is the *actual* measurement of the can squeeze fall. It is not the distance between the first needle position of set and the needle position at the far swing to the right. A hard, fast can squeeze is an incorrect can squeeze.
  - H. Coach holds the cans so they are not in contact with the cups of his palms and squeezes them. This is an incorrect can squeeze.
  - I. Coach holds the cans with the thumbs going up the sides and sticking out over the top edge of the cans and squeezes them. This is an incorrect can squeeze.
  - J. Coach holds the cans in a fairly tight grip and squeezes the cans. This is an incorrect can squeeze.
  - K. Coach holds the cans with the forefingers lifted slightly off and puts the forefingers on the cans during the squeeze. This is an incorrect can squeeze.

The drill is continued until the student auditor gets the idea that an incorrect can squeeze gives inaccurate, unreliable needle reactions.

**SECTION II:** To give the student auditor a proper idea as to what a correct can squeeze is, and to train him how to get a correct can squeeze.

1. The following drill should be done first by the coach to demonstrate to the student auditor what a correct can squeeze is:
  - A. The coach has the student auditor shake his hands until the fingers are loose and floppy.
  - B. Then the coach has the student auditor put his hands on the table, palms up, exerting no control on his fingers. The student auditor's fingers will curl in toward the palm.
  - C. Now the coach simply places the cans in the student auditor's hands at an angle across the palms. The natural curl of the fingers is sufficient to hold the cans in place, and the placement of the cans at an angle ensures that the maximum skin area is touching the cans. The cups of the student auditor's palms and all the fingers and both thumbs must be touching the cans. Ensure the thumbs go around the cans and not up the sides.
  - D. Now the coach has the student auditor gradually increase the pressure of his grip on the cans until a light squeeze is achieved, and then relax it. This is a correct can squeeze.
  - E. *NOTE:* Ensure when the student auditor relaxes his grip that he does not take a finger or thumb or his palms off the cans. He should have about the same contact he had at the start as in C above.
  
2. Having done the above, the coach now has the student auditor do the drill as follows:
  - A. Have the coach pick up the cans *and keep his hands on the table so the student can see them throughout the can squeeze.*
  - B. Check the coach's grip on the cans to ensure it is correct as in B and C above. *The student may have to try out different sizes of cans, small, medium or large, depending on the size of the coach's hands, to obtain the correct size can which he can hold comfortably without strain and that fits into the cup of his palm, with maximum skin contact.*
  - C. Adjust the sensitivity booster knob to the lowest position.
  - D. (a) Set the sensitivity knob at 1 on the sensitivity dial.
    - (b) Adjust the needle to the set line on the needle dial.
    - (c) Give the proper commands for getting a can squeeze as follows:  
 . . . .  
 "Squeeze the cans, please."  
 "Thank you."

The student must ensure the coach gradually increases the pressure of his grip on the cans and relaxes it.
  - (d) Note the distance the needle fell when the coach squeezed the cans.
- E. Now increase the sensitivity setting to 2 and repeat steps D (b), © and (d) above, again noting the distance the needle fell when the coach squeezed the cans.
- F. Repeat steps D (b), © and (d) for sensitivity setting at 3, then sensitivity

setting 4, then 5, then 6, and on up until you have the needle hitting the pin on the can squeeze. With the needle hitting the pin on the can squeeze, you wouldn't be able to note the length of the needle fall.

Flunks are given for not having the coach remove all rings or finger jewelry, as they can cause the needle to give unusual reads; for not checking that there is maximum skin contact on the cans; for failing to see that the thumbs go around the can and not up the sides; for failing to set the meter and needle up properly; for failing to notice and handle a sudden or hard or jerky or convulsive can squeeze instead of an even increase of pressure on the cans or sudden letting go of the cans; for not making sure the coach doesn't take a finger or thumb or palm off the cans when he releases the contact; for failing to note accurately the distance the needle fell on the can squeeze; and for giving the wrong commands. Lack of skill in earlier drills is corrected by pink sheet.

*SECTION III:* To give the student auditor a reality on setting the sensitivity for a 1/3 of a dial drop of the needle on the can squeeze.

The student auditor should know that setting the sensitivity for 1/3 of a dial drop on the can squeeze is an integral part of setting up each and every session he does. It is the sensitivity he will be using during the session. It is vitally important he gets the correct sensitivity setting for each preclear at each session, so that he will not miss reads or F/Ns. A sensitivity setting which is too low or too high for that particular preclear in the particular session will obscure reads and F/Ns, thus upsetting the preclear's case. Therefore, the student auditor must be proficient on this drill.

1. A. Have the coach pick up the cans *and keep his hands on the table so the student can see them throughout the can squeeze.*
- B. Check the coach's grip to ensure it is correct, *also ensuring you have the correct can size.*
- C. Adjust the sensitivity booster knob to the lowest position.
- D. (a) Set the sensitivity knob at 5 on the sensitivity dial.  
(b) Adjust the needle to set line on the dial.  
(c) Get the coach to squeeze the cans ensuring he does it properly.  
(d) Note the distance the needle fell when the coach squeezed the cans.
- E. *On Step D (d) the needle will have fallen a distance of either*  
(a) LESS than 1/3 of a dial drop,  
or  
(b) MORE than 1/3 of a dial drop.

If it's (a) raise the sensitivity a bit and repeat steps D (b), © and (d) and continue to do this until you have 1/3 dial drop. If it's (b) lower the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have 1/3 dial drop.

In other words, keep adjusting your sensitivity lower or higher according to whether the drop is more or less than 1/3 of a dial drop, until you get the correct sensitivity setting.

Each time a new can squeeze is asked for, the student auditor is to make sure the coach is holding the cans properly and is giving a correct can squeeze.

F. The student then notes the exact sensitivity setting at which he got the 1/3 dial drop. Flunks are given for errors as in Section II above and for failing to

recognize when a 1/3 dial drop of the needle on the can squeeze has been obtained; for failing to recognize if the coach is giving a considerably harder or lighter can squeeze than he was giving at sensitivity 5, and for failing to establish the correct sensitivity setting for 1/3 of a dial drop on the coach.

2. Now the coach has the student auditor do the drill on a number of other students, with the coach watching, until he is satisfied that the student can easily and accurately establish the correct sensitivity setting for a 1/3 dial drop can squeeze.

*SECTION IV:* To give the student auditor a reality on how a correct sensitivity setting for 1/3 of a dial drop on the can squeeze gives a readable and workable meter and how an incorrect sensitivity setting gives an unreadable and unworkable meter, so the student will understand why he has to use a sensitivity setting that gives 1/3 of a dial drop.

1. Coach has the student auditor set the sensitivity accurately on a correct can squeeze for 1/3 dial drop as in Section III.
2. The student auditor does a “pinch test” as follows: student pinches the coach’s arm, hard enough to hurt a little bit.
3. Now, while watching the meter, the student says to the coach:  
“Recall that pinch I just gave you.”  
“Thank you.”
4. Student notes the reaction of the needle to his command and the distance the needle fell.
5. Coach has the student do steps 2, 3, and 4 several times, each time noting what the needle does in response to “Recall that pinch.”
6. Coach now has the student set the sensitivity at 1. Student has coach squeeze the cans and notes whether there’s a read, or not. If there is a read, note size of read and leave the sensitivity at 1. If there’s no read on the squeeze, the student still leaves the sensitivity at 1.
7. The student auditor does a new “pinch test” as in 2, 3, 4 and 5 above, noting the difference in needle response to the command “Recall that pinch” as compared to what it was in Step 5 at the correct sensitivity setting. There may be no read at all and the student should notice that.
8. Coach now has student set the sensitivity at 32, and coach squeezes the cans.
9. Student does the pinch test again and notes the reaction of the needle to his command “Recall that pinch.”
10. Coach has the student then set the sensitivity correctly for 1/3 of a dial drop on a correct can squeeze and does the pinch test again.
11. The student should observe from these pinch tests that an accurate sensitivity setting determined from a correct can squeeze gives a readable and workable meter and that an incorrect sensitivity setting gives an unreadable and unworkable meter. If he does not see this clearly, then the coach would have the student redo steps 7 through 10 until the student sees why the sensitivity must be set for 1/3 of a dial drop determined by a correct can squeeze.

Flunks are given for failing to note what the needle did and size of read in response to student telling coach to recall the pinch and for errors in setting sensitivity accurately and getting a correct can squeeze when called for in the drill.

*HISTORY:* Developed as a training drill by L. Ron Hubbard at Saint Hill in December, 1963 and revised by L. Ron Hubbard in February, 1979.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 9 FEBRUARY 1979

Remimeo

(Also issued as HCO PL 9 Feb 79.  
Issue II. same title.)

### **HOW TO DEFEAT VERBAL TECH**

1. If it isn't written it isn't true.
2. If it's written, read it.
3. If you can't understand it, clarify it.
4. If you can't clarify it, clear the Mis-Us.
5. If the Mis-Us won't clear, query it.
6. Get it validated as a written order.
7. Force others to read it.

IF IT CAN'T BE RUN THROUGH AS ABOVE *IT'S FALSE!*

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 15 FEBRUARY 1979

Remimeo  
Tech  
Qual  
HCO

(Also issued as HCO PL 15 Feb 79, same title.)

**VERBAL TECH: PENALTIES**

(Ref: HCOB/HCO PL 9 Feb 79.  
HOW TO DEFEAT VERBAL TECH)

ANY PERSON FOUND TO BE USING VERBAL TECH SHALL BE  
SUBJECT TO A COURT OF ETHICS.

THE CHARGES ARE: GIVING OUT DATA WHICH IS CONTRARY TO  
HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR  
APPLICATION, CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT  
IN ANY WAY, INTERPRETING THEM VERBALLY OR OTHERWISE FOR  
ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE  
ACTUAL ISSUE.

ANY ONE OF THESE CATEGORIES CONSTITUTES VERBAL TECH AND  
IS ACTIONABLE PER THE ABOVE.

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 21 FEBRUARY 1979  
CORRECTED & REISSUED 26 APRIL 1979  
CORRECTED & REISSUED 6 MAY 1979

Remimeo  
Tech  
Qual  
All Auditors  
E-Meter Checksheets

*(Corrections in this type style)*

**E-METER ESSENTIALS  
ERRATA SHEET**

The following corrections are to be made in *E-METER ESSENTIALS*:

**RE: THE TONE ARM:**

*Page 9 Section 10:*

*Delete:* “no matter what the preclear says.”

*Add:* “until the EP of that process is reached.”

*The whole section now reads:* “If the Tone Arm shows motion, continue the process, until the EP of that process is reached.”

*Page 10. Section 12:*

*Delete:* “is a breach of the Auditor’s Code Clause 13. Also to continue a process that is producing no Tone Arm motion is a breach of the same Clause . “

*Add:* “will leave the pc with By-Passed Charge. The process should be continued to the EP of that process.”

*The whole section now reads:* “To change a process while the Tone Arm shows good motion will leave the pc with By-Passed Charge. The process should be continued to the EP of that process.”

**RE: THE SENSITIVITY KNOB:**

*Page 13, Section 5:*

*Delete:* “Have the preclear hold the electrodes comfortably in his hands. Have him tighten his hands and then relax them, still holding the cans. The needle should drop exactly one-third of a dial. Adjust the sensitivity knob by asking the preclear to squeeze the cans again and observing the needle fall.”

*The whole section is substituted with the following:* “The exact setting of the sensitivity knob is done as follows: Have the preclear hold the electrodes (cans) in his hands with the cans in contact with the cups of his palms and all his fingers and both thumbs in a comfortable grip. Set the sensitivity at 5 and adjust the position of the needle to set. Have the preclear squeeze the cans with an even gradual pressure, not a sudden hard squeeze. Watch the distance the needle drops. If the distance the needle fell is less than one-third of a dial drop, raise the sensitivity some and get another can squeeze, continuing this procedure till you’ve got the sensitivity setting that gives you one third dial drop on the can squeeze. If the can squeeze gave you more than one-third dial drop at Sens. 5, lower the sensitivity setting a bit, test

another can squeeze, continuing this procedure till you get one-third of a dial drop.

In other words, keep adjusting your sensitivity lower or higher according to whether the drop is more or less than one-third of a dial drop, until you get the correct sensitivity setting.”

*Page 13. Section 7:*

*Delete:* “Adjust the knob to a still needle that will yet move on needed responses . “

*Add:* “Adjust the sensitivity knob to get a third of a dial drop on the can squeeze, or as close to that as you can.”

*The whole section now reads:* “In short, adjust the sensitivity knob to get a third of a dial drop on the can squeeze, or as close to that as you can.”

## **RE: THE NEEDLE:**

*Page 14. Section 4:*

*Delete:* “A fall always happens with rapidity, within a second or two.”

*Add:* “A fall always happens at the exact end of the question asked.”

*The whole section now reads:* “A falling needle (3) makes a dip to the right as you face the meter. A fall may consist of half a division (about one-eighth of an inch) or may consist of fifteen dials (the whole meter face dropped fifteen times). It is still a fall. A fall always happens at the exact end of the question asked. It is also called a drop, a dip and a register. It denotes that a disagreement with life on which the preclear has greater or lesser reality has met the question asked.”

*Page 15. Section 9:*

*Delete:* “upon the question being asked. A fall can be in two stages or more providing they take place within a second or two after the question.”

*Add:* “at the end of the last word of the question asked.”

*The whole section now reads:* “A fall follows at once at the end of the last word of the question asked.”

## **RE: CHANGE OF CHARACTERISTIC:**

*Page 15. Section 17:*

*Delete:* “we must assume that that is it and we use it.”

*Add:* “it can be further explored with the suppress and invalidate buttons to see if it develops into a sF, F. or BD, which then can be used.”

*The whole section now reads:* “Change of characteristic occurs when we hit on something in the preclear’s bank. It occurs only when and each time that we ask that exact question. As the question or item alone changes the needle pattern, it can be further explored with the suppress and invalidate buttons to see if it develops into a sF, F. or BD, which then can be used.”

*Page 15. Section 18:*

*Delete:* “usually” .



*Add:* “may”.

*The whole section now reads:* “A question that stops a rising needle is a change of characteristic question and like a fall means we have struck something. Further exploration may develop it into a fall.”

*Page 16, Section 21:*

*Delete:* “within one tenth to one half of a second after you have asked a question of the preclear.”

*Add:* “An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor.”

*The whole section now reads:* “It is not much used but must be known as it may have to be used sooner or later when we can’t get falls.

“The only needle reactions in which you should be interested are those which occur INSTANTLY. An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor.”

## **RE: ROCK SLAMS:**

*Page 17, Section 35, ROCK SLAM (7):*

*Delete:* “This originally meant (and still does) that you are on the rock chain.”

*Add:* “A Rock Slam means a hidden Evil Intention on the subject or question under discussion or auditing.”

*The whole section now reads:* “In assessing or running you occasionally get a Rock Slam. A Rock Slam means a hidden Evil Intention on the subject or question under discussion or auditing.”

*Page 17, Section 36:*

*Delete:* “A Rock Slam is a crazy, irregular, unequal, jerky motion of the needle, narrow as one inch or as wide as three inches happening several times a second. The needle ‘goes crazy’, slamming back and forth, narrowly, widely, over on the left, over on the right, in a mad war dance or as if it were frantically trying to escape. It means hot terminal o r hot anything in an assessment and takes precedence over a fall.”

*The entire section is replaced with:* “A Rock Slam is a crazy, irregular, left-right slashing motion of the needle. It repeats left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic. The width of a Rock Slam (R/S) depends largely on sensitivity setting. It goes from one-fourth inch to whole dial. But it slams back and forth. It means hot item in an assessment and takes precedence over a fall or it means that you have left rings on the pc’s hands or have a loose connection in the leads or meter. If the latter two items verify as not present you are looking at a Rock Slam in the pc.”

## **RE: FREE NEEDLES:**

*Page 17, Section 41:*

*Delete:* “It means an idle, uninfluenced motion, no matter what you say about the goal or terminal. It isn’t just null, it’s uninfluenced by anything (except body reactions).”

*The entire section is replaced by:* “It means the same as a Floating Needle, which is a rhythmic sweep of the dial at a slow, even pace of the needle, back and forth, back and forth, without change in the width of the swing except perhaps to widen as the pc gets off the last small bits of charge. Note that it can get so wide that you have to shift the Tone Arm back and forth, back and forth, to keep the needle on the dial in which case you have a floating tone arm.”

*Page 18 Section 44:*

*Delete:* “It doesn’t happen until a person is well above release, so don’t worry about it until you see it.”

*The whole section is replaced with:* “It can occur after a cognition, blowdown of the Tone Arm, at a release point, or on the erasure of a Dianetic chain.”

*Page 18. Section 46:*

*Delete:* “A Free Needle means, when it’s used as a term, ‘The preclear is getting awful close to clear.’“

*The whole section is replaced with:* “A Free Needle or Floating Needle is one of the parts of the End Phenomena for any process or action.”

## **RE: SECURITY CHECKING:**

*Page 21. Section 3:*

*Delete:* “(b) it’s in a past life and he doesn’t consciously know about it (since the meter precedes preclear consciousness).”

*The entire line is replaced with:* “(b) there’s an earlier similar overt or withhold . “

*Page 22. Section 5:*

*Delete:* “In the case of a past life possibility you add, ‘In this lifetime’ to your security question. As you repeat that, if the misdeed was in a past life, the fall will vanish.”

*The whole section is replaced with:* “In the case of (b) when there’s an earlier similar overt or withhold, you must ask for it and get it.”

*Page 22. Section 7:*

*Delete:* “always (as in all Rudiments) ask the question again as this might not be all of it.”

*Add:* “you get all the data and handle it earlier similar withhold as necessary to an F/N.”

*The whole section now reads:* “If the preclear tells you a withhold, you get all the data and handle it earlier similar withhold as necessary to an F/N.”

*Page 22. Section 9:*

*Delete:* “On a security check sheet, follow up every change of characteristic before you go on.”

*Add:* “On a security check, follow up every change of characteristic, if it is instant, before you go on.”

*The whole section now reads:* “On a security check, follow up every change of characteristic, if it is instant, before you go on. Change of characteristic, if it amounts to anything, will develop into a fall.”

*Page 22, Section 10:*

*Delete.* “(or it’s a past life)”.

*Add:* “or there’s an earlier similar overt or withhold”

*The whole section now reads:* “If the preclear hasn’t told all or there’s an earlier similar overt or withhold, the meter won’t clear.”

*Page 22, Section 14:*

No deletions.

*Add:* “except when it’s a false read which can be checked for.”

*The whole section now reads:* “Grim experience of a decade has taught me that it’s (a) or (b) and never ‘I moved the needle myself’ or ‘I feel nervous just generally’. The E-Meter is right even when it seems to make the preclear wrong, except when it’s a false read which can be checked for.”

## **RE: METER FRILTIES:**

*Page 25, Section 7:*

*Delete:* “if that doesn’t stop it, squirt some lighter fluid into the Tone Arm ‘bearing’ from the meter face side.”

*Add:* “including the Mark V until February 1979”.

*The entire section now reads:* “One exception: The British and American Hubbard Electrometer early models including the Mark V until February 1979 had a ‘carbon pot’ which is to say the Tone Arm was in ‘pure carbon bearings’, if you could call it that. A speck of dust can get in the ‘pot’ and cause the needle to rock slam whether connected to the preclear or not. Pull the lead wire jack (disconnecting cans) and if the slam continues, it’s the ‘pot’ that’s wrong. Work the Tone Arm vigorously for a short while. If that doesn’t stop it, turn it in to be repaired. Later models of the British and American Hubbard Electrometer have ‘wire wound pots’ and this doesn’t happen . “

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 22 FEBRUARY 1979

Remimeo  
TR Course  
Checksheet  
Tech  
Qual

**ERRATA—P.A.B. No. 147**

P.A.B. No. 147, as it appears in Technical Volume III, page 335, contains a typo to be corrected as follows:

In the first paragraph, 3rd line, delete the word “curve” and insert the word “career.”

The correct sentence reads:

“And if an auditor doesn’t successfully pass the Communication Course, then to the end of any career he has as an auditor, there will be something wrong with his auditing.”

L. RON HUBBARD  
Founder

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# GROUP AUDITOR'S HANDBOOK

by

**L. Ron Hubbard**

Published March 1979

Group Auditing was first introduced to the public view by L. Ron Hubbard in 1952. Continuous research and development of Dianetics and Scientology by L. Ron Hubbard since that time, has consistently improved the results which may be expected from Group Auditing.

The first publications on the subject of Group Auditing were released in 1954; *Scientology: Group Auditor's Handbook* and *Scientology: Group Auditor's Handbook Volume Two*.

March 1979 saw the publication of a new edition of that first two-volume set—revised to bring it up-to-date and aligned with the tremendous technical developments which have occurred in Scientology since 1954.

The Group Auditor's Handbook is a precise manual of definite and proven procedure. In the hands of an alert Group Auditor it can be a means of initiating immediately the first strong steps toward the goals of better conditions and freedom for mankind, for these sessions are applicable to all kinds of groups: mixed groups, congregations, businessmen and women, industrial employees, sports and military units, disabled soldiers and handicapped persons, governmental groups, and criminals now in institutions.

Today, by Group Auditing, excellent results in improved individual ability, awareness and spiritual well-being can be achieved for the many. This offers a great hope for the future of humanity. Wherever and whenever people get together you will find an exciting opportunity to use these books.

144 pages in Volume One, 136 pages in Volume Two, soft cover, with ten sessions in each volume including instructions and appendices giving remedies and codes. Available from your nearest Scientology Organization or Mission, or direct from the publishers: Church of Scientology Publications Organization U.S., 4833 Fountain Ave., East Annex, Los Angeles, California 90029, U.S.A.: or Scientology Publications Organization, Store Kongensgade 55, 1264 Copenhagen K, Denmark.

Remimeo

*(Revisions in this type style)*

### *Art Serves 6*

## ART IN ITS BASICS

Every separate sector of artistic creations has its own basic rules. Such areas include writing, painting, lighting, camera work, costumes, sets, marketing, recording, mixing—every contributory sector to a final art offering.

Each one of these areas has basic stable data which govern it. They are contained in the textbooks on these subjects.

These are the rules—the stable data, the senior data of each specialized activity.

We follow the rules because the rules give impact, effect and message. We don't follow the rules because we're told to, we follow the rules to get a product that is effective and brings about what we want brought about.

Anybody who thinks it's just an odd idea that you just follow the rules should get Short Form Product Clearing, because rules have everything to do with the value of the product.

Anybody can turn out amateur junk. Who looks at it? Who would look at it even if they were paid?

The distance between amateur junk and an effective product is accomplished by knowing and following the basic rules and using them expertly.

When you add to this dexterous handling of materials and equipment and then add some experience you have a professional.

When you add a dash of good sense and talent you have a knockout.

Be professional in whatever you do, the tale is told by the effectiveness of the product on its viewers and intended public.

So whatever your *specialty*, you have to sort out what the senior data are—the rules—and know them cold, so you don't even have to think about them and can think with them.

Did you ever realize that each one of these specialties has only a dozen or two rules?

A=A=A is the way most people handle data, some of these A's however, really have a thousand times the importance of other data.

If you know these and sort them out you have a chance of becoming a professional and if you have sorted them out and can think with them and have manual dexterity with materials and equipment any professional in that field will recognize you as a professional but far more important, your *specialty will* communicate.

If you disregard the above you'll be out of communication with your *specialty* not only *specialty* but every viewer including kids, whether they know the rules or not.

Be a professional in whatever you do.

L. RON HUBBARD  
Founder

Revisions assisted by  
Maggie Sibersky  
LRH Comps I/C

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HCO BULLETIN OF 5 MARCH 1979R  
REVISED 6 MARCH 1979

Remimeo  
All Orgs  
All Missions  
C/Ses  
Auditors  
Ds of P  
Tech  
Quay  
HCO  
Ethics Officers  
KOTs

(Revisions in this type style)  
(Ellipsis indicates deletion)

**DIANETIC CLEAR FALSE DECLARES**

Any org or mission staff declaring a *Dianetic Clear* “achieved in other practices” is subject to expulsion from the Church.

Technically, a very few thetans have never been anything but Clear. *These few didn't “go Clear” on anything; they have simply always been Clear.* When a natural Clear is found it should be so stated. To assign this condition to some other practice is a suppression of *Dianetics and Scientology*.

Anyone evaluating for or feeding a preclear data to persuade him to declare *Dianetic Clear* is also actionable....

Anyone suppressively validating squirrel practices or groups by stating they are producing *Dianetic Clears* is also actionable as above, as it is not possible. *It requires the exact application of Scientology and/or Dianetic technology to bring a preclear up to the state of Clear.*

Falsely declaring a person a *Dianetic Clear* who isn't, and failing to declare one who made it on *Dianetics* or the *Clearing Course* or *who has* always been Clear, are also actionable.

People don't go Clear in garbage eating or psychiatry—they perish. *Thus herding people into their hands by falsely validating them is suppressive.*

Any and all such false declares are canceled.

L. RON HUBBARD  
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 MARCH 1979RB  
REVISED 2 SEPTEMBER 1979

Remimeo

(Also issued as an HCO Policy Letter  
of same date, same title.)

*(Revisions in this type style)*

***Esto Series 35RB***

***Word Clearing Series 60RB***

***Product Debug Series 7R***

## MISUNDERSTOOD WORDS AND CYCLES OF ACTION

### MISUNDERSTOOD WORDS AND NO PRODUCT

A misunderstood word can prevent a person from understanding the remainder of what is heard or written.

I have now discovered that: A MISUNDERSTOOD on any given subject CAN PREVENT THE COMPLETION OF A CYCLE OF ACTION related to that subject.

Therefore those people who don't complete cycles of action on certain subjects have a misunderstood word on them.

This then results in no-product situations.

Therefore when you are getting no product, look for the misunderstood word on the subject no matter how long and arduous it is. It's there. And when it's found the person can go on and complete a cycle of action and get a product.

**CAUTION:** Make sure the person actually does have an inability to complete a cycle of action *before you* get into handling him. You don't handle somebody who is completing cycles of action that result in production.

### MISUNDERSTOODS AND PERCEPTION

Misunderstoods can also act as perception shut-offs. They can actually interrupt a person's perception.

It is quite astonishing that perceptions such as sight, sound and even touch can be shut off by Mis-U words.

This opens the door to the fact that people apparently do not see, hear, notice or handle outnesses when they have Mis-Us on them.

This also may open the door to people who have perceptic shut-offs, such as poor eyesight, deafness or other perception difficulties.

### MISUNDERSTOODS AND COMPLEXITY

Misunderstoods lead to complexity. People who have Mis-Us in an area are inclined to develop vast complexities. They can generate confusions and complexities beyond belief.

People do this because, having misunderstands, they do not confront and duplicate in the area and so get into a lot of think-think and unnecessary significance. Their ability to get things done in that area dwindles as a result. And at the bottom of all this is simply misunderstood words.

### MISUNDERSTOODS AND TOTAL ORGANIZE

When you see an area that is organizing only, you know that area is loaded with misunderstands .

When people have incomplete cycles due to Mis-Us they get bogged down into organization.

You can tell when people have Mis-Us—they are totally involved in organize, organize, organize. They don't know what they are doing.

There is a level below this—they have overts and withholds which prevent even organizing.

Below that level people are PTS.

Lacking a sense of organization actually lies below this. It is below the level of Mis-Us, overts and withholds and PTSness—and you'd have to go north through PTSness and overts and withholds to even get to the Mis-Us.

### MISUNDERSTOODS AND NO ORGANIZE

There can also exist a condition where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. At the bottom of this you are very likely to find misunderstood words, particularly on the purpose of the production or why one is producing. It is in this sector that you get overt products most frequently.

### HANDLING

The exact procedure for handling these Mis-Us is given in HCOB 17 Jun 79 CRASHING MIS-US: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Crashing Mis-U finding is done as part of HCO PL 23 Aug 79 / DEBUG TECH. Additional data on the location of Crashing Mis-Us is found in HCOB 14 Aug 79 CRASHING MIS-US, BLOCKS TO FINDING THEM and HCOB 16 Jul 79 THE "ELUSIVE" MIS-U OR CRASHING MIS-U.

With this knowledge we can now handle all the factors that prevent the completion of cycles of action and products.

L. RON HUBBARD  
Founder

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*Art HCOB 7*

**FINE ARTS VERSUS ILLUSTRATIONS**

The division between fine arts and illustrations is that fine arts permit the viewer to contribute his own interpretations or originations to the scene whereas illustrations are “too literal” and give him the whole works.

To evoke an emotion in fine arts, the spectator must be invited to contribute part of the meaning.

In a poster, the viewer is most often intended to be clobbered.

In illustration, the viewer is intended to be informed.

A work of fine art can elicit quite different emotional contributions from one member of an audience to the next as he is left free to some degree to contribute meaning and emotion at his choice.

In fine arts, the viewer must supply something to make it complete.

Fine arts evoke some chord in the viewer’s nature or past.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 30 APRIL 1979

All C/Ses  
NED Auditors  
Qual/Tech Staff  
HCO  
KOTs

*C/S Series 106*

**AUDITING THE DIANETIC CLEAR**

(Ref: HCOB 1 Dec 78 PROGRAMMING THE  
DIANETIC CLEAR  
FOR HIS NEXT STEP  
HCOB 8 Oct 70 C/S Series 20  
PERSISTENT F/N  
HCOB 19 Apr 72 C/S Series 77  
“QUICKIE” DEFINED)

It has recently come to my attention that some auditors are delivering grades in outrageously short periods of time to Dianetic Clear pcs and only giving Quad Grades to the Dianetic Clear without making full use of the Expanded Grades. Such pcs are being denied the full gains of the grade processes due to Quickie Grades—out-tech.

From this point forward, anyone auditing a pc who is Dianetic Clear or Natural Clear, on the grades, must:

- 1) M9 and starrate HCOB 8 Oct 70 C/S Series 20 PERSISTENT F/N,
- 2) M9 and starrate HCOB 19 Apr 72 C/S Series 77 “QUICKIE” DEFINED and
- 3) Clay demo the consequences of Quickie Grades.

It is the responsibility of the C/S to see that the above checkouts occur without stopping or slowing delivery lines.

These actions will ensure that the Dianetic Clear has the opportunity to attain *all* the benefits of the grades. In addition to the immediate abilities gained from the grades being properly delivered, having his grades really IN will prevent the pre-OT from running into difficulties on the OT levels.

The grades are a very essential part of the Grade Chart and must not be delivered over a persistent F/N or skimped on in any way. Let's *Keep Scientology Working!*

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 MAY 1979  
Issue I

All AOs  
All St. Hills  
CI IV Orgs

**DIANETIC CLEAR SPECIAL INTENSIVE**

(Refs: HCOB 24 Sep 78	CONFIDENTIAL, THE
Iss IV	STATE OF CLEAR
HCOB 5 Mar 79R	DIANETIC CLEAR FALSE
	DECLARES
HCOB 29 Nov 78	C/S Series 104
	DIANETIC CLEAR ATTESTS
HCOB 5 Dec 78	C/S Series 105
	DIANETIC CLEAR ATTESTS
	ADDITIONAL DATA
HCOB 24 Sep 78	DIANETIC CLEAR
Iss III	
HCOB 1 May 79	INTERVIEW
HCO PL 1 May 79	DIANETIC CLEAR
	SPECIAL INTENSIVES
HCOB 15 Nov 78	DATING AND LOCATING
HCOB 2 May 79	DIANETIC CLEAR
Iss II	SPECIAL INTENSIVE
	ASSESSMENT LIST
HCOB 3 May 79	DIANETIC CLEAR
	SPECIAL INTENSIVE,
	C/S AND AUDITOR
	REQUIREMENTS)

With the boom in Dianetic Clears it became necessary that a procedure be developed so that the state of Clear would be safeguarded and so that those who did achieve Dianetic Clear could get it properly acknowledged and attain *a full* resurgence of the state.

The Dianetic Clear Special Intensive is designed to sort out and handle the following situations:

1. When an item stating the pc has gone Dianetic Clear has read on a C/S 53, GF, L3RF, End of Endless Drug Rundown List or Int RD Correction List or any other correction list, and the read has been confirmed (i.e. it is not a false or protest read or read on assertion).

Such a read is only two-way commed to F/N, and is not Date/Located or otherwise handled at this point. The person is signed up for a Dianetic Clear Special Intensive, during which he will get the state of Clear fully polished up and rehabilitated.

2. When an individual thinks he is or might be Dianetic Clear.
3. When a person has attested to Dianetic Clear and has not had a formal auditing session to establish it, but has only had a mere D of P interview.

(Trying to audit or rehab in an interview is out-tech, a misuse of D of P interviews, and doesn't verify or rehabilitate the state.)

4. Where there has been some attempt made to rehab the state of Dianetic Clear on

an individual without use of this intensive, which didn't reach the correct end phenomena, or where the person wasn't doing well after the rehab.

(NOTE: The Dianetic Clear Special Intensive is not given to a non-Dianetic Clear in order to audit him up to that state. Its use is for verification and rehabbing of the state of Dianetic Clear, per the above.)

### PURCHASE OF AUDITING

If the person is in the middle of an intensive and goes Clear, or it is discovered that he has gone Clear in past auditing, the remaining hours of the intensive may be applied to the Dianetic Clear Special Intensive, provided there is a minimum of 5 hours remaining. If there is less than five hours remaining, then he would need to purchase a minimum of 5 hours for the Dianetic Clear Special Intensive.

This issue gives the exact procedure to follow to handle each of the above situations standardly in an auditing session.

With HCO PL 1 May 79, DIANETIC CLEAR SPECIAL INTENSIVES, we have established the standard lines and policy concerning Dianetic Clear checks and rehabilitation. The state of Dianetic Clear is not to be checked, verified or rehabbed in a D of P interview or any other type of interview. Such actions are done only in the Dianetic Clear Special Intensive.

This intensive is used to:

- a) Establish with no eval or inval in the procedure whether the person has actually achieved the state or not;
- b) Ensure that the person who has made it attains a FULL resurgence of the state;
- c) Establish for the person who has not yet made Dianetic Clear that he hasn't get any win he has achieved acknowledged, and get him programmed and onto his next auditing to get him further toward achieving the state of Clear;
- d) If he thinks this intensive is going to make him Dianetic Clear, it establishes him on his proper rundown and gets him that much closer to Clear.

### FES AND FOLDER STUDY

Immediately after the intensive is purchased, and before the intensive is begun the first action is a full FES of the pc's folders so that the C/S has an accurate estimation of the case in general as well as data on any originations or actions taken on the subject of Dianetic Clear. This FES must include examining the person's past auditing on the subject of Int and L&N lists, because if either of these are out you cannot audit anything else until these are handled.

### ALTERNATIVE CHOICES

As the FES and folder study may reveal out-Int, out-L&N lists, or past rough auditing needing repair, you would not then be able to proceed with the Dianetic Clear Special Intensive until out-Int, out-L&N lists or rough auditing were repaired.

During the Dianetic Clear Special Intensive you may find that the person has no interest in the questions, that he is there to become Clear and didn't go Clear in past auditing. You may encounter crashing misunderstood words on the subject of Clear or auditing.

This gives a choice between:

- a) If Int or L&N lists are out or the person has had rough auditing, sign him up for and deliver the End of Endless Int Repair Rundown, L&N list repair, or a C/S 53 to F/Ning list. (These are sold by 12t/2 hour intensives, and he would need these actions done anyway before he could proceed up the Bridge.)

NOTE: IF HE HAS GONE DIANETIC CLEAR AND YOU HAVE TO HANDLE INT, LISTS, OR REPAIR PAST AUDITING BEFORE DOING THE DIANETIC CLEAR SPECIAL INTENSIVE, YOU MUST INDICATE THAT HE HAS GONE DIANETIC CLEAR AND THAT THIS HAS NOT YET BEEN PATCHED UP. THIS INDICATION IS MADE BEFORE STARTING TO HANDLE INT, LISTS OR REPAIR.

- b) If there is no evidence of out-Int or out-L&N lists, proceed with the Dianetic Clear Special Intensive.
- c) If during the Dianetic Clear Special Intensive you find that he has no interest and didn't go Clear in past auditing, you would bridge him over to his next auditing step. Don't make him wrong for having bought the Dianetic Clear Special Intensive. but see that he gets onto a proper program and gets that much closer to Clear in the 5 hours.

The correct program is determined by the C/S and would probably be Word Clearing, Objective Processes, or NED (New Era Dianetics). At the end of this 5 hours he would be sent to the Registrar to get further intensives needed to complete.

#### THE PROCEDURE

Each step of the intensive is carried out in a formal auditing session (*never* in an interview).

##### *STEP I: TWO- WAY COMM*

Each of the following questions are taken up with the pc with good two-way communication.

It is important that all reads, tone arm action with length of reads and BDs and needle behaviour are noted clearly in the worksheets.

If the pc shows no interest in the questions, or in Dianetic Clear, don't push him to answer or let him run on an unreading question. Instead clear any misunderstood word or words on the subject of Clear, and end off to get the folder to the C/S to handle per choice c) above under Alternative Choices. This way he will at least get further toward Clear within the 5 hours and it makes him right for having got the auditing.

A typical C/S for Step 1 of the Dianetic Clear Intensive would read as follows:

- A. Give the pc an R-Factor on what you are going to be doing in this session.
- B. Fly each rud.
1. When do you feel you went Dianetic Clear?
  - 1A. (If pc doesn't feel he did go Dianetic Clear and is not interested, ask him "Tell me what you would like to accomplish in auditing?" Take this to F/N and end off for a new C/S.)
  2. What happened at that time?
  3. Is there anything else that occurred that made you feel you went Dianetic Clear?

4. How were you running Dianetics before the point you feel you went Dianetic Clear?
5. How were you running Dianetics after the point you feel you went Dianetic Clear?
6. Did you experience life differently after the point you feel you went Dianetic Clear and since that time? If so, tell me about it.
7. Has there been any invalidation of your originations regarding Dianetic Clear? (If so, get who and what was said.)
8. Has anyone evaluated for you on the subject of Dianetic Clear? (If so, get who and what was said.)
- 8A. (If it turns out that someone suggested that he was Dianetic Clear, or tried to feed him the EP or cognition, take the evaluation or suggestion earlier similar to F/N, and end off for a new C/S.)
9. Did you experience any other changes not already mentioned in this session, that you connect with the state of being Clear?
10. Has anyone discussed the subject of Dianetic Clear with you? (If so, get details and pull strings to ensure there has been no feeding of cognitions.)
11. Have you always been Clear?
12. Is there anything else you would like to say regarding being Dianetic Clear that hasn't already been covered here?

The C/S may add questions of his own to the above at his discretion but these must not be evaluative nor invalidative.

When you have full data on each of the two-way comm questions, end the session and send the folder to the C/S. The auditor should include in his proposed C/S a recommendation as to whether Step II or III should be done as the next action.

#### *STEP II: CONDITIONAL: DATE/LOCATE*

The C/S would ONLY order Step II at this point after full review of data obtained in Step I, and under the following conditions:

- a) It has been verified unquestionably in Step I that the pc had attained the state of Dianetic Clear.
- b) The pc must have given the proper evidences of having gone Clear.
- c) Pc is F/Ning with VGIs.
- d) By content of the session and pc indicators there is no bypassed charge concerning the state of Dianetic Clear to be handled.

It will be in rare instances that Step II is done at this point in the intensive. Ordinarily Date/Locate is done as the last action following the Dianetic Clear Intensive Assessment List. It is included here as a conditional step for the pc who is manifesting all of the above indicators following Step I.

Step II consists of:

1. DATE/LOCATE the point the pc went Dianetic Clear, using the full and exact procedure given in HCOB 15 Nov 78, DATING AND LOCATING.



2. When the point the pc went Dianetic Clear has been correctly dated and located, the folder is sent to the C/S.
3. If Date/Locate has been correctly done, the pc has stated the Clear cognition in some wording, has a floating, floppy needle and floating TA, with VVVGIs, the C/S may send the pc to attest to the state of Dianetic Clear.

If all of the above indicators (a thru d) are not in or if it appears the pc has any bypassed charge to be handled, the C/S would not order Step II at this point but would order Step III, the Dianetic Clear Special Intensive Assessment List be done.

*STEP III: THE DIANETIC CLEAR SPECIAL INTENSIVE ASSESSMENT LIST*

(Ref: HCOB 2 May 79 Iss II, THE DIANETIC CLEAR SPECIAL INTENSIVE ASSESSMENT LIST.)

1. Assess the Dianetic Clear Special Intensive Assessment List by Method 3, and handle each reading item per list instructions.
2. When each reading item has been handled, with pc F/Ning and VGIs, the Date/Locate step (No. 49) is taken to completion, and folder is sent to the C/S.
3. If the assessment list, including the Date/Locate step, has been correctly done, the pc has stated the Clear cognition in some wording, has a floating, floppy needle and floating TA with VVGIs, the C/S may send the pc to attest to the state of Dianetic Clear.

END PHENOMENA

The end phenomena of the Dianetic Clear Special Intensive is A FULL RESURGENCE OF THE STATE OF DIANETIC CLEAR, for the person who has achieved Dianetic Clear.

*STEP IV: CONDITIONAL: FOR THE PERSON WHO HASN'T YET ATTAINED DIANETIC CLEAR.*

On one of the above steps of the intensive, it may become obvious that the person hasn't yet attained Dianetic Clear.

Once this has been adjudicated by the C/S, the following step is done. (If the pc still has any hours remaining from the 5-hour intensive, they would be used for this C/S as it is still part of the intensive. As more hours are needed they would of course have to be purchased.)

- 1) Give the pc the R-Factor that he hasn't attained the state of Dianetic Clear at this point and that he is being programmed so as not to be denied any of the gains on the Grade Chart, as in this way he will be adequately prepared to do Advance Course levels. The C/S then programs the case so that this can occur and the pc is informed he should continue with his auditing program. (If he had already been allowed to attest earlier, that the person handling the attest cycle didn't have all the data at that time .)

If there is any upset on this indication, go to step 2; if no upset, go to step 3.

- 2) Assess a GF M5 to locate and handle the remaining charge. (A C/S 53 may be assessed if more appropriate.)
- 3) With pc VGIs in, find out if there is some valid win or gain of ability that he has achieved. There will usually be one, so get it and give him a good acknowledgement.
- 4) Send the folder to the C/S for adjudication. Unless other actions are necessary, C/S will have the pc sent to Qual to attest to his win and completion of the Dianetic Clear Special Intensive.

The end result of Step IV should be a person who feels good about the gains he has made and who is eager to continue up the Bridge.

#### D/L CAUTION

It has been found that a pc who has gone Dianetic Clear, and who then receives a messed up D/L of the point, may become uncertain as to when he actually did achieve this state. At this point the pc may feel that he didn't go Dianetic Clear after all. He may also be a Natural Clear, in which case there would not be any point to Date/Locate.

(NOTE: A messed up Date/Locate would be handled per HCOB 15 Nov 78, DATING AND LOCATING.)

#### AUDITORS AND C/SES TAKE NOTE

The questions in the above sessions indicate what kind of questions should be asked to verify the state of Dianetic Clear or Natural Clear. There may be other questions the C/S may ask in addition to these. Bear in mind that you may often be dealing with untrained pcs who don't know quite what is being looked for. An excellent comm cycle is essential in these sessions, and very smooth TR 3 and TR 4 are needed to really get your questions answered and clarified as necessary. Otherwise you may lose people who have actually made it. On the other hand, the questions are geared to find out what actually did occur and not to evaluate or lead a person into a premature attestation.

You MUST NOT EVALUATE for a pc by asking questions that ask him to describe his current case state in relation to his bank or mental image pictures, or asking him what his abilities are in relation to his mental image pictures. The rule here is not to evaluate at all as it will only lead you and the pc into trouble.

#### A SMOOTH LINE

So, now you have it clearly stated. We can now get pcs through these verification cycles smoothly. An important point here is that whatever the outcome of the DIANETIC CLEAR SPECIAL INTENSIVE, each individual should continue right along and not get parked somewhere on the Bridge. There is a lot of progress to be made and with this intensive, many more people will be enjoying the upper levels sooner.

So, get to it! This planet needs more OTs, NOW!

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 2 MAY 1979  
Issue II

All AOs  
All St. Hills  
CI IV Orgs

**DIANETIC CLEAR SPECIAL INTENSIVE  
ASSESSMENT LIST**

(Ref	HCO PL 1 May 79	DIANETIC CLEAR SPECIAL INTENSIVES
	HCOB 2 May 79 Issue I	DIANETIC CLEAR SPECIAL INTENSIVE
	HCOB 3 May 79	DIANETIC CLEAR SPECIAL INTENSIVE C/S AND AUDITOR REQUIREMENTS)

**IMPORTANT:** THIS LIST MAY ONLY BE DONE AS PART OF THE DIANETIC CLEAR SPECIAL INTENSIVE AND MAY ONLY BE USED BY A FULLY QUALIFIED AUDITOR WHO HAS MET ALL REQUIREMENTS STATED IN HCOB 3 MAY 79 DIANETIC CLEAR SPECIAL INTENSIVE—C/S AND AUDITOR REQUIREMENTS.

This assessment list is the list which is assessed as Step III of the Dianetic Clear Special Intensive. It will sort out and handle any bypassed charge which would prevent a resurgence of the state of Clear. This list is only to be assessed when the C/S has ordered the auditor to do so.

It is to be assessed M3 and may be reassessed as needed. If an item is seen to read but is met with the pc groping, puzzling, or frowning, check False and then Protest if necessary. Don't let him stew in a baffled state on a question as he can easily go into inval at this point.

The end phenomena of the Dianetic Clear Special Intensive Assessment List is a full resurgence of the state of Clear with the accompanying meter phenomena. (Ref: HCOB 5 Dec 78 C/S Series 105 DIANETIC CLEAR ATTESTS—ADDITIONAL DATA). The session must *be ended off* when that occurs. No "say or ask." Just a good ack and an "End of Session." This can happen before getting to item No. 49.

When all reading lines on this list have been handled to F/N. the auditor would then Date/Locate the point per item 49 (if the Clear cog has been originated).

On occasion, it may show up that the person didn't actually make it. When this happens or is suspected. send the folder to the C/S upon completing the item you're working on. Refer to HCOB 2 May 79 Iss I DIANETIC CLEAR SPECIAL INTENSIVE for the handling should the C/S confirm that this is the case.

- 1) Assess the following:
  - A) INTERIORIZED INTO SOMETHING? \_\_\_\_\_
  - B) GO IN? \_\_\_\_\_
  - C) WENT IN? \_\_\_\_\_
  - D) PUT IN? \_\_\_\_\_
  - E) WANT TO GO IN? \_\_\_\_\_

- F) CAN'T GET IN? \_\_\_\_\_
- G) KICKED OUT OF SPACES? \_\_\_\_\_
- H) CAN'T GO IN? \_\_\_\_\_
- I) TRAPPED? \_\_\_\_\_
- J) FORCED IN? \_\_\_\_\_
- K) PULLED IN? \_\_\_\_\_
- L) PUSHED IN? \_\_\_\_\_

(If you get a valid read on any of the above, and it is not a false read or protest read, end off for a new C/S, as if Int is out you must handle it before doing any other auditing action. Ref: HCOB 24 Sep 78RA, Int Series 4RA, THE END OF ENDLESS INT REPAIR RUNDOWN.)

- 2) IS THERE A LIST ERROR?  
(L4BRA and handle) \_\_\_\_\_
- 3) HAVE YOU BEEN GIVEN A WRONG ITEM?  
(L4BRA and handle) \_\_\_\_\_
- 4) HAVE YOU BEEN GIVEN A WRONG INDICATION?  
(L4BRA and handle) \_\_\_\_\_
- 5) IS THERE AN OUT-LIST?  
(L4BRA and handle) \_\_\_\_\_
- 6) DO YOU HAVE AN ARC BREAK?  
(Handle the ARC break E/S to F/N) \_\_\_\_\_
- 7) ARE YOU UPSET?  
(Handle the ARC break E/S to F/N) \_\_\_\_\_
- 8) DO YOU HAVE A PROBLEM?  
(Itsa E/S to F/N) \_\_\_\_\_
- 9) ARE YOU WITHHOLDING ANYTHING?  
(Use withhold system E/S to F/N) \_\_\_\_\_
- 10) IS THERE SOME SORT OF WITHHOLD?  
(Use withhold system E/S to F/N) \_\_\_\_\_
- 11) HAVE YOU COMMITTED ANY OVERTS?  
(Get what it is E/S to F/N) \_\_\_\_\_
- 12) REGARDING DIANETIC CLEAR, DO YOU HAVE AN ARC  
BREAK?  
(Handle the ARC break E/S to F/N) \_\_\_\_\_
- 13) REGARDING DIANETIC CLEAR, ARE YOU UPSET?  
(Get what upset is and handle the ARC break) \_\_\_\_\_
- 14) REGARDING DIANETIC CLEAR, DO YOU HAVE A  
PROBLEM?  
(Itsa E/S to F/N) \_\_\_\_\_

- 15) REGARDING DIANETIC CLEAR, ARE YOU WITHHOLDING ANYTHING?  
(Use withhold system E/S to F/N) \_\_\_\_\_
- 16) HAVE YOU BEEN AUDITED OVER OUT-RUDIMENTS?  
(Standard handling of the out-rud(s) E/S to F/N) \_\_\_\_\_
- 17) H A V E Y O U B E E N I N T E R V I E W E D O V E R  
O U T - R U D I M E N T S ?  
(Standard handling of the out-rud(s) E/S to F/N) \_\_\_\_\_
- 18) HAVE YOU BEEN AUDITED ON ENGRAMS AFTER GOING CLEAR?  
(Indicate and do L3RF INDICATING READING ITEMS ONLY—DO NOT RUN ANY DIANETICS) \_\_\_\_\_
- 19) HAVE YOU HAD TROUBLE WITH DIANETICS?  
(Indicate and do L3RF *INDICATING* READING ITEMS ONLY—DO NOT RUN ANY DIANETICS) \_\_\_\_\_
- 20) HAVE YOU HAD TROUBLE GOING EARLIER SIMILAR ON DIANETICS?  
(Indicate and do L3RF INDICATING READING ITEMS ONLY—DO NOT RUN ANY DIANETICS) \_\_\_\_\_
- 21) DO YOU HAVE UNFLAT R3RA . . . UNFLAT R3R?  
(L3RF and *INDICATE*—DO NOT RUN ANY DIANETICS) \_\_\_\_\_
- 22) HAVE YOU BEEN FORCED TO RUN DIANETICS?  
(L3RF and *INDICATE*—DO NOT RUN ANY DIANETICS) \_\_\_\_\_
- 23) WAS IT NOT YOUR INCIDENT?  
(Ind. E/S to F/N) \_\_\_\_\_
- 24) WERE YOU PUTTING THINGS THERE TO RUN?  
(Ind. 2 W C to F/N) \_\_\_\_\_
- 25) WERE YOU LOOKING FOR THINGS NOT THERE?  
(Ind. E/S to F/N) \_\_\_\_\_
- 26) WERE YOU PUTTING SOMETHING THERE WHERE THERE WAS NOTHING?  
(Ind. 2WC to F/N) \_\_\_\_\_
- 27) ARE YOU PROTESTING ANYTHING?  
(Itsa E/S to F/N) \_\_\_\_\_
- 28) DID YOU GO CLEAR FROM PAST-LIFE AUDITING?  
(Ind. to F/N and then DATE/LOCATE after remaining lines on this list have been F/Ned) \_\_\_\_\_
- 29) HAS THERE BEEN ANY INVALIDATION OF DIANETIC CLEAR?  
(2WC to F/N) \_\_\_\_\_
- 30) HAS THERE BEEN ANY INVALIDATION OF YOUR PREVIOUS AUDITING?  
(2WC to F/N) \_\_\_\_\_
- 31) HAVE YOU BEEN INVALIDATED?  
(Itsa E/S to F/N) \_\_\_\_\_

- 32) HAVE YOU INVALIDATED THE FACT YOU WENT DIANETIC CLEAR?  
(2WC to F/N) \_\_\_\_\_
- 33) HAS ANYONE SUGGESTED TO YOU THAT YOU DIDN'T MAKE IT?  
(Itsa E/S to F/N) \_\_\_\_\_
- 34) HAS THERE BEEN ANY EVALUATION?  
(2WC to F/N) \_\_\_\_\_
- 35) HAS YOUR BEHAVIOR BEEN EVALUATED?  
(2WC to F/N) \_\_\_\_\_
- 36) REGARDING DIANETIC CLEAR, HAS THERE BEEN ANY EVALUATION?  
(2WC to F/N) \_\_\_\_\_
- 37) DO YOU FEEL SUPPRESSED?  
(2WC to F/N. C/S to program as needed for further PTS handling) \_\_\_\_\_
- 38) ARE YOU PTS?  
(Same handing as question 37) \_\_\_\_\_
- 39) IS SOMEONE OR SOMETHING HOSTILE TO YOU?  
(Same handing as question 37) \_\_\_\_\_
- 40) HAVE YOU BEEN PREVENTED FROM ATTESTING?  
(2WC to F/N. Get off any protest and/or out-rud) \_\_\_\_\_
- 41) REGARDING DIANETIC CLEAR, DO YOU FEEL YOU CAN'T BELIEVE IT?  
(2WC to F/N) \_\_\_\_\_
- 42) ARE YOU WAITING FOR A SPECIAL COGNITION?  
(2WC to F/N) \_\_\_\_\_
- 43) COULDN'T YOU UNDERSTAND WHAT WAS BEING DONE?  
(2WC to F/N) \_\_\_\_\_
- 44) HAVE YOU BEEN OVERREPAIRED?  
(Find out what and clean up any protest. Rehab to F/N or D/L. If it is Dianetics or Dianetic Clear, DATE/LOCATE ONLY and END OFF!) \_\_\_\_\_
- 45) IS THERE SOMETHING THAT SHOULD HAVE READ BUT HASN'T?  
(Get what and handle) \_\_\_\_\_
- 46) HAVE YOU ALWAYS BEEN CLEAR?  
(Indicate. Get off any invalidation. Do *not* attempt to do No. 49, Date/ Locate.) \_\_\_\_\_
- 47) ARE YOU PRETENDING TO BE CLEAR TO GET FREE SERVICE OR FOR STATUS?  
(Pull this as a W/H. Do *not* try to Date/Locate as he has not attained the state of Clear. He may have other W/Hs missed in auditing which need to be pulled. Such a person is probably PTS and should be C/Sed for a PTS interview and handling.) \_\_\_\_\_

- 48) IS SOMETHING ELSE WRONG? \_\_\_\_\_  
(2WC to find what. Handle it if you can or return to C/S)

THE AUDITOR MAY REASSESS THIS LIST M3,  
ESPECIALLY IF HEAVILY CHARGED THE FIRST TIME  
THROUGH.

AFTER ALL READS ARE HANDLED AND THE PC IS VGIs,  
*DO* THIS STEP BUT ONLY IF THE CLEAR COG HAD  
ALREADY BEEN GIVEN.

(THIS IS *NOT* ASSESSED: IT IS *DONE*)

- 49) DATE/LOCATE THE POINT THE STATE OF DIANETIC  
CLEAR WAS ATTAINED. \_\_\_\_\_  
(Ref: HCOB 15 Nov 78 DATING AND LOCATING for exact  
procedure)

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HCO BULLETIN OF 3 MAY 1979

All AOs  
All St. Hills  
CI IV Orgs  
HCOs in CI IV  
Orgs and above  
KOTs  
Qual Hats  
C/S Hats

IMPORTANT

**DIANETIC CLEAR SPECIAL INTENSIVE  
C/S AND AUDITOR REQUIREMENTS**

(Ref: HCO PL 1 May 79 DIANETIC CLEAR  
SPECIAL INTENSIVES  
HCOB 2 May 79 DIANETIC CLEAR  
Issue I SPECIAL INTENSIVE)

Due to the nature of the Dianetic Clear Special Intensive and the vital data in its accompanying issues, the following requirements must be fully met by every C/S and auditor delivering this intensive to any pc:

1. Must be Dianetic Clear, Clear or above.
2. Must not fall under any of the A-J categories covered in HCO PL 27 Oct 64, POLICIES ON PHYSICAL HEALING, INSANITY AND TROUBLESOME SOURCES.
3. Must be fully bonded by HCO of their org before given access to any confidential Dianetic Clear HCOBs.
4. Must have a valid permanent cert for the level of CI IV or above in order to audit the Dianetic Clear Special Intensive.
5. Must have a valid permanent cert as a CI IV or above C/S in order to C/S the Dianetic Clear Special Intensive.
6. Must Method 9 Word Clear and get a starrate checkout on this HCOB (HCOB 3 May 79 DIANETIC CLEAR SPECIAL INTENSIVE—C/S AND AUDITOR REQUIREMENTS). . .
7. Must have full Qual OK to do two way comm.
8. Must Method 9 Word Clear and get a starrate checkout on HCOB 15 Nov 78 DATING AND LOCATING.
9. Must clay demo the Date/Locate procedure.
10. Must Method 9 Word Clear and get a starrate checkout on the following HCOBs:
  - A) HCOB 24 Sep 78 Iss III DIANETIC CLEAR.
  - B) HCOB 24 Sep 78 Iss IV CONFIDENTIAL—THE STATE OF DIANETIC CLEAR.
  - C) HCOB 29 Nov 78 C/S Series 104 DIANETIC CLEAR ATTESTS.
  - D) HCOB 5 Dec 78 C/S Series 105 DIANETIC CLEAR ATTESTS—ADDITIONAL DATA.



- E) HCOB 5 Mar 79R DIANETIC CLEAR FALSE DECLARES.
- F) HCO PL 1 May 79 DIANETIC CLEAR SPECIAL INTENSIVES.
- G) HCOB 2 May 79 Iss I DIANETIC CLEAR SPECIAL INTENSIVE.
- H) HCOB 2 May 79 Iss II DIANETIC CLEAR SPECIAL INTENSIVE ASSESSMENT LIST.

11. Must fully drill each step of the Dianetic Clear Special Intensive (per HCOB 2 May 79 Iss I—DIANETIC CLEAR SPECIAL INTENSIVE).

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HCO BULLETIN OF 10 JUNE 1979

Remimeo

*Art Series 8*

**A PROFESSIONAL**

Ref: HCOB 4 March 1979 Art Series 6  
ART IN ITS BASICS

A professional is somebody that can produce a high quality product. A professional is not an audience, and when he views things, he looks for what's good in them and neglects the poor, low-grade things. The reason he does this is so he has an ideal scene. Without an ideal scene, he just operates off technical data and produces, artwise, a low quality product and isn't a professional. Without an ideal scene, he can never get a preconception of the shot.

In viewing things that approach an ideal scene, the true professional works out how they did it and when presented with similar tasks of production, can bring off things which approach an ideal scene in his own work.

Another thing that separates a member of the audience from a professional is that the professional only thinks in terms of getting out an actual product. It never enters his head that he's just there for the ride or that being an "expert" is enough. A member of the audience has no faintest concept or idea of getting out a product.

A professional knows the rules of the game as a matter of course so that he can achieve in the upper strata above that, a high quality of art.

When a person simply looks at everything as to whether he "likes them" or "not likes them," he's just an audience and he's on the wrong side of the footlights.

This applies to a writer, a director, an actor, a cameraman, a makeup man, a propsman, a wardrobe man, a producer, an artist, any professional.

Without this viewpoint, he never accumulates ideal scenes, so how could he produce anything good? He never has a memory library to compare his own products to.

Be a professional.

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HCO BULLETIN OF 17 JUNE 1979

Remimeo  
Execs  
Estos  
Crse Sups  
All Staff

*Word Clearing Series 61*

*Product Debug Series 3*

URGENT—IMPORTANT

**CRASHING MIS-Us: THE KEY TO COMPLETED  
CYCLES OF ACTION AND PRODUCTS**

Ref: HCOB/PL 26 Mar 79R MISUNDERSTOOD WORDS AND  
CYCLES OF ACTION  
HCO PL 26 Jan 72 1 Admin Know-How Series 29  
Exec Series 5  
NOT DONES. HALF DONES AND  
BACKLOGS  
HCO PL DEBUG TECH (LRH ED 302 INT Rewritten)  
THE STUDY TAPES

INCOMPLETE CYCLES

A cycle of action is the sequence that an action goes through, wherein the action is started, is continued for as long as is required and then is completed as planned.

To produce products one has to also have completed cycles of action. A completed cycle of action normally results in a product.

Where steps A-H of HCO PL DEBUG TECH (LRH ED 302 INT Rewritten) have been done to no avail, meaning products are not yet rolling out of the area, then the tech herein is to be used as step I of DEBUG TECH to get the area producing.

Just as a misunderstood word can prevent a person from understanding the remainder of what is heard or written, a misunderstood can prevent a cycle of action from completing.

This is extremely valuable data as it gives us *the* major reason people don't complete cycles of action. It is utterly amazing and magical. An area is plagued with not dones and half dones and no products resulting and one would swear that the reasons were infiltration, sabotage, evil intentions, you name it. But in the majority of cases it will be found that the above discovery is operating. The person has a Mis-U on a key word involved in the cycle of action.

The person usually doesn't realize he has a misunderstood. It is revelatory to him when he finds it so it isn't necessarily true that he will know. So he himself additionally has a number of wrong Whys and wrong reasons.

There is usually one principal misunderstood that is preventing the cycle of action from completing. This is called the "Crashing Mis-U."

APPLICATION

While finding Crashing Mis-Us is not a substitute for full Word Clearing and while it is also true that the person can be PTS and be engaged in creating problems, it is nevertheless uniformly true that a Crashing Misunderstood lies somewhere in the subject matter of the cycle of action which is not being completed.

The tech given in this HCOB can be used by anyone who has checked out on it and drilled it. The steps given here cover metered and nonmetered Crashing Mis-U finding. Using a Word Clearing meter will make the action faster and more accurate but it is not vital.

The whole action does not take long to do and will save hours of purple-faced desk pounding and frustrated attempts to get people to produce.

It is to be USED by execs, Supervisors, Cramming Officers, Estos, missionaries, etc., etc.—anyone who is responsible for seeing that products are gotten out.

Crashing Mis-U tech is used in debugging products. It comes as step I of HCO PL DEBUG TECH. If any of the earlier steps are out then you can find all the Crashing Mis-U's you like and still not get one single product.

## THEORY

A cycle of action is a parallel to a cycle of understanding or a cycle of communication. The cycle of action is the physical universe expression of a cycle of communication. The cycle of communication occurs in the physical universe! A misunderstood interrupts not only the cycle of communication or understanding, but also interrupts the motion or action. That is the discovery. A person is trying to get the product of a finished house. He doesn't understand the word "plumbing." He may tell you that it is because of the price of materials, that nobody can dig in that kind of ground, that certain types of pipes aren't available, that he is having trouble with his wife—and his supervisors and bosses will tell you that he is just plain lazy, that he has been bribed not to, that he is a secret drinker maybe, and even less printable Whys. But when you get right down to it and use the Tech you find that he has a Crashing Mis-U on the word "plumbing." He thinks it is defined as "drilling holes." Mentally this interrupts his ability to think any thoughts through on the subject. His cycle of understanding is being interrupted by the Crashing Mis-U. This then has a parallel cycle, the cycle of action of trying to get the finished house. Thus for want of understanding of a word we get the actual physical inability to finish a cycle of action on a connected subject. I can assure you that ethics conditions, threat of suit, physical violence, none of these things are going to get anybody a finished house. Only when his Crashing Mis-U "plumbing" is found and properly handled are you going to get a finished house.

This tells you incidentally that the time track of shattered civilizations must have been strewn with these things. It doesn't only apply to a house, it applies to almost anything man has ever set out to produce. It would even apply to some general who suddenly won't finish a battle or a war. Amazingly you will discover that the Crashing Mis-U has probably been Man's single greatest barrier to actually creating and maintaining a civilization. You have to work with the tech yourself to actually appreciate its depth and power.

## CRASHING MIS-U FINDING

Where you have a person not getting products, not completing cycles of action despite attempts to debug per A-H of HCO PL DEBUG TECH, you have to get in there and find the Crashing Misunderstood. It will be directly on the subject. There are various approaches to doing this, starting very simply and getting more complex. You would start off using the simplest approach and then, if that didn't handle, you would go into a more thorough handling, and so forth.

## PROCEDURE

1. It is apparent or it is reported that someone is failing to complete cycles and is not getting out his products.
2. Before even talking to him you inspect his area as regards products per HCO PL DEBUG TECH:

- A. You look for what products have been gotten out in the past.
- B. You look for products that are there completed.
- C. You look for products that can be attained in the immediate future.
- D. You look for value of products as compared to overall cost of production.
- E. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

This requires a bit of homework.

3. *CONDITIONAL*: If your inspection finds he is getting out actual products and that he is not producing overt products, correct the reports and let him get on with it. Do not go on with the steps in this procedure.

4. Now if the earlier debug steps per HCO PL DEBUG TECH have been done and it is obvious from your inspection that this person is still not getting out the products he is expected to get out or should be getting out you know that he has a Crashing Mis-U. You just start hunting and punching around for the Crashing Mis-U on the subject of the products he should be but is not getting out. “What don’t you understand about that subject?” “What Mis-U word is there on this subject?” You keep at it this way until you get the Crashing Mis-U. On the meter you would use reads to steer him to the area and the Mis-U.

Crashing Mis-U finding differs from regular Word Clearing in that it is an investigatory procedure which utilizes all methods of Word Clearing and whatever else it takes to find the Crashing Mis-U. You can use Method 2, Method 3, Method 4, Method 5, Method 6 or Method 9 to help you find the misunderstood. The person you are handling may be sure that the Mis-U is in a certain issue but doesn’t know what the word is. It may require Method 2 or Method 9 to actually dig it out. Often Method 5 is used whereby the Word Clearer asks for the definition of individual words, checking to make sure that *he* knows the definition as well.

The point is that you are trying to narrow down the area further and further until you finally get the Crashing Mis-U and any method of Word Clearing or investigation that helps you do this is legitimate.

5. You clear this word fully to VGIs (on the meter it would F/N). Don’t assume the dictionary will necessarily give the right definition—a missing or false definition might be the root of his trouble. If no dictionary, textbook or encyclopedia can be found that gives a satisfactory definition for the word you are still not stopped. You can go over all of the related material to the word and work out with him what definition has been omitted or what is the proper definition for it. This is a last resort but it is necessary that anyone doing Crashing Mis-U knows this as Man has not necessarily properly defined everything in his technical sphere or culture. **WARNING**: The inability to find the definitions is a rare case. Only work out the definition when you have exhausted all possible texts and dictionaries and have cleared all of the words you have encountered in them. Whether you looked it up and found it or couldn’t find it and had to evolve it make sure the definition is useful to him and that it blows his difficulty with it.

6. Assure yourself that this was his Crashing Mis-U and that it is real to him. When he finds it he will quite often be chagrined and then go into VGIs and cognite and may change considerably right in front of your eyes.

7. Send him to the Examiner.

8. Run some Reach and Withdraw in the area where he had difficulty to a good win and tell him to get on with it.

9. Check back later to see that he is now completing cycles of action and getting his products out. -If he is then you have got it. That *is* the EP.

10. If he still isn't getting out the product then you haven't yet found the Crashing Mis-U and you have some more work to do. Go over his area with him and look for things that he has difficulty with. Often it will leap right up at you. Get him to tell you what the difficulty is.

11. Now question him to find the Mis-U on that subject that is behind those difficulties. Often his statement of the difficulty will contain the Mis-U itself. On a meter you would get a read as he says it. Off the meter you would have to take the words that he said and ask him what they meant. For example he might say "The plumbing always seems to be the hardest part." On a meter "plumbing" would read and you would take it up right away. If you weren't using a meter you could say "Well what does the word 'plumbing' mean?" and he'll say "Well, it means, uh . . . 'drilling holes'" and there you have it. Now clear the word as in step 4 above, run your Reach and Withdraw and send him back to work.

#### END PHENOMENON

The end phenomenon (EP) of this action is the person now producing the products he wasn't able to produce before and completing the cycles of action related to his product.

The end phenomenon is not: the fellow now all VGIs and saying he can get the products, feeling great, etc. That is all very well but **IS HE NOW GETTING OUT THE PRODUCTS?** And you keep handling him with Crashing Mis-U's and related handling until he is producing the products and then you know you have completed the Crashing Mis-U handling.

#### ADDITIONAL FACTORS

There are various factors which must be known by anyone doing Crashing Mis-U finding and used if the above simple steps do not get the desired result of the person now tearing along getting his products.

#### O/Ws

Since overts and withholds stem from Mis-U's in the first place, you are liable to run into O/Ws when doing Crashing Mis-U finding. If the person has O/Ws in the area this will be manifested in the form of resistance to finding the misunderstood word either overtly or covertly. An example of this would be the person misdefining a word and then when you have him look it up in the dictionary he says that he knew it all along. Or it could be straight noncooperation.

If you are using the Word Clearing meter, the handling for the situation above would be to pull the O/Ws. To do this simply ask "Do you have any overts in the area of ?" and pull them, each one earlier similar to F/N with all specifics until the question F/Ned on asking. Do the same with withholds and missed withholds. Since you run the risk of missing withholds if you try pulling withholds without a meter, in doing the nonmetered Crashing Mis-U finding the way you would handle the above situation is to ask the person if he has some withhold concerning the area you are trying to handle, and getting him to tell you about it. If you do this then you must get him meter checked to ensure nothing has been missed.

There is another manifestation which can be encountered. A Crashing Mis-U simply cannot be found at all yet it obviously must be there. The person seems to cooperate somewhat but no Crashing Mis-U turns up. This is again an O/W phenomenon. The person is holding on to his withhold so hard it is burying the Crashing Mis-U.

Again you could run the risk of missing a withhold if you simply ask him for his withhold on the subject but we cannot rule out the fact that doing so sometimes works. The Crashing Mis-U simply doesn't seem to exist yet by all evidence of no products or overt products it must exist so simply asking him if he has a withhold on the subject gives us the gain of finding it straight off immediately and, if we meter check him afterwards to find out if he has any more withholds, it is very likely to pay off. Once he has gotten off the withholds the Crashing Mis-U can pop right up. When you miss a withhold, remember, a fantastic amount of upset can be caused for the Word Clearer or the person himself. So don't indulge in missing withholds.

Once the O/Ws have been pulled or gotten off by whichever of the above methods, you will now be able to find the Crashing Mis-U and clear it up.

Sometimes in clearing the Mis-U you will hit a chain of overts connected with the subject, and these will have to be cleared up or you may not get your product. An example of this was a cleaner who could not clean. The Crashing Mis-U found was the word "clean" and this went straight into whole track overts which had to be fully handled. When the overts and the Mis-Us were cleared up the person went straight out and started getting real products.

### DEFENSE MECHANISM

You may find the person has a defense mechanism which would make it impossible to find the person's Crashing Mis-U as he believes it is OK to have Mis-Us in that area. The defense mechanism consists of false data which acts as a justifier for the Mis-U. An example of this would be "I don't have to know that as I'm not a professional" or "Well I'm new to the post" and so on. The handling would be simply to ask the person if there was some reason why it would be OK to have Mis-Us in that subject and then strip off the false data and justifications. Then you can recheck for the Crashing Mis-U and you will find it is now available. (See HCOB FALSE DATA STRIPPING)

### THE WORD CLEARER'S MIS-Us

When he has found a Crashing Mis-U on the subject the Word Clearer's first action is to himself look up the definition and the derivation of the word so he himself understands it. He then gets it fully cleared up with the person. This is all done right there in the Crashing Mis-U session. If he doesn't do that he won't be able to perceive how the person has misunderstood it or misapplied it previously.

*Example:* A person in charge of the lights in a theater could never get anything lit. A Crashing Mis-U was looked for and the word "scene" was found. However the person glibly read the dictionary definition and said he had it already. The Word Clearer made him look up the derivation wherein it was found that the glib person didn't understand it at all, for the person, when asked for an example, described an actor and how he would put the light on the actor.

The Word Clearer having looked it up first, before handing the dictionary over, knew that a scene was a stage. It was found that the person's Crashing Mis-U had so introverted him that he had never perceived that a stage had backdrops, scenery and a floor. The Word Clearer practically had to pry him out of his head to get him to see that a stage had walls and backdrops and that these had to be lighted.

If the Word Clearer had not known the correct definition of "scene" he would never have detected that the person thought it meant "actor" even though the dictionary said it had to do with scenery.

Crashing Mis-U tech would have failed as the person was very convincing as to how he knew it all already yet in the example was giving a totally incorrect demonstration.

Showers of light broke through when the person realized for the first time that he had to light the whole stage and had been in total mystery why people kept yelling at him. This had been going on for a long, long time in the person's job and was making him a total failure at it.

## PRACTICAL USAGE

Always ask for instances of practical usage from the person you have found a Crashing Mis-U on. From these you can detect if he's got it and if he hasn't got it he may have to work and work to clear it further.

The end phenomenon of Crashing Mis-U tech is not finding the Crashing Mis-U but getting the person totally straight on it and actually getting out the product.

## DEBUG TECH

Crashing Mis-U finding is an integral part of debug tech as covered fully in HCO PL DEBUG TECH. It comes as step I of the whole procedure. When products are not getting out, cycles are not being completed, there will invariably be Crashing Mis-U's but there may be other factors involved which also have to be resolved. The handling is just to go through the steps of the HCO PL, including Crashing Mis-U finding (step 1) and Product Clearing (step J). You may find more Crashing Mis-U's come up during or after the Product Clearing.

The whole point is that you use the whole debug tech procedure without trying to short cut it. Otherwise you get the ridiculous situation of clearing up the fellow's Crashing Mis-U on "plumbing" and then find he can't get out the product of a finished house because there are no pipes and won't be any for 3 months because the owner can't afford them. This all has to be resolved.

## IMPORTANT NOTE

Since the *sole* purpose of this debug tech is to get the person or area producing what it should be producing you would not continue past a point where this had been achieved. So for example, if after step C of HCO PL DEBUG TECH had been done (any Mis-U's on issues related to the area of production had been cleared up) the person was turning out great products in the expected quantity and time period, you would not then start looking for Crashing Mis-U's. This would act as harassment, not help. Similarly, don't use any other step of A-M of the above PL where it does not apply.

One should let people have their successes. Once you have achieved what is desired with this tech, don't carry on.

The rule is: DON'T CONTINUE DEBUGGING PAST THE POINT WHERE THE PERSON OR AREA HAS BEEN SUCCESSFULLY DEBUGGED AND PRODUCTS ARE NOW ROLLING.

And you would know it was debugged because products of the expected quality would be coming out of the area in the expected quantity.

## GRADIENT APPROACH

The whole idea is to try the simplest approach first and then if that doesn't work go deeper.

The end phenomena for all this is a person cheerfully and willingly getting his products and these appearing visible in the physical universe.

## EXAMPLES

This is how it might go: you might find yourself in the position of being responsible for seeing that the house, in the example given earlier on this bulletin, got



finished. You notice that the deadline has been exceeded by weeks and still there is no house.

The first thing to do would be the inspection as in step 2 of the procedure above. You would discover that the house has no plumbing; that is what is holding up its completion. Points A to H in HCO PL DEBUG TECH have been gone over but things still aren't moving. So you approach the contractor personally and go over this with him. You start hunting and punching around for the Mis-U. Ask him "Is it possible that there is some word you don't fully understand in the area of building this house?" And he'll say: "Well, no—it's just that I don't have enough men to do the plumbing." (Now you already know from step E of your prior inspection that he does have adequate personnel.) So you say "Well, what about plumbing? Is there some word connected with plumbing that you don't get?" He'll say "No, but I've always had trouble with it." Now you ask him "What does 'plumbing' mean?" And when he says, "Everybody knows that plumbing means drilling holes," you have his Crashing Mis-U. As you clear this up his initial embarrassment will turn into floods of relief and off he will go and get the house finished up in no time.

Now if you were able to use a Word Clearing meter, so much the better. You would put him on the meter and ask him something like: "Now on the subject of building houses is it possible you could have a misunderstood?" The meter will read on this and you use the read to steer him to the area and find the misunderstood word. This is then cleared to a floating needle (F/N) and very good indicators (VGIs).

It might not be as straightforward as above. The case could arise where there was plenty of evidence that the person has a Crashing Mis-U yet, despite arduous search, nothing comes up. You would then ask the person: "Is there something about all this you haven't told me?" If your TRs are good and you don't have a challenging or accusative attitude he will come up with it: "I can't finish the house because the machine that cuts and bends pipes is broken." With a bit of further questioning you find that he broke the machine and has been withholding this for weeks and didn't even dare mention that it needed repair for fear of being punished. A simple meter check would ensure that nothing was missed. Then up would pop the misunderstood on "plumbing" which he thought meant drilling holes. No wonder he broke the machine: he was trying to drill holes with it! So now with his withhold off and his MisU cleared up he will feel immensely relieved and will most likely be able to go right off and finish up the house. At the most you might need to product clear him and run some Reach and Withdraw in the area per the issues on Product Clearing in this series.

## CASE HISTORIES

Here are some actual case histories to show how Crashing Mis-U finding goes and the sort of things one might expect to come across and have to handle in order to debug a cycle or product with this tech.

*CASE A:* This was a senior executive who was on the verge of being removed from post. The general manager was impatient with the lack of products from that area.

A. The Word Clearer inspected the executive's department and found that the main area of difficulty seemed to be handling personnel.

B. The Word Clearer put the executive on the meter and asked him if there were any products he should be getting out but wasn't. No Crashing Mis-U came up on this directly.

C. By two-way communication the Word Clearer confirmed that the main area of difficulty was handling personnel.

D. He took the words that were directly related to the area mentioned—"personnel," "staff," etc.—and asked the executive what each one meant. He checked the dictionary to ensure the person had a full understanding of the words. The exec seemed fine on these.

E. There was one word the executive seemed to have some hesitation on so the definition of that word was word cleared Method 9. A few words were cleared up but none of them turned out to be the Crashing Misunderstood.

F. The area of difficulty was further narrowed down by two way comm to “the obtaining and posting of personnel.”

G. Words relating to this area were checked. Some of the definitions were M9ed to make sure the exec really did have them straight—still no Crashing Mis-U was found.

H. The executive originated an area of difficulty to do with handling authority that he felt was interfering with his ability to obtain and post personnel. No MisUs were found in this area however.

I. The Word Clearer asked for overts and withholds in the area (“Is there something you’re not telling about this area?”, “Is there something you’ve done you don’t want known?” etc.) but none were found.

J. He then checked for false data (something that would justify having misunderstands on that subject) and found that the exec was loaded with false data on the subject of authority. This was handled by two way comm—it did not take much to clean up as the exec was realizing by this time where his trouble was coming from and was only too willing to get it sorted out.

K. The word “authority” was found as the Crashing Misunderstood. This became obvious as soon as the false data came off. This word was fully cleared to a floating needle and very good indicators and the executive volunteered that he felt ready to go back on post and produce.

The Word Clearer ended off and returned the executive to work. He started producing actual products and doing well.

*CASE B.:* This was a technician in a highly specialized and complex field who was having difficulty with his job and was unable to get approval on some tests that were urgently needed.

A. An inspection of his area revealed the situation to be exactly as described.

B. The Word Clearer put him on the meter, oriented him to the situation and asked him: “Is there any single misunderstood word in the area of these tests?”

C. A long search ensued in which several words were cleared, none of which turned out to be the Crashing Mis-U.

D. The Word Clearer then checked for a withhold and found out that the technician had never understood an important dispatch relating to the cycle and had been withholding the fact. This withhold was cleared up to a floating needle.

E. This was followed by further search for the misunderstood which uncovered an area of upset and losses to do with technical writing.

F. The Word Clearer checked for the misunderstood that must have preceded the losses and the Crashing Mis-U was found—a very basic technical word in the subject.

G. He attempted to clear the word with a dictionary but found no adequate definition .

H. Encyclopedias and textbooks were consulted but none of them had a useful definition .

I. Eventually, by combining textbooks and working out what it should be, a workable definition was arrived at and the subject became clear to the technician who was greatly relieved.

The technician returned to work and started producing. The very next set of tests submitted were approved.

*CASE C:* This case was an executive who was having trouble getting people in his area to produce. The actions below were done unmetered.

A. The product inspection showed the executive to be unable to get his juniors to produce.

B. He arrived for the Crashing Mis-U finding quite upset and this had to be handled before anything else.

C. The Word Clearer went over his upset with him and sorted it out to a point where he was willing to go ahead with the action.

D. Various words were checked (“What does ‘junior’ mean?” “What is the definition of ‘executive’?”) and so forth. No Crashing Mis-U was found.

E. The area of difficulty was narrowed down further to “getting compliance.”

F. On checking, the Word Clearer found that the exec had a Crashing Mis-U on the word “compliance” which was cleared to very good indicators.

The executive went back to work and found he could now handle his juniors.

*CASE D:* This person was in charge of briefing missions. He had recently had trouble with this and some missions had fired without full briefing resulting in failures.

A. The Word Clearer asked him, on the meter, if there was anything concerning his post he was having difficulty with.

B. The difficulty was narrowed down by two-way comm until it was established that he felt he couldn’t brief them fully due to lack of time.

C. The Word Clearer checked for a Crashing Mis-U concerning this difficulty. None was found.

D. He then asked if there was something the person was withholding about the subject. Several chains of overts were taken up, each one to a floating needle, until the question itself produced a floating needle on asking.

E. The Word Clearer again asked for a Crashing Mis-U in the area and one of the words in the person’s own post title was found and cleared. This was the Crashing Mis-U.

The person was then able to get out his products.

*CASE E:* This was an auditor who was being product cleared on her post.

A. The Product Clearer discovered that there was a certain part of her post that this auditor could not handle. It was a certain aspect of handling the preclear

B. He asked her if there was one single Mis-U in the area, and helped her trace it, using the meter reads.

C. The Crashing Mis-U was found and cleared in the dictionary to very good indicators.

D. The auditor was then able to complete the Product Clearing and get back to work, her main difficulty no longer impeding her from getting products.

The above case histories show the variety of situations that can come up and the handlings that would be done. They are by no means all the situations that can arise in doing Crashing Mis-U finding.

### CAUTIONS

Make sure you guide him on the subject of products all the time. You could get right off the track and find yourself clearing up a whole subject that had nothing to do with getting out his product. An example would be trying to clear up the whole of chemistry on a photographer. There is chemistry involved in photography: the film is developed and so forth with chemicals. But the person is a photographer, not a photo laboratory technician, so he does *not* need to know all of chemistry to get his product.

Another point is that sometimes a person will have a Crashing Mis-U cleared up on himself and immediately suppose that this is the Crashing Mis-U everyone else has. This is not necessarily the case. When one has a Crashing Mis-U on “crackers” it is not necessarily true that everyone else has a Crashing Mis-U on “crackers.” The\* Crashing Mis-Us will be different. It is *their* Mis-Us one is after.

### REPAIR

If the action bogs down and can't be sorted out, or the person becomes upset during or after Crashing Mis-U finding, then the difficulty should be sorted out right away with a Crashing Mis-U Repair List. This list is done on a meter by someone qualified to do so. A botched or bogged Crashing Mis-U finding must be repaired within 24 hours.

### EFFECTS OF CRASHING MIS-US

You can tell someone has a Crashing Mis-U because when you start to question them about the cycle of action or demand the products they will go robotic on you. They sometimes just stand there gaping at you and won't even answer your question. They won't even be able to talk to you. There's another manifestation you will come up against and that is the person becoming annoyed with you. This indicates either that he *was* getting out products in the first place, or that he had a withhold in addition to a Crashing Mis-U.

The solution is not to immediately shoot them for not getting out the product. Find their Crashing Mis-U. If they get annoyed then find out which of the above it was and handle. And then the justice factor would consist of disciplining them for going past misunderstands without clearing them. You have to teach someone to get in his own ethics in this respect so that others do not have to take justice actions on him.

### SUMMARY

Well, here you have the tech that will enable you to debug failures to produce the products required of him. The person using this tech has to learn it well and become practiced in its application. Then he will get the full benefit of it and total reality on its power.

Let's get busy and, along with the remainder of debug tech, find the crashing Mis-U when products aren't coming off the line.

This is indeed miracle tech so let's go get some miracles!

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HCO BULLETIN OF 18 JUNE 1979

Remimeo  
Tech  
Word Clearers  
Auditors  
C/Ses

*Product Debug Series 4*

*Word Clearing Series 62*

**THE CRASHING MIS-U REPAIR LIST—LC1**

Ref: HCOB 17 Jun 79 CRASHING MIS-Us: THE KEY  
TO COMPLETED CYCLES OF  
ACTION AND PRODUCTS

The Crashing Mis-U Repair List is the list to use in repairing Crashing Mis-U finding. It can be done on the spot by the person doing the Crashing Mis-U finding or in session by an auditor. The Crashing Mis-U Repair List is used in the event of a bog or trouble during Crashing Mis-U finding or a red tagged exam after a Crashing Mis-U finding session. It can also be done if, after the fact of a Crashing Mis-U being found, the person is still not getting out his products or is not completing cycles of action in his area. (Note: The person could be up against a *new* Crashing Mis-U on a whole different cycle of action in the same area.)

If after the Crashing Mis-U Repair List has been done and fully handled, there seems to be some other bypassed charge or BIs connected with the Crashing Mis-U finding, a C/S 53 or WCCL should be done. This would be determined by the C/S.

Any person using this list must have excellent TRs and be able to make a list read and correctly interpret E-Meter reads. They must also be drilled on this correction list and have their High Crime checkouts done on this list as well as HCOB 17 Jun 79 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.

This list can be assessed Method 3 or Method 5. Each line that reads is carried to F/N.

0. HAVE YOU FAILED TO UNDERSTAND WHAT A "CRASHING MISUNDERSTOOD" IS? \_\_\_\_\_  
(Check and clear any words in the above that read on the meter.)
1. WAS CRASHING MIS-U FINDING DONE WHEN YOU ALREADY HAD AN UPSET? \_\_\_\_\_  
(Handle the ARC break to F/N VGIs.)
2. DID YOU BECOME UPSET BECAUSE OF THE CRASHING MIS-U FINDING? \_\_\_\_\_  
(Handle the ARC break to F/N VGIs.)
3. WAS THE CRASHING MIS-U FINDING DONE WHILE YOU WERE WORRYING ABOUT SOMETHING ELSE? \_\_\_\_\_  
(Handle the problem to F/N VGIs.)
4. DID THE CRASHING MIS-U FINDING CAUSE YOU TO BECOME WORRIED OR CONCERNED? \_\_\_\_\_  
(Handle the problem to F/N VGIs.)
5. DURING YOUR CRASHING MIS-U FINDING WAS THERE SOMETHING YOU WERE NOT SAYING? \_\_\_\_\_

(Handle by usual missed W/H pulling per HCOB 12 Feb 62 and HCOB 3 May 62.)

6. WAS THERE SOMETHING YOU'D DONE YOU WEREN'T SAYING?  
(Handle as in No. 5.) \_\_\_\_\_
7. WAS THERE SOMETHING YOU WEREN'T SAYING ABOUT THE AREA THAT WAS BEING ADDRESSED?  
(Handle as in No. 5.) \_\_\_\_\_
8. WAS THERE SOMETHING YOU'D DONE IN THE AREA BEING ADDRESSED THAT YOU WEREN'T SAYING?  
(Handle as in No. 5.) \_\_\_\_\_
9. WAS THE WRONG AREA ADDRESSED?  
(Indicate to F/N. Get him to the W/Cer to complete the Crashing Mis-U finding. ) \_\_\_\_\_
10. WAS THE CRASHING MIS-U FINDING DONE ON THE WRONG PRODUCT?  
(Handle as in No. 9 above.) \_\_\_\_\_
11. COULDN'T YOU FIND THE CRASHING MIS-U?  
(Indicate and take it E/S to F/N if necessary. Get him back to the W/Cer for completion of the action.) \_\_\_\_\_
12. WAS THERE NO CRASHING MIS-U IN THE AREA IN THE FIRST PLACE?  
(Indicate that the Crashing Mis-U finding was an unnecessary action and take it to F/N.) \_\_\_\_\_
13. WAS THE CRASHING MIS-U FOUND ONLY SIMILAR TO THE ACTUAL CRASHING MIS-U?  
(Indicate and get an F/N. Send him back to the W/Cer to find the actual Crashing Mis-U.) \_\_\_\_\_
14. IS THERE ANOTHER CRASHING MIS-U IN THE AREA?  
(Indicate to F/N. Send to W/Cer to handle.) \_\_\_\_\_
15. IS THE WORD FOUND STILL MISUNDERSTOOD?  
(Get it fully cleared up to F/N.) \_\_\_\_\_
16. DIDN'T YOU UNDERSTAND WHAT WAS GOING ON?  
(Clear up the questions and confusions to F/N and get him back to the W/Cer.) \_\_\_\_\_
17. WAS THERE METER OR F/N TROUBLE?  
(Indicate and clean it up with false TA handling or LIC, etc.) \_\_\_\_\_
18. WERE AREAS THAT YOU WERE NOT HAVING DIFFICULTY WITH TAKEN UP?  
(Indicate that these areas should not have been taken up. Take it to F/N.) \_\_\_\_\_
19. WERE AREAS THAT YOU WERE HAVING DIFFICULTY WITH NOT TAKEN UP?  
(Indicate and get an F/N. Send back to the W/Cer for handling.) \_\_\_\_\_
20. DID AN AREA YOU FELT SHOULD HAVE BEEN HANDLED NOT GET TAKEN UP OR HANDLED? \_\_\_\_\_

(Indicate. Find out what area to F/N and send back to the W/Cer for handling.)

21. DID YOU GET INVALIDATED?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
22. DID YOU GET EVALUATED FOR?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
23. DID THE CRASHING MIS-U FINDING ANNOY YOU?  
(Determine if (a) he has O/Ws as well as a Crashing Mis-U or (b) the Crashing Mis-U finding wasn't necessary in the first place. Handle accordingly.) \_\_\_\_\_
24. WAS THE CRASHING MIS-U FINDING DONE IN THE MIDDLE OF SOME OTHER INCOMPLETE CYCLE?  
(Indicate the BPC and take it to F/N.) \_\_\_\_\_
25. WERE YOU MADE TO GO E/S ON CRASHING MIS-U FINDING WHILE IN THE NON-INTERFERENCE ZONE?  
(Indicate it as an incorrect action and it should not have been done and get your F/N.) \_\_\_\_\_
26. DO YOU NOT BELIEVE YOU HAVE MISUNDERSTOODS?  
(Clear him up on Word Clearing Series 60R. Handle his Mis-Us and get his agreement to do the action unless it is determined it was an unnecessary action. Take this to F/N.) \_\_\_\_\_
27. DID FALSE DATA GET IN YOUR WAY?  
(Strip off the false data per HCOB FALSE DATA STRIPPING. Take it to F/N.) \_\_\_\_\_
28. IS IT ACTUALLY OK TO HAVE MISUNDERSTOODS IN THE AREA?  
(Get why this is OK and strip off the defense mechanism per the Crashing Mis-U HCOB. Take it to F/N.) \_\_\_\_\_
29. IS THERE SOME OTHER WORD CLEARING ERROR?  
(Indicate. Find out what and handle or do a WCCL if necessary.) \_\_\_\_\_
30. WERE YOU NOT HAVING ANY TROUBLE WITH YOUR PRODUCTS IN THE FIRST PLACE?  
(Get the data. If this is the case indicate that the Crashing Mis-U finding was an unnecessary action. Take it to F/N.) \_\_\_\_\_
31. ARE THERE OTHER PRODUCT DEBUG ACTIONS THAT SHOULD HAVE BEEN TAKEN?  
(2WC to F/N. Program him to get Product Debugging per HCO PL DEBUG TECH.) \_\_\_\_\_
32. AREN'T YOU HATTED?  
(2WC to F/N. Program him to get hatted.) \_\_\_\_\_
33. IS YOUR PRODUCT TOTALLY UNKNOWN TO YOU?  
(2WC to F/N. Program him to be Product Cleared.) \_\_\_\_\_
34. ARE YOU LACKING PRODUCT CLEARING?  
(Handle as in No. 33 above.) \_\_\_\_\_
35. ARE YOU CONNECTED TO ANTAGONISTIC PEOPLE?  
(2WC to F/N. Get the PTS Clay Table Handling done or corrected to EP.) \_\_\_\_\_

36. WAS YOUR CRASHING MIS-U FINDING OVERRUN? \_\_\_\_\_  
(Indicate and rehab.)
37. ARE YOU HAVING CASE TROUBLE? \_\_\_\_\_  
(Assess and handle a C/S 53.)
38. IS THERE SOMETHING ELSE WRONG? \_\_\_\_\_  
(Find out what and handle or do the appropriate correction list and handle.)
39. WAS THERE NOTHING WRONG IN THE FIRST PLACE? \_\_\_\_\_  
(Indicate and get it to F/N.)

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HCO BULLETIN OF 7 JULY 1979

Remimeo

### **CRASHING MIS-U DEFINITION**

I started calling it Crashing Mis-U because it crashed the person. That's what crashed the subject and crashed the person. That's why it's called a Crashing Mis-U.

It's what crashes something across the dynamics.

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HCO BULLETIN OF 16 JULY 1979

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All Supervisors  
All Word Clearers  
Execs  
Estos  
Cram Offs  
All Staff

*Product Debug Series 5*

*Word Clearing Series 63*

**THE “ELUSIVE” MIS-U OR CRASHING MIS-U**

Ref: HCOB 17 Jun 79 Series 3,	W/C Series 61, Product Debug URGENT—IMPORTANT. CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 30 Jan 73RB Rev. 1.6.79	W/C Series 46RB, METHOD 9 WORD CLEARING THE RIGHT WAY
HCOB 18 Jun 79 Series 4	W/C Series 62, Product Debug THE CRASHING MIS-U REPAIR LIST—LC1
HCOB/HCO PL 26 Mar 79R Rev. 25.5.79	Esto Series 35R, W/C Series 60R MISUNDERSTOOD WORDS AND CYCLES OF ACTION

Miraculous as it is, a Word Clearer must be aware of the fact that M9 Word Clearing does not uncover false data, Crashing Mis-Us, overts, withholds or PTSness. Other tech exists to handle these. However they also, sometimes in a shadowy way, make their appearance doing M9. People doing M9 are doing it to get something understood or get some order done or get some product actually made and out. In most cases M9 will produce a marked gain. However, when it doesn't work, one of the above is also present. Handling of these is covered in detail in other HCOBs.

However, the item the M9er is most likely to collide with in situations where M9 is really not getting much done is the mysterious Crashing Mis-U.

A Crashing Mis-U, while it is always sitting right there in PT, big as life, can sometimes appear to be elusive. It eludes the most conscientious Word Clearer and the person himself, despite honest efforts to find it.

Let's say you've made an exhaustive search for the CRMU, you've hunted and punched in the area of his products, you've word cleared him on the texts covering his products and you've found and cleared some misunderstood words, none of which are IT. You've done the full CRMU and Product Debug procedure by the book and you still haven't gotten the Crashing Mis-U—as evidenced by no products.

At this point you could suspect one of the following:

1. The word that has caused him to crash may be right there in plain view, it does appear in the texts and orders covering the person's post and products, but it has been missed.

Why? Because the Crashing Mis-U (which is not your ordinary common garden variety of misunderstood word) will not always show up for what it is in M9ing. The word may appear in the materials but the person reads it with no stumble or reaction whatsoever, as he is so certain he knows it and his misunderstanding of it is so obscured by false data and false definitions. It doesn't even read on the meter on Method 2 or 4 because it's way below his awareness.

So you wouldn't just assume there was nothing there because the word didn't turn up on Method 9 or Methods 2 or 4. You'd need to move in with Method 5 or 6 and probably also False Data Stripping in a case like this to really pry it into view.

Or:

2. The Crashing Mis-U may not be on the subject of the product itself but in an area *related to* the subject. If this is suspected you look for the CRMU in the related areas and it's very likely you'll come up with the prize!

The reason it wasn't found in the first place is because the word didn't appear in the materials he was word cleared on and it didn't come up in a search in the area of his products. But it was sitting there, all the time, in an adjacent, a related area!

In two cases recently where staff members were being crammed on rejects of their products this phenomena turned up and was used and it all straightened out nicely!

The watchword is: you utilize all methods of Word Clearing *and whatever else it takes* to find the Crashing Mis-U.

#### ALERT RE METHOD 9

The data above applies to routine Method 9 Word Clearing as well as to Crashing Mis-U finding. Thus, if you've M9ed the person on his post materials and he's not getting it or making it, realize that he may be sliding over an MU or even a Crashing Mis-U where the word actually appears in the materials and is obscured for the above reasons. Or that the misunderstood may be in an area *related to* the subject and the word itself doesn't appear in the text you're handling.

Method 9 is a superlative Word Clearing tool. Word Clearers must keep it effective, and not permit that effectiveness to be dimmed by a failure to know and use the data in this bulletin.

So you check the related areas where it's indicated, or you marry up routine Method 9 with Crashing Mis-U finding and all of its steps where the person isn't making it otherwise. And you'll find the elusive misunderstood or Crashing Mis-U is not so elusive after all. It will come plainly into view—ripe for the plucking!

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Remimeo  
Word Clearers  
Tech  
Staff

*Word Clearing Series 64*

**THE MISUNDERSTOOD WORD**

**DEFINED**

Ref: HCOB 23 Mar 78RA Word Clearing Series 59RA  
Rev. 14.11.79 CLEARING WORDS  
HCOB 25 Jun 71R Word Clearing Series 5R  
Rev. 25.11.74 BARRIERS TO STUDY  
HCOB 26 Mar 79RB Esto Series 35RB  
Rev. 2.9.79 Word Clearing Series 60RB  
Product Debug Series 7R  
MISUNDERSTOOD WORDS AND  
CYCLES OF ACTION

“MIS-UNDERSTOOD” or “NOT-UNDERSTOOD” are terms used to define any error or omission in comprehension of a word, concept, symbol or status.

Most people go around thinking that a misunderstood is just something they obviously don't know—a “not-understood.”

A “not-understood” is a misunderstood but there are additional ways a person can misunderstand a word.

**A MISUNDERSTOOD WORD OR SYMBOL IS DEFINED AS A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:**

1. *A FALSE (TOTALLY WRONG) DEFINITION:* A definition that has no relationship to the actual meaning of the word or symbol whatsoever.

*Example:* The person reads or hears the word “cat” and thinks that “cat” means “box.” You can't get more wrong.

*Example:* A person sees an equals sign (=) and thinks it means to subtract something twice.

2. *AN INVENTED DEFINITION:* An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not knowing the actual definition he invents one for it. This is sometimes difficult to detect because he is certain he knows it, after all he invented it himself. There is enough protest preceding his invention of it to make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

*Example:* The person when very young was always called “a girl” by his pals when he refused to do anything daring. He invents the definition of “girl” to be “a cowardly person.”

*Example:* A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words invents the definition for it “a foul curse” and regards it accordingly in everything he reads.

3. *AN INCORRECT DEFINITION:* A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

*Example:* The person reads or hears the word “computer” and thinks it is “typewriter.” This is an incorrect meaning for “computer” even though a typewriter and a computer are both types of machines.

*Example:* A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. **AN INCOMPLETE DEFINITION:** A definition that is inadequate.

*Example:* The person reads the word “office” and thinks it means “room.” The definition of the word “office” is: “a room or building in which a person transacts his business or carries on his stated occupation.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language) The person’s definition is incomplete for the word “office.”

*Example:* The person sees an apostrophe (‘) and knows that it means that something is owned (‘s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word “can’t” and immediately tries to figure out who can is.

5. **AN UNSUITABLE DEFINITION:** A definition that does not fit the word as it is used in the context of the sentence one has heard or read.

*Example:* The person hears the sentence: “I am dressing a turkey.” The person’s understanding of “dressing” is “putting clothes on.” That is *one* definition of “dressing” but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn’t really make sense to him. The definition of “dressing” that correctly applies in the sentence he has heard is: “to prepared for use as food, by making ready to cook, or by cooking.” (Ref: The Oxford English Dictionary)

The person will only truly understand what he is hearing when he has fully cleared the word “dressing” in all its meanings. as he will then also have the definition that correctly applies in the context.

*Example:* The person sees a dash (-) in the sentence: “I finished numbers 3 - 7 today.” He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. **A HOMONYMIC (one word which has two or more distinctly separate meanings) DEFINITION:** A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

*Example:* The person reads the sentence: “I like to box.” The person understands this sentence to mean that someone likes to put things in “containers.”

The person has the right meaning for the word “box,” but he has the wrong word! There is another word “box” which is being used in the sentence he has just read and means: “to fight another in a boxing match.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

The person has a misunderstood because he has a homonymic definition for the word “box” and will have to clear the second word “box” before he understands the sentence.

*Example:* The person sees a plus sign (+) and as it resembles a cross he thinks it is something religious.

*Example:* The person hears the word “period” in the sentence: “It was a disorderly period in history” and knowing that “period” comes at the end of a sentence and means stop, supposes that the world ended at that point.

*Example:* Homonymic misunderstands can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing: “When my *Honey* walks down the street.” The person thinks a “thick, sweet, yellow or golden liquid, good to eat, that bees make out of the nectar they collect from flowers” is walking down the street! He doesn’t know the informal definition of “honey” which is: “sweet one: a pet name.” which is how it is being used in the song. (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

7. *A SUBSTITUTE {SYNONYM—*a word which has a similar but not the same meaning*) DEFINITION:* A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning *similar* to that of another word.

*Example:* The person reads the word “portly” and thinks the definition of the word is “fat.” “Fat” is a synonym for the word “portly.” The person has a misunderstanding because the word “portly” means: “of a stately appearance and carriage; impressive, especially on account of size.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language) The person does not have the full meaning of “portly” if he thinks it just means “fat.”

Knowing synonyms for words increases your vocabulary but it does not mean you understand the *meaning* of a word. Learn the full definition for a word as well as its synonyms.

8. *AN OMITTED {MISSING} DEFINITION:* An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

*Example:* The person hears the line “The food here is too rich.” This person knows two definitions for the word “rich.” He knows that “rich” means “having much money, land, goods, etc.” and “wealthy people.” Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up “rich” in a small paperback dictionary, he would probably still be stuck with his misunderstood. A dinky dictionary probably will not give him the definition he needs. In order to understand the word he would have to get a good sized dictionary to ensure it gives him the omitted definition which is: “having in a high degree qualities pleasing to the senses; luscious to the taste: often implying an unwholesome excess of butter, fats, flavoring, etc.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

*Example:* The person reads “He estimated the light at f 5.6.” He can’t figure what this “f” is, so he looks up “f” in the American Heritage Dictionary and wonders if it is temperature or money or sports for “foul” or maybe the money “franc.” The text doesn’t refer to France so he can’t figure it out. Omitted in the American Heritage is the photography definition of “f” which simply means “the number which shows the width of the hole the light goes through in the lens.” The moral of this is to have enough dictionaries around.

*NOTE:* It can occur that an accurate definition for a word is not given in any dictionary which is an error in the language itself.

9. *A NO-DEFINITION:* A no-definition is a “not-understood” word or symbol.

*Example:* The person reads the sentence “The business produced no lucre.” No understanding occurs, as he has no definition for “lucre.” The word means:

“money, especially as the object of greed; gain.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language) It isn't that he has the word incorrectly, unsuitable or any other way defined, he has *no* definition for it at all. He has never looked it up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood .

*Example:* The person sees a dot at the end of a word on a printed page and having no definition for “a period (.)” tends to run all of his sentences together.

10. *A REJECTED DEFINITION:* A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined way or restimulative to him in some fashion. Although he may have a total misunderstanding on the word he may refuse to have it explained or look it up.

*Example:* The person refuses to look up the word “mathematics.” He doesn't know what it means, he doesn't want to know what it means, and he won't have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked with violence his first month of his first course in mathematics. If he were to realize that he flunked because he didn't know what he was supposed to study he would then be willing to look the word up.

*Example:* The person refuses to look up the definition of asterisk (\*). On discussion it turns out that every time he sees an asterisk on the page he knows the material will be “very hard to read” and is “literary,” “difficult” and “highbrow.”

Discussion of why he won't look it up usually reveals and releases the emotional charge connected with it which he may never have looked at before. Properly handled he will now want to look it up, having gained an insight into why he wouldn't.

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good size dictionary or more than one dictionary or text book or encyclopedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must be persuaded to do this. It is a self-discipline that has to be learned.

The definitions of “misunderstood” and “not-understood” and their different types, must be clearly understood by a person seeking to clear them in himself and others. The commonest error in Word Clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition he cannot adequately be word cleared nor can he adequately word clear others. So these definitions of “misunderstood” and “not-understood” should be very well known as it will often be necessary to clarify them to the person being word cleared.

Good reading.

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HCO BULLETIN OF 7 AUGUST 1979

Remimeo  
Sups  
Tech  
Execs

(Also issued as  
HCO PL 7 Aug 79  
FALSE DATA STRIPPING)  
ALL STAFF

*Product Debug Series 8*

*Esto Series 36*

**FALSE DATA STRIPPING**

(Ref: The Study Tapes  
Dianetic Auditor's Bulletin Vol I Numbers 1-2  
STANDARD PROCEDURE  
Tech Vol 1, pgs. 15-20  
Dianetic Auditor's Bulletin Vol I Number 3  
HOW TO RELEASE A CHRONIC SOMATIC  
Tech Vol 1, pgs. 24-26  
*NOTES ON THE*  
LECTURES Pgs. 52-66,112-1 13)

When a person is not functioning well on his post, on his job or in life, at the bottom of his difficulties will often be found *unknown* basic definitions and laws or *false* definitions, false data and false laws, resulting in an inability to think with the words and rules of that activity and an inability to perform the simplest required functions. The person will remain unfamiliar with the fundamentals of his activity, at times appearing idiotic, because of these not-defined and falsely defined words.

Verbal hatting is the main source of false definitions and false data. Someone who "knows" tells someone else a definition or a datum. The person now thinks he knows the definition (even though nothing in the field makes any sense to him). The word may not even read on the meter during misunderstood checks because the person "thinks he knows."

A politician is told by an advisor, "It doesn't matter how much money the government spends. It is good for the society." The politician uses this "rule" and the next thing you know, inflation is driving everybody to starvation and the government to bankruptcy. The politician, knowing he was told this on the very best authority, does not spot it as false data, but continues to use it right up to the point where the angry mobs stand him up in front of a firing squad and shoot him down. And the pity of it is that the politician never once suspected that there was anything false about the data, even though he couldn't work with it.

There is no field in all the society where false data is not rampant. "Experts," "Advisors," "Friends," "Families" seldom go and look at the basic texts on subjects, even when these are known to exist, but indulge in all manner of interpretations and even outright lies to seem wise or expert. The cost, in terms of lost production and damaged equipment is enormous. You will see it in all sectors of society. People cannot think with the fundamentals of their work. They goof. They ruin things. They have to redo what they have already done.

You'll find people whose estimate of the environment is totally perverted to the point they're walking around literally in a fog. The guy looks at a tree and the reality of the tree is blurred by the "fact" that "trees are made by God" so he won't take care of the tree because he is convinced.

What we're trying to cure in people is the inability to think with data. This was traced by me to false data as a phenomenon additional to misunderstood words, although the misunderstood word plays a role in it and will have to be allowed for.

When a person is having difficulty in an area or on a post, when he can't seem to apply what he has "learned" or what he is studying or when he can't get through a specific drill or exercise in his training materials, you would suspect he has false data in that area or on those materials. If he is to use it at all effectively he must first sort out the true facts regarding it from the conflicting bits and pieces of information or opinion he has acquired. This eliminates the false data and lets him get on with it.

### INABILITY TO HAT

We are looking here at a brand new discovery I have made which is that it can be nearly impossible to hat anyone who is sitting on false data on the subject you are trying to hat him on. This is the *primary* reason people cannot be hatted and False Data Stripping therefore enables a person to be hatted even though other approaches have failed. This is a very valuable discovery—it solves the problem of inability to hat or train.

### SOURCES

False data on a subject can come from any number of sources. In the process of day-to-day living people encounter and often accept without inspection all sorts of ideas which may seem to make sense but don't. Advertising, newspapers, TV and other media are packed with such material. The most profound false data can come out of texts such as Stanislavsky (a Russian actor and director); and even mothers have a hand in it, such as "children should be seen and not heard."

Where a subject, such as art, contains innumerable authorities and voluminous opinions you may find that any and all textbooks under that heading reek with false data. Those who have studied study tech will recall that the validity of texts is an important factor in study.

Therefore it is important that any supervisor or teacher seeking to use False Data Stripping must utilize basic *workable* texts. These are most often found to have been written by the original discoverer of the subject and when in doubt avoid texts which are interpretations of somebody else's work. In short, choose only textual material which is closest to the basic facts of the subject and avoid those which embroider upon them.

It can happen, if you do False Data Stripping well and expertly without enforcing your own data on the person, that he can find a *whole* textbook false—much to his amazement. In such a case, locate a more fundamental text on the subject. (Examples of false texts: Eastman Kodak; Lord Keynes treatises on economics; John Dewey's texts on education; Sigmund Freud's texts on the mind; the texts derived from the "work" of Wundt (Leipzig 1879—Father of Modern Psychology); and (joke) a textbook on "Proper Conduct for Sheep" written by A. Wolf.)

### USE OF FALSE DATA STRIPPING

False Data Stripping should be used extensively in all hatting and training activities. Current society is riddled with false data and these must be cleared away so that we can hat and train people. Then they will be able to learn useful data which will enable them to understand things and produce valuable products in life.

False Data Stripping can be done on or off the meter. It can be done by an auditor in session, by a Supervisor, Cramming Officer or Word Clearer or by an exec, Esto or any administrator. Students and staff can be trained to do it on each other.

Not a lot of training is required to deliver this procedure but anyone administering it must have checked out on this HCOB/PL and have demoed and drilled the procedure. If it is going to be done on the meter (which is preferable) the person doing it must have an OK to operate an E-Meter.



## GRADIENTS

It will be found that false data actually comes off in gradients.

For example, a student handled initially on false data on a particular drill will appear to be complete on it. He goes on with his studies and makes progress for a while and then sometimes he will hit a bog or slow in his progress. This is usually an indication that more false data has been flushed up (restimulated or remembered as a result of actually doing studies or drills). At that point more basic false data will come off when asked for. The reason for this is: when you first give a student false data handling he doesn't know enough about the subject to know false data from the true. When he has learned a bit more about the subject he then collides with more false data hitherto buried. This can happen several times, as he is getting more and more expert on the subject.

Thus the action of stripping off false data can and must be checked for and used in any training and hatting.

The rundown has to be given again and again at later and later periods, as a student or staff member may come up against additional faulty data that has been not-ised. It can be repeated as often as necessary in any specific area of training until the person is finally duplicating and is able to use the correct tech and *only* the correct tech exactly.

## THEORY

There is a philosophic background as to why getting off false data on a subject works and why trying to teach a correct datum *over* a false datum on the subject does not work. It is based on the Socratic thesis-antithesis-synthesis philosophical equation.

*Socrates*: 470 B.C. - 399 B.C. A great Greek philosopher.

A *thesis* is a statement or assertion.

*Antithesis*: opposing statement or assertion.

The Socratic equation is mainly used in debate where one debater asserts one thing and the other debater asserts the opposite. It was the contention of Socrates and others that when two forces came into collision a new idea was born. This was the use of the equation in logic and debate. However, had they looked further they would have seen that other effects were brought into play. It has very disastrous effects when it appears in the field of training.

Where the person has acquired a *false* thesis (or datum), the *true* datum you are trying to teach him becomes an antithesis. The true datum comes smack up against the false datum he is hanging on to, as it is counter to it.

In other words, these two things collide, and *neither one will* then make sense to him. At this point he can try to make sense out of the collision and form what is called a synthesis, or his wits simply don't function. (*Synthesis*: a unified whole in which opposites, thesis and antithesis, are reconciled.)

So you wind up with the person either:

- (a) attempting to use a false, unworkable synthesis he has formed, or
- (b) his thinkingness locks up on the subject.

In either case you get an impossible-to-train, impossible-to-hat scene.

## GLIBNESS

Probably we have here the basic anatomy of the "glib student" who can parrot off whole chapters on an examination paper and yet in practice uses his tools as a door stop. This student has been a mystery to the world of education for eons. What he has probably done in order to get by, is set up a circuit which is purely memory.

The truth of it is his understanding or participation is barred off by considerations such as "nothing works anyway but one has to please the professor somehow."

The less a person can confront, the more false data he has accumulated and will accumulate. These syntheses are simply additives and complexities and make the person complicate the subject beyond belief. Or the collision of false data and true data, without the person knowing which is which, makes him look like a meathead.

Therefore, in order to cure him of his additives, complexities, apathy and apparent stupidity on a subject, in addition to cleaning up misunderstood words, it is necessary to strip the false data off the subject. Most of the time this is prior to the true data and so is basic on the chain. Where this is the case, when that basic false data is located and stripped the whole subject clears up more easily.

#### FALSE DATA PRONE

Some people are prone to accepting false data. This stems from overts committed prior to the false data being accepted. The false data then acts as a justifier for the overt.

An example of this would be a student studying past Mis-U's on a subject, cheating in the exam and eventually dropping the subject entirely. Then someone comes along and tells him that the subject is useless and destructive. Well, he will immediately grab hold of this datum and believe it as he needs something to justify his earlier overts.

This actually gets into service facsimiles as the person will use the false data to make the subject or other people wrong.

So if you see someone who is very prone to accepting false data on a particular subject or in general, the answer is to get the prior overts pulled. Then the person will not need to justify his overts by accepting any false data that comes his way.

#### PROCEDURE

You may not easily be able to detect a false datum because the person believes it to be true. When False Data Stripping is done on a meter the false datum won't necessarily read for the same reason.

You therefore ask the person if there is anything he has run across on the subject under discussion which he couldn't think with, which didn't seem to add up or seems to be in conflict with the material one is trying to teach him.

The false datum buries itself and the procedure itself handles this phenomenon.

When the false datum is located it is handled with elementary recall based on 1950 Straightwire. Straight memory technique or Straightwire (so called because one is stringing a line between present time and some incident in the past, and stringing that line directly and without any detours) was developed originally in 1950 as a lighter process than engram running. Cleverly used, Straightwire removed locks and released illnesses without the pc ever having run an engram.

Once one had determined whatever it was that was going to be run with Straightwire, one would have the pc recall where and when it happened, who was involved, what were they doing, what was the pc doing, etc. until the lock blew or the illness keyed out.

Straightwire works at a lock level. When overdone it can key in underlying engrams. When properly done it can be quite miraculous.

#### STEPS

A. Determine whether or not the person needs this procedure by checking the following:

1. The person cannot be hatted on a subject.
2. No Crashing Mis-U's can be found on a subject yet it is obvious they exist.

3. The person is not duplicating the material he has studied as he is incorrectly applying it or only applying part of it, despite Word Clearing.
4. He is rejecting the material he is reading or the definition of the word he is clearing.
5. You suspect or the person originates earlier data he has encountered on the materials that could contain false data.
6. The person talks about or quotes other sources or obviously incorrect sources.
7. He is glib.
8. The person is backing off from actually applying the data he is studying despite standard Word Clearing.
9. He is bogged.
10. He cannot think with the data and it does not seem to apply.

B. Establish the difficulty the person is having—i.e. what are the materials he can't duplicate or apply? These materials must be to hand and the person must be familiar with the basic true data on the subject being addressed.

C. If the action is being done metered, put the person on the meter and properly adjust the sensitivity with a proper can squeeze.

D. Thoroughly clear the concept of false data with the person. Have him give you examples to show he gets it. (This would be done if the person was receiving False Data Stripping for the first time.)

E. The following questions are used to detect and uncover the false data. These questions are cleared before they are used for the first time on anyone. They do not have to read on a meter and may not do so as the person will not necessarily read on something that he believes to be true.

1. "Is there anything you have run across in (subject under discussion) which you couldn't think with?"
2. "Is there anything you have encountered in (subject under discussion) which didn't seem to add up?"
3. "Is there something you have come across in (subject under discussion) that seems to be in conflict with the material you are trying to learn?"
4. "Is there something in (subject under discussion) which never made any sense to you?"
5. "Did you come across any data in (subject under discussion) that you had no use for?"
6. "Was there any data you came across in (subject under discussion) that never seemed to fit in?"
7. "Do you know of any datum that makes it unnecessary for you to do a good job on this subject?"
8. "Do you know of any reason why an overt product is alright?"
9. "Would you be made wrong if you really learned this subject?"
10. "Did anyone ever explain this subject to you verbally?"

11. "Do you know of any datum that conflicts with standard texts on this subject?"
12. "Do you consider you really know best about this subject?"
13. "Would it make somebody else wrong not to learn this subject?"
14. "Is this subject not worth learning?"

The questions are asked in the above sequence. When an area of false data is uncovered by one of these questions one goes straight on to Step F—handling.

F. When the person comes up with an answer to one of the above questions locate the false datum as follows:

1. Ask: "Have you been given any false data regarding this?" and help him locate the false datum. If this is being done on the meter, one can use any meter reads one does get to steer the person. This may require a bit of work as the person may believe the false data he has to be true. Keep at it until you get the false datum.

If the person has given you the false datum in Step E then this step will not be needed: just go straight on to Step G.

G. When the false datum has been located, handle as follows:

1. Ask: "Where did this datum come from?" (This could be a person, a book, TV, etc.)
2. "When was this?"
3. "Where exactly were you at the time?"
4. "Where was (the person, book, etc.) at the time?"
5. "What were you doing at the time?"
6. If the false datum came from a person ask: "what was (the person) doing at the time?"
7. "How did (the person, book, etc.) look at the time?"
8. If the datum has not blown with the above questions ask: "Is there an earlier similar false datum or incident on (the subject under discussion)?" and handle per Steps 1-7.

Continue as above until the false datum has blown. On the meter you will have a floating needle and very good indicators.

**DO NOT CONTINUE PAST A POINT WHERE THE FALSE DATUM HAS BLOWN.**

If you suspect the datum may have blown but the person has not originated then ask: "How does that datum seem to you now?" and either continue if it hasn't blown or end off on that datum if it has blown.

H. When you have handled a particular false datum to a blow, going earlier similar as necessary, you would then go back and repeat the question from E (the detection step) that uncovered the false datum. If there are any more answers to the question, they are handled exactly as in Step F (location) and Step G (handling). That particular question is left when the person has no more answers. Then, if the person is not totally handled on the subject under discussion, one would use the other

questions from Step E and handle them in the same way. All the questions can be asked and handled as above but one would not continue past a point where the whole subject has been cleared up and the person can now duplicate and apply the data he has been having trouble with.

I. *CONDITIONAL*: If False Data Stripping is being done in conjunction with Crashing Mis-U finding one would now proceed with the Crashing Mis-U finding.

J. Send the person to the Examiner.

K. Have the person study or restudy the true data on the subject you have been handling.

#### END PHENOMENA

When the above procedure is done correctly and fully on an area the person is actually having difficulty with he will end up able to duplicate, understand and apply and think with the data that he could not previously grasp. The false data that was standing in the road of duplication will have been cleared away and the person's thinking will have been freed up. When this occurs, no matter where in the procedure, one ends off the False Data Stripping on that subject and sends the person to the Examiner. He will have cognitions and VGIs and on the meter you will have an F/N. This is not the end of all False Data Stripping for that person. It is the end of that False Data Stripping on the person at that particular time. As the person continues to work with and study the subject in question, he will learn more about it and may again collide with false data at which time one repeats the above process.

#### NOTE

False data buries itself as the person may firmly believe that it is true. Sometimes the person will have such faith in a particular person, book, etc. that he cannot conceive that any data from that particular source might be false. One artist being false data stripped had received some false data from a very famous painter. Even though the data didn't really add up and actually caused the artist tremendous problems, he tended to believe it because of where it came from. It took persistence on the part of the person administering the False Data Stripping to eventually blow this false datum with a resulting freeing up of the artist's ability to think and produce in the area.

#### MISUNDERSTOODS

Misunderstoods often come up during False Data Stripping and should be cleared when they do. One would then continue with the False Data Stripping. One person being false data stripped knew he had some false data from a particular source but the false data was a complete blank—he couldn't remember it at all. It was discovered that he had a Mis-U just before he received the false data and as soon as this was cleared up he recalled the false data and it blew.

This is just one example of how Word Clearing can tie in with False Data Stripping.

#### REPEATED USE

False Data Stripping can be done over and over as it will come off in layers as mentioned before. If False Data Stripping has been done on a specific thing and at some later point the person is having difficulty with a drill or the materials, the stripping of false data should be done on him again.

In such a case it will be seen that the person recognizes or remembers *more* false or contrary data he has accumulated on the subject that was not in view earlier.

As he duplicates a drill or his materials more and more exactly, former "interpretations" he had not-ised, incorrect past flunks that acted as invalidation or evaluation, etc., may crop up to be stripped off.

## CAUTIONS

*CODE.* False Data Stripping is done under the discipline of the Auditor's Code. Evaluation and invalidation can be particularly harmful and must be avoided. All points of the code apply.

*RUDIMENTS.* One would not begin False Data Stripping on someone who already has out-ruds. If the person is upset or worried about something or is critical or nattery, then you should fly his ruds or get them flown before you start False Data Stripping.

*OVERRUN.* One must be particularly careful not to overrun the person past a blow of the false datum. The stress in recall is that it is a light action which does not get the person into engrams or heavy charge. Keep it light. If you overrun someone past the point of a blow, he may drop into engrams or heavy charge. Just take the recall step to a blow and don't push him beyond it.

*DATE/LOCATE.* Date/Locate is another way of getting something to blow. If a false datum does not blow on the recall steps despite going earlier similar, then it could be handled with Date/Locate *in session* as ordered by the C/S. This would normally be done as part of a False Data Stripping Repair List. Date/Locating false data would never be done except in session as ordered by the C/S or as directed by the False Data Stripping Repair List. The auditor must be totally starrated on Date and Locating and practiced in it before he attempts it.

*FALSE DATA STRIPPING REPAIR LIST.* The False Data Stripping Repair List is used in session by an auditor when False Data Stripping bogs inextricably or the person is not F/N GIs at exams or gets in trouble after False Data Stripping has been done. A bogged False Data Stripping session must be handled within 24 hours.

*NEW STUDENTS.* Students who are new to Scientology should not use this procedure on each other as they may be insufficiently experienced to deliver it competently. In this case the Supervisor or someone qualified would administer False Data Stripping to those students who need it.

## SUMMARY

The problem of the person who is unable to learn or who is unable to apply what he learns has never been fully resolved before. Misunderstands were and are a major factor and Word Clearing must be used liberally. Now, however, I have made a major breakthrough which finally explains and handles the problem of inability to learn and apply.

Man's texts and education systems are strewn with false data. These false data effectively block someone's understanding of the true data. The handling given in this HCOB/PL makes it possible to remove that block and enable people to learn data so they can apply it.

With the ability to learn comes stability and the production of valuable products. With stability and the production of valuable products comes the achievement of one's purposes and goals, high morale and happiness.

So let's get to work on stripping away the false data which plagues Man, clogs up his ability to think and learn and reduces his competence and effectiveness. Let's increase the ability of individuals and the human race.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 AUGUST 1979

Remimeo  
Exec Hats  
Tech & Qual  
HAS Hat  
Dir I&R  
LRH Comm Hats

(Also issued as an HCO PL of  
same date same title.)

**HIGH CRIME—ADDITION**

**HIGH CRIME CHECKOUTS AND WORD CLEARING**

Ref:	HCOB 24 Oct 76R	C/S Series 96R (Modified by this HCOB/PL)
	HCOB 30 Jan 73RB	Word Clearing Series 46RB METHOD 9 WORD CLEARING THE RIGHT WAY
	HCOB/PL 26 Mar 79R Rev. 25.5.79	Esto Series 35R Word Clearing Series 60R MISUNDERSTOOD WORDS AND CYCLES OF ACTION
	HCOB 16 Jul 79	Product Debug Series 5 Word Clearing Series 63 THE "ELUSIVE" MIS-U OR CRASHING MIS-U
	HCO PL 8 Mar 66	HIGH CRIME
	HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH

For many years the top auditors, Case Supervisors and Supervisors have used Word Clearing in their High Crime checkouts, but until now there has not been an issue that makes this a mandatory action.

From now on, High Crime checkouts require Word Clearing in addition to star-rates. The miracle results of Word Clearing make all the difference in the world to the quality of technical delivery.

**CONSEQUENCES OF NO WORD CLEARING**

Lack of Word Clearing has recently brought about some false declares and a return of Quicke Grades.

In many orgs it was found that new HCOBs were not being word cleared AT ALL.

The right thing to do is make full use of Word Clearing technology.

**WORD CLEARING REQUIREMENTS**

From the date of this issue the Qualifications Division, when giving High Crime checkouts, must require *at least* Method 9 Word Clearing on the materials in addition to star-rates and drills. Qual should employ other methods of Word Clearing such as Methods 2, 3, 4, 5, 6, 7 or 8 when deemed necessary to ensure full understanding of the materials being High Crimed. Methods 2, 4 and 5 are very effective in the hands of a Word Clearer who is expert in reading an E-Meter. Method 9 is stressed here and made mandatory because it can be applied easily and is probably the top key method of Word Clearing today.

Where False Data Stripping, Crashing Mis-U tech, O/W handling and service facsimile tech are available and in use these must be employed where needed in checkouts.

The point is that Qual must make full use of Word Clearing in all High Crime checkouts and the student, interne or staff member must be word cleared to where he honestly has no misunderstood words on the materials.

#### FORMER HIGH CRIME CHECKOUTS

Where High Crime checkouts have been done previously and attested they remain valid. But, if the auditor, Case Supervisor or Word Clearer is later crammed on those materials the cramming must include full Method 9 Word Clearing of the materials on which he goofed and other Word Clearing as decided by Qual.

#### TECHNICAL RESULTS

The technology works when it is applied exactly.

Exact application depends on complete understanding.

Complete understanding depends on freedom from misunderstood words.

L. RON HUBBARD  
Founder

Assisted by  
Commodore's Staff  
Captain

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 21 AUGUST 1979

Remimeo  
All Courses  
Ds of T  
Supervisors  
STOs  
Cramming Offs  
Tech Div  
Qual Div

**TWINNING**

(CANCELS: BTB 16 Mar 71  
STUDENT AND COURSE MORALE,  
TOUGH CHECKOUTS & COACHING)

Cancellation of Issues Canceling Twinning

The following BPLs and HCO PLs which canceled issues on twinning, or canceled or suspended twinning itself, are now CANCELED:

1. HCO PL 29 Jul 72 II FAST FLOW IN TRAINING written by Training and Services Aide. Though the issues it canceled remain canceled, this HCO PL itself was canceled by BPL 10 Oct 75 X CANCELLATION OF POLICY LETTERS 1972 and remains so.
2. HCO PL 31 Aug 74 FAST FLOW TRAINING REINSTATED which suspended twin training or checkouts, was previously canceled and remains so.
3. BPL 18 Oct 76RD, Rev. 10.9.78 URGENT, IMPORTANT, SUCCESSFUL TRAINING LINEUP, which canceled requirements of twin training or checkouts for Academy, has been canceled and replaced by HCO PL 25 Sep 79 I URGENT, IMPORTANT, SUCCESSFUL TRAINING LINEUP.

THERE ARE NO VALID BPLs OR HCO PLs NOW EXISTING WHICH CANCEL TWINNING.

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“Twinning” is the pairing up of two students training on the same subject to work together on their materials.

It is a Scientology innovation in training. For years it was used highly successfully when done correctly and as a standard action on Scientology courses.

Recently I discovered a big WHY behind course failures. That is that twinning as a subject and practice has become confused and fallen into misuse or fallen out completely and one of the reasons behind that is that a number of HCOBs on twinning were canceled and no one issue exists that covers the subject in its entirety.

THIS HCOB REINSTATES TWINNING FIRMLY AND WITH EMPHASIS.

It is NOT subject to cancellation.

It fully lays out the purpose of twinning, the basics and rules and correct use of twinning, when and how it is done, the responsibility of twins and the responsibility of the Supervisor and the handling of twinning bugs.

It re-establishes mandatory twinning on all practical courses, such as the TRs

Course, or on the practical sections of a course, such as E-Meter Drills. It also covers twinning in some areas of theory study where it is obviously called for, such as Method 9 Word Clearing when done between students.

## BACKGROUND

In 1954 we found that when you teamed up students of comparable case level and ability they then made progress. When we find something that is that workable we put it to use. Twinning was installed as a fundamental part of the Scientology system of training and it immediately and effectively brought up the participation and action levels of entire course rooms of students. Students grasped the application of the materials faster. It gave us results.

Originally twinning was used almost exclusively on practical drills. Later, in the early '60s, it was carried over into twin checkouts on theory. Still later, with the advent of Word Clearing, applied study tech and fast flow, twinning as a broad mandatory action for all students on theory was canceled.

Even so, some orgs continued twinning students unnecessarily on admin courses and some theory courses and were not enforcing twinning on courses where it is mandatory, such as a TRs Course.

Twinning on practical courses and practical actions has never been canceled by me and was never intended to be canceled. However, a line in a BPL (BPL 18 Oct 76RD Rev. 10.9.78 URGENT, IMPORTANT, SUCCESSFUL TRAINING LINEUP) which stated: "Requirements of twin training or checkouts for Academy are canceled" caused twinning to be dropped out even on practical drills in some areas and threw a confusion into the scene in other areas. The above BPL has now been canceled with a vengeance and is replaced by HCO PL 25 Sept 79 I URGENT, IMPORTANT, SUCCESSFUL TRAINING LINEUP.

And this bulletin restores twinning to its rightful place in training as the vital tool that it is.

## WHY TWINNING?

One reason twinning is so vital is that it brings those people who have sunk back into their First Dynamic up out of their First Dynamic and onto the Third. It gives the student a terminal to work with. It puts students into communication, into doingness and participation. One doesn't learn by being a spectator. Twinning not only gets students extroverted but also gets them to take some responsibility for their fellow man. These are factors that are sadly lacking in modern permissive education.

## TWINNING VERSUS MODERN PERMISSIVENESS

With twinning we are cutting right across modern "permissive" teaching.

The modern tendency is to just let everybody do as they please and put their attention on whatever they please. This is the "think" of the day, and it is in in most basic school systems and has spread as well into many different fields.

Probably someone somewhere thought it would be much quicker and easier and require much less confront to just let a student sit there permissively, with his attention wandering around in the total significance of it all and then claim he had passed the subject when he had never gone near it.

It is a symptom of people who can't confront not to make anyone else confront.

We don't buy this. It is totally batty. The creeping disease of permissiveness, non confront and spectatorism is simply a part of "the beautiful world of irresponsible slop." It has no place in Scientology training.

Real twinning, enforced, effectively pulls the student right up out of the vague permissiveness of modern think and lands him with some responsibility right from the start. With that he can be honestly trained.

### CAUSE AND EFFECT

A person being trained is mainly working on an inflow basis. Day after day it is inflow, inflow, inflow. This tends to put him at effect.

In twinning, the person can balance his inflow with outflow. This keeps him from going totally into effect. It puts some cause into the scene.

A person, when he is expected to apply knowledge or skills, must, of course, be at cause. When he is trained totally at effect, he can get into what is called a “stuck flow” phenomenon whereby he can’t outflow the subject. Yet, if he is ever going to apply it, he is going to have to outflow it.

Twinning has the virtue of balancing inflow and outflow. It will be found that when the person comes to apply the tech, he is already able to outflow if he was trained using twinning.

### WHEN TO TWIN

It is not necessary to twin students on admin courses, nor, as a general rule, on tech theory courses. You ensure the student is applying study tech and is not going past misunderstood words and you let him get on with it.

Practical and practical courses are another matter.

#### Mandatory Twinning

Twinning is mandatory on those courses where the essence of the course is to train the student in the practical application of the data. This would include the TRs Course, any Upper Indoc and Objectives Course, a specialized E-Meter Drills Course and courses of a similar nature.

Even though such courses also include theory, the final objective of such a course is a person trained and drilled in the doingness involved and twinning is absolutely essential for this purpose.

Thus, on such a course, twins are assigned at the beginning of the course and they remain assigned through to the completion of that course. We call it “assigning twins in concrete.” One does not musical chair twins, once assigned, nor allow them to drift from one twin to another.

The whole essence of twinning is to get two students to work together, to assist each other and take responsibility for getting each other successfully through the course.

#### Twinning On Practical Sections Of Courses

On certain courses containing both theory and practical, such as Academy Levels, you would not necessarily twin students on the theory section of the course. You would, however, definitely and mandatorily twin them on the practical sections.

For example, twinning is a must on E-Meter Drills, or such actions as assessment drilling, drilling of special rundown procedures where this is called for, Learning Drills, Obnosis Drills and other practical applications.

#### Twinning On Word Clearing

One always twins students where Method 9 Word Clearing is to be done between the students themselves and not by a Word Clearer.

Similarly, Method 8 Word Clearing is twinned, on exactly the same turn-about basis as described in Method 9. (Ref: HCOB 30 Jan 73RB Rev. 1.6.79 Word Clearing Series 46RB METHOD 9 WORD CLEARING THE RIGHT WAY)

An example of turn-about on Method 8 would be: First twin clears word "a." Second twin then clears word "a" AND word "b." First twin then clears word "b" AND word "c," etc. You do two actions consecutively every time.

Twins may also be assigned to get each other through other methods of Word Clearing in this way.

Henceforth, on courses such as the Primary Rundown, where Word Clearing is the essence of the course, twinning is mandatory.

Wherever twins are assigned, whether for an entire course or for practical sections of a course, the rules of twinning apply.

### ASSIGNING TWINS

The Supervisor is responsible for assigning twins.

He should take care to team up students of comparable case level and training and abilities inasmuch as possible. In this way both twins make the best progress. Twinning a very fast student with a slow student should be avoided, if possible, as it can be frustrating and upsetting to both students. This must never be used as an excuse NOT to twin students. However, ideally, one matches them up according to their capabilities and twinning goes smoothly and produces best results when this is done.

In some rare instances it may be necessary to reassign twins who have been incorrectly paired. But it should not be necessary if care was taken in teaming them up correctly to begin with.

Otherwise, once assigned, twins work together through to successful completion of the course or activity.

### TURN-ABOUT

THE RULE OF TWINNING IS THAT IT IS DONE ON A "TURN-ABOUT" BASIS.

"Turn-about" is done as follows:

One student coaches his twin through a drill or a section of a drill. They then turn-about and the second twin does the same drill or section of that drill PLUS the next drill or next section of the drill. They then turn-about again, with the first student doing the drill his twin has just done PLUS the one following.

The same system applies in Method 9 or Method 8 Word Clearing. One twin clears a word or M9s a paragraph or section of the text. They turn-about and the second twin clears the word or M9s the paragraph or section PLUS the following one. They turn-about again, with the first twin now clearing or M9ing the word or section his twin just cleared PLUS the one following.

Turn-about is applied as well to starrate checkouts where these are called for. It may be done by checking out an entire bulletin on one's twin before the turn-about is done. Or, where a very long text is to be starrated, the turn-about can be done after each section.

With the turn-about system one person is not constantly leading and misunderstandings are kept picked up between twins. The twins keep apace with each other, we don't get unbalanced flows and both are kept progressing.

### THE TWIN'S RESPONSIBILITY

A TWIN IS RESPONSIBLE FOR SEEING THAT THE STUDENT WITH WHOM HE IS TWINNED KNOWS AND CAN APPLY THE MATERIAL HE HAS STUDIED .

Twins must be made aware of this responsibility at the onset of the course.

The twin word clears his fellow student. He listens to his sentences and sees that they are correct and fit the definition of the word being cleared. He makes sure his twin understands the materials. If the student doesn't know them cold, the twin helps the student find his misunderstood words and gets him through any difficulties.

Twins do practical drills together. They coach each other to wins and certainty in applying the materials 100% correctly.

If a student flunks a Supervisor checkout on materials he's been passed on by his twin, both students get a flunk. The twin must have a misunderstood himself if he missed the other student's goof.

### Morale and Production

MORALE depends on production.

PRODUCTION, in training, is the evidence of the demonstration of competence.

MORALE IS UP WHEN COMPETENCE IS DEMONSTRATED.

MORALE IS UP WHEN PRODUCTION IS UP.

Morale isn't necessarily built by being "nice." Twinning actions *are* carried out with good ARC, but being "nice" is not enough.

A student getting a good stiff coaching session from his twin and passing—or getting a good, stiff checkout and passing, feels great. He has really accomplished something. He *knows* that he knows the data or drill.

A student who gets poor or nonstandard coaching or checkouts feels and knows that he has been cheated. If his twin is just being "nice" he doesn't win and doesn't appreciate the checkout. His morale will be down.

One keeps his twin's morale and production high. One gives him tough standard coaching sessions so he *becomes* competent. One gives him tough standard checkouts so he KNOWS HE HAS DEMONSTRATED HIS COMPETENCE IN THE MATERIALS. It is always done with good ARC.

It must be real to student and Supervisor alike that twinning is not a namby-pamby, brush-off activity.

One is responsible for getting his twin *through* the course. If one twin goes to Review, the other goes to Review. If one twin goes to Ethics, the other goes to Ethics. If one twin should blow, the other twin must go and get him. One is responsible for getting his twin *through* the course.

There have been cases in the past where one twin worked like mad to get the other twin through an extensive section right at the end of the course. The other twin then

simply went off and would not do the same so the first student could also finish the course.

IT IS NOW FIRM POLICY THAT WHERE SUCH AN INSTANCE OCCURS, THE STUDENT WHO ABANDONED HIS TWIN JUST BECAUSE HE HIMSELF WAS FINISHED MAY *NOT* BE CERTIFIED

AND MAY *NOT* BE GIVEN A COURSE COMPLETION UNTIL HE HAS COMPLETED HIS TWIN.

Twins are responsible for getting each other *through* the course.

### THE SUPERVISOR'S RESPONSIBILITY

It is the Supervisor's responsibility to enforce twinning per the points in this bulletin.

He assigns twins, pairing them according to their capabilities.

He ensures twinning is being done by the book, on a turn-about basis, with *both* twins making progress.

He makes sure twins are wearing their hats as twins and taking responsibility for getting each other through, exactly as laid out in course materials.

A "double flunk" is given when a student flunks a Supervisor checkout on materials his twin has passed him on. "Double flunk" means the student and his twin are both flunked in such a case, as, if the twin has missed the student's goof, he must have misunderstands of his own.

The Supervisor maintains high tech standards by adhering firmly to this system and when he must double flunk he makes sure *both* twins get handled on the goof.

A situation can occur where a student and his twin get into a "games condition," one with the other. This gives a no-progress, problem situation. The students who are twinned are not both working toward the same goal but one is in opposition to the other in some way. This gives no progress, no wins, no production, no demonstration of competence being permitted and low morale.

It is the responsibility of the Supervisor as well as the twinned students to not permit such a situation to occur. With any failure of a twin to be a twin and assume that responsibility, the Supervisor gets the student checked out on this bulletin and any other applicable course material and ensures the student is fully handled.

To keep the course morale high, Supervisors must insist on production and on the demonstration of competence on all materials by the student and his twin.

In a case where a student gets sent to Review or Ethics, the Supervisor must uphold the rule that his twin *always* gets sent as well. He ensures that any blown student is recovered by his twin. In all such cases the Supervisor keeps track of his students and ensures they're handled and gotten back on course rapidly.

A Supervisor who understands the WHY of twinning and sees it is carried out standardly is going to produce causative, responsible graduates who can apply what they have learned.

### EMPHASIS ON NO VERBAL DATA

All students should be made aware, from the beginning of training, that the answers to their questions are in their course materials or other source references.

The issues on verbal tech, HCOB 9 Feb 79 HOW TO DEFEAT VERBAL TECH and HCOB 15 Feb 79 VERBAL TECH PENALTIES, should be well-known in the course room.

Even so, students, particularly when they are new, sometimes get into an exchange of verbal data or opinion while they are twinning. A Supervisor must be on the alert for this and step in to handle at once when he observes it happening. He uses study tech to straighten the scene out and always refers the students to the above mentioned HCOBs on verbal tech.

Twinned students, of course, bear a responsibility for not spreading verbal tech, neither between themselves nor to anyone else, for that matter. A twin always refers his fellow student to source materials.

### HANDLING BUGS ON TWINNING

The main twinning bugs which could arise are those which were encountered earlier on the Saint Hill Special Briefing Course. One twin would get sent to Ethics or Cramming or Review and the other one then had no twin. Thus, twinning could get to be a little bit unpopular and could block somebody from finishing the course unless these factors are handled.

The remedy for this sort of thing is to send *both* twins to Ethics, *both* twins to Cramming, *both* twins to Review and if anybody blows, send his twin after him. In other words, we don't buy the idea that everybody is totally irresponsible for everybody else in this wonderful First Dynamic world. This is not a mere expediency. It takes only a good, straight look at the purpose and WHY of twinning to recognize the value of this system. Those who do recognize its value will enforce and maintain it.

There is another situation which could act as a bug in twinning. What happens when one twin actually does disappear from the scene totally, in spite of checkouts and crammings and ethics? What do you do with the remaining twin? Unhandled, it can stop a course for a student, so handled it must be and with no time wasted. You don't let the odd twin rattle around on his own for very long.

If he's not too far advanced into the course he can be twinned with an oncoming student. (A well-run course room will always have new students enrolling.) Every effort is then made to get the newcomer caught up with his twin as rapidly as possible.

But what of the more advanced student who loses a twin? If there's absolutely no other single terminal to team him up with, there is still a solution far preferable to having him continue on his own. You match him up with a set of twins of comparable ability and advancement to his and you turn that twinship into a trio. Once formed, you run that trio as tightly as you would any twinship. The turn-about system would then need to be adjusted to a "round robin." (Example: A coaches B, B coaches C, C coaches A.) And it would then reverse. This is more easily seen if it is diagrammed:

A coaches B on the 1st  
action (drill, definition,  
etc. ) \_\_\_\_\_ B

B coaches C on the 1st  
action \_\_\_\_\_ C

C coaches A on the 1st  
action \_\_\_\_\_ A

And then it reverses.

B \_\_\_\_\_ C coaches B on the  
2nd action

A \_\_\_\_\_ B coaches A on the  
2nd action

C \_\_\_\_\_ A coaches C on the  
2nd action

And now it reverses back.

A coaches B on the 3rd  
action \_\_\_\_\_ B

B coaches C on the 3rd  
action \_\_\_\_\_ C

C coaches A on the 3rd  
action \_\_\_\_\_ A

And now it would reverse back again (C coaches B. etc.) and so on through the drill, definition or M9 section.

All the rules of twinning then apply to these three. You “assign the trio in concrete” and you ensure they keep advancing. Again, the point here is that we operate on the Third Dynamic where one does take some responsibility for his fellow man.

### HANDLING BOGGED STUDENTS AND THEIR TWINS

When a bogged student cannot be handled in the course room with standard Word Clearing and study tech and he is sent to Cramming, Review or, where indicated, to Ethics, his twin is also always sent.

The idea is not only to keep the twins together and taking responsibility for each other but to also correct and repair *both* of them as needed.

In other words, one twin doesn't simply sit there and observe the other twin being handled. The twin of a bogged student will also require handling in Review, Ethics, or Cramming himself. If a student has ended up on Review lines, it must be assumed that the twin has goofed as a twin and has misunderstands on the course materials. This must be sorted out and resolved by the Dir Review when the twins route through Review.

The Dir Review determines, by interview, what the trouble is and how it should be resolved. This is done on an individual basis for each twin.

For example, the bogged student may need Word Clearing or a Word Clearing Correction List and his twin may need to restudy this twinning bulletin or other course materials.

In Ethics, for example, a student may be involved in some sort of out-ethics situation, such as continually being late for course. In any ethics situation one would look for the possibility of mutual rudiments between twins. Whether or not mutual ruds exist, the twin would always be given some handling in regard to his responsibility in the situation.

In the above example, the Ethics Officer might handle the student with an amends project. He would then go over with the twin the matter of *his* responsibility and what steps *he* could take to ensure the student gets to course on time. The twin would then get the student through his amends, get through his own handling, whatever its nature and the two of them would then go back to course.



The twin sees the student through his review, cramming or ethics cycle and, whenever possible, is used to help the student get through it. He also receives appropriate handling himself.

**THE RULE IS: WHEN ONE STUDENT BECOMES BOGGED, HIS TWIN IS ALWAYS SENT WITH HIM TO CRAMMING, REVIEW OR ETHICS.**

In the rare case where a student is going to require extensive handling in Review or Ethics, such as case handling or suspension from course where such would be truly warranted, the Dir Review or Ethics Officer may send the other twin back to course to be retwinned with another student.

The Supervisor always checks up on any students who have been routed off course temporarily. He must keep himself informed as to their whereabouts and progress on correction lines and see that they are returned to course corrected, as rapidly as possible. He does not allow any student or twin to simply drop off his lines with an incomplete course, unhandled or unaccounted for. Any twin has the responsibility of getting himself and his fellow student back onto the course as well.

Once students get the idea that their own progress on a course depends utterly on the quality of their twinning you will start to see some quite magical results. They're now out of the irresponsibility of it all and operating on the Third Dynamic.

It simply takes standard supervision plus REAL TWINNING.

That is the winning combination.

So enforce twinning.

It will show up in F/Ning students and high and genuine course completions, which any Supervisor, any org. any graduate can be proud of.

And I will be proud of you, too.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1979  
Issue I

Remimeo  
Word Clearers  
Cram Officers  
Supervisors  
Estos  
Tech  
Qual

*Word Clearing Series 65*

*Product Debug Series 6*

**CRASHING MUs, BLOCKS TO FINDING THEM**

Ref:	HCOB 17 Jun 79	CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
	HCOB 8 Sep 64	OVERTS. WHAT LIES BEHIND THEM?
	HCOB 7 Aug 79	FALSE DATA STRIPPING
	HCOB 7 Jul 64	JUSTIFICATIONS
	HCOB 21 Jan 60	JUSTIFICATION
	HCOB 5 Sep 78	ANATOMY OF A SERVICE FAC SIMILE
	HCOB 6 Sep 78II	SERVICE FACSIMILES AND
	ROCK SLAMS	
	HCOB 6 Sep 78III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS

It may occur in Crashing MU finding that no Crashing MU can be found even though it is obvious from the person's inability to complete a cycle of action or get out a product that a Crashing MU must exist.

It is vital, in attempting to find someone's Crashing MUs, that one does not abandon the search simply because, on enquiry, the person is unable to come up with anything. It may take skill and hard work to uncover the Crashing MU but it must be found, no matter how arduous the search. The completion of the cycle of action and the accomplishment of the product depend on locating and clearing up the Crashing MU that is getting in the way.

Crashing MUs can be buried. They can be buried by

- A) Other MU words
- B) Overts or withholds
- C) False data
- D) Justifications
- E) Service facsimiles.

Any one of A, B, C, D or E above or a combination of these can prevent one from finding the Crashing MU. One handles by

- a) Clearing up the other MUs
- b) Pulling the overts or withholds

- c) Stripping off the false data
- d) Getting off the justifications
- e) Handling the service facsimile or sending the person to an auditor to get audited on it.

If the Word Clearer came across the situation where no Crashing MU could be found despite obvious indications that one existed, he would check for each of the above blocks in turn and handle anything there was to handle on each point. After handling one of the above blocks, he would recheck for the Crashing MU and if still not available to be found and cleared, he would proceed to check the next block and so on until the Crashing MU was found and cleared. One would check for the blocks in the sequence given (A-E) and only go so far as necessary to uncover the Crashing MU.

### CRASHING MUs

The full handling of a Crashing MU itself will be found in:

<p>           HCOB 17 Jun 79            HCOB 18 Jun 79            HCOB 16 Jul 79            HCOB 26 Mar 79RA            HCOB 7 Jul 79         </p>	<p>           CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS            THE CRASHING MIS-U REPAIR LIST—LC1            THE “ELUSIVE” MIS-U OR CRASHING MIS-U            MISUNDERSTOOD WORDS AND CYCLES OF ACTION—MU WORDS AND NO PRODUCTS            CRASHING MIS-U DEFINITION         </p>
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#### A. OTHER MISUNDERSTOODS Ref: Word Clearing Series

The person may have MUs and confusions which are obscuring the *Crashing* MU. In attempting to find the Crashing MU one might have to find and clear these other MUs before the person can locate the Crashing MU which has been buried by these other MUs and which is hanging up the cycle of action or the product.

A Crashing MU is a MU that crashes a subject and crashes a person. It is straight on the subject-line that is giving trouble and is totally blocking the person’s comprehension of the subject. This is not to be confused with other MUs. These would include grammatical MUs, MUs on disrelated subjects or MUs on simple words. A Crashing MU is quite different. It is directly on the subject and it totally blocks the person’s understanding of the subject and stops any cycles of action or products on that line.

*HANDLING:* Other MUs obscuring the Crashing MU are located and cleared using any of Word Clearing Methods 2-9 or a combination of these. One might have to do Method 2 and Method 4 on certain materials, for example, before the Crashing MU can then be located. Method 9 is a very thorough and fruitful method of word clearing materials. By whatever method, the MUs are found and cleared. Any MUs that come up during Crashing MU Finding are immediately cleared. This does not mean, however, that one has found the Crashing MU. One has simply unburdened it.

#### B. OVERTS AND WITHHOLDS Ref: Academy Class II Materials

As covered in HCOB 8 Sep 64 OVERTS, WHAT LIES BEHIND THEM?, overts and withholds can enter in after the person encounters a misunderstood word or symbol on the subject or in the area. Having committed the overt, the person may now be withholding so hard that it can become impossible to get his attention onto the MU word that comes earlier in time and is more basic than the withhold.

An example of this would be someone who had broken a machine as a result of trying to operate it over his MU on how it worked. His attention would become so caught up with withholding this overt that he might not be able to confront the area at all, let alone find the underlying Crashing MU.

The person's withholds on the subject of the area not only prevent him from talking about it sensibly to the person trying to find his Crashing MUs, but also tend to withhold him from the subject itself. He won't be able to think well on that subject because he is withholding data concerning it. The person might also be frightened of punishment or discipline if he did reveal his overt. Therefore, communication with the Crashing MU finder or the subject, also may block up his memory or his ability to think on the subject and so a Crashing MU can be buried totally out of sight.

*HANDLING:* The handling of O/Ws would depend on whether or not one was using a meter for the Crashing MU finding.

In metered Crashing MU finding one would ask:

"Concerning (subject under discussion) is there anything you are withholding?" and if it was reading one would handle per HCOB 11 Aug 78, I, RUDIMENTS, DEFINITIONS AND PATTERN. Suppress and False could be used as needed.

One could also check and handle:

"Concerning (subject under discussion) have you committed any overt?"

"Concerning (subject under discussion) has a withhold been missed?"

In nonmetered Crashing MU finding one could ask the person if he had any overt or withhold concerning the subject under discussion. Very often, if one is in good communication with the person and there is no accusativeness or duress, he will say, "Well, actually, I didn't want to tell anyone but I lost all the ruddy rods," or whatever the withhold was. In nonmetered asking for overts or withholds one must get the person meter checked immediately afterwards to ensure nothing gets missed. It goes without saying that a person can get very misemotional or blow or get very angry with the Crashing MU finder if you miss a withhold on him. So don't be surprised if you get a sudden blow-up when you use unmetered overt or withhold questions.

### C. FALSE DATA

Ref: HCOB/PL 7 Aug 79 FALSE DATA STRIPPING

A person who has been given and has accepted false data or false definitions on a subject may become convinced that he "knows" the words when in fact the data and definitions may be entirely false. This may even prevent the misunderstandings from reading on the meter. It can certainly bury a Crashing MU because the person's certainty that he "knows" the data will prevent him from looking for the Crashing MU which is blocking him from getting products.

*HANDLING:* One handles false data by stripping it off exactly per HCOB/PL 7 Aug 79 FALSE DATA STRIPPING. This is a procedure which locates the false data and then blows it by recall. It is an extremely effective way of getting off the false data which is blocking the person's understanding of a subject by giving him a false understanding.

### D. JUSTIFICATIONS

Ref: HCOB 21 Jan 60 JUSTIFICATION  
HCOB 7 Jul 64 JUSTIFICATIONS

A person can have a defense mechanism whereby he justifies having a Crashing MU by giving reasons why it is OK not to understand the subject or area. He explains

why he doesn't have to understand and makes others wrong for trying to set him straight on it. Examples of this would be:

"I'm new and haven't been at it too long."

"I have to spend so much time on my post, I don't have time to learn about it."

"Only a professional could really understand this."

"No one really knows anything about that subject anyway."

"They keep changing the terminology so how could I learn it."

*HANDLING:* The handling of justifications is covered in HCOB 7 Aug 79 FALSE DATA STRIPPING which has several questions in the section on locating the false data which are designed to pull off the person's justifications for failure to understand a subject or inability to turn out professional products in an area. Basically the questions ask for anything that makes it OK not to know a particular subject or not to get results with that subject. When the justifications are located they are blown with recall, just as with false data in general.

If there are no justifications present or if the trouble does not resolve with pulling off justifications, then it will be handled with the next section—service facsimiles—since justifications as used here are really a specialized kind of self-serving service facsimile. Justifications and service facsimiles are actually cousins.

#### E. SERVICE FACSIMILIES

Ref: Academy Class IV Materials  
HCOB 5 Sep 78 ANATOMY OF A SERVICE FACSIMILE  
HCOB 6 Sep 78 II SERVICE FACSIMILES AND ROCK SLAMS  
HCOB 6 Sep 78 III ROUTINE THREE SC-A FULL SERVICE  
FACSIMILE HANDLING UPDATED WITH  
NEW ERA DIANETICS

A service facsimile is an idea someone uses to make himself right and others wrong. These ideas are held in by engrams. For the purposes of Crashing MU finding, they can be handled by recall.

If you are trying to find someone's Crashing MU and he has a service facsimile getting in the way, then his efforts will be taken up entirely with trying to make himself right and you and others wrong and you will not be able to get to the Crashing MU. He would even feel made wrong if a Crashing MU *was* found.

One person who was being checked for a Crashing MU in an area in which she was goofing could not even see her goofs, let alone a Crashing MU. Eventually she admitted that she had the idea that she could not be wrong regarding this particular subject. When this was spotted and cleared up the Crashing MU could be located and the whole area straightened out.

*HANDLING:* If the person is manifesting the symptoms of a service facsimile or if the failure to find a Crashing MU where one obviously must exist is not resolved with A-D above, then the Word Clearer would ask, "Is there some idea you are using which makes you right and others wrong?" and two-way comm with him about it without getting into listing for an item. Usually the person will give up the service facsimile and realize that he has been making himself right and others wrong. He will feel very relieved to have spotted it and will be able to look for and find his Crashing MU. If, however, the service facsimile does not come up on request and two-way comm, then the person should be sent for handling by an auditor on service facsimiles.

#### CAUTIONS

The remedies given in this HCOB must be understood to be remedies for inability to locate the Crashing MU—they are not substitutes for standard application of the tech of finding and clearing Crashing MUs.

One would always begin with the standard approach to finding the Crashing MU and, if none was found, only then would one check for and handle each of the blocks given above in the sequence given.

If one found something on any of A-E above, one would handle it and then check again for the Crashing MU. One does not automatically check all of A-E. The sole idea is to handle whatever is burying the Crashing MU and as soon as that has been achieved one returns to Crashing MU finding.

If half way through the False Data Stripping, for example, the person realizes he has had a Crashing MU on , then that's it. You wouldn't now continue the False Data Stripping. You would complete the step you were on and then end off.

The same goes for any of the remedies. As soon as the Crashing MU is found or findable, the purpose of the remedy has been achieved and that would be it.

As it is fatal to miss a withhold on someone, it is very important that any withhold pulling done is thorough and goes to real VGIs whether it is metered or unmetered. Withhold pulling off the meter must be followed by a meter check, whether anything is found or not.

Similarly in asking for a service facsimile it is possible to start the person listing and if he gets sick or caves in later one must assume that this has occurred and get the action repaired in session rapidly.

*NOTE:* Of course if the person is PTS and dramatizing creating problems, you may not be able to get anywhere at all until he has been run on Clay Table de-PTSing to full EP.

These cautions are not given here to make it look difficult or dangerous to do Crashing MU finding. It is usually very straightforward. However, if one is going to get results every time, he must be aware of the possible errors or barriers that he may run into and should know how to handle them.

## SUMMARY

Sometimes Crashing MU finding draws a blank even though there is plenty of evidence that a Crashing MU exists.

Other misunderstands, overts or withholds, false data, justifications and service facsimiles can bury the Crashing MU.

If one runs into this situation, one must not abandon the Crashing MU finding as the person will continue to have difficulty and will not get out his products.

The answer is to handle the blocks that are preventing the Crashing MU from being found and then find and clear the Crashing MU.

Then one can get the spectacular results of this miracle tech every time.

L. RON HUBBARD  
Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1979  
Issue II

Remimeo  
Tech  
Qual  
C/Ses

*Product Debug Series 10*

**PRODUCT DEBUG REPAIR LIST**

Ref: HCO PL 23 Aug 79 I Product Debug Series 1,  
Esto Series 37  
DEBUG TECH  
HCO PL 23 Aug 79 II Product Debug Series 2,  
Esto Series 38  
DEBUG TECH CHECKLIST  
Product Debug Series

The purpose of this list is to repair a messed up Product Debug (as covered in HCO PL 23 Aug 79 I Product Debug Series 1, Esto Series 37 DEBUG TECH and HCO PL 23 Aug 79 II Product Debug Series 2, Esto Series 38 DEBUG TECH CHECKLIST).

In the event of somebody getting messed up because of faulty debugging, use this list to clean up the BPC and then get the person back to complete the debug actions.

This list is done in session by an auditor and is assessed Method 3.

Preface each line with: "On your Product Debug handling\_\_\_\_\_."

Each reading line is taken to F/N per the instructions.

Any R/S turned on on this list must be immediately reported to the Ethics Officer.

Any such assessment sheet as this must be placed in the person's pc folder.

PC's NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

AUDITOR: \_\_\_\_\_

*SECTION 1*

- 1A. DID YOU HAVE AN OUT-LIST?  
(Handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF, section on "Use of L4BRA.") \_\_\_\_\_
- 1B. WERE YOU GIVEN A WRONG ITEM?  
(Indicate and handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and C/S Series 78.) \_\_\_\_\_
- 1C. WERE YOU GIVEN A WRONG WHY?  
(Indicate and handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and C/S Series 78.) \_\_\_\_\_
- 1D. WERE YOU BEING DEBUGGED ON THE WRONG PRODUCT?  
(Indicate and handle per C/S Series 78.) \_\_\_\_\_
- 1E. WAS THE WRONG AREA ADDRESSED?  
(Indicate and handle per C/S Series 78.) \_\_\_\_\_

1F. WERE YOU ASSIGNED A WRONG CONDITION?  
(Indicate and handle as a wrong item.) \_\_\_\_\_

*SECTION 2*

2A. DID YOU HAVE AN ARC BREAK?  
(Fly the ARC break.) \_\_\_\_\_

2B. DID YOU HAVE A PROBLEM?  
(Fly the problem.) \_\_\_\_\_

2C. DID YOU HAVE A WITHHOLD?  
(Pull the withhold.) \_\_\_\_\_

2D. DID YOU HAVE AN OVERT?  
(Pull the overt.) \_\_\_\_\_

2E. DID THE PERSON DOING THE DEBUG MISS A  
WITHHOLD?  
(Pull the withhold.) \_\_\_\_\_

2F. WERE OVERTS OR WITHHOLDS RESTIMULATED BUT  
NOT BLOWN?  
(Pull the overts or withholds.) \_\_\_\_\_

2G. WAS THERE AN OVERT OR WITHHOLD THAT WAS  
GOTTEN OFF MORE THAN ONCE?  
(Indicate it and 2WC E/S to F/N.) \_\_\_\_\_

2H. DID SOMEBODY SAY YOU HAD AN OVERT OR WITHHOLD  
WHEN YOU DIDN'T?  
(Indicate it and 2WC E/S to F/N.) \_\_\_\_\_

2I. WAS THERE SOME OTHER KIND OF OUT-RUD?  
(Find out what and handle.) \_\_\_\_\_

2J. WERE YOU USING THE DEBUG AS AN EXCUSE NOT TO  
PRODUCE?  
(Handle as a withhold.) \_\_\_\_\_

2K. WAS THERE SOME KIND OF OUT-ETHICS?  
(Handle as a withhold.) \_\_\_\_\_

2L. DID YOU HAVE COUNTER-INTENTION?  
(Handle as a withhold.) \_\_\_\_\_

2M. DID YOU HAVE OTHER-INTENTION?  
(Handle as a withhold.) \_\_\_\_\_

2N. WAS THERE ANY INVALIDATION?  
(2WC E/S to F/N.) \_\_\_\_\_

2O. WAS THERE ANY EVALUATION?  
(2WC E/S to F/N.) \_\_\_\_\_

2P. WERE THERE IGNORED ORIGINATIONS?  
(2WC E/S to F/N.) \_\_\_\_\_

2Q. WERE YOU PROTESTING?  
(Indicate and 2WC E/S to F/N.) \_\_\_\_\_

2R. DID YOU HAVE NO INTEREST IN THE ACTION? \_\_\_\_\_



(Find out if it's out-ruds, MUs or past failures and handle.)

2S. WAS THERE A FAILED PURPOSE? \_\_\_\_\_  
(2WC E/S to F/N.)

*SECTION 3*

3A. DID YOU RESENT THE DEBUG ACTIONS? \_\_\_\_\_  
(Find out why and 2WC E/S to F/N putting in any out-ruds. If the debug was unnecessary indicate it and take it E/S to F/N.)

3B. WAS THERE NO INSPECTION DONE TO DETERMINE WHAT TO DEBUG? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N. Program him to have the inspection done and then a proper debug.)

3C. WAS THE INSPECTION MISDONE IN SOME WAY? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N. Program him to have the inspection done properly and then a proper debug.

3D. DID YOU FEEL THE PERSON DOING THE DEBUG WAS ACTING OUT OF REVENGE? \_\_\_\_\_  
(Quad ruds and overts on the terminal.)

3E. DID YOU FEEL THE PERSON DOING THE DEBUG WAS JUST TRYING TO GET EVEN WITH YOU? \_\_\_\_\_  
(Quad ruds and overts on the terminal.)

*SECTION 4*

4A. DIDN'T YOU UNDERSTAND WHAT WAS BEING DONE? \_\_\_\_\_  
(Handle his MUs and questions.)

4B. WERE THERE WORD CLEARING ERRORS? \_\_\_\_\_  
(Assess and handle a WCCL.)

4C. WAS AN MU FOUND THAT WAS NOT CLEARED? \_\_\_\_\_  
(Fully clear the MU to F/N.)

4D. WAS THE WORD CLEARED NOT REALLY A MISUNDERSTOOD? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)

4E. WERE YOU TOLD YOU HAD MUs WHEN YOU DIDN'T? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)

4F. WAS YOUR CRASHING MIS-U FINDING MESSED UP? \_\_\_\_\_  
(Assess and handle a Crashing Mis-U Repair List.)

4G. WAS THE CRASHING MIS-U FOUND NOT FULLY CLEARED? \_\_\_\_\_  
(Clear it fully to F/N.)

4H. COULDN'T YOU FIND THE CRASHING MIS-U? \_\_\_\_\_  
(Assess and handle the Crashing Mis-U Repair List.)

4I. WERE YOU TOLD YOU HAD A CRASHING MIS-U WHEN YOU DIDN'T? \_\_\_\_\_  
(Indicate and take E/S to F/N. Do a Crashing Mis-U Repair List if necessary. )

4J. WAS YOUR CRASHING MIS-U FINDING MISDONE? \_\_\_\_\_

(Assess and handle a Crashing Mis-U Repair List.)

- 4K. COULDN'T COMPLETE SOME CYCLE OF ACTION? \_\_\_\_\_  
(2WC E/S to F/N. Send to the Word Clearer for handling with Crashing Mis-U tech.)

*SECTION 5*

- 5A. WAS THERE FALSE DATA? \_\_\_\_\_  
(2WC E/S to F/N. Send to the debugger for False Data Stripping on the area.)

- 5B. WAS YOUR FALSE DATA HANDLING MESSED UP? \_\_\_\_\_  
(Assess and handle the False Data Stripping Repair List.)

- 5C. WAS THE "FALSE DATA" FOUND NOT REALLY FALSE DATA? \_\_\_\_\_  
(Indicate it and have him spot this. Take it E/S to F/N.)

- 5D. WAS SOME FALSE DATA UNCOVERED BUT NOT BLOWN? \_\_\_\_\_  
(Handle the false data to a blow with the False Data Stripping procedure.)

- 5E. DID THE PERSON DOING THE DEBUG GIVE YOU FALSE DATA? \_\_\_\_\_  
(Indicate and strip off the false data per HCOB 7 Aug 79 Product Debug Series 8, Esto Series 36 FALSE DATA STRIPPING.)

- 5F. WAS THE TRUE OR CORRECT DATA NEVER FOUND? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N. Program him to have this handled with False Data Stripping.)

- 5G. DID SOMEBODY SAY YOU HAD FALSE DATA WHEN YOU DIDN'T? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)

- 5H. HAD THE FALSE DATA ALREADY BEEN HANDLED? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)

- 5I. WERE YOU GIVEN ANY VERBAL DATA? \_\_\_\_\_  
(2WC E/S to F/N. Program this to be handled with the "How to Defeat Verbal Tech Checklist.")

- 5J. ARE YOU OPERATING OFF FALSE OR VERBAL DATA? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N. Program this to be handled with False Data Stripping and the "How to Defeat Verbal Tech Checklist.")

- 5K. HAVE YOU GIVEN OTHERS FALSE DATA? \_\_\_\_\_  
(Pull as a withhold. Then strip off any false data he has in the area.)

- 5L. HAVE YOU TOLERATED FALSE DATA BEING GIVEN YOU? \_\_\_\_\_  
(Pull as a withhold. Then strip off the false data.)

- 5M. HAVE YOU CONCLUDED SOMETHING WITHOUT CHECKING IT OUT TO OBTAIN THE FULL FACTS? \_\_\_\_\_  
(Handle as a withhold. Then strip off any false data he has on the area.)

- 5N. HAVE YOU FAILED TO DO YOUR HOMEWORK IN YOUR SUBJECT?  
(Handle as a withhold. Then strip off any false data he has in the area. ) \_\_\_\_\_
- 5O. HAVE YOU JUST HOPED SOMETHING WAS OKAY AND PASSED IT ON AS OKAY WHEN YOU DIDN'T KNOW?  
(Handle as a withhold. Then strip off any false data he has in the area. ) \_\_\_\_\_
- 5P. HAVE YOU PRETENDED KNOWLEDGE AND EXPERIENCE YOU DID NOT HAVE?  
(Handle as a withhold.) \_\_\_\_\_
- 5Q. HAVE YOU GIVEN FALSE DATA TO GET OUT OF SOMETHING?  
(Handle as a withhold.) \_\_\_\_\_
- 5R. HAVE YOU EVER LIED ABOUT ANYTHING IN THIS AREA?  
(Handle as a withhold.) \_\_\_\_\_

*SECTION 6*

- 6A. WAS YOUR ETHICS HANDLING MESSED UP?  
(Indicate it and 2WC E/S to F/N. If necessary, assess the appropriate correction list to handle the BPC.) \_\_\_\_\_
- 6B. WERE YOU NOT HANDLED ON YOUR ETHICS WHEN YOU SHOULD HAVE BEEN?  
(Indicate and 2WC E/S to F/N. Program this ethics situation to be handled by the debugger.) \_\_\_\_\_
- 6C. WERE YOU TOLD YOU WERE OUT-ETHICS WHEN YOU WEREN'T?  
(Indicate and 2WC E/S to F/N.) \_\_\_\_\_
- 6D. WAS THERE SOME OUT-ETHICS SITUATION THAT WAS NOT DETECTED?  
(Pull this as a withhold. Then program for handling according to what comes up.) \_\_\_\_\_

*SECTION 7*

- 7A. WERE YOU TRYING TO JUSTIFY YOUR ACTIONS?  
(2WC the justifications E/S to F/N. Then check for and pull any O/Ws in the area of the justifications.) \_\_\_\_\_
- 7B. WERE YOU TRYING TO JUSTIFY AN OVERT?  
(2WC the justifications E/S to F/N. Then pull the overt.) \_\_\_\_\_
- 7C. WERE YOU TRYING TO LESSEN AN OVERT?  
(2WC this E/S to F/N. Pull the overt.) \_\_\_\_\_
- 7D. IS THERE SOMETHING THAT MAKES IT OK FOR YOU NOT TO GET YOUR PRODUCT OUT?  
(Have him tell you about it E/S to F/N. Then strip off the justification per HCOB 7 Aug 79 Product Debug Series 8, Esto Series 36 FALSE DATA STRIPPING.) \_\_\_\_\_
- 7E. IS THERE SOME REASON WHY PRODUCING AN OVERT PRODUCT IS ALL RIGHT? \_\_\_\_\_

(2WC it E/S to F/N. Then strip off the justification per HCOB 7 Aug 79 Product Debug Series 8, Esto Series 36 FALSE DATA STRIPPING. )

7F. IS THERE SOMETHING THAT MAKES IT OK FOR YOU NOT TO BE COMPETENT ON YOUR POST? \_\_\_\_\_

(2WC it E/S to F/N. Then strip off the justification per HCOB 7 Aug 79 Product Debug Series 8, Esto Series 36 FALSE DATA STRIPPING. )

*SECTION 8*

8A. IS THERE SOME IDEA YOU WERE USING TO MAKE YOURSELF RIGHT AND OTHERS WRONG? \_\_\_\_\_

(2WC him on this and get him to spot and tell you the service facsimile without getting into listing for it. What you are trying to do is get him to find and blow the service facsimile by recall. If he does not come up with the service facsimile complete the 2WC to F/N and program him for full service facsimile handling.)

8B. WERE YOU TRYING TO MAKE YOURSELF RIGHT AND OTHERS WRONG? \_\_\_\_\_

(Handle this as in 8A above.)

8C. IS THERE SOMETHING YOU ARE DOING TO MAKE YOURSELF RIGHT? \_\_\_\_\_

(Handle as in 8A above.)

8D. IS THERE A METHOD OF MAKING OTHERS WRONG? \_\_\_\_\_

(Handle as in 8A above.)

8E. ARE YOU CONCERNED ABOUT BEING RIGHT OR WRONG? \_\_\_\_\_

(2WC this E/S to F/N. Program him for full service facsimile handling. )

8F. WAS YOUR SERVICE FACSIMILE HANDLING MESSED UP? \_\_\_\_\_

(Determine if it is an L&N error or an incomplete list and if so, handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and C/S Series 78. Otherwise clean up the BPC with an L1C and program him to have any incomplete handling on service facsimiles completed.)

*SECTION 9*

9A. WAS THERE BAD CRAMMING? \_\_\_\_\_

(Assess and handle a Cramming Repair List.)

9B. WERE YOU NOT CRAMMED WHEN YOU SHOULD HAVE BEEN? \_\_\_\_\_

(2WC E/S to F/N. Program him to get the needed cramming done.)

9C. WAS THERE SOMETHING ELSE WRONG WITH YOUR CRAMMING? \_\_\_\_\_

(Assess and handle a Cramming Repair List.)

9D. FAILED TO LOOK OVER THE MATERIALS OF WHICH YOU HAD FALSE DATA OR MU<sub>s</sub> ON AFTER YOU WERE CLEANED UP AND WERE STILL BLANK ON THE

MATERIALS BECAUSE YOU HADN'T GONE THROUGH THEM AGAIN?

(2WC E/S to F/N. Program him to re-cover and restudy the materials and send the Cramming Officer to Ethics.)

9E. DID THE CRAMMING OFFICER JUST SYMPATHIZE WITH YOU?

(2WC E/S to F/N. Send the Cramming Officer to Ethics.)

*SECTION 10*

10A WAS THERE SOME PERSONNEL BUG THAT WAS NOT HANDLED?

(2WC E/S to F/N. Program this to be handled with debug tech.)

10B WAS THERE SOME SORT OF TROUBLE WITH PERSONNEL THAT WAS NOT FOUND?

(Indicate and 2WC E/S to F/N. Program for handling according to what comes up.)

*SECTION 11*

11A IS THERE SOME PROBLEM WITH YOUR COMM LINES?

(2WC E/S to F/N. Note for further handling with debug tech.)

11B NO ORDERS?

(2WC E/S to F/N. Note for handling with debug tech.)

11C CROSS-ORDERS?

(2WC E/S to F/N. Note for handling with debug tech.)

11D ILLEGAL ORDERS?

(2WC E/S to F/N. Note for handling with debug tech.)

11E SOME OTHER TROUBLE WITH ORDERS?

(2WC E/S to F/N. Note for handling with debug tech.)

*SECTION 12*

12A ARE YOU UNABLE TO STUDY?

(2WC E/S to F/N. Program him for the M8 and M9 program and PCRD if necessary.)

12B WAS THERE SOME DIFFICULTY WITH HATTING THAT WAS NOT FOUND?

(2WC E/S to F/N. Program for handling with debug tech.)

12C WERE YOU PREVENTED FROM GETTING HATTED?

(Indicate and 2WC E/S to F/N. Program for handling with debug tech.)

12D WAS THERE SOME OTHER PROBLEM WITH HATTING OR STUDY?

(2WC E/S to F/N. Program for handling with debug tech.)

12E IS THERE NO HATTING COURSE?

(2WC E/S to F/N. See that a hatting course is established and that he studies meanwhile.)

12F ARE THERE NO HATS?

(2WC E/S to F/N. Program him to compile his A-I Hat.)

*SECTION 13*

- 13A WAS YOUR PRODUCT CLEARING MESSED UP? \_\_\_\_\_  
(Assess and handle a Product Clearing Correction List.)
- 13B WAS YOUR PRODUCT INVALIDATED? \_\_\_\_\_  
(2WC E/S to F/N.)
- 13C DIDN'T YOU KNOW WHAT YOUR PRODUCT WAS? \_\_\_\_\_  
(2WC E/S to F/N. Program for Product Clearing.)
- 13D WAS PRODUCT CLEARING NOT DONE? \_\_\_\_\_  
(2WC E/S to F/N. Program for Product Clearing.)

*SECTION 14*

- 14A WAS YOUR CLAY TABLE PTS HANDLING MESSED UP? \_\_\_\_\_  
(Assess and handle the PTS Clay Table Repair List.)
- 14B ARE YOU CONNECTED TO SOMEONE WHO IS ANTAGON-  
ISTIC TO YOU? \_\_\_\_\_  
(2WC E/S to F/N. Send him to get routine PTS handling and pro-  
gram him for PTS Clay Table Handling.)
- 14C ARE YOU CONNECTED TO SOMEONE OR SOMETHING  
THAT IS SUPPRESSIVE TO YOU? \_\_\_\_\_  
(2WC E/S to F/N. Send him to get routine PTS handling and pro-  
gram him for PTS Clay Table Handling.)
- 14D DID SOMEONE SAY YOU WERE PTS WHEN YOU  
WEREN'T? \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)
- 14E ACCIDENTS? \_\_\_\_\_  
(2WC E/S to F/N. Send him to get routine PTS handling and pro-  
gram him for PTS Clay Table Handling.)
- 14F ARE THERE LOTS OF PROBLEMS IN YOUR AREA? \_\_\_\_\_  
(2WC E/S to F/N. Program him and any other PTS personnel in  
his area for PTS handling including Clay Table De-PTSing.)

*SECTION 15*

- 15A WAS THERE SOME EXTERIOR INFLUENCE THAT WAS  
NOT HANDLED? \_\_\_\_\_  
(2WC E/S to F/N. Program for handling with debug tech.)
- 15B IS THERE SOMETHING STOPPING YOUR PRODUCTION  
WHICH IS OUT OF YOUR CONTROL? \_\_\_\_\_  
(2WC E/S to F/N. Program for handling with debug tech.)

*SECTION 16*

- 16A WAS THERE SOME SORT OF ORGANIZATIONAL  
PROBLEM? \_\_\_\_\_  
(2WC E/S to F/N. Program for handling with debug tech.)
- 16B WAS THERE SOME ORGANIZATIONAL TROUBLE THAT  
WAS NOT LOCATED? \_\_\_\_\_  
(2WC E/S to F/N. Program for handling with debug tech.)

*SECTION 17*

- 17A WERE THERE FALSE READS?  
(Indicate and take E/S to F/N.) \_\_\_\_\_
- 17B WERE THERE MISSED READS?  
(Indicate and take E/S to F/N. Program him to get what was missed handled with debug tech.) \_\_\_\_\_
- 17C WERE YOU HANDLED ON SOMETHING THAT DIDN'T NEED HANDLING?  
(Get what and indicate the unnecessary action. Take it E/S to F/N.) \_\_\_\_\_
- 17D WAS THERE SOMETHING WHICH SHOULD HAVE BEEN TAKEN UP THAT WASN'T?  
(2WC E/S to F/N. Program for handling with debug tech.) \_\_\_\_\_
- 17E WAS SOMETHING QUICKIED?  
(Indicate and 2WC E/S to F/N. Note for handling with debug tech.) \_\_\_\_\_
- 17F WAS SOMETHING LEFT INCOMPLETE?  
(2WC E/S to F/N. Program this to be completed per debug tech.) \_\_\_\_\_
- 17G WAS SOME PART OF THE DEBUG OVERRUN?  
(Indicate and rehab to F/N.) \_\_\_\_\_
- 17H WAS SOMETHING MISSED?  
(Find out what and 2WC E/S to F/N. Pull any M/W/Hs.) \_\_\_\_\_

*SECTION 18*

- 18A WAS SOME PART OF THE DEBUG UNNECESSARY?  
(Indicate and 2WC E/S to F/N.) \_\_\_\_\_
- 18B WERE YOU NOT HAVING ANY TROUBLE GETTING OUT YOUR PRODUCTS IN THE FIRST PLACE?  
(If this is actually the case indicate to him that trying to debug his products when he was already getting them out was an unnecessary action. If necessary take it E/S to F/N.) \_\_\_\_\_
- 18C WERE YOUR PRODUCTS ACTUALLY BEING GOTTEN OUT?  
(If this is actually the case indicate to him that trying to debug his products when he was already getting them out was an unnecessary action. If necessary take it E/S to F/N.) \_\_\_\_\_

*SECTION 19*

- 19A WAS THERE SOMETHING ELSE WRONG?  
(Find out what and handle with the appropriate correction list.) \_\_\_\_\_
- 19B WERE YOU IN SOME SORT OF CASE TROUBLE?  
(Assess and handle a C/S 53.) \_\_\_\_\_

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Founder

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HCO POLICY LETTER OF 23 AUGUST 1979  
Issue I

Remimeo  
Product Officers  
Org Officers  
Execs  
All Staff  
Programs Chiefs  
Project Operators  
Mission Operators  
Missionaires  
Assistant Guardians  
Flag Representatives  
LRH Communicators  
Cramming Officers  
Review

*Product Debug Series 1*

*Esto Series 37*

**DEBUG TECH**

Ref: LRH ED 302 INT	DEBUG TECH BREAKTHROUGH
HCO PL 23 Aug 79 II	DEBUG TECH CHECKLIST
HCOB 23 Aug 79 II	PRODUCT DEBUG REPAIR LIST
HCOB 17 fun 79	URGENT, IMPORTANT—CRASHING MIS-US: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 7 Aug 79	FALSE DATA STRIPPING
HCO PL 26 Mar 79RA	MISUNDERSTOOD WORDS AND CYCLES OF ACTION—MU WORDS AND NO PRODUCTS
HCOB 23 Aug 79 I	CRASHING Mu's BLOCKS TO FINDING THEM

When I wrote LRH ED 302 DEBUG TECH BREAKTHROUGH in February of this year I promised that there would be a policy letter issued covering the tech more fully. Well, there have been further breakthroughs in the area of debugging production. The tech given in that LRH ED has been acclaimed by hundreds to be miraculous. This policy reissues that tech and brings it up to date with the new discoveries.

**HISTORY**

Recently I noticed quite a few programs were not progressing rapidly. I found many targets bugged. Project Operators did not seem to know what to do and were getting losses and becoming frustrated. Their targets were “bugged.”

“Bugged” is slang for snarled up or halted.

“Debug” means to get the snarls or stops out of something.

I had always been given to believe somebody had developed and written up debug tech. People would often tell me they had debugged this or that, so of course I assumed that the tech existed and that issues and checksheets existed and were in use. Yet here were people operating projects who couldn't get the targets done by themselves or others.

I didn't recall ever having written any policy letter containing the tech of debugging programs or targets.



So I called for the various “Debug Checksheets” and “Debug Issues” they were using and found something very astonishing. None had any real tech on them to debug something. They just had various quotes that did not necessarily apply.

I did a study of the subject based on what people trying to debug should be doing and what they were not doing and developed a fast, relatively simple system. Some Project Operators were located in very bugged areas which had brought them to apathy and even tears of frustration. The new debug tech was put into their hands and they came streaming back in wild excitement. It worked! Their areas were rolling!

I am releasing this tech to you as it is vital that programs are quickly executed and that production occurs.

This debug tech is tested, fully valid and for immediate use.

Debug tech is a vital executive tool. Anyone who is responsible for getting targets and programs executed, getting production out, turning insolvency into solvency and generally making a better world frankly can't live without it.

Debug tech is used to debug program targets, programs, a lack of completion of the cycles of action which lead to production and in short, whenever there is *any* insufficiency of viable products coming from an area, org or individual.

## THE TECH

### 1. *INSPECTION*

The first action in debugging an area is an inspection to see what is going on in terms of production. In inspecting the area you do the following:

1. You look for what products have been gotten out in the past.
2. You look for products that are there completed.
3. You look for what products can be attained in the immediate future.
4. You look for the value of the products produced as compared to the overall cost of the production organization.
5. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

The full volume of data on how to do an investigation is given in the Investigations Checksheet on page 175 of *The Volunteer Minister's Handbook*.

When you first inspect an area for products you just look. Policies on “Look Don't Listen” apply (HCO PL 16 Mar 72, Esto Series 8, LOOK DON'T LISTEN). Don't listen to how they are going to get 150 products, just look and walk around with a clipboard.

If you don't see 150 products waiting to be shipped or invoices showing they have been, they don't exist. If you don't see receipts for 150 shipped products, they don't exist and never have. The product is either there or there is ample shipping or departure or finance evidence that they have just left or been shipped. Products that are only in people's heads don't exist.

Dreams are nice—in fact they are essential in life but they have to be materialized into the physical universe before they exist as *products*.

The most wide trap the debugger can fall into is, “But next week . . . ,” since experience will tell you that next week’s production may never arrive. The definition of product is something that can be exchanged for a valuable product or currency. They have subproducts. These are necessary. A subproduct can also be an overt product and block final products.

When you have done your product inspection, you then look over the period of time from a viewpoint of time and motion. This is to answer the question, “Are things arranged so that there is no time wasted in useless motions which are unnecessary?” This includes poor placement of materiel on a flow line or tool sheds five miles from the site of work so that one has to go there every time one wants a hammer, out-of-sequence flows or waits.

One counts up the amount of wasted time simply because of the disorganization of a place. It isn’t enough to say a place is disorganized. How is this disorganization consuming time and motion which is not resulting in a higher quantity of production? Examples of this are quite gross.

When you have done this study, during which of course you have made notes, you will have the raw materials necessary to make an estimation of the area.

If there is not an adequate and even spectacular record of products getting out and if products have to be redone or if no products are coming out, you proceed as follows:

## II. *PERSONAL HANDLING*

Find a product that *can* be gotten out, any product, and insist that it and products like it or similar cycles be gotten out flat out by the existing personnel.

Do not let this debug act as an excuse for them not to produce. The first step of this handling is to demand production.

When you have gotten them on that, you enter in upon a second stage of debug. This consists essentially of finding if the place is knowledgeable enough and able enough to produce what is actually required and what is actually valuable or being needed from it.

This is accomplished as follows:

(Note: You should not attempt to find Crashing MUs, etc. until the above inspection and the Steps A to H below have been done.)

A. Where are the orders relating to this target (or project or production area)? (Can include policies, directives, orders, bulletins, issues, despatches, tapes, valid texts and previous debugs and any and all files.)

*Handling:* Collect up all of the orders relating to this target (or project or production area). This includes the orders and policies the person is operating off of as well as all those he should be operating off of. At this point you may need to employ the “How to Defeat Verbal Tech Checklist”:

1. If it isn’t written it isn’t true.
2. If it’s written, read it.
3. Did the person who wrote it have the authority or know how to order it?
4. If you can’t understand it, clarify it.
5. If you can’t clarify it, clear the MUs.
6. If the MUs won’t clear, query it.

7. Has it been altered from the original?
8. Get it validated as a correct, on-channel, on-policy, in-tech order.
9. Only if it holds up this far, force others to read it and follow it.

IF IT CAN'T BE RUN THROUGH AS ABOVE *IT'S FALSE!* CANCEL IT!  
And use HCOB 7 Aug 79 FALSE DATA STRIPPING as needed.

- B. Have you read the orders?

*Handling:* If he has not read them then have him read, word clear and starrate them.

- Ca. Do you have MUs on these orders?

*Handling:* Get the orders word cleared using M4, M9 or M2 Word Clearing—whatever Word Clearing is needed to fully clear any MUs he has.

- Cb. Do you have false data on these orders?

*Handling:* Strip off the false data per HCOB/PL 7 Aug 79 FALSE DATA STRIPPING .

Handle this step (Ca and Cb) until the person has duplicated the orders and issues relating to this production area.

- D. Are there financial or logistics problems on them?

*Handling:* Debug using HCO PL 14 Mar 72, Issue II, Esto Series 7, FOLLOW POLICY AND LINES and Flag Divisional Directive of 25 Aug 76 FINANCIAL PLANNING MEMBER HAT CHECKSHEET. Debugging this may require getting the whole FP Committee through the FP pack.

- E. Are there personnel problems?

*Handling:* Debug this using HCO PL 16 Mar 71 Org Series 25, Personnel Series 19, LINES AND HATS and the Personnel Series, as given in *The Management Series*.

It may be necessary to do this debug on the HAS or any person responsible for getting the products of staff members who produce.

- F. Are there hatting problems?

*Handling:* Handle this using full Word Clearing and False Data Stripping and get the scene debugged using HCO PL 29 Jul 71 Personnel Series 21, Org Series 28, WHY HATTING? and HCO PL 22 Sep 70 Personnel Series 9, Org Series 4, HATS and HCO PL 27 Dec 70, Personnel Series 16, HATS PROGRAM PIT-FALLS .

Hatting problems may include the total and utter lack of a hatting course for the staff or a hatting course where WHAT IS A COURSE? PL is flagrantly not in and if you find this you have gotten to the root of why you are working hard debugging all over the place and it had better be handled quick.

It may also be that the area senior doesn't make sure his staff puts in study time off production hours and in this you may find the senior is a failed student himself and this you would also have to handle.

Note: A person who cannot be hatted at all has false data. The handling would be to strip off the false data.

G. Is there exterior influence stopping the production which cannot be handled in the production area?

*Handling:* Handle using HCO PL 31 Jan 72, Data Series 22, THE WHY IS GOD and HCO PL 25 May 73 Data Series 27, SUPPLEMENTARY EVALUATIONS and HCO PL 30 Dec 70, Org Series 20, ENVIRONMENTAL CONTROL.

When told that these exterior influences exist the wise debugger immediately verifies. The simplest way to verify is to ask the person who is supposed to be putting stops on the line if he has issued such orders. You commonly find out he hasn't. But if he has, then you have started to locate your area to handle.

You commonly run into verbal tech at which moment you use the "How to Defeat Verbal Tech Checklist."

H. What other excuses exist?

*Handling:* As per HCO PL THE WHY IS GOD, HCO PL 19 May 70, Data Series 8, SANITY, HCO PL 30 Sep 73, Data Series 30, SITUATION HANDLING and HCOB 19 Aug 67, THE SUPREME TEST.

And once any obvious ones in the above have been handled, and production *still* isn't rolling, you have:

I. Routine finding of MUs per Word Clearing Series.

J. Crashing MU tech per HCOB 17 Jun 79 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Crashing MU finding is done exactly per this HCOB. Crashing MUs can be buried or suppressed as covered in HCOB 23 Aug 79, CRASHING MUs, BLOCKS TO FINDING THEM. The factors as listed in that HCOB which can cause a Crashing MU to remain hidden and unknown may have to be handled before the Crashing MU appears.

K. Do they have any idea at all that they should be getting out any products? Or do they pretend to but don't?

*Handling:* Simply two-way comm of why the guy was there. It might come as a startling realization that he is supposed to get out products. This can be backed up with Exchange by Dynamics, HCO PL 4 Apr 72, Esto Series 14, ETHICS and Short Form Product Clearing, HCO PL 13 Mar 72, Esto Series 5, PRODUCTION AND ESTABLISHMENT ORDERS AND PRODUCTS or HCO PL 23 Mar 72, Esto Series 11, FULL PRODUCT CLEARING LONG FORM.

There is also such a thing as a person who will not complete a cycle of action. This is normally true of what we call a "suppressive person" or even an insane person.

*Handling:* Get the person's case looked into by a competent C/S and also by the Ethics Officer for background.

But as PTS people are in suppressive persons' valences he may only be PTS.

*Handling:* See Section P below for de-PTSing.

L. Wrong stat. The person has been given a stat that has nothing to do with what he is supposed to produce.

*Handling:* get the right stat figured out so that it agrees with what he is supposed to produce and actually measures his actual production.

M. Wrong VFP or wrong product? Do they have the idea of VFP right? (or does the org think it's the award rather than the product, i.e. GI rather than an audited paying pc or a trained paying student?).

It of course can occur, amazingly, that the person or department, etc. is trying to turn out a product that has no exchange value. This can occur because what they do produce is so flabby as to be called "an overt product" which nobody can use further on up the line or even at the end of the line. You handle this by coming down on their sense of fitness of things. Overt products waste resources and time and personnel and are actually more destructive than on first glance. They cannot be exchanged but they also waste resources as well as lose any expected return. You can remedy this sort of thing by improving their tech so they do turn out something decent and useful.

They can also be turning out a type of product nobody wants—such as 1819 buggy whips in a Space Age. They may be great buggy whips but they won't exchange because nobody wants them.

They may also be getting out products of excellent quality but never tell anybody they have or do them. This can apply as narrowly as one worker who doesn't tell anybody he is having or doing them or a whole organization which, with complete asininity, never markets or advertises their products.

It is also possible that a combination of all three things above may be found.

It also may be they have all sorts of products they could get out but they never dreamed of getting them out yet their life blood may depend upon it.

*Handling:* HCO PL 24 Jul 78, SUBPRODUCTS, which tells how to compile a subproducts list and attain VFPs. Exchange by Dynamics per HCO PL 4 Apr 72, Esto Series 14 ETHICS and Full Product Clearing Long Form on the correct and actual VFP (as well as any other products the person or area may have), as well as marketing and PR tech.

N. Never figured out what they would have to do to get a product?

*Handling:* Handle this using HCO PL 7 Aug 76, Issue I, II and III, Admin Know-How Series 33, NAME YOUR PRODUCT, Admin Know-How Series 34, WANT YOUR PRODUCT, Admin Know-How Series 35, TO GET YOU HAVE TO KNOW HOW TO ORGANIZE, HCO PL 24 Jul 78, SUBPRODUCTS and HCO PL 14 Jan 69, OT ORGS.

O. Out-ethics?

*Handling:* Determine the situation and handle with O/W write-ups or auditing and ethics conditions or correction of past conditions and the ethics policies that apply.

P. Is the area or individual creating problems and demanding solutions to them?

*Handling:* Give the person PTS handling as per ethics policies. If and when available, get the personnel de-PTSed using Clay Table De-PTSing as per HCOB CLAY TABLE DE-PTSing—THEORY AND ADMINISTRATION. (Note: Clay Table De-PTSing can only be done on someone by a person who has had the step himself . )

Q. Total organize? (Is the area organizing only?)

*Handling:* This is an indicator of many misunderstands in the area, especially on the part of its senior. The senior and the personnel in the area need full Word Clearing on the materials to do with the production area, including Crashing MU

finding as in J (ref: HCO PL 26 Mar 79RA MISUNDERSTOOD WORDS AND CYCLES OF ACTION—MU WORDS AND NO PRODUCTS) off production hours and meanwhile make them produce what they can.

R. Organization adequate to get the product?

Inadequate organization:

*Handling:* Debug the organization per HCO PL 13 Sep 70, Org Series 1, BASIC ORGANIZATION, HCO PL 14 Sep 70, Org Series 2, COPE AND ORGANIZE, HCO PL 14 Sep 70, Org Series 3, HOW TO ORGANIZE AN ORG, HCO PL 8 Oct 70, Org Series 8, ORGANIZING AND PRODUCT, HCO PL 29 Oct 70, Org Series 10, THE ANALYSIS OF ORGANIZATION BY PRODUCT.

No organization:

*Handling:* This is the situation where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. The handling is to clear the misunderstands (including Crashing MUs) in the area, particularly on the purpose of the production and why one is producing.

Lacking a sense of organization?

*Handling:* Lack of a sense of organization lies below the level of MUs, overts and withholds and PTSness—and you have to go north through PTSness and overts and withholds to even get to the MUs.

The handling would be de-PTSing as in Step P. Then handle any overts and withholds and then clear the MUs in the area being addressed (including Crashing MUs.)

Debug tech is laid out as a checklist in HCO PL 23 Aug 79, Issue II, DEBUG TECH CHECKLIST. It is a very useful checklist as the points of debug can be assessed on a meter by an auditor (or any person trained to use an E-Meter) or be administratively used by anyone wishing to debug an area.

HCOB 23 Aug 79, Issue IIs PRODUCT DEBUG REPAIR LIST is for use by an auditor to repair someone who has been messed up by somebody trying to debug his area. As faulty debugging can mess a person up, this repair list has been written to remedy that, should it occur.

Normally, in an area that is very bogged and not producing, the first question or two will deliver the reasons right into your hands. They are trying to produce blue ruddy rods but the order they finally dig up after a fifteen minute search says specifically and directly that green finglebums are what are wanted here and that blue ruddy rods are forbidden. It is usually outrageous and large. As you go down the list you will find out that you are running into things which open the door to justification. So you take very good care to notice the justifications which are being used. The handling of justifications is indicated in HCOB 23 Aug 79, Issue I, CRASHING MUs, BLOCKS TO FINDING THEM and the HCOB of JUSTIFICATIONS 21 Jan AD10.

## WHAT TO HANDLE

Handling of course is indicated by what you find and the above references. But handling must always be in the direction of at least 50% production. Even while debugging do not go for an all-organize handling. Also do not go for an all-production handling.

A person, once trained on the data as contained in this PL, Crashing MU tech, False Data Stripping and Product Clearing, will be able to get almost any area debugged

and producing. It is important to remember that debug tech applies from the very small expected action to the huge expected project.

### THE EP OF DEBUG

The above debug actions are never carried on past the point where the target or area or individual or org has been debugged.

Once production has been debugged and desirable products are now being gotten for real in adequate quantity, the debug has been accomplished.

This could occur at any one of the above steps. And when it does you let the area get on with producing the products they are now able to produce.

### EVALUATION AND PROGRAMMING

There is a whole different technology called Evaluation. The full tech on how to execute and program is contained in the Data Series and the Data Series Evaluator's Course and BPL 4 Jul 78 ELEMENTARY EVALUATOR'S COURSE and the Target Series HCO PLs: 14 Jan 69 OT ORGS, 16 Jan 69 TARGETS, TYPES OF, 18 Jan 69, Issue II, PLANNING AND TARGETS, 24 Jan 69, TARGET TYPES, 24 Jan 69, Issue II, PURPOSE AND TARGETS and HCO PL 4 Dec 73, Data Series 32, TARGET TROUBLE. One is expected to know how to evaluate. But even after you have evaluated, evaluations contain targets. And targets get bugged. So you will need debug tech even when you are an accomplished evaluator.

With the debug tech and the added steps of Crashing MU finding, overts and withholds, False' Data Stripping, Product Clearing, etc. you will be able to crack the back of the most resistive nonproducing areas and get them into roaring, high-morale production.

Between February 79 and 23 August 79 I have spent a great deal of development time on the technology needed to completely debug people, projects, targets and production. A very large number of missions researches and pilots were undertaken to discover and polish up this tech. It can now be considered a completed development cycle.

The above IS the tech.

USE IT!

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Founder

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HUBBARD COMMUNICATIONS OFFICE  
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HCO POLICY LETTER OF 23 AUGUST 1979  
Issue II

Remimeo  
Tech  
Qual  
All Execs  
Programs Chiefs  
Project Operators  
Mission Operators  
Missionaires  
AGs  
LRH Comms  
FRs

*Esto Series 38*

*Product Debug Series 2*

**DEBUG TECH CHECKLIST**

Ref: HCO PL 23 Aug 79            DEBUG TECH  
      Issue I  
      HCOB 23 Aug 79            PRODUCT DEBUG REPAIR LIST  
      Issue 11  
      The Product Debug Series

(This checklist is clarified by HCO PL 23 August 79, Issue I,  
DEBUG TECH, and is used in conjunction with that PL.)

Production is the basis of morale. People who don't get products have low morale.

Executives and responsible people have the task of getting out products. When they don't get them out, the unit or organization fails.

It is extremely upsetting and puzzling to a staff member and to his seniors when he can't get out the products expected of him. I have seen an executive going around in circles for weeks trying to guess why such and such a staff member couldn't get out the products of his post area. I have seen staff members actually in tears because they were unable to achieve the products of their post. I have also seen people busy, busy, busy and totally unaware of the fact that they were producing absolutely nothing.

LRH ED 302 was a breakthrough. It has now been written into HCO PL 10 June 79, DEBUG TECH and contains a considerably expanded tech on how to debug products. People have had very great success in applying it.

To give them even greater successes, I have rewritten LRH ED 302-1 into this PL. The whole object of this checklist is to debug a lack of products and accomplishments of an org or post.

This Debug Checklist is used in conjunction with HCO PL DEBUG TECH. It gives the person doing the debug a list of things that could be standing in the way of production. The sequence of handling is as laid out in the debug tech PL. The first action is an inspection of the area. Then come the personal handling steps.

This sequence must be followed in any debug action. For instance, if you haven't done the inspection then how would you know what it is you are trying to debug?

This checklist can be assessed on a meter or be administratively used (off the meter) by Mission Operators, Program Operators, Project Operators, evaluators, executives and anyone else needing to debug a cycle of action or lack of products, including any staff member or student himself.



When assessed on a meter, each reading line would be taken to F/N by doing the handling given for that line.

When doing this checklist the individual should have the issues and references he may need to carry out the handlings along with him.

### THE EP OF DEBUG

Debug actions are never carried on past the point where the target or area or individual or org has been debugged.

Once production has been debugged and desirable products are now being gotten for real in adequate quantity, the debug has been accomplished.

This could occur at any one of the steps. And when it does you let the area get on with producing the products they are now able to produce.

### PRODUCT DEBUG REPAIR LIST

In case of a bog or trouble on the following checklist use HCOB 23 Aug 79, Issue II, Product Debug Series 10, PRODUCT DEBUG REPAIR LIST to repair the person so he can continue with the debug actions.

### INSPECTION

00. The first action in debugging an area is an inspection to see what is going on in terms of production. In inspecting the area you do the following:
- 1) You look for what products have been gotten out in the past.
  - 2) You look for products that are there completed.
  - 3) You look for what products can be attained in the immediate future.
  - 4) You look for the value of the products produced as compared to the overall cost of the production organization.
  - 5) You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

Full data on how to do this inspection is given in HCO PL 23 Aug 79, Issue I, DEBUG TECH.

0. Find a product that *can* be gotten out, any product, and insist that it and products like it or similar cycles be gotten out flat out by the existing personnel.

### THE CHECKLIST

#### *Section A:*

- A1. NO ORDERS? \_\_\_\_\_  
(Find out if (a) he's needing orders due to not knowing his hat or if (b) he's not getting any direction or guidance from his senior. Handle (a) by getting him hatted, or (b) by doing this checklist on his senior.)
- A2. NEVER RECEIVED THE ORDERS? \_\_\_\_\_

(Have him get the orders and handle any cut line that isn't relaying the orders.)

- A3. CROSS-ORDERS?  
(Find out what and handle per HCO PL 13 Jan AD29, ORDERS, ILLEGAL AND CROSS.) \_\_\_\_\_
- A4. ILLEGAL ORDERS?  
(Find out what and handle per HCO PL 13 Jan AD29, ORDERS, ILLEGAL AND CROSS.) \_\_\_\_\_
- A5. VERBAL TECH?  
(Find out what and handle per the "How to Defeat Verbal Tech Checklist" and HCO PL 7 Aug 79, FALSE DATA STRIPPING.) \_\_\_\_\_

*Section B.:*

- B1. HASN'T READ THE ORDERS?  
(Have him read, word clear and starrate the orders.) \_\_\_\_\_
- B2. AVOIDANCE OR NEGATION OF POLICY?  
(Pull the O/Ws per W/H system. Then clear up his MUs on the relevant policy.) \_\_\_\_\_
- B3. POLICY UNKNOWN?  
(Determine what applicable policy is unknown to him and have him read, word clear and starrate it.) \_\_\_\_\_
- B4. NO POLICY?  
(Have him work out what the policy should be and submit it for approval.) \_\_\_\_\_
- B5. LACK OF TECH?  
(Have him get familiar with the exact problem he's encountering and make him work out a solution that will handle it.) \_\_\_\_\_

*Section C:*

- C1. MISUNDERSTOODS?  
(Find and clear the MUs.) \_\_\_\_\_
- C2. MISUNDERSTOODS ON THE ORDERS?  
(Find and clear the MUs.) \_\_\_\_\_
- C3. DOESN'T UNDERSTAND THE ORDERS?  
(Handle with Word Clearing and False Data Stripping.) \_\_\_\_\_
- C4. FALSE DATA ON THE ORDERS?  
(Handle with HCO PL 7 Aug 79, FALSE DATA STRIPPING.) \_\_\_\_\_
- C5. OUT OF AGREEMENT WITH THE ORDERS?  
(Handle any out-ruds. Then handle with Word Clearing and False Data Stripping.) \_\_\_\_\_
- C6. LACK OF INTEREST?  
(Find out if it's out-ruds or MUs or past failures and handle accordingly. ) \_\_\_\_\_
- C7. NO INTEREST?  
(Find out if it's out-ruds or MUs or past failures and handle accordingly. ) \_\_\_\_\_

C8. LACK OF VALUE OF THE CYCLE OF ACTION ITSELF? \_\_\_\_\_  
(Find his MUs and handle. Have him demo out the cycle of action.)

*Section D:*

D1. FINANCE BUGS? \_\_\_\_\_  
(Find out what and get it debugged and also if it amounts to that, get the whole FP Committee through the FP pack.)

D2. LOGISTICS PROBLEMS? \_\_\_\_\_  
(Find out what it is and handle with HCO PL 14 Mar 72, Issue II, Esto Series 7, FOLLOW POLICY AND LINES, and any other debug tech needed.)

D3. NO EQUIPMENT? \_\_\_\_\_  
(Find out what is needed, if it is really needed, and if so debug it per Do and D2 above so it is gotten. Remember that there are enormous percentages of people who absolutely have to have before they can possibly do and use that usually as an excuse not to produce.)

*Section E:*

E1. SCARCITY OF PERSONNEL? \_\_\_\_\_  
(Indicate it and then investigate and handle HCO which is usually up to its ears in personnel requests and busy on them instead of putting an HCO there that properly recruits, hats, and utilizes personnel. This may mean doing this Debug Checklist on the HAS or any person responsible for that division or activity because they aren't getting the products of staff members who produce . )

E2. SOME OTHER PROBLEM WITH PERSONNEL? \_\_\_\_\_  
(Debug this using HCO PL 16 Mar 71, Org Series 25, Personnel Series 19, LINES AND HATS and the Personnel Series as given in *The Management Series*. )

*Section F.:*

F1. ABSENCE OF HATTING? \_\_\_\_\_  
(Find out if it's (a) lack of a hatting course for the staff, (b) a hatting course where WHAT IS A COURSE? PL is flagrantly not in, (c) the area senior doesn't make sure his staff put in study time off production hours or (d) some other reason why he does not go to study. Handle according to what comes up and HCO PL 23 Aug 79, Issue I, DEBUG TECH.)

F2. DOESN'T ATTEND STUDY? \_\_\_\_\_  
(Find out if it's (a) lack of a hatting course for the staff, (b) a hatting course where WHAT IS A COURSE? PL is flagrantly not in, (c) the area senior doesn't make sure his staff put in study time off production hours or (d) some other reason why he does not go to study. Handle according to what comes up and HCO PL 23 Aug 79, Issue I, DEBUG TECH.)

F3. ABSENCE OF DRILLING? \_\_\_\_\_  
(Get any needed drilling on equipment and actions done.)

F4. ABSENCE OF CRAMMING? \_\_\_\_\_  
(Get the subject cramming is needed on and send him to Cramming.)

- F5. FALSE CRAMMING?  
(Handle per HCO PL 7 Aug 79, FALSE DATA STRIPPING.  
Assess and handle a Cramming Repair List if necessary.) \_\_\_\_\_
- F6. A DISASSOCIATION BETWEEN THE DEFINITION AND  
THE PHYSICAL UNIVERSE?  
(Have him demonstrate—in clay if necessary—and give real  
examples of the definition. Program him for M8 and M9 program  
and the Disassociation Rundown.) \_\_\_\_\_
- F7. FALSE DATA ON THE HATTING MATERIALS?  
(Handle with False Data Stripping.) \_\_\_\_\_
- F8. LACK OF TECHNICAL KNOW-HOW?  
(Locate the area of technical know-how he is lacking in and get  
him studying and drilling the tech on it.) \_\_\_\_\_
- F9. UNABLE TO BE HATTED?  
(Strip off the false data in the area with False Data Stripping.) \_\_\_\_\_

*Section C:*

- G1. EXTERIOR INFLUENCE STOPPING THE PRODUCTION  
WHICH CANNOT BE HANDLED IN THE PRODUCTION  
AREA?  
(Handle per Section G of HCO PL 23 Aug 79, Issue I, DEBUG  
TECH.) \_\_\_\_\_

*Section H:*

- H1. OTHER EVENTS?  
(Find out what and handle per HCO PL 23 Aug 79, Issue I,  
DEBUG TECH.) \_\_\_\_\_
- H2. OTHER REASONS?  
(Find out what and handle per HCO PL 23 Aug 79, Issue I,  
DEBUG TECH.) \_\_\_\_\_
- H3. HUGE PRODUCTION BUG?  
(Find out what and use full debug tech to handle.) \_\_\_\_\_
- H4. TIME?  
(Find out if there's just NOT ENOUGH time to do what he has to  
do or if he's wasting time by not being organized or is being  
Dev-Ted and handle.) \_\_\_\_\_
- H5. LACK OF PROXIMITY TO THE SCENE?  
(Have him get on the correct comm lines and get in ARC with the  
scene. Handle ruds if necessary.) \_\_\_\_\_
- H6. NO COMM LINES?  
(Determine whether this is from W/Hs or MUs and handle  
accordingly. ) \_\_\_\_\_
- H7. INABILITY TO COMMUNICATE?  
(Pull his W/Hs. Make him do Reach and Withdraw on the people  
and objects of his area. Program him for the M8 and M9 program  
course.) \_\_\_\_\_
- H8. ABSENCE OF ALTITUDE?  
(Have him read HCO PL 4 Oct 68, ETHICS PRESENCE and  
Exec Series 1 and 2 and have him demo how he can use them.) \_\_\_\_\_

H9. BAD HEALTH? \_\_\_\_\_  
(Send him to the MO on an MO Routing Form and get it handled.  
Get any needed PTS handling done.)

H10. LUCK? \_\_\_\_\_  
(2WC his considerations on it and bring his cause level up by  
getting him to look at what *he* can do about it.)

*Section I:*

I1. MISUNDERSTOODS IN THE PRODUCTION AREA? \_\_\_\_\_  
(Routine Word Clearing per the Word Clearing Series.)

I2. MISUNDERSTOODS ON WHAT IS SUPPOSED TO BE  
DONE? \_\_\_\_\_  
(Routine Word Clearing per the Word Clearing Series.)

I3. CONFUSIONS IN THE AREA? \_\_\_\_\_  
(Routine Word Clearing per the Word Clearing Series.)

*Section J:*

J1. CRASHING MISUNDERSTOOD? \_\_\_\_\_  
(Crashing MU finding per HCOB 17 June 79, CRASHING  
MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION  
AND PRODUCTS.)

J2. TROUBLE COMPLETING CYCLES OF ACTION IN THE  
PRODUCTION AREA? \_\_\_\_\_  
(Crashing MU finding per HCOB 17 June 79 CRASHING  
MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION  
AND PRODUCTS.)

*Section K:*

K1. NO IDEA AT ALL THAT PRODUCTS SHOULD BE GOTTEN  
OUT? \_\_\_\_\_  
(Simple two-way comm of why the guy is there. It might come as  
a startling realization that he is supposed to get out any products.  
This can be backed up by Exchange by Dynamics—HCO PL 4  
Apr 72, Esto Series 14, ETHICS and Short Form Product  
Clearing per HCO PL 13 Mar 72, Esto Series 5, PRODUCTION  
AND ESTABLISHMENT ORDERS AND PRODUCTS or HCO  
PL 23 Mar 72, Esto Series 11, FULL PRODUCT CLEARING  
LONG FORM.)

K2. PRETENDING TO KNOW THAT PRODUCTS SHOULD BE  
GOTTEN OUT BUT DON'T? \_\_\_\_\_  
(Simple two-way comm of why the guy is there. It might come as  
a startling realization that he is supposed to get out any products.  
This can be backed up by Exchange by Dynamics— HCO PL 4  
Apr 72, Esto Series 14, ETHICS and Short Form Product  
Clearing per HCO PL 13 Mar 72, Esto Series 5, PRODUCTION  
AND ESTABLISHMENT ORDERS AND PRODUCTS or HCO  
PL 23 Mar 72, Esto Series 11, FULL PRODUCT CLEARING  
LONG FORM.)

K3. WON'T COMPLETE A CYCLE OF ACTION? \_\_\_\_\_  
(Get the person's case looked into by a competent C/S and an  
Ethics Officer for background. If you are dealing with a  
suppressive or insane person, handle per ethics policies. If it is  
PTSness, get the person de-PTSed.)

*Section L:*

- L1. **WRONG STAT?**  
(Get the right stat figured out so that it agrees with what he is supposed to produce and actually measures his actual production.) \_\_\_\_\_
- L2. **DOES THE STAT HAVE NOTHING TO DO WITH WHAT IS SUPPOSED TO BE BEING PRODUCED?**  
(Get the right stat figured out so that it agrees with what he is supposed to produce and actually measures his actual production.) \_\_\_\_\_

*Section M:*

- M1. **WRONG VFP?**  
(Use HCO PL 24 July 78, SUB PRODUCTS and Exchange by Dynamics and Full Product Clearing Long Form on the correct and actual VFP—as well as any other products the person or area might have.) \_\_\_\_\_
- M2. **WRONG PRODUCT?**  
(Use HCO PL 24 July 78, SUBPRODUCTS and Exchange by Dynamics and Full Product Clearing Long Form on the correct and actual VFP—as well as any other products the person or area might have.) \_\_\_\_\_
- M3. **NO IDEA OF THE PRODUCT?**  
(Get a complete and accurate statement of the correct product and Product Clear him on it. See also HCO PL 7 Aug 76, Issue I, Esto Series 31, PRODUCT/ORG OFFICER SYSTEM, NAME YOUR PRODUCT.) \_\_\_\_\_
- M4. **UNSURE OF WHAT THE PRODUCT IS?**  
(Get a complete and accurate statement of the correct product and Product Clear him on it. See also HCO PL 7 Aug 76, Issue I, Esto Series 31, PRODUCT/ORG OFFICER SYSTEM, NAME YOUR PRODUCT.) \_\_\_\_\_
- M5. **THINKING IT'S THE AWARD RATHER THAN THE PRODUCT?**  
(Use HCO PL 24 July 78, SUBPRODUCTS and Exchange by Dynamics and Full Product Clearing Long Form on the correct and actual VFP—as well as any other products the person or area might have.) \_\_\_\_\_
- M6. **DOES THE PRODUCT HAVE NO EXCHANGE VALUE?**  
(Use HCO PL 24 July 78, SUB PRODUCTS and Exchange by Dynamics and Full Product Clearing Long Form on the correct actual VFP—as well as any other products the person or area might have, and per HCO PL 23 Aug 79, Issue I, DEBUG TECH, Section M.) \_\_\_\_\_
- M7. **OVERT PRODUCTS?**  
(Handle any W/Hs connected with this. Then handle per HCO PL DEBUG TECH, Section M.) \_\_\_\_\_
- M8. **IS THE PRODUCT A PRODUCT THAT NOBODY WANTS?**  
(Handle any W/Hs connected with this. Then handle per HCO PL DEBUG TECH, Section M.) \_\_\_\_\_
- M9. **NO MARKETING OR ADVERTISING OF THE PRODUCT?**  
(Handle any W/Hs connected with this. Then handle per HCO PL DEBUG TECH, Section M.) \_\_\_\_\_

*Section N:*

- N1. NEVER FIGURED OUT WHAT WOULD HAVE TO BE DONE TO GET A PRODUCT?  
(Handle per HCO PL DEBUG TECH, Section N.) \_\_\_\_\_

*Section O:*

- O1. OUT-ETHICS?  
(Determine the situation and handle with O/W write-ups or auditing and ethics conditions or correction of past ethics conditions and the ethics policies that apply.) \_\_\_\_\_
- O2. ACTIVE COUNTER-INTENTION?  
(Pull the O/Ws and then locate the MUs. Then watch him and remove him if he remains CI.) \_\_\_\_\_
- O3. ACTIVE COUNTER-INTENTION ON THE PART OF OTHERS?  
(Find out who. Handle any agreement he has with their CI as a W/H. Get the person or persons who have CI handled on their O/Ws and get their MUs found. Remove if the person or persons remain CI.) \_\_\_\_\_
- O4. OTHER- INTENTIONEDNESS?  
(Pull the O/Ws and then locate the MUs. Then watch him and remove him if he remains other-intentioned.) \_\_\_\_\_
- O5. OTHER-INTENTIONEDNESS ON THE PART OF OTHERS?  
(Find out who. Handle any agreement he has with their other-intention as a W/H. Get the person or persons who have other-intention handled on their O/Ws and get their MUs found. Remove if the person or persons remain other-intentioned.) \_\_\_\_\_

*Section P.:*

- P1. CREATING PROBLEMS AND DEMANDING SOLUTIONS TO THEM?  
(Give the person PTS handling as per ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing, as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING—THEORY AND ADMINISTRATION.) \_\_\_\_\_
- P2. LOTS OF UNSOLVABLE PROBLEMS IN THE AREA?  
(Give the person PTS handling as per ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing, as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING—THEORY AND ADMINISTRATION.) \_\_\_\_\_
- P3. CONNECTED TO SOMEONE OR SOMETHING ANTAGONISTIC?  
(Give the person PTS handling as per ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING—THEORY AND ADMINISTRATION.) \_\_\_\_\_
- P4. PTS?  
(Give the person PTS handling as per ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing, as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING—THEORY AND ADMINISTRATION.) \_\_\_\_\_

P5. ACCIDENTS?  
(Give the person PTS handling as per ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing, as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING—THEORY AND ADMINISTRATION.) \_\_\_\_\_

*Section Q:*

Q1. ORGANIZING ONLY?  
(Handle his MUs in the area including any Crashing MUs.) \_\_\_\_\_

Q2. TOTAL ORGANIZATION?  
(Handle his MUs in the area including any Crashing MUs.) \_\_\_\_\_

*Section R.:*

R1. ORGANIZATION INADEQUATE TO GET THE PRODUCT?  
(Handle per Section R of HCO PL 23 Aug 79, DEBUG TECH.) \_\_\_\_\_

R2. LACK OF ORGANIZATION?  
(Handle per Section R of HCO PL 23 Aug 79, DEBUG TECH.) \_\_\_\_\_

R3. NO ORGANIZING?  
(Clear the misunderstood including Crashing MUs, in the production area, particularly on the purpose of the production and why one is producing.) \_\_\_\_\_

R4. LACK OF A SENSE OF ORGANIZATION?  
(De-PTSing as covered in Section P. Then handle any overts and withholds and then clear the MUs in the area, including Crashing MUs.) \_\_\_\_\_

R5. NO GRASP OF THE CONCEPT OF ORGANIZATION?  
(De-PTSing as covered in Section P. Then handle any overts and withholds and then clear the MUs in the area, including Crashing MUs.) \_\_\_\_\_

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Founder

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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 SEPTEMBER 1979

Remimeo  
TR Course  
TR Supervisors  
Cramming Officers  
Auditors  
C/Ses

(Also issued as  
HCO PL 23 Sep 79  
same title.)

**CANCELLATION OF DESTRUCTIVE  
BTBs AND BPLs ON TRs**

There are many valid issues on TRs, all of which remain in full force.

The following issues are hereby canceled for the reasons stated in this issue:

BTB 15 Aug 71R Rev. & Reiss. 3.7.74 as BTB	TR COURSE BUGS HANDLING
BTB 16 Aug 71R Rev. & Reiss. 31.7.74 as BTB	BREAKTHROUGH, TR COURSE
BTB 18 Aug 71R Rev. & Reiss. 24.8.74 as BTB	TR COURSE—HOW TO RUN
HCO PL 4 Nov 71 II (not by LRH)	ACADEMY PREREQUISITES
BTB 5 Nov 71R Rev. 24.4.78	TR COURSE DEBUG DRILL
HCO PL 6 Nov 71 III	INTERNSHIPS LINEUP, AUDITOR INTERNSHIPS
HCOB 7 Apr 73RA Rev. 22.2.79	GRADIENTS IN TRs
HCOB 8 Dec 74 BTB 8 Mar 75 IV	TR 0—NOTES ON BLINKING Cramming Series 5RB TRs IN CRAMMING
BTB 20 Sep 72 Reiss. 20.9.74 as BTB	TR TRAINING UNDER LRH
BTB 13 Mar 75R Rev. 30.4.75	TRs TRAINING BREAKTHROUGH
FDD 32 DIV IX INT 7 Jun 71	TRs THE HARD WAY

**REASONS FOR CANCELLATION**

The only source of technical data is LRH HCOBs, books and tapes.

The issues listed above have introduced false data, verbal data and technical alter-is. See HCOB 23 Oct 75 TECHNICAL QUERIES, HCOB/HCO PL 9 Feb 79 HOW TO DEFEAT VERBAL TECH, HCOB/HCO PL 15 Feb 79 VERBAL TECH PENALTIES.

The specific points of out-tech introduced by these canceled issues are given here, so that all will know what the specific out-tech is that is being canceled.

1. *BTB 15 Aug 71R, Rev. & Reiss. 3. 7. 74 as BTB, TR COURSE BUGS HANDLING.*

This BTB is canceled because it states that if the student reads on “overrun?” that he is passed on the TR. This has given rise to false passes and the idea that the TR student has a case on course.

TRs are not processes, they are drills. The student passes the TR when he can do it competently.

2. *BTB 16 Aug 71R, Rev. & Reiss. 31.7.74 as BTB. BREAKTHROUGH, TR COURSE.*

This BTB is canceled because it introduces the idea of a “Major Stable Win,” stressed that the 2 hour confront had been lifted and not to overrun a person on TRs. It also states “It may take minutes to hours to a hundred hours to achieve the major win.”

Of course wins are gotten on doing TRs. But TRs are drilled until the student does the TR competently and passes. The idea that TRs could take “hundreds of hours” to get in is completely false. A competent Supervisor, using LRH tech and not omitting any of it, should be able to get students through the TR Course in a couple weeks at the most.

3. *BTB 18 Aug 71R. Rev. & Reiss. 24.8.74 as BTB. TR COURSE—HOW TO RUN.*

This BTB gives the idea that wriggling around, moving, fidgeting, watering red eyes and blinking and swallowing are OK.

These manifestations show that a person is not confronting, is nervous, afraid, flinching, or in grief. Of course the coach never insists that the student mustn’t blink, nor that he mustn’t ever swallow. He coaches the student to do the TRs until he can do them comfortably and competently, at which point those manifestations of nonconfront are no longer present. A good auditor can be there comfortably and would never distract a pc.

4. *HCO PL 4 Nov 71 II. ACADEMY PREREQUISITE.*

This issue omitted mention of the Hard TRs Course as an Academy prerequisite, as a result of which the Hard TRs Course was dropped out of the training for auditors.

A Hard TRs Course is essential to the ability to audit at any level of auditing.

“Pat-a-cake” (meaning child’s game) TRs were originally used in Div 6 for raw public to get them on a co-audit in London in the ‘50s and still might be of some small value for raw public that never intended to be auditors. But they sure won’t pass or make a real auditor. In this era of permissive education, forget the permissiveness. The day we dropped out hard TRs, we entered an era of less case gain for pcs.

5. *BTB 5 Nov OR. Rev. 24.4. 78, TR COURSE DEBUG DRILL.*

This issue stresses the same points covered in No. 1 and No. 2 above and gave rise to false passes and quickying.

6. *HCO PL 6 Nov 71 III, INTERNSHIPS LINEUP. AUDITOR INTERNSHIPS.*

This issue states that interns and auditors do daily TRs and gave rise to the false idea that one’s TRs could go out overnight and you’d have to get them in again the next morning!

Once an auditor’s TRs are in, they are IN. The way to get your TRs in is to do the TRs Course. This doesn’t mean that you can’t do TRs again; it is usual to check an auditor’s TRs in Cramming and handle any outnesses. But once TRs have been done fully and honestly, they are in! And they stay in from there on out.

7. *HCOB 7 Apr BRA, Rev. 22.2. 79. GRADIENTS IN TRs.*

The earlier system, the one I originally used was successful. The trouble was that others added in the idea “it takes a hundred hours,” and actually thought it would take them months to get through a TRs Course and were sticking students in on one TR.

Cycling through the TRs remedies that but one must ask what it is remedying? It's remedying a bunch of knuckle-headedness and invalidation in the first place!

*Cycling through the TRs has been given a new definition and action.* The student goes up through the TRs until he or she sticks, and then starts back at the beginning of the TRs. It is a technical fact, that when one cannot do a lower level TR, one is not likely to do an upper level TR. Get the student through the TRs the Hard Way, each one to a pass, one at a time. If the student hangs up or fails on a later TR, start him or her from the beginning of the TRs again.

8. *HCOB 8 Dec 74. TR 0—NOTES ON BLINKING.*

This issue has been misinterpreted by some who figured that because the coach doesn't flunk the student for a blink, that it was then OK for the student to blink excessively in a distracting manner. This issue also points out that the person is a thetan and not a body, but that doesn't mean that it is OK for the student to writhe nervously in the chair and call that TR 0.

The coach does not flunk a person because he blinked, nor does he flunk the person because he breathed! But there's a big difference between someone who can't confront who blinks excessively and squirms around nervously and an auditor who can comfortably be there without flinching or being distractive in any way to the preclear—which would be an Auditor Code break. A good auditor is never distractive to a pc. And a person who can confront doesn't have excessive body motion of any kind, he can be there comfortably confronting.

“Blinkless TR 0” needs to be defined. It means that when a person's TR 0 is in he doesn't exhibit any manifestation of inability to confront including blinking nervously, flinching or doing anything else that shows a nonconfront.

Automatic body functions don't have anything to do with TRs and are not taken up by the coach or Supervisor.

Nor do you do “pat-a-cake” TRs and you never pass someone who makes reactive body motions. Get the student able to confront. Any good auditor or Scientologist takes this ability for granted.

Totally blinkless wide open staring-eyed TR 0 and TR 0 Bullbait are not a requirement for pass but any truly competent auditor can do it.

9. *BTB 8 Mar 75 IV. Cramming Series 5RB, TRs IN CRAMMING.*

This issue called for “daily TRs,” the same error as is covered above in No. 6.

10. *BTB 20 Sep 72. Reiss. 20. 9. 74 as BTB. TR TRAINING UNDER LRH and BTB 13 Mar 75R. Rev. 30.4. 75 TRs TRAINING BREAKTHROUGH.*

Both these issues introduced the false idea that an auditor should make a question sound like a statement when assessing. This is incorrect as a statement can be accusative or evaluative. This idea was a misinterpretation of the fact that an assessment should have impingement.

The correct way to do assessments is covered in HCOB 22 Jul 78 ASSESSMENT TRs.

11. *FDD 32 DIV IX INT (7 JUNE 71) TRs THE HARD WAY.*

This issue stated “It may take weeks to get through plain TR 0.” That false idea gave TR Course students and Supervisors the idea that a TR Course could take a long time and set everybody up for a lose.

Honestly, TRs the Hard Way can be done fully, thoroughly and to a result of excellent TRs in a very short time. I can get somebody through TRs in three days, and often have.

#### SUMMARY

False data on TRs, and how “difficult” they are to do, were entered into the original tech. The tech then got dropped out of use and “permissive TRs” crept in and then the TRs Course the Hard Way got dropped out of the training of an auditor. There’s no such thing as an *auditor* who can’t do TRs. Excellent TRs are the hallmark of a good auditor. Scientologists are known for their TRs. But an auditor can’t get results without TRs and a good auditor gets case gain on a pc on his TRs and comm cycle alone.

All the tech on TRs and TR training is available. Use it and make real professional auditors who get results on every pc, every time.

L. RON HUBBARD  
Founder

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Remimeo  
All Tech/Qual  
Cramming Hat

*Cramming Series 19*

**FLYING RUDS IN CRAMMING**

(Ref: HCOB 15 Oct 74 Cramming Series 15  
CRAMMING OVER OUT-RUDS  
HCOB 2 Jun 78R Cramming Series 18R  
Rev. 14.6.78 CRAMMING REPAIR ASSESSMENT LIST)

Per HCOB 15 Oct 74 CRAMMING OVER OUT-RUDS, a Cramming Officer must not try to cram over out-ruds. Despite this, there still have been instances of persons being "handled" in cramming without the ruds having been gotten in, so no handling got done at all.

**HOW TO FLY RUDS IN CRAMMING**

TO BEGIN ANY CRAMMING OF ANYONE, ASSESS THE RUDS INCLUDING OVERTS, INVALIDATION AND EVALUATION AND FLY ANY THAT READ. THEN WHEN YOU HAVE CLEARED UP THE READS TO F/Ns AND HAVE AN F/N, BEGIN THE EXACT CRAMMING ORDERS INDICATED.

You can mimeo a small form on which to assess these and mark reads which will save time. The form would look like this:

"Do you have .....

or,

"On (subject), do you have .....

an ARC break?" \_\_\_\_\_

a present time problem?" \_\_\_\_\_

a withhold?" \_\_\_\_\_

an overt?" \_\_\_\_\_

"Has there been any .....

invalidation?" \_\_\_\_\_

evaluation?" \_\_\_\_\_

The Cramming Officer would assess on the form above and clip it to the work-sheets.

**PREVIOUSLY MISDONE CRAMMING**

Misdone crammings and failure to fly the ruds in cramming will mess up staff members, and undisclosed overts and withholds will prevent any gain, not just in auditing but in Word Clearing or cramming or other Qual corrective actions.

Resistance to cramming, protest of cramming or natter about cramming, or other Qual corrective actions are indicative of out-ruds, especially overts and withholds against cramming or Qual or on the subject on which the cramming order was written.

These symptoms of resistance or natter can also stem from having been crammed over out-ruds in the past, or having been mishandled in cramming.

The way to handle someone who has been crammed over out-ruds in the past is to assess the following and fly each reading line to F/N:

“Have you been crammed over .....

an ARC break?”	_____
a present time problem?”	_____
a withhold?”	_____
an overt?”	_____
any invalidation?”	_____
any evaluation?”	_____

If someone is nattery about Cramming, Qual correction actions, or Qual, use the assessment above on the subject of their complaint. E.g. you could assess: “Have you been *Word Cleared* over \_\_\_\_\_?”

If the above does not resolve the matter fully, use the Cramming Repair Assessment List (HCOB 2 Jun 78R), or other specific list such as the Word Clearing Correction List (WCCL).

### CRAMMING OFFICER QUALIFICATIONS

Because the Cramming Officer is required to do these actions, he or she must get checked out on how to do them. Possibly a reason why some did not fly the ruds despite HCOB 15 Oct 74 CRAMMING OVER OUT-RUDS, is that the Cramming Officer did not know how to fly ruds and had not gotten himself trained to do so, then either didn't fly ruds before he attempted to do the cramming order, or did not do the cramming order at all “because the ruds were out.” Both of these errors show an effect attitude that no real Cramming Officer (or Scientologist for that matter), would be guilty of. Cramming Officers get tech in and being applied, staff members successful and winning on their post and are therefore very causative.

A CRAMMING OFFICER MUST GET CHECKED OUT ON FLYING RUDS AND OVERTS AS THESE ARE VITAL TECH OF THE CRAMMING HAT. IF A CLASSED AUDITOR, HE MUST GET CHECKED OUT ON USE OF CORRECTION LISTS SUCH AS THE CRAMMING REPAIR ASSESSMENT LIST, WCCL, ETC. FAILURE TO CHECK OUT ON AND USE THE TECH OF THE POST IS AN ETHICS MATTER.

### WORKSHEETS

The worksheets (W/Ses) of all such actions (i.e. ruds, Word Clearing, crammings, Cramming Repair Lists, Product Debug Assessments and any other Qual corrective action), are put in the pc folder and sent to the Case Supervisor (C/S). The C/S will correct any out-tech or failure to fully handle, and in the case of no F/N at Exams or other out-tech, red tags the folder, until the matter is fully repaired.

These worksheets must be complete, accurate and legible. In the case of a non F/N exam or other bad indicator, these have rush priority and must be handled fast. All the rules regarding worksheets apply to cramming and any other Qual corrective actions.

### IS A C/S NEEDED BEFORE FLYING RUDS IN CRAMMING?

Someone may wonder if he needs to get a C/S to fly the ruds before doing so in a cramming action. The answer is: no. You do not need to get the pc's folder to the C/S

*before you fly the ruds in cramming. To do so would make an unnecessary delay, and you don't need a C/S to fly somebody's ruds.*

The C/S (Case Supervisor instruction) is contained in this issue, and that is what you do.

### FOLDER CHECK BEFORE CRAMMING

Sometimes a staff member has been known to have been started on and left incomplete on several different actions. E.g. the staff member is started on a cramming order, but before this is complete, someone starts doing a Crashing Misunderstood handling on him, they end for lunch and after lunch someone tries to start yet another action on the staff member. This is a serious situation indeed and it could be enough to spin somebody. So it is mandatory that before starting an action, you must check the folder first. Cramming orders and flying ruds in cramming and other Qual corrective actions do not require C/S OK before doing them as this would put an unnecessary and arbitrary delay on the line, and could be used as an excuse not to do the action. (E.g. "I couldn't fly his ruds because I didn't have a C/S to 'fly the ruds', so I didn't do anything.") But since one would not start a new cycle in the middle of another incomplete cycle, and would not try to fly ruds or word clear over mutant or out-lists (provided these really were out and not just a false or protest read), the folder must be checked by the person who is going to do the action (this only takes a minute to do).

**BEFORE STARTING A CRAMMING OR OTHER QUAL CORRECTIVE ACTION, LOOK IN THE FOLDER TO ENSURE THE PERSON ISN'T IN THE MIDDLE OF ANOTHER QUAL CORRECTIVE ACTION, OR C/SED TO GET A FLUBBED ACTION REPAIRED. AFTER THE CRAMMING OR OTHER QUAL CORRECTIVE ACTION, SEND THE FOLDER TO THE CASE SUPERVISOR WITH LEGIBLE WORKSHEETS ON WHAT YOU DID AND THE EXAM FORM.**

### FESing

If a person has been "crammed" or has had other Qual corrective actions and has gotten worse, or made no improvement, then get all Qual corrective actions done on the person FESed by the Case Supervisor, and a program and C/S to repair these, and get that program done. Comm Ev anyone who interrupts or cross-orders or prevents such a program from being done, as that would be suppressive. Such a program has the priority of repairing a flubbed session and the folder is red tagged, until handled.

### USE THE TECH

There are several new Qual corrective actions as well as all the earlier tools of cramming. These produce spectacular results when done correctly. Use this tech to make greatly enhanced staff members.

**YOUR CRAMMING WILL BE MANY TIMES MORE EFFECTIVE AND POPULAR IF YOU DO IT WITH THE CORRECT TECH.**

L. RON HUBBARD  
Founder

As assisted by  
Snr C/S Int

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HCOB 24.9.79  
ATTACHMENT 1

You can mimeo a small form on which to assess these and mark reads which will save time. The form would look like this:

“Do you have .....

or,

“On (subject) . do you have .....

an ARC break?” \_\_\_\_\_

a present time problem?” \_\_\_\_\_

a withhold?” \_\_\_\_\_

an overt?” \_\_\_\_\_

“Has there been any .....

invalidation?” \_\_\_\_\_

evaluation?” \_\_\_\_\_

The Cramming Officer would assess on the form above and clip it to the work-sheets.

HCOB 24.9.79  
ATTACHMENT 2

The way to handle someone who has been crammed over out-ruds in the past is to assess the following and fly each reading line to F/N:

“Have you been crammed over .....

an ARC break?” \_\_\_\_\_

a present time problem?” \_\_\_\_\_

a withhold?” \_\_\_\_\_

an overt?” \_\_\_\_\_

any invalidation?” \_\_\_\_\_

any evaluation?” \_\_\_\_\_

If someone is nattery about Cramming, Qual Correction actions, or Qual, use the assessment above on the subject of their complaint. E.g. you could assess: “Have you been word cleared over \_\_\_\_\_?”

If the above does not resolve the matter fully, use the Cramming Repair Assessment List (HCOB 2 Jun 78R), or other specific list such as the Word Clearing Correction List (WCCL).



Remimeo

*Word Clearing Series 66*

**CONCEPTUAL UNDERSTANDING**

People who have no idea of concept get bogged into terms and mechanics. They can't operate at the level of concept and are extremely literal.

If anybody did this he couldn't do otherwise than find himself mixed up in tanglefoot. It does a lot of good to clean up his tanglefoot and meanings of words but unless this gets him up to conceptual thinking he'll just continue to get in more and more tanglefoot.

Understanding is conceptual. You could handle things, objects and symbols endlessly without achieving understanding or real communication unless one finally was able to graduate up to conceptual comprehension.

People who are literal rather than literate simply haven't achieved conceptual understanding.

L. RON HUBBARD  
Founder

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HCO POLICY LETTER OF 29 OCTOBER 1979

Remimeo  
Staff Section  
Officer  
Staff Section  
Hat  
Quad  
All Execs  
All Staff

**SSO RESPONSIBILITY FOR STANDARD STAFF COURSES**

(Ref:	HCO PL 7 Feb 65	KEEPING SCIENTOLOGY WORKING
	Reiss. 15.6.70	
	HCO PL 22 May 76	STAFF SECTION OFFICER HAT
	HCO PL 30 Nov 76R	ONLY SSO CAN TIP
	Rev. 25.4.79	
	HCO PL 2 Aug 71	STUDY TIME
	HCO PL 16 Mar 71R	WHAT IS A COURSE?
	Rev. 29.1.75	
	HCO PL 16 Mar 72	WHAT IS A COURSE, HIGH CRIME
	HCO PL 30 Oct 78	COURSES—THEIR IDEAL SCENE
	HCO PL 24 Oct 68	SUPERVISOR KNOW-HOW, RUNNING
		THE CLASS
	HCOB 21 Aug 79	TWINNING
	HCO PL 15 Sep 70R	ETHICS, IMPORTANT, EXECUTIVE
	Rev. 25.4.79	RESPONSIBILITY FOR TRAINING STAFF
	BPL 11 Dec 71 RB 11	HUBBARD MINI COURSE SUPERVISOR
	Rev. 22.9.77	COURSE)

If staff are to be correctly hatted and trained, standard staff courses must actually exist in the Staff Section in Qual to get this done

The purpose of the Staff Section Officer is to help Ron make real staff members. It is not accomplished haphazardly.

Therefore, STANDARD STAFF COURSES ARE MANDATORY.

With this policy letter, it becomes a responsibility of the ED to make sure that an SSO (Staff Section Officer) is posted (whether full or part time as an additional duty) and it becomes a responsibility of any SSO already posted or so posted to ensure that:

1. Staff courses are provided and running.
2. Staff courses are attended.
3. WHAT IS A COURSE? PL is in on all staff courses.
4. Staff courses must approach an ideal scene, per HCO PL 10 Oct 78 COURSES —THEIR IDEAL SCENE.

This requires manning up the Staff Section accordingly and it requires getting the necessary study materials there.

An org that pleads “not enough personnel” to post an SSO and a Staff Study Supervisor, or “no funds” for course materials is simply not going to expand because they won’t have the trained, hatted staff they need to expand with.

## PUTTING STAFF COURSES THERE

It has been demonstrated time and again over the years that tightly scheduled, tightly run, well-supervised courses fill up and turn into expanding courses. This is as true of staff courses as it is of courses offered to the public.

Sloppy staff scheduling, no enforcement of study schedules, missing course materials, lack of proper supervision are all contributory to staff not studying. Under these conditions staff members stay away in droves. Such conditions provide an excuse for the staff member who tries to avoid study anyway (due to his misunderstandings) and they make it difficult for the staff member who is honestly trying to get through his study TIP.

There is no valid excuse for any org not providing standard Scientology study courses for its staff. Staff members are the most on-purpose Scientologists around. They need and deserve to study on standard Scientology courses and by that is meant courses with WHAT IS A COURSE? PL fully in.

So the order for the SSO to "Put staff courses there" means WHAT IS A COURSE? PL put in, in full force.

That requires a trained Staff Course Supervisor in there *supervising* during scheduled staff study periods and doing it by the book. He has a roll book and he calls the roll for each scheduled course period. He targets his students, he enforces twinning, he ensures that misunderstandings are being picked up and handled, he sees that checkouts get properly done, he directs students with questions to the correct source reference and he ensures slow or bogged students are debugged and gotten moving, using all the new and current debugging tech.

It requires that checksheets exist for staff courses with the bulletins, policy letters, tapes, mimeo issues and reference books called for on the checksheet, available in the staff course room.

It means that materials such as clay, tape players, routing forms, bulletin boards, student files, stat graphs, progress boards and other items required in a standard course room are there for use and are *used*.

For a large staff a Staff Course Admin will be needed.

And there's got to be space provided so staff courses *can* be put in. Ideally this would be in the Staff Section in Qual, not mixed in with public courses.

Schedules are handled by working out three or four regular staff course periods a day, morning, afternoon and evening. Each period would be 2/2 hours long, which is the amount of time each staff member is entitled to daily. A staff member then gets assigned to the specific period which best fits with his particular post or post time. He gets enrolled for that period and he does his study during that period on a standard staff course.

Day staff would ordinarily study on Foundation hours and Foundation staff would study during the day.

## GETTING STAFF COURSES ATTENDED

The final and essential part of a course, per WHAT IS A COURSE? PL, is STUDENTS .

The SSO is responsible for seeing to it that staff courses are attended. One-half this battle is won by putting complete, standard, snap-and-pop staff courses there. Such courses are inviting and students gravitate to them.

## EXECUTIVE SUPPORT

The other half of the battle is won by the SSO getting in firm liaison lines with execs and seniors for their support in maintaining regular staff study. Executives and seniors are also responsible for ensuring their juniors are studying and getting hatted and trained. (Ref: HCO PL 15 Sep 70R, Rev. 25.4.79 ETHICS, IMPORTANT, EXECUTIVE RESPONSIBILITY FOR TRAINING STAFF.)

Any executive worthy of the post will see to it that his staff are being enhanced. That is actually one of the attributes of a successful executive. Such a person demonstrates that he is aware of what it takes to expand, that he's capable of that much planning and prediction and that he's aware of the consequences of trying to maintain any kind of production with untrained staff.

Too often seniors don't make their juniors study. The common plea will be "production demands" or "we need to get this job done now and staff can make up their study time later . . .," etc., etc. But "later" never comes. This is simply an indication of out-planning, out-targetting and the inability to get in routine, organized actions. Such an exec is walking a downhill road into a deeper and deeper mire of cope. He'll never get out of cope with untrained, unhatted staff.

His only hope is to get in proper planning of the work load, with a scheduled study time set up for each of his juniors and that schedule enforced.

And here the SSO can be of real assistance to him.

## PEOPLE WHO DON'T STUDY

The REAL underlying reason for people not studying is always misunderstands.

It will be found that executives and seniors who don't push study or don't demand their juniors study, are very often bugged students themselves.

It will also be found that those areas where staff aren't studying regularly are, in most cases, the bugged and non-producing areas or areas that are having a lot of difficulty .

These are actually both old known and proven facts that have been proven time and time again.

The SSO must get the staff study Sups to debug those bugged students, executives and staff alike, as behind every staff member or any student who does not study is solely misunderstood words. It is not post problems or other excuses. It will just be misunderstands. Getting these cleaned up will get the student winning on course and working to get himself or herself to study daily.

Areas and people that study are in turn organized, upstat and productive.

## SSO AUTHORITY

With the SSO given the responsibility and the job of getting staff hatted and trained, he or she must also be given the authority to get that responsibility carried out and the job done.

**THEREFORE, WITH THIS POLICY LETTER THE SSO IS EMPOWERED TO ASSIGN PENALTIES AND TAKE ETHICS ACTION ON ANY EXECUTIVE OR SENIOR WHO DOES NOT REGULARLY SEND HIS STAFF TO THE STAFF HATTING COURSE.**

Such actions would range from a beginning warning or caution to ethics chits or the calling of an Executive Court of Ethics on the offending exec or senior. In the latter case, any amends assigned as the result of such a Court would be done for the SSO in the SSO area or in the Staff Course Section at the discretion of the SSO. In the case of continued omission or refusal to get or support actions to get his juniors hatted and trained, the executive or senior is subject to a Committee of Evidence on the charge of treasonable neglect. (Ref: HCO PL 15 Sep 70R, Rev. 25.4.79 ETHICS, IMPORTANT, EXECUTIVE RESPONSIBILITY FOR TRAINING STAFF.)

In situations where it becomes necessary for the SSO to issue chits or take other action, per the above, on *any* executive, whether posted higher on the org board or not, the SSO must be given ethics protection. No executive or staff member has the right to prevent the SSO from doing his job, to penalize him for such or to attempt to intimidate an SSO who is validly carrying out the responsibilities of his post.

In any of the above justice actions initiated by the SSO, upstats would always be taken into account, per the Justice PLs. An additional factor to be considered, however, is that rising statistics do not continue rising for long in the face of neglected hating and training. Even upstats are required to study and enforce study. "Upstats" is no excuse to not study or for an exec to not push study.

### SOME ADVICE FOR SSOs

If I were an SSO I'd grab this policy letter and run with it. I'd get a real gung-ho campaign going for staff hating and training. I'd get it all handled *before* it became any kind of ethics situation.

I'd call a meeting of all the execs and Div Heads from the top down and get their support and solid agreement on getting staff courses in and maintained. That would have to include some finance personnel as well, as *their* support and assistance and know-how will be needed when it comes to obtaining the materials needed to comply with WHAT IS A COURSE? PL. I'd make this policy letter as well as WIAC PL well known to each and every one of them.

I'd do a survey on staff and execs and from it work out the three or four best daily study times of 2t/2 hours each. I'd dispatch every senior individually and meet with him personally if needed to get each of his juniors assigned to a specific study period and make sure, from an org crew list, that every single staff member was accounted for, schedule-wise. And that every single one of them was there, at the assigned time, studying.

I'd demand a Staff Courses Supervisor and get recruitment actions going, recruitment letters being written, to beef-up the Staff Section.

I'd make sure the Supervisor ran tight, snap-and-pop, absolutely standard, in-tech, on-policy staff courses and I'd be in there checking routinely to make sure it was happening.

I'd take a hard, cold, honest look at and inventory of training materials and I'd work out a sound plan for getting the most needed items first and start accumulating the rest as fast as possible. I'd have my POs in to the FP Committee every week.

I'd promote training and hating to the staff loud and clear in the org newspaper, at musters and make sure they heard of staff course wins and successes at every opportunity.

I'd just push relentlessly until I had every point of WHAT IS A COURSE? PL soundly *in*.

And if I were an executive in an org I'd back up an SSO who did that, 100%.

Before long, staff courses would be humming along smoothly and routinely and getting even bigger and better attended with word of mouth promotion from satisfied staff members.

Production will increase, morale will shoot up, stats will rise and with that staff pay will be higher and conditions improved. The whole scene will be one of bustling, expanding activity, with staff enhanced.

There's a little work to it. It's not accomplished haphazardly or by one person alone. But it can be done.

I'm counting on SSOs to get it done. And I'm counting on the executives of every org to back up the SSO in getting it done.

Staff courses are not a luxury. They're a vital ingredient for the sound future of your org.

So make staff courses well known and well thought of.

PUT STANDARD STAFF COURSES THERE.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 21 DECEMBER 1979

Remimeo  
Case Supervisors  
Cramming Officers  
Ds of P  
Ds of T  
Dir Correction  
Tech/Qual

*C/S Series 107*  
*Cramming Series 20*  
*Qual Corrective Actions on OTs Series 1*

**AUDITOR ASSIGNMENT POLICIES,  
CRAMMING ASSIGNMENT POLICIES**

(Ref: HCOB 23 Jul AD19 AUDITOR ASSIGNMENT POLICIES)

We have long had the rule that auditor-pc assignments must be by comparable grade and class. Reasons for this are given in HCOB 23 Jul AD19, which also sets the policy: "Therefore it is policy not to assign an auditor whose grade and class is less than that of the pc."

This policy becomes even more important when handling assignments on pre-OTs, because if the auditor were of lower case grade it would prevent the pre-OT from communicating to the auditor and the auditor not being aware of or trained on the materials of the level of case of the pre-OT, would not be able to audit that pre-OT and would risk disaster for the pre-OT as well as himself.

As Cramming Officers fly ruds in Cramming and as some of the Cramming and Qual corrective actions can get into a person's case, this policy is extended to apply to Cramming Officers, as well as auditors.

Therefore the following policies apply:

1. IT IS POLICY NOT TO ASSIGN AN AUDITOR WHOSE GRADE AND CLASS IS LESS THAN THAT OF THE PC. (HCOB 23 Jul AD19)
2. IT IS POLICY TO ASSIGN ONLY GOOD PROVEN AUDITORS TO GOOD AUDITORS. (HCOB 23 Jul AD19)
3. IT IS POLICY NOT TO ASSIGN NON-OT CRAMMING OFFICERS TO OTs AND THE CRAMMING OFFICER MUST NOT BE OF LOWER CASE LEVEL THAN THE OT.
4. A PERSON WHO HAS BEEN AUDITED ON NED FOR OTs, MAY ONLY BE AUDITED OR CRAMMED BY A NED FOR OTs AUDITOR.

The terms "auditor" and "Cramming Officer" in these policies above are intended to include anyone acting in the capacity of an auditor or Cramming Officer and the fact that one is not a trained or posted auditor or Cramming Officer does not permit one to do auditing or Qual corrective actions in violation of the policies above.

These policies apply to any auditing actions and to Qual corrective actions such as Why Finding, metered debug actions, False Data Stripping, Confessionals (whether done in Qual or HCO), Clay Table auditing and these policies are intended to apply to any new Qual corrective actions released in the future.

Subjective questions and metered actions which lead into a person's case are not OK on OTs. Such actions are not advised on lower level cases either, unless these have

been C/Sed for and are part of standard tech. Otherwise this type of action is only a covert way of auditing the person while not calling it auditing and is forbidden in C/S Series 29 CASE ACTIONS, OFFLINE. Nonstandard actions or interviews done by untrained persons whose TRs and metering are out are especially forbidden, as detrimental to cases. Definition of "subjective": "Consultation with the preclear's own universe, with his mock ups, and with his own thoughts and considerations." (COHA, page 167) "Recall, think, remember or return on the time track processes are subjective." (HCOB 2 Nov 57RA)

There are actions which are OK to do in Cramming. These are not related to the person's case. They relate to his post and performance. These are *objective* questions or actions. Definition of "objective": "Of or having to do with a material object as distinguished from a mental concept, idea or belief." (Dictionary) "Means here and now objects in PT as opposed to 'subjective'." (HCOB 2 Nov 57RA) Questions or actions by the Cramming Officer which are objective and pertain to the person's post, the materials which cover his post or that he is studying, clearing words misunderstood, hatting actions and post or Product Debugs (provided subjective questions are not asked on OTs) are all OK. The most usual and successful cramming action is simply to take the materials or text that covers the subject of the cramming order and word clear and cram those materials. This is always safe and OK to do. (The only other caution is not to give verbal data, nor to evaluate or invalidate or throw the person's ruds out while doing the cram!)

It is not that OTs are difficult to handle. To the contrary OTs are far easier and faster to handle than non-OTs. But OT cases must be handled as OT cases or the person doing the handling risks invalidation of case level of the OT and could get into aspects of the case that he/she knows nothing about and is thus incapable of handling or repairing. OTs when handled on the appropriate auditing and Qual corrective actions for their state of case by auditors, Cramming Officers and C/Ses who are qualified to do so, make very fast and spectacular gains.

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Founder

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Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 24 DECEMBER 1979

Remimeo  
TR Course  
TR Super  
visors  
Cramming  
Officers  
Auditors  
C/Ses

**TRs BASICS RESURRECTED**

Refs: HCOB 16 Aug 71 II TRAINING DRILLS REMODERNIZED  
Rev. 5.7.78  
HCOB 23 Sep 79 CANCELLATION OF DESTRUCTIVE  
BTBs and BPLs ON TRs  
HCOB 5 Apr 73 AXIOM 28 AMENDED  
BOOK: *DIANETICS '55!*  
Chapter VII: COMMUNICATION  
BOOK: *PROBLEMS OF WORK*  
Chapter 6: AFFINITY, REALITY AND COMMUNICATION  
BOOK: *FUNDAMENTALS OF THOUGHT*  
Chapter 5: THE A-R-C TRIANGLE  
HCO PL 7 Aug 79 Product Debug Series 8  
Esto Series 36  
FALSE DATA STRIPPING  
HCO PL 9 Feb 79 II HOW TO DEFEAT VERBAL TECH

TRs have been under study and pilot for the past year as, just about this time last year it became all too obvious, through review of the video-taped TRs of special corps of auditors as well as those from piloted TRs Courses, that students seemed to have become incapable of mastering the TRs.

This presented a mystery, as I have always been able to teach TRs effectively in about a week's time, give or take a few days. Once the student has his basics in it's done by simply getting the student to DO it, as TRs are not a "think" action nor a subjective action. They're practical drills on the comm cycle. There's nothing subjective about them. TRs are a doingness.

But we suddenly had entire corps of student auditors unable to master these drills.

What had happened to the teaching of TRs?

A good many months were spent in isolating exactly what had gone wrong, and it has now all been boiled down to a very few factors:

1. Hard TRs had been dropped out.
2. Doing the communication formula in clay had been omitted.

Those were the two major points of change and when these two were omitted, that was it. That was the end of anybody being able to do TRs. One can't master TRs without familiarity with the comm cycle. One can't master TRs with permissive, pat-a-cake drilling. TRs are gotten in by drilling them HARD.

It is one thing to try to teach Hard TRs to raw public and it is quite another to make an auditor. People studying to become auditors have to be made into auditors.

It's all right to teach a mild TRs Course in Division 6 and one should, but when it comes to making auditors, there is no substitute for Hard TRs.

Somewhere along the line doing the communication formula in clay as the beginning part of the TRs Course was dropped out. This left the student with no slightest concept of why he was doing TRs. The communication formula is a Scientology discovery and when you omit teaching it, the student suffers from out-basics. So the omission of doing the communication formula in clay on a TRs Course was fatal.

There were also three additional factors found to be further influencing the scene:

3. Student auditors had no real understanding of the ARC triangle. Thus, their Communication was stuck because their Affinity and Reality and, therefore, their Understanding, were deficient.
4. The lack of a bona fide TRs checksheet had opened the way for all kinds of false data to be entered into the subject.
5. Ignorance of the end phenomena of a TRs Course or why they were doing TRs.

The result of this past year's study and piloting and the isolation of these factors has now culminated in a full and final TRs Course which will be issued very soon in unalterable book form.

Meantime, this bulletin is being issued as a holding action to make these errors and omissions in the teaching and drilling of TRs broadly known so that they can be remedied at once wherever auditor TRs are being taught.

#### OMITTED CHECKSHEET AND FALSE DATA

Since the cancellation of HCO PL 24 May 71 THE PROFESSIONAL TR COURSE, there has been no real TRs checksheet, complete with the basics of communication and the theory of communication which underlie the TRs. That was a huge out-basic right there. TRs as drills appeared on various checksheets, sometimes with several accompanying bulletins, but omitted was any thorough preliminary insequence study of the theory upon which the TRs are based.

Here we had a course without a checksheet, which made it possible for false data to spring in from various quarters. And so it did. It wasn't that people were willfully entering false data into the subject. It was simply that there was no standard checksheet which took the student through the true data, and *only* the true data, on the simple basics (the ARC triangle and the communication formula) underlying the TRs and then the TRs drills themselves. With that situation you can get all kinds of false data coming into an area. And that is exactly what was found. Almost one for one the students coming onto the special piloted courses conducted this past year were ridden with false data, various types of "think" and figure-figure and alter-is of the tech of the TRs.

A number of BTBs and BPLs on the subject contributed to this scene and actually perpetrated out-tech in the area, and these have now been canceled, by specific title, by HCOB 23 Sep 79, CANCELLATION OF DESTRUCTIVE BTBs AND BPLs ON TRs, which lists and corrects the outnesses these issues introduced.

A further handling is to give the student the true data on communication and TRs, as covered in the chapters on ARC in *Problems of Work* and *Fundamentals of Thought*. the chapters on communication in *Dianetics •55!*, and HCOB 16 Aug 71R, TRs REMODERNIZED. As he studies this, one then digs up and strips off the false data accumulated on the subject or drill, using HCO PL 7 Aug 79, FALSE DATA STRIPPING.

Where false data on a subject exists it hits immediately and directly up against the true data, and until this conflict is blown by False Data Stripping the person can be untrainable on the subject.

Thus this brand new tech tool, False Data Stripping, is and has been tremendously useful in correcting TR outnesses and ensuring correct training on the TRs.

It might be noted in passing that the most false subject on the planet at this time is psychology because the mission of a psychologist is a government one—to make the population into controllable zombies—the subject is being taught earlier and earlier in schools and a lot of your students and even Supervisors have been subjected to this propaganda and false data about Man and the mind. I recall that the people it took longest to get through TRs Courses were professional psychologists. The basis of this is false data—they are loaded with it. It is not that psychology teaches anything about communication (they never heard of the subject until we came along) but that they simply have so many false data about life that they actually can't study or drill in a life subject such as Scientology. And you may find it necessary to clean this up. This prevents horrible slows on TRs Courses. It's not an action that would be done in the course, of course, but would be done in Review.

### THE COMMUNICATION FORMULA IN CLAY

The TRs are drills on the various parts of the communication formula.

This basic datum seems to have become obscured in recent years. It appeared that, to many, TRs were considered to be drills that were done for the sake of doing drills, with only some vague accompanying idea of their actual use or application or how they related to auditing and an auditing session.

The truth of the matter is that TRs are simply the drills that enable a person to polish and perfect his comm cycle.

But if one doesn't know what the cycle of communication is to begin with, if one isn't totally familiar with the various parts of the communication formula, the TRs as drills are not going to make much sense to him. Drilling becomes a struggle because he doesn't even know what it is he's trying to handle.

So one of the first things a TRs student needs is a sound understanding of the communication formula.

The way to learn the communication formula is to do it in clay. That defines it, puts it there in the physical universe for him. By demonstrating the communication formula, all of its parts, in clay, he will actually *see* how it works. It becomes real to him. Now he knows what it is he's drilling.

Unfortunately, with the cancellation of the 24 May 71 TRs Checksheet the basic action of demonstrating the communication formula in clay was dropped out and with that a real understanding of the use of TRs was obscured for many.

Representing the comm formula in clay is now reinstated firmly as a vital preliminary step to drilling TRs.

### USE OF THE ARC TRIANGLE

Even below an understanding of the communication formula comes an understanding of the ARC triangle. Now we are getting more basic.

This turned up as a very interesting technical factor in reviewing countless TR video tapes this past year. It was actually a very interesting technical bug. I studied and studied these flunked video TR sessions to find the common denominator of all of them, and I finally nailed it. What I found was that they were specializing in "C," communication, on the ARC triangle. They were specializing in "C" but what was out was their "A" (affinity) and "R" (reality) and their "C" was being pegged—it would go up just so far—because they weren't anywhere up the line on their "A" and "R."

As a result they couldn't *understand* anything the other guy was saying. Most of the flubs were on this basis. They didn't have any pc there, they weren't listening to what the pc said, the ARC was out the bottom.

The person gets stuck without full use of the ARC triangle. You can raise the communication level but then you have to raise the reality and then you have to raise the affinity and then you get some understanding. Only then can you continue to improve each point of the triangle.

On most of those videos they were stuck with the communication being raised just a bit, and that was that, because they weren't raising the affinity and reality levels along with it. So they did not advance or improve.

A handling is to make sure the student gets a very sound understanding of the ARC triangle and its use before he tackles the TRs.

This can be accomplished by having him represent it in clay, using the chapters on ARC in *Fundamentals of Thought* and *Problems of Work* and Chapter VII of *Dianetics 55!*.

When he knows how A and R and C interrelate and how they're used to bring about Understanding, he's then prepared to really grasp the communication formula. And when he has a good familiarity with the communication formula he can drill the TRs and polish up his own communication cycle and improve with comparative ease.

#### TRs THE HARD WAY

When TRs the Hard Way slipped out of use and permissive TRs entered the picture. the results were less competent auditors and less case gain for pcs.

Auditor TRs must be taught rough, tough and hard. This does not mean invalidative drilling or coaching or supervision. It does mean you get the student to DO the TRs. He's got to drill the TRs, not figure-figure on them or dive into his case to avoid them.

TRs the Hard Way means stringent, spot-on coaching and supervision on the proper gradient. Each button found on the student is flattened before it is left. Flunks are given when the student flunks. And when he flunks he goes right back in again and he drills it until he's got it.

The TRs are taught and drilled per the 16 Aug 71R bulletin, TRAINING DRILLS REMODERNIZED, and per the advices in HCOB 23 Sep 79, CANCELLATION OF DESTRUCTIVE BTBs AND BPLs ON TRs. The student is coached to wins, not losses. You make sure he understands the drill and after that it's a matter of his DOING it. It's a matter of keeping him at it, getting him through it, regardless of what buttons crop up to be flattened, until he's mastered each TR and can handle any comm cycle with ease.

Permissive, namby-pamby, pat-a-cake TRs have no place in the training of an auditor or on a bona fide TRs Course. A student who hasn't mastered his TRs won't master any of the training that follows them. The way to master TRs is to drill them the hard way.

It is Hard TRs that make an auditor. (A more gradient approach to TRs would be taken on the HAS Course where the new Scientologist is getting his first taste of how to handle communication in his everyday life and livingness.)

Given sound training on the basics, ARCU and the formula of communication with any false data stripped off, and the student then drilled on TRs the Hard Way, to perfection, you'll find he comes through with flying colors to a smooth, flubless comm cycle. And it doesn't take a year or even months to accomplish it.

## END PHENOMENON OF TRs

As the students really had no idea of the communication formula as such due to the omission of the requirement that they do it in clay and learn it, they of course didn't know where they were going. A surprising number of students were heard making stupid remarks like, "I would never use the TRs in auditing" which is about the same as saying "I would never use food when I eat."

Practically no students on TRs Courses had any idea why they were doing TRs or what had to be achieved in order to be a finished product on a TRs Course. This unfortunately included the Supervisors and of course the coaches. So one got all sorts of silly, invalidative, evaluative teaching and coaching.

If they didn't know where they were going and what the end phenomenon of a TRs Course was, of course they couldn't train a student toward it and so TRs Courses which would only involve a week or two turned into months and months of floundering around due to miscoaching and mainly destructive criticism which had no purpose.

Instruction and coaching are not based on opinion. They should be based on producing the end phenomenon.

The PRIMARY VALUABLE FINAL PRODUCT of TRs is:

A professional auditor who with comm handling alone can keep a pc interested in his own case and willing to talk to the auditor.

The SECONDARY VALUABLE FINAL PRODUCT of TRs is:

A person with the session and social presence of a professional auditor and that presence can be summed up as a being who can handle anyone with communication alone and whose communication can stand up faultlessly to any session or social situation no matter how rough.

The END PHENOMENON of TRs is:

A being who knows he can achieve both of the above flawlessly and from here on out.

That's the EP and that's the direction all instruction and coaching must take. Each TR must be in against the standard above.

As we know the communication formula and as the TRs are parts of it, the end phenomenon can be achieved relatively rapidly. It is that we know, for the first time in man's history, the communication formula that makes it possible to drill people on it and produce the above end phenomenon. This was a major point that was being missed—that one was trying to produce something. If you don't know what you're trying to produce it can take forever, can't it?

## PREREQUISITE

There is one factor that would effectively block a smooth run through this training, basics or no basics. You're not going to get a person who has been loaded up with drugs to grasp this data and come out the other end as any kind of product until he's had his drugs handled.

You now have the Purification Rundown to handle that, along with Objectives and the Drug Rundown. With this fantastic new rundown, which is an undercut to all training and processing, we have the means to make even the seemingly untrainable trainable.

## SUMMARY

I wanted to let you know what has been happening in regard to TRs study and training over the past year, and what bugs have now been uncovered. Each of the points taken up in this bulletin have now been solved. You will have a very complete professional TRs Course released in book form in the near future.

Meantime, the materials exist and are available on which to train students in TRs and do so very effectively.

Therefore, this issue is your license to include on any current checksheet which calls for auditor TRs the materials and actions covered herein.

The data is being given you for your immediate use.

So I'll expect to see you turning out crops of auditors with flawless TRs!

It *can* be accomplished by getting in the five points covered in this bulletin alone.

L. RON HUBBARD  
Founder

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### HOW TO BUILD A SAUNA

Refs: HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN  
Rev. 4.12.79 REPLACES THE SWEAT PROGRAM  
HCOB 6 Feb 78RA-1 HE PURIFICATION RUNDOWN—  
Addition of 20.12.79 ERRATA AND ADDITIONS

ANYONE BUILDING A SAUNA SHOULD BE WARNED THAT  
IT HAS TO BE PROPERLY BUILT SO AS NOT TO CAUSE  
INJURY OR CASUALTY TO PERSONS USING IT.

The Purification Rundown is not only the initial necessary preliminary undercut to the majority of cases planet-wide, but orgs will find it in great popular demand in the immediate future as news of its remarkable results have already spread rapidly through word-of-mouth.

Every org must be able to deliver the Purification Rundown. In order to deliver the rundown an org will need the use of a sauna, and in order to deliver it most efficiently an org would have its *own* sauna.

The major part of the 5-hour daily period on the Purification Rundown is spent in the sauna bath, after working up the circulation by a period of running.

Thus, if the sauna bath is situated right on the org premises or adjoining or very close to the org premises, and operated under the org's jurisdiction, it will not only be more convenient and more workable but more economical as well.

This issue is written to provide the basic data on how an org can equip itself to deliver the rundown most ideally—via its own sauna bath.

### SAUNA: DEFINITION OF

The word "SAUNA" is a Finnish word which describes the Finnish custom of bathing or deep cleansing by intense heat which induces perspiration.

Technically, the term "sauna bath" refers to a specially constructed wooden room, properly insulated, and heated to temperatures of between 140° and 200°F (or approximately 71° to 93°C) to induce profuse sweating.

It is equipped with wooden benches at different height levels on which the bathers sit or recline. As heat rises, the air is hotter around the higher benches and somewhat cooler around the lower benches, so one can take his choice, depending upon his heat tolerance.

The sauna room is also, necessarily, equipped with its own heat source.

### BUILDING A SAUNA

In building a sauna, the two main factors to be taken into consideration are: (a) location of the sauna room and (b) the type of heat source to be used.

The choice of location of the room can depend upon what type of heat is available and most economical, and the location of the main source of heat.

With these two factors determined, one can then get into the other aspects of sauna installation which include size of the room, foundation and flooring, wiring, walls, ventilation, insulation, exterior finishes, safety measures and any accessories needed.

*COST ANALYSIS:* Before undertaking the building of a sauna, all of the following data will need to be taken into consideration and a cost analysis must be done, based on building codes and local prices and accessibility of materials and equipment.

In other words, cost analysis and planning is done first so that all the aspects of an effective, operational sauna are considered and provided for in advance. A properly targeted construction program can then be carried out rapidly.

In the PAC area a very workable sauna was constructed for approximately \$1600 —\$1200 of which was for construction and construction materials, \$400 of which was for sauna unit heaters. With good planning, it is possible for any org to equip itself with a standard sauna room, vital to the delivery of the Purification Rundown. Its construction and maintenance should then more than pay for itself as the rundown is sold and delivered.

*BUILDING CODES AND PERMITS:* It will be necessary to check with your building department to determine what permits are needed for sauna installation, and what the local building codes require in the way of structural design and construction materials. Most building codes in the United States set standards similar to or based on those of the Uniform Building Code and the National Electric Code for foundations, framing and wiring.

Zoning laws may enter into it. However, as you will not be in the business of operating a commercial sauna and as many home owners and even business executives now install their own private home or office saunas, there should be no difficulty in obtaining the necessary permit for installation.

Building codes and building permit requirements must be complied with, for both safety and legal reasons. It would be foolish for an org to endanger its tenancy of a building by any infraction of such regulations.

*LOCATION OF THE SAUNA:* A sauna room can be built inside another room. In other words, one could use a fairly small room for this purpose by insulating and paneling it properly, or one could partition off a part of a large room, with proper wall construction, insulation and interior finishing.

An ideal selection for a sauna would be a room with a drain in the floor or one where a drain could be easily installed. It should be located near a shower (which may also need to be installed), as cooling showers may be necessary for a large majority of people during the hours of sweat out. In any case, a nearby source of running water is a must, as sweaters should drink plenty of water to prevent dehydration and this must be easily available. It is also needed for convenience in taking salt or potassium gluconate tablets and vitamins.

Ideally, two showers and two locker rooms, one each for men and women, would be located conveniently near the sauna.

Depending upon the type of heat to be used, it may be advantageous to select a room fairly close to the heat source to prevent the necessity for extensive additional wiring or piping. For example, if steam heat is used, the closer the room is to the steam furnace or boiler the better, as steam pipes, all well and properly insulated, would need to be run from the heat source to the sauna steam heaters. The more such piping is



needed the greater the cost, naturally, and there is also the additional factor of it taking longer to get the steam actually coming through to the sauna heaters.

Choosing a room with the least outside wall or window surface is also desirable.

This is due to the fact that the more outside wall surface there is involved, the more insulation and heat is required to maintain proper sauna room temperatures.

It may be necessary to select the sauna room according to local building code and permit regulations.

Where an org simply does not have the space for building a sauna right on the org premises, it may be necessary to rent or purchase additional space in a nearby or adjoining building for the installation of its sauna.

*SIZE OF SAUNA ROOM:* A sauna room must not be too large, for the sake of economy. Too large a room is too expensive and too difficult to heat.

An org, however, will want a sauna room that can accommodate between 10 and 15 people at once, as the traffic will require it. Some suggested sizes are: 12 x 10 x 7 feet; 14 x 14 x 7 feet; or 12 x 16 x 9 feet. The height of the room is never more than 9 feet, and most often 7 feet is best, as a high ceiling simply results in loss of heat, because heat rises. Thus a low ceiling prevents the heat from rising into space where it won't be used.

The size of the room should be determined by the number of people you expect to be using it at any one time. It is usual to allow 65 cubic feet of space for each person.

A rectangular or square-shaped room provides the optimum shape space for arrangement of the tiered benches.

It should be kept in mind that the size and power of the sauna stove required to heat the room will depend directly upon the size of the room.

## SOURCES OF HEAT

By far the biggest single factor to be taken into consideration in installing a sauna is the source of heat to be used.

The types of sauna stoves available are:

1. Gas
2. Electric
3. Wood burning (which would not be practical for an org), and
4. Steam heaters can also be used, where the org has a year-round supply of steam, such as would be routinely supplied for dish-washers, laundry or hot water heating. Otherwise, where steam is used only for central heating of the building, it would be far too expensive to run a steam boiler in the summer for sauna use only. Additionally, there would be heat loss, even with shut-offs to different areas. In a large building, however, where steam is required all the time for other purposes, steam would probably be the most economical. Or, it might be practical to purchase a small steam generator for sauna heating purposes only.

The choice of the type of heater to be used should be determined by the most economical heat available to the org. Cost comparisons should be made locally to determine installation costs and operating costs of different heating systems.

**ELECTRIC STOVES:** Electric sauna stoves are by far the easiest to install and the cleanest. They are efficient but they may not be the most economical to operate, depending upon the cost of electricity in the area.

With an electric stove, you will need at least a 220 volt supply of electrical power to the sauna. This is the same voltage that operates a kitchen stove or a clothes dryer, but it must be determined that the existing power supply in the org can safely support the *additional* power required for the sauna heater. If not, you may need to install an additional power supply.

The size of the stove is important—it must be the correct size, power-wise, to produce the required sauna temperatures. The size will depend upon the size of the room and the location of the room. Less power, for example, would be required for a small room or a room with no outside wall exposure.

The power of an electric stove is measured by the number of kilowatts needed to heat the stove elements. One kilowatt (kw) = 1000 watts. Prefabricated electric sauna stoves come anywhere from 2.2 kilowatts to 18 kilowatts in power.

To compute the size electric stove needed, allow 1 kilowatt for every 45 cubic feet of room space.

Find the number of cubic feet of room space by multiplying the length by the width by the height of the room. This gives you the total cubic feet, or *volume*, of the room.

Divide the volume by 45 to get the number of kilowatts needed to heat that room.

*Example:* The volume of a 12 x 10 x 7 foot room = 840 cubic feet.

$$\frac{840}{45} = 18.44 \text{ kilowatts}$$

18.44 kilowatts is the power required to heat a 12 x 10 x 7 foot room to proper sauna temperatures.

The above is the formula that would be used in temperate climates. In a colder climate, a stronger stove would probably be required.

Prefabricated electric sauna stoves have a control unit that is always installed *outside* the sauna room, as the controls are not built to withstand high temperatures. These stoves usually also include a safety device that cuts off the electrical current should there be a malfunction of any kind.

**GAS STOVES:** The power of a gas stove is measured by the number of British Thermal Units (BTUs) of heat the stove generates. (A British Thermal Unit is the amount of heat necessary to raise 1 pound of water 1 degree Fahrenheit.) Gas heaters are graded according to the number of BTUs they provide in one hour.

To compute the size gas stove required, allow 1000 BTUs for every 15 cubic feet of sauna room volume.

*Example:* The volume of a 12 x 10 x 7 foot room = 840 cubic feet.

$$840 \text{ cubic feet divided by } 15 \text{ cubic feet } ((840/15)) = 56.$$

Multiply 56 x 1000 BTUs = 56,000 BTUs needed from a gas heater to heat a 12 x 10 x 7 foot sauna room.

Gas heaters usually cost less to operate than electric heaters. They are a bit more complicated (but not necessarily more expensive) to install. The heater would need to be connected to the building's gas supply line by approved gas piping. Standard

approved galvanized steel pipe with threaded ends and standard galvanized steel fittings for any bends (elbows) in the pipe, with approved thread sealout, would be required. Such piping would need to be done professionally, possibly contracted, or inspected professionally when completed.

Old gas heaters, however well-renovated they might be, are *not* permitted for this purpose. Modern gas heaters for sauna use are built with special safety shut-off valves and safety pilot flame, designed to cut the gas supply off should the pilot light go out. If an org is to use gas heat in the sauna, *on/v* a modern gas heater with these safety features is permissible for org installation.

With a modern gas heater, the gas is piped in to a small burner in a sealed combustion chamber in the stove. Air is drawn into the chamber from outside the sauna and expelled through the flue.

Gas heaters, especially, require an adequate air supply and suitable venting.

**SOAP BUBBLE TEST FOR LEAKS IN GAS LINES:** The following test can be done to detect leaks in a gas pipe line, particularly at the elbow joints or any place where two pieces of pipe are spliced together with threaded ends. Mix 1 part liquid detergent with 4 parts water, in a cup or can.

Pressurize the line by opening the gas line valve. With a soft brush, mix up the soap solution and daub it well around any joints of pipe. If there is the slightest leak, it will show up in big soap bubbles. If any such leaks are found, the pipe connections would need to be redone, and then thoroughly reinspected.

Both gas and electric prefabricated sauna stoves are metal-encased, usually with two or even three layers of noncorrosive metal with air between them. The outermost layer of metal, which is usually of stainless steel or baked enamel, prevents the surface from becoming too hot and inhibits the loss of heat from the front and sides of the stove. Both the gas and electric type stoves are thermostatically controlled.

## SAUNA STONES

Prefabricated sauna stoves are designed with a metal tray at the top to hold and heat a pile of stones or rocks called konno rocks. Konno rocks, technically known as peridotite maim, are quarried in Finland. They are ideal for the sauna as they store heat well, help to distribute a soft heat evenly throughout the sauna room and help to maintain the required sauna temperature. Another virtue of these stones is that they can withstand high temperatures and do not crack or explode when subjected to high heat pressure.

To allow for good air circulation, the stones should be loosely packed in the tray. If one wishes to add steam to the sauna, a long-handled ladle is used to pour water on the hot stones, resulting in bursts of steam which fill the sauna room.

A supply of konno rocks or stones is usually included with the purchase of a prefabricated sauna stove. The stones will usually last through five years of routine use. They may also be purchased separately, commercially.

**WOOD BURNING STOVES:** Although the wood burning stove is in the best Finnish sauna tradition, it is highly impractical for org use. It takes a good quantity of wood to heat a sauna adequately and routine stoking would be required, as well as a convenient storage space for the wood supply. Further, the cost of wood as fuel can be high, and there is a wide variance in the heat-producing qualities of different woods. It takes considerable time to heat a sauna room to the required temperature with a wood burning stove, and the ashes from a wood fire must be removed periodically.

For all of the above reasons, a wood burning sauna stove is not recommended.

**STEAM HEATERS:** Where steam is available the year round, steam “unit heaters” can be used, as was done in the sauna built in PAC, and this is probably the most economical method of heating the sauna.

A unit heater is a combination heater and fan, so arranged that the fan blows air through the heater, thus speeding the transfer of heat from the heater to the room air.

Steam unit heaters are rated according to the number of BTUs they will produce when supplied with 60 degree F. entering air and 2 pounds per square inch steam pressure. As entering air becomes hotter, the heater puts out fewer BTUs. But by increasing the steam pressure to the unit heater you can increase the amount of BTUs it puts out. Check the steam capacity of the unit (which is probably 150 pounds per square inch). By adjusting the pressure reduction valve and so admitting more or less steam pressure to the unit heater, you can raise or lower the temperature of the sauna. A safety valve is used to protect the unit heater in the event that the pressure reduction valve should fail (though this is quite unusual). One should insist on clear instructions on how to mount any safety valve that is purchased.

Actually, the unit heater can be heated by electricity, gas, steam or hot water. An electric unit heater is the easiest to install (depending upon the existing voltage supply, as described earlier) but an electric heater will use around 1/3 of a watt to put out one BTU per hour. To heat a room 14 x 14 x 9 feet high, this would require upwards of 18,000 watts per hour which, depending upon the geographical location, can be quite an expensive operation.

Hot water heaters require high water temperatures, around 180 degrees F. minimum. Gas or oil heaters, depending upon local availability of fuel, can be fairly inexpensive to purchase and use, but they require sufficient air supply and the proper venting to be safe.

**REMEMBER THAT ANY COMBUSTION INCLUDING ELECTRICAL COMBUSTION CONSUMES OXYGEN AND AS OXYGEN DIMINISHES IT WILL GIVE OFF CARBON MONOXIDE, WHICH IS QUITE A DEADLY POISON.**

Perhaps your best bet, from the standpoint of safety and economy, would be a small steam generator, external to the sauna and well vented, providing steam to a unit heater in the sauna.

**SPECIFICATIONS FOR STEAM FITTINGS:** If steam is used, the following specifications might be used as a guide in the selection of steam fittings:

*For Steam Piping,* maximum pressure 150 pounds per square inch, use standard weight black steel pipe, ASTM A53 or A-120, Grade A or B. Use screwed fittings of 150 pound black malleable iron. Use unions of 250 pound malleable iron, ground iron to bronze seat. Use RP 8 C shut-off valves, 30 ITF, bronze body ball types with Teflon seats. For pressure reduction valves and safety valves use C.M. Bailey.

*For Condensate Return.* use seamless copper tubing, drawn temper, ASTM B88, Type “L,” fittings of wrought copper solder joint ASA B16 22; unions wrought copper screwed Nibco No. 633; shut-off valves Nibco-Scott S-595-Y bronze body, solder end, ball type with teflon seats; check valves Nibco Y-type brass body screwed. Solder, Easy Flo or equivalent with melting point higher than 1000 degrees F., suitable flux.

The basic hook-up is: steam main to higher elbow (for drainage), to shut-off valve, to strainer, to union, to pressure reduction valve, to union, to shut-off valve, to safety valve, to elbow, down to union, to elbow, to unit heater. From unit heater to scale pocket (a short capped length of vertical pipe same size as exit hole from unit heater into which scale from the heater can fall), to union, to strainer, to “Float & Thermostatic Trap,” to shut-off valve, to check valve, to elbow, to condensate return pipe.

Again, the foregoing should be considered a guide only, as installation instructions for your heating system should be available from the manufacturer.

The unit heaters described above, whether heated by steam, gas, electricity or hot water, provide a dry heat sauna of a less sophisticated type than the specially designed prefabricated gas or electric sauna stoves.

You will need to check the various systems and costs with your local dealer to determine the most suitable sauna heater for your area.

## CONSTRUCTION OF THE SAUNA

**FOUNDATION AND FLOORING:** The floor of the room you are converting into a sauna serves as the foundation.

If it's a concrete floor, all you would then need to do would be to add wooden slats, in a duckboard construction. Duckboards are easy to remove for cleaning purposes. Or you could cover the floor with ceramic tile.

If the original floor is wood, the handling would be to install a wood frame, made of 2 by 4 sleepers, add some good thermal insulating material (*not* fiberglass), and put down a subfloor of plywood over that, The plywood floor could then be covered with ceramic tile or seamless sheet vinyl, for waterproofing.

Only waterproof adhesives would be used. Ideally the floor would be slightly sloped toward a drain, as it will need to be scrubbed down routinely to be kept clean.

**FRAMING:** The first walls put up can be sheets of sheet rock.

The room is then framed with 2 x 4 studs, spaced to permit insertion of 3-inch thick insulation batts. The studs are nailed to the wooden 2 x 4 sleepers below the subfloor. If the floor is concrete they are attached with anchor bolts or concrete nails. The studs may be 16 or 24 inches apart, according to building codes.

The ceiling, lowered to 7 or 9 feet, is constructed exactly as the walls are, with the rafters spaced for insertion of insulation batts.

**NOTE:** At this point, although the wall construction is not yet complete, any needed holes for conduits for electricity or other heat should be drilled in the sheet rock and studs.

**INSULATION:** Good insulation is important in a sauna, as-it helps retain the heat and keeps the cost of heating down. The best insulation is expanded polyurethane. The insulation batts, 3 inches thick, come in strips, with flanges which can be stapled (do not use glue) to the framing studs. The 3-inch thick part of the insulation batt is inserted between the studs.

**FINISHING OF THE WALLS:** With the insulation installed, a vapor barrier (of construction plastic) is then nailed or stapled to the studs. The vapor barrier prevents moisture from collecting inside the walls.

The same insulation and vapor barrier is also installed in the ceiling.

Walls and ceiling are then covered with one-half inch gypsum board.

For the final covering, walls and ceiling are paneled with saw textured 1-inch by 6-inch wood paneling, with the smooth face exposed inside the sauna. Kiln-dried redwood is commonly used for such paneling, where it is easily available. This and cedar are especially popular because of their high insulation factor. They make the sauna easier to heat and remain cooler to the touch. Other low-density softwoods which

resist heat can also be used, such as white pine, sugar pine, ponderosa pine, spruce and hemlock.

Care should be taken to select finished, vertical-grain woods, as free of knotholes and resin pockets as possible. Any knotholes or resin pockets must be placed near the floor, never on the ceiling or high on the walls, as the melting resin could drip and burn the bathers.

Any nails or staples used in the construction should be of rust-resistant, hot-dipped galvanized finish.

**VENTILATION:** The sauna needs to be properly ventilated to provide enough oxygen, a free flow of air and an escape for the bad air, while still retaining the room heat. Poor ventilation in the sauna can cause dizziness or even asphyxiation.

Building requirements usually call for a vent area of 1/20 the floor area, but not less than 1 1/2 square feet, but this must be checked with your building department.

The intake vent is located near the floor and can be approximately a 1/2-inch slit under the door. The outlet vent would be on the opposite wall, near the ceiling, and could be a vent of about 4 inches in diameter. With this arrangement, the good air is pulled in low in the room and can circulate, while the bad air leaves through the vent near the ceiling. It is a good idea to provide a slide cover for the outlet vent so it can be adjusted to control the amount of air leaving the room.

**WIRING:** Any wiring to be done will have to meet very strict electrical standards for complete safety. The installation of wiring and electrical circuits to handle an electric stove (should your sauna have one), control panel, thermostat and lighting for the room, will probably be required to be done professionally. In a sauna wiring must be used that can hold up under 200 degree F. or higher temperatures and also withstand moisture. Also, the wiring must be located in the dry areas behind the insulation. All switches and controls are installed outside the sauna, as these do not withstand high heat.

**SAUNA DOOR:** The recommended door is a solid-core Philippine mahogany slab door. This is not a true mahogany and should not be too costly. It should be solidly mounted with 4 hinges and not too tight in the frame, as it will expand slightly, (or shrink), with changes in temperature.

When a solid core door is used, you would also add a frame, insulation and paneling to it.

**CAUTION:** Sauna doors should always open out and must *never* be fitted with any type of latch that could get caught or stuck and lock you in. Ball or roller catches are probably best for this purpose. There is never an outside lock installed on the door.

Wooden handles must be used on the door, never metal as it becomes too hot to touch.

One should avoid using any metal frames or hardware in the sauna wherever possible, for the same reason. Any metal fasteners or lighting fixtures which must be used should be noncorrosive and placed well away from where bathers could touch or brush against them accidentally, as they could cause burns.

**SAUNA BENCHES:** The sauna benches are preferably made of redwood, 2 x 2 and 2 x 4, as other materials can leak hot pitch or give off toxic fumes when heated.

Bench sizes vary but the best approximate size is about 15 3/4 inches wide, 32 inches high with an 8 inch step. Benches are installed in tiers at various levels in the room. The lower benches should be a bit wider than the upper ones to provide room for people's feet.

Benches can be located on three sides of the room, but would never be placed against the wall where the stove is located.

*ADDITIONAL SAFETY MEASURES:* Whatever the choice of a sauna stove, it must be mounted according to building department regulations, whatever distance from the wall is required and with whatever type wall insulation behind it that is required.

A wooden railing is placed around the front and sides of the stove for bathers' protection.

*ACCESSORIES:* You will need a thermometer that reads at least up to 200 degrees Fahrenheit, and you will probably want to install a clock in the sauna. These accessories should be of the type that are manufactured for sauna use.

*CURING THE SAUNA:* Curing the sauna means preparing it for its first use. When your sauna is complete, sweep down and vacuum all walls, ceilings, floor, benches, corners. Next wipe all walls, ceiling, benches, fixtures, stove, accessories, etc. with a damp cloth and warm water. With the sauna door propped open, turn the heater on for about half an hour. (The stove may smoke a bit if it is burning off its protective coating.) Finally, close the sauna door, bring the room temperature up to 200 degrees F. for about 5 or 6 hours. Your sauna will then be ready for use.

*HYGIENE:* The sauna must be scrubbed down routinely to keep it sanitary and free from perspiration odors. Any duckboards on the floor should be removed and scrubbed and then replaced. It is also a good idea to routinely fully ventilate the room, particularly after heavy use, so wood surfaces can be given a chance to dry.

*HOW TO TAKE A SAUNA:* Before going into the sauna, all jewelry, wristwatches, eye glasses or contact lenses should be removed, as these could become uncomfortably hot or be damaged by the heat.

It is best to shower briefly with warm water just before going into the sauna and after the running period which has brought up the circulation.

The period of sweat out in the sauna would then be followed by another cleansing shower.

In an org sauna, used by all, swim wear (not too tight-fitting) or loose shorts and a tank top, for women, would be worn. Ideally, an org would have two saunas for its public, one for men and one for women. The same dress could be worn in this case, if preferred, or the bather could simply sauna in a large towel.

Complete, prefabricated saunas are available on the market, and possibly these should be priced, but an org in any area will probably find it more economical to build its own.

With careful planning and costing, economical use of materials, but without stinting on safety measures, a very workable, pleasant sauna can be built for the org's use in delivering the Purification Rundown.

As saunas are becoming more popular by the day, there are numerous reference books or magazines which can be found in the library or on newsstands which would give you further data on saunas.

Two of these are:

*HOW TO BUILD A SAUNA.* by Carlton Hollander, a Drake Publication of Sterling Publishing Co., Inc.. New York.

*HOT TUBS. SPAS & HOME SAUNAS.* by the Editors of Sunset Books, Lane Publishing Co., Menlo Park, California.

And the 3-volume *HEATING. VENTILATION & AIR CONDITIONING.* by James E. Brumbaugh, published by Theodore Audel & Co., a division of Howard W. Sams & Co., Inc., 4300 West 62nd Street, Indianapolis, Indiana, 46268” (catalog 23227) will provide valuable data on routine heating and determining heat requirements.

With the issue of this bulletin as a guide, each org should now get busy and acquire its own sauna in very short order—to be able to deliver the Purification Rundown !

L. RON HUBBARD  
Founder

As assisted by  
Captain William B.  
Robertson  
George Smith  
and  
Mats Markowicz  
who piloted this  
construction in the  
PAC area.

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*The*  
**Technical Bulletins**  
*of*  
**Dianetics and Scientology**

*by*  
**L. Ron Hubbard**

FOUNDER OF DIANETICS AND SCIENTOLOGY

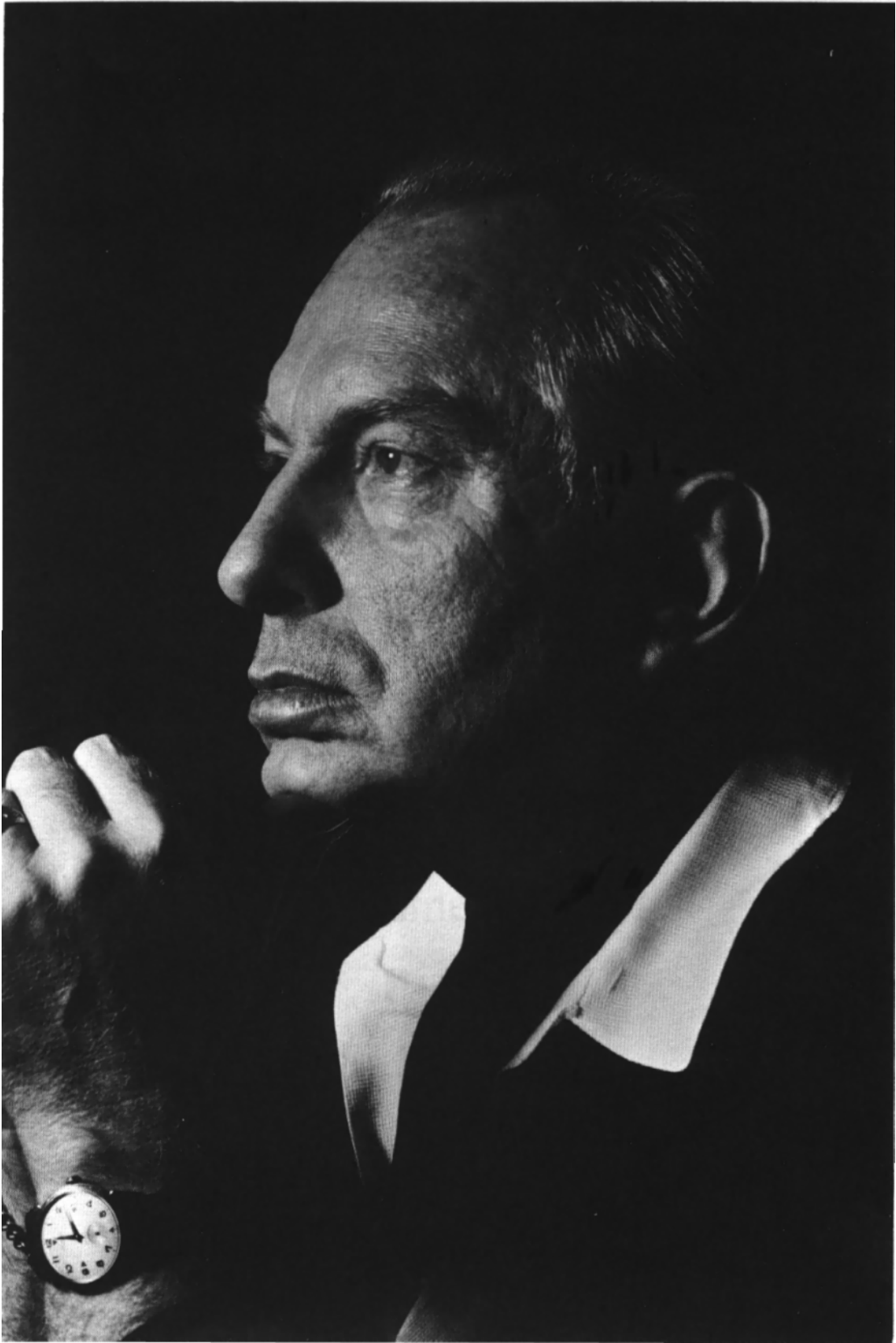
**Volume**  
**XVI**  
**1980-1984**

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*I will not always be here on guard.  
The stars twinkle in the Milky Way  
And the wind sighs for songs  
Across the empty fields of a planet  
A Galaxy away.*

*You won't always be here.  
But before you go,  
Whisper this to your sons  
And their sons —  
"The work was free.  
Keep it so. "*

**L. RON HUBBARD**



**L. RON HUBBARD**  
*Founder of Dianetics and Scientology*

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1980





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JANUARY 1980RA

REVISED 8 AUGUST 1983

Remimeo  
All Staff  
BPI

*Purification Rundown Series 3*

**PURIFICATION RUNDOWN AND ATOMIC WAR**

(This data is released as a record of researches and results noted. It cannot be construed as a recommendation of medical treatment or medication and it is undertaken or delivered by anyone on his own responsibility. It is a contribution to scientific thought.)

*Refs:*

HCOB	6 Feb. 78RB Rev. 21.4.83	Purif RD Series 1R THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM
PAB 74, <i>Ahility</i> 47,	6 Mar. 56 ca. mid-May 1957,	OFFICE IN IRELAND THE RADIATION PICTURE AND SCIENTOLOGY
HCOB	3 June 57	EXPLANATION OF ABERRATIVE CHARACTER OF RADIATION
PAB 119, HCOB	1 Sept. 57 27 Dec. 65	THE BIG AUDITING PROBLEM VITAMINS
Book: <i>All About Radiation</i>		

I want Scientologists to live through World War III.

Atomic war has been more or less neglected as a news subject since the late 50s. But that doesn't make it any less a threat. All it takes is one psychopath politician with access to the war-peace button. And today there are a dozen atomic-armed nations.

Further, the increased use of atomic power for electrical supply (without also developing proper tech and safeguards in its use) poses a nonmilitary threat.

And the deterioration of the upper atmosphere of the planet, by jets and pollutants, is year by year letting more and more sun radiation through to the planetary surface.

Radiation causes a cumulative effect. And, like an engram, has earlier similars back to a basic engram. The more one is exposed to radiation, the less resistance he has and the more effect the radiation has on him. In other words, a build-up occurs.

The primary purpose of the Purification Rundown is to handle drugs and toxic substances accumulated in the body, and according to the success stories pouring in, it certainly does that.

One of the parts of the Purification Rundown is *niacin*. The discoveries I made with this vitamin in the 50s began with its apparent effect on radiation exposure. At that time there was a lot of bomb testing and general radiation exposure and we had lots and lots of preclears who had been subjected to atomic tests, atomic accidents and, in at least one case, to materials that had been part of an old atomic explosion. We were engaged in salvaging these people and we succeeded.

As radiation is cumulative, once one has gotten rid of the cumulative effect of it, one would be far less subject to new blasts of it. In other words, once a basic has been run out or handled, new incidents of a similar kind become very minor. While one is not made wholly immune to new incidents, he is far less affected by them.

Completely aside from the physical resurgence experienced in the Purification Rundown when properly and fully done, there is this side-benefit of lessening the consequences of future radiation exposure.

Bombarded by radiation from atomic plant fallout, from lessened atmosphere protection, people today are far more subject to being victims in the time of atomic war. The cumulative effect of radiation has set them up to a rapid demise in the face of heavy atomic fallout.

That brings us to the interesting probability that those who have had a full and competent Purification Rundown will survive where others not so fortunate won't.

And *that* poses the interesting possibility that only Scientologists will be functioning in areas experiencing heavy fallout in an atomic war.

Also, they'll know how to recover from a new exposure—another short use of niacin. And a bit of auditing, of course.

L. RON HUBBARD  
Founder

Remimeo

*ART SERIES 9*

To do a montage, shot or work of art that talks one must:

1. Figure out what your message is.
2. Decide to communicate the message.
3. Put things or arrangements in that contribute to the message.
4. Take out or exclude things or arrangements which don't contribute to it.

It also helps to know what is meant by "message." (Definition: Message is a unit communication of a significance.)

It also helps to know the definition of "montage," which is a series of shots with one message.

One should also know the definition of a shot and should understand that a short cut or glimpse of something is just a blip or some frames as opposed to a scene or a "picture," and there is really a missing word for this in the English language.

A scene is a picture with a message in its own right.

A shot is anything and it has no message in its own right and doesn't talk unless connected to other shots or scenes.

One should also know what is a sequence and what is an action sequence.

A sequence is a series of scenes related by location or general subject. In films or a photo story it is comparable to a chapter in a book.

An action sequence is often fast cut to give the appearance of rapid movement and will never be a montage, as each picture in it is a scene and therefore has its own message.

Individual shots in a montage have little meaning in themselves individually but when cut together deliver a single message.

By confusing an action sequence and a montage or a montage shot and a scene, one gets very little audience reaction and after all, that's the name of the game.

Doing things for self-satisfaction is for professors who can't.

All of this comes under the heading of integration. Integration consists of uniting the similar.

If you try to unite the totally dissimilar and unrelated, you don't have integration and you don't have art. You have chaos.

The principle of integration applies to all editing and composition in all fields.

The above 1, 2, 3 and 4 is a formula that helps one to achieve clear aesthetic communication of art.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 11 FEBRUARY 1980R  
REVISED 18 OCTOBER 1986

Remimeo  
All Registrars  
All Case Supervisors  
All Auditors  
All Ethics Officers  
Dept of Special Affairs

(Also issued as HCO PL  
11 Feb 80R, same title)

*Purification Rundown Series 12*

**ILLEGAL PCS, ACCEPTANCE OF  
ADDITION REGARDING PURIFICATION RUNDOWN**

<i>Refs:</i>		
HCOB/PL	6 Dec. 76RB Rev. 8.4.88	ILLEGAL PCS, ACCEPTANCE OF HIGH CRIME BULLETIN
HCOB	6 Feb. 78RC Rev. 31.7.85	Purif RD Series 1 THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM

The Church policy concerning illegal pcs, HCOB/PL 6 Dec. 76RB, ILLEGAL PCS, ACCEPTANCE OF, HIGH CRIME BULLETIN, applies to the Purification Rundown just as it does to all processing services.

While cases who have been damaged by psychiatry could possibly benefit from the Purification Rundown, it would have to be administered under clinical conditions and medical supervision and at the signed responsibility of those responsible for the case. Such cases could not be included in the general normal run of persons undergoing the Purification Rundown.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 14 FEBRUARY 1980R  
REVISED 31 JULY 1985

Remimeo  
All Orgs  
All Missions  
C/S Hats  
Purif Admin  
I/C Hats

(Note All mineral and vitamin research was done  
under medical supervision.)

*Purification Rundown Series 4*

**RESEARCH DATA ON NUTRITIONAL VITAMIN INCREASES  
ON THE PURIFICATION RUNDOWN**

<i>Refs:</i>		
HCOB	6 Feb. 78RB Rev. 21.4.83	Purif RD Series 1 THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM
HCOB	3 Jan. 80RA Rev. 8.8.83	Purif RD Series 3 PURIFICATION RUNDOWN AND ATOMIC WAR
HCOB	3 Jan. 84	Purif RD Series 7 RADIATION AND LIQUIDS

(This data is released as a record of researches and results noted. It cannot be construed as a recommendation of medical treatment or medication and it is undertaken by anyone on his own responsibility.)

The basic bulletin on the Purification Rundown (HCOB 6 Feb. 78RB, Purif RD Series 1, THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM) contains, as a record of researches and results, the approximate daily amounts of the various vitamins and minerals on which most persons are started on the rundown.

These beginning dosages are listed below:

NIACIN:	100 mg (or less, depending upon individual tolerance at the start).
VITAMIN A:	approximately 5000 IU.
VITAMIN D:	approximately 400 IU.
VITAMIN C:	approximately 250-1000 mg, depending upon individual tolerance.
VITAMIN E:	approximately 800 IU.
VITAMIN B1:	250-500 mg.
VITAMIN B COMPLEX:	approximately 2 tablets per day, containing the same amounts of B2 and B6.
CAL-MAG:	at least one glass daily, and a multi-mineral tablet containing a balanced combination of multi-minerals.

*Vitamin B Complex:* The vitamin B-complex tablet that was used in the original Purification Rundown research was one which contained:

B1	— 50 mg.	Folic Acid	— 100 mcg.
B2	— 50 mg.	Biotin	— 50 mcg.
B6	— 50 mg.	Choline	— 50 mg.
B12	— 50 mcg.	Niacinamide	— 50 mg.
Pantothenic Acid	— 50 mg.	Inositol	— 50 mg.
PABA	— 50 mg.		

all in a base of lecithin, parsley, rice bran, watercress and alfalfa.

The same tablet or one with similar content is still used very successfully in delivering the Purification Rundown.

*(Special Note on Niacinamide:* The majority of vitamin B-complex tablets on the market include niacinamide in small amounts, which is the substance invented by someone to keep an individual from turning on a niacin flush. Therefore, as such, niacinamide is worthless. The likelihood is that this amount of niacinamide in a B-complex tablet acts only upon the niacin content in that specific tablet to eliminate any flush caused by its own niacin content. Results from the piloting of the rundown, where plenty of niacin flush was experienced on different dosages of niacin itself [in combination with the flanking vitamins and minerals], indicate that the inclusion of niacinamide in the B complex had little if any effect upon the flush that resulted from the additional dosages of niacin taken. However, where a B-complex tablet can be found that includes niacin rather than niacinamide, that would be the preferable tablet to use. It is also possible to have a B-complex tablet especially made up that includes actual niacin, INSTEAD OF niacinamide, in amounts equal to the B1 and B6 amounts, particularly if one is ordering it in fairly large amounts. *Note:* Where a B-complex tablet that includes niacin is used, this adds that much more to the daily niacin intake and this must be taken into consideration when increasing niacin and B-complex dosages.)

*Mineral Tablet:* The multi-mineral tablet used contains the following mineral amounts per each 9 tablets. In other words, one tablet would provide only 1/9 of the following mineral amounts:

500 mg calcium  
250 mg magnesium  
18 mg iron  
15 mg zinc  
4 mg manganese  
2 mg copper  
45 mg potassium (protein complex)  
.225 mg iodine (kelp).

In the tablet used, the minerals, except the potassium and the iodine, are “chelated”\* (bonded with) super amino acids\* in a base of selenium, yeast, DNA, RNA, ginseng, alfalfa leaf flour, parsley, watercress and cabbage.

\***chelation:** is taken from a Greek word meaning “claw.” It is a process by which minerals are held, as if by a claw, by amino acids. This bonding of a mineral with an amino acid exists in nature as a necessary step for the mineral to be absorbed and used by the body. Thus, with this step already provided, the mineral is more easily absorbed and used.

\***amino acids:** to define them very simply, are basic organic compounds which are essential to the body’s breakdown and absorption of foods.

In the original Purification Rundown research, multi-mineral dosages were started at 1 to 2 tablets daily. Then, as the niacin and other vitamins were increased in proportion to each other, the mineral dosages were increased accordingly in increments of 2 to 3 tablets, 4 to 5 tablets and 5 to 6 tablets.

FURTHER RESEARCH HAS SINCE INDICATED THAT, DUE TO THE LARGE AMOUNTS OF MINERALS LOST IN SWEATING IN THE SAUNA, HIGHER DOSAGES OF MINERALS GIVE MOST OPTIMUM RESULTS. (Ref: HCOB 3 Jan. 84, Purif RD Series 7, RADIATION AND LIQUIDS)

### PROPORTIONATE VITAMIN/MINERAL INCREASES

The tables below provide the most current research data on approximately how the vitamins and minerals have been increased, in ratio, when the niacin was increased as the person progressed on the rundown.

The dosages in these tables show the variations of individual tolerances encountered and the ranges of increase which have proven most effective in the majority of cases.

#### VITAMIN TABLE

This table shows proportionate vitamin increases at various stages of the Rundown.

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
NIACIN	100 to 400 mg.	500 to 1400 mg.	1500 to 2400 mg.	2500 to 3400 mg.	3500 to 5000 mg.
VITAMIN A	5000 to 10,000 IU	20,000 IU	30,000 IU	50,000 IU	50,000 IU
VITAMIN D	400 IU	800 IU	1200 IU	2000 IU	2000 IU
VITAMIN C	250 to 1000 mg.	2 to 3 gm.	3 to 4 gm.	4 to 5 gm.	5 to 6 gm.
VITAMIN E	800 IU	1200 IU	1600 IU	2000 IU	2400 IU
VITAMIN B COMPLEX	2 tablets	3 tablets	4 tablets	5 tablets	6 tablets
VITAMIN B,	350 to 600 mg.	400 to 650 mg.	450 to 700 mg.	750 to 1250 mg.	800 to 1300 mg.



## MINERAL TABLE

The following table shows the approximate mineral amounts which appear to give best results at the various stages of vitamin increase.

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	(All figures in milligrams except those for Cal-Mag)				
CALCIUM	500 to 1000	1000 to 1500	1500 to 2000	2000 to 2500	2500 to 3000
MAGNESIUM	250 to 500	500 to 750	750 to 1000	1000 to 1250	1250 to 1500
IRON	18-36	36-54	54-72	72-90	90-108
ZINC	15-30	30-45	45-60	60-75	75-90
MANGANESE	4-8	8-12	12-16	16-20	20-24
COPPER	2-4	4-6	6-8	8-10	10-12
POTASSIUM	45-90	90-135	135-180	180-225	225-270
IODINE	.225 to .450	.450 to .675	.675 to .900	.900 to 1.125	1.125 to 1.350
CAL-MAG	1 - 1 <sup>1</sup> / <sub>2</sub> glasses	1 - 2 glasses	1 - 2 glasses	2 - 3 glasses	2 - 3 glasses

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(*Note:* The number of mineral tablets to be taken would depend upon the strength of the particular tablet used. The importance is that one gets the necessary amounts of the minerals. It has been found that large tablets may not be as easily broken down and absorbed into the body as smaller tablets may be. Thus, one might not get the same amount of minerals from a large tablet as from several smaller tablets even though the large tablet might contain the same amount of minerals.)

## HOW TO READ THE TABLES

As a clarification, first of all, the figures on these tables designating points of increase (stages 1, 2, 3, 4 and 5) do NOT refer to the first, second, third, fourth and fifth days of the rundown. They refer to approximate "stages" of vitamin and mineral increase (in relation to the niacin increase) that an individual goes through on the rundown.

On the vitamin table, under stage 1, the first figure given for each vitamin shows the usual starting dosage of that vitamin used for most individuals. The range then shown under stage 1 indicates how these starting dosages may be increased within a few days or within a week or so, depending upon the niacin reaction the person is experiencing.

On the mineral table, under stage 1, the first column of figures (reading downward) gives the usual starting mineral dosages for most individuals. The range under stage 1 shows the possible rate of mineral increase during this first phase of the rundown.

The same applies to the increments shown at stages 2, 3, 4 and 5 on both tables.

#### EXAMPLE:

Person A starts the rundown on 100 mg of niacin plus the other beginning increments of vitamins, per the vitamin table. His beginning increments of minerals, per the mineral table, are approximately: calcium 500 mg; magnesium 250 mg; iron 18 mg; zinc 15 mg; manganese 4 mg; copper 2 mg; potassium 45 mg and iodine .225 mg.

He continues with these daily dosages until the niacin effects have diminished—in his case this occurs on, let us say, the third day of the rundown. At that point his niacin dosage is increased to 200 mg daily, with the other daily vitamins and minerals increased proportionately, and he continues on those dosages until the niacin effects have diminished. Progressing in this way, by the seventh day of the rundown his vitamin and mineral dosages have been increased up to the levels given in stage 2 of the tables. After the ninth day, his vitamins and minerals may have been increased all the way up to stage 3 as shown on the tables. And he continues in this way all the way up through the levels of dosages at stage 5.

This varies from one individual to the next.

Person B, for example, starts on 100 mg of niacin and the accompanying vitamin and mineral dosages, and may then require a week or more to work up to the levels of vitamin and mineral dosages shown at stage 2. He may then move rapidly through stage 2, take another week to move through stage 3 and actually complete the rundown at some point on stage 4.

There is no rote pattern to be followed. It is totally a matter of standardly applying the data given as to when the niacin should be increased. (Ref: HCOB 6 Feb. 78RB, Rev. 21.4.83, Purif RD Series 1, THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM) That is the factor that may vary widely from one individual to the next.

The tables above, however, show the guidelines which were followed, per the most recent research, for increasing the vitamin and mineral increments proportionately at the times the niacin was increased.

### **ADDITIONAL NOTES ON VITAMINS AND MINERALS**

It should be stressed here that individual tolerances were and always must be taken into consideration in each case. Quantities of vitamin C especially would need to be carefully increased according to the person's tolerance of it, as too much vitamin C can result in stomach upsets or diarrhea for some people.

Additionally, vitamins and minerals should NOT be taken on an empty stomach, as they could cause stomach burn. They should be taken after meals or, if taken between meals, with yogurt.

Most multiple mineral formulas include the major mineral elements required by the body but not all of the trace minerals.

“Trace” minerals are those minerals which have been found essential to maintaining life, even though they are found in the body in very small—i.e., “trace”—amounts.

The main trace minerals currently include cobalt, copper, iodine, manganese, molybdenum, zinc, selenium and chromium. Tin was also added as an essential trace mineral as late as 1970.

Nutritional researchers are the first to admit that the work in this field is very far from complete, and there will undoubtedly be other trace minerals added to the list as such research is continued.

Currently, also, there are fairly wide differences of opinion among nutritionists as to the minimum daily requirements of the various minerals and especially the trace minerals.

Minerals are found in a wide variety of foods. Natural foods, undamaged by processing, are the best sources of minerals as they exist in unprocessed foods in the combinations in which they are most effective. But minerals can also be lacking in foods grown in mineral-depleted soil. Additionally, of course, there is no one food that supplies them all.

Therefore, it may be necessary to use more than one type of multi-mineral tablet to ensure one is getting all of the minerals, including the trace minerals, that are required by the body.

*Note:* These vitamin and mineral tables do not include any additional vitamins or minerals which might be needed in cases of specific deficiencies an individual might have. Any such particular deficiency would need to be determined by a medical doctor and remedied with the additional vitamin or mineral dosages recommended.

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Four of the more informative books on the subject of nutritional vitamins and minerals are the following by Adelle Davis: *Let's Get Well*, *Let's Eat Right to Keep Fit*, *Let's Cook It Right* and *Let's Have Healthy Children*.

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The additional research data released in this issue is not to be construed as a recommendation of medical treatment or medication. It is given here as a record of food supplements in the form of nutritional vitamins and minerals which appeared to be effective in the piloting and development of the Purification Rundown.

L. RON HUBBARD  
Founder

Compilation assisted by  
LRH Technical Research  
and Compilations

*Purification Rundown Series 6*

**THE PURIFICATION RUNDOWN:  
PREGNANCY AND BREAST-FEEDING**

*Refs:*

HCOB 6 Feb. 78RA Purif RD Series 1  
Rev. 4.12.79 THE PURIFICATION RUNDOWN  
REPLACES THE SWEAT PROGRAM

Book: *Dianetics: The Modern Science of Mental Health*

Pregnant women should not be routed onto the Purification Rundown.

During pregnancy there is a certain amount of fluid exchange between the mother and the fetus, via the placenta. It has been found that on the Purification Rundown, toxins which might have been lying dormant in the body are released and eliminated via sweat-out. In the case of pregnancy, some of these toxins, instead of being eliminated, could be transmitted to the fetus in a flow of fluids from the mother to the unborn child. There is no reason to risk the possibility of subjecting the unborn child to the effects of such toxins which, even if present but remaining dormant, might not otherwise reach him.

Similarly, mothers who are breast-feeding their babies should not do the Purification Rundown until the baby is no longer being breast-fed, as any toxins released during the rundown could be imparted to the baby in the mother's milk.

The Purification Rundown would be done by the mother after the birth of the child and after any final medical check which pronounced the mother in good health, and, in the case of breast-feeding, when the baby had been completely weaned and was on his own formula.

L. RON HUBBARD  
Founder

HCO BULLETIN OF 7 MARCH 1980

Remimeo

### DIETS, COMMENTS UPON

(Nothing in this HCOB should be interpreted as prescribing or recommending dieting or diets. It is a summary of personal opinions reached after research into the field.)

Locating and remedying deficiencies and excesses in vitamins, minerals, enzymes, sugar, protein, oil and fats, carbohydrates and bulk fiber, as well as other dietary elements, is the keynote of dieting. No special substance or food or abstinence from it is a whole answer.

Diet should be considered a subject where one seeks a balance of body support elements and determines quantity.

The problem of weight is resolved by counting daily calories of consumption of the diet as a whole. This is the only contemporary successful method which proves itself. Fasting, magic foods eaten to the exclusion of others, dozens of dietary fads alike tend to be more harmful than beneficial.

At times, personal allergies have to be taken into account. In some persons, disease or illness has to be allowed for. But in both cases the artificial creation of deficiencies in vitamins, minerals and other elements must be guarded against and made up for in some other way.

When large dosages of certain vitamins, minerals or foodstuffs are given, an artificial deficiency can apparently be created in others not given. Increase of some elements, just by the fact of being increased, demands increases in others. When intake of some elements is markedly increased, *balance* must be maintained by proportionately increasing others. A vitamin or mineral does not work alone—it must be accompanied by other elements with which it combines to do its work. It will even rob bones, muscles and tissue to obtain the missing elements. Artificial deficiencies can be so created.

Any vital substance on which body support depends, when too reduced or omitted from consumption, can be depended upon to result in a nonoptimum physical condition.

When very obvious, it becomes a “disease.” And when less obvious and even undetected, it becomes a “not feeling good.”

There is a distinct possibility (after mental and spiritual factors) that the largest distinctive contributive factor in aging is the composite of cumulative deficiencies.

Predisposition to other types of illness is in many instances occasioned by these deficiencies even when the precipitation is viral or bacterial.

Prolongation of illness is guaranteed when deficiencies remain present and unremedied.

A lot of people probably go on drugs because they feel so terrible due to dietary deficiencies. And drugs, themselves, cause wholesale vitamin and mineral deficiencies, which then progressively worsen. Recovery from drugs requires a full repair of these deficiencies.

The bugbear is that man does not know what man's optimum diet really is. And another difficulty arises in that not all essential elements to life support have been isolated.

Improvement in these two areas of research is what will produce greater longevity and better health for man, barring mental factors, which of course we have now isolated and resolved.

As we are dealing with a being in an organism, our work is impeded by man's slow progress in biochemical and physiological spheres and the attendant authoritarianisms and fadisms which always arise around uncoded or littleknown subjects.

The most useful published, popular compilations on the subject of diets and biochemistry to date were done by the late Adelle Davis in her four books: *Let's Get Well*; *Let's Eat Right to Keep Fit*; *Let's Cook It Right* and *Let's Have Healthy Children*.

An improperly fed and cared for body is a kind of trap. And as long as one is pushing a body around, he should make a sincere attempt, without becoming its slave, to provide it with the fuel, care and exercise required to keep it functioning.

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HCO BULLETIN OF 13 MARCH 1980RA

REVISED 26 JULY 1986

Remimeo  
C/Ses  
Qual/Tech  
Auditors  
Cramming Officers  
Supervisors

*C/S Series 109RA*  
*Purification Rundown Series 11*

**CONDITIONAL STEP AFTER  
THE PURIFICATION RUNDOWN**

*Refs:*

HCOB	6 Feb. 78RC Rev. 31.7.85	Purif RD Series 1 THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM REPAIR CORRECTION LIST
HCOB	16 Oct. 78	C/S Series 53RM LF
HCOB	24 Nov. 73RF I Rev. 26.7.86	HI-LO TA ASSESSMENT C/S
HCOB	24 Nov. 73RE II Rev. 26.7.86	C/S Series 53RM SF SHORT HI-LO TA ASSESSMENT C/S
HCOB	2 June 78RB Rev. 31.3.82	CRAMMING REPAIR ASSESSMENT LIST

Deposits of drugs and biochemical substances in the body can prevent or inhibit case gain. They can also impede learning. The Purification Rundown is now a very early step on the Grade Chart so that a person can get the most possible gains from his later auditing.

Where a person has had case actions, repair, cramming or hatting *before* doing the Purification Rundown, he may not have benefited from these actions to the extent he could have, due to the effects of unhandled drugs. A person who has had extensive repair, little gain on auditing actions or trouble in cramming or hatting before doing the Purification Rundown may need a sort-out on those previous actions once the Purification Rundown is complete so that any errors can be handled. (The majority of such preclears would be drug cases who received auditing or cramming actions before the release of the Purification Rundown in early 1980.)

In such a case it may be necessary to:

1. CORRECT ANY FAILED AUDITING REPAIR HE WAS GIVEN BEFORE THE PURIFICATION RUNDOWN.
2. REPAIR AND COMPLETE ANY FAILED AUDITING PROCESS HE WAS GIVEN BEFORE THE PURIFICATION RUNDOWN.
3. REPAIR ANY FAILED CRAMMING, CORRECTION OR ESTO ACTIONS HE WAS GIVEN BEFORE OR DURING THE PURIFICATION RUNDOWN.

These steps are *not* necessarily done in the sequence laid out above, and they are not actions that would be done on every pc. Not every pc will need them. However, they are steps that should be considered by the C/S in programing a pc who has had auditing or cramming prior to doing the Purification Rundown.

Any needed repair should be programed standardly per the C/S Series HCOBs, in particular the following:

HCOB	10 June 71 I	C/S Series 44R PROGRAMING FROM PREPARED LISTS
HCOB	24 Nov. 73RE II Rev. 26.7.86	C/S Series 53RM SF SHORT HI-LO TA ASSESSMENT C/S
HCOB	15 Sept. 71	C/S Series 60 THE WORST TANGLE
HCOB	20 Apr. 72 II	C/S Series 78 PRODUCT PURPOSE AND WHY AND W/C ERROR CORRECTION
HCOB	28 Sept. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS

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Revision assisted by  
LRH Technical Research  
and Compilations



### **Q&A, THE REAL DEFINITION**

There are several definitions for the term “Q&A.”

In Scientologese it is often used to mean “undecisive; not making up one’s mind.”

Q stands for “Question.” A stands for “Answer.” In “perfect duplication” the answer to a question would be the question.

The real definition as it applies to TRs is “The Question proceeding from the last Answer.”

Example:

Question: How are you?

Answer: I’m fine.

Question: How fine?

Answer: My stomach hurts.

Question: When did your stomach begin hurting?

Answer: About four.

Question: Where were you at four? -

etc., etc.

The above example is a grievous auditing fault. As each question is based on the last answer, it is called “Q and A.” It could also be called “Q based on last A.”

It never completes any cycle. It tangles pcs up. It violates TR 3. Don’t do it.

I trust the above handles any confusion on this subject.

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HCO BULLETIN OF 10 APRIL 1980

Remimeo  
CI IV Auditors and Above  
Acad Supers and Above

**AUDITOR BEINGNESS**

*Refs:*

HCOB	16 Aug. 71R II Rev. 5.7.78	TRAINING DRILLS REMODERNIZED
HCOB	24 Dec. 79R Rev. 19.6.86	TRs BASICS RESURRECTED
HCOB	26 Apr. 71 I	TRs AND COGNITIONS
HCOB	10 June 79	Art Series 8 A PROFESSIONAL

The data in this bulletin is for use by a student auditor or an auditor only after he has been thoroughly trained and drilled in TRs, including Upper Indoc TRs, and after he has been trained in metering.

When one is free of uncertainties on the technical basics of his profession and has mastered the mechanics of those technical basics, he can move up into another strata and assume the full beingness of a professional in his field.

So an auditor applies the auditor beingness step after he has acquired a good mastery of his basics, TRs and metering. To do otherwise would be out-gradient, out-sequence and would rarely, if ever, be successful.

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BEINGNESS, correctly defined, is: THE RESULT OF HAVING ASSUMED AN IDENTITY.

ATTITUDE IS: THE OPINION ONE HOLDS OR THE BEHAVIOR ONE EXPRESSES TOWARD SOME PERSON, SPACE, THING OR SYMBOL AS A RESULT OF THE CONCEPT HE HAS OF IT.

TRs reflect an auditor's attitude.

And what is back of attitude? It is certainty and beingness.

Your beingness and attitude toward the pc are the things which your TRs measure. If you as an auditor simply go into a robotic imitation of a tone level or attitude or identity, you aren't there at all. It will be apparent in your TRs.

It is the beingness which comes first and that gets reflected in your attitude and your attitude, in turn, is then reflected in your TRs.

And what directly influences beingness? Certainty. Before one can assume the beingness of an auditor he must have certainty on the materials of auditing. That means certainty on TRs and certainty on the meter and his own metering.

The importance of all these factors is based on the fact that they, each one, immediately and directly affect the pc's "in-sessionness."

### **TRs AND METERING: THE TWO FOREMOST ACTIONS**

There is a very good reason why you do TRs and metering as your two foremost actions. It has to do with the pc being "in-session."

Any auditor worthy of the title has the goal of his pc achieving case gain. Toward that end, the first aim of the auditor is to put the pc in-session. Until and unless that happens, nothing else is going to happen in the way of case gain for the pc.

With your TRs in, the pc is confident that he is being listened to and that he is getting the attention that is desirable for the resolution of his case. Therefore he's willing to talk to you.

If your metering is very exact and you're not leaving the pc up in the air or plowed in with misreads or false reads, he has confidence in what you're saying because what you say reads is what he feels. There's a coordination there.

So between these two things we get the definition of "in-session" for a pc which is: **INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR.**

If your TRs are rough and your metering is bad, you won't get that reaction in a pc and you won't get enough case gain to bother with.

**THE BASIC THING THAT MONITORS CASE GAIN IS: PC INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR.**

Without that, you won't get any case gain on a pc. With it, given that he is audited on the correct processes, the pc's case progress is assured.

### **TRs AND IN-SESSIONNESS**

There is some interesting data which points up this matter of TRs and in-sessionness.

Back in the days before we had TRs I had a funny phenomenon occurring. I would audit somebody in London, then go away and time would march on. I'd come back, pick up the same pc and find him at the exact point where I'd left him, even though he had been audited by a lot of other auditors. That would be 6 or 8 months and lots of auditing hours later. It would be explained away with, "Well, of course, Ron is a good auditor," and naturally they were saying that. Actually, that would be quite a critical thing to say about the other auditors as, while we didn't have pc programs then, we did have processes that advanced a pc's case. That being true, how did it happen that that pc stayed parked right where I had left him? The answer is elementary. When I was auditing him, he was interested in his own case and willing to talk to the auditor. That was all.

The phenomenon was pronounced and it showed up in other ways. Every now and then I would arrive at the London Org and people would come in from the surrounding cities or areas and hang around in the hall. I was moving around the org a lot and as I would move out into the hall someone would rush up to me and tell me an awful tale of woe. This person's husband had just left her, or that person had just gone through a bankruptcy or something horrible. They would give me these stories and I would acknowledge them and then start to say something about what we might do about it. But they didn't listen any further to what I was saying after the acknowledgment; at that point they would go off and seem perfectly happy.

It didn't just happen once; it was rather a consistent phenomenon. I never did anything to solve any of those problems, and they were legion—there were hordes of them. Very peculiar. I began wondering what exactly this phenomenon was and the HCO Area Secretary at the time volunteered: "They just want you to know about it and that makes them feel better." But the truth of the matter was that it was simply TR 2.

They were willing to talk to me about their troubles and I was concerned, I was interested in them, and I did acknowledge that it was a rough scene, etc. And apparently that was adequate to convey to them that they had now talked about their troubles and been heard, and that was it. Somebody was willing to listen to them and acknowledge and that, apparently, would blow it. That's TR 2.

I am not holding myself up here as the last word in TRs. The whole point I am making is the fact that if your TRs were good enough you could almost bypass processes and get a surface level of case gain. You wouldn't get anything in depth but you would get a surface level of case gain.

The phenomenon described above has been going on for a long time. It's been going on since the earliest days of Christianity and I'm sure the Christians picked it up from somebody before that. It's a basic mechanism so somebody picked up this confessional idea somewhere along the line. It's very far from the *only* mechanism there is in the mind, but it in itself was good enough to carry the Roman Catholic Church through hundreds of years over the out-TRs of those father confessors. (There is no way that confront and TR 0 could be construed as in when the father confessor goes into his box, pulls the curtain and *then* listens to a confessional.)

Also, anything that Freudian analysis ever had to offer depends exclusively upon this same mechanism—the person feeling that he has been listened to. But there is not a psychoanalyst in the business who ever heard of TR 2. You want to know how someone being analyzed can sit there and talk for hours and hours on the same subject? Obviously the psychoanalyst's TR 2 is out because he's making the pc overrun. And all the psychiatrists know how to do is give the person another pound of tranquilizers or electric shock. That is lousy TR 2. It is not even a substitute.

Some years ago I didn't even know TRs existed, that they were anything special or could be broken down into anything. But in Phoenix, Arizona, when I was giving live demonstrations on closed circuit TV for students, one staff member came out very, very excited about a discovery he had made. His discovery was:

“You acknowledge what the pc says!” There apparently wasn’t another auditor the length and breadth of the world who was doing that, so I decided I had better study this. It led into, over the years, a very deep analysis of the cycle of communication. Apparently nobody had ever analyzed this before but there is a very full analysis of cycles of communication now and the bulk of it is contained in the early Saint Hill lectures.

You are now studying the near ultimate of this strata of auditing.

The whole point here is: If your TRs were good enough you would be known as a great auditor without doing a single thing. I’m not advising that you shouldn’t do another single thing but I want to point up that just this factor alone—good TRs—makes people feel better. It becomes safe to talk to the auditor and they become willing to talk to the auditor with confidence they will be listened to and acknowledged.

It comes down to the definition of “in-session”: interested in own case and willing to talk to the auditor. That definition of in-session is such that I can C/S and spot, even from fragmentary worksheets, whether or not the pc is in-session. When I am first C/Sing on a new line, that is really all I look for. If it’s out, I mend it. When I’ve got it mended, then we can begin to get someplace.

If you’ve got thousands of years of background history where they were getting along without knowing a blasted thing about TRs and it *still* had a workability, you can see where you could get if you really knew your TRs.

The potential is there and it is up to every auditor to realize it.

## **METERING AND IN-SESSIONNESS**

The pc’s in-sessionness is going to be influenced by your understanding of the meter and your metering. When you have confidence in the meter and your metering ability, you build greater confidence on the part of the pc.

First, it’s got to be real to you as an auditor that the meter has something to do with the being you have it attached to, that it does connect up with that person’s bank and that the meter works. It is important for the pc to realize that too.

There is a drill which makes this real to both auditor and pc. It’s called the pinch test.

Whenever I have a new meter to test, I put someone on the cans, give him an R-factor on what I’m going to do, and then I just reach over and pinch the person. Then I ask him to recall the pinch and when he does I see a meter read occur. I know then whether that meter works or not.

The theory behind this is quite simple. Life has the ability to register an impingement and to retain it or reduplicate it. Life has that ability and that is all the meter measures. So, when you do a pinch test you’ll see the meter read. You can actually see the meter read before you pinch if you reach up and then don’t pinch. It is simply a matter of reactions.

The meter is measuring reactions to impingements in life. That is all there is to it. In a pinch test it is measuring the reaction to the impingement of the pinch.

There is another datum that can be stated here to make it even clearer to an auditor how the meter connects up with the pc's bank. The E-Meter is an interlocking device with the electrons of the bank. With the bank you have a sheet of energy there and it is made out of electricity. When you pass a current of electricity near the thing, it is going to monitor that current of electricity and that is what shows up on the meter.

The auditor who understands that datum will have certainty on the fact that when the meter reads it is reading on something.

If the meter reads when you ask about "ARC break," it is reading either on the fact that the pc has an ARC break or that he is startled to be asked if he has an ARC break when he really has a problem, but it is reading on *something*. You don't just walk on by it.

This is what I had to teach Class VIIIs: that you check Suppress and False when all is not running well. Because for a meter to read something must exist for it to read on. And normally it is exactly what you said. You said "Do fish fly?" and it read. There is something there. An accurate meter does not idly read.

Your knowledge of the meter and your skill with a good operating meter has to be such that you have certainty on this and can't be given a sales talk and sold on the idea that "There's nothing there, really; it just happened to read."

Without that certainty it goes off the rails. Instead of asking "What was that withhold?" and really cleaning it up, you'll say, "Well, maybe . . . All right, maybe it was in some past life or something so let's go on to the next question...." NO! There goes your pc out of session. That's it. He can't be interested in his own case now. His own case has just been alter-ised.

Without certainty on the fact that when the meter reads it reads on something, you're going to waffle on what you ask the pc. That will deteriorate your beingness and your attitude and put the pc out of session.

An auditor must also be a technician on meter interpretation.

He observes the meter reaction; that's an observation. After observation there is a point of interpretation.

Those are two different steps. You have to get observation down pat before you get into interpretation. So sandwiched in between your auditing question and interpretation is observation.

What the auditor must not miss is his observation of the needle on the dial, that it moves and that it reacts and that it does so because it is connected to the pc. So there is a point of action in there which is observation.

An auditor determines to find out something. That is an interrogation. It is followed by an observation, and that is followed by an interpretation.

You've got to single out the observation as to what it is, and then the interpretation as to what it is, and the causation that makes the meter read as to what it is. You will then have these things unstuck and separated out from each other.

There is nothing complicated about any of this unless someone makes it complicated. You can have a million interpretations and one truth. What makes the road hard to travel is that the interpretations (or alter-ises) are, every one of them, liable to be given the same importance as the truth. There can be an infinity of "facts" and only one truth, so that one truth gets lost like a drop of water in the ocean. Which is the drop of water? I'll tell you what the drop of water is: It is the point of observation. And part of that observation is the fact that the meter is connected to the pc and the pc does have a bank. It then becomes clear that the meter reads because there is something there for it to read on.

So there is an area of confidence in the meter for the auditor which contributes to his auditor beingness. This results in greater confidence on the part of the pc which, in turn, contributes to the pc's ability to be in-session.

### **BEINGNESS AND ATTITUDE**

Once you have acquired certainty on your TRs and metering, the next step is beingness.

This can give rise to an infinity of questions: "What is this 'beingness'?" "How do I assume a beingness?" "Is it an artificial beingness I'm wearing?" "Do I need to adopt a different beingness?"

It is NOT a matter of a listing question, such as "What am I being?" It is something you simply have to work out for yourself; there isn't anybody who can do it for you.

In sorting this out, one can get into such matters as interesting and *interested*. It should help to realize there is nothing worse than an interesting auditor. It's a wrong beingness.

If you're disturbed by having to sit on a hard chair as an auditor, it will color your beingness. It will color your attitude. If your confront of evil is very low, it will show up especially on your TR 0 and will cause you to do all sorts of oddball things with your TRs.

What does confront of evil have to do with beingness? Well, what being can confront evil? It is not necessarily an evil being. Let us say a pc comes in and says, "I have just strangled a dog and took a great deal of pleasure in it," and you say "WHAT????!!!" You are never going to get him in the kind of shape where he doesn't go around strangling dogs. Why? Because he has just learned that he shouldn't talk to the auditor.

Whatever you're doing as an auditor, if you're doing it through a colored beingness you've got a misattitude and your pc becomes unwilling. You start developing session withholds in the pc. These will be innocent withholds, such as "I don't have any interest in that but I won't tell him so," or "I didn't really think that read..."

They will most likely be innocent withholds, but you now have a pc who isn't in there pitching. And that's the point at which the session deteriorates.

If you're not sure of your beingness, if you haven't decided upon your beingness, if your beingness is wobbly, then your attitude toward the pc will be uncertain and wobbly. And your attitude toward the pc will then color your TRs. In that case you can ask "Do fish fly?" until hell freezes over and drill and drill and drill continuously and religiously. And you are not going to get anywhere until you get your beingness and your attitude settled.

What IS auditor beingness? Well, what are you being as you sit in the auditing chair auditing the pc? Are you a beingness somebody would be willing to talk to? The general attitude connected with your TRs is what signals this.

Your beingness as an auditor is something you yourself must DECIDE upon. It's a step to be taken when you are certain of your auditing basics. It could be done in minutes or it could require hours or days. But if you take a look at all of this data and apply it, you actually could simply decide "What is my beingness as an auditor?" and "Exactly what is my attitude toward pcs?" and your beingness as an auditor might suddenly go click. Your attitude then will fall comfortably into place, and that will be reflected in your TRs.

These are the skills you need to acquire. But it is basic simplicities you are after, as I have described them here.

I've given you an analysis of the scene that hasn't been stated quite this way before. It begins with certainty on technical basics, TRs and metering. It's then a matter of assuming an auditor beingness which comes across in your attitude. At that point your TRs, already well drilled, can be brought up easily to a point of flawlessness.

And from there it's a short step to your pcs, each and every one, interested in own case and willing to talk to the auditor.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 APRIL 1980R  
REVISED 18 OCTOBER 1986

Remimeo  
Exam Hat  
Tech/Qual  
All Auditors

(Also issued as HCO PL 13 Oct. 68RA,  
Rev. 18.10.86, same title)

**PC EXAMINER**

*Cancels and Replaces:*

HCOB	21 Apr. 80	EXAMINER
HCO PL	13 Oct. 68	EXAMINER
HCO PL	13 Oct. 68R	EXAMINER
	Rev. 21.4.80	
HCO PL	11 Dec. 68	ADDENDUM TO HCO PL 13 OCT. 1968, EXAMINER
HCO PL	26 Jan. 70II	EXAMINER AND FLOATING NEEDLE
BPL	26 Jan. 70II	EXAMINER AND FLOATING NEEDLE
BPL	26 Jan. 70R III	EXAMINER AND FLOATING NEEDLE
	Rev. 20.7.75	

*Refs:*

HCO PL	5 Aug. 65	RELEASE CHECKOUTS
HCO PL	11 Apr. 70II	REVIEW COMPLETE?
HCOB	11 Nov. 73	PRECLEAR DECLARE? PROCEDURE
HCO PL	8 Sept. 70 RA	EXAMINER'S 24-HOUR RULE
	Rev. 24.10.75	
HCO PL	13 Jan. 71	EXAM 24-HOUR RULE, ADDITIONAL INFORMATION
HCO PL	8 Mar. 71	EXAMINER'S FORM

A metered examination is given to the preclear after each session or if the pc wants to make any statement concerning his case. Exams are also done after actions such as Word Clearing, Post Purpose Clearing, Crashing Mis-U Finding and False Data Stripping.

The whole duty of the Examiner is to note the TA and needle behavior of the pc.

This duty is done muzzled. No talk or chatter.

The pc comes in. The Examiner smiles, indicates for the pc to sit down.

The Examiner hands the pc the cans.

The Examiner notes the TA and the needle and looks up at the pc for his statement.

When the pc says what he wants to say, the Examiner says, "Thank you very much," and he indicates an F/N or floating TA if he sees one.

The Examiner then indicates with an arm gesture the way out.

This is the whole drill.

To do or say anything else can invalidate the pc and/or lose the F/N he or she got in session. You don't as an Examiner care about anything except TA, needle behavior, statement and pc indicators. The pc will tell you what he wants to. You don't have to ask for it.

If the pc makes some remark or asks a question directed at the Examiner, the Examiner can and should politely acknowledge the pc. (Example: Pc says, "How are you today?" and Examiner replies, "Fine, thank you.") But the Examiner does not *originate* any comm during an after-session exam.

The whole idea is that the Examiner must *never* invalidate or evaluate for the pc by word, attitude or expression.

## **ADMINISTRATION**

Part of the Examiner's duty is to keep in accurate and useful admin on all examinations. An Examiner's log must be kept for each exam. It is not necessary to copy the Exam Report. It is necessary to note who, what for, when, meter phenomena and where sent.

The Examiner is to inform the Qual Sec and Senior C/S of all non-F/N exams and sickness reports.

Also, the Examiner must originate an out-tech report, with a copy to the Qual Sec, on each after-session exam where there is no F/N, VGIs.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

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HCO BULLETIN OF 22 APRIL 1980R  
REVISED 26 JULY 1986

Remimeo  
Auditors  
Surveyors  
Examiners  
Ethics Officers

### ASSESSMENT DRILLS

<i>Refs:</i>		
HCOB	6 Dec. 73	C/S Series 90 THE PRIMARY FAILURE
HCOB	28 Feb. 71	C/S Series 24 METERING READING ITEMS
HCOB	15 Oct. 73RC Rev. 26.7.86	C/S Series 87RC NULLING AND F/Ning PREPARED LISTS
HCOB	22 July 78	ASSESSMENT TRs
Book: <i>The Book of E.-Meter Drills</i>		

According to HCOB 6 Dec. 73, the make or break point of an auditor was his ability to get reads on a prepared list. This depended upon (a) his TR 1 and (b) his metering.

In 1978 this was further studied, and in HCOB 22 July 78, ASSESSMENT TRs, it was found that correct voice pitches had everything to do with assessment.

I have just developed drills which improve this ability to make lists read and to improve an auditor's auditing in general.

These drills will also be found to have great value to people who do surveys, to Examiners and to Ethics Officers.

### LEVELS OF USAGE

There are three levels of usage of these drills:

1. AUDITOR TRAINING: A student auditor must become expert in the handling of prepared lists. Training the student to make a list read is the first usage level for the Assessment Drills. The prerequisites for this level of use are a Professional TRs Course, Upper Indoc TRs and the drills of the E-Meter Drills book.

Before starting the Assessment Drills, the auditor should review his E-Meter drills and practice E-Meter Drill 27, E-Meter Drill CR0000-4 and, if found necessary, E-Meter Drill CR0000-3. It is called to attention that E-Meter Drill 5 of *The Book of E-Meter Drills* has been replaced with E-Meter Drill 5RA and, if not done, should be done. Being able to see and read and operate an E-Meter has everything to do with getting reads off a prepared list. Where an auditor misses, it is simply that he has not adequately done the drills in *The Book of E-Meter Drills* and has not practiced up to a point of full, easy familiarity with the E-Meter.

The point of being able to make lists read is pointless unless the auditor can set up, handle and read an E-Meter. But the skill is easily acquired.

2. SURVEYORS, ETHICS OFFICERS, EXAMINERS (and others not yet trained as auditors): The Assessment Drills are extremely valuable tools for those whose duties involve asking and getting answers to questions, as in surveying and doing interviews. Where the skill of asking questions well is needed, but E-Meter training hasn't yet been completed, the prerequisite to doing the Assessment Drills would be successful completion of TRs 0-4 and 6-9. Such a student would not do any of the Assessment Drills calling for use of the meter.

3. AUDITOR CORRECTION: Sometimes a C/S needs to handle an auditor who is having trouble getting prepared lists to read and in such a case the Assessment Drills are the answer. So the third use level is simply a C/S ordering an auditor through Assessment Drills, where his lists are suspect. One is presupposing here that the auditor has already done the necessary courses as in 1 above.

### ASSESSMENT TRAINING DRILLS

The following drills have the letter Q after them to mean that they are used for QUESTIONS. The Q is followed by a number to show that they are drilled in that sequence.

In these Q drills, the practice of twinning and any other TR tech normal to TRs is followed.

#### TR 1-Q1

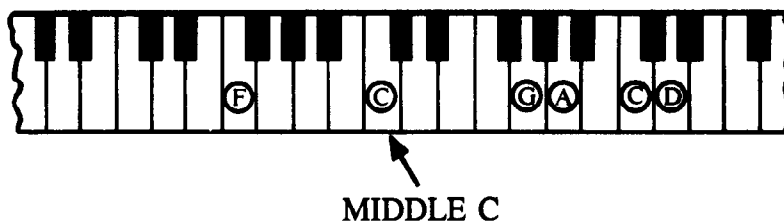
*NUMBER:* TR 1-Q1

*NAME:* Pitch of the Statement and Question.

*POSITION:* Coach sitting at the keyboard of a piano or organ or any useable instrument, student standing beside instrument.

*PURPOSE:* To establish the pitch differences of statements and questions.

*DATA:*



*TRAINING PROCEDURE:* If the student is a girl, the coach asks her to say “apple” as a statement. The coach then strikes the C above middle C (as given in the data above) and then the G above middle C. If the student is a man, the coach asks him to say “apple” as a statement and then strikes middle C and then the F below middle C. This is repeated—saying “apple” and striking the two notes until the pitch of a statement can be duplicated by the student.

(In the event the student has a voice pitch at variance with these notes, other notes can be found and used by the coach so long as the higher note is first and the second note is four or five whole notes below the first note. It must sound like a statement with the higher, then lower note.) Once the student has grasped this and can duplicate it, have the student use other two-syllable words (or single-syllable words preceded by an article), using these notes of the statement. Then, using these two notes, have the student make up sentences as statements, the bulk of the sentence said at the pitch of the higher note, but the end of the sentence at the pitch of the lower note. Once the student has this down and can easily do it and it sounds natural and he is satisfied that it does, go on to the question step.

The coach has the student say “apple” as a question. Then the coach (for a male student) strikes the F below middle C and then middle C. For a woman the coach strikes the A above middle C and then the D an octave above middle C. (In case this does not agree with the voice pitch of the student, the coach must work it out providing only that the upper note is three or four whole notes above the lower note. It must sound natural and must sound like a question.) The coach has the student say “apple” as a question and then strikes the lower and higher note until the student can duplicate it. Now take other two-syllable words (or single-syllable words preceded by an article) and have the student say these as a question, following each one with the two instrument notes, lower to higher. When the student can do this, is satisfied that it sounds natural and doesn’t have to think about doing it, go on to the next step. Here the student makes up banal questions. The first part of the question is said at the lower note and the last part is said at the higher note. At each question, the coach strikes the lower note and then the upper note. When this sounds natural and the student does not have to think to do it and is satisfied with it, the drill is ended.

*END PHENOMENA:* A person who can state statements and questions that sound like statements or questions.

*HISTORY:* Developed by L. Ron Hubbard, April 1980, while doing the script for the soon-to-be-produced training film “Tone 40 Assessment.”

## **TR 1-Q2**

*NUMBER:* TR 1-Q2

*NAME:* Walkabout Questions.

*POSITION:* There is no coach. Two students separate and walk around their neighborhood and then meet and compare notes. The object is to detect personal *habits* in questioning.

*PURPOSE:* To enlighten the student as to his own communication habits and people’s reactions to his questions.

*COMMANDS:* The most common everyday social questions such as “How’s it going?” “Do you like the weather?” etc., *appropriate* to the activities and circumstances of the person. Only one or two questions to a separate person. The questions must be banal, social and ordinary, but they must be questions.

*TRAINING STRESS:* The two students agree on the areas they will cover and the time they will meet again. They then go off individually, not together. The student pauses next to people encountered and asks a social question, *listens to his OWN voice tones* and notes the reaction of the person asked. In this drill the student does not necessarily try to use TR 1-Q1 but is just himself, speaking as he would normally speak. The students then meet and compare notes and discuss what they have discovered about themselves on the subject of asking questions. If they have not learned or observed anything, the drill must be repeated.

*END PHENOMENA:* A person who has detected any habits he has in handling pitch of voice in asking questions so that he can cure these in subsequent drills.

*HISTORY:* Recommended by L. Ron Hubbard in February 1978 in the pilot for HCOB 22 July 78, ASSESSMENT TRs. Developed into a TR in April 1980 by L. Ron Hubbard.

### **TR 1-Q3**

*NUMBER:* TR 1-Q3

*NAME:* Single Word Question.

*POSITION:* Student and coach facing each other with a table in between them. The E-Meter is not used. *The Book of E-Meter Drills* used by student and another copy by coach.

*PURPOSE:* To be able to ask questions using a single word read from a list.

*COMMANDS:* The coach uses the usual TR directions of “Start,” “Flunk,” “That’s it.” The student uses single words from the prepared lists of *The Book of E-Meter Drills*.

*TRAINING STRESS:* To get the student to use the pitch of his voice to deliver a question consisting of a single word. It must sound like a question per TR 1-Q1 and use similar pitches to TR 1-Q1. The student is flunked for out-TR 1, for keeping his eyes glued to the list, for sounding unnatural. The student is also flunked for slow or comm-laggy delivery or pauses. The coach designates the list to be used, changes lists. When the student can do this easily, a second part of the drill is entered and the coach begins to use the Preclear Origination Sheet so as to interrupt the student and make him combine his questions with TR 4. In this case, the student acknowledges appropriately, uses “I will repeat the question,” and does so.

*END PHENOMENA:* The ability to ask single-word questions that will be responded to as questions and to be able to handle pc origins while doing so.

*HISTORY:* Developed in April 1980 by L. Ron Hubbard.

### **TR 1-Q4A**

*NUMBER:* TR 1-Q4A (For meter-trained students only)

*NAME:* Whole Sentence Questions.

**POSITION:** Student and coach sit facing each other across a table. The E-Meter is set up and used. Copies of *The Book of E-Meter Drills* are used.

**PURPOSE:** To train the student to ask whole questions that sound like questions, read an E-Meter and handle a session at the same time.

**COMMANDS:** The usual coach commands of TR drills. The prepared lists in *The Book of E-Meter Drills*; the questions in these drills are reworded so that the item occurs as the last word. Example: List 2 of *The Book of E-Meter Drills* states that the assessment question is “Which tree do you like best?” This is converted, for each question, to “Do you like \_\_\_?” Prepared List 4 is converted to “Do you dislike \_\_\_?” etc. A whole sentence is used in every case.

**TRAINING STRESS:** The usual TR commands are used by the coach. E-Meter Drill 5RA must be used to start. Any TR errors or metering errors may be flunked, but special attention is paid to the student’s ability to ask a question that sounds like a question (in accordance with TR 1-Q1) and that sounds natural. The drill has three parts. In the first part, although the coach is on the meter, the ability to ask the question is concentrated upon. The second part concentrates upon the student’s ability to look at the written questions and then ask the coach directly without undue comm lag or hesitation. The third part is to do the first two parts and read the meter (in accordance with E-Meter Drills 27 and CR0000-4 which may have to be reviewed if flubby) and to keep session admin, all smoothly and accurately. If a question arises about meter accuracy, a third person who can read a meter or a video tape is employed to ensure that the student is actually not missing or dubbing in reads.

**END PHENOMENA:** A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusions and be confident he can.

**HISTORY:** Developed by L. Ron Hubbard in April 1980.

### **TR 1-Q4B**

**NUMBER:** TR 1-Q4B (For nonmeter-trained students only)

**NAME:** Whole Sentence Questions (nonmetered).

**POSITION:** Student and coach sit facing each other across a table, if that is the position the student would take when using this tech on post. If the student would do his post activities standing up (as in doing a survey), then that is the position used for the drill. The E-Meter is not used in this drill, but the tools of the student’s post, such as a clipboard and survey forms, for a surveyor, are set up and used. Copies of *The Book of E-Meter Drills* are used.

**PURPOSE:** To train the student to ask whole questions that sound like questions, handle any admin he might have to handle in an interview (or while doing a survey, etc.) and carry on the interview at the same time.

**COMMANDS:** The usual coach commands of TR drills. The prepared lists in *The Book of E-Meter Drills*; the questions in these drills are reworded so that the item occurs as the last word. Example: List 2 of *The Book of E-Meter Drills* states that the assessment question is “Which tree do you like best?” This is converted, for each question, to “Do you like \_\_\_?” Prepared List 4 is converted to “Do you dislike \_\_\_?” etc. A whole sentence is used in every case.

*TRAINING STRESS:* Special attention is paid to the student's ability to ask a question that sounds like a question in accordance to TR 1-Q1 and that sounds natural. The drill has three parts:

1. In the first part the ability to ask the question is concentrated upon.
2. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation.
3. The third part is to do the first two parts and keep interview admin, all smoothly and accurately, as well as keep the interview going.

*END PHENOMENA:* A person who can do all the necessary actions of asking questions from a prepared list and run an interview smoothly without errors or confusions and be confident he can.

## **TR 8-Q**

*NUMBER:* TR 8-Q

*NAME:* Tone 40 Assessment.

*POSITION:* Same as TR 8 where the student is in one chair facing another chair on which sits an ashtray, the coach sitting beside the student in a third chair. A square, four-cornered ashtray is used.

*PURPOSE:* To deliver the THOUGHT of a question into an exact position, wide or narrow at decision, that is a question, with or without words.

*COMMANDS:* For the first part of the drill: "Are you an ashtray?" "Are you made of glass?" "Are you sitting there?" Second part of drill: Same questions silently. Third part of drill: "Are you a corner?" to each corner of the ashtray, verbal and with intention at the same time. Fourth part of drill: Any applicable question, verbal and with intention at the same time, put broad and narrow at choice into the ashtray, exact parts of it and the surroundings.

*TRAINING STRESS:* The coach uses usual TR coaching commands. There are four stages to the drill. The first stage is to land a verbal command into the ashtray. The second stage is to put the question with full intention silently into the ashtray. The third stage is to put verbal command and silent intention at the same time into exact parts of the ashtray. The fourth stage is to put any applicable question both verbally and with intention into any narrow or any broad portion of the ashtray or its surrounds at choice and at will. The coach puts out his finger or his hands to indicate various spots and locations in space around the ashtray. The coach also makes the student put thoughts precisely into areas, some narrow and some wide, above the student's head and behind his back by putting his finger or hands in those places. (Coach doesn't touch student's body.) At the conclusion of the whole drill imagine the ashtray saying, "Yes, yes, yes, yes" in an avalanche of "yesses" to balance the flow (in actual life, people, pcs and meters do respond and return the flow).



*END PHENOMENA:* The ability to land a question with full intention into an exact target area, broad or narrow, at will and effectively, whether verbally or silently.

*HISTORY:* Developed by L. Ron Hubbard in April 1980 as an extension of all earlier work on intention and Tone 40, as now applied to questions and assessments.

### **TR 4/8-Q1**

*NUMBER:* TR 4/8-Q1 (TR 4 for Pc Origin, TR 8 Intention and Q for Question, 1 for first part)

*NAME:* Tone 40 Assessment Prepared List Session Drill.

*POSITION:* Student and coach sitting across from each other at a table, E-Meter set up and in use, session admin, using prepared lists.

*PURPOSE:* To train a student to do all the actions necessary to a full, smooth, accurate session using prepared lists and to do Tone 40 Assessment of them.

*COMMANDS:* Coach commands are the usual TR commands of “Start,” “Flunk,” “That’s it.” For the student, all commands relating to starting a session, giving an R-factor, assessing a prepared list, keeping the admin, indicating any item found and ending a session. *The Book of E-Meter Drills* for prepared lists as in TR 1-Q4. Origins for coach as per the Preclear Origination Sheet of that book. “Squeeze the cans.” “Take a deep breath and let it out.” “This is the session.” “We are going to assess a prepared list.” (Assessment.) “Your item is \_\_\_\_\_.” (Indicate any F/N.) “End of Assessment.” “End of Session.”

*TRAINING STRESS:* Permit the student to continue to his first error; then have him drill and correct that error and continue. Finally, to conclude, let the student go through the entire sequence of the drill beginning to end three times without error or flunk for a final pass. It is expected that the student will not flub any TRs or metering or session patter. Metering may be finally verified by a third student or video. All assessing must be in proper Tone 40 with full intention exactly placed. The student must not wait to see if the meter read but catch the read of the last question as he starts the next one. His vision may shift from list to pc but at all times must embrace list, meter and pc.

(This drill also would be the one used for tape or video passes as it includes all elements of metering and TRs.)

*END PHENOMENA:* A person who can do a flawless and productive assessment session, Tone 40.

*HISTORY:* Developed by L. Ron Hubbard, April 1980.

### **TR 4/8-Q2**

*NUMBER:* TR 4/8-Q2

*NAME:* Listing and Nulling Tone 40 Assessment.

*POSITION:* Same as TR 4/8-Q1.

*PURPOSE:* To teach a student to do the action of Listing and Nulling with all metering and admin, using Tone 40 Assessment.

*COMMANDS:* The usual coach TR commands. Two copies of *The Book of E-Meter Drills*. A prepared list is chosen by the coach and both use the same prepared list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The student must write down the answers in a proper session worksheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The sequence of commands is the same as TR 4/8-Q1 except that the R-factor is “ We are going to list a question.” And, if no item F/Ns and no significant read has occurred, the additional action of nulling the list is undertaken with the command “I will now assess the list.”

*TRAINING STRESS:* THE LAWS OF LISTING AND NULLING, HCOB 1 Aug. 68, apply in full as these are very important laws and ignoring them can result in severe ARC breaks, not so much in this drill, but in actual sessions. The coach may also require Suppress and Invalidate buttons be put in on the whole list. All errors, omissions, hesitations and lapses from Tone 40 on the part of the student are flunked. Coach similarly to TR 4/8-Q1. Pass when the student can do it flawlessly three consecutive times. (This drill may be used for internship tapes and videos for assessing and metering passes.)

*END PHENOMENA:* A person able to do a flawless L&N list as the session or as part of a session, with all TRs in, with perfect metering and proper admin and using Tone 40 in his listing and assessing.

*HISTORY:* Developed by L. Ron Hubbard in April 1980.

## SUMMARY

The purpose of these drills is to train the student to ask questions that will get answers and to assess prepared lists that will get accurate reads. If a student doing these drills has difficulty, it will be traced to false data, misunderstood words or not having passed earlier TRs, including Upper Indoc, or his metering drills as contained in *The Book of E-Meter Drills*. If a satisfactory result is not obtained, the faults in the above items should be located and remedied and these drills repeated. If any earlier omissions are found and repaired and if these drills are honestly done, heightened success as an auditor (or a Surveyor or Examiner or Ethics Officer) is assured.

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## **PREPARED LISTS, THEIR VALUE AND PURPOSE**

No matter how complicated or confusing the environment is getting, if you have a stable datum of exact action it can see you through.

The prepared list provides the auditor with a stable action when a session or case is confusing and can bring things under control.

The idea of such lists and their development are original to Dianetics and Scientology. They are made possible because these subjects embrace the full extent of thought, the spirit and actual and potential aberration. Thousands of hours of research and development have gone into these lists. Thousands of case histories have been reviewed and condensed to make the lists possible. They are, in themselves, a considerable tour de force.

They have often meant the difference between a failed case and a spectacular result. Just as they are important, a knowledge of them and skill in their use is vital to auditing success.

### **HISTORY**

Probably the oldest “prepared list” is the White Form (now called the ORIGINAL ASSESSMENT SHEET—HCOB 24 June 78R). This provided a series of questions which would give one the background of the preclear. It dates from 1950. By it one can get the probable this-life areas of the preclear’s heaviest charge. Done on a meter, it provides a case entrance.

*Self Analysis* was written in 1951. It contains processing lists a preclear could run on himself.

Group Auditing materials of the middle 50s contained lists of commands which were run on groups.

The “Joburg” of 1961 is probably the next historical point. It was a list of the possible withholdings a preclear might have. It was called the “Joburg” because it was developed in Johannesburg, South Africa.

The “L1” was probably next. The original gave a list of session rudiments which might have gone out and enabled the auditor to get the session rudiments back in. It is still in use as “L1C” or “List One C.”

The “Green Form” was developed in the early 60s so that Qual Review at Saint Hill would have a tool to analyze a case.

Correction lists for various auditing actions began to appear. These corrected an action in progress that had gone awry.

In 1973, the famous “C/S 53” (meaning “Case Supervisor Series 53”) was devised and continued to be improved and reissued.

Today there are dozens of prepared lists. There is even a prepared list to repair prepared lists in general.

## **THEORY OF PREPARED LISTS**

A prepared list is an assembly of the majority of things which can be wrong in a case, an auditing action or a session.

Such lists are quite remarkable, actually. Only a thorough knowledge of aberration makes such a list possible. When you look over the extent of prepared lists, you will see that they contain a grasp of the subject of aberration never before available.

## **USE**

While an auditor is expected to have studied and mastered all this theory, it is a bit much to expect that in the confusion of a case or session gone wrong he will be able to spot instantly, without help, exactly WHAT has gone wrong. Prepared lists, where they exist, and his E-Meter will sort this out for him. All the auditor has to have is a general insight that something is going wrong, know in general what is being handled in the case, know what list to use and then, with good TRs and metering, do an assessment of the prepared list. Usually the trouble will come right, since the exact point will have been located. It is sometimes enough to merely indicate the point found to discharge it somewhat. One can F/N what is found or one can go into very wide, extensive handling. The point is, the use of the prepared list has spotted the trouble. What is demanded of the auditor or C/S is WHICH prepared list to use, but this is determined by what has been going on.

## **TYPES OF PREPARED LISTS**

There are four general types of prepared lists. These are:

A. An ANALYSIS list. This is a type of prepared list which analyzes a case broadly or analyzes a session. The purpose of it is to find out what to address in the case in order to program it. The White Form, the Green Form and the C/S 53 can all be used for this purpose. There are other such lists and there is even a prepared list to debug production.

B. A direct AUDITING list. Prepared lists exist which deliver direct auditing commands or questions which, run on the pc, produce an auditing result. The lists of *Self Analysis* and the various Confessional lists form this type of prepared list.

C. A CORRECTION list. This type of list corrects an ongoing action. Examples are the Word Clearing Correction List, the Int Rundown Correction List, the Dianetic Correction List. There is a bit of a gray area in this type of list

as one can also use some of them for analysis as in the case of a Course Supervisor Correction List or a Student Correction List. The C/S 53 can also serve as a correction list. The real difference is what the list is being used for—to analyze to find out what to program or start or to correct something already in progress.

D. DRILL lists. These are used in training as dummy lists to get an auditor used to handling the meter and prepared lists. Such lists are contained in *The Book of E-Meter Drills*.

### **METHOD OF HANDLING**

There are three methods of handling prepared lists, depending on the type of list.

There is simply the method of asking the questions in sequence and getting the answer from the preclear. This would apply to a White Form or to auditing prepared lists as in *Self Analysis* or in Group Auditing. Very few lists are handled in this way.

The second way is called “Method 3” wherein the list is assessed on a meter, and when a read is noted, the meter-reading question is taken up with the preclear and F/Ned. Method 3 is covered in HCOB 3 July 71, AUDITING BY LISTS.

The third way is called “Method 5.” This type of assessment assesses the whole prepared list rapidly, without getting the preclear to talk, and the reads are then noted. The largest read or reads are then taken up and F/Ned. Method 5 is covered in HCOB 3 July 71, AUDITING BY LISTS.

When using a correction list on an OT III or above, the auditor must know and apply the tech given in HCOB 4 July 79, HANDLING CORRECTION LISTS ON OTs. This HCOB concerns the handling of reading questions and applies regardless of the method of assessment used.

### **TRs AND METERING**

Whether or not a prepared list reads depends upon the auditor’s TRs and metering. At one time or another Case Supervisors have had a great deal of trouble with this. Accuracy as to what really read was greatly in question. This came to view on Flag in the early 70s when prepared lists that had been assessed by Class IV trainees were then reassessed, same list, same pc, shortly after the first list assessment, by Class XIIs. Totally different results were found—lists on which few or no reads were obtained by the Class IV trainees were found to be very live by the Class XIIs. The difference of quality of TRs and metering were what made the difference with the prepared list response. HCOB 22 Apr. 80R, ASSESSMENT DRILLS, contains the drills which remedy this. It is the TRs and metering of the auditor that makes a prepared list reliable, not the list itself.

### **C/S SERIES 53**

The champion list of all time is the C/S 53. On *one page* any general thing that can be aberrated in a thetan has been assembled. There are two forms of it—Short Form for preclears who know the terms and Long Form for preclears who are unindoctrinated (they are the same lists but the Short Form is a single word and the Long Form is a full question).

A Director of Processing giving a D of P interview can use one of these and obtain enough material to enormously help a Case Supervisor. It is not the only D of P interview action but it is very helpful when used.

An auditor can debug a program or a session with it.

It can analyze a case for programing and it can also be used to correct a program or to correct a session.

Originally, it was developed to handle high and low tone arm cases, and although it still says this, it also says it can “correct case outnesses.” And today, this is its greatest use.

PRIORITY of handling outnesses is a vital part of C/S 53. The first three groups of items—A (Interiorization outnesses), B (List errors) and C (Rudiments) —give the necessary order of handling. If Int is reading, nothing else can be handled until it is. List errors take the next priority. Then rudiments. If one were to try to repair a case out of sequence, a mess could occur. So this prepared list also gives the sequence in which outnesses must be handled.

It is always done Method 5, whether it is being assessed once through or taken to an F/Ning assessment. It is never done Method 3. (Ref: HCOB 30 Oct. 78R, C/S SERIES 53, USE OF)

The main fault in using a C/S 53 is overuse—an auditor reaching for it when he gets in trouble instead of improving the auditor’s own TRs, metering or knowledge of programing in the first place.

But the C/S 53 is one of the most valuable tools an auditor or a Case Supervisor has.

### **GENERAL CASE HANDLING**

The prepared lists of all types place in the hands of the Case Supervisor and the auditor a procedure by which a case can be analyzed and programed.

Some auditing can be done direct from prepared lists.

Actions can be corrected from prepared lists.

### **WORD CLEARING PREPARED LISTS**

It can happen that a prepared list gets stalled on misunderstood words.

For many prepared lists there are also full Word Clearing lists which can be done on the pc.

At one time it was thought that before one did a list one should ALWAYS word clear it. However, this has the liability that a pc who is in one kind of trouble can’t sit still until a full Word Clearing action is done.

The amount of trouble which came from prepared lists came more from assessing and metering errors than it did from misunderstood words.

When one is using a prepared list on a pc who has never had it word cleared, it is usually enough to check that the read isn't coming from a Mis-U.

Early in a pc's auditing, about the time he gets a C/S-1, the more critical prepared lists should be word cleared and the fact noted in his folder. But when one is doing this Word Clearing, tone arm action or significant reads should also be noted. One is liable to think he is word clearing whereas he is actually assessing.

True, there are a lot of tech words on a prepared list that the pc isn't likely to know. Unfortunately, the discoveries of Scientology exceed common language and require terms of their own. But a pc catches on to this quite rapidly. They are new ideas to him (even though he has been living with them all the eons of his existence). When the word is cleared, the idea is also thrown into action. So it is important to note meter reads and tone arm action when clearing the words of prepared lists.

No hard and fast rules can be drawn on this point of word clearing prepared lists. If you have already word cleared the key words of a key prepared list before you need it, thank your stars. Otherwise, carry on and hope.

## **SUMMARY**

A Case Supervisor and an auditor owe it to themselves to have a good command of this subject of prepared lists. There are many issues on the subject. There are dozens of prepared lists.

Knowing what prepared lists exist is a vital step for a Case Supervisor and auditor. Knowing what each is used for is equally important. Knowing which lists have Word Clearing lists already prepared is of assistance.

One has to know enough general tech in order to select what prepared list to use.

The ability to assess, as it applies to TRs and metering, is extremely important in using prepared lists.

When it comes to analyzing, auditing and correcting cases and actions, the prepared lists are a jewel box that glitters with potential success.

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HCO BULLETIN OF 3 MAY 1980

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Tech/Qual  
All Auditors  
C/Ses

**PC INDICATORS**

<i>Refs:</i>		
HCOB	3 May 62R Rev. 5.9.78	ARC BREAKS, MISSED WITHHOLDS
HCOB	28 Dec. 63	INDICATORS, PART ONE: GOOD INDICATORS
HCOB	29 July 64	GOOD INDICATORS AT LOWER LEVELS
HCOB	7 May 69R V Rev. 15.7.77	FLOATING NEEDLE
HCOB	21 July 78	WHAT IS A FLOATING NEEDLE?
HCOB	16 June 70	C/S Series 6 WHAT THE C/S IS DOING
HCOB	23 May 71R VIII Rev. 4.12.74	RECOGNITION OF RIGHTNESS OF THE BEING
HCOB	22 Sept. 71	C/S Series 61 THE THREE GOLDEN RULES OF THE C/S, HANDLING AUDITORS
HCOB	25 Sept. 71RB Rev. 1.4.78	TONE SCALE IN FULL
HCOB	18 Sept. 67	SCALES
HCO PL	8 Mar. 71	Auditor Admin Series 11 EXAMINER'S FORM
HCOB	18 Mar. 74R Rev. 22.2.79	E-METERS, SENSITIVITY ERRORS
HCOB	10 Nov. 87	Auditor Admin Series 20RA MISCELLANEOUS REPORTS

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In this new issue, bad indicators have been reviewed and reorganized, and an entirely new list of good indicators has been introduced.

**INDICATORS: DEFINITION AND USE**

**INDICATE:** To direct attention to; point to or point out; show.  
—*Webster's New World Dictionary of the American Language*

**INDICATOR:** A person or thing that indicates.  
—*Webster's New World Dictionary of the American Language*

AN "INDICATOR" IS A CONDITION OR CIRCUMSTANCE ARISING IN A SESSION (OR BEFORE OR AFTER IT FOR THAT MATTER) WHICH INDICATES WHETHER THE SESSION (OR CASE) IS RUNNING WELL OR BADLY. IT IS SOMETHING ONE *OBSERVES*.



*OBNOSIS* means observing the obvious. It is something you do with your eyes. And your meter.

Indicators are used to program the case. Good indicators mean keep it going. Bad indicators mean correction must be done.

You have to be able to SEE them, KNOW what they are and write them down in the worksheets when they occur.

### **BAD INDICATORS**

1. CHART OF HUMAN EVALUATION. Pc not moving up the Tone Scale in an intensive or during a program.
2. CHART OF HUMAN EVALUATION. Pc's chronic tone unchanging despite one or more intensives.
3. CHART OF HUMAN EVALUATION. Pc's chronic tone dropping despite intensives.
4. WORKSHEETS. MISCELLANEOUS REPORTS. Pc not wanting more auditing.
5. WORKSHEETS. MISCELLANEOUS REPORTS. Pc protesting another session.
6. EXAM REPORTS. OBNOSIS. Pc looking worse after session.
7. WORKSHEETS. MISCELLANEOUS REPORTS. Pc doesn't seem to have time to get audited.
8. WORKSHEETS. METER. Pc not able to locate incidents easily.
9. CHART OF HUMAN EVALUATION. WORKSHEETS. OBNOSIS. Pc less certain about things than he/she was formerly.
10. CHART OF HUMAN EVALUATION. WORKSHEETS. MISCELLANEOUS REPORTS. Pc not doing as well in life as he/she was.
11. METER. WORKSHEETS. Pc's somatics don't seem to blow or erase.
12. MISCELLANEOUS REPORTS. ETHICS REPORTS. Pc in ethics trouble after last auditing.
13. WORKSHEETS. METER. Pc protesting auditing actions.
14. WORKSHEETS. OBNOSIS. Pc wandering all over the track, unable to stay with an incident to handle.

15. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc misemotional at session end.
16. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc demanding unusual solutions.
17. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc trying to explain condition to auditor or others, either verbally or by writing notes.
18. WORKSHEETS. EXAM REPORTS. Pc continuing to complain of somatics after they have been run.
19. WORKSHEETS. MISCELLANEOUS REPORTS. EXAM REPORTS. Pc self-auditing after session.
20. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc dependence on medicine not lessening.
21. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc continuing other practices.
22. OBNOSIS. EXAM REPORTS. Skin tone dull.
23. OBNOSIS. EXAM REPORTS. Eyes dull.
24. OBNOSIS. EXAM REPORTS. Pc lethargic.
25. TONE SCALE. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc not becoming more cheerful under auditing.
26. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc wanting special auditing.
27. METER. WORKSHEETS. No tone arm action on running incidents or getting audited.
28. WORKSHEETS. Pc not cogniting.
29. OBNOSIS. WORKSHEETS. Pc dispersed.
30. OBNOSIS. METER. WORKSHEETS. Pc overwhelmed.
31. OBNOSIS. WORKSHEETS. Pc bored with auditing.
32. OBNOSIS. MISCELLANEOUS REPORTS. Pc not available for sessions.
33. OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc tired.
34. OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc has attention on auditor.
35. WORKSHEETS. OBNOSIS. Pc not wanting to run process or incident.

36. WORKSHEETS. OBNOSIS. MISCELLANEOUS REPORTS. Pc taking drugs or excessive alcohol.
37. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc not sure auditing works for him/her.
38. CHART OF HUMAN EVALUATION. WORKSHEETS. Pc not handling environment more easily.
39. MEDICAL OFFICER REPORTS. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc ill after last session. (Usually a list error.)
40. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc critical of auditor or organizations. (Means missed withholds.)
41. WORKSHEETS. OBNOSIS. Pc dopey or boiling off.
42. GRADE CHART. Pc not going up to the next grade or level.
43. METER. WORKSHEETS. EXAM REPORTS. Pc has dirty needle.
44. METER. WORKSHEETS. Pc gets no reads on the meter or has a stuck needle.
45. METER. WORKSHEETS. Despite corrections for false TA, the pc has a chronic high TA.
46. METER. WORKSHEETS. Despite corrections for low TA, pc has a chronic low TA.
47. METER. WORKSHEETS. EXAM REPORTS. No F/Ns.
48. METER. WORKSHEETS. No change of meter characteristic.
49. EXAM REPORTS. No change in Exam Reports.
50. CHART OF HUMAN EVALUATION. OBNOSIS. WORKSHEETS. No change.

*(Note: There is additional data on indicators in HCOB 3 May 62R, ARC BREAKS, MISSED WITHHOLDS, where indicators concern missed withholds.)*

### **GOOD INDICATORS**

1. WORKSHEETS. OBNOSIS. Pc willing to talk to the auditor.
2. WORKSHEETS. OBNOSIS. While in session, pc interested in own case.
3. METER. WORKSHEETS. A good read on the breath test shows pc is eating and sleeping well.
4. WORKSHEETS. Rudiments, session to session, easier to get in and stay in.

5. OBNOSIS. TONE SCALE. WORKSHEETS. EXAM REPORTS. Pc cheerful.
6. METER. WORKSHEETS. Needle F/Ning at session start.
7. METER. Tone arm moving in the range of 3.0 to 2.0.
8. METER. Needle moving easily as pc does the process.
9. METER. WORKSHEETS. Blowdowns occur on right items and cognitions.
10. METER. Tone arm counter showing normal or better TA for the session.
11. METER. WORKSHEETS. Change of characteristic in meter behavior every few sessions.
12. METER. WORKSHEETS. Tone arm blows down on cognitions.
13. METER. WORKSHEETS. Cognitions and F/Ns go together.
14. WORKSHEETS. EXAM REPORTS. Somatics vanish in processing.
15. WORKSHEETS. EXAM REPORTS. Pc blowing somatics and aberrations more easily.
16. WORKSHEETS. METER. CHART OF HUMAN EVALUATION. Pc responses associated with what is being run.
17. TONE SCALE. CHART OF HUMAN EVALUATION. Pc moves on the Tone Scale.
18. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc understanding self better.
19. OBNOSIS. EXAM REPORTS. Eyes are brighter.
20. OBNOSIS. EXAM REPORTS. Improved skin tone.
21. WORKSHEETS. EXAM REPORTS. Ears pop more open.
22. WORKSHEETS. Pc cogniting.
23. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Life problems lessening.
24. WORKSHEETS. EXAM REPORTS. Pc getting through the program okay with wins.
25. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc's havingness in life and livingness is improving.
26. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc getting case gain.

27. EXAM REPORTS. Change of characteristic of Exam Reports.
28. WORKSHEETS. MISCELLANEOUS REPORTS. Pc wanting more auditing.
29. GRADE CHART. SUCCESS STORIES. WORKSHEETS. EXAM REPORTS.  
Pc going on up the Grade Chart not quickied and winning.

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HCO BULLETIN OF 12 MAY 1980

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## **DRUGS AND OBJECTIVE PROCESSES**

### **DRUGS AND THE BACKTRACK**

There was a discovery about a decade ago that drug withdrawal symptoms could be eased by Objective Processes. Such processes as the CCHs, 8-C, remedies of havingness and even TRs were found to aid a person in coming off drugs and became part of standard routines to accomplish this.

In 1973 another observation was made, that the current civilization seemed to be *regressing*. "Regression" means a "return to earlier or more infantile behavior patterns." Men's shoe styles had become little-boy shoe styles; the most popular women singers were singing lullabies; cars were being treated like toys and abused rather than maintained. More recently it was observed that life attitudes had become less responsible, that "playing" took a higher value, that productivity was declining steeply, that people seemed to require more and more care by the state—and all of these things seemed to indicate that people were getting stuck at or going back to childhood or infancy.

There is another observation: people taking drugs tend to go backtrack. Sometimes, when seeking to get a druggie to run engrams, he will balk and adversely react; apparently he has already hit the backtrack while on "trips" and it terrified him.

On such evidences one could construct a theory that drugs tend to throw people out of present time and park them on the backtrack. Experiments of the late forties did show that certain drugs and gases did throw people backtrack and into engrams. The "visions" that turn on under the influence of such a drug as peyote or when inhaling volcanic gases are probably simply the restimulation of backtrack. (It should be noted in passing that inducing engrams with drugs and gases in the hope of running them out does NOT work—one only runs them IN.) So it can workably be assumed that drugs do throw people out of present time.

### **OBJECTIVE PROCESSES**

The thing that characterizes OBJECTIVE Processes is that they bring about interaction between the individual and the existing physical universe. This is different than SUBJECTIVE Processes in that these interact between the individual and his past or himself.

Objective Processes do several things: they remedy havingness; they locate the person in his environment; they establish direct communication with the auditor; and last but not least, they bring a person to present time.

“Present time” is a very important factor in mental and spiritual sanity and ability. A human being can be stuck in literally thousands of different past moments. His behavior and attitudes are influenced by such past incidents and experiences. As a matter of fact, a person can be totally regressed and can be in an incident of the past to the entire exclusion of present time.

As an example, if you were to walk through an insane asylum and say, to each patient you met, “Come up to present time,” as an authoritative command, you would get a small percentage of complete recoveries. In one instance when this was done, those on whom this had been done got up in “group session” that night and volunteered how glad they were to be here. What would have happened is that the person would have come out of his past-track incident or incidents and would have moved up to present time and sanity. While this process is not a “sure cure” for all insane, it does demonstrate the point. Those on whom it did not work can be supposed to have been just too mired down in their backtrack.

Drugs, of course, do not only regress a person. They do other things. And amongst these is a communication dulling. This is best observed when drugs are seen to reduce pain. This is simply a communication shut-off. Drugs can also temporarily stimulate (before they ruin them) body glands and produce momentary feelings of well-being. Part of this is probably a communication shut-off from the bank. Drugs can also speed up the burning of reserves of vitamins; alcohol probably burns up rapidly all reserves of vitamin B1; other drugs also burn up all available niacin and C. This speeded burn-up can also bring about a temporary feeling of well-being. But when the reserves are gone, the delusions called delirium tremens (D.T.’s) and withdrawal symptoms are nightmares indeed. But this again is simply the bank caving in on someone, and he is now parked back on the track, not only with the nightmare but with the incidents in the past which caused them.

## CONCLUSION

Objective Processes, properly chosen and run, bring the person gradually more and more into present time.

As the process is orienting the person in the present time of the physical universe and as this present time is not threatening, he has a time point and a location point from which to sort out his confusions. His attention has been pulled out of his bank and has been placed on the physical universe around him.

Because it is the backtrack that is causing his aberration, putting his attention on the physical universe tends to de-aberrate him.

The backtrack contains mass, and taking his attention off of this backtrack mass tends to lose it for him. But the masses around him in the physical universe substitute for the track mass and he receives a remedy of havingness.

Objective Processes are not in themselves a total answer; a certain amount of Subjective Processes must be run to remove the reasons he is being called back into the past. Vitamin, mineral and nutrition reserves must also be replaced or the body also pulls him in and affects him.

This tells you as well why “mest work” and exercise have a de-aberrating effect upon a person. They are a sort of Objective Process in themselves even though they do not replace Objectives.

Objectives also bypass misunderstood words and significances. This makes them runnable with a minimum of Word Clearing and error.

Having an idea of why Objective Processes work assists one in applying them. One can see the person change masses, become located, and above that come bit by bit more and more into present time.

It is not that the physical universe itself is therapeutic. It is that it provides a single reference point including time, location and mass.

Without Objectives, no being is likely to recover in his infinity of future.

L. RON HUBBARD  
Founder



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HCO BULLETIN OF 18 MAY 1980R

REVISED 26 JULY 1986

Remimeo  
Tech/Qual  
Class I Auditors  
and Above  
Academy Level I

**START-CHANGE-STOP  
COMMANDS**

*Refs:*

*The Journal of Scientology*, Issue 7-G, Nov. 52

PAB 85, 22 May 56 THE PARTS OF MAN

PAB 87, 5 June 56 SCIENTOLOGY PROCESSING

Tape: 5608C56 "Start, Change and Stop"

HCOB 20 Aug. 56 HGC PROCEDURE OF AUG. 20

HCO PROCESSING SHEET OF

20 SEPTEMBER 1956

PAB 97, 1 Oct. 56 START-CHANGE-STOP

Booklet: *Control and the Mechanics of SCS*

PAB 106, 15 Feb. 57 GOOD PROCESSES

*Scientology: Clear Procedure, Issue One*, Dec. 57

HCOB 28 July 58 CLEAR PROCEDURE

HCOB 15 Oct. 58 ACC CLEAR PROCEDURE

PAB 149, 1 Dec. 58 DUMMY AUDITING

HCOB 3 Feb. 59 FLATTENING A PROCESS

HCOB 2 Feb. 61 UK CASES DIFFERENT

HCOB 14 May 62 CASE REPAIR

HCOB 5 May 65 APPLICATION—MORE ON THE

APPLICATION OF SCIENTOLOGY  
TO CHILDREN

Technical Training Film TR 8: "Start, Change and Stop,"

as shown on Academy Level I and above.

Start, Change and Stop is the anatomy of control.

Running Start, Change and Stop on an individual brings about a greater self-determinism. The process Start-Change-Stop (SCS) has two parts:

1. START-CHANGE-STOP ON AN OBJECT, and
2. START-CHANGE-STOP ON A BODY.

**SCS ON AN OBJECT**

SCS ON AN OBJECT is run on a gradient by first using a small object, such as a paper clip. Each stage—Start, Change and then Stop—is first run to a flat point, meaning that the preclear has had a win or has carried out at least 3 consecutive sets of commands with no change in his motions or attitude. When Start, Change and Stop are flat with the first object, the auditor uses a larger object (such as a brick, a beach ball, etc.) until the process is flat with that object. The auditor then goes to a larger object, and so on, until the EP is reached.

These are the commands for SCS ON AN OBJECT:

**START:**

1. "I AM GOING TO ASK YOU TO START THE (indicated object) AND WHEN I TELL YOU TO START, YOU START THE \_\_\_\_\_ IN THAT DIRECTION. (Auditor indicates a direction with his hand.) DO YOU UNDERSTAND THAT?"
2. "START."
3. "DID YOU START THE \_\_\_\_\_?"

(Repeat commands 1, 2, 3, 1, 2, 3, etc., until START has been run to a flat point.)

**CHANGE:**

1. "THIS SPOT WE ARE GOING TO CALL 'A.' " (Auditor indicates spot "A" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
2. "THIS SPOT WE ARE GOING TO CALL 'B.' " (Auditor indicates spot "B" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
3. "THIS SPOT WE ARE GOING TO CALL 'C.' " (Auditor indicates spot "C" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
4. "THIS SPOT WE ARE GOING TO CALL 'D.' " (Auditor indicates spot "D" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
5. "WHEN I ASK YOU TO CHANGE THE (indicated object), I WANT YOU TO CHANGE THE \_\_\_\_\_ 'S POSITION FROM 'A' TO 'B.' DO YOU UNDERSTAND THAT?"
6. "CHANGE."
7. "DID YOU CHANGE THE \_\_\_\_\_?"
8. "WHEN I ASK YOU TO CHANGE THE \_\_\_\_\_, I WANT YOU TO CHANGE THE \_\_\_\_\_ 'S POSITION FROM 'B' TO 'C.' DO YOU UNDERSTAND THAT?"
9. "CHANGE."
10. "DID YOU CHANGE THE \_\_\_\_\_?"
11. "WHEN I ASK YOU TO CHANGE THE \_\_\_\_\_, I WANT YOU TO CHANGE THE \_\_\_\_\_ 'S POSITION FROM 'C' TO 'D.' DO YOU UNDERSTAND THAT?"

12. "CHANGE."
13. "DID YOU CHANGE THE \_\_\_\_?"

(Repeat commands 1-13, 1-13, etc., until CHANGE has been run to a flat point.)

(Note: When the commands 1-13 are repeated, the locations of the designated spots do not have to be the same each time as this can make the process too much like duplication and bring the preclear to predict the process too easily and do it machinewise.)

### **STOP:**

1. "I AM GOING TO TELL YOU TO GET THE (indicated object) MOVING IN THAT DIRECTION." (Auditor indicates direction with his hand.)  
"SOMEWHERE ALONG THE LINE I WILL TELL YOU TO STOP. THEN YOU STOP THE \_\_\_\_\_. DO YOU UNDERSTAND THAT?"
2. "GET THE \_\_\_\_\_ MOVING."
3. "STOP!"
4. "DID YOU STOP THE \_\_\_\_\_?"

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP on that object has been run to a flat point.)

These three steps (Start, Change, Stop) are done in that order and then repeated. It will be discovered that once Stop has been flattened, Start is now unflattened and can be flattened all over again by running it anew. Similarly, Change will be found to be unflat and again Stop will be found to be unflat. Thus, one runs Start and one runs Change and then one runs Stop, in that order, over and over and over again until all three are flat and the pc has a cognition and very good indicators. (An F/N will also be present if the pc is put on the meter. Ref: HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA) The pc might go exterior before all three stages (Start, Change, Stop) have been run, and if this occurs, the auditor should end off the SCS ON AN OBJECT process at that point.

### **SCS ON A BODY**

The second part of Start-Change-Stop is "SCS ON A BODY."

There are four stages to SCS ON A BODY: START, CHANGE, STOP and STOP SUPREME.

These are the commands for SCS ON A BODY:

### **START:**

1. "I AM GOING TO ASK YOU TO START THE BODY. I AM NOT GOING TO ASK YOU TO STOP."

2. "WHEN I ASK YOU TO START THE BODY, START THE BODY. OKAY?"
3. "START!"
4. "DID YOU START THE BODY?"

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until START has been run to a flat point.)

**CHANGE:**

1. "THIS SPOT WE ARE GOING TO CALL 'A.' " (Auditor indicates spot "A" with a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
2. "THIS SPOT WE ARE GOING TO CALL 'B.' " (Auditor indicates spot "B" with a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
3. "THIS SPOT WE ARE GOING TO CALL 'C.' " (Auditor indicates spot "C" with a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
4. "THIS SPOT WE ARE GOING TO CALL 'D.' " (Auditor indicates spot "D" with a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)
5. "WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM 'A' TO 'B.' DO YOU UNDERSTAND THAT?"
6. "CHANGE."
7. "DID YOU CHANGE THE BODY?"
8. "WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU- TO CHANGE THE BODY'S POSITION FROM 'B' TO 'C.' DO YOU UNDERSTAND THAT?"
9. "CHANGE."
10. "DID YOU CHANGE THE BODY? "
11. "WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM 'C' TO 'D.' DO YOU UNDERSTAND THAT?"
12. "CHANGE."
13. "DID YOU CHANGE THE BODY?"

(Repeat commands 1-13, 1-13, etc., until CHANGE has been run to a flat point.)

(Note: When the commands 1-13 are repeated, the locations of the designated spots do not have to be the same each time as this can make the process too much like duplication and bring the preclear to predict the process too easily and do it machinewise.)

### **STOP:**

1. "I AM GOING TO TELL YOU TO GET THE BODY MOVING IN THAT DIRECTION." (Auditor indicates direction with his hand.) "THEN AT SOME POINT ALONG THE LINE I WILL TELL YOU TO STOP. WHEN I DO, I WANT YOU TO STOP THE BODY. DO YOU UNDERSTAND?"
2. "GET THE BODY MOVING IN THAT DIRECTION."
3. "STOP! "
4. "DID YOU STOP THE BODY?"

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP has been run to a flat point.)

These three steps (Start, Change, Stop) are done in that order and then repeated. It will be found that once Stop has been flattened, Start is now unflattened and can be flattened all over again by running it anew. Similarly, Change will be found to be unflat and again Stop will be found to be unflat. Thus, one runs Start and one runs Change and then one runs Stop, in that order, over and over and over again until all three appear to be flat.

One should not then suppose that the whole of Start-Change-Stop is flat since he still has STOP SUPREME to run.

### **STOP SUPREME:**

1. "I'M GOING TO ASK YOU TO GET THE BODY MOVING. AND AT SOME POINT I AM GOING TO TELL YOU TO STOP. AND WHEN I DO, I WANT YOU TO STOP THE BODY AS FAST AS YOU CAN AND HOLD IT AS STILL AS YOU CAN. OKAY?"
2. "GET THE BODY MOVING."
3. "STOP! "
4. "DID YOU DO IT?"

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP SUPREME has been run to a flat point.)

The auditor would now run Start again on the body and so on until neither Start, Change, Stop nor Stop Supreme produces change and the pc has a cognition and very good indicators. (An F/N will also be present if the pc is put on the meter. Ref: HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA) The pc might go exterior before all four stages (Start, Change, Stop, Stop Supreme) have been run, and if this occurs, the auditor should end off the SCS ON A BODY process at that point.

The auditor always acknowledges the pc for every execution of an auditing command.

Whenever the pc is standing to execute a command, the auditor is standing next to the pc. The auditor should guide the pc around slightly—not by touching him very much, but occasionally attracting his attention with a tap on the elbow. This puts a reality there and brings about greater ARC in the session.

SCS can be run very sloppily by some auditors who do not have very much experience with it. The only way to err on running SCS is in the direction of imprecision and bad ARC. ARC does not mean nonconfronting. It is perfectly easy to be precise with high ARC.

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Founder

Revision assisted by  
LRH Technical Research  
and Compilations

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HCO BULLETIN OF 21 MAY 1980

Remimeo  
All Staff  
All Orgs  
All Missions  
C/Ses MOs, MLOs  
Purif I/C  
Tech/Qual

*Purification Rundown Series 5*

**PURIFICATION RUNDOWN CASE DATA**

<i>Refs:</i>		
HCOB	6 Feb. 78RB Rev. 21.4.83	Purif RD Series 1 THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM
HCOB	30 Dec. 79	Purif RD Series 2 HOW TO BUILD A SAUNA
HCOB	3 Jan. 80RA Rev. 8.8.83	Purif RD Series 3 PURIFICATION RUNDOWN AND ATOMIC WAR
HCO PL	6 Dec. 76R Rev. 27.5.80	ILLEGAL PCs, ACCEPTANCE OF—HIGH CRIME PL
HCOB	14 Feb. 80R Rev. 31.7.85	Purif RD Series 4 RESEARCH DATA ON NUTRITIONAL VITAMIN INCREASES ON THE PURIFICATION RUNDOWN
HCOB	29 Feb. 80	Purif RD Series 6 THE PURIFICATION RUNDOWN: PREGNANCY AND BREAST FEEDING
HCOB	7 Mar. 80	DIET, COMMENTS UPON

The Purification Rundown is undertaken by those who wish to free themselves from the restimulative effects of drug residues and biochemical factors which would otherwise prevent or inhibit them from making the spiritual improvement which is possible with Dianetic and Scientology processing.

From the floods of highly enthusiastic letters and reports of glowing results that continue to roll in, it accomplishes this with resounding benefit and successes that are even beyond the original expectations.

Since the initial release of the research data, those who have completed the rundown number well up in the thousands. Along with the numerous accounts received of wins and changes and gain have come requests for more data on some aspects of the rundown.

To satisfy these requests, several Case Supervisors who were doing case supervision of the Purification Rundown and a number of people who were on or had completed the program were interviewed so as to obtain more information for your use in handling the rundown.

In all, 6 Case Supervisors from 5 major areas and a total of 120 persons from those areas were carefully surveyed. Their data is given in this HCOB, along with additional data from unsolicited reports, where the information was verified by folder study.

These summarized findings are based on results from a wide spectrum of cases, including those with heavy, medium or light street-drug history, those with history of medical drugs in varying degrees and some few with minimal drugs of any kind reported.

This information is not intended to take the place of individual medical advices given to persons by their doctors in doing the rundown.

## **1. WHAT IS THE OPTIMUM DAILY LENGTH OF TIME ON THE PURIFICATION RUNDOWN FOR MOST PEOPLE?**

From the many cases interviewed and from C/S data, 5 hours exercise and sauna daily has been found to be ideal for the majority of people on the Purification Rundown. The rundown apparently works like a bomb when the highest percentage of this time is spent in the sauna and a lesser percentage in running. (Example: A good ratio has been found to be approximately 20 to 30 minutes of running to get the circulation up and the remainder of the time in the sauna for a total of 5 hours.)

Not everyone has gone immediately onto a full 5-hour stint right from the start (and some have successfully done the entire program on a shorter daily schedule, as covered later in this issue). In both the running and the sauna, where the right gradient was applied, particularly when beginning the program, it went very smoothly. Age and current physical condition and stamina can all enter into it. Among the many surveyed were those who required a few days to work up to 5 hours daily, but once there, it proved to be the optimum daily period for them, as it has for so many people.

Additionally, on such a schedule the Purification Rundown can and has been completed effectively in the shortest possible amount of time.

Most people approached the 5-hour daily program eagerly and enthusiastically. Some were found apt to plunge in a bit out-gradiently at the start, and this was handled by having them work up gradually to where they could run 20 to 30 minutes without strain and take the sauna time at the rate they could handle it, especially to begin with.

One area reported a few people staying in the sauna too long with no break and turning on headaches and other unnecessary reactions that way. The purpose should not be to see how long one can stay in the sauna for any one stretch of time, and this had to be clarified with several such enthusiasts. What worked best was when the person had a good sweat going and had been in the sauna sweating for a while, then coming out, getting some fresh air and space and cooling off, as needed, and going right back in for more sweating. When plenty of liquids (many people take water jugs into the sauna), enough salt or potassium or Bioplasma were used, the sauna time went very well.

These are some of the points which were found to get and keep the person winning.



## **2 . CAN THE PURIFICATION RUNDOWN BE SATISFACTORILY COMPLETED ON LESS THAN 5 HOURS DAILY?**

This has been piloted where circumstances honestly prevented some persons from doing the rundown 5 hours daily. It was found that the rundown can be completed effectively by a good many cases on less than 5 hours per day, provided the person is getting benefit and change on the shorter schedule.

The shorter schedules ranged from 4 hours down to a minimum of 2<sup>1</sup>/<sub>2</sub> hours daily, always with a higher percentage of time spent in the sauna than in running.

The absolute minimum daily period found to give good return on the rundown was 2<sup>1</sup>/<sub>2</sub> hours total running and sauna time. This period would then be spent as follows: approximately 20 to 30 minutes of running and the remaining 2 hours or so in the sauna.

The same gradients applied when the person was on or starting on a 2<sup>1</sup>/<sub>2</sub> hour daily schedule as on any other schedule.

C/S approval would be obtained for the person to do the rundown on this shorter schedule, as there are other factors that enter into it. Any medical advice or order for the person to be on the shorter schedule would, of course, need to be followed.

The rundown can and in most cases has taken longer to complete on a shortened daily schedule, but survey results show that it can be done successfully by a good many people at a minimum of 2<sup>1</sup>/<sub>2</sub> hours daily *provided all other points of the rundown are standardly maintained.*

## **3. DOES THE EXTENT OF A PERSON'S DRUG HISTORY SEEM TO BE A FACTOR IN HOW MUCH TIME WOULD BE SPENT DAILY ON THE PURIFICATION RUNDOWN?**

Per all the research and survey data thus far; the extent of drug history is definitely a factor in determining how much time daily an individual would spend on the rundown.

Beyond any doubt, the survey showed that those with heavy or even mediumly heavy drug histories benefited most from the 5-hour daily schedule. This can apply to persons with heavy medical-drug histories as well as to those who have had heavy street drugs.

There are reports on record of persons with heavy drug histories who, though they had done fairly well at the beginning of the rundown on 2<sup>1</sup>/<sub>2</sub> hours a day (some phenomena turning on and blowing), did not begin to turn on restimulation of actual "trips" and blow through them until they got onto a 5-hour daily schedule.

Others reported that if something turned on while in the sauna, they made it a point to stick carefully to the sauna time (taking short breaks as necessary for water, salt or potassium or to cool off) until the manifestation blew, and they then came out feeling good and refreshed. These same persons reported that if they short-cut the sauna time because something uncomfortable had turned on they came out feeling bad or dull and it would then take longer to blow through the manifestation.

Even some people with very light drug histories reported feeling calmer and more uptone after a stint in the sauna which was long enough to permit them to get through any restim or discomfort that had turned on.

There is everything to be said for putting a person on a schedule which will permit him to handle these factors, and it was found particularly important that those with heavy or mediumly heavy drug histories were scheduled properly so that they were able to get full return from the action and wind up with the EP.

#### **4. WHO DETERMINES WHAT DAILY LENGTH OF TIME THE PERSON SHOULD BE ON ON THE RUNDOWN?**

On any question as to daily schedule, the C/S would adjudicate as to the daily time period for the individual.

In any case where the person was doing the rundown on a special medical program, the C/S would ensure any doctor's orders regarding schedule were adhered to.

The C/S's first consideration would be what is going to give the person the most gain. Wherever possible the person would do 5 hours daily and most people have done this. In instances where a shorter daily schedule was actually required for best results on some individuals, the schedule was adjusted per C/S adjudication.

In cases where persons honestly had limited time, these were considered for the minimum 2<sup>1/2</sup>-hour daily time period, as it would have been altered importance to deny them the rundown otherwise. But it was necessary to ensure that each person could and did make progress on the shorter daily schedule as he continued it and, if not, getting him onto the proper regimen.

Some who started at 2<sup>1/2</sup> hours daily later requested to move up to the 5-hour period, and there have been cases where persons on the shorter schedule were getting heavy restimulation of drugs which they could not handle on the shorter period, and when switched to the 5-hour period by the C/S, they did remarkably better. This can occur, apparently, with street-drug or medical-drug users and is something for the C/S to bear in mind. The heavier drug cases were, where possible, put on the 5-hour schedule to begin with.

Again, per the survey data, correct gradient was the watchword here, as in all aspects of the Purification Rundown.

The C/Sing of cases on the rundown would not be done rotely but always done on an individual basis with the individual never pushed further or faster than he could go. (To do otherwise would be a violation of the tech of the rundown and a violation of the tech on gradients.)

The successful action has been to get the person on a schedule where he is winning and able to handle what comes up and then ensure he gets in that amount of time each day and preferably at the *same time* each day.

Regularity of schedule plays a big part in completing the rundown smoothly and effectively with all the benefit to be had.

**5. WHAT REACTIONS HAVE BEEN NOTED WHEN PARTS OF THE RUNDOWN WERE SKIMPED OR WHEN THE RUNDOWN WAS DONE IRREGULARLY?**

**LIMITED GAIN PER HOUR**

One of the factors examined closely in the course of this survey was whether or not there was a common sauna time-limit for most people (within the 5 hours) after which the person got tired and the individual got less return for the remainder of the period.

In those cases where the rundown was being carried out very standardly, there were no reports of such tiredness setting in before the 5 hours were up which were due to length of time spent in the sauna. (Some of these cases reported they experienced tiredness as part of a restimulation of drug reactions, etc., but they were able to spot it as such and blow through it within the 5-hour period. )

However, there were 24 reports from individuals stating they did get tired in the sauna well within the 5 hours and got limited or no benefit from it beyond that tiring point. The daily time limits for gain reported by these 24 cases varied widely from person to person, the reported limits ranging from 4 hours down to 2 1/2 hours or less. The individual's drug history did not seem to be a factor, as the reports came from persons whose drug histories ranged from heavy down to few or no drugs, medical or otherwise.

These 24 cases were looked into carefully, and when all the pertinent data was examined (some of it obtained by metered interview), what showed up were departures from the standard procedure as given in the Purification Rundown HCOBs.

The departures found were (in order of frequency):

- a. Not enough sleep;
- b. Insufficient salt or potassium or Bioplasma taken while in the sauna or before running, OR a combination of (a) and (b);
- c. Dropped out vitamins that day, skimping on vitamins or taking vitamins sporadically;
- d. An undetected and/or unhandled vitamin deficiency.

In one case out of the 24 the person was found to be anemic and he should not have put himself onto the program. This was handled by getting the person onto a special medical program to be carried out under medical supervision before the rundown could be completed.

Correction of the other cases brought about smoother progress and much improved results.

At best, any one of the above-listed outnesses or omissions could result in the person tiring too quickly, experiencing unnecessary discomfort, getting limited gain per hour and prolonging the rundown unnecessarily. The appearance would be that the rundown was not working when in actual fact it was not being applied standardly.

Where a person on *any* schedule reports he is tiring at a certain point and getting little or no benefit per hour spent beyond that point, one would need to determine if an adjustment of the daily time period was needed. But, as has been found, *additionally and always* one would carefully examine exactly what the person was doing on each section of the rundown and get any outnesses rectified.

Regardless of whether the person is on the maximum or minimum daily schedule, departures from other aspects of the procedure would decrease the benefits until these departures were handled.

## **SLEEP**

In the 24 cases mentioned above and in some other cases reporting problems on the rundown, by far the most common outness found was lack of sufficient sleep.

This is covered in the original bulletin under the section on a properly ordered personal schedule. However, it should be reemphasized here that adequate sleep has been found to be a vital factor in the correct application of this rundown. People function best when they are sufficiently rested.

Some tiredness has not been uncommon at certain intervals during the course of the rundown, even when the procedure was being carried out standardly. It can occur when the person first goes onto the program and needs to build up to the full daily time period on a gradient. It can also occur as part of the restimulation in connection with medical- or street-drug residues or as part of restim of an old illness, etc., any of which the person might run through while on this program. There are many cases on record of persons on the rundown turning on and blowing through periods of tiredness or fatigue connected with past illness and/or medical or drug experiences and coming through them far brighter and more energetic.

But it must be borne in mind that the Purification Rundown can be strenuous. Trying to do it on too little sleep would be a severe violation. A person observably needs enough sleep in order to cope with the changes he is undergoing. Per C/S reports, where this has been violated the person has often wound up having a rough time of it. Quite apart from any mere tiredness, any reactions which are there to be restimulated by drug residuals can (due to insufficient sleep) produce unnecessary and nonoptimum reactions.

Adequate sleep while on the Purification Rundown has proven to be every bit as important as it is when one is on a routine auditing program and is part of a properly ordered personal schedule. One obviously can't expect to make the gains possible on the Purification Rundown unless this point is in.

And one must be okay medically to go onto the rundown in the first place.

## SAUNA VENTILATION

Correct ventilation of the sauna is covered in HCOB 30 Dec. 79, HOW TO BUILD A SAUNA, and it is reiterated here as a must.

Improper sauna ventilation is reported as a contributive factor in a person tiring too quickly. It reportedly can bring on lassitude (weariness of body or mind from harsh climate), air hunger or any number of other symptoms which some persons have, in error, attributed to other causes. This has in some cases prolonged the rundown or given the appearance of the rundown being unflat when actually it was complete.

Those immediately responsible for delivering the Purification Rundown, as well as the executives of the org, are responsible for ensuring the sauna has been constructed and is being operated standardly with a sufficient oxygen supply for the number of persons using it. This also ties in with correctly staggering the scheduling of people for the sauna. One wouldn't jam too many people in the sauna at once, from the standpoint of ordinary comfort as well as sufficient oxygen supply.

## OVERHEATING AND SALT DEPLETION

An R-factor on the effects of overheating was found to be essential for a person beginning the rundown, as well as basic hatting on how to handle this on an emergency basis should it occur.

The symptoms of overheating and/or salt or potassium depletion—dizziness, feeling faint, weakness, clammy skin, becoming overheated, etc.—are taken up in HCOB 6 Feb. 78RB, Purif RD Series 1, THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM.

Beginning persons would need hatting on these points so as not to confuse these symptoms with the manifestations that can turn on when restimulation in connection with drug residuals is occurring. It is common knowledge and a matter of good common sense that overheating and/or salt or potassium depletion can be prevented by sufficient salt, potassium or Bioplasma intake and by cooling off periodically as necessary during the sauna period. But where these symptoms occurred, they would be *handled* and not considered something the person must “go through.”

Additionally, if perspiration ceases while in the sauna—the body suddenly stops sweating and the skin becomes hot and dry—it's an indicator that needs immediate handling. This is a clamping down on the part of the body, a resistance to expelling, and it is the first sign of a heatstroke.

The *Standard First Aid Personal Safety* booklet put out by the American National Red Cross covers the symptoms of heat exhaustion/heatstroke and the immediate aid to be given for such.

One would get the person out of the sauna at once and cool him off with a cold or cool shower or sponging, or start with a lukewarm shower and gradually make it cooler. Fluids and salt, potassium or Bioplasma would be given.

This reference would be kept on hand, readily available, in the sauna location.

Adding on all the above points would be included in the R-factor the person is given when he begins the rundown. Salt or potassium depletion as a chronic condition would be handled in liaison with the person's doctor.

## NUTRITION

What showed up throughout the survey data was the importance of the daily nutritional vitamins, minerals, oil, Cal-Mag and vegetables and the role that these nutritional elements play in handling, on the Purification Rundown, the traumatic effects of the restimulation of drugs, as covered in some detail in the original bulletin.

In each area it was observed that dropping out any of these supplements while on the program, skimping on them or taking them only sporadically, contrary to the program as approved by the person's doctor, could create or intensify deficiencies which would then throw a curve into the rundown that would show up in any number of ways—tiring quickly, lack of energy, upset stomach, nausea, a general “not feeling good” or actually getting sick in some way, to name a few.

Any omissions of these standard elements were found to interfere with the progress and purpose of the rundown, which is to free up the individual for spiritual improvement by handling the restimulative effects of accumulated residual drugs and toxins.

With the increase in numbers of those doing the rundown, many more persons are now reported to have successfully completed it under close supervision on the nutritional vitamin and mineral increases, including niacin, within the ranges given in the original research data published in HCOB 14 Feb. 80R, Rev. 31.7.85, Purif RD Series 4, RESEARCH DATA ON NUTRITIONAL VITAMIN INCREASES ON THE PURIFICATION RUNDOWN, with approval for such supplements from a medical doctor.

Many areas report it has also been helpful to have a good familiarity with the Adelle Davis books on nutrition and diet, as listed by title in HCOB 7 Mar. 80, DIETS, COMMENTS UPON.

Where individual tolerances were taken into consideration under medical supervision and any vitamin imbalance or deficiency handled under medical supervision, as stipulated in the bulletins on the rundown, these ranges as published in the issues on the original research were reported to be highly workable for most.

In areas where the rundown has been successfully delivered, the person's originations regarding his tolerance for or reactions to certain vitamins were never ignored. These would always be looked into and a correct solution worked out in alignment with the data in the original bulletin, with the assistance of the Medical Liaison Officer in liaison with the doctor or between the individual and his doctor.

In reported cases where the person was having some difficulty and some nutrient imbalance was the actual cause of the upset, where the vitamins and minerals were properly adjusted as above there was invariably improvement. But it was necessary to first determine that the person actually was *taking* the vitamins and other nutritional elements he was supposedly taking and in what amounts or if he was taking them only sporadically.

It is the responsibility of the person who has undertaken to do the rundown to keep those overseeing the rundown well informed as to his daily actions and the results. It is also his responsibility to see his doctor where any irregularity or upset indicates such. Naturally, it is also his option to see his doctor at any point he wishes on his progress on the rundown.

From all the reported data, it is not unusual at certain points of the rundown for some to protest a bit at the large quantities of vitamins taken. The protest is not in regard to results or benefits but simply in regard to the quantities to get down. While the niacin was always taken all at one time, in several areas it was found most viable to take the remainder of the vitamins at various intervals during the day, after meals or with snacks. One medical doctor has suggested that absorption of the needed nutrients is better accomplished in this way. The exception to this would be where one or more of the vitamins or minerals had been specifically suggested by the MD to be taken at certain set intervals.

Also reported was the datum that there is a hidden factor to look for if a person is having difficulty, and that is the person is not eating but is going along mainly on something like vitamins and niacin and yogurt alone. Or he has made some other major change in his eating habits. This was found in one area and totally explained why the person was having trouble on the rundown.

Departures such as this were found quite often to come about as the result of exchange of verbal data among persons doing the rundown, so this line was watched to ensure the procedure was being followed as given, not someone else's version of it or some experimentation of it on his own.

### **SCHEDULE IRREGULARITIES**

Probably the biggest single factor found in keeping the person progressing smoothly on through to successful completion of the program was regularity of the actions. That included regularity of the timed schedule, nutrition, sleep and the whole works.

Where any one part of the procedure was being done erratically, it would throw the other parts out or give that appearance, and the effect could sometimes be quite puzzling to the C/S or to the person's doctor and others assisting in the administration of the program.

Per C/S observation and other survey data, where people who had otherwise been doing well began skipping a day here or there, skimping or cutting down on the daily purification time or missing sleep, it usually resulted in upset of some degree. They began to report "feeling bad" or feeling "sickish" or actually getting sick following some irregularity or disruption of the routine. Where this occurred, the discomfort or upset was more severe among those with heavier drug histories.

A possible explanation of this is that the process has been interrupted and one is getting a backlogging of the drug and other toxic effects rather than a routine release of these at the same rate as when the person was on schedule.

Therefore, the person could be subject to a piling up of the restimulative effects of these at a rate not easily handled by him, and this could be further compounded by any continuation of an erratic schedule.

The handling was to get the person onto or back onto a proper and predictable daily regimen and maintain it through to completion of the rundown.

What was stressed here was that in this, as well as all parts of the Purification Rundown, it is a matter of the person following the normal and generally accepted rules for good health. He would then be in the best possible shape to attain the lasting spiritual benefits which are available to him. This is, of course, the sole and ultimate objective of the Purification Rundown.

## **DETERMINING AND HANDLING WHAT WAS WRONG**

Here are some of the more successful actions reported from an area with high Purification Rundown completions.

Any bad indicators, odd or strange indicators, upset, etc., would be always picked up and handled at once.

If the person was in some heavy restimulation and just wanted to get through it without interruption, he was not forced or badgered but permitted to go through it easily and gradually at his own rate and he would then come out the other side all right. Per reports, most people know when they are in a drug restimulation and will tell you.

In a case where the cause of upset wasn't immediately obvious, the Purif I/C or D of P would simply sit down with the person and talk it over to find out what was going on.

What worked very well was to have the individual himself read over all points of the rundown as contained in the issues and he himself would then very often spot and point out where he went off the rails. And in most cases he would prove to be right. It was very often found to be a matter of something having been altered or added or dropped out and this would be resolved by getting him back on the correct regimen and doing it by the book.

If it didn't appear to resolve, no guesswork or experimentation was done. The person would be sent to his doctor for a medical check and any necessary adjustment of his regimen.

In summary, it has been found that there are any number of ways in which one can depart from the correct procedure and the effects of one such departure can be similar to or appear to be similar to those of another, which can make some cases look complicated indeed, and unnecessarily so. So it has also been found that it is vital to indoctrinate the person on the standard actions of the rundown at the outset and then do everything possible to preserve that standardness throughout.

### **6. ON THE PURIFICATION RUNDOWN, HAS IT BEEN FOUND THAT THE "ALL BLEND" OIL MUST BE TAKEN "STRAIGHT" OR CAN IT BE MIXED WITH SOME OTHER FOOD?**



Per survey data, some individuals had reported difficulty taking the “All Blend” oil by itself, usually due more to the texture than to the actual taste.

The handling, as there seemed to be no reason why the oil could not be taken in orange juice or mixed with some other food of the person’s choice and taken that way, was to have many people on the rundown do just that, with good result. Others simply took the oil straight. (An exception, in taking the oil mixed with other food, is that you would not *cook* food in the oil and consider that the “All Blend” oil ration for the day!)

As the oil will coat the stomach and intestinal walls for a certain period, which can prevent the full assimilation of other nutrients, especially the watersoluble vitamins, one doctor has suggested that it is probably best taken before going to bed or at least at a different mealtime than when the vitamins and minerals are taken.

Regarding the amount of oil to be taken, this did vary with the individual. However, a medical doctor who is also a Scientology auditor and Purification Rundown C/S and who has handled numerous people on the rundown has reported that the most standard oil dosage found to be required thus far by most persons he has handled on the rundown is between 2 and 4 tablespoonfuls a day. Others (particularly some 250-pounders he has on the rundown) are on considerably more oil than this. The recommendation of this medical doctor is that on any oil dosage one would reduce the intake if the oil showed up in a bowel movement or in the body sweat, as in such case there is an excess of oil which is not being put to use but simply expelled.

**7. HAVE THERE BEEN ANY REPORTS OF A DIFFERENCE IN RESULTS WHEN NIACIN IS TAKEN IN POWDER FORM INSTEAD OF IN TABLET FORM?**

Per reports thus far, this seems to vary among different individuals.

The observation of one medical doctor supervising the rundown is that these variances are not unusual.

Some persons have reported more immediate and/or intense results when niacin was taken in powder form. This difference was most often reported by persons who had reached the higher dosages, had little or no results from a large, highly compressed tablet and then switched to the same dosage in powder form and got more intense results.

However, at least two people report that they got results when taking 100, 200, 300 and 400 mg of niacin in tablets of 100 mg each; then, when 500 mg were taken in a single 500 mg tablet, nothing occurred. However, next day, when 500 mg were taken in 5 tablets of 100 mg each, results were obtained at the 500 mg dosage.

Still others reported effective results from niacin tablets of any dosage, including the larger tablets of higher dosage.

What has been done in one area is to use tablets of 100 mg niacin each until the 1000 mg niacin dosage is reached and to use niacin in powder form thereafter. Where this is done, or where niacin in powder form is used exclusively, the measurement was and would need to be exactly done.

The label on a powdered niacin container should carry instructions as to how to measure the powder content. With the brands that have been used, one teaspoon provides 3000 mg of pure niacin. Note that this is per the English system of weights and measures. One would need to use the standard measuring teaspoon. In areas of the world where the metric system is used (and where “teaspoon” sizes vary), an amount equivalent to a standard teaspoon measurement would be 4.9 ml.

## **8. WHAT HAS BEEN OBSERVED TO BE THE MOST SUCCESSFUL GRADIENT GENERALLY IN INCREASING NIACIN ON THE RUNDOWN?**

Within the boundaries of the medical doctor’s advice for the individual, the most workable gradient in the majority of cases observed was generally found to be starting the person on 100 mg of niacin and increasing it in increments of 100 mg until the person was up to 1000 mg daily. A steeper gradient was then used as one went up to higher dosages. It was found that many persons could take increases of from 300 to 500 mg at one time when they reached the higher dosage ranges. Note that this does not refer to a *daily* increase, necessarily, but refers to the gradient in which the dosage was upped when an increased dosage was indicated.

Any increase was always based on individual tolerance, and there were exceptions to the “generally successful gradient” described above in every area surveyed. Certain individuals would and did require moving up on a lesser gradient according to their tolerances and according to individual medical advices.

On the other hand, in some instances a “grinding” phenomenon was observed where the individual:

- a. held to a certain niacin dosage of, say, 500 mg day after day until nothing whatsoever was happening

or

- b. held to an increase of only 100 mg at a time in the higher ranges of niacin, even though he was getting only brief, mild results, was very able to tolerate these effects and felt he could handle a steeper gradient.

By “grinding” phenomenon is meant an effect similar to running an engram late on the chain over and over without going earlier and the person getting irritated and frustrated with the rundown and feeling he is not making the progress he could be making.

In these instances, it was observed that when the persons who could progress at a faster rate with larger niacin increases (always with the other vitamins and minerals increased in correct ratio and by individual tolerance) did so, they went smoothly along on the rundown, handling what did crop up.

In all surveyed areas, *when* to introduce an increase in niacin was found to be as important as the amount of increase.

When niacin was increased:

- a. after the effect of a certain dosage had *diminished* (not vanished totally)  
  
*and*
- b. when any *other* manifestations and restimulation which had turned on at that dosage had blown or diminished (as covered in the procedure given in the original bulletin),

good progress was made on the rundown on a one-for-one basis, providing all other points were standardly in.

In other words, it was recognized that there would very likely be various reactions and restimulations (as covered in the original bulletin) all of which would need to be taken into consideration when niacin amounts were increased.

When this was done correctly, excellent results were obtained. Questions arising on such increase were handled according to the person's individual medical approval to do the rundown and further individual medical advices as needed.

It should be mentioned here that, along with this survey data, reports have been received of persons found taking niacin quietly on their own without being on the Purification Rundown and without being under any supervision, medical or otherwise, just to see what it would handle. This is not advised in any HCOB. It could result in artificially created deficiencies or in things turning on which are not then properly run out. Also, where a pc being audited was at the same time experimenting on his own with niacin dosages, it could present some puzzling aspects of the case to the Case Supervisor and could throw a curve into the C/Sing or programing.

The Purification Rundown has been carefully researched and piloted. It is concerned with freeing up the individual for future spiritual improvement. As such it is a prograded action carried out daily under C/S supervision and with medical approval for the individual to be on the rundown and medical advices given as required. There is no issue which advises or advocates a person experimenting with it on his own.

## **9 . HAS ANYONE COMPLETED THE RUNDOWN TO FULL END PHENOMENA BEFORE REACHING 5000 MG OF NIACIN?**

Per the original research and all reported survey data, there are a number of people who have completed the rundown to full end phenomena on dosages under 5000 mg of niacin. Others have gone as high as that dosage before completing.

Apparently, in some areas there was, earlier on, some misinterpretation of the Purification Rundown HCOBs to the effect that one would be required to work up to a point where a 5000 mg niacin dosage produced no effect in order to achieve the EP—which is not the case. There is no statement in any HCOB to this effect.

The end phenomena is reached when the individual is free of the restimulative presence of residuals of past drugs and other toxic substances. He will no longer be feeling the effects of these impurities going into restimulation and there is a marked resurgence of overall spiritual well-being.

The fact of having a heavy drug history does not necessarily prolong the rundown. It can do so but it is not true in all cases. More important than anything else is keeping all points of the rundown in standardly, maintaining a wellbalanced personal schedule with enough rest and nutrients, and getting as much exercise and sauna as possible on a routine daily basis.

On such a schedule, persons of varying drug histories—some heavy, some light—have completed the rundown in 18 to 20 days at 5 hours a day, reaching the EP at amounts of niacin which differed with different individuals. Some have done so in less time.

From reports based on direct observation, apparently what can happen in some cases (not all) is that the residuals of past drugs and other chemicals (sometimes every drug or medicine the person has taken) can restimulate and turn on heavily in the first week or 10 days of the rundown at lower dosages of, say, up to 1000 mg niacin. It doesn't always happen in an orderly fashion and it can be severe, but the person will handle these drug residuals, blow through any accompanying manifestations, and after that it can go totally flat with no effects showing up on the higher amounts of niacin. Others will turn on these effects in a more graduated sequence, one following the other, and it can take longer.

From the original research and piloting of the rundown, and from the reports of those currently delivering it and the personal reports from those who have completed or are on it, one can expect any variety of manifestations to crop up, not all of them comfortable by any means.

Where the person was on a sensible and well-kept schedule, with all other parts of the rundown fully in, these manifestations would deintensify and blow without undue discomfort or hang-up. As the toxic substances became active, he would experience their restimulative effects and come through these periods with nice wins. One would then see a gradual brightening of the person as he progressed.

Reported also was the fact that sometimes, especially on the lower niacin dosages, one could get a person coming through some drug experience with such a sense of relief and release and such a big win that he would report he had completed when he actually had more to do. Or a person would have an auditingtype cognition or a whole string of such cognitions and mistake that for the EP. These, of course, are excellent wins but not necessarily the end phenomena. Big wins can be expected during the course of the rundown, but in cases where the person was discontinued on the strength of such a win before all the toxic residuals had been handled, the person would come up with more to be done and would have to be returned to the rundown to complete it. One must be able to recognize the difference between a good win and the actual EP.

In all those areas surveyed, where a person was progressing well on the program he could be observed to be becoming more uptone and aware. He would start reporting exactly what was going on, what drug was turning on, what impurities and restimulations he was running out. He could usually tell if he had hit a tolerance level on a certain vitamin. All of these are valid reactions throughout the run. As the person would release and blow through whatever was there to turn on, the manifestations became less day by day, and he would reach a point where no further manifestations were coming up. He would look and feel remarkably better, brighter and more alert; he would have come through good wins and he would often know and state that he

felt free of impurities and their associated restimulative effects and originate on his own that he had done it. With all those indicators one could be pretty sure he *had* done it.

The amount of vitamin and mineral nutrients, exercise and sweat-out it has taken and will take to accomplish this on the Purification Rundown is an individual matter.

There is no hard-and-fast rule laid down anywhere that says a person must work up to 5000 mg niacin before he is complete.

#### **10. WHAT IS THE “WIND DOWN” THAT FOLLOWS PURIFICATION RUNDOWN COMPLETION?**

There is no such thing, unless one would give that term to the action of coming down off heavy vitamin and other nutrient dosages on a steep gradient, rather than abruptly, following Purification Rundown completion, as suggested in the original bulletin (HCOB 6 Feb. 78RB).

In one area it was found that this section of the bulletin was being misinterpreted to mean one gradually did less of *all* the elements of the Purification Rundown—i.e., less sauna, less exercise, less vitamins, etc., each day—and this was being called a “wind down.” This is not stated in any of the HCOBs and is not a valid action.

The suggestion that is made is that one doesn’t abruptly simply cease the extra nutrients he has been taking but comes down from high dosages on a steep gradient to what would be a moderate daily normal requirement for him, per medical advices. And that along with this some moderate daily exercise will help him maintain good health.

Continuing all the elements of the Purification Rundown would amount to continuing the rundown itself past the point of valid completion and, further, would delay the person getting onto the auditing he is programed for as his next step.

#### **ADDITIONAL QUESTIONS ON END PHENOMENA AND NIACIN**

Certain additional questions have arisen regarding the end phenomena of the rundown in relation to niacin which should be taken up here so that the data is broadly known.

The first of these is:

#### **11. CAN THE RUNDOWN BE CONSIDERED FLAT IF THE PERSON SEEMS TO HAVE REACHED THE EP AND IS GETTING NO MORE MANIFESTATIONS TURNING ON OR NO OTHER CHANGE OCCURRING BUT STILL GETS A SLIGHT RESULT FROM 5000 MG NIACIN?**

The person could very well be complete, but there are several factors to be looked at regarding this point.

The person could be hung up on some outness in the early stages of the rundown which would show up on a full review of his Purification Rundown history. One could do a full inspection of his folder, particularly in the area of minerals and vitamins, what effect they had, were these dosages standard and kept in the proper balance, was the rundown administered standardly and done regularly. The person could be interviewed as well, and you might find some outness such as he doesn't like vegetables, he never eats vegetables, etc., etc. So parts of the rundown could have been violated and this could be showing up in the manifestation described above. It may be that he has some deficiency which has been bypassed and thus some sort of hang-up was created. There is the possibility that if the rundown hasn't been done properly throughout, one could get such a hang-up. And with that there's a possibility of some deficiency alongside it which won't allow a complete discharge. A medical check would be done if the folder shows irregularities to determine if this is the case and, if so, to get it remedied. Getting any such deficiency remedied and getting all points of the rundown in standardly would bring it to successful completion in a case where such outnesses have existed.

There is also the possibility that the person simply has more to do on the rundown.

And there is the possibility, and this may be by far the most common, that the person has reached the EP and is in overrun.

If he has done the rundown standardly and has reached the end phenomena as described earlier in this bulletin and in HCOB 6 Feb. 78RB, the chances are he is complete on the rundown despite the fact he is still getting some slight result from 5000 mg of niacin.

It is possible to overrun the Purification Rundown if one is not well aware of what is to be looked for in the end phenomena. There have been cases of overrun where the person was continued for some weeks at 5000 mg (5 grams) of niacin with nothing more turning on than a slight effect. And there have been cases of overrun that occurred at less than 5000 mg of niacin.

The possibility exists here that if the point of completion of the rundown is reached and *bypassed* the person could begin to dramatize a niacin flush. It would be like any other bypassed condition, such as a bypassed F/N. The condition tends to hang up because it is not acknowledged or signalized to have ended. This is simply an educated guess as to how this could occur, but it is also borne out by careful study of several cases on record where bypass of the EP and overrun did take place.

After the person has been on the regimen for some time, has come through good changes and is handing you the indicators of the EP, carrying him on the rundown for 6 or 7 days with no further effects at any dosage is really an overrun. In some of these cases it appears that 5000 mg niacin isn't doing anything that 3500 mg of niacin didn't do.

To repeat, the end phenomena can and has been reached on 5000 mg of niacin and on dosages of lower than 5000 mg. Once the drug and chemical residuals are handled, they're handled. The person will feel the difference.

Upping the dosage does not necessarily find more to be handled. And continuing the person past the EP can hang the whole thing up and produce a slight effect as a dramatization, either sporadically or each time the niacin is taken.

This can then become confusing to the person himself and to the C/S. If the overrun is continued, you'll see the person begin to go downtone, even if only slightly. His indicators become a bit less bright, he may become disheartened. He may now be efforting to produce some result that isn't there to be had and begin to feel the action is interminable. Certainly the person will appear less enthusiastic about the whole procedure and may begin to protest it. The picture now looks as if the rundown is unflat whereas what has happened is that he achieved the EP, reached a point where he felt great, was getting no further manifestation of any kind (if even for only a day) and the fact was not acknowledged but bypassed. Overrun phenomena then sets in.

C/Ses report there have been a few cases who "rabbited" (wanted to run away from continuing the rundown to its EP because it was uncomfortable or out of other considerations) and insisted they were complete after a very few days at low niacin dosage when little or nothing had yet turned on. But these cases were few and easily detected and handled by bringing them to a better understanding of the rundown and its purpose and what it does. In two such cases where the persons were allowed to attest after too brief and skimpy a run, they both went into drug restimulation which should and would have been handled routinely on the rundown. After full review of these cases, with medical participation, they were put back on the rundown and completed it properly.

Judging from reports, including the many personal reports received, by far the majority are eager beavers who can't wait to turn on something on the rundown and blow through it. They report drugs, medicines, anesthetics, alcohol, restimulation of various biochemical reactions, somatics or other manifestations turning on and blowing, and they report them all enthusiastically and with great relief and look for more! Such cases will often know and tell you when they've honestly reached the EP.

One C/S also reported he had had cases on his lines where the person from all indications was complete and stated he was complete but wanted to continue a bit longer "just to make sure." Allowed to go on, these cases promptly got into overrun phenomena, went downtone and were getting no change. In each case, when all was checked out, it was found the EP had been reached at the point the person stated he was complete. So it appears that on the Purification Rundown, just as in other rundowns, it doesn't do to continue past a valid EP. Should it happen, it is handled simply by having the person spot when he did complete and acknowledging it.

What also showed up in the survey data was the rare bird who would try to handle his whole case on the rundown and who looked for some result above and beyond the EP of this rundown. Such a case would need to be given a very thorough R-factor on the rundown and be carefully C/Sed, with medical liaison as necessary, throughout.

It was found important to make real the fact that all that is being looked for here is the person free of the restimulative effects of past drug and toxic residuals so that the person can then be audited with optimum gain and spiritual enlightenment.

It is up to the Case Supervisor to know each case, to be familiar with the progress of each case, to keep the medical liaison lines in, and to know well the indicators to expect when the end phenomena has been reached so that it can be acknowledged and validated.

Another question that has come up with some frequency is:

**12. WHAT COULD ACCOUNT FOR A PERSON WHO HAS GENUINELY COMPLETED THE RUNDOWN WITH NO NIACIN REACTION AT 5000 MG (OR LESS) THEN GETTING A REACTION LATER AT LOWER NIACIN DOSAGES?**

Such a reaction, where the person has actually done the rundown standardly to its end phenomena, does not mean the rundown is unflat.

To understand this reaction one needs a good understanding of the bank and how it works. The specifics of what has happened in these instances can be quite variable, but what you are looking at here in general is that there has been an environmental shift or change which produced another type of *bank* key-in.

To begin with, we are living in a two-pole, a two-terminal universe. (Ref: HCOB 8 June 63R, Rev. 3.10.77, THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, BULLETIN 2: HANDLING THE TIME TRACK) It takes a two-terminal situation to hang something up.

On the Purification Rundown we are looking at two things: one, the actual drugs and toxic residuals in the body (and medical autopsies have shown that they *are* there) and two, the bank mock-up or facsimile of the drugs, drug residuals and their effects.

These two conditions are hung up—one of them playing against the other, in perfect balance. What the person is feeling is the two conditions, one of them the actual presence of the drug residuals, the other the bank mock-up of them. The thetan can actually, via his bank, mock up a perfect synthesis or a counterfeit of drugs. So you are getting two reactions here, one of them a total counterfeit but no less real to the person, nevertheless. The counterfeit is just bank restimulating and, oddly enough, the bank can approximate practically every drug there is under the sun. The bank can also approximate the effects of radiation and it will look just exactly like a physiologically caused effect.

I don't think the bank can necessarily key in a physiological reaction where an actual physical basis for such has not existed somewhere on the person's track. It *can* deform or change positions or rates of metabolism. It can change endocrine conditions and therefore can change various bodily conditions. And it is true that a thetan can mock up a facsimile strongly enough so that it hurts.

Probably the reason why the Purification Rundown works is that it handles the one side of it and thus fixes the person up so that the other side, the bank facsimile side of it, is no longer restimulative or in constant restimulation. It's as simple as that.

What, amongst other things, is happening on the Purification Rundown is that you cause an upset of this perfect balance and suddenly this balance goes b-z-z-z-t! The balance isn't there anymore so you don't get the cross-reaction anymore.



But it takes auditing to totally erase the bank. In other words, while the balance has been upset, all of the bank facsimiles are not gone. They're not keying in and they're not being reinforced by the presence of drug residuals but they're not necessarily blown.

A thetan can mock up anything. Thus, as the person is coming down off the rundown on gradient niacin and other vitamin dosages, he can hit an area where some factor in the environment can cause the facsimile to go into restimulation again. You can get a bank reaction which, so far as anyone could tell, would be absolutely identical to what the physiological reaction would be.

It doesn't mean there are still accumulated residuals. It is that the bank or facsimile side of this two-terminal hang-up isn't necessarily flat. It *was* flat for that period of time. Now the person drops back, moves into another environment, another period of time, probably goes out in the sun and gets himself a nice sunburn or something of this sort, and his bank cross-reacts.

That is the basic theory behind this type of manifestation.

Upon completion of the Purification Rundown, the person is now in good shape to receive auditing and get optimum gain from it. Auditing is what handles the bank. When the Purification Rundown is completed and the person has fully flattened Objectives, the Drug Rundown is his next step, and it is on the Drug Rundown that one handles the mental and spiritual reactions from drugs. An OT would (after OT III) be given the OT Drug Rundown. Or if the person is on NED for OTs, he would receive the NED for OTs Drug Rundown.

Thus, we are not looking at an endless run on the Purification Rundown. We're seeking simply to handle the drug deposits and toxic residues in their restimulation and reinforcement of the bank, and vice versa. And by breaking up the balance of these two and handling the one side of it on the Purification Rundown, we are freeing up the person to handle the other side of it, the bank facsimile side of it, in auditing—and successfully.

With these factors handled, the individual is now ready for all the spiritual gain that can be achieved in his future processing.

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If these summarized findings are of interest and helpful to those in the many, many areas where the Purification Rundown is being delivered, I am pleased to be able to give you this data.

L. RON HUBBARD  
Founder

Assisted by LRH  
Technical Research  
and Compilations

The Purification Rundown has as its sole purpose the handling of the restimulative effects of drugs and toxic residuals on a spiritual being. The Purification Rundown is a spiritual activity based on and administered according to the doctrine and practices of the religion of Scientology as set forth in the writings of L. Ron Hubbard and adopted by the Church. No part of the rundown is intended as the diagnosis, prescription for or treatment of any bodily or physical condition or ill. The Church is not responsible for the handling of any bodily or physical condition or ill, it being the responsibility of the individual to seek the competent medical advice and treatment of his doctor in such matters.

CHURCH OF SCIENTOLOGY  
INTERNATIONAL

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 MAY 1980RA

REVISED 20 APRIL 1990

Remimeo  
All Orgs  
All Divisions  
C/Ses  
Co-audit Supervisor's  
Course  
Co-auditors

*Co-audit Series 1RA*

**CO-AUDIT DEFINED**

*Refs:*

HCOB	29 May 80RA Rev. 20.4.90	Co-audit Series 2RA CO-AUDITS: HOW TO RUN THEM
HCOB	30 May 80RA Rev. 21.4.90	Co-audit Series 3RA SUPERVISING CO-AUDIT TRs
HCOB	31 May 80RA Rev. 21.4.90	Co-audit Series 4RA STAFF CO-AUDITS

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The term “co-auditing” is an abbreviation for “cooperative auditing.”

A CO-AUDIT IS: A TEAM OF ANY TWO PEOPLE WHO ARE HELPING EACH OTHER REACH A BETTER LIFE WITH SCIENTOLOGY OR DIANETICS PROCESSING.

It is a cooperative action toward a very worthwhile goal.

The co-audit is an early Scientology and Dianetics innovation.

It was the bright idea used in the early days to. get auditing done in more volume and on a broader scale than would ever have been possible on a one-for-one basis at that time. It was also a means of training the many who were demanding training in this new technology, and providing them with the opportunity to get their own cases handled while at the same time giving them a subjective reality on the processes they were delivering to others.

It was then and is today a very valuable tool.

Co-audits are our quickest and most economical way of restoring vitality and purpose to the society, something I know all Scientologists are working with me to achieve.

Co-audits can handle the many, staff and public alike, who are reaching for those auditing actions meant to bring them up through the next levels toward Clearing and who are willing to bootstrap their way up through these levels.

THE PURPOSE OF A CO-AUDIT IS TO GET CO-AUDITORS UP THE GRADE CHART.

Co-auditing is not a limited activity. Any pair of Scientologists who have the interest and desire to help each other up the Grade Chart can co-audit.

### **CO-AUDITING OF SPECIFIC RUNDOWNS**

Rundown co-audits are especially designed co-audit packages set up to permit co-audit team members, regardless of their training or lack of it, to audit each other through the full steps of a specific rundown.

Included in a rundown co-audit would be any and all study and training steps needed to prepare co-auditors to successfully audit each other to the full EP of that specific rundown.

The Method One Co-audit is one example of a specific rundown co-audit. The checksheet for this co-audit (HCO PL 25 Sept. 79R III) provides the technical theory and practical steps necessary to enable two co-auditors to take each other through Method One Word Clearing to full completion and EP of the action. It is a very popular action, easy to do, and gives tremendous case wins. It does not require professional auditor or word clearer training; one can simply do the Hubbard Method One Co-audit Course Checksheet with a twin.

Other co-audit packages on specific rundowns may be released from time to time. These rundown co-audit packages would be carefully planned and tailored to include the minimal but correct and necessary training gradients for delivery to public as well as staff.

This does not mean that, in the absence of such a package for a specific rundown, co-auditing could not be done. Auditors trained in the skills of a level or a particular rundown could co-audit that rundown, provided they are at that level pc-wise and training-wise. The co-audit would need to be organized and be properly supervised and C/Sed throughout, but the organization could be as minimal as providing a set-up for one such co-audit team.

### **PROFESSIONAL CO-AUDITS**

A professional co-audit is a co-audit between auditors trained on the skills of a level who are auditing each other on that level. (A *nonprofessional* co-audit is one designed for co-auditors who have *not* had professional auditor training.)

Professional co-audits have long been a favored and highly successful method whereby Scientologists can move up the auditing and training sides of the Bridge.

Professional co-audits are for auditors who are doing the Professional Training Route and for auditors who have completed their training but haven't themselves moved up the Grades.

Academy and Saint Hill Special Briefing Course students could and should co-audit and get themselves up the Grade Chart as they go, in pace with their training.

Professional co-auditing can be done following each auditor training course. It can also be done on special co-audits set up by orgs so that these auditors can continue to co-audit under the supervision of org tech terminals and use org facilities.

Such co-audits for public students would be charged for at a nominal rate and would include C/Sing, etc. A student can get all of his Grades and New Era Dianetics auditing on these co-audits.

### **NOTE**

Orgs do not have the license to offer public *nonprofessional* co-audits on Grade 0-IV processing or on NED (New Era Dianetics).

Training courses are already very much streamlined.

Any public interested in co-auditing the Grades and New Era Dianetics should be routed onto the Academy Levels and the NED Course where they can rapidly complete their study and get onto the professional co-audits.

Thus an org's concentration as far as public co-audits go would be on Div 6 co-audits, any specific rundown co-audit packages and professional co-audits on the Grades and New Era Dianetics.

### **STAFF CO-AUDITS**

Staff co-audits are by far the most advantageous method for an org to ensure its staff get and stay in good case shape and move on up the Bridge.

A well-run staff co-audit is the answer to the problem of how an org gets all its staff audited.

The staff co-audit can be arranged to be done by trained staff auditors (teamed with each other) and/or untrained staff (teamed with each other).

It can include any processing from the beginning of the Grade Chart up through New Era Dianetics as well as processing on special rundowns designed for co-audit purposes.

In the case of untrained staff co-auditing, this would ideally begin with the TRs and Objectives Co-audit Course. As part of the co-audit, the staff member would first be trained on TRs for co-audit level and Upper Indocs and then co-audit with his twin on a full battery of Objectives, as directed by the C/S.

Following this, the untrained staff co-auditors would need to be gradiently programed and C/Sed and taken step-by-step through the next Grade Chart action on a "read-it, drill-it, do-it" basis.

"Read-it, drill-it, do-it" means:

1. The co-auditors twin up and study and check each other out on the basic issues and skills for the process or Grade to be audited.

2. They drill the actual actions involved in running the process, under tight supervision of a trained Co-audit Supervisor.
3. They then audit each other on the process to EP, under the tight guidance of a trained Co-audit Supervisor.

Do you want to see an immediate upsurge in staff morale, activity level and enthusiasm? Establish a staff co-audit!

### **GUIDING FACTOR**

The Grade Chart is the guiding factor in any co-audit. One doesn't audit a pc on processes or rundowns above his Grade in violation of the Grade Chart, regardless of where the auditing is done or whether it is an HGC type of action or a co-audit action. On any co-audit, the process to be run is determined by the C/S and he uses the Grade Chart as the basic pc program in each individual case.

HCO PL 23 July 69, AUDITOR ASSIGNMENT POLICIES, and HCOB 21 Dec. 79, AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES, provide the guidelines for pairing up co-auditors of comparable case level and training level.

### **SUMMARY**

Co-audits are for use. They spark immediate interest. They quickly bring people up to doingness. There is no better exchange for the auditing one gets than to deliver it to another and that in itself produces gain. They are the fastest, most satisfying method of getting lots of auditing delivered, of making lots of Releases and providing actual auditing experience.

If you want to turn your org scene into one of a bustling beehive of activity, get your co-audits established and running. It is within the means of any org to do so.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

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*Co-audit Series 2RA*

**CO -AUDITS: HOW TO RUN T HEM**

One of the simple secrets of a successful co-audit is administration.

Without smooth workable lines and hatted terminals on those lines who really know their business and run a snap and pop operation no org or mission can expect to succeed with its co-audits.

However, where lines and terminals are in and functioning smoothly, rapidly, routinely, you'll have a high volume of co-auditors, many released pcs routing on to their next services, an active, uptone course room and new public banging on the door demanding co-audit courses.

It's a very simple matter to run a highly successful co-audit. The key to that success is standard administration.

Any co-audit course, whether it is a specific rundown co-audit package, a professional co-audit on the Grades or NED or other type of co-audit, follows the principles and guidelines laid out in this issue.

**CO-AUDIT REQUIREMENTS**

Any fair-sized co-audit course, if one is to set it up to succeed, will require at least:

A Co-audit Supervisor—to supervise co-auditing actions. The Co-audit Supervisor must be tech trained to a level which enables him to handle the materials being co-audited.

Course Supervisors—for the theory and practical sections of co-audits where some preparatory training is done.

In a small org or mission these posts might be covered by one person, but it is not optimum.

Add to this: (a) a C/S to case supervise the co-auditing sessions and (b) a Course Admin (who might be able to service more than one co-audit), and one would have an ideal scene, personnelwise, for a co-audit set up to deliver in volume and expand.

## CO-AUDIT THEORY

*Refs:*

HCO PL	2 Dec. 62	SUPERVISOR'S STABLE DATA
HCO PL	24 Oct. 68	SUPERVISOR KNOW-HOW RUNNING THE CLASS
HCOB	25 June 71R Rev. 25.11.74	Word Clearing Series 3R BARRIERS TO STUDY

Anyone dealing with the administration and supervision of a co-audit course must realize first and foremost that it is not a study course. It is not a study activity. It is a *doingness* activity. Students are there to *do* the actions of auditing, not to learn theory. This must be the Supervisors' orientation toward the course.

The students enrolling on the course are going to be eager beavers and the Course Supervisors must have the attitude of contributing to the enthusiasm the students will bring to the course. The students will be there to move further along the Bridge and this is what the Supervisors must make sure happens.

Auditing, auditing, auditing is what is stressed and that is what is delivered.

On a professional co-audit, the co-auditors will already have been trained in the theory and skills of the level they are auditing.

On a rundown co-audit package, co-auditors will often have no previous technical training. New co-auditors do have to learn what they will be applying but this has been cut down to the bare bones essentials. They are given mainly the "How" and only enough of the "Why" to make their co-audit actions meaningful.

The student is not being trained here to think with his materials. He is being trained to exactly apply the auditing procedure rat-tat-tat. If the pc does "A," the auditor is trained to respond with "B." And auditor and pc alike soon learn that this produces results.

Also, for all their eagerness these students will not necessarily have done a Student Hat so they will be operating without the benefit of a command of study tech.

For these reasons, the Supervisors must be particularly good at spotting and handling the manifestations of misunderstood words and manifestations of skipped gradients. The third barrier to study, lack of mass, probably won't be as prevalent on a co-audit as on a straight study course, but might possibly occur on any of the co-audit's theory sections. Not being trained in study tech, the students will not necessarily be able to spot these things. The Supervisors must be alert for them and handle them when they occur.

## TWINNING AND COURSE ATTITUDE

*Ref:*

HCOB 21 Aug. 79	TWINNING
HCO PL 23 July 69	AUDITOR ASSIGNMENT POLICIES

HCOB 21 Aug. 79, TWINNING, is applied to the letter on co-audits. Nowhere is this tech more applicable than on a co-audit course.



Twinning also enhances the atmosphere the Supervisors must establish on the course.

CO-AUDITORS ARE TWINNED ACCORDING TO COMPARABLE CASE AND TRAINING LEVEL. People who intend to co-audit and Co-audit Supervisors must be alerted to the fact that you don't twin up mis-matched co-audit teams—e.g., a lower level pc with a NOTs pc, etc. This is fully covered in the above references.

Once twinned, co-auditors should not be musical chaired.

It is important that the Co-audit Supervisor twin students correctly. Properly twinned co-auditors will fly along while poorly twinned ones will generate problems, and where there is a big difference in ability, create an out-exchange situation in which the faster twin is always coaching the slower one to get him to catch up.

A co-audit course is a team activity. It is a jump-in-and-do-it activity and the Supervisors establish this as the operating tone of the course from the first day. The activity level of the course is very high.

The Co-audit Course Supervisors would exemplify this attitude by being human dynamos in the course room and this would rub off on the students.

The Co-audit Supervisor's activity level must be high because he deals heavily in individual attention to each student, co-auditor and pc. He must maintain a high level of ARC with each student. He must always be approachable by the students and stay in good comm with them.

The students will not be perfect students and this makes individual attention for students a prime Supervisor duty.

### **THE COURSE ROOM/THE CO-AUDITING ROOM**

The *Course* Supervisor(s) and the *Co-audit* Supervisor(s) have different and distinct zones of operation on a co-audit course.

Ideally, the course is divided into a study section, a practical section and a co-audit section. These would exist in separate rooms, each with its own Supervisor(s) in order to provide the best possible study and auditing environments.

Where the above is not possible, the theory part of the co-audit course would be done in one room with the Theory Supervisor and the practical and coauditing part of the course would be done in another room, with the Co-audit Supervisor.

The theory and practical sections are not put together in the same room.

The theory course room, practical course room and co-audit course room would be as near as possible to one another in the org. It is, after all, one course!

In the co-audit room, the auditing tables would be set up with the auditors sitting with their backs toward the center of the room and the pcs facing inwards toward the center.

In this way, the Co-audit Supervisor can monitor each session from the center with a minimum of walking about.

## **NEW STUDENTS**

When a new student enrolls he is greeted and welcomed by the Course Supervisor (and the Co-audit Supervisor if available). Right then and there the student gets indoctrinated with the idea that this is a gung-ho activity, that the students help each other out and take responsibility for one another. He is also informed about twinning and given the datum that the better the auditing he delivers the better will be the auditing he receives. This is factually true and has been proven over the years. He is informed that it is to his advantage and best interests to become as competent an auditor as possible.

## **BEGINNING MUSTER**

The co-audit course begins on schedule with a roll call of both the students on theory and the co-auditor teams (who are mustered in the study room). Roll call is done this way so that there is only one roll book and accurate 8-C can be run.

Tight scheduling must be maintained in both theory and co-audit room. Every minute counts if these students and co-auditors are to get the most out of their scheduled periods.

Immediately after the initial muster the two teams split up—students on theory sections to their seats in the study area; co-auditors to their sessions in the co-audit room.

## **RUNNING THE COURSE**

All points of HCO PL 16 Mar. 71R, WHAT IS A COURSE? must be in on any co-audit course. HCOB/PL 30 Oct. 78R, COURSES—THEIR IDEAL SCENE, must also be in.

A standard roll book, routine roll call each period, student graphs, a Progress Board, are all used. The materials that will be needed on the course must be readily available. (This includes auditor admin materials.)

The course and the co-audit are both run with good stiff control and ARC.

The Supervisor gets right onto targeting students for the period after the beginning muster. He then works to ensure every pair of students makes or surpasses their targets.

If there are a lot of checkouts for him to do, it is best to have a sign-up sheet at the front of the room. This puts order into the activity and makes it predictable for the students. On a course of any size at all, a sign-up sheet is a necessity to keep things from falling into chaos.

Heaven forbid that the Course Supervisor would ever be caught at his desk during course hours! No! He would be out moving about the course room, ensuring the students studying their course packs were learning the data and that the students drilling had their drills down cold. He'd be watching for students manifesting MUs and jumping in to handle when he spotted one.

He gives students studying their packs spot checks to ensure they are getting what they are studying. If they aren't, he gets the MU found. If he can't get it located quickly, he sends the student to the course Word Clearer or, lacking one or when extensive word clearing is needed, to Qual for word clearing.

On practical checkouts the Supervisor cannot really afford to turn it into a coaching session and get stuck with one pair of students at the expense of everyone else in the class. Either the student being checked out has the drill down or he doesn't. If he does, great; pass. If he doesn't, the Supervisor issues the student a pink sheet with the errors noted and what he has to do to correct it so the student will pass on the next checkout.

Pink sheets are handled in the course/co-audit room, by the student coauditor's twin or the Supervisor. Only if the student became hopelessly bogged would he be sent to Cramming.

The Supervisor would give every student individual attention and wouldn't get stuck with any one pair of students for too long a period.

He would be moving from team to team, seeing how they were doing, checking out their drilling, correcting outnesses when he saw them, always encouraging them and establishing the reality that they can audit successfully.

He would use every bit of supervisor tech at his disposal to get students through their drilling and onto the co-audit. And quickly. The student reads the material, drills it and he *does* it. One, two, three.

## **HANDLING TRs AND OBJECTIVES CO-AUDIT STUDENTS**

Many students on the TRs and Objectives Co-audit Course will be fresh off the Purification Rundown, without having done a Student Hat or any other Scientology course. But putting someone through an Objectives co-audit does not require any education to speak of; the Supervisor simply demands that the student reads his course materials, drills the exact actions and then does them on his twin.

For example, I have done this at as shallow a level of getting two staff members and making them run Op Pro by Dup on each other, 35 hours given and received. They didn't have any coaching to amount to a hill of beans, but they did it with excellent results.

A Supervisor would not allow a TRs and Objectives Co-audit student to spend time clearing words within definitions of words. The Course Supervisor would rapidly get the misunderstood word handled, the student through the materials and onto *doing* the TR or action.

There may also be circumstances where the co-auditor may need to refer back to his materials during a session to get the process commands straight. This does not mean the session is bogged requiring Supervisor intervention. A coauditor is free to look at the commands if he needs to while running a process, and that he does so does not imply that the session needs to be stopped so he can drill the process further before continuing.

The Co-audit Supervisor must keep in mind that he is not trying to get the student to do anything by study; he's trying to get him to do something by actual action in the auditing chair.

## RUNNING THE CO-AUDIT

The Co-audit Supervisor's job is to ensure that auditing occurs and that it is successful auditing and that the pcs make the expected gains on their auditing.

Before the co-audit class starts, when the folders have come out from the C/S, the Co-audit Sup checks each one, notes what the pc needs and puts the folder in its proper stack (to Co-auditor, D of P, Declare, Co-audit Sup handling, Ethics, MO, Review, etc.). He then battle plans his day to get all the actions done in the proper sequence. For example, he would plan to do pc A's D of P interview, get pc B to the MO, get pc C into session with his co-auditor, make sure pc D's MAA interview gets done by the MAA, etc. In this way he assures that the pcs make the fastest progress possible. He doesn't want to spend time on these administrative cycles once there are sessions going, so he gets them planned out before course.

After roll call and muster at the start of class the Co-audit Supervisor gets right down to 8-Cing co-audit teams into session. He passes out the folders from the C/S and handles any questions or uncertainties the auditor may have about the C/S instructions. He does this by reference to course materials and *not* by verbal tech. He then arranges the co-audit teams in the auditing area and gets the sessions going.

The Co-audit Sup must budget his time wisely so that maximum co-audit production can occur. If one twin needed ruds to start a session and another twin needed a D of P interview but would not be going right into session after it, the Sup would do the ruds first and get those twins into session. Then he would do the D of P interview.

Once the sessions have started, he is there observing the sessions.

He acts as a monitor for each co-audit session.

He ensures that if it's muzzled co-auditing that is to be done, the co-auditor remains muzzled giving only command and acknowledgment.

He is there to help out if a co-auditor gets into something he can't handle. If a co-auditor gets into trouble, he alerts the Co-audit Supervisor by putting his hand out behind him. The Co-audit Supervisor comes over and, getting in comm with both the auditor and pc, finds out what is happening. This is done with good TRs and all points of the Auditor's Code in. The Co-audit Supervisor would put in a good R-factor to the pc about what was going on and include the pc in any discussion. The pc may say he spotted why he had done something and that he felt really good at that point and that would be the bug right there—overrun. In a metered session the Co-audit Supervisor might have to look over the worksheets to find out where the session went amiss. Once he finds the goof, he shows the auditor what to do to remedy it per source references, and gives the pc another R-factor about what the auditor will do.

The Co-audit Supervisor has to know his tech cold and be able to figure out at a glance what is wrong with a session and instruct the co-auditor (with the proper source reference) what to do to put it right.

At no time does he criticize or belittle the auditor, or in any way lower the auditor's altitude in the session. The Co-audit Supervisor doesn't violate Auditor's Code clause 20 by explaining or justifying any auditor mistakes to the pc. Nor does he invalidate the pc or evaluate for the pc and tell him what is going on with his case. The Supervisor steps in only to isolate the bug, get any BPC found and indicated and get the auditor to resume the session.

If the cause of the session difficulty isn't apparent, the Co-audit Supervisor would R-factor both pc and auditor that he is going to put the pc on the meter (if he isn't already) and find what's bugging the session. (The Co-audit Supervisor would keep copies of the appropriate correction lists on his clipboard and readily available.) He makes it clear that he is not taking over auditing the pc; he is simply finding the session bug. He takes the auditor's chair and, using the prepared correction list for the co-audit materials, he assesses the list by the appropriate method. If the co-auditor is trained to handle the read (or reads), the Supervisor instructs the co-auditor on what to do to handle it (according to the list instructions) and gets the co-auditor back in the chair and running the session.

Should the Co-audit Supervisor find that what reads on the list is something that the co-auditor is not trained to handle but which the Supervisor is qualified to handle (such as an out-rud, overrun, etc.), the Supervisor may handle it then and there providing it would not keep him away from supervising his other co-auditors for too long a period of time. As soon as the pc's BPC is handled to F/N and VGIs the Supervisor turns the session back over to the co-auditor.

If the trouble is something which would require more extensive handling, such as an Int Rundown or review auditing of some sort or if the Co-audit Supervisor is not qualified to handle the charge found on the prepared list, he would indicate the charge found to the pc and R-factor him that the folder must go back to the C/S for instructions. He would then turn the session back over to the auditor to end it.

Needless to say, the Co-audit Supervisor must guard against:

1. Verbal tech, and
2. Any kind of case evaluation or invalidation going on on a co-audit course. He must come down hard especially on any person who is trying to belittle pcs or co-auditors or invalidate the case wins or case problems or case oddities of any pc. Such offenders must be gotten out of the space and sent straight to Ethics. (Ref: HCO PL 1 July 65, ETHICS CHITS)

## INTERRUPTING SESSIONS

The Supervisor must be able to quickly recognize any bad indicator and must stay on the alert for them. If he notices some-thing going wrong in a session he doesn't have to wait until the auditor puts out his hand for help but *can* gently step in and handle.

The Co-audit Supervisor must, however, give the auditor sufficient opportunity to spot that something is wrong with the session. If the Supervisor interrupts sessions all the time and bypasses the auditor, the auditor may stop taking responsibility for the pc and the session because "if anything was wrong with the session the Supervisor would jump in and take over." The auditor might decide he doesn't have to concern himself with how his pc is doing because "the Supervisor will do all of that."

The goal in all of this is to get a win for the co-audit team and get the pc through his auditing.

## RULE

The rule to follow in handling session difficulties is:

**IF THE CO-AUDITOR CAN HANDLE IT, *HE HANDLES IT.***

The Co-audit Supervisor always maintains an encouraging attitude, good TRs and the certainty that the auditor will pull off the session. He never expects the auditor to do *anything* above his training level, but he does expect him to successfully audit what he has been trained to do.

The Co-audit Supervisor never steals the co-auditor's hat but only borrows it for very short periods of time and even then doesn't exclude the co-auditor from the proceedings. He doesn't allow himself to become the auditor no matter how much the pc may seem to demand it or how rattled the auditor may appear at having made some goof. With ARC and certainty he isolates the bug in the session, gets the co-auditor to straighten it out or straightens it out himself and gets the co-auditor to continue the session.

### **CAUTION**

The Co-audit Supervisor must be *sure* not to become the pc's auditor completely because then the pc is likely to reactively create more trouble in order to get further attention.

If at all possible, the co-auditor must handle the session and bring his pc through it. Coming through a rough session to a win is a tremendous morale booster and nothing will more raise an auditor's confidence in the tech and his ability to apply it.

### **AUDITORS DO NOT LEAVE THEIR PCS**

The Co-audit Supervisor never assists an auditor who has left the auditing chair or walked off from his pc to get the Co-audit Supervisor to help. Should an auditor leave his pc to seek assistance, the Co-audit Supervisor firmly, but with ARC, tells the auditor to go back to his pc and put his hand out behind him. The Supervisor *then* assists that auditor as soon as he possibly can.

Permitting a co-auditor to leave his pc violates the Auditor's Code clause 10, "I promise never to walk off from a preclear in session," is bad form and adds unnecessary randomness to the co-audit room. Co-auditors must be R-factored about this procedure before they begin auditing.

### **SESSION ADMIN**

The Co-audit Supervisor monitors the sessions until the last one is finished. He gets the auditors to write up their sessions correctly and legibly for their pcs' folders. The Supervisor is responsible for the quality of the co-auditors' admin and must see that the folder admin is correctly done.

The Co-audit Supervisor also keeps a logbook in which each co-auditor logs the number of hours he audits daily. In this way both the co-auditors and the Co-audit Supervisor have a ready record of the total number of hours co-audited for the week.

Any co-auditors who finish their sessions early and have their admin done and folders turned in before the end of the class period can spend the remaining course time helping out by drilling with other students or drill themselves, etc.

When the last session is over for the course period and the co-auditors have written up their sessions, the Co-audit Supervisor ensures the Course Admin gets the folders over to the C/S office. The Co-audit Sup should make it a point to attend the end-of-class muster and should ensure that his co-auditors are also there.

However, sessions that were still in progress at the end of the course period would not be ended for these musters, nor would the Co-audit Supervisor leave any sessions in progress to attend the musters.

### **MUTUAL OUT-RUDS**

The theory of mutual out-ruds is covered in HCOB 17 Feb. 74, C/S Series. 91, MUTUAL OUT-RUDS. Mutual out-ruds can stack up on courses and the Supervisors must be sharp in recognizing indicators in a pair of students with out-ruds on the rest of the group, and get them handled.

A co-audit team withdrawn or out of comm with the rest of the class could be a mutual ARC break or withholds. A pair going around looking overly concerned or hunted likely have a mutual problem. Two students joking or being snide obviously have withholds from the group.

Now these things could also stem from something misunderstood in their training and the Supervisor must detect this and handle by finding the MUs and straightening out the student's drilling and procedure. Whatever the cause, the Supervisor must not let mutual out-ruds go unhandled and the C/S must order checks for mutual out-ruds when necessary to keep a co-audit team's ruds in on each other and on the group. Failing to do this can cost dearly in terms of lost gains for pcs.

Mutual out-ethics must be spotted and handled as well. (Ref: HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S)

### **BLOWY STUDENTS**

Students who are blowy or who have blown must be recovered and handled. They must first be checked for BPC in their sessions and out-tech on their cases and then checked over for MUs and overts and withholds as co-auditors.

Since they are engaged in both receiving and giving auditing, both aspects must be thoroughly checked. When the session BPC is found or the out-Int handled or the O/Ws pulled such blowy feelings will cease.

The blown student's twin is responsible for recovering his course partner per HCOB 21 Aug. 79, TWINNING.

### **REMEDIES**

As mentioned before, students on the co-audit will be eager beavers but may be unhatted on study tech and will need help over any rough spots they may encounter.

The Supervisors have to know and use their available tools to guide the student through such impasses.

On the study portion of the course, the Course Supervisor has to be able to spot a student with an MU a mile off and handle it rapidly and with ARC. If he cannot locate the MU or bug easily he utilizes the course Word Clearer. If the student is really plowed in, it is a job for Qual. Don't let the bogged student stagnate on course and don't ever buy any confused "it-can't-be-dones." We've had co-audits for over 30 years in Dianetics and Scientology and the co-audit courses have always been very, very successful.

The lack of mass phenomena won't be as likely to occur here as on a theory course because of the amount of practical prior to the auditing section but it must be handled and remedied quickly if it does occur.

The most frequently observed manifestation on the drills section will very likely be the skipped gradient. (Ref: HCOB 25 June 71R, BARRIERS TO STUDY) If the student is having trouble with a drill he's come up on too steep a gradient. The remedy is to cut back to the action or drill where he was doing well, where he understood it and was not confused. Find out what he missed right at the tail end of that action or drill, because that's where he *thought* he had it down pat and went on and right there he skipped a gradient. Clear up what he missed at that point and bring him forward again, on the right gradient, to where he was having trouble. Now he will be able to do the drill because he truly understands the earlier gradient.

The badly bogged student probably needs a trip to Qual for handling. In such cases the bogged student's twin goes too. For one half of a co-audit team to get so plowed under means it is very likely that something is awry with the other half of the team. Qual would check both students and probably have to straighten both out.

The Co-audit Supervisor would mainly be remedying bogged sessions. It may sometimes occur that the Co-audit Supervisor notices something out with a session while watching, before the auditor puts out his hand or is even aware something is wrong. The Supervisor wouldn't let the session fall completely to pieces even though the co-auditor hadn't asked for help. Neither would he just jump in without giving the co-auditor ample opportunity to handle the session difficulties himself.

After determining what was wrong, the Supervisor would place his hand gently on the auditor's shoulder and get in comm with the pc and auditor. Without eval or inval he would instruct the auditor with the appropriate source reference on how to correct the situation.

For example, in a Dianetics co-audit the Supervisor notices that the pc's TA has been going up and up while being run on a somatic chain, but the auditor isn't checking for an earlier incident. The Supervisor would place his hand on the auditor's shoulder gently, R-factor the pc that he wanted to interject something into the session and then suggest to the auditor that he try checking for an earlier incident or earlier beginning. Then he sees to it the auditor does so and gets on with the session.

It is important to let the co-audit teams know what the Co-audit Supervisor's purpose is. He is there to run the class, oversee the sessions and ensure that the pcs achieve the greatest gains possible from their auditing. He is not there to run the session or audit the pc. The *co-auditors* do the auditing.

## **RED TAG SESSIONS**

In the event of a session that red tags at exams it must be repaired within 24 hours per C/S Series 86RE, THE RED TAG LINE.

Occasionally a pc will red tag at exams after the session. When this happens, the Supervisor does not take a condemnatory attitude towards the auditor. And he certainly does not let the auditor rabbit from further auditing even if the pc must go to Qual for a review session.

Normally, the co-audit team will audit on a turnabout basis. On Monday Joe audits Bill for the first part of the class time and then Bill audits Joe for the second part of the class period, etc. Or on Monday Joe audits Bill, on Tuesday Bill audits Joe and so on. In the event of a red-tagged session the pc would need to be handled until repaired and the red tag removed. It is optimum for all concerned that the co-auditor be instructed on how to handle the goofed session and repair it himself if this is feasible. However a review session in Qual may be needed. That is up to the C/S who should keep in mind that this is not an HGC operation and that the co-auditor handles his pc except in dire circumstances.



Sending the pc to Review would only be done if the session bug couldn't be spotted in the worksheets or by observation or if a Scientology auditor was needed to fly the ruds or do a Date/Locate, handle Int, etc.

If the co-auditor can handle it and it is within the scope of the co-audit materials, he would take the pc right in the next day and handle it. He may need to do a bit of drilling on his procedure first but would still go back in there and handle his pc. This keeps the members of the co-audit team taking responsibility for each other. Of course, the red tag session must be repaired in 24 hours no matter who does it. This rule is invariable.

## STATS

The Course Supervisor's stats are:

1. Student Points.
2. Number of students moved through the theory and onto the auditing portion of the course that week.

The Co-audit Supervisor has the stats of:

1. Co-audited WDAH.
2. Co-audit course completions.

The Co-audit student/auditor has the stats of:

1. Student Points.
2. Number of co-audited WDAHs.

*(Note: The 24-hour rule for repair of any flubbed/red-tagged session applies. The penalty for violation of the 24-hour rule is loss of a day's stats for the division. [Ref: HCO PL 8 Sept. 70RA, EXAMINER'S 24-HOUR RULE])*

I have given you the essentials for a successful co-audit.

For any co-audit, following the instructions in this issue will give you a bustling, high morale co-audit course with shiny completions rolling out the other side and further up the Bridge.

Co-audits throw the gates to the Bridge wide, wide open. They enable orgs to deliver far more auditing hours to more public and staff than anyone ever dreamed possible. And it's economical for the orgs and public, too.

Scientology is in an international boom, Supervisor, and I am counting on you to do your part in keeping the boom going.

While we now have thousands making daily progress up the Bridge, we have the line-up to handle millions. Millions of Clears and OTs.

Do your job well and we'll have wins all around.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 MAY 1980RA  
REVISED 21 APRIL 1990

Co-audit Courses  
Tech/Qual

*Co-audit Series 3RA*

**SUPERVISING CO-AUDIT TRs**

*Ref:*

LRH Technical Training Film number TR Fifteen,  
“The Different TR Courses and Their Criticism”

Between Dept 17 TRs courses for brand-new people, which are fairly permissive, and professional auditor TRs, which result in the smooth, flawless comm cycle required of a professional auditor, we have Co-audit TRs.

These are the TRs given to those who are not yet on the professional training route but who are training to give and receive auditing on a co-audit basis on rundowns and other co-audits designed for the nonprofessional.

They are the same drills, TRs 0-4, that are done on the Professional TR Course. But on Co-audit TRs you are not trying to make a professional auditor.

You give the co-auditor a chance to get his feet wet, to get a taste of what's expected of him on TR drills and to get some experience with them. You coach and supervise him to some good wins, to where he gets the hang of it, and you leave it at that.

The way to accomplish this is to start him on an easy gradient and have him cycle through the TRs, getting a bit stiffer each time he cycles through.

He would cycle through TRs 0-4 first, until he had achieved some confidence with those TRs.

He would then go onto Upper Indoc TRs 6-9, cycling through them and getting a bit stiffer each time through, until he had achieved some confidence with TRs 6-9.

Thus, the steps in training a person on Co-audit TRs would include, as a minimum:

1. Drilling TRs 0-4 (as listed in HCOB 16 Aug. 71R II, TRAINING DRILLS REMODERNIZED) by cycling through these on a gradient and stiffening the gradient each time through, until the person has achieved confidence in his ability to use them:

OT TR 0

TR 0

TR 0 BB

TR 1

TR 2

TR 2<sup>1/2</sup>

TR 3

TR 4

2. Drilling Upper Indoc TRs (per HCOB 7 May 68R, UPPER INDOC TRs), again cycling through these on an increasing gradient until the person has achieved confidence in his ability to use them:

TR 6

TR 7

TR 8

TR 9

If the student is having trouble and really flubbing on a certain TR, he might want to spend a bit more time on that one. But do not let him get stuck on trying to master one TR. The fault will be in an earlier TR or in the theory study of his course materials where something was not grasped or learned fully enough.

You want him up to being able to apply his TRs passably in a co-audit session with a terminal of comparable case level and training to his own. That doesn't mean your coaching or supervision is any less spot on. It doesn't mean the co-auditor doesn't give it the best he's got or that he's permitted to be sloppy or chop up pcs. It does mean that you don't demand of a person on a nonprofessional co-audit the same polish, the same expertise you're going to demand of a student on an auditor training course who will need to perfect his comm cycle to the point where he can handle any case, any pc, any situation confidently and with ease.

*Don't* confuse these two levels of TRs.

*Don't* let your professional auditors-in-training get by with anything less than perfect TRs. But with the person who's there to bootstrap his way through, giving and getting some auditing any way he can, realize you're not out to make a professional auditor of him—yet.

Get him to the point where he can handle a session as a co-auditor. When he's had some wins at that, when he's discovered just what can be accomplished in auditing sessions, he'll probably be reaching for professional auditor training. And that's when you give him professional auditor TRs, done the hard way.

Meantime, for beginning co-auditors, keep Co-audit TRs in their own sphere.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 MAY 1980RA

REVISED 21 APRIL 1990

All Orgs  
All Staff  
and Execs  
Qual Sec  
SSO  
Co-audits

*Co-audit Series 4RA*

**STAFF CO-AUDITS**

*Refs:*

HCO PL	20 July 70	CASES AND MORALE OF STAFF
HCO PL	14 Dec. 70	Personnel Series 14 Org Series 19
		GROUP SANITY
HCO PL	17 June 63	STAFF CLEARING PROGRAM
HCO PL	21 Oct. 62	AUDITING SUPERVISOR AND AUDITING INSTRUCTORS, DUTIES OF
HCOB	7 Apr. 60	A NEW SUMMARY OF AUDITING
HCOB	21 Aug. 79	TWINNING
HCO PL	22 May 76	STAFF SECTION OFFICER HAT
HCO PL	30 Nov. 76R Rev. 25.4.79	ONLY SSO CAN TIP
HCO PL	29 Oct. 79	SSO RESPONSIBILITY FOR STANDARD STAFF COURSES
HCO PL	23 July 69 Tape: 7109C05 Co-audit Series HCOBs	AUDITOR ASSIGNMENT POLICIES “A Talk on a Basic Qual”

Org staffs are made up of individuals. The better the case shape of each individual staff member, the more viable the org.

If an org is going to prosper, its staff must be getting audited, making case gain and actively progressing on the Grade Chart. Failure to use the tech on one's own staff is one of the fastest ways to allow the tech to go out or slip into disuse or become alter-ised.

Staff need a reality on the tech they deliver—not just those technically trained who do the actual delivery but those working in admin capacities as well.

And quite apart from the fact that inattention to staff cases will result in a failing org and dwindling viability and potential, is the fact that staff members should have the benefit of the tech they are handling and making available to others.

How does an org get all its staff audited? Every org should have Staff Staff Auditors as provided on the org board. Not all orgs do have them, but where they do, these auditors serve a needed function and are valuable.

So how does an org get all its staff audited? The answer of course is STAFF CO-AUDITS .

We have had co-audit tech since the early days and it's high time we revitalized it and put it into active *use* as one of an org's standard functions.

To create an immediate upsurge in staff morale, activity level and enthusiasm all you have to do is establish a going staff co-audit. It takes only some good planning and a bit of determination. Among staff, the need and the want and the interest are there. If you want to prove it, just fan that interest a bit and watch what happens!

## **HOW TO ORGANIZE A STAFF CO-AUDIT**

Qual is responsible for staff cases. A staff co-audit would be organized and set up in Qual, in the Department of Personnel Enhancement under the SSO.

The first actions of the Qual Sec and SSO would be to work out the barebones essentials for a co-audit and get a Supervisor selected.

An org of any size will require a single-hatted Co-audit Supervisor and this had better be someone who knows how to audit and can run good 8-C or he won't be able to handle the entire scene or individual co-audit teams when they run into trouble.

In a small org where there's no one available to be the Co-audit Supervisor, the SSO holds the hat from above. And if there's no SSO posted, it's the responsibility of the Qual Sec to get a staff co-audit set up and running.

But regardless of who does the initial planning and setup, there's got to be a trained Co-audit Supervisor in attendance at *all* scheduled co-audit times who is actively running the show. And he will need at least some part-time help.

A staff co-audit doesn't eliminate the need for Staff Staff Auditors. Staff Staff Auditors are very much a part of the Qual org board, and even with a staff co-audit running they would still need to handle individual cases and would also be used as Review Auditors for the co-audit.

If the org has no Staff C/S, C/Ses will need to be set up. These can be assigned from trained staff who volunteer or are selected to help out on this basis after production hours.

Get some space allocated, arrange for any needed furniture, chairs, tables, adequate paper, etc., and most important of all—the needed tech materials. Don't let lack of equipment be a bug. In one successful co-audit a couple of years ago and in early co-audits as well, staff audited with a meter on one knee and a clipboard on the other! Not ideal but where it's necessary it can be done and can even add to the esprit de corps. It's a matter of what it takes to get the job done.

Set up a schedule that will accommodate the majority of staff. Two scheduled co-audit periods may have to be arranged so as not to disrupt regular production. This would be done in liaison with other execs.

As soon as the general plan is established, hold a rousing good staff muster and let the entire staff know what's going to be done. The staff co-audit is for everyone—the trained and the untrained.

The original maxim holds true: any two people can do it. The untrained will simply need tighter guidance in order to carry it off. Get some real enthusiasm generated and you'll find you have no shortage of volunteers to help with the initial setup. The way to get a staff co-audit rolling is to make it an all-hands action.

The rest of the planning and execution takes shape from there. It includes:

1. Review of all staff cases and staff folders made ready for C/Sing. Get the staff cases sorted out as to category, as covered in HCO PL 20 July 70, CASES AND MORALE OF STAFF. Where staff cases have been neglected you may need a corps of FESers to begin with to get all the folders FESed so the C/S can operate with full data.
2. Get the folders programed and C/Sed.
3. Arrange that any staff who need medical treatment, PTS handling or ethics handling *are* handled on a priority basis so they can get onto the co-audit as soon as possible. This gets done simultaneously with getting the co-audit into operation.
4. While all this is going on, the Co-audit Supervisor or the SSO, or both, get themselves trained up and boned up on all the tech on co-audits and how to run them.
5. Set up the necessary admin lines and lines for folders to and from the C/S.
6. Get the staff who can start immediately twinned up according to comparable training and case level per HCO PL 23 July 69, AUDITOR ASSIGNMENT POLICIES, and HCOB 21 Aug. 79, TWINNING. Note: It's not ideal to twin up family members or marital teams, if it can be arranged otherwise. There is a greater possibility of mutual out-ruds between such teams, as well as the possibility of overts or withholds from each other, which could result in unnecessary difficulty on the co-audit. Twin them up with other partners and it will very likely go more smoothly. Additionally, don't break up any successful existing co-audit teams when setting up the co-audit. Keep these maintained.
7. START the staff co-audit and keep it rolling.

### **WHAT IS RUN ON A STAFF CO-AUDIT**

All programing and C/Sing of cases for a staff co-audit is done against the Grade Chart.

On a staff co-audit you have two main zones of activity—co-auditing for the trained and the untrained.

In the first group you'll have staff with different levels of training and in both groups you'll have different levels of cases.

Where twinning is concerned, the two groups are handled separately.

Those in the trained group are twinned with others in the trained group, taking training and processing levels into consideration. Those in the untrained group are twinned with others in the untrained group, taking case levels and study speed into consideration.

From there it's a matter of what needs to be run to get the person on or up the Grade Chart.

While the co-auditing is all done in one room, it will save wear and tear on the Co-audit Sup to have the trained staff seated together in one section and the untrained staff together in another section nearby. This way he can more easily keep an eye on the new green auditors and pcs who will require the most attention. But he does not neglect one group for the other. (It is not mandatory for professionally trained co-auditors to be closely supervised *in* the classroom while they are in session. They normally can be trusted to audit in a separate auditing room if the pc prefers this to the classroom co-auditing setup.)

Ideally, all staff would do the following if they have not already completed these steps:

1. The Purification Rundown (not an audited action).
2. TRs and Objectives (as taught on the TRs and Objectives Co-audit Course).
3. A Scientology Drug Rundown (or a NED Drug Rundown, if the person has completed his Grades and is ready for NED.)
4. Method One Word Clearing (as taught on the Hubbard Method One Word Clearing Co-audit Checksheet).

This is a matter for the C/S to determine according to individual cases.

Those who are complete on the above opening steps for all cases would then be programed for their next Grade Chart action, whatever that might be.

*TRAINED CO-AUDITORS:* Trained personnel are expected to apply the skills of the highest level they were trained in if that is what is required for the pc. Some of them may need redrilling on certain actions or study of new bulletins that have come out since they were trained.

When a team of trained staff co-auditors have audited each other to release on a grade or grades up to the level of any formal training they've had, they can move onto auditing at the next higher level, either:

- A. on a nonprofessional co-audit by taking it on a read-it, drill-it, do-it basis, or
- B. on a professional co-audit by getting fully trained on that level before resuming their co-audit.

*UNTRAINED CO-AUDITORS:* The TRs and Objectives Co-audit Course provides an excellent starting point for new, beginning co-auditors.

Should you have an untrained staff member who has already had Objectives as a pc he could still get trained to audit Objectives on a read-it, drill-it, do-it basis, and deliver them to his twin.

Meanwhile, the twin can get checked out on any actions his co-auditor might need (Post Purpose Clearing, Word Clearing, etc.) and deliver any such actions, in order to keep his exchange in.

Untrained staff co-auditors will need some basic definitions to begin with—auditor, preclear, session, etc. Then teach them the comm cycle and get them through Co-audit TRs. Do not make it a long runway. You want them in there co-auditing and they can be polished up as they go.

Muzzled auditing is the keynote for the beginning co-auditor. It is simple enough for a co-auditor to do and it lends itself perfectly to the early Grade Chart processes as well.

If the untrained co-auditor remains muzzled there's very little trouble he can get into. But he will hit some trouble spots somewhere along the line and he'll need to be bailed out by the Co-audit Supervisor, set straight and given a boost to keep going. The attitude is always that he *can* do it.

Untrained staff co-audit teams who are kept at it can get each other through TRs and Objectives, a Scientology Drug Rundown, ARC Straightwire, Grades 0-IV processes and NED, training and auditing on a read-it, drill-it, do-it basis as they go. They won't be fully classed auditors but the experience will be invaluable, the gains can be tremendous and it shouldn't take much to get them classified after that.

*RESPONSIBILITY OF CO-AUDITORS:* The entirety of the Twinning HCOB (HCOB 21 Aug. 79) applies to co-audit teams. That and the Auditor's Code make up the co-auditor's bible. Co-auditors are responsible for getting each other through. They do twin checkouts, find and handle each other's misunderstands, drill their materials until they're confident, and deliver the tech to each other. For the untrained, it's a read-it, drill-it, do-it operation and it makes auditors. A co-auditor is responsible for the quality of the auditing he gives and receives. You'll find most staff eager to meet the challenge.

### **HOW A STAFF CO-AUDIT IS RUN**

All the tech on how to run a co-audit in HCOB 29 May 80RA, Co-audit Series 2RA, and other co-audit HCOBs applies to a staff co-audit.

Any Staff Co-audit Supervisor must know this tech well and keep it fully applied.

Put a good auditor onto handling the staff co-audit because he'll need to be able to handle all levels of cases, bail any of them out at any time and run good 8-C on the entire room.

He's got to be able to jump in and handle ruds if needed, spot bad indicators, find and indicate bypassed charge, assess lists, give D of P interviews, correct co-auditors and keep all the sessions moving. He's alert and on the move, with an eye on every session in progress.

For a co-audit of any size (and most staff co-audits will be large) he'll need an assistant. The assistant can be assigned to the post or arranged for on a volunteer basis, but the Co-audit Supervisor should be given backup he can rely on.



Running a large co-audit in a common room can be a noisy business, and there will be distraction for pc and auditor alike. But it can be done, preclears become used to it, auditing does get delivered, and it makes a far better auditor when one learns his trade under co-audit circumstances.

Don't expect it all to go smoothly, because it won't. There's plenty of randomness on any co-audit but there's apt to be more of it on a staff co-audit because of the different case and training levels involved. The Co-audit Supervisor holds it all together and keeps the co-auditors *auditing*.

Staff co-audits are tightly scheduled and tightly controlled. There's a roll book kept, with a roll call for each scheduled period, graphs are kept and all points of WHAT IS A COURSE? PL must be well in.

Correction is done by pink sheets which are handled in the co-audit room. Should that not always be workable, the person could be sent to the Cramming Officer. But he must be handled swiftly so co-auditing is not held up.

If a staff member simply is not making gains on the co-audit, even with debugging from the Co-audit Supervisor, he would be turned over to a Staff Staff Auditor, an intern or a Review Auditor for auditing and returned to the co-audit when he can make it.

Red tags on a staff co-audit, as in any other auditing, must be handled within 24 hours.

The Co-audit Supervisor rolls up his sleeves and makes sure it all gets done. And his job is made easier as it goes along by an enthusiastic and winning staff.

---

Let's pump some new life into org staffs everywhere with staff co-audits that get people up the Grade Chart. You have all the tech you need to do it. Everybody wins, and the boost in staff morale, in staff spirit and staff effectiveness will be quite astounding.

It's the way to make fully qualified staff members. And you'll be making auditors at the same time!

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

# RESEARCH & DISCOVERY SERIES VOLUMES

by L. Ron Hubbard

Volume 1 published June 1980



In the late 70s an ambitious and exciting project was begun: the transcription and publication of all of Ron's recorded technical lectures and demonstrations. In June of 1980 the project's first product was announced with the release of *Research and Discovery Series Volume 1*. Only the first of what will be approximately 100 such volumes to be produced, this handsome and substantial volume contains complete transcriptions of Ron's earliest lectures on Dianetics technology and demonstrations of its use, given in the days following the first publication of *Dianetics: The Modern Science of Mental Health*.

The lectures themselves are supplemented with notes on where Ron was and what he was doing at the time, to further illuminate the track of research and development.

Of incalculable value and importance, this series of books contains the *only running record* of Ron's years of research into the mind and life—a complete chronology of his search for truth and the development and refinement of the only technology in this universe capable of freeing man.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JUNE 1980

Remimeo  
Class VIIIIs  
All Auditors

(Also HCO PL 14 Oct. 68RA, Rev. 19.6.80.)

(Cancels HCO PL of 14 Oct. 68R)

**THE AUDITOR'S CODE**

The pledge of practitioners of pastoral counseling.

Required to be signed by the holders of or before the issuance of certificates for the certificates to be valid.

---

I hereby promise as an auditor to follow the Auditor's Code.

1. I promise not to evaluate for the preclear or tell him what he should think about his case in session.
2. I promise not to invalidate the preclear's case or gains in or out of session.
3. I promise to administer only standard tech to a preclear in the standard way.
4. I promise to keep all auditing appointments once made.
5. I promise not to process a preclear who has not had sufficient rest and who is physically tired.
6. I promise not to process a preclear who is improperly fed or hungry.
7. I promise not to permit a frequent change of auditors.
8. I promise not to sympathize with a preclear but to-be effective.
9. I promise not to let the preclear end session on his own determinism but to finish off those cycles I have begun.
10. I promise never to walk off from a preclear in session.
11. I promise never to get angry with a preclear in session.
12. I promise to run every major case action to a floating needle.
13. I promise never to run any one action beyond its floating needle.
14. I promise to grant beingness to the preclear in session.
15. I promise not to mix the processes of Scientology with other practices except when the preclear is physically ill and only medical means will serve.
16. I promise to maintain communication with the preclear and not to cut his comm or permit him to overrun in session.

17. I promise not to enter comments, expressions or enturbulence into a session that distract a preclear from his case.
18. I promise to continue to give the preclear the process or auditing command when needed in the session.
19. I promise not to let a preclear run a wrongly understood command.
20. I promise not to explain, justify or make excuses in session for any auditor mistakes whether real or imagined.
21. I promise to estimate the current case state of a preclear only by standard case supervision data and not to diverge because of some imagined difference in the case.
22. I promise never to use the secrets of a preclear divulged in session for punishment or personal gain.
23. I promise to never falsify worksheets of sessions.
24. I promise to see that any fee received for processing is refunded following the policies of the Claims Verification Board, if the preclear is dissatisfied and demands it within three months after the processing, the only condition being that he may not again be processed or trained.
25. I promise not to advocate Dianetics or Scientology only to cure illness or only to treat the insane, knowing well they were intended for spiritual gain.
26. I promise to cooperate fully with the authorized organizations of Dianetics and Scientology in safeguarding the ethical use and practice of those subjects.
27. I promise to refuse to permit any being to be physically injured, violently damaged, operated on or killed in the name of "mental treatment."
28. I promise not to permit sexual liberties or violations of patients.
29. I promise to refuse to admit to the ranks of practitioners any being who is nsane.

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Auditor

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Date

---

Witness

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Place

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 JUNE 1980

Remimeo  
C/Ses  
Auditors  
Tech/Qual

**L1C WORD LIST**

*Refs:*

HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 19 Mar. 71, LIST-1C—L1C.

These words should be cleared on the pc before the LIC is actually assessed, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The auditor must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R, THE YELLOW SHEET)

**WORDS FROM THE L1C**

A, acknowledged, action, actions, affinity, an, attention, auditing.

Been, before.

Command, communication, confusing, continued, cut.

Data, decision, did, disappointed, done.

Earlier, emotion, engram, error, evaluated, exterior.

For.

Given, go, goal, grasped.

Has, have, haven't, help.

Ignored, in, incident, interrupted, invalidated.

Known.

Listing, long.

Made, meaning, missed, misunderstanding, misunderstood.

No, not.

Occurred, of, other, overrun.

Perception, prevented, problem.

Reality, reason, refusal, refused, rejected, rejection, restimulated.

Said, shift, short, similar, situation, some, someone, something, startled, sudden.

Than, the, there, too.

Understood, unnecessary, upset.

Was, what, withhold, willingness, word, wrong.

You.

L. RON HUBBARD  
Founder

Assisted by  
Mission Issues Revision

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 JUNE 1980

Remimeo  
C/Ses  
Auditors  
Tech/Qual

**INT RD CORRECTION LIST WORDS**

*Refs:*

HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 29 Oct. 71RA, Int RD Series 12, INT RUNDOWN CORRECTION LIST REVISED.

The auditor must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R, THE YELLOW SHEET)

**WORDS FROM INT RD CORRECTION LIST**

A, about, action, afraid, after, against, already, an, and, another, anything, anywhere, ARC break, are, assessed, assessment, audited, auditor.

Back, badly, be, because, been, begin, being, being in, being stuck in, body, button, bypassed, bypassed charge.

Can't, cause, caused, chain, charge, clear, cleared, concept, concerned, concerning, confused, continues, correction.

Damage, Dianetic, Dianetics, did, didn't, different, do, done, during.

Earlier, else, End of Endless Int Repair RD, engram, engrams, errors, exterior.

Failed, feel, find, first, flat, flow, for.

Get, go, going, going in.

Had, handling, has, have.

If, in, incident, instead, Int, Int RD, interiorization, into, is, it, item.

Jails, just.

Leaving, left, letting, list, long.

Misrun, misunderstood, move.

Neglected, no, not.

Of, okay, on, one, or, other, others, out, out-list, over, overdone, overrepaired, overrun, overt.

Part, past, perfectly, place, post, practice, problem, push.

Read, recall, religion, repair, reviewed, run, rundown, running.

Scientology, secondary, several, should, some, something, stuck, subject.

Than, that, the, there, things, thinking, this, time, times, to, trying.

Understand, unflat, unnecessary.

Wanted, was, we, were, what, when, who, will, win, with, withhold, word, wording, worried, would, wrong.

You, your, yourself.

L. RON HUBBARD  
Founder

Assisted by  
Mission Issues Revision



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 JUNE 1980RA  
REVISED 25 OCTOBER 1983

Remimeo  
All Auditors  
C/Ses  
Academy Levels  
Tech/Qual

**CHECKING QUESTIONS ON GRADES PROCESSES**

<i>Refs:</i>		
HCOB	12 June 70	C/S Series 2 PROGRAMING OF CASES
HCO PL	17 June 70RB Rev. 25.10.83	KSW Series 5R TECHNICAL DEGRADES
HCOB	19 Apr. 72	KSW Series 8 C/S Series 77 "QUICKIE" DEFINED
HCOB	3 Dec. 78	UNREADING FLOWS
HCOB	27 May 70R Rev. 3.12.78	UNREADING QUESTIONS AND ITEMS
HCOB	8 June 61	E-METER WATCHING
HCOB	7 May 69 IV	THE FIVE GAEs
HCOB	22 Apr. 80	ASSESSMENT DRILLS

(The original version of HCOB 23 June 80 incorrectly stated that an auditor was not to check the processes of a grade for read before running them. That HCOB was then cancelled on 25 Feb. 82 and it remains cancelled. The person who had originally approved—and even taken part in writing—this incorrect and illegally issued HCOB later sought to cover these actions by “discovering the error,” attributing it to someone else, and “calling it to my attention.” With this re-revision, all earlier text written by others has simply been removed and further HCOB references have been added to the list above.)

**EACH GRADE PROCESS THAT IS RUN ON A METER MUST BE CHECKED FOR A READ BEFORE IT IS RUN, AND IF NOT READING, IT IS NOT RUN AT THAT TIME.**

This rule applies to subjective grade processes. It does not apply to processes that are not run on a meter such as Objective Processes or assists (except for metered assist actions of a subjective nature).

Actually, a process that “doesn’t read” stems from one of three sources: (a) the process is not charged; (b) the process is invalidated or suppressed; or (c) ruds are out in session.

Factually, pc interest also plays a part in this.

I think quickying came from (1) auditors trying to push past the existing or persistent F/Ns or (2) auditors with TRs so poor that the pc was not in session.

Nearly all grade processes and flows will read on pcs in that Grade Chart area unless the above two conditions are present.

One also doesn't make a big production of checking, as it distracts the pc. There is a system, one of many, one can use. One can say "The next process is (state wording of the auditing question)" and see if it reads. This does not take more than a glance. If no read but, more likely, if it isn't charged, an F/N or smoothly null needle, one hardly pauses and one adds "but are you interested in it?" Pc will consider it, and if not charged and pc in session, it will F/N or F/N more widely.

If charged, the pc would ordinarily put his attention on it and you'd get a fall or just a stopped F/N followed by a fall on the interest part of the question.

It takes pretty smooth auditing to do this and not miss. So if in doubt, one can again check the question. But never hound or harass a pc about it. Inexpert checking questions for read can result in a harassed pc and drive him out of session, so this auditing action, like any other, requires smooth auditing.

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Founder

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HCO BULLETIN OF 23 JUNE 1980RA

Remimeo  
C/Ses  
Auditors  
Word Clearers  
Tech/Qual

Issue II  
REVISED 26 JULY 1986

**WORD CLEARING  
CORRECTION LIST WORDS**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 Nov. 78RA, Rev. 17.10.85, Word Clearing Series 35RH, WORD CLEARING CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE WORD CLEARING CORRECTION LIST**

A, about, action, actual, already, an, any, apply.

Basic, been, being, but, by, bypassed, bypassed charge.

Cans, case, charge, clear, cleared, clearing, confused, couldn't, courses.

Defined, definition, definitions, demo, dictionary, did, didn't, difficult, distracted, do, done, during.

Earlier, else, enough, evaluation.

Fail, family, feel, find, first, F/N (noun and verb), F/Ns, forgetting, fully.

Get, going, good.

Hands, has, have, hear, him, hopeless.

Improper, in, indicated, invalidated, invalidation, is, it.

Just.

Keep, kept, knew, knowingness.

List, look, look up.

Make, missed, misunderstood, misunderstands.

Need, not, nothing.

Of, on, or, other, out-ruds, over, overrun, overwhelmed.

Past, place, protest, protesting, puzzled.

Read, reading, really, regard, in regard to, rid.

Said, school, Scientology, sentences, should, similar, sized, some, something, specialized, still, studied, study, subject, subjects.

Technical, tell, than, that, the, them, there, these, tired, to, training, try.

Understand, understood, unreading, use, using.

Was, wasn't, were, what, when, which, why, win, with, withhold, word, word cleared, Word Clearer, Word Clearing, words, wrong.

You, your.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 JUNE 1980RA  
REVISED 18 OCTOBER 1986

Remimeo  
C/Ses  
Auditors  
Tech/Qual

**STUDENT CORRECTION LIST WORDS**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 Mar. 72RD, STUDENT CORRECTION LIST.

These words should be cleared on the student (as the pc) before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the student's (pc's) auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the student's pc folder. (Ref: Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE STUDENT CORRECTION LIST**

A, abbreviations, able, about, acceptable, admin, afraid, after, alcohol, all, already, an, and, another, any, applicable, application, ARC break, ARC broken, are, as, attest, available.

Bad, basic, be, been, behavior, being, breaking, but, by.

Can't, case, causing, change, checksheet, class, clay demos, clear, clearing, cold, committed, completion, complicated, concerning, confused, consideration, correction, course, courses, cramming.

Data, decided, define, definitions, demo kit, demos, determinism, Dianetics, dictionaries, dictionary, did, didn't, diet, difficult, disagreements, disinterested, distracted, distracting, distraction, do, doesn't, doing, done, don't, drugs, duress.

Earlier, eat, else, enough, environment, errors, ever, evil, eyesight.

Failed, falsely, falsify, fellow, find, finish, finishing, first, follow, for, found, frequent, from, fully, fun.

Getting, given, going, gone, gradient, guide.

Had, hadn't, harm, has, hasn't, hat, have, haven't, hear, help, him, hit, hot, how.

Ill, in, incomplete, interpreted, interruptions, invalidated, invalidation, is, it.

Know.

Lack, language, learned, life, lighting, like, list, listen, listening, looking up, lose.

Made, manual, many, mass, materials, mean, medicine, memory, method, Method One, Method 3, missing, misunderstood, misunderstands, mixing, more.

Native, need, never, no, noisy, not.

Of, on, or, other, others, out-2D, over, overt, overts, own.

Pack, packs, part, participate, past, personal, physically, poor, practical, practice, prerequisites, printed, problem, PTS, purpose.

Rather, read, really, reason, refused, remember, restim, room, rushed.

Said, same, Scientology, section, seeking, self, set, should, shouldn't, similar, skipped, small, smoke, some, somebody, someone, something, source, speak, stats, status, student, student's, students, studied, studies, study, studying, subject, Supervisor, Supervisors, supposed, system.

Tapes, targets, tech, terms, the, there, think, this, threat, time, tired, to, told, too, trick, trouble, troubled, twin, typographical.

Under, understanding, unreal, up, upset, use, using.

Ventilation, verbal.

Want, was, were, weren't, what, when, why, win, with, withheld, withhold, withholds, without, won't, word, words, work, would, wrong.

You, your, yourself, you've.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

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HCO BULLETIN OF 30 JUNE 1980RA  
REVISED 26 MAY 1988

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**STUDENT REHABILITATION LIST WORDS**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 15 Nov. 74R, STUDENT REHABILITATION LIST.

These words should be cleared on the student (as the pc) before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words on the student (pc). (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words on the student (pc).

These words need only be cleared once in the student's (pc's) auditing if they were correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the student's pc folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE STUDENT REHABILITATION LIST**

A, about, added, advice, after, alcohol, already, an, and, apply, ARC, ARC breaks, at, attestation, audit, auditing, available.

Bad, best, booted, by.

Came, certificates, checksheet, clear, clearing, coaching, confused, couldn't, course, courses.

Dictionary, didn't, disagreements, dispute, do, downgraded, drugs, duress.

Each, earlier, eat, else, enough, error, ethics, evaluation, eyesight, exam, examination.

Failed, false, family, fees, find, flunked, for, forced, from, fully.

Gave, get, getting, given, God, going.

Had, hadn't, have, having, HCOBs, help.

In, interference, interpreted, interruptions, invalidation.

Kept, knew, known.

Lied, list, live, lots.

Mad, made, master, materials, meter, method, Method One, missed withhold, missing, misunderstood, misunderstands, money.

Never, no, nobody, not.

Of, off, often, on, or, other, out, out-ethics, out-Int, out-2D, over.

Passed, past, pay, people, personal, physical, place, players, practical, prevented, problem, problems, PTS.

Quotas.

Reason, reasons, Registrars, restim, resulting, rules.

Scientology, service, set, similar, simply, sleep, some, someone, something, stated, stopped, student, studied, study, studying, subject, Supervisor.

Taking, tape, tape players, tapes, tech, terms, than, that, the, there, things, this, to, told, too, trouble, TRs, twin, 2D.

Under, understand, understood, unreal, use.

Verbal, violated.

Was, were, weren't, when, why, with, withhold, word, word clearing, words, wrong.

You, your.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 12 JULY 1980R  
REVISED 5 NOVEMBER 1982

Remimeo  
All HCOs  
Tech Sec  
Ds of Ts  
Supervisors  
Ethics Officers  
Cramming Officers  
Students  
All Staff  
All Hats

(Also issued as HCO PL  
same date, same title)

**THE BASICS OF ETHICS**

*Refs:*

Dianetic Auditor's Bulletin Vol I, No. 12, June 51 PAB 40, 26 Nov. 54 Book: <i>Science of Survival</i> HCO PL 9 July 80 Ethics and Justice Pack in HCO PL 1 Sept. 65 VII HCO PL 29 Apr. 65 III HCOB 27 May 60 II HCO PL 12 Apr. 65 HCO PL 11 May 65 HCO PL 6 Mar. 66	PREVENTIVE DIANETICS (Section on Morals and Ethics) THE CODE OF HONOR Chapter 21, "Ethic Level" ETHICS, JUSTICE AND THE DYNAMICS <i>The Volunteer Minister's Handbook</i> ETHICS PROTECTION ETHICS—REVIEW DEAR SCIENTOLOGIST JUSTICE ETHICS OFFICER HAT REWARDS AND PENALTIES, HOW TO HANDLE PERSONNEL AND ETHICS MATTERS HISTORICAL PRECEDENCE OF ETHICS ETHICS ETHICS PRESENCE
HCO PL 29 Dec. 66 HCO PL 18 June 68 HCO PL 4 Oct. 68 Rev. 10.7.80	ETHICS, THE DESIGN OF THE ETHICS OFFICER, HIS CHARACTER
HCO PL 24 Feb. 69 HCO PL 7 Sept. 63	JUSTICE COMMITTEES OF EVIDENCE SCIENTOLOGY JURISPRUDENCE, ADMINISTRATION OF
HCO PL 17 Mar. 65III HCO PL 24 Feb. 72	ADMINISTERING JUSTICE INJUSTICE

Throughout the ages, man has struggled with the subjects of right and wrong and ethics and justice.

The dictionary defines *ethics* as "the study of the general nature of morals and of the specific moral choices to be made by the individual in his relationship with others."

The same dictionary defines *justice* as "conformity to moral right, or to reason, truth or fact," or "the administration of law."

As you can see, these terms have become confused.

All philosophies from time immemorial have involved themselves with these subjects. And they never solved them.

That they have been solved in Dianetics and Scientology is a breakthrough of magnitude. The solution lay, first, in their *separation*. From there it could go forward to a workable technology for each.

*ETHICS* consists simply of the actions an individual takes on himself. It is a personal thing. When one is ethical or “has his ethics in,” it is by his own determinism and is done by himself.

*JUSTICE* is the action taken on the individual by the group when he fails to take these actions himself.

## **HISTORY**

These subjects are, actually, the basis of all philosophy. But in any study of the history of philosophy it is plain that they have puzzled philosophers for a long time.

The early Greek followers of Pythagoras (Greek philosopher of the sixth century B.C.) tried to apply their mathematical theories to the subject of human conduct and ethics. Some time later, Socrates (Greek philosopher and teacher, 470?399 B.C.) tackled the subject. He demonstrated that all those who were claiming to show people how to live were unable to defend their views or even define the terms they were using. He argued that we must know what courage, and justice, law and government are before we can be brave or good citizens or just or good rulers. This was fine, but he then refused to provide definitions. He said that all sin was ignorance but did not take the necessary actions to rid man of his ignorance.

Socrates’ pupil, Plato (Greek philosopher, 427?-347 B.C.) adhered to his master’s theories but insisted that these definitions could only be defined by pure reason. This meant that one had to isolate oneself from life in some ivory tower and figure it all out—not very useful to the man in the street.

Aristotle (Greek philosopher, 384-322 B.C.) also got involved with ethics. He explained unethical behavior by saying—that man’s rationality became overruled by his desire.

This chain continued down the ages. Philosopher after philosopher tried to resolve the subjects of ethics and justice.

Unfortunately, until now, there has been no workable solution, as evidenced by the declining ethical level of society.

So you see it is no small breakthrough that has been made in this subject in the last 30 years or so. We have defined the terms, which Socrates omitted to do, and we have a workable technology that anyone can use to help get himself out of the mud. The natural laws behind this subject have been found and made available for all to use.

## **ETHICS**

Ethics is so native to the individual that when it goes off the rails he will always seek to overcome his own lack of ethics.

He knows he has an ethics blind spot the moment he develops it. At that moment he starts trying to put ethics in on himself, and to the degree that he can envision long-term survival concepts, he may be successful, even though lacking the actual tech of ethics.

All too often, however, the bank is triggered by an out-ethics situation; and if the individual has no tech with which to handle it analytically, his “handling” is to mock up motivators. In other words, he tends to believe or pretend that something was done to him that prompted or justified his out-ethics action, and at that point he starts downhill.

It is *not* his attempt to get his ethics in that does him in. It is the automaticity of the bank which kicks in on him and his use of a bank mechanism at this point which sends him down the chute. When that happens, nobody puts him down the chute harder, really, than he does himself.

And, once on the way down, without the basic technology of ethics, he has no way of climbing back up the chute—he just caves himself in directly and deliberately. And even though he has a lot of complexities in his life, and he has other people doing him in, it all starts with his lack of knowledge of the technology of ethics.

This, basically, is one of the primary tools he uses to dig himself out.

## **BASIC NATURE OF MAN**

No matter how criminal an individual is, he will be trying, one way or another, to put ethics in on himself.

This explains why Hitler invited the world to destroy Germany. He had the whole war won before September 1939, before he declared war. The Allies were giving him everything he wanted; he had one of the finest intelligence organizations that ever walked; he had Germany well on the way to getting her colonies back and the idiot declared war! And he just caved himself and Germany right in. His brilliance was going at a mad rate in one direction and his native sense of ethics was causing him to cave himself in at a mad rate in the other direction.

The individual who lacks any ethics technology is unable to put in ethics on himself and restrain himself from contrasurvival actions, so he caves himself in. And the individual is not going to come alive unless he gets hold of the basic tech of ethics and applies it to himself and others. He may find it a little unpalatable at first, but when you’re dying of malaria you don’t usually complain about the taste of the quinine: you may not like it, but you sure drink it.

## **JUSTICE**

When the individual fails to put in his own ethics, the group takes action against him and this is called justice.

I have found that man cannot be trusted with justice. The truth is, man cannot really be trusted with “punishment.” With it he does not really seek discipline; he wreaks injustice. He dramatizes his inability to get his own ethics in by trying to get others to get their ethics in: I invite you to examine what laughingly passes for “justice” in our current society.

Many governments are so touchy about their divine rightness in judicial matters that you hardly open your mouth before they burst into uncontrolled violence. Getting into police hands is a catastrophe in its own right in many places, even when one is merely the plaintiff, much less the accused. Thus, social disturbance is at maximum in such areas.

When the tech of ethics isn't known, justice becomes an end-all in itself. And that just degenerates into a sadism. Governments, because they don't understand ethics, have "ethics committees," but these are all worded in the framework of justice. They are even violating the derivation of the word ethics. They write justice over into ethics continuously with medical ethics committees, psychological ethics committees, congressional committees, etc. These are all on the basis of justice because they don't really know what ethics is. They call it ethics but they initiate justice actions and they punish people and make it harder for them to get their own ethics in.

Proper justice is expected and has definite use. When a state of discipline does not exist, the whole group caves in. It has been noted continually that the failure of a group began with a lack of or loss of discipline. Without it the group and its members die. But you must understand ethics *and* justice.

The individual can be trusted with ethics, and when he is taught to put his own ethics in, justice no longer becomes the all-important subject that it is made out to be.

## **BREAKTHROUGH**

The breakthrough in Scientology is that we *do* have the basic technology of ethics. For the first time man *can* learn how to put his own ethics in and climb back up the chute.

This is a brand-new discovery; before Scientology it had never before seen the light of day, anywhere. It marks a turning point in the history of philosophy. The individual can learn this technology, learn to apply it to his life and can then put his own ethics in, change conditions and start heading upwards toward survival under his own steam.

I hope you will learn to use this technology very well for your own sake, for the sake of those around you and for the sake of the future of this culture as a whole.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 JULY 1980R  
REVISED 26 JULY 1986

Remimeo  
C/Ses  
Auditors,  
Class II  
and Above

**CONFESSIONAL REPAIR LIST—LCRE**

This HCOB cancels and replaces all of the following:

HCOB	30 July 70	CONFESSIONAL REPAIR LIST L-CR
HCOB	8 Dec. 72	INTEGRITY PROCESSING REPAIR LIST L1R
HCOB	8 Dec. 72R	INTEGRITY PROCESSING REPAIR LIST L1R
	Rev. 12.2.73	
BTB	8 Dec. 72R	INTEGRITY PROCESSING REPAIR LIST L1R
BTB	8 Dec. 72RA	INTEGRITY PROCESSING AND O/Ws REPAIR LIST—L1RA
BTB	8 Dec. 72RB	CONFESSIONAL REPAIR LIST LCRB
BTB	8 Dec. 72RC	CONFESSIONAL REPAIR LIST LCRC
HCOB	23 July 80	CONFESSIONAL REPAIR LIST LCRD

This is the prepared list to use for repairing a Confessional, whether done as auditing or as an HCO Confessional. It is also for use in handling BPC from other O/W actions such as O/W write-ups.

If, after a Confessional or O/W write-up, the person red tags at the Examiner or if he gets sick or upset or falls on his head, this list is assessed and handled to straighten the matter GUt. The repair action would be a 24-hour repair priority.

If there is a bog *during* a Confessional action, the auditor would first check for missed withholds, false reads and ARC breaks, in that order, and handle what he found. (Ref: HCOB 30 Nov. 78R, CONFESSIONAL PROCEDURE) If this does not resolve the difficulty, one should use the LCRE.

The list is usually assessed Method 3, but may be assessed Method 5 in the case of a severe pc upset or as directed by the C/S.

The list should be used with a prefix which acts as a time limiter, such as “In this session, \_\_\_\_\_?” or “On your O/W write-up, \_\_\_\_\_?”

PRECLEAR: \_\_\_\_\_ DATE: \_\_\_\_\_

AUDITOR: \_\_\_\_\_

1. OUT-INT? \_\_\_\_\_

(If you get a valid read, not a false or protest read, indicate it. If the pc has had an Int RD or End of Endless Int RD previously, assess and handle the Int RD Correction List. If the pc has not had previous Int handling or if the Int RD Correction List does not fully resolve the situation, do an Int RD or, on a Clear or OT, the End of Endless Int RD.

If you are not qualified to deliver the Int RD or the End of

Endless Int RD, end off for a qualified auditor to handle.)

2. LIST ERROR?  
(Indicate. If Class III or above, find out what list and repair with L4BRA. If not Class III, end off for handling by a Class III or above.) \_\_\_\_\_
3. WRONG ITEM?  
(Handle as in #2.) \_\_\_\_\_
4. WAS THERE AN ARC BREAK?  
(ARCU, CDEINR E/S to F/N.) \_\_\_\_\_
5. WAS THERE A PROBLEM?  
(2WC E/S to F/N.) \_\_\_\_\_
6. WAS A WITHHOLD MISSED?  
(Pull it getting who nearly found out, etc., E/S to F/N.) \_\_\_\_\_
7. DID YOU TELL PART OF A WITHHOLD BUT NOT THE REST?  
(Get all of the withhold, flatten it E/S to F/N.) \_\_\_\_\_
8. DID YOU MISDIRECT THE AUDITOR?  
(Handle as an overt, E/S to F/N. Flatten any unflat Confessional chain uncovered.) \_\_\_\_\_
9. DID YOU AVOID TELLING ONE OVERT BY GIVING A DIFFERENT ONE?  
(Pull the overt the pc avoided telling, E/S to F/N.) \_\_\_\_\_
10. WERE YOU WAITING FOR A MORE SPECIFICALLY WORDED QUESTION?  
(Find out what Sec Check question the pc was waiting for and get it answered, to F/N.) \_\_\_\_\_
11. DID THE AUDITOR FAIL TO FIND OUT SOMETHING ABOUT YOU?  
(Handle as a missed withhold, E/S to F/N.) \_\_\_\_\_
12. DID YOU FAIL TO ANSWER A SEC CHECK QUESTION?  
(Find out which question and handle to F/N.) \_\_\_\_\_
13. DID YOU DELIBERATELY NOT ANSWER A SEC CHECK QUESTION?  
(Find out what question and handle to F/N.) \_\_\_\_\_
14. DID YOU WITHHOLD SAYING SOMETHING FOR FEAR OF GETTING INTO ETHICS TROUBLE?  
(Handle to F/N as per Sec Checking procedure.) \_\_\_\_\_

15. DID YOU TRY TO LESSEN AN OVERT? \_\_\_\_\_  
(Find out how he tried to lessen the overt and complete its handling to F/N.)
16. HAS AN OVERT BEEN JUSTIFIED? \_\_\_\_\_  
(Pull the justifications off the overt, then complete to F/N.)
17. WAS THERE SOME OTHER WAY YOU JUSTIFIED THE OVERT? \_\_\_\_\_  
(Pull the justifications off the overt, then complete its handling to F/N.)
18. WORRIED ABOUT REPUTATION? \_\_\_\_\_  
(Clean it up with 2WC E/S to F/N.)
19. ARE THERE OPINIONS YOU DON'T DARE SAY? \_\_\_\_\_  
(2WC E/S to F/N.)
20. WAS THERE AN EARLIER OVERT UNDISCLOSED? \_\_\_\_\_  
(Pull it E/S to F/N.)
21. WAS A CHAIN OF OVERTS NOT TAKEN BACK TO BASIC? \_\_\_\_\_  
(Take it back to basic.)
22. WAS AN OVERT TOO LATE ON THE CHAIN? \_\_\_\_\_  
(Get the earlier overt and take the chain to F/N.)
23. JUMPED TO A DIFFERENT OVERT CHAIN? \_\_\_\_\_  
(Reorient to the original chain and take it to F/N. Then flatten the chain the pc jumped to, if reading.)
24. ARE YOU WITHHOLDING ANYTHING? \_\_\_\_\_  
(Get what it is, E/S to F/N.)
25. DID YOU TELL A HALF-TRUTH? \_\_\_\_\_  
(Get all of the withhold, handle E/S to F/N.)
26. WAS THERE SOMETHING THE AUDITOR SHOULD HAVE KNOWN ABOUT YOU THAT HE DIDN'T? \_\_\_\_\_  
(Get what. Pull it E/S to F/N.)
27. WAS THERE AN UNDISCLOSED OUT-ETHICS SITUATION? \_\_\_\_\_  
(Get it off as a missed W/H, E/S to F/N.)
28. HAS A CRIME BEEN COVERED UP? \_\_\_\_\_  
(Pull it, E/S to F/N.)
29. WAS THERE MORE THAT SHOULD HAVE BEEN KNOWN ABOUT SOME OVERT? \_\_\_\_\_  
(Get it all, E/S to F/N.)

30. WAS THERE A QUESTION THAT THE AUDITOR SAID DIDN'T READ THAT SHOULD HAVE?  
(Find out what question and get in Suppress and Inval on it. Then handle it to F/N.) \_\_\_\_\_
31. DID THE AUDITOR CALL AN F/N WHEN YOU DIDN'T FEEL YOU WERE F/Ning?  
(Find the point and get in Suppress on it, and complete the action to F/N.) \_\_\_\_\_
32. DID YOU TELL A LIE?  
(Handle as a W/H, to F/N.) \_\_\_\_\_
33. WAS A QUESTION LEFT UNFLAT?  
(Find out which one, indicate it and handle to F/N.) \_\_\_\_\_
34. WAS AN F/N OVERRUN?  
(Find out on what Sec Check question or overt chain and rehab. ) \_\_\_\_\_
35. WAS AN F/N MISSED?  
(Find out on what Sec Check question or overt chain and rehab.) \_\_\_\_\_
36. DID SOMEONE DEMAND A W/H YOU DIDN'T HAVE?  
(Indicate it if so. 2WC E/S to F/N.) \_\_\_\_\_
37. HAD YOU TOLD ALL?  
(Indicate it if so. 2WC E/S to F/N.) \_\_\_\_\_
38. WAS AN OVERT PROTESTED?  
(Get what it was and get in Protest button on it. Fully clean up the overt to F/N.) \_\_\_\_\_
39. WAS THERE A WITHHOLD THAT KEPT COMING UP?  
(Get who wouldn't accept it or said it still read. Indicate it was a false read. 2WC the concern to F/N.) \_\_\_\_\_
40. DID YOU HAVE TO GET THE SAME WITHHOLD OFF MORE THAN ONCE?  
(Handle as in #39.) \_\_\_\_\_
41. DID SOMEONE SAY YOU HAD A WITHHOLD WHEN YOU DIDN'T?  
(Indicate it, 2WC E/S to F/N. For auditors trained to D/L, date to blow and locate to blow the first instance of the pc being told he had that W/H when he didn't.) \_\_\_\_\_
42. DID SOMEONE SAY OR SEEM TO INFER THAT SOMETHING READ WHEN IT DIDN'T?  
(2WC E/S to F/N. For auditors trained to D/L, date to blow and locate to blow the first instance of the pc being told that.) \_\_\_\_\_



43. WAS THERE AN OVERT OR WITHHOLD THAT WASN'T ACCEPTED?  
(Get what. Get who wouldn't accept it. Get off any protest and inval, and clean it up E/S to F/N.) \_\_\_\_\_
44. DID SOMEONE INVALIDATE YOU FOR GETTING OFF A WITHHOLD?  
(2WC E/S to F/N.) \_\_\_\_\_
45. DID SOMEONE PUNISH YOU FOR GETTING OFF A WITHHOLD?  
(2WC E/S to F/N.) \_\_\_\_\_
46. WAS THERE A FALSE ACCUSATION?  
(2WC E/S to F/N.) \_\_\_\_\_
47. NOT YOUR OVERT?  
(Indicate it. If it doesn't F/N on indication, take it E/S to F/N.) \_\_\_\_\_
48. WERE YOU NOT HONEST WITH THE AUDITOR?  
(Handle as a missed withhold, E/S to F/N.) \_\_\_\_\_
49. DID YOU HAVE AN INTENTION TO MAKE OTHERS WRONG?  
(2WC E/S to F/N.) (C/S to program the case for full service fac handling and False Purpose Rundown.) \_\_\_\_\_
50. WAS THERE A COMPUTATION YOU USED TO MAKE YOURSELF RIGHT AND OTHERS WRONG?  
(2WC E/S to F/N.) (C/S to program for full service fac handling.) \_\_\_\_\_
51. FALSELY VILIFYING SOMEONE TO COVER UP AN EVIL PURPOSE?  
(Get it off as an overt E/S to F/N.) (C/S to program the case for False Purpose Rundown.) \_\_\_\_\_
52. WAS THERE AN EVIL PURPOSE?  
(2WC E/S to F/N.) (C/S to program the case for False Purpose Rundown.) \_\_\_\_\_
53. WAS SOME BAD INTENTION NOT DISCOVERED?  
(2WC E/S to F/N.) (C/S to program the case for False Purpose Rundown.) \_\_\_\_\_
54. WAS SOME HIDDEN EVIL IMPULSE NOT REVEALED?  
(2WC E/S to F/N.) (C/S to program the case for False Purpose Rundown.) \_\_\_\_\_
55. WAS THERE SOME NONSURVIVAL CONSIDERATION YOU DIDN'T MENTION?  
(2WC E/S to F/N.) (C/S to program the case for False Purpose Rundown.) \_\_\_\_\_

56. WERE YOU PRETENDING TO BE PTS TO AVOID TAKING RESPONSIBILITY FOR SOME OUT-ETHICS SITUATION? \_\_\_\_\_  
 (Handle as a withhold to F/N. Pull any overts.) (C/S to program the case for False Purpose Rundown.)
57. DID THE AUDITOR NOT HEAR OR ACKNOWLEDGE WHAT YOU SAID? \_\_\_\_\_  
 (Indicate the BPC. Get what the auditor missed and clean it up E/S to F/N.)
58. DID THE AUDITOR GET ANGRY AT YOU? \_\_\_\_\_  
 (If this happened, indicate it is illegal to do so. 2WC E/S to F/N. Clean up any ARC break to F/N.) (C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB 11 July 82 I.)
59. WERE THERE AUDITOR'S CODE BREAKS? \_\_\_\_\_  
 (Get what. Indicate it was illegal and 2WC E/S to F/N.) (C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB 11 July 82 I.)
60. WERE YOU AFRAID OF WHAT MIGHT HAPPEN? \_\_\_\_\_  
 (2WC E/S to F/N.)
61. WAS THERE AN INJUSTICE? \_\_\_\_\_  
 (2WC E/S to F/N.)
62. WAS THERE A BETRAYAL? \_\_\_\_\_  
 (2WC E/S to F/N.)
63. WAS ANYTHING SUPPRESSED? \_\_\_\_\_  
 (Clean it up E/S to F/N.)
64. WAS ANYTHING INVALIDATED? \_\_\_\_\_  
 (Clean it up E/S to F/N.)
65. WAS ANYTHING FALSIFIED? \_\_\_\_\_  
 (Clean it up as a W/H E/S to F/N.)
66. WAS ANYTHING PROTESTED? \_\_\_\_\_  
 (2WC E/S to F/N.)
67. WAS THERE ANY EVALUATION? \_\_\_\_\_  
 (2WC E/S to F/N.)
68. WAS SOMETHING MISUNDERSTOOD? \_\_\_\_\_  
 (Clean it up, clearing any MU words each to F/N.)
69. WERE YOU TIRED OR HUNGRY? \_\_\_\_\_  
 (2WC E/S to F/N.)

70. HAD YOU RECENTLY TAKEN DRUGS? MEDICINE?  
ALCOHOL? \_\_\_\_\_  
(2WC E/S to F/N. Note for C/S.)
71. WERE YOU BEING SEC CHECKED ON A WRONG AREA? \_\_\_\_\_  
(2WC to F/N, getting the area or subject pc feels he should be sec  
checked on and noting these for the C/S.)
72. WAS THERE SOMETHING ELSE WRONG? \_\_\_\_\_  
(If so and it doesn't clean up on 2WC, GF M5 and handle.)
73. HAS THE UPSET BEEN HANDLED? \_\_\_\_\_  
(2WC. If so, indicate it to F/N.)

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 JULY 1980RA  
REVISED 12 JULY 1988

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**COURSE SUPERVISOR CORRECTION LIST**  
**WORD LIST**

*Refs:*

HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 Mar. 72RA II, COURSE SUPERVISOR CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE COURSE SUPERVISOR**  
**CORRECTION LIST**

A, ability, about, afraid, after, already, an, and, another, answer, any, anyway, apply, ARC break, are, as, at, attained, available.

Be, been, being, believe, bog, bogged, bound, bulletins, by.

Can, cannot, can't, case, certain, class, clearing, competence, condition, conflict, confront, confronted, connection, consequences, consider, control, correction, course, course room, courses, covered, cramming, cross.

Debug, demos, destructive, did, didn't, disagreements, do, does, dog, doing, done, don't, double, doubt, drugs, duress, during.

Else, encountered, enough, ethics, evil, experimenting.

Fail, falsify, feel, find, fixed, F/Ning, for, forced, found, from, fully.

Get, getting, give, giving, good, graduated, graduates.

Had, handle, handled, has, hasn't, hatted, have, he, helped, helping, here, how, hung up.

Ideas, if, important, in, incomplete, incorrectly, instead, intention, interesting, interpreting, interrupting, is, issues, it.

Knew, know, knowledgeable.

Lack, leaving, left, less, like, list, losses, lots.

Make, many, materials, messed up, Method 9 Word Clearing, methods, misemotion, missing, misunderstands, more.

Native, neglecting, never, new, no, not.

Of, on, or, order, orders, other, others, out, out-Int, out-list, outnesses, over, overt, overwhelmed, own.

Past, patience, people, physically, policy, popular, post, powerful, preventing, problem, product, prove, purpose.

Questions.

Rather, really, reason, received, refer, regulated, responsible, right.

Said, should, shouldn't, situations, so, some, somebody, someone, something, staff, started, statistic, stats, status, student, students, student's, students', studied, study, study tech, subject, supervise, supervised, supervising, supervision, Supervisor, Supervisor's, suppressive.

Teach, teaching, tech, than, that, the, their, them; there, think, third partying, time, tired, to, told, too, trouble, TRs, trying.

Unable, understand, unwell, upset, use, using.

Verbal.

Want, was, were, what, when, who, why, will, with, withhold, word, Word Clearing tech, words, work, worked, working, works, worth, would, wrong.

You, your, yourself.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HCO BULLETIN OF 29 JULY 1980

Remimeo

### **CRIMINALS AND PSYCHIATRY**

Almost every modern horror crime was committed by a known criminal who had been in and out of the hands of psychiatrists and psychologists, often many times.

There is no particular reason to enumerate endless case histories of this; they occur too frequently in news accounts and the newspaper morgues are thick with them. And as such stories develop, it is found that the perpetrator had a long history, some even from childhood, of psychiatric and psychological treatment.

Such a record of failure does not seem to come to the attention of legislators, and these continue to pour floods of money into the coffers of the psychiatrists, psychologists and their organizations. The public at large, by survey, seems to be aware of this state of affairs, if not the whole facts: the only real customers the psychiatrist and psychologist have are the governments—the public does not of its own volition go to them.

The most charitable look at this would be that the psychologists and psychiatrists are simply incompetent. But other more sinister implications can be drawn.

Developed in the latter part of the nineteenth century, they appeared on the militaristic scene of a rearming and conquest-minded Germany. At that time, the archcriminal Bismarck was laying the groundwork for the slaughters of World War I and World War II. It fitted with the philosophy of militarism that man was an animal and that there was neither soul nor morality standing in the way of the wholesale murder of war.

Up until that time the Church had some influence upon the state and possibly some power in restraining bestiality and savagely insane conduct, but small as it might have been, it was incompatible with the unholy ambitions of the militarists. That man was only an animal after all, soulless and entitled to no decency, was bound to be a popular doctrine. That insanity consisted of urges to harm others would have been a very unpopular idea to government heads who had nothing else in mind. And so the notion that insanity was a physical disease was taken up avidly.

The basic tenet of psychology is that man is just an animal. The basic tenet of psychiatry is that insanity is a physical disease. Neither has any proof that these tenets are correct. That man can be reduced to animalistic behavior does not prove that that is his true basic nature. That some physical diseases also produce mental aberration does not prove that any “mental illness” has bacteria or virus and indeed none have ever been isolated.

The instigators, patrons and supporters of these two subjects classify fully and demonstrably as criminals.

If the crimes committed by a government in one single day were committed by an individual, that individual would be promptly put in a cell and probably even a padded cell.

Unfortunately, positions of power and authority attract to themselves beings who, all too often, need that altitude to exercise their lust for covertly or overtly harming others. Government positions are well suited to this use; they are also all too often held to be above any law. Some of the most notorious criminals in history have operated from government positions. This becomes statistically impressive when one counts the strewn corpses.

Looking this over (and it is amply documented in any history book or newspaper) one can begin to make some kind of sense out of it. Spawned by an insanely militaristic government, psychiatry and psychology find avid support from oppressive and domineering governments. The employer of these people classifies, even in the most generous view, as criminal. Thus, it cannot be much wondered at that these subjects have no real success or even interest in detecting and handling criminals.

One cannot go so far as to say that psychiatry and psychology knowingly create criminals or actively plan and implant their patients to commit crimes, even though it might look this way in some cases. Rather, these subjects are false subjects, based on false principles which are well suited to the demands and ambitions of their employers. Their technology is incapable of detecting, much less helping, the criminal. It is even doubtful if their employers, the governments, would tolerate a subject which could detect and resolve criminality—for who would be the first ones detected? Some amongst the governments, of course. No, the wolf would only favor a jury of wolves to judge the crime of killing sheep. That is why you see governments flooding out money for psychologists in schools and psychiatrists in government departments.

With a complete, government-supported monopoly in the field of the mind, potential criminals will go right on remaining undetected until they injure or slaughter citizens and, having done so, become unrelieved or even confirmed in their habit patterns in the hands of psychiatrists and psychologists and re-released upon the world to further injure and slaughter citizens.

The credence and power of psychiatry and psychology are waning. It hit its zenith about 1960; then it seemed their word was law and that they could harm, injure and kill patients without restraint. The appearance of an actual technology of the mind—Dianetics and Scientology—has played no small part in acting as a restraint. At one time they were well on their way to turning every baby into a future robot for the manipulation of the state and every society into a madhouse of crime and immorality. The world is still suffering from the effects of that domination.

There is no real reason why, using the proper technology, the criminal cannot be detected and also reformed. One might also, by the use of False Data Stripping, redeem a psychologist or psychiatrist—though this would be made difficult by the fact that he achieves all his power and money from the state which might have quite different purposes for him.

The world is turning, things change. And there may come a day when the mad dogs of the world are not given over to the charge of mad dogs. But that will be to the degree that you successfully carry forward Dianetics and Scientology.

L. RON HUBBARD  
Founder



HCO BULLETIN OF 30 JULY 1980

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### **THE NATURE OF A BEING**

When one is associating with or attempting to guide or handle a person, it is necessary to know something of the nature of a being.

If a being were a single unit, separated from all other beings, conditions and current influences, the task of understanding him would be relatively simple and philosophers would have had it all worked out long before Dianetics and Scientology.

A single-unit being responds to the most elementary and simple rules and laws you will find in Dianetics and Scientology: affinity, reality, communication and understanding; the time track; mental image pictures; the earlier incident holding the later in place; responses to matter, energy, space, time, form, as well as force; and the Axioms. On this you can rest assured. And one might even wonder why we need all the additional bulletins and cautions and provisions and lectures.

The fact of the matter is that when one addresses a person, a human being “in the flesh,” one is *not* addressing a simple being.

Possibly an example will illustrate this: I had just finished giving a congress and a staff member had made some appointments for me to see people who wanted to talk to me. And, in a conference room, I was suddenly confronted by a woman who was demonstrably and actively insane. She was incoherent; she was being “pursued”; she was utterly agitated. Well, I was not then and never was in the business of treating the insane. Yet here was a situation which had to be handled if only to maintain social calm. In those days there were many techniques for exteriorizing people and so I used one of them, putting her back of her head. Promptly she went sane, calmly reviewed her problem with her husband, sensibly made up her mind what she was going to do to properly resolve the matter, thanked me and departed. For a brief time she had temporarily become a single-unit being.

I have not given the example as a lesson in what to do in such cases, for exteriorization techniques are not reliable. But only to illustrate the complexity of people.

What you see as a human being, a person, is not a single-unit being.

In the first place, there is the matter of valence. A person can be himself or he can be under the belief that he is another person or thing entirely. This removes him a step from being a simple being.

Then there is the matter of being in a body. A body is a very complex contrivance, quite remarkable, quite complicated. And it is also quite subject to its own distortions.

There are also the entities (as discussed in *Dianetics: The Modern Science of Mental Health*, pages 84-90, and also *The History of Man*, pages 13-14, 43, 75-77). These follow all the rules and laws and phenomena of single beings.

And then there is the matter of influences of other people around this human being.

From a single, simple being there is a progressive complication setting in as one adds all these other factors.

The single, simple being, without any further associations, can be out of valence even miles away from other contacts.

It is the aggregate of all these factors which you address when you seek to guide or handle the usual human being.

This is also why Objective Processes are so effective—they get many of these factors all going in the same direction for once.

None of this is to say that it is impossible to handle all this. Far from it. But it does tell one why all the additional precautions (like don't overrun, like careful session procedures) are there in all those materials.

But mainly it tells you that full recoveries seldom happen fast and that cases require an awful lot of work and often for a very long time.

And like the woman at the congress, one sometimes gets a sudden nearmagical result. The trouble with that one was that she soon went back into her head and became again a composite, even though she now did have a sane plan of action to follow.

Results, if you follow the rules and laws carefully and with good heart, can be obtained. And you, knowing your business, can obtain them.

But don't become discouraged if it all doesn't happen fast and if it takes a long time. When you are handling a human being, you are handling a composite.

We did not construct the human mind or human body. We did not put the universe there to involve, oppress or complicate life. We are working with the end product of an awful lot of trials and tribulations.

If we were working with single beings, it would be a nothing to do. We are not. We are working with a complexity and we can do an awful lot, far more than anyone could do before us. And our work with life has effects and influences far beyond our auditing tables. It took vast, vast numbers of years and eons for life to get that involved and complicated. Be glad that it doesn't take even a tiny fraction of that to dig it out and smooth it out with Dianetics and Scientology.

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HCO BULLETIN OF 2 SEPTEMBER 1980

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**REPAIR CORRECTION LIST WORDS**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 16 Oct. 78, REPAIR CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The auditor must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R, THE YELLOW SHEET)

**WORDS FROM THE REPAIR CORRECTION LIST**

A, action, an, and, anyway, asked, assessed, assessment, attesting, audited, auditing, auditor.

Bad, be, been, being, by, bypassed, bypassed charge.

Case, charge, chart, complete, could, cycle.

Declare, did, didn't, do, done.

Ever, exterior.

Fail, false read, feel, felt, F/N, F/Ned, F/Ning, from.

Get, get on with, given, going, gone, grade, Grade Chart.

Had, handle, handled, has, have, high, high TA, how.

In, indicate, Int RD, is, it, item.

Just.

Kept, knew.

List, lists, low, low TA.

Many, messed up, misassessed, missed.

No, not.

Often, on, one, other, out-list, overrepair, overrun.

Prepared, prepared list, prepared lists, prevented.

Read, really, repair, repaired, repairs, rundown.

See, should, some, something.

TA, take up, tell, the, there, think, time, to, told, too, TRs.

Unnecessary, up.

Want, was, wasn't, were, what, when, while, win, with, would, wrong.

You, your.

L. RON HUBBARD  
Founder

Assisted by  
Mission Issues Revision

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 11 SEPTEMBER 1980

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**L4BRB WORD LIST**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 15 Dec. 68RB, L4BRB FOR ASSESSMENT OF ALL LISTING ERRORS.

These words should be cleared on the pc before the L4BRB is actually assessed, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The auditor must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc 's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 77, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE L4BRB**

A, abandoned, accepted, acknowledge, action, already, amazed, an, and, another, answer, ARC break, ashamed, asserted, auditor.

Because, been, before, being, by, bypassed, bypassed charge.

Carried, carried on, cause, charge, correct, correction, couldn't.

Denied, did, didn't, different, do, done.

Earlier, else, else's, errors, evaluated, exterior.

Fail, first, forced, found, from.

Given, gone.

Had, handled, has, have.

In, incomplete, interest, invalidated, is, it, item, items.

Kind.

List, listed, listing, long.

Made, meaningless, missed.

No, not, nothing, nulling.

Of, off, on, only, or, other, out, overrun, overt.

Past, place, in the first place, point, previously, process, protest, protested, PTP, pushed, put.

Question.

React, release, restimulated, right.

Said, session, some, somebody, someone, suggest, suggested.

Taken, that, the, there, this, thought, to, too.

Under, understand, understood, unnecessary, upset.

Volunteered.

Want, was, way, were, what, when, while, withheld, withhold, word, wrong.

You, your, yours, yourself.

L. RON HUBBARD  
Founder

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HCO BULLETIN OF 16 SEPTEMBER 1980R  
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**PTS RD CORRECTION LIST**  
**WORD LIST**

*Refs:*

HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 16 Apr. 72R, PTS RUNDOWN CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE PTS RD CORRECTION LIST**

A, about, achieved, additional, after, agree, all, all right, an, and, another, anyway, are, attest, audited, auditing, auditor.

Bad, be, been, believe, but, by.

Can't, caused, communication, complete, completely, condition.

Decided, detected, didn't, disagrees, disclosed, does, doing, don't.

Earlier, else, engram, errors, ever, everything, exterior.

Feel, feelings, first.

Gains, given, group.

Handle, handled, has, have, hold.

Ill, in, incomplete, Int Rundown, is, it.

Know.

Lies, like, list, lost.

Messed up, middle, misunderstood, more.

Not, now.

Of, okay, on, only, onto, or.

People, person, physically, place, protested, PTS, PTS Rundown.

Really, rundown.

Said, Scientology, situation, someone, something, still, suppressive.

Than, that, the, there, this, to, told.

Understand, upset.

Want, was, wasn't, went, were, weren't, what, when, who, whole, with, words, wrong.

You, your.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 SEPTEMBER 1980R

Remimeo  
NED Auditors  
C/Ses

Issue I  
REVISED 8 APRIL 1988

*New Era Dianetics Series 20-1*

**L3RH WORD LIST**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 11 Apr. 71RE, NED Series 20, L3RH, DIANETICS AND INT RD REPAIR LIST.

These words should be cleared on the pc before the L3RH is assessed, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The auditor must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted on the Yellow Sheet in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE L3RH**

A, abandoned, accept, alcohol, all, already, an, and, another, ARC break, assessed, at, attain, audited, auditor.

Basic, be, because, been, beginning, black, by, bypassed.

Chain, chains, changed, changing, charge, charged, Clear, cognition, command, commands, completed, confused, constantly, could.

Date, death, declare, demand, Dianetic, did, different, distracted, drugs, duration, durations.

Earlier, else, engrams, erased, erasing, expressed, exterior.

False, first, flows, flubbed, F/N, for, found, from.

Get, giving, go, gone, goof, gotten.

Handled, has, have, heavily, held up.

Implant, in, incident, incidents, incorrect, indicated, Int, interest, interrupted, invalidated, invisible, it, item.

Jump, just.

Late, left, let, list.

Mass, medicine, messed up, misrun, missed, misunderstood, misworded, more.

No, nobody, not, nothing.

Of, on, one, or, original, originally, over.

Past, persistent, picture, pictures, place, postulate, preassessment, pressure, prevented, problem, protesting.

Read, real, really, reason, refuse, resent, restimulated, run, rundown, running.

Said, same, say, saying, see, sequence, should, similar, simply, skipped, solid, some, something, soon, state, still, stop, stopped, stuck, suppressed.

Than, that, the, there, thing, this, through, time, tired, to, too, trouble, twice, two.

Unnecessary, upset.

Was, went, were, what, when, while, with, withhold, wording, would, wrong.

You, your.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 SEPTEMBER 1980RA

Remimeo  
C/Ses  
Auditors  
Tech/Qual

Issue II  
REVISED 28 JUNE 1990

**GREEN FORM WORD LIST**

*Refs:*

HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED
HCO PL	7 Apr. 70RE Rev. 27.6.88	GREEN FORM

These are the words from HCO PL 7 Apr. 70RE, GREEN FORM.

These words should be cleared on the pc before the Green Form is actually assessed, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The auditor must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE GREEN FORM**

A, about, against, alcohol, altering, an, any, anything, ARC break, are, arrested, aspirin, audited, auditing, auditor.

Bad, be, because, been, breaks, by, bypassed, bypassed charge.

Can't, Clear, code, coming, comm cycle, committed, confidential, connected, copies, could, crime, crimes, criminal, cured.

Dangers, data, debts, demanded, Dianetic Clear, do, doing, drugs, drunk.

Else, engram, enough, environment, environmental, erased, error, evaluated, exactly, experimenting, exterior.

Food, for, from.

Get, gone, group.

Had, handled, handwritten, happen, has, hasn't, have, here, hidden standard, hungry.

If, ignored, in, Int Rundown, invalidated, is, it.

Kept, know, knowledge.

Left, list.

Matching, materials, menace, mentioned, messed up, missed.

Nonstandard, not.

Of, or, orgs, originations, overrepaired, overrun, overt.

Person, physically, picture, present time problem, process, PT.

Record, release, restimulation, review, rushed.

Scientology, self-auditing, sleep, solve, someone, something, study, sufficient, suppressed, suppressive.

Taken, taped, tech, that, the, there, this, tired, to, tranquilizers, trying, typed.

Unflat, unnecessary, unpaid, up, upsetting.

Was, what, which, with, withhold, worked, works, would, wrong.

You, your.

#### **ADDITIONAL WORDS FROM RESISTIVE CASES PREASSESSMENT**

After, and, antagonistic, attained, attested.

Before, being.

Committing, continuously.

Doesn't, don't.

Earlier, engrams, evil purpose.

Former. Grades.

Ill.

Misunderstoods.

Never.

On, out, overts, overwhelmed.

Part, practices, pretending, prior.

Rudiments, run.

Same, secrets, seeking, seriously.

Therapy, thrill, training.

Valence. Want, went.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 SEPTEMBER 1980R

Remimeo  
C/Ses  
Auditors  
Tech/Qual

Issue III  
REVISED 26 JULY 1986

**CONFESSIONAL REPAIR LIST—LCRE**  
**WORDS LIST**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 23 July 80R, CONFESSIONAL REPAIR LIST—LCRE .

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R, THE YELLOW SHEET)

**WORDS FROM THE CONFESSIONAL REPAIR LIST—LCRE**

A, about, accepted, accusation, acknowledge, afraid, alcohol, all, an, and, angry, answer, any, anything, ARC break, are, area, at, auditor, Auditor's Code, avoid.

Back, bad, basic, be, been, being, betrayal, breaks, but, by.

Call, chain, coming, coming up, computation, consideration, cover up, covered up, crime.

Dare, deliberately, demand, did, didn't, different, discovered, don't, drugs.

Earlier, else, error, ethics, evaluation, evil, evil impulse, evil purpose.

F/N, F/Ning, fail, false, falsely, falsified, fear, feel, find out, for.

Get, getting, giving.

Had, half-truth, handled, happen, has, have, he, hear, hidden, honest, hungry.

Impulse, infer, injustice, intention, into, invalidate, invalidated, it, item.

Jumped, justified.

Kept, known.

Late, left, lessen, lie, list.

Make, medicine, mention, might, misdirect, missed, misunderstood, more.

Nonsurvival, not.

Of, off, on, once, one, opinions, or, other, others, out-ethics, out-Int, overrun, overt, overts.

Part, pretending, problem, protested, PTS, punish.

Question.

Read, recently, reputation, responsibility, rest, revealed, right.

Said, same, say, saying, Sec Check, sec checked, seem, should, situation, some, someone, something, specifically, suppressed.

Taken, taking, tell, telling, than, that, the, there, tired, to, told, too, trouble, try.

Undisclosed, unflat, upset, used.

Vilifying.

Waiting, was, wasn't, way, were, what, when, with, withhold, withholding, worded, worried, wrong.

You, your, yourself.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
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HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 OCTOBER 1980

Issue I

Remimeo  
HCO  
Tech/Qual

*Confessional Form 2R*

**GENERAL STAFF CONFESSIONAL LIST**

*Ref:*

HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or be on a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family and the world at large.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

- 1 . HAVE YOU EVER STOLEN ANYTHING FROM A SCIENTOLOGY ORGANIZATION? \_\_\_\_\_
2. ARE YOU HERE ONLY TO GET FREE PROCESSING? \_\_\_\_\_
3. DO YOU INTEND TO LEAVE THIS ORGANIZATION ONCE TRAINED? \_\_\_\_\_
4. HAVE YOU AUDITED OUTSIDE PCs FOR MONEY WHILE A MEMBER OF THIS ORG? \_\_\_\_\_
5. HAVE YOU EVER FED AN ORG PC TO AN OUTSIDE AUDITOR? \_\_\_\_\_
6. HAVE YOU EVER BROKEN A CONTRACT WITH AN ORG? \_\_\_\_\_
- 7 . HAVE YOU EVER SHIFTED THE BLAME TO AN INNOCENT STAFF MEMBER? \_\_\_\_\_
8. AS A STAFF MEMBER, HAVE YOU FAILED TO KEEP THE ORG SCHEDULE? \_\_\_\_\_



9. HAVE YOU OFFERED OR DELIVERED FREE SERVICES? \_\_\_\_\_
10. HAVE YOU ACCEPTED SERVICES FROM AN ORGANIZATION WITHOUT BEING INVOICED? \_\_\_\_\_
11. HAVE YOU EVER ADVISED ANYONE AGAINST JOINING STAFF OF A SCIENTOLOGY ORGANIZATION OR THE SEA ORG? \_\_\_\_\_
12. HAVE YOU EVER GIVEN SCIENTOLOGY MATERIALS TO A GROUP OPPOSED TO SCIENTOLOGY? \_\_\_\_\_
13. HAVE YOU EVER SAID DISCREDITABLE THINGS TO THE PRESS OR PUBLIC CONCERNING SCIENTOLOGY? \_\_\_\_\_
14. AS A STAFF MEMBER HAVE YOU FAILED TO REGULARLY ATTEND STAFF STUDY OR TAKE YOUR ENHANCEMENT TIME? \_\_\_\_\_
15. HAVE YOU EVER REFUSED TO COMPLY WITH LEGAL ORDERS FROM A SENIOR? \_\_\_\_\_
16. HAVE YOU EVER FALSE REPORTED AS A STAFF MEMBER? \_\_\_\_\_
17. HAVE YOU FALSIFIED A STATISTIC? \_\_\_\_\_
18. HAVE YOU EVER FOLLOWED AN ORDER YOU KNEW TO BE OFF-POLICY? \_\_\_\_\_
19. HAVE YOU GIVEN FALSE EVIDENCE TO AN ETHICS BODY? \_\_\_\_\_
20. HAVE YOU EVER OBSTRUCTED AN ETHICS INVESTIGATION? \_\_\_\_\_
21. HAVE YOU WITHHELD DATA TO PROTECT YOURSELF OR ANOTHER? \_\_\_\_\_
22. HAVE YOU EVER THIRD-PARTIED A STAFF MEMBER? \_\_\_\_\_
23. HAVE YOU EVER LIED TO A STAFF MEMBER? \_\_\_\_\_
24. HAVE YOU FEIGNED ILLNESS TO AVOID WORK? \_\_\_\_\_
25. HAVE YOU FAILED TO PAY BACK LOANS YOU ACTUALLY OWE? \_\_\_\_\_
26. HAVE YOU CAUSED UPSET TO A PUBLIC PC OR STUDENT? \_\_\_\_\_
27. AS A STAFF MEMBER, HAVE YOU COMMITTED A PROBLEM? \_\_\_\_\_

28. AS A STAFF MEMBER, HAVE YOU EVER DEvised A SOLUTION WHICH THEN BECAME A PROBLEM? \_\_\_\_\_
29. HAVE YOU EVER HAD CASE ON POST? \_\_\_\_\_
30. HAVE YOU PREVENTED A FELLOW STAFF MEMBER FROM WEARING HIS HAT? \_\_\_\_\_
31. HAVE YOU DONE ANYTHING TO GET ANOTHER REMOVED FROM POST FOR YOUR OWN PERSONAL GAIN? \_\_\_\_\_
32. HAVE YOU EVER ENGAGED IN A POWER PUSH AGAINST A SENIOR EXECUTIVE? \_\_\_\_\_
33. HAVE YOU EVER USED A SCIENTOLOGY POSITION TO OBTAIN UNUSUAL FAVORS? \_\_\_\_\_
34. HAVE YOU EVER PERSONALLY ACCEPTED A COMMISSION, PERCENTAGE, BRIBE OR GIFT FOR GIVING ANY FIRM OR PERSON THIS ORGANIZATION'S BUSINESS? \_\_\_\_\_
35. HAVE YOU ENGAGED IN ANY SORT OF 2D ACTIVITIES WITH PUBLIC STUDENTS OR PCs? \_\_\_\_\_
36. HAVE YOU LIVED OR SLEPT WITH ANYONE OTHER THAN YOUR LEGAL SPOUSE? \_\_\_\_\_
37. HAVE YOU CREATED A NEW 2D RELATIONSHIP WHILE LEGALLY MARRIED TO ANOTHER PERSON? \_\_\_\_\_
38. HAVE YOU EVER ADVISED ANYONE AGAINST FOLLOWING POLICY? \_\_\_\_\_
39. HAVE YOU PREVENTED ANOTHER FROM LEARNING HIS POST? \_\_\_\_\_
40. HAVE YOU PREVENTED ANOTHER FROM STUDYING OR TRAINING? \_\_\_\_\_
41. HAVE YOU EVER SLOWED THINGS DOWN JUST BECAUSE YOUR SENIORS WANTED THEM SPEEDED UP? \_\_\_\_\_
42. DO YOU EVER PRIVATELY LAUGH AT THE ANTICS OF YOUR SUPERIORS? \_\_\_\_\_
43. HAVE YOU DONE ANYTHING TO GET ANOTHER STAFF MEMBER IN BAD REPUTE? \_\_\_\_\_
44. HAVE YOU EVER DAMAGED ORG PROPERTY? \_\_\_\_\_

45. HAVE YOU WASTED ORG SUPPLIES? \_\_\_\_\_
46. HAVE YOU JUGGLED ORG ACCOUNTS? \_\_\_\_\_
47. AS A STAFF MEMBER HAVE YOU PRODUCED ANY OVERT PRODUCTS? \_\_\_\_\_
48. HAVE YOU EVER GIVEN OUT DATA WHICH WAS CONTRARY TO HCO BULLETINS OR POLICY LETTERS? \_\_\_\_\_
49. HAVE YOU EVER PRETENDED TO QUOTE HCOBs OR PLs WITHOUT SHOWING THE ACTUAL ISSUE? \_\_\_\_\_
50. HAVE YOU EVER PREVENTED TECH OR POLICY FROM BEING KNOWN OR CORRECTLY USED? \_\_\_\_\_
51. HAVE YOU EVER JUST PRETENDED TO WORK? \_\_\_\_\_
52. HAVE YOU TAKEN CREDIT FOR THE WORK DONE BY ANOTHER? \_\_\_\_\_
53. HAVE YOU MALIGNED ANOTHER TO ENHANCE YOUR OWN REPUTATION? \_\_\_\_\_
54. HAVE YOU CAUSED OR CONTRIBUTED TO AN ORG MUTINY? \_\_\_\_\_
55. HAVE YOU SPENT POST TIME ON MATTERS NOT RELATED TO YOUR POST OR ORG BUSINESS? \_\_\_\_\_
56. HAVE YOU ENCOURAGED ANOTHER TO BLOW? \_\_\_\_\_
57. HAVE YOU DONE ANYTHING TO DAMAGE THE REPUTE OF A SENIOR SCIENTOLOGY ORG? \_\_\_\_\_
58. HAVE YOU DONE ANYTHING TO DAMAGE THE REPUTE OF THE SEA ORG? \_\_\_\_\_
59. HAVE YOU DISCOURAGED ORG PCs OR STUDENTS FROM ADVANCING TO A SENIOR ORG? \_\_\_\_\_
60. HAVE YOU EVER LIED TO A PUBLIC PC OR STUDENT? \_\_\_\_\_
61. HAVE YOU EVER LIED TO A POTENTIAL PC OR STUDENT? \_\_\_\_\_
62. HAVE YOU EVER WITHHELD THAT YOU HAD A PTS A SITUATION WITH A PARENT OR RELATIVE? \_\_\_\_\_
63. HAVE YOU FALSELY REPORTED TO A SEA ORG MISSIONAIRE? \_\_\_\_\_
64. HAVE YOU EVER FALSE REPORTED TO FLAG? \_\_\_\_\_

65. HAVE YOU EVER REPORTED COMPLIANCE TO AN ORDER OR TARGET WHICH WAS NOT FULLY DONE? \_\_\_\_\_
66. HAVE YOU KNOWINGLY VIOLATED POLICY? \_\_\_\_\_
67. HAVE YOU BLAMED ANOTHER FOR NOT DOING YOUR JOB? \_\_\_\_\_
68. DO YOU THINK IT REALLY DOESN'T MATTER WHETHER YOU DO A GOOD JOB OR NOT? \_\_\_\_\_
69. AS A STAFF MEMBER, HAVE YOU EVER TAKEN BOOKS, PACKS, PENS, SMALL AMOUNTS OF MONEY OR OTHER ARTICLES WHICH DID NOT BELONG TO YOU? \_\_\_\_\_
70. ARE YOU HERE PURPOSELY TO UPSET OR DAMAGE SCIENTOLOGY? \_\_\_\_\_
71. WHILE ON STAFF OF A SCIENTOLOGY ORGANIZATION, HAVE YOU COMMITTED ANY CIVIL CRIME? \_\_\_\_\_
72. IS THERE SOMETHING AN ETHICS OFFICER SHOULDN'T KNOW ABOUT YOU? \_\_\_\_\_
73. HAVE YOU DONE SOMETHING YOU WOULDN'T LIKE LRH TO KNOW ABOUT? \_\_\_\_\_
74. AS A STAFF MEMBER HAVE YOU COMMITTED SOME OVERT THAT HASN'T BEEN REVEALED? \_\_\_\_\_
75. IN THIS CONFESSIONAL, HAVE YOU TOLD A HALFTRUTH? \_\_\_\_\_
76. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? \_\_\_\_\_
77. IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED? \_\_\_\_\_
78. IN THIS CONFESSIONAL, HAVE YOU TOLD ALL? \_\_\_\_\_

L. RON HUBBARD  
 Founder

Assisted by  
 Mission Issues Revision

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 OCTOBER 1980  
Issue II

Remimeo  
HCO  
Tech/Qual

***Confessional Form 4R***

**SUPERVISOR CONFSSIONAL LIST**

*Ref:*  
HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or be on a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family and the world at large.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

1. HAVE YOU EVER GIVEN A STUDENT VERBAL DATA? \_\_\_\_\_
- 2 . HAVE YOU TAUGHT A COURSE WITHOUT A CHECKSHEET? \_\_\_\_\_
3. HAVE YOU GIVEN STUDENTS CHECKSHEETS OTHER THAN THOSE OFFICIALLY APPROVED? \_\_\_\_\_
4. HAVE YOU DELETED MATERIALS FROM AN APPROVED CHECKSHEET? \_\_\_\_\_
5. HAVE YOU FAILED TO PROVIDE COURSE MATERIALS? \_\_\_\_\_
- 6 . HAVE YOU FAILED TO UPDATE AND CORRECT CHECKSHEETS BEFORE ISSUING TO NEW STUDENTS? \_\_\_\_\_
- 7 . HAVE YOU PERMITTED A STUDENT TO FALSELY ATTEST? \_\_\_\_\_
- 8 . HAVE YOU ATTESTED TO A STUDENT'S COURSE COMPLETION WITHOUT VERIFYING HIS ABILITY TO APPLY THE MATERIALS? \_\_\_\_\_

9. HAVE YOU EVER PERMITTED A STUDENT TO BLOW? \_\_\_\_\_
10. HAVE YOU FAILED TO REMAIN IN GOOD ARC WITH YOUR STUDENTS? \_\_\_\_\_
11. HAVE YOU EVER ADVISED ANYONE NOT TO TAKE SERVICES AT A SCIENTOLOGY ORG? \_\_\_\_\_
12. HAVE YOU BLAMED OTHERS FOR POOR COURSE ATTENDANCE? \_\_\_\_\_
13. HAVE YOU EVER BECOME EMOTIONALLY OR SEXUALLY INVOLVED WITH A STUDENT? \_\_\_\_\_
14. HAVE YOU FALSIFIED STATISTICS? \_\_\_\_\_
15. HAVE YOU EVER GOTTEN ANGRY WITH A STUDENT? \_\_\_\_\_
16. HAVE YOU EVER INTERRUPTED A STUDENT WHO WAS DOING WELL? \_\_\_\_\_
17. HAVE YOU EVER FAILED TO HANDLE A BOGGED STUDENT? \_\_\_\_\_
18. HAVE YOU EVER MADE A STUDENT REDO CHECKOUTS, DRILLS OR PRACTICALS TO BOOST STATS? \_\_\_\_\_
19. HAVE YOU EVER LIED TO, DECEIVED OR MISDIRECTED A STUDENT CONCERNING SCIENTOLOGY? \_\_\_\_\_
20. HAVE YOU EVER LIED TO A STUDENT? \_\_\_\_\_
21. AS A SUPERVISOR, HAVE YOU EVER LEFT A COURSE UNATTENDED? \_\_\_\_\_
22. HAVE YOU EVER FAILED TO REFER A STUDENT TO THE MATERIALS? \_\_\_\_\_
23. HAVE YOU EVER FAILED TO KEEP A COURSE EXACTLY ON SCHEDULE? \_\_\_\_\_
24. HAVE YOU FAILED TO APPLY WORD CLEARING TECH? \_\_\_\_\_
25. WHEN WORD CLEARING STUDENTS, HAVE YOU IGNORED READS? \_\_\_\_\_
26. HAVE YOU PRETENDED YOU CAN READ A METER? \_\_\_\_\_
27. HAVE YOU GRADUATED SOMEONE YOU HAD MISGIVINGS ABOUT? \_\_\_\_\_
28. HAVE YOU EVER USED SUPERVISOR STATUS TO

- OBTAIN UNUSUAL FAVORS? \_\_\_\_\_
29. HAVE YOU PASSED A STUDENT JUST TO BE KIND? \_\_\_\_\_
30. HAVE YOU EVER GIVEN A CHECKOUT ON MATERIALS YOU WERE UNCERTAIN OF? \_\_\_\_\_
31. HAVE YOU EVER FAILED TO CORRECT A STUDENT'S MISTAKES? \_\_\_\_\_
32. HAVE YOU EVER BECOME COMPLACENT ABOUT THE EXISTING SCENE IN YOUR COURSE ROOM? \_\_\_\_\_
33. HAVE YOU DONE SOMETHING YOU WOULDN'T LIKE YOUR STUDENTS TO KNOW ABOUT? \_\_\_\_\_
34. HAVE YOU EVER FAILED TO APPLY STUDY TECH? \_\_\_\_\_
35. ARE YOU PRETENDING THAT YOU KNOW STUDY TECH? \_\_\_\_\_
36. HAVE YOU DONE ADMIN OR OTHER DUTIES DURING COURSE TIME? \_\_\_\_\_
37. HAVE YOU EVER PERMITTED ANYONE TO COME INTO THE COURSE ROOM AND BOTHER STUDENTS FOR ANY REASON? \_\_\_\_\_
38. HAVE YOU EVER PERMITTED A STUDENT TO ENTURBULATE A CLASS? \_\_\_\_\_
39. HAVE YOU EVER OFFLOADED STUDENTS INSTEAD OF HANDLING THEM? \_\_\_\_\_
40. HAVE YOU EVER FAILED TO RECOVER A BLOWN STUDENT? \_\_\_\_\_
41. HAVE YOU EVER USED YOUR POSITION AS A SUPERVISOR TO PROCURE STUDENTS FOR ANOTHER GROUP? \_\_\_\_\_
42. HAVE YOU EVER DISCUSSED OR TALKED ABOUT YOUR PERSONAL PROBLEMS OR CASE TO A STUDENT? \_\_\_\_\_
43. HAVE YOU EVER SUBJECTED A STUDENT TO RIDICULE? \_\_\_\_\_
44. HAVE YOU C/Sed STUDENT SESSIONS WHEN NOT QUALIFIED TO DO SO? \_\_\_\_\_
45. HAVE YOU EVER FLUNKED A STUDENT WHO REALLY KNEW THE DATA? \_\_\_\_\_
46. IS THERE SOMETHING A STUDENT MIGHT FIND OUT \_\_\_\_\_

ABOUT YOU? \_\_\_\_\_

- 47. HAVE YOU EVER NEGLECTED TO GIVE PRAISE TO A STUDENT WHEN DUE? \_\_\_\_\_
- 48. HAVE YOU EVER RUN A SLOW COURSE? \_\_\_\_\_
- 49. HAVE YOU BLAMED OTHERS FOR POOR COURSE ENROLLMENTS? \_\_\_\_\_
- 50. HAVE YOU EVER FAILED TO SPOT A STUDENT'S DOPE-OFF, GLEE OR OTHER MANIFESTATION OF MISUNDERSTOODS AND GET THEM CLEANED UP? \_\_\_\_\_
- 51. HAVE YOU EVER FAILED TO USE SUPERVISOR TOWAY COMM WHEN NEEDED? \_\_\_\_\_
- 52. HAVE YOU EVER FAILED TO APPLY ETHICS TECH WHEN NEEDED? \_\_\_\_\_
- 53. HAVE YOU EVER INVALIDATED A STUDENT RATHER THAN HIS MISTAKE? \_\_\_\_\_
- 54. HAVE YOU EVER ALLOWED QUICKIED DRILLING ON CHECKSHEET DRILLS? \_\_\_\_\_
- 55. HAVE YOU CLAIMED FALSE BONUSES? \_\_\_\_\_
- 56. HAVE YOU NOT STUDIED YOUR HAT? \_\_\_\_\_
- 57. HAVE YOU PRETENDED QUALIFICATIONS NOT ATTAINED? \_\_\_\_\_
- 58. HAVE YOU PERSONALLY STUDIED PAST MISUNDERSTOODS? \_\_\_\_\_
- 59. HAVE YOU EVER INVALIDATED STUDY TECH? \_\_\_\_\_
- 60. HAVE YOU EVER INVALIDATED SCIENTOLOGY MATERIALS? \_\_\_\_\_
- 61. HAVE YOU EVER FAILED TO MUSTER YOUR STUDENTS PRECISELY ON TIME, NOTE ABSENCES AND TAKE ACTION? \_\_\_\_\_
- 62. AS A SUPERVISOR, HAVE YOU PERMITTED STUDENTS TO GOOF OFF DURING COURSE HOURS? \_\_\_\_\_
- 63. HAVE YOU PERMITTED STUDENTS TO EAT OR SMOKE IN THE COURSE ROOM? \_\_\_\_\_
- 64. AS A SUPERVISOR HAVE YOU EVER STOOD AROUND OR SAT AT YOUR DESK NOT ACTIVELY HANDLING



- STUDENTS? \_\_\_\_\_
65. HAVE YOU FAILED TO GET STUDENTS THROUGH THEIR COURSE AND GRADUATED? \_\_\_\_\_
66. AS A SUPERVISOR HAVE YOU PRODUCED ANY OVERT PRODUCTS? \_\_\_\_\_
67. HAVE YOU EVER CONDONED OUT-TECH? \_\_\_\_\_
68. AS A SUPERVISOR HAVE YOU EVER DONE ANYTHING YOU WOULDN'T WANT LRH TO KNOW ABOUT? \_\_\_\_\_
69. CONCERNING STUDY OR SUPERVISION, HAVE YOU COMMITTED ANY OVERT THAT HASN'T BEEN REVEALED? \_\_\_\_\_
70. IN THIS CONFESSIONAL, HAVE YOU TOLD A HALFTRUTH? \_\_\_\_\_
71. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? \_\_\_\_\_
72. IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED? \_\_\_\_\_
73. IN THIS CONFESSIONAL, HAVE YOU TOLD ALL? \_\_\_\_\_

L. RON HUBBARD  
Founder

Assisted by  
Mission Issues Revision

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 OCTOBER 1980R  
REVISED 16 NOVEMBER 1987

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Reges  
Examiners  
Qual Secs  
HCO  
C&A

(Also issued as HCO PL, same title, same date)

**CHART OF ABILITIES GAINED  
FOR LOWER LEVELS AND  
EXPANDED LOWER GRADES**

*Refs:*

CLASSIFICATION, GRADATION AND AWARENESS CHART		
HCOB	11 Nov. 73	PRECLEAR DECLARE? PROCEDURE
HCOB	12 Dec. 81	THE THEORY OF THE NEW GRADE CHART
LRH ED	107 Int	ORDERS TO DIVISIONS FOR IMMEDIATE COMPLIANCE

Expanded Grades are attested to by the pc declaring the full statement of the Ability Gained for all four flows.

The chart given below lists the Ability Gained for each of the lower levels, the four flows of the Expanded Grades 0-IV and for New Era Dianetics.

It is used by the Examiner when a pc is sent to "Declare?" The Examiner has the pc read the entire statement for the Ability Gained for that grade (including all four flows) or level and must accept only the pc declaring the full statement for the Ability Gained.

Declare procedure is done exactly ,as stated in HCOB 11 Nov. 73, PRECLEAR DECLARE? PROCEDURE.

<i>LEVEL</i>	<i>ABILITY GAINED</i>
GROUP PROCESSES	Awareness that change is available.
LIFE REPAIR	Awareness of truth and the way to personal freedom.
PURIFICATION RUNDOWN	Freedom from the restimulative effects of drug residuals and other toxins.
OBJECTIVES	Oriented in the present time of the physical universe.

SCIENTOLOGY  
DRUG RUNDOWN

Released from harmful effects of drugs, medicine or alcohol.

EXPANDED ARC  
STRAIGHTWIRE

Knows he/she won't get worse.

EXPANDED GRADE 0  
COMMUNICATIONS  
RELEASE

FLOW 1: Willing for others to communicate to him on any subject. No longer resisting communication from others on unpleasant or unwanted subjects.

FLOW 2: Ability to communicate freely with anyone on any subject. Free from or no longer bothered by communication difficulties. No longer withdrawn or reticent. Likes to outflow.

FLOW 3: Willing for others to communicate freely to others about anything.

FLOW 0: Willingness to permit oneself to communicate freely about anything.

EXPANDED GRADE I  
PROBLEMS RELEASE

FLOW 1: No longer worried about problems others have been to self. Able to recognize the source of problems and make them vanish. Has no problems.

FLOW 2: No longer worried about problems he has been to others. Feels free about any problems others may have with him and can recognize source of them.

FLOW 3: Free from worry about others' problems with or about others, and can recognize source of them.

FLOW 0: Free from worry about problems with self and can recognize the source of them.

EXPANDED GRADE II  
RELIEF RELEASE

FLOW 1: Freedom from things others have done to one in the past. Willing for others to be cause over him.

FLOW 2: Relief from the hostilities and sufferings of life. Ability to be at cause without fear of hurting others.

FLOW 3: Willing to have others be cause over others without feeling the need to intervene for fear of their doing harm.

FLOW 0: Relief from hostilities and sufferings imposed by self upon self.

### EXPANDED GRADE III FREEDOM RELEASE

FLOW 1: Freedom from upsets of the past. Ability to face the future. Ability to experience sudden change without becoming upset.

FLOW 2: Can grant others the beingness to be the way they are and choose their own reality. No longer feels need to change people to make them more acceptable to self. Able to cause changes in another' s life without ill effects.

FLOW 3: Freedom from the need to prevent or become involved in the change and interchange occurring amongst others.

FLOW 0: Freedom from upsets of the past one has imposed upon oneself and ability to cause changes in one' s own life without ill effects.

### EXPANDED GRADE IV ABILITY RELEASE

FLOW 1: Free from and able to tolerate others' fixed ideas, justifications and make-guilty of self. Free of need to respond in a like manner.

FLOW 2: Moving out of fixed conditions into ability to do new things. Ability to face life without need to justify own actions or defend self from others. Loss of make-guilty mechanisms and demand for sympathy. Can be right or wrong.

FLOW 3: Can tolerate fixed conditions of others in regard to others. Freedom from involvement in others' efforts to justify, make guilty, dominate or be defensive about their actions against others.

FLOW 0: Ability to face life without need to make self wrong. Loss of make-self-guilty mechanisms and self-invalidation.

### NEW ERA DIANETICS DRUG RUNDOWN

Freedom from harmful effects of drugs, alcohol and medicine and free from the need to take them.

NEW ERA DIANETICS  
CASE COMPLETION

A well and happy preclear.

For a person who attains  
the State of Clear on NED  
and is sent to Examiner  
following the Clear  
Certainty RD:

A being who no longer has his own reactive  
mind.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 NOVEMBER 1980

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Issue I

*Confessional Form 10RA*

**PRD CONFSSIONAL LIST**

*Ref:*

HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must be on or have done a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family and the world at large.

This Confessional list is for use on persons who have attested to the PRD but continue to have study difficulties or don't attend study or don't apply study tech. It can also be used on students having difficulty while on the PRD but does not replace the use of Word Clearing Correction Lists, Study Correction Lists, PCRD or any aspect of standard supervision.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

1. HAVE YOU FAILED TO USE STUDY TECH? \_\_\_\_\_
2. DID YOU HAVE SOME OTHER PURPOSE FOR DOING THE PRD? \_\_\_\_\_
3. DID YOU TAKE THE PRD FOR STATUS ONLY? \_\_\_\_\_
4. HAVE YOU TRIED TO BE BETTER THAN OR BEAT SOMEONE ELSE ON COURSE? \_\_\_\_\_
5. HAVE YOU QUICKIED THE PRD? \_\_\_\_\_
6. DID YOU FAIL TO CLEAR EVERY DEFINITION IN EACH WORD ON THE WORD LISTS? \_\_\_\_\_

7. DID YOU FAIL TO USE ALL THE MEANINGS IN SENTENCES UNTIL YOU HAD A CONCEPTUAL UNDERSTANDING OF EACH DEFINITION? \_\_\_\_\_
8. DID YOU SKIP CLEARING THE DERIVATIONS OR IDIOMS OR ANY NEEDED TECHNICAL TERMS? \_\_\_\_\_
9. DID YOU TRY TO RUSH THROUGH THE PRD? \_\_\_\_\_
10. DID YOU USE A DINKY DICTIONARY? \_\_\_\_\_
11. HAVE YOU GONE BY AN AREA OF STUDY YOU KNEW YOU HAD CONFUSIONS ON AND DIDN'T CLEAR IT UP? \_\_\_\_\_
12. HAVE YOU FAILED TO USE STUDY TECH SINCE THE PRD? \_\_\_\_\_
13. HAVE YOU EVER ALTERISED OR MISADVISED OTHERS ON THE USE OF STUDY TECH? \_\_\_\_\_
14. HAVE YOU EVER DRIFTED OFF WHILE LISTENING TO A TAPE? \_\_\_\_\_
15. HAVE YOU FAILED TO USE A DEMO KIT WHEN YOU NEEDED TO? \_\_\_\_\_
16. HAVE YOU GIVEN A NONSTANDARD CHECKOUT? \_\_\_\_\_
17. HAVE YOU GIVEN ANOTHER STUDENT A FALSE PASS? \_\_\_\_\_
18. HAVE YOU CHEATED ON THE PRD EXAM? \_\_\_\_\_
19. HAVE YOU DISCUSSED THE PRD EXAM WITH ANYONE OUTSIDE THE QUAL DIV? \_\_\_\_\_
20. WERE YOU STUDYING OVER WITHHOLDS? \_\_\_\_\_
21. IS THERE ANYTHING ABOUT THE PRD WHICH YOU DON'T LIKE AND THINK SHOULD BE CHANGED? \_\_\_\_\_
22. HAVE YOU ATTESTED TO THE PRD WITHOUT HAVING FULLY ACHIEVED THE END PRODUCT OF SUPERLITERACY? \_\_\_\_\_
23. HAVE YOU ATTESTED TO SUPER-LITERACY WITHOUT HAVING FULLY DONE THE PRD CHECKSHEET? \_\_\_\_\_
24. DID YOU WITHHOLD ANY SUBJECTS FROM YOUR AUDITOR ON METHOD 1 WORD CLEARING? \_\_\_\_\_
25. DURING METHOD 1, DID YOU FAIL TO FULLY CLEAR A MISUNDERSTOOD WORD? \_\_\_\_\_

26. WERE YOU JUST PUSHED FOR STUDENT POINTS BY THE SUPERVISOR? \_\_\_\_\_
- If so ask: WHO EXACTLY HAVE YOU MADE GUILTY OF THIS? \_\_\_\_\_
27. WERE YOU LESS THAN 100% HONEST ABOUT YOUR STUDIES WHILE ON THE PRD? \_\_\_\_\_
- If so ask: WHAT WAS THE NATURE OF YOUR DISHONESTY? \_\_\_\_\_
28. DID YOU SKIP WORDS ON THE WORD LISTS? \_\_\_\_\_
29. DID YOU BRUSH OFF ANY WORDS OR DEFINITIONS OF WORDS AS “UNIMPORTANT” AND, THEREFORE, NOT FULLY CLEAR EACH WORD? \_\_\_\_\_
30. DID YOU ATTEST TO THE PRD WHEN YOU KNEW YOU HAD UNCERTAINTIES ON THE MATERIALS? \_\_\_\_\_
31. HAVE YOU EVER ALLOWED YOURSELF TO BE RUSHED THROUGH YOUR MATERIALS SO YOU COULD BE COUNTED AS A STAT? \_\_\_\_\_
- If so ask: WHO EXACTLY HAVE YOU MADE GUILTY OF THIS? \_\_\_\_\_
32. IS THERE ANYTHING ABOUT THE PRD OR THE ACADEMY OR SCIENTOLOGY THAT YOU ARE MAKING ALLOWANCES FOR? \_\_\_\_\_
33. HAVE YOU SECRETLY VIOLATED ANY COURSE RULE OR REGULATION? \_\_\_\_\_
34. HAVE YOU BEEN THINKING UNKIND OR CRITICAL THOUGHTS ABOUT L. RON HUBBARD? \_\_\_\_\_
- YOUR SUPERVISOR? \_\_\_\_\_
- OTHER STUDENTS? \_\_\_\_\_
- STAFF MEMBERS? \_\_\_\_\_
35. HAVE YOU CRITICIZED THE PRD, YOUR SUPERVISORS OR THE D OF T TO OTHERS? \_\_\_\_\_
36. HAVE YOU EVER FALSELY SIGNED OFF ITEMS ON A CHECKSHEET? \_\_\_\_\_
37. HAVE YOU INCORRECTLY WORD CLEARED ANOTHER STUDENT? \_\_\_\_\_



38. HAVE YOU PRETENDED NOT TO BE BOGGED ON STUDY WHEN YOU REALLY WERE? \_\_\_\_\_
39. HAVE YOU EVER FELT THAT YOU WERE GIVEN AN INCORRECT TARGET ON COURSE? \_\_\_\_\_
- If so ask: WHO EXACTLY HAVE YOU MADE GUILTY OF THIS? \_\_\_\_\_
40. HAVE YOU EVER BLUFFED YOUR WAY THROUGH A CHECKOUT? \_\_\_\_\_
41. HAVE YOU ACCEPTED A NONSTANDARD CHECKOUT SO YOU COULD GET ON WITH IT? \_\_\_\_\_
42. HAVE YOU DONE ANYTHING OUTSIDE OF COURSE HOURS WHICH YOU SHOULDN'T HAVE? \_\_\_\_\_
43. HAVE YOU WITHHELD ASKING A QUESTION BECAUSE YOU WERE AFRAID IT WOULD SOUND STUPID? \_\_\_\_\_
44. HAVE YOU BEEN KEEPING OTHER STUDENTS FROM DOING THEIR WORK? \_\_\_\_\_
45. ARE YOU UPSET BY MY QUESTIONS? \_\_\_\_\_
46. HAVE YOU BEEN SUCH A PROBLEM TO YOUR SUPERVISOR THAT YOU'VE BEEN ROBBING OTHER STUDENTS OF THEIR FAIR SHARE OF THE SUPERVISOR'S TIME? \_\_\_\_\_
47. IS THERE ANYONE TO WHOM YOU MAKE A REGULAR PRACTICE OF DISCREDITING SCIENTOLOGY, ITS ORGANIZATIONS OR ITS PERSONNEL? \_\_\_\_\_
48. HAVE YOU EVER USED A DEMO KIT TO KEEP THE SUPERVISOR OFF YOUR BACK? \_\_\_\_\_
49. HAVE YOU EVER, WHILE ON COURSE, FELT THAT YOU WOULD NOT ACHIEVE YOUR GOALS, BY REASON OF POOR SUPERVISING OR POOR COACHING OR TWINNING? \_\_\_\_\_
- If so ask: WHO EXACTLY HAVE YOU MADE GUILTY OF THIS? \_\_\_\_\_
50. HAVE YOU PREVENTED ANYONE, INCLUDING SUPERVISORS, FROM ACHIEVING GOALS CONCERNING YOU, OR OTHERS, IN SCIENTOLOGY? \_\_\_\_\_
51. HAVE YOU EVER BEEN CRITICAL OF SCIENTOLOGY TERMINOLOGY? \_\_\_\_\_

52. HOW DO YOU FEEL ABOUT THESE QUESTIONS? \_\_\_\_\_
53. IN THIS CONFESSIONAL, HAVE YOU TOLD A  
HALFTRUTH? \_\_\_\_\_
54. IN THIS CONFESSIONAL, HAVE YOU TOLD AN  
UNTRUTH? \_\_\_\_\_
55. IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN  
MISSED? \_\_\_\_\_
56. IN THIS CONFESSIONAL, HAVE YOU TOLD ALL? \_\_\_\_\_

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS  
YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY  
SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the  
withhold or repair the withhold session. (Ref: HCOB 10 Nov. 78RA,  
PROCLAMATION: POWER TO FORGIVE)

*(Note: If this is being done as an HCO Confessional, the Proclamation of  
Forgiveness is omitted.)*

L. RON HUBBARD  
Founder

Assisted by  
Mission Issues Revision

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 NOVEMBER 1980

Remimeo  
Tours Orgs  
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HCOs  
Tech/Qual

*Confessional Form 9RA*

**RETURNING TOURS CONFESSIONAL**

*Ref:*  
HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE

This Confessional is for use in cleaning up all Tours personnel upon their return from all tours.

Anyone doing a Confessional must be on or have done a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family and the world at large.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

1. WHILE ON TOUR DID YOU COLLECT ANY MONEY YOU HAVEN'T HANDED OVER TO THE ORG? \_\_\_\_\_
2. HAVE YOU SPENT ORG FUNDS EXTRAVAGANTLY? \_\_\_\_\_
3. WHILE ON TOUR DID YOU HAVE ANY OUT-2D? \_\_\_\_\_
4. HAVE YOU FALSIFIED ANY RECORDS? \_\_\_\_\_
5. DID YOU GO OFF-SCHEDULE WHILE ON TOUR AND WASTE TIME? \_\_\_\_\_
6. HAVE YOU MADE UNAUTHORIZED DEALS TO GET THE GI UP? \_\_\_\_\_

- 7 . HAVE YOU PROMISED SOMETHING YOU WERE UNCERTAIN THE ORG COULD DELIVER JUST TO GET A SALE? \_\_\_\_\_
8. DID YOU MAKE ANOTHER ORG OR REGISTRAR WRONG IN ORDER TO OBTAIN A SALE? \_\_\_\_\_
- 9 . DID YOU FAIL TO TAKE AN OPPORTUNITY TO DISSEMINATE SCIENTOLOGY? \_\_\_\_\_
10. DID YOU DO ANYTHING THAT WOULD HINDER A PERSON'S PROGRESS THROUGH SCIENTOLOGY? \_\_\_\_\_
11. HAVE YOU EVER KNOWINGLY REGGED AN ILLEGAL PC FOR AUDITING? \_\_\_\_\_
12. HAVE YOU MISUSED SPECIAL PACKAGE DEALS AUTHORIZED BY FLAG? \_\_\_\_\_
13. DID YOU TRY TO OBTAIN A SALE BY PROMISING RETURN OF FEES? \_\_\_\_\_
14. DID YOU KNOWINGLY TAKE CHECKS THAT WEREN'T ANY GOOD? \_\_\_\_\_
15. HAVE YOU KNOWINGLY REPORTED POSTULATE CHECKS AS GOOD? \_\_\_\_\_
16. HAVE YOU INVOICED CHECKS WHICH WERE NOT GOOD AT THE TIME OF INVOICING? \_\_\_\_\_
17. HAVE YOU NEGLECTED PEOPLE YOU THOUGHT DIDN'T HAVE MUCH MONEY? \_\_\_\_\_
18. HAVE YOU EVER ENCOURAGED OR AIDED A PROSPECT IN FALSE REPORTING TO A BANK OR OTHER LOAN AGENCY TO OBTAIN A LOAN? \_\_\_\_\_
19. HAVE YOU EVER GIVEN A PROFESSIONAL DISCOUNT TO AN AUDITOR WHOSE CERT WAS NOT VALID AND IN FULL FORCE? \_\_\_\_\_
20. HAVE YOU SOLD COURSES TO PUBLIC THEY DO NOT INTEND TO TAKE, JUST SO THEY COULD RECEIVE AUDITING AT A DISCOUNTED PRICE? \_\_\_\_\_
21. DID YOU DO ANYTHING TO CAUSE AN UPSET FOR A PUBLIC INDIVIDUAL? \_\_\_\_\_
22. DID YOU DO ANYTHING TO CAUSE AN UPSET FOR ANOTHER ORG? \_\_\_\_\_

23. HAVE YOU TRIED TO OBTAIN SALES BY CRITICIZING ANOTHER ORG OR MISSION? \_\_\_\_\_
24. WERE YOU CRITICAL OF THE ORG OR ITS EXECUTIVES TO THE PUBLIC? \_\_\_\_\_
25. DID YOU RIP OFF MISSION PUBLIC OR PUBLIC FROM ANOTHER ORG? \_\_\_\_\_
26. HAVE YOU COUNTED MONEY ON ONE WEEK'S GI THAT WAS NOT REALLY RECEIVED TILL A LATER WEEK? \_\_\_\_\_
27. DID YOU FAIL TO FOLLOW UP ON A CYCLE THAT YOU COULD HAVE CLOSED? \_\_\_\_\_
28. DID YOU FAIL TO COORDINATE YOUR ACTIONS WITH ANOTHER TOUR IN THE AREA? \_\_\_\_\_
29. DID YOU FAIL TO ENSURE AN FSM WAS PROPERLY NOTED ON ANY CYCLE? \_\_\_\_\_
30. DID YOU TAKE A REG CYCLE AWAY FROM ONE ORG AND GIVE IT TO ANOTHER? \_\_\_\_\_
31. HAVE YOU EVER TAKEN ANOTHER REG'S SALE? \_\_\_\_\_
32. WERE YOU REGGING ONLY FOR SERVICES AT A HIGHER ORG OR FLAG AND NEGLECTING THE LOWER BRIDGE? \_\_\_\_\_
33. HAVE YOU EVER LIED TO A PROSPECT? \_\_\_\_\_
34. HAVE YOU FAILED TO REPAIR AN UPSET WITH A PROSPECT? \_\_\_\_\_
35. HAVE YOU MADE A SALE THAT WAS NOT IN THE BEST INTEREST OF THE PROSPECT? \_\_\_\_\_
36. HAVE YOU SOUGHT OUT WEALTHY PUBLIC AND SOLD THEM SERVICES THEY DID NOT NECESSARILY NEED OR REGGED THEM FOR "DONATIONS" WHICH WERE NOT REALLY FOR ANY ORG SERVICE? \_\_\_\_\_
37. HAVE YOU EVER PERSUADED A PROSPECT TO PAY FOR SERVICES WITH MONEY WHICH DID NOT BELONG TO HIM BUT BELONGED TO SOMEONE ELSE? \_\_\_\_\_
38. HAVE YOU PERSUADED OR ENCOURAGED A PROSPECT TO BORROW MONEY UNDER FALSE PRETENSES? \_\_\_\_\_
39. DID YOU PROMISE SPECIAL FAVORS TO A PROSPECT TO GET A SALE? \_\_\_\_\_

40. HAVE YOU MADE LOANS OR TRANSFERS ON BEHALF OF ANOTHER WITHOUT THAT PERSON'S PRIOR KNOWLEDGE AND PERMISSION? \_\_\_\_\_
41. HAVE YOU EVER COUNTED PUBLIC TRANSFERRING FROM ANOTHER ORG AS A PAID START BEFORE ENSURING THE TRANSFER WAS VALID? \_\_\_\_\_
42. HAVE YOU PROMOTED A TRANSFER TO HELP MAKE A SALE? \_\_\_\_\_
43. HAVE YOU MADE FALSE BONUS CLAIMS? \_\_\_\_\_
44. HAVE YOU ACCEPTED A BONUS YOU DIDN'T EARN? \_\_\_\_\_
45. HAVE YOU COLLECTED COMMISSIONS OR BONUSES ON REG CYCLES WHERE CHECKS BOUNCED OR PCs TURNED OUT TO BE ILLEGAL? \_\_\_\_\_
46. DO YOU STILL INTEND NOT TO REPAY THE ORG FOR ANY BONUSES/COMMISSIONS YOU HAVE FALSELY CLAIMED? \_\_\_\_\_
47. HAVE YOU RELIED ON GIMMICKS, NEW SERVICES OR SPECIAL OFFERS TO MAKE GI RATHER THAN KNOWING AND FULLY USING STANDARD REG TECH? \_\_\_\_\_
48. HAVE YOU REFUSED TO HELP ANOTHER CLOSE A SALE? \_\_\_\_\_
49. HAVE YOU TAKEN ANOTHER REG'S PROSPECTS? \_\_\_\_\_
50. HAVE YOU FAILED TO CLOSE AN IMPORTANT SALE? \_\_\_\_\_
51. WHILE ON TOUR DID YOU MAKE YOURSELF UNAVAILABLE TO TAKE CALLS FROM THE ORG? \_\_\_\_\_
52. HAVE YOU BEEN OPERATING OVER UNKNOWN OR MISUNDERSTOOD POLICY? \_\_\_\_\_
53. DID ANYTHING HAPPEN THAT YOU WOULDN'T WANT YOUR SENIOR TO FIND OUT ABOUT? \_\_\_\_\_
54. IN THIS CONFESSIONAL, HAVE YOU TOLD A HALFTRUTH? \_\_\_\_\_
55. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? \_\_\_\_\_
56. IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED? \_\_\_\_\_
57. IN THIS CONFESSIONAL, HAVE YOU TOLD ALL? \_\_\_\_\_

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the withhold session. (Ref: HCO PL 10 Nov. 78RA, PROCLAMATION: POWER TO FORGIVE)

*Note:* If this is being done as an HCO Confessional, the Proclamation of Forgiveness should be omitted.

L. RON HUBBARD  
Founder

Assisted by  
Mission Issues Revision

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 NOVEMBER 1980R  
REVISED 26 JULY 1986

Remimeo  
C/Ses  
Auditors  
Tech/Qual

**C/S SERIES 53RM LONG FORM  
WORD LIST**

*Refs:*

HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 24 Nov. 73RF, C/S Series 53RM LF (Long Form), HI-LO TA ASSESSMENT C/S.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM C/S SERIES 53RM LONG FORM**

A, action, actions, alcohol, all, an, another, any, anything, ARC break, are, at, attacked, audited, auditing, auditor.

Bad, been, being, between, black, by.

Can, cans, can't, committed, couldn't, cream.

Date, deadness, Dianetic Clear, did, didn't, do, doing, done, don't, drugs, drunk, dry.



Else, engram, engrams, errors, evaluation, exam, Examiner, exams, experienced.

False, faulty, feel, felt, F/Ns, for, forced, found.

Get, given, giving, go, going, gone, grip.

Had, hands, has, have, havingness, hear, high.

Ignored, ill, in, incidents, incomplete, indication, interiorized, interrupted, into, invalidation, invisible, involved, is, isn't, it, item, items.

Keeps, kept, kicked.

Like, list, location, long, look, loosen, loss, lost, low, LSD.

Medicine, meter, mind, missed, misunderstood, misunderstands, more.

Not, nothing.

Of, off, on, once, other, out, out-rudiments, over, overlisted, overrepaired, overrun, overts, overwhelming.

Past, physically, point, pot, practice, problem, protesting, PTS, pulled, put, puzzled.

Read, reading, reads, really, release, repairing, reports, restimulation, run, rushed.

Sad, said, same, saying, see, session, sessions, sized, smoked, some, someone, something, sort, spaces, stops, study, suppressed.

TA, taken, than, that, the, there, thing, tired, to, too, trapped, twice.

Unconsciousness, understand, upset, used, using.

Wait, want, was, we, well, went, were, wet, what, when, Why, with, withhold, withholding, word, Word Clearing, wrong.

You, your, you're.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 NOVEMBER 1980R

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Issue I  
REVISED 12 JULY 1988

**CASE SUPERVISOR CORRECTION LIST**

This list is designed to clean up any BPC a C/S may have on his post and locate the individual reasons he has for not fully applying C/S tech.

The list is assessed Method 3 or Method 5, as directed by the C/S. (Refs: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

Under some of the questions there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parentheses is the one the auditor does directly in the session. The instructions in the second set of parentheses are used by the C/S in programing out the actions to be done to complete the pc's handling, after all the reading items on the list have been F/Ned.

There is a form attached to this list on which the C/S notes corrective actions to be taken. The C/S fills out the form by carefully reviewing what was found in F/Ning the questions which read and then listing out the steps to be done to correct the situations found. Actions ordered by the C/S can include such things as cramming, retread or retrain of earlier courses, drilling, TIPing and standard ethics handlings including Security Checking. The completed form is routed to the Dir of Correction, who sees that the handlings get done. Any case actions needed to complete the person's handling would be included as part of his auditing program.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

1. OUT INT? \_\_\_\_\_  
(Check to make sure the read on Int is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int RD Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc get an FES of the Int RD *and* its corrections. If you are not qualified to audit or repair Int, turn the pc over to a qualified auditor. When all errors are corrected the C/S may order the End of Endless Int Repair RD per Int RD Series 4RB, as applicable.)

2. OUT-LIST?  
(L4BRA and handle.) \_\_\_\_\_
3. WRONG WHY?  
(L4BRA and handle.) \_\_\_\_\_
4. WRONG ETHICS CONDITION?  
(L4BRA and handle.) \_\_\_\_\_
5. TOLD YOU WERE PTS WHEN YOU WEREN'T?  
(L4BRA and handle.) \_\_\_\_\_
6. AS A C/S IS THERE AN ARC BREAK?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
7. UPSET WITH A PC?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
8. UPSET WITH AN AUDITOR?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
9. UPSET WITH AN EXEC?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
10. AS A C/S DO YOU HAVE A PROBLEM?  
(2WC E/S to F/N.) \_\_\_\_\_
11. PROBLEMS WITH PCs?  
(2WC E/S to F/N.) (If needed, program for the 2WCs in HCOB  
15 July 71 II, C/S Series 50, C/S CASE GAIN.) \_\_\_\_\_
12. PROBLEMS WITH AUDITORS?  
(2WC E/S to F/N.) (If needed, program for the 2WCs in HCOB  
15 July 71 II, C/S Series 50, C/S CASE GAIN.) \_\_\_\_\_
13. AS A C/S HAS A WITHHOLD BEEN MISSED?  
(Pull it E/S to F/N.) \_\_\_\_\_
14. WITHHOLDS ABOUT PCs?  
(Pull them E/S to F/N.) \_\_\_\_\_
15. WITHHOLDS ABOUT AUDITORS?  
(Pull them E/S to F/N.) \_\_\_\_\_
16. OVERTS ON PCs?  
(Pull them E/S to F/N.) \_\_\_\_\_
17. OVERTS ON AUDITORS?  
(Pull them E/S to F/N.) \_\_\_\_\_
18. PTS TO SOMEONE IN THE ENVIRONMENT?  
(2WC to F/N.) \_\_\_\_\_

19. WERE THERE NO EXAM REPORTS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
20. UNHANDLED RED TAGS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
21. FALSE COMPLETIONS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
22. SOME SORT OF OUT-ETHICS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
23. OUT-2D?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
24. ARE YOU ON DRUGS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
25. ARE YOU ON MEDICINE?  
(2WC E/S to F/N.) \_\_\_\_\_
26. ARE YOU ON ALCOHOL?  
(2WC E/S to F/N.) \_\_\_\_\_
27. ADMIN LINES OUT?  
(2WC E/S to F/N.) \_\_\_\_\_
28. TROUBLE WITH TECH SERVICES?  
(2WC E/S to F/N.) \_\_\_\_\_
29. OVERLOADED?  
(2WC E/S to F/N.) \_\_\_\_\_
30. OVERWHELMED?  
(2WC E/S to F/N.) \_\_\_\_\_
31. NO HELP FROM A D OF P?  
(2WC E/S to F/N.) \_\_\_\_\_
32. ILLEGIBLE WORKSHEETS?  
(2WC E/S to F/N.) \_\_\_\_\_
33. PERMITTING OFF-LINE CASE ACTIONS?  
(2WC E/S to F/N.) \_\_\_\_\_
34. WRONG C/Ses?  
(2WC E/S to F/N.) \_\_\_\_\_
35. FAULTY PROGRAMS?  
(2WC E/S to F/N.) \_\_\_\_\_
36. OUT-ADMIN?  
(2WC E/S to F/N.) \_\_\_\_\_

37. MISSING DATA?  
(2WC E/S to F/N.) \_\_\_\_\_
38. WITHHOLDING DATA?  
(2WC E/S to F/N.) (If needed, program for Vital Info RD, False Purpose RD.) \_\_\_\_\_
39. IN CONNECTION WITH YOUR POST, DO YOU HAVE AN EVIL PURPOSE OR DESTRUCTIVE INTENTION?  
(Get what the evil purpose or destructive intention is and handle with Steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N.) (Program for False Purpose RD including Exec and Staff Member Form.) \_\_\_\_\_
40. LOSSES ON PCs?  
(2WC E/S to F/N. L1C as needed.) \_\_\_\_\_
41. BOOTED OFF POST?  
(2WC E/S to F/N.) \_\_\_\_\_
42. LOSSES ON AUDITORS?  
(2WC E/S to F/N. L1C as needed.) \_\_\_\_\_
43. C/S Q AND A?  
(2WC E/S to F/N.) \_\_\_\_\_
44. TROUBLE WITH WRITING PROGRAMS?  
(2WC E/S to F/N.) \_\_\_\_\_
45. OVERREPAIRING PCs?  
(2WC E/S to F/N.) \_\_\_\_\_
46. TROUBLE GETTING COMPLIANCE?  
(2WC E/S to F/N.) \_\_\_\_\_
47. FLUBBY AUDITORS?  
(2WC E/S to F/N.) \_\_\_\_\_
48. COULDN'T HELP A PC?  
(2WC E/S to F/N.) \_\_\_\_\_
49. AN EARLIER TIME YOU FAILED TO HELP?  
(2WC E/S to F/N.) \_\_\_\_\_
50. COULDN'T SOLVE IT?  
(2WC E/S to F/N.) \_\_\_\_\_
51. TROUBLE WITH STUDY?  
(2WC E/S to F/N.) \_\_\_\_\_
- 5 2 . MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY?  
(Find and clear them each to F/N. WCCL if needed.) \_\_\_\_\_

53. AN EARLIER-SIMILAR SUBJECT IN DIANETICS AND SCIENTOLOGY WAS MISUNDERSTOOD?  
(2WC—find what subject and what word in that subject was misunderstood. Clear it to F/N. WCCL if necessary.) \_\_\_\_\_
54. PERMITTING REGISTRARS TO C/S?  
(2WC E/S to F/N.) \_\_\_\_\_
55. YOUR TRAINING WAS INADEQUATE?  
(2WC E/S to F/N.) \_\_\_\_\_
56. YOU RUSHED THROUGH COURSES?  
(2WC E/S to F/N.) \_\_\_\_\_
57. SEEKING STATUS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
58. PRETENDING TO KNOW?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
59. DISAGREEMENTS?  
(2WC E/S to F/N.) (If needed, program for Disagreement Check per HCOB 22 Mar. 72RA, DISAGREEMENT CHECK.) \_\_\_\_\_
60. HIDDEN DATA LINE?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
61. EARLIER PRACTICE?  
(2WC E/S to F/N.) (Program for Exp GF 40.) \_\_\_\_\_
62. EVALUATION OF AN AUDITOR OR PC?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
63. INVALIDATION OF AN AUDIIOR OR PC?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
64. HOPEFUL C/Sing?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
65. AFRAID TO C/S?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
66. DON'T KNOW WHAT TO DO?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
67. TAKING INSTRUCTIONS FROM EXECS?  
(2WC E/S to F/N.) \_\_\_\_\_
68. COULDN'T GET PAID?  
(2WC E/S to F/N.) \_\_\_\_\_
69. PREVENTED FROM C/Sing?  
(2WC E/S to F/N.) \_\_\_\_\_

- 70. INTERRUPTIONS?  
(2WC E/S to F/N.) \_\_\_\_\_
  
- 71. "DOG CASES"?  
(2WC E/S to F/N.) (Program for handling per HCOB 15 June 72, C/S Series 80, "DOG PCs" and for C/S Confessional and/or False Purpose RD, as applicable.) \_\_\_\_\_
  
- 72. GOT DESPERATE?  
(2WC E/S to F/N.) \_\_\_\_\_
  
- 73. MOONLIGHTING?  
(2WC E/S to F/N.) \_\_\_\_\_
  
- 74. DON'T LIKE CERTAIN AUDITORS?  
(Find out which auditors he doesn't like [not L&N]. Pull overts and withholds on each reading auditor E/S to F/N.) (If needed, program for C/S Confessional and/or False Purpose RD.) \_\_\_\_\_
  
- 75. DON'T LIKE CERTAIN PCs?  
(Find out which pcs he doesn't like [not L&N]. Pull overts and withholds on each reading pc E/S to F/N.) (If needed, program for C/S Confessional and/or False Purpose RD.) \_\_\_\_\_
  
- 76. NOT GETTING ANY CRAMMING?  
(2WC E/S to F/N.) \_\_\_\_\_
  
- 77. CRAMMING DOESN'T WORK?  
(Assess and handle Cramming Repair List.) \_\_\_\_\_
  
- 78. MISSING WITHHOLDS ON OTHERS BY FAILING TO WRITE CRAMMING ORDERS OR ETHICS CHITS?  
(2WC E/S to F/N.) \_\_\_\_\_
  
- 79. SOMETHING WRONG WITH A DEBUG?  
(Assess and handle Product Debug Repair List.) \_\_\_\_\_
  
- 80. ENCOUNTERED SITUATIONS NOT COVERED IN THE MATERIALS?  
(2WC E/S to F/N.) \_\_\_\_\_
  
- 81. TECH DOESN'T WORK FOR YOU?  
(2WC E/S to F/N.) \_\_\_\_\_
  
- 82. TECH DOESN'T WORK ON YOU?  
(2WC E/S to F/N.) \_\_\_\_\_
  
- 83. PAST ETHICS CONDITION MESSED UP?  
(2WC E/S to F/N.) (Program for handling per HCO PL 19 Dec. 82 II, REPAIRING PAST ETHICS CONDITIONS.) \_\_\_\_\_

84. ETHICS CONDITION LEFT INCOMPLETE?  
(2WC E/S to F/N.) (Program for handling per HCO PL 19 Dec. 82 II, REPAIRING PAST ETHICS CONDITIONS, or complete the incomplete formula per HCO PL 3 Aug. 85, COMPLETING CONDITIONS FORMULAS, as applicable.) \_\_\_\_\_
85. NOT GETTING ENOUGH SLEEP?  
(2WC E/S to F/N.) (Handling of the person's schedule to be worked out in liaison with his senior.) \_\_\_\_\_
86. NOT EATING?  
(2WC E/S to F/N.) \_\_\_\_\_
87. PHYSICALLY ILL?  
(2WC E/S to F/N.) \_\_\_\_\_
88. RESTIM?  
(C/S 53 to F/Ning.) \_\_\_\_\_
89. TROUBLE WITH YOUR CASE?  
(C/S 53 to F/Ning.) \_\_\_\_\_
90. SOMETHING ELSE WRONG?  
(2WC what and if no joy GF M5 and handle.) \_\_\_\_\_

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



**CASE SUPERVISOR CORRECTION LIST  
ADDITIONAL ACTIONS REQUIRED**

TO: DIR CORRECTION DATE: \_\_\_\_\_

FROM: CASE SUPERVISOR \_\_\_\_\_

RE: PC \_\_\_\_\_

The following hatting and Qual correction actions were found to be needed on this C/S in assessing and handling a Case Supervisor Correction List. These actions are in addition to auditing actions found needed in handling the list, which are being included in the pc's programing.

PART A: The following additional training actions are to be done on this C/S as part of a standard TIP.

- 1. Done \_\_\_\_\_
- 2. Done \_\_\_\_\_
- 3. Done \_\_\_\_\_
- 4. Done \_\_\_\_\_
- 5. Done \_\_\_\_\_

PART B: The following corrective actions are also to be done on this C/S.

- 1. Done \_\_\_\_\_
- 2. Done \_\_\_\_\_
- 3. Done \_\_\_\_\_
- 4. Done \_\_\_\_\_
- 5. Done \_\_\_\_\_

Handlings  
completed:

\_\_\_\_\_ C/S

\_\_\_\_\_ Dir Correction

\_\_\_\_\_ Date

ROUTE THIS FORM TO THE PERSON'S PC FOLDER WHEN COMPLETED.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 NOVEMBER 1980  
Issue II

Remimeo  
HCO  
Tech/Qual

*Confessional Form 6RA*

**REGISTRAR AND SALES PERSONNEL  
CONFESSIONAL LIST**

*Ref:*  
HCOB 30 Nov. 78 CONFESSIONAL PROCEDURE

This is a Confessional for use in cleaning up overts and withholds on Registrars and sales personnel.

Anyone doing a Confessional must be on or have completed a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFESSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family and the world at large.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

1. HAVE YOU EVER STOLEN MONEY? \_\_\_\_\_
2. HAVE YOU EVER SOLD ANYTHING THAT BELONGED TO SOMEONE ELSE? \_\_\_\_\_
3. HAVE YOU EVER FORCED ANOTHER INTO BUYING SOMETHING HE DIDN'T WANT? \_\_\_\_\_
4. HAVE YOU EVER USED THREATS AS A MEANS OF OBTAINING MONEY? \_\_\_\_\_
5. HAVE YOU EVER BRIBED SOMEONE TO OBTAIN MONEY? \_\_\_\_\_
6. HAVE YOU EVER ACCEPTED A BRIBE? \_\_\_\_\_
7. HAVE YOU EVER BLACKMAILED ANYBODY? \_\_\_\_\_

8. HAVE YOU EVER FORGED A SIGNATURE, CHECK OR DOCUMENT? \_\_\_\_\_
9. HAVE YOU EVER HAD ANOTHER WRITE A CHECK FOR MONEY HE DIDN'T HAVE? \_\_\_\_\_
10. HAVE YOU EVER FALSELY PRESENTED A SERVICE OR PRODUCT IN ORDER TO MAKE A SALE? \_\_\_\_\_
11. HAVE YOU EVER LIED IN ORDER TO CLOSE A SALE? \_\_\_\_\_
12. HAVE YOU EVER PROMISED SPECIAL FAVORS TO A PROSPECT TO GET A SALE? \_\_\_\_\_
13. HAVE YOU EVER GONE OUT-2D TO GET A SALE? \_\_\_\_\_
14. HAVE YOU EVER MADE A SALE THAT WAS NOT IN THE BEST INTEREST OF THE PROSPECT? \_\_\_\_\_
15. HAVE YOU EVER SOUGHT OUT WEALTHY PUBLIC AND SOLD THEM SERVICES THEY DID NOT NECESSARILY NEED OR REGGED THEM FOR "DONATIONS" WHICH WERE NOT REALLY FOR ANY ORG SERVICE? \_\_\_\_\_
16. HAVE YOU PERSUADED A PROSPECT TO PAY FOR SERVICES WITH MONEY WHICH DID NOT BELONG TO HIM, THEREBY CREATING A PTS A SITUATION FOR THE PROSPECT? \_\_\_\_\_
17. HAVE YOU PERSUADED OR ENCOURAGED A PROSPECT TO BORROW MONEY UNDER FALSE PRETENSES? \_\_\_\_\_
18. HAVE YOU EVER ARGUED WITH A PROSPECT? \_\_\_\_\_
19. HAVE YOU EVER MADE A PROSPECT WRONG? \_\_\_\_\_
20. HAVE YOU EVER ARC BROKEN A PROSPECT? \_\_\_\_\_
- 2 1 HAVE YOU EVER GIVEN A PROSPECT MISUNDERSTOOD WORDS OR TERMS? \_\_\_\_\_
22. HAVE YOU EVER FAILED TO REPAIR AN UPSET WITH A PROSPECT? \_\_\_\_\_
23. DID YOU EVER FAIL TO SEE THAT A PROSPECT ACTUALLY RECEIVED WHAT YOU SOLD HIM? \_\_\_\_\_
24. HAVE YOU EVER BEEN NEGLIGENT IN CLOSING A SALE? \_\_\_\_\_
25. HAVE YOU EVER FAILED TO CLOSE AN IMPORTANT SALE? \_\_\_\_\_

26. AS A REG, HAVE YOU EVER FAILED TO TAKE AN OPPORTUNITY TO DISSEMINATE SCIENTOLOGY? \_\_\_\_\_
27. HAVE YOU EVER HINDERED A PERSON'S PROGRESS THROUGH SCIENTOLOGY? \_\_\_\_\_
28. HAVE YOU EVER COUNTED MONEY ON ONE WEEK'S GI THAT WAS NOT REALLY RECEIVED UNTIL A LATER WEEK? \_\_\_\_\_
29. HAVE YOU EVER REFUSED TO HELP ANOTHER REG CLOSE A SALE? \_\_\_\_\_
30. HAVE YOU EVER MADE FALSE BONUS CLAIMS? \_\_\_\_\_
31. HAVE YOU EVER ACCEPTED A BONUS YOU DIDN'T EARN? \_\_\_\_\_
32. HAVE YOU COLLECTED COMMISSIONS OR BONUSES ON REG CYCLES WHERE CHECKS BOUNCED OR PCs TURNED OUT TO BE ILLEGAL, AND KEPT THE COMMISSIONS/BONUSES ANYWAY? \_\_\_\_\_
33. DO YOU STILL INTEND NOT TO REPAY THE ORG FOR ANY BONUSES/COMMISSIONS YOU HAVE FALSELY CLAIMED? \_\_\_\_\_
34. HAVE YOU EVER REPORTED FALSE STATS? \_\_\_\_\_
35. HAVE YOU CHARGED MORE THAN THE CORRECT PRICE? \_\_\_\_\_
36. HAVE YOU CHARGED LESS THAN THE CORRECT PRICE OR FEE? \_\_\_\_\_
37. HAVE YOU EVER UNDERCUT ANOTHER ORG'S PRICES? \_\_\_\_\_
38. HAVE YOU EVER MISUSED SPECIAL PACKAGE DEALS AUTHORIZED BY FLAG? \_\_\_\_\_
39. HAVE YOU EVER TRIED TO OBTAIN SALES BY CRITICIZING ANOTHER ORG OR MISSION? \_\_\_\_\_
40. AS A REG, HAVE YOU EVER RIPPED OFF MISSION PUBLIC OR PUBLIC FROM A LOWER ORG? \_\_\_\_\_
41. HAVE YOU EVER MADE LOANS OR TRANSFERS ON BEHALF OF ANOTHER WITHOUT THAT PERSON'S PRIOR KNOWLEDGE AND PERMISSION? \_\_\_\_\_
42. HAVE YOU EVER DEBITED SOMEONE'S ACCOUNT WITHOUT THAT PERSON'S PRIOR KNOWLEDGE AND PERMISSION? \_\_\_\_\_

43. HAVE YOU EVER RECEIVED COMMISSIONS OR BONUSES FROM ILLEGALLY DEBITING SOMEONE'S ACCOUNT? \_\_\_\_\_
44. HAVE YOU COUNTED PUBLIC TRANSFERRING FROM ANOTHER ORG AS A PAID START BEFORE ENSURING THE TRANSFER WAS VALID? \_\_\_\_\_
45. HAVE YOU PROMOTED A TRANSFER TO HELP MAKE A SALE? \_\_\_\_\_
46. HAVE YOU EVER TAKEN ANOTHER PERSON'S SALE? \_\_\_\_\_
47. HAVE YOU EVER FAILED TO INVOICE MONIES RECEIVED FOR SERVICES? \_\_\_\_\_
48. HAVE YOU EVER ENCOURAGED OR AIDED A PROSPECT IN FALSE REPORTING TO A BANK OR OTHER LOAN AGENCY TO OBTAIN A LOAN? \_\_\_\_\_
49. HAVE YOU EVER GIVEN A PROFESSIONAL DISCOUNT TO AN AUDITOR WHOSE CERT WAS NOT VALID AND IN FULL FORCE? \_\_\_\_\_
50. HAVE YOU GONE MUTUAL OUT-RUDS WITH THE PUBLIC ABOUT PRICES? \_\_\_\_\_
51. HAVE YOU SOLD COURSES TO PUBLIC THAT THEY DO NOT INTEND TO TAKE JUST SO THEY COULD RECEIVE AUDITING AT A DISCOUNTED PRICE? \_\_\_\_\_
52. HAVE YOU EVER COMMITTED THE ORG TO DELIVER FREE OR CUT-RATE SERVICES? \_\_\_\_\_
53. HAVE YOU EVER PROMISED SOMETHING YOU WERE UNCERTAIN THE ORG COULD DELIVER, JUST TO GET A SALE? \_\_\_\_\_
54. HAVE YOU EVER MADE UNAUTHORIZED DEALS TO GET THE GI UP? \_\_\_\_\_
55. HAVE YOU EVER PROMISED A RETURN OF FEES IN ORDER TO OBTAIN A SALE? \_\_\_\_\_
56. HAVE YOU EVER ACCEPTED A CHECK THAT YOU KNEW WASN'T GOOD? \_\_\_\_\_
57. HAVE YOU EVER INVOICED MONEY OR CHECKS WHICH WERE NOT GOOD AT THE TIME OF INVOICING? \_\_\_\_\_
58. HAVE YOU EVER PERMITTED CHECKS THAT WEREN'T GOOD TO BE COUNTED ON THE ORG'S INCOME? \_\_\_\_\_

59. AS A REG, HAVE YOU CONCENTRATED ON SELLING BOOKS IN ORDER TO GET BOOK BONUSES, WHILE NEGLECTING TO SELL MAJOR SERVICES? \_\_\_\_\_
60. HAVE YOU NEGLECTED PEOPLE YOU THOUGHT DIDN'T HAVE MUCH MONEY? \_\_\_\_\_
61. DO YOU REG FOR "THIS WEEK'S GI" ONLY? \_\_\_\_\_
62. HAVE YOU KNOWINGLY TAKEN MONEY FOR SOMETHING THAT COULD NOT BE DELIVERED? \_\_\_\_\_
63. HAVE YOU EVER MADE SPECIAL ARRANGEMENTS WHICH LATER CAUSED AN UPSET FOR THE PROSPECT OR ORG? \_\_\_\_\_
64. HAVE YOU EVER COMMITTED THE HGC TO SERVICING A PC WITHOUT FIRST GETTING A TECH ESTIMATE AND D OF P OKAY? \_\_\_\_\_
65. HAVE YOU EVER KNOWINGLY REGGED AN ILLEGAL PC FOR AUDITING? \_\_\_\_\_
66. HAVE YOU EVER TRIED TO PERSUADE TECHNICAL STAFF OR ORG EXECS TO ACCEPT AN ILLEGAL PC ONTO AUDITING LINES? \_\_\_\_\_
67. HAVE YOU EVER INVALIDATED SCIENTOLOGY SERVICES TO THE PUBLIC? \_\_\_\_\_
68. HAVE YOU EVER TAKEN ANOTHER REG'S PROSPECTS? \_\_\_\_\_
69. HAVE YOU EVER MADE ANOTHER ORG OR REGISTRAR WRONG IN ORDER TO OBTAIN A SALE? \_\_\_\_\_
70. HAVE YOU EVER HELD ONTO ANOTHER ORG'S INCOME? \_\_\_\_\_
71. HAVE YOU EVER COUNTED MONEY PAID FOR TRANSFER TO ANOTHER ORG AS YOUR ORG'S INCOME? \_\_\_\_\_
72. HAVE YOU EVER HELD ONTO ANOTHER ORG'S CUSTOMER? \_\_\_\_\_
73. HAVE YOU EVER NEGLECTED TO KEEP COMPLETE REGISTRAR AND SALES RECORDS? \_\_\_\_\_
74. HAVE YOU RELIED ON GIMMICKS, NEW SERVICES OR SPECIAL OFFERS TO MAKE GI RATHER THAN KNOWING AND FULLY USING STANDARD REG TECH? \_\_\_\_\_

75. HAVE YOU EVER FAILED TO KEEP YOURSELF INFORMED OF WHAT THE ORG CAN DELIVER? \_\_\_\_\_
76. HAVE YOU EVER FAILED TO KEEP YOURSELF INFORMED OF THE RESULTS BEING OBTAINED IN TECH? \_\_\_\_\_
77. HAVE YOU FAILED TO CLEAN UP YOUR OWN MISUNDERSTOODS ON ORG SERVICES? \_\_\_\_\_
78. HAVE YOU EVER FAILED TO GET YOURSELF ADEQUATELY BRIEFED ON NEW SERVICES YOU WERE SUPPOSED TO SELL OR PACKAGES YOU WERE SUPPOSED TO USE? \_\_\_\_\_
79. HAVE YOU EVER FAILED TO DO REG DRILLS WHEN NEEDED? \_\_\_\_\_
80. AS A REG, HAVE YOU EVER AVOIDED OR REFUSED CORRECTION? \_\_\_\_\_
81. HAVE YOU EVER CRITICIZED THE ORG OR ORG EXECUTIVES TO THE PUBLIC? \_\_\_\_\_
82. HAVE YOU DONE OTHER THINGS WHEN YOU WERE SUPPOSED TO BE SELLING? \_\_\_\_\_
83. HAVE YOU ONLY PRETENDED TO KNOW YOUR PRODUCT? \_\_\_\_\_
84. HAVE YOU EVER TRIED TO MAKE AN ORG BECOME INSOLVENT? \_\_\_\_\_
85. HAVE YOU EVER TRIED TO HANDLE A SENIOR BY KEEPING SALES LOW? \_\_\_\_\_
86. HAVE YOU DONE ANYTHING TO UNDERMINE THE REPUTATION OF ANOTHER? \_\_\_\_\_
87. HAVE YOU EVER HARMED DIANETICS OR SCIENTOLOGY? \_\_\_\_\_
88. HAVE YOU BEEN SECRETLY SELLING FOR ANOTHER ORG? \_\_\_\_\_
89. HAVE YOU EVER USED A SALES POSITION TO BUILD UP A PRIVATE PRACTICE? \_\_\_\_\_
90. WAS IT AN OVERT TO SELL? \_\_\_\_\_
91. HAVE YOU COMMITTED ANY OVERTS AGAINST L. RON HUBBARD? \_\_\_\_\_

92. HAVE YOU EXTRAVAGANTLY SPENT ORG FUNDS IN ORDER TO CLOSE A SALE? \_\_\_\_\_
93. HAVE YOU MISUSED ORG FUNDS? \_\_\_\_\_
94. HAVE YOU EVER USED THE ORG'S PHONES FOR PERSONAL CALLS? \_\_\_\_\_
95. HAVE YOU EVER BROKEN AN APPOINTMENT? \_\_\_\_\_
96. DO YOU HAVE OVERTS AGAINST A CERTAIN TYPE OF PROSPECT? \_\_\_\_\_
97. HAVE YOU DONE ANYTHING THAT A PROSPECT SHOULDN'T FIND OUT ABOUT? \_\_\_\_\_
98. DO YOU HAVE ANY OVERTS AGAINST MONEY? \_\_\_\_\_
99. DO YOU HAVE ANY OVERTS AGAINST TRAINING? \_\_\_\_\_
100. DO YOU HAVE ANY OVERTS AGAINST PROCESSING? \_\_\_\_\_
101. DO YOU HAVE ANY OVERTS AGAINST SCIENTOLOGY? \_\_\_\_\_
102. IN THIS CONFESSIONAL, HAVE YOU TOLD ANY HALFTRUTHS? \_\_\_\_\_
103. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? \_\_\_\_\_
104. IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED? \_\_\_\_\_
105. IN THIS CONFESSIONAL, HAVE YOU TOLD ALL? \_\_\_\_\_

Give the pc the Proclamation of Forgiveness:

**BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY SCIENTOLOGISTS.**

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the withhold session. (Ref: HCO PL 10 Nov. 78RA, PROCLAMATION: POWER TO FORGIVE)

*Note:* If this is being done as an HCO Confessional, the Proclamation of Forgiveness is omitted.

L. RON HUBBARD  
Founder

Assisted by  
Mission Issues Revision



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 NOVEMBER 1980R

Remimeo  
C/Ses  
Auditors  
Tech/Qual

Issue I  
REVISED 12 JULY 1988

**AUDITOR CORRECTION LIST**  
**AUDITOR RECOVERY**  
**WORD LIST**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 Mar. 72RC III, AUDITOR CORRECTION LIST, AUDITOR RECOVERY.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref. HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE AUDITOR CORRECTION LIST**

A, about, afraid, all, an, and, answered, any, ARC break, as, assessment, at, audit, audited, auditing, auditor, auditor's, avoiding.

Bad, be, been, bonuses, breaking.

Call, called, can't, case, cases, chair, circumstances, code, coffee shop auditing, collected, commands, condition, confidential, connection, couldn't, courses, cramming, C/S, C/Sing.

Desperate, destructive, Dianetics, didn't, disagreements, discussing, disinterested, do, doesn't, D of P, dog cases, doubt, down, drilling, drills.

Earlier, else, E-Meter, enough, environment, ethics, evaluation, evil, exec, eyesight.

Failed, failures, false, falsely, falsified, favors, FES, flubbed, F/N, F/Ned, folder, for, forced, from.

Gain, gave, get, getting, given, got.

Had, has, have, help, HGC, hung up.

In, inadequate, incomplete, in-session, intention, invalidated, invalidation, it.

Left, level, list, L&N, losses, lower.

Master, messed up, meter, missed, misunderstood, moonlighting.

Never, no, nobody, nonstandard, not.

Of, off, on, one, or, org, out-ethics, out-Int, out-list, outside, out-2D, overt, overts, own.

Paid, passed, past, pc, pc' s, pcs, pcs', place, practice, prevented, problem, problems, process, processes, program, PTS, purpose.

Question.

Rabbited, read, reads, recognize, restim, retrain, retrained, road, R/S, run, rushed.

Said, Scientology, seeking, senior (adj.), should, similar, situation, solutions, solve, some, someone, something, sort, special, squirreling, star-rate, status, student, studying, subject, sure.

TA, taken, tech, technical, Tech Sec, Tech Services, terms, the, there, through, time, to, told, training, tried, trouble, TRs, TR 0, TR 1, TR 2, TR 2 1/2, TR 3, TR 4.

Under, understand, understanding, unsessionable, unusual, upset, using.

Want, warranted, was, wasn't, were, weren't, when, why, with, withhold, withholds, without, words, work, worksheet, worried, write, wrong.

You, your.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 NOVEMBER 1980R

Remimeo  
C/Ses  
Auditors  
Tech/Qual

Issue II  
REVISED 12 JULY 1988

**CASE SUPERVISOR CORRECTION LIST**

**WORD LIST**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 12 Nov. 80R I, CASE SUPERVISOR CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE CASE SUPERVISOR  
CORRECTION LIST**

A, about, actions, admin, afraid, alcohol, an, and, any, ARC break, are, as, at, auditor, auditors.

Been, booted, by.

Case, certain, chits, completions, compliance, condition, connection, couldn't, courses, covered, cramming, C/S, C/Ses, C/Sing.

Data, debug, desperate, destructive, Dianetics, disagreements, do, doesn't, D of P, dog cases, don't, doubt, drugs.

Earlier, eating, else, encountered, enough, environment, ethics, evaluation, evil,

Failed, failing, false, faulty, flubby, for, from.

Get, getting, got.

Has, have, help, hidden, hopeful, hung up.

Ill, illegible, in, inadequate, incomplete, instructions, intention, interruptions, invalidation, is, it.

Know.

Left, like, line, lines, losses.

Materials, medicine, messed up, missed, missing, misunderstood, moonlighting.

No, not.

Of, off, off-line, on, or, orders, others, out, out-admin, out-ethics, out-Int, outlist, out-2D, overloaded, overrepairing, overts, overwhelmed.

Paid, past, pc, pcs, permitting, physically, post, practice, pretending, prevented, problem, problems, programs, PTS, purpose.

Q and A.

Red tags, registrars, reports, restim, rushed.

Scientology, seeking, similar, situations, sleep, solve, some, someone, something, sort, status, study, subject.

Taking, tech, Tech Services, the, there, through, time, to, told, training, trouble.

Unhandled, upset.

Was, were, weren't, what, when, why, with, withhold, withholding, withholds, words, work, worksheets, write, writing, wrong.

You, your.

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Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 NOVEMBER 1980

Remimeo  
HCO  
Tech/Qual

*Confessional Form 8RA*

**CASE SUPERVISOR CONFSSIONAL**

*Ref:*  
HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or be on a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family and the world at large.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

1. HAVE YOU EVER EVALUATED THE MEANING OF TECHNICAL MATERIALS FOR AN AUDITOR? \_\_\_\_\_
2. HAVE YOU EVER TOLD AN AUDITOR HOW HE SHOULD AUDIT? \_\_\_\_\_
3. HAVE YOU EVER PRETENDED TO QUOTE HCOBs OR PLs WITHOUT SHOWING THE ACTUAL ISSUE? \_\_\_\_\_
4. HAVE YOU EVER FAILED TO REFER AN AUDITOR TO AN HCOB, BOOK OR TAPE? \_\_\_\_\_
5. HAVE YOU ALTERED THE CONTENT OF AN HCOB OR PL IN ANY WAY? \_\_\_\_\_
6. HAVE YOU EVER C/Sed FOR A PROCESS WHICH YOU'D SEEN BUT WAS NEVER PUBLISHED? \_\_\_\_\_
7. HAVE YOU EVER ACCEPTED VERBAL TECH FROM ANYONE? \_\_\_\_\_

8. HAVE YOU EVER MISUSED OR ALTERED TECH? \_\_\_\_\_
9. HAVE YOU GIVEN OUT INSTRUCTIONS TO AN AUDITOR THAT WERE CONTRARY TO HCOBs OR PLs? \_\_\_\_\_
10. HAVE YOU TOLERATED OUT-ADMIN IN PC FOLDERS? \_\_\_\_\_
11. HAVE YOU EVER OKAYED AN AUDITOR'S C/S WHEN YOU REALLY COULDN'T TELL WHAT HAPPENED IN THE LAST SESSION? \_\_\_\_\_
12. HAVE YOU EVER C/Sed A CASE WHEN THE FOLDER SUMMARY WAS CONFUSING OR OUT-OF-DATE? \_\_\_\_\_
13. HAVE YOU EVER GONE ON C/Sing A CASE WHEN AN FES SHOULD HAVE BEEN DONE? \_\_\_\_\_
14. HAVE YOU EVER FAILED TO GET FAMILIAR WITH A CASE BEFORE C/Sing IT? \_\_\_\_\_
15. HAVE YOU EVER C/Sed A FOLDER FROM JUST A GLIB STUDY OF THE LAST SESSION'S ADMIN? \_\_\_\_\_
16. HAVE YOU EVER GIVEN UP TRYING TO CORRECT AN AUDITOR'S HANDWRITING? \_\_\_\_\_
17. HAVE YOU EVER C/Sed A CASE WITHOUT EXAM REPORTS? \_\_\_\_\_
18. HAVE YOU EVER FAILED TO SEE THAT PC PROGRAMS WERE ACTUALLY COMPLETED? \_\_\_\_\_
19. HAVE YOU EVER ALLOWED A PC TO BE AUDITED WITHOUT THE FOLDER BEING C/Sed? \_\_\_\_\_
20. HAVE YOU EVER JUST PATCHED UP A PC AND THEN DROPPED HIM? \_\_\_\_\_
21. HAVE YOU PERMITTED A FREQUENT CHANGE OF AUDITORS ON A CASE? \_\_\_\_\_
22. HAVE YOU EVER LET RED TAGS REMAIN UNHANDLED FOR MORE THAN TWENTY-FOUR HOURS? \_\_\_\_\_
23. HAVE YOU C/Sed A RED-TAGGED SESSION WITHOUT FIRST FINDING OUT WHAT REALLY WENT WRONG? \_\_\_\_\_
24. HAVE YOU EVER C/Sed AN ILL PC WITHOUT FINDING AND HANDLING THE TECH REASON? \_\_\_\_\_
25. HAVE YOU EVER NOT HANDLED MIS-C/Sing OR MISAUDITING ON A CASE? \_\_\_\_\_

26. HAVE YOU EVER NEGLECTED THE CASES OF EXECs? \_\_\_\_\_
27. HAVE YOU EVER LET STAFF CASES GO UNHANDLED? \_\_\_\_\_
28. HAVE YOU EVER FAILED TO SEND AN AUDIIR TO CRAMMING WHEN YOU SHOULD HAVE? \_\_\_\_\_
29. AS A C/S, HAVE YOU EVER NEGLECTED TO HANDLE AUDITORS YOU WERE C/Sing FOR WHO HAD OUT TRs OR OUT-METERING? \_\_\_\_\_
30. HAVE YOU EVER GIVEN A WELL DONE TO AN AUDITOR WHEN THE SESSION REALLY WASN'T? \_\_\_\_\_
31. HAVE YOU NOT STUDIED YOUR C/S HAT? \_\_\_\_\_
32. HAVE YOU EVER C/Sed WHILE YOUR HIGH-CRIME CHECKOUTS WERE BACKLOGGED? \_\_\_\_\_
33. HAVE YOU BEEN SPENDING C/Sing TIME DOING SOMETHING ELSE? \_\_\_\_\_
34. HAVE YOU EVER BACKLOGGED OR REFUSED TO DO CRAMMING ORDERS THAT HAD BEEN WRITTEN ON YOU? \_\_\_\_\_
35. HAVE YOU EVER FAILED TO INSIST THAT AUDITORS YOU WERE C/Sing FOR KEPT UP THEIR HIGHCRIME CHECKOUTS? \_\_\_\_\_
36. HAVE YOU NEGLECTED TO KEEP UP INSPECTIONS OF THE TECH AND QUAL LINES PER C/S SERIES 57? \_\_\_\_\_
37. HAVE YOU EVER PUSHED QUALITY AND NEGLECTED QUANTITY? \_\_\_\_\_
38. HAVE YOU EVER PUSHED QUANTITY AND NEGLECTED QUALITY? \_\_\_\_\_
39. IS THERE ANY TECHNICAL QUESTION YOU ARE AFRAID TO ASK FOR FEAR IT WOULD MAKE YOU LOOK INCOMPETENT OR STUPID? \_\_\_\_\_
40. HAVE YOU EVER C/Sed OVER TECH MISUNDERSTOODS? \_\_\_\_\_
41. HAVE YOU EVER FAILED TO GET GOOD RESULTS ON A CASE? \_\_\_\_\_
42. HAVE YOU EVER CONTINUED TO C/S A CASE THAT BAFFLED YOU WITHOUT SEEKING HELP FROM A SENIOR TECH TERMINAL? \_\_\_\_\_

43. HAVE YOU EVER "GONE ON HOPING" WHILE C/Sing A CASE? \_\_\_\_\_
44. HAVE YOU EVER SENT A PC TO ETHICS WHEN THE REAL CAUSE OF THE TROUBLE WAS OUT-TECH? \_\_\_\_\_
45. HAVE YOU EVER Q-AND-Aed WITH A PC WHEN C/Sing? \_\_\_\_\_
46. HAVE YOU EVER Q-AND-Aed WITH AN AUDITOR WHEN C/Sing? \_\_\_\_\_
47. AS A C/S, HAVE YOU EVER FAILED TO HOLD YOUR POSITION ON SOMETHING? \_\_\_\_\_
48. HAVE YOU EVER BECOME INVOLVED 2D-WISE WITH A PC YOU WERE C/Sing? \_\_\_\_\_
49. HAVE YOU EVER LET A SENIOR EXEC TELL YOU HOW to PROGRAM A PC? \_\_\_\_\_
50. HAVE YOU EVER LET A REGISTRAR TELL YOU HOW TO PROGRAM A PC? \_\_\_\_\_
51. HAVE YOU EVER LET PERSONAL OPINION SWAY YOU IN C/Sing A PC'S CASE? \_\_\_\_\_
52. HAVE YOU EVER TALKED WITH A PC AND THEN C/Sed HIS CASE FROM THAT TALK? \_\_\_\_\_
53. HAVE YOU EVER AGREED WITH AN AUDITOR THAT THE PC WAS RESPONSIBLE FOR THE SESSION GOING WRONG? \_\_\_\_\_
54. HAVE YOU EVER WRITTEN A C/S BASED ON SOME IDEA OR OPINION INSTEAD OF FOLLOWING THE C/S SERIES? \_\_\_\_\_
55. HAVE YOU EVER NOT WRITTEN A CRAMMING ORDER WHEN YOU SHOULD HAVE? \_\_\_\_\_
56. HAVE YOU EVER FAILED TO USE ETHICS OR JUSTICE ON SOMEONE THAT WAS BEING HARMFUL OR DESTRUCTIVE ON TECH OR QUAL LINES? \_\_\_\_\_
57. HAVE YOU EVER FAILED TO USE ETHICS ON AN AUDITOR WHEN IT WAS NEEDED? \_\_\_\_\_
58. HAVE YOU EVER NOT HANDLED AN EXAMINER WHO FALSELY REPORTED? \_\_\_\_\_
59. HAVE YOU EVER FAILED TO USE ETHICS ON A PC WHEN IT WAS NEEDED? \_\_\_\_\_



60. HAVE YOU EVER FAILED TO TAKE ACTION WHEN JUSTICE WAS MISAPPLIED ON AN AUDITOR OR OTHER TECH PERSONNEL? \_\_\_\_\_
61. HAVE YOU ACCEPTED ANY ILLEGAL PC FOR PROCESSING? \_\_\_\_\_
62. HAVE YOU EVER INCORRECTLY LABELED A PC "ILLEGAL"? \_\_\_\_\_
63. HAVE YOU EVER USED THE SNR C/S TO FRONT FOR YOU? \_\_\_\_\_
64. HAVE YOU EVER COVERED UP ERRORS IN YOUR C/Sing? \_\_\_\_\_
65. HAVE YOU EVER BLAMED YOUR ERRORS ON ANOTHER C/S OR AUDITOR? \_\_\_\_\_
66. HAVE YOU EVER BLAMED A PC? \_\_\_\_\_
67. HAVE YOU EVER MADE A C/S WRONG? \_\_\_\_\_
68. HAVE YOU EVER C/Sed BADLY? \_\_\_\_\_
69. DO YOU HAVE OVERTS OF OMISSION ON A SNR C/S? \_\_\_\_\_
70. DO YOU HAVE OVERTS OF COMMISSION ON A SNR C/S? \_\_\_\_\_
71. DO YOU HAVE OVERTS OF OMISSION ON LRH? \_\_\_\_\_
72. DO YOU HAVE OVERTS OF COMMISSION ON LRH? \_\_\_\_\_
73. HAVE YOU EVER NOT BOTHERED TO SEE THAT AUDITORS WERE PROPERLY TRAINED? \_\_\_\_\_
74. AS A C/S, HAVE YOU EVER NEGLECTED TO ENSURE THE AUDITORS UNDER YOU WERE IN GOOD CASE SHAPE? \_\_\_\_\_
75. HAVE YOU EVER CONDONED OR BEEN INVOLVED IN A TTC RIP-OFF? \_\_\_\_\_
76. HAVE YOU EVER FAILED TO HELP ESTABLISH A TTC? \_\_\_\_\_
77. HAVE YOU EVER INVALIDATED AN AUDITOR'S INTENTIONS? \_\_\_\_\_
78. HAVE YOU EVER INVALIDATED AN AUDITOR'S FUTURE? \_\_\_\_\_

79. HAVE YOU EVER INVALIDATED AN AUDITOR'S POTENTIAL? \_\_\_\_\_
80. HAVE YOU EVER INVALIDATED OR HARASSED AN AUDITOR WHEN NO TECHNICAL GOOF HAD OCCURRED? \_\_\_\_\_
81. HAVE YOU EVER INVALIDATED OR HARASSED AN AUDITOR FOR DOING A CORRECT ACTION? \_\_\_\_\_
82. HAVE YOU FAILED TO RECOGNIZE AND ACKNOWLEDGE A TECHNICALLY PERFECT SESSION? \_\_\_\_\_
83. HAVE YOU EVER INVALIDATED AN AUDITOR'S WILLINGNESS TO AUDIT? \_\_\_\_\_
84. HAVE YOU EVER FAILED TO STRENGTHEN AN AUDITOR'S WILLINGNESS TO AUDIT? \_\_\_\_\_
85. HAVE YOU EVER LET AN AUDITOR GIVE UP AUDITING AND NOT DO ANYTHING ABOUT IT? \_\_\_\_\_
86. HAVE YOU EVER SNOOPED THROUGH A PC FOLDER FOR PERSONAL INTERESTS? \_\_\_\_\_
87. HAVE YOU EVER HAD A PC GET EXTRA EXAMS JUST TO GET AN F/N AFTER SESSION? \_\_\_\_\_
88. HAVE YOU EVER C/Sed WHILE NOT HAVING READ THE BASIC BOOKS OR C/S SERIES? \_\_\_\_\_
89. HAVE YOU EVER RUN A PROCESS YOU WEREN'T QUALIFIED TO RUN? \_\_\_\_\_
90. HAVE YOU EVER C/Sed FOR AN AUDITOR TO RUN A PROCESS THAT WAS ABOVE HIS TRAINING LEVEL? \_\_\_\_\_
91. HAVE YOU EVER C/Sed SOLO FOLDERS WITHOUT AUTHORITY TO DO SO? \_\_\_\_\_
92. HAVE YOU EVER DELIVERED PROCESSES WHICH WERE UNAUTHORIZED FOR THE ORG YOU WERE AT? \_\_\_\_\_
93. HAVE YOU EVER DONE ILLEGAL SOLO SESSIONS ON YOURSELF? \_\_\_\_\_
94. HAVE YOU EVER READ YOUR OWN CASE FOLDER? \_\_\_\_\_
95. HAVE YOU EVER C/Sed YOUR OWN CASE? \_\_\_\_\_
96. HAVE YOU EVER GUESSED AT OR FALSELY REPORTED THE F/N VGI PERCENTAGE? \_\_\_\_\_

97. HAVE YOU EVER C/Sed FOR AN ACTION AND THEN, AFTER THE FOLDER WAS SENT TO THE AUDITOR, HAD DOUBTS IF IT WAS THE CORRECT ACTION? \_\_\_\_\_
98. HAVE YOU EVER SENT A PC TO DECLARE WHEN YOU KNEW OR HAD DOUBTS IF HE'D MADE IT? \_\_\_\_\_
99. HAVE YOU EVER C/Sed A PC FOR HIGHER GRADES HOPING THAT WOULD HANDLE THE PC? \_\_\_\_\_
100. HAVE YOU EVER C/Sed A PC TO ATTEST TO A GRADE WITHOUT EVIDENCE OF THE FULL ABILITY GAINED HAVING BEEN ACHIEVED? \_\_\_\_\_
101. HAVE YOU EVER C/Sed FOR A MULTIPLE DECLARE? \_\_\_\_\_
102. HAVE YOU EVER C/Sed A PC TO DECLARE OR ATTEST TO STATES BEING ASSERTED JUST TO AVOID UPSETTING THE PC? \_\_\_\_\_
103. HAVE YOU C/Sed A PC TO ATTEST TO PROCESSES OR A GRADE RUN IN A FORMER LIFE ALTHOUGH THE PC COULD NOT RECALL THE PROCESSES AND NO RELEASE POINT COULD BE FOUND? \_\_\_\_\_
104. HAVE YOU EVER LET A PC ATTEST TO CLEAR WHEN HE HADN'T MADE IT? \_\_\_\_\_
105. HAVE YOU EVER WRITTEN A C/S TO "2WC A PROCESS TO EP"? \_\_\_\_\_
106. HAVE YOU EVER LET AN AUDITOR GET AN F/N BY 2WC OR DISCUSSION OF A LEVEL OR PROCESS AND CALL THAT THE EP? \_\_\_\_\_
107. HAVE YOU EVER C/Sed A PC TO DECLARE OR ATTEST TO STATES BEING ASSERTED BECAUSE YOU DIDN'T KNOW WHAT ELSE TO DO? \_\_\_\_\_
108. HAVE YOU EVER C/Sed A PC TO ATTEST TO STATES BEING ASSERTED BECAUSE YOU FELT YOU HAD TO "VALIDATE THE PC"? \_\_\_\_\_
109. AS A PC, HAVE YOU FALSELY ATTESTED TO GRADES, LEVELS OR STATES? \_\_\_\_\_
110. HAVE YOU EVER OVERESTIMATED A PC'S TRUE CASE LEVEL? \_\_\_\_\_
111. HAVE YOU EVER UNDERESTIMATED A PC'S TRUE CASE LEVEL? \_\_\_\_\_

112. HAVE YOU EVER FAILED TO SEE THAT A PC FULLY UNDERSTOOD THE AUDITING PROCEDURE? \_\_\_\_\_
113. HAVE YOU EVER C/Sed FOR MAJOR ACTIONS TO REPAIR A CASE? \_\_\_\_\_
114. HAVE YOU EVER ILLEGALLY AUDITED PCs OUTSIDE AN ORG? \_\_\_\_\_
115. HAVE YOU EVER ILLEGALLY C/Sed CASE FOLDERS OUTSIDE AN ORG? \_\_\_\_\_
116. HAVE YOU EVER BROKEN YOUR CONTRACT WITH AN ORG? \_\_\_\_\_
117. HAVE YOU EVER DISCLOSED CLASS VIII COURSE DATA? \_\_\_\_\_
118. HAVE YOU EVER DISCLOSED DATA FROM A CONFIDENTIAL PROCESS? \_\_\_\_\_
119. HAVE YOU EVER BEEN INSECURE WITH CONFIDENTIAL MATERIALS? \_\_\_\_\_
120. HAVE YOU EVER XEROXED OR COPIED CONFIDENTIAL MATERIALS? \_\_\_\_\_
121. HAVE YOU EVER REFUSED TO C/S A CASE? \_\_\_\_\_
122. HAVE YOU EVER REFUSED TO C/S FOR AN AUDITOR? \_\_\_\_\_
123. HAVE YOU EVER REFUSED TO C/S FOR AN ORG? \_\_\_\_\_
124. HAVE YOU EVER THREATENED TO QUIT YOUR POST AS C/S? \_\_\_\_\_
125. HAVE YOU EVER CONSIDERED GIVING UP C/Sing? \_\_\_\_\_
126. HAVE YOU EVER LEFT A TECH POST TO ESCAPE FROM SOMETHING? \_\_\_\_\_
127. HAVE YOU EVER CONSIDERED LEAVING A TECH POST TO ESCAPE FROM SOMETHING? \_\_\_\_\_
128. HAVE YOU EVER ADVISED SOMEONE AGAINST GETTING AUDITING AT SOME ORG? \_\_\_\_\_
129. AS A C/S, HAVE YOU EVER FALSELY OR INACCURATELY REPRESENTED ANYTHING? \_\_\_\_\_
130. REGARDING YOUR C/Sing, IS THERE ANYTHING WHICH SHOULDN'T BE KNOWN? \_\_\_\_\_

- 131. IS THERE ANYTHING ABOUT THE AUDITORS YOU C/S FOR WHICH SHOULD NOT BE KNOWN? \_\_\_\_\_
- 132. IS THERE ANYTHING ABOUT THE TECH DELIVERY AT AN ORG OR MISSION WHERE YOU'VE C/Sed WHICH SHOULDN'T BE KNOWN? \_\_\_\_\_
- 133. HAVE YOU COMMITTED A TECH OVERT NOT COVERED IN THESE QUESTIONS? \_\_\_\_\_
- 134. IS THERE ANY QUESTION ABOUT YOUR C/Sing WHICH YOU WOULD HATE TO BE ASKED? \_\_\_\_\_
- 135. DO YOU STILL HAVE ATTENTION ON ONE OF THESE QUESTIONS? \_\_\_\_\_
- 136. IS THERE ANOTHER QUESTION I SHOULD HAVE ASKED YOU? \_\_\_\_\_
- 137. IN THIS CONFESSIONAL, HAVE YOU TOLD A HALFTRUTH? \_\_\_\_\_
- 138. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? \_\_\_\_\_
- 139. IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED? \_\_\_\_\_
- 140. IN THIS CONFESSIONAL, HAVE YOU TOLD ALL? \_\_\_\_\_

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the withhold session. (Ref: HCOB 10 Nov. 78RA, PROCLAMATION: POWER TO FORGIVE)

*Note:* If this is being done as an HCO Confessional, the Proclamation of Forgiveness is omitted.

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Assisted by  
 Mission Issues Revision

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 DECEMBER 1980

Remimeo  
Tech/Qual  
All Levels  
All Auditors  
All Supervisors  
All Internships  
All C/Ses  
Tech Checksheets  
Examiners  
Ethics Officers

**FLOATING NEEDLE AND TA POSITION  
MODIFIED**

This bulletin carries further the data given in

HCOB	10 Dec. 76RB	C/S Series 99RB
	Rev. 25.5.80	SCIENTOLOGY F/N AND TA POSITION

and modifies but does not cancel all HCOBs that mention having to have the TA between 2.0 and 3.0 before the F/N can be considered valid, including:

HCOB	21 Oct. 68R	FLOATING NEEDLE
	Rev. 9.7.77	
HCOB	7 May 69R V	FLOATING NEEDLE
	Rev. 15.7.77	
HCOB	21 Apr. 71RC	C/S Series 36RC
	Rev. 25.7.78	DIANETICS
HCOB	24 Oct. 71RA	FALSE TA
	Rev. 25.5.80	
HCOB	15 Feb. 72R	FALSE TA ADDITION 2
	Rev. 26.1.77	
HCOB	23 Nov. 73RB	DRY AND WET HANDS MAKE
	Rev. 25.5.80	FALSE TA
HCOB	8 June 70	LOW TA HANDLING
HCOB	13 June 70 II	HUBBARD CONSULTANT STUDY
		STRESS ANALYSIS

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Some recent tests I conducted have shown that a floating needle is a floating needle regardless of tone arm position.

This changes an earlier belief that, in order to be valid, the tone arm had to be between 2.0 and 3.0 for it to be called a floating needle.

Carefully examining dozens of F/Ns which occurred with the TA well above 3.0 and looking for any troubles with the case following calling the F/N an F/N, I found that there were no adverse consequences.

Therefore, it can be safely assumed that a floating needle is a floating needle regardless of where the tone arm position may be. It should be called, indicated and written as an F/N, with the TA noted.

Palm moisture, pc grip and other factors alter the TA position but not the F/N. The auditor must also be prepared to handle and handle false TA and nothing in this finding changes handling.

Tone arm positions register the relative mass of the case and nothing in this finding changes that. There are low TA cases and high TA cases and the state of the TA remains important and all data regarding TA positions are valid.

An ARC break needle (an F/N accompanied by bad indicators) remains an ARC break needle and nothing in this finding changes that. It must be handled. (One ordinarily checks for an ARC break in this case.)

This finding about TA position and F/Ns has been corrected earlier. This present issue carries it further, based on very thorough recent testing. There are apparently no liabilities of any kind in calling high and low TA F/Ns F/Ns.

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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 19 DECEMBER 1980R  
REVISED 16 NOVEMBER 1987

Remimeo  
Tech/Qual  
Academies  
Class III  
Auditors  
and above

**REHAB TECH**

<i>Refs:</i>		
HCOB	30 June 65	RELEASE, REHABILITATION OF, FORMER RELEASES AND THETAN EXTERIORS
HCOB	21 July 65	RELEASE REHABILITATION
HCOB	2 Aug. 65	RELEASE GOOFS
HCOB	11 Feb. 66R Rev. 22.2.79	FREE NEEDLES, HOW TO GET THEM ON A PC
HCOB	26 Aug. 68	REHAB AND CORRECTION
HCOB	5 Dec. 71	END PHENOMENAS
HCOB	15 Nov. 78	DATING AND LOCATING
		E-Meter Instruction Film 4, "How the E-Meter Works"

This bulletin is a condensation of the tech I first developed in 1965 on the subject of rehabs and release.

While there is considerably more data on these subjects in the Technical Volumes and on the Class VIII tapes, this issue sets forth the key data and presents the methods for rehabbing in one consolidated issue for the first time.

*DEFINITIONS:*

"Rehab" is a shortened version of "rehabilitate," which means: to restore to a former capacity or condition.

"Release" is the term for what occurs when a person separates from his reactive mind or some part of it or when he separates from some mass.

In Scientology we use the term "rehabilitate" most commonly to mean: restoring a state of release previously attained by the pc.

**RELEASES**

Scientology processes can be categorized as follows:

1. Those processes which direct the preclear's attention to the mental masses in his reactive mind in order to enable him to separate out from them.
2. Those processes which are aimed at increasing the preclear's abilities.

Both types of processes lead to release.

Both types of processes are necessary to bring a person up the levels of awareness and up each step of the Grade Chart to OT.

When you take a thetan out of a mass, that's a release.



When you erase the mass and leave the thetan there, that's an erasure. Erasure is a different phenomenon from release.

In auditing, when the pc spots something in the bank he disconnects from the bank to a greater or lesser degree. That is a release. Or when the pc becomes free of a difficulty or personal "block" or inability stemming from the mind, that is a release.

A person can and does go release many times in the course of his auditing. He may go release many times while being run on the processes of a grade before he attains the ability of that grade.

The Grades Releases are covered fully in HCOB 22 Sept. 65, RELEASE GRADATION, NEW LEVELS OF RELEASE, in HCOB 27 Sept. 65, RELEASE GRADATION, ADDITIONAL DATA, and on the Grade Chart itself. Further data can be found in HCOB/HCO PL 23 Oct. 80R II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES .

Oddly enough, the idea of release can translate through to the pc to include releases in life too. For example, a person was in prison and then was let out. This might well read as a release if he was asked about former releases, and it would be okay. One sees how this can be in view of the basic concept of release, e.g., when you take a person out of a mass—any mass—that is a release.

So "release" points in life such as the above are valid and, though one doesn't ask for them specifically, should they come up during a former release Rehab on a pc, they are to be handled.

However, the auditor must understand that such a release in no way means that a person is a release on a process or on one of the grades! Prison might be a problem to someone but getting out doesn't make him a Problems Release! Don't misconstrue one for the other and declare someone a Grades Release at some level because he had a release in life.

Actually, one can go release on any subject and theoretically one could rehab any release a pc had. The exact subjects a pc must be released on in order to make it up the Bridge are those listed on the Grade Chart.

## **OVERRUN**

Overrun occurs when the thetan considers that something has gone on too long or happened too often.

When the person begins to feel this way about something, he begins to protest it and try to stop it. This tends to make things more solid and builds up mass in the mind. People who are very intent on stopping things in life appear solid and massy.

In auditing, an overrun means the preclear came out of the bank and then went back into it again. For instance, the pc released on the process "From where could you communicate to your dog?" but the auditor continued the process after he should have indicated the F/N and gone on to something else. By continuing, the auditor throws the pc back into the bank again and wrecks the release state.

An overrun in auditing can also mean that the pc gained an ability to do something and the auditor continued the process or grade past the point where the ability had been regained. By pushing on, the ability can get invalidated. In both cases the person's attention goes back onto his case and hangs up. The person can feel the mass of it again.

In life when something is overrun, the person begins to accumulate protests and upsets about the thing or activity he feels overrun on. His attention tends to stick on it. This also builds up mass.

An overrun, whether it occurred in auditing or in life, is handled in auditing using the tech of rehabbing.

## **THEORY OF REHABBING**

The theory of rehabs is based on the following stable datum: This particular universe is built by twos. One cannot know a datum unless there is another datum to compare it to. This fact can also be seen to operate in the field of the mind. (Ref: Logic 8, *Scientology 0-8: The Book of Basics*)

Thus, in rehabbing a release point one is getting the pc to view one datum (a time of release from a mass) as compared to another datum (a time he was stuck in the mass) and when this is done the pc moves out of the mass once again. That is the simplicity of what occurs.

To expand on the mechanics involved, it can be described as follows:

When a person has been overrun, he is trying to stop the mass or thing he has gone back into. The other side to that is the time or times he was released from it. These are opposites: the "plus" of the mass and the "minus" of the time the mass wasn't there. This idea of opposites tends to hang things up.

The idea then behind handling an overrun is to unstabilize this plus-minus pair by getting the pc to clearly spot the "minus" side of it. When this happens, the "plus" side goes.

When the pc's attention is directed to the points when he was released from the mass, he ceases to try and stop the mass and it goes. The release state then rehabilitates.

So the mechanism being worked with here is that the mass connected with an overrun can be knocked out by spotting the release connected with it. It is a very simple principle which has important uses in auditing.

## **TYPES OF REHABS**

There are three types of rehab procedures for use in rehabbing releases.

The earliest is Rehab 1965 Style. This is followed by Rehab by Counting which I developed in 1968. Later on, in 1971, I developed the Date/Locate procedure.

Each of the three has its uses depending on what it is one is trying to rehab.

One does a Rehab 65 Style when one is rehabbing a specific point, such as the point a specific former release was attained.

A Rehab by Counting is done when, for instance, a process appears overrun in session or when one is rehabbing “releases” such as on drugs on the Scientology Drug Rundown, or at any time something is likely to have a number of releases connected with it.

A Date/Locate is used when one wants to directly spot the exact time and location of a specific incident and thus blow the mass connected with it. (Date/ Locate is used on the last step of the Clear Certainty Rundown to determine the exact point a person went Clear. The Date/Locate procedure has many other uses in other types of auditing as well, but in rehabbing its most frequent use is on the Clear Certainty Rundown, per the above.)

### INDOCTRINATING THE PC

The procedure for doing a rehab is quite simple when one understands the theory of it and makes sure the pc does too.

Before doing any rehab or Date/Locate, clear the terms and procedure with the pc so that he understands. Use the data in this issue to clear the theory of release and rehabs, and to clear the procedure to be used—Rehab 65 Style or Rehab by Counting. Use data in HCOB 15 Nov. 78, *DATING AND LOCATING*, in indoctrinating the pc to the Date/Locate theory and procedure. All the terms and steps of the procedure are covered in that issue.

The better the pc understands what is going on the smoother it will go. Do not skimp this indoctrination step. Any auditing efforts can go up in smoke if one tries to audit the pc over misunderstandings.

1. Clear the terms below with the pc, using demos and consulting the pc’s understanding.
  - A.. *RELEASE*: (1) A person who has been able to back out of his bank. The bank is still there but the person isn’t sunk into it with all its somatics and depressions. (2) When the pc disconnects from the mass in his bank, that is a Release. When this happens, the pc disconnects from the bank to a greater or lesser degree. (3) A person who has become free of a difficulty or personal “block” stemming from the mind. (4) When you take a thetan out of a mass, that is a Release.
  - B. *REHABILITATE*: to restore to a former capacity or condition. In auditing, this means to do the series of actions in session which result in regaining a state of release for the pc. Abbreviated “Rehab.”
  - C. *KEY-IN*: the action of some part of the reactive mind moving in on the person. A key-in occurs when the environment around the awake but fatigued or distressed individual is similar to some part of the reactive mind. Since the reactive mind operates on the equation  $A=A=A$ , the present time environment becomes identified with the contents of a particular portion of the bank and so it activates and exerts its influence on the person.

- D. *KEY-OUT*: the action of the reactive mind or some portion of it dropping out of restimulation on the pc.
  - E. *GRADE*: a series of processes culminating in an exact ability attained, examined and attested to by the pc. (See the Classification, Gradation and Awareness Chart for the complete explanation of the different grades.) Auditing processes result in a release. The auditing processes of a grade, when done, result in the pc attaining the specific ability of that grade.
2. Clear “overrun” with the pc, using the section “Overrun” in this issue. Have the pc demo an overrun in auditing and in life.
  3. Clear with the pc the stable datum on which rehabbing is based (under “Theory of Rehabbing” in this issue). Have him demo it (using a demo kit) as needed to ensure he’s got it.
  4. Using a demo kit, clear with the pc the simple mechanics of rehabbing (spotting the release connected with a mass). Ref: Section on “Theory of Rehabbing” in this issue.
  5. Go over with the pc each step of the procedure to be used (Rehab 65 Style or Rehab by Counting or Date/Locate, if needed). Clear any words regarding these procedures, which have not previously been cleared in the pc’s auditing. Use a demo kit as needed.
  6. Cover meter dating with the pc so he understands its purpose and how it is done. Use E-Meter Drill 22 to explain it. Ensure the pc understands you don’t want him dependent on the meter but that you will help him, using the meter, if necessary. (Ref: HCOB 4 Aug. 63, E-METER ERRORS, COMMUNICATION CYCLE ERROR)

Be sure the pc understands the simple basics of rehabbing with no questions or confusions or misunderstood terms, before you begin any rehab.

Additionally, when doing any type of rehab session it is important to ensure the pc’s ruds are in before starting.

## **REHABPROCEDURES**

### **PROCEDURE FOR REHAB 65 STYLE**

- I. Determine what is going to be rehabbed. This might be a release on a process, some other type of former release, or the ability of a grade attained by the pc.
  - A. *For a process*, use the question:
 

“Were you released on (process)?”

    - a. Clear the question on the pc first, omitting the name of the actual process.
    - b. Then check the question (including the name of the actual process) on the meter.
    - c. If no read on the question, check Suppress and Invalidate.
    - d. If the pc says he was released but no read on the question, check Suppress or Invalidate. If pc is assertive or protesty about having been released, check Asserted and/or Protest.

- B. *Rehabbing Grades:* Data on using 65 Style to rehab grades is covered in the “Rehabbing Grades” section of this issue.
  - C. *Rehabbing Former Releases:* Data on using 65 Style to rehab former releases is covered in the “Rehabbing Former Releases” section of this issue.
- II. When it has been determined that the pc was released on the process or that the ability gained for a grade had been attained, one proceeds by first finding out *when* this occurred, per step 1 below, and then continues with the remainder of the rehab steps:
1. Loosely locate the session or time in which it occurred. (Note: This *may* have to be meter dated if the pc is unable to locate when it happened. For this reason, any auditor doing rehabs must be adept at E-Meter Drill 22, “E-Meter Hidden Date, This Life.” Also, see HCOB 2 Aug. 65, RELEASE GOOFS, point 4, Meter Misuse.)

You simply want to determine *when*. The pc may give you the year, month and day of the release, he may describe it by significance (“The moment I thought to myself, ‘That’s why I wrecked the car!’”), or he may spot when it occurred by location (“It occurred when I was in session for the first time with Joe in his new auditing room”). The reference for this is HCOB 8 June 63, THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, BULLETIN 2, HANDLING THE TIME TRACK.

*NOTE:* The indicators which tell you that the release is rehabilitated are an F/N on the meter and VGIs on the pc. If this occurs on any step of the rehab procedure, simply indicate the F/N and gently end off on that rehab action.

2. Get in Suppress, Invalidate buttons on the session or time.
3. Get in “Unacknowledged” or “What was unacknowledged.”
4. Indicate anything found to the pc as bypassed charge.
5. Find the key-in that was keyed out in that time or session. (The person went release because something keyed out in that time or session.)
6. When *this is* found and recognized by the pc, the pc will recover the release and the process or grade will be rehabilitated.
7. If this does not happen, find out what keyed in (at some point after the release) that ended the release state and get it loosely located as in step 1.
8. Repeat steps 2 to 6 on it.
9. *CONDITIONAL:* If, when the above is done, the release still has not rehabbed, get the pc to itsa alternately the point of key-out when the pc released and the point of key-in afterwards, one after the other. (Use the meter to guide the pc, if necessary, by asking “What’s that?” when you see a fall on the needle.) This isn’t an alternate/repetitive question— “What was keyed out then?”/“What was keyed in then?”—but a use of these and any such wording, one after the other, as itsa invitations until the release is regained and F/N, VGIs obtained.

## CHECKING FOR EPs

If one wants to check if the pc has reached the EP of a process or if one suspects that the EP may have been reached out of session, one can check, "Did anything occur?" per HCOB 5 Dec. 71, END PHENOMENAS, and if the EP has been reached it can be rehabbed using the Rehab 65 Style. One would *never* ask leading questions or feed the EP to the pc in such situations. Simply check if anything occurred.

### PROCEDURE FOR REHAB BY COUNTING

1. Establish there is something to be rehabbed. (Naturally, you can't rehab a release if there isn't one. You couldn't rehab a process if the pc had never run it.)

The question would vary depending on the situation being rehabbed.

- a. If it looks (due to overrun phenomena) as though a process has been overrun in session, one could ask, "Have we bypassed a release point on this process?"
  - b. For rehabbing releases on drugs on the Scientology Drug Rundown, one would check, "Did you go release on (\_\_\_\_\_)?"
2. If there is a release, the question should read. If no read, check Suppress and Invalidate. There must be a read either on checking the question or on the pc's origination that there is a release there, before proceeding with the rehab.
  3. If no read but the pc says he was released, check if the release has been Suppressed or Invalidated. If the pc is asserting release or being protesty about it, check Asserted and/or Protest.
  4. Sometimes the pc will F/N simply on spotting he was released. This can be quite common especially when the pc's ruds are in and the auditor's TRs are smooth. An F/N with good indicators tells you that the rehab is complete and the mass has keyed out or the state has been rehabilitated.
  5. If no F/N on spotting there was a release, ask the pc how many times he was released. Get him to count the number of times and when he gets it he will F/N.
  6. Sometimes the pc can't get the number and the auditor can then use the meter to count how many times and get it that way. He can ask the pc if he has some idea of the approximate number of times and then use "More than ?"/"Less than ?" He uses the tech of E-Meter Drill 22 to establish the general range of number of times. He would then count to the pc. ("Were you released on ( ) 10 times? 11? 12?" etc.) The correct number of times will read and, when indicated, will F/N.

Rehab by Counting is a simple procedure but it can get messed up by an uncertain attitude on the part of the auditor or by rough auditor TRs, so be sure you are confident and well drilled.

## **BRIDGING FROM REHAB BY COUNTING TO 65 STYLE**

If, even with the ruds in, doing a Rehab by Counting doesn't F/N, one can bridge over into a Rehab 65 Style and rehab it that way. Doing a Rehab 65 Style will clean up any bypassed charge on the release and allow it to rehab.

If on the Rehab by Counting the pc had said he was released several times, one would have to find the primary release point (the one "that is most real to him," or when he "had the biggest win," etc.) in order to do the Rehab 65 Style steps on that release point. Handled smoothly in this way, you will be able to rehabilitate the release, with F/N, VGIs.

### **DATE/LOCATE PROCEDURE**

The Date/Locate procedure is very thoroughly covered in HCOB 15 Nov. 78, DATING AND LOCATING, and thus is not repeated here. It is based upon the fundamental principles of rehab tech, but the additional theory and full Date/ Locate procedure contained in HCOB 15 Nov. 78 must be understood and drilled well, before it is done on any pc.

### **ADDITIONAL DATA ON SPECIFIC USES OF REHAB PROCEDURES**

If one is to handle rehabs, he must know the fine differences involved in the application of rehab tech to each type of thing to be rehabbed.

For example, the rehabbing of grades and the rehabbing of former releases differ from each other and they also differ slightly in some of their steps from the rehabbing of specific processes as covered earlier in this issue.

For this reason each is taken up separately here in its own section.

### **REHABBING GRADES**

The rehabilitation of any grade is done on the basis of actual auditing having been done to the end product of the specific ability gained for the grade on all flows. (Note: Pcs should be quadded up by the time they receive their grades.)

One does not rehab a grade by checking "Did anything occur?" or "Were you released on Grade ?" Of course *something* would have occurred on the grade and the pc would have released each time a process or a flow on a process of the grade F/Ned. This is not what you're looking for.

The end phenomena of a grade is the attainment of an ability by the pc which he did not previously have. Each level of the Grade Chart results in a specific ability gained by the pc when he does that particular grade. These are expressed on the Grade Chart in the "Ability Gained" column.

The specific ability for each of the four flows of a grade is listed in HCOB/HCO PL 23 Oct. 80R II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES. These are what you are interested in finding out and rehabbing, if they have been attained.

You want to determine that the pc has gained the ability for each flow of the grade when you are rehabbing. It's not: Did he get his Grade 0 ability? It's: Is he willing for others to communicate to him on any subject? Does he no longer resist communication from others on unpleasant or unwanted subjects? Yes? Good, he's made it on Flow 1 of Grade 0.

Does he have the ability to communicate freely with anyone on any subject? Is he free from or no longer bothered by communication difficulties, and no longer withdrawn or reticent? Does he like to outflow? If so, he's attained the ability on Flow 2 of Grade 0.

One checks each flow of a grade for the ability of that flow in this way. If the pc says he can't, or if he reads on the meter as being unable to communicate freely to others, for example, then you know he is not complete on that grade. He would need to have an FES done at least as far back as the beginning of that grade and any errors found corrected, and then more processes for that grade run on all flows until the ability gained had been genuinely attained. Further data about handling the pc who hasn't made a grade is contained in C/S Series 4.

A Dianetics pc who couldn't honestly say he was a well and happy human being would need more somatic items run out R3RA.

One would never try to rehab a grade the pc had never really been run on or, for instance, Q-and-A with a pc who asserted he was a Grade 2 Release because he went to confession as a youth. The abilities gained of the grades are attained only by auditing on the various processes of each grade. The results of well-run grades are light-years above anything that other fields or practices can offer, so don't sell them short by omitting or quickying. them.

The procedure, then, for rehabbing a grade is as follows:

1. Establish from folder study that the pc has run the processes of the grade on all flows in the first place. There should be some evidence in the folder that the pc has attained the grade, whether previously declared or not. He should have run *enough* processes for this to be evident.
2. Show the pc (with pc on the meter) the written statement of the ability gained for Flow 1 of the grade, and have him read it. (Ref: HCOB/HCO PL 23 Oct. 80R II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES)
3. Then check with the pc as to whether he has attained (or "can do") the ability for that flow of the grade, as stated in HCOB/HCO PL 23 Oct. 80R II.
4. If he has attained it, rehab it by Rehab 65 Style.



5. Repeat steps 2 and 3 on the ability gained for each of the--remaining flows (Flows 2, 3 and 0) of the grade.
6. If the pc has attained the ability on each flow of the grade, he is a valid Release on that grade.
7. If the pc doesn't have the ability gained for one or more of the flows of the grade, he doesn't have the abilities of the grade. The processes (and the flows) he ran on it would have to be FESed to locate any errors. The errors found would have to be corrected and any unflat process flattened. Also, any missed processes for that grade would need to be run until the pc really had the ability gained for each flow of the grade.

### **REHABBING FORMER RELEASES**

Rehabbing former releases came into being in 1965 and was done most frequently in that year and the years immediately following it, after the grades had been established. At that time it was necessary to clear up and get acknowledged the former releases a pc may have had during his processing in the previous years, and to determine that he had been released on each grade before he went onto Power and Clearing.

It is still a very valid tech that is used when needed.

It may in some instances be done, at the adjudication of the C/S, where a case is having trouble or is bogged and the C/S suspects from folder study that the case may be hung up on former release points.

In genning the pc in to this action, ensure he understands what is being looked for. Although one uses Rehab 65 Style, the action is not the same as rehabbing a grade or even exactly the same as rehabbing a process. Here you are looking for times in the pc's auditing history, recent or distant, when he felt good in sessions. This would not necessarily have to be a specific EP of a process the pc ran or the EP of a particular grade. Rehabbing former releases is not limited by reference to any specific process or grade. Also, when the pc is asked about an earlier release, he may offer up a time he felt released from something in life. If so, this would be checked and handled just as any other release point, as in this action you are going to rehab any and all validly reading release points the pc may offer. When a former release is found, it is rehabbed by the 65 Style.

The procedure for rehabbing former releases is:

1. Ensure the pc's ruds are in and that he has been through steps 1-6 of the section "Indoctrinating the Pc," in this issue.
2. Have the pc demo the idea of former releases as it applies to auditing and to life until he's got it.
3. R-factor the pc that you are going to rehab any former releases he may have had.
4. Clear the question: "Have you been released earlier?" Then check the question.

5. If you get a read on clearing or checking the question, find out what the release was on.
  - a. If no read on the question when cleared or checked, check Suppress and Invalidate.
  - b. If pc says he was released earlier but no read on the question when cleared or checked, check Suppress or Invalidate. If the pc is assertive or protesty about having been released, check Asserted and/or Protest.
6. When it has been determined that the pc has been released earlier, one then proceeds per step 1 of Rehab 65 Style instructions until one gets an F/N and rehabilitation of the former release.
7. One then checks for any other former releases by checking, “Is there another time you were released earlier?” and handles per steps 5 and 6 above.
8. Repeat step 7 as long as the pc has former releases to rehab.
9. *Conditional:* If on steps 5a or 5b the meter doesn’t read or ceases reading even after Suppress, Invalidate, Asserted and/or Protest are checked, or if an ARC break needle turns on while doing the rehabs, one checks for and handles any ARC breaks which may be present in the session or connected with the thing you are trying to rehab.

After handling any ARC breaks, recheck for former releases and handle until the auditor, pc and meter are in agreement that any former releases have been rehabbed and that there are no ARC breaks preventing any former release from reading. It may be necessary to also check and handle the other rudiments (PTP and Missed Withholds) to ensure there is nothing preventing any former release from reading.

10. *Conditional:* If the pc has a big win in rehabbing former releases, one would let him have his win and end the session. When sessions are resumed, one would then check for and handle any remaining former releases.

When all the pc’s former releases have been rehabbed, the action is complete.

## **ADVICE TO AUDITORS AND C/Ses ON REHABS**

### Meter Dependence

In using the meter on a rehab of any sort, one does not want to get into a situation where the pc is made dependent on the meter for obtaining data. One uses the meter in a rehab *only* when the pc is unable to come up with the data needed. In getting the number of times released on a process, for instance, the auditor would get the pc to establish the number of times released and only if the pc could not get it would the auditor use the meter to find the number of times released. This all comes under increasing the pc’s certainty of his data and is best expressed in HCOB 4 Aug. 63, E-METER ERRORS, COMMUNICATION CYCLE ERROR.

## RELEASE REHAB BLOCKS

There are three main reasons why a release rehab on a subject or action might hang up:

1. Out-ruds
2. The pc was never released on it in the first place
3. There is something earlier on the track which was similar to it. (For example, in rehabbing a drug, the pc may have been released on a similar drug back on the track.)

1. *Out-ruds*: When a rehab is not going to an F/N, you will usually find that it is being done over an out-rud. This can be (a) an out-rud on the subject of the rehab or (b) an out-rud in the rehab session itself.

While you are rehabbing, you watch the pc to make sure his good indicators remain in because you could get an ARC break needle on it and not notice it. An ARC break needle is easy to establish because you've got bad indicators with it.

Where you have bad indicators with an ARC break needle, just put in the ruds on the subject.

*EXAMPLE*: The auditor is rehabbing releases in the taking of ether and it won't F/N. The auditor could ask, "In the taking of ether was there any ARC break?" One can put in the ARC break, Problem and Missed Withhold ruds, if they are reading.

The out-ruds might have occurred before the point of release, and this can be checked for as well.

The actual mechanism which you're using is: If it won't rehab and the F/N is an ARC break needle, then there's trouble afoot of some kind or another. Just put in the ruds on the subject.

If there is roughness in the rehab session, an ARC break needle could occur. If so, get the ruds in on the session and complete the rehab.

2. *The pc was never released on it in the first place*: A release rehab on a subject or action might hang up because the person never did go release on it. In other words, the F/N does not rehab because it did not happen in the first place. If it is a process or grade, the handling would be to run it to EP.
3. *Earlier-similar*: Sooner or later you are going to find someone who won't release during a rehab on a specific subject or action. The overrun is so overrun that the releases are no longer available in it.

You can put in the ruds in connection with that subject or action (or the session if that is needed). But if it just won't rehab at all, there is still a way you can handle it: Ask the pc if there was anything earlier on the track that was similar to the subject or action.

*EXAMPLE*:

Auditor: "Well, did you take anything earlier on the track that was similar to kerosene?"

Pc: "Oh, yes, yes. We used to take balderdash in the old days, I just remembered. Yes." (F/N)

Auditor: "Thank you. Your needle is floating."

Rehabs are very simple to do provided the auditor's comm cycle is not rough or distracting and both he and the pc understand what is being done on a rehab and how the procedures go. The action is one of destimulation not restimulation. It is done with a light touch and is a smooth action. One doesn't get into forcing the pc on a rehab.

Drilling the different rehab procedures must be a part of any high-crime checkout on this bulletin so that the auditor can confidently handle any situation that might arise during a rehab.

The best way to run a session is to be so sharp as an auditor that you never let the pc overrun in the first place. But should this occur or should you inherit a pc that another auditor has overrun, or should life and livingness knock out a release state, this issue lays out the steps for restoring any type of release.

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and Above  
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Course

**THE SCIENTOLOGY DRUG RUNDOWN**

*Refs:*

HCOB	30 June 65	RELEASE, REHABILITATION OF FORMER RELEASES AND THETAN EXTERIORS
HCOB	21 July AD 15	RELEASE REHABILITATION
HCOB	7 Nov. 65	RELEASE REHABILITATION ERROR
HCOB	19 Dec. 80R Rev. 16.11.87	REHAB TECH
HCOB	30 June 62	ARC PROCESS

I have just finalized a new rundown concerning the handling of drugs. It is called the Scientology Drug Rundown and it uses Scientology auditing techniques to handle drugs on Dianetic Clears who, of course, cannot be run on engrams and the New Era Dianetics Drug Rundown. This rundown will make for smoother gains up the Grades and OT levels for the Dianetic Clear because it will handle any charge on the case on the subject of drugs. And in some instances it could mean the difference between a case that is resistive and rocky and a case that flies in auditing.

**THEORY**

It is very important to handle the effects of drugs, medicine and alcohol on a case. In the 60s drug use became widespread in the culture and it was then that I discovered the need to audit out drugs as a first action on pcs. Drugs make it difficult to get stable auditing gains. In fact, a drug history makes one a resistive case in many instances until the drugs are handled.

This requires both an objective and a subjective handling. The Purification Rundown and TRs and Objectives Co-audit Course are objective handlings; they don't involve or directly address the person's own thinkingness to accomplish the intended results. These rundowns work wonders when done correctly.

Normally, the subjective handling consists of the New Era Dianetics Drug Rundown, wherein the pc's engrams and mental pictures concerning drugs are erased. The total package, then, is made up of objective and subjective handlings. Both are necessary to effect the proper result. The objective handlings (Purification Rundown and TRs and Objectives Co-audit) won't do the whole job by themselves.

The case which has gone Clear prior to receiving a NED Drug Rundown has had no means of handling the subjective aspects of drugs until now. You must not run engrams on a Clear, so the problem we were faced with solving was: how do you handle a case's charge on drugs if you can't run engrams on him?

Well, I've put together a lineup which solves this problem simply and effectively—the Scientology Drug Rundown. It accomplishes a necessary release of charge on drugs, and thus helps to remove drugs as a case factor for Dianetic Clears and allows them to get the maximum gains out of the Grades and OT levels. The Scientology Drug Rundown also runs with enormous benefit on preclears after the Purification RD and the TRs and Objectives Co-audit, as covered in HCOB 12 Nov. 81RD, GRADE CHART STREAMLINED FOR LOWER GRADES.

### **THE LINEUP**

The Scientology Drug Rundown handles charge on drugs with the following tools:

1. Rehabbing chemical releases on drugs, which unsticks the person from masses pulled in during drug experiences or “trips.”
2. Recalls on drugs to handle the charge on drugs and drug incidents.
3. Further Objective Processing to extrovert the person after the charge is handled.

### **REHABS OF RELEASES ON DRUGS**

*Definition:* RELEASE—When the preclear disconnects from the bank that is a Release. When you take a thetan out of a mass that is a Release. This is not the same as getting rid of the mass which is called erasure. There are many releases which normally occur in auditing. The Classification, Gradation and Awareness Chart, displayed in any org, explains these in detail.

*Definition:* REHAB (Short for REHABILITATION)—When the person was originally released he had become aware of something that caused the Reactive mind to destimulate at that point or become weak. This is a Release. When the sudden point of awareness is again found, the Release state can be regained or rehabilitated. The procedure of regaining a former Release state is called a rehab.

Some years ago I made the discovery that drugs can give a person the sensation of releasing from the bank while pulling in mass on the person at the same time. This is one of the factors which makes drugs as deadly as they are.

When such “chemical releases” are located and rehabbed, the person becomes unstuck from mass pulled in during “trips.” This is covered in HCOB 23 Sept. 68, DRUGS AND TRIPPERS.

Drug rehabs were part of the original Class VIII Drug Rundown and are now reinstated as the first step of the Scientology Drug Rundown.

### **RECALL PROCESSING**

One of the oldest methods of processing we have in Dianetics and Scientology is the Recall Process. It has been a mainstay of auditing techniques since 1951. It has a new application now on the Scientology Drug Rundown.

The charge a Dianetic Clear has on drugs can be released by running charged drugs using simple Recall techniques. On the Scientology Drug Rundown this is done after the drug rehabs.

## **OBJECTIVE PROCESSING**

In order to extrovert the pc's attention after the Recalls, one runs some Objective Processing. This isn't a long parade of processes. It is just intended to get the pc extroverted and in PT.

## **AUDITOR REQUIREMENTS**

In order to deliver the Scientology Drug Rundown, any auditor must:

1. Be at least a Provisional Class III Auditor.
2. Have high crimed this issue and drilled the procedure until he can attest he knows it cold.
3. Have high crimed HCOB 19 Dec. 80R, REHAB TECH, and thoroughly drilled the rehab procedures until expert.

(Note: The rundown can also be delivered by an unclassified auditor on a properly supervised co-audit.)

## **PRECLEAR PREREQUISITES**

The Scientology Drug Rundown is for cases who have gone Clear before having completed a New Era Dianetics Drug Rundown. I discovered in 1978 that we had been far more successful in making Clears than anybody had guessed. A number of these Clears had attained the state prior to getting their drugs run out using Dianetics. Also, some went Clear while on the Drug Rundown itself and were left with charge connected with drugs. So the prerequisites for someone receiving the Scientology Drug Rundown are:

1. Is Dianetic Clear (but NOT in the Non-Interference Zone. See HCOB 23 Dec. 71RB, C/S Series 73, THE NO-INTERFERENCE AREA CLARIFIED AND RE-ENFORCED).
2. Has not had a full NED Drug Rundown or was on it when Dianetic Clear was attained and so has charged drugs unrun.
3. Has done a successful Purification Rundown.
4. Has done the TRs and Objectives Co-audit Course or a full, thorough program of Objectives.

Note: A case not yet Clear may receive the rundown after points 3 and 4.

It will be pointless to run someone on the Scientology Drug Rundown without points 3 and 4 above well in, so don't do it.

## PROCEDURE

### Preliminary Steps:

1. Fly the pc's ruds so he is F/N, VGIs before starting the rundown.
- 1A. *CONDITIONAL STEP*: If the pc has never had an Original Assessment Sheet done on him, do one per HCOB 24 June 78RA, NED Series SRA, ORIGINAL ASSESSMENT SHEET. Even though the pc is not going to be run on Dianetics, the Original Assessment Sheet must be done if he has never before had one in his auditing. This will provide the C/S, the D of P and the auditor with essential data on the case.
2. From the pc, get a list of each drug, medicine or alcohol he has taken this lifetime if one doesn't already exist in the folder. Note the read the item gives at the exact end of the pc's statement of the item. If a drug list already exists, it may be used and a new list need not be made.
3. Clear the terms "release" and "rehab" and the rehab procedure with the pc if these have not been cleared previously. Use HCOB 19 Dec. 80R, REHAB TECH. Make sure the pc has a good grasp of what rehabs are and how they fit into the Scientology Drug Rundown procedure as explained on page 2 of this issue.

### A. Drug Rehabs:

1. R-factor the pc that you will now begin rehabbing releases on drugs.
2. Clear the question "Did you go release on \_\_\_\_\_?" and let the pc know you will fill in the blank with an item (drug) off the drug list and that this is the question you will use to check for releases on each drug.
3. Take the first drug off the list and check the question with the pc, noting any instant read.

Note: Each drug will be checked for release whether or not the drug read when listed. You are looking for periods when the pc felt released while he was under the influence of the drug and this is not dependent on whether the drug is reading in PT. To repeat, each drug on the list is checked for release, reading or not.

4. If the question reads and the pc was released, find out how many times he was released and it will F/N. Don't go at this too strenuously. It is a light action and the pc may F/N just on spotting that he had felt released on the drug.
5. If no read on the question but the pc says he did go release, check Suppressed or Invalidated. (The Assert or Protest buttons may be checked if the pc is assertive or protesty about having gone release.)
6. If the question reads but the pc says he didn't go release, the read is False or Protest. Find which and handle.
7. If no read on the question, check Suppress and Invalidate. If still no read, leave off trying to rehab it. Instead, do Step 8.



8. If the pc didn't go release on the drug (or if there is an ARC break F/N while rehabbing it), put in ruds on the drug by checking and handling the following questions:
  - a. "IN TAKING (drug) WAS THERE AN ARC BREAK?"  
ARCU CDEINR E/S to F/N.
  - b. "IN TAKING (drug) WAS THERE A PROBLEM?"  
Itsa E/S to F/N.
  - c. "IN TAKING (drug) WAS A WITHHOLD MISSED?"  
Pull it E/S to F/N.

An out-rud can obscure a release, so after the ruds have been put in on the drug, recheck for a release. If still no release, that's it. Drop it and go on to the next drug.

9. Occasionally a rehab won't go to F/N even though the pc did release on the drug. If this occurs put in ruds on the period before the release using the following questions:
  - a. "BEFORE THE RELEASE ON (drug) WAS THERE AN ARC BREAK?"
  - b. "BEFORE THE RELEASE ON (drug) WAS THERE A PROBLEM?"
  - c. "BEFORE THE RELEASE ON (drug) WAS A WITHHOLD MISSED?"

With the ruds in, continue the rehab.

10. If you get a release that just won't rehab, clear the following question and ask the pc, "DID YOU TAKE ANYTHING EARLIER ON THE TRACK THAT WAS SIMILAR TO (drug)?" (When you find and rehab that earlier drug, the one which wouldn't rehab also releases, so there is no need to go back to the one which was hung up.)
11. Repeat Steps 3-10 as necessary for each remaining drug, medicine or alcohol on the drug list. Each item is checked for release whether it is reading or not. Of course, the rehab question itself must read before you proceed with any rehab steps.
12. When all the drugs on the list have been checked you can ask the pc if there are any other drugs he would like to add to the drug list. If so, add them, being sure to catch any read. Then, on any added items do Steps 3-10 until all items on the list have been handled.

These steps comprise the first part of the Scientology Drug Rundown.

**B. Recalls on Drugs:**

On this part of the rundown each reading drug on the drug list is run out using Recall Processing. PC INTEREST IS NOT CHECKED. If the item reads, run it.

- O. *CONDITIONAL*: If the drug list used is one which already existed in the folder before the person went Clear the list would have to be reassessed at this point to see which items were reading in PT. It is possible that charge on some of the items would have keyed out or blown when the person went Clear and if the list were not assessed in PT, items might get run which do not have available charge. (Items added by the pc on Step 12 of the Drug Rehabs section of this RD are validly reading if they read when the pc listed them.)

1. Taking the item with the largest read (sF or better), run it in the commands below. (Clear a flow before running it for the first time.)

Note: A flow must read before it is run as covered in HCOB 3 Dec. 78, UNREADING FLOWS.

Flow 1: "RECALL A TIME YOU TOOK/HAD (drug being run)."

Run it repetitively to F/N, Cog, VGIs.

Flow 2: "RECALL A TIME YOU GAVE ANOTHER (drug being run)."

To F/N, Cog, VGIs.

Flow 3: "RECALL A TIME ANOTHER GAVE ANOTHER OR OTHERS (drug being run)."

To F/N, Cog, VGIs.

Flow 0: "RECALL A TIME YOU GAVE YOURSELF (drug being run)."

To F/N, Cog, VGIs. (Quad pcs only.)

Note: Ensure the pc tells you what he has recalled. A pc may just recall the time and not tell you about it unless you ask him "What was it?" or some such question.

2. When the first reading drug selected has been run to EP on each reading flow take the next best reading drug off the list and run it as covered in Step 1.
3. Repeat Steps 1 and 2 until all reading drugs have been run.
4. Reassess the items on the list which didn't read on first assessment. Run any now-reading items as per Step 1. Use the Suppress and Invalidate buttons as needed.
5. Repeat the reassessment of any unreading items (using Suppress and Invalidate as needed) until all reading items have been run.

When all reading items have been run, the Recalls on Drugs portion of the rundown is completed.

### C. **Objective Process:**

The final step of the Scientology Drug Rundown consists of running the pc on an Objective Process. The purpose of this is to extrovert his attention after it has been introverted while doing the subjective parts of the rundown. Almost any Objective Process would do, so long as it had not been run before.

Which Objective Process gets run is not so important as the point that something must be run to extrovert the person's attention. It can be a process as simple as Reach and Withdraw on the environment per HCOB 10 Apr. 81R, REACH AND WITHDRAW. Whichever process is run it would be taken to a point where the pc was cheerful, fully extroverted and in present time.

This completes the rundown.

### **ABILITY GAINED AND EP**

The Ability Gained of the rundown is "Released from harmful effects of drugs, medicine or alcohol." Doing each step of the Scientology Drug Rundown fully will achieve that EP on any pc who is fully set up for it in the first place.

There are gains to be had from this rundown which might not be expected from such a seemingly simple set of actions. Run a pc or two on the rundown and you'll see what I'm talking about.

One thing which you may observe on pcs is a point of sudden resurgence during or near the end of the rundown. At this point, the pc comes up to PT and out of drug masses or ceases to be introverted and becomes extroverted (both of the above are the same thing—the phenomenon of the person having been parked down the track due to drugs and then snapping up to PT). This is significant and shows that the EP of the rundown has been obtained.

Depending on the pc, this resurgence may happen suddenly, accompanied by a big cog, dial-wide F/N and VVGIs, in which case, one would be safe to end off the Recall steps of the rundown. Any charge on drugs will have moved off. So you can run an Objective Process next and that would complete the rundown.

On other cases, the resurgence may not be as sudden, i.e., it will happen gradually with the pc rolling happily along, having his wins and cogs and feeling better session after session. He may remark that he is feeling more in PT and this is to be expected. In these cases, one continues handling reading drugs and reassesses the drug list as needed to ensure that all charged drugs and flows are run to EP. By the time this is done and the pc has run the ending Objective Process, if the auditing has been standard he will have come up to PT and out of drug masses just the same as the pc who achieves this as a big win and sudden resurgence. The end product is the same in both cases.

It is very important, however, that the Recall step is not ended simply because the pc has a good win which is mistaken for the EP. To do this could result in the auditor and C/S being accused of taking part in a very disreputable activity—quickying. And nobody wants to be hung with that kind of reputation!

If there is any question as to whether a big win the pc has had represents the resurgence being looked for, continue the rundown after the pc has had his win. You will be safe in doing this. No one thus far has shown evidence of overrun when continuing the rundown past the point of a big win (after the persistent F/N dies down, of course) and in completing the steps of the rundown. (As a note, that possibility does exist though, if the pc's big win also happened to be the EP. Should this occur and the pc begin to manifest overrun of the rundown—and not simply overrun of a process or drug—then the EP is rehabbed and the rundown completed with the Objective Process.)

If no point of resurgence occurs in the pc, then something is amiss with the auditing the pc has received. An FES would have to be done to locate the errors and they would have to be repaired. The FES may have to only go back a few sessions or the whole case may need to be FESed.

### **TIPS**

Pcs often have big wins on these Recall Flows, followed by persistent F/Ns. When this happens it is wise to let the pc have his win so you don't miss a reading drug or flow because of the F/N.

Occasionally the pc may run a flow that runs much longer and deeper than other flows.

Don't be surprised if drug manifestations turn on while running certain drugs—they blow when the process is taken to EP. And don't mistake the euphoria of a drug incident in restim for the EP of a flow.

It is not unusual for a pc to go through a revivification on this rundown. This isn't anything to puzzle over though, as it is simply something which may occur on this rundown. If it does occur, don't stop the process. Carry on and the pc will come through it.

### **SPECIAL NOTE**

Occasionally, a pc goes Clear in the middle of the NED Drug Rundown. In such a case, the correct thing to do is a verification and rehabilitation of the attainment of the state to full EP and resurgence, per the Clear Certainty Rundown. After this is done, the Scientology Drug RD Recall steps are done on the remaining unhandled drugs which are now reading. You would have to reassess the unhandled portion of the drug list before doing any Recalls to ascertain which drugs would now get run. The drug rehabs would not need to be done on these cases.

### **PREVIOUSLY RUN DRUGS**

Once in a while a C/S will run across a Dianetic Clear who, despite having had a Drug Rundown still has unhandled charge, incidents and masses in connection with drugs. Possible reasons for this are: drug residues left in the body which prevented auditing gains; lack of a full set of Objectives as contained on the TRs and Objectives Co-audit Course thoroughly done each one to EP; or poorly done or quickied auditing on the Drug Rundown itself.

Such a case might be obvious from an FES of the Drug Rundown the person had. Where such things as no Objectives run or "run to EP in 3 minutes," drug items unrun because the pc had "no interest" in the item (which usually means the person was no longer interested in taking the drug), reading items left unrun or items not run to full EP, are obvious from folder study, the C/S may find that the case would need the Scientology Drug Rundown. This would particularly apply to Dianetic Clears who still manifested heavily the effects of drugs whether in auditing, on post or in life. (Ref: HCOB 8 Jan. 69, DRUGS AND "INSANITY" —NONCOMPLIANCE AND ALTER-IS applies in particular, but all the 1969 HCOBs on drugs as well as later issues would also apply and help the C/S decide whether the case is one which would benefit from the Scientology Drug Rundown.)

The point here is that a case that has gone Dianetic Clear and had a poorly done Drug Rundown could possibly hang up on auditing on the Expanded Lower Grades because of unhandled charge on drugs.

If this proved to be the case through folder study and other indicators the basic handling would be:

1. Purification Rundown
2. TRs and Objectives Co-audit
3. End of Endless Drug Rundowns Repair List
4. Scientology Drug Rundown.

This battery of actions would handle any lingering unhandled drug charge or manifestations on a Dianetic Clear due to botched earlier drug handling.

### **CAUTIONS AND REMEDIES**

Never run Recalls on the same drug twice. Never run unreading drugs or flows. To do so may drop the pre-OT into more charge than one can easily get him out of. Should such happen and not resolve by the usual means (rehabbing the overrun, indicating an uncharged drug or flow was taken up and shouldn't have been or L1C on the session) the auditor can assess an L3RG and indicate any reads to key out the charge. No engram running would be done.

One should take care not to Q-and-A off the rundown into handling some other case manifestation or hidden standard. The purpose of the rundown is to handle drug charge, enabling the pc to make case gain in his subsequent auditing (where other aspects of the case would be handled).

An auditor can mistakenly let the pc itsa on and on if his TR 2 and session control are not in. This cuts down the effectiveness of the rundown. If the auditor doesn't control this (without ARC breaking the pc however) he can run the pc's havingness down and plow him in.

One must not audit this rundown (or any other for that matter? over out-ruds. If this has occurred, the action to take is to fly the pc's ruds checking for "audited over" ("Have you been audited over \_\_\_\_?") or an L1C on the recent session or sessions.

Should the rundown be messed up it can be repaired with the End of Endless Drug Rundowns Repair List.

### **SUMMARY**

We now have a method for handling drugs on a person with unhandled drugs who, because he has gone Clear, should not be run on engrams, as well as for handling drug charge on persons not yet at the level of New Era Dianetics. It is essential to handle drugs as covered in this issue. Otherwise one is placing the person in jeopardy of wasting his auditing on the Grades as it will have been done over the bypassed charge of unhandled drug incidents.

Once a pre-OT has attained OT III any remaining effects from drugs can be terminatedly handled on the OT Drug Rundown.

Using this simple procedure we can ensure that anyone attains all the gains possible in his Grade Chart auditing, quite in addition to the relief and expansion one experiences when freed from drug influences, as will occur on this new rundown.

We now have the means by which the effects of drugs can be effectively handled for anyone at any position on the Bridge.

L. RON HUBBARD  
Founder

Revision assisted by  
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HCO BULLETIN OF 23 DECEMBER 1980R

Remimeo  
Auditors  
C/Ses  
Execs  
Tech/Qual

Issue I  
REVISED 12 JULY 1988

**EXECUTIVE CORRECTION LIST**

The Executive Correction List is designed to help locate the individual reasons an executive has for not applying standard administrative tech and policy.

It can be used to handle charge in the area of being an exec or difficulties as an exec. It could also be used to help a failed exec clean up his charge.

The list is assessed Method 3 or Method 5, as directed by the C/S. (Ref: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

Under some of the questions there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parentheses is the one the auditor does directly in the session. The instructions in the second set of parentheses are used by the C/S in programing out the actions to be done to complete the pc's handling, after all the reading items on the list have been F/Ned.

There is a form attached to this list on which the C/S notes corrective actions to be taken. The C/S fills out the form by carefully reviewing what was found in F/Ning the questions which read and then listing out the steps to be done to correct the situations found. Actions ordered by the C/S can include such things as cramming, retread or retrain of earlier courses, drilling, TIPing and standard ethics handlings including Security Checking. The completed form is routed to the Dir of Correction, who sees that the handlings get done. Any case actions needed to complete the person's handling would be included as part of his auditing program.

PC'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

AUDITOR: \_\_\_\_\_

1. OUT INT?

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int RD Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD and its corrections. If you are not qualified to audit or repair Int, turn the pc over to a qualified auditor. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int RD Series 4RA, as applicable.)

2. OUT-LIST?  
(L4BRA and handle.) \_\_\_\_\_
3. GIVEN A WRONG WHY?  
(L4BRA and handle.) \_\_\_\_\_
4. GIVEN A WRONG WHY FOR EXEC FAILURES?  
(L4BRA and handle.) \_\_\_\_\_
5. CRAMMING GAVE A WRONG WHY?  
(L4BRA and handle.) \_\_\_\_\_
6. WRONG ETHICS CONDITION?  
(L4BRA and handle.) \_\_\_\_\_
7. TOLD YOU WERE PTS AND YOU WEREN'T?  
(2WC E/S to F/N. L4BRA if any trouble.) \_\_\_\_\_
8. AS AN EXEC DO YOU HAVE AN ARC BREAK?  
(ARCU CDEINR E/S to F/N.) \_\_\_\_\_
9. UPSET WITH A STAFF MEMBER? ANOTHER EXEC?  
SENIOR EXEC?  
(ARCU CDEINR E/S to F/N on each reading upset.) \_\_\_\_\_
10. AS AN EXEC DO YOU HAVE A PROBLEM?  
(2WC E/S to F/N.) \_\_\_\_\_
11. PROBLEMS WITH OTHER STAFF MEMBERS?  
(2WC E/S to F/N.) \_\_\_\_\_
12. AS AN EXEC HAS A WITHHOLD BEEN MISSED?  
(Pull it, E/S to F/N.) \_\_\_\_\_
13. WITHHOLDS FROM STAFF?  
(Pull them, E/S to F/N.) \_\_\_\_\_
14. OVERTS ON STAFF?  
(Pull them, E/S to F/N.) \_\_\_\_\_
15. OVERTS ON YOUR POST?  
(Pull them, E/S to F/N.) \_\_\_\_\_
16. COUNTER INTENTION?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
17. SOME SORT OF OUT-ETHICS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
18. DISAFFECTED?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_



19. HAVE YOU ORIGINATED OR FORWARDED BLACK PR?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
20. OUT-EXCHANGE?  
(Handle as a W/H, E/S to F/N.) (Program for Exchange by  
Dynamics per HCO PL 4 Apr. 72, ETHICS.) \_\_\_\_\_
21. LAZY?  
(Handle as a W/H, E/S to F/N.) (Program for Exec Confessional  
and/or False Purpose RD, as applicable. ) \_\_\_\_\_
22. INACTIVE?  
(Handle as a W/H, E/S to F/N.) (Program for Exec Confessional  
and/or False Purpose RD, as applicable.) \_\_\_\_\_
23. IN CONNECTION WITH YOUR POST, DO YOU HAVE AN  
EVIL PURPOSE OR DESTRUCTIVE INTENTION?  
(Get what the evil purpose or destructive intention is and handle  
with steps A-G of False Purpose Rundown procedure. If you are  
not an FPRD Auditor, 2WC E/S to F/N.) (Program for False  
Purpose RD, including Exec and Staff Member Form.) \_\_\_\_\_
24. OUT-2D?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
25. OUT-2D WITH PUBLIC?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
26. DO YOU HAVE OPINIONS YOU DON'T DARE SAY?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
27. DOING OTHER THINGS ON POST TIME?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
28. FALSE REPORTED?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
29. FALSIFIED A STAT?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
30. COLLECTED FALSE BONUSES?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
31. COULDN'T GET PAID?  
(2WC E/S to F/N.) \_\_\_\_\_
32. GRANTING SPECIAL FAVORS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_

33. RECEIVING SPECIAL FAVORS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
34. MOONLIGHTING?  
(2WC E/S to F/N.) \_\_\_\_\_
35. PTS TO SOMEONE IN THE ENVIRONMENT?  
(2WC E/S to F/N.) \_\_\_\_\_
36. ARE YOU CONNECTED TO SOMEONE HOSTILE TO  
DIANETICS OR SCIENTOLOGY?  
(2WC E/S to F/N.) \_\_\_\_\_
37. PTS STAFF MEMBERS?  
(2WC E/S to F/N.) \_\_\_\_\_
38. PAST ETHICS CONDITION MESSED UP?  
(2WC E/S to F/N.) (Program for handling per HCO PL 19 Dec.  
82 II, REPAIRING PAST ETHICS CONDITIONS.) \_\_\_\_\_
39. ETHICS CONDITION LEFT INCOMPLETE?  
(2WC E/S to F/N.) (Program for handling per HCO PL 19 Dec.  
82 II, REPAIRING PAST ETHICS CONDITIONS, or complete  
the incomplete formula per HCO PL 3 Aug. 85, COMPLETING  
CONDITIONS FORMULAS, as applicable.) \_\_\_\_\_
40. DON'T KNOW WHAT TO DO?  
(2WC E/S to F/N.) \_\_\_\_\_
41. LOSSES AS AN EXEC?  
(2WC E/S to F/N. LIC as needed.) \_\_\_\_\_
42. COULDN'T HELP?  
(2WC E/S to F/N.) \_\_\_\_\_
43. AN EARLIER TIME YOU FAILED TO HELP?  
(2WC E/S to F/N.) \_\_\_\_\_
44. COULDN'T SOLVE IT?  
(2WC E/S to F/N.) \_\_\_\_\_
45. SELDOM REFER TO POLICY?  
(2WC E/S to F/N.) \_\_\_\_\_
46. UNHATTED?  
(2WC E/S to F/N.) \_\_\_\_\_
47. DON'T HAVE A HAT?  
(2WC E/S to F/N.) \_\_\_\_\_
48. DON'T STUDY?  
(2WC E/S to F/N.) \_\_\_\_\_
49. TROUBLE WITH STUDY?  
(2WC E/S to F/N.) \_\_\_\_\_
50. FAILED AS A STUDENT?  
(2WC E/S to F/N.) \_\_\_\_\_
51. BLOWN STUDY?  
(2WC E/S to F/N.) \_\_\_\_\_

52. OFF COURSE TO HANDLE POST?  
(2WC E/S to F/N.) \_\_\_\_\_
53. WAS YOUR TRAINING INADEQUATE?  
(2WC E/S to F/N.) \_\_\_\_\_
54. RUSHED THROUGH COURSES?  
(2WC E/S to F/N.) \_\_\_\_\_
55. INCOMPLETE COURSES?  
(2WC E/S to F/N.) \_\_\_\_\_
56. FALSE ATTEST?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
57. MISUNDERSTOOD WORDS IN DIANETICS AND  
SCIENTOLOGY?  
(Find and clear them, each to F/N. WCCL if necessary.) \_\_\_\_\_
- 5 8 AN EARLIER SIMILAR SUBJECT WAS  
MISUNDERSTOOD?  
(2WC—find what subject and what word in that subject was  
misunderstood. Clear it to F/N. WCCL if necessary.) \_\_\_\_\_
59. SEEKING STATUS?  
(2WC E/S to F/N.) \_\_\_\_\_
60. ARE YOU PRETENDING?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
61. DISAGREEMENTS?  
(2WC E/S to F/N.) (If needed, program for Disagreement Check  
per HCOB 22 Mar. 72RA, DISAGREEMENT CHECK.) \_\_\_\_\_
62. EARLIER PRACTICE IN YOUR ROAD?  
(2WC E/S to F/N.) \_\_\_\_\_
63. MISSING DATA?  
(2WC E/S to F/N.) \_\_\_\_\_
64. WITHHOLDING DATA?  
(2WC E/S to F/N.) (If needed, program for Vital Info RD, False  
Purpose RD.) \_\_\_\_\_
65. HERE FOR ANOTHER PURPOSE?  
(Pull it, E/S to F/N.) \_\_\_\_\_
66. EVALUATION?  
(2WC E/S to F/N.) \_\_\_\_\_
67. INVALIDATION?  
(2WC E/S to F/N.) \_\_\_\_\_

- 68. DISINTERESTED?  
(2WC E/S to F/N, handle any out-ruds.) \_\_\_\_\_
- 69. HAVE YOU COMPROMISED YOUR OWN REALITY?  
(2WC E/S to F/N.) \_\_\_\_\_
- 70. COULDN'T GET YOUR ORDERS COMPLIED WITH?  
(2WC E/S to F/N.) \_\_\_\_\_
- 71. TROUBLE HANDLING PERSONNEL?  
(2WC E/S to F/N.) \_\_\_\_\_
- 72. TROUBLE GETTING POLICY FOLLOWED?  
(2WC E/S to F/N.) \_\_\_\_\_
- 73. NEGLECTING A BOGGED AREA?  
(2WC E/S to F/N, watch for any out-rud and handle.) \_\_\_\_\_
- 74. TROUBLE COMMUNICATING?  
(2WC E/S to F/N.) \_\_\_\_\_
- 75. 2D TROUBLES CAUSING CONFLICT ON POST?  
(2WC E/S to F/N.) \_\_\_\_\_
- 76. DIFFICULTY COMPLETING A CYCLE OF ACTION?  
(2WC E/S to F/N.) \_\_\_\_\_
- 77. AFRAID TO GIVE ORDERS?  
(2WC E/S to F/N.) \_\_\_\_\_
- 78. OUT OF COMM?  
(2WC E/S to F/N, watch for any out-rud and handle.) \_\_\_\_\_
- 79. IS YOUR AREA UNDERMANNED?  
(2WC E/S to F/N.) \_\_\_\_\_
- 80. ARE YOU CONSTANTLY HIT BY BAD NEWS AND  
DISASTERS ON YOUR LINES?  
(2WC E/S to F/N.) \_\_\_\_\_
- 81. CONSTANTLY HAVING TO COPE?  
(2WC E/S to F/N.) \_\_\_\_\_
- 82. CONSTANTLY PHASE ONEing YOUR AREA?  
(2WC E/S to F/N.) \_\_\_\_\_
- 83. COMPULSIVELY BYPASSING OTHERS?  
(2WC E/S to F/N.) (Program for compulsive bypasser handling  
per HCO PL 22 Mar. 85, FULL DANGER CONDITION  
HANDLING.) \_\_\_\_\_
- 84. OVERLOADED ON POST?  
(2WC E/S to F/N.) \_\_\_\_\_

85. CONFUSED BY TOO MANY THINGS TO DO?  
(2WC E/S to F/N.) \_\_\_\_\_
86. OVERWHELMED ON POST?  
(2WC E/S to F/N.) \_\_\_\_\_
87. NO BACK-UP?  
(2WC E/S to F/N.) \_\_\_\_\_
88. FAILED PURPOSE?  
(Indicate it. 2WC E/S to F/N.) \_\_\_\_\_
89. NO HELP FROM YOUR SENIOR?  
(2WC E/S to F/N.) \_\_\_\_\_
90. Q AND A?  
(2WC E/S to F/N.) \_\_\_\_\_
91. AFRAID TO USE ETHICS?  
(2WC E/S to F/N.) \_\_\_\_\_
92. ARE YOU AFRAID OF THE PUBLIC?  
(2WC E/S to F/N.) \_\_\_\_\_
93. MISUSE OF ETHICS?  
(2WC E/S to F/N, watch for any out-rud and handle.) \_\_\_\_\_
94. ARE YOU PROTECTING YOUR STATUS?  
(2WC E/S to F/N.) \_\_\_\_\_
95. USING DURESS?  
(2WC E/S to F/N.) \_\_\_\_\_
96. DOING SOMETHING OTHER THAN YOUR HAT?  
(2WC E/S to F/N, watch for any out-rud and handle.) \_\_\_\_\_
97. AS AN EXECUTIVE, HAVE YOU DECIDED YOU WON'T  
MAKE IT?  
(2WC E/S to F/N.) \_\_\_\_\_
98. WERE YOU TAKEN OFF POST UNJUSTLY?  
(2WC E/S to F/N.) \_\_\_\_\_
99. ARE YOU NOT REALLY ON POST?  
(2WC E/S to F/N.) \_\_\_\_\_
100. ARE YOU TRYING TO LEAVE POST?  
(2WC E/S to F/N.) \_\_\_\_\_
101. ARE YOU EXPECTING TO BE REMOVED FROM POST?  
(2WC E/S to F/N.) \_\_\_\_\_
102. SHOULD YOU BE SOMEWHERE ELSE?  
(2WC E/S to F/N.) \_\_\_\_\_
103. DON'T YOU LIKE THE STAFF YOU WORK WITH?  
(Find out which staff he doesn't like [not L&N]. Pull overts and  
withholds on each reading person E/S to F/N.) (If needed,  
program for False Purpose RD.) \_\_\_\_\_
104. THIRD PARTYING STAFF?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_

105. USING UNUSUAL SOLUTIONS?  
(Handle as a W/H, E/S to F/N.) \_\_\_\_\_
106. POLICY DOESN'T WORK FOR YOU?  
(2WC E/S to F/N.) \_\_\_\_\_
107. TECH DOESN'T WORK ON YOU?  
(2WC E/S to F/N.) \_\_\_\_\_
108. FAILED DEBUGS?  
(Assess and handle Product Debug Repair List.) \_\_\_\_\_
109. DEBUGS DIDN'T WORK?  
(Assess and handle Product Debug Repair List.) \_\_\_\_\_
110. THINGS GOT WORSE AFTER A DEBUG?  
(Assess and handle Product Debug Repair List.) \_\_\_\_\_
111. FELT BAD AFTER CRAMMING?  
(Assess and handle Cramming Repair List.) \_\_\_\_\_
112. FAILED CRAMMING?  
(Assess and handle Cramming Repair List.) \_\_\_\_\_
113. CRAMMING DOESN'T WORK?  
(Assess and handle Cramming Repair List.) \_\_\_\_\_
114. DON'T GET AUDITING?  
(2WC E/S to F/N.) \_\_\_\_\_
115. TAKEN OFF AUDITING?  
(2WC E/S to F/N.) \_\_\_\_\_
116. ARE THERE STOPS?  
(Find out what. Clean up any protest E/S to F/N.) \_\_\_\_\_
117. ARE YOU ON DRUGS? MEDICINE? ALCOHOL?  
(2WC to F/N.) \_\_\_\_\_
118. ATTENTION FIXED ON SOMETHING?  
(2WC E/S to F/N.) \_\_\_\_\_
119. NOT GETTING ENOUGH SLEEP?  
(2WC E/S to F/N.) (Handling of the person's schedule to be worked out in liaison with his senior.) \_\_\_\_\_
120. NOT EATING?  
(2WC E/S to F/N.) \_\_\_\_\_
121. ARE YOU PHYSICALLY ILL?  
(2WC to find what. Note BD item. 2WC to F/N.) \_\_\_\_\_
122. RESTIM?  
(Assess and handle a C/S 53 to F/Ning.) \_\_\_\_\_
123. TROUBLE WITH YOUR OWN CASE?  
(Assess and handle C/S 53 to F/Ning.) \_\_\_\_\_
124. IS THERE NOTHING WRONG?  
(Get pc to tell you about it briefly. If correct, then indicate to F/N. Go E/S and indicate it if no F/N at first.) \_\_\_\_\_

125. SOMETHING ELSE WRONG?  
(2WC what and, if no joy, GF M5 and handle.)

---

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

**EXECUTIVE CORRECTION LIST**  
**ADDITIONAL ACTIONS REQUIRED**

TO: DIR CORRECTION DATE: \_\_\_\_\_  
FROM: CASE SUPERVISOR \_\_\_\_\_  
RE: PC \_\_\_\_\_

The following hatting and Qual correction actions were found to be needed on this executive in assessing and handling an Executive Correction List. These actions are in addition to auditing actions found needed in handling the list, which are being included in the pc's programing.

PART A: The following additional training actions are to be done on this exec as part of a standard TIP.

- 1. Done \_\_\_\_\_
- 2. Done \_\_\_\_\_
- 3. Done \_\_\_\_\_
- 4. Done \_\_\_\_\_
- 5. Done \_\_\_\_\_

PART B: The following corrective actions are also to be done on this exec.

- 1. Done \_\_\_\_\_
- 2. Done \_\_\_\_\_
- 3. Done \_\_\_\_\_
- 4. Done \_\_\_\_\_
- 5. Done \_\_\_\_\_

\_\_\_\_\_  
C/S

Handlings  
completed: \_\_\_\_\_  
Dir Correction

\_\_\_\_\_  
Date

ROUTE THIS FORM TO THE PERSON'S PC FOLDER WHEN COMPLETED.



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 DECEMBER 1980R

Remimeo  
C/Ses  
Auditors  
Tech/Qual

Issue II  
REVISED 12 JULY 1988

**EXECUTIVE CORRECTION LIST  
WORD LIST**

*Refs:*

HCO PL	4 Apr. 72R III	ETHICS AND STUDY TECH
	Rev. 21.6.75	
HCOB	8 July 74R I	Word Clearing Series 53R
	Rev. 24.7.74	CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38
		METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79RA I	Word Clearing Series 64RA
	Rev. 30.7.83	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 23 Dec. 80R I, EXECUTIVE CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE EXECUTIVE CORRECTION LIST**

A, action, afraid, after, alcohol, an, and, another, ARC break, are, area, as, at, attention, attest, auditing.

Back-up, bad, be, been, black PR, blown, bogged, bonuses, by, bypassing.

Case, causing, collected, comm, communicating, completing, complied, compromised, compulsively, condition, conflict, confused, connected, connection, constantly, cope, couldn't, counter-intention, course, courses, cramming, cycle.

Dare, data, debug, debugs, decided, destructive, Dianetics, didn't, difficulty, disaffected, disagreements, disasters, disinterested, do, doesn't, doing, don't, doubt, drugs, duress.

Earlier, eating, else, enough, environment, ethics, evaluation, evil, exec, executive, expecting.

Failed, failures, false, false reported, falsified, favors, felt, fixed, followed, for, forwarded, from.

Gave, get, getting, give, given, got, granting.

Handle, handling, has, hat, have, having, help, here, hit, hostile, hung up.

Ill, in, inactive, inadequate, incomplete, intention, invalidation, is, it.

Know.

Lazy, leave, left, like, lines, losses.

Make, many, medicine, member, members, messed up, missed, missing, misunderstood, misuse, moonlighting.

Neglecting. news, no, not, nothing.

Of, off, on, opinions, or, orders, originated, other, others, out, out-ethics, outexchange, out-Int, out-list, out-2D, overloaded, overts, overwhelmed, own.

Paid, past, personnel, Phase One-ing, physically, policy, post, practice, pretending, problem, problems, protecting, PTS, public, purpose.

Q and A.

Reality, really, receiving, refer, removed, reported, restim, road, rushed.

Say, Scientology, seeking, seldom, senior, should, similar, sleep, solutions, solve, some, someone, something, somewhere, sort, special, staff, stat, status, stops, student, study, subject.

Taken, tech, than, the, there, things, third partying, through, time, to, told, too, training, trouble, troubles, trying, 2D.

Undermanned, unhatted, unjustly, unusual, upset, use, using.

Was, were, weren't, what, why, with, withhold, withholding, withholds, won't, words, work, worse, wrong.

You, your.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 DECEMBER 1980

Remimeo  
LC N/W Estab Flag  
Cont LRH Comms  
Tech/Qual  
HCO

*Confessional Form 12R*

**LRH COMMUNICATOR CONFESSIONAL LIST**

*Ref:*  
HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must be on or have done a Confessional course or internship in the handling of Confessionals.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family and the world at large.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

1. HAVE YOU JOINED THE LRH COMM NETWORK UNDER FALSE PRETENSE?? \_\_\_\_\_
2. DO YOU HAVE ANY INTENTION OF BLOWING FROM THE LRH COMM NETWORK? \_\_\_\_\_
3. HAVE YOU EVER NOT COMPLETED A PROGRAM YOU SHOULD HAVE? \_\_\_\_\_
4. HAVE YOU EVER FAILED TO DEBUG A PROGRAM OR TARGET WHEN IT WAS STALLED? \_\_\_\_\_
5. HAVE YOU EVER FAILED TO USE AN LRH COMM CORRECTION FORM WHEN YOU KNEW IT WAS NECESSARY? \_\_\_\_\_
6. HAVE YOU EVER NEGLECTED TO GET A FLUBBING STAFF MEMBER CORRECTED SO HE COULD COMPLY? \_\_\_\_\_
7. HAVE YOU EVER JUST DONE EASY TARGETS ON A PROGRAM? \_\_\_\_\_
8. HAVE YOU EVER FAILED TO DO "RECEIPT AND DUPLICATION" ON A NEW PROGRAM OR ORDER? \_\_\_\_\_

9. HAVE YOU NEGLECTED TO SEE THAT STAFF MEMBERS DID "RECEIPT AND DUPLICATION" ON A NEW PROGRAM OR ORDER? \_\_\_\_\_
10. HAVE YOU COUNTED COMPLIANCES ON PROGRAMS OR ORDERS THAT YOU HAVE NOT CLAY DEMOED? \_\_\_\_\_
11. HAVE YOU EVER FAILED IY) ENSURE THAT YOU OR A STAFF MEMBER COMPLETELY UNDERSTOOD A PROGRAM OR ORDER? \_\_\_\_\_
12. HAVE YOU NEGLECTED TO ENSURE THAT ALL STAFF WHO SHOULD HAVE COPIES OF PROGRAMS ACTUALLY HAVE THEM? \_\_\_\_\_
13. WAS THERE SOME PROGRAM YOU DIDN'T LIKE, SO DIDN'T PUSH IT? \_\_\_\_\_
14. HAVE YOU EVER FAILED TO EXECUTE A PROGRAM OR TARGET YOU KNEW WAS VITAL TO ORG ESTABLISHMENT? \_\_\_\_\_
15. HAVE YOU EVER HOBBYHORSED A LESSER PRIORITY PROGRAM JUST TO GET YOUR STATS UP? \_\_\_\_\_
16. HAVE YOU CHANGED THE PROGRAM PRIORITIES? \_\_\_\_\_
17. HAVE YOU EVER JUST PUSHED A STAT INSTEAD OF GETTING IN A PROGRAM TO HANDLE THE AREA? \_\_\_\_\_
18. HAVE YOU EVER SENT A COMPLIANCE REPORT WITHOUT CHECKING TO MAKE SURE THE ORDER WAS FULLY DONE? \_\_\_\_\_
19. HAVE YOU EVER COME TO A CONCLUSION WITHOUT PERSONAL OBSERVATION OF THE AREA OR SCENE? \_\_\_\_\_
20. HAVE YOU REPORTED COMPLIANCE TO TARGETS AND PROGRAMS WHICH FAILED TO STAY IN, AS THEY WERE NOT FULL, HONEST DONES? \_\_\_\_\_
21. HAVE YOU EVER REPORTED AN ORDER OR TARGET AS DONE YET FAILED TO SEND A COMPLIANCE REPORT? \_\_\_\_\_
22. HAVE YOU EVER FALSELY REPORTED JUST TO MAKE YOURSELF LOOK GOOD? \_\_\_\_\_
23. HAVE YOU NEGLECTED TO IMMEDIATELY AND FULLY REPORT URGENT SITUATIONS IN YOUR ORG OR AREA? \_\_\_\_\_
24. HAVE YOU EVER NOT REPORTED SOMETHING WHEN YOU SHOULD HAVE? \_\_\_\_\_
25. HAVE YOU EVER SENT UP A REPORT SLANTED TO MAKE SOMEONE LOOK BAD? \_\_\_\_\_

26. HAVE YOU EVER SENT UP A REPORT SLANTED TO MAKE SOMEONE LOOK GOOD? \_\_\_\_\_
27. HAVE YOU EVER FAILED TO WRITE A REPORT ON SOMEBODY BECAUSE HE WAS YOUR FRIEND? \_\_\_\_\_
28. HAVE YOU EVER REPORTED ON SOMEONE JUST TO GET EVEN? \_\_\_\_\_
29. HAVE YOU EVER FAILED TO REPORT ON SOMEBODY BECAUSE YOU WERE AFRAID OF WHAT MIGHT HAPPEN? \_\_\_\_\_
30. HAVE YOU EVER NEGLECTED TO REPORT CROSS ORDERS OR LOCAL ARBITRARIES? \_\_\_\_\_
31. HAVE YOU WITHHELD VITAL INFORMATION? \_\_\_\_\_
32. HAVE YOU EVER GONE AHEAD AND IMPLEMENTED AN ORDER YOU FELT WAS DESTRUCTIVE OR ILLEGAL? \_\_\_\_\_
33. HAVE YOU EVER ISSUED A DESTRUCTIVE ORDER? \_\_\_\_\_
34. HAVE YOU EVER FAILED TO COMPLY WITH A VALID ORDER FROM YOUR SENIORS? \_\_\_\_\_
35. HAVE YOU EVER FAILED TO ANSWER A TELEX OR DESPATCH FROM YOUR SENIORS? \_\_\_\_\_
36. HAVE YOU EVER QUERIED A PROGRAM OR ORDER JUST BECAUSE YOU DIDN'T WANT TO CONFRONT IT? \_\_\_\_\_
37. HAVE YOU EVER SUSPECTED THAT A STAT WAS FALSE AND FAILED TO INVESTIGATE AND REPORT IT? \_\_\_\_\_
38. HAVE YOU EVER KNOWN THAT A STAT WAS FALSE AND FAILED TO HANDLE AND REPORT IT? \_\_\_\_\_
39. HAVE YOU EVER KNOWN THE WHY FOR A-DOWN STAT AND FAILED TO ACT ON IT? \_\_\_\_\_
40. HAVE YOU EVER NEGLECTED YOUR HATTING, TRAINING OR PROCESSING? \_\_\_\_\_
41. DO YOU HAVE ANY TECH UNCERTAINTIES OR CONFUSIONS? \_\_\_\_\_
42. DO YOU HAVE MISUNDERSTOODS ON POST THAT HAVE NOT BEEN CLEARED UP? \_\_\_\_\_
43. HAVE YOU EVER FAILED TO COMPLETE A CRAMMING ORDER? \_\_\_\_\_
44. HAVE YOU EVER GIVEN OUT DATA WHICH WAS CONTRARY TO HCOBs OR HCO PLs? \_\_\_\_\_

45. HAVE YOU EVER TWISTED THE MEANING OF A POLICY LETTER? \_\_\_\_\_
46. HAVE YOU EVER PRETENDED TO QUOTE HCOBs OR HCO PLs WITHOUT SHOWING THE ACTUAL ISSUE? \_\_\_\_\_
47. HAVE YOU EVER TOLD ANOTHER WHAT LRH MEANT IN AN HCOB OR HCO PL? \_\_\_\_\_
48. HAVE YOU EVER PREVENTED TECH OR POLICY FROM BEING KNOWN OR CORRECTLY USED? \_\_\_\_\_
49. HAVE YOU EVER ALLOWED LRH EDs, HCOBs OR HCO PLs GO UNDISTRIBUTED TO EVERY STAFF MEMBER IN THE ORG REGULARLY AND ON TIME? \_\_\_\_\_
50. HAVE YOU EVER KNOWN ABOUT AN OFF-POLICY SITUATION AND FAILED TO CORRECT IT? \_\_\_\_\_
51. HAVE YOU EVER CONTRIBUTED TO AN OFF-POLICY SITUATION? \_\_\_\_\_
52. HAVE YOU EVER FAILED TO ENFORCE LRH POLICY YOU KNEW WAS NEEDED? \_\_\_\_\_
53. HAVE YOU FAILED TO GET IN LRH HCOBs YOU KNEW WERE OUT? \_\_\_\_\_
54. HAVE YOU EVER FAILED TO CRAM OR RETREAD A TECH TEKMINAL WHEN YOU KNEW HIS TECH WAS OUT? \_\_\_\_\_
55. HAVE YOU EVER BACKED OFF FROM TECH AREAS BECAUSE YOU WEREN'T TECH TRAINED? \_\_\_\_\_
56. HAVE YOU EVER FAILED TO SEE THAT THE DUTIES OF A KOT WERE CARRIED OUT? \_\_\_\_\_
57. HAVE YOU EVER FAILED TO ENSURE COURSES AND INTERNSHIPS WERE BEING RUN STANDARDLY? \_\_\_\_\_
58. HAVE YOU EVER LET QUICKIE OR SQUIRREL PROCESSING GO UNHANDLED? \_\_\_\_\_
59. HAVE YOU EVER GOTTEN INTO CONFLICT WITH ANOTHER NETWORK? \_\_\_\_\_
60. HAVE YOU EVER WORN ANOTHER HAT COVERTLY? \_\_\_\_\_
61. HAVE YOU EVER FAILED TO KEEP YOUR ADMIN UP-TO-DATE? \_\_\_\_\_
62. HAVE YOU EVER NEGLECTED TO APPLY YOUR CORRECT POST CONDITION? \_\_\_\_\_
63. HAVE YOU FAILED TO KEEP UP-TO-DATE DAILY AND WEEKLY STAT GRAPHS? \_\_\_\_\_
64. HAVE YOU EVER GUESSED YOUR STAT RATHER THAN CALCULATE IT ACCURATELY? \_\_\_\_\_

65. HAVE YOU EVER DONE THE SAME TARGETS WEEK AFTER WEEK JUST TO GET A STAT? \_\_\_\_\_
66. HAVE YOU EVER FALSIFIED A STAT? \_\_\_\_\_
67. HAVE YOU FVER FAILED TO TAKE A PENALTY STAT FOR A REJECTED COMPLIANCE? \_\_\_\_\_
68. HAVE YOU EVER FAILED TO SEND A STAT CORRECTION UP LINES WHEN YOU SHOULD HAVE? \_\_\_\_\_
69. HAVE YOU EVER KEPT YOUR STATS DOWN ON PURPOSE? \_\_\_\_\_
70. HAVE YOU EVER CAUSED THE DISESTABLISHMENT OF A SECTION, UNIT, DEPARTMENT OR DIVISION? \_\_\_\_\_
71. HAVE YOU ALLOWED OTHERS TO UNMOCK A WORKING INSTALLATION? \_\_\_\_\_
72. HAVE YOU ILLEGALLY TRANSFERRED PERSONNEL? \_\_\_\_\_
73. HAVE YOU EVER ALLOWED ANOTHER TO TRANSFER A STAFF MEMBER WITHOUT A PROPERLY APPROVED CSW? \_\_\_\_\_
74. HAVE YOU EVER USED ETHICS HARSHLY OR ILLEGALLY? \_\_\_\_\_
75. HAVE YOU EVER PERMITTED ANOTHER TO APPLY HARSH OR ILLEGAL ETHICS? \_\_\_\_\_
76. HAVE YOU EVER FAILED TO APPLY ETHICS AT ALL? \_\_\_\_\_
77. HAVE YOU CONTRIBUTED TO AN OUT-ETHICS ACT OR SITUATION? \_\_\_\_\_
78. HAVE YOU EVER ASSIGNED A LOWER CONDITION TO AN UPSTAT STAFF MEMBER OR AREA? \_\_\_\_\_
79. HAVE YOU EVER BACKED OFF FROM ASSIGNING AN ETHICS CONDITION TO A STAFF MEMBER? \_\_\_\_\_
80. HAVE YOU EVER BEEN LATE OR ABSENT FROM POST WITHOUT YOUR SENIOR'S OKAY? \_\_\_\_\_
81. HAVE YOU EVER BRUSHED OFF AN INVESTIGATION AND NOT PULLED ALL THE STRINGS? \_\_\_\_\_
82. HAVE YOU EVER NEGLECTED TO USE PERSONAL CONTACT WHEN YOU SHOULD HAVE? \_\_\_\_\_
83. HAVE YOU EVER Q-AND-Aed WITH GETTING A TARGET OR PROGRAM DONE? \_\_\_\_\_
84. HAVE YOU EVER HAD BACKOFF FROM AN EXEC OR STAFF MEMBER? \_\_\_\_\_

85. HAVE YOU EVER FAILED TO CORRECT AN EXEC OR STAFF MEMBER WHOSE OMISSIONS OR COMMISSIONS ENDANGERED THE ORG, ITS STATS OR ITS STAFF? \_\_\_\_\_
86. HAVE YOU EVER NATTERED ABOUT A STAFF MEMBER OR EXEC? \_\_\_\_\_
87. HAVE YOU FAILED TO SEE THAT THE ORG WAS WELL ESTABLISHED? \_\_\_\_\_
88. HAVE YOU FAILED TO SEE THAT HCO WAS WELL ESTABLISHED? \_\_\_\_\_
89. HAVE YOU ALLOWED EXEC POSTS TO GO UNFILLED OR BE IMPROPERLY FILLED? \_\_\_\_\_
90. HAVE YOU FAILED TO SEE THAT HCO IS FUNCTIONING AND IS EFFECTIVE? \_\_\_\_\_
91. HAVE YOU ALLOWED STAFF BLOWS TO GO UNHANDLED? \_\_\_\_\_
92. HAVE YOU EVER JUST PUSHED QSH? \_\_\_\_\_
93. HAVE YOU EVER MISUSED YOUR AUTHORITY? \_\_\_\_\_
94. HAVE YOU EVER APPROVED PROMO THAT WAS OF POOR QUALITY OR OFF-POLICY? \_\_\_\_\_
95. HAVE YOU EVER FAILED TO CHECK THE QUALITY OF PROMO BEING PRINTED? \_\_\_\_\_
96. HAVE YOU EVER ALLOWED PROMO TO BE PRINTED WITHOUT ISSUE AUTHORITY? \_\_\_\_\_
97. HAVE YOU EVER MISUSED YOUR POSITION AS ISSUE AUTHORITY? \_\_\_\_\_
98. HAVE YOU EVER GRANTED ISSUE AUTHORITY IN EXCHANGE FOR SOME SPECIAL FAVOR? \_\_\_\_\_
99. HAVE YOU NEGLECTED YOUR ISSUE AUTHORITY HAT? \_\_\_\_\_
100. HAVE YOU EVER GIVEN SOMETHING ISSUE AUTHORITY WITHOUT REALLY STUDYING IT? \_\_\_\_\_
101. HAVE YOU FAILED TO SET UP A PROPER OFFICE FOR LRH? \_\_\_\_\_
102. HAVE YOU EVER ALLOWED LRH'S OFFICE TO BE DIMANTLED? \_\_\_\_\_
103. HAVE YOU EVER PERMITTED LRH'S OFFICE TO BE MISUSED? \_\_\_\_\_



104. HAVE YOU FAILED TO PUT STAFF OR PUBLIC IN COMM WITH RON? \_\_\_\_\_
105. HAVE YOU STALEDATED SO #1 LETTERS? \_\_\_\_\_
106. HAVE YOU STALEDATED OR DELAYED ANY LRH TRAFFIC? \_\_\_\_\_
107. HAVE YOU EVER SENT DEV-T TO LRH? \_\_\_\_\_
108. HAVE YOU EVER FAILED TO UPHOLD LRH'S IMAGE? \_\_\_\_\_
109. HAVE YOU EVER THIRD-PARTIED OR BELITTLED LRH TO ORG STAFF OR PUBLIC? \_\_\_\_\_
110. HAVE YOU EVER SHOWN UP FOR POST SLOPPILY DRESSED OR BADLY GROOMED? \_\_\_\_\_
111. HAVE YOU EVER MISREPRESENTED LRH? \_\_\_\_\_
112. HAVE YOU EVER LIED ABOUT LRH OR HIS FAMILY? \_\_\_\_\_
113. HAVE YOU EVER DONE ANYTHING WHILE BEING AN LRH COMM WHICH YOU'D BE ASHAMED TO REPORT? \_\_\_\_\_
114. IS THERE SOMETHING YOU WOULDN'T WANT YOUR SENIORS TO KNOW ABOUT? \_\_\_\_\_
115. IS THERE SOMETHING YOU WOULDN'T WANT LRH TO KNOW ABOUT? \_\_\_\_\_
116. IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH? \_\_\_\_\_
117. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? \_\_\_\_\_
118. IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED? \_\_\_\_\_
119. IN THIS CONFESSIONAL, HAVE YOU TOLD ALL? \_\_\_\_\_

Give the pc the Proclamation of Forgiveness:

**BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY SCIENTOLOGISTS.**

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the withhold session. (Ref: HCO PL 10 Nov. 78RA I, PROCLAMATION: POWER TO FORGIVE ADDITION)

*(Note: If this is being done as an HCO Confessional, the Pr-oclamation of Forgiveness is omitted.)*

L. RON HUBBARD  
 Founder  
 Assisted by  
 Mission Issues Revision

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 DECEMBER 1980

Remimeo  
FFR  
Cont FRs  
Tech/Qual

*Confessional Form 11R*

**FLAG REP CONFESSIONAL LIST**

*Ref:*  
HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must be on or have done a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 Nov. 78, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family and the world at large.

AUDITOR: \_\_\_\_\_ PRECLEAR: \_\_\_\_\_

ORG: \_\_\_\_\_ DATE: \_\_\_\_\_

1. HAVE YOU JOINED THE FLAG REP NETWORK UNDER FALSE PRETENSES? \_\_\_\_\_
2. DO YOU HAVE ANY INTENTION OF BLOWING FROM THE FR NETWORK? \_\_\_\_\_
3. HAVE YOU EVER FAILED TO COMPLETE A PROGRAM THAT YOU SHOULD HAVE? \_\_\_\_\_
4. HAVE YOU EVER FAILED TO DEBUG A PROGRAM OR TARGET WHEN IT WAS STALLED? \_\_\_\_\_
5. HAVE YOU EVER NEGLECTED TO GET A FLUBBING STAFF MEMBER CORRECTED SO HE COULD COMPLY? \_\_\_\_\_
6. HAVE YOU EVER DONE JUST THE EASY TARGETS ON A PROGRAM? \_\_\_\_\_
7. HAVE YOU EVER FAILED TO DO "RECEIPT AND DUPLICATION" ON A NEW PROGRAM? \_\_\_\_\_
8. HAVE YOU NEGLECTED TO SEE THAT STAFF MEMBERS DO "RECEIPT AND DUPLICATION" ON A NEW PROGRAM? \_\_\_\_\_
9. HAVE YOU EVER FAILED TO SEE THAT YOU OR A STAFF MEMBER COMPLETELY UNDERSTOOD A PROGRAM? \_\_\_\_\_

10. HAVE YOU NEGLECTED TO ENSURE THAT ALL STAFF WHO SHOULD, HAVE COPIES OF THEIR PROGRAMS? \_\_\_\_\_
11. WAS THERE SOME PROGRAM YOU DIDN'T LIKE, SO YOU DIDN'T PUSH IT? \_\_\_\_\_
12. HAVE YOU EVER FAILED TO EXECUTE A PROGRAM OR TARGET THAT YOU KNEW WAS VITAL TO ORG EXPANSION? \_\_\_\_\_
13. HAVE YOU EVER PUSHED A TARGET OR PROGRAM WHICH WAS NOT COORDINATED WITH ACTIONS OTHER EXECS WERE PUSHING IN THE SAME AREA? \_\_\_\_\_
14. HAVE YOU EVER HOBBYHORSED A LESSER-PRIORITY PROGRAM JUST TO GET YOUR STATS UP? \_\_\_\_\_
15. HAVE YOU CHANGED PROGRAM PRIORITIES AS SET FROM FLAG? \_\_\_\_\_
16. HAVE YOU EVER REPORTED COMPLIANCE BASED ON A STAFF MEMBER'S ATTEST WITHOUT FULL PERSONAL INSPECTION? \_\_\_\_\_
17. HAVE YOU REPORTED COMPLIANCE TO TARGETS AND PROGRAMS WHICH FAILED TO STAY IN, AS THEY WERE NOT FULL, HONEST DONES? \_\_\_\_\_
18. HAVE YOU EVER SENT A COMPLIANCE REPORT WITHOUT CHECKING TO MAKE SURE THE ORDER WAS FULLY DONE? \_\_\_\_\_
19. HAVE YOU EVER REPORTED AN ORDER OR TARGET AS DONE YET FAILED TO SEND A COMPLIANCE REPORT? \_\_\_\_\_
20. HAVE YOU EVER LISTENED TO OTHERS FOR DATA RATHER THAN LOOKED YOURSELF? \_\_\_\_\_
21. HAVE YOU EVER FALSELY REPORTED JUST TO MAKE YOURSELF LOOK GOOD? \_\_\_\_\_
22. HAVE YOU NEGLECTED TO IMMEDIATELY AND FULLY REPORT URGENT SITUATIONS IN YOUR ORG OR AREA? \_\_\_\_\_
23. HAVE YOU EVER NOT REPORTED SOMETHING WHEN YOU SHOULD HAVE? \_\_\_\_\_
24. HAVE YOU EVER WITHHELD VITAL INFORMATION? \_\_\_\_\_
25. HAVE YOU EVER SENT UP A REPORT SLANTED TO MAKE SOMEONE LOOK BAD? \_\_\_\_\_
26. HAVE YOU EVER SENT UP A REPORT SLANTED TO MAKE SOMEONE LOOK GOOD? \_\_\_\_\_
27. HAVE YOU EVER FAILED TO REPORT ON SOMEBODY BECAUSE HE WAS YOUR FRIEND? \_\_\_\_\_

28. HAVE YOU EVER FAILED TO REPORT SOMETHING BECAUSE YOU WERE AFRAID OF WHAT MIGHT HAPPEN? \_\_\_\_\_
29. HAVE YOU EVER REPORTED ON A STAFF MEMBER JUST TO GET EVEN? \_\_\_\_\_
30. HAVE YOU EVER SENT UP A VAGUE OR GENERAL REPORT? \_\_\_\_\_
31. HAVE YOU EVER NEGLECTED TO REPORT ON CROSS ORDERS OR LOCAL ARBITRARIES? \_\_\_\_\_
32. HAVE YOU EVER NEGLECTED TO ANSWER A TELEX OR DESPATCH FROM FLAG OR ONE OF YOUR SENIORS? \_\_\_\_\_
33. HAVE YOU EVER GONE AHEAD AND EXECUTED AN ORDER YOU FELT WAS DESTRUCTIVE OR ILLEGAL? \_\_\_\_\_
34. HAVE YOU EVER GIVEN ILLEGAL ORDERS? \_\_\_\_\_
35. HAVE YOU EVER NEGLECTED TO COMPLY WITH A VALID ORDER FROM FLAG OR FROM YOUR SENIORS? \_\_\_\_\_
36. HAVE YOU EVER QUERIED A PROGRAM OR ORDER JUST BECAUSE YOU DIDN'T WANT TO CONFRONT IT? \_\_\_\_\_
37. HAVE YOU EVER SUSPECTED THAT A STAT WAS FALSE AND FAILED TO INVESTIGATE AND REPORT IT? \_\_\_\_\_
38. HAVE YOU EVER KNOWN A STAT WAS FALSE AND FAILED TO HANDLE AND REPORT IT? \_\_\_\_\_
39. HAVE YOU EVER JUST PUSHED A STAT? \_\_\_\_\_
40. HAVE YOU EVER KNOWN THE WHY FOR A DOWN STAT AND FAILED TO ACT ON IT? \_\_\_\_\_
41. HAVE YOU EVER FAILED TO KEEP YOUR LOG SCRUPULOUSLY UP-TO-DATE? \_\_\_\_\_
42. HAVE YOU EVER NEGLECTED TO APPLY YOUR CORRECT POST CONDITION? \_\_\_\_\_
43. HAVE YOU FAILED TO KEEP UP-TO-DATE DAILY AND WEEKLY STAT GRAPHS? \_\_\_\_\_
44. HAVE YOU EVER GUESSED YOUR STAT RATHER THAN CALCULATE IT ACCURATELY? \_\_\_\_\_
45. HAVE YOU EVER WRITTEN A LOT OF SMALL REPORTS JUST TO GET A STATISTIC? \_\_\_\_\_
46. HAVE YOU EVER DONE THE SAME TARGETS WEEK AFTER WEEK JUST TO GET A STATISTIC? \_\_\_\_\_
47. HAVE YOU EVER FALSIFIED A STAT? \_\_\_\_\_
48. HAVE YOU EVER FAILED TO TAKE A PENALTY STAT FOR A REJECTED COMPLIANCE? \_\_\_\_\_

49. HAVE YOU EVER FAILED TO SEND A STAT CORRECTION UP LINES WHEN YOU SHOULD HAVE? \_\_\_\_\_
50. HAVE YOU EVER KEPT YOUR STATS DOWN ON PURPOSE? \_\_\_\_\_
51. HAVE YOU NEGLECTED YOUR HATTING, TRAINING OR PROCESSING? \_\_\_\_\_
52. DO YOU HAVE MISUNDERSTOODS ON POST THAT HAVE NOT BEEN CLEARED UP? \_\_\_\_\_
53. HAVE YOU NEGLECTED TO READ AND UNDERSTAND THE BULLETINS ON HOW TO COUNT PAID COMPS? \_\_\_\_\_
54. HAVE YOU EVER FAILED TO COMPLETE A CRAMMING ORDER? \_\_\_\_\_
55. HAVE YOU EVER GIVEN OUT DATA WHICH WAS CONTRARY TO HCOBs OR HCO PLs? \_\_\_\_\_
56. HAVE YOU EVER PRETENDED TO QUOTE HCOBs OR HCO PLs WITHOUT SHOWING THE ACTUAL ISSUE? \_\_\_\_\_
57. HAVE YOU EVER TOLD ANOTHER WHAT LRH MEANS IN AN HCOB OR PL? \_\_\_\_\_
58. HAVE YOU EVER GOTTEN INTO CONFLICT WITH ANOTHER NETWORK? \_\_\_\_\_
59. HAVE YOU WORN ANOTHER HAT COVERTLY? \_\_\_\_\_
60. HAVE YOU EVER BEEN LATE OR ABSENT FROM POST WITHOUT YOUR SENIOR'S OKAY? \_\_\_\_\_
61. HAVE YOU EVER ASKED STAFF MEMBERS FOR DATA RATHER THAN GOING TO THE ACTUAL RECORDS AND COLLECTING AND VERIFYING THE DATA PERSONALLY? \_\_\_\_\_
62. HAVE YOU EVER FAILED TO BRIEF STAFF OR EXECs ON FLAG PROGRAMS OR INTENTIONS? \_\_\_\_\_
63. HAVE YOU SPENT TOO MUCH TIME AT YOUR DESK INSTEAD OF BEING OUT IN THE ORG INSPECTING OR GETTING COMPLIANCE? \_\_\_\_\_
64. HAVE YOU EVER HOBBYHORSED ONLY CERTAIN AREAS OF AN ORG? \_\_\_\_\_
65. HAVE YOU EVER BRUSHED OFF AN INVESTIGATION AND NOT PULLED ALL THE STRINGS THOROUGHLY? \_\_\_\_\_
66. HAVE YOU EVER Q-AND-Aed WITH GETTING A TARGET DONE? \_\_\_\_\_
67. HAVE YOU EVER NEGLECTED TO USE PERSONAL CONTACT WHEN YOU SHOULD HAVE? \_\_\_\_\_

68. HAVE YOU EVER BACKED OFF FROM AN EXEC OR STAFF MEMBER? \_\_\_\_\_
69. HAVE YOU EVER BACKED OFF FROM HANDLING A STAFF MEMBER OR EXEC WHO WAS NATTERING ABOUT FLAG, FOLO OR ANY SENIOR MANAGEMENT TERMINAL? \_\_\_\_\_
70. HAVE YOU EVER BACKED OFF FROM ASSIGNING AN ETHICS CONDITION TO A STAFF MEMBER OR AN EXEC? \_\_\_\_\_
71. HAVE YOU EVER NATTERED ABOUT A STAFF MEMBER OR EXEC? \_\_\_\_\_
72. HAVE YOU EVER THIRD-PARTIED OR BELITTLED YOUR SENIOR OR SENIOR MANAGEMENT TERMINALS TO ORG STAFF? \_\_\_\_\_
73. HAVE YOU EVER AGREED WITH ANOTHER'S FALSE REPORTS OR ENTHETA CONCERNING FLAG? \_\_\_\_\_
74. HAVE YOU EVER DONE ANYTHING TO HARM FLAG REPUTE? \_\_\_\_\_
75. HAVE YOU EVER SHOWN UP FOR POST SLOPPILY DRESSED OR BADLY GROOMED? \_\_\_\_\_
76. HAVE YOU EVER DONE ANYTHING WHILE A FLAG REP WHICH YOU'D BE ASHAMED TO REPORT? \_\_\_\_\_
77. IN THIS CONFESSIONAL, HAVE YOU TOLD A HALF-TRUTH? \_\_\_\_\_
78. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? \_\_\_\_\_
79. IN THIS CONFESSIONAL, HAS A WITHHOLD BEEN MISSED? \_\_\_\_\_
80. IN THIS CONFESSIONAL, HAVE YOU TOLD ALL? \_\_\_\_\_

Give the pc the Proclamation of Forgiveness:

**BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY SCIENTOLOGISTS.**

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the withhold session. (Ref: HCOB 10 Nov. 78R-1, PROCLAMATION: POWER TO FORGIVE ADDITION)

*Note:* If this is being done as an HCO Confessional, the Proclamation of Forgiveness is omitted.

L. RON HUBBARD  
 Founder  
 Assisted by  
 Mission Issues Revision

1981





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 JANUARY 1981RA

Remimeo  
FESers  
C/Ses

Issue I  
REVISED 9 APRIL 1991

***Auditor Admin Series 24RB***

**FES CHECKLISTS AND SUMMARY**

*Ref:*  
HCOB 24 Jan. 77 TECH CORRECTION ROUNDUP

In order to program a pc for optimum progress up the Grade Chart, a Case Supervisor must have an accurate picture of the full state of case of any pc. The C/S must know of any errors on such things as Int, L&N, drug handling, missed levels, etc., and thus relies on the FESer to provide him with a clear, summarized view of a case.

There are several FES checklists which exist for use by C/Ses to ensure full setups have been done for the major levels. These checklists are filled out by FESers and used by the C/S in programing the case.

FES checklists for starting or continuing New Era Dianetics, Expanded Grades and the False Purpose Rundown are attached to this HCOB. Copies of this HCOB for Flag have an additional FES checklist attached for starting or continuing L10, 11 or 12. These are "Flag Only" rundowns.

The appropriate FES checklist is filled out before starting the major action. Each requisite is checked off on the list to ensure they have all been met. The completed checklist is then attached to the inside left cover of the pc folder.

These checklists, properly used, will prevent pcs from being audited on skipped gradients and will ensure pcs are being fully set up for their next level.

**FES SUMMARY**

In addition to these checklists, an FES Summary form is also attached to this HCOB.

This is an additional tool for C/S use.

The purpose of the FES Summary is to provide the C/S with a list of key items he needs to know to properly program a case.

The FES Summary is filled out by the FESer and it is stapled to the top of the completed FES. Whenever a new FES is done or updated, the summary is also redone or updated.

Items on the summary which are important to handle and should be brought to the attention of the C/S are marked or circled in red. The dates when actions were completed or repaired would be filled in on the summary form as well. The C/S can then easily refer to the FES or Folder Summary to get the exact details as needed.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

**FES SUMMARY**

(Staple to top of completed FES.)

PC NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOTAL NUMBER OF FOLDERS? \_\_\_\_\_

ANY FOLDERS MISSING? \_\_\_\_\_

CURRENT CASE LEVEL? \_\_\_\_\_

*SECURITY DATA:*

PSYCHIATRIC OR INSTITUTIONAL HISTORY? \_\_\_\_\_

EVIDENCE OF ELECTRIC SHOCK, INSULIN OR ANY OTHER SORT OF SHOCK THERAPY? \_\_\_\_\_

BRAIN SURGERY OF ANY KIND? \_\_\_\_\_

TERMINALLY ILL? \_\_\_\_\_

CRIMINAL HISTORY? \_\_\_\_\_

ANY INDICATIONS PERSON MIGHT BE A PLANT? \_\_\_\_\_

SUICIDE ATTEMPTS, SUICIDE THREATS OR EVIDENCE OF PC HAVING SERIOUSLY CONTEMPLATED SUICIDE? \_\_\_\_\_

EVIDENCE THAT PERSON IS PTS TYPE III (Ref: HCOB 24 Nov. 65, SEARCH AND DISCOVERY) OR IS MENTALLY RETARDED OR IS A LUNATIC (Ref: HCO PL 30 Nov. 71, BLIND REGISTRATION)? \_\_\_\_\_

IS PC MEMBER OR EX-MEMBER OF OR IN THE FAMILY OF SOMEONE IN THE MEDIA, POLICE SPY ORGANIZATIONS, GOVERNMENT SPY ORGANIZATIONS SUCH AS THE FBI OR ANY OTHER FEDERAL OR NATIONAL AGENCY IN ANY COUNTRY WHETHER ALREADY KNOWN ABOUT BY HCO OR NOT? \_\_\_\_\_

UNDER HCO INVESTIGATION OR HANDLING? \_\_\_\_\_

PAST OR PRESENT CONNECTIONS TO A SUPPRESSIVE PERSON OR GROUP? \_\_\_\_\_

IS THIS PC AN ILLEGAL PC? \_\_\_\_\_  
(Ref: HCOBs and HCO PLs regarding illegal pcs)

*PTS DATA*

ANY EVIDENCE OF A PTS SITUATION? \_\_\_\_\_

WHAT TYPE? \_\_\_\_\_

PHYSICALLY ILL OR INJURED? \_\_\_\_\_

ANY ROLLER COASTER OR LOSS OF GAINS? \_\_\_\_\_

WAS A PTS C/S-1 EVER DONE? \_\_\_\_\_ WHEN? \_\_\_\_\_

HAS THE PC DONE THE PTS/SP COURSE? \_\_\_\_\_ WHEN? \_\_\_\_\_

PTS INTERVIEWS OK? \_\_\_\_\_

S&Ds OK? \_\_\_\_\_

ANY SIGN OF WRONG PTS ITEMS? \_\_\_\_\_

WAS A PTS RD DONE? \_\_\_\_\_ WHEN? \_\_\_\_\_

IF SO, WAS IT SUCCESSFUL? \_\_\_\_\_

WAS A SUPPRESSED PERSON RD DONE? \_\_\_\_\_ WHEN? \_\_\_\_\_

IF SO, WAS IT SUCCESSFUL? \_\_\_\_\_

IS THE PTS SIT FULLY HANDLED? \_\_\_\_\_

PRETENDED PTS? \_\_\_\_\_ WHAT INDICATORS? \_\_\_\_\_

FALSE PTS? \_\_\_\_\_ WHAT INDICATORS? \_\_\_\_\_

*ETHICS DATA*

DOES PC HAVE A RECURRING OUT-ETHICS SITUATION? \_\_\_\_\_

*DRUGS*

(Note: This is filled out fully regardless of case level of pc.)

HAS PC TAKEN DRUGS? (HALLUCINOGENIC, STREET OR MEDICAL) \_\_\_\_\_

WHICH? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

HAS PC AN ALCOHOL HISTORY? \_\_\_\_\_

DOES PC HAVE A HEAVY DRUG OR ALCOHOL HISTORY? \_\_\_\_\_

\_\_\_\_\_

HAS PC SUCCESSFULLY COMPLETED THE PURIF? \_\_\_\_\_ WHEN? \_\_\_\_\_

OBJECTIVES? \_\_\_\_\_ WHAT? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ WHEN? \_\_\_\_\_

OBJECTIVE TABLE DONE AND ATTACHED? \_\_\_\_\_

SCN DRD WAS RUN TO FULL EP? \_\_\_\_\_ WHEN? \_\_\_\_\_

ANY DRUG OR ALCOHOL REVERSION? \_\_\_\_\_ WHEN? \_\_\_\_\_

DETAILS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*INT DATA*

ANY SIGNS OF OUT INT? \_\_\_\_\_

INT RD DONE? \_\_\_\_\_ WHEN? \_\_\_\_\_

CORRECTED? \_\_\_\_\_ WHEN? \_\_\_\_\_

END OF ENDLESS INT RD? \_\_\_\_\_

INT TABLE DONE? \_\_\_\_\_ INT FES DONE AND ATTACHED? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*LIST DATA*

ANY SIGNS OF OUT-LISTS? \_\_\_\_\_ WRONG WHYS? \_\_\_\_\_

GIVE DETAILS: \_\_\_\_\_

\_\_\_\_\_

2WCs THAT ACT LIKE A LIST? \_\_\_\_\_

\_\_\_\_\_

HAVE LISTS BEEN CULLED, VERIFIED AND CORRECTED? \_\_\_\_\_

WHEN? \_\_\_\_\_

*GRADES*

HAS PC HAD A COMPLETE SCN C/S-1? \_\_\_\_\_

DOES PC UNDERSTAND WHAT AUDITING IS ALL ABOUT? \_\_\_\_\_

LIFE REPAIR DONE IF NEEDED? \_\_\_\_\_ WHEN? \_\_\_\_\_

PC HAS ACHIEVED THE FULL ABILITIES GAINED OF EACH OF THE FOLLOWING GRADES: (Ref: HCO PL 23 Oct. 80R II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES) FILL IN DATE ATTESTED.

ARC SW: SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

SINGLE EXP \_\_\_\_\_ TRIPLE EXP \_\_\_\_\_ QUAD EXP \_\_\_\_\_

GRADE 0: SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

SINGLE EXP \_\_\_\_\_ TRIPLE EXP \_\_\_\_\_ QUAD EXP \_\_\_\_\_

GRADE 1: SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

SINGLE EXP \_\_\_\_\_ TRIPLE EXP \_\_\_\_\_ QUAD EXP \_\_\_\_\_

GRADE 2: SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

SINGLE EXP \_\_\_\_\_ TRIPLE EXP \_\_\_\_\_ QUAD EXP \_\_\_\_\_

GRADE 3: SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

SINGLE EXP \_\_\_\_\_ TRIPLE EXP \_\_\_\_\_ QUAD EXP \_\_\_\_\_

GRADE 4: SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

SINGLE EXP \_\_\_\_\_ TRIPLE EXP \_\_\_\_\_ QUAD EXP \_\_\_\_\_

ANY EVIDENCE OF OUT-GRADES? \_\_\_\_\_ LIST SPECIFICS \_\_\_\_\_

*FALSE PURPOSE RUNDOWN*

FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_  
FORM \_\_\_\_\_ WHEN? \_\_\_\_\_ EP? \_\_\_\_\_

WAS PC SET UP FOR FPRD PER HCOB 11 June 84, C/Sing THE FALSE PURPOSE RUNDOWN? (If not, what was missing.) \_\_\_\_\_

\_\_\_\_\_

DID PC COMPLETE FPRD PGM? \_\_\_\_\_ WHEN? \_\_\_\_\_

EP OF PROGRAM? \_\_\_\_\_

*NEW ERA DIANETICS/DIANETICS*

(Note: This is filled out fully regardless of case level of pc.)

HAS PC HAD A COMPLETE DIANETIC C/S-1? \_\_\_\_\_

DIANETICS WAS RUN: \_\_\_\_\_

SINGLE FLOW \_\_\_\_\_ TRIPLE FLOW \_\_\_\_\_ QUAD FLOW \_\_\_\_\_

ARE THERE UNRUN FLOWS OR UNHANDLED BOGGED FLOWS? \_\_\_\_\_

DN DRD WAS RUN TO FULL EP? \_\_\_\_\_ WHEN? \_\_\_\_\_

ANY UNRUN NO-INTEREST ITEMS ON DRD? \_\_\_\_\_

DRUG LIST F/Ned? \_\_\_\_\_ WHEN? \_\_\_\_\_

END OF ENDLESS DRD REPAIR LIST DONE? \_\_\_\_\_ WHEN? \_\_\_\_\_

ANY NED RUNDOWNS PER NED SERIES 16RA DONE? \_\_\_\_\_

WHICH ONE(S)? \_\_\_\_\_

ANY BOGGED OR INCOMPLETE NED RDs? \_\_\_\_\_

CAN RUN R3RA EASILY? \_\_\_\_\_

CAN FIND, RUN AND ERASE ENGRAMS? \_\_\_\_\_

CAN RUN WHOLE TRACK? \_\_\_\_\_

*EXPANDED DIANETICS*

SINGLE FLOW \_\_\_\_\_ TRIPLE FLOW \_\_\_\_\_ QUAD FLOW \_\_\_\_\_

LIST ANY EXDN RUNDOWNS DONE: \_\_\_\_\_

ANY BOGGED OR INCOMPLETE EXDN RUNDOWNS? \_\_\_\_\_

ANY R/Ses OR EVIL PURPS FOUND WHICH WERE NOT PREVIOUSLY  
CULLED AND RUN? \_\_\_\_\_

*POWER*

POWER (GRADE V): SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

POWER PLUS (GRADE VA): SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

*R6EW*

SINGLE \_\_\_\_\_ TRIPLE \_\_\_\_\_ QUAD \_\_\_\_\_

ARE THERE ANY UNRUN FLOWS OR UNHANDLED BOGGED FLOWS ON  
ANY OF THE ABOVE? (GRADES, FPRD, DIANETICS, EXDN, POWER OR  
R6EW) \_\_\_\_\_

*CLEAR DATA*

DID CLEARING COURSE AND ACHIEVED FULL EP? \_\_\_\_\_

DIANETIC CLEAR? \_\_\_\_\_

*CLEAR CERTAINTY RUNDOWN:*

HAS CASE HAD A STANDARD CCRD? \_\_\_\_\_ WHEN? \_\_\_\_\_

WAS CASE PROPERLY SET UP FOR CCRD? \_\_\_\_\_

IF HASN'T HAD CCRD, HAS HAD A DCSI? \_\_\_\_\_ WHEN? \_\_\_\_\_

HAS HAD PROPER EVIDENCES OF CLEAR? \_\_\_\_\_

WHERE IN FOLDER? \_\_\_\_\_

HAD FULL EP OF REHABILITATION OF DN CLEAR? \_\_\_\_\_ WHEN? \_\_\_\_\_

ANY EVIDENCE OF DN CLEAR OUTNESS? \_\_\_\_\_

DN CLEAR OUTNESS FULLY HANDLED? \_\_\_\_\_

PC MANIFESTING NEED FOR CCRD? \_\_\_\_\_

IF CCRD/DCSI DETERMINED PC NOT CLEAR, IS PC FULLY SATISFIED WITH THIS AND NO ATTENTION ON WHETHER CLEAR OR NOT? \_\_\_\_\_

\_\_\_\_\_

HAS PC FALSELY ATTESTED TO CLEAR? \_\_\_\_\_

\_\_\_\_\_

IF YES, HAVE CERTIFICATES FOR THESE BEEN CANCELLED? \_\_\_\_\_

\_\_\_\_\_

HAS PC BEEN ASSERTING THAT HE HAS ALWAYS BEEN CLEAR? \_\_\_\_\_

\_\_\_\_\_

*SUNSHINE RUNDOWN*

HAS PC DONE THE SUNSHINE RUNDOWN TO EP? \_\_\_\_\_

*SOLO AUDITOR TRAINING*

HAS THE SOLO AUDITOR COURSE PART ONE BEEN DONE? \_\_\_\_\_

HAS THE SOLO AUDITOR COURSE PART TWO BEEN DONE? \_\_\_\_\_

*OT PREPARATION*

C/S 53 \_\_\_\_\_ EXP GF 40 \_\_\_\_\_

OTHER ACTIONS DONE AS PART OF OT PREPS: \_\_\_\_\_



*OT ELIGIBILITY*

DOES PC HAVE A VALID "ELIGIBLE FOR OT LEVELS" CHIT? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

IF ELIGIBILITY CHECK NOT PASSED, DOES PC HAVE AN ELIGIBILITY PROGRAM? \_\_\_\_\_

*PRE-OT LEVELS*

HAS ACHIEVED THE FULL EP ON EACH OF THE FOLLOWING (ALSO FILL IN DATE ATTESTED): \_\_\_\_\_

NEW OT I \_\_\_\_\_

OT I \_\_\_\_\_

OT II \_\_\_\_\_

OT III \_\_\_\_\_

OT VII \_\_\_\_\_

OT III EXP \_\_\_\_\_

NEW OT IV (OT Drug Rundown) \_\_\_\_\_

OT IV \_\_\_\_\_

NEW OT V (Audited NOTs) \_\_\_\_\_

OT V \_\_\_\_\_

NEW OT VI (Solo NOTs Auditing Course) \_\_\_\_\_

OT VI \_\_\_\_\_

NEW OT VII (Solo NOTs) \_\_\_\_\_

*OT LEVELS*

NEW OT VIII (Truth Revealed) \_\_\_\_\_

NEW OT IX (Orders of Magnitude) \_\_\_\_\_

NEW OT X (Character) \_\_\_\_\_

NEW OT XI (Operating) \_\_\_\_\_

NEW OT XII (Future) \_\_\_\_\_

NEW OT XIII \_\_\_\_\_

NEW OT XIV \_\_\_\_\_

NEW OT XV \_\_\_\_\_

*HUBBARD KEY TO LIFE COURSE*

KTL CLAY TABLE AUDITING DONE? \_\_\_\_\_ WHEN? \_\_\_\_\_

IF SO, WAS IT TAKEN TO FULL EP? \_\_\_\_\_

*HUBBARD LIFE ORIENTATION COURSE*

LOC CLAY TABLE AUDITING DONE? \_\_\_\_\_ WHEN? \_\_\_\_\_

IF SO, WAS IT TAKEN TO FULL EP? \_\_\_\_\_

*SUPER POWER*

HAS HAD SUPER POWER? \_\_\_\_\_ WHEN? \_\_\_\_\_

ANY RUNDOWNS NOT TAKEN TO FULL EP? \_\_\_\_\_

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NOTE ANY OTHER MAJOR RUNDOWNS PC MAY HAVE HAD, AND WHETHER OR NOT THESE WERE TAKEN TO FULL EP (HRD, METHOD ONE WORD CLEARING, ETC.): \_\_\_\_\_

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NOTE WITH FULL DETAILS ANY QUICKIED AND/OR FALSELY DECLARED RD OR LEVEL:

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FURTHER CASE DATA

DOES PC GET TA ACTION? \_\_\_\_\_ HOW MUCH PER HOUR? \_\_\_\_\_

IF PC DOES NOT GET TA ACTION IN PT, HAS ANYTHING PRODUCED TA IN THE PAST? \_\_\_\_\_

WHAT? \_\_\_\_\_

WHEN WAS LAST TIME TA ACTION WAS GOTTEN? \_\_\_\_\_

MAKES CASE GAIN? \_\_\_\_\_

COMPLAINS OF NO GAIN? \_\_\_\_\_

IS PC COMPLAINING ABOUT AUDITING? \_\_\_\_\_

SOMETHING PC FEELS HASN'T BEEN HANDLED? \_\_\_\_\_

ANY CHRONIC SOMATICS? \_\_\_\_\_

ANY RECURRING PHYSICAL PROBLEMS? \_\_\_\_\_

IS PC DISSATISFIED WITH ANY LEVEL? \_\_\_\_\_

ANY RECURRING ITEMS, TERMINALS OR CONDITIONS? \_\_\_\_\_

ANY UNCHANGING CHARACTERISTIC? \_\_\_\_\_

HIDDEN STANDARD? \_\_\_\_\_

EARLIER PRACTICES? \_\_\_\_\_

HAD EXP GF 40? WHEN? TO F/Ning? \_\_\_\_\_

WHAT ITEMS HANDLED? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

IF PC HAD LX LISTS HANDLED, WERE THEY TAKEN TO THEIR EP? \_\_\_\_\_

WHEN? \_\_\_\_\_

DOES PC HAVE FREQUENT OUT-RUDS? \_\_\_\_\_

WHAT TERMINALS ARE INVOLVED? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

HAS PC R/Sed? GIVE DETAILS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

HAS PC R/Sed ON SUBJECTS CONNECTED TO SCN (LIST 1)? \_\_\_\_\_

WERE ALL MECHANICAL FACTORS CHECKED AT TIME OF REPORTED R/S(es)? \_\_\_\_\_

HAVE R/Ses BEEN FULLY HANDLED (and if so by what means)? \_\_\_\_\_

TA IN NORMAL RANGE? \_\_\_\_\_

HAS HIGH TA? \_\_\_\_\_ HAS LOW TA? \_\_\_\_\_

HAS HAD FALSE TA HANDLING? \_\_\_\_\_ WHAT? \_\_\_\_\_

DID IT HANDLE TA PROBLEMS? \_\_\_\_\_

HAS HAD C/S 53RM TO F/Ning LIST? \_\_\_\_\_ WHEN? \_\_\_\_\_

DID C/S 53RM HANDLE TA PROBLEMS/CASE OUTNESSES? \_\_\_\_\_

HAS PC HAD C/S 37R? \_\_\_\_\_

HAS PC HAD C/S SERIES 99RB? \_\_\_\_\_

HAS PC F/Ned WHAT HE WAS ASKED? (C/S SERIES 89)? \_\_\_\_\_

DOES PC HAVE BPC ON PREPARED LISTS? \_\_\_\_\_

DOES PC COMPLAIN OF OVERREPAIR? \_\_\_\_\_

IF SO, HAS PC HAD REPAIR CORRECTION LIST? TO GOOD RESULT? \_\_\_\_\_

CAN GO BACKTRACK EASILY? \_\_\_\_\_

HAS HAD PAST TRACK REMEDIES? \_\_\_\_\_

CAN FIND AND RUN FLOW 2's (OVERTS)? \_\_\_\_\_

DOES PC RESPOND TO CONFSSIONAL TECH? \_\_\_\_\_

GETS OFF O/Ws? \_\_\_\_\_

HAS HAD "NO OVERTS" REMEDIES? \_\_\_\_\_

IF PC HAS HAD "NO OVERTS" REMEDIES, DID IT RESOLVE THE CONDITION? \_\_\_\_\_

ANY EVIDENCE OF QUICKIE LEVELS? \_\_\_\_\_

IS PC A HEAVILY CHARGED CASE WHO F/NS EASILY BUT RUNS LITTLE?  
(If yes, give details) \_\_\_\_\_

DOES PC ASSERT UNREAL OR FALSE CASE STATES? \_\_\_\_\_

ANY MAJOR ACTIONS RUN TWICE? \_\_\_\_\_

IS PC IN THE MIDDLE OF ANY MAJOR ACTION(S)? \_\_\_\_\_

HAVE ANY MAJOR ACTIONS BEEN LEFT INCOMPLETE OR NOT TAKEN  
TO FULL EP? \_\_\_\_\_

IS PC READING HEAVILY ON PAST GRADES OR ACTIONS OR THEIR  
SUBJECT MATTER? \_\_\_\_\_

ANY POINTS WHERE PC WAS DOING REALLY WELL AND THEN BOGGED?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WAS THIS HANDLED? \_\_\_\_\_

IS PC CURRENTLY DOING WELL WITH NO COMPLAINTS? \_\_\_\_\_

ADDITIONAL COMMENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HAS THE HANDLING COLUMN OF THE FES BEEN UPDATED TO PT? \_\_\_\_\_

\_\_\_\_\_  
FESer's Signature

\_\_\_\_\_  
FESer's Training Level

**FES CHECKLIST FOR  
 STARTING OR CONTINUING EXPANDED GRADES**  
 (Attach to the inside left cover of the folder.)

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

PC'S CASE LEVEL \_\_\_\_\_

1. Pc is not in the middle of another major action. \_\_\_\_\_
2. TA is in normal range or has been handled in full. \_\_\_\_\_
3. No trouble with Int or Int has been fully handled. \_\_\_\_\_
4. Lists (L&N lists, including Why Finding, etc.) okay or have been properly corrected. \_\_\_\_\_
5. Pc is not PTS or has been fully handled. \_\_\_\_\_
6. Pc has had a full and complete Scn C/S-1 and understands auditing. \_\_\_\_\_
7. Life Repair complete if needed. \_\_\_\_\_
8. Purif RD fully done. \_\_\_\_\_
9. Full Objectives done. \_\_\_\_\_
10. Scn DRD fully complete. \_\_\_\_\_
11. Pc has been fully Tripled or Quaded and does not have unrun flows. \_\_\_\_\_
12. Pc is not in Non-Interference Area. \_\_\_\_\_
13. Resistiveness fully handled with GF 40X if needed. \_\_\_\_\_
14. Each prior grade has been run to full EP on all flows with good Success Stories: \_\_\_\_\_
 

ARC SW:	Triple _____	Quad _____	Exp Triple _____	Exp Quad _____
GRADE 0:	Triple _____	Quad _____	Exp Triple _____	Exp Quad _____
GRADE 1:	Triple _____	Quad _____	Exp Triple _____	Exp Quad _____
GRADE 2:	Triple _____	Quad _____	Exp Triple _____	Exp Quad _____
GRADE 3:	Triple _____	Quad _____	Exp Triple _____	Exp Quad _____
GRADE 4:	Triple _____	Quad _____	Exp Triple _____	Exp Quad _____
15. Pc is not complaining about past auditing. \_\_\_\_\_
16. By D of P interview, pc is happy with his gains and not still wanting something handled. Is not reading on past grades. \_\_\_\_\_
17. Not currently ill or in ethics trouble. \_\_\_\_\_

\_\_\_\_\_  
 FESer's Signature

\_\_\_\_\_  
 FESer's Training Level

**FES CHECKLIST FOR  
STARTING OR CONTINUING NEW ERA DIANETICS**  
(Attach to the inside left cover of the folder.)

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

PC'S CASE LEVEL \_\_\_\_\_

1. Life Repair complete if needed. \_\_\_\_\_
2. Purif RD fully done. \_\_\_\_\_
3. Full Objectives done. \_\_\_\_\_
4. Scientology Drug Rundown done and very complete. \_\_\_\_\_
5. Grades done. \_\_\_\_\_
6. Pc has been checked for having received any Dianetics or Scientology processing in a past life. (Ref: HCOB 5 Dec. 85R, C/S Series 123R, HANDLING OF PAST LIFE AUDITING) \_\_\_\_\_
7. No indication of PTSness or PTSness fully handled. \_\_\_\_\_
8. Pc is not in the middle of another major action. \_\_\_\_\_
9. TA is in normal range or has been handled in full. \_\_\_\_\_
10. No trouble with Int or Int has been fully handled. \_\_\_\_\_
11. Lists (L&N lists, including Why Finding, etc.) okay or have been properly corrected. \_\_\_\_\_
12. Pc has had a full and complete Dn C/S-1 and understands auditing and Dianetics. \_\_\_\_\_
13. NED Drug RD done and very complete. \_\_\_\_\_
14. Runs Dianetics well including past lives or has had this remedied. \_\_\_\_\_
15. Can find, run and erase engrams or has had this remedied. \_\_\_\_\_
16. Runs R3RA in valence. \_\_\_\_\_
17. Is not stuck in former therapies or earlier practices or has had them run out R3RA. \_\_\_\_\_
18. Does not have unrun Dianetic flows or bogged and unhandled Dianetic chains. \_\_\_\_\_
19. Pc has been run on Triples if a Triple pc, or on Quads if a Quad pc. \_\_\_\_\_
20. Pc is not complaining about past auditing. \_\_\_\_\_
21. Pc can find and run Flow 2 (overts). \_\_\_\_\_

- 22. Not currently ill or in ethics trouble. \_\_\_\_\_
- 23. Person is not Clear or OT. \_\_\_\_\_
- 24. If CCRD done, it has been completed and per CCRD pc is not yet Clear and has no attention on whether or not he is Clear. \_\_\_\_\_

\_\_\_\_\_  
FESer's Signature

\_\_\_\_\_  
FESer's Training Level



**FES CHECKLIST FOR  
STARTING OR CONTINUING FALSE PURPOSE RUNDOWN**  
(Attach to the inside left cover of the folder.)

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

PC'S CASE LEVEL \_\_\_\_\_

1. No trouble with Int or Int has been fully handled. \_\_\_\_\_
2. Lists (L&N lists, Why Finding, etc.) okay or have been properly corrected. \_\_\_\_\_
3. Purif RD fully done. \_\_\_\_\_
4. Full Objectives done. \_\_\_\_\_
5. Pc has had a full and complete Scn C/S-1 and understands auditing. \_\_\_\_\_
6. Scn DRD fully complete if needed. \_\_\_\_\_
7. NED DRD, if needed, went to EP and is very complete. \_\_\_\_\_
8. If pc has had NED, runs it well including past lives or has had this remedied. \_\_\_\_\_
9. Pc responds to Confessional tech. \_\_\_\_\_
10. Any flubbed Confessional has been fully repaired. \_\_\_\_\_
11. Resistiveness including out of valence fully handled with GF 40X to F/Ning list if needed. \_\_\_\_\_
12. Pc is not in the middle of any major action which should be completed before starting FPRD. \_\_\_\_\_
13. Pc is not currently in ethics trouble or in the middle of any ethics/ justice handling which must be completed before FPRD auditing is started/continued. \_\_\_\_\_
14. Has pc R/Sed? \_\_\_\_\_
15. Has pc R/Sed on subjects connected to Scn (List 1)? \_\_\_\_\_
16. Were all mechanical factors checked at time of R/S(es)? \_\_\_\_\_
17. If pc has R/Sed, are these valid R/Ses? \_\_\_\_\_
18. Has pc had any other auditing actions to handle his R/S(es)?  
What? \_\_\_\_\_

\_\_\_\_\_  
FESer's Signature

\_\_\_\_\_  
FESer's Training Level

**FES CHECKLIST FOR  
STARTING OR CONTINUING L10, L11 OR L12**  
(Attach to the inside left cover of the folder.)

PC'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

PC'S CASE LEVEL \_\_\_\_\_

1. Pc is not in the middle of another major action. \_\_\_\_\_
2. TA is in normal range or has been corrected. \_\_\_\_\_
3. No trouble with Int or Int has been fully handled. \_\_\_\_\_
4. Lists (L&N lists, including Why Finding, etc.) okay or have been properly corrected. \_\_\_\_\_
5. Pc has not had 37R in the field. \_\_\_\_\_
6. Pc is not PTS or has been fully handled. \_\_\_\_\_
7. Pc is not in the Non-Interference Area. \_\_\_\_\_
8. Pc has had a full and complete Scn C/S-1 and understands auditing. \_\_\_\_\_
9. Life Repair complete if needed. \_\_\_\_\_
10. Purif RD complete. \_\_\_\_\_
11. Full Objectives done. \_\_\_\_\_
12. C/S 54RB fully done. \_\_\_\_\_
13. NED or Scn Drug RD very, very complete. \_\_\_\_\_
14. Fully complete on the NED full Pc Program Outline, per NED Series 16RA, to full Grade Chart EP. \_\_\_\_\_
15. If full NED program has not been done, person is Clear and has attested to Clear, after having had the CCRD and Sunshine RD. \_\_\_\_\_
16. Pc is not manifesting need for CCRD or correction of it. \_\_\_\_\_
17. Pc has been fully Tripled or Quaded and does not have unrun Dn flows or Scn flows. \_\_\_\_\_
18. Has had a complete GF 40X done to F/Ning list, and engrams handled (by R3RA if a pc, or if a pre-OT by Recalls or as otherwise indicated). \_\_\_\_\_
19. Has had a full set of Expanded Grades each to full EP on all flows with good Success Story. Triple ( ) Quad ( )
  - a. ARC SW \_\_\_\_\_
  - b. Grade 0 \_\_\_\_\_

- c. Grade 1 \_\_\_\_\_
  - d. Grade 2 \_\_\_\_\_
  - e. Grade 3 \_\_\_\_\_
  - f. Grade 4 \_\_\_\_\_
20. Power, if run, went to full EP. \_\_\_\_\_
  21. Preclear is at one of the points as listed in HCOB 14 Feb. 1975R, L10, L11 AND L12 PREREQUISITES. (Mark which, as appropriate.) \_\_\_\_\_
    - a. After Grade IV Expanded. \_\_\_\_\_
    - b. After Grade IV Expanded and NED Case Completion (on a pc who did not go Clear on NED). \_\_\_\_\_
    - c. After Dianetic Clear and Sunshine RD and before starting New OT I. \_\_\_\_\_
    - d. After completing OT III. \_\_\_\_\_
    - e. After completing New OT IV, OT Drug Rundown, and before starting New OT V, audited NOTs. \_\_\_\_\_
    - f. After completing New OT VIII, Truth Revealed. \_\_\_\_\_
    - g. After completing any individual OT level above New OT VIII. (Note which level) \_\_\_\_\_
  22. Pc is not complaining about past auditing. \_\_\_\_\_
  23. Has not got a psychotic OCA. \_\_\_\_\_
  24. Does not have items, terminals and conditions recurring throughout the folders. \_\_\_\_\_
  25. Is not still trying to get something handled. No hidden standard. \_\_\_\_\_
  26. Is not a "No Overts" case or has had this remedied. \_\_\_\_\_
  27. No evidence of unusual needle behavior or no TA. \_\_\_\_\_
  28. Has pc R/Sed? \_\_\_\_\_
  29. Has pc R/Sed on subjects connected to Scn (List 1)? \_\_\_\_\_
  30. Were all mechanical factors checked at time of R/S(es)? \_\_\_\_\_
  31. If pc has R/Sed and R/Ses were true R/Ses, have they been fully handled and if so by what means? \_\_\_\_\_
  32. Is not currently ill or in ethics trouble. \_\_\_\_\_

33. By D of P interview, pc is happy with his gains and past auditing and does not still want something handled or waiting for a certain thing to happen. Is not reading on his past levels.

\_\_\_\_\_

34. Any previous Ls run were to full EP.

\_\_\_\_\_

\_\_\_\_\_  
FESer's Signature

\_\_\_\_\_  
FESer's Training Level

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 JANUARY 1981

Issue II

Remimeo  
Tech/Qual  
C/Ses  
HGCs  
Cramming Officers  
Word Clearers

**HC OUTPOINT-PLUSPOINT LISTS RB  
WORDS LIST**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79RA I Rev. 30.7.83	Word Clearing Series 64RA THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 28 Aug. 70RB, HC OUTPOINT-PLUSPOINT LISTS RB.

An auditor must have received high-crime checkouts from Qual on the above references before clearing these words on a pc Method 5. He clears the words before assessing the lists on the pc.

This word list need only be cleared once in the pc's auditing if it is correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R, THE YELLOW SHEET)

**WORDS FROM HC OUTPOINT-PLUSPOINT LISTS RB**

A, about, acceptable, action, actions, added, adequate, agreement, align, alignment, alike, all, altered, an, and, answer, any, applicable, are, associated, assumed, at, authority.

Be, being, believable.

Changed, circumstance, circumstances, classes, condensed, conflicting, contrary, correct, correctly, counted, credible.

Data, datum, decreased, delusion, differences, different, direction, done, dropped.

Endless, energy, event, events, everything, exact, example, expected.

Fact, facts, factual, false, feeling, fixed, form, forms, from.

Goal, grouped.

Hallucination.

Idea, ideas, identical, identities, impossible, importance, important, in, inapplicable, incorrect, insignificant, intention, into, invented, is.

Knew, knowing, known.

Less, life, located, location, locations.

Matching, matter, missing, more.

Not.

Object, objects, objective, obviously, occurrence, of, omitted, order, origin, others, out, over.

Particles, past, people, person, place, places, plausible, possible, proper.

Reality, really, relative, right, rightness, rushed.

Same, scene, sensation, sequence, similar, similarities, situation, something, source, space, spaces.

Target, telling, terminal, terminals, than, that, the, things, time, timed, times, to, too, two, true, truth, truthful, twisted.

Unbelievable, unexpected, unimportant.

Value, valued.

Waiting, was, wasn't, way, well, what, which, wrong.

You, your.

L. RON HUBBARD  
Founder

Assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 FEBRUARY 1981R  
REVISED 25 JULY 1987

Remimeo  
Student Hat  
Supervisors  
Word Clearers  
Cramming Officers  
Auditors  
C/Ses  
Tech/Qual

*Word Clearing Series 67R*

**DICTIONARIES**

<i>Refs:</i>		
HCOB	17 Sept. 71	Word Clearing Series 24 LIBRARY
HCOB	19 June 72	Word Clearing Series 37 DINKY DICTIONARIES
HCOB	23 Mar. 78RA Rev. 14.11.79	Word Clearing Series 59RA CLEARING WORDS
HCOB	17 July 79RA I Rev. 30.7.83	Word Clearing Series 64RA THE MISUNDERSTOOD WORD DEFINED

A DICTIONARY is a book containing the words of a language (or a specific subject) usually arranged in alphabetical order, which gives information about the meanings of the words, their pronunciations, origins, etc.

Dictionaries are vital and important tools in studying or learning any subject. However, current dictionaries vary in accuracy and usefulness and many of these modern dictionaries are virtually useless and can actually confuse a person due to their false and omitted definitions and grammatical and other errors. So the dictionary that a student chooses to use is important and can actually make a difference in his success as a student.

As dictionaries are such an important factor in the learning and application of Scientology (or any subject for that matter), I thought I had better recommend some dictionaries that have been found to be the best of those currently available.

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*Webster's New World Dictionary for Young Readers:*

This is a very simple American dictionary. It is available in most bookstores and is published by New World Dictionaries/Simon & Schuster. It is a hardbound volume and does not contain derivations. When using this dictionary, a student must be sure to clear the derivations in a larger dictionary. The definitions in this dictionary are quite good.

*Oxford American Dictionary:*

This is a very good American dictionary, simpler than the college dictionaries yet more advanced than the beginning dictionary listed above. It does not list

derivations of the words. It is quite an excellent dictionary and very popular with students who want to use an intermediate dictionary.

It is published in paperback by Avon Books and in hardback by Oxford University Press.

*Webster's New World Dictionary of the American Language, Student Edition:*

This is an intermediate-level American dictionary which includes derivations. It is published by New World Dictionaries/Simon & Schuster and is available in most bookstores.

*The Random House College Dictionary:*

This is a college dictionary and somewhat of a higher gradient than the dictionaries listed above. This is a one-volume American dictionary published in the US by Random House, Inc., and in Canada by Random House of Canada, Limited.

This Random House dictionary contains a large number of slang definitions and idioms and also gives good derivations.

*The Webster's New World Dictionary of the American Language, College Edition:*

This is an American college dictionary published by New World Dictionaries/Simon & Schuster. It is a one-volume dictionary and gives most of the slang definitions and idioms. It also has good derivations.

*The Concise Oxford Dictionary:*

This is a very concise English dictionary but is not a simple or beginner's dictionary. It is a small, one-volume dictionary. It uses a lot of abbreviations which may take some getting used to, but once the abbreviations are mastered students find this dictionary as easy to use as any other similarly advanced dictionary. It is less complicated in its definitions than the usual college dictionary and has the added benefit that the definitions given are well stated—in other words, it does not give the same definition reworded into several different definitions, the way some dictionaries do.

This dictionary is printed in Great Britain and the United States by the Oxford University Press.

*The Shorter Oxford English Dictionary:*

This is a two-volume English dictionary and is a shorter version of *The Oxford English Dictionary*. It is quite up-to-date and is an ideal dictionary for fairly literate students. Even if not used regularly, it makes a very good reference dictionary. The definitions given in the Oxford dictionaries are usually more accurate and give a better idea of the meaning of the word than any other dictionary.

This Oxford dictionary is also printed by the Oxford University Press.



### *The Oxford English Dictionary:*

This is by far the largest English dictionary and is actually the principal dictionary of the English language. It consists of twelve volumes and several supplementary volumes. (There is a *Compact Edition of the Oxford English Dictionary* in which the exact text of *The Oxford English Dictionary* is duplicated in very small print which is read through a magnifying glass. Reduced in this manner the whole thing fits into two volumes.)

For many students this dictionary may be too comprehensive to use on a regular basis. (For some students huge dictionaries can be confusing as the words they use in their definitions are often too big or too rare and make one chase through twenty new words to get the meaning of the original.)

Although many students will not use this as their only dictionary, it is a must for every course room and will be found useful in clearing certain words, verifying data from other dictionaries, etc. It is a valuable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

These Oxfords are also printed by the Oxford University Press. If your local bookstore does not stock them, they will be able to order them for you.

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From the dictionaries recommended here, a student should be able to find one that suits him. Whatever dictionary one chooses, it should be the correct gradient for him. For instance, you wouldn't give a foreign language student, who barely knows English, the big Oxford to use in his studies!

### DINKY DICTIONARIES

A dinky dictionary is a dictionary that gives you definitions inadequate for a real understanding of the word. Entire definitions are sometimes found to be missing from such dictionaries. "Dinky dictionaries" are the kind you can fit in your pocket. They are usually paperback and sold at magazine counters in drugstores and grocery stores. Don't use a dinky dictionary.

### DICTIONARIES AND A PERSON'S OWN LANGUAGE

English dictionaries and American dictionaries differ in some of their definitions, as the Americans (USA) and English (Britain) define some words differently.

An English dictionary will have different applications of words that are specifically *English* (British). These usages won't necessarily be found in American dictionaries, as they are not part of the *American English* language. Different dictionaries have things in them which are unique to that language.

*The Oxford English Dictionary* is a good example of an English dictionary for the English.

For the most part a student's dictionary should correspond to his own language. This does not mean that an American shouldn't use a British dictionary (or vice versa), but if he does, he should be aware of the above and check words in a dictionary of his own language as needed.

### FALSE AND OMITTED DEFINITIONS

It has been found that some dictionaries leave out definitions and may even contain false definitions. If, when using a dictionary, a student comes across what he suspects to be a false definition, there is a handling that can be done. The first thing would be to ensure there are no misunderstandings in the definition in question, and then he should consult another dictionary and check its definition for the word being cleared. This may require more than one dictionary. In this way any false definitions can be resolved.

Other dictionaries, encyclopedias and textbooks should be on hand for reference.

If a student runs into an omitted definition or a suspected omitted definition, then other dictionaries or reference books should be consulted and the omitted definition found and cleared.

### DERIVATIONS

A derivation is a statement of the origin of a word.

Words *originated* somewhere and meant something originally. Through the ages they have sometimes become altered in meaning.

Derivations are important in getting a full understanding of words. By understanding the origin of a word, one will have a far greater grasp of the concept of that word. Students find that they are greatly assisted in understanding a word fully and conceptually if they know the word's derivation.

A student must always clear the derivation of any word he looks up.

It will commonly be found that a student does not know how to read the derivations of the words in most dictionaries. The most common error they make is not understanding that when there is a word in the derivation which is fully capitalized it means that that word appears elsewhere in the dictionary and probably contains more information about the derivation. (For example, the derivation of "thermometer" is given in one dictionary as "THERMO + METER." Looking at the derivation of "thermo" it says it is from the Greek word *therme*, meaning *heat*. And the derivation of "meter" is given as coming from the French *metre*, which is from the Latin *metrum*, which is itself from the Greek *metron* meaning *measure*.) By understanding and using these fully capitalized words, a student can get a full picture of a word's derivation.

If a student has trouble with derivations, it is most likely because of the above plus a misunderstood word or symbol in the derivation. These points can be cleared up quite easily where they are giving difficulty.

An excellent dictionary of derivations is *The Oxford Dictionary of English Etymology*, also printed by the Oxford University Press.

We have long known the importance of clearing words and it stands to reason that the dictionary one uses to do this would also be quite important.

I trust this data will be of use.

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Founder

Revision assisted by  
LRH Technical Research  
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HCO BULLETIN OF 26 MARCH 1981R

Remimeo  
C/Ses  
Auditors  
Tech/Qual

Issue II  
REVISED 4 JULY 1988

**EXPANDED GREEN FORM 40RF**

**WORD LIST**

*Refs:*

HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79RA I Rev. 30.7.83	Word Clearing Series 64RA THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 30 June 71 RD, EXPANDED GREEN FORM 40RF.

These words should be cleared on the pc before the Expanded Green Form 40RF is actually assessed, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE EXPANDED GREEN FORM 40RF**

A, about, acted, after, alcohol, an, and, another, antagonistic, anxious, any, anything, ARC, ARC break, ARC breaks, are, arm, as, asked, attain, attained, attainments, attested, audited, auditing, auditor.

Be, because, been, before, being, beliefs, benefits, between, body, bones, break, breaks, broken, by, bypassed.

Cast, change, clear, committing, communication, concerned, condition, connected, connections, continue, continuous, continuously, crime, curious, current, currently.

Damaged, decay, dental, Dianetic, Dianetic Clear, Dianetics, disabled, disclosed, disease, dislike, do, doing, done, don't, doubts, drug, drugs, drunk.

Earlier, Eastern, electric, electronic, else, engrams, environment, erase, ever, evil, exercise, exercises.

Fail, failed, falsely, family, fixed, F/Ns, for, former, from.

Gains, going, goofing, grade, grades.

Had, harming, has, have, held, here, hidden, hold, hostile, hypnosis, hypnotism.

Ideas, ill, illnesses, implanted, implanting, impulse, in, incomplete, indicated, indoctrinations, infectious, intention, is, it.

Job.

Keep, keep on, knowing.

Levels, life, lifetime, lose, lying.

Make, many, medical, medicine, meditation, mental, mentally, meter, missing, misunderstands.

Never, no, not.

Of, on, one, or, OT, other, others, out, over, overt, overts, overwhelmed.

Pain, pain-drug-hypnosis, part, parts, people, persisting, person, physically, post, power, practiced, practices, practicing, pretending, prior, problem, problems, protesting, psychiatric, psychiatrist, psychology, PTS, purpose, purposes.

R6EW, really, reasons, receive, refusing, religions, removed, restimulated, right, rites, rudiments, run.

Same, scientific, Scientologist, Scientology, secrets, seeking, self-auditing, sent, seriously, service facsimiles, session, sessions, shock, some, someone, spells, spiritual, suppressed.

Take, taken, taken part in, talking, techniques, the, them, then, therapy, there, this, thought, thrill, to, tone, tone arm, tooth, training, trouble.

Unannounced, understanding, unflat, unrevealed.

Valence, victim.

Want, went, what, wins, witchcraft, with, withhold, wrong.

Yoga, you, your.

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HCO BULLETIN OF 31 MARCH 1981R  
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Remimeo  
All Auditors  
All C/Ses  
Tech/Qual

**“HEAVY DRUG HISTORY” DEFINED**

*Refs:*

HCOB	28 Aug. 68 II	DRUGS
HCOB	29 Aug. 68	DRUG DATA
HCOB	8 Jan. 69	DRUGS AND “INSANITY” NONCOMPLIANCE AND ALTER-IS
HCOB	25 Oct. 71	DRUG DRYING OUT
HCOB	17 Oct. 69RB Rev. 8.4.88	DRUGS, ASPIRIN AND TRANQUILIZERS
HCOB	31 May 77	LSD YEARS AFTER THEY HAVE “COME OFF OF” LSD
HCOB	23 Sept. 68	DRUGS AND TRIPPERS
HCOB	12 Nov. 81RD Rev. 20.4.90	GRADE CHART STREAMLINED FOR LOWER GRADES
HCOB	25 Nov. 71 II	RESISTIVE CASES FORMER THERAPY
HCOB	15 July 71RD III Rev. 8.4.88	C/S Series 48RE NED Series 9RC DRUG HANDLING
HCOB	6 Feb. 78RD Rev. 27.3.90	Purif RD Series IR THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM

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People who have been on drugs do not make case gain until the drugs are handled. We have known that since 1968.

Therefore, it’s a mistake to try to do mental or spiritual handling on somebody who has been heavily on drugs.

The operating rule is mental actions and even biophysical actions do not work in the presence of drugs.

Drugs are the big stopper. Drug residues absolutely stop any mental help. They also stop a person’s life!

But what is meant by a “heavy drug history?”

A “heavy drug history” can mean either of two things—that a person has a history of having taken *heavy drugs*, or that the person’s drug *history is “heavy.”*?

By *heavy drugs* is meant: LSD, angel dust and other heavy street or medical drugs. It is a matter of the TYPE of drug consumed.

*By heavy history of taking drugs is meant: someone who has taken drugs in sufficient volume to have brought about a biochemical situation physically. It is a matter of the FREQUENCY and VOLUME of drug consumption.*

The definition of a heavy drug history encompasses both the type of drug used and the frequency and volume of consumption. Someone with a heavy drug history is:

A. A PERSON WHO HAS A HISTORY OF TAKING HEAVY DRUGS

and/or

B. A PERSON WHO HAS TAKEN DRUGS IN SUFFICIENT VOLUME TO HAVE BROUGHT ABOUT A BIOCHEMICAL SITUATION PHYSICALLY.

### HEAVY DRUGS

Heavy drugs, to mention a few, are: LSD, angel dust, tranquilizers, opium, cocaine, marijuana, peyote, amphetamines, etc. There are thousands of trade names and slang terms for these drugs.

One of these drugs, marijuana, while pushed as “mild,” does stay in the system and the end result, apparently, is brain atrophy. The first drug case I ran into was a marijuana case. The case did not move until we started directly handling drugs.

And don't get the idea that medical and street drugs are two different things as they aren't really. They both require the same treatment: the Purification Rundown. Some medical drugs can be quite destructive. Medical doctors *make* heavy drug cases by pouring people full of morphine and other heavy drugs. In fact, the first drug addicts society had in any quantity were medical doctors (and nurses) because they had access to drugs.

Psychiatrists take people and put them on drugs and so fix them so they will never make any case gain. The psychiatrists' “cure” is to make the person incurable. Psychiatrists and psychologists have even been pushing drugs into the school system with kids shoved into drugs all the way down to kindergarten level.

Medical and psychiatric drugs are every bit as dynamite to case gain as street drugs.

It is vital that a C/S keeps himself up-to-date, as new drugs that are developed might be even heavier and more destructive than those listed above. (Ref: HCOB 17 Sept. 68, ETHNICS)

### HEAVY HISTORY OF TAKING DRUGS

Research done into the field of drugs as far back as 1950 found that the key factor in relation to the effects of drugs and chemical compounds was QUANTITY of consumption. Pharmacopoeias just classify something as a stimulant. They say, “Opium is a soporific and heroin is a stimulant.” But, for example, if you give somebody a tiny amount of opium, he becomes stimulated. If you give him a little more, he goes to sleep. If you give him a little more, he kicks the bucket.

That is true of each and every chemical compound which has a decided effect upon the body. Each compound falls into three classes based on volume of consumption: stimulant, depressant and poison.

#### A NOTE ON ALCOHOL

Alcohol is not a mind altering drug but it is a biochemical altering drug. Alcohol doesn't do anything to the mind, it does something to the nerves. By quickly and rapidly soaking up all the B1 in the body, it makes the nerves incapable of functioning properly.

Therefore, a person can't coordinate his body. Alcohol in small quantities is a stimulant and in large quantities is a depressant.

The definition of an alcoholic is he can't have just *one* drink. If he has one drink, he has to have another. He's addicted. One of the factors is, he has to have a full glass in front of him. If it gets empty, it has to be refilled.

Alcoholics are in a state of total unrelenting hostility toward everything around them. They will do people in without even mentioning it.

Alcohol is a drug, and as such a person's history of alcohol consumption (quantity and frequency) would have to be reviewed against the definitions covered above when determining a heavy drug history case.

#### PRENATAL DRUG CASES

Children of mothers who were drug addicts while pregnant can be born as drug addicts. Children of mothers who took drugs while pregnant are prenatal drug cases. This possibility should not be overlooked by a C/S who runs into a case that appears to have no heavy drug history but who manifests the symptoms of someone who has taken drugs as covered in the HCOBs listed in the reference section of this issue.

#### SUMMARY

The definition of a "heavy drug history" as described above can mean either a history of having taken *heavy drugs* or that the person's drug history is *heavy*.

This data is important for C/Ses, auditors and any other persons who handle drug cases.

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HCO BULLETIN OF 1 APRIL 1981R

Remimeo  
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Dissem

Issue II  
REVISED 17 JANUARY 1991

Qual  
Registrar Hat  
DofPHat  
C/S Hat  
Div 6  
Chaplain Hat  
Ethics Off/MAA

(Also issued as an HCO PL,  
same date, same title)

## INTERVIEWS

*Refs:*

HCO PL 13 Sept. 70 II    Org Series I  
                                  BASIC ORGANIZATION  
HCO PL 10 July 65        LINES AND TERMINALS ROUTING

Interviews play a vital part in the correct routing and smooth flow of pcs and students on org lines.

Depending on how needed interviews are assigned and carried out, org lines and therefore org products can be slowed or impeded or they can be speeded up and made to flow more smoothly, with real products as a result.

## TYPES OF INTERVIEWS

This issue lists the main types of interviews used in an org, and defines their use, to clearly label and differentiate between them. It summates the most used interviews but in no way replaces full hatting for one's post.

**REGISTRAR INTERVIEW:** The purpose of the Registrar interview is to sign prospective students and pcs up for org services, get them to pay for the services and get them routed onto the services. The Reg also signs up students and pcs for further services when they have completed the services they signed up for. The concern of the Registrar is to move pcs and students up the Bridge. He does this by caring about the person and not being reasonable about stops or barriers but caring enough to get him through the stops or barriers to get the service that's going to rehabilitate him. He gets the public person fully paid and on to service.

The Registrar must be familiar with the tech the org delivers and be kept informed of the results being obtained. Registrars must not assign hours or C/S for the case, and they mustn't promise that such and such a rundown will be done, because they are not tech terminals and they can be wrong.

Example Registrar interview: "I think I went Dianetic Clear." "Well, that's good. You just sign here on the dotted line and these invoices will go to the Tech Division and they will take care of you." End of interview! The way you end his itsa is you put a pen in his hand. That's the proper ack.

Another example Registrar interview: Joe Blow walks in to the Registrar and

says, "Ted brought me down here and I'm supposed to sign up for some more auditing. I don't want to buy any more auditing here." "Oh, my goodness, what you had better have is a D of P interview so we can get data on this." The folder would go to the C/S and the C/S would tell the D of P what had to be found out.

The Registrar also signs up pcs conditionally, pending acceptance by Tech, takes the money and sees that the pc is then routed to Tech for a Technical Estimate. The reason for getting a Tech Estimate is to get the pc to buy enough intensives to get him some place.

When the pc is accepted by Tech, and the Tech Estimate is received, the Registrar signs the pc up for the estimated number of intensives; he gets payment for them or for the first one or two, but in any case has the person sign up for the remaining intensives, to be taken when paid for. (Refs: HCO PL 30 Nov. 71, BLIND REGISTRATION; HCO PL 19 Aug. 60, REGISTRAR LOST LINE)

Another Registrar action which increases the income is interviewing students and selling them professional auditing.

The Registrar must also be on the routing form for outgoing preclears and students and interview them without fail for further services. He can usually get them to take more services.

*HGC PC TECHNICAL ESTIMATE INTERVIEW:* The HGC Pc Technical Estimate interview is done to obtain necessary data from the applicant so that an accurate estimate can be made of the number of hours or intensives the person will need to get results from his auditing.

The routing is to Registrar, to Testing, then to Tech Estimator and back to the Registrar. The routing form should then of course take the pc to Tech Services who handles the folders and the scheduling.

The HGC Pc Technical Estimate is done by the D of P or a qualified technical terminal. It is not a metered interview. It consists of a lot of questions such as, "What do you want to accomplish with auditing?" Lots of questions about state of case, amount of time it has taken to do previous auditing cycles, etc. The Tech Estimator has the current OCA, IQ and Aptitude tests to hand. Part of his estimation includes a meter check (per HCO PL 26 Aug. 65RB, ETHICS E-METER CHECK) which estimates state of case.

The Tech Estimator must be able to rapidly spot the preclear on the Chart of Human Evaluation. He does this using tests and by getting the prospective pc talking about himself. With all of this data, he estimates the number of hours needed for a pc to get *results*.

The Registrar is sent a copy of the Tech Estimate which states:

I RECOMMEND THAT THIS APPLICANT (ONE OF THE FOLLOWING):

- A. Buy \_\_\_\_\_ (number of) intensives.
- B. Be refused auditing by the org on the basis of HCO PL 6 Dec. 76RB, ILLEGAL PCs, ACCEPTANCE OF, HIGH CRIME PL.

*D OF P INTERVIEW:* Briefly, a D of P interview is an interview given to a preclear by the Director of Processing.

There are two main types of D of P interviews:

1. *To get data for the C/S which is not otherwise available to him for C/Sing and programing the case.*

A D of P interview is used when the C/S suspects that additives are being put into the session or that there are other outside factors on his auditing or admin lines that are influencing the pc's case gain. This is the primary use of the D of P interview and consists of having the D of P ask the pc something like: "What did the auditor say to you in session?" "Exactly what happened in that session?" "What did the auditor do?"

These interviews are ordered by the C/S to obtain data he cannot otherwise obtain and when he suspects hidden matter in the session which is not covered in the worksheets; when the C/S doesn't know- what's wrong with the case but strongly suspects he isn't being told all.

A D of P interview is not done to find out what the pc thinks is wrong with his case. It is done in order to get data and is not auditing. There is no attempt to audit during a D of P interview. Where a preclear is feeling bad or doesn't want more auditing, it's "When did all this start up?" "When you first came in, what did you want?" "What did you expect to have happen?" or, "When did you start feeling bad?" It's a "when" question to get a lot of data.

Some orgs have used a pat set of questions or a printed D of P interview form, but this is not a D of P interview by definition and does not give the C/S the data he really needs to program the case.

Overuse of D of P interviews can tie up the D of P and cut down the delivery of auditing to pcs. A C/S should be able to study the case, and get an FES done or do one. He will not learn what he needs to know about the pc's case by substituting a D of P interview for his work. To do a D of P interview to unravel a case actually defeats the purpose of FESing and the C/S. The C/S has specific tools he would order an auditor to use to crack a case, such as the Green Form, C/S 53, etc. This is all part of normal C/Sing and auditing lines. That's not a D of P interview.

Similarly, an arrival D of P interview is just a substitute for an FES. And a leaving D of P interview would only be done when the pc did not write a success story or wrote a poor one. They are not a routine function of a D of P by any means.

Unnecessary D of P interviews are just lazy C/Sing.

2. *To give the pc an R-factor on what is going on in order to dispel a mystery for him.*

The second type of D of P interview is basically to put in an R-factor with the pc. The D of P lets the pc talk about what has been going on, finds out what the pc is in mystery about and explains it. The D of P does not explain tech to him. He explains what is happening to the pc. A good D of P can straighten it out fast.

The D of P is actually the I/C of all pcs when they are in the org and he can originate a D of P interview such as when bad indicators are observed or the pc is hung up or curious.

D of P interviews are always done on the meter, and while it is not auditing, the D of P must have his TRs in, must have a Qual Okay to Operate an E-Meter and must be able to meter accurately. While a D of P interview is not done to get case gain, one normally tries to end the interview on an F/N.

*QUAL CONSULTANT INTERVIEW:* The Qual Consultation is a service provided by Qual and is described in HCOB 10 Feb. 71, TECH VOLUME AND TWOWAY COMM. It consists of a metered interview and two-way comm and letting the person talk about his troubles and listening.

This type of interview can be done on a person who is not really on auditing lines, or he is somewhere around auditing lines and you see he is fouled up. It is not limited to pcs but can be done on very slow or dropped-out students as well.

*SOLO CONSULTANT INTERVIEW AT AN AO:* The duties of a Solo OT Review Consultant are to personally handle pre-OT Solo jams rapidly with metered twoway comm.

A Solo line does not run like a C/S Series 25 HGC line. It is a highly alert personalized line that picks up the pre-OTs who aren't soloing well or who are bugged and gets them wheeling. Usually it's something simple, only discovered by asking the pre-OT and handling in a metered interview. Cramming cycles on auditing are a common result. A C/S can't see that the green pre-OT forgets to turn on his meter!

It is a smooth way to get happy pre-OTs.

*ETHICS OFFICER/MAA INTERVIEWS:* An ethics interview is an interview done by the Ethics Officer or the MAA on a student, preclear or staff member. He uses Confessionals, conditions, investigation tech and PTS/SP tech in order to get ethics in in his org or area so that Scientology can be done.

The Ethics Officer acts on *indicators* and has a primary responsibility to keep trouble from blowing up on org lines—he is supposed to catch things before they blow up. An Ethics Officer has to know what the scene is and be able to act. With no nonsense. He is there to get ethics in so that tech can go in.

Often the job of the Ethics Officer entails an ethics interview to find out what the exact situation is with an individual and get it handled.

An example would be someone who is goofing and in trouble for not completing cycles of action. The Ethics Officer, upon checking the ethics files of this person, interviewing him and learning that this was the situation, would know that the probability is that the ethics handling needed is for going past misunderstands in their work. With ethics in, the person could be word cleared, the MUs found and he would then be able to complete the cycle of action.

A key tool of the Ethics Officer is the ethics conditions and their formulas, as contained in the book *Introduction to Scientology Ethics*. Where a person has earlier undone or messed up ethics conditions, this can act as a serious block to getting ethics in and would require handling with HCO PL 19 Dec. 82R II, REPAIRING PAST ETHICS CONDITIONS.

Another vital tool of the Ethics Officer is getting a person freed of his overts and withholds. A person manifesting O/Ws (natter, blowy, critical of the organization, etc.) must have those O/Ws pulled. An important part of an Ethics Officer's job is hearing Confessionals and he must get meter trained and be able to do Confessionals where needed. Another way to get O/Ws cleaned up is to make the person write up all his overts and withholds and turn them in to the Ethics Officer (who would also ensure that end ruds were done).

An Ethics Officer never spends any time sitting and arguing with someone. He simply puts the person on a meter and assesses a Trouble Area Questionnaire. (Ref: HCO PL 9 Apr. 72R, CORRECT DANGER CONDITION HANDLING)

PTS interviews are a frequent duty of the Ethics Officer and he must be fully trained in the complete tech of handling PTSness contained in the PTS/SP Course.

If a pc is midauditing, the Ethics Officer or MAA should check with the pc's C/S before doing a PTS interview or Trouble Area Questionnaire. (Ref: HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S)

Full worksheets are always kept for any PTS interview and are sent to the pc folder. A copy of any ethics interview is also sent to the person's pc or student folder.

*CHAPLAIN INTERVIEW:* A Chaplain interview is for those persons who feel wronged, ARC broken public who have fallen off the Bridge or are about to and people whose burdens appear to be too great.

If they feel they cannot be heard anywhere else-they always have recourse to the Chaplain. They mainly want to be heard and acknowledged. Half the time or more one does nothing, but one does listen.

*EXECUTIVE DIRECTOR/COMMANDING OFFICER INTERVIEW:* When someone has completed a service and is leaving the org, the CO/ED interviews the person before he routes out of the org, to ensure he is a good product. This interview consists of the CO/ED congratulating the student or preclear, checking his indicators and chatting briefly with him on his future plans. If all okay, the CO/ED gives his approval that the person may go. If not satisfied, the student or pc would be routed to Qual to get straightened out, with the R-factor that he doesn't have permission to go because the CO/ED is not satisfied with the technical results.

Another way that this line can be handled is for the CO/ED to see the final success story of the public person to give final approval for the person to leave the org. No public routes out of the org without the CO or ED's okay and a sign must be posted which makes this clear to the public.

This type of interview or seeing the final success story enables the CO/ED to check the product of the org. The person has gone through the lines and should have completed with a good success story.

*HOST INTERVIEW:* On Flag and in some other orgs, there is a Host whose duty it is to see to the well-being and good servicing of the public.

The purpose of the initial Host interview is to welcome the person arriving for services, brief him and orient him to the scene and provide him at once with a stable terminal who is interested in his welfare and will be a terminal for him throughout his stay. The Host lets the person know that if there is anything wrong that he should come and see him.

This interview is not done on a meter and there is no set patten or procedure which the Host uses.

The Host interviews pcs and students as needful to ensure they are being serviced and to ensure any service outness is handled by the proper terminals.

Returning persons are similarly welcomed, rebriefed and brought up to date on any changes in services or new facilities.

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While these are by no means all the types of interviews an org uses, they are the main interviews given on an org's service lines.

Standardly done interviews can make all the difference in an org's lines and viability. The result will be an increase in quantity and quality of the valuable final products of the org.

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Remimeo  
Auditors  
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C/Ses

**REACH AND WITHDRAW**

*Refs:*

PAB 7, mid-Aug. 1953	SIX STEPS TO BETTER BEINGNESS
Tape: 6307C25	"Comm Cycles in Auditing"
HCOB 14 Aug. 63	LECTURE GRAPHS
Book: <i>The Phoenix Lectures</i>	

Reach and Withdraw is a very simple but extremely powerful method of getting a person familiarized and in communication with things so that he can be more at cause over and in control of them.

One would not expect a person to be at cause over or to have much control or understanding of or skill in something with which he was not familiar. The keynote of familiarity is communication.

Reaching and withdrawing are two very fundamental actions in this universe, and Reach and Withdraw is actually a breakthrough from advanced technology.

Life itself is composed of reaching and withdrawing.

Communication is actually based on reach and withdraw.

A person is out of communication with something because he is withdrawing from it and is not about to reach out to or contact any part of it.

If a person cannot reach and withdraw from a thing, he will be the effect of that thing.

A person who cannot reach and withdraw has no space. Everything is caved in on him. And this is awfully true in these druggie contemporary times.

If a person can reach for something and withdraw from it, he could be said to be in communication with that thing.

To be in communication with something is to be at cause over it.

By REACH we mean touching or taking hold of. It is defined as "to get to," "come to" and/or "arrive at."

By WITHDRAW we mean move back from, let go.

A highly effective action called "Reach and Withdraw" has been developed to bring a person into communication with and more at cause over objects, people, spaces, boundaries and situations.

It also extroverts a person from something he tends to be introverted into.

## USES

Reach and Withdraw has a variety of different uses.

It can be run as a drill on a student, staff member or any person in-order to familiarize him with the objects and spaces and boundaries of his work or study area.

It is also used in session, as in assists, etc.

Reach and Withdraw is a very broad tool and whether used on a staff member, student or pc will have far-reaching effects.

Reach and Withdraw is very easy to run.

Anyone can run Reach and Withdraw who has been checked out on the theory and procedure as contained in this HCOB.

## THEORY

In Reach and Withdraw you are doing connection with Associative Restimulators.

An Associative Restimulator is something in the environment of an individual that he has confused with an actual restimulator.

Restimulators are the direct approximations (in the environment of the individual) of the content of engrams. They can be words, voice tones, people, objects, spaces, etc.

The person has confused the objects, forms and spaces in his environment with those of incidents in his past.

A = A = A enters in and you get a whole dangerous environment to the individual. Some areas are more restimulative than others, because they contain objects which directly restimulate past engrams.

When a person runs Reach and Withdraw on his space or area, he knocks out the Associative Restimulators in that area. The whole place is not restimulative to his past. It might just be the desk. Or it might be the air vent.

You don't know what it is and he doesn't know what it is, but you'll get it and you'll run Reach and Withdraw on it, and when you hit it, that thing will cease to be an Associative Restimulator or Restimulator and he'll get a cognition.

In other words, the objects, forms and spaces of earlier incidents go back into the past and those in the present cease to be restimulators and he comes into present time, boom!

When you run Reach and Withdraw on a pilot, making him reach and withdraw from an airplane and its various parts, you're getting rid of all the joysticks that went into his stomach 200,000 years ago and the propeller that cut his head off on Arcturus and all that sort of thing.



These things get peeled off and actually go into the past and cease to trouble the person when he perceives a similar object, form or space in the present.

This is why Reach and Withdraw works.

### REACH AND WITHDRAW ON POST AND WORK AREAS

In the physical universe, communication with objects, forms, spaces and boundaries is best established by actual physical contact.

Reach and Withdraw is a valuable tool to use to get a person into good communication with his work environment, especially the tools and objects he uses.

A pilot would do Reach and Withdraw on all the objects and spaces of his airplane, his hangar, the earth; a secretary would do Reach and Withdraw on her typewriter, her chair, walls, spaces, her desk, etc.

Reach and Withdraw is also used for the same purpose as part of debug tech. It is run after a Crashing Mis-U has been found and cleared in order to refamiliarize and get a person into communication with his production area.

Feeling comfortable with the tools of one's trade is a very important step in getting out products. One can increase the amount of production tremendously with this drill.

It is not kindergarten tech: A flight surgeon, trained by us, ran Reach and Withdraw on his squadron and for one whole year there was not one single accident, not even so much as the touch of a wing tip to a wing tip. It is probably the only squadron in history that went a whole year without even a minor accident and there was no accident at the end of that year either, we simply stopped keeping records of it.

### REACH AND WITHDRAW ON THE COURSE ROOM

Any student in any course room can be run on Reach and Withdraw.

Reach and Withdraw on the course room environment gets the student into communication with the course room and the people and materials he will be working with. It tends to handle any back-off the student may have.

Reach and Withdraw can be run on anything or anyone in the course room, paper, books, dictionaries, a student, a Supervisor and the course room and its spaces.

Reach and Withdraw is run on the above to a win for the student. The student will now be more in communication with and feel more comfortable in his study environment.

### REACH AND WITHDRAW IN AUDITING

Reach and Withdraw in auditing has long been used to bring about an increase of sanity—it has both mental and physical uses.

It is used to get a preclear into communication with anything that may be troubling him, be it a person, a situation, an area or a part of the body. It also serves to separate him from terminals and situations so that he is not compulsive towards them.

Reach and Withdraw can be used to restore communication to a sick or injured body part, and is often used this way in assists.

It is also used in repairs and assists of all kinds to restore a pc's communication and cause level, as covered in HCOB 13 June 70, C/S Series 3, SESSION PRIORITIES, REPAIR PGMS AND THEIR PRIORITY.

### CASE SUPERVISOR OKAY

It is not necessary to obtain Case Supervisor okay to run Reach and Withdraw as a drill in the course room. However, it is required that any Reach and Withdraw be followed by sending the student to the Examiner. The Exam Form is sent to the C/S in the person's pc folder along with a full write-up of what occurred on the drill, time started and ended, wins, etc. (Ref: HCOB 8 Mar. 71R, C/S Series 29R, CASE ACTIONS, OFF-LINE)

### COMMANDS AND PROCEDURE

The commands for Reach and Withdraw are:

1. "REACH THAT \_\_\_\_\_."
2. "WITHDRAW FROM THAT \_\_\_\_\_."

The following commands may be substituted if the wording is more appropriate to the particular person, place or thing being addressed:

1. "TOUCH THAT \_\_\_\_\_."
2. "LET GO OF THAT \_\_\_\_\_."

A person, place or thing is named in the blank and the commands are given alternately (1, 2, 1, 2, and so on) repetitively, with an acknowledgment given after the execution of each command.

It is done on that one thing until the person has a minor win or three consecutive sets of commands with no change in the pc's motions or attitude. Then another person, place or thing is chosen and the commands are taken to a win on that item, and so on.

The words "reach" and "withdraw" are defined for the person using only the definitions given on page 1 of this HCOB.

The person running Reach and Withdraw on another always points to the object (or person, space, etc.) each time he gives a command so there will be no mistake made by the person doing it.

When being run as a drill on work or study areas, different items are chosen and the action is done on each one until the person is in good communication with his general environment or specific area that is being addressed.

In choosing objects, one usually progresses from the smaller to the larger objects available, touching different parts of each one in turn to a minor win of some sort on that object or three sets of commands with no change. One can also include walls and floors and other parts of the environment.

One doesn't keep the person reaching and withdrawing endlessly from the same *part* of anything that is being used but goes to different points and parts of an object being touched. If you keep him reaching for the same point on an object or just the general object time after time, you are actually running a duplication process, not Reach and Withdraw, and Reach and Withdraw is not to be confused with Op Pro by Dup.

The person would be taken to a win or three sets of commands with no change on that one object or space (not on each different part of it that he is reaching and withdrawing from).

The reason why we have to have the three sets of commands with no-change rule is that the person isn't on the meter and we have to depend on the person running the action to know when he hits a no-change. The object being used at the moment may not be of interest to the person or he may have no aberration on it. Yet he is working right there next to something that is extremely restimulative to him and his attention keeps being pulled onto it. So he can actually be quite distracted if Reach and Withdraw isn't run on the three sets of commands of no change rule. It also prevents an endless grind on Reach and Withdraw.

So when the person has a minor win or does three sets of commands with no change, go onto the next object or space.

The person administering Reach and Withdraw walks around with the person doing the action, ensuring that he actually does get in physical contact with the points or areas of objects, spaces and boundaries.

We used to run Reach and Withdraw on ship stewards by having them walk into the dining room and walk out of the dining room over and over. This is used when you're running Reach and Withdraw on a room or a space rather than an object. Of course, we also ran them on the other objects connected with their duties.

#### END PHENOMENA

The end phenomena of Reach and Withdraw is a win or cognition accompanied by good indicators on the whole area being addressed.

Reach and Withdraw would not be run past a major win on the area.

In auditing, Reach and Withdraw is run to a cognition accompanied by an F/N and very good indicators.

#### RUNNING REACH AND WITHDRAW

Auditors and other people running Reach and Withdraw have encountered some interesting phenomena, occasional difficulty and some astounding wins.

Some of these are given here to supply additional reality and data on Reach and Withdraw.

## *Phenomena*

A person being run on Reach and Withdraw will often begin by being very careful and slow and exhibit back-off from touching the thing. He may not want to touch it at all. This flattens as the action is continued.

There is a large variance in how long the action will run before the EP is reached. Sometimes it is very fast, sometimes it runs for quite a while before the person hits the EP.

Occasionally, the person will begin to do the process on automatic—he just goes on circuit and carries out the commands, but it isn't really *him* doing it. If this should occur, one can simply ask, “How is it going?” or “What’s happening?” and ask his answer and continue the process.

Pictures or incidents show up or turn on and then blow off. This is perfectly all right—in fact it is usual. One would simply continue running the action to EP.

People will go through a cycle of interiorizing into the object or space and then after a while they exteriorize from it.

They may get *very* interested in the object and all of its detail and parts.

These are not all of the manifestations that will be encountered. But it gives one a good idea of what to expect.

## *Difficulties*

Obviously, anyone running Reach and Withdraw must stay in excellent communication with and be aware of the person he is running it on, so as not to miss a win or three sets of no-change commands. The person might not voice the win if he isn't in sufficient communication with the person doing the action on him. One must take care not to overrun a person on Reach and Withdraw.

Sometimes the person doing the action will try to take over control of the action and choose what he will be run on and for how long. This is an indicator that the person running it is not controlling him well enough.

Some people like to touch and feel the thing when they reach for it, not just give it a light tap. One must be alert to this and not prematurely acknowledge as it may cause an upset.

Overrunning this action will cause difficulty. This has been a problem particularly when the person is supposed to run Reach and Withdraw on a series of items (as in Reach and Withdraw on the course room). The person may hit the EP of the whole action on the second item, yet it is continued to be run on other items past the EP. One runs Reach and Withdraw to its stated EP and that's the end of it. Don't go rote and plow the person in. When he's had his win and is brightly in present time and feels good about the environment, end off.

Grogginess and anaten may turn on, but actually this is perfectly fine and the person would simply be continued on the action and he'll come out of it.

Reach and Withdraw is a very simple action and if it is run per this HCOB one shouldn't get into difficulty.

## Wins

The most common wins people have on Reach and Withdraw are increased perception, renewed communication and coming into PT on the area addressed.

Sometimes a person will realize he has had a picture there instead of the object and when Reach and Withdraw is run, just as given above, the picture blows and he is there in PT with the object for the first time. I)on't get involved with the picture, continue Reach and Withdraw.

All sorts of pictures and incidents can turn on and blow during this action.

Reach and Withdraw run on equipment has produced some amazing results.

It increases the person's ability to use the equipment by increasing his familiarity and ARC for it.

One person was run on Reach and Withdraw on a large piece of equipment he was having trouble installing. The installation seemed hopelessly bugged. During the Reach and Withdraw he realized that a large cable necessary to hook up the machine was totally disconnected! He'd never even *seen* the cable before.

Reach and Withdraw has also handled a person's accident proneness with equipment.

Often a person will go exterior when run on Reach and Withdraw on a large area or object.

Reach and Withdraw on a sick or injured pc has keyed out engrams and greatly speeded recovery.

One pc was suffering from a mysterious, but rather severe, pain in a body part. He was run on Reach and Withdraw on that body part and realized the source of the pain and blew the somatic totally.

The wins and gains available from Reach and Withdraw are actually limitless.

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Reach and Withdraw is very easy to do. It is enjoyable for both the person administering it and the person receiving it and has very valuable results.

If a person is going to do anything—study a subject, learn to drive a car, start a new job or post, attain a high level of production, be at cause over the things he deals with or simply survive better—Reach and Withdraw on objects, people, situations, spaces and boundaries will greatly assist one's control, familiarity, cause level and understanding.

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HCO BULLETIN OF 4 MAY 1981RA  
REVISED 27 JUNE 1988

Remimeo  
Class V Grad  
Auditor Checksheet  
C/Ses  
Class V Grad and  
above Auditors  
and C/Ses  
Tech/Qual

*Study Series 10RA*

**STUDY GREEN FORM**

*Refs:*  
HCOB 2 July 78 NED Series II  
DIANETIC STUDENT RESCUE INTENSIVE  
HCOB 23 Nov. 69RB III STUDENT RESCUE INTENSIVE  
Rev. 4.9.78

The Study Green Form is an analysis list which locates and indicates the handling of troubles with the subject of study, largely independent of or in addition to misunderstood words.

This list is used when a person cannot be hatted or trained. It is a major action that is programed for by the C/S in order to find and handle what is wrong with a person's case *studywise*. It can also be used to cure the rebel or revolutionary student.

It will be found, on some pcs, that the subject of study has become so charged that the very idea of study itself has become traumatic. When a person becomes very misemotional about study, has persisting study troubles that do not clean up or when there are other indicators of study-connected engrams, the person should be given a Study Green Form followed by a Student Rescue Intensive.

The end phenomena of the Study Green Form is a person who knows he can study.

(Note: The Study Green Form should not be confused with the Word Clearing Correction List or other student lists such as the Student Correction List or the Student Rehabilitation List. Each of these lists has a distinct purpose as covered in HCOB 24 Oct. 76RA, C/S Series 96RA, DELIVERY REPAIR LISTS.)

Assess this list Method 3 or 5. (Refs: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

If the pc has a big win, end off the session and let him have his win. When he is off his win, the list is then resumed and completed through to the end unless the EP of "person knows he can study" has been reached. Otherwise, it is completed all the way through to the end, in all cases. It is reassessed if necessary.

1. **HAVE YOU GONE EXTERIOR IN AUDITING?** \_\_\_\_\_  
 (Check to make sure the read is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD *and* its corrections. If you are not qualified to audit or repair Int, turn the pc over to a qualified auditor. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA, as applicable.)
  
2. **HAS YOUR INT HANDLING BEEN MESSED UP?** \_\_\_\_\_  
 (Assess and handle an Int RD Correction List. If Int correction has already been done on the pc, get an FES of the Int RD and its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA.)
  
3. **HAS THERE BEEN A LIST ERROR?** \_\_\_\_\_  
 (Find out which list and handle with an L4BRA.)
  
4. **ON STUDY HAVE YOU BEEN GIVEN A WRONG WHY?** \_\_\_\_\_  
 (L4BRA and handle.)
  
5. **ON STUDY DO YOU HAVE AN ARC BREAK?** \_\_\_\_\_  
 (ARCU CDEINR E/S to F/N.)
  
6. **ON STUDY DO YOU HAVE AN ARC BREAK OF LONG DURATION?** \_\_\_\_\_  
 (ARCU CDEINR E/S to F/N.)
  
7. **ON STUDY DO YOU HAVE A PROBLEM?** \_\_\_\_\_  
 (Itsa E/S itsa to F/N.)
  
8. **ON STUDY ARE YOU WITHHOLDING ANYTHING?** \_\_\_\_\_  
 (Get what, if discreditable find out who missed it. E/S to F/N.)
  
9. **DID YOU EVER KNOWINGLY GO BY MISUNDERSTOOD WORDS?** \_\_\_\_\_  
 (Handle as a withhold E/S to F/N. Clear any misunderstands found, each to F/N.)
  
10. **DO YOU HAVE A MISSED WITHHOLD OF GOING PAST MISUNDERSTOODS?** \_\_\_\_\_  
 (Pull the missed withhold E/S to F/N. Then clear each misunderstood he went past, each word to F/N.)
  
11. **HAVE YOU HAD EARLY BAD AUDITING?** \_\_\_\_\_  
 (LIC Method 3 on early auditing.)

12. WAS WORD CLEARING DONE IN THE MIDDLE OF ANOTHER INCOMPLETE AUDITING CYCLE?  
(2WC to F/N. Get which cycle pc is on and by folder inspection evaluate which one needs to be completed first— make sure it is fully noted on the pc's program to complete word clearing if the other action is handled first.) \_\_\_\_\_
13. DO YOU HAVE AN INCOMPLETE TRs COURSE?  
(2WC to F/N. Pgm to complete TRs course.) \_\_\_\_\_
14. ON STUDY HAVE YOU HAD TROUBLE WITH CLEARING WORDS?  
(Itsa E/S itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.) \_\_\_\_\_
15. ON STUDY IS THERE BYPASSED CHARGE ON WORD CLEARING?  
(WCCL and handle.) \_\_\_\_\_
16. DO YOU HAVE TROUBLE WITH WORDS?  
(Itsa E/S itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.) \_\_\_\_\_
17. DO YOU HAVE MISUNDERSTANDINGS FROM YOUR EARLIER SCHOOLING?  
(Itsa E/S itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.) \_\_\_\_\_
18. ON STUDY HAS YOUR WORD CLEARING BEEN MESSED UP?  
(WCCL and handle.) \_\_\_\_\_
19. DON'T YOU WANT TO STUDY?  
(Find out if there was a time when he did want to study and someone invalidated this and clean it up. Otherwise ask, "Tell me about why you don't want to study," and 2WC to F/N.) \_\_\_\_\_
20. HAS THERE BEEN NO AUDITING ON THE SUBJECT OF STUDY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
21. HAVE YOU BEEN MADE TO STUDY BECAUSE SOMEONE ELSE DEMANDED IT?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
22. HAVE YOU HAD TO STUDY WHEN YOU DIDN'T WANT TO?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
23. ON STUDY HAS THERE BEEN AN INJUSTICE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_



24. HAS ETHICS ACTION EVER BEEN TAKEN ON YOU FOR NOT APPLYING STUDY TECH? \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
25. SHOULD ETHICS ACTION HAVE BEEN TAKEN ON YOU FOR FAILING TO APPLY STUDY TECH? \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
26. HAVE YOU BEEN THREATENED INTO STUDYING? \_\_\_\_\_  
(Triple or Quad Recalls on being threatened into studying.  
F1: Recall a time you were threatened into studying.  
F2: Recall a time you threatened another into studying.  
F3: Recall a time others threatened others into studying.  
F0: Recall a time you threatened yourself into studying.)
27. HAVE YOU BEEN PUNISHED INTO STUDYING? \_\_\_\_\_  
(Triple or Quad Recalls on being threatened into studying.  
F1: Recall a time you were threatened into studying.  
F2: Recall a time you threatened another into studying.  
F3: Recall a time others threatened others into studying.  
F0: Recall a time you threatened yourself into studying.)
28. IS THERE PAIN CONNECTED WITH STUDY? \_\_\_\_\_  
(Triple or Quad Recalls on pain connected to study.  
F1: Recall a time pain was connected to study.  
F2: Recall a time you caused another to have pain connected with study.  
F3: Recall a time others caused others to have pain connected with study.  
F0: Recall a time you caused yourself to have pain connected with study.)
29. HAVE YOU BEEN MADE TO STUDY WHEN YOU HAD NO WILLINGNESS TO KNOW? \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
30. HAVE YOU BEEN MADE TO FEEL BAD ABOUT DOING POORLY IN STUDY? \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
31. HAVE YOU BEEN ASHAMED OF YOUR SCHOOL GRADES? \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
32. HAVE YOU BEEN MADE TO FEEL LIKE A SOCIAL OUTCAST BECAUSE YOU DIDN'T DO WELL IN SCHOOL? \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
33. HAVE YOU BEEN PUSHED TO GET GOOD GRADES? \_\_\_\_\_  
(Itsa E/S itsa to F/N.)

34. HAVE YOU BEEN ASHAMED OF NOT FINISHING HIGH SCHOOL?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
35. WERE YOU MADE TO THINK YOU'D FAILED BECAUSE YOU DIDN'T GO TO COLLEGE (UNIVERSITY)?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
36. HAS SOMEONE TOLD YOU YOU WERE A BAD STUDENT?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
37. HAVE YOU BEEN RIDICULED IN FRONT OF OTHER STUDENTS?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
38. HAS THERE BEEN NO ONE TO SUPERVISE YOUR STUDY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
39. ON STUDY HAS NO ONE SHOWN ANY INTEREST IN YOUR PROGRESS?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
40. HAVE YOU HAD BAD STUDY SUPERVISION?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
41. ON STUDY HAVE YOU HAD BAD COACHING?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
42. ON STUDY HAVE YOU BEEN INVALIDATED?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
43. HAVE YOU KNOWN IT WOULD NEVER DO ANY GOOD TO STUDY?  
(Find out if there was a time when he felt it *did* matter if he studied and someone invalidated this. If so, clean it up. Otherwise ask, "Tell me about why it would never do any good to study," and 2WC to F/N.) \_\_\_\_\_
44. ON STUDY HAVE YOU INVALIDATED YOURSELF?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
45. HAS SOMEONE TOLD YOU THAT YOU DON'T KNOW HOW TO STUDY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
46. HAVE YOU BEEN FLUNKED WHEN YOU SHOULDN'T HAVE BEEN?  
(Indicate. Rehab the point when he knew he had it.) \_\_\_\_\_

47. ON STUDY HAD YOU MADE IT AND SOMEONE SAID YOU HADN'T?  
(Indicate. Rehab the point when he made it.) \_\_\_\_\_
48. HAS SOMEONE INVALIDATED WHAT YOU STUDIED?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
49. ON STUDY HAVE YOU BEEN MADE TO FEEL STUPID ABOUT A SUBJECT?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
50. HAVE YOU BEEN MADE WRONG BY A TEACHER?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
51. ON STUDY HAS SOMEONE TRIED TO CORRECT YOU WHEN THERE WAS NOTHING WRONG?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
52. HAVE YOU BEEN PREVENTED FROM STUDYING?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
53. HAVE OTHERS PREVENTED YOU FROM KNOWING?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
54. HAVE YOU BEEN REPRIMANDED FOR WANTING TO KNOW?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
55. WERE YOU NOT ALLOWED TO OBSERVE, UNDERSTAND AND DO?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
56. COULDN'T YOU STUDY BECAUSE OF THE DEMANDS OF A JOB OR POST?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
57. WAS THERE NO TIME TO STUDY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
58. HAS THERE BEEN SOMETHING WRONG WITH THE STUDY ENVIRONMENT?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
59. HAVE YOU BEEN DISTURBED WHILE STUDYING?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
60. ON STUDY WAS SOMEONE MAD AT YOU?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_

61. ON STUDY IS THERE AN ENGRAM IN RESTIMULATION?  
(Indicate. Assess an L3RH and handle.) (On Clears or above, simply indicate the item. If no F/N, assess an L3RH but do no more than indicate the reading item[s]. Do NOT run any Dianetics.) \_\_\_\_\_
62. DO YOU HAVE AN ENGRAM MATCHING PRESENT TIME STUDY?  
(If so, run it out Narrative R3RA Triple or Quad.) (On Clears or above, simply indicate the item. If no F/N, assess an L3RH but do no more than indicate the reading item[s]. Do NOT run any Dianetics.) \_\_\_\_\_
63. HAVE YOU BEEN OVERWHELMED ON STUDY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
64. HAVE YOU BEEN CONNECTED TO SOMEONE WHO DIDN'T WANT YOU TO LEARN?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
65. HAVE YOU BEEN MADE TO FEEL A SUBJECT WAS DANGEROUS?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
66. DOESN'T STUDY TECH WORK ON YOU?  
(Find out what didn't work and correct it to F/N VGIs and a win.) \_\_\_\_\_
67. ON STUDY IS THERE SOMETHING YOU'RE CONFUSED ABOUT?  
(Find out what it is and clear it up to F/N and VGIs.) \_\_\_\_\_
68. ON STUDY HAVE YOU GONE PAST MISUNDERSTOODS?  
(Assess a WCCL and handle.) \_\_\_\_\_
69. HAVE YOU FAILED TO USE STUDY TECH?  
(2WC to find out what he hasn't used. Itsa E/S itsa to F/N, then clear up any misunderstands that have come up.) \_\_\_\_\_
70. ON STUDY WERE THERE NO DICTIONARIES?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
71. ON STUDY WERE THE DICTIONARIES INADEQUATE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
72. ON STUDY WERE THE DICTIONARIES INCOMPREHENSIBLE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_

73. ON STUDY HAVE MATERIALS CONTAINED INCORRECT DATA?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
74. DID MATERIALS YOU TRIED TO STUDY CONTAIN OMITTED DATA?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
75. ON STUDY WERE YOU GIVEN NO TEXT?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
76. ON STUDY WERE YOU GIVEN A FALSE TEXT?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
77. HAVE YOU BEEN UNABLE TO FIND THE DATA YOU WANTED IN TEXTBOOKS?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
78. HAS THE DATA IN BOOKS BEEN INCOMPREHENSIBLE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
79. HAVE YOU WANTED TO LEARN SOMETHING BUT YOU COULDN'T GET IT OUT OF A TEXTBOOK?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
80. HAVE YOU STUDIED SOMETHING THAT WAS FALSE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
81. HAVE THERE BEEN DISAGREEMENTS WITH DATA?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
82. ON STUDY HAS ANYONE TAUGHT OR GIVEN YOU FALSE DATA?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
83. ON STUDY HAVE YOU RECEIVED VERBAL DATA?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
84. HAS SOMEONE MADE YOU STUDY IMPROPERLY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
85. ON STUDY HAVE YOU BEEN MADE 1o DO THINGS WRONG?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
86. ON STUDY HAVE YOU BEEN PREVENTED FROM USING YOUR OWN JUDGMENT?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
87. HAVE THERE BEEN ARBITRARY RULES ABOUT HOW YOU STUDY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_

88. WAS THERE NO REASON FOR LEARNING SOMETHING?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
89. IS THERE ANY REASON YOU SHOULD REMAIN  
IGNORANT?  
(2WC E/S to F/N.) \_\_\_\_\_
90. IS KNOWLEDGE OF NO VALUE?  
(2WC E/S to F/N.) \_\_\_\_\_
91. IS THERE SOMETHING OTHERS SHOULDN'T KNOW?  
(2WC E/S to F/N.) \_\_\_\_\_
92. HAVE YOU EVER WILLFULLY KEPT YOURSELF FROM  
BEING INFORMED?  
(2WC E/S to F/N.) \_\_\_\_\_
93. HAVE YOU HAD TO STUDY SOMETHING YOU WOULD  
NEVER NEED TO APPLY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
94. COULDN'T YOU GET RESULTS WITH WHAT YOU  
LEARNED?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
95. HAVE YOU STUDIED ONLY TO PASS AN EXAM?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
96. HAVE YOU NEVER APPLIED WHAT YOU LEARNED?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
97. HAVE YOU STUDIED FOR SOME OTHER REASON?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
98. WAS THERE NO CHOICE ABOUT WHAT YOU STUDIED?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
99. DID YOU HAVE TO STUDY WHEN YOU WANTED TO DO  
SOMETHING ELSE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
100. HAVE YOU HAD TO STUDY SOMETHING YOU HAD NO  
INTEREST IN?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
101. HAVE YOU HAD TO STUDY A SUBJECT THAT WAS OF  
NO USE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
102. DO YOU GET ANGRY AT THINGS YOU DON'T  
UNDERSTAND?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_

103. HAVE YOU HAD TO LEARN TOO MANY THINGS BEFORE YOU COULD LEARN WHAT YOU WANTED TO?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
104. DID SOMETHING SEEM TOO DIFFICULT TO LEARN?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
105. HAVE YOU HAD TO STUDY TOO MUCH TOO FAST?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
106. WERE YOU ASKED TO DO THINGS YOU COULDN'T STUDY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
107. WERE YOU ASKED TO LEARN THE WHOLE SUBJECT AT ONCE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
108. DID SOMEONE EXPECT YOU TO KNOW IT ALL AT ONCE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
109. DO YOU LEARN SLOWLY BUT YOU'VE BEEN MADE IY) STUDY FAST?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
110. DO YOU LEARN FAST BUT YOU'VE BEEN MADE TO STUDY SLOWLY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
111. WERE YOU A FAST STUDY AND PEOPLE SAID YOU WERE SLOW?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
112. HAVE THE BASICS OF A SUBJECT BEEN OMITTED?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
113. HAVE STUDY MATERIALS BEEN UNAVAILABLE?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
114. WAS IT ALL DOINGNESS AND NO REASON WHY?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
115. HAS IT BEEN ALL SIGNIFICANCE AND NO DOINGNESS?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
116. ON STUDY WAS A GRADIENT TOO STEEP?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
117. ON STUDY DID YOU SKIP A GRADIENT?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_

118. HAVE YOU HAD TO CONTINUE STUDYING WHEN YOU ALREADY KNEW IT?  
(Indicate. Rehab the point where he knew it.) \_\_\_\_\_
119. ON STUDY HAS THERE BEEN A WRONG EMPHASIS?  
(Itsa E/S itsa to F/N.) \_\_\_\_\_
120. DO YOU HAVE OVERTS AGAINST STUDY?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
121. HAVE YOU COMMITTED OVERTS BY REASON OF STUDY?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
122. HAVE YOU COMMITTED CRIMES IN SCHOOL?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
123. DID YOU EVER DO ANYTHING IN STUDY THAT YOU FELT BAD ABOUT?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
124. ON STUDY DID YOU EVER DO ANYTHING BAD WHICH YOU JUSTIFIED?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
125. HAVE YOU VIOLATED STUDENT RULES?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
126. HAVE YOU GIVEN VERBAL DATA OR DEFINITIONS TO OTHERS?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
127. HAVE YOU COMMITTED OVERTS ON A TEACHER OR SUPERVISOR?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
128. HAVE YOU BEEN CRITICAL OF STUDY OR TEACHERS BEHIND THEIR BACKS?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
129. HAVE YOU CAUSED AN UPSET IN A COURSE ROOM?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
130. HAVE YOU LIED TO A TEACHER OR SUPERVISOR?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
131. HAVE YOU MADE TROUBLE FOR A TEACHER OR SUPERVISOR?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
132. HAVE YOU REFUSED TO LET OTHERS HELP YOU LEARN?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_



133. HAVE YOU COMMITTED OVERTS ON STUDENTS?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
134. HAVE YOU MADE ANOTHER FEEL STUPID?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
135. HAVE YOU MADE OTHERS FEEL ASHAMED OF THEIR  
SCHOOL GRADES?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
136. HAVE YOU DAMAGED STUDY MATERIALS OR  
BOOKS?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
137. HAVE YOU STOLEN STUDY MATERIALS OR BOOKS?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
138. DO YOU HAVE UNPAID DEBTS FOR COURSES YOU'VE  
TAKEN?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
139. HAVE YOU OMITTED DOING PARTS OF A CHECKSHEET  
OR COURSE?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
140. HAVE YOU PASSED A CHECKSHEET, TEST OR EXAM  
FALSELY?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
141. DID YOU BRIBE ANYONE IN ANY WAY TO PASS YOU?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
142. ON STUDY HAVE YOU CHEATED?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
143. ON STUDY HAVE YOU TAKEN CREDIT FOR  
SOMETHING YOU DIDN'T DO?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
144. ON STUDY HAVE YOU FAILED TO DO HOMEWORK OR  
ASSIGNMENTS?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
145. HAVE YOU FALSIFIED YOUR STUDY STATS?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
146. HAVE YOU FALSELY ATTESTED TO COURSE  
COMPLETIONS?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
147. HAVE YOU PRETENDED YOU'VE STUDIED WHEN YOU  
HAVEN'T?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_

148. HAVE YOU STUDIED BUT NOT INTENDED TO LEARN? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
149. WHILE ON STUDY HAVE YOU DONE SOMETHING ELSE  
INSTEAD? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
150. DID YOU STUDY OR STAY IN SCHOOL TO AVOID  
HAVING TO DO SOMETHING ELSE? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
151. ON STUDY HAVE YOU NOT PAID ATTENTION? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
152. HAVE YOU SKIPPED GOING TO STUDY? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
153. HAVE YOU NOT GONE TO SCHOOL WHEN YOU WERE  
SUPPOSED TO? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
154. HAVE YOU FALSELY ATTESTED TO COURSE  
PREREQUISITES? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
155. HAVE YOU PRETENDED TO HAVE STUDIED THINGS  
YOU HADN'T? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
156. HAVE YOU DONE SOMETHING THAT MAKES YOU NOT  
DESERVE STUDY? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
157. HAVE YOU STUDIED SOMETHING SO THAT YOU  
COULD DO HARM? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
158. HAVE YOU PRETENDED TO KNOW A SUBJECT? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
159. HAVE YOU ALTERED STUDY TECH? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
160. HAVE YOU CONVINCED OTHERS IT WAS USELESS TO  
STUDY? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)
161. HAVE YOU TURNED STUDENTS AGAINST THEIR  
TEACHERS? \_\_\_\_\_  
(Get what he did, who missed it, E/S to F/N.)

162. DID YOU EVER THINK OF STARTING A STUDENT REVOLT?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
163. HAVE YOU TRIED TO GET OTHER STUDENTS TO REVOLT?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
164. HAVE YOU GONE TO SCHOOL JUST TO MAKE TROUBLE?  
(Get what he did, who missed it, E/S to F/N.) \_\_\_\_\_
165. DO YOU HAVE EYESTRAIN OR BAD EYESIGHT?  
(2WC to F/N. Note for C/S.) \_\_\_\_\_
166. ON STUDY DO YOU HAVE TROUBLE WITH YOUR HEARING?  
(2WC to F/N. Note for C/S.) \_\_\_\_\_
167. IN STUDY HAS SOMETHING BEEN OVERRUN?  
(Find out what and rehab.) \_\_\_\_\_
168. WAS THERE NOTHING WRONG WITH STUDY IN THE FIRST PLACE?  
(Indicate. If no F/N, rehab or date/locate.) \_\_\_\_\_
169. IS THIS LIST AN UNNECESSARY ACTION?  
(Indicate. If no F/N, rehab or date/locate.) \_\_\_\_\_
170. HAVE YOU EVER FELT YOU *COULD* STUDY?  
(Rehab this point.) \_\_\_\_\_

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 MAY 1981R  
REVISED 4 JULY 1988

Remimeo  
C/Ses  
Auditors  
Tech/Qual

**STUDY GREEN FORM  
WORD LIST**

*Refs:*  
HCO PL 4 Apr. 72R III ETHICS AND STUDY TECH  
Rev. 21.6.75  
HCOB 8 July 74R I Word Clearing Series 53R  
Rev. 24.7.74 CLEAR TO F/N  
HCOB 21 June 72 I Word Clearing Series 38  
METHOD 5  
HCOB 9 Aug. 78 II CLEARING COMMANDS  
HCOB 17 July 79RA I Word Clearing Series 64RA  
Rev. 30.7.83 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 4 May 81RA, STUDY GREEN FORM.

These words should be cleared on the pc before the STUDY GREEN FORM is actually assessed, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM THE STUDY GREEN FORM**

A, about, accepted, actions against, all, allowed, already, altered, an, and, angry, another, any, anyone, anything, applied, apply, arbitrary, ARC break, are, ashamed, asked, assignments, at, attention, attested, auditing, avoid.

Backs, bad, basics, be, because, been, before, behind, being, books, bribe, but, by, bypassed charge.

Caused, cheated, checksheet, choice, clean up, clearing, coaching, college, committed, completions, confused, connected, contained, continue, convinced, correct, correction, could, couldn't, course, course room, courses, credit, crimes, critical, cycle.

Damaged, dangerous, data, debts, definitions, demanded, demands, deserve, dictionaries, did, didn't, difficult, disagreements, disturbed, do, doesn't, doing, doingness, done, don't, duration.

Earlier, early, else, emphasis, engram, environment, error, ethics, ever, exam, expect, exterior, eyesight, eyestrain.

Failed, failing, false, false data, falsely, falsified, fast, feel, felt, find, finishing, first, flunked, for, from, front.

Get, given, go, going, gone, good, grades, gradient.

Had, hadn't, handling, harm, has, have, haven't, having, hearing, help, high school, homework, how.

Ignorant, improperly, in, inadequate, incomplete, incomprehensible, incorrect, informed, injustice, instead, Int, intended, interest, into, invalidate, invalidated, is, it.

Job, judgment, just, justified.

Kept, knew, know, knowing, knowingly, knowledge, known.

Learn, learned, learning, let, lied, like, list, long.

Mad, made, make, makes, many, matching, materials, messed up, middle, missed withhold, misunderstood, misunderstands, much.

Need, never, no, not, nothing.

Observe, of, omitted, on, once, one, only, or, order, other, others, out, outcast, overrun, overts, overwhelmed, own.

Paid, pain, parts, pass, passed, past, place, poorly, post, prerequisites, present time, pretended, prevented, problem, progress, punished, pushed.

Reason, recall, received, refused, remain, reprimanded, restimulation, results, revolt, ridiculed, rules.

Said, school, schooling, seem, should, shouldn't, shown, significance, skip, skipped, slowly, smarter, so, social, some, someone, something, starting, stats, stay, steep, stolen, student, students, studied, study, studying, study tech, stupid, subject, supervise, Supervisor, supervision, supposed.

Taken, taught, teacher, teachers, test, text, textbook, textbooks, than, that, the, their, there, things, think, this, threatened, time, to, told, too, tried, trouble, TRs, turned.

Unable, unavailable, understand, university, unnecessary, unpaid, upset, use, useless, using.

Value, verbal data, violated.

Want, wanted, wanting, was, way, well, were, what, when, which, while, who, whole, why, willfully, willingness, with, withholding, word, word clearing, words, work, would, wrong.

You, you'd, your, you're, yourself, you've.

L. RON HUBBARD

Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 JULY 1981

Remimeo  
Auditors  
C/Ses  
Registrars

**PREGNANCY AND AUDITING**

Pregnant mothers are not to be audited or audit, for the sixth month on up, on Power and up on the Grade Chart.

It is very common for pregnant mothers to be audited and to audit on Dianetics and is in fact vital.

L. RON HUBBARD  
Founder

Assisted by  
Snr C/S FLB

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 JULY 1981R  
REVISED 13 APRIL 1991

Remimeo  
Auditors  
C/Ses  
Tech/Qual

**FULL ASSIST CHECKLISTS  
FOR INJURIES AND ILLNESSES**

*Refs:*  
Ability 73 ca. May 1958 "Assists in Scientology"  
HCOB 27 July 69 ANTIBIOTICS  
HCOB 5 July 71RB C/S Series 49RB  
Rev. 20.9.78 ASSISTS  
HCOB 11 July 73RB ASSIST SUMMARY  
Rev. 21.9.78  
HCOB 23 July 71R ASSISTS  
Rev. 16.7.78  
HCOB 21 Oct. 71 ASSISTS IN SCIENTOLOGY  
HCOB 7 Apr. 72RA TOUCH ASSISTS, CORRECT ONES  
Rev. 25.8.87  
HCOB 24 July 69R SERIOUSLY ILL PCs  
Rev. 24.7.78  
HCOB 31 Dec. 78RA II OUTLINE OF PTS HANDLING  
Rev. 26.7.86  
HCOB 2 Apr. 69 RADIANTIC ASSISTS  
Rev. 28.7.78  
HCOB 16 Aug. 69R HANDLING ILLNESS IN SCIENTOLOGY  
Rev. 25.9.78  
HCOB 15 Nov. 78 DATING AND LOCATING  
HCOB 15 July 70R UNRESOLVED PAINS  
Rev. 17.7.78  
HCOB 23 Dec. 71RB Solo C/S Series 10RB  
Rev. 2.8.90 C/S Series 73RB  
THE NO-INTERFERENCE AREA  
CLARIFIED AND REINFORCED  
HCOB 12 Mar. 69 II PHYSICALLY ILL PCs AND PRE-OTs  
HCOB 4 Sept. 68 "Don't force a pc.."  
HCOB 13 June 70 C/S Series 3  
SESSION PRIORITIES  
REPAIR PGMs AND THEIR PRIORITY  
HCOB 29 Mar. 75RA ANTIBIOTICS, ADMINISTERING OF  
Rev. 24.3.85  
HCOB 12 Nov. 64 Word Clearing Series 26  
DEFINITION PROCESSES  
Tape: 5406C17 "Assists"  
Tape: 5608C "Chronic Somatics"  
Tape: 5905C21 "Clearing, Processes—Special Cases"  
Tape: 6110C03 "The Prior Confusion"  
Book: Dianetics 55!

IMPORTANT NOTE: DIANETICS IS FORBIDDEN ON  
CLEARS, OTs AND DIANETIC CLEARS, PER HCOB 12  
SEPT. 78R, DIANETICS FORBIDDEN ON CLEARS AND  
OTs.



There is a tremendous amount that can be done mentally and spiritually by an auditor to assist someone who is sick or hurt. We have known for years in Dianetics and Scientology that the tech of assists is very powerful and can work miracles when correctly applied.

The purpose of this bulletin is to lay out the available technology on assists for handling the ill or injured.

The processes presented in this issue are in checklist form, which will greatly aid the C/S and auditor in drawing up and executing a proper assist program.

### USING THE CHECKLISTS

In 1974 I developed the system of using a preliminary assessment of the pc's condition and checklists as aids to programing and C/Sing the case.

Attached to this bulletin are separate checklists which list symptoms for both injuries and illnesses and corresponding handling sheets which list out the many assist actions and their references one uses to handle either.

To use a checklist:

1. Look up the symptom or symptoms the pc may have on the appropriate preliminary assessment sheet (injury or illness). Below each symptom are listed many possible handlings.
2. Look up the handlings on the appropriate handling sheet.
3. Use these handlings and their references in C/Sing and programing the case.
4. Draw up the program and C/S.
5. The C/S can then circle the actions to be done on the handling sheet and number them in sequence. The handling sheet can be kept in the folder and signed off as each step is done.
6. Audit the pc regularly until the illness, injury or condition is handled.

### C/Sing AND PROGRAMING

The Assist Summary bulletins were never intended to be used as a rote sequence of handling assists, which vary based on the circumstances of the pc.

It could be a serious mistake to simply robotically copy down in order the handlings listed for the pc's symptoms and then audit them on the pc.

One reason for this is that the case levels of people differ. An OT with a sprained ankle would be handled differently than a Dianetic pc with one.

Also, injuries and illnesses are two separate subjects and are handled differently.

Therefore, data has to be gotten where available, from medical reports, session reports, interviews and exam statements, and the C/S has to understand the case before him and program and C/S accordingly.

ANY ASSIST ACTION MUST BE SUITED TO THAT PC'S CASE AND CURRENT CONDITION.

#### CAUTION

The injured or ill person is overwhelmed easily. One must beware of keying the person in.

The operating basis is to take it easy on the pc and try not to run anything too heavy on him. Going earlier-similar on two-way comms should be avoided as due to his condition E/S tends to make the ill or injured pc dive back to the year zero. This is more than a sick person can stand up to.

Along with this, NEVER MISS AN F/N ON A SICK PERSON.

#### NOTE ON HIGH-CRIMING REFERENCES

It well behooves any auditor or C/S to get his high-crime checkouts in PT for the assist actions listed in this bulletin. The circumstances requiring assists often crop up unexpectedly and a well-prepared auditor will be more successful than an unprepared one.

One would *always* do whatever one could to help a person in difficulty regardless. Still, it is a matter of technical integrity and professional pride that one would get his high-crime checkouts in PT for assist actions to his class.

---

Factually, there is no group but ourselves which possesses a body of technology to effectively assist the spiritual condition of the ill or injured person. Our knowledge in this area is considerable.

So don't skimp on your study and drilling of these procedures and the theory behind them. You can do much to relieve the misery suffered by the ill or injured.

With full understanding and application of assists you may appear to others to be a miracle worker.

L. RON HUBBARD  
Founder

Revision by  
LRH Technical Research  
and Compilations

**PRELIMINARY ASSESSMENT FOR INJURIES**

PC: \_\_\_\_\_ DATE: \_\_\_\_\_

1. *SYMPTOM:* INJURED AND HAS DONE A BUNK.  
*HANDLINGS:* 1, 3, 2, 4, 5, 6, 9, 10, 11, 12, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 43, 44.
2. *SYMPTOM:* SEVERELY INJURED AND CLOSE TO DEATH.  
*HANDLINGS:* 1, 2, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
3. *SYMPTOM:* HAS HAD AN ELECTRIC SHOCK.  
*HANDLINGS:* 1, 2, 7, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
4. *SYMPTOM:* SEVERELY INJURED AND BLEEDING/BROKEN BONES.  
*HANDLINGS:* 1, 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
5. *SYMPTOM:* INJURED AND IN A COMA.  
*HANDLINGS:* 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
6. *SYMPTOM:* IN OR WAS IN A STATE OF SHOCK.  
*HANDLINGS:* 1, 7, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
7. *SYMPTOM:* INJURED AND UNCONSCIOUS.  
*HANDLINGS:* 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
8. *SYMPTOM:* INJURED AND IN PAIN.  
*HANDLINGS:* 1, 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
9. *SYMPTOM:* INJURED WITH EXTREME DISCOMFORT.  
*HANDLINGS:* 1, 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.

10. *SYMPTOM:* INJURED WITH AN INFECTION/TEMPERATURE.  
*HANDLINGS:* 1, 2 (Antibiotics), 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
11. *SYMPTOM:* INJURED AND TAKING DRUGS.  
*HANDLINGS:* 1, 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44.
12. *SYMPTOM:* INJURED WITH LITTLE/NO DISCOMFORT.  
*HANDLINGS:* 1, 2, 8, 9, 10, 11, 12, 13, 15, 21, 22, 24, (Other processes between 8 and 39 may be used as needed), 40, 41, 42, 43, 44.
13. *SYMPTOM:* INJURY NOT HEALING.  
*HANDLINGS:* 24, 25, 32, 33, 36, 40? 41, 42, 43, 44, 45, 46, 47.
14. *SYMPTOM:* INJURED AFTER OR WHILE INCOMPLETE ON AN AUDITING ACTION.  
*HANDLINGS:* Handle with appropriate handlings depending on the injury. Then do #48 from handling sheet as soon as possible.
15. *SYMPTOM:* OLD INJURY RECURRING OR RESTIMULATED.  
*HANDLINGS:* 21, 22, 23, 24, 33, 36, 40, 41, 42, 43, 44, 45.
16. *SYMPTOM:* INJURED AND IN THE NO-INTERFERENCE AREA.  
*HANDLING:* 52, then other appropriate handlings depending on the injury.
17. *SYMPTOM:* HIGH OR LOW TA.  
*HANDLING:* 51.
18. *SYMPTOM:* REPEATING INJURIES OR ACCIDENTS (ACCIDENT PRONE).  
*HANDLING:* 53, as soon as injury handlings are complete.
19. *SYMPTOM:* PC CAN'T RECALL RECENT ENGRAM.  
*HANDLINGS:* 24 until pc recalls engram. Then 21, 23 and complete 24. Then proceed as above based on current symptoms.
20. *SYMPTOM:* CHILD INJURED AND IN PAIN.  
*HANDLINGS:* 1, 2, 49, 8, 9, 10, 50.

## **PREGNANCY**

- SYMPTOM:* GOING TO GIVE BIRTH OR HAS GIVEN BIRTH.  
*HANDLINGS:* 2, 55, 9, 10, 11, 12, 14, 19, 27, 29, 31, 32, 33, 34.

## HANDLING SHEET FOR INJURIES

### 1. *FIRST AID AND ENVIRONMENTAL CONTROL*

Where you are giving an assist to one person, you put things in the environment into an orderly state as the first step, unless you are trying to stop a pumping artery—but here you would use first aid. You should understand that first aid *always* precedes an assist. You should look the situation over from the standpoint of how much first aid is required.

You may often have to find some method of controlling, handling and directing personnel who get in your way before you can render an assist. You might just as well realize that an assist requires that you control the entire environment and personnel associated with the assist if necessary.

A good example of an assist would be when somebody is washing dishes in the kitchen. There is a horrendous crash and the person comes down all over the sink, hits the floor; as she is going down, she grabs the butcher knife as it falls. You go in and say, “Well, let me fix that up.” One of the first things you would have to do is to wind some bandage around the hand to stop the bleeding. Part of the first aid would be to pick up the dishes and put them back on the sink, sweep the pieces together into a more orderly semblance. This is the first symptom of control. (IRef: HCOB 21 Oct. 71, ASSISTS IN SCIENTOLOGY)

(This could include getting some assistance to ease discomfort, such as Epsom-salt baths, liniment, changing bandages, etc.)

### 2. *MEDICAL TREATMENT*

An assist is not a substitute for medical attention and does not attempt to cure injuries requiring medical aid. First, call the doctor. Then assist the person as you can. (Ref: *Ability* 73, “Assists in Scientology”)

Medical examination and diagnosis should be sought where needed, and where treatment is routinely successful, medical treatment should be obtained. As an assist can at times cover up an actual injury or broken bone, no chances should be taken, especially if the condition does not easily respond. In other words, where something is merely thought to be a slight sprain, to be on the safe side an X-ray should be obtained, particularly if it does not at once respond. An assist is not a substitute for medical treatment but is complementary to it. It is even doubtful if full healing can be accomplished by medical treatment alone and it is certain that an assist greatly speeds recovery. In short, one should realize that physical healing does not take into account the being and the repercussion on the spiritual beingness of the person. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

### 3. *IF A PERSON HAS DONE A BUNK*

The preclear may do a compulsive exteriorization, “do a bunk,” and drop his body limp in the chair and give from that body no sign that he is hearing any of the auditing commands given by the auditor. One such case was pleaded with for half an hour by an auditor along the lines that the preclear should remember her husband, should think of her children, should come back and live for the

sake of her friends, and found no response from the preclear. Finally the auditor said, “Think of your poor auditor,” at which moment the preclear promptly returned. (Ref: *Dianetics 55!* Chapter XVI, “Exteriorization”)

4. *UNCONSCIOUS OR IN A COMA*

“YOU MAKE THAT BODY SIT ON THAT CHAIR.” (or “LIE ON THAT BED.”) (Ref: Tape: 5905C21 Clearing, Processes—Special Cases)

5. *UNCONSCIOUS OR IN A COMA*

Touch patient’s hand to parts of the bed with “FEEL THAT (object).” (Ref: HCOB 27 July 69, ANTIBIOTICS)

6. *UNCONSCIOUS OR IN A COMA*

An unconscious pc can be audited off a meter by taking his hand and having him touch nearby things like pillow, floor, etc., or body without hurting an injured part. A person in a coma for months can be brought around by doing this daily. (Ref: HCOB 5 July 71RB, C/S Series 49RB, ASSISTS)

7. *SHOCK OR CATATONIA*

“HERE. WHAT WORD DID I SAY TO YOU?” “HERE. WHAT WORD DID I SAY TO YOU?” The auditor keeps this up until all of a sudden the pc says, “You said ‘Here.’” Then, “REACH DOWN NOW AND FIND THE FLOOR WITH YOUR HAND. PRESS IT.” (Ref: Tape: 5406C17 “Assists”)

8. *CONTACT ASSIST*

Where possible and where indicated, until the person has reestablished his communication with the physical universe site. To F/N. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY; HCOB 5 July 71RB, C/S Series 49RB, ASSISTS; HCOB 2 Apr. 69RA, DIANETIC ASSISTS)

9. *TOUCH ASSIST*

Until the person has reestablished communication with the physical part or parts affected. To F/N. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY; HCOB 21 Oct. 71, ASSISTS IN SCIENTOLOGY; HCOB 7 Apr. 72RA, TOUCH ASSISTS, CORRECT ONES)

10. *HAVINGNESS*

Running HAVINGNESS in every assist session is vital. This not only remedies havingness but also brings the preclear to present time. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY; HCOB 7 Aug. 78, HAVINGNESS FINDING AND RUNNING THE PC’S HAVINGNESS PROCESS; HCOB 6 Oct. 60R, THIRTY-SIX NEW PRESESSIONS)

11. *REACH AND WITHDRAW*

Run Reach and Withdraw from the affected area. (Ref: HCOB 24 July 69R, SERIOUSLY ILL PCs)

Reach and Withdraw can also be done on other body parts not affected, the environment, the body itself, the location where an injury occurred, the thing that injured the pc (e.g., the knife that cut him). To EP of F/N, GIs. (Ref: HCOB 10 April 81R, REACH AND WITHDRAW)

12. *HELLO AND OK*

“HELLO” AND “OKAY.” (Ref: PAB 123, THE REALITY SCALE)

13. *WHERE DID IT HAPPEN?*

“WHERE DID IT HAPPEN?” “WHERE ARE YOU NOW?” (Ref: *Ability* 110, TECHNIQUES OF CHILD PROCESSING)

14. *COMMUNICATION*

“FROM WHERE COULD YOU COMMUNICATE TO A (body part)?” To F/N, Cog, VGIs. (Ref: HCOB 25 Sept. 59, HAS COAUDIT)

15. *LOOK AT THAT* \_\_\_\_\_

“LOOK AT THAT (object).” “DECIDE THE INJURY CANNOT HAVE IT.” EP: Pain gone, cog, F/N. (Ref: *Ability* 73, ASSISTS IN SCIENTOLOGY)

16. *KEEP IT FROM GOING AWAY*

“KEEP IT FROM GOING AWAY.” (Ref: *Ability* 73, ASSISTS IN SCIENTOLOGY)

17. *INJURY (IMPACT)*

“WHERE AREN’T YOU BEING \_\_\_\_\_ (e.g., ‘hit’)?” Making sure he gets these places with great certainty. As a result you will get yourself quite a reduction in case. (Run to F/N, Cog, VGIs.) (Ref: Tape: 5406C17, “Assists”)

18. *PURPOSE*

Ask the pc, “GIVE ME ANOTHER PURPOSE FOR A (e.g., bad ear).” He already assumes he’s given you one. He’s got a bad ear. You could ask him for a few more purposes. Have him dream up a few more purposes and he’ll feel much better. (Ref: Tape: 5608C “Chronic Somatics”)

19. *RUDIMENTS*

Fly rudiments as follows:

HANDLE ANY ARC BREAK that might have existed at the time (a) with the environment, (b) with another, (c) with others, (d) with himself, (e) with the body part or the body and (f) with any failure to recover at once. Each to F/N.

HANDLE ANY PROBLEM the person may have had (a) at the time of illness or injury, (b) subsequently due to his or her condition. Each to F/N.

HANDLE ANY WITHHOLD (a) the person might have had at the time, (b) any subsequent withhold and (c) any having to withhold the body from work or others or the environment due to being physically unable to approach it. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

20. *LIC*

L1C “CONCERNING THE ILLNESS\_\_\_\_\_” or “CONCERNING THE INJURY/ACCIDENT\_\_\_\_\_.” Can also do LIC on the injured member. (Ref: HCOB 23 July 71R, ASSISTS)

21. *NARRATIVE R3RA*

RUN THE INCIDENT ITSELF Narrative R3RA Quad to erasure and full EP. Interest is checked. It is understood here that Flow 1 was the physical incident itself, not necessarily something done to the person but as something that happened to him or her. (Ref: HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA ENGRAM RUNNING BY CHAINS; HCOB 28 July 71RB, C/S Series 54RB, NED Series 8RA, DIANETICS, BEGINNING A PC ON) *Note:* Dianetics is not run on Clears or OTs.

22. *DATE/LOCATE*

DATE/LOCATE THE INJURY. (Ref: HCOB 15 Nov. 78, DATING AND LOCATING)

23. *SECONDARY*

HANDLE ANY SECONDARY, which is to say emotional reactions, stresses or shocks before, during or after the situation. Narrative Secondaries are run R3RA Narrative Quad. Interest is checked. It is important to get the earliest beginning of the incident and to continue to check for earlier beginning each run through. (Ref: HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA ENGRAM RUNNING BY CHAINS; HCOB 28 June 78RA, NED Series 7RA, R3RA COMMANDS; HCOB 28 July 71RB, C/S Series 54RB, NED Series 8RA, DIANETICS, BEGINNING A PC ON; HCOB 11 July 73RB, ASSIST SUMMARY) *Note:* Dianetics is not run on Clears or OTs.

24. *PREASSESSMENT*

PREASSESS THE INCIDENT and take to a full Dianetic EP all somatics connected with the incident in which the pc is interested. (Ref: HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM, and the issues referenced in 23 above) *Note:* Dianetics is not run on Clears or OTs.

25. *L3RH*

Check if the area was audited before on R3RA. If so, L3RH to F/N list on it. (Ref: HCOB 11 April 71RE, NED Series 20, L3RH, DIANETICS AND INT RD REPAIR LIST)

26. *SERVICE FACSIMILE*

If pc has a service fac or evil purpose behind it, R3RA Quad. (Ref: HCOB 22 June 78RA, NED Series 2RA, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.) *Note:* Dianetics is not run on Clears and OTs.

27. *POSTULATE TWO-WAY COMM*

POSTULATE TWO-WAY COMM. To F/N. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)



28. *PRIOR CONFUSION TWO-WAY COMM*

By two-way comm see if a confusion existed prior to the accident, injury or illness. To F/N. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

29. *MYSTERY POINT*

Two-way comm any mysterious aspect of the incident to F/N Cog VGIs. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

30. *TWO-WAY COMM AGREEMENT*

Get any agreement the person may have had in or with the incident. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

31. *PROTEST*

Two-way comm any protest in the incident. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

32. *PREDICTION*

Two-way comm (a) how long he/she expects to take to recover, (b) get the person to tell you any predictions others have made about it. Two-way comm it to an F/N Cog VGIs. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

33. *FIXED PICTURE (BEFORE/AFTER)*

Where an injured or ill pc is so stuck that he has a fixed picture that does not move, one can jar it loose by asking him to recall a time before the incident and then asking him to recall a time after it. This will “jar the engram loose” and change the stuck point. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

34. *SOMETHING/NOTHING*

Have the numb, painful or injured area say, “THERE IS SOMETHING HERE, THERE IS NOTHING HERE,” having it then say, “THERE IS SOMETHING THERE, THERE IS NOTHING THERE,” having the preclear say about the area, “THERE IS SOMETHING THERE, THERE IS NOTHING THERE,” and then the preclear about himself, “THERE IS SOMETHING HERE, THERE IS NOTHING HERE.” This makes a complete bracket. Run to pain gone, cog, F/N. (Ref: *The Journal of Scientology* 16-G, THIS IS SCIENTOLOGY, THE SCIENCE OF CERTAINTY)

35. *INJURED AND WAS IN A SMALL ROOM FOR A LONG TIME*

The gradient scale of taking people into larger and larger spaces was an early one. An individual has been lying in this small room. He’s very ill. He’s been lying in this small room for days and days and weeks and weeks and you’re going to process him. Just get him into a little bit larger space. The tremendous tiredness he will experience is just giving him a little more space and a greater remoteness of wall. You take him out of his room into a larger room, he will start to experience tiredness. If you did that every day and you gave him a little more space every day and gradiently scaled him up the line a little bit more and a little bit more, the individual would snap out of it. It’s quite interesting because what you’re doing is giving him a gradient scale of larger spaces to confront. Just don’t give it to him with such steep doses that he finds them unfrontable and you’ve got it made. (Ref: Tape: 5904C28 “Theory of Processes”)

36. *WAS AUDITED WHILE ON DRUGS*

Where a person is injured, given a Contact or Touch Assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug “five days” does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or at least make sure that nothing was submerged by the drugs. It is not uncommon for a person to be oblivious to certain parts of a treatment or operation at the time of initial auditing, only to have a missing piece of the incident pop up days, months or even years later. THIS is the reason injuries or operations occasionally seem to persist despite a full assist: A piece of it was left unhandled due to a drugged condition during the operation; such bits may come off unexpectedly in routine auditing on some other apparently disrelated chain. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY; HCOB 15 July 71RD III, C/S Series 48RE, NED Series 9RC, DRUG HANDLING; and HCOB 19 May 69RB, DRUG AND ALCOHOL CASES—PRIOR ASSESSING)

37. *SPOT THE SPOT*

“SPOT THE SPOT WHERE THE ACCIDENT OCCURRED,” “SPOT A SPOT IN THE ROOM.” Run alternate-repetitive. (Ref: 5410C13, “Retraining Unit: The Assist”)

38. *RUDIMENTS BEFORE THE INJURY*

Fly ruds before the illness or injury. (Can be done Quad.) (Ref: HCOB 24 July 69R, SERIOUSLY ILL PCS)

39. *PREPCHECK PRIOR CONFUSION*

PREPCHECK THE PRIOR CONFUSION TO THE ILLNESS OR THE ACCIDENT/INJURY. *Note:* Do not prepcheck the illness itself or accident/injury itself. (Ref: HCOB 9 Nov. 61, THE PROBLEMS INTENSIVE—USE OF THE PRIOR CONFUSION; HCOB 7 Sept. 78R, MODERN REPETITIVE PREPCHECKING. Also, Tape: 6110C03, “The Prior Confusion”)

40. *PTS C/S-1*

The PTS C/S-1, given in HCOB 31 Dec. 78RA III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1, must be done before any other PTS handling is begun. (Ref: HCOB 31 Dec. 78RA II, OUTLINE OF PTS HANDLING)

41. *SUPPRESSIVE PRESENCE*

Two-way comm any suppressive or invalidative presence that may have caused a mistake to be made or the accident to occur. To F/N Cog VGIs. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

42. *PTS INTERVIEW*

A metered PTS interview per HCOB 24 Apr. 72 I, C/S Series 79, PTS INTERVIEWS, or a “10 August Handling” per HCOB 10 Aug. 73, PTS HANDLING, done by an auditor in session or an MAA, D of P or SSO will, in most cases, assist the person to spot the antagonistic or SP element. Once spotted, the potential trouble source can be assisted in working out a handling for that terminal. (Ref: HCOB 31 Dec. 78RA II, OUTLINE OF PTS HANDLING)

43. *S&Ds*

Three S&Ds per HCOB 16 Aug. 69R, HANDLING ILLNESS IN SCIENTOLOGY.

44. *RUDIMENTS ON ANTAGONISTIC TERMINAL*

RUDIMENTS. Flying ruds and overts triple or quad flow on the antagonistic terminal is often done to “get ruds in” and enable the pc to better confront the PTS situation he is faced with. This would, of course, be done only in session by a qualified auditor when so ordered by the Case Supervisor. (Ref: HCOB 31 Dec. 78RA II, OUTLINE OF PTS HANDLING)

45. *UNRESOLVED PAINS*

Where you can't fully repair a crippled left leg, don't be surprised to find it was the *right* leg that was hurt. You audit the *left* leg somatic in vain. If you do, start auditing somatics in the OPPOSITE SIDE OF THE BODY. This is also true for toothaches. Look at the pc's mouth. Has the RIGHT upper molar ever been pulled or injured? Yes. That's how the *left* molar began to decay. The right upper molar was pulled. The pain (especially under the painkiller on the right side only) backed up and stopped on the opposite side. Eventually, the left upper molar, under that stress, a year or ten later, caves in and aches. (Ref: HCOB 15 July 70R, UNRESOLVED PAINS)

46. *L&N, VERIFY/CORRECT*

Check if any L&N done in connection with the area, verify or correct the lists. NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR A WRONG LIST. Nothing else produces such a sharp deterioration in a case or even illness. (Ref: HCOB 20 Apr. 72 II, C/S Series 78, PRODUCT PURPOSE AND WHY AND W/C ERROR CORRECTION)

47. *NOTHING WORKING*

“TELL ME SOMETHING WORSE THAN A (body part)” until it is no longer a problem to the pc. (Ref: HCOB 23 Feb. 61, PT PROBLEM AND GOALS)

48. *INJURY DURING/AFTER AUDITING*

Repair the earlier auditing with the appropriate correction list and/or GF M5 as soon as possible. It can occur that a pc gets ill after being audited where the “auditing” is out-tech. When this occurs or is suspected, a Green Form should be assessed only by an auditor who can meter and whose TR 1 gets reads. The GF reads are then handled. Out-Interiorization, bad lists, missed W/Hs, ARC breaks and incomplete or flubbed engrams are the commonest errors. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

49. *INJURED CHILD*

“WHERE DID IT HAPPEN?” “WHERE ARE YOU NOW?” (Ref: *Ability* 110, TECHNIQUES OF CHILD PROCESSING)

50. *CHILD WITH PHYSICAL DEFECT OR PSYCHOSOMATIC ILL*

“FEEL MY ARM,” “THANK YOU,” “FEEL YOUR ARM,” “THANK YOU” and so on, using common body parts. (Ref: *Ability* 110, TECHNIQUES OF CHILD PROCESSING)

51. *HIGH OR LOW TA*

A C/S 53RL should be used to get the TA under control during assists if it cannot be gotten down. It must be done by an auditor who knows how to meter and can get reads. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY) *Note:* Additional references applicable to this situation are HCOB 10 Dec. 76RB, C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION, and HCOB 2 Dec. 80, FLOATING NEEDLE AND TA POSITION MODIFIED.)

52. *INJURED AND IN NO-INTERFERENCE AREA*

Assess and handle the correction list for the Advanced Course level he is on or just completed as soon as possible. (Ref: HCOB 23 Dec. 71RB, Solo C/S Series 10RB, C/S Series 73RB, THE NO-INTERFERENCE AREA— CLARIFIED AND REINFORCED)

53. *ACCIDENT PRONE*

Run a full battery of Objectives (CCHs, SCS, SOP 8-C, Op Pro by Dup, etc.) or put the person through the TRs and Objectives Co-audit Course. (Ref: HCOB 12 June 70, C/S Series 2, PROGRAMING OF CASES)

54. *TIREDFNESS*

Do a purpose list as follows: WHAT PURPOSE HAS BEEN BLUNTED? You can also use “abandoned” if it reads better. Tiredness is technically BLUNTED PURPOSE. The most effective way to handle this is by overt-motivator engram. (Ref: HCOB 8 Sept. 71R, CASE SUPERVISOR ACTIONS, HCOB 15 Sept. 68R, TIREDFNESS)

55. *PREGNANCY*

A pregnant woman should have a full Preassessment done on birth and babies before delivery. Immediately after delivery, the incident itself should be run out Narrative R3RA Quad and preassessed if necessary. (Ref: HCOB 15 Jan. 70, THE USES OF AUDITING; HCOB 11 July 73RB, ASSIST SUMMARY)

*Note:* Pregnant women are not to be audited or audit for the sixth month on up, from Power on up the Grade Chart. It is very common for pregnant mothers to be audited and to audit on New Era Dianetics and is in fact vital. *Note:* Dianetics is not run on Clears or OTs.

**PRELIMINARY ASSESSMENT FOR ILLNESSES**

PC: \_\_\_\_\_ DATE: \_\_\_\_\_

1. *SYMPTOM:* ILL AND HAS DONE A BUNK.  
*HANDLINGS:* C, B, A, D, E, F, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ.
2. *SYMPTOM:* SEVERELY ILL AND CLOSE TO DEATH.  
*HANDLINGS:* A, D, E, F, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ.
3. *SYMPTOM:* SEVERELY ILL.  
*HANDLINGS:* A, D, E, F, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ.
4. *SYMPTOM:* ILL AND IN A COMA/UNCONSCIOUS.  
*HANDLINGS:* A, D, E, F, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ.
5. *SYMPTOM:* ILL AND IN A STATE OF SHOCK (OR WAS).  
*HANDLINGS:* A, G, D, E, F, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ.
6. *SYMPTOM:* ILL AND IN PAIN/EXTREME DISCOMFORT.  
*HANDLINGS:* A, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ-
7. *SYMPTOM:* ILL WITH AN INFECTION/TEMPERATURE.  
*HANDLINGS:* A (Antibiotics), MM, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ.
8. *SYMPTOM:* ILL AND TAKING DRUGS.  
*HANDLINGS:* A, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ

9. *SYMPTOM:* ILL WITH LITTLE/NO DISCOMFORT.  
*HANDLINGS:* A, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ.
10. *SYMPTOM:* ILLNESS NOT HEALING.  
*HANDLINGS:* X, FF, HH, NN, OO, PP, QQ, RR, SS, TT.
11. *SYMPTOM:* ILL DURING/AFTER AUDITING.  
*HANDLING:* UU.
12. *SYMPTOM:* AN OLD ILLNESS RECURRING (CHRONICALLY ILL).  
*HANDLINGS:* X, HH, NN, OO, PP, QQ, RR, SS, TT, AAA.
13. *SYMPTOM:* ILL AND IN NOINTERFERENCE AREA.  
*HANDLING:* YY, then other appropriate handlings depending on the illness.
14. *SYMPTOM:* HIGH OR LOW TA.  
*HANDLING:* XX.
15. *SYMPTOM:* NOTHING WORKS.  
*HANDLING:* TT.
16. *SYMPTOM:* CHILD WITH PHYSICAL DEFECT OR PSYCHOSOMATIC ILL.  
*HANDLINGS:* A, VV, I, K.
17. *SYMPTOM:* TIREDNESS.  
*HANDLING:* ZZ.

## HANDLING SHEET FOR ILLNESSES

### A. *MEDICAL TREATMENT*

An assist is not a substitute for medical attention and does not attempt to cure injuries requiring medical aid. First, call the doctor. Then assist the person as you can. (Ref: *Ability* 73, "Assists in Scientology")

Medical examination and diagnosis should be sought where needed, and where treatment is routinely successful, medical treatment should be obtained. As an assist can at times cover up an actual injury or broken bone, no chances should be taken, especially if the condition does not easily respond. In other words, where something is merely thought to be a slight sprain, to be on the safe side an X-ray should be obtained, particularly if it does not at once respond. An assist is not a substitute for medical treatment but is complementary to it. It is even doubtful if full healing can be accomplished by medical treatment alone and it is certain that an assist greatly speeds recovery. In short, one should realize that physical healing does not take into account the being and the repercussion on the spiritual beingness of the person. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

### B. *FIRST AID AND ENVIRONMENTAL CONTROL*

Where you are giving an assist to one person, you put things in the environment into an orderly state as the first step, unless you are trying to stop a pumping artery—but here you would use first aid. You should understand that first aid *always* precedes an assist. You should look the situation over from the standpoint of how much first aid is required.

You may often have to find some method of controlling, handling and directing personnel who get in your way before you can render an assist. You might just as well realize that an assist requires that you control the entire environment and personnel associated with the assist if necessary.

A good example of an assist would be when somebody is washing dishes in the kitchen. There is a horrendous crash and the person comes down all over the sink, hits the floor; as she is going down, she grabs the butcher knife as it falls. You go in and say, "Well, let me fix that up." One of the first things you would have to do is to wind some bandage around the hand to stop the bleeding. Part of the first aid would be to pick up the dishes and put them back on the sink, sweep the pieces together into a more orderly semblance. This is the first symptom of control. (Ref: HCOB 21 Oct. 71, ASSISTS IN SCIENTOLOGY)

(This could include getting some assistance to ease discomfort, such as Epsom-salt baths, liniment, changing bandages, etc.)

### C. *PERSON HAS DONE A BUNK*

The preclear may do a compulsive exteriorization, "do a bunk," and drop his body limp in the chair and give from that body no sign that he is hearing any of the auditing commands given by the auditor. One such case was pleaded with for half an hour by an auditor along the lines that the preclear should remember her husband, should think of her children, should come back and live for the sake of her friends, and found no response from the preclear. Finally the auditor said, "Think of your poor auditor," at which moment the preclear promptly returned. (Ref: *Dianetics* 55! Chapter XVI, "Exteriorization")

D. *UNCONSCIOUS OR IN A COMA*

“YOU MAKE THAT BODY SIT ON THAT CHAIR.” (or “LIE ON THAT BED.”) (Ref: Tape: 5905C21 “Clearing, Processes—Special Cases)

E. *UNCONSCIOUS OR IN A COMA*

Touch patient’s hand to parts of the bed with “FEEL THAT (object).” (Ref: HCOB 27 July 69, ANTIBIOTICS)

F. *UNCONSCIOUS OR IN A COMA*

An unconscious pc can be audited off a meter by taking his hand and having him touch nearby things like pillow, floor, etc., or body without hurting an injured part.

A person in a coma for months can be brought around by doing this daily. (Ref: HCOB 5 July 71RB, C/S Series 49RB, ASSISTS)

G. *SHOCK OR CATATONIA*

“HERE. WHAT WORD DID I SAY TO YOU?” “HERE. WHAT WORD DID I SAY TO YOU?” The auditor keeps this up until all of a sudden the pc says, “You said ‘Here.’ “ Then, “REACH DOWN NOW AND FIND THE FLOOR WITH YOUR HAND. PRESS IT.” (Ref: Tape: 5406C17 “Assists”)

H. *CONTACT ASSIST*

Where possible and where indicated, until the person has reestablished his communication with the physical universe site. To F/N. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY; HCOB 5 July 71RB, C/S Series 49RB, ASSISTS; HCOB 2 Apr. 69RA, DIANETIC ASSISTS)

I. *TOUCH ASSIST*

Until the person has reestablished communication with the physical part or parts affected. To F/N. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY; HCOB 21 Oct. 71, ASSISTS IN SCIENTOLOGY; HCOB 7 Apr. 72RA, TOUCH ASSISTS, CORRECT ONES)

J. *HAVINGNESS*

Running HAVINGNESS in every assist session is vital. This not only remedies havingness but also brings the preclear to present time. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY; HCOB 7 Aug. 78, HAVINGNESS FINDING AND RUNNING THE PC’S HAVINGNESS PROCESS; HCOB 6 Oct. 60R, THIRTY-SIX NEW PRESESSIONS)

K. *ATTENTION*

He is explaining his illness by saying he needs attention and he is using it as a service fac of some sort or another, and you will find out this very often gives up if you give him attention. Well, there are various ways to give him attention. Get him a nurse, get him a doctor, put him in a special room, put him on arduously, awfully hard to maintain schedules.



You take a pink pill at twenty minutes after the hour, three and one-half blue pills forty-five minutes past the hour, and then every hour on the hour take seven green ones, but skip every odd-numbered hour. Attention then is given to it and he gets the idea it is being as-is-ed. This makes him feel stronger and he will start to as-is it himself and very often gets well simply by giving him attention. There are various mechanisms to do so. (Ref: Tape: 5905C21 “Clearing, Processes—Special Cases”)

L. *REACH AND WITHDRAW*

Run Reach and Withdraw from the affected area. (Ref: HCOB 24 July 69R, SERIOUSLY ILL PCs)

Reach and Withdraw can also be done on other body parts not affected, the environment, the body itself, the location where an injury occurred, the thing that injured the pc (e.g., the knife that cut him). To EP of F/N, GIs. (Ref: HCOB 10 April 81R, REACH AND WITHDRAW)

M. *HELLO AND OK*

“HELLO” AND “OKAY.” (Ref: PAB No. 123, THE REALITY SCALE)

N. *COMMUNICATION*

“FROM WHERE COULD YOU COMMUNICATE TO A (body part)?” To F/N, Cog, VGIs. (Ref: HCOB 25 Sept. 59, HAS CO-AUDIT)

O. *HOLD IT STILL*

Run “HOLD IT STILL” on body parts until somatics blow. (Ref: Tape: 5702C08 “The General Use of Procedure”)

P. *OTHER ILLNESSES*

“WHAT OTHER ILLNESSES COULD YOU HAVE?” Run repetitively to F/N, Cog, VGIs. (Ref: Tape: 5608C “Chronic Somatics”)

Q. *PURPOSE*

Ask the pc, “GIVE ME ANOTHER PURPOSE FOR A (e.g., bad ear).” He already assumes he’s given you one. He’s got a bad ear. You could ask him for a few more purposes. Have him dream up a few more purposes and he’ll feel much better. (Ref: Tape: 5608C “Chronic Somatics”)

R. *SOMEBODY ELSE HAD THAT CONDITION*

“CAN YOU RECALL A TIME WHEN SOMEBODY ELSE HAD THAT CONDITION?” “CAN YOU RECALL A TIME WHEN YOU DECIDED TO HAVE THAT CONDITION?” To F/N, GIs. (Ref: *Ability Magazine* Major 4, STRAIGHTWIRE—A MANUAL OF OPERATION)

S. *RUDIMENTS*

Fly rudiments as follows:

HANDLE ANY ARC BREAK that might have existed at the time (a) with the environment, (b) with another, (c) with others, (d) with himself, (e) with the body part or the body and (f) with any failure to recover at once. Each to F/N.

HANDLE ANY PROBLEM the person may have had (a) at the time of illness or injury, (b) subsequently due to his or her condition. Each to F/N.

HANDLE ANY WITHHOLD (a) the person might have had at the time, (b) any subsequent withhold and (c) any having to withhold the body from work or others or the environment due to being physically unable to approach it. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

T. *L1C*

L1C “CONCERNING THE ILLNESS\_\_\_\_\_” or “CONCERNING THE INJURY/ACCIDENT\_\_\_\_\_.” Can also do L1C on the injured member. (Ref: HCOB 23 July 71R, ASSISTS)

U. *PREPCHECK*

ASSESS FOR AREA OF ILLNESS and prepcheck on the area. Also one can prepcheck the body itself. (Ref: HCOB 24 July 69R, SERIOUSLY ILL PCs)

V. *NARRATIVE R3RA*

RUN THE INCIDENT ITSELF Narrative R3RA Quad to erasure and full EP. Interest is checked. It is understood here that Flow 1 was the physical incident itself, not necessarily something done to the person but as something that happened to him or her. (Ref: HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA ENGRAM RUNNING BY CHAINS; HCOB 28 July 71RB, C/S Series 54RB, NED Series 8RA, DIANETICS, BEGINNING A PC ON) *Note:* Dianetics is not run on Clears or OTs.

W. *SECONDARY*

HANDLE ANY SECONDARY, which is to say emotional reactions, stresses or shocks before, during or after the situation. Narrative Secondaries are run R3RA Narrative Quad. Interest is checked. It is important to get the earliest beginning of the incident and to continue to check for earlier beginning each run through. (Ref: HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA ENGRAM RUNNING BY CHAINS; HCOB 28 June 78RA, NED Series 7RA, R3RA COMMANDS; HCOB 28 July 71RB, C/S Series 54RB, NED Series 8RA, DIANETICS, BEGINNING A PC ON; HCOB 11 July 73RB, ASSIST SUMMARY) *Note:* Dianetics is not run on Clears or OTs.

X. *PREASSESSMENT*

PREASSESS THE INCIDENT and take to a full Dianetic EP all somatics connected with the incident in which the pc is interested. (Ref: HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM, and the issues referenced in W above) *Note:* Dianetics is not run on Clears or OTs.

Y. *L3RH*

Check if the area was audited before on R3RA. If so, L3RH to F/N list on it. (Ref: HCOB 11 April 71RE, NED Series 20, L3RH, DIANETICS AND INT RD REPAIR LIST)

Z. *SERVICE FACSIMILE*

If pc has a service fac or evil purpose behind it, R3RA Quad. (Ref: HCOB 22 June 78RA, NED Series 2RA, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.) *Note:* Dianetics is not run on Clears and OTs.

AA. *POSTULATE TWO-WAY COMM*

POSTULATE TWO-WAY COMM. To F/N. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

BB. *PRIOR CONFUSION TWO-WAY COMM*

By two-way comm see if a confusion existed prior to the accident, injury or illness. To F/N. Not E/S. (Ref: HCOB 11- July 73RB, ASSIST SUMMARY)

CC. *MYSTERY POINT*

Two-way comm any mysterious aspect of the incident to F/N, Cog, VGIs. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

DD. *TWO-WAY COMM AGREEMENT*

Get any agreement the person may have had in or with the incident. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

EE. *PROTEST*

Two-way comm any protest in the incident. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

FF. *PREDICTION*

Two-way comm (a) how long he/she expects to take to recover, (b) get the person to tell you any predictions others have made about it. Two-way comm it to an F/N, Cog, VGIs. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

GG. *LOSSES*

Two-way comm anything the pc may have lost, to F/N. Not E/S. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY; HCOB 29 Mar. 65, ARC BREAKS)

HH. *FIXED PICTURE (BEFORE/AFTER)*

Where an injured or ill pc is so stuck that he has a fixed picture that does not move, one can jar it loose by asking him to recall a time before the incident and then asking him to recall a time after it. This will “jar the engram loose” and change the stuck point. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

II. *SOMETHING/NOTHING*

Have the numb, painful or injured area say, “THERE IS SOMETHING HERE, THERE IS NOTHING HERE,” having it then say, “THERE IS SOMETHING THERE, THERE IS NOTHING THERE,” having the preclear say about the area, “THERE IS SOMETHING THERE, THERE IS NOTHING THERE,” and then the preclear about himself, “THERE IS SOMETHING HERE, THERE IS NOTHING HERE.” This makes a complete bracket. Run to pain gone, cog, F/N. (Ref: *The Journal of Scientology* 16-G, THIS IS SCIENTOLOGY, THE SCIENCE OF CERTAINTY)

JJ. *ILL AND WAS IN A SMALL ROOM FOR A LONG TIME*

The gradient scale of taking people into larger and larger spaces was an early one. An individual has been lying in this small room. He's very ill. He's been lying in this small room for days and days and weeks and weeks and you're going to process him. Just get him into a little bit larger space. The tremendous tiredness he will experience is just giving him a little more space and a greater remoteness of wall. You take him out of his room into a larger room, he will start to experience tiredness. If you did that every day and you gave him a little more space every day and gradually scaled him up the line a little bit more and a little bit more, the individual would snap out of it. It's quite interesting because what you're doing is giving him a gradient scale of larger spaces to confront. Just don't give it to him with such steep doses that he finds them unfrontable and you've got it made. (Ref: Tape: 5904C28 "Theory of Processes")

KK. *RUDS BEFORE THE ILLNESS*

Fly ruds before the illness or injury. (Can be done Quad.) (Ref: HCOB 24 July 69R, SERIOUSLY ILL PCS)

LL. *PREPCHECK PRIOR CONFUSION*

PREPCHECK THE PRIOR CONFUSION TO THE ILLNESS OR THE ACCIDENT/INJURY. *Note:* Do not prepcheck the illness itself or accident/injury itself. (Ref: HCOB 9 Nov. 61, THE PROBLEMS INTENSIVE—USE OF THE PRIOR CONFUSION; HCOB 7 Sept. 78R, MODERN REPETITIVE PREPCHECKING. Also, Tape: 6110C03, "The Prior Confusion")

MM. *HIGH TEMPERATURE*

When illness is accompanied by temperature, antibiotics is usually the first thought. Then fly all ruds and do a Temperature Assist, Version A or Version B. (Ref: HCOB 23 July 71R, ASSISTS; HCOB 24 Aug. 71 II, ASSISTS ADDITION; HCOB 29 Mar. 75RA, ANTIBIOTICS, ADMINISTERING OF)

NN. *PTS C/S-I*

The PTS C/S-1, given in HCOB 31 Dec. 78RA III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1, must be done before any other PTS handling is begun. (Ref: HCOB 31 Dec. 78RA II, OUTLINE OF PTS HANDLING)

OO. *PTS INTERVIEW*

A metered PTS interview per HCOB 24 Apr. 72 I, C/S Series 79, PTS INTERVIEWS, or a "10 August Handling" per HCOB 10 Aug. 73, PTS HANDLING, done by an auditor in session or an MAA, D of P or SSO will, in most cases, assist the person to spot the antagonistic or SP element. Once spotted, the potential trouble source can be assisted in working out a handling for that terminal. (Ref: HCOB 31 Dec. 78RA II, OUTLINE OF PTS HANDLING)

PP. *S&Ds*

Three S&Ds per HCOB 16 Aug. 69R, HANDLING ILLNESS IN SCIENTOLOGY.

QQ. *RUDIMENTS ON THE ANTAGONISTIC TERMINAL*

Flying ruds and overts triple or quad flow on the antagonistic terminal is often done to “get ruds in” and enable the pc to better confront the PTS situation he is faced with. This would, of course, be done only in session by a qualified auditor when so ordered by the Case Supervisor. (Ref: HCOB 31 Dec. 78RA II, OUTLINE OF PTS HANDLING)

RR. *UNRESOLVED PAINS*

Where you can't fully repair a crippled left leg, don't be surprised to find it was the *right* leg that was hurt. You audit the *left* leg somatic in vain. If you do, start auditing somatics in the OPPOSITE SIDE OF THE BODY.

This is also true for toothaches. Look at the pc's mouth. Has the RIGHT upper molar ever been pulled or injured? Yes. That's how the *left* molar began to decay. The right upper molar was pulled. The pain (especially under the painkiller on the right side only) backed up and stopped on the opposite side. Eventually, the left upper molar, under that stress, a year or ten later, caves in and aches. (Ref: HCOB 15 July 70R, UNRESOLVED PAINS)

SS. *L&N, VERIFY/CORRECT*

Check if any L&N done in connection with the area, verify or correct the lists. NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR A WRONG LIST. Nothing else produces such a sharp deterioration in a case or even illness. (Ref: HCOB 20 Apr. 72 II, C/S Series 78, PRODUCT PURPOSE AND WHY AND W/C ERROR CORRECTION)

TT. *NOTHING WORKING*

“TELL ME SOMETHING WORSE THAN A (body part)” until it is no longer a problem to the pc. (Ref: HCOB 23 Feb 1961, PT PROBLEM AND GOALS)

UU. *ILLNESS DURING/AFTER AUDITING*

Repair the earlier auditing with the appropriate correction list and/or GF M5 as soon as possible.

It can occur that a pc gets ill after being audited where the “auditing” is out-tech. When this occurs or is suspected, a Green Form should be assessed only by an auditor who can meter and whose TR 1 gets reads. The GF reads are then handled. Out-Interiorization, bad lists, missed W/Hs, ARC breaks and incomplete or flubbed engrams are the commonest errors. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY)

VV. *CHILD WITH PHYSICAL DEFECT OR PSYCHOSOMATIC ILL*

“FEEL MY ARM,” “THANK YOU,” “FEEL YOUR ARM,” “THANK YOU,” and so on, using common body parts. (Ref: *Ability* 110, TECHNIQUES OF CHILD PROCESSING)

XX. *HIGH OR LOW TA*

A C/S 53RL should be used to get the TA under control during assists if it cannot be gotten down. It must be done by an auditor who knows how to meter and can get reads. (Ref: HCOB 11 July 73RB, ASSIST SUMMARY) *Note:* Additional references applicable to this situation are HCOB 10 Dec. 76RB, C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION, and HCOB 2 Dec. 80, FLOATING NEEDLE AND TA POSITION MODIFIED. )

*YY. ILL AND IN NO-INTERFERENCE AREA*

Assess and handle the correction list for the Advanced Course level he is on or just completed as soon as possible. (Ref: HCOB 23 Dec. 71RB, Solo C/S Series 10RB, C/S Series 73RB, THE NOINTERFERENCE AREA —CLARIFIED AND REINFORCED)

*ZZ. TIREDNESS*

Do a purpose list as follows: WHAT PURPOSE HAS BEEN BLUNTED? You can also use “abandoned” if it reads better. Tiredness is technically BLUNTED PURPOSE. The most effective way to handle this is by overmotivator engram. (Ref: HCOB 8 Sept. 71R, CASE SUPERVISOR ACTIONS, HCOB 15 Sept. 68R, TIREDNESS)

*AAA. CHRONICALLY ILL*

In addition to other handling from the checklist, program the pc for Expanded Dianetics (Ref: HCOB 15 Apr. 72RA Expanded Dianetics Series 1RA)

Remimeo

### **THE CRIMINAL MIND**

Definition: A criminal is one who is motivated by evil intentions and who has committed so many harmful overt acts that he considers such activities ordinary.

There is a datum of value in detecting overts and withholds in criminal individuals:

**THE CRIMINAL ACCUSES OTHERS OF THINGS WHICH HE HIMSELF IS DOING.**

As an example, the psychiatrist accuses others engaged in mental practice of harming others or worsening their condition, yet the majority of psychiatrists maim and kill their patients and, by record, in all history have only worsened mental conditions. After all, that's what they seem to be paid to do by the government.

The psychologist accuses others of misrepresenting what they do and lobbies in legislature continually to outlaw others on the accusation of misrepresenting but there is no psychologist who doesn't know that he himself is a fake, can accomplish nothing of value and that his certificates aren't even worth the printing ink. The psychologist goes further: He educates little children in all the schools to believe all men are soulless animals and criminals so that when the possible day of reckoning comes and the psychologist is exposed for what he is, the population will not be the least bit surprised and will consider the psychologist is "normal."

The psychologist accuses others of sexual irregularities when this is, actually, his entire profession.

Jack the Ripper of English fame who gruesomely murdered prostitutes now turns out to have been a medical doctor and was undoubtedly of enormous assistance to the police in pointing out "the real murderer."

The FBI agent or executive accuses others of graft and even sets up "abscams" to manufacture the crime. But an FBI agent regularly pockets money supposed to be paid to informers and then screams to protect informer sources that do not exist.

The FBI agent is terrified of being infiltrated and accuses others of it when, as standard practice, he infiltrates groups, manufactures evidence and then gets others charged for crimes his own plants have committed.

The FBI acts like a terrorist group posing as law enforcement officers. Their targets seem to be legislators and Congress and public individuals who might someday have power over public opinion, such as Martin Luther King, Jr.

From all this we get another datum:

THE CRIMINAL MIND RELENTLESSLY SEEKS TO DESTROY ANYONE IT IMAGINES MIGHT EXPOSE IT.

You have to be very alert when criminals are around.

J. Edgar Hoover, who organized the present FBI and is still deified by it— they have his name in huge, brass letters on Washington, DC’s biggest thoroughfare—and that town doesn’t even have the names of former presidents up in lights—has been shown by subsequent records to have been a blackmailer and traitor to his country. He carefully, personally sat on the information for four months that Pearl Harbor was going to happen. Right up to the US entrance into World War II, he was autographing his photo for pals in the deadly German SS. He even sacked an FBI agent (Tureau) who dared to catch some German spies.

Doctors, psychologists, psychiatrists and the government form a tight clique. Only the government would support such people as the public hates them.

From all this we get another datum:

INDIVIDUALS WITH CRIMINAL MINDS TEND TO BAND TOGETHER SINCE THE PRESENCE OF OTHER CRIMINALS ABOUT THEM TENDS TO PROVE THEIR OWN DISTORTED IDEAS OF MAN IN GENERAL.

It is not true that where any person accuses another of a crime the accuser is always guilty of the crime or that type of crime. But it is true that when a criminal is doing the accusing it is more than probable that the criminal is disclosing his own type of crime.

Apparently they add it up this way: “If I accuse him of robbing, then it would be assumed by others that I have not robbed a bank.” By loudly voicing a condemnation of a crime, the criminal, with a crooked think, supposes people will now suppose he is above bank robbery and won’t suspect him.

Groups like psychologists who declare as fact that all men are criminals are of course just dramatizing their own inclinations.

People assume that others have their own case. The psychologist pushes his own case off on the whole world.

Anyone researching in the mind should be very aware of this point and be sure not to do it. Subjective reality seems to them to be the only reality there is, for such people are too introverted to really know the minds and motivations of others.

When working with the criminal, one can get a very good idea of that person’s own mental state by getting him to say what other people want and do or are guilty of.

It is inconceivable to the criminal that anyone could possibly be decent or honest or do a selfless act. It would do no good whatever to try to convince him, for he *knows* all men are like himself.

Thus, one gets another datum of value:

THE CRIMINAL ONLY SEES OTHERS AS HE HIMSELF IS.



One of the reasons he does this, of course, is to justify injuring others. Because everyone else is useless, worthless, criminal, an animal and insane, why then, he reasons, it is perfectly all right to injure them.

Thus, we come to another datum:

THE CRIMINAL IS NOT MUCH BENEFITED BY THE GIVING OFF OF CURRENT WITHHOLDS AND IS NOT LIKELY TO REFORM BECAUSE OF THIS.

One, therefore, has to get down to the basic evil intentions, as in Expanded Dianetics.

There is another approach in that same area of technology which is finding what act the person really can take responsibility for. It is a gradient approach.

The criminal is basically so subjective that an auditor will find, in the short run, that improving the reality of such a person is needful before any effective, overall improvement is obtained through pulling withholds.

Thus, TRs and 8-C and even ARC Straightwire are indicated as first steps. If these are done, and as responsibility rises, expect that overts could begin to pop up almost of their own accord.

It is interesting that if a criminal were to face up suddenly to the enormity of his crimes he would go into degradation and self-destruction. Thus, a gradient scale is definitely indicated.

As the person has more R (reality), he can take more responsibility and only then with pulling withholds can he have any real benefit.

This HCOB is simply some data on the criminal mind that might help.

At the very least it should give some understanding of why some individuals insist with such apparent conviction that all men are evil, why all men are insane, why all men are criminals.

And it also tells you how silly it is to try to argue with them. Who's there?

The criminal mind is a bitter and unsavory subject. The percentage of criminals is relatively small but the majority of grief and turmoil in the world caused by criminals is a majority percent. Thus, the criminal mind is a subject one cannot avoid in research as it is a major factor in the distortion of a culture.

It is a mind like any other mind but it has gone wrong. It is motivated by evil intentions which, even if idiotic, are greater than the possessor's ability to reason. The criminal, even when he seems most clever, is really very, very stupid. The evil intentions get dramatized by senseless overt acts which are then withheld, and the final result is a person who is more dead than alive and who faces a future so agonizing that any person would shudder at it. The criminal, in fact, has forfeited his life and any meaning to it even when he remains "uncaught" and "unpunished," for in the long run, he has caught himself and punishes himself for all eternity. No common judge can give a sentence as stiff as that.

They know down deep that this is true and that is why they scream with such ferocity that men have no souls. They can't confront the smallest part of what awaits them.

When you understand what the criminal mind consists of, you can also understand how ghastly must be the feelings or lack of them with which the criminal has to live within himself and for all his days forever. He is more to be pitied than punished. Neither bold nor brave, for all his pretense, he is really just a panicky, whimpering coward inside. When he bares his breast against the bullets, he does so with the actual hope that he will be killed. But of course that doesn't save him. He's got an eternity of it left to go. And his scoff of any such data hides the whimper, for he knows, deep down, it's true.

Thus, we have another datum:

THE CRIMINAL, NO MATTER WHAT HARM HE IS DOING TO OTHERS, IS ALSO SEEKING TO DESTROY HIMSELF. HE IS IN PROTEST AGAINST HIS OWN SURVIVAL.

If you have to work with criminals in pastoring, recognize what you are working with. He *can* be helped—if he will let you near him.

Fortunately, there are still a lot of decent people left in the world.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 OCTOBER 1981

All Orgs  
Course (Also issued as an HCO PL  
Supervisors of the same date and title)  
Film  
Supervisors  
C/Ses  
Ds of T  
Cramming Officers  
Students  
Tech/Qual  
HCO

*URGENT—IMPORTANT*

**TECH FILMS AND VERBAL TECH**

*Refs:*

HCOB/PL	9 Feb. 79	HOW TO DEFEAT VERBAL TECH
HCOB/PL	15 Feb. 79	VERBAL TECH: PENALTIES
HCOB	29 Aug. 81	Cramming Series 16 CRAMMING AND VERBAL TECH
HCO PL	16 Apr. 65	THE "HIDDEN DATA LINE"
HCOB	23 Oct. 75	TECHNICAL QUERIES

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With the release of the Technical Training Films, the policies forbidding verbal tech must be extended to apply to any Technical Training Film as well as to HCO Bulletins, Policy Letters, books, tapes or other source references.

HCOB/HCO PL 15 Feb. 79, VERBAL TECH: PENALTIES, defines verbal tech as follows:

GIVING OUT DATA WHICH IS CONTRARY TO HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR APPLICATION, CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT IN ANY WAY, INTERPRETING THEM VERBALLY OR OTHERWISE FOR ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE ACTUAL ISSUE.

The above definition applies equally to the Technical Training Films, and to it is added:

GIVING OUT TECHNICAL DATA VERBALLY OR OTHERWISE FROM A TECHNICAL FILM, OR ANY DISCUSSION, INTERPRETATION OR QUOTING OF THE TECHNICAL CONTENT OF A TECHNICAL FILM WITHOUT HAVING THE FILM VIEWED BY THE PERSON OR PERSONS CONCERNED SHALL CONSTITUTE VERBAL TECH.

Violations of this policy letter must be dealt with per HCOB/PL 15 Feb. 79, VERBAL TECH: PENALTIES, and HCOB 29 Aug. 81, Cramming Series 16, CRAMMING AND VERBAL TECH.

This policy letter is not to be used to curb enthusiasm or prevent word-of-mouth promotion of these vital films.

It is to be fully understood and applied in terms of the following maxim:

THE TECH OF ANY TECHNICAL TRAINING FILM IS IMPARTED BY  
THE FILM ITSELF, NOT BY ANY DISCUSSION OF IT.

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This issue is to be prominently displayed in all course rooms for those courses to which Technical Training Films are assigned, as well as in the film viewing area itself.

L. RON HUBBARD  
Founder

Assisted by LRH  
Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 OCTOBER 1981R  
REVISED 30 AUGUST 1983

Remimeo  
All Students  
All Supervisors  
All Word Clearers  
All Cramming  
Officers  
Tech/Qual

*Word Clearing Series 31RD*

**METHOD 3 WORD CLEARING**

*Cancels:*

BTB	7 Feb. 72 II	Word Clearing Series 31 METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN
BTB	7 Feb. 72R II Rev. 29.7.74	Word Clearing Series 31R METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN
BTB	7 Feb. 72RA II Rev. 19.12.74	Word Clearing Series 31RA METHOD 3 WORD CLEARING
BTB	7 Feb. 72RB II Rev. 1.1.78	Word Clearing Series 31RB METHOD 3 WORD CLEARING
HCOB	7 Oct. 81	Word Clearing Series 31RC METHOD 3 WORD CLEARING

(This HCO Bulletin is based on my 1971 and 1972 technical notes on Word Clearing. It was originally compiled and released as an HCOB in 1972 with my approval. The original bulletin was later reissued as a BTB. Two subsequent revisions of the BTB and a later 1981 conversion of the issue to an HCOB were never approved or seen by me. Therefore, this HCOB, as revised in 1983, (a) incorporates all of the data in the original issue, (b) updates it to align with HCOB 21 Aug. 79, TWINNING, and to include additional data on Word Clearing tech and additional references.)

*Refs:*

Tape: 6407C09		Study Tape 2 "Studying—Data Assimilation"
Tape: 6408C06		Study Tape 4 "Study—Gradients and Nomenclature"
Tape: 6510C14		"Briefing of Review Auditors"
HCO PL	24 Oct. 68 IV	SUPERVISOR KNOW-HOW TIPS IN HANDLING STUDENTS
HCOB	26 June 71R II Rev. 30.11.74	Word Clearing Series 4R SUPERVISOR TWO-WAY COMM AND THE MISUNDERSTOOD WORD
HCOB	27 June 71R Rev. 2.12.74	Word Clearing Series SR SUPERVISOR TWO-WAY COMM EXPLAINED
HCOB	31 Aug. 71R	Word Clearing Series 16R CONFUSED IDEAS

HCOB	4 Sept. 71 II	Word Clearing Series 19 ALTERATIONS
HCO PL	24 Sept. 64	INSTRUCTION AND EXAMINATION: RAISING THE STANDARD OF
HCOB	10 Mar. 65	WORDS, MISUNDERSTOOD GOOFS
HCOB	23 Mar. 78RA Rev. 14.11.79	Word Clearing Series 59RA CLEARING WORDS

## **DEFINITION**

Method 3 Word Clearing is the method of finding a student's misunderstood word by having him look earlier in the text than where he is having trouble for a word he doesn't understand.

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An F/Ning student is one who is tearing along successfully in his studies. One must know how to keep a student F/Ning. This is the responsibility of the Supervisor and the student himself. On any course where students are twinned, it is also the responsibility of the twin.

A student who uses study tech will look up each word he comes to that he doesn't understand and will never leave a word behind him that he doesn't know the meaning of.

If he runs into trouble, the student himself, the Supervisor (or the twin) would handle anything that slowed or interfered with the student's F/N. This is often most simply done with Method 3 Word Clearing.

Students don't put themselves or each other on a meter to locate a misunderstood word. They use Method 3 procedure, as described below. It doesn't require a meter (though the Supervisor or Word Clearer may meter a student to find his misunderstood word should it become necessary). Method 3 does, however, require a good understanding of the following theory and procedure.

Using dope-off as the only detection of misunderstandings is operating at below F/N level. The F/N went off long before the student reached the point of dopeoff, so waiting for dope-off to occur before handling is waiting too long. As soon as the student's study stats drop for half a day or he isn't quite so "bright" as he was fifteen minutes ago is the time to look for the misunderstood word. It's not a misunderstood phrase or idea or concept but a misunderstood WORD. This always occurs before the subject itself is not understood.

## **METHOD 3 STYLE WORD CLEARING PROCEDURE**

1. The student is not flying along and is not so "bright" as he was or he may exhibit just plain lack of enthusiasm or be taking too long on the checksheet or be yawning or disinterested or doodling or daydreaming, etc.
2. The student must then look earlier in the text for a misunderstood word. There is one always; there are no exceptions. It may be that the misunderstood word is two pages or more back, but it is always earlier in the text than where the student is now.

3. The word is found. The student recognizes it in looking back for it. Or, if the student can't find it, one can take words from the text that could be the misunderstood word and ask "What does \_\_\_\_\_ mean?" to see if the student gives the correct definition.
4. The student looks up the word found in a dictionary and clears it per HCOB 23 Mar. 78RA, W/C Series 59RA, CLEARING WORDS. He uses it verbally several times in sentences of his own composition until he has obviously demonstrated he understands the word by the composition of his sentences.
5. The student now reads the text that contained the misunderstood word. If he is not now "bright," eager to get on with it, back uptone, etc., then there is another misunderstood word earlier in the text. This is found by repeating steps 2-5.
6. When the student is bright, uptone, etc., (an F/Ning student), he is told to come forward, studying the text from where the misunderstood word was to the area of the subject he did not understand (where step 1 began).

The student will now be enthusiastic with his study of the subject, and that is the end result of Method 3. (The result won't be achieved if a misunderstood word was missed or if there is an earlier misunderstood word in the text. If so, repeat steps 2-5.) If the student is now enthusiastic, have him continue with studying.

Students do NOT have to be word cleared Method 2 on the total of any course. However, should it happen that the word cannot be found with Method 3, then it would be permissible to use one or more of the other methods of Word Clearing to get the word found.

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Good Word Clearing is a system of backtracking. You have to look earlier than the point where the student became dull or confused and you'll find that there's a word that he doesn't understand somewhere before the trouble started. If he doesn't brighten up when the word is found and cleared, there will be a misunderstood word even before that one.

This will be very clear to you if you understand that **IF IT IS NOT RESOLVING, THE THING THE STUDENT IS APPARENTLY HAVING TROUBLE WITH IS NOT THE THING THE STUDENT IS HAVING TROUBLE WITH.** Otherwise, it would resolve, wouldn't it? If he knew what he didn't understand, he could resolve it himself. So to talk to him about what he thinks he doesn't understand just gets nowhere. The trouble is earlier.

### **ZEROING IN ON THE WORD**

The formula is to find out where the student wasn't having any trouble and find out where the student is now having trouble and the misunderstood word will be in between. It will be at the tag end of where he wasn't having trouble. (See Tape 6408C06, Study Tape 4, "Study—Gradients and Nomenclature," and HCO PL 24 Oct. 68 IV, SUPERVISOR KNOW-HOW, TIPS IN HANDLING STUDENTS . )

Method 3 is tremendously effective when done as described herein. So get a good reality on it and become expert in its use. Use it to keep Scientology working.

L. RON HUBBARD

Founder

Original compilation assisted by  
Training and Services Bureau Flag

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 8 OCTOBER 1981R  
Issue III  
REVISED 16 JANUARY 1989

Remimeo  
Word Clearers  
Supervisors  
Cramming Officers  
Tech/Qual

*Word Clearing Series 6RB*

*Tape Course Series 9RA*

**WORD CLEARING METHOD 2**

Method 2 utilizes the E-Meter to locate misunderstood words that may not be detectable otherwise. It is a very thorough form of Word Clearing.

Method 2 Word Clearing is only done on an individual who has received Method 1 Word Clearing to completion.

There are two ways in which Method 2 Word Clearing can be used:

1. As a routine method of Word Clearing in Qual or in the course room to handle bogs, confusions, misapplications, misunderstandings, etc., or as part of a cramming order or checksheet requirement. This does not require any C/S okay.

2. On a large body of data. This is often done after it has already been studied, to clean up any misunderstandings in that body of data. It can be done on such things as a staff member's hat, the materials of an auditor's level of training, the C/S Series, one's first Scientology materials, etc. This action is usually part of a program such as a reread program or part of someone's TIP. It does require C/S okay before the action can be begun.

The Word Clearer doing the Method 2 must be trained in the use of the E-Meter and instant reads.

Method 2 is not attempted if the student's TA is either high or low. The Word Clearer would ensure that there is no false TA, using the False TA Checklist. If the TA remains high or low and is not false, the student would be sent to Review for handling.

**METHOD 2 PROCEDURE**

a. On Written Materials

The student is put on the meter and the Word Clearer (or Supervisor) gives him the R-factor, "I am not auditing you."

The student is told that if he comes to a word or phrase he doesn't understand he should tell the Word Clearer so that the misunderstood can be cleared.

The student should be encouraged to find and clear misunderstood words himself and should not become dependent on the meter.

The Word Clearer has the student read aloud to him starting at the very top of the first page.

The Word Clearer watches the meter carefully. As soon as the needle reads (sF, F, LF, LFB), the Word Clearer stops the student, asks, "What was the word you just read?" finds the word that read and gets it looked up in a good dictionary, whether the student says he knows the meaning or not. If it is a technical word or term in the subject being addressed, it is looked up in a glossary or technical dictionary. (Note: In using various glossaries and technical dictionaries, care must be taken to find a dictionary definition that is on the correct gradient for the student.)

The Word Clearer first clears the word for himself, then the word is cleared on the student per HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS. The dictionary is handled by the Word Clearer; the student does not let go of the cans.

Each word cleared is taken to F/N. The Word Clearer then has the student reread the sentence that contains the word that was misunderstood. The Word Clearer must ensure that the student understands the section of the text that contains the word. If the student does not originate this fact, the Word Clearer should ask the student what that part of the text means. He wouldn't let the student continue reading if the student did not comprehend what he just read.

If the student doesn't understand something about what he just read, then there will be another misunderstood word, probably earlier in the text, in which case the Word Clearer would have the student go to an earlier point in the text and start reading.

Only when he fully understands the section of the text that contains the word that was misunderstood does the student continue reading.

The student continues reading aloud to the end of the last page of the materials being covered. Any further reads of the meter are handled as above.

At the end of the Word Clearing session, send the student to the Examiner.

b. On Tapes

This is done exactly as in Method 2 on written materials except that the student listens to the tape with headphones on while the Word Clearer watches the meter for a read.

The Word Clearer operates the controls of the tape player while the student listens. The Word Clearer does not listen to the tape himself.

As soon as the needle reads, the Word Clearer stops the machine and asks the student, "What was the word you just heard?" (Note: It is important that the tape player is stopped at the exact moment that the meter reads, otherwise the Word Clearer may be asking the student for a word three or four words later than the

reading word. On some machines it is fastest to rest the thumb or a finger on the pause button while the tape is playing, using the pause button to immediately stop the machine when a read occurs.

The most ideal setup for Method 2 on tapes is to have a foot pedal that the Word Clearer uses to operate the tape player with. This then frees up the Word Clearer's hands.)

If the student can't spot the word, the Word Clearer helps him find it by replaying the last short section of tape. If the student still can't tell him what the word is, the tape is replayed from an even earlier point.

As soon as the meter reads, the Word Clearer stops the machine and gets the word from the student. The word is then cleared as in Method 2 on written materials.

### HANDLING THE BOGGED OR NON-F/Ning STUDENT

Method 2 can be done on a student in trouble to get him F/Ning again, to handle a bog, confusion, etc.

The student is put on the meter and is given the proper R-factors as covered in Method 2 on written materials, above.

He is asked at what point in his materials he started having difficulty.

The Word Clearer takes the student back to a point *earlier* than where the student started having trouble and has the student read aloud to him.

The Word Clearer watches the meter and handles all reads as described in Method 2 on written materials, above.

The materials are so covered up to the point where he was having trouble.

If the difficulty does not resolve, the Word Clearer has the student start reading from an even earlier point in the material. It may go back to an earlier issue, tape, earlier course or even an earlier subject. (Ref: Tape 6408C06 SHSBC-34, Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE, and Tape 6510C14 SHSBC-68, BRIEFING OF REVIEW AUDITORS)

End off when the difficulty has been resolved and the student is once again bright and F/Ning, and send the student to the Examiner.

### METHOD 2 ON LARGE BODIES OF DATA

This requires C/S okay to ensure that the student is not in the middle of an auditing action or process or in the need of a repair, etc. (Note: Method 2 on just an issue or two, such as for a cramming order, would not need C/S okay, but any large amount of Method 2 work would.)

The Word Clearer starts the student at the very top of the first page of the materials and the whole of the materials are covered by Method 2. All reading words are cleared including any words originated by the student as misunderstood.

Done on one's first Scientology materials (first materials read or first tape heard), it uncovers basic misunderstands on Scientology. Done on one's hat or other material, it handles the basic reason behind past failures or difficulty with any material.

The EP is a continuous F/N on the materials being word cleared.

## COMPREHENSION

*Ref:*

HCOB 30 Jan. 73RE Word Clearing Series 46RE  
Rev. 16.5.84 METHOD 9 WORD CLEARING  
THE RIGHT WAY

Glibness is often trained into students by the current educational methods, as students are taught to read aloud without understanding what they are reading. Understanding is actually considered to be something separate from reading.

Therefore the Word Clearer must see that the student understands that he should be comprehending the materials as he reads them.

And if a student starts reading a section without comprehension (goes blank, robotic) or if any other manifestations of misunderstands appear, then the Word Clearer should have the student go back to the last point in the materials when he was doing well and reading with comprehension. The student would then come forward from there and the misunderstood word or symbol should be found and cleared.

After all, the reason Method 2 is being done is to bring about a comprehension of the materials.

## CAUTIONS

The most common source of trouble in Method 2 Word Clearing is in the Word Clearer not knowing his meter reads and either missing actual reads or incorrectly calling reads, such as calling the right swing of an F/N a read. The remedy for this of course is for the Word Clearer to get his misunderstands off on the subject of the E-Meter and its needle manifestations and to redo the drills in *The Book of E-Meter Drills* until his metering is flawless.

Method 2 can fail if the Word Clearer does not locate the earlier material that contains the misunderstood word. This is remedied by word clearing the Word Clearer on the Study Tapes, especially Study Tape 4, STUDY— GRADIENTS AND NOMENCLATURE, and word clearing him on Tape 6510C14 SHSBC-68, BRIEFING OF REVIEW AUDITORS.

A bog or the lack of a good result on Method 2 is handled by giving the student a Word Clearing Correction List (HCOB 27 Nov. 78RB, Word Clearing Series 35RI).

(Note: Just because a student has had a Word Clearing Correction List does not now mean that that's the end of the Method 2. The purpose of the Word Clearing Correction List is to pick up the errors made in Word Clearing. It in no way replaces Method 2 and actually getting the misunderstandings found and cleared. When the student has been cleaned up with the WCCL, he is returned to Method 2 Word Clearing so any remaining misunderstood words can be found and cleared.)

Method 2 is simple to do and will produce astonishing results, provided the Word Clearer knows his study tech and his metering well.

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Founder

Revision assisted by  
LRH Technical Research  
and Compilations

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HCO BULLETIN OF 12 NOVEMBER 1981RD  
REVISED 20 APRIL 1990

Remimeo  
All C/Ses  
All Auditors  
Tech/Qual  
Registrars  
Dissem  
Orgs and Missions  
*The Auditor*  
BPI

*URGENT—IMPORTANT*

**GRADE CHART STREAMLINED  
FOR LOWER GRADES**

*Refs:*  
HCOB 12 Dec. 81 THE THEORY OF THE NEW GRADE  
CHART  
HCOB 14 Dec. 81 THE STATE OF CLEAR  
HCOB/PL 25 Sept. 79RB Word Clearing Series 34  
Rev. 1.7.85 METHOD ONE WORD CLEARING  
Book: *The Way to Happiness*  
Classification, Gradation and Awareness Chart

I recently reworked the Grade Chart in the interest of greater gain for the pc. I forwarded the notes for issue and they were added to by others. Some of the additions were done because of an unnecessary confusion on the state of Clear: They have no bearing on this new Grade Chart and so have been deleted. I'-NO additional HCOBs have been written by me, HCOB 12 Dec. 81, THE THEORY OF THE NEW GRADE CHART, and HCOB 14 Dec. 81, THE STATE OF CLEAR. This new Grade Chart as follows is for use at once. A full new Grade Chart will be issued later.

**NEW GRADE CHART**

0. Introductory and Assist actions as commonly used in orgs and by auditors on new pcs.
1. PURIFICATION RD.
2. OBJECTIVES as required.
3. SCIENTOLOGY DRUG RD. (OPTIONAL, only for those who need it per the sections in this HCOB on DRDs and PROGRAMING; HCOB 31 May 77, LSD, YEARS AFTER THEY HAVE "COME OFF OF" LSD; HCOB 28 Aug. 68 II, DRUGS; and HCOB 23 Sept. 68, DRUGS AND TRIPPERS . )
4. EXPANDED ARC STRAIGHTWIRE GRADE (Quad).
5. EXPANDED GRADE 0 (Quad).
6. EXPANDED GRADE I (Quad).
7. EXPANDED GRADE II (Quad).

8. EXPANDED GRADE III (Quad).
9. EXPANDED GRADE IV (Quad).
10. NED DRUG RD.
11. NED.
12. If goes Clear on NED, CLEAR CERTAINTY RUNDOWN.
13. SUNSHINE RUNDOWN if goes Clear on NED.
- 13A. If not cleared on NED goes to an AO for Clearing Course.
14. SOLO AUDITOR COURSE whether Clear or not (or Class 0-IV Academy courses, prior to Solo Auditor Course).

### **INTRODUCTORY AND ASSIST ACTIONS**

It is quite common for auditors and orgs to give introductory or demonstration sessions. There are several of these: They have been issued under various names including “Life Repair.” They should not be excluded from the Chart. Group Processing comes under this category, despite the real gains it can give.

Division 6s often have counseling services which, although they can be done at any time, should be mentioned at this level.

Assists are, quite often, the first auditing a pc gets and while most assists can be done at any time (excluding R3R or NED on Clears or above) they should not be omitted.

### **OPTIONAL OR CONDITIONAL STEPS**

#### **Objectives**

During the period of coming off drugs, Objectives are needed. For pcs who cannot follow commands, Objectives are needed. Purification in many cases has to be accompanied with auditing on Objectives to permit withdrawal.

Purification, on a heavy druggie, should be followed by Objectives.

This is a matter of C/S programing. The C/S should estimate the case and use or omit Objectives as indicated on an individual programing basis.

Registrars are forbidden to C/S and when the Purification is done (or when they sell it) simply state that it should be accompanied or followed by personal auditing. And Reges should sell intensives.

The Reg can show the Grade Chart and say where it goes but should state—must state—that what is given is up to the C/S.

A low OCA, right or left, indicates a need of Objectives.

This means that C/Ses can either program the case for Objectives (optional) or straight onto Scn Drug RD (optional) or Expanded Straightwire (not optional) and lower grades (not optional) and NED DRD (not optional) and NED.

The TRs and Objectives Co-audit Course serves to give the preclear a full battery of Objective Processes as well as case gain from doing TRs 0-9 and the experience and wins of auditing another.

### **Scientology DRD or NED DRD**

The programing and delivery of drug rundowns is done per the section on programing included in this bulletin, and with full use of the data contained in the following key HCOBs and the issues they reference:

HCOB	15 July 71RDIII Rev. 8.4.88	C/S Series 48RE NED Series 9RC DRUG HANDLING
HCOB	21 Dec. 80R Rev. 20.4.90	THE SCIENTOLOGY DRUG RUNDOWN
HCOB	31 May 77	LSD, YEARS AFTER THEY HAVE "COME OFF OF" LSD
HCOB	28 Aug. 68 II	DRUGS
HCOB	23 Sept. 68	DRUGS AND TRIPPERS

### **Green Form 40 Expanded**

Programing and use of the Green Form 40 Expanded as an optional or conditional step in handling cases is covered in:

HCOB	8 Dec. 78R II Rev. 27.6.88	GREEN FORM AND EXPANDED GREEN FORM 40RF, USE OF
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### **Happiness RD**

The Happiness RD can be fitted—according to the case—before or after lower grades, before or after NED, or before or after Clear. BUT to get OPTIMUM results from it, as clearly proven by pilot, is just before lower grades and after Objectives. So that is where it really belongs on the Grade Chart and where it would be done by most of those moving up the Bridge. And people who haven't had Purification or any needed drug handling and Objectives don't do too well on it.

It should not be run, of course, in the Non-Interference Zone. It even works brilliantly on OTs!

The Happiness RD is the most popular RD. But it won't run, of course, on a person who needs a Purification. And it won't run on someone who needs Objectives before he can follow auditing commands at all. A C/S has to know what any RD is supposed to do.

### **Method One Word Clearing**

Method One is strongly recommended for students, auditors and anyone who wants to recover his past education and increase his ability to study.

Ideally it would be done after Objectives and before the NED Drug RD or NED, although it can be done at any point on the Grade Chart and on all cases, including Clears and OTs.



There is one exception to this: It is NOT delivered to those in the Non-Interference Zone (THAT ZONE BETWEEN THE START OF NEW OT I AND THE COMPLETION OF OT III, FOR THOSE WHO WENT CLEAR ON NED, OR FROM THE BEGINNING OF R6EW TO THE COMPLETION OF OT III, FOR THOSE WHO DID NOT GO CLEAR ON NED).

As an HGC audited action, Method One is delivered in orgs and missions. The Method One Co-audit may be done at orgs.

Method One is necessary in order to be a fast flow student, and is required before doing Academy training or OEC, per:

HCOB/PL 25 Sept. 79RB Word Clearing Series 34  
 Rev. 1.7.85 METHOD ONE WORD CLEARING

### PTS RDs and PTS Handlings

The data under this section heading which appeared in the earlier versions of this HCOB was written by another. It included false, misleading statements which lead to only “patch-up” (quickie) type PTS handlings or no PTS handling being done at all in some orgs and areas.

Specifically, the former statement that PTS RDs and handlings are done only “to a point where the PTS condition will no longer block case progress or cause roller coaster” infers that this is the EP of all PTS RDs or handlings, which is a false datum.

A second statement limited delivery of the PTS RD, which contains R3RA, to those at the level of NED on the Grade Chart.

The various actions and rundowns for handling PTSness, with their EPs, are covered in the following key issues:

HCOB	27 July 76	PTS RUNDOWN AND VITAL INFO RD POSITION CORRECTED
HCOB	31 Dec. 78RA II Rev. 26.7.86	OUTLINE OF PTS HANDLING
HCOB	31 Dec. 78RAIII Rev. 21.3.89	EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1
HCOB	24 Apr. 72 I	C/S Series 79 PTS INTERVIEWS
HCO PL	27 Oct. 64R Rev. 15.11.87	POLICIES ON PHYSICAL HEALING, INSANITY AND SOURCES OF TROUBLE
HCO PL	20 Oct. 81R Rev.10.9.83	PTS TYPE A HANDLING
HCOB	10 Aug. 73	PTS HANDLING
HCOB	8 Mar. 83	HANDLING PTS SITUATIONS
HCOB	10 Sept. 83	PTSness AND DISCONNECTION
HCOB	24 Nov. 65	SEARCH AND DISCOVERY
HCOB	9 Dec. 71RD Rev. 28.3.89	PTS RUNDOWN, AUDITED
HCOB	17 Apr. 72R Rev. 20.12.83	C/S Series 76R C/Sing A PTS RUNDOWN
HCOB	29 Dec. 78R Rev. 20.12.83	THE SUPPRESSED PERSON RUNDOWN, A MAGICAL NEW RUNDOWN
HCOB	30 Dec. 78R Rev. 6.1.79	SUPPRESSED PERSON RUNDOWN PROBLEMS PROCESSES
HCOB	24 Jan. 77	TECH CORRECTION ROUNDUP
HCOB	6 Aug. 65	QUALIFICATIONS TECHNICAL ACTIONS

These rundowns and handlings are not assigned to a specific point on the Grade Chart as they are used when a PTS condition is encountered. C/Ses, auditors, HCOs and Qualls must be fully conversant with these and must ensure their correct use in handling PTSness terminatedly when it occurs.

### **Int Rundowns**

The INTERIORIZATION RD or the END OF ENDLESS INT RD are the remedies used to stabilize a pc after exteriorization and permit him to be audited further. Programing and handling is done per the following issues:

HCOB	4 Jan. 71R Rev. 24.9.78	Int RD Series 2 EXTERIORIZATION AND HIGH TA
HCOB	24 Sept. 78RB I Rev. 4.2.89	Int RD Series 4RB THE END OF ENDLESS INT REPAIR RUNDOWN
HCOB	17 Dec. 71RB Rev. 24.9.78	Int RD Series 15 C/S Series 23RB INTERIORIZATION SUMMARY

which gives a full list of references on the subject.

### **STALLED DIANETIC CLEAR: SOLVED**

Anyone who is Clear should be actively moving on up to the next higher levels on the Grade Chart. If this is not happening, if the Clear is moving very slowly or stopped in his progress, HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED, provides a full array of handlings that may be done to assist the Clear to get unstuck from any point of possible hang-up. Not the least of the actions are Sec Checking and the handling of false purposes. Any of the services provided would be C/Sed for by a Case Supervisor qualified to handle Clears, and none of the actions C/Sed would include NED or any form of Dianetics, as Dianetics is not to be run on Clears.

An org with stalled Clears in its field should be making full use of this technology in order to assist the individual Clear himself and, as well, to unjam the flow in the area for which the org is responsible.

### **PROGRAMING**

Cases divide up into *four* general groups:

Case 1: ON DRUGS, will go through withdrawal—Needs Objectives and Purification at same time. Then up the Chart.

Case 2: HAS BEEN ON DRUGS. OCA BELOW CENTER LINE ON RIGHT OR LEFT. Needs Purification, Objectives before can respond well to think processes or auditing commands. Then up full Chart. Happiness RD before NED.

Case 3: NO HEAVY DRUGS. OCA MIDDLE RANGE. Purification, Objectives, Expanded Straightwire, Lower Grades, Happiness RD, NED on up.

Case 4: OCA ALL IN THE UPPER HALF OF GRAPH. NO HEAVY DRUG HISTORY. Purification optional, ARC Straightwire, Expanded Lower Grades, Happiness RD, NED, etc.

Public in this last case group who have read *The Way to Happiness* can come in and go right onto the Happiness Rundown and on up the Bridge. (This is one of the major routes for public into the org.)

Reges must not sell the pc a program. A Reg sells auditing. Person wants a certain rundown—Reg only has to say, “Good, you’ll get it,” and the C/S, informed, can put it on the program in its proper place.

Refunds came from nondelivery or misprogramming. As all cases are not in the same state, one cannot run them all on the same program. A raw pc can have every RD there is but not in a sequence that will not match his case.

Pcs will turn up who have had a Happiness RD in a mission who need Objectives. Pcs will turn up who have had intro services or assists. One simply notes it and doesn’t repeat or overrun those processes. Pcs will turn up who need repair of earlier auditing. Pcs will appear who have had Book One auditing. Each needs his own program. That is all the business of the C/S, not the Reg.

The Reg can tell the pc all about this RD or that but must always say “I am here to be sure you obtain enough hours so you can receive what you want. It is up to the Technical staff to give your case individual programming. We know where you want to go, the C/S will be told and we are here to help you get there. Not all cases are the same and the Tech staff will tailor your program to fit you. The rundown you have requested will be on that program. We want you to get the maximum obtainable benefit from it and that is done by preparation. If you cooperate, we will do the best we can.”

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If you show them the routes you can stress individual programming. Every pc likes individual attention. The honest fact is that a Grade Chart can give only the big pattern one should travel. How to get the pc up it is between the C/S and the pc’s individual case.

There is no Royal Road that has an exact starting point for every pc. There is a series of wins that people can attain and these are in a proper sequence of case levels. A Grade Chart is the sequence for all cases but cases start at different points when they begin to ascend it. And so a C/S has to use it that way.

---

### **ALTERNATE CLEAR ROUTE**

Please note that at (12) on the above list provision begins to be made for those who do not go Clear on NED. The Clear Certainty Rundown is not given to someone who has not gone Clear on NED. (13) the Sunshine Rundown, is also not given to those who do not go Clear on NED. Instead of these two (12 and 13), the person can go on to an Advanced Org for his Clearing Course.

But, please note, whether a person goes Clear on NED or not, it is planned that he can begin his Solo Auditor's Course (necessary for OT steps) in his home org. Part I of the Solo Auditor's Course can be begun right after the Sunshine Rundown or not having gone Clear; and Part II, completing it, can be done in an SH or AO.

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HCO BULLETIN OF 13 NOVEMBER 1981

Remimeo  
Tech/Qual  
Div VI  
Missions  
Group Auditors  
Group Auditor Courses  
Assessment Drills  
Course

### WHAT TONE 40 IS

“Tone 40” refers to the highest tone (40) shown on the scale of the various tone levels for a thetan. (Ref: HCOB 25 Sept. 71RB Rev. 1.4.78, TONE SCALE IN FULL)

The term “Tone 40” as we use it to describe an action is most simply defined as:

AN EXECUTION OF INTENTION.

(*Execution* in this context means: to carry out, to accomplish; to fulfill. *Intention* = an idea that one is going to accomplish—do—something; it is positive direction of an idea. An intention is not words, nor is it dependent upon words.)

To define it more comprehensively:

Tone 40 is a positive postulate with no counter-thought expected, anticipated or anything else; that is, total control.

It can also be defined as giving a command and just knowing that it will be executed despite any contrary appearances. In other words, Tone 40 is positive postulating.

A Tone 40 intention includes nothing else—no counter-intention specifically. (Counter-intention is any intention which counters an intention.) Any emotion is misemotion at Tone 40.

For one to achieve a Tone 40 intention, he must have a reality on space; otherwise he has no place in which to create an intention. Actually at Tone 40 one has unlimited space at will. That doesn’t mean “the greatest space” (which would happen at about Tone 20 or 22). It means space at will.

One must have a reality on objects and other beings; otherwise he has no terminal in which to create an intention.

He must have a reality that he can create an effect in a given space, and he must be able to create this effect with no liability.

And, as executing a Tone 40 intention is, in essence, total control, confront enters into it. The ability to control is largely dependent upon the ability to confront.

## TONE 40 AUDITING

*Tone 40 auditing* is defined as: Positive, knowing, predictable control by a known source of control toward the pc's willingness to be at cause concerning his body and his attention.

All Tone 40 auditing is done completely in present time, without remembering or anticipating. One observes and handles in present time.

A Tone 40 acknowledgment totally ends the cycle of action and totally ends the creation of the intention. In other words, it ends the cycle completely and also acknowledges everything both auditor and pc have done, whether it was a Tone 40 action, execution of command or bank reaction. A true Tone 40 acknowledgment ends all preceding action.

There are three parts of man: thetan, mind, body.

You cannot damage a thetan by exercising Tone 40 control over him.

The above is a brief summation of stable data concerning Tone 40. There is considerably more data on this subject to be studied and known, including drills on the use of Tone 40 intention, to be found in the full works of Scientology. The following is a list of some of the main references on the subject:

Book: *Scientology 0-8: The Book of Basics*

Book: *Science of Survival*

Book: *Advanced Procedure and Axioms*

Technical Volumes, especially Vols I, II and III

HCOB 25 Sept. 71RB, Rev. 1.4.78, THE TONE SCALE IN FULL

PAB (Professional Auditor's Bulletin) Numbers: 133, 134, 135, 137, 147, 151, 152, 153, 154

Secretarial to the Executive Director, 20 Apr. 59, UPPER INDOC HAT MATERIAL

HCOB 8 Apr. 57, GROUP AUDITING

HCOB 11 June 57, TRAINING AND CCH PROCESSES

HCOB 2 Apr. 58, ARC IN COMM COURSE

HCOB 15 Oct. AD 8, ACC CLEAR PROCEDURE

HCOB 23 Aug. 65, ABBREVIATIONS AND SYMBOLS OF DIANETICS AND SCIENTOLOGY

HCOB 1 Dec. 65, CCHs

HCOB 7 May 68, UPPER INDOC TRs

HCOB 22 Apr. 80, ASSESSMENT DRILLS

Tape 5707C25, "Scales" (Effect Scale)

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L. RON HUBBARD  
Founder

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HCO BULLETIN OF 15 NOVEMBER 1981R  
REVISED 18 DECEMBER 1988

BPI

**THE SUNSHINE RUNDOWN**

The Sunshine Rundown is a bright new rundown which adds extra shine to the state of Clear. It is the next step on the Grade Chart after the Clear Certainty Rundown (or after the Clearing Course for persons on the Alternate Clear Route). It is done by all Clears directly after they attest to having attained the state of Clear.

By doing the Sunshine Rundown the person is becoming self-determined.

The rundown is done by the Clear himself and is usually completed in one session. Solo auditor training is not needed in order to audit the Sunshine Rundown. The confidential instructions are easily followed, even by those with no previous tech training.

The Sunshine Rundown is available at Class IV and higher orgs.

New Clears, already shining and bright, will be shinier and brighter still after the Sunshine Rundown—and ready to continue on their next step up the Bridge to OT. The next step for a person completing the Sunshine Rundown is the Hubbard Solo Auditor Course Part 1 or, for those who did the Alternate Clear Route and have already completed their Solo auditor training, New OT I.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



Remimeo

**DIANETICS AND SCIENTOLOGY  
COMPARED TO NINETEENTH CENTURY PRACTICES**

A comparison between Dianetics and Scientology and psychology and psychiatry is nonsense.

The two nineteenth century subjects, psychology and psychiatry, do not achieve ANY good results. On the contrary, they are destructive beyond belief. They make crackpots, sexpots and vegetables when they do not outright kill.

The greatest crime of our times is the use of psychology and psychiatry to teach little children in schools with them and manufacture crime and a whole world of immorality and unhappiness.

The character of the governments themselves is established by their tolerance and use of psychology and psychiatry. In no human race of any civilized repute has any law condoned broad mayhem and murder of their populations. Yet under modern governments psychology and psychiatry not only have carte blanche but also get insistence on their use.

Murderers flock to murderers, according to old sages. The governments only smile at the brand of Cain upon their heads.

Is this a civilized world we're living in?

I'm afraid it only will be when Dianetics and Scientology can bring wisdom enough to man to blunt his furious efforts to do himself in.

So laugh in people's faces if they compare Dianetics and Scientology to the "orthodox mental subjects." They are insulting you.

L. RON HUBBARD  
Founder

Remimeo  
Students  
Supervisors  
Course Admins

*Tape Course Series 7R*

**SETTING UP AND USING  
A REEL-TO-REEL TAPE PLAYER**

*Ref:*  
HCO PL 6 May 71 AUDIENCE ALERTNESS AND  
TAPE PLAYERS

Years ago I found that student comprehension and tape playing quality went hand in hand. I made some experiments with this and I found that on bad quality equipment most of the students went to sleep, but as the quality of the equipment improved, their comprehension also improved. And that students got the best grades on high-quality equipment.

The tape player must be of high quality to reproduce the sound without adding to or distorting what is on the tape. Poor-quality sound is difficult and annoying to listen to and causes misunderstandings by preventing the listener from hearing exactly what is said. The poorer the equipment, the poorer the comprehension. The better the equipment, the better the comprehension.

This also applies to the headphones. Course tapes must always be listened to through high-quality, high-fidelity headphones. This permits the listener to be undisturbed by other noises in the area, as well as prevents others from being disturbed by the tape being played. High-fidelity headphones permit the listener to have his undivided attention on the tape and produce a pleasant and easy-to-listen-to sound which closely duplicates what is spoken on the tape.

This does not in any way replace misunderstood word tech nor does it change or add to the three barriers to study (Ref: HCOB 25 June 71R, Word Clearing Series 3R, BARRIERS TO STUDY) as *the* tech for handling student difficulties on tapes. If a student dopes off on a tape or doesn't understand, find the misunderstood word and get it cleared. Don't buy "Well, the equipment is bad so of course he is dopping off." Get the student handled with standard study tech and *then* ask, "Why was this student permitted to listen on poor equipment in the first place?"

**THE TAPE PLAYER CONTROLS**

In an Academy you may find both tape players and tape recorders. A tape *recorder* is a machine that records sound onto tape and also can play back the sound.

A tape *player* is a machine that only plays back the sound that is already

recorded on tape.

Tape *recorders* should, in effect, be converted to tape *players* by having the “record” button removed or sealed up so that it cannot be used. It will erase the tape and lose the valuable materials on the tape if pushed accidentally by the student.

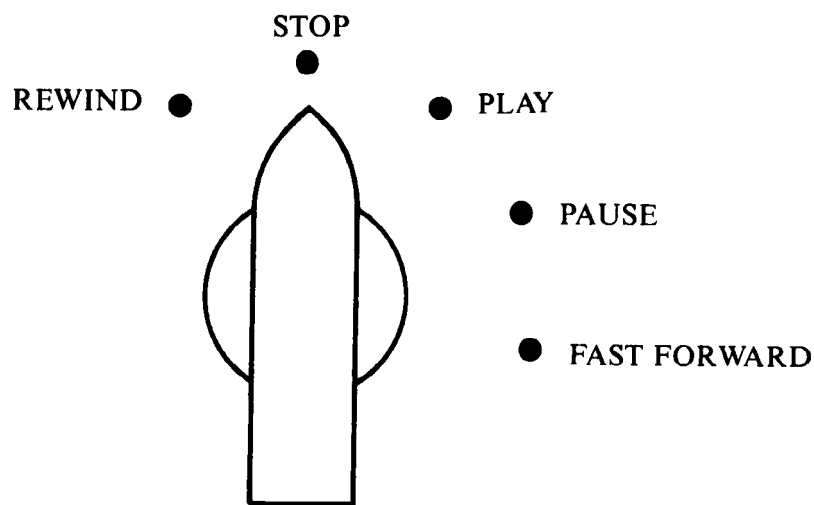
Tape recorders and tape players come in many makes and models. The controls and switches are arranged in various places and the machines are of various styles.

Following is a description of the basic controls of a tape player. The arrangement of these controls will vary from machine to machine but their functions will be the same on most machines.

1. On/off switch or power switch.
2. Volume control (often in combination with the on/off switch).
3. Tone control (omitted on some machines).

The tape controls of a tape player are usually in the form of a switch which is turned to various positions or in the form of a series of buttons:

#### SWITCH TYPE CONTROLS:



#### BUTTON CONTROLS:

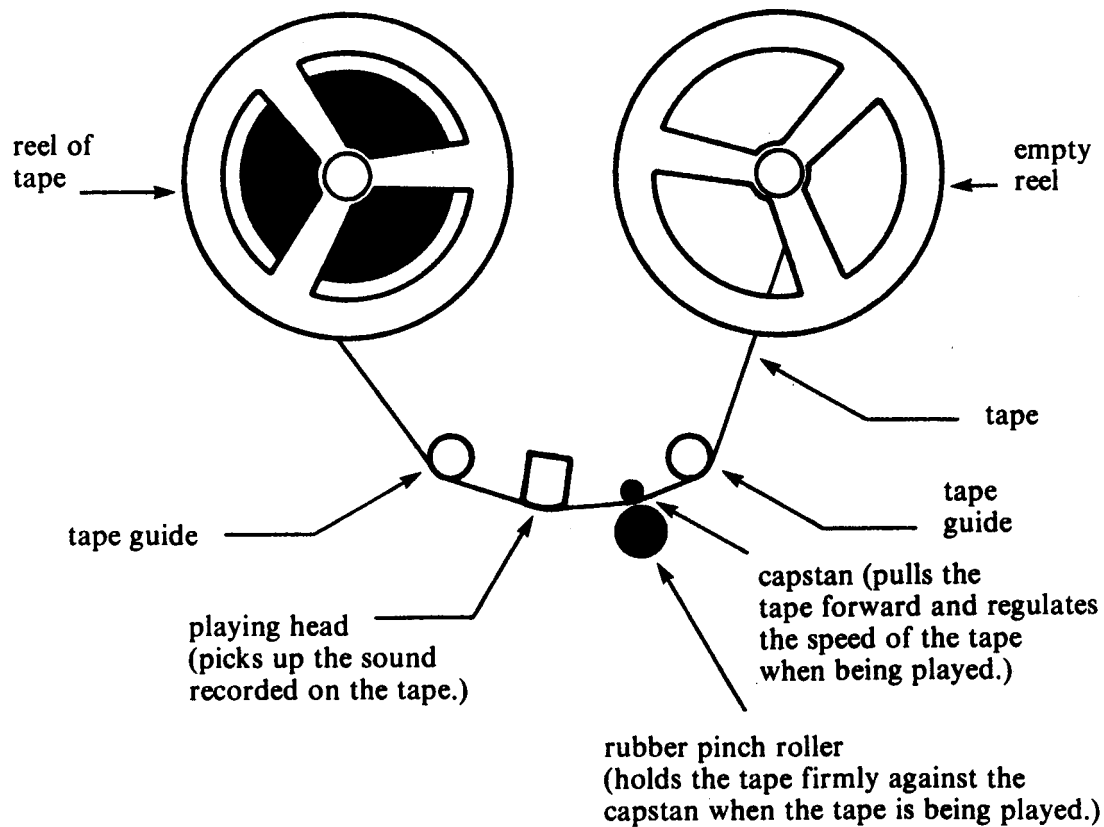


4. **PLAY** (sometimes called **FORWARD**): Press this button or turn the switch to this position to play the tape.
5. **FAST FORWARD**: Rapidly runs the tape forward without playing the tape.
6. **REWIND**: Rapidly runs the tape back without playing the tape.
7. **STOP**: Stops the tape. Always stop the tape before fast forwarding or rewinding the tape. Also bring the tape to a complete stop after fast forwarding or rewinding the tape before playing the tape.
8. **PAUSE**: Use to temporarily pause a tape that is being played. On a machine with a pause button, press the pause button to hold the tape; press the button again to release it. On a machine that has a switch with a pause position, turn the switch to the pause position to pause the tape then back to “play” to play the tape.
9. **FOOT PEDAL**: This is exactly the same as the pause button in function except that it is operated by the foot. Academy tape players must have a foot pedal so the student can have his hands free to look up words, take notes, demonstrate something with his demo kit, etc. (Most tape players do not have foot pedals, but they can and should be installed on tape machines that don’t already have them.)

**CAUTION:** If you are using a tape recorder that has a **RECORD BUTTON**, *never* press this button, as it will erase the section of tape being played while the record button is pressed. (The record button is used when recording something onto a tape. But when it is used with a prerecorded tape, it will also erase any section of that tape that is played.) The record button is usually red.

### SETTING UP THE TAPE PLAYER

1. The tape player is set on a steady bench, table or platform at a comfortable height so the student can easily operate the controls, take notes, etc.
2. The tape player should be set up so that the student is facing the Course Supervisor, rather than having his back to the Supervisor. This enables the Supervisor to see how the student is doing and he can easily spot if the student has gone dull or sleepy from a misunderstood word.
3. The tape machine is plugged in and switched on to check if the power is on and that the machine is operating.
4. Plug in the headphones.
5. Plug in the foot pedal and position it on the floor so that it can comfortably be reached by the foot.
6. The tape is put on the tape player and the colored leader is threaded around the tape guides and playing head and in between the capstan and rubber pinch roller as shown in the following diagram.



Be sure not to twist the tape as it is threaded past the head and guides. The tape should come off the reel flat and lie flat against the guides and should go onto the empty reel without a single twist.

7. Set the speed at which the tape will be played at the correct speed for the tape. (The usual speeds for a tape player are 7 1/2, 3 3/4, or 1 7/8 inches per second or their equivalent, 19, 9.5, or 4.8 cm per second.) Most of the tapes you will play are played at 3 3/4 inches per second (9.5 cm per second).
8. Run the tape to the beginning of the lecture and set the tape counter at zero (unless your machine is not equipped with a tape counter).
9. Play the tape. Adjust the volume and tone controls as needed, while playing the tape. Bad tone settings can cause students to go by words they don't understand and so dope off while listening to a tape.

#### POINTS ON THE USE OF THE TAPE PLAYER

- a. To rewind a tape or to fast forward it, always press the stop button first. And after rewinding the tape or fast forwarding it, press the stop button and wait for the tape to stop before pressing the play button. Suddenly jerking the tape forward or back can cause it to break or stretch or the tape can even come off the reel and get caught in between the side of the reel and the wound tape.
- b. The magnets inside headphones can erase part or all of a tape so never leave headphones lying near a tape.

- c. Keep dirt and dust away from the tape machine and when not in use replace the cover on the tape machine.
- d. Handle a tape gently. Don't do anything that would cause it to become stretched, tangled or broken. Be sure to place the tape in its correct box when done and don't permit loose ends to protrude from the tape box.
- e. Don't leave long loose ends sticking out from a reel when playing a tape. These could get caught in the machine.
- f. After the tape has been played, store it in its box without rewinding it. Rewinding the tape serves no purpose and fast winding causes the tape to be wound rather sloppily. This can cause the tape to distort. Tapes store better and last longer when wound at playing speed.
- g. Never put a piece of paper or anything else into the tape to register your place. Use the tape counter to find your place.
- h. Always switch the tape player off when not in use, even on short breaks. This lets the machine cool off and helps to prevent it from overheating.
- i. At the first sign of any fault with the tape player or a tape, report it to the Course Admin or your Supervisor.
- j. Never twist or knot the headphone cord, as this may lead to inner wire breakage.
- k. If a word or phrase cannot be discerned, call the Supervisor or check a good transcript, if one is available. You must look up any misunderstood word in a dictionary.
- l. If the sound becomes blurred or of poor quality, ask the Course Admin to clean the playing head across which the tape moves. The playing head must be cleaned regularly as it picks up some of the coating from the tape, which results in a blurred, poor quality sound.
- m. If you cannot clearly hear the tape or the quality of the recording is poor, tell the Course Admin or your Supervisor. The playing head may need to be cleaned or the tape player may need to be demagnetized. You may also have a bad tape. Don't jeopardize your comprehension of the materials by listening to a lecture through poor equipment. Get it handled or switch to a better machine.
- n. Consult the instruction book or manual if you need additional information on the particular tape player or tape recorder that you are using.
- o. If a student has trouble running the tape player or has difficulty with it, he should be run on Reach and Withdraw on the tape player by another student as a drill per HCOB 10 Apr. 81R, REACH AND WITHDRAW. He should also be word cleared on this HCOB, and also the tape player manual if needed.

## TAPE COURSES

(Tape courses are courses that are taught in languages other than English where the materials have been translated and recorded on tape.)

1. Mark the tape-counter reading of each item on the checksheet as you come to that item on the tape. This gives you a reference by which you can find any item later on.
2. If a word or phrase cannot be discerned the student should call the Supervisor. The Supervisor listens to the tape, and if he can't distinguish what is being said, he gets hold of the English text and locates the word or phrase and using a good foreign language dictionary translates the word or phrase for the student. It is the responsibility of the Supervisor to see that any *misunderstood* word is cleared up.
3. If a student bogs or can't understand something on a translated tape, he is first word cleared. If the confusion does not resolve, the translated tape is compared to the English material and if found to be a translation error the Supervisor or Word Clearer makes a note of the translation error by entering it on a card which is then kept in the tape box for that tape. He also sends a report to the nearest Continental Translations Unit.

The vast majority of the technology of Dianetics and Scientology is recorded on tape. Use good equipment and use it properly so that you can hear these materials in their utmost clarity.

L. RON HUBBARD  
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Compilation assisted by  
LRH Technical Research  
and Compilations

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HCO BULLETIN OF 12 DECEMBER 1981

All C/Ses  
All Auditors  
Tech/Qual  
Registrars  
Dissem  
Execs  
Orgs and  
Missions  
*The Auditor*  
BPI

### THE THEORY OF THE NEW GRADE CHART

The effectiveness of auditing, according to records and results, tests and hours in session, has increased enormously in the past thirty-four years (1947-81). This is due to research—a casual estimate of the time I have put in on this approaches now a hundred-thousand hours and half a century. In that time, as could be expected, there have been breakthroughs and breakthroughs, and it can be expected that, because of these, the lineup from time to time would change. It is probably remarkable that the Grade Chart has not changed more than it has.

Improvements in auditor training as well as technical revelations have contributed to these refinements.

In the final analysis, it is the individual who receives the benefits from this. Increased percentage of results, shortened time to obtain them, more stable gains, broader application.

But it probably has not occurred to anyone that for the past thirty-two years, I have been researching DOWNWARDS. That's right. Remember that I myself was producing results thirty-two years ago. So what has been happening?

As broader and broader numbers of people were being addressed, more and more types of cases had to be handled.

Meanwhile, the society itself was going downhill. Outside the perimeter of Dianetics and Scientology, the level of cases was DECLINING. More and more problems were being generated by the Establishment for its population: The psychologists were let loose on the schools and educational levels began to collapse; the doctors and psychologists and psychiatrists began to flood drugs into the culture; assisted by the FBI, crime statistics began to go out the roof; crushed by tax people, the economy began to generate more and more problems for the individual; the psychiatrist stepped up his program of injuring people and then compounded the Establishment-tolerated felony of covering up his crimes by drugging his patient and keeping it a secret from him that he had been electricshocked; soldiers began to be brainwashed, not just by the enemy but by their own governments. No need to go on, even if there are hundreds more, for this is not a rabble-rouse; it is just a brief comment on the society's decline, and because members of that society were being audited as they came in and because each year the average case found was rougher than last year's cases, it affected the line-up of the Grade Chart. 1949 is not 1981.



The key word of all this is UNDERCUT. In research, whatever other considerations existed, there was always the necessity to go into a lower UNDERCUT of the cases.

Book One, *Dianetics: The Modern Science of Mental Health*, contains the bulk of the elements and philosophy that we use today.

Of course, there have been MANY breakthroughs that were not downwards, but upwards. However, the bulk of work has been devoted to finding where current cases were at and undercutting them to get positive results.

Don't be unduly alarmed by what I am saying about the social decline as it may influence Dianetics and Scientology: We are WAY out ahead of it. As the society went down, our percentages of successful handlings were going up and up. And this shift in the Grade Chart is part of a program to keep it so.

The main change in the new Grade Chart is that Dianetics and Scientology have been switched around. One gets his Scientology, per this chart, before he gets his Dianetics.

Chronologically, then, Dianetics came before Scientology; and it would seem natural that one would give Dianetics to a pc before he gave him Scientology auditing. But wait, Scientology ARC Straightwire and grades were developed as an undercut to Dianetics.

It was Dianetics that made the first Clears. Scientology grades do not make Clears, even though they sometimes exteriorize a person.

So this has now been made real on the new Grade Chart. Lower Scientology grades have been placed below NED.

There are other technical reasons for this change: The pc usually needs a lot of work on his life, his relationships to his environment today before he has an easy time confronting his bank as in NED. By giving him Scientology first, things are made much easier for him when he sails into NED and when he goes Clear.

The Scientology lower grades unburden an awful lot of bank and environment when properly applied to a cooperative pc and can give him wins, wins, wins in his normal life.

This makes, too, for a happier end result.

In most cases, it shouldn't add to time in session, but on the contrary, can shorten it up.

Also, there should be no particular reason to give lower grades after a person has gone Clear if his life problems have already been unburdened.

What is happening, with this new Grade Chart, is that one is correcting the relative positions of NED and Scientology lower grades.

I trust we can look forward now to even more Clears coming off the line.

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HCO BULLETIN OF 14 DECEMBER 1981

All C/Ses  
All Auditors  
Tech/Qual  
Registrars  
Dissem  
Orgs and  
Missions  
*The Auditor*  
BPI

**THE STATE OF CLEAR**

There has been some confusion lately on exactly what is the state of Clear.

The confusion was introduced by a statement, not mine, that the state of Clear had harmonics, which is to say there were different states of Clear.

This is not true. Although it is quite impossible to obtain an absolute in this universe, the state of Clear is, actually, about as close as one can come to it.

I have given some time to it, lately, and have come up with a definition which fits all cases. It is as follows:

**A CLEAR IS A BEING WHO NO LONGER HAS HIS OWN REACTIVE MIND.**

The only exception, very, very, very rare, is one who didn't have a reactive mind in the first place.

The Book One definition of Clear is valid.

I believe I know what has been happening that caused the confusion.

Without invalidating the case gain of anyone (and NED for quite some time now has been making true and valid Clears) - a few pcs and technical personnel have been mistaking the state of RELEASE for that of CLEAR.

You see, there are an awful lot of gains that can be made with auditing. Few people, walking on the street, have any idea whatever of how much better they can get. It is really a question of how much better is better.

A person hits a floating TA that simply won't turn off, his wife and girl friend ooh and aah on how much better he looks, he hasn't kicked the cat for days and is no longer coughing. He says, "By golly, I must be Clear!" even though he really can't pass the test. So the technical people, seeing him glow, say, "I don't want to invalidate this guy," and they let him declare and he goes to an SH or AO and falls on his head when he starts to climb the next ten light-years to OT. He was just a RELEASE.

There are MANY levels of release. It means simply that one has lost a fixation or an aberration of one kind or another. One should get a reality on the light-years of gain obtainable between the guy on the street and the state of Clear.

It's simply that we are too good at making Releases today.

So I looked over this problem and found an outness in the lineup which I have described more fully in HCOB 12 Dec. 81, THE THEORY OF THE NEW GRADE CHART.

There has just been a change in the Grade Chart (HCOB 12 Nov. 81 which has been reissued as HCOB 12 Nov. 81R, Rev. 14.12.81, to correct an error in it where someone else redefined Clear).

This change in the Grade Chart will go far to handling personal misconceptions. Scientology lower grades can produce an abundance of wins. These releases go far to straightening out one's environment and life and set one up to have, most usually, a far easier run of it in New Era Dianetics.

Scientology lower grades sometimes exteriorize a person but to date, to my knowledge, have never produced a Clear: That was not their purpose.

Remember that with Dianetics Book One techniques I could produce Clears. But it took decades of development of auditor training skills and precise statements of processes to bring it up to where others could. That point has now been with us for some time in developed training technology and New Era Dianetics.

We are making Clears today with NED, make no mistake about it. But it should prove even easier to do so once the pc's own life and environment have been straightened out with all those releases available lower on the new chart.

There is even another chance at Clear if the person misses it in NED. He still can go on to an SH for his Solo Auditor's Course and an AO for the old Clearing Course. It is even being worked out now so that he can begin his Solo Auditor's Course right in his local org—he'll need it to go on to OT.

A tiny percentage of people, who haven't made it, want to declare themselves Clear as a status symbol, but when they try to go on to OT, it catches up with them, and in any event can be handled. The releases, given good auditing and a cooperative pc, are there to be had, and in cases that have not been wiped out by the psychs or who can be gotten into communication by an auditor and cooperate, the state of Clear is there to be had.

And it is just as worthwhile as it ever was.

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Founder

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HCO BULLETIN OF 15 DECEMBER 1981

Remimeo

### **NEW GRADE CHART PC/PRE-OT PROGRAMING**

Do NOT take people in progress of following the old Grade Chart off in the middle of an action and put them on the new chart. Example: Someone half through NED taken off and put on Scientology Grades. Complete the major action of the program before any change of the action on the pc or pre-OT.

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HCO BULLETIN OF 17 DECEMBER 1981

Remimeo

**POST PURPOSE CLEARING REVIVED**

*Ref:*

HCOB 4 Aug. 71R POST PURPOSE CLEARING  
Rev. 26.11.74

Recently some new technology, known as Deoppression, was developed for and is being used on orgs. (Deop is part of mission tech and is the subject of Flag Orders.)

There is a piece of good technology that has fallen out of use: It is Post Purpose Clearing. It is quite successful in raising the general tone level and production of orgs. All by itself it produces an increase in production.

It should be undertaken, for sure, after a Deoppression of an org is done. And, factually, it should be done in any case.

The tech of it is contained in the reference HCOB. But to that HCOB could be added additional steps.

PPC 12A. One asks, "What is your intention toward your post?" One takes this to F/N.

PPC 12B. One asks, "What is your post product?" One takes this to F/N.

PPC 12C. is done, "What is your intention in getting out that product?" To F/N.

PPC 12D. "What volume of product do you intend to get out?" To F/N.

PPC 12E. "What degree of quality do you intend your products to have?" To F/N.

PPC 13 and PPC 14 are as given in the reference HCOB.

There is an added note to Post Purpose Clearing. It probably accidentally got swept aside when some Quals abused What, How and Why in questions and got org staff snarled up because these were listing questions. Qual was arbitrarily forbidden to use such listing questions and this may have influenced this action of Post Purpose Clearing, so necessary to orgs, and the tech got lost. The result has been, in some cases, confused and unproductive staffs.

Also, some seniors, not knowing how their own departments or divisions were supposed to run, tended to knock off hats and put people on posts doing the wrong things, resulting in a "Hey, you" org board.

The remedies for these two errors are quite plain.

1. When any step results in a BD F/N result, indicate it to the pc. In case of any bog, treat the two-way comm pc statements as though they were L&N items. Any bog can be repaired with an L4B.
2. In the case of executives and seniors, clear them on the various posts over which they have command, using the OEC volumes for reference. This will tend to make them hold the form of the org.

Various outnesses will be found by any Qual attempting to do this on an org. They may discover, for instance, that the org has no hats: But this should not stop them, although it should be remedied fast as well.

By adding the intention step, Qual is certainly going to collide with a few rock slams regarding products or the org. But this is all to the good: we don't want rock slammers messing up products or the org. Any plants or people of evil intentions will show up, though PPC is not intended as an ethics cycle.

PPC is an organizing step and should not be used to stop production. But, at the same time, it should not be forbidden because it is an organizing step.

The speed with which a PPC can be done is not forever. At PPC 2, if the person is set up to have one as in this step, the PPC should, for most posts, simply sail along like a June breeze. With a VGIs at the end.

**QUAL'S OBJECT IN GETTING THIS DONE ON A STAFF AND NEW STAFF MEMBERS IS TO IMPROVE THE QUALITY OF PRODUCTION OF THE ORG AND TO INCREASE THE PRODUCTION OF THE ORG.**

It is quite true that the pay of the org depends upon the individual quality and volume productivity of each individual org member. A PPC well done throughout an org inevitably should raise, by making a better org, org income and pay.

Remember that orgs which have had the highest stats were those orgs which ran closest to OEC policy. This is an historical fact, borne out time after time. So in all Post Purpose Clearing, your main reference is green-on-white, the policy letters, and these should be handy and referred to in any case where the duties of the staff member are unclear.

It will also come about that you are handling someone who holds two or three posts. In that case, clear all of them but add a step PPC 12F, "Is there any conflict with your other hats and posts?" If it reads, "What are the conflicts?" and "How are you going to resolve that?"

All cautions and directions in the reference HCOB apply in doing any Post Purpose Clearing.

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Founder

Remimeo

**POST PURPOSE CLEARING  
FOR MANAGEMENT TEAMS AND EXECUTIVES**

*Refs:*

HCOB	17 Dec. 81	POST PURPOSE CLEARING REVIVED
HCOB	4 Aug. 71R	POST PURPOSE CLEARING
	Rev. 26.11.74	

The two necessary ideas a management team or executive must have:

1. That a long-term view, as well as immediate remedies, is vital.
2. That an increase in stats and betterment of organization health is desirable.

Management staff members or executives who do not have these concepts or intentions have no business on a management team or on post as these two basics are why they are there.

A member of management or an exec can always short-sightedly operate for a quick profit (i.e., get lots of service sold but none delivered; buy a cheap machine that will look good on an FP but will break down in a month; do a fast, bad job to get up stats and then involve others for months trying to handle the botch; falsely reassure seniors that all is well when, in a short time, a crash will expose them; operate on short-term stats and ignore the gradual drift down over the months).

When only short-term views are taken, disaster is being courted.

A betterment of the organization and its prosperity has to be intended by management or an executive in order to bring it about. When a management team or an executive has other-intentioned items at work, they harm or destroy not only the organization but also themselves (i.e., not have to work so hard; be powerful personally; get even with others; have more time for the family; keep up with my golf; live better; wear better clothes; escape the Ethics Officer; and, of course, simply intending to do the place and staff in).

Upper-echelon intentions bring about the state of the division, org or network not only in the present but in the future. If they *intend* to make things go right, they will, of course, observe their area and study successful policies and actions of proven worth and apply them.

The state of stats, long term, of an executive or management team gives a definite revelation of their real intentions.

**SUMMARY**

Where any management team or executive is failing, it will be found that their view is very short term and they are other-intentioned on post.

In management and executive Post Purpose Clearing, one has to keep these two things in view.

A good manager or executive works hard hour by hour to keep the show on the road but always with a long-term view as well. And he intends that org and staff will prosper.

The auditor in Post Purpose Clearing will get a lot of glib answers. The stats, the honest ones, and the true long-term performance of the executive, measured by the health of his zone of responsibility, tell the tale and should be consulted when in doubt.

The Post Purpose Clearing auditor must be sure these two principles above are really the case and, if not, handle the executive so that they are.

L. RON HUBBARD  
Founder



1982



HCO BULLETIN OF 19 JANUARY 1982

Remimeo  
Tech/Qual  
Level 1,  
NED, SHSBC  
Checksheets  
Upper Indoc TRs  
Checksheets

**HIGH SCHOOL INDOCTRINATION**

(Excerpted from the ACC Preparatory Manual  
for Advanced Students in Scientology.)

<i>Refs:</i>		
HCOB	4 Oct. 56	HIGH SCHOOL INDOCTRINATION
PAB 152,	15 Jan. 59	THE FIVE LEVELS OF INDOCTRINATION
HCOB	7 May 68	UPPER INDOC TRs

The following chapter on High School Indoctrination has been excerpted from the ACC Manual and published in HCOB form to ensure its data is easily available to students on Upper Indoc TRs.

There are five levels of auditor indoctrination, five levels of skill in which he must be versed. One of these is High School Indoctrination.

Every auditor has, from time to time, found himself in difficult and peculiar circumstances while auditing a preclear. How about the pc who makes a perfectly frank sexual pass at you? What about the time you said, "Walk over to the wall?" and the preclear looked at you intently and asked, "Are you a Theta Clear?" Then there's the pc who sits down, presumably to be audited, and launches forth: "Oh, what a pretty tie you're wearing today. I got one just like it for my husband—except it's green instead of blue, the one I got for him, I mean. And it was supposed to be three-fifty, but I got it at wholesale for two-ninety-five because I know the owner of the store. I went to his daughter's wedding last week. My niece was supposed to be a bridesmaid, but right at the last minute . . ." Nonstop. Or perhaps you've run into a "Tone Twenty": "Do I see that wall? Why, I can see right through the wall! I can see the entire MEST universe, any time at all. Right now the solar system looks about the size of a printed period to me." Unreality, unreality, unreality.

So what did you do? Did you get a trifle tensed up when the pc started to paw you affectionately? Did you get a little brusque, as you scraped him or her off with a putty knife? Did you get decoyed into a discussion of the history of your case and current state of exteriorization by the chap who wanted to know if you were Clear? A little huffy, maybe? And what about the preclear who talks, and talks, and talks, and talks? Ever sat there wondering, "Is this a 'preclear origination'? Should I acknowledge? Should I ignore it? Is there any way of gagging her till I can get 'Locate the ceiling' out? Maybe she's blowing locks. Or is this her present time problem? And if so, which of the sixteen items she's covered in the last three minutes is it?"

Perhaps you've got the obsessive talker taped but how do you make out with the fake Tone Twenty? A little baffled about how to have him find a wall without bringing forth torrents of anguished protest? "You're invalidating me! You ought to be running me on 8-0. You're just trying to stick me in my head because you're a Black Five yourself. All my theta perceptics just turned off!" "What do you do then?"

Well, here comes the United States Cavalry to the aid of the stopped, badgered and harassed auditor. It's called High School Indoctrination. And it should never happen to *Homo sapiens*; he'd never survive it. Auditors, fortunately, are sterner stuff than *Homo sap*. They come out of it, bright as a dollar, crying "Bring on the lions!"

Here's how it goes. An instructor, who will act as preclear, leads a student-auditor to a large, secluded room. As soon as the words "Start of session" are out of his mouth, the instructor-preclear may drop to the floor in a dead faint, burst into a wild grief charge, bolt for the door or balk like a donkey with a glazed, blank stare. Or perhaps he may just stroke the student-auditor's hair, murmuring, "You're awfully cute, really. Why don't we drop this pretense . . ." Whatever the instructor-preclear elects to do by way of randomness. If the student-auditor bogs utterly, a soft-hearted instructor-preclear might say "End of session" and give him a couple of tips. Tougher instructor-preclears frown on this and believe in letting the student-auditor work his own way out of the situation, though he plow through 76,000,000,000,000 years of track, year by year, to accomplish it.

The instructor-preclear may run from manic enthusiasm to deepest apathy in a fraction of a second, and if the student-auditor doesn't instantly detect the change in "case level" and handle it properly, he will be hearing from the instructor-preclear. One of the more unsettling things the instructor-preclear does is to behave like a nice, sane, high-toned preclear for minutes at a stretch. The student-auditor knows this state of affairs can't last for long. He will get thoroughly tensed up, expecting from instant to instant the next horrid outburst. It's like marching a lighted firecracker around the room. When the strain becomes obvious, the instructor-preclear will say "End of session." And he may say "What are you all tensed up for? Relax. Start of session." Three seconds later, he's throwing an epileptic fit on the floor, complete with froth.

There is a second step of High School Indoc which is run seated. By this time the student-auditor has a fair certainty that he can cope with a preclear's going out of control on a general physical level. The seated form takes a more insidious turn. Some very simple process, Locational, or "Look at me. Who am I?" is used. The instructor-preclear will go out of control much more subtly. He will try to get the student-auditor to change the process, on one pretext or another. The nastiest thing to most student-auditors on seated Indoc is an avalanche of highly personal criticism and button pushing aimed directly at the student-auditor. When he winces noticeably, the instructor-preclear pursues the same topic to the bitter end. "Your hands smell funny. Don't you ever wash them? There's a lot of dirt under the nails, too. Careful you don't scratch me and start an infection." Or, perhaps, "If Scientology's so good, what are you still wearing glasses for?" In other words, the instructor-preclear opens up with both barrels on anything he suspects the student-auditor might actually be a little sensitive about. When a student-auditor has survived this phase of High School Indoc and discovers that he can still give an auditing command and see that it is executed, he has achieved a nearly unshakable poise and composure!

It may sound inhuman, but it's not out of reach. Students are arriving at this goal every day—students who mumbled and students who fidgeted. Students who couldn't confront or control a pc and ran a process on the nth level of abstraction. (You know, they were “running 8-C on a preclear for an hour,” not having *this* preclear walk over to *that* wall, *right now*.) They can make every minute of a session count now, because everything they do in session is AUDITING. This is the routine expectancy for a present day ACC graduate. It can be taught to anyone who is willing to learn it.

L. RON HUBBARD  
Founder

Assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 FEBRUARY 1982  
(Released on 20 October 1986)

Remimeo

### **FREEDOM OF SPEECH**

You can say what you please but what you say does not have to please.

Just be careful not too many people get displeased.

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HCO BULLETIN OF 17 FEBRUARY 1982  
(Released on 20 October 1986)

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### **PREJUDICE**

A fixed, unqualified opinion, usually based on unhappy experience, substituting itself for reason.

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HCO BULLETIN OF 20 FEBRUARY 1982  
(Released on 20 October 1986)

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## **OVERTS**

Perhaps people commit overt acts because it is the only thing they can consider they have themselves done.

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HCO BULLETIN OF 6 MARCH 1982R  
REVISED 10 DECEMBER 1988

Remimeo  
All Orgs  
All Staff  
ExecutiveS  
Ethics Officers  
Auditors  
C/Ses  
Supervisors  
D of T  
HCO  
Tech/Qual

(Also issued as an HCO PL,  
same date and title)

*UR GENT*

**CONFESSIONAL TECH POLICIES**

(Adds to and amends HCOB/PL 28 Nov. 78,  
AUDITORS WHO MISS WITHHOLDS, PENALTY)

Recent investigations into failures of executives and staff to produce constructive products (and who produced no products and overt products), into case failures and into training failures, all revealed the following common denominator: *missed withholds* (including offenses of a criminal nature and high crimes against Scientology, its churches and members and against standard tech and policy) *and the omission of Confessional technology*.

**EXECUTIVES AND CONFESSIONAL TECH**

Any executive found to be discouraging or forbidding Confessionals or refusing to permit the tech to be applied or omitting the application of it or dismissing persons who seek to get tech or policy in is subject to immediate suspension from post, is to receive a Confessional and a Comm Ev on a charge of: **NONCOOPERATION WITH ENFORCING CONFESSIONAL TECHNOLOGY**.

By issuing an order to omit Confessionals or that could be applied as such or failing to keep the tech in or refusing to have a Confessional, the person has at that moment just by that act, automatically suspended himself from post and his orders would not apply. It is thereafter only subject to HCO Board of Review.

It is a high crime for an executive to penalize auditors, C/Ses, Tech/Qual or Ethics Officers for following HCOBs or HCO PLs, especially when it is due to the executive's withholds. (It is also a high crime to falsely charge an executive with the above.)

**MINISTERS AND CONFESSIONAL TECH**

A pastor or minister who refuses to hear the Confessionals of persons or who recommends or urges persons not to hear Confessionals or who omits to hear Confessionals can be suspended at once as a minister until he himself has received a Confessional and refusing, remains suspended until reinstated by an HCO Board of Review.

Such a person is subject to being declared and expulsion from the Church.

**ETHICS OFFICERS AND CONFESSIONAL TECH**

Ethics Officers must be ministers and the failure of an Ethics Officer to train himself to hear Confessionals subjects him to post removal and Comm Ev.

## CASE SUPERVISION AND TRAINING AND CONFSSIONAL TECH

On any failed case or training failure (tech or admin training) a Confessional is required on those responsible (i.e., auditor, C/S, Supers, Word Clearers, D of T or other Tech/Qual personnel involved).

A failed-case pc or failed student is also required to receive a Confessional as it has long been known that no case gain in auditing or in training is due to continuous overts and withholds.

Any Solo auditor who red-tags is sent to Review and Cramming and any Solo C/S and Solo Course Super whose pcs or students are red-tagging must be given a Confessional.

Any minister whose pcs are red-tagging, get sick after auditing, blow or are dissatisfied with their results or lack gains, must be given a Confessional.

### REPORTS

Anyone who refuses a Confessional or who refuses to answer a reading question should be turned over to the Ethics Officer, and the Inspector General Network notified then and there. Such a refusal also subjects the person to being brought before a Court of Ethics on a charge of NO REPORT. (Refs: HCO PL 19 Apr. 65, ETHICS: TRAINING AND PROCESSING REGULATIONS; HCOB 4 Apr. 65, ARC BREAKS AND MISSED WITHHOLDS; and HCOB 7 Jan. 85, HCO CONFSSIONALS)

Any anti-Scientology overts or intentions disclosed are to be reported to the Ethics Officer and the Inspector General Network. (Refs: HCO PL 10 Mar. 82, CONFSSIONALS—ETHICS REPORTS REQUIRED, and HCO PL 22 July 82, KNOWLEDGE REPORTS)

### PENANCES

A minister who misses withholds on a parishioner is required to receive Confessionals himself (including a “Joburg” Confessional and an Auditor Confessional) and if repeated is subject to Comm Ev.

A parishioner who knowingly withholds during a Confessional is also subject to being named an interested party at the minister’s Comm Ev.

A parishioner who knowingly withholds during an HCO Confessional is subject to double penances.

The charge (in addition to any other charges) is: NONCOOPERATION WITH ENFORCING CONFSSIONAL TECHNOLOGY.

### BENEFITS

Those who apply Confessional technology are highly valued and produce great gains for their pcs and produce an improved environment generally.

Confessional technology and its application is essential to the attainment of spiritual freedom, heightened responsibility and causativeness and the betterment of conditions.

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HCO BULLETIN OF 8 MARCH 1982R  
REVISED 24 APRIL 1983

FSO and AOs:  
Case Supervisors  
Auditors  
Tech/Qual  
MAAs

**CONFESSIONALS AND THE  
NON-INTERFERENCE ZONE**

*Refs:*

HCOB	23 Dec. 71	Solo C/S Series 10 C/S Series 73 THE NO-INTERFERENCE AREA
HCOB	7 Sept. 64 II	PTPs, OVERTS AND ARC BREAKS
HCOB	13 Sept. 65R	OUT-TECH AND HOW TO GET IT IN
HCOB	29 Sept. 65 II	THE CONTINUING OVERT ACT
HCOB	3 May 62R	ARC BREAKS, MISSED WITHHOLDS
HCO PL	23 Feb. 70	QUALITY OF SERVICE
HCOB	13 Oct. 82	C/S Series 116 ETHICS AND THE C/S
HCOB	28 Sept. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS

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It has long been known that people do not make gains when audited over undisclosed overts and withholds and that a withhold missed in auditing can cause quite an adverse reaction.

Because it has not previously been specified whether Confessionals could be done during the Non-Interference Zone, it tended to leave the matter open to interpretation, and a common interpretation has been that one must not do any kind of Confessional or O/W pulling during the Non-Interference Zone.

But what about a case who is out-ethics and not making progress due to continuous overts and withholds or, even worse, undisclosed overts or crimes against Scientology? Such a case won't make any progress until these are gotten off.

A person who is NCG, nattery, critical or otherwise exhibiting O/Ws or out-ethics must be handled so that he *can* make case gains. And must not be continued in auditing until this is done.

This applies to pre-OTs as well as pcs and specifically also applies to pre-OTs on OT III; on New OT IV, OT Drug Rundown; on New OT V, Audited NOTs; on New OT VII, Solo NOTs—the same as it applies to any other grade or OT section.

It is a CRIME to let a pre-OT get onto an OT section in that condition in the first place. And it is *also* a CRIME to continue the error and not remedy the matter right away.

## CAUTION

A pre-OT who is running well and making case gain should not be interrupted.

And, where a person in the Non-Interference Zone does need O/Ws pulled, the auditor must first obtain a C/S okay.

## SUMMARY

By following these lines, you will save some pre-OTs who otherwise would not make it at all!

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HCO BULLETIN OF 10 MARCH 1982

Remimeo  
All Staff  
Ethics Officers  
Auditors  
Case Supervisors

(Also issued as an HCO PL, same date.)

**CONFESSIONALS—ETHICS REPORTS REQUIRED**

*Refs:*

HCO PL	2 Apr. 65	FALSE REPORTS
HCO PL	1 May 65	STAFF MEMBER REPORTS
HCO PL	17 June 65	STAFF AUDITOR ADVICES
HCO PL	7 Mar. 65R III Rev. 24.10.75	OFFENSES AND PENALTIES
HCO PL	23 Dec. 65RA	SUPPRESSIVE ACTS, SUPPRESSION OF SCIENTOLOGY AND SCIENTOLOGISTS
HCO PL	5 Mar. 68JOB	ENDANGERMENT CHITS
HCO PL	24 Feb. 69	JUSTICE

It has recently been noticed that there was an omission on the part of ministers doing Confessionals: They were not writing reports to Ethics on matters relating to the offenses of others that were revealed during a Confessional. Doing so is required per HCO PL 17 June 65, STAFF AUDITOR ADVICES and is implicit in HCO PL 2 Apr. 65, FALSE REPORTS and in HCO PL 1 May 65, STAFF MEMBER REPORTS.

Apparently this was due to a failure to differentiate between a pc “getting off” only other people’s withholds and a pc revealing knowledge of another’s overt or crime against Scientology, its organizations or Scientologists.

A person who only talks about others’ overts or withholds is often withholding an overt of his own or engaging in a black PR campaign.

But a person who has knowledge of another’s overts or crimes against Scientology should have made out an ethics report himself and having failed to do so, would have a withhold of knowing about another’s offense and not having reported it, even if it were only suspected.

There are various reasons why a person might withhold from reporting the offenses of another: similar overts or withholds of one’s own; fear of consequences or retaliation from the person being reported on; not having all the facts and so only suspecting the offense and not being certain enough, are among more common reasons.

None of these are valid because a staff member can only be disciplined for making a *knowing false report* or for a *no-report*. And if the matter is only suspected, the report should say so and it is the Ethics Officer’s hat to investigate and determine the facts.

Thus, when a minister discovers that a pc has knowledge of an overt or crime against Scientology or against the codes of the Church but has not reported the matter to Ethics, this should be handled as a withhold and must be the subject of an ethics report. This applies both to HCO Confessionals and to any other session.

OFFENSES AGAINST SCIENTOLOGY OR ITS CODES BY ANOTHER PERSON THAN THE PC, MUST BE REPORTED TO ETHICS FOR INVESTIGATION (EVEN IF ONLY SUSPECTED OR WHEN FULL FACTS ARE NOT KNOWN).

This is important because persons who get off their own overts have a higher responsibility level than those who don't and these last, who don't get off their overts, are sometimes only detectable and handleable by the reports of others.

The more serious the ethics offense, the more necessary and vital it is that such reports be made. Failure to make such a report can result in the pc (or staff member) being named as an accessory or at least being charged with condoning the offense.

There is another side to this. Some pcs, viciously, can begin a black PR campaign against another by "getting off the other's withholds" which are false.

Some people, unfortunately, can be very wily and spread all sorts of rumors or trouble in this way. Doing so is the very lifeblood of such criminal organizations as the FBI and Interpol.

So the minister reporting *all* overts reported by the pc serves a triple purpose:

- A. It catches actual crimes by others which might otherwise remain undetected
- B. It gets rid of withholds from the pc which he knows he should have reported and
- C. It gives evidence of a black PR campaign in progress against principal people of Scientology and executives.

The use that the Ethics Officer puts these reports to is very precise.

They are:

In the case of (A) he can at once investigate and sec check the others named and get ethics in.

In the case of (C) he can order a full rollback of the rumor or report and usually catch a real tiger operating in an org or area with black PR designed to paralyze the place.

So the reports are VERY valuable.

An honest executive would be very foolish to discourage these from being filed and even more foolish not to make sure they get fully followed up and investigated. Doing this is a heavy blow to criminals and to the enemy who seek to stop Scientology.

For instance, finance crimes cannot occur without collaboration or someone noticing.

Black PR with its false reports is covering up real withholds and overts, which, remaining undetected, can cave the whole place in.

A person can be helped by Scientology only when he has clean hands with it. One cannot be helped by it when he has overts against it, its principal names or organizations.

So this policy assists greatly, not only in protecting execs but in saving people. It must NOT be looked on as a way to victimize anyone. It is an instrument of salvage.

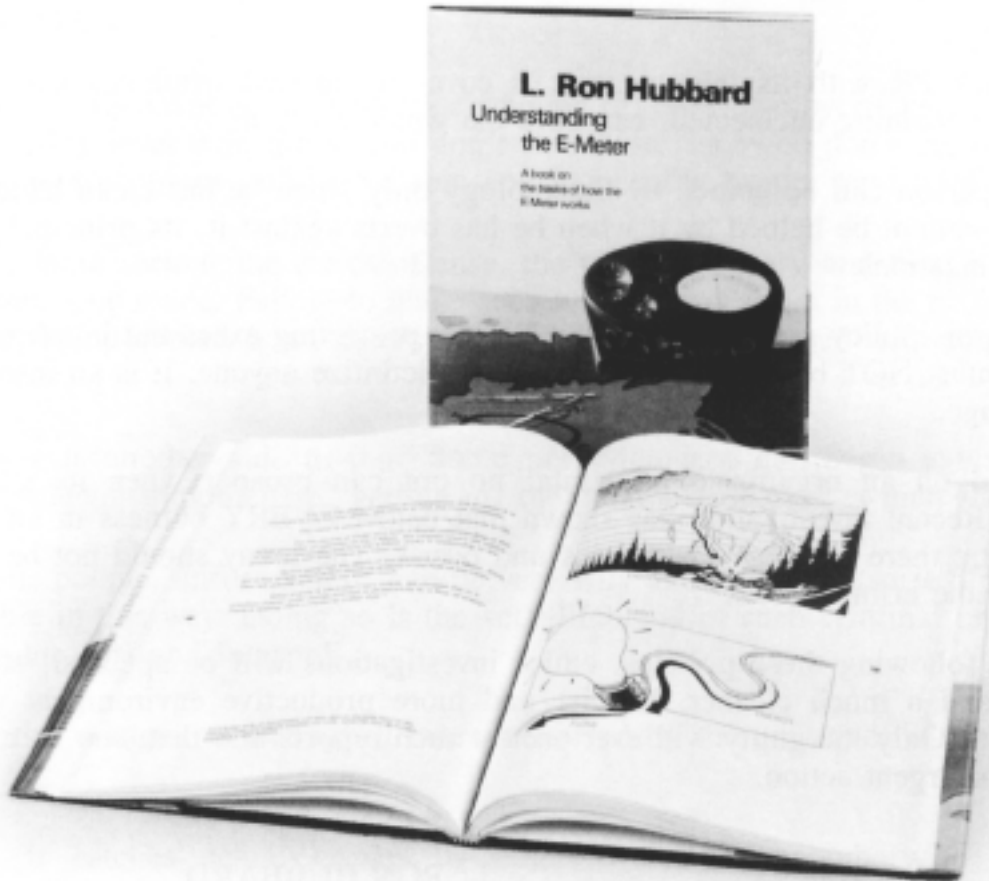
And on an organizational strata, no org can prosper when its staff has overts. Recent investigation has shown that below EVERY outness in an org or down stat there lay heavy withholds and overts. The many should not be penalized by the criminal few.

By following these policies, ethics investigations will be speeded, statistics raised and a much cleaner, happier and more productive environment will be achieved. Only the guilty will ever protest such reports and that, too, is an indicator for urgent action.

L. RON HUBBARD  
Founder

# UNDERSTANDING THE E-METER

by L. Ron Hubbard  
Published March 1982



When Ron published *Dianetics: The Modern Science of Mental Health* in 1950, he put a simple, workable technology of making people well and happy within the reach of millions.

As the technology of auditing advanced, it became clear that a reliable means of measuring thought and the preclear's state of case was needed. It was to answer this need that the first Electrometer was produced, following Ron's exact specifications. With advance after advance in precision, sensitivity and simplicity of operation, the E-Meter was refined to produce the superlative instruments of today.

But for all of the advances in its inner workings, the basic principles on which the meter operates have never changed. With clear and concise text and illustrations, *Understanding The E-Meter* describes and illustrates these principles, from the basics of the composition of the physical universe and the nature of the thetan, to exactly what the E-Meter measures and how.

In 1988, with the release of the Hubbard Professional Mark Super VII E-Meter, a new edition of *Understanding The E-Meter* was released. This beautiful new book features the state-of-the-art Mark Super VII and includes a photographic history of the meter from the very first models to the most modern.



HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 20 MARCH 1982R  
REVISED 12 APRIL 1988

Remimeo

**STANDARDS**

A favorite trick is to use one set of standards to condemn an action disrelated to them.

Tribe A that hates women condemns Tribe B for being nice to them.

A man attacked by mad dogs is condemned by the SPCA for being mean to animals.

An older generation, raised to believe a girl's place is in the home, objects to a daughter going out to earn a living. They would object even if she were starving !

Anyone can always be criticized for something—it all depends on what standards the critic uses.

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Founder

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HCO BULLETIN OF 25 MARCH 1982R  
REVISED 16 APRIL 1990

Remimeo  
C/Ses  
Auditors  
Co-audit Supervisors

**OBJECTIVES NOT BITING**

*Refs:*

Tape: 5511C08	“Six Levels of Processing, Issue 5, Level 2”
Tape: 5610C16	“Mimicry, Duplication, Ability”
HCOB 19 Mar. 78	QUICKIE OBJECTIVES

This bulletin contains important data for auditors and C/Ses on the running of Objective Processes.

Once in a while an auditor will run an Objective Process on a preclear and the process will not produce any change.

There are two reasons why this occurs:

1. the process was already flat, or
2. the process was too high for the preclear.

It has been known since the early days of Dianetics that if an auditor runs a process that is over the pc's head, the pc will not make gain on the process. It exceeds his reality.

Some pcs, for instance, can run Opening Procedure by Duplication with great ease, back and forth, back and forth, but the process doesn't have any effect on the pc and doesn't do anything to him. It is over his head. The pc doesn't really participate in the session, he doesn't notice anything and he is actually avoiding the whole process.

An auditor therefore has to know that an Objective Process can be quickied on a pc by running a process that is too steep a gradient for that case. The auditor mistakes the pc glibly skating across the top of the process for the process being flat, and so he ends off running it before it reaches EP, thereby quickying it.

Pcs who run Objective Processes in such a fashion need lower gradient Objectives run on them first before tackling steeper gradient processes.

Not all cases being run on Objectives require lower gradient processes by a long ways. But we have long known that it is often necessary to undercut a case to reach the case's level of reality, at which point the case will run a process and gain from it. Most cases do just fine when run standardly on a routine battery of Objectives as contained on a TRs and Objectives Co-audit. But a C/S does have to know when a pc is being run above his case level and there are precise and exact indicators that tell the C/S this.

## WHEN TO UNDERCUT

In 1955, London, I gave a dissertation on Objectives not biting in the second lecture of the Hubbard Professional Course (Tape 5511C08). The main points were as follows:

- A. When a pc is being run on too high a process, the auditor is running the process on a machine; no matter how brightly the pc may answer, the process is being run on a machine.
- B. If you are running the pc too high, there are two things missing: communication lag and cognition; the pc will trot like a well-trained horse through the whole process, without any communication lag, without any cognitions.

After you have listened to such a case for a while and he has not developed a communication lag and he has not gotten a cognition on the process of any kind whatsoever, realize you were processing him too high.

When you get the pc running at the right level, the first process that develops a communication lag will also develop a cognition on his part, and you will start to get change in the preclear. But if he just skates across the top of the bank, you will never get any change in the preclear.

Thus we have the rule:

**AN OBJECTIVE PROCESS THAT PRODUCES A COMMUNICATION LAG, WILL PRODUCE A COGNITION; A PROCESS THAT DOES NOT DEVELOP A COMMUNICATION LAG, WILL NOT PRODUCE A COGNITION.**

Auditors must use these guidelines in running Objective Processes. C/Ses must be alert for the indicators that Objective Processes are not biting because the pc is being run above his head, and correct the pc's program by adding other Objectives that are at the pc's level.

Tapes, bulletins and other issues from the 1950s abound with Objective Processes, many of which are of a low gradient. A partial list, by no means all, of references containing such processes is:

PAB 20,	mid-Feb. 54	TWO ANSWERS TO CORRESPONDENTS: THE NON-PERSISTENCE CASE AND RIDGE RUNNING
PAB 44,	21 Jan. 55	TWO-WAY COMMUNICATION IN ACTION
Operational Bulletin 1	20 Oct. 55	"The following auditing commands . . ."
Operational Bulletin 4	11 Nov. 55	SIX LEVELS OF PROCESSING ISSUE 5
HCO Training Bulletin	6 Feb. 57	"The following procedure . . ."
Book:	(Dec. 57)	<i>Scientology: Clear Procedure, Issue One</i>
HCOB	28 Sept. 59	TECHNICAL NOTES ON CHILD PROCESSING

Objective Processing, when done right, produces fantastic gains. Make sure your pcs get these gains.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 MARCH 1982R  
REVISED 29 DECEMBER 1988

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Tech/Qual  
Supervisors  
STO Hat  
SSO Hat  
Ethics Officers

*Study Series 11R*

*Word Clearing Series 68R*

**BASIC STUDY MISSED WITHHOLD**

I think I have spotted the basic missed withhold on study which may underlie why many execs don't study. They go by MISUNDERSTOODS all the time in their *work!*

It is probably the missed withhold of going past MUs and of course those MUs won't then clean up because they are also a missed withhold.

So, probably, a reason MUs don't clean up is that they are also a missed withhold.

The remedy is to get off the missed withhold of having gone past MUs, handling it earlier-similar to F/N (per HCOB 11 Aug. 78 I, RUDIMENTS, DEFINITIONS AND PATTERN). Then locate the misunderstood words and clear each to F/N.

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Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HCO BULLETIN OF 11 APRIL 1982

Remimeo

### SEC CHECKING IMPLANTS

(The end of auditors missing withholds while sec checking!)

An implant is an enforced command or series of commands installed in the reactive mind below the awareness level of the individual to cause him to react or behave in a prearranged way without his “knowing it.”

There are several methods of implanting.

**IMPOSED SILENCE:** The simplest and most common implant—and its lightest but not least deadly form—is the command to withhold. Implants could be said to be “methods of preventing knowledge or communication” and this can extend to the point of the person himself denying *himself* the data. The commonest “imposed silence” is probably the threatened child—an “if you tell, you will be punished.” Or simply ordering him not to tell. This tends to occlude his own memory and can be classified as an implant.

**HYPNOTISM:** This is without physical duress. Western hypnotism is effective on only about 22% of the people on whom it is attempted. It requires some cooperation from the subject and he often can tell you he has been hypnotized, even when he cannot tell you the content of the implant at once. It can be exposed and erased rather easily when found, often by simple recall of the content. Psychiatrists and psychologists use it and they are not very expert.

**DRUGS:** These are often used, by psychiatrists and psychologists, in connection with or independent of hypnotism to increase the percentage of effectiveness and to deepen the effect. Anyone who has been given psychiatric drugs—or street drugs—can be suspected of also having been implanted. For most of the drugs alone produce a trance state and environmental incidents can “go in” as an implant. The intensity of a received engram is increased when the subject is on drugs. For example, an auto accident, on a drugged person, makes a heavier engram than if he were not on drugs. Any druggie who has also been in the hands of psychiatrists or psychologists can also be suspected of having been implanted by them. Anyone psychiatrists or psychologists have given drugs to directly is a definite suspect of having been implanted by them.

**ELECTRIC SHOCK:** Although they pretend it is the shock that is the “therapy” (their word for mayhem and murder), an electric shock was usually just a method of implanting the “patient.” The criminals usually accompany the shock with hypnotic suggestions to the unconscious person before, during and after shock. This is why persons who have been “electric-shocked” sometimes go out and commit crimes. It could be concluded they have been told to do so while being shocked. (There is no therapeutic reason for shocking anyone and there are no authentic cases on record of anyone having been cured of anything by shock.)

**DRUGS AND SHOCK:** It is stated by psychiatrists and psychologists that they have to drug patients before they shock them to prevent them from breaking their teeth and spines from the convulsions. This is a lie. The reason they shock patients (with electricity or insulin or other means) is, by their own texts, to produce a convulsion. (They do this because the Greeks did it, no other reason; and the Greeks did it because a convulsion is “evidence” the person has been visited by a god.) The real reason psychiatrists and psychologists give drugs before shock is to hide from the patient he has been shocked and to deepen the implant. One can find people who do not know they have been shocked—think they only have been drugged. Yet below that drugged state one can find, with careful search, one or a hundred vicious shocks and implants.

**PAIN—DRUG—HYPNOSIS:** Using administered pain, drugs and hypnotism, the psychiatrist, psychologist and other criminals, such as CIA or other government agents, seek to cause victims to become robots and commit crimes or act in an irrational way. “PDH” is the psychiatrists’ gift to the police state. PDH is not very effective but it is very damaging to the person.

**BRAINWASHING:** This is a wrong-use term to describe implanting by deprivation and physical and mental duress. It is said to be based on the Pavlov dog experiments (but was not developed by Pavlov). The theory is that when a victim is subjected to enough punishment, he will forget his former allegiances and can be “reeducated” politically. Despite the usual advertising lies of psychiatry and psychology (criminals seldom tell the truth), the workability of “brainwashing” is laughable. Dianetics can undo “brainwashing” rather rapidly when detected. To call the remedy for brainwashing “brainwashing” merely shows public ignorance of what “brainwashing” is.

**NONEXISTENT IMPLANTS:** Part of the criminal tricks of implanting is to give the person an “implant” that doesn’t happen. The motions are all gone through but the content is blank. It introverts the person and sometimes makes him pull implants up from his past where they may exist.

## NEEDLE BEHAVIOR

When encountering an implant in a session, an auditor may be baffled by not getting any reads on it. BUT there IS a needle manifestation that no implant, no matter how buried, can escape.

New research on this subject has revealed that

**IN THE PRESENCE OF AN IMPLANT THE NEEDLE CAN GO STILL.**

This is because of the hidden and withhold character of the implant.

One runs into a track area where “nothing registers on the meter.” Things which *should* register do not. Example: The question “How old were you then?” would ordinarily get some sort of read. In the presence of an implant, it does not.

The needle simply goes very still and unreacting. It is different than the normal needle reaction of the same pc.

The pc, too, can begin to go vague and unresponsive, very introverted and not reacting. But with or without this pc reaction, the needle goes quite still.

An auditor sometimes has to work like mad to get the needle responding.

It is VERY easy at this point to miss a withhold!

The auditor, faced with an implant in the pc he does not suspect, can see this still needle and suppose there is nothing there and write “clean needle” on the worksheet. And *this is* a mistake. For one thing, if you cannot get an area of track (or list) to F/N, there is something wrong. (One can, of course, have a false read or a Suppress or an Assert or out session ruds to prevent an F/N.)

This still needle will not respond. If one puts in ruds, asks for false reads, asserts, one may continue to get that same still needle.

If so, it means an implant—any one of the above listed methods.

One should work with various questions now that concern the possibility of an implant.

One could even draw up a prepared list that would cover all angles of an implant.

Confronted with a still needle that should react but doesn't, one begins with “Is this something you are not supposed to tell?” and continues on with various approaches (“Ever see a psychiatrist or psychologist?” “Did anyone give you drugs?” “Is there something here that you yourself don't know?” etc.). Sooner or later, as the auditor guesses and fishes his way through this, the still needle will jar loose and, slightly at first, begin to respond as he gets off the obscure trail and onto the main road of it.

The art is to GET THAT NEEDLE ACTIVE AGAIN.

It will only get active when you find out what it is that is making it so unresponsive. Something there has frozen the person's wits and comm and he himself may know nothing of it.

Oddly enough, the person is not likely to blow up on you as he will when you are missing a withhold he knows about. He just gets more and more introverted.

The end phenomena, so far as the meter is concerned, occurs only when the needle is no longer so unresponsive. It is now reading with small falls, falls and even blowdowns and, when you have it all, F/Ns.

One must beware of mistaking out-ruds for an implant, but in no case, once you have a real still needle before you that won't react, is it anything but one of the implants listed above.

If you understand this data I am giving you and use it cleverly, there goes the danger of missing withholds!

Pretty good, huh?

You're welcome!

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Founder

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HCO BULLETIN OF 13 APRIL 1982

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**STILL NEEDLE AND CONFESSIONALS**

*Ref:*

HCOB 11 Apr. 82 SEC CHECKING IMPLANTS

The still needle which does not react on ordinary things it should react on is an indicator of withholds.

This is covered in the recent HCOB of 11 Apr. 82, SEC CHECKING IMPLANTS, but there is more data.

The “withhold” can be partially gotten off and one can get a strange F/N. It is strange because, while it is an F/N, it is less than normal width and has a sort of spring on each end, as though the needle was hitting a spring or cushion. It is not a nice flowing F/N. And if you look close you can see it is sort of springing back. It is not flowing clean. The F/N also tends to stop too soon, does not carry over.

It indicates the *subject* of the withhold or area of life is still somewhat withheld.

When you clean the withholds up all the way on the subject or area being sec checked, you get a free flowing F/N.

As it is fatal to miss a withhold, realize it is also fatal to miss *part* of a withhold.

Although the person is *always* a party to the withhold, it is not necessarily true that he or she committed the overts being withheld. It still registers as a still needle. And still behaves when partly clean with that F/N.

However, the person, in all cases so found, is either the one who committed the overts personally or was withholding for somebody else. It won't clean up just by seeking to shift the responsibility and get off the hook. It may even go “stillier.” The isness of it is the isness of it.

This tech is new. It resulted from research I did on Sec Checks with the Mark VI E-Meter. It may or may not apply to the Mark V, but the probability is that it does. The Mark VI, however, is dead-on with this subject.

See a chronically still needle in answer to your questions? It tends to indicate a withhold. See an F/N that does not flow and springs at the end? The subject you are sec checking is not fully clean.

Nice to know, eh?

Good hunting!

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HCO BULLETIN OF 16 APRIL 1982

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(Excerpted from an LRH despatch of 10 Aug. 73. Also note there are additional tools developed since this despatch was written for handling PTSes, e.g., *Can We Ever Be Friends* cassette, Suppressed Persons or PTS Rundown, etc.)

**MORE ON PTS HANDLING**

*Refs:*

HCOB	10 Aug. 73	PTS HANDLING
HCOB	20 Oct. 76	PTS DATA
HCOB	31 Dec. 78 II	OUTLINE OF PTS HANDLING
BPL	31 May 71RG Rev. 13.11.77	PTS AND SP DETECTION, ROUTING AND HANDLING CHECKSHEET

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PTS is a connection to an SP. That is true. But what may be overlooked is that persons of the middle class (which is a culture, not an income bracket, to which belong all the puritan hypocritical mores of the cop and the get-a-job-bea-moderate-plugging-success) frown very terribly on anything that the least bit tries to make a better world. The middle class wants the world of a job and order and even hypocrisy and cops because they are AFRAID. They hold their narrow views because any other views may disturb their twenty-year house mortgage, the store, the job. So when someone decides to make a better world, they look on him as a direct menace even though the dull middle-class world is a sort of slavery and suicide. It is the middle class that tries the hardest to keep the down-and-outer out and down, who go along with a cop America and hate support of anything not their class. And nearly every PTS you have will be found one way or another to be PTS to the middle class. As a group, not as individuals, the middle-class-parent world suppresses anything different. So you have PTSes.

The bulk of your PTSes may very well be PTS to a class, the middle class of which their particular SP is simply a member. Few of them realize this or even that the middle class (bourgeoisie) ARE very suppressive to anyone who tries to do something in the world besides support the system. My attitude in this is that both the capitalist and communist are alike old hat and a bore, that they've made a ruddy mess of things, exhausted the planet and, with their senseless wars, smashed up mankind.

I have sometimes heard that less PTSes are found than are found people with the question "Do you have problems in your environment?" reading on a meter.

[*Editor's Note:* BPL 31 May 71RG, PTS AND SP DETECTION, ROUTING AND HANDLING CHECKSHEET, has been cancelled. It is replaced by HCO PL 23 May 89R I, PTS/SP COURSE, HOW TO CONFRONT AND SHATTER SUPPRESSION, and HCO PL 23 May 89 II, PTS/SP AUDITOR COURSE.]

I began to wonder about it. Then I heard of PTSES being simply transferred or demoted. Now listen, these people are PTS and there must be a total grasp on that tech. It IS a tech.

It is definitely out-tech to either (1) transfer someone who is PTS to another area yet still keep the person on one's lines or (2) to put someone who is PTS on a lower post, AS A MEANS OF HANDLING, as it is not handling at all.

The person has to handle. If he does so, he will begin to get well and cease to have problems. The reasons he cannot handle are because he tries to do it in the heroic fashion that is required in a disconnect. Handling can be very, very gradient. I have seen a case where the person was simply coached to give his parents good roads and good weather and not take up any entheta and have seen the person pull right out of it and get well. It doesn't have to be an explosive handling. It can be very gentle. All you want is the person at cause and that is attained on a gradient toward the SP.

The whole crux of PTSES is HANDLE. And the misunderstood on it is how gently one can handle.

Many of them are caught up in the mystery of why they are snarled at and have no conception of the middle class as a formidable and jealous force that goes psychotic when it feels anyone may get away from the treadmill and threaten their uneasy and doomed lives.

One tries to find what it is and then persuades them into handling. That's the tech.

EVERY ONE OF THOSE PEOPLE CAN BE STRAIGHTENED OUT.  
EVERY ONE OF THEM SHOULD BE.

Every one who reads on "problems in your environment" is to some degree PTS. Most of them don't even know what the letters PTS stand for. So there is an educational step, the PTS/SP checksheet. It does not mean they have been connected to ogres. It means they are suppressed by someone or something, OFTEN FAR EXTERIOR TO THEIR PRESENT POSITION OR AREA. So there is an educational step. The tech is in HCO PLs and HCOBs. It is perhaps given more directly herein, as it applies to that exact scene.

So go to it. Really get a grip on it. And handle the hell out of them yourselves.

L. RON HUBBARD  
Founder

Assisted by  
Mission Issues Revision

HCO BULLETIN OF 26 APRIL 1982

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### **THE CRIMINAL MIND AND THE PSYCHS**

It has often been noted (and reported routinely in the papers) that criminals “treated” by psychologists and psychiatrists go out and commit crimes.

It could be suspected that these “practitioners” used pain-drug-hypnosis and other means (under the guise of treatment) to induce the criminal to go out and commit more crimes. And possibly they do.

But I have just made a discovery that sheds some light on this scene.

Morality and good conduct are sensible. That is the theme of *The Way to Happiness*. It follows (and can be proven) that immorality and bad conduct are stupid.

This bears out under further investigation. One could lay aside the ancient Greek speculations of “Good and Bad” and go on an easier and less contentious logic of “Bright and Stupid.”

Anything that a criminal seeks to obtain can be obtained without crime if one is bright enough. Criminals, as police can tell you, are usually very, very stupid. The things they do and clues they leave around are hallmarks of very low IQ. The “bright” criminal is found only in fiction. Now and then a Hitler comes along and begins a myth that the highly positioned are criminal—but Hitler (and Napoleon and all their ilk) were stupid beyond belief. Hitler destroyed himself and Germany, didn’t he? And Napoleon destroyed himself and France. So not even the highly placed criminals are bright. Had they really been bright, they could have accomplished a successful reign without crime.

The bones of old civilizations are signboards of stupidity. The jails are bursting with people so stupid they did bad things and even did those uncleverly.

So let us look at psychs again—what they call “treatment” is a suppression (by shocks, drugs, etc.) of the ability to think. They are not honest enough, these psychs, being just dramatizing psychotics themselves for the most part, to publish the fact that all their “treatments” (mayhem, really, when it is not murder) make people more stupid.

These actions of shock and crazy evaluative counseling, etc., lower IQ like an express elevator going down to the basement. They do not tell legislators this or put it in their books. This is why they say “no one can change IQ.” They are hiding the fact that they ruin it.

So the psych in prisons is engaging in an action (shocking or whatever) that makes people who are already criminal even stupider.

Although they obviously tell their victims to go out and commit more crimes (the psychoanalysts urge wives to commit adultery, for instance), they would not have to do this at all to manufacture more crime.

Their “treatments” make the criminals more stupid. The stupid commit more crimes.

It is pretty simple, really, when you look at it.

Why does the state support psychiatrists and psychologists? Because the state is stupid? Or does it want more citizens robbed and killed? It’s one or the other. Take your choice.

One is bright and is moral and honest and does well or one is stupid and does badly.

The answer to crime is raising IQ. But only the Scientologist can do that.

L. RON HUBBARD  
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HCO BULLETIN OF 6 MAY 1982

Remimeo

### THE CAUSE OF CRIME

They say poverty makes crime. They say if one improved education there would be less crime. They say if one cured the lot of the underprivileged one would have solved crime.

All these “remedies” have proven blatantly false.

In very poor countries there is little crime. The “improving” education, it was tailored to “social reform,” not teaching skills. And it is a total failure. The fact that rewarding the underprivileged has simply wrecked schools and neighborhoods and cost billions is missing.

So who is “they”? The psychologist and psychiatrist, of course. These were *their* crackpot remedies for crime. And it’s wrecked a civilization.

So what IS the cause of crime? The treatment, of course! Electric shocks, behavior modification, abuse of the soul. *These* are the causes of crime. There would be no criminals at all if the psychs had not begun to oppress beings into vengeance against society.

There’s only one remedy for crime—get rid of the psychs! They are causing it!

Ah yes, it’s true on cases and cases of research on criminals. And what’s it all go back to? The psychs!

Their brutality and heartlessness is renowned.

The data is rolling in. Any more you pick up off a criminal or anyone, send it in.

On crime we have an epidemic running on this planet. The wrong causes psychs assign for crime plus their own “treatments” make them a deadly virus.

The psychs should not be let to get away with “treatment” which amounts to criminal acts, mayhem and murder. They are not above the law. In fact, there are no laws at all which protect them, for what sane society would sanction crime against its citizens even as science? They should be handled like any other criminals. They are at best dramatizing psychotics and dangerous, but more dangerous to society at large than the psychotics they keep in their offices and loony bins because they lie and are treacherous. Why the government funds them I do not know. They are the last ones that should be let loose to handle children.

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HCO BULLETIN OF 10 MAY 1982

BPI

### OT LEVELS

Psychotics deal with doing people in. Their whole mission in life is destruction.

They inveigh against lower-level gains and seek to discredit them since these run contrary to their aberrated purpose.

But when it gets to Clears and OT levels, psychos go berserk!

They are, it happens, terrified of punishment for their own crimes.

The thought of someone being sensible or powerful enough to punish them (the way *they* would do) is more than they can stand.

You can, with the utmost certainty, identify a criminal psychotic by the way he vilifies or degrades or seeks to stop Clears and OTs from coming into existence.

It is lost on him that immorality and crime in others stem from the very things he is doing to them.

So look well at psychs and antireligious campaigners. They are speaking from their own blackened souls and they speak from terror.

That people when they grow saner are less inclined to vengeance is an argument they cannot assimilate. They know if *they* had the power to torture and kill everyone they would do so.

Thus, the psychs with their rantings and electric shocks wear their own brand clearly marked on them by their own conduct in life.

Recognize them for what they are—psychotic criminals—and handle them accordingly.

Don't let them stop man from going free.

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HCO BULLETIN OF 11 JULY 1982

Remimeo  
All Auditors  
All C/Ses

**QUESTIONABLE AUDITING REPAIR LIST**

*Refs:*  
HCOB 8 Mar. 62 THE BAD "AUDITOR"  
HCOB 15 Mar. 62 SUPPRESSORS  
HCOB 26 Oct. 76 I AUDITING REPORTS, FALSIFYING OF

This list is for use in cleaning up pcs who have been audited by a questionable auditor. Often a questionable auditor or SP falsifies the worksheets and thus errors made in the session would not necessarily be visible in the pc's folder.

If a pc has been found to have been audited by a questionable auditor or by an SP, that auditing should be FESed and any needed repair actions done. Additionally the C/S can order this prepared list assessed on the pc to detect hidden errors in the auditing.

This prepared list would ordinarily be done Method 5.

This assessment may be prefixed by the line "IN YOUR AUDITING WITH (name of auditor) . . ." or used without the prefix.

- 
1. WERE YOU GIVEN A WRONG ITEM? \_\_\_\_\_  
(Repair the list with L4BRA.)
  2. WERE YOU GIVEN SOMEBODY ELSE'S ITEM? \_\_\_\_\_  
(Handle as in #1.)
  3. WERE YOU GIVEN A WRONG INDICATION? \_\_\_\_\_  
(Handle as in #1.)
  4. DID YOU EVER THINK IT WAS ONE THING WHEN THE \_\_\_\_\_  
AUDITOR SAID IT WAS ANOTHER?  
(Indicate the BPC and 2WC E/S to F/N.)
  5. WERE YOU AUDITED OVER AN ARC BREAK? \_\_\_\_\_  
(Fly the ARC break.)
  - 6 . WERE YOU AUDITED OVER A PRESENT TIME \_\_\_\_\_  
PROBLEM?  
(Fly the PTP.)
  7. WERE YOU AUDITED OVER A WITHHOLD? \_\_\_\_\_  
(Pull the W/H.)

8. WERE YOU PERSUADED TO GET THE SAME WITHHOLD OFF MORE THAN ONCE?  
(Usually comes from a false or protest read so find out which it was. E/S to find if pc had same thing happen before. Indicate to pc it did erase—for pcs, when this happens, think they cannot erase.) \_\_\_\_\_
9. DID YOU AND AUDITOR AGREE IN ANY WAY NOT TO PUT SOMETHING DOWN ON THE WORKSHEET?  
(Get it fully and enter it on current worksheet.) \_\_\_\_\_
10. DID AUDITOR PUT SOMETHING ON WORKSHEET YOU DIDN'T WANT?  
(Find out if there is any false entry on worksheet.) \_\_\_\_\_
11. WERE YOU THREATENED WITH BLACKMAIL?  
(Handle.) \_\_\_\_\_
12. DID YOU FEEL YOU WERE RUNNING THE SESSION?  
(2WC E/S to F/N.) \_\_\_\_\_
13. WAS THERE SOME KIND OF MYSTERY?  
(2WC E/S to F/N.) \_\_\_\_\_
14. DID THE AUDITOR EVALUATE FOR YOU?  
(2WC E/S to F/N.) \_\_\_\_\_
15. DID THE AUDITOR TELL YOU WHAT YOU SHOULD THINK ABOUT YOUR CASE?  
(2WC E/S to F/N.) \_\_\_\_\_
16. WAS THERE ANY INVALIDATION OF YOUR CASE OR GAINS?  
(2WC E/S to F/N.) \_\_\_\_\_
17. DID THE AUDITOR GIVE YOU A PROBLEM?  
(2WC E/S to F/N.) \_\_\_\_\_
18. WAS THE AUDITOR CHATTERING AT YOU?  
(2WC E/S to F/N.) \_\_\_\_\_
19. WERE YOU DISTRACTED BY THE AUDITOR?  
(2WC E/S to F/N.) \_\_\_\_\_
20. WAS YOUR COMMUNICATION CHOPPED?  
(2WC E/S to F/N.) \_\_\_\_\_
21. DID THE AUDITOR GET ANGRY AT YOU?  
(If this happened, indicate it is illegal to do so. 2WC E/S to F/N. Clean up any ARC break.) \_\_\_\_\_
22. WERE ORIGINATIONS IGNORED?  
(2WC E/S to F/N.) \_\_\_\_\_
23. WERE THERE AUDITOR'S CODE VIOLATIONS?  
(2WC E/S to F/N.) \_\_\_\_\_



24. WERE YOU TOLD SOMETHING READ WHEN YOU DIDN'T SEE HOW IT COULD HAVE?  
(Get what, indicate it was a false read. Itsa E/S to F/N.) \_\_\_\_\_
25. WERE YOU TOLD THAT SOMETHING DIDN'T READ ON THE METER WHEN YOU FELT IT SHOULD HAVE?  
(2WC E/S to F/N.) (Note for C/S.) \_\_\_\_\_
26. DID YOU FEEL AN F/N SHOULD NOT HAVE BEEN INDICATED WHEN IT WAS?  
(Find the point and get in Suppress on it and complete the action. Check "Are there any other F/Ns which should not have been indicated by the auditor when they were?" and handle as above. Then find and run the ARC breaks bypassed, with ARC break handling.) \_\_\_\_\_
27. WAS AN F/N OR RELEASE-POINT BYPASSED?  
(Find and rehab the overrun of the release-point to F/N. Check for any other bypassed F/Ns and rehab them.) \_\_\_\_\_
28. WERE YOU PREVENTED FROM GETTING OFF A WITHHOLD?  
(Indicate the BPC, then pull the W/H.) \_\_\_\_\_
29. WAS AN OVERT OR WITHHOLD NOT ACCEPTED?  
(Get what, get off any protest and inval, and clean it up E/S to F/N.) \_\_\_\_\_
30. DID THE AUDITOR TRY TO PULL A WITHHOLD THAT YOU DIDN'T HAVE?  
(Indicate if so. 2WC E/S to F/N.) \_\_\_\_\_
31. DID YOU FEEL GUILTY AFTER HAVING GOTTEN OFF A WITHHOLD?  
(Get what. Get off any protest and inval, and clean it up E/S to F/N.) \_\_\_\_\_
32. WERE YOU MADE TO WITHHOLD SOMETHING?  
(Indicate. Then clean up the W/H, E/S to F/N.) \_\_\_\_\_
33. WERE YOU MADE WRONG FOR SOMETHING YOU SAID?  
(2WC E/S to F/N. Clean up any ARC break to F/N.) \_\_\_\_\_
34. DID THE AUDITOR TRY TO DOMINATE YOU?  
(2WC E/S to F/N.) \_\_\_\_\_
35. DID YOU GO PTS TO THE AUDITOR?  
(Indicate. 2WC to F/N.) (Note for C/S for further handling.) \_\_\_\_\_
36. WERE YOU RUN ON SOMETHING THAT WAS ACTUALLY PART OF THE AUDITOR'S CASE?  
(2WC E/S to F/N.) \_\_\_\_\_
37. DID THE AUDITOR TALK TO YOU ABOUT HIS/HER OWN CASE OR PROBLEMS?  
(2WC E/S to F/N.) \_\_\_\_\_

38. DID YOU EVER HAVE THE IMPRESSION THAT THINGS YOU'D SAID IN SESSION HADN'T BEEN REPORTED TO THE C/S?  
(2WC E/S to F/N.) \_\_\_\_\_
39. DID THE AUDITOR FAIL TO DO A NEEDED REPAIR?  
(2WC E/S to F/N.) (Note for C/S.) \_\_\_\_\_
40. WERE YOU GIVEN UNNECESSARY REPAIRS?  
(Indicate. 2WC E/S to F/N.) \_\_\_\_\_
41. WERE YOU FORCED TO RUN SOMETHING OVER PROTEST?  
(Indicate. 2WC E/S to F/N.) \_\_\_\_\_
42. DID YOU EVER FEEL THAT THE AUDITOR HAD SOME OTHER MOTIVE THAN TO HELP YOU?  
(2WC E/S to F/N.) \_\_\_\_\_
43. WERE THERE FLUBBED COMMANDS OR OTHER TECH VIOLATIONS?  
(2WC E/S to F/N.) \_\_\_\_\_
44. WERE YOU PREVENTED FROM EXECUTING AN AUDITING COMMAND?  
(2WC E/S to F/N.) (Note for C/S.) \_\_\_\_\_
45. WAS A PROCESS LEFT UNFLAT?  
(Get in Suppress on it and complete the action.) \_\_\_\_\_
46. DID THE AUDIIR SYMPATHIZE WITH YOU INSTEAD OF BEING EFFECTIVE?  
(2WC E/S to F/N. If an action left unflat, get in Suppress on it and complete the action.) \_\_\_\_\_
47. DID THE AUDITOR RABBIT?  
(Handle as in #46.) \_\_\_\_\_
48. WERE YOU PERMITTED TO END PROCESSES OR SESSIONS ON YOUR OWN VOLITION?  
(Handle as in #46.) \_\_\_\_\_
49. DID YOU COMMIT ANY OVERTS ON (name of auditor) or THE AUDITOR?  
(Pull the overts.) \_\_\_\_\_
50. DID YOU GO INTO AGREEMENT WITH THE AUDITOR ABOUT SOMETHING?  
(2WC E/S to F/N.) \_\_\_\_\_

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Founder

Assisted by  
Senior C/S  
Flag Land Base

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HCO BULLETIN OF 11 JULY 1982  
Issue II

C/Ses  
Auditors

**QUESTIONABLE AUDITING**

Every once in a while a C/S finds himself in the position where he's had an auditor of questionable reputation on his lines, and he is now faced with the task of cleaning up pcs audited by that auditor and ensuring there are no hidden errors on pcs he has audited. HCOB 11 July 82 I, QUESTIONABLE AUDITING REPAIR LIST, was written for this purpose, but there is an additional handling that should be done as well.

The handling is as follows:

- A. Explain the Auditor's Code (R-factor).
- B. Ask the pc if any of the following were violated in any way by the auditor (or any auditor).
- C. Read to the pc (on a meter) the Auditor's Code line by line. Clear up all reads.

This will, of course, detect and clear up code breaks on pcs and get them back in the correct frame of mind about being audited.

Very few auditors, of course, get into the situation described above. And of this we can all be proud. But for those who have strayed we have these tools to remedy the matter.

I hope they are of some help to you.

L. RON HUBBARD  
Founder

Assisted by  
Commodore's Messenger

HCO BULLETIN OF 10 AUGUST 1982

### OT MAXIMS

For some time now I've been engaged on a path of OT research, resulting in the new OT levels and which will result in never-before-dreamed-of states of being for thetans.

These new OT levels and others to follow will advance a thetan to levels he hasn't even imagined for eons.

And hear this! In order to help you along the road to OT, I'm going to release the following OT data that you can use to pull up your theta bootstraps and get along up the road.

These are OT maxims! Know them well!!

*THE POWER (defined as light-year kilotons per microsecond) OF A THETAN IS MEASURED BY NOTHING ELSE THAN THE DISTANCE (defined as spherical spatial length) AROUND HIM IN HIS ENVIRONMENT THAT HE CAN CONTROL.*

And that is *the* power of a thetan; the totality of it, believe it or not.

*WHEN A THETAN EXERTS THIS POWER UNCLEVERLY, HE BRINGS ABOUT DESTRUCTION.*

And thus you get a fascist state that destroys itself. It's got the control but not good sense.

And so that is where good sense and judgment enter in.

*WHEN GOOD SENSE AND GOOD JUDGMENT ARE NOT ADDED INTO CONTROL, CONTROL GETS A BAD NAME.*

And that is where you get the idea that people shouldn't control.

*A WAY TO IMPROVE YOUR CONTROL OR ANOTHER'S IS TO DO IT ON A GRADIENT.*

If a thetan is having trouble controlling things, get him to control things on a gradient and he'll snap right out of it.

### DEFINITIONS

*GOOD CONTROL:* Harmonious alignment.

*BAD CONTROL:* Disharmonious alignment.

And by the way, you have art here, too!

*WAR*: Bad control having to be exerted because good control wasn't exerted.  
And this also defines destruction.

So there you are! Use these maxims well. Our future depends on it!

L. RON HUBBARD  
Founder

Remimeo

*Art Series 10*

**THE JOY OF CREATING**

Force yourself to smile and you'll soon stop frowning.

Force yourself to laugh and you'll soon find something to laugh *about*.

Wax enthusiastic and you'll very soon feel so.

A being causes *his own* feelings.

The greatest joy there is in life is creating.

Splurge on it!

L. RON HUBBARD  
Founder

Remimeo

## PAIN AND SEX

*(Note: This HCOB probably won't increase my popularity but I would be very remiss if I did not pass on an important discovery.)*

There are two items in this universe that cause more trouble than many others combined.

One is PAIN.

The other is SEX.

One should know more about these things.

They may have applications but they are used by destructive beings in great volume to cave others in.

Despite the false data of Freud, psychologists, psychiatrists and other criminals, they are not native to a being. They are only artificial wavelengths. They have exact frequencies that can be manufactured. A being or a machine can synthesize either one.

Pain becomes a lock on a being's abhorrence for misalignment of his own electrical flows. It is a lock upon unconsciousness which shuts off knowingness.

Sex is a lock on and perversion of the "joy of creation" which involves a whole being and expands him, but by using just one wavelength, sex, this can be perverted and he contracts.

When pain enters a scene, a being withdraws, contracts and can go unconscious.

When sex enters the scene, a being fixates and loses power.

Destructive creatures who do not want people big or reaching—since they are terrified of punishment due to their crimes—invented pain and sex to shrink people and cut their alertness, knowingness, power and reach.

Thus, you see people who are "experiencing" either pain or sex introverting and not producing much.

Pain and sex were the INVENTED tools of degradation.

Believe it or not, a being can be so overwhelmed by either that he or she becomes an addict of it. Priests become flagellants and cut themselves to pieces with self-whipping.

Torturers drool over pain. Lovers are very seldom happy. People do the most irrational things when overcharged with sex, and prostitutes use it as a knowing stock-in-trade. Combined, pain and sex make up the insane Jack-the-Rippers (who killed only prostitutes) and the whole strange body of sex-murder freaks, including Hinckley, and the devotees of late-night horror movies. Under the false data of the psychs (who have been on the track a *long* time and are the sole cause of decline in this universe) both pain and sex are gaining ground in this society and, coupled with robbery which is a hooded companion of both, may very soon make the land a true jungle of crime.

Go into an asylum or a prison and look at the increasing institutional population and know what you are looking at. In the main, these are pain and sex addicts, decadent and degraded and no longer capable. They were sent on that route down through the ages by the psychs and here they are still in the psychs' hands! And do they get well or go straight? Oh no. Whether in prisons or insane asylums they just get worse. And the psychs in both places rub their bloodied hands as they turn their products loose again upon the remaining population! It's no accident. And the stocks-in-trade of psychs are PAIN and SEX. They will even tell you it's "natural" to steal!

To compound their felony—if that is possible—they tell you it's the *body* doing it. Another crashing big false datum on top of all their other lies.

These are data which emerged from recent thorough research of the whole track. This is not theory or some strange opinion. It is provable electronic fact. The waves are just synthesized.

They are the most-used tools in the campaign against beings in furthering the general goal of those creatures whose sole ambition is destruction. The universe does not happen to be either destructive or chaotic except as such obsessed creeps make it. Statements it is otherwise are just more false data from the same suspect "authorities." It fits their purposes to make *seem natural* what they make artificially. The universe only seems that way to a being because such loathsome psychotics make it seem so. They destroyed every great civilization to date and are hard at work on this one. The one thing they can't stand is the light of truth, so despite their objections, one must turn it on them. Only in its glare do their lies wither. It is the potent weapon they can't fend off.

These facts may not be very palatable. But they could clear up some mysteries for you.

For wherever there is a mystery (and both pain and sex have been these for man) there are answers. As both pain and sex could have messed up your life, the above may be some answers you've been looking for.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 SEPTEMBER 1982

Remimeo  
All C/Ses  
All Auditors

*C/S Series 115*

**MIXING RUNDOWNS AND REPAIRS**

*Refs:*  
HCOB 6 Mar. 74 INTROSPECTION RD, SECOND ADDITION  
INFORMATION TO C/Ses  
(Section: "Integrity")  
HCOB 9 June 71 II C/S Series 42  
C/S RULES  
HCOB 20 Nov. 73 II C/S Series 89  
F/N WHAT YOU ASK OR PROGRAM  
HCOB 26 May 71 C/S Series 38  
TRs COURSE AND AUDITING  
MIXING MAJOR ACTIONS  
HCOB 20 June 71 C/S Series 47  
THE SUPREME TEST OF A C/S  
HCOB 4 Aug. 71R POST PURPOSE CLEARING  
Rev. 26.11.74  
HCOB 17 Dec. 81 POST PURPOSE CLEARING REVIVED  
HCOB 20 Dec. 71 C/S Series 72  
USE OF CORRECTION LISTS  
HCOB 16 June 70 C/S Series 6  
WHAT THE C/S IS DOING  
(Section: "C/S Purpose")  
HCOB 8 Aug. 71 C/S Series 55  
THE IVORY TOWER  
Book: *Dianetics: The Modern Science of Mental Health*  
Book Three, Chapter 3, "The Auditor's Role"  
Book: *Scientology 0-8, The Book of Basics*  
Chapter 3, "Consideration and Mechanics"

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WHEN C/Sing A RUNDOWN, ONE C/Ses *THAT* RUNDOWN, NOT A MIXTURE OF DIFFERENT RUNDOWNS. EACH RUNDOWN IS *ITSELF* AND NO OTHER, AND EACH RUNDOWN HAS ITS *OWN* REPAIR.

To do otherwise is violent and actionable out-tech.

**EXAMPLES OF MIXED RUNDOWNS AND REPAIRS**

Recently, one particular (now removed) C/S was found to have an "anything goes" pattern of C/Sing and programing cases. This C/S mixed rundowns one with another into hash and did not do the standard rundown or repair it standardly as its own rundown.

*Example:* A case was being run on Post Purpose Clearing and got up through the L&N step. The C/S decided something was wrong with the purpose that had been listed and ordered an Expanded Dianetics action on it. The result was an evaluated-for and caved-in pc. PPC is just PPC; it is not mixed with other rundowns.

*Example:* A pre-OT on the level of Solo OT III was Solo auditing as per the directions given in the OT III materials. At one point the pre-OT ran into some BPC. Instead of C/Sing for the repair list for that level, the C/S took parts of another rundown (Audited NOTs) and wrote out C/S instructions for the Solo auditor to run Solo, as part of OT III. Before this was caught by another C/S and handled, the pre-OT had done a number of attempted Solo sessions and gotten her case into quite a snarl. OT III and New OT V (Audited NOTs) are two entirely separate rundowns and must *not* be mishmashed together.

*Example:* A pre-OT was left incomplete on a NOTs Drug RD and put onto the HRD. Then, with the HRD only half done, was put onto a rundown of HC Lists “on your marriage,” and then put onto yet another action. Needless to say, the end product of these mixed rundowns was a totally and utterly messed-up case.

*Example* (taken from earlier C/S errors): A pc was C/Sed for Book One Dianetics, was audited halfway down a chain and was left there. Then, because he was upset, was C/Sed to be “repaired” by flying Scientology ruds instead of a Dianetics repair prepared list!

*Example:* A pc on Grade IV was given a wrong item, got upset, was “repaired” with an O/W session! And blew.

*Example:* A pc was started on NED and, with it incomplete, was begun on Scientology grades. Then, with Grade 0 incomplete, was C/Sed to begin Book One auditing and, when this bogged, was “repaired” with an L&N prepared list!

The result in all these cases was a thoroughly snarled-up case. It required expert C/Sing and auditing to handle and can cause a *lot* of trouble (including for the C/S found doing it).

Mixing rundowns or repairs for rundowns as in the above examples is outtech of a very *serious* nature and must *not* be done. It is the job of the C/S to make *sure* that it doesn’t happen and handle it when he finds others doing it.

### CORRECT C/Sing

The right way to go about C/Sing is:

1. Ensure the pc is set up for rundown “X.”
2. C/S the pc standardly through rundown “X.”
3. If trouble, repair the pc using the repair action or repair list designated for rundown “X.”
4. Get rundown “X” completed to its full EP and attested.

Then you can C/S the case for rundown “Y” or rundown “Z” or whatever the next grade or level on the Grade Chart is that pc’s next step. When you find a case where “C/Sing” has not followed the proper Grade Chart or the case has been snarled up with each rundown interrupted with something else or wrong repairs used, the following is the proper procedure:

- A. Go back in the folder to find where the case was doing well. (Or spot it on a meter with dating and get the data that way if folders are unavailable or suspected false.)
- B. Plot out the rundowns run but incomplete.
- C. Spot the wrong prepared lists that were used to “repair.”
- D. Program the case to:
  - i. Complete each action in sequence of incompletes OR use the *correct* prepared list to repair it.
  - ii. Get the case back onto an Advance Program that follows the Grade Chart.

### CRAMS, PPC AND CONFESSIONALS

It would be thought that, by this, no one could ever cram a person or do a PPC or require a Confessional.

There is a dicey point here. If a case cannot be crammed or post purpose cleared or have a current withhold pulled while he is on a rundown, then no one could be hatted or corrected or gotten back if blown.

*This is* why it is mandatory to get a C/S okay to cram or PPC or pull O/Ws on a pc.

The safe rules for giving a C/S okay are as follows:

**RULE ONE:** DO NOT do or permit a cram or PPC or Qual Why Finding on a pc who is NOT at a rest point or win on a rundown. Get the pc to a rest point or win on his current rundown before these are done.

**RULE TWO:** ALWAYS require ruds be flown before a cram or PPC.

**RULE THREE:** ALWAYS use only the repair actions or prepared lists for the rundown the pc is ON, not some other “repair” action for some other rundown or some action that is squirrel tech.

**RULE FOUR:** ALWAYS C/S the pc for his own gain, not for any other purpose. The purpose of auditing is to help the pc, not to remedy social or organizational ills. If this is followed, those same ills vanish. If this is not followed, the ills multiply. The purpose of auditing is to help the pc become more able as a being and has no part of discipline or “getting even.”

**RULE FIVE:** It is the C/S who C/Ses the case, NOT the pc or his or her spouse or the Ethics Officer or some senior.

**RULE SIX:** *All* cramming, PPCing, withhold pulling and even coffee-shop auditing must be part of the pc’s auditing folder.

**RULE SEVEN:** Get the pc on the Grade Chart and keep him progressing up it smoothly, repairing what he is on with what was designed and intended to repair it and not with something else.

RULE EIGHT: C/Sing and auditing are *very* straightforward procedures, well laid out. If no one in the near infinity of years behind us in this universe came up with a precise and doable system to unsnarl a being—and they didn’t— the auditor in the chair and the C/S are not going to find any new-and-wonderfuls off the cuff. Or any “different” cases or pcs either.

RULE NINE: C/Sing and auditing are a straight silver path to a golden future for the pc. It is there to be followed step by step with standard tech and all side trips lead only into grief and thorns.

RULE TEN: All C/Ses and auditors are trusted beings. They earn that trust by being very standard. When they depart from standard tech, when they mix up rundowns or repairs, they betray that trust, the pc and themselves and block the way to a better being and far better universe.

RULE ELEVEN: Standard, straight tech will get the pc there every time. It is only auditors and C/Ses who fail and they fail only when they don’t apply completely available, fully published standard tech. So don’t scatter around on the Grade Chart or mix rundowns or use wrong repairs, and handle the hell out of it when you find another has done it. And when you find it, report it swiftly to the Senior C/S Int and the new Inspector General Network via Flag. Standard Dianetics and Scientology tech has never been known to harm anyone. *Pretending* to apply it when not doing so is applying something else and falsely calling it Dianetics and Scientology. Thus, nonstandard actions become a violation, not only of trust but of trademark and copyright law and can be actionable.

RULE TWELVE: You are safe and secure doing standard tech.

L. RON HUBBARD  
Founder

Data collected by  
Senior C/S International

P.S. What happened to the “C/Ses” and “auditors” who did the above examples? Don’t ask! This is a bulletin not a horror movie!

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 OCTOBER 1982

Remimeo  
All C/Ses  
All Auditors  
Ethics Officers

*C/S Series 116*

**ETHICS AND THE C/S**

*Refs:*

HCO PL	18 June 68	ETHICS
HCO PL	17 June 65	STAFF AUDITOR ADVICES
HCO PL	1 May 65	STAFF MEMBER REPORTS
HCO PL	22 July 82	KNOWLEDGE REPORTS
HCO PL	29 Apr. 65 III	ETHICS, REVIEW
HCO PL	30 July 65	PRECLEAR ROUTING TO ETHICS
HCO PL	4 July 65	PC ROUTING REVIEW CODE
HCOB	24 Apr. 72 I	C/S Series 79 PTS INTERVIEWS
HCOB	29 Mar. 70	AUDITING AND ETHICS
HCOB	25 June 70	C/S SERIES II
HCOB	28 Oct. 76	C/S Series 98 AUDITING FOLDERS, OMISSIONS IN COMPLETENESS
HCOB	10 Nov. 87	Auditor Admin Series 20RA MISCELLANEOUS REPORTS
HCOPL	27 Oct. 64R Rev. 15.11.87	POLICIES ON PHYSICAL HEALING, INSANITY AND SOURCES OF TROUBLE
HCO PL	16 May 65 II	INDICATORS OF ORGS
HCO PL	16 Oct. 67	AKH Series 16 SUPPRESSIVES AND THE ADMINISTRATOR—HOW TO DETECT SPs AS AN ADMINISTRATOR
HCO PL	23 Feb. 78R Rev. 7.5 .84	BOARD OF REVIEW

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It has just been brought to my attention that over the last few years a C/S had been advising staffs that C/S approval was required before somebody could be handled in Ethics!

(The *real* problem he was solving was that he had an out-ethics situation of his own going on and didn't want an Ethics Officer anywhere around. He has since been removed from post.)

The above was not known at the time C/S Series 115 was written and it's possible some people could use HCOB C/S Series 115 to inadvertently or otherwise deny needed ethics actions on a person.

Technically, it is very proper indeed to get a C/S okay before somebody meddles with a case, regardless of the circumstances. But let's put this into a proper framework: If some pc is standing over a body with a smoking gun in his hand, it certainly does not require a C/S okay to take him to jail!

HCOB 28 Sept. 82, C/S Series 115, does not specifically state that C/S okay is required before someone can get ethics handling, but people could alter-is it and say, "See, this person has an out-ethics situation but he can't be sent to Ethics because he is on the Grade Chart."

## HANDLING PC ETHICS

To handle pc ethics, a C/S must, first of all, have data. He must ensure that the various reports and worksheets, such as for cramming or Word Clearing or Product Debug actions, *do* get filed in pcs' folders, as such reports often alert the C/S to existing ethics situations. (Refs: HCO PL 28 Oct. 76, C/S Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS and HCOB 10 Nov. 87, Auditor Admin Series 20RA, MISCELLANEOUS REPORTS)

For example, the C/S sees a report that the pc has an unhandled PTS situation. He would have the pc routed to Ethics via Review. (Refs: HCO PL 29 Apr. 65 III, ETHICS, REVIEW and HCO PL 4 July 65, PC ROUTING REVIEW CODE)

Once the pc's ethics handling is complete, he's returned back to auditing lines via Review, and copies of any Ethics interview must be filed in his pc folder.

When ethics action on a pc is originated by a terminal other than the C/S (a lower condition, Court of Ethics or Comm Ev), the D of P should be advised and make note of this in the pc's folder. The pc's auditing is then suspended until the action is complete. (Ref: HCOB 29 Mar. 70, AUDITING AND ETHICS)

When the pc is off auditing for any of these handlings, there must be a tight liaison maintained with Ethics and/or Review (via the D of P) to ensure pcs aren't lost off lines or kept waiting interminably for handling.

Where any auditing handling, such as a Confessional, etc., is recommended by a court or Comm Ev, C/S okay must, of course, be obtained and the C/S would oversee the action from his hat.

## PC PROGRAMS AND ETHICS

There is a difference between a program—which is a general plan for the case—and the day-to-day C/Sing which, of course, is gauged to keep the program going forward.

Thus, it is often found that additional steps have to be added to a program to handle outnesses as they turn up, without violating the program itself.

*Example:* One pc had gotten into ethics trouble and was given a Repair Program to unsnarl him, the first step of which was to get up through the conditions which he was already on. He got hung up at Doubt, couldn't get through it and virtually went off post. Step 1 of the program was then unbugged by pointing out that the Doubt would either be false data or PTSness. The PTS condition was then found and, by report, the pc was then able to get up through the conditions.

Thus, the program discovered an earlier tech outness: A PTS pc was being audited on grades. Because of this an additional step had to be added to the program, step 1A to get the PTSness handled. With that resolved, the remainder of the program could be continued.

That is an example of a program in action which is unsnarling the case, but it requires considerable alertness. From it it can be seen that C/Ses are necessary and valuable on an ethics line, but they must know what they're doing.

### HOW MUCH ETHICS IS CORRECT?

There is (or can appear to be) a conflict of targets between a C/S and an Ethics Officer. An Ethics Officer is trying to get in discipline and a C/S is trying to improve a case. But it is true that an out-ethics pc does not make case gain.

So one could say that one measures the amount of ethics which must go in to satisfy the viewpoint of the Ethics Officer who is charged with maintaining discipline and to still keep in Rule 4 of HCOB C/S Series 115 to C/S the pc for his own case gain.

In normal operating practice, the way I handle ethics in relationship to C/Sing is to:

1. Take the ethics actions necessary for the benefit of discipline in the group, and when this has been done,
2. Salvage the being independently of the organizational requirements.

So I would say that a C/S must not forbid ethics actions but that he follows steps 1 and 2 above, in that sequence. For it is very certain that tech won't go in unless ethics is in.

Thus, the two viewpoints (Ethics Officer and C/S) are maintained.

### HCO BOARD OF REVIEW

As the pendulum can swing too far in either direction (too much or too little ethics), there is a third port of call in this scene. That is the HCO Board of Review action.

The HCO Board of Review exists in Department 21. In an org, the board is convened by any LRH Comm or KOT who appoints a chairman and two other members.

Its function is to look into injustices or technically incorrect findings and cancel any miscarriage of justice or incorrect handlings. (Ref: HCO PL 23 Feb. 78, BOARD OF REVIEW)

A properly established HCO Board of Review is obviously necessary as a point of recourse to keep some sanity in between the ethics actions and the C/Sing.

### SUMMARY

The data in this HCOB and in the references listed at the beginning should resolve any conflict between a C/S and Ethics and prevent a majority of pendulum swings from occurring.

The basic datum upon which all of these references are founded is just this: **TECH WILL NOT GO IN WHEN ETHICS IS OUT.**

As a note, with misuse of this datum it can also go to total ethics, no tech! In one org, many years ago, the C/Ses and auditors handily got rid of all the evidence of their out-tech and their inactivity and put themselves on a long loaf by simply sending every pc that came on the lines over to the Ethics Officer. The pcs, unhandled, then moved out of the org and no cases were finished at all.

So there can be abuses both ways in case handling and ethics. Ethics can be overused or it can be not used at all when needed. A C/S has simply got to know his stuff and steer a sane path on the subject.

It is the correct ethics and the correct tech action used in the correct amounts, that result in winning pcs.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 DECEMBER 1982

Remimeo  
BPI  
Pre-OT Solo Auditors  
Solo Courses  
Solo NOTs Auditing  
Course  
Ds of T  
Registrars  
C/Ses

**TRAINING AND OT**

On Solo levels you deserve the best auditor you can get: You.

Auditor training is highly recommended whether you plan to audit professionally or not. "Getting trained," as a Solo auditor, does not simply mean to do the Solo courses. Training up to the level of a Class IV/NED Auditor who knows his business is the most positive assurance there is that you will make it to OT.

It's all right for these guys in lower grades to be pcs—that's fine. But there comes a point as you move up the Grade Chart when your lack of auditing skill starts hitting you in the teeth and you won't make it to OT at all. You're walking straight into the tiger's lair on New OT VII and you'd better be good!

Recently, some Solo NOTs auditors reported that they were just giving themselves a session a week "to keep their ruds in." What was actually occurring was that they were trying to make it to OT without being sufficiently trained, and giving as an excuse that, well, they're just keeping their ruds in. If those Solo NOTs auditors knew what was ahead of them up the line, they sure would not be monkeying with that.

The plain truth of it is, if anybody is really going to make it to OT he has to know how to audit. That's the long and short of it.

You wouldn't put yourself and your case in the hands of an untrained or poorly trained auditor, would you?

You owe yourself the best auditor in the world on Solo, and that is you.

So get trained.

L. RON HUBBARD  
Founder



1983



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 MARCH 1983

Remimeo  
PTS/SP  
  Checksheets  
All Staff  
HCOs  
Tech/Qual  
C/Ses  
Auditors

**HANDLING PTS SITUATIONS**

*Refs:*  
HCO PL 20 Oct. 81R   PTS TYPE A HANDLING  
          Rev. 10.9.83  
HCOB 10 Aug. 73    PTS HANDLING

The following was taken from one of my taped lectures (7511C20) and is hereby issued in HCOB form:

I coached a pc one time as to how to talk to his parents. I coached him very, very carefully. This is a sort of MAA job, not a C/S job. I made him repeat everything after me, very carefully: "And when your mother says to you so and so and so and so, what are you going to say?" It was simply good roads and good weather. I forced him, at pain of being squashed, to follow that exact patter with the parents. It was just good roads and good weather.

"Hello Mamma, how are you? How's Papa?" you know. And she says, "Yeow, yeow, yeow, yeow, yeow and you whawha whawha." Just say, "Well, all right, all right." Don't answer back and don't engage in any argument of any kind whatsoever. Give it an ack. I said, "You're calling them up just because you're passing through and you were interested in how they were, and that is your whole story." And he did, and that was the end of the whole situation. Pc came back to battery. Relationships with the parents went totally normal.

In other words, he was keeping it going—his worry, his upset, his letters, trying to answer their questions, his conversation with them. Whereas I cut it all into just a pattern of something on the order of about a tone 3.5 straight across the boards. That was the end of the PTS condition.

A PTS condition also has outside handling steps. But you as an auditor or you as a C/S are possibly limited by the fact that you don't have an MAA, or you do not have somebody who is sufficiently skilled in order to do this job for you. And it winds up blowing everybody's head off.

In such an instance, just get hold of the guy and coach him in exactly what he's going to say.

"Oh, but no, she'd never listen, she won't, she hasn't talked to me for seven years! She won't talk to me in any way, shape or form!"

"Well, all right, all right, all right. That's fine, good." You get a little bit inventive and you say, "Well, when is her birthday?" or something like that.

The pc says, “Well, as a matter of fact, it was a month or two ago.” And you say, “Well, all right, why don’t you send her a birthday card and tell her it’s a belated birthday card and that you remembered her birthday and always had kind thoughts of her?”

Now, the incoming comm may blow his head off. You just cool him off. Don’t engage in any corner of this; this is not the game you’re playing. You simply acknowledge any nice parts you can find.

“Papa went hunting and you’re a dirty dog and I’ve never seen the like of you and you’re an ungrateful brat and so on, and why don’t you be like your great-uncle Oscar who is now doing time in Sing Sing and’ll be executed next week?”

And you say, “I hope Daddy had a fine hunting trip.”

It’s the only part of it you answer. You coach him into two-way comm that is well above 2.0 on the Tone Scale, that mostly consists of acks and mild interest in what’s going on. You’ll find out these conditions will evaporate, if you can prevent the backflash from being responded to by the PTS person. In other words, there are ways to handle this in real life.

You will find a great many people who are “PTS” are antagonizing the people. They are antagonizing them beyond belief, and they’re telling them what’s wrong with them and they’re telling them this and they’re telling them that and the person eventually gets very resentful.

Well, even that can be patched up. You are not doing anything at the other end of the line. You cool off the PT scene sufficiently one way or the other so that the person can sit in the auditing chair.

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HCO BULLETIN OF 12 APRIL 1983

(Also issued as HCO PL 12 Apr. 83, same title)

Remimeo  
All Tech  
All Qual  
All Students  
AOs  
SHs  
CI IV Orgs  
Missions

**LIST OF KEEPING SCIENTOLOGY WORKING SERIES**

The following is the full list of the Keeping Scientology Working Series issues:

HCO PL	7 Feb. 65	KSW Series 1
	Reiss. 27 . 8 . 80	KEEPING SCIENTOLOGY WORKING
HCO PL	26 May 61	KSW Series 2
	Reiss. 30.8.80	QUALITY COUNTS
HCO PL	29 May 61	KSW Series 3
	Reiss. 30.8.80	QUALITY AND ADMIN IN CENTRAL ORGS
HCO PL	14 Feb. 65	KSW Series 4
	Reiss. 30 . 8 . 80	SAFEGUARDING TECHNOLOGY
HCO PL	17 June 70RA	KSW Series 5
	Re-Rev. 27.4.81	TECHNICAL DEGRADES
HCO PL	26 Oct. 71	KSW Series 6
	Reiss. 30 . 8 . 80	TECH DOWNGRADES
HCO PL	30 May 70	KSW Series 7
	Reiss. 30.8.80	CUTATIVES
HCOB	19 Apr. 72	C/S Series 77
	Reiss. 30.8.80	KSW Series 8
		“QUICKIE” DEFINED
HCOB	25 June 70RB II	C/S Series 12RB
	Re-Rev. 27.9.80	KSW Series 9
		GLOSSARY OF C/S TERMS
HCOB	21 June 70	C/S Series 9
	Reiss. 30.8.80	KSW Series 10
		SUPERFICIAL ACTIONS
HCO PL	25 Jan. 80	KSW Series 11
	Reiss. 30.8.80	EXECUTIVE RESPONSIBILITY FOR TECHNICAL EXCELLENCE
HCO PL	31 July 65	KSW Series 12
	Reiss. 30.8.80	PURPOSES OF THE QUALIFICATIONS DIVISION
HCO PL	8 Mar. 66	KSW Series 13
	Reiss. 30.8.80	HIGH CRIME
HCO PL	10 May 70	KSW Series 14
	Reiss. 30.8.80	SINGLE DECLARE
HCOB	26 Aug. 70R	C/S Series 17R
	Rev. 22.9.80	KSW Series 15
		INCOMPLETE CASES

HCO PL	2 Nov. 61 II Reiss. 30 . 8 . 80	KSW Series 16 TRAINING QUALITY
HCOB	15 Jan. 70 II Reiss. 30 . 8 . 80	KSW Series 17 HANDLING WITH AUDITING
HCOB	19 June 71 II Reiss. 30.8.80	C/S Series 46 KSW Series 18 DECLARES
HCOB	8 Oct. 70 Reiss. 30.8.80	C/S Series 20 KSW Series 19 PERSISTENT F/N
HCOB	16 June 70 Reiss. 30.8.80	C/S Series 6 KSW Series 20 WHAT THE C/S IS DOING
HCOB	22 Jan. 77 Reiss. 12.4.83	Cramming Series 13 KSW Series 21 IN-TECH, THE ONLY WAY TO ACHIEVE IT
HCO PL	16 Apr. 65 Reiss. 12.4.83	KSW Series 22 THE "HIDDEN" DATA LINE
HCOB	9 Feb. 79 Reiss. 12.4.83	KSW Series 23 HOW TO DEFEAT VERBAL TECH
HCOB	15 Feb. 79 Reiss. 12.4.83	KSW Series 24 VERBAL TECH: PENALTIES
HCO PL	22 Nov. 67RA Reiss. 12.4.83	KSW Series 25 OUT-TECH
HCO PL	13 Sept. 65R Rev. 16.2.81	KSW Series 26 OUT-TECH AND HOW TO GET IT IN
HCO PL	16 Mar. 71R Reiss. 16.2.81	KSW Series 27 WHAT IS A COURSE?
HCO PL	30 Jan. 83 Reiss. 12.4.83	KSW Series 28 YOUR POST AND LIFE
HCO PL	31 May 68 Reiss. 12.4.83	KSW Series 29 SCIENTOLOGY TECHNOLOGY
HCO PL	29 Sept. 82 Reiss. 12.4.83	KSW Series 30 MISREPRESENTATION OF DIANETICS AND SCIENTOLOGY
HCO PL	27 May 65 Reiss. 12.4.83	KSW Series 31 PROCESSING
HCOB	3 Mar. 69 Reiss. 12.4.83	KSW Series 32 COMPLETING LEVELS
HCOB	10 June 60 Reiss. 12.4.83	KSW Series 33 WHAT WE EXPECT OF A SCIENTOLOGIST

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HCO BULLETIN OF 3 MAY 1983

Remimeo  
Tech/Qual  
Snr C/S Hats  
C/S Hats  
Auditors  
Tech Sec  
Qual Sec

*C/S Series 117*

**WHO OR WHAT IS A "C/S"?**

*Refs:*

HCOB	21 Aug. 70	C/S Series 16 SESSION GRADING, WELL DONE, DEFINITION OF
HCOB	10 Nov. 70	C/S Series 21 C/S RESPONSIBILITY FOR TRAINING
HCOB	5 Mar. 71	C/S Series 25 Auditor Admin Series 10 THE FANTASTIC NEW HGC LINE
HCO PL	6 Mar. 71	Org Series 24 LINE DESIGN
HCOB	9 June 71 II	C/S Series 42 C/S RULES
HCOB	8 Aug. 71	C/S Series 55 THE IVORY TOWER
HCOB	25 Aug. 71	Auditor Admin Series 2 C/S Series 56 HOW TO GET RESULTS IN AN HGC
HCOB	1 Sept. 71 I	C/S Series 57 A C/S AS A TRAINING OFFICER A PROGRAM FOR FLUBLESS AUDITING
HCOB	7 Sept. 71	C/S Series 58 PROGRAMING CASES BACKWARDS
HCOB	22 Sept. 71	C/S Series 61 THE THREE GOLDEN RULES OF THE C/S
HCO PL	29 Oct. 71 II	Exec Series 1 THE EXECUTIVE
HCO PL	29 Oct. 71 III	Exec Series 2 LEADERSHIP
HCOB	20 Nov. 73 II	C/S Series 89 F/N WHAT YOU ASK OR PROGRAM
HCOB	26 Sept. 74	HANDLING FLUBBED PCs
HCOB	28 Sept. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS
HCO PL	7 Apr. 83	Exec Series 37 PR Series 48 GOODWILL

The C/S is the CASE SUPERVISOR.

He has to be (a) an accomplished and properly certified auditor and (b) a person trained additionally to supervise cases.

The C/S is the auditor's "handler." He tells the auditor what to do, corrects his tech, keeps the lines straight and keeps the auditor calm and willing and winning.

The C/S is the pc's case director. His actions are done FOR THE PC.

The C/S may believe or be told that he is working for gross income or quantity as opposed to quality.

What he is actually accomplishing can be listed:

1. The C/S is keeping Scientology working in the hands of auditors for the benefit of pcs.
2. The C/S is keeping the correct sequence of programs and processes being used on the pcs.
3. The C/S is keeping the org tech *flow lines* straight and in proper sequence of actions.
4. The C/S has the repute of the org and Dianetics and Scientology in his area fully in his hands.

### HANDLING AUDITORS

Studying the worksheets of auditors written during the session the C/S can tell whether or not they are doing the processes right, staying within the Auditor's Code, attaining the end phenomena of the process without chop, doing what the C/S said to do and generally keeping the session flowing along with good TRs. Where he detects errors he puts the auditor right or sends the auditor to Cramming, specifying the materials to be restudied.

Where he sees that an apparent gain is noted by the auditor which does not compare with the Examiner's Report or sees that Dianetics or Scientology doesn't seem to be wrking, he has the pc questioned by the Examiner as to what really happened in the session.

The C/S must earn the confidence of his auditors by knowing what he is doing and getting results via the auditors.

The skill of an auditor can be enormously improved by a good C/S. And reversely, under an incompetent C/S the skill and enthusiasm of an auditor can be badly deteriorated. A C/S who fails to see errors the auditor knows were there is soon regarded as incompetent. A C/S is in effect a tech leader. His skill, attitude and demands bring about the state of tech in the area. His attitude toward session length, the exactness required, the state of case preparation he requires, when he will let a pc go, what he demands of his auditors all add up to the general tech attitude in an org. If this is good, the org will be a good, respected org.

### HANDLING THE PC

The pc (or pre-OT) is the real reason the C/S is there.

All C/Sing as to programing and what to run when is FOR THE PC. It is not for the org, actually, except as it influences the org's repute. It is not for the auditor except as it influences the auditor's willingness and attitude and skill.

The product the C/S is after is the pc's (or pre-OT's) case gain.

This is accomplished by applying the usual, by preventing errors and keeping pcs in session and winnng.

Correctly applied tech works. The C/S has to know this. Auditor worksheet false reports or an unskilled auditor or a failure to study the case are the main reasons the pc does not win.

Thus a C/S who is not policing his actions on the case and is not detecting departures from standard auditing begins to believe some cases are very tough, begins to get inventive and departs from the usual and eventually fails on cases.

As the C/S is directing the case on a via of the auditor his view of the case can be obscured. When this occurs he has an Examiner question the pc about the sessions he has received. And he can order a 2-way comm session to get the pc's reactions.

Sometimes a *pc* has questions. The C/S can have the Examiner ask a pc who runs oddly what questions the pc has and thus get them answered.

It is very bad to let a flubbed session go unrepaired. Let go longer than 24 hours the C/S should not be surprised to have an occasional unrepaired pc go physically ill. Thus all repairs of goofed sessions are priority.

A C/S gets so he knows certain cases. But he errs when he gets upset or angry with a case or regards one with contempt. A pc's reput has nothing to do with a C/S. When a C/S begins to regard a case as willful or hopeless or mean, he might commit errors. Admittedly some cases are very trying. But there is always a reason. It is up to the C/S to find it. I have never failed to find the reason some cases require more work than others.

The C/S is there to efficiently and effectively order the right action based on a survey of the case and then see that it is done.

The end product is a winning pc and an expansion of Dianetics and Scientology.

#### DIRECTING CORRECT PROGRAM SEQUENCE

The C/S who has mastered the small points of individual sessions must expand his view, widen it to take in the whole progress of the pc's or pre-OT's case from his entrance into auditing to its conclusion—a span which may include several *years*, due to many factors.

This SEQUENCE of programs includes the actions laid out on the Class Chart and Progress and Advance Programs. In C/Sing any *one* session, the C/S must fit it into the overall programed auditing. An assist cutting into an Interiorization Rundown, not finishing a GF40 Expanded before doing something else and similar errors in broad programing can upset a case as much as a bad session.

The C/S must be alert to the broad, long-term cycles of programs.

## CONTROLLING FLOW LINES

Alterations in sequence is an outpoint. Omitting administrative steps is an outpoint. When the C/S fails to enforce the correct sequence of actions in the administration of the cases, the lines go psychotic.

A pc has to have a new invoice to get audited. He may have a former folder. He needs to have a C/S done. And he has to be scheduled. And, scheduled, he has to have an auditor and an auditing room. Then he gets a session. He goes to an Examiner, is put on a meter and makes a statement. The meter reads are recorded in the Exam Report, the Exam Report goes into the folder, the auditor completes his admin. The folder goes to the C/S for a new C/S.

While most of these actions belong to a Tech Services, WHEN THEY ARE NOT KEPT IN THE C/S HAS TROUBLE.

The C/S's trouble may be only from the flustered state of a pc who doesn't know when or where or who, or from an auditor who is overdue in his last session and is upset by the rush and upset of the pc. A lot of such factors can slow down gains.

Thus it's the C/S who must demand that the correct sequence of events occur, that admin personnel are on their toes.

Ordinarily a C/S does a folder when he receives it. That is his job. But if he doesn't receive it or doesn't receive it in correct sequence and form he can't do his job.

I have nearly always been served as a C/S by competent and dedicated tech admin personnel. I cannot imagine this would be true for all C/Ses. But when it isn't true a C/S is obligated to make it true or it will upset his own lines and affect both his auditors and pcs.

A C/S who "short-sessions" of course increases admin line stresses. So a C/S who long-sessions will have an easier time of it generally.

Most of the trouble a C/S has on cases is permitting auditors on his lines who flub without sending them to retrain.

Thus even competent cramming, if absent, can keep a C/S's job difficult.

Auditing is a TEAM ACTION.

By doing the usual, and seeing that it is done well, the C/S has the tech repute of his org in his hands.

The number of public pcs and pre-OTs who leave an org with F/N VGIs at the Examiner determines the repute of the org in that area.

The percent of staff members who currently have an F/N VGI Examiner's Report as their last report determines directly the efficiency and solvency and expansion of the org. This is by actual survey.

Thus the C/S, by knowing tech, by ordering the usual and seeing that it was

smoothly done, by keeping the auditors willing and supervising the flow lines in correct order *is* the person who regulates the future of Dianetics and Scientology.

The hat of C/S is a very honorable hat.

The org and all of us depend utterly on its being very well done.

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HCO BULLETIN OF 7 AUGUST 1983

Remimeo  
Professional  
TR Course  
TR Supervisors  
Cramming Officers  
TR Students

**ROBOTIC TRs**

Stiff, unnatural TRs are robotic TRs. Students and auditors who haven't mastered the TRs will handle communication robotically.

ANATOMY OF A ROBOT

It can be said of robots that:

1. They don't know what a comm cycle is.
2. They have never really passed OT TR 0.
3. They have never really passed TR 0.
4. They have never really passed TR 0 Bullbait.
5. They don't do TR 1 in a new unit of time each time they give it, so they all sound alike and they probably have TR 3 mixed up with TR 1, or they are stuck in an unflat 0 series (OT TR 0, TR 0, TR 0 BB).
6. They don't realize their TRs are addressed to the person in front of them but are probably addressed to the Instructors for a pass.

And so, with a combination of the above, these students and auditors will look like robots. They would never get the product of a pc interested in his own case and willing to talk to the auditor. And it's possible that they don't know that that *is* their product.

The point is that it would be almost impossible for any student or auditor to go on looking like a robot if he actually *did* the TRs.

REMEDY

The remedy for robotic TRs is to put the student back onto restudy of the basics of ARC and the ARC triangle, the cycle of communication and the valuable final products of TRs. (Ref: HCOB 24 Dec. 79, TRs BASICS RESURRECTED) He then *redrills* the TRs from OT TR 0 ON UP, each one this time to a real pass.

The answer for any auditor who looks like a robot is to do the above steps and fully complete the Professional TR Course.

His pcs will be very glad that he did.

L. RON HUBBARD  
Founder

HCO BULLETIN OF 8 AUGUST 1983

Remimeo  
Course Checksheets  
Professional  
TR Course  
TR Supervisors

**CYCLING THROUGH TRs  
ON A PROFESSIONAL TR COURSE**

Cycling through TRs on a Professional TR Course has been given a new definition and action.

Newly defined, cycling on TRs means A STUDENT DRILLS THE TRs, EACH TO A PASS, UNTIL HE STICKS AND THEN HE IS PUT BACK ON THE LOWER TR HE DIDN'T PASS.

One reason for this is IT HAS BEEN FOUND CONCLUSIVELY THAT WHEN A STUDENT IS FLUNKING ON A LOWER TR, HE CANNOT DO AN UPPER TR.

The obvious handling, then, is to get him standardly through the lower TR and *then* graduate him up to the next one.

Originally, cycling through TRs meant the student went up through the TRs one by one, getting familiar with them and getting a little bit of a win on each TR before going to the next one. Then he went back to the beginning and cycled through the TRs in this fashion again and again until he achieved a full pass on all the TRs. The gradient of toughness was supposed to be increased each time through.

That system, however, opened the door to permissiveness and resulted in students taking interminable lengths of time on TR courses. Permissiveness has no place on any Professional TR Course. Nor does it require months to learn to do TRs correctly.

The time-honored way it was done even earlier when TRs were being rapidly passed was to simply get a student through each TR itself. Students do make it when hammered through each TR in turn until they get a full pass on that TR before going on to the next TR.

That is the rough, tough way it was done earlier with success and it has also proven successful more recently.

There is another vital factor upon which this hinges, however, and that is that the student **MUST** have an understanding of the ARC triangle and the cycle of communication and he **MUST** have done the full comm cycle in clay.

With those basics in and each TR then drilled and passed in turn, we get results.



Thus, we arrive at a new definition for cycling through TRs and we arrive at the following rules:

ON PROFESSIONAL TRs, DONE THE HARD WAY, STUDENTS DRILL EACH TR TO A PASS, ONE AT A TIME.

IF A STUDENT HAS TROUBLE AND HANGS UP AND CAN'T PASS AN UPPER TR, HE HASN'T MADE IT ON A LOWER TR. PUT HIM BACK ON THE LOWER TR HE DIDN'T PASS AND GET THROUGH IT TO A REAL PASS. HE THEN RE-DRILLS EACH TR FROM THAT POINT UP, EACH COMPETENTLY TO A PASS.

IF STUDENT HANGS UP ON THE LOWER TRs, PUT HIM ALL THE WAY BACK TO RESTUDY ARC AND THE CYCLE OF COMMUNICATION AS THERE IS SOMETHING THERE HE HASN'T GRASPED.

This regimen is simplicity itself. And it works. It is the way to fast, successful Professional TR Courses and auditors with natural, easy, flubless TRs.

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HCO BULLETIN OF 19 AUGUST 1983

BPI  
AOs  
FSO  
Reges  
Tech/Qual  
Advance Courses  
Supers  
C/Ses  
Students

**OT III COURSE POSH-UP**

The OT III Course, the celebrated “Wall of Fire” level, has now been updated in its checksheet and associated materials to reflect the technical advances made in recent years which are vital to all pre-OTs studying this level.

There has been *NO* change in the phenomenal technology of OT III, of course.

What has been done is a review and alignment of all the materials, and a full updating and recompilation of the checksheet with additional drills which even better prepare a pre-OT to Solo audit the materials of Section III OT.

The result is a fully updated *and* poshed-up course.

So for pre-OTs approaching OT III—a sparkling bright, fully updated course, containing some of the most astounding technology of all my research, awaits you! And it is being issued in course packs containing fresh, newly printed, crystal-clear issues of my original materials.

The “Wall of Fire” has now, again, been given the red-carpet treatment that it richly deserves!

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HCO BULLETIN OF 27 AUGUST 1983

Remimeo  
Tech/Qual  
Word Clearers  
Cramming Officers  
Course Supervisors  
Estos

*Word Clearing Series 69*

**WORDS AND ASSOCIATIONS**

*Ref:*  
HCOB 23 Mar. 78RA Word Clearing Series 59RA  
Rev. 14 . 11 . 79 CLEARING WORDS

(The following material is from my research notes on study tech. It is released here for the first time to give further data on some of the fundamental theory underlying Word Clearing and study tech.)

A word may be difficult to grasp if it has unpleasant personal associations.

To define is sometimes not enough. One must also ask for examples. In giving these or demonstrating, unpleasant associations are discharged.

One might well conclude, were it not for a knowledge of even more basic causes, that general stupidity was only the sum of unpleasant associations grown too great to permit an approach to any word and thus cancelling any understanding, and that blindness and withdrawal were caused only by an accumulation of painful contacts with the objects of life.

To remedy either of these—stupidity or blindness and withdrawal—it is only necessary to coax a confrontation of the milder words or objects and thus reveal to the being that unpleasant associations were matters of past specialized significance rather than current general hostility.

Perhaps past-life forgottenness is only the dwindling spiral of retreat from unpleasant contacts, and old age itself might well be the vanishing of a life by retreating from it.

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HCO BULLETIN OF 10 SEPTEMBER 1983

Remimeo  
HCOs  
E/O Hats  
MAA Hats  
Tech/Qual  
All Staff  
PTS/SP Course

**PTSness AND DISCONNECTION**

*Refs:*

Tape: 6505C18	“Organization and Ethics”
Tape: 6506C08	“Handling the PTS”
HCO PL 23 Dec. 65RA Rev. 10.9.83	SUPPRESSIVE ACTS, SUPPRESSION OF SCIENTOLOGY AND SCIENTOLOGISTS
Tape: 6608C02	“Suppressives and GAEs”
Tape: 6608C25	“The Antisocial Personality”
HCOB 27 Sept. 66	THE ANTISOCIAL PERSONALITY THE ANTI-SCIENTOLOGIST
HCOB 24 Apr. 72 I	C/S Series 79 PTS INTERVIEWS
HCO PL 3 May 72R Rev. 18.12.77	Exec Series 12 ETHICS AND EXECUTIVES
HCOB 10 Aug. 73	PTS HANDLING
HCOB 29 Dec. 78	THE SUPPRESSED PERSON RUNDOWN
HCOB 31 Dec. 78 II	OUTLINE OF PTS HANDLING
HCOB 31 Dec. 78 III	EDUCATING THE PTS THE FIRST STEP TOWARD HANDLING: PTS C/S-1
HCO PL 20 Oct. 81R Rev. 10.9.83	PTS TYPE A HANDLING
HCOB 8 Mar. 83	HANDLING PTS SITUATIONS

**THEORY**

Perhaps the most fundamental right of any being is the right to communicate. Without this freedom, other rights deteriorate.

Communication, however, is a two-way flow. If one has the right to communicate, then one must also have the right to not receive communication from another. It is this latter corollary of the right to communicate that gives us our right to privacy.

These rights are so basic that governments have written them into laws—witness the American Bill of Rights.

However, groups have always regulated these rights to one degree or another. For with the freedom to communicate come certain agreements and responsibilities.

An example of this is a marriage: In a monogamous society, the agreement is that one will be married to only one person at one time. That agreement extends to having second-dynamic relations with one's spouse and no one else. Thus, should wife Shirley establish a 2D-type of communication line with someone other than her husband Pete, it is a violation of the agreement and postulates of the marriage. Pete has the right to insist that either this communication cease or that the marriage will cease.

## HANDLE OR DISCONNECT

In the HCOBs on PTS tech you'll see the phrase "handle or disconnect." It means simply that.

The term "handle" most commonly means, when used in relation to PTS tech, to smooth out a situation with another person by applying the tech of communication.

The term "disconnection" is defined as a self-determined decision made by an individual that he is not going to be connected to another. It is a severing of a communication line.

The basic principle of handle or disconnect exists in any group and ours is no different.

It is much like trying to deal with a criminal. If he will not handle, the society resorts to the only other solution: It "disconnects" the criminal from the society. In other words, they remove the guy from society and put him in a prison because he won't HANDLE his problem or otherwise cease to commit criminal acts against others.

It's the same sort of situation that husband Pete is faced with in the example mentioned above. The optimum solution is to handle the situation with wife Shirley and her violations of their group (marriage) agreements. But if Pete cannot handle the situation, he is left with no other choice but to disconnect (sever the marriage communication lines if only by separation). To do otherwise would be disastrous, for he is connected to someone antagonistic to the original agreements, postulates and responsibilities of the group (the marriage).

A Scientologist can become PTS by reason of being connected to someone that is antagonistic to Scientology or its tenets. In order to resolve the PTS condition, he either HANDLES the other person's antagonism (as covered in the materials on PTS handling) or, as a last resort when all attempts to handle have failed, he disconnects from the person. He is simply exercising his right to communicate or not to communicate with a particular person.

With our tech of handle or disconnect, we are, in actual fact, doing nothing different than any society or group or marriage down through thousands of years.

## LOST TECH

Earlier, disconnection as a condition was cancelled. It had been abused by a few individuals who'd failed to handle situations which could have been handled and who lazily or criminally disconnected, thereby creating situations even worse than the original because it was the wrong action.

Secondly, there were those who could survive only by living on our lines— they wanted to continue to be connected to Scientologists (see the HCOBs on the characteristics of an SP). Thus, they screamed to high heaven if anyone dared to apply the tech of "handle or disconnect."

This put Scientologists at a disadvantage.

We cannot afford to deny Scientologists that basic freedom that is granted to everyone else: the right to choose whom one wishes to communicate with or not communicate with.

It's bad enough that there are governments trying, through the use of force, to prevent people from disconnecting from them (witness those who want to leave Russia but can't!).

The bare fact is that disconnection is a vital tool in handling PTSness and can be very effective when used correctly.

Therefore, the tech of disconnection is hereby restored to use, in the hands of those persons thoroughly and standardly trained in PTS/SP tech.

## HANDLING ANTAGONISTIC SOURCES

In the great majority of cases, where a person has some family member or close associate who appears antagonistic to his getting better through Scientology, it is *not* really a matter of the antagonistic source wanting the PTS to not *get better*. It is most commonly a lack of correct information about Scientology that causes the problem or upset. In such a case, simply having the PTS disconnect would not help matters and would actually be a nonconfront of the situation. It is quite common that the PTS has a low confront on the terminal and situation. This isn't hard to understand when one looks at these facts:

- a. To be PTS in the first place, the PTS must have committed overts against the antagonistic source; and
- b. When one has committed overts, his confront and responsibility drop.

When an Ethics Officer finds that a Scientologist is PTS to a family member, he does *not* recommend that the person disconnect from the antagonistic source. The E/O's advice to the Scientologist is to *handle*.

The handling for such a situation is to educate him in the tech of PTSness and suppression, and then skillfully and firmly guide the PTS through the steps needed to restore good communication with-the antagonistic source. This eventually dissolves the situation by bringing about an *understanding* on the part of the antagonistic source as to what Scientology is and why the PTS person is interested and involved in it. Of course, when this is accomplished you no longer have a PTS at all—and you may very well find a new Scientologist on your hands !

The actual steps and procedure of this sort of handling are well covered in the materials listed at the beginning of this HCOB.

## WHEN DISCONNECTION IS USED

An Ethics Officer can encounter a situation where someone is factually connected to a suppressive person, in present time. This is a person whose normal operating basis is one of making others smaller, less able, less powerful. He does not want anyone to get better, at all.

In truth, an SP is absolutely, completely terrified of anyone becoming more powerful.

In such an instance the PTS isn't going to get anywhere trying to "handle" the person. The answer is to sever the connection.

## HOW TO DISCONNECT

How a disconnection is done depends on the circumstances.

Example: The pc lives next door to, say, a psychiatric clinic and feels PTS due to this environment. The remedy is simple—the pc can move to another apartment in another location. He need not write any sort of “disconnection letter” to the psychiatric clinic. He simply changes his environment—which is, in effect, a disconnection from the suppressive environment.

Example: A pc is connected to a person or group that has been declared suppressive by HCO in a published ethics order. He should disconnect and, if he wants to inform the SP of the fact, he may write a letter of disconnection. Such a letter would be very straightforward. It would state the fact of the disconnection and the reason for it. It would not be misemotional or accusative, since this would only serve to stir up further antagonism. The letter would be inspected by the Ethics Officer before it was sent and copies kept for the PTS person’s own ethics file and pc folder. No attempt would be made to establish communication with the declared SP “to clear matters up” or to seek to reform the SP. The SP’s reform is strictly in the hands of HCO. The PTS simply disconnects.

Example: One discovers that an employee at his place of business is an SP—he steals money, drives away customers, wipes out other employees and will not correct no matter what you do. The handling is very simple—the PTS fires him and that’s the end of it right there!

To fail or refuse to disconnect from a suppressive person not only denies the PTS case gain, it is also *supportive* of the suppressive—in itself a Suppressive Act. And it must be so labeled. (Ref: HCO PL 23 Dec. 65RA, SUPPRESSIVE ACTS, SUPPRESSION OF SCIENTOLOGY AND SCIENTOLOGISTS)

## SUPPRESSED PERSON RUNDOWN

There is of course another technical way to handle PTSes and that is to get them through all problems they have had with the terminal involved and the PTSness will disappear (Ref: HCOB 29 Dec. 78, THE SUPPRESSED PERSON RUNDOWN). But it still requires that during the handling the person disconnects.

## SUMMARY

The technology of disconnection is essential in the handling of PTSes. It can and has saved lives and untold trouble and upset. It must be preserved and used correctly.

Nothing in this HCOB shall ever or under any circumstances justify any violations of the laws of the land. Any such offense shall subject the offender to penalties described by law as well as to ethics and justice actions.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 OCTOBER 1983

Remimeo  
All Sec Checkers  
All Auditors,  
Level II and  
Above  
Confessional  
Checksheets  
Tech/Qual  
HCO

**SEC CHECKING: NOTE**

An auditor doing a Sec Check can run into a phenomenon that goes like this:

The pc says to the auditor, "I am in possession of a lot of secret data— therefore, I cannot get off my withholds." And the auditor buys it and the case fails.

Actually, this is in large measure a lie, used to cover actual overts against the group or its VIPs.

When you look at the definition of a real overt as something contrary to the mores of a group, you realize that the withhold one is looking for is a withhold of having committed an actual overt on the group by omit or commit. At best you see that the pc excuse does not wash.

If the auditor were to ask for "overts contrary to the mores of the group and withholds of having done them or omitted actions that by omission caused harm to the group or its people," one gets around that excuse.

The GO people and many others pull this.

The auditor technically is NOT interested in confidences or overts against a group's enemies or withholds thereof. He is looking for overts against the group as above and the withholding of having committed them by omit or commit.

If this were made plain to Sec Checkers, the swindle could no longer be pulled by such pcs and the cases would not fail.

A failed case will continue to be one as long as he is committing overts on the thing that is supposed to help him. But, with skilled auditing, this can be handled.

I hope this helps resolve some "failed cases."

L. RON HIJBARD  
Founder



1984



HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 3 JANUARY 1984  
Issue III

Remimeo  
Purif C/Ses  
Purif I/Cs  
Tech/Qual

*Purification Rundown Series 7*

**RADIATION AND LIQUIDS**

In Purif, findings seem to bear out that there is a factor related to radiation that produces the greatest exudation of it and this is the sweating itself.

Radiation is apparently enormously water soluble as well as water movable. According to researchers, one merely has to take a hose to a building surface or a road to wash the radiation off of it. This factor is well known to defense-trained personnel.

So where one is doing a Purif, one should be very careful to ensure that actual sweating occurs and in volume. The intake of water is therefore quite vital during a Purif.

This has a side effect, however, of washing a lot of minerals out of the system as well, possibly, as vitamins. Thus the intake of minerals and vitamins during Purif is also a necessity.

It is possible that a Purif RD is not as workable when profuse sweating does not occur, when liquid intake is not large to compensate for it and when vitamins and minerals of a water soluble nature are not carefully and adequately replaced. (The common vitamins taken on the Purif RD which are not water soluble are vitamins A, D and E.)

This gives us three important points that must be in on a Purification Rundown:

1. PROFUSE SWEATING MUST OCCUR.
2. A PERSON'S LIQUID INTAKE MUST BE SUFFICIENTLY LARGE TO COMPENSATE FOR THE LIQUID LOST THROUGH SWEATING.
3. VITAMINS AND MINERALS MUST BE TAKEN IN SUFFICIENT QUANTITIES TO REPLACE THOSE WASHED OUT OF THE SYSTEM THROUGH SWEATING.

As megavitamin dosages are also part of a Purif program, this mineral and vitamin intake is quite in addition to any other vitamin therapy ongoing at the time.

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HCO BULLETIN OF 10 JANUARY 1984

Remimeo  
Student Hat  
Students  
Supervisors

(Also issued as HCO PL 23 July 81R I)

*Study Series 12*

**THE USE OF DEMONSTRATION**

*Refs:*

HCO PL                      4 Oct. 64                      THEORY CHECKOUT DATA  
HCOB   11 Oct. 67      CLAY TABLE TRAINING

Demonstration comes from the Latin *demonstrare*, to point out, show, prove.

The *Chambers Twentieth Century Dictionary* includes the following definition of “demonstrate”:

“to teach, expound or exhibit by practical means.”

A “demonstration” or “demo” is usually done with a “demo kit” which consists of various small objects such as corks, caps, paper clips, pen tops, rubber bands, etc. The student demonstrates an idea or principle with his hands, the paper clips on his desk, etc.

**HISTORY**

The original use of demonstration was during a checkout to detect glibness. The idea behind a “demo kit” was that, during a checkout by an examiner or twin, the student could be made to *show* that he really knows what he’s talking about. There was no demonstration that the student did for himself.

Later, the use of the demo kit became extended and altered to mean the student fiddles with the demo kit continually while studying. A PL, written by another (and long since cancelled), made the statement that “the student mocks up what he reads as he reads it with the bits and pieces of his demo kit.” This statement was not correct. I never developed this use of the demo kit.

This business of fidgeting with the demo kit has nothing to do with demonstration, as all it demonstrates is a quickie, surface understanding.

**STAR-RATE CHECKOUTS**

The demo kit is used during a star-rate checkout. It is the answer to glibness. You give the student a paper clip and a wooden block and a few leather or rubber bands and say, “You just show me with these things exactly how this would happen.” If the student can’t show you anything about it at all, you make him study it again until he gets the idea. He has to show you his understanding, because if he can’t put this in demo form in some fashion or another then he doesn’t understand it.

THE BASIC PURPOSE OF THE DEMO KIT IS TO DEMONSTRATE UNDERSTANDING.

### DEMONSTRATION IN THEORY STUDY

If a student ran into something he couldn't quite figure out, a demo kit would assist him to understand it. This is not demanded. It is at the discretion of the student himself.

The more usual action in such a case is actually for the student to go over to the clay table and work it out properly in clay in accordance with the clay demonstration HCOBs.

When people don't understand the use of the clay table, they sometimes try to substitute a demo kit for it and clay table could then become limited.

The whole theory of clay demos is that they add mass.

A student needs mass in order to understand something. Given that, he can sort it out because he has mass and space and he can then envision it.

Demo kit demonstrations work on this principle too, only a clay demonstration more closely represents the thing being demonstrated and provides more mass.

### DEMOS AS CHECKSHEET ITEMS

Checksheets very often require students to do demos. The student simply does the demo and looks up the misunderstood word each time he can't demo it.

### SKETCHING

Sketching is also a part of demonstration and part of working things out.

Someone sitting at his office desk trying to work something out doesn't have any clay to hand to work it out with, but he could work it out with a little demo kit action or a paper and pencil, draw graphs of it, and so forth. That is a necessary part of getting a grip on something.

For instance I started to work out the flow line for an area that I was handling. I first tried to figure it out in my head, but there was something funny about it that I couldn't quite put my finger on. The way I finally did manage to get it was by putting it on a little yellow card. I would have worked it out sooner, easier and earlier than I did if I had graphed it all and laid it all out in two dimensions in the first place.

There is a rule which goes **IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS YOU HAVE IT WRONG**. It's an arbitrary rule, but it's very workable.

This rule is used in engineering and architecture. If it can't be worked out simply and clearly in two dimensions, there is something wrong and it couldn't be built.

This was the missing piece of demonstration.

I started working with this clear back in 1950 when I was taught mechanical drawing and engineering and that's where I developed this datum.

This is a whole area of tech and applies to drawing out what is in a bulletin, or trying to draw an org plan or a flow line and so on.

It works in other ways too.

An obvious example is a navigator who, instead of trying to work it all out in his head with some foggy concept of where he is, simply graphs the sailing plan and progress on a chart.

Org boards and statistical graphs are also examples in their own way.

This is all part of demonstration and part of working something out.

### SUMMARY

1. The basic use of the demo kit is during a checkout to demonstrate understanding.
2. If the student wants to work something out and see how it works, the usual action is to work it out in clay.
3. Sketching is part of demonstration and is particularly useful for the staff member at his desk or the engineer at work, etc.
4. Demos also appear on checksheets. If the student can't demo it, he finds the misunderstood word.

That's the simplicity of demonstration.

L. RON HUBBARD  
Founder

BPI

*Happiness Rundown Series 1RA*

**THE HAPPINESS RUNDOWN**

This rundown is based on the booklet *The Way to Happiness*.

It has been successfully piloted and now is generally released to orgs and missions.

The booklet is distributed on general public lines. It is not a Church publication as it is not religious. The Church has its own creed and codes.

A minister or pastoral counselor can, however, counsel on any subject and that the Church sells a rundown based on the booklet does not make the booklet religious.

THE WAY TO HAPPINESS

Factually, the world has gotten itself a lot of new violence potential without also getting a campaign for higher morality. Such an imbalance is catastrophic. The police, banks, merchants, insurance people are all in real trouble through the decline of morality.

The Kentucky school board, right now, is faced with no morals being taught in their schools. They already have a crime problem if their schools are like anyone else's.

Materialism and mechanism (these are philosophic schools) are on a rampage. The biologists, psychs, evolutionists are pushing them to the limit. These are blown up by the simple question, "Your data may be quite correct but you have no proof that there is not something *else* that uses all this." Their position is untenable philosophically. Using materialism, the psychs and biologists and so on are edging the churches out and factually are creating a dangerous social situation. At a time when man can wield unlimited force, he has no moral codes or restraints.

There factually is no moral code today. The Christian one was nice. But if you read the Ten Commandments, they are designed for people several thousand years ago.

There have not been any codes of morals based on common sense. They are handed down from heaven, even in China. The psychs use this to get an inside track. The US government—and possibly some others—cannot finance religion, per the First Amendment.

This means they cannot allow children to be taught morals, and cannot permit any power to churches. The psychs love that. They are antireligious. They teach that one succumbs to temptation, that morals are inbred by paralleling the history of the race and when a child gets old enough his inbred nerves go moral. This is pure claptrap, but that happens to be their belief: This means that crime will worsen, the psychs will ride higher and higher.

Philosophers (not religious ones) over the world in various times and places have noted these qualities of morality so don't get the idea this is all derived from China. Confucius, for instance, was mainly interested in reforming the government, not the individual.

In all times and all places, the morals contained in this book have appeared amongst tribes and races.

What they lacked—in China, in the Near East, in Europe—was some basic principle which made the picture clear. When I isolated the common denominator, the dynamic principle of existence, I had such a factor.

I never before applied it to straightening out ideas on the subject of morality. But the precepts contained in this book are not just culled here and there and put together. I worked them out newly with due attention to what had gone on before in man's history. His moral codes are woefully inadequate to deal with modern life. This one will.

There is another point. Nobody could ever possibly have kept any of the old moral codes. Old Mo-Tzu's code only lasted a few hundred years until people finally decided you couldn't keep it—too severe—and they even forgot it ever existed after about the first century B.C. and only found it again this century. There have been novels and plays about someone trying to live the life of Christ and the hero always winds up in a mess, the lesson being that His teachings couldn't be followed.

The booklet *The Way to Happiness* contains a nonreligious moral code based on common sense. It may be the first such code.

## THE HAPPINESS RUNDOWN

Essentially, what the booklet does is give people stable data which holds off confusions. For people will be found to be quite confused on this subject.

This new moral code is different in that it can be kept. It consists of 21 major rules or precepts and about 15 subrules making a total of about 36 in all. In number 20 there are about 20 additional items. In all, the rundown, then, would be handling about 56 separate concepts on the subject of morality, plus morality itself. There are 10 basic steps for each concept: There are therefore over 500 questions or actions. This gives one some idea of the length of the rundown.

The object of the rundown is to clear up any confusions on the subject of morals, any and all transgressions against these specific morals, to slide the person out of the valence of any immoral person and obtain an EP of a realization that one really is on the Way to Happiness.



As these precepts and booklet do contain, in fact, the major principles of morality as they apply to modern life, and as it is a fact that tragedy and unhappiness occur when the points are violated, the rundown can steer the person in a direction where he is certain he can live a happier life. So the rundown has been quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they *were* the points where one went off the rails.

The rundown itself picks up specific confusions, transgressions and valence closures. It can get rid of a lot of shame, blame and regret. A person should feel pretty clean and sparky after it. The potential is there.

## DELIVERY

The Happiness Rundown may be delivered in missions and orgs which have:

- a. At least one Class IV Auditor who is also a graduate of the HRD Auditor Course and who has received his Qual Okay to Audit the Happiness Rundown.
- b. A Class IV C/S who is a graduate of the HRD Auditor Course and who has received his Qual Okay to Audit the Happiness Rundown. Additionally, he must have passed a high-crime checkout on HCOB 21 Jan. 84RA II, HRD Series 6RA, C/Sing THE HAPPINESS RUNDOWN.

Orgs which meet the above two qualifications may also deliver HRD auditor training.

Pre-OTs who wish to receive the Happiness Rundown must go to an AO or the FSO, where delivery personnel are available to service them.

People could have their grades before or after the Happiness Rundown. It has no engram running and could be run anywhere on the chart before Clear or after any completed level above OT III. The rundown should not be delivered between Dianetic Clear and OT III or between the start of New OT V and completion of New OT VIII, unless the person is stalled or moving slowly up the Bridge. In such cases the Happiness Rundown may be included as part of a program to get the person unstalled and moving again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED)

The booklet itself is running on through the society, and feeding back pcs to the org even if the rundown is not religious. As I have said, a pastor can counsel anything.

Good luck with this RD.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 JANUARY 1984  
Issue II

Remimeo  
Qual  
Cramming  
Officers  
C/Ses

*Cramming Series 17*

**REPAIR OF PAST CRAMMING**

*Refs:*

HCOB	24 Nov. 73RE	C/S Series 53RL LF (Long Form)
	Rev. 30.11.78	HI-LO TA ASSESSMENT C/S
HCOB	15 Oct. 73RB	C/S Series 87RB
	Rev. 4.12.78	NULLING AND F/Ning PREPARED LISTS
HCOB	4 Dec. 78	HOW TO READ THROUGH AN F/N
HCOB	30 Oct. 78	C/S SERIES 53, USE OF

One can review all past cramming a person has had, to repair any bad cramming. This is done with a C/S 53 on "past cramming actions," handling major reads by key-out (not rundowns) and reassessing to an F/Ning list.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 17 JANUARY 1984

Remimeo  
HRD Checksheets  
HRD Auditors  
HRD C/Ses  
Qual

*Happiness Rundown Series 2*

**HAPPINESS RUNDOWN BASICS**

As the booklet *The Way to Happiness* and its precepts do contain, in fact, the major principles of morality as they apply to modern life, and as it is a fact that tragedy and unhappiness occur when the points are violated, the Happiness Rundown steers the person in a direction where he is certain he can live a happier life.

The rundown has proven quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

AUDITING METHODS

There are two different approaches to auditing the HRD. One is by assessment of the precepts from the booklet *The Way to Happiness* and then taking up what is assessed. The other approach is simply to go straight forward from square one and proceed step by step through the booklet.

The straightforward method is used in the normal course of auditing a pc through the rundown. The assessment method has proven to be most useful in repair of a bugged HRD, where a charged precept or precepts need to be located for handling.

The full tech of the procedure and use of these two methods is given in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

BASIC PROCEDURE

The basic steps of the HRD procedure follow:

- A. Clean up the word "moral." Get it defined. Get off any false data on it, if there. Two-way comm it and get it to F/N.
- B. Take up each numbered section of the booklet from precept number 1 forward, in sequence, and do the following steps:
  1. Read the precept (done by pc).
  2. Clean up any Mis-U word in it.
  3. Pc reads the section.

4. Clear up any Mis-U word in the section.
5. Look for and clear up any false data the pc may have for that precept.
6. The transgressions of others (*general*) against that precept. Two-way comm. Don't make it a listing question. E/S it to F/N.
7. The transgressions of oneself *against* that precept. Two-way comm, earlier-similar to F/N. Don't make it a listing question. Don't miss any W/Hs even though this is only a cousin to O/W. E/S to F/N.
8. See if the pc spots another specific person in his or her past who really transgressed against the precept. Treat it more like Straightwire: an exact moment the person was transgressing. A light auditor can get the valence to spring apart just by doing that and without plowing the person into an engram. Alternate for this step: an overt the pc did against the person. The object of the step is to get the valence sprung out (separated from the pc).
9. Check if the person now has any reservations about keeping the precept. Handle with two-way comm (one of the above steps might have been missed if the person has reservations). Get it to F/N.
10. Check any reservations on getting someone else to keep it. If any, handle as a problem and E/S to F/N.

Precept 17-2 (Learn) starts with a very hot question, and a special handling has been readied to drain any charge off it. Be careful not to try to give somebody a full study tech rundown when doing this rundown. If it is very boggy, get it to F/Ning some way and advise Method One Word Clearing. It is a bit off the purpose and EP of the rundown but it might be run into, so there is a handling for it if it is.

Number 19 ("Try not to do things to others that you would not like them to do to you") will get into overts. It may get into shame, blame and regret. Its EP is really to teach someone what a harmful act is, not to give them a full O/W handling. And remember one can miss W/Hs on this step particularly.

Number 20 ("Try to treat others as you would like them to treat you") has a different handling. One simply does steps 1-4 as usual. But then one gets the person to imagine being treated in this fashion for each of the items. Then, virtue by virtue, take up treating another and others in that fashion; clean up any reservations to the pc's satisfaction. One or more of these items may be charged either on being treated that way or treating others in that way. Just handle with two-way comm. Then re-read Precept 20 to get any reservations off. An object here is to give a reality on what good behavior is. That's the real EP of number 20.

There is a definite possibility that one will run into spoken disagreement with the precept anywhere up to step 5 (false data handling). The false data steps might handle it. The other steps may do so. It needn't be given any special attention as, truth told, people who do not live moral lives don't because of material which will be uncovered in the original ten steps. A caution should be given any auditor doing this rundown that a flare-up probably means a missed withhold. If it were to block the session, one would have to pull it.

There is a final epilogue in the book. This is also taken up in the rundown.

If a roaring EP does not occur because of the rundown, then one of two things has occurred: One has overrun it (or introduced auditing faults) and smothered the EP. Or the rundown is not complete and should be started again from the top, as something has been overlooked. Thus, where the rundown does not result in an EP, one either repairs it or does it again, as directed by the C/S.

The full list of commands for the rundown is given in HCOB 19 Jan. 84, HRD Series 4, HAPPINESS RUNDOWN COMMAND SHEETS. Further data on the HRD procedure is in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 18 JANUARY 1984

Remimeo  
HRD Checksheets  
HRD Auditors  
HRD C/Ses  
Pc Examiners  
Qual Div Personnel

*Happiness Rundown Series 3*

**HOW TO AUDIT THE HRD**

*Refs:*

Booklet: *The Way to Happiness*

HCOB	16 Jan. 84R	HRD Series 1R
	Rev. 20.7.88	THE HAPPINESS RUNDOWN
HCOB	17 Jan. 84	HRD Series 2
		HAPPINESS RUNDOWN BASICS
HCOB	23 June 80RA	CHECKING QUESTIONS ON GRADES
	Rev. 25.10.83	PROCESSES
HCOB	27 May 70R	UNREADING QUESTIONS AND ITEMS
	Rev. 3.12.78	
HCOB	8 June 61R	E-METER WATCHING—ARE YOU WAITING
	Rev. 22.2.79	FOR THE METER TO PLAY DIXIE?
HCOB	28 Sept.82	C/S Series 115
		MIXING RUNDOWNS AND REPAIRS
HCOB	13 Oct. 82	C/S Series 116
		ETHICS AND THE C/S
HCOB	7 Aug. 79	FALSE DATA STRIPPING
HCOB	15 Jan. 84	HAPPINESS RUNDOWN ADDITIVES
HCOB	20 Jan. 84	HRD Series 4-1
		HRD PRECEPTS ASSESSMENT LIST

The Happiness Rundown consists of a precise series of steps.

Provided the HRD HCOBs are well studied in theory and in practical, and provided that the HRD procedure is followed exactly by the C/S and auditor, the HRD is very easy to audit and C/S, and can result in spectacular gains for the pc.

**AUDITOR QUALIFICATIONS**

In order to audit the HRD one must be a Class IV Auditor, trained on the HRD Auditor's Course. These qualifications ensure that the auditor is capable of handling the majority of situations and actions that may arise in the course of the HRD without having to call in a higher-classed auditor.

**PROCEDURE**

Once any needed setups are completed as programmed by the C/S, the rundown is begun, starting from the top of the command sheets and carrying on through them step by step. A copy of the command sheets is kept in the pc's folder and used in each session. The auditor notes the number of each command or step on the worksheet as he gives it, and marks it off on the command sheet when it is completed.

The pc should not be left in the middle of a precept at the end of a session. All of the steps for the precept being handled should be complete before ending off. Several precepts can be handled in one session.

Probably the first caution in applying the rundown is not to go past cognitions (and F/Ns) on a particular moral. And don't overrun F/Ns. If you get a persistent F/N, end off the session and pick up the rundown later. If you get a roaring EP, then that's it for the rundown.

## USE OF THE METER

It has always been a basic rule in formal auditing that ONE DOES NOT RUN UNREADING AUDITING QUESTIONS OR ITEMS. This is well covered in HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES, and the issues it refers to.

All of the *auditing* questions on the rundown are checked for a read. There are some steps which are not "auditing questions" as such, e.g., having the pc read the precept.

There are questions in the rundown which ask for false data, and these are not tested for read. I found years ago, in the original research on the tech now known as False Data Stripping, that a question designed to locate false data will not necessarily read on the meter. This is because the person believes the data to be true. (Ref: HCOB 7 Aug. 79, FALSE DATA STRIPPING)

There are a few questions in the procedure which ask for misunderstood words. These do not have to read for a pc to answer them, but any auditor should certainly be alert for an instant read on a word clearing question and would be remiss not to follow up on such a read. An instant read on a question such as "Do you have any misunderstandings on \_\_\_\_?" means that there is something there to be cleaned up. (Ref: HCOB 22 Feb. 72RA, Word Clearing Series 32RA, WORD CLEARING METHOD 4)

## VALENCE SEPARATION STEPS

There are several points that should be noted (and well drilled) with regard to the valence handling steps of the rundown, steps 8a through 8f.

1. Once you have gotten a reading terminal to run with question 8a ("Is there any specific person in your past who really transgressed against the precept \_\_\_\_\_?"), the subsequent steps are not checked for read. You are using these steps to lightly get the pc separated out from the valence he has been in.
2. Should the pc give more than one terminal in response to the first question (8a), take down each terminal that he gives, noting reads. Handle them in order of longest read. Be alert for a pc starting to list on the question and be prepared to handle with L&N tech. This has not proven to be a frequent occurrence at all, but it should not be discounted as a possibility. (Ref: HCOB 17 Mar. 74, TWO-WAY COMM, USING WRONG QUESTIONS)

Note: If the pc should come up with the answer “me” in response to question 8a, the answer is accepted, but this item would *not* be run in the valence separation steps. (Ref: HCOB 19 Nov. 78, L&N LISTS—THE ITEM “ME”) If the pc has other reading answers for the question, they are handled as usual.

## PRECEPT 20

Precept 20 (“Try to Treat Others as You Would Want Them to Treat You”) has a special handling. After going through the usual steps of reading and word clearing the precept, the auditor has the pc imagine being treated by others according to each virtue in turn (step 20, 5), and has him tell how he imagined it. If the pc has some charge on a virtue or virtues (either on treating others or on being treated that way), simply handle it with two-way comm. Once the pc has done each of these imagining steps, have him reread the precept and get off any reservations he may have on it with the usual steps 9 and 10 of the basic procedure (reservations the pc has about applying the precept and reservations on getting others to apply it). What you want to achieve for the pc is a reality on what good behavior is.

## ASSESSMENT METHOD

As mentioned in HRD Series 2, HAPPINESS RUNDOWN BASICS, there is a second method of auditing the HRD—by assessment of the precepts in the booklet *The Way to Happiness* and handling the reading precept or precepts (in order of longest read) using the basic HRD procedure.

The assessment method is used in repair of the rundown and appears in several of the handlings on the HRD Repair List. It is used to locate charged precepts so that these can be taken up and handled.

The HRD Auditor must be proficient in the use of both the straightforward method and assessment method.

The procedure for doing the assessment method follows:

1. Use the prepared assessment list of all the precepts and subprecepts, HCOB 20 Jan. 84, HRD Series 4-1, HRD PRECEPTS ASSESSMENT LIST.
2. In session, clear all the words that appear on the assessment list with the pc. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)
3. Assess the list straight through to the end, noting all reads.
4. Take up the longest reading precept or subprecept and handle it using the basic 110 steps of the HRD procedure.
5. Continue to handle the reading precepts in order of length of reads until all that read are handled.



## END PHENOMENA

The object of the HRD is:

1. To clear up any confusions on the subject of morals;
2. To clean up any and all transgression against the specific morals laid out in the booklet *The Way to Happiness*;
3. To slide the person out of the valence of any immoral person; and
4. To obtain an EP of realization/cognition that one really is on the Way to Happiness.

The rundown steers the person in a direction where he is certain he can live a happier life. Once the above is achieved—and in most cases it is quite a roaring EP—the rundown is ended off and the pc C/Sed to declare to its completion. The EP can occur before the entire booklet has been run through, but this is not common. It may require more than one run through the booklet to achieve the EP fully, the pc making gradient gains all the while. (Ref: HCOB 21 June 70, C/S Series 9, SUPERFICIAL ACTIONS)

At the Pc Examiner the pc attests to having realized that he/she really is on the Way to Happiness.

## TIPS

- a. Command Sheets

It was soon learned during the pilot that if all the questions and steps of the HRD were not numbered and laid out in full, it was easy for the auditor to mistakenly omit steps or lose his place on the steps or precepts. This is why the commands are printed out in full in the command sheets.

- b. Metering

It is expected that auditors will apply the tech on detecting and handling false reads when handling HRD questions, and not run questions that are not validly reading. (Ref: HCOB 11 Sept. 68, FALSE READS and HCOB 6 Sept. 68, CHECKING FOR FALSE READS)

- c. Valence Separation Steps

On the valence handling steps (8a through 8f) the pc may not always specifically express that he has “separated out of the valence of the person being run.” Sometimes there is simply an obvious key-out, F/N and VGIs. This point of procedure bears drilling until the auditor can easily detect an EP for these steps and knows when to end off on them. This includes making it quite clear in one’s worksheets what has occurred so that the C/S can properly follow the progress of the case and correct the auditor’s procedure where needed.

d. Drilling

In order to be able to handle the questions on this or any process or rundown that requires a read be checked for, the auditor must be well drilled and proficient in the skill of accurately determining whether a question is reading or not. (Ref: HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES) If this is not done, you and the pc are liable to have a rough time of it, with missed reads, nonexistent “reads” taken up, or endless “button checking,” when you had the intention to get some auditing done!

### CAUTION

Do not fall prey to someone trying to use the revisions of the procedure and EP of the HRD given in this HCOB as license to quickie the rundown. These revisions are A RESTORATION OF THE ORIGINAL BASIC STANDARD TECH OF THE RUNDOWN. Ensuring that the pc is well set up for this major action, insistence on standard auditing and C/Sing, and accurate observation and evaluation of the case and progress of the pc are essential. Only with these points in can you assure that those receiving the HRD get all the tremendous gains there to be had.

### REMEDIES

The remedy for auditor errors on the HRD is to assess and handle the Happiness Rundown Repair List (HRL).

When an HRL is done and the reads handled, the HRD can be continued from where it was left off.

### SUMMARY

The HRD is a very popular, highly successful rundown. Its delivery requires competent auditors and C/Ses trained in its procedures and skilled in the basics of auditing and C/Sing. There are no particular “special tricks” to it—just standard tech all the way. With these points in, the Happiness Rundown can produce MIRACLES.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JANUARY 1984

Remimeo  
All Orgs  
Missions  
HRD Checksheets  
HRD Auditors  
HRD C/Ses  
Qual Div  
Personnel

*Happiness Rundown Series 4*

**HAPPINESS RUNDOWN**

**COMMAND SHEETS**

<i>Refs.</i>		
HCOB	17 Jan. 84	HRD Series 2 HAPPINESS RUNDOWN BASICS
HCOB	18 Jan. 84	HRD Series 3 HOW TO AUDIT THE HRD
HCOB	23 June 80RA Rev. 25.10.83	CHECKING QUESTIONS ON GRADES PROCESSES
HCOB	7 Aug. 79	FALSE DATA STRIPPING
HCOB	9 Aug. 78 II	CLEARING COMMANDS

This issue contains the commands for use in auditing the Happiness Rundown. It is kept in the pc's folder and followed by the auditor in session. The auditor notes the number of the command asked on the worksheet and checks it off in the command sheet when it is completed. This assists the auditor in keeping his track of what commands have been run. The C/S uses the command sheets to follow the auditor's progress.

Each of the auditing questions is cleared the first time it appears. Once the basic commands of the procedure are cleared, they need not be cleared each time they appear with a new precept. The pc will already have cleared the precept thoroughly as part of the first steps of handling it. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

The auditor must be thoroughly familiar with the procedure of the HRD as covered in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

Caution: Do not go past a major win on a particular moral or precept.

Caution: If you get a persistent F/N, end off the session at that point.

PC'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HAPPINESS RUNDOWN COMMANDS**

0000. Have the pc read the beginning chapter of the booklet, entitled "Happiness," and ensure that he understands it.

000. Find out if the pc has read the booklet The Way to Happiness. If he has, ask him, “Did you have any realizations or gains from reading the booklet?” Rehab. \_\_\_\_\_
00. Using HCOB 7 Aug. 79, FALSE DATA STRIPPING, clear the concept of false data and the procedure used in False Data Stripping. Have the pc give examples, demos, etc., so that these are fully grasped. Let the pc know that part of the procedure you will be using on the rundown involves this data and technique. \_\_\_\_\_
0. Clear the words of the Happiness Rundown Repair List, using HCOB 20 July 88, HRD Series 5R-1, HAPPINESS RUNDOWN REPAIR LIST WORD LIST. \_\_\_\_\_

**SECTION A: MORALITY STEPS**

- A-1 CLEAR THE WORDS: “MORAL” AND “MORALITY.” \_\_\_\_\_  
 (Use the definition given in the footnote in the booklet and a regular dictionary as needed to fully clear these words. )
- A-2 IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT MORALITY WHICH YOU COULDN’T THINK WITH? \_\_\_\_\_  
 (Handle using full False Data Stripping procedure. Questions A-3 through A-6 may also be used to ensure that any false data on morality is fully handled, according to the tech of False Data Stripping.)
- A-3 IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT MORALITY WHICH DIDN’T SEEM TO ADD UP? \_\_\_\_\_
- A-4 IS THERE SOMETHING ABOUT MORALITY WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- A-5 DID YOU COME ACROSS ANY DATA ABOUT MORALITY THAT YOU HAD NO USE FOR? \_\_\_\_\_
- A-6 DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO BEHAVE MORALLY? \_\_\_\_\_
- A-7 TELL ME YOUR IDEAS AND CONSIDERATIONS ABOUT MORALITY. \_\_\_\_\_  
 (2WC to F/N)

**PRECEPT 1: TAKE CARE OF YOURSELF**

- 1,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 1,3 (Omitted—there is no text here for the pc to read.)

- 1,4 (Omitted)
- 1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING CARE OF YOURSELF WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- (If so, ask the pc to tell you about it and handle using False Data Stripping procedure. Questions 5b through 5e may also be used to find and fully handle any false data the pc may have on this precept.)
- 1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING CARE OF YOURSELF WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- (Handle using False Data Stripping procedure.)
- 1,5c IS THERE SOMETHING ABOUT TAKING CARE OF YOURSELF WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- (Handle using False Data Stripping procedure.)
- 1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "TAKE CARE OF YOURSELF" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- (Handle using False Data Stripping procedure.)
- 1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "TAKE CARE OF YOURSELF"? \_\_\_\_\_
- (Handle using False Data Stripping procedure.)
- 1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"? \_\_\_\_\_
- (2WC, E/S to F/N)
- 1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"? \_\_\_\_\_
- (2WC, E/S to F/N)
- 1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"? \_\_\_\_\_
- On reading terminal(s), run:
- 1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- (If so, allow pc to tell you about it.)
- 1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- (Handle as in 8b.)

- 1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT TAKING CARE OF YOURSELF WAS A GOOD THING?  
(Handle as in 8b.) \_\_\_\_\_
- 1,8e DID YOU EVER DO ANYTHING BAD TO (name)?  
(Handle as in 8b.) \_\_\_\_\_
- 1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?  
  
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?  
  
(Allow pc to tell you about these, alternately to EP.) \_\_\_\_\_
- 1,9 DO YOU HAVE ANY RESERVATIONS ABOUT TAKING CARE OF YOURSELF?  
  
(2WC any reservations the pc may have. If 2WC does not resolve the pc's reservations, go over steps 1 through 8 again and pick up anything that has been missed, then return to step 9 and 2WC to F/N.) \_\_\_\_\_
- 1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TAKE CARE OF HIMSELF OR HERSELF?  
  
(Handle any reservation as a problem by asking, "How could that be a problem to you?" and taking this E/S to F/N. Then F/N the original question.) \_\_\_\_\_

**PRECEPT 1-1: GET CARE WHEN YOU ARE ILL**

- 1-1,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 1-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 1-1,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 1-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 1-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT GETTING CARE WHEN YOU ARE ILL WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 1-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT GETTING CARE WHEN YOU ARE ILL WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 1-1,5c IS THERE SOMETHING ABOUT GETTING CARE WHEN YOU ARE ILL WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 1-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "GET CARE WHEN YOU ARE ILL" THAT YOU HAD NO USE FOR? \_\_\_\_\_

- 1-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT “GET CARE WHEN YOU ARE ILL”? \_\_\_\_\_
- 1-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT “GET CARE WHEN YOU ARE ILL”? \_\_\_\_\_
- 1-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “GET CARE WHEN YOU ARE ILL”? \_\_\_\_\_
- 1-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “GET CARE WHEN YOU ARE ILL”? \_\_\_\_\_
- 1-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 1-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 1-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT GETTING CARE WHEN YOU ARE ILL WAS A GOOD THING? \_\_\_\_\_
- 1-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 1-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 1-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING CARE WHEN YOU ARE ILL? \_\_\_\_\_
- 1-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO GET CARE WHEN HE OR SHE IS ILL? \_\_\_\_\_

**PRECEPT 1-2: KEEP YOUR BODY CLEAN**

- 1-2,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 1-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 1-2,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 1-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 1-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT KEEPING YOUR BODY CLEAN WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 1-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT KEEPING YOUR BODY CLEAN WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_

- 1-2,5c IS THERE SOMETHING ABOUT KEEPING YOUR BODY CLEAN WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 1-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT “KEEP YOUR BODY CLEAN” THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 1-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT “KEEP YOUR BODY CLEAN”? \_\_\_\_\_
- 1-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT “KEEP YOUR BODY CLEAN”? \_\_\_\_\_
- 1-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “KEEP YOUR BODY CLEAN”? \_\_\_\_\_
- 1-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “KEEP YOUR BODY CLEAN”? \_\_\_\_\_
- 1-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 1-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 1-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT KEEPING YOUR BODY CLEAN WAS A GOOD THING? \_\_\_\_\_
- 1-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 1-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 1-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT KEEPING YOUR BODY CLEAN? \_\_\_\_\_
- 1-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO KEEP HIS OR HER BODY CLEAN? \_\_\_\_\_

**PRECEPT 1-3: PRESERVE YOUR TEETH**

- 1-3,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 1-3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 1-3,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 1-3,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_



- 1-3,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT PRESERVING YOUR TEETH WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 1-3,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT PRESERVING YOUR TEETH WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 1-3,5c IS THERE SOMETHING ABOUT PRESERVING YOUR TEETH WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 1-3,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "PRESERVE YOUR TEETH" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 1-3,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "PRESERVE YOUR TEETH"? \_\_\_\_\_
- 1-3,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"? \_\_\_\_\_
- 1-3,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"? \_\_\_\_\_
- 1-3,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"? \_\_\_\_\_
- 1-3,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 1-3,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 1-3,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT PRESERVING YOUR TEETH WAS A GOOD THING? \_\_\_\_\_
- 1-3,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 1-3,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 1-3,9 DO YOU HAVE ANY RESERVATIONS ABOUT PRESERVING YOUR TEETH? \_\_\_\_\_
- 1-3,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO PRESERVE HIS OR HER TEETH? \_\_\_\_\_

**PRECEPT 1-4: EAT PROPERLY**

- 1-4,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

- 1-4,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 1-4,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 1-4,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 1-4,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT EATING PROPERLY WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 1-4,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT EATING PROPERLY WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 1-4,5c IS THERE SOMETHING ABOUT EATING PROPERLY WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 1-4,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "EAT PROPERLY" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 1-4,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "EAT PROPERLY"? \_\_\_\_\_
- 1-4,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"? \_\_\_\_\_
- 1-4,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"? \_\_\_\_\_
- 1-4,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"? \_\_\_\_\_
- 1-4,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 1-4,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 1-4,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT EATING PROPERLY WAS A GOOD THING? \_\_\_\_\_
- 1-4,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 1-4,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 1-4,9 DO YOU HAVE ANY RESERVATIONS ABOUT EATING PROPERLY? \_\_\_\_\_
- 1-4,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO EAT PROPERLY? \_\_\_\_\_

**PRECEPT 1-5: GET REST**

- 1-5,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

- 1-5,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 1-5,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 1-5,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 1-5,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT GETTING REST WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 1-5,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT GETTING REST WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 1-5,5c IS THERE SOMETHING ABOUT GETTING REST WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 1-5,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "GET REST" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 1-5,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "GET REST"? \_\_\_\_\_
- 1-5,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "GET REST"? \_\_\_\_\_
- 1-5,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "GET REST"? \_\_\_\_\_
- 1-5,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "GET REST"? \_\_\_\_\_
- 1-5,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 1-5,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 1-5,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT GETTING REST WAS A GOOD THING? \_\_\_\_\_
- 1-5,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 1-5,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 1-5,9 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING REST? \_\_\_\_\_
- 1-5,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO GET REST? \_\_\_\_\_

**PRECEPT 2: BE TEMPERATE**

- 2,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 2,3 (Omitted)
- 2,4 (Omitted)
- 2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING TEMPERATE WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING TEMPERATE WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 2,5c IS THERE SOMETHING ABOUT BEING TEMPERATE WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE TEMPERATE" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE TEMPERATE"? \_\_\_\_\_
- 2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"? \_\_\_\_\_
- 2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"? \_\_\_\_\_
- 2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"? \_\_\_\_\_
- 2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING TEMPERATE WAS A GOOD THING? \_\_\_\_\_
- 2,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 2,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING TEMPERATE? \_\_\_\_\_

2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE TEMPERATE? \_\_\_\_\_

**PRECEPT 2-1: DO NOT TAKE HARMFUL DRUGS**

2-1,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

2-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_

2-1,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_

2-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_

2-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING HARMFUL DRUGS WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_

2-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING HARMFUL DRUGS WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_

2-1,5c IS THERE SOMETHING ABOUT TAKING HARMFUL DRUGS WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_

2-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TAKE HARMFUL DRUGS" THAT YOU HAD NO USE FOR? \_\_\_\_\_

2-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"? \_\_\_\_\_

2-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"? \_\_\_\_\_

2-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"? \_\_\_\_\_

2-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"? \_\_\_\_\_

2-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_

2-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_

2-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT TAKING HARMFUL DRUGS WAS A GOOD THING? \_\_\_\_\_

2-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_

2-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_

ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_

- 2-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT TAKING HARMFUL DRUGS? \_\_\_\_\_
- 2-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TAKE HARMFUL DRUGS? \_\_\_\_\_

**PRECEPT 2-2: DO NOT TAKE ALCOHOL TO EXCESS**

- 2-2,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 2-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 2-2,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 2-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 2-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING ALCOHOL TO EXCESS WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 2-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING ALCOHOL TO EXCESS WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 2-2,5c IS THERE SOMETHING ABOUT TAKING ALCOHOL TO EXCESS WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 2-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 2-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"? \_\_\_\_\_
- 2-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"? \_\_\_\_\_
- 2-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"? \_\_\_\_\_
- 2-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"? \_\_\_\_\_
- 2-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 2-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 2-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT TAKING ALCOHOL TO EXCESS WAS A GOOD THING? \_\_\_\_\_

- 2-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 2-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name)  
AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name)  
AND YOURSELF? \_\_\_\_\_
- 2-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT  
TAKING ALCOHOL TO EXCESS? \_\_\_\_\_
- 2-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT  
GETTING SOMEONE ELSE TO NOT TAKE ALCOHOL  
TO EXCESS? \_\_\_\_\_

**PRECEPT 3: DON'T BE PROMISCUOUS**

- 3,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 3,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 3,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 3,5a IS THERE ANYTHING YOU HAVE RUN ACROSS  
ABOUT BEING PROMISCUOUS WHICH YOU  
COULDN'T THINK WITH? \_\_\_\_\_
- 3,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED  
ABOUT BEING PROMISCUOUS WHICH DIDN'T  
SEEM TO ADD UP? \_\_\_\_\_
- 3,5c IS THERE SOMETHING ABOUT BEING  
PROMISCUOUS WHICH NEVER MADE ANY SENSE  
TO YOU? \_\_\_\_\_
- 3,5d DID YOU COME ACROSS ANY DATA ON THE  
PRECEPT "DON'T BE PROMISCUOUS" THAT YOU  
HAD NO USE FOR? \_\_\_\_\_
- 3,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT  
UNNECESSARY FOR YOU TO FOLLOW THE  
PRECEPT "DON'T BE PROMISCUOUS"? \_\_\_\_\_
- 3,6 HOW HAVE OTHERS TRANSGRESSED AGAINST  
THE PRECEPT "DON'T BE PROMISCUOUS"? \_\_\_\_\_
- 3,7 HOW HAVE YOU TRANSGRESSED AGAINST THE  
PRECEPT "DON'T BE PROMISCUOUS"? \_\_\_\_\_
- 3,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST  
WHO REALLY TRANSGRESSED AGAINST THE  
PRECEPT "DON'T BE PROMISCUOUS"? \_\_\_\_\_
- 3,8b CAN YOU RECALL AN EXACT MOMENT WHEN  
YOU OBSERVED (name) DOING THAT? \_\_\_\_\_

- 3,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 3,8d IS THERE ANY TIME WHEN YOU DECIDED THAT BEING PROMISCUOUS WAS A GOOD THING? \_\_\_\_\_
- 3,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 3,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 3,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT BEING PROMISCUOUS? \_\_\_\_\_
- 3,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT BE PROMISCUOUS? \_\_\_\_\_

**PRECEPT 3-1: BE FAITHFUL TO YOUR SEXUAL PARTNER**

- 3-1,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 3-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 3-1,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 3-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 3-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 3-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 3-1,5c IS THERE SOMETHING ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 3-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 3-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"? \_\_\_\_\_
- 3-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"? \_\_\_\_\_



- 3-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “BE FAITHFUL TO YOUR SEXUAL PARTNER”? \_\_\_\_\_
- 3-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “BE FAITHFUL TO YOUR SEXUAL PARTNER”? \_\_\_\_\_
- 3-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 3-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 3-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING FAITHFUL TO YOUR SEXUAL PARTNER WAS A GOOD THING? \_\_\_\_\_
- 3-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 3-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_  
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 3-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER? \_\_\_\_\_
- 3-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE FAITHFUL TO HIS OR HER SEXUAL PARTNER? \_\_\_\_\_

**PRECEPT 4: LOVE AND HELP CHILDREN**

- 4,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 4,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 4,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 4,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 4,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LOVING AND HELPING CHILDREN WHICH YOU COULDN’T THINK WITH? \_\_\_\_\_
- 4,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LOVING AND HELPING CHILDREN WHICH DIDN’T SEEM TO ADD UP? \_\_\_\_\_
- 4,5c IS THERE SOMETHING ABOUT LOVING AND HELPING CHILDREN WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 4,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT “LOVE AND HELP CHILDREN” THAT YOU HAD NO USE FOR? \_\_\_\_\_

- 4,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT “LOVE AND HELP CHILDREN”? \_\_\_\_\_
- 4,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT “LOVE AND HELP CHILDREN”? \_\_\_\_\_
- 4,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “LOVE AND HELP CHILDREN”? \_\_\_\_\_
- 4,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “LOVE AND HELP CHILDREN”? \_\_\_\_\_
- 4,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 4,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 4,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LOVING AND HELPING CHILDREN WAS A GOOD THING? \_\_\_\_\_
- 4,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 4,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 4,9 DO YOU HAVE ANY RESERVATIONS ABOUT LOVING AND HELPING CHILDREN? \_\_\_\_\_
- 4,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LOVE AND HELP CHILDREN? \_\_\_\_\_

**PRECEPT 5: HONOR AND HELP YOUR PARENTS**

- 5,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 5,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 5,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 5,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 5,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HONORING AND HELPING YOUR PARENTS WHICH YOU COULDN’T THINK WITH? \_\_\_\_\_
- 5,5b IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HONORING AND HELPING YOUR PARENTS WHICH DIDN’T SEEM TO ADD UP? \_\_\_\_\_

- 5,5c IS THERE SOMETHING ABOUT HONORING AND HELPING YOUR PARENTS WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 5,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT “HONOR AND HELP YOUR PARENTS” THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 5,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT “HONOR AND HELP YOUR PARENTS”? \_\_\_\_\_
- 5,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT “HONOR AND HELP YOUR PARENTS”? \_\_\_\_\_
- 5,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “HONOR AND HELP YOUR PARENTS”? \_\_\_\_\_
- 5,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “HONOR AND HELP YOUR PARENTS”? \_\_\_\_\_
- 5,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 5,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 5,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT HONORING AND HELPING YOUR PARENTS WAS A GOOD THING? \_\_\_\_\_
- 5,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 5,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 5,9 DO YOU HAVE ANY RESERVATIONS ABOUT HONORING AND HELPING YOUR PARENTS? \_\_\_\_\_
- 5,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO HONOR AND HELP HIS OR HER PARENTS? \_\_\_\_\_

**PRECEPT 6: SET A GOOD EXAMPLE**

- 6,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 6,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 6,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_

- 6,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 6,5a IS THERE ANYTHING YOU HAVE, RUN ACROSS ABOUT SETTING A GOOD EXAMPLE WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 6,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SETTING A GOOD EXAMPLE WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 6,5c IS THERE SOMETHING ABOUT SETTING A GOOD EXAMPLE WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 6,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SET A GOOD EXAMPLE" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 6,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SET A GOOD EXAMPLE"? \_\_\_\_\_
- 6,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"? \_\_\_\_\_
- 6,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"? \_\_\_\_\_
- 6,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"? \_\_\_\_\_
- 6,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 6,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 6,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SETTING A GOOD EXAMPLE WAS A GOOD THING? \_\_\_\_\_
- 6,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 6,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 6,9 DO YOU HAVE ANY RESERVATIONS ABOUT SETTING A GOOD EXAMPLE? \_\_\_\_\_
- 6,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SET A GOOD EXAMPLE? \_\_\_\_\_

**PRECEPT 7: SEEK TO LIVE WITH THE TRUTH**

- 7,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

- 7,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 7,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 7,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 7,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 7,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 7,5c IS THERE SOMETHING ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 7,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SEEK TO LIVE WITH THE TRUTH" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 7,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"? \_\_\_\_\_
- 7,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"? \_\_\_\_\_
- 7,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"? \_\_\_\_\_
- 7,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"? \_\_\_\_\_
- 7,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 7,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 7,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SEEKING TO LIVE WITH THE TRUTH WAS A GOOD THING? \_\_\_\_\_
- 7,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 7,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 7,9 DO YOU HAVE ANY RESERVATIONS ABOUT SEEKING TO LIVE WITH THE TRUTH? \_\_\_\_\_

7,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SEEK TO LIVE WITH THE TRUTH? \_\_\_\_\_

**PRECEPT 7-1: DO NOT TELL HARMFUL LIES**

7-1,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

7-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_

7-1,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_

7-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_

7-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TELLING HARMFUL LIES WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_

7-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TELLING HARMFUL, LIES WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_

7-1,5c IS THERE SOMETHING ABOUT "TELLING HARMFUL LIES" WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_

7-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TELL HARMFUL LIES" THAT YOU HAD NO USE FOR? \_\_\_\_\_

7-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TELL HARMFUL LIES"? \_\_\_\_\_

7-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"? \_\_\_\_\_

7-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"? \_\_\_\_\_

7-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"? \_\_\_\_\_

7-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_

7-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_

7-1,8d IS THERE, ANY TIME WHEN YOU DECIDED THAT TELLING HARMFUL LIES WAS A GOOD THING? \_\_\_\_\_

7-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_

- 7-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 7-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT TELLING HARMFUL LIES? \_\_\_\_\_
- 7-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TELL HARMFUL LIES? \_\_\_\_\_

**PRECEPT 7-2: DO NOT BEAR FALSE WITNESS**

- 7-2,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 7-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 7-2,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 7-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 7-2,5a IS THERE ANYTHING YOU HAVE REIN ACROSS ABOUT BEARING FALSE WITNESS WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 7-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEARING FALSE WITNESS WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 7-2,5c IS THERE SOMETHING ABOUT BEARING FALSE WITNESS WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 7-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT BEAR FALSE WITNESS" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 7-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT BEAR FALSE WITNESS"? \_\_\_\_\_
- 7-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"? \_\_\_\_\_
- 7-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"? \_\_\_\_\_
- 7-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"? \_\_\_\_\_
- 7-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 7-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_

- 7-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT BEARING FALSE WITNESS WAS A GOOD THING? \_\_\_\_\_
- 7-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 7-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 7-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT BEARING FALSE WITNESS? \_\_\_\_\_
- 7-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT BEAR FALSE WITNESS? \_\_\_\_\_

**PRECEPT 8: DO NOT MURDER**

- 8,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 8,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 8,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 8,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 8,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT MURDER WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 8,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT MURDER WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 8,5c IS THERE SOMETHING ABOUT MURDER WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 8,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT MURDER" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 8,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT MURDER"? \_\_\_\_\_
- 8,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"? \_\_\_\_\_
- 8,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"? \_\_\_\_\_
- 8,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"? \_\_\_\_\_
- 8,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_



- 8,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 8,8d IS THERE ANY TIME WHEN YOU DECIDED THAT MURDER WAS A GOOD THING? \_\_\_\_\_
- 8,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 8,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 8,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT MURDERING? \_\_\_\_\_
- 8,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT MURDER? \_\_\_\_\_

**PRECEPT 9: DON'T DO ANYTHING ILLEGAL**

- 9,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 9,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 9,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 9,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 9,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT DOING ILLEGAL THINGS WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 9,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT DOING ILLEGAL THINGS WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 9,5c IS THERE SOMETHING ABOUT DOING ILLEGAL THINGS WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 9,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DON'T DO ANYTHING ILLEGAL" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 9,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DON'T DO ANYTHING ILLEGAL"? \_\_\_\_\_
- 9,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DON'T DO ANYTHING ILLEGAL"? \_\_\_\_\_
- 9,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DON'T DO ANYTHING ILLEGAL"? \_\_\_\_\_

- 9,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “DON’T DO ANYTHING ILLEGAL”? \_\_\_\_\_
- 9,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 9,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 9,8d IS THERE ANY TIME WHEN YOU DECIDED THAT DOING ILLEGAL THINGS WAS A GOOD THING? \_\_\_\_\_
- 9,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 9,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 9,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT DOING ANYTHING ILLEGAL? \_\_\_\_\_
- 9,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT DO ANYTHING ILLEGAL? \_\_\_\_\_

**PRECEPT 10: SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE**

- 10,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 10,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 10,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 10,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 10,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH YOU COULDN’T THINK WITH? \_\_\_\_\_
- 10,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH DIDN’T SEEM TO ADD UP? \_\_\_\_\_
- 10,5c IS THERE SOMETHING ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 10,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT “SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE” THAT YOU HAD NO USE FOR? \_\_\_\_\_

- 10,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT “SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE”? \_\_\_\_\_
- 10,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT “SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE”? \_\_\_\_\_
- 10,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE”? \_\_\_\_\_
- 10,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE”? \_\_\_\_\_
- 10,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 10,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 10,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WAS A GOOD THING? \_\_\_\_\_
- 10,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 10,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 10,9 DO YOU HAVE ANY RESERVATIONS ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE? \_\_\_\_\_
- 10,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE? \_\_\_\_\_

**PRECEPT 11: DO NOT HARM A PERSON OF GOOD WILL**

- 11,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 11,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 11,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 11,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 11,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HARMING PERSONS OF GOOD WILL WHICH YOU COULDN’T THINK WITH? \_\_\_\_\_

- 11,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT HARMING PERSONS OF GOOD WILL WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 11,5c IS THERE SOMETHING ABOUT HARMING PERSONS OF GOOD WILL WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 11,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT HARM A PERSON OF GOOD WILL" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 11,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL" ? \_\_\_\_\_
- 11,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL" ? \_\_\_\_\_
- 11,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL" ? \_\_\_\_\_
- 11,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM A PERSON OF GOOD WILL" ? \_\_\_\_\_
- 11,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 11,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 11,8d IS THERE ANY TIME WHEN YOU DECIDED THAT HARMING A PERSON OF GOOD WILL WAS A GOOD THING? \_\_\_\_\_
- 11,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 11,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 11,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT HARMING PERSONS OF GOOD WILL? \_\_\_\_\_
- 11,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT HARM PERSONS OF GOOD WILL? \_\_\_\_\_

**PRECEPT 12: SAFEGUARD AND IMPROVE YOUR ENVIRONMENT**

- 12,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

- 12,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 12,3 (OMITTED)
- 12,4 (OMITTED)
- 12,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 12,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 12,5c IS THERE SOMETHING ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 12,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 12,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"? \_\_\_\_\_
- 12,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"? \_\_\_\_\_
- 12,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"? \_\_\_\_\_
- 12,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"? \_\_\_\_\_
- 12,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 12,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 12,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WAS A GOOD THING? \_\_\_\_\_
- 12,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 12,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?  
  
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_

12,9 DO YOU HAVE ANY RESERVATIONS ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT? \_\_\_\_\_

12,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SAFEGUARD AND IMPROVE HIS OR HER ENVIRONMENT? \_\_\_\_\_

**PRECEPT 12-1: BE OF GOOD APPEARANCE**

12-1,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

12-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_

12-1,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_

12-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_

12-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING OF GOOD APPEARANCE WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_

12-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING OF GOOD APPEARANCE WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_

12-1,5c IS THERE SOMETHING ABOUT BEING OF GOOD APPEARANCE WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_

12-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE OF GOOD APPEARANCE" THAT YOU HAD NO USE FOR? \_\_\_\_\_

12-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE OF GOOD APPEARANCE"? \_\_\_\_\_

12-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"? \_\_\_\_\_

12-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"? \_\_\_\_\_

12-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"? \_\_\_\_\_

12-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_

12-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_

12-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING OF GOOD APPEARANCE WAS A GOOD THING? \_\_\_\_\_

- 12-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 12-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 12-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING OF GOOD APPEARANCE? \_\_\_\_\_
- 12-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE OF GOOD APPEARANCE? \_\_\_\_\_

**PRECEPT 12-2: TAKE CARE OF YOUR OWN AREA**

- 12-2,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 12-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 12-2,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 12-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 12-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING CARE OF YOUR OWN AREA WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 12-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING CARE OF YOUR OWN AREA WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 12-2,5c IS THERE SOMETHING ABOUT TAKING CARE OF YOUR OWN AREA WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 12-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "TAKE CARE OF YOUR OWN AREA" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 12-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU To FOLLOW THE PRECEPT "TAKE CARE OF YOUR OWN AREA"? \_\_\_\_\_
- 12-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"? \_\_\_\_\_
- 12-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"? \_\_\_\_\_
- 12-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"? \_\_\_\_\_
- 12-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_

- 12-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 12-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT TAKING CARE OF YOUR OWN AREA WAS A GOOD THING? \_\_\_\_\_
- 12-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 12-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 12-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT TAKING CARE OF YOUR OWN AREA? \_\_\_\_\_
- 12-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TAKE CARE OF HIS OR HER OWN AREA? \_\_\_\_\_

**PRECEPT 12-3: HELP TAKE CARE OF THE PLANET**

- 12-3,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 12-3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 12-3,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 12-3,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 12-3,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HELPING TAKE CARE OF THE PLANET WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 12-3,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT HELPING TAKE CARE OF THE PLANET WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 12-3,5c IS THERE SOMETHING ABOUT HELPING TAKE CARE OF THE PLANET WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 12-3,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "HELP TAKE CARE OF THE PLANET" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 12-3,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "HELP TAKE CARE OF THE PLANET"? \_\_\_\_\_
- 12-3,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"? \_\_\_\_\_
- 12-3,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"? \_\_\_\_\_



- 12-3,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"? \_\_\_\_\_
- 12-3,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 12-3,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 12-3,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT HELPING TAKE CARE OF THE PLANET WAS A GOOD THING? \_\_\_\_\_
- 12-3,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 12-3,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 12-3,9 DO YOU HAVE ANY RESERVATIONS ABOUT HELPING TAKE CARE OF THE PLANET? \_\_\_\_\_
- 12-3,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO HELP TAKE CARE OF THE PLANET? \_\_\_\_\_

**PRECEPT 13: DO NOT STEAL**

- 13,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 13,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 13,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 13,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 13,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT STEALING WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 13,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT STEALING WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 13,5c IS THERE SOMETHING ABOUT STEALING WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 13,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT STEAL" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 13,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT STEAL"? \_\_\_\_\_

- 13,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT “DO NOT STEAL”? \_\_\_\_\_
- 13,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “DO NOT STEAL”? \_\_\_\_\_
- 13,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “DO NOT STEAL”? \_\_\_\_\_
- 13,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 13,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 13,8d IS THERE ANY TIME WHEN YOU DECIDED THAT STEALING WAS A GOOD THING? \_\_\_\_\_
- 13,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 13,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 13,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT STEALING? \_\_\_\_\_
- 13,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT STEAL? \_\_\_\_\_

**PRECEPT 14: BE WORTHY OF TRUST**

- 14,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 14,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 14,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 14,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 14,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING WORTHY OF TRUST WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 14,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING WORTHY OF TRUST WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 14,5c IS THERE SOMETHING ABOUT BEING WORTHY OF TRUST WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 14,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT “BE WORTHY OF TRUST” THAT YOU HAD NO USE FOR? \_\_\_\_\_

- 14,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE WORTHY OF TRUST"? \_\_\_\_\_
- 14,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"? \_\_\_\_\_
- 14,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"? \_\_\_\_\_
- 14,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"? \_\_\_\_\_
- 14,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 14,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 14,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING WORTHY OF TRUST WAS A GOOD THING? \_\_\_\_\_
- 14,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 14,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 14,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING WORTHY OF TRUST? \_\_\_\_\_
- 14,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE WORTHY OF TRUST? \_\_\_\_\_

**PRECEPT 14-1: KEEP YOUR WORD ONCE GIVEN**

- 14-1,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 14-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 14-1,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 14-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 14-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT KEEPING YOUR WORD ONCE GIVEN WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 14-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT KEEPING YOUR WORD ONCE GIVEN WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 14-1,5c IS THERE SOMETHING ABOUT KEEPING YOUR WORD WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_

- 14-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT “KEEP YOUR WORD ONCE GIVEN” THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 14-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT “KEEP YOUR WORD ONCE GIVEN”? \_\_\_\_\_
- 14-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT “KEEP YOUR WORD ONCE GIVEN”? \_\_\_\_\_
- 14-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “KEEP YOUR WORD ONCE GIVEN”? \_\_\_\_\_
- 14-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “KEEP YOUR WORD ONCE GIVEN”? \_\_\_\_\_
- 14-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 14-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 14-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT KEEPING YOUR WORD ONCE GIVEN WAS A GOOD THING? \_\_\_\_\_
- 14-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 14-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 14-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT KEEPING YOUR WORD ONCE GIVEN? \_\_\_\_\_
- 14-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO KEEP HIS OR HER WORD ONCE GIVEN? \_\_\_\_\_

**PRECEPT 15: FULFILL YOUR OBLIGATIONS**

- 15, 1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 15,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 15,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 15,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 15,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT FULFILLING YOUR OBLIGATIONS WHICH YOU COULDN’T THINK WITH? \_\_\_\_\_

- 15,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT FULFILLING YOUR OBLIGATIONS WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 15,5c IS THERE SOMETHING ABOUT FULFILLING YOUR OBLIGATIONS WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 15,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "FULFILL YOUR OBLIGATIONS" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 15,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "FULFILL YOUR OBLIGATIONS"? \_\_\_\_\_
- 15,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"? \_\_\_\_\_
- 15,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"? \_\_\_\_\_
- 15,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"? \_\_\_\_\_
- 15,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 15,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 15,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT FULFILLING YOUR OBLIGATIONS WAS A GOOD THING? \_\_\_\_\_
- 15,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 15,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 15,9 DO YOU HAVE ANY RESERVATIONS ABOUT FULFILLING YOUR OBLIGATIONS? \_\_\_\_\_
- 15,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO FULFILL HIS OR HER OBLIGATIONS? \_\_\_\_\_

**PRECEPT 16: BE INDUSTRIOUS**

- 16,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 16,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_

- 16,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 16,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 16,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING INDUSTRIOUS WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 16,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING INDUSTRIOUS WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 16,5c IS THERE SOMETHING ABOUT BEING INDUSTRIOUS WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 16,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE INDUSTRIOUS" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 16,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE INDUSTRIOUS"? \_\_\_\_\_
- 16,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"? \_\_\_\_\_
- 16,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"? \_\_\_\_\_
- 16,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"? \_\_\_\_\_
- 16,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 16,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 16,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING INDUSTRIOUS WAS A GOOD THING? \_\_\_\_\_
- 16,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 16,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 16,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING INDUSTRIOUS? \_\_\_\_\_
- 16,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE INDUSTRIOUS? \_\_\_\_\_

**PRECEPT 17: BE COMPETENT**

- 17,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

- 17,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 17,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 17,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 17,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING COMPETENT WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 17,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING COMPETENT WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 17,5c IS THERE SOMETHING ABOUT BEING COMPETENT WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 17,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE COMPETENT" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 17,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE COMPETENT"? \_\_\_\_\_
- 17,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"? \_\_\_\_\_
- 17,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"? \_\_\_\_\_
- 17,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"? \_\_\_\_\_
- 17,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 17,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 17,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING COMPETENT WAS A GOOD THING? \_\_\_\_\_
- 17,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 17,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 17,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING COMPETENT? \_\_\_\_\_
- 17,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE COMPETENT? \_\_\_\_\_

**PRECEPT 17-1: LOOK**

- 17-1,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 17-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 17-1,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 17-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 17-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 17-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 17-1,5c IS THERE SOMETHING ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 17-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "LOOK" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 17-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "LOOK"? \_\_\_\_\_
- 17-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "LOOK"? \_\_\_\_\_
- 17-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "LOOK"? \_\_\_\_\_
- 17-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "LOOK"? \_\_\_\_\_
- 17-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 17-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 17-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LOOKING WAS A GOOD THING? \_\_\_\_\_
- 17-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 17-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_  
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 17-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT LOOKING? \_\_\_\_\_



17-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LOOK? \_\_\_\_\_

**PRECEPT 17-2: LEARN**

17-2,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_

17-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_

17-2,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_

17-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_

NOTE: Commands 17-2,4a and 17-2,4b are special handling steps which are done if the pc reads on the first two sentences of precept 17-2: "Has there ever been an instance when another had some false data about you? Did it cause you trouble?" These special steps are also taken up if the pc becomes introverted or misemotional on reading these two sentences. As they are auditing questions, they are of course checked for read before running them.

17-2,4a DID YOU THINK OF AN INSTANCE WHEN ANOTHER HAD FALSE DATA ABOUT YOU? \_\_\_\_\_

(2WC, E/S to F/N. L1C if needed. )

17-2,4b IS THERE AN INSTANCE WHEN YOU MAY HAVE CAUSED ANOTHER TROUBLE BY GIVING FALSE DATA ABOUT HIM OR HER? \_\_\_\_\_

(2WC, E/S to F/N.)

17-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LEARNING WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_

17-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LEARNING WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_

17-2,5c IS THERE SOMETHING ABOUT LEARNING WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_

17-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "LEARN" THAT YOU HAD NO USE FOR? \_\_\_\_\_

17-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "LEARN"? \_\_\_\_\_

17-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "LEARN"? \_\_\_\_\_

17-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "LEARN"? \_\_\_\_\_

- 17-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “LEARN”? \_\_\_\_\_
- 17-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 17-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 17-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LEARNING WAS A GOOD THING? \_\_\_\_\_
- 17-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 17-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 17-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT LEARNING? \_\_\_\_\_
- 17-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LEARN? \_\_\_\_\_

**PRECEPT 17-3: PRACTICE**

- 17-3,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 17-3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 17-3,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 17-3,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 17-3,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT PRACTICING WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 17-3,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT PRACTICING WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 17-3,5c IS THERE SOMETHING ABOUT PRACTICING WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 17-3,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT “PRACTICE” THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 17-3,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT “PRACTICE”? \_\_\_\_\_

- 17-3,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"? \_\_\_\_\_
- 17-3,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"? \_\_\_\_\_
- 17-3,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"? \_\_\_\_\_
- 17-3,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 17-3,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 17-3,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT PRACTICING WAS A GOOD THING? \_\_\_\_\_
- 17-3,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 17-3,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 17-3,9 DO YOU HAVE ANY RESERVATIONS ABOUT PRACTICING? \_\_\_\_\_
- 17-3,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO PRACTICE? \_\_\_\_\_

**PRECEPT 18: RESPECT THE RELIGIOUS BELIEFS OF OTHERS**

- 18,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 18,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 18,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 18,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 18,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 18,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 18,5c IS THERE SOMETHING ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 18,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS" THAT YOU HAD NO USE FOR? \_\_\_\_\_

- 18,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT “RESPECT THE RELIGIOUS BELIEFS OF OTHERS”? \_\_\_\_\_
- 18,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT “RESPECT THE RELIGIOUS BELIEFS OF OTHERS”? \_\_\_\_\_
- 18,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT “RESPECT THE RELIGIOUS BELIEFS OF OTHERS”? \_\_\_\_\_
- 18,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT “RESPECT THE RELIGIOUS BELIEFS OF OTHERS”? \_\_\_\_\_
- 18,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 18,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 18,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WAS A GOOD THING? \_\_\_\_\_
- 18,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 18,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 18,9 DO YOU HAVE ANY RESERVATIONS ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS? \_\_\_\_\_
- 18,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO RESPECT THE RELIGIOUS BELIEFS OF OTHERS? \_\_\_\_\_

**PRECEPT 19: TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU**

- 19,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 19,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 19,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 19,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_

- 19,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 19,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 19,5c IS THERE SOMETHING ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 19,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 19,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?
- 19,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?
- 19,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?
- 19,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?
- 19,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_
- 19,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 19,8d IS THERE ANY TIME WHEN YOU DECIDED THAT DOING THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WAS A GOOD THING? \_\_\_\_\_
- 19,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 19,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?  
  
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_

- 19,9 DO YOU HAVE ANY RESERVATIONS ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU? \_\_\_\_\_
- 19,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TRY NOT TO DO THINGS TO OTHERS THAT HE WOULD NOT LIKE OTHERS TO DO TO HIM? \_\_\_\_\_

**PRECEPT 20: TRY TO TREAT OTHERS AS YOU WOULD WANT THEM TO TREAT YOU**

- 20,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 20,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 20,3 Due to the length of the text of this precept, the Word Clearing of the text is done by having the pc read over one section or part of the text, and then checking for Mis-U's in that part. Each of the virtues is taken up and word cleared individually.
- 20,4 (omitted)
- 20,5 Get the pc to imagine being treated by others according to each virtue in turn. One simply has the pc imagine each, then tell you how he imagined it. If the pc has some charge on a virtue, handle it with 2WC. Each virtue should F/N on the pc imagining being treated that way.  
 "CAN YOU IMAGINE BEING TREATED \_\_\_\_\_"  
 "TELL ME HOW YOU IMAGINED IT" (unless pc has already told you).

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| 5a. justly?                  | _____ | 5k. with forgiveness?   | _____ |
| 5b. with loyalty?            | _____ | 5l. benevolently?       | _____ |
| 5c. with good sportsmanship? | _____ | 5m. with belief in you? | _____ |
| 5d. fairly?                  | _____ | 5n. with respect?       | _____ |
| 5e. honestly?                | _____ | 5o. politely?           | _____ |
| 5f. with kindness?           | _____ | 5p. with dignity?       | _____ |
| 5g. considerately?           | _____ | 5q. with admiration?    | _____ |
| 5h. with compassion?         | _____ | 5r. with appreciation?  | _____ |
| 5i. with self-control?       | _____ | 5s. with friendliness?  | _____ |
| 5j. with tolerance?          | _____ | 5t. with love?          | _____ |
|                              |       | 5u. with integrity?     | _____ |

- 20,6 Get the pc to imagine treating another in that fashion. (This is handled the same way as 20,5.) "CAN YOU IMAGINE TREATING ANOTHER AND OTHERS " "TELL ME HOW YOU IMAGINED DOING IT."
- |                              |       |                        |       |
|------------------------------|-------|------------------------|-------|
| 6a. justly?                  | _____ | 6k. with forgiveness?  | _____ |
| 6b. with loyalty?            | _____ | 6l. benevolently?      | _____ |
| 6c. with good sportsmanship? | _____ | 6m. with belief?       | _____ |
| 6d. fairly?                  | _____ | 6n. with respect?      | _____ |
| 6e. honestly?                | _____ | 6o. politely?          | _____ |
| 6f. with kindness?           | _____ | 6p. with dignity?      | _____ |
| 6g. considerately?           | _____ | 6q. with admiration?   | _____ |
| 6h. with compassion?         | _____ | 6r. with appreciation? | _____ |
| 6i. with self-control?       | _____ | 6s. with friendliness? | _____ |
| 6j. with tolerance?          | _____ | 6t. with love?         | _____ |
|                              |       | 6u. with integrity?    | _____ |

- 20,7 HAVE THE PC REREAD THE PRECEPT (full text). \_\_\_\_\_
- 20,8 DO YOU HAVE ANY RESERVATIONS ABOUT TRYING TO TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU? \_\_\_\_\_
- 20,9 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING OTHERS TO TREAT YOU THE WAY THEY WOULD WANT TO BE TREATED? \_\_\_\_\_

**PRECEPT 21: FLOURISH AND PROSPER**

- 21,1 HAVE THE PC READ THE PRECEPT (aloud). \_\_\_\_\_
- 21,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. \_\_\_\_\_
- 21,3 HAVE THE PC READ THE SECTION (aloud). \_\_\_\_\_
- 21,4 CLEAR ANY MIS-U WORD IN THE SECTION. \_\_\_\_\_
- 21,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT FLOURISHING AND PROSPERING WHICH YOU COULDN'T THINK WITH? \_\_\_\_\_
- 21,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT FLOURISHING AND PROSPERING WHICH DIDN'T SEEM TO ADD UP? \_\_\_\_\_
- 21,5c IS THERE SOMETHING ABOUT FLOURISHING AND PROSPERING WHICH NEVER MADE ANY SENSE TO YOU? \_\_\_\_\_
- 21,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "FLOURISH AND PROSPER" THAT YOU HAD NO USE FOR? \_\_\_\_\_
- 21,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "FLOURISH AND PROSPER"? \_\_\_\_\_
- 21,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"? \_\_\_\_\_
- 21,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"? \_\_\_\_\_
- 21,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"? \_\_\_\_\_
- 21,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? \_\_\_\_\_

- 21,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? \_\_\_\_\_
- 21,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT FLOURISHING AND PROSPERING WAS A GOOD THING? \_\_\_\_\_
- 21,8e DID YOU EVER DO ANYTHING BAD TO (name)? \_\_\_\_\_
- 21,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? \_\_\_\_\_
- 21,9 DO YOU HAVE ANY RESERVATIONS ABOUT FLOURISHING AND PROSPERING? \_\_\_\_\_
- 21,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO FLOURISH AND PROSPER? \_\_\_\_\_

## **EPILOGUE**

- EP 1. HAVE THE PC READ THE EPILOGUE (aloud). \_\_\_\_\_
- EP 2. CLEAR UP ANY MIS-U WORD IN IT. \_\_\_\_\_
- EP 3. IS THERE ANYTHING IN THE EPILOGUE THAT YOU DISAGREE WITH? \_\_\_\_\_
- (Find out what it is and acknowledge it. Check for and handle any Mis-U words in the epilogue, then check for and handle any false data on it with standard False Data Stripping procedure. Once handled, have the pc read the epilogue again.)
- EP 4. DO YOU ANTICIPATE ANY DIFFICULTY IN APPLYING WHAT YOU READ IN THE EPILOGUE? \_\_\_\_\_
- (If so, 2WC to F/N. Flatten any incomplete precept that may come up.)
- EP 5. DO YOU HAVE ANY RESERVATIONS ABOUT FOLLOWING THE PRECEPTS OF The Way to Happiness? \_\_\_\_\_
- (If so, 2WC to F/N. If this does not fully handle, the RD is incomplete. Return the folder to the C/S who will C/S for any needed repair and completion of the RD.)



EP 6. DO YOU HAVE ANY RESERVATIONS ABOUT  
GETTING ANOTHER OR OTHERS TO FOLLOW THE  
PRECEPTS OF The Way to Happiness? \_\_\_\_\_

(If so, handle as in EP 5.)

EP 7. HOW DO YOUR LIFE AND FUTURE SEEM TO YOU  
NOW? \_\_\_\_\_

(Allow the pc to tell you. The pc should be VVGIs and  
F/Ning at this point. If this is not the case, handle any  
obvious out-rud or do an HRL, and get the folder to the  
C/S.)

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 JANUARY 1984

Remimeo  
HRD Checksheets  
HRD Auditors  
HRD C/Ses  
Qual Div Personnel

*Happiness Rundown Series 4-1*

**HRD PRECEPTS ASSESSMENT LIST**

*Refs:*

HCOB	17 Jan. 84	HRD Series 2 HAPPINESS RUNDOWN BASICS
HCOB	18 Jan. 84	HRD Series 3 HOW TO AUDIT THE HRD
HCOB	19 Jan. 84	HRD Series 4 HAPPINESS RUNDOWN COMMAND SHEETS

The following form is used when the Happiness Rundown is audited by the assessment method.

The list is assessed Method 5. The reading precepts and subprecepts are then handled in sequence, in order of the largest reading item first, then the next largest reading item, and so on.

Each reading item is handled using the basic 1-10 steps of the HRD procedure, per HCOB 17 Jan. 84, HRD Series 2, HAPPINESS RUNDOWN BASICS.

PC NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

AUDITOR: \_\_\_\_\_ ORG: \_\_\_\_\_

1. TAKE CARE OF YOURSELF. \_\_\_\_\_
- 1-1. GET CARE WHEN YOU ARE ILL. \_\_\_\_\_
- 1-2. KEEP YOUR BODY CLEAN. \_\_\_\_\_
- 1-3. PRESERVE YOUR TEETH. \_\_\_\_\_
- 1-4. EAT PROPERLY. \_\_\_\_\_
- 1-5. GET REST. \_\_\_\_\_
2. BE TEMPERATE. \_\_\_\_\_
- 2-1. DO NOT TAKE HARMFUL DRUGS. \_\_\_\_\_
- 2-2. DO NOT TAKE ALCOHOL TO EXCESS. \_\_\_\_\_

3. DON'T BE PROMISCUOUS. \_\_\_\_\_
- 3-1. BE FAITHFUL TO YOUR SEXUAL PARTNER. \_\_\_\_\_
4. LOVE AND HELP CHILDREN. \_\_\_\_\_
5. HONOR AND HELP YOUR PARENTS. \_\_\_\_\_
6. SET A GOOD EXAMPLE. \_\_\_\_\_
7. SEEK TO LIVE WITH THE TRUTH. \_\_\_\_\_
- 7-1. DO NOT TELL HARMFUL LIES. \_\_\_\_\_
- 7-2. DO NOT BEAR FALSE WITNESS. \_\_\_\_\_
8. DO NOT MURDER. \_\_\_\_\_
9. DON'T DO ANYTHING ILLEGAL. \_\_\_\_\_
10. SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE. \_\_\_\_\_
11. DO NOT HARM A PERSON OF GOODWILL. \_\_\_\_\_
12. SAFEGUARD AND IMPROVE YOUR ENVIRONMENT. \_\_\_\_\_
- 12-1. BE OF GOOD APPEARANCE. \_\_\_\_\_
- 12-2. TAKE CARE OF YOUR OWN AREA. \_\_\_\_\_
- 12-3. HELP TAKE CARE OF THE PLANET. \_\_\_\_\_
13. DO NOT STEAL. \_\_\_\_\_
14. BE WORTHY OF TRUST. \_\_\_\_\_
- 14-1. KEEP YOUR WORD ONCE GIVEN. \_\_\_\_\_
15. FULFILL YOUR OBLIGATIONS. \_\_\_\_\_
16. BE INDUSTRIOUS. \_\_\_\_\_
17. BE COMPETENT. \_\_\_\_\_
- 17-1. LOOK. \_\_\_\_\_
- 17-2. LEARN. \_\_\_\_\_
- 17-3. PRACTICE. \_\_\_\_\_
18. RESPECT THE RELIGIOUS BELIEFS OF OTHERS. \_\_\_\_\_

19. TRY NOT TO DO THINGS TO OTHERS THAT YOU  
WOULD NOT LIKE THEM TO DO TO YOU. \_\_\_\_\_
20. TRY TO TREAT OTHERS AS YOU WOULD WANT  
THEM TO TREAT YOU. \_\_\_\_\_
21. FLOURISH AND PROSPER. \_\_\_\_\_

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1984R

REVISED 20 JULY 1988

Remimeo  
HRD Checksheets  
HRD Auditors  
HRD C/S  
Qual Div Personnel

*Happiness Rundown Series 5R*

**HAPPINESS RUNDOWN REPAIR LIST (HRL)**

This correction list is used to repair auditing errors on the Happiness Rundown.

The list may be assessed Method 3 or Method 5. (Refs: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

- 
1. DID YOU GO EXTERIOR? \_\_\_\_\_  
(Indicate and handle per Int Series HCOBs, or turn the pc over to an auditor classed to do so.)
  2. LIST ERROR? \_\_\_\_\_  
(Find out what list, and repair it with an L4BRA.)
  3. IS THERE AN ARC BREAK? \_\_\_\_\_  
(Get what it is and handle with ARCU CDEINR, E/S to F/N.)
  4. DID YOU GET UPSET DURING A SESSION? \_\_\_\_\_  
(Get what it is and handle with ARCU CDEINR, E/S to F/N.)
  5. WAS THERE AN UPSET IN LIFE BETWEEN SESSIONS? \_\_\_\_\_  
(Get what it is and handle with ARCU CDEINR, E/S to F/N.)
  6. IS THERE A PROBLEM? \_\_\_\_\_  
(Get what it is and handle with E/S to F/N.)
  7. IS THERE SOMETHING YOU'RE WORRIED ABOUT? \_\_\_\_\_  
(Get what it is and handle with E/S to F/N.)
  8. WAS A WITHHOLD MISSED? \_\_\_\_\_  
(Pull it with standard M/W/H handling procedure, E/S to F/N.)
  9. IS THERE SOMETHING YOU HAVEN'T TOLD ME? \_\_\_\_\_  
(Pull it with standard M/W/H handling procedure, E/S to F/N.)

10. IS THERE SOMETHING THAT YOU DIDN'T TELL YOUR AUDITOR?  
(Pull it with standard M/W/H handling procedure, E/S to F/N.) \_\_\_\_\_
11. HAS THERE BEEN SOME WORD OR COMMAND YOU HAVEN'T UNDERSTOOD?  
(Find and clear the misunderstood words to F/N.) \_\_\_\_\_
12. WERE YOU PROTESTING?  
(2WC E/S to F/N.) \_\_\_\_\_
13. HAS THERE BEEN ANY EVALUATION?  
(2WC E/S to F/N.) \_\_\_\_\_
14. HAS THERE BEEN ANY INVALIDATION OF YOUR GAINS?  
(2WC E/S to F/N.) \_\_\_\_\_
15. HAS THERE BEEN ANY INVALIDATION OF THE HAPPINESS RUNDOWN?  
(2WC E/S to F/N.) \_\_\_\_\_
16. WAS AN F/N OVERRUN?  
(Find out which question or action was overrun past F/N and indicate. If no F/N, rehab to F/N.) \_\_\_\_\_
17. WAS AN F/N MISSED?  
(Find out which question or action was overrun past F/N and indicate. If no F/N, rehab to F/N.) \_\_\_\_\_
18. WERE YOU RUN PAST A COGNITION ON A PRECEPT?  
(Indicate, and rehab to F/N.) \_\_\_\_\_
19. WERE YOU RUN ON AN UNCHARGED QUESTION?  
(Find out which question and indicate that the auditor missed that it didn't read. If no F/N, take it E/S to F/N.) \_\_\_\_\_
20. WAS A FALSE READ TAKEN UP?  
(Find out which question this occurred on and indicate. If no F/N, take the false read E/S to F/N.) \_\_\_\_\_
21. WAS A QUESTION LEFT UNFLAT?  
(Find out which question and flatten it.) \_\_\_\_\_
22. WAS A PERSON LEFT UNFLAT?  
(Find which person and which precept and handle using steps 8b-8f of the HRD procedure.) \_\_\_\_\_
23. WAS A PRECEPT LEFT UNFLAT?  
(Find out which precept and handle using HRD steps 1-10. If pc does not know which precept it is, HRD assessment method may be used.) \_\_\_\_\_

24. WAS SOMETHING LEFT UNFLAT? \_\_\_\_\_  
(Find out which question or action was left unflat and flatten it. HRD assessment method procedure may be used if meter is reading on “a precept was left unflat” but pc does not know which precept it is.)
25. WAS A READ MISSED? \_\_\_\_\_  
(Find out which question or action the read was missed on and run and flatten it.)
26. WAS A CHARGED QUESTION NOT RUN? \_\_\_\_\_  
(Find which question and run it.)
27. DO YOU HAVE ATTENTION ON A PRECEPT THAT HASN’T BEEN TAKEN UP YET? \_\_\_\_\_  
(Get which precept or precepts and handle with HRD procedure.)
28. WAS THERE A COGNITION YOU DIDN’T MENTION? \_\_\_\_\_  
(Get the pc to tell you, and acknowledge it. If no F/N, rehab it. It may have occurred in or out of session.)
29. WAS A COGNITION NOT ACCEPTED? \_\_\_\_\_  
(Find what cognition, and acknowledge it. If no F/N, rehab it.)
30. DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE SAYING? \_\_\_\_\_  
(Indicate, and handle E/S to F/N.)
31. WAS AN EARLIER AUDITING ERROR RESTIMULATED? \_\_\_\_\_  
(Get what it was and handle with the appropriate correction list, or an LIC “In session . . .”)
32. HAS ANYONE ELSE BEEN AUDITING YOU DURING THE HAPPINESS RUNDOWN? \_\_\_\_\_  
(2WC to find out who was auditing the pc, and on what. If no F/N, handle with the appropriate correction list. Note data for the C/S.)
33. HAS ANYONE DONE SOME OTHER FORM OF CASE ACTION ON YOU DURING THE HAPPINESS RUNDOWN? \_\_\_\_\_  
(2WC to find out what case action has been done. If no F/N, handle with the appropriate correction list. Note data for C/S.)
34. WAS THE HAPPINESS RUNDOWN INTERRUPTED? \_\_\_\_\_  
(Indicate. If no F/N, take it E/S to F/N.)
35. HAVE YOU BEEN DOING ANY OTHER PRACTICE BETWEEN SESSIONS? \_\_\_\_\_  
(2WC E/S to F/N. Note for C/S.)

36. HAVE YOU TAKEN ANY DRUGS, MEDICINE OR ALCOHOL DURING THE HAPPINESS RUNDOWN?  
(2WC E/S to F/N. Note what the pc took and any reads for future drug handlings.) \_\_\_\_\_
- (Note to C/S: If the pc is ill, see that proper medical treatment is obtained and assists done as needed, then complete the HRD.)
37. DURING THE HAPPINESS RUNDOWN IS THERE ANYTHING YOU HAVE DECIDED?  
(2WC E/S to F/N.) \_\_\_\_\_
38. CONCERNING THE HAPPINESS RUNDOWN, DO YOU HAVE ANY CONSIDERATIONS?  
(2WC E/S to F/N.) \_\_\_\_\_
39. HAVE YOU THOUGHT OF A TRANSGRESSION YOU DON'T DARE MENTION?  
(Pull it with standard M/W/H handling procedure, E/S to F/N.) \_\_\_\_\_
40. ARE YOU AFRAID YOU'LL GET IN TROUBLE IF SOMETHING IS FOUND OUT?  
(Pull it with standard M/W/H handling procedure, E/S to F/N.) \_\_\_\_\_
41. HAS AN OVERT BEEN RESTIMULATED?  
(Pull it, E/S to F/N.) \_\_\_\_\_
42. IS THERE SOME PRECEPT THAT YOU FEEL INCLINED TO TRANSGRESS AGAINST?  
(Find out when he transgressed against the precept and continue with steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.) \_\_\_\_\_
43. IS THERE SOME PRECEPT THAT YOU HAVE TO RESTRAIN YOURSELF FROM TRANSGRESSING AGAINST?  
(Find out when he transgressed against the precept and continue with steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.) \_\_\_\_\_
44. IS THERE SOME PRECEPT YOU DO NOT INTEND TO KEEP?  
(Find out when he transgressed against the precept and continue with steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.) \_\_\_\_\_



45. IS THERE SOME PRECEPT THAT YOU FEEL YOU WOULDN'T GET OTHERS TO KEEP? \_\_\_\_\_  
 (Find out what precept and when he himself transgressed against that precept, and continue with steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)
46. DO YOU HAVE SOME GOAL OR PURPOSE THAT CONFLICTS WITH KEEPING *THE WAY TO HAPPINESS* PRECEPTS? \_\_\_\_\_  
 (Handle the goal or purpose with steps C-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)
47. DO YOU HAVE A HARMFUL INTENTION CONCERNING *A WAY TO HAPPINESS* PRECEPT? \_\_\_\_\_  
 (Handle the harmful intention with steps C-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)
48. ON THE HAPPINESS RUNDOWN, WAS AN EVIL PURPOSE RESTIMULATED? \_\_\_\_\_  
 (Handle the evil purpose with steps C-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)
49. ON THE HAPPINESS RUNDOWN, WAS AN INTENTION TO SUCCUMB RESTIMULATED? \_\_\_\_\_  
 (Handle the intention with steps C-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)
50. WAS THERE NOTHING WRONG IN THE FIRST PLACE? \_\_\_\_\_  
 (Indicate, and handle E/S to F/N.)
51. IS SOMETHING ELSE WRONG? \_\_\_\_\_  
 (Get what and handle, or get the data to the C/S.)

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Revision assisted by  
 LRH Technical Research  
 and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1984RA

REVISED 27 JUNE 1989

Remimeo  
HRD C/Ses  
HRD Auditors  
Qual Div Personnel

*Happiness Rundown Series 6RA*

**C/Sing THE HAPPINESS RUNDOWN**

<i>Refs:</i>		
HCOB	18 Jan. 84	HRD Series 3 HOW TO AUDIT THE HRD
HCOB	17 Jan. 84	HRD Series 2 HAPPINESS RUNDOWN BASICS
HCOB	13 Oct. 82	C/S Series 116 ETHICS AND THE C/S
HCOB	12 Nov. 81RC Rev. 1.7 .85	GRADE CHART STREAMLINED FOR LOWER GRADES
HCOB	28 Feb. 84	C/S Series 118 PRETENDED PTS
HCOB	27 Mar. 84	C/S Series 119 STALLED DIANETIC CLEAR: SOLVED

This HCOB takes up the points of technical expertise a C/S needs to successfully case supervise the Happiness Rundown.

**C/S QUALIFICATIONS**

In order to C/S the HRD, one must be a Class IV C/S and trained on the Happiness Rundown Auditor Course, with a Qual Okay to Audit the Happiness Rundown. Additionally, he must have passed a high-crime checkout on this issue.

**PROGRAMING**

The Happiness Rundown may be done before or after lower grades or before or after NED (provided that the pc does not go Clear on NED). It may also be delivered after OT III or after any completed level above OT III. The HRD should not be run on a pre-OT between Dianetic Clear and OT III, or between the start of New OT V and completion of New OT VIII, except where the pre-OT is moving slowly or is stalled; in such a case the HRD may be given as part of a program to get the person unstalled and moving up the Bridge again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED) It is most optimumly done after Objectives and before lower grades.

In most cases, a Purification Rundown and Objectives are required before beginning the Happiness Rundown. The only cases where this would not be needed are those in case category 4 of HCOB 12 Nov. 81RC, GRADE CHART STREAMLINED FOR LOWER GRADES: "OCA ALL IN THE UPPER HALF OF GRAPH. NO HEAVY DRUG HISTORY."

The HRD would not be begun on a pc in the middle of another major action or who had unhandled outnesses on his case. Such would be spotted in the folder study done by the C/S before programing a case onto this or any rundown and handled as per the C/S Series HCOBs and other basic C/S materials.

Once any needed setups are successfully completed, the rundown is simply begun, right from the top of the command sheets and carrying through the steps as laid out, one after the next. The auditing procedure is given in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HAPPINESS RUNDOWN and in the command sheets themselves.

## COMPLETION OF THE RUNDOWN

The rundown is complete when the pc realizes that he really is on the way to happiness. In the process of going through the rundown, the pc should have cleared up any confusions on the subject of morals, cleaned up any and all transgressions against the morals laid out in the booklet *The Way to Happiness* and come out of the valence of any immoral person he may have been in. There should actually be quite a roaring EP on the rundown—it is no minor matter to get these points cleared up, as they are the points where one went off the rails.

## HRD BUGS AND REMEDIES

The Happiness Rundown Repair List and its listed handlings are the primary tools used to clean up bugs that may arise with the HRD. There are additionally several handlings that an HRD C/S uses where needed:

### 1. Assessment Method

The assessment method of auditing the Happiness Rundown is done by doing an assessment of the precepts in the booklet *The Way to Happiness* and handling those that are reading using the steps of the HRD procedure. Use of the assessment method is part of the handling given for several of the questions on the Happiness Rundown Repair List. In these cases it is used to quickly locate precepts which are charged and in need of handling with the basic steps of the HRD procedure.

Another of the uses of the assessment method is given in the following section.

### 2. Rerunning the Rundown

If the end of the HRD command sheets has been reached without the full EP of the rundown having been achieved, an HRL should be assessed and handled to pick up any errors in the auditing. If in the course of this repair it becomes apparent that the EP of the rundown was achieved earlier, it can be rehabbed once any BPC or upset has been handled. If after the repair it is evident that the rundown is incomplete, it is simply redone using the assessment method, as something has been missed.

### 3. Drugs

You may encounter a pc whose drug case is heavily interfering with his ability to run on the HRD. The solution is to end off the HRD at a flat point and get the pc through whichever of the Drug Rundowns is appropriate to his case level. After the Drug Rundown, get the HRD auditing he has already had thoroughly repaired and then complete the rundown.

Such a case should not have been put onto the HRD in the first place, not being properly set up for the rundown. The unhandled drugs should have been spotted and adequately handled previously.

### 4. “Unreading” Prepared Lists or “Unreading” HRD Commands

If you get a report of “no reads” or get mostly false reads on an HRL (or other repair list), realize that you are looking at out-assessment TRs and/or out-metering. Also, if an auditor turns in a report showing all or many of the HRD commands to be “unreading,” realize that you are looking at a situation of out-TRs and/or out-metering.

Get that auditor cleaned up using HCOB 22 Apr. 80R, ASSESSMENT DRILLS and get the pc’s BPC properly located and handled. Don’t start puzzling or going unusual because a prepared list “doesn’t work.” (Ref: HCOB 6 Dec. 73, C/S Series 90, THE PRIMARY FAILURE)

Another indicator that an auditor’s metering is probably faulty is a pc who says that the things that have been taken up and handled in doing the rundown really don’t seem to be correct, wasn’t really interested in them, etc. The handling in such a case is again to get the auditor’s metering handled and an HRL assessed on the pc and its handlings done.

### 5. O/Ws or Evil Purposes

The Happiness Rundown Repair List includes questions that will detect a pc who has gotten plowed into an inability to free up on something on the HRD due to O/Ws or evil purposes. The instructions for handling these questions include use of False Purpose Rundown procedure, to be done by an FPRD Auditor.

If, after doing the HRL standardly, the pc is not then able to successfully run the HRD, he should be programed over onto False Purpose Rundown auditing and given the form or forms necessary to free him up from the restimulated O/Ws and evil purposes, and then returned to the Happiness Rundown.

## MIXING RUNDOWNS

Remember that the HRD is a specific rundown, with its own procedures and repairs. It is not to be mixed with other rundowns or have repairs intended for other rundowns or types of auditing applied to it. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS)

## SUMMARY

C/Sed and audited standardly, the Happiness Rundown is a powerful tool for use in creating a saner, happier environment. I count on HRD C/Ses to use this tool to the fullest.

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Revision assisted by  
LRH Technical Research  
and Compilations

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HCO BULLETIN OF 21 JANUARY 1984R  
REVISED 20 JULY 1988

Remimeo  
HRD Auditors  
HRD C/Ses  
HRD Checksheets  
All C/Ses in  
Advanced Orgs  
and Above  
Qual Personnel

*Happiness Rundown Series 7R*

**DELIVERY OF THE HAPPINESS RUNDOWN  
TO CLEARS AND OTs**

*Refs:*  
HCOB 28 Sept. 82 C/S Series 115  
MIXING RUNDOWNS AND REPAIRS  
HCOB 23 July 69 AUDITOR ASSIGNMENT POLICIES  
HCOB 15 Jan. 84 HAPPINESS RUNDOWN ADDITIVES  
HCOB 4 July 79 HANDLING CORRECTION LISTS ON OTs  
HCOB 27 Mar. 84 C/S Series 119  
STALLED DIANETIC CLEAR: SOLVED

*Modifies:*  
HCOB 23 Dec. 71RA C/S Series 73RA  
Rev. 1.7.85 THE NO-INTERFERENCE AREA  
CLARIFIED AND REENFORCED

The HRD should not be delivered between Dianetic Clear and completion of OT III, nor between the start of New OT V and completion of New OT VIII, except where the pre-OT is moving slowly or stalled and not moving up the Bridge. Such pre-OTs may be given the HRD as part of a program to get them unstalled and moving again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED)

In order to audit a Dianetic Clear or above, the auditor must be of the same case level as the pre-OT (or higher), fully qualified to audit persons of that case level, AND a trained and certified Happiness Rundown Auditor. The C/S must be fully trained and certified to C/S persons of the pre-OT's case level and an HRD C/S.

This means that New OT 1's and above may receive the HRD only at a Sea Org org which has the technical personnel and lines necessary to service them.

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HCO BULLETIN OF 23 JANUARY 1984

Remimeo  
CI III Auditors  
and Above  
All C/Ses  
NED Courses  
New CI VI Course

**DRUG RUNDOWNS AND RADIATION**

Radiation of different types (medical x-ray examinations, exposure on the job, watching TV, sunburn, etc.) is sometimes given by a pc in assessments for drugs, as something that has acted like a drug. If radiation comes up in this way and is reading, it may be preassessed or run.

The Scientology Drug Rundown and NED Drug Rundown are gauged to remove this-lifetime locks and the auditor should limit himself to this action in lower grades as there is much radiation in any pc's background. This does not forbid finding radiation incidents in NED or anything like that, but it does mean that an auditor shouldn't go plunging down the track just looking for radiation or he could wind up in a mess. Radiation is quite general.

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HCO BULLETIN OF 27 JANUARY 1984

Remimeo  
All Orgs  
Specialist FSM  
Hat Checksheet  
Supervisors  
SSO  
PES FSM I/C  
Qual Sec

**FSM BREAKTHROUGH**

**NEW FSM TRs—CONTROLLING A CONVERSATION**

*Refs:*

LRH ED	348 Int	RON'S JOURNAL 37
HCOB	16 Aug. 71R II	TRAINING DRILLS REMODERNIZED Rev. 5.7.78
HCO PL	23 Oct. 65	DISSEMINATION DRILL
HCO PL	26 Sept. 79RA II	SPECIALIST FSM HAT CHECKSHEET Rev. 27.1.84

These TRs have been specifically devised to teach the student to CONTROL A CONVERSATION.

All one is teaching here is TOTAL CONTROL of a conversation. One can see that the target is not to fight with public or SPs, but simply to control and guide the conversation where one wants it to go.

These drills are a superior technical development that the Greeks, in their science of argumentation, would have been proud of. They are superior drills in controlling conversations, whether hostile or otherwise.

The drills may be done by any FSM or Scientologist and are the drills called for in HCO PL 26 Sept. 79RA II, SPECIALIST FSM HAT CHECKSHEET.

These FSM TRs in no way excuse a person from attending a regular TRs course and/or Success Through Communication Course and are not a substitute for regular TRs but are a special application of them. A regular TRs course is not a prerequisite to FSM TRs even though they would help enormously. Nothing in this changes any data in other HCOBs regarding TRs or substitutes for any other HCOB on TRs.

The book *What Is Scientology?* is used throughout the TRs.

1. *OT TR 0*— Done per HCOB 16 Aug. 71R II.

*PURPOSE:* To train the student to be there comfortably and confront another person. The idea is to get the student able to BE there comfortably, in a position three feet in front of another person, to BE there and not to do anything else but BE there.



*METHOD:* Student and coach sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is NO twitching, moving, confronting with a body part, “system” or vias used to confront or anything else added to BE there. One will usually see redness, blackness or an area of the room when one’s eyes are closed. BE THERE COMFORTABLY AND CONFRONT.

2. *FSM TR 0— CONFRONTING OR NOT CONFRONTING BY CHOICE* (Ref: HCOB 16 Aug. 71R II)

- A. *PURPOSE:* To train the student to confront another person who is manifesting various levels of the Tone Scale.

*METHOD:* Coach uses different Tone Scale levels physically (silently) as he sits opposite the student. The student confronts the coach’s various manifestations of the Tone Scale levels until he can do it comfortably.

- B. *PURPOSE:* To teach the student that he has a choice of confronting or not confronting various Tone Scale levels and to train him in not confronting *by choice*.

*METHOD:* Student and coach in same position as in above TR, coach continues to show various Tone Scale manifestations. The student now nonconfronts (by choice) the coach’s various manifestations. This is done until the student can do this drill comfortably. One way to nonconfront by choice is to walk away.

3. *FSM TR 0 BULLBAIT— CONFRONTING OR NOT CONFRONTING BY CHOICE BULLBAITED.* (Ref: HCOB 16 Aug. 71R II)

- A. *PURPOSE:* To train the student to confront another person who is pushing his buttons. The whole idea is for the student to sit there comfortably without being thrown off, distracted or reacting in any way to what the coach says or does.

*METHOD:* Coach, in this drill, must push the student’s buttons and can do anything except leave his chair. The student must BE there comfortably and not be distracted.

- B. *PURPOSE:* To teach the student that he has a choice of confronting or not confronting someone pushing his buttons and to train him in not confronting *by choice*.

*METHOD:* Coach pushes the student’s buttons and can do anything except leave his chair. The student nonconfronts (by choice) the coach’s actions. This is done until he can successfully nonconfront the coach at his own choice.

4. *FSM TR 1— DELIVERING A COMMUNICATION.*

*PURPOSE:* To train the student to deliver a communication about Scientology to another without flinching or trying to overwhelm or using a via.

*METHOD:* Student uses the answers section of the book *What Is Scientology?* to get something across to the coach, asking a question or making a statement. Coach answers easily as per normal TR 1.

5. *FSM TR 2*—ANSWERING OR NOT ANSWERING QUESTIONS BY CHOICE.

- A. *PURPOSE:* To teach the student to fully answer a question to the satisfaction of the coach.

*METHOD:* Student and coach must both have a copy of *What Is Scientology?* and must both be at the same page. Coach asks a question and the student must answer out of *What Is Scientology?* without flustering or being unsure. The coach flunks when he does not feel his question has been fully answered.

- B. *PURPOSE:* To teach the student to take off the line of questioning, by choice, questions he does not want to answer.

*METHOD:* Coach asks a question and the student “answers” in such a way as to take it off that line of questioning and onto something else (BY CHOICE). Coach flunks when student cannot successfully steer the line of questioning.

6. *FSM TR 3*— GETTING THE QUESTION ANSWERED.

*PURPOSE:* To teach the student to get his questions answered no matter what the circumstances are.

*METHOD:* Student uses data from *What Is Scientology?* (or asks something like, “Have you read the book *Dianetics: The Modern Science of Mental Health?*”). Coach refuses to answer—either by remaining silent, being antagonistic or stating, “I don’t want to talk to you.” Student must handle and get his question *answered*.

7. *FSM TR 4*— CONTROLLING CONVERSATIONS BY HANDLING ORIGINATIONS.

- A. *PURPOSE:* To train the student to fully handle an antago or critical remark or statement and get the conversation back on the tracks.

*METHOD:* Student uses data from *What Is Scientology?* (questions and statements) and starts up a discussion. Coach goes along with it but in the middle of the discussion throws in a critical or antago comment or question. Student must handle it smoothly and get it acknowledged and get the discussion back on the tracks.

- B. *PURPOSE:* To train the student to handle the critical or antago question or comment and then steer the conversation onto some other subject (using *What Is Scientology?*) of the student’s choice, as in FSM TR 2B.

*METHOD:* Student uses data from *What Is Scientology?* (questions and statements) and starts up a discussion. Coach goes along with it but in the middle of the discussion throws in a critical or antago comment or question. The student must acknowledge and handle it per TR 4 and must steer the conversation onto some other subject (using *What Is Scientology?*) of the student's choice as in FSM TR 2B.

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Compilation assisted by  
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*Art Series 11*

**HOW TO VIEW ART**

There is a skill needed by anyone engaging in any of the fields of the arts, including writing, music, painting, editing of films, mixing—in other words, across the boards.

It is the ability or skill, native or acquired, to view any piece of work in a new unit of time each time one views it. One has to be able to sweep aside all past considerations concerning any piece of work which has been changed or is under handling and see it or hear it in a brand-new unit of time as though he had never heard of it before.

By doing this, he actually sees or hears exactly what is in front of him, not his past considerations concerning it.

The skill consists solely of being able to see or hear in a new unit of time as though one had never seen or heard the work before.

Only in this way can one actually grasp exactly what he now has before him. When he does not do this, he is viewing or hearing, in part, what he saw or heard before in memory and this gets confused with what it now is.

If one can do this, he can wind up with stellar presentations. But all too often, when he doesn't do this, he winds up with hash.

Some painters, for instance, will redo and redo and redo a painting up to an inch thick of paint when, possibly, several of those redos were quite acceptable. But he continued to try to correct the first impressions which were no longer there. By not viewing his painting in a new unit of time as though he had never seen it before, he cannot actually get a correct impression of what is in front of him.

Some painters or illustrators have a trick by which to do this. They look at their painting via a mirror. Because it is now backwards, they can see it newly.

There is another trick of looking at a painting with a reducing glass (like looking at a view through the wrong end of a telescope) to reduce the painting to the presentation size it will eventually have, let us say, on a printed page. It is quite remarkable that this reduction actually does change the appearance of it markedly. But at the same time, a small painting, enlarged, can be absolutely startling enlarged when it did not look good at all small. But this is actually change of format, not viewing in a new instant of time. The additional skill of viewing something in a new instant of time is also vital.

When anyone engaged in any of the arts in any field has not acquired this skill, he never really knows when he has arrived at the point of completion. And he can often get a distorted opinion of a piece of work which does not any longer merit it.

## AUDIENCES

There is another skill which is also acquired in the field of seeing or hearing. This is being able to assume the viewpoint of the audience for which the work is intended.

There are certain areas which pretend to teach various arts, while actually covertly trying to wreck the future of the student, which stress “self-satisfaction” as the highest possible goal of engaging in any work related to any of the arts. There is, it is true, a considerable self-satisfaction in producing a good piece of work. But to profess that one works in these fields for his own self-satisfaction is to overstress the first dynamic to such a point that the work of the artist or technician then fails miserably. It is actually pure balderdash and a sort of a weak limping apology for not being successful to say that one works for his own self-satisfaction.

This false datum can mix up many artists and technicians who would otherwise be quite successful. For it blocks out the one test which would make him successful: the audience.

It is quite vital that anyone engaged in any of these fields be able to assume the viewpoint of the eventual audience.

One has to be able to see or listen to any product he is engaged in from the audience viewpoint.

He can, of course, and has to, view it from his own viewpoint. But he has to be able to shift around and view or hear it from the audience viewpoint.

There are some tricks involved in this. One of them is to keep an ear open for “lobby comment.” After a performance or viewing of any work or cinema or recital or whatever—not necessarily one’s own—one mingles with or gets reports on those who have just experienced the presentation. This isn’t really vital to do. It is quite feasible actually simply to assume a viewpoint of an audience one has never even seen. One just does it.

A mixing engineer often puts this to a further test but this is because what he is busy mixing on his high-priced top-quality equipment is not what the audience is going to hear. So he takes a cheapo Taiwan wrist cassette-player speaker or a 3-inch radio speaker from the local junk store and he listens to the program he has just mixed through it. This tells him what the audience will actually be hearing. But this is mainly a technical matter as it is true that excellent speakers or earphones may handle easily certain distortions in a mix or performance whereas the cheapo speakers shatter on them. When they do, one adjusts the mix without spoiling it so that it will play over a cheap speaker. This is a sort of a mechanical means of assuming the viewpoint of an audience. But the necessity to do this is introduced by equipment factors.

The truth of the matter is even the mixing engineer is not mixing to remedy “faults” but is mixing for an optimum quality presentation to an audience. To know when he has it, it is necessary for him to assume the viewpoint of the audience.

In all arts it is necessary to be able to shift viewpoint to the viewpoint of the listener or the viewer other than oneself. And this extends out to audiences.

## SUMMARY

What really separates the flubbers and amateurs from the professional are these two skills. One has to be able to view or hear anything he is working on at any time in a brand-new unit of time. And one has to be able to see or hear his production from the viewpoint of the eventual audience.

In other words, the really excellent professional can be fluid in time, not stuck in the past and can be facile in space location.

There is no reason why one should be stuck on the time track or fixated in just his own location in space.

Actually, just knowing that these skills can exist is often enough the key to acquiring them.

L. RON HUBBARD  
Founder

Remimeo  
Dir of Promo  
Marketing Hats

*Art Series 13*

**DEPTH PERSPECTIVE**

The subject of depth perspective applies to filmmaking and photography as well as to art and design.

Perspective means the art of conveying the impression of depth and distance; representation of scenes as they appear to the eye by means of correct drawing, shading, etc. (Funk and Wagnall's *Standard Dictionary of the English Language*, International Edition)

The following are the eight types of perspective:

1. Depth by aerial perspective. Distant areas go hazy; near areas go sharp.
2. Depth by color. Warm colors appear to advance while cool hues recede from the observer. All colors appear to have their relative distances according to the background against which they appear.

Darker and lighter of the same color, even if different shades, is not a point of depth perspective.

3. Depth by linear perspective. There are two other factors which give the illusion of space. One is illumination. By making an object recede and diminish as it goes back, one gets an illusion of space depth.

The other is perspective by which parallelisms of lines are plotted to withdraw to a common point of infinity "behind" the picture. These lines are always drawn in to converge at this preselected infinity point. This point may be within or outside the frame of view but it is always "behind" the picture within it or to left, right, above or below it—but always at an infinite distance away from the viewer. Perspective can actually be plotted and drawn in with a ruler from the infinite point forward and it will give the planes, lines and lack of parallelism to rectangles, etc.

4. Depth by light.
5. Depth by light as shadow.
6. Depth by solidity. Solidity of shapes is different than shadow actions. The solidity itself is special. A thing can be drawn to be solid. Then one can add perspective. Shadows are closer to illumination.

7. Depth by focus. Things when quite near are sharp. Things that are far are a bit blurry. Sharp sun gives you sharp detail. In photography, for soft focus, put a little spiral of Vaseline in the middle of the lens.
8. Depth by lateral movement.

This is the first codification of these as distinct types of perspective.

L. Ron HUBBARD  
Founder



Remimeo

### *Art Series 14*

## COLOR

Color is one of the basic tools that must be well understood and used in many areas of artistic endeavor: painting, photography, set design for stage or cine, interior design and so on.

### COLOR HARMONY

Color harmony is found by the use of a color wheel. Using a cine set as an example, color harmony concerns the key color in the set, which is determined by the color that one cannot change—as in an outdoor set where there may be predominantly green grass; or where the lead character must wear a specific color for his costume. It is the biggest amount of color in the scene, or what you are trying to concentrate your people's attention on in the picture. Harmonious colors are based on the key color and this would then be the basic setting for the color wheel for sets and costumes.

The dominant colors must integrate when put together and make the scene look like it belongs together (which is the reason you use a color wheel). Color has to be used to make something look like it belongs together, not so it's "pleasing."

There are four types of color harmonies most usually described in texts on the subject:

1. "Direct" harmony: This is the color directly opposite the key color on the color wheel. This color is also known as the "complementary color" or "complement" to the key color. In the direct harmony one has the equal or lesser amount of color in the scene as complementary.
2. "Related colors": The immediate adjacent areas to the key color are the "related colors." When you go two spaces away from the key color on a color wheel, you are stretching color harmony. Some color harmony texts refer to these adjacent colors to the key color as "analogous harmonies."
3. "Split complementary" or "Splits": This refers to the colors immediately adjacent to the *complement* of the key color. When you go into splits, you actually should apply them only to lesser image sizes and even then sparingly.
4. "Triadic harmony," "Triadics" or "Triads": This refers to the colors two spaces to either side of the key color's complement. When you go into triadics, you are dealing with just spots of color in a picture.

When you use triadics and splits, they have to be in small areas.

The fewer the colors in a scene, the more integrated the scene looks.

One color wheel that has been found useful is the *Grumbacher Color Compass*, published by M. Grumbacher, Inc., 460 West 34th Street, New York, New York 10001. It is available in many artist's supply stores and may also be ordered directly from the publisher.

### COLOR DEPTH

There is another aspect of color which must be understood, and that is "color depth." This is the apparency of depth (relative distance from the viewer) characteristic of different colors and depending on the background against which they appear.

Against a white background, colors give the illusion of distance from the viewer in the order:

blue-green (apparently nearest the viewer)  
blue  
purple  
red  
yellow  
yellow-green (apparently farthest from the viewer)

Against a black background, the apparency of distance changes:

red (nearest)  
orange  
yellow  
green  
blue-green  
blue violet (farthest)

Color depth and color harmony must be used in conjunction.

As an example of the use of this tech, I was once submitted a set design for a fill which looked a bit unintegrated, as though it didn't really belong together. The main fault was that a blackboard in this particular classroom scene looked like it was closer to the audience than the students, when it was actually farther away—thus robbing the set of depth. I tried to work with the color wheel to find some different color background for the set and discovered at that time that I couldn't get the combination that had been proposed on a color wheel or on the depth perception chart. It turned out that the blackboard would have to be yellow to make the set come off.

As another example, a proposed set design for a Greek temple I was handed had its color depth backwards, collapsing the set and making it look small. The back walls and floors and pillars should have been Greek white marble, and a decorative frieze set in the back wall (because of the white backgrounds in this set) could only have been apple-green.

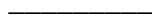
The costumes would also have to have followed color depth perception — fabrics of almost all hues were available in Greece.

Further data on color depth may be found in the book *The Techniques of Lighting for Television and Motion Pictures*, by Gerald Millerson, and published by Hastings House, 10 East 40th Street, New York, New York 10016.

## COLOR ASSOCIATIONS

According to marketing research, there is a whole index of emotional responses to colors. For example, blue is usually associated with knowledge or serenity; yellow is mostly associated with value and red prompts impulse buying. There have been various studies done on these associations, and it is worth the artist's time to become familiar with the subject. The television lighting text mentioned earlier (Millerson) includes a short section on color associations.

As an example of the use of color associations, one would not use a blue, connoting serenity, as a key color for a painting meant to convey terror. The message ends up garbled.



The principles of color depth, color harmony and color associations are invaluable tools for forwarding your message. Learn them well.

L. RON HUBBARD  
Founder

Remimeo

*Art Series 15*

*Marketing Series 20*

**ART AND INTEGRATION**

Art is the result of INTEGRATION of all its components. One can add that the result invites CONTRIBUTION of and from the beholder.

It isn't very mysterious.

By components we mean all of the parts which go to make up a whole. In a picture or a painting or ad or set design, this would include such things as the actual objects to be shown, color, color harmony and color depth, depth perspective, geometric design and the use of mood lines, and calligraphy or the form of type to be used. There may be other components which would enter into it as well.

The components that go into a work of art depend upon the art form itself. In music, for example, a matter of integration is that the melody has to match the rhythm and the tonality of instrumentation has to match the mood—otherwise, you get no integration in music.

Components are chosen only because they INTEGRATE into a whole design. Only then does one have something pleasing. Otherwise, everything sticks out like sore thumbs.

Artistic designs are good when they attain a harmony of components. When components clash—except when used to counterpoint or overtly make a clash—it is because they have nothing in common. A Model-T Ford in a 1560 A.D. formal garden is a violation of integration. Because it is an outpost. Cubes, nicely stacked and orderly, do not blend with broken glass.

Things have to be of a kind to integrate into art and the introduction of something contrary can only be used for counterpoint, perhaps to accentuate the integrity of the remainder.

**MESSAGE**

The purpose of art is to communicate an intended MESSAGE. Message is what you want someone to *think* about things. It is not a description of things. It is that which communicates a significance.

Messages can be feelings, sensations, desires, repugnance—practically anything that anybody is capable of thinking of. The *idea is* dominant. The technique exists to forward the idea and give it punch and power.

Thus, the selection of components that *integrate* is done to forward and assist the message. And with the selection and arrangement of components so that they do integrate, we are into composition.

But message comes before composition.

Composition is not a subject in itself. It is simply a portion of the harder subjects of meaning and message and emotion.

## COMPOSITION

The word “composition” is misdefined in most dictionaries in that these definitions usually state it is a thing in itself. But composition cannot exist independently of a message. Therefore, I have arrived at a comprehensive definition of it which would be

**COMPOSITION: ANY OR ALL OF THE ACTIONS NECESSARY TO INTEGRATE AND GIVE MEANING TO A MESSAGE.**

And I have gone further in handling it than the many textbooks with their infinity of rules for composition, some of them valid, many of them false and misleading. I have the WHY that one should compose properly, and that is to make a scene or picture *integrate* rather than disperse. That is why one uses color harmony, geometric design, mood lines, center of interest and other such tools.

All one is trying to do is make a scene not violate itself by introducing things that don't naturally seem to belong to it or, by introducing a positive contradiction, to cause shock or impingement.

Composition is simply locating things as they would be expected and, for impingement, locating something that would not be expected or that contradicts, and at the same time controlling direction and interest.

Composition simply consists of putting shapes together which belong together and not introducing or including something that doesn't belong there. This applies to objects (type of), color harmony, color depth, depth perception, etc.

## CENTER OF INTEREST

In any scene or design there is a center of interest and it would tie in intimately with the message. If one just doesn't have any message, composition can go awry. The breakthrough here is that composition is inextricable from message. Without message it becomes merely trite composition. Or one can wind up conveying two messages and this is called splitting interest, which is dispersal—not integration. It isn't that one can't have two points of interest but, if so, one combines (or integrates) the two points of interest. If you split interest and don't combine the two points of interest, the result is no message.

## OBJECTS

Choice of objects is important to integration. The type or types of objects chosen for a scene must fit together. For example, one may be working with a nautical motif, but that would narrow down to a specific period of nautical history or experience.

The period of decor would not be mixed. If it should be the clipper ship era—1802 to 1840—one would choose objects from that period. Figureheads, for one thing, go with clipper ships—the romantic era of sail. So do captain's chairs. Introduction of the Queen Mary, which is 1930, into the scene would be an outpoint. If it is to be INTEGRATED, it would be clipper ship, 1802 to 1840.

## GEOMETRIC DESIGN

On the subject of geometric design, a design takes its geometric form from the dominant object you have to include in your scene.

Geometric design has to do with consistency. This also has to do with integration.

Things which do not have a consistent geometric design—although it can be counterpointed by other geometric design—look like they don't belong there.

As an example of a basic design fault, one could first make the mistake of putting circles on a rectangle and then compound the error with use of rectangular lettering. Different typefaces at different levels, nonparallel, would add to the confusion. The design would lack geometric integration; it would not really integrate with its shapes. The design fault would have to do with nonparallelism of lines.

The artist may know what it is supposed to be all about, but the fact is he is trying to communicate something to an audience. When one has a nonintegrative design—a mixture of circles and spheres and triangles and rectangles and/or different typefaces at different, nonparallel levels, the geometric message is confusing. And the audience result will be confusion.

Classic design is concerned with geometric patterns relating with similar geometric patterns—circles with circles, squares with squares, etc.—which can be counterpointed with other geometric shapes. Other basic shapes are triangles, ovals, rectangles, horizontal and vertical lines. Consistency of the shape chosen, repeated in other shapes, is the basis of classic design.

The whole idea of a design is to make something look like it belongs together. That is the reason back of use of geometric designs. It isn't that they are geometric forms. It is to attain the target of consistency and integration. That is why things look smooth and pretty or why they look jarring and ugly. They are either integrated in geometric design or they are messed up in design with mixed geometric designs.

For example, rectangular and octagonal do not go together. Octagons and triangles, however, do go together as the octagon breaks down into triangles. Rectangles, though, don't go along with this and, in fact, don't even counterpoint it. The essence of geometric design is consistency of geometric form.

Mood lines come into play here as a means of communicating the emotion of a scene or design. A mood line of low left to high right, for example, is optimism, and if that's the mood the message calls for, fine. If not, one had better select and use the lines that are going to convey the desired mood. Knowing and following mood lines is important in integrating the whole of a thing.

On a set, even the people, the actors, are a part of the design and, if not designed in the same geometric plan as the set, will look as if they do not belong there.

In that your sets are triangular or multiples of triangles, then even your costumes should also be triangular or multiples of triangles.

When these are not consistent, the parts of the set and the people don't look like they belong together and things look dispersed.

The reason you have set and costume consistency of geometric form is the same reason you have color harmony. It all has to do with integration.

## COLOR

To use color effectively and as a means of integration, one must know how to use a color wheel and how to use color harmony against a color depth perception chart. The color harmony and color depth must agree.

The use of color as a means of achieving integration in a piece is covered in detail in HCOB 26 Feb. 84, Art Series 14, COLOR.

One can and should experiment with that data to gain a familiarity with the use of color and color depth. With a little experimentation, one can quickly see, for example, how one object can be moved into the distance and others pulled into the foreground using color alone.

It can be helpful when initially working out a design to do plain pencil sketches using integrated geometric forms and experimenting with different colors with these to arrive at something that integrates.

## CALLIGRAPHY AND TYPE STYLES

Calligraphy or the style of type or lettering to be used enters into all of this. So, also, do type sizes and arrangements.

Disparity of type sizes used in related areas where one would expect uniformity will strike a discordant note. Print sizes varied all over the place on a page simply add confusion and a lack of integration.

And, from the viewpoint of integration, flowing color patterns or lines have no integration whatsoever with a sharp, modernistic style of typeface. The type doesn't align with the art form, so the two don't integrate. They don't seem to belong together, so they don't seem to be art.

To integrate with flowing color patterns, the calligraphy or lettering would have to fit with lines that give the impression of "in motion" or "flowing" or something similar. Different color patterns or geometric lines would require different types of calligraphy.

In other words, in an ad or other design the calligraphy or type style should align and integrate with the art form used.

And the type style itself should agree with the colors.

One should work toward an integration of geometric message, color depth, text alignment and text.

What is needed is very direct communication in all of those areas.

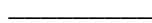
To arrive at a final design, one that will communicate the message, one has to know that it integrates.

One can *describe* a possible design but that isn't a rough layout. It's just an *idea* for a layout. What is missing is the artist and his rough sketches of full designs. Without these one can't see if it integrates.

Finished art on random components which MIGHT become a design is not the basic step, as who knows how they'll add up in the final product?

One first does a rough layout, or many, based on one or more ideas, and only *then* could one see what it's going to do or be. Only then can one see if they will "work"—i.e., integrate.

Without this, one would be just shooting in the dark.



This data is true of ALL design—ads, cine sets, great paintings, cars. And in its basics, it translates over into the fields of other art forms—music, literature, any other form of art.

The key is INTEGRATION.

Begin with a message.

Attain a harmony of components that will assist the message.

Achieve an integration of all components.

You will then have achieved a quality of communication which invites contribution from the beholder. And that is art.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 FEBRUARY 1984

Remimeo  
Execs  
MAA/EO Hat  
Tech/Qual  
C/Ses  
Sec Checkers  
De-PTSers  
PTS Packs  
SSOs  
Missionaires

*C/S Series 118*

**PRETENDED PTS**

(This data is also issued as an HCO PL so that executives know what to look for when somebody that they have requested be handled in Ethics hasn't been handled.)

*Refs:*

HCOB	19 June 70 II	C/S Series 8 CHART OF HUMAN EVALUATION
HCOB	3 May 80	PC INDICATORS
HCOB	13 Oct. 82	C/S Series 116 ETHICS AND THE C/S
HCO PL	11 May 65	ETHICS OFFICER HAT
HCOB	9 May 77 II	PSYCHOSIS, MORE ABOUT
HCOB	28 Nov. 70	C/S Series 22 PSYCHOSIS
HCO Info Letter	2 Apr. 64	TWO TYPES OF PEOPLE HUBBARD CHART OF HUMAN EVALUATION

It is evident that asking directly for evil purposes as part of Sec Checking has been knocked out of use over the years by SPs.

It recently occurred that, in using Sec Checking to clean up several persons who had gotten into ethics trouble on their posts, a peculiar phenomenon and pattern came to light. The persons being handled had been asked for "overts" before and had "gotten them off" but would continue committing the overts. In each case they had blamed their difficulty on having been the effect of false data and black PR fed them by bad hats long since detected and removed from the area. However, these particular cases did not straighten out with de-PTSing actions.

These persons were then asked directly for evil purposes and this action finally got to the root of the matter.

**APPARENT SEQUENCE**

Apparently, the sequence with such persons is:

- a. They "get off overts" but then continue committing them.

- b. When overt products and flaps in their areas get investigated, they palm it off as having “gone effect of others’ black PR or false data.” In other words, the person appears to be PTS.
- c. They manage to convince those doing the investigating that that’s the end of the investigation.
- d. If something flaps, they get off some overts and start the cycle again at (a).

In other words, they were actively committing suppressive actions while pretending to be PTS. And were busy making people around them feel PTS. While apparently the effect of suppression or black PR, they were actually generating it themselves: originating black PR to cover their own overt acts.

What had been omitted in the handlings these persons had gotten previously was the full follow-through, because routine PTS tech would of course not handle someone who was on the other side of the coin—and by pursuing it all the way through, it would have exposed the pretense.

We have in the (a) through (d) sequence above, the exact mechanism by which such people skid through the lines undetected. This may explain a great deal to many executives who have ordered staff handled and then have had to conclude that the tech didn’t work because the staff wasn’t handled. What had actually occurred is that evil purposes had been omitted from Sec Checking tech with malice aforethought and that PTS checks did not include checks for evil purposes.

This sequence shows the exact “failure” to handle people in RPFs, etc.

## HANDLING

In handling a PTS, the C/S must monitor the person’s progress closely. This means inspection of all interviews and session worksheets, observing the results of each PTS handling action, his change of position (or lack of) on the Chart of Human Evaluation as evident from the pc folder and so forth.

Also, it is important that the Ethics Officer advise the D of P when a staff or public person is undergoing an ethics or justice action so that this can be noted in the person’s pc folder. In this way, the C/S can also find out if the pc has landed in ethics trouble. (Ref: HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S)

If the person is not making change, or repeatedly slipping into further out-ethics behavior, the C/S must recognize this. It is, possibly, the (a) to (d) sequence above in action. If the C/S suspects this to be the case, his action is to begin to handle the case with Sec Checking by a competent Sec Checker. And such Sec Checking must include questions about the person’s purposes and intentions.

Instead of only Sec Checking on, for example, “Have you committed an overt on the org?” one would also ask, “Have you had an evil purpose regarding the org?”

Handled standardly in this way, the person can be expected to experience tremendous relief and case change.

## CAUTION

If a person is progressing well on a de-PTSing program (such as PTS interview, PTS RD, Suppressed Person RD), is making change, keeping his personal ethics in and moving up the Chart of Human Evaluation, then it would be a C/S error to suddenly interject a Sec Check into his program.

## ETHICS

None of this sets aside standard ethics and justice procedures. Such a person as would be found with a pretended-PTS situation is quite likely already under some justice action, and in fact doesn't deserve immediate handling other than what HCO deals out.

## SUMMARY

Some executives have gotten in the frame of mind that it is a waste of time trying to handle a bad hat. It is true the bad hat probably doesn't deserve to be handled but it is nevertheless true that we do have the tools to handle one.

We're not out to handle the insane, but whether we like it or not we live in a pretty insane civilization. Any data which handles that or amplifies it technically or solves it is of course extremely vital.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 MARCH 1984R

Remimeo  
All Staff  
HCO  
Eth Offs/MAAs  
Tech/Qual

**O/W WRITE-UPS**

*Refs:*  
HCOB 3 Jan. 60 A THIRD DYNAMIC FOR  
SCIENTOLOGY  
HCO PL 1 Nov. 70 III YOU CAN BE RIGHT  
HCOB 5 Oct. 61 CLEAN HANDS MAKE A HAPPY LIFE  
HCOB 21 Jan. 60 JUSTIFICATION

It has been longstanding knowledge in Scientology that in the presence of overts and withholds no gains occur.

An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. Overts are the biggest reason a person restrains and withholds himself from action.

Man is basically good. When people commit overts and then withhold them it is because they conceive that telling them would be another overt act. By withholding overt acts, these are kept afloat in the universe and are themselves, as withholds, entirely the cause of continued evil.

A person who has overts and withholds becomes less able to influence his dynamics and falls out of communication with those people and things he has committed overts against.

Writing up one's overts and withholds offers a road out. By confronting the truth an individual can experience relief and a return of responsibility.

**BASIC THEORY**

The theory behind the action of writing up one's overts and withholds is contained in the Scientology Axioms, published in their entirety in the book *Scientology 0-8: The Book of Basics*.

Axiom 38 is particularly applicable:

- 1: *Stupidity is the unknownness of consideration.*
- 2: *Mechanical definition: Stupidity is the unknownness of time, place, form and event.*
- 1: *Truth is the exact consideration.*
- 2: *Truth is the exact time, place, form and event.*

Thus we see that failure to discover truth brings about stupidity.

Thus we see that the discovery of truth would bring about an as-isness by actual experiment.

Thus we see that an ultimate truth would have no time, place, form or event.

Thus, then, we perceive that we can achieve a persistence only when we mask a truth.

Lying is an alteration of time, place, event or form.

Lying becomes alter-isness, becomes stupidity.

(The blackness of cases is an accumulation of the case's own or another's lies. )

Anything which persists must avoid as-isness.

Thus, anything, to persist, must contain a lie.

Writing up one's overts and withholds can accomplish an as-isness and thereby relieve a person of the burden of his transgressions.

#### O/W WRITE-UP FORMAT

When people do O/W write-ups, abuses can occur if the specifics of the action are not known and followed.

The first step to be done before one undertakes the action of an O/W write-up is to word clear exactly how such write-ups are done.

Experience has proven that people have run into trouble on O/W write-ups when the format (including the key words and terms) was not word cleared before embarking on the action.

*Format:*

The format for doing an O/W write-up is as follows:

1. Write down the exact overt of commission or omission.
2. Then state explicitly the specifics regarding the action or inaction, including:
  - a. Time (Definition: A precise instant, second, minute, hour, day, week, month or year, determined by clock or calendar; the point at which something has happened.)
  - b. Place (Definition: A definite location.)
  - c. Form (Definition: The arrangement of things; the way in which parts of a whole are organized.)
  - d. Event (Definition: That which happens; result; any incident or occurrence.)

One has to get the time, place, form and event and one has to get a done or a failure in order to get as-isness.

Example:

- “1. I hit a friend’s car when backing out of my parking space at work and caused about five hundred dollars worth of damage to his car.
- “2. On the 30th of June 1987, when I was leaving work, I was backing out of my parking space and hit the back end of my friend Joe’s car. There was no one else around and the parking lot was almost empty. I drove away without leaving a note or telling Joe, knowing that I caused about five hundred dollars damage to his car which he had to pay for.”

or, when there is a withhold or withholds to be gotten off:

1. Write down the withhold.
2. Then state explicitly the specifics regarding the action or inaction withheld, including:
  - a. Time
  - b. Place
  - c. Form
  - d. Event

For example:

- “ 1. I cheated on my wife (Sally) by seeing another woman and never told her about this.
- “2. Three years ago, when I was first married to Sally, I cheated on her by seeing another woman. I have never told Sally about this. One morning (in June 1985) I had told Sally I would take her to the movies that night and on my way home from work, when I was at Jones’ Department Store, I saw an old girlfriend of mine (Barbara). I asked Barbara to go out to dinner with me that night and she accepted. (She did not know that I was married.) I told her I would pick her up at 8:00 P.M. that night. When I got home from the store I told Sally I had to go back to work to get some things done and would not be able to go to the movies with her.” “I then went out to dinner in another city with Barbara (at the ‘Country Inn’) so that I would not risk seeing any of my friends.”

#### ADMINISTERING O/W WRITE-UPS

The action of writing up one’s overts and withholds can be applied to anyone, and the breadth of its application is unlimited.

*Examples:*

A person is assigned a Danger condition and is instructed to write up his O/Ws per HCO PL 22 Mar. 85, Esto Series 51, FULL DANGER CONDITION HANDLING.

A person wants to leave a course and the Ethics Officer has him write up his O/Ws. It could be that a person is nattering or feels critical, in which case the Ethics Officer or MAA could have the person write up his O/Ws.

*C/S Okay:*

It is the responsibility of the person administering the O/W write-up, whether this is the Ethics Officer/MAA, an Esto, the person's senior or a Supervisor, to get the person's pc folder checked by a qualified C/S to ensure that they are not in the middle of a major case action such as Int repair or List repair or in the middle of an incomplete listing action, any of which would need to be completed before the pc started on an O/W write-up. (Ref: HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

This is not to be construed as a rule that someone needs a C/S okay to get handled in Ethics. It simply means that the C/S and Ethics must be coordinated when handling a pc who needs to do an O/W write-up as fully covered in HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S.

*End Phenomena:*

In doing an O/W write-up a person writes up his overts and withholds until he is satisfied that they are complete. The person will feel very good about it and experience relief. One would not engage in carrying on an O/W write-up past this point.

*End Ruds Check:*

When a person has completed his O/W write-up he must receive an end ruds check. This acts as an acknowledgment of the action completed. End ruds must be done by a qualified auditor (Class II or above, or a Hubbard Senior Security Checker). The original copy of the O/W write-up must go into the person's pc folder, regardless of whether or not any copy is additionally given to the MAA or Ethics Officer. (Ref: HCOB 28 Oct. 76, C/S Series 98, Auditor Admin Series 26, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS)

*Repair:*

When a person doing an O/W write-up bogs on the action at any point or gets sick or falls on his head shortly after doing an O/W write-up, he must be repaired at once by a qualified auditor using a Confessional Repair List. (Ref: HCOB 23 July 80R, CONFESSIONAL REPAIR LIST—LCRE)

## O/W WRITE-UP PROCEDURE

The following steps are the full procedure for getting a person to do an O/W write-up:

0. The first action is for the person administering the O/W write-up to: (a) study and word clear this HCOB, (b) clear the words included in step 4 below, (c) word clear the O/W write-up format.
1. Get a qualified C/S to check the person's pc folder to ensure that the person is not in the middle of a major case action such as Int repair or List repair or in the middle of an incomplete listing action that would be interrupted by an O/W write-up.
2. Ensure that a space is provided where a person can write up his overts and withholds undistracted.
3. Provide paper and pen.
4. Have the person clear the following words in the Tech Dictionary: overt, withhold, motivator, justification, overt-motivator sequence.
5. Have the person read this HCOB and word clear the O/W write-up format as covered above, to full understanding.
6. Have the person write up his O/Ws, exactly per the O/W write-up format above. This is done until the person is satisfied that he has written them up completely and he feels very good about it.
7. Get the person an end ruds check once the O/W write-up is complete.
8. See that the original copy of the O/W write-up is filed in the pc's folder along with the worksheets of his end ruds check.

### SUMMARY

Writing up one's overts and withholds is a simple procedure that has unlimited application. O/W write-ups can bring about great relief and enable a person to achieve greater happiness.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 MARCH 1984

Remimeo  
Art Checksheet

*Art Series 16*

**MESSAGE**

Successful works of art have a message.

It may be implicit or implied, emotional, conceptual or literal, inferred or stated.  
But a message nonetheless.

This applies to any form of art: paintings, sculpture, poetry, writing, music, architecture, photography, cine, any art form or any form that depends on art, even advertising brochures and window displays.

Art is for the receiver.

If he understands it, he likes it. If it confuses him, he may ignore or detest it.

It is not enough that the creator of the work understands it; those who receive it must.

Many elements and much expertise go into the creating of successful works of art. Dominant amongst them is message, for this integrates the whole and brings comprehension and appreciation to those for whom it is intended.

Understanding is the base of affinity, reality and communication.

A message is fundamental to understanding.

L. RON HUBBARD  
Founder

HCO BULLETIN OF 10 MARCH 1984

Remimeo  
Purif C/Ses  
Purif I/Cs  
Tech/Qual

*Purification Rundown Series 8*

**OILS CAN GO RANCID**

Apparently oils such as those used on the Purif go rancid after a period of time, and can also go rancid if they are improperly stored and subjected to heat.

These include “All Blend” oil (which is a combination of soy, safflower, peanut and walnut oils), vitamin A, vitamin D, vitamin E and wheat germ oil.

According to published nutritional research, rancid fats (oils) destroy important vitamins in the body and this can result in a physical condition of swollen joints or cords or muscles, known as “gout.”

**WHEAT GERM OIL**

An example is wheat germ oil. If you look at a bottle of vitamin E you will see that it is mainly wheat germ oil. Apparently wheat germ oil, after being pressed, will only last a week before it goes rancid. Taking this oil after it has gone rancid could bring about, after exercise, agonizing cramps.

This rancidness could also bring about a condition of gout. And if a person took rancid wheat germ oil while on the Purif RD he might incorrectly attribute these sore muscles to the exercise, when in actual fact it was the result of rancidness of the oil.

**RANCID OILS**

This data is given here for information to those supervising Purification Rundowns. But one could find oil in other places that has turned rancid—such as that contained in mayonnaise that has not been properly refrigerated.

According to Adelle Davis, noted nutritionist, some manufacturers even use rancid oils in the preparation of margarines, cooking fats and highly refined commercial vegetable oils. She recommends that one consume only pressed, unrefined oils. However these must be stored properly or they can turn rancid.

**STORAGE OF OILS**

Apparently the reason that these oils go rancid is exposure to the sun or radiation. One Purif I/C reported that a jar of vitamin E, left out in the sun, went rancid within a matter of days. And if a bottle of oil, or a container of oil capsules (such as vitamins A, D and E are often sold in), is stored for a long period of time instead of being used up, it could go rancid.

The best thing to do is to keep these oils in a refrigerator and test them periodically to ensure none of them have turned rancid.

### HOW TO DETECT RANCID OIL

The simplest way to tell if an oil has gone rancid is to smell it. Rancid oil smells peculiar—it does not smell at all like the same oil when fresh.

With a bottle of oil such as “All Blend” oil, one just needs to open it and smell it. And with capsules of oil, such as vitamin E capsules, you can simply poke a hole in one of the capsules and smell the oil to see if it is rancid.

### OTHER FORMS

Due to the fact that wheat germ oil goes rancid so quickly, it is advisable that when one is taking vitamin E as a supplement, it is taken in a dry powdered or tablet form.

Also, vitamins A and D can be obtained in tablet form and it is quite okay for persons on the Purif to take these in place of the capsules of oil. The advised dosage would not change. One does, however, need to take the “All Blend” oil in its oil form. The intake of oil is an essential part of the Purif RD, as per the basic Purif HCOBs.

On vitamins the important point is protecting them from sunlight, heat and oxygen—therefore vitamin containers should be kept closed and stored in a refrigerator. There is no reason one could not take vitamins such as A, D and E in oil capsule form as long as they are properly stored and not permitted to go rancid.

### HANDLING OF GOUT

There are recommended dietary handlings for a person who has gout in the book *Let's Get Well*, by Adelle Davis (published by Harcourt Brace Jovanovich, Inc.). Any person who does have what appears to be a condition of gout should consult a qualified medical doctor.

### SUMMARY

The Purification Rundown I/C should take adequate measures to ensure that none of the oils being taken are rancid.

This is done by:

1. Proper storage of oils, including not only bottled oils but also those contained in capsules such as vitamin E. Oils should be kept refrigerated, and not left out in the sunlight or near any heat.
2. Oils should be checked regularly to see if they have turned rancid.
3. Any oils that are rancid should be thrown out as soon as detected.

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HCO BULLETIN OF 27 MARCH 1984

Remimeo  
All Orgs  
Tech/Qual  
C/Ses  
Auditors  
Sec Checkers  
Solo C/Ses

*URGENT—IMPORTANT*

*C/S Series 119*

**STALLED DIANETIC CLEAR: SOLVED**

(This bulletin modifies any earlier HCOBs on the subject  
of what can or cannot be run on Dianetic Clears.)

*Refs:*

Book: *Advanced Procedure and Axioms*, 1951, Chapter "Postulates"

Book: *Scientology 0-8*, Chapter 3, "Consideration and Mechanics"

HCOB 6 Sept. 78 II SERVICE FACSIMILES AND  
ROCK SLAMS

HCOB 6 Sept. 78 III ROUTINE THREE SC-A  
FULL SERVICE FACSIMILE  
HANDLING UPDATED WITH  
NEW ERA DIANETICS

HCOB 12 Sept. 78 DIANETICS FORBIDDEN ON  
CLEARS AND OTs

HCOB 3 May 80 PC INDICATORS

HCOB 30 July 80 THE NATURE OF A BEING

HCOB 14 Dec. 81 THE STATE OF CLEAR

HCOB 8 Mar. 82R CONFESSIONALS AND THE  
NONINTERFERENCE ZONE

HCOB 28 Feb. 84 C/S Series 118  
PRETENDED PTS

*Note:* Earlier, various persons carefully obliterated the technical data given below (and the tech of Expanded Dianetics) from use, to effectively bar Dianetic Clears from going any further up the Bridge and becoming fully powerful beings.

The major steps for a Dianetic Clear moving up the Bridge are:

CCRD and the Sunshine Rundown

Solo Auditor Course Part 1

OT Preparations/Solo Setups

Solo Auditor Course Part 2

Eligibility for OT Levels Check.

There is no reason to interfere with a Dianetic Clear who is progressing on that route or who is progressing on the route between OT I and OT III and doing well. They should not be interfered with by Sec Checking or anything else, really.

But where the person in this zone is moving slowly or stalled, there is a technical factor which must be known and taken into consideration:

*Dianetic Clears who do not go up the Bridge are still subject to the vagaries and pressures of life.*

Therefore, to handle any of the points of possible hang up, the following are included as allowed handlings on a Dianetic Clear:

PTS handlings, but no Dianetics

Confessionals, including Sec Checking on evil purposes

The handling of postulates, considerations, attitudes, evil purposes or evil intentions

False purpose checks

O/Ws

Disagreement Checks

Black PR handling

Service fac handling (by the bracket method only, which does NOT use engram running)

Rudiments

Happiness Rundown

Scientology Drug Rundown (as it uses Recalls), only if required

Method One Word Clearing

End of Endless Int Rundown, only if required (Note: This is a major rundown, not a repair action.)

and the Flag-only rundowns of L10, L11, L12.

The following actions can also be done to assist a Dianetic Clear who is stalled or not actively moving up the Bridge:

Ethics condition formulas

Repair of Past Ethics Conditions

Conditions and Exchange by Dynamics

Actions given in the Product Debug Series HCOBs (False Data Stripping, Crashing Mis-U Word Finding, Product Debug Checklist, etc.)

Getting the 21-department org board in in one's own life.

## POSTULATES

The fact that one can see check a Dianetic Clear and can locate purposes and nonsurvival considerations does not in the least make less of the state of' Clear. It is simply a matter of a different case phenomena on a Clear than on a preclear.

The definition of Clear is:

A BEING WHO NO LONGER HAS HIS OWN REACTIVE MIND.

Postulates and considerations can stand independently of mental mass. Therefore, if anybody said you couldn't find postulates or try to spot them on Dianetic Clears then that is false data.

One can locate all the postulates one wants on a Dianetic Clear so long as he doesn't go into running engrams. Finding postulates and considerations is a free field on a Dianetic Clear; there is no slightest prevention of it. Finding and handling evil purposes is also in the area of postulates. And a Dianetic Clear can also be black PRed and go PTS.

Because someone is Dianetic Clear is no reason he does not still have postulates in place or counter-survival considerations which, cleared up, could improve his power as a being.

You will find that people who are *not* burdened with overts and black PR and evil purposes *ARE* going on up the route to the top. What stalls the person is lack of Sec Checking and discovery of any PTSness or black PR or evil purposes and the like—all of them counter-survival.

THE TECHNICAL FACT IS THAT IF THE PERSON IS *NOT* GETTING ON UP THE LEVELS, IF HE IS CLEAR AND/OR IS IN THE NON-- INTERFERENCE ZONE AND IS MOVING SLOWLY OR STALLED, HE IS A CANDIDATE FOR HANDLING OF THESE FACTORS.

The handling of a Dianetic Clear on these is the same as for any preclear, with the proviso that no engram running may be attempted. One CAN handle postulates, purposes, considerations, attitudes, evil purposes or intentions and O/Ws. One can do false purpose checks, Disagreement Checks, black PR handlings, service fac handling (without running engrams) and rudiments on a Dianetic Clear, and one can also do all types of PTS handling that do not call for running engrams. And one had better get the appropriate handling done in such cases. You'll find the person experiences huge relief from being rid of these nonsurvival factors and he can then move on up to his next level and get the gains that are there to be achieved.

## SUMMARY

It is expected that responsible technical terminals will ensure the needed handling gets done where a Dianetic Clear is not progressing well.

A person at the point of Clear should take effective measures to get himself up the Bridge.

But where this is not occurring, he needs help in the form of the exact technical action that will enable him to progress.

We are in the business of making beings more able. Here we have restored to use powerful tools with which to do it.

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HCO BULLETIN OF 5 JUNE 1984R  
REVISED 11 JANUARY 1990

BPI  
Remimeo  
Auditors  
C/Ses

*False Purpose Rundown Series 1R*

**FALSE PURPOSE RUNDOWN**

*Refs:*

Book: *Advanced Procedure & Axioms*, Chapter "Postulates"

Book: *Scientology 0-8: The Book of Basics*, Chapter "Consideration and Mechanics"

HCOB 27 Mar. 84 C/S Series 119

STALLED DIANETIC CLEAR: SOLVED

HCOB 30 July 80 THE NATURE OF A BEING

That beings are basically good and are seeking to survive are two fundamental principles of Scientology.

A being's basic goodness can be made brightly evident or be heavily obscured, the quality of his life and survival potential can be enhanced or reduced, all through a factor fundamental to the thetan himself: PURPOSES.

Where a being has accumulated nonsurvival purposes and intentions, he will be found to be having, doing and being far below his potential. Having committed overt acts (prompted by false, nonsurvival intentions and purposes), he then restrains himself from action. Achievement, stability, certainty, respect for self, and even the thetan's innate power can seem to deteriorate or disappear altogether.

And it can be found that many of these contrasurvival purposes have been fettering the being for a VERY long time. Recent upper-level research breakthroughs have led to the development of a new rundown designed to slash straight through to the root of such false purposes and unwanted intentions and BLOW them.

The name of this new rundown is the FALSE PURPOSE RUNDOWN.

**RESEARCH**

The tech research done was quite extensive and involves several major discoveries. But I'll let you in on one thing: There were psychiatrists who existed way, way back on the track.

It was the aim of these psychs back on the whole track to very carefully push in people's anchor points to prevent them from *reaching*. The psychs were, themselves, a bunch of terrified cowards, and the prevention of reaching was one facet of their operation. Handling overts, withholds and nonsurvival purposes with the False Purpose Rundown has proven highly effective in undoing the effects of the "work" of psychs on the whole track, and *restoring* the thetan's willingness and ability to reach.



## DELIVERY

The False Purpose Rundown may only be delivered by an auditor who has completed the HUBBARD FALSE PURPOSE RUNDOWN AUDITOR (HFPRDA) Course, where one studies the materials of the new tech breakthroughs and masters the laser-precise techniques of False Purpose Rundown auditing. The rundown may only be C/Sed by a Class V Graduate C/S (or above) who also has been thoroughly trained in the tech of the False Purpose Rundown as both an auditor AND a Case Supervisor.

The auditing is very fast and very direct.

And—hold your hat—though it is the result of research into the far reaches of the OT band, it can be delivered to persons who have just begun on their way up the Bridge! Case prerequisites for the rundown are determined by the Case Supervisor, based on the pc's drug history and personality test results. Some pcs will need no prior case actions at all. (Ref: HCOB 12 Nov. 81RB, GRADE CHART STREAMLINED FOR LOWER GRADES)

## RESULTS

Pcs and pre-OTs report—and folder studies confirm—a very high rate of case gain per hour of auditing on this rundown, with unwanted fixed conditions and considerations dropping away left and right.

Barriers to enjoyment of life and attainment of goals that before seemed solid and formidable can be whisked away like a puff of smoke before a fresh gust of wind. What would be left if such barriers were gone? Certainty of self and one's basic purposes and intentions—and a revitalized reach, drive and confidence in one's ability to achieve them, free from self-restraint.

And that spells a better game!

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Founder

Revision assisted by  
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HCO BULLETIN OF 6 JUNE 1984

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Auditors  
C/Ses  
HCO  
Tech/Qual  
MAAs/Ethics Offs  
New Class IX  
(ACS) Auditors  
False Purpose RD  
C/S Course

**ROCK SLAMS, MORE ABOUT**

*Refs:*  
HCOB 3 Sept. 78 DEFINITION OF A ROCK SLAM  
HCOB 10 Aug. 76R R/Ses, WHAT THEY MEAN  
Rev. 5.9.78  
HCOB 1 Nov. 74RA ROCK SLAMS AND ROCK SLAMMERS  
Rev. 5.9.78

It is true that an R/S indicates an underlying evil intention. And if one occurs it is vital that it be noted clearly. But an R/S is only an indicator.

R/Ses found in folders sometimes can't be made to repeat due to additional overburden or new withholds or something of the sort. A rock slam is a definite indicator but it is not THE indicator. There are various reasons for this—the auditor might be looking somewhere else, the meter may be discharged and the R/Ses missed or, on the other hand, a bad connection in the line or the pc wearing rings can also turn on a false R/S.

The point is that in detecting an evil purpose one would not rely totally on whether or not an R/S did or did not turn on. It is just an indicator. It's not proof. A person's conduct and his actions are a proof. Thus, behavior and production records are a more reliable indicator.

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HCO BULLETIN OF 6 JUNE 1984

Remimeo  
Auditors  
C/Ses  
Cramming Officers  
MAAs/Ethics Offs  
Tech/Qual  
False Purpose RD  
Auditors  
Class XII Auditors  
Sec Checkers

**“MURDER ROUTINE”**

Some years ago I developed a simple technique, that has proven very useful to Sec Checkers, known as “murder routine.” This name came about when an auditor, having some difficulty with a pc insisting he’d never done anything bad in his whole life was directed to ask if the pc had murdered someone, robbed a bank, and other such exaggerated Sec Check questions. Upon being asked such questions, the overt the pc was sitting on became much more confrontable to him, by comparison, and off it came. This became known as the “murder routine.” It is also known as “magnifying the overt” or “worse than” technique.

Where you have a validly reading Confessional question, but the pc is not coming up with a specific overt for one reason or another, you can very often hit pay dirt by giving the pc some samples of noncomparable magnitude. You just give him a horrible comparison, in the face of which the actual overt looks mighty small—and off it comes.

For example, the pc is getting a fall on “overts on cats” but saying, “Well, I . . . really nothing there that I can see, and . . .” The auditor, having tried unsuccessfully to get a specific overt with good TR 4, can move right in with the “murder routine”: “Well, have you deliberately run down any cats with a car? Strangled any cats just for the fun of it? Lopped some cat’s ears off with the garden shears?” The pc says, “Oh no, nothing, nothing like that! I kicked the neighbor’s cat, that’s all . . .,” and you’re away: “Well, thank you. Now, when was that?” and so on.

Blood running all over the place, you see, in the picture you’re painting, and the pc surrenders. It begins to look like a much more confrontable thing he’s done, by comparable magnitude.

If this tech isn’t already part of your repertoire as an auditor, drill it well and put it to good use.

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HCO BULLETIN OF 6 JUNE 1984

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Auditor-training  
Checksheets  
HSSC Course  
Tech/Qual  
Sec Checkers

**MISSED WITHHOLD HANDLING**

*Ref:*  
Tape: 6211C01 THE MISSED MISSED WITHHOLD

*Modifies:*  
HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE  
HCOB 11 Aug. 78 I RUDIMENTS DEFINITIONS AND  
PATTER  
HCOB 15 Aug. 69 FLYING RUDS

Part of the routine procedure that is expected of any auditor pulling a missed withhold, whether as a rudiment or in Sec Checking, is to get “who missed it”—the people who missed the withhold—and what each of them did to make the pc wonder whether he or she knew. Sometimes, however, the rudiment keys out and F/Ns before the auditor has gotten to the “who missed it” step of the procedure.

Such an F/N is indicated, but you must then go forward and get who missed the withhold *and* what that person did to “miss” the withhold on the pc.

This handling can considerably widen the F/N and blow the missed withhold but good.

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HCO BULLETIN OF 6 JUNE 1984R  
REVISED 12 JANUARY 1990

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HCO  
Tech  
Qual  
HSSC Checksheet  
False Purpose RD  
Auditors and C/Ses

*False Purpose Rundown Series 2R*

**THE “LOST TECH” OF HANDLING  
OVERTS AND EVIL PURPOSES**

<i>Refs:</i>		
HCO PL	7 Feb. 65	KSW Series 1 KEEPING SCIENTOLOGY WORKING
HCO PL	17 June 70RB I Rev. 25.10.83	KSW Series 5R TECHNICAL DEGRADES
HCOB	28 Feb. 84	C/S Series 118 PRETENDED PTS
HCOB	13 Oct. 82	C/S Series 116 ETHICS AND THE C/S
HCOB	9 Feb. 79R Rev. 23.8.84	KSW Series 23R HOW TO DEFEAT VERBAL TECH CHECKLIST
HCOB	15 Feb. 79	KSW Series 24 VERBAL TECH: PENALTIES
HCO PL	17 Jan. 79	A NEW TYPE OF CRIME

In a recent review of several cases, I've unearthed some vital tech in the fields of pulling overts and handling evil purposes that had been “lost” (buried) by certain SPs who've long since departed. This tech has now been put fully back into use and—with the addition of totally *new* breakthroughs on the handling of evil purposes—is more powerful than ever.

**HISTORY**

In early days I developed Security Checking to a high skill, whereby the meter was used to get the exact time, place, form and event nailed down on every overt.

In later years, in rundowns such as Expanded Dianetics, Sec Checking was covertly knocked out of use through verbal tech. This got to the point where some cases, not having been unburdened of later overts and withholds with Sec Checking, were sent off down the track in search of early overts and evil purposes well beyond the confront and reality of the preclear. Attempts were sometimes made to use high-powered L&N questions on such pcs to locate evil purposes and intentions to run. Burdened with unpulled overts, the pcs had a hard time answering such questions.

A few unscrupulous persons who themselves were strenuously avoiding being sec checked put this “tech” out in issues. It of course threw a wrench into the works and was one of the main tricks they pulled in an effort to undermine the workability of Expanded Dianetics.

Sec Checking tech was, some years later, put back into use with a vengeance and many pcs got excellent gains from it. But not all of the tech was restored: The tech of handling evil purposes had been omitted!

What happened was that a “pendulum swing” effect had occurred. At one extreme, only straight pulling of overts and withholds close to present time was stressed. And at the other extreme, scant attention was paid to skilled sec checking of the pc’s current or recent withholds and, instead, auditors were guiding pcs in a search for whole track incidents and evil purposes exclusively.

## SUCCESS

The fact is that any auditing aimed at handling the basic factors that can stall a case cannot succeed up to its full potential unless it includes *BOTH*:

- A. *THOROUGH, VIGOROUS PULLING OF THE PC’S OVERTS, AND*
- B. *TRACING THE OVERT BACK TO E/S OVERTS ON THAT CHAIN AND BACK TO THE UNDERLYING EVIL PURPOSE AND CARRYING IT THROUGH TO A FULL BLOW.*

I have since restored the tech of Sec Checking to full use and it is working very well in the hands of skilled auditors.

But now we have the brand-new, startlingly direct and powerful tech of the False Purpose Rundown! Based on discoveries made in upper level research this new rundown has produced spectacular results, including the undoing of psychs’ suppressive actions of long, long ago. But for an auditor to be able to use this new tech he *must first* be a skilled Sec Checker.

This does not mean that the technology of Sec Checking cannot be used, nor is this HCOB intended to prevent people from being sec checked as part of HCO investigatory or justice actions. Sec Checking is a vital tool in its own right.

## ETHICS

If in the future any person is found to be omitting or refusing to deliver the False Purpose RD or related RDs when needed, or doing something else and calling it “False Purpose RD,” he may be called before a Committee of Evidence on a charge of:

**ATTEMPTING TO UNDERMINE OR ADVISING OR ENCOURAGING OR CONDONING THE ABANDONMENT OR REDUCTION OF USE OF THE FULL TECHNOLOGY OF LOCATING AND HANDLING OVERTS, EVIL PURPOSES, DESTRUCTIVE INTENTIONS AND NONSURVIVAL CONSIDERATIONS.**

This offense is classified as a high crime, and if proven guilty beyond reasonable doubt by a Committee of Evidence, the offender may be declared suppressive and expelled from the Church.

#### SUMMARY

In this technology lies the key to sanity, certainty, reach and ability. Only the truly suppressive would wish to see it neglected or abandoned.

With this tech in your good hands and well applied, their wish will fade away as they do.

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Revision assisted by  
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HUBBARD COMMUNICATIONS OFFICE  
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HCO BULLETIN OF 7 JUNE 1984

Remimeo  
False Purpose RD  
Auditors and C/Ses  
Cramming Officers

*False Purpose Rundown Series 3*

**THE PRIOR CONFUSION:  
NEW TECH BREAKTHROUGH**

<i>Refs:</i>		
HCOB	2 Nov. 61	THE PRIOR CONFUSION
HCOB	9 Nov. 61	THE PROBLEMS INTENSIVE USE OF THE PRIOR CONFUSION
HCOB	5 Apr. 71RA	TRIPLE RERUNS
HCOB	26 June 78RA II	NED Series 6RA ROUTINE 3RA ENGRAM RUNNING BY CHAINS (Section on Narrative R3RA)
HCOB	13 Sept. 78	R3RA ENGRAM RUNNING BY CHAINS AND NARRATIVE R3RA AN ADDITIONAL DIFFERENCE
HCOB	28 May 69	HOW NOT TO ERASE
HCOB	6 Oct. 61	TRAINING OF STAFF AUDITORS
HCOB	30 July 62	A SMOOTH HGC 25-HOUR INTENSIVE
Tape:	6110C03	"The Prior Confusion"

The highly effective tech of handling problems on a pc by finding the prior confusion to the problem and pulling O/Ws in that area has been in use since its discovery in the early 60s.

The theory of this is that any fixed idea or condition is the result of a postulate made by the thetan. Just prior to that postulate there was a confusion —an unconfontable disturbance. The postulate is a stable datum, adopted in an attempt to solve that confusion. By getting off the pc's O/Ws in the area of the confusion, one can key out the postulate and fixed condition.

**BREAKTHROUGH**

I have just made a breakthrough of magnitude on the subject of the prior confusion while engaged in whole track research. This tech has a broader application than was originally envisioned.

What has actually been spotted here is that the psychs on the whole track created a confusion originally and used the overwhelm of that as the knockout for the implant. They didn't, at that stage of the track, have any other tools to knock beings out. So the mechanism of prior confusion is very early and very dominant.



This breakthrough on the prior confusion comes from spotting the first moment of the confusion.

This does not mean that a pc, in running back an evil purpose, is necessarily going to contact an incident containing a psychiatrist. But you as the auditor should know that that is what this tech discovery is based upon.

## HANDLING EVIL PURPOSES

This has immediate application in auditing addressed to the locating and handling of a pc's accumulated evil purposes and nonsurvival considerations.

Once such a purpose or consideration is found, one locates the confusion which occurred just before it. If there is no blow of the purpose or no visible reaction, then one gets an earlier time for the same evil purpose and an earlier confusion to that. **WHEN ONE FINDS THE *FIRST* MOMENT OF THE *FIRST* CONFUSION WHICH LED TO *THAT* EVIL PURPOSE, ONE CAN BLOW THE WHOLE THING.**

Once the **FIRST MOMENT** of that first confusion on that chain is found, you will normally get a blowdown of the tone arm, a cognition, VVGIs in the pc and a persistent F/N, if not a floating TA.

Getting the first moment of the confusion is crucial. This follows the fundamental auditing principle of the "earlier beginning," as described in the basic books and in New Era Dianetics tech. By locating the earliest moment when the pc had an awareness of the confusion, it can be blown.

## SOURCE

The false purpose or evil intention may have been generated by the person himself or directly implanted by another. This new application of prior confusion tech as given in the False Purpose Rundown has been shown to be highly effective regardless of the source of the purpose or intention.

## ERRORS

On the False Purpose RD if one gets the prior confusion but the evil purpose doesn't spectacularly blow, it could be due to a number of reasons. But it is primarily one of these two things:

1. The auditor failed to get the **EARLIER TIME THE PC HAD THAT SAME PURPOSE** and then get the prior confusion beneath it; or
2. The auditor did get the basic prior confusion on that evil purpose, but failed to get the **FIRST MOMENT OF THAT CONFUSION**.

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HCO BULLETIN OF 8 JUNE 1984

Remimeo  
False Purpose RD  
Auditors and C/Ses  
Cramming Officers  
All Sec Checkers  
HSSC Checksheet  
False Purpose RD  
Checksheet

*False Purpose Rundown Series 4*

**CLEARING JUSTIFICATIONS**

(Modifies: HCOB 30 Nov. 78,  
CONFESSIONAL PROCEDURE)

*Refs:*  
HCOB 21 Jan. 60 JUSTIFICATION  
HCOB 7 July 64 JUSTIFICATIONS  
HCOB 8 July 64 MORE JUSTIFICATIONS  
Tape: 6406C09 "The Cycle of Action,  
Its Interpretation on the E-Meter"  
Tape: 6406C16 "Communication, Overts and  
Responsibility"

One of the tools of the successful auditor is the technique of getting off the pc's justifications when pulling overts and withholds. When this tech has fallen out of use, auditing has been less effective. Therefore, in auditing the False Purpose RD it is mandatory that on each overt pulled the pc's justifications of that overt must be cleared.

Additionally, a step is added to Sec Checking procedure of getting the pc's justifications off on each overt that is found.

**THEORY**

Where the pc is justifying, he is in a nonconfront of his own causation. By justifying he is lessening the severity of the overt, and as long as he has an overt justified, he hasn't taken responsibility for it and it will still be charged. Thus, pulling off the pc's justifications is invaluable in raising his cause and responsibility level.

**PROCEDURE**

Justifications are asked for after the time, place, form and event of the overt have been gotten and before asking for "who missed it" and E/S.

The pc's justifications can be gotten by asking, "Have you justified that overt?" or "Why wasn't that an overt?" getting that answered and asking for any more justifications until all are gotten. Quite often they will come off in a torrent, to the great relief of the pc.

*Example:* Auditor is running the Confessional question, “Have you ever stolen an apple?” After getting the pc to answer and give the what, when and so forth of the overt, the auditor asks:

Auditor: “Have you justified that overt?”

Pc: “Yes, I decided it was okay to steal the apples because I was hungry.”

Auditor: “Thank you. How else did you justify it?”

Pc: “Well, the store had so many apples in stock that I knew it wouldn’t hurt them to lose a few . . . and after all, they’ve overcharged me before, so they actually sort of owed it to me, and I always shop there so they’re still making plenty of money from me.”

Auditor: “Okay. How else did you justify it?”

Pc: “That covers it. Boy, I really had that one loaded up with reasons for its being all right!”

Auditor: “Thanks very much. Who missed it?” (Auditor continues on with the “missed” step and then, if no EP, goes E/S on the Sec Check question.)

#### GRADE IV

This HCOB in no way changes or replaces the “Overt-Justification” process which is run as part of Expanded Grade IV.

#### Ls

The L Rundowns are audited exactly per the Class X, XI and XII materials and are not added to or modified in any way by this HCOB.

---

This is quite a powerful bit of tech. Its application can make all the difference in cleaning up an overt.

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HCO BULLETIN OF 9 JUNE 1984R

REVISED 3 MAY 1985

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Auditors  
False Purpose RD  
C/Ses  
Cramming Officers

*False Purpose Rundown Series 5R*

**AUDITING THE FALSE PURPOSE RUNDOWN**

*Refs:*

HCOB	5 June 84R	FPRD Series 1R
	Rev. 11.1.90	FALSE PURPOSE RUNDOWN
Book:	<i>Advanced Procedure and Axioms</i> , Chapter "Postulates"	
HCOB	28 Nov. 70	C/S Series 22
		PSYCHOSIS
HCOB	9 May 77 II	ExDn Series 29
		PSYCHOSIS, MORE ABOUT
HCOB	28 Feb. 84	C/S Series 118
		PRETENDED PTS
HCOB	27 Mar. 84	C/S Series 119
		STALLED DIANETIC CLEAR: SOLVED
HCOB	7 June 84	FPRD Series 3
		THE PRIOR CONFUSION: NEW TECH BREAKTHROUGH
HCOB	8 June 84	FPRD Series 4
		CLEARING JUSTIFICATIONS
HCOB	6 Nov. 64	STYLES OF AUDITING (Level II—Guiding Style)
HCOB	21 Mar. 74	END PHENOMENA
HCOB	1 Mar. 77 II	CONFESSIONAL FORMS

The False Purpose Rundown is a brand-new development in the handling of overts, withholds, evil purposes and destructive intentions. Using this new technique they are traced straight down to their origins and BLOWN.

**EVIL PURPOSES**

An evil purpose is a destructive purpose, intention or postulate.

I discovered in 1970 that evil purposes are the basis of insanity. A person who continuously commits harmful acts has evil purposes. He is prompted by these purposes to commit overts. (Such a person often tries to keep these overts carefully hidden while continuing to commit them.)

This does *not* mean that every pc who gives off an evil purpose is a raving psychotic or a John Dillinger or is bent only on destruction. It does *not* mean that any pc who discovers he has been dramatizing a destructive intention is an SP.

What it does mean is that this is an area that will cause (or, more likely, has already caused) a great deal of difficulty or conflict not only for the pc himself but for those around him.

## POSTULATES

Evil purposes are, in effect, postulates.

Research on purposes and postulates and their role in the general aberration of a case goes back as early as 1950, and a lot of material exists on this in HCOBs and in basic Dianetics and Scientology books.

In dealing with this subject we are, in reality, dealing with a whole spectrum of what are actually postulates: considerations, intentions, purposes, service facsimiles and computations. These are all postulates.

Such false purposes, false considerations, quasi-evil purposes and the like can sit squarely in the road of attempts to hat or train or get case gain on a person.

## NEW TECH BREAKTHROUGH

Underlying an overt chain you will very often find an evil purpose or destructive intention. In other words, when you start tracking down O/Ws with E/Ses keeping on a certain type of O/W, you will very likely run into an evil purpose on a case. The underlying evil purpose prompts the person to commit and continue committing harmful acts.

The breakthrough that I have made on this line is in the application of prior confusion tech to the handling of overts and evil purposes. Just as an evil purpose can be found at the bottom of a chain of overts, so can a confusion be found just prior to an evil purpose.

Once the first underlying prior confusion on that chain is located, it is only necessary to have the pc spot the **FIRST MOMENT** of it to cause it to blow.

## AUDITOR REQUIREMENTS

A False Purpose RD Auditor must be a graduate of the new **HUBBARD FALSE PURPOSE RUNDOWN AUDITOR COURSE** and provenly competent in handling the high-precision tech of the rundown. A prerequisite to this course is the **HUBBARD SENIOR SECURITY CHECKER COURSE**, where one becomes a highly skilled Sec Checker. *NO ONE* who has not successfully completed these two courses may audit the False Purpose Rundown.

The exact requirements to deliver the False Purpose RD are:

1. Student Hat
2. Pro TR Course
3. Class IV Auditor

4. Upper Indoc TR Course (or Upper Indoc TRs previously drilled on any training course)
5. Hubbard Senior Security Checker Course
6. Hubbard False Purpose Rundown Auditor Course (Provisional until interned).

To deliver the False Purpose Rundown to an OT III or New OT IV (which would only be done in an AO or at the FSO) one must have done 1-6 above PLUS:

7. Qualified to audit OT III reviews.

To deliver the False Purpose Rundown to a NOTs pre-OT one must have done all of 1-7 above PLUS:

8. Full training as a Class IX Auditor (Hubbard Advanced Courses Specialist).

### FALSE PURPOSE RUNDOWN FORMS

The False Purpose Rundown procedure utilizes a form that consists of a series of questions related to a specific subject or area. There are different False Purpose RD forms which the C/S may include in the pc's program. Whatever form is used, the auditor does the whole form on the pc. Every question is cleared and checked on the meter as per basic Sec Checking tech.

Some of the questions on the form ask for overts (e.g., "Have you ever stolen materials from a school?") and other questions ask directly for evil purposes and destructive intentions (e.g., "Have you had an evil purpose towards a school teacher?").

Form questions which simply ask for overts are taken E/S to basic, and usually lead right to an evil purpose. (See Steps A to G below.)

On questions which directly ask for evil purposes the auditor takes up the procedure from Step C and carries through to EP.

The whole aim in doing this rundown is to locate overts and evil purposes on the case and fully blow them. These two types of Sec Check questions simply give two different approaches to one thing: getting onto the trail that leads to an evil purpose and, once found, blowing the evil purpose.

### AUDITING PROCEDURE

**IMPORTANT:** Before the rundown is started, the pc must have a clear understanding of what is meant by an evil or destructive intention, and what a confusion and prior confusion are, as per the Technical Dictionary. The commands themselves must also be thoroughly cleared. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

**STEP A:** Auditor clears and asks the question from the False Purpose RD form.

Example: “Do you have an overt on cats?”

On each reading Sec Check question get the question answered fully and the overt pulled with time, place, form and event and pull any justifications of the overt as part of this. This is done with full Sec Checking tech. If no persistent F/N or spectacular release on getting off the overt, go E/S on the overt chain, with each overt question being taken to basic. Just pulling an overt might result in a huge release and persistent F/N which would be the EP for that chain.

You may get an F/N accompanied by a cog and VGIs while going down an overt chain. An F/N indicates a release point. What occurs in a case when you get an F/N on going down an overt chain is a key-out; by pursuing it you resume the chain and can pull it down to its underlying evil purpose.

It is very important in running down these overt chains that the auditor keeps the pc ON the same chain. Should the pc offer up some other overt or even an evil purpose disrelated to the chain being run, it is just noted in the worksheet for later reference. It would be an auditor error of magnitude to Q-and-A with such an origination and pursue it in the middle of handling the overt chain that was started with. (Ref: HCOB 21 Mar. 62, PREPCHECKING DATA, WHEN TO DO A WHAT)

Note: In running an overt chain E/S, the pc may spot the evil purpose that prompted the overts on that chain. If this occurs, i.e., the pc (without prompting) *volunteers* the evil purpose or intention that underlies that overt chain, and it is *reading* on the meter, the auditor goes straight to Step C.

**STEP B:** If running the overt E/S (to the point where there is apparently no earlier overt) does not result in a spectacular release and persistent F/N, the auditor asks:

“WAS THERE SOME EVIL PURPOSE OR DESTRUCTIVE INTENTION THAT PROMPTED YOU TO COMMIT THAT OVERT?”

and, if this reads, he pulls the evil purpose or destructive intention. The auditor is expected to put in “Suppress” and “Invalidate” if this question is not reading.

(AN “F/N AND VGIs” IS NOT THE EP BEING SOUGHT IN FALSE PURPOSE RUNDOWN PROCEDURE. THE EP IS A SPECTACULAR RELEASE AND A PERSISTENT F/N. THE PC SHOULD F/N ON THE E/S OVERT CHAIN ITSELF AND THE F/N SHOULD BE INDICATED, BUT THE PROCEDURE IS CONTINUED UNTIL THE FULL EP IS REACHED.)

(If this question [“Was there an evil purpose . . .”] does not read, this puts one back at Step A. The original question one started with [e.g., “Do you

have an overt on cats?"] is rechecked as per standard Confessional procedure. Once that original question F/Ns on being checked, carry on with the next question listed on the False Purpose RD form.)

The *purpose or intention should read* when the pc gives it. If it isn't reading, do not pursue the item with Steps C1, C2, etc.

**STEP C:** If there is no great relief and persistent F/N from the pc on finding the evil purpose, get the prior confusion which occurred just before that evil purpose. Then ask for and find the first moment of that prior confusion which led to that evil purpose.

This is done as follows:

C1: The auditor asks: "WAS THERE A CONFUSION THAT OCCURRED JUST BEFORE YOU HAD THE PURPOSE (the wording of the evil purpose given by the pc)?"

(Example: "Was there a confusion that occurred just before you had the purpose 'to kill cats'?")

and, by using the meter, the auditor finds this confusion.

C2: The auditor then asks: "WHEN WAS THE FIRST MOMENT OF THAT CONFUSION?" and gets the pc to find this.

**STEP D:** If there is no spectacular release and persistent F/N on finding the first moment of that prior confusion, ask the pc:

"WAS THERE AN EARLIER TIME YOU HAD THE PURPOSE (the wording of the evil purpose given by the pc)?"

(Example: "Was there an earlier time you had the purpose 'to kill cats'?")

and find this earlier time the pc had that purpose. What is being looked for is NOT an earlier-similar purpose, but an earlier time the pc had THAT SAME EXACT PURPOSE.

**STEP E:** If there is no spectacular release or persistent F/N on finding the earlier time, find the CONFUSION PRIOR TO THAT TIME as per Steps C1 and C2 above, and proceed to Step D.

**STEP F:** The auditor continues going earlier as per Steps D and E, until the pc has found the first moment of the first confusion which led to THAT evil purpose.

**STEP G:** If all Steps A through F have been done yet there is still no spectacular release and persistent F/N, assess and handle a False Purpose RD Correction List.



## STYLE OF AUDITING

The style of auditing used on the False Purpose RD is Level II, Guiding Style. The auditor must be well drilled in this style of auditing to be successful with the rundown.

## GOOD INTENTIONS

ONLY evil or destructive intentions are picked up and handled in this auditing. DO NOT run good intentions.

## PAST TRACK

Do not limit the pc to this lifetime when going E/S on overts or when asking for an earlier time he had that evil purpose. These chains very often go whole track.

## LISTING

By following the False Purpose RD procedure exactly, the auditor should be able to easily find and pull the pc's evil purposes. The pc is not asked listing questions, nor is L&N any part of the procedure. But it is possible that a pc *could* start listing and the auditor must be able to recognize and handle such a situation per standard listing tech.

The auditor would handle an out-list per HCOB 11 Apr. 77, LIST ERRORS, CORRECTION OF, and HCOB 17 Mar. 74, TWO-WAY COMM, USING WRONG QUESTIONS.

## ADDITIONAL NOTE ON SERVICE FACS

Upon reviewing the session worksheets, the C/S may find that a service fac was found and F/Ned, but not fully blown. In such an instance the C/S can order the service fac run in the R3SC brackets in a later session, to fully blow it. It is the auditor's responsibility to ensure the item reads; if it isn't reading, it is not run.

However, if one is doing a False Purpose RD Correction List and in doing so locates a reading service fac, the auditor should run it out with R3SC in that session.

## REPAIR

During a chain if the auditor hits an impasse, it is expected that he would apply the appropriate Sec Checking tools right then and there to handle: Murder Routine, checking for a missed withhold, use of buttons, etc.

If there is some bog that the auditor is unable to rapidly handle using the routine Sec Check debug tools, a False Purpose Rundown Correction List should be assessed and handled.

## ENDING THE SESSION

When at some point in doing these steps the pc has a spectacular release and a persistent F/N, end off the session at that point and turn the folder in to the C/S. That would be the EP for that chain and that session.

In the next session the auditor rechecks the last question run on the False Purpose RD form, and if reading, repeats Steps A to G on it. When that question no longer reads on checking, one proceeds on to the next question on the form.

## SUMMARY

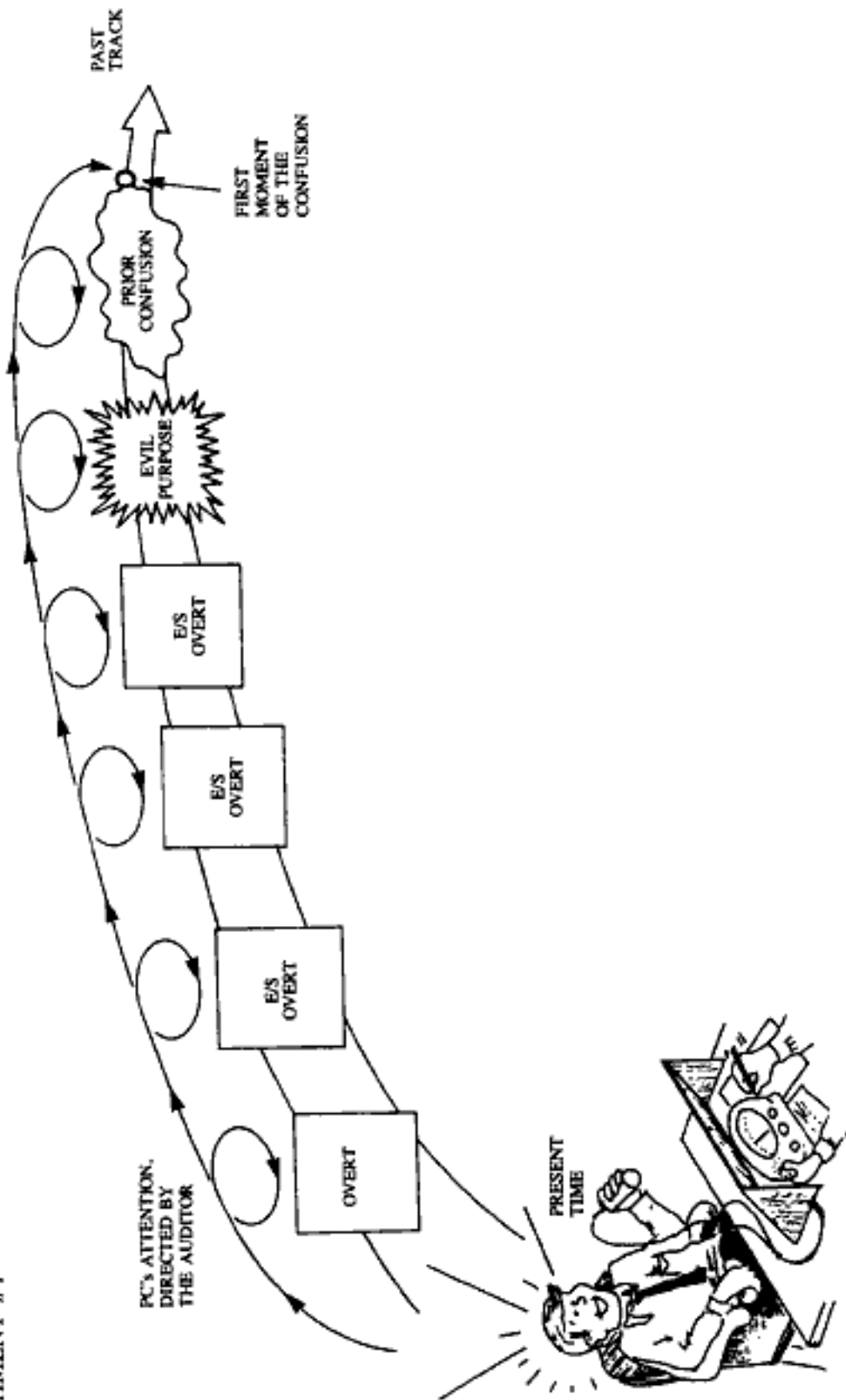
The importance of using this tech of purposes and considerations is immeasurable.

It can make the difference between complete failure and successful hatting; between a hell-bound existence and a pleasurable productive life.

This tech is for use. Use it well.

L. RON HUBBARD  
Founder

HCOB 9.6.84R  
Rev. 3.5.85  
ATTACHMENT #1



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 JUNE 1984

*Limited Distribution:*  
Remimeo  
False Purpose RD  
Auditors and C/Ses  
Cramming Officers

*False Purpose Rundown Series 6*

**FALSE PURPOSE RUNDOWN COMMANDS**

The following are the commands of False Purpose Rundown procedure. The full data on each of these commands and its application is contained in HCOB 9 June 84, FPRD Series 5, AUDITING THE FALSE PURPOSE RUNDOWN.

*STEP A:* Clear, check for read and ask the question from the False Purpose RD form being used. If it reads, get the question answered fully and the overt pulled with full time, place, form and event, also pulling the pc's justifications. This is done with full Sec Checking tech. Take this E/S as a chain of overts, down to the basic overt on the chain.

*STEP B:* If no spectacular release or persistent F/N, find the underlying evil purpose, using the question:

“WAS THERE SOME EVIL PURPOSE OR DESTRUCTIVE INTENTION THAT PROMPTED YOU TO COMMIT THAT OVERT?”

*STEP C:* If there's no great relief and persistent F/N from the pc spotting the evil purpose, find the confusion before it, and get the pc to spot the first moment of that prior confusion:

*C1:* “WAS THERE A CONFUSION THAT OCCURRED JUST BEFORE YOU HAD THE PURPOSE (the wording of the evil purpose the pc gave)?”

*C2:* “WHEN WAS THE FIRST MOMENT OF THAT CONFUSION?”

*STEP D:* If still no EP, get the earlier time he had *that same exact purpose*: “WAS THERE AN EARLIER TIME YOU HAD THE PURPOSE

*STEP E:* If no EP, find the confusion prior to that time as per Steps C1 and C2 above, then proceed to Step D.

*STEP F:* Continue with Steps D and E as needed to get the *first* moment of the *first* confusion which led to *that* evil purpose.

*STEP G:* A False Purpose Rundown Correction List should be assessed if full EP is not reached by this point.

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HCO BULLETIN OF 11 JUNE 1984

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*False Purpose Rundown Series 7*

**C/Sing THE FALSE PURPOSE RUNDOWN**

<i>Refs:</i>		
HCOB	5 June 84R Rev. 11.1.90	FPRD Series 1R FALSE PURPOSE RUNDOWN
HCOB	9 June 84R Rev. 3.5.85	FPRD Series 5R AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	12 June 84	FPRD Series 8 FALSE PURPOSE RUNDOWN AUDITOR ERRORS
HCOB	16 June 70	C/S Series 6 KSW Series 20 WHAT THE C/S IS DOING
HCOB	1 Mar. 77 II	CONFESSIONAL FORMS
HCOB	13 Oct. 82	C/S Series 116 ETHICS AND THE C/S
HCOB	28 Feb. 84	C/S Series 118 PRETENDED PTS
HCOB	27 Mar. 84	C/S Series 119 STALLED DIANETIC CLEAR: SOLVED
HCOB	21 Mar. 74	END PHENOMENA

This rundown is a very powerful C/S tool for case advancement. Utilizing technical breakthroughs made in whole track research, it is unique in its direct approach to the handling of evil purposes and destructive intentions. It is actually a brand-new look at the subject: Guiding the pc down to basic on overt chains with thorough Sec Checking of each overt itself, then' carrying through with special steps designed to blow the factors that originally prompted the overt.

**C/S REQUIREMENTS**

In order to C/S the False Purpose Rundown one must have successfully completed the Hubbard False Purpose Rundown Auditor Course and internship and must have graduated the Hubbard False Purpose RD C/S Course.

**WHO CAN RECEIVE THE RUNDOWN**

Case prerequisites for the rundown are Purification Rundown and Objectives. The only exception would be a pc who is in Case Category 4 per HCOB 12 Nov. 81RD, GRADE CHART STREAMLINED FOR LOWER GRADES: OCA all in the upper half of graph, no heavy drug history. Such a pc could be put straight onto the rundown provided he had been fully educated as a pc with a Scientology C/S-I. But the False Purpose RD is not an introductory-type action and would not ordinarily be programed on a "raw meat" case.

It would also be a mistake to program someone for the False Purpose RD whose track was heavily blocked off with drugs, as the pc needs to be able to go E/S. If the C/S has such a case on his hands, despite the person having completed a standard Purif and battery of Objectives, then a Drug RD must be done.

The False Purpose Rundown is primarily used to unstick a stalled case and get it moving up the Grade Chart again. It is not a grade or level in itself.

Where a Dianetic Clear or any pre-OT has stalled in his progress up the Bridge, the False Purpose Rundown can give him a tremendous boost in blasting through the barriers he is faced with and make it possible for him to make it on up the line to full OT.

As an example, a pc receiving HRD auditing might plow into an inability to free up on something, and not come around with handlings specific to the HRD. If through folder study and assessment of prepared lists the C/S discovers that the primary factor holding the pc back lies in the area of evil purposes in conflict with one or more of the precepts of *The Way to Happiness*, such a pc would need to be shifted over to the False Purpose RD—and completed on a specific False Purpose RD form—and then returned to the HRD and the HRD carried through to completion.

Another example would be a pc receiving PTS handling. Should it become evident that the pc is actually a pretended PTS (per HCOB 28 Feb. 84, C/S Series 118, PRETENDED PTS) he can be smoothly moved over onto the False Purpose RD.

The False Purpose RD is not a panacea to be used in place of other standard case debug and repair tools such as drug handlings or the Expanded GF 40. It is used when the C/S has determined that what is stalling a case is evil purposes. It is programed so as to locate and handle the evil purposes and false purposes and nonsurvival considerations, after which the pc is returned to and moved on up the Grade Chart. Some repair lists, such as the GF 40X, contain questions which can detect evil purposes on a case. Such questions reading would alert the C/S to the need to ensure that the False Purpose RD was included in the pc's future programing.

## PROGRAMING

Though the False Purpose Rundown reaches more deeply into the heart of a pc's case than Sec Checking, and incorporates brand-new tech discoveries from whole track research, its C/Sing and programing follow the same basic C/Sing and programing rules applicable to Sec Checking.

One could for example have a case that is in the middle of a grade or level, not in any sort of ethics trouble, and running fine in session, who simply originates to a Reg that he would like to receive the False Purpose RD. The Reg and C/S would handle this as they would any pc request for a particular rundown, as per HCOB 12 Nov. 81RD, GRADE CHART STREAMLINED FOR LOWER GRADES, section "PROGRAMING." The C/S would not interrupt the grade the pc was in the middle of and interject the False Purpose RD.

On the other hand, one could have a pc who is very evidently in need of this RD right now—not later.

In all such cases the C/S follows HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS, and HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S, which give the rules.

## SETUPS

Before a pc is begun on the False Purpose Rundown he must be properly set up, with an F/N and VGIs.

## CLEARING WORDS

The preclear must have a full understanding of the words and commands of the False Purpose Rundown. The pc has to have a very clear understanding of what is an overt, a withhold, an evil purpose, a confusion and so on.

## BEGINNING THE RUNDOWN

A pc or pre-OT beginning the rundown is first put onto the False Purpose Rundown Basic Form (HCOB 14 June 84, False Purpose Rundown Series 10-A).

Other forms may be used in addition to the basic form. For example, a pc might be a field auditor in for some case cleanup and tech update; he could be programed for the False Purpose Rundown using an "auditor form." If additional forms are used, the questions are handled per the A-G steps of the False Purpose Rundown procedure. In any case, questions are not deleted from the form.

Any form may have questions added to it by the C/S that pertain to the individual person's background and occupation(s) and current scene (Ref: HCOB 1 Mar. 77 II, CONFESSONAL FORMS).

## ETHICS

The False Purpose RD does not take the place of standard ethics. If a person is currently involved in an out-ethics situation and is thereby harming the org or those around him in some fashion, or has gross downtrending statistics as a group member, that person should be hauled into Ethics and sorted out. Such handling might even include a rapid HCO Sec Check as a means of getting to the root of some PT situation, so that ethics can be gotten in.

*Example (correct):* A sum of money has been reported missing from the Treasury cash box. At the same time, staff member Pete begins insisting he must leave staff for one "reason" or another. Well, here is an obvious candidate for some pointed investigatory questioning by a skilled Sec Checker. The C/S in this case needs to get a certain set of Sec Check questions answered, fast. In this illustration it would be incorrect to embark on the False Purpose RD, as the auditor would be bound by the HCOBs to take the first question all the way through the rundown steps to persistent F/N, end session, start another session later and take up question number two, and so on. It is simply a matter for a straight HCO Confessional, get the questions answered and the overts pulled, each to F/N, and that's it.

The False Purpose Rundown is a TECH handling. Handling tech before ethics is incorrect sequence.

Once the person has been interviewed or sec checked by an MAA, (or been before a court or committee) and physical universe handlings for any PT outethics have been done, or are at least in progress with the person's ethics going in, the False Purpose RD can be used as a tool to assist him to handle the situation terminatedly. As long as ethics has *gone in* on the person, one can safely start him on the False Purpose RD.

*Example* (incorrect): Course Supervisor Elliot is found to be crashing the Academy stats, giving out verbal tech and caving in students with invalidation. Exec asks the C/S to "please get Elliot audited on the False Purpose RD right away as we must handle his destructiveness." The C/S goes along with this. Elliot isn't comm-eved or put through lower ethics conditions or otherwise given any ethics *handling*. He gets several sessions but doesn't make any real case change. The Academy empties out. Reason: They are trying to get tech in when he is still in the ethics band. The handling is not "double the number of sessions per day he's getting." That would be out-sequence.

*Example* (correct): Betsy damaged org property and falsified an FSM commission. Turns herself in to the Ethics Officer who has her write up her O/Ws and do ethics condition formulas starting at Confusion. She works up through the conditions to Liability and writes up overts and confronts the fact that she has been out-ethics. She is, at this point, started on the False Purpose RD. Between sessions she carries on with the rest of the condition formulas, amends work, studying an ethics course, etc. The rundown is very successful. And it was successful because the sequence applied was ethics and *then* tech.

#### EP OF A SINGLE FALSE PURPOSE RD FORM

The False Purpose Rundown, similar to Sec Checking, is an unlimited process (Ref: HCOB 2 Nov. 68R, CASE SUPERVISOR CLASS VIII, THE BASIC PROCESSES). In other words, a person could receive False Purpose RD auditing any number of times, with an EP achieved for each False Purpose RD form done.

*Example:* Pc has had some auditing, some grades, then is inactive for a while ("falls off the Bridge"). He is involved in out-ethics, etc. He is recovered, and given False Purpose Rundown Series 10-A, the Basic Form. On completion of his auditing on this form he is doing extremely well and is ready to continue up the Bridge. He is sent to attest to completion of "False Purpose RD Basic Form."

*Example:* A pc is having trouble with her marriage. She is audited on the False Purpose RD Basic Form, attests to it, and is then run on a False Purpose RD 2D Form. On completion of the 2D Form she is doing very well and her 2D situation is fully and happily resolved. She is sent to attest to completion of "False Purpose RD, Second Dynamic Form."

When the person being audited on the False Purpose Rundown has been successfully completed on the last question of a particular form, the following indicators should be present:

1. The tone arm action has flattened off.



2. A marked shift of viewpoint accompanied by a cognition about the subject that was being sec checked, such as now being free from having to restrain oneself from committing harmful acts, etc. This would be a very big, embracive cognition, or number of them.

With these phenomena present, the pc may be sent to declare completion of that form. If they are not present, have the auditor assess a False Purpose Rundown Correction List and handle it M3 to an F/Ning list. If the EP as above is still not present, the case needs to be FESed and, taking care to use the data obtained from the correction list assessment, programed for any needed repair and then to complete that False Purpose Rundown form.

#### EP OF PROGRAM

Completing a whole program is a different matter than completing one form.

A stalled Dianetic Clear might, for example, have a case program that consists of several False Purpose Rundown forms (each carried to EP), followed by False Data Stripping and then Method One Word Clearing.

The overall program would be ended, and the pc sent to declare to the *program*, when the end phenomena of *that program* had been attained. This would mean achieving the end product that program was intended to achieve, as per the C/S Series HCOBs, and would include a marked rise in the person's OCA from the range it was in before the program was begun.

#### AUDITOR HANDLING

The C/S must ensure that his False Purpose Rundown auditors are well trained and interned to begin with and effectively crammed on any goofs of the procedure.

A point which must be particularly watched for is the auditor's handling of F/Ns that occur before the full EP of a chain is reached. Some auditors, accustomed to ending off an action at the first F/N, cog, VGIs will tend to end off at an F/N rather than carrying through to the full EP (persistent F/N, cog, VVGIs, evil purpose blown).

#### SUMMARY

With this new rundown and its direct address to factors that underlie nonsurvival conduct, the C/S is equipped to dramatically boost a pc or pre-OT on his way up the Bridge to full restoration of his power as a being.

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HCO BULLETIN OF 12 JUNE 1984

*Limited Distribution:*

Remimeo  
FPRD Auditors  
and C/Ses  
Cramming Officers

*False Purpose Rundown Series 8*

**FALSE PURPOSE RUNDOWN AUDITOR ERRORS**

*Refs:*

HCOB	9 June 84	FPRD Series 5 AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	11 June 84	FPRD Series 7 C/Sing THE FALSE PURPOSE RUNDOWN
HCOB	8 June 84	FPRD Series 4 CLEARING JUSTIFICATIONS
HCOB	7 June 84	FPRD Series 3 THE PRIOR CONFUSION: NEW TECH BREAKTHROUGH
HCOB	30 Nov. 78	CONFESSIONAL PROCEDURE
HCOB	13 Oct. 82	C/S Series 116 ETHICS AND THE C/S

The following are common errors that were made by some of the first auditors learning to audit the False Purpose Rundown. These errors can lessen or nullify results on the rundown and must be watched for closely by the C/S and thoroughly handled if they occur—by both cramming the erring auditor and repairing the pc:

1. **FAILING TO VIGOROUSLY PULL THE OVERTS GOTTEN WHILE FOLLOWING DOWN THE OVERT CHAIN.** Effective, no-Q&A overt pulling which nails down the overt in its entirety is a must. Patty-cake, sweaty-palmed auditors who did not master the tech of Sec Checking will *not* succeed with the False Purpose Rundown.
2. **NOT TAKING THE OVERT CHAIN EARLIER-SIMILAR TO EARLIER OVERTS.** Quite often the E/S O/W chain will go backtrack. The evil purpose will be found to be underneath the earliest overt on that chain. This error often shows up in the auditor attempting to get off an evil purpose after having pulled only a light PT overt.
3. **FAILURE TO DIRECT PROPER ETHICS HANDLING WHEN NEEDED.** Ethics must be in before tech will go in. Some persons will need ethics handlings before the False Purpose RD will even begin to bite at all. Trying to “handle” someone’s PT out-ethics situation with False Purpose RD auditing alone will result in loses.

4. ATTEMPTING TO “DO THE FALSE PURPOSE RD” OVER THE TOP OF PC NATTER OR OUT-OF-SESSIONNESS OR OTHER SYMPTOMS OF MISSED WITHHOLDS. This of course comes under the heading of “auditing a pc over out ruds.”
5. QUICKYING. Example: Auditor calling a persistent F/N when there obviously is no persistent F/N present. Example: Auditor saying something was an EP which wasn't.
6. FAILING TO PULL OFF THE PC ' S JUSTIFICATIONS FOR EACH OVERT AS THE CHAIN IS FOLLOWED DOWN. Includes asking for justifications just once (brush off), when the pc may need to be asked the question several times before all the justifications are gotten.
7. NOT GETTING ALL OF THE OVERT FIRST BEFORE ASKING FOR THE PC'S JUSTIFICATIONS OF THAT OVERT.
8. Q&A OFF THE O/W CHAIN, ONTO SOME OTHER O/W CHAIN OR ONTO SOMETHING ELSE.
9. BASIC OVERT PULLING ERRORS SUCH AS MISSING READS, NOT RAISING THE SENSITIVITY ON QUESTIONS, Q&A, NOT VARYING THE QUESTION OR PULLING STRINGS WHEN NEEDED, ETC.
10. NOT USING “LEFT-HAND BUTTONS” (e.g., “SUPPRESS” AND “INVALIDATE”) WHEN A FALSE PURPOSE RD FORM QUESTION DOESN'T READ, OR WHEN THE STEP B QUESTION OF THE FALSE PURPOSE RD PROCEDURE DOES NOT READ.
11. FAILURE TO RECOGNIZE WHEN BASIC ON THE OVERT CHAIN HAS BEEN REACHED AND THE CHAIN FLATTENED.
12. OVERRUNNING A SESSION OR CHAIN BY TRYING TO CARRY ON PAST A SPECTACULAR RELEASE OR PERSISTENT F/N.
13. AUDITOR NOT KNOWING WHAT AN EVIL PURPOSE OR DESTRUCTIVE INTENTION IS AND TAKING UP GOOD INTENTIONS, RANDOM STATEMENTS, COMPUTATIONS, ETC., AS “EVIL PURPOSES.” Includes failing to clear these terms thoroughly with the pc before beginning him on the rundown.
14. NOT TAKING THE EVIL PURPOSE EARLIER (to the earlier time the pc had that same evil purpose), when needed as per Step D of False Purpose RD procedure.

15. COMMANDS NOT FULLY CLEARED, AND/OR PC NOT GROOVED IN TO THE PROCEDURE SO THAT HE UNDERSTANDS WHAT IS TO BE DONE AND WHAT IS EXPECTED OF HIM.
  
16. PICKING UP AND ATTEMPTING TO RUN RANDOM EVIL PURPOSES THAT THE PC ORIGINATES WHILE BEING RUN DOWN A SPECIFIC CHAIN.
  
17. TURNING STEP B OF THE FALSE PURPOSE RD PROCEDURE (PULLING THE EVIL PURPOSE) INTO AN L&N ACTION.
  
18. NOT USING THE FALSE PURPOSE RUNDOWN CORRECTION LIST WHEN NEEDED ON A CASE.

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REVISED 1 AUGUST 1990

Remimeo  
False Purpose RD  
Auditors  
and C/S's  
Cramming Officers

*False Purpose Rundown Series 9R*

**FALSE PURPOSE RUNDOWN CORRECTION LIST**

This list is used in repairing flubs or case upsets on persons receiving the False Purpose RD.

If after a session on the False Purpose Rundown the person red tags at the Examiner or if he gets sick or upset or falls on his head shortly after the auditing, this list should be assessed and handled to straighten the matter out. The repair action would be a 24-hour repair priority per policy.

If there is a bog during a False Purpose Rundown session, the auditor uses this list to sort the matter out and get the pc rolling again.

This list would normally be done *Method 3*, as the questions are written in a precise sequence: The initial questions cover those items which would have to be handled first, and the rest of the questions are laid out generally in the order of likelihood of what would be found to have caused the difficulty.

The list should be used with a prefix which acts as a time limiter, such as "In this session, \_\_\_\_\_?" or "On the False Purpose Rundown, \_\_\_\_\_?"

The majority of the questions on this list are handled by fully clearing a withhold or withholds that were left unhandled in a session. Once such a question is handled, it is rechecked—as per Sec Checking procedure—to ensure that there is no more to be gotten on that question.

1. YOU WENT EXTERIOR? \_\_\_\_\_

(Indicate it. If pc has never had an Int RD, give him a standard Int RD per Int RD Series 2. On a Clear or OT, do not run any Dianetics; do an End of Endless Int RD. If you are not a Class V Graduate Auditor, end off for a Class V Grad or above to handle.)

2. LIST ERROR? \_\_\_\_\_

(Indicate. If Class III or above, find out what list, and repair with L4BRB. If not Class III, end off for handling by a Class III or above.)

3. WRONG ITEM? \_\_\_\_\_  
(Handle as in #2.)
4. DID YOU HAVE AN ARC BREAK? \_\_\_\_\_  
(ARCU, CDEINR, E/S to F/N.)
5. WERE YOU AUDITED OVER A PROBLEM? \_\_\_\_\_  
(2WC E/S to F/N.)
6. WAS A WITHHOLD MISSED? \_\_\_\_\_  
(Pull it fully, and handle as per A to G of the False Purpose RD procedure.)
7. DID YOU TELL PART OF A WITHHOLD BUT NOT THE REST? \_\_\_\_\_  
(Get all of the withhold, and handle as per A to G of the False Purpose RD procedure.)
8. DID YOU MISDIRECT THE AUDITOR? \_\_\_\_\_  
(Treat as a M/W/H. Find out what the overt was that the pc misdirected the auditor away from, and handle the overt as per A to G of the False Purpose RD procedure.)
9. WITHHELD SAYING SOMETHING FOR FEAR OF GETTING INTO ETHICS TROUBLE? \_\_\_\_\_  
(Pull it fully, as per Sec Checking procedure, to find out what exactly the pc withheld. After getting the what, when, etc., also ask: I. "What appeared there?" II. "What didn't appear there?" and then carry on with the False Purpose RD procedure steps—A, B and so on.)
10. DID YOU WITHHOLD SOMETHING BECAUSE OF WHAT OTHERS MIGHT THINK? \_\_\_\_\_  
(Handle as in question #9.)
11. DID YOU AVOID TELLING ONE OVERT BY GIVING A DIFFERENT ONE? \_\_\_\_\_  
(Treat as a M/W/H. Find out what the overt was that the pc avoided telling the auditor, and handle the overt as per A to G of the False Purpose RD procedure.)
12. DID THE AUDITOR FAIL TO FIND OUT SOMETHING ABOUT YOU? \_\_\_\_\_  
(Pull it fully and complete its handling as per A to G of the False Purpose RD procedure.)

13. WAS THERE AN EARLIER OVERT UNDISCLOSED? \_\_\_\_\_  
(Pull it, and complete its handling as per A to G of the False Purpose RD procedure.)
14. WAS A CHAIN OF OVERTS NOT TAKEN BACK TO BASIC? \_\_\_\_\_  
(Flatten the overt chain and complete its handling as per A to G of the False Purpose RD procedure.)
15. OVERT TOO LATE ON THE CHAIN? \_\_\_\_\_  
(Get the earlier overt and complete its handling as per A to G of the False Purpose RD procedure.)
16. WAS AN EARLIER WHOLE TRACK OVERT ON THE CHAIN MISSED? \_\_\_\_\_  
(Get the earlier overt and complete its handling as per A to G of the False Purpose RD procedure.)
17. HAS AN OVERT BEEN JUSTIFIED? \_\_\_\_\_  
(Pull the justifications off the overt, then complete its handling as per A to G of the False Purpose RD procedure.)
18. WAS THERE SOME OTHER WAY YOU JUSTIFIED THE OVERT? \_\_\_\_\_  
(Pull the justifications off the overt, then complete its handling as per A to G of the False Purpose RD procedure.)
19. HAVE YOU TRIED TO LESSEN AN OVERT? \_\_\_\_\_  
(Find out how he tried to lessen the overt. Then get all of the overt, pull all justifications and complete its handling with steps A to G of the False Purpose RD procedure.)
20. A CHAIN OR INCIDENT THAT WAS TOO INCREDIBLE TO BE BELIEVED? \_\_\_\_\_  
(Get what the chain or incident was. Put in the buttons: Suppressed, Invalidated, Protested, Anxious About, Rejected. It will probably blow and F/N. If it doesn't, handle per the appropriate step of the False Purpose RD procedure, depending on whether the incident was an overt or evil purpose or whatever.)
21. WERE YOU WORRIED ABOUT REPUTATION? \_\_\_\_\_  
(Clean it up 2WC E/S to F/N. Then check for an overt or overts before pc became worried about reputation, and handle with False Purpose RD procedure.)
22. JUMPED TO A DIFFERENT OVERT CHAIN? \_\_\_\_\_  
(Find out what overt was being pulled just before the pc jumped to some other overt chain, and complete that original overt chain as per A to G of the False Purpose RD procedure. Then take up the overt chain that the pc had jumped to, and handle that one similarly.)

23. WENT PAST BASIC ON AN OVERT CHAIN? \_\_\_\_\_  
 (Indicate it. Spot the flat point and indicate the overrun. Rehab if needed, to F/N. Continue with False Purpose RD procedure, step B.)
24. WAS THERE AN EVIL PURPOSE THAT DID NOT FULLY BLOW? \_\_\_\_\_  
 (Find the prior confusion and handle as per step C of False Purpose RD procedure. If still not blown, continue assessing this repair list.)
25. ON AN EVIL PURPOSE, WAS THE PRIOR CONFUSION NOT FOUND? \_\_\_\_\_  
 (Find the prior confusion and handle as per step C of False Purpose RD procedure.)
26. ON AN EVIL PURPOSE, WAS THE WRONG PRIOR CONFUSION FOUND? \_\_\_\_\_  
 (Find the correct prior confusion and handle as per the False Purpose RD procedure, from step C onwards.)
27. ON AN EVIL PURPOSE, FAILED TO GET THE EXACT PRIOR CONFUSION? \_\_\_\_\_  
 (Find the exact prior confusion and handle as per the False Purpose RD procedure, from step C onwards.)
28. WAS THERE AN EARLIER TIME WHEN YOU HAD THAT SAME EVIL PURPOSE? \_\_\_\_\_  
 (Find the earlier time the pc had that same evil purpose, as per step D of False Purpose RD procedure, and if no spectacular release or persistent F/N, carry on with steps E, etc.)
29. ON AN EVIL PURPOSE, DID NOT GET THE FIRST MOMENT OF THE FIRST PRIOR CONFUSION? \_\_\_\_\_  
 (Reorient to the earliest prior confusion found and get the first moment of that confusion. If no EP, continue as per step D of False Purpose RD procedure.)
30. HAS A SERVICE FAC BEEN MISSED? \_\_\_\_\_  
 (2WC to F/N. If no spectacular blow on just getting off the service fac, and if you are a Class IV Auditor or above, run it out fully with the R3SC brackets. If you are not Class IV, end off for handling by a Class IV.)  
 (Note: R3SC is a major action and must not be run over out-ruds; the pc must be F/N and VGIs before embarking on the R3SC brackets. If in doubt, end off for a new C/S.)



31. IS THERE SOME COMPUTATION THAT YOU USE TO MAKE OTHERS WRONG? \_\_\_\_\_
- (2WC to F/N. If no spectacular blow on just getting off the service fac, and if you are a Class IV Auditor or above, run it out fully with the R3SC brackets. If you are not Class IV, end off for handling by a Class IV.)
- (Note: R3SC is a major action and must not be run over out-ruds; the pc must be F/N and VGIs before embarking on the R3SC brackets. If in doubt, end off for a new C/S.)
32. PRIOR TO HAVING THE EVIL PURPOSE WAS THERE A MISUNDERSTOOD WORD? \_\_\_\_\_
- (Get what the word was and clear it up to F/N. This may be what was holding the confusion in place and, on finding this, may result in a spectacular release and persistent F/N. If not, continue as per step D of the False Purpose RD procedure.)
33. NO PRIOR CONFUSION? \_\_\_\_\_
- (2WC to F/N. Depending on what comes up in reply to this question, the auditor would continue with the evil purpose chain being addressed or, in the case of a spectacular release and persistent F/N, would end off for that session.)
34. UNDISCLOSED OUT-ETHICS SITUATION? \_\_\_\_\_
- (Pull it as an overt and carry on from there as per the False Purpose RD procedure, steps A, B and so on.)
35. HAS A CRIME BEEN COVERED UP? \_\_\_\_\_
- (Pull the crime and carry on from there as per the False Purpose RD procedure, steps A, B and so on.)
36. DID YOU WITHHOLD TELLING THE AUDITOR WHAT THE EVIL PURPOSE WAS? \_\_\_\_\_
- (Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)
37. HAVE YOU BEEN GIVING FALSE REPORTS OR PR TO COVER UP A CRIME? \_\_\_\_\_
- (Get what the false reports or PR were, then get the crime that was being covered up. Treat the crime as per the False Purpose RD procedure, steps A, B, etc.)
38. DID THE AUDITOR TRY TO RUN OUT A GOOD INTENTION? \_\_\_\_\_
- (Indicate the BPC and that this was incorrect and should not have been done. If no relief, 2WC E/S “times when an auditor tried to run out a good intention” to F/N.)
39. NOT YOUR EVIL PURPOSE? \_\_\_\_\_
- (If so, indicate to the pc this was not his item. Don’t try to find whose it was.)

40. WAS THERE SOME EVIL PURPOSE YOU DIDN'T DARE MENTION? \_\_\_\_\_
- (Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)
41. HAVE YOU BEEN INVOLVED IN A BLACK PR CAMPAIGN? \_\_\_\_\_
- (Pull as a withhold, finding out the specific black PR he has spread, about whom and to whom, and handle this as an overt as per the False Purpose RD procedure, steps A, B, etc. Then, get the prior overt the pc committed and handle with steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #41.)
- (Note for C/S to program the case for additional FPRD actions as needed.)
42. WAS A POSTULATE MISSED? \_\_\_\_\_
- (Get what the postulate was. It may be a false purpose or evil purpose, in which case carry on as per step C of the False Purpose RD procedure. Do not try to run out a good [prosurvival] intention or postulate.)
43. HAD THE EVIL PURPOSE ALREADY BLOWN? \_\_\_\_\_
- (Rehab.)
44. WAS IT NOT AN EVIL PURPOSE BUT SOME OTHER SORT OF NON-SURVIVAL CONSIDERATION? \_\_\_\_\_
- (Get what it is. Then do steps C to G of the False Purpose RD procedure.)
45. WAS THERE A CRASHING MISUNDERSTOOD WORD? \_\_\_\_\_
- (Find and handle the Mis-U word as per HCOB 17 June 79, CRASHING MIS-US: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.)
46. WAS AN F/N OVERRUN? \_\_\_\_\_
- (Rehab.)
47. WAS AN F/N MISSED? \_\_\_\_\_
- (Find out on what and rehab.)
48. WAS AN IMPLANT RESTIMULATED? \_\_\_\_\_
- (Indicate. The pc may BD and F/N with relief and VGIs. If not get the pc to recall moments before the implant, until it blows. If still no blow, date/locate it.)
49. DID YOU FAIL TO ANSWER A CONFSSIONAL QUESTION? \_\_\_\_\_
- (Find out which question and handle with the False Purpose RD procedure, starting with step A.)

50. IS THERE MORE THAT SHOULD BE KNOWN ABOUT SOME OVERT? \_\_\_\_\_  
 (Get all of it, using Sec Checking tech, and then carry on with the False Purpose RD procedure, steps A, B, etc.)
51. WAS THERE A QUESTION THAT THE AUDITOR SAID DIDN'T READ THAT SHOULD HAVE? \_\_\_\_\_  
 (Find out what question and get in Suppress and Inval on it. Then handle it fully with the False Purpose RD procedure.)
52. WAS A QUESTION OR ITEM TAKEN UP THAT WASN'T CHARGED? \_\_\_\_\_  
 (Get what, indicate it was a false read. Itsa E/S to F/N.)
53. WAS A HOT QUESTION NOT TAKEN UP? \_\_\_\_\_  
 (Find out what question and get in Suppress and Inval on it. Then handle it fully with the False Purpose RD procedure.)
54. DID YOU TELL A LIE? \_\_\_\_\_  
 (Pull this as per Sec Checking tech, including getting what overt he was covering up with the lie—with all specifics—and handle it using the False Purpose RD procedure, steps A, B, etc.)
55. WAS A QUESTION LEFT UNFLAT? \_\_\_\_\_  
 (Find out which one and flatten it with the appropriate step of the False Purpose RD procedure.)
56. HAD YOU TOLD ALL? \_\_\_\_\_  
 (Indicate it if so. 2WC E/S to F/N.)
57. HAS AN OVERT BEEN PROTESTED? \_\_\_\_\_  
 (Get what it was and get in the Protest button on it. Then handle it fully with False Purpose RD procedure.)
58. WERE THERE OVERTS OR WITHHOLDS THAT WEREN'T ACCEPTED? \_\_\_\_\_  
 (Get what. Get who wouldn't accept it. Get off any Protest and Inval, and clean it up E/S to F/N.)
59. DID THE AUDITOR NOT HEAR OR ACKNOWLEDGE WHAT YOU SAID? \_\_\_\_\_  
 (Indicate the BPC. Get what the auditor missed and clean it up E/S to F/N.)
60. HAS SOMETHING BEEN MISUNDERSTOOD? \_\_\_\_\_  
 (Clean it up, clearing any Mis-U words, each to F/N.)
61. WAS ANYTHING PROTESTED? \_\_\_\_\_  
 (2WC E/S to F/N.)

62. MISSED WITHHOLD OF NOTHING? \_\_\_\_\_  
 (Indicate it, and 2WC E/S to F/N.)
63. WRONG DATE? \_\_\_\_\_  
 (Correct the date to a blow, as per the HCOBs on Dating/  
 Locating. )
64. WRONG LOCATION? \_\_\_\_\_  
 (Correct the location to a blow, as per the HCOBs on Dating/  
 Locating. )
65. EARLIER INCIDENT MISSED? \_\_\_\_\_  
 (Get the earlier incident and complete handling from the  
 appropriate step of False Purpose RD procedure.)
66. ARE THERE OPINIONS YOU DON'T DARE SAY? \_\_\_\_\_  
 (Get what. 2WC E/S to F/N. Then check for an overt or overts  
 before the pc felt he couldn't state his opinions. Handle with  
 False Purpose RD procedure.)
67. WERE YOU WAITING FOR A DIFFERENTLY WORDED  
 OVERT OR WITHHOLD QUESTION? \_\_\_\_\_  
 (2WC E/S to F/N. Then pull any overt chain that was missed and  
 handle with False Purpose RD procedure, steps A, B, etc.)
68. ARE YOU WITHHOLDING ANYTHING? \_\_\_\_\_  
 (Get what it is and handle with False Purpose RD procedure.)
69. DID YOU TELL ANY HALF-TRUTHS? \_\_\_\_\_  
 (Get all of the withhold and handle with False Purpose RD  
 procedure.)
70. WAS THERE SOMETHING THE AUDITOR SHOULD HAVE  
 KNOWN ABOUT YOU THAT HE DIDN'T? \_\_\_\_\_  
 (Pull it and handle with False Purpose RD procedure.)
71. PRIOR TO COMMITTING THE OVERT WAS THERE AN  
 EVIL PURPOSE OR DESTRUCTIVE INTENTION? \_\_\_\_\_  
 (Get what the evil purpose is, and continue on as per step C of the  
 False Purpose RD procedure.)
72. DO YOU HAVE A HARMFUL INTENTION TOWARD  
 OTHERS? \_\_\_\_\_  
 (Pull the harmful intention and continue on as per step C of the  
 False Purpose RD procedure.)
73. IS THERE SOME PURPOSE OR CONSIDERATION YOU  
 HAVE THAT CONFLICTS WITH SCIENTOLOGY? \_\_\_\_\_  
 (Get what the evil purpose is, and continue on as per step C of the  
 False Purpose RD procedure.)

74. WAS SOME HIDDEN IMPULSE NOT REVEALED? \_\_\_\_\_  
 (Get what it is and continue its handling as per step C of the False Purpose RD procedure.)
75. DID YOU PR AN ETHICS OFFICER INIo BELIEVING A SITUATION WAS HANDLED WHEN IT WASN'T? \_\_\_\_\_  
 (Handle as a withhold and continue with step A of the False Purpose RD procedure.)
76. DO YOU INTEND TO GO ON COMMITTING OVERTS SIMILAR TO THOSE YOU'VE GOTTEN OFF? \_\_\_\_\_  
 (Handle as a withhold and continue with step A of the False Purpose RD procedure.)
77. WERE YOU PRETENDING TO BE PTS TO AVOID TAKING RESPONSIBILITY FOR SOME OVERT OR INTENTION? \_\_\_\_\_  
 (Handle as a withhold and continue handling the overt or intention with the False Purpose RD procedure.)
78. DID THE AUDITOR CALL AN F/N WHEN YOU DIDN'T FEEL YOU WERE F/Ning? \_\_\_\_\_  
 (Indicate it if so. 2WC E/S to F/N. Find out what question was being run and complete its handling to F/N. If this turns out to be an unflat overt chain, flatten it fully with the False Purpose RD procedure.)
79. DID YOU HAVE TO GET THE SAME W/Hs OFF MORE THAN ONCE? \_\_\_\_\_  
 (2WC E/S to F/N.)
80. SOMEONE DEMANDED A W/H YOU DIDN'T HAVE? \_\_\_\_\_  
 (Indicate if so. 2WC E/S to F/N.)
81. WAS THERE A WITHHOLD THAT KEPT COMING UP? \_\_\_\_\_  
 (Get what it was and then clean up anything that wasn't gotten off about the withhold, any unhandled misses of that withhold, and if not then fully handled, take it E/S and find and handle the underlying, unhandled incident as per False Purpose RD. [Ref: HCOB 21 Mar. 62, PREPCHECKING DATA, WHEN TO DO A WHAT; Tape: 6201C11, THE MISSED MISSED WITHHOLD])
82. WERE THERE AUDITOR'S CODE BREAKS? \_\_\_\_\_  
 (Get what. Indicate it was illegal and 2WC E/S to F/N. C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB 11 July 82 I. )
83. HAVE YOU WANTED THIS RUNDOWN TO FAIL? \_\_\_\_\_  
 (Handle as a W/H. Pull *all* of the W/H, and then take the O/W E/S to a full handling as per steps A to G of the False Purpose RD.)

84. WERE YOU AFRAID OF WHAT MIGHT HAPPEN? \_\_\_\_\_  
(2WC E/S to F/N.)
85. WAS THERE AN INJUSTICE? \_\_\_\_\_  
(2WC E/S to F/N. Then check for any similar overt of the pc's own and handle any found with False Purpose RD procedure.)
86. WAS THERE A BETRAYAL? \_\_\_\_\_  
(2WC E/S to F/N. Then check for any similar overt of the pc's own and handle any found with False Purpose RD procedure.)
87. DID THE AUDITOR GET ANGRY AT YOU? \_\_\_\_\_  
(If this happened, indicate it is illegal to do so. 2WC E/S to F/N. Clean up any ARC break to F/N.) (C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB 11 July 82 I.)
88. WAS ANYTHING SUPPRESSED? \_\_\_\_\_  
(Clean it up E/S to F/N.)
89. WAS ANYTHING INVALIDATED? \_\_\_\_\_  
(Clean it up E/S to F/N.)
90. HAVE YOU NEVER REALLY DONE ANYTHING BAD? \_\_\_\_\_  
(Handle with "murder routine," getting an overt or overts and handling with steps A to G of the False Purpose RD procedure.)
91. WAS ANYTHING FALSIFIED? \_\_\_\_\_  
(Clean it up as a W/H and complete its handling with False Purpose RD procedure.)
92. WAS THERE ANY EVALUATION? \_\_\_\_\_  
(2WC E/S to F/N.)
93. WERE YOU TIRED OR HUNGRY? \_\_\_\_\_  
(2WC E/S to F/N.)
94. HAD YOU RECENTLY TAKEN DRUGS? MEDICINE? ALCOHOL? \_\_\_\_\_  
(2WC E/S to F/N. Note for C/S.)
95. WAS THERE A FALSE READ? \_\_\_\_\_  
(2WC E/S to F/N. Indicate the false read if so. Can also clean it up with Suppress, Inval, Protest, if needed.)
96. WAS THERE A FALSE ACCUSATION? \_\_\_\_\_  
(2WC E/S to F/N.)

97. WAS THERE SOMETHING WRONG WITH THE METER OR CANS? \_\_\_\_\_  
(False TA handling.)
98. BYPASSED CHARGE FROM SOME OTHER AUDITING ERROR? \_\_\_\_\_  
(Find out what auditing action and handle with the appropriate repair list.)
99. DRUG INCIDENT RESTIMULATED? \_\_\_\_\_  
(Handle with L3RH. On a Clear or above, only indicate the reads.)  
(Note for C/S.)
100. WAS THERE AN OVERT ON SOME OTHER DYNAMIC? \_\_\_\_\_  
(Pull the overt and handle as per steps A, B, C, etc., of False Purpose RD procedure.)  
(Note for C/S to program the case for any additional Sec Check forms needed, to be done *after* the current form has been completed.)
101. WAS THERE AN OVERT ON SOME OTHER SUBJECT OR AREA OF LIFE? \_\_\_\_\_  
(Pull the overt and handle as per steps A, B, C, etc., of False Purpose RD procedure.)  
(Note for C/S to program the case for any additional Sec Check forms needed, to be done *after* the current form has been completed.)
102. IN THIS LIFETIME, HAVE YOU BEEN IMPLANTED BY A PSYCHIATRIST OR PRIEST? \_\_\_\_\_  
(Applying the tools of Sec Checking tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to pc and to what degree the pc has carried out or executed these commands and suggestions.)  
(Note for C/S for further PDH follow-up actions.)
103. IN THIS LIFETIME, HAVE YOU EVER BEEN A VICTIM OF PAIN-DRUG-HYPNOSIS? \_\_\_\_\_  
(Applying the tools of Sec Checking tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to pc and to what degree the pc has carried out or executed these commands and suggestions.)  
(Note for C/S for further PDH follow-up actions to be programed.)

104. IN THIS LIFETIME, HAVE YOU EVER BEEN DRUGGED AND THEN ELECTRIC SHOCKED WITHOUT KNOWING IT? \_\_\_\_\_

(Handle as in question #103.)

105. IN THIS LIFETIME, HAVE YOU EVER HAD A STRANGE, DESTRUCTIVE IMPULSE YOU COULDN'T ACCOUNT FOR? \_\_\_\_\_

(Handle as in question #103.)

106. IN THIS LIFETIME, WAS THERE A TIME WHEN YOU SAW A PSYCHIATRIST BUT AFTERWARD COULD NOT REMEMBER EVERYTHING THAT HAD TAKEN PLACE? \_\_\_\_\_

(Handle as in question #103.)

107. WHEN ASKED FOR AN OVERT OR EARLIER-SIMILAR OVERT, COULD YOU ONLY SEE BLACKNESS? \_\_\_\_\_

(Have the pc close his eyes and then do the following:

I. Date/Locate the overt—whatever the pc can see of it—as exactly as you can. This may blow it and result in a persistent F/N. Or it may just change the view slightly.

II. If no persistent F/N, run this command repetitive to EP: “What part of that scene you’re looking at could you be responsible for?” continuing to repeat the question no matter how many times the pc repeats the same answer and even if the pc gives you the most strained or vague answers. Run the process to F/N, cognition, VGIs.

III. If no spectacular release and persistent F/N, Sec Check the overt as per step A of the rundown and continue with steps B, C, etc.)

108. WAS THERE SOMETHING ELSE WRONG? \_\_\_\_\_

(If so and it doesn't clean up on 2WC, GF M5 and handle.)

109. HAS THE UPSET BEEN HANDLED? \_\_\_\_\_

(2WC. If so, indicate it to F/N.)

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
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HCO BULLETIN OF 14 JUNE 1984

Remimeo  
C/Ses  
FPRD Auditors  
and C/Ses  
Tech/Qual  
MAA/Ethics Offs

*False Purpose Rundown Series 10-A*

**FALSE PURPOSE RUNDOWN BASIC FORM**

<i>Refs:</i>		
HCOB	5 June 84R Rev. 11.1.90	FPRD Series 1R FALSE PURPOSE RUNDOWN
HCOB	9 June 84R Rev. 3.5.85	FPRD Series SR AUDITING THE FALSE PURPOSE RUNDOWN
HCOB	1 Mar. 77 III	FORMULATING CONFESSIONAL QUESTIONS
HCOB	1 Mar. 77 II	CONFESSIONAL FORMS

Here is the basic form employed on the False Purpose Rundown. It is written for use on any pc or pre-OT beginning the rundown.

This list may have questions added to it by the C/S, but questions are not deleted from it in any case. Other False Purpose RD forms may also be used in the course of the rundown, but this list is given as the basic list to be used for any pc beginning the rundown.

**AUDITOR INSTRUCTIONS**

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter per standard Sec Checking tech.

Reading questions on this list are handled with False Purpose Rundown procedure. The form itself is composed of two sections of questions.

Questions in Section I of this form ask for overts, which are handled with Steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using Steps C through G of False Purpose Rundown procedure.

**SECTION I QUESTIONS:**

1. DO YOU HAVE A BACK-OFF IN HANDLING SOME AREA OF YOUR LIFE? \_\_\_\_\_

(Find which area he has a back-off on handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then recheck the original question, 1.)

2. IS THERE SOME OVERT ACT YOU'VE HAD TO RESTRAIN YOURSELF FROM COMMITTING? \_\_\_\_\_
3. IS THERE SOMETHING YOU HAVE DONE YOU HAVE SUCCESSFULLY WITHHELD IN AUDITING OR SEC CHECKING? \_\_\_\_\_
4. DO YOU HAVE A SECRET OVERT? \_\_\_\_\_
5. DO YOU HAVE A BACK-OFF ON HANDLING SOME PERSON? \_\_\_\_\_  
  
(Find out which person he has a back-off on handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then recheck the original question, 5.)
6. HAVE YOU DONE SOMETHING THAT YOU COULD GET INTO SERIOUS TROUBLE FOR? \_\_\_\_\_
7. HAVE YOU BEEN REASONABLE WITH PERSONS YOU SHOULD HAVE HANDLED? \_\_\_\_\_  
  
(Find out what person[s] he has been reasonable with in handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then recheck the original question, 7.)
8. DO YOU HAVE SOME WITHHOLD YOU HAVEN'T WANTED TO DISCUSS? \_\_\_\_\_
9. HAVE YOU EVER BETRAYED A FRIEND? \_\_\_\_\_
10. HAVE YOU COMMITTED AN OVERT AGAINST YOURSELF? \_\_\_\_\_
11. HAVE YOU DONE ANYTHING THAT WAS HARMFUL TO YOUR OWN BODY? \_\_\_\_\_
12. IS THERE SOMETHING YOU REGRET HAVING DONE TO SOMEONE? \_\_\_\_\_
13. HAVE YOU EVER BEEN SEXUALLY UNFAITHFUL? \_\_\_\_\_
14. HAVE YOU EVER DELIBERATELY HURT SOMEONE YOU LOVED? \_\_\_\_\_
15. HAVE YOU EVER COMPROMISED YOUR INTEGRITY? \_\_\_\_\_
16. HAVE YOU EVER USED DRUGS OR ALCOHOL TO TRAP SOMEONE? \_\_\_\_\_
17. HAVE YOU EVER ILL-TREATED CHILDREN? \_\_\_\_\_

18. HAVE YOU COMMITTED ANY OVERTS AGAINST YOUR FAMILY? \_\_\_\_\_
  19. HAVE YOU EVER DONE SOMETHING HARMFUL TO ANOTHER'S MIND? \_\_\_\_\_
  20. HAVE YOU DELIBERATELY QUICKIED ANY PRODUCT OR IMPORTANT CYCLE ON YOUR JOB? \_\_\_\_\_
  21. HAVE YOU DONE A BRUSH-OFF JOB OF SOMETHING? \_\_\_\_\_
  22. HAVE YOU KNOWINGLY GONE BY MIS-Us ON YOUR JOB? \_\_\_\_\_
  23. IS THERE SOMETHING YOU HAVE DONE YOU THINK MIGHT GET YOU REMOVED FROM YOUR JOB OR GROUP, IF IT WERE KNOWN? \_\_\_\_\_
  24. HAVE YOU EVER CONSISTENTLY MADE A PRACTICE OF SEXUAL PERVERSION? \_\_\_\_\_
  25. HAVE YOU CHEATED SOMEONE WHO TRUSTED YOU? \_\_\_\_\_
  26. HAVE YOU DONE SOMETHING TO MAKE YOUR GROUP OR ORGANIZATION LOSE? \_\_\_\_\_
  27. HAVE YOU EVER CAVED SOMEONE IN? \_\_\_\_\_
  28. HAVE YOU MISREPRESENTED YOUR KNOWLEDGE OR SKILL? \_\_\_\_\_
  29. HAVE YOU EVER PARTICIPATED IN ELECTRIC SHOCKING OR IMPLANTING SOMEONE? \_\_\_\_\_
  30. HAVE YOU EVER DELIBERATELY INJURED SOMEONE? \_\_\_\_\_
  - 3 1 .HAVE YOU EVER INJURED DIANETICS OR SCIENTOLOGY? \_\_\_\_\_
  - 3 2 .HAVE YOU COMMITTED AN OVERT ON A SCIENTOLOGY ORGANIZATION? \_\_\_\_\_
  33. IS THERE AN OVERT THAT YOU HAVE COVERED UP WITH FALSE PR? \_\_\_\_\_
- (The act of false PRing should be gotten off, but then pull the actual OVERT that was being covered up, E/S to F/N.
34. HAVE YOU ALTERED LRH TECH? \_\_\_\_\_
  35. IS THERE SOME OTHER OVERT YOU HAVE COMMITTED THAT WOULD BE AWFUL TO HAVE TO GET OFF? \_\_\_\_\_

36. HAVE YOU EVER CAVED YOURSELF IN? \_\_\_\_\_

SECTION II QUESTIONS

37. DO YOU HAVE A SECRET DESIRE TO SEE SOMEONE FAIL? \_\_\_\_\_

38. HAVE YOU EVER HAD AN IMPULSE TO COMMIT SUICIDE? \_\_\_\_\_

39. HAVE YOU HAD SOME PURPOSE WHICH IS IN OPPOSITION TO THE PURPOSE OF SCIENTOLOGY? \_\_\_\_\_

40. DO YOU HAVE SOME SECRET PURPOSE? \_\_\_\_\_

41. DO YOU INTEND TO HARM SCIENTOLOGY DISSEMINATION? \_\_\_\_\_

42. HAVE YOU HAD A HIDDEN EVIL PURPOSE ON SOME OTHER DYNAMIC? \_\_\_\_\_

43. HAVE YOU HAD A FEELING OF WANTING TO GET EVEN FOR SOMETHING? \_\_\_\_\_

44. HAVE YOU EVER HAD A VICIOUS, CRUEL INTENTION TOWARDS SOMEONE? \_\_\_\_\_

45. IS THERE SOME OUT-ETHICS IMPULSE THAT YOU HAVE FAILED TO RESTRAIN? \_\_\_\_\_

(Pull the overt.)

END RUDS

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A to G of False Purpose RD procedure.)

1. IN THIS CONFESSIONAL, HAVE YOU TOLD A HALFTRUTH? \_\_\_\_\_

2. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? \_\_\_\_\_

3. IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO IMPRESS ME? \_\_\_\_\_

4. IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE? \_\_\_\_\_

5. IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO INFLUENCE THE E-METER? \_\_\_\_\_

6. IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD SOMETHING? \_\_\_\_\_

7. IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE ELSE? \_\_\_\_\_
8. IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD WHEN YOU DIDN'T HAVE ONE? \_\_\_\_\_
- 9 . IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED? \_\_\_\_\_
10. IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED? \_\_\_\_\_
11. IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED? \_\_\_\_\_

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HCO BULLETIN OF 15 JUNE 1984

Remimeo  
All Class IV Orgs  
All Missions  
Tech/Qual  
False Purpose RD  
Auditors, C/Ses  
and Supervisors  
Cramming Officers  
D of T

**FALSE PURPOSE RUNDOWN**  
**INFO FOR ORGS AND MISSIONS**

The distribution of False Purpose Rundown Series 10-B, FALSE PURPOSE RUNDOWN, ELIGIBILITY FOR OT LEVELS FORM (HCOB 15 June 84 I) is limited to Saint Hills, Advanced Orgs and the Flag Service Org.

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HCO BULLETIN OF 17 JUNE 1984

Remimeo  
Auditors  
C/Ses  
HCO Tech/Qual  
MAAs/Ethics Offs

*C/S Series 118-1*

**EVIL PURPOSES AND FALSE PR**

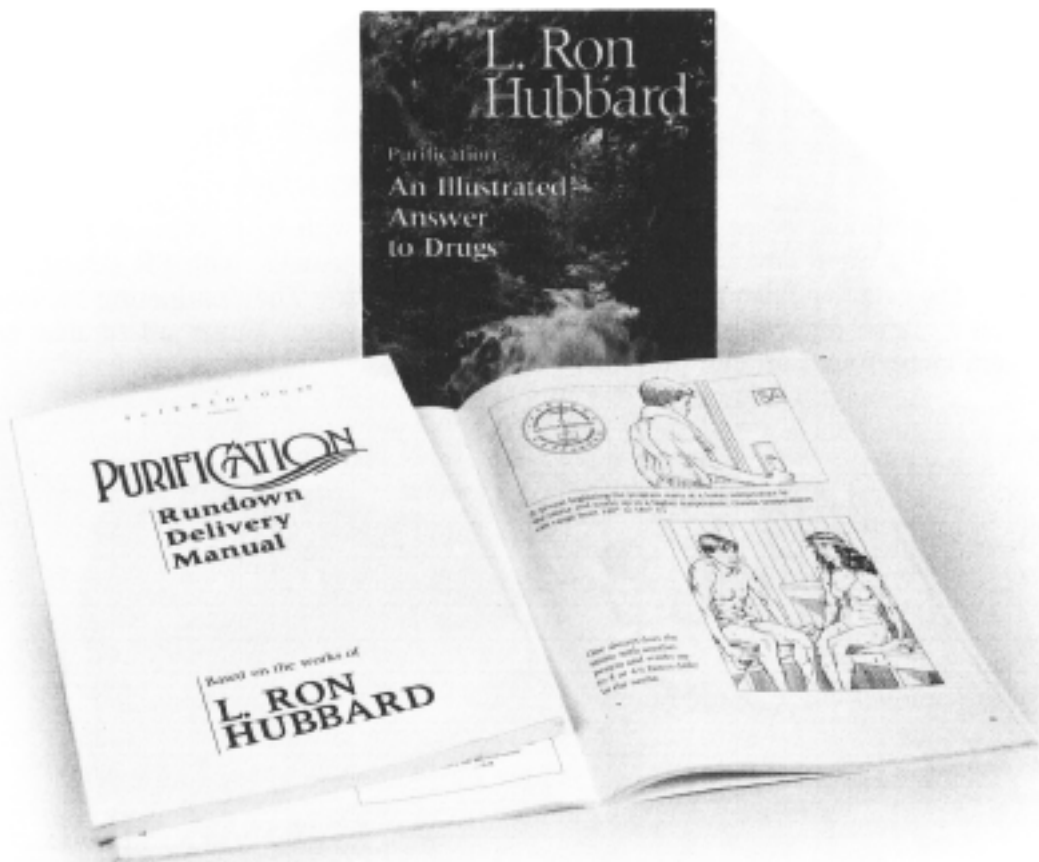
*Refs:*  
HCOB 28 Feb. 84 C/S Series 118  
PRETENDED PTS  
HCO PL 2 Apr. 65 FALSE REPORTS  
HCO PL 4 Apr. 72 Esto Series 14  
ETHICS

An additional point in the behavior of people with evil purposes has been found: They often cover their evil purposes up and usually with PR statements. These are actually false reports of one kind or another. The dominating behavior action is false reports and neglect of the real situation. Under all of that can generally be found an evil purpose.

L. RON HUBBARD  
Founder

PURIFICATION: AN ILLUSTRATED  
ANSWER TO DRUGS  
and  
THE PURIFICATION RUNDOWN  
DELIVERY MANUAL  
by L. Ron Hubbard

Published September 1984



In another major step in handling the growing threat of drugs and other toxic substances, Ron released two new books.

*Purification: An Illustrated Answer to Drugs* presents the Purification Rundown with striking and easily grasped illustrations. Showing first the far reaching effects of drugs and toxic substances on the lives of everyone in today's society, the book goes on to offer the only effective *solution*, the Purification Rundown.

*The Purification Rundown Delivery Manual* is the tool to be used by those receiving *and* those delivering the rundown to ensure 100% standard tech is applied from start to finish. Ron developed this manual to route a person onto and *through* the rundown, with daily report forms, forms for handling any slows or difficulties that might be encountered and pages for writing up the many wins and successes that come from standardly following the Purification Rundown's precise steps.



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 NOVEMBER 1984R  
REVISED 18 JUNE 1989

Remimeo  
All Sec Checkers  
Auditors  
C/Ses  
MAAs/Ethics Offs  
Academy Supers  
Intern Supers  
HSSC Course  
Academy Level II  
Tech/Qual  
HCO

**SECURITY CHECKER BEINGNESS**

*Refs:*  
HCOB 10 Apr. 80 AUDITOR BEINGNESS  
HCOB 4 Apr. 65 ARC BREAKS AND MISSED WITHHOLDS  
HCOB 26 May 60 SECURITY CHECKS  
HCOB 24 Aug. 64 SESSION MUST-NOTS  
HCOB 26 Apr. 71 I TRs AND COGNITIONS  
HCOB 10 May 62 PREPCHECKING AND SEC CHECKING  
HCOB 12 Feb. 62 HOW TO CLEAR WITHHOLDS AND MISSED  
WITHHOLDS  
HCOB 28 Nov. 78 AUDITORS WHO MISS WITHHOLDS,  
PENALTY  
Tape: 6201C16 "Nature of Withholds"  
Tape: 6202C14 "Directing Attention"  
Book: *E-Meter Essentials*, Chapter H, "Confessionals"

Just as a professional auditor must fully assume the BEINGNESS of a professional auditor in order to be a success, so must a Security Checker understand and fully assume the BEINGNESS of a Sec Checker. There is such a beingness, and it is distinctly itself.

A Sec Check session can be technically correct but for one key ingredient: the Sec Checker's beingness. In other words, the correct questions were asked, the metering was faultless, the Auditor's Code was observed to the letter and the pc was in-session. Yet the Sec Checker missed. He was being an auditor or an observer, when he should have been a SECURITY CHECKER.

**BEINGNESS**

A Sec Checker is a *detective*. He is there to FIND OUT.

Any theetie-weetie attitude or a coy "You don't have any withholds do you?" approach are straight routes to failure as a Sec Checker.

The good Sec Checker is marked by his thoroughness, his willingness to pry, his swinish suspicion. He's a believer in the meter and little else when he is on the trail of a pc's withhold.

This does not, however, mean that a Sec Checker should be misemotional or accusative. It means that he sees what he sees. He knows that when his meter tells him something is there, something is there—and he knows when he's gotten it all.

He knows well what sort of misdirection a preclear can volunteer in an effort to hang on to a withhold. He understands what is going on and smoothly and unconcernedly goes right ahead and gets the job done with ARC. And so his pcs win. Remember that a Sec Check, even when being done for justice or investigatory purposes, is for the pc.

The beingness of a Sec Checker is that of a detective.

### ATTITUDE

Live communication with the pc (that is to say, flawless TRs) is essential. A wrong or challenging auditor attitude can throw the scene off as there is a destroyed comm cycle. Instead of bringing up the pc's confront and willingness to dig and get off his transgressions, an accusative attitude on the part of the Sec Checker backs the pc into the reactive bank. The law from *Dianetics: The Original Thesis* applies: Auditor plus pc is greater than the bank.

Sometimes the pc needs an R-factor, such as a helpful "I am trying to complete this Sec Check so you can get on with your next level, so let's buckle down and get it all cleaned up."

### SEQUENCE

One should first be well trained in the technical skills of Sec Checking. His TRs must be faultless; he has to be a metering ace and have his admin and procedure down cold. He must have *certainty* of his tools and his ability to use them. Just as it is a waste of time for an auditor to attempt a full sort-out of his auditor beingness before he has mastered TRs and the other technical basics of auditing, it is fruitless for a Sec Checker to attempt this step before he knows his Sec Checking tech inside and out.

Having duplicated and gained an understanding of Sec Checking basics and mastered its mechanics, the Sec Checker can then fully assume the proper beingness. The evidence of his having done so will appear in the Sec Checks he does: They will roll along successfully, with the pc well controlled and rapidly shedding the burden of his transgressions.

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HCO BULLETIN OF 22 NOVEMBER 1984

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C/Ses  
FPRD Auditors  
Tech/Qual

*False Purpose Rundown Series 9-1*

**FALSE PURPOSE RUNDOWN  
CORRECTION LIST  
WORD LIST**

<i>Refs:</i>		
HCO PL	4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB	8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB	21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug. 78 II	CLEARING COMMANDS
HCOB	17 July 79RA I Rev. 30.7.83	Word Clearing Series 64RA THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 13 June 84, FPRD Series 9, FALSE PURPOSE RUNDOWN CORRECTION LIST.

These words should be cleared on the pc before the False Purpose Rundown Correction List is actually assessed, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The auditor or student must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor or student uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time. Words previously cleared are not re-cleared.

**WORDS FROM THE FALSE PURPOSE RUNDOWN  
CORRECTION LIST**

A, about, accepted, account, accurately, accusation, acknowledge, afraid, afterward, alcohol, all, already, an, angry, answer, any, anything, ARC break, are, area, asked, at, audited, auditing, auditor, Auditor's Code, avoid.

Back, bad, basic, be, because, been, believed, believing, betrayal, blackness, black PR, blow, blown, breaks, but, by, bypassed, bypassed charge.

Call, campaign, cans, chain, charge, charged, coming up, committing, computation, Confessional, conflicts, confusion, consideration, could, couldn't, covered up, cover up, Crashing Misunderstood Word, crime.

Dare, date, demanded, destructive, did, didn't, different, differently, do, done, don't, drug, drugged, drugs, dynamic.

Earlier, electric, else, error, ethics, Ethics Officer, evaluation, ever, everything, evil, exact, exterior.

Fail, failed, false, falsified, fear, feel, find out, first, F/N, F/Ning, for, found, from, fully.

Get, getting, giving, good, go on, gotten, gotten off.

Had, half-truths, handled, happen, harmful, has, have, have to, having, he, hear, hidden, hot, hungry.

Implant, implanted, impulse, in, incident, incredible, injustice, intend, intention, into, invalidated, involved, is, it, item.

Jumped, justified.

Kept, knowing, known.

Late, left, lessen, lie, life, lifetime, list, location.

Make, medicine, mention, meter, might, misdirect, missed, missed withhold, misunderstood, moment, more.

Never, no, nonsurvival, not, nothing.

Of, off, officer, on, once, one, only, opinions, or, other, others, out, out-ethics, over, overrun, overt, overts.

Pain-drug-hypnosis, part, past, postulate, PR, pretending, priest, prior, problem, protested, psychiatrist, PTS, purpose.

Question.

Read, really, recently, remember, reports, reputation, responsibility, rest, restimulated, revealed, run, rundown, run out.

Said, same, saw, say, saying, Scientology, Sec Check, see, service fac, shocked, should, similar, situation, some, someone, something, sort, strange, subject, suppressed.

Taken, taken place, taken up, taking, tell, teiling, than, that, the, then, there, think, this, those, time, tired, to, told, too, toward, tried, trouble, try.

Undisclosed, unflat, upset, use.

Victim.

Waiting, wanted, was, wasn't, way, went, were, weren't, what, when, whole track, with, withheld, withhold, withholding, withholds, without, word, worded, worried, wrong.

You, your, you've.

L. RON HUBBARD  
Founder

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